Academy for Character Education

The door to building strong character in your children's lives

Dialectic Summer HLA Appendix

Student Name: _____

Multiplication Facts 0 - 12 worksheet A

Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Name_____

Date _____   Score _____/100

Multiplication Facts 0 - 12

Five minute timed drill with 100 problems.

4	6	7	0	2	7	5	2	10	9
× 4	× 3	× 4	× 0	× 2	× 1	× 3	× 1	× 7	× 1

8	12	11	10	3	11	5	3	12	10
× 0	× 6	× 5	× 8	× 1	× 9	× 2	× 3	× 4	× 1

10	12	10	9	11	4	10	12	7	4
× 10	× 0	× 2	× 7	× 8	× 3	× 5	× 9	× 5	× 1

11	7	6	4	12	10	6	8	10	6
× 10	× 0	× 5	× 0	× 8	× 6	× 2	× 8	× 3	× 6

12	9	5	11	9	3	11	7	2	8
× 12	× 8	× 0	× 3	× 6	× 2	× 7	× 2	× 0	× 4

11	4	10	12	7	10	9	12	9	7
× 11	× 2	× 4	× 3	× 3	× 5	× 2	× 5	× 3	× 6

12	11	10	7	1	10	9	6	8	6
× 11	× 0	× 9	× 7	× 0	× 0	× 4	× 4	× 1	× 0

11	6	12	11	11	9	8	5	9	8
× 4	× 1	× 1	× 6	× 12	× 5	× 5	× 1	× 9	× 6

5	12	11	8	5	9	12	9	10	3
× 4	× 9	× 1	× 2	× 5	× 9	× 2	× 0	× 8	× 0

12	12	12	8	1	3	2	8	7	0
× 10	× 9	× 7	× 7	× 1	× 8	× 9	× 3	× 9	× 6

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Multiplication Facts 0 - 12 worksheet B

Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Name_____

Date _____   Score _____/100

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

11	8	10	5	7	12	1	9	11	4
× 1	× 5	× 9	× 0	× 4	× 8	× 0	× 5	× 6	× 2

7	10	0	9	6	9	12	8	10	12
× 6	× 5	× 0	× 3	× 3	× 1	× 11	× 8	× 7	× 0

12	7	3	10	11	12	9	11	2	6
× 9	× 3	× 2	× 0	× 10	× 6	× 9	× 9	× 1	× 5

9	11	12	6	5	12	2	9	11	12
× 4	× 8	× 5	× 1	× 4	× 3	× 0	× 2	× 7	× 4

9	10	5	4	1	8	3	11	12	8
× 8	× 6	× 3	× 8	× 1	× 6	× 3	× 4	× 10	× 0

12	8	7	10	4	11	9	8	6	4
× 1	× 3	× 5	× 4	× 1	× 3	× 6	× 2	× 6	× 3

3	12	6	10	11	12	5	11	7	8
× 9	× 7	× 4	× 3	× 5	× 12	× 2	× 0	× 2	× 4

11	5	4	6	10	8	2	10	7	3
× 11	× 9	× 0	× 8	× 2	× 7	× 2	× 2	× 1	× 0

12	10	9	10	7	8	10	3	4	4
× 2	× 1	× 7	× 8	× 0	× 9	× 10	× 1	× 7	× 4

6	5	3	8	7	5	11	3	2	12
× 0	× 5	× 7	× 1	× 7	× 6	× 9	× 9	× 5	× 6

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Multiplication Facts 0 - 12 worksheet B - 1

Name_____

Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Date _____ Score _____/100

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

11 × 1 =____	8 × 5 =____	10 × 9 =____	5 × 0 =____	7 × 4 =____
12 × 8 =____	1 × 0 =____	9 × 5 =____	11 × 6 =____	4 × 2 =____
7 × 6 =____	10 × 5 =____	0 × 0 =____	9 × 3 =____	6 × 3 =____
9 × 1 =____	12×11 =____	8 × 8 =____	10 × 7 =____	12 × 0 =____
12 × 9 =____	7 × 3 =____	3 × 2 =____	10 × 0 =____	11×10 =____
12 × 6 =____	9 × 9 =____	11 × 9 =____	2 × 1 =____	6 × 5 =____
9 × 4 =____	11 × 8 =____	12 × 5 =____	6 × 1 =____	5 × 4 =____
12 × 3 =____	2 × 0 =____	9 × 2 =____	11 × 7 =____	12 × 4 =____
9 × 8 =____	10 × 6 =____	5 × 3 =____	4 × 8 =____	1 × 1 =____
8 × 6 =____	3 × 3 =____	11 × 4 =____	12×10 =____	8 × 0 =____
12 × 1 =____	8 × 3 =____	7 × 5 =____	10 × 4 =____	4 × 1 =____
11 × 3 =____	9 × 6 =____	8 × 2 =____	6 × 6 =____	4 × 3 =____
3 × 9 =____	12 × 7 =____	6 × 4 =____	10 × 3 =____	11 × 5 =____
12×12 =____	5 × 2 =____	11 × 0 =____	7 × 2 =____	8 × 4 =____
11×11 =____	5 × 9 =____	4 × 0 =____	6 × 8 =____	10 × 2 =____
8 × 7 =____	2 × 2 =____	10 × 2 =____	7 × 1 =____	3 × 0 =____
12 × 2 =____	10 × 1 =____	9 × 7 =____	10 × 8 =____	7 × 0 =____
8 × 9 =____	10×10 =____	3 × 1 =____	4 × 7 =____	4 × 4 =____
6 × 0 =____	5 × 5 =____	3 × 7 =____	8 × 1 =____	7 × 7 =____
5 × 6 =____	11 × 9 =____	3 × 9 =____	2 × 5 =____	12 × 6 =____

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Multiplication Facts 0 - 12 worksheet C

Name_____

Date _____   Score _____/100

Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Multiplication Facts 0 -12
Five minute timed drill with 100 problems

11	2	12	5	10	9	7	10	11	4
× 7	× 0	× 4	× 2	× 8	× 6	× 2	× 3	× 9	× 1

12	8	9	10	3	11	12	0	6	8
× 2	× 5	× 9	× 0	× 1	× 6	× 9	× 0	× 3	× 2

7	11	9	6	10	12	7	3	9	5
× 4	× 3	× 4	× 0	× 7	× 8	× 6	× 2	× 5	× 0

9	4	10	12	1	12	6	5	8	11
× 0	× 2	× 5	× 7	× 0	× 5	× 4	× 1	× 0	× 4

11	8	5	10	11	12	7	3	8	9
× 2	× 7	× 4	× 6	× 10	× 11	× 0	× 3	× 6	× 7

12	9	3	10	12	11	5	11	2	6
× 1	× 2	× 6	× 9	× 3	× 1	× 3	× 0	× 1	× 6

3	12	8	5	10	2	7	6	4	8
× 0	× 6	× 1	× 5	× 2	× 6	× 5	× 1	× 0	× 4

12	6	4	9	10	9	11	7	12	7
× 0	× 2	× 3	× 1	× 10	× 8	× 5	× 1	×10	× 7

11	6	2	11	10	12	7	2	3	8
× 11	× 5	× 2	× 8	× 1	× 12	× 3	× 8	× 5	× 3

10	9	4	5	7	2	9	3	4	2
× 4	× 3	× 9	× 7	× 8	× 4	× 7	× 4	× 6	× 7

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Multiplication Facts 0 - 12 worksheet C - 1

Name_____

Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Date _____   Score _____/100

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

$11 \times 7 =$____ $2 \times 0 =$____ $12 \times 4 =$____ $5 \times 2 =$____ $10 \times 8 =$____

$9 \times 6 =$____ $7 \times 2 =$____ $10 \times 3 =$____ $11 \times 9 =$____ $4 \times 1 =$____

$12 \times 2 =$____ $8 \times 5 =$____ $9 \times 9 =$____ $10 \times 0 =$____ $3 \times 1 =$____

$11 \times 6 =$____ $12 \times 9 =$____ $0 \times 0 =$____ $6 \times 3 =$____ $8 \times 2 =$____

$7 \times 4 =$____ $11 \times 3 =$____ $9 \times 4 =$____ $6 \times 0 =$____ $10 \times 7 =$____

$12 \times 8 =$____ $7 \times 6 =$____ $3 \times 2 =$____ $9 \times 5 =$____ $5 \times 0 =$____

$9 \times 0 =$____ $4 \times 2 =$____ $10 \times 5 =$____ $12 \times 7 =$____ $1 \times 0 =$____

$12 \times 5 =$____ $6 \times 4 =$____ $5 \times 1 =$____ $8 \times 0 =$____ $11 \times 4 =$____

$11 \times 2 =$____ $8 \times 7 =$____ $5 \times 4 =$____ $10 \times 6 =$____ $11 \times 10 =$____

$12 \times 11 =$____ $7 \times 0 =$____ $3 \times 3 =$____ $8 \times 6 =$____ $9 \times 7 =$____

$12 \times 1 =$____ $9 \times 2 =$____ $3 \times 6 =$____ $10 \times 9 =$____ $12 \times 3 =$____

$11 \times 1 =$____ $5 \times 3 =$____ $11 \times 0 =$____ $2 \times 1 =$____ $6 \times 6 =$____

$3 \times 0 =$____ $12 \times 6 =$____ $8 \times 1 =$____ $5 \times 5 =$____ $10 \times 2 =$____

$2 \times 6 =$____ $7 \times 5 =$____ $6 \times 1 =$____ $4 \times 0 =$____ $8 \times 4 =$____

$12 \times 0 =$____ $6 \times 2 =$____ $4 \times 3 =$____ $9 \times 1 =$____ $10 \times 10 =$____

$9 \times 8 =$____ $11 \times 5 =$____ $7 \times 1 =$____ $12 \times 10 =$____ $7 \times 7 =$____

$11 \times 11 =$____ $6 \times 5 =$____ $2 \times 2 =$____ $11 \times 8 =$____ $10 \times 1 =$____

$12 \times 12 =$____ $7 \times 3 =$____ $2 \times 8 =$____ $3 \times 5 =$____ $8 \times 3 =$____

$2 \times 4 =$____ $9 \times 3 =$____ $4 \times 9 =$____ $5 \times 7 =$____ $7 \times 8 =$____

$6 \times 4 =$____ $9 \times 7 =$____ $3 \times 4 =$____ $4 \times 6 =$____ $2 \times 7 =$____

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Multiplication Facts 0 - 12 worksheet D

Name _____

Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Date _____   Score _____ /100

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

9 × 8	10 × 5	12 × 9	6 × 4	2 × 1	7 × 3	11 × 5	8 × 0	9 × 2	10 × 1
12 × 2	9 × 6	4 × 2	10 × 3	11 × 1	7 × 0	1 × 1	5 × 2	8 × 6	9 × 3
6 × 7	0 × 4	10 × 8	10 × 6	4 × 8	7 × 5	3 × 0	12 × 6	11 × 9	10 × 0
10 × 10	9 × 5	5 × 3	12 × 5	11 × 0	1 × 9	2 × 6	12 × 0	5 × 4	2 × 2
3 × 1	11 × 8	7 × 4	12 × 11	8 × 1	6 × 6	10 × 4	11 × 7	12 × 8	1 × 0
0 × 9	3 × 8	12 × 4	10 × 7	12 × 10	8 × 5	9 × 9	10 × 9	5 × 0	4 × 1
11 × 4	11 × 10	7 × 1	12 × 12	4 × 9	3 × 2	3 × 9	8 × 7	7 × 2	11 × 3
12 × 3	11 × 6	10 × 2	4 × 6	8 × 2	7 × 7	6 × 5	5 × 1	4 × 3	2 × 0
3 × 5	4 × 7	0 × 0	5 × 5	6 × 1	1 × 5	11 × 12	10 × 11	8 × 8	6 × 0
11 × 11	6 × 3	4 × 4	11 × 2	12 × 1	5 × 8	7 × 9	9 × 4	12 × 7	5 × 6

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READING LOG

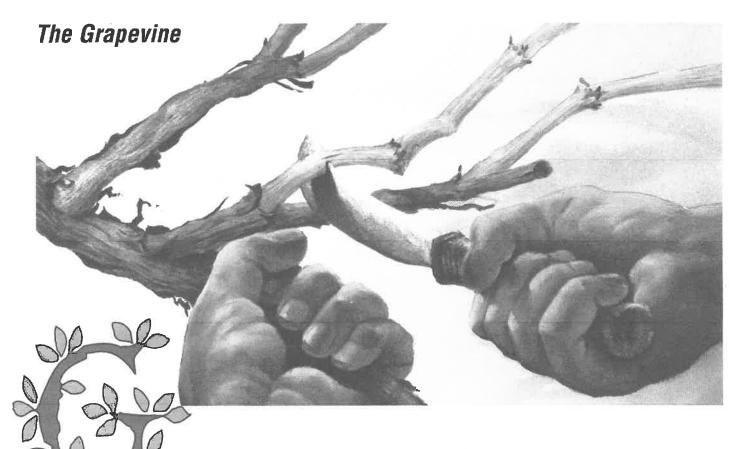| Date	Book Title (from grade appropriate book)	Pages read

READING LOG

Date	Book Title (from grade appropriate book)	Pages read

Virtue in Nature

The Grapevine

Grapevines are just like you and me. Though it may be surprising, it is true. But only the grapevines that do the *right* thing are healthy and produce good fruit. Sweet, plump, juicy grapes grow only if the grapevine protects itself from disease and other things that might hinder its growth. It takes a lot of effort to produce delicious fruit, but every bit is well worth it. When you and I do the right things, we'll have good fruit, too.

To grow a grapevine, the vine keeper must first have a grape seed. (Pick a student or teacher to be your grape seed and have him or her sit down in front of the audience.) A seed will not grow unless it is planted in the ground. Grapevines depend on good soil to supply the needed nutrients for proper growth. If you and I are going to produce good fruit, we need to be planted in good dirt, too. That means we should have good influences around us—the things we watch, read, and listen to. We must choose friends that help us do better, not worse.

As soon as the seed is planted in the soil, it must establish its roots. (Have the volunteer extend his or her legs as "roots.") The seed draws from the energy stored inside itself to spread its roots throughout the ground. It is important for the vine to have firmly established roots in order to withstand strong winds and bad weather. A plant with shallow roots is easily pulled out of the ground. For us to be strong and stable, we need to have firmly established roots. We can't fall over and do what is wrong when others want us to. We can't give in to wrong pressures and influences. Though we may have to stand alone, it is well worth it if we are to produce good fruit like the grapevine.

Once its roots are firmly established, the grapevine pokes its head through the ground and grows ever so slowly. (Have another volunteer stand behind the "seed.") The seed has only enough energy to break through the ground, so it must rely on the sunlight to give it enough energy to grow into a mature vine. (Use a flashlight to represent the sun.) Without the extra energy from the bright sunlight, the vine will fall over and die. Grapevines don't hide in the shade where it is too dark to grow, but they move toward the sun where it is brighter. We can't stay in the shade of old habits and dark secrets, either. We can't

4

Virtue in Nature

try to hide things from our moms, dads, or teachers. We must be honest and truthful in order to have good fruit in the end.

To keep the grapevine growing in the right direction, a wise vine keeper builds a fence in his vineyard. He places several poles in the ground in a straight line and stretches wires between each pole. (Have two more volunteers stand behind the "vine." Use a rope or belt for the wires.) The grapevine wraps its tendrils and branches around the fence in order to grow in the right direction. (Have the "vine" wrap his or her arms around the wires.) Without the fence, the grapevine would sprawl across the ground into the shadows of other plants, where there is no light.

In many ways, the fence is like our moms, dads, and teachers. Our authorities have given us rules and guidelines that we need to obey. As you and I follow the direction they give us, we will grow like a strong and healthy grapevine.

A good vine keeper makes sure the vine has not only plenty of sunlight, but lots of water as well. (Have another volunteer stand behind the fence and give th "vine" a cup of water to drink.) The grapevine must have enough water or it will dry up and die. However, the vine keeper doesn't dump a bucket of water on the grapevine and leave it for a month. Instead, he carefully waters it on a regular basis in order for it to produce good grapes. In the same way, we have to continually do what is right in order to develop good habits and disciplines that will help us in life.

If a grapevine has firm roots in good soil, lots of sunshine, plenty of support and guidance, and a continual supply of water, it finally spreads its branches and grows sweet,

plump, juicy grapes. (Spread the "vine's" arms, and hand him or her a bunch of grapes.) When we hold on to what is right, we will have good fruit, too.

Often, robins nest under the cool protection of the grapevine's leaves. But these birds may carry a deadly disease called *phylloxera* (fill-AHK-sir-uh). This disease comes from tiny insects that suck sap from the leaves and roots of the vine. Phylloxera robs the strength of the vine and causes the leaves and roots to turn yellow. Once infested, the vine usually dies in three to ten years. A wise vine keeper doesn't allow birds to nest in the branches of his grapevines. Though it may *seem* harmless, a nesting bird can kill the grapevine. You and I should be very careful and make sure that the things we do are good for us and don't cause damage to our minds or bodies. Don't try to see how close you can get to danger, but stay far away so you can be healthy and strong.

When the grapes are ripe and finally ready for picking, the vine keeper comes and takes the bunches of fruit off the vine. Once a grapevine's fruit is taken, the branches become hard, dry, and "woody." Because a hard and woody branch cannot produce fruit, the vine keeper prunes the dried branches. (Pretend to cut off the "vine's" arms after plucking the fruit.) If the dead branch is not cut off, chances are the rest of the vine will dry up and die, too. We also have to make sure we get rid of the things in our lives that aren't good for us.
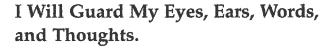
Once pruned, the vine's branches will grow again, and the vine will produce even bigger and better grapes. (Extend the "vine's" arms again and give him or her more fruit.) You will keep growing and producing good fruit as long as you do the right things every day. Remember the grapevine and follow its example: Surround yourself with good influences; establish deep roots so you can resist wrong pressures; be honest with your parents and teachers; obey your authorities and follow their guidelines; build good habits; stay away from harmful things; and let go of those things that are not good for you. By clinging to what is right and letting go of that which is not, you can have good fruit like the grapevine.

Will to Be Virtuous

I Will Do What Is Right and Encourage Others to Do the Same.

A virtuous person will do what is right for the sole reason that it *is* right, even when no one else is watching. Furthermore, a person is always influencing those around him or her, either positively or negatively. That is why virtuous individuals let their examples influence others for *good*. Children should learn to speak up and make a difference as they encourage others to make right decisions too.

Character Training Never Ends

I Will Guard My Eyes, Ears, Words, and Thoughts.

There are many influences around a child that can either encourage good character or destroy it. It is imperative for a student to be able to discern what influences to guard against. Eyes have been described as the "window to the soul" and should therefore be protected as to what they see. Things heard and seen strongly affect a person. A child's outward expressions are often directly related to the images he or she has seen on television, read in books or magazines, or heard on music albums and radio. The words and actions of a child stem from his or her thoughts. Thus, the thoughts and intents of a person are most critical in guarding against wrong influences.

I Will Abstain From Anything Which Might Damage or Pollute My Mind or Body.

Children may be pressured to take part in things that will damage and pollute their minds or bodies. A child must realize that decisions made now will have a tremendous effect on his or her future. A person is responsible for his or her own actions. If children dabble in drugs, alcohol, nicotine, or pornography, they will experience harmful consequences. The mind and body should be developed to their fullest ability and protected from damage caused by unwise behavior. Children should be encouraged to stay far away from harmful things and never underestimate their influence.

I Will Learn to Stand Alone.

Standing alone is a vital lesson that every child must learn. There are times when others will entice a child to do things that he or she knows are wrong. It is imperative that the child know what is right so he or she can recognize when something is not good. For a child to stand strong against harmful influences, strength of character must already be firmly in place. Those who can stand alone for what is right are equipped with one of the most vital tools in life.

I Will Treat Others as I Would Want Them to Treat Me.

Any child who wants to be treated with respect needs to remember that others desire respect. If a child doesn't want to be pushed or shoved by a sibling, he or she should not do so either. Calling people names or being dishonest are examples of *not* treating others as one would like to be treated. Children must learn to take the initiative to be kind and considerate toward others.

8

Virtue in History

Speaking for Freedom

Abe's stomach churned inside of him. Throughout his 41 years he had spoken to countless crowds of country folks, but never to the class of well-educated citizens represented at this meeting. Conscious of his worn and out-dated clothing, Abe wondered how this upper-class audience would respond to his strong ideas. But he knew that his proposal was worth any amount of ridicule.

"Slavery is wrong," he said with confidence. "Silence will not be tolerated... let us be diverted by none."

Did you spot the "I Will"? Abe stood alone when he was not certain what others would think of him.

As he paced back and forth before the large audience, Abe recalled the very first time he saw innocent men in chains. He and a few friends had taken a riverboat full of cargo down the Mississippi with merchandise to sell in New Orleans. Amid the hustle and bustle of the busy wharf, a stark wooden platform drew Abe's attention. There, in hollow silence, stood rows of African men, women, and children, helplessly bound together with heavy iron chains.

"What is this?!" Abe gasped, as he gazed at their numb faces. "Why are they in chains?"

He soon learned that the men, women, and children were about to be sold to the highest bidder.

Virtue in History

"That is awful!" thought Abe. "Anyone who supports slavery ought to be the first to experience it for a while."

Did you spot the "I Will"? Abe understood the importance of treating others the way you want to be treated.

Abe's eyes met those of an aged male slave whose face had been hardened by many years of labor and pain. His body, weathered but strong, was covered with welts and gashes. It was the custom of some cruel plantation owners to "initiate" new slaves with brutal whippings. The scars that resulted were lifelong reminders of humiliation and shame. Abe's heart ached for the many slaves who wore vivid marks of an owner's displeasure. "How could anyone so heartlessly damage the body of another human being?" he wondered.

Did you spot the "I Will"? Abe recognized the wrong in damaging (or polluting) someone else's body (or his own).

He continued to watch in alarm as the crowd milled around him, while the auctioneer's brass voice rang in his ears. "How 'bout you, young man? A price like this can't be beat!"

At that moment, Abe was overcome with a sense of horror, compassion, and responsibility. It was an impression that would haunt him for the rest of his life. Although owning slaves was considered a symbol of success and power, Abe refused to be influenced by the selfish and cruel practice of slavery.

Abe recalled the very first time he saw innocent men in chains. He and a few friends had taken a riverboat full of cargo down the Mississippi with merchandise to sell in New Orleans.

Did you spot the "I Will"? Abe guarded his thoughts against the greedy mentality of "owning" another person.

Abe turned to his friend in disgust and said that if he ever had the chance, he would wipe out slavery. Little did he know that one day he *would* assist the slaves to freedom.

As these images flashed before his mind, he took a deep breath and continued his controversial speech. Many people had opposed his views against slavery, even close friends and family.

"Be careful what you say about that issue," cautioned a friend. "A lot of powerful people own slaves; your strong views won't be winning you much favor in their eyes."

Abe listened but refused to dilute his message. He could not understand how intelligent members of society could daily witness the selling of human life without suffering guilt. Slavery was a matter of denying individual liberty, stripping respectable men and women of the right to live each day without discrimination or fear. Abe was willing to do whatever it would take to motivate his fellow Americans to see and understand that slavery was wrong.

With unwavering determination, he challenged the people of his country and eventually cleared the way for countless men, women, and children to be freed from the bonds of slavery.

He concluded, "Let us have faith that right makes might, and in that faith, let us, to the end, dare to do our duty as we understand it."

Did you spot the "I Will"? Abe believed and did what was right and encouraged others to do the same.

Teaching Virtue

The Concept of Virtue

Virtue motivates a person to resist the impulse to do wrong and take the action to do what is right. Virtue is manifested in many ways. In one instance it may be demonstrated as truthfulness, in another as patience, or in another as obedience. In many respects, virtue represents the sum total of all the other character qualities.

Doing what is right not only protects a *person* from suffering the ill effects of doing wrong, it also protects *society* from the consequences of dishonesty and a lack of integrity. In short, the general well-being of any civilization depends on the virtue of its people.

The Role of Leadership

Virtue involves encouraging others to do what is right. Leadership is a key position from which to have such influence.

Since a person's example speaks far more than words alone, a teacher must be a virtuous example in every area of life. To say one thing at school and act the opposite elsewhere is hypocritical. A person's character crosses time, circumstances, and relationships. Moreover, one never knows who is watching. A true leader must lead 24 hours a day.

The Power of Consistency

The consistent pounding of waves against a rocky coast gradually smoothes away rough edges. The consistent blowing of the wind against a tree will eventually bend its great trunk. The consistent application of sunshine to an icy pond will slowly melt and warm its waters.

In the same way, a mother, a father, or a teacher who consistently trains a child to be diligent, honest, and responsible in the community will eventually produce virtue. It does not require great force to effect great change. It takes consistency! A quiet life of consistent virtue will often have far greater impact on the world than any one-time act of "greatness."

Input Equals Output

The human mind is like a tape recorder in many ways. Whatever goes in comes out. If a person's actions and words are to be virtuous, the things he or she sees and hears must reflect virtue too. Much of a virtuous person's good character is a natural overflow of what has been put in from other sources. To prevent outward expressions of poor character, a person of virtue will carefully guard against influences that can damage or pollute the mind or body.

The association a person has with others also has significant effect on his or her behavior and thought patterns. The influence others have on a person can be negative or positive. While it is not wise to isolate oneself from every part of society, it *is* wise to be surrounded with people of good character. Positive examples will motivate and encourage a higher level of virtue.

3

Nature Journal Ideas (optional for all students)

Weather patterns	1. Track the weather over several days or each week for a month. 2. Record your observations of things like temperature, wind, precipitation (rainy/foggy/dry), sun, and types of clouds. 3. Make a pictograph to report your observations.
Sunrise/sunset	1. Track the time and color(s) of sunrise or sunset over several days. 2. Listen to the sounds. Do the sounds you hear change before vs. after the sun rises or sets? 3. Notice any patterns when you compare the times of sounds.
Plant growth	1. Plant a dry bean (pinto, black, navy, kidney, etc.) or a seed in about an inch of soil. 2. Water whenever the soil dries out. 3. Record your observations daily. 4. Consider planting two seeds and experimenting with a variable (light vs. dark; water vs. not; inside vs. outside).
Pet portrait	1. Sketch and describe one of your pets or an animal you observe elsewhere. 2. Describe the animal's size, color, any pattern(s), texture (fur, leathery skin, wings) and how it moves. 3. Does it make noise? 4. Notice how it alters its environment as it moves (footprints, shedding, slime).
Observe how your body changes with exercise	1. Set a timer for one minute and count the number of times you breathe or the number of times your heart beats. 2. Record this number on your paper. 3. Use ½ of your paper to sketch your non-dominant arm between the elbow and wrist. 4. Exercise vigorously (jumping jacks, push ups, run around the block, climb up and down your stairs, etc.). 5. Immediately count your breaths or heartbeats for one minute. 6. Sketch your arm after exercising. 7. Notice how your body changed after exercise. Why do you think this happened?
Leaves	1. Collect four different leaves. 2. Sketch the leaves.
Tree/insect	1. Locate a tree or insect to observe. 2. Pretend to be the tree or insect. 3. Write a short story from the tree or insect's perspective.

How to write a paragraph

Before you start writing a paragraph, you need to decide two things. What are you writing about? What do you want to say? The purpose of any paragraph is to express an idea. Most paragraphs consist of a few related sentences. You can write a successful paragraph by starting off with a plan. The key to writing a successful paragraph is to break down the writing into short, simple steps.

- **Subject of your paragraph** Write down the subject of your paragraph. To express your subject, write only a word or phrase. Who or what are you writing about?
- **Pre-writing for your paragraph** Begin by brainstorming. Brainstorming doesn't involve writing complete sentences or paragraphs. Brainstorming involves coming up with ideas using words or short phrases.

One popular way to create pre-writing ideas is to ask yourself questions about your subject. Here are some questions you might ask yourself: What do I know about this subject? How does this subject relate to me? What do I like or dislike about this subject? What words best describe it? Write only a word or phrase in response to each question.

Building the body of your paragraph Reread all your words and phrases. Now, organize your thoughts. Decide if your brainstorming ideas are related. Do you want to add a new word or phrase or take something out? Next, decide if you like the order of your brainstorming ideas, or want to change the order.

Writing a paragraph draft A lot of people get nervous when it's time to write. Don't worry. This is going to be your first draft. The important thing is to take your brainstorming ideas, add to them, and turn them into sentences.

- **Topic sentence** Reread the word or phrase about the subject of your paragraph. You are going to expand this into the first sentence of your paragraph. This first sentence, which comes at the beginning of a paragraph, is called the topic sentence. Remember that its job is to introduce your paragraph.
- **Paragraph body** Reread your brainstorming words or phrases for the body of your paragraph. Expand each brainstorming word or phrase into a complete sentence. These sentences explain your topic sentence by offering facts, details, or examples. Remember that the job of your paragraph body is to share an idea with your reader.
- **Concluding sentence** Reread your paragraph and then add another sentence that sums up the paragraph. This sentence ends your paragraph.

Reviewing and revising Good job! You've almost completed a paragraph. But you're not done yet. Every paragraph can be improved. The way to complete a successful paragraph is by looking over your work. Try reading your paragraph draft aloud. Ask yourself questions. Do you like the order of the sentences in your paragraph? Do you need to add words so your sentences make better sense? Are there words you could put in to improve the connection between your sentences? Do you like your introductory sentence? Your paragraph body? Your concluding sentence?

Make at least two changes that could improve your paragraph. Remember that even professional writers make lots of changes!

Proofreading It's time to check your work. Read your improved paragraph aloud slowly. Look at details of punctuation and grammar in your writing. Are your sentences complete? Do your verbs go with your nouns? Do you need to add any missing punctuation? Have you used capital letters for names and addresses? How's your spelling?

Remember that the job of proofreading is improves the way you express your ideas. Try catching and changing at least five mistakes.

Publishing Congratulations on completing your paragraph! Finish by writing it neatly in cursive, indenting 5 spaces to begin, double spacing your lines, staying within the margins, and writing only on one side of the paper.

Sample paragraph

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

Instructions: These assignments are designed to fill in any background knowledge you do not yet have that you will need this year in chemistry. Most of this information should be review for you, and these assignments should NOT take you very long. Please email your Academic Dean right away if any of this seems daunting or overwhelming.

Week 1 (July)

July Fireworks Nature Journal:

Watch fireworks and draw a detailed picture of them using colored pencil on white paper. You may take a photo at night and use it to draw the next day. Choose 2-3 colors that you observe and investigate which elements or compounds are used to produce that color. If you cannot view fireworks, draw a sunset instead, but still look up what is used in fireworks to produce that color.

ALSO search "Peter Weatherall Periodic Table" for a helpful YouTube song, watch several times.

Week 2 (July)

Common Elements & Abbreviations:
Be prepared to match the name to its symbol. You do NOT need to memorize the names, symbols, or spelling, though you are welcome to do so.

H = hydrogen
He = helium
B = boron
C = carbon
N = nitrogen
O = oxygen
F = fluorine

Search "Peter Weatherall Periodic Table" for a helpful YouTube song

Week 3 (July)

The Atom, Atomic Number, and Atomic Mass:
Create, draw or print, and memorize your own diagram of the atom, including the names, positions, and charges of the three main atomic particles: proton (+), neutron (no charge), and electron (-). Have fun with this! Your diagram will be used in Grammar chemistry classes.

Week 4 (August)

The Scientific Method:
By the end of this week and again on the first day of classes, be ready to recite or write the following steps, in order:

Identify the question
Gather information
Form a hypothesis
Test the hypothesis
Analyze the data
Form a conclusion

Week 5 (August)

Common Elements & Abbreviations:
Be prepared to match the name to its symbol.

Na = sodium (N is nitrogen)
Ca = calcium (C is carbon)
Cl = chlorine
P = phosphorus
K = potassium (P is phosphorus; K from *kalium*, meaning uncountable)
Fe = iron (I is iodine; Fe from *ferrum*, meaning iron or sword)

Review Week 2 elements & song

Week 6 (August)

August Elements Nature Journal:
Take a walk somewhere you don't often visit: a forest, lake, coast, mountain, waterfall, or river. Using white paper and colored pencils, sketch the place you visited. Look up and record which elements are present in what you see: water, sand, air, soil, leaves, rocks, etc.

Before orientation, review & prepare to turn in:

- Be prepared for a quiz Week 1 in class: match the names to the symbols of the Weeks 2 & 5 elements, list the six steps of the Scientific Method in order, and draw from memory your diagram of the atom.
- With this packet, turn in two Nature Journals (Weeks 1, 6) and one diagram of the atom (Week 3).

Primer A Latin Vocabulary Sheet

	Nouns	
Week 1 Review	agricola, -ae (m)	farmer
	amicus, -ī (m)	friend
	ancilla, -ae (f)	maidservant
	auxilium, -ī (n)	help
	beneficium, -ī (n)	gift
	caelum, -ī (n)	sky
	casa, -ae (f)	house
	discipulus, -ī (m)	student
	dominus, -ī (m)	master
	equus, -ī (m)	horse
	filius, -ī (m)	son
	hortus, -ī (m)	garden
	ira, -ae (f)	anger
	lupus, -ī (m)	wolf
	magister, -ī (m)	teacher
Week 2 Review	oppidum, -ī (n)	town
	periculum, -ī (n)	danger
	porta, -ae (f)	gate
	proelium, -ī (n)	battle
	puella, -ae (f)	girl
	puer, puerī (m)	boy
	rēgina, -ae (f)	queen
	saxum, -ī (n)	rock
	servus, -ī (m)	slave
	silva, -ae (f)	forest
	socius, -ī (m)	ally, associate
	templum, -ī (n)	temple
	terra, -ae (f)	earth
	via, -ae (f)	road, way
	vir, -ī (m)	man
	Verbs	
Week 3 Review	arō, arāre, arāvī, arātum	to plow
	ambulō, ambulāre, ambulāvī, ambulātum	to walk
	clāmō, clāmāre, clāmāvī, clāmātum	to shout
	dō, dāre, dedī, dātum	to give
	habeō, habēre, habuī, habītum	to have
	labōrō, labōrāre, labōrāvī, labōrātum	to work
	maneō, manēre, mānsī, mānsum	to remain
	oppugnō, oppugnāre, oppugnāvī, oppugnātum	to attack
	spectō, spectāre, spectāvī, spectātum	to look at
	sum, esse, fuī, futūrum	to be
	teneō, tenēre, tenuī, tentum	to hold
	videō, vidēre, vīdī, vīsum	to see
	vocō, vocāre, vocāvī, vocātum	to call

Primer A Latin Vocabulary Sheet

	Adjectives	
Week 4 Review	antīquus, a, um	old
	bonus, a, um	good
	dubius, a, um	doubtful
	falsus, a, um	false
	ignōtus, a, um	unknown
	īrātus, a, um	angry
	laetus, a, um	happy
	magnus, a, um	big, great
	malus, a, um	bad
	nōtus, a, um	known
	novus, a, um	new
	parātus, a, um	prepared
	parvus, a, um	small
	serēnus, a, um	calm
	vērus	true
	Accusative Case Prepositions	
Week 5 Review	ad	toward
	ante	before
	circā	around
	contrā	against
	extrā	outside of
	infrā	below
	inter	between, among
	intrā	within
	iuxtā	near, next to
	ob	in front of
	per	through
	post	after
	prope	near
	trāns	across
	ultrā	beyond
	Ablative Case Prepositions	
Week 6 Review	ā or ab	from, by, away from
	cōram	face-to-face with
	cum	with
	dē	down from, concerning, about
	ē or ex	out of
	in + abl	in
	in + acc	into
	prae	in front of, before
	prō	before, on behalf of
	sine	without
	sub + abl.	under
	sub + acc.	up to
	tenus	to the extent of

Chant

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	-ō	-mus	-bam	-bāmus	-bō	-bimus
2nd person	-s	-tis	-bās	-bātis	-bis	-bitis
3rd person	-t	-nt	-bat	-bant	-bit	-bunt

Conjugate & Translate

Verb: clāmō, clāmāre, clāmāvī, clāmātum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	clāmō: I shout		clāmābam: I was shouting		clāmābō: I will shout	
2nd person						
3rd person						

Decline & Translate

Noun: puella, puellae (f)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	puella: girl	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
    a. Nouns: case/number/gender
    b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir est bonus.
	            n/s/m 3/s/pr n/s/m
	        The man is good.

1.   Puellae   clāmābant.

Chant

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	-ō	-mus	-bam	-bāmus	-bō	-bimus
2nd person	-s	-tis	-bās	-bātis	-bis	-bitis
3rd person	-t	-nt	-bat	-bant	-bit	-bunt

Conjugate & Translate

Verb: arō, arāre, arāvī, arātum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	arō: I plow		arābam: I was plowing		arābō: I will plow	
2nd person						
3rd person						

Decline & Translate

Noun: terra, terrae (f)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	terra: earth	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

| 1. Parse each word:
      a. Nouns: case/number/gender
      b. Verbs: person/number/tense
 2. Translate using vocabulary sheet. | Example: Vir   est   bonus.
             n/s/m   3/s/pr   n/s/m
       The man is good. |

1. Agricolae   terram   arābunt.

Chant

sum, esse, fuī, futūrum	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	sum	sumus	eram	erāmus	erō	erimus
2nd person	es	estis	erās	erātis	eris	eritis
3rd person	est	sunt	erat	erant	erit	erunt

Conjugate & Translate

Verb: habeō, habēre, habuī, habītum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	habeō: I have		habēbam: I was having		habēbō: I will have	
2nd person						
3rd person						

Decline & Translate

Noun: discipulus, discipulī
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	discipulus: student	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
     a. Nouns: case/number/gender
     b. Verbs: person/number/tense
 2. Translate using vocabulary sheet.
	Example: Vir est bonus.
	            n/s/m 3/s/pr n/s/m
	 The man is good.

1.   Discipulī   bonī   erant   parātī.

Chant

sum, esse, fuī, futūrum	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	sum	sumus	eram	erāmus	erō	erimus
2nd person	es	estis	erās	erātis	eris	eritis
3rd person	est	sunt	erat	erant	erit	erunt

Conjugate & Translate

Verb: maneō, manēre, mānsī, mānsum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	maneō: I remain		manēbam: I was remaining		manēbō: I will remain	
2nd person						
3rd person						

Decline & Translate

Noun: oppidum, oppidī (n)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	oppidum: town	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:	Example: Vir est bonus.
a. Nouns: case/number/gender b. Verbs: person/number/tense 2. Translate using vocabulary sheet.	n/s/m 3/s/pr n/s/m The man is good.

1. Oppidō   manēbimus.

Chant

	1st Declension		2nd Declension		2nd Declension Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	-a	-ae	-us	-ī	-um	-a
Genitive	-ae	-ārum	-ī	-ōrum	-ī	-ōrum
Dative	-ae	-īs	-ō	-īs	-ō	-īs
Accusative	-am	-ās	-um	-ōs	-um	-a
Ablative	-ā	-īs	-ō	-īs	-ō	-īs

Conjugate & Translate

Verb: videō, vidēre, vīdī, vīsum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	videō: I see		vidēbam: I was seeing		vidēbō: I will see	
2nd person						
3rd person						

Decline & Translate

Noun: dominus, dominī (m)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	dominus: master	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
    a. Nouns: case/number/gender
    b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir est bonus.
	n/s/m 3/s/pr n/s/m
	The man is good.

1. Dominus   bonus   equum   videt.

Chant

	1st Declension		2nd Declension		2nd Declension Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	-a	-ae	-us	-ī	-um	-a
Genitive	-ae	-ārum	-ī	-ōrum	-ī	-ōrum
Dative	-ae	-īs	-ō	-īs	-ō	-īs
Accusative	-am	-ās	-um	-ōs	-um	-a
Ablative	-ā	-īs	-ō	-īs	-ō	-īs

Conjugate & Translate

Verb: dō, dāre, dedī, dātum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	dō: I give		dabam: I was giving		dabō: I will give	
2nd person						
3rd person						

Decline & Translate

Noun: beneficium, beneficiī (n)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	beneficium: gift	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
     a. Nouns: case/number/gender
     b. Verbs: person/number/tense
 2. Translate using vocabulary sheet.
	Example: Vir est bonus.
	            n/s/m 3/s/pr n/s/m
	          The man is good.

1. Magister   beneficium   discipulīs   dabant.

Primer B & C Latin Vocabulary Sheet

	Nouns	
Week 1 Review	agricola, -ae (m)	farmer
	amicus, -ī (m)	friend
	auxilium, -ī (n)	help
	avis, avis (f)	bird
	beneficium, -ī (n)	gift
	caelum, -ī (n)	sky
	casa, -ae (f)	house
	discipulus, -ī (m)	student
	dominus, -ī (m)	master
	equus, -ī (m)	horse
	filius, -ī (m)	son
	gladius, -ī (m)	sword
	īra, -ae (f)	anger
	magister, magistrī (m)	teacher
	mīles, mīlitis (m)	soldier
Week 2 Review	oppidum, -ī (n)	town
	pater, patris (m)	father
	perīculum, -ī (n)	danger
	proelium, -ī (n)	battle
	puella, -ae (f)	girl
	puer, puerī (m)	boy
	rēgina, -ae (f)	queen
	rēx, rēgis (m)	king
	servus, -ī (m)	slave
	silva, -ae (f)	forest
	socius, -ī (m)	ally, associate
	templum, -ī (n)	temple
	terra, -ae (f)	earth
	via, -ae (f)	road, way
	vir, -ī (m)	man
	Verbs	
Week 3 Review	clāmō, clāmāre, clāmāvī, clāmātum	to shout
	currō, currere, cucurrī, cursum	to run
	dō, dāre, dedī, dātum	to give
	dūcō, dūcere, dūxī, ductum	to lead
	habeō, habēre, habuī, habītum	to have
	maneō, manēre, mānsī, mānsum	to remain
	oppugnō, oppugnāre, oppugnāvī, oppugnātum	to attack
	sedeō, sedēre, sēdī, sessum	to sit
	sum, esse, fuī, futūrum	to be
	teneō, tenēre, tenuī, tentum	to hold
	timeō, timēre, timuī	to fear
	videō, vidēre, vīdī, vīsum	to see

Primer B & C Latin Vocabulary Sheet

	volō, volāre, volāvī, volātum	to fly
	Adjectives	
Week 4 Review	altus, a, um	high
	bonus, a, um	good
	clārus, a, um	clear
	dūrus, a, um	hard
	ignāvus, a, um	cowardly
	īrātus, a, um	angry
	laetus, a, um	happy
	magnus, a, um	big, great
	malus, a, um	bad
	mīrus, a, um	strange, wonderful
	novus, a, um	new
	parātus, a, um	prepared
	parvus, a, um	small
	serēnus, a, um	calm
	sordidus, a, um	dirty
	Accusative Case Prepositions	
Week 5 Review	ad	toward
	ante	before
	circā	around
	contrā	against
	extrā	outside of
	infrā	below
	inter	between, among
	intrā	within
	iuxtā	near, next to
	ob	in front of
	per	through
	post	after
	prope	near
	trāns	across
	ultrā	beyond
	Ablative Case Prepositions	
Week 6 Review	ā or ab	from, by, away from
	cōram	face-to-face with
	cum	with
	dē	down from, concerning, about
	ē or ex	out of
	in + abl	in
	in + acc	into
	prae	in front of, before
	prō	before, on behalf of
	sine	without
	sub + abl.	under

Chant

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	-ō	-mus	-bam	-bāmus	-bō	-bimus
2nd person	-s	-tis	-bās	-bātis	-bis	-bitis
3rd person	-t	-nt	-bat	-bant	-bit	-bunt

Conjugate & Translate

Verb: labōrō, labōrāre, labōrāvī, labōrātum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	labōrō: I work		labōrābam: I was working		labōrābō: I will work	
2nd person						
3rd person						

Decline & Translate

Noun: puella, puellae (f)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	puella: girl	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
  a. Nouns: case/number/gender
  b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir ad templum ambulat.
	         n/s/m acc/s/n 3/s/pr
	The man walks toward the temple.

1. Puella   in   casam   labōrābat.

Chant

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	-ō	-mus	-bam	-bāmus	-bō	-bimus
2nd person	-s	-tis	-bās	-bātis	-bis	-bitis
3rd person	-t	-nt	-bat	-bant	-bit	-bunt

Conjugate & Translate

Verb: sedeō, sedēre, sēdī, sessum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	sedeō: I sit		sedēbam: I was sitting		sedēbō: I will sit	
2nd person						
3rd person						

Decline & Translate

Noun: fīlius, fīliī (m)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	fīlius: son	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word: 　　a. Nouns: case/number/gender 　　b. Verbs: person/number/tense 2. Translate using vocabulary sheet.	Example:　Vir　　ad　　templum　　ambulat. 　　　　　　n/s/m　　　　　acc/s/n　　　3/s/pr 　　The man walks toward the temple.

1.　Pater　　cum　　fīliīs　　sedēbit.

Chant

sum, esse, fuī, futūrum	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	sum	sumus	eram	erāmus	erō	erimus
2nd person	es	estis	erās	erātis	eris	eritis
3rd person	est	sunt	erat	erant	erit	erunt

Conjugate & Translate

Verb: currō, currere, cucurrī, cursum
Stem: (find the 2nd principle part and drop the "re") _____
*This is a 3rd conjugation verb. Remember in the 3rd conjugation <u>present tense</u>, the weak "e" of the stem turns to an "i" (or to a "u" in the 3rd person plural).

	Present Tense		Imperfect Tense	
	Singular	Plural	Singular	Plural
1st person	currō: I run		currēbam: I was running	
2nd person				
3rd person				

Decline & Translate

Noun: oppidum, oppidī (n)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	oppidum: town	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
    a. Nouns: case/number/gender
    b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir ad templum ambulat.
	                     n/s/m acc/s/n 3/s/pr
	          The man walks toward the temple.

1.   Ad   oppidum   cum   puerīs   currimus.

Chant

	1st Declension		2nd Declension		2nd Declension Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	-a	-ae	-us	-ī	-um	-a
Genitive	-ae	-ārum	-ī	-ōrum	-ī	-ōrum
Dative	-ae	-īs	-ō	-īs	-ō	-īs
Accusative	-am	-ās	-um	-ōs	-um	-a
Ablative	-ā	-īs	-ō	-īs	-ō	-īs

Conjugate & Translate

Verb: timeō, timēre, timuī
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	timeō: I fear		timēbam: I was fearing		timēbō: I will fear	
2nd person						
3rd person						

Decline & Translate

Noun: dominus, dominī (n)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	dominus: master	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
    a. Nouns: case/number/gender
    b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir ad templum ambulat.
	    n/s/m acc/s/n 3/s/pr
	The man walks toward the temple.

   1.   Servī   iram   dominōrum   timēbunt.

Chant

	3rd Declension		3rd Declension Neuter		3rd Declension I-stem		3rd Decl. I-stem Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	*x*	-ēs	*x*	-a	*x*	-ēs	*x*	-ia
Genitive	-is	-um	-is	-um	-is	-ium	-is	-ium
Dative	-ī	-ibus	-ī	-ibus	-ī	-ibus	-ī	-ibus
Accusative	-em	-ēs	*x*	-a	-em	-ēs	*x*	-ia
Ablative	-e	-ibus	-e	-ibus	-e	-ibus	-ī	-ibus

Conjugate & Translate

Verb: dūcō, dūcere, dūxī, ductum

Stem: (find the 2nd principle part and drop the "re") _____

*This is a 3rd conjugation verb. Remember in the 3rd conjugation present tense, the weak "e" of the stem turns to an "i" (or to a "u" in the 3rd person plural).

	Present Tense		Imperfect Tense	
	Singular	Plural	Singular	Plural
1st person	dūcō: I lead		dūcēbam: I was leading	
2nd person				
3rd person				

Decline & Translate

Noun: rex, regis (m)

Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	rex: king	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
    a. Nouns: case/number/gender
    b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir ad templum ambulat.
	        n/s/m acc/s/n 3/s/pr
	 The man walks toward the temple.

1.   Rex   mīlitēs   ad   proelium   gladiīs   ducit.

Chant

	3rd Declension		3rd Declension Neuter		3rd Declension I-stem		3rd Declension I-stem Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	x	-ēs	x	-a	x	-ēs	x	-ia
Genitive	-is	-um	-is	-um	-is	-ium	-is	-ium
Dative	-ī	-ibus	-ī	-ibus	-ī	-ibus	-ī	-ibus
Accusative	-em	-ēs	x	-a	-em	-ēs	x	-ia
Ablative	-e	-ibus	-e	-ībus	-e	-ibus	-ī	-ibus

Conjugate & Translate

Verb: volō, volāre, volāvī, volātum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	volō: I fly		volābam: I was flying		volābō: I will fly	
2nd person						
3rd person						

Decline & Translate

Noun: avis, avis (f, I-stem)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	avis: bird	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word: 　　a. Nouns: case/number/gender 　　b. Verbs: person/number/tense 2. Translate using vocabulary sheet.	Example:　Vir　　　ad　　　templum　　ambulat. 　　　　　　　n/s/m　　　　　　acc/s/n　　　3/s/pr 　　The man walks toward the temple.

　　1.　Avēs　　circa　　templum　　magnum　　volābant.

Chant

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	-ō	-mus	-bam	-bāmus	-bō	-bimus
2nd person	-s	-tis	-bās	-bātis	-bis	-bitis
3rd person	-t	-nt	-bat	-bant	-bit	-bunt

Conjugate & Translate

Verb: rogō, rogāre, rogāvī, rogātum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	rogō: I ask		rogābam: I was asking		rogābō: I will ask	
2nd person						
3rd person						

Decline & Translate

Noun: fīlia, fīliae, f.
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	filia: daughter	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word: 　　a. Nouns: case/number/gender 　　b. Verbs: person/number/tense 2. Translate using vocab sheet or Classroom.	Example:　Vir　　ad　　templum　　ambulat. 　　　　　　n/s/m　　　　acc/s/n　　　3/s/pr 　　The man walks toward the temple.

1.　Filiae　　pater　　rogābant.

Chant

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	-ō	-mus	-bam	-bāmus	-bō	-bimus
2nd person	-s	-tis	-bās	-bātis	-bis	-bitis
3rd person	-t	-nt	-bat	-bant	-bit	-bunt

Conjugate & Translate

Verb: exerceō, exercēre, exercuī, exercitum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	exerceō: I train		exercēbam: I was train		exercēbo: I will train	
2nd person						
3rd person						

Decline & Translate

Noun: equus, equī, m.
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	equus: horse	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

| 1. Parse each word:
     a. Nouns: case/number/gender
     b. Verbs: person/number/tense
 2. Translate using vocabulary sheet. | Example: Vir   ad   templum   ambulat.
             n/s/m   acc/s/n   3/s/pr
 The man walks toward the temple. |

1. Equus　　cum　　studiīs　　exercēbit.

Chant

sum, esse, fuī, futūrum	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	sum	sumus	eram	erāmus	erō	erimus
2nd person	es	estis	erās	erātis	eris	eritis
3rd person	est	sunt	erat	erant	erit	erunt

Conjugate & Translate

Verb: mittō, mittere, mīsī, missum
Stem: (find the 2nd principle part and drop the "re") _____
*This is a 3rd conjugation verb. Remember in the 3rd conjugation present tense, the weak "e" of the stem turns to an "i" (or to a "u" in the 3rd person plural).

	Present Tense		Imperfect Tense	
	Singular	Plural	Singular	Plural
1st person	currō: I run		currēbam: I was having	
2nd person				
3rd person				

Decline & Translate

Noun: gaudium, gaudiī, n.
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	gaudium, joy	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
   a. Nouns: case/number/gender
   b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir ad templum ambulat.
	                 n/s/m acc/s/n 3/s/pr
	The man walks toward the temple.

1. Equum   ad   oppidum   cum   puerīs   mittimus. (Be careful of the subject!)

Chant

	1st Declension		2nd Declension		2nd Declension Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	-a	-ae	-us	-ī	-um	-a
Genitive	-ae	-ārum	-ī	-ōrum	-ī	-ōrum
Dative	-ae	-īs	-ō	-īs	-ō	-īs
Accusative	-am	-ās	-um	-ōs	-um	-a
Ablative	-ā	-īs	-ō	-īs	-ō	-īs

Conjugate & Translate

Verb: vincō, vincere, vicī, victum
Stem: (find the 2nd principle part and drop the "re") _____
Check Classroom for 3rd Declension noun Future tense endings if necessary.

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	vincō: I conquer		vincēbam: I was conquering		vincam: I will conquer	
2nd person						
3rd person						

Decline & Translate

Noun: rīvus, rīvī, m.
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	rīvus: river	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
   a. Nouns: case/number/gender
   b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir ad templum ambulat.
	              n/s/m acc/s/n 3/s/pr
	The man walks toward the temple.

1. Servī   iram   dominōrum   timēbunt.

Chant

	3rd Declension		3rd Declension Neuter		3rd Declension I-stem		3rd Decl. I-stem Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	x	-ēs	x	-a	x	-ēs	x	-ia
Genitive	-is	-um	-is	-um	-is	-ium	-is	-ium
Dative	-ī	-ibus	-ī	-ibus	-ī	-ibus	-ī	-ibus
Accusative	-em	-ēs	x	-a	-em	-ēs	x	-ia
Ablative	-e	-ibus	-e	-ibus	-e	-ibus	-ī	-ibus

Conjugate & Translate

Verb: dūcō, dūcere, dūxī, ductum
Stem: (find the 2nd principle part and drop the "re") _____
*This is a 3rd conjugation verb. Remember in the 3rd conjugation <u>present tense</u>, the weak "e" of the stem turns to an "i" (or to a "u" in the 3rd person plural).

	Present Tense		Imperfect Tense	
	Singular	Plural	Singular	Plural
1st person	dūcō: I lead		dūcēbam: I was leading	
2nd person				
3rd person				

Decline & Translate

Noun: uxor, uxoris, f.
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	uxor: wife	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word:
    a. Nouns: case/number/gender
    b. Verbs: person/number/tense
2. Translate using vocabulary sheet.
	Example: Vir ad templum ambulat.
	    n/s/m acc/s/n 3/s/pr
	The man walks toward the temple.

1. Rex   mīlitēs   ad   proelium   gladiīs   ducit.

Chant

	3rd Declension		3rd Declension Neuter		3rd Declension I-stem		3rd Declension I-stem Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	x	-ēs	x	-a	x	-ēs	x	-ia
Genitive	-is	-um	-is	-um	-is	-ium	-is	-ium
Dative	-ī	-ibus	-ī	-ibus	-ī	-ibus	-ī	-ibus
Accusative	-em	-ēs	x	-a	-em	-ēs	x	-ia
Ablative	-e	-ibus	-e	-ībus	-e	-ibus	-ī	-ibus

Conjugate & Translate

Verb: natō, natāre, natāvī, natātum
Stem: (find the 2nd principle part and drop the "re") _____

	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	natō: I swim		natābam: I was swimming		natābō: I will swim	
2nd person						
3rd person						

Decline & Translate

Noun: avis, avis (f, I-stem)
Stem: (find the genitive singular, and drop the ending) _____

	Singular	Plural
Nominative	avis: bird	
Genitive		
Dative		
Accusative		
Ablative		

Parse & Translate

1. Parse each word: a. Nouns: case/number/gender b. Verbs: person/number/tense 2. Translate using vocabulary sheet.	Example: Vir ad templum ambulat. n/s/m acc/s/n 3/s/pr The man walks toward the temple.

1. Avēs   circa   templum   magnum   volābant.

Latin 1 Summer Week 1

Use the following passage to answer questions 1 & 2 below. If you need additional vocabulary help, there are links in the Summer Latin Google Classroom, to which you have been invited.

1	Rhea Silvia est fīlia rēgis. Quoque ancilla deae Vestae est. Mars Rheam Silviam
2	vīsitat, et mox fēmina puerōs geminōs paret. Patruus Rhea Silvia iūbet servum
3	puerōs in rīvum pōnere. Rīvus altus est; et puerī in terram nāvigant. Lupa līberōs
4	servat. Tum servus puerōs spectat et ad casam puerōs portat. Servus et
5	marīta puerōs in casā cūrant.
6	Ubī puerī sunt virī, oppidum **aedificāre volunt**. <u>Romulus mūrum aedificat.</u>
7	<u>Romulus Remō mūrum monstrat. Remus rīdet. Romulus est īrātus. Romulus</u>
8	<u>Remum necat.</u> Romulus oppidum aedificat. Romulus oppidum Rōmam appellat.
9	Nunc Romulus est rēx.

aedificāre volunt: they wish to build

Rēgis: of a king	Iubeō, iubēre: to order	Marīta, marītae, f.: wife
Quoque: also	In: into (b/c it's followed by the accusative)	Cūrō, cūrāre: to care for
Vīsitō, vīsitāre: to visit	Rīvus, rīvī, m. : river, stream	Ubī, adv.: when
Mōx: soon	Pōnere: to put, to place	Murus, mūrī, m.: wall
Geminus, -ī: twin	Altus, -a, -um, adj.: deep	Rīdeō, rīdēre: to laugh
Pareō, parēre: to give birth to	Lupa, lupae, f.: female wolf	Necō, necāre: to kill
Patruus, patruī: paternal uncle	Apellō, apellāre: to call, name	Nunc, adv.: now

1. Provide the form specified in () for each of the following verbs that appear in the passage above, then translate:
   a. Vīsitāre (1/S/Pres.) _____ translate: _____
   b. Nāvigāre (3/P/Imp) _____ translate: _____
   c. Aedificāre (2/S/Fut) _____ translate: _____
   d. Monstrāre (1/P/Pres) _____ translate: _____
   e. Necāre (2/Pl/Imp) _____ translate: _____
2. Identify the case, number, and gender of the following nouns as they appear in the passage.
   a. Deae (line 1) _____
   b. Fēmina (line 2) _____
   c. Puerōs (line 4) _____
   d. Virī (line 6) _____
   e. Remō (line 7) _____
   f. Oppidum (line 8) _____

Continue using the passage from Week 1 to answer questions 1-3 for Week 2.

1. Identify the noun job for each word in #2 (subject, predicate nominative, direct object, indirect object)
    a. _____
    b. _____
    c. _____
    d. _____
    e. _____
    f. _____

2. Using the story above as your guide, briefly describe how each of the following characters is related to Romulus, the founder of Rome.
    a. Rhea Silvia _____
    b. Mars_____
    c. Remus _____
    d. "Patruus" _____

3. If you have completed Latin Alive 2, translate the underlined portion of the passage as literally as possible.

_____

_____

_____

Use this verb to answer questions 1-4: *narrō, narrāre, narrāvī, narrātum*: to tell

1. Which principal part of a verb do we use to find the Present stem? _____
2. Which principal part is the 1st person singular present tense form of the verb? _____
3. Which principal part is the 1st person singular perfect tense form of the verb? _____
4. Parse (Person/ #/ Tense) and translate:
    a. Narrāmus ___/___/___ _____
    b. Narrāvit ___/___/___ _____
    c. Narrās ___/___/___ _____

Conjugate & Translate

Verb: sum, esse, fuī, futurum Irregular verb: "to be"						
	Present Tense		**Imperfect Tense**		**Future Tense**	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	Sum: I am		Eram: I was		Erō: I will be	
2nd person						
3rd person						

Decline & Translate

3rd Declension Noun: tempus, temporis, n.		
Stem: (find the genitive singular, and drop the ending) _____		
	Singular	Plural
Nominative	Tempus, time	
Genitive		
Dative		Temporibus, to/for the times
Accusative		
Ablative		

Use the short passage below to answer questions 1-5.

1	Erat vir *nōmine* Cincinnātus nōtus *virtūte*. *Certā diē* Cincinnatus agrum arabat. <u>Uxor Cincinnatī lēgātōs</u>
2	<u>Rōmānōs in viā prope vīllam vidit.</u> Ubi Rōmānī ad casam Cincinnātī uxōrisque *pervēnērunt*, lēgātī
3	dīxērunt, "*Eritne* Cincinnātus dictātor Rōmae?"

Virtūte: for his virtue	Pervēnērunt: (pervēniō, pervēnīre: to arrive)
Certā diē: on a certain day	Eritne: (sum, esse: to be)

1. For what was Cincinnatus known? _____
2. What was Cincinnatus doing when the delegates came to his house? _____
3. Parse (Person/ #/ Tense) *pervēnērunt* _____ and translate: _____.
4. What did the delegates ask Cincinnatus and his wife? _____
5. LA2 only: translate the underlined sentence: _____

Conjugate & Translate

3rd Conjugation Verb: crēdō, crēdere, crēdidī, crēditum (remember Fut. tense is different in 3rd conj!)					
Stem: (find the 2nd principle part and drop the "re") _____					
	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	Crēdō: I believe		Crēdēbam: I was believing		Crēdam: I will believe	
2nd person	Crēdis:					
3rd person						

Conjugate & Translate

Verb: possum, posse, potuī Irregular verb: to be able						
	Present Tense		Imperfect Tense		Future Tense	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	Possum: I am able		Poteram: I was being able		Poterō: I will be able	
2nd person						
3rd person						

Conjugate & Translate

Irregular Verbs: All in the *Perfect* Tense (use the 3rd Principal part).						
	Eo, ire, īvī, itum		*Ferrō, ferre, tulī, lātum*		*Possum, posse, potuī*	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	Īvī: I came		Tulī: I carried		Potuī: I was able	
2nd person						
3rd person						

Write the number (1-10):   *Write the number (first, second, third, etc.)*   *Write the number:*

_____quinque	_____unus	_____ nōnus	_____ secundus	XVI:
_____trēs	_____novem	_____ prīmus	_____ sextus	CCXX:
_____septem	_____quattuor	_____ decimus	_____octāvus	IX:
_____decem	_____duō	_____ tertius	_____ quīntus	LXVI:
_____octō	_____sex	_____ quārtus	_____ septimus	MDLX:

Ablative Case Review. Remember that the Ablative is used without a preposition in three primary ways: to indicate: *means, manner, and separation*. Label the examples below as such. LA2 students: translate the italicized phrases.

_____ He kept the soldiers *from the town.* _____

_____ They fight *with swords.* _____

_____ We shout *with great joy.* _____

Decline & Translate

Noun: (4th Declension) manus, manūs, f. (hand; band of men) Stem: (find the genitive singular, and drop the ending) _____		
	Singular	Plural
Nominative		
Genitive		
Dative		
Accusative		
Ablative		

Decline & Translate

Noun: (5th Declension) fidēs, fideī, f. (faith, trust) Stem: (find the genitive singular, and drop the ending) _____		
	Singular	Plural
Nominative		
Genitive		
Dative		
Accusative		
Ablative		

Match the deity with his or her realm. Use Google, with parental permission, if you need help.

	Jupiter (Zeus)	A. God of war
	Juno (Hera)	B. Blacksmith of the gods
	Neptune (Poseidon)	C. Goddess of wisdom, just warfare, arts and crafts
	Mars (Ares)	D. Wife of Jupiter, goddess of marriage & fidelity
	Mercury (Hermes)	E. Goddess of the hunt and the moon
	Vulcan (Hephaestus)	F. Ruler of Mt. Olympus, sky god
	Venus (Aphrodite)	G. God of prophecy, healing, disease, and music
	Minerva (Athena)	H. God of the sea, rivers, floods & earthquakes
	Apollo	I. Goddess of love and beauty
	Diana (Artemis)	J. Messenger of Jupiter; god of thieves, travelers, & commerce

Conjugate & Translate

Verb: eō, īre, īvi, itum Irregular verb: "to go"						
	Present Tense		**Imperfect Tense**		**Future Tense**	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	Eō: I go		Ībam: I went		Ībō: I will go	
2nd person						
3rd person						

Conjugate & Translate

Verb: reveniō, revenīre 4th Conjugation verb: "to come back, to return"						
	Present Tense		**Imperfect Tense**		**Future Tense**	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	reveniō, I return		reveniēbam, I was returning		reveniam, I will return	
2nd person						
3rd person						

Use the short reading below to answer questions 1-4 (in English).

Certā diē…, Caesar cum ūnā legiōne *Rubicōnem* trānsīvit. Rubicō erat *minimum* flūmen. Erat fīnis Galliae Cisalpine. Caesar nunc erat, contrā voluntātēs senātūs, in Ītaliā. Caesar dīxit hōc tempore, "Alea iacta est!" Erit nunc dē factō bellum cīvile inter Caesarem et Pompeium.

Certā diē: On a certain day	Rubicōnem: the Rubicon, a river	Minimum: smallest

1. How many legions did Caesar have with him? _____

2. Who had instructed Caesar to not enter Italy? _____

3. Who were the two leaders of the civil war that began after Caesar crossed the Rubicon river?

   _____

4. If you have completed Latin Alive 2, give a rough translation of the passage below:

   _____

   _____

   _____

Name:_____ Date:_____

Dialectic Outline Template for Book Report

This template will map out the information you need to include in your book report. As you read the book, fill in the sections for this template. When you go to write your book report, be sure to include the information completed on the following pages. The final report may be handwritten neatly or typed. Be sure to turn in both this outline template and the book report with your summer HLAs.

1st paragraph
What is the name and author of the book on which you are choosing to write?
Book title:
Author:

Write at least 3 facts about the author (Where is he/she from? What kinds of books does he/she write? About what topics does he/she write?)
Fact 1:
Fact 2:
Fact 3:

2nd paragraph

Write 1-2 sentences that give a brief summary of the book.

_____

_____

_____

_____

Write 2-3 sentences that describe the setting of the book (Where and when does the story take place? How is the setting significant to the story?)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3rd paragraph

Write a topic sentence about the major characters of the book.

_____

_____

_____

Describe the main characters in the book. Include characteristics of the characters that are important to the story.

_____

_____

_____

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_____

4ᵗʰ paragraph

Write a topic sentence about the main events that occur in the book.

Include the main events of the book in the 4ᵗʰ paragraph:

First,

Next,

Then,

Finally,

5th paragraph

Write about a section of the book you found to be most interesting. Give at least 2 reasons why this part is interesting to you.

The part of the book I found to be most interesting is around page _____, when ………

_____

_____

_____

_____

_____

6th paragraph

Write a sentence telling whether you liked or disliked the book.

_____

_____

Include 3-4 sentences that tell why you liked or disliked the book.

_____

_____

_____

_____

_____

_____

_____

Name:_____ **Date:**_____

Dialectic Outline Template for Book Report

This template will map out the information you need to include in your book report. **As you read the book, fill in the sections for this template.** When you go to write your book report, be sure to include the information completed on the following pages. **The final report may be handwritten neatly or typed. Be sure to turn in both this outline template and the book report with your summer HLAs.**

1ˢᵗ paragraph
What is the name and author of the book on which you are choosing to write?
Book title:
Author:

Write at least 3 facts about the author (Where is he/she from? What kinds of books does he/she write? About what topics does he/she write?)
Fact 1:
Fact 2:
Fact 3:

2nd paragraph

Write 1-2 sentences that give a brief summary of the book.

_____

_____

_____

_____

_____

Write 2-3 sentences that describe the setting of the book (Where and when does the story take place? How is the setting significant to the story?)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3rd paragraph

Write a topic sentence about the major characters of the book.

_____

_____

Describe the main characters in the book. Include characteristics of the characters that are important to the story.

_____

_____

_____

_____

_____

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_____

_____

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_____

4th paragraph

Write a topic sentence about the main events that occur in the book.

_____

_____

Include the main events of the book in the 4th paragraph:

First,

_____

_____

Next,

_____

_____

Then,

_____

_____

Finally,

_____

_____

5th paragraph

Write about a section of the book you found to be most interesting. Give at least 2 reasons why this part is interesting to you.

The part of the book I found to be most interesting is around page _____, when ....

_____

_____

_____

_____

6th paragraph

Write a sentence telling whether you liked or disliked the book.

_____

_____

_____

Include 3-4 sentences that tell why you liked or disliked the book.

_____

_____

_____

_____

_____

_____

Book Report Form

1.	Title:		2. Author:
3.	Publisher:		4. Copyright Date:
5.	Illustrator:		
6.	Theme or Main Idea:		
7.	Main Characters:		
8.	Setting:		
9.	Summary:		
10.	Opinion/Recommendations:		

Book Report Form

1.	Title:	2.	Author:
3.	Publisher:	4.	Copyright Date:
5.	Illustrator:		
6.	Theme or Main Idea:		
7.	Main Characters:		
8.	Setting:		
9.	Summary:		
10.	Opinion/Recommendations:		

Minute Marker

1	2	3	4	5

Multiplication Facts 0 - 12

Five minute timed drill with 100 problems.

4 × 4 16	6 × 3 18	7 × 4 28	0 × 0 0	2 × 2 4	7 × 1 7	5 × 3 15	2 × 1 2	10 × 7 70	9 × 1 9
8 × 0 0	12 × 6 72	11 × 5 55	10 × 8 80	3 × 1 3	11 × 9 99	5 × 2 10	3 × 3 9	12 × 4 48	10 × 1 10
10 × 10 100	12 × 0 0	10 × 2 20	9 × 7 63	11 × 8 88	4 × 3 12	10 × 5 50	12 × 9 108	7 × 5 35	4 × 1 4
11 × 10 110	7 × 0 0	6 × 5 30	4 × 0 0	12 × 8 96	10 × 6 60	6 × 2 12	8 × 8 64	10 × 3 30	6 × 6 36
12 × 12 144	9 × 8 72	5 × 0 0	11 × 3 33	9 × 6 54	3 × 2 6	11 × 7 77	7 × 2 14	2 × 0 0	8 × 4 32
11 × 11 121	4 × 2 8	10 × 4 40	12 × 3 36	7 × 3 21	10 × 5 50	9 × 2 18	12 × 5 60	9 × 3 27	7 × 6 42
12 × 11 132	11 × 0 0	10 × 9 90	7 × 7 49	1 × 0 0	10 × 0 0	9 × 4 36	6 × 4 24	8 × 1 8	6 × 0 0
11 × 4 44	6 × 1 6	12 × 1 12	11 × 6 66	11 × 12 132	9 × 5 45	8 × 5 40	5 × 1 5	9 × 9 81	8 × 6 48
5 × 4 20	12 × 9 108	11 × 1 11	8 × 2 16	5 × 5 25	9 × 9 81	12 × 2 24	9 × 0 0	10 × 8 80	3 × 0 0
12 × 10 120	12 × 9 108	12 × 7 84	8 × 7 56	1 × 1 1	3 × 8 24	2 × 9 18	8 × 3 24	7 × 9 63	0 × 6 0

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Minute Marker

1	2	3	4	5

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

$4 \times 4 = \underline{16}$ $6 \times 3 = \underline{18}$ $7 \times 4 = \underline{28}$ $0 \times 0 = \underline{0}$ $2 \times 2 = \underline{4}$

$7 \times 1 = \underline{7}$ $5 \times 3 = \underline{15}$ $2 \times 1 = \underline{2}$ $10 \times 7 = \underline{70}$ $9 \times 1 = \underline{9}$

$8 \times 0 = \underline{0}$ $12 \times 6 = \underline{72}$ $11 \times 5 = \underline{55}$ $10 \times 8 = \underline{80}$ $3 \times 1 = \underline{3}$

$11 \times 9 = \underline{99}$ $5 \times 2 = \underline{10}$ $3 \times 3 = \underline{9}$ $12 \times 4 = \underline{48}$ $10 \times 1 = \underline{10}$

$10 \times 10 = \underline{100}$ $12 \times 0 = \underline{0}$ $10 \times 2 = \underline{20}$ $9 \times 7 = \underline{63}$ $11 \times 8 = \underline{88}$

$4 \times 3 = \underline{12}$ $10 \times 5 = \underline{50}$ $12 \times 9 = \underline{108}$ $7 \times 5 = \underline{35}$ $4 \times 1 = \underline{4}$

$11 \times 10 = \underline{110}$ $7 \times 0 = \underline{0}$ $6 \times 5 = \underline{30}$ $4 \times 0 = \underline{0}$ $12 \times 8 = \underline{96}$

$10 \times 6 = \underline{60}$ $6 \times 2 = \underline{12}$ $8 \times 8 = \underline{64}$ $10 \times 3 = \underline{30}$ $6 \times 6 = \underline{36}$

$12 \times 12 = \underline{144}$ $9 \times 8 = \underline{72}$ $5 \times 0 = \underline{0}$ $11 \times 3 = \underline{33}$ $9 \times 6 = \underline{54}$

$3 \times 2 = \underline{6}$ $11 \times 7 = \underline{77}$ $7 \times 2 = \underline{14}$ $2 \times 0 = \underline{0}$ $8 \times 4 = \underline{32}$

$11 \times 11 = \underline{121}$ $4 \times 2 = \underline{8}$ $10 \times 4 = \underline{40}$ $12 \times 3 = \underline{36}$ $7 \times 3 = \underline{21}$

$10 \times 5 = \underline{50}$ $9 \times 2 = \underline{18}$ $12 \times 5 = \underline{60}$ $9 \times 3 = \underline{27}$ $7 \times 6 = \underline{42}$

$12 \times 11 = \underline{132}$ $11 \times 0 = \underline{0}$ $10 \times 9 = \underline{90}$ $7 \times 7 = \underline{49}$ $1 \times 0 = \underline{0}$

$10 \times 0 = \underline{0}$ $9 \times 4 = \underline{36}$ $6 \times 4 = \underline{24}$ $8 \times 1 = \underline{8}$ $6 \times 0 = \underline{0}$

$11 \times 4 = \underline{44}$ $6 \times 1 = \underline{6}$ $12 \times 1 = \underline{12}$ $11 \times 6 = \underline{66}$ $11 \times 12 = \underline{132}$

$9 \times 5 = \underline{45}$ $8 \times 5 = \underline{40}$ $5 \times 1 = \underline{5}$ $9 \times 9 = \underline{81}$ $8 \times 6 = \underline{48}$

$5 \times 4 = \underline{20}$ $12 \times 9 = \underline{108}$ $11 \times 1 = \underline{11}$ $8 \times 2 = \underline{16}$ $5 \times 5 = \underline{25}$

$9 \times 9 = \underline{81}$ $12 \times 2 = \underline{24}$ $9 \times 0 = \underline{0}$ $10 \times 8 = \underline{80}$ $3 \times 0 = \underline{0}$

$12 \times 10 = \underline{120}$ $12 \times 9 = \underline{108}$ $12 \times 7 = \underline{84}$ $8 \times 7 = \underline{56}$ $1 \times 1 = \underline{1}$

$3 \times 8 = \underline{24}$ $2 \times 9 = \underline{18}$ $8 \times 3 = \underline{24}$ $7 \times 9 = \underline{63}$ $0 \times 6 = \underline{0}$

Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

11	8	10	5	7	12	1	9	11	4
× 1	× 5	× 9	× 0	× 4	× 8	× 0	× 5	× 6	× 2
11	40	90	0	28	96	0	45	66	8

7	10	0	9	6	9	12	8	10	12
× 6	× 5	× 0	× 3	× 3	× 1	× 11	× 8	× 7	× 0
42	50	0	27	18	9	132	64	70	0

12	7	3	10	11	12	9	11	2	6
× 9	× 3	× 2	× 0	× 10	× 6	× 9	× 9	× 1	× 5
108	21	6	0	110	72	81	99	2	30

9	11	12	6	5	12	2	9	11	12
× 4	× 8	× 5	× 1	× 4	× 3	× 0	× 2	× 7	× 4
36	88	60	6	20	36	0	18	77	48

9	10	5	4	1	8	3	11	12	8
× 8	× 6	× 3	× 8	× 1	× 6	× 3	× 4	× 10	× 0
72	60	15	32	1	48	9	44	120	0

12	8	7	10	4	11	9	8	6	4
× 1	× 3	× 5	× 4	× 1	× 3	× 6	× 2	× 6	× 3
12	24	35	40	4	33	54	16	36	12

3	12	6	10	11	12	5	11	7	8
× 9	× 7	× 4	× 3	× 5	× 12	× 2	× 0	× 2	× 4
27	84	24	30	55	144	10	0	14	32

11	5	4	6	10	8	2	10	7	3
× 11	× 9	× 0	× 8	× 2	× 7	× 2	× 2	× 1	× 0
121	45	0	48	20	56	4	20	7	0

12	10	9	10	7	8	10	3	4	4
× 2	× 1	× 7	× 8	× 0	× 9	× 10	× 1	× 7	× 4
24	10	63	80	0	72	100	3	28	16

6	5	3	8	7	5	11	3	2	12
× 0	× 5	× 7	× 1	× 7	× 6	× 9	× 9	× 5	× 6
0	25	21	8	49	30	99	27	10	72

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1	2	3	4	5

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

$11 \times 1 = \underline{11}$	$8 \times 5 = \underline{40}$	$10 \times 9 = \underline{90}$	$5 \times 0 = \underline{0}$	$7 \times 4 = \underline{28}$
$12 \times 8 = \underline{96}$	$1 \times 0 = \underline{0}$	$9 \times 5 = \underline{45}$	$11 \times 6 = \underline{66}$	$4 \times 2 = \underline{8}$
$7 \times 6 = \underline{42}$	$10 \times 5 = \underline{50}$	$0 \times 0 = \underline{0}$	$9 \times 3 = \underline{27}$	$6 \times 3 = \underline{18}$
$9 \times 1 = \underline{9}$	$12 \times 11 = \underline{132}$	$8 \times 8 = \underline{64}$	$10 \times 7 = \underline{70}$	$12 \times 0 = \underline{0}$
$12 \times 9 = \underline{108}$	$7 \times 3 = \underline{21}$	$3 \times 2 = \underline{6}$	$10 \times 0 = \underline{0}$	$11 \times 10 = \underline{110}$
$12 \times 6 = \underline{72}$	$9 \times 9 = \underline{81}$	$11 \times 9 = \underline{99}$	$2 \times 1 = \underline{2}$	$6 \times 5 = \underline{30}$
$9 \times 4 = \underline{36}$	$11 \times 8 = \underline{88}$	$12 \times 5 = \underline{60}$	$6 \times 1 = \underline{6}$	$5 \times 4 = \underline{20}$
$12 \times 3 = \underline{36}$	$2 \times 0 = \underline{0}$	$9 \times 2 = \underline{18}$	$11 \times 7 = \underline{77}$	$12 \times 4 = \underline{48}$
$9 \times 8 = \underline{72}$	$10 \times 6 = \underline{60}$	$5 \times 3 = \underline{15}$	$4 \times 8 = \underline{32}$	$1 \times 1 = \underline{1}$
$8 \times 6 = \underline{48}$	$3 \times 3 = \underline{9}$	$11 \times 4 = \underline{44}$	$12 \times 10 = \underline{120}$	$8 \times 0 = \underline{0}$
$12 \times 1 = \underline{12}$	$8 \times 3 = \underline{24}$	$7 \times 5 = \underline{35}$	$10 \times 4 = \underline{40}$	$4 \times 1 = \underline{4}$
$11 \times 3 = \underline{33}$	$9 \times 6 = \underline{54}$	$8 \times 2 = \underline{16}$	$6 \times 6 = \underline{36}$	$4 \times 3 = \underline{12}$
$3 \times 9 = \underline{27}$	$12 \times 7 = \underline{84}$	$6 \times 4 = \underline{24}$	$10 \times 3 = \underline{30}$	$11 \times 5 = \underline{55}$
$12 \times 12 = \underline{144}$	$5 \times 2 = \underline{10}$	$11 \times 0 = \underline{0}$	$7 \times 2 = \underline{14}$	$8 \times 4 = \underline{32}$
$11 \times 11 = \underline{121}$	$5 \times 9 = \underline{45}$	$4 \times 0 = \underline{0}$	$6 \times 8 = \underline{48}$	$10 \times 2 = \underline{20}$
$8 \times 7 = \underline{56}$	$2 \times 2 = \underline{4}$	$10 \times 2 = \underline{20}$	$7 \times 1 = \underline{7}$	$3 \times 0 = \underline{0}$
$12 \times 2 = \underline{24}$	$10 \times 1 = \underline{10}$	$9 \times 7 = \underline{63}$	$10 \times 8 = \underline{80}$	$7 \times 0 = \underline{0}$
$8 \times 9 = \underline{72}$	$10 \times 10 = \underline{100}$	$3 \times 1 = \underline{3}$	$4 \times 7 = \underline{28}$	$4 \times 4 = \underline{16}$
$6 \times 0 = \underline{0}$	$5 \times 5 = \underline{25}$	$3 \times 7 = \underline{21}$	$8 \times 1 = \underline{8}$	$7 \times 7 = \underline{49}$
$5 \times 6 = \underline{30}$	$11 \times 9 = \underline{99}$	$3 \times 9 = \underline{27}$	$2 \times 5 = \underline{10}$	$12 \times 6 = \underline{72}$

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1	2	3	4	5

Multiplication Facts 0 -12
Five minute timed drill with 100 problems

11	2	12	5	10	9	7	10	11	4
× 7	× 0	× 4	× 2	× 8	× 6	× 2	× 3	× 9	× 1
77	0	48	10	80	54	14	30	99	4

12	8	9	10	3	11	12	0	6	8
× 2	× 5	× 9	× 0	× 1	× 6	× 9	× 0	× 3	× 2
24	40	81	0	3	66	108	0	18	16

7	11	9	6	10	12	7	3	9	5
× 4	× 3	× 4	× 0	× 7	× 8	× 6	× 2	× 5	× 0
28	33	36	0	70	96	42	6	45	0

9	4	10	12	1	12	6	5	8	11
× 0	× 2	× 5	× 7	× 0	× 5	× 4	× 1	× 0	× 4
0	8	50	84	0	60	24	5	0	44

11	8	5	10	11	12	7	3	8	9
× 2	× 7	× 4	× 6	× 10	× 11	× 0	× 3	× 6	× 7
22	56	20	60	110	132	0	9	48	63

12	9	3	10	12	11	5	11	2	6
× 1	× 2	× 6	× 9	× 3	× 1	× 3	× 0	× 1	× 6
12	18	18	90	36	11	15	0	2	36

3	12	8	5	10	2	7	6	4	8
× 0	× 6	× 1	× 5	× 2	× 6	× 5	× 1	× 0	× 4
0	72	8	25	20	12	35	6	0	32

12	6	4	9	10	9	11	7	12	7
× 0	× 2	× 3	× 1	× 10	× 8	× 5	× 1	× 10	× 7
0	12	12	9	100	72	55	7	120	49

11	6	2	11	10	12	7	2	3	8
× 11	× 5	× 2	× 8	× 1	× 12	× 3	× 8	× 5	× 3
121	30	4	88	10	144	21	16	15	24

10	9	4	5	7	2	9	3	4	2
× 4	× 3	× 9	× 7	× 8	× 4	× 7	× 4	× 6	× 7
40	27	36	35	56	8	63	12	24	14

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Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

$11 \times 7 = \underline{77}$ $2 \times 0 = \underline{0}$ $12 \times 4 = \underline{48}$ $5 \times 2 = \underline{10}$ $10 \times 8 = \underline{80}$

$9 \times 6 = \underline{54}$ $7 \times 2 = \underline{14}$ $10 \times 3 = \underline{30}$ $11 \times 9 = \underline{99}$ $4 \times 1 = \underline{4}$

$12 \times 2 = \underline{24}$ $8 \times 5 = \underline{40}$ $9 \times 9 = \underline{81}$ $10 \times 0 = \underline{0}$ $3 \times 1 = \underline{3}$

$11 \times 6 = \underline{66}$ $12 \times 9 = \underline{108}$ $0 \times 0 = \underline{0}$ $6 \times 3 = \underline{18}$ $8 \times 2 = \underline{16}$

$7 \times 4 = \underline{28}$ $11 \times 3 = \underline{33}$ $9 \times 4 = \underline{36}$ $6 \times 0 = \underline{0}$ $10 \times 7 = \underline{70}$

$12 \times 8 = \underline{96}$ $7 \times 6 = \underline{42}$ $3 \times 2 = \underline{6}$ $9 \times 5 = \underline{45}$ $5 \times 0 = \underline{0}$

$9 \times 0 = \underline{0}$ $4 \times 2 = \underline{8}$ $10 \times 5 = \underline{50}$ $12 \times 7 = \underline{84}$ $1 \times 0 = \underline{0}$

$12 \times 5 = \underline{60}$ $6 \times 4 = \underline{24}$ $5 \times 1 = \underline{5}$ $8 \times 0 = \underline{0}$ $11 \times 4 = \underline{44}$

$11 \times 2 = \underline{22}$ $8 \times 7 = \underline{56}$ $5 \times 4 = \underline{20}$ $10 \times 6 = \underline{60}$ $11 \times 10 = \underline{110}$

$12 \times 11 = \underline{132}$ $7 \times 0 = \underline{0}$ $3 \times 3 = \underline{9}$ $8 \times 6 = \underline{48}$ $9 \times 7 = \underline{63}$

$12 \times 1 = \underline{12}$ $9 \times 2 = \underline{18}$ $3 \times 6 = \underline{18}$ $10 \times 9 = \underline{90}$ $12 \times 3 = \underline{36}$

$11 \times 1 = \underline{11}$ $5 \times 3 = \underline{15}$ $11 \times 0 = \underline{0}$ $2 \times 1 = \underline{2}$ $6 \times 6 = \underline{36}$

$3 \times 0 = \underline{0}$ $12 \times 6 = \underline{72}$ $8 \times 1 = \underline{8}$ $5 \times 5 = \underline{25}$ $10 \times 2 = \underline{20}$

$2 \times 6 = \underline{12}$ $7 \times 5 = \underline{35}$ $6 \times 1 = \underline{6}$ $4 \times 0 = \underline{0}$ $8 \times 4 = \underline{32}$

$12 \times 0 = \underline{0}$ $6 \times 2 = \underline{12}$ $4 \times 3 = \underline{12}$ $9 \times 1 = \underline{9}$ $10 \times 10 = \underline{100}$

$9 \times 8 = \underline{72}$ $11 \times 5 = \underline{55}$ $7 \times 1 = \underline{7}$ $12 \times 10 = \underline{120}$ $7 \times 7 = \underline{49}$

$11 \times 11 = \underline{121}$ $6 \times 5 = \underline{30}$ $2 \times 2 = \underline{4}$ $11 \times 8 = \underline{88}$ $10 \times 1 = \underline{10}$

$12 \times 12 = \underline{144}$ $7 \times 3 = \underline{21}$ $2 \times 8 = \underline{16}$ $3 \times 5 = \underline{15}$ $8 \times 3 = \underline{24}$

$2 \times 4 = \underline{8}$ $9 \times 3 = \underline{27}$ $4 \times 9 = \underline{36}$ $5 \times 7 = \underline{35}$ $7 \times 8 = \underline{56}$

$6 \times 4 = \underline{24}$ $9 \times 7 = \underline{63}$ $3 \times 4 = \underline{12}$ $4 \times 6 = \underline{24}$ $2 \times 7 = \underline{14}$

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| 1 | 2 | 3 | 4 | 5 |

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

9	10	12	6	2	7	11	8	9	10
× 8	× 5	× 9	× 4	× 1	× 3	× 5	× 0	× 2	× 1
72	50	108	24	2	21	55	0	18	10

12	9	4	10	11	7	1	5	8	9
× 2	× 6	× 2	× 3	× 1	× 0	× 1	× 2	× 6	× 3
24	54	8	30	11	0	1	10	48	27

6	0	10	10	4	7	3	12	11	10
× 7	× 4	× 8	× 6	× 8	× 5	× 0	× 6	× 9	× 0
42	0	80	60	32	35	0	72	99	0

10	9	5	12	11	1	2	12	5	2
× 10	× 5	× 3	× 5	× 0	× 9	× 6	× 0	× 4	× 2
100	45	15	60	0	9	12	0	20	4

3	11	7	12	8	6	10	11	12	1
× 1	× 8	× 4	× 11	× 1	× 6	× 4	× 7	× 8	× 0
3	88	28	132	8	36	40	77	96	0

0	3	12	10	12	8	9	10	5	4
× 9	× 8	× 4	× 7	× 10	× 5	× 9	× 9	× 0	× 1
0	24	48	70	120	40	81	90	0	4

11	11	7	12	4	3	3	8	7	11
× 4	× 10	× 1	× 12	× 9	× 2	× 9	× 7	× 2	× 3
44	110	7	144	36	6	27	56	14	33

12	11	10	4	8	7	6	5	4	2
× 3	× 6	× 2	× 6	× 2	× 7	× 5	× 1	× 3	× 0
36	66	20	24	16	49	30	5	12	0

3	4	0	5	6	1	11	10	8	6
× 5	× 7	× 0	× 5	× 1	× 5	× 12	× 11	× 8	× 0
15	28	0	25	6	5	132	110	64	0

11	6	4	11	12	5	7	9	12	5
× 11	× 3	× 4	× 2	× 1	× 8	× 9	× 4	× 7	× 6
121	18	16	22	12	40	63	36	84	30

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Minute Marker

1	2	3	4	5

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

$9 \times 8 = \underline{72}$ $10 \times 5 = \underline{50}$ $12 \times 9 = \underline{108}$ $6 \times 4 = \underline{24}$ $2 \times 1 = \underline{2}$

$7 \times 3 = \underline{21}$ $11 \times 5 = \underline{55}$ $8 \times 0 = \underline{0}$ $9 \times 2 = \underline{18}$ $10 \times 1 = \underline{10}$

$12 \times 2 = \underline{24}$ $9 \times 6 = \underline{54}$ $4 \times 2 = \underline{8}$ $10 \times 3 = \underline{30}$ $11 \times 1 = \underline{11}$

$7 \times 0 = \underline{0}$ $1 \times 1 = \underline{1}$ $5 \times 2 = \underline{10}$ $8 \times 6 = \underline{48}$ $9 \times 3 = \underline{27}$

$6 \times 7 = \underline{42}$ $0 \times 4 = \underline{0}$ $10 \times 8 = \underline{80}$ $10 \times 6 = \underline{60}$ $4 \times 8 = \underline{32}$

$7 \times 5 = \underline{35}$ $3 \times 0 = \underline{0}$ $12 \times 6 = \underline{72}$ $11 \times 9 = \underline{99}$ $10 \times 0 = \underline{0}$

$10 \times 10 = \underline{100}$ $9 \times 5 = \underline{45}$ $5 \times 3 = \underline{15}$ $12 \times 5 = \underline{60}$ $11 \times 0 = \underline{0}$

$1 \times 9 = \underline{9}$ $2 \times 6 = \underline{12}$ $12 \times 0 = \underline{0}$ $5 \times 4 = \underline{20}$ $2 \times 2 = \underline{4}$

$3 \times 1 = \underline{3}$ $11 \times 8 = \underline{88}$ $7 \times 4 = \underline{28}$ $12 \times 11 = \underline{132}$ $8 \times 1 = \underline{8}$

$6 \times 6 = \underline{36}$ $10 \times 4 = \underline{40}$ $11 \times 7 = \underline{77}$ $12 \times 8 = \underline{96}$ $1 \times 0 = \underline{0}$

$0 \times 9 = \underline{0}$ $3 \times 8 = \underline{24}$ $12 \times 4 = \underline{48}$ $10 \times 7 = \underline{70}$ $12 \times 10 = \underline{120}$

$8 \times 5 = \underline{40}$ $9 \times 9 = \underline{81}$ $10 \times 9 = \underline{90}$ $5 \times 0 = \underline{0}$ $4 \times 1 = \underline{4}$

$11 \times 4 = \underline{44}$ $11 \times 10 = \underline{110}$ $7 \times 1 = \underline{7}$ $12 \times 12 = \underline{144}$ $4 \times 9 = \underline{36}$

$3 \times 2 = \underline{6}$ $3 \times 9 = \underline{27}$ $8 \times 7 = \underline{56}$ $7 \times 2 = \underline{14}$ $11 \times 3 = \underline{33}$

$12 \times 3 = \underline{36}$ $11 \times 6 = \underline{66}$ $10 \times 2 = \underline{20}$ $4 \times 6 = \underline{24}$ $8 \times 2 = \underline{16}$

$7 \times 7 = \underline{49}$ $6 \times 5 = \underline{30}$ $5 \times 1 = \underline{5}$ $4 \times 3 = \underline{12}$ $2 \times 0 = \underline{0}$

$3 \times 5 = \underline{15}$ $4 \times 7 = \underline{28}$ $0 \times 0 = \underline{0}$ $5 \times 5 = \underline{25}$ $6 \times 1 = \underline{6}$

$1 \times 5 = \underline{5}$ $11 \times 12 = \underline{132}$ $10 \times 11 = \underline{110}$ $8 \times 8 = \underline{64}$ $6 \times 0 = \underline{0}$

$11 \times 11 = \underline{121}$ $6 \times 3 = \underline{18}$ $4 \times 4 = \underline{16}$ $11 \times 2 = \underline{22}$ $12 \times 1 = \underline{12}$

$5 \times 8 = \underline{40}$ $7 \times 9 = \underline{63}$ $9 \times 4 = \underline{36}$ $12 \times 7 = \underline{84}$ $5 \times 6 = \underline{30}$

Minute Marker

| 1 | 2 | 3 | 4 | 5 |

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

| 7 × 0 = 0 | 9 × 2 = 18 | 11 × 4 = 44 | 2 × 1 = 2 | 5 × 0 = 0 | 10 × 6 = 60 | 12 × 3 = 36 | 8 × 5 = 40 | 11 × 7 = 77 | 12 × 9 = 108 |

| 5 × 5 = 25 | 12 × 7 = 84 | 9 × 6 = 54 | 11 × 5 = 55 | 10 × 0 = 0 | 4 × 1 = 4 | 8 × 7 = 56 | 12 × 5 = 60 | 8 × 0 = 0 | 9 × 3 = 27 |

| 11 × 9 = 99 | 8 × 6 = 48 | 3 × 2 = 6 | 6 × 4 = 24 | 12 × 1 = 12 | 11 × 2 = 22 | 5 × 3 = 15 | 2 × 0 = 0 | 10 × 4 = 40 | 12 × 11 = 132 |

| 3 × 6 = 18 | 12 × 4 = 48 | 10 × 5 = 50 | 6 × 7 = 42 | 12 × 10 = 120 | 7 × 3 = 21 | 0 × 0 = 0 | 4 × 2 = 8 | 9 × 0 = 0 | 6 × 5 = 30 |

| 11 × 8 = 88 | 4 × 3 = 12 | 10 × 1 = 10 | 8 × 4 = 32 | 5 × 1 = 5 | 12 × 6 = 72 | 12 × 8 = 96 | 10 × 8 = 80 | 7 × 5 = 35 | 4 × 0 = 0 |

| 4 × 4 = 16 | 7 × 2 = 14 | 9 × 5 = 45 | 11 × 6 = 66 | 6 × 2 = 12 | 10 × 7 = 70 | 3 × 4 = 12 | 6 × 0 = 0 | 5 × 4 = 20 | 8 × 3 = 24 |

| 11 × 3 = 33 | 1 × 1 = 1 | 10 × 9 = 90 | 3 × 9 = 27 | 9 × 7 = 63 | 12 × 0 = 0 | 9 × 4 = 36 | 3 × 1 = 3 | 8 × 2 = 16 | 11 × 1 = 11 |

| 12 × 12 = 144 | 9 × 8 = 72 | 6 × 1 = 6 | 5 × 2 = 10 | 11 × 0 = 0 | 10 × 3 = 30 | 9 × 9 = 81 | 8 × 1 = 8 | 11 × 10 = 110 | 8 × 8 = 64 |

| 1 × 6 = 6 | 7 × 7 = 49 | 5 × 7 = 35 | 4 × 6 = 24 | 1 × 7 = 7 | 3 × 0 = 0 | 5 × 9 = 45 | 10 × 2 = 20 | 9 × 1 = 9 | 10 × 10 = 100 |

| 2 × 2 = 4 | 6 × 9 = 54 | 2 × 5 = 10 | 7 × 4 = 28 | 6 × 6 = 36 | 8 × 9 = 72 | 11 × 11 = 121 | 3 × 3 = 9 | 4 × 7 = 28 | 3 × 4 = 12 |

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| 1 | 2 | 3 | 4 | 5 |

Multiplication Facts 0 - 12
Five minute timed drill with 100 problems

$7 \times 0 = \underline{0}$ $9 \times 2 = \underline{18}$ $11 \times 4 = \underline{44}$ $2 \times 1 = \underline{2}$ $5 \times 0 = \underline{0}$

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$5 \times 5 = \underline{25}$ $12 \times 7 = \underline{84}$ $9 \times 6 = \underline{54}$ $11 \times 5 = \underline{55}$ $10 \times 0 = \underline{0}$

$4 \times 1 = \underline{4}$ $8 \times 7 = \underline{56}$ $12 \times 5 = \underline{60}$ $8 \times 0 = \underline{0}$ $9 \times 3 = \underline{27}$

$11 \times 9 = \underline{99}$ $8 \times 6 = \underline{48}$ $3 \times 2 = \underline{6}$ $6 \times 4 = \underline{24}$ $12 \times 1 = \underline{12}$

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$3 \times 6 = \underline{18}$ $12 \times 4 = \underline{48}$ $10 \times 5 = \underline{50}$ $6 \times 7 = \underline{42}$ $12 \times 10 = \underline{120}$

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$4 \times 4 = \underline{16}$ $7 \times 2 = \underline{14}$ $9 \times 5 = \underline{45}$ $11 \times 6 = \underline{66}$ $6 \times 2 = \underline{12}$

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$12 \times 12 = \underline{144}$ $9 \times 8 = \underline{72}$ $6 \times 1 = \underline{6}$ $5 \times 2 = \underline{10}$ $11 \times 0 = \underline{0}$

$10 \times 3 = \underline{30}$ $9 \times 9 = \underline{81}$ $8 \times 1 = \underline{8}$ $11 \times 10 = \underline{110}$ $8 \times 8 = \underline{64}$

$1 \times 6 = \underline{6}$ $7 \times 7 = \underline{49}$ $5 \times 7 = \underline{35}$ $4 \times 6 = \underline{24}$ $1 \times 7 = \underline{7}$

$3 \times 0 = \underline{0}$ $5 \times 9 = \underline{34}$ $10 \times 2 = \underline{20}$ $9 \times 1 = \underline{9}$ $10 \times 10 = \underline{100}$

$2 \times 2 = \underline{4}$ $6 \times 9 = \underline{54}$ $2 \times 5 = \underline{10}$ $7 \times 4 = \underline{28}$ $6 \times 6 = \underline{36}$

$8 \times 9 = \underline{72}$ $11 \times 11 = \underline{121}$ $3 \times 3 = \underline{9}$ $4 \times 7 = \underline{28}$ $3 \times 4 = \underline{12}$