



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Dear 3rd Grade Families,

We hope this message finds you and your family healthy, safe, and secure. Thank you so incredibly much for taking on your child's learning at home. We will do our best to support each scholar during this time and we are always available via email to answer questions, comments, or concerns you may have.

On the next page, you will see a chart containing a brief overview of what your child needs to complete each day. Then, you will also see answer keys (or suggested answers) for each activity below. Please encourage your child to complete their work as diligently as possible. The answer key is there for both parents and students. Parents, please take a look at your child's work a few times during the week with this answer key.

The Assessment Packet is due on Saturday by 8:00pm to your scholar's teacher. If a photo is unable to be sent to the teacher, you may submit it on Monday during packet pick up.

Please use the links below to access your child's readings for Literature and History.

Online materials:

The Phantom Tollbooth - <http://mrkingrocks.com/files/phantom.pdf>

Earliest Americans - (Free Student Reader Download)

<https://www.coreknowledge.org/free-resource/ckhg-unit-4-earliest-americans/>

Again, please reach out to your child's teacher with any questions, concerns or comments. We are in this together!

Kindest Regards,

The Third Grade Team

P.S. We miss our scholars

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1. **Student Packet (printing is optional, can be viewed online and work can be completed on notebook paper) pgs 3-30**

2. ***Parent Packet (printing is optional, can be viewed online) pgs 31-53***

3. ***Student Attendance Affidavit (Must be printed, signed and submitted with Assessments) (pg. 54)***

4. ***Friday Assessment Packet (Must be printed and is due no later than 8pm on Thursday) (pgs 55-60)***

Monday, May 4, 2020

<p>Monday, 5/4/20</p>	<p>To Do:</p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read Chapter 1: <i>Down the Rabbit Hole, Alice in Wonderland</i> (P) and complete the activity (I).<input type="checkbox"/> History ~ Read <i>The Age of Exploration</i> and complete the activity (I)<input type="checkbox"/> Read 20 minutes of a personal book (I)<input type="checkbox"/> Poetry ~ Practice reciting “The Duel” from memory. (P)<input type="checkbox"/> Math ~ Textbook p. 67 1-5 (guided work), Workbook p. 67-68 (P&I)<input type="checkbox"/> Spalding ~ Watch today’s Spalding Dictation video posted in Google Classroom and write spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P)<input type="checkbox"/> Art ~ Complete worksheet (P)
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***** For all written responses, please write neatly in cursive. *****

Literature - Monday

Directions: Read Chapter 1, *Down the Rabbit Hole - Alice in Wonderland*

In Chapter 1, Alice followed a rabbit with a pocket watch down a hole. On pages 3-4, **describe** 3 things Alice saw AND was thinking about as she fell down the hole. **Be sure to use complete sentences.**

History - Monday

Directions: Read the article below and complete the activity. (I)

The Age of Exploration

This text is adapted from an original work of the Core Knowledge Foundation.

In 1491, most Europeans did not know that North and South America existed. The people of the Americas did not know that Europe existed. Although other explorers had visited the Americas before, Europeans did not know that.



In 1492, that changed. In that year, Christopher Columbus sailed across the Atlantic Ocean and accidentally landed on islands off the coast of the Americas. His explorations marked the start of the Age of Exploration.

An artist's illustration of Columbus landing in the New World

As news spread about what Columbus had found, men from all over Spain raced to find treasure. Spanish conquistadors, such as Francisco Vasquez de Coronado, set out in search of silver and gold. They slashed their way through swamps. They marched across deserts. They explored and conquered many lands.

A few years later, other European countries got involved. John Cabot went exploring for England. Henry Hudson explored for England and for the Netherlands. Samuel de Champlain explored for France.

These explorers changed the world. They connected Europe with the Americas.

Directions: Look back at the illustration of Columbus landing in the New World and respond to the following questions.

What do you mainly notice in front of the illustration?

What do you see in the background?

What does this illustration make you wonder about the Age of Exploration?

Poetry ~ Monday

Directions: Read "The Duel" by Eugene Field aloud. Then, practice reciting the poem to an adult.

"The Duel"
By Eugene Field

*The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you
think!)
Nor one nor t' other had slept a wink!
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.
(I wasn't there; I simply state
What was told to me by the Chinese
plate!)*

*The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the
chimney-place
Up with its hands before its face,
For it always dreaded a family row!*

*(Now mind: I'm only telling you
What the old Dutch clock declares is
true!)*

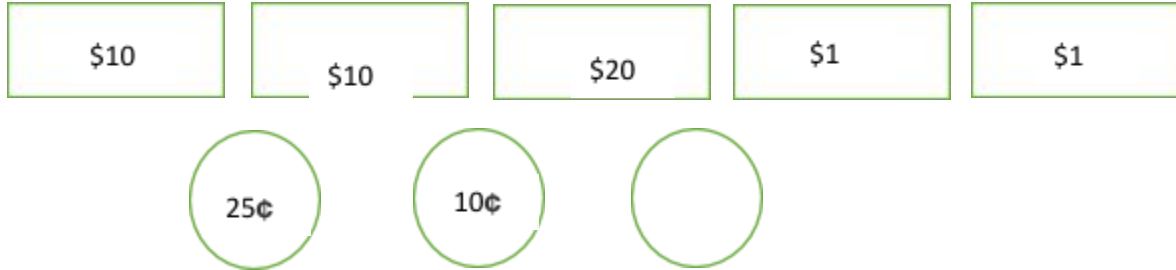
*The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
(Don't fancy I exaggerate—
I got my news from the Chinese plate!)*

*Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
But the truth about the cat and pup
Is this: they ate each other up!
Now what do you really think of that!
(The old Dutch clock it told me so,
And that is how I came to know.)*

Math – Monday Dollars and Cents

Welcome to dollars and cents!

If I pull out what I have in my wallet(1 quarter, 1 nickel, 1 penny, 2- 10 dollar bills, 1 – 20 dollar bill, 2 – 1 dollar bills), How would you count it to give a total amount?



Normally we count the larger bill first. Then we count the coins by first counting by 25's for the quarters, then by 10's for the dimes, then by 5's for nickels, then by 1's for pennies. We can also combine a quarter and a nickel for 30 cents and then count by 10s for dimes so here we have \$42.31
Converting

How many cents make up a dollar?

100 cents make up a dollar $\$1 = 100¢$

The symbol \$ means dollar and ¢ means cents. Do not use both symbols together.

\$1.73

How much money is displayed and how much is it in cents? Let us talk about how to find this amount in cents. To find the amount in cents, you should multiply the number of dollars by 100 and then add the remaining cents.

$$\begin{aligned} \$1 &= 100¢ \\ 100¢ + 73¢ &= 173¢ \\ \$1.73 &= 173¢ \end{aligned}$$

Now, let's try the reverse. How many dollars and cents are there in 508¢?

$$508¢ = \$ \underline{\hspace{2cm}}$$

You will need to find how many 100 ¢ there are in 508¢. That will give you how many dollars and the remainder will be the number of cents.

$$\begin{array}{r} 508¢ = \$ \underline{\hspace{2cm}} \\ \swarrow \quad \searrow \\ 500¢ \quad 8¢ \\ \swarrow \quad \searrow \\ \$5.00 \quad + \quad 8¢ \end{array}$$

$$508¢ = \$5.08$$

Now, how many nickels are there in a dollar?

To find this answer, we will need to divide. We divide because we have a part (nickel) and we have a whole (dollar). We must find the other part.

We know that a nickel is worth 5¢. We will use the 5 as our *part* because 5 is a number and *nickel* is a word.

$$100 \div 5 = \underline{\hspace{2cm}}$$

When we work out this problem, we find that our answer is 20. You may work it out using the division algorithm on a separate sheet of paper.

Try the same for dimes, and quarters!

Open your **Textbook** up to page **67** and work through problems 1-5 with an adult. When you are done, try it on your own! Complete pages **67-68** in your **Workbook**.

Create Flash Cards for 7's (1x7 through 12x7) Practice for 5 minutes.

Spalding: Dictation - Monday

Materials: Spalding notebook, pencil, Spalding dictation videos, phonogram flashcards

Directions: Parents will read the words to you. The words are in the **parent section** of the packet. This is because the words must be read to the scholar. Scholars may not view the words and copy them. Use your Spalding Notebook. Begin where you left off last week. You are encouraged to review phonograms afterwards.

Art - Monday

Remote Learning Art Assignment: Italian Renaissance Leonardo da Vinci

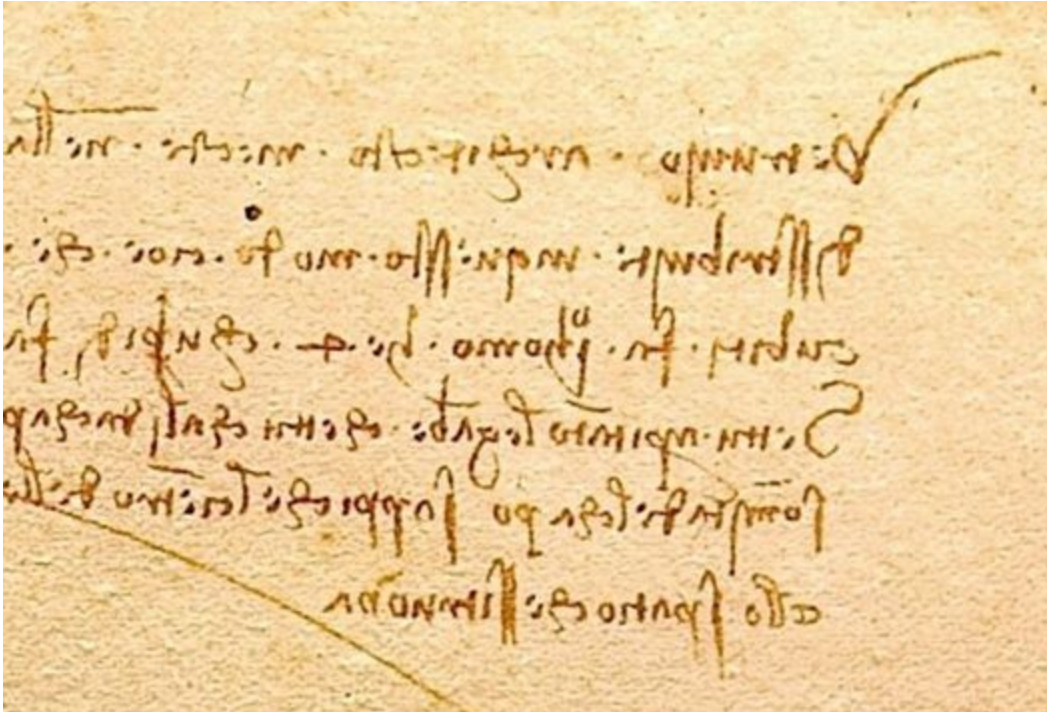
Leonardo da Vinci was a multi-faceted artist from the Italian Renaissance. What do you think "multi-faceted" means?

He loved learning and studied many subjects, including invention, drawing, painting, sculpture, architecture, science, music, mathematics, engineering, literature, anatomy, geology, astronomy, botany, paleontology, and cartography.

Which one of those fields interests you the most?

Leonardo da Vinci was left-handed. Do you draw with your left or your right hand? _____
Because he was left-handed, Leonardo found it was easier to write from right to left. So, his handwriting is backwards, a perfect mirror image.

Here is an example of his handwriting from his journals. Now it will be especially hard for you to read, as it is not only backwards, but in Italian!



Now it is your turn to try writing like Leonardo da Vinci!

*Remember, you are not just writing from right to left, each individual letter should also be written backwards.

Practice:

1. What a beautiful day!

2. How are you doing?

3. I love cheese.

4. What is your name?

Now practice writing something backwards on your own. Have fun!

Monday- Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then give yourself a pat on the back. Great work!

**Monday,
5/4/20**

To Do:

- I spent ___ minutes on the daily activities.
- I read all directions before I asked for more help.
- I wrote all of my answers in complete, cursive sentences.
- I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.
- My handwriting is neat and can be read by both me and another adult.
- I read for at least 20 minutes today.
- I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.

Tuesday, May 5, 2020

Tuesday , 5/05/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Read Chapter 2: <i>The Pool of Tears, Alice in Wonderland</i> (P) and complete the comprehension question. (I)<input type="checkbox"/> History ~ Read the article <i>Coronado Reports to the King</i> and complete the comprehension question (I)<input type="checkbox"/> Read 20 minutes of a personal book (I)<input type="checkbox"/> Poetry ~ Practice reciting "The Duel" from memory (P)<input type="checkbox"/> Math ~ Textbook p. 70-71 odd (guided work), Textbook p. 70-71 evens (Independent practice) (P & I)<input type="checkbox"/> Spalding ~ Watch today's Spalding Dictation video posted in Google Classroom and write spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P)<input type="checkbox"/> Music ~ Complete worksheet (I)
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***** For all written responses, please write neatly in cursive. *****

Literature - Tuesday

Directions:

1. Read Chapter 2: *The Pool of Tears, Alice in Wonderland*
2. In Chapter 2, Alice's physical appearance changes twice. Illustrate what looked like before she began to fan herself and what she looked like after she stopped fanning herself.

<u>Alice BEFORE</u>	<u>Alice AFTER</u>
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If you were Alice, which size do you think you would rather be and why?

History - Tuesday

Directions: Read the article below and complete the activity. (I)

Coronado Reports to the King

This text is excerpted from an original work of the Core Knowledge Foundation.

Francisco Vasquez de Coronado was a Spanish conquistador. He explored what is now the American Southwest in search of the Seven Cities of Cibola [SEE-boe-lə], which were said to have streets paved with gold. During the trip, Coronado wrote letters to the King of Spain. In his second letter, written in October of 1541, he described his march across the Great Plains to Quivira [Kee-VEE-rə], in modern-day Kansas. He told the king about the native people he and his men met. He also described the buffalo they saw, which he called “cows.” Below is an edited part of Coronado’s letter:



Coronado

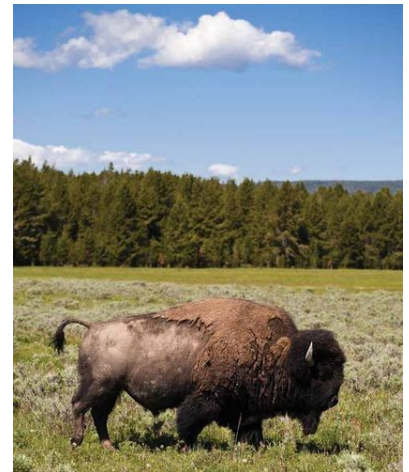
Your Majesty,

After I sent my last letter, I met some native people from a distant land. They boasted of their land, which is called Quivira. They said the men there lived in large houses. They said their chiefs dined on dishes made of gold. I did not know whether to believe these reports. I made up my mind to go and see Quivira.

We set off last spring and reached the plains. These plains were vast—so vast that we could not see the end of them. They were flat and open with grasses that blow in the breeze. We traveled over them for more than 300 leagues. The plains were full of cows. There were too many of them to count. There was not a single day when we did not see some of them.

A buffalo, which Coronado called a “cow”

After 17 days, we met some native people. They are called Querechos [Ker-AE-koez]. They do not plant crops. They travel around with the cows. They eat the flesh of the cows they kill. They tan the skins of the cows and make clothes from them. They have little tents made of cowhide. They live in these tents while they travel around with the cows. They have dogs that carry their tents and poles from place to place.



We traveled 42 days more. At times, it was hard to find the way. On the plains, there are few landmarks. There are no hills. There are no stones, trees, or shrubs. All we could see was a sea of grass.

We lived on the flesh of the cows we killed. We went many days without water. Sometimes, what we drank was more mud than water. There are no trees on the plains except by the rivers. So, we could rarely find firewood.

After 77 days, we arrived in Quivira.

Directions: In the article above, Coronado learned about how native people used “cows”. Today we know these animals are called buffalos. Complete the chart to list how Cows and Buffalos are the *same* and how they are *different*.

Buffalos	Cows
*	*
*	*
*	*

Poetry ~ Tuesday

Directions: Read “The Duel” by Eugene Field aloud. Then, practice reciting the poem to an adult.

“The Duel”
By Eugene Field

*The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you
think!)
Nor one nor t' other had slept a wink!
 The old Dutch clock and the Chinese plate
 Appeared to know as sure as fate
There was going to be a terrible spat.
 (I wasn't there; I simply state
 What was told to me by the Chinese
plate!)*

*The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
 While the old Dutch clock in the
chimney-place
 Up with its hands before its face,
For it always dreaded a family row!
 (Now mind: I'm only telling you
 What the old Dutch clock declares is
true!)*

*The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
 Employing every tooth and claw
 In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
 (Don't fancy I exaggerate—
 I got my news from the Chinese plate!)*

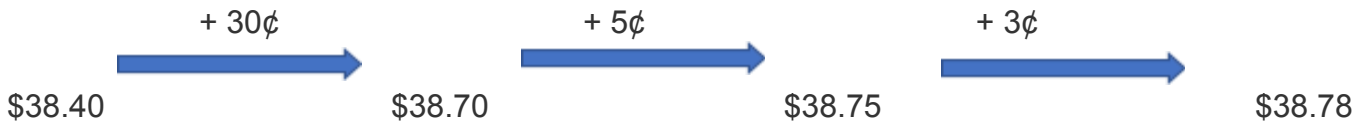
*Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
 But the truth about the cat and pup
 Is this: they ate each other up!
Now what do you really think of that!
 (The old Dutch clock it told me so,
And that is how I came to know.*

Math – Tuesday Addition of Money

Today, we will be learning how to add money.

To add, you can use the same strategy as before. Add the tens then fives then ones.

$$\$38.40 + 38\text{¢} = \$ \underline{\hspace{2cm}}$$



Here, we took the starting amount (the bigger amount) and added it to the smaller amount. But first, we broke up the smaller amount (38¢) into 10s, 5s, and 1s. This might take some mental math and practice on your part, but as you practice you will develop your mental math and it will come faster!

Lets add a few more strategies to our tool belt of mental math. We know that quarters equal 25¢.

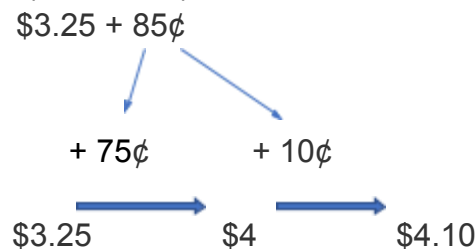
We also know how to count quarters up to \$1: 25¢, 50¢, 75¢, \$1.

Great! Let's take that strategy and add two amounts together.

$$\$3.25 + 85\text{¢} = \$ \underline{\hspace{2cm}}$$

We know that the difference between 25¢ and \$1 is 75¢. This is the same thing as thinking "I have 1 quarter, how many more quarters do I need to make \$1?"

The 2nd amount we are added is 85¢. If 3 quarters equal 75¢, we can take the 85¢ and take 75¢ to make another dollar with the 25¢ from \$3.25. (see below)



Lets practice a few with an adult. Turn to your Textbook p. 70-71 and work on odd problems.

When you are done and feel confident, try a few on your own. Work on the even problems on page 70-71.

Create Flash Cards for 7's (1x7 through 12x7) Practice for 5 minutes.

Spalding: Dictation - Tuesday

Materials: Spalding notebook, pencil, Spalding dictation videos, phonogram flashcards

Directions: Parents will read the words to you. The words are in the **parent section** of the packet. This is because the words must be read to the scholar. Scholars may not view the words and copy them. Use your Spalding Notebook. Begin where you left off yesterday. You are encouraged to review phonograms afterwards.

Name: _____

Class: _____

Directions: After listening and watching to the video map of Rachmaninoff's "Vocalise," read about the composer. When you are finished, you may start working on the "Vocalise Wordsearch," and try to find as many words or phrases as you can.

Composer of the Month
SERGEI RACHMANINOFF
(1873-1943)



ABOUT THE COMPOSER

- Born in Semyonovo, Russia in 1873
- Though his music was written mostly in the 20th century, his style reflects the Romantic Style, reflecting emotions, impressions, and feelings
- He had his first piano lessons from his mother
- He studied Music at the St. Petersburg Conservatory
- He composed and performed his first pieces of music for the piano when he was 13 years old
- He first visited the United States in 1909
- He moved to New York state after the Russian Revolution in 1917

ABOUT THE MUSIC – "Vocalise"

- A vocalise is a song without words or text. It usually sung on a vowel sound like "oo," or "ah."
- "Vocalise" was one of 14 songs Rachmaninoff wrote in the year 1912. The rest of the songs in this cycle were set to Russian words.
- The mood of "Vocalise" suggests a somber and melancholy state of mind.
- In 1929, Rachmaninoff recorded his "Vocalise" with the Philadelphia Orchestra (with himself as conductor).
- "Vocalise" has also been arranged for cello and piano, as well as other instrument pairings.

VOCABULARY

English Horn – a double reed instrument of the Woodwind Family similar in sound to an oboe but sounding lower.

Violin – a small, wooden string instrument of the String Family (viola, cello, and bass are the other members); it is played by vibrating its four strings with a bow; the violin is the highest sounding string instrument in the orchestra

Clarinet – a single reed instrument of the Woodwind Family consisting of a straight, black body with nickel or silver-plated keys covering its length

Oboe – a double reed instrument of the Woodwind Family. It is similar in sound to the English Horn but it smaller and higher in pitch

Romantic Style – a style of music during the late 18th and early 19th centuries that emphasized imagination, individualism, and the expression of emotions

Somber – oppressively solemn or sober in mood

Melancholy – a feeling of thoughtful sadness

Orchestra – a group of musicians combining string, woodwind, brass, and percussion instrument families who usually play Classical music

Russia – a country that stretches from Eastern Europe and Northern Asia; it is the largest country in the world by area covering over 6 million square miles

Counter Melody – a smaller melody that accompanies the larger, more prominent melody

Melodic Direction – the path of notes in a melody moving up, down, or staying the same

Name: _____

Class: _____

Rachmaninoff's Vocalise Wordsearch

S B G B L A J S A K J V R J C K N X W E H B H G G K S X V L R D Y W L
S C K W U X Q J X T T O L W S T B L V W O L M F U B F P J R N R F V B
N M A S X Q U Y P Q M E D D S T C O E L O U U B B P T J T T N G S N Q
B G C J O U R J U A S L E L M C F I I L V B T F M I P I O U C G X E N
N T S T U G J H N X B A L F Y A T L A T T G F N X S L A S M Y T I L W
L T D S E R U T U B A I S T Q S B Q P L N P E P B J L E Y K M Q C Y H
L Y G B V E I J E E P J I F D P S E F T H U P E L P J M A D J V C U B
D N R U H C E N L R E I T W I L E M S Y Y V L W E E W J U K X M V I B
R P B I S W H Y W H L G X O A P Q G F L D V U F X V D L Q P H W T D G
I K H T C P E R D G U B N P N D D U V K L K I S X F Y D E E Q N Q V Y
E B Y P R A C C M G M K I N H H I C I G U S M R C O T M X A J Y S H M
E L K P M E L O D I C D I R E C T I O N J E P W Q K U D O R W G K Q Y
B J Q U H Y V U J G L U Q D Q S Q L L H F V V O T Q L U Y T R U S L M
L R E P B J N N Q M K V U C P H N E I G V M I S I V C D X S O P T Y G
K Y W B J B Q T V G B A R C T O N I N Y N F U B C Q E N C E D P N K J
P T I B B D S E J H B K F J F B C H A G E N B Q L K O L I H A G J G U
T K N X V I P R L C A H G F J P R D D P T V L S Q E C B D C A J G F U
Q C I T G E E M L U X V E V Y M G E E B V I B U P J E E H R A X F V J
B L K C O E W E C U C T W G I C T D R J G E A C D J F P T O L O O J H
R M R D X N S L E T P Y F R C X A U J T B N I V C Y S T H T N J V H I
D G A M M N R O H H S I L G N E S L X L J L I F B U H V F I K K R B B
C W A R B O Q Q D E G E I B U I S P K O W S G S U G E W Q N X K I B V M
F O R X A X O Y P M J V E E I C N N W K Y T C J F N F A X J C P N H D
B J V X D C U D S A E S H A D C G Y O I E L Q I N M M O J A L X E K C
R O E E K N A F O A I D Q V T O M F L G H Y F H G H F C S B O E Q X N
E B B P O O V E X F T S F Q B Q B A E O B O Q W C I H G V F P W A B E
A O H O U H E T E H T V E U N S C J H H H G V A K S Y G C E A W B B N
F I K G B I I E N A F H R V I K K F X E E C R E O R T I M C U K C B X
C L A R I N E T G A C T E L E G T E F K U I N R B F N C C I R L U G G
C E Q S V R Y N T J Y S A M X A X E N Y E Y V A M Q G A X Y D F X J Y
B Y P F I D M K H V E C N N U P L D W G G J R P L L C Y U B W X E H I
Q A Q V S I L N O H O K H I E S P D R E B M O S W E J M R C M I B H T
X C D E K I L A L V Y S B O J K I E L V L W M T R F M J L Y U W W G K
V R S J B A C I E Q E S F G T E S C R H O R L V T E U K K F E X F F X
S X C T Y F J V M Q G X H G I V E W G G O B U M S D E V E S V X F V Y

WORD BANK

CLARINET
COUNTER MELODY
ENGLISH HORN
LYRICAL
MELANCHOLY

MELODIC DIRECTION
MOOD OF THE MUSIC
OBOE
ORCHESTRA
ROMANTIC STYLE

RUSSIA
VIOLIN
SERGEI RACHMANINOFF
SOMBER
VOCALISE

Tuesday - Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then give yourself a pat on the back. Great work!

<p>Tuesday, 4/28/20</p>	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> I spent ___ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.<input type="checkbox"/> I read for at least 20 minutes today.<input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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Wednesday
, 5/06/20

To Do:

- Literature: Read Chapter 3: *A Caucus-Race and a Long Tale*, *Alice in Wonderland* (P) and Complete the Activity (I)
- Read 20 minutes of a personal book (I)
- Science ~ Write down bullet points based on what you notice in the picture. Read the article and answer the questions. (P)
- Poetry ~ Practice reciting "The Duel" from memory (P)
- Math ~ Textbook p. 79 (guided work), Workbook p. 81-82 (Independent practice) (P & I)
- Spalding ~ Watch today's Spalding Dictation video posted in Google Classroom and write spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P)
- Latin ~ Complete worksheet (I)

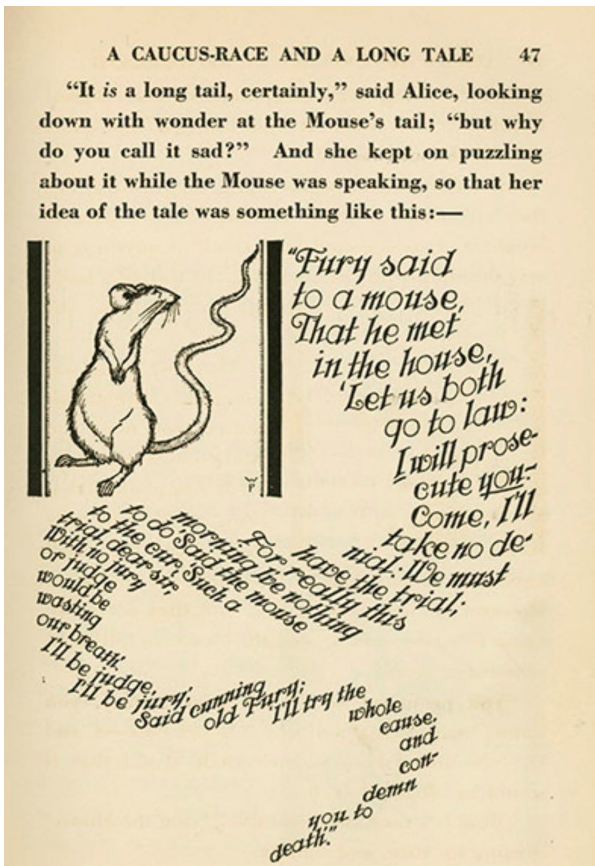
*** For all written responses, please write neatly in cursive. ***

Literature - Wednesday

Directions:

1. Read Chapter 3: *A Caucus-Race and a Long Tale*, *Alice in Wonderland*
2. In Chapter 3, while the Mouse is telling his story, Alice imagines it being told in the shape of a mouse's tail (not tale/ story). This is called a Shape Poem. A Shape Poem is shaped like the thing it's describing.

Look at the example from the book and create your own Shape Poem! Your poem can be about food, sports, or art. Have fun!



*Your Shape Poem

Science ~ Wednesday



Directions: Look at the picture above. What do you notice? What is most visible? What system of the body do you think we are going to learn about? Write some bullet points in your science notebook.

Read the Article and answer the questions below:

The human body has three types of muscles. There are skeletal, smooth, and cardiac muscles. Smooth and cardiac muscles work without you having to control them. This means they are involuntary. Some body parts that have smooth muscle include the stomach, intestines, and eyes. Cardiac muscle can only be found in the heart.

Skeletal muscle is the most common type of muscle in the body. Skeletal muscles are responsible for almost all of the body's movements. These muscles are usually attached to bones by strong tissue called tendons. Your body has more than 650 skeletal muscles. They make up about 40 percent of your body weight. Skeletal muscles are generally voluntary, which means you can control them. These muscles help you run, jump, and do all kinds of activities. And they can be injured if you don't take proper care of them.

Skeletal muscles are different sizes and shapes, depending on their job. Back muscles are some of the biggest and strongest muscles in your body because they help hold you upright. Smaller muscles in your hands let you bend your fingers.

Skeletal muscles work in a simple way. They react when they receive electrical signals from your nerves. The signals are like messages from your brain. For example, when you swing a bat to whack a baseball, a nerve signal travels from your brain to your arm muscles, making them move. Nerve signals also let your brain know whether a muscle has been hurt, like if you twist your arm while swinging that bat.

Skeletal muscles, along with bones, joints, tendons, ligaments, and cartilage, make up the musculoskeletal system. Here's what they do:

- **Joints** are connections where two or more bones meet, making the skeleton flexible. Two examples of joints are elbows and knees. Bones are held together by strong straps of tissue called **ligaments**.
- Skeletal muscles are attached to bones by tough cords called **tendons**. Tendons and bones move along with your muscles, such as when you wave your hand or tilt your head.

- Slippery, rubbery **cartilage** covers the ends of bones at joints. It makes the connections between the bones flexible. Cartilage also protects bones from wear and tear at joints.
- Muscles contain fibers. **Slow-twitch muscle fibers** can work hard for a long time without getting tired on a long run or bike ride. **Fast-twitch fibers** help with quick movements, such as jumping to catch a ball or sprinting. Most muscles are a mixture of slow- and fast-twitch fibers.

Fun Facts About Muscles

- Where are the busiest muscles in your body? In your eyes! Scientists estimate that the eye muscles move about 100,000 times a day.
- Your muscles are always partly contracted. That maintains muscle tone, keeping muscles firm and healthy. It is the only skeletal muscle activity that you cannot control.
- The body's largest muscle is the gluteus maximus muscle in the buttocks.
- Growing pains can cause intense muscle pains in your legs. They usually start before bedtime and sometimes continue through the night. They usually stop when kids stop growing.

1. According to the text, what are the three types of muscle in the human body?

2. Explain the difference between slow-twitch muscle fibers and fast-twitch muscle fibers.

3. What is the main idea of this text?

Poetry ~ Wednesday

Directions: Read "The Duel" by Eugene Field aloud. Then, practice reciting the poem to an adult.

"The Duel"

By Eugene Field

*The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you
think!)
Nor one nor t' other had slept a wink!
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.
(I wasn't there; I simply state
What was told to me by the Chinese
plate!)*

*The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the
chimney-place
Up with its hands before its face,
For it always dreaded a family row!
(Now mind: I'm only telling you
What the old Dutch clock declares is
true!)*

*The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
(Don't fancy I exaggerate—
I got my news from the Chinese plate!)*

*Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
But the truth about the cat and pup
Is this: they ate each other up!
Now what do you really think of that!
(The old Dutch clock it told me so,
And that is how I came to know.)*

Math – Wednesday

Multiplication and Division of Money

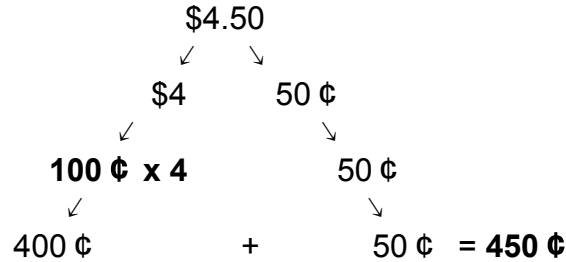
When multiplying, there are a couple of strategies to consider.

First, let's look at one way that includes methods you have learned this week.

Take $\$4.50 \times 6 = \$$ _____

Do you remember how to convert dollars into cents? Feel free to go back to Mondy for a thorough refresher. In order to convert dollars into cents, you will need to take the dollars and multiply by 100 or, add two zeros to the end. Then you will add the remainder of the cents.

Let's try this with \$4.50



Now that you have converted into cents, you can use the multiplication algorithm to multiply by 6.

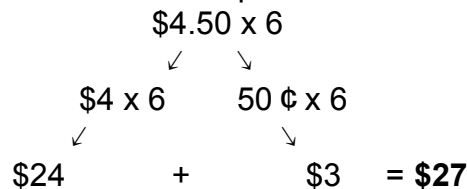
$$\begin{array}{r}
 3 \\
 450 \text{ ¢} \\
 \times 6 \\
 \hline
 2700 \text{ ¢}
 \end{array}$$

Don't forget to add the cent sign!

If we convert 2700 ¢ into dollars and cents, what would we come up with? That's right, we would have \$27!

Can you think of another way to multiply \$4.50 x 6. Let's explore!

What if we multiplied the dollars first then the cents? If we multiply them separately, we can add them together to find our answer! Let's try it with the same problem.



Great! We came up with the same answer.

You may have noticed I skipped a step. Can you guess which one it is? If you guessed converting from 50 ¢ x 6 to \$3, you are correct! This is where mental math and your understanding of money comes into play.

When you think of 50 ¢, you should think of 2 quarters. When you think of 2 quarters 6 times, you can picture them and count them out. Then, you can see you now have 12 quarters. How many quarters equal one dollar? 4 quarters equal 1 dollar. How many sets of 4, or how many dollars can you make out of 12 quarters? Yes, you can make \$3. This is the step I skipped above because I used mental math, and you can too!

Now that you have learned how to multiply money, sit with an adult and work on page **79** in your **Textbook**. Once you have completed that, try it on your own! Turn to page **81 and 82** in your **Workbook** and give it a try.

Create Flash Cards for 7's (1x7 through 12x7) Practice for 5 minutes.

Spalding ~ Wednesday

Materials: Spalding notebook, pencil, Spalding dictation videos, phonogram flashcards

Directions: Parents will read the words to you. The words are in the **parent section** of the packet. This is because the words must be read to the scholar. Scholars may not view the words and copy them. Use your Spalding Notebook. Begin where you left off yesterday. You are encouraged to review phonograms afterwards.

LINGVA LATINA

CAPITVLVM IX

LATINE LOQVOR: Animalia

Instructions: In this lesson, we will learn how to respond to the question, "quot sunt?" Read through each scene aloud, and pay attention to the pictures. Next, make flash cards for new vocab words, and complete the short assessment the end.



Lectio VII: Quot sunt?



1. *Quot* aves sunt?



2. *Tres* aves sunt.



3. *Quot* pisces sunt?



4. *Quattuor* piscis sunt



5. *Quot* leones sunt?



6. *Duo* Leones sunt.

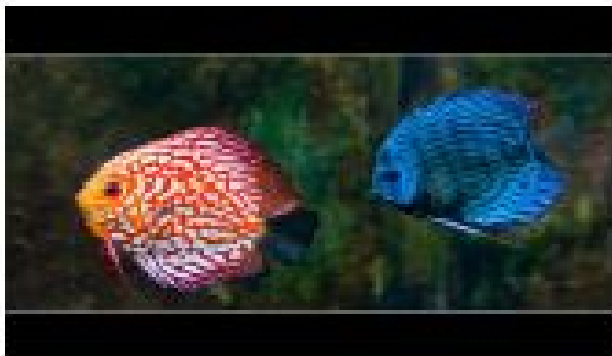
Complete the following



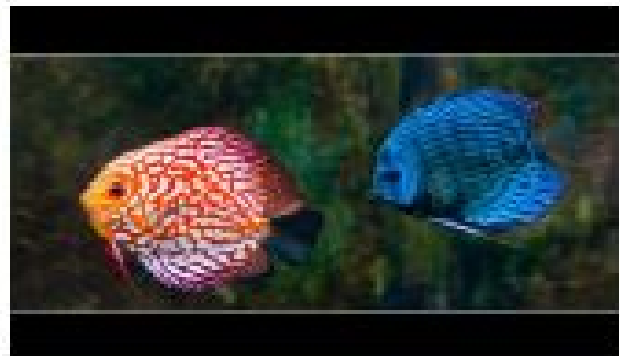
3. *Quot* aves sunt?



4. _____ aves sunt.



5. *Quot* pisces sunt?



6. _____ piscis sunt.



7. *Quot* feles sunt?



8. _____ feles sunt.

Lexicon

Quot (*kwoht*): how many?

Quot sunt?: how many are there?

Numeri

I. Unum

VI. Sex

II. Duo

VII. Septem

III. Tres

VIII. Octo

IV. Quattuor

IX. Novem

V. Quinque

X. Decem

Wednesday- Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then give yourself a pat on the back. Great work!

**Wednesday,
5/06/20**

To Do:

- I spent ___ minutes on the daily activities.
- I read all directions before I asked for more help.
- I wrote all of my answers in complete, cursive sentences.
- I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.
- My handwriting is neat and can be read by both me and another adult.
- I read for at least 20 minutes today.
- I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.

Thursday, May 7, 2020

Thursday, 5/07/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature: Read Chapter 4: <i>The Rabbit Sends in Little Bill, Alice in Wonderland</i> (P) and complete the activity (I)<input type="checkbox"/> Read 20 minutes of a personal book (I)<input type="checkbox"/> Science ~ Read text and fill out table (I)<input type="checkbox"/> Poetry ~ Practice reciting "The Duel" from memory (P)<input type="checkbox"/> Math ~ Textbook p. 59-60 #2-7 (guided work), Workbook p. 59-60 (Independent practice) (P & I)<input type="checkbox"/> Spalding ~ Practice spelling test. You are encouraged to review phonograms. (P)<input type="checkbox"/> P.E.~ Complete worksheet (I)
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***** For all written responses, please write neatly in cursive. *****

Literature - Thursday

Directions:

1. Read Chapter 4: *The Rabbit Sends in Little Bill, Alice in Wonderland*
2. In Chapter 4, Alice drank from a bottle and grew large again. Create a comic strip telling a mini story about how the Lizard, Little Bill, and the Rabbit got Alice out of the house.

<i>First</i>	<i>Next</i>	<i>Then</i>	<i>Finally</i>
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Science~ Thursday

Directions: Read the text and fill out the table.

Skeletal Muscles

Skeletal muscles surround the bones of your legs, arms, chest, abdomen, face, and neck. Skeletal muscles, which are attached to your bones by thick cords are called tendons. The tendons hold the skeleton together and aid in movement and exercise. These muscles are known as voluntary muscles and you control their movement. Skeletal muscles pull bones to move them but they cannot push bones back to their original position after moving. For this reason, most skeletal muscles work in pairs, called flexors and extensors, to give you a full range of motion. The triceps and biceps in the upper part of your arm are one such muscle pair. When the biceps contract to pull your lower arm toward the body, the triceps relax and lengthen. When the triceps contract to straighten and pull the lower arm away from the body to its original position, the biceps relax and lengthen. Many of your skeletal muscles work in pairs of contracting and relaxing muscles in this way so that you can move your body in a variety of directions.

Smooth Muscles

Smooth muscle makes up the muscle in many of your internal organs and helps the body carry out many functions essential to survival. The walls of your stomach and intestines contain smooth muscles that contract and relax to aid in digestion; your lungs contain smooth muscles that enable you to breathe. Smooth muscles are labeled as involuntary muscles; generally, you cannot consciously control the movement of these muscles. Instead, their movement is controlled automatically by the nervous system.

Cardiac Muscles

Cardiac muscles, also involuntary muscles, are found in the ventricles and atria of the heart. Cardiac muscle is responsible for the powerful beating of the heart that pumps blood throughout the body. When cardiac muscles contract, blood is pumped away from the heart to all other parts of the body. When these muscles relax, the heart again fills with blood. Cardiac muscle is the strongest of all muscle types. While skeletal muscles can contract quickly and powerfully, they tire easily and need to rest after exertions. Your cardiac muscle does not have to rest after contracting. It pumps continuously without tiring to support life.

Directions: Identify three key details from each type of muscle and write them in the table. Underline your evidence in the text.

Skeletal	Smooth	Cardiac
•	•	•
•	•	•
•	•	•

Poetry ~ Thursday

Directions: Read "The Duel" by Eugene Field aloud. Then, practice reciting the poem to an adult.

"The Duel"

By Eugene Field

*The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you
think!)
Nor one nor t' other had slept a wink!
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.
(I wasn't there; I simply state
What was told to me by the Chinese
plate!)*

*The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the
chimney-place
Up with its hands before its face,
For it always dreaded a family row!
(Now mind: I'm only telling you*

*What the old Dutch clock declares is
true!)*

*The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
(Don't fancy I exaggerate—
I got my news from the Chinese plate!)*

*Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
But the truth about the cat and pup
Is this: they ate each other up!
Now what do you really think of that!
(The old Dutch clock it told me so,
And that is how I came to know.)*

Math – Thursday

Practice C

Use the lessons from Monday – Wednesday to work out the problems in your Textbook p. 82 1-10 (letter a only where applicable) with an adult. Once you feel confident try it on your own by going back and finishing the remainder of the problems on your own!

Watch the following videos for additional support on multiplication and division of money.

- <https://www.youtube.com/watch?v=QhQMpNz3Th8>

Create Flash Cards for 7's (1x7 through 12x7) Practice for 5 minutes.

Spalding ~ Thursday
PRACTICE Spelling Test
A parent will read the words to you.

1.	16.
2.	17.
3.	18.
4.	19.
5.	20.
6.	21.
7.	22.
8.	23.
9.	24.
10.	25.
11.	26.
12.	27.
13.	28.
14.	29.
15.	30.

Physical Education - Thursday

Materials: Letter cards for each letter of the alphabet, and your grade level spelling list.

Specific Actions:

- Take your letter cards and randomly spread them out in an area approximately 10 feet by 10 feet.
- If possible, have a parent or sibling read the first word to you. Once read, repeat the word then proceed to move from letter to letter until the word is spelled.
- Say each letter out loud as you move through the letters to spell the word.
 - If you get the word right move on to the next word on the list. If you get the word wrong do 10 pushups and move on to the next word.
 - Repeat this process until you have completed your spelling list at least three times.

Note: If you cannot make letter cards ask your parents to read the word out loud. Spell the word back to your parents correctly. If you get it wrong do the 10 pushups and continue through the list in this manner until three rotations are completed.

Thursday- Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then give yourself a pat on the back. Great work!

Thursday, 5/07/20	<u>To Do:</u> <ul style="list-style-type: none"><input type="checkbox"/> I spent ___ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.<input type="checkbox"/> I read for at least 20 minutes today.<input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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Parent Instructions and Answer Key

Monday, May 4, 2020

Monday, 5/4/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature: Read aloud to child Chapter 1 <i>Alice in Wonderland</i> and ensure they complete activity.<input type="checkbox"/> History: Students will read <i>Age of Exploration</i> and complete activity independently.<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the April Reading Log<input type="checkbox"/> Poetry ~ Practice memorization with student.<input type="checkbox"/> Math ~ Textbook p.108. #1-2 (guided work), Workbook p.117 a-c (Independent practice) (P & I)<input type="checkbox"/> Spalding ~ Dictate 10 Spelling words following the script below. Complete the list 2x or for 20 minutes. Ensure student completes markings, as well.<input type="checkbox"/> Art ~ Ensure student completes worksheet.
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Literature - Monday

Directions: Ensure you have read Chapter 1 along with your child, stopping throughout to clarify to explain vocabulary. For the comprehension question students may respond with cupboards, bookshelves, maps, pictures, jars, etc. Alice was also thinking about her cat and whether it could eat a bat.

History- Monday

Directions: Ensure your child has read *Age of Exploration* independently and respond to the questions. Students are being asked to analyze a piece of art. There are no right or wrong answers as long as they take some time to look deeply at the illustration!

Poetry ~ Monday

Materials needed: lined paper (in student packet), pencil, copy of "The Duel" by Eugene Field

"The Duel"

By Eugene Field

The gingham dog and the calico cat

Side by side on the table sat;

'Twas half-past twelve, and (what do you think!)

Nor one nor t' other had slept a wink!

The old Dutch clock and the Chinese plate

Appeared to know as sure as fate

There was going to be a terrible spat.

(I wasn't there; I simply state

What was told to me by the Chinese plate!)

The gingham dog went "Bow-wow-wow!"

*And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the chimney-place
Up with its hands before its face,
For it always dreaded a family row!
(Now mind: I'm only telling you
What the old Dutch clock declares is true!)*

*The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
(Don't fancy I exaggerate—
I got my news from the Chinese plate!)*

*Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
But the truth about the cat and pup
Is this: they ate each other up!
Now what do you really think of that!
(The old Dutch clock it told me so,
And that is how I came to know.)*

The Student will:

- Read the poem aloud.
- Practice memorization.

The Parent will:

- Encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.)
- Ensure student is in poetry position

****Work for a maximum of 10 minutes.****

Math – Monday
Dollars and Cents

Objective	Worksheet	Answers
<ul style="list-style-type: none"> ● Recognize, read and write the decimal notation for money ● Count money in a set of bills and coins ● Convert dollars and cents to cents, and cents and dollars and cents ● Write amount of money in words and figures ● Practice reading and writing the amount of money in words and figures ● Practice converting cents to dollars and cents and vice versa 	Guided practice: TB p. 67 Independent practice: WB p. 67-68	TB p. 67 1. (a) 74 dollars 40 cents = \$74.40 (b) 7 dollars 61 cents = \$7.61 2. (a) 125 cents (b) \$1.70 3. (a) 30 cents (b) 195 cents (c) 405 cents 4. (a) \$0.85 (b) \$1.60 (c) \$3.45 5. (a) \$0.30 (b) \$0.45

Spalding - Monday

Materials needed: Spalding notebook, pencil, spelling word list for dictation, phonogram cards
The Parent will read the word and example sentence, along with any instructions.

The Student will discover the spelling as learned in the classroom:

- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

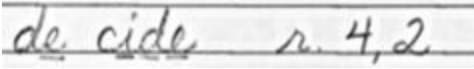
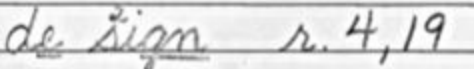
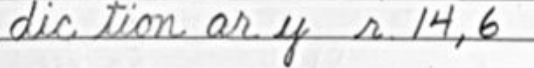
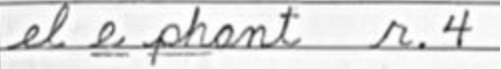
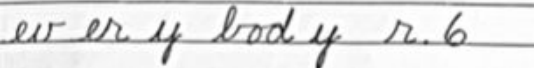
The Parent will:

- Refer to instruction tips below.

The Student will:

- Begin in Section S (where they left off in their notebook). Write the word in syllables while saying it aloud.
- Mark the word from the beginning for analysis as shown in the photo below.
- Students are encouraged to review phonograms, if time permits.

Word	Example Sentence	Instructions
<p><u>com mu ni ties</u> r. 29, 4, 24</p>	<p>An ecosystem contains various communities.</p>	<p>P: Say, “My base word is community. My ending is “z.” I must write community and change y to an l because my base word community ends with /y/ and add es” R. 29- divide words between double consonants within a base word. R. 4- a, e, i, o, u say their sound at the end of a syllable. R. 24- when adding an ending to a word that ends with a consonant and y, use i instead of y unless the ending is -ing. ie = y in base word; same sound.</p>
<p><u>com mu ni ty</u> r. 29, 4, 6</p>	<p>Great Hearts encourages a sense of community in its students.</p>	<p>Base word: community. R. 29- divide words between double consonants within a base word. R. 4- a, e, i, o, u say their sound at the end of a syllable. R. 6- y not i is used at the end of English words.</p>
<p><u>con cert</u> r. 2</p>	<p>I attended the spring concert.</p>	<p>R. 2- /c/ before e, i, or y says “s.”</p>
<p><u>de cid ed</u> r. 4, 2, 11</p>	<p>I decided to sleep in.</p>	<p>P: Say, “My base word is decide. My ending is ed. I must write decide without the silent final e because my ending “ed” starts with a vowel.” R. 4- a, e, i, o u say their sound at the end of a syllable. R. 2-</p>

		/c/ before e, i, or y says "s." R. 11- words ending with a silent final e are written without the e when adding a vowel ending.
	<i>I can't decide between beef or chicken!</i>	Base word: decide. R. 4- a, e, i, o u say their sound at the end of a syllable. R. 2- /c/ before e, i, or y says "s."
	<i>She will design a plan.</i>	P: After student says the syllables, say, "In the last syllable, use s,z." R. 4- a, e, i, o, u say their sound at the end of a syllable. R. 19- i and o may say /i/ and /o/ if followed by 2 consonants.
	<i>We use a dictionary to look up unfamiliar words.</i>	R. 14- ti,si,ci are used to say /sh/. R. 6- y not i is used at the end of English words.
	<i>An elephant cannot jump.</i>	P: After student says syllables, say, "In the last syllable, use two-letter f." R. 4- a, e, i, o u say their sound at the end of a syllable.
	<i>Everybody is afraid of something.</i>	P: Say, "My base word is every. My base word is body. I must write every and add body to form the compound word everybody." R. 6- y not i is used at the end of English words.

gro cer y r. 4, 2, 10, 6

Let's go to
the grocery
store.

P: Say, "My base word is grocer. My ending is y. I must write grocer and add my ending y to make the word grocery." **R. 4-** a, e, i, o u say their sound at the end of a syllable. **R. 2-** /c/ before e, i, or y says "s." **R. 10-** 2-1-1 rule: words with 2 syllables, in which the second syllable is accented, need another consonant before adding an ending that begins with a vowel (since accent is on gro, we do not add a consonant). **R. 6-** y not i is used at the end of English words.

Parent Answer Key and Instructions

Tuesday, May 5, 2020

Tuesday, 5/05/20	<u>To Do:</u> <ul style="list-style-type: none"><input type="checkbox"/> Literature: Read aloud to child Chapter <i>Alice in Wonderland</i> and ensure they complete activity.<input type="checkbox"/> History: Students will read the <i>Coronado Reports to the King</i> and complete the activity independently.<input type="checkbox"/> Monitor student has read independently for 20 mins.<input type="checkbox"/> Poetry ~ Practice memorization with student.<input type="checkbox"/> Math - Assist scholar with Guided practice and allow them to try on their own for independent practice<input type="checkbox"/> Spalding ~ Dictate 10 Spelling words following the script below. Complete the list 2x or for 20 minutes. Ensure student completes markings, as well.<input type="checkbox"/> Latin - Go over answers with student.
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Literature - Tuesday

Directions: Ensure you have read Chapter 2, *Alice in Wonderland*, along with your child, stopping throughout to clarify to explain vocabulary. For the illustration, ensure the “Before” is the large Alice and the “After” is the small Alice. Responses to the question that followed will vary.

History - Tuesday

Directions: Ensure your child reads the article independently and complete the activity. You may check your child’s work by verifying that they accurately described the differences between cows and buffalos.

Poetry ~ Tuesday

Materials needed: lined paper (in student packet), pencil, copy of “The Duel” by Eugene Field

The Student will:

- Read the poem aloud.
- Practice memorization.

The Parent will:

- Encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.).
- Ensure student is in poetry position.

Work for a maximum of 10 minutes.

"The Duel"

By Eugene Field

*The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you think!)
Nor one nor t' other had slept a wink!
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 What was told to me by the Chinese plate!)*

*The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
 While the old Dutch clock in the chimney-place
 Up with its hands before its face,
For it always dreaded a family row!
 (Now mind: I'm only telling you
 What the old Dutch clock declares is true!)*

*The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
 Employing every tooth and claw
 In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
 (Don't fancy I exaggerate—
 I got my news from the Chinese plate!)*

*Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
 But the truth about the cat and pup
 Is this: they ate each other up!
Now what do you really think of that!
 (The old Dutch clock it told me so,
 And that is how I came to know.)*

Math – Tuesday
Addition and Subtraction of Money

Objective	Worksheet	Answers
<ul style="list-style-type: none"> ● Add money within \$1000, using mental math or the addition algorithm ● Subtract money within \$100, using mental math or the subtraction algorithm ● Subtract money from a multiple of \$10 by mentally subtracting from 100 	Guided practice: TB p. 70-71 odds Independent practice: TBp. 70-71 evens	TB p. 70-71 1. (a) \$1.70 (b) \$14.85 (c) \$38.75 (d) \$3 (e) \$26 (f) \$34 2. (a) \$3.05 (b)\$3.30 (c) \$6.10 (d) \$17.40 (e) \$25.65 3. (a) \$29.80 (b) 37 (c) \$36.20 (d) \$35.20 4. (a) \$20.85 (b) \$38 (c) \$57.20 (d) \$39.30 (e) \$60.50 (f) \$55.10 5. (a) \$56.70 (b) \$38 (c) \$74.30 (d) \$69.20 (e) \$61.10 (f) \$61.75 6. \$9.75

Spalding - Tuesday

Materials needed: Spalding notebook, pencil, spelling word list for dictation, phonogram cards
 The Parent will read the word and example sentence, along with any instructions.

The Student will discover the spelling as learned in the classroom:

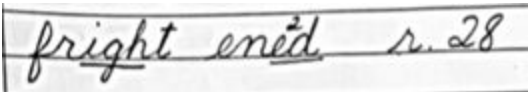
- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

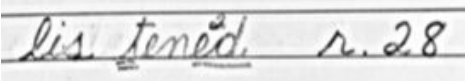
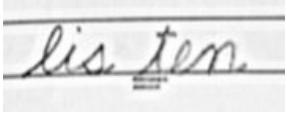
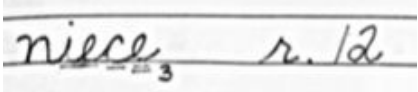
The Parent will:

- Refer to instruction tips below.

The Student will:

- Begin in Section S (where they left off in their notebook). Write the word in syllables while saying it aloud.
- Mark the word from the beginning for analysis as shown in the photo below.
- Students are encouraged to review phonograms, if time permits.

Word	Example Sentence	Instructions
	<p style="text-align: center;"><i>I was frightened by the loud siren.</i></p>	Base word: frighten. Ending: "d." R. 28- "ed" has three sounds and is added to form the past tense of regular verbs.

	<p>Spiders frighten me.</p>	<p>Base word: fright. Ending: en.</p>
	<p>We are a remarkable group of scholars!</p>	<p>P: After student says the sounds for group, say, "Use ow, O, oo, u."</p>
	<p>He is in good health.</p>	<p>P: After student says the sounds for health, say, "Use E,e,A."</p>
	<p>She listened carefully.</p>	<p>Write the base word listen and add the ending "d." R. 28- "ed" has three sounds and is added to form the past tense of regular verbs.</p>
	<p>Pinocchio didn't listen to his father.</p>	<p>Base word: list. Ending: en.</p>
	<p>A nickel is worth five cents.</p>	<p>R. 25- /ck/ may be used only after a single vowel that says its short sound.</p>
	<p>I'm babysitting my niece.</p>	<p>P: After student says the sounds for group, ask, "Do we use ie or ei?" R.12- i before e except after c or when saying /ay/.</p>
	<p>Potatoes are sometimes called spuds.</p>	<p>Base word: potato. Ending "z." Write potato and add ES because base word ends with O and I want to make it plural. R. 4- a, e, i, o u say their sound at the end of a syllable.</p>

po ta to r. 4

*A potato is a
root vegetable.*

Base word: potato. **R. 4-** a, e, i, o u say
their sound at the end of a syllable.

Parent Answer Key and Instructions

Wednesday, May 6, 2020

Wednesday, 5/06/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read aloud to child Chapter 3 <i>Alice in Wonderland</i> and ensure they complete the Shape Poem<input type="checkbox"/> Science: Guide student through reading and answer the question finding evidence in the text.<input type="checkbox"/> Monitor student has read independently for 20 mins.<input type="checkbox"/> Poetry ~ Practice memorization with student.<input type="checkbox"/> Math - Assist scholar with Guided practice and allow them to try on their own for independent practice<input type="checkbox"/> Spalding ~ Dictate 10 Spelling words following the script below. Complete the list 2x or for 20 minutes. Ensure student completes markings, as well.<input type="checkbox"/> Latin - Go over answers with student
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Literature - Wednesday

Directions: Ensure you have read Chapter 3 along with your child, stopping throughout to clarify to explain vocabulary. For the Shape Poem, poems will vary. Please feel free to google examples of shape poems to view with your child prior to creating their own.

Science ~ Ears and Sound

1. Skeletal, smooth and cardiac
2. **Slow-twitch muscle fibers** can work hard for a long time without getting tired on a long run or bike ride. **Fast-twitch fibers** help with quick movements, such as jumping to catch a ball or sprinting. Allow students to provide other examples of both.
3. There are three core types of muscles, skeletal, smooth, and cardiac. They are all essential in order to help the human body function properly and all work in different ways.

Poetry ~ Wednesday

Materials needed: lined paper (in student packet), pencil, copy of “The Duel” by Eugene Field

The Student will:

- Read the poem aloud.
- Practice memorization.

The Parent will:

- Encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.).
- Ensure student is in poetry position.

****Work for a maximum of 10 minutes.****

"The Duel"

By Eugene Field

*The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you think!)
Nor one nor t' other had slept a wink!*

*The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.
(I wasn't there; I simply state
What was told to me by the Chinese plate!)*

*The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the chimney-place
Up with its hands before its face,
For it always dreaded a family row!
(Now mind: I'm only telling you
What the old Dutch clock declares is true!)*

*The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
(Don't fancy I exaggerate—
I got my news from the Chinese plate!)*

*Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
But the truth about the cat and pup
Is this: they ate each other up!
Now what do you really think of that!
(The old Dutch clock it told me so,
And that is how I came to know.)*

Math – Wednesday
Multiplication of Money

Objective	Worksheet	Answers
<ul style="list-style-type: none"> ● Multiply money a 1-digit whole number ● Use estimation to check the reasonableness of the answer ● Divide money by a 1-digit whole number ● Use estimation to check the reasonableness of the answer 	Guided practice: TB p. 79 Independent practice: WB 81 - 82	TB p. 79 1.(a) 2800 cents (b) \$28 (c) 600 cents (d) \$60 (e) 200 cents (f) \$2 (g) 490 cents (h) \$4.90 2. (a) \$2 (b) \$1.50 3. (a) \$1 (b) \$2 4. 5. (a) \$15.44 (b) \$44.65 (c) \$11.06 (d) \$56.32 (e) \$61.86 (f) \$86.40

Spalding - Wednesday

Materials needed: Spalding notebook, pencil, spelling word list for dictation, phonogram cards
 The Parent will read the word and example sentence, along with any instructions.

The Student will discover the spelling as learned in the classroom:

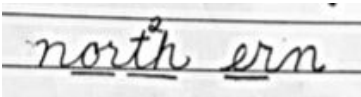
- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

The Parent will:

- Refer to instruction tips below.

The Student will:

- Begin in Section S (where they left off in their notebook). Write the word in syllables while saying it aloud.
- Mark the word from the beginning for analysis as shown in the photo below.
- Students are encouraged to review phonograms, if time permits.

Word	Example Sentence	Instructions
	<p style="text-align: center;"><i>Ursa Major Is a northern constellation.</i></p>	<p>Base word: north. Ending: ern. ern = in that direction</p>

	<p><i>Crux is a southern constellation.</i></p>	<p>Base word: south. Ending: ern. P: After students says syllables, say, "In the first syllable, use ow, O, oo, u." ern = in that direction</p>
	<p><i>Russia is located in the eastern hemisphere.</i></p>	<p>Base word: east. Ending: ern. ern = in that direction</p>
	<p><i>North America is located in the western hemisphere.</i></p>	<p>Base word: west. Ending: ern. ern = in that direction</p>
	<p><i>Henry Wadsworth Longfellow was an American poet.</i></p>	<p>R. 4- a, e, i, o u say their sound at the end of a syllable.</p>
	<p><i>The pianist gave a poetic performance.</i></p>	<p>Base word: poet. Ending: ic. R. 4- a, e, i, o u say their sound at the end of a syllable.</p>
	<p><i>A Haiku is a Japanese form of poetry.</i></p>	<p>Base word: Poet. Ending: ry. R. 4- a, e, i, o u say their sound at the end of a syllable. R. 6- y not i is used at the end of English words.</p>
	<p><i>She read the poem aloud.</i></p>	<p>R. 4- a, e, i, o u say their sound at the end of a syllable.</p>

<p><u>pres</u> <u>sure</u> r. 29</p>	<p><i>He works well under pressure.</i></p>	<p>Base word: Press. Ending: ure. P: Say, "For spelling say <i>s U r E</i>. For reading, say the word in normal speech. U distorts the /s/ (sh). R. 29- divide words between double consonants within a base word.</p>
<p><u>quar</u> <u>rel</u> r. 1, 29</p>	<p><i>The siblings quarrel all the time.</i></p>	<p>/ar/ is distorted by /qu/ to say "or." R. 29- divide words between double consonants within a base word.</p>

Parent Answer Key and Instructions

Thursday, May 7, 2020

Thursday, 5/07/20	<u>To Do:</u> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read Aloud Chapter 4, <i>Alice in Wonderland</i> with your child and ensure they complete the activity<input type="checkbox"/> Science: Ensure your child is using the text to complete table.<input type="checkbox"/> Monitor student has read independently for 20 mins.<input type="checkbox"/> Poetry ~ Practice memorization with student.<input type="checkbox"/> Math - Assist scholar with Guided practice and allow them to try on their own for independent practice<input type="checkbox"/> Spalding ~ Practice spelling test. Scholar is encouraged to review phonograms.<input type="checkbox"/> Latin - Go over answers with student
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Literature - Thursday

Directions: Ensure you have read Chapter 4 along with your child, stopping throughout to clarify to explain vocabulary. Once your child has completed the comic strip, have them retell their mini story to you aloud. Feel free to ask them to explain further using details from the text.

Science ~ Thursday

Accept any reasonable answer from each section of the text.

Poetry ~ Thursday

Materials needed: lined paper (in student packet), pencil, copy of “The Duel” by Eugene Field

The Student will:

- Read the poem aloud.
- Practice memorization.

The Parent will:

- Encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.).
- Ensure student is in poetry position.

****Work for a maximum of 10 minutes.****

"The Duel"

By Eugene Field

*The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you think!)
Nor one nor t' other had slept a wink!
 The old Dutch clock and the Chinese plate
 Appeared to know as sure as fate
There was going to be a terrible spat.
 (I wasn't there; I simply state
 What was told to me by the Chinese plate!)*

*The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
 While the old Dutch clock in the chimney-place
 Up with its hands before its face,
For it always dreaded a family row!
 (Now mind: I'm only telling you
 What the old Dutch clock declares is true!)*

*The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
 Employing every tooth and claw
 In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
 (Don't fancy I exaggerate—
 I got my news from the Chinese plate!)*

*Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
 But the truth about the cat and pup
 Is this: they ate each other up!
Now what do you really think of that!
 (The old Dutch clock it told me so,
 And that is how I came to know.)*

**Math – Thursday
Practice C**

Objective	Worksheet	Answers
<ul style="list-style-type: none"> ● Practice converting money between dollars and cents ● Practice multiplying and dividing money 	Guided practice: TB p. 82 1-10 only a if applicable Independent practice: TB p. 1-10 remainder of problems	1. (a) 999 cents (b) 8345 cents (c) 67 cents 2. (a) \$6.52 (b) \$0.19 (c) 11.09 3. (a) \$10.98 (b) \$28.25 (c) \$89.91 (d) \$56.00 (e) \$3.36 (f) \$0.18 (g) \$1.99 (h) \$0.64 4. (a) \$2.37 (b) \$0.71 (c) \$1.21 (d) \$1.25 (e) \$0.50 (f) 5.25 (g) \$1.99 (h) \$0.64 5. $\$5.21 \times 2 = \10.42 6. $\$9.38 \div 2 = \4.69 7. $\$2.95 \div 5 = \0.59 8. $\$5.45 \times 3 = \16.35 ; $\$2.95 + \$16.35 = \$19.30$ 9. $\$1 \div 5 = \0.20 ; $0.20 \times 16 = \$3.20$ 10 $\$10.80 \div 8 = \1.35 Bagging your own oranges is a better buy (as it is cheaper).

Spalding ~ Thursday

Materials needed: Practice test sheet, pencil, spelling word list

The Parent will read the spelling word and example sentence, then repeat the spelling word.
 (Ex. director...The company's director will retire next month... director)
 Please dictate the spelling words in random order.

The Student will complete a practice spelling test by writing each word (no markings, no syllable breaks) as dictated by the parent.

****Complete for all 30 spelling words.****

Word	Example Sentence	Word
1. communities	<i>An ecosystem contains various communities.</i>	communities
2. community	<i>Great Hearts encourages a sense of community in its students.</i>	community
3. concert	<i>I attended the spring concert.</i>	concert
4. decided	<i>I decided to sleep in.</i>	decided

5. decide	<i>I can't decide between beef or chicken!</i>	decide
6. design	<i>She will design a plan.</i>	design
7. dictionary	<i>We use a dictionary to look up unfamiliar words.</i>	dictionary
8. elephant	<i>An elephant cannot jump.</i>	elephant
9. everybody	<i>Everybody is afraid of something.</i>	everybody
10. grocery	<i>Let's go to the grocery store.</i>	grocery
11. frightened	<i>I was frightened by the loud siren.</i>	frightened
12. frighten	<i>Spiders frighten me.</i>	frighten
13. group	<i>We are a remarkable group of scholars!</i>	group
14. health	<i>He is in good health.</i>	health
15. listened	<i>She listened carefully.</i>	listened
16. listen	<i>Pinocchio didn't listen to his father.</i>	listen
17. nickel	<i>A nickel is worth five cents.</i>	nickel
18. niece	<i>I'm babysitting my niece.</i>	niece
19. potatoes	<i>Potatoes are sometimes called spuds.</i>	potatoes
20. potato	<i>A potato is a root vegetable.</i>	potato
21. northern	<i>Ursa Major Is a northern constellation.</i>	northern
22. southern	<i>Crux is a southern constellation.</i>	southern
23. eastern	<i>Russia is located in the eastern hemisphere.</i>	eastern
24. western	<i>North America is located in the western hemisphere.</i>	western
25. poet	<i>Henry Wadsworth Longfellow was an American poet.</i>	poet
26. poetic	<i>The pianist gave a poetic performance.</i>	poetic
27. poetry	<i>A Haiku is a Japanese form of poetry.</i>	poetry
28. poem	<i>She read the poem aloud.</i>	poem
29. pressure	<i>He works well under pressure.</i>	pressure

30. quarrel

The siblings quarrel all the time.

quarrel

communities	frightened	northern
community	frighten	southern
concert	group	eastern
decided	health	western
decide	listened	poet
design	listen	poetic
dictionary	nickel	poetry
elephant	niece	poem
everybody	potatoes	pressure
grocery	potato	quarrel

Parent Instructions for Assessment

Poetry ~ Friday

Materials needed: lined paper (in student packet), pencil, copy of “The Duel” by Eugene Field

The Student will:

- Recite “The Duel” by Eugene Field from memory to an adult.

The Parent will:

- Ensure student stands in poetry position.
- Confirm student recites the poem from memory to the best of his/her ability

****Work for a maximum of 10 minutes.****

Spalding ~ Friday

Materials needed: Spelling Test Sheet (in the Assessment packet), pencil, spelling word list from yesterday

The Parent will read the word and example sentence, then repeat the word. (Ex. director – The company’s director will retire next month. – director)

The Student will write the word only (no markings, no syllable breaks).

****Complete for all 30 spelling words. Use the same list from Thursday.****



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

Monday, May 4, 2020

Tuesday, May 5, 2020

Wednesday, May 6, 2020

Thursday, May 7, 2020

Friday, May 8, 2020

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

Friday Assessment Packet

Week of May 4 -8, 2020

Friday, 5/08/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Read 20 minutes of a personal book and log it (I)<input type="checkbox"/> Literature ~ Complete Comprehension Questions (I)<input type="checkbox"/> History ~ Respond to article comprehension questions (I)<input type="checkbox"/> Science ~ Answer questions (I)<input type="checkbox"/> Poetry ~ Poem Recitation (P)<input type="checkbox"/> Math ~ Independent Assessment (I)<input type="checkbox"/> Spalding ~ Spelling Test (P)
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***** For all written responses, please write neatly in cursive. *****

Student Name: _____ Class: _____

DUE: Saturday, May 9 at 8:00 p.m.

Literature - Friday

Directions: Using the *Alice in Wonderland* text (Chapters 1-4), complete the following comprehension questions. Be sure to respond using complete sentences. Don't forget to begin your sentences with capital letters and end with a punctuation mark.

At the end of Chapter 1, Alice desires to get into the beautiful garden. 1. Describe her first attempt to get through the small door. 2. Is she able to get through, why or why not? For both questions, use specific examples from the text.

In Chapter 2, you notice that Alice has many confusing thoughts in her head and often talks to herself. On pages 14-16, what is Alice most confused about? Describe her confusion using specific examples from the text.

In Chapter 3, whose idea was it to have a Caucus-Race and why? What were the results of the Race?

Alice has shrunk and grown several times by Chapter 4. On pages 33-34, why does Alice wish she hadn't gone "down the rabbit hole"?

Milo from *The Phantom Tollbooth* and Alice from *Alice in Wonderland* are similar at the beginning of both books. Explain two ways these characters are the same.

History - Friday

In the article *The Age of Exploration*, complete the chart below to describe what each explorer discovered.

Explorer	Discovery
Christopher Columbus	
Francisco Vasquez de Coronado,	
John Cabot	

History Continued

In the article *Coronado Reports to the King*, Coronado writes a letter to the king describing his journey to Quivira. Using complete sentences AND specific examples from his letter, explain what Coronado learned about the native people. (I)

Science

1. Explain the difference between the skeletal, smooth, and cardiac muscles. _____

Poetry ~ Friday

Directions: Practice reciting "The Duel" to an adult.

Practiced by: _____ Witnessed by: _____

**Math – Friday
Assessment**

1. Write in cents.

a. $\$7.50 =$ _____

b. $\$23.72 =$ _____

c. $\$56.32 =$ _____

2. Write in dollars and cents.

a. $834\text{¢} =$ _____

b. $1234\text{¢} =$ _____

c. $5346\text{¢} =$ _____

3. Multiply. Give your answers in dollars and cents

a. $25\text{¢} \times 5 =$ _____

b. $\$1.50 \times 3 =$ _____

c. $\$4.32 \times 2 =$ _____

4. Adding money

a. $\$3.25 + 5.75 =$ _____

b. $\$2.55 + \$6.80 =$ _____

c. $\$5.25 + \$2.34 =$ _____

Spalding Spelling Test

1.	16.
2.	17.
3.	18.
4.	19.
5.	20.
6.	21.
7.	22.
8.	23.
9.	24.
10.	25.
11.	26.
12.	27.
13.	28.
14.	29.
15.	30.