



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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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 Friday Assessment Packet is due on Friday 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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- II. **Parent Packet (printing is optional, can be viewed online)**
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- IV. **Friday Assessment Packet** (*Must be printed and is due no later than 8pm on Fridays*) (pgs 56-61)

Monday, March 30, 2020

Monday,
3/30/20

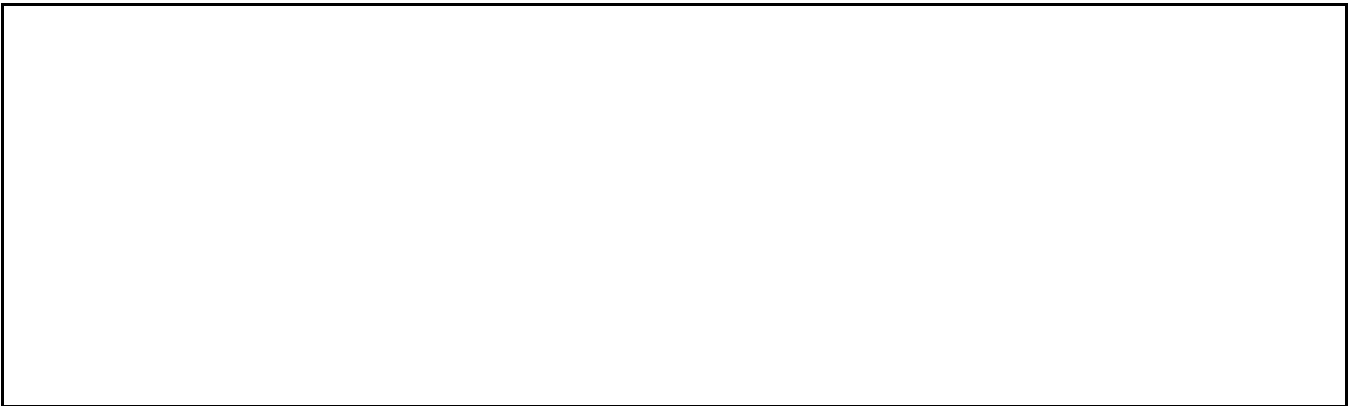
To Do:

- Literature ~ Read Chapter 5: Short Shrift, *The Phantom Tollbooth* and complete the activity **(P)**
- History ~ Read *The Navajo, the Apache, and the Comanche* article and respond to Comprehension Questions **(I)**
- Read 20 minutes of a personal book and log it on Friday Assessment **(I)**
- Poetry ~ Copy stanza 1 in your best handwriting and practice reciting from memory **(P)**
- Math ~ Textbook p. 93-94 (guided work), Workbook p. 102-105 (Independent practice) **(P & I)**
- Spalding ~ Write Monday's spelling words with syllabication and markings. You are encouraged to review phonograms. **(P)**
- Art ~ Complete worksheet **(P)**

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

Literature- Monday

- Read Chapter 5 of Phantom Tollbooth
- **Complete the following:** Illustrate how Milo landed in prison. Write a caption below to explain your drawing.



Caption:

History - Monday

Read the *Navajo, the Apache, and the Comanche* Article and respond to Comprehension Questions

The Navajo, the Apache, and the Comanche

The Navajo

For tens of thousands of years, groups of Native Americans have migrated. Some moved to follow game. Some moved because the climate changed. Some moved to find more or better land. Others were driven away by enemies. Whenever people move, they bring some things with them. They leave other things behind.

The Navajo (/nah*vah*hoe/) migrated from northern Canada to the Southwest. In their language, they call themselves Diné (/dih*nah/), meaning the people. The Navajo language links them to their ancestors in Alaska and Canada. Perhaps the Navajo are directly related to the hunter-gatherers who lived in that land bridge called Beringia that connected Asia and North America many thousands of years ago.

The Navajo who came to the Southwest from Canada fought with the Pueblo, another Native American people who had lived in the Southwest for thousands of years. But the Navajo also learned from the Pueblo. They learned how to survive in the harsh climate of the high desert. For example, the Navajo often used adobe to build their homes. Adobe, a type of brick made from sundried clay, was used by the Pueblo to build their homes. Unlike the Pueblo, they built individual domed houses in small, scattered groups. The Pueblo built villages in several different styles, including houses in cliffs.

The Spanish first brought sheep to the Southwest in the 1600s. As a result, raising sheep became a big part of the Navajo way of life. The Navajo became more settled. They used fleece from their sheep to spin wool and weave blankets and rugs. Still known for their weaving skills, today the Navajo make up the largest Native American nation in the United States.

The Apache and the Comanche

Like the Navajo, the Apache (/uh*pach*ee/) also migrated from northern Canada to the Southwest. They traveled along the eastern side of the Rocky Mountains. Apache territory covered parts of present-day Texas, New Mexico, Arizona, and northern Mexico.

The Apache hunted and traded. Later, after the Spanish brought horses to America, the Apache learned how to ride the new animals. Horses made it easier for the Apache to hunt and to raid rival Navajo villages, as well as to attack Spanish forts.

The Comanche (/kuh*man*chee/) were the only Native Americans more powerful than the Apache. The Comanche successfully gained Apache land and pushed the Apache farther west. Because of this, the Apache finally had to make peace with their enemies, the Spaniards. They needed Spanish protection from the Comanche. On a hot summer's day in the 1700s, four Apache chiefs and their followers met with Spanish missionaries in San Antonio, Texas. There the Apache turned over their weapons. In a ceremony of peace, the Apache and the Europeans "buried the hatchet." This meant that they agreed to stop fighting with each other. We still use the expression "bury the hatchet" when we agree to stop arguing with someone.

Unfortunately, the "hatchet" wasn't really "buried." Not all the Apache made peace. Nor did the Europeans or their descendants leave them alone. All through the 1800s, the Apache were at war with other Native Americans and with various settlers. They fought against the Spaniards, the Mexicans, and finally the Americans. One of the most famous Apache leaders was Geronimo, who fought to save his people's land.

Today several Apache groups live in the southwestern United States. The Comanche mostly live in Oklahoma.



Comprehension Questions:

What did the Navajo learn from the Pueblo?

How were sheep important to the Navajo way of life?

Poetry – Monday

The Arrow and the Song

By Henry Wadsworth Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

“The Arrow and the Song” by Henry Wadsworth Longfellow ~ Stanza 1

Directions: Please read the poem aloud. Then copy stanza one in your best cursive handwriting. Make sure to include the title and poet.

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

Title: _____

by _____

Stanza 1

Math Worksheets - Monday

Review the following vocabulary.

Fraction - A part of a whole

Numerator - is the top number. It says how many parts we have.

Denominator - is the bottom number. It says how many equal parts the whole is divided into.

Student: Think of an object in your home that can be split into equal parts. Write a sentence describing the numerator and the denominator in your story.

Use this aid to help you through the week. You may color each row a different color.

Name _____

Date _____



EQUIVALENT FRACTION STRIPS HALVES

1 WHOLE

$$\frac{1}{2}$$

$$\frac{1}{2}$$

$$\frac{1}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{6}$$

$$\frac{1}{6}$$

$$\frac{1}{6}$$

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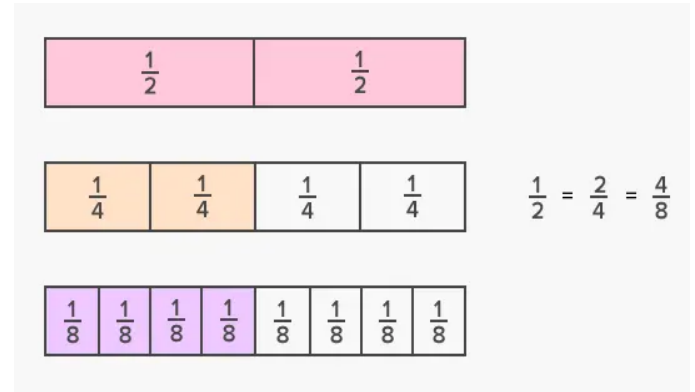
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Lets review Textbook p. 93-94 with a parent.

- P. 93
 - 2a) What are the missing numerators and denominators?
 - numerator indicates how many pars we have (how many parts are shaded)
 - Denominator indicates how many parts the whole is divided into
 - 2b) same as above

Equivalent fractions: fractions with different numerator and denominator that represent the same value or proportion of the whole. Ex: Look at the figure on the left. You can see that $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$.



Watch this video before exploring your textbook.

<https://www.youtube.com/watch?v=0JUbxN5accU>

Watch this video before exploring your textbook.

- <https://www.youtube.com/watch?v=mb1gyDw5LLo&list=PLZXaB-dpg4g3i2DEcNeFqwn-polfnD-i1&index=3>
- P. 93 -94
 - 3) To find an equivalent fraction (when a numerator or denominator is missing), multiply the numerator and denominator by the same number. Whatever you do to the top, you must do to the bottom.
 - When trying to find the missing numbers for a-f, you will take the numerator or denominator of the fraction that does not have a yellow square and find the missing “part” to the equation.
 - For example: the problem showed above #3 says $\frac{1}{3} = \frac{?}{6}$ If you are solving for “?” and the “?” is in the numerator place, you will need to use the denominator to find the “part” because it is not missing any numbers. (Look at the example in the book)
 - Now you will have to think about how to solve the following see that 3 (denominator) x ____ = 6 (denominator)
 - 2 goes in the blank because $3 \times 2 = 6$
 - Use 2 to solve for the numerator $1 \times 2 = ?$
 - 2 is the answer again because $1 \times 2 = 2$. 2 will go in the blank

Watch this video before exploring your textbook.

- <https://www.youtube.com/watch?v=TLGw53eDTe0&list=PLZXaB-dpg4g3i2DEcNeFqwn-polfnD-i1&index=4>

Apply what you have earned today to solve for #3a-f, #4

- P. 94
 - 5) To find an equivalent fraction, divide the numerator and denominator by the same number. Whatever you do to the top, you must do to the bottom.
 - Follow the same steps from above, but now you will use division instead of multiplication

Now try it on your own! WB p. 102-105

Spalding: Dictation - Monday

Parents will read the words to you. The words are in the **parent section** of the packet. This is because the word must be read to the scholar. Scholars may not view the words and copy them.

Use your Spalding Notebook. Begin where you left off before Spring Break. You are encouraged to review phonograms.

Art 3rd-6th - Still Life

Here is a quick matching game, to review a few drawing terms we have learned this year. Write the letter from the definition box in the corresponding answer space in the vocabulary box. Check your answers with the key at the bottom of the page.

Vocabulary:	Matching Definition:	Definitions:
1. Still Life	_____	A. A line drawing done without lifting the pencil from the paper, so it is made with one unbroken line.
2. Blind Contour	_____	B. Coloring in an area to show where the light does not hit the object, where the shadows are.
3. Continuous Contour	_____	C. A line drawing done without looking at the paper or lifting the pencil.
4. Shading	_____	D. The depiction of where the light hits an object, where the coloring is brightest.
5. Highlights	_____	E. A drawing, painting, or photo of an arrangement of objects.

Assignment:

Gather at least 3 objects and arrange them into a still life. In the box below, you will do a quick blind contour as a warm-up activity, to get those creative juices flowing. Spend about 30 seconds to a minute on this.

Answer Key: 1(E), 2(C), 3(A), 4(B), 5(D)

Now that you're warmed up, try drawing a continuous contour of your still life in the box below. Take your time and try your best not to lift your pencil from the paper. If you do so accidentally, don't worry! Just continue your drawing right where you left off. Try to spend about two minutes on this.

Now it is time to practice sketching and shading. Use the same still life and sketch the objects in the box below. Make sure you are taking your time, paying attention to the size and position of each object and finding your shapes. Remember, just because you know the top of a cylinder is a circle, doesn't mean it will look like a circle from the angle you are viewing it. Then, practice shading in the areas that look darker, that are facing away from the light source. Spend about 10-15 minutes on this.

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, 3/30/20	<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 and wrote it in my log for Friday.<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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Tuesday, March 31, 2020

Tuesday,
3/31/20

To Do:

- Read Chapter 6: *Faintly Macabre's Story*, *The Phantom Tollbooth* and complete the activity **(P)**
- History ~ *Ancestral Pueblo* article and respond to Comprehension Questions **(I)**
- Read 20 minutes of a personal book and log it **(I)**
- Poetry ~ Copy stanza 2 in your best handwriting and practice reciting from memory **(P)**
- Math ~ Textbook p. 94-95 (guided work), Workbook p. 106-108 (Independent practice) **(P & I)**
- Spalding ~ Write Tuesday's spelling words with syllabication and markings. You are encouraged to review phonogram cards. **(P)**
- Music ~ Complete worksheet **(I)**

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

Literature- Tuesday

- Read Chapter 6 of Phantom Tollbooth
- **Complete the following:** Noun Hunt! Look in Chapter 6 for nouns and complete the following chart.

People	Places	Things
1.	1.	1.
2.	2.	2.
3.	3.	3.

History - Tuesday

Read *Ancestral Pueblo* Article and Complete Illustration

Ancestral Pueblo

The Pueblo are a group of Native American people. They live in an area called the Four Corners. This is where the present-day states of Arizona, New Mexico, Utah, and Colorado meet. The Pueblo call their ancestors the Ancestral Pueblo.

The existence of the Ancestral Pueblo in the American Southwest goes back at least two thousand years. At first, they hunted game and gathered seeds, berries, and plants. Eventually, they began to plant crops near the streams in the valleys below the cliffs.

The first native people of the Americas who raised corn lived in Mexico about seven thousand years ago. Over time, various groups of people in the Americas, such as the Ancestral Pueblo, also added corn to the crops they raised.

Because the Ancestral Pueblo raised crops for part of the year, they set up farming villages. As well as corn, they grew beans and squash. But they did continue to hunt and to gather wild plants. Women and girls had the job of raising crops and gathering wild plants. Men still mostly hunted and traded.



Ancestral Pueblo Villages

As the population grew, the Ancestral Pueblo spread over a wide area in the Southwest. They began building villages in several different styles, including the cliff houses. They made some buildings with stone or adobe (/uh*doe*bee/), which was made of clay. All of the buildings included places for sleeping and for storing food. They also had places for meetings, religious ceremonies, and celebrations. Outdoor plazas or porches connected the living areas. One style of building was two or three stories high. The flat roof of one story formed the porch for the story above. Ladders connected each level.

The Ancestral Pueblo also built paths and trails to connect the settlements where they lived. With other groups, they traded pottery, woven goods, jewelry, and tools.

What Happened to the Ancestral Pueblo?

For hundreds of years, the Ancestral Pueblo lived as cliff dwellers in an area of the Four Corners. Suddenly, they were gone. What happened? We don't know. Scientists have several different ideas.

Farming can be very hard. Plants need light, warmth, and water to grow. They also need minerals in the soil to be healthy. Over many years, the Ancestral Pueblo may have worn out the soil.

The weather also may have changed. Without enough rainfall, it is difficult to grow food to eat. The animals used for food struggle to survive, too. Something made the Ancestral Pueblo leave their cliff dwellings and move. We may never know exactly what it was. Today, the Pueblo people who live in small groups throughout the Southwest trace their roots to the Ancestral Pueblo, the cliff dwellers of long ago.

Directions: Based on the section title "Ancestral Pueblo Village", make an illustration of a Pueblo village. Use the text to include all the areas described.

Ancestral Pueblo Village

Poetry – Tuesday

“The Arrow and the Song” by Henry Wadsworth Longfellow ~ Stanza 2

Please read the poem aloud. Then copy stanza 2 in your best cursive handwriting.

Make sure to include the title and poet.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Title: _____

by _____

Stanza 2

Math Worksheets - Tuesday

Materials: Ruler (you may use an actual ruler or use the grid paper provided below)

Warm up: What are some equivalent fractions for $6/12$?

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Textbook p. 94

Let's see what you remember from yesterday's lesson. Review the videos if you need a refresher. Answer question #6 in your Textbook p. 94.

Next, let's learn a new term: **Simple form**

Simple form is a term we use when both the top (numerator and the bottom (denominator) of a fraction cannot be divided by the same number any longer.

For example, above you may have used an equivalent fraction of $3/6$ because $6/12$, when divided by 2 at the top and bottom, make $3/6$. But is the smallest, or simplest form? Can we divide $3/6$ by the same number without getting a remainder?

Try it here: (By 2? By 3?)

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Right, the answer would be (*parent packet*).

Watch this video for a demonstration: <https://www.youtube.com/watch?v=aNQXhknSwrl>

Use this information to solve #7 on p.95 of your Textbook.

For #8-9 We are going to compare fractions and choose which one is greater using the picture.

For #10-12 We will be comparing and arranging fractions.

When comparing fractions, if they have the same denominator, will compare the numerator to find your answer.

Watch this video for a demonstration: <https://www.youtube.com/watch?v=C1dGmnS7g-4>

When comparing fractions with different denominators, use fraction bars or fraction strips to compare.

Use a ruler or the graph paper for the following demonstration and follow along.

Watch this video for a demonstration: <https://www.youtube.com/watch?v=nH7s9Sljwus>

Now you are ready to work! Review this alongside a parent. (*answers in parent packet*)

Now let's try it on your own! Workbook p. 106-108 (Independent practice)

Spalding: Dictation - Tuesday

Parents will read the words to you. The words are in the **parent section** of the packet.

Use your Spalding Notebook. Begin where you left off before Spring Break.
You are encouraged to review phonograms

Name: _____

Class: _____




Writing Rhythms

Directions: Each square below represents one beat. Fill in the empty squares with a note(s) or rest(s) that equal one beat. An example has been provided for you already. Use quarter notes (♩), quarter rests (♩), or paired eighth notes (♪) to fill in the empty squares. Do your best to write neatly and beautifully.

Example:



Part I:

When you finish writing your rhythms, count and clap them out loud (ta, ti-ti, rest).

Part II: Make a pattern with your rhythms! You could write ♩♩♩ or ♩♪♪ ♩♪♪, or any pattern you like. Make sure that you can count and clap your rhythms when you're finished, and make sure that you can understand your own handwriting.

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, 3/31/20</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 and wrote it in my log for Friday.<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, April 1, 2020

Wednesday , 4/1/20	<p>To Do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature: Read Chapter 7: <i>The Royal Banquet, The Phantom Tollbooth</i> and Complete the Activity (P) <input type="checkbox"/> Read 20 minutes of a personal book and log it (I) <input type="checkbox"/> Poetry ~ Copy stanza 3 in your best handwriting and practice reciting from memory (P) <input type="checkbox"/> Science ~ Mixtures and Solutions picture activity, definitions, worksheet (P) <input type="checkbox"/> Math ~ Textbook p. 96 #1-4 a&c, #5 (guided work), Workbook p. 98-99 #1-4 b&d (Independent practice) (P & I) <input type="checkbox"/> Latin ~ Complete worksheet (I) <input type="checkbox"/> Spalding ~ Write Wednesday's spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P)
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***** For all written responses, please write neatly in cursive. *****

Literature- Wednesday

- Read Chapter 7 of Phantom Tollbooth
- **Complete the following:** During the banquet Milo gave a speech and was disappointed with what he received. What "speech" would you have given and why?

Poetry –Wednesday

“The Arrow and the Song” ~ Stanza 3

*Please read the poem aloud. Please copy stanza 3 in your best cursive handwriting.
Make sure to include the title and poet.*

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

Title: _____

by _____

Stanza 3

Science: Mixtures and Solutions ~ Wednesday

Figure 1



Answer the following questions using 1-2 complete sentences. Try to use adjectives when answering each question.

1. What do you notice about this picture?

2. What is in the salad?

3. What do you notice about the contents inside the container?

4. This is called a **mixture**. Write this definition in your science notebook-

Mixture: different materials are placed together, but each material in the mixture keeps its own identities and you can see the individual parts. They do not undergo a chemical change.

Figure 2



5. What do you notice about this picture?

6. What is in the pitcher?

7. What do you notice about the contents inside the container?

8. Circle the correct answer.

This is called a **solution**. Write this definition in your science notebook-

Solution: mixture in which substances dissolve in another and you cannot see each individual particles. It has the same composition throughout.

Next, create this table in your science notebook. Write down three examples of each.

Mixtures	Solutions

Complete the worksheet below.

Mixtures and Solutions

Mixtures: different materials are placed together, but each material in the mixture keeps its own properties (ex. fruit salad)

Solutions: mixture in which substances are spread out evenly and will not settle (ex. salt water)

Directions: Determine whether each substance is a mixture or a solution.

Substance	Mixture or Solution
Fruit Salad	
Salt Water	
Salad	
Sugar Water	
Trail Mix	
Cereal and Milk	
Cup of Coffee with Sugar	
Kool Aid	
Bag of Coins	
Sand in Water	
Pop	
Oil and Water	
Lemonade	

LATINA: On The Farm

Part 1 Instructions: Please look at the pictures below and say aloud the names of each animal. Pay attention to the size of each animal. Think

Of the difference between 'magnus' and 'parvus.'

Lectio: On the Farm



1. porcus **magnus**



2. porcus **parvus**



3. vaca **magna**



4. vaca **parva**

Quaesitum

Part 2:

1. Circle the canis (dog) that is 'magnus.'

1. Circle the canis (dog) that is 'magnus.'

A.



B.



2. Circle the picture of the equus(horse) that is 'parvus.'

A.



B.



3. Circle the picture of the animal that is 'magnus.'

A.



B.



Spalding: Dictation ~ Wednesday

Parents will read the words to you. The words are in the **parent section** of the packet.

Use your Spalding Notebook. Begin where you left off before Spring Break. You are encouraged to review phonograms.

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, 4/1/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> I spent 90 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 and wrote it in my log<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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Thursday, April 2, 2020

<p>Thursday, 4/2/20</p>	<p>To Do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature: Read Chapter 8: <i>The Humbug Volunteers, The Phantom Tollbooth</i> and Complete the Activity (P) <input type="checkbox"/> Read 20 minutes a personal book and log it (I) <input type="checkbox"/> Poetry ~ Practice reciting the poem from memory (P) <input type="checkbox"/> Science ~ Mixtures and Solutions reading (I) <input type="checkbox"/> Math ~ Textbook p. 97-98 (guided work), Workbook p.109-111 (Independent practice) (P) <input type="checkbox"/> Spalding ~ Practice spelling test. You are encouraged to review phonograms. (P) <input type="checkbox"/> PE ~ Complete exercises on checklist (P)
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*** *For all written responses, please write neatly in cursive.* ***

Literature- Thursday

- Read Chapter 7 of Phantom Tollbooth
- **Complete the following:** What did Azaz present to Milo and Tock to use as a weapon and protective device on their trip and why?

Poetry - Thursday

“The Arrow and the Song” by Henry Wadsworth Longfellow

Practice reciting the poem from memory.

The Arrow and the Song

By Henry Wadsworth Longfellow

*I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.*

*I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?*

*Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.*

Science: Mixtures and Solutions ~ Thursday

Matter can Change Chemically

When different types of matter mix but each type of matter remains unchanged, it is called a mixture. A mixture can be separated back into its original parts. Sometimes when two types of matter are mixed, one form of matter will interact with the other. The result is a chemical change. This produces new chemicals with different properties. The original “ingredients” cannot easily be separated again.

Particles Interact to Form New Matter

When certain chemicals are put together, the particles they are made of sometimes combine to make a new chemical. When this happens, a chemical change has taken place. A chemical change occurs when two or more types of matter interact to form a new substance that has new properties.

Newly cast iron is usually grey with a smooth surface, but over time the metal can change and become reddish-brown with a rough surface. Water and oxygen in the air interact with the iron to form a new substance, rust. The material in a rusty chain cannot be changed back to iron from rust. We know this is a chemical change because the effect of the change is a new substance with new chemical properties.

Evidence of Chemical Changes

New matter forms when the chemicals interact and recombine. This provides more evidence that matter is made up of small particles. Since the particles of matter are too small to be seen, we have to look closely for evidence of a chemical change. So, what evidence do we look for?

Formation of Gas

Cars produce exhaust when the engine is running. Exhaust is a gas that forms when an engine burns fuel such as liquid gasoline. The burning releases a set of new chemicals all mixed together as a gas. When a substance is burned, such as fuel, or when it combines with other matter to form a gas, it is often the result of a chemical change.

Change of Odor

Another example of gas formation is when a baker combines yeast and sugar. Bubbles form. The bubbles of gas make bread rise. A change in odor is evidence of a chemical change. Baking bread gives off a yummy odor. Since the odor was not there to start with, we know there was a chemical change.

Change of Color

When copper is exposed to air and water for a long time, the copper changes into other chemicals, causing a change in color. The copper changes color because a chemical change has occurred.

Shiny sterling silver metal also changes color when it reacts with the air. The chemical change causes a new substance, commonly called tarnish. The change in properties, the change of color, is evidence that a new substance has formed.

Change of Temperature

Just like color changes, a change in temperature signals a chemical change. You would never touch the head of a burning match. It is hot! The change in temperature when you light a match tells you that a chemical change has occurred.

Circle the examples of **chemical changes**.

- Tarnishing silver
- Baking a cake
- Cutting wood
- Wood burning in a fireplace
- Tearing paper
- Souring milk

In your science notebook, write down a response to this question.

What is a **chemical change**?

Math Worksheets - Thursday

Today we will be adding fractions!

Adding fractions with the same denominator means you will only add the numerator and KEEP the same denominator. DO NOT add the denominator.

For example: If we order a pizza with 8 slices and you eat 3 slices (represented as $\frac{3}{8}$) while I eat 2 slices (represented as $\frac{2}{8}$, together we ate 5 slices (represented as $\frac{5}{8}$).

This can also be expressed as $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$.

Take a look at this video for a demonstration:

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

Make sure to reduce the answer to the simplest term. If the answer is $\frac{2}{4}$, reducing it to the simplest terms would make it $\frac{1}{2}$, because when I divide the numerator and denominator (what you do to the top you must do to the bottom) by 2, I get $\frac{1}{2}$.

Now let's look at p. 97 in your Textbook.

Practice with a parent by solving problems in your Textbook on p. 97-98. (*answers in parent packet*)

Spalding: PRACTICE SpellingTest - Thursday 4/2

Parents 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.

PE ~ Thursday

Physical Education Checklist - Date : _____

In an open area, a hallway or yard, perform sprinting/relay drills. Establish approximately 30-50 feet for this exercise. None of these exercises require additional equipment. This activity should take about 15-20 minutes to complete.

Stretch prior to and following the exercise to reduce the chance of injury. For example, iterations might include the bear crawl, crab walk, sprint, duck walk, hopping, or any cardio.

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, 4/2/20	<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 and wrote it in my log for Friday.<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 Answer Key and Instructions

Monday, March 30, 2020

Monday, 3/30/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read aloud to child Chapter 5 <i>The Phantom Tollbooth</i> and ensure they complete Comprehension Questions<input type="checkbox"/> History ~ Read together <i>The Navajo, the Apache, the Comanche</i> article and ensure they respond to Comprehension Questions<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 1 of the poem in their best handwriting. Practice memorization with student.<input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)<input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes
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History ~ Monday

What did the Navajo learn from the Pueblo? The Navajos learned how to survive in harsh climates.

How were sheep important to the Navajo way of life? The Navajos raised them, spun their wool, and were able to weave blankets and rugs from them.

Poetry ~ Monday

Materials needed: lined paper (in student packet), pencil, copy of "The Arrow and the Song" by Henry Wadsworth Longfellow

The Arrow and the Song

By Henry Wadsworth Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;

For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

The Student will:

- Read the poem aloud.
- Copy stanza 1, starting at the left margin and using his or her best cursive writing.
- Practice memorization.

The Parent will:

- Check that cursive is neat and encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.)

Math - Monday

Fraction of a Whole

Scholars have been introduced to fractions prior to the break. Here are some refreshers on vocabulary words you can explore with them before they get started on their assignment. Explore everyday examples of a whole that can be split into equal parts. (ex: an orange, a dollar, a pizza)

Vocabulary:

Fraction - A part of a whole

Numerator - is the top number. It says how many parts we have.

Denominator - is the bottom number. It says how many equal parts the whole is divided into.

Parents: Have scholar read the vocabulary words, cover them, then tell you the meaning of each word with an example.

Objective	Worksheet	Answers
<ul style="list-style-type: none"> ● 10.2b Finding Equivalent Fractions using Multiplications ● 10.2c Equivalent Fractions using Division 	TB p. 93-94 WB p. 102-105	P. 93 2. 2,3, 8,8 3. (a) 3 (b) 6 (c) 2 (d) 18 (e) 10 (f) 8 P. 94 4. 4, 3 5. (a) 3 (b) 6 (c) 2 (d) 18 (e) 10 (f) 8

Spalding ~ Monday

Materials needed: Blue Spalding notebook, pencil, spelling word list for dictation, phonogram cards

The Parent will read the word and example sentence.

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.

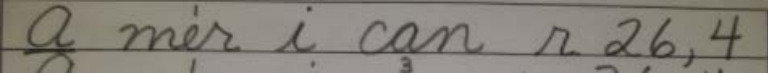
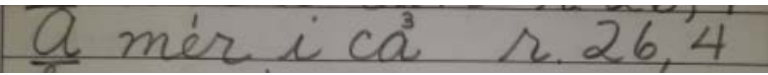
The Parent will:

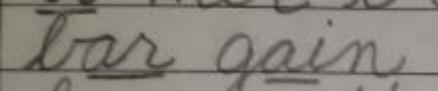
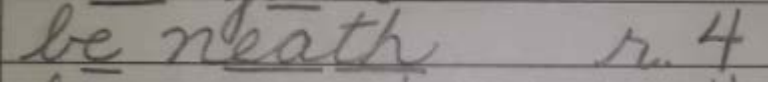
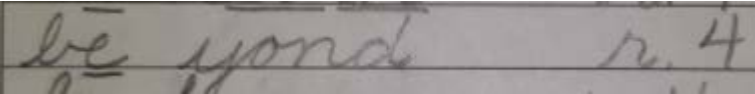
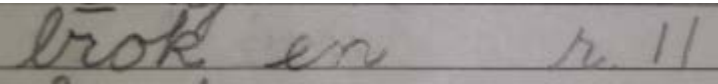
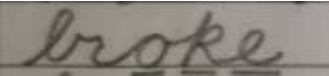
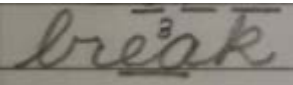
- Refer to instruction tips below.



The Student will:

- Begin in Section R (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.
- Student is encouraged to review phonograms, if time permits.

Complete the list three times or a maximum of 20 minutes.

Word	Example Sentence	Notes
	<p><i>Norton Juster is an American architect and writer.</i></p>	<p>Base word: America. Ending: n. Write "America" and add /n/. R. 26 Capitalize proper nouns. R. 4= a may say a at the end of a syllable.</p>
	<p><i>We traveled across America.</i></p>	<p>Base word: America. R. 26- Capitalize proper nouns. R. 4- a may</p>

		say a at the end of a syllable.
	<i>The seller refused to bargain prices.</i>	This sentence will help you remember spelling- 'We gain if we have a bargain.'
	<i>She enjoyed the feel of the grass beneath her feet.</i>	R. 4-- e may say e at the end of a syllable.
	<i>There is light beyond the trees.</i>	R. 4-- e may say e at the end of a syllable.
	<i>My pencil is broken.</i>	Base word: broke. Ending: en. R. 11- words ending with a silent final e are written without the e when the ending starts with a vowel. <i>Irregular Verb</i>
	<i>I broke my pencil.</i>	e helps the o say o. <i>Irregular verb</i>
	<i>Did you break my pencil?</i>	Base word: break. <i>Irregular verb.</i>

	<p><i>My favorite winter drink is hot cocoa.</i></p>	<p>R. 4-- o may say o at the end of a syllable.</p>
	<p><i>I attached the leash to my dog's collar.</i></p>	<p>R. 29- divide syllables between double consonants.</p>

If clarification on rules or markings is needed, please contact your scholar's teacher.

Parent Answer Key and Instructions

Tuesday, March 31, 2020

Tuesday, 3/31//20	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read aloud to child Chapter 6 <i>The Phantom Tollbooth</i> and ensure they complete Comprehension Questions<input type="checkbox"/> History ~ Read together <i>Ancestral Pueblo</i> article and ensure they complete the text based illustration<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 2 of the poem in their best handwriting. Practice memorization with student.<input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)<input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes<input type="checkbox"/> Music- Have student complete worksheet
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History ~ Tuesday

Ancestral Pueblo Village Illustration: Ensure illustration includes all elements described in the text.

Poetry ~ Tuesday

Materials needed: lined paper (in student packet), pencil, copy of “The Arrow and the Song” by Henry Wadsworth Longfellow

The Student will:

- Read the poem aloud.
- Copy stanza 2, starting at the left margin and using his or her best cursive writing.
- Practice memorization.

The Parent will:

- Check that cursive is neat and encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.)

Math - Tuesday

Simple Form & Comparing and Ordering Fractions

On Student packet: For example, above you may have used an equivalent fraction of $\frac{3}{6}$ because $\frac{6}{12}$, when divided by 2 at the top and bottom, make $\frac{3}{6}$. But is the smallest, or simplest form? Can we divide $\frac{3}{6}$ by the same number without getting a remainder? **Answer: $\frac{1}{2}$**

Objective	Worksheet	Answers
<ul style="list-style-type: none">10.2d Simple Form10.2e Comparing and Ordering Fractions	TB p. 94-95 WB p. 106-108	P. 94 6. 6, P. 95 7. (a) $\frac{1}{2}$ (b) $\frac{3}{4}$ (c) $\frac{1}{2}$ (d) $\frac{1}{3}$ (e) $\frac{2}{5}$ (f) $\frac{2}{3}$ (g) $\frac{5}{6}$ (h) $\frac{3}{5}$ 8. $\frac{3}{4}$ 9. $\frac{7}{10}$ 10. (a) (b) (c) 11. (a) (b) (c) 12. (a) (b) (c)

Spalding ~ Tuesday

Materials needed: Blue Spalding notebook, pencil, spelling word list for dictation, phonogram cards

The Parent will read the word and example sentence.

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:

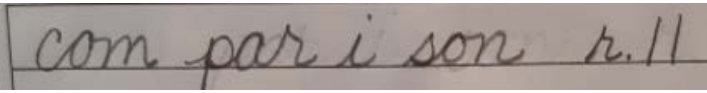
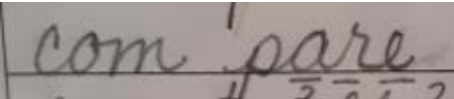
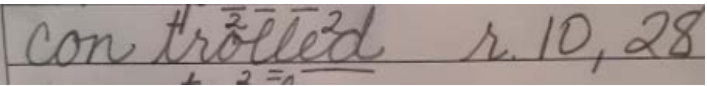
- Refer to instruction tips below.

The Student will:

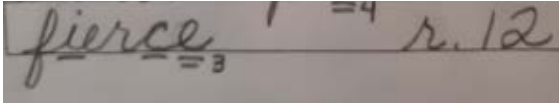
- Begin in Section R (where they left off in their notebook). Write the word in syllables while saying it aloud.

- Mark the word from the beginning for analysis as shown in the photo below.
- Student is encouraged to review phonograms, if time permits.

****Complete the list three times or a maximum of 20 minutes.****

Word	Example Sentence	Notes
	<p><i>A simile is a comparison of two different things using the word like or as.</i></p>	<p>Base word: compare. Ending: ison. Write compare without silent final e because ending starts with a vowel. R. 11- words ending with a silent final e are written without the e when adding a vowel ending.</p>
	<p><i>A simile is used to compare two unlike things with the same quality.</i></p>	<p>Base word: compare.</p>
	<p><i>She spoke with a calm and controlled voice.</i></p>	<p>Base word: control. Ending: "d". 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. R. 28- "ed" has three sounds and is added to form the past tense or regular verbs.</p>

	<p><i>Please control your outbursts.</i></p>	<p>Base word: control.</p>
	<p><i>The business owner owed enormous debts to the bank.</i></p>	<p>For spelling, say d e b t s. Debit card - expense</p>
	<p><i>A natural disaster causes great damage.</i></p>	<p>After student says the syllables, say, "In the first syllable, use s, z." Dis= bad or no/t [disappoint, disappear]</p>
	<p><i>I am eager to go back to school!</i></p>	<p>After student says the syllables, say, "In the first syllable, use E, e, A." Accented syllable is ea.</p>
	<p><i>The army attacked the enemy.</i></p>	<p>Pronounce syllables distinctly to call attention to E. R. 4-- a, e, i, o, u say their name at the end of a syllable. R. 6- y not i is used at the end of English words.</p>
	<p><i>We must set a good example for others.</i></p>	<p>We NEVER follow x with z or s. R. 20- letter s never follows x.</p>



fierce 1 =4 2 =3 r. 12

Lions and bears
are fierce animals.

P: Say, "Should we use ei or ie?" (ie) Why? R. 12- After c we use ei (receive). If we say A, we use ei (vein). In the list of exceptions, we use ei. In all other words, the phonogram ie is used.

If clarification on rules or markings is needed, please contact your scholar's teacher.

Name: _____

Class: _____

Writing Rhythms

Directions: Each square below represents one beat. Fill in the empty squares with a note(s) or rest(s) that equal one beat. An example has been provided for you already. Use quarter notes (♩), quarter rests (♩), or paired eighth notes (♪) to fill in the empty squares. Do your best to write neatly and beautifully.

Example:



Part I: *Any note/rest may be correct as long as there's only ONE per square*

♩	♪	♩	♩	♪	♩	♩	♩
♩	♪	♩	♩	♩	♩	♩	♩
♩	♩	♪	♩	♩	♩	♩	♩
♪	♩	♩	♩	♩	♩	♩	♩

When you finish writing your rhythms, count and clap them out loud (ta, ti-ti, rest).

Part II: Make a pattern with your rhythms! You could write ♩♪♩ or ♩♪ ♩♪, or any pattern you like. Make sure that you can count and clap your rhythms when you're finished, and make sure that you can understand your own handwriting.

♪	♩	♪	♩	♪	♩	♪	♩
♪	♩	♪	♩	♪	♩	♪	♩

Parent Answer Key and Instructions

Wednesday, April 1, 2020

Wednesday, 4/1/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read aloud to child Chapter 7 <i>The Phantom Tollbooth</i> and ensure they complete Comprehension Questions<input type="checkbox"/> Science: Guide student through picture activity asking them what they notice. You want them to discover things on their own. Ensure that they write the definitions in science notebook. Complete the worksheet together discussing the difference between a mixture and solution.<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 3 of the poem in their best handwriting. Practice memorization with student.<input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)<input type="checkbox"/> Latin - Go over answers with student<input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes
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Science: Mixtures and Solutions ~ Wednesday

- **Picture 1:** Salad: Accept any rational answers.
This is a mixture.
- **Picture 2:** Lemonade: Accept any rational answers.
This is a solution.

Answer Key for worksheet:

- Fruit Salad: Mixture
- Salt Water: Solution
- Salad: Mixture
- Sugar Water: Solution
- Trail Mix: Mixture
- Cereal and Milk: Mixture
- Cup of Coffee with Sugar: Solution
- Kool Aid: Solution
- Bag of Coins: Mixture
- Sand in Water: Mixture
- Pop: Solution
- Oil and Water: Mixture
- Lemonade: Solution

Poetry ~ Wednesday

Materials needed: lined paper (in student packet), pencil, copy of "The Arrow and the Song" by Henry Wadsworth Longfellow

The Student will:

- Read the poem aloud.
- Copy stanza 3, starting at the left margin and using his or her best cursive writing.
- Practice memorization.

The Parent will:

- Check that cursive is neat and encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.)

Work for a maximum of 10 minutes.

Math - Wednesday

Practice B

Objective	Worksheet	Answers
<ul style="list-style-type: none"> • 10.2f Practice B 	TB p. 96 #1-4 a&c, #5 TB p. 96 98-99 #1-4 b&d	Textbook p. 96 1. (a) 2 (b) 9 (c) 2,3 (d) 2 (e) 2 (f) 2,3 2. (a) 10 (b) 12 (c) 6,9 (d) 2 (e) 4 (f) 6, 10 3. (a) $\frac{7}{10}$ (b) $\frac{5}{6}$ (c) $\frac{10}{12}$ (d) $\frac{5}{6}$ (e) $\frac{2}{3}$ (f) $\frac{3}{4}$ 4. (a) $\frac{1}{7}, \frac{3}{7}, \frac{5}{7}$ (b) $\frac{1}{10}, \frac{1}{5}, \frac{1}{2}$ (c) $\frac{1}{2}, \frac{2}{3}, \frac{5}{6}$ (d) $\frac{1}{4}, \frac{5}{12}, \frac{2}{3}$ 5. $\frac{2}{6} < \frac{1}{2}$, Sara ate the bigger portion of the pie.

Spalding - Wednesday

Materials needed: Blue Spalding notebook, pencil, spelling word list for dictation, phonogram cards

The Parent will read the word and example sentence.

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:

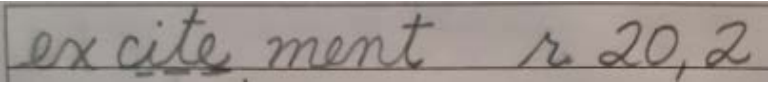
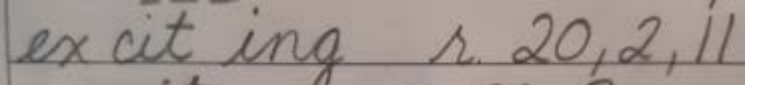
- Refer to instruction tips below.

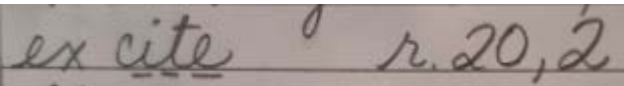
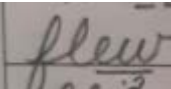

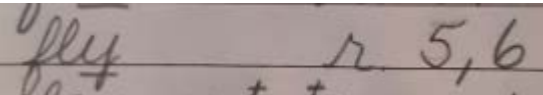
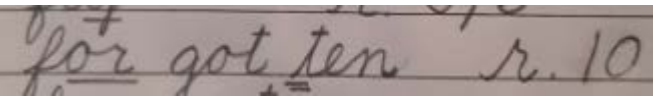
The Student will:

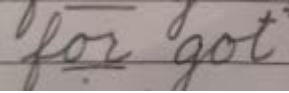
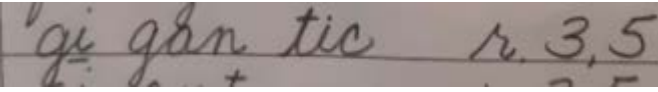

- Begin in Section R (where they left off in their notebook). Write the word in syllables while saying it aloud.
- Mark the word from the beginning for analysis as shown in the photo below.

- Student is encouraged to review phonograms, if time permits.

****Complete the list three times or a maximum of 20 minutes.****

Word	Example Sentence	Notes
	<i>The thought of summer vacation fills me with excitement.</i>	Base word: excite. Ending: ment. R. 20- letter s never follows x. R. 2- c before e, l, or y says s [cent, city], but followed by any other letter it says k [cat, cut].
	<i>Have you heard the exciting news?</i>	Base word: excite. Ending: ing. Write excite without the e because ending starts with a vowel. R. 20- letter s never follows x. R. 2- c before e, l, or y says s

		[cent, city], but followed by any other letter it says k [cat, cut]. R. 11- words ending with a silent final e are written without the e when adding a vowel ending.
	<i>The boy tried to excite his lazy dog with a treat.</i>	Base word: excite. R. 20- letter s never follows x. R. 2- c before e, l, or y says s [cent, city], but followed by any other letter it says k [cat, cut].
	<i>I flew my kite today.</i>	Past tense irregular verb
	<i>Time flies when you are having fun.</i>	Base word: fly. Ending: "z". Write fly but change y to l because base word ends with a /y/ and add E S. /ie/ becomes "l" in flies. R. 24- when adding an ending to a word that ends with a consonant and a y , use l instead of y unless the ending is ing .
	<i>Birds fly.</i>	Base word: fly. R. 5- i and y sometimes say "igh". R. 6- y not i is used at the end of English words.
	<i>You will never be forgotten.</i>	Base word: forgot; ending: en. P : Dictate forgot first. 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.
	<i>I forgot my lunchbox at home.</i>	Base word: forgot.
	<i>The Grand Canyon is gigantic!</i>	R. 3- g before e , i , or y says " j "; any other letter says " g ". R. 5- i and y sometimes say " igh ".
	<i>He is a gentle giant.</i>	Base word: giant. R. 3- g before e , i , or y says " j "; any other letter says " g ". R. 5- i and y sometimes say " igh ".

If clarification on rules or markings is needed, please contact your scholar's teacher.

Parent Answer Key and Instructions

Thursday, April 2, 2020

Thursday, 4/2/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read aloud to child Chapter 8 <i>The Phantom Tollbooth</i> and ensure they complete Comprehension Questions<input type="checkbox"/> Science: Guide student through reading and identify what a chemical change is.<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Poetry ~ Practice memorization with student.<input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)<input type="checkbox"/> Spalding ~ Give practice test for all 30 words using the script below
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Science: Chemical Changes ~ Thursday

Chemical Change Reading

Circle the examples of **chemical changes**. *is correct answer

- Tarnishing silver*
- Baking a cake*
- Cutting wood
- Wood burning in a fireplace*
- Tearing paper
- Souring milk*

Poetry ~ Thursday

Materials needed: lined paper (in student packet), pencil, copy of “The Arrow and the Song” by Henry Wadsworth Longfellow

The Student will:

- Read the poem aloud.
- Practice memorization.

The Parent will:

- Check that cursive is neat and encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.)

Work for a maximum of 10 minutes.

Math - Thursday

Adding Fractions

Vocabulary

Equivalent Fractions - These are fractions that may look different, but have the same value.

Objective	Worksheet	Answers
<ul style="list-style-type: none">10.3a Adding Fractions	TB p. 97-98 WB p.109-111	P. 97 1. $\frac{5}{5}$ but when it is put into simple terms, it becomes 1 whole P. 98 2. (a) $\frac{5}{8}$ (b) $\frac{6}{8}$ 3. 3. (a) $\frac{5}{9}$ (b) $\frac{4}{7}$ (c) $\frac{5}{6}$ (d) $\frac{4}{6} = \frac{2}{3}$ (e) $\frac{4}{4} = 1$ (f) $\frac{8}{10} = \frac{4}{5}$ (g) $\frac{7}{7} = 1$ (h) $\frac{6}{9} = \frac{2}{3}$ (i) $\frac{6}{12} = \frac{1}{2}$ (j) $\frac{5}{5} = 1$ (k) $\frac{7}{7} = 1$ (l) $\frac{6}{9} = \frac{2}{3}$

Spalding ~ Thursday

Materials needed:

- Practice Test Sheet (in student packet), pencil, spelling word list

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). Students are encouraged to review phonograms.

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

- American-** *Norton Juster is an American architect and writer.* **American**
- America-** *We live in the United States of America.* **America**
- bargain-** *The seller refused to bargain prices.* **bargain**
- beneath-** *She enjoyed the feel of the grass beneath her feet.* **beneath**
- beyond-** *There is light beyond the trees.* **beyond**
- broken-** *My pencil is broken.* **broken**
- broke-** *I broke my pencil.* **broke**
- break-** *Did you break my pencil?* **break**

9. **cocoa**- My favorite winter drink is hot cocoa. **cocoa**
10. **collar**- I attached the leash to my dog's collar. **collar**
11. **comparison**- A simile is a comparison of two different things using the word like or as. **comparison**
12. **compare**- A simile is used to compare two unlike things with the same quality. **compare**
13. **controlled**- She spoke with a calm and controlled voice. **controlled**
14. **control**- Please control your outbursts. **control**
15. **debts**- The business owner owed enormous debts to the bank. **debts**
16. **disaster**- A natural disaster causes great damage. **disaster**
17. **eager**- I am eager to go back to school! **eager**
18. **enemy**- The army attacked the enemy. **enemy**
19. **example**- We must set a good example for others. **example**
20. **fierce**- Lions and bears are fierce animals. **fierce**
21. **excitement**- The thought of summer vacation fills me with excitement. **excitement**
22. **exciting**- Have you heard the exciting news? **exciting**
23. **excite**- The boy tried to excite his lazy dog with a treat. **excite**
24. **flew**- I flew my kite today. **flew**
25. **flies**- Time flies when you're having fun. **flies**
26. **fly**- Birds fly. **fly**
27. **forgotten**- You will never be forgotten. **forgotten**
28. **forgot**- I forgot my lunchbox at home. **forgot**
29. **gigantic**- The Grand Canyon is gigantic! **gigantic**
30. **giant**- He was a gentle giant. **Giant**

American	comparison	excitement
America	compare	exciting
bargain	controlled	excite
beneath	control	flew
beyond	debts	flies
broken	disaster	fly
broke	eager	forgotten
break	enemy	forgot
cocoa	example	gigantic
collar	fierce	giant

Parent Instructions

Friday, April 3, 2020

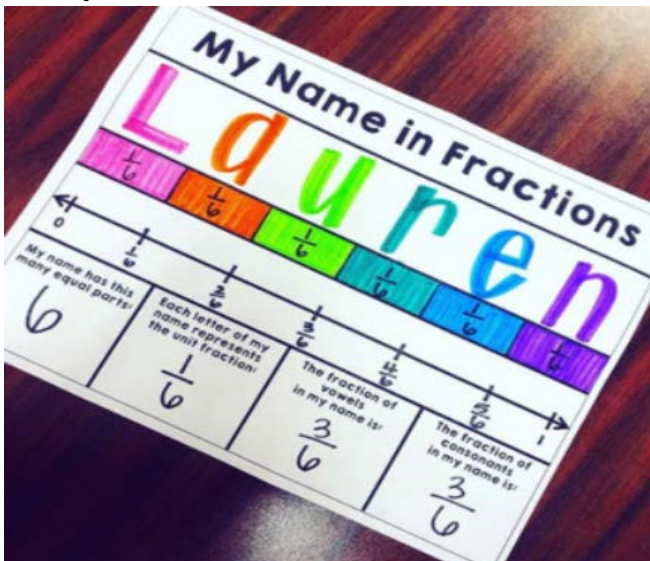
Friday, 5/3/20	<p>To Do:</p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Ensure students complete Main Idea web<input type="checkbox"/> History ~ Ensure students respond to comprehension questions<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Science ~ Ensure students are answering questions in complete sentences and best handwriting<input type="checkbox"/> Math - Ensure students are answering in complete sentence annotate the problems as they begin each one. Allow students to answer independently, showing what they have learned this week.<input type="checkbox"/> Poetry ~ Practice memorization with student. Poem recitation.<input type="checkbox"/> Spalding ~ Give spelling test for all 30 words using the script from Thursday
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Science ~ Friday Assessment

Math ~ Friday Assessment

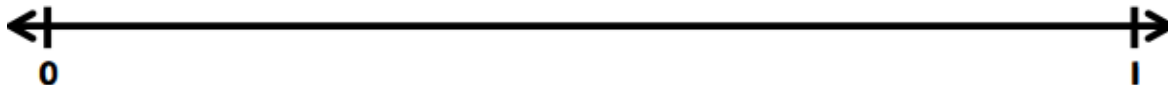
Students may also make their name into a fraction.

Example:



For students:

My Name in Fractions

			
My name has this many equal parts:	Each letter of my name represents the unit fraction:	The fraction of vowels in my name is:	The fraction of consonants in my name is:

Poetry ~ Friday

The Student will:

- Practice memorization and poetry position
- Recite poem

The Parent will:

- Encourage practices for memorization
- Listen for accuracy and pace of recitation
- Check that student is in poetry position

Spalding ~ Friday

Materials needed:

- Spelling Test Sheet (in the Friday 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 spelling word list from Thursday.****



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Student Attendance Affidavit

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

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 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 March 30 - April 3, 2020

Friday, 4/3/20	To Do: <input type="checkbox"/> Read 20 minutes of a personal book and log it (I) <input type="checkbox"/> Literature ~ Complete Summary of Chapters 5-8 (I) <input type="checkbox"/> History ~ Answer questions (I) <input type="checkbox"/> Science ~ Answer questions (I) <input type="checkbox"/> Poetry ~ Recite entire poem standing up straight, hands by your side (P) <input type="checkbox"/> Math ~ Independent Assessment (I) <input type="checkbox"/> Spalding ~ Spelling Test (P) <input type="checkbox"/> PE ~ Answer questions (I)
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***** For all written responses, please write neatly in cursive. *****

Student Name: _____ Class: _____

DUE: Friday, April 3 at 8PM

Reading Log Week of March 30 - April 3, 2020

Day	Date	Book Title	Total Minutes	Parent Initials
Mon.	3/30			
Tues.	3/31			
Weds.	4/1			
Thurs.	4/2			
Fri.	4/3			

Literature

Chapter 5: Short Shift Comprehension Questions

- Using complete sentences, how do you think Milo felt when he was sentenced and thrown in jail and why?

2. Using complete sentences, who is Faintly Macabre? Explain what led her to become locked in the dungeon.

Chapter 6: *Faintly Macabre's Story* Comprehension Questions

3. Using complete sentences, explain why the King's two sons always disagreed.

4. Using complete sentences, how did Rhyme and Reason resolve their disagreement? What happened after her decision?

Chapter 7: *The Royal Banquet* Comprehension Question

5. What did King Azaz actually mean when he said, "Time for speeches"? How did Milo's speech compare to the other guests' speeches?

Chapter 8: *The Humbug Volunteers* Comprehension Questions

6. Why did the king agree to allow Rhyme and Reason to return?

2. *Ancestral Pueblo*: What do you think happened to the Ancestral Pueblo cliff dwellers and why?

Science

1. **Wednesday**- Using complete sentences, describe the difference between a mixture and solution. Provide examples of each.

2. **Thursday**- Using complete sentences, explain what a chemical change is. Underline evidence in the text.

Math Assessment

Put all your notes away and clear your area. Make sure to answer in a complete sentence. This is independent work.

Simplify the following problems:

1. $3/12 = \underline{\hspace{2cm}}$

3. $2/4 = \underline{\hspace{2cm}}$

5. $3/9 = \underline{\hspace{2cm}}$

2. $4/8 = \underline{\hspace{2cm}}$

4. $8/16 = \underline{\hspace{2cm}}$

Compare the following fractions and circle the greatest one. Use scratch paper to draw a fraction bar or fraction strip if needed.

6. $4/8, 2/6$

7. $5/10, 8/10$

8. $3/4, 2/6$

Equivalent Fractions. Find the missing numerator or denominator.

9. $6/5 = 18/\underline{\hspace{1cm}}$

11. $3/2 = \underline{\hspace{1cm}}/14$

13. $2/3 = \underline{\hspace{1cm}}/12$

10. $34 = 12/\underline{\hspace{1cm}}$

12. $3/7 = \underline{\hspace{1cm}}/14$

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.

PE

- Answer the following question.
During our bowling unit we discussed key terms necessary to effectively score a team's performance. What do each of these symbols represent?
Choices include
Strike, 8, 4, Spare, 0, and 9. Only four are correct.

