



# 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 Saturday by 8:00pm to your scholar's teacher.

Please use the link below to access your child's readings for Literature.

**Online materials:**

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

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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**Tuesday, April 14, 2020**

<b>Tuesday, 4/14/20</b>	<b>To Do:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Read Chapter 12: <i>The Silent Valley, The Phantom Tollbooth</i> <b>(P)</b> and respond to the comprehension question <b>(I)</b></li><li><input type="checkbox"/> History ~ <i>America's First Settlers</i> article and complete chart</li><li><input type="checkbox"/> Read 20 minutes of a personal book and log it <b>(I)</b></li><li><input type="checkbox"/> Poetry ~ Copy stanzas 1, 2, and 3 in your best handwriting and practice reciting from memory <b>(P)</b></li><li><input type="checkbox"/> Math ~ Textbook p. 106-107 (1,3,4,6,8) (guided work), Textbook p. 106-107 (2,5,7) (Independent practice) <b>(P &amp; I)</b></li><li><input type="checkbox"/> Spalding ~ Write Tuesday's spelling words with syllabication and markings. You are encouraged to review phonogram cards. <b>(P)</b></li><li><input type="checkbox"/> Music ~ Complete worksheet <b>(I)</b></li></ul>
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**\*\*\* For all written responses, please write neatly in cursive. \*\*\***

**Literature ~ Tuesday**

**Directions:**

1. Read Chapter 12: *The Silent Valley, The Phantom Tollbooth* **(P)**
2. The people of the Sound Valley did not appreciate the sounds around them. What sound bothered them and why? **(I)**

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## History ~ Tuesday

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

### America's First Settlers

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



*Over a period of thousands of years, people spread over the land and settled on it.*

### Who Came First?

The Ice Age was a period in Earth's history when huge sheets of ice covered large parts of Earth's surface. Much of the world's water was frozen into ice. There was less water in the oceans than there is today. Some lands that are now under water were dry. That's why dry land once connected Asia to North America. During the Ice Age, this dry land formed an area that

scientists today call Beringia (/buh\*rin\*gee\*a/) or the "land bridge."

More than fifteen thousand years ago, Ice Age hunters in Beringia were moving into North America. But many scientists believe that earlier people may have arrived thirty thousand years ago, by sea along the Pacific Coast.

At that time, hunter-gatherers could not move very far into North America. Huge ice sheets blocked the way. About fourteen thousand years ago, the ice sheets began to melt. The Ice Age was ending. Hunters could now follow herds of animals farther and farther into North America. First they spread across most of what is now Alaska. Then they moved south, through what is now western Canada.

Between nine thousand and fifteen thousand years ago, groups of hunter-gatherers spread out through this new world. Little by little, they moved into the ice-free parts of North America. They walked everywhere—and traveled all the way to South America's southern tip!

### A New World to Live In

By now the climate was getting much warmer. Water ran off from the melting ice sheets, carving out giant river valleys. North America's huge Great Lakes filled up. Melting ice water caused oceans all over Earth to rise. Many areas along the coasts were flooded, including Beringia. The rising sea cut North America off from Asia.

The various groups of people found two vast continents to live in and all the animals they could hunt. They continued to hunt large mammals such as the mastodon. Over time, the climate changed, and this caused many large mammals to die out. The change in climate destroyed many of the plants the mammals ate. Overhunting the mastodon also helped to reduce its numbers.



*The first corn raised by farmers in Mexico did not look anything like the corn we eat today.*

Thousands of years passed. Groups of people moved from one place to another. As they moved, they learned to live in their new homes. They learned to use the resources available to them. They developed hundreds of languages. Their ways of life changed to fit the different parts of North and South America where they lived. Today, we consider these people Native Americans.

About seven thousand years ago, people in Mexico discovered how to plant and raise corn. Slowly, many other Native Americans began to grow their food. For many groups, the ability to grow food meant they could stay in one place for long periods of time. In some cases, they stayed in one place permanently. In other areas, however, the climate or soil was not good for farming. In those places the Native Americans remained hunter-gatherers.

**Directions:** Based on the article complete the chart below by listing facts from the article. The facts listed do not have to be in complete sentences. **(1)**

Ice Age	New World
*	*
*	*
*	*

## Poetry ~ Tuesday

### **Catch a Little Rhyme** **By Eve Merriam**

*Once upon a time  
I caught a little rhyme*

*I set it on the floor  
but it ran right out the door*

*I chased it on my bicycle  
but it melted to an icicle*

*I scooped it up in my hat  
but it turned into a cat*

*I caught it by the tail  
but it stretched into a whale*

*I followed it in a boat  
but it changed into a goat*

*When I fed it tin and paper  
it became a tall skyscraper*

*Then it grew into a kite  
and flew far out of sight...*

**“Catch a Little Rhyme” by Eve Merriam ~ Stanzas 1,2, and 3**

**Directions:** Please read the poem aloud. Then copy stanzas 1, 2, and 3 in your best cursive handwriting. Make sure to include the title and poet.

**Catch a Little Rhyme**  
**By Eve Merriam**

*Once upon a time  
I caught a little rhyme*

*I set it on the floor  
but it ran right out the door*

*I chased it on my bicycle  
but it melted to an icicle*

Title: \_\_\_\_\_  
by \_\_\_\_\_

Stanzas 1, 2, and 3


**Math ~ Tuesday**  
**10.6a Fractions and Money**

**Materials needed:** Textbook, Workbook

Turn to page 106 of your Textbook.

- How many cents are in a dime? \_\_\_\_\_
- How many dimes make a dollar? \_\_\_\_\_

Right, a dime is 10 cents, and 10 dimes make a dollar.

10 cents	10 cents	10 cents	10 cents	10 cents
10 cents	10 cents	10 cents	10 cents	10 cents

Now, what fraction of a dollar is a dime? \_\_\_\_\_

If there are 10 dimes in 1 dollar, then 1 dime is 1 part of 10:  $1/10$ . You can see this demonstrated above.

10 cents	10 cents	10 cents	10 cents	10 cents
10 cents	10 cents	10 cents	10 cents	10 cents

**10 dimes = \$1.00**

**1 dime = \$0.10**

**1 dime =  $1/10$  of a dollar**

Based on this information, shade a second square that represents 1 dime. How many squares, or dimes, are shaded? \_\_\_\_\_

What fraction of a dollar is shaded? \_\_\_\_\_

That's right,  $2/10$  of a dollar are now shaded.

How many pennies equal one dollar? There are 100 pennies in one dollar.

**100 pennies = \$1.00**

**1 penny = \$0.01**

**1 penny =  $1/100$  of a dollar**

How many quarters equal one dollar? Point to each quarter on page 106 and count.

**4 quarters = \$1.00**

**1 quarter = \$0.25**

**1 quarter =  $1/4$  of a dollar**

Let's try some together.

What are the fractions and the amount of money of the following:

- 50 pennies = \$\_\_\_\_\_
- 50 pennies = \_\_\_\_\_ of a dollar (hint: this is asking for a fraction and make sure to simplify)
  
- 80 pennies = \$\_\_\_\_\_
- 80 pennies = \_\_\_\_\_ of a dollar (hint: this is asking for a fraction and make sure to simplify)
  
- 100 pennies = \$\_\_\_\_\_
- 100 pennies = \_\_\_\_\_ of a dollar (hint: this is asking for a fraction and make sure to simplify)

### **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 last week.

You are encouraged to review phonograms.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Treble Staff Practice

**Accidentals** are notes that have been altered in pitch (usually a half step up or down) and are identified by a sharp (#) or flat (♭) sign. The accidentals are also known as the black keys on a piano keyboard: [♯♯♯♯|♭♭♭].

When labeling notes on the treble staff, we use CAPITAL letters, and when labeling accidental notes (notes with a sharp or flat sign), we place the sharp/flat sign after the letter, like this: B♭.

I have provided a Treble Staff Review diagram to help you, but try not to use it for every note. See if you can remember the line and space notes on your own.



**Part One:** Label all the notes in the musical excerpt below by writing the correct note name under each note. Remember to use CAPITAL letters as well as the proper sign for B-flat, and e-flat, written like this: B♭ and E♭. All B's and E's are flat. The flat sign (♭) kind of looks like a lower case "b". Remember to write neatly and beautifully.

### Excerpt from "The Nutcracker" by Peter Tchaikovsky Overture

Ex: Bb Eb D

**Part Two:** Write in the correct note on the treble staff above the note names provided below. To make it easy, just draw the note and don't worry about the direction of the note stems (sticks).

B F A C G B E

## 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!

<b>Tuesday, 4/14/20</b>	<p><b><u>To Do:</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> I spent ___ minutes on the daily activities.</li><li><input type="checkbox"/> I read all directions before I asked for more help.</li><li><input type="checkbox"/> I wrote all of my answers in complete, cursive sentences.</li><li><input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.</li><li><input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.</li><li><input type="checkbox"/> I read for at least 20 minutes today and wrote it in my log for Friday.</li><li><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.</li></ul>
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**Wednesday, April 15, 2020**

<b>Wednesday , 4/15/20</b>	<b>To Do:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Literature: Read Chapter 13: <i>Unfortunate Conclusions, The Phantom Tollbooth</i> <b>(P)</b> and complete the comprehension questions <b>(I)</b></li><li><input type="checkbox"/> Read 20 minutes of a personal book and log it <b>(I)</b></li><li><input type="checkbox"/> Poetry ~ Copy stanzas 4, 5, and 6 in your best handwriting and practice reciting from memory <b>(P)</b></li><li><input type="checkbox"/> Science ~ Look at the picture and answer questions. Write definitions in your science notebook. <b>(P)</b></li><li><input type="checkbox"/> Math ~ Textbook p.108. #1-2 (guided work), Workbook p.117 a-c (Independent practice) <b>(P &amp; I)</b></li><li><input type="checkbox"/> Latin ~ Complete worksheet <b>(I)</b></li><li><input type="checkbox"/> Spalding ~ Write Wednesday's spelling words with syllabication and markings. You are encouraged to review phonogram cards. <b>(P)</b></li><li><input type="checkbox"/> <b>(P)</b></li></ul>
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**\*\*\* For all written responses, please write neatly in cursive. \*\*\***

**Literature ~ Wednesday**

**Directions:**

1. Read Chapter 13: *Unfortunate Conclusions, The Phantom Tollbooth* **(P)**
2. Using evidence from the text, explain how Canby got his name. **(I)**

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3. **Antonym Review:** Identify the antonyms of the following words: **(I)**

same: \_\_\_\_\_

straight: \_\_\_\_\_

below: \_\_\_\_\_

afraid: \_\_\_\_\_

victory: \_\_\_\_\_

**Poetry ~ Wednesday**

**“Catch a Little Rhyme” by Eve Merriam ~ Stanzas 4, 5, and 6**

*Directions: Please read the poem aloud. Then copy stanzas 4, 5, and 6 in your best cursive handwriting. Make sure to include the title and poet.*

*I scooped it up in my hat  
but it turned into a cat*

*I caught it by the tail  
but it stretched into a whale*

*I followed it in a boat  
but it changed into a goat*

Title: \_\_\_\_\_  
by \_\_\_\_\_

Stanzas 4, 5, and 6


**Math ~ Wednesday**  
**10.6b Practice D**

**Materials needed:**

Textbook, Math Notebook, (optional) pennies/nickels/dimes/quarters each equaling \$1

Welcome back to Math! Let's talk more about money and fractions.

Yesterday you learned how money can be represented in different ways including fractions.

Take out your Math Notebook (black) and write down the following. Whatever you write here, you may use during your assessment.

You may use your coins to show each of these as you write it in your notebook

**100 pennies = \$\_\_\_\_\_**

**1 penny = \$\_\_\_\_\_**

**1 penny = \_\_\_\_\_ of a dollar**

**20 nickels = \$\_\_\_\_\_**

**1 nickel = \$\_\_\_\_\_**

**1 nickel = \_\_\_\_\_ of a dollar**

**10 dimes = \$\_\_\_\_\_**

**1 dime = \$\_\_\_\_\_**

**1 dime = \_\_\_\_\_ of a dollar**

**4 quarters = \$\_\_\_\_\_**

**1 quarter = \$\_\_\_\_\_**

**1 quarter = \_\_\_\_\_ of a dollar**

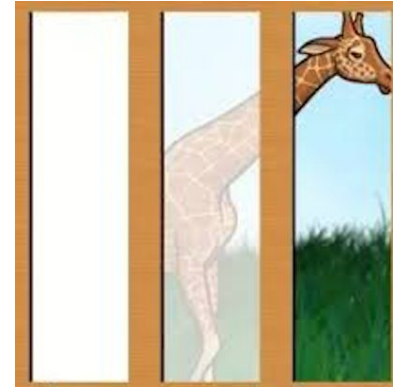
What do you notice? Can you discover any patterns? Discuss this with an adult.

Now, let's dive into your Textbook p. 108. Complete #1-2 with an adult.

Great job! Try it on your own. Go to your Workbook p.117 and work on a-c independently.

## Science ~ Wednesday

**Directions:** Use the picture to help you answer the questions below.



1. What do you notice about the first column?

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2. What do you notice about the second column?

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3. What do you notice about the third column?

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4. What happens to the picture as you look left to right?

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Next, go to a new page in your science journal and title it **Light**. Write these definitions on the page:

- Opaque: not able to be seen through
- Translucent: allowing light, but not detailed shapes to pass through
- Transparent: allowing light to pass through so that objects can clearly be seen

Refer back to the picture of the giraffe at the top to fill in the blanks using the correct vocabulary.

**Transparent**

**Opaque**

**Translucent**

5. The first column is \_\_\_\_\_
6. The second column is \_\_\_\_\_
7. The third column is \_\_\_\_\_

## LATINE LOQVOR: In the Kitchen

*Part 1 Instructions: In this lesson, we will learn more names of some foods, and learn how to say if we like them or do not like them. Read through each scene aloud, and pay attention to the pictures.*

### Lectio II

*Quid te placet?*



1. *Ecce malum.*



2. *“Malum me placet.”*



1. "Malum *te* placet?"



2. "Sic, malum *me* placet."



3. "Ariena *te* placet?"



4. "Minime! Non *me* placet."



5. "Crustulum *te* placet?"



6. "Sic! *Me* placet"

## Lexicon

*Part 2 Instructions: Make vocabulary flash cards for these new Latin words. Using index cards, write the Latin word on the front, and the English definition on the back. Use these cards to study the words with a parent or someone else in your house to prepare for the assessment. If you do not have index cards have your parent or someone else who lives with you read the words to you from the list.*

*Malum (Ma-loom): Apple*

*Ariena (Ah-ree-eh-na): Banana*

*Crustum (Kroo-stoo-loom): Cookie*

*Sic (Seek): Yes\**

*Minime (Mee-nee-me): No\**

*Te placet? (Tay—pla-ket): Do you like?*

\*nota bene: Latin has no word that directly translates to ‘yes’ or ‘no,’ but the Romans used ‘sic’ and ‘minime’ similarly to how we use ‘yes’ and ‘no’ in English.

## 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,  
4/15/20**

**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 and wrote it in my log for Friday.
- I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.

Thursday, April 16, 2020

<p><b>Thursday, 4/16/20</b></p>	<p><b><u>To Do:</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Literature ~ Read Chapter 14 <i>The Dodecahedron, The Phantom Tollbooth</i> (P) and complete the comprehension question (I)</li><li><input type="checkbox"/> Science ~ Complete reading and fill out table (P)</li><li><input type="checkbox"/> Read 20 minutes of a personal book and log it on Friday Assessment (I)</li><li><input type="checkbox"/> Poetry ~ Copy stanzas 7 and 8 in your best handwriting and practice reciting from memory (P)</li><li><input type="checkbox"/> Spalding ~ Practice spelling test. You are encouraged to review phonograms. (P)</li><li><input type="checkbox"/> Math ~ Textbook p. 108 #3-4 (guided work), Workbook p. p.117 d-f</li><li><input type="checkbox"/> PE - Complete written task (P)</li><li><input type="checkbox"/> Art ~ Complete worksheet (P)</li></ul>
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**\*\*\* For all written responses, please write neatly in cursive. \*\*\***

**Literature ~ Thursday**

**Directions:**

1. Read Chapter 14: *The Dodecahedron, The Phantom Tollbooth* (P)
2. Using **details from the text**, illustrate the mines of Digitopolis. Be sure to include the Mathmagician. (I)

## Science ~ Thursday

Materials like air, water, and clear glass are called transparent. When light encounters transparent materials, almost all of it passes directly through them. Glass, for example, is transparent to all visible light. The color of a transparent object depends on the color of light it transmits. If green light passes through a transparent object, the emerging light is green; similarly if red light passes through a transparent object, the emerging light is red.

Materials like frosted glass and some plastics are called translucent. When light strikes translucent materials, only some of the light passes through them. The light does not pass directly through the materials. It changes direction many times and is scattered as it passes through. Therefore, we cannot see clearly through them; objects on the other side of a translucent object appear fuzzy and unclear. Because translucent objects are semi-transparent, some ultraviolet rays can go through them. This is why a person behind a translucent object can get a sunburn on a sunny day.

Most materials are opaque. When light strikes an opaque object none of it passes through. Most of the light is either reflected by the object or absorbed and converted to heat. Materials such as wood, stone, and metals are opaque to visible light.

\*Credit: Web Solutions

**Directions:** Draw this table in your science notebook. Fill in at least 3 objects in each column using objects you find around your house. Hint: Hold a flashlight up to the objects to help you.

Opaque	Translucent	Transparent

**Poetry ~ Thursday**

**“Catch a Little Rhyme” by Eve Merriam ~ Stanzas 7 and 8**

**Directions:** Please read the poem aloud. Then copy stanzas 7 and 8 in your best cursive handwriting. Make sure to include the title and poet.

*When I fed it tin and paper  
it became a tall skyscraper*

*Then it grew into a kite  
and flew far out of sight.*

Title: \_\_\_\_\_

by \_\_\_\_\_

Stanzas 7 and 8


**Math – Thursday**  
**10.6b Practice D**

**Materials needed:**

Textbook, Math Notebook, (optional) pennies/nickels/dimes/quarters each equaling \$1

Yesterday, you gave me the value of each coin and what it looks like in a fraction. Today I will give you a list of fractions and I want you to draw the coins that represent that fraction. You may use your notes from yesterday's lesson.

In your notebook, you will write the following fractions (give yourself plenty of space) and I want you to trace and draw the coin that represents that fraction. Then, you will give me the amount those coins equal in cents or in "\$0.00". Make sure to put the name or value inside each coin. For example:

**Ex)  $4/20 =$**    **$= \$0.20$**

This is true because we know that a nickel is represented by  $1/20$  because it takes 20 nickels to make a whole dollar. The fraction above says  $4/20$ . That means it is asking me to draw 4 nickels. If I add 4 nickels, it equals \$0.20.

Now you try! Write the following fractions in your notebook and draw the coins that represent the fraction. You can draw a circle and write the value inside the circle to indicate the coin. Parents please supervise if possible. (answers in parent packet)

- 1)  $3/10$
- 2)  $5/20$
- 3)  $1/25$

Let's move on to your Textbook. Finish p. 108 #3-4 with an adult.

Great, now you're ready to work independently. Open your Workbook to p.117 and work on d-f on your own.

**Spalding: PRACTICE Spelling Test - Thursday 4/16**  
**Parents will read the words to you.**

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

**Physical Education ~ Thursday**

This week in PE, choose one of the following challenges to complete:

**Challenge 1:** Walk/Run a combined total of eight miles.

**Goal:** To complete the eight miles over the course of five days. To improve/maintain cardiovascular endurance.

**Materials:** designated walk/run path; comfortable shoes

**Specific Task:** Complete a total of eight miles distance in a walk/run format. Control your pace to burn maximum calories. The walk/run time and distance for each day is up to you. If possible, involve your family in accomplishing your goal. For example, Day 1 (Monday) 30 minutes time with a distance of 1.5 miles, Day 2 (Tuesday) 45 minutes with a distance of 2 miles. Continue throughout the week until you reach the 8-mile goal.

**Challenge 2:** Pushup maximum.

**Goal:** Complete as many correct pushups as you can in a five-day period. Remember, your body should form a straight line from start to finish.

**Materials:** enough space to perform exercise.

**Specific Task:** Starting on Monday, throughout the day perform correct pushups. Record the total number completed at 5:00 pm on Friday. If possible, turn this into a family competition. For example, in my house Allison and I compete weekly. We stop every hour and perform as many as we can,

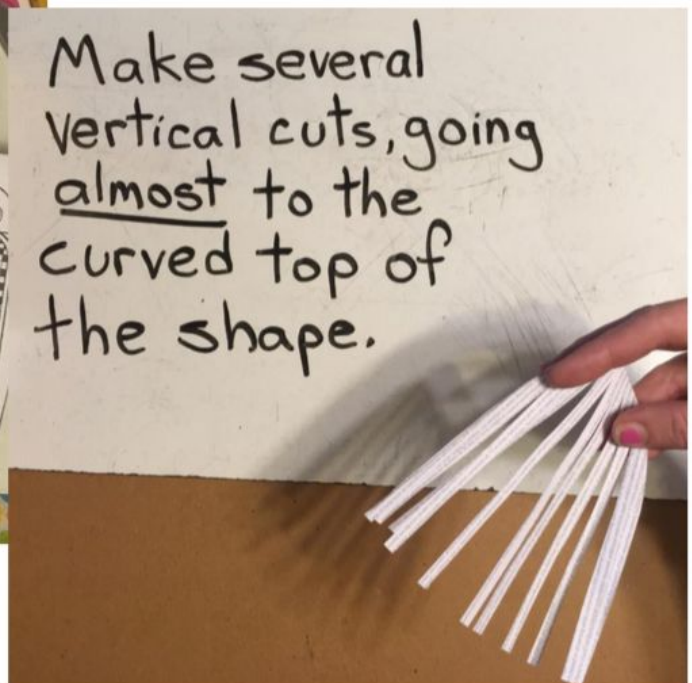
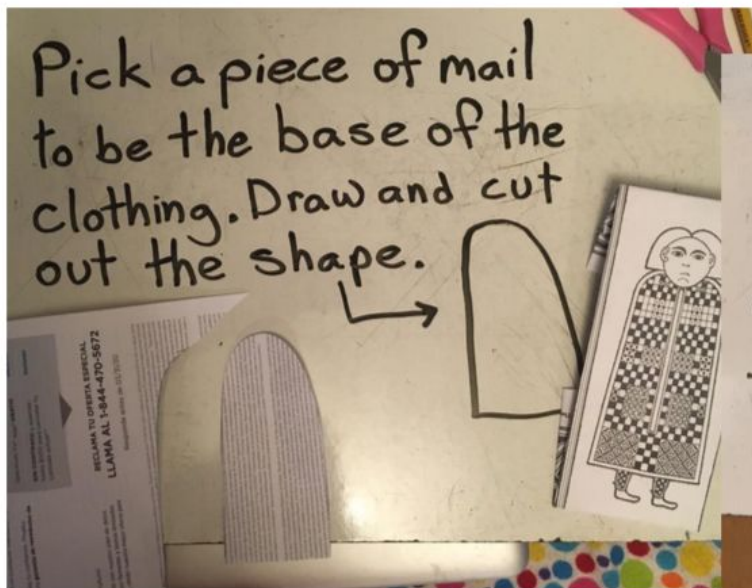
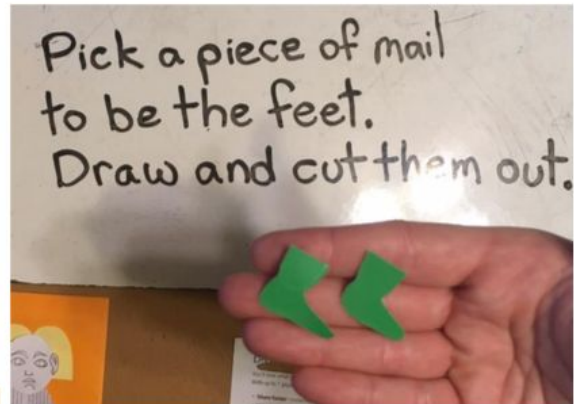
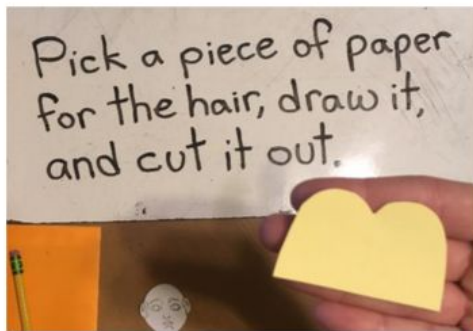
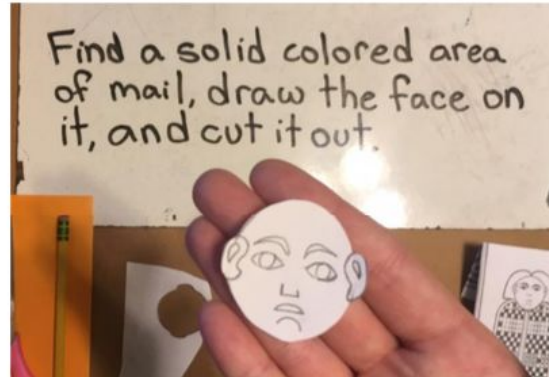
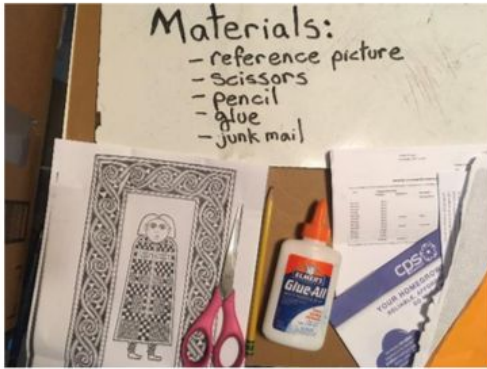
record the number on a sheet, and wait for the next hour. My best week is 652 pushups. Let me know if you beat coaches' number.

Coaches note: Remember to remain active, this will help keep you healthy while lowering your risk factors to getting sick. These challenges will help in breaking up the monotony of looking at four walls. Also, being physically active will stimulate your mental faculties. I miss all of you and hope to see you soon. Feel free to email me at either [Stephen.france@greatheartswesternhills.org](mailto:Stephen.france@greatheartswesternhills.org) or [sfrance04@gmail.com](mailto:sfrance04@gmail.com) with any questions or suggestions.

## Art ~ Thursday

### Remote Learning Assignment 4: Medieval Mail Man

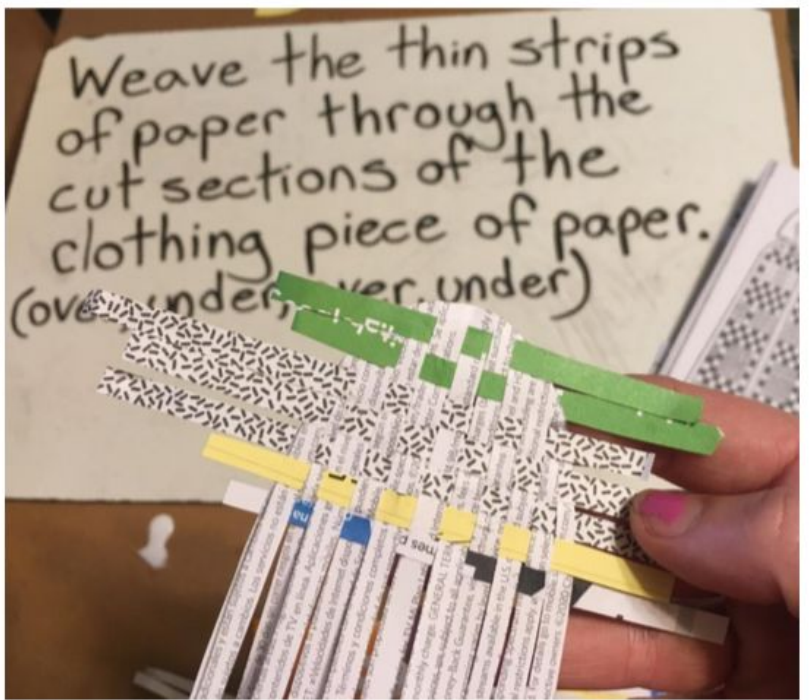
Last week, we studied some pictures of art from the Middle Ages, one of which was the Man symbol from *The Book of Durrow*. This week, I am going to show you an example of how you can make it out of junk mail, in case you have limited access to art supplies.



Cut several thin strips from paper with different fonts, colors, and patterns.



Weave the thin strips of paper through the cut sections of the clothing piece of paper. (over, under, over, under)



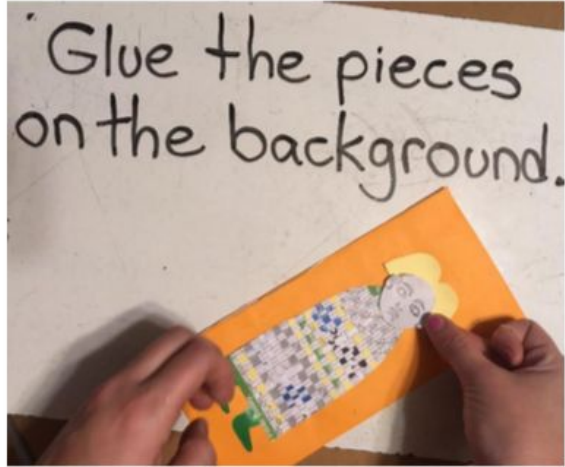
Secure each strip with a few dots of glue.



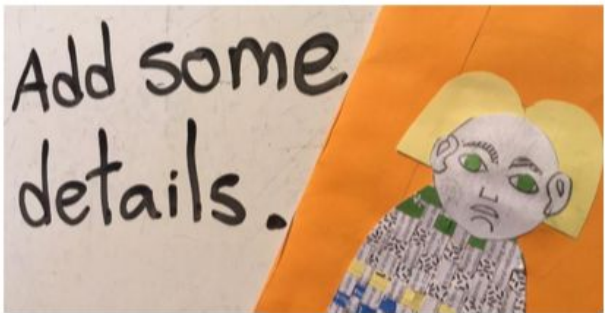
Trim off the edges.



Glue the pieces on the background.



Add some details.



## 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,  
4/16/20**

**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 and wrote it in my log for Friday.
- I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.

## Parent Answer Key and Instructions

Tuesday, April 14, 2020

<b>Tuesday, 4/14/20</b>	<b><u>To Do:</u></b> <ul style="list-style-type: none"><li><input type="checkbox"/> Literature ~ <b>Read aloud to child</b> Chapter 12 <i>The Phantom Tollbooth</i> and ensure they complete activity.</li><li><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. Fill in the correct vocabulary words.</li><li><input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log</li><li><input type="checkbox"/> Poetry ~ Ensure that the student is copying stanzas 1, 2, and 3 of the poem in their best handwriting. Practice memorization with student.</li><li><input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)</li><li><input type="checkbox"/> Latin - Go over answers with student</li><li><input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes</li></ul>
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### Literature

**Directions:** Read Chapter 12: *The Silent Valley*, *The Phantom Tollbooth*. **(P)** Ensure students respond to the following question. **(I)** “The people of the Sound Valley did not appreciate the sounds around them. If you could save one sound, what would it be and why?”. Verify that your child's response is based on rationale.

### History

**Directions:** Students will complete the chart comparing the Ice Age to the New World. Ensure that your child has included facts from the texts. **(I)**

## Poetry ~ Tuesday

### ***Catch a Little Rhyme*** **By Eve Merriam**

*Once upon a time  
I caught a little rhyme*

*I set it on the floor  
but it ran right out the door*

*I chased it on my bicycle  
but it melted to an icicle*

*I scooped it up in my hat  
but it turned into a cat*

*I caught it by the tail  
but it stretched into a whale*

*I followed it in a boat  
but it changed into a goat*

*When I fed it tin and paper  
it became a tall skyscraper*

*Then it grew into a kite  
and flew far out of sight...*

Materials needed: lined paper (in student packet), pencil, copy of "Catch a Little Rhyme" by Eve Merriam.

The Student will:

- Read the poem aloud.
- Copy stanzas 1, 2, and 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 – Tuesday**  
**10.6a Fractions and Money**

Objective	Worksheet	Answers								
1. Understand and write money in terms of fractions. 2. Understand and write money from fractions to decimals	Guided practice: TB p. 106-107 (1,3,4,6,8)  Independent practice: TB p. 106-107 (2,5,7)	<ul style="list-style-type: none"> <li>○ 50 pennies = \$0.50</li> <li>○ 50 pennies = <math>50/100 = 1/2</math> of a dollar</li> <li>○ 80 pennies = \$0.80</li> <li>○ 80 pennies = <math>80/100 = 8/10 = 4/5</math> of a dollar</li> <li>○ 100 pennies = \$1.00</li> <li>○ 100 pennies = <math>100/100 = 1</math> dollar</li> </ul> Textbook p. 106-107 <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. \$0.25</td> <td style="width: 50%;">5. 7</td> </tr> <tr> <td>2. \$0.50</td> <td>6. <math>50/100 = 1/2</math></td> </tr> <tr> <td>3. \$0.75</td> <td>7. <math>50/100 = 1/2</math></td> </tr> <tr> <td>4. <math>25/100 = 1/4</math></td> <td>8. <math>25/100 = 1/4</math></td> </tr> </table>	1. \$0.25	5. 7	2. \$0.50	6. $50/100 = 1/2$	3. \$0.75	7. $50/100 = 1/2$	4. $25/100 = 1/4$	8. $25/100 = 1/4$
1. \$0.25	5. 7									
2. \$0.50	6. $50/100 = 1/2$									
3. \$0.75	7. $50/100 = 1/2$									
4. $25/100 = 1/4$	8. $25/100 = 1/4$									

**Spalding - Tuesday**

Materials needed: 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:

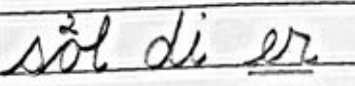
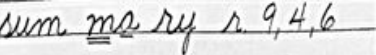
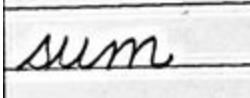
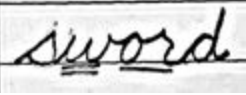
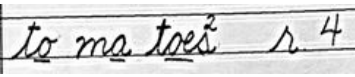
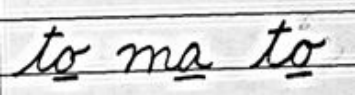
- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

The Parent will:

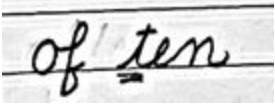
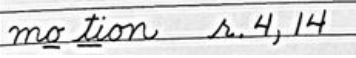
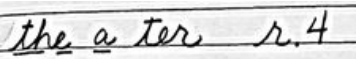
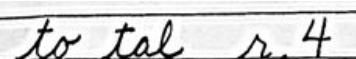
- Refer to instruction tips below.

The Student will:

- Continue in Section R (where they left off in their notebook). Write the word in syllables while saying it aloud. Begin Section S before you dictate the word *often*.
- Mark the word from the beginning for analysis as shown in the photo below.
  
- Student is encouraged to review phonograms, if time permits.

Word	Example Sentence	Notes
	<p><i>He was a brave soldier.</i></p>	<p>This word comes from the derivation of 'solid.' <b>P:</b> After child says the syllables, say, "the second syllable di says j" (the British pronunciation is 3 syllables)</p>
	<p><i>The student composed a summary of the chapter.</i></p>	<p>Base word: sum. Ending: ary. One-one-one rule. <b>P:</b> Say, "Write sum an double /m/ because sum is a 1-1-1 word and the ending starts with a vowel." <b>R. 9-</b> 1-1-1 rule. Words of one syllable, with one vowel, ending in one consonant (sum) need another final consonant before adding an ending that begins with a vowel. <b>R. 4-</b> a,e,i,o,u say their name at the end of a syllable. <b>R. 6-</b> y not i is used at the end of English words.</p>
	<p><i>The sum of 5 and 5 is 10.</i></p>	<p>Base word: sum.</p>
	<p><i>The pen is mightier than the sword.</i></p>	<p>For spelling, say s w <u>o</u> r d. <b>Swear</b> by the <b>sword</b>. -Knight</p>
	<p><i>Tomatoes can be eaten raw or cooked.</i></p>	<p>Base word: tomato. Ending: "z." <b>P:</b> Say, "Write tomato and add es because the base word ends with O and I want to make it plural. <b>R. 4-</b> a,e,i,o,u say their name at the end of a syllable.</p>
	<p><i>The child's face was as red as a tomato.</i></p>	<p>Base word: tomato. <b>R. 4-</b> a,e,i,o,u say their name at the end of a syllable.</p>

**BEGIN SECTION S IN SPALDING NOTEBOOK. Title a new column S. Then, continue dictation.**

	<p>We go to the park often.</p>	<p>Do not pronounce /t/ for reading. Compare to soft à soften</p>
	<p>The roller coaster gave her motion sickness.</p>	<p><b>P:</b> After child says the syllables, say, “In the last syllable, use <i>sh</i> tall.” <b>R. 4-</b> a,e,i,o,u say their name at the end of a syllable. <b>R. 14-</b> ti, si, ci are used to say /sh/.</p>
	<p>The grand opening of the new movie theater is today!</p>	<p><b>R. 4-</b> a,e,i,o,u say their name at the end of a syllable.</p>
	<p>What is the total score?</p>	<p><b>R. 4-</b> a,e,i,o,u say their name at the end of a syllable.</p>

sol di er  
 sum ma ry r. 9, 4, 6  
 sum  
 sword  
 to ma toes r. 4  
 to ma to  
 of ten  
 mo tion r. 4, 14  
 the a ter r. 4  
 to tal r. 4

## Parent Answer Key and Instructions

Wednesday, April 15, 2020

<b>Wednesday, 4/15/20</b>	<b>To Do:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Literature ~ <b>Read aloud to child</b> Chapter 13 <i>The Phantom Tollbooth</i> and ensure they complete the comprehension questions</li><li><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 the science notebook. Fill in the correct vocabulary words.</li><li><input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log</li><li><input type="checkbox"/> Poetry ~ Ensure that the student is copying stanzas 4, 5, and 6 of the poem in their best handwriting. Practice memorization with student.</li><li><input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)</li><li><input type="checkbox"/> Latin - Go over answers with student</li><li><input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes</li></ul>
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**\*\*\* For all written responses, please write neatly in cursive. \*\*\***

### Literature - Wednesday

#### Directions:

1. Read Chapter 13: *Unfortunate Conclusions* with your child. **(P)**
2. Using evidence from the text, explain how Canby got his name. Canby is confused by his identity. He explains himself using opposites. For example, he is fast AND slow. **(I)**
3. **Antonym Review:** Identify the antonyms of the following words. Accept similar responses. **(I)**

same: different  
below: above  
victory: loss  
straight:bent  
afraid: brave

### Science - Wednesday

1. As you go left to right, more light is let in and you can see the picture more clearly.
2. The first column is **opaque**
3. The second column is **translucent**
4. The third column is **transparent**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Treble Staff Practice

Accidentals are notes that have been altered in pitch (usually a half step up or down) and are identified by a sharp (#) or flat (b) sign. The accidentals are also known as the black keys on a piano keyboard: [♯♯♯♯♯♯].

When labeling notes on the treble staff, we use CAPITAL letters, and when labeling accidental notes (notes with a sharp or flat sign), we place the sharp/flat sign after the letter, like this: F#.

I have provided a Treble Staff Review diagram to help you, but try not to use it for every note. See if you can remember the line and space notes on your own.



**Part One:** Label all the notes in the musical excerpt below by writing the correct note name under each note. Remember to use CAPITAL letters as well as the proper sign for F-sharp, F#. All F's in this excerpt are sharp. The sharp sign (#) looks like a hashtag sign. Remember to write neatly and beautifully.

Excerpt from "The Nutcracker" by Peter Tchaikovsky

### Overture

Ex: Bb Eb D C G F Bb Eb D C Bb D C

Bb Eb D C G F Bb G F Eb D C D Bb

**Part Two:** Write in the correct note on the treble staff above the note names provided below. To make it easy, just draw the note and don't worry about the direction of the note stems (sticks).

B F A C G B E

\*either note is correct

## Poetry ~ Wednesday

Materials needed: lined paper (in student packet), pencil, copy of “Catch a Little Rhyme” by Eve Merriam.

The Student will:

- Read the poem aloud.
- Copy stanzas 4, 5 and 6, 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 10.6b Practice D

Objective	Worksheet	Answers												
1. Practice writing money in fractions and decimals.	Guided practice: TB p. 108 (1-2) Independent practice: WB p.117 a-c	<table> <tr> <td>100 pennies = \$1.00</td> <td>10 dimes = \$1.00</td> </tr> <tr> <td>1 penny = \$0.01</td> <td>1 dime = \$0.10</td> </tr> <tr> <td>1 penny = 1/100 of a dollar</td> <td>1 dime = 1/10 of a dollar</td> </tr> <tr> <td>20 nickels = \$1.00</td> <td>4 quarters = \$1.00</td> </tr> <tr> <td>1 nickel = \$0.05</td> <td>1 quarter = \$0.25</td> </tr> <tr> <td>1 nickel = 1/20 of a dollar</td> <td>1 quarter = 1/4 of a dollar</td> </tr> </table> <p>Some acceptable answers to what they may notice:</p> <ul style="list-style-type: none"> <li>• The numerator is one of the of the pennies, nickels, dimes or quarters,</li> <li>• The denominator matches the number of each coin it takes to make a dollar</li> </ul> <p>TB p. 108</p> <p>1. (a) 24 coins (b) 1/6 (c) <math>12/24 = \frac{1}{2}</math> (d) <math>8/24 = \frac{1}{3}</math></p> <p>2. (a) 1/4 (b) 1/2 (c) 1/10 (d) 3/4 (e) 3/10 (f) 1</p>	100 pennies = \$1.00	10 dimes = \$1.00	1 penny = \$0.01	1 dime = \$0.10	1 penny = 1/100 of a dollar	1 dime = 1/10 of a dollar	20 nickels = \$1.00	4 quarters = \$1.00	1 nickel = \$0.05	1 quarter = \$0.25	1 nickel = 1/20 of a dollar	1 quarter = 1/4 of a dollar
100 pennies = \$1.00	10 dimes = \$1.00													
1 penny = \$0.01	1 dime = \$0.10													
1 penny = 1/100 of a dollar	1 dime = 1/10 of a dollar													
20 nickels = \$1.00	4 quarters = \$1.00													
1 nickel = \$0.05	1 quarter = \$0.25													
1 nickel = 1/20 of a dollar	1 quarter = 1/4 of a dollar													

## Spalding Dictation – Wednesday, April 15, 2020

**Materials needed:** Spalding Notebook, pencil, spelling word list for dictation

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 (in parentheses), if needed.

The Student will:

- Write the word in syllables while saying it aloud.
- Mark the word from the beginning for analysis as shown on the first sheet.

Students are encouraged to review phonograms.

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

Word	Example Sentence	Notes
<i>im prove<sub>2</sub> ment</i>	<i>Her improvement was noticeable.</i>	Base word: improve. Ending: ment. P: Ask, "Do we write the base word without an e? (No) Why not? (Because the ending does not begin with a vowel)."
<i>im prove<sub>2</sub></i>	<i>He took vitamins to improve his health.</i>	Base word: improve.
<i>cen tu ry r. 2,4,6</i>	<i>That happened a century ago.</i>	For spelling, say cent too ri. R. 2- c before e, i, or y says "s." 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.
<i>cent r. 2</i>	<i>I haven't a cent.</i>	R. 2- c before e, i, or y says "s."
<i>men tion r. 14</i>	<i>Did I mention I love you?</i>	P: After child says syllables, say, "Use sh tall." = most common. R. 14- ti, si, ci are used to say /sh/.
<i>ar rive r. 29</i>	<i>She will arrive tonight.</i>	R. 29- divide words between double consonants within a base word

<u>sup</u> <u>ply</u> r. 29, 5, 6	The supply is exhausted.	R. 29- divide words between double consonants within a base word. R. 5- i and y sometimes say "igh." R. 6- y not i is used at the end of English words.
<u>as</u> <u>sist</u> r. 29	Will you assist me?	R. 29- divide words between double consonants within a base word
<u>dif</u> <u>fer</u> <u>ence</u> <sub>3</sub> r. 29	There is little difference.	Base word: differ. Ending: ence. R. 29- divide words between double consonants within a base word.
<u>par</u> <u>tic</u> <u>u</u> <u>lar</u> r. 4	He has a particular interest in fiction.	Start with /ar/. End with /ar/. R. 4- a,e,i,o,u say their name at the end of a syllable.

im pro<sup>3</sup>ve<sub>2</sub> ment

im pro<sup>3</sup>ve<sub>2</sub> r. 4, 6

cen tu ry r. 2, 4, 6

cent r. 2

men tion r. 14

or rive r. 29

sup ply r. 29, 5, 6

as sist r. 29

dif fer ence<sub>3</sub> r. 29, 10

par tic u lar r. 4

## Parent Answer Key and Instructions

Thursday, April 16, 2020

<b>Thursday, 4/16/20</b>	<p><u>To Do:</u></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Literature ~ <b>Read aloud to child</b> Chapter 14 <i>The Phantom Tollbooth</i> <b>(P)</b> and ensure they complete activity. <b>(I)</b></li><li><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. Fill in the correct vocabulary words.</li><li><input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log</li><li><input type="checkbox"/> Poetry ~ Ensure that the student is copying stanzas 7 and 8 of the poem in their best handwriting. Practice memorization with student.</li><li><input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)</li><li><input type="checkbox"/> Latin - Go over answers with student</li><li><input type="checkbox"/> Spalding ~ Give practice test for all 20 words using the script below. Student is encouraged to review phonograms afterwards.</li></ul>
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### Literature

#### Directions:

1. Read aloud Chapter 14: *The Dodecahedron* to your child. **(P)**
2. Using details from the text, illustrate the mines of Digitopolis. Be sure to include the Mathmagician. Ensure they complete the illustration independently and include specific details from Chapter 14. **(I)**

### Poetry

Materials needed: lined paper (in student packet), pencil, copy of "Catch a Little Rhyme" by Eve Merriam.

The Student will:

- Read the poem aloud.
- Copy stanzas 7 and 8, 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 – Thursday**  
**10.6b Practice D**

Objective	Worksheet	Answers
Practice writing money in fractions and decimals.	Guided practice: TB p. 108 #3-4 Independent practice: WB p.117 d-f	Warm up: 1) 3 dimes, 30 cents 2) 5 nickels, 25 cents 3) 1 quarter, 25 cents  TB p. 108 3. $\$0.40 = 40/100 = 2/5$ (40/100 is ok)  4. (a) $1/7$ (b) $3/7$ (c) $3/7$  (d) $\$0.5 + \$0.30 + \$0.15 = \$0.70$ or $\$0.70$  (e) $70/100 = 7/10$

**Spalding - Thursday, April 16, 2020**  
**Spalding Practice Test**

**Materials needed:** Practice test sheet, 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). Student is encouraged to review phonograms afterwards.

**\*\*Complete for all 20 spelling words.\*\***

Word	Example Sentence	word
<b>1. soldier</b>	<i>He was a brave soldier.</i>	<b>soldier</b>
<b>2. summary</b>	<i>The student composed a summary of the chapter.</i>	<b>summary</b>
<b>3. sum</b>	<i>The sum of 5 and 5 is 10.</i>	<b>sum</b>

<b>4. sword</b>	<i>The pen is mightier than the sword.</i>	<b>sword</b>
<b>5. tomatoes</b>	<i>Tomatoes can be eaten raw or cooked.</i>	<b>tomatoes</b>
<b>6. tomato</b>	<i>The child's face was as red as a tomato.</i>	<b>tomato</b>
<b>7. often</b>	<i>We often go to the park.</i>	<b>often</b>
<b>8. motion</b>	<i>The roller coaster gave her motion sickness.</i>	<b>motion</b>
<b>9. theater</b>	<i>The grand opening of the new movie theater is today!</i>	<b>theater</b>
<b>10. total</b>	<i>What is the total score?</i>	<b>total</b>
<b>11. improvement</b>	<i>Her improvement was noticeable.</i>	<b>improvement</b>
<b>12. improve</b>	<i>He took vitamins to improve his health</i>	<b>improve</b>
<b>13. century</b>	<i>That happened a century ago.</i>	<b>century</b>
<b>14. cent</b>	<i>I haven't a cent.</i>	<b>cent</b>
<b>15. mention</b>	<i>Did I mention I love you?</i>	<b>mention</b>
<b>16. arrive</b>	<i>She will arrive tonight.</i>	<b>arrive</b>
<b>17. supply</b>	<i>The supply is exhausted.</i>	<b>supply</b>
<b>18. assist</b>	<i>Will you assist me?</i>	<b>assist</b>
<b>19. difference</b>	<i>There is little difference.</i>	<b>difference</b>
<b>20. particular</b>	<i>He has a particular interest in fiction.</i>	<b>particular</b>

soldier	improvement
summary	improve
sum	century
sword	cent
tomatoes	mention
tomato	arrive
often	supply
motion	assist
theater	difference
total	particular



# 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:

Tuesday, April 14th, 2020

Wednesday, April 15th, 2020

Thursday, April 16th, 2020

Friday, April 17th, 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 April 14 - 17, 2020

<b>Friday,</b>  <b>4/17/20</b>	<b>To Do:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read 20 minutes of a personal book and log it <b>(I)</b></li> <li><input type="checkbox"/> Literature ~ Complete Comprehension questions and teacher note <b>(I)</b></li> <li><input type="checkbox"/> History ~ Answer question <b>(I)</b></li> <li><input type="checkbox"/> Science ~ Answer questions <b>(I)</b></li> <li><input type="checkbox"/> Poetry ~ Recite entire poem "Catch a Little Rhyme" by Eve Merriam standing up straight, hands by your side <b>(P)</b></li> <li><input type="checkbox"/> Math ~ Independent Assessment <b>(I)</b></li> <li><input type="checkbox"/> Spalding ~ Spelling Test <b>(P)</b></li> <li><input type="checkbox"/> Latin - Answer questions <b>(I)</b></li> </ul>
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**\*\*\* For all written responses, please write neatly in cursive. \*\*\***

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

**DUE: Saturday, April 18 at 8PM**

**Reading Log Week of April 14 - April 17, 2020**

<b>Day</b>	<b>Date</b>	<b>Book Title</b>	<b>Total Minutes</b>	<b>Parent Initials</b>
Tues.	4/14			
Weds.	4/15			
Thurs.	4/16			
Fri.	4/17			

**Literature**

**Chapters 12-14 Directions:** Using complete sentences, please respond to the following comprehension questions. You will need to use the book to provide specific details from the text. **(I)**

**Chapter 12: *The Silent Valley***

1. Explain how the Valley of Sound became a Silent Valley. Be sure to use sequencing words such as **first, next, then, and last.**

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### Chapter 13: *Unfortunate Conclusions*

- Milo arrives at the Island of Conclusions because he “decided something without having a good reason”. He later realized he's “going to have a very good reason before jumping to Conclusions because you lose too much time” doing so.

**Directions:** Describe a time when you “jumped to Conclusions” and why. What happened as a result of you jumping to conclusions.

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### Chapter 14: *The Dodecahedron Leads the Way*

- The Dodecahedron said, “As long as the answer is right, who cares if the question is wrong?” When it comes to learning, which of the two do you think is more important; questions or answers? Why?

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4. Write a note to your teacher describing what you have enjoyed about the book so far. Be sure to include what you think will happen in the next few chapters. We can't wait to read your notes!

Dear \_\_\_\_\_,

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## History

**Directions:** In the section titled **A New World to Live in**, how did the changing climate affect the early settlers? (1)

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## Science

1. Describe what it means for something to be opaque.

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2. Explain the difference between translucent and transparent.

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## Poetry – Friday, April 17, 2020

### The Student will:

- Practice memorization of entire poem
- Practice poetry position (stand up straight, hands by your side).
- Recite poem from memory.

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

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Points

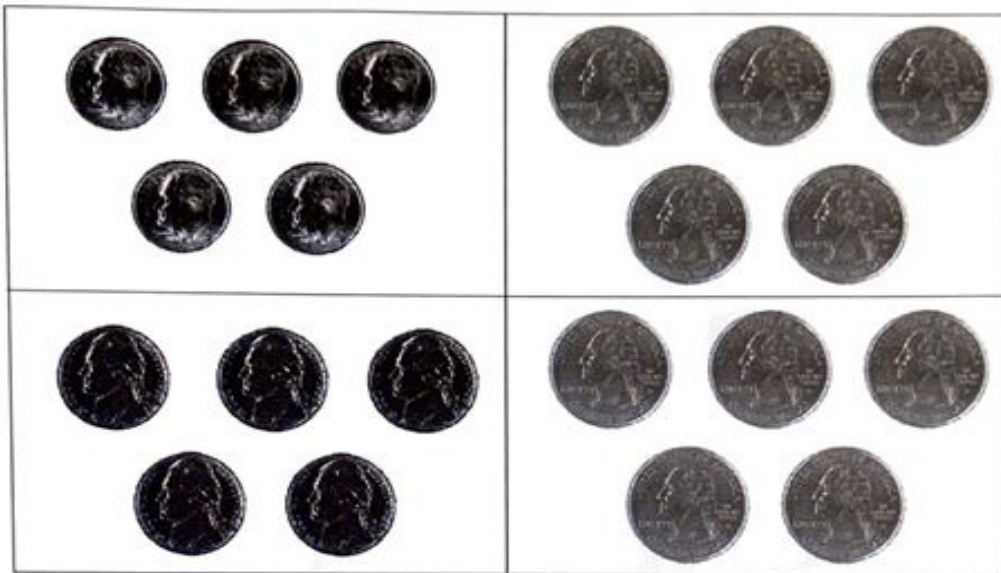
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**Test  
A**

**Unit 10: Fractions**

**Chapter 6: Fractions and Money**

1.



(a) How many coins are there? \_\_\_\_\_

(b) What fraction of the coins are quarters? \_\_\_\_\_

2. What fraction of a dollar is 1 nickel? \_\_\_\_\_

3. What is  $\frac{15}{100}$  of a dollar? \$\_\_\_\_\_

4. What fraction of a dollar is \$0.80? \_\_\_\_\_

5. 6 dimes are  $\frac{\square}{\square}$  of a dollar.

6. (a) How much do a quarter, a nickel and a penny make?

\$ \_\_\_\_\_

- (b) What fraction of a dollar is that?

\_\_\_\_\_

7. Tanya has 4 nickels, 11 pennies and 3 quarters.

- (a) What fraction of her coins are pennies?

\_\_\_\_\_ of her coins are pennies.

- (b) What fraction of a dollar are the 3 quarters?

The 3 quarters are \_\_\_\_\_ of a dollar.

## Spalding Spelling Test

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 20 spelling words. Use the same spelling word list from Thursday.\*\***

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

**Latin- Thursday**  
**Lectio II Assessment**

Nomen:

\_\_\_\_\_

**Instructions: Think about all of the foods we have learned in the past two lessons. Which ones do you like? Which ones do you not like? Keeping this in mind, please answer these questions in Latin. Review your vocab cards to help you.**

**Ex: *Malum te placet?***

**Sic, malum me placet. Or Minime, malum non me placet.**

1. Carota te placet? \_\_\_\_\_
2. Caro te placet? \_\_\_\_\_
3. Crustulum te placet? \_\_\_\_\_