



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

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

Online materials:

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

Earliest Americans - (Free Student Reader Download)

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

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

Kindest Regards,

The Third Grade Team

P.S. We miss our scholars

Table of Contents

- I. **Student Packet (printing is optional, can be viewed online and work can be completed on notebook paper)**
 - A. *Monday Work (pgs 3-10)*
 - B. *Tuesday Work (pgs 11-18)*
 - C. *Wednesday Work (pgs 19-31)*
 - D. *Thursday Work (Under Part 4: Thursday Assessment Packet)*
 - E. *Friday No School - April Break*

- II. **Parent Packet (printing is optional, can be viewed online)**
 - A. *Monday Answer Keys (pgs 32-37)*
 - B. *Tuesday Answer Keys (pgs 38-43)*
 - C. *Wednesday Answer Keys (pgs 44-46)*
 - D. *Thursday Answer Keys (pgs 54-55)*
 - E. *Friday No School - April Break*

- III. **Student Attendance Affidavit** *(Must be printed, signed and submitted with Assessments) (pg. 47)*

- IV. **Thursday Assessment Packet** *(Must be printed and is due no later than 8pm on Saturday) (pgs 48-53)*

Monday, April 20, 2020

<p>Monday, 4/20/20</p>	<p>To Do:</p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read Chapter 15: <i>This Way to Infinity, The Phantom Tollbooth</i> (P) and complete the activity (I).<input type="checkbox"/> History ~ Read <i>The Age of Exploration: The Lure of Spices</i> and complete the vocabulary activity (I)<input type="checkbox"/> Read 20 minutes of a personal book and log it on Friday Assessment (I)<input type="checkbox"/> Poetry ~ Copy the U.S. Constitution Preamble in your best handwriting and practice reciting from memory (P)<input type="checkbox"/> Spalding ~ Write Monday's spelling words with syllabication and markings. You are encouraged to review phonograms. (P)<input type="checkbox"/> Math ~ Textbook p.. 9-11 # 2-5,11 (guided work), Textbook p. 10-12 #7a-c,9,12,13a-d (P&I)<input type="checkbox"/> Art ~ Complete worksheet (P)
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*** For all written responses, please write neatly in cursive. ***

Literature - Monday

Directions:

Read Chapter 15: *This Way to Infinity, The Phantom Tollbooth*

Mathemagician Challenge! In Chapter 15, the Mathemagician said he can “make things disappear”. He gave the problem below and said the answer is “0” (pg. 188). Solve to figure out if his answer is correct. Did he make it “disappear”? Why or why not?

$$4 + 9 - 2 \times 16 + 1 / 3 \times 6 - 67 + 8 \times 2 - 3 + 26 - 1 / 34 + 3 / 7 + 2 - 5 =$$

History - Monday

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

THE AGE OF EXPLORATION: The Lure of Spices

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

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

As news spread about what he had found, people from all over Europe wanted to explore the world. Many European explorers were hoping to find gold and other precious metals.

You can probably understand why explorers were eager to find gold. Gold is a valuable metal even today. However, you may be surprised to learn that many explorers were also excited about finding spices.



Things that are scarce, or hard to find, tend to be expensive. That's why gold is expensive today. That's also why spices were expensive five hundred years ago. Back then, spices were scarce in Europe. They were hard to find. So they cost a lot. Some spices were almost worth their weight in gold.

Spices displayed in a spice market

Directions: In the article, the early explorers were lured by finding spices in the new world. However, these spices were *scarce*. Using the clues in the articles, complete the following to understand the meaning of the word *scarce*. (I)

Define the word scarce:

Use the word scarce in a complete sentence:

Math – Monday Meters and Centimeters

Materials: Meter stick (optional), Ruler (optional), measuring tape (optional)

This week we will be working on measurement of length. If you have any of the measurement tools listed above, explore with them and talk about what you see.

Watch this video and let's discuss further about Meters and Centimeters.

<https://www.youtube.com/watch?v=hvaG5G0r62M>

Copy the following into your Math composition notebook.

- A meter is represented with an m. Meter = m
- A centimeter is represented with a cm. Centimeter = cm
- Meters and centimeters are units of length.
- 1 m = 100 cm. This means there are 100 centimeters in 1 meter. This also means 1 cm is smaller than 1 meter.

Turn to your Textbook p. 9.

Let's review with #2. What would you use to measure the following: Meters or Centimeters

- a. The length of a playground _____
- b. The length of a crayon _____
- c. The length of a butterfly _____
- d. The length of a hallway _____

Let's continue with #3 and #4 together.

Remember that 1 m = 100cm. For the following problems, you will fill in the blank using the information already given.

3) Joe's height is 1m 25 cm.

- a) 1 m 25 cm is _____ cm more than 1 m.

In this problem, you are identifying how many centimeters there are more than 1m.

- b) 1 m 25 cm = _____ cm

For this problem, you will need to convert 1 m into centimeters, *then* add the 25 cm. This will give you the total in centimeters.

4)

- a) Write 2 m in centimeters. 2 m = _____ cm

For this problem, you will need to convert. You can convert meters into centimeters by multiplying the number of meters by 100. In this case, 2 m x 100 cm = 200 centimeters

- b) 300 cm = _____ m

You will do the same with this problem, but using the inverse operation.

300 cm divided by 100 cm = 3 m

Now for the problems below, you do not have to complete this if you do not have the proper tools.

5) Estimate the length of your bedroom. Then measure the length in meters and centimeters. Write the distance in meters and centimeters.

6) Estimate how far you walk in 5 steps. Then walk 5 steps and measure the distance in meters and centimeters. Write the distance in meters and centimeters.

Great! Let's take what we've learned and use the operations of addition and subtraction! Watch this video for an explanation of adding mixed unit length:

https://www.youtube.com/watch?v=Zkk7_-waKTI

When adding or subtracting length, make sure to line them up as you would for any other addition or subtraction problem. Make sure they are in the right place value: meters go under meters and cm go under cm.

Let's try one together:

$$\begin{array}{r} 1\text{m } 45\text{ cm} \\ - 0\text{m } 35\text{ cm} \\ \hline 1\text{m } 10\text{ cm} \end{array}$$

Simply subtract 35 from 45 to figure out the cm and subtract 0 from 1m to figure out the m. Since the 2nd measurement did not have any meters, it would be a "0" in the m place.

Now you can try in your Textbook on p. 11. Try 11-13 with an adult. Talk through your steps out loud even if you are working alone.

When you're done, check with a parent. You may continue with your independent practice: 10-12 #7a-c, 9,12,13 a-d

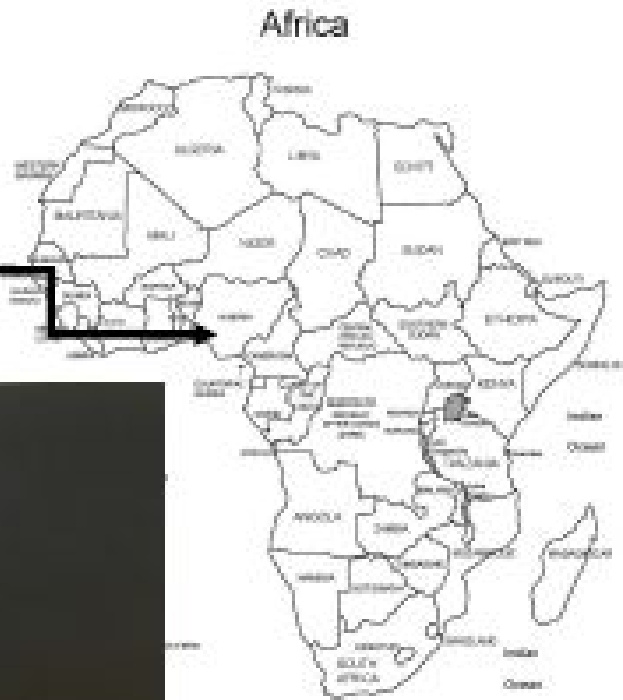
Spalding: Dictation - Monday

Directions: 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 last week.
You are encouraged to review phonograms.

Remote Learning Art Assignment 5: Nigerian Art

This week we are beginning our study of African Art. Africa is the second largest continent in the world, so we will be studying art from a different country in Africa each week. This week, we are looking at a piece from Nigeria.



Notes:

Portrait Head of an Ife King

- Made around 1300 CE
- Material: Bronze/Copper casting
- From: Nigeria, Africa

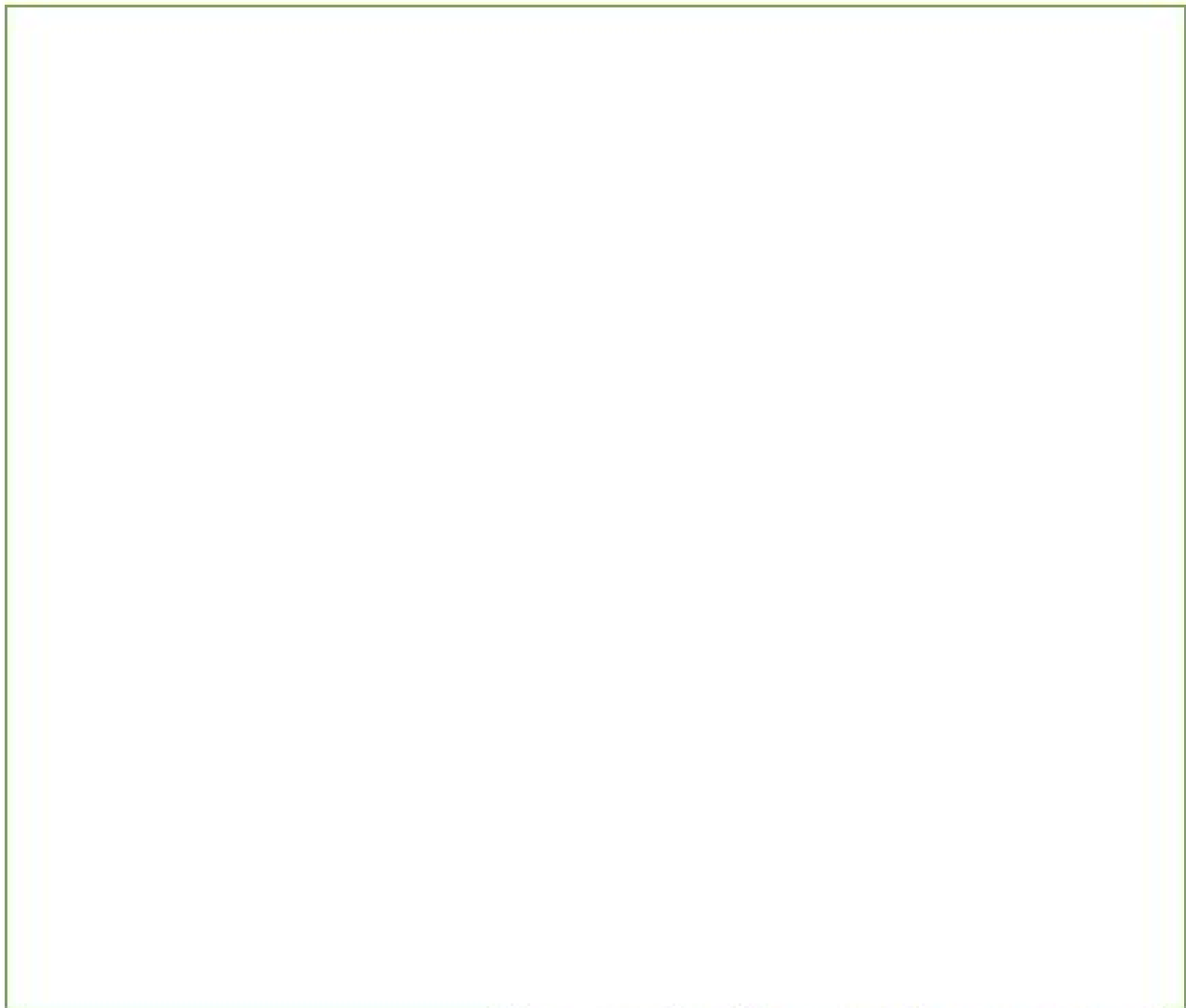
Questions:

1. The style of this portrait is called *naturalistic*. What do you think that means?

2. What about this portrait makes you think this is an important person?

3. Notice how the lines move with the shape of the face. What does this add to the way the portrait looks?

Take your time while you are practicing drawing this picture in the space below. Really make sure you are paying attention to the movement of the lines around the facial features. They do not go straight across the face. Notice where there are no lines on the face.



Answers: 1. Realistic or lifelike; 2. Headdress is fancy/elaborate; 3. Answers will vary

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,
4/20/20**

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.

Tuesday, April 21, 2020

Tuesday , 4/21/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 16: <i>A Very Dirty Bird, The Phantom Tollbooth</i> (P) and complete the activity (I) <input type="checkbox"/> History ~ <i>Navigation In the Age of Exploration</i> article and complete the activity (I) <input type="checkbox"/> Read 20 minutes of a personal book and log it (I) <input type="checkbox"/> Poetry ~ Practice reciting the Preamble from memory (P) <input type="checkbox"/> Math ~ Textbook p. 14 (guided work), Textbook p. 15 (Independent practice) (P & I) <input type="checkbox"/> Spalding ~ Write Tuesday’s spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P) <input type="checkbox"/> Music ~ Complete worksheet (P)
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***** For all written responses, please write neatly in cursive. *****

Literature - Tuesday

Directions:

1. Read Chapter 16: *A Very Dirty Bird, The Phantom Tollbooth*
2. **Directions:** In Chapter 16, we meet a “gentleman”. Using the text, complete the chart below to describe the tasks that each of Milo’s group were asked to do.

Milo	Tock	Humbug
Task:	Task:	Task:
Why did the “gentleman” really ask them to complete these tasks? <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		

History - Tuesday

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

Navigation in the Age of Exploration

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

Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for landmarks along the way? Do they have an electronic device that tells them where to turn?



Early European explorers didn't have most of those things. Most sailors in those days stayed close to land and looked for familiar landmarks. However, this would not work for explorers. They could not look for familiar landmarks because they were sailing into unknown waters.

Early explorers did have some maps but they were not always accurate. So how did the explorers keep track of where they were?



Things we use today to find places we want to visit

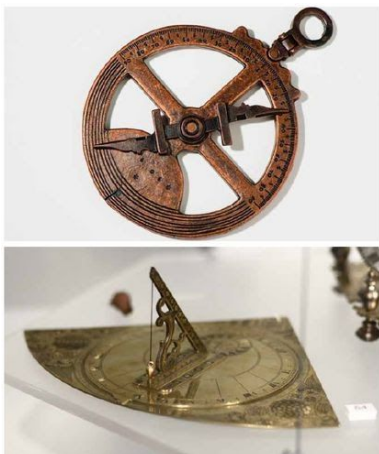
They had several tools that they might have used. One of them was a compass. A compass is a very simple device. It is just a little magnet that sits on a pin so it can spin. The pointer on the magnet points north. Back then, nobody knew why.

Now, we know it's because Earth has a magnetic field, which is strongest at the poles. Magnets are attracted to the magnetic field of the North Pole.

Using a compass, a sailor could figure out which direction was north. Plus, if he knew which direction was north, he could figure out south, east, and west. That was a big help.



A compass



Explorers also used the stars to keep track of their position. Sailors in this day used two gadgets. One was called a quadrant. The other one was called an astrolabe. The details of how these gadgets work are complicated but the basic idea is not. The idea is that you can keep track of your position on Earth by keeping track of where certain stars appear to be in the night sky. If you can tell where the sun, the North Star and other key stars are, you should be able to figure out where you are on Earth.

An astrolabe (top) and quadrant

Others may have kept track using a method called dead reckoning.

Here's how dead reckoning worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an hourglass.

The sailor or the captain of the ship would then watch to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull many yards of rope out of the ship before the hourglass ran out. If the ship was going slower, it would not pull as much rope out. Then, the person would count how many knots of rope got pulled out of the ship before the hourglass emptied out. If you have ever heard of a ship's speed referred to as knots, this is a forerunner of that measurement of speed.

Dead reckoning helped sailors keep track of how fast and how far they had traveled.

A ship's captain could use dead reckoning to make an estimate of how fast the ship was moving. Then, he could estimate how far the ship would travel in an hour or a day. He could use a compass to know which way he was heading. He could put all this together to make an estimate of where he was.



Directions: Early explorers used tools to navigate the new world, chose one tool from the article *Navigation in the Age of Exploration* and complete the following: **(I)**

Tool Name: _____

Describe how the tool was used: _____

Create a sketch of the tool:

Poetry ~ Tuesday

US Constitution - Preamble

Directions: Please read the Preamble aloud. Then, practice reciting from memory.

We the People of the United States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Math – Tuesday Kilometers

The **Kilometer (km)**, meter (m) and centimeter (cm) are units of length.

1 km = 1000 m

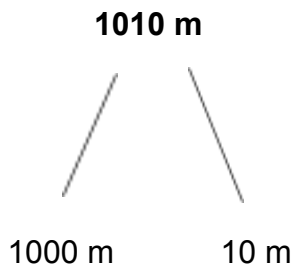
1 m = 100 cm

For example: A bus is about 10 m long. The total length of 100 buses is about 1 km.

We measure LONG DISTANCES in **kilometers**.

In your textbook (p.14), you will add distances and figure out the total kilometers. This can be done by adding kilometers with kilometers, meters with meters or kilometers with meters. Let's look at the first one together.

- 1) The distance between Sentosa and Harbor Tower is 1010m. Can you make a kilometer with 1010 m? Yes! 1000 m makes one km so that means if we convert the distance between Sentosa and Harbor Tower to km, we would have 1 km and 10 m left over. The converted distance would be 1km 10m.



- 2) The distance between Mount Faber and Sentosa is: _____

For this problem, we will need to add 2 distances: $1010\text{m} + 740\text{m} = ?$

Make sure you are lining up your numbers properly, then add your place values from right to left.

$$\begin{array}{r} 1010 \text{ m} \\ + 740 \text{ m} \\ \hline 1750 \text{ m} \\ - 1000 \text{ m} \\ \hline 750 \text{ m} \end{array}$$

Now, if we convert the total number of meters (1750) to kilometers, we must take 1000 of those meters and trade them for 1 km.

The remaining meters are written with the 1km.

Your answer is **1 km 750 m**.

Try #2 in your Textbook with an adult. Walk through the steps out loud and ask for help when needed.

Once you've tried it with an adult, it's time to work on the next few on your own. Complete p. 15 on your own.

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.

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!

Tuesday, 4/21/20	<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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Wednesday, April 22, 2020

Wednesday , 4/22/20	<p>To Do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature: Read Chapter 17: <i>Unwelcoming Committee, The Phantom Tollbooth</i> (P) and Complete the Activity (I) <input type="checkbox"/> Read 20 minutes of a personal book and log it (I) <input type="checkbox"/> Poetry ~ Practice reciting the Preamble from memory. (P) <input type="checkbox"/> Math ~ Textbook p. 20-21 #1-3 (guided work), Textbook p. 20-21 #4-6 (Independent practice) (P & I) <input type="checkbox"/> Spalding ~ Practice spelling test. You are encouraged to review phonograms. (P) <input type="checkbox"/> Science ~ Write down bullet points on what you know about the ear in science notebook. Label ear diagram, complete reading and answer question. (P) <input type="checkbox"/> Latin ~ Complete worksheet (I) <input type="checkbox"/> P.E- Complete worksheet. (I)
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***** For all written responses, please write neatly in cursive. *****

Literature - Wednesday

Directions:

1. Read Chapter 17: *Unwelcoming Committee, The Phantom Tollbooth*
2. Chapter 17 described the “Unwelcoming Committee”. Complete the chart below to describe each character Milo encountered and what they might have looked like.

Terrible Trivium	Demon of Insincerity	Gelatinous Giant
Description:	Description:	Description:
Illustration:	Illustration:	Illustration:

Poetry ~ Wednesday

US Constitution - Preamble

Directions: Please read the Preamble aloud. Then, practice reciting from memory.

We the People of the United States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Math – Wednesday Yards, Feet and Inches

Materials: Math Notebook, ruler (optional), yard stick (optional)

You have learned how to measure items and distances in centimeters, meters and kilometers. Now you will measure in **yards, feet and inches**.

Record the following in your Math Notebook:

- A yard is represented as yd.
- A foot is represented as ft.
- An inch is represented as in.
- 1 yard = 3 feet
- 1 foot = 12 inches

Let's watch the following video and learn the practical differences between these units of measurement. <https://www.youtube.com/watch?v=cT7gROk6rXA>

- Which is larger, an inch or a foot? _____
- Which is larger, a foot or a yard? _____
- Which is smaller, a yard or an inch? _____

Do you remember centimeters and meters?

Record the following in your Notebook:

- 2 inches is about 5 centimeters
- 1 foot is about 30 centimeters
- 1 meter is longer than 1 yard. It is about 9cm or 3 inches longer!

If you have a ruler and or yardstick, find 5 things around your house and record their length in your notebook.

If you do not have these measuring devices, you may record the items in the following video.

Everyone will watch the video. <https://www.youtube.com/watch?v=EPLzMzoMpXg>

Turn to your Textbook p. 20. Let's look at the first problem together.

1) A table is 1 yd 2 ft long.

a) 1 yd 2 ft is ___ ft more than 1 yard.

This problem is wanting you to recognize that there are not enough feet to make another yard. It takes 3 feet to make a yard and there are only **2** feet more than 1 yard.

b) 1 yd 2ft = _____ ft

This problem wants to know how many total feet there are in 1 yd and 2 feet. First we must convert 1 yd into feet. Do you remember how many feet there are in a yard?

There are 3 feet in 1 yard. Therefore, you must multiply the 1 yard by 3 feet.

1 yard x 3 feet = 3 feet

Now, you will need to add the other 2 feet.

3 feet + 2 feet = 5 feet. The answer is **5 ft!**

Try to work out **#2 and #3** with an adult. Say the steps out loud as you work out the problem
Once you have completed 2-3, try the rest of page 21 on your own **(4-7)**.

Spalding: PRACTICE Spelling Test - Wednesday 4/22

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.

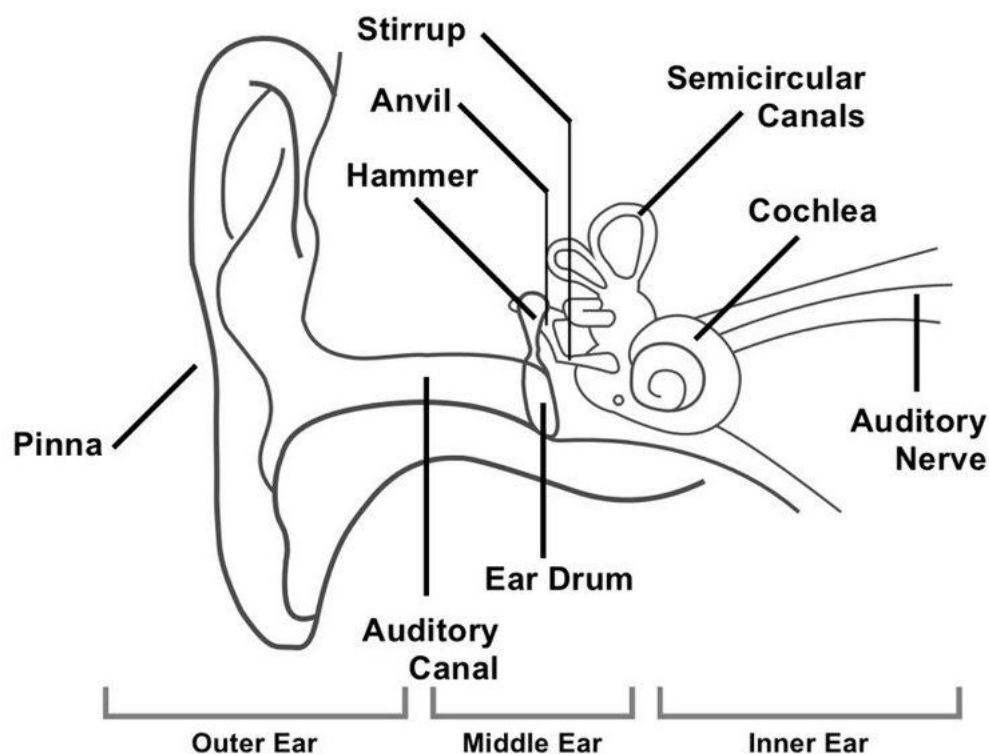
Science: Ears and Sound ~ Wednesday

1. Write a few bullet points down in your science notebook about what you know about your ears and sound. (3-7 bullet points)

Read the article all about your ears.

What Are Ears and What Do They Do?

The ear is made up of three different sections that work together to collect sounds and send them to the brain: the outer ear, the middle ear, and the inner ear.



The Outer Ear: Collecting Sounds

The outer ear is made up of the pinna — also called the auricle (say: OR-ih-kul) — and the ear canal. The pinna is the part of the ear you see on the side of your head. It's made of tough cartilage covered by skin. Its main job is to gather sounds and funnel them to the ear canal, which is the pathway that leads to the middle ear. Glands in the skin lining the ear canal make [earwax](#), which protects the canal by cleaning out dirt and helping to prevent infections.

The Middle Ear: Good Vibrations

The middle ear is an air-filled cavity that turns sound waves into vibrations and delivers them to the inner ear. The middle ear is separated from the outer ear by the [eardrum](#), or tympanic (say: tim-PAN-ik) membrane, a thin piece of tissue stretched tight across the ear canal. Sounds hit the eardrum, making it move.

This movement leads to vibrations of three very small bones in the middle ear known as the ossicles (say: AH-sih-kuls). The ossicles are:

- the malleus (say: MAH-lee-us) ("hammer"), which is attached to the eardrum
- the incus (say: IN-kus) ("anvil"), which is attached to the malleus
- the stapes (say: STAY-pee-z) ("stirrup"), which is attached to the incus and is the smallest bone in the body

To hear properly, the pressure on both sides of your eardrum must be equal. When you go up or down in elevation, the air pressure changes and you may feel a popping sensation as your ears adjust. They adjust thanks to the narrow Eustachian (say: yoo-STAY-she-en) tube that connects the middle ear to the back of the nose and acts as a sort of pressure valve, so the pressure stays balanced on both sides of the eardrum.

The Inner Ear: Nerve Signals Start Here

The vibrations from the middle ear change into nerve signals in the inner ear. The inner ear includes the cochlea (say: KOH-klee-uh) and the semicircular canals. The snail-shaped cochlea changes the vibrations from the middle ear into nerve signals. These signals travel to the [brain](#) along the cochlear nerve, also known as the auditory nerve.

The semicircular canals look like three tiny connected tubes. It's their job to help you balance. The canals are filled with fluid and lined with tiny hairs. When your head moves, the fluid in the canals sloshes around, moving the hairs. The hairs send this position information as signals through the vestibular (say: veh-STIB-yuh-ler) nerve to your brain. The brain interprets these signals and sends messages to the muscles that help keep you balanced.

When you spin around and stop, the reason you feel dizzy is because the fluid in your semicircular canals continues to slosh around for awhile, giving your brain the idea that you're still spinning even when you aren't. When the fluid stops moving, the dizziness goes away.

The cochlear nerve, which is attached to the cochlea and sends sound information to the brain, and the vestibular nerve, which carries balance information from the semicircular canals to the brain, together make up the vestibulocochlear (say: vess-tib-yuh-lo-KOH-kee-er) nerve.

How Can I Keep My Ears Healthy?

Take good care of your ears! Here are some smart steps:

- Don't stick things like cotton swabs and fingernails into them. Doing so can scratch the ear canal, push earwax deeper into the ear, and even rupture the eardrum. If earwax bothers you, talk to a parent, who can let your doctor know.
- Protect your hearing. Turn down the volume on video games, TV and, especially, portable music players. Wear hearing protection (like earplugs or protective earmuffs/headphones) if you'll be around loud noises (at a concert, car race, etc.). [Hearing damage](#) builds over time. But it doesn't take long for problems to develop. Tiny earbuds can harm your hearing as much as a large chainsaw. Keep this in mind when you reach to turn up the volume.

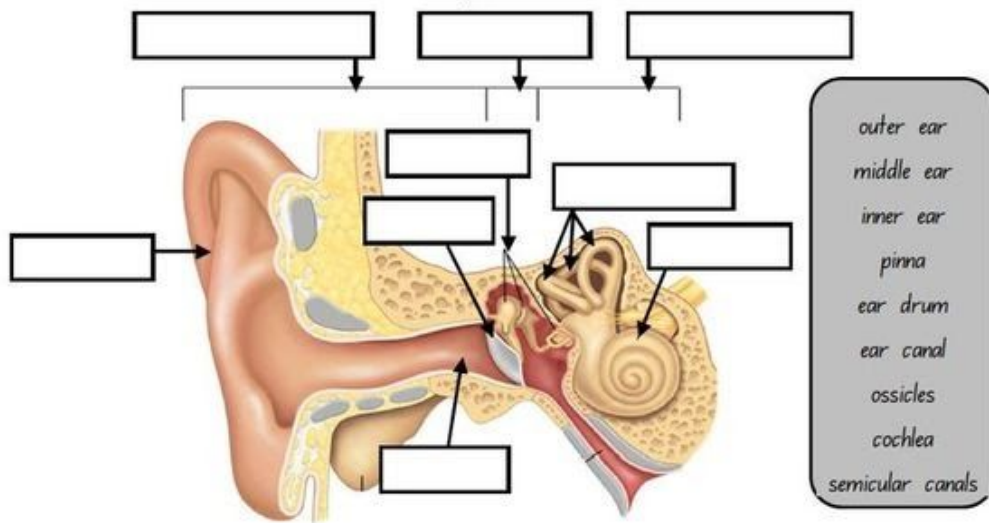
Credit: Kids Health

Link to article: <https://kidshealth.org/en/kids/ears.html>

Directions: Label the ear diagram. Use the word bank to help you.

The Ear

Label all the parts of the ear.



What other important job does the ear have besides helping you hear? Make sure to identify the part of the ear that does this in your answer.

LATINE LOQVOR: Activities

Part 1 Instructions: In this lesson, we will learn more names of some actions, 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 III

Quid agere te placet?



1. *Currere*



2. *“Currere me placet.”*



1. *Legere*



2. "*Legere me placet.*"



3. *Purgare*



4. "*Purgare non me placet.*"



5. "*Dormire me placet.*"



6. "*Scribere non 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.

Curire (*coo-ree-re*): to run/running

Legere (*leh-gheh-reh*): to read/reading

Purgare (*poor-gaw-re*): to clean/cleaning

Dormire (*door-mee-re*): to sleep/sleeping

Scribere (*scree-beh-re*): No*

Quid agere te placet? (*ah-gheh-reh*): What do you like to do?

*nota bene: Spanish speakers may notice the similarity between verbs in Spanish and verbs in Latin.

Physical Education Week 5 Online

Task: This week's PE activity involves the use of your full name. I call this alphabet PE as each letter of the alphabet is associated with a specific exercise. Each exercise is done in repetition sets of 10 except the run-in place and planks. For that exercise do 30 seconds. **(Don't shorten your name or use nicknames)**

Goal: Try to complete the exercises in a single activity. If you cannot, continue when able and finish the exercises associated with your name.

Materials: None

A Frog Kicks	B Pushups	C Sit-ups	D Steam Engine	E Windmill
F Run in Place	G Jumping Jacks	H Squats	I Wall Sit	J Flutter Kicks
K Leg Lifts	L Crunches	M Mountain Climbers	N Crab Kick	O Planks
P Lunges	Q Cobras	R V Ups	S Front Clap	T Overhead Clap
U Bicycle	V Wide Arm Pushups	W Toe Touches	X High Jumper	Y Step Up
Z Burpee				

Example: Coach (C 10 sit-ups/O Plank/A 10 Frog Kicks/C 10 Sit-ups/H 10 squats)

I will be publishing a video demonstrating each of these exercises for you. I miss you all.

Coach France

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, 4/22/20	<u>To Do:</u> <ul style="list-style-type: none"><input type="checkbox"/> I spent___ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.<input type="checkbox"/> I read for at least 20 minutes today 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 Instructions and Answer Key

Monday, April 20, 2020

Monday, 4/20/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature: Read aloud to child Chapter 15 <i>The Phantom Tollbooth</i> and ensure they complete activity.<input type="checkbox"/> History: Students will read <i>The Lure of Spices</i> and complete vocabulary activity independently.<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the April Reading Log<input type="checkbox"/> Poetry ~ Practice memorization with student.<input type="checkbox"/> Math ~ Textbook p.108. #1-2 (guided work), Workbook p.117 a-c (Independent practice) (P & I)<input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes.<input type="checkbox"/> Art - Go over with student.
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Literature - Monday

Directions: Ensure you have read Chapter 15 along with your child, stopping throughout to clarify to explain vocabulary. For the **Mathemagician's Challenge**, the Mathemagician's answer of "0" is correct. He made it "disappear" because "0" is equal to nothing, invisibility.

History- Monday

Directions: Ensure your child has read *The Lure of Spices* independently and complete the vocabulary activity. **Scarce** can be defined as hard to find. Be sure to verify that their sentence is complete, makes sense, and accurately demonstrates the meaning of the word **scarce**.

Poetry ~ Monday

Materials needed: lined paper (in student packet), pencil, copy of the Preamble

US Constitution - Preamble

Directions: Please read the Preamble aloud. Then, practice reciting from memory.

We the People of the United States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

The Student will:

- Read the Preamble aloud.
- Copy the preamble 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 – Monday
Unit 6.1a-1c

Objective	Worksheet	Answers
<ul style="list-style-type: none"> • Estimate and Measure Lengths in Meters and centimeters • Subtract Meters and Centimeters • Add and subtract meters and centimeters in compound units 	<p>Guided practice: TB p. 9-11 # 2-5,11</p> <p>Independent practice: TB p.10-12 #7a-c,9,12,13a-d</p>	<p>1) N/A</p> <p>2)</p> <p style="padding-left: 20px;">a) The length of a playground: m b) The length of a crayon: cm c) The length of a butterfly: cm d) The length of a hallway:m</p> <p>3)</p> <p style="padding-left: 20px;">a) 25 b) 125</p> <p>4)</p> <p style="padding-left: 20px;">a) 200 b) 3</p> <p>5) N/A</p> <p>6) N/A</p> <p>7)</p> <p style="padding-left: 20px;">a) 190 b) 155 c) 28</p> <p>8) N/A</p> <p>9)</p> <p style="padding-left: 20px;">a) 2m 80cm b) 1m 95cm c) 2m 62cm</p> <p>10)N/A</p> <p>11)65cm</p> <p>12)65cm</p> <p>13)</p> <p style="padding-left: 20px;">a) 60cm b) 15cm c) 57cm d) 33cm</p>

Spalding - Monday

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

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

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

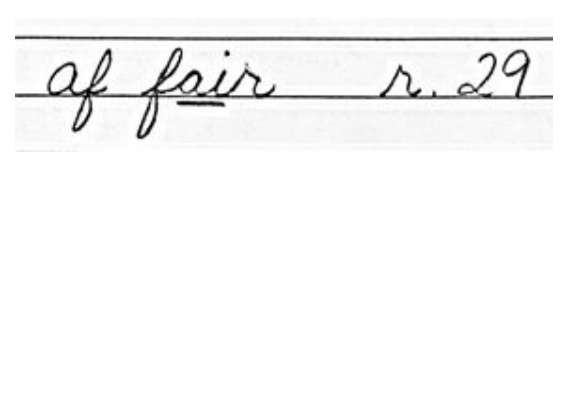
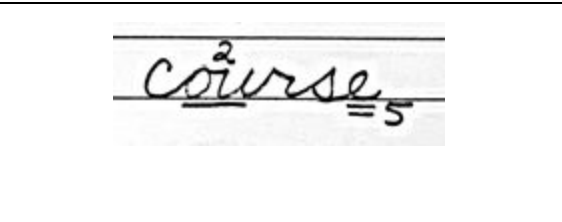
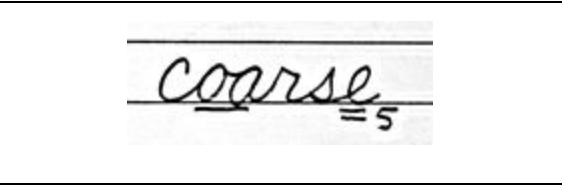
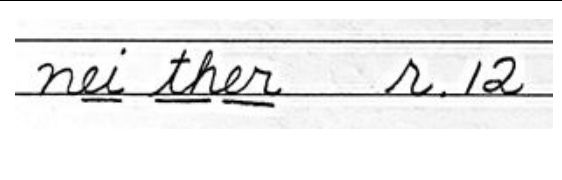
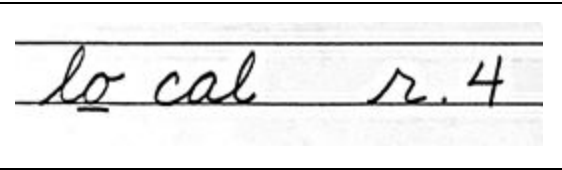
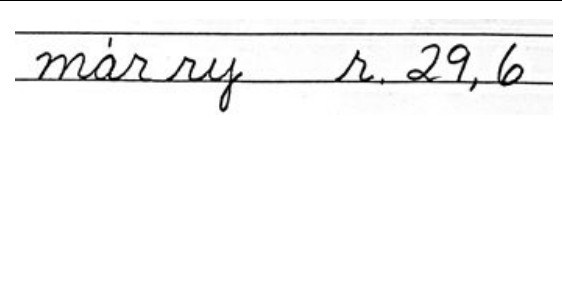
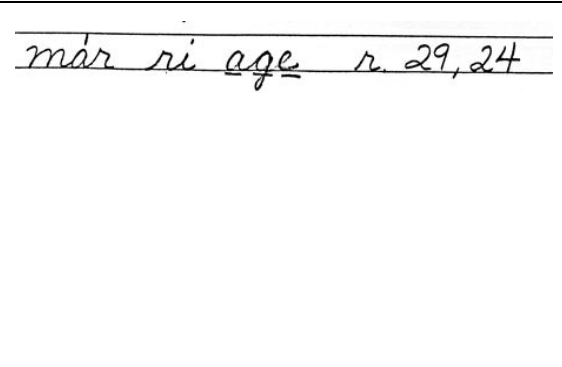
The Parent will:

- Refer to instruction tips below.

The Student will:

- Begin in Section 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.

Word	Example Sentence	Instructions
<i>ex am i na tion r. 20, 11, 4, 14</i>	<i>The examination went well.</i>	Base word: examine. Ending: ation. P: "Write examine without silent final e because ending starts with a vowel." R. 20- letter s never follows x. R. 11- words ending with a silent final e are written without the e when adding a vowel ending. R. 4- a,e,i,o,u say their name at the end of a syllable. R. 14- ti,si,ci are used to say /sh/..
<i>ex am ine r. 20</i>	<i>The doctor will examine the patient.</i>	For spelling, say <i>ex am ine</i> . For reading, say <i>eg zam in</i> . R. 20- letter s never follows x.

	<p><i>This is an important affair.</i></p>	<p>P: Say, “I hear /f/ in syllable 2, but add f to syllable 1 because /a/ does not say ‘A.’” R. 29- divide words between double consonants within a base word.</p>
	<p><i>Her success increased during the course of her career.</i></p>	<p>P: After children say syllables, say, “Use ow, O, oo, u.”</p>
	<p><i>Sandpaper is a coarse material.</i></p>	<p>P: After children say syllables, say, “Use oa of boat.” coarse = not fine; coarse material, coarse language</p>
	<p><i>Neither Bob nor Bill is home.</i></p>	<p>P: After children say syllables, say, “In the first syllable, use E, A, i.” R. 12- i before e except after c or when saying /ay/.</p>
	<p><i>Support your local small businesses.</i></p>	<p>R. 4- a,e,i,o,u say their name at the end of a syllable.</p>
	<p><i>Will you marry me?</i></p>	<p>Base word: marry. P: Say, “I hear /r/ in syllable 2, but add /r/ to syllable 1 because /a/ does not say ‘A.’” R. 29- divide words between double consonants within a base word. R. 6- y not i is used at the end of English words.</p>
	<p><i>The couple celebrated 50 years of marriage.</i></p>	<p>Base word: marry. Ending: age. P: Teach as a 3-syllable word. Read as a 2-syllable word. Say, “Write marry but change the y to an i because the base word ends in y.” R. 29- divide words between double consonants within a base word. R. 24- when adding an ending to a word that ends with a consonant and y, use i instead of y unless the ending is -ing.</p>

fur ²ther

Let's not
discuss it
further.

P: After children say syllables, say, "In the
first syllable, use the er of nurse."
Do not use further if measuring distance.
How **far** = **farther**.

ex am i na tion r. 20, 11, 4, 14

ex am ine r. 20

af fair r. 29

course

coarse

nei ther r. 12

lo cal r. 4

mar ry r. 29, 6

mar ri age r. 29, 24

fur ²ther

Parent Answer Key and Instructions
Tuesday, April 21, 2020

<p>Tuesday, 4/21/20</p>	<p><u>To Do:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature: Read aloud to child Chapter 16 <i>The Phantom Tollbooth</i> and ensure they complete activity. <input type="checkbox"/> History: Students will read the <i>Navigation in the Age of Exploration</i> and complete the activity independently. <input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the April Reading Log <input type="checkbox"/> Poetry ~ Practice memorization with student. <input type="checkbox"/> Math - 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 - Review with students
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Literature - Tuesday

Directions: Ensure you have read Chapter 16 along with your child, stopping throughout to clarify to explain vocabulary.

Milo	Tock	Humbug
Task: move a pile of sand with tweezers	Task: empty a well with a dropper	Task: dig a hole with a needle
Why do you think the “gentleman” really asks them to complete these tasks? To waste their time and keep them busy.		

History - Tuesday

Directions: Ensure your child reads the article independently and complete the activity. You may check your child’s work by verifying that the tool selected and described is accurate according to the article.

Poetry ~ Tuesday

Materials needed: lined paper (in student packet), pencil, copy of the Preamble

The Student will:

- Read the Preamble aloud.
- Practice memorization.

The Parent will:

- Encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.)

Work for a maximum of 10 minutes.

Math – Tuesday Kilometers

Objective	Worksheet	Answers
<ul style="list-style-type: none"> • Introduction to kilometers • Add and subtract kilometers and meters in compound units 	Guided practice: TB p. 14 Independent practice: TB p. 15	1) <ul style="list-style-type: none"> a) 1km 10m b) 1km 750m 2) <ul style="list-style-type: none"> a) 42km, 23km b) 41km 3) 6100m 4) 1km 200m 5) <ul style="list-style-type: none"> a) 1600 b) 2550 c) 2605 d) 3085 e) 3020 f) 4005 6) <ul style="list-style-type: none"> a) 1km 830m b) 2km 304m c) 2km 780m d) 3km 96m e) 3km 40m f) 4km 9m

Spalding - Tuesday

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

The Parent will read the word and example sentence, along with any instructions.

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

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

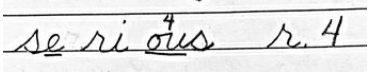
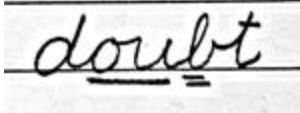
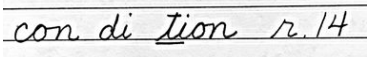
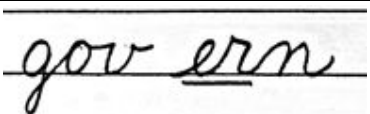
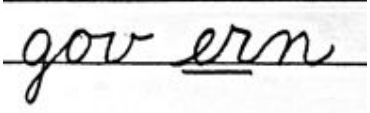
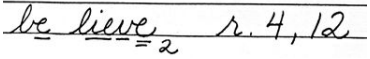
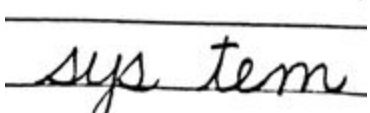
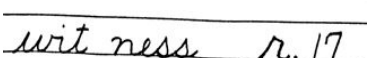
The Parent will:

- Refer to instruction tips below.

The Student will:

- Begin in Section 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.

Word	Example Sentence	Notes
<i>car ry</i> r. 29, 6	<i>Please carry your bags.</i>	Base word: carry R. 29- divide words between double consonants within a base word. R. 6- y not i is used at the end of English words.
<i>car ri age</i> r. 29, 24	<i>They traveled in a horse-drawn carriage.</i>	Base word: carry. Ending: age. P: Teach as a 3-syllable word. Read as a 2-syllable word. Say, "Write carry but change the y to an i because the base word ends in y. R. 29- divide words between double consonants within a base word. R. 24- when adding an ending to a word that ends with a consonant and y, use i instead of y unless the ending is -ing.

	<p>Education is a serious matter.</p>	<p>P: After children say syllables, say, “Use ow, O, oo, u.” R. 4- a,e,i,o,u say their name at the end of a syllable.</p>
	<p>There is no doubt that I love you.</p>	<p>For spelling, say <i>d<u>ou</u> b t</i>.</p>
	<p>The patient is in stable condition.</p>	<p>P: After children say syllables, say, “Use tall <i>sh (ti)</i>.” R. 14- ti,si,ci are used to say /sh/..</p>
	<p>The US Federal government is divided into three branches.</p>	<p>Base word: govern. Ending: ment. For spelling, say <i>ern</i>, not <i>er</i>.</p>
	<p>He always tried to govern his thinking by logic.</p>	<p>Base word: govern.</p>
	<p>Believe in yourself.</p>	<p>P: After children say syllables, ask, “Should we use <i>ei</i> or <i>ie</i>? (ie: E, I, i) Why? (There is no c before it and it doesn’t say A).” R. 4- a,e,i,o,u say their name at the end of a syllable. R. 12- i before e except after c or when saying /ay/.</p>
	<p>The security system did not recognize her thumbprint..</p>	<p>P: After children say syllables, say, “In the first syllable, use <i>y,i,l</i>.” This is often in Greek origins: gymnasium, cylinder, physical.</p>
	<p>She was a witness of the incident.</p>	<p>We may use double /s/ at the end of a base word if it’s after a single vowel. R. 17- double l, f, and s when following a single vowel.</p>

car ry r. 29, 6

car ri age r. 29, 24

se ri ous r. 4

doubt

con di tion r. 14

gov ern ment

gov ern

be lieve 2 r. 4, 12

sys tem

wit ness r. 17

Parent Answer Key and Instructions

Wednesday, April 22, 2020

Wednesday, 4/22/20	<p>To Do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature ~ Read aloud to child Chapter 17 <i>The Phantom Tollbooth</i> and ensure they complete activity. <input type="checkbox"/> Science: Guide student through reading and answer the question finding evidence in the text. Label parts of the ear. <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 ~ Practice spelling test. Scholar is encouraged to review phonograms. <input type="checkbox"/> Latin - Go over answers with student <input type="checkbox"/> P.E.- Go over answers with student
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Literature - Wednesday

Directions: Ensure you have read Chapter 17 along with your child, stopping throughout to clarify to explain vocabulary.

Terrible Trivium	Demon of Insincerity	Gelatinous Giant
Description: Demon of petty tasks and worthless jobs, wasted effort and monster of habit	Description: doesn't mean what he says, doesn't mean what he does, doesn't mean who he is	Description: afraid of everything so he tries to scare everyone

Science ~ Ears and Sound

1. Accept any reasonable answer.

2. The **semicircular canals** help the body to know if we are standing up, lying down, or bending over. This helps with our balance and stability.

Poetry ~ Wednesday

Materials needed: lined paper (in student packet), pencil, copy of the Preamble

The Student will:

- Read the Preamble aloud.
- Practice memorization.

The Parent will:

- Encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.)

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

Math – Wednesday Yards, Feet, Inches

Objective	Worksheet	Answers
<ul style="list-style-type: none">● Estimate and measure lengths in yards, feet, and inches● Add and subtract yards, feet, and inches in compound units	Guided practice: TB p. 102-104 Independent practice: WB p.115-116	TB p. 21 3. a. 24 ft b. 6 yd 4. 5 yd 5. a. 6 yd 2 ft b. 8 yd 1 ft c. 10 yd 2 ft

Spalding ~ Wednesday 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).

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

Word	Example Sentence	Word
1. examination	<i>The examination went well.</i>	examination
2. examine	<i>The doctor will examine the patient.</i>	examine
3. affair	<i>This is an important affair.</i>	affair
4. course	<i>Her success increased during the course of her career.</i>	course
5. coarse	<i>Sandpaper is a coarse material.</i>	coarse
6. neither	<i>Neither Bob nor Bill is home.</i>	neither
7. local	<i>Support your local small businesses.</i>	local
8. marry	<i>Will you marry me?</i>	marry
9. marriage	<i>The couple celebrated 50 years of marriage.</i>	marriage
10. further	<i>Let's not discuss it further.</i>	further
11. carry	<i>Please carry your bags.</i>	carry
12. carriage	<i>They traveled in a horse-drawn carriage.</i>	carriage
13. serious	<i>Education is a serious matter.</i>	serious
14. doubt	<i>There is no doubt that I love you.</i>	doubt
15. condition	<i>The patient is in stable condition.</i>	condition
16. government	<i>The US federal government is divided into three branches.</i>	government
17. govern	<i>He always tried to govern his thinking by logic.</i>	govern
18. believe	<i>Believe in yourself.</i>	believe
19. system	<i>The security system did not recognize her thumbprint..</i>	system
20. witness	<i>She was a witness of the incident.</i>	witness



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Student Attendance Affidavit

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

Monday, April 20, 2020

Tuesday, April 21, 2020

Wednesday, April 22, 2020

Thursday, April 23, 2020

Friday, April 24, 2020 NO SCHOOL

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 Thursday'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 Thursday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

Thursday Assessment Packet

Week of April 20 - April 23, 2020

Thursday, 4/23/20	To Do: <input type="checkbox"/> Read 20 minutes of a personal book and log it (I) <input type="checkbox"/> Literature ~ Respond to comprehension questions (I) <input type="checkbox"/> History ~ Respond to article comprehension questions (I) <input type="checkbox"/> Science ~ Answer questions (I) <input type="checkbox"/> Poetry ~ Preamble recitation. (P) <input type="checkbox"/> Math ~ Independent Assessment (I) <input type="checkbox"/> Spalding ~ Spelling Test (P)
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***** For all written responses, please write neatly in cursive. *****

Student Name: _____ Class: _____

DUE: Saturday, April 25 at 8PM

Reading Log Week of April 20 - April 23, 2020

Day	Date	Book Title	Total Minutes	Parent Initials
Mon.	4/20			
Tues.	4/21			
Weds.	4/22			
Thurs.	4/23			

Literature - Thursday

Directions: Using *The Phantom Tollbooth*, respond to the following comprehension questions. **(I)**

Chapter 15: *This Way to Infinity* - Explain why Chapter 15 is called "This Way to Infinity". Use specific examples from the chapter to help you explain infinity.

Chapter 16: *A Very Dirty Bird* - How did Milo convince the Mathemagician to let him try to rescue Rhyme and Reason? Be sure to use evidence from the text.

Chapter 17: *Unwelcoming Committee* - How did Milo overcome the Demon of Insincerity? What lesson did you learn from his situation?

Sequencing : This week you have read chapters 15 - 17, complete the **Sequence of Events** below to describe the main events in those chapters.

First, _____

Next, _____

Then, _____

Finally, _____

History - Thursday

In the section titled **The Lure of Spices**, why were early explorers eager to find spices? **(I)**

In the article **Navigation in the Age of Exploration**, why was it important for early explorers to create tools to navigate the new world? Use specific examples from the text. What would have happened if the explorers had no tools to help them navigate land and bodies of water? **(I)**

Science

1. Describe how the auditory nerve works.

2. Describe the job of the inner ear.

Poetry ~ Thursday

US Constitution - Preamble

Directions: Recite the Preamble from memory.

The Student will:

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

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

Completed by: _____ **Witnessed by:** _____

Math – Thursday

Assessment

- 1) Fill in the blank
 - a) Meters and Centimeters are units of _____
 - b) 1 m = _____ cm
 - c) 1 ft = _____ in
 - d) 1 yd = _____ ft
- 2) Choose one of the following to answer the questions: centimeter / meter
 - a) What would you use to measure the length of your bedroom? _____
 - b) What would you use to measure the length of a door? _____
 - c) What would you use to measure the length of a cell phone? _____
- 3) Write 3 yd 2ft in feet: _____ ft
- 4) Write in meters:
 - a) 700 cm = _____ m
 - b) 1000 cm = _____ m
- 5) Subtract 17cm from 2 m. Write your answer in centimeters. (Hint: you must convert to cm first)
_____ cm
- 6) Jim cut a long plank into two pieces. The two planks measured (2 m 3 cm) and (1 m 97 cm).
What was the length of the original plank? (Write your answer in a complete sentence:)

- 7) Find the value: (3m) - (2 m 25 cm) = _____
- 8) Fill in the blank:
 - a) 32 cm + _____ = 1 m
 - b) 430 ft = _____ yd _____ ft

Spalding Spelling Test

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

Parent Instructions for Assessment

Poetry ~ Thursday

Materials needed: lined paper (in student packet), pencil, copy of the Preamble

The Student will:

- Read the Preamble aloud.
- Practice memorization.
- Recite Preamble.

The Parent will:

- Encourage practices for memorization (hand motions, repeat lines, find rhyme patterns, etc.)
- Witness student recitation.

US Constitution - Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

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

Spalding ~ Thursday

Materials needed:

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

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

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

****Complete for all 20 spelling words. Use the same spelling word list from Wednesday.****

