



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

1. **Student Packet (printing is optional, can be viewed online and work can be completed on notebook paper) pgs 3-34**

2. ***Parent Packet (printing is optional, can be viewed online) pgs 35-56***

3. ***Student Attendance Affidavit (Must be printed, signed and submitted with Assessments) (pg. 57)***

4. ***Friday Assessment Packet (Must be printed and is due no later than 8pm on Thursday) (pgs 58 -62)***

Monday, April 27, 2020

Monday, 4/27/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read Chapter 18: <i>Castle in the Air, The Phantom Tollbooth</i> (P) and complete the activity (I).<input type="checkbox"/> History ~ Read <i>The Age of Exploration: Life of a Young Sailor</i> and complete the activity (I)<input type="checkbox"/> Read 20 minutes of a personal book and log it on Friday Assessment (I)<input type="checkbox"/> Poetry ~ Copy stanza 1 of “The Duel” in your best handwriting and practice reciting from memory (P)<input type="checkbox"/> Math ~ Textbook p. p. 30-32 #1,4,6 (guided work), Workbook p. 28-29 (P&I)<input type="checkbox"/> Spalding ~ Watch today’s Spalding Dictation video posted in Google Classroom and write spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P)<input type="checkbox"/> Art ~ Complete worksheet (P)
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***** For all written responses, please write neatly in cursive. *****

Literature - Monday

Directions: Read Chapter 18, *Castle in the Air - The Phantom Tollbooth*

On page 230, using details from the text, describe what the Sense Taker did to Milo, Tock and Humbug.

Milo had apologized for taking so long to get to the castle because he had “made so many mistakes”. On pages 233-234, why did Rhyme say it’s ok to make mistakes? Give an example of a time when you learned from a mistake.

History - Monday

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

Life of a Young Sailor

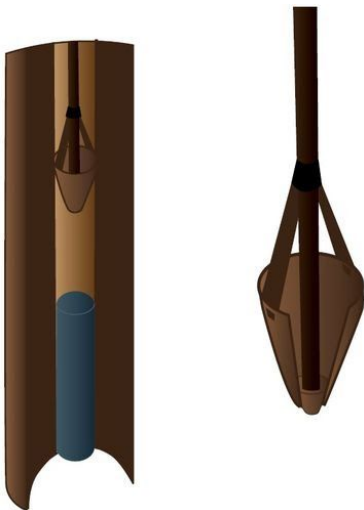
This text is adapted from an original work of the Core Knowledge Foundation.

In the Age of Exploration, many European explorers went on journeys around the world in search of land, gold, and spices. They sailed the oceans to explore the unknown. But life on the seas was no picnic. People on these voyages faced terrible food, illness, and poor living conditions. Here is a description of what life might have been like for young sailors on these journeys.

On a ship, young boys served as pages. On land, a page worked for a knight. At sea, he worked for a captain. Pages did all sorts of odd jobs. They carried messages, mopped the deck, helped pass out food, and cleaned up after meals.

Older boys might be asked to work the bilge pumps. Even the best ships sometimes sprang a leak. If a ship leaked too much, it might sink. To keep that from happening, sailors had to pump water out of the ship using a bilge pump. This was a terrible job. The bilge water was disgusting. It smelled bad and it made the sailors sick.

After pumping bilge water all day, it would have been great to sit down to a nice, warm meal. Unfortunately, sailors did not get many warm meals. For most meals, they got hardtack.



A bilge pump used in Cabot's time

Hardtack was a kind of bread that was baked over and over. Hardtack was so hard, it was tough to eat. Sailors had to soak it in a drink to soften it up. The good thing about hardtack, though, was that it would not spoil on a long voyage. It was so hard, bugs had trouble getting into it—unless it got wet. Once it got wet, weevils and other bugs could and did get into it. But you could usually see them and brush them off with your fingers.

If a voyage was going well, sailors might get other kinds of food. They might get a little salted meat now and then. They might get some fish or a few beans. But if supplies were running low, they might get nothing but hardtack.

The diet on sailing ships was so bad that many sailors got sick. Lots of them got a disease called scurvy. Today, we know now that scurvy is caused by a lack of vitamin C, found in fresh



fruits and vegetables. In the Age of Exploration, people did not know this. So many sailors died.

After a long day of work, sailors were ready to fall into bed and rest their aching bones. They were ready—but there were no beds for them to fall into. The captain had a bed to sleep in, but the sailors did not. They slept on the deck. As the ship rolled back and forth with the waves, the sailors rolled with it. Most sailors had to stand watch for part of the night. When that was done, they could sleep for a few hours. In the morning, they would get up and do it all over again. A sailor’s day started bright and early.

Directions: Pretend you are a young sailor on a ship. You have the opportunity to write a letter home to a family member. As you are writing, be sure to include what you are experiencing on the ship. Describe the challenges you are facing as a young sailor. You may also include an illustration of yourself on the ship.

Dear _____,

Love,

Poetry ~ Monday

"The Duel"

By Eugene Field

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

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

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

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

Directions: Copy stanza 1 of “The Duel” and practice reciting to an adult.

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

Stanza 1

Math – Monday
Kilograms and Grams

Today we will be learning about **kilograms** and **grams**. Both are a standard unit of weight which we use to measure.

A **kilogram** is represented with a “kg” and is about the weight of a bag of apples, a big bottle of soda, or 5 math books.

A **gram** is represented with a “g” and is much smaller than a kilogram. In fact, there are 1000 grams in 1 kilogram. We know this because the prefix “*kilo-*” means 1000. A big paper clip or 2 regular clips weigh about 1 gram.

Take out your Math notebook and write down the following:

Title: Kilograms and Grams

- Kilograms and grams are a standard unit of measurement for weight
- 1 gram is smaller than 1 kilogram

- There are 1000 grams in 1 kilogram
 - $1000\text{g} = 1\text{kg}$
- 1 gram is about the weight of 2 regular paper clips
- 1 kilogram is about the weight of 5 math books
- A kilogram is for larger items, gram is for smaller items.

Turn to **p. 30** in your **Textbook**.

Let's look at the scale together. There is a package on the scale that weighs 650 g. How do we know this? There is a pointer on the scale that moves when we place an object on it. Put your finger on the pointer. When the package was placed on the scale, the pointer moved to 650 g.

Let's talk about what each mark on the scale means.

Put your finger on the 1 kg mark on the magnified scale. (it is in pink)

This is the largest division in the scale!

What is the next largest division? (500g)

There are 5 markings between every 500 g. What does each mark stand for? (100g)

What are the next larger divisions? (50 g)

What are the smallest divisions? (10 g)

Now, how can you determine that the weight of the package is 650 g?

Put your finger on the closest written weight to the pointer (500 g) and count upward first by 100s and then by 50s until you reach the mark the pointer is pointing to.

How can we convert grams into kilograms, and kilograms into grams.

Let's explore!

If a stack of books weighs 3010 g, and we know $1\text{ kg} = 1000\text{ g}$, we must take away 1000 g from 3010 as many times as we can.

For example:

$3010 - 1000 = 2010$	Can we take away another 1000? Yes.
$2010 - 1000 = 1010$	Can we take away another 1000? Yes.
$1010 - 1000 = 10$	Can we take away another 1000? Yes.

How many times did we subtract 1000? 3 times. This means there are 3 kg in 3010. How many grams were left? 10 g. our converted answer is **3kg 10g**.

Now let's take a bag of oranges that weighs 2 kg and 30 g. How many grams would this be?

If $1\text{ kg} = 1000\text{ g}$, you will need to multiply kg by 1000 g. Let's take the weight of the bag of oranges and figure out the total number of grams:

$$2\text{ kg} \times 1000\text{ g} = 2000\text{ g}$$

Add this number of converted grams to the grams stated in the weight of the bag of oranges.

$$2000\text{ g} + 30\text{ g} = 2030\text{ g}$$

The bag of oranges weighs 2030 g.

Practice these skills with an adult using **Textbook p. 30-32 #1,4,6**

Once you have practiced, try it on your own! Pull out your **Workbook** and work out the problems on **p. 28-29**

Create Flash Cards for 6's (1x6 through 12x6) Practice for 5 minutes.

Spalding: Dictation - Monday

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

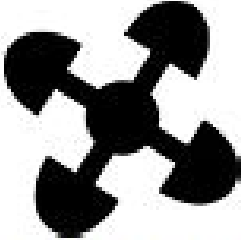
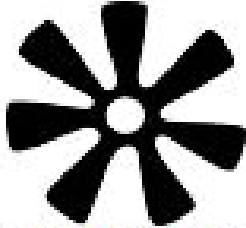

Directions: Parents will read the words to you. The words are in the **parent section** of the packet. This is because the word must be read to the scholar. Scholars may not view the words and copy them. Use your Spalding Notebook. Begin where you left off last week. You are encouraged to review phonograms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

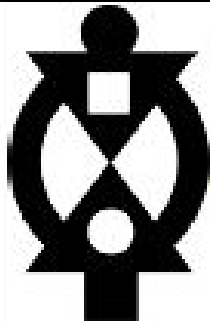
Remote Art Assignment Week 6: African Art, Adinkra

Adinkra symbols are used by the Asante Tribe in West Africa. They are found all over the beautiful country of Ghana.

Adinkra symbols each represent a unique thought or concept. They were originally stamped on cloth that was only worn by royalty.

In the tables below and on the back of this page, practice drawing these elegant symbols.

 <p>AKOMA NTOSO</p> <p>"linked hearts"</p> <p>symbol of understanding and agreement</p>	 <p>ANANSE NTONTAN</p> <p>"spider's web"</p> <p>symbol of wisdom, creativity, and the complexities of life</p>	 <p>ASASE YE DURU</p> <p>"the Earth has weight"</p> <p>symbol of providence and the divinity of Mother Earth</p>
<p>1st practice:</p>	<p>1st practice:</p>	<p>1st practice:</p>
<p>2nd practice:</p>	<p>2nd practice:</p>	<p>2nd practice:</p>
<p>3rd practice:</p>	<p>3rd practice:</p>	<p>3rd practice:</p>



**BOA ME
NA ME
MMQA WO**

"Help me
and let me
help you"

symbol of cooperation and
interdependence

1st practice:



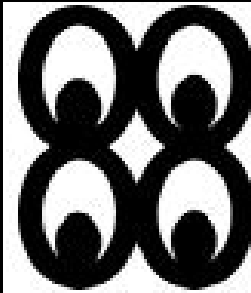
**FUNTUNFUNEFU-
DENKYEMFUNEFU**

"Siamese
crocodiles"

symbol of democracy
and unity

The Siamese crocodiles share one stomach, yet they fight over food. This popular symbol is a remind that infighting and tribalism is harmful to all who engage in it.

1st practice:



**MATE
MASIE**

"What
I
hear,
I
keep"

symbol of wisdom, knowledge
,and prudence

1st practice:

2nd practice:

2nd practice:

2nd practice:

3rd practice:

3rd practice:

3rd practice:

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,
4/27/20**

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 28, 2020

Tuesday , 4/28/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Read Chapter 19: <i>The Return of Rhyme and Reason, The Phantom Tollbooth</i> (P) and complete the comprehension question. (I)<input type="checkbox"/> History ~ Read the article <i>Second Sons</i> article and complete the comprehension question (I)<input type="checkbox"/> Read 20 minutes of a personal book and log it (I)<input type="checkbox"/> Poetry ~ Copy stanza 2 of “The Duel” in your best handwriting and practice reciting from memory (P)<input type="checkbox"/> Math ~ Textbook p. 42-43 odds (guided work), Textbook p. 42-43 evens (Independent practice) (P & I)<input type="checkbox"/> Spalding ~ Watch today’s Spalding Dictation video posted in Google Classroom and write spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P)<input type="checkbox"/> Music ~ Complete worksheet (I)
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*** For all written responses, please write neatly in cursive. ***

Literature - Tuesday

Directions:

1. Read Chapter 19: *The Return of Rhyme and Reason, The Phantom Tollbooth*
2. **Directions:** On page 247, the King told Milo his quest to rescue Rhyme and Reason was “impossible”. He told him this because “if I’d told you then, you might not have gone and as you’ve discovered, so many things are possible just as long as you don’t know they’re impossible.”

What does the King mean with that statement? Describe a time you accomplished something that you thought was impossible. Use specific details.

History - Tuesday

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

Second Sons

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

Hundreds of years ago, explorers from different countries in Europe set out to explore the world. They wanted to find gold, spices, and land. Did you know that many of these explorers had older brothers? Very few of them were the oldest sons in their families. Can you guess why that might be?

It's not because firstborn children didn't want to go out and explore the world. It has to do with the laws in Europe at the time. Most countries in Europe had laws about who could inherit an estate. These laws stated that the oldest son in a family would inherit all of his father's land, goods, and money.

This was true for kings. When a king died, he would be replaced on the throne by his eldest son. A daughter could only become queen if a king had no sons.

This was also true for nobles. For example, if the Duke of Richland died, his eldest son would become the new Duke of Richland. This eldest son would inherit everything his father owned.

What did the younger sons and daughters get? Nothing.

This system is known as primogeniture. Primo means "first." "Geniture" means born. Primogeniture is a system in which the firstborn son inherits everything when his father dies. This way of doing things seems very strange to us today. It also seems unfair. Most parents today would not leave all their money and property to their oldest son. They would split the money and property up among all their children. Why, then, did Europeans do things differently back in the 1400s and 1500s?

Noble families wanted to keep their lands together, so their families would remain powerful. That is why they passed laws of primogeniture. This was good news for the oldest son in each family. It was bad news for the other sons and for all the daughters. They had to find other ways to make money and gain power. One way to do this was to be an explorer. If you could not inherit anything in your homeland, why not sail off and discover some other way to make your fortune? This is, in fact, what many second sons did in the late 1400s and 1500s. They went in search of ways to make money they would never have inherited if they stayed in Europe

Directions: Using details from the text, complete the following chart describing the differences between first sons and second sons.

First Sons	Second Sons
*	*
*	*
*	*

Poetry ~ Tuesday

Directions: Copy stanza 2 of “The Duel” by Eugene Field and practice reciting to an adult.

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

Stanza 2

Math – Tuesday

Pounds and Ounces

Today we will be learning about **pounds** and **ounces**. Both are a standard unit of weight commonly used in the U.S. for everyday use. Most of the rest of the world now uses kilogram and grams.

A **pound** is represented with an “lb.”. Lb. is an abbreviation of the Latin word “libra” meaning pound. It is about the weight of a bag of coffee or a pack of spaghetti.

An ounce is represented as oz. and is less than 1 lb. and is about the weight of 11 pennies, or like our example of grams, it is about 56 regular paper clips.

Take out your Math notebook and write down the following:

Title: **Pounds and Ounces**

- Pounds and Ounces are a standard unit of measurement for weight in the U.S.
- 1 ounce is smaller than 1 pound
- There are 16 ounces in 1 pound
 - 16 oz = 1 lb.
- 1 ounce is about the weight of 11 pennies or 56 regular paper clips
- 1 pound is about the weight of a pack of spaghetti
- A pound is for larger items, ounces for smaller items.

Turn to **p. 41** in your **Textbook**.

Let's look at the scale together. There is a pear on the scale that weighs 7 oz. How do we know this? There is a pointer on the scale that moves when we place an object on it. Put your finger on the pointer. When the package was placed on the scale, the pointer moved to 7oz mark. Each mark is one ounce. Count each mark till you reach the one the pointer is noting.

Let's talk about what each mark on the scale means.

Put your finger on the 1 lb. mark on the magnified scale. (it is in pink)

This is the largest division in the scale! (lbs./pounds)

There should be 15 marks between 0 and 1 lb. because each one represents 1 oz with the 16th oz marking the 1 pound/lb.

Now, let's talk about converting. Remember, converting means we are making pounds into ounces or ounces into pounds. We must also remember that 16 oz = 1lb.

How many ounces are in 3 pounds 4 ounces?

To find how many ounces 3 pounds 4 ounces is, we will need to convert 3 pounds to ounces first, and then add in 4 ounces.

$$\begin{array}{r} 3 \text{ lb } 4\text{oz} = \underline{\quad} \text{ oz} \\ / \quad \backslash \\ / \quad \backslash \\ 3 \times 16 \text{ oz} \quad + \quad 4 \text{ oz} \\ / \\ / \\ 48 \text{ oz} \quad + \quad 4 \text{ oz} \quad = \quad 52 \text{ oz} \end{array}$$

Our answer is 52 oz

Lets try converting ounces into pounds. How many pounds are in 18 oz.

To find how many pounds are in 18 oz, we will need to take away 16 oz from 18 oz because there are 16 oz in one pound.

$18 \text{ oz} - 16 \text{ oz} = 2 \text{ oz}$.

How many 16 oz were you able to take away from 18 oz? 1, you were only able to take away 16 oz from 18 oz 1 time. That equals one pound.

Did you have any ounces left over? Yes! Make sure to add that to your pounds to represent all 18 oz. Your answer is 1 lb 2 oz.

Practice these skills with an adult using **Textbook p. 42-43 odds**

evens Once you have practiced, try it on your own! Continue in your **Textbook** and work out the problems on **42-43 evens**.

Practice Math Flash Cards for 5 minutes.

Spalding: Dictation - Tuesday

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

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

Name: _____

Class: _____

Time Signature, Bar Lines, and Double Bar Lines

Remember that the time signature specifies how many beats are contained in each measure of music (or *bar*). The time signature also specifies which note value equals one beat. Four/four-time signature, which looks like this: $\frac{4}{4}$, specifies that there are four beats per measure, and that the quarter note ($\frac{1}{4}$) gets one beat.

Bar lines (||) divide beats into equal groups depending on the time signature. Double bar lines (|||) are placed at the end of the last bar (measure) to show where the music ends.

Directions: For the lines below, draw the bar lines in the correct place based on the time signature. At the end of each line, draw a double bar line. Make sure you check the time signature so you know how many beats go in each measure.

Use the Rhythm Study Guide to help you determine where the bar lines should go in each line.

$\frac{1}{4}$ = 1	 = 1	$\frac{1}{8}$ = 1	$\frac{1}{2}$ = 2	— = 2	○ = 4
quarter note	quarter rest	eighth notes	half note	half rest	whole note

Ex: $1 + 1 + 2 = 4$

$\frac{4}{4}$ $\frac{1}{4}$ || ○ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ — ○ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{8}$

$\frac{4}{4}$ ○ $\frac{1}{4}$ $\frac{1}{4}$ || $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ — $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$

$\frac{2}{4}$ Pay attention to the time signature (hint: two beats per measure)

$\frac{2}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ || ○ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{4}$ — $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$

$\frac{2}{4}$ $\frac{1}{4}$ — $\frac{1}{4}$ $\frac{1}{4}$ || $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$

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,
4/28/20**

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.

Wednesday, April 29, 2020

Wednesday , 4/29/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature: Read Chapter 20: <i>Goodby and Hello, 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 ~ Copy stanza 3 of “the Duel” in your best handwriting and practice reciting from memory (P)<input type="checkbox"/> Science ~ Write down bullet points based on what you notice in the picture. Read the article and answer the questions. Fill out the Venn diagram. (P)<input type="checkbox"/> Math ~ Textbook p. 48 – 54 odds (guided work), Textbook p. 48- 54 evens (Independent practice) (P & I)<input type="checkbox"/> Spalding ~ Watch today’s Spalding Dictation video posted in Google Classroom and write spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P)<input type="checkbox"/> Latin ~ Complete worksheet (I)
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*** *For all written responses, please write neatly in cursive.* ***

Literature - Wednesday

Directions:

1. Read Chapter 20: *Goodby and Hello, The Phantom Tollbooth*
2. In the beginning of the book, Milo was bored with everything. He had all the toys he wanted, books on shelves, and more, yet nothing entertained him. In Chapter 20, Milo no longer had the Phantom Tollbooth to take him on magical adventures.

Explain how Milo changed from the beginning of the story to now. What did Milo learn? What is different about Milo now? What will he do now to entertain himself?

Poetry ~ Wednesday

Directions: Copy stanza 3 of “The Duel” by Eugene Field and practice reciting to an adult.

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

Stanza

Math – Wednesday

Liters and Milliliters

Today we will be learning about **Liters** and **Milliliters**. Most plastic measuring cups in the U.S. are marked in quarts on one side and liters with milliliters on the other side. Ask mom or dad if they can help you find something in the kitchen with these measuring units to see for yourself! If not, you can turn to **page 48** in your **Textbook** to view some pictures of these measuring units.

These units are used to measure capacity. Capacity means the amount something can hold or contain, like a cup. This usually refers to liquids.

Take out your Math notebook and write down the following:

Title: **Liter and Milliliter**

- Liter and Milliliter are a standard unit of measurement for capacity
- 1 milliliter is smaller than 1 liter
- There are 1000 milliliters in 1 liter
 - o $1000 \text{ ml} = 1 \text{ l}$
- Liter is represented with a lowercase cursive l (L)
- Milliliter is represented with an ml

Turn to **p. 48** in your **Textbook**.

Let's look at these measurements together. Usually, you will find these units are measured in something that can hold liquids. These containers are called beakers.

When measuring in beakers, make sure to identify the amount the beaker can hold. For example, on page 48, the first row displays 3 beakers. The first beaker measures up to 1 l, the second measures up to 500 ml, and the third measures up to 100 ml.

This is important to note because the marks displayed below the capacity will differ from beaker to beaker. Looking at that first row again, the first beaker marks every 100 ml. We know this because there are 10 marks and the 5th mark reads 500 ml. The second beaker has a capacity of 500 ml and has large marks for every 100 ml but also has marks in between indicating 50 ml.

Just like we have done before, let's look at how to convert liters and milliliters. We will need to remember that $1 \text{ l} = 1000 \text{ ml}$.

First, add:

$$700 \text{ ml} + 400 \text{ ml} = \underline{\hspace{2cm}}$$

For this, you will add as you would any other number. $700 + 400$.

Your answer should be 1100 ml

Now lets convert your answer into liters:

$$1100 \text{ ml} = \underline{\hspace{1cm}} \text{ l}$$

$$1000 \text{ ml} \quad 100 \text{ ml} \quad = \mathbf{1 \text{ l } 100 \text{ ml}}$$

Your answer is **1 l 100 ml**

Practice these skills with an adult using **Textbook p. 48 – 54 odds**

Once you have practiced, try it on your own! Continue in your **Textbook** and work out the problems on **48- 54 evens. Practice Math Flash Cards for 5 minutes.**

Science: Ears and Sound ~ Wednesday



Directions: Look at the picture above of the boy and the man. What do you notice? What are they doing? What sounds do they make? Write some bullet points in your science notebook.

Read the Article:

Light and sound can both travel through mediums. A medium is a substance that light or sound can travel through, like a solid, a liquid, or a gas. However, there is a difference. Sound must have a medium to travel through—a solid, liquid, or gas. Light, on the other hand, does not need a medium. Light can travel through the emptiness, or vacuum, of outer space. Sound cannot.

The speed at which light and sound travel is also different. Light travels much faster than sound. There are important ways that light and sound are similar. They are both forms of energy that travel in waves. There are also other similarities.

Light waves can be different lengths. Some are long and some are short. It is the length of a light wave that makes it appear to be a particular color.

Perhaps you are wondering whether sound waves differ from one another. Imagine these two sounds—a baby crying for its mother and an adult yelling. Both of these are sounds. The sound waves of each travel through the same medium, air, so they are alike in that way. But a baby crying surely sounds different than an adult yelling! The baby makes a high-pitched, “screeching” sound. When an adult yells, it is a low-pitched, deep tone. Could this difference in pitch, or how high or how low a sound is, come from different kinds of sound waves?

Answer the questions below.

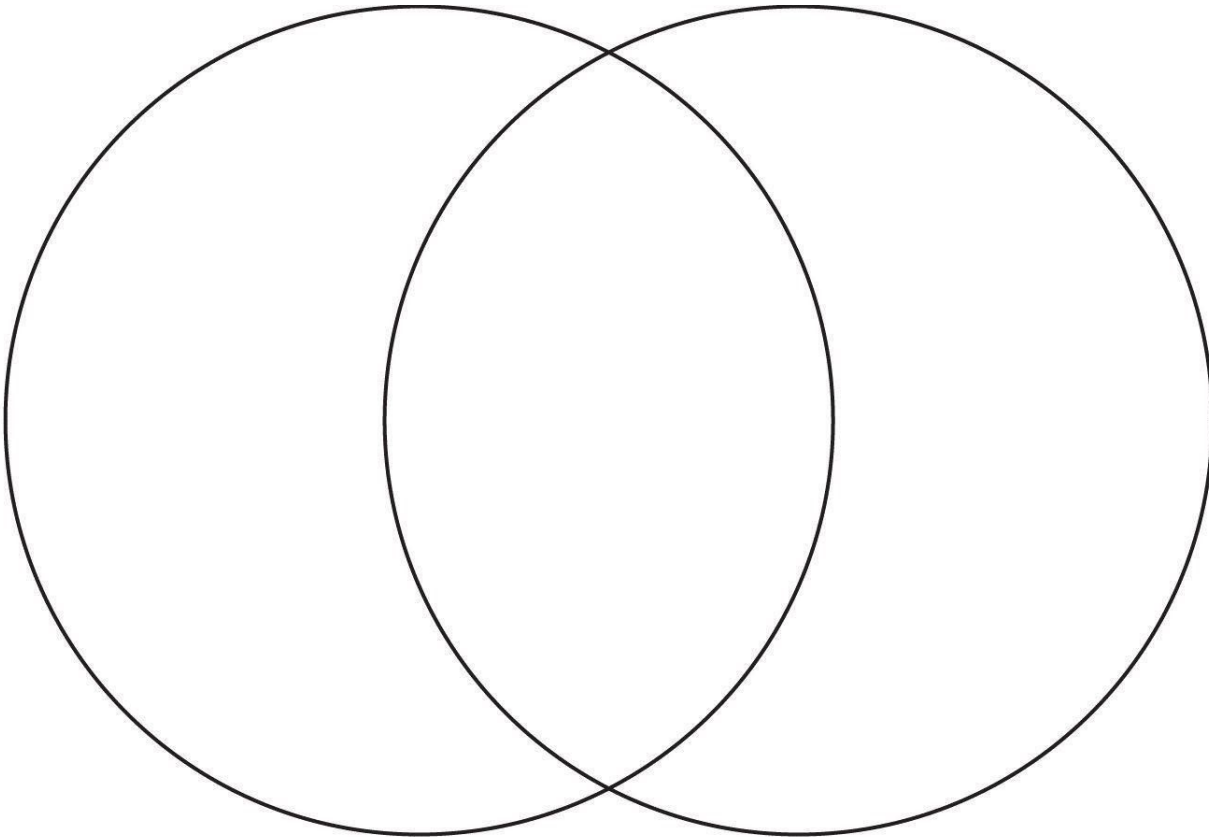
Circle the correct answer.

1. After reading the article, the crying baby in the picture has a **low pitched voice** or **high pitched voice**.
2. After reading the article, the yelling man has a **low pitched voice** or **high pitched voice**.

Fill out the venn diagram about sound and light.

Light

Sound



Spalding ~ Wednesday

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

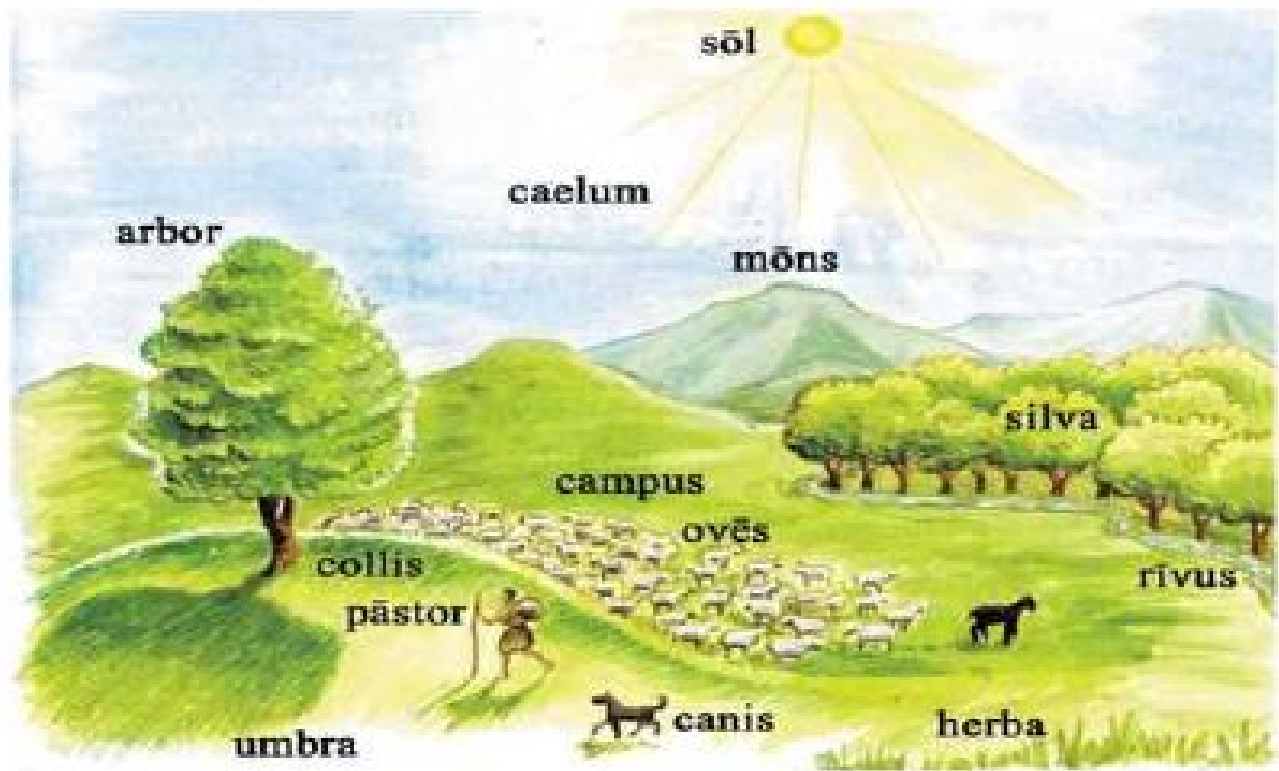
Directions: Parents will read the words to you. The words are in the **parent section** of the packet. This is because the words must be read to the scholar. Scholars may not view the words and copy them. Use your Spalding Notebook. Begin where you left off yesterday. You are encouraged to review phonograms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

LINGVA LATINA

CAPITVLVM IX

LATINE LOQVOR: Animalia

Instructions: In this lesson, we will learn more names of some animals. Read through each scene aloud, and pay attention to the pictures. Next, make flash cards for new vocab words, and complete the assessment for this week.



Lectio VI: Animalia sunt multa!



1. Una Vaca



2. Duae vacae



3. Unus Equus



4. Duo Equi



5. Una Galina



6. Tres galinae



7. *Unus porcus*



8. *Tres Porci*



9. *Unus Canis*



10. *Multi canes*



11. *Multae oves*



12. *Paucae oves*

Lexicon

Vaca, vacae (*wah-ka*): cow (*feminine 1st*)

Equus, equi (*eh-kwoos*): horse (*masculine 1st*)

Galina, galinae (*ga-lee-na*): chicken (*feminine 1st*)

Porcus, porci (*poor-koos*): pig (*masculine 2nd*)

Ovis, oves (*oh-wees*): sheep (*feminine 3rd*)

Canis, canes (*cah-nees*) dog (*masculine 3rd*)

Unus, una, unum (*oo-noos*): one

Duo, duae, duo (*Doo-oh*): two

Tres (*trays*): three

Multi, multae, multa (*mool-tee*): many

Pauci, paucae, pauca (*pow-kee*): few

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,
4/29/20**

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 30, 2020

Thursday,
4/30/20

To Do:

- Literature: Complete *The Phantom Tollbooth* the activity (I)
- Read 20 minutes of a personal book and log it (I)
- Science ~ Identify sounds in each picture and decide whether they are high or low pitched. Complete scavenger hunt. (P)
- Poetry ~ Copy stanza 4 of "The Duel" in your best handwriting and practice reciting from memory (P)
- Math ~ Textbook p. 59-60 #2-7 (guided work), Workbook p. 59-60 (Independent practice) (P & I)
- Spalding ~ Practice spelling test. You are encouraged to review phonograms. (P)
- P.E.~ Complete worksheet (I)

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

Literature - Thursday

Directions: Create a shoebox diorama of your favorite scene from *The Phantom Tollbooth*. For example you could create a scene of the mountains of ignorance or a scene from Digitopolis. Use recycled materials from home and make the diorama as detailed as possible. Add an index card with your diorama that explains the scene. *If you do not have a shoebox, you may use regular paper.*

Science: Ears and Sound ~ Thursday

Directions: Look at the picture. Identify at least 5 sounds you would hear. Are they high or low pitched?



Sound

High or Low Pitch

Go on a scavenger hunt around your house; find 3 items that make a high pitched sound and 3 items that make a low pitched sound. Record them in your science notebook.

Poetry ~ Thursday

Directions: Copy stanza 4 of “The Duel” by Eugene Field and practice reciting to an adult.

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

Stanza

Math – Thursday

Gallons, Quarts, Pints, Cups

Today we will be learning about **Gallons, Quarts, Pints, and Cups**. You might recognize these terms from watching an adult cook, or the milk you have at home (gallon) or school (cup).

Take out your Math notebook and write down the following:

Title: **Gallons, Quarts, Pints, Cups**

- 1 cup = 8 oz
- 2 cup = 1 pint
- 2 quarts = 1 half gallon
- 2 half gallons = 1 gallon
- 4 cups = 1 quarts
- 4 quarts = 1 gallon
- 16 cups = 1 gallon
- Cups is represented as c
- Pints is represented as pt
- Quarts is represented as qt
- Gallons is represented as gal
- From smallest to largest unit: cup, pint, quart, gallon

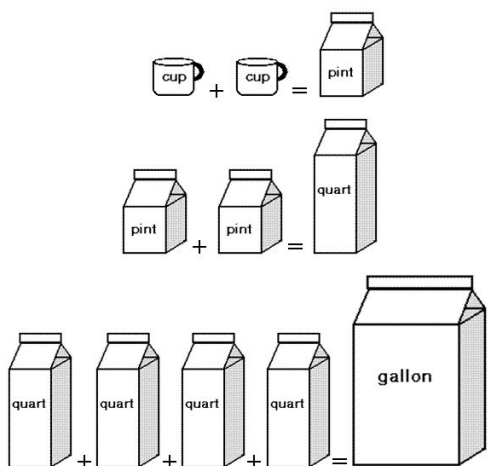
Watch these videos to help you understand and the different units:

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

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

Reference the **Gallons, Quarts, Pints, Cups picture** to help you remember how many of each make a larger unit.

Cups, Pints, Quarts, and a Gallon Chart



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How many cups are there in a 1-pint carton orange juice?
You will need to convert from pint to cups and you should multiply the number of pints by 2 since 2 cups are in one pint.

$$\begin{aligned} 1 \text{ pt} &= 1 \times 2 \text{ c} \\ &= 2 \text{ c} \end{aligned}$$

How many cups are there in 2 quarts of orange juice?
You will first need to convert to quarts to pints.

$$\begin{aligned} 2 \text{ q} &= 2 \times 2 \text{ pt} \\ &= 4 \text{ pt} \end{aligned}$$

Now, convert pints to cups

$$\begin{aligned} 4 \text{ pt} &= 4 \times 2 \text{ c} \\ &= 8 \text{ c} \end{aligned}$$

Watch this video for additional instruction on conversions: <https://www.youtube.com/watch?v=9UVgO8zS474>

Practice these skills with an adult using **Textbook p. 59-60, #2-7.**

Once you have practiced, try it on your own! Continue in your **Workbook** and work out the problems on **59-60.**

Practice Math Flash Cards for 5 minutes.

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

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

P.E. - Thursday

Directions: Select one or both of the following activities for Physical Education.

Activity: Sports Charades Game Instructions

- The object of Sports Charades is for the guessers to call out the sport that the actor is demonstrating.
 - Actors cannot speak or make sounds — only movements.
 - Choose a sport from the list below. Do not choose a sport that has already been used.
 - Be creative! You may use sports not in the list below as long they are factual. For example, specific events such as the long jump, triple jump, or pole vault.
- List: Basketball, Archery, Baseball, Football, Dodgeball, Cheerleading, Soccer, Volleyball, Hockey, Golf, Horse Racing.

Activity: Card PE Game Instructions

- Use a standard deck of 52 playing cards from Ace to King.
- Each card is given a value. For example, an Ace is one repetition with each number increasing in value to the King equaling 13 repetitions.
- You may select any exercise to perform with the draw of each card, however, you may not do the same exercise two cards in a row.
- Try to complete the entire deck throughout the week.

Example: My first card is an Ace (One pushup), my second card is a 10 (10 jumping jacks)now I can go back to pushups for the next card.

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, 4/30/20	To Do: <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 27, 2020

Monday, 4/27/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature: Read aloud to child Chapter 18 <i>The Phantom Tollbooth</i> and ensure they complete activity.<input type="checkbox"/> History: Students will read <i>Life of a Young Sailor</i> and complete activity independently.<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the April Reading Log<input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 1 of “The Duel” in their best handwriting. Practice memorization with student.<input type="checkbox"/> Math ~ Assist scholar with Guided practice and allow them to try on their own for independent practice. They will create flash cards for 6s and will practice throughout the week. You can use notecards, notebook paper, or printer paper.<input type="checkbox"/> Spalding ~ Dictate 10 Spelling words following the script below. Complete the list 2x or for 20 minutes.<input type="checkbox"/> Art ~ Ensure student completes worksheet.
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Literature - Monday

Directions: Ensure you have read Chapter 18 along with your child, stopping throughout to clarify to explain vocabulary. For the comprehension question part 1, the Sense Taker took their senses, however he could not take their sense of humor. Part 2, Rhyme said it is ok to make mistakes, because we learn from them.

History- Monday

Directions: Ensure your child has read *Life of a Young Sailor* independently and complete the letter to a family member. The note should be written in first person point of view and describe how difficult it was for a young sailor to work and live on a ship.

Poetry ~ Monday

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

“The Duel”

By Eugene Field

The gingham dog and the calico cat

Side by side on the table sat;

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

Nor one nor t' other had slept a wink!

The old Dutch clock and the Chinese plate

Appeared to know as sure as fate

There was going to be a terrible spat.

(I wasn't there; I simply state

What was told to me by the Chinese plate!)

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

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

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

The Student will:

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

The Parent will:

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

****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> <ul style="list-style-type: none"> 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>3)</p> <ul style="list-style-type: none"> a) 25 b) 125 <p>4)</p> <ul style="list-style-type: none"> a) 200 b) 3 <p>5) N/A</p> <p>6) N/A</p> <p>7)</p> <ul style="list-style-type: none"> a) 190 b) 155 c) 28 <p>8) N/A</p> <p>9)</p> <ul style="list-style-type: none"> a) 2m 80cm b) 1m 95cm c) 2m 62cm <p>10)N/A</p> <p>11)65cm</p> <p>12)65cm</p> <p>13)</p> <ul style="list-style-type: none"> a) 60cm b) 15cm c) 57cm d) 33cm

Spalding - Monday

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

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

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

The Parent will:

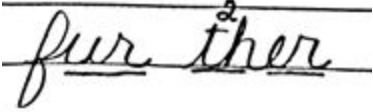
- Refer to instruction tips below.

The Student will:

- Begin in Section S (where they left off in their notebook). Write the word in syllables while saying it aloud.
- Mark the word from the beginning for analysis as shown in the photo below.
- 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 ine₅ 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><u>af fair</u> r. 29</p>	<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><u>course</u></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><u>coarse</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><u>nei ther</u> r. 12</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><u>lo cal</u> r. 4</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><u>mar ry</u> r. 29, 6</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><u>mar ri age</u> r. 29, 24</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</p>

		<p>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>
	<p><i>Let's not discuss it further.</i></p>	<p>P: After children say syllables, say, "In the first syllable, use the <i>er</i> of <i>nurse</i>." Do not use further if measuring distance. How far = farther.</p>

Parent Answer Key and Instructions

Tuesday, April 28, 2020

Tuesday, 4/28/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature: Read aloud to child Chapter 19 <i>The Phantom Tollbooth</i> and ensure they complete activity.<input type="checkbox"/> History: Students will read the <i>Second Sons</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 ~ Ensure that the student is copying stanza 2 of “The Duel” in their best handwriting. Practice memorization with student.<input type="checkbox"/> Math - Assist scholar with Guided practice and allow them to try on their own for independent practice<input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes.<input type="checkbox"/> Latin - Go over answers with student.
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Literature - Tuesday

Directions: Ensure you have read Chapter 16 along with your child, stopping throughout to clarify to explain vocabulary. For the comprehension question, the King did not tell Milo his journey would be impossible because if he did, Milo would not have been able to accomplish the task. By not telling him it was impossible, Milo knew it was something he could do.

History - Tuesday

Directions: Ensure your child reads the article independently and complete the activity. You may check your child’s work by verifying that they accurately described the first son inheriting the land, money, kingdom of the father. The second son gets nothing and has to earn his own power, land, and money.

Poetry ~ Tuesday

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

The Student will:

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

- Practice memorization.

The Parent will:

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

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

Math – Tuesday Pounds and Ounces

Objective	Worksheet	Answers
<ul style="list-style-type: none"> ● Review pounds and ounces ● Read scales in pounds and ounces ● Estimate and weigh objects in pounds and ounces ● Convert between pounds and ounces ● Subtract ounces from pounds 	Guided practice: TB p. 42-43 odds Independent practice: TB p. 42-43 evens	TB 42-43 1. (a) 2 lb (b) 7lbs 4 oz 2. $64 + 13 = 77$ oz 3 (a) 80 (b) 127 (c) 153 4. $8 \times 3 = 24$, 24 oz = 1 lb 8 oz 5. (a) 1lb (b) 1 lb 4 oz (c) 1 lb 10 oz 6. 2 oz 7. 6 oz, 2 lb 6 oz 8. 4 oz, 1lb 5 oz 9. (a) 7 oz (b) 4 lb 12 oz (c) 1 lb 8 oz (d) 7 lb 1 oz (e) 9 lb 13 oz (f) 3 lb 14 oz

Spalding - Tuesday

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

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

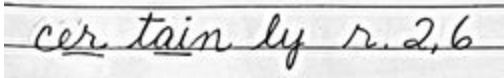
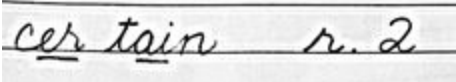
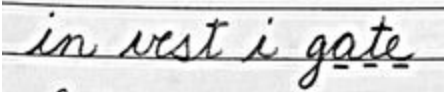
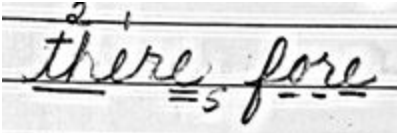
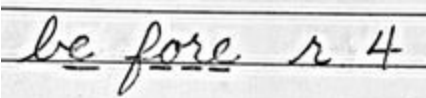
- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

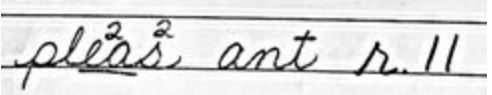
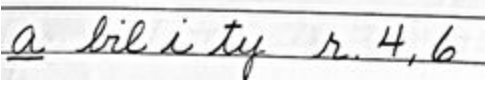
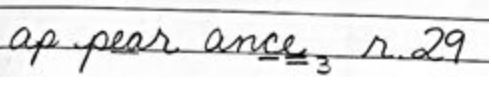
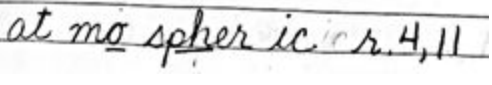
The Parent will:

- Refer to instruction tips below.

The Student will:

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

Word	Example Sentence	Instructions
	<p><i>Certainly, you must be joking.</i></p>	<p>P: Say, “My base word is certain. My ending is ly. I must write certain and add my ending ly to make the word certainly.” R. 2- The letter c before e, i, or y says s. R. 6- The letter y, not i, is used at the end of English words.</p>
	<p><i>I am certain of the date.</i></p>	<p>P: Say, “My base word is certain.” /ai/ is often used when followed by /n/ at the end of a word. R. 2- The letter c before e, i, or y says s.</p>
	<p><i>The detective will investigate the case.</i></p>	<p>N/A</p>
	<p><i>It began to rain; therefore, the game was canceled.</i></p>	<p>P: Say, “My base word is there. My base word is fore. I must write there and add my base word fore to make the compound word therefore.”</p>
	<p><i>I brush my teeth before I eat breakfast.</i></p>	<p>P: Say, “My base word is fore. My prefix is be. I must write be and add my base word fore to make the word before.”</p>

		<p>fore = in front of (forehead, foreground)</p> <p>R.4- a,e,i,o,u say their name at the end of a syllable.</p>
	<p><i>She is very pleasant.</i></p>	<p>P: Say, “My base word is please. My ending is ant. I must write please without the silent final e because the ending ant starts with a vowel. After children say the syllables, say, “In the first syllable, use E,e,A. The phonogram ea saying its second sound never ends a syllable (hence the s at the end of syllable 1). It ends a syllable if it says E (rea son, sea son).</p> <p>Helpful tip: “It is pleasant to be an ant” may help students choose ant, not ent.</p> <p>R. 11- words ending with a silent final e are written without the e when adding an ending that starts with a vowel.</p>
	<p><i>Alec Bings had the ability to see through others.</i></p>	<p>R.4- a,e,i,o,u say their name at the end of a syllable. R. 6- The letter y, not i, is used at the end of English words.</p>
	<p><i>The dodecahedron's appearance was odd.</i></p>	<p>P: Say, “My base word is appear. My ending is ance. I must write my base word appear and add my ending ance to make the word appearance.” R. 29- divide words between double consonants within a base word.</p>
	<p><i>Atmospheric pressure varies with temperature.</i></p>	<p>P: Say, “My base word is atmosphere. My ending is ic. I must write atmosphere without the silent final e because my ending ic begins with a vowel, then add the ending ic to make</p>

		<p>the word atmospheric.” R.4- a,e,i,o,u say their name at the end of a syllable. R. 11- words ending with a silent final e are written without the e when adding an ending that starts with a vowel.</p>
<p><u>at mo sphere r. 4</u></p>	<p><i>She created a calm atmosphere in her home.</i></p>	<p>Base word: atmosphere. R.4- a,e,i,o,u say their name at the end of a syllable.</p>

ANSWER KEY

Name: _____

ANSWER KEY

ANSWER KEY

Class: _____

Time Signature, Bar Lines, and Double Bar Lines

Remember that the time signature specifies how many beats are contained in each measure of music (or *bar*). The time signature also specifies which note value equals one beat. Four/four-time signature, which looks like this: $\frac{4}{4}$, specifies that there are four beats per measure, and that the quarter note (♩) gets one beat.

Bar lines (||) divide beats into equal groups depending on the time signature. Double bar lines (|||) are placed at the end of the last bar (measure) to show where the music ends.

Directions: For the lines below, draw the bar lines in the correct place based on the time signature. At the end of each line, draw a double bar line. Make sure you check the time signature so you know how many beats go in each measure.

Use the Rhythm Study Guide to help you determine where the bar lines should go in each line.

$\text{♩} = 1$	$\text{♩} = 1$	$\text{♩♩} = 1$	$\text{♩} = 2$	$\text{—} = 2$	$\text{○} = 4$
quarter note	quarter rest	eighth notes	half note	half rest	whole note

$\frac{4}{4}$ Ex: $1 + 1 + 2 = 4$

$\frac{2}{4}$ Pay attention to the time signature (hint: two beats per measure)

Parent Answer Key and Instructions

Wednesday, April 29, 2020

Wednesday, 4/29/20	<u>To Do:</u> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read aloud to child Chapter 20 <i>The Phantom Tollbooth</i> and ensure they complete the comprehension question<input type="checkbox"/> Science: Guide student through reading and answer the question finding evidence in the text. Assist student in finding similarities and differences between light and sound.<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 3 of “The Duel” in their best handwriting. Practice memorization with student.<input type="checkbox"/> Math - Assist scholar with Guided practice and allow them to try on their own for independent practice<input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 2x or for 20 minutes. Scholar is encouraged to review phonograms.<input type="checkbox"/> Latin - Go over answers with student
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Literature - Wednesday

Directions: Ensure you have read Chapter 20 along with your child, stopping throughout to clarify to explain vocabulary. For the comprehension question, Milo learned that he doesn't need new toys, books, and other new things to entertain him. He know has an imagination to use to create new adventures of his own.

Science ~ Ears and Sound

1. High pitch
2. Low pitch

Venn Diagram:

Same:

- Both travel through mediums (solid, liquid, gas)
- Forms of energy that travel in waves

Light:

- Travels faster than sound
- Different lengths
- Travel through emptiness

Sound:

- Must have a medium to travel through

Poetry ~ Wednesday

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

The Student will:

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

The Parent will:

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

Work for a maximum of 10 minutes.

Math – Wednesday Liters and Milliliters

Objective	Worksheet	Answers
<ul style="list-style-type: none">● Review the liter● Review the term capacity● Understand the milliliter as a unit of measurement● Estimate and measure capacity in liters and milliliters	Guided practice: TB p. 48 – 54 odds Independent practice: TB p 48- 54 evens.	TB p. 49 – 52 1. 2 liters 9. (a) 350 ml (b) 800 ml (c) 1 l 200 ml TB p. 53 – 54 10. 1 l 100 ml 11. 1 l 500 ml 12. (a) 1 l 200 ml (b) 2 l 500 ml (c) 2 l 50 ml (d) 1 l 5 ml (e) 3 l 400 ml (f) 3 l 105 ml 13. (a) 2000 ml (b) 2350 ml 14. (a) 1800 ml (b) 1080 ml (c) 1008 ml (d) 3025 ml (e) 2005 ml (f) 3500 ml 15. 1 l 250 ml 16. 350 ml 17. A $2040 - 1789 = 260$ ml

Spalding - Wednesday

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

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

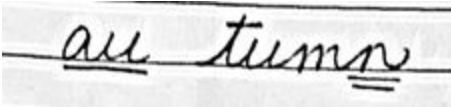
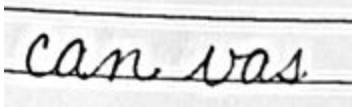
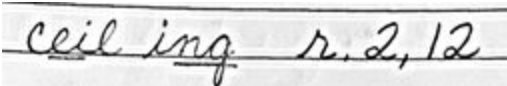
- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

The Parent will:

- Refer to instruction tips below.

The Student will:

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

Word	Example Sentence	Instructions
	<i>Autumn is my favorite season.</i>	For spelling, pronounce the /n/. Say <i>t u m n</i> .
	<i>She painted the sunset on her canvas.</i>	
	<i>I noticed a crack in the ceiling.</i>	<p>P: Say, "My base word is ceil. My base word is ing." After child says syllables, ask, "What phonogram should we use?" (ei -E,A,i)</p> <p>"Why?" (<i>I before E except after c.</i>)</p> <p style="text-align: center;">ceil = to put on</p> <p>R. 2- The letter <i>c</i> before <i>e</i>, <i>i</i>, or <i>y</i> says <i>s</i>. R.12- <i>i</i> before <i>e</i> except after <i>c</i>.</p>

	<p>Celery is a crunchy vegetable.</p>	<p>R. 2- The letter c before e, i, or y says s. R. 6- The letter y, not i, is used at the end of English words.</p>
	<p>Some employees earn a salary.</p>	<p>Separate syllables clearly to call attention to syllable 2 "A." R.4- a,e,i,o,u say their name at the end of a syllable. R. 6- The letter y, not i, is used at the end of English words.</p>
	<p>There is no 'age' in college.</p>	<p>There is no 'age' in college. We can go at any age. R. 29- divide words between double consonants within a base word.</p>
	<p>A butterfly is a beautiful creation.</p>	<p>P: Say, "My base word is create. My ending is on. I must write create and replace the te with /ti/ and add on to make the word creation." R.4- a,e,i,o,u say their name at the end of a syllable. R.14- ti, si, and ci are used to say /sh/ (noun)</p>
	<p>She has a creative imagination.</p>	<p>P: Say, "My base word is create. My ending is ive. I must write my base word create, eliminate the silent final e because my ending ive begins with a vowel, then add my ending ive to make the word creative." on to make the word creation." R.4- a,e,i,o,u say their name at the end of a syllable. R. 11- words ending with a silent final e are written without the e when adding an ending that starts with a vowel. (adjunctive)</p>

<p><u>cre</u> <u>a</u> <u>ted</u> r. 4, 11, 28</p>	<p><i>We created a monster!</i></p>	<p>P: Say, “My base word is create. My ending is “ed.” I must write my base word create, drop the silent final e because my ending ed begins with a vowel, then add my ending ed to make the word created.” R.4- a,e,i,o,u say their name at the end of a syllable. R. 11- words ending with a silent final e are written without the e when adding an ending that starts with a vowel. R. 28- “ed” has three sounds and is added to form the past tense of regular verbs.</p> <p>(past tense verb)</p>
<p><u>cre</u> <u>ate</u> r. 4</p>	<p><i>Let’s create a masterpiece.</i></p>	<p>Base word: create. R.4- a,e,i,o,u say their name at the end of a syllable.</p> <p>(verb)</p>

Parent Answer Key and Instructions

Thursday, April 30, 2020

Thursday, 4/30/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature ~ Students will work independently to create a diorama or illustration from <i>The Phantom Tollbooth</i> <input type="checkbox"/> Science: Complete table based on picture and go on scavenger hunt. <input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log <input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 4 of “The Duel” in their best handwriting. Practice memorization with student. <input type="checkbox"/> Math - Assist scholar with Guided practice and allow them to try on their own for independent practice <input type="checkbox"/> Spalding ~ Practice spelling test. Scholar is encouraged to review phonograms. <input type="checkbox"/> Latin - Go over answers with student
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Literature - Thursday

Directions: Ensure your child is working independently to create a scene from their favorite part of *The Phantom Tollbooth*. They may use a shoebox with household materials OR make an illustration. The activity must include a short description of their scene.

We would love to see their scenes, please take a picture of your child's project and attach it to the Friday Assessment packet when you submit to lead teachers, Thank You!

Science ~ Ears and Sound

Sound	High or Low Pitch
Man Talking	Low
Dog Barking	High or low
Kids Yelling	High
Brakes Screeching	High
Bell on Bike	High

Accept any reasonable answer. These are just examples.

Poetry ~ Thursday

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

The Student will:

- Read the poem aloud.
- Copy stanza 4, 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 Gallons, Quarts, Pints, Cups

Objective	Worksheet	Answers
<ul style="list-style-type: none">● Review gallons, quarts, pints, and cups● Estimate and measure in gallons, quarts and pints and cups● Convert between gallons quarts pints and cups	Guided practice: TB p. 59-60 #2-7 Independent practice: WB p. 59-60	TB p. 59 – 60 2. 4 c 3. 5 qt 1 gal 1 qt 4. 19 gal 2 qt 5 7 qt 1 pt 6 10 pt 1 c 7 2 t 1 pt

Spalding ~ Thursday

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

The Parent will read the spelling word and example sentence, then repeat the spelling word.

(Ex. director...The company’s director will retire next month... director)

Please dictate the spelling words in random order.

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

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

1. opinion	<i>Tell me your honest opinion.</i>	opinion
2. onion	<i>She cooked onion soup for dinner.</i>	onion
3. union	<i>The labor union called a strike..</i>	union
4. companion	<i>My dog is my best companion.</i>	companion
5. million	<i>You are one in a million.</i>	million
6. behavior	<i>The teacher complimented the class' good behavior.</i>	behavior
7. possibly	<i>It may possibly rain today.</i>	possibly
8. possible	<i>We should go as soon as possible.</i>	possible
9. piece	<i>I lost the last piece of the puzzle.</i>	piece
10. peace	<i>I wish you peace and happiness.</i>	peace
11. certainly	<i>Certainly, you must be joking.</i>	certainly
12. certain	<i>I am certain of the date.</i>	certain
13. investigate	<i>The detective will investigate the case.</i>	investigate
14. therefore	<i>It began to rain; therefore, the game was canceled.</i>	therefore
15. before	<i>I brush my teeth before I eat breakfast.</i>	before
16. pleasant	<i>She is very pleasant.</i>	pleasant
17. ability	<i>Alec Bings had the ability to see through others.</i>	ability
18. appearance	<i>The dodecahedron's appearance was odd.</i>	appearance
19. atmosphere	<i>She created a calm atmosphere in her home.</i>	atmosphere
20. atmospheric	<i>Atmospheric pressure varies with temperature.</i>	atmospheric
21. autumn	<i>Autumn is my favorite season.</i>	autumn
22. canvas	<i>She painted the sunset on her canvas.</i>	canvas
23. ceiling	<i>I noticed a crack in the ceiling.</i>	ceiling
24. celery	<i>Celery is a crunchy vegetable.</i>	celery
25. salary	<i>Some employees earn a salary.</i>	salary
26. college	<i>There is no 'age' in college.</i>	college

27. creation	<i>A butterfly is a beautiful creation.</i>	creation
28. creative	<i>She has a creative imagination.</i>	creative
29. created	<i>We created a monster!</i>	created
30. create	<i>Let's create a masterpiece.</i>	create

opinion	certainly	autumn
onion	certain	canvas
union	investigate	ceiling
companion	therefore	celery
million	before	salary
behavior	pleasant	college
possibly	ability	creation
possible	appearance	creative
piece	atmospheric	created
peace	atmosphere	create

Parent Instructions for Assessment

Poetry ~ Friday

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

The Student will:

- Practice reciting to an adult.

The Parent will:

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

Students will continue to practice reciting “The Duel” next week. Complete recitation of the poem will be on Friday, May 1.

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

Spalding ~ Friday

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

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

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

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



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Student Attendance Affidavit

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

Monday, April 27th, 2020

Tuesday, April 28th, 2020

Wednesday, April 29th, 2020

Thursday, April 30th, 2020

Friday, May 1st, 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 27 – May 1, 2020

Friday, 5/01/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Read 20 minutes of a personal book and log it (I)<input type="checkbox"/> Literature ~ Complete Unit Assessment AND submit picture of diorama project (I)<input type="checkbox"/> History ~ Respond to article comprehension questions (I)<input type="checkbox"/> Science ~ Answer questions (I)<input type="checkbox"/> Poetry ~ Practice reciting “The Duel” to an adult. <u>NO POEM RECITATION TODAY. (P)</u><input type="checkbox"/> Math ~ Independent Assessment (I)<input type="checkbox"/> Spalding ~ Spelling Test (P)
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***** For all written responses, please write neatly in cursive. *****

Student Name: _____ Class: _____

DUE: Saturday, May 2nd at 8PM

Literature - Friday

Directions: Congratulations on finishing *The Phantom Tollbooth*! Complete the following Unit Assessment to show what you learned. The questions will be from chapters in the beginning, middle and end of the book. You may use the book to find your answers. **(I)**

1. Who brings back a sackful of the sounds that Milo releases? _____

2. Who is the man seated at the bottom of the stairs to the castle in the Air?

3. Why do the demons want to destroy Milo, Tock, and Humbug as well as all intruders?

4. What does the “A” stand for in Dr. Kakofonous A. Discord’s name?

5. At what time was Milo supposed to wake Chroma the Great? _____

6. In Chapter 19, why does Humbug say he can't leave with Milo? What will Tock do?

7. What was the main **Problem** Milo was trying to solve on his adventure and what was the **Solution** of the problem?

8. What did you enjoy most about reading *The Phantom Tollbooth* and why?

Don't forget to submit a picture of your favorite Phantom Tollbooth scene diorama project or illustration!

Poetry ~ Friday

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

Practiced by: _____

Witnessed by: _____

History - Friday

In the article *Life of a Young Sailor*, young boys had a difficult life on ship. Using details from the article, describe what life was like a young sailor on a ship. Be sure to use specific statements from the text. (I)

In the article *Second Sons*, using specific reasons from the text, why did “second sons” want to explore other lands? (I)

Science

1. Explain the difference between a high-pitch and low-pitch sound.

**Math – Thursday
Assessment**

1) Fill in the blank

a) 1 kilogram = _____ grams

e) 2 cup = _____ pint

b) 1 pound = _____ ounces

f) 2 half gallons = _____

c) 1 liter = _____ milliliters

gallon

d) 1 cup = _____ oz

2) A stack of books weighs 3 pounds 8 ounces. How many ounces are in the stack of books altogether?

3) 2 kilograms 135 grams + _____ grams = 3 kilograms

4) How many pints are in a gallon? Show your work and answer in a complete sentence.

5) How many cups are in a quart? Show your work and answer in a complete sentence.

Spalding Spelling Test

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