



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Dear 3rd Grade Families,

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

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

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

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

Online materials:

Alice in Wonderland - https://www.adobe.com/be_en/active-use/pdf/Alice_in_Wonderland.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 3-31**

2. ***Parent Packet (printing is optional, can be viewed online) pgs 32-48***

3. ***Student Attendance Affidavit (Must be printed, signed and submitted with Assessments) (pg. 49)***

4. ***Friday Assessment Packet (Must be printed and is due no later than 8pm on Thursday) (pgs 50-54)***

Monday, May 11, 2020

Monday, 5/11/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read Chapter 5: <i>Advice from a Caterpillar, Alice in Wonderland</i> (P) and complete the activity (I).<input type="checkbox"/> History ~ Read <i>Sir Walter Raleigh</i> and complete the activity (I)<input type="checkbox"/> Poetry ~ Copy stanza 1 of "The Crocodile" by Lewis Carroll (P)<input type="checkbox"/> Math ~ Textbook p. 112-113 (guided work), Workbook 123-124 (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)
----------------------------	--

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

Literature - Monday

Directions:

1. Read Chapter 5: *Advice from a Caterpillar, Alice in Wonderland*
2. This year we learned about Cause and Effect. **Cause** is WHY something happened and **Effect** is WHAT happened. Complete the chart below to identify the Causes and Effects in Chapter 5.

Cause - WHY	Effect - WHAT
	Alice's neck grew as long as serpent
Serpents were stealing and eating the Pigeons eggs	

History - Monday

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

Sir Walter Raleigh



Portrait of Sir Walter Raleigh

Sir Walter Raleigh was born in the early 1550s in England, and he grew up on a farm. When he was seventeen, Raleigh left England to fight in the Wars of Religion in France. Later, he returned to England to study law. This was the time that Raleigh developed his love for writing poetry. In 1578, Raleigh sailed to North America with his half-brother, Sir Humphrey Gilbert. Raleigh's trip to North America might have made him more interested in starting a colony there.



Statue of Sir Walter Raleigh in Raleigh, North Carolina

In 1585, he sponsored the first English settlement in North America, a colony on Roanoke Island. The colony failed with the colonists returning to England. In 1587, Raleigh sponsored another settlement effort to Roanoke Island. This colony is known today as the lost colony because its members disappeared.

Directions: In the article above, we learn that Raleigh “developed a love for writing poetry”. At Great Hearts, we value learning about, memorizing, and reciting poetry. What poem have you enjoyed learning this year and why?

Poetry ~ Monday

The Crocodile

by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

Directions: Copy stanza 1 of “The Crocodile” by Lewis Carroll and practice reciting to an adult.

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

Stanza 1

Math – Monday

Time

One **hour** and one **minute** are units of time. We use these units to measure time. What can you measure time with? Name a few thoughts below:

Look at the clock in your **Textbook** on **page 112**.

The clock has 2 pointers called “hands”. One is called the “long hand” and one is called the “short hand”. The short hand points to the hours and the long hand marks the minutes and makes one full turn every hour.

What do the marks on the clock represent? The longer marks represent the hours and the shorter marks represent the minutes.

Put your finger on 11 and another finger on 12. The tick marks between the two are called *intervals*. How many intervals are there between 11 and 12? There are 5 intervals between 11 and 12 and each interval represents 1 minute. You should remember there are 5 minutes between each number. When you are reading minutes, the numbers on the clocks represent the number of 5-minute intervals. Think of each number as counting by 5’s. With your finger, start at 12 (which is minute 0) and go to each number as you count by 5. This means that the number 1 will be 5 minutes, number 2 ten minutes, and so on. When you reach 12 again, you should be at minute 60.

Say this out loud: 8:20

We read it as: “eight twenty.” It means 20 minutes after 8 o’clock.

We also can say that it is twenty minutes past eight.

Let’s try this one: 8:35

It means: _____

We can also say it is _____ minutes after _____

When we add *a.m.* to the end of a time, this means we are talking about the first 12 hours of the day. This is the morning. When we add *p.m.* to the end of a time, this means we are talking about the last 12 hours of the day. This can be referred to as afternoon, evening or nighttime.

Now that we have learned and practiced telling time, work with an adult to complete **Textbook** pages **112 and 113**. When you are done, try it on your own using **Workbook** pages **123-124**.

Create Flash Cards for 8’s (1x8 through 12x8) Practice for 5 minutes.

Spalding: Dictation - Monday

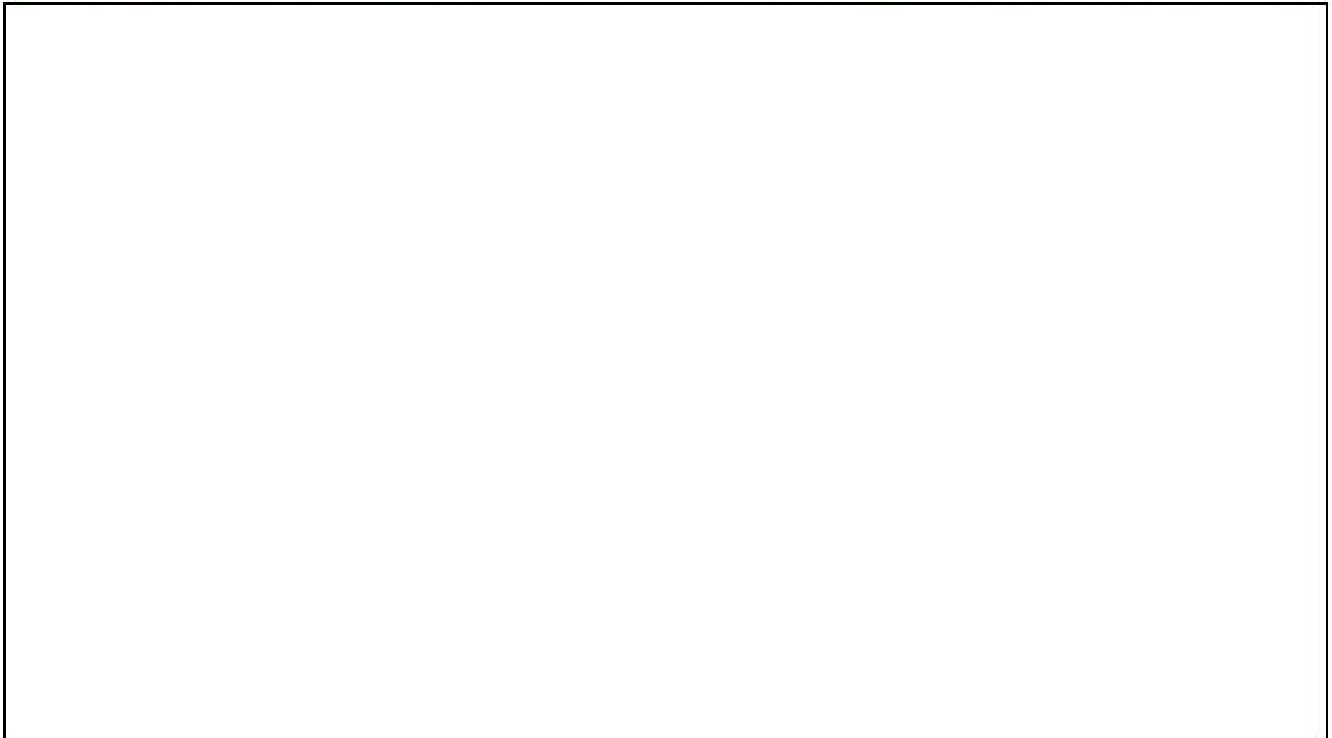
Directions: Parents will read the words to you. The words are in the **parent section** of the packet. This is because the words must be read to the scholar. Scholars may not view the words and copy them. Use your Spalding Notebook. Begin where you left off last week. You are encouraged to review phonograms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

Remote Learning Assignment: Renaissance

The Creation of Adam, Sistine Chapel

The Sistine Chapel is in Italy and is best known for the paintings done by Renaissance artist, Michelangelo di Lodovico Buonarroti Simoni.

Below is a small part of the scene on the ceiling of the Sistine Chapel called *The Creation of Adam*. Try sketching it in the area below the photo.



Hands are difficult to draw, but luckily you can use your own as models to practice.

With your drawing tool in your right hand, try drawing a picture of your left hand.

With your drawing tool in your left hand, try drawing a picture of your right hand.

Monday- Daily Rubric

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

**Monday,
5/11/20**

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 put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.

Tuesday, May 12, 2020

Tuesday , 5/12/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Read Chapter 6: <i>Pig and Pepper, Alice in Wonderland</i> (P) and complete the comprehension question. (I)<input type="checkbox"/> History ~ Read the article <i>Captain John Smith</i> article and complete the comprehension question (I)<input type="checkbox"/> Poetry ~ Copy stanza 2 of “The Crocodile” in your best handwriting and practice reciting from memory (P)<input type="checkbox"/> Math ~ Textbook p. 114-115, Workbook 125-126 (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)
------------------------------------	---

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

Literature - Tuesday

Directions:

1. Read Chapter 6: *Pig and Pepper, Alice in Wonderland*
2. In Chapter 6, Alice sees many strange and peculiar things. Describe 3 examples of the strange things Alice encounters.

- a. _____
- b. _____
- c. _____

History - Tuesday

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

Captain John Smith



Portrait of John Smith

John Smith was an English soldier who fought in Hungary and the Netherlands. He was recognized for his bravery, and he was promoted to captain.

John Smith was one of the around 100 original settlers of Jamestown colony. They were sent by the Virginia Company. Led by Christopher Newport, they traveled to North America on ships named the *Susan Constant*, the *Godspeed*, and the *Discovery*. In 1607, the settlers arrived in North America and chose a spot on a peninsula to make their settlement. Then they were governed by a group of seven men. One of the men was John Smith.

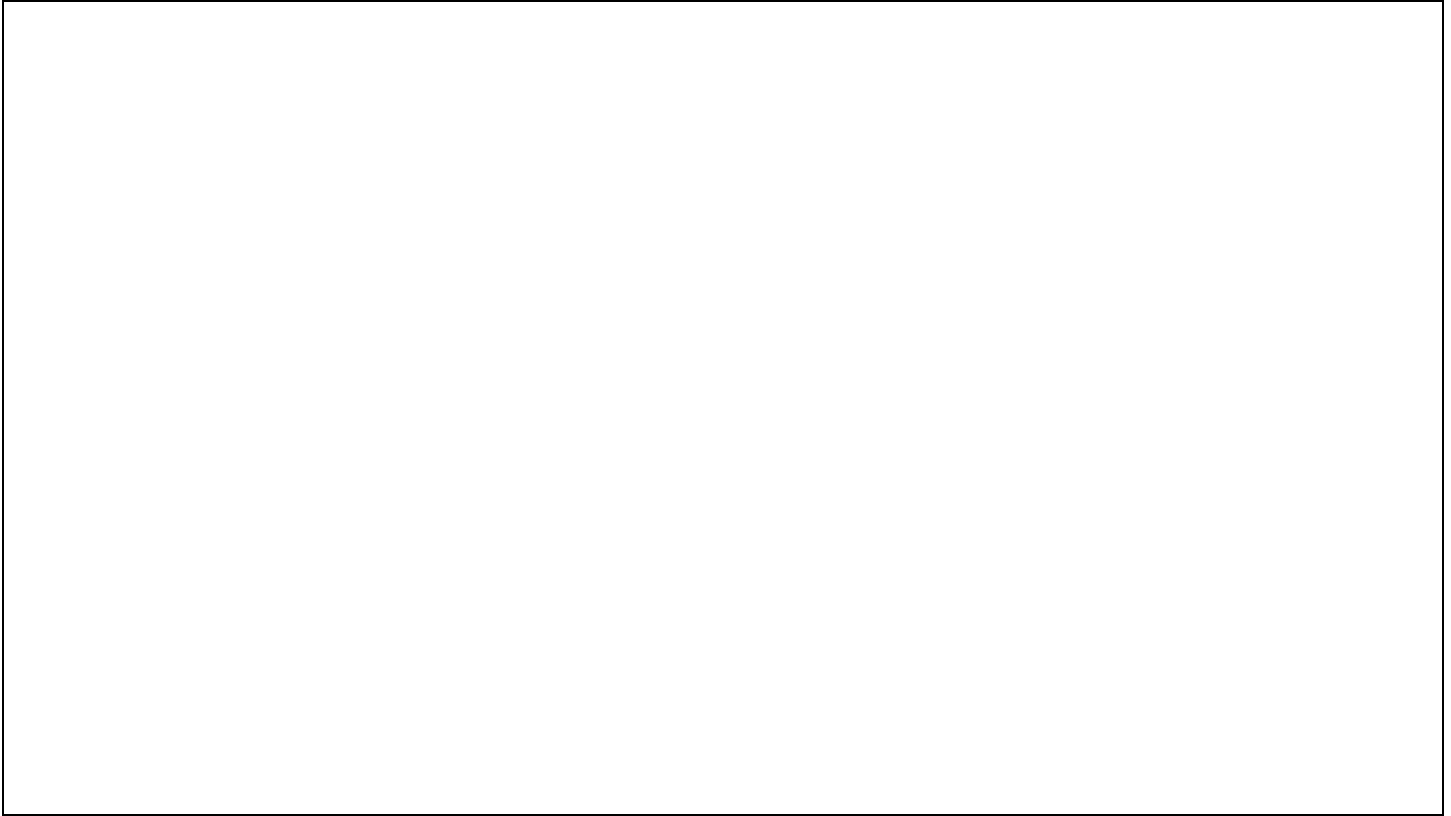
In September 1608, John Smith was chosen to be the president of the colony. He was very firm and ensured that every colonist contributed to the colony. While many of the colonists wanted to spend their time looking for gold, John Smith helped them focus on their survival needs. He is famous for the rule, "...he that will not work shall not eat...". He made sure that the colonists performed more productive tasks, like planting crops, digging a well, and repairing the fort. Under John Smith, Jamestown even began to produce pitch, tar, and soap ash to send back to England. About one year after he was elected president of Jamestown colony, John Smith had to return to England because of an injury.

John Smith had some great accomplishments during his time at Jamestown. One of his accomplishments was making a detailed map of the area. He went on a couple of voyages with a few other colonists to explore the surrounding Chesapeake Bay region. They traveled in a large open boat called a barge. He used these voyages to create the map, which included a lot of very important information.

This is John Smith's map of the Chesapeake Bay region



Directions: In the article above, we learned that one of John's Smith great accomplishments was making a detailed map of the area. Now it's your turn to be a map maker like John Smith! Create a map of a room in your house or backyard. Be sure to include "landmarks", such as furniture, doors, etc.



Poetry ~ Tuesday

Directions: Copy stanza 2 of "The Crocodile" by Lewis Carroll and practice reciting to an adult.

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

Stanza 2

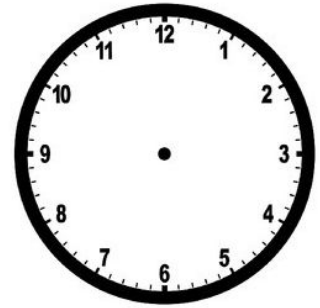
Math – Tuesday

Telling Time in a.m., p.m., Hours and Minutes

Long before clocks were around, sundials were used to keep track of time. Since the sun is highest in the sky at noon, time was "named before noon" and "after noon." Now, we still say a time is either a.m.(from "ante-meridian" which means "before noon" in Latin) or p.m. (from "post-meridian, which means "after noon").

What time did you wake up this morning? _____

Draw it on a clock or use your clock cut out.



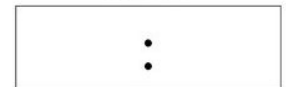
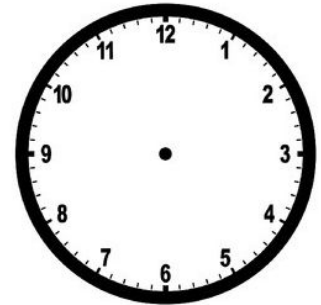
We usually use the word "past" before 30 minutes, like 10 minutes past 6. The word "to" is used when the minute hand is pointing after 6. For example, 10 minutes to eight.

Let's say your bedtime is 9:45

Draw it on a clock

The hour is the number at the beginning (1-12) for example if you woke up at 7:30, the hour would be 7. How many minutes after the hour is your bedtime? _____

You would need to look at the minutes and point out the minutes. Here, we have 45 minutes past the hour.



How many minutes till the next hour? _____

Here you will need to focus on the minutes and count how many minutes to get to 60 (which would make the next hour of 10 o'clock). Our minutes at 9:45 is 45. If we have 60 minutes in 1 hour, we will subtract 45 from 60. This equals 15 minutes.

Now that you have learned about time, turn to your **Textbook p 114 – 115** and work with an adult while you sharpen your skills. Once you have completed these pages, go to your Workbook page 125 – 126 and try it on your own!

Spalding: Dictation - Tuesday

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

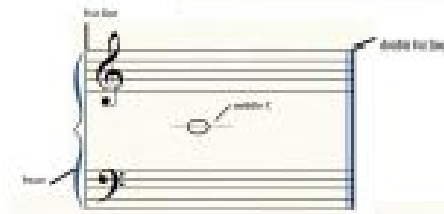
Directions: Parents will read the words to you. The words are in the **parent section** of the packet. This is because the words must be read to the scholar. Scholars may not view the words and copy them. Use your Spalding Notebook. Begin where you left off yesterday. You are encouraged to review phonograms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

Name: _____

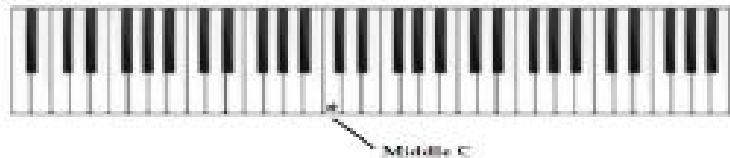
Class: _____

The Grand Staff

The Grand Staff is the treble and bass staves joined together by a bar line, brace, and double bar line.



Middle C is written on a ledger line between the treble and bass staff. Middle C divides the grand staff in half just like it divides the piano keyboard in half. It is in the "middle."



PART I

Directions: In the grand staves below, draw in bar lines, braces, and double bar lines in the proper places (use the diagram above as a guide). Make sure to draw in the treble and bass clefs in their proper places as well (do the best you can). Neatness is important, so remember to write legibly and beautifully.



PART II

Directions: On the Grand Staff below, fill in the missing note names on the lines beneath each note. Start in bass clef, on note C (already written in for you). Remember, when naming notes we use *CAPITAL* letters. Some answers are already provided for you, so just go through the music alphabet: *ABCDEFG*. *Hint:* Use the same letters over and over again. When you get to "G," start over again with "A."

C D _ F _ A B _

D E _ G A _ C

Tuesday - Daily Rubric

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

<p>Tuesday, 5/12/20</p>	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> I spent ___ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.<input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
------------------------------------	---

Wednesday, May 13, 2020

Wednesday , 5/13/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read Chapter7: <i>A Mad Tea-Party, Alice in Wonderland</i> (P) and complete the activity (I).<input type="checkbox"/> Science ~ Write down bullet points based on what you notice in the picture. Read the article and answer the questions. (I)<input type="checkbox"/> Poetry ~ Practice memorization of “The Crocodile” by Lewis Carroll (P)<input type="checkbox"/> Math ~ Textbook p. 116 (guided work), Workbook 127-128 (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"/> P.E.~ Complete worksheet (P)
--------------------------------------	--

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

Literature - Wednesday

Directions:

1. Read Chapter 7: A Mad Tea-Party, Alice in Wonderland

2. On pages 76-77 of Chapter 7, we learned that the Mad Hatter had to sing to the Queen. He sang “Twinkle, Twinkle, Little Bat”. This came from the nursery rhyme called Twinkle, Twinkle, Little Star. Re-read the Hatter’s song and finish the ending. Hint: It’s a little Batty! 😊

Twinkle, twinkle, little bat!
How I wonder what you’re at!
Up above the world you fly,
Like a tea-tray in the sky.

Science ~ Wednesday



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

Read the Article and answer the questions below:

Let's get down to the bare bones: You need your skeleton. The skeletal system, or framework of bones, doesn't just hold you up. It gives your body its shape, protects your organs, and works with your muscles to help you move.

At birth, you had more than 300 bones, which fused together as you grew. By the time your body is finished growing, you'll have about 206 bones. Researchers at Wright State University School of Medicine in Ohio have discovered that kids who exercise have stronger bones as adults.

Your body has plate-like bones that cannot move, such as those that make up the cranium. The cranium protects your brain.

The stirrup bone, also called the stapes, is in the ear. It is the smallest bone in the human body.

Your body is made up of many movable bones, such as the humerus, which is located in the upper arm.

Your ribs provide a protective casing for important organs, such as your heart and lungs.

The spine is made up of 33 bones called the vertebrae.

The thighbone is called the femur. It's the longest and strongest bone in your body.

How else can you bone up? Make sure your body gets enough calcium. That bone-building mineral is found in foods and drinks such as yogurt, leafy greens, and milk.

Did You Know?

More than half the bones in the human body are in the hands and feet. Each hand has 27 bones. Each foot has 26 bones.

1. What does it mean when the author says “the ribs provide a protective casing,”?

2. Why do you think hands and feet have so many bones, while legs and arms have fewer?

3. What is the main idea of this text?

Poetry ~ Wednesday

Directions: Read “The Crocodile” by Lewis Carroll aloud. Then, practice reciting the poem to an adult.

“The Crocodile” by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

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.

P. E. - Wednesday

Physical Education Plan Week 8

Activity: Food Label PE

Materials: You will need five individual food packages with labels.

Specific Actions: Food labels have many categories listed on them. This activity involves both exercise and identifying different components in the food you eat daily. Understanding how to read a food label properly will support your efforts to make sound decisions when choosing foods. For this activity will use total carbohydrates, protein, sodium, total fat, and dietary fiber numbers from the label. Disregard the percentages and look specifically at the numbers.

Step 1: Select your food items.

Step 2: Identify the total numbers in each category listed above.

Step 3: Do the activity associated with that category of the food label.

Total Carbohydrates = Pushups

Protein = Mountain Climbers

Sodium = Jumping Jacks

Total Fat = Crab Kicks

Dietary Fiber = Steam Engine

For example: I have a can of sweet peas. The total carbohydrates read four percent. This means four pushups. The protein reads as 3g (grams), so this means three mountain climbers. The sodium is listed at thirteen percent equaling thirteen jumping jacks. The total fat reads 0 percent, so coach got lucky on crab kicks. The dietary fiber is equal to eleven percent, so eleven steam engines. Do this for five total items, add the exercise numbers together and enjoy your workout.

Wednesday - Daily Rubric

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

Wednesday , 5/13/20	<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 put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
--------------------------------	--

Thursday, May 14, 2020

<p>Thursday, 5/14/20</p>	<p>To Do:</p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read Chapter 8: <i>The Queen’s Croquet- Ground, Alice in Wonderland</i> (P) and complete the activity (I).<input type="checkbox"/> Science ~ Read the text and answer questions (I)<input type="checkbox"/> Poetry ~ Practice memorization of “The Crocodile” by Lewis Carroll (P)<input type="checkbox"/> Math ~ Textbook p. 118-119 (guided work), Workbook 131-132 (P&I)<input type="checkbox"/> Spalding ~ Complete practice spelling test. You are encouraged to review phonogram cards. (P)<input type="checkbox"/> Latin ~ Complete worksheet (P)
-------------------------------------	---

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

Literature - Thursday

Directions:

1. Read Chapter 8: The Queen’s Croquet-Ground, Alice in Wonderland

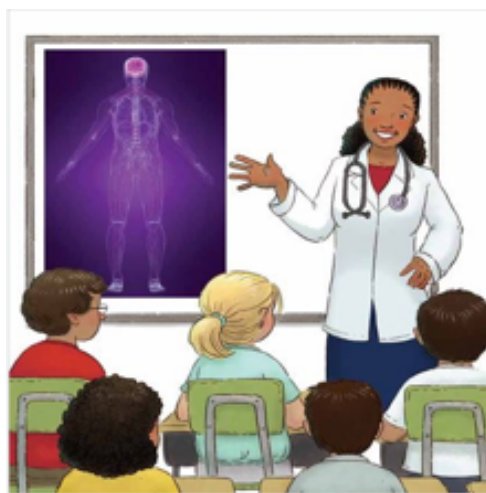
2. In Chapter 8, Alice’s character demonstrates kindness. On page 88, what kind act did she do for the Cards?

Science~ Thursday

Directions: Read the text and answer the questions.

The skeletal system is made up of bones. The muscular system is made up of muscles. The nervous system is made up of—you guessed it—nerves!

You have about 200 bones in your body. You have about 650 muscles to help you move those bones around. How many nerves do you think you have? A thousand? Nope. You have more than that. Ten thousand? That's still too low. Try again. A million? Believe it or not, that's still too low. You have about a billion nerves in your body!



. Welbody points to a slide showing the nervous system.

Your nerves allow you to keep track of what's happening in the world around you. The nerves send messages to the brain. Then, the brain tells your body how to act.

Have you ever walked outside and felt a chill that sent you back inside to get a coat? What happened was the nerves in your skin sent a message to your brain. The message was, "It's cold out here!"

Have you ever touched something hot? Chances are you pulled your hand away pretty quickly. That's because your nerves sent a message to your brain.

Nerves are important for our sense of touch. Without nerves, we couldn't feel heat or cold. We couldn't touch things and find out if they are smooth or rough.

Nerves are important for our other senses, too. Without nerves, we couldn't see or hear. We couldn't smell or taste our food.

Has your family doctor ever tapped you on the knee with a little rubber hammer? Did you ever wonder why he did that?

What your doctor is doing is checking your reflexes—which is another way of checking your nerves.

A reflex is something the body does without us even thinking about it. If someone jumps out of a closet at you, you may flinch. You will tighten up the muscles in your body, just in case the person is trying to hurt you. This is a reflex. When you pull away from a hot stove, that is also a reflex.

When your doctor taps your knee, he’s looking for a reflex reaction. If your leg moves a little, that’s a sign that your nervous system is working as it should.

1. What do nerves allow you to keep track of?

1. How are nerves related to reflexes?

Poetry ~ Thursday

Directions: Read “The Crocodile” by Lewis Carroll aloud. Then, practice reciting the poem to an adult.

“The Crocodile” by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

Math – Thursday

Adding and Subtracting Time in Compound Units

Take a look at the times here: 3:40 _____ ? _____ 4:00

You can count by 5 min. 3:40 to 3:45 is the 1st 5 min; 3:45 to 3:50 is the 2nd 5 min; 3:50 to 3:55 is the 3rd 5 min; 3:55 to 4:00 is the 4th 5 min. You may want to use your fingers to help remember the amount of times you counted by 5 min. As there are four 5min intervals, this means there are 20 min between 3:40 and 4:00.

What if the time does not allow you to start by counting by 5's or 10's? For example: what if the time was 3:42 instead of 3:40?

3:42 _____ ? _____ 4:00

When this happens, you can do a few different things, but let's start by using what you just learned above.

The best practice is to count the minutes to get to a 5 or a 10 in the minutes. You may need to use your notebook to write this down.

How many minutes till you reach a 5 from 3:42?

- 3:42 - 3:43 is 1 min
- 3:43 - 3:44 is 1 min
- 3:44 - 3:45 is 1 min



From 3:42 – 3:45, we counted 3 1-min intervals, for a total of 3 minutes.

At this point we have reached 3:45 and can now count by 5 min intervals as before.

- 3:45 - 3:50 is 5 min
- 3:50 - 3:55 is 5 min
- 3:55 - 4:00 is 5 min



From 3:45 – 4:00, we counted 3 5-min intervals, for a total of 15 minutes.

$$3 \text{ min} + 15 \text{ min} = 18 \text{ min}$$

When we add the 3 min plus the 18 min, we get the total amount of minutes it takes from 3:42 – 4:00 (18 min)

Practice this with an adult in your **Textbook p 118 – 119**. When you have completed this, try it on your own in your **Workbook p. 131 – 132**.

Create Flash Cards for 8's (1x8 through 12x8) Practice 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.

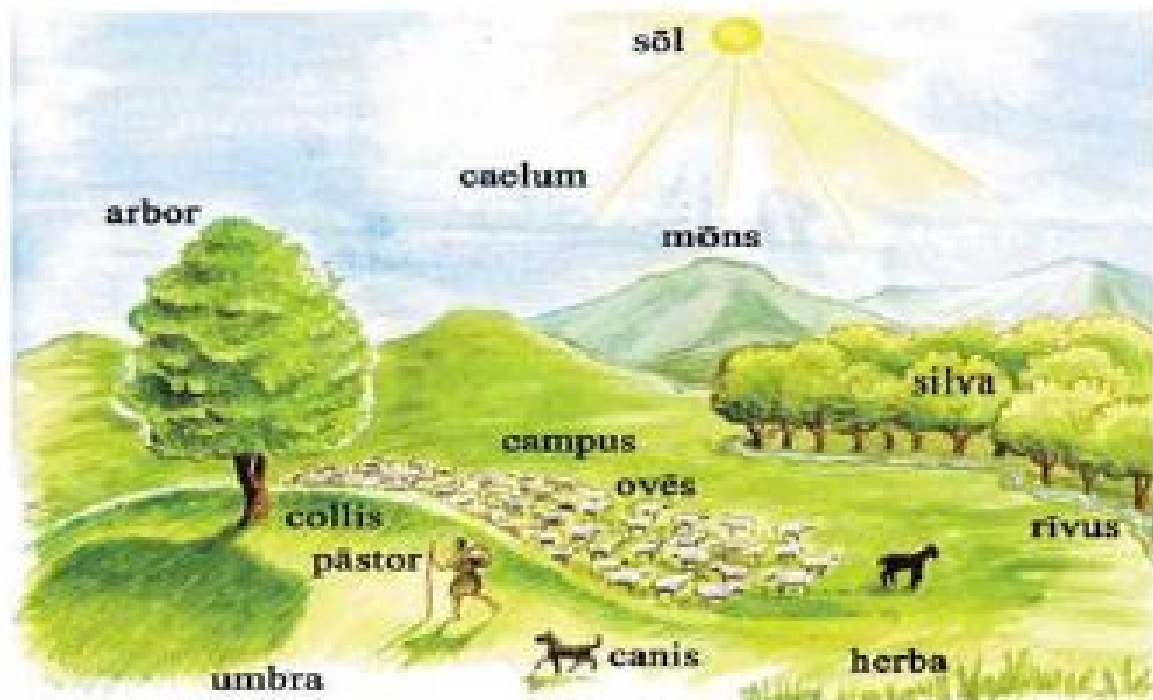
LINGVA LATINA

CAPITVLVM IX

LATINE LOQVOR: Animalia

Instructions: In this lesson, we will learn how to say what animals we like. Read through each scene aloud, and pay attention to the pictures. Next, make flash cards for new vocab words.

For more practice, you can try writing out and saying in Latin which of the animals you like and do not like.



Lectio VIII: Quid animal te placet?



1. "Ecce feles *mea*."



2. "Feles me placet."



3. "Ecce canis *meus*."



4. "Canes me placet."



5. "Pisces me placet."



6. "Aves me placet."



7. "*Quid animal te placet?*"



8. "*Equi me placet.*"



9. "*Quid animal te placet?*"



10. "*Galinae me placet.*"



11. "*Quid animal te placet?*"



12. "*Nulla animalia non me placet!*"

Lexicon

Meus/mea: my

Animal (*aw-nee-mal*): animal

Grammatica Nova

We can use the phrase “me placet,” which we learned in previous lessons, to talk about what animals we like in Latin.

Exemplum:

“Vacae me placte” = “I like cows.”

Also remember the differences between the singular and plural:

S	P
Vaca	Vacae
Equus	Equi
Galina	Galinae
Porcus	Porci
Feles	Feles
Canis	Canes
Piscis	Pisces
Avis	Aves
Animal	Animalia

Thursday - Daily Rubric

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

**Thursday,
5/14/20**

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 put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.

Parent Instructions and Answer Key

Monday, May 11, 2020

Monday,
5/11/20

To Do:

- Literature: **Read aloud to child** Chapter 5 *Alice in Wonderland* and ensure they complete activity.
- History: Students will read *Sir Walter Raleigh* and complete activity independently.
- Poetry ~ Ensure that the student is copying stanza 1 of “The Crocodile” in their best handwriting. Practice memorization with student.
- Math ~ Textbook p.112-113 (guided work), Workbook p 123-124 (Independent practice) **(P & I)**
Spalding ~ Dictate 10 Spelling words following the script below. Complete the list 2x or for 20 minutes.
- Art ~ Ensure student completes worksheet.

Literature - Monday

Directions: Ensure you have read Chapter 18 along with your child, stopping throughout to clarify to explain vocabulary. Student responses:

Cause - WHY	Effect - WHAT
Alice ate from the side of the mushroom that made her taller	Alice’s neck grew as long as serpent
Serpents were stealing and eating the Pigeons eggs	The Pigeon hid her eggs high in a tree

History- Monday

Directions: Ensure your child has read *Sir Walter Raleigh* independently and complete the response. Student answers will vary. Be sure to affirm their progress in poetry recitations this school year.

Poetry ~ Monday

Materials needed: lined paper (in student packet), pencil, copy of “The Crocodile” by Lewis Carroll

The Crocodile

by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

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 Time

Objective	Worksheet	Answers
<ul style="list-style-type: none"> • Read and write time. • Understand the relative magnitudes of hours and minutes. • Tell time to 1-minute intervals 	Guided practice: TB p.112-113 Independent practice: WB p. 123-124	TB p. 113 2. (a) 2:05 (b) 4:15 (c) 12:20 (d) 7:30 (e) 3:43 (f) 7:52

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:

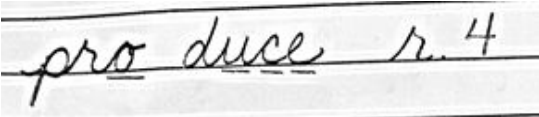
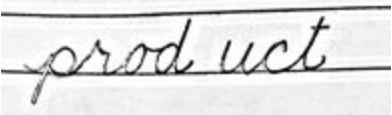
- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

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>The farmer's market sells fresh produce.</i>	R. 4- a,e,i,o,u say their name at the end of a syllable.
	<i>The product of 7 times 7 is 49.</i>	

pur chased³ r. 11, 28

What is the last item you purchased?

Base word: purchase. Ending: "t."
Write purchase without the silent final e because the ending "t" (ed) starts with a vowel. **P:** After student says the syllables, say, "In the first syllable, use the er of nurse." **R. 11-** words ending with a silent final e are written without the e when adding a vowel ending. **R. 28-** "ed" has three sounds and is added to form the past tense of regular verbs.

pur chase

I made an online purchase.

Base word: purchase.

ra di o r. 4

Did you listen to the radio broadcast?

For spelling, say di. **R. 4-** a,e,i,o,u say their name at the end of a syllable.

re cess r. 4, 2, 17

The best part of the school day is recess.

re' cess - noun
re cess' - verb

R. 4- a,e,i,o,u say their name at the end of a syllable. **R. 2-** c before e,i, or y says "s." **R. 17-** double l,f, and s when following a single vowel.

sau cer r. 2

Place your teacup on a saucer to catch drips.

R. 2- c before e, i, or y says "s."

se cret r. 4

Can you keep a secret?

R. 4- a,e,i,o,u say their name at the end of a syllable.

sim i lar

We have similar interests.

/m/ stays in the accented syllable.

so lu tion r. 4, 14

Salt water is an example of a solution.

P: After student says syllables, say, "Use tall sh." **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.

Parent Answer Key and Instructions

Tuesday, May 12, 2020

Tuesday,
5/12/20

To Do:

- Literature: **Read aloud to child** Chapter 6 *Alice in Wonderland* and ensure they complete activity.
- History: Students will read the *Captain John Smith* and complete the activity independently.
- Poetry ~ Ensure that the student is copying stanza 2 of “The Crocodile” in their best handwriting. Practice memorization with student.
- Math - Assist scholar with Guided practice (textbook: 114-115) and allow them to try on their own for independent practice (workbook: 125-126)
- Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes.
- Music- Go over answers with student.

Literature - Tuesday

Directions: Ensure you have read Chapter 16 along with your child, stopping throughout to clarify to explain vocabulary. Examples may include: baby turning into a pig, walking/ talking fish and frog, disturbing lullaby, or grinning cat.

History - Tuesday

Directions: Ensure your child reads the article independently and complete the activity.

Poetry ~ Tuesday

Materials needed: lined paper (in student packet), pencil, copy of “The Crocodile” by Lewis Carroll

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
Telling Time in a.m., p.m., Hours and Minutes

Objective	Worksheet	Answers
<ul style="list-style-type: none">• Review a.m.• Find the duration of a time interval using a clock face	Guided practice: TB p. 114-115 Independent practice: WB p. 125-126	TB p. 114-115 3. 9:56 a.m. 4. 60 min 5. (a) 27min (b) 5 hours (c) 2 h 15 min (d) 2 h 30 min

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:

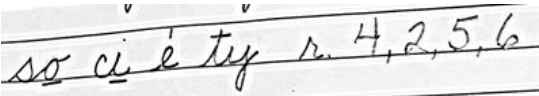
- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

The Parent will:

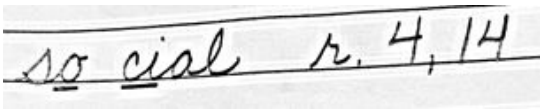
- Refer to instruction tips below.

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.

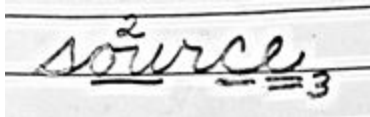
Word	Example Sentence	Instructions
	<i>We live in a civilized society.</i>	Base word: society. R. 4- a,e,i,o,u say their name at the end of a syllable. R. 2- c before e,i, or y

says "s." **R. 5-** i and y sometimes say "igh." **R. 6-** y not i at the end of English words



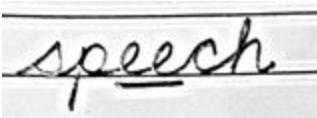
She is a social butterfly.

Base word: society. Ending: al. Write society but replace /c/ with /ci/ for "sh" sound, and add al. **P:** After student says syllables, say, "In the last syllable use short sh." **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.



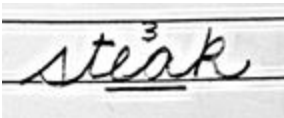
The sun is a natural source of light.

P: After student says syllables, say, "Use ow, O, oo, u."



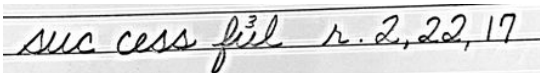
The politician gave an encouraging speech.

P: After student says syllables, say, "Use the phonogram that says E (ee)."



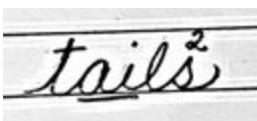
The ribeye steak was delicious.

P: After student says syllables, say, "Use E,e,A (ea)."



You have a successful future ahead of you.

Base word: success. Ending: ful. **R. 2-** c before e,i, or y says "s." **R. 22-** till and full written alone has 2 l's, but when written with another syllable, only one l is written. **R. 17-** double l, f, s when following a single vowel.



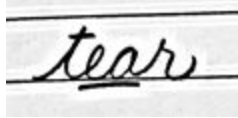
Squirrels have bushy tails.

Base word: tail. Ending: "z."



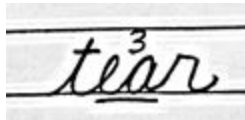
*Many tall tales were
inspired by the
American frontier.*

Base word: tale. Ending: "z."



*Thinking about you
makes my eyes tear
up.*

P: After student says the sounds for tear, say, "Use E,e,A (ea)."



*There was a tear in
her dress.*

P: After student says the sounds for tear, say, "Use E,e,A (ea)."

Parent Instructions and Answer Key

Wednesday, May 13, 2020

Wednesday To Do:
, 5/13/20

- Literature: **Read aloud to child** Chapter 7 *Alice in Wonderland* and ensure they complete activity.
- Science ~
- Poetry ~ Practice memorization with student.
- Math ~ Textbook p.116 (guided work), Workbook p 127-128 (Independent practice) (**P & I**)
Spalding ~ Dictate 10 Spelling words following the script below. Complete the list 2x or for 20 minutes.
- P.E. ~ Ensure student completes worksheet.

Literature - Wednesday

Directions: Ensure you have read Chapter 7 along with your child, stopping throughout to clarify and explain vocabulary. The last two lines of the rhyme are, “Twinkle, twinkle, Little Bat! How I wonder what you’re at!”

Poetry ~ Wednesday

Materials: Copy of “The Crocodile” by Lewis Carroll

The Student will:

- Read the poem aloud.
- Practice memorization.

The Parent will:

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

“The Crocodile” by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

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

Math – Wednesday
Converting Hours to Minutes

Objective

- Convert hours to minutes and vice versa

Worksheet

Guided practice: TB p. 116
Independent practice: WB 127-128

Answers

TB p. 116
6. (a) Jane (b) Amy
7. 95 min
8. (a) 120 min (b) 130 min
(c) 165 min (d) 180 min
(e) 185 min (f) 195 min
9. 3 h 20 min
10. (a) 1 h 10 min
(b) 1 h 25 min
(c) 1 h 40 min
(d) 2 h 5 min
(e) 2 h 40 min
(f) 3 h 30 min

Spalding ~ Wednesday

Materials: 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.

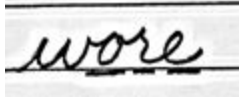
Word	Example Sentence	Instructions
	<i>The telephone rang.</i>	Base word: phone. Prefix: tele. R.4- a,e,i,o,u say their name at the end of a syllable. tele- go across long distance
	<i>Blood flows throughout the body.</i>	Base word: Through. Base word: out. Write through and add out to make the compound word throughout.
	<i>I was late due to the traffic jam.</i>	R. 29- divide double consonant between syllables.
	<i>The United States is the land of the free.</i>	Base word: unite. Ending: 'ed.' Write unite without the silent final e because ending 'ed' start with a vowel. R. 26- Capitalize proper nouns. 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 a vowel ending.
	<i>We will unite for justice.</i>	R.4- a,e,i,o,u say their name at the end of a syllable.
	<i>A meter is a unit of length.</i>	R.4- a,e,i,o,u say their name at the end of a syllable.
	<i>She is a valuable friend.</i>	Base word: value. Ending: able. Write value without the silent final e because ending able starts with a vowel. 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 a vowel ending.



value

The value of 2 tens
is 20.

Base word.



wore

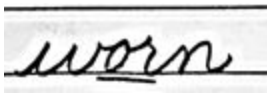
She wore her
favorite dress.

Add to irregular verb chart on page
10 of notebook.

Present tense: wear

Past tense: wore

Past participle: worn



worn

She has worn her
favorite dress.

Past participle.

Parent Instructions and Answer Key

Thursday, May 14, 2020

Thursday,
5/14/20

To Do:

- Literature: **Read aloud to child** Chapter 8 *Alice in Wonderland* and ensure they complete activity.
- Science:
- Poetry ~ Help student practice recitation of “The Crocodile.”
- Math ~ Textbook p.118-119 (guided work), Workbook p 131-132 (Independent practice) (**P & I**)
Spalding ~ Practice spelling test.
- Latin ~ Ensure student completes worksheet.

Literature - Thursday

Directions: Ensure you have read Chapter 8 along with your child, stopping throughout to clarify to explain vocabulary. Comprehension question response is Alice saved the Cards from being beheaded by hiding them in the bushes.

Poetry ~ Thursday

Materials: Copy of “The Crocodile” by Lewis Carroll

The Student will:

- Read the poem aloud.
- Practice recitation.

The Parent will:

- Encourage practices for recitation (poetry position: stand straight, hands by side, feet flat, eyes forward)

“The Crocodile” by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

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

Math – Thursday
Adding and Subtracting Time in Compound Units

Objective	Worksheet	Answers
<ul style="list-style-type: none"> Find the duration of a time interval without using a clock face Find the end time when given the start time and the time interval Find the start time when given the end time and the time interval Add or subtract time in compound units 	Guided practice: TB p. 118-119 Independent practice: WB p. 131-132	Textbook p 118-119 14. (a) 2 h (b) 3 h 30 min (c) 1 h 15 min 15. 11 h 15 min 16. (a) 4 h (b) 6 h 40 min (c) 2 h 50 min 17. 1 h 50 min, 1:50 a.m. 18. (a) 5 h 40 min (b) 3 h 5 min (c) 1 h 15 min (d) 2 h 35 min (e) 3 h 40 min (f) 5 h 5 min (g) 2 h 15 min (h) 5 h

Spalding ~ Thursday

Materials: Practice test sheet, pencil, spelling word list

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

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

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

Word	Example Sentence	Word
1. produce	<i>The farmer's market sells fresh produce.</i>	produce
2. product	<i>The product of 7 times 7 is 49.</i>	product
3. purchased	<i>What is the last item you purchased?</i>	purchased

4. purchase	<i>I made an online purchase.</i>	purchase
5. radio	<i>Did you listen to the radio broadcast?</i>	radio
6. recess	<i>The best part of the school day is recess.</i>	recess
7. saucer	<i>Place your teacup on a saucer to catch drips.</i>	saucer
8. secret	<i>Can you keep a secret?</i>	secret
9. similar	<i>We have similar interests.</i>	similar
10. solution	<i>Salt water is an example of a solution.</i>	solution
11. society	<i>We live in a civilized society.</i>	society
12. social	<i>She is a social butterfly.</i>	social
13. source	<i>The sun is a natural source of light.</i>	source
14. speech	<i>The politician gave an encouraging speech.</i>	speech
15. steak	<i>The ribeye steak was delicious.</i>	steak
16. successful	<i>You have a successful future ahead of you.</i>	successful
17. tails	<i>Squirrels have bushy tails.</i>	tails
18. tales	<i>Many tall tales were inspired by the American frontier.</i>	tales
19. tear	<i>Thinking about you makes my eyes tear up.</i>	tear
20. tear	<i>There was a tear in her dress.</i>	tear
21. telephone	<i>The telephone rang.</i>	telephone
22. throughout	<i>Blood flows throughout the body.</i>	throughout
23. traffic	<i>I was late due to the traffic jam.</i>	traffic
24. United States	<i>The United States is the land of the free.</i>	united states
25. unite	<i>We will unite for justice.</i>	unite
26. unit	<i>A meter is a unit of length.</i>	unit
27. valuable	<i>She is a valuable friend.</i>	valuable
28. value	<i>The value of 2 tens is 20.</i>	value

29. wore

She wore her favorite dress.

wore

30. worn

She has worn her favorite dress.

worn

Parent Instructions for Assessment

Poetry ~ Friday

Materials needed: lined paper (in student packet), pencil, copy of “The Crocodile” by Lewis Carroll

The Student will:

- Recite “The Crocodile” by Lewis Carroll from memory to an adult.

The Parent will:

- Ensure student stands in poetry position.
- Witness student recitation of the poem from memory.
- Sign student assessment packet to confirm completion.

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

The Crocodile

by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

Spalding ~ Friday

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

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

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

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



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Student Attendance Affidavit

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

Monday, May 11, 2020

Tuesday, May 12, 2020

Wednesday, May 13, 2020

Thursday, May 14, 2020

Friday, May 15, 2020

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

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

Parent Signature: _____

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

Student Signature: _____

Student Printed Name: _____ Class Section: _____

Friday Assessment Packet

Week of May 11-15, 2020

Friday,
5/15/20

To Do:

- Literature ~ Complete Comprehension Questions (I)
- History ~ Respond to article comprehension questions (I)
- Science ~ Answer questions (I)
- Poetry ~ Poem Recitation (P)
- Math ~ Independent Assessment (I)
- Spalding ~ Spelling Test (P)

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

Student Name: _____ Class: _____

DUE: Saturday, May 16 at 8:00 p.m.

Literature - Friday

Directions: Using the *Alice in Wonderland* text (Chapters 5-8), complete the following comprehension questions. Be sure to respond using complete sentences. Don't forget to begin your sentences with capital letters and end with a punctuation mark.

In Chapter 5, Alice had two goals. She accomplished one goal on pages 55-56, but still has one goal left. What were her two goals?

GOAL 1: _____

GOAL 2: _____

In Chapter 6, who is the Cheshire Cat? Describe what he tells Alice and the advice he gives her.

In Chapter 7, Alice attends a mad tea party. We have read the word “mad” several times. A meaning of the word “mad” can be defined as insane or crazy.

Explain why the tea-party is “mad”. List specific examples from the text.

In Chapter 8, the King was upset when the Cheshire Cat would not kiss his hand and ordered him to be beheaded. Explain the argument on page 95-96. What was the result of the argument?

History - Friday

Directions: Respond to the comprehension questions below. Be sure to write complete sentences and use details from the text.

In the article *Sir Walter Raleigh*, who was Sir Walter Raleigh and what importance did he have on attempting to settle a colony?

In the article ***Captain John Smith***, John Smith was chosen to be president of the colony. Describe what he did that made him a good leader for his colony.

Science

1. In a few sentences, explain what the skeletal system does. _____

2. In a few sentences, explain what the nervous system does. _____

Poetry ~ Friday

Directions: Recite "The Crocodile" by Lewis Carroll to an adult.

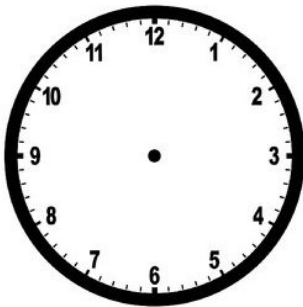
Completed by: _____ Witnessed by: _____

**Math – Friday
Math Assessment**

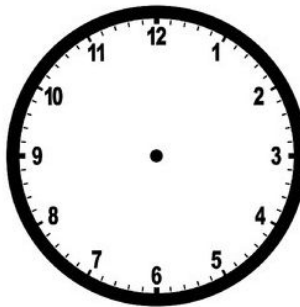
1. Write the time in digits and draw it on the clock.

- a. Eight fifteen
- b. Six thirty

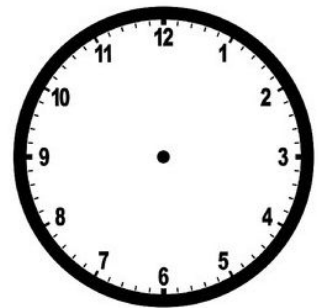
c. Two forty-five



:



:



:

- 2. What time is a quarter past 6? _____
- 3. What time is 10 minutes to 5? _____
- 4. What does a.m. mean? _____
- 5. What does p.m. mean? _____

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. |