



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

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

Online materials:

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

Earliest Americans - (Free Student Reader Download)

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

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

Kindest Regards,

The Third Grade Team

P.S. We miss our scholars

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2. **Parent Packet (printing is optional, can be viewed online)**
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3. **Student Attendance Affidavit (Must be printed, signed and submitted with Assessments) (pg. 46)**

4. **Thursday Assessment Packet (Must be printed and is due no later than 8pm on Thursday) (pgs 47 - 55)**

Monday, April 6, 2020

Monday, 4/06/20	<u>To Do:</u> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read Chapter 9: It's All in How You Look at Things<input type="checkbox"/> History ~ Read <i>Mound Builders</i> article and complete the activity (P) and complete caption activity (I)<input type="checkbox"/> Read 20 minutes of a personal book and log it on Friday Assessment (I)<input type="checkbox"/> Poetry ~ Copy stanzas 1 and 2 in your best handwriting and practice reciting from memory (P)114 (Independent practice) (P & I)<input type="checkbox"/> Spalding ~ Write Monday's spelling words with syllabication<input type="checkbox"/> Math ~ Textbook p. 99-100 (guided work), Workbook p. 112-and markings. You are encouraged to review phonograms. (P)<input type="checkbox"/> Art ~ Complete worksheet (P)
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***** For all written responses, please write neatly in cursive. *****

Literature

1. Read Chapter 9: It's All in How You Look at Things, *The Phantom Tollbooth*
2. **Directions:** Chapter 6 is about Point of View (eyes of which a story is told). Pretend you are a fly in the lunchroom cafeteria. From your point of view, draw a picture of what you would see while flying around the room. Remember, you are a tiny fly!

History

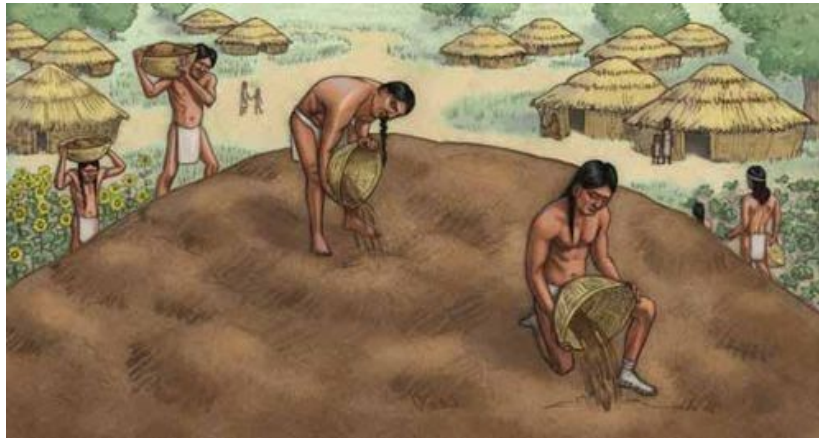
Directions: Read the article below and create a caption for the two illustrations from the text, be sure to use specific details.

The Mound Builders

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

Ancient Native Americans learned to live in a way that seems very mysterious to us today. One such group of people was called the Mound Builders. They once lived near rivers in what is now the Midwest and in the Southeast. Their way of life began about 2,800 years ago. This was about the same time as the civilization of ancient Greece.

The Mound Builders were farmers. They grew corn, squash, and beans. Because they were farmers, the Mound Builders settled in one place. They raised so much food they could trade with other groups. They built cities, roads, and marketplaces.



Caption: _____

Building a Town

Using baskets, they collected dirt and heaped it up into huge piles to form flat-topped mounds. The tallest mounds were several stories high! Then they put buildings on top of the mounds. The buildings might be temples or houses. The Mound Builders' villages stretched along the Mississippi River Valley. Their villages spanned from the present-day states of Ohio, Wisconsin, and Minnesota to Louisiana and the southeastern United States.

What happened to some ancient Native American groups is still a mystery. We do, however, know what happened to some of the Mound Builders. The cities of the Mound Builders lasted for hundreds of years. During this time some groups of Mound Builders became very powerful, while others fell from power. Then came the arrival of European explorers in the 1500s. The people of the Mississippi

Valley could not fight off the germs and diseases carried by the Europeans. In a very short time, they began to die rapidly.

Survivors of the Mound Builders became the Native American nations known today as the Creek, the Cherokee, and the Choctaw. In the late 1600s, French explorers saw the last Mound Builder city in what is now Mississippi. It was ruled by a wealthy, powerful king. But by the early 1700s, this city was gone, too.



Caption: _____

Poetry ~ Monday

“Try, Try Again” by T.H. Palmer ~ Stanzas 1 and 2

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

“Try, Try Again” by T.H. Palmer

*‘Tis a lesson you should heed,
If at first you don’t succeed,
Try, try again;*

*Then your courage should appear,
For if you will persevere,
You will conquer, never fear
Try, try again;
Once or twice, though you should fail,
If you would at last prevail,
Try, try again;*

*If we strive, ’tis no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again*

*If you find your task is hard,
Time will bring you your reward,
Try, try again*

*All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.*

Title: _____
by _____

Stanzas 1 and 2

Math – Monday

10.4a Subtracting Fractions

Let's review!

What is a numerator?

What is a denominator? _____

What is an equivalent fraction? _____

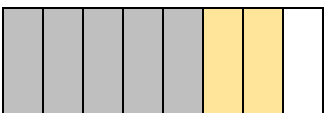
You have learned how to add fractions, now let's learn how to subtract fractions!

Look at your Textbook p. 99



Debbie had $\frac{7}{8}$ of a pie.

This means Debbie had 1 Whole pie that she cut into 8 pieces. This is indicated by the denominator place above. She had 7 pieces left when she got to the pie. This is indicated by the 7 in the numerator place above.



Debbie got hungry and ate $\frac{2}{8}$ of the pie.

This means she ate 2 pieces indicated by the numerator.

What fraction of the pie was left? _____

Watch this video for a quick demonstration: <https://www.youtube.com/watch?v=c5dNa2TVHiQ>

Next, go to your TB p. 99-100 and work through the problems with a parent. You may use a ruler or grid paper to create fraction bars or strips to help.

Note: for #4, there will be some fractions that you must subtract from a whole number. Remember that a whole can be represented as any same number in the numerator AND the denominator

For example: $4/4 = 1$, $8/8 = 1$, $3/3 = 1$

Now that you've had some practice, try it on your own! Open up your WB p.112 – 114 and work on this independently.

Spalding: Dictation - Monday

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

You are encouraged to review phonograms.

Art- Medieval Art

The following pictures are a few examples of Medieval art. You can color the images and try drawing a few different versions of them. Next week's assignment will be a more in-depth study of one of these, so feel free to experiment with representing these images using a variety of different materials.

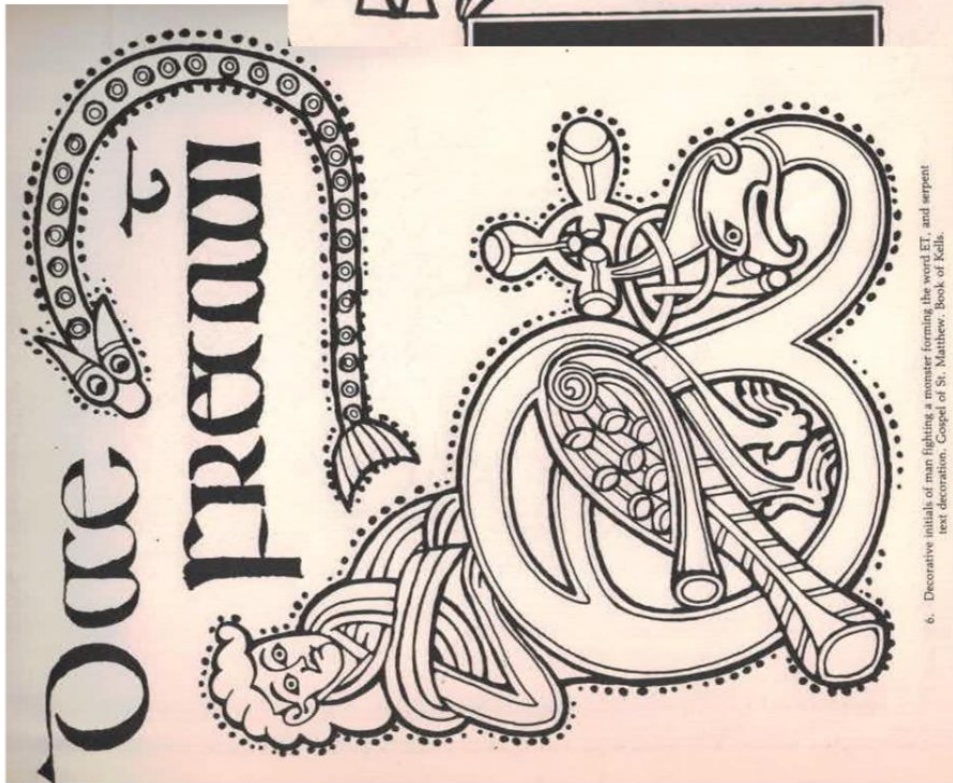
Details from the Book of Durrow



11. The Man, symbol of St. Matthew. Gospel of St. Matthew. Book of Durrow.



Details from
The Book of Kells:



6. Decorative initials of man fighting a monster forming the word ET, and serpent text decoration. Gospel of St. Matthew, Book of Kells.

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, 4/06/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> I spent ___ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.<input type="checkbox"/> I read for at least 20 minutes today and wrote it in my log for Friday.<input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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Tuesday, April 7, 2020

Tuesday, 4/07/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Read Chapter 10: <i>A Colorful Symphony</i>, <i>The Phantom Tollbooth</i> and complete the activity (P)<input type="checkbox"/> History ~ <i>The Pueblo People</i> article and respond to Comprehension Questions (I)<input type="checkbox"/> Read 20 minutes of a personal book and log it (I)<input type="checkbox"/> Poetry ~ Copy stanzas 3 and 4 in your best handwriting and practice reciting from memory (P)<input type="checkbox"/> Math ~ Textbook p. 101 #1-5 a&b, 5-8 (guided work), Textbook p. 101 101-105 c, 9 (Independent practice) (P & I)<input type="checkbox"/> Spalding ~ Write Tuesday's spelling words with syllabication and markings. You are encouraged to review phonogram cards. (P)<input type="checkbox"/> Music ~ Complete worksheet (I)<input type="checkbox"/> PE ~ Complete activities and answer question (I)
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***** For all written responses, please write neatly in cursive. *****

Literature

1. Read Chapter 10: *A Colorful Symphony*, *The Phantom Tollbooth*
2. **Directions:** Complete the following vocabulary chart.

Word: reality	Word: illusion	Word: mirage
Definition:	Definition:	Definition:
Synonym:	Synonym:	Synonym:
Choose a vocabulary word and use it in a complete sentence. <hr/> <hr/>		

History

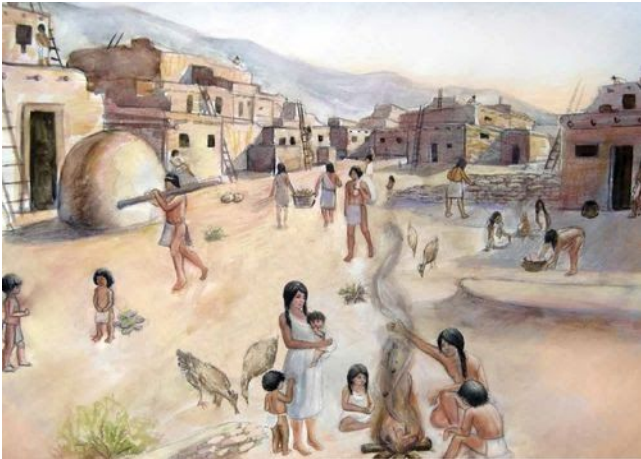
Directions: Read the article below and respond to the comprehension question.

The Pueblo People

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

The Ancestral Pueblo people were a Native American people who lived thousands of years ago. They lived on rock ledges and cliff walls in the Southwest region of the area we now call the United States.

Native people and scientists agree that the descendants of the Ancestral Pueblo cliff dwellers include the Pueblo. Today, these people live in the American Southwest.



One group of Pueblo people named the Hopi built their villages on the tops of mesas for protection from enemy attacks.

In Spanish, the word pueblo means village. In the 1500s and 1600s, the first Spanish explorers arrived in the Southwest. There they met the native people. The Spanish named these people for the villages where they had lived and farmed for hundreds, even thousands, of years.

Pueblo villages look like they're modeled after Ancestral Pueblo cliff dwellings. Like the Ancestral Pueblo, the Pueblo built apartment-style homes out of adobe bricks. Adobe is a type of brick made from sundried clay.

This is one reason scientists feel certain that the Pueblo people are related to the ancient Ancestral Pueblo cliff dwellers.

Nineteen Pueblo villages still exist. They can be found on the high mesas (/may*sahs/), in the deep canyons, and along the river valleys of New Mexico. All Pueblo villages share many traditions passed down from their ancestors. But each separate village also has its own special customs.

The Hopi and the Zuni



The Hopi (/hoe*pee/) are Pueblo people. They stayed in the high desert or on the plateau areas of Arizona, just like their ancestors. They built villages on the high mesas. There they grew corn, squash, beans, and melons. The word Hopi comes from a phrase that means the peaceful people. Today, the Hopi live mostly in northeastern Arizona.

Like the ancient Ancestral Pueblo, the Hopi built homes with different

levels connected by ladders.

The Zuni (/zoon*ee/) are also Pueblo. They live in the western part of New Mexico. The Zuni do not share a language with the other Pueblo groups.

Directions: Based on the text, describe Pueblo Villages. Be sure to use complete sentences.

Poetry ~ Tuesday

“Try, Try Again” by T.H. Palmer ~ Stanzas 3 and 4

Directions: Please read the poem aloud. Then copy stanzas 3 and 4 in your best cursive handwriting. Make sure to include the title and poet.

*Once or twice, though you should fail,
If you would at last prevail,
Try, try again;*

*If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again*

Title: _____ by _____

Stanzas 3 and 4

Math – Tuesday

10.4b Practice C

Welcome back let's review!

1. When adding or subtracting fractions what should be the same? _____
2. When adding or subtracting fractions what part of the fraction do you add or subtract? _____
3. How can you represent a whole as a fraction? _____

You're good to go! Let's go to your TB p. 101

You will work on #1-5 a & b, #6-8

*Note: When you read the word problems, you may find that there is only one fraction. Let's think about that.

If I eat a piece of pie, and the pie has 6 pieces, I have eaten $\frac{1}{6}$ of the pie. How much of the pie is left? How could you work this problem out by only using the fractions $\frac{1}{6}$? Well, if you recall, the pie was whole at one point. This whole is represented as the number 1. How can a whole, or 1 be represented in a fraction? That's right, $\frac{1}{1}$! But, what if we are still talking about our pie of 6 pieces. Before anyone ate the pie of 6 pieces how many pieces were there? Right, there were 6! 6 pieces available and 6 pieces all together, make the fraction $\frac{6}{6}$ or 1 whole. Now, you will take $\frac{6}{6} - \frac{1}{6}$ and get $\frac{5}{6}$. There are $\frac{5}{6}$ of the pie left.

You may watch any of the videos from this week or last week to help answer the questions in your Textbook.

Now that you have practiced with a parent, try it on your own! Work on TB p. 101 #1-5 c, #9 independently.

Spalding: Dictation - Tuesday

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

Use your Spalding Notebook. Begin where you left off last week.

You are encouraged to review phonograms.

Name: _____

Class: _____

Treble Staff Review

Directions: Look at the Treble Staff Study Guide closely and use it to help you label the notes in **Part I**. For an extra challenge, cover up the Study Guide with a small piece of paper and try to label the notes without looking at the Study Guide.

Study Guide: *Treble Clef*



Part I: For the musical excerpt below, write in the name of each note directly underneath each note (use **CAPITAL** letters). Don't worry about the sharp(#) signs, just write the letter name. Remember to write neatly.

Allegretto
from Symphony No. 7 in A Major, Op. 92
Ludwig von Beethoven

♩ = 76

A musical excerpt in 2/4 time, consisting of three staves of music. The first staff has a box containing "Ex: A A" under the first two notes. The second and third staves continue the melody. The key signature has one sharp (F#).

PE

Physical Education Checklist _____ Date: _____

- This week in PE I want you to focus on several activities with you can do with your family.
Activity 1: Take a 20-30 minute walk/run.
Activity 2: https://www.youtube.com/watch?v=L_A_HjHZxfI This is a stretching/cardio video.
Activity 3: Pyramids. For this activity try doing Pushups and Situps by the numbers. If able, have a family member do this with you. The first person does one pushup/sit-up then switch. Then do 2, and try to make it to 10.

- Briefly describe in a paragraph how these activities went, and what you were able to accomplish?

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, 4/07/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> I spent ___ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.<input type="checkbox"/> I read for at least 20 minutes today and wrote it in my log for Friday.<input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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Wednesday, April 8, 2020

Wednesday , 4/08/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature: Read Chapter 11: <i>Dischord and Dynne, The Phantom Tollbooth</i> and Complete the Activity (P)<input type="checkbox"/> Read 20 minutes of a personal book and log it (I)<input type="checkbox"/> Poetry ~ Copy stanzas 5 and 6 in your best handwriting and practice reciting from memory (P)<input type="checkbox"/> Science ~ Look at the picture of the eye and write down bullet points on what you know about eyes in science notebook. Label eye diagram, complete reading and write definitions in notebook. (P)<input type="checkbox"/> Math ~ Textbook p. 102-104 (guided work), Workbook p. 115-116 (Independent practice) (P & I)<input type="checkbox"/> Latin ~ Complete worksheet (I)<input type="checkbox"/> Spalding ~ Practice spelling test. You are encouraged to review phonograms. (P)
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***** For all written responses, please write neatly in cursive. *****

Literature

1. Read Chapter 11: *Dischord and Dynne, The Phantom Tollbooth*
2. Dissonance is the use of impolite, harsh-sounding, or unusual words or phrases. For example “have you ever heard a whole set of dishes dropped from the ceiling onto a hard stone floor?”

Directions: Find another example of dissonance in Chapter 11. Copy the example below.

Poetry ~ Wednesday

“Try, Try Again” by T.H. Palmer ~ Stanzas 5 and 6

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

*If you find your task is hard,
Time will bring you your reward,
Try, try again*

*All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.*

Title: _____
by _____

Stanzas 5 and 6

Math – Wednesday

10.5a Fraction of a Set

Up until now, we have been discussing fractions as splitting something that is whole (pizza, orange, pie), into equal parts. Now it is time to discuss splitting things into groups.

Turn to page 102 in your Textbook.

You will find 2 rows of animals; there are dogs and cats. This is a group of animals.

What part of this group equals the number of dogs? Count them and write it. Now put a line under your number. How many animals are there in the group altogether? Write it under the line.

This fraction represents the number of dogs in this group. $4/12$

This is something you can do with any group – people, things, measurements, etc.

Lets try another together. How many people live in your house? This is the group the group total is always the denominator. How many of the people in your house are female? The part of the group in question is always the numerator. If you have 5 people in your house, and 2 of them are female, $2/5$ of the people in your house are female.

Lets try one more. How many days are there in a week? There are 7 days in a week. This is your denominator. How many days are considered a weekend? There are 2 days in a weekend. Therefore, $2/7$ of the days of the week are considered a weekend.

Watch this video for a quick demonstration: <https://www.youtube.com/watch?v=A7IPjiisS7g>

Now that we have practiced together, work on pages 102-104 with a parent.

When you are done, try it on your own! Work on pages 115-116 in your workbook independently.

Spalding: PRACTICE SpellingTest - Wednesday 4/8
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.

Science: Light and Eyes



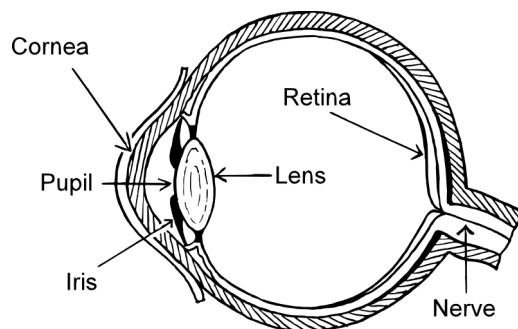
1. Write a few bullet points down in your science notebook about what you know or notice about eyes. (3-7 bullet points)

Read the article below.

Which part of your body lets you read the back of a cereal box, check out a rainbow, and see a softball heading your way? Which part lets you cry when you're sad and makes tears to protect itself? Which part has muscles that adjust to let you focus on things that are close up or far away? If you guessed the eye, you're right!

Your eyes are at work from the moment you wake up to the moment you close them to go to sleep. They take in tons of information about the world around you — shapes, colors, movements, and more. Then they send the information to your brain for processing so the brain knows what's going on outside of your body.

You can see that the eye's pretty amazing. So, come on — let's take a tour of its many parts.



The eye is about as big as a ping-pong ball and sits in a little hollow area (the eye socket) in the skull. The eyelid protects the front part of the eye. The lid helps keep the eye clean and moist by opening and shutting several times a minute. This is called **blinking**, and it's both a voluntary and involuntary action, meaning you can blink whenever you want to, but it also happens without you even thinking about it.

The white part of the eyeball is called the **sclera** (say: SKLAIR-uh). The sclera is made of a tough material and has the important job of covering most of the eyeball. Think of the sclera as your eyeball's outer coat. Look very closely at the white of the eye, and you'll see lines that look like tiny pink threads. These are blood vessels, the tiny tubes that deliver blood, to the sclera.

The **cornea** (say: KOR-nee-uh), a transparent dome, sits in front of the colored part of the eye. The cornea helps the eye focus as light makes its way through. It is a very important part of the eye, but you can hardly see it because it's made of clear tissue. Like clear glass, the cornea gives your eye a clear window to view the world through.

Behind the cornea are the iris, the pupil, and the anterior chamber. The **iris** (say: EYE-riss) is the colorful part of the eye. When we say a person has blue eyes, we really mean the person has blue irises! The iris has muscles attached to it that change its shape. This allows the iris to control how much light goes through the **pupil** (say: PYOO-pul).

The pupil is the black circle in the center of the iris, which is really an opening in the iris, and it lets light enter the eye. To see how this works, use a small flashlight to see how your eyes or a friend's eyes respond to changes in brightness. The pupils will get smaller when the light shines near them and they'll open wider when the light is gone.

Your retina is in the very back of the eye. It holds millions of cells that are sensitive to light. The retina takes the light the eye receives and changes it into nerve signals so the brain can understand what the eye is seeing.

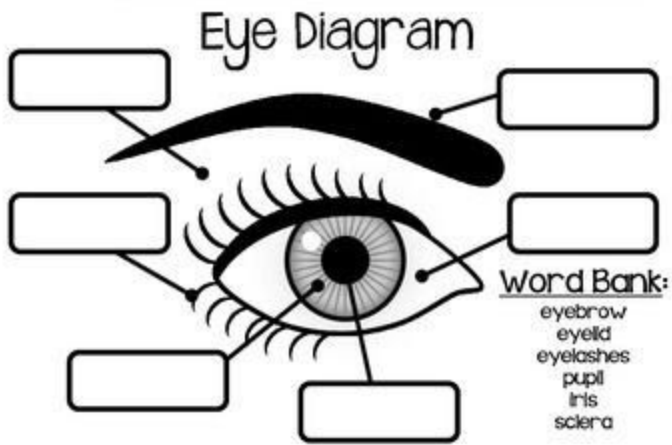
Think of the optic nerve as the great messenger in the back of your eye. The rods and cones of the retina change the colors and shapes you see into millions of nerve messages. Then, the optic nerve carries those messages from the eye to the brain!

The optic nerve serves as a high-speed telephone line connecting the eye to the brain. When you see an image, your eye "telephones" your brain with a report on what you are seeing so the brain can translate that report into "cat," "apple," or "bicycle," or whatever the case may be.

*Credit: Kids Health

Label the eye diagram. Use the word bank to help you.

Name: _____



2. Look in the text and circle the words **voluntary** and **involuntary**. What do they mean? Write the definitions in your science notebook.

LATINE LOQVOR: In the Kitchen

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

Lectio I

Quid te placet?



1. Ecce Panis.



2. "Panis me placet."



1. Ecce *carota*.



2. "Carota me placet."



3. Ecce *caro*.



4. "Caro non me placet."



5. Ecce *Oryza*.



6. "Oryza non me placet."

Lexicon

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

Carota (Ka-row-ta): Carrot

Panis (Pa-nees): Bread

Caro (Ka-row): Meat

Oryza (Oh-roo-za): Rice

Me placet (May—pla-ket): I like

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 , 4/08/20	<u>To Do:</u> <ul style="list-style-type: none"><input type="checkbox"/> I spent ___ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.<input type="checkbox"/> I read for at least 20 minutes today and wrote it in my log for Friday.<input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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Parent Answer Key and Instructions

Monday, April 6, 2020

Monday, 4/06/20	To Do: <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read aloud to child Chapter 5 <i>The Phantom Tollbooth</i> and ensure they complete Comprehension Questions<input type="checkbox"/> History ~ Read together <i>The Navajo, the Apache, the Comanche</i> article and ensure they respond to Comprehension Questions<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 1 of the poem in their best handwriting. Practice memorization with student.<input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)<input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes
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Literature

#1 **Point of View:** Check your child's drawing to ensure their point of view as a fly is reasonable. Look for images that are looking down from above, i.e. tops of heads, table tops, etc.

History

Captions: Be sure your child writes a caption that corresponds to both the text and illustrations.

Poetry ~ Monday

Materials needed: lined paper (in student packet), pencil, copy of "Try, Try Again" by T.H. Palmer.

The Student will:

- Read the poem aloud.
- Copy stanzas 1 and 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 – Monday

10.4a Subtracting Fractions

Objective	Worksheet	Answers
<ul style="list-style-type: none">Subtract like fractions	Guided practice: TB p. 99-100 Independent practice: WB p.112 - 114	<p>Textbook p. 99-100</p> <ol style="list-style-type: none">$\frac{1}{5}$$\frac{7}{10}$$\frac{4}{8}$ <hr/> <p>Textbook p. 100</p> <p>4. (a) $\frac{3}{5}$ (b) $\frac{1}{8}$ (c) $\frac{4}{9}$ (d) $\frac{2}{4} = \frac{1}{2}$ (e) $\frac{4}{10} = \frac{2}{5}$ (f) $\frac{3}{12} = \frac{1}{4}$ (g) $\frac{7}{9}$ (h) $\frac{1}{10}$ (i) $\frac{5}{12}$ (j) $\frac{1}{5}$ (k) $\frac{3}{8}$ (l) $\frac{3}{9} = \frac{1}{3}$</p>

Spalding - Monday

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

The Parent will read the word and example sentence.

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

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

The Parent will:

- Refer to instruction tips below.

The Student will:

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

Word	Example Sentence	Notes
<u>guide</u>	<i>Let your conscience be your guide.</i>	Verify /gu/ not /g/.
<u>hurrying</u> r. 6, 24	<i>I saw a squirrel hurrying down the tree.</i>	Base word: hurry. Ending: ing. Write hurry but change Y to I because base word ends with /y/ and add 'ing,' but we can't write 2 I's next to each other, so we change I back to Y. R. 6- Y not I used at the end of English words. R. 24- when adding an ending to a word that ends with a consonant and Y, use I instead of Y unless ending is -ing.
<u>hurried</u> r. 24, 28	<i>She hurried out the door.</i>	Base word: hurry. Ending: "d". Write hurry but change Y to I because base word ends with /y/ and add "d" (ed). R. 24- when adding an ending to a word that ends with a consonant and Y, use I instead of Y unless ending is -ing. R. 28- "ed" has three sounds and is added to form the past tense of regular verbs.
<u>hurry</u> r. 6	<i>I must hurry to the store.</i>	Base word: hurry. R. 6- Y not I used at the end of English words.
<u>know</u> <u>ledge</u> r. 23	<i>Zoologists have a vast knowledge of animals.</i>	Base word: know. Ending: ledge. R. 23- dge is only used after a single vowel that says it's short sound.
<u>know</u>	<i>I know right from wrong.</i>	Base word: know.

<p><u>lawyer</u></p>	<p><i>The lawyer proved the innocence of his client.</i></p>	<p>Base word: law. Ending: yer.</p>
<p><u>par a graph</u> r. 4</p>	<p><i>Indent the first line of a new paragraph.</i></p>	<p>P: After students says syllables, say, "Use 2-letter 'f' in the third syllable." Separate each sound in the first syllable. R. 4- a,e,l,o,u say their name at the end of a syllable.</p>
<p><u>patient</u> r. 4, 14</p>	<p><i>Be patient with yourself and others.</i></p>	<p>P: After student says syllables, say, "In the second syllable, use sh tall. R. 4- a,e,l,o,u say their name at the end of a syllable. R. 14- ti, si, ci are used to say /sh/</p>
<p><u>patience</u>₃ r. 4, 14</p>	<p><i>Patience is a virtue.</i></p>	<p>Base word: patient. Ending: ence. Partner is ence. Write patient but replace 'ent' with 'ence' = patience. R. 4- a,e,l,o,u say their name at the end of a syllable. R. 14- ti, si, ci are used to say /sh/</p>

Parent Answer Key and Instructions

Tuesday, April 7, 2020

Tuesday, 4/07/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature ~ Read aloud to child Chapter 6 <i>The Phantom Tollbooth</i> and ensure they complete Comprehension Questions <input type="checkbox"/> History ~ Read together <i>Ancestral Pueblo</i> article and ensure they complete the text based illustration <input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log <input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 2 of the poem in their best handwriting. Practice memorization with student. <input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s) <input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes <input type="checkbox"/> Music- Have student complete worksheet
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Literature

Responses: Students may use a dictionary (or online dictionary) to complete the chart below.

Word: reality	Word: illusion	Word: mirage
Definition: The world as they actually exist; real	Definition: A false appearance	Definition: Something that appears real or possible but is not
Synonym: Certain, reasonable, true	Synonym: mirage, hallucination	Synonym: optical illusion
Choose a vocabulary word and use it in a complete sentence: Check for meaning and sentence components.		

History

Pueblo Villages: Describe how did the Mound Builders build a town? Use specific details from the text. Ensure your child is using details from the text to describe Pueblo villages.

Poetry ~ Tuesday

Materials needed: lined paper (in student packet), pencil, copy of "Try, Try Again" by T.H. Palmer.

The Student will:

- Read the poem aloud.
- Copy stanzas 3 and 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 – Tuesday 10.4b Practice C

Objective	Worksheet	Answers
<ul style="list-style-type: none"> • Practice adding and subtracting like fractions. • Practice solving word problems using fractions 	<p>Guided practice: TB p. 101 #1-5 a & b, #6-8</p> <p>Independent practice: TB p. 101 #1-5 c, #9</p>	<p>Review:</p> <ol style="list-style-type: none"> 1. The denominator should be the same. 2. You add or subtract from the numerator, only. 3. Make the numerator the same as the denominator. <p>Textbook p. 101</p> <ol style="list-style-type: none"> 1. (a) $\frac{4}{5}$ (b) $\frac{5}{6}$ (c) $\frac{7}{10}$ 2. (a) $\frac{3}{10}$ (b) $\frac{3}{7}$ (c) $\frac{7}{9}$ 3. (a) $\frac{7}{8}$ (b) $\frac{3}{3} = 1$ (c) $\frac{7}{9}$ 4. (a) $\frac{2}{5}$ (b) $\frac{4}{6} = \frac{2}{3}$ (c) $\frac{2}{4} = \frac{1}{2}$ 5. (a) $\frac{6}{10} = \frac{3}{5}$ (b) $\frac{6}{12} = \frac{1}{2}$ (c) $\frac{8}{11}$ 6. $\frac{1}{8} + \frac{3}{8} = \frac{4}{8} = \frac{1}{2}$ 7. $1 - \frac{4}{9} = \frac{5}{9}$ 8. $1 - \frac{3}{7} = \frac{4}{7}$ 9. $1 - \frac{1}{6} - \frac{3}{6} = \frac{2}{6} = \frac{1}{3}$ or $\frac{1}{6} + \frac{3}{6} = \frac{4}{6} = \frac{2}{3}$ $1 - \frac{2}{3} = \frac{1}{3}$

Spalding - Tuesday

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

The Parent will read the word and example sentence.

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

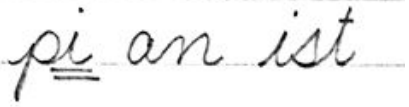
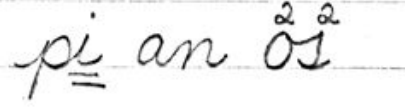
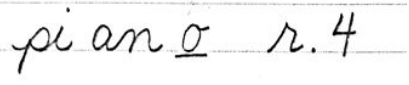
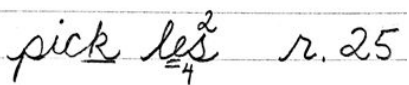
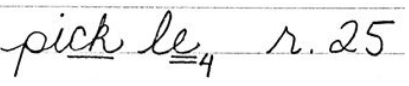
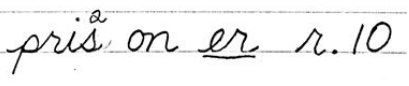
- Repeat the word.
- Determine the base word.
- Show syllables with fists.
- Show sounds with fingers.

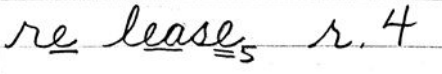
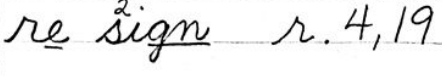

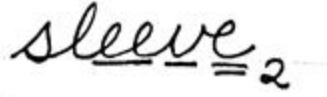
The Parent will:

- Refer to instruction tips below.

The Student will:

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

Word	Example Sentence	Notes
	<p><i>Her dream was to become a concert pianist.</i></p>	<p>ist = person</p>
	<p><i>There are three primary types of pianos.</i></p>	<p>Base word: piano. Ending: "z." Write piano and add ES because base word ends with O and I want to make it plural. BUT, piano is a musical term which is Italian, therefore, I only add "s" (cellos, solos)</p>
	<p><i>A standard piano has 88 keys.</i></p>	<p>Base word: piano. The Italian i says E. R. 4- a,e,l,o,u say their name at the end of a syllable.</p>
	<p><i>I always order my hamburger with extra pickles.</i></p>	<p>Base word: pickle. Ending: "z." R. 25= ck may be used only after a single vowel that says its short sound.</p>
	<p><i>There was one pickle left in the jar.</i></p>	<p>Base word: pickle. R. 25= ck may be used only after a single vowel that says its short sound.</p>
	<p><i>A prisoner is deprived of freedom.</i></p>	<p>Base word: prison. Ending: er. P: After student says the syllables, say, "In the first syllable, use s, z." R. 10= 2-1-1 rule. Words with 2 syllables in which second syllable is accented need another consonant before adding an ending that begins with a vowel.</p>

	<p>The publisher will release a new book soon.</p>	<p>R. 4- a,e,l,o,u say their name at the end of a syllable.</p>
	<p>The manager was forced to resign from his position.</p>	<p>P: After student says the syllables, say, "In the last syllable, use s, z and two-letter 'n'." resign=sign off. sign = signature. R. 4- a,e,l,o,u say their name at the end of a syllable. R. 19- i and o may say /I/ and /O/ if followed by 2 consonants.</p>
	<p>Please don't reveal the secret.</p>	<p>R. 4- a,e,l,o,u say their name at the end of a syllable.</p>
	<p>She wears her heart on her sleeve.</p>	<p>P: After students says the syllables, say, "Use the phonogram that says E"</p>

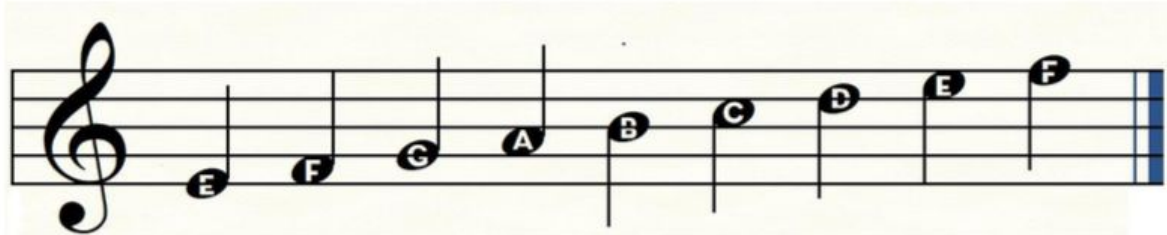
Name: _____

Class: _____

Treble Staff Review

Directions: Look at the Treble Staff Study Guide closely and use it to help you label the notes in **Part I**. For an extra challenge, cover up the Study Guide with a small piece of paper and try to label the notes without looking at the Study Guide.

Study Guide: Treble Clef



Part I: For the musical excerpt below, write in the name of each note directly underneath each note (use **CAPITAL** letters). Don't worry about the sharp(#) signs, just write the letter name. Remember to write neatly.

ANSWER KEY

Allegretto

from Symphony No. 7 in A Major, Op. 92

Ludwig von Beethoven

$\text{♩} = 76$



Parent Answer Key and Instructions

Wednesday, April 8, 2020

Wednesday, 4/8/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Read aloud to child Chapter 11 <i>The Phantom Tollbooth</i> and ensure they complete activity.<input type="checkbox"/> Science: Guide student through picture activity asking them what they notice. You want them to discover things on their own. Ensure that they write the definitions in their science notebook. Complete the worksheet together discussing the difference between a mixture and solution.<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Poetry ~ Ensure that the student is copying stanza 3 of the poem in their best handwriting. Practice memorization with student.<input type="checkbox"/> Math - Discuss and review vocabulary words. Fill out worksheet(s)<input type="checkbox"/> Latin - Go over answers with student<input type="checkbox"/> Spalding ~ Dictate 10 spelling words following the script below. Complete the list 3x or for 20 minutes<input type="checkbox"/> PE ~ Complete exercises and question.
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Literature

#2 Examples of Dissonance:

- Have you ever heard of an ant wearing fur slippers walk across thick wool carpet?
- Have you ever heard a blindfolded octopus unwrap a cellophane- covered bathtub?
- Have you ever heard a square-wheeled steam roller ride over a street full of hard-boiled eggs?

Science: Light and Eyes

1. Questions to ask to prompt students
 - a. How do we see?
 - b. What are the parts of the eye?
 - c. Why are eyes important?
2. **Voluntary:** able to do something when you want to
Involuntary: done without your own control

Poetry ~ Wednesday

Materials needed: lined paper (in student packet), pencil, copy of "Try, Try Again" by T.H. Palmer.

The Student will:

- Read the poem aloud.
- Copy stanzas 5 and 6, starting at the left margin and using his or her best cursive writing.
- Practice memorization.

The Parent will:

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

Work for a maximum of 10 minutes.

Math – Wednesday

10.5a Fraction of a Set

Objective	Worksheet	Answers
<ul style="list-style-type: none">● Understand a fraction of set of objects● Find the number of objects in fraction of set	Guided practice: TB p. 102-104 Independent practice: WB p.115-116	Textbook p. 103-104 1. (a) $\frac{2}{5}$ (b) $\frac{1}{3}$ (c) $\frac{3}{6} = \frac{1}{2}$ (d) $\frac{2}{10} = \frac{1}{5}$ (e) $\frac{8}{12} = \frac{2}{3}$ 2. (a) $\frac{5}{6}$ (b) $\frac{3}{6} = \frac{1}{2}$ (c) $\frac{2}{6} = \frac{1}{3}$ (d) $\frac{4}{6} = \frac{2}{3}$ 3. (b) $\frac{2}{5}, \frac{2}{5}$ 4. 3 5. 4, 12

Spalding Practice Test – Wednesday, April 8, 2020

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

- The **Parent** will **read the word** and **example sentence**, then **repeat the word**. (Ex. director – The company’s director will retire next month. – director)
- The **Student** will write the word only (no markings, no syllable breaks).

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

Word	Example Sentence	Word
1. guide	<i>Let your conscience be your guide.</i>	guide
2. hurrying	<i>I saw a squirrel hurrying down the tree.</i>	hurrying
3. hurried	<i>She hurried out the door.</i>	hurried
4. hurry	<i>I must hurry to the store.</i>	hurry
5. knowledge	<i>He has a vast knowledge of animals.</i>	knowledge
6. know	<i>I know right from wrong.</i>	know
7. lawyer	<i>The lawyer proved the innocence of his client.</i>	lawyer
8. paragraph	<i>Indent the first line of a new paragraph.</i>	paragraph
9. patient	<i>Be patient with yourself and others.</i>	patient
10. patience	<i>Patience is a virtue.</i>	patience
11. pianist	<i>Her dream was to become a concert pianist.</i>	pianist
12. pianos	<i>There are three primary types of pianos.</i>	pianos
13. piano	<i>A standard piano has 88 keys.</i>	piano
14. pickles	<i>I always order my hamburger with extra pickles.</i>	pickles
15. pickle	<i>There was one pickle left in the jar.</i>	pickle
16. prisoner	<i>A prisoner is deprived of freedom.</i>	prisoner
17. release	<i>The publisher will release a new book soon.</i>	release
18. resign	<i>The manager was forced to resign from his position.</i>	resign
19. reveal	<i>Please don't reveal the secret.</i>	reveal
20. sleeve	<i>She wears her heart on her sleeve.</i>	sleeve

Parent Instructions

Thursday, April 9, 2020

Thursday, 4/09/20	<p><u>To Do:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Literature ~ Ensure students complete Main Idea web<input type="checkbox"/> History ~ Ensure students respond to comprehension questions<input type="checkbox"/> Monitor student has read independently for 20 mins. and ensure they have logged it on the March Reading Log<input type="checkbox"/> Science ~ Ensure students are answering questions in complete sentences and best handwriting<input type="checkbox"/> Math - Ensure students are answering in complete sentence annotate the problems as they begin each one. Allow students to answer independently, showing what they have learned this week.<input type="checkbox"/> Poetry ~ Practice memorization with student. Poem recitation.<input type="checkbox"/> Spalding ~ Give spelling test for all 30 words using the script from Thursday
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Parent Key

Poetry ~ Thursday

The Student will:

- Practice memorization and poetry position
- Recite poem

The Parent will:

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

“Try, Try Again” by T.H. Palmer

‘Tis a lesson you should heed,
If at first you don’t succeed,
Try, try again;

Then your courage should appear,
For if you will persevere,
You will conquer, never fear
Try, try again;

Once or twice, though you should fail,
If you would at last prevail,
Try, try again;

If we strive, ’tis no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again

If you find your task is hard,
Time will bring you your reward,
Try, try again

All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.

Spalding ~ Thursday

Materials needed:

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

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

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

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

guide	pianist
hurrying	pianos
hurried	piano
hurry	pickles
knowledge	pickle
know	prisoner
lawyer	release
paragraph	resign
patient	reveal
patience	sleeve



GREAT HEARTS WESTERN HILLS

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Student Attendance Affidavit

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

Monday, April 6th, 2020

Tuesday, April 7th, 2020

Wednesday, April 8th, 2020

Thursday, April 9th, 2020

Friday, April 10th, 2020 NO SCHOOL

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

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

Parent Signature: _____

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

Student Signature: _____

Student Printed Name: _____ Class Section: _____

Thursday Assessment Packet

Week of April 6 - April 9, 2020

Thursday, 4/9/20	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 Summary of Chapters 5-8 (I)<input type="checkbox"/> History ~ Answer questions (I)<input type="checkbox"/> Science ~ Answer questions (I)<input type="checkbox"/> Poetry ~ Recite entire poem standing up straight, hands by your side (P)<input type="checkbox"/> Math ~ Independent Assessment (I)<input type="checkbox"/> Spalding ~ Spelling Test (P)<input type="checkbox"/> PE ~ Answer questions (I)
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***** For all written responses, please write neatly in cursive. *****

Student Name: _____ Class: _____

DUE: Thursday, April 9 at 8PM

Reading Log Week of April 6 - April 9, 2020

Day	Date	Book Title	Total Minutes	Parent Initials
Mon.	4/06			
Tues.	4/07			
Weds.	4/08			
Thurs.	4/09			

Literature

Chapter 9: *It's All in How you Look at Things* Comprehension Question

1. What did Milo mean when he said from his point of view, "I think I'll continue to see things as a child. It's not far to fall."

Chapter 10: *A Colorful Symphony* Comprehension Questions

2. Explain how the city gets its color. Use specific examples from the text.

3. Explain what happened to the City of Reality. How will bringing Rhyme and Reason back help the city?

Chapter 11: *Dischord and Dynne* Comprehension Question

4. On page 141, how does Dr. Dischord describe who "awful Dynne" is?

Literature (continued)

5. Focus: Summarization

Directions: Summarize (retell) what has happened in chapters 9 - 11. Remember to include characters, setting, and major events.

History

1. Describe how the Mound Builders build a town? Use specific details from the text.

2. Why do scientists believe the Pueblo people are related to the Ancestral Pueblo cliff dwellers?

Science

1. What happens to your pupil when there is no light? _____

2. What is the purpose of the optic nerve? _____

Poetry – Thursday, April 9, 2020

The Student will:

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

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

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

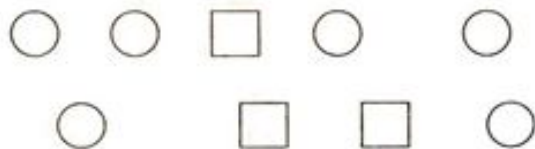
**Test
B**

Unit 10: Fractions

Chapter 5: Fraction of a Set

Circle the correct option, **A**, **B**, **C** or **D**.

1. What fraction of the shapes are circles?



A $\frac{1}{3}$

C $\frac{3}{6}$

B $\frac{1}{2}$

D $\frac{2}{3}$

2. What fraction of the circles are shaded?



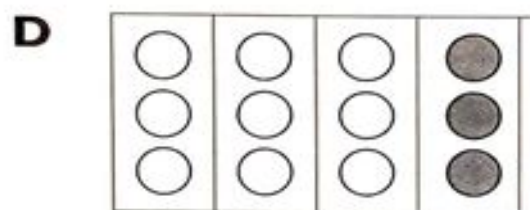
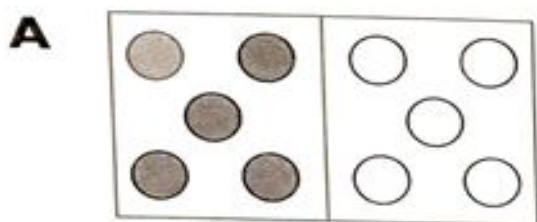
A $\frac{1}{6}$

C $\frac{2}{8}$

B $\frac{2}{10}$

D $\frac{5}{6}$

3. In which figure are $\frac{2}{5}$ of the circles shaded?



4. $\frac{1}{4}$ of the animals at an animal shelter are cats.

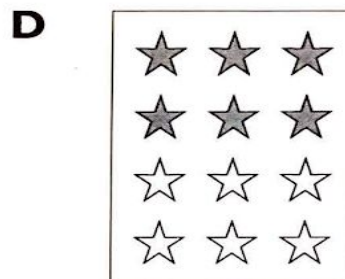
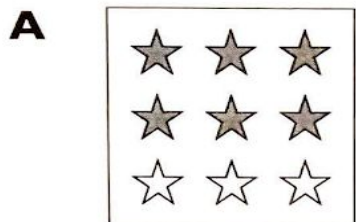
Which of the following statements is correct?

- A** 1 part out of 3 equal parts is cats.
- B** 3 parts out of 4 equal parts are cats.
- C** 3 parts out of 4 equal parts are not cats.
- D** 1 part out of 3 equal parts is not cats.

5. What is $\frac{3}{8}$ of 16?

- A** 2
- B** 6
- C** 8
- D** 10

6. In which figure are $\frac{2}{3}$ of 12 stars shaded?



7. Mrs. Kim had 12 plates.

She broke $\frac{1}{4}$ of the plates while washing them.

How many plates did she break?

A 2

C 4

B 3

D 8

8. Melvin bought 20 sunflowers.

He gave $\frac{1}{2}$ of the flowers to his mother.

How many flowers did he give his mother?

A $\frac{1}{2}$

C 2

B 1

D 10

9. There are 10 rulers.
4 of them are long and the rest are short.
What fraction of the rulers are short?

A $\frac{2}{5}$

C $\frac{3}{5}$

B $\frac{4}{10}$

D $\frac{2}{3}$

10. Adrian had 10 ℓ of paint.
He used $\frac{4}{10}$ of it to paint his house.
How much paint did he have left?

A $\frac{6}{10}$ ℓ

C 4 ℓ

B 2 ℓ

D 6 ℓ

Name: _____

Date: _____

Section: _____

Spalding Spelling Test

1.	11.
2.	12.
3.	13.
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10.	20.