

# GreatHearts

Northern Oaks



## Distance Learning Packet: Week 6

April 27 - May 1, 2020

3<sup>rd</sup> grade

(3A) Ms. Gauss

(3B) Ms. Tyler

(3C) Ms. Kaiser

(3D) Mr. Aniol

Student Name: \_\_\_\_\_ Section: \_\_\_\_

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# Monday

GHNO | 3rd Grade | Week 6 | 04/27

# Daily Student Instruction Sheet

**MONDAY, 04/27**

## **ELA**

Spalding  
(15 min.)

Reading  
(+20 min. HW)

Writing/  
Literature  
(20 Minutes)

Poetry  
(5 min)

### **I. Spalding**

- a. Goal/Objective: Students will learn 5 new words each day.
- b. Materials needed: Spalding paper, pencil, Spalding word list.
- c. Specific instructions:
  - Dictate the 5 words (one at a time) to your child using the attached spelling list. See video, **3rd Grade Spalding, April 27th**, for further assistance.  
[3rd Grade Spalding List, Mon 04/27](#)  
[3rd Grade Spalding Video, Mon, 04/27](#)
  - After finishing the list of 5 words, have your child fold the paper so the words do not show.
  - Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
  - Remind students to use their phonogram knowledge and spelling rules.
  - Remind students to practice proper letter formation and to use their best handwriting.

### **II. Reading**

- a. Goal/Objective: Student will read and enjoy a chapter of the current literature book.
- b. Materials needed: *The Trumpet of the Swan* by E.B. White, **Reading Log**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - Read "Chapter 19: "A Talk about Money" from *The Trumpet of the Swan* (IW)  
[Ch. 19 "A Talk about Money", The Trumpet of the Swan.pdf](#)  
[Read-aloud Video - Ch. 19: "A Talk About Money" read by Mrs. Perez](#)
  - Student will read chapter independently **OR follow along in book while listening to Read Aloud video.**
  - Track minutes on the reading log, which is now on the cover Graded Review packet on the last day of the week. (IW)  
[Reading Log, Week 6](#)

### **III. Literature**

- a. Goal/Objective: Students will write a Journal reflection as if they were Sam Beaver.
- b. Materials needed: **Worksheet - "Writing a Journal Sample"**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - Recall Sam Beaver's visit to the Zoo.** Did he enjoy his visit? Why was he there? (PA 5min)
  - Using this information, it's time to do some creative writing!** Read and Complete the worksheet **"Writing a Journal Sample"** (IW 15 min)

## Daily Student Instruction Sheet

	<p style="text-align: center;"><a href="#">"Writing a Journal Sample" worksheet</a></p> <p><b>IV. Poetry</b></p> <p>a. Goal/Objective: Students will review and memorize “Jimmy Jet and His TV Set” by Shel Silverstein. Poem should be memorized by <b>Thursday, May 8th.</b></p> <p>b. Materials needed: Printed poem “Jimmy Jet and His TV Set”</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>First</b>, student will read poem aloud two times.</li><li><input type="checkbox"/> <b>Next</b>, cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min)</li></ul> <p><a href="#">"Jimmy Jet and his T.V. Set" by Shel Silverstein</a> <a href="#">"Jimmy Jet and his T.V. Set" performed by Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p><b>I. Math</b></p> <p>a. Goal/Objective: Students will understand and identify the measurement of a figure in <b>SQUARE CENTIMETERS</b> and <b>INCHES.</b></p> <p>b. Materials needed: provided activity sheets (2) “Area in Square Centimeters and Inches”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1: Parent and student read the “<b>Friendly Notes</b>” and <b>textbook</b> pages included as lesson supplement before assignment. <b>(PA, 5 min.)</b> <a href="#">Singapore Math Friendly Notes, Area</a> <a href="#">Singapore Math Textbook, Ch. 13.1 Area</a> <a href="#">Singapore Math Glossary of Terms</a></li><li><input type="checkbox"/> 2: Student independently completes the (2) “<b>Area in Square Centimeters and Inches</b>” worksheets. <b>(IW, 25 min.)</b> <a href="#">Area in Square Inches Centimeters</a> <a href="#">Graph Paper, Square Inches</a> <a href="#">Graph Paper, Square Centimeters</a></li><li><input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the “<b>Area in Square Centimeters and Inches</b>” video. <b>(Optional, 5 min.)</b> <a href="#">Area in Square Inches and Centimeters lesson video with Mr. Aniol</a></li></ul>
<p><b>HISTORY</b> (30 min.)</p>	<p><b>I. History</b></p> <p>a. Goal/Objective: Students will explore what kind of jobs were available in the New England colonies.</p> <p>b. Materials needed: textbook chapter, student notes</p>

## Daily Student Instruction Sheet

	<p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li>❑ 1. Student will read the textbook chapter “<b>Ch. 11: The Massachusetts Bay Colony.</b>” (IW, 20 min.) <a href="#">Ch. 11: The Massachusetts Bay Colony, Thirteen Colonies Reader.pdf</a> <a href="#">Ch. 11: The Massachusetts Bay Colony, read by Miss Tyler</a></li><li>❑ 2. After student completes reading the chapter, they will answer the focus question on the “<b>Massachusetts and the Puritans</b>” notes page in one complete sentence.(IW, 10 min.) <a href="#">Massachusetts and the Puritans notes page</a></li></ul>
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></b></p> <p><b><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON THE FOLLOWING MONDAY.</i></b></p>

**Monday Spalding Spelling List (15 min):** Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> <li>Says the word</li> <li>Says the word in a sentence</li> <li>Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>Repeats the word</li> <li>Determines the base word (and affix, if applicable)</li> <li>Shows syllables with fists and sounds with fingers</li> <li>Writes the word in syllables while saying it aloud</li> <li>Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate corrections before moving on to the next word</li> </ul>

- After finishing the list of 5 words, have your child fold the paper so the words do not show.
- Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
wit <u>ness</u> r.17	The witness of the crime was called to the stand.	We may double s at the end of a base word if after a single vowel. (R.17)
in <u>ves</u> ti <u>gate</u>	We went to investigate the strange sound that came from the living room.	
<sup>2</sup> there <sub>=s</sub> fore	He worked the hardest; therefore, he got a reward.	Base word = there, base word = fore We write there and add fore to make the compound word "therefore."
be <u>fore</u> r.4	Look both ways before crossing the street.	Base word = fore, prefix = be We write be and add fore to make the "word before." "E" may say "E" at the end of a syllable (R.4)
plea <sup>2</sup> s <sup>2</sup> ant r.11	She was a very pleasant young lady.	Base word = please, ending = ant We write please without the silent final e because our ending "ant" starts with a vowel.



# Daily Spalding

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.





# **Jimmy Jet and His TV Set**

*By Shel Silverstein*

I'll tell you the story of Jimmy Jet –  
And you know what I tell you is true.  
He loved to watch his TV set  
Almost as much as you.

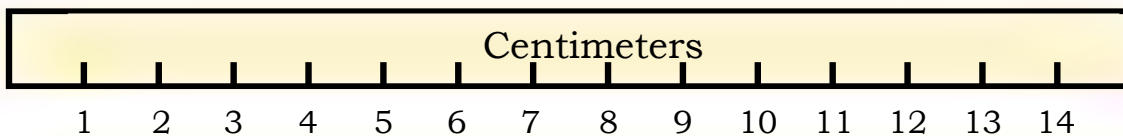
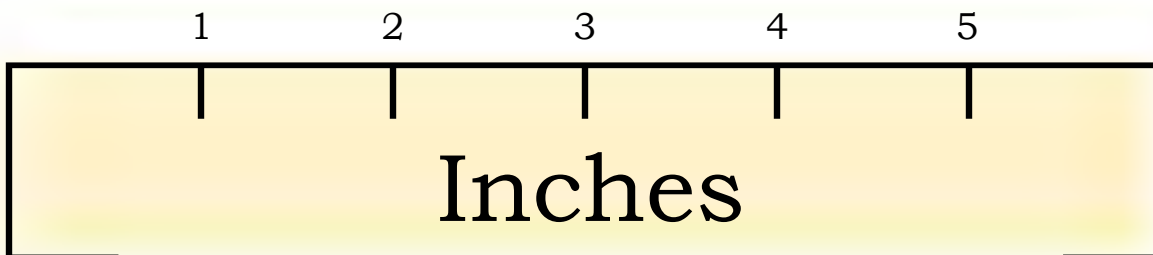
He watched all day, he watched all night  
Till he grew pale and lean,  
From “The Early Show” to “The Late Late Show”  
And all the shows between.

And his brains turned into TV tubes,  
And his face to a tv screen.  
And two knobs saying “VERT.” and “HORIZ.”  
Grew where his ears had been.

And he grew a plug that looked like a tail  
So we plugged in little Jim.  
And now instead of him watching TV  
We all sit around and watch him.

A **square inch** is a unit of area. It is made up of a square with sides each measuring one inch.

An inch is a customary measurement of size used mostly in the United States. An **inch is larger** than a centimeter.



A **square centimeter** is also unit of area. It is made up of a square with sides each measuring one centimeter.

A centimeter is a metric measurement of size used by most countries of the World. A **centimeter is smaller** than an inch.

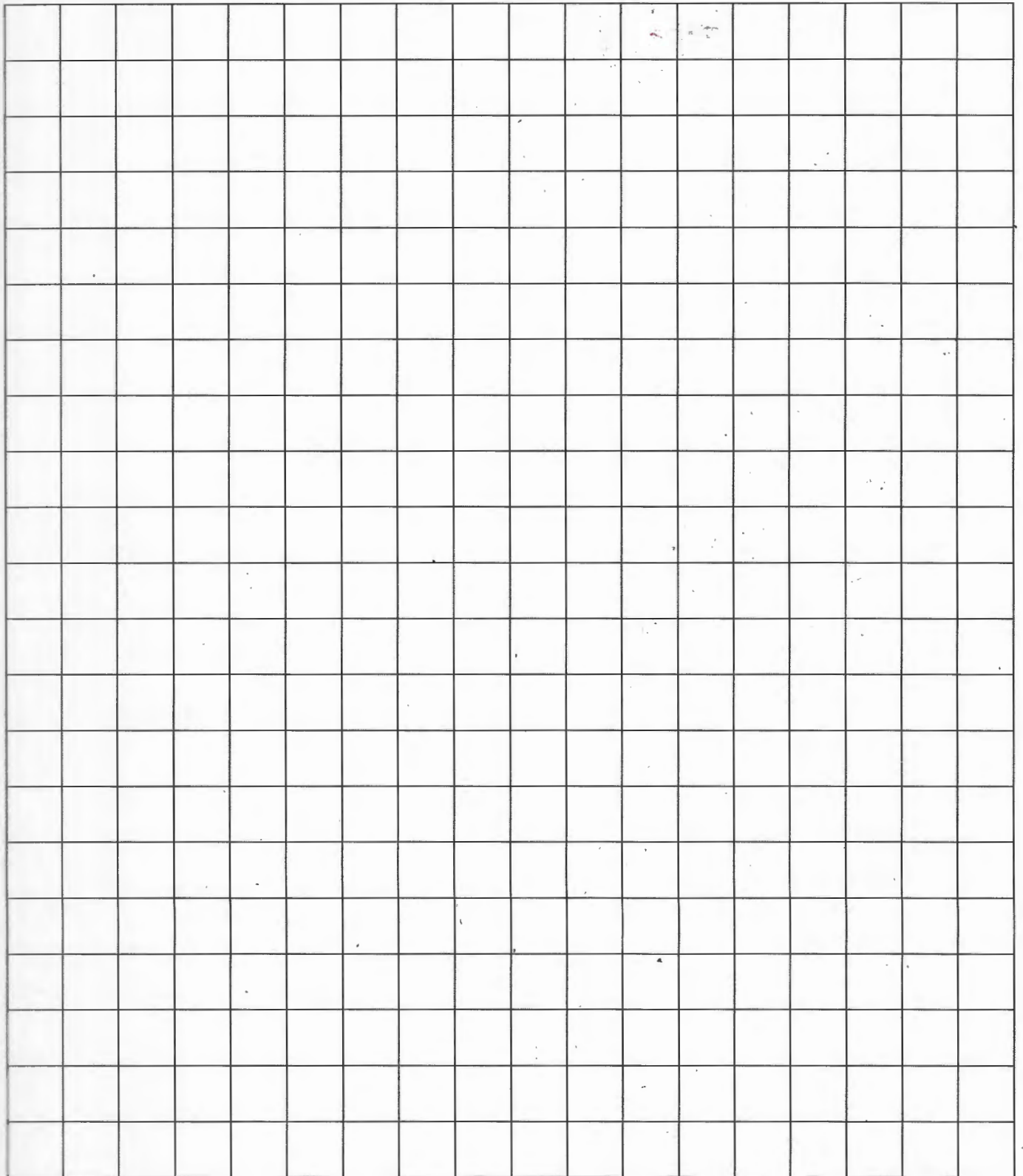
**Directions:**

On the provided graph paper pages, color the following figures in both inches and centimeters.

Polygon	Color	Square Inches	Square Centimeters
Square	Blue	4	9
Rectangle	Yellow	6	12
Triangle	Green	4	9
Trapezoid	Red	6	15

## Square Inches


## Square Centimeters



# Massachusetts

What kinds of jobs were available in the New England colonies?

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# Tuesday

GHNO | 3rd Grade | Week 6 | 04/28



# Daily Student Instruction Sheet

**TUESDAY, 04/28**

## **ELA**

Spalding  
(15 min.)

Grammar/  
Literature  
(20 min.)

Reading  
(+20 min. HW)

Poetry  
(5 min.)

### **I. Spalding**

a. Goal/Objective: Students will learn 5 new words each day.

b. Materials needed: Spalding paper, pencil, Spalding word list.

c. Specific instructions:

- Dictate the 5 words (one at a time) to your child using the attached Spelling list. See video, **3rd Grade Spalding, April 28th**, for further assistance.  
[3rd Grade Spalding List, Tue 04/28](#)  
[3rd Grade Spalding Video, Tue 04/28](#)
- After finishing the list of 5 words, have your child fold the paper so the words do not show.
- Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
- Remind students to use their phonogram knowledge and spelling rules.
- Remind students to practice proper letter formation and to use their best handwriting.

### **II. Grammar /Literature**

a. Goal/Objective: Students will work on finding a synonym for the vocabulary word.

b. Materials needed: **Worksheet - “Matching Synonyms”**

c. Specific Instructions (IW=independent work; PA=parent assistance):

- What is a Synonym?** A synonym is a word that shares the same meaning as another word. **Why is it helpful to know synonyms?** To avoid repetition in writing and to make your writing more interesting. **(PA 5 min)**
- Let’s practice finding correct Synonyms. Read and Complete the **“Matching Synonyms”** worksheet. **(IW 15min)**  
["Matching Synonyms" worksheet](#)

### **III. Reading**

a. Goal/Objective: Student will read and enjoy a chapter of the current literature book.

b. Materials needed: *The Trumpet of the Swan* by E.B. White, **Reading Log**

c. Specific Instructions (IW=independent work; PA=parent assistance):

- Read “Chapter 20: “Billings”, from *The Trumpet of the Swan* (IW)  
[Ch. 20“Billings” The Trumpet of the Swan.pdf](#)  
[Read-aloud Video - Ch. 20: “Billings”read by Mrs. Perez](#)
- Student will read chapter independently **OR follow along in book while listening to Read Aloud video** (IW)
- Track minutes on the reading log, which is now on the cover Graded Review packet on the last day of the week. (IW)

## Daily Student Instruction Sheet

	<p>IV. <u>Poetry</u></p> <p>a. Goal/Objective: Students will review and memorize “Jimmy Jet and His TV Set” by Shel Silverstein. Poem should be memorized by <b>Thursday, May 8th.</b></p> <p>b. Materials needed: Printed poem “<b>Jimmy Jet and His TV Set</b>”</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> First, student will read poem aloud two times.</li><li><input type="checkbox"/> Next, cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min)</li></ul> <p><a href="#">"Jimmy Jet and his T.V. Set" by Shel Silverstein</a> <a href="#">"Jimmy Jet and his T.V. Set" performed by Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p>I. <u>Math</u></p> <p>a. Goal/Objective: Students will find the <b>AREA</b> of a figure in <b>SQUARE CENTIMETERS.</b></p> <p>b. Materials needed: provided activity sheets (2) “Exercise 1: Area in Standard Units”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1: Parent and student read the “<b>Friendly Notes</b>” and <b>textbook</b> pages included as lesson supplement before assignment. <b>(PA, 5 min.)</b> <a href="#">Singapore Math Friendly Notes, Area</a> <a href="#">Singapore Math Textbook, Ch. 13.1 Area</a></li><li><input type="checkbox"/> 2: Student independently completes the (2) “<b>Exercise 1: Area in Standard Units</b>” worksheets. <b>(IW, 20 min.)</b> <a href="#">Singapore Math EP pp. 227-228, Exercise 1: Area</a></li></ul>
<p><b>HISTORY</b> (30 min.)</p>	<p>I. <u>History</u></p> <p>a. Goal/Objective: Students will explore the founding of the colony of <b>Massachusetts.</b></p> <p>b. Materials needed: “<b>Massachusetts</b>” attached reading passage</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1. Student will read the book chapter “<b>Massachusetts</b>” from <i>The Founders</i> by Dennis Fraden. <b>(IW, 15 min.)</b> <a href="#">"Massachusetts." from The Founders by Dennis Fraden.pdf</a></li><li><input type="checkbox"/> 2. After student finishes the reading, they will read and color “<b>Building Houses at Massachusetts Bay Colony</b>” worksheet. <b>(IW, 15 min.)</b> <a href="#">"Building Houses at Massachusetts Bay Colony, 1627"</a></li></ul>

Daily Student Instruction Sheet

**SPECIAL  
CLASSES**

***SPECIALS ASSIGNMENTS ARE NO LONGER  
OPTIONAL. SPECIALS ASSIGNMENTS WILL BE  
GRADED.***

***PLEASE SEE THE SEPARATE SPECIALS CLASS  
ASSIGNMENTS PACKET. YOU WILL NEED TO  
COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO  
TURN IN ON THE FOLLOWING MONDAY.***

**Tuesday Spalding Spelling List (15 min):** Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> <li>Says the word</li> <li>Says the word in a sentence</li> <li>Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>Repeats the word</li> <li>Determines the base word (and affix, if applicable)</li> <li>Shows syllables with fists and sounds with fingers</li> <li>Writes the word in syllables while saying it aloud</li> <li>Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate corrections before moving on to the next word</li> </ul>

- After finishing the list of 5 words, have your child fold the paper so the words do not show.
- Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<u>a</u> bility r.4,6	Cats have the ability to purr.	"A" may say "A" at the end of a syllable. (R.4) Y not I at the end of a word. (R.6)
<u>a</u> p <u>p</u> ear <u>a</u> nce r.29	The children had the appearance of taking a nap, but they were really just pretending.	Base word = appear, ending = amce We write appear and add ance to make the word appearance. We hear "p" in syllable 2 but add an additional "p" to syllable 1 because "A" does not say "A." (R.29)
<u>a</u> t <u>m</u> o <u>s</u> phere r.4	The clouds are a part of the atmosphere	"O" may say "O" at the end of a syllable. (R.4)
<u>a</u> t <u>m</u> o <u>s</u> pher <u>i</u> c r.4,11	Atmospheric pressure decreases as you go higher and higher into the atmosphere.	Base word = atmosphere, ending = ic We write atmosphere without the silent final e because our ending "ic" starts with a vowel. (R.11) "O" may say "O" at the end of a syllable. (R.4)
<u>a</u> u <u>t</u> umn	Autumn is my favorite season!	

# Daily Spalding

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.



# THE TRUMPET OF THE SWAN

Chapters 5-6

## Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

upset	show	ordered
noise	feeling	without
meeting	<del>pretty</del>	smart
forces	place	

**Example:** \_\_\_\_\_ *pretty* \_\_\_\_\_ The cob remembered how *attractive* the swan had seemed to him when he first met her.

- \_\_\_\_\_ 1. Louis's mother knew Louis was *bright* and healthy.
- \_\_\_\_\_ 2. The idea that Louis was defective *distressed* the cob.
- \_\_\_\_\_ 3. Louis was defective because he was *lacking* a voice.
- \_\_\_\_\_ 4. The cob took Louis aside so they could have a quiet, uninterrupted *conference*.
- \_\_\_\_\_ 5. The cob wanted to hear Louis's voice and *commanded* him to make a loud noise.
- \_\_\_\_\_ 6. Louis's father said that not being able to speak *compels* someone to be a good listener.
- \_\_\_\_\_ 7. A swan usually leaves its nesting *site* at the end of summer.
- \_\_\_\_\_ 8. The cygnets watched carefully as their father prepared to *demonstrate* how to fly.
- \_\_\_\_\_ 9. The cob's beating wings and racing feet created a huge *commotion*.
- \_\_\_\_\_ 10. Louis felt a tremendous *sensation* of relief when he realized that he could fly.

(a) What is the area of each of the following figures?

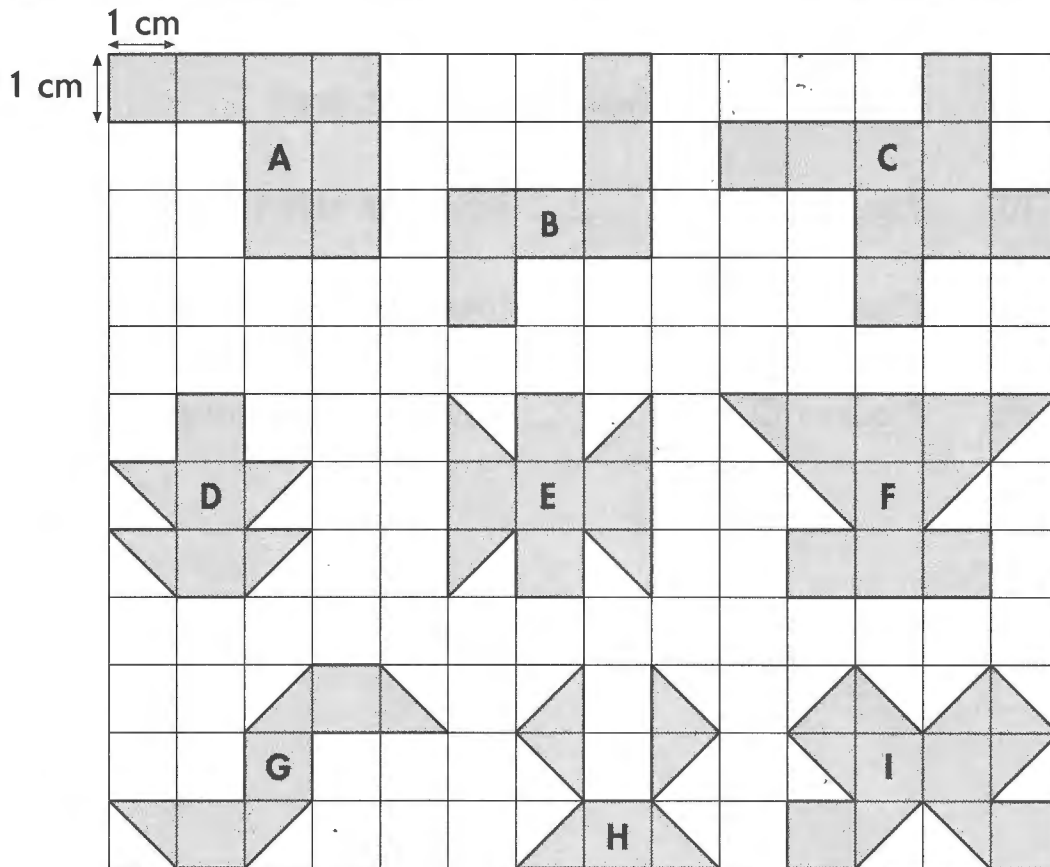


Figure	Area
A	cm <sup>2</sup>
B	cm <sup>2</sup>
C	cm <sup>2</sup>
D	cm <sup>2</sup>
E	cm <sup>2</sup>
F	cm <sup>2</sup>
G	cm <sup>2</sup>
H	cm <sup>2</sup>
I	cm <sup>2</sup>



- (b) Figures \_\_\_\_\_ and \_\_\_\_\_ have the greatest area.
- (c) Figure \_\_\_\_\_ has the smallest area.
- (d) Figures A and \_\_\_\_\_ have the same area.
- (e) Figures C and \_\_\_\_\_ have the same area.
- (f) Figures D and \_\_\_\_\_ have the same area.

# VI. MASSACHUSETTS



The settlement of Massachusetts began when English people known as Pilgrims founded Plymouth in 1620, allegedly stepping on Plymouth Rock as they came ashore. A decade later, in 1630, Boston was established. The capital of Massachusetts since the year of its founding, Boston became one of the great cities of the thirteen colonies.

Massachusetts contributed more to education than any other American colony. America's first college, Harvard, was founded at Cambridge in 1636. Also in Cambridge, father and son Stephen and Matthew Daye produced the first English-language book published in America in 1640. In 1647 Massachusetts passed a law requiring each town with fifty or more families to maintain a school partly supported by taxes. This marked the start of America's public school system. America's first successful newspaper, the *Boston News-Letter*, began publication in 1704.

During the Revolutionary era, Massachusetts was the most rebellious colony. The Boston Massacre and the Boston Tea Party helped spark the conflict with England. The war for independence began in 1775 when American patriots fought English troops at Lexington and Concord, Massachusetts.

With 350,000 people, Massachusetts was the fourth-most-populous colony by 1787. Many Massachusetts citizens agreed with one of their Constitutional Convention delegates, Elbridge Gerry, who refused to sign the document. Distrust of a strong central government was a main reason for opposition to the Constitution in Massachusetts. Only after a hotly contested struggle did the Bay State approve the Constitution on February 6, 1788, thereby becoming state number six.

# MASSACHUSETTS

<i>Name</i>	<i>Birth Date</i>	<i>Age at Signing</i>	<i>Marriage(s)</i>	<i>Children</i>	<i>Death Date</i>	<i>Age at Death</i>
ANTHONY GORHAM	May 27, 1738	49	Rebecca Call	9	June 11, 1796	58
WILLIAM KING	March 24, 1755	32	Mary Alsop	7	April 29, 1827	72





**Building houses at Massachusetts Bay Colony, 1627.** Nearly all of the colonists' homes in the New England colonies were built of rough logs hewn into regularly shaped timber; the houses had thatched roofs like

those in small English villages of the time. Walls were constructed of woven branches plastered over with mud. The colonists shown here are busily thatching a roof.

# Wednesday

GHNO | 3rd Grade | Week 6 | 04/29

# Daily Student Instruction Sheet

## WEDNESDAY, 04/29

### ELA

Spalding  
(15 min.)

Literature  
(20 Minutes)

Catch Up  
Reading  
(+20 min. HW)

Poetry  
(5 min)

#### I. Spalding

- a. Goal/Objective: Students will learn 5 new words each day.
- b. Materials needed: Spalding paper, pencil, Spalding word list.
- c. Specific instructions:
  - Dictate the 5 words (one at a time) to your child using the attached spelling list. See video, **3rd Grade Spalding, April 29th**, for further assistance.  
[3rd Grade Spalding List, Wed 04/29](#)  
[3rd Grade Spalding Video, Wed 04/29](#)
  - After finishing the list of 5 words, have your child fold the lined paper so the words do not show.
  - Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
  - Remind students to use their phonogram knowledge and spelling rules.
  - Remind students to practice proper letter formation and to use their best handwriting.

#### II. Literature

- a. Goal/Objective: Students will recall an event from chapter 20 "Billings".
- b. Materials needed: **Worksheet - "Recalling an Event"**  
Specific Instructions (IW=independent work; PA=parent assistance):
  - What major event happened in the last chapter?** The Cob returns the trumpet. **(PA 5 min)**
  - Since this is an important event, let's write down what we can remember. Read and complete the worksheet. **(IW 15 min)**  
["Recalling an Event" worksheet](#)

#### III. Reading

- a. Goal/Objective: Students will read and enjoy a chapter of the current literature book.
- b. Materials needed: *The Trumpet of the Swan* by E.B. White, **Reading Log**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - Read "Chapter 21: "The Greening Spring", from *The Trumpet of the Swan*. (IW)  
["Ch. 21: The Greening Spring," The Trumpet of the Swan Read-aloud Video -Ch 21 "The Greening Spring"](#)
  - Student will read chapter independently **OR follow along in book while listening to the Read Aloud video.** (IW)
  - Track minutes on the reading log, which is now on the cover of the Graded Review packet on the last day of the week. (IW)

## Daily Student Instruction Sheet

	<p><b>IV. Poetry</b></p> <p>a. Goal/Objective: Students will review and memorize “Jimmy Jet and His TV Set” by Shel Silverstein. Poem should be memorized by <b>Thursday, May 8th.</b></p> <p>b. Materials needed: Printed poem “<b>Jimmy Jet and His TV Set</b>”</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>First</b>, student will read poem aloud two times.</li><li><input type="checkbox"/> <b>Next</b>, cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. <b>(PA - 5 min)</b></li></ul> <p><a href="#">"Jimmy Jet and his T.V. Set" by Shel Silverstein</a> <a href="#">"Jimmy Jet and his T.V. Set" performed by Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p><b>I. Math</b></p> <p>a. Goal/Objective: Students will find the <b>AREA</b> of a figure in <b>SQUARE CENTIMETERS</b> and <b>INCHES.</b></p> <p>b. Materials needed: provided activity sheets (3) “Exercise 3: Area in Standard Units”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1: Parent and student read the “<b>Friendly Notes</b>” and <b>textbook</b> pages included as lesson supplement before assignment. <b>(PA, 5 min.)</b> <a href="#">Singapore Math Friendly Notes, Area</a> <a href="#">Singapore Math Textbook, Ch. 13.1 Area</a></li><li><input type="checkbox"/> 2: Student independently completes the (3) “<b>Exercise 3: Area in Standard Units</b>” worksheets. <b>(IW, 20 min.)</b> <a href="#">Singapore Math WB pp. 167-169, Exercise 3: Area in Standard Units</a></li><li><input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the “<b>3rd Grade Math Check</b>” video. <b>(Optional, 5 min.)</b> <a href="#">3rd Grade Math Check video, Wed 04/29</a></li></ul>
<p><b>HISTORY</b> (30 min.)</p>	<p><b>I. History</b></p> <p>a. Goal/Objective: Students will explore what kind of jobs were available in the New England colonies.</p> <p>b. Materials needed: Textbook chapter 12, coloring sheet</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1. Student will read the textbook chapter “<b>Ch. 12: Living in a Puritan Colony.</b>” <b>(IW, 20 min.)</b> <a href="#">Ch. 12: Living in a Puritan Colony, Thirteen Colonies Reader.pdf</a> <a href="#">Ch. 12: Living in a Puritan Colony, read by Miss Tyler</a></li></ul>



## Daily Student Instruction Sheet

	<p>□ 2. After student finishes the reading, they will read and color “Puritans of the Massachusetts Bay Colony, 1640” worksheet. (IW, 10 min.) <a href="#">"Puritans of the Massachusetts Bay Colony, 1640"</a></p>
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></b></p> <p><b><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON THE FOLLOWING MONDAY.</i></b></p>

**Wednesday Spalding Spelling List (15 min):** Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> <li>Says the word</li> <li>Says the word in a sentence</li> <li>Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>Repeats the word</li> <li>Determines the base word (and affix, if applicable)</li> <li>Shows syllables with fists and sounds with fingers</li> <li>Writes the word in syllables while saying it aloud</li> <li>Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate corrections before moving on to the next word</li> </ul>

- After finishing the list of 5 words, have your child fold the paper so the words do not show.
- Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<i>can vas</i>	The artist painted on a canvas.	
<i>cei ling r.2.12</i>	The ceiling in the classroom is made out of square tiles.	C says s when followed by E, I, or Y. (R.2) We often use "ie" to say "ee." (R.12)
<i>cel ery r.2.6</i>	Celery with ranch dressing is a yummy snack.	C says s when followed by E, I, or Y. (R.2) Y not I at the end of a word. (R.6)
<i>sal ary r.4.6</i>	If a person is paid a set amount throughout the course of a year, they have a salary.	"A" may say "A" at the end of a syllable. (R.4) Y not I at the end of a word. (R.6)
<i>con cert r.2</i>	Have you ever been to a concert?	C says s when followed by E, I, or Y. (R.2)

# Daily Spalding

1.

1.

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## EXERCISE 3

1. What is the area of each of the following figures?

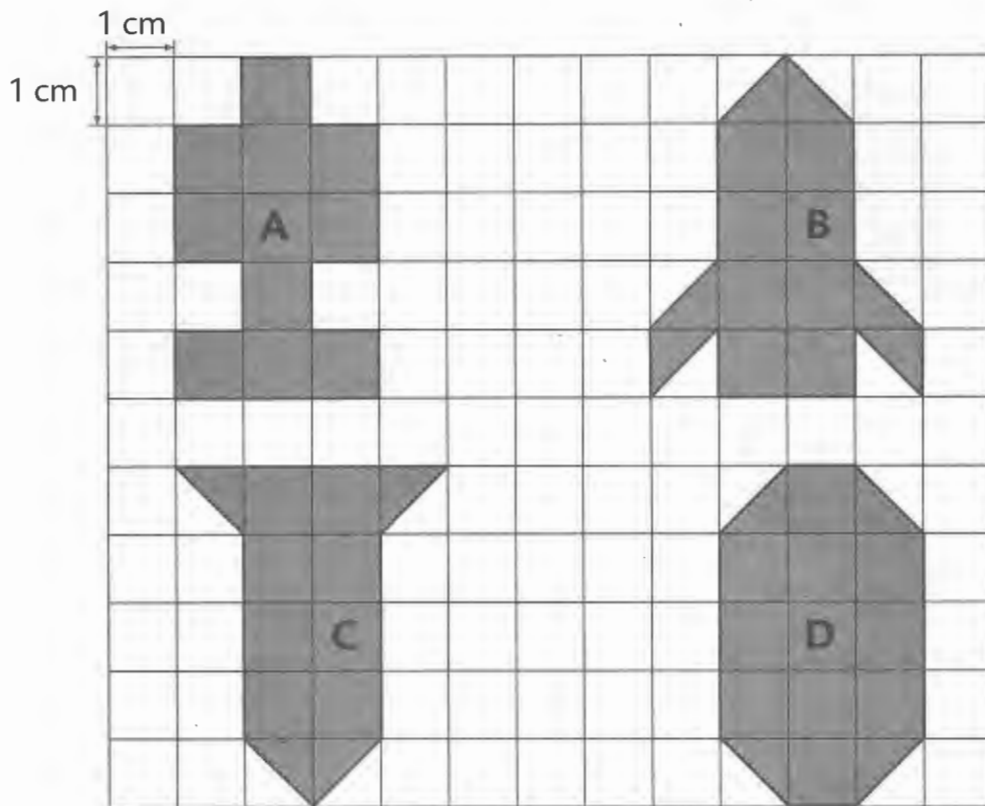


Figure	Area
A	square centimeters
B	square centimeters
C	square centimeters
D	square centimeters

Figure \_\_\_\_\_ and Figure \_\_\_\_\_ have the same area.

Figure \_\_\_\_\_ has the biggest area.

Figure \_\_\_\_\_ has the smallest area.

2. Write the area of each figure.  
Then draw another figure of the same area.

1 cm  
1 cm

Area  
=

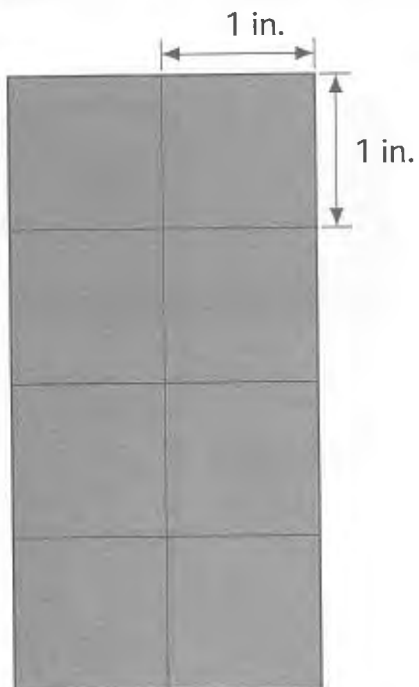
Area  
=

Area  
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Area  
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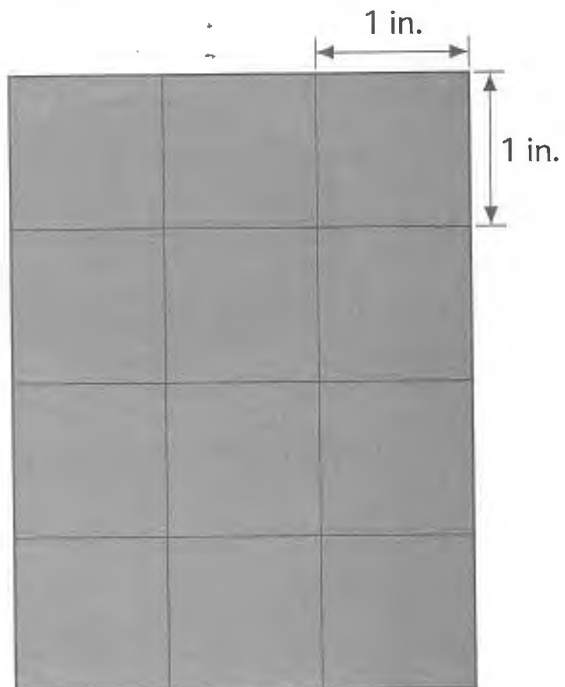
3. What is the area of each of the following figures?

(a)



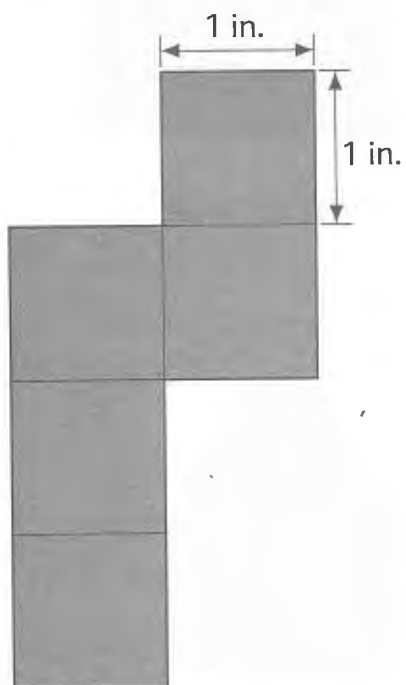
Area =

(b)



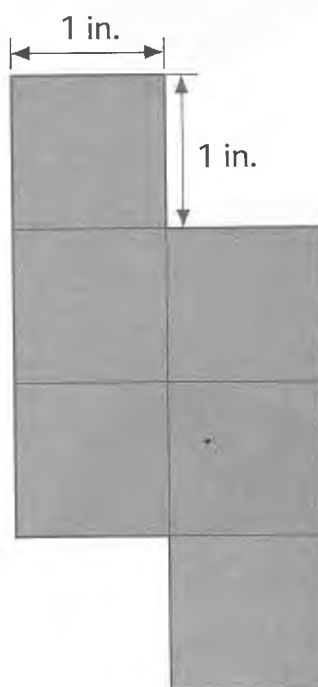
Area = .

(c)



Area =

(d)



Area =





**Puritans of the Massachusetts Bay Colony, 1640.** The dress worn by the Puritans of Massachusetts Bay was sober and restrained, both in color and cut. The religious Elders controlled such matters, and everybody dressed according to what the Elders ordained to be

right and decent. In the second half of the seventeenth century the ordinances of the Elders carried less weight, and the fashions popular in London came into favor. Children's clothes were fashioned upon the same patterns as those of their parents.

# Thursday

GHNO | 3rd Grade | Week 6 | 04/30

# Daily Student Instruction Sheet

**THURSDAY, 04/30**

## **ELA**

Spalding  
(15 min.)

Catch Up  
Reading  
(+20 min. HW)

Literature  
(20 Minutes)

Poetry  
(5 min)

### **I. Spalding**

- a. Goal/Objective: Students will learn 5 new words each day.
- b. Materials needed: Spalding paper, pencil, Spalding word list.
- c. Specific instructions:
  - Dictate the 5 words (one at a time) to your child using the attached spelling list. See video, **3rd Grade Spalding, April 30th**, for further assistance.  
[3rd Grade Spalding List, Thu 04/30](#)  
[3rd Grade Spalding Video, Thu 04/30](#)
  - After finishing the list of 5 words, have your child fold the lined paper so the words do not show.
  - Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
  - Remind students to use their phonogram knowledge and spelling rules.
  - Remind students to practice proper letter formation and to use their best cursive handwriting.

### **III. Reading**

- a. Goal/Objective: Students will catch up on chapters 19- 21 of *The Trumpet of the Swan*.
- b. Materials needed: *The Trumpet of the Swan* by E.B. White, Reading Log
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - Catch up on Chapter 19- 21 of *The Trumpet of the Swan*, if you have not read them already. (IW)
  - Track minutes on the reading log, which is now on the cover Graded Review packet on the last day of the week. (IW)
  - If you have finished the reading, tell your parent about one important event in this chapter and why it was important. Then share what you predict will happen next. (PA/IW)

### **III. Literature**

- a. Goal/Objective: Students will fill out Plot Map recalling the progression of the story.
- b. Materials needed: **Worksheet - "Plot Map."**  
Specific Instructions (IW=independent work; PA=parent assistance):
  - Let's review the major events of Trumpet of the Swan by filling out a Plot Map!**  
Remember a Plot Map helps to break down a story into its major parts. **(PA 5 min)**
  - Fill out as much of the [Plot Map](#) as you can! Don't worry if some spaces are not filled.

## Daily Student Instruction Sheet

	<p><input type="checkbox"/> Need help! Watch Miss Kaiser fill out her Plot Map! <a href="#">Miss Kaiser's Plot Map Video</a></p> <p><b>IV. Poetry</b></p> <p>a. Goal/Objective: Students will review and memorize “Jimmy Jet and His TV Set” by Shel Silverstein. Poem should be memorized by <b>Thursday, May 8th.</b></p> <p>b. Materials needed: Printed poem “Jimmy Jet and His TV Set”</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>First</b>, student will read poem aloud two times.</li><li><input type="checkbox"/> <b>Next</b>, cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. <b>(PA - 5 min)</b></li></ul> <p><a href="#">"Jimmy Jet and his T.V. Set" by Shel Silverstein</a> <a href="#">"Jimmy Jet and his T.V. Set" performed by Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p><b>I. Math</b></p> <p>a. Goal/Objective: Students will find the <b>AREA</b> of a figure in <b>SQUARE CENTIMETERS</b> and <b>INCHES.</b></p> <p>b. Materials needed: provided activity sheets (3) “Exercise 3: Area in Standard Units”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1: Parent and student read the “<b>Friendly Notes</b>” and <b>textbook</b> pages included as lesson supplement before assignment. <b>(PA, 5 min.)</b> <a href="#">Singapore Math Friendly Notes, Area</a> <a href="#">Singapore Math Textbook, Ch. 13.1 Area</a></li><li><input type="checkbox"/> 2: Student independently completes the (3) “<b>Exercise 3: Area in Standard Units</b>” worksheets. <b>(IW, 20 min.)</b> <a href="#">Singapore Math T pp. 275-278, 13.1A: Area</a></li></ul>
<p><b>HISTORY</b> (30 min.)</p>	<p><b>I. History</b></p> <p>a. Goal/Objective: Students will explore the events and reasons for the <b>Boston Tea Party.</b></p> <p>b. Materials needed: “<b>The Boston Tea Party</b>” primary source worksheet</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1. Student will read the front passage on the primary-source-analysis sheet “<b>The Boston Tea Party.</b>” The student will then answer the questions on the back, with parent assistance if needed. <b>(PA, 30 min.)</b> <a href="#">"The Boston Tea Party" primary source analysis</a> <a href="#">"The Boston Tea Party" lesson video with Mr. Aniol</a></li></ul>

Daily Student Instruction Sheet

<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></b></p> <p><b><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON THE FOLLOWING MONDAY.</i></b></p>

**Thursday Spalding Spelling List (15 min):** Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> <li>Says the word</li> <li>Says the word in a sentence</li> <li>Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>Repeats the word</li> <li>Determines the base word (and affix, if applicable)</li> <li>Shows syllables with fists and sounds with fingers</li> <li>Writes the word in syllables while saying it aloud</li> <li>Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate corrections before moving on to the next word</li> </ul>

- After finishing the list of 5 words, have your child fold the paper so the words do not show.
- Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<i>community n.29.4.6</i>	As a GHNO student, you are part of the Great Hearts community.	We hear "m" in syllable 2 but add an additional "m" to syllable 1 because "O" does not say "O." (R.29) "U" may say "U" at the end of a syllable. (R.4) Y not I at the end of a word. (R.6)
<i>communities n.29.4.24</i>	Communities are where people have something in common whether it be a school or a common interest.	Base word = community, ending z We write community and chance our Y to an I and add ES to make the word communities. (R.24) We hear "m" in syllable 2 but add an additional "m" to syllable 1 because "O" does not say "O." (R.29) "U" may say "U" at the end of a syllable. (R.4)
<i>college n.29</i>	After high school, you can go to college if you want to.	We hear "l" in syllable 2 but add an additional "l" to syllable 1 because "O" does not say "O." (R.29)
<i>decide n.4.2</i>	What will you decide? Strawberry or chocolate?	"E" may say "E" at the end of a syllable. C says s when followed by E, I, or Y. (R.2)



The little girl decided to get the strawberry shake.

Base word = decide, ending = ed  
We write decide without the silent final e because our ending ed starts with a vowel. (R.11)  
"E" may say "E" at the end of a syllable.  
C says s when followed by E, I, or Y. (R.2)

de cid ed n. 4, 2, 11, 28

# Daily Spalding

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# PLOT

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

## CLIMAX

## RISING ACTION

(List examples that create complications or suspense)

## FALLING ACTION

## CONFLICT

## RESOLUTION

## EXPOSITION

Setting:

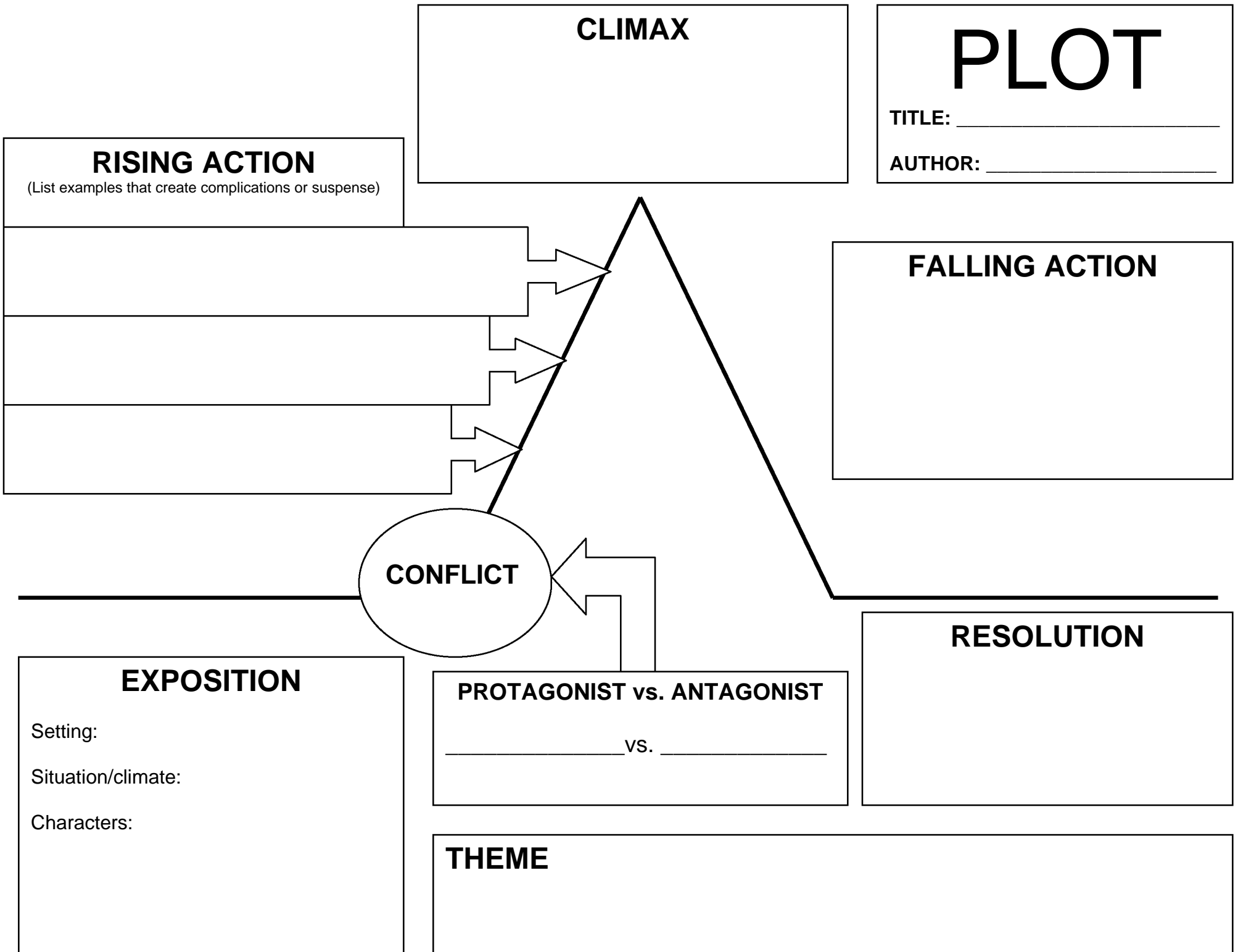
Situation/climate:

Characters:

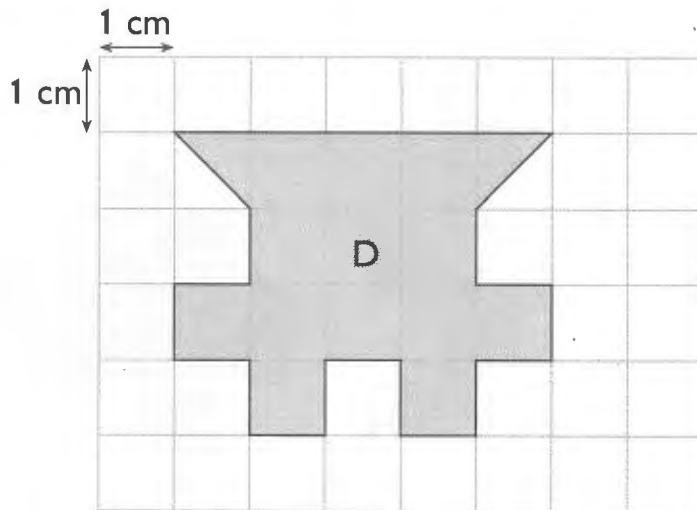
## PROTAGONIST vs. ANTAGONIST

\_\_\_\_\_ vs. \_\_\_\_\_

## THEME



5. What is the area of Figure D in square centimeters?



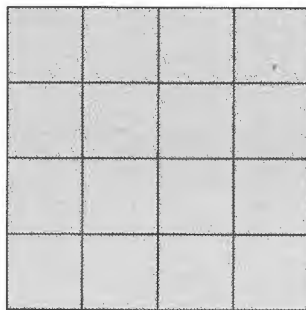
Its area is \_\_\_\_\_.

6. (a) What is the area of a 2-cm square?



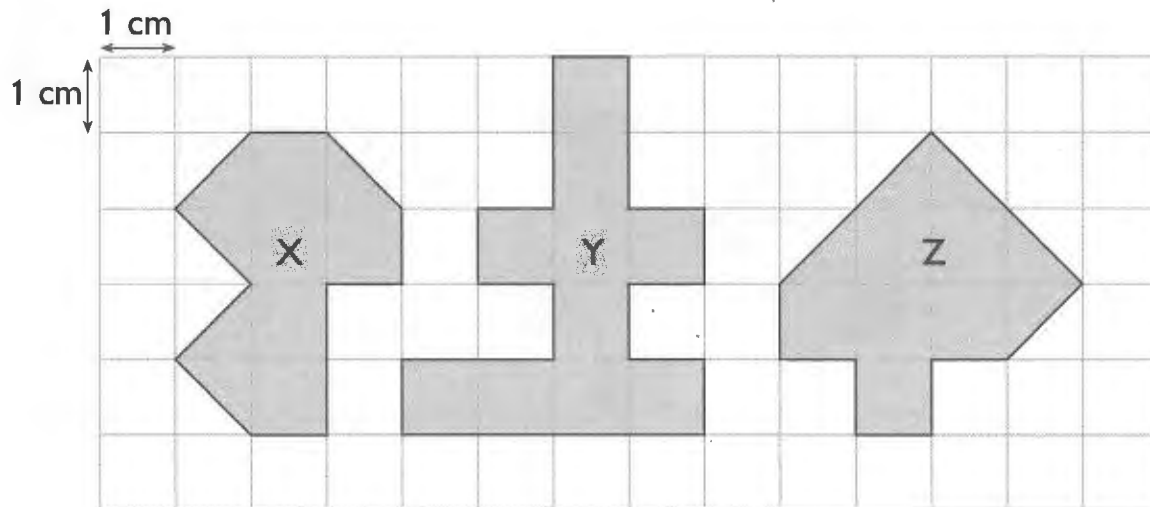
Its area is \_\_\_\_\_.

- (b) What is the area of a 4-cm square?



Its area is \_\_\_\_\_.

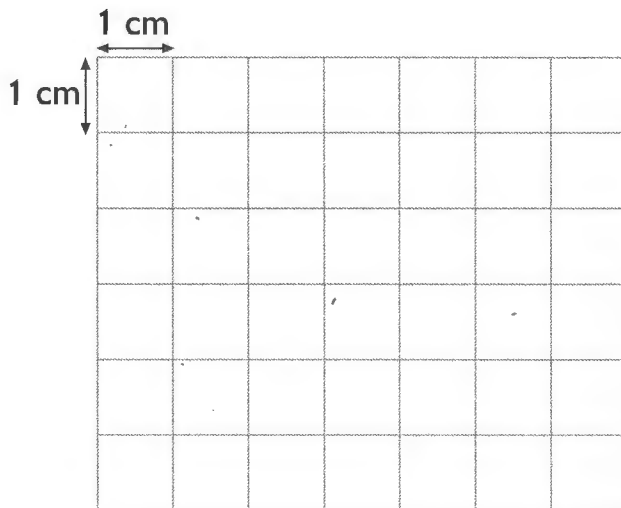
7. Look at Figures X, Y and Z.



(a) Which figure has the largest area? \_\_\_\_\_

(b) What is its area? \_\_\_\_\_

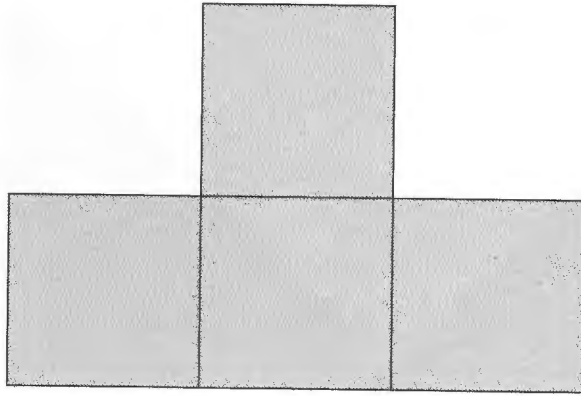
8. Draw a figure with an area of 6 square centimeters.



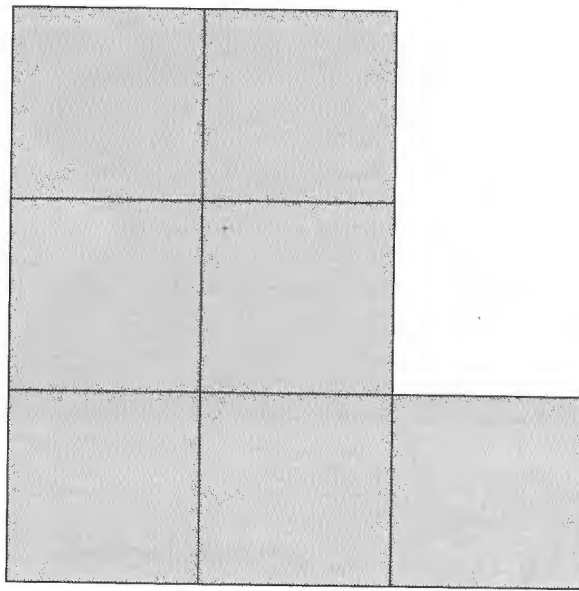
9. Each  is 1 square inch.

Which figure has an area of 7 square inches?

**A**



**B**



**C**

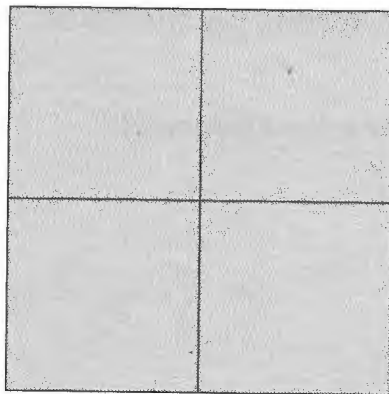
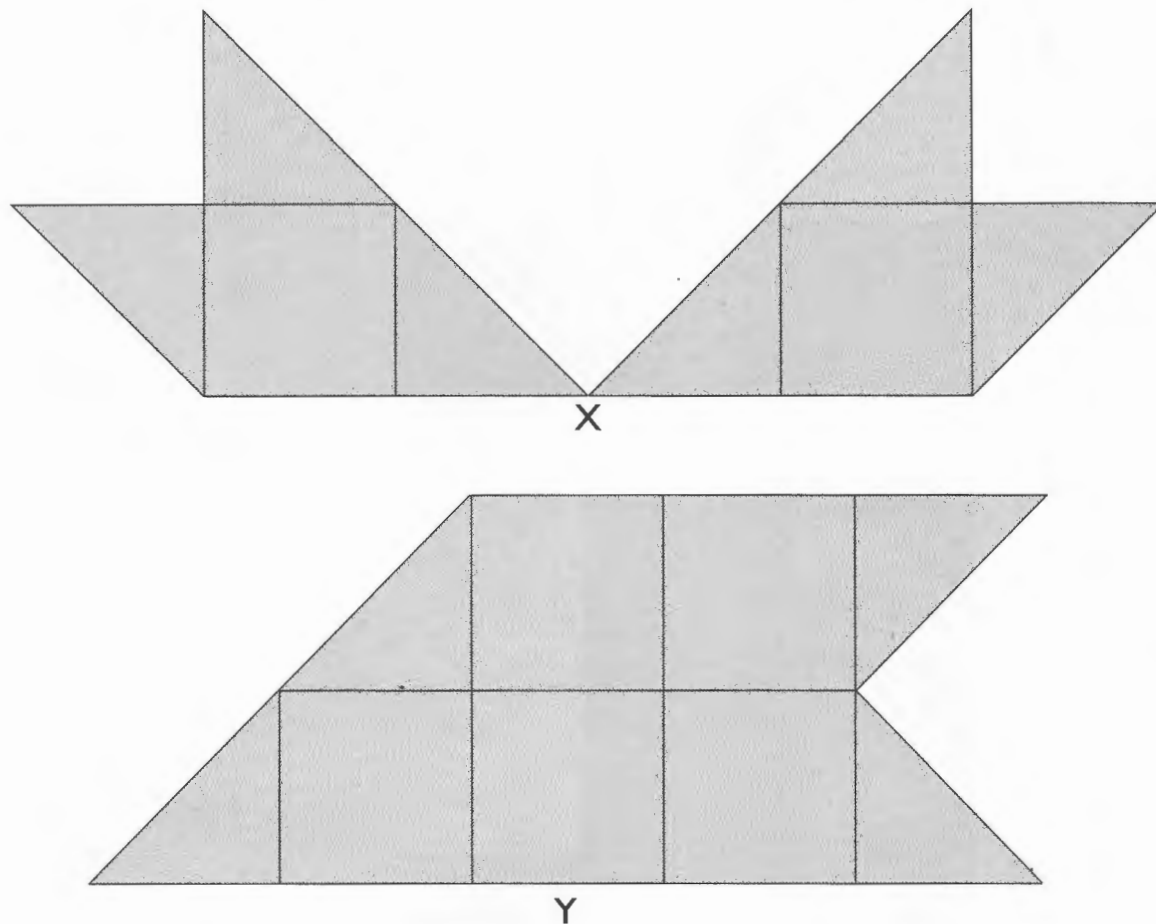


Figure \_\_\_\_\_ has an area of 7 square inches.

10. Look at Figures X and Y.  
What is the difference in area between X and Y?



Y is bigger than X by \_\_\_\_\_ square inches.

11. A contractor laid 8-inch square tiles on the floor.  
He used 10 such tiles.  
What was the area of the floor he covered?

The area was \_\_\_\_\_.

# Moments of Truth...

## The Boston Tea Party

Directions: Read the passage below, then answer the questions on the back.

### ***Boston, Massachusetts (1773 A.D.)***

The citizens of Boston, including a group called the “Sons of Liberty,” held a protest against the Tea Act and taxes imposed on the English colonies. Men dressed as Native Americans destroyed an entire shipment of English tea and dumped it into Boston Harbor.



Fig. 1: The Sons of Liberty tossing tea into Boston Harbor

BY UNITING WE STAND - BY DIVIDING WE FALL

To the Commissioners

*Appointed by the EAST INDIA COMPANY*

*For the SALE of TEA in AMERICA*

Gentlemen,

You need not be surprised to find the eyes of ALL now fixed on you; as on men, who have it in their power, to ward off the most dangerous stroke, that has been ever meditated against the liberties of America.

The people finding all their efforts to preserve the property of the East India company and return it safely to London, frustrated by the tea consignees, the collector of the customs and the governor of the province, DISSOLVED their meeting. But, BEHOLD what followed! A number of brave and resolute men, determined to do all in their power to save their country from the ruin which their enemies had plotted, in less than four hours, emptied every chest of tea on board the three ships commanded by captains Hall, Bruce, and Coffin, amounting to 342 chests, into the sea !! without the least damage done to the ships or any other property. The masters and owners are well pleas'd that their ships are thus clear'd; and the people are almost universally congratulating each other on this happy event.

*The Boston Gazette, 1773*



# Answer Keys

GHNO | 3rd Grade | Week 6





Name \_\_\_\_\_

## THE TRUMPET OF THE SWAN

Chapters 20-21

### Writing a Journal Sample

Imagine that you are Sam Beaver. In the sample journal below, pretend that you are writing in your diary about your visit to the Philadelphia Zoo. Explain your feelings about the zoo, your plans for the future, or your reasons for fighting for Serena's freedom.

	Descriptions will vary.
	Make sure to include.
	• Sam loves the zoo.
	• Loves to work with animals
	• Wants to fight for Serena's freedom
	because he loves birds, and especially
	loves Louis.

**THE TRUMPET OF THE SWAN**

Chapters 5-6

**Matching Synonyms**

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

upset	show	ordered
noise	feeling	without
meeting	<del>pretty</del>	smart
forces	place	

**Example:** pretty The cob remembered how *attractive* the swan had seemed to him when he first met her.

Smart smart1. Louis's mother knew Louis was *bright* and healthy.upset2. The idea that Louis was defective *distressed* the cob.without3. Louis was defective because he was *lacking* a voice.meeting4. The cob took Louis aside so they could have a quiet, uninterrupted *conference*.ordered5. The cob wanted to hear Louis's voice and *commanded* him to make a loud noise.forces6. Louis's father said that not being able to speak *compels* someone to be a good listener.place7. A swan usually leaves its nesting *site* at the end of summer.show8. The cygnets watched carefully as their father prepared to *demonstrate* how to fly.noise9. The cob's beating wings and racing feet created a huge *commotion*.feeling10. Louis felt a tremendous *sensation* of relief when he realized that he could fly.



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**THE TRUMPET OF THE SWAN**

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Chapters 20-21

**Recalling an Event**

Think about the cob's return to the music store to repay his debt. Then describe this event to someone who has not read the book. Remember to include details about the setting, why the cob was returning to the store, how the cob and the storekeeper felt about the event, and so on.

Answers may vary. Details to include.

- Cob returning to pay his debt.
- The Cob felt like a hero.
- The storekeeper felt guilty for shooting the Cob.

# PLOT

TITLE: The Trumpet of the Swan

AUTHOR: E.B. White

## CLIMAX

Serena falls in Love with Louis when he plays the trumpet!

## RISING ACTION

(List examples that create complications or suspense)

Louis earns money to pay back music store.  
The Cob get Louis a trumpet.

Louis goes to school to learn how to read & write.

Louis meets Sam Beaver

Louis is born with a speech defect.

## CONFLICT

## EXPOSITION

Setting: Wilderness of Canada, Montana

Situation/climate: Family of Trumpeter Swans

Characters: Louis, Serena, the Cob & his wife, Sam Beaver

## PROTAGONIST vs. ANTAGONIST

Louis vs. Defect/ ~~Swans~~

## FALLING ACTION

Louis gives his father the money to pay back the music store. The Cob get shot but survives to pay the money he owe:

## RESOLUTION

Louis & Serena live happily with their family of little Cygnets.

## THEME

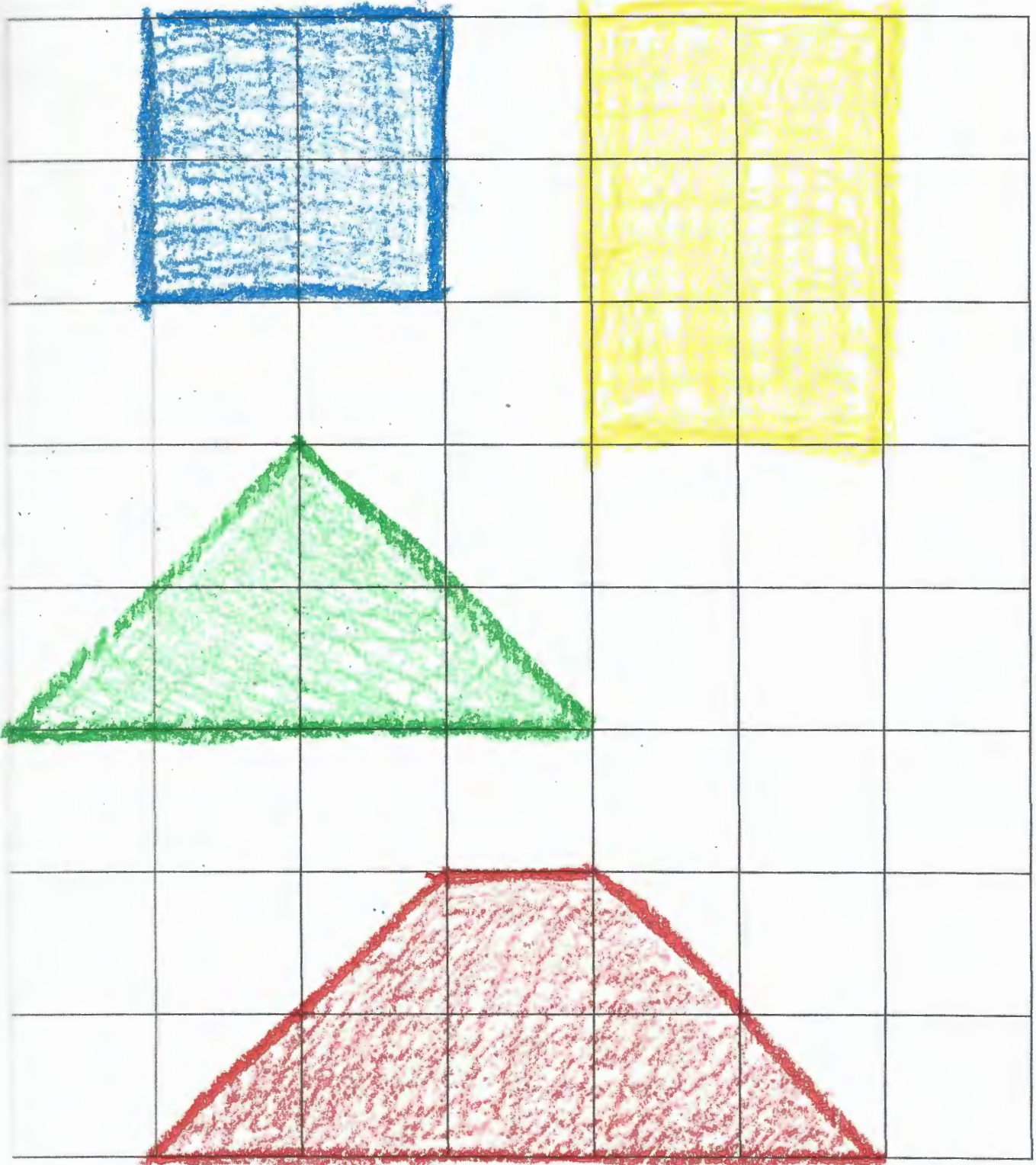
Love, friendship, perseverance



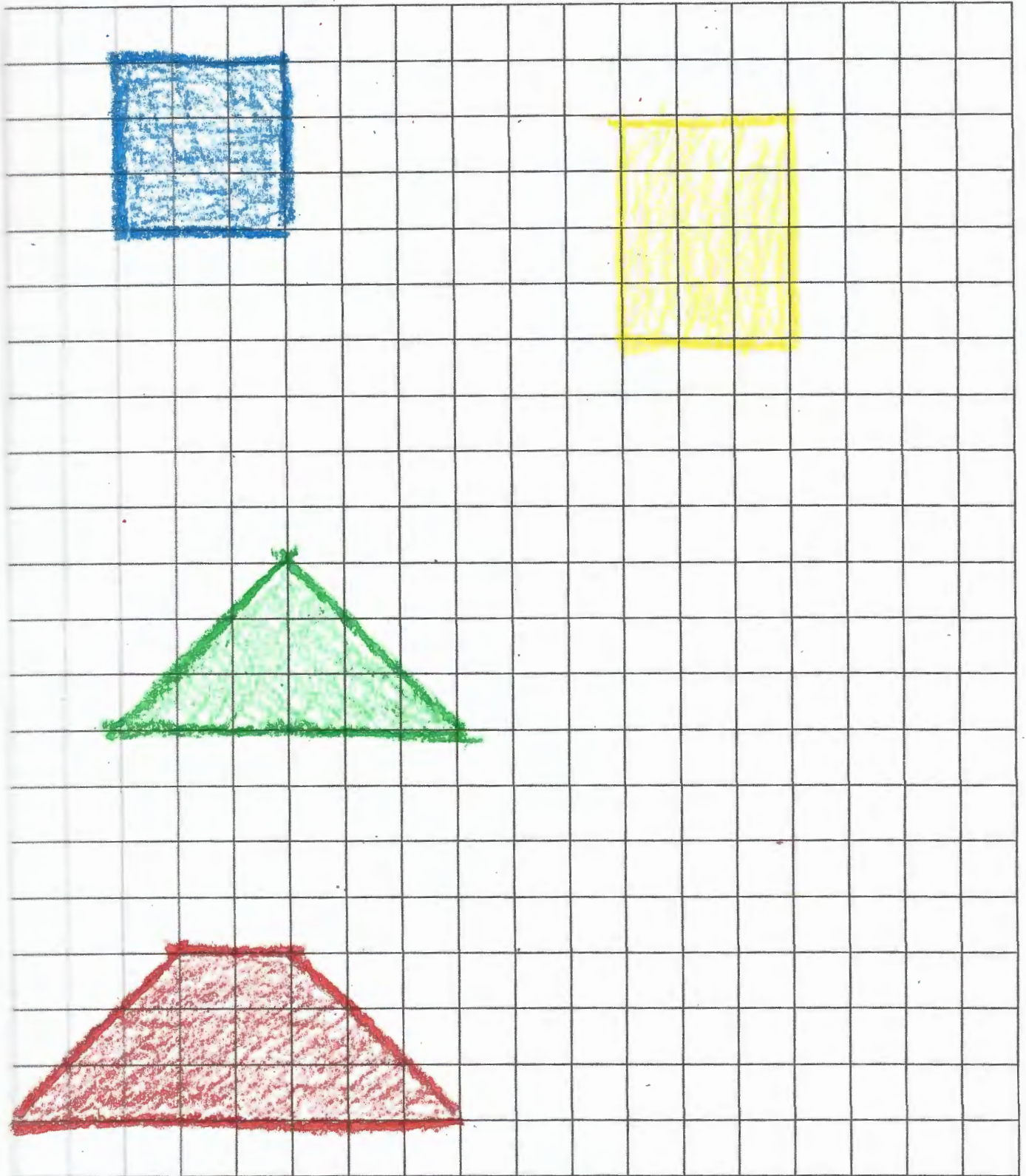
Answer Key  
W6 Mon.

Appendix 13.1c

**Square Inches**



# Square Centimeters



# Answer Key Wb Jue.

1. (a) What is the area of each of the following figures?

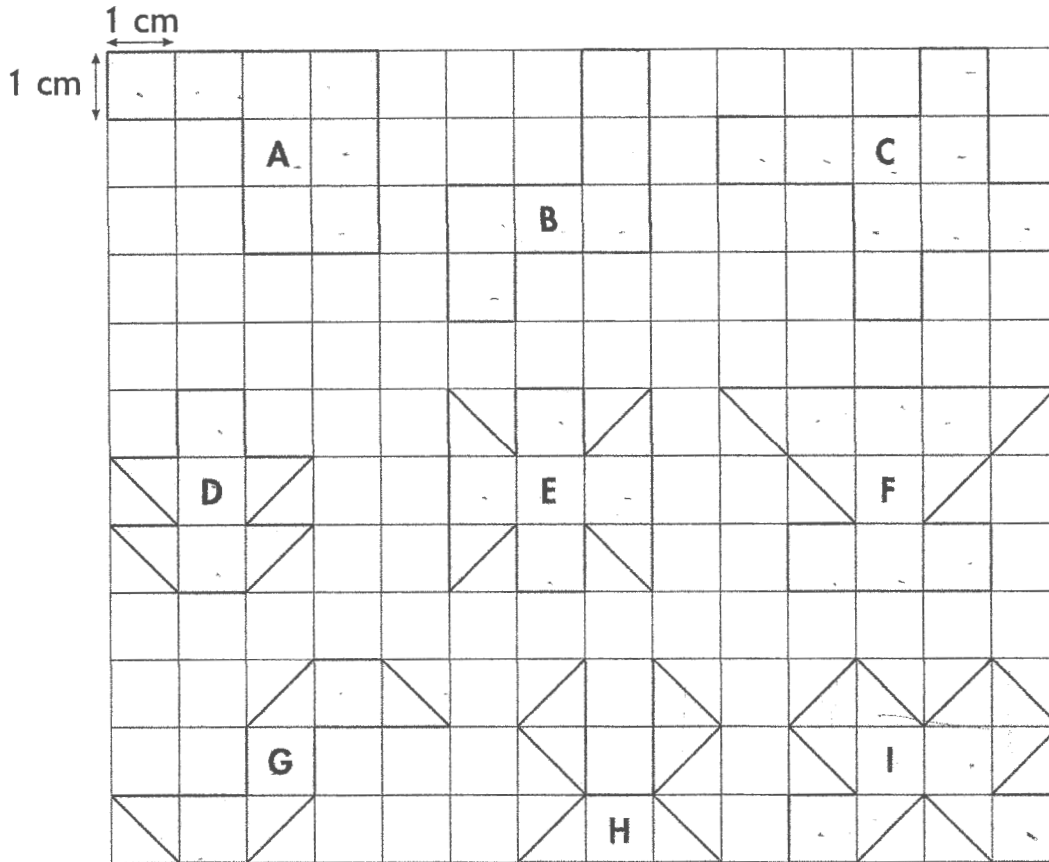


Figure	Area
A	8 cm <sup>2</sup>
B	6 cm <sup>2</sup>
C	9 cm <sup>2</sup>
D	5 cm <sup>2</sup>
E	7 cm <sup>2</sup>
F	9 cm <sup>2</sup>
G	5 cm <sup>2</sup>
H	4 cm <sup>2</sup>
I	8 cm <sup>2</sup>

- (b) Figures C and F have the greatest area.
- (c) Figure H has the smallest area.
- (d) Figures A and I have the same area.
- (e) Figures C and F have the same area.
- (f) Figures D and G have the same area.



### EXERCISE 3

1. What is the area of each of the following figures?

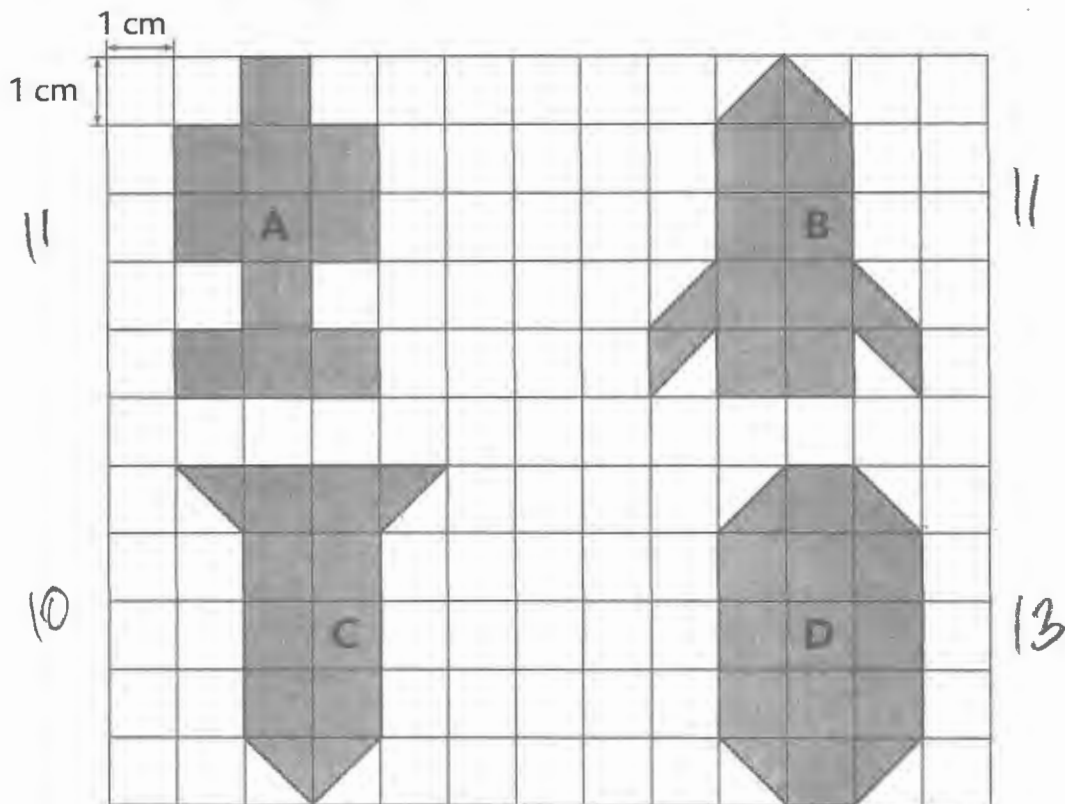


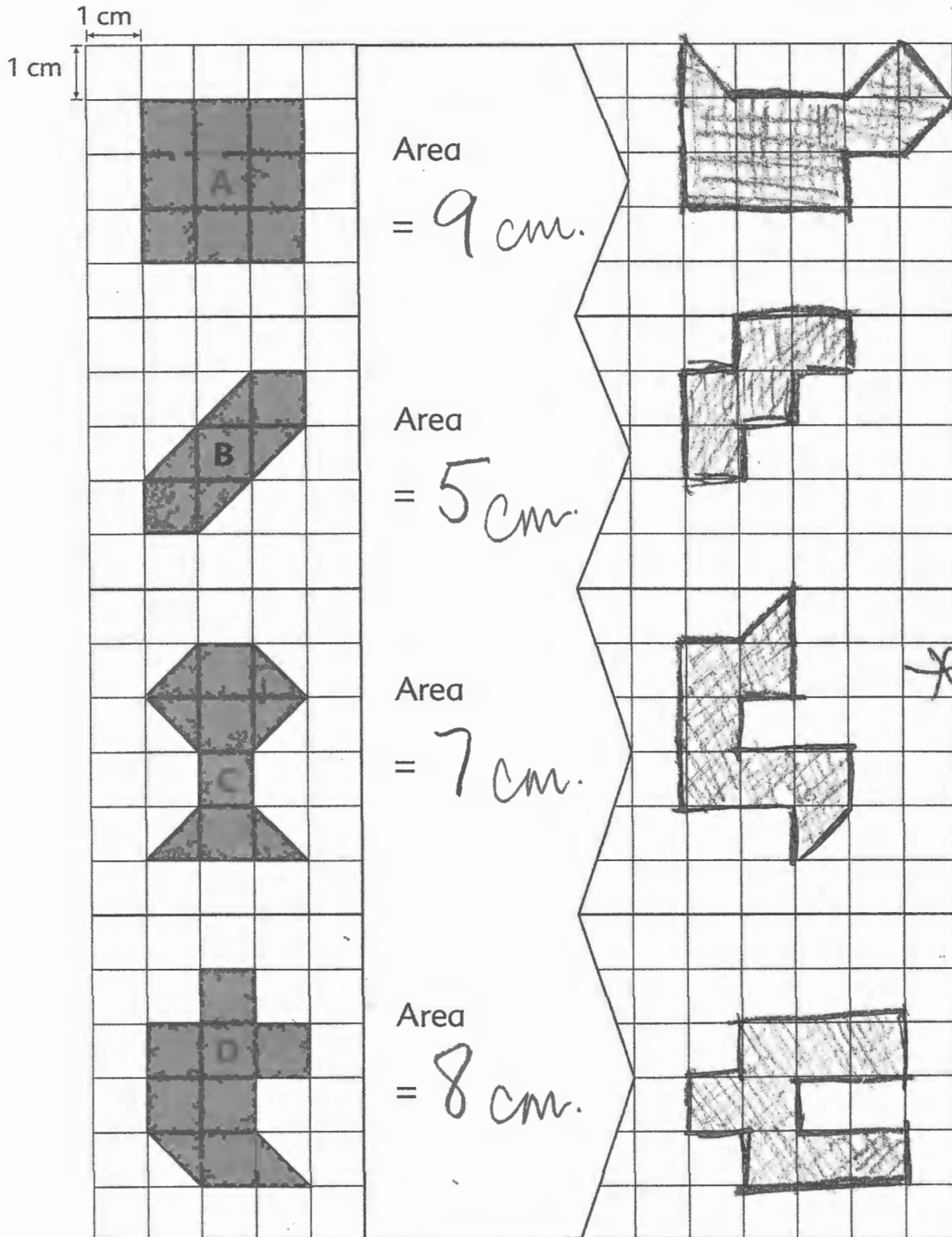
Figure	Area
A	11 square centimeters
B	11 square centimeters
C	10 square centimeters
D	13 square centimeters

Figure A and Figure B have the same area.

Figure D has the biggest area.

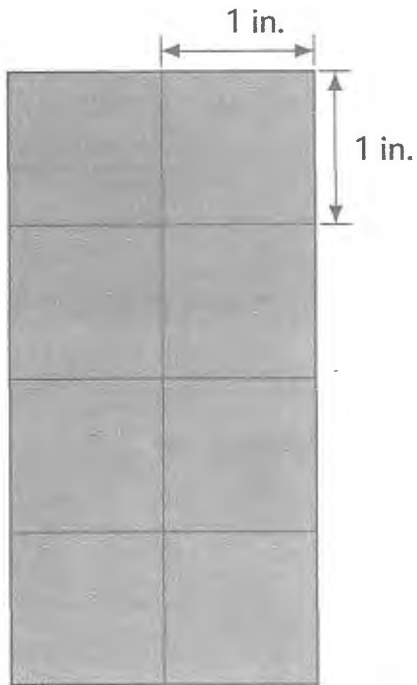
Figure C has the smallest area.

2. Write the area of each figure.  
Then draw another figure of the same area.



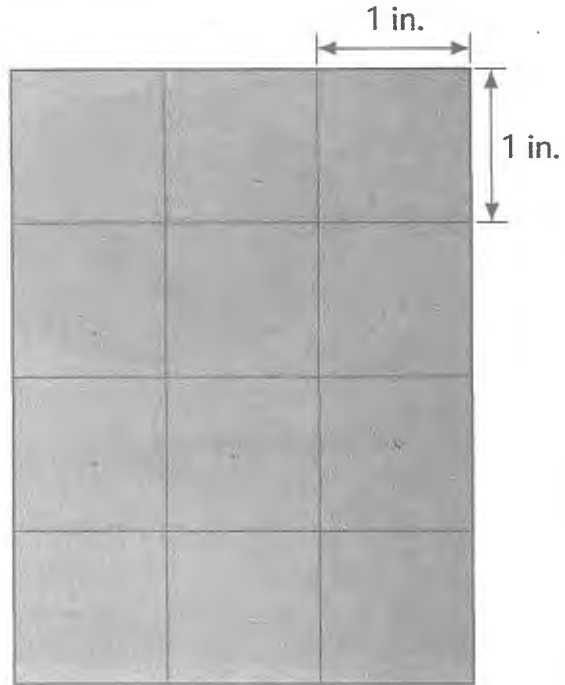
3. What is the area of each of the following figures?

(a)



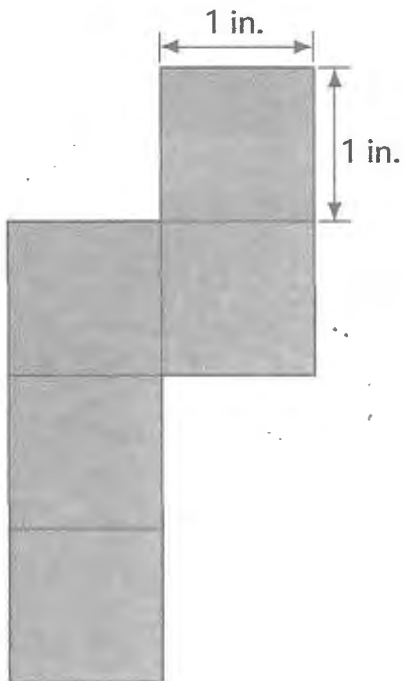
Area = *8 in.*

(b)



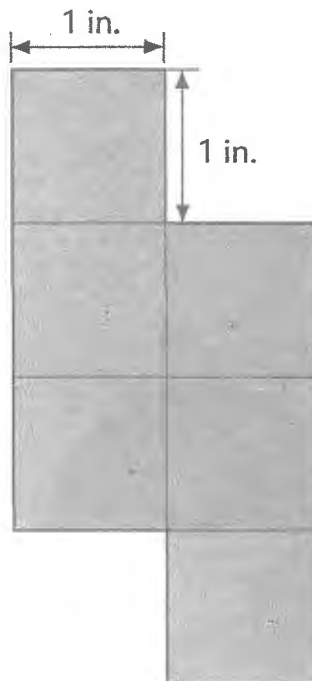
Area = *12 in.*

(c)



Area = *5 in.*

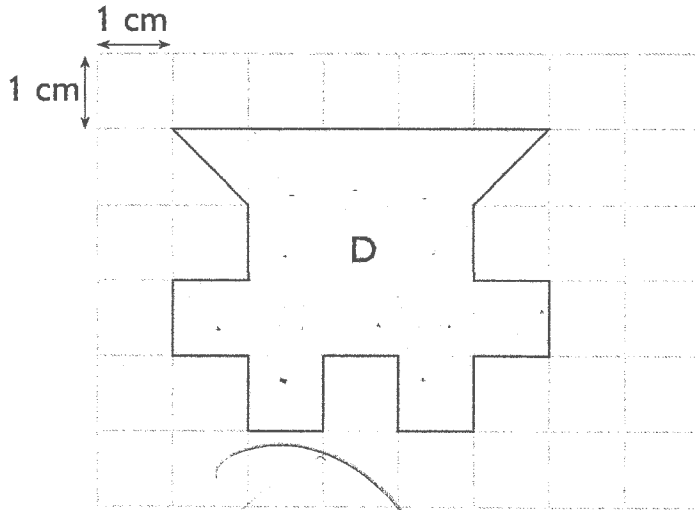
(d)



Area = *6 in.*

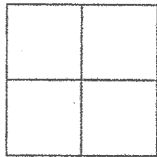
# Answer Key W6 Jhu

5. What is the area of Figure D in square centimeters?



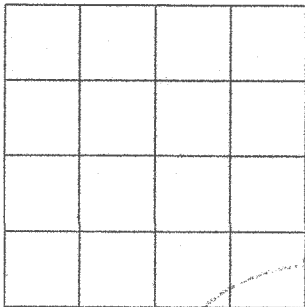
Its area is 14 cm.

6. (a) What is the area of a 2-cm square?



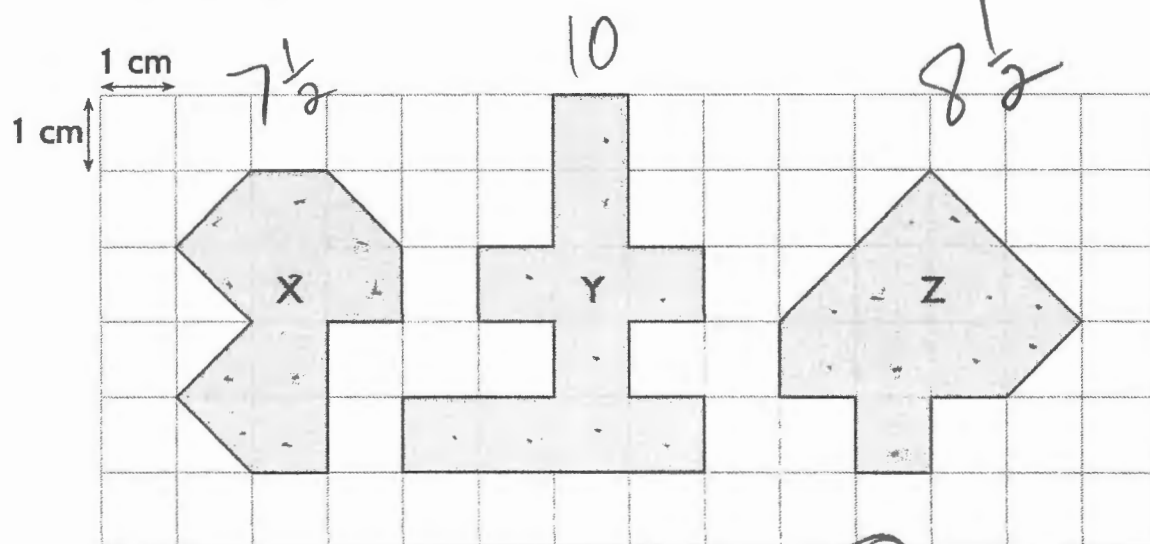
Its area is 4 cm.

- (b) What is the area of a 4-cm square?



Its area is 16 cm.

7. Look at Figures X, Y and Z.

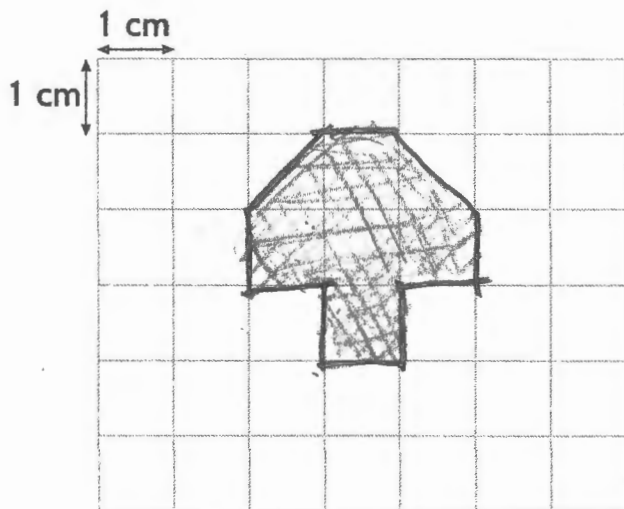


(a) Which figure has the largest area?


Y

(b) What is its area? 11 cm.

8. Draw a figure with an area of 6 square centimeters.

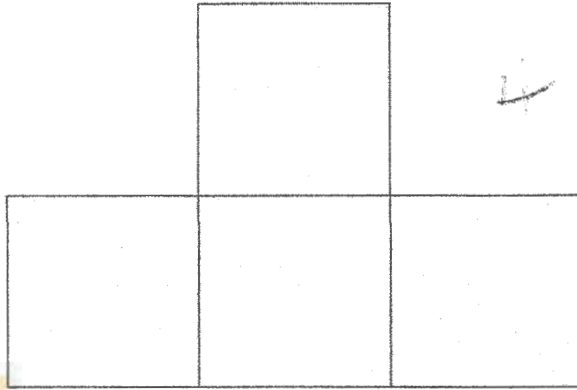


*\*answers will vary.*

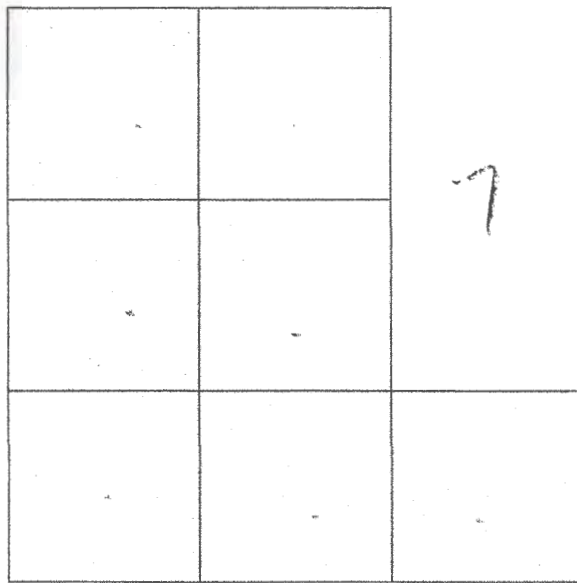
9. Each  is 1 square inch.

Which figure has an area of 7 square inches?

**A**



**B**



**C**

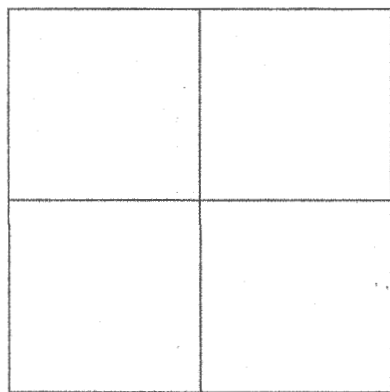
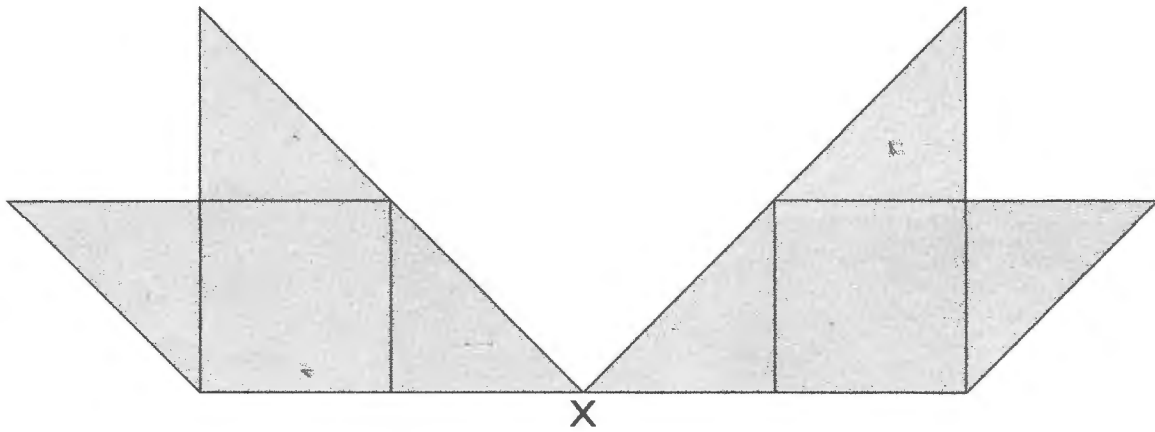


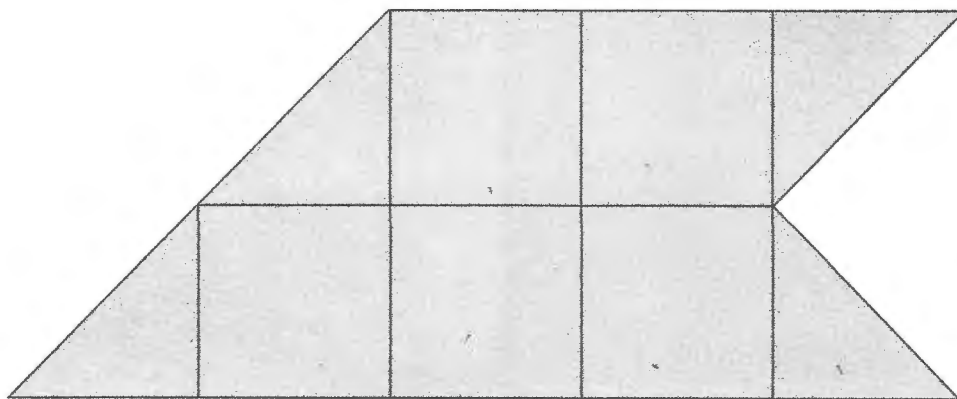
Figure B has an area of 7 square inches.

10. Look at Figures X and Y.

What is the difference in area between X and Y?



5



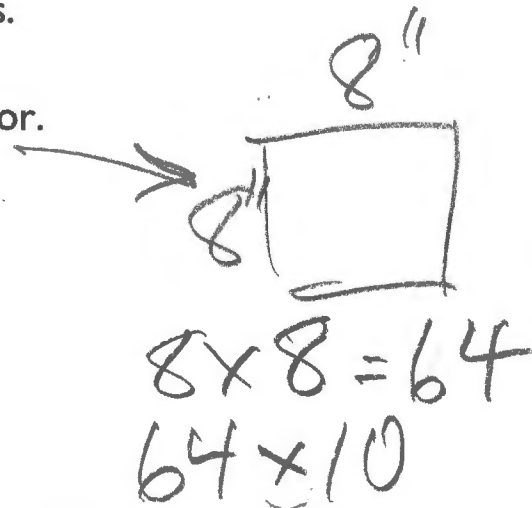
7

Y is bigger than X by 2 square inches.

11. A contractor laid 8-inch square tiles on the floor.

He used 10 such tiles.

What was the area of the floor he covered?



The area was 640 in.

# Specials

GHNO | 3rd Grade | Week 6



# Specials Student Instruction Sheet

## W6 WEEKLY ASSIGNMENTS 4/27 - 5/1

### MUSIC

(25 Minutes)

#### MUSIC

**Goal/Objective:** The student will review musical concepts.

**Materials needed:** [Musical Bingo Card](#), [Answer Sheet](#), Pencil

**Specific Instructions** (I=independent; PA= Parent assistance):

- (I) Play Musical Bingo
- (I) You may yell “Bingo” when you have completed all the squares in a row vertically, or horizontally, or diagonally.
- (I) Don’t forget to put your name and section # on the card. I’m looking forward to reading what you did to “Bingo”!

**BINGO CARD & ANSWER SHEET DUE: Monday to Google Classroom or School**

### ART

(25 Minutes)

#### ART

**Goal/Objective:** Scholars of all ages -- no age limit -- will venture outside for Nature Observations, specifically searching for interesting things from a tree (leaves, etc).

**Materials needed:**

- Pencil
- Sketchbook
- Clipboard (as a hard surface to draw on while outside) (optional)
- Toy magnifying glass (optional)

**Specific Instructions** (I=independent; PA= Parent assistance):

- (I) Go outside and find (1) something BUMPY from a tree (ex: a piece of bark, a stick, etc.) and (2) something with WAVY lines or texture (ex: a wilted leaf, a flower from a tree, etc.) to observe and draw.
- (PA) Watch [Teacher Video](#) for drawing and searching tips and a fun lesson on botanical art!
- (I) Sketch your 2 objects from trees!

**DUE: Monday to Google Classroom or School**

### LATIN

(25 Minutes)

#### LATIN

**Goal/Objective:** Student will learn more Latin animal names and review previous vocabulary lists

**Materials needed:** (1) “Animalia Latina 2” vocabulary flashcards; (2) “Animalia Silvarum et Desertorum” worksheet

**Specific Instructions** (I=independent; PA= Parent assistance):

- Make [“Animalia Latina 2” flashcards](#):
  - Fold on the dotted vertical line
  - Cut along the dark horizontal lines
  - Glue blank sides together
  - KEEP THESE CARDS (do not turn them in)
  - Practice on [Quizlet](#)
- Complete [“Animalia Silvarum et Desertorum” \(Forest and Wilderness Animals\) worksheet](#)

## Specials Student Instruction Sheet

	<ul style="list-style-type: none"><li>❑ Review <a href="#">“Animalia Latina” flashcards</a> (or <a href="#">Quizlet</a>) and <a href="#">“Colores Latini” flashcards</a> or (<a href="#">Quizlet</a>)</li><li>❑ (Optional) Sing “Senex Marcus” again<ul style="list-style-type: none"><li>❑ <a href="#">Senex Marcus video</a></li></ul></li></ul> <p><b>DUE: Monday to Google Classroom or School</b></p>
<p><b>PE</b> <u>(25 Minutes)</u></p>	<p><b>PE</b></p> <p>Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p> <p>Materials needed:</p> <ul style="list-style-type: none"><li>● <a href="#">Bingo Sheet</a> (included in packet)</li><li>● Optional P.E. challenge videos brought to you by: <a href="#">Coach Corcoran</a> <a href="#">Coach Walsh</a> Coach Wilson <a href="https://cloud.swivl.com/v/feb1c2601819c76ec996bafc87fc43dc">https://cloud.swivl.com/v/feb1c2601819c76ec996bafc87fc43dc</a></li></ul> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><li>❑ (I) Complete any five 5 squares in a row. ( Diagonal, Horizontal, Vertical)</li><li>❑ Leap in the air and yell BINGO!</li></ul> <p><b>DUE: Monday to Google Classroom or School</b></p>

Page 10  
blank for student work.

# Music 3-6 BINGO



5 in a row wins BINGO! Please write your NAME, NUMBER AND SECTION.

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

<p>1. Find musical sounds outside (bird call, rocks, sticks, crickets etc.)</p> <p>Date: _____ Initial: _____</p>	<p>2. Sing a song you learned in music class to a family member</p> <p>Date: _____ Initial: _____</p>	<p>3. Improvise lyrics to a familiar tune (Ex: Row, row, row your boat)</p> <p>Date: _____ Initial: _____</p>	<p>4. Find the beat in your favorite song.</p> <p>Date: _____ Initial: _____</p>	<p>5. Name a song you can hear "ta" and "ta-di" in.</p> <p>Date: _____ Initial: _____</p>
<p>6. Clap the rhythm "ta-di ta ta-di ta"</p> <p>Date: _____ Initial: _____</p>	<p>7. Play an instrument in your house for a family member!</p> <p>Date: _____ Initial: _____</p>	<p>8. Name three composers you know.</p> <p>Date: _____ Initial: _____</p>	<p>9. Define Tempo for a family member.</p> <p>Date: _____ Initial: _____</p>	<p>10. Sing your favorite song using a pianissimo voice.</p> <p>Date: _____ Initial: _____</p>
<p>11. Create an instrument out of household objects (rubber bands, tissue box)</p> <p>Date: _____ Initial: _____</p>	<p>12. Find a musical sound inside your house (refrigerator alarm)</p> <p>Date: _____ Initial: _____</p>		<p>13. Sing your favorite song using a crescendo!</p> <p>Date: _____ Initial: _____</p>	<p>14. Clap the rhythm "ta ta ta-ah"</p> <p>Date: _____ Initial: _____</p>
<p>15. Sing "America" (My Country 'Tis of Thee)</p> <p>Date: _____ Initial: _____</p>	<p>16. Perform Minstrel Boy like it is a musical production.</p> <p>Date: _____ Initial: _____</p>	<p>17. Clap the steady beat in your favorite song.</p> <p>Date: _____ Initial: _____</p>	<p>18. Sing your favorite song in your mezzo-forte voice.</p> <p>Date: _____ Initial: _____</p>	<p>19. Sing the tongue-twister warm-up.</p> <p>Date: _____ Initial: _____</p>
<p>20. Make up a dance that matches the music of your favorite song.</p> <p>Date: _____ Initial: _____</p>	<p>21. Define Rhythm in your own words.</p> <p>Date: _____ Initial: _____</p>	<p>22. Clap the rhythm: "ta-ka-di-mi ta-di ta ta"</p> <p>Date: _____ Initial: _____</p>	<p>23. Clap the rhythm of your favorite song.</p> <p>Date: _____ Initial: _____</p>	<p>24. Which famous composer went deaf?</p> <p>Date: _____ Initial: _____</p>

## Roar and Soar, Griffins!

# Music 3-6 BINGO



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

1. What were they?	2. What song was it?	3. Write your lyrics on a separate sheet and attach!	4. What song did you find the beat to?	5.
6.	7. What instrument did you play?	8. 1. 2. 3.	9. Tempo:	10.
11. What did you use for your instrument?	12.		13. What is your favorite song?	14. Can you write the rhythm with stick notation?
15.	16. What kind of show did you put on while performing Minstrel Boy?	17.	18.	19.
20.	21. How do you define Rhythm?	22. Write this rhythm in standard notation.	23.	24. Which composer went deaf?

Make sure to have an adult initial when you complete a square and record your answers on the Answer Sheet. Due in Google Classroom on Friday, or at school on Monday!

## Roar and Soar, Griffins!

Page 10  
blank for student work.

## ART



If you do not have a leaf, you can draw this wilted leaf with Miss Prather!

To watch her journey to find this leaf and to draw it with her, go to the **linked teacher video** in the Student Instruction Sheet.

In your nature journal or in your sketchbook, first draw the general **OUTLINE** of the leaf...but draw it very lightly!! Remember, draw light until you get it right.

After you draw the outline, you can draw the little details in the shape of the leaf: the bumps, folds, and curves!

Now, you can draw the middle line (this is called the “midrib”).

Once you draw the midrib, draw the “veins” (the small lines coming out of the midrib).

If you look closely, you can see even smaller lines all over the leaf!!

(Better picture of the small lines on a leaf)





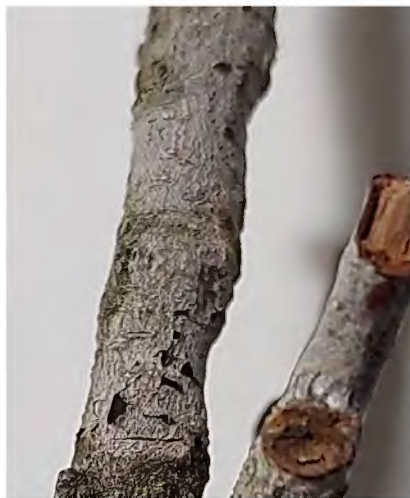
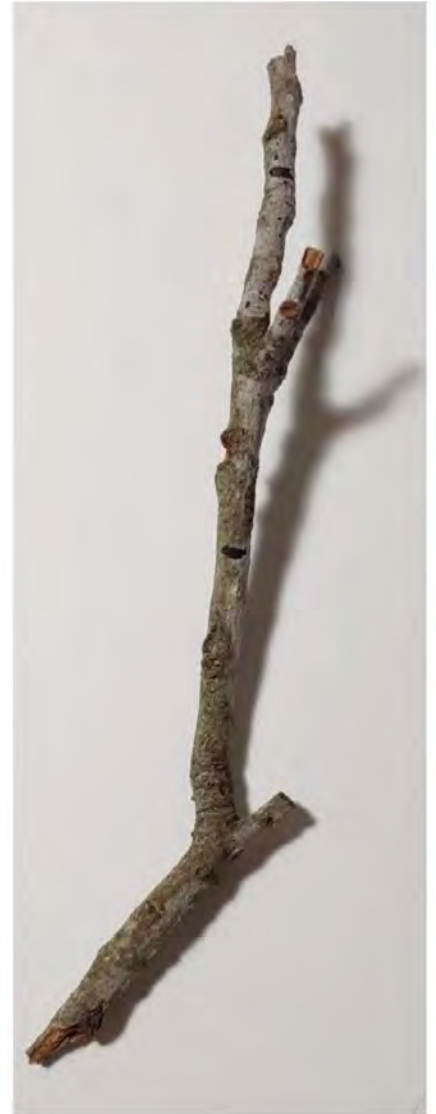
*Rhododendrum folius nitidis ovalibus, margine acuto reflexo. Plate LXVI. Georg Dionysius Ehret*

Ehret wasn't often studying the unique characteristics of the twigs that his leaves and flowers were attached to.

Still, he captures the **texture** of the twigs in simple motions!

Miss Prather found a twig/stick outside. On the bottom left, we can see that she marked off a specific part of the stick to focus on and draw in detail.

Look at the detail in the texture on the stick!!







THEOBROMA, TAB. LXXVI, PUB. 1750-1773. Georg Dionysius Ehret



Look closely at Ehret's wavy leaf!! Look at how he drew the edges.

- Detail in the leaves
- Ehret shows the **texture** of each leaf.

Page 10  
blank for student work.

anas



duck

aper



boar

avis



bird

elephantus



elephant

leo



lion

lupus



wolf

piscis



fish

rana



frog

serpens



snake

URSUS



bear

Page 10  
blank for student work.

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

Section: \_\_\_\_\_

# Animalia Silvārum et Dēsertōrum

## Animals of the Forest and Wilderness

### Instructions

### Coloring Page

- Find and label the following animals:
  - Ursus – Bear
  - Anas – Duck
  - Piscis – Fish
  - Serpens – Snake
  - Rana – Frog
  - Avis – Bird
- Color the page

### Translation Page

- Translate the Latin combinations of color and animal into English

### Review

#### Latin colors (masc./fem.)

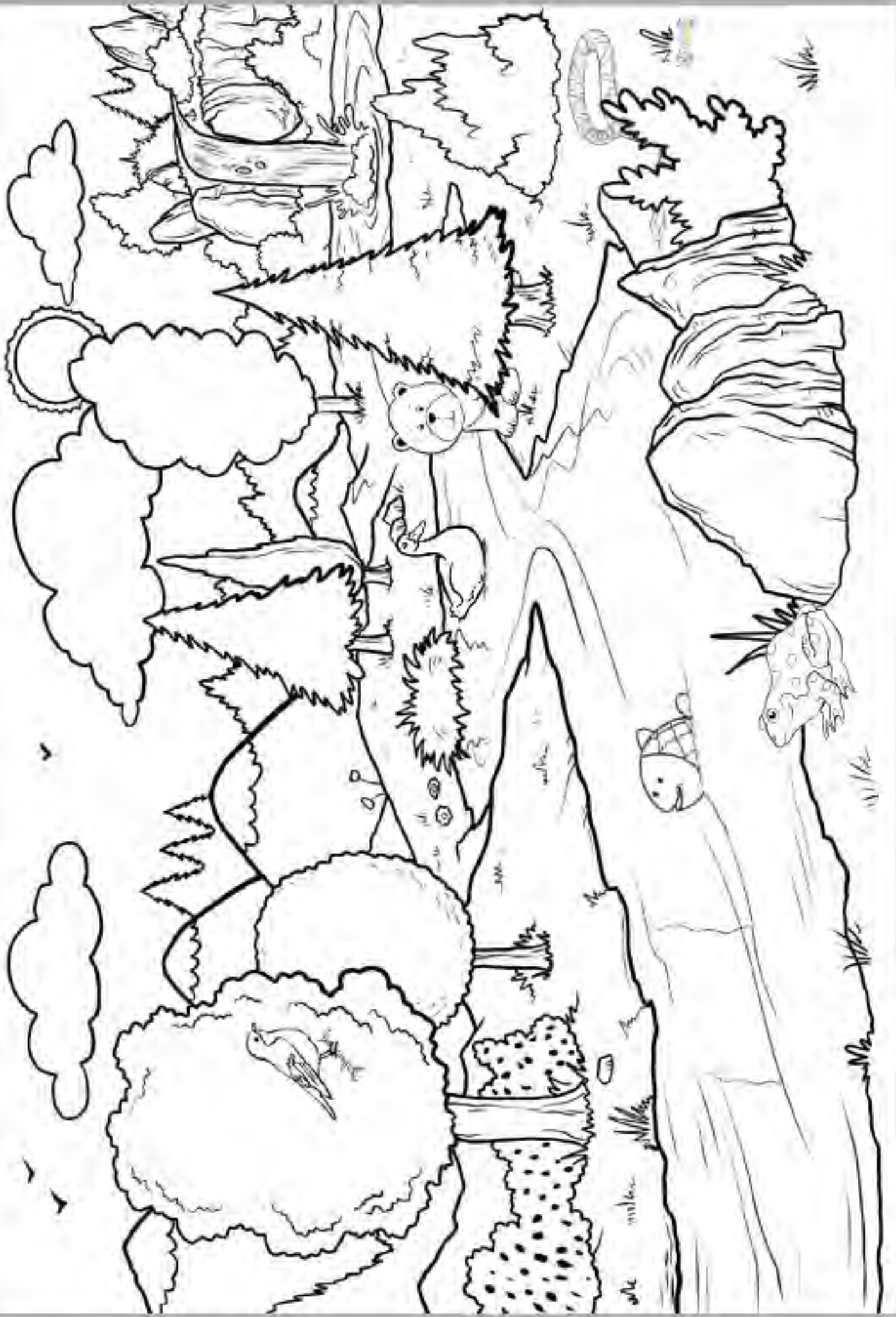
Ruber/Rubra	Red	Purpureus/Purpurea	Purple
Luteus/Lutea	Orange	Albus/Alba	White
Flavus/Flava	Yellow	Ater/Atra	Black
Viridis/Viridis	Green	Ravus/Rava	Grey
Caeruleus/Caerulea	Blue	Fulvus/Fulva	Brown

#### Animals of the Farm

Vacca	Cow	Gallina	Hen
Equus	Horse	Asinus	Donkey
Porcus	Pig	Canis	Dog
Ovis	Sheep	Feles	Cat
Gallus	Rooster	Capra	Goat



Animalia Silvārum et Dēsértōrum (Animals of the Forest and wilderness)



## Translation

Using vocabulary you've learned over the last four weeks, translate the following Latin combinations of color and animal into English.

Note that sometimes the order of the words is different than in English. For example, *leo flavus* in English would be "lion yellow", but in English we would change that to "yellow lion."

1. fulvus ursus = \_\_\_\_\_

2. canis albus = \_\_\_\_\_

3. luteus piscis = \_\_\_\_\_

4. feles purpurea = \_\_\_\_\_



Page 10  
blank for student work.

# Physical Education BINGO



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

30 seconds wall sits	2 minutes planks	20 hop squats	Sit down back to back with someone. Feet out. Try to stand up together without using your hands.	20 jumping jacks
Grab a pencil with your toes, and draw a circle. Try each foot.	Hang from a tree branch. Try to pull yourself up. If you can, hold it for 10 seconds.	Do a headstand against a wall for 15 seconds	15 Mountain Climbers	Jump rope for 3 minutes
Play freeze tag with your family	Jumping Jacks and spell of Griffins 2 times	 <b>Free Space</b>	Hopscotch Game	<b>BICYCLES:</b> Lay on backs with legs and feet in the air. Move legs like pedaling a bicycle.
Jog around your neighborhood	Go on a bike ride with your family	Play Catch	Dribble a ball 10 x with RH 10 x with LH 20 x crossovers	Play a game of soccer
20 skier jumps	Hold a plank position for 45 seconds	Challenge a family member to a running race	10 Burpees	Dance to your favorite song

\*Complete 5 spaces for a BINGO and enter the date of completion.

\*Turn this page in ON FRIDAY digitally through Google classroom OR turn in to the school on MONDAY.

\*\*Challenge: See if you can make more than 1 BINGO!

Name: \_\_\_\_\_ Date: \_\_\_\_\_ #: \_\_\_\_\_

# Graded Review

GHNO | 3rd Grade | Week 6 | 05/01

## 3<sup>rd</sup> Grade Reading Log

Date	Title and Author	Minutes read	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

# Daily Student Instruction Sheet

FRIDAY, 05/01

**DUE MONDAY, 05/04**

## **End-of-Week Graded Review:**

*Today is our weekly graded review, which will serve as the graded portion of this packet. We ask that students take this assessment independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Thursday of this week (with the exception of Spalding).*

*The reviews only cover materials students have learned this week.*

*Below are instructions for each portion of the graded review with a suggested time limit for each portion. The graded review is intended to take 1 hour 30 minutes on average. We recommend that students take a breaks between subjects, rather than completing the graded review in one sitting.*

This review should be completed in **pencil** with **legible cursive handwriting**. As usual, handwriting is part of the Spalding grade. Please do not use pens or colored pencils.

### **I. Spalding**

**a. Goal/Objective:** Students will be assessed over the 20 words learned this week.

**b. Materials needed:** Spalding paper (numbered 1-20), pencil, Spalding word list (for parents' eyes only).

**c. Specific instructions:**

- Parent will dictate the 20 words (one at a time) to the child.  
[3rd Grade Spalding Review List, Fri 05/01](#)  
[Spalding Paper](#)
- Students should write each word independently (without parents assistance) in their very best Spalding cursive on the blank Spalding Review page.
- Remind students to use their phonogram knowledge and spelling rules.
- Remind students to practice proper cursive letter formation and to use their best Spalding cursive.

### **II. Literature:**

**a. Goal/Objective:** Students will be assessed on key events in *Trumpet of the Swan*.

**b. Materials needed:** **Worksheet - "Trumpet of the Swan Review Check"**

**c. Specific Instructions (IW=independent work; PA=parent assistance):**

## Daily Student Instruction Sheet

- Review:** Students will review worksheets from this week (**5 mins, IW**)
- Without parent assistance, students independently complete the review assessment [Trumpet of the Swan Review Check \(IW, 20 min.\)](#)
- Students may use *The Trumpet of the Swan* book as a reference. If students need further assistance they can look back to previous worksheets.
- Track final weekly reading minutes on the reading log, included on the cover of the review packet. (IW)

### IV. Poetry

- a. Goal/Objective: Students will review and memorize “Jimmy Jet and His TV Set” by Shel Silverstein. Poem should be memorized by **Thursday, May 8th.**
- b. Materials needed: Printed poem “Jimmy Jet and His TV Set”
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - First**, student will read poem aloud two times.
  - Next**, cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (**PA - 5 min**)

["Jimmy Jet and his T.V. Set" by Shel Silverstein](#)  
["Jimmy Jet and his T.V. Set" performed by Miss Gauss](#)

## MATH

(30 min.)

### I. Math

- a. Goal/Objective: Students will recall and apply basic concepts, in a review of the lessons from this week.
- b. Materials needed: graded review (3) “Measuring Area in Standard Units”
- c. Specific Instructions (IW=independent; PA=parent assistance):
  - 1: Parent and student may look over this week’s “**Friendly Notes,**” **textbook pages,** and **assignments** as needed. (**PA, 10 min.**)  
[Singapore Math Friendly Notes, Area](#)  
[Singapore Math Textbook, Ch. 13.1 Area](#)  
[Singapore Math Glossary of Terms](#)
  - 2: Without parent assistance, student independently completes the graded review (3) “**Measuring Area in Standard Units.**” (**IW, 20 min.**) Student may use any materials from the week, including notes and math text pages, to assist as needed.  
[Measuring Area in Standard Units](#)

## Daily Student Instruction Sheet

<p><b>HISTORY</b> (30 min.)</p>	<p>I. <b>History</b></p> <p>a. Goal/Objective: Students will recall and apply basic concepts, in a review of the lessons from this week.</p> <p>b. Materials needed: graded review “The Colony of Massachusetts”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1: Parent and student may look over this week’s readings and activities as needed. <b>(PA, 10 min.)</b> <a href="#">Ch. 11: The Massachusetts Bay Colony, Thirteen Colonies Reader.pdf</a> <a href="#">"Massachusetts," from The Founders by Dennis Fraden.pdf</a> <a href="#">"The Boston Tea Party" primary source analysis</a></li><li><input type="checkbox"/> 2: Without parent assistance, student independently completes the graded review “<b>The Colony of Massachusetts.</b>” (IW, 20 min.) Student may use any materials from the week, including notes and math text pages, to assist as needed. <a href="#">"Massachusetts Bay Colony" graded review</a></li></ul>
<p><b>SPECIAL CLASSES</b></p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments in a separate section of this packet.</i></p> <p><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></p> <p><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.</i></p>

Page 10  
blank for student work.

**Friday Spalding Spelling List (15 min):** Instructions and an answer key are provided below.

Dictate the 20 review words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> <li>Says the word</li> <li>Says the word in a sentence</li> <li>Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>Repeats the word</li> <li>Writes the word</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate corrections before moving on to the next word</li> </ul>

- Student will write review words correctly one time each.
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence
witness	The witness of the crime was called to the stand.
investigate	We went to investigate the strange sound that came from the living room.
therefore	He worked the hardest; therefore, he got a reward.
before	Look both ways before crossing the street.
pleasant	She was a very pleasant young lady.
ability	Cats have the ability to purr.
appearance	The children had the appearance of taking a nap, but they were really just pretending.
atmosphere	The clouds are a part of the atmosphere
atmospheric	Atmospheric pressure decreases as you go higher and higher into the atmosphere.
autumn	Autumn is my favorite season!
canvas	The artist painted on a canvas.
ceiling	The ceiling in the classroom is made out of square tiles.



<i>celery</i>	Celery with ranch dressing is a yummy snack.
<i>salary</i>	If a person is paid a set amount throughout the course of a year, they have a salary.
<i>college</i>	After high school, you can go to college if you want to.
<i>community</i>	As a GHNO student, you are part of the Great Hearts community.
<i>communities</i>	Communities are where people have something in common whether it be a school or a common interest.
<i>concert</i>	Have you ever been to a concert?
<i>decide</i>	What will you decide? Strawberry or chocolate?
<i>decided</i>	The little girl decided to get the strawberry shake.

## Spalding Review

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

***The Trumpet of the Swan***  
Review Check

**DIRECTIONS:** Circle the letter of the correct answer for each question.

1. What is the main conflict throughout the story?
  - a. Louis can't find his way home.
  - b. Louis can't speak
  - c. Louis can't find his money bag.
  
2. What is a synonym for the word commotion?
  - a. noise
  - b. comedian
  - c. silence
  
3. What is Louis' job at camp?
  - a. To save boys from drowning
  - b. To teach the campers to read
  - c. To play for morning, meals, and lights out
  
4. The day Sam Beaver visited the Philadelphia Zoo was the turning point in his life. Why?
  - a. He knew he wanted to work in a zoo
  - b. He knew he wanted to work in a nightclub
  - c. None of the above
  
5. What is Sam's poem about?
  - a. Louis
  - b. Louis and Serena
  - c. The Philadelphia Zoo
  
6. How is the cob's honor finally restored after stealing the trumpet?
  - a. He delivers Louis' money to the storekeeper in Billings
  - b. He gives a very important speech
  - c. Everyone forgets about it
  
7. The book ends with Louis thinking how lucky he was to...
  - a. Inhabit such a beautiful earth
  - b. Solve his problems with music
  - c. All of the Above



### Reflection

What was your favorite part in the book? Which character did you enjoy the most and why? Be sure to answer in complete sentences.

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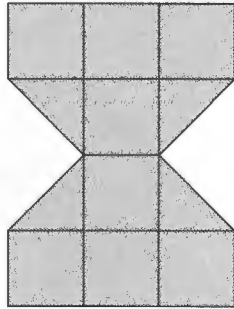
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6. Each  is 1 square centimeter.

What is the area of the following figure?

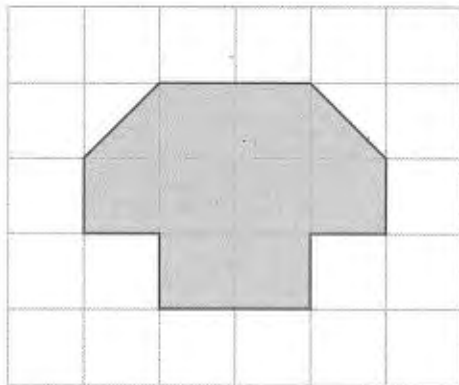


- A** 2 square centimeters      **C** 8 square centimeters  
**B** 5 square centimeters      **D** 10 square centimeters
7. What is the area of a 9-cm square?

- A** 9 square centimeters      **C** 18 square centimeters  
**B** 36 square centimeters      **D** 81 square centimeters

8. Each  is 1 square centimeter.

How many more 1-cm squares must be shaded to cover an area of 12 square centimeters?

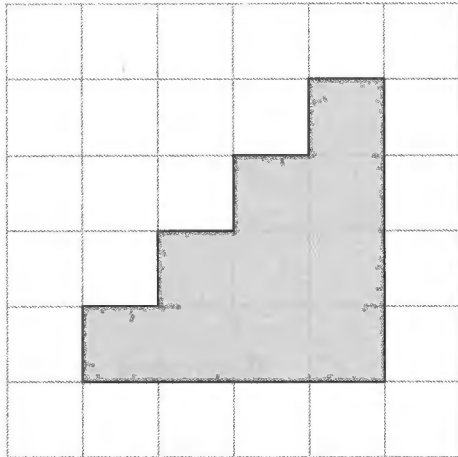


- A** 2      **B** 3      **C** 4      **D** 12

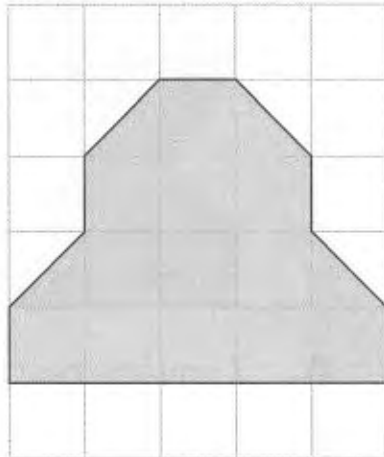
9. Each  is 1 square centimeter.

Which of the following figures has the largest area?

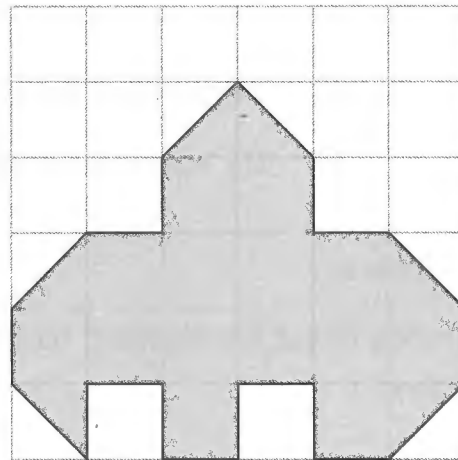
**A**



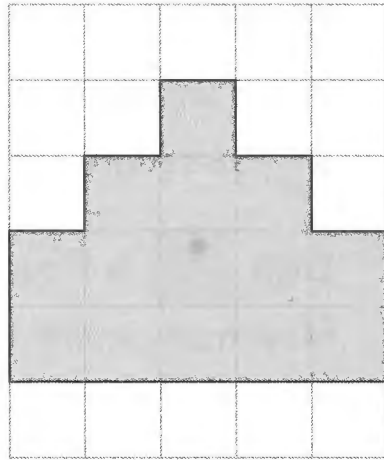
**C**



**B**

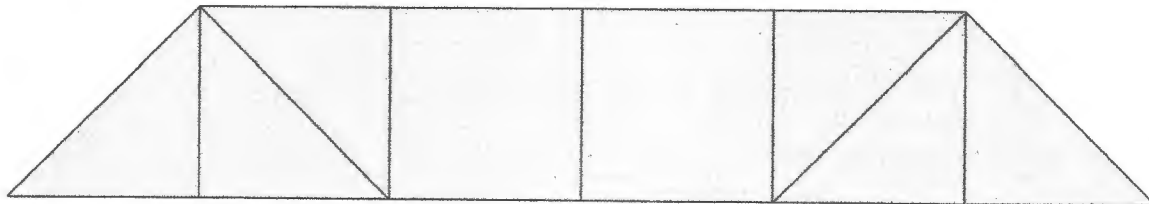


**D**



10. Each  is 1 square inch.

What is the area of the following figure?



**A** 4 square inches

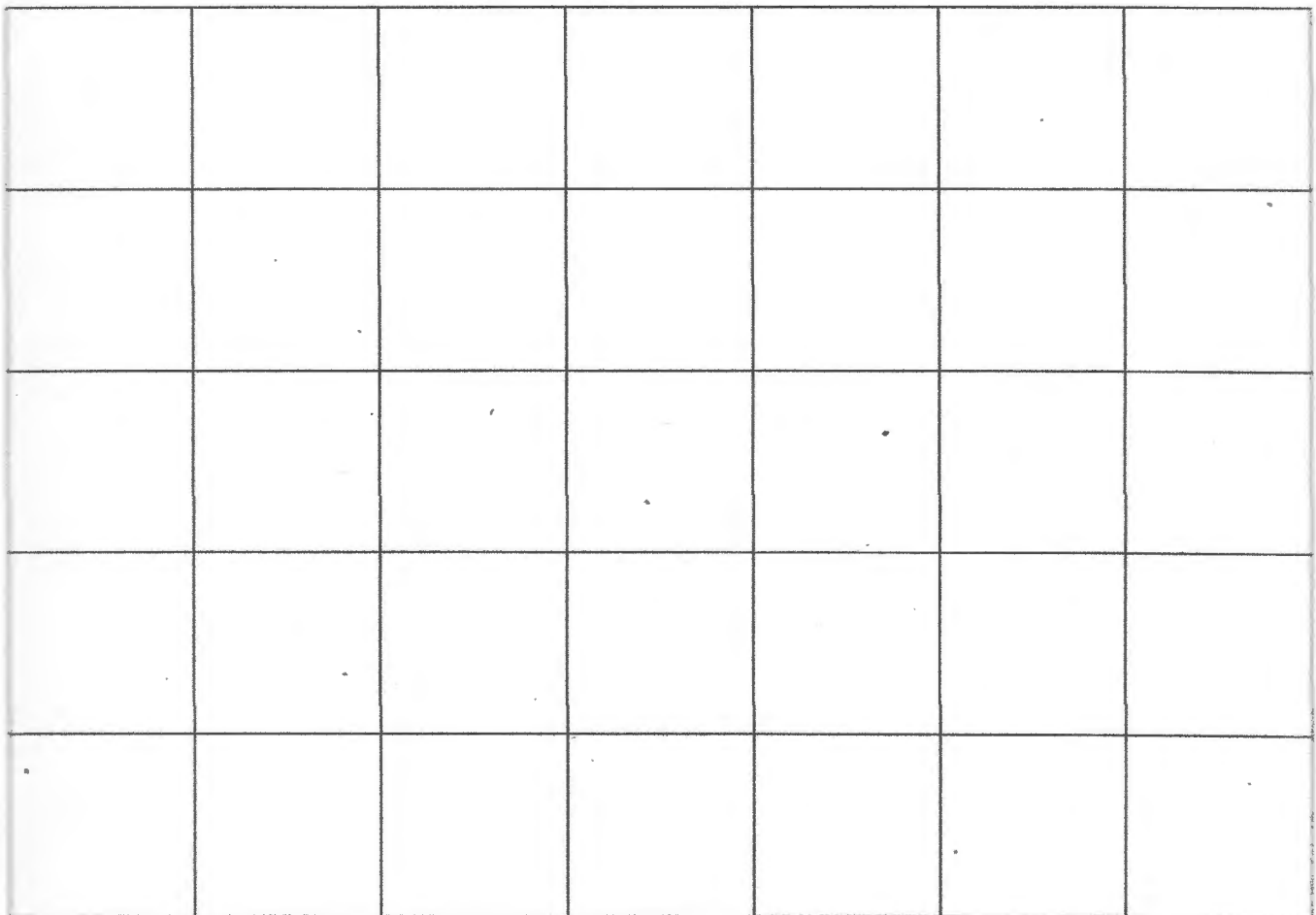
**C** 6 square inches

**B** 5 square inches

**D** 8 square inches

11. SHADE IN A FIGURE MEASURING TWELVE SQUARE INCHES IN THE GRAPH BELOW USING YOUR FAVORITE COLOR CRAYON.

**Square Inches**



Name : \_\_\_\_\_ Date : \_\_\_\_\_ # : \_\_\_\_\_

# *Massachusetts Bay Colony*

## Graded Review

Puritans

Maine

Charter

Boston

1. Capital of Massachusetts colony: \_\_\_\_\_
2. Modern state once part of Massachusetts: \_\_\_\_\_
3. Permission for colony to self-govern: \_\_\_\_\_
4. Founded the Massachusetts Bay Colony: \_\_\_\_\_

5. Name three kinds of jobs in the New England Colonies:

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6. Why did colonists have the Boston Tea Party? \_\_\_\_\_

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Page 10  
blank for student work.