

GreatHearts

Northern Oaks



Distance Learning Packet

March 23-27, 2020

3rd grade

(3A) Ms. Gauss

(3B) Ms. Tyler

(3C) Ms. Kaiser

(3D) Mr. Aniol

Student Name: _____ Section: __

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General Packet Instructions for Parents

In this packet you will find all of the activities and readings necessary for your student to access and complete this week's lessons. The packet is specifically arranged by days of the week, so that both parent and student can easily pace out the work needing to be done. It is up to the parent to decide the daily schedule and chunk how much of the work to do in one sitting (see sample schedule below). As much as possible and depending on the grade level, the teachers have designed the activities to be done independently. Each activity will be coded either as an **IP=independent practice** OR **PA=parent assistance** needed. Additionally, each activity/assignment will have a suggested amount of time it should take to complete.

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. If you do need to do that, please mark the page "**completed with PA.**" There are also parent teacher notes and keys located in the addendum. These resources are labeled "**PN.**"

We know that in no way is this an ideal situation and that you, as the parent, may be juggling not only working from home, but managing your student's distance learning. We applaud what you are doing! As much as possible, try to set up a routine that works for both your schedule and the ability for your child to work his/her way through the curriculum. Make a schedule of some sort - they are used to having a daily schedule posted that they always follow! Here is a suggestion ...

Sample Daily Schedule:

8 am Wake up & follow the typical school morning routine (minus the uniform!) - get dressed, comb hair, eat breakfast, brush teeth and make their bed

8:30 am Spalding (get it done right away!)

8:50 am walk the dog

9:10 am Math

9:40 am do the dishes, fold laundry, scoop dog poo, read to younger sibling

10 am Grammar/writing

10:20 am snack

10:30 am Recess - run around outside or build something

10:45 am History or Science

11 am Go outside and pick a piece of a plant or find or cool bug to draw in a nature journal

Noon participate in making your own lunch and then clean up afterward

12:45 pm Answer your literature questions or do the activity assigned - be sure to use complete sentence and your best handwriting!

1:15 pm Curl up with a good book and get your Classics to Keep reading done (don't forget to record it on your reading log)

2:00 pm (4-6) work on Latin assignment (K-3) choose a "Specials" activity to do

2:15 pm You are done for the day!

How to reach out to your child's teacher for instructional help:

Beginning March 23rd, your teacher is available 8-4pm by email.

Instructions for turning in completed packets:

For now, we are asking that each student plan to bring his/her completed packet back to school with them when we return on April 6th. If school closures persist, we will find alternate ways to collect packets for grading.



Student Attendance Affidavit

March 23-27, 2020

My GHNO student, _____, to the best of my knowledge attended to his/her distance learning studies on the following days:

☐ Monday, March 23, 2020

☐ Tuesday, March 24, 2020

☐ Wednesday, March 25, 2020

☐ Thursday, March 26, 2020

☐ Friday, March 27, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____



"An inconvenience is an adventure wrongly considered." - Gilbert K. Chesterton

To our Third Grade Griffins,

We miss you! What an adventure we have ahead of us! In this time when we cannot all meet face-to-face, we are eager to continue growing and learning with you. We've created this packet to teach and coach you in more of the beautiful and exciting subjects that we get to study together. We cannot show you examples on the whiteboard, or seminar with fellow scholars, or sing fun learning songs together, but as you work through this packet, we are united again. In a small way, we are still learning together. As you study, there are 120 Griffins studying the same things as you. We are not in the same building, but we are still a community.

This week our activities and topics are a review of some things that we studied before the break. This will help all of us to adjust to learning in a different way and building new study habits. One of the new habits that we all need is a new schedule. It is so important that you have a routine and structure in your day. Make a list of the things that you have to do every day (brush your teeth, math, literature, reading, eat lunch, etc.) and plan a time for everything. Don't forget to build in time to help and serve others! This week will be all about growing in the virtue of responsibility.

We plan to speak with each and everyone of our students regularly. Our days are not the same without you! We look forward to the time we can all be together again. Talk soon --

Sincerely,

Your Third Grade Teachers



Monday

Daily Student Instruction Sheet

MONDAY

ELA

Spalding
(15 min.)

Writing
(20 min.)

Literature
(5 min.)

Reading
(+20 min. HW)

I. Spalding

- a. Goal/Objective: Students will review 5 phonograms and 5 Spalding words previously learned.
- b. Materials needed: Phonogram cards(attached), Spalding paper, pencil, and spelling word list.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ Use phonogram flashcards to review with your student. (PA – 3 min)
 - ☐ Say a spelling word, use it in a sentence (example sentences on word list), say word again, ask student to finger spell, and ask student to write and mark the word. Repeat for remaining words. (PA – 10 min)
 - ☐ Read words – have students read their word list for spelling, using syllables and phonograms to blend each word, and then ask student to read each word as they would normally read them. (PA – 2 min)

II. Writing

- a. Goal/Objective: **DICTATION** – Students will be able to hold a complete sentence in their minds with precision.
- b. Materials needed: lined notebook paper, pencil
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, read the following sentence 3x without students looking at the sentence. (PA)
 - ☐ **Next**, have students repeat the sentence back to you.
 - ☐ **Then**, without looking at the sentence, have them write the sentence in cursive. (I)
 - ☐ **Once they have written all they remember**, Correct it together. (PA)

Dictation sentence

“It was a beautiful fall morning, with mist rising from the pond and the trees shining in all colors.” -from *The Trumpet of the Swan*

III. Literature

- a. Goal/Objective: **POETRY** – Students will review and memorize current poem.
- b. Materials needed: Printed poem.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, student will read poem aloud two times. (I)
 - ☐ **Next**, cover the first verse and have student read again, they will recite the first line from memory and then continue reading the rest of poem. Continue covering additional lines as student progresses in memorizing. (PA)

Daily Student Instruction Sheet

	<p>IV. <u>Reading</u></p> <p>a. Read “Chapter 1: Sam,” from <i>The Trumpet of the Swan</i>, included in packet (I)</p> <p>b. Student will read chapter independently and track minutes in reading log for that day (PA)</p>
<p>MATH (30 min.)</p>	<p>I. <u>Math</u></p> <p>a. Goal/Objective: Students will apply the long division and multiplication algorithms to 2, 3, and 4-digit numbers by 6.</p> <p>b. Materials needed: provided activity sheets “Multiplying and Dividing by 6”</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> First, review the “Friendly Notes” pages located in the Appendix section of Parent/Teacher notes (PA) <input type="checkbox"/> Next, have student complete the first page of matching and second page of multiplication. If time allows, complete the long division and word problem pages for extra practice. (I)
<p>SCIENCE (30 min.)</p>	<p>I. <u>Science</u></p> <p>a. Goal/Objective: Students will study the atmosphere and find out what causes different types of weather.</p> <p>b. Materials needed: Included copy of CK Science Reader.</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before reading, students will go outside and describe weather. <input type="checkbox"/> Ask: How would you describe the weather to someone who doesn’t live in Texas? What do you think causes different types of weather? (PA) <input type="checkbox"/> Read: Chapter 1 in science reader. (I) <input type="checkbox"/> Go over vocabulary sheet. Student will fill out sheet tomorrow. (PA)
<p>OPTIONAL Latin (15 min.)</p> <p>P.E. (15 min.)</p>	<p>I. <u>Latin</u></p> <p>a. Goal/Objective: Students will practice Latin numbers and teach their parents how to count to 10 in Latin</p> <p>b. Materials needed: Latin number worksheet, included (p. 26)</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Latin number worksheet (instructions are on the worksheet) (I) <input type="checkbox"/> Student should teach a parent how to count to ten in Latin; both should count to ten together (PA)

Daily Student Instruction Sheet

II. P.E.

a. Goal/Objective: **RUNNING IN PLACE** Students will develop physical knowledge and perform a wide range of activities.

b. Materials needed: None

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

- ☐ Tell the kids: Run in place for 1 to 2 minutes, trying as many different running styles as you can imagine: (PA)
 - High knees
 - Heals kicking your bottom
 - Wide-leg running
 - Slow motion running

Day 1 Spalding Spelling List (Parent Key) (10 min)

Word:	Sentence:	Notes and Marking explanations:
differ r. 29 <i>dif fer r. 29</i>	Cats differ from dogs in appearance.	<ul style="list-style-type: none"> • Rule 29. (see rule page) • Underline <u>er</u> to show that the two letters (or phonogram) make one sound together.
different r. 29 <i>dif fer ent r. 29</i>	Headmaster Keffer and Mr. Brogan are two different people.	<ul style="list-style-type: none"> • "Base word = differ; Ending = ent. I must write differ and add ent to make the word different." • Rule 29. (see rule page) • Underline <u>er</u> to show that the two-letter phonogram makes one sound.
pair (two) <i>pair (two)</i>	The student was happy to get a new pair of shoes.	<ul style="list-style-type: none"> • Underline <u>ai</u> to show that the two-letter phonogram makes one sound. • Write (<i>two</i>) to help students remember that <i>pair</i> means groups of 2.
pare (cut) <i>pare (cut)</i>	Mom taught me how to pare the vegetables for dinner.	<ul style="list-style-type: none"> • Underline <u>a</u>, <u>i</u>, <u>e</u> because the e is making a say ā (its name). The r is in the middle so in order to connect the a and e, we underline the r as well. • Write (<i>cut</i>) to help students remember that <i>pare</i> means to cut.
pear (eat) <i>pear (eat)</i>	A juicy, ripe pear is a great snack.	<ul style="list-style-type: none"> • Underline <u>ea</u> to show that the two-letter phonogram makes one sound. The 3 on top shows <i>ea</i> is saying its 3rd sound. • Write (<i>eat</i>) to help students remember that <i>pear</i> is a fruit we eat.

Name: _____
Date: _____

Spalding Paper

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Monday – Dictation Exercise

1. **First**, read the following sentence 3x without students looking at the sentence.
2. **Next**, have students repeat the sentence back to you.
3. **Then**, without looking at the sentence, have them write the sentence in cursive.
4. **Once they have written all they remember**, Correct it together.

Dictation sentence

It was a beautiful fall morning, with mist rising from the pond and the trees shining in all colors.

Folder paper and have students use the lines below if you don't have lined paper

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blank for student work.

Eletelephony

by Laura Richards

Once there was an elephant,
Who tried to use the telephant—
No! No! I mean an elephone
Who tried to use the telephone—
(Dear me! I am not certain quite
That even now I've got it right.)

Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee—
(I fear I'd better drop the song
Of elephop and telephong!)

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blank for student work.

SAM



Walking back to camp through the swamp, Sam wondered whether to tell his father what he had seen.

"I know *one* thing," he said to himself. "I'm going back to that little pond again tomorrow. And I'd like to go alone. If I tell my father what I saw today, he will want to go with me. I'm not sure that's a very good idea."

Sam was eleven. His last name was Beaver. He was strong for his age and had black hair and dark eyes like an Indian. Sam walked like an Indian, too,

putting one foot straight in front of the other and making very little noise. The swamp through which he was traveling was a wild place—there was no trail, and it was boggy underfoot, which made walking difficult. Every four or five minutes Sam took his compass out of his pocket and checked his course to make sure he was headed in a westerly direction. Canada is a big place. Much of it is wilderness. To get lost in the woods and swamps of western Canada would be a serious matter.

As he trudged on, the boy's mind was full of the wonder of what he had seen. Not many people in the world have seen the nest of a Trumpeter Swan. Sam had found one on the lonely pond on this day in spring. He had seen the two great white birds with their long white necks and black bills. Nothing he had ever seen before in all his life had made him feel quite the way he felt, on that wild little pond, in the presence of those two enormous swans. They were so much bigger than any bird he had ever seen before. The nest was big, too—a mound of sticks and grasses. The female was sitting on eggs; the male glided slowly back and forth, guarding her.

When Sam reached camp, tired and hungry, he found his father frying a couple of fish for lunch.

"Where have *you* been?" asked Mr. Beaver.

"Exploring," replied Sam. "I walked over to a pond about a mile and a half from here. It's the one we see from the air as we're coming in. It isn't much of a place—nowhere near as big as this lake we're on."

"Did you see anything over there?" asked his father.

"Well," said Sam, "it's a swampy pond with a lot of reeds and cattails. I don't think it would be any good for fishing. And it's hard to get to—you have to cross a swamp."

"See anything?" repeated Mr. Beaver.

"I saw a muskrat," said Sam, "and a few Red-winged Blackbirds."

Mr. Beaver looked up from the wood stove, where the fish were sizzling in a pan.

"Sam," he said, "I know you like to go exploring. But don't forget—these woods and marshes are not like the country around home in Montana. If you ever go over to that pond again, be careful you don't get lost. I don't like you crossing swamps. They're treacherous. You could step into a soggy place and get bogged down, and there wouldn't be anybody to pull you out."

"I'll be careful," said Sam. He knew perfectly well

he would be going back to the pond where the swans were. And he had no intention of getting lost in the woods. He felt relieved that he had not told his father about seeing the swans, but he felt queer about it, too. Sam was not a sly boy, but he was odd in one respect: he liked to keep things to himself. And he liked being alone, particularly when he was in the woods. He enjoyed the life on his father's cattle ranch in the Sweet Grass country in Montana. He loved his mother. He loved Duke, his cow pony. He loved riding the



range. He loved watching guests who came to board at the Beavers' ranch every summer.

But the thing he enjoyed most in life was these camping trips in Canada with his father. Mrs. Beaver didn't care for the woods, so she seldom went along—it was usually just Sam and Mr. Beaver. They would motor to the border and cross into Canada. There Mr. Beaver would hire a bush pilot to fly them to the lake where his camp was, for a few days of fishing and loafing and exploring. Mr. Beaver did most of the fishing and loafing. Sam did the exploring. And then the pilot would return to take them out. His name was Shorty. They would hear the sound of his motor and run out and wave and watch him glide down onto the lake and taxi his plane in to the dock. These were the pleasantest days of Sam's life, these days in the woods, far, far from everywhere—no automobiles, no roads, no people, no noise, no school, no homework, no problems, except the problem of getting lost. And, of course, the problem of what to be when he grew up. Every boy has *that* problem.



After supper that evening, Sam and his father sat for a while on the porch. Sam was reading a bird book.

"Pop," said Sam, "do you think we'll be coming back to camp again about a month from now—I mean, in about thirty-five days or something like that?"

"I guess so," replied Mr. Beaver. "I certainly hope so. But why thirty-five days? What's so special about thirty-five days?"

"Oh, nothing," said Sam. "I just thought it might be very nice around here in thirty-five days."

"That's the craziest thing I ever heard of," said Mr. Beaver. "It's nice here *all* the time."

Sam went indoors. He knew a lot about birds, and he knew it would take a swan about thirty-five days to hatch her eggs. He hoped he could be at the pond to see the young ones when they came out of the eggs.

Sam kept a diary—a daybook about his life. It was just a cheap notebook that was always by his bed. Every night, before he turned in, he would write in the book. He wrote about things he had done, things he had seen, and thoughts he had had. Sometimes he drew a picture. He always ended by asking himself a question so he would have something to think about

while falling asleep. On the day he found the swan's nest, this is what Sam wrote in his diary:

I saw a pair of trumpeter swans today on a small pond east of camp. The female has a nest with eggs in it. I saw three, but I'm going to put four in the picture—I think she was laying another one. This is the greatest discovery I ever made in my entire life. I did not tell Pop. My bird book says baby swans are called cygnets. I am going back tomorrow to visit the great swans again. I heard a fox bark today. Why does a fox bark? Is it because he is mad, or worried, or hungry, or because he is sending a message to another fox? *Why does a fox bark?*

Sam closed his notebook, undressed, crawled into his bunk, and lay there with his eyes closed, wondering why a fox barks. In a few minutes he was asleep.

Name: _____

Number: _____



3rd Grade Reading Log

Date	What quality book are you reading? (Title and Author)	Tell me one thing that happened.	# of pages read	Minutes read	Parent initials
Monday _____				20 min	
Tuesday _____				20 min	
Wednesday _____				20 min	
Thursday _____				20 min	
Friday _____				20 min	
Comments: _____ _____ _____				Total Minutes:	

DUE Every Monday

_____/25 points

Name: _____

Number: _____



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Exercise 1 : Multiplying and Dividing by 6

1. Match.

3×6

7×6

10×6

1×6

6
18
24
36
42
48
54
60

6×8

6×9

6×4

6×6

2. Match.

$60 \div 6$

$12 \div 6$

$54 \div 6$

$30 \div 6$

1
2
3
5
6
8
9
10

$36 \div 6$

$48 \div 6$

$6 \div 6$

$18 \div 6$

3. Multiply.

$$\begin{array}{r} \text{(a)} \quad 21 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 34 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 45 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 258 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 370 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 432 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(g)} \quad 505 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(h)} \quad 600 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(i)} \quad 713 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(j)} \quad 770 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(k)} \quad 906 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(l)} \quad 954 \\ \times \quad 6 \\ \hline \end{array}$$

Divide.

(a)

$$6 \overline{) 49}$$

(b)

$$6 \overline{) 68}$$

(c)

$$6 \overline{) 72}$$

(d)

$$6 \overline{) 78}$$

(e)

$$6 \overline{) 84}$$

(f)

$$6 \overline{) 96}$$

(g)

$$6 \overline{) 258}$$

(h)

$$6 \overline{) 300}$$

(i)

$$6 \overline{) 390}$$

(j)

$$6 \overline{) 500}$$

(k)

$$6 \overline{) 552}$$

(l)

$$6 \overline{) 537}$$

5. Do these. Show all your work clearly.

- (a) 274 cupcakes were shared equally among 6 classes.
How many cupcakes did each class get?
How many cupcakes were left over?

- (b) Sean earned \$732 in one month.
How much money did he earn in half a year?

- (c) Lily saved \$180 in half a year.
If she saved the same amount each month, how much
did she save in 5 months?

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blank for student work.

The Atmosphere and Air Pressure

Chapter

1

Suppose a friend asked you, “What is the weather like today?” What would you say? How would you know? You might say, “It’s cold and raining.”

Weather is what the air outside is like at any one time and place. The weather can be clear and warm, cold and rainy, or dry and windy.

You can observe the weather. You can look outside. You can collect rain in a container and measure it. You can find out which way the wind is blowing.

But what if your friend asked you, “What causes different kinds of weather?” What would you say to that?

To understand what causes weather, we need to learn about the **atmosphere**. The atmosphere is the layer of air that surrounds Earth. The atmosphere is about seventy miles thick. Most weather happens in the part of the atmosphere closest to Earth’s surface.

Big Question

What is the atmosphere, and what is weather?

Vocabulary

weather, n. what the air outside is like at any given time and place

atmosphere, n. the layer of air that surrounds Earth



Do you see what looks like a thin, glowing blue line? That and the clouds you see are parts of Earth’s atmosphere.

Air Is Matter

The air that makes up our atmosphere is a mixture of gases. Gas is a state of matter. Air contains mostly nitrogen gas, but it also contains oxygen gas. Other gases such as water vapor and carbon dioxide are in the air too. Though you never really see the air, it surrounds you every day and helps you to survive.

Like all matter, the gases in the air take up space. These gases of the atmosphere do not float out into space, though. That is because the force of gravity pulls air down toward Earth's center.

Think About Matter

Think about water. When you drink water, it's liquid. If you put a tray of water in the freezer, it turns to a solid, ice. If you leave a tray of water out in the hot sun, it evaporates into a gas called water vapor. Liquid water, ice, and water vapor are all examples of different states of matter of water.



What do you think causes turbines like these to spin? The pushing force of the wind provides evidence that air is made of matter, which can move and transfer motion energy to objects.

Air Pressure

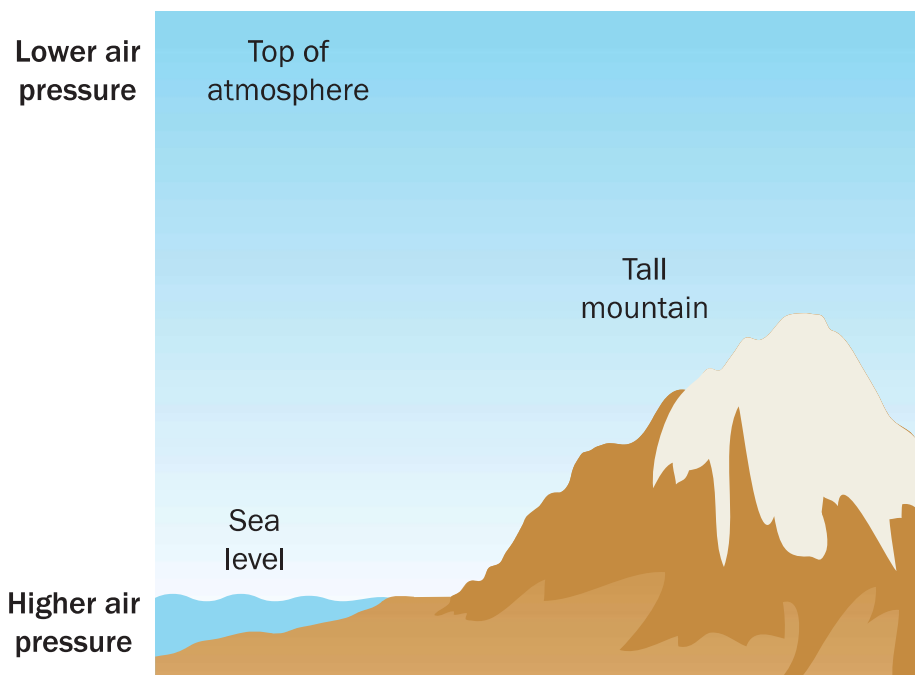
Gravity pulls on air just like all other matter. That means that air constantly pushes against everything on Earth's surface. The weight of air pressing on objects is called **air pressure**.

Vocabulary

air pressure, n. the weight of air as it presses on objects below or within it

Air pressure is less as you travel upward and away from the surface of Earth. An object very high in the air experiences less air pressure than another object at sea level.

That is because there is less air higher up in the atmosphere to press on things. Air pressure changes depending on the amount of matter in it. If more matter, air, is above and surrounding you, then the air pressure will be greater. Air pressure is one factor that affects weather.



Sea level is the level of the surface of the ocean where water meets the land.

Changes in Air Pressure

Energy from the sun warms Earth's surface. It also warms the atmosphere. Do you know what happens to air when it warms? It spreads out. When air cools, it gets more compact, filling less space. Changes in air temperature and air pressure cause many of the conditions that we know as weather.

When air pressure is high, the skies are usually clear and sunny. Low air pressure in an area is often associated with clouds, rain, or even snow.

Think About Matter and Temperature

Temperature is a measurement of how hot or cold something is. Typically, when matter increases in temperature, it begins to spread out. For example, when liquid

water is boiled to become water vapor, the tiny particles spread out so much that it becomes hard for anyone to see them.



How would you describe the weather? Do you think the air pressure in this area is high or low?

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blank for student work.

Name _____

Date _____

Class _____

Weather and Climate Vocabulary Definitions

Directions: Write the vocabulary word and its definition in the allotted space.

Vocabulary Word	Pg. #	Definition
1. weather		
2. atmosphere		
3. air pressure		
4. water vapor		
5. precipitation		
6. evaporate		
7. humidity		
8. condense		
9. wind		
10. air mass		

11. wind speed		
12. wind direction		
13. prevailing winds		
14. meteorologist		
15. data		
16. front		
17. climate		

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blank for student work.

Name: _____

Class: _____

Latin Numbers Worksheet

Instructions: For numbers 1-3, fill in the blank with the correct Latin number. For numbers 4-5, answer the question with a complete Latin sentence.

Example:

Quot puellae sunt? (How many girls are there?)

Quattuor puellae sunt. (There are four girls.)



1. Quot puellae sunt?

_____ puellae sunt.



2. Quot canes sunt?

_____ canes sunt.



3. Quot feles sunt?

_____ feles sunt.



4. Quot mures sunt?

_____.



5. Quot pisces sunt?

_____.



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blank for student work.

Tuesday

Daily Student Instruction Sheet

TUESDAY

ELA

Spalding
(15 min.)

Grammar
(20 min.)

Literature
(5 min.)

Reading
(+20 min. HW)

I. Spalding

- a. Goal/Objective: Students will review 5 phonograms and 5 Spalding words previously learned.
- b. Materials needed: Phonogram cards(attached), Spalding paper, pencil, and spelling word list.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ Use phonogram flashcards to review with your student. (PA – 3 min)
 - ☐ Say a spelling word, use it in a sentence (example sentences on word list), say word again, ask student to finger spell, and ask student to write and mark the word. Repeat for remaining words. (PA – 10 min)
 - ☐ Read words – have students read their word list for spelling, using syllables and phonograms to blend each word, and then ask student to read each word as they would normally read them. (PA – 2 min)

II. Grammar

- a. Goal/Objective: **SENTENCE TYPES** – Students will review the 4 types of sentences.
- b. Materials needed: independent practice sheet provided pencil
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, read over the “Four Types of Sentences.” (PA)
 - ☐ **Next**, using the example sentences, fill out the correct end mark and abbreviation for each sentence.(PA)
 - ☐ **Then**, on the back of worksheet, students write their own sentences demonstrating the 4 types of sentences. (I)

III. Literature

- a. Goal/Objective: **POETRY** – Students will review and memorize current poem.
- b. Materials needed: Printed poem.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, student will read poem aloud two times. (I)
 - ☐ **Next**, cover the first verse and have student read again, they will recite the first line from memory and then continue reading the rest of poem. Continue covering additional lines as student progresses in memorizing. (PA)

IV. Reading

- a. Read “Chapter 2: The Pond,” from *The Trumpet of the Swan*, pp. 8-16 (included in packet) (I)
- b. Student will read chapter independently and track minutes in reading log for that day (PA)

Daily Student Instruction Sheet

<p>MATH (30 min.)</p>	<p>I. <u>Math</u></p> <p>a. Goal/Objective: Students will apply the long division and multiplication algorithms to 2, 3, and 4-digit numbers by 7.</p> <p>b. Materials needed: provided activity sheets “Multiplying and Dividing by 7”</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> First, review the “Friendly Notes” pages located in the Appendix section of Parent/Teacher notes (PA) <input type="checkbox"/> Next, have student complete the first page of matching and second page of multiplication/division. If time allows, complete the long division and word problem pages for extra practice. (I)
<p>SCIENCE (30 min.)</p>	<p>I. <u>Science</u></p> <p>a. Goal/Objective: Students will continue studying weather and what causes different weather patterns.</p> <p>b. Materials needed: Provided Vocab sheet, included copy of CK Science Reader</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before reading, ask students what they remember from what was discussed yesterday from Chapter 1. (PA) <input type="checkbox"/> Ask: What do you remember about the water cycle? How does the water cycle effect weather? (PA) <input type="checkbox"/> Read: Chapter 2 in science reader. (I) <input type="checkbox"/> Continue to fill out vocabulary sheet as you read. (PA) <input type="checkbox"/> Watch: https://www.youtube.com/watch?v=TWb4KIM2vts (optional, PA)
<p>OPTIONAL</p> <p>Music (10 min.)</p> <p>Art (15-20 min.)</p>	<p>I. <u>Music</u></p> <p>a. Goal/Objective: The students will learn about the composer Ludwig van Beethoven.</p> <p>b. Materials needed: Biography of Beethoven</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students should read the biography and think about the question: Would Beethoven have become famous if he hadn’t met Haydn? (PA) <p>II. <u>Art</u></p> <p>a. Goal/Objective: Continue to practice dividing the space of the image, marked with a grid of 4 to 6 dots--marking center of artwork as the first measurement. Corresponding dots in a grid pattern are to be drawn on drawing paper. This assists in correct proportions and placement during the drawing process. Students are looking for large shapes first; the directions of lines; darkest values; final small details.</p>

Daily Student Instruction Sheet

b. Materials needed: Pencil; NO ERASER; 4"x 6" index card in lieu of cardstock and sketchbook.

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

☐ Student observations; See, Think, Wonder process of observing artwork - "Formal Analysis"; Preparation of correct proportions of drawing paper to match proportions of image; Discussion of artwork preceding copying/drawing of artwork.

☐ Student drawing of artwork, only with parent/guardian supervision, so as to keep scholars "on task"....NO fast scribbles, only careful observations and drawing as a fully engaged scholar.

III. P.E.

a. Goal/Objective: **SCISSOR JUMPS** Students will develop physical knowledge and perform a wide range of activities.

b. Materials needed: None

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

☐ Tell the kids: Tell the children: Begin in a standing position with one foot in front of the other.

○ Jump up and switch the locations of your front foot and your back foot.

○ Try this exercise slowly and then speed up the movement.

○ Slow Repeat this movement 20 times.

Daily Student Instruction Sheet

Day 2 Spalding Spelling List (Parent Key) (10 min)

Word:	Sentence:	Notes and Marking explanations:
ex cite r. 20, 2 <i>ex cite r. 20, 2</i>	Nothing can excite my cat like the sound of food dropping into his dish.	<ul style="list-style-type: none"> • Rule 20: S or Z never follow X • Rule 2: C says s when followed by e, i, or y. • Underline i, t, e to show the e is jumping over the t to make i say ī.
ex cit ing r. 20, 2, 11 <i>ex cit ing r. 20, 2, 11</i>	Field Day was an exciting event for every class.	<ul style="list-style-type: none"> • "Base word = excite; ending = ing. I must write excite without the silent final e, because my ending <i>ing</i> starts with a vowel." • Rule 20: S or Z never follow X • Rule 2: C says s when followed by e, i, or y. • Rule 11: wrote excite without the silent final e.
ex cite ment r. 20, 2 <i>ex cite ment r. 20, 2</i>	The children were filled with excitement as they watched the fireworks light up the sky.	<ul style="list-style-type: none"> • "Base word = excite; ending = ment. I must write excite and add ment to make the word excitement." • Rule 20: S or Z never follow X • Rule 2: C says s when followed by e, i, or y. • Underline i, t, e to show the e is jumping over the t to make i say ī.
ex am ple r. 20 <i>ex am ple</i>	Nate found an example of alliteration in the story.	<ul style="list-style-type: none"> • Rule 20: S or Z never follow X • Underline e twice with a four to show job 4 of silent final e. Every syllable must have a vowel.
en ter tain <i>en ter tain</i>	It is fun to entertain guests.	<ul style="list-style-type: none"> • Underline <u>er</u> to show that the two-letter phonogram makes one sound. • Underline <u>ai</u> to show that the two-letter phonogram makes one sound.

Name: _____
Date: _____

Spalding Paper

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blank for student work.

4 Kinds of Sentences

A **declarative** sentence makes a statement. It is labeled with a **D**.

Example: Jane ran every morning.

(Period, statement, declarative sentence)

An **imperative** sentence gives a command. It is labeled with an **Imp**.

Example: Take the students to class.

(Period, command, imperative sentence)

An **interrogative** sentence asks a question. It is labeled with an **Int**.

Example: How many books did you read?

(Question mark, question, interrogative sentence)

An **exclamatory** sentence expresses strong feeling. It is labeled with an **E**.

Example: The alligator snapped at us!

(Exclamation point, strong feeling, exclamatory sentence)

Practice 1: Put the end mark and abbreviation for each kind of sentence in the blanks.

1. Put the vocabulary words in alphabetical order

2. Are you working late tonight

3. They found the lost child

4. I went to California

5. Mow the lawn for Ms. Brown

Extra Practice

On the next page, write a sentence to demonstrate each of these four kinds of sentences: **Declarative, Imperative, Interrogative, Exclamatory**. Write the correct punctuation and the abbreviation that identifies it at the end. Use these abbreviations. **D, Int, E, Imp**.

Declarative Sentence

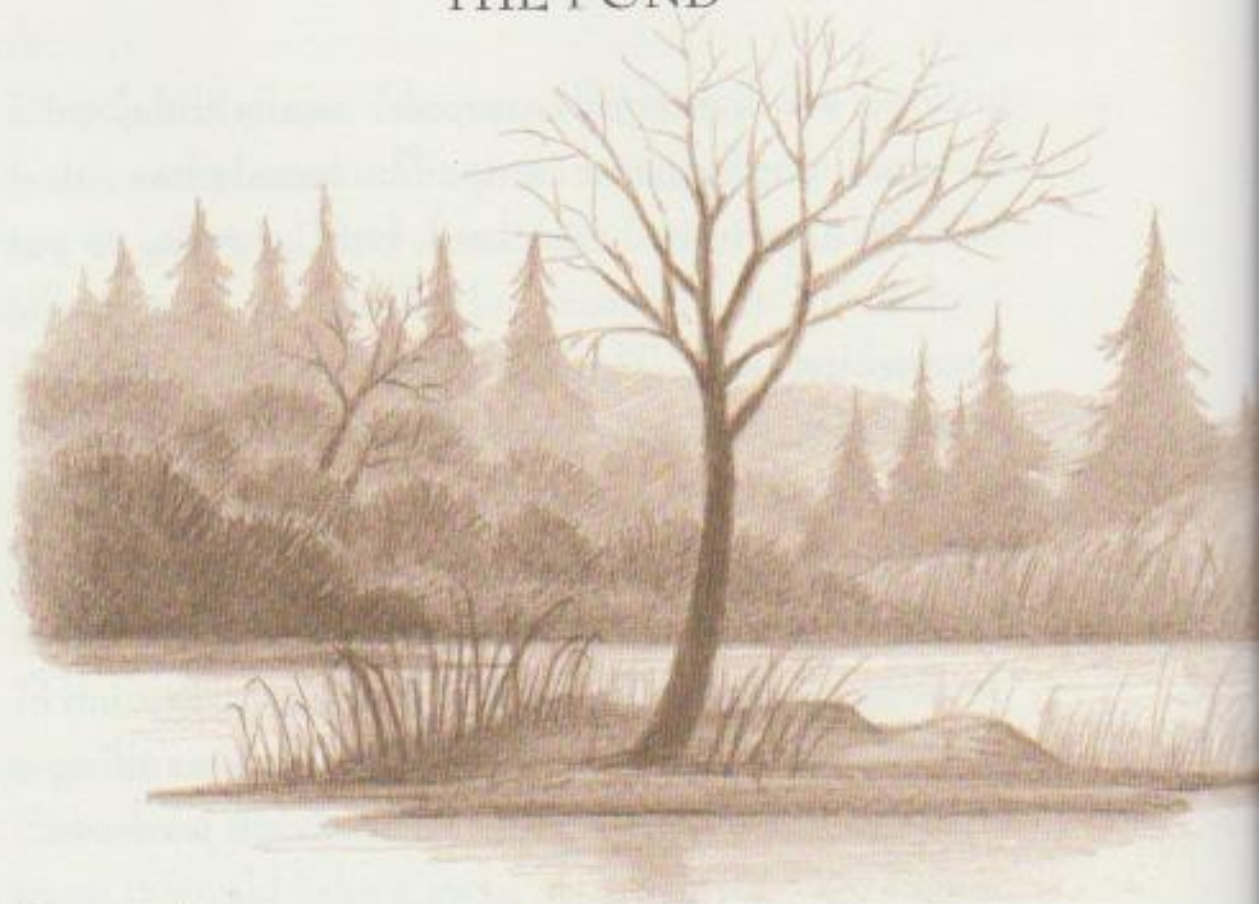
Imperative Sentence

Interrogative Sentence

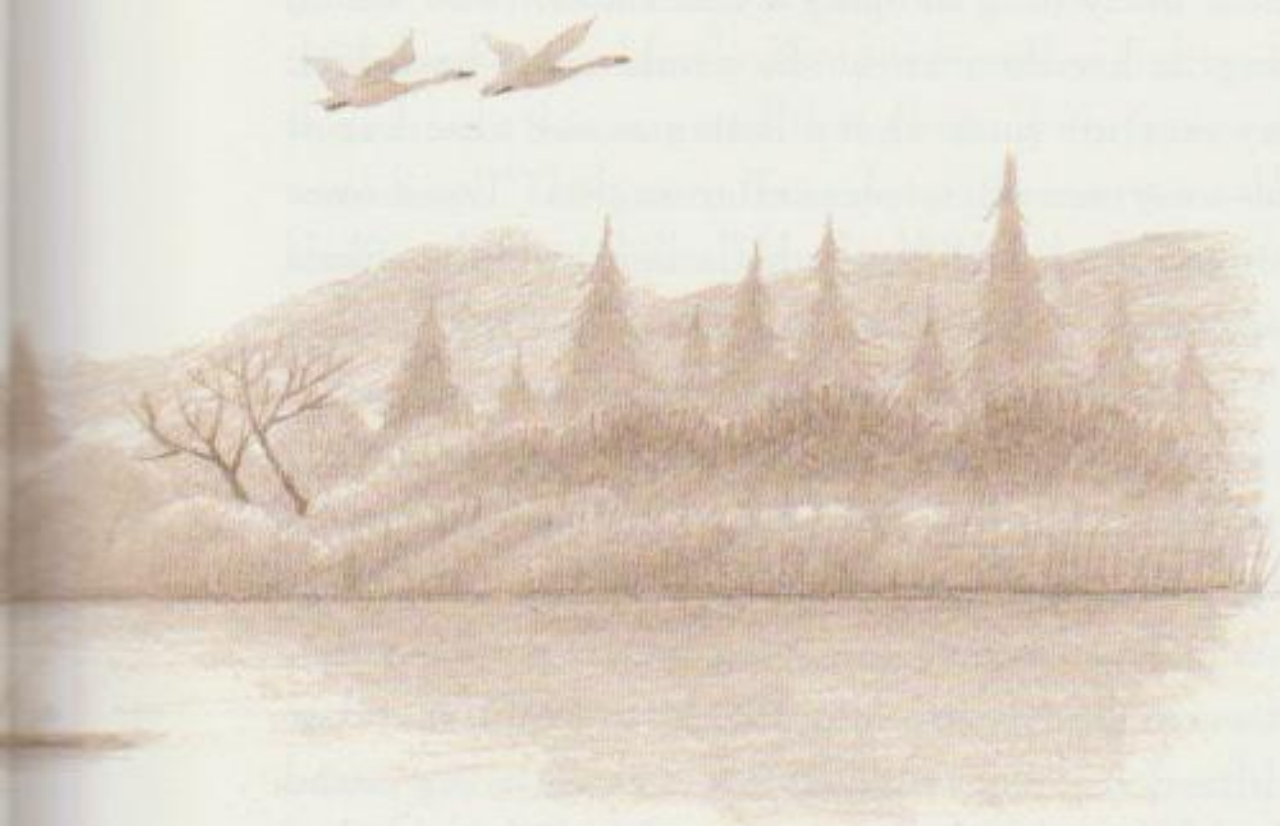
Exclamatory Sentence

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blank for student work.

THE POND



The pond Sam had discovered on that spring morning was seldom visited by any human being. All winter, snow had covered the ice; the pond lay cold and still under its white blanket. Most of the time there wasn't a sound to be heard. The frog was asleep. The chipmunk was asleep. Occasionally a jay would cry out. And sometimes at night the fox would bark—a high, rasping bark. Winter seemed to last forever.



But one day a change came over the woods and the pond. Warm air, soft and kind, blew through the trees. The ice, which had softened during the night, began to melt. Patches of open water appeared. All the creatures that lived in the pond and in the woods were glad to feel the warmth. They heard and felt the breath of spring, and they stirred with new life and hope. There was a good, new smell in the air, a smell of earth waking after its long sleep. The frog, buried

in the mud at the bottom of the pond, knew that spring was here. The chickadee knew and was delighted (almost everything delights a chickadee). The vixen, dozing in her den, knew she would soon have kits. Every creature knew that a better, easier time was at hand—warmer days, pleasanter nights. Trees were putting out green buds; the buds were swelling. Birds began arriving from the south. A pair of ducks flew in. The Red-winged Blackbird arrived and scouted the pond for nesting sites. A small sparrow with a white throat arrived and sang, "Oh, sweet Canada, Canada, Canada!"

And if you had been sitting by the pond on that first warm day of spring, suddenly, toward the end of the afternoon, you would have heard a stirring sound high above you in the air—a sound like the sound of trumpets.

"Ko-hoh, ko-hoh!"

And if you had looked up, you would have seen, high overhead, two great white birds. They flew swiftly, their legs stretched out straight behind, their long white necks stretched out ahead, their powerful wings beating steady and strong. "Ko-hoh, ko-hoh, ko-hoh!" A thrilling noise in the sky, the trumpeting of swans.

When the birds spotted the pond, they began circling, looking the place over from the air. Then they glided down and came to rest in the water, folding their long wings neatly along their sides and turning their heads this way and that to study their new surroundings. They were Trumpeter Swans, pure white birds with black bills. They had liked the looks of the swampy pond and had decided to make it their home for a while and raise a family.

The two swans were tired from the long flight. They were glad to be down out of the sky. They paddled slowly about and then began feeding, thrusting their necks into the shallow water and pulling roots and plants from the bottom. Everything about the swans was white except their bills and their feet; these were black. They carried their heads high. The pond seemed a different place because of their arrival.

For the next few days, the swans rested. When they were hungry, they ate. When they were thirsty—which was a great deal of the time—they drank. On the tenth day, the female began looking around to find a place to build her nest.

In the spring of the year, nest-building is uppermost in a bird's mind: it is the most important thing

there is. If she picks a good place, she stands a good chance of hatching her eggs and rearing her young. If she picks a poor place, she may fail to raise a family. The female swan knew this; she knew the decision she was making was extremely important.

The two swans first investigated the upper end of the pond, where a stream flowed slowly in. It was pleasant there, with reeds and bulrushes. Red-winged Blackbirds were busy nesting in this part of the pond, and a pair of Mallard Ducks were courting. Then the swans swam to the lower end of the pond, a marsh with woods on one side and a deer meadow on the other. It was lonely here. From one shore, a point of land extended out into the pond. It was a sandy strip, like a little peninsula. And at the tip of it, a few feet out into the water, was a tiny island, hardly bigger than a dining table. One small tree grew on the island, and there were rocks and ferns and grasses.

"Take a look at this!" exclaimed the female, as she swam round and around.

"Ko-hoh!" replied her husband, who liked to have someone ask his advice.

The swan stepped cautiously out onto the island. The spot seemed made to order—just right for a nesting place. While the male swan floated close by,



watching, she snooped about until she found a pleasant spot on the ground. She sat down, to see how it felt to be sitting there. She decided it was the right size for her body. It was nicely located, a couple of feet from the water's edge. Very convenient. She turned to her husband.

"What do you think?" she said.

"An ideal location!" he replied. "A perfect place! And I will tell you *why* it's a perfect place," he continued, majestically. "If an enemy—a fox or a coon or a coyote or a skunk—wanted to reach this spot with murder in his heart, he'd have to enter the water and

get wet. And before he could enter the water, he'd have to walk the whole length of that point of land. And by that time we'd see him or hear him, and I would give him a hard time."

The male stretched out his great wings, eight feet from tip to tip, and gave the water a mighty clout to show his strength. This made him feel better right away. When a Trumpeter Swan hits an enemy with his wing, it is like being hit by a baseball bat. A male swan, by the way, is called a "cob." No one knows why, but that's what he's called. A good many animals have special names: a male goose is called a gander, a male cow is called a bull, a male sheep is called a ram, a male chicken is called a rooster, and so on. Anyway, the thing to remember is that a male swan is called a cob.

The cob's wife pretended not to notice that her husband was showing off, but she saw it, all right, and she was proud of his strength and his courage. As husbands go, he was a good one.

The cob watched his beautiful wife sitting there on the tiny island. To his great joy, he saw her begin to turn slowly round and around, keeping always in the same spot, treading the mud and grass. She was making the first motions of nesting. First she squatted

down in the place she had chosen. Then she twisted round and around, tamping the earth with her broad webbed feet, hollowing it out to make it like a saucer. Then she reached out and pulled twigs and grasses toward her and dropped them at her sides and under her tail, shaping the nest to her body.

The cob floated close to his mate. He studied every move she made.

"Now another medium-sized stick, my love," he said. And she poked her splendid long white graceful neck as far as it would go, picked up a stick, and placed it at her side.

"Now another bit of coarse grass," said the cob, with great dignity.

The female reached for grasses, for moss, for twigs—anything that was handy. Slowly, carefully, she built up the nest until she was sitting on a big grassy mound. She worked at the task for a couple of hours, then knocked off for the day and slid into the pond again, to take a drink and have lunch.

"A fine start!" said the cob, as he gazed back at the nest. "A perfect beginning! I don't know how you manage it so cleverly."

"It comes naturally," replied his wife. "There's a lot of work to it, but on the whole it is pleasant work."

"Yes," said the cob. "And when you're done, you have something to show for your trouble—you have a swan's nest, six feet across. What other bird can say that?"

"Well," said his wife, "maybe an eagle can say it."

"Yes, but in that case it wouldn't be a swan's nest, it would be an eagle's nest, and it would be high up in some old dead tree somewhere, instead of right down near the water, with all the conveniences that go with water."

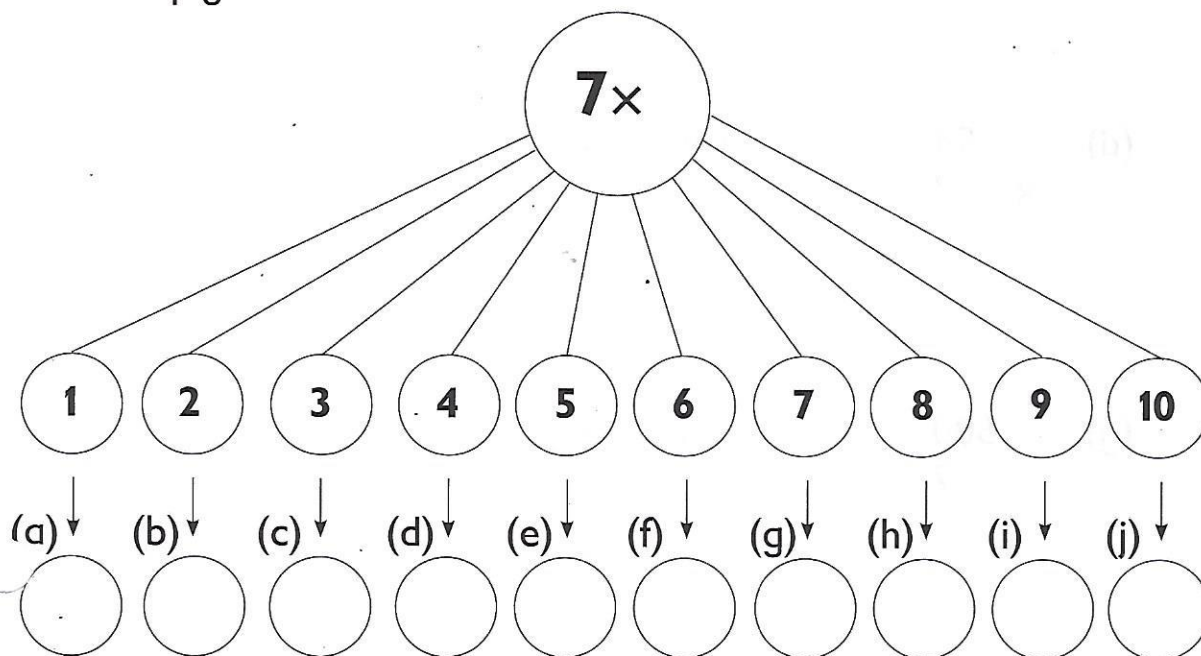
They both laughed at this. Then they began trumpeting and splashing and scooping up water and throwing it on their backs, darting about as though they had suddenly gone crazy with delight.

"Ko-hoh! Ko-hoh! Ko-hoh!" they cried.

Every wild creature within a mile and a half of the pond heard the trumpeting of the swans. The fox heard, the raccoon heard, the skunk heard. One pair of ears heard that did not belong to a wild creature. But the swans did not know that.

Exercise 2 : Multiplying and Dividing by 7

1. Multiply.



2. Match.

$35 \div 7$ $7 \div 7$ $56 \div 7$ $70 \div 7$ $49 \div 7$

1 2 3 4 5 6 7 8 9 10

$28 \div 7$ $14 \div 7$ $21 \div 7$ $63 \div 7$ $42 \div 7$

3. Multiply.

$$\begin{array}{r} \text{(a)} \quad 20 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 67 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 79 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 94 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 203 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 356 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(g)} \quad 500 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(h)} \quad 614 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(i)} \quad 849 \\ \times \quad 7 \\ \hline \end{array}$$

4. Divide.

$\begin{array}{r} \text{(a)} \\ 7 \overline{) 53} \end{array}$	$\begin{array}{r} \text{(b)} \\ 7 \overline{) 64} \end{array}$	$\begin{array}{r} \text{(c)} \\ 7 \overline{) 72} \end{array}$	$\begin{array}{r} \text{(d)} \\ 7 \overline{) 77} \end{array}$
--	--	--	--

(e) $7 \overline{) 252}$	(f) $7 \overline{) 280}$	(g) $7 \overline{) 413}$	(h) $7 \overline{) 705}$
(i) $7 \overline{) 728}$	(j) $7 \overline{) 847}$	(k) $7 \overline{) 875}$	(l) $7 \overline{) 960}$

5. Do these. Show all your work clearly.

- (a) There are 105 pages in a book.
Aminah read 7 pages in one day.
How many days did she take to finish reading
the book?

- (b) There are 89 marbles in a bag.
There are 7 times as many marbles in a box.
How many marbles are there in the box?

- (c) Mrs. Kim bought 7 toys.
Each toy cost \$68.
She had \$100 left after paying for the toys.
How much did she have at first?

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blank for student work.

Water in the Atmosphere

Chapter

2

What do you think of when you think of nice weather? Do you imagine a dry, warm, sunny day? Or maybe you picture a clear and cool day. You might even think of a day with warm, gentle rain. Sunshine is necessary for living things. But rain is important too.

Big Question

How does water move into and out of air?

There is water on Earth's surface. There is water in the oceans and lakes. There is water in the atmosphere, too, and even underground. All this water moves from Earth's surface to the atmosphere and then back again all the time. This water takes different forms as it moves. The movement of water from Earth's surface to the atmosphere helps all living things survive.



If a place has many green plants, that is a sign that it probably rains often there.

Water Falls to Earth as Precipitation

One of the gases that occurs in our atmosphere is **water vapor**. Water in its gas form is called water vapor. Sometimes air contains a lot of water vapor. At other times it contains less. When water vapor gas cools, it may change to tiny droplets of liquid water. This liquid water may fall from the sky. This is **precipitation**. Precipitation can take the form of rain, snow, sleet, or hail.

Vocabulary

water vapor, n.

the gas form of water

precipitation, n.

water that falls from the sky in the form of rain, snow, sleet, or hail

Rain is drops of liquid water. Snow is frozen water in the form of ice crystals. Sleet is tiny frozen pellets of water. Hail is icy, round balls.

The type of precipitation that falls depends on air temperature. Rain falls when the temperature is above freezing. When it is below freezing, sleet and snow fall. Hail forms high in the atmosphere where it is very cold. It hits the ground before it can melt. Hail can fall any time of year.



Several inches of snow can fall when there is enough water in the atmosphere and the temperature is low enough.

Water Rises into the Atmosphere When It Evaporates

You know that water falls from the sky. But how does it get into the air? Water moves in a cycle from Earth's surface to the air and back again.

Energy from sunlight causes water on Earth's surface to **evaporate**. That means that it changes from a liquid to a gas. This gas, water vapor, then rises and becomes part of the atmosphere.

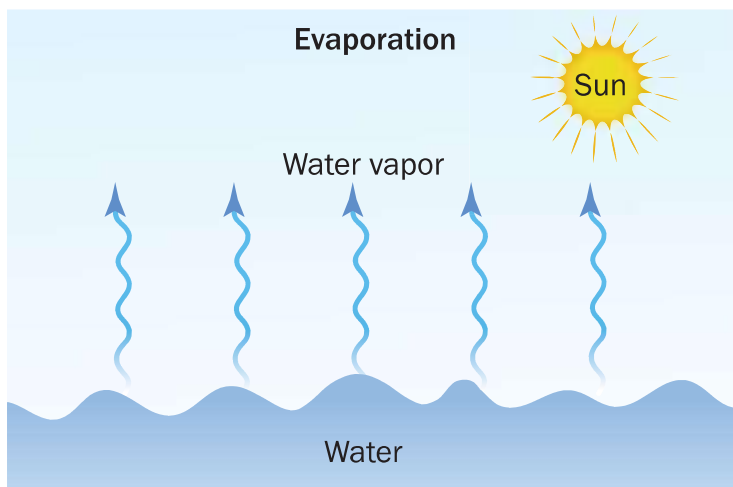
Sometimes there is a lot of water vapor in the air. At other times air contains less water vapor. Scientists can measure the amount of water in the air.

Humidity is the measure of how much water vapor the air in a place contains.

Vocabulary

evaporate, v. to change from liquid to gas

humidity, n. a measure of the amount of water vapor in the air



Much of the water vapor in Earth's atmosphere comes from the evaporation of ocean water.

Word Parts

Look at the word *evaporate*. If you break it into parts, what do you notice? It contains the word *vapor*.

Water Vapor Condenses to Form Liquid Water

Water vapor rises into the atmosphere. Air high up in the atmosphere is cooler than air near the ground. This cool air causes water vapor to **condense**, or turn back into liquid. Tiny droplets or ice crystals come together to make the clouds we see when we look at the sky.

Vocabulary

condense, v. to change from gas to liquid

When enough tiny droplets collect in a cloud, they become too heavy to stay in the sky. They fall down to the ground as precipitation. Not all clouds produce precipitation, though. You might see thin, wispy clouds or puffy and white clouds when the weather is fair.



Which kind of cloud will produce precipitation? Which kind looks like it contains more condensed water?

Think About Condensation

Condensation occurs on the ground too! The water you might find on the grass in the morning is known as *dew*. As night falls and light from the sun no longer heats Earth's surface, the surface temperature lowers. At a certain point, known as the *dew point*, water condenses on the surface of objects, such as grass and windows.

Ludwig van Beethoven



Important Facts to Know About Ludwig van Beethoven

Born: 1770 in Germany

Died: 1827

Period of Music: Classical/Romantic

Instrument(s) He Played: Piano, violin, organ

Major Compositions:

Piano: *Sonata in C-sharp Minor*, Op. 27, No. 2 (Moonlight); "Für Elise;" *Sonata in F Minor*, Op. 57 (Appassionata)

Orchestra: *Symphony No. 5 in C Minor*, Op. 67, *Symphony No. 6 in F Major*, Op. 68 (Pastoral), *Symphony No. 9 in D Minor*, Op. 125.

Choral: *Missa Solemnis* (Mass in D Major), Op. 123

Interesting Facts: Beethoven studied with Haydn. He loved nature. He began losing his hearing around 1800 and was totally deaf by 1820.

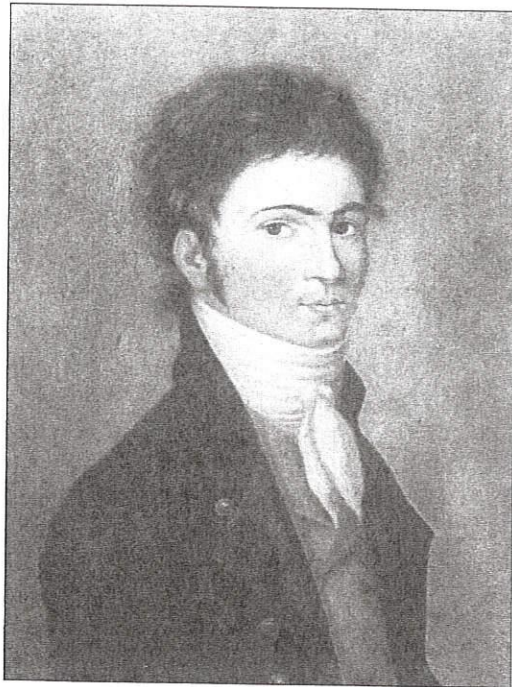
Suggested Listening: *Bagatelle in A-flat Major*, Op. 33, No. 7

The Story of Ludwig van Beethoven

(1770–1827)

Ludwig van Beethoven was born in Bonn, Germany in 1770. Bonn is located in the heart of Germany's lovely Rhineland. Like Bach and Mozart, Ludwig came from a musical family. His father and grandfather were employed as musicians in the court of the elector in Bonn. Ludwig started lessons in piano, violin and composition with his father when he was four years old. By the time he was 11, he was performing and sight-reading with great expertise, and his talent for improvising was favorably compared to the great child prodigy Mozart.

Early in his career, Beethoven met some of the famous composers of the time. On a trip to Vienna in 1787 when he was 17, Beethoven met and played for Mozart.



Mozart was impressed with Beethoven's skill at improvising on the piano. In 1792, Beethoven met Franz Joseph Haydn who passed through Bonn on his way from England to Vienna. Haydn complimented Beethoven on some of his works. This impressed the elector so much that he sent Beethoven to Vienna to study with Haydn.

Beethoven as a young man.

In 1792, Beethoven moved to Vienna where he spent the rest of his life. He loved nature and spent many holidays in the country where he took long walks. He always kept a notebook handy to jot down musical ideas that came to him. His love of the countryside inspired him to compose his famous *Symphony No. 6, the "Pastoral" symphony*. In this symphony one can hear birds singing, a tumbling waterfall and a thunderstorm.

In 1801, Beethoven composed his *Sonata quasi una Fantasia* ("Moonlight Sonata"), Op. 27, No. 2, one of the best-loved sonatas. It was dedicated to the young Countess Giulietta Guicciardi, one of Beethoven's piano students. Beethoven is believed to have proposed marriage to the countess who inspired this piece—a marriage that was opposed by her father on the grounds that Beethoven was a man not worthy of his daughter because he was seen as being without rank, money, or permanent employment.

Around 1800, Beethoven noticed that he was becoming deaf and by 1820 he could no longer hear well enough to conduct an orchestra. He was totally deaf the last seven years of his life, yet continued to compose music. Some of his greatest compositions were written during this period, including *Symphony No. 9*, completed in 1824.

Beethoven is considered to be one of the greatest composers of the Classical period. His later music was more characteristic of the Romantic period, and many scholars believe he bridged the gap between the Classical and Romantic periods.



The Symphony

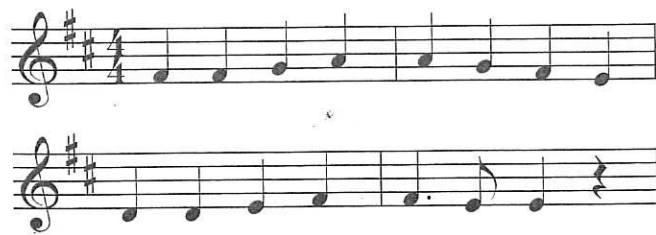
A *symphony* is a long composition for orchestra, usually with three or four movements. To achieve a variety of sounds, composers strive to make each movement different by changing the mood, tempo or style.

Beethoven wrote nine symphonies. Probably his greatest and most familiar are *Symphony No. 5 in C Minor*, Op. 67, and *Symphony No. 9 in D Minor*, Op. 125.

The beginning theme of Symphony No. 5 is familiar to many:



Symphony No. 9 in D Minor is unique because the last movement has a chorus! The theme of this symphony is the brotherhood of human beings. Beethoven believed strongly that people should love and care for each other and respect the rights of everyone. The choral theme has been arranged as a hymn, the "Ode to Joy."



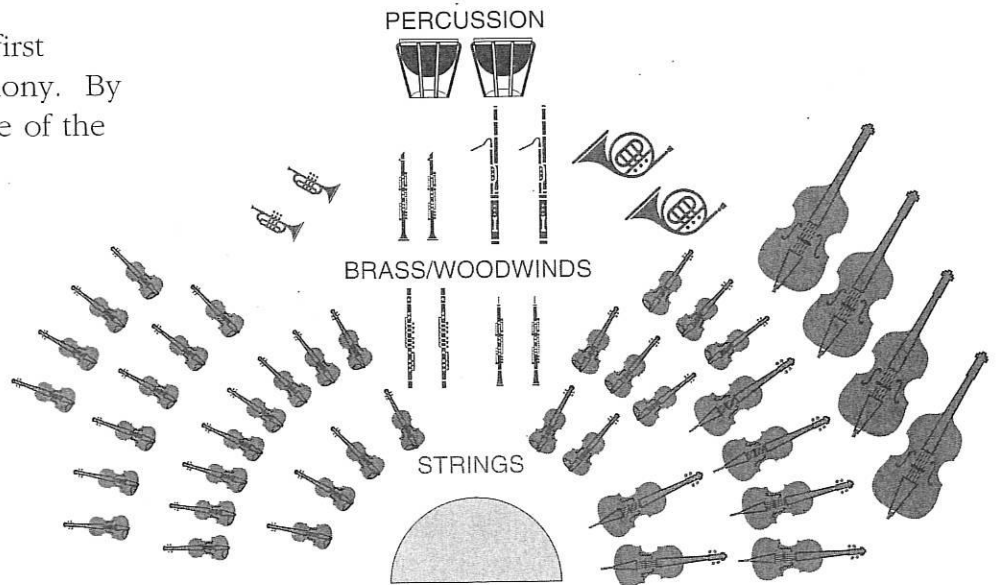
Beethoven conducted the first performance of his Ninth Symphony. By this time he was so deaf that one of the orchestra members had to turn him around at the end so Beethoven could see that the audience was applauding with great enthusiasm in appreciation of his work!

The symphony orchestra

The orchestra that played Beethoven's symphonies had 30–40 members. Our orchestras today may have over 100 players. An orchestra consists of five sections:

1. **STRINGS:** violin, viola, cello, string bass, harp
2. **WOODWINDS:** flute, oboe, clarinet, bassoon, piccolo, English horn
3. **BRASS:** trumpet, trombone, French horn, tuba
4. **PERCUSSION:** timpani, kettledrum, triangle, celeste, bells, etc.
5. **CONDUCTOR:** directs the orchestra.

The instruments vary according to the music being played. The blend of instruments playing dramatic and melodious music is truly an exciting experience!



An orchestra is grouped onstage by instrument family so that the sounds of the instrument blend well together.

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Pieter Bruegel

The Tower of Babel
(1563)



*Pieter Bruegel
Landscape with the Fall of
Icarus (1558)*



Wednesday

Daily Student Instruction Sheet

WEDNESDAY

ELA

Spalding
(15 min.)

Writing
(20 Minutes)

Literature
(5 min)

Reading
(+20 min. HW)

I. Spalding

- a. Goal/Objective: Students will review 5 phonograms and 5 Spalding words previously learned.
- b. Materials needed: Phonogram cards(attached), Spalding paper, pencil, and spelling word list.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ Use phonogram flashcards to review with your student. (PA – 3 min)
 - ☐ Say a spelling word, use it in a sentence (example sentences on word list), say word again, ask student to finger spell, and ask student to write and mark the word. Repeat for remaining words. (PA – 10 min)
 - ☐ Read words – have students read their word list for spelling, using syllables and phonograms to blend each word, and then ask student to read each word as they would normally read them. (PA – 2 min)

II. Writing

- a. Goal/Objective: **DESCRIPTIVE WRITING** – Students write a narrative/ description of what they see.
- b. Materials needed: picture prompt provided, pencil
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, have students look at the picture and say what they see. (PA)
 - ☐ **Next**, have students write a story explaining what is happening in the picture. (I)

III. Literature

- a. Goal/Objective: **POETRY** – Students will review and memorize current poem.
- b. Materials needed: Printed poem.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, student will read poem aloud two times. (I)
 - ☐ **Next**, cover the first verse and have student read again, they will recite the first line from memory and then continue reading the rest of poem. Continue covering additional lines as student progresses in memorizing. (PA)

IV. Reading

- a. Read “Chapter 3: A Visitor,” from *The Trumpet of the Swan*, pp. 17-28 (included in packet) (I)
- b. Student will read chapter independently and track minutes in reading log for that day (PA)

Daily Student Instruction Sheet

<p>MATH (30 min.)</p>	<p>I. <u>Math</u></p> <p>a. Goal/Objective: Students will apply the long division and multiplication algorithms to 2, 3, and 4-digit numbers by 8.</p> <p>b. Materials needed: provided activity sheets “Multiplying and Dividing by 8”</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> First, review the “Friendly Notes” pages located in the Appendix section of Parent/Teacher notes. (PA) <input type="checkbox"/> Next, have student complete the first page of matching and second page of multiplication. If time allows, complete the long division and word problem pages for extra practice. (I)
<p>SCIENCE (30 min.)</p>	<p>I. <u>Science</u></p> <p>a. Goal/Objective: Students will continue studying weather and what causes different weather patterns.</p> <p>b. Materials needed: Included copy of CK Science Reader, empty plastic bag if available</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before reading, have student go outside with a plastic bag. Have student run back and forth with bag open and ask them what they notice is happening to the bag as they are running in different directions. (PA) <input type="checkbox"/> Read: Chapter 3 in science reader. (I) <input type="checkbox"/> Continue to fill out vocabulary sheet as you read. (PA)
<p>OPTIONAL</p> <p>Latin (15 min.)</p> <p>P.E. (15 min.)</p>	<p>I. <u>Latin</u></p> <p>Goal/Objective: Student will learn the origin of the ancient Greek hero Theseus</p> <p>Materials needed: Text of Theseus myth; coloring sheet</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent should read myth aloud to student while student colors coloring sheet (PA) <input type="checkbox"/> (Optional) Practice vocabulary using vocab flashcards or Quizlet at https://quizlet.com/_7vt3qa (I) <p>II. <u>P.E.</u></p> <p>a. Goal/Objective: DONKEY KICKS Students will develop physical knowledge and perform a wide range of activities.</p> <p>b. Materials needed: None</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell the children: Keeping your feet on the floor, bend over at the waist until you can place the palms of your hands on the floor. “Walk” your hands slightly forward and allow your buttocks to point up toward the ceiling. <ul style="list-style-type: none"> o Swing your right leg up into a kick toward the ceiling.

Daily Student Instruction Sheet

- | | |
|--|---|
| | <ul style="list-style-type: none">○ Try these 5 times with one leg and then switch to the other leg and repeat 5 times. |
|--|---|

Day 3 Spalding Spelling List (Parent Key) (10 min)

Word:	Sentence:	Notes and Marking explanations:
<u>a</u> <u>gain</u> r. 4 <u>a</u> <u>gain</u> r. 4	I must clean my room again ?	<ul style="list-style-type: none"> • Rule 4: a may say ā at the end of a syllable. • Underline <u>ai</u> twice to show that the two-letter phonogram makes one sound, but it is not saying the sound we would expect it to say.
<u>a</u> <u>gain</u> st r. 4 <u>a</u> <u>gain</u> st r. 4	The third-grade classes competed against each other on field day.	<ul style="list-style-type: none"> • Rule 4: a may say ā at the end of a syllable. • Underline <u>ai</u> twice to show that the two-letter phonogram makes one sound, but it is not saying the sound we would expect it to say.
³ to ¹ mor ² row r. 29 ³ to ¹ mor ² row r. 29	Tomorrow is a new day.	<ul style="list-style-type: none"> • "Base word = to, ending = morrow. I must right to and add morrow to make the compound word tomorrow." • Put a 3 above the 1st o to show it's saying its 3rd sound. • 1 above the 2nd o to show it's saying its 1st sound. • Rule 29. (see rule page) • 2 above <u>ow</u> to show the phonogram is saying its 2nd sound.
<u>neigh</u> <u>bor</u> <u>neigh</u> <u>bor</u>	My neighbor is my friend.	<ul style="list-style-type: none"> • Underline <u>ei</u>gh to show that the 4-letter phonogram makes one sound. • Underline <u>or</u> to show that the two-letter phonogram makes one sound.
<u>prom</u> <u>ise</u> <u>prom</u> <u>ise</u>	I promise to be more careful next time.	<ul style="list-style-type: none"> • Underline <u>e</u> twice with a 5 to show job 5 of silent final e. Job 5 is no job. The e is not needed to make the word sound correct.

Name: _____
Date: _____

Spalding Paper

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TiNY ANiMALS

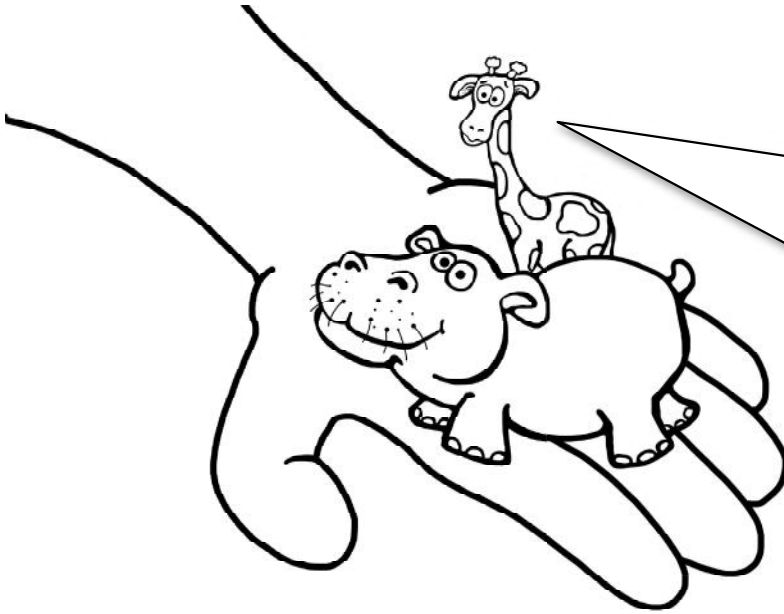


Things to write about:

1. What is happening in this picture?
Describe and draw your ideas.
2. Would you like a pet hippo?
3. Would you like a pet giraffe?
4. Write a story about this picture.

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TiNY ANiMALS



Name: _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing practice.

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blank for student work.

A VISITOR



One day, almost a week later, the swan slipped quietly into her nest and laid an egg. Each day she tried to deposit one egg in the nest. Sometimes she succeeded, sometimes she didn't. There were now three eggs, and she was ready to lay a fourth.

As she sat there, with her husband, the cob, floating gracefully nearby, she had a strange feeling that she was being watched. It made her uneasy. Birds don't like to be stared at. They particularly dislike being stared at when they are on a nest. So the swan twisted and turned and peered everywhere. She gazed





intently at the point of land that jutted out into the pond near the nest. With her sharp eyes, she searched the nearby shore for signs of an intruder. What she finally saw gave her the surprise of her life. There, seated on a log on the point of land, was a small boy. He was being very quiet, and he had no gun.

"Do you see what I see?" the swan whispered to her husband.

"No. What?"

"Over there. On that log. It's a boy! Now what are we going to do?"

"How did a boy get here?" whispered the cob. "We are deep in the wilds of Canada. There are no human beings for miles around."

"That's what I thought too," she replied. "But if that isn't a boy over there on that log, my name isn't *Cygnus Buccinator*."

The cob was furious. "I didn't fly all the way north into Canada to get involved with a *boy*," he said. "We

came here to this idyllic spot, this remote little hide-away, so we could enjoy some well-deserved privacy."

"Well," said his wife, "I'm sorry to see the boy, too, but I must say he's behaving himself. He sees us, but he's not throwing stones. He's not throwing sticks. He's not messing around. He's simply observing."



"I do not *wish* to be observed," complained the cob. "I did not travel all this immense distance into the heart of Canada to be observed. Furthermore, I don't want *you* to be observed—except by me. You're laying an egg—that is, I *hope* you are—and you are entitled to privacy. It has been my experience that all boys throw stones and sticks—it is their nature. I'm going over and strike that boy with my powerful wing, and he'll think he has been hit with a billy club. I'll knock him cold!"

"Now, just wait a minute!" said the swan. "There's no use starting a fight. This boy is not bothering me at the moment. He's not bothering you either."

"But how did he *get* here?" said the cob, who was no longer talking in a whisper but was beginning to shout. "How did he get here? Boys can't fly, and there are no roads in this part of Canada. We're fifty miles from the nearest highway."

"Maybe he's lost," said the swan. "Maybe he's starving to death. Maybe he wants to rob the nest and eat the eggs, but I doubt it. He doesn't look hungry. Anyway, I've started this nest, and I have three beautiful eggs, and the boy's behaving himself at the moment, and I intend to go right ahead and try for a fourth egg."

"Good luck, my love!" said the cob. "I shall be here at your side to defend you if anything happens. Lay the egg!"

For the next hour, the cob paddled slowly round and around the tiny island, keeping watch. His wife remained quietly on the nest. Sam sat on his log, hardly moving a muscle. He was spellbound at the sight of the swans. They were the biggest water birds he had ever seen. He had heard their trumpeting and had searched the woods and swamps until he had

found the pond and located the nest. Sam knew enough about birds to know that these were Trumpeters. Sam always felt happy when he was in a wild place among wild creatures. Sitting on his log, watching the swans, he had the same good feeling some people get when they are sitting in church.

After he had watched for an hour, Sam got up. He walked slowly and quietly away, putting one foot straight ahead of the other, Indian-fashion, hardly making a sound. The swans watched him go. When the female left the nest, she turned and looked back. There, lying safely in the soft feathers at the bottom of the nest, was the fourth egg. The cob waddled out onto the island and looked in the nest.

"A masterpiece!" he said. "An egg of supreme beauty and perfect proportions. I would say that that egg is almost five inches in length."

His wife was pleased.

When the swan had laid five eggs, she felt satisfied. She gazed at them proudly. Then she settled herself on the nest to keep her eggs warm. Carefully, she reached down with her bill and poked each egg until it was in just the right spot to receive the heat from her body. The cob cruised around close by, to keep her

company and protect her from enemies. He knew that a fox prowled somewhere in the woods; he had heard him barking on nights when the hunting was good.

Days passed, and still the swan sat quietly on the five eggs. Nights passed. She sat and sat, giving her warmth to the eggs. No one disturbed her. The boy was gone—perhaps he would never come back. Inside of each egg, something was happening that she couldn't see: a little swan was taking shape. As the weeks went by, the days grew longer, the nights grew shorter. When a rainy day came, the swan just sat still and let it rain.

"My dear," said her husband, the cob, one afternoon, "do you never find your duties onerous or irksome? Do you never tire of sitting in one place and in one position, covering the eggs, with no diversions, no pleasures, no escapades, or capers? Do you never suffer from boredom?"

"No," replied his wife. "Not really."

"Isn't it uncomfortable to sit on eggs?"

"Yes, it is," replied the wife. "But I can put up with a certain amount of discomfort for the sake of bringing young swans into the world."

"Do you know how many more days you must sit?" he asked.

"Haven't any idea," she said. "But I notice that the ducks at the other end of the pond have hatched their young ones; I notice that the Red-winged Blackbirds have hatched theirs, and the other evening I saw a Striped Skunk hunting along the shore, and she had four little skunks with her. So I think I must be getting near the end of my time. With any luck, we will soon be able to see our children—our beautiful little cygnets."

"Don't you ever feel the pangs of hunger or suffer the tortures of thirst?" asked the cob.

"Yes, I do," said his mate. "As a matter of fact, I could use a drink right now."

The afternoon was warm; the sun was bright. The swan decided she could safely leave her eggs for a few minutes. She stood up. First she pushed some loose feathers around the eggs, hiding them from view and giving them a warm covering in her absence. Then she stepped off the nest and entered the water. She took several quick drinks. Then she glided over to a shallow place, thrust her head underwater, and pulled up tender greens from the bottom. She next took a bath by tossing water over herself. Then she waddled out onto a grassy bank and stood there, preening her feathers.

The swan felt good. She had no idea that an enemy was near. She failed to notice the Red Fox as he watched her from his hiding place behind a clump of bushes. The fox had been attracted to the pond by the sound of splashing water. He hoped he would find a goose. Now he sniffed the air and smelled the swan. Her back was turned, so he began creeping slowly toward her. She would be too big for him to carry, but he decided he would kill her anyway and get a taste of blood. The cob, her husband, was still floating on the pond. He spied the fox first.

"Look out!" he trumpeted. "Look out for the fox, who is creeping toward you even as I speak, his eyes bright, his bushy tail out straight, his mind lusting for blood, his belly almost touching the ground! You are in grave danger, and we must act immediately."

While the cob was making this elegant speech of warning, something happened that surprised everybody. Just as the fox was about to spring and sink his teeth in the swan's neck, a stick came hurtling through the air. It struck the fox full on the nose, and he turned and ran away. The two swans couldn't imagine what had happened. Then they noticed a movement in the bushes. Out stepped Sam Beaver, the boy who had visited them a month ago. Sam was grinning. In his

hand he held another stick, in case the fox should return. But the fox was in no mood to return. He had a very sore nose, and he had lost his appetite for fresh swan.



"Hello," said Sam in a low voice.

"Ko-hoh, ko-hoh!" replied the cob.

"Ko-hoh!" said his wife. The pond rang with the trumpet sounds—sounds of triumph over the fox, sounds of victory and gladness.

Sam was thrilled at the noise of swans, which some

people say is like the sound of a French horn. He walked slowly around the shore to the little point of land near the island and sat down on his log. The swans now realized, beyond any doubt, that the boy was their friend. He had saved the swan's life. He had been in the right place at the right time and with the right ammunition. The swans felt grateful. The cob swam over toward Sam, climbed out of the pond, and stood close to the boy, looking at him in a friendly way and arching his neck gracefully. Once, he ran his neck far out, cautiously, and almost touched the boy. Sam never moved a muscle. His heart thumped from excitement and joy.

The female paddled back to her nest and returned to the job of warming the eggs. She felt lucky to be alive.

That night before Sam crawled into his bunk at camp, he got out his notebook and found a pencil. This is what he wrote:

I don't know of anything in the entire world more wonderful to look at than a nest with eggs in it. An egg, because it contains life, is the most perfect thing there is. It is beautiful and mysterious. An egg is a far finer thing than a

tennis ball or a cake of soap. A tennis ball will always be just a tennis ball. A cake of soap will always be just a cake of soap—until it gets so small nobody wants it and they throw it away. But an egg will someday be a living creature. A swan's egg will open and out will come a little swan. A nest is almost as wonderful and mysterious as an egg. How does a bird know how to make a nest? Nobody ever taught her. How does a bird know how to build a nest?

Sam closed his notebook, said good night to his father, blew out his lamp, and climbed into his bunk. He lay there wondering how a bird knows how to build a nest. Pretty soon his eyes closed, and he was asleep.

Exercise 3 : Multiplying and Dividing by 8

1. Match.

3×8

16

$40 \div 8$

9×8

72

$32 \div 8$

6×8

5

$48 \div 8$

5×8

6

$64 \div 8$

7×8

24

$16 \div 8$

2×8

48

$72 \div 8$

4

2

40

9

8

56

2. Multiply.

$$\begin{array}{r} \text{(a)} \quad 13 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 24 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 35 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 42 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 68 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 79 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(g)} \quad 104 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(h)} \quad 216 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(i)} \quad 358 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(j)} \quad 370 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(k)} \quad 421 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(l)} \quad 609 \\ \times \quad 8 \\ \hline \end{array}$$

Divide.

(a) $8 \overline{) 37}$	(b) $8 \overline{) 64}$	(c) $8 \overline{) 75}$
(d) $8 \overline{) 88}$	(e) $8 \overline{) 94}$	(f) $8 \overline{) 98}$
(g) $8 \overline{) 106}$	(h) $8 \overline{) 200}$	(i) $8 \overline{) 376}$
(j) $8 \overline{) 508}$	(k) $8 \overline{) 670}$	(l) $8 \overline{) 752}$

4. Do these. Show all your work clearly.

(a) There are 12 bottles of ink in one box.
How many bottles of ink are there in 8 boxes?

(b) There are 28 stamps on one page of an album.
How many stamps are there on 8 pages?

(c) Matthew bought 6 bags of beads.
Each bag contained 100 beads.
He repacked them into packages of 8 each.
How many packages did he get?

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Wind

Chapter

3

Look outside. Can you see leaves rustling or tree branches swaying? Or maybe you can see a flag flapping back and forth. When you see this, you know that air is moving. We call it **wind**.

Wind is the movement of air. Sometimes the air outside barely moves. Little or no wind blows. At other times, air moves slowly. Wind can blow gently. And sometimes, air moves quickly and forcefully. Wind can blow hard.

You can't see the wind, but you can see evidence of it. You can feel wind when it cools your skin or lifts your hair. Sometimes you can hear wind too.

Big Question

What is wind?

Vocabulary

wind, n. the movement of air



You can feel evidence of wind when you are outside.



Can wind be considered a force?
Is it a push or a pull?

Air Masses

A large body of air in the atmosphere is called an **air mass**. Some air masses are warm. Others are cool. Warm air masses rise in the atmosphere. Cool air masses sink.

Air masses form when a large body of air stays in contact with part of Earth's surface. They take on the temperature and moisture of that part of Earth's surface.

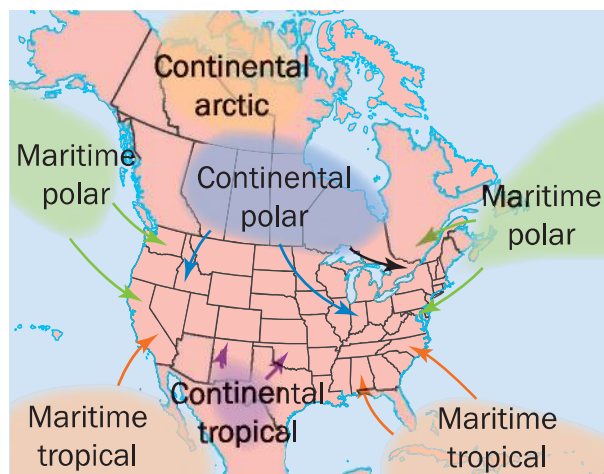
When a high-pressure air mass comes in contact with a low-pressure air mass, the high-pressure air moves to the low pressure. This movement creates wind. This is like when you blow up a balloon and release it to the outside air. The air inside the balloon has higher pressure. It makes the balloon fly around powered by wind.

Vocabulary

air mass, n. a large body of air in the atmosphere



Hot-air balloons rise because the air inside them is heated. The air inside the balloon is warmer than the air outside.



There are different kinds of air masses. The word *maritime* here means over water. The word *continental* means over land. *Polar* refers to the cold air above polar regions. *Tropical* refers to the warm air above tropical regions.

Wind Changes Speed

You know that you can observe wind. But did you know that you can also measure wind? One way to measure wind is to find out how fast it is blowing. **Wind speed** is how fast wind blows over a certain distance and time.

Vocabulary

wind speed, n. a measure of how fast wind blows

Many things affect wind speed. Wind increases when strong high pressure meets strong low pressure or when strong low pressure meets strong high pressure.

Temperature affects wind speed too. There is often faster wind during the day because the sun heats Earth's atmosphere and surface. You can feel this heat if you walk on a sidewalk in bare feet on a sunny day.

Scientists use instruments to measure wind speed. The cups of the instrument move around and around in response to wind speed. That way scientists can tell how fast the wind is moving.



This tool measures wind speed. It is called an anemometer. Wind pushes the cups and causes them to spin.

Wind Changes Direction

You can also tell the direction the wind is blowing. **Wind direction** is the direction from which wind blows. A northerly wind blows from the north. A westerly wind blows from the west. Wind blows from areas of high pressure to areas of low pressure. Wind socks are objects that fill up with air to show which way the wind is blowing. Wind vanes are objects that turn in the direction the wind is blowing.

Vocabulary

wind direction, n.
the direction from which air moves when wind blows

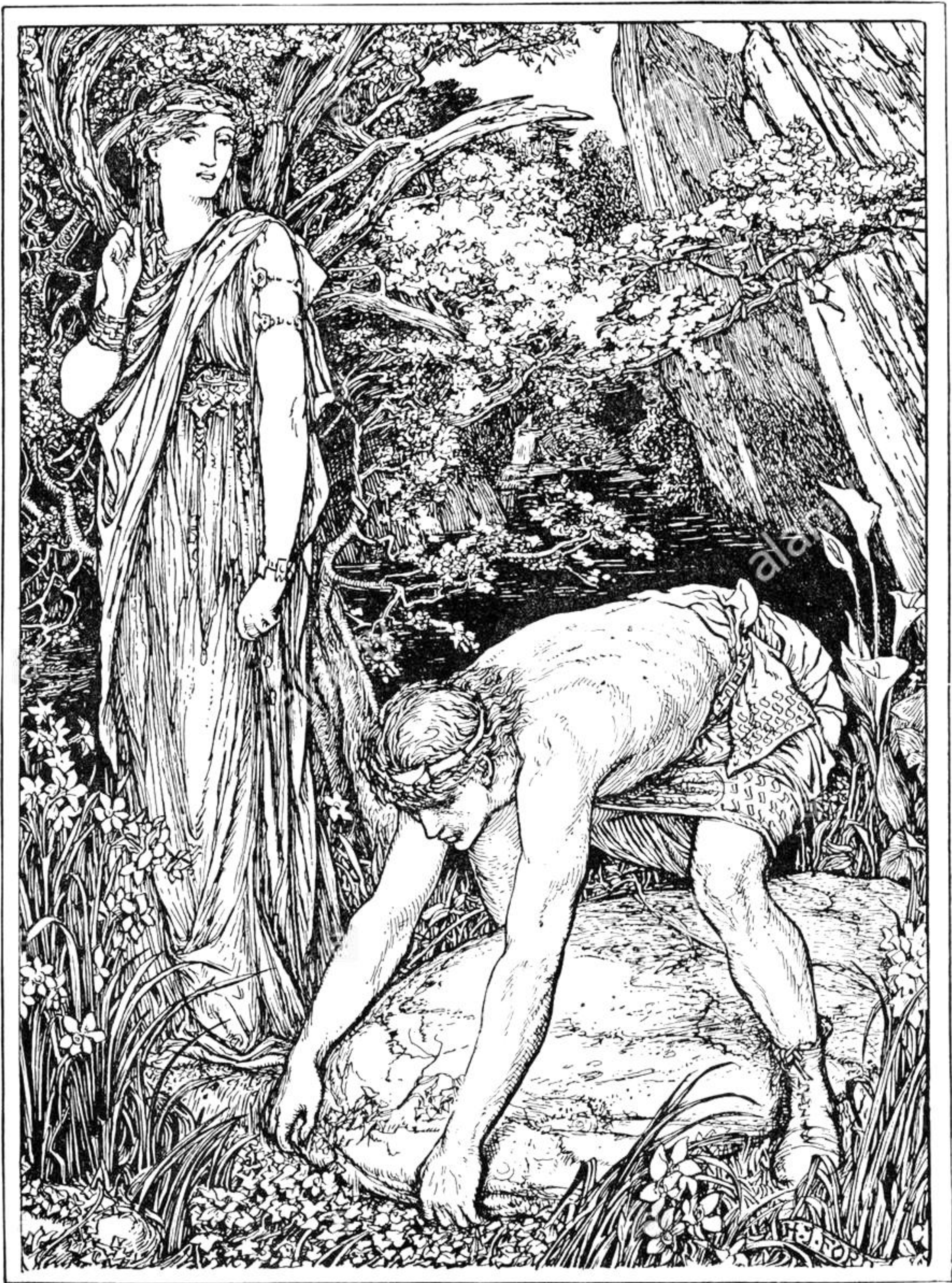
prevailing winds, n.
regular patterns of winds that blow from one direction

Winds change, but they blow in regular patterns. Regular patterns of wind are called **prevailing winds**. Prevailing winds are winds that blow mainly from one direction.

Understanding prevailing winds helps scientists predict weather patterns. Wind brings changes in the weather. Wind pushes clouds and air masses from one place to another.



Scientists use tools such as wind vanes and wind socks to find wind direction. From which direction is the wind blowing in these pictures?



THESEUS TRIES TO LIFT THE STONE.

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The birth and early life of Theseus

Aegeus, King of Athens, though twice married, had not been deemed worthy to acquire a successor. He therefore decided to seek the advice of the oracle of Delphi. However, the reply which he received was obscure: "take care not to open your wineskin before you reach Athens". Leaving Delphi, Aegeus visited Troezen, where his friend Pittheus was king, to ask his opinion about the oracle. Pittheus, it would seem, understood the meaning. He arranged for Aegeus and his own daughter Aethra to go out for hamburgers. It turns out, Aethra had already been out for hamburgers with Poseidon, the god of the seas. Well, after not too long, Aegeus learned that Aethra was expecting a child. He was delighted, but he had to hurry back to Athens because he was afraid his brother Pallas would try to seize the throne of Athens. He instructed Aethra that, if the child was a boy, she should raise him there in Troezen and only reveal to him that he was the son of Aegeus once he reached manhood. Aegeus lifted a huge rock and placed his sword and sandals underneath it. Only when the boy was strong enough to lift that rock was he ready to join his father in Athens.

Aethra did indeed have a son, and she named him Theseus. As he grew up, it became clear that he was unusually courageous. Once, when Heracles was visiting the palace of Pittheus, before sitting down to eat he took off his lion's skin and laid it on the ground. All the children of Troezen ran away in terror, thinking it was a real lion. Theseus, however, who was just seven years old, snatched up an axe and attacked the lion skin.

As soon as he reached the right age, and since he seemed to be intelligent and strong, Aethra took him to the place where the gifts of Aegeus were hidden. Theseus lifted the rock with ease and listened to his mother's account of his origins. He then took his father's sandals and sword and set out for Athens. In vain Aethra and Pittheus attempted to persuade him to travel by sea. He, impatient to gain glory for his feats, like the great hero Heracles, chose to travel by the land route, which was full of danger. But that is a story for next week.

Thursday

Daily Student Instruction Sheet

THURSDAY

ELA

Spalding
(15 min.)

Literature
(25 min)

Reading
(+20 min. HW)

I. Spalding

- a. Goal/Objective: Students will review 15 Spalding words previously learned.
- b. Materials needed: Phonogram cards(attached), Spalding paper, pencil, and spelling word list.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ Say a spelling word, use it in a sentence (example sentences on word list), say word again, ask student to finger spell, and ask student to write and mark the word. Repeat for remaining words. (PA – 13 min)
 - ☐ Read words – have students read their word list for spelling, using syllables and phonograms to blend each word, and then ask student to read each word as they would normally read them. (PA – 2 min)

II. Literature, Part I:

- a. Goal/Objective: **LITERARY TERMS** – Students review the different types of characters within a story.
- b. Materials needed: student sheet provided, pencil
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, read over Character Types with students. (PA)
 - ☐ **Next**, define each character type, use key to help students remember. Perhaps have student give an example of each character type from one of our classics to keep books. See Teacher Notes.(PA)
 - ☐ **Then**, once defined, students can then proceed to find the words in the word search. (I)

III. Literature, Part II:

- a. Goal/Objective: **POETRY** – Students will review and memorize current poem.
- b. Materials needed: Printed poem.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, student will read poem aloud two times.
 - ☐ **Next**, Cover the first verse and have student read again, they will recite the first line from memory and then continue reading the rest of poem. Continue covering additional lines as student progresses in memorizing. (PA - 5 min)

IV. Reading

- a. Read “Chapter 4: The Cygnets,” from *The Trumpet of the Swan*, pp. 29-41 (included in packet)
- b. Student will read chapter independently and track minutes in reading log for that day (PA)

Daily Student Instruction Sheet

<p>MATH (30 min.)</p>	<p>I. <u>Math</u></p> <p>a. Goal/Objective: Students will apply the long division and multiplication algorithms to 2, 3, and 4-digit numbers by 9.</p> <p>b. Materials needed: provided activity sheets “Multiplying and Dividing by 9”</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> First, review the “Friendly Notes” pages located in the Appendix section of Parent/Teacher notes. (PA) <input type="checkbox"/> Next, have student complete the first page of matching and second page of multiplication. If time allows, complete the long division and word problem pages for extra practice. (IP)
<p>SCIENCE (30 min.)</p>	<p>I. <u>Science</u></p> <p>a. Goal/Objective: Students will continue studying weather and what causes different weather patterns.</p> <p>b. Materials needed: Included copy of CK Science Reader (pp. 110-115)., vocab review sheet</p> <p>c. Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before reading, ask student what they think the weather will be. <input type="checkbox"/> Ask: What do you think the weather will be today? What is it called when we make an educated guess? Answer: prediction! <input type="checkbox"/> Fill out unit vocabulary review
<p>OPTIONAL</p> <p>Music (10 min.)</p> <p>Art (15 min.)</p> <p>P.E. (15 min.)</p>	<p>I. <u>Music</u></p> <p>a. Goal/Objective: The students will learn about Ludwig van Beethoven</p> <p>b. Materials needed: Worksheet: Beethoven Crossword</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students should complete the crossword on Beethoven. They may use the biography to look up an answer. <p>II. <u>Art</u></p> <p>a. Goal/Objective: Continue to practice dividing the space of the image, marked with a grid of 4 to 6 dots--marking center of artwork as the first measurement. Corresponding dots in a grid pattern are to be drawn on drawing paper. This assists in correct proportions and placement during the drawing process. Students are looking for large shapes first; the directions of lines; darkest values; final small details.</p> <p>b. Materials needed: Pencil; NO ERASER; 4”x 6” index card in lieu of cardstock and sketchbook.</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student observations; See, Think, Wonder process of observing artwork - “Formal Analysis”; Preparation of correct proportions of drawing paper to match proportions of image; Discussion of artwork preceding copying/drawing of artwork.

Daily Student Instruction Sheet

☐ Student drawing of artwork, only with parent/guardian supervision, so as to keep scholars “on task”NO fast scribbles, only careful observations and drawing as a fully engaged scholar.

III. P.E.

a. Goal/Objective: **FROG JUMP** Students will develop physical knowledge and perform a wide range of activities.

b. Materials needed: None

c. Specific Instructions (I=independent; PA=dependent):

☐ Tell the kids: Just like a frog, get into a squat position with your hands and feet on the floor.

○ Jump up as high and as far forward as you can. Repeat this movement 20 times.

Day 4 Spalding Complete Spelling Review List (Parent Key) (15 min)

Word:	Sentence:	Notes and Marking explanations:
differ r. 29 <u>dif fer ent</u>	Cats differ from dogs in appearance.	<ul style="list-style-type: none"> • Rule 29. (see rule page) • Underline <u>er</u> to show that the two letters (or phonogram) make one sound together.
differ ent r.29 <u>dif fer ent</u>	Headmaster Keffer and Mr. Brogan are two different people.	<ul style="list-style-type: none"> • "Base word = differ; Ending = ent. I must write differ and add ent to make the word different." • Rule 29. (see rule page) • Underline <u>er</u> to show that the two-letter phonogram makes one sound.
pair (two) <u>pair</u> (two)	The student was happy to get a new pair of shoes.	<ul style="list-style-type: none"> • Underline <u>ai</u> to show that the two-letter phonogram makes one sound. • Write (two) to help students remember that <i>pair</i> means groups of 2.
pare (cut) <u>pare</u> (cut)	Mom taught me how to pare the vegetables for dinner.	<ul style="list-style-type: none"> • Underline <u>a</u>, <u>i</u>, <u>e</u> because the e is making a say ā (its name). The r is in the middle so in order to connect the a and e, we underline the r as well. • Write (cut) to help students remember that <i>pare</i> means to cut.
pear (eat) <u>pear</u> (eat)	A juicy, ripe pear is a great snack.	<ul style="list-style-type: none"> • Underline <u>ea</u> to show that the two-letter phonogram makes one sound. The 3 on top shows <i>ea</i> is saying its 3rd sound. • Write (eat) to help students remember that <i>pear</i> is a fruit we eat.

Word:	Sentence:	Notes and Marking explanations:
ex <u>c</u> ite r. 20, 2 <u>ex cite</u> r. 20, 2	Nothing can excite my cat like the sound of food dropping into his dish.	<ul style="list-style-type: none"> • Rule 20: S or Z never follow X • Rule 2: C says s when followed by e, i, or y. • Underline <u>i</u>, <u>t</u>, <u>e</u> to show the e is jumping over the t to make i say ī.
ex <u>c</u> it <u>i</u> ng r. 20, 2, 11 <u>ex cit ing</u> r. 20, 2	Field Day was an exciting event for every class.	<ul style="list-style-type: none"> • "Base word = excite; ending = ing. I must write excite without the silent final e, because my ending <i>ing</i> starts with a vowel." • Rule 20: S or Z never follow X • Rule 2: C says s when followed by e, i, or y. • Rule 11: wrote excite without the silent final e.
ex <u>c</u> ite <u>m</u> ent r. 20, 2 <u>ex cite ment</u> r. 20, 2	The children were filled with excitement as they watched the fireworks light up the sky.	<ul style="list-style-type: none"> • "Base word = excite; ending = ment. I must write excite and add ment to make the word excitement." • Rule 20: S or Z never follow X • Rule 2: C says s when followed by e, i, or y. • Underline <u>i</u>, <u>t</u>, <u>e</u> to show the e is jumping over the t to make i say ī.
ex <u>a</u> m <u>p</u> le r. 20 <u>ex am ple</u> r. 20	Nate found an example of alliteration in the story.	<ul style="list-style-type: none"> • Rule 20: S or Z never follow X • Underline <u>e</u> twice with a four to show job 4 of silent final e. Every syllable must have a vowel.
en <u>t</u> er <u>t</u> ain <u>en ter tain</u>	It is fun to entertain guests.	<ul style="list-style-type: none"> • Underline <u>er</u> to show that the two-letter phonogram makes one sound. • Underline <u>ai</u> to show that the two-letter phonogram makes one sound.

Word:	Sentence:	Notes and Marking explanations:
<u>a</u> <u>g</u> ain r. 4 <u>a</u> <u>g</u> ain r. 4	I must clean my room again ?	<ul style="list-style-type: none"> • Rule 4: a may say ā at the end of a syllable. • Underline <u>ai</u> twice to show that the two-letter phonogram makes one sound, but it is not saying the sound we would expect it to say.
<u>a</u> <u>g</u> ainst r. 4 <u>a</u> <u>g</u> ainst r. 4	The third-grade classes competed against each other on field day.	<ul style="list-style-type: none"> • Rule 4: a may say ā at the end of a syllable. • Underline <u>ai</u> twice to show that the two-letter phonogram makes one sound, but it is not saying the sound we would expect it to say.
³ to ¹ mor ² row r. 29 ³ to ¹ mor ² row r. 29	Tomorrow is a new day.	<ul style="list-style-type: none"> • "Base word = to, ending = morrow. I must right to and add morrow to make the compound word tomorrow." • Put a 3 above the 1st o to show it's saying its 3rd sound. • 1 above the 2nd o to show it's saying its 1st sound. • Rule 29. (see rule page) • 2 above <u>ow</u> to show the phonogram is saying its 2nd sound.
<u>neigh</u> <u>bor</u> <u>neigh</u> <u>bor</u>	My neighbor is my friend.	<ul style="list-style-type: none"> • Underline <u>igh</u> to show that the 4-letter phonogram makes one sound. • Underline <u>or</u> to show that the two-letter phonogram makes one sound.
<u>prom</u> <u>ise</u> <u>prom</u> <u>ise</u>	I promise to be more careful next time.	<ul style="list-style-type: none"> • Underline <u>ei</u> twice with a 5 to show job 5 of silent final e. Job 5 is no job. The e is not needed to make the word sound correct.

Name: _____
Date: _____

Spalding Paper

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blank for student work.

Name: _____

Characters: Find & Define

s	t	a	t	i	c	f	m	z	s	u	l
p	a	r	e	m	h	n	o	l	p	y	b
r	o	u	n	d	a	v	c	d	i	l	n
o	e	v	j	m	r	s	t	y	u	b	k
t	i	a	n	t	a	g	o	n	i	s	t
a	p	r	i	m	c	b	d	a	l	m	p
g	e	c	t	z	t	v	k	m	a	i	n
o	l	h	m	i	e	r	w	i	t	c	h
n	o	e	p	m	r	v	e	c	a	s	r
i	s	t	l	m	i	r	u	b	d	m	e
s	l	y	i	m	z	b	r	e	s	a	k
t	o	p	f	l	a	t	p	a	r	j	t
j	k	e	c	d	t	s	r	u	t	o	i
m	n	o	l	d	i	s	t	u	t	r	e
o	b	x	e	r	o	h	s	r	t	y	u
z	a	e	m	i	n	o	r	e	h	s	n

Search for the following character vocabulary terms above. Once you find a word, write its definition on the blank provided.

- 1) Antagonist: _____
- 2) Archetype: _____
- 3) Characterization: _____
- 4) Dynamic: _____
- 5) Flat: _____
- 6) Main: _____
- 7) Minor: _____
- 8) Protagonist: _____
- 9) Round: _____
- 10) Static: _____

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blank for student work.

THE CYGNETS



During the night, the swan thought she heard a pipping sound from the eggs. And in the hour just before dawn, she was sure she felt a slight movement under her breast, as though a tiny body were wiggling there. Perhaps the eggs at last were hatching. Eggs, of course, can't wiggle, so the swan decided she must have something under her that wasn't an egg. She sat perfectly still, listening and waiting. The cob floated nearby, keeping watch.

A little swan enclosed in an egg has a hard time getting out. It never *would* get out if Nature had not provided it with two important things: a powerful neck-muscle and a small dagger-tooth on the tip of its bill. This tooth is sharp, and the baby swan uses it to pick a hole in the tough shell of the egg. Once the hole is made, the rest is easy. The cygnet can breathe now; it just keeps wiggling until it wiggles free.

The cob was expecting to become a father any minute now. The idea of fatherhood made him feel poetical and proud. He began to talk to his wife.

"Here I glide, swanlike," he said, "while earth is bathed in wonder and beauty. Now, slowly, the light of day comes into our sky. A mist hangs low over the pond. The mist rises slowly, like steam from a kettle, while I glide, swanlike, while eggs hatch, while young swans come into existence. I glide and glide. The light strengthens. The air becomes warmer. Gradually the mist disappears. I glide, I glide, swanlike. Birds sing their early song. Frogs that have croaked in the night stop croaking and are silent. Still I glide, ceaselessly, like a swan."

"Of course you glide like a swan," said his wife. "How else could you glide? You couldn't glide like a moose, could you?"

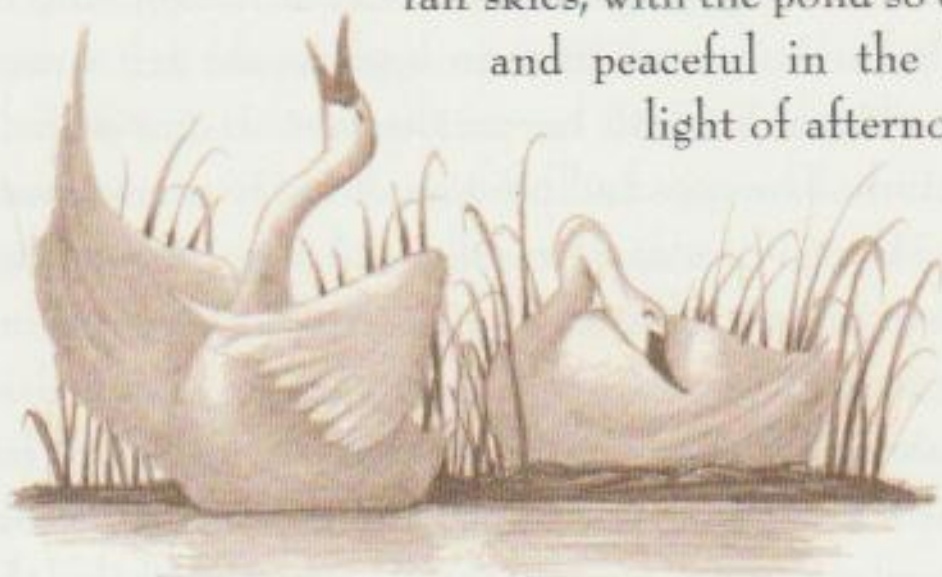
"Well, no. That is quite true. Thank you, my dear, for correcting me." The cob felt taken aback by his mate's commonsense remark. He enjoyed speaking in fancy phrases and graceful language, and he liked to think of himself as gliding swanlike. He decided he'd better do more gliding and less talking.

All morning long, the swan heard the pipping of the shells. And every once in a while, she felt something wriggle beneath her in the nest. It was an odd sensation. The eggs had been quiet for so many, many days—thirty-five days in all—and now at last they were stirring with life. She knew that the proper thing to do was to sit still.

Late in the afternoon, the swan was rewarded for her patience. She gazed down, and there, pushing her feathers aside, came a tiny head—the first baby, the first cygnet. It was soft and downy. Unlike its parents, it was gray. Its feet and legs were the color of mustard. Its eyes were bright. On unsteady legs, it pushed its way up until it stood beside its mother, looking around at the world it was seeing for the first time. Its mother spoke softly to it, and it was glad to hear her voice. It was glad to breathe the air, after being cooped up so long inside an egg.

The cob, who had been watching intently all day,

saw the little head appear. His heart leapt up with joy. "A cygnet!" he cried. "A cygnet at last! I am a father, with all the pleasant duties and awesome responsibilities of fatherhood. O blessed little son of mine, how good it is to see your face peering through the protecting feathers of your mother's breast, under these fair skies, with the pond so quiet and peaceful in the long light of afternoon!"



"What makes you think it's a son?" inquired his wife. "For all you know, it's a daughter. Anyway, it's a cygnet, and it's alive and healthy. I can feel others under me, too. Perhaps we'll get a good hatch. We may even get all five. We'll know by tomorrow."

"I have every confidence that we will," said the cob.

Next morning very early, Sam Beaver crawled out of his bunk while his father was still asleep. Sam

dressed and lit a fire in the stove. He fried a few strips of bacon, toasted two slices of bread, poured a glass of milk, and sat down and ate breakfast. When he was through, he found a pencil and paper and wrote a note.

I have gone for a walk. Will be back for lunch.

Sam left the note where his father would find it; then he took his field glasses and his compass, fastened his hunting knife to his belt, and set out through the woods and over the swamp to the pond where the swans lived.

He approached the pond cautiously, his field glasses slung over his shoulder. It was still only a little after seven o'clock; the sun was pale, the air was chill. The morning smelled delicious. When he reached his log, Sam sat down and adjusted his glasses. Seen through the glasses, the nesting swan appeared to be only a few feet away. She was sitting very close, not moving. The cob was nearby. Both birds were listening and waiting. Both birds saw Sam, but they didn't mind his being there—in fact, they rather liked it. They *were* surprised at the field glasses, though.

"The boy seems to have very big eyes today," whispered the cob. "His eyes are enormous."

"I think those big eyes are actually a pair of field

glasses," replied the swan. "I'm not sure, but I think that when a person looks through field glasses, everything appears closer and bigger."

"Will the boy's glasses make me appear even larger than I am?" asked the cob, hopefully.

"I think so," said the swan.

"Oh, well, I *like* that," said the cob. "I like that very much. Perhaps the boy's glasses will make me appear not only larger than I am but even more graceful than I am. Do you think so?"

"It's possible," said his wife, "but it's not likely. You'd better not get *too* graceful—it might go to your head. You're quite a vain bird."

"All swans are vain," said the cob. "It is right for swans to feel proud, graceful—that's what swans are for."

Sam could not make out what the swans were saying; he merely knew they were having a conversation, and just hearing them talk stirred his blood. It satisfied him to be keeping company with these two great birds in the wilderness. He was perfectly happy.

In midmorning, when the sun had gained the sky, Sam lifted his glasses again and focused them on the nest. At last he saw what he had come to see: a tiny head, thrusting through the mother's feathers, the

head of a baby Trumpeter. The youngster scrambled up onto the edge of the nest. Sam could see its gray head and neck, its body covered with soft down, its yellow legs and feet with their webs for swimming. Soon another cygnet appeared. Then another. Then the first one worked his way down into his mother's feathers again, for warmth. Then one tried to climb up his mother's back, but her feathers were slippery, and he slid off and settled himself neatly at her side. The swan just sat and sat, enjoying her babies, watching them gain the use of their legs.

An hour went by. One of the cygnets, more daring than the others, left the nest and teetered around on the shore of the little island. When this happened, the mother swan stood up. She decided the time had come to lead her children into the water.

"Come on!" she said. "And stay together! Note carefully what I do. Then you do the same. Swimming is easy."

"One, two, three, four, five," Sam counted. "One, two, three, four, five. Five cygnets, just as sure as I'm alive!"

The cob, as he saw his children approach the water, felt that he should act like a father. He began by making a speech.

"Welcome to the pond and the swamp adjacent!" he said. "Welcome to the world that contains this lonely pond, this splendid marsh, unspoiled and wild! Welcome to sunlight and shadow, wind and weather; welcome to water! The water is a swan's particular element, as you will soon discover. Swimming is no problem for a swan. Welcome to danger, which you must guard against—the vile fox with his stealthy tread and sharp teeth, the offensive otter who swims up under you and tries to grab you by the leg, the stinking skunk who hunts by night and blends with the shadows, the coyote who hunts and howls and is bigger than a fox. Beware of lead pellets that lie on the bottom of all ponds, left there by the guns of hunters. Don't eat them—they'll poison you! Be vigilant, be strong, be brave, be graceful, and *always* follow me! I will go first, then you will come along in single file, and your devoted mother will bring up the rear. Enter the water quietly and confidently!"

The mother swan, glad the speech was over, stepped into the water and called her little ones. The cygnets gazed for a second at the water, then tottered forward, gave a jump, and were afloat. The water felt good. Swimming was simple—nothing to it. The water was good to drink. Each baby dipped up a



mouthful. Their happy father arched his long graceful neck over and around them, protectively. Then he set off very slowly, with the cygnets following along in single file. Their mother brought up the rear.

"What a sight!" Sam said to himself. "What a terrific sight! Seven Trumpeters all in line, five of them just out of the egg. This is my lucky day." He hardly noticed how stiff he had become from sitting so long on the log.

Like all fathers, the cob wanted to show off his children to somebody. So he led the cygnets to where Sam was. They all stepped out of the water and stood

in front of the boy—all but the mother swan. She stayed behind.

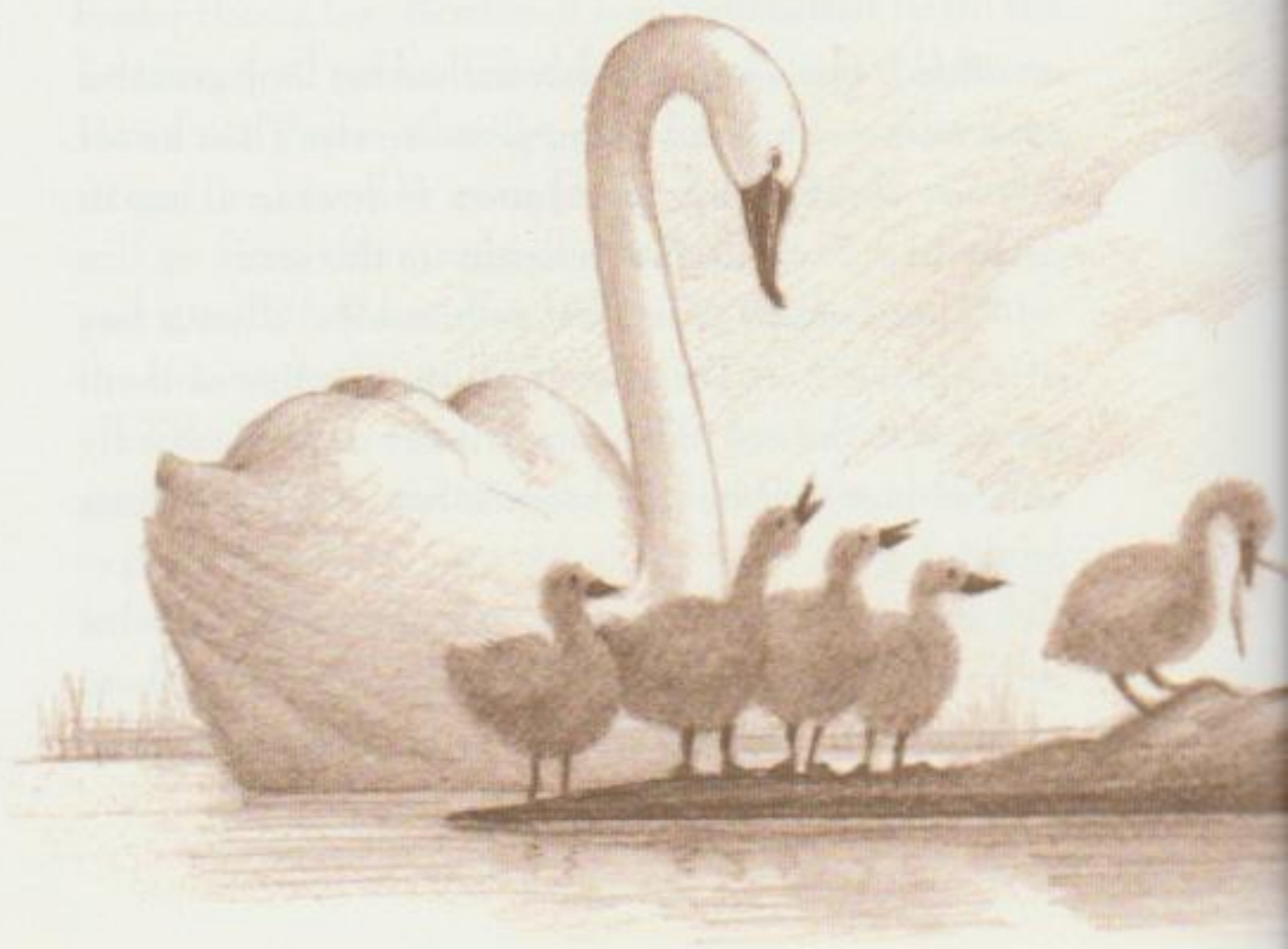
“Ko-hoh!” said the cob.

“Hello!” said Sam, who hadn’t expected anything like this and hardly dared breathe.

The first cygnet looked at Sam and said, “Beep.”

The second cygnet looked at Sam and said, “Beep.”

The third cygnet greeted Sam the same way. So did the fourth. The fifth cygnet was different. He opened his mouth but didn’t say a thing. He made an effort to say beep, but no sound came. So instead, he stuck his



little neck out, took hold of one of Sam's shoelaces, and gave it a pull. He tugged at the lace for a moment. It came untied. Then he let it go. It was like a greeting. Sam grinned.

The cob now looked worried. He ran his long white



neck between the cygnets and the boy and guided the babies back to the water and to their mother.

"Follow me!" said the cob. And he led them off, full of grace and bursting with pride.

When the mother thought her young ones had had enough swimming and might be chilly, she stepped out onto a sandy shore and squatted down and called them. They quickly followed her out of the pond and burrowed down under her feathers to get warm. In a moment there wasn't a cygnet in sight.

At noon, Sam got up and walked back to camp, his mind full of what he had seen. Next day, he and his father heard Shorty's motor in the sky and saw the plane approaching. They grabbed their duffel bags. "Good-bye, camp! See you in the fall!" said Mr. Beaver, as he shut the door and gave it a pat. He and Sam climbed into the plane and were soon aloft, on their way home to Montana. Mr. Beaver did not know that his son had seen a Trumpeter Swan bring off her young ones. Sam kept the matter to himself.

"If I live to be a hundred years old," thought Sam, "I'll never forget what it feels like to have my shoelace pulled by a baby swan."

Sam and his father were late arriving home at the ranch, but late as it was, Sam got out his diary

before he turned in for the night. He wrote:

There are five cygnets. They are sort of a dirty brownish-gray color, but very cute. Their legs are yellow, like mustard. The old cob led them right up to me. I wasn't expecting this, but I kept very still. Four of the babies said beep. The fifth one tried to, but he couldn't. He took hold of my shoelace as though it was a worm and gave it a tug and untied it. I wonder what I'm going to be when I grow up?

He switched off the light, pulled the sheet up over his head, and fell asleep wondering what he was going to be when he grew up.



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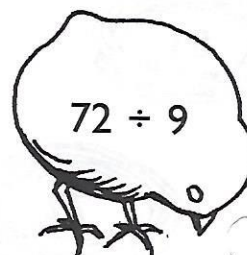
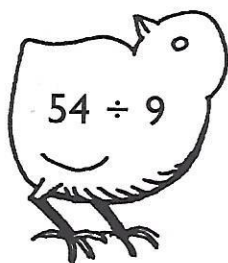
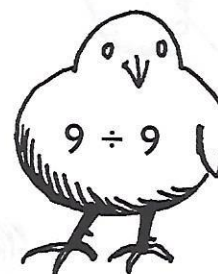
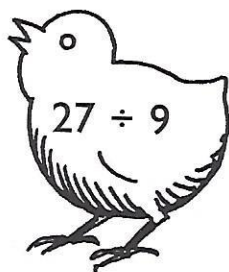
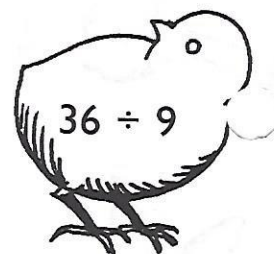
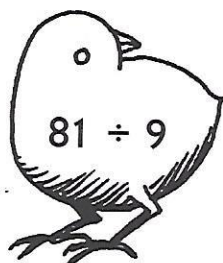
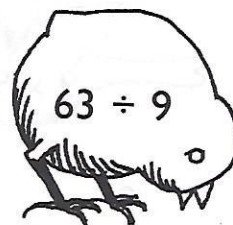
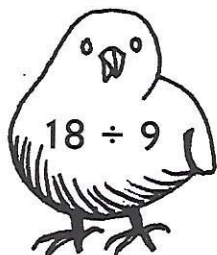
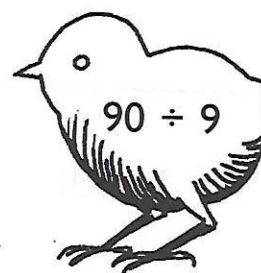
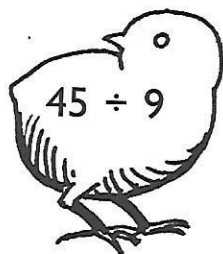
Exercise 4 : Multiplying and Dividing by 9

1. Match.

9×9 $6 + 9$ 9×4 $10 + 9$
 7×9 3×9 9×5
 $9 + 8$ 9×2 1×9

45 90 27
 81 36 9 18
 72 63 54

2. Match.



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blank for student work.

1. Multiply.

$$\begin{array}{r} \text{(a)} \quad 55 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 60 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 72 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 570 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 736 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 827 \\ \times \quad 9 \\ \hline \end{array}$$

2. Divide.

$\begin{array}{r} \text{(a)} \\ 9 \overline{) 76} \end{array}$	$\begin{array}{r} \text{(b)} \\ 9 \overline{) 83} \end{array}$	$\begin{array}{r} \text{(c)} \\ 9 \overline{) 90} \end{array}$
$\begin{array}{r} \text{(d)} \\ 9 \overline{) 550} \end{array}$	$\begin{array}{r} \text{(e)} \\ 9 \overline{) 702} \end{array}$	$\begin{array}{r} \text{(f)} \\ 9 \overline{) 828} \end{array}$

5. Do these. Show all your work clearly.

- (a) Mark worked for 9 days.
He was paid \$495 altogether.
How much was he paid each day?

- (b) Miss Meyer saves \$105 per month.
How much does she save in 9 months?

- (c) Melissa had 315 stamps.
She gave 45 stamps away and kept the rest in
an album.
If one page of the album can contain 9 stamps, how
many pages would be needed to contain the rest of
the stamps?

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Using Weather Data to Predict Weather

Chapter

4

A weather forecast tells what the weather will be like for the next few days. It tells what the temperature will be each day. It tells whether precipitation is likely. But where does this information come from?

Meteorologists are scientists who study weather conditions. They collect **data** about weather. They look for patterns in the data. Often, they use the data and computers to find patterns and predict weather in the near future. It is not possible to make a perfect prediction. But collecting data helps meteorologists make predictions that are accurate enough to be useful.



Computers display data that help meteorologists predict weather.

Big Question

What do meteorologists do?

Vocabulary

meteorologist, n. a scientist who studies weather conditions and patterns

data, n. information that is observed or measured and recorded

Word to Know

When you make a *prediction*, you say what is likely to happen.

Meteorologists Collect Weather Data

Meteorologists have tools that help them collect data. The tools are used to take measurements of different types of data.



Air temperature is measured with a thermometer.



An anemometer, with cups that spin, measures wind speed. A wind vane shows the direction from which the wind is blowing.



A hygrometer measures humidity, or how much moisture is in the air.



Air pressure is measured with a barometer.



The amount of rainfall is measured with a rain gauge.



A weather station contains several instruments that collect weather data.

Meteorologists also use weather stations to collect information. The Automated Surface Observation System (ASOS) has many stations in the United States. These stations automatically measure temperature, wind speed and direction, precipitation, humidity, and air pressure. They report the weather about every twenty minutes. This helps meteorologists know what the weather is like all over the country at any given time.

Meteorologists Display Weather Data

Meteorologists collect and record data every hour, day, week, and month. Then they organize these data so that they can see patterns and make predictions. Meteorologists use different methods to organize data.

Tables: Weather measurements such as of temperature, humidity, and air pressure are taken many times each day. One way to organize the data is in tables.

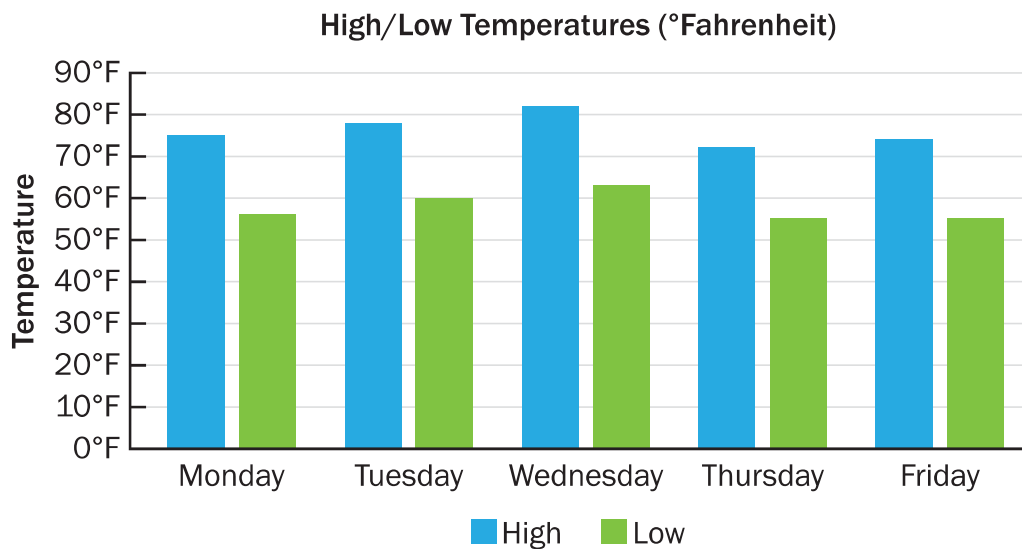
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12:00 p.m.	63°F	66°F	70°F	57°F	59°F	62°F	64°F
1:00 p.m.	67°F	70°F	74°F	60°F	62°F	65°F	68°F
2:00 p.m.	70°F	73°F	77°F	62°F	65°F	67°F	72°F
3:00 p.m.	73°F	78°F	81°F	65°F	68°F	70°F	75°F
4:00 p.m.	75°F	80°F	83°F	66°F	70°F	72°F	78°F
5:00 p.m.	76°F	81°F	85°F	68°F	71°F	74°F	81°F

What pattern do you see in the daily temperature this week?

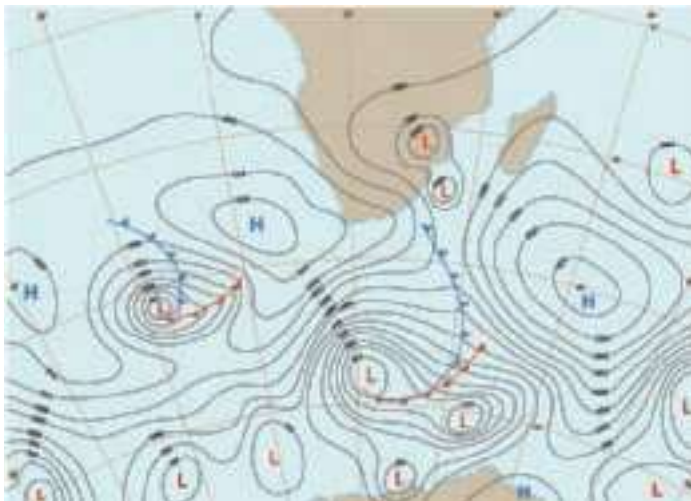
Think About Temperature

The table above shows the temperature in degrees Fahrenheit, shown as °F. Fahrenheit is a temperature scale used mostly in the United States. Temperature can also be shown as degrees Celsius, written as °C. Celsius is the temperature scale used in the metric system.

Graphs: A bar graph is a helpful way to see a pattern. It can display how a measurement increases or decreases over time. The graph below shows the high and low temperatures for each day. Which day was warmest? Which day was coolest?



Maps: Weather is what the air outside is like at any given time and place. It is helpful to display weather information on a map. Then people can see weather conditions in other places too.



Maps help meteorologists see weather patterns across a large area. This map shows a lot of weather data over an area that is mostly water.

Data Displays Show Patterns and Help with Predictions

Meteorologists draw air masses and wind direction on maps. Air masses move from high pressure to low pressure. The place where two different air masses meet is called a **front**. Cooler weather is behind a cold front line on a weather map. A warm front brings warmer weather. Look back at the table on page 16. What kind of front moved in on Wednesday night?

Vocabulary

front, n. the place where two air masses meet

When air masses move from place to place, they carry different kinds of weather with them. Weather is often most active at the fronts. Knowing how and where air masses move allows meteorologists to predict what the weather will be like days in advance.



The blue line on a weather map shows a cold front. The red line shows a warm front. The blue triangles and red half-circles indicate which direction the front is moving.

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Name _____

Date _____

Activity Page UR.3

Use with Unit Review.

Vocabulary Review

Complete each sentence with the correct term or phrase. Not all terms will be used. Review the cards in your Core Vocabulary deck before you begin.

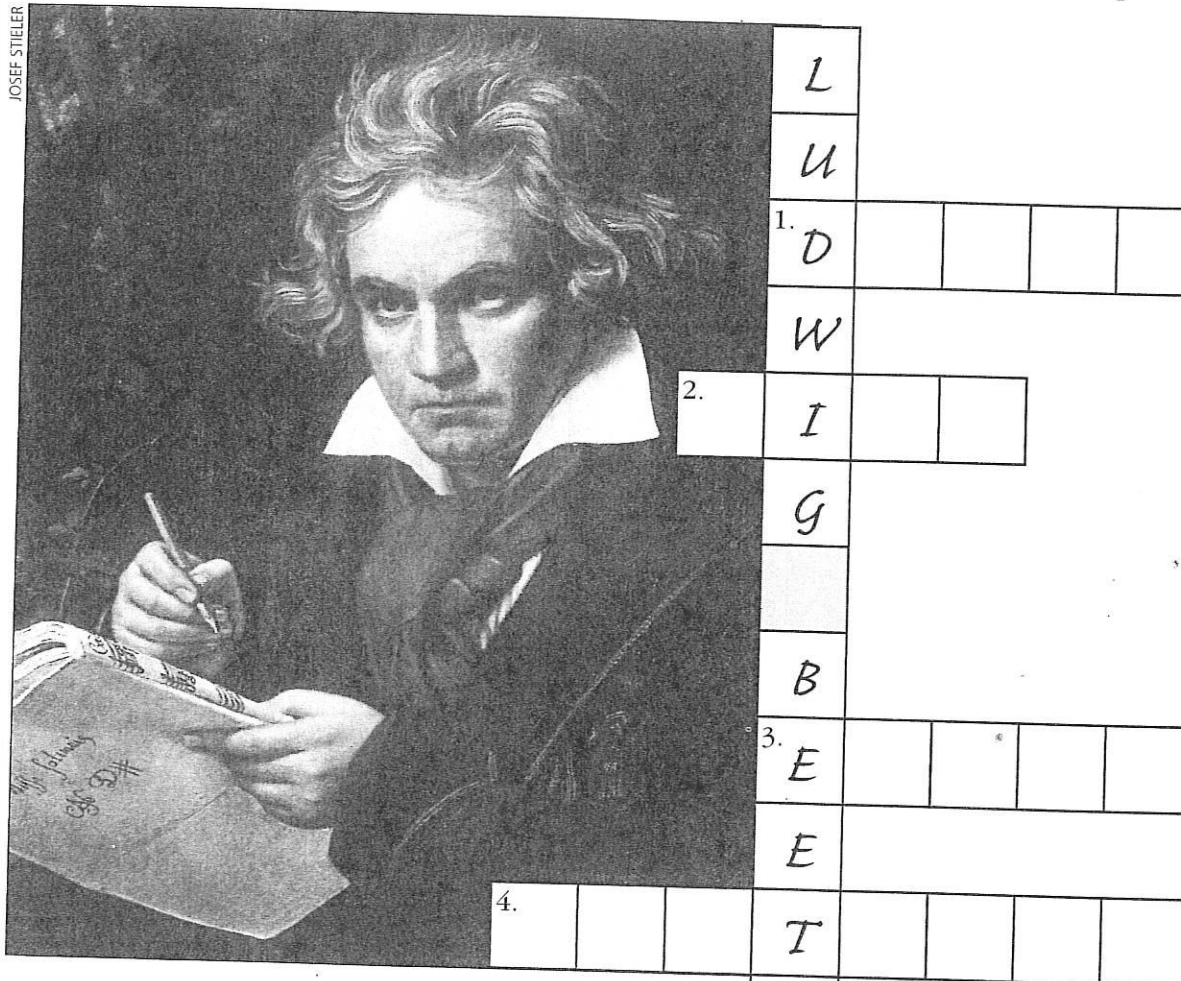
air mass	air pressure	altitude	atmosphere	climate	condensation
data	dew point	evaporation	front	humid	ice age
precipitation	seasonal	wind			

1. When you see water droplets form on blades of grass in the morning, you are looking at _____.
2. _____ is the movement of air and is necessary for days when you want to fly a kite.
3. Examples of _____ are rain, snow, and hail.
4. The _____ is the layer of gases that surrounds the Earth.
5. A scientist who studies weather patterns and makes weather predictions is called a _____.
6. Certain types of weather are _____, meaning they happen at certain times of the year.
7. The pattern of weather over a long time is known as _____.
8. A _____ is an invisible boundary that separates two air masses.
9. Scientists study _____ to learn more about weather patterns and make weather predictions.
10. When there is a lot of water vapor in the air, you can say that it is _____ outside.
11. Liquid water changes into water vapor through a process known as _____.
12. The weight of the atmosphere pressing down onto Earth is called _____.
13. A location on a mountain has a higher _____ than a location on a beach.

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blank for student work.

Beethoven Crossword

Complete the sentences below. Write the answers in the blanks of the puzzle.



1. In later life, Beethoven suffered the physical handicap of _____.
2. Beethoven wrote _____ symphonies.
3. One of Beethoven's most famous piano compositions is "Für _____."
4. Beethoven's Sixth Symphony is known as the "_____ Symphony."
5. When Beethoven was 17, he met and played for the famous composer Wolfgang Amadeus _____.
6. In 1770 Beethoven was born in Bonn, _____.

Friday

Daily Student Instruction Sheet

FRIDAY

ELA

Literature
(40 min)

Reading
(+20 minutes
HW)

I. Literature, Part I:

- a. Goal/Objective: **PLOT MAP** – Students describe the flow of a story using Literary Terms.
- b. Materials needed: short story provided, Scissors, glue stick. If you do not have these items, no worries! Just have students write the correct literary term in the right location on the mountain.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ **First**, read short story.(PA)
 - ☐ **Next**, have students recall in their own words the flow of a story.(PA)
 - ☐ **Then**, go over Literary terms used to describe the parts of a story.(PA)
 - ☐ **Last**, have students cut out and glue in the literary terms on the plot mountain in the correct order. (I)

II. Literature, Part II:

- a. Goal/Objective: **POETRY** – Students will review and memorize current poem.
- b. Materials needed: Printed poem.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ Have student recite what they have memorized so far. They should be able to recite one whole stanza at the minimum. (PA - 5 min)

III. Reading

- a. Read “Chapter 5: Louis,” from *The Trumpet of the Swan*, pp. 42-51 (included in packet)
- b. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ Have student complete *The Trumpet of the Swan* reflection sheet and student connection page. (I)
- c. Student will read chapter independently and track minutes in reading log for that day

MATH

(30 min.)

I. Math

- a. Goal/Objective: Students will play multiplication game to test their math facts.
- b. Materials needed: provided bingo activity sheets
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ Follow the instructions on the bingo game rules sheet. Students may play several times with same game board. (PA)

Daily Student Instruction Sheet

SCIENCE

(30 min.)

I. Science

- a. Goal/Objective: Students will continue studying weather and what causes different weather patterns.
- b. Materials needed: Included principal letter sheet.
- c. Specific Instructions (I=independent; PA=parent assistance):
 - ☐ Students will write a letter to Headmaster Keffer about deciding which season and month are best for an outdoor carnival and give reasons for their prediction. (I)

OPTIONAL

P.E.
(15 min.)

I. P.E.

- a. Goal/Objective: **ELBOW-KNEE** Students will develop physical knowledge and perform a wide range of activities.
- b. Materials needed: None
- c. Specific Instructions (I=independent; PA=dependent):
 - ☐ Tell the children: Stand with your feet a few inches apart. Bend your arms at the elbows; bring them up and out to the sides so that you look like a goalpost.
 - Jump up and bring your left knee up toward your right elbow, twisting your torso to help you reach.
 - Then return your leg to the starting position and repeat the movement, but this time bring your right knee up to your left side.
 - Repeat this movement 20 times.

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blank for student work.

The Town Mouse and the Country Mouse

Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country. He was rough and ready, this cousin, but he loved his town friend and made him heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: 'I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life.' No sooner said than done: the two mice set off for the town and arrived at the Town Mouse's residence late at night. 'You will want some refreshment after our long journey,' said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. 'What is that?' said the Country

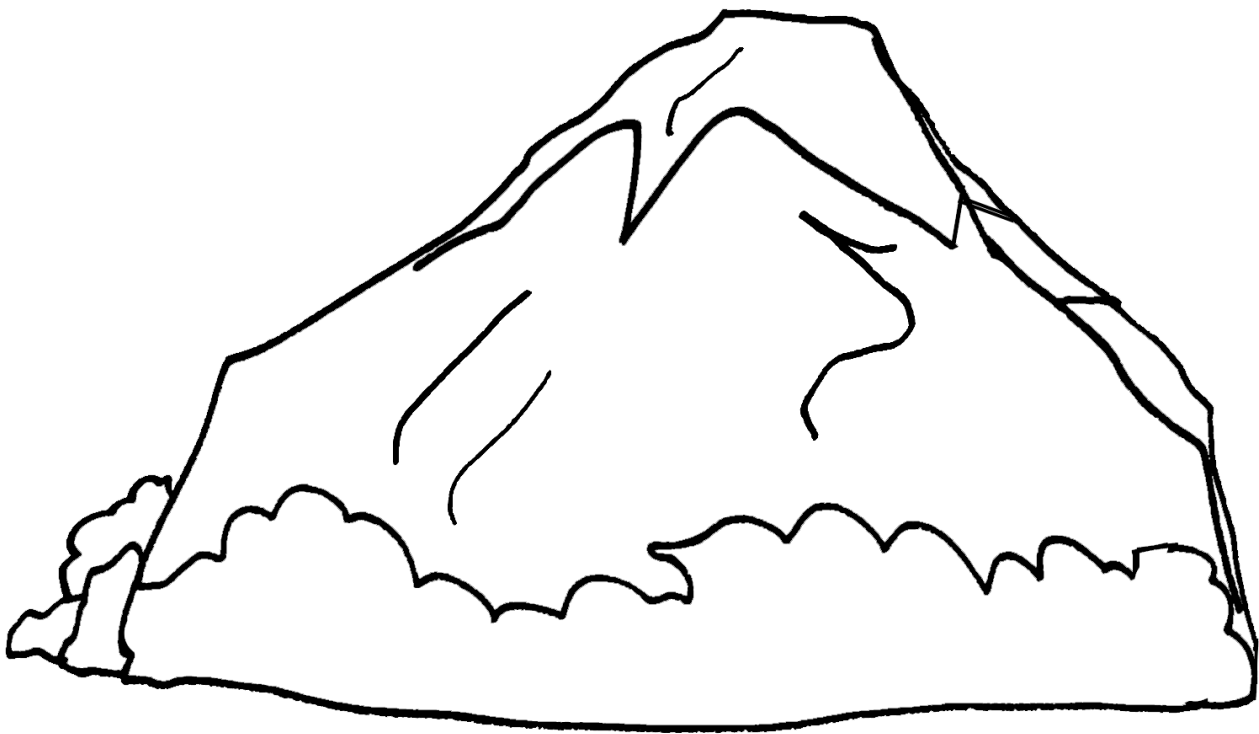
Mouse. 'It is only the dogs of the house,' answered the other. 'Only!' said the Country Mouse. 'I do not like that music at my dinner.' Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. 'Good-bye, Cousin,' said the Country Mouse, 'What! going so soon?' said the other. 'Yes,' he replied;

'Better beans and bacon in peace than cakes and ale in fear.'

Literary Elements: Plot Mountain

Cut out the *Plot Mountain* and glue it in your notebook. Cut out the terms and glue them around the mountain to show the progression of a story from beginning to end.

Plot Mountain



Resolution

Complications
& Conflict

Rising
Action

Exposition

Climax

Falling
Action

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LOUIS



One evening a few weeks later, when the cygnets were asleep, the swan said to the cob, "Have you noticed anything different about one of our children, the one we call Louis?"

"Different?" replied the cob. "In what way is Louis different from his brothers and sisters? Louis looks all right to me. He is growing well; he swims and dives beautifully. He eats well. He will soon have his flight feathers."

"Oh, he *looks* all right," said the swan. "And heaven knows he eats enough. He's healthy and bright and a

great swimmer. But have you ever heard Louis make any sound, as the others do? Have you ever heard him use his voice or say anything? Have you ever heard him utter a single beep or a single burble?"

"Come to think of it, I never have," replied the cob, who was beginning to look worried.

"Have you ever heard Louis say good night to us, as the others do? Have you ever heard him say good morning, as the others do in their charming little way, burbling and beeping?"

"Now that you mention it, I never have," said the cob. "Goodness! What are you getting at? Do you wish me to believe that I have a son who is *defective* in any way? Such a revelation would distress me greatly. I want everything to go smoothly in my family life so that I can glide gracefully and serenely, now in the prime of my life, without being haunted by worry or disappointment. Fatherhood is quite a burden, at best. I do not want the added strain of having a defective child, a child that has something the matter with him."

"Well," said the wife, "I've been watching Louis lately. It is my opinion the little fellow can't talk. I've never heard him make one sound. I think he came into the world lacking a voice. If he had a voice, he'd

use it, same as the others do."

"Why, this is terrible!" said the cob. "This is distressing beyond words. This is a very serious matter."

His wife looked at him in amusement. "It's not too serious now," she said. "But it *will* be serious two or three years from now when Louis falls in love, as he will surely do. A young male swan will be greatly handicapped in finding a mate if he is unable to say ko-hoh, ko-hoh, or if he can't utter the usual endearments to the young female of his choice."

"Are you sure?" asked the cob.

"Certainly I'm sure," she replied. "I can remember perfectly well the springtime, years ago, when you fell in love with me and began chasing after me. What a sight you were, and what a lot of noise you made! It was in Montana, remember?"

"Of course I remember," said the cob.

"Well, the thing that attracted me most to you was your voice—your wonderful voice."

"It *was*?" said the cob.

"Yes. You had the finest, most powerful, most resonant voice of any of the young male swans in the Red Rock Lakes National Wildlife Refuge in Montana."

"I *did*?" said the cob.

"Yes, indeed. Every time I heard you say something

in that deep voice of yours, I was ready to go anywhere with you."

"You *were*?" said the cob. He was obviously delighted with his wife's praise. It tickled his vanity and made him feel great. He had always fancied himself as having a fine voice, and now to hear it from his wife's own lips was a real thrill. In the pleasure of the moment, he forgot all about Louis and thought entirely of himself. And, of course, he did remember that enchanted springtime on the lake in Montana when he had fallen in love. He remembered how pretty the swan had been, how young and innocent she seemed, how attractive, how desirable. Now he realized fully that he would never have been able to woo her and win her if he had been unable to *say* anything.

"We'll not worry about Louis for the time being," said the swan. "He's still very young. But we must watch him next winter when we are in Montana for the season. We must stay together as a family until we see how Louis makes out."

She walked over to where her sleeping cygnets were and settled down next to them. The night was chill. Carefully, she lifted one wing and covered the cygnets with it. They stirred in their sleep and drew close to her.

The cob stood quietly, thinking about what his wife had just told him. He was a brave, noble bird, and already he was beginning to work out a plan for his little son Louis.

"If it's really true that Louis has no voice," said the cob to himself, "then I shall provide him with a device of some sort, to enable him to make a lot of noise. There must be *some* way out of this difficulty. After all, my son is a Trumpeter Swan; he should have a voice like a trumpet. But first I will test him to make certain that what his mother says is true."

The cob was unable to sleep that night. He stood on one leg, quietly, but sleep never came. Next morning, after everyone had enjoyed a good breakfast, he led Louis apart from the others.

"Louis," he said, "I wish to speak to you alone. Let's just you and I take a swim by ourselves to the other end of the pond, where we can talk privately without being interrupted."

Louis was surprised by this. But he nodded his head and followed his father, swimming strongly in his wake. He did not understand why his father wanted to speak to him alone, without his brothers and sisters.

"Now!" said the cob, when they reached the upper end of the pond. "Here we are, gracefully floating, supremely buoyant, at some distance from the others, in perfect surroundings—a fine morning, with the pond quiet except for the song of the blackbirds, making the air sweet."

"I wish my father would get to the point," thought Louis.

"This is an ideal place for our conference," continued the cob. "There is something I feel I should discuss with you very candidly and openly—something that concerns your future. We need not range over the whole spectrum of bird life but just confine our talk to the one essential thing that is before us on this unusual occasion."

"Oh, I *wish* my father would get to the point," thought Louis, who by this time was getting very nervous.

"It has come to my attention, Louis," continued the cob, "that you rarely *say* anything. In fact, I can't recall ever hearing you utter a sound. I have never heard you speak, or say ko-hoh, or cry out, either in fear or in joy. This is most unusual for a young Trumpeter. It is serious. Louis, let me hear you say beep. Go ahead, say it! Say beep!"

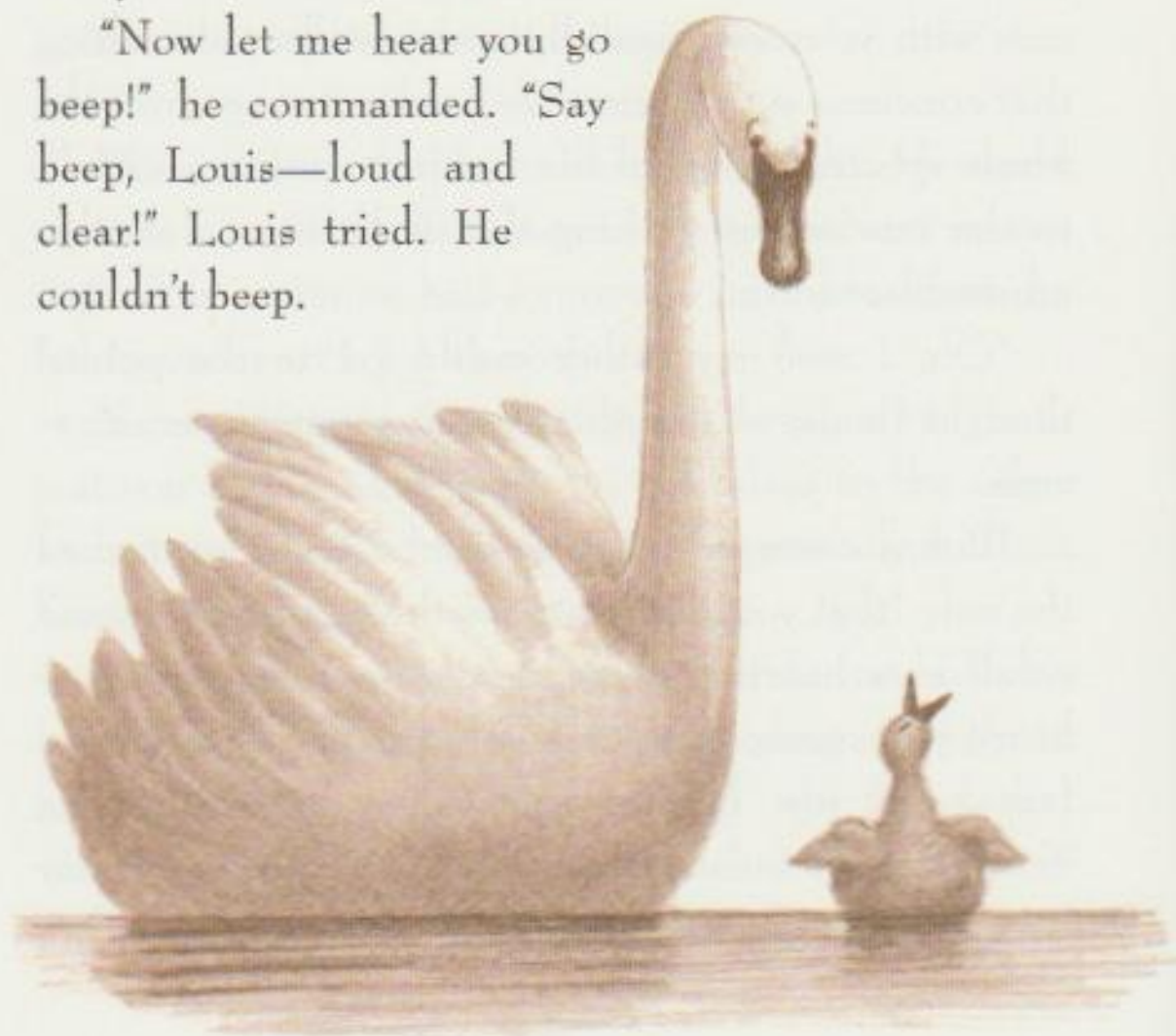
Poor Louis! While his father watched, he took a deep breath, opened his mouth, and let the air out, hoping it would say beep. But there wasn't a sound.

"Try again, Louis!" said his father. "Perhaps you're not making enough of an effort."

Louis tried again. It was no use. No sound came from his throat. He shook his head, sadly.

"Watch me!" said the cob. He raised his neck to its full height and cried ko-hoh so loud it was heard by every creature for miles around.

"Now let me hear you go beep!" he commanded. "Say beep, Louis—loud and clear!" Louis tried. He couldn't beep.



"Let me hear you burble! Go ahead and burble! Like this: burble, burble, burble."

Louis tried to burble. He couldn't do it. No sound came.

"Well," said the cob, "I guess it's no use. I guess you are dumb."

When he heard the word "dumb," Louis felt like crying. The cob saw that he had hurt Louis's feelings. "You misunderstand me, my son," he said in a comforting voice. "You failed to understand my use of the word 'dumb,' which has two meanings. If I had called you a dumb cluck or a dumb bunny, that would have meant that I had a poor opinion of your intelligence. Actually, I think you are perhaps the brightest, smartest, most intelligent of all my cygnets. Words sometimes have two meanings; the word 'dumb' is such a word. A person who can't see is called blind. A person who can't hear is called deaf. A person who can't speak is called dumb. That simply means he can't say anything. Do you understand?"

Louis nodded his head. He felt better, and he was grateful to his father for explaining that the word had two meanings. He still felt awfully unhappy, though.

"Do not let an unnatural sadness settle over you, Louis," said the cob. "Swans must be cheerful, not sad;

graceful, not awkward; brave, not cowardly. Remember that the world is full of youngsters who have some sort of handicap that they must overcome. *You* apparently have a speech defect. I am sure you will overcome it, in time. There may even be some slight advantage, at your age, in not being able to say anything. It compels you to be a good listener. The world is full of talkers, but it is rare to find anyone who listens. And I assure you that you can pick up more information when you are listening than when you are talking."

"My father does quite a lot of talking himself," thought Louis.

"Some people," continued the cob, "go through life chattering and making a lot of noise with their mouth; they never really *listen* to anything—they are too busy expressing their opinions, which are often unsound or based on bad information. Therefore, my son, be of good cheer! Enjoy life; learn to fly! Eat well; drink well! Use your ears; use your eyes! And I promise that someday I will make it possible for you to use your voice. There are mechanical devices that convert air into beautiful sounds. One such device is called a trumpet. I saw a trumpet once, in my travels. I think you may need a trumpet in order to live a full

life. I've never *known* a Trumpeter Swan to need a trumpet, but your case is different. I intend to get you what you need. I don't know how I will manage this, but in the fullness of time it shall be accomplished. And now that our talk has come to a close, let us return gracefully to the other end of the pond, where your mother and your brothers and sisters await us!"

The cob turned and swam off. Louis followed. It had been an unhappy morning for him. He felt frightened at being different from his brothers and sisters. It scared him to be different. He couldn't understand why he had come into the world without a voice. Everyone else seemed to have a voice. Why didn't he? "Fate is cruel," he thought. "Fate is cruel to me." Then he remembered that his father had promised to help, and he felt better. Soon they joined the others, and everyone started water games, and Louis joined in, dipping and splashing and diving and twisting. Louis could splash water farther than any of the others, but he couldn't shout while he was doing it. To be able to shout while you are splashing water is half the fun.

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Directions: A summary is a short description of the big events in a chapter. Most summaries contain 3 main idea sentences—beginning, middle, end. Use the chart to help you create your main ideas. Then put the sentences together to create a summary of the chapter.

Beginning

Middle

DE

Directions: In this chapter, Louis comes to realize he is different than the other swans. Think about a time you've felt different from those around you. Write about what happened and how it made you feel. Be sure to include details and connect it to Louis' feelings.

[illegible]

The Tumpet of the Swan

By: E. B. White



Name:

Date:

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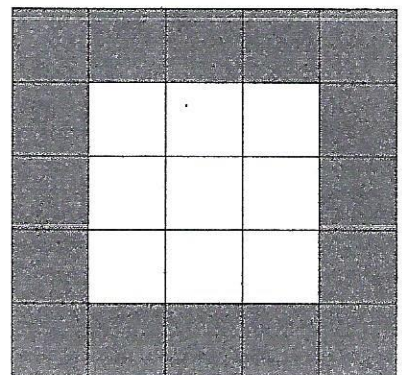
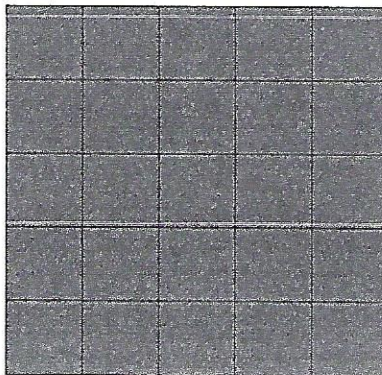
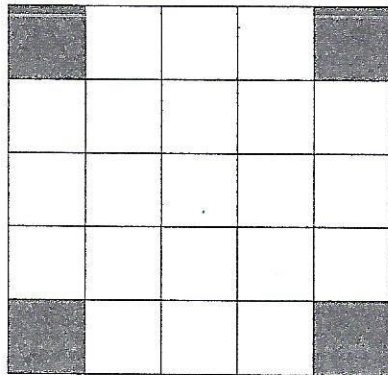
Multiplication Bingo

CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Objective: Students will be able to use their understanding of double digit multiplication to play multiplication bingo.

Materials: a bingo board for each student, bingo markers, calling cards

1. Give each student a blank bingo card. They must use the numbers on the bottom of the board to fill in their bingo boards. Encourage them to mix up the numbers, so no two boards are alike.
2. Choose the first card, writing down the problem (not the answer) for all to see on the board, SMART board, document camera, overhead, etc.
3. Continue providing problems for students to solve until a bingo is achieved.
4. Other alternatives to the traditional bingo are four corners, black out, and edges.



Multiplication Bingo

		Free Space		

Place one of the following numbers in each of the spaces below. No Repeats!

168	676	630	273	532	391	1, 274
5, 751	2, 747	2, 128	2, 184	490	3, 645	4, 536
375	1, 188	2, 496	999	2, 730	3, 000	3, 375
651	6, 232	1, 372	1, 008	1, 608	6, 208	304

64×39 2, 496	37×27 999	65×42 2, 730	60×50 3, 000
75×45 3, 375	21×31 651	76×82 6, 232	98×14 1, 372
18×56 1, 008	24×67 1, 608	64×97 6, 208	16×19 304

12×14 168	52×13 676	42×15 630	13×21 273
19×28 532	23×17 391	49×26 1,274	81×71 5,751
67×41 2,747	38×56 2,128	91×24 2,184	35×14 490
81×45 3,645	72×63 4,536	15×25 375	99×12 1,188

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Name: _____ Date: _____

Name: _____ Date: _____

Write a letter to Headmaster Keffer. In complete sentences, give your opinion about which season and month are best for an outdoor carnival. Give reasons for your prediction.

[illegible]

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Appendix

c

a

f

d

o

g

SOUNDS/SAMPLE WORDS
(sound each separately)

a
ă at
ā na vy
3 2
ah fa th er

INSTRUCTIONAL TIPS

a *usually* says ā at the end of a syllable (rule 4).

a *may* say ah at the end of a syllable.

SOUNDS/SAMPLE WORDS
(sound each separately)

c
k can
s cent

INSTRUCTIONAL TIPS

c before e, i or y says s but followed by any other letter says k (rule 2).

SOUNDS/SAMPLE WORDS

d
d lid

INSTRUCTIONAL TIPS

Press tip of tongue against upper ridge behind teeth, then voice sound. Keep jaw still.

SOUNDS/SAMPLE WORDS

f
f if

INSTRUCTIONAL TIPS

Gently bite on lower lip and blow (unvoiced).

SOUNDS/SAMPLE WORDS
(sound each separately)

g
g bag
j gem

INSTRUCTIONAL TIPS

g before e, i, or y *may* say / and followed by any other letter says g (rule 3).

SOUNDS/SAMPLE WORDS
(sound each separately)

o
ō odd
ō open
ā
ōō do

INSTRUCTIONAL TIPS

o *usually* says ō at the end of a syllable (rule 4).

o *may* say ō (most) when followed by two consonants (rule 19).

qu

s

e

b

i

h

SOUNDS/SAMPLE WORDS
(sound each separately)

s
us
z
as

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

qu
quit

INSTRUCTIONAL TIPS

Raise back of tongue to soft palate and release breath (unvoiced).

q is always followed by u saying The consonant sound w (rule 1).

SOUNDS/SAMPLE WORDS

b
rib

INSTRUCTIONAL TIPS

Close lips to form a line, then voice sound.

SOUNDS/SAMPLE WORDS
(sound each separately)

e
end
me

INSTRUCTIONAL TIPS

e *usually* says ē at the end of a syllable (rule 4).

SOUNDS/SAMPLE WORDS

h
him

INSTRUCTIONAL TIPS

Open mouth and release breath (unvoiced).

SOUNDS/SAMPLE WORDS
(sound each separately)

i
big
silent

INSTRUCTIONAL TIPS

i *usually* says ī (rule 5).

i may say ī at the end of a syllable (rule 5).

i may say ī (find) when Followed by two consonants (rule 19).

n

p

l

m

j

k

SOUNDS/SAMPLE WORDS

p

p

map

INSTRUCTIONAL TIPS

Close lips to form line, then
Release breath (unvoiced).

18

SOUNDS/SAMPLE WORDS

n

n

win

INSTRUCTIONAL TIPS

Press tongue against roof of
mouth and voice sound.

17

SOUNDS/SAMPLE WORDS

m

m

ham

INSTRUCTIONAL TIPS

Close lips and voice sound.

16

SOUNDS/SAMPLE WORDS

l

l

lag

INSTRUCTIONAL TIPS

Broaden tip tongue against
ridge behind teeth and voice
sound.

15

SOUNDS/SAMPLE WORDS

k

k

ink

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

j

j

jam

INSTRUCTIONAL TIPS

Keep jaw still.

14

13

t

r

v

u

x

w

SOUNDS/SAMPLE WORDSINSTRUCTIONAL TIPSSOUNDS/SAMPLE WORDSINSTRUCTIONAL TIPS

r

r rat

Move back of tongue upward and back at the same time forming contact with upper molars and back edges of tongue. Keep position and voice sound (*r* is not pronounced *er*).

t

t bat

Press tongue against roof of mouth and release breath (unvoiced).

19

20

SOUNDS/SAMPLE WORDS
(sound each separately)INSTRUCTIONAL TIPSSOUNDS/SAMPLE WORDSINSTRUCTIONAL TIPS

u

ū up

ū² mū sicō³ put

u *usually* says ū at the end of a syllable (rule 4).

v

v viv id

Gently bite on lower lip and voice sound (feel vibration). Teach students to hear and feel the difference between f and v.

21

22

SOUNDS/SAMPLE WORDSINSTRUCTIONAL TIPSSOUNDS/SAMPLE WORDSINSTRUCTIONAL TIPS

w

w wit

Round lips, then release breath while voicing sound. Keep jaw still. (*w* is not pronounced *wh*).

x

ks box

x has two sounds blended.

23

24

z

y

ee

sh

ow

th

SOUNDS/SAMPLE WORDS
(sound each separately)

y

y yet

ī gym

ī my

INSTRUCTIONAL TIPS

The consonant sound *y* is used *only* at the beginning of a syllable, *usually* the first one.

y usually says ī, but may say ī (my) at the end of a syllable (rule 5).

y, not ī, is used at the end of English words (rule 6).

25

SOUNDS/SAMPLE WORDS

z

z zest

INSTRUCTIONAL TIPS

Words beginning with the z sound are always spelled with a z, never an s (rule 27).

26

SOUNDS/SAMPLE WORDS

sh

sh dish

INSTRUCTIONAL TIPS

sh is used at the beginning or end of a base word, at the end of a syllable, but not at the beginning of a syllable after the first one except for the ending *ship* (rule 13).

27

SOUNDS/SAMPLE WORDS

ee

ē see

INSTRUCTIONAL TIPS

double e

28

SOUNDS/SAMPLE WORDS
(sound each separately)

th

th thin

th this

INSTRUCTIONAL TIPS

Place extreme tip of tongue barely between teeth and release breath (unvoiced).

Place extreme tip of tongue barely between teeth and release breath with voice (release vibration).

29

SOUNDS/SAMPLE WORDS
(sound each separately)

ow

ow how

ō low

INSTRUCTIONAL TIPS

little pinch

30

oo

ou

ar

ch

ai

ay

SOUNDS/SAMPLE WORDS
(sound each separately)

ou

ow round

ō ²soul

ōō ³you

ū ⁴coun try

big pinch

INSTRUCTIONAL TIPS

Pronounce as in *up*.

SOUNDS/SAMPLE WORDS
(sound each separately)

oo

ōō boot

ōō ²foot

ghost

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS
(sound each separately)

ch

ch much

k ²sch ool

sh ³chef

train

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

ar

ar far

two letter "r"

INSTRUCTIONAL TIPS
(sound each separately)

SOUNDS/SAMPLE WORDS

ay

ā day

can be at the end
of an English word

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

ai

ā point

cannot be at the end
of an English word

INSTRUCTIONAL TIPS

oi

oy

ir

er

wor

ur

SOUNDS/SAMPLE WORDS

oy

oy

boy

can be at the end
of an English word

INSTRUCTIONAL TIPS

Say quickly with one impulse of
voice.

37

SOUNDS/SAMPLE WORDS

oi

oi

point

cannot be at the end
of an English word

38

INSTRUCTIONAL TIPS

Say quickly with one impulse of
voice.

SOUNDS/SAMPLE WORDS

er

er

her

as in "her"

INSTRUCTIONAL TIPS

39

SOUNDS/SAMPLE WORDS

ir

ir

first

as in "first"

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

ur

ur

nurse

5

as in "nurse"

INSTRUCTIONAL TIPS

41

SOUNDS/SAMPLE WORDS

wor

wor

works

as in "works"

INSTRUCTIONAL TIPS

wor has two phonograms
or may say er after w (rule 8).

42

ng

ear

aw

ea

or

au

SOUNDS/SAMPLE WORDS

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

INSTRUCTIONAL TIPS

ear
er ear ly
as in "early"

ng
ng rang

Raise back of tongue as if to say k. Keep position and voice sound through nose (nasal). Do not pronounce g.

43 44

SOUNDS/SAMPLE WORDS
(sound each separately)

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

INSTRUCTIONAL TIPS

ea
ē eat
ē² head
ō³ break

aw
aw law
can be at the end
of an English word

Drop jaw and resonate from vocal cords.

45 46

SOUNDS/SAMPLE WORDS

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

INSTRUCTIONAL TIPS

au
au th or
cannot be at the end
of an English word

Drop jaw and resonate from vocal cords.

or
or for

47 48

wh

ck

ew

ed

oo

ui

SOUNDS/SAMPLE WORDS

ck

k neck

two letter /k/

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

wh

wh when

INSTRUCTIONAL TIPS

Blow softly on palm of hand.
Air should be felt when
saying *wh*. (*wh* is not
pronounced *w*.)

SOUNDS/SAMPLE WORDS (sound each separately)

ed

ed grad ed

d loved

t wreck ed

INSTRUCTIONAL TIPS

Keep jaw still.

Keep jaw still.

SOUNDS/SAMPLE WORDS (sound each separately)

ew

ew grew

ū few

can be at the end
of an English word

INSTRUCTIONAL TIPS

Sound the same as ui.

SOUNDS/SAMPLE WORDS (sound each separately)

ui

ui fruit

ū suit

cannot be at the end
of an English word

INSTRUCTIONAL TIPS

Sound the same as ew.

SOUNDS/SAMPLE WORDS

oa

ō boat

INSTRUCTIONAL TIPS

ph

gu

oe

ough

igh

ey

SOUNDS/SAMPLE WORDS

gu

g guess

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

ph

f ph o n e

two letter /f/

INSTRUCTIONAL TIPS

Gently bite on lower lip and blow (unvoiced).

55

56

SOUNDS/SAMPLE WORDS

(sound each separately)

ough

ō ² th oughōō ² throughūf ³ roughōf ⁴ coughow ⁵ th oughtow ⁶ drought

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

oe

ō toe

as in "toe"

INSTRUCTIONAL TIPS

57

58

SOUNDS/SAMPLE WORDS

(sound each separately)

ey

ō ² th eyē ² keyī ³ val ley

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

igh

ī sigh

three letter "i"

INSTRUCTIONAL TIPS

59

60

gn

kn

ie

wr

ei

dge

SOUNDS/SAMPLE WORDS

kn

n

knot

only at beginning
of a base word

INSTRUCTIONAL TIPS

Press tongue against roof of
mouth and voice sound.

61

62

SOUNDS/SAMPLE WORDS

gn

n

sign

can be at beginning
but usually at the end
of a word

INSTRUCTIONAL TIPS

Press tongue against roof of
mouth and voice sound.

SOUNDS/SAMPLE WORDS

wr

r

wrap

two letter /r/

INSTRUCTIONAL TIPS

Move back of tongue upward and
back at the same time forming
contact with upper molars and
back edges of tongue. Keep
position and voice sound. (r is
not pronounced er.)

63

64

SOUNDS/SAMPLE WORDS
(sound each separately)

ie

ē

field

ī

pie

ī

liesINSTRUCTIONAL TIPSSOUNDS/SAMPLE WORDS

dge

j

bridge

three letter /j/

INSTRUCTIONAL TIPS

Keep jaw still.

65

66

SOUNDS/SAMPLE WORDS
(sound each separately)

ei

ē

conceit

ā

veil

ī

forfeitINSTRUCTIONAL TIPS

ti

eigh

ci

si

SOUNDS/SAMPLE WORDS

eigh

ā weigh

four letter "a"

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

ti

sh na tion

tall letter "sh"

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

(sound each separately)

si

sh ses sion

zh vi sion

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

ci

sh fa cial

short letter "sh"

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

INSTRUCTIONAL TIPS

SOUNDS/SAMPLE WORDS

INSTRUCTIONAL TIPS

Great Hearts Northern Oaks

Spalding Spelling Rules

1. The letter q is the only letter that cannot be alone for its sound (qu).
2. The letter c before e, i, or y says s (cent, city, cycle).
3. The letter g before e, i, or y may say j (page, giant, gym).
4. Vowels a, e, o, and u may say ā, ē, ō, ū at the end of a syllable (na vy, me, o pen, mu sic).
5. The letters i and y may say ī at the end of a syllable (si lent, my). They usually say ĭ (big, gym).
6. The letter y, not i, is used at the end of an English word.
7. There are five kind of silent final e's. In short words, such as me, she, and he, the e says ē, but in longer words where a single e appears at the end, the e is silent. We retain the first four kinds of silent e's because we need them. The fifth kind is probably a relic from Old English. The abbreviation for rule 7 is not written in student notebooks, but the job of the silent final e is marked for each word as encountered.
8. The phonogram or may say er when it follows w (work).
9. For one-syllable words that have one vowel and end in one consonant (hop), write another final consonant (hop + ped) before adding suffixes (endings) that begin with a vowel. (Referring to rule 9 as the one-one-one rule helps students remember the criteria for applying the rule. This rule does not apply to words ending in x because x has two sounds.)
10. Words of multiple syllables (*begin*) in which the second syllable (*gin*) is accented and ends in one consonant, with one vowel before it, need another final consonant (*be gin' + ning*) before adding a suffix (ending) that begins with a vowel. (Refer to rule 10 as the two-one-one rule. This rule is applied more consistently in American English than in British English.)
11. Words ending with a silent final e (come) are written without the silent final e when adding a suffix (ending) that begins with a vowel.
12. After c we use ei (receive). If we say a, we use ei (vein). In the list of exceptions, we use ei.
13. The phonogram sh is used at the beginning of the base word (she) or at the end of a syllable (dish, finish).

Great Hearts Northern Oaks

Spalding Spelling Rules

14. The phonograms ti, si, and ci are used to say sh at the beginning of a syllable but not the first syllable (na tion, ses sion, fa cial).
15. The phonogram si is used to say sh when the syllable before it ends in an s (ses sion) or when replacing /s/ in a base word (tense → ten sion).
16. The phonogram si may say zh (vi sion).
17. We often double l, f, and s following a single vowel at the end of a one-syllable word (will, off, miss). Rule 17 sometimes applies to s in two-syllable words like recess.
18. We often use the phonogram /ay/ to say ā at the end of a base word, never the phonogram /a/ alone.
19. Vowels i and o may say ī and ō if followed by two consonants at the end of a base word (kind, old).
20. The letter s or z never follows x.
21. All, written alone, has two l's, but when it is written in a compound word, only one l is written (al so, al most).
22. Full, written alone, has two l's, but when written as an ending, only one l is written (beau ti ful).
23. The phonogram dge may be used only at the end of a base word after a single vowel that says ā, ě, ĭ, ō, or ŭ (badge, edge, bridge, lodge, budge).
24. When adding a suffix (ending) to a word that ends with y, change y to i before adding the ending (baby → babies, try → tries).
25. The phonogram ck may be used only at the end of a syllable after a single vowel that says ā, ě, ĭ, ō, or ŭ (back, neck, lick, rock, duck).
26. Words that are the names or titles of people, places, books, days, or months are capitalized (Mary, Honolulu, Monday, July).
27. Words beginning with the sound z are usually spelled with z, never s (zoo).
28. The phonogram /ed/ is used to form past tense verbs.
29. Words are usually divided between double consonants within a base word. We hear the consonant in syllable two but add it to syllable one because the vowel in syllable one does not say its name (app le, bet ter, com mon, sup per).

Spalding MARKINGS

This is a list of several common Spalding markings and their explanation.

The Marking:	The Reason:
bath	Underline a phonogram that has more than one letter to show that the letters together make one sound.
he r. 4	Underline a vowel saying its name at the end of a syllable (rule 4).
do ³	If a phonogram is saying any sound other than its first sound AND there is not a rule to explain the sound being made (i.e. rule 4), write a number above the phonogram to indicate which sound the phonogram is making.
you ³	Underline a phonogram that has more than one letter. Write a number above the phonogram if it is not saying its first sound.
of ₌	Underline a phonogram twice if it does not say its typical sound or if we do not hear the phonogram in the word.
let ter	Insert a clock space to show where words are broken into syllables.
time ₋₋₋	Marking for job 1 of silent final e: The silent final e lets the vowel say its name.
love ₌₂ blue ₌₂	Marking for job 2 of silent final e: English words don't end in "u" or "v."
charge ₌₃ dance ₌₃	Marking for job 3 of silent final e: The silent final e lets "c" say "s" or "g" say "j."
lit tle ₌₄	Marking for job 4 of silent final e: Every syllable must have at least one vowel.
are ₌₅	Marking for job 5 of silent final e: "No job e." The silent final e is not helping any other letter in the word say its sound. This silent final e is usually a remnant of a word used in an earlier version of English (i.e. come/cometh or are/aren).
[sits sit	Bracket words to show a connection between them.

Poetry Rubric

Student's Name:

Poem:

Content

Stanzas Complete and Correctly Memorized

0

5

10

15

Clarity

Words clearly articulated

☐☐☐☐

Voice projects loudly and clearly enough to be heard across room

☐☐☐☐

Prosody

Emphasizes correct words or beats

☐☐☐☐

Performs with bright enthusiasm

☐☐☐☐

Seeks to dramatize the poem

☐☐☐☐

0

1

2

3

Notes:

Characters: Find & Define

s	t	a	t	i	c	f	m	z	s	u	l
p	a	r	e	m	h	n	o	l	p	y	b
r	o	u	n	d	a	v	c	d	i	l	n
o	e	v	j	m	r	s	t	y	u	b	k
t	i	a	n	t	a	g	o	n	i	s	t
a	p	r	i	m	c	b	d	a	l	m	p
g	e	c	t	z	t	v	k	m	a	i	n
o	l	h	m	i	e	r	w	i	t	c	h
n	o	e	p	m	r	v	e	c	a	s	r
i	s	t	l	m	i	r	u	b	d	m	e
s	l	y	i	m	z	b	r	e	s	a	k
t	o	p	f	l	a	t	p	a	r	j	t
j	k	e	c	d	t	s	r	u	t	o	i
m	n	o	l	d	i	s	t	u	t	r	e
o	b	x	e	r	o	h	s	r	t	y	u
z	a	e	m	i	n	o	r	e	h	s	n

Search for the following character vocabulary terms above. Once you find a word, write its definition on the blank provided.

- 1) Antagonist: The ^{bad} ~~good~~ guy in the story. (Jere Khay)
- 2) Archetype: The typical character that appears in literature. (Fox & Cat)
- 3) Characterization: the way a writer creates & develops a character
- 4) Dynamic: a character whose actions or beliefs change. (Kaa)
- 5) Flat: a character with one trait. (Mr. Scott)
- 6) Main: The character that the story revolves around. (The Pevensies)
- 7) Minor: Flat characters who support the main character. (Mr. Beaver)
- 8) Protagonist: good guy. (Aslan)
- 9) Round: Complex character with many different traits. (Pinocchio)
- 10) Static: a character who does not change/grow. (Jabberjaws)

Character Find & Define KEY

s	t	a	t	i	c	f	m	z	s	u	l
p	a	r	e	m	h	n	o	l	p	y	b
r	o	u	n	d	a	v	c	d	i	l	n
o	e	v	j	m	r	s	t	y	u	b	k
t	i	a	n	t	a	g	o	n	i	s	t
a	p	r	i	m	c	b	d	a	l	m	p
g	e	c	t	z	t	v	k	m	a	i	n
o	l	h	m	i	e	r	w	i	t	c	h
n	o	e	p	m	r	v	e	c	a	s	r
i	s	t	l	m	i	r	u	b	d	m	e
s	l	y	i	m	z	b	r	e	s	a	k
t	o	p	f	l	a	t	p	a	r	j	t
j	k	e	c	d	t	s	r	u	t	o	i
m	n	o	l	d	i	s	t	u	t	r	e
o	b	x	e	r	o	h	s	r	t	y	u
z	a	e	m	i	n	o	r	e	h	s	n

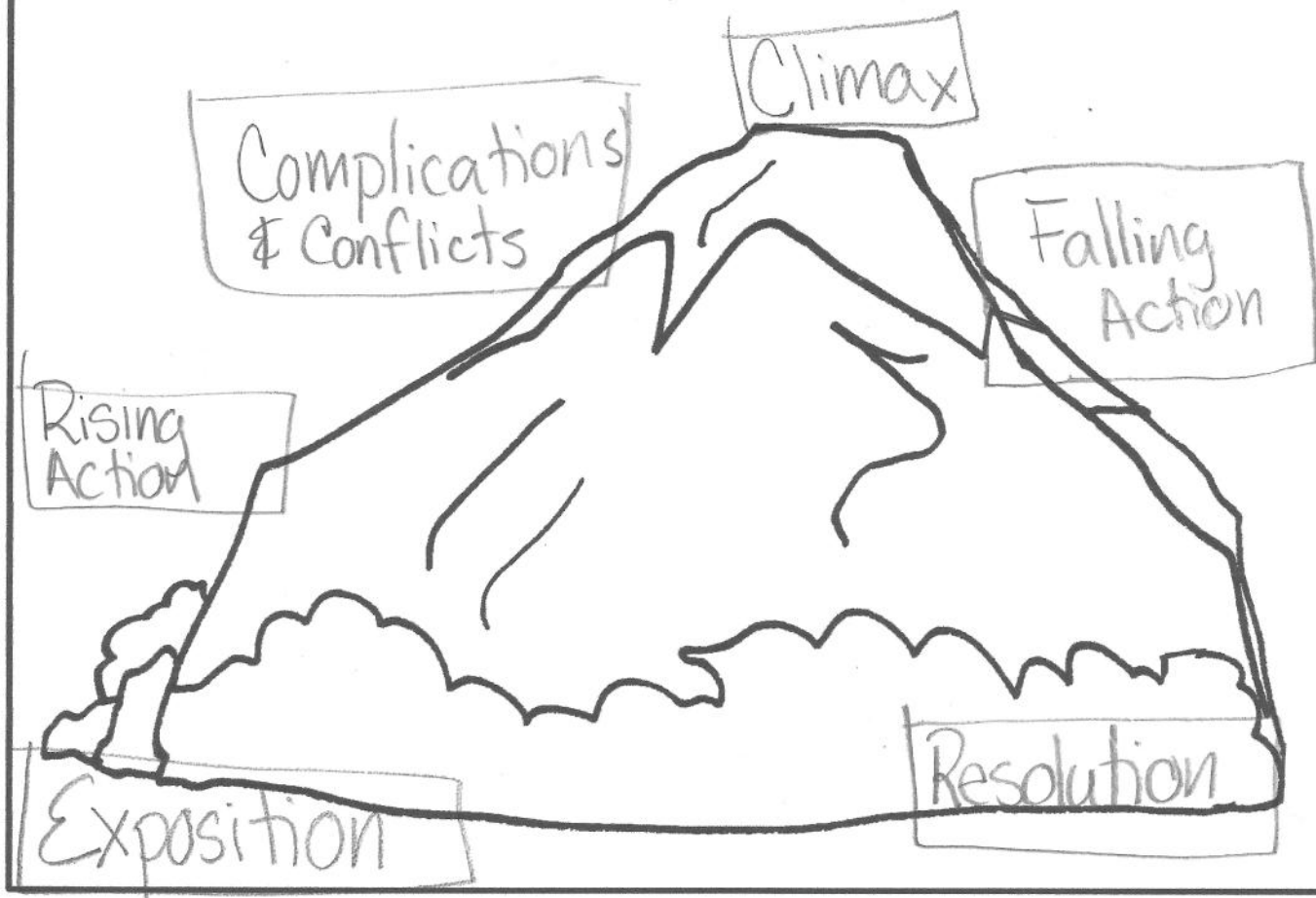
Search for the following Character vocabulary term above. Once you find a word, write its definition on the blank provided.

- 1) Antagonist: “bad guy” or the character working against the protagonist
- 2) Archetype: a type of character that appears repeatedly in literature
- 3) Characterization: the way a writer creates and develops characters
- 4) Dynamic: a character whose actions or beliefs change
- 5) Flat: a character with only one trait, multiple sides aren’t shown
- 6) Main: the character that the story revolves around; the most important
- 7) Minor: flat characters who support the main character in the story
- 8) Protagonist: “good guy” or the main character
- 9) Round: a complex character who shows the audience many sides to their personality
- 10) Static: a character that does not grow or change; stays the same

Literary Elements: Plot Mountain

Cut out the *Plot Mountain* and glue it in your notebook. Cut out the terms and glue them around the mountain to show the progression of a story from beginning to end.

Plot Mountain



Resolution

Complications
& Conflict

Rising
Action

Exposition
(Beginning/Setting)

Climax

Falling
Action

Name _____

Date _____

Class _____

Weather and Climate Vocabulary

Definitions

Directions: Write the vocabulary word and its definition in the allotted space.

Vocabulary Word	Pg. #	Definition
1. weather		What the air outside is like at any given time and place
2. atmosphere		The layer of air that surrounds Earth
3. air pressure		The weight of air as it presses on objects below or within it
4. water vapor		The gas form of water
5. precipitation		Water that falls from the sky in the form of rain, snow, sleet, or hail
6. evaporate		To change from liquid to gas
7. humidity		A measure of the amount of water vapor in the air
8. condense		To change from gas to liquid
9. wind		The movement of air
10. air mass		The large body of air in the atmosphere

11. wind speed		A measure of how fast wind blows
12. wind direction		The direction from which air moves when wind blows
13. prevailing winds		Regular patterns of winds that blow from one direction
14. meteorologist		A scientist who studies weather and conditions and patterns
15. data		Information that is observed or measured and recorded
16. front		The place where two air masses meet
17. climate		The weather patterns in a place over a long period of time

Answer Key for vocabulary review:

- 1) Condensation
- 2) Wind
- 3) Precipitation
- 4) Atmosphere
- 5) Meteorologist
- 6) Seasonal
- 7) Climate
- 8) Front
- 9) Data
- 10) Humid
- 11) Evaporation
- 12) Air pressure
- 13) Altitude

Hello K-3 parents,

In the coming weeks, I hope that you will be able to enjoy this special “Specials” time with your children. Despite these unusual circumstances, I love the idea that you will be doing these art observations together with your child. I look forward to hearing stories about your art making when we can all meet once again. Please photograph and save those drawings for me to see.

I hope that integrating a little art into your daily routine will be an enriching experience for both you and your child.

Listed below, are some guidelines for continuing our classroom “Bellwork” routine.

I will provide more specific guidance for you with each assignment.

The beginning of Bellwork is a **Parent Assisted Assignment** to ensure student stays “on task”.

To begin “bellwork”

SEE

- Begin by setting a timer for 1-2 minutes of uninterrupted, completely silent looking. I do this at the start of each and every class (K-3), so your student is very familiar with this. Remind your child -- ***This is silent looking time for only one minute.***
- Ask your child to sit quietly and just LOOK in order to **SEE** what is in the picture. They are **not** to voice any questions just yet. They must keep questions/comments to themselves until the one silent minute is up.
- Once they have settled in, quietly suggest that they **search** for different types of:
 - **LINE** - horizontal, vertical, diagonal, straight, curved.....
 - **SHAPE** - geometric or organic shapes made up of what kind of lines?
 - **COLOR**- warm or cool colors, primary colors, complementary colors.....
 - **VALUE**- darker and lighter areas, creating contrast, shadows and form.
 - **FORM**- What things in the picture look like you could pick them up? Forms have volume and are not flat like drawn shapes on paper.
 - **TEXTURE**- What would it feel like to touch what is in the painting/sculpture? How do you imagine something feeling if you could touch it?
 - **SPACE**- Are there shapes in the “negative space” of the image? Where can you find some shapes that are somewhat hidden? What shapes do you notice first? Are most of the shapes similar or are there many different types of shapes?
(These are the “Elements of Art”)
- ***You may quietly guide them through the image....by hinting at some of the things that you happen to be noticing as well. Ask that they not verbally respond, but just to continue looking and listening to your quiet guidance through the image; speaking to guide and not converse during this silent minute of looking. Statements could be as simple as “what shape do you see in the top right corner of this picture?”.....Do you see similar shapes anywhere else in the picture?”***
- ***You will be setting an example on how to look without judgement or formulation of a story or projecting a meaning, but to instead just look at what it is that you actually SEE in front of you.***

THINK

- **THE SILENT MINUTE IS OVER.....**
- This is the time to share with one another discoveries and observations from their silent looking time.
- The title of the work may be read and discussed as to how it relates to the image.
- Considering the ***elements of art*** mentioned above, ask your child how the artists' choices affect the artwork and why.
- If the artist made different choices, how might that create a very different work of art with different feelings/meaning/message?
- How do the elements of art work together to guide your eye through the work?
- What do you **THINK** the artist wants you to notice first? What are some of the smallest details that are more difficult to notice right away?

WONDER

- All of those questions that you and your child may have about the artwork--Now is the time to research and compare your own discoveries and ideas about the work with the others.
- What was the artists' intent in the work of art? Why did he/she make this work of art? Who is the artwork made for?
- Along with the weekly images of artwork, I will provide some additional links for further research -- videos and readings for you and your child to learn more about the artist and his/her artwork together.

(Independent Work)

CREATE - Specific Instructions given along with the image document.

After looking at and discussing artwork, allow a minimum of 15 minutes of drawing time; copy the image as accurately as possible; with as much detail as possible.

I will provide more specific instructions with each image.

Materials needed will be very basic:

- Index cards (draw on the blank backside) The larger, 4" x 6" size, if possible.
- Pencils, Black ball point pens
- Extra fine black Sharpie (for 2nd, 3rd)
- No erasers please. I emphasize drawing lightly and then cover up "mistakes" with other lines and shading.
- Materials to gather for the coming weeks:
 - Pan watercolors
 - Sidewalk Chalk
 - Q-tips (to rub graphite and chalk into paper)

Daily Bellwork Image #1-Tuesday

Directions for daily bellwork Observations and Drawing:

1. Display the image below on a computer or print it out in color.

- You may also do a web search for the image (**Pieter Bruegel-*The Tower of Babel (1563)***) and print out these directions separately.

2. To assist in drawing the image in proportion to the original artwork:

- Cut down a large index card to approximately the same rectangular shape as the painting.
- Ask your scholar to find the center of the image by measuring from corners with fingers-they have been shown how to do this in class many times.
- Put a dot in the very center of the image using an Expo marker, directly on the computer monitor or print out and mark the center (You could also use the computer drawing tool to “mark up” the center of the image on the screen).
Normally, I'd “mark up” the image projected onto the whiteboard.
- After they mark the center of the image, then mark the center of the blank PAPER INDEX CARD.
- Ask your scholar to continue to divide up the space between the center dot to the top edge.....and mark with a dot; From the center dot to the bottom edge of paper....and mark with a dot. Continue dividing the space to the right and left of the center dot.
- Ask your student to notice what lines and shapes are near the dots they have just made. **All dots on the image should correspond to a dot on their blank paper.**
- This method will help them to **fill their page** with the image in the correct proportions.

3. Continue drawing as many details with pencil only. **NO ERASER**

- Please do not allow your scholar to use an eraser. This drawing exercise is all about process and practice.
- Students are practicing to develop the ability to adjust the amount of pressure necessary to the paper; Students are practicing working in a relaxed manner; a calm attitude free from stress. I don't want them to spend their entire drawing time erasing.....
- Remind students that they may cover up any mistakes with darker values later as they continue to work on their drawing.
 - Begin coloring in, with a pencil, the darkest areas. Remember to squint your eyes to find the **shapes** of the darkest areas....the darkest **values**.
 - **Draw any people last.....No stick figures. What are the shapes?? Ovals,rectangles, triangles?**

Scholarly Article for further independent study: (optional)

<https://jhna.org/articles/come-let-us-make-a-city-and-a-tower-pieter-bruegel-the-elder-tower-of-babel-creation-harmonious-community-antwerp/>

Khan Academy Video Link: *(optional)*

<https://www.khanacademy.org/humanities/renaissance-reformation/northern/antwerp-bruges/v/pieter-bruegel-the-elder-the-tower-of-babel-1563>

Pieter Bruegel
The Tower of Babel (1563)



Daily Bellwork Image #2 - Thursday

Directions for daily Bellwork Observations and Drawing:

1. Display the image below on a computer or print it out in color.

- You may also do a web search for the image (**Pieter Bruegel-*Landscape with the Fall of Icarus (1558)***) and print out the following directions separately.

2. To assist in drawing the image in proportion to the original artwork:

- Cut down a large index card (4" x 6" or 5" x 8") to approximately the same rectangular shape as the painting.
- Ask your scholar to find the center of the image by measuring from corners with fingers -- they have been shown how to do this in class many times.
- Put a dot in the very center of the image using an Expo marker, directly on the computer monitor or print out and mark the center (You could also use the computer drawing tool to "mark up" the center of the image on the screen). *Normally, I'd "mark up" the image projected onto the whiteboard.*
- After they mark the center of the image, then mark the center of the blank PAPER INDEX CARD.
- Ask your scholar to continue to divide up the space between the center dot to the top edge.....and mark with a dot; From the center dot to the bottom edge of paper....and mark with a dot. Continue dividing the space to the right and left of the center dot.
- Ask your student to notice what lines and shapes are near the dots they have just made. **All dots on the image should correspond to a dot on their blank paper.**
- This method will help them to **fill their page** with the image in the correct proportions.

3. Continue drawing as many details with pencil only. **NO ERASER**

- **AS YOUR SCHOLAR IS DRAWING, YOU MAY DISCUSS THE STORY OF ICARUS:**
 - <https://www.dltk-kids.com/world/greece/m-story-icarus.htm>

- **Scholarly Article for further independent study: (optional)**
 - <https://www.bl.uk/collection-items/landscape-with-the-fall-of-icarus#>
- **Museum Video Link: (optional)**
 - <https://artsandculture.google.com/exhibit/landscape-with-the-fall-of-icarus-%C2%A0-royal-museums-of-fine-arts-of-belgium/MglyXpmuNdcLJg?hl=en>

Pieter Bruegel
***Landscape with the Fall of Icarus* (1558)**





3rd Grade Music Answer Key

Beethoven Crossword

1. Deafness
2. Nine
3. Elise
4. Pastoral
5. Mozart
6. Germany

Worksheet Answer Key











1. Quinque
2. Tres
3. Duo
4. Novem mures sunt.
5. Septem pisces sunt.

Unit 4 : Multiplying and Dividing by 6, 7, 8 and 9

Friendly Notes

Multiplying and Dividing by 6

Remembering the multiplication table of 6 shown below helps us to multiply and divide by 6 easily.

$1 \times 6 = 6$ $6 \div 6 = 1$	
$2 \times 6 = 12$ $12 \div 6 = 2$	
$3 \times 6 = 18$ $18 \div 6 = 3$	
$4 \times 6 = 24$ $24 \div 6 = 4$	
$5 \times 6 = 30$ $30 \div 6 = 5$	
$6 \times 6 = 36$ $36 \div 6 = 6$	
$7 \times 6 = 42$ $42 \div 6 = 7$	
$8 \times 6 = 48$ $48 \div 6 = 8$	
$9 \times 6 = 54$ $54 \div 6 = 9$	
$10 \times 6 = 60$ $60 \div 6 = 10$	

1. Multiply 532 by 6.

	Multiply the ones by 6.	Multiply the tens by 6.	Multiply the hundreds by 6.
$\begin{array}{r} 532 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 532 \\ \times 6 \\ \hline 2 \end{array}$	$\begin{array}{r} 532 \\ \times 6 \\ \hline 92 \end{array}$	$\begin{array}{r} 532 \\ \times 6 \\ \hline 3192 \end{array}$

When 532 is multiplied by 6, the product is 3192.



We can use estimation to check if the answer is reasonable.

532 is 500 rounded to the nearest hundred.

$$500 \times 6 = 3000$$

3192 is close to 3000.

So, the answer is reasonable.

2. Divide 697 by 6.

	Divide the hundreds by 6.	Divide the tens by 6.	Divide the ones by 6.
$6 \overline{)697}$	$\begin{array}{r} 1 \\ 6 \overline{)697} \\ \underline{6} \\ 0 \end{array}$	$\begin{array}{r} 11 \\ 6 \overline{)697} \\ \underline{6} \\ 09 \\ \underline{6} \\ 3 \end{array}$	$\begin{array}{r} 116 \\ 6 \overline{)697} \\ \underline{6} \\ 09 \\ \underline{09} \\ 6 \\ \underline{6} \\ 37 \\ \underline{36} \\ 1 \end{array}$

When 697 is divided by 6, the quotient is 116 and the remainder is 1.











3. Divide 8016 by 6.

	Divide the thousands by 6.	Divide the hundreds by 6.	Divide the tens by 6.	Divide the ones by 6.
$6 \overline{)8016}$	$\begin{array}{r} 1 \\ 6 \overline{)8016} \\ \underline{6} \\ 2 \end{array}$	$\begin{array}{r} 13 \\ 6 \overline{)8016} \\ \underline{6} \\ 20 \\ \underline{18} \\ 2 \end{array}$	$\begin{array}{r} 133 \\ 6 \overline{)8016} \\ \underline{6} \\ 20 \\ \underline{18} \\ 21 \\ \underline{18} \\ 3 \end{array}$	$\begin{array}{r} 1336 \\ 6 \overline{)8016} \\ \underline{6} \\ 20 \\ \underline{18} \\ 21 \\ \underline{18} \\ 36 \\ \underline{36} \\ 0 \end{array}$

When 8016 is divided by 6, the quotient is 1336 and the remainder is 0.

Multiplying and Dividing by 7

Remembering the multiplication table of 7 shown below helps us to multiply and divide by 7 easily.

$1 \times 7 = 7$ $7 \div 7 = 1$	
$2 \times 7 = 14$ $14 \div 7 = 2$	
$3 \times 7 = 21$ $21 \div 7 = 3$	
$4 \times 7 = 28$ $28 \div 7 = 4$	
$5 \times 7 = 35$ $35 \div 7 = 5$	
$6 \times 7 = 42$ $42 \div 7 = 6$	
$7 \times 7 = 49$ $49 \div 7 = 7$	
$8 \times 7 = 56$ $56 \div 7 = 8$	
$9 \times 7 = 63$ $63 \div 7 = 9$	
$10 \times 7 = 70$ $70 \div 7 = 10$	

$$\begin{array}{rcl} 10 \times 7 & = & 70 \\ 9 \times 7 & = & 70 - 7 \end{array}$$

$$\begin{array}{rcl} 10 \times 7 & = & 70 \\ 2 \times 7 & = & 14 \\ 8 \times 7 & = & 70 - 14 \end{array}$$



Solve these.

- (a) There are 7 days in a week.
How many days are there in 28 weeks?

$$28 \times 7 = 196$$

$$\begin{array}{r} 28 \\ \times 7 \\ \hline 196 \end{array}$$

There are 196 days in 28 weeks.

28 is 30 rounded to the nearest ten.

$$30 \times 7 = 210$$

196 is close to 210.

The answer is reasonable.



- (b) 789 chairs were arranged in 7 rows in a hall.
How many chairs were there in each row?
How many chairs were left?

$$789 \div 7 = 112 \text{ R } 5$$

$$\begin{array}{r} 112 \\ 7 \overline{) 789} \\ \underline{7} \\ 08 \\ \underline{7} \\ 19 \\ \underline{14} \\ 5 \end{array}$$

There were 112 chairs in each row.
5 chairs were left.

Multiplying and Dividing by 8

Remembering the multiplication table of 8 shown below helps us to multiply and divide by 8 easily.

$1 \times 8 = 8$ $8 \div 8 = 1$	●●●●
$2 \times 8 = 16$ $16 \div 8 = 2$	●●●● ●●●●
$3 \times 8 = 24$ $24 \div 8 = 3$	●●●● ●●●● ●●●●
$4 \times 8 = 32$ $32 \div 8 = 4$	●●●● ●●●● ●●●● ●●●●
$5 \times 8 = 40$ $40 \div 8 = 5$	●●●● ●●●● ●●●● ●●●● ●●●●
$6 \times 8 = 48$ $48 \div 8 = 6$	●●●● ●●●● ●●●● ●●●● ●●●● ●●●●
$7 \times 8 = 56$ $56 \div 8 = 7$	●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●●
$8 \times 8 = 64$ $64 \div 8 = 8$	●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●●
$9 \times 8 = 72$ $72 \div 8 = 9$	●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●●
$10 \times 8 = 80$ $80 \div 8 = 10$	●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●●

$$\begin{aligned} 10 \times 8 &= 80 \\ 9 \times 8 &= 80 - 8 \end{aligned}$$

$$\begin{aligned} 5 \times 8 &= 40 \\ 6 \times 8 &= 40 + 8 \end{aligned}$$



Solve these.

- (a) The capacity of a container is 8 quarts.
What is the total capacity of 32 such containers?

$$32 \times 8 = 256$$

$$\begin{array}{r} 32 \\ \times 8 \\ \hline 256 \end{array}$$

The total capacity of 32 such containers
is 256 quarts.

32 is 30 rounded to the nearest ten.
 $30 \times 8 = 240$
240 is close to the answer.
So, the answer is reasonable.



- (b) A fruit seller had 1605 oranges.
He packed them into 8 boxes equally.
How many oranges did he put into each box?
How many oranges were left over?











$$1605 \div 8 = 200 \text{ R } 5$$

He put 200 oranges into each box.
5 oranges were left over.

$$\begin{array}{r} 200 \\ 8 \overline{) 1605} \\ \underline{16} \\ 005 \end{array}$$

Multiplying and Dividing by 9

Remembering the multiplication table of 9 shown below helps us to multiply and divide by 9 easily.

$1 \times 9 = 9$ $9 \div 9 = 1$	
$2 \times 9 = 18$ $18 \div 9 = 2$	
$3 \times 9 = 27$ $27 \div 9 = 3$	
$4 \times 9 = 36$ $36 \div 9 = 4$	
$5 \times 9 = 45$ $45 \div 9 = 5$	
$6 \times 9 = 54$ $54 \div 9 = 6$	
$7 \times 9 = 63$ $63 \div 9 = 7$	
$8 \times 9 = 72$ $72 \div 9 = 8$	
$9 \times 9 = 81$ $81 \div 9 = 9$	
$10 \times 9 = 90$ $90 \div 9 = 10$	

If the sum of the digits in a number is 9, the number can be divided by 9 exactly.

$$243 \div 9 = 27$$

$$2 + 4 + 3 = 9$$



Solve these.

- (a) Ronnie has 2389 marbles.
He puts 9 marbles in each container.
How many containers does he need?
How many marbles are left over?

$$2389 \div 9 = 265 \text{ R } 4$$

He needs 265 boxes.
4 marbles are left over.

$$\begin{array}{r} 265 \\ 9 \overline{) 2389} \\ \underline{18} \\ 58 \\ \underline{54} \\ 49 \\ \underline{45} \\ 4 \end{array}$$

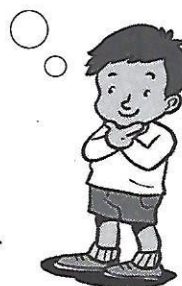
- (b) Mary sold 118 funfair tickets at \$9 each.
How much did she sell all the tickets for?

$$118 \times 9 = 1062$$

She sold all the tickets for \$1062.

$$\begin{array}{r} 118 \\ \times 9 \\ \hline 1062 \end{array}$$

118 is 100 rounded to the nearest hundred.
 $100 \times 9 = 900$
1062 is close to 900.
The answer is reasonable.



More Multiplication and Division

1. Find the value of $7 \times 10 \times 12$.

$$7 \times 10 \times 12 = 7 \times 12 \times 10$$

$$84 \times 10 = 840$$

$$7 \times 10 \times 12 = 840$$

Multiply 7 by 12 first.



2. Find the value of $3000 \div 6$.

$$3000 \div 6 = 500$$

$$\begin{aligned} 30 \div 6 &= 5 \\ 300 \div 6 &= 50 \\ 3000 \div 6 &= 500 \end{aligned}$$



3. Estimate the value of $2389 \div 5$.

$$2500 \div 5 = 500$$

The value of $2389 \div 5$
is about 500.

$$\begin{aligned} 2398 \div 5 \\ 4 \times 5 &= 20 \\ 5 \times 5 &= 25 \\ 23 \text{ is closer to } 25 \text{ than } 20. \end{aligned}$$

