

GreatHearts

Northern Oaks



Distance Learning Packet

March 30 - April 3, 2020

3rd grade

Ms. Kaiser

Mr. Aniol

Ms. Gauss

Ms. Tyler

Student Name: _____ Section: __

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Week 2 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 **I=independent activity** 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.**"

NEW - moving to a more digital based packet & teacher made videos!

This week you will notice that the packet is MUCH lighter! That is because we have NOT included all of the readings necessary for each lesson. The contents of your child's desk/locker that you received today will allow them to use some of their own books. Unfortunately, we were not able to send all of the textbooks we use at school, because students usually pair up to follow along with readings from the science and history readers or it is typically done as a read aloud for students. For those things that need to be read that we did not provide in hard copy form, you will find digital links to on the SIS sheets. Also, if you are currently reading from a hard copy packet, the deadline for sending it to the print shop was Wednesday night ... between Thursday and Sunday night, your teachers were working to enhance the learning by adding more links to resources and videos to the SIS sheets. For the most up-to-date SIS sheet with ALL resource links, please go to your GRADE LEVEL blog. All of the daily SIS sheets are posted there with all the hyperlinks included. The hard

copy packet includes EVERY sheet your child needs to record their work on and eventually turn in.

How will I juggle giving access to digital documents & videos to all of my children working from home?

We do understand that this may mean staggering the times your children will have access to the computer, ipad, E-reader or smart phones available. Please look over the SIS sheets for all your children and work a schedule that is best for you. Here is a sample with one computer and one smart phone:

Time	Junebug	Samuel	Grayson
9-9:30	Independent 20 minutes reading	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Where the Red Fern Grows</i> while following along and annotating
9:30-10	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Charlotte's Web</i> while following along and annotate	Science: (computer) follow link to science reading and read on screen & do activity sheet	Answer literature questions using C to K
10-10:30	Walk the dog	Walk the dog	Walk the dog
10:30-11	Answer literature questions (no tech)	Latin: (smart phone) Watch Dr. Lee's video and	Spalding: (computer) watching teacher video with 5 new words,

	using the book	do activity	stopping between each one to write
11-11:30	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Math: 1. Do warm up/RM 2. Parent assist or watch short teacher video (smart phone)with new concept 3. Independent practice	Independent 20 minutes reading

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

Beginning March 30th, your teacher is available 8-4pm by email. Your teacher will also be setting up “office hours” through Zoom meeting. They will communicate to you when those times are, how to access them and what to do if none of the times work for you.

Instructions for turning in completed packets:

For now, please plan on dropping off completed packets when you come to get a new weekly packet on Mondays.



Student Attendance Affidavit

March 30 - April 3, 2020

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

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

Name: _____

Number: _____



3rd Grade Reading Log

	What quality book are you reading? (Title and Author)	Tell me one thing that happened.	Page #'s read	Minutes read	Parent initials
Monday Date:					
Tuesday Date:					
Wednesday Date:					
Thursday Date:					
Weekend Date:					

Comments: _____

Total
Minutes:

_____/25 points

Monday

Daily Student Instruction Sheet

MONDAY

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Grammar/
Literature
(20 min.)

Poetry
(5 min.)

I. Spalding

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

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

c. Specific instructions:

- Dictate the 5 words (one at a time) to your child. See video, **3rd Grade Spalding, March 30th**, for further assistance.

[3rd Grade Spalding March 30](#)

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

II. Reading

a. Goal/Objective: Student will read to develop critical thinking skills and reinforce deeper concepts in grammar and writing.

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

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

- Read "Chapter 6: Off to Montana," from *The Trumpet of the Swan* (IW)

[Ch: 6. Off to Montana, The Trumpet of the Swan.pdf](#)

- Student will read chapter independently and track minutes in reading log for that day (IW)

III. Grammar/ Literature

a. Goal/Objective: Classifying word groups. Words that tell *when, where, how*

b. Materials needed: Trumpet of the Swan chapter 6, Worksheet-**"Classifying Word Groups,"**

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

- First**, ask the student if he or she can recall some of the important details from Trumpet of the Swan. **(PA 5min)**
- Next**, tell students that when reading a story it's important to always reflect on what you read. To begin your reflection, you want to make sure you understand the progression. **(PA)**
- Worksheet -"Classifying Word Groups"** To help us practice how to do this I have a worksheet I would like you to do! Read directions with students and then have them work through it. **(IW-10 min)**
- Using Teacher Notes/Key** go over Worksheet with student once complete. **(PA 5min)**

Daily Student Instruction Sheet

	<p>IV. Poetry</p> <p>a. Goal/Objective: Students will review and memorize poem. The poem should be completely memorized by Friday.</p> <p>b. Materials needed: Printed poem.</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> First, student will read poem aloud two times. (I)<input type="checkbox"/> 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) <p>Eletelephony by Laura Richards</p>
<p>MATH (30 min.)</p>	<p>I. Math</p> <p>a. Goal/Objective: Students will compare FRACTIONS OF A WHOLE and order fractions of a set.</p> <p>b. Materials needed: provided activity sheets (3) “Fraction of a Whole”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the “Friendly Notes” pages included as lesson supplement before assignment. (PA, 5 min.)<input type="checkbox"/> 2. Student independently completes the (3) “Fraction of a Whole” worksheets. *Several problems from this assignment will be worked out in the following video. (IW, 20 min.)<input type="checkbox"/> 3: Parent and student may watch an online video posted to the 3rd Grade blog the day following the lesson. (Optional, 5 min.)
<p>HISTORY (30 min.)</p>	<p>I. History</p> <p>a. Goal/Objective: Students will explore why Europeans came to North America to settle in the English Colonies.</p> <p>b. Materials needed: textbook chapter, student worksheets</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will read the textbook chapter “The English Colonies.” (IW, 20 min.) Ch. 1: The English Colonies. Thirteen Colonies Reader.pdf<input type="checkbox"/> 2. Student will review the map worksheet “The Thirteen Colonies.” Parent will help student find a suitable location to post map on the wall for future lessons. (PA)<input type="checkbox"/> 3. Student will use textbook chapter to complete the worksheet “Important Port Cities.” (IW, 10 min.)<input type="checkbox"/> 4. Additional work included in the appendix under the “Enrichment” section. For Monday, please see “A Ship Carver of 1675.” (Optional)

Daily Student Instruction Sheet

OPTIONAL

Latin
(15 min.)

P.E.
(15 min.)

I. Latin

a. Goal/Objective: Students will learn about ancient Roman handwriting

b. Materials needed: "Roman Writing" worksheet (included)

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

- (I) Complete "Roman Writing" worksheet (instructions are on the worksheet)
 - Write your message in English, using the characters shown
 - For "j", use the "i" character
 - "u" and "v" look exactly the same
 - For "w", write two "u" characters
 - For "y", use the "u" character
 - For "x" and "z", use your normal print letters
- (I) Optional Bonus - Write a letter to one of your classmates using the Roman cursive script and send it to them in the mail.

II. P.E.

a. Goal/Objective: **STRETCHING YOGA** Students will develop physical knowledge and perform a wide range of activities being able to stretch out core muscles.

b. Materials needed: None

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

- First Stretch: **Bow Pose:** (PA, 5 min.)
 - Lie on your stomach, arms by side. Slowly bring your forehead to rest on the floor. Bend your knees until they are almost touching your buttocks. Now reach your arms back to grasp your ankles.
- Next Stretch: **Cobra Pose:** (PA, 5 min.)
 - Lie face down and centered on your mat. Press into the floor with both hands. Pull your shoulders slightly back — down and away from your ears. Engage your abs by drawing your belly button toward your spine while bending your back backwards.

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

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

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

After finishing the list of 5 words, have your child fold the paper so the words do not show.

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<i>pa-tient r.4,11</i>	Please be patient and wait your turn.	"A" may say "A" at the end of a syllable. The phonograms ti, si, and ci are used to say "sh" at the beginning of a syllable but not the first syllable of a word.
<i>pa-tience r.4,11</i>	The little girl showed patience while waiting for her friend to finish his turn.	Base word = patient; Ending = ence. We write patient and change ent to ence to make the word patience.
<i>pi-an-o r.4</i>	Can you play the piano?	The Italian "I" says "E" "O" may say "O" at the end of a syllable.
<i>pi-an-os²²</i>	There were three pianos on the stage.	Base word = piano; Ending = "z" We write piano and add ES because base word ends with "o" and we want to make it plural, BUT piano is an Italian musical term and we only add "s" for Italian plurals.
<i>pi-an-ist</i>	A pianist is a person who plays the piano.	ist = person



THE TRUMPET OF THE SWAN

Chapters 5-6

Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you *where*, *when*, or *how*. Underline the correct choice.

Example: *One evening*, the swan told the cob she wanted to talk about Louis.

where when how

1. As the swan talked, the cob began to look *worried*.

where when how

2. The swan and the cob had met *in Montana*.

where when how

3. Louis was growing well and swimming *beautifully*.

where when how

4. The swan reminded the cob of the spring, *years ago*, when they had first met.

where when how

5. Louis's parents agreed that they needed to watch him *next winter*.

where when how

6. The cob couldn't sleep at all *that night*.

where when how

7. The cob asked Louis to follow him *to the other end of the pond*.

where when how

8. The cob began to speak *candidly and openly* to Louis.

where when how

9. *While his father watched*, Louis tried to make a noise.

where when how

10. Finally, Louis gave up and hung his head *sadly*.

where when how

(continued)

Classifying Word Groups

Chapters 5-6

- | | | | |
|--|-------|------|-----|
| 11. The cob's voice was <i>comforting</i> as he spoke to Louis. | where | when | how |
| 12. The cob promised that <i>someday</i> he would help Louis find a voice. | where | when | how |
| 13. <i>At the end of the summer</i> , the cob gathered his children around him. | where | when | how |
| 14. <i>Soon</i> Louis and his father joined the rest of the family. | where | when | how |
| 15. The Red Rock Lakes are located <i>in a lovely valley</i> . | where | when | how |
| 16. Warm water <i>from hidden springs</i> made the lakes a pleasant place to spend the winter. | where | when | how |
| 17. The cob's wings were beating <i>strongly and regularly</i> . | where | when | how |
| 18. Louis splashed water <i>in his father's face</i> . | where | when | how |
| 19. The mist rose <i>from the pond</i> . | where | when | how |
| 20. Mr. Beaver told Sam they had to leave <i>tomorrow</i> . | where | when | how |

Page left intentionally
blank for student work.

Unit 10 : Fractions

Friendly Notes

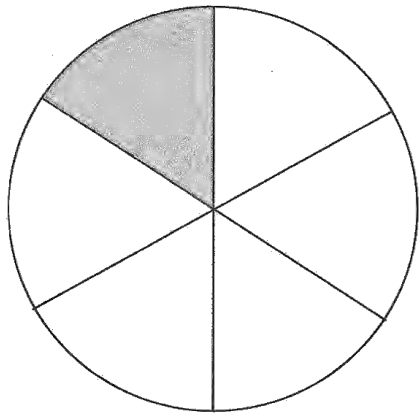
Fraction of a Whole

$$1 \text{ whole} = 2 \text{ halves} = \frac{2}{2}$$

$$1 \text{ whole} = 3 \text{ thirds} = \frac{3}{3}$$

$$1 \text{ whole} = 4 \text{ fourths} = \frac{4}{4}$$

$$1 \text{ whole} = 5 \text{ fifths} = \frac{5}{5}$$



1 out of 6 equal parts is colored.

$\frac{1}{6}$ of the circle is colored.

$\frac{1}{6}$ = one-sixth

1 whole = 6 sixths

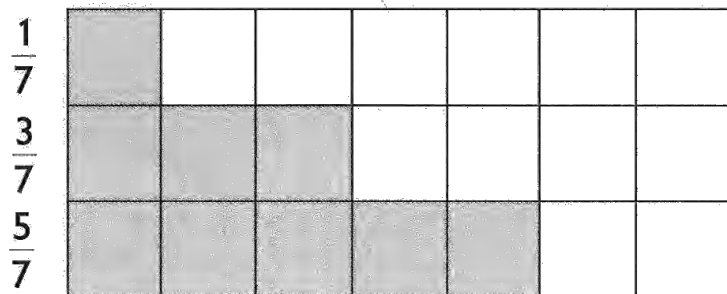
$\frac{1}{6}$ and $\frac{5}{6}$ make one whole.

$\frac{1}{6}$ ← numerator
← denominator



For fractions with a common denominator, the fraction with the greatest numerator is the greatest.

Arrange the fractions in order.
Begin with the smallest.



We compare the size of the shaded parts.



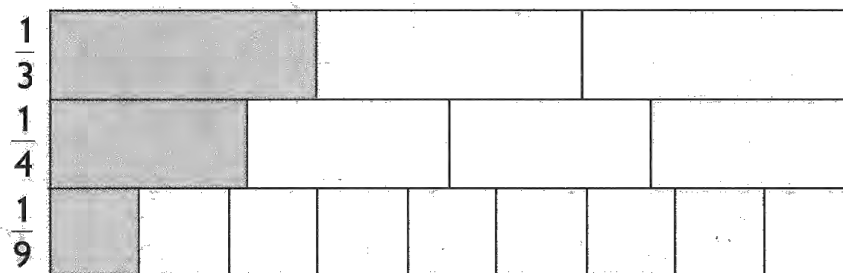
$\frac{5}{7}$ is the greatest.

$\frac{1}{7}$ is the smallest.

Arranging the fractions in order beginning with the smallest, we have $\frac{1}{7}$, $\frac{3}{7}$, $\frac{5}{7}$.

For fractions with a common numerator, the fraction with the greatest denominator is the smallest.

Arrange the fractions in order.
Begin with the smallest.



We compare the size of the shaded parts.



$\frac{1}{3}$ is the greatest.

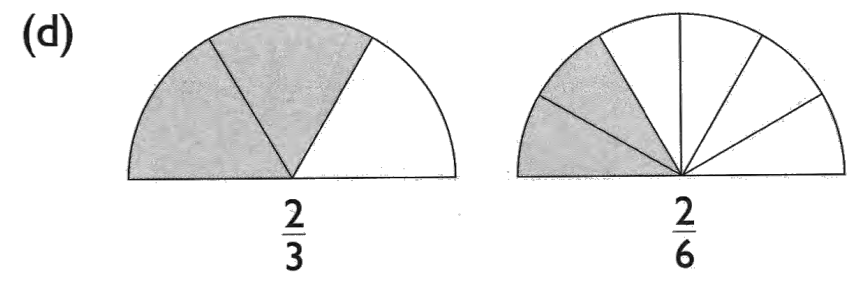
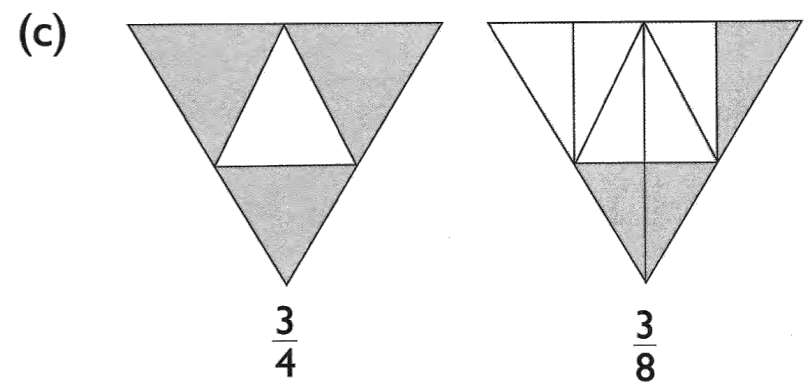
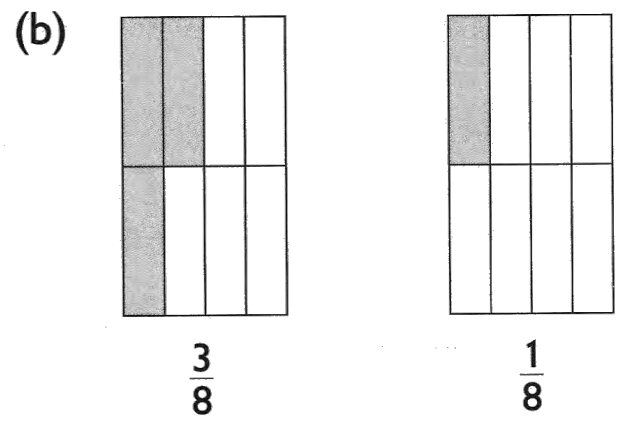
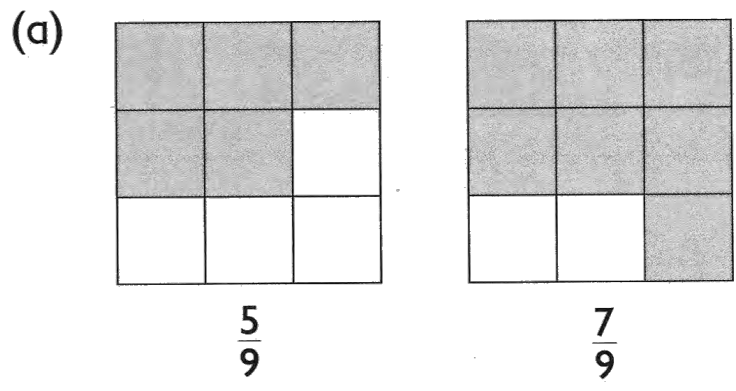
$\frac{1}{9}$ is the smallest.

Arranging the fractions in order beginning with the

smallest, we have $\frac{1}{9}$, $\frac{1}{4}$, $\frac{1}{3}$.

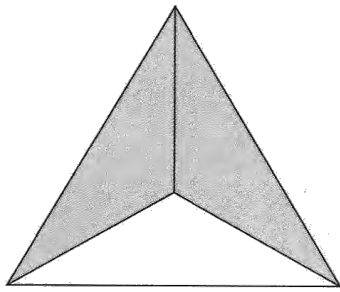
Exercise 1B : Fraction of a Whole

1. Circle the greater fraction.

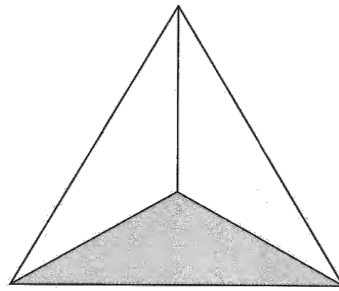


2. Circle the smaller fraction.

(a)

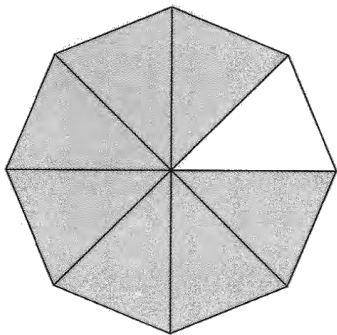


$$\frac{2}{3}$$

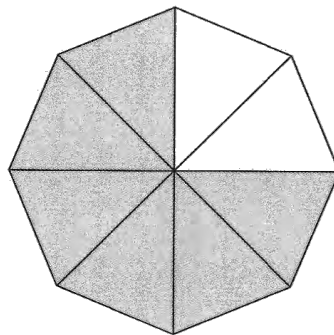


$$\frac{1}{3}$$

(b)

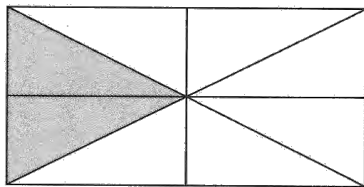


$$\frac{7}{8}$$

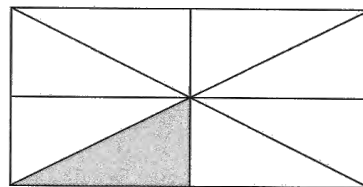


$$\frac{6}{8}$$

(c)

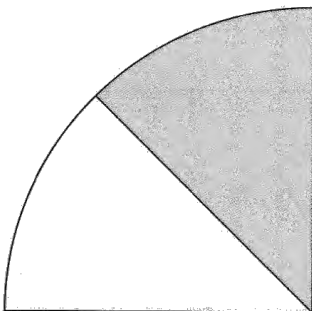


$$\frac{2}{8}$$

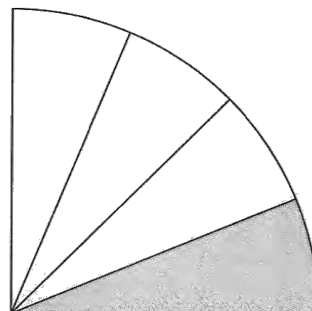


$$\frac{1}{8}$$

(d)



$$\frac{1}{2}$$



$$\frac{1}{4}$$

3. Circle the greatest fraction.

(a) $\frac{1}{5}$, $\frac{1}{3}$, $\frac{1}{8}$

(b) $\frac{7}{8}$, $\frac{7}{10}$, $\frac{7}{9}$

(c) $\frac{3}{7}$, $\frac{3}{6}$, $\frac{3}{5}$

(d) $\frac{1}{12}$, $\frac{1}{10}$, $\frac{1}{8}$

(e) $\frac{3}{6}$, $\frac{5}{6}$, $\frac{1}{6}$

(f) $\frac{10}{12}$, $\frac{9}{12}$, $\frac{8}{12}$

(g) $\frac{6}{7}$, $\frac{5}{7}$, $\frac{3}{7}$

(h) $\frac{2}{9}$, $\frac{5}{9}$, $\frac{8}{9}$

4. Circle the smallest fraction.

(a) $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$

(b) $\frac{1}{6}$, $\frac{1}{5}$, $\frac{1}{9}$

(c) $\frac{2}{8}$, $\frac{2}{6}$, $\frac{2}{3}$

(d) $\frac{5}{9}$, $\frac{5}{12}$, $\frac{5}{10}$

(e) $\frac{3}{5}$, $\frac{4}{5}$, $\frac{2}{5}$

(f) $\frac{9}{10}$, $\frac{7}{10}$, $\frac{6}{10}$

(g) $\frac{4}{6}$, $\frac{3}{6}$, $\frac{5}{6}$

(h) $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$

Page left intentionally
blank for student work.

Name _____

Date _____

Activity Page 1.3

Use with Chapters 1–16

The Thirteen Colonies

Study the names and locations of the thirteen English colonies. Then, use the map to complete the chart.

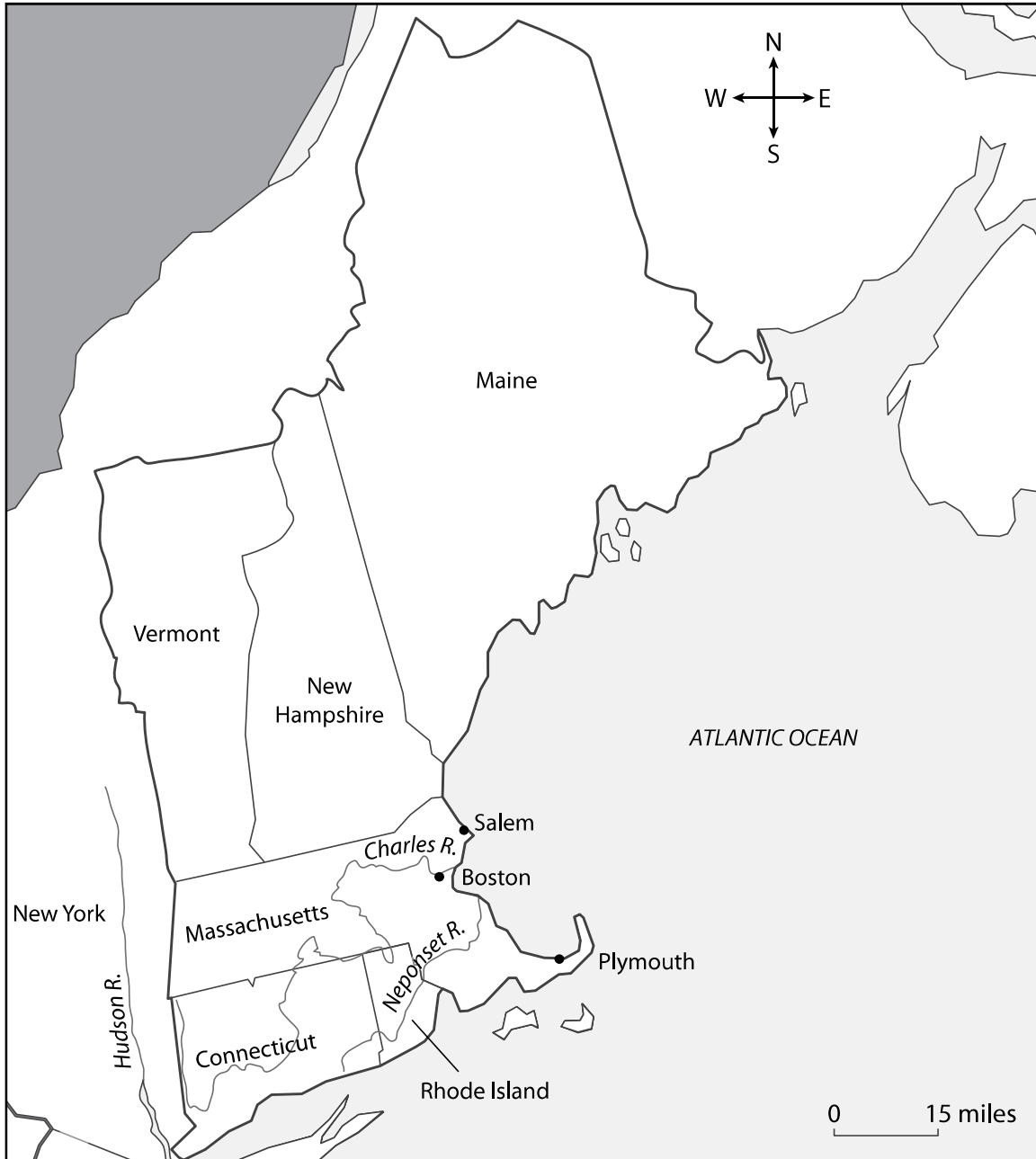


Activity Page 1.4

Use with Chapter 1

Important Port Cities

Study the names and locations of the important colonial port cities. Then, use the maps to answer the questions.



1. On which rivers is the port city of Boston located? _____
2. What two other port cities are in the New England colonies? _____

Activity Page 1.4 Continued

Use with Chapter 1

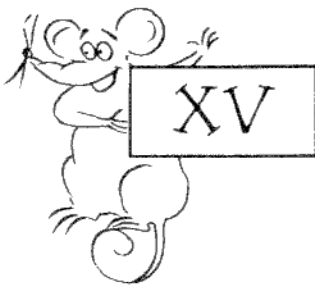


3. Which three important port cities are located in the Middle and Southern Colonies?

4. On which body of water is the city of Philadelphia located? _____

5. Which two rivers form a natural harbor around New York? _____

Page left intentionally
blank for student work.



Roman writing

Name: _____ Date: _____

The writing tablets which have been found at Vindolanda are difficult to read. This is partly because they are dirty, and partly because there is no punctuation and no spaces between the words. What's more, the tablets are written in a Roman style of handwriting called the **cursive script**.

Here's what it looked like:

a λ e € i l n N r R
b a f F k K o O s S
c C g G l L p P t T
d D h H m M q Q u v U

This box shows the actual size of a writing tablet. Try writing a short message to a friend, in English, using the cursive script.



Tuesday

Daily Student Instruction Sheet

TUESDAY

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Literature
(20 min.)

Poetry
(5 min.)

I. Spalding

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

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

c. Specific instructions:

- Dictate the 5 words (one at a time) to your child. See video, **3rd Grade Spalding, March 31st**, for further assistance.
[3rd Grade Spalding March 31st](#)
- After finishing the list of 5 words, have your child fold the paper so the words do not show.
- Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

II. Reading

a. Goal/Objective: Student will read to develop critical thinking skills and reinforce deeper concepts in grammar and writing.

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

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

- Read "Chapter 7: School Days," from *The Trumpet of the Swan* (IW)
[Ch. 7. School Days, The Trumpet of the Swan.pdf](#)
- Student will read chapter independently and track minutes in reading log for that day (IW)

III. Literature

a. Goal/Objective: **Checking for comprehension**

b. Materials needed: Worksheet "**Remembering Detail**"

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

- First**, make sure student has read chapter 7 of *Trumpet of the Swan*
- Next**, have student work on "**Remembering Detail**" worksheet. This worksheet is designed to check students' understanding. If they don't remember a detail, have students go back into the book to find it. **(IW 20min)**

IV. Poetry

a. Goal/Objective: Students will review and memorize poem. Poem should be memorized by Friday.

b. Materials needed: Printed poem.

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

Daily Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> First, student will read poem aloud two times. (I) <input type="checkbox"/> 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) <p style="text-align: center;">Eletelephony by Laura Richards</p>
<p>MATH (30 min.)</p>	<p>I. Math</p> <p>a. Goal/Objective: Students will compare EQUIVALENT FRACTIONS to identify the greatest common factor and reduce to simplest form.</p> <p>b. Materials needed: provided activity sheets (3) “Equivalent Fractions”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1: Parent and student read the “Friendly Notes” pages included as lesson supplement before assignment. (PA, 5 min.) <input type="checkbox"/> 2: Student independently completes the (3) “Equivalent Fractions” worksheets. *Several problems from this assignment will be worked out in the following video. (IW, 20 min.) <input type="checkbox"/> 3: Parent and student may watch an online video posted to the 3rd Grade blog the day following the lesson. (Optional, 5 min.)
<p>HISTORY (30 min.)</p>	<p>I. History</p> <p>a. Goal/Objective: Students will explore the challenges Jamestown settlers faced in a new land.</p> <p>b. Materials needed: textbook chapter, student notes</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Student will read the textbook chapter “Starting the Virginia Colony.” (IW, 20 min.) Ch. 2: Starting Virginia Colony, Thirteen Colonies Reader.pdf <input type="checkbox"/> 2. After student completes reading the chapter, they will write down one interesting or new fact they learned on the “King James, Virginia Colony” notes sheet provided.(IW, 10 min.) <input type="checkbox"/> 3. Additional work included in the appendix under the “Enrichment” section. For Tuesday, please see “Arrival in the New World, Early 1600s.” (Optional)
<p>OPTIONAL Music (10 min.)</p>	<p>I. Music</p> <p>a. Goal/Objective: The students will listen to a composition by the composer Ludwig van Beethoven.</p> <p>b. Materials needed: Pencil, paper, video link Fur Elise by Ludwig van Beethoven</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will listen to “Fur Elise” (I) 2:55 minutes

Daily Student Instruction Sheet

ART

Week 2 Project (10-15 Minutes)

- Students will write down what they hear. ie: instruments, rhythms, patterns. Please use complete sentences - capitals & periods - using your best penmanship! (I)
- Title the assignment: "Beethoven: Fur Elise" (I)

Week 2 Art Project: Sidewalk Chalk Drawing of a Rose Window

Goal/Objective: *Learning about Rose Windows and the underlying structure of geometry.*

Materials needed: *PDF instructions included in packet, Large square area of pavement in driveway, Sidewalk Chalk, Long String (You may tie together the laces from your school shoes!!!), broomstick as a straightedge and a helper-parent or sibling.*

Specific Instructions: (IW=independent Work; PA= Parent assistance):

- (PA=Parent assisted)
 - Assist Scholar in drawing a circle with a string tied to chalk (string compass); Hold down center point as scholar holds line taut and scribes a circle with chalk tied to end of string.
 - Assist Scholar in drawing straight lines using a broomstick as straightedge.
- (IW=independent Work)
 - Scholar is using the chalk to draw, NOT the parent. Parent assists holding the straight edge(broomstick) and holding down the end of the string(compass) to make a circle.
- (IW and PA)
 - Step by Step instructions, slides, videos and PDF Printables may be found on Mrs. Northway's Blog:
[Mrs. Northway's Blog](#)

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

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

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

After finishing the list of 5 words, have your child fold the paper so the words do not show.

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<u>pick</u> le n.25 =4	I love a juicy, crunchy pickle!	Use "ck" only after a single vowel saying it's first sound at the end of a base word.
<u>pick</u> les ² n.25 =4	Do you like dill pickles or sweet pickles?	Base word = pickle; Ending = "z" We write pickle and add "z" to make the word "pickles"
<u>re sign</u> n.4,19	The boss said he was going to resign at the end of the month.	"E" may say "E" at the end of a syllable. "T" may say "T" if followed by two consonants at the end of a base word.
<u>re veal</u> n.4	The boy pulled back the curtain to reveal a curious kitten sitting on the windowsill.	"E" may say "E" at the end of a syllable.
<u>sleeve</u> =2	Roll you sleeve up so you won't get it wet.	



THE TRUMPET OF THE SWAN

Chapter 7

Remembering Details

The following questions are about the main character and some of the events in the book. Write the answers on the lines below the questions. Be sure to use complete sentences.

1. Why did Louis decide to visit Sam Beaver? _____

2. When Louis got to a town, why was he afraid to walk down the main street? _____

3. How did Louis let Sam know who he was? _____

4. Why did Mr. Beaver call the game warden? _____

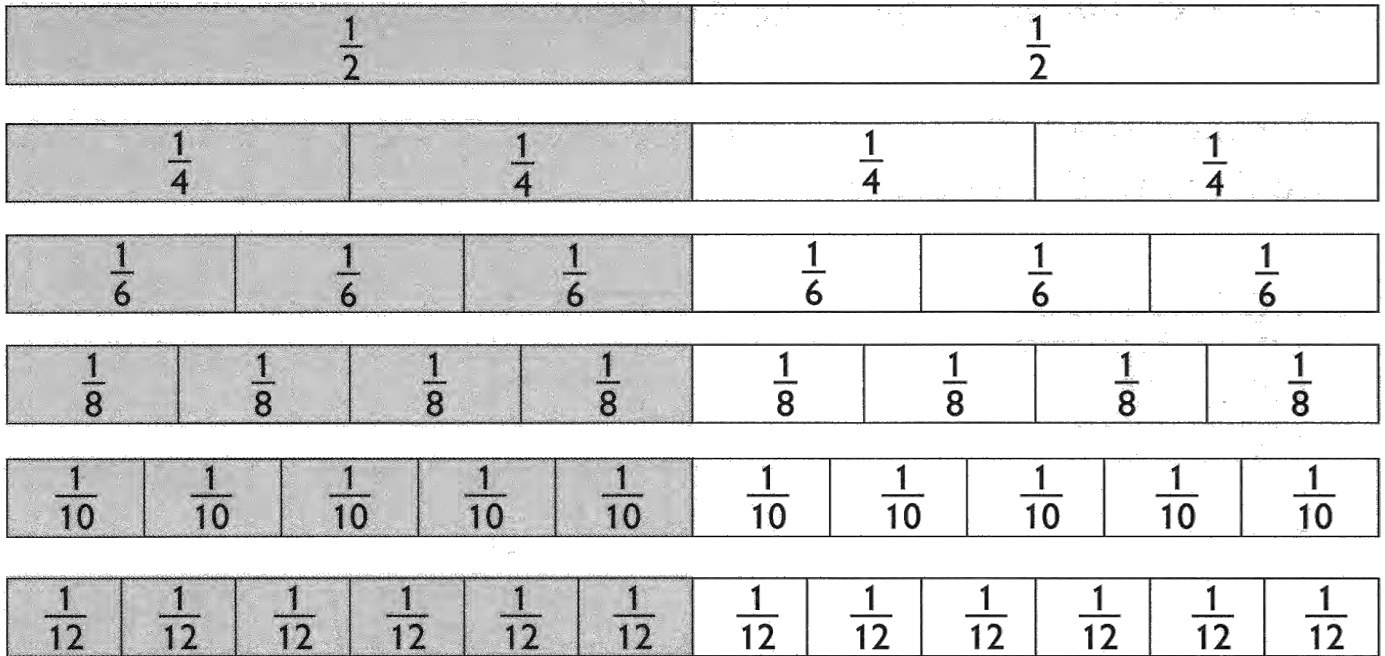
5. Why did Mrs. Beaver make Louis sleep in the barn? _____

6. How did Mrs. Hammerbotham find out what Louis's name was? _____

7. Why did Mrs. Hammerbotham have Louis write some words on the board? _____

Page left intentionally
blank for student work.

Equivalent Fractions



From the above bars, we can see that the following fractions are equal.

$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$$

Equivalent fractions have different numerators and denominators. But they are equal in value.

$\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, $\frac{5}{10}$, $\frac{6}{12}$ are **equivalent fractions**.



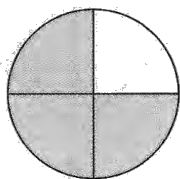
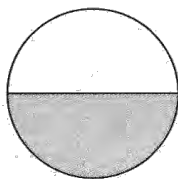
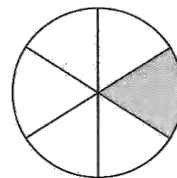
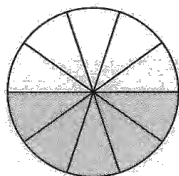
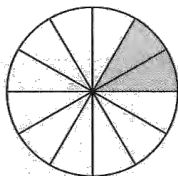
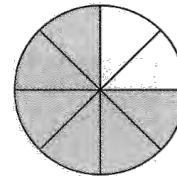
Name: _____

Class: _____

Date: _____

Exercise 2 : Equivalent Fractions

1. Match each pair of equivalent fractions.

 $\frac{3}{4}$  $\frac{1}{2}$  $\frac{1}{6}$  $\frac{5}{10}$  $\frac{2}{12}$  $\frac{6}{8}$

2. Write the missing numerators.

$\frac{\quad}{2}$	$\frac{\quad}{2}$
-------------------	-------------------

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
---------------	---------------	---------------

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
---------------	---------------	---------------	---------------	---------------	---------------

$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$
----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------

(a) $\frac{1}{2} = \frac{\square}{6}$

(b) $\frac{2}{3} = \frac{\square}{12}$

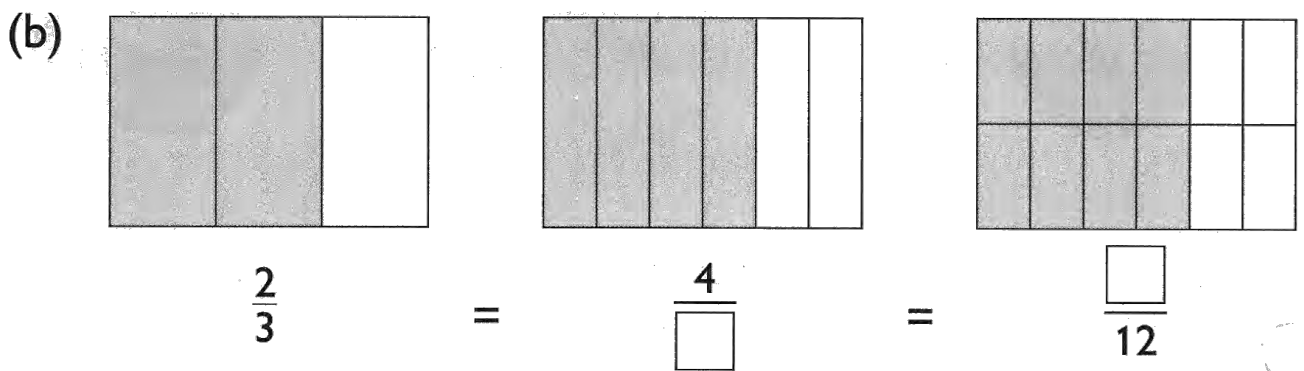
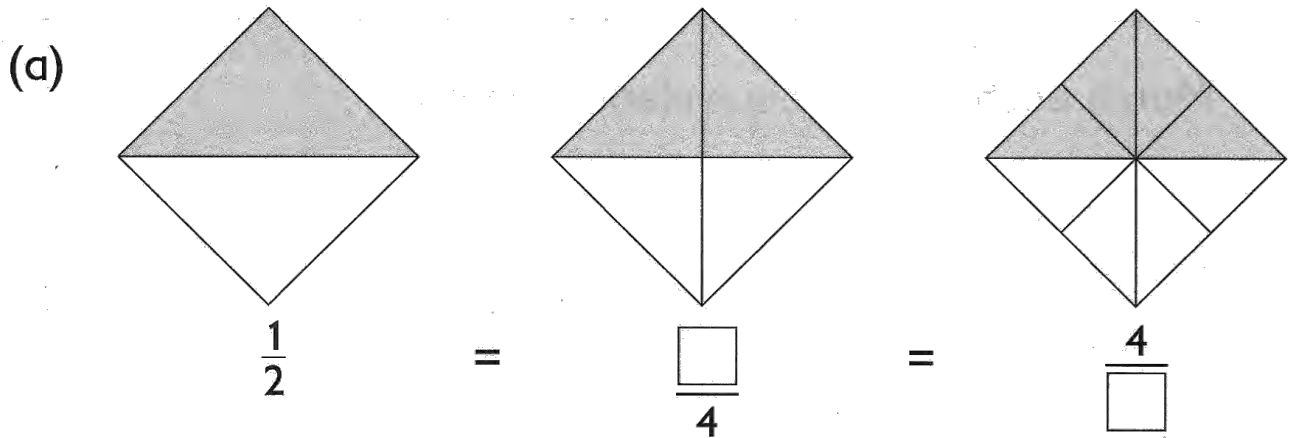
(c) $\frac{3}{6} = \frac{\square}{2}$

(d) $\frac{2}{12} = \frac{\square}{6}$

(e) $\frac{8}{12} = \frac{\square}{6}$

(f) $\frac{5}{6} = \frac{\square}{12}$

3. Write the missing numerators and denominators.



4. Write the missing numerators and denominators.

(a) $\frac{3}{4} \begin{matrix} \xrightarrow{\times 3} \\ \xrightarrow{\times 3} \end{matrix} = \frac{\square}{\square}$

(b) $\frac{5}{6} \begin{matrix} \xrightarrow{\times 2} \\ \xrightarrow{\times 2} \end{matrix} = \frac{\square}{\square}$

(c) $\frac{2}{3} \begin{matrix} \xrightarrow{\times 4} \\ \xrightarrow{\times 4} \end{matrix} = \frac{\square}{\square}$

(d) $\frac{1}{2} \begin{matrix} \xrightarrow{\times 5} \\ \xrightarrow{\times 5} \end{matrix} = \frac{\square}{\square}$

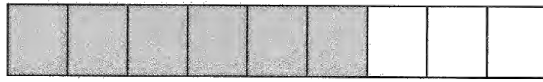
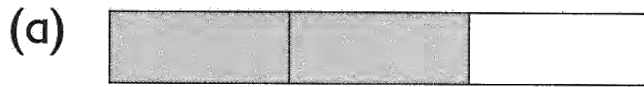
(e) $\frac{6}{8} \begin{matrix} \xrightarrow{\div 2} \\ \xrightarrow{\div 2} \end{matrix} = \frac{\square}{\square}$

(f) $\frac{3}{9} \begin{matrix} \xrightarrow{\div 3} \\ \xrightarrow{\div 3} \end{matrix} = \frac{\square}{\square}$

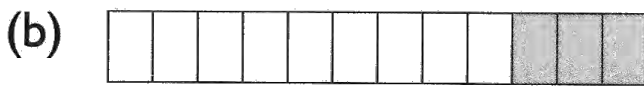
(g) $\frac{6}{12} \begin{matrix} \xrightarrow{\div 6} \\ \xrightarrow{\div 6} \end{matrix} = \frac{\square}{\square}$

(h) $\frac{4}{12} \begin{matrix} \xrightarrow{\div 4} \\ \xrightarrow{\div 4} \end{matrix} = \frac{\square}{\square}$

Write the equivalent fraction for each of the following.

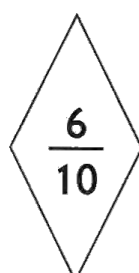
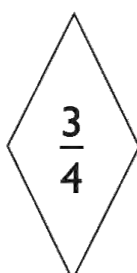
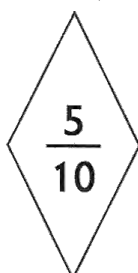
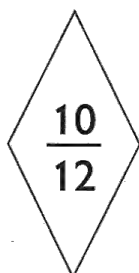
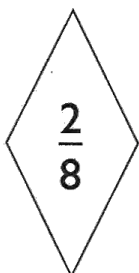
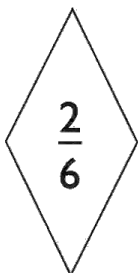
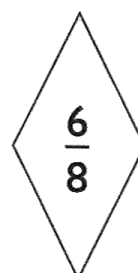
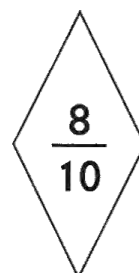
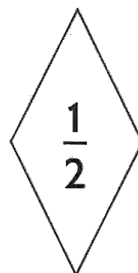
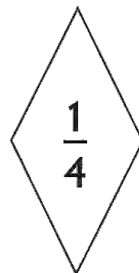
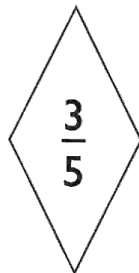
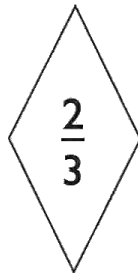


$$\frac{2}{3} =$$



$$\frac{3}{12} =$$

6. Join the equivalent fractions.



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blank for student work.

King James



Jamestown and the Holy Bible



Virginia Colony



First English Colony
1607 A.D.

Wednesday

Daily Student Instruction Sheet

WEDNESDAY

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Writing/
Literature
(20 Minutes)

Poetry
(5 min)

I. Spalding

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

II. Reading

- a. Goal/Objective: Student will read to develop critical thinking skills and reinforce deeper concepts in grammar and writing.
- b. Materials needed: *The Trumpet of the Swan* by E.B. White, Reading Log
- c. Specific Instructions (IW=independent; PA=parent assistance):
 - Read "Chapter 8: Love," from *The Trumpet of the Swan* (IW) [Ch. 8. Love. The Trumpet of the Swan.pdf](#)
 - Student will read chapter independently and track minutes in reading log for that day (IW)

III. Writing/ Literature

- a. Goal/Objective: **Distinguish fact and opinion**
- b. Materials needed: Worksheet "**Determining Fact from Opinion**"
- c. Specific Instructions (IW=independent; PA=parent assistance):
 - First**, ask the student what is the difference between these two sentences? **Texas is a state. Texas is the best state.**
 - Explanation:** The first sentence is stating a fact, the second sentence is stating an opinion. A fact is a statement that can be proven to be true or false, while an opinion is a statement that expresses an attitude or judgment that can't be proven right or wrong. While reading it is important to distinguish whether a statement a character says is a fact or opinion. **(PA 8 min)**
 - Next**, Work through "**Determining Fact from Opinion**" to see if you can figure out whether the statement is a fact or an opinion. **(IW 15 min)**

Daily Student Instruction Sheet

	<p>III. Poetry</p> <p>a. Goal/Objective: Students will review and memorize <i>Eletelephony</i>. Poem should be memorized by Friday.</p> <p>b. Materials needed: Printed poem.</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> First, student will read poem aloud two times. (I)<input type="checkbox"/> 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) <p>Eletelephony by Laura Richards</p>
<p>MATH (30 min.)</p>	<p>I. Math</p> <p>a. Goal/Objective: Students will ADD FRACTIONS with common denominators.</p> <p>b. Materials needed: provided activity sheets (2) “Adding Fractions”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the “Friendly Notes” pages included as lesson supplement before assignment. (PA, 5 min.)<input type="checkbox"/> 2: Student independently completes the (2) “Adding Fractions” worksheets. *Several problems from this assignment will be worked out in the following video. (IW, 20 min.)<input type="checkbox"/> 3: Parent and student may watch an online video posted to the 3rd Grade blog the day following the lesson. (Optional, 5 min.)
<p>HISTORY (30 min.)</p>	<p>I. History</p> <p>a. Goal/Objective: Students will discover how John Smith ensured all Jamestown colonists did their fair share of work.</p> <p>b. Materials needed: textbook chapter, student worksheets</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will read the textbook chapter “Captain John Smith.” (IW, 15 min.) Ch. 3: Captain John Smith, Thirteen Colonies Reader.pdf<input type="checkbox"/> 2. After student completes reading the chapter, they will write down one interesting or new fact they learned on the “Captain John Smith” notes sheet provided. (IW, 5 min.)<input type="checkbox"/> 3. Place the copy of the “Virginia” map, authored by Captain John Smith in 1612, in front of the student. (PA)<input type="checkbox"/> 4. With parent assistance, student will access the National Park Service website to view a high-resolution scan of the original document. (PA, 10 min.) Captain John Smith Map, 1612<input type="checkbox"/> 5. Parent may use the primary-source-analysis teacher script “Captain John Smith Map, 1612.” (TN)

Daily Student Instruction Sheet

	<p><input type="checkbox"/> Additional enrichment and information about the map may be found on the National Park Service website. (Optional) Captain John Smith Chesapeake National Historic Trail</p>
<p>OPTIONAL Latin (15 min.) P.E. (15 min.)</p>	<p>I. Latin Goal/Objective: Student will learn about the labors of the ancient Greek hero Theseus Materials needed: “Six Labors of Theseus” myth and “Theseus vs. Periphetes coloring sheet” Specific Instructions (I=independent; PA=parent assistance): <input type="checkbox"/> Parent should read “Six Labors of Theseus” myth aloud to student while student colors “Theseus vs. Periphetes” coloring sheet (PA)</p> <p>II. P.E. a. Goal/Objective: STRETCHING CALISTHENICS Students will develop physical knowledge and perform a wide range of activities stretching and moving their body. b. Materials needed: None c. Specific Instructions (IW=independent; PA=parent assistance): <input type="checkbox"/> First Stretch: Squats: (PA, 5 min.) o Spread your feet shoulder width apart and squat down like you are sitting on an imaginary chair. Once you are “sitting,” stand back up. Repeat for 1 to 2 minutes. (Try to keep your knees over your ankles. You should be able to see your toes. <input type="checkbox"/> Next Stretch: Crunches: (PA, 5 min.) o Lie on your back and place feet so your knees are pointing straight up. Place hands on the side of your head and use your stomach muscles to bring your upper body off the ground toward your knees. Come up as high as you can, then lower your upper body back to the floor. Repeat for 1 to 2 minutes. (Do not pull on head or neck. <input type="checkbox"/> Last Stretch: Mountain Climbers: (PA, 5 min.) o Place your hands on the floor, shoulder width apart, while stepping your feet back to get balanced. Bring one knee in towards your chest. As you straighten your knee, bring the other knee in, as if you are climbing. Continue for 1 to 2 minutes.</p>

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

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

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

After finishing the list of 5 words, have your child fold the paper so the words do not show.

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<i>sol di er</i>	The soldier rested in the shade.	
<i>sum</i>	What is the sum of 3 and 2? Or Can you sum up the story?	
<i>summary</i> r. 9, 4, 6	A summary is a shortened version of a story.	Base word = sum; Ending = ary We write sum and double the "m" because sum is a 1, 1, 1 word and ending ary starts with a vowel. "A" may say "A" at the end of a syllable. Y not I at the end of an English word.
<i>sword</i>	The knight carried a mighty sword.	For spelling say "s w or d"
<i>of ten</i>	We often go to the park.	For spelling say the "t." For reading say "ofen."



THE TRUMPET OF THE SWAN

Chapter 7

Determining Fact and Opinion

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter *F* if that sentence is a statement of fact. Write *O* if that sentence is a statement of opinion.

Example: O Animals without voices should learn to read and write.

- _____ 1. The waters of the Red Rock Lakes stay warm in winter.
- _____ 2. It is hard to learn how to read.
- _____ 3. Sam was more trustworthy than most boys his age.
- _____ 4. Only people need to be able to communicate with one another.
- _____ 5. It's against the law to keep some wild animals in captivity.
- _____ 6. Trumpeter swans are the most beautiful birds alive.
- _____ 7. A young trumpeter swan is a dirty gray color.
- _____ 8. The word *catastrophe* is longer than the word *cat*.
- _____ 9. Not having a voice is a catastrophe.
- _____ 10. Sam was in fifth grade.

Page left intentionally
blank for student work.

To find an equivalent fraction, we can either multiply or divide the numerator and denominator by the same number.

Find an equivalent fraction of $\frac{1}{3}$ and $\frac{6}{10}$.

$$\frac{1}{3} = \frac{3}{9}$$

$\times 3$ (top arrow) and $\times 3$ (bottom arrow)

$$\frac{6}{10} = \frac{3}{5}$$

$\div 2$ (top arrow) and $\div 2$ (bottom arrow)

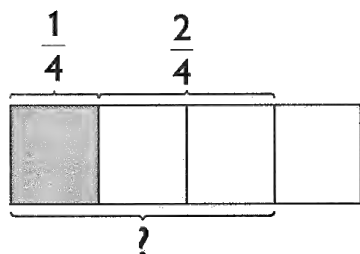
Adding Fractions

We can only add fractions with a common denominator. We only add the numerators.

Mrs. Lewis drank $\frac{1}{4}$ liter of apple juice on Monday.

She drank $\frac{2}{4}$ liters of apple juice on Tuesday.

How much apple juice did she drink altogether?



1 fourth + 2 fourths = 3 fourths

$$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$$

She drank $\frac{3}{4}$ l of apple juice altogether.



Name: _____

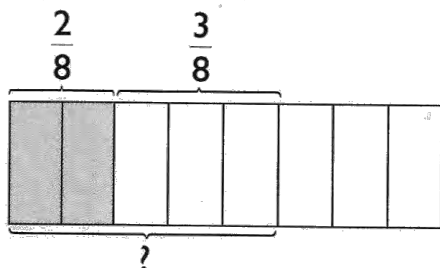
Class: _____

Date: _____

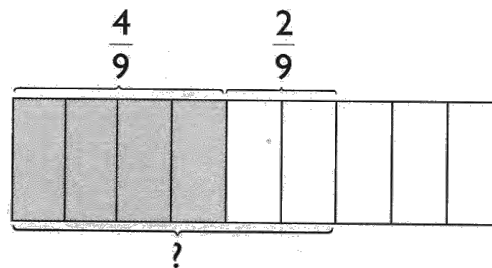
Exercise 3 : Adding Fractions

1. Add.

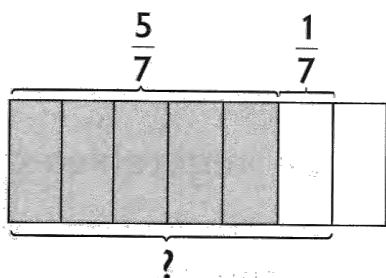
(a) $\frac{2}{8} + \frac{3}{8} =$



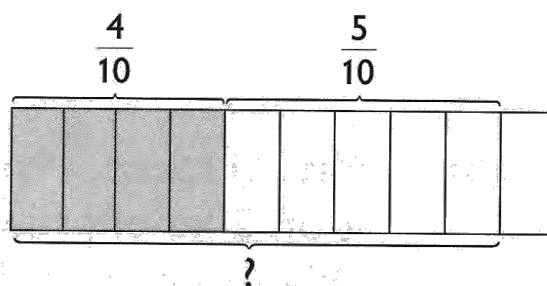
(b) $\frac{4}{9} + \frac{2}{9} =$



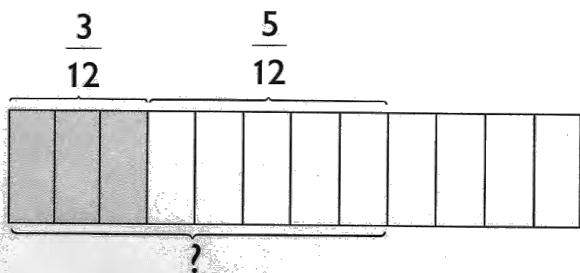
(c) $\frac{5}{7} + \frac{1}{7} =$



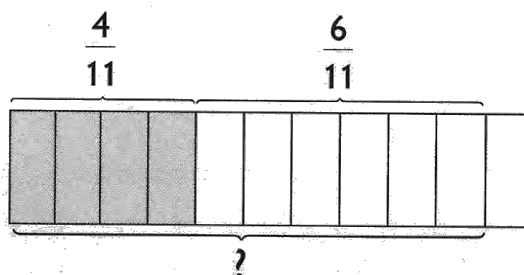
(d) $\frac{4}{10} + \frac{5}{10} =$



(e) $\frac{3}{12} + \frac{5}{12} =$



(f) $\frac{4}{11} + \frac{6}{11} =$



2. Do these. Show all your work clearly.

(a) Josh ate $\frac{2}{6}$ of a pizza.

Mary ate $\frac{3}{6}$ of the same pizza.

What fraction of the pizza did they eat altogether?

(b) Mrs. Li spent $\frac{4}{9}$ of her money on vegetables and $\frac{3}{9}$ of it on 2 kg of prawns.

What fraction of her money did she spend altogether?

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blank for student work.

Captain
John Smith
Jamestown



Powhatan



Jamestown and Pocahontas
1607 A.D.– 1618 A.D.

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blank for student work.

VIRGINIA

Maffawomecks

Signification of these marks.
To the crosses both his distance
what beyond is by relation
Kings houses 2
Ordinary houses 2



The Sasquahannons
are a Gentle people
and thus a goodly



POWHATAN

Held this state & fashion when Capt. Smith
was delivered to him prisoner
1607

WONS
CH
goags

MONACANS

MANN AHOACKS

POWHTAN

SA-S-PEACK BAY

KVSKARA WA OKS

TOCK WOGHS

ATOV

INACC

HVKES



THE VIRGINIAN SEA



Discovered and Described by Captain John Smith
1606
Granted by William Hall



Captain John Smith Map, 1612

This lesson was adapted from the National Park Service teacher guide for the Captain John Smith Chesapeake National Historic Trail and the Library of Congress teacher guide for the primary source map set for Jamestown.

You Say:

Captain John Smith created the first detailed map of Virginia, also known as the Chesapeake Region. His masterpiece map of Virginia, published in 1612, remained in active use for seven decades and opened this part of North America to European exploration, settlement, and trade. The geographical accuracy is astounding given that Smith traveled about 2,500 miles in a series of short expeditions and had only primitive mapmaking tools to work with. Smith's map records not only the geographic features of the Chesapeake, but also its cultural aspects, and took Smith more than 20 separate trips to gather all the information. Many of the place names remain in use today.

Together with his journals, Captain John Smith's map provides an unparalleled record of what the Chesapeake was like four centuries ago.

Provide the students 1 minute of silent time to study the map independently.

You Ask: What do you notice about Captain John Smith's map?

Answers vary: Virginia, drawings of Native Americans, Powhatan, Chesapeake Bay, etc.

You Ask: Can you locate the Compass Rose? Does North point up? Why not?

Answer: Bottom left corner; No; The map is drawn from the perspective of a ship sailing from the Atlantic Ocean, into the Chesapeake Bay towards Jamestown.

You Ask: Can you locate the Map Scale? To what measurement ratio is the map equivalent?

Answer: Leagues; equal to 3 1/2 miles or 5 1/2 kilometers

You Ask: Do you notice any symbols on the map? What do you think they represent?

Answer: Yes; cross, trees, Indians, houses, buildings, etc. There are over 200 different Indian settlements represented. Also, illustrations of Powhatan, a paramount Chief, and of a Susquehannock Indian described as the "goodliest man we ever beheld."

You Ask: Can you locate the Jamestown settlement on the map?

Answer: Jamestown is located on the mid-left of the map, between the Chesapeake Bay and the image of Powhatan (indicated on teacher copy)

Instruct students to circle on their copy in red.

You Ask: How Did He Create the Map?

As they sailed, Smith and his crew wrote notes, made sketches, and used a compass, quadrant and various other pieces of equipment to record location. They also gathered information from Indians they met along the way. Smith compiled the information in Jamestown in 1608 and sent an early map back to England.

In the 1600's, determining exact geographic locations was difficult because of primitive navigational devices. Smith probably used a compass in conjunction with a speed measuring device, possibly a chip log, to see how far they had traveled from a given point. Latitude was estimated with a quadrant but there was as yet no way to determine longitude.

You Ask: Can you find any crosses on the map? What do you think they represent?

John Smith was careful to distinguish between places he had seen and those he learned about from the Native Americans. On his map, he used cross symbols to indicate the boundaries of the areas he had seen for himself. He gave this explanation of the crosses shown on the 1612 map: "...in which map observe this: that as far as you see the little crosses on rivers, mountains, or other places, have been discovered; the rest was had by information of the savages, and are set down according to their instructions

Smith's 1612 map shows 27 crosses. Can you find all 27?

Now complete the student spiral entry for the map!!!

The Six Labors of Theseus

1) Theseus vs. Periphetes (Peh-ri-FEH-teez)

After Theseus discovered that he was the son of King Aegeus of Athens, he set off from Troezen to Athens by the dangerous land route, which was infested with criminals, monsters, and weirdos. Theseus first came to Epidauros where he met Periphetes. Periphetes, (also known as “The Club-Bearer”) was a son of Hephaestus. He would rob travelers and kill them by beating them into the ground with his bronze club. Theseus tricked him into giving him the club to check if it really were bronze. Theseus then bashed him in the head. He kept the club for himself.

2) Theseus vs. Sinis (SI-niss)

Next, he met an outlaw named Sinis. Sinis would capture people and tie them to two pine trees that he had bent down to the ground, then let the trees go, tearing his victims apart. When Theseus approached, Sinis tried to do the same thing to Theseus, but Theseus was too strong. Theseus disposed of Sinis by tying him to the two bent pine trees and letting them go.

3) Theseus vs. The Crommyonian Sow (krah-mee-O-nee-an)

The Crommyonian Sow a monstrous man-eating pig that terrorized the countryside around Crommyon. It was the pet of an old witch named Phaea (FAI-a). The Crommyonian Sow was the offspring of the monsters Typhon and Echidna. When Theseus arrived at Crommyon, he killed the it and the witch Phaea.

4) Theseus vs. Sciron (SKEE-ron)

Sciron was the son of Poseidon and an outlaw who lived at the Sceironian Rocks, a cliff on the coast of the Isthmus of Corinth. Sciron robbed travelers passing the Sceironian Rocks and forced them to wash his feet. When they knelt before him, he kicked them over the cliff into the sea, where they were eaten by a monstrous sea turtle. Sciron tried to do this to Theseus, but Theseus caught his foot and threw him off the cliff into the sea.

5) Theseus vs. Cercyon

Cercyon was the King of Eleusis, and a very strong man. Cercyon stood on the roads around Eleusis and challenged passers-by to a wrestling match. The loser (always the passer-by) was murdered, though Cercyon promised his kingdom to anyone who won. He was eventually beaten and killed by Theseus, who took over the kingdom of Eleusis. Theseus won because of his skill rather than because of superiority in brute physical strength.

6) Theseus vs. Procrustes

The last bandit was Procrustes the Stretcher, who had a stronghold not far from Athens. Procrustes had two beds, one of which he offered to passers-by in the plain of Eleusis. He then made them fit into it, either by stretching them or by cutting off their feet. Since he had two beds of different lengths, no one would fit. Theseus turned the tables on Procrustes, cutting off his legs and decapitating him with his own axe.

Finally, Theseus arrived in Athens, having made the road from Troezen to Athens safe from all monsters and criminals. What happened in Athens ... is a story for next week.



The Journey from
Troezen to Athens

Theseus vs. Periphetes



Thursday

Daily Student Instruction Sheet

THURSDAY

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Literature
(20 min)

Poetry
(5 min.)

I. Spalding

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

II. Reading

- a. Goal/Objective: Student will read to develop critical thinking skills and reinforce deeper concepts in grammar and writing.
- b. Materials needed: *The Trumpet of the Swan* by E.B. White, Reading Log
- c. Specific Instructions (IW=independent; PA=parent assistance):
 - Read "Chapter 9: The Trumpet," from *The Trumpet of the Swan* (IW)
[Ch. 9. The Trumpet, The Trumpet of the Swan.pdf](#)
 - Student will read chapter independently and track minutes in reading log for that day (IW)

III. Literature:

- a. Goal/Objective: **Cause and Effect**
- b. Materials needed: *Trumpet of the Swan* Chapter 9, Worksheet "Cause and Effect"
- c. Specific Instructions (IW=independent; PA=parent assistance):
 - First**, Discussion- Louis has gone through a lot in the last couple chapters! What are some of the major events that have happened to Louis? **(PA 5 min)**
 - Next, Say:** Now I want us to think about the cause of those events. In other words, I want us to think about the cause and effects of the major events in *Trumpet of the Swan*.
 - Worksheet.** Student may need to look back to chapter 9 to refresh their memory. **(IW 15 min)**

III. Poetry:

- a. Goal/Objective: Students will review and memorize poem.

Daily Student Instruction Sheet

	<p>b. Materials needed: Printed poem.</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> First, student will read poem aloud two times. <input type="checkbox"/> 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) <p>Eletelephony by Laura Richards</p>
<p>MATH (30 min.)</p>	<p>I. Math</p> <p>a. Goal/Objective: Students will SUBTRACT FRACTIONS with common denominators.</p> <p>b. Materials needed: provided activity sheets (2) “Subtracting Fractions”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1: Parent and student read the “Friendly Notes” pages included as lesson supplement before assignment. (PA, 5 min.) <input type="checkbox"/> 2: Student independently completes the (2) “Subtracting Fractions” worksheets. *Several problems from this assignment will be worked out in the following video. (IW, 20 min.) <input type="checkbox"/> 3: Parent and student may watch an online video posted to the 3rd Grade blog the day following the lesson. (Optional, 5 min.)
<p>HISTORY (30 min.)</p>	<p>I. History</p> <p>a. Goal/Objective: Students will explore what events led to the “starving time” in Jamestown.</p> <p>b. Materials needed: textbook chapter, student notes, “Powhatan and John Smith” worksheet</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Student will read the textbook chapter “Changing Times in Jamestown.” (IW, 20 min.) Ch. 4: Jamestown, Thirteen Colonies Reader.pdf <input type="checkbox"/> 2. After student completes reading the chapter, they will read the primary-source-analysis sheet “Powhatan and John Smith” and answer the questions, with parent assistance if needed. (PA, 10 min.) <input type="checkbox"/> 3. Additional work included in the appendix under the “Enrichment” section. For Thursday, please see “Encountering the Native Americans, Early 1600s.” (Optional)
<p>OPTIONAL Music (10 min.)</p>	<p>I. Music</p> <p>a. Goal/Objective: The students will listen to a composition by Ludwig van Beethoven</p>

Daily Student Instruction Sheet

ART

Bell work

(10-15 Minutes)

Concurrent

Ongoing

Project

(10-15 Minutes)

b. Materials needed: Pencil, paper, video link

[Fur Elise by Ludwig van Beethoven](#)

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

- Students will listen to "Fur Elise" (I) 2:55 min.
- Students will write down, using adjectives, how the composition makes them feel and what in the piece makes them feel that way. (I) 7 min.
- Students will title the assignment: "Beethoven: Fur Elise #2" (I) 1 min.

Week 2 Art Project: Sidewalk Chalk Drawing of a Rose Window

Goal/Objective: *Learning about Rose Windows and the underlying structure of geometry.*

Materials needed: *PDF instructions included in packet, Large square area of pavement in driveway, Sidewalk Chalk, Long String (You may tie together the laces from your school shoes!!!), broomstick as a straightedge and a helper-parent or sibling.*

Specific Instructions: (IW=independent Work; PA= Parent assistance):

- (PA=Parent assisted)
 - Assist Scholar in drawing a circle with a string tied to chalk (string compass); Hold down center point as scholar holds line taut and scribes a circle with chalk tied to end of string.
 - Assist Scholar in drawing straight lines using a broomstick as straightedge.
- (IW=independent Work)
 - Scholar is using the chalk to draw, NOT the parent. Parent assists holding the straight edge(broomstick) and holding down the end of the string(compass) to make a circle.
- (IW and PA)
 - Step by Step instructions, slides, videos and PDF Printables may be found on Mrs. Northway's Blog:
[Mrs. Northway's Blog](#)

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

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

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

After finishing the list of 5 words, have your child fold the paper so the words do not show.

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<i>mo tion n 4/14</i>	Do not stand up while the bus is in motion.	"O" may say "O" at the end of a syllable. The phonograms ti, si, and ci are used to say "sh" at the beginning of a syllable but not the first syllable of a word.
<i>the a ter n 4</i>	I love going to the theater.	"E" may say "E" at the end of syllable. "A" may say "A" at the end of a syllable.
<i>im prove</i>	I want to improve my cooking skills.	
<i>im prove ment</i>	The first grader has made great improvement in his reading abilities.	Base word = improve; Ending = ment We write improve and add ment to make the improvement.
<i>to tal n 4</i>	The total number of teachers in 3 rd grade is 9.	"O" may say "O" at the end of a syllable.



THE TRUMPET OF THE SWAN

Chapters 8-9

Determining Cause and Effect

To determine a cause, ask “What is the reason?” To determine an effect, ask “What is the result?” Match the causes and effects below. Write the number of the cause in front of its effect.

Cause**Effect**

- | | | |
|---|-------|---|
| 1. Louis’s parents didn’t know which way he had gone. | _____ | The cob and the swan were happy to see Louis. |
| 2. Louis returned to the lake and found his parents. | _____ | Louis realized that writing would be useful when dealing with people. |
| 3. Louis had been gone for eighteen months. | _____ | Louis’s dirty gray feathers had changed to the white feathers of an adult swan. |
| 4. The other swans didn’t know how to read. | _____ | They decided to wait for Louis to return home on his own. |
| 5. The grain man was able to read what Louis wrote. | _____ | Louis’s writing meant nothing to his family. |

- | | | |
|--|-------|--|
| 1. Louis’s heart beat faster every time he saw Serena. | _____ | Serena just stared at the words on the slate and then swam off. |
| 2. Louis wanted to get Serena’s attention. | _____ | Louis was sure he was in love. |
| 3. Serena didn’t know how to read. | _____ | He swam around her and pumped his neck up and down. |
| 4. Louis’s mother knew that Louis was in love. | _____ | The cob decided to find a trumpet for Louis. |
| 5. Louis’s mother told the cob that Serena was ignoring their son. | _____ | She hid in the bushes to see what happened when Louis tried to get Serena’s attention. |

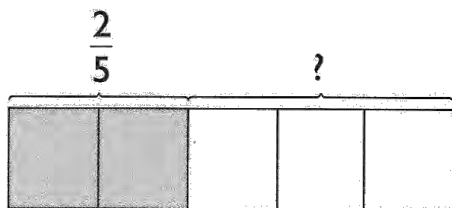
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blank for student work.

Subtracting Fractions

We can only subtract fractions with a common denominator.
We only subtract the numerators.

George gave $\frac{2}{5}$ of his marbles to John.

What fraction of his marbles did he have left?



1 whole = 5 fifths
5 fifths - 2 fifths = 3 fifths



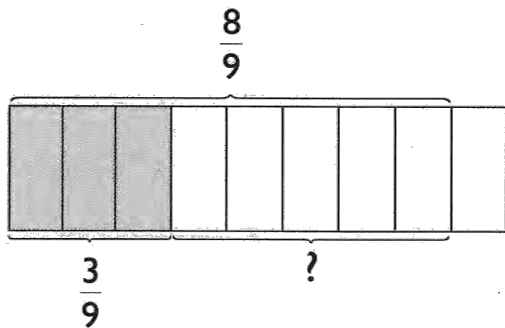
$$\frac{5}{5} - \frac{2}{5} = \frac{3}{5}$$

He had $\frac{3}{5}$ of his marbles left.

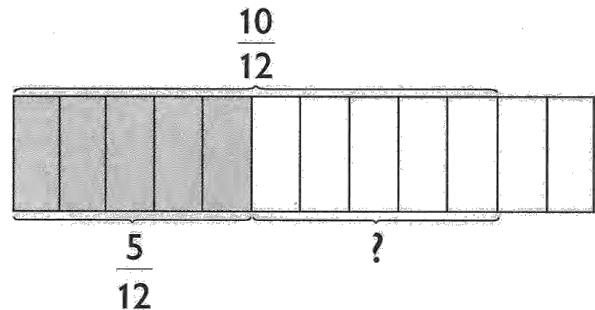
Exercise 4 : Subtracting Fractions

1. Subtract.

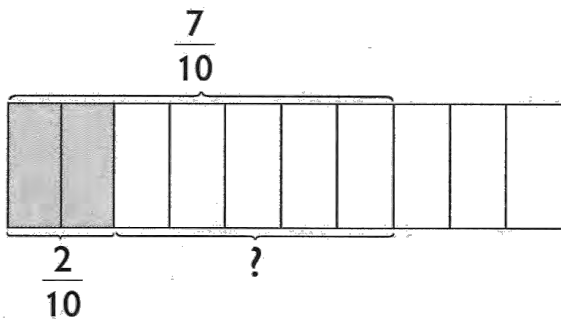
$$(a) \frac{8}{9} - \frac{3}{9} =$$



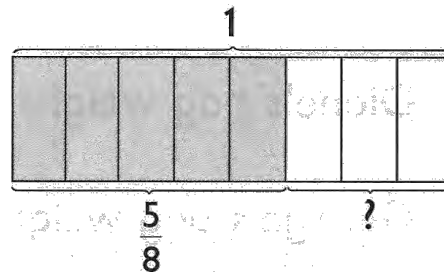
$$(b) \frac{10}{12} - \frac{5}{12} =$$



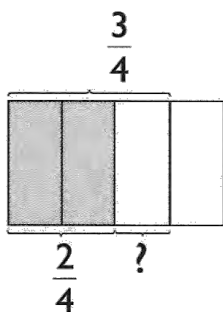
$$(c) \frac{7}{10} - \frac{2}{10} =$$



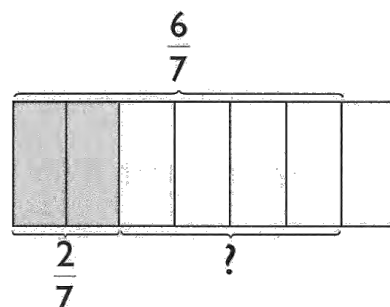
$$(d) 1 - \frac{5}{8} =$$



$$(e) \frac{3}{4} - \frac{2}{4} =$$



$$(f) \frac{6}{7} - \frac{2}{7} =$$



2. Do these. Show all your work clearly.

(a) Cloth A is $\frac{8}{12}$ yd long.

Cloth B is $\frac{5}{12}$ yd long.

How much longer is Cloth A than Cloth B?

(b) Diane's bag weighs $\frac{9}{10}$ kg.

George's bag weighs $\frac{3}{10}$ kg.

How much lighter is George's bag than Diane's bag?

Page left intentionally
blank for student work.

Moments of Truth...

Powhatan and John Smith

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

Powhatan (1545 A.D. — 1618 A.D.)

Powhatan was a great chief of the Tsenacommacah tribe, in the English colony of Virginia. He was also the father of Pocahontas, who helped Captain John Smith and the Virginia colonists. However, Powhatan and John Smith had an ongoing feud over land along the York River. In 1607, Powhatan made a speech to Captain John Smith —



Fig. 1: Powhatan meets with Captain John Smith

“I am now grown old, and soon must die; and the succession must descend, in order, to my brothers — Opitchapan, Opekankanough, and Catataugh, and then to my two sisters, and their two daughters. I wish their experience was equal to mine; and that your love to us might not be less than ours to you.

Why should you take by force that from us which you can have by love? Why should you destroy us, who have provided you with food? What can you get by war? We can hide our provisions, and fly into the woods; and then you must consequently famish by wronging your friends. What is the cause of your jealousy?

You see us unarmed, and willing to supply your wants, if you will come in a friendly manner, and not with swords and guns, as to invade an enemy. I am not so simple, as not to know it is better to eat good meat, live well, and sleep quietly with my women and children; to laugh and be merry with the English; and, being their friend, to have copper, hatchets, and whatever else I want, than to fly from all, to lie cold in the woods, feed upon acorns, roots, and such trash, and to be so hunted, that I cannot rest, eat, or sleep.

In such circumstances, my men must watch, and if a twig should but break, all would cry out, ‘Here comes Capt. Smith’; and so, in this miserable manner, to end my miserable life; and, Capt. Smith, this might be soon your fate too, through your rashness and unadvisedness. I, therefore, exhort you to peaceable councils; and, above all, I insist that the guns and swords, the cause of all our jealousy and uneasiness, be removed and sent away.”

Moments of Truth... | Powhatan

Directions: Read each question below and answer in complete sentences.

Do you think the Virginia colonists were justified to treat the Indians unfairly?

Do you think John Smith will honor Chief Powhatan's request?



Fig. 2: Chief Powhatan, as pictured on Captain John Smith's Map of Virginia (1612)

Friday

Daily Student Instruction Sheet

FRIDAY	
ELA Spalding (15 min) Grammar (10 min) Poetry (5 min)	<p>I. Spalding:</p> <p>a. Goal/Objective: Students review the 20 words learned this week.</p> <p>b. Materials needed: Spalding paper, pencil, Spalding word list.</p> <p>c. Specific instructions:</p> <ul style="list-style-type: none"><input type="checkbox"/> Dictate the 5 words (one at a time) to your child.<input type="checkbox"/> Remind students to use their phonogram knowledge and spelling rules<input type="checkbox"/> Remind students to practice proper letter formation and to use their best handwriting. <p>II. Grammar:</p> <p>a. Goal/Objective: Forming Compound words.</p> <p>b. Materials needed: Worksheet “Making Compounds”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> First, Ask student if they remember what a compound word is. A word that is composed of two base words.<input type="checkbox"/> Next, have student work through the worksheet, forming compound words that fit into the sentence. (IW 10min) <p>III. Poetry:</p> <p>a. Goal/Objective: Students will recite poem, Eletelephony.</p> <p>b. Materials needed: Printed poem and a respectful audience.</p> <p>c. Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> Have student recite the poem to their parents, or whole family. Eletelephony by Laura Richards
MATH (30 min.)	<p>I. Math</p> <p>a. Goal/Objective: Students will apply FRACTIONS OF A SET and evaluate MONEY as fractions.</p> <p>b. Materials needed: provided activity sheets (2) “Fractions of a Set” and (2) “Fractions and Money.”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the “Friendly Notes” pages included as lesson supplement before assignment. (PA, 5 min.)<input type="checkbox"/> 2: Student independently completes the (2) “Fractions of a Set” and (2) “Fractions and Money” worksheets. (IW, 20 min.)<input type="checkbox"/> 3: Parent and student may watch an online video posted to the 3rd Grade blog the day following the lesson. (Optional, 5 min.)

Daily Student Instruction Sheet

HISTORY

(30 min.)

I. History

a. Goal/Objective: Students will explore the challenges Jamestown settlers faced in a new land.

b. Materials needed: textbook chapter, student notes

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

1. Student will read the textbook chapter “**Virginia Succeeds.**”
(IW, 15 min.)

[Ch. 5: Virginia Succeeds, Thirteen Colonies Reader.pdf](#)

2. After student completes reading the chapter, they will write down one interesting or new fact they learned on the “**Pocahontas/ John Rolfe**” notes sheet provided.**(IW, 5 min.)**

3. The student will then take the “Jamestown and Virginia Colony” comprehension check. They may use their student notes they took from the textbook readings if needed. **(IW, 10 min.)**

4. Additional work included in the appendix under the “Enrichment” section. For Tuesday, please see “**Virginia**” (2 pages) and “**Pocahontas**” **(Optional)**

5: Parent and student may also watch the online video of Mrs. Wilkinson reading the picture book “**Pocahontas.**” Link available on the 3rd grade blog. **(Optional)**

[Pocahontas by Ingri and Edgar Parin d'Aulaire](#)

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

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

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

Student will write review words correctly one time each.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence
<i>patient</i>	Please be patient and wait your turn.
<i>patience</i>	The little girl showed patience while waiting for her friend to finish his turn.
<i>piano</i>	Can you play the piano?
<i>pianos</i>	There were three pianos on the stage
<i>pianist</i>	A pianist is a person who plays the piano.
<i>pickle</i>	I love a juicy, crunchy pickle!
<i>pickles</i>	Do you like dill pickles or sweet pickles?
<i>resign</i>	The boss said he was going to resign at the end of the month.
<i>reveal</i>	The boy pulled back the curtain to reveal a curious kitten sitting on the windowsill.
<i>sleeve</i>	Roll you sleeve up so you won't get it wet.

<i>soldier</i>	The soldier rested in the shade.
<i>sum</i>	What is the sum of 3 and 2? Or Can you sum up the story?
<i>summary</i>	A summary is a shortened version of a story.
<i>sword</i>	The knight carried a mighty sword.
<i>often</i>	We often go to the park.
<i>motion</i>	Do not stand up while the bus is in motion.
<i>theater</i>	I love going to the theater.
<i>improve</i>	I want to improve my cooking skills.
<i>improvement</i>	The first grader has made great improvement in his reading abilities.
<i>total</i>	The total number of teachers in 3 rd grade is 9.



THE TRUMPET OF THE SWAN

Chapters 3-4

Making Compounds

Two words combined form a compound. Each word in Box A forms the first part of a compound. Each word in Box B forms the second part. In the blank in each sentence below, write the compound that best completes the sentence. Use a word from each box to make your compounds.

Box A

after	under
sun	shoe
high	an
hide	spell
black	note
master	

Box B

piece	other
birds	water
bound	away
noon	book
lace	way
light	

Example: The swans hoped for some privacy in their wilderness hideaway.

1. The cob couldn't understand how Sam arrived at a pond that was fifty miles from any _____.
2. Sam was _____ at the sight of the magnificent birds.
3. The cob told his wife that her last egg was a real _____.
4. The swan noticed that the baby _____ had already hatched.

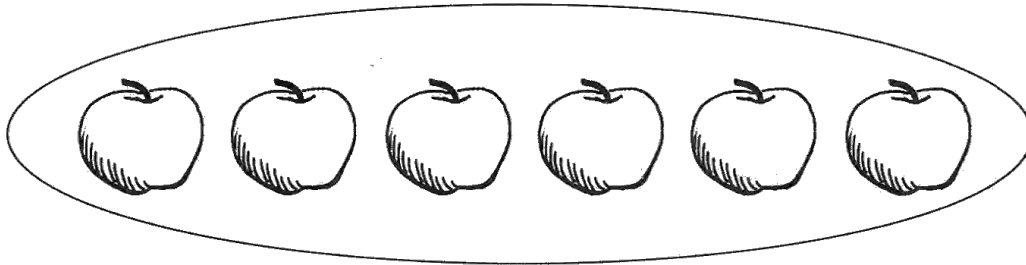
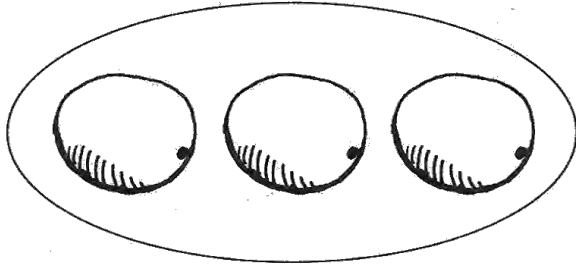
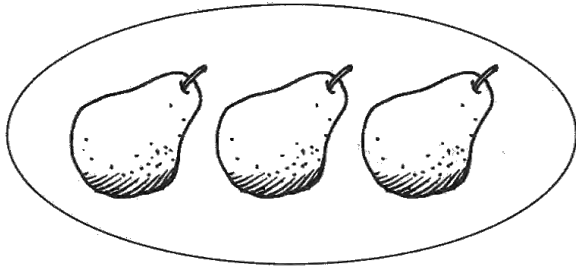
(continued)

Making Compounds**Chapters 3-4**

5. The warm _____ sun made the female swan feel hot and thirsty.
6. The swan stuck her head _____ and began to drink.
7. Just in case the fox didn't leave, Sam grabbed _____ stick.
8. Every night before going to sleep, Sam wrote in his _____.
9. The cob welcomed his children to the bright _____ of the pond.
10. One of the cygnets pulled Sam's _____ and untied it.

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Fraction of a Set



3 out of 12 fruits are pears.

$\frac{3}{12}$ of the fruits are pears.

$$\frac{3}{12} = \frac{1}{4}$$

$$\frac{6}{12} = \frac{1}{2}$$

3 out of 12 fruits are mangoes.

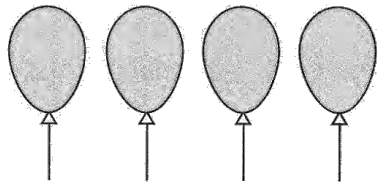
$\frac{3}{12}$ of the fruits are mangoes.

6 out of 12 fruits are apples.

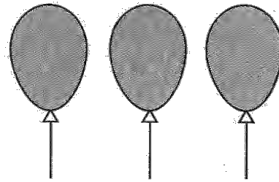
$\frac{6}{12}$ of the fruits are apples.



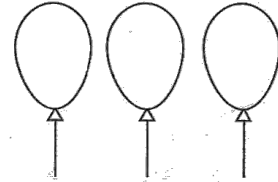
1. There are 10 balloons.
 3 of these balloons are red.
 4 of these balloons are green.
 The remaining balloons are white.
 What fraction of the balloons are white?



green balloons



red balloons

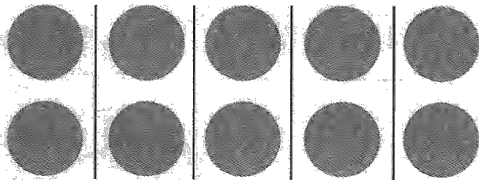


white balloons

$$10 - 3 - 4 = 3$$

$\frac{3}{10}$ of the balloons are white.

2. What is $\frac{1}{5}$ of 10?



$$\frac{1}{5} \text{ of } 10 = 2$$

$\frac{1}{5}$ → 1 part out of
 $\frac{1}{5}$ → 5 equal parts

Divide 10 into 5 equal groups.

One group is $\frac{1}{5}$ of 10.



Fractions and Money

10 dimes make a dollar.
100 pennies make a dollar.
4 quarters also make a dollar.

1 dime = $\frac{1}{10}$ of a dollar

1 penny = $\frac{1}{100}$ of a dollar

1 quarter = $\frac{1}{4}$ of a dollar



dime



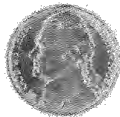
penny



quarter



half-dollar



nickel



a dollar note

1. What fraction of a dollar is 6 dimes?

$$\frac{6}{10} = \frac{3}{5}$$

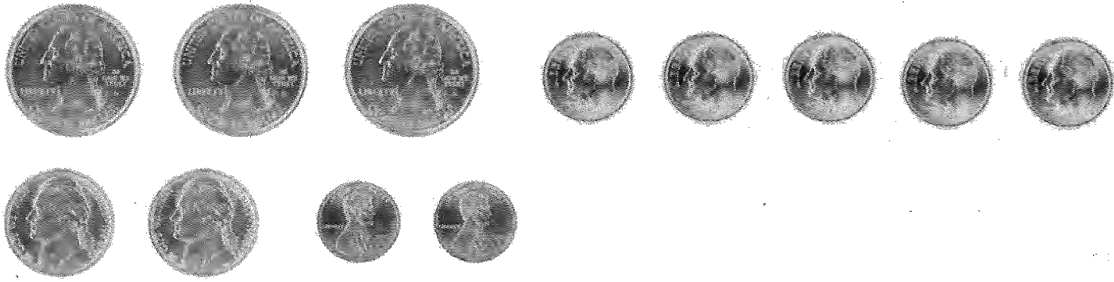
A dollar = 10 dimes

6 dimes out of 10 dimes = $\frac{6}{10}$

6 dimes is $\frac{3}{5}$ of a dollar.



2. Leila has 3 quarters, 5 dimes, 2 nickels and 2 pennies.



- (a) What fraction of her coins are quarters?
- (b) What fraction of her coins are nickels?
- (c) What fraction of her coins are dimes?

There are 12 coins altogether.

(a) $\frac{3}{12} = \frac{1}{4}$

$\frac{1}{4}$ of her coins are quarters.

(b) $\frac{2}{12} = \frac{1}{6}$

$\frac{1}{6}$ of her coins are nickels.

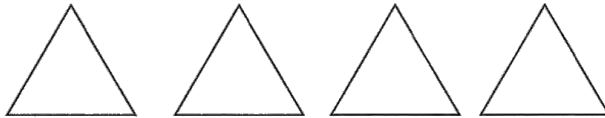
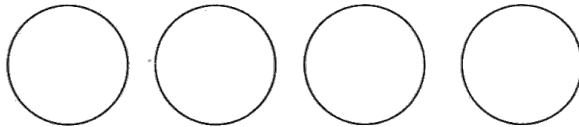
(c) 5 out of 12 coins are dimes.

$\frac{5}{12}$ of her coins are dimes.

Exercise 5 : Fraction of a Set

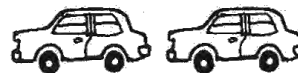
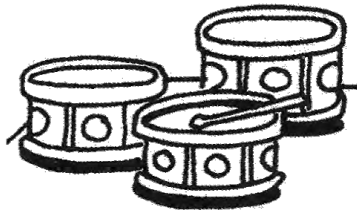
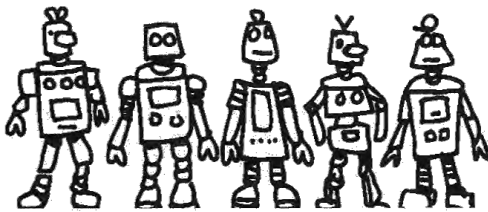
1. Fill in the blanks.

(a)



What fraction of the shapes are triangles?

(b)



What fraction of the toys are toy cars?

2. Fill in the blanks.

(a) Find $\frac{2}{10}$ of 30.

(b) Find $\frac{3}{8}$ of 64.

(c) Find $\frac{5}{9}$ of 81.

(d) What is $\frac{2}{7}$ of 63?

(e) What is $\frac{7}{12}$ of 144?

(f) What is $\frac{5}{6}$ of 120?

Exercise 6 : Fractions and Money

1. Fill in the blanks.

(a) What fraction of a dollar is 80 pennies?

(b) What fraction of a dollar is 6 dimes?

(c) What fraction of a dollar is 3 quarters?

2. Fill in the missing numbers.



(a) $\frac{\square}{\square}$ of the coins are nickels.

(b) $\frac{\square}{\square}$ of the coins are dimes.

3. Write each amount of money as a fraction of a dollar.

(a) \$0.35

$$= \frac{\square}{\square}$$

(b) \$0.80

$$= \frac{\square}{\square}$$

4. Do this. Show your working clearly.



\$2



\$4



\$2

Danny had \$10. He bought a doll, a toy aeroplane and a toy car.

(a) What fraction of his money was spent on the doll?

(b) What fraction of his money was not spent?

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Pocahontas
John Smith, John Rolfe, England

John Rolfe
Jamestown and Pocahontas



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Jamestown and Virginia Colony

Comprehension Check

King James John Rolfe John Smith Pocahontas Powhatan

1. Leader of Jamestown during Starving Time: _____
2. Chief of Tsenacommacah tribe: _____
3. First King of England *and* Scotland: _____
4. Virginia husband of Pocahontas: _____
5. Native American woman taken to England: _____

6. What challenges did the Jamestown Colonists face?

7. How did the arrival of John Rolfe affect Virginia Colony?

Teacher Notes

Answer Keys



 THE TRUMPET OF THE SWAN

Chapters 5-6

Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you *where*, *when*, or *how*. Underline the correct choice.

Example: *One evening*, the swan told the cob she wanted to talk about Louis.

 where when how

1. As the swan talked, the cob began to look *worried*.

 where when how

2. The swan and the cob had met *in Montana*.

where when how

3. Louis was growing well and swimming *beautifully*.

 where when how

4. The swan reminded the cob of the spring, *years ago*, when they had first met.

 where when how

5. Louis's parents agreed that they needed to watch him *next winter*.

 where when how

6. The cob couldn't sleep at all *that night*.

 where when how

7. The cob asked Louis to follow him *to the other end of the pond*.

where when how

8. The cob began to speak *candidly and openly* to Louis.

 where when how

9. *While his father watched*, Louis tried to make a noise.

 where when how

10. Finally, Louis gave up and hung his head *sadly*.

 where when how

(continued)

Classifying Word Groups

Chapters 5-6

11. The cob's voice was *comforting* as he spoke to Louis. where when how
12. The cob promised that *someday* he would help Louis find a voice. where when how
13. *At the end of the summer*, the cob gathered his children around him. where when how
14. *Soon* Louis and his father joined the rest of the family. where when how
15. The Red Rock Lakes are located *in a lovely valley*. where when how
16. Warm water *from hidden springs* made the lakes a pleasant place to spend the winter. where when how
17. The cob's wings were beating *strongly and regularly*. where when how
18. Louis splashed water *in his father's face*. where when how
19. The mist rose *from the pond*. where when how
20. Mr. Beaver told Sam they had to leave *tomorrow*. where when how



THE TRUMPET OF THE SWAN

Chapter 7

Remembering Details

The following questions are about the main character and some of the events in the book. Write the answers on the lines below the questions. Be sure to use complete sentences.

1. Why did Louis decide to visit Sam Beaver? Louis wanted to go to school with Sam and learn how to read and write.
2. When Louis got to a town, why was he afraid to walk down the main street? Louis was afraid someone would shoot him.
3. How did Louis let Sam know who he was? Louis untied Sam's shoelace, just as he had done before.
4. Why did Mr. Beaver call the game warden? Mr. Beaver wanted to make sure it was okay for Sam to keep the swan.
5. Why did Mrs. Beaver make Louis sleep in the barn? Mrs. Beaver was afraid Louis would mess up the bedroom.
6. How did Mrs. Hammerbotham find out what Louis's name was? She called out names until she said the right one.
7. Why did Mrs. Hammerbotham have Louis write some words on the board? She wanted to see what Louis was able to do.



THE TRUMPET OF THE SWAN

Chapter 7

Determining Fact and Opinion

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter *F* if that sentence is a statement of fact. Write *O* if that sentence is a statement of opinion.

Example: O Animals without voices should learn to read and write.

- F 1. The waters of the Red Rock Lakes stay warm in winter.
- O 2. It is hard to learn how to read.
- O 3. Sam was more trustworthy than most boys his age.
- O 4. Only people need to be able to communicate with one another.
- F 5. It's against the law to keep some wild animals in captivity.
- O 6. Trumpeter swans are the most beautiful birds alive.
- F 7. A young trumpeter swan is a dirty gray color.
- F 8. The word *catastrophe* is longer than the word *cat*.
- O 9. Not having a voice is a catastrophe.
- F 10. Sam was in fifth grade.



THE TRUMPET OF THE SWAN

Chapters 8-9

Determining Cause and Effect

To determine a cause, ask "What is the reason?" To determine an effect, ask "What is the result?" Match the causes and effects below. Write the number of the cause in front of its effect.

Cause

Effect

1. Louis's parents didn't know which way he had gone.
2. Louis returned to the lake and found his parents.
3. Louis had been gone for eighteen months.
4. The other swans didn't know how to read.
5. The grain man was able to read what Louis wrote.

- | | |
|----------|---|
| <u>2</u> | The cob and the swan were happy to see Louis. |
| <u>5</u> | Louis realized that writing would be useful when dealing with people. |
| <u>3</u> | Louis's dirty gray feathers had changed to the white feathers of an adult swan. |
| <u>1</u> | They decided to wait for Louis to return home on his own. |
| <u>4</u> | Louis's writing meant nothing to his family. |

1. Louis's heart beat faster every time he saw Serena.
2. Louis wanted to get Serena's attention.
3. Serena didn't know how to read.
4. Louis's mother knew that Louis was in love.
5. Louis's mother told the cob that Serena was ignoring their son.

- | | |
|----------|--|
| <u>3</u> | Serena just stared at the words on the slate and then swam off. |
| <u>1</u> | Louis was sure he was in love. |
| <u>2</u> | He swam around her and pumped his neck up and down. |
| <u>5</u> | The cob decided to find a trumpet for Louis. |
| <u>4</u> | She hid in the bushes to see what happened when Louis tried to get Serena's attention. |



 THE TRUMPET OF THE SWAN

Chapters 3-4

Making Compounds

Two words combined form a compound. Each word in Box A forms the first part of a compound. Each word in Box B forms the second part. In the blank in each sentence below, write the compound that best completes the sentence. Use a word from each box to make your compounds.

Box A

after	under
sun	shoe
high	an
hide	spell
black	note
master	

Box B

piece	other
birds	water
bound	away
noon	book
lace	way
light	

Example: The swans hoped for some privacy in their wilderness hideaway.

- The cob couldn't understand how Sam arrived at a pond that was fifty miles from any highway.
- Sam was spellbound at the sight of the magnificent birds.
- The cob told his wife that her last egg was a real masterpiece.
- The swan noticed that the baby blackbirds had already hatched.

(continued)

Making Compounds

Chapters 3-4



THE TRUMPET OF THE SWAN

Chapters 3-4

5. The warm afternoon sun made the female swan feel hot and thirsty.
6. The swan stuck her head underwater and began to drink.
7. Just in case the fox didn't leave, Sam grabbed another stick.
8. Every night before going to sleep, Sam wrote in his notebook.
9. The cob welcomed his children to the bright sunlight of the pond.
10. One of the cygnets pulled Sam's shoelace and untied it.

Box B	Box A
other	under
water	shoe
away	an
book	spelt
way	note
place	after
birds	sun
found	light
noon	side
lace	disc
light	trav

Example: The swans hoped for some privacy in their wilderness independently.

1. The cob couldn't understand how Sam arrived at a pond that was fifty miles away from his highway.

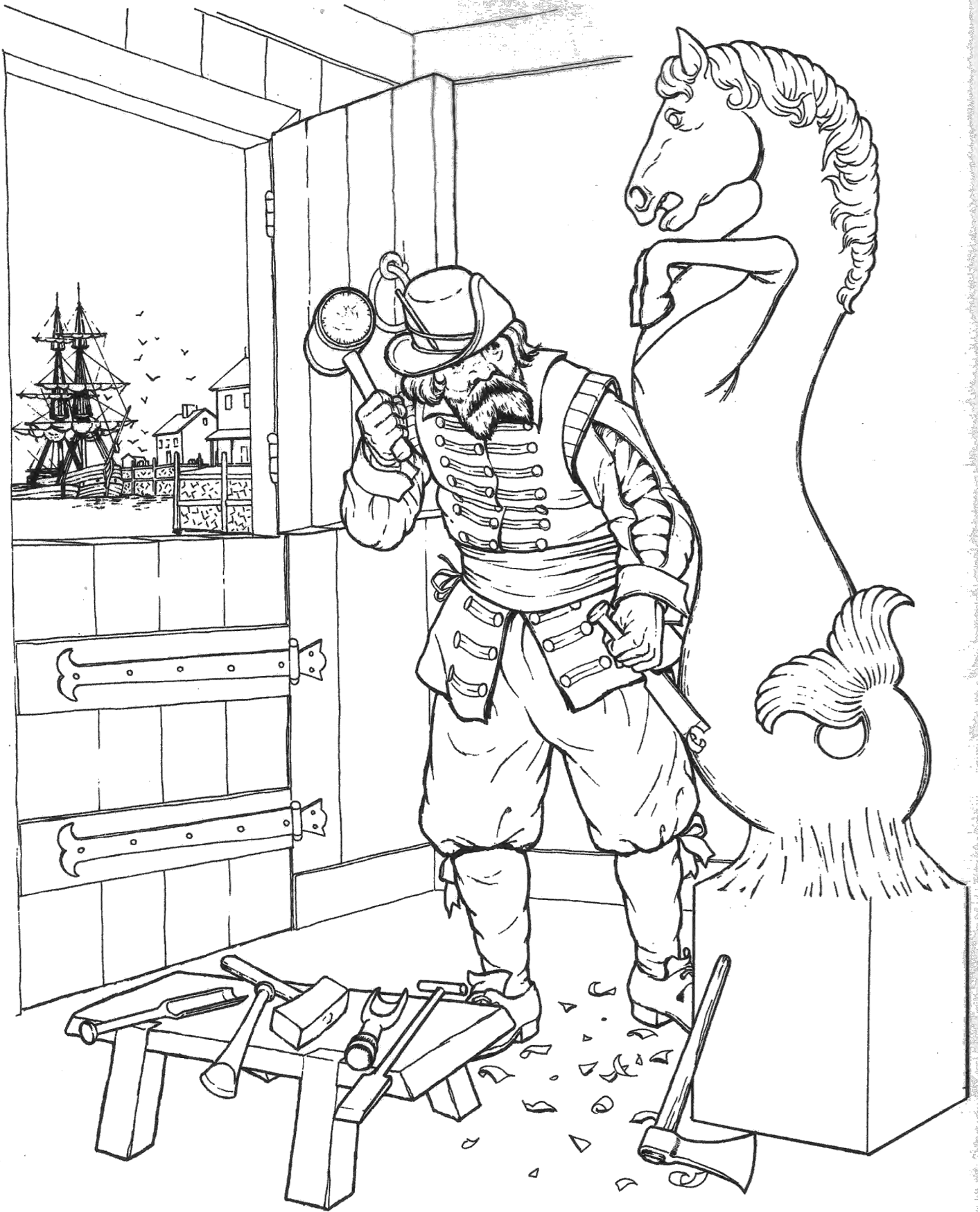
2. Sam was apprehensive at the sight of the magnificent birds.

3. The cob told his wife that her last egg was a real monster.

4. The swan noticed that the baby swan had already hatched.

(continued)

Enrichment



A ship carver of 1675. Somewhere down near the wharves in a seventeenth-century seaport the ship carver had his shop. He sculpted wooden figureheads,

elaborate decorations and scrollwork for men-of-war and large merchant ships as well as simpler designs for smaller vessels.



Arrival in the New World, early 1600s. The Virginia colony at Jamestown, founded in 1607, was the first successful English settlement in America. Other colonies were founded in Massachusetts, Connecticut,

Rhode Island, Delaware, Maryland, Georgia, the Carolinas, and Florida. Here we see the *Mayflower* passengers arriving on the rockbound shores of New England.



Encountering the Native Americans, early 1600s. Upon arrival on the shores of North America, the Europeans were met by Native Americans. Many of the early colonists were not adept at farming, hunting, or fishing, and if not for the friendly Indians who taught them the

techniques of survival in the new land, they would have starved to death before the crops they had been taught to plant had grown to maturity. Here, a group of disembarking colonists catches sight of the Native American inhabitants.

X. VIRGINIA



In the spring of 1607 three small ships, carrying approximately one hundred Englishmen, arrived about midway along what is now the East Coast of the United States. The Englishmen founded Jamestown, America's first permanent English town. The colony where Jamestown was located was called Virginia, in honor of England's Queen Elizabeth I, the "Virgin Queen."

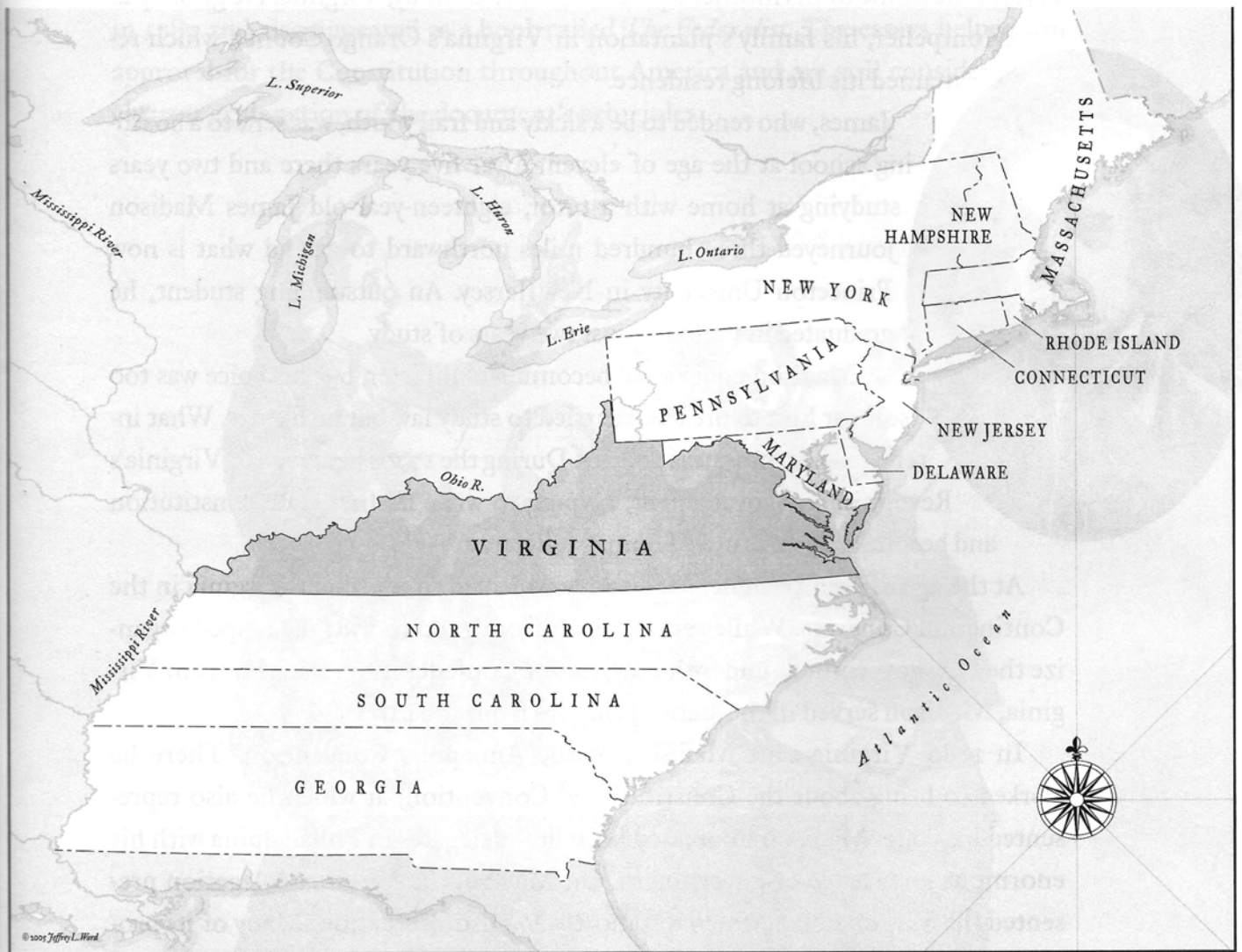
The first of England's thirteen American colonies, Virginia was the scene of many noteworthy events in early America. According to a famous story, the life of Jamestown leader Captain John Smith was saved by the Native American girl Pocahontas. The House of Burgesses, the first legislature in the thirteen colonies composed of elected representatives, met at Jamestown in 1619. Thomas Jefferson wrote the Declaration of Independence while his fellow Virginian George Washington led American troops to victory in the Revolutionary War.

By 1787 Virginia was by far the most populous state. Of its 650,000 people, about 280,000 were slaves who grew tobacco and did other work on Virginia farms and plantations. Virginians played leading roles at the Constitutional Convention. George Washington served as convention president. James Madison designed the Virginia, or Large-State, Plan.

On June 25, 1788, Virginia became the tenth state to join the Union by approving the Constitution. Virginia is sometimes called the Mother of Presidents because eight U.S. presidents—George Washington, Thomas Jefferson, James Madison, James Monroe, William Henry Harrison, John Tyler, Zachary Taylor, and Woodrow Wilson—were born there. Richmond has been Virginia's capital since 1780.

VIRGINIA

<i>Name</i>	<i>Birth Date</i>	<i>Age at Signing</i>	<i>Marriage(s)</i>	<i>Children</i>	<i>Death Date</i>	<i>Age at Death</i>
JAMES MADISON	March 16, 1751	36	Dolley Payne Todd	0	June 28, 1836	85
GEORGE WASHINGTON	February 22, 1732	55	Martha Custis	0	December 14, 1799	67
JOHN BLAIR	1732	About 55	Jean Balfour	2	August 31, 1800	About 68



POCAHONTAS

(circa 1596-1617)

Directions: Unscramble the capitalized terms in the following sentences related to the life of Pocahontas.

- Pocahontas was born *circa* 1596 in Werowocomoco, located in present-day Gloucester County, **IIIVNAGR**.

- In a letter to England’s Queen Anne, written in 1616, John **MHITS** claimed that Pocahontas had saved his life.

- Pocahontas was **ACDEPRTU** during the First Anglo-Powhatan War.

- Pocahontas converted to Christianity and took the name “**ABCCEER**.”

- On April 5, 1614, Rebecca (formerly Pocahontas) married John **EFLOR**.

- Rebecca (Pocahontas) Rolfe died in March of 1617, at Gravesend, Kent, Kingdom of **ADEGLNN**.



WORD SEARCH PUZZLE

P	G	R	A	F	J	D	R	E	P	E	H
B	O	N	I	Q	I	N	N	M	O	F	N
S	M	W	W	L	O	G	A	K	C	L	V
K	R	Y	H	O	L	G	J	N	A	O	I
S	G	M	Z	A	T	X	Y	A	H	R	R
B	D	M	N	E	T	S	M	G	O	N	G
H	O	D	E	U	V	A	E	N	N	H	I
R	O	U	X	T	O	G	N	M	T	O	N
N	A	I	U	Q	N	O	G	L	A	J	I
J	O	H	N	S	M	I	T	H	S	J	A
I	K	D	I	D	C	F	C	B	B	F	M
A	H	T	T	A	D	T	A	N	X	A	C

Algonquian	England
Jamestown	John Rolfe
John Smith	Pocahontas
Powhatan	Virginia