

GreatHearts

Northern Oaks



Distance Learning Packet:

Week 5

April 20 - April 24, 2020

3rd grade

(3A) Ms. Gauss

(3B) Ms. Tyler

(3C) Ms. Kaiser

(3D) Mr. Aniol

Student Name: _____ Section: __

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Tuesday 04/21 Student Instruction Sheet <ul style="list-style-type: none"><input type="checkbox"/> Spalding<input type="checkbox"/> Writing<input type="checkbox"/> Reading<input type="checkbox"/> Poetry<input type="checkbox"/> Math<input type="checkbox"/> Science	Friday 04/24 <p style="text-align: center;">BATTLE OF FLOWERS HOLIDAY!!!</p>
Wednesday 04/22 Student Instruction Sheet <ul style="list-style-type: none"><input type="checkbox"/> Spalding<input type="checkbox"/> Reading<input type="checkbox"/> Literature<input type="checkbox"/> Poetry<input type="checkbox"/> Math<input type="checkbox"/> Science	Specials Student Instruction Sheet <ul style="list-style-type: none"><input type="checkbox"/> Music<input type="checkbox"/> Art<input type="checkbox"/> Latin<input type="checkbox"/> P.E. <p style="text-align: center;">MUST BE COMPLETED BY FRIDAY</p>

Monday

Daily Student Instruction Sheet

MONDAY, 04/20

ELA

Spalding
(15 min.)

Grammar/
Literature
(20 Minutes)

Reading
(+20 min. HW)

Poetry
(5 min)

I. Spalding

- a. Goal/Objective: Students will learn 5 new words each day.
- b. Materials needed: Spalding paper, pencil, Spalding word list.
- c. Specific instructions:
 - Dictate the 5 words (one at a time) to your child using the attached spelling list. See video, **3rd Grade Spalding, April 20th**, for further assistance.
[3rd Grade Spalding List, Wed 04/20](#)
[3rd Grade Spalding Video, Wed 04/20](#)
 - After finishing the list of 5 words, have your child fold the paper so the words do not show.
 - Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
 - Remind students to use their phonogram knowledge and spelling rules.
 - Remind students to practice proper letter formation and to use their best handwriting.

II. Grammar/ Literature

- a. Goal/Objective: With the help of a Glossary, students learn how to determine the right meaning of a word.
- b. Materials needed: **Worksheet - "Choosing Correct Meaning."**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
 - How to determine meaning!** Sometimes words can have multiple meanings like the word *bat*. How do you know if I am talking about an animal bat or a bat that you use in baseball? You use context clues! The only way to find out is to use it in a sentence! "*I swung the bat to hit the baseball.*" **(PA 5min)**

A **Glossary** is a resource that lists the different kinds of meaning a word has. It is usually found in the back of textbooks. Using the vocabulary from *The Trumpet of the Swan*, let's practice how to determine the right meaning of a word.

- Read and complete "**Choosing Correct Meaning.**" (IW 15 min)
[Choosing Correct Meaning](#)

III. Reading

- a. Goal/Objective: Student will read and enjoy a chapter of the current literature book.
- b. Materials needed: *The Trumpet of the Swan* by E.B. White, **Reading Log**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
 - Read "Chapter 17: "Serena" from *The Trumpet of the Swan* (IW)

Daily Student Instruction Sheet

	<p>Ch. 17 "Serena", The Trumpet of the Swan.pdf Read-aloud Video - Ch. 17: Serena, read by Mrs. Perez</p> <ul style="list-style-type: none"><input type="checkbox"/> Student will read chapter independently OR follow along in book while listening to Read Aloud video.<input type="checkbox"/> Track minutes on a separate sheet of paper for the reading log, which is now included with the Graded Review packet on the last day of the week. (IW) <p>IV. Poetry</p> <ul style="list-style-type: none">a. Goal/Objective: Students will review and memorize "Sick" by Shel Silverstein. Poem should be memorized by Thursday, April 23rd.b. Materials needed: Printed poem "Sick"c. Specific Instructions (IW=independent work; PA=parent assistance):<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 the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min)<p>"Sick" by Shel Silverstein "Sick" performed by Miss Gauss</p>
	<p>I. Math</p> <ul style="list-style-type: none">a. Goal/Objective: Students will understand and identify the measurement of a figure in SQUARE UNITS.b. Materials needed: provided activity sheets (2) "Measuring Polygons in Square Units"c. Specific Instructions (IW=independent; PA=parent assistance):<ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the "Friendly Notes" and textbook pages included as lesson supplement before assignment. (PA, 5 min.) Singapore Math Friendly Notes, Area Singapore Math Textbook, Ch. 13.1 Area<input type="checkbox"/> 2: Student independently completes the (2) "Measuring Polygons in Square Units" worksheets. (IW, 30 min.) Measuring Polygons in Square Units<input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the "Measuring Polygons in Square Units" video. (Optional, 5 min.) Measuring Polygons Square Units lesson video with Mr. Aniol
<p>SCIENCE (30 min.)</p>	<p>I. Science</p> <ul style="list-style-type: none">a. Goal/Objective: Students will begin work on vocabulary sheet for Sun, Earth, and Moon.

Daily Student Instruction Sheet

	<p>b. Materials needed: student vocabulary sheet</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none">☐ 1. Student will only fill out vocabulary word section on <u>Sun, Earth, and Moon Vocabulary Pt. 1</u> ; <u>Sun, Earth, and Moon Vocabulary Pt. 2</u> before beginning reading for the week. (IW, 20 min.) <p><u>"Sun, Earth, and Moon" video with Miss Tyler</u></p>
SPECIAL CLASSES	<p><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></p> <p><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON THE FOLLOWING MONDAY.</i></p>

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

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

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> 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
gov <u>ern</u>	It was the king's job to govern the land.	
gov <u>ern</u> ment	Every country has its own government.	Base word = govern, ending = ment. We write govern and add ment to make the word government.
on <u>ion</u>	Onion rings are really yummy!	I is making a "y" sound.
² un <u>ion</u>	Marriage is a union between 2 people.	I is making a "y" sound.
mil <u>lion</u> r.29	There are well over a million people in San Antonio.	We hear "l" in syllable 2 but add an additional "l" to syllable 1 because "l" does not say "l." (R.29) I is making a "y" sound.

Daily Spalding

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.



THE TRUMPET OF THE SWAN

Chapters 16-17

Choosing Correct Meanings

The italicized word in each of the sentences below has several meanings. Some of the meanings are listed in the Glossary. Decide which meaning the word has in the sentence. Then write the number of your choice on the blank.

Glossary

- bill** 1. beak 2. amount owed 3. piece of paper money 4. statement of charges
date 1. day and time 2. kind of fruit 3. appointment for a set time
mind 1. part of the body responsible for thought 2. to obey 3. to dislike
park 1. to leave a car or other vehicle in place 2. enclosed area of land set aside for recreation and enjoyment
safe 1. free from danger 2. place in which valuables can be stored
spring 1. season of the year 2. to jump up 3. water from the ground

Example: 4 The waiter handed Louis a *bill* for the food.

- _____ 1. The sign showed the *date* of Louis's first concert.
- _____ 2. Louis had always been careful to *mind* his mother and father.
- _____ 3. The Red Rock Lakes were warmed by water from an underground *spring*.
- _____ 4. Louis took a dollar *bill* out of his moneybag.
- _____ 5. Louis liked living in the *park* in Boston.
- _____ 6. Louis made a *date* to meet Mr. Lucas at the zoo.

(continued)

Choosing Correct Meanings

Chapters 16-17

- _____ 7. The boatman paid the *bill* for Louis's hotel stay.
- _____ 8. Some guests kept their belongings in the hotel *safe*.
- _____ 9. Louis saw Mr. Lucas *spring* up from the bench in excitement.
- _____ 10. Thoughts of love filled Louis's *mind*.
- _____ 11. Swans usually choose their mates in the *spring*.
- _____ 12. Louis picked up his slate with his *bill*.
- _____ 13. Louis didn't *mind* the Sunday concerts, but he hated working in the nightclub.
- _____ 14. Louis watched over his moneybag to be sure it was *safe*.
- _____ 15. The taxi driver tried to *park* near the nightclub.

NAME: _____

DATE: _____

#: _____

MEASURING POLYGONS

DIRECTIONS: FIND THE AREA OF EACH POLYGON BY MEASURING THE SQUARES. (REMEMBER EACH TRIANGLE EQUALS HALF A SQUARE)

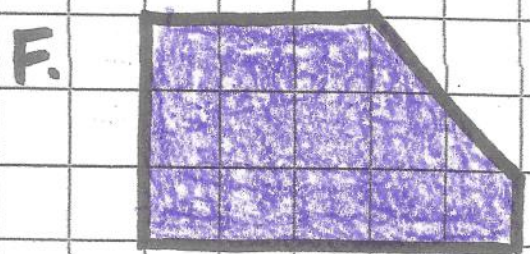
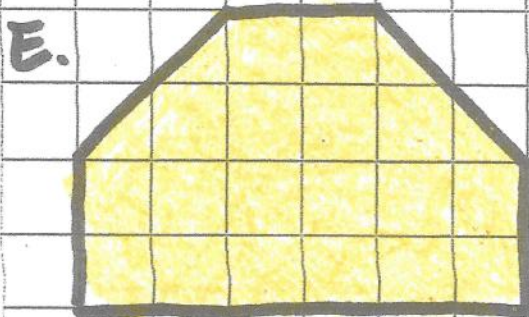
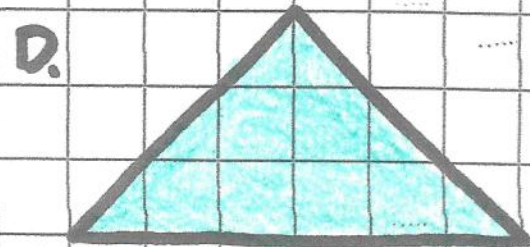
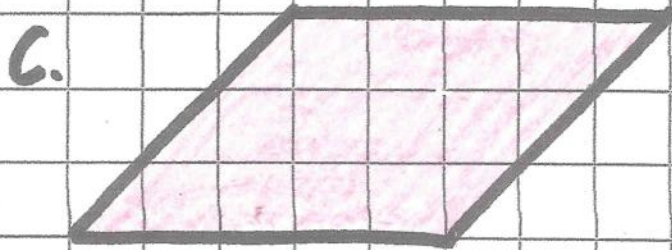
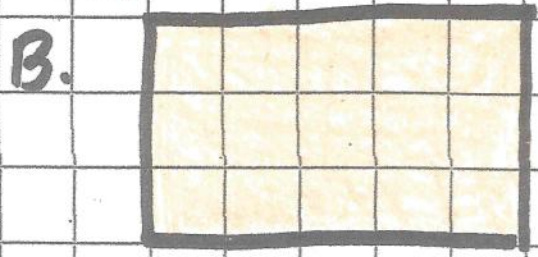
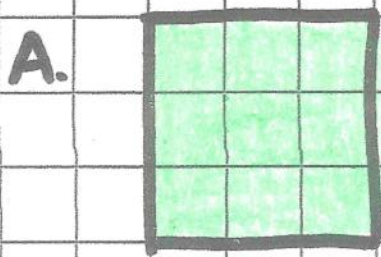
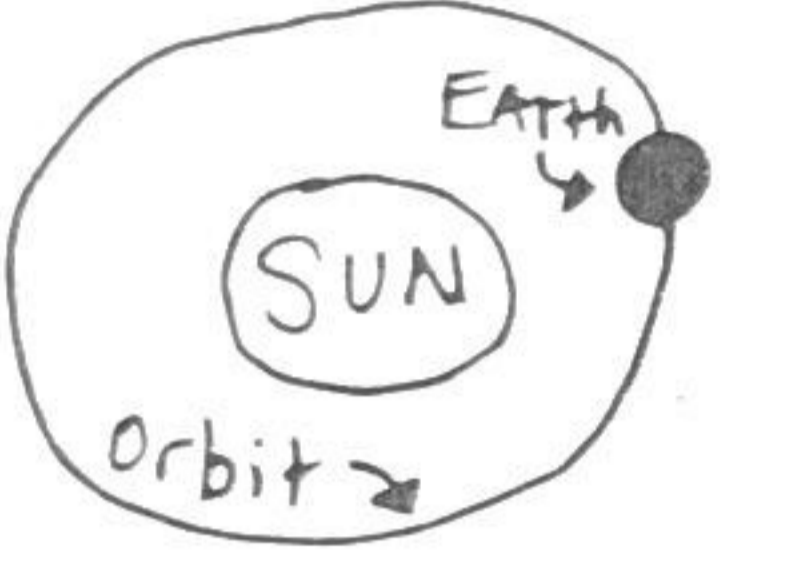
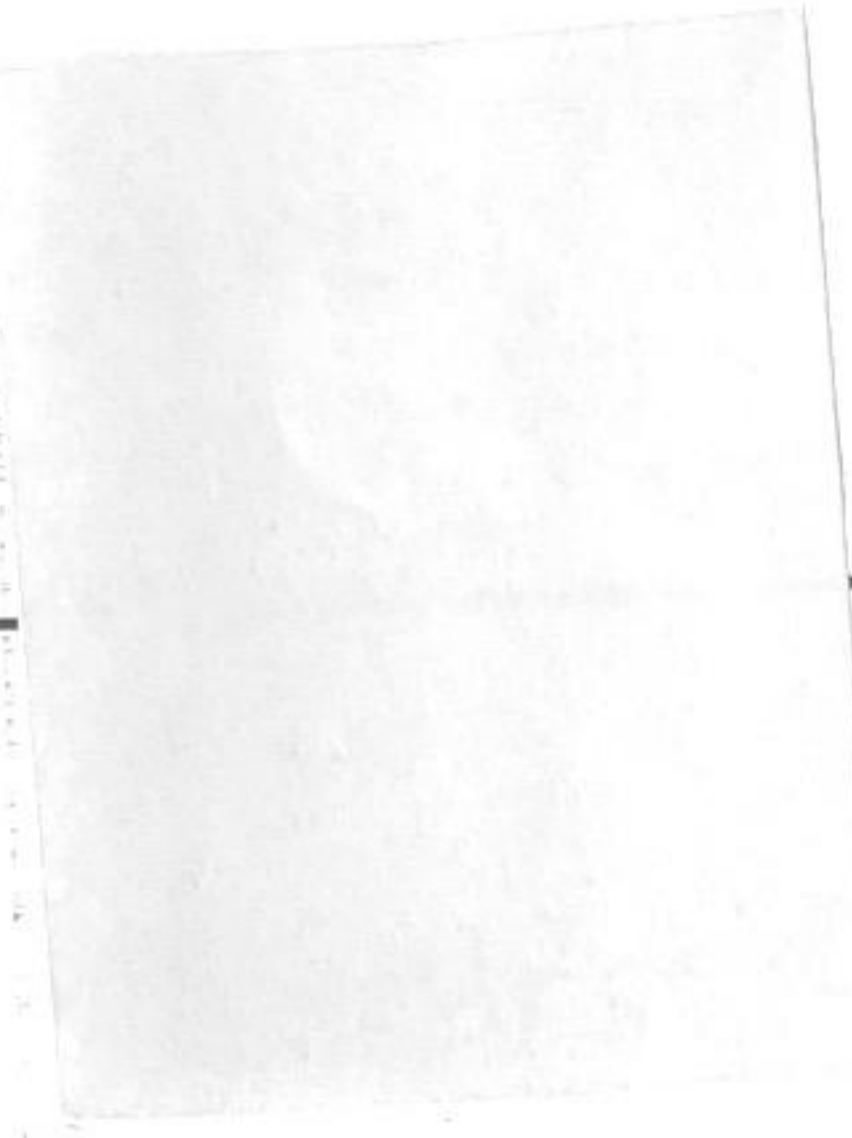

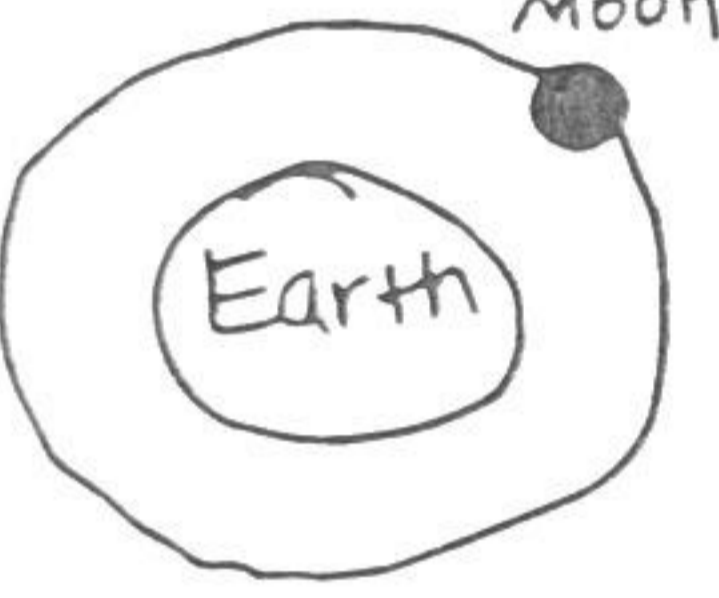
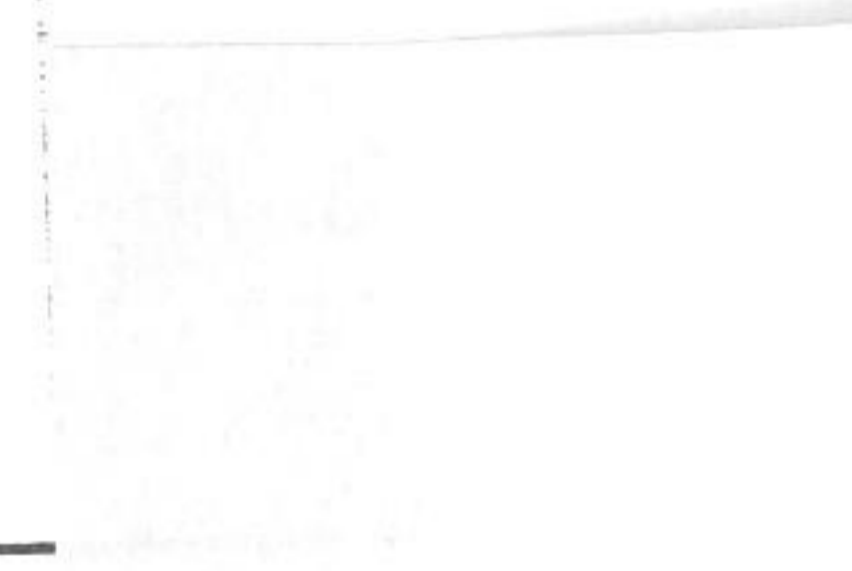
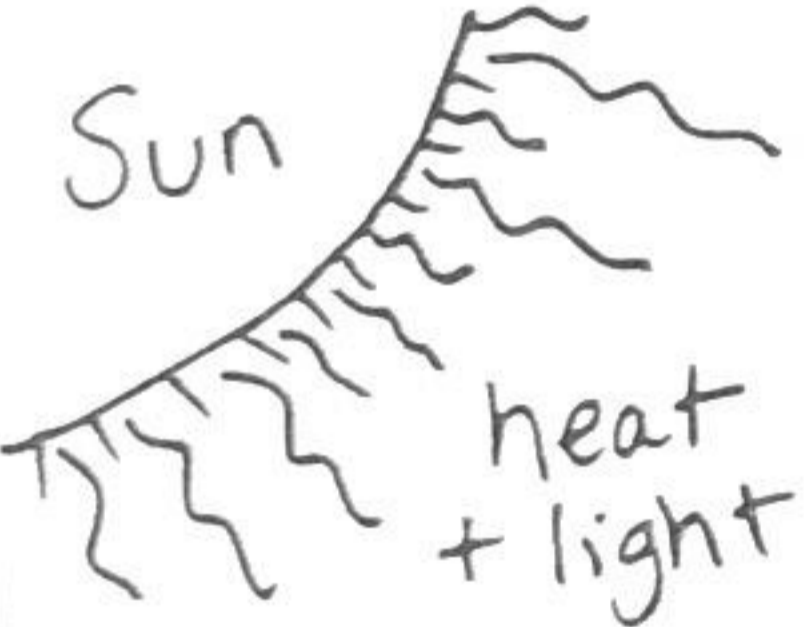







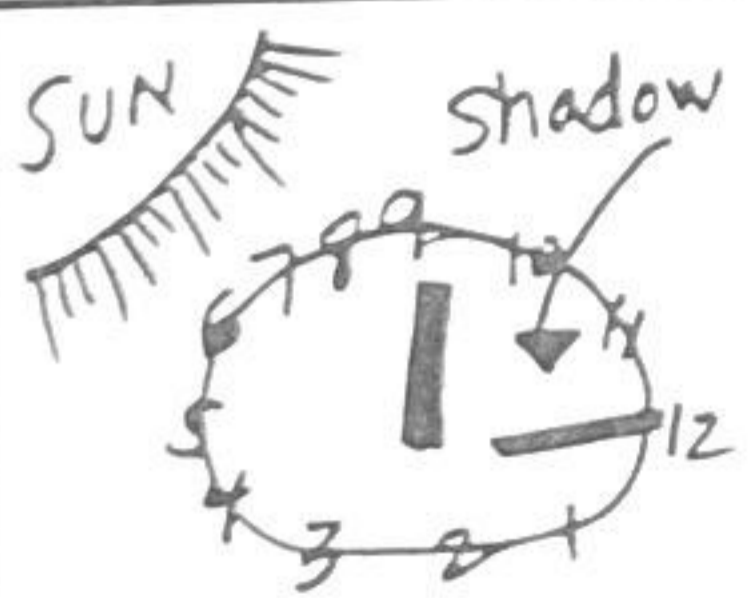



Figure	How MANY SQUARES?
A	
B	
C	
D	
E	
F	




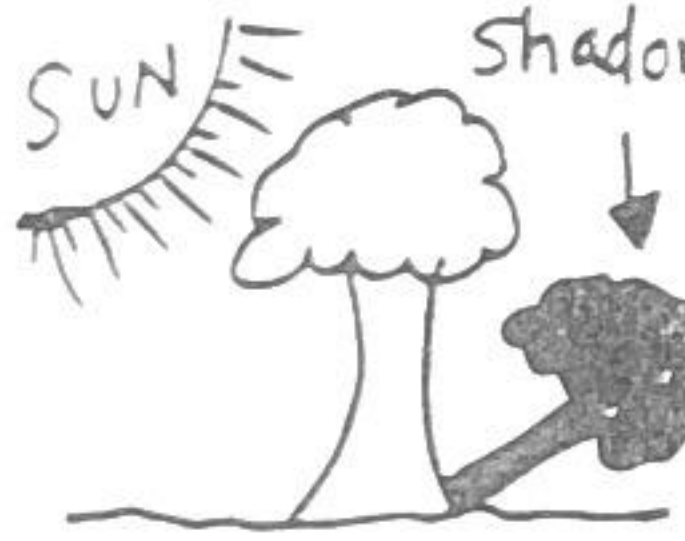
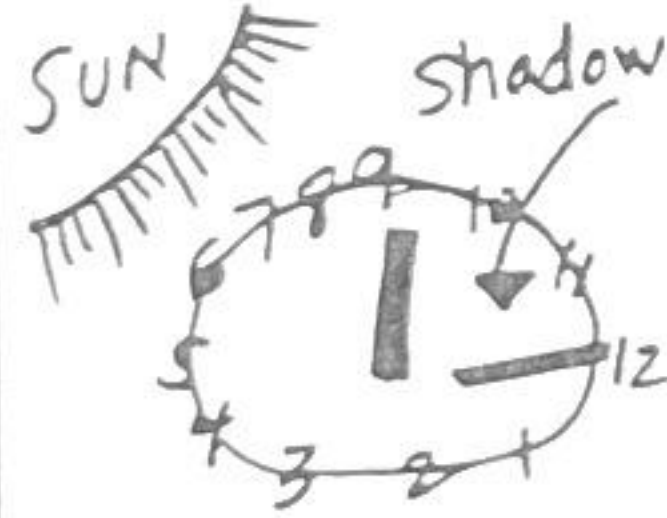

Sun, Earth, Moon

Draw a Picture	Vocabulary Word	Definition
		<p>the path one object takes as it revolves around another object in space</p>
		<p>bowl-shaped indents or cavities on the surface of a planet that are caused by a collision with another object</p>
		<p>a natural satellite that orbits a planet</p>
		<p>the star at the center of our Solar System and supplies heat and light to Earth, its gravity keeps the system in orbit</p>
		<p>a planet in our Solar System that has life on it</p>
<p>pull to center of Earth</p> 		<p>a force that pulls objects toward the center of the Earth</p>

SUN, Earth, MOON

Draw a Picture	Vocabulary Word	Definition
		<p>the time it takes the Earth to make one complete rotation on its axis (24 HR period)</p>
		<p>a line, real or imaginary, around which something spins</p>
		<p>an instrument that shows direction and uses a small magnet to show North. (N, S, E, W)</p>
		<p>a dark area caused when an object blocks light falling on a surface</p>
		<p>An instrument that measures the time of day using the position of the Sun</p>
		<p>day: Earth faces the Sun and is lighted night: Earth faces away from the sun and is dark</p>

SUN, Earth, MOON

Draw a Picture	Vocabulary Word	Definition
		<p>the time it takes the Earth to make one complete rotation on its axis (24 HR period)</p>
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		<p>a dark area caused when an object blocks light falling on a surface</p>
		<p>An instrument that measures the time of day using the position of the Sun</p>
		<p>day: Earth faces the Sun and is lighted night: Earth faces away from the sun and is dark</p>

Tuesday

Daily Student Instruction Sheet

TUESDAY, 04/21

ELA

Spalding
(15 min.)

Literature
(20 min.)

Reading
(+20 min. HW)

Poetry
(5 min.)

I. Spalding

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

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

c. Specific instructions:

- Dictate the 5 words (one at a time) to your child using the attached Spelling list. See video, **3rd Grade Spalding, April 21st**, for further assistance.
[3rd Grade Spalding List, Tue 04/21](#)
[3rd Grade Spalding Video, Tue 04/21](#)
- 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. Writing/Literature

a. Goal/Objective: Students will read a passage on Trumpeter Swans and Outline the major parts of the passage.

b. Materials needed: **Worksheet - "Making an Outline"**

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

- What is an Outline?** A list to arrange important information
Why is an outline helpful? It helps to break down the important parts in a given passage. **(PA 5 min)**

[Optional Video explaining the importance of an outline](#)

- Let's practice outlining a given passage. Read and Complete the **"Making an Outline"** worksheet. **(IW 15min)**

[Making an Outline](#)

III. Reading

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

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

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

- Read "Chapter 18: "Freedom", from *The Trumpet of the Swan* (IW)

[Ch. 18 "Freedom", The Trumpet of the Swan.pdf](#)

[Read-aloud Video - Ch. 18: Freedom, read by Mrs. Perez](#)

- Student will read chapter independently **OR follow along in book while listening to Read Aloud video** (IW)

Daily Student Instruction Sheet

	<p><input type="checkbox"/> Track minutes on a separate sheet of paper for the reading log, which is now included with the Graded Review packet on the last day of the week. (IW)</p> <p>IV. <u>Poetry</u></p> <p>a. Goal/Objective: Students will review and memorize “Sick” by Shel Silverstein. Poem should be memorized by Thursday, April 23rd.</p> <p>b. Materials needed: Printed poem “Sick”</p> <p>c. Specific Instructions (IW=independent work; 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 the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min) <p>"Sick" by Shel Silverstein "Sick" performed by Miss Gauss</p>
<p>MATH (30 min.)</p>	<p>I. <u>Math</u></p> <p>a. Goal/Objective: Students will find the AREA of a figure in SQUARE UNITS.</p> <p>b. Materials needed: provided activity sheets (4) “Exercise 1: Area in Non-Standard Units”</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” and textbook pages included as lesson supplement before assignment. (PA, 5 min.) Singapore Math Friendly Notes, Area Singapore Math Textbook, Ch. 13.1 Area<input type="checkbox"/> 2: Student independently completes the (4) “Exercise 1: Area in Non-Standard Units” worksheets. (IW, 20 min.) Singapore Math WB pp. 159-162, Exercise 1: Area<input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the “3rd Grade Math Check” video. (Optional, 5 min.) 3rd Grade Math Check video, Tue 04/21
<p>SCIENCE (30 min.)</p>	<p>I. <u>Science</u></p> <p>a. Goal/Objective: Students will explore motion of the sun.</p> <p>b. Materials needed: textbook</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 textbook chapter “Sunrise and Sunset.” (IW 20 min.) "Sunrise and Sunset" in Foss Science Reader "Sunrise and Sunset" Science chapter video, read by Miss Tyler

Daily Student Instruction Sheet

**SPECIAL
CLASSES**

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

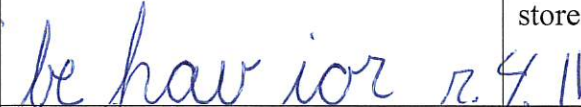
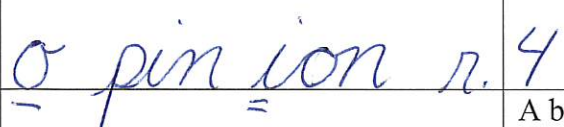
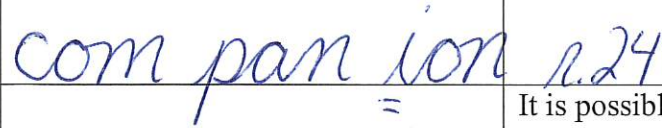

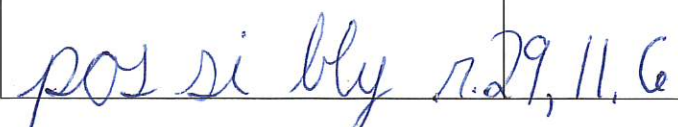
***PLEASE SEE THE SEPARATE SPECIALS CLASS
ASSIGNMENTS PACKET. YOU WILL NEED TO
COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO
TURN IN ON THE FOLLOWING MONDAY.***

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

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

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> 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
	Mom and Dad asked us to have good behavior at the store.	Base word = behave, ending = ior. We write behave without the silent final E because our ending "ior" starts with a vowel. (R.11) I is making a "y" sound.
	Some students have the opinion that mint ice cream is better than chocolate ice cream.	Base word = opine, ending = ion. We write opine without the silent final E because our ending "ion" starts with a vowel. (R.11) "O" may say "O" at the end of a syllable. (R.4) I is making a "y" sound.
	A best friend is a great companion.	Base word = company, ending = on. We write company but change the Y to a I and add ending with on to make the word companion. (R.24) I is making a "y" sound.
	It is possible to achieve your dreams if you are willing to work hard and not give up.	We hear "s" in syllable 2 but add an additional "s" to syllable 1 because "O" does not say "O." (R.29) Every syllable must have a vowel. (SFE R.4) (SFE = Silent Final E)
	I think that strawberries could possibly be the best berries!	Base word = possible, ending = y. We write possible without the SFE because the ending "y" starts with a vowel. We hear "s" in syllable 2 but add an additional "s" to syllable 1 because "O" does not say "O." (R.29) Y not I at then end of a word. (R.6)

Daily Spalding

1.

1.

2.

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5.

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THE TRUMPET OF THE SWAN

Chapters 16-17

Making an Outline

Read the article below. Think about the topics and subtopics of each paragraph. Use the Word List provided to outline the article. The topics should come after the numerals. The subtopics come after the capital letters. List the topics and subtopics in the order the items fall in the article.

Part of the outline has been done for you. Be sure to capitalize the first letter of the topics and subtopics.

Trumpeter Swans

Trumpeter swans are just one of seven different species of swans. All swans are water birds. They have flattened bills, long necks, water-repellent feathers, long wings, short tails and legs, and webbed feet.

Trumpeter swans are found in North America. They are known for their trumpet-like call. Like other swans of northern regions, trumpeter swans are completely covered with white feathers. The trumpeter swan is the largest species of swan, and an adult male can weigh 26 pounds.

Swans have strong family ties. They choose mates when they are two or three years old, and they usually mate for life. Young trumpeters, called *cygnets*, may stay with their parents until the time comes to choose a mate.

(continued)

Making an Outline

Chapters 16-17

Name _____

Trumpeter Swans

I. _____

A. _____

B. _____

C. Long necks and wings

D. _____

E. _____

II. Characteristics of trumpeter swans

A. _____

B. _____

C. _____

D. _____

III. _____

A. Strong family ties

B. _____

C. _____

D. _____

Word List

Water birds

Found in North America

~~Long necks and wings~~

Largest swan

Mate for life

~~Trumpeter Swans~~

Short tails and legs

Babies called *cygnets*

Swan families

Flattened bills

~~Strong family ties~~

Cygnets stay with parents

~~Characteristics~~

Trumpet-like call

All white feathers

Water-repellent feathers

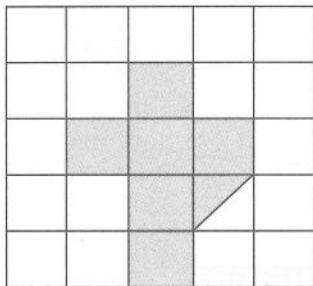
~~Characteristics of
trumpeter swans~~

Unit 13 : Area, Perimeter and Volume


Friendly Notes

Area

The space enclosed by the sides of a figure is its area.
The square centimeter and square inch are units of area.

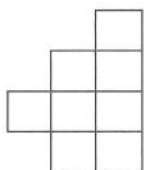


Each  is 1 square unit.

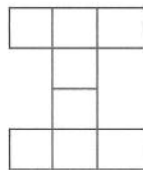
Each  is $\frac{1}{2}$ square unit.



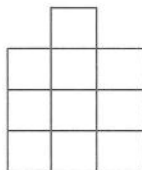
The area of the shaded part is $6\frac{1}{2}$ square units.



Shape A



Shape B



Shape C

Each  is
1 square unit.



Shape A = 8 square units

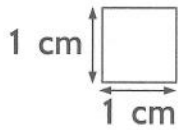
Shape B = 8 square units

Shape C = 10 square units

Shape A and Shape B have the same area.

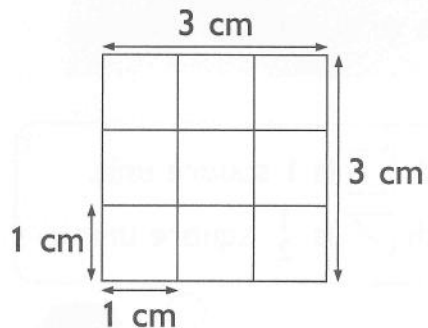
Shape C has a greater area than Shape A and Shape B.

This is a 1-cm square.



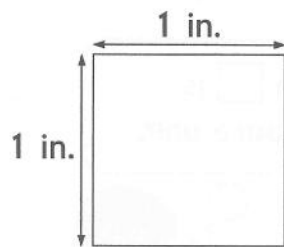
Its area is 1 square centimeter.

A 3-cm square is made up of nine 1-cm squares.

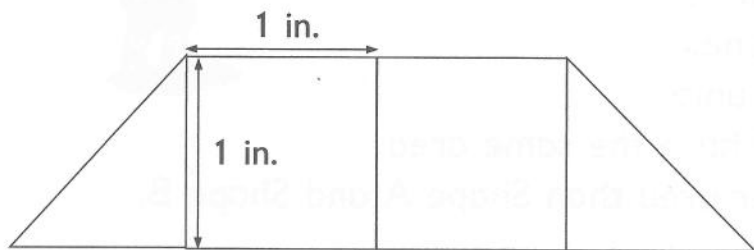


The area of a 3-cm square is 9 square centimeters.

Each side of this square is 1 inch long.



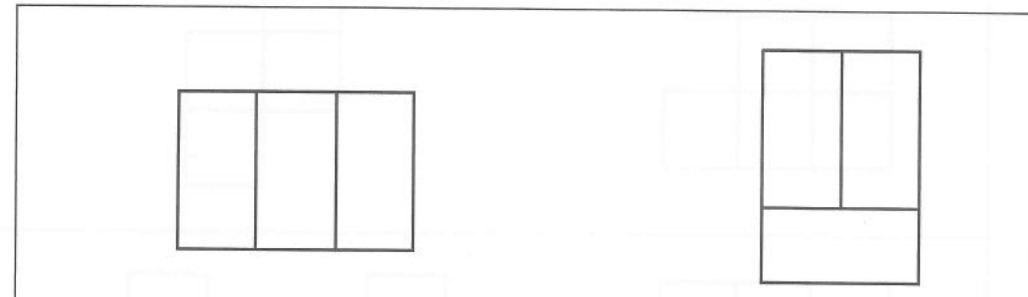
Its area is 1 square inch.

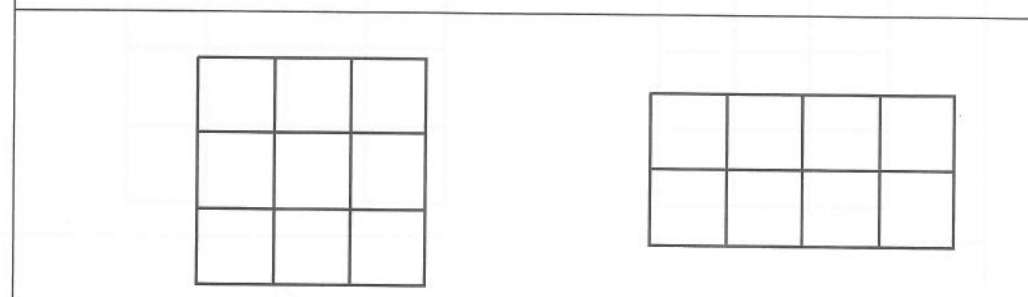


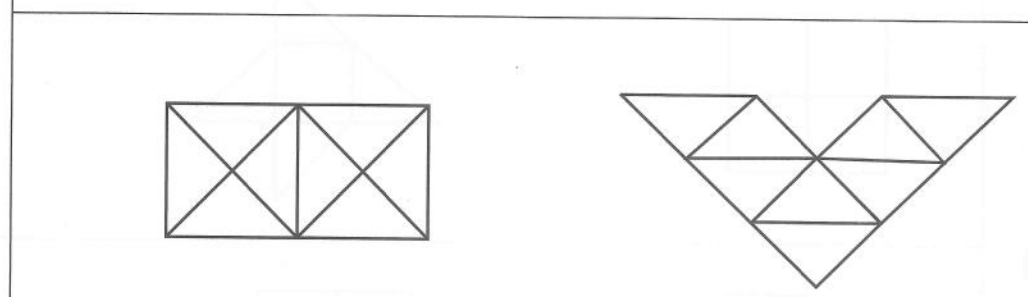
The area of the figure is 3 square inches.

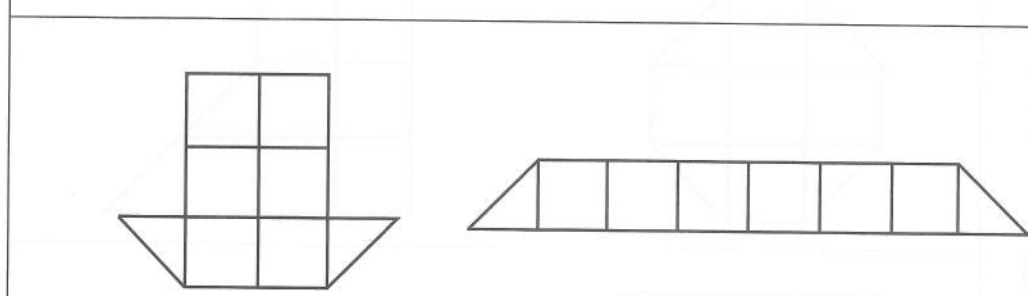
EXERCISE 1

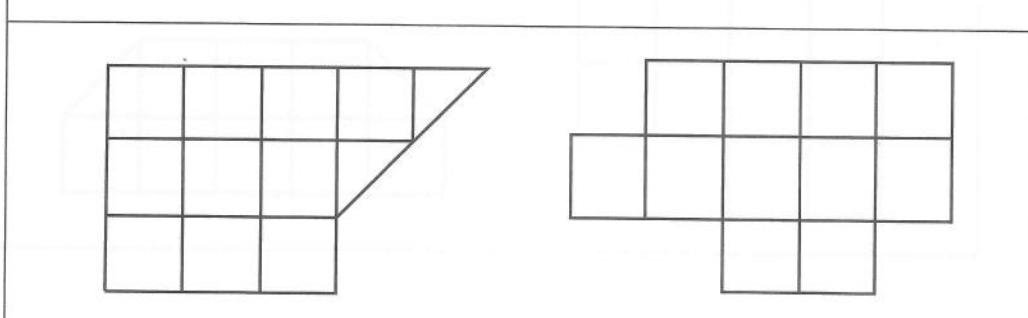
1. Color the pair of shapes that have the same size.

(a) 

(b) 

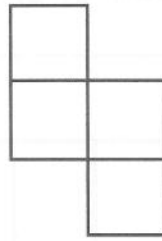
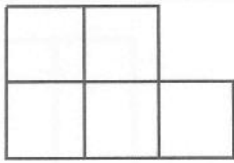
(c) 

(d) 

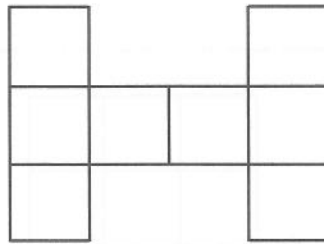
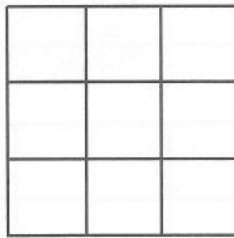
(e) 

2. Circle the bigger shape.

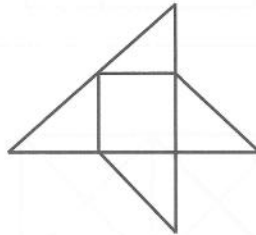
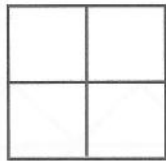
(a)



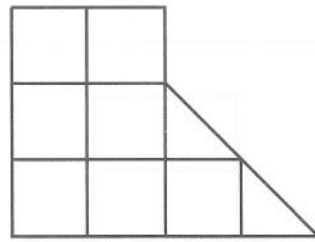
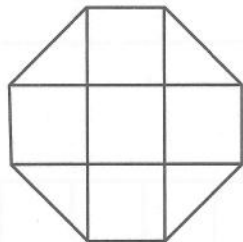
(b)



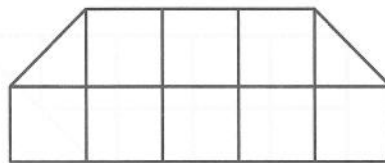
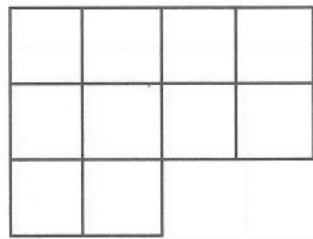
(c)



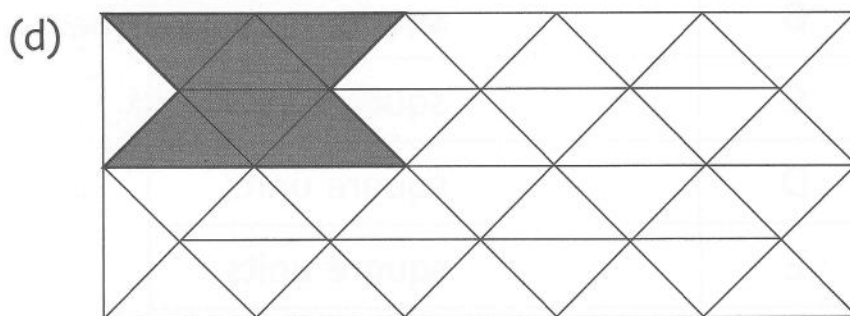
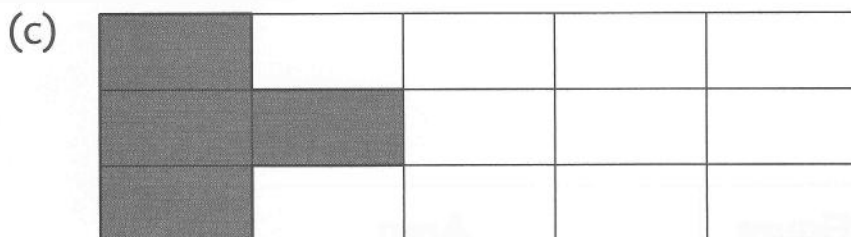
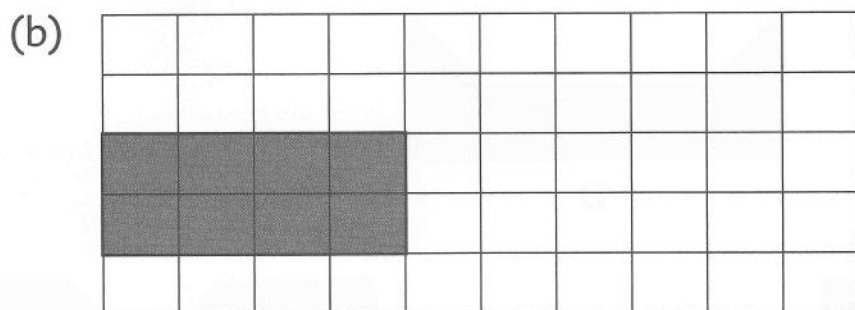
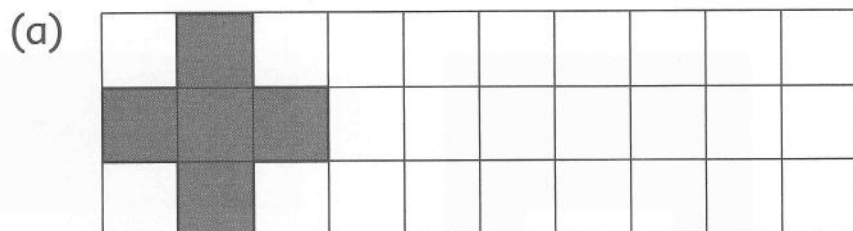
(d)



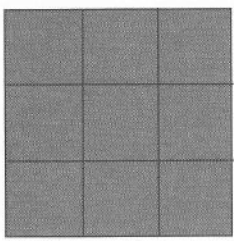
(e)



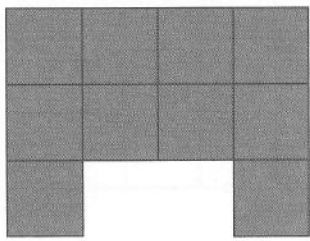
3. Draw another shape which has the same area as the given shape and then color it.



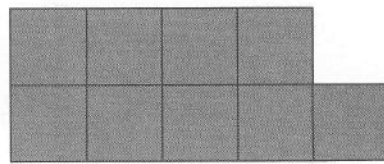
4. What is the area of each of the following figures? ,



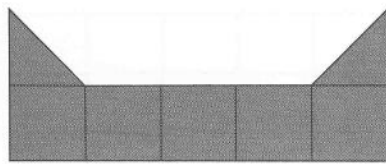
A



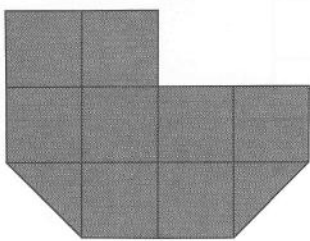
B



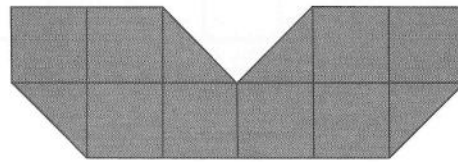
C



D



E



F

Figure	Area
A	square units
B	square units
C	square units
D	square units
E	square units
F	square units

Wednesday

Daily Student Instruction Sheet

WEDNESDAY, 04/22

ELA

Spalding
(15 min.)

Literature
(20 Minutes)

Catch Up
Reading
(+20 min. HW)

Poetry
(5 min)

I. Spalding

- a. Goal/Objective: Students will learn 5 new words each day.
- b. Materials needed: Spalding paper, pencil, Spalding word list.
- c. Specific instructions:
 - Dictate the 5 words (one at a time) to your child using the attached spelling list. See video, **3rd Grade Spalding, April 22nd**, for further assistance.
[3rd Grade Spalding List, Wed 04/22](#)
[3rd Grade Spalding Video, Wed 04/22](#)
 - After finishing the list of 5 words, have your child fold the lined paper so the words do not show.
 - Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
 - Remind students to use their phonogram knowledge and spelling rules.
 - Remind students to practice proper letter formation and to use their best handwriting.

II. Literature

- a. Goal/Objective: Students remember important details from the last couple of chapters.
- b. Materials needed: **Worksheet - "Remembering Details."**
Specific Instructions (IW=independent work; PA=parent assistance):
 - Let's review some major events that have happened so far!** Using your book, review the different places Louis has visited. **(PA 5 min)**
 - To help prepare for the review assessment tomorrow, read and complete the **"Remembering Detail"** worksheet. **(IW 15 min)**
[Remembering Details](#)

III. Reading

- a. Goal/Objective: Students will catch up on chapters 17 and 18 of *The Trumpet of the Swan*.
- b. Materials needed: *The Trumpet of the Swan* by E.B. White, Reading Log
- c. Specific Instructions (IW=independent work; PA=parent assistance):
 - Catch up on Chapter 17 and 18 of *The Trumpet of the Swan*, if you have not read them already. (IW)
 - Track minutes on a separate sheet of paper for the reading log, which is now included with the Graded Review packet on the last day of the week. (IW)
 - If you have finished the reading, tell your parent about one important event in this chapter and why it was important. Then share what you predict will happen next. (PA/IW)

Daily Student Instruction Sheet

	<p>IV. Poetry</p> <p>a. Goal/Objective: Students will review and memorize “Sick” by Shel Silverstein. Poem should be memorized by Thursday, April 23rd (tomorrow).</p> <p>b. Materials needed: Printed poem “Sick”</p> <p>c. Specific Instructions (IW=independent work; 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 the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min) "Sick" by Shel Silverstein "Sick" performed by Miss Gauss
<p>MATH (30 min.)</p>	<p>I. Math</p> <p>a. Goal/Objective: Students will compare and estimate the AREA of figures in SQUARE UNITS.</p> <p>b. Materials needed: provided activity sheets (4) “Exercise 2: Comparing Areas of Figures”</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” and textbook pages included as lesson supplement before assignment. (PA, 5 min.) Singapore Math Friendly Notes, Area Singapore Math Textbook, Ch. 13.1 Area<input type="checkbox"/> 2: Student independently completes the (4) “Exercise 2: Comparing Areas of Figures” worksheets. (IW, 20 min.) Singapore Math WB pp. 163-166, Exercise 2: Comparing Area<input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the “3rd Grade Math Check” video. (Optional, 5 min.) 3rd Grade Math Check video, Wed 04/22
<p>SCIENCE (30 min.)</p>	<p>I. Science</p> <p>a. Goal/Objective: Students will explore the earth-sun-moon system.</p> <p>b. Materials needed: textbook chapter, Phases of the Moon worksheet</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Students will read the textbook chapter “The Night Sky.” (IW, 15 min.) "The Night Sky" Foss Science reader "The Night Sky" Science chapter video, read by Miss Tyler

Daily Student Instruction Sheet

	<p>□ 2. After the student completes reading and listening to the chapter, the student will begin cutting and pasting moon phases in their correct spot. (IW, 10 min.) "Phases of the Moon" worksheet</p>
SPECIAL CLASSES	<p><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></p> <p><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON THE FOLLOWING MONDAY.</i></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
system	The speaker system stopped working because a mouse chewed through a cord.	
piece r.12	Can I have a piece of cake?	We often use "ie" to say "ee." (R.12)
peace	Mom was very happy with the house was filled with peace and quiet as the kids took a nap.	
certain r.2	Are you certain it was a skunk you saw on the playground?	C says "s" when followed by E, I, or Y. (R.2)
certainly r.2, 6	I certainly can't wait till I can see my friends again!	Base word = certain, ending = ly We write certain and add ly to make the word certainly. C says "s" when followed by E, I, or Y. (R.2)

Daily Spalding

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.



Name _____

THE TRUMPET OF THE SWAN

Chapters 16-18

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 does Louis go to Philadelphia? _____

2. Where does Louis live while he is in Philadelphia?

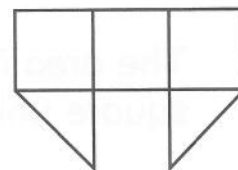
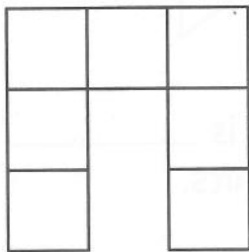
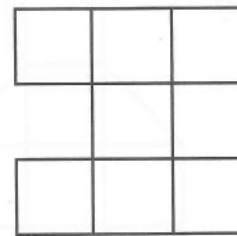
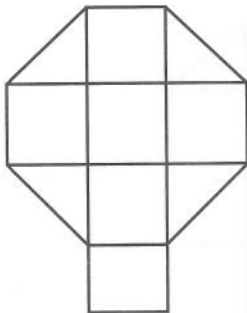
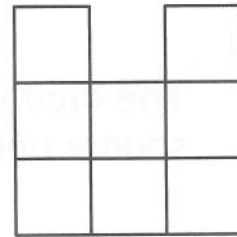
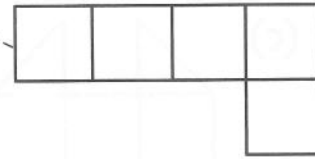
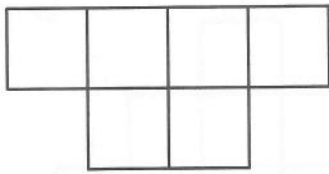
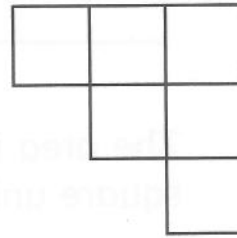
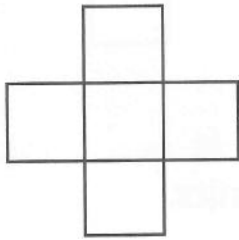
3. When Louis sees Serena for the second time, how does he gain her attention?

4. What does the Head Man in charge of birds want to do to Serena's wings and why? _____

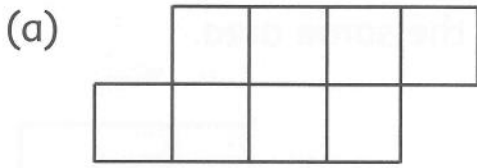
5. How does Louis save Serena from being held captive?

EXERCISE 2

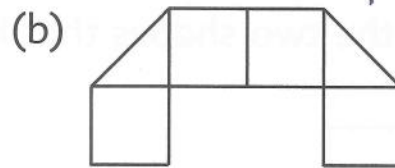
1. Join the two shapes that have the same area.



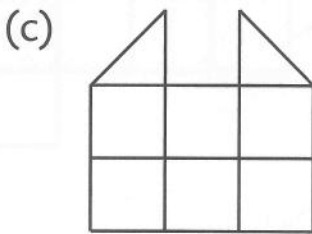
2. What is the area of each shape?



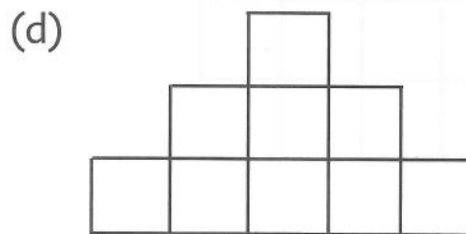
The area is _____
square units.



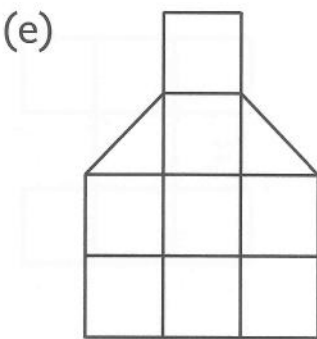
The area is _____
square units.



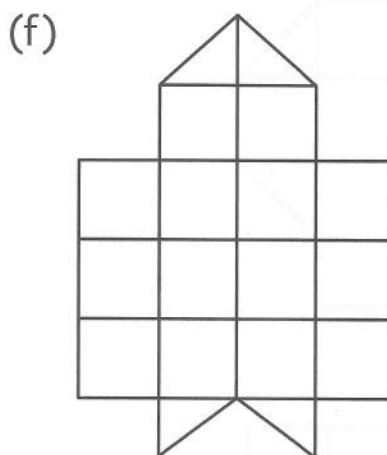
The area is _____
square units.



The area is _____
square units.



The area is _____
square units.



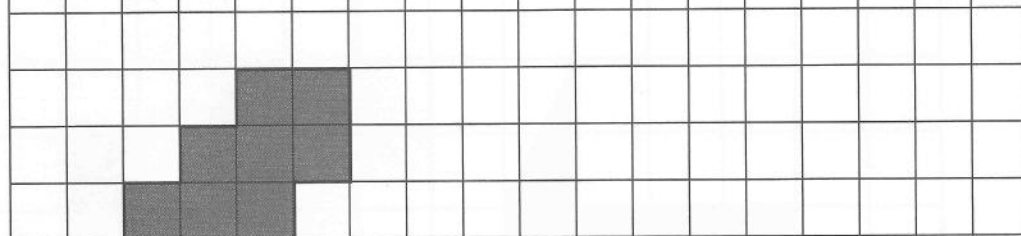
The area is _____
square units.

3. Draw another shape which has the same area as the given shape and then color it.

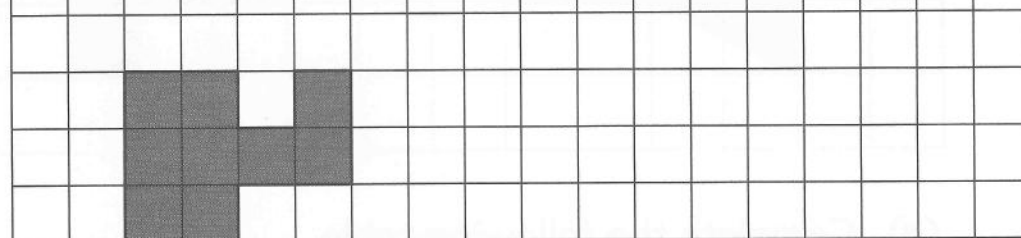
(a)



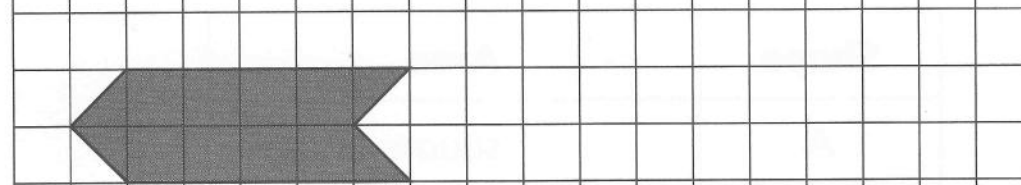
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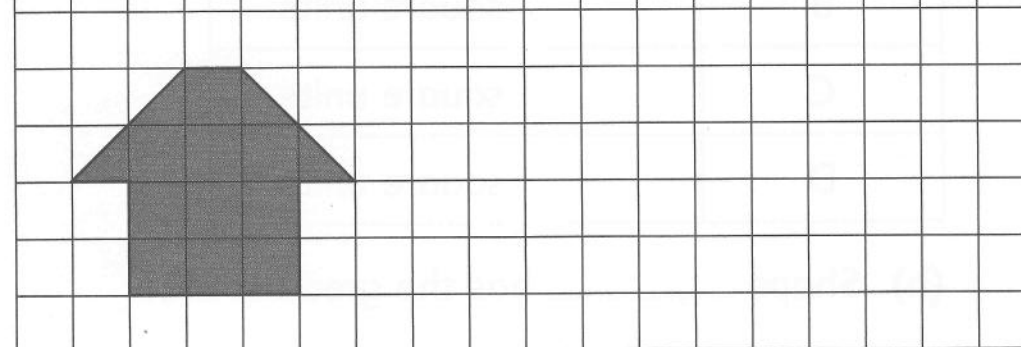
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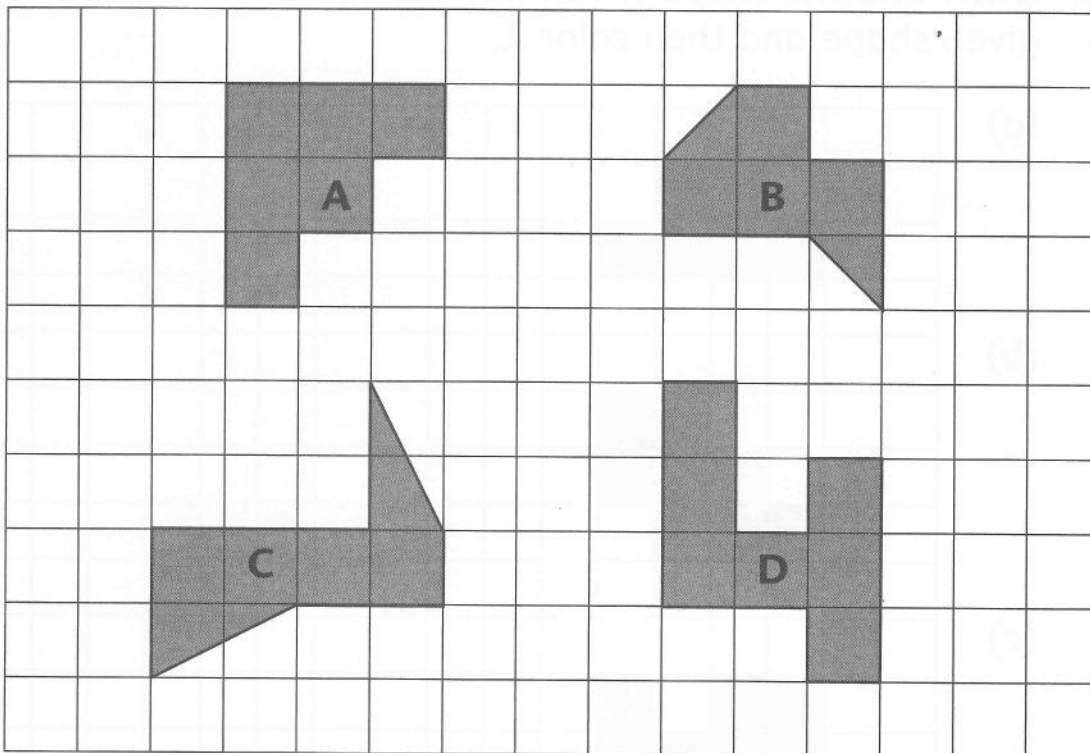
(d)



(e)



4.



(a) Complete the following table.

Shape	Area
A	square units
B	square units
C	square units
D	square units

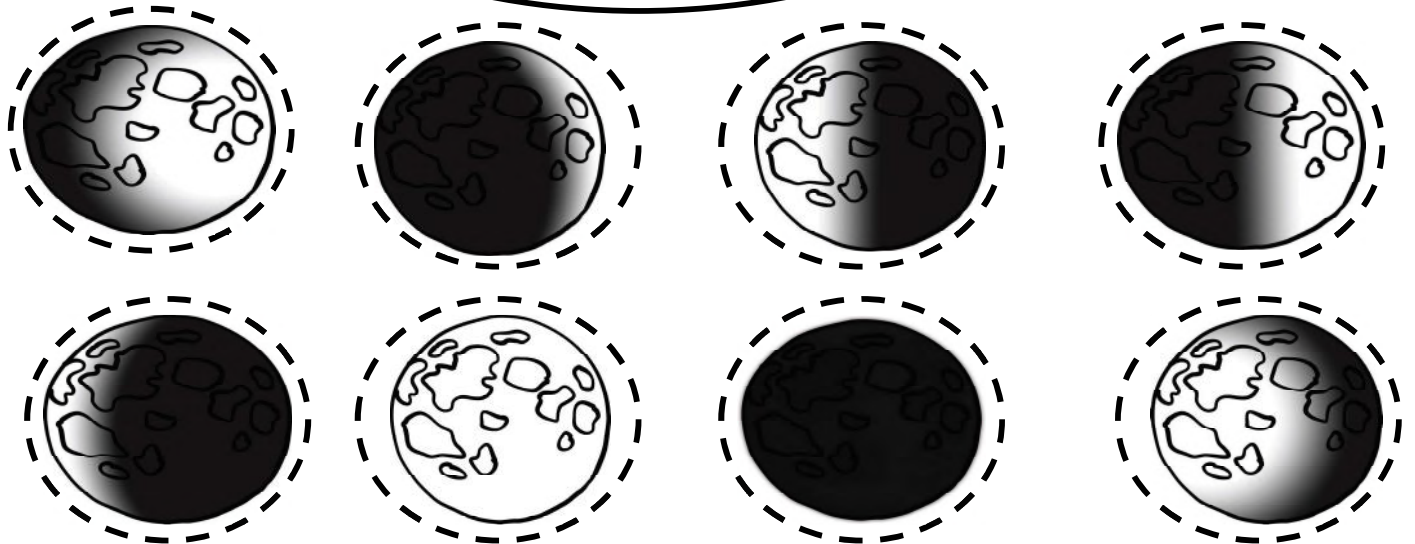
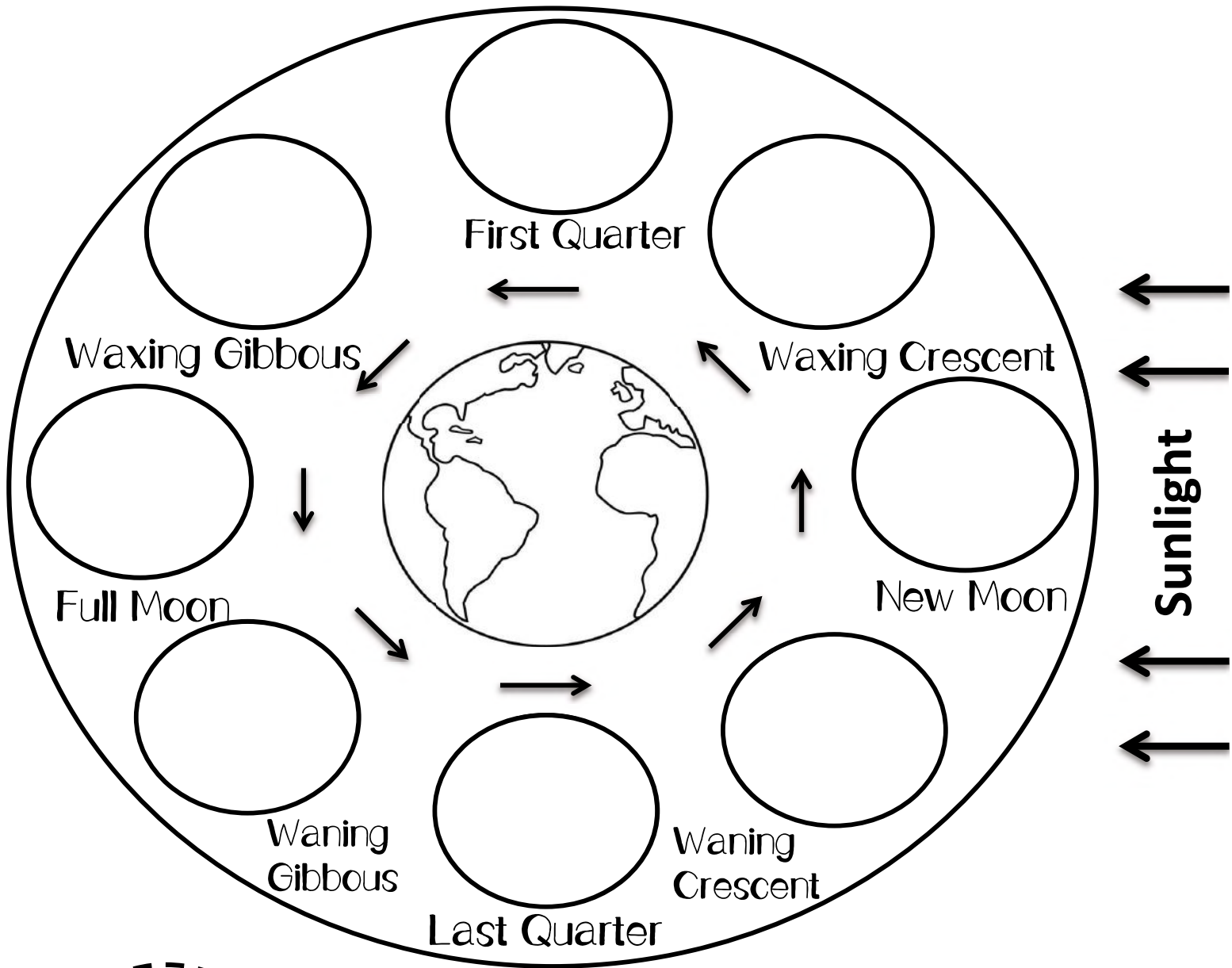
(b) Shape _____ has the greatest area.

(c) Shape _____ has the smallest area.

(d) Shape _____ and Shape _____ have the same area.

Name _____

Phases of the Moon



Thursday

Daily Student Instruction Sheet

THURSDAY, 04/23

DUE MONDAY, 04/27

End-of-Week Graded Review:

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

The reviews only cover materials students have learned this week.

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

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

I. Spalding

- a. Goal/Objective: Students will be assessed over the 15 words learned this week.
- b. Materials needed: Spalding paper (numbered 1-15), pencil, Spalding word list (for parents' eyes only).
- c. Specific instructions:
 - Parent will dictate the 15 words (one at a time) to child. [3rd Grade Spalding Review List, Thu 04/23](#)
 - Students should write each word independently (without parents assistance) in their very best Spalding cursive on the blank Spalding Review page.
 - Remind students to use their phonogram knowledge and spelling rules.
 - Remind students to practice proper cursive letter formation and to use their best Spalding cursive.

II. Literature:

- a. Goal/Objective: Students will be assessed on key events in *Trumpet of the Swan*.
- b. Materials needed: **Worksheet - Trumpet of the Swan Quiz**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
 - Review:** Students will reread and review worksheet from yesterday, [Remembering Detail \(5 mins, IW\)](#)

Daily Student Instruction Sheet

- Without parent assistance, students independently complete the review assessment (1) [Trumpet of the Swan Review Check \(IW, 20 min.\)](#) Students may use *Trumpet of the Swan* book as a reference instead of worksheets.
- Track final weekly reading minutes on the reading log, included with the review packet. (IW)

IV. Poetry:

- a. Goal/Objective: Students will recite “Sick” by Shel Silverstein to their family.
- b. Materials needed: Printed poem “Sick” for parents to follow along and prompt if needed.
- c. Specific Instructions (IW=independent work; PA=parent assistance):
 - Students will recite “Sick” from memory.
 - Parents can prompt students with the next few words if students get stuck.
 - Students can be as creative as they’d like.
 - Remind Students to add enthusiasm and motions to the poem to help them remember the order of the poem and to help them bring the poem to life.

["Sick" by Shel Silverstein](#)

["Sick" performed by Miss Gauss](#)

MATH

(30 min.)

I. Math

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

Daily Student Instruction Sheet

SCIENCE (30 min.)	<p>I. <u>Science</u></p> <ul style="list-style-type: none">a. Goal/Objective: Students will review material from week to answer questions over learned material.b. Materials needed: Sun and Moon Assessmentc. Specific Instructions (IW=independent work; PA=parent assistance):<ul style="list-style-type: none"><input type="checkbox"/> 1. Student will answer multiple choice and short answer questions. (IW 20 min.) Phases of the Moon Review
SPECIAL CLASSES	<p><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></p> <p><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON THE FOLLOWING MONDAY.</i></p>

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

Dictate the 20 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"> Move on to the next word without correcting as this is an assessment.

- Student will write words 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>govern</i>	It was the king's job to govern the land.
<i>government</i>	Every country has its own government.
<i>onion</i>	Onion rings are really yummy!
<i>union</i>	Marriage is a union between 2 people.
<i>million</i>	There are well over a million people in San Antonio.
<i>behavior</i>	Mom and Dad asked us to have good behavior at the store.
<i>opinion</i>	Some students have the opinion that mint ice cream is better than chocolate ice cream.
<i>companion</i>	A best friend is a great companion.
<i>possible</i>	It is possible to achieve your dreams if you are willing to work hard and not give up.
<i>possibly</i>	I think that strawberries could possibly be the best berries!
<i>system</i>	The speaker system stopped working because a mouse chewed through a cord.

<i>piece</i>	Can I have a piece of cake?
<i>peace</i>	Mom was very happy with the house was filled with peace and quiet as the kids took a nap.
<i>certain</i>	Are you certain it was a skunk you saw on the playground?
<i>certainly</i>	I certainly can't wait till I can see my friends again!

Somebody says to me if I get a piece of cake with a piece of
from a new piece of ice cream.

Spalding Review

1.

11.

2.

12.

3.

13.

4.

14.

5.

15.

6.

16.

7.

17.

8.

18.

9.

19.

10.

20.

3rd Grade Reading Log

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

Name _____ #: _____

April __, 2020 Score: ____/10

The Trumpet of the Swan
Comprehension Check

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

1. Why does Louis go to Philadelphia?
 - a. He wants to try the food in Philadelphia.
 - b. It's too cold in Boston.
 - c. He can make more money in Philadelphia.

2. Where does Lucky Lucas have Louis live while he is working for him at the nightclub in Philadelphia?
 - a. Central Park
 - b. Ritz Hotel
 - c. Philadelphia Zoo

3. What does Louis do on Sunday afternoons in Philadelphia?
 - a. He goes to church.
 - b. He plays a concert for the Philadelphia Zoo.
 - c. He plays at a jazz club.

4. How did Louis introduce himself to Serena the second time?
 - a. Rubbed his neck against hers
 - b. Wrote "hello" on his slate
 - c. Played her a song to wake her up

5. Which does Louis NOT do to save Serena?
 - a. Calls Sam Beaver
 - b. Beats up two men
 - c. Steals a trumpet

Short Answer

What is Sam Beavers solution to help free Serena? Do you think this is a good solution?

NAME:

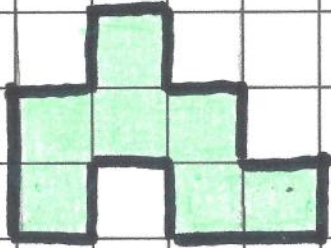
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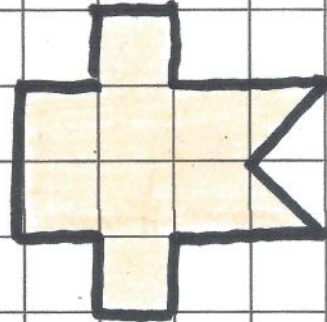
MEASURING AREA IN SQUARE UNITS

Find the area of each of the following figures.

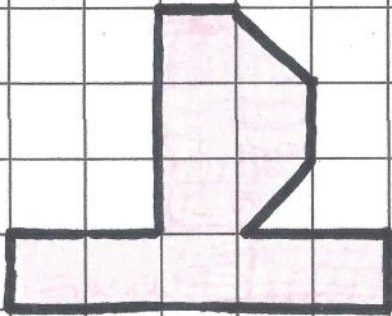
A.



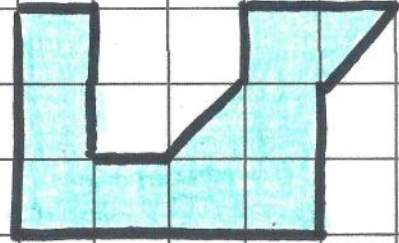
B.



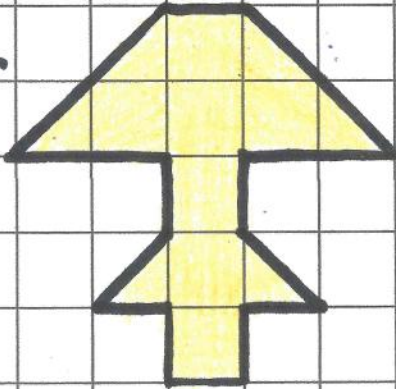
C.



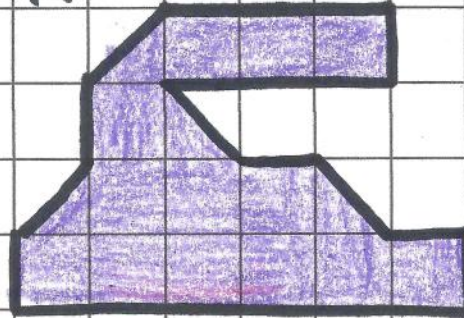
D.



E.



F.



Figure

Area

A

square units

B

square units

C

square units

D

square units

E

square units

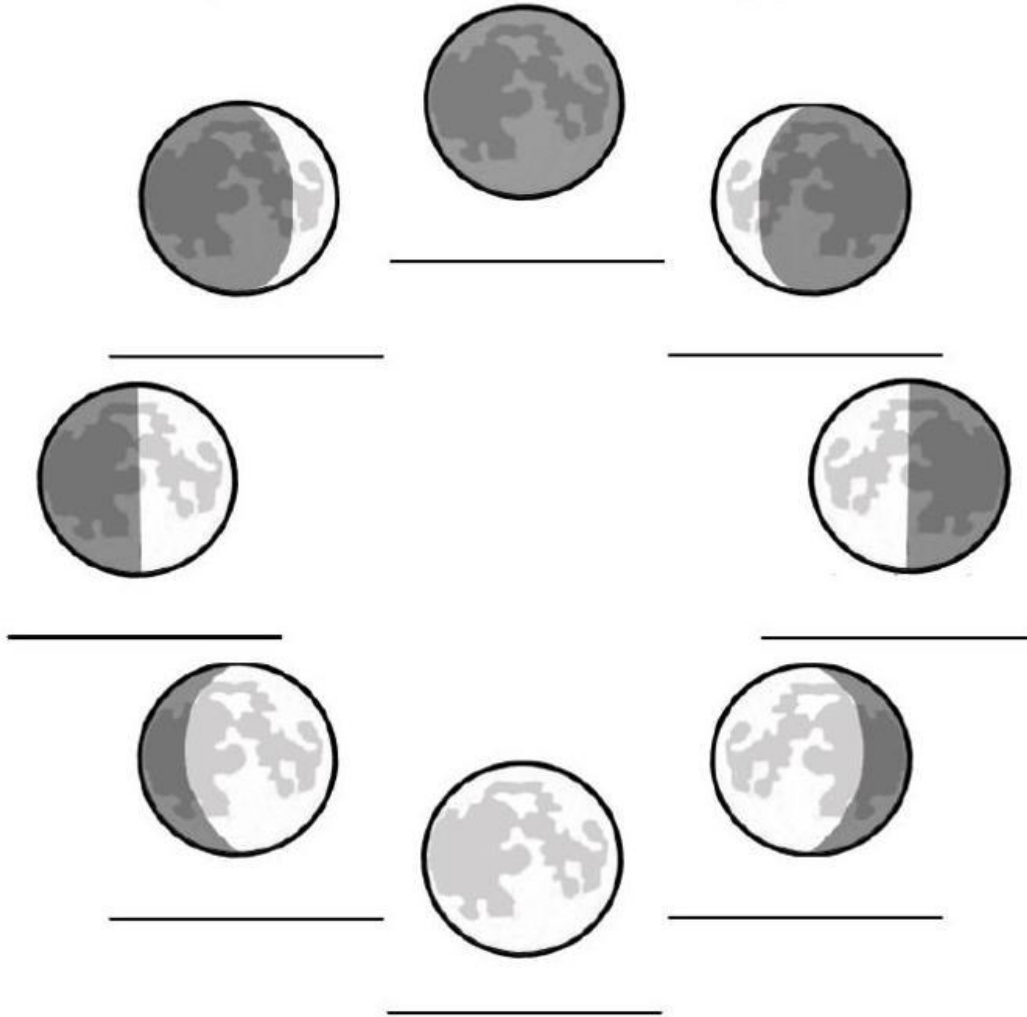
F

square units

Sun, Earth, and Moon Assessment

Fill in the blanks using the word bank below:

Phases of the Moon



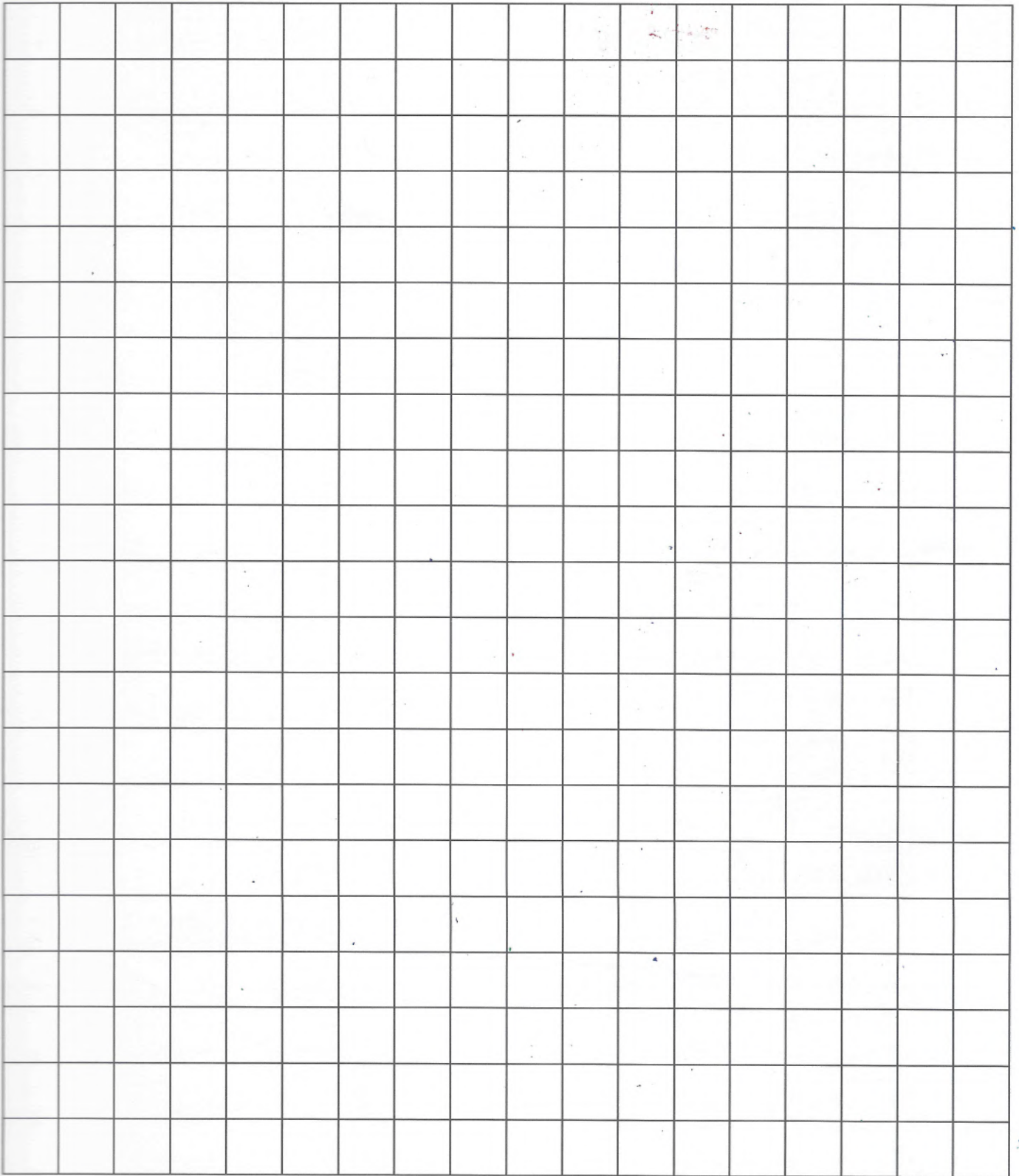
new moon	full moon
first quarter	last quarter
waning crescent	waxing crescent
waning gibbous	waxing gibbous

Short Answer

1. Where does the sun rise and where does the sun set?
2. Which object is brightest in the night sky?

Enrichment

Square Centimeters



Square Inches

Teacher Notes

Answer Keys



THE TRUMPET OF THE SWAN

Chapters 16-17

Choosing Correct Meanings

The italicized word in each of the sentences below has several meanings. Some of the meanings are listed in the Glossary. Decide which meaning the word has in the sentence. Then write the number of your choice on the blank.

Glossary

- bill** 1. beak 2. amount owed 3. piece of paper money 4. statement of charges
date 1. day and time 2. kind of fruit 3. appointment for a set time
mind 1. part of the body responsible for thought 2. to obey 3. to dislike
park 1. to leave a car or other vehicle in place 2. enclosed area of land set aside for recreation and enjoyment
safe 1. free from danger 2. place in which valuables can be stored
spring 1. season of the year 2. to jump up 3. water from the ground

Example: 4 The waiter handed Louis a *bill* for the food.

- 3 1. The sign showed the *date* of Louis's first concert.
2 2. Louis had always been careful to *mind* his mother and father.
3 3. The Red Rock Lakes were warmed by water from an underground *spring*.
3 4. Louis took a dollar *bill* out of his moneybag.
2 5. Louis liked living in the *park* in Boston.
3 6. Louis made a *date* to meet Mr. Lucas at the zoo.

(continued)

Choosing Correct Meanings**Chapters 16-17**

- 2 7. The boatman paid the *bill* for Louis's hotel stay.
- 2 8. Some guests kept their belongings in the hotel *safe*.
- 2 9. Louis saw Mr. Lucas *spring* up from the bench in excitement.
- 1 10. Thoughts of love filled Louis's *mind*.
- 1 11. Swans usually choose their mates in the *spring*.
- 1 12. Louis picked up his slate with his *bill*.
- 3 13. Louis didn't *mind* the Sunday concerts, but he hated working in the nightclub.
- 1 14. Louis watched over his moneybag to be sure it was *safe*.
- 1 15. The taxi driver tried to *park* near the nightclub.

Making an Outline

Chapters 16-17

Name _____

Trumpeter Swans

- I. Characteristics of swans
 - A. Water birds
 - B. Flattened bills
 - C. Long necks and wings
 - D. Water-repellent feathers
 - E. Short tails and legs
- II. Characteristics of trumpeter swans
 - A. Found in North America
 - B. Trumpet-like call
 - C. All white feathers
 - D. Largest swan
- III. Swan families
 - A. Strong family ties
 - B. Mate for life
 - C. Babies called cygnets
 - D. Cygnets stay with parent

Word List

Water birds

Found in North America

~~Long necks and wings~~

Largest swan

Mate for life

~~Trumpeter Swans~~

Short tails and legs

Babies called cygnets

Swan families

Flattened bills

~~Strong family ties~~

Cygnets stay with parents

~~Characteristics~~

Trumpet-like call

All white feathers

Water-repellent feathers

~~Characteristics of
trumpeter swans~~



Name _____

THE TRUMPET OF THE SWAN

Chapters 16-18

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 does Louis go to Philadelphia? Louis goes to Philadelphia to be a trumpet player at a night club.
2. Where does Louis live while he is in Philadelphia?
He lives at the Philadelphia Zoo.
3. When Louis sees Serena for the second time, how does he gain her attention?
He plays his trumpet for her.
4. What does the Head Man in charge of birds want to do to Serena's wings and why? He wants to clip her wings so that she can't fly away.
5. How does Louis save Serena from being held captive?
He attacks the two men trying to catch her, and he calls on Sam Beaver to help come up with a solution.

NAME: Key

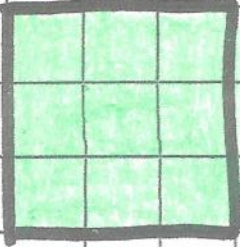
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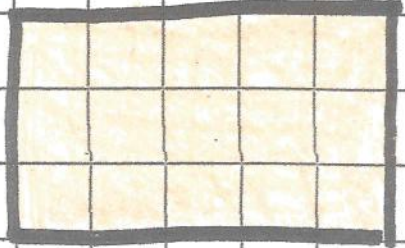
MEASURING POLYGONS

DIRECTIONS: FIND THE AREA OF EACH POLYGON BY MEASURING THE SQUARES. (REMEMBER EACH TRIANGLE EQUALS HALF A SQUARE)

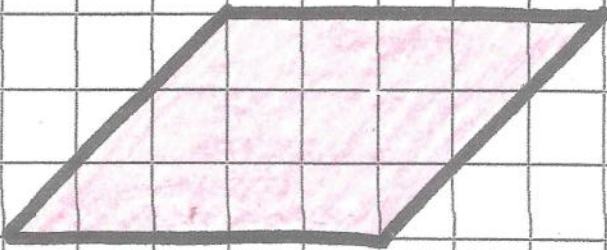
A.



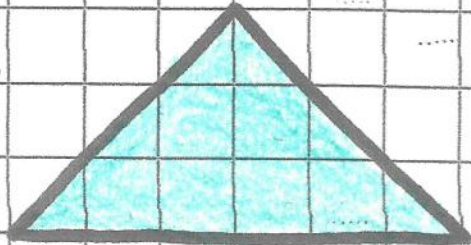
B.



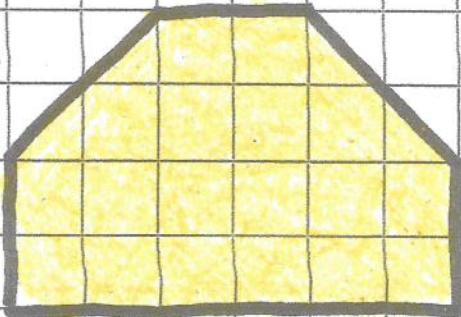
C.



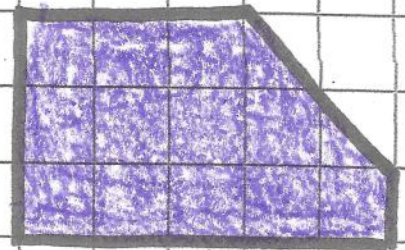
D.



E.



F.



Figure

How MANY SQUARES?

A

9

B

15

C

15

D

9

E

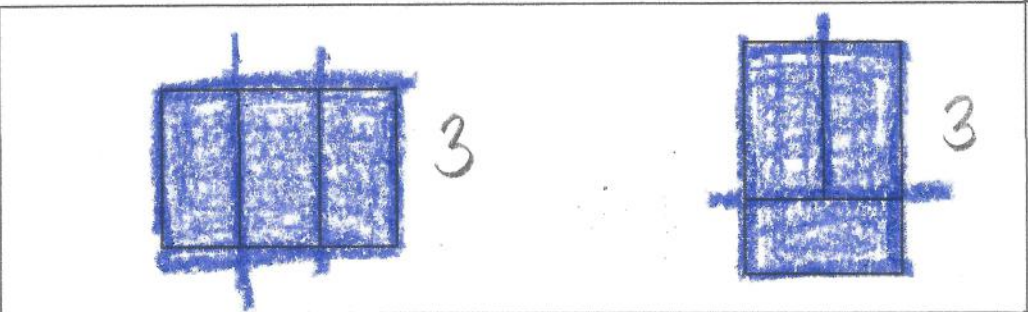
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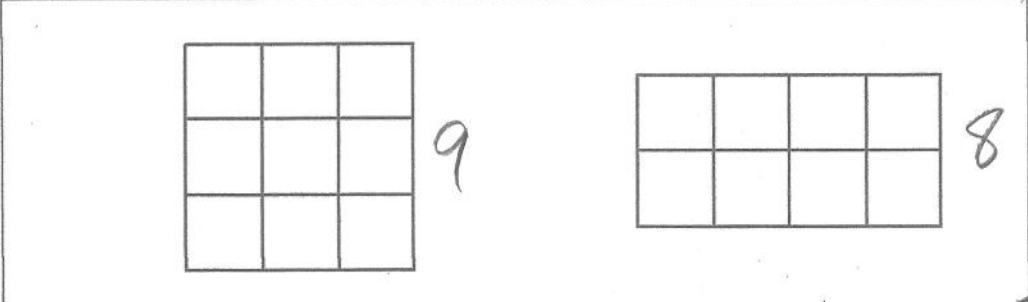
F

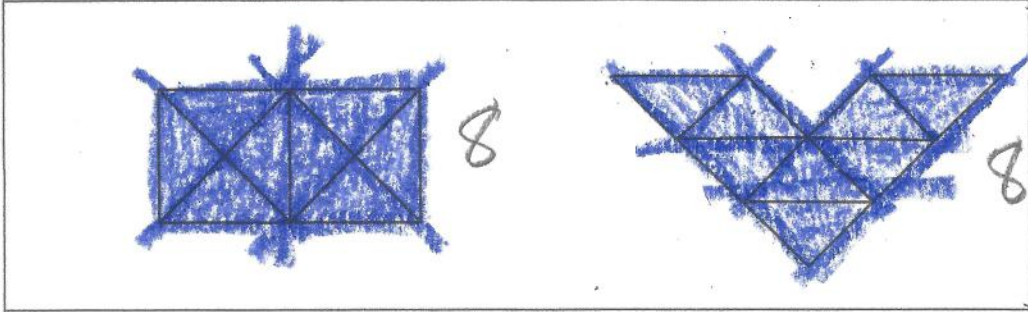
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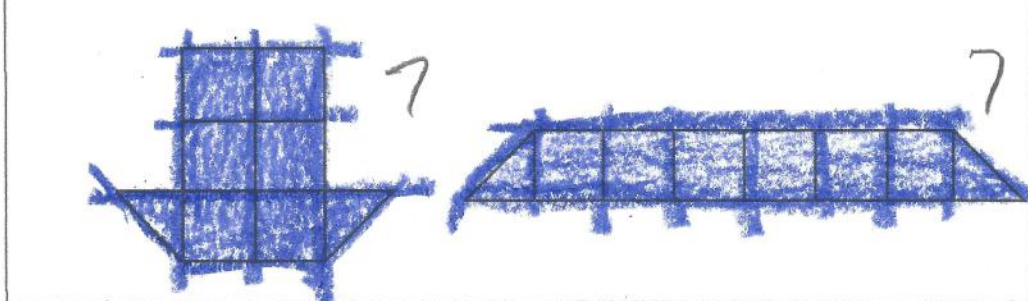
EXERCISE 1

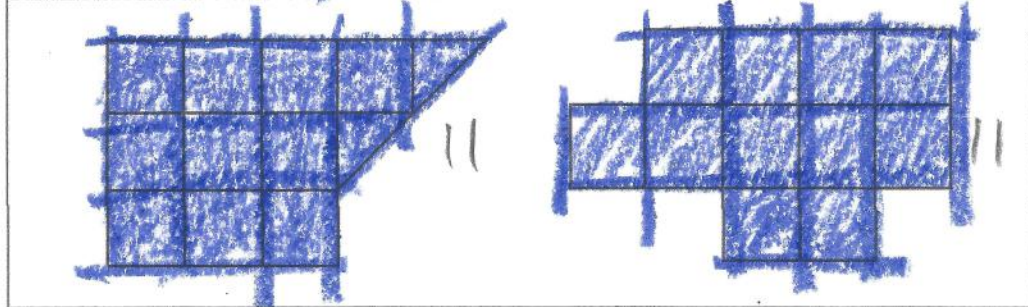
1. Color the pair of shapes that have the same size.

(a)  3 3 } RECTANGLE

(b)  9 8 } UNIT SQUARES

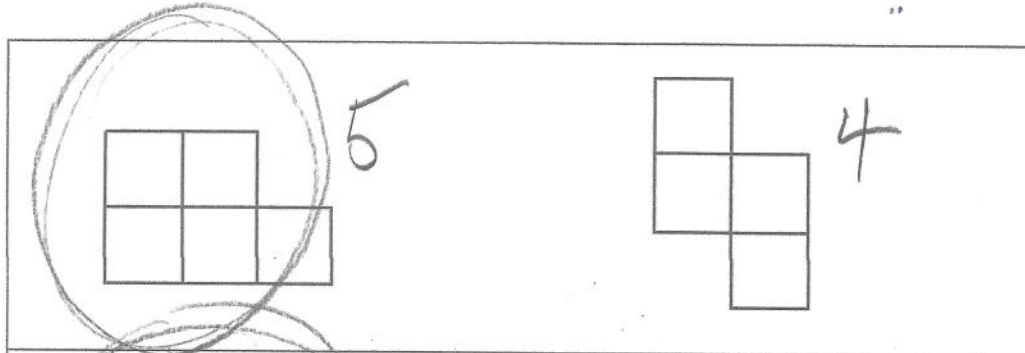
(c)  8 8 } TRIANGLE

(d)  7 7 } UNIT SQUARES

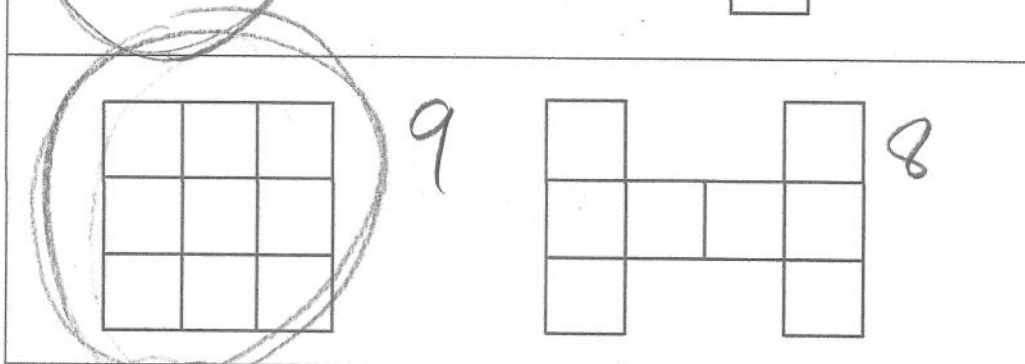
(e)  11 11 } UNIT SQUARES

2. Circle the bigger shape.

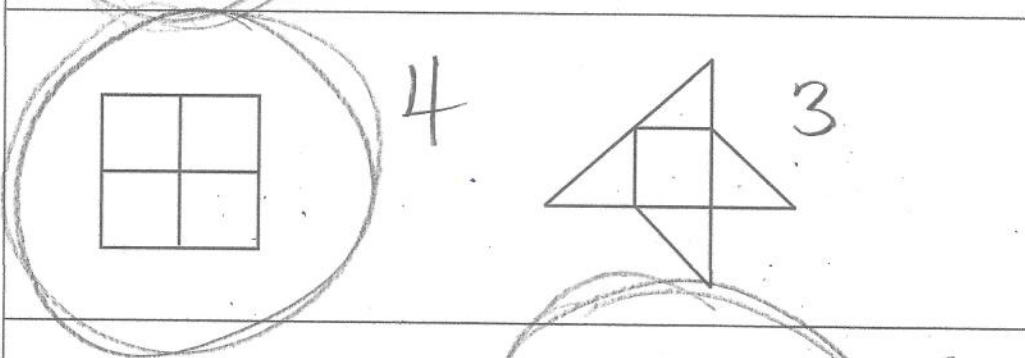
(a)



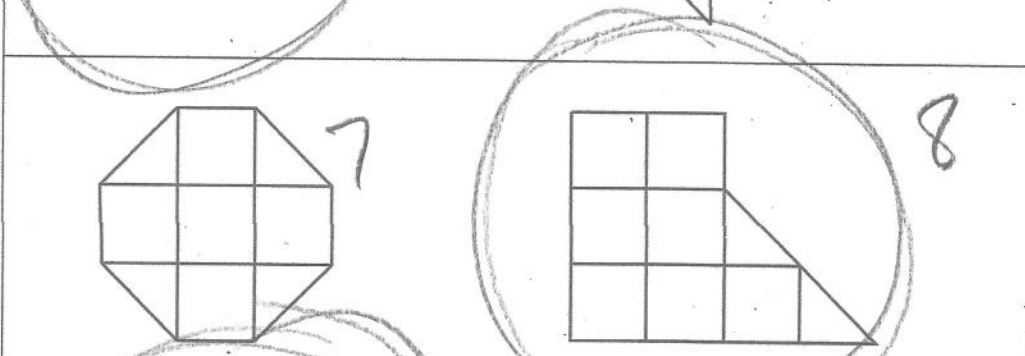
(b)



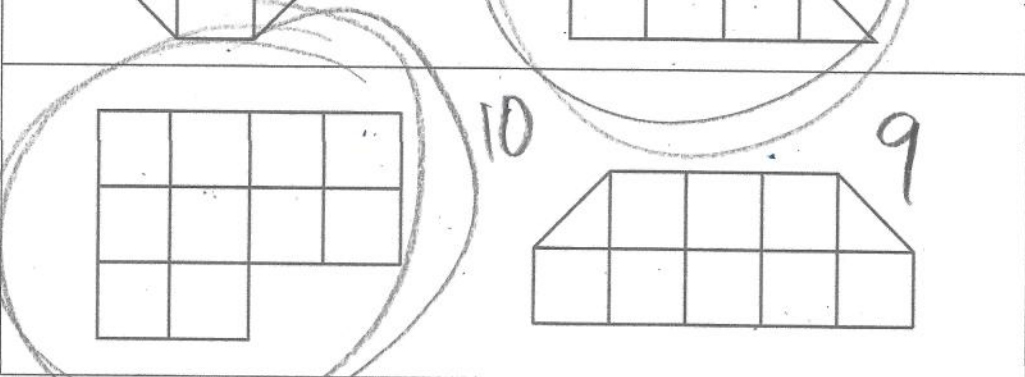
(c)



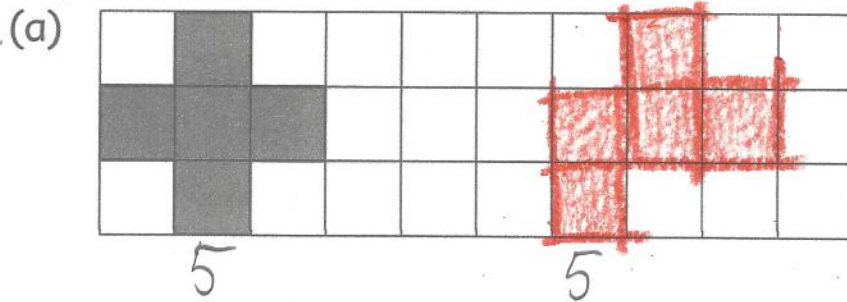
(d)



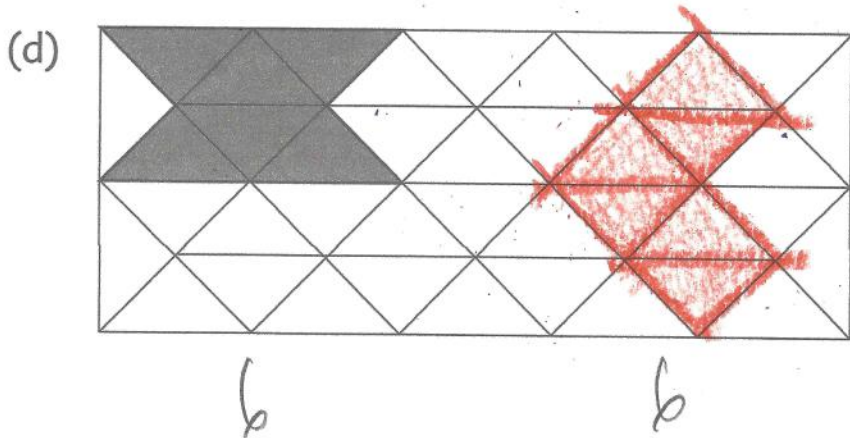
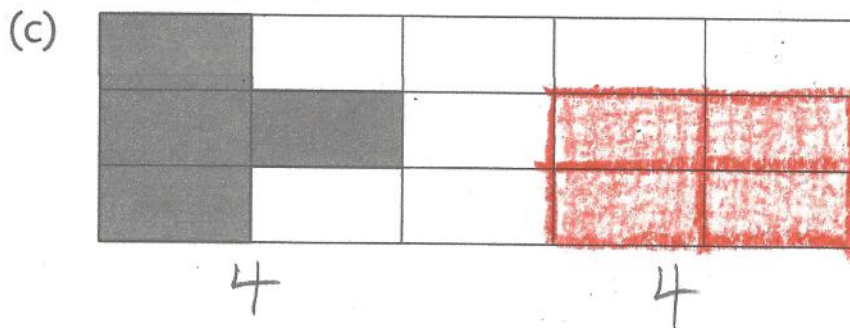
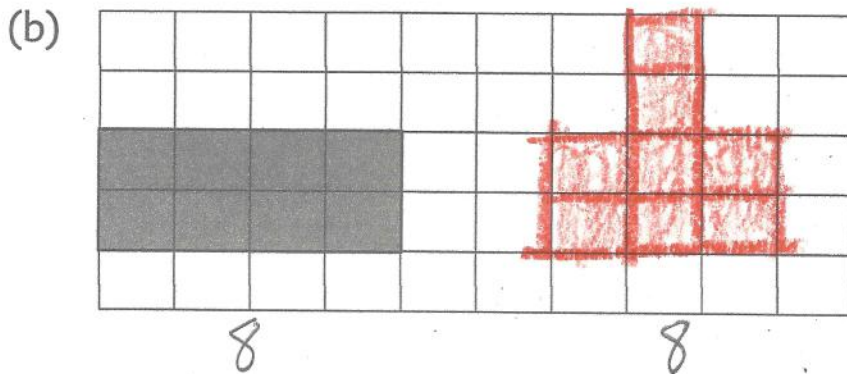
(e)



3. Draw another shape which has the same area as the given shape and then color it.



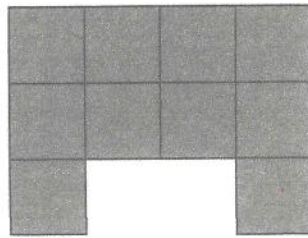
**MANY
POSSIBLE
ANSWERS FOR
THIS PAGE!*



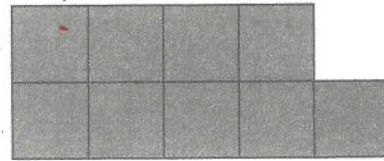
4. What is the area of each of the following figures?



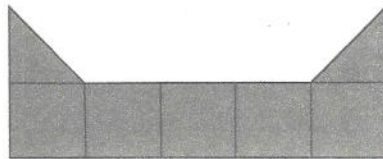
A



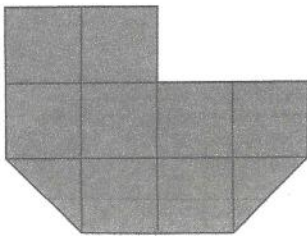
B



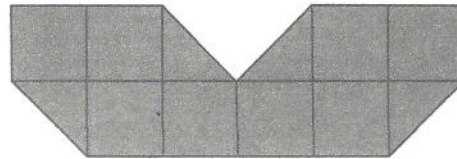
C



D



E



F

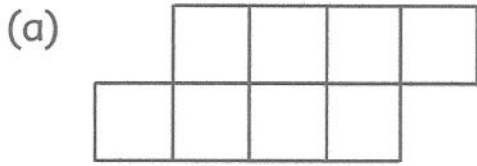
Figure	Area	
A	9	square units
B	10	square units
C	9	square units
D	6	square units
E	9	square units
F	10	square units

EXERCISE 2

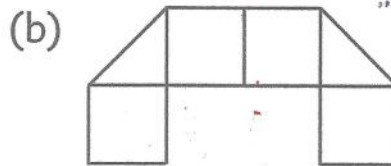
1. Join the two shapes that have the same area.



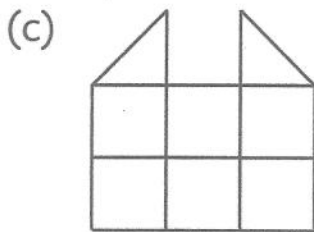
2. What is the area of each shape?



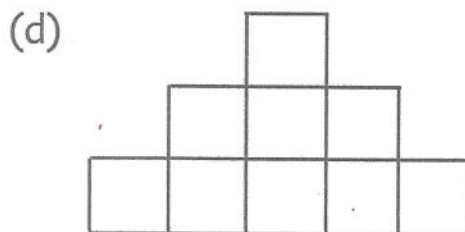
The area is 8
square units.



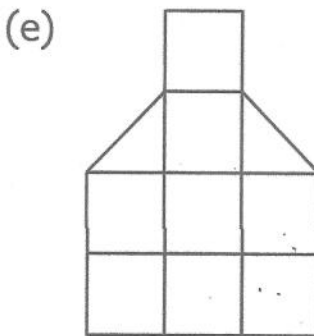
The area is 5
square units.



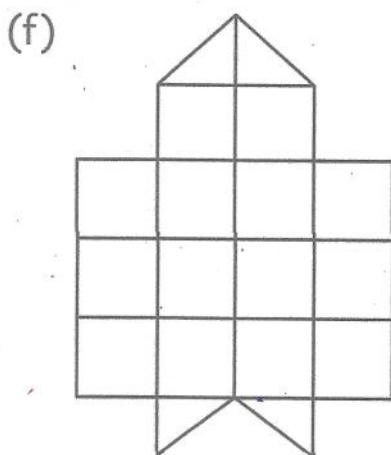
The area is 7
square units.



The area is 9
square units.



The area is 9
square units.



The area is 16
square units.

3. Draw another shape which has the same area as the given shape and then color it.

(a) 6

(b) 8

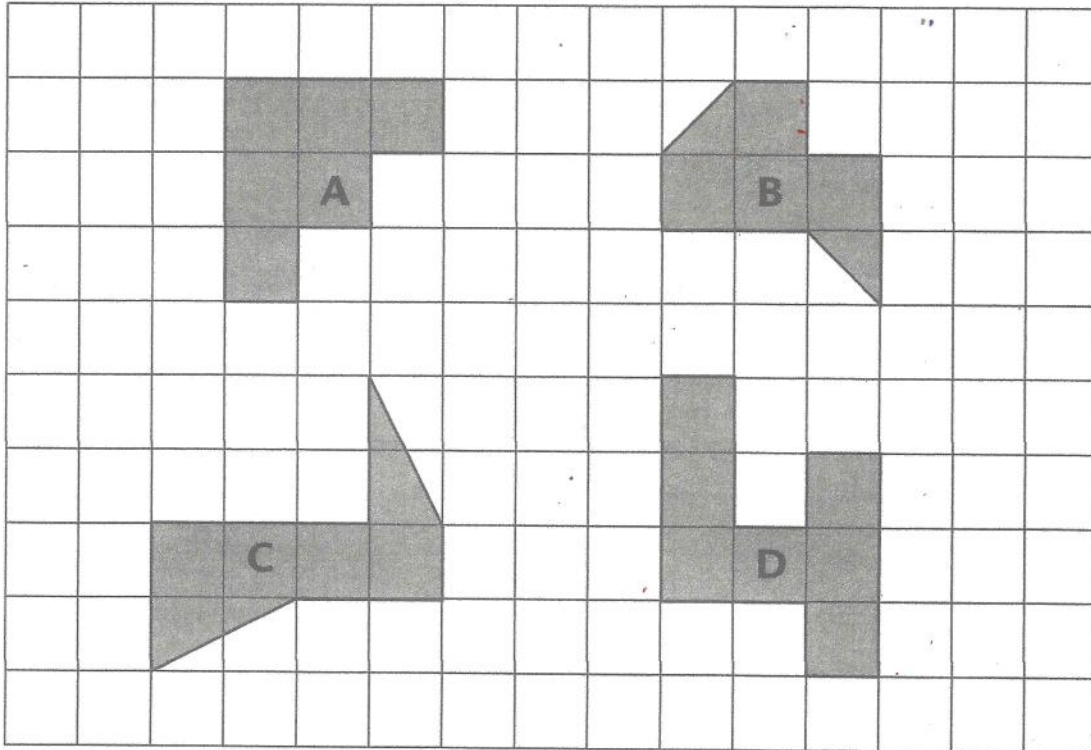
(c) 9

(d) 10

(e) 12

* MANY
POSSIBLE ANSWERS
FOR THIS PAGE!

4.



(a) Complete the following table.

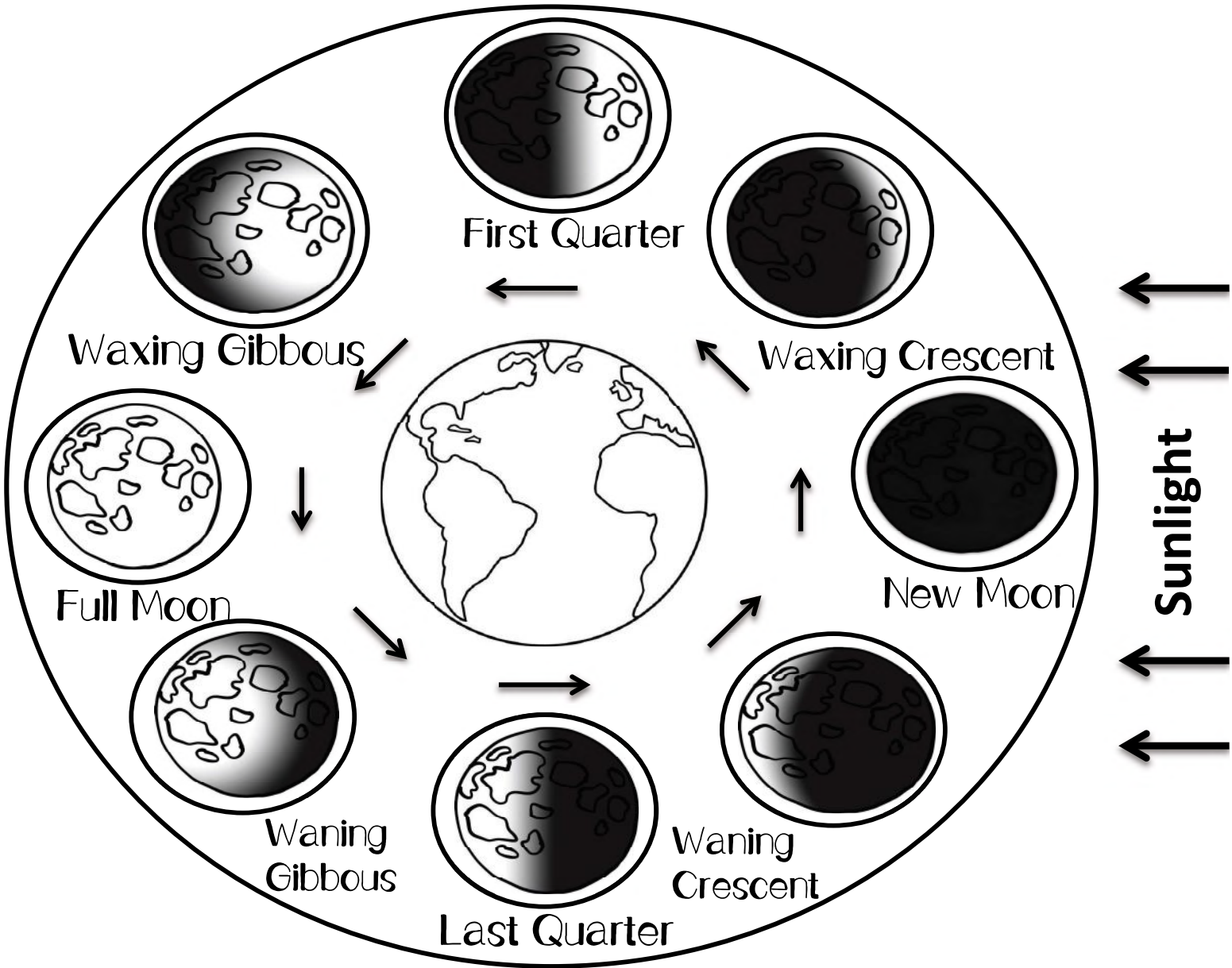
Shape	Area
A	6 square units
B	5 square units
C	6 square units
D	7 square units

(b) Shape D has the greatest area.

(c) Shape B has the smallest area.

(d) Shape A and Shape C have the same area.

Phases of the Moon



Answer Key

Specials

Music | Art

Latin | P.E.

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 4/20 - 4/24

MUSIC

(25 Minutes)

MUSIC

Goal/Objective: The student will continue to learn about the music of Sergei Rachmaninoff.

Materials needed: "Prelude in C-sharp Minor" <https://safeYouTube.net/w/edW5>
Pencil, Paper, <https://cloud.swivl.com/v/70f979b88e74809607400001aa3596ad>
(Optional Video)

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

- Listen to "Prelude in C-sharp Minor"
- (I) Title a piece of paper "Sergei Rachmaninoff: Prelude in C-sharp Minor"
- (I) Don't forget your name and Section #
- (I) Using complete sentences, write down what you hear:
 - Instruments
 - Tempo (fast/slow)
 - Repeating Patterns
- (I) Now, use an adjective to describe how the music makes you feel.
- (I) Why do you think it makes you feel that way?
- (I) Don't forget to use your best penmanship!

DUE: Friday to Google Classroom or Monday to School

ART

(25 Minutes)

ART

Goal/Objective: Scholars of all ages -- no age limit -- will venture outside for Nature Observations, specifically searching for small insects at their food source.

Materials needed:

- Pencil
- Paper: You may work directly in your sketchbook. If you do not have your sketchbook, and you are using printer paper, fold a few pages in half to make a little book OR create a little [DIY "bug book/journal"](#) with brown paper sandwich bags. Here is another [LINK for a DIY nature journal](#).
- Clipboard (as a hard surface to draw on while outside)
- Toy magnifying glass (optional)
- Camera to "capture" the insect in its' environment (optional)
- [Additional research link](#) about artist, scientist and explorer, Maria Sibylla Merian



Maria Sibylla Merian: *Carolina sphinx moth (Manduca sexta) sucking nectar from a peacock flower (Caesalpinia pulcherrima)*

Specials Student Instruction Sheet

	<p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Go outside and find an insect to observe. <input type="checkbox"/> (PA) Optional: Photograph the insect in its environment to help you draw. <input type="checkbox"/> (PA) View Teacher Video (orthway) and/or Teacher Video (Prather) for drawing tips <u>SPECIFIC TO GRADE LEVEL.</u> <input type="checkbox"/> (I) Sketch your insect in its environment. <p>DUE ON FRIDAY</p>
<p>LATIN (25 Minutes)</p>	<p>LATIN</p> <p>Goal/Objective: Student will learn Latin animal names and noises (onomatopoeia)</p> <p>Materials needed: (1) “Animalia Latina” vocabulary flashcards; (2) “Senex Marcus” song lyric sheet; (3) “Animalia Fundi” worksheet</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make “Animalia Latina” flashcards: <ul style="list-style-type: none"> <input type="checkbox"/> Fold on the dotted vertical line <input type="checkbox"/> Cut along the dark horizontal lines <input type="checkbox"/> Glue blank sides together <input type="checkbox"/> KEEP THESE CARDS (do not turn them in) <input type="checkbox"/> Practice on Quizlet <input type="checkbox"/> Sing “Senex Marcus” <ul style="list-style-type: none"> <input type="checkbox"/> The tune is “Old MacDonald” <input type="checkbox"/> (optional) Watch Senex Marcus video <input type="checkbox"/> Complete “Animalia Fundi” worksheet <p>DUE ON FRIDAY</p>
<p>PE (25 Minutes)</p>	<p>PE</p> <p>Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Bingo Sheet (included in packet) • Optional P.E. challenge videos brought to you by: Coach Corcoran Coach Walsh Coach Wilson https://cloud.swivl.com/v/ce1a9d2fc2fc126b919d22885ef01415 <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical) <input type="checkbox"/> Leap in the air and yell BINGO! <p>DUE ON FRIDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school on MONDAY</p>

Specials Student Instruction Sheet



Maria Sibylla Merian - Carolina sphinx moth (*Manduca sexta*) sucking nectar from a peacock flower (*Caesalpinia pulcherrima*). 1726

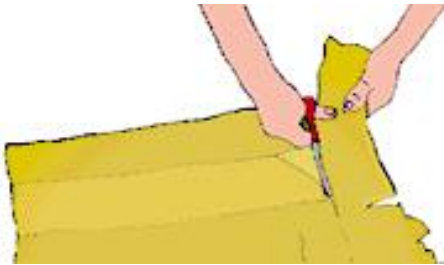
Make a Paper Bag Book

For centuries, people have made books from all sorts of materials and in all shapes and sizes. Here are instructions for making a simple book out of a paper grocery bag. All you need is a pair of scissors and a paper grocery bag. If you don't have a grocery bag, any sheet of paper will do (preferably 12 x 18 in).

STEP ONE: Carefully take the bag apart along its seam and lay it out on the table in front of you.



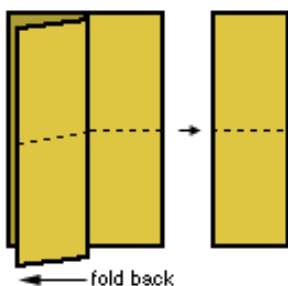
STEP TWO: Trim off the bottom so that you have a long rectangular sheet left.



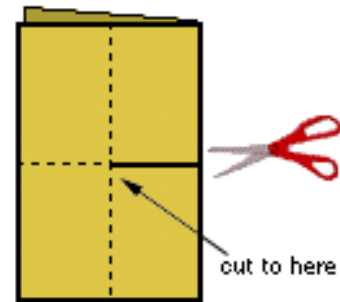
STEP THREE: Fold the paper over long ways (hotdog style) so that the corners meet. Crease well and then unfold. Fold the paper over in the other direction (hamburger style). Place the corners together and crease well. Do not unfold.



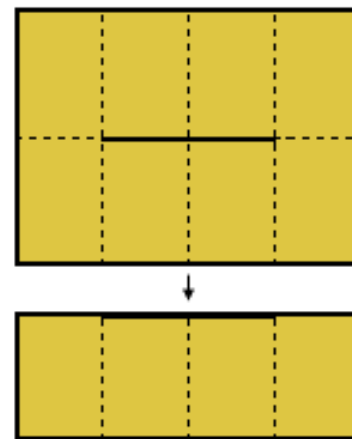
STEP FOUR: Fold back one side as shown in the figure below. Place the corners together and crease well. Repeat with the other side.



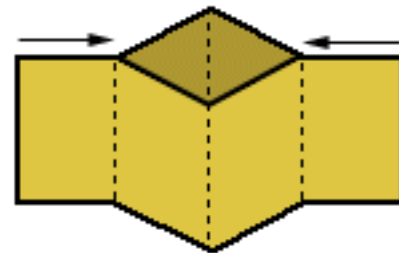
STEP FIVE: Unfold the last two folds. Holding the folded side in your hand, cut along the centerline until you reach the first vertical fold.



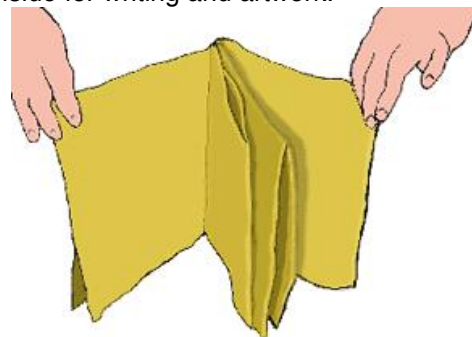
STEP SIX: Open the paper so that eight sections are showing. Fold the page over long ways. If there are pictures or words on the paper put them on the inside.



STEP SEVEN: Holding on to each side, gently push the ends together to form the pages of the book.



STEP EIGHT: Fold the front and back covers around so that the corners meet. Crease well. You should have six pages inside for writing and artwork.



asinus



donkey (says "hi onc")

canis



dog (says "bau" - sounds like "bow")

capra



goat (says "mee" - sounds like "meh")

equus



horse (says "hinni")

feles



cat (says "miau")

gallina



hen (says "cachi" - sounds like "cocky")

gallus



rooster (says "cocorico")

ovis



sheep (says "bee" - sounds like beh)

porcus



pig (says "gru")

vacca

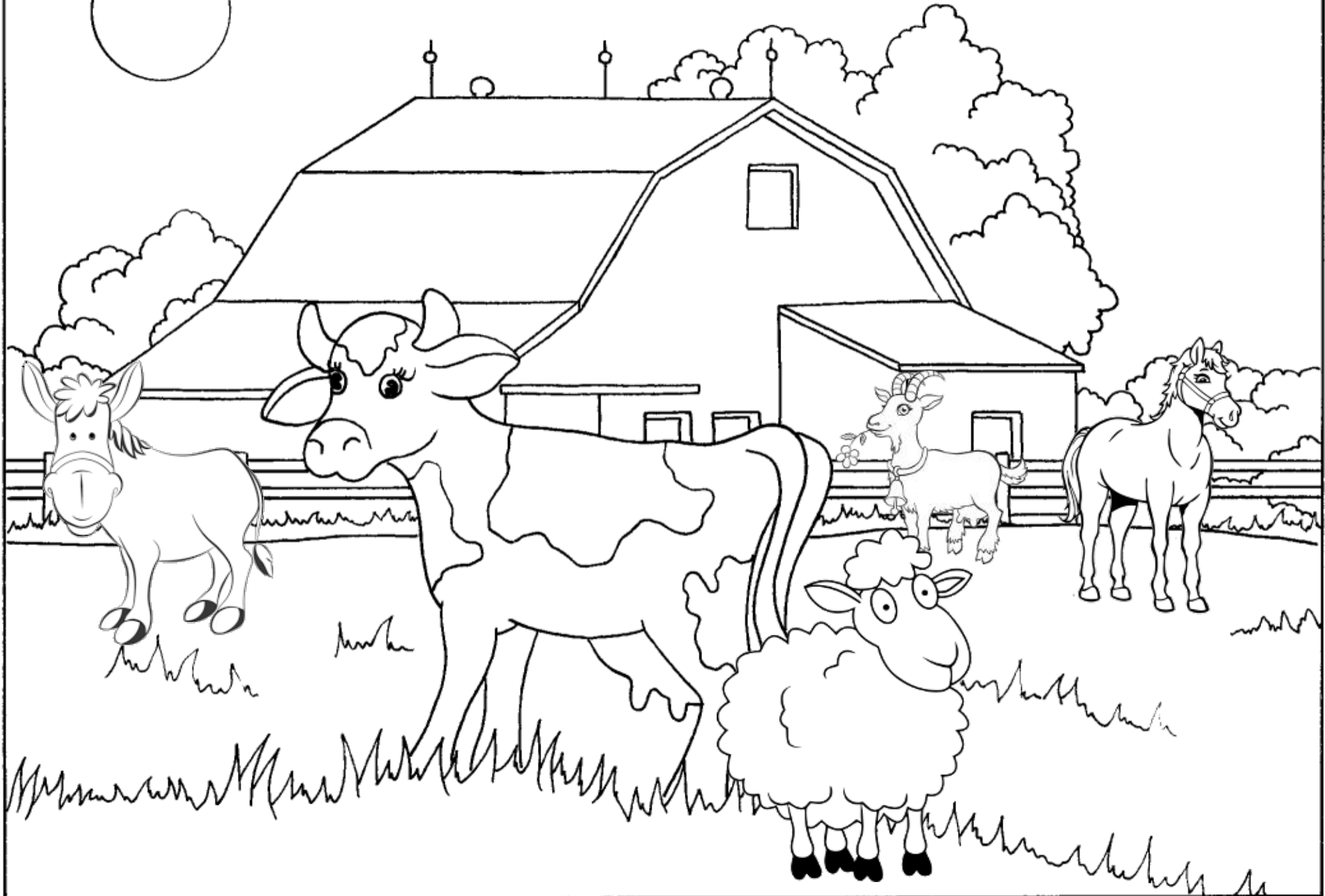
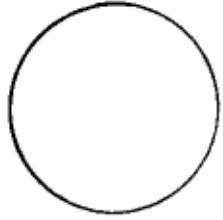


cow (says "mu")

Animalia Fundi

Name: _____ Section: _____

Color the sheet and label the animals with their Latin names.



“Senex Marcus” song

(to the tune of “Old MacDonald”)

Verse 1

G C G
senex Marcus fundum habet
D G
i ae i ae o
G C G
in fundo etiam habet **vaccam**
D G
i ae i ae o
G
cum **mu mu** hic
G
et **mu mu** illic
G
hic **mu**
G
illic **mu**
G
ubique **mu mu**
G C G
senex Marcus fundum habet
D G
i ae i ae o

Literal translation
Old Marcus a farm has
Ee i ee i oh
On the farm also he has a **cow**
Ee i ee i oh
With a **moo moo** here
And a **moo moo** there
Here a **moo**
There a **moo**
Everywhere a **moo moo**
Old Marcus a farm has
Ee i ee i oh.

Verse 2

Replace **vaccam** (cow) with **porcum** (pig).

Replace **mu** with **gru**.

Verse 3

Replace **vaccam** (cow) with **canis** (dog).

Replace **mu** with **bau**.

Verse 4

Replace **vaccam** (cow) with **ovem** (sheep).

Replace **mu** with **bee**.

Verse 5

Replace **vaccam** (cow) with **gallus** (rooster).

Replace **mu** with **co**. Replace the last **mu mu** with **cocorico**.

Physical Education BINGO



Student Name: _____

25 push ups	Climb a tree	Do a headstand against a wall for 15 seconds	Run a relay race around your house with your family	20 Jumping jacks counting
Arm wrestle your siblings or parents. Both arms. Best two out of three wins.	Go on a bike ride with your family	Balance on one foot for 20 seconds. Switch to the other foot.	10 Crunches	8 Star Jumps
Hop on one foot 5 times and then the other.	Jumping Jacks and spell of Griffins 2 times	 Free Space	Jump Rope for 2 minutes	FIGURE EIGHTS Walk/run in figure eights of varied sizes.
Mountain Climbers	TOUCH YOUR TOES hold for 5 seconds 3 times	Run in place for 60 seconds	Jog with a family member	Hold a plank position for 30 seconds
Walk around your neighborhood with a family member	Gallop across your yard	15 Lunges	20 High Knees	15 Air Squats

Complete 5 spaces for a BINGO and enter the date of completion. Turn this page in on Friday.

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

Mrs. Walsh challenge:

Mrs. Wilson challenge:

Mr. Corcoran challenge: