

# GreatHearts

## Northern Oaks



## Distance Learning Packet:

### Week 3

April 6 - April 9, 2020

3<sup>rd</sup> grade

(3A) Ms. Gauss

(3B) Ms. Tyler

(3C) Ms. Kaiser

(3D) Mr. Aniol

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

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## Week 3 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 **IW=independent work 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: <b>(computer)</b> watching teacher video with 5 new words, stopping between each one to write	Listening to teacher read aloud ( <b>smart phone</b> ) Chapter 1 of <i>Where the Red Fern Grows</i> while following along and annotating
9:30-10	Listening to teacher read aloud ( <b>smart phone</b> ) Chapter 1 of <i>Charlotte's Web</i> while following along and annotate	Science: <b>(computer)</b> 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 ( <b>no tech</b> )	Latin: ( <b>smart phone</b> ) Watch Dr. Lee's video and	Spalding: ( <b>computer</b> ) watching teacher video with 5 new words,

	using the book	do activity	stopping between each one to write
11-11:30	Spalding: ( <b>computer</b> ) 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 ( <b>smart phone</b> )with new concept 3. Independent practice	Independent 20 minutes reading

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

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

April 6 - 9, 2020

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

☐ Monday, April 6, 2020

☐ Tuesday, April 7, 2020

☐ Wednesday, April 8, 2020

☐ Thursday, April 9, 2020

Student Name: \_\_\_\_\_ Grade/Homeroom: \_\_\_\_\_

Parent Name: \_\_\_\_\_ (printed)

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Number: \_\_\_\_\_



# 3<sup>rd</sup> 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.)

Writing /  
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 6th**, for further assistance.

[3rd Grade Spalding List, Mon 04/06](#)

[3rd Grade Spalding Video, Mon 04/06](#)

- ☐ 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: Student will recall previous readings and respond to and reflect on details from the text

b. Materials needed: *Trumpet of the Swan* Chapters 8-9, Worksheet-**"Evaluating What You Read,"**

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

- ☐ **First**, have student tell you everything they remember from Chapters 8-9 of *Trumpet of the Swan*. **(PA 5 min)**

- ☐ **Next**, Read the worksheet **"Evaluating What you Read."**(PA 5 min)

[Evaluating What You Read](#)

- ☐ **Worksheet -"Evaluating What you Read"** After reading the passage, fill in your opinion of each situation. There is a sentence starter to help you get started! **(IW-10 min)**

Example: I agree OR disagree with the cob and the swan because...

#### III. Reading (Please do after Literature Lesson)

a. Goal/Objective: Student will read and enjoy a chapter of 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 10: Money Trouble," from *The Trumpet of the Swan* (IW)

[Ch: 10.Money Trouble, The Trumpet of the Swan.pdf](#)

[Read-aloud Video - Ch. 10: Money Trouble, read by Mrs. Perez](#)

## Daily Student Instruction Sheet

	<p><input type="checkbox"/> Student will read chapter independently and track minutes in reading log for that day. (IW)</p> <p><b>IV. Poetry</b></p> <p>a. Goal/Objective: Students will review and memorize “Sick” by Shel Silverstein. The poem should be memorized by <b>Friday, April 17th</b>.</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"> <li><input type="checkbox"/> <b>First</b>, student will read poem aloud two times.</li> <li><input type="checkbox"/> <b>Next</b>, cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min)</li> </ul> <p><a href="#">"Sick" by Shel Silverstein</a>  <a href="#">"Sick" performed by Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p><b>I. Math</b></p> <p>a. Goal/Objective: Students will identify the characteristics of <b>POLYGONS</b> and <b>ANGLES</b>.</p> <p>b. Materials needed: provided worksheets (2) “Angles”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1: Parent and student read the “<b>Friendly Notes</b>” and <b>textbook</b> pages included as lesson supplement before assignment. <b>(PA, 5 min.)</b>  <a href="#">Singapore Math Friendly Notes, Angles</a>  <a href="#">Singapore Math Textbook, Ch. 12.1 Angles</a></li> <li><input type="checkbox"/> 2. Student independently completes the (2) “<b>Angles</b>” worksheets. <b>(IW, 20 min.)</b>  <a href="#">Singapore Math EP pp. 211-212, Angles</a></li> <li><input type="checkbox"/> 3: Several problems from this assignment will be reviewed in the “<b>3rd Grade Math Check</b>” video. <b>(Optional, 5 min.)</b>  <a href="#">3rd Grade Math Check video, Mon 04/06</a></li> </ul>
<p><b>SCIENCE</b> (30 min.)</p>	<p><b>I. Science</b></p> <p>a. Goal/Objective: Students will explore force, motion, and energy.</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"> <li><input type="checkbox"/> 1. Student will read the textbook chapter “<b>A Force is a Push or a Pull.</b>” <b>(IW, 20 min.)</b>  <a href="#">"Ch. 1: A Force is a Push or a Pull" in Investigating Forces</a></li> <li><input type="checkbox"/> 2. Student will use the textbook chapter to complete the vocabulary worksheet, “<b>Force, Friction, and Motion Vocabulary Definitions</b>”. <b>(IW, 10 min.)</b>  <a href="#">Force, Friction, and Motion vocabulary</a></li> </ul>

## Daily Student Instruction Sheet

<p><b>OPTIONAL</b></p> <p>Latin (15 min.)</p> <p>P.E. (15 min.)</p>	<p><b>I. <u>Latin</u></b></p> <p><b>a.</b> Goal/Objective: Students will learn about Latin color words.</p> <p><b>b.</b> Materials needed: 1) “Colores Latini” worksheet (included); 2) “Colores Latini” vocabulary flashcards</p> <p><b>c.</b> Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Make “Colores Latini” flashcards following included instructions <a href="#">Colores Latini flashcard instructions</a></li> <li><input type="checkbox"/> (I) Complete “Colores Latini” worksheet (instructions are on the worksheet) <a href="#">Colores Latini worksheet</a></li> <li><input type="checkbox"/> (I) With any time remaining, practice “Colores Latini” vocabulary with flashcards or on <a href="#">Dr. Lee's Latin Quizlet</a></li> </ul> <p><b>II. <u>P.E.</u></b></p> <p><b>a.</b> Goal/Objective: <b>STRETCHING Core Muscle Groups</b> Students will develop physical knowledge and perform a wide range of activities being able to stretch out core muscles.</p> <p><b>b.</b> Materials needed: None</p> <p><b>c.</b> Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First Stretch: <b>FIGURE EIGHTS:</b> (PA, 5 min) Walk/run in figure eights of varied sizes. Be sure to keep quick feet and feel your back and hips stretch.</li> <li><input type="checkbox"/> Next Stretch: <b>BICYCLES:</b> (PA, 5 mins) Lay on backs with legs and feet in the air. Move legs like pedaling a bicycle. Pedal slow, medium, and fast for 30 seconds each. Rest in between each pedaling speed.</li> <li><input type="checkbox"/> Last Stretch: <b>STAR JUMPS:</b> (PA, 5 mins) Do 10 star jumps. Jump with arms and legs outstretched, like a star, while in the air. <a href="#">P.E. Challenge video, Week 3</a></li> </ul>

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

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

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

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

Word	Example sentence	Notes
to ma to r4	A tomato is a red fruit.	"O" may say "O" at the end of a syllable. (R.4) "A" may say "A" at the end of a syllable. (R.4)
to ma toes <sup>2</sup> r4	Lauren grew tomatoes in her garden.	Base word = tomato; Ending = "z" We write tomato and add "ES" because our base word ends with a vowel and we want to make it plural. "O" may say "O" at the end of a syllable. (R.4) "A" may say "A" at the end of a syllable. (R.4)
cent r2	A penny is worth a cent.	C says "s" when followed by e, i, or y (R.2)
cen tu ry r2,4,6	As 100 pennies are in a dollar, a hundred years are in a century.	Cent is not our base word but it does help with spelling.
men tion r14	Did I mention that <i>Trumpet of the Swan</i> is my favorite third grade book?	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. (R.14)



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## THE TRUMPET OF THE SWAN

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Chapters 8-9

### **Evaluating What You Read**

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Read each of the story situations below. Decide whether you agree or disagree with what the character said, did, or thought about the situation. Then explain why you feel as you do.

1. When Louis leaves to learn how to read and write, his family doesn't know where he has gone. The cob isn't sure whether or not he should try to find Louis. He really doesn't want to leave the lakes with winter so near. Then Louis's mother reminds the cob that they have no idea which way Louis went. They decide that there is no sense in trying to find Louis. They will just wait and hope that he returns. Do you agree or disagree with the cob and the swan that there is no use in looking for Louis?

I \_\_\_\_\_ with the cob and the swan because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. When Louis tries to attract Serena's attention, the young female just ignores him. Serena is curious about Louis, but she doesn't want anything to do with a swan that can't trumpet. Do you agree or disagree with Serena that she shouldn't show any interest in a mate that can't make any noise?

I \_\_\_\_\_ with Serena because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The cob feels guilty when he breaks the store window and steals a trumpet. He wonders why he has suddenly become a criminal. Then he decides that even though what he did is wrong, he had to do it to help his son. Do you agree or disagree with the cob that he had to steal a trumpet in order to help Louis?

I \_\_\_\_\_ with the cob because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ***Sick* by Shel Silverstein**

"I cannot go to school today,"  
Said little Peggy Ann McKay  
"I have the measles and the mumps,  
A gash, a rash and purple bumps  
My mouth is wet, my throat is dry,  
I'm going blind in my right eye.  
My tonsils are as big as rocks,  
I've counted sixteen chicken pox  
And there's one more--that's seventeen,  
And don't you think my face looks green?  
My leg is cut, my eyes are blue--  
It might be instamatic flu.  
I cough and sneeze and gasp and choke,  
I'm sure that my left leg is broke--  
My hip hurts when I move my chin,  
My belly button's caving in,  
My back is wrenched, my ankle's sprained,  
My 'pendix pains each time it rains.  
My nose is cold, my toes are numb,  
I have a sliver in my thumb.  
My neck is stiff, my voice is weak.  
I hardly whisper when I speak.  
My tongue is filling up my mouth,  
I think my hair is falling out.  
My elbow's bent, my spine ain't straight,  
My temperature is one-o-eight.  
My brain is shrunk, I cannot hear,  
There is a hole inside my ear  
I have a hangnail, and my heart is--what?  
What's that? What's that you say?  
You say today is. . .Saturday?  
G'bye, I'm going out to play!"

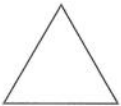

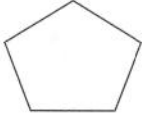
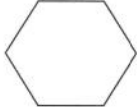



## Unit 12 : Geometry

### Friendly Notes

#### Angles

A polygon is a closed figure with straight sides. So, a circle is not a polygon. Any two sides of a polygon form an angle. A polygon has as many sides as angles.

Polygon	Number of sides	Number of angles
triangle 	3	3
quadrilateral 	4	4
pentagon 	5	5
hexagon 	6	6
octagon 	8	8

# Exercise 1 : Angles

1. Complete the table below.

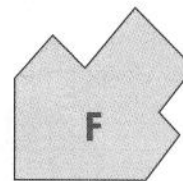
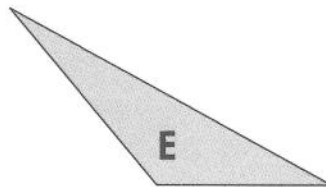
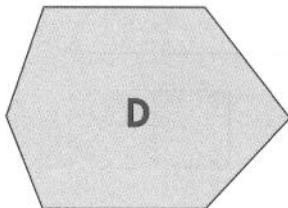
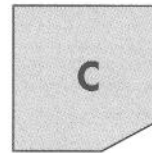
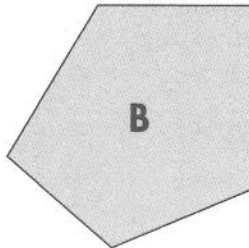
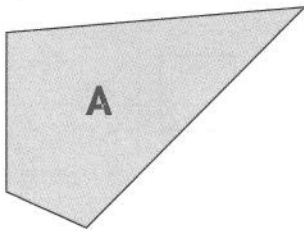
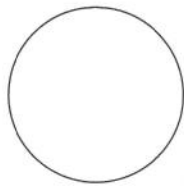


	Figure	Number of sides	Number of angles
(a)	A		
(b)	B		
(c)	C		
(d)	D		
(e)	E		
(f)	F		

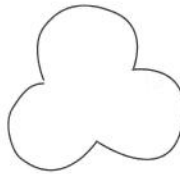


2. Check (✓) the box below the figure if it is a polygon.

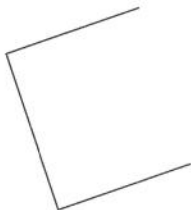
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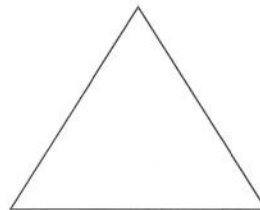
(b)



(c)



(d)



3. Fill in the blanks.

How many angles and sides does each of these polygons have?

(a) quadrilateral

\_\_\_\_\_ angles

\_\_\_\_\_ sides

(b) octagon

\_\_\_\_\_ sides

\_\_\_\_\_ angles

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Force, Friction, and Motion Vocabulary Definitions

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

Vocabulary Word	Pg. #	Definition
1. force		
2. motion		
3. balanced forces		
4. unbalanced forces		
5. gravity		
6. friction		
7. oppose		
8. contact force		
9. lubricant		

# Colōrēs Latīnī Flashcards

## Instructions

1. Fold each page down the middle along the dotted vertical line
2. Cut the solid horizontal lines
3. Glue the blank backs together
4. (optional) Color the English side with the correct color (**not** the Latin side)

albus

white

ater

black

caeruleus

blue

flavus

yellow

fulvus

brown

luteus

orange

purpureus

purple

griseus

grey

ruber

red

viridis

green

# Colōrēs Latīnī

Instructions: Color the spaces below with the correct color. Use today's flashcards.

**Ruber** (m.),  
rubra (f.),  
rubrum (n.)

**Lūteus** (m.),  
lūtea (f.),  
lūteum (n.)

**Purpureus** (m.),  
purpurea (f.),  
purpureum (n.)

**Flāvus** (m.),  
flāva (f.),  
flāvum (n.)

**Caeruleus** (m.),  
caerulea (f.),  
caeruleum (n.)

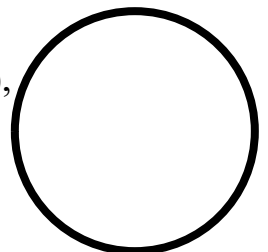
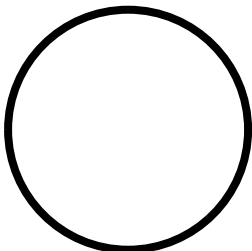
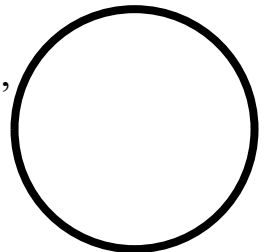
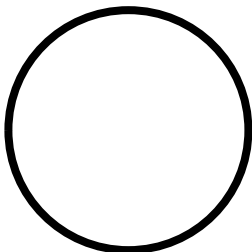
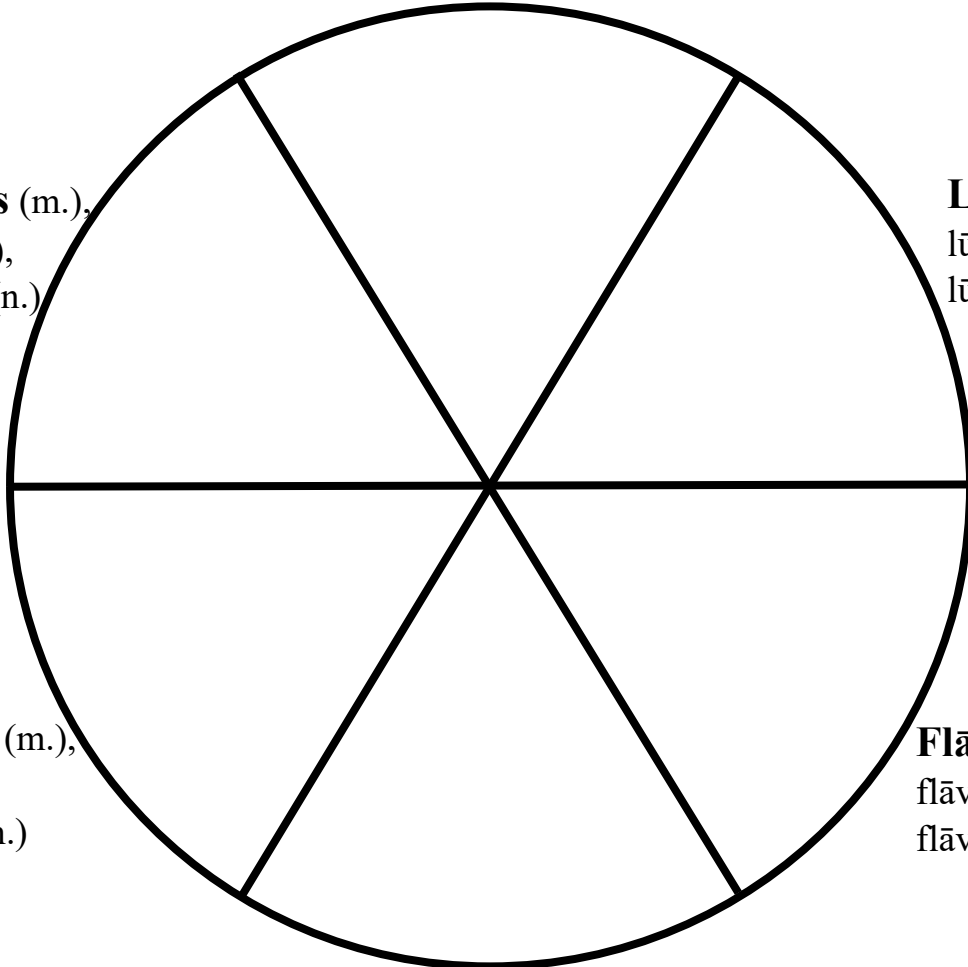
**Viridis** (m.),  
viridis (f.),  
viride (n.)

**Āter** (m.),  
ātra (f.),  
ātrum (n.)

**Fulvus** (m.),  
fulva (f.),  
fulvum (n.)

**Rāvus** (m.),  
rāva (f.),  
rāvum (n.)

**Albus** (m.),  
alba (f.),  
album (n.)



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 using the attached Spelling list. See video, **3rd Grade Spalding, April 7th**, for further assistance.

[3rd Grade Spalding List, Tue 04/07](#)

[3rd Grade Spalding Video, Tue 04/07](#)

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

### II. Reading

a. Goal/Objective: Student will read and enjoy a chapter of 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 11: Camp Kookooskoos," from *The Trumpet of the Swan* (IW)

[Ch. 11. Camp Kookooskoos The Trumpet of the Swan.pdf](#)

[Read-aloud Video - Ch. 11: Camp Kookooskoos, read by Mrs. Perez](#)

- ☐ Student will read chapter with parent. Student will read an Reading A to Z book to parent for 20 mins independent reading

### III. Literature

a. Goal/Objective: Students develop vocabulary by using context clues

b. Materials needed: **Worksheet - "Discovering Meaning Through Context"**

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

- ☐ **First**, have student tell you everything they remember from Chapter 11 of *Trumpet of the Swan*. **(PA 5 min)**

- ☐ **Next**, student will complete **"Discovering Meaning Through Context"** worksheet. This worksheet is designed for students to practice the skill of using the rest of the sentence to find the meaning of a word. Check work using Answer Key **(IW 15min)**

[Discovering Meaning Through Context](#)



## Daily Student Instruction Sheet

	<p><b>IV. Poetry</b></p> <p>a. Goal/Objective: Students will review and memorize “Sick” by Shel Silverstein. Poem should be memorized by <b>Friday, April 17th</b>.</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"> <li><input type="checkbox"/> <b>First</b>, student will read poem aloud two times.</li> <li><input type="checkbox"/> <b>Next</b>, cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min)</li> </ul> <p><a href="#">"Sick" by Shel Silverstein</a>  <a href="#">"Sick" performed by Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p><b>I. Math</b></p> <p>a. Goal/Objective: Students will identify <b>RIGHT ANGLES</b> and classify angles as less than, equal to, or greater than a right angle.</p> <p>b. Materials needed: provided activity sheets (2) “Right Angles”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1: Parent and student read the “<b>Friendly Notes</b>” and <b>textbook</b> pages included as lesson supplement before assignment. <b>(PA, 5 min.)</b>  <a href="#">Singapore Math Friendly Notes, Right Angles</a>  <a href="#">Singapore Math Textbook, ch. 12.2 Right Angles</a></li> <li><input type="checkbox"/> 2: Student independently completes the (2) “<b>Right Angles</b>” worksheets. Cristian will solve problems on page 1 and will not do page 2. <b>(IW, 20 min.)</b>  <a href="#">Singapore Math EP pp. 213-214, Right Angles</a></li> <li><input type="checkbox"/> 3: Several problems from this assignment will be reviewed in the “<b>3rd Grade Math Check</b>” video. <b>(Optional, 5 min.)</b>  <a href="#">3rd Grade Math Check video, Tue 04/07</a></li> </ul>
<p><b>SCIENCE</b> (30 min.)</p>	<p><b>I. Science</b></p> <p>a. Goal/Objective: Students will explore force with a hands-on activity.  <i>(Please note that this requires Parent Assistance.)</i></p> <p>b. Materials needed: spoon, table or desk, marshmallow, data worksheet, ruler</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Student will gather materials and follow direction sheet for experiment.(PA)  <a href="#">Force Experiment and Instructions</a></li> </ul>

## Daily Student Instruction Sheet

	<p><input type="checkbox"/> 2. After student completes experiment, make sure they have completed the table with their data. (PA). Cristian will complete one item on data sheet.</p>
<p><b>OPTIONAL</b></p> <p>Music (10 min.)</p> <p>Art (15 min.)</p>	<p><b>I. <u>Music</u></b></p> <ol style="list-style-type: none"> <li>Goal/Objective: Practice rhythms</li> <li>Materials needed: Various colored cups (I used egg dying cups when I did this at home with my family.) Video Link to Blog for demonstration: <a href="#">Mrs. Trujillo's Music Blog</a></li> <li>Specific Instructions (I=independent; PA= Parent assistance): <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Teach your family the “Funky Chicken”</li> <li><input type="checkbox"/> (I) <b>The words are:</b> Do the Funky Chicken now, what’s that you say, you say, do the Funky Chicken now, what’s that you say? (repeat)</li> <li><input type="checkbox"/> Remember to yell out a color of the plastic cups you are using after the repeat.</li> <li><input type="checkbox"/> Then say: Ooo, ah, ah, ah; Ooo, ah, ah, ah, Ooo, ah, ah, ah, Ooo what you say now! Ooo, ah, ah, ah; Ooo, ah, ah, ah, Ooo, ah, ah,ah, Ooo what you say GRAB! Hup, hup, hup, 2, 3, 4! Hup, hup, hup, 2, 3, STOP!</li> <li><input type="checkbox"/> Remember to grab your cup and then move it in rhythm as you say the words. Do this slowly as you teach your family!</li> <li><input type="checkbox"/> <b>The actions are:</b> Slap knees, clap hands, touch left elbow, clap, slap knees, clap, touch right elbow, clap hands</li> <li><input type="checkbox"/> Do it again, but remember the part about touching the elbows with only a clap in between: Slap knees, clap hands, touch left elbow, clap, touch right elbow, clap, slap knees twice.</li> <li><input type="checkbox"/> Now yell out a color! The person(s) with that color go into the circle and dance the Funky Chicken. Everyone else does the following actions: <ul style="list-style-type: none"> <li>*slap floor in front of you while saying “Ooo”.</li> <li>*slap knees while saying “Ah, ah, ah”</li> </ul> </li> <li><input type="checkbox"/> Repeat 3 times</li> <li><input type="checkbox"/> 4th time say “Ooo, what you say now?”</li> <li><input type="checkbox"/> Repeat but this time on the 4th time say, “Ooo, what you say STOP!”</li> <li><input type="checkbox"/> Play the game again slowly until everyone has it.</li> <li><input type="checkbox"/> Watch the video on my blog to refresh your memory and let others in your family see how to play the game.</li> <li><input type="checkbox"/> Take it slowly today. We’ll speed it up on Thursday.</li> </ul> </li> </ol> <p><b>II. <u>Art</u></b></p> <ol style="list-style-type: none"> <li>Goal/Objective: Learning about Rose Windows and the underlying structure of geometry.</li> <li>Materials needed: <b>PDF instructions included in packet, Large square area of pavement in driveway</b>, Sidewalk Chalk, Long String (You may tie together the laces from your school shoes!!!), broomstick as a straightedge and a helper-parent or sibling. <a href="#">Art Project instruction sheet</a></li> </ol>

## Daily Student Instruction Sheet

- |  |   |
|--|---|
|  | <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 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. (PA)</li><li><input type="checkbox"/> Assist scholar in drawing straight lines using a broomstick as a straightedge. (PA)</li><li><input type="checkbox"/> 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)</li><li><input type="checkbox"/> Step by Step instructions, slides, videos and PDF Printables may be found on Mrs. Northway's Blog:<br/><a href="#">Mrs. Northway's Art blog</a></li></ul> |
|--|---|

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

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

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

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

Word	Example sentence	Notes
ar rive r.29	It is important to always arrive on time.	We hear "r" in syllable 2 but add an additional "r" to syllable 1 because "A" does not say "A." (R.29)
sup ply r.29, 5, 6	The supply of pencils is well-stocked.	We hear "p" in syllable 2 but add an additional "p" to syllable 1 because "U" does not say "U." (R.29) We often use I and y to say "I" at the end of a syllable. (R.5) Y not I at the end of a word. (R.6)
as sist r.29	Can I assist you with your chores?	We hear "s" in syllable 2 but add an additional "s" to syllable 1 because the "A" does not say "A." (R.29)
ex am ine r.20 =5	Examine the rock sample closely.	"S" and "z" never come after an x. (R.20) No job E (Job 5)
ex am i na tion r.20, 11, 4, 14	Upon further examination, the seemingly original painting was fake!	Base word = examine; ending = ation We write examine without the silent final e because my ending "ation" starts with a vowel. (R.11) "S" and "z" never come after an x. (R.20) "A" may say "A" at the end of a syllable. (R.4) 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. (R.14)



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THE TRUMPET OF THE SWAN

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Chapters 10-11

## Discovering Meaning Through Context

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Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

**Example:** Louis kept trying until he was able to make the trumpet *emit* a sound.

lose                      send out                      practice

1. Louis found it harder to fly with so many *possessions* hanging from his neck.

slates                      feathers                      belongings

2. At night, when the light *faded* in the sky, it was time to play taps.

grew dim                      fell                      grew bright

3. Sam sat in the *stern* of the boat and put Louis in front where he could see him.

top                      back                      seat

4. Sam's canoe *grounded* on the sandy beach near the camp.

got muddy                      sank                      touched shore

5. Everyone crowded so close to Louis that he was almost *crushed*.

happy                      ignored                      squashed

(continued)

**Discovering Meaning  
Through Context****Chapters 10-11**

6. Sam was worried and *implored* the campers to be careful not to hurt Louis.

begged                      wrote                      showed

7. The boys sat around the fire and *swatted* the mosquitoes that were trying to bite them.

burned                      hit                      looked at

8. Every evening, Louis would play taps to bring the day's activities to a *close*.

counselor                      sad note                      end

9. Mr. Brickle told the boys that a *peculiar* name made a camp seem interesting and unusual.

short                      strange                      dull

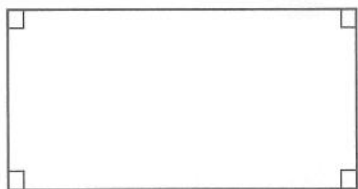
10. The last note of taps seemed to *linger* in the air for hours.

stay                      disappear                      fall apart

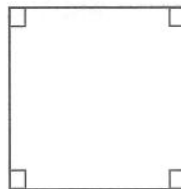


## Right Angles

A rectangle and a square have 4 right angles each.

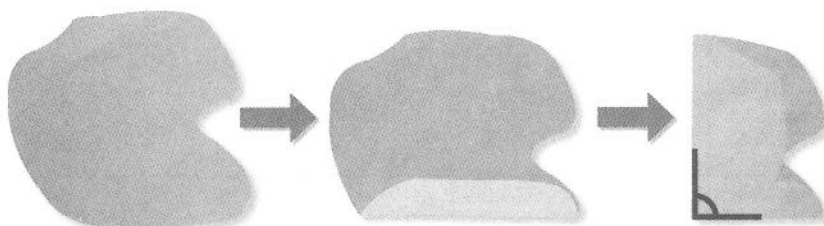


Rectangle



Square

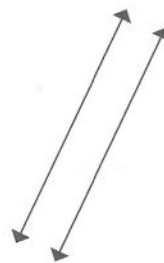
We can make a right angle by folding a piece of paper twice as shown below:



## Quadrilaterals and Triangles



These lines intersect.



These lines are parallel.  
They will never intersect.

## Exercise 2 : Right Angles

1. Complete the table below.

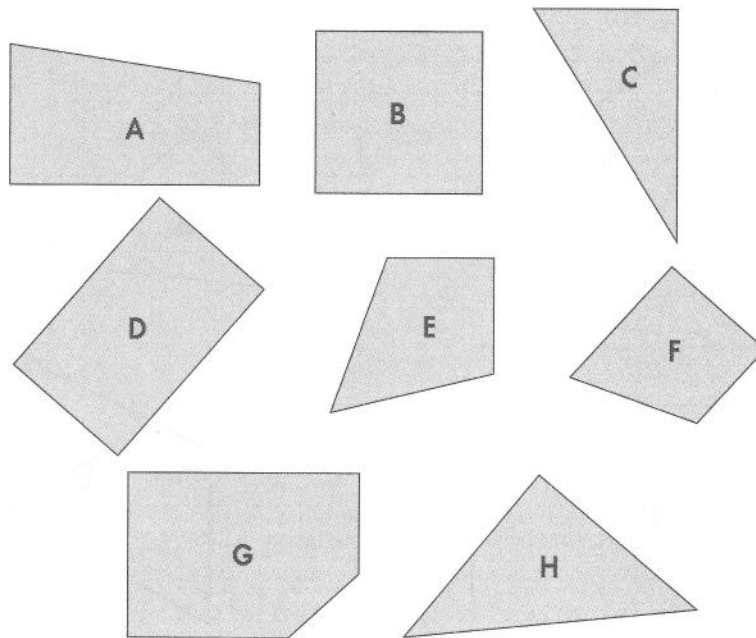
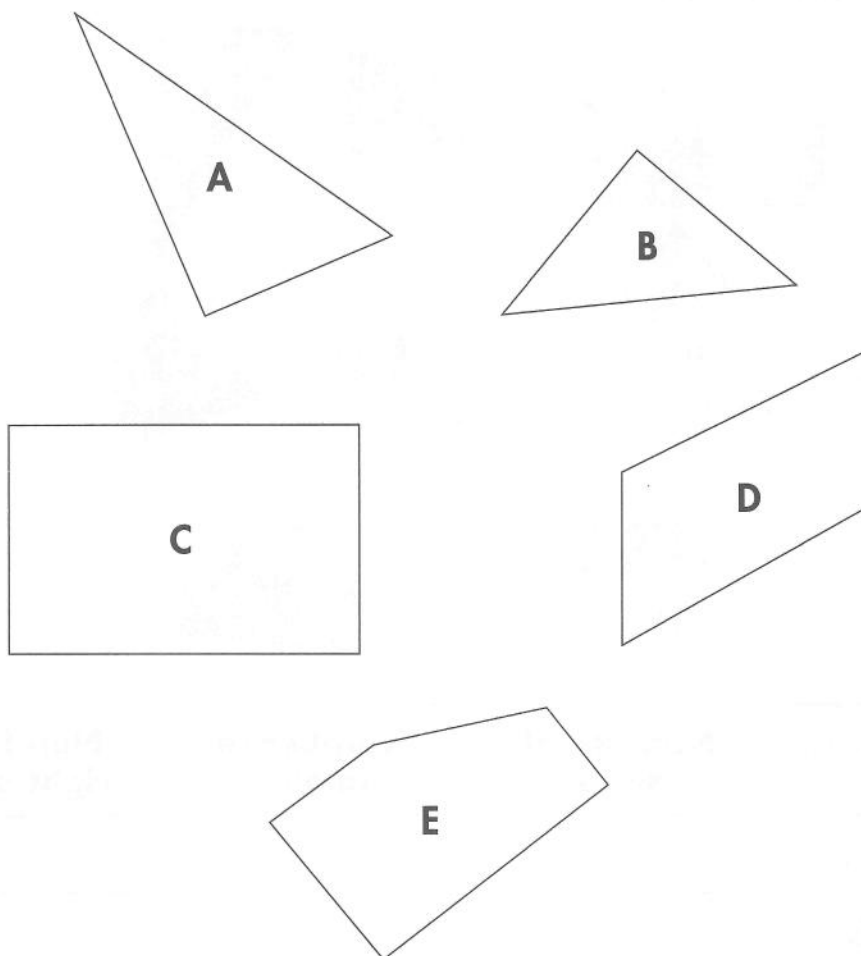


Figure	Number of sides	Number of angles	Number of right angles
A			
B			
C			
D			
E			
F			
G			
H			



2. Which of the following figures have at least one angle that is greater than a right angle?



Figures \_\_\_\_\_

## Force Experiment

Imagine you are selected to work as a scientist at the space station! The team of scientists are building a new laboratory and need your help in figuring out how to send construction materials a long distance without leaving the space station. Your task is to design a model that can send the materials and report how the system was able to move the materials without leaving the space station.

As you might already know, force is what is used to move an object. An object can speed up or slow down when it is pushed or pulled. A **pull** moves an object closer and a **push** moves the object away. Gravity and friction are types of forces that can influence how your object moves. Gravity pulls objects towards the Earth's center - when you throw a ball into the air, it comes back down because of gravity. Friction is a force that slows an object down. Have you ever tried to throw a ball on a very windy day? The wind that made it harder was a type of friction.

Therefore, push and pull are what change the position of an object. For our experiment, we will test how to change the position by measuring the distance the object traveled. Keep in mind that gravity is going to try and pull the object down to the ground and any friction will slow the object down.

**Materials needed:**

- Spoon (plastic will work much better if you have it)
- Marshmallow (or something small enough to fit on the spoon; a piece of cereal could work just as well)
- Tape
- Ruler or measuring tape for measuring the distance your piece of marshmallow or small item flew)

**Directions:**

1. Build a catapult by taping the handle of a spoon to the edge of a table or desk.
2. Launch the marshmallow by holding it in the bowl of the spoon with one finger while you pull the spoon back approximately  $\frac{1}{4}$  of an inch from its original position. Use your other hand to hold the handle of the spoon firmly on the table. LET GO!
3. Measure where the marshmallow landed.
4. Record your data
5. Repeat steps 2-4 to complete the information on the data table.

Force Placed on the Spoon	Distance Marshmallow Traveled
$\frac{1}{4}$ inch	
$\frac{1}{2}$ inch	
$\frac{3}{4}$ inch	
1 inch	



Wednesday

# Daily Student Instruction Sheet

## WEDNESDAY

### ELA

Spalding  
(15 min.)

Reading  
(+20 min. HW)

Literature  
(20 Minutes)

Poetry  
(5 min)

#### I. Spalding

- a. Goal/Objective: Students will learn 5 new words each day.
- b. Materials needed: Spalding paper, pencil, Spalding word list.
- c. Specific instructions:
  - ☐ Dictate the 5 words (one at a time) to your child using the attached spelling list. See video, **3rd Grade Spalding, April 8th**, for further assistance.  
[3rd Grade Spalding List, Wed 04/08](#)  
[3rd Grade Spalding Video, Wed 04/08](#)
  - ☐ After finishing the list of 5 words, have your child fold the paper so the words do not show.
  - ☐ Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
  - ☐ Remind students to use their phonogram knowledge and spelling rules
  - ☐ Remind students to practice proper letter formation and to use their best handwriting.

#### II. Reading

- a. Goal/Objective: Student will read and enjoy a chapter of 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 12: A Rescue" from *The Trumpet of the Swan* (IW)  
[Ch. 12 A Rescue, The Trumpet of the Swan.pdf](#)  
[Read-aloud Video - Ch. 12: A Rescue, read by Mrs. Perez](#)
  - ☐ Student will read chapter independently and track minutes in reading log for that day. (IW)

#### III. Literature

- a. Goal/Objective: Vocabulary and Cloze Reading
- b. Materials needed: Worksheet "**Using Cloze Reading.**"  
Specific Instructions (IW=independent work; PA=parent assistance):
  - ☐ **First**, read over vocabulary words and directions. **(PA 5 min)**
  - ☐ Student completes "**Using Cloze Reading**" independently.  
Use Answer Key to check work. **(IW 15 min)**  
[Using Cloze Reading worksheet](#)

#### IV. Poetry

- a. Goal/Objective: Students will review and memorize "Sick" by Shel Silverstein. Poem should be memorized by **Friday, April 17th**.
- b. Materials needed: Printed poem "Sick"

## Daily Student Instruction Sheet

	<p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>First</b>, student will read poem aloud two times.</li> <li><input type="checkbox"/> <b>Next</b>, Cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min)</li> </ul> <p><a href="#">"Sick" by Shel Silverstein</a>  <a href="#">"Sick" performed by Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p>I. <b>Math</b></p> <ul style="list-style-type: none"> <li>a. Goal/Objective: Students will recognize and identify different types of <b>ANGLES</b> and <b>POLYGONS</b>.</li> <li>b. Materials needed: blanks sheet of paper, markers or crayons, ruler</li> <li>c. Specific Instructions (IW=independent; PA=parent assistance): <ul style="list-style-type: none"> <li><input type="checkbox"/> 1: Student will redraw the "<b>ANGLES ANCHOR CHART</b>" on a blank sheet of paper. (Hint: Fold the paper into four equal sections first.) Then, hang anchor chart on the wall near student workspace to reinforce key concepts. (IW, 15 min.)  <a href="#">Angles Anchor Chart</a></li> <li><input type="checkbox"/> 2: Student will print or redraw the "<b>POLYGON ANCHOR CHART</b>" on a sheet of paper. (Hint: Fold the paper in half, then a three-part letter fold that we practiced in class. You should end up with six equal parts) Then, hang anchor chart on the wall near student workspace to reinforce key concepts. (IW, 15 min.)  <a href="#">Polygons Anchor Chart</a></li> </ul> </li> </ul>
<p><b>SCIENCE</b> (30 min.)</p>	<p>I. <b>Science</b></p> <ul style="list-style-type: none"> <li>a. Goal/Objective: Students will explore friction as a force.</li> <li>b. Materials needed: textbook chapter, student worksheets</li> <li>c. Specific Instructions (IW=independent work; PA=parent assistance): <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Student will read the textbook chapter "<b>Friction is a Force.</b>" (PA, 20 min.)  <a href="#">"Ch. 2: Friction is Force" in Investigating Forces</a>  <a href="#">"Ch. 2: Friction is Force," read by Miss Tyler video</a></li> <li><input type="checkbox"/> 2. After student completes reading and listening to the chapter, student will finish Chapter 2 vocabulary worksheet they reviewed on Monday.(IW, 5 min.)  <a href="#">Force, Friction, and Motion vocabulary</a></li> </ul> </li> </ul>

## Daily Student Instruction Sheet

### OPTIONAL

Latin  
(15 min.)

P.E.  
(15 min.)

#### I. Latin

- a. Goal/Objective: Student will learn about Theseus and the Marathonian Bull
- b. Materials needed: 1) Either “Theseus and the Marathonian Bull” story or access to the Internet; 2) and “Theseus and the Marathonian Bull” coloring sheet
- c. Specific Instructions (IW=independent; PA=parent assistance):
  - ☐ Listen to “Theseus and the Marathonian Bull” in one of the two ways: either,
    - ☐ Parent should read “Theseus and the Marathonian Bull” story aloud to student (PA), or  
[Theseus and the Marathonian Bull story](#)
    - ☐ Student listens to “Theseus and the Marathonian Bull”  
[Dr. Lee's Latin Blog](#)
  - ☐ Color the “Theseus and the Marathonian Bull” coloring sheet (IW)  
[Theseus and Marathonian Bull coloring sheet](#)

#### 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):
  - ☐ First Stretch: **TOUCH YOUR TOES:** (PA, 5 mins) Spread arms out to sides. Bend at waist and touch right hand to left foot. Stand up, then touch your left hand to your right foot.
  - ☐ Next Stretch: **FLAP YOUR WINGS:** (PA, 5 mins)  
Flap arms like a bird for 20 seconds. Now jog in place while flapping arms for 20 seconds.
  - ☐ Last Stretch: **JUMPING JACKS:** (PA, 5 mins) Spell out “Griffins” while doing jumping jacks.  
[P.E. Challenge video, Week 3](#)



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

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

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

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

Word	Example sentence	Notes
<i>particular</i> r. 4	There is a particular place in the forest where I love to sit and read.	"U" may say "U" at the end of a syllable.
<i>affair</i> r. 29	The entire affair was a comical event.	We hear "f" in syllable 2 but add an additional /r/ to syllable 1 because "A" does not say "A." (R.29)
<i>course</i> r. 5	We ran through the obstacle course as fast as we could.	No job E (Job 5)
<i>coarse</i> r. 5	Sandpaper has a coarse texture.	No job E (Job 5)
<i>neither</i> r. 12	Neither the cat nor the dog would go near the mean chicken.	We often use "ei" to say "A", but neither is an exception and it says "E." (R.12)



Name \_\_\_\_\_

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## THE TRUMPET OF THE SWAN

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Chapters 10-11

### Using Cloze Reading

Read the paragraphs below. Use the words in the word box to fill in the blanks. The first example is done for you.

noise	trumpeter	positions
summer	trying	tongue
clear	cheeks	<del>trumpet</del>
beat	listen	

Louis was delighted to have a (1) trumpet, but he soon discovered that it wasn't easy to make a (2) \_\_\_\_\_ with the instrument. He tried holding the trumpet in several different (3) \_\_\_\_\_, but no sound came out. He blew hard and puffed out his (4) \_\_\_\_\_, but still nothing happened.

Eventually Louis found that he could make a sound by holding his (5) \_\_\_\_\_ a certain way while blowing into the trumpet. At first the noise wasn't very pretty, but Louis kept (6) \_\_\_\_\_. On the second day of practice, he finally got the trumpet to play a (7) \_\_\_\_\_ note. Louis's heart skipped a (8) \_\_\_\_\_ at the sound. A duck stopped to (9) \_\_\_\_\_ to the unusual noise. Louis was determined to become a great (10) \_\_\_\_\_. He decided to practice blowing the horn all (11) \_\_\_\_\_ long if necessary.

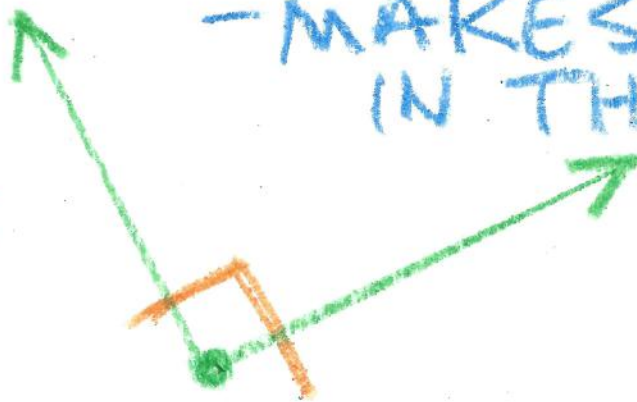
# TYPES OF ANGLES

## STRAIGHT LINE



- STRAIGHT ANGLE
- FLAT

## RIGHT ANGLE



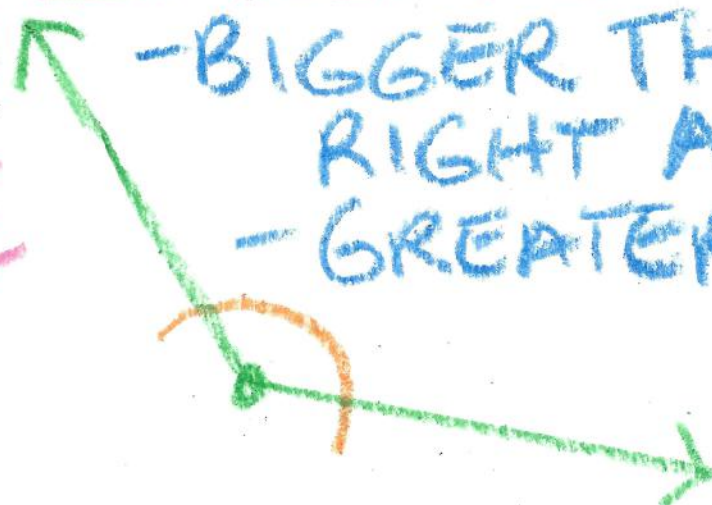
- MAKES A SQUARE IN THE CORNER

## ACUTE ANGLE

- SMALLER THAN A RIGHT ANGLE
  - LESS THAN
- THINK CUTE!



## OBTUSE ANGLE



- BIGGER THAN A RIGHT ANGLE
- GREATER THAN



# TYPES OF POLYGONS

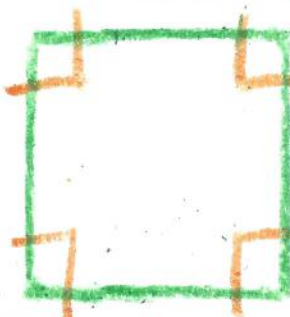
## PARALLELOGRAMS

RECTANGLE



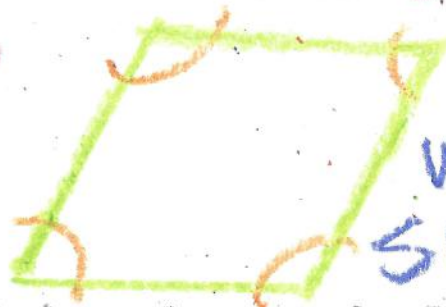
PARALLELOGRAM  
WITH 4 RIGHT  
ANGLES

SQUARE



- PARALLELOGRAM  
WITH 4 RIGHT  
ANGLES AND EQUAL  
SIDES

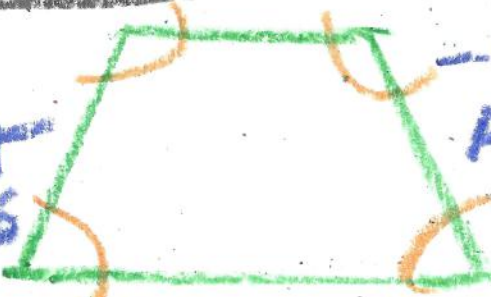
RHOMBUS



- PARALLELOGRAM  
WITH 4 EQUAL  
SIDES BUT NO  
RIGHT ANGLES

## OTHER POLYGONS

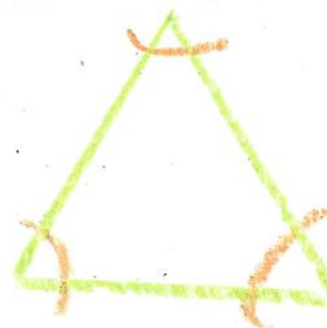
- NO  
RIGHT  
ANGLES



- 4  
SIDES  
ARE NOT  
PARALLEL

TRAPEZOID

- 3 SIDES NOT  
PARALLEL  
- NO RIGHT  
ANGLES



TRIANGLE



Bill 2013

# Theseus and the Marathonian Bull

When Theseus arrived in Athens, the people there had already heard about him, and they celebrated him because of how he had traveled the dangerous coastal road between Troezen and Athens and made it safe from six notorious threats. By killing the criminals Periphetes, Sinis, Sciron, Cercyon, and Procrustes, as well as the monstrous Crommyonian Sow, Theseus had not only performed feats of valor worthy of Hercules himself, but he had also made everyone in all Attica safer, something none of the kings of Attica had been able to accomplish.

At first, Theseus chose not to reveal his identity as son of King Aegeus. He wanted to test King Aegeus first, to see whether he was virtuous and worthy. Theseus also knew that the arrival of the son of King Aegeus, who was otherwise childless, would upset powerful people who wanted the throne of Athens for themselves. So he decided to keep his identity a secret until he saw that it was safe to reveal himself.

King Aegeus welcomed Theseus cautiously. A young warrior such as Theseus who entered the city to such fanfare as Theseus had could turn out to be a challenger for the throne of Athens. Aegeus wanted to be more certain of Theseus' intentions. So he welcomed Theseus and extended hospitality to him in order to keep Theseus close to him.

Now even though Aegeus had fathered Theseus by Aethra, he never married Aethra. When he had returned to Athens many years before, he had married another woman named Medea. Medea had a son from another marriage named Medus. In the absence of his own biological son, Aegeus had adopted Medus, making him Aegeus' only apparent heir and next in line for the throne of Athens.

Even though Aegeus did not recognize Theseus, Medea, who was very perceptive and, in fact, a sorceress, saw the resemblance immediately. She perceived that Theseus was Aegeus' son, and this did not please her, because she was rightly afraid that Aegeus would choose Theseus as his heir rather than her son Medus, because Theseus was older. So she sought a way to get rid of Theseus before Aegeus recognized him.

She suggested to Aegeus, who himself was suspicious and a little fearful of Theseus, that Theseus be sent out on a dangerous mission. There was on the plain of Marathon near Athens an enormous bull, and this bull was wreaking havoc by destroying farmland and wells and just generally terrorizing the people nearby. This bull, now known as the Marathonian Bull, was in fact originally from Crete. It had been given to King Minos of Crete by Poseidon himself with the understanding that Minos would sacrifice it to Poseidon. Minos instead chose to keep the bull. This angered Poseidon, who made the bull run wild all over Crete. The bull had been brought from Crete to mainland Greece by none other than Hercules himself, but the bull had escaped and made its way to the plain of Marathon, where it continued to wreak havoc just as it had done in Crete, killing any who tried to stop it.

Medea thought sending Theseus out to capture this bull was a brilliant way to get rid of him. Aegeus thought it was a good way to test Theseus and to solve a problem near his kingdom, so he agreed to send Theseus on this mission.

Theseus was more than happy to take on this task. It was consistent with his six labors on the road to Athens and with his own personal mission to begin making the area around Athens safer. So off he went, but before he got to Marathon, a terrible storm suddenly gathered and forced him to seek shelter.



Through the rain and the darkness he saw one house nearby, so he went and knocked on the door. Inside lived an old woman named Hecale.

Now Hecale was a very sweet old woman, and she treated Theseus very kindly. She was a widow who had never had children of her own, so she welcomed every opportunity to show her affection for young people. She gave him good food, a nice place to sleep, and dry clothes. She also made good conversation, asking him about his story, what had brought him to this out of the way place. Theseus instantly liked the old woman and told her about his mission to capture the Marathonian Bull. Hecale's eyes widened at the mention of the great beast, but rather than expressing fear or warning Theseus against trying it, she expressed her confidence that Theseus would accomplish the task. She also prayed to Zeus that he would prosper Theseus on this mission and promised to make a sacrifice to Zeus whenever Theseus returned. Well, this encouraged Theseus greatly. He slept well that night with a full belly and peaceful dreams.

The next day Hecale sent Theseus off with affectionate hugs and food for his journey. Theseus thanked Hecale from his heart and continued on toward Marathon. He soon arrived and found the monstrous bull uprooting farmland and demolishing orchard wells. Nearby was an abandoned barn. Theseus went into the barn and prepared it with snares. Then, he went out and caught the attention of the bull. The bull saw Theseus and became enraged. It started to paw the ground and then charged Theseus, intent on goring him with its horns. Theseus dodged the bull and angled closer to the barn. Then, he teased the bull again. Again the bull charged, and again Theseus dodged and moved closer to the barn at a different angle. He did this over and over until finally he was near the barn. He tried to lure the bull into the barn, but the bull was clever and avoided actually entering the barn. Finally, Theseus realized that he was going to have to do something different. One last time, Theseus teased the bull near the barn entrance. The bull charged him, but this time rather than dodging, Theseus actually grabbed the bull by its horns and with his godlike strength twisted the bull's head over so that it had to fall on its side into the barn. Then he used the snares he had prepared and subdued the bull. Now all he had to do was drag the bull back to Athens.

On his way back he stopped at Hecale's house to show her the bull and celebrate with her. But Theseus found that Hecale had passed away peacefully. In order to honor Hecale, Theseus later named one of the demes or suburbs of Athens after her, making its inhabitants in a sense her adopted children. There is actually still a very wealthy and exclusive district in Athens today named after Hecale. Theseus then returned to Athens and sacrificed the bull to Zeus and became even more famous and popular than he had been before.

Thursday



# Daily Student Instruction Sheet

## THURSDAY

### ELA

Spalding  
(15 min.)

Reading  
(+20 min. HW)

Writing/Literature  
(20 min)

Poetry  
(5 min.)

#### I. Spalding

- a. Goal/Objective: Students review the 15 words learned this week.
- b. Materials needed: Spalding paper, pencil, Spalding word list.
- c. Specific instructions:
  - ☐ Dictate the 15 words (one at a time) to your child.  
[3rd Grade Spalding Review List p. 1, Thu 04/09](#)  
[3rd Grade Spalding Review List p. 2, Thu 04/09](#)
  - ☐ Remind students to use their phonogram knowledge and spelling rules.
  - ☐ Remind students to practice proper cursive letter formation and to use their best handwriting.

#### II. Reading

- a. Goal/Objective: Student will read and enjoy a chapter of 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 13: End of Summer," from *The Trumpet of the Swan* (IW)  
[Ch. 13. The End of Summer, The Trumpet of the Swan.pdf](#)  
[Read-aloud Video - Ch. 13: The End of Summer, read by Mrs. Perez](#)
  - ☐ Student will read chapter independently and track minutes in reading log for that day (IW)

#### III. Writing/ Literature:

- a. Goal/Objective: Students will identify the **main idea** from a passage.
- b. Materials needed: **Worksheet - "Getting the Main Idea"**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - ☐ **First**, Have students explain what a Main Idea is. **(PA 5 min)**  
**\*\*If needed:** explain that a main idea is a sentence that summarizes the passage.
  - ☐ **Worksheet "Getting the Main Idea"** Student will read each passage and choose the answer that best summarizes what the passage is saying. Check answers using Answer Key. **Copying the sentence is OPTIONAL. (IW 15 min)**  
[Getting the Main Idea worksheet](#)

#### IV. Poetry:

- a. Goal/Objective: Students will review and memorize "Sick" by Shel Silverstein. Poem should be memorized by **Friday, April 17th**.
- b. Materials needed: Printed poem.
- c. Specific Instructions (IW=independent work; PA=parent assistance):

## Daily Student Instruction Sheet

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>First</b>, student will read poem aloud two times.</li> <li><input type="checkbox"/> <b>Next</b>, Cover the first verse and have the student repeat the poem out loud again. Then have the student recite the first line from memory and continue reading the rest of the poem. Continue covering additional lines as the student progresses in memorizing. (PA - 5 min)</li> </ul> <p><a href="#">"Sick" by Shel Silverstein</a>  <a href="#">"Sick" performed by Miss Gauss</a></p>
<b>MATH</b> (30 min.)	<p>I. <b>Math</b></p> <ul style="list-style-type: none"> <li>a. Goal/Objective: Students will recognize and identify different types of <b>POLYGONS</b>.</li> <li>b. Materials needed: provided activity sheets (2) "Quadrilaterals and Triangles"</li> <li>c. Specific Instructions (IW=independent; PA=parent assistance):               <ul style="list-style-type: none"> <li><input type="checkbox"/> 1: Parent and student read the "<b>Friendly Notes</b>" and <b>textbook</b> pages included as lesson supplement before assignment. <b>(PA, 10 min.)</b>  <a href="#">Singapore Math Friendly Notes, Polygons</a>  <a href="#">Singapore Math Textbook, Ch. 12.3 Quadrilaterals and Triangles</a></li> <li><input type="checkbox"/> 2: Student independently completes the (2) "<b>Quadrilaterals and Triangles</b>" worksheets. <b>(IW, 20 min.)</b>  <a href="#">Singapore Math EP pp. 215-216, Quadrilaterals and Triangles</a></li> <li><input type="checkbox"/> 3: Several problems from this assignment will be reviewed in the "<b>3rd Grade Math Check</b>" video. <b>(Optional, 5 min.)</b>  <a href="#">3rd Grade Math Check video, Thu 04/09</a></li> </ul> </li> </ul>
<b>SCIENCE</b> (30 min.)	<p>I. <b>Science</b></p> <ul style="list-style-type: none"> <li>a. Goal/Objective: Students will explore friction.</li> <li>b. Materials needed: <b>Friction Experiment</b> worksheet, <b>Friction Reading Comprehension Worksheet</b></li> <li>c. Specific Instructions (IW=independent work; PA=parent assistance):               <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Student will either watch teacher video for experiment <b>(PA, 20 min.)</b> or complete reading. <b>(IW 20 min.)</b>  <a href="#">Friction Reading</a>  <a href="#">Friction Experiment video, presented by Mrs. Tyler</a></li> <li><input type="checkbox"/> 2. After student completes video, they will answer questions on <a href="#">Friction Experiment Worksheet</a></li> </ul> </li> </ul>
<b>OPTIONAL</b> Music (10 min.)	<p>I. <b>Music</b></p> <ul style="list-style-type: none"> <li>a. Goal/Objective: Practice rhythms</li> </ul>

## Daily Student Instruction Sheet

Art  
(10 min.)

- b. Materials needed: Various colored cups (I used egg dying cups when I did this at home with my family.) Video Link to Blog for demonstration [Mrs. Trujillo's Music Blog](#)
- c. Specific Instructions (I=independent; PA= Parent assistance):
  - ☐ (I) Practice playing “Funky Chicken” with your family using different tempos
  - ☐ Remember, tempo is how slow/fast you take a song or chant
  - ☐ Try playing Funky Chicken using a slow tempo and then speed it up each time you play
  - ☐ When you go slowly, that’s *largo*. Tell your family you want to do it in *largo*, then do it slowly.
  - ☐ Now tell your family you want to do it in *allegro* and do it quickly.
  - ☐ Have fun!

### II. Art

- a. Goal/Objective: Learning about Rose Windows and the underlying structure of geometry.
- b. 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.  
[Art Project instruction sheet](#)
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - ☐ 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. (PA)
  - ☐ Assist scholar in drawing straight lines using a broomstick as a straightedge. (PA)
  - ☐ 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)
  - ☐ Step by Step instructions, slides, videos and PDF Printables may be found on Mrs. Northway’s Blog:  
[Mrs. Northway's Art blog](#)

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

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

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

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

Word	Example sentence
tomato	A tomato is a red fruit.
tomatoes	Lauren grew tomatoes in her garden.
cent	A penny is worth a cent.
century	As 100 pennies are in a dollar, a hundred years are in a century.
mention	Did I mention that <i>Trumpet of the Swan</i> is my favorite third grade book?
arrive	It is important to always arrive on time.
supply	The supply of pencils is well-stocked.
assist	Can I assist you with your chores?
examine	Examine the rock sample closely.
examination	Upon further examination, the seemingly original painting was fake!
particular	There is a particular place in the forest where I love to sit and read.

affair	The entire affair was a comical event.
course	We ran through the obstacle course as fast as we could.
coarse	Sandpaper has a coarse texture.
neither	Neither the cat nor the dog would go near the mean chicken.



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## THE TRUMPET OF THE SWAN

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Chapters 12-13

### **Getting the Main Idea**

---

Read each of the following paragraphs. Then read the four sentences below each paragraph. Choose the sentence that best states the main idea of the paragraph. Then neatly copy that sentence on the line provided.

- a.** Louis was an excellent volleyball player. With his long neck he could reach the ball easily and hit it over the net. At the nightly volleyball games, all the boys wanted to be on Louis's team.

1. Louis had a long neck.
  2. Louis hit the ball over the net.
  3. Louis was good at volleyball.
  4. Louis played volleyball every night.
- 

- b.** Louis heard Applegate calling for help. Quickly, the swan dropped everything and splashed into the water. His powerful wings and feet carried him to the struggling boy. Louis dove down and came up underneath Applegate. The boy hung on to Louis's neck as the swan carried him to safety.

1. Louis had powerful wings and feet.
  2. Louis saved Applegate from drowning.
  3. Applegate hung on to Louis.
  4. Louis dropped his things before getting into the water.
- 

(continued)

**Getting the Main Idea****Chapters 12-13**

**c.** Louis wanted to be able to play all sorts of music. But his webbed feet made it impossible for him to use the valves on the trumpet. Louis asked Sam to slit the web on his right foot. After Sam slit the web, Louis could move his toes independently. He could play all the notes on the trumpet!

1. Louis's trumpet had valves that Louis couldn't use.
  2. Louis had webbed feet.
  3. Louis asked Sam to help him.
  4. Louis wanted his web slit so he could play all kinds of music.
- 

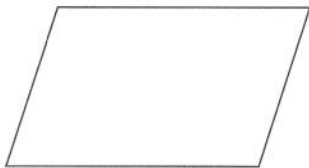
**d.** Louis had many important possessions. Even though they made it harder to fly, he knew he had to have all of his things with him. He needed his trumpet to make noise. He needed his moneybag to hold his money. And he needed his slate and chalk pencil to communicate with people.

1. Louis needed all of his possessions.
  2. Louis used his chalk pencil to write on his slate.
  3. It was hard for Louis to fly with things hung around his neck.
  4. Louis kept his money in his moneybag.
-



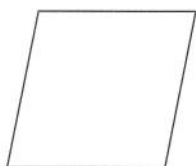
A quadrilateral is a polygon with 4 sides.

A **parallelogram** is a quadrilateral that has pairs of sides that are parallel.



parallelogram


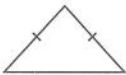
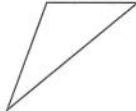
A **rhombus** is a parallelogram with 4 equal sides.



rhombus

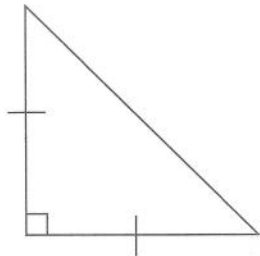
A **triangle** does not have parallel sides.

We name triangles as follows:

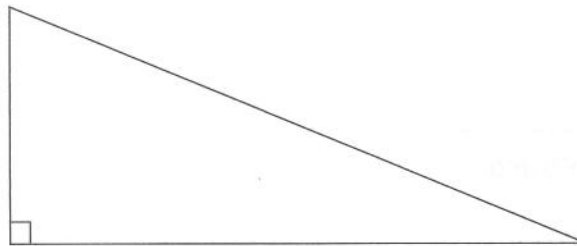
Triangle	Number of equal sides	Number of equal angles
equilateral 	3	3
isosceles 	2	2
scalene 	0	0



A **right triangle** is a triangle with a right angle.  
A triangle cannot have 2 right angles.  
A right triangle can be scalene or isosceles.



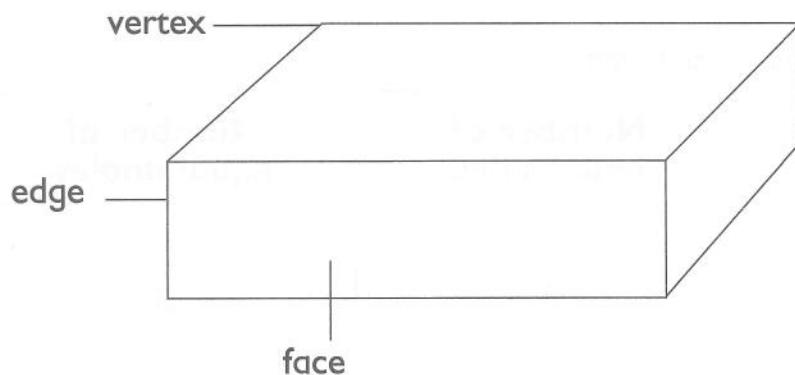
Isosceles right triangle



Scalene right triangle

## Solid Figures

Solid figures have faces, edges and vertices.

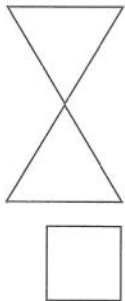


A rectangular prism has 6 faces, 12 edges and 8 vertices.

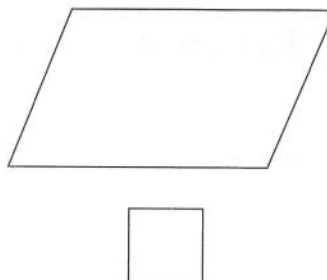
## Exercise 3 : Quadrilaterals and Triangles

1. Check (✓) the box below each figure if it is a parallelogram.

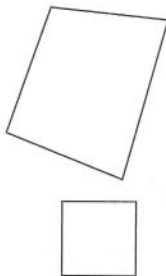
(a)



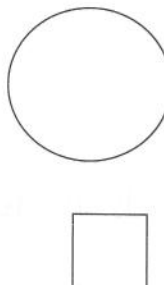
(b)



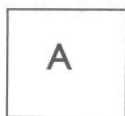
(c)



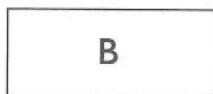
(d)



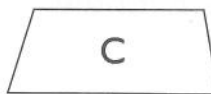
2. Which of the following quadrilaterals have 2 pairs of parallel sides?



square



rectangle



trapezium



triangle



semicircle



rhombus

Quadrilaterals \_\_\_\_\_

3. Name the triangles.

(a) This triangle has 2 equal sides.

\_\_\_\_\_ triangle

(b) This triangle has 3 equal sides.

\_\_\_\_\_ triangle

(c) This triangle has no equal sides.

\_\_\_\_\_ triangle

4. Use the words in the box to fill in the blanks.

right-angled isosceles

right-angled scalene

equilateral

scalene

(a) This triangle has one right angle and two equal sides.

\_\_\_\_\_ triangle

(b) This triangle has one right angle and no equal sides.

\_\_\_\_\_ triangle

## Friction Experiment

Form your hypothesis for each item:

I predict \_\_\_\_\_ will slide on ice and \_\_\_\_\_ will **not** slide.

Prediction	Slide	Not slide
Felt		
Bark		
Rock		
Pom pom		
Crayon		
Glass		
Bottle cap		

Use an "X" to mark what actually happened...

Result	Slide	Not slide
Felt		
Bark		
Rock		
Pom pom		
Crayon		
Glass		
Bottle cap		



## Science Shorts

# Friction

Walking down the sidewalk isn't particularly dangerous. But what if the sidewalk was covered in ice? If you've ever tried to walk on ice, you know it is very hard to do without falling down! Thousands of people are injured trying to walk and drive on ice every winter. What makes ice so slippery?



When two objects rub together, a force called **friction** slows down their motion. The amount of friction changes depending on the weight and texture of the objects. Are they smooth or rough, soft or hard? Think about sliding a large brick along the sidewalk. You would have to push quite hard on the brick to get it to move at all. The brick is heavy and rough. When it touches the rough sidewalk, there is a lot of friction between them that slows down the brick's movement. What if you were to slide the same brick along an icy sidewalk? The ice is slick and has much less friction so the brick would slide more easily. You may not have to push it very hard at all to send it sliding.

Eventually the brick will stop sliding (even on the ice) due to friction. The brick doesn't lose energy just because it stops though. The **kinetic energy** (energy from motion) changes into **heat energy**. Friction is why our hands get warm when we rub them together and how we can start a fire by rubbing two sticks together just right. Friction slows down motion and produces heat.

Sometimes we want to reduce the amount of friction between two objects. For example, machines use grease and oil to reduce friction so that their parts don't get worn out from rubbing together. The wheels on a car reduce the friction between the heavy machine and the road by rolling instead of sliding. Friction can be helpful too though! Without friction, your car would go sliding all over the road. You wouldn't be able to stop. That is why driving on ice is so dangerous.

# Teacher Notes

## Answer Keys



## THE TRUMPET OF THE SWAN

Chapters 10-11

### Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

**Example:** Louis kept trying until he was able to make the trumpet *emit* a sound.

lose

send out

practice

1. Louis found it harder to fly with so many *possessions* hanging from his neck.

slates

feathers

belongings

2. At night, when the light *faded* in the sky, it was time to play taps.

grew dim

fell

grew bright

3. Sam sat in the *stern* of the boat and put Louis in front where he could see him.

top

back

seat

4. Sam's canoe *grounded* on the sandy beach near the camp.

got muddy

sank

touched shore

5. Everyone crowded so close to Louis that he was almost *crushed*.

happy

ignored

squashed

(continued)



# Discovering Meaning Through Context

## Chapters 10-11

THE TRUMPET OF THE SWAN

Chapters 10-11

6. Sam was worried and *implored* the campers to be careful not to hurt Louis.

begged

wrote

showed

7. The boys sat around the fire and *swatted* the mosquitoes that were trying to bite them.

burned

hit

looked at

8. Every evening, Louis would play taps to bring the day's activities to a *close*.

counselor

sad note

end

9. Mr. Brickie told the boys that a *peculiar* name made a camp seem interesting and unusual.

short

strange

dull

10. The last note of taps seemed to *linger* in the air for hours.

stay

disappear

fall apart

(continued)




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 THE TRUMPET OF THE SWAN
 

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Chapters 10-11

## Using Cloze Reading

Read the paragraphs below. Use the words in the word box to fill in the blanks. The first example is done for you.

noise	trumpeter	positions
summer	trying	tongue
clear	cheeks	<del>trumpet</del>
beat	listen	

Louis was delighted to have a (1) trumpet, but he soon discovered that it wasn't easy to make a (2) noise with the instrument. He tried holding the trumpet in several different (3) positions, but no sound came out. He blew hard and puffed out his (4) cheeks, but still nothing happened.

Eventually Louis found that he could make a sound by holding his (5) tongue a certain way while blowing into the trumpet. At first the noise wasn't very pretty, but Louis kept (6) trying. On the second day of practice, he finally got the trumpet to play a (7) clear note. Louis's heart skipped a (8) beat at the sound. A duck stopped to (9) listen to the unusual noise. Louis was determined to become a great (10) trumpeter. He decided to practice blowing the horn all (11) summer long if necessary.



# THE TRUMPET OF THE SWAN

Chapters 12-13

## Getting the Main Idea

Read each of the following paragraphs. Then read the four sentences below each paragraph. Choose the sentence that best states the main idea of the paragraph. Then neatly copy that sentence on the line provided.

← optional

**a.** Louis was an excellent volleyball player. With his long neck he could reach the ball easily and hit it over the net. At the nightly volleyball games, all the boys wanted to be on Louis's team.

1. Louis had a long neck.
2. Louis hit the ball over the net.
- ③ Louis was good at volleyball.
4. Louis played volleyball every night.

**b.** Louis heard Applegate calling for help. Quickly, the swan dropped everything and splashed into the water. His powerful wings and feet carried him to the struggling boy. Louis dove down and came up underneath Applegate. The boy hung on to Louis's neck as the swan carried him to safety.

1. Louis had powerful wings and feet.
- ② Louis saved Applegate from drowning.
3. Applegate hung on to Louis.
4. Louis dropped his things before getting into the water.

(continued)

**Getting the Main Idea****Chapters 12-13**

Chapters 12-13

**C.** Louis wanted to be able to play all sorts of music. But his webbed feet made it impossible for him to use the valves on the trumpet. Louis asked Sam to slit the web on his right foot. After Sam slit the web, Louis could move his toes independently. He could play all the notes on the trumpet!

1. Louis's trumpet had valves that Louis couldn't use.
2. Louis had webbed feet.
3. Louis asked Sam to help him.
- ④ Louis wanted his web slit so he could play all kinds of music.

**d.** Louis had many important possessions. Even though they made it harder to fly, he knew he had to have all of his things with him. He needed his trumpet to make noise. He needed his moneybag to hold his money. And he needed his slate and chalk pencil to communicate with people.

- ① Louis needed all of his possessions.
2. Louis used his chalk pencil to write on his slate.
3. It was hard for Louis to fly with things hung around his neck.
4. Louis kept his money in his moneybag.

(continued)

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Force, Friction, and Motion Vocabulary ANSWER KEY

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

Vocabulary Word	Pg. #	Definition
1. force		A push or a pull
2. motion		The process of an object changing position
3. balanced forces		A collection of forces acting on an object that cancel each other out and produce no change in the objects motion
4. unbalanced forces		A collection of forces acting on an object that result in a change in the objects motion
5. gravity		A force that pulls objects toward earth's surface
6. friction		A force that occurs between the surfaces of two objects that are touching
7. oppose		To work against
8. contact force		A push or pull between two objects that are touching each other
9. lubricant		A substance that reduces friction between objects in contact