

GreatHearts

Northern Oaks



Distance Learning Packet

Week 4

April 14 - April 17, 2020

3rd grade

(3A) Ms. Gauss

(3B) Ms. Tyler

(3C) Ms. Kaiser

(3D) Mr. Aniol

Student Name: _____ Section: __

Table of Contents

Table of Contents | Attendance Affidavit | Weekly Reading Log

Tuesday 04/14 Student Instruction Sheet <ul style="list-style-type: none"><input type="checkbox"/> Spalding<input type="checkbox"/> Literature<input type="checkbox"/> Reading<input type="checkbox"/> Poetry<input type="checkbox"/> Math<input type="checkbox"/> History<input type="checkbox"/> Music<input type="checkbox"/> Art	Wednesday 04/15 Student Instruction Sheet <ul style="list-style-type: none"><input type="checkbox"/> Spalding<input type="checkbox"/> Reading<input type="checkbox"/> Grammar<input type="checkbox"/> Poetry<input type="checkbox"/> Math<input type="checkbox"/> History<input type="checkbox"/> Latin<input type="checkbox"/> P.E.
Thursday 04/16 Student Instruction Sheet <ul style="list-style-type: none"><input type="checkbox"/> Spalding<input type="checkbox"/> Literature<input type="checkbox"/> Reading<input type="checkbox"/> Poetry<input type="checkbox"/> Math<input type="checkbox"/> History<input type="checkbox"/> Music<input type="checkbox"/> Art	Friday 04/17 Catch-up Day! Finish any incomplete assignments

Appendix | Teacher Notes & Answer Keys | Enrichment



Student Attendance Affidavit

April 14 - 17, 2020

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

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

Name: _____

Number: _____



3rd Grade Reading Log

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

Comments: _____

Total
Minutes:

_____/25 points

Tuesday

Daily Student Instruction Sheet

TUESDAY, 04/14

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 14th**, for further assistance.
[3rd Grade Spalding List, Tue 04/14](#)
[3rd Grade Spalding Video, Tue 04/14](#)
- 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. Literature

a. Goal/Objective: Students will recall past events and put them in the right sequence.

b. Materials needed: **Worksheet - “Sequencing Events”**

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

- Before reading chapter 14:** Let's refresh our memories of the previous chapters. Where was Louis in chapters 11-13? What were some of the major events that happened? **(PA 5 min)**
- Let's see how well you remember these events! Read and Complete sets 1 and 2 of **“Sequencing Events”** worksheet. **(IW 15min)** [Sequencing Events](#)

III. 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 14: Boston”, from *The Trumpet of the Swan* (IW) [Ch. 14. Boston, The Trumpet of the Swan.pdf](#)
[Read-aloud Video - Ch. 14: Camp Kookooskoos, read by Mrs. Perez](#)
- Student will read chapter independently **OR follow along in book while listening to Read Aloud video** (IW)
- Track minutes on reading log for that day on Reading Log (IW)

Daily Student Instruction Sheet

	<p>IV. <u>Poetry</u></p> <p>a. Goal/Objective: Students will review and memorize “Sick” by Shel Silverstein. Poem should be memorized by Friday, April 24th.</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 recognize and identify different types of POLYGONS.</p> <p>b. Materials needed: provided activity sheets (2) “Exercise 3: Polygons and Triangles”</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, Polygons Singapore Math Textbook, Ch. 12.3 Quadrilaterals and Triangles<input type="checkbox"/> 2: Student independently completes the (2) “Exercise 3: Polygons and Triangles” worksheets. (IW, 20 min.) Singapore Math WB pp. 151-152, Exercise 3: Quadrilaterals and Triangles<input type="checkbox"/> 3: Student will review the previous “3rd Grade Math Check” video to help reinforce the concept. (Optional, 5 min.) 3rd Grade Math Check video, Thu 04/09
<p>HISTORY (30 min.)</p>	<p>I. <u>History</u></p> <p>a. Goal/Objective: Students will explore who were the Pilgrims and why did they sail to America?</p> <p>b. Materials needed: textbook chapter, student notes</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will read the textbook chapter “Ch. 9: The Pilgrims Come to America.” (IW, 20 min.) Ch. 9: The Pilgrims Come to America, Thirteen Colonies Reader.pdf Ch. 9: The Pilgrims Come to America, read by Miss Tyler

Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> 2. After student completes reading the chapter, they will write down one interesting or new fact they learned on the “Pilgrims and Plymouth Colony” notes page. (IW, 10 min.) Pilgrims and Plymouth Colony notes page<input type="checkbox"/> 3. Additional work included in the appendix under the “Enrichment” section. For Tuesday, please see “The Pilgrims Land at Plymouth Massachusetts, 1620” (Optional) "The Pilgrims Land at Plymouth Massachusetts, 1620
<p>SPECIALS</p> <p>Music (10 min.)</p> <p>Art (15 min.)</p>	<p>I. Music</p> <p>a. Goal/Objective: Learn about the life, works, and times of Sergei Rachmaninoff.</p> <p>b. Materials needed: Biography of Rachmaninoff, Pencil, Paper, Video Link of Reading (Optional) https://cloud.swivl.com/v/94309ee0ca16591c581449dfd731854b</p> <p>c. Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Read the biography of Rachmaninoff. You may read the biography on your own, follow along with Mrs. Trujillo, or sit back and let Mrs. Trujillo read to you.<input type="checkbox"/> (I) Answer the question: Why do you think Rachmaninoff decorated his house, here in America, in the Russian style, followed Russian customs, hired Russian servants, and entertained primarily Russian guests?<input type="checkbox"/> (I) Please title your assignment “Sergei Rachmaninoff”<input type="checkbox"/> (I) Don’t forget your name, section #, and use your best penmanship. <p>II. Art</p> <p>a. Goal/Objective: <i>Daily Drawing and/OR Week 4 Art Project</i></p> <p>b. Materials needed:</p> <ul style="list-style-type: none"><input type="checkbox"/> Sketchbook, pencil, eraser, colored pencils <p>d. Specific Instructions: (I=independent; PA= Parent assistance)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Draw the painting, <i>Plum Estate</i> by Kameido (1857), in your sketchbook.<input type="checkbox"/> PA: Guide student using the instructional breakdown on the page. <p>(PA=Parent assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> Assist in helping the student prepare for drawing. Parent will help student to “grid” paper and image, using dots, as explained in Week 1 Blog Video) <p>(IW=independent Work)</p> <ul style="list-style-type: none"><input type="checkbox"/> Scholar is doing the actual drawing, NOT the parent. Parent only assists by guiding student in placement of marking dots for correct proportions.

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
lo cal n. 4	We went to the local farmer's market to get fresh sweet corn	"O" may say "O" at the end of a syllable. (R.4)
mar ry n. 29, 6	My grandma and grandpa knew they would marry each other from a very young age.	We hear "r" in syllable 2 but add an additional "r" to syllable 1 because "A" does not say "A." (R.29) Y not I at the end of a word. (R.6)
mar ri age n. 29, 24	Marriage is a when two people come together and get married.	Base word = marry, ending = age We write marry but change the I to a Y and add ending age to make the word marriage. (R.24) We hear "r" in syllable 2 but add an additional "r" to syllable 1 because "A" does not say "A." (R.29)
car ry n. 29, 6	I carry my backpack to school every day.	We hear "r" in syllable 2 but add an additional "r" to syllable 1 because "A" does not say "A." (R.29) Y not I at the end of a word. (R.6)
car ri age n. 29, 24	The princess rode in a horse-drawn carriage to the ball.	Base word = carry, ending = age We write carry but change the I to a Y and add ending age to make the word carriage. (R.24) We hear "r" in syllable 2 but add an additional "r" to syllable 1 because "A" does not say "A." (R.29)



THE TRUMPET OF THE SWAN

Chapters 12-13

Sequencing Events

The two sets of events listed below are arranged in incorrect sequence. Number each set of events in order from 1 to 5 by writing a *1* in the blank before the event that happened first, a *2* before the event that happened next, and so on.

Set 1

- _____ At the end of the day, Louis played taps.
- _____ He hid his belongings under a bush.
- _____ Near the shore, Louis removed his slate, pencil, and trumpet.
- _____ Then he went into the water to sleep.
- _____ After taps, Louis waddled down to the beach.

Set 2

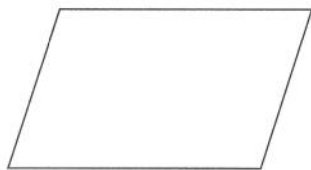
- _____ When rest period was over, Applegate went to the dock.
- _____ The canoe tipped over and Applegate fell into the water.
- _____ During rest period, the boys all teased Applegate.
- _____ His wet clothes started to pull Applegate under the water.
- _____ He got into a canoe and paddled out all by himself.

***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!"

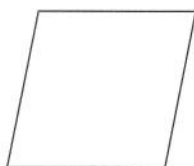
A quadrilateral is a polygon with 4 sides.

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



parallelogram

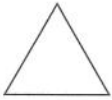
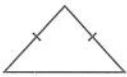
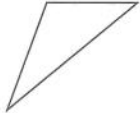
A **rhombus** is a parallelogram with 4 equal sides.



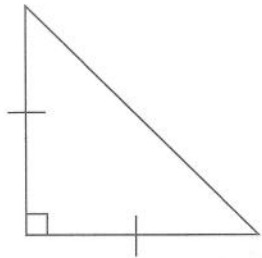
rhombus

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

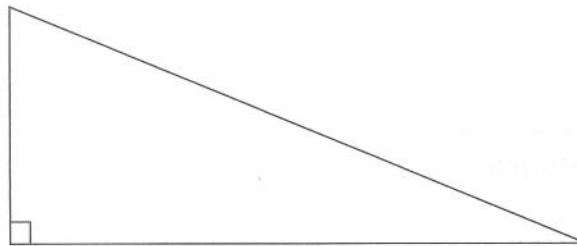
We name triangles as follows:

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.



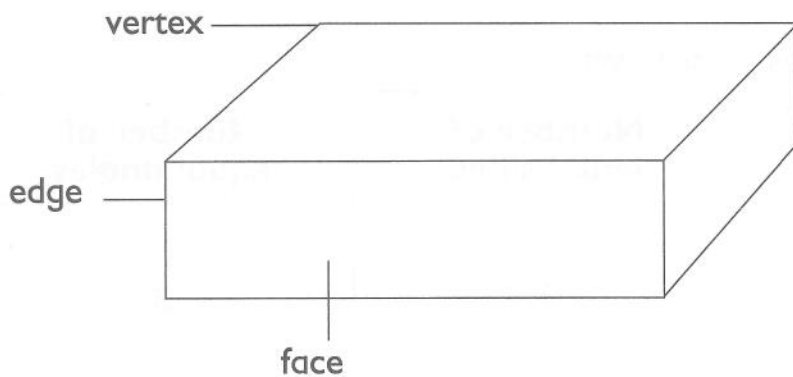
Isosceles right triangle



Scalene right triangle

Solid Figures

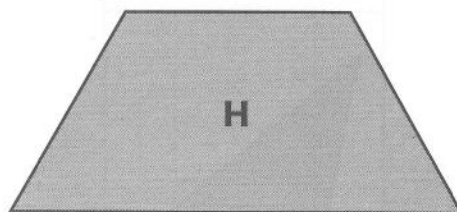
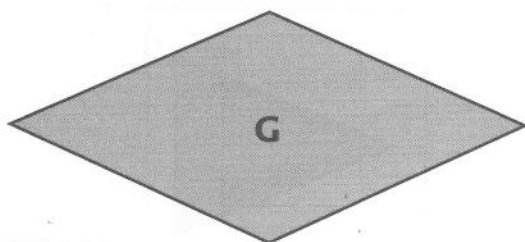
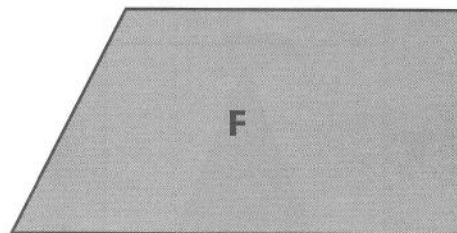
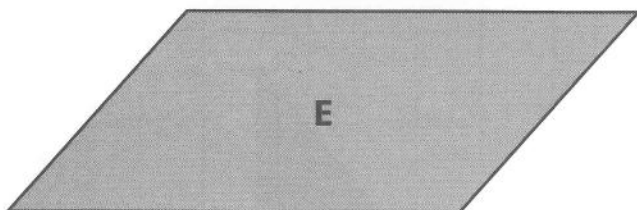
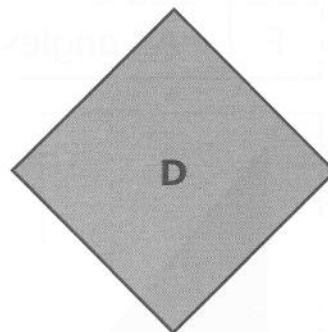
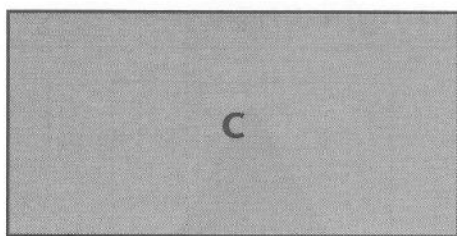
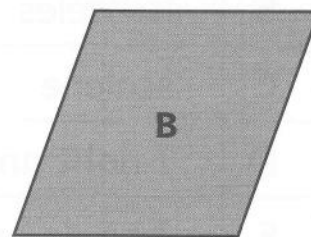
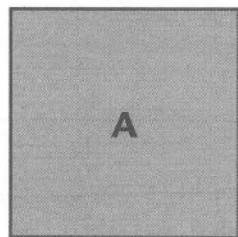
Solid figures have faces, edges and vertices.



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

EXERCISE 3

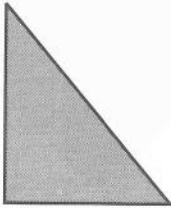
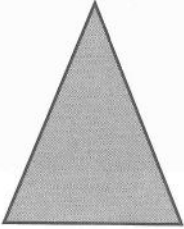
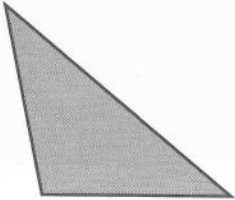
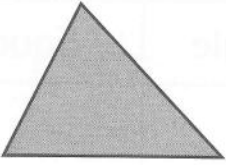
- Write the letter for each quadrilateral in the correct column below.



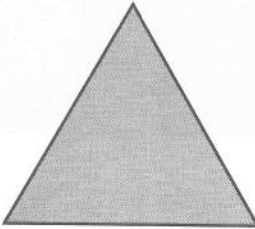
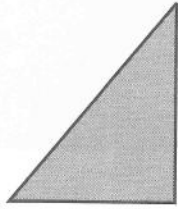
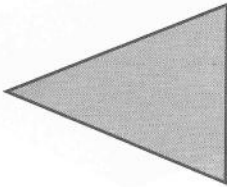
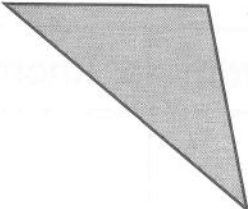
Parallelogram	Rhombus	Rectangle	Square

2. Write the letters to describe each triangle on the line.

A	equilateral
B	isosceles
C	scalene
D	1 right angle
E	1 angle greater than a right angle
F	All angles less than a right angle

B, D

Pilgrims

Plymouth
Colony



Plymouth



Pilgrims and Mayflower
1620 A.D.

Sergei Rachmaninoff



Important Facts to Know About Sergei Rachmaninoff

Born: 1873 in Russia

Died: 1943

Period of Music: Romantic

Instrument(s) He Played: Piano

Major Compositions:


Piano: *Prelude in C-sharp Minor*, Op. 3, No. 2; *Prelude in G Minor*, Op. 23, No. 5;
Rhapsody on a Theme of Paganini, Op. 43; *Piano Concerto No. 2 in C Minor*, Op. 18

Orchestra: *Symphony No. 1 in D Minor*, Op. 13; *Symphony No. 2 in E Minor*, Op. 27;
Symphony No. 3 in A Minor, Op. 44

Vocal: *Vocalise*, Op. 34, No. 14

Interesting Facts: Rachmaninoff was a concert pianist, conductor and outstanding composer. He admired and emulated Tchaikovsky.

Track 14

 **Suggested Listening:** *Prelude in C-sharp Minor*, Op. 3, No. 2

The story of Sergei Rachmaninoff

(1873–1943)

In April 1873, Sergei Rachmaninoff was born in the town of Semyonovo, Russia. His father was a wealthy retired army officer and his mother was the daughter of a general. At age four, Sergei showed signs of exceptional musical ability. His cousin, Alexander Siloti, a well-known concert pianist and conductor, suggested sending Sergei to the pianist Nikolay Zverev in Moscow to study piano. From Zverev, Rachmaninoff acquired the piano technique that made him a renowned virtuoso at the piano. It was also at Zverev's home during his Sunday afternoon gatherings that Rachmaninoff met such important musicians as Anton Rubinstein, Sergei Taneyev, Anton Arensky, and Peter Tchaikovsky. It was Tchaikovsky who influenced him most and became his idol.

Rachmaninoff later studied with Arensky and through him met Alexander Scriabin, another great Russian composer with whom he became great friends. In 1892, Rachmaninoff graduated from the Moscow Conservatory and received a gold medal for his one-act opera, *Aleko*. That same year he composed the *Prelude in C-sharp Minor*, Op. 3, No. 2. Sometimes called the "Bells of Moscow," this piece made him well-known throughout the musical world.

In 1901, his *Piano Concerto No. 2*, Op. 18 was completed and performed in Moscow with Siloti conducting. This concerto was instantly famous and is still performed often.

In 1902, he married Natalya Satina. To support her and his daughter Irina who was born a year later, he began to conduct and to give concerts. In 1909, he had a very successful three-month tour in the United States. For this tour he composed his *Piano Concerto No. 3*, Op. 30. When Alexander Scriabin died in 1915, Rachmaninoff vowed to undertake

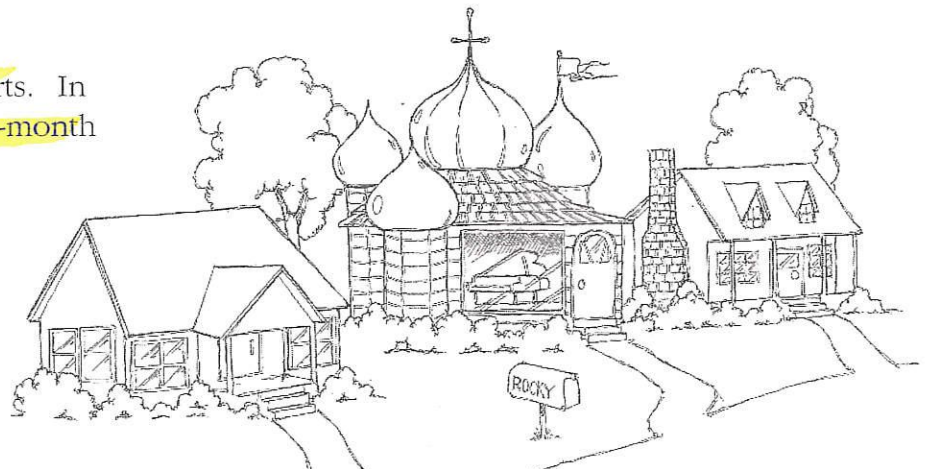


When Lenin and his Communist government came to power in Russia in 1917, many Russian artists left the country, including Rachmaninoff.

a world tour to promote the piano works of Scriabin that he so admired.

Russia was going through a political revolution. Imperial Russia had given way to Lenin's Soviet government. Rachmaninoff had no sympathy for Lenin and the Communist government, so he regretfully left Russia in 1917, never to return. He lived in France when he wasn't touring, and eventually established his home in the United States where he was heartily welcomed. He gave 40 concerts in four months and later signed a recording contract with the Victor Talking Machine Company.

The Rachmaninoffs bought a home in the United States and decorated the house in a Russian motif, entertained Russian guests, employed Russian servants and observed Russian customs. Rachmaninoff's final years were spent in California where he died on March 28, 1943.



Wednesday

Daily Student Instruction Sheet

WEDNESDAY, 04/15

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Grammar/
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 15th**, for further assistance.
[3rd Grade Spalding List, Wed 04/15](#)
[3rd Grade Spalding Video, Wed 04/15](#)
 - 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 15: A Night at the Ritz" from *The Trumpet of the Swan* (IW)
[Ch. 15 A Night at the Ritz, The Trumpet of the Swan.pdf](#)
[Read-aloud Video - Ch. 15: A Rescue, read by Mrs. Perez](#)
 - Student will read chapter independently **OR follow along in book while listening to Read Aloud video** and track minutes in reading log for that day (IW)

III. Grammar/ Literature

- a. Goal/Objective: Develop vocabulary
- b. Materials needed: **Worksheet - "Classifying Words."**
Specific Instructions (IW=independent work; PA=parent assistance):
 - Let's build up our Vocabulary!** Grouping words together is a helpful way to build up our vocabulary and understanding of words. For example, romaine, watercress, and spinach are all types of green vegetables. Using the vocabulary from *Trumpet of the Swan* let's see if we can group the right words together. **(PA 5 min)**
 - Read and complete **"Classifying Words."** **(IW 15 min)**
[Classifying Words](#)

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 Friday, April 24th.</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. Math</p> <p>a. Goal/Objective: Students will learn about the elements of and types of SOLID FIGURES in geometry.</p> <p>b. Materials needed: provided activity sheets (2) “Exercise 3: Polygons and Triangles”</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, Polygons Singapore Math Textbook, Ch. 12.4 Solid Figures<input type="checkbox"/> 2: Student independently completes the (2) “Exercise 4: Solid Figures” worksheets. (IW, 20 min.) Singapore Math EP pp. 217-218, Exercise 4: Solid Figures<input type="checkbox"/> 3: Several problems from this assignment will be reviewed in the “3rd Grade Math Check” video. (Optional, 5 min.) Solid Figures lesson video with Mr. Aniol
<p>HISTORY (30 min.)</p>	<p>I. History</p> <p>a. Goal/Objective: Students will explore the Mayflower Compact.</p> <p>b. Materials needed: Yesterday’s reading: “Ch. 9: The Pilgrims Come to America”, “The Mayflower Compact” worksheet</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will recall the chapter they read yesterday and apply that knowledge to the primary-source-analysis sheet “The Mayflower Compact.” Ch. 9: The Pilgrims come to America, Thirteen Colonies Reader Student will read the passage on the front and answer the questions, with parent assistance if needed. (PA, 30 min.) "The Mayflower Compact" primary source analysis

Daily Student Instruction Sheet

SPECIALS

Latin
(15 min.)

P.E.
(15 min.)

I. Latin

- a. Goal/Objective: Student will: 1) Learn about Theseus and the Minotaur; 2) Practice Latin color words
- b. Materials needed: 1) Either “Theseus and the Minotaur” story or access to the Internet; 2) and “Theseus and the Minotaur” coloring sheet; 3) Last week’s “Colores Latini” flashcards or access to the Internet
- c. Specific Instructions (IW=independent; PA=parent assistance):
 - Listen to “Theseus and the Minotaur” in one of the two ways: either,
 - Parent should read “Theseus and the Minotaur” story aloud to student (PA), or ...
 - Student listens to “Theseus and the Minotaur” at <https://bit.ly/TheseusMinotaur>
 - Color the “Theseus and the Minotaur” coloring sheet (IW)
 - Practice Latin color words using last week’s [“Colores Latini” flashcards](#) OR [Quizlet](#) (IW)

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):
 - Roll the Dice:** You will need dice **IW** (15 mins)

Roll the dice, each number will represent an exercise movement

1: 20 Jumping Jacks

2: 15 Sit-ups

3: Hop 5 times on one foot then the other for a total of 10

4: 10 Push-ups

5: Touch your toes (hold for 15 seconds) 4 times

6: Run in place for 30 seconds

[Week 4: P.E. Challenge video](#)

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
<u>fur</u> <u>ther</u>	The student asked for further explanation about the assignment.	
<u>se</u> ⁴ <u>ri</u> <u>ous</u> r.4	A school fire-drill is a very serious situation.	"E" may say "E" at the end of a syllable. (R.4)
<u>doubt</u>	I doubt a hamster could run faster than a cheetah.	We don't hear the "b," so we double underline it.
<u>con</u> <u>di</u> <u>tion</u> r.14	The bike was not in very good condition after the little boy crashed it into the tree.	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)
<u>be</u> <u>lieve</u> r.4, 12	Do you believe in magic?	"E" may say "E" at the end of a syllable. (R.4) We often use "ie" to say "ee." (R.12)



THE TRUMPET OF THE SWAN

Chapters 14-15

Classifying Words

In each group of words below, one word does not belong with the others. Draw a line through the word that does not belong. Then decide what the other three words have in common. Write your answer on the blank line after the words.

Example: boy girl ~~trumpet~~ man

They are all people _____.

1. Montana Boston Ontario Serena

They are all _____.

2. watercress lake river stream

They are all _____.

3. twenty-five double fifteen eleven

They are all _____.

4. trumpet moneybag slate boat

They are all _____.

5. hotel house garden store

They are all _____.

(continued)

Classifying Words**Chapter 14-15**

6. dresser tickets table chair

They are all _____.

7. squirrels pigeons ducks swans

They are all _____.

8. napkin spoon knife fork

They are all _____.

9. toilet tub shower desk

They are all _____.

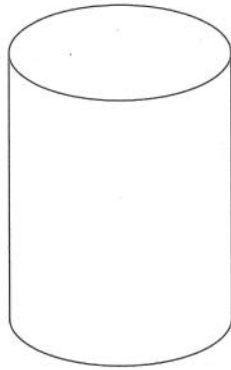
10. waiter desk clerk boatman bellboy

They are all _____.

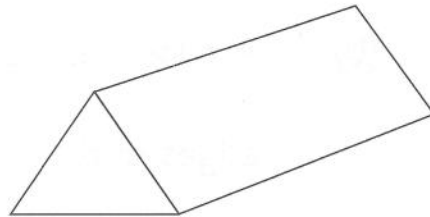
Exercise 4 : Solid Figures

1. Name the solid figures.

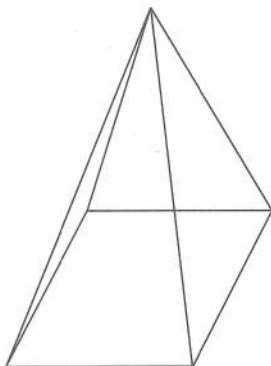
(a)



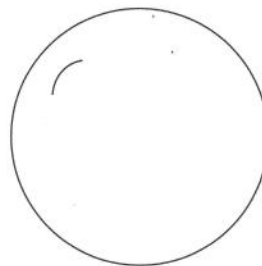
(b)



(c)



(d)



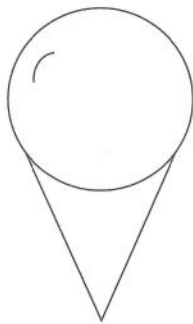
2. Fill in the blanks.

(a) A cylinder has _____ vertices.

(b) A cube has _____ faces, _____
edges and _____ vertices.

(c) A rectangular pyramid has _____ faces,
_____ edges and _____ vertices.

3. Name the solids that are used to make the object below.



The object is made up of a _____ and

a _____.

Moments of Truth...

The Mayflower Compact

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

Mayflower (1620 A.D.)

The Pilgrim ship *Mayflower* was sailing from England to form a new colony in North America. In 1607, England had sent ships to establish Jamestown in what would become Virginia Colony. Unlike Jamestown, the passengers of the *Mayflower* were Puritans, in search of religious freedom. They signed this contract while on board the ship —



Fig. 1: Puritans sign the Mayflower Compact in 1620

In the name of God, Amen.

We, who have signed our names below, are the loyal subjects of King James of Great Britain. In honor of God, in the advancement of our Christian religion, our king and our country we took a voyage to build the first colony in northern Virginia.

To keep order in this colony, we solemnly and mutually agree in this document to join together under self government. We promise to make just laws that are fair and will apply equally to everyone. We also promise to obey these laws.

We hope that the laws, rules, and leaders we choose will both improve and help preserve the colony. Having read and agreed to this compact, we have signed our names at Cape Cod on November 11, 1620.

John Winslow	Myles Standish
William Brewster	Isaac Allerton
John Winyard	John Bradford
Thomas Cushman	Conrad Southworth
Mathias Weston	William Bradford
Mrs. Deane	Mr. Southworth

Moments of Truth... | The Mayflower Compact

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

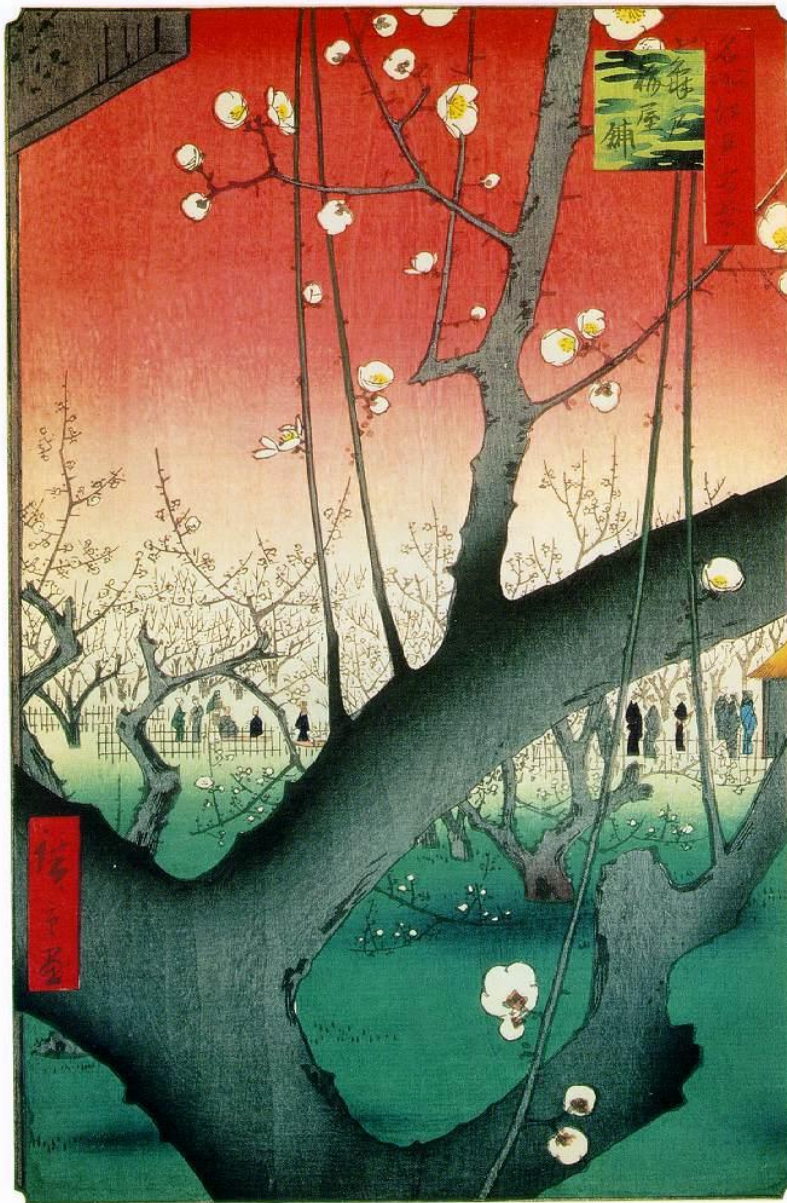
Who wrote the *Mayflower Compact* and what was the document's main purpose?

What can you infer from the passage about the Puritan's belief in self-government?



Fig. 2: The *Mayflower* landed on Plymouth Rock, in what became the Colony of Massachusetts (1620)

Plum Estate, Kameido. 1857.



Let's break this picture down:

1. Draw the horizon line (where the land meets the sky)
2. Draw the BIG tree (it needs to take up the whole page! Go slowly)
3. Draw the tiny trees behind your big tree
4. Add the details (flowers, fence)

***** Draw this in your SKETCHBOOK *****

Theseus and the Minotaur

When Theseus returned to Athens with the captured Marathonian Bull and sacrificed it to Zeus, he became even more famous and popular among the Athenian masses than he had been before. Medea, however, was outraged that Theseus had survived the task that she had meant to be the end of him. She now set herself to turning King Aegeus against Theseus. Though Aegeus was, in fact, Theseus' father, he did not yet recognize that Theseus was his son. Moreover, he was somewhat fearful that Theseus would attempt to take the throne of Athens from him by force. Medea played on this fear. When Theseus sacrificed the Marathonian Bull to Zeus and the Athenians cheered, Medea whispered to Aegeus, "Look at him, taking the devotion of the Athenian people that belongs to you. Who does he think he is, going around and pretending to be a king not just of Athens but of all Attica? Mark my words: he wants your throne!" All the while she was casting a spell on Aegeus to make him fearful and jealous. Medea turned Aegeus' heart so thoroughly against Theseus that he agreed to poison Theseus, even though he had already extended hospitality to Theseus and to harm him now would have been a terrible sin.

That night, Aegeus invited Theseus to a feast to celebrate his heroic capture of the Marathonian Bull. But before Theseus arrived, Medea added poison to his cup. One sip of it would be enough to kill him. At last all the guests, including Theseus, arrived and took their seats. When the feast began, Aegeus watched Theseus closely. On Theseus' plate was a big piece of meat. In order to cut the meat, Theseus pulled out his sword. Now, you may remember that this was actually Aegeus' sword from long ago. Up until this point, Theseus had not revealed his sword to Aegeus. When King Aegeus saw the sword, he thought, "That sword looks really familiar." But he couldn't quite place it. Then, Theseus picked up his goblet. He turned to the king to lift his goblet in honor of the king. At that moment, Aegeus saw Theseus' sandals. They were the same sandals that Aegeus had placed with his sword under the rock in Troezen all those years ago. Then it hit him. He suddenly realized that Theseus was his own son by Aethra! As Theseus lifted his glass to take a drink, Aegeus jumped up out of his chair and knocked the cup out of Theseus' hand.

Theseus drew his sword to defend himself, but Aegeus did not draw his own. Instead, he asked Theseus a series of questions. "What city do you come from, stranger?" "Who is your mother?" "Where did you get those sandals and that sword." Theseus saw that this was at last the time to reveal his secret. "I am your son," Theseus confirmed. With tears in his eyes, Aegeus embraced Theseus. Then he looked toward Medea. Aegeus could tell by Medea's expression that she had known who Theseus was. Medea and her son Medus were banished from Athens. They went far to the east, and Medus eventually became a king and gave his name (or his mother's name) to the Medes, a people group who occupied part of what is now modern day Iran.

So Theseus' identity was now widely known in Athens and Attica, and he was very popular with the Athenians. But Theseus' adventures were not yet over. Some years earlier, one of the sons of King Minos of Crete, whose name was Androgeos, had come to Athens to compete in the Panathenaic Games. Androgeos was a very handsome young man and very strong and skilled in pretty much every kind of competition. He did extremely well at these games and became a crowd favorite. But this made some of the locals jealous, so they assassinated him. To avenge his son, King Minos attacked Athens with the full force of his fleet, which was the greatest fleet in that part of the world. Minos demanded that Aegeus hand over the assassins, but Aegeus didn't know who they were. Instead, Minos demanded that every seven years Athens send to Crete their seven most courageous young men and their seven most beautiful young women as captives.

This sort of arrangement was often imposed on conquered cities by their conquerors in the ancient world. But usually the conquerors would care for and educate the captives in the language, history, and culture of their civilization. The captives might eventually return to their home, but by then they often would have become loyal fans of the conquering people. But the captives that Athens sent to Crete were never seen or heard from again. It eventually became known that they were not being taken care of and educated by the Cretans, but rather they were being given to the Minotaur, a monstrous half-bull half-man who lived in an enormous maze beneath the city of Knossos called a Labyrinth. The Minotaur killed and devoured any person who entered the Labyrinth. Aegeus, however, knew that he could not stand up to the might of Crete, so he was forced to continue to comply with Crete's demands.

When the time came for Athens once again to pay the human tribute to Crete, Theseus volunteered to be one of the seven young men to be given to Minotaur. Theseus hoped to be able to speak to the Minotaur to stop this horror, or, barring that, to slay the monster and make Athens' young people safe again. Aegeus, resisted this at first, but he eventually was forced to give in to his son's wishes.

Now, as soon as the ship dropped anchor at Crete, Aphrodite performed a miracle: when Ariadne, the daughter of King Minos, saw Theseus, she fell in love with him and determined to help him on the condition that Theseus would take her away with him and marry her. Theseus agreed to the deal. Her plan was actually very simple. Now, it was practically impossible to find one's way out of the Labyrinth once one went in, even if one could avoid encountering the Minotaur. But Ariadne gave him a ball of thread which he was to tie to the door post at the entrance to the Labyrinth. Then she gave him instructions from the Labyrinth's designer, Daedalus, on how to find the Minotaur at the heart of the Labyrinth. Theseus was to kill the Minotaur and then follow the thread back to the entrance of the Labyrinth where he, Ariadne, and the other Athenians would escape.

The time came for Theseus to be thrown into the Labyrinth. Somehow, he managed to conceal beneath his tunic not only the ball of thread but also his sword. When the door

slammed behind him, he saw how easily one could get lost in the darkness of the labyrinth. But following Ariadne's instructions, he tied one end of the ball of thread to the door and began to make his way into the middle of the labyrinth. He had memorized Daedelus' directions, so before too long he found himself emerging from the maze's cramped corridors into a larger room. This, he knew, was the heart of the labyrinth, the place where the Minotaur slept. The only sound that broke the heavy silence was the Minotaur's rumbling snore. Theseus took a step into the deep darkness of the room, and immediately he stumbled over some bones. It was just a small noise, but it was enough to wake the Minotaur.

The Minotaur rose with a deep growl and stood to its full height. There was just enough light for Theseus to see the creature's outline. It was taller than an average man. It was also clearly much more heavily muscled than any man Theseus had ever encountered, including Hercules! Wordlessly, the Minotaur took a few heavy steps towards Theseus. At first, Theseus tried to reason with the monster. But the Minotaur's only reply was a roar and mighty swing of its fist. Clearly, the Minotaur could not be reasoned with any more than a lion or a wolf can be reasoned with. But Theseus didn't run. If he couldn't reason with the Minotaur, then he was determined to kill it. Using his own tremendous, god-like strength, Theseus caught the beast's next blow in his hand and grappled with the Minotaur. The Minotaur roared in confusion and mindless rage. The battle between the two mighty beings shook the ground of the city above them. They threw one another through walls. Eventually, however, Theseus overpowered the Minotaur and stabbed the beast in the throat with his sword. No Athenian would ever again be fed to the Minotaur.

Theseus followed Ariadne's thread back to the labyrinth's door where he found Ariadne waiting for him with the other Athenian captives. It was the middle of the night. Stealthily, they made their way to the harbor and boarded the Athenian ship, and escaped.



Thursday

Daily Student Instruction Sheet

THURSDAY, 04/16

ELA

Spalding
(15 min.)

Literature
(20 min)

Reading
(+20 min. HW)

Poetry
(5 min.)

I. Spalding

a. Goal/Objective: Students review the 10 words learned this week.

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

c. Specific instructions:

Dictate the 10 words (one at a time) to your child.

[3rd Grade Spalding Review List, Thu 04/16](#)

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. Literature:

a. Goal/Objective: Students will develop the skill of making inferences .

b. Materials needed: **Worksheet - “Making Inferences”**

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

Review: Louis has had quite a time in Boston. Let’s see if we can infer some of Louis’s actions.

What does it mean to infer? Why do you have to infer? Infer means to use the context of the sentence to make a conclusion. You infer conclusions when they are not written out.

Read and Complete “Making Inferences” worksheet. Check Answers with Answer key (IW 15 min) [Making Inferences](#)

III. 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 16: Philadelphia”, from *The Trumpet of the Swan* (IW)

[Ch. 16. Philadelphia, The Trumpet of the Swan.pdf](#)

[Read-aloud Video - Ch. 16: The End of Summer, read by Mrs. Perez](#)

Student will read chapter independently **OR follow along in book while listening to Read Aloud video** and track minutes in reading log for that day. (IW)

IV. Poetry:

a. Goal/Objective: Students will review and memorize “Sick” by Shel Silverstein. Poem should be memorized by **Friday, April 24th**.

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"><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. Math</p> <p>a. Goal/Objective: Students will learn about the elements of and types of SOLID FIGURES in geometry.</p> <p>b. Materials needed: provided activity sheets (2) "Exercise 3: Polygons and Triangles"</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, Polygons Singapore Math Textbook, Ch. 12.4 Solid Figures<input type="checkbox"/> 2: Student independently completes the (2) "Exercise 4" worksheets. Student will solve problems on page 1 and will not do page 2. (IW, 20 min.) Singapore Math WB pp. 153-154, Exercise 4: Solid Figures<input type="checkbox"/> 3: Several problems from this assignment will be reviewed in the "3rd Grade Math Check" video. (Optional, 5 min.) 3rd Grade Math Check video, Thu 04/16
<p>HISTORY (30 min.)</p>	<p>I. History</p> <p>a. Goal/Objective: Students will explore why it was important for the Pilgrims to work hard to prepare for winter?</p> <p>b. Materials needed: textbook chapter, comprehension check</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will read the textbook chapter "Ch. 10: Plymouth, The Pilgrim Colony" (IW, 20 min.) Ch. 10: Plymouth, The Pilgrim Colony, Thirteen Colonies Reader.pdf Ch. 10: Plymouth, The Pilgrim Colony, read by Miss Tyler<input type="checkbox"/> 2. After student completes reading the chapter, they will complete the comprehension check "Pilgrims and Plymouth Exit Ticket." (IW, 10 min.) Pilgrims and Plymouth exit ticket

Daily Student Instruction Sheet

	<p><input type="checkbox"/> 3. Additional work included in the appendix under the “Enrichment” section. For Tuesday, please see “New England Indians of 1665” (Optional) New England Indians of 1665</p>
<p>SPECIALS</p> <p>Music (10 min.)</p> <p>Art (15 min.)</p>	<p>I. Music</p> <p>a. Goal/Objective: Learn about Sergei Rachmaninoff</p> <p>b. Materials needed: Worksheet: “Rachmaninoff Crossword”, Pencil</p> <p>c. Specific Instructions: (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete the worksheet: <i>Rachmaninoff Crossword</i><input type="checkbox"/> (I) Make sure you write your name and Section #; use your best penmanship <p>II. Art</p> <p>a. Goal/Objective: <i>Daily Drawing and/OR Week 4 Art Project</i></p> <p>b. Materials needed:</p> <ul style="list-style-type: none"><input type="checkbox"/> Sketchbook, pencil, eraser, colored pencils <p>d. Specific Instructions: (I=independent; PA= Parent assistance)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Draw the painting, <i>Plum Estate</i> by Kameido (1857), in your sketchbook.<input type="checkbox"/> PA: Guide student using the instructional breakdown on the page. <p>(PA=Parent assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> Assist in helping the student prepare for drawing. Parent will help student to “grid” paper and image, using dots, as explained in Week 1 Blog Video) <p>(IW=independent Work)</p> <ul style="list-style-type: none"><input type="checkbox"/> Scholar is doing the actual drawing, NOT the parent. Parent only assists by guiding student in placement of marking dots for correct proportions.

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

Dictate the 10 review words (one at a time) to your child. For each word,

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

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

Word	Example sentence
<i>local</i>	We went to the local farmer's market to get fresh sweet corn
<i>marry</i>	My grandma and grandpa knew they would marry each other from a very young age.
<i>marriage</i>	Marriage is a when two people come together and get married.
<i>carry</i>	I carry my backpack to school every day.
<i>carriage</i>	The princess rode in a horse-drawn carriage to the ball.
<i>further</i>	The student asked for further explanation about the assignment.
<i>serious</i>	A school fire-drill is a very serious situation.
<i>doubt</i>	I doubt a hamster could run faster than a cheetah.
<i>condition</i>	The bike was not in very good condition after the little boy crashed it into the tree.
<i>believe</i>	Do you believe in magic?



THE TRUMPET OF THE SWAN

Chapters 14-15

Making Inferences

Read each of the questions below. Then read the three possible answers. Think about what happened in chapters 14 and 15 of *The Trumpet of the Swan*. Use what you know to choose the best answer for each question. Circle the number next to the answer you choose.

a. Why was the boatman so happy to have Louis playing the trumpet for him?

1. The boatman liked swans.
2. The boatman wanted to help Louis get out of debt.
3. Louis was helping the boatman earn lots of money.

b. Why was the hotel desk clerk unwilling to give Louis a room?

1. Birds don't usually stay in hotels.
2. Louis didn't have enough money to pay for a room.
3. The desk clerk didn't like swans.

c. When the girls asked Louis for his autograph, why did the desk clerk think he might have to give the swan a room?

1. The desk clerk realized that Louis must be famous.
2. The desk clerk knew the girls were important hotel guests.
3. The desk clerk wanted to get Louis's autograph too.

(continued)

Making Inferences

Chapters 14-15

d. Why did Louis order one sandwich with mayonnaise and eleven without?

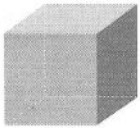
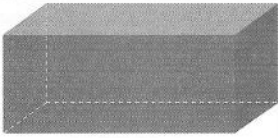
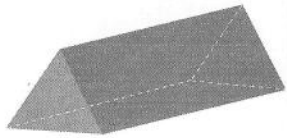




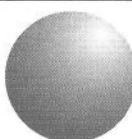
1. Louis didn't plan on eating all the sandwiches.
2. Louis wanted to have plenty to eat if he found out he didn't like mayonnaise.
3. Louis wasn't really very hungry.

e. Why did the front desk call and tell Louis he couldn't play the trumpet in his room?

1. Louis was a swan, not a human.
2. Someone complained about the noise.
3. Louis didn't play the trumpet very well.

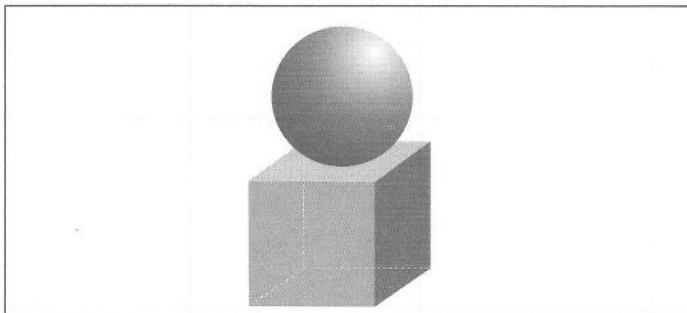
EXERCISE 4

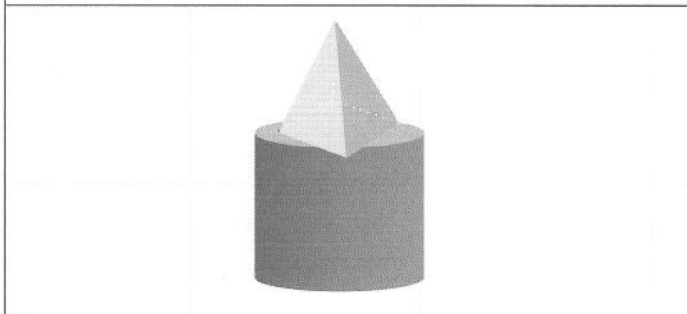
1. Complete the table.

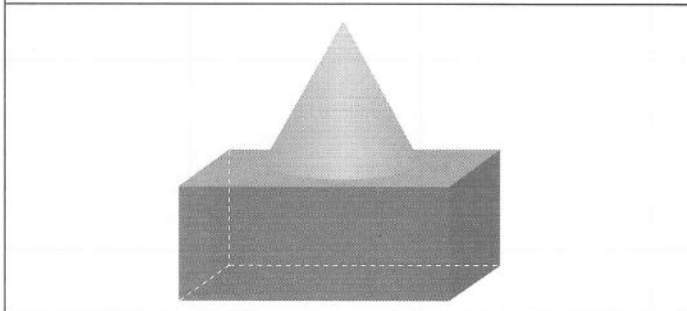
Shape	Faces	Edges	Vertices
 Cube	6	12	8
 Rectangular prism			
 Triangular prism			
 Triangular pyramid			
 Rectangular pyramid			
 Cylinder			
 Cone			
 Sphere			

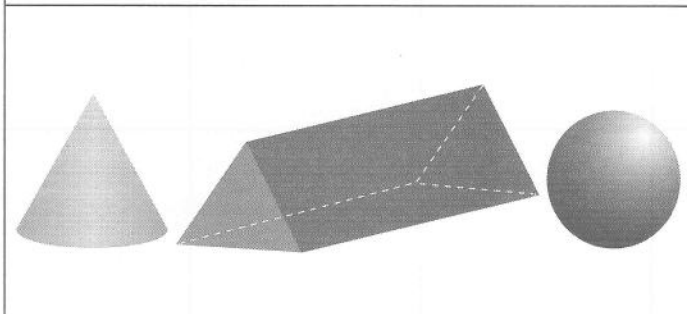
2. Write the letter for the solids that are used to make each object.

A	cube
B	prism
C	pyramid
D	cylinder
E	cone
F	sphere









Name : _____ Date : _____ # : _____

Pilgrims and Plymouth
Exit Ticket

Directions: Answer the following question with at least two complete sentences.

1. Who were the Pilgrims and why did they sail to America?

Rachmaninoff Crossword

Name: _____
Section # _____

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

- In 1873 Sergei Rachmaninoff was born in _____.
- His composition for piano, "_____ in C-sharp Minor," is also called "Bells of Moscow."
- Rachmaninoff's "Piano _____ No. 2" is one of his best loved and most famous compositions.
- In 1902 Rachmaninoff married _____ Satina.
- Rachmaninoff met his idol Peter _____ at the gatherings held by his teacher on Sunday afternoons.
- Rachmaninoff died in the state of _____, USA in 1943.



Rachmaninoff met this composer, his idol, at Sunday afternoon gatherings held by his piano teacher.

			S						
			E						
		1.	R						
			G						
2.			E						
			I						
			R						
			A						
3.			C						
			H						
			M						
		4.	A						
			N						
5.			I						
			N						
			O						
6.			E						
			E						

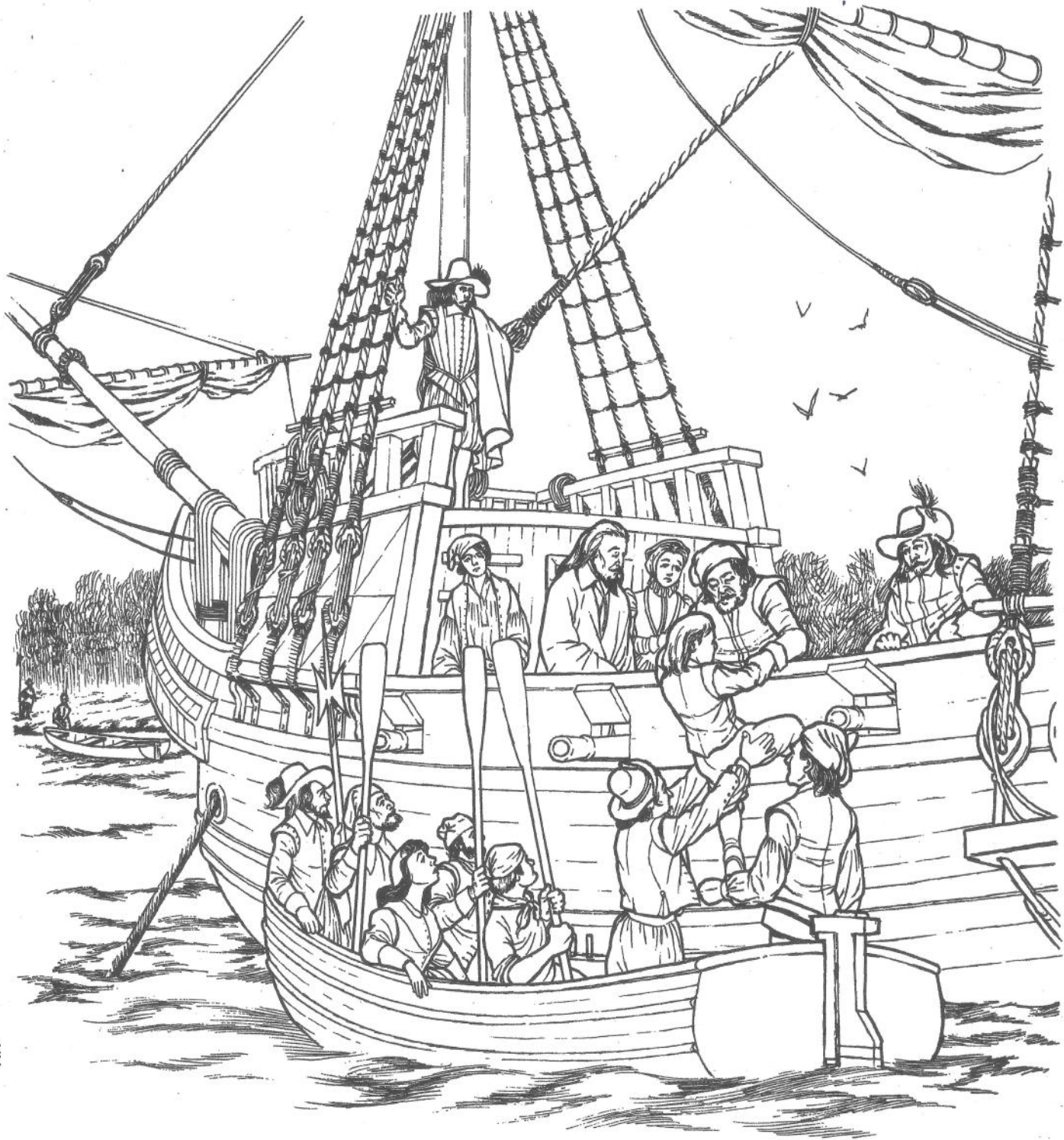
Daily Student Instruction Sheet

FRIDAY, 04/17

**CATCH-UP
DAY!!!**

Student CATCH UP DAY ... In all subjects, students will finish any incomplete work and turn it in today!

Enrichment



The Pilgrims land at Plymouth, Massachusetts, 1620. The first European settlement in Massachusetts was made by English Pilgrims sailing in the *Mayflower* in 1620. Led by William Bradford, Miles Standish, John Carver and William Brewster, the Pilgrims arrived off the shores of Massachusetts 67 days after leaving England. Choosing an adequate harbor at Plymouth, the

settlers fell to work and within a few weeks a village was laid out and houses were being erected. Sickness and hunger took many lives the first winter; however, with the help of friendly Indians, the Pilgrims survived, and six years later, when the settlement was visited by Dutch commissioners, the village consisted of strongly built houses of hewn timbers, a palisade and a fort.



New England Indians of 1665. On the left is the great Wampanoag chief King Philip; on the right, Ninigret, chief of the Narraganset Indians of Rhode Island. The two hunting and farming tribes of Algonkian-speaking Indians were largely massacred in the disastrous war

launched by King Philip in 1675 in response to ill treatment by the white settlers. This was the sad end of the friendship that began in 1620 between the newly arrived Pilgrims and King Philip's father, Massasoit.

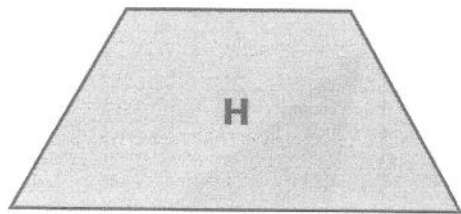
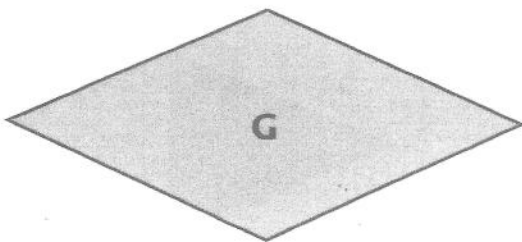
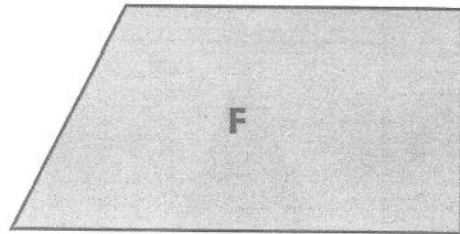
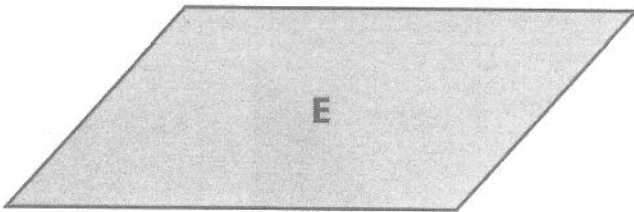
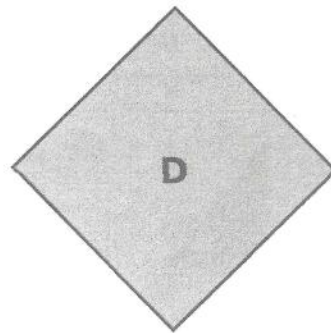
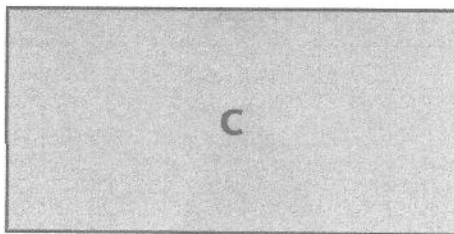
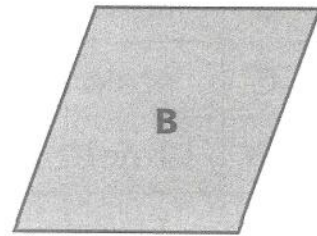
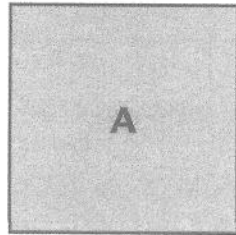
Teacher Notes

Answer Keys

EXERCISE 3

KEY

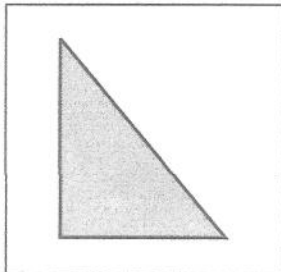
- Write the letter for each quadrilateral in the correct column below.



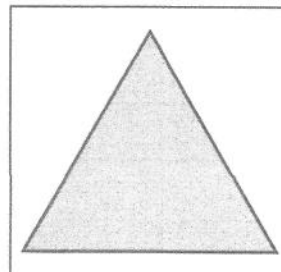
Parallelogram	Rhombus	Rectangle	Square
E, A, B, C, D, G	B, G, A, D	A, C, D	A, D

2. Write the letters to describe each triangle on the line.

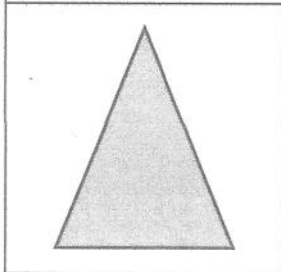
A	equilateral
B	isosceles
C	scalene
D	1 right angle
E	1 angle greater than a right angle
F	All angles less than a right angle



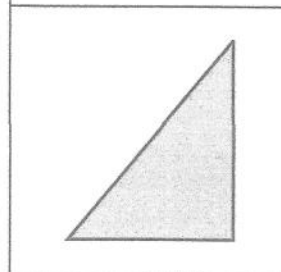
B, D



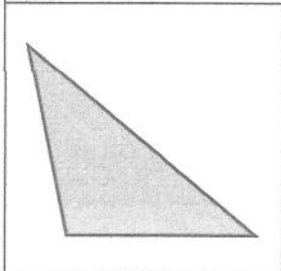
A, B, F



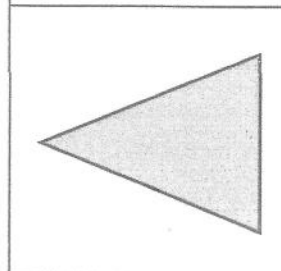
B, F



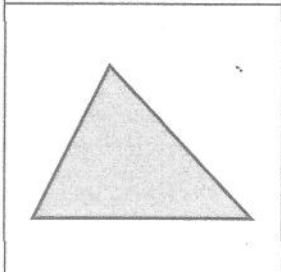
C, D



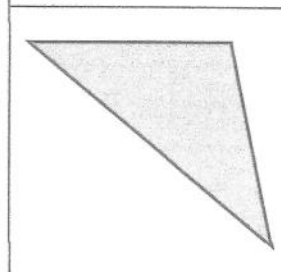
B, E



B, F



C, F



B, E

Name: _____

KEY

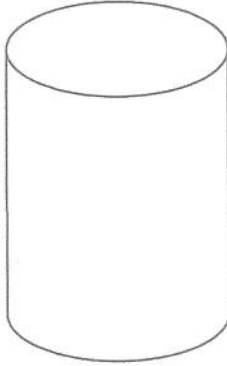
Class: _____

Date: _____

Exercise 4 : Solid Figures

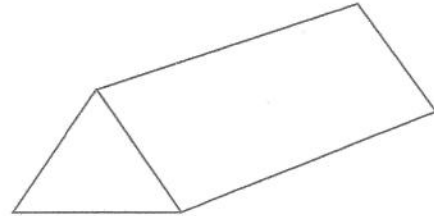
1. Name the solid figures.

(a)



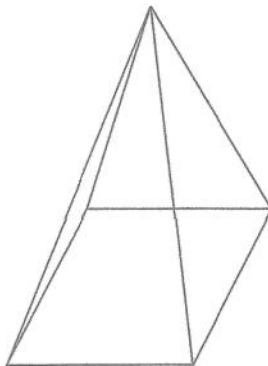
Cylinder

(b)



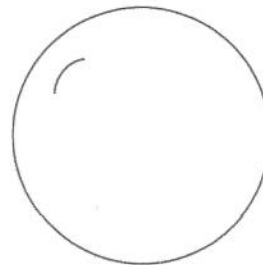
triangular prism

(c)



rectangular pyramid

(d)



sphere

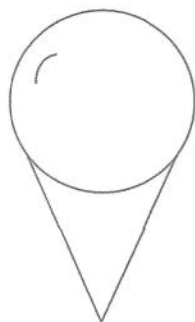
2. Fill in the blanks.

(a) A cylinder has 0 vertices.

(b) A cube has 6 faces, 12 edges and 8 vertices.

(c) A rectangular pyramid has 5 faces, 8 edges and 5 vertices.

3. Name the solids that are used to make the object below.



The object is made up of a sphere and

a cone.



THE TRUMPET OF THE SWAN

Chapters 14-15

Making Inferences

Read each of the questions below. Then read the three possible answers. Think about what happened in chapters 14 and 15 of *The Trumpet of the Swan*. Use what you know to choose the best answer for each question. Circle the number next to the answer you choose.

a. Why was the boatman so happy to have Louis playing the trumpet for him?

1. The boatman liked swans.
2. The boatman wanted to help Louis get out of debt.
3. Louis was helping the boatman earn lots of money.

b. Why was the hotel desk clerk unwilling to give Louis a room?

1. Birds don't usually stay in hotels.
2. Louis didn't have enough money to pay for a room.
3. The desk clerk didn't like swans.

c. When the girls asked Louis for his autograph, why did the desk clerk think he might have to give the swan a room?

1. The desk clerk realized that Louis must be famous.
2. The desk clerk knew the girls were important hotel guests.
3. The desk clerk wanted to get Louis's autograph too.

(continued)

Making Inferences

Chapters 14-15



THE TRUMPET OF THE SWAN

Chapters 14-15

d. Why did Louis order one sandwich with mayonnaise and eleven without?

- 1. Louis didn't plan on eating all the sandwiches.
- 2. Louis wanted to have plenty to eat if he found out he didn't like mayonnaise.
- 3. Louis wasn't really very hungry.

e. Why did the front desk call and tell Louis he couldn't play the trumpet in his room?

- 1. Louis was a swan, not a human.
- 2. Someone complained about the noise.
- 3. Louis didn't play the trumpet very well.

d. Why was the hotel desk clerk unwilling to give Louis a room?

- 1. Birds don't usually stay in hotels.
- 2. Louis didn't have enough money to pay for a room.
- 3. The desk clerk didn't like swans.

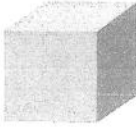
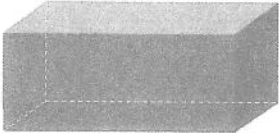
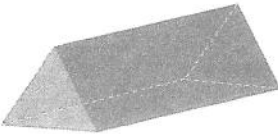





c. When the girls asked Louis for his autograph, why did the desk clerk think he might have to give the swan a room?

- 1. The desk clerk realized that Louis must be famous.
- 2. The desk clerk knew the girls were important hotel guests.
- 3. The desk clerk wanted to get Louis's autograph too.

(continued)

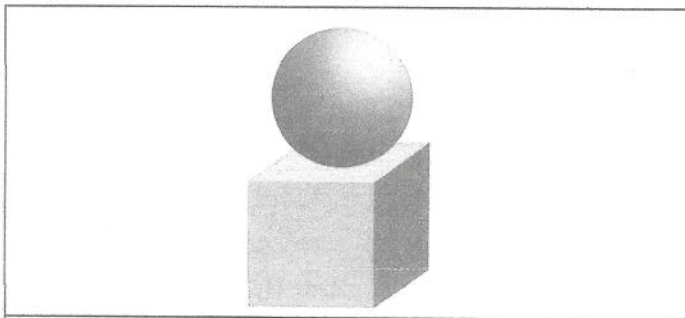
EXERCISE 4

1. Complete the table.

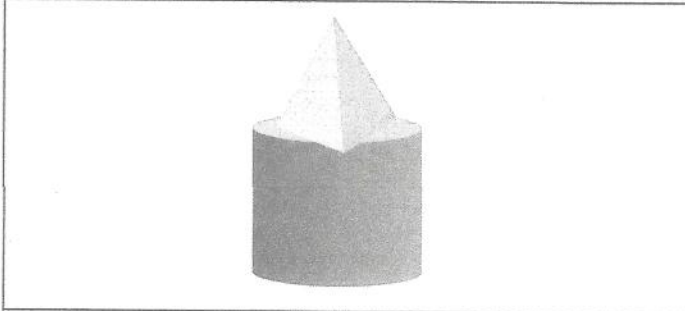
Shape	Faces	Edges	Vertices
 Cube	6	12	8
 Rectangular prism	6	12	8
 Triangular prism	5	9	6
 Triangular pyramid	4	6	4
 Rectangular pyramid	5	8	5
 Cylinder	2	2	0
 Cone	1	1	1
 Sphere	0	0	0

2. Write the letter for the solids that are used to make each object.

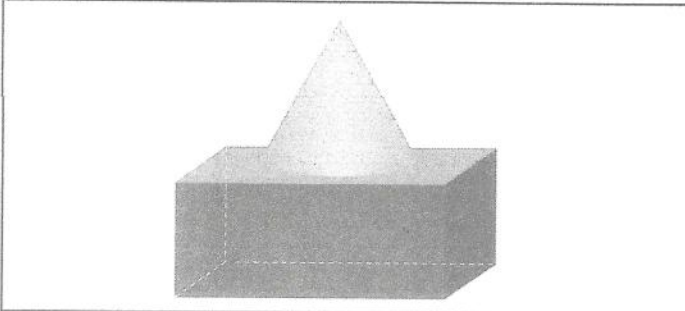
A	cube
B	prism
C	pyramid
D	cylinder
E	cone
F	sphere



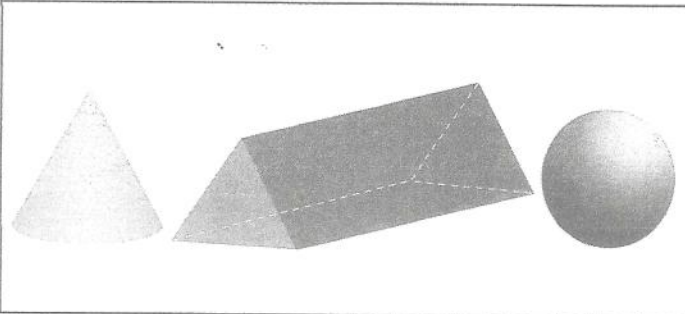
A, F, B



C, D



B, E



E, B, F