

# GreatHearts

Northern Oaks



## Distance Learning Packet:

### Week 7

May 4 - May 8, 2020

3<sup>rd</sup> grade

(3A) Ms. Gauss

(3B) Ms. Tyler

(3C) Ms. Kaiser

(3D) Mr. Aniol

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

## Table of Contents

<b>Monday 05/04</b> Student Instruction Sheet <ul style="list-style-type: none"><li><input type="checkbox"/> Spalding</li><li><input type="checkbox"/> Reading</li><li><input type="checkbox"/> Literature</li><li><input type="checkbox"/> Poetry</li><li><input type="checkbox"/> Math</li><li><input type="checkbox"/> Science</li></ul>	<b>Thursday 05/07</b> Student Instruction Sheet <ul style="list-style-type: none"><li><input type="checkbox"/> Spalding</li><li><input type="checkbox"/> Reading</li><li><input type="checkbox"/> Literature</li><li><input type="checkbox"/> Poetry</li><li><input type="checkbox"/> Math</li><li><input type="checkbox"/> Science</li></ul>
<b>Tuesday 05/05</b> Student Instruction Sheet <ul style="list-style-type: none"><li><input type="checkbox"/> Spalding</li><li><input type="checkbox"/> Grammar</li><li><input type="checkbox"/> Reading</li><li><input type="checkbox"/> Poetry</li><li><input type="checkbox"/> Math</li><li><input type="checkbox"/> Science</li></ul>	<b>Friday 05/08</b> Student Instruction Sheet <ul style="list-style-type: none"><li><input type="checkbox"/> Spalding</li><li><input type="checkbox"/> Literature</li><li><input type="checkbox"/> Math</li><li><input type="checkbox"/> Poetry</li><li><input type="checkbox"/> Science</li></ul> <p style="text-align: center;">GRADED REVIEW DAY</p>
<b>Wednesday 05/06</b> Student Instruction Sheet <ul style="list-style-type: none"><li><input type="checkbox"/> Spalding</li><li><input type="checkbox"/> Reading</li><li><input type="checkbox"/> Literature</li><li><input type="checkbox"/> Poetry</li><li><input type="checkbox"/> Math</li><li><input type="checkbox"/> Science</li></ul>	<b>Specials</b> Student Instruction Sheet <ul style="list-style-type: none"><li><input type="checkbox"/> Music</li><li><input type="checkbox"/> Art</li><li><input type="checkbox"/> Latin</li><li><input type="checkbox"/> P.E.</li></ul> <p style="text-align: center;">MUST BE COMPLETED BY 05/08</p>

# Specials

GHNO | 3rd Grade | Week 7

## Specials Student Instruction Sheet

<b>W6 WEEKLY ASSIGNMENTS 5/4 - 5/8</b>	
<p><b>MUSIC</b> (25 Minutes)</p>	<p><b><u>MUSIC</u></b>  <b>Goal/Objective:</b> The student will learn about ostinatos.</p> <p><b>Materials needed:</b> Teacher's Notes, <a href="#">Ostinato Video</a>, Ostinato Assignment Sheet</p> <p><b>Specific Instructions</b> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Read over the Teacher's Notes several times</li> <li><input type="checkbox"/> (I) Watch Mrs. Trujillo's Ostinato Video for further explanation (optional)</li> <li><input type="checkbox"/> (I) Sing the "Canoe Song" ("My paddle's keen &amp; bright, flashing with silver. Follow the wild goose flight. Dip dip and swing!")</li> <li><input type="checkbox"/> (I) Create your own ostinato (recurring rhythm) and beat it while singing the "Canoe Song"</li> <li><input type="checkbox"/> (I) Complete the Ostinato Assignment Sheet</li> <li><input type="checkbox"/> (I) Don't forget to use your best penmanship!</li> <li><input type="checkbox"/> (I) Teach your family the "Canoe Song" and take turns creating ostinatos.</li> </ul> <p><b>OSTINATO ASSIGNMENT SHEET DUE MONDAY: to Google Classroom or School</b></p>
<p><b>ART</b> (25 Minutes)</p>	<p><b><u>ART</u></b>  <b>Goal/Objective:</b> Scholars of all ages -- no age limit -- will venture outside for Nature Observations.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>● Pencil, 1 marker (black or other dark color)</li> <li>● Paper or sketchbook</li> <li><input type="checkbox"/> Go outside and find a tree             <ul style="list-style-type: none"> <li><input type="checkbox"/> Your tree's branches should be easy to see; your tree should <b>not</b> have a ton of leaves on it, covering the branches.</li> </ul> </li> <li><input type="checkbox"/> Follow the step-by-step instructions on the following page or watch the <a href="#">teacher video</a>.</li> <li><input type="checkbox"/> For an additional, simple and fun activity about positive and negative space see the following page.</li> </ul> <p><b>DUE ON MONDAY</b></p>
<p><b>LATIN</b> (25 Minutes)</p>	<p><b><u>LATIN</u></b>  <b>Goal/Objective:</b> Begin translating "Ursus Fulvus, Ursus Fulvus, Quid Vides?"</p> <p><b>Materials needed:</b> (1) "Ursus Fulvus, pt.1" worksheet (2) "Latin Animal and Color Lists" sheet</p> <p><b>Specific Instructions</b> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Optional: Watch "Ursus Fulvus" video</li> <li><input type="checkbox"/> (I) Complete <a href="#">"Ursus Fulvus, pt. 1" worksheet</a></li> <li><input type="checkbox"/> (I) Pick an animal/color combination you would like to illustrate in week 9 using the <a href="#">"Latin Animal and Color Lists" sheet</a></li> </ul> <p><b>DUE ON MONDAY</b></p>
<p><b>PE</b> (25 Minutes)</p>	<p><b><u>PE</u></b>  <b>Goal/Objective:</b> Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p>

## Specials Student Instruction Sheet

Materials needed:

- [Bingo Sheet](#) (included in packet)
- Optional P.E. challenge videos brought to you by:  
[Coach Corcoran](#)  
[Coach Walsh](#)  
Coach Wilson  
<https://cloud.swivl.com/v/ce1a9d2fc2fc126b919d22885ef01415>

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

- (I) Complete any five 5 squares in a row. ( Diagonal, Horizontal, Vertical)
- Leap in the air and yell BINGO!

**DUE ON MONDAY - Turn in [Bingo Sheet](#) digitally through Google classroom OR turn in to the school**

# Ostinato Assignment

May 4<sup>th</sup> – 8<sup>th</sup>


W7


Name: \_\_\_\_\_ Section # \_\_\_\_\_


Define "ostinato": An ostinato is a \_\_\_\_\_

\_\_\_\_\_

Choose which pattern you think works best as an ostinato for "Canoe Song".  
Circle your choice!

1.   
(ta ta)  
(1 2)

2.   
(ta-di ta)  
(1 & 2)

3.   
(ta-di ta-di)  
(1 & 2 &)

## Fig. 6.42 "Canoe Song" - Focus Song for Syncopation



My pad - dle's keen and bright flash - ing with sil - ver.  
Fol - low the wild goose flight, dip, dip and swing.

## Ostinato Teacher's Notes

May 4<sup>th</sup> – 8<sup>th</sup>

W7

- An ostinato is a recurring rhythm.
- If you hear a pattern or repeating rhythm in the bass line of a song, you are hearing an ostinato. Many composers use ostinatos in their compositions.

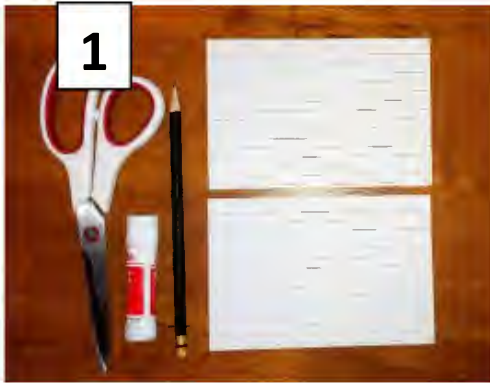
The chant, "We will, we will rock you!" has an ostinato that we are all familiar with:

**Ostinato:** stomp, stomp, clap      stomp, stomp, clap      stomp, stomp, clap      stomp, stomp, clap

- Try it for yourself; say the phrase and do the ostinato. Get your family to do it with you a few times.
- Now sing the "Canoe Song". ("My paddle's keen & bright. Flashing with silver. Follow the wild goose flight! Dip, dip and swing.")
- Try different patterns (ostinatos). Do some feel/sound better than others?
- Play around with creating your own ostinato to the "Canoe Song". Don't forget you can use clapping, stomping, slapping your legs, or even beating a pot. You can also use a combination of them all.

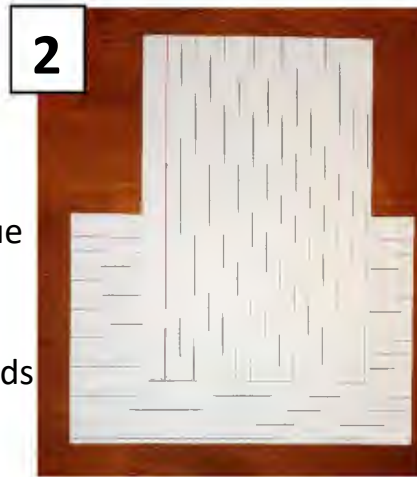
Have fun creating!

## How to Make a Viewfinder

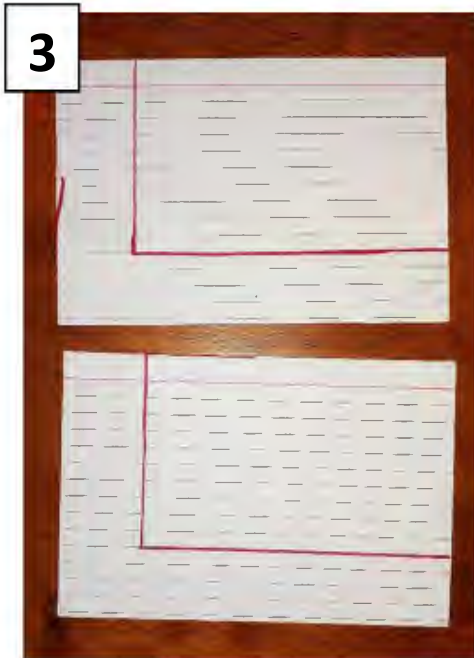


### Materials needed:

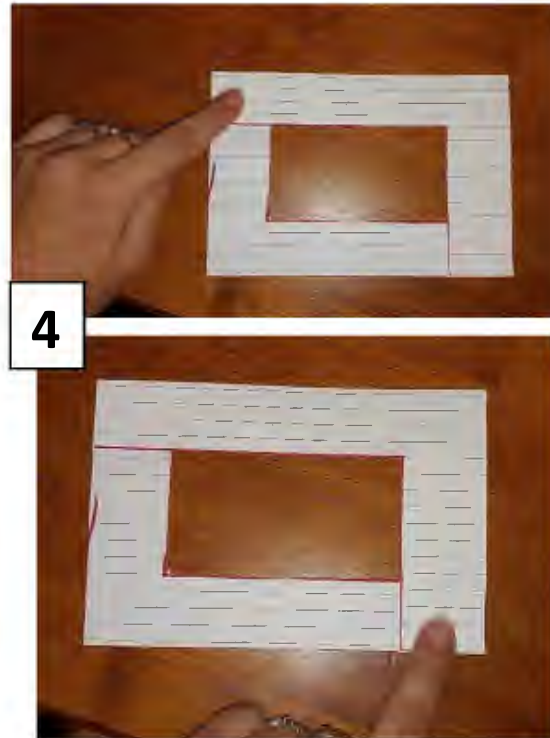
Scissors  
Tape or glue  
Pencil  
2 index cards



You can use one index card to draw straight lines on the other like this. I positioned my card about 2 fingers away from the edge on the left side, and 4 lines away from the bottom.



You are making an "L" shape on both index cards using the same measurements.



- You will cut along the lines you've drawn and you should end up with 2 "L" shaped pieces.
- Glue or tape them to each other in the spots indicated.

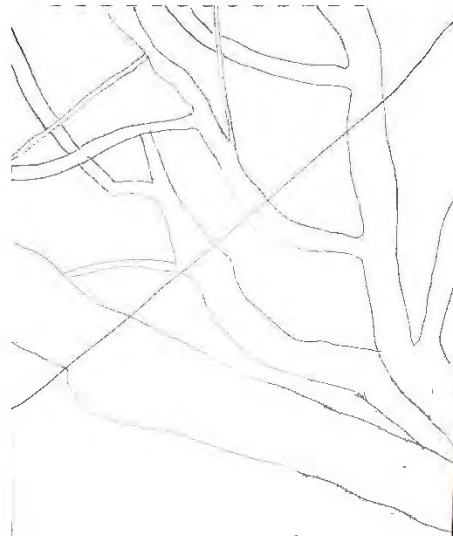


## INSTRUCTIONS:

- Using your viewfinder, find a spot on the tree where different branches are visible and you can see the space between them well (example below).
  - Draw the branches using only contour lines (*contour line drawing: a drawing where you draw only the outline of an object, without any shading*)
  - Using your pencil, draw a line across your drawing (\*\* look at step-by-step pictures \*\*).
  - Using your marker, follow the step-by-step instructions below:
1. Draw the tree using a **CONTOUR LINE**. DO NOT draw the leaves. DO NOT shade anything in! Fight the urge!! :-)



2. Using a ruler or a straight edge (piece of paper, magazine, etc.), draw a straight line (*it can be vertical, horizontal, or diagonal*) through your drawing. Like this:



## INSTRUCTIONS:

3. Now, you are going to color in ONLY your NEGATIVE SPACE on one side, like this:



4. Now do the opposite on the other side: color in ONLY the POSITIVE SPACE.

5. Finished product



Picture used for reference

## SUPPLEMENTARY ACTIVITY: Shadow Tracing to Find Negative and Positive Space in Trees



Materials: something hard to draw on (unless you have your sketchbook), pencil, eraser, marker, and sunlight!! (\*\**optional*: paintbrush, water)

1. Go outside and find a shadow of a tree or a plant on the ground.
2. Place your paper on a good and interesting part of the shadow.
3. Begin tracing lightly with your pencil (only contour lines!!! No shading!).
4. Once you have traced your shadow lightly with pencil, go over your pencil lines with marker.
5. \*\*Optional: Using a paintbrush and water, go over your marker lines and spread them outward, into the NEGATIVE SPACE (away from the shadow).

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

Section: \_\_\_\_\_

# Latin Animal and Color Lists

## For the 3rd Grade Final Project

### Instructions

- For the final project, **select an animal and a color** that you would like to illustrate from the lists on the following pages and write them on the spaces provided below.
  - For example, if you would like to illustrate a **purple snail**, you would write “cochlea” in the animal space and “purpureus” in the color space.
- **Turn this page in to me**, either physically to the school or uploaded to the 3rd grade specials assignment on Google Classroom.
- **I will arrange** your class’s animal/color choices into a sequence.
- In two weeks **you will illustrate** your choice and write on the page a Latin sentence that I will assign to you.
- **I will take these illustrations and put them together into a class book**, which I will email to your parents.

What animal and color do you choose?

Animal: \_\_\_\_\_

Color: \_\_\_\_\_

## List of Animals

### - A -

*accipiter* - hawk

*anas* - duck

*anguilla* - eel

*ānser* - goose

*aper* - boar

*apis* - bee

*aquila* - eagle

*aranea* - spider

*asinus* - donkey

*avis* - bird

### - B -

*balaena* - whale

*būbō* - owl

*būfō* - toad

### - C -

*canis* - dog

*cervus* - deer

*cochlea* - snail

*crocodilus* - crocodile

*cuniculus* - rabbit

### - D -

*delphīnus* - dolphin

### - E -

*elephantus* - elephant

*equus* - horse

*ēricius* - hedgehog

### - F -

*falcō* - falcon

*fēlēs* - cat

*formīca* - ant

### - G -

*gallus* - rooster

*gallina* - hen

### - L -

*lacertus* - lizard

*leaena* - lioness

*leō* - lion

*lupus* - wolf

### - M -

*mēles* - badger

*mūlus* - mule

*mūs* - mouse

### - O -

*ovis* - sheep

### - P -

*pāpiliō* - butterfly

*piscis* - fish

*porcus* - pig

### - R -

*rana* - frog

*rattus* - rat

*rhīnocerōs* - rhinoceros

### - S -

*serpēns* - snake

*simia* - ape/monkey

### - T -

*taurus* - bull

*tigris* - tiger

### - U -

*ursus* - bear

### - V -

*vacca* - cow

*volpēs marīna* - shark

*vulpēs* - fox

*vultur* - vulture

## List of Colors

*albus/alba* - white

*ater/atra* - black

*caeruleus/caerulea* - blue

*flavus/flava* - yellow

*fulvus/fulva* - brown

*luteus/lutea* - orange

*purpureus/purpurea* - purple

*ravus/rava* - grey

*ruber/rubra* - red

*viridis/viridis* - green

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

Section: \_\_\_\_\_

# Week 7 Urse Fulve, Urse Fulve

## Part 1

### Instructions

- 1) (Optional) **Watch** the *Urse Fulve* video (see the SIS for the link).
- 2) **Translate** the following pages from *Urse Fulve, Urse Fulve*.
- 3) **Answer** the questions at the end of the translation.
- 3) **Check** your worksheet with the answer key at the end of this worksheet.

### Vocabulary

#### Animals

*anas* - duck  
*avis* - bird  
*canis* - dog  
*equus* - horse  
*feles* - cat  
*ovis* - sheep  
*piscis* - fish  
*rana* - frog  
*ursus* - bear

#### Colors (masc./fem.)

*albus/alba* - white  
*ater/atra* - black  
*caeruleus/caerulea* - blue  
*flavus/flava* - yellow  
*fulvus/fulva* - brown  
*luteus/lutea* - orange  
*purpureus/purpurea* -  
purple  
*ravus/rava* - grey  
*ruber/rubra* - red  
*viridis/viridis* - green

#### Other

*mē* - me  
*quid* - what  
*spectantem* - looking at  
*videō* - I see  
*vidēs* - you see

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

Section: \_\_\_\_\_

**Urse fulve,  
urse fulve  
quid vidēs?**



**Videō avem  
rubram  
spectantem  
mē.**

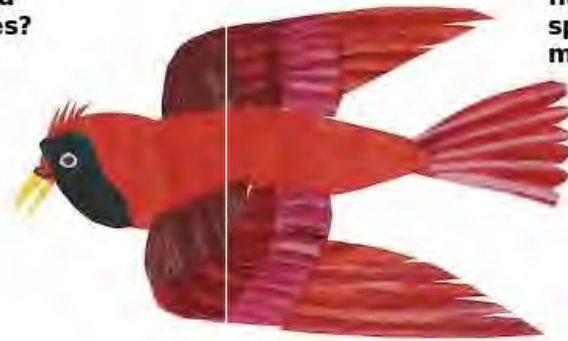
Urse fulve, urse fulve quid vidēs?

---

Videō avem rubram spectantem mē.

---

**Avis rubra,  
avis rubra  
quid vidēs?**



**Videō anatem  
flāvam  
spectantem  
mē.**

Avis rubra, avis rubra quid vidēs?

---

Videō anatem flāvam specantem mē.

---

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

Section: \_\_\_\_\_

**Anas flāva,  
anas flāva  
quid vidēs?**



**Videō equum  
caeruleum  
spectantem  
mē.**

Anas flāva, anas flāva quid vidēs?

---

Videō equum caeruleum spectantem mē.

---

**Eque caerulee,  
eque caerulee  
quid vidēs?**



**Videō rānam  
viridem  
spectantem  
mē.**

Eque caerulee, eque caerulee quid vidēs?

---

Videō ranam viridem spectantem mē.

---



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

Section: \_\_\_\_\_

**Rāna viridīs,  
rāna viridīs  
quid vidēs?**



**Videō fēlem  
purpuream  
spectantem  
mē.**

Rana viridis, rana viridis quid vidēs?

---

Videō fēlem purpuream spectantem mē.

---

## Questions:

1) On page 2 why do you think it says “urse fulve” instead of “ursus fulvus”?

---

2) On page 2 why do you think it says “avem rubram” instead of “avis rubra”?

---

3) What is the difference between videō and vidēs?

---

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

Section: \_\_\_\_\_

# Answer Key for Urse Fulve, pt. 1

## Pg. 2 Urse fulve

Brown bear, brown bear what do you see?

I see a red bird looking at me.

## Pg. 2 Avis rubra

Red bird, red bird what do you see?

I see a yellow duck looking at me.

## Pg. 3 Anas flava

Yellow duck, yellow duck what do you see?

I see a blue horse looking at me.

## Pg. 3 Equus caeruleus

Blue horse, blue horse what do you see?

I see a green frog looking at me.

## Pg. 4 Rana viridis

Green frog, green frog what do you see?

I see a purple cat looking at me.

## Pg. 4 Questions

- 1) "urse fulve" is in the vocative case, which is a special noun case used for direct address.
- 2) "avem rubram" is in the accusative case, which is used when the noun is the direct object of the sentence.
- 3) "videō" means "I see" and "vidēs" means "you see".

# Physical Education BINGO



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

1 minute planks	35 squats	25 burpees	5 minutes jump rope	Swim in a river
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	Try holding a cup of water with your arm outstretched in front of you for 2 minutes.	Lie down outside and look at the sky (Don't look at the sun!!) 5 minutes	15 Lunges	10 Bridge Lifts Lie on your back with your knees bent and feet flat on the <b>floor</b> , slightly apart. ... Slowly push through your heels, lifting your hips off the <b>floor</b> until your body forms a straight line from knees to shoulders.
15 Squats	20 Knee Highs	 Free Space	Wall Sit for 30 seconds 5 times	Balance on one foot for 10 seconds then the other
10 High Jumps Squat down low and jump up as high as you can go	Crab walk down your hall and back	20 Scissor Jumps	Try a new fruit or veggie to eat	Lay on your back with legs together in the air and spell Go Griffins!
Volley or bump a ball or balloon with a family member	Race a family member across the yard by: galloping, skipping, and running.	Play a game of leapfrog with a family member	Play an indoor or outdoor game of hide-and-seek	Play a game of kickball

\*Complete 5 spaces for a BINGO and enter the date of completion.

\*Turn this page in ON MONDAY digitally through Google classroom OR turn in to the school.

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

# Monday

GHNO | 3rd Grade | Week 7 | 05/04

# Daily Student Instruction Sheet

**MONDAY, 05/04**

## **ELA**

Spalding  
(15 min.)

Reading  
(+20 min. HW)

Writing/  
Literature  
(20 Minutes)

Poetry  
(5 min)

### **I. Spalding**

- a. Goal/Objective: Students will learn 5 new words each day.
- b. Materials needed: Spalding paper, pencil, Spalding word list.
- c. Specific instructions:
  - Dictate the 5 words (one at a time) to your child using the attached spelling list. See video, **3rd Grade Spalding, May 4th**, for further assistance.  
[3rd Grade Spalding List, Mon 05/04](#)  
[3rd Grade Spalding Video, Mon. 05/04 with Miss Gauss](#)
  - 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 the current literature book.
- b. Materials needed: *The Little Prince* by Antoine de Saint-Exupery,  
**Reading Log**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - Read Chapters 1 & 2 from *The Little Prince* (IW)  
["The Little Prince," Ch. 1 & 2.pdf](#)  
["The Little Prince" Ch. 1 & 2 read-aloud video with Miss Kaiser](#)
  - Student will read chapter independently **OR follow along in book while listening to Read Aloud video.**
  - Track minutes on the reading log, which is now on the cover Graded Review packet on the last day of the week. (IW)  
[Reading Log, Week 7](#)

### **III. Literature**

- a. Goal/Objective: Students will answer vocab and reflection questions based on Chapter 1 & 2 from *The Little Prince*.
- b. Materials needed: **Worksheets - "After Chapter I & II"**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - The Little Prince!** The Little Prince is a very fun and imaginative story of two very different people. From the first two chapters can you guess who the main characters are?
  - Now that we have read the first two chapters, **read and complete the Worksheet - "After Chapter I & II"** to help us dive more deeply into this enchanting story! (IW 15 min)

# Daily Student Instruction Sheet

["After Chapter I & After Chapter II" worksheet](#)

## IV. Poetry

- a. Goal/Objective: Students will review and memorize "Jimmy Jet and His TV Set" by Shel Silverstein. **Poem should be memorized by Friday, May 8th.** Student will recite poem for their parent on this day.
- b. Materials needed: Printed poem "Jimmy Jet and His TV Set"
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - First**, student will read poem aloud two times.
  - 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. Encourage students to:
    - Use motions, like they're acting out the poem
    - Use different tones of voice.
    - Smile
    - Make eye contact.

(PA - 5 min)

["Jimmy Jet and his T.V. Set" by Shel Silverstein](#)

["Jimmy Jet and his T.V. Set" video with Miss Gauss](#)

## MATH

(30 min.)

### I. Math

- a. Goal/Objective: Students will understand and identify the perimeter of a figure in **INCHES** and **CENTIMETERS**.
- b. Materials needed: provided worksheets
- c. Specific Instructions (IW=independent; PA=parent assistance):
  - 1: Parent and student read the "**Friendly Notes**" and **textbook** pages included as lesson supplement before assignment. **(PA, 5 min.)**  
[Singapore Math Friendly Notes, Perimeter](#)  
[Singapore Math Textbook, Ch. 13.2 Perimeter](#)  
[Singapore Math Glossary of Terms](#)
  - 2: Student independently completes the "**Unit 13: Chapter 2, Perimeter**" worksheets. **(IW, 25 min.)**  
[Unit 13: Chapter 2, Perimeter](#)
  - 3: Several concepts from this assignment are reviewed in the "**Measuring Perimeter in Inches and Centimeters**" video. **(Optional, 5 min.)**  
["Measuring Area and Perimeter of a Figure" video with Mr. Aniol](#)

## SCIENCE

(30 min.)

### I. Science

- a. Goal/Objective: Students will explore the solar system.
- b. Materials needed: student notes, fact sheet

## Daily Student Instruction Sheet

	<p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li>☐ 1. Student will complete “Solar System Comprehension Worksheet” and review “Planet Fact Sheet.” Students may use video to complete worksheet and double check answers. <b>(IW, 20 min.)</b></li></ul> <p><a href="#">"The Solar System" worksheet</a> <a href="#">"The Solar System" flashcards</a> <a href="#">"The Solar System Comprehension" video with Miss Tyler</a></p>
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL AND WILL BE GRADED EACH WEEK.</i></b></p> <p><b><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE ONE ASSIGNMENT PER SPECIALS SUBJECT PER WEEK. THE PACKET WILL BE DUE THE FOLLOWING MONDAY.</i></b></p>

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

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

First, Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> <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
create r.4	You learn how to create art in art class!	"E" may say "E" at the end of a syllable (R.4)
created r.4, 11, 28	The little boy created mud pies outside using a bucket of dirt and water.	Base word = create, ending = ed We write create without the silent final E because my ending ed starts with a vowel (R.11) "E" may say "E" at the end of a syllable (R.4) (same for A) Use "ed" to make words past tense. (R.28)
creative r.4, 11	You can learn creative new ways at folding paper if you study origami.	Base word = create, ending = ive We write create without the silent final E because my ending ive starts with a vowel (R.11) "E" may say "E" at the end of a syllable (R.4) (same for A)
creation r.4, 14	The artist kept his new creation safe by covering it with a cloth.	Base word = create, ending = on We write create without the silent final E because my ending on starts with a vowel (R.11) "E" may say "E" at the end of a syllable (R.4) (same for A)
design r.4, 19	When I was little, I loved to design outfits for my dolls.	"E" may say "E" at the end of a syllable (R.4) A vowel may say its name if followed by two consonants at the end of a base word. (R.19)



# Daily Spalding

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

## After Chapter I:

**Point of View:** From which point of view is this story written?

- a) First person
- b) Third person



Which word(s) helped you to determine the point of view?

---

---

**Vocabulary:** *"I had been disheartened by the failure of my Drawing Number One and my Drawing Number Two."*

What does the word disheartened most likely mean?

- a) to make somebody lose hope and enthusiasm
- b) to make somebody feel cheerful and hopeful
- c) to disturb somebody who is busy doing something

**Reflect:** *"That is why, at the age of six, I gave up what might have been a magnificent career as a painter."*

What profession did the narrator choose after deciding to not pursue a painting career?

- a) teacher
- b) architect
- c) pilot

## After Chapter II:

**Narrative Elements:** What is the new setting introduced in Chapter II?

**Setting:**

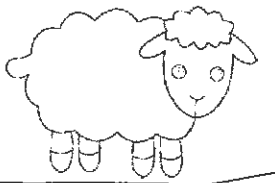
**Vocabulary - Context Clues:** Define the vocab. words using context clues and/or a dictionary.

*"Now I stared at this sudden apparition with my eyes fairly starting out of my head in astonishment."*

apparition - \_\_\_\_\_

What was the apparition the narrator encountered?

**Infer:** *"If you please - draw me a sheep..."* How did the little prince feel about the narrator's drawing of the box?



# Jimmy Jet and His TV Set

by Shel Silverstein

I'll tell you the story of Jimmy Jet—  
And you know what I tell you is true.  
He loved to watch his TV set  
Almost as much as you.

He watched all day, he watched all night  
Till he grew pale and lean,  
From "The Early Show" to "The Late Late Show"  
And all the shows between.

He watched till his eyes were frozen wide,  
And his bottom grew into his chair.  
And his chin turned into a tuning dial,  
And antennae grew out of his hair.

And his brains turned into TV tubes,  
And his face to a TV screen.  
And two knobs saying "VERT." and "HORIZ."  
Grew where his ears had been.

And he grew a plug that looked like a tail  
So we plugged in little Jim.  
And now instead of him watching TV  
We all sit around and watch him.

NAME: \_\_\_\_\_

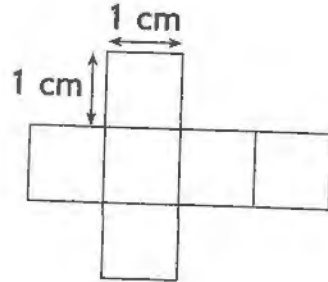
DATE: \_\_\_\_\_

#1: \_\_\_\_\_

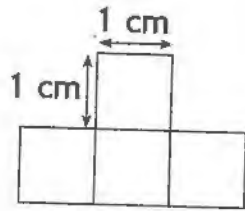
# UNIT 13: CHAPTER 2 PERIMETER

1. What is the perimeter of the figure?

Its perimeter is \_\_\_\_\_.



2. What is the perimeter of the figure?



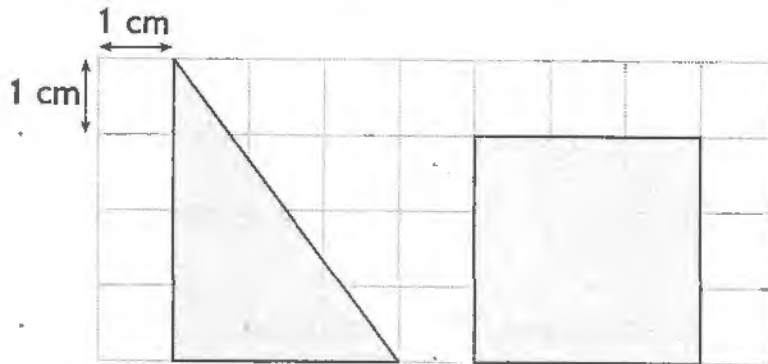
A 10 cm

C 4 cm

B 10 square centimeters

D 4 square centimeters

3. The following figures have the same perimeter.



What is the perimeter of each figure?

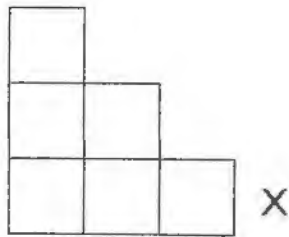
A 7 cm

C 12 cm

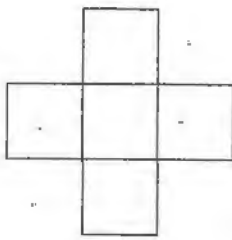
B 9 cm

D 24 cm

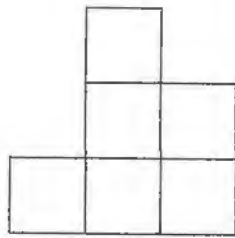
4. Look at Figure X.



Which figure below has the same area and perimeter as X?



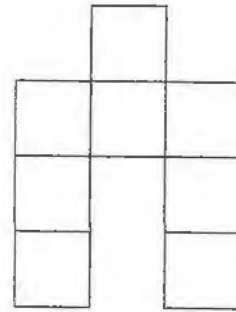
**A**



**B**



**C**

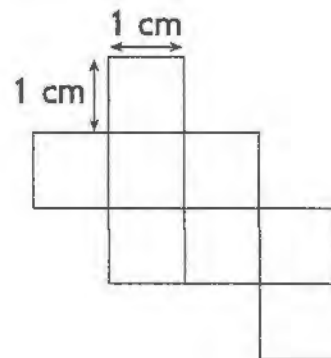


**D**

5. What is the area and perimeter of the figure?

Its area is \_\_\_\_\_.

Its perimeter is \_\_\_\_\_.



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

Date: \_\_\_\_\_

# The Solar System

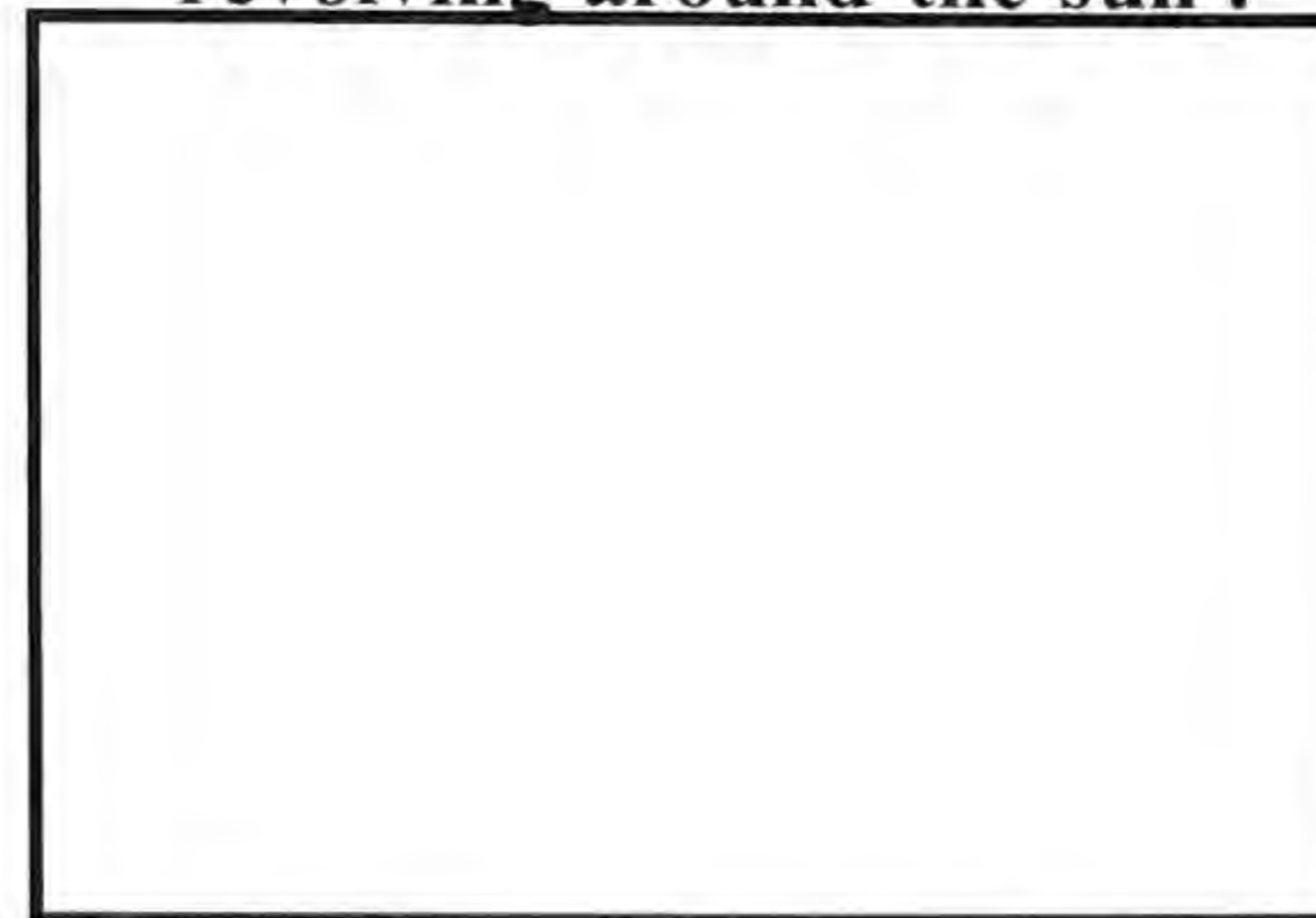
The solar system is made of the sun, the **planets**, and their moons. The sun is at the center of the **solar system** and the planets **revolve**, or move around, the sun. The path that a planet takes as it moves around the sun is called its **orbit**. As the planets move around the sun, they also **rotate**, or spin, completing one day. As the planet faces the sun, it is day time. When the planet spins away from the sunlight, it is night .

There are 8 planets in our solar system, including Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Pluto was once considered a planet, but is now called a “dwarf planet” because of its small size. Many of the planets also have moons which also revolve around them. The solar system is truly amazing!



1. What is the solar system made of?  
\_\_\_\_\_
2. What is at the center of the solar system?  
\_\_\_\_\_
3. What is the name for the path a planet takes as it moves around the sun?  
\_\_\_\_\_
4. When does night occur?  
\_\_\_\_\_

**Draw a picture of a planet revolving around the sun .**



## Words to Know:

**solar system**  
**planet**  
**revolve**  
**orbit**  
**rotate**

**Something new that I learned:**



***The solar system is truly amazing!***  
Is this a fact or opinion? \_\_\_\_\_

# The Objects in our Solar System Flash Cards

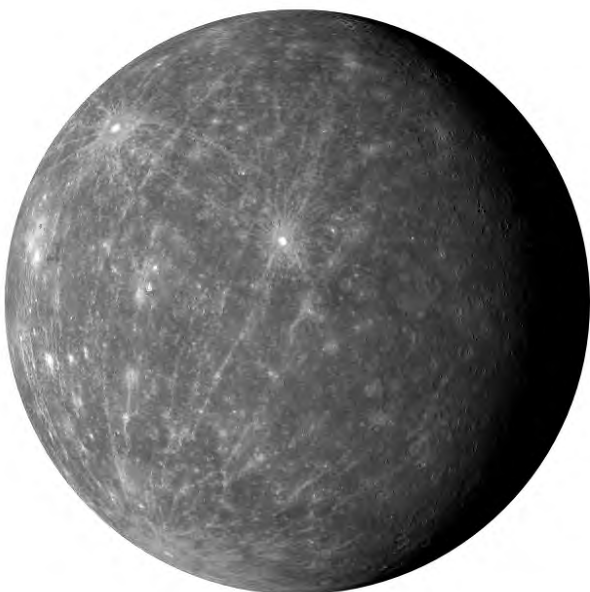
Cut each card and information out. Fold and glue to make flash cards.

## The Sun



- The Sun is the biggest object in our Solar System.
- The Sun is VERY HOT!
- The Sun gives energy as light to Earth.
- Is a giant ball of gas, mostly hydrogen.

## Mercury

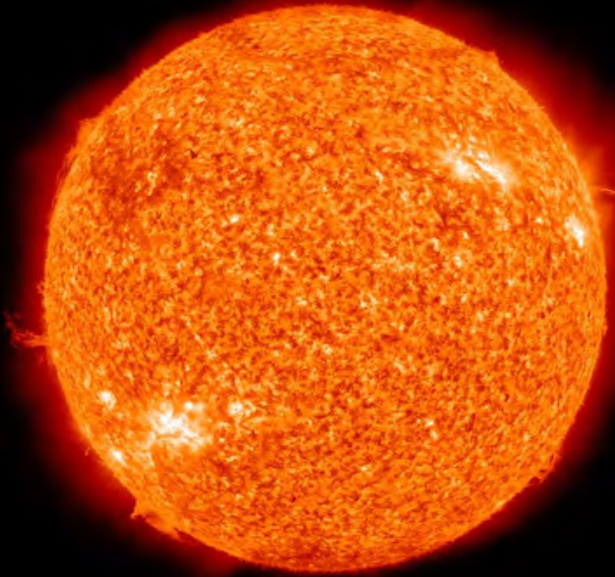


- Mercury is a small rocky planet that is closest to the Sun.
- Mercury has craters on it like our Moon.
- Mercury takes 88 days for this planet to orbit the Sun.



# Solar System Matching!

## The Sun



- This is the biggest object in our Solar System.
- This star is VERY HOT!
- This star gives energy as light to Earth.
- This star is a giant ball of gas, mostly hydrogen.

## Mercury



- This small rocky planet is closest to the Sun.
- This planet has craters on it like our Moon.
- It takes 88 days for this planet to orbit the Sun.

# Venus



- This rocky planet is the second planet from the Sun.
- This planet is very hot and has many of clouds.
- This planet is about the same size as Earth.
- It takes 243 days for this planet to make 1 rotation (spin).

# Earth



- This planet is third from the sun and has 1 moon.
- This rocky planet has water and air.
- This planet is 1 AU (astronomical unit (150 million km) from the Sun.

# Earth's Moon



- This rocky moon travels around the Earth (revolves) AND rotates (1 spin) in 27 days.
- From Earth, we always see the same side of this moon.

# Mars



- This planet is fourth from the Sun.'
- This rocky planet is covered with dust.
- This planet has 2 small moons.
- 2 Rovers have explored this planet and sent back information to Earth.

# The Asteroid Belt



- This is a group of chunks of rock and ice.
- They are found mostly between Mars and Jupiter.

# Ceres



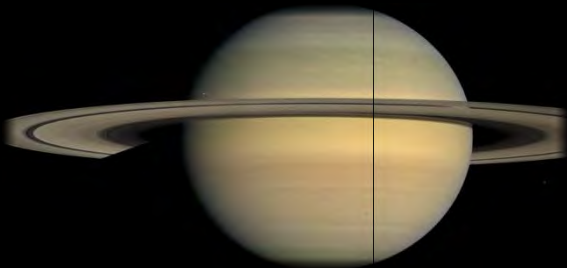
- A dwarf planet found in the Asteroid Belt.
- The largest asteroid in the Asteroid Belt.

# Jupiter



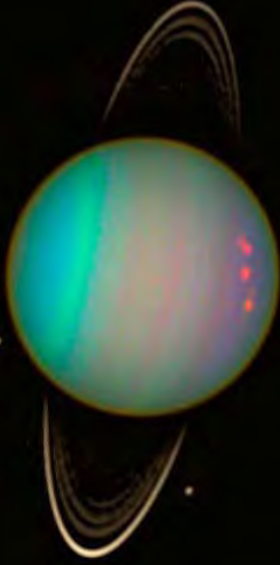
- This is the fifth planet from the Sun.
- This is the largest planet in the Solar System and has 16 moons.
- This planet is made of mostly gas.
- This planet has a Red Spot that is a large storm that has been there for hundreds of years.

# Saturn



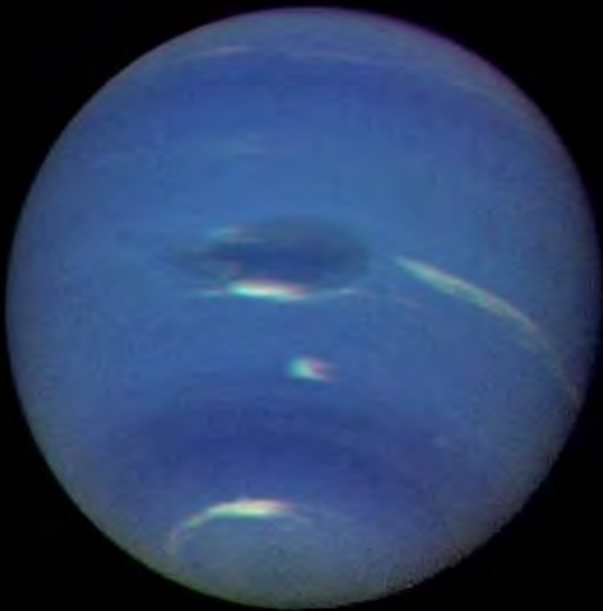
- This is the sixth planet from the Sun.
- This planet is made of mostly gases.
- This planet has many many rings made of ice and rocks.
- This planet has 18 moons-more than any other planet.

# Uranus



- This is the seventh planet from the Sun.
- This planet is made of mostly gasses.
- This planet has 27 moons and 13 rings!
- This planet was knocked onto its side by a large asteroid.

# Neptune



- This is the eighth planet from the Sun.
- This blue planet is mostly made of gasses.
- Sometimes this planets orbit crosses Pluto's.

# Pluto



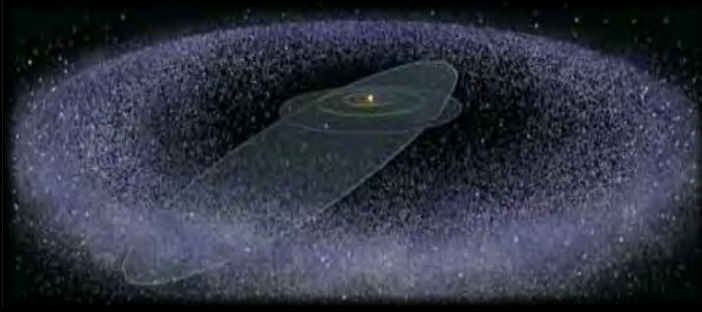
- This is a dwarf planet past Neptune.
- This planet is made of rock and ice.
- This dwarf planet has 5 moons.
- While most planets orbits are mostly round, this dwarf planets orbit is very oval.

# Eris



- This planet is a dwarf planet found past the Kuiper Belt.
- This is the largest dwarf planet and is made of rock.
- This is the furthest dwarf planet from the Sun.

# Kuiper Belt



- This is a ring of icy objects past Neptune.
- Comets come from this ring.
- Dwarf planets are found in this ring.

# Comets

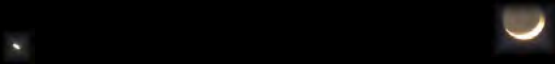


- These are icy bodies that orbit the Sun.
- When these objects get close to the Sun they let off gasses that look like a tail.



# Meteorites

- Small chunks of rock that enter Earth's atmosphere.
- These come from asteroids or comets.
- These are seen as shooting stars in the night sky.



# Tuesday

3rd Grade | Week 7 | 05/05

# Daily Student Instruction Sheet

**TUESDAY, 05/05**

## **ELA**

Spalding  
(15 min.)

Reading  
(+20 min. HW)

Writing/  
Literature  
(20 Minutes)

Poetry  
(5 min)

### **I. Spalding**

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

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

c. Specific instructions:

- Dictate the 5 words (one at a time) to your child using the attached Spelling list. See video, **3rd Grade Spalding, May 5th**, for further assistance.  
[3rd Grade Spalding List, Tue 05/05](#)  
[3rd Grade Spalding Video, Tue 05/05 with Miss Gauss](#)
- 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 the current literature book.

b. Materials needed: *The Little Prince* by Antoine de Saint-Exupery,  
**Reading Log**

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

- Read "Chapters 3 & 4 from *The Little Prince* (IW)  
["The Little Prince," Ch. 3 & 4.pdf](#)  
["The Little Prince" Ch. 3 & 4 read-aloud video with Miss Kaiser](#)
- Student will read chapter independently **OR follow along in book while listening to Read Aloud video.**
- Track minutes on the reading log, which is now on the cover Graded Review packet on the last day of the week. (IW)  
[Reading Log, Week 7](#)

### **III. Literature**

a. Goal/Objective: Students will answer vocabulary and reflection questions based on chapters 3 & 4 from *The Little Prince*.

b. Materials needed: **Worksheet - "After Chapter III & IV"**

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

- When answering questions based on information from the book, it is best to go back and look for that part in the book.**
- To complete the worksheet "After Chapter III & IV", go back into the chapters to find the answers. You may have to use context clues to answer the vocabulary question!** (IW 15 min)  
["After Chapter III & IV" worksheet](#)

## Daily Student Instruction Sheet

	<p>IV. <u>Poetry</u></p> <p>a. Goal/Objective: Students will review and memorize “Jimmy Jet and His TV Set” by Shel Silverstein. <b>Poem should be memorized by Friday, May 8th.</b> Student will recite poem for their parent on this day.</p> <p>b. Materials needed: Printed poem “<b>Jimmy Jet and His TV Set</b>”</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> First, student will read poem aloud two times.</li><li><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)</li></ul> <p><a href="#">"Jimmy Jet and his T.V. Set" by Shel Silverstein</a> <a href="#">"Jimmy Jet and his T.V. Set" video with Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p>I. <u>Math</u></p> <p>Goal/Objective: Students will understand and identify the perimeter of a figure in <b>INCHES</b> and <b>CENTIMETERS</b>.</p> <p>b. Materials needed: provided worksheets</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, Perimeter</a> <a href="#">Singapore Math Textbook, Ch. 13.2 Perimeter</a> <a href="#">Singapore Math Glossary of Terms</a></li><li><input type="checkbox"/> 2: Student independently completes the “<b>Unit 13: Chapter 2, Perimeter</b>” worksheets. <b>(IW, 20 min.)</b> <a href="#">Unit 13: Chapter 2, Perimeter</a></li><li><input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the “<b>3rd Grade Math Check</b>” video. <b>(Optional, 5 min.)</b> <a href="#">HW Check video, Tue 05/05 and Wed 05/06 with Mrs. Cramer</a></li></ul>
<p><b>SCIENCE</b> (30 min.)</p>	<p>I. <u>Science</u></p> <p>a. Goal/Objective: Students will explore the solar system.</p> <p>b. Materials needed: textbook, worksheet, song</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 part of the chapter (pages 144-151) or follow along with video. <b>(IW, 15 min.)</b> <a href="#">"Touring the Solar System" textbook reading</a> <a href="#">"Touring the Solar System" video with Miss Tyler</a></li><li><input type="checkbox"/> 2. After student finishes the reading, they will review solar system song and go over a mnemonic device to help with naming planets. <b>(IW, 15 min.)</b></li></ul>

## Daily Student Instruction Sheet

	<p><a href="#">"Remember Our Planets" handout</a> <a href="#">"Planets Mnemonic Device" video with Miss Tyler</a></p> <p><a href="#">"We're a Travellin' though Our Solar System" song</a> <a href="#">"We're a Travellin' through Our Solar System" video with Miss Tyler</a></p>
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL AND WILL BE GRADED EACH WEEK.</i></b></p> <p><b><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE ONE ASSIGNMENT PER SPECIALS SUBJECT PER WEEK. THE PACKET WILL BE DUE THE FOLLOWING MONDAY.</i></b></p>

**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
dic <u>tion</u> ar <u>y</u> r.14,6	A dictionary is used to learn the definition of new words.	We often use ti, ci, and si to say "sh" at the beginning of a syllable, though never the first syllable of a word. (R.14)
el <u>e</u> ph <u>an</u> t r.4	An elephant has a long trunk and big, flat ears.	"E" may say "E" at the end of a syllable (R.4)
ev <u>er</u> ybod <u>y</u> r.6	Everybody likes to be happy.	Base word = every, base word = body We write every and add body to make the compound word everybody. Y not I at the end of a word (R.6)
f <u>ri</u> ght <u>en</u>	My dad loved to try and frighten us when we were telling scary stories around the campfire.	Base word = fright, ending = en We write fright and add en to make the word frighten.
f <u>ri</u> ght <u>ened</u> r.28	The fireworks frightened the dogs.	Base word = frighten, ending = ed We write frighten and add ed to make the word frightened. Use "ed" to make words past tense. (R.28)

# Daily Spalding

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

## **After Chapter III + IV:**

**Reflect:** What *planet* is the little prince from?

---

**Cite Evidence:** Cite one piece of evidence from the story that supports the following statement:

The narrator is not fond of grown-ups.

1) \_\_\_\_\_

---

**Read for Details:** How many years after the little prince went away from the narrator did the narrator write this story?

- a) 1 year
- b) 6 years
- c) 16 years

**Reflect:** Which best describes why the narrator is writing about the little prince?

- a) So people can write more about the prince.
- b) So he does not forget his friend.
- c) It is the only way adults will listen to him.

**Vocabulary - Context Clues:** Define the vocab. words using context clues and/or a dictionary.

*"And he sank into a reverie, which lasted a long time."*

reverie - \_\_\_\_\_

---



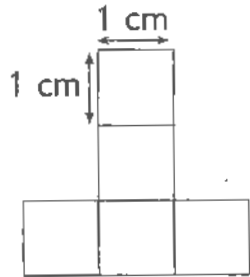
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

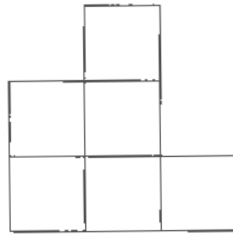
#: \_\_\_\_\_

# UNIT 13: CHAPTER 2 PERIMETER

Look at the figures and answer questions 1 to 3.



**A**



**B**

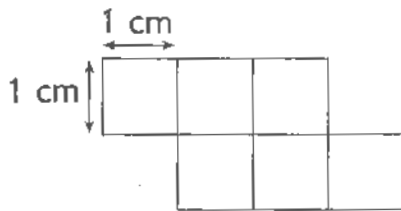


**C**



**D**

- \_\_\_\_\_ and \_\_\_\_\_ have the same area and perimeter.
- \_\_\_\_\_ and \_\_\_\_\_ have the same area but different perimeters.
- \_\_\_\_\_ and \_\_\_\_\_ have the same perimeter but different areas.
- Look at the following figures.



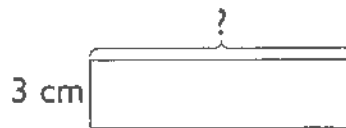
**X**



**Y**

- Which figure has a longer perimeter? \_\_\_\_\_
- What is the difference in perimeter between X and Y?  
\_\_\_\_\_

5. The perimeter of the square is the same as the perimeter of the rectangle.



What is the length of the rectangle?

Its length is \_\_\_\_\_.

How can you remember all 8 of our planets?!

Try to see if you can memorize all of our planets in order using this mnemonic device!



Mercury

Venus

Earth

Mars

Jupiter

Saturn

Uranus

Neptune

My

Very

Educated

Mother

Just

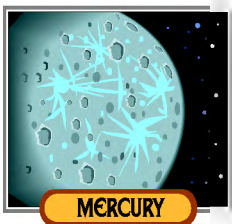
Served

Us

Nachos

# "We're a Travelin' Through Our Solar System" (Sung to the tune of "She'll Be Comin' Round The Mountain")

We're a travelin' through our solar system now,  
We're a travelin' through our solar system now.  
At the center is our Sun, a star,  
We see it shining from afar,  
We're a travelin' through our solar system - wow!



We're a travelin' on to Mercury right now,  
We're a travelin' on to Mercury right now.  
It's the closest planet to the sun,  
In 88 days its year is done,  
We're a travelin' through our solar system - wow!

We're a travelin' on to cloudy Venus now,  
We're a travelin' on to cloudy Venus now.  
It has CO<sup>2</sup> for air,  
It's too hot to live out there,  
We're a travelin' through our solar system - wow!



We're a travelin' on to planet Earth right now,  
We're a travelin' on to planet Earth right now.  
It's the only one with living things,  
Plants and animals, human beings,  
We're a travelin' through our solar system - wow!

We're a travelin' on to old red Mars right now,  
We're a travelin' on to old red Mars right now.  
It's a planet worth explorin',  
Huge volcanoes we'll be tourin',  
We're a travelin' through our solar system - wow!





We're a travelin' past those asteroids right now,  
We're a travelin' past those asteroids right now.  
These are smaller planets spinnin' round,  
Thirty thousand can be found,  
We're a travelin' through our solar system - wow!

We're a travelin' on to Jupiter right now,  
We're a travelin' on to Jupiter right now.  
Of the planets it's the largest one,  
It's the fifth one from the Sun,  
We're a travelin' through our solar system - wow!



We're a travelin' on to lovely Saturn now,  
We're a travelin' on to lovely Saturn now.  
It has more moons than the others do,  
This planet's rings are famous too,  
We're a travelin' through our solar system - wow!

We're a travelin' on to Uranus right now,  
We're a travelin' on to Uranus right now.  
It's the planet spinnin' on its side,  
Inside it fifty Earth's could hide,  
We're a travelin' through our solar system - wow!



We're a travelin' on to distant Neptune now,  
We're a travelin' on to distant Neptune now.  
From Earth it seems a tiny star,  
Because this planet's out so far,  
We're a travelin' through our solar system - wow!

# Wednesday

GHNO | 3rd Grade | Week 7 | 05/06

# Daily Student Instruction Sheet

## WEDNESDAY, 05/06

### 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, May 6th**, for further assistance.  
[3rd Grade Spalding List, Wed 05/06](#)  
[3rd Grade Spalding Video, Wed 05/06 video with Miss Gauss](#)
  - After finishing the list of 5 words, have your child fold the lined paper so the words do not show.
  - Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
  - Remind students to use their phonogram knowledge and spelling rules.
  - Remind students to practice proper letter formation and to use their best handwriting.

#### II. Reading

- a. Goal/Objective: Students will read and enjoy a chapter of the current literature book.
- b. Materials needed: *The Little Prince* by Antoine de Saint-Exupery,  
**Reading Log**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - Read Chapters 5 & 6 from *The Little Prince* (IW)  
["The Little Prince," Ch. 5 & 6 .pdf](#)  
["The Little Prince" Ch. 5 & 6 read-aloud video with Miss Kaiser](#)
  - Student will read chapter independently **OR follow along in book while listening to Read Aloud video.**
  - Track minutes on the reading log, which is now on the cover of the Graded Review packet on the last day of the week. (IW)  
[Reading Log, Week 7](#)

#### III. Literature

- a. Goal/Objective: Students will answer vocabulary and reflection questions based on chapters 5 & 6 from *The Little Prince*.
- b. Materials needed: **Worksheet - "After Chapter V & VI"**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - When reading a book it is a good habit to stop and reflect on the events that have taken place.**
  - Read and complete the worksheet "After Chapter V & VI" (IW 15 min)**  
["After Chapter V & After Chapter VI" worksheet](#)

# Daily Student Instruction Sheet

	<p><b>IV. Poetry</b></p> <p>a. Goal/Objective: Students will review and memorize “Jimmy Jet and His TV Set” by Shel Silverstein. <b>Poem should be memorized by Friday, May 8th.</b> Student will recite poem for their parent on this day.</p> <p>b. Materials needed: Printed poem “<b>Jimmy Jet and His TV Set</b>”</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. Encourage students to:<ul style="list-style-type: none"><li>● Use motions, like they’re acting out the poem</li><li>● Use different tones of voice.</li><li>● Smile</li><li>● Make eye contact.</li></ul></li></ul> <p><b>(PA - 5 min)</b></p> <p><a href="#">"Jimmy Jet and his T.V. Set" by Shel Silverstein</a> <a href="#">"Jimmy Jet and his T.V. Set" performed by Miss Gauss</a></p>
<p><b>MATH</b> (30 min.)</p>	<p><b>I. Math</b></p> <p>Goal/Objective: Students will understand and identify the perimeter of a figure in <b>INCHES</b> and <b>CENTIMETERS</b>.</p> <p>b. Materials needed: provided worksheets</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, Perimeter</a> <a href="#">Singapore Math Textbook, Ch. 13.2 Perimeter</a> <a href="#">Singapore Math Glossary of Terms</a></li><li><input type="checkbox"/> 2: Student independently completes the “<b>Exercise 2: Perimeter EP pp. 229-230</b>” worksheets. <b>(IW, 20 min.)</b> <a href="#">Exercise 2: Perimeter EP pp. 229-230</a></li><li><input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the “<b>3rd Grade Math Check</b>” video. <b>(Optional, 5 min.)</b> <a href="#">HW Check video, Tue 05/05 and Wed 05/06 with Mrs. Cramer</a></li></ul>
<p><b>SCIENCE</b> (30 min.)</p>	<p><b>I. Science</b></p> <p>a. Goal/Objective: Students will continue to explore the solar system.</p> <p>b. Materials needed: textbook reading, coloring sheet</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p>



## Daily Student Instruction Sheet

	<p><input type="checkbox"/> 1. Student will finish reading Pt.2 of textbook chapter.(pages 151-157) (IW, 20 min.) <a href="#">"Gas Giant Planets" textbook reading</a> <a href="#">"Gas Giant Planets" video with Miss Tyler</a></p> <p><input type="checkbox"/> 2. After the student finishes the reading, they will color (IW, 10 min.) <a href="#">"The Universe" worksheet</a></p>
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL AND WILL BE GRADED EACH WEEK.</i></b></p> <p><b><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE ONE ASSIGNMENT PER SPECIALS SUBJECT PER WEEK. THE PACKET WILL BE DUE THE FOLLOWING MONDAY.</i></b></p>

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

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

First, Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> <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
grocer y r.42.6	Mom went to the grocery store to get lunch supplies for the week.	Base word = grocer, ending = y We write grocer and add y to make the word grocery. "O" may say "O" at the end of a syllable. C says s when followed by E, I, or Y. (R.2) Y not I at the end of a word. (R.6)
group	When we went on the field trip, each student was put in a small group.	
health	Fruits and veggies are good for your health.	
listen	Please listen carefully to the instructions.	Base word = list, ending = en We write list and add en to make the word listen.
listened r.28	Have you ever gone outside early in the morning and listened to all the birds chirping?	Base word = list, ending = en We write listen and add ed to make the word listened. Use "ed" to make words past tense. (R.28)

# Daily Spalding

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

## After Chapter V:

**Reflect:** *"Then it follows that they also eat baobabs?"* Why was the little prince hopeful the sheep would eat baobabs?

---

---

---

**Figurative Language:** Write the type of figurative language used in the following Chapter V excerpt.

<b>hyperbole</b>	<b>simile</b>	<b>metaphor</b>
<b>alliteration</b>	<b>personification</b>	<b>onomatopoeia</b>

*"I pointed out to the little prince that baobabs were not little bushes, but, on the contrary, trees as big as castles..."*

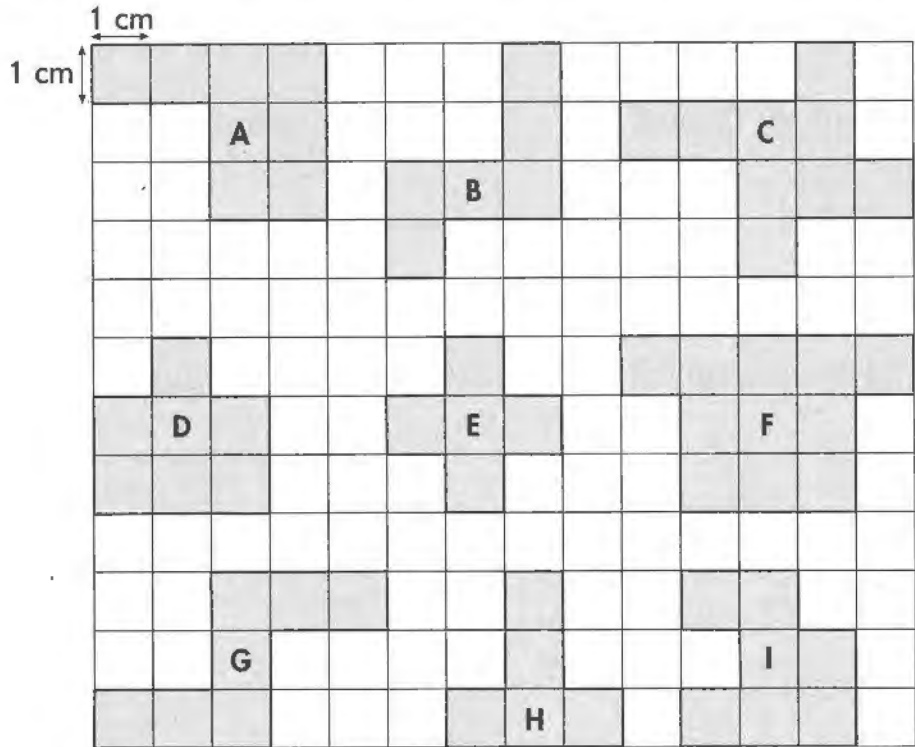
## After Chapter VI

**Reflect:** *"One day, I saw the sunset forty-four times."* How was the little prince able to see the sunset so many times in one day?

- His planet is very small.
- His rocket ship is very fast.
- The sun always sets when the little prince arrives on a new planet.

## Exercise 2 : Perimeter

1. What is the perimeter of each of the following figures?

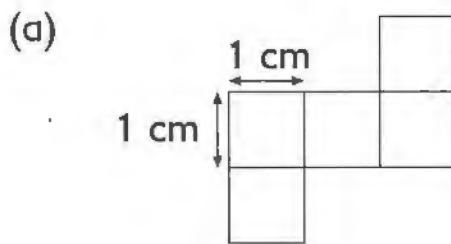


(a) Complete the following table.

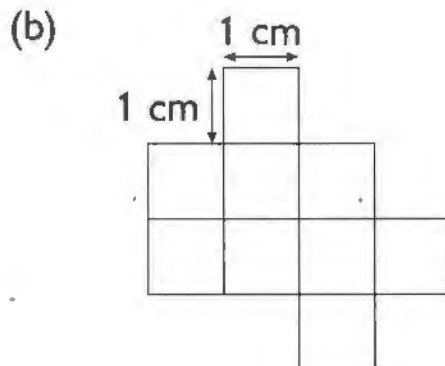
Figure	Perimeter
A	cm
B	cm
C	cm
D	cm
E	cm
F	cm
G	cm
H	cm
I	cm

- (b) Figures D, \_\_\_\_\_ and \_\_\_\_\_ have the same perimeter.
- (c) Figures A, \_\_\_\_\_ and \_\_\_\_\_ have the same perimeter.
- (d) Figures G and \_\_\_\_\_ have the same perimeter.
- (e) Figure \_\_\_\_\_ has the greatest perimeter.

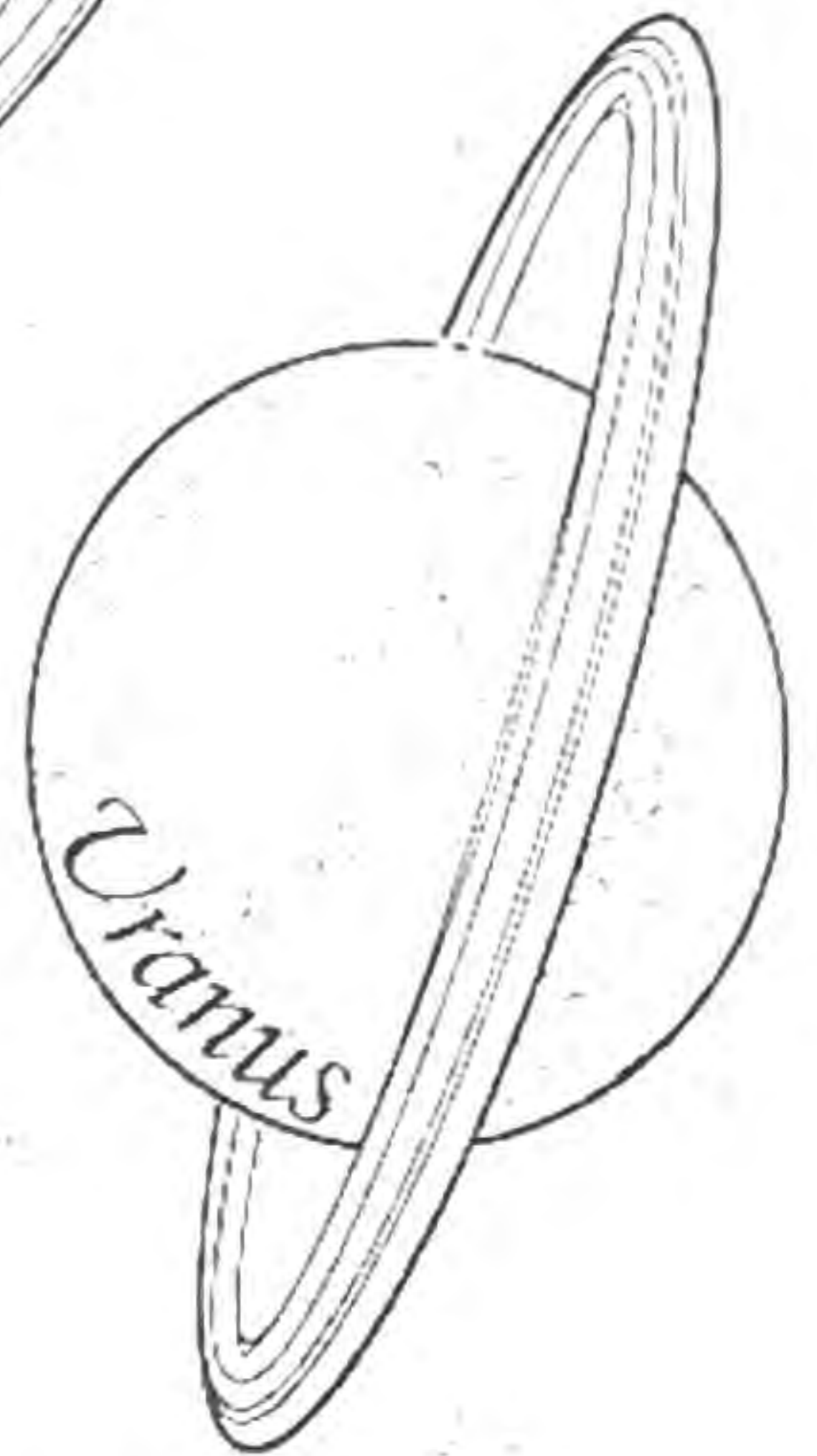
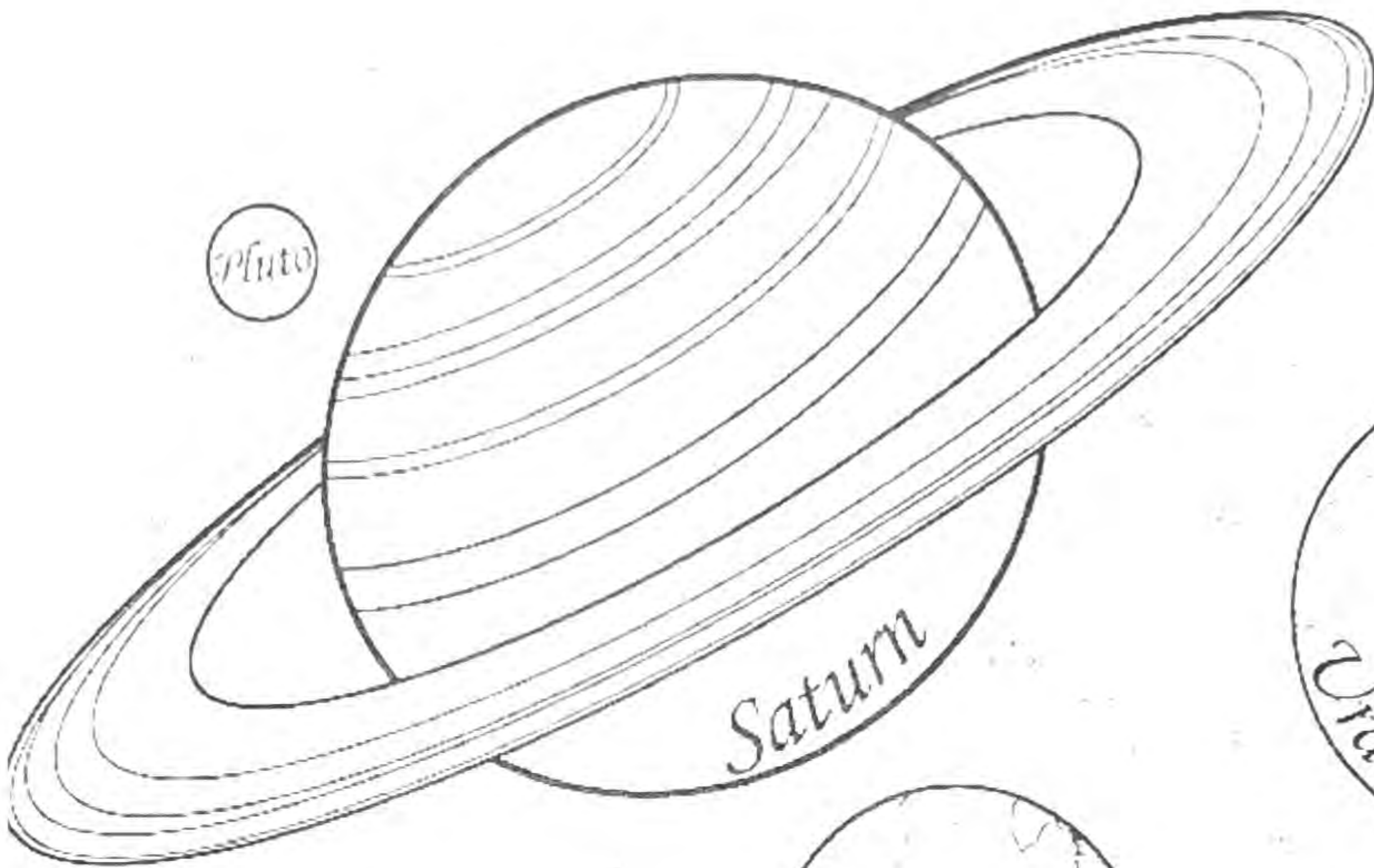
2. Find the perimeter of each of the following figures.



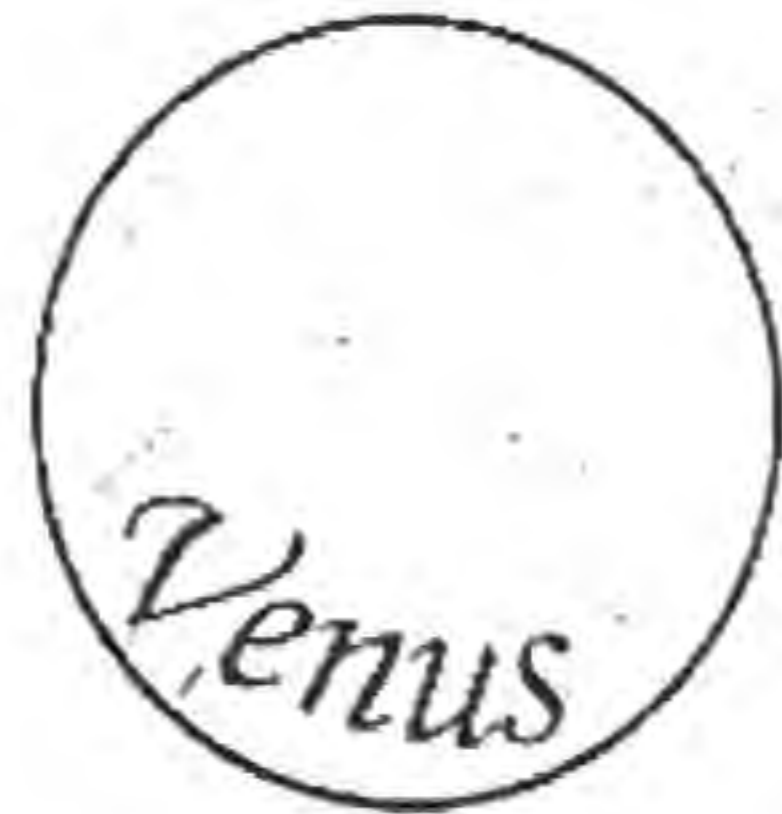
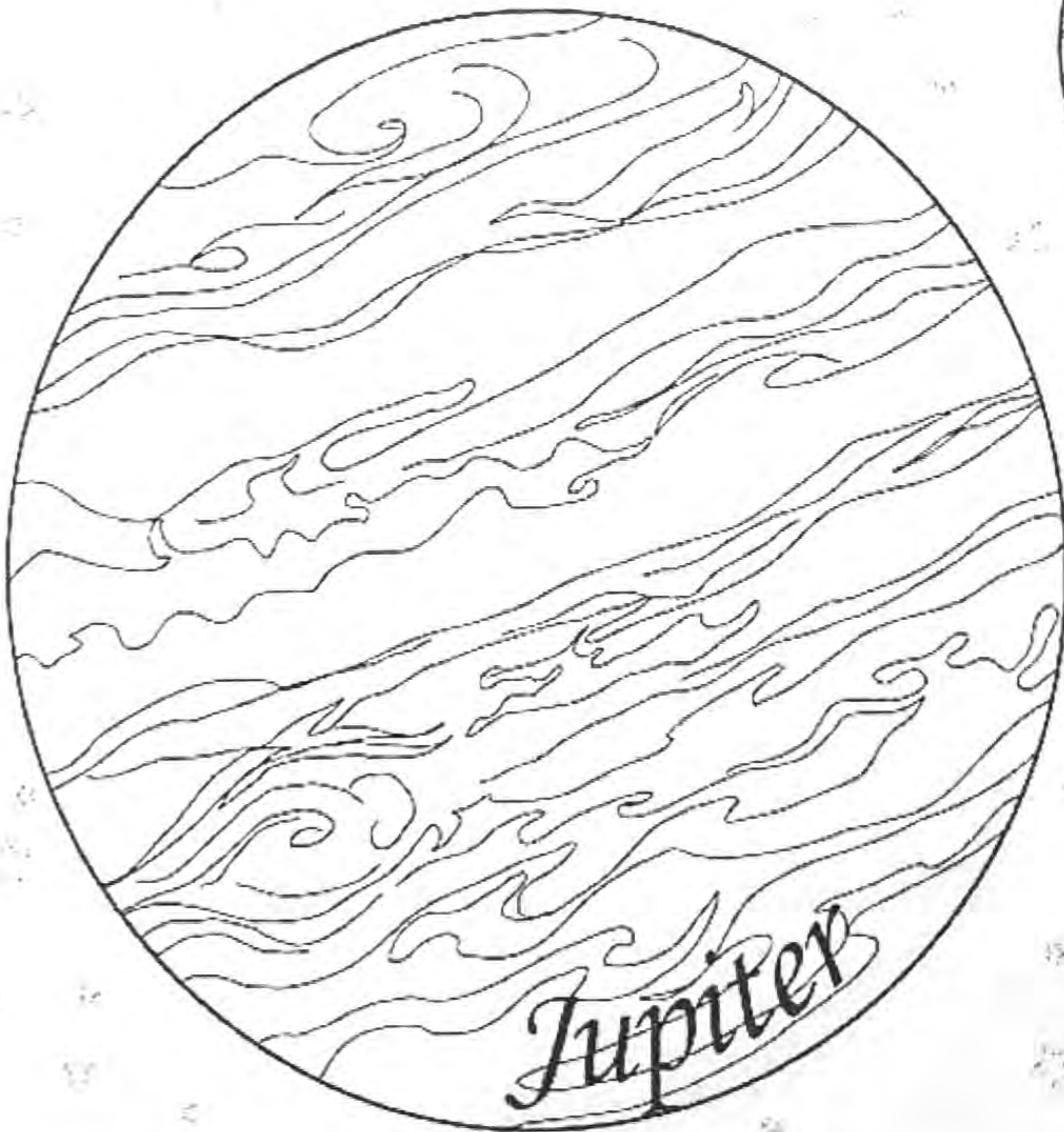
The perimeter is \_\_\_\_\_ cm.



The perimeter is \_\_\_\_\_ cm.



THE  
UNIVERSE



# Thursday

GHNO | 3rd Grade | Week 7 | 05/07



# Daily Student Instruction Sheet

**THURSDAY, 05/07**

## **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, May 7th**, for further assistance.  
[3rd Grade Spalding List, Thu 05/07](#)  
[3rd Grade Spalding Video, Thu 05/07 with Miss Gauss](#)
  - After finishing the list of 5 words, have your child fold the lined paper so the words do not show.
  - Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 15 minutes of work.
  - Remind students to use their phonogram knowledge and spelling rules.
  - Remind students to practice proper letter formation and to use their best cursive handwriting.

### **II. Reading**

- a. Goal/Objective: Student will read and enjoy a chapter of the current literature book.
- b. Materials needed: *The Little Prince* by Antoine de Saint- Exupery,  
**Reading Log**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - Read Chapters 7 & 8 from *The Little Prince* (IW)  
["The Little Prince," Ch. 7 & 8 .pdf](#)  
["The Little Prince" Ch. 7 & 8 read-aloud video with Miss Kaiser](#)
  - Student will read chapter independently **OR follow along in book while listening to Read Aloud video.**
  - Track minutes on the reading log, which is now on the cover Graded Review packet on the last day of the week. (IW)  
[Reading Log, Week 7](#)

### **III. Literature**

- a. Goal/Objective: Students will answer vocabulary and reflection questions based on chapters 7 & 8 from *The Little Prince*.
- b. Materials needed: **Worksheet - "After Chapter VIII"**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - Sometimes we have to infer meaning from a passage and compare and contrast different events.** Do we remember what these terms mean?  
**Infer** - to draw a conclusion based on information.  
**Compare and contrast** - to reflect on the similarities or differences between two events.

## Daily Student Instruction Sheet

Worksheet "[After Chapter VIII](#)" will help us practice these skills! (IW 15 min)

["After Chapter VIII" worksheet](#)

### IV. Poetry

a. Goal/Objective: Students will review and memorize "Jimmy Jet and His TV Set" by Shel Silverstein. **Poem should be memorized by Friday, May 8th.** Student will recite poem for their parent on this day.

b. Materials needed: Printed poem "Jimmy Jet and His TV Set"

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

**First**, student will read poem aloud two times.

**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.

Encourage students to:

- Use motions, like they're acting out the poem
- Use different tones of voice.
- Smile
- Make eye contact.

(PA - 5 min)

["Jimmy Jet and his T.V. Set" by Shel Silverstein](#)

["Jimmy Jet and his T.V. Set" video with Miss Gauss](#)

## MATH

(30 min.)

### I. Math

Goal/Objective: Students will understand and identify the perimeter of a figure in **INCHES** and **CENTIMETERS**.

b. Materials needed: provided worksheets

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

1: Parent and student read the "**Friendly Notes**" and **textbook** pages included as lesson supplement before assignment. (PA, 5 min.)

[Singapore Math Friendly Notes, Perimeter](#)

[Singapore Math Textbook, Ch. 13.2 Perimeter](#)

[Singapore Math Glossary of Terms](#)

2: Student independently completes the "**Unit 13: Chapter 2, Perimeter WB pp. 171-172**" worksheets. (IW, 20 min.)

[Unit 13: Chapter 2, Perimeter WB pp. 171-172](#)

3: Several concepts from this assignment are reviewed in the "**3rd Grade Math Check**" video. (Optional, 5 min.)

["Measuring the Perimeter of Oddly Shaped Figures" video with Mr. Aniol](#)

## Daily Student Instruction Sheet

<b>SCIENCE</b> (30 min.)	<p>I. <b>Science</b></p> <p>a. Goal/Objective: Student will explore solar system.</p> <p>b. Materials needed: notes, readings, worksheet</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 follow instructions to complete Planet Sort. Student may use notes or any other information from the week to help complete. <b>(IW, 30 min.)</b> <a href="#">"Planet Sort" activity</a></li> <li><input type="checkbox"/> 1. Student may view video to double check work. <b>(Optional, 10 min.)</b> <a href="#">"Inner Planet Sort" video with Miss Tyler</a> <a href="#">"Outer Planet Sort" video with Miss Tyler</a> <a href="#">"Solar System Sort" video with Miss Tyler</a></li></ul>
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL AND WILL BE GRADED EACH WEEK.</i></b></p> <p><b><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE ONE ASSIGNMENT PER SPECIALS SUBJECT PER WEEK. THE PACKET WILL BE DUE THE FOLLOWING MONDAY.</i></b></p>

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

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

First, Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> <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
<u>nick</u> <u>el</u> r.25	A nickel is worth 5 cents	We use ck to say "k" after a single vowel saying its first sound at the end of a syllable. (R.25)
<u>nice</u> r.12	If my brother were to have a daughter, she would be my niece.	We often use "ie" to say "E." (R.12)
<u>po</u> <u>ta</u> <u>to</u> r.4	If you thinly slice a potato and then fried the slices until they are crispy, you'll have potato chips.	"O" may say "O" at the end of a syllable. "A" may say "A" at the end of a syllable.
<u>po</u> <u>ta</u> <u>toes</u> <sup>2</sup> r.4	Mashed potatoes with butter and pepper are really yummy.	Base word = potato, ending = z We write potato and add "es" because my base word potato ended with an O and I want to make it plural. "O" may say "O" at the end of a syllable. "A" may say "A" at the end of a syllable.
<u>pres</u> <u>sure</u> r.29	If you apply too much pressure to a balloon, you will pop it.	We <b>here</b> the S in the second syllable, but because the E is not saying E we add an additional S to the first syllable. (R.29)

# Daily Spalding

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

## After Chapter VIII:

**Infer:** Which best describes how the little prince reacted to the thought of the unique flower from his planet being wiped away by the sheep?

- a) sad and distressed
- b) amused and excited
- c) uninterested and indifferent



**Vocabulary - Context Clues:** Define the vocab. words using context clues and/or a dictionary.

*"She wished to appear only in the full radiance of her beauty. Oh, yes, she was quite vain!"*

vain- \_\_\_\_\_

\_\_\_\_\_

**Compare and Contrast:** Compare and contrast how the little prince felt about the flower when she first bloomed and how he felt about the flower when he decided to run away.

\_\_\_\_\_

\_\_\_\_\_

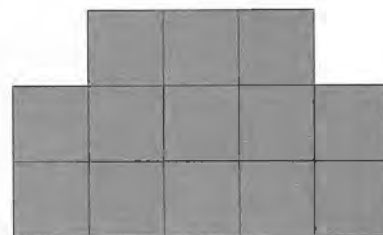
\_\_\_\_\_

\_\_\_\_\_

2. The following figures are made up of 1-cm squares.  
 (a) Find the area and the perimeter of each figure.



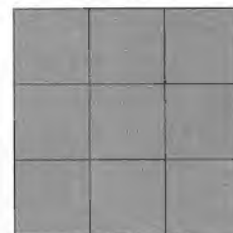
**A**



**B**



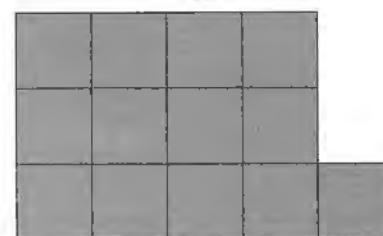
**C**



**D**



**E**



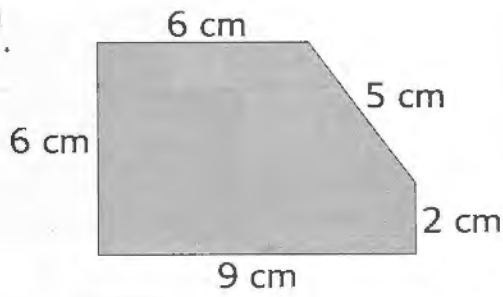
**F**

Figure	A	B	C	D	E	F
Area in square centimeters						
Perimeter in centimeters						

- (b) Figure \_\_\_\_\_ and Figure \_\_\_\_\_ have the same area but different perimeters.  
 (c) Figure \_\_\_\_\_ and Figure \_\_\_\_\_ have the same perimeter but different areas.  
 (d) Figure \_\_\_\_\_ and Figure \_\_\_\_\_ have the same area and perimeter.

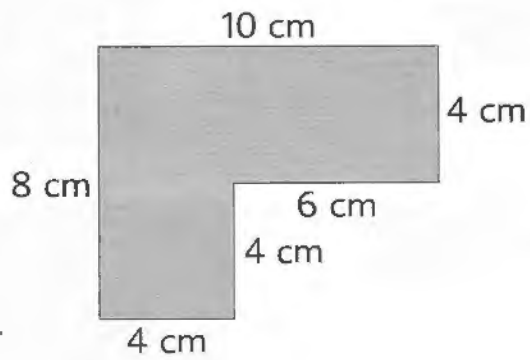
3. Find the perimeter of each of the following figures:

(a)



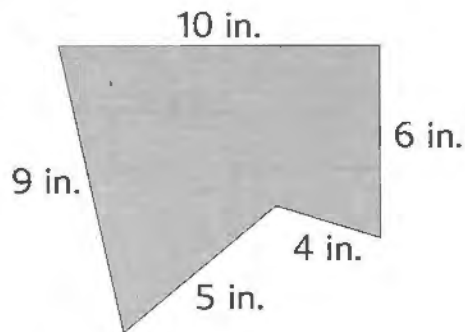
Perimeter =

(b)



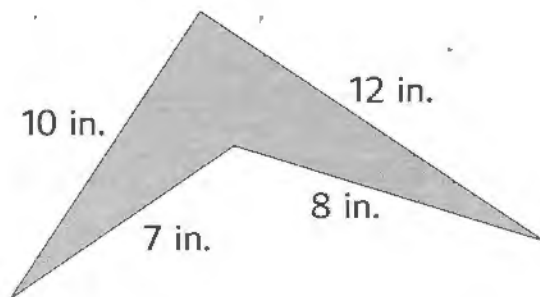
Perimeter =

(c)



Perimeter =

(d)



Perimeter =


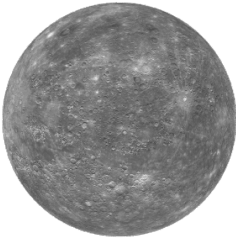

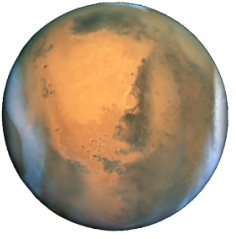


Name: \_\_\_\_\_

# Inner Planets Sort

<b>Mercury</b>	<b>Venus</b>	<b>Earth</b>	<b>Mars</b>

# Inner Planets Sort

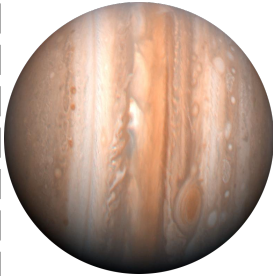
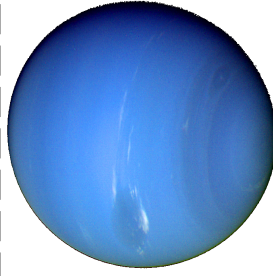
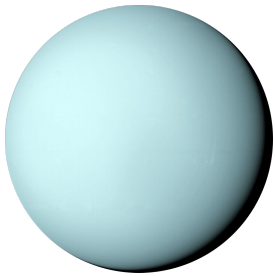
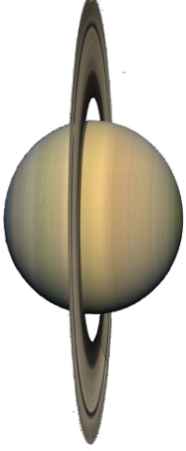
1 <sup>st</sup> Planet from the Sun	This planet has water found only in its polar ice caps.	Home to the Largest Mountain in Our Solar System	
Hottest Planet		2 <sup>nd</sup> Planet from the Sun	This dry, rocky planet is covered in toxic clouds.
This planet's atmosphere has oxygen.	3 <sup>rd</sup> Planet from the Sun		Fastest Revolution
	Our Home Planet	Mariner 10 was the first to visit this planet in 1974.	4 <sup>th</sup> Planet from the Sun

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

# Outer Planets Sort

<b>Jupiter</b>	<b>Saturn</b>	<b>Uranus</b>	<b>Neptune</b>

# Outer Planets Sort

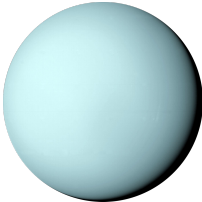
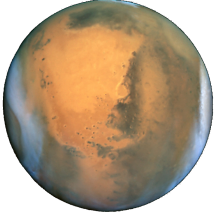
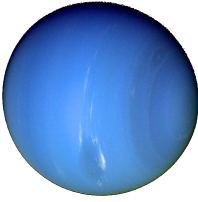
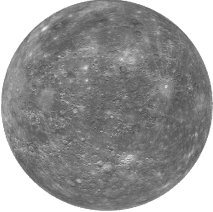
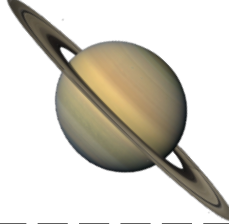

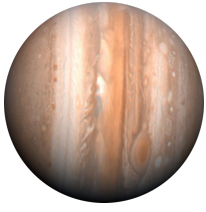

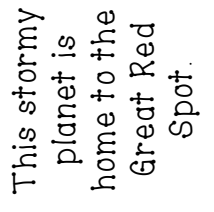
Smallest Gas Planet	5 <sup>th</sup> Planet from the Sun	Largest Planet	This planet's axis is tilted on its side.
6 <sup>th</sup> Planet from the Sun			This planet rotates backwards compared to Earth.
	7 <sup>th</sup> Planet from Sun		Most Beautiful Rings
Windiest Planet	8 <sup>th</sup> Planet from the Sun	This stormy planet is home to the Great Red Spot.	When Galileo found this planet in 1610, he thought he was seeing 3 planets.

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

# Planets Sort

Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune





# Planets Sort

	7 <sup>th</sup> Planet from the Sun	Hottest Planet	Our Home Planet	8 <sup>th</sup> Planet from the Sun	When Galileo found this planet, he thought he was seeing 3 planets.	Fastest Revolution	Home to the Largest Mountain in Our Solar System
	Smallest Gas Planet	Most Beautiful Rings	The larger of the 2 blue ice giants	This dry, rocky planet is covered in toxic clouds.	1 <sup>st</sup> Planet from the Sun		Mariner 10 was the 1 <sup>st</sup> to visit this planet in 1974.
	6 <sup>th</sup> Planet from the Sun	Largest Planet	This planet's axis is tilted on its side.		2 <sup>nd</sup> Planet from the Sun		This planet has water found only in its polar ice caps.
	5 <sup>th</sup> Planet from the Sun	4 <sup>th</sup> Planet from the Sun	3 <sup>rd</sup> Planet from the Sun		This stormy planet is home to the Great Red Spot.		This planet's atmosphere has oxygen.

# Answer Keys

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





## Inner Planets Sort

Mercury	Venus	Earth	Mars
			
1 <sup>st</sup> Planet from the Sun	2 <sup>nd</sup> Planet from the Sun	3 <sup>rd</sup> Planet from the Sun	4 <sup>th</sup> Planet from the Sun
Fastest Revolution	Hottest Planet	Our Home Planet	Home to the Largest Mountain in Our Solar System
Mariner 10 was the first to visit this planet in 1974.	This dry, rocky planet is covered in toxic clouds.	This planet's atmosphere has oxygen.	This planet has water found only in its polar ice caps.

© Cassandra Donolan

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








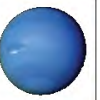
## Outer Planets Sort

Jupiter	Saturn	Uranus	Neptune
			
5 <sup>th</sup> Planet from the Sun	6 <sup>th</sup> Planet from the Sun	7 <sup>th</sup> Planet from the Sun	8 <sup>th</sup> Planet from the Sun
This stormy planet is home to the Great Red Spot.	Most Beautiful Rings	This planet rotates backwards compared to Earth.	Smallest Gas Planet
Largest Planet	When Galileo found this planet in 1610, he thought he was seeing 3 planets.	This planet's axis is tilted on its side.	Windiest Planet

© Cassandra Donolan

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

## Planets Sort

Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
							
1 <sup>st</sup> Planet from the Sun	2 <sup>nd</sup> Planet from the Sun	3 <sup>rd</sup> Planet from the Sun	4 <sup>th</sup> Planet from the Sun	5 <sup>th</sup> Planet from the Sun	6 <sup>th</sup> Planet from the Sun	7 <sup>th</sup> Planet from the Sun	8 <sup>th</sup> Planet from the Sun
Fastest Revolution	This dry, rocky planet is covered in toxic clouds.	This planet's atmosphere has oxygen.	This planet has water found only in its polar ice caps.	This stormy planet is home to the Great Red Spot.	Most Beautiful Rings	This planet's axis is tilted on its side.	Smallest Gas Planet
Mariner 10 was the 1 <sup>st</sup> to visit this planet in 1974.	Hottest Planet	Our Home Planet	Home to the Largest Mountain in Our Solar System	Largest Planet	When Galileo found this planet, he thought he was seeing 3 planets.	The larger of the 2 blue ice giants	Windiest Planet

© Cassandra Donolan

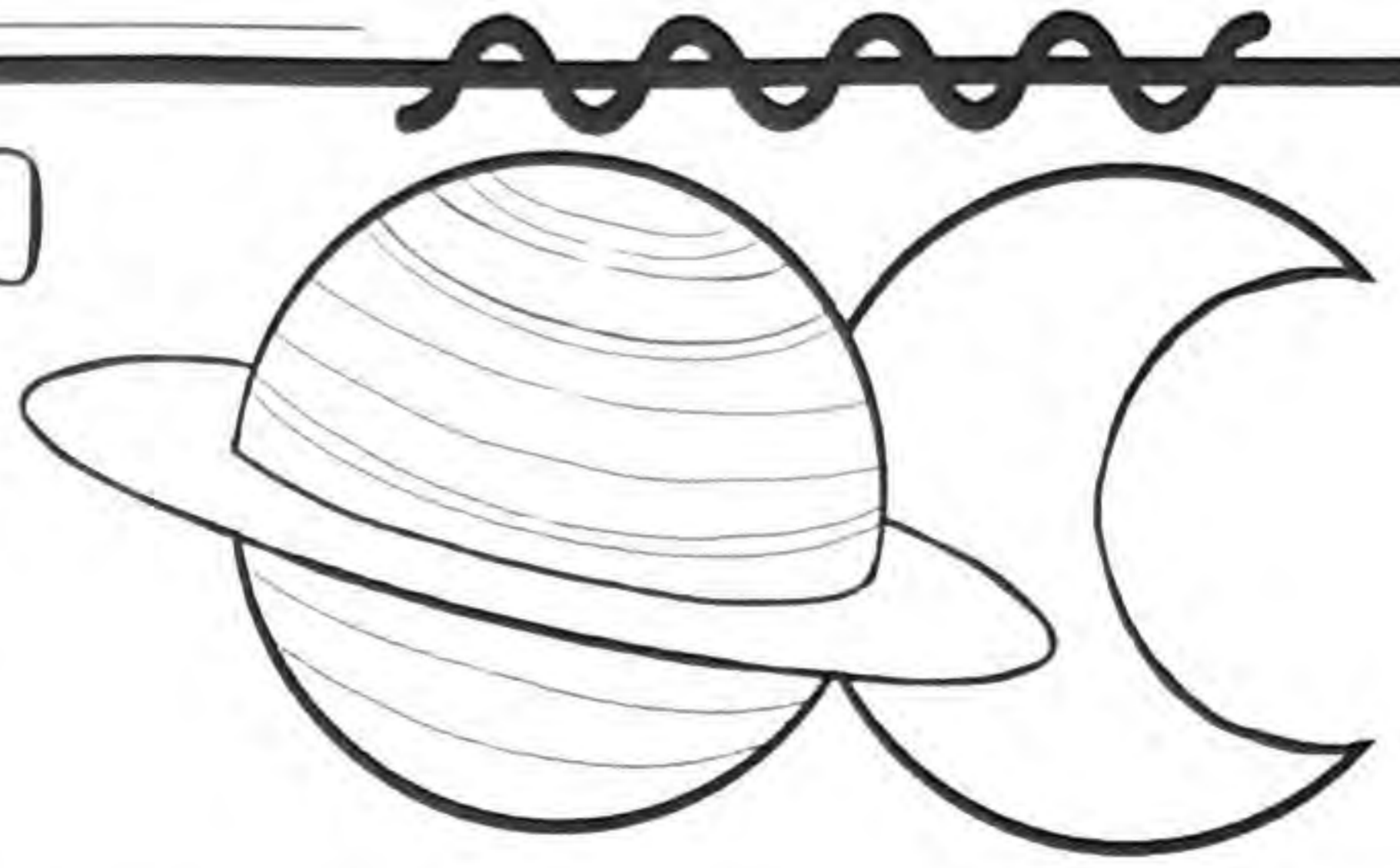
# Enrichment

GHNO | 3rd Grade | Week 7



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

# The Solar System



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

MERCURY  
JUPITER  
SYSTEM  
SATELLITE

VENUS  
SATURN  
NEPTUNE  
ORBIT

EARTH  
URANUS  
SUN  
ECLIPSE

MARS  
SOLAR  
MOON  
GALAXY

# Answer Keys

GHNO | 3rd Grade | Week 7

## After Chapter I:

**Point of View:** From which point of view is this story written?

- a) First person
- b) Third person



Which word(s) helped you to determine the point of view?

"It took (me) a long time to learn where he came from."

**Vocabulary:** *"I had been disheartened by the failure of my Drawing Number One and my Drawing Number Two."*

What does the word disheartened most likely mean?

- a) to make somebody lose hope and enthusiasm
- b) to make somebody feel cheerful and hopeful
- c) to disturb somebody who is busy doing something

**Reflect:** *"That is why, at the age of six, I gave up what might have been a magnificent career as a painter."*

What profession did the narrator choose after deciding to not pursue a painting career?

- a) teacher
- b) architect
- c) pilot

## After Chapter II:

**Narrative Elements:** What is the new setting introduced in Chapter II?

**Setting:**

The Sahara Desert

**Vocabulary - Context Clues:** Define the vocab. words using context clues and/or a dictionary.

"Now I stared at this sudden apparition with my eyes fairly starting out of my head in astonishment."

apparition - a ghost or ghost-like

image of a person.

What was the apparition the narrator encountered?

The Little Prince.

**Infer:** "If you please - draw me a sheep..." How did the little prince feel about the narrator's drawing of the box?

He enjoyed the 4<sup>th</sup> drawing of the sheep which was actually just a crate with a sheep inside!



## After Chapter III + IV:

**Reflect:** What *planet* is the little prince from?

Asteroid B-612

**Cite Evidence:** Cite one piece of evidence from the story that supports the following statement:

The narrator is not fond of grown-ups.

1) "Grown-ups like numbers. When you tell them

of a new friend, they never ask questions about what really matter." (Ch III, pg 10)

**Read for Details:** How many years after the little prince went away from the narrator did the narrator write this story?

- a) 1 year
- b) 6 years
- c) 16 years

**Reflect:** Which best describes why the narrator is writing about the little prince?

- a) So people can write more about the prince.
- b) So he does not forget his friend.
- c) It is the only way adults will listen to him.

**Vocabulary - Context Clues:** Define the vocab. words using context clues and/or a dictionary.

"And he sank into a reverie, which lasted a long time."

reverie - A state of pleasant thought

or contemplation.

## After Chapter V:

**Reflect:** "Then it follows that they also eat baobabs?" Why was the little prince hopeful the sheep would eat baobabs?

Baobabs are the bad plants on his Planet and he hoped that the sheep would eat them so he doesn't have to dig them up.

**Figurative Language:** Write the type of figurative language used in the following Chapter V excerpt.

hyperbole	simile	metaphor
alliteration	personification	onomatopoeia

"I pointed out to the little prince that baobabs were not little bushes, but, on the contrary, trees as big as castles..."

## After Chapter VI

**Reflect:** "One day, I saw the sunset forty-four times." How was the little prince able to see the sunset so many times in one day?

- (a) His planet is very small.
- b) His rocket ship is very fast.
- c) The sun always sets when the little prince arrives on a new planet.

## After Chapter VIII:

**Infer:** Which best describes how the little prince reacted to the thought of the unique flower from his planet being wiped away by the sheep?

- a) sad and distressed
- b) amused and excited
- c) uninterested and indifferent



**Vocabulary - Context Clues:** Define the vocab. words using context clues and/or a dictionary.

*"She wished to appear only in the full radiance of her beauty. Oh, yes, she was quite vain!"*

vain- self-centered, selfish

**Compare and Contrast:** Compare and contrast how the little prince felt about the flower when she first bloomed and how he felt about the flower when he decided to run away.

The Little Prince loved his flower when she first bloomed, and took good care of it. However through all of her silly words, he <sup>begins</sup> began to mistrust her. This is why he decided to leave.

NAME:

Key

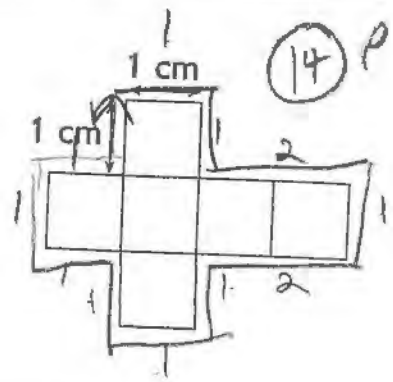
DATE:

#:

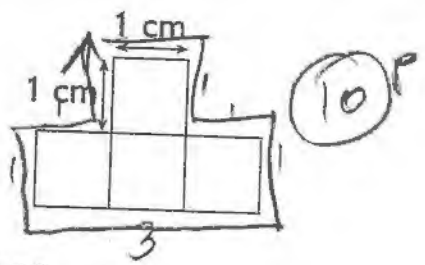
# UNIT 13: CHAPTER 2 PERIMETER

1. What is the perimeter of the figure?

Its perimeter is 14 cm.



2. What is the perimeter of the figure?



**A** 10 cm

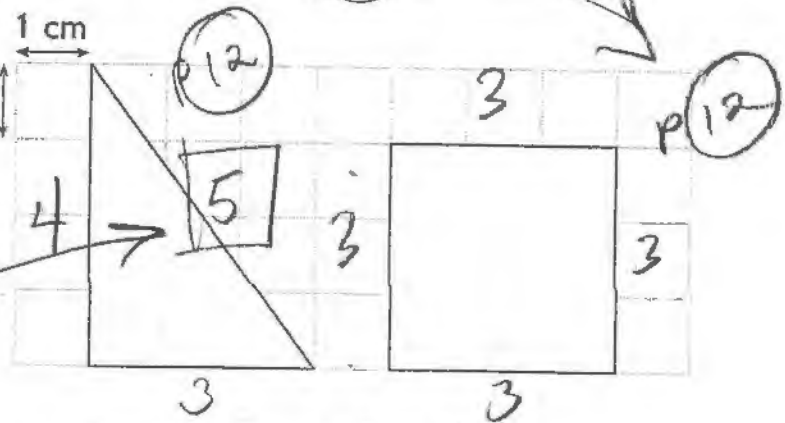
**B** 10 square centimeters

**C** 4 cm

**D** 4 square centimeters

3. The following figures have the same perimeter.

*\* Trick  
You do not need  
to find not need  
missing side*



What is the perimeter of each figure?

**A** 7 cm

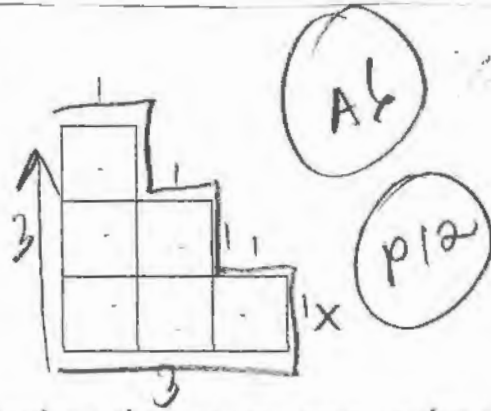
**B** 9 cm

**C** 12 cm

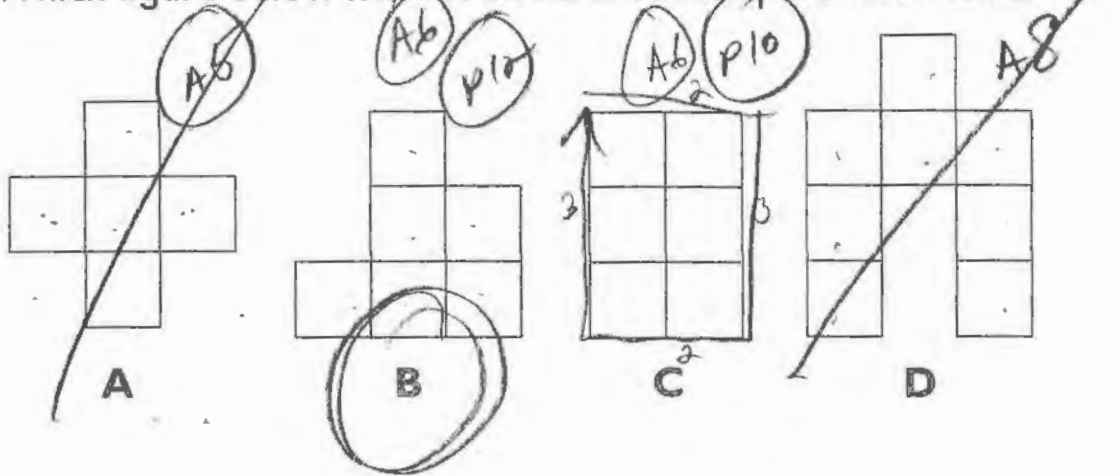
**D** 24 cm



4. Look at Figure X.

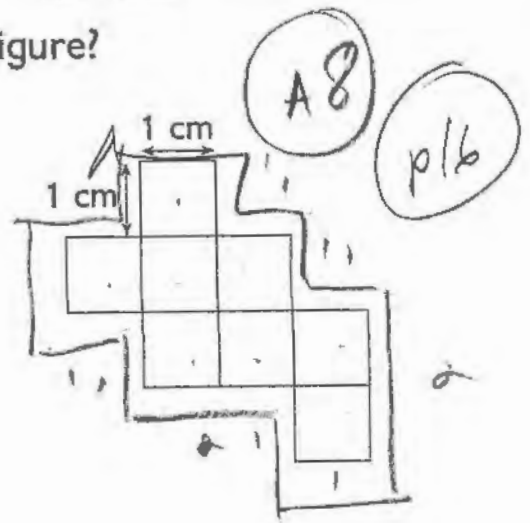


Which figure below has the same area and perimeter as X?



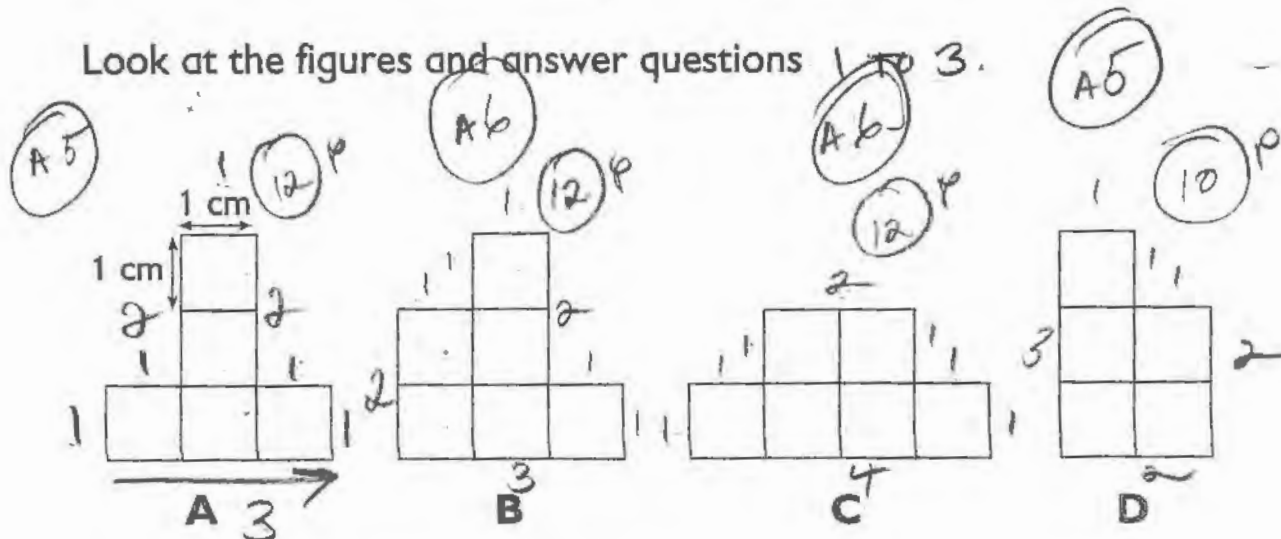
5. What is the area and perimeter of the figure?

Its area is 8 cm<sup>2</sup>  
 Its perimeter is 16 cm



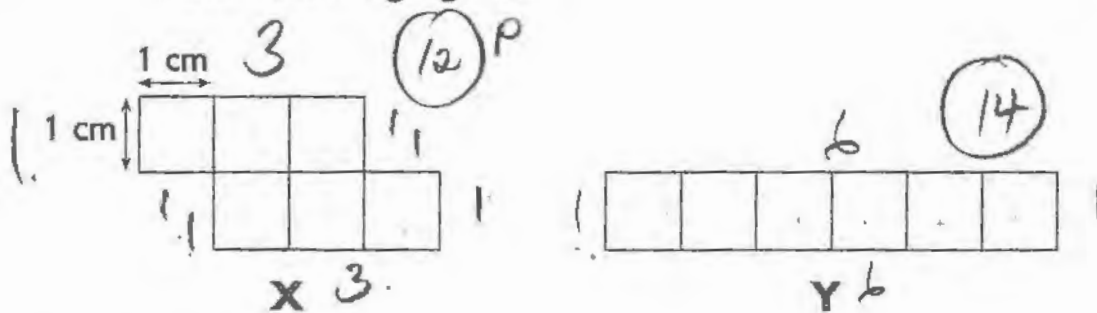
# UNIT 13: CHAPTER 2 PERIMETER

Look at the figures and answer questions



1. B and C have the same area and perimeter.
2. A and D have the same area but different perimeters.
3. A and C have the same perimeter but different areas.

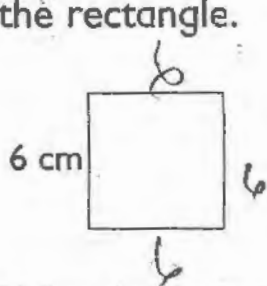
4. Look at the following figures.



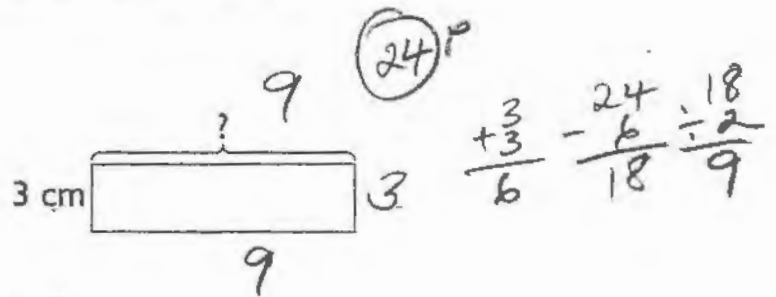
- (a) Which figure has a longer perimeter? Y
- (b) What is the difference in perimeter between X and Y?

2

5. The perimeter of the square is the same as the perimeter of the rectangle.



$P = 24$

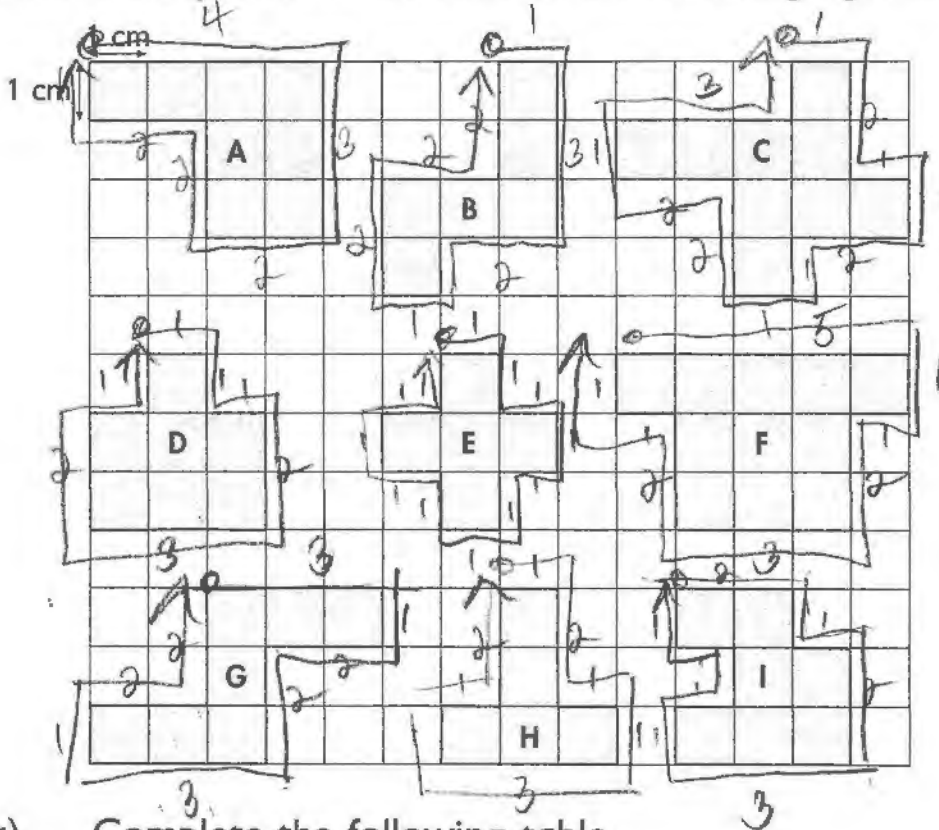


What is the length of the rectangle?

Its length is 9 cm.

## Exercise 2 : Perimeter

1. What is the perimeter of each of the following figures?

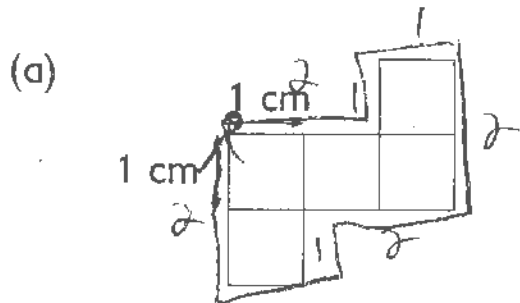


(a) Complete the following table.

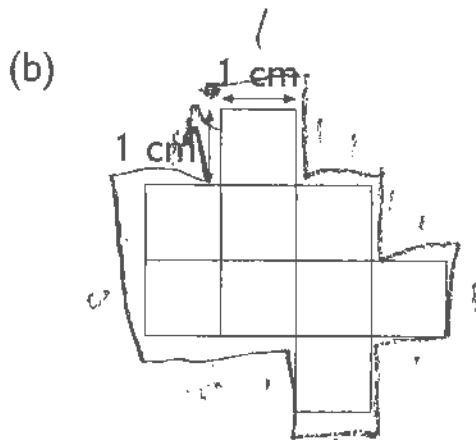
Figure	Perimeter
A	14 cm
B	14 cm
C	18 cm
D	12 cm
E	12 cm
F	16 cm
G	16 cm
H	12 cm
I	14 cm

- (b) Figures D, E and H have the same perimeter.
- (c) Figures A, B and I have the same perimeter.
- (d) Figures G and F have the same perimeter.
- (e) Figure C has the greatest perimeter.

2. Find the perimeter of each of the following figures.



The perimeter is 12 cm.



The perimeter is 16 cm.

# Key

2. The following figures are made up of 1-cm squares.  
 (a) Find the area and the perimeter of each figure.

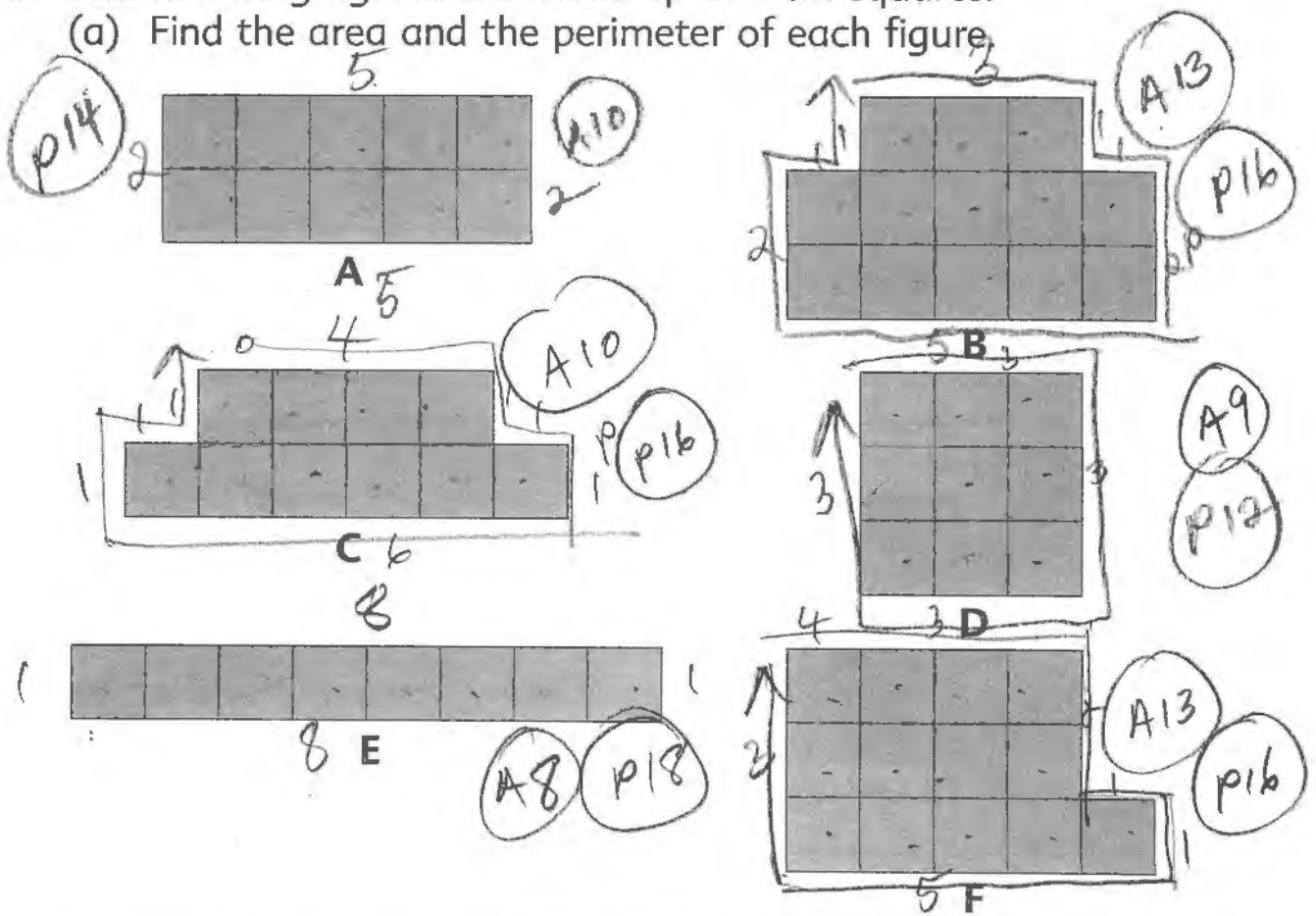


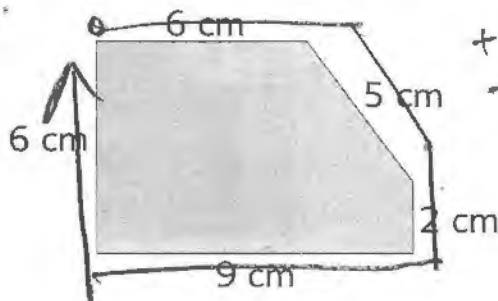
Figure	A	B	C	D	E	F
Area in square centimeters	10cm <sup>2</sup>	9cm <sup>2</sup>	12cm <sup>2</sup>	12cm <sup>2</sup>	8cm <sup>2</sup>	16cm <sup>2</sup>
Perimeter in centimeters	14cm	12cm	16cm	14cm	18cm	16cm

- (b) Figure A and Figure C have the same area but different perimeters.  
 (c) Figure B and Figure C have the same perimeter but different areas.  
 (d) Figure B and Figure F have the same area and perimeter.

\* or also C and F

3. Find the perimeter of each of the following figures:

(a)

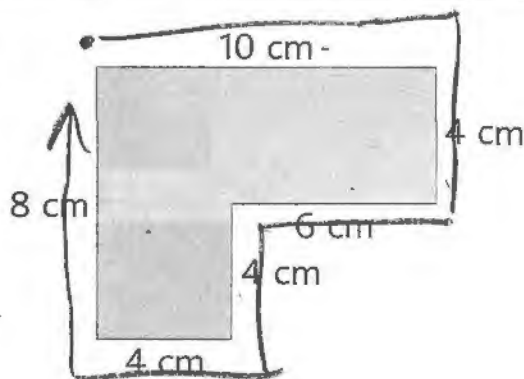


$$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array} + \begin{array}{r} 9 \\ + 2 \\ \hline 11 \end{array} = 22$$

$$\begin{array}{r} 22 \\ + 6 \\ \hline 28 \end{array}$$

Perimeter = 28 cm.

(b)

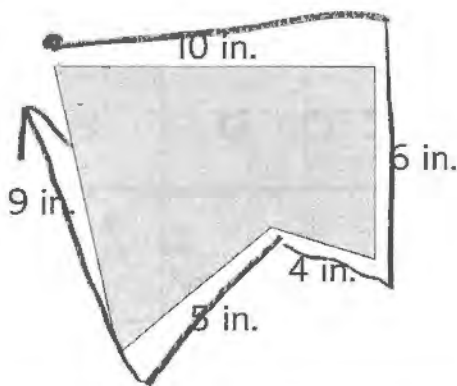


$$\begin{array}{r} 10 \\ + 4 \\ \hline 14 \end{array} + \begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array} = 24$$

$$\begin{array}{r} 24 \\ + 4 \\ \hline 28 \\ + 8 \\ \hline 36 \end{array}$$

Perimeter = 36 cm.

(c)

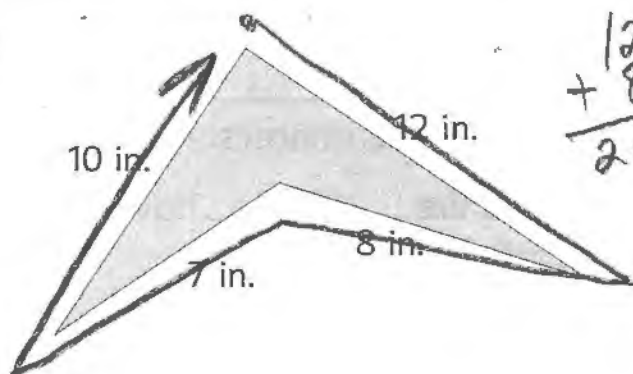


$$\begin{array}{r} 10 \\ + 6 \\ \hline 16 \end{array} + \begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array} = 25$$

$$\begin{array}{r} 25 \\ + 9 \\ \hline 34 \end{array}$$

Perimeter = 24 in.

(d)





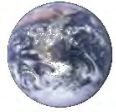

$$\begin{array}{r} 12 \\ + 8 \\ \hline 20 \end{array} + \begin{array}{r} 7 \\ + 10 \\ \hline 17 \end{array} = 37$$

Perimeter = 37 in.

# Answer Keys

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





## Inner Planets Sort

Mercury	Venus	Earth	Mars
			
1 <sup>st</sup> Planet from the Sun	2 <sup>nd</sup> Planet from the Sun	3 <sup>rd</sup> Planet from the Sun	4 <sup>th</sup> Planet from the Sun
Fastest Revolution	Hottest Planet	Our Home Planet	Home to the Largest Mountain in Our Solar System
Mariner 10 was the first to visit this planet in 1974.	This dry, rocky planet is covered in toxic clouds.	This planet's atmosphere has oxygen.	This planet has water found only in its polar ice caps.

© Cassandra Donolan

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





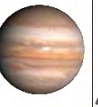
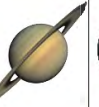
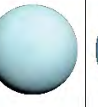

## Outer Planets Sort

Jupiter	Saturn	Uranus	Neptune
			
5 <sup>th</sup> Planet from the Sun	6 <sup>th</sup> Planet from the Sun	7 <sup>th</sup> Planet from the Sun	8 <sup>th</sup> Planet from the Sun
This stormy planet is home to the Great Red Spot.	Most Beautiful Rings	This planet rotates backwards compared to Earth.	Smallest Gas Planet
Largest Planet	When Galileo found this planet in 1610, he thought he was seeing 3 planets.	This planet's axis is tilted on its side.	Windiest Planet

© Cassandra Donolan

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

## Planets Sort

Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
							
1 <sup>st</sup> Planet from the Sun	2 <sup>nd</sup> Planet from the Sun	3 <sup>rd</sup> Planet from the Sun	4 <sup>th</sup> Planet from the Sun	5 <sup>th</sup> Planet from the Sun	6 <sup>th</sup> Planet from the Sun	7 <sup>th</sup> Planet from the Sun	8 <sup>th</sup> Planet from the Sun
Fastest Revolution	This dry, rocky planet is covered in toxic clouds.	This planet's atmosphere has oxygen.	This planet has water found only in its polar ice caps.	This stormy planet is home to the Great Red Spot.	Most Beautiful Rings	This planet's axis is tilted on its side.	Smallest Gas Planet
Mariner 10 was the 1 <sup>st</sup> to visit this planet in 1974.	Hottest Planet	Our Home Planet	Home to the Largest Mountain in Our Solar System	Largest Planet	When Galileo found this planet, he thought he was seeing 3 planets.	The larger of the 2 blue ice giants	Windiest Planet

© Cassandra Donolan



Name: \_\_\_\_\_ Date: \_\_\_\_\_ #: \_\_\_\_\_

# Graded Review

GHNO | 3rd Grade | Week 7 | 05/08

## 3<sup>rd</sup> Grade Reading Log

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

# Daily Student Instruction Sheet

FRIDAY, 05/08

**DUE MONDAY, 05/11**

## **End-of-Week Graded Review:**

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

*The reviews only cover materials students have learned this week.*

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

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

### **I. Spalding**

**a.** Goal/Objective: Students will be assessed over the 20 words learned this week.

**b.** Materials needed: Spalding paper (numbered 1-20), pencil, Spalding word list (for parents' eyes only).

**c.** Specific instructions:

Parent will dictate the 20 words (one at a time) to the child.

[3rd Grade Spalding Review List, Fri 05/08](#)  
[Spalding Paper](#)

Students should write each word independently (without parents assistance) in their very best Spalding cursive on the blank Spalding Review page.

Remind students to use their phonogram knowledge and spelling rules.

Remind students to practice proper cursive letter formation and to use their best Spalding cursive.

### **II. Literature:**

**a.** Goal/Objective: Students will be assessed on important details from *The Little Prince*.

**b.** Materials needed: **Worksheet - "The Little Prince Review"**

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

## Daily Student Instruction Sheet

- Review:** Students will review worksheets from this week (**5 mins, IW**)
- Without parent assistance, students independently complete the review assessment ["The Little Prince" Review, Chapter I-VIII](#) (**IW, 20 min.**)
- Students may use *The Little Prince* book as a reference. If students need further assistance they can look back to previous worksheets.
- Track final weekly reading minutes on the reading log, included on the cover of the review packet. (IW)

### IV. Poetry

- a. Goal/Objective: Students will recite "Jimmy Jet and His TV Set" by Shel Silverstein.
- b. Materials needed: Printed poem "Jimmy Jet and His TV Set"
- c. Specific Instructions (IW=independent work; PA=parent assistance):
  - First**, student should start by saying the title and author.
  - Next**, the student should recite the poem from memory. Parent can give prompts from printed poem if necessary. Encourage students to:
    - Use motions, like they're acting out the poem
    - Use different tones of voice.
    - Smile
    - Make eye contact.
    - **(PA - 5 min)**

["Jimmy Jet and his T.V. Set" by Shel Silverstein](#)

["Jimmy Jet and his T.V. Set" video with Miss Gauss](#)

## **MATH** (30 min.)

### I. Math

Goal/Objective: Students will understand and identify the perimeter of a figure in **INCHES** and **CENTIMETERS**.

b. Materials needed: provided worksheets

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

- 1: Parent and student read the "**Friendly Notes**" and **textbook** pages included as lesson supplement before assignment. (**PA, 5 min.**)

[Singapore Math Friendly Notes, Perimeter](#)

[Singapore Math Textbook, Ch. 13.2 Perimeter](#)

[Singapore Math Glossary of Terms](#)

- 2: Student independently completes the "**Unit 13: Chapter 2, Perimeter EP pp. 231-232**" worksheets. (**IW, 20 min.**)

[Unit 13: Chapter 2, Perimeter EP pp. 231-232](#)

## Daily Student Instruction Sheet

<b>SCIENCE</b> (30 min.)	<p>I. <b>Science</b></p> <ul style="list-style-type: none"><li>a. Goal/Objective: Students will recall and apply basic concepts, in a review of the lessons from this week.</li><li>b. Materials needed: "Solar System Assessment"</li><li>c. Specific Instructions (IW=independent; PA=parent assistance):<ul style="list-style-type: none"><li><input type="checkbox"/> 1: Parent and student may look over this week's readings and activities as needed. <b>(PA, 10 min.)</b></li><li><input type="checkbox"/> 2: Without parent assistance, student will independently finish complete "<b>Solar System Graded Review.</b>" Student may use any materials from the week, including notes and textbook pages, to assist as needed. <b>(IW, 20 min)</b></li></ul></li></ul> <p><a href="#">Solar System Graded Review</a></p>
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL AND WILL BE GRADED EACH WEEK.</i></b></p> <p><b><i>PLEASE SEE THE SEPARATE SPECIALS CLASS ASSIGNMENTS PACKET. YOU WILL NEED TO COMPLETE ONE ASSIGNMENT PER SPECIALS SUBJECT PER WEEK. THE PACKET WILL BE DUE THE FOLLOWING MONDAY.</i></b></p>

**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
<i>create</i>	You learn how to create art in art class!
<i>created</i>	The little boy created mud pies outside using a bucket of dirt and water.
<i>creative</i>	You can learn creative new ways at folding paper if you study origami.
<i>creation</i>	The artist kept his new creation safe by covering it with a cloth.
<i>design</i>	When I was little, I loved to design outfits for my dolls.
<i>dictionary</i>	A dictionary is used to learn the definition of new words.
<i>elephant</i>	An elephant has a long trunk and big, flat ears.
<i>everybody</i>	Everybody likes to be happy.
<i>frighten</i>	My dad loved to try and frighten us when we were telling scary stories around the campfire.
<i>frightened</i>	The fireworks frightened the dogs.
<i>grocery</i>	Mom went to the grocery store to get lunch supplies for the week.

<i>group</i>	When we went on the field trip, each student was put in a small group.
<i>health</i>	Fruits and veggies are good for your health.
<i>listen</i>	Please listen carefully to the instructions.
<i>listened</i>	Have you ever gone outside early in the morning and listened to all the birds chirping?
<i>nickel</i>	A nickel is worth 5 cents
<i>niece</i>	If my brother were to have a daughter, she would be my niece.
<i>potato</i>	If you thinly slice a potato and then fried the slices until they are crispy, you'll have potato chips.
<i>potatoes</i>	Mashed potatoes with butter and pepper are really yummy.
<i>pressure</i>	If you apply too much pressure to a balloon, you will pop it.

## Spalding Review

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Name \_\_\_\_\_ # \_\_\_\_\_

Date: \_\_\_/\_\_\_/20 Score: \_\_\_/10



## *The Little Prince* Review Chapters 1-8

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

### 1. Read this line from chapter 3:

“It took me a long time to learn where he came from.”

Based on this line, and what you have read in the book, what is the narration?

- A. 1<sup>st</sup> person from the Little Prince’s point of view.
- B. 1<sup>st</sup> person from the Pilot’s point of view.
- C. 2<sup>nd</sup> person from the Little Prince’s point of view
- D. none of the above

### 2. What does the narrator/pilot think about adults?

- A. They are extremely intelligent
- B. They are mean to children
- C. They lack imagination
- D. They like to read a lot

### 3. Where does the Little Prince appear to the narrator?

- A. In the Sahara Desert after the narrator crashed his plane.
- B. On his Planet B-612.
- C. At the narrator’s house in Paris.

### 4. Why is the narrator writing about his encounter with the Little Prince?

- A. So people can write more about the prince.
- B. So he does not forget his friend.
- C. It is the only way adults will listen to him.
- D. So he can become an artist.

### 5. Short Answer: Please answer in a complete sentence.

**Why does the Little Prince run away from his flower?**



---

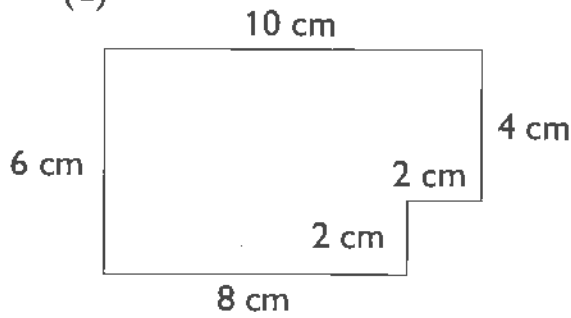
---

---



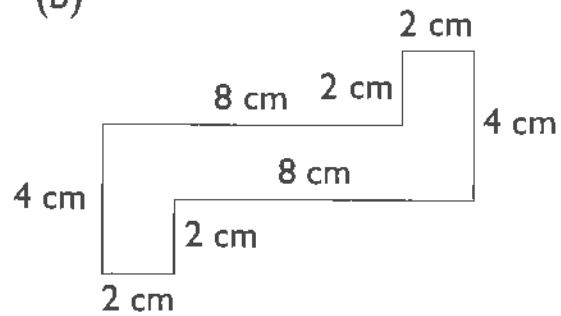
Find the perimeter of each of the following figures.

(a)



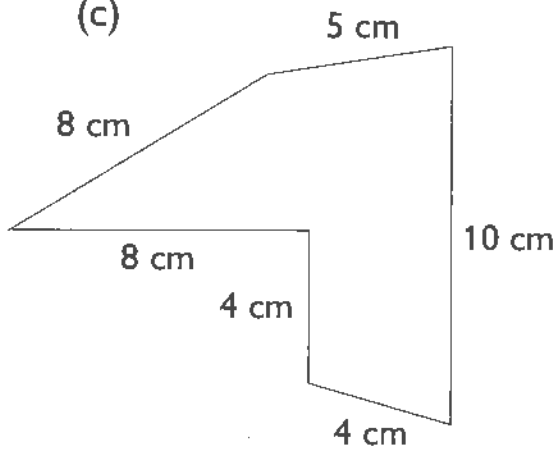
Perimeter = \_\_\_\_\_ cm

(b)



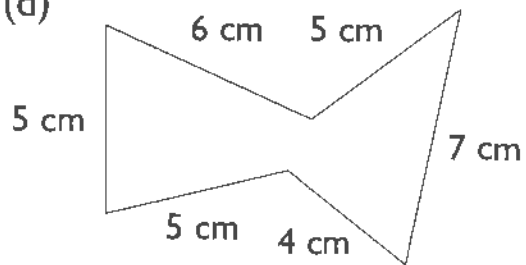
Perimeter = \_\_\_\_\_ cm

(c)



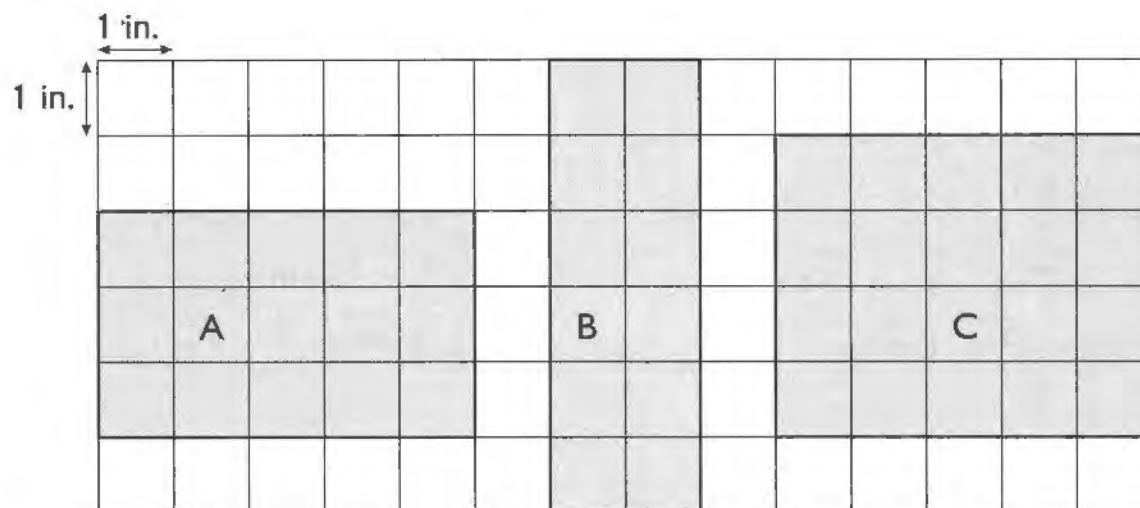
Perimeter = \_\_\_\_\_ cm

(d)



Perimeter = \_\_\_\_\_ cm

4. (a) Complete the table below.

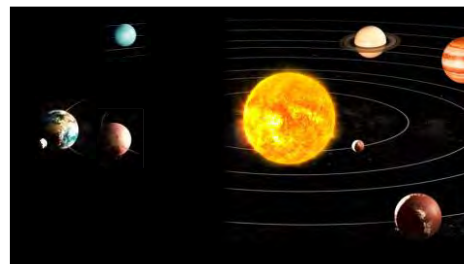


Rectangle	Perimeter	Area
A	in.	square inches
B	in.	square inches
C	in.	square inches

(b) Rectangles \_\_\_\_\_ and \_\_\_\_\_ have the same perimeter but different area.

(c) Rectangle \_\_\_\_\_ has the greatest perimeter.

## Solar System Assessment



Name all planets in order from the sun:

- 
- 
- 
- 
- 
- 
- 
- 
- 

What is the solar system made of?

- a. Rocks, minerals, and planets
- b. Water and gas
- c. Sun, planets, and their moons

Which planets are terrestrial planets?

- a. Venus, Neptune, Mars, Earth
- b. Mercury, Venus, Earth, Mars
- c. Saturn, Jupiter, Earth

Which planets are gas giant planets?

- a. Mercury, Venus, Earth, Mars
- b. Uranus, Saturn, Mercury, Mars
- c. Neptune, Uranus, Saturn, Jupiter