

GreatHearts

Northern Oaks



Distance Learning Packet:

Week 8

May 11 - May 15, 2020

3rd grade

(3A) Ms. Gauss

(3B) Ms. Tyler

(3C) Ms. Kaiser

(3D) Mr. Aniol

Student Name: _____ Section: ____

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Specials

GHNO | 3rd Grade | Week 8

Specials Student Instruction Sheet

W6 WEEKLY ASSIGNMENTS 5/11 - 5/15	
MUSIC (25 Minutes)	<p><u>MUSIC</u></p> <p>Goal/Objective: The student will learn about John Philip Sousa.</p> <p>Materials needed: Biography on Sousa, Worksheet: Sousa Match-up, Sousa Video (Optional)</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read over the biography on John Philip Sousa <input type="checkbox"/> (I) Watch the Sousa Video (Optional) <input type="checkbox"/> (I) Complete the Sousa Match-up worksheet <p>SOUSA MATCH-UP WORKSHEET DUE MONDAY: to Google Classroom or School</p>
ART (25 Minutes)	<p><u>ART</u></p> <p>Goal/Objective: Scholars of all ages -- no age limit -- will venture outside for Nature Observations.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Pencil • Paper or sketchbook <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Find 1-3 flowers. If you do not have any, with your parents' help, you can ask a neighbor!! <input type="checkbox"/> (I) (3rd grade) You will draw each flower with careful attention to the lines and shapes that you see! <input type="checkbox"/> (I) (4-6th grade) Looking at this sketch by Da Vinci, we are going to draw our flower a few times <input type="checkbox"/> Watch Teacher Video for a guided instruction. <p>DUE ON MONDAY</p>
LATIN (25 Minutes)	<p><u>LATIN</u></p> <p>Goal/Objective: Finish translating "Ursus Fulvus, Ursus Fulvus, Quid Vides?"</p> <p>Materials needed: (1) "Ursus Fulvus, pt.2" worksheet (2) "Latin Animal and Color Lists" sheet</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Optional: Rewatch "Ursus Fulvus" video <input type="checkbox"/> (I) Complete "Ursus Fulvus, pt. 2" worksheet <input type="checkbox"/> (I) If you have not already done so, pick an animal/color combination you would like to illustrate in week 9 or 10 using the "Latin Animal and Color Lists" sheet <input type="checkbox"/> Optional: Rewatch "Senex Marcus" video and sing along <p>DUE ON MONDAY</p>
PE (25 Minutes)	<p><u>PE</u></p> <p>Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p> <p>Materials needed:</p>

Specials Student Instruction Sheet

- [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/7874015a6cab651b154daed2e34d1a38>

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



John Philip Sousa

... a composer from
the **UNITED STATES**
who lived during the
ROMANTIC period
of music...

John Philip Sousa was born in Washington, D.C., in 1854.

His parents came from Portugal to live in America. They provided him with a happy home. His father and older sister taught him to read and write. When he was seven years old, he attended a nearby school.

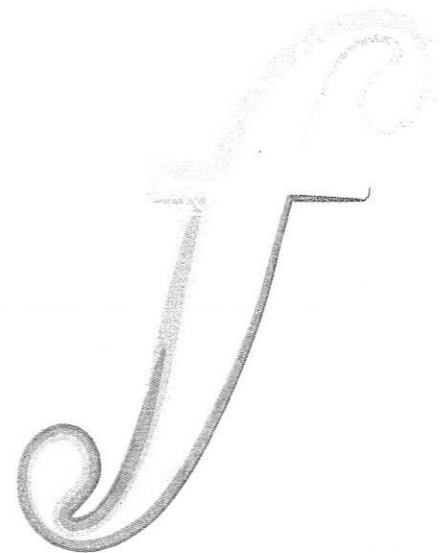
John Philip also went to music school where he studied violin. When he was 11 years old, he began his own dance band.

When he enlisted as an apprentice in the U.S. Marine Band, he studied composition and music theory.

He met his wife Jennie, a singer, while he was on a band tour. John wrote later, "We lived happily ever after."

Sousa's marches made Americans feel very patriotic. His performances inspired many towns to form bands. His distinctly American music was popular throughout the world.

Sousa died in 1932 at the age of 77.



The March King

A large man in a uniform knocked on the door of the Sousa's home in a Washington, D.C. neighborhood. John Philip put down his violin and answered the door.

"Hello! Young man," said the stranger. "I have been listening to your playing for quite a while. You play the violin very well!"

"Thank you, sir," said John Philip. "I play other instruments too."

"Excellent!" said the stranger. "How would you like to play in a circus band?"

"Wow! I would love it!" exclaimed the surprised young boy. "Do you really mean it? A real circus band that travels everywhere?"

"Oh, yes," answered the stranger with a smile. "And we are a very good band too! Why don't you come to the circus grounds tomorrow night? Since we will be leaving town early the next morning, you should bring some clothes in a little suitcase."

"Oh, I know right where that is," said John. "Thank you so much! I'll see you tomorrow night!"

John ran up the stairs and began gathering his clothes together when his mother came into his room.

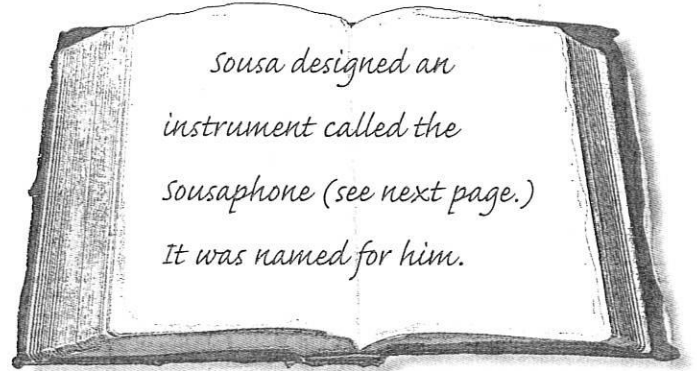
"And what is all the excitement about, young man? Are you planning to go somewhere?" she asked with a puzzled expression on her face.

"Oh mother, you will never guess! I am going to join the circus and play in the band!"

"Is that so?" asked his mother. "Of course you realize that you will be gone far away from your home and family for many years!"

"Well, I guess so," said John, a little more thoughtful now.

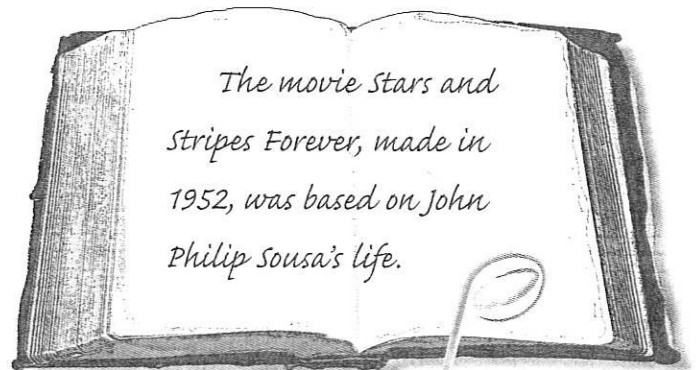
"We'll talk with your father tonight and see what he says," said his mother with a soft smile.



John Philip's father did not smile at all. He was upset to think of this young son leaving to go with the circus.

After talking to John about the hardships of circus life, his father said, "If you would really like to play in a band, I want you to come with me and play in the U.S. Marine Band."

"That is better yet!" said John Philip. "I can play in the band and be at home at the same time!"

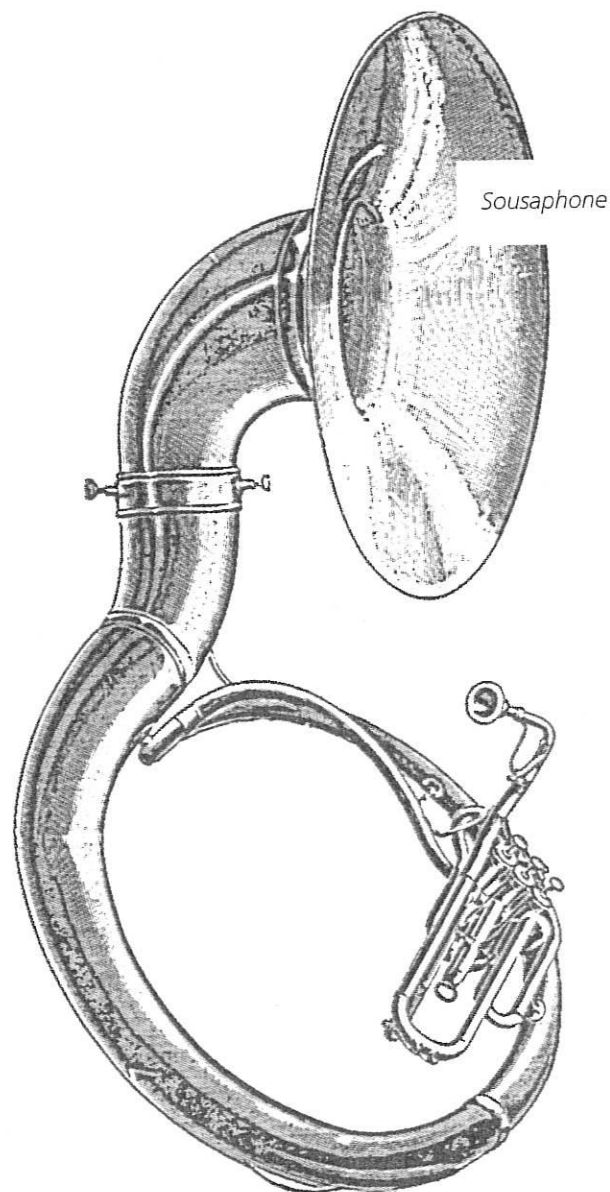
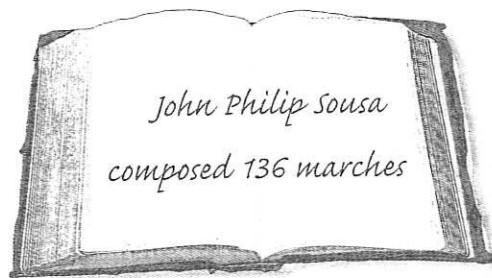


John Philip loved playing in the band. He was so good that by the time he was 23, he was named the 14th conductor of the U.S. Marine Band.

The U.S. Marine Band became famous. They played for presidents and kings. John Philip became known as the "March King."

One day, when he was much older, he saw the caravan of a circus traveling to another city. "How glad I am that I joined the marine band with my father, instead of running away with the circus band," he thought. "Had I joined the circus, I never would have become the 'March King'."

Sousa's marches are still played today by many high school, college and concert bands.



Important Compositions



Stars and Stripes Forever

Semper Fidelis

The Washington Post



Stars and Stripes Forever

This is one of the most popular marches ever written. In 1897, Sousa was visiting Italy when he got a letter saying a close friend had died. He decided to return home. During the trip home, the melody of this march kept going through his mind. As soon as he got home, he composed the piece.

Draw a line to connect the circle with the square that matches.

Washington,
D.C.

Violin

The first
instrument
that Sousa
learned to play

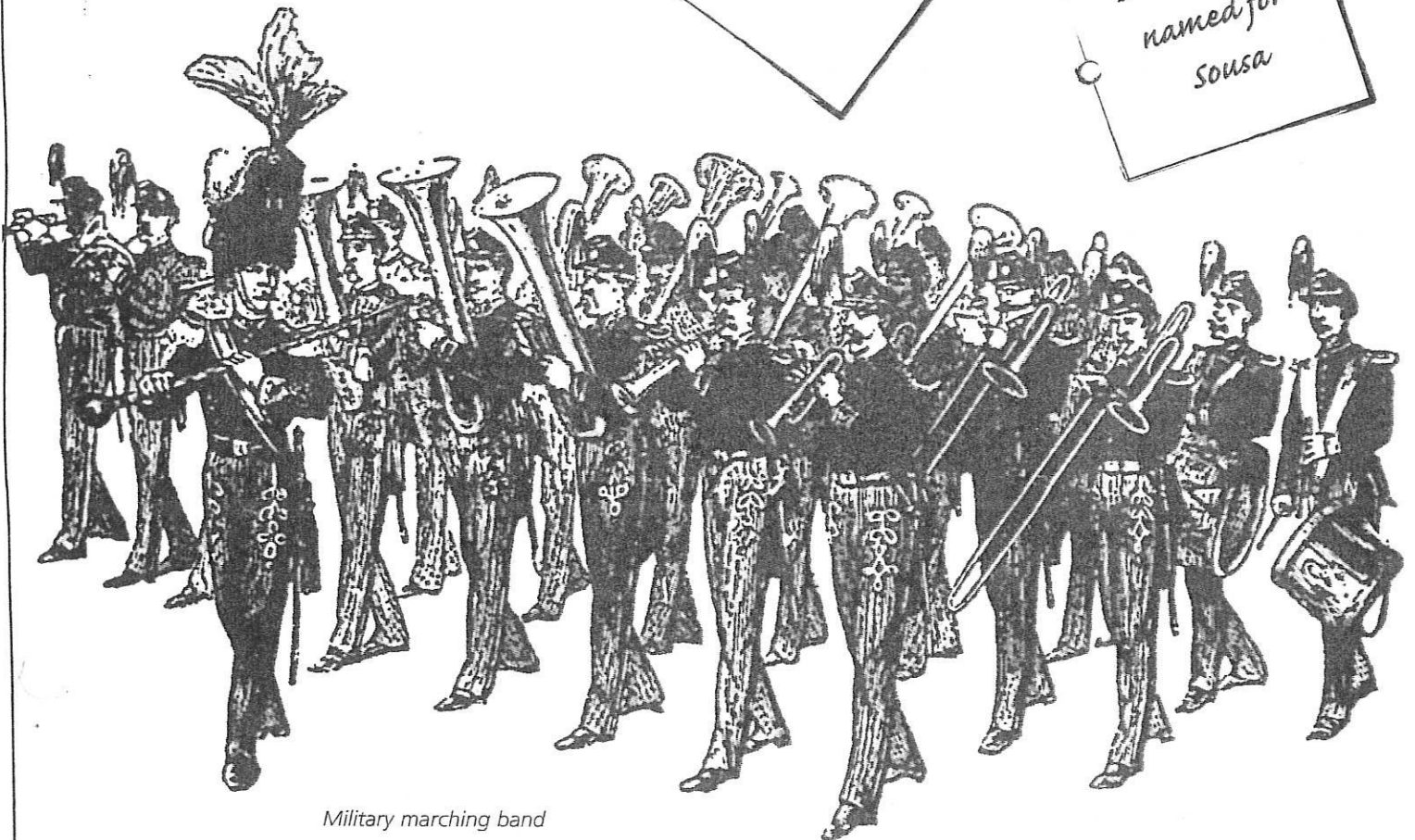
Sousaphone

Sousa's
birthplace

the Circus

Sousa almost
joined

Instrument
named for
Sousa

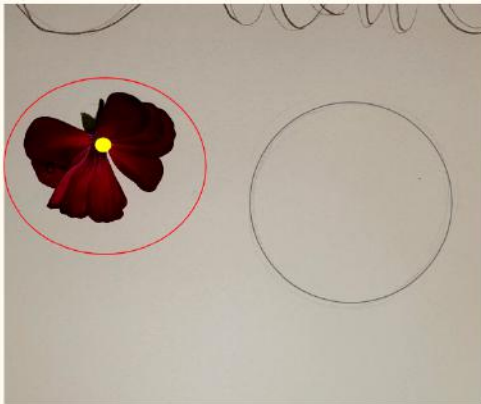


Military marching band

HOW TO DRAW A FLOWER (PAGE 1)



Break It Down Into Shapes

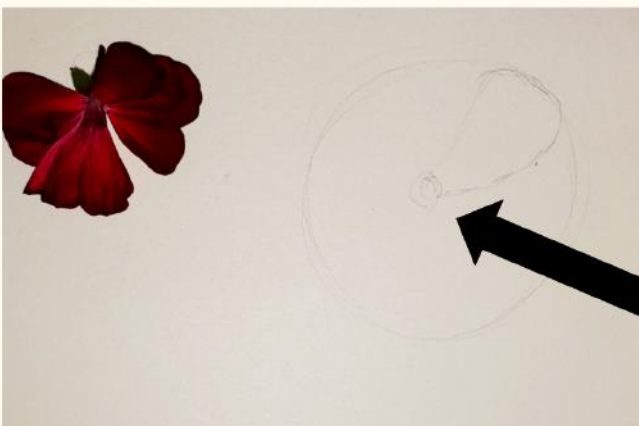


- This flower radiates!
 - Radiate: Coming from a central point (the yellow dot)
- Draw a circle the size of your fist
 - Draw **light** until you get it **right!**

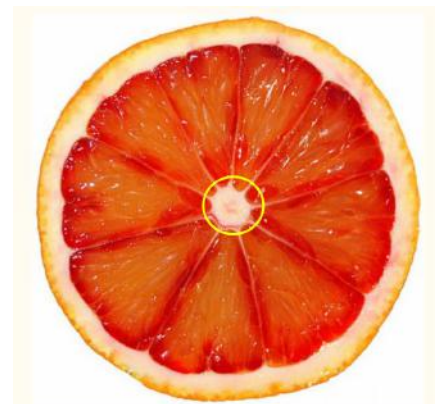
OTHER THINGS THAT RADIATE FROM THE CENTER:



Add our Petals



- Start with your **CENTER POINT**
- Observe **HOW** (the shape) the petal comes out of the central point!



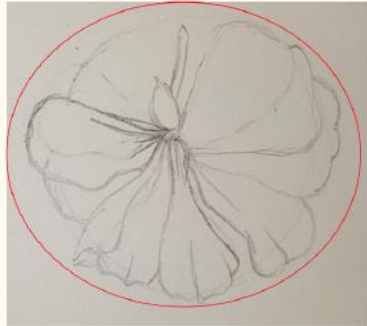
HOW TO DRAW A PETAL (PAGE 2)



1. **Wide** on top with a **dip in the middle, rounding** out on either side
2. Coming **towards** the central point
3. **Squaring** off at the **bottom**



(PAGE 3)



Name: _____

Section/House: _____

ART: Week 8

3RD GRADE:

- Draw your flower one time
- Draw it **BIG!!**
- Pay **EXTRA** attention to the details!

4TH – 6TH GRADE:

- Draw your flower(s) (you should have collected at least 1, 2, or 3 different flowers.
- Look at your flowers from different perspectives and draw each flower at least 2 times.
 - In Miss Prather's example, she has drawn 1 flower 4 different times.
 - You do not need to do exactly what Miss Prather did.
 - This is only to show you how you can change the views of the flower!



Flowers Miss Prather found in her yard!

You can also use these if you

cannot find any flowers:



Name: _____

Section/House: _____

- Look at how Da Vinci draws multiple versions of the same flower!
- This helped him to understand the flower's form a lot more.
- By drawing the same thing from different perspectives, you can better understand how to draw it in the future!
- **CHALLENGE:** Fill up your page with your flower drawings like Da Vinci did!!



**IMPORTANT: PLEASE WRITE YOUR NAME AND SECTION
(AND HOUSE IF YOU ARE IN 6TH GRADE) ON THE
ARTWORK THAT YOU TURN IN!!!**

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 one week **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 8 Urse Fulve, Urse Fulve

Part 2

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.
- 4) **Check** your worksheet with the answer key at the end of this worksheet.

*** REMEMBER: Do your best, but don't worry if you cannot translate everything. Just move on and then look at the answer key at the end! ***

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 (singular)
spectantēs - looking at (plural)
videō - I see
vidēs - you see
vidēmus - we see
vidētis - y'all see
magistra - teacher
līberī - children
nōs - us
est - is
illud - that
quod - what
-que - and

Name: _____

Section: _____

**Fēlēs
purpurea, fēlēs
purpurea quid
vidēs?**



**Videō canem
album
spectantem
mē.**

Fēlēs purpurea, fēlēs purpurea quid vidēs?

Videō canem album spectantem mē.

**Canis albe,
canis albe
quid vidēs?**



**Videō ovem
ātram
spectantem
mē.**

Canis albe, canis albe quid vidēs?

Videō ovem ātram specantem mē.

Name: _____

Section: _____

**Ovis ātra,
ovis ātra
quid vidēs?**

**Videō piscem
lūteum
spectantem
mē.**



Ovis ātra, ovis ātra quid vidēs?

Videō piscem lūteum spectantem mē.

**Piscis lūtee,
piscis lūtee
quid vidēs?**

**Videō
magistram
spectantem
mē.**



Piscis lūtee, piscis lūtee quid vidēs?

Videō magistram spectantem mē.

Name: _____

Section: _____

**Magistra,
magistra
quid vidēs?**



**Videō liberōs
spectantēs mē.**

Magistra, magistra quid vidēs?

Videō liberōs spectantēs mē.

**Liberī, liberī
quid vidētis?**



Liberī, liberī quid vidētis?

Name: _____

Section: _____

Vidēmus ...



**... ursum
fulvum,**



**avem
rubram,**



anatem flāvam,



**equum
caeruleum,**



**rānam
viridem,**



fēlem purpuream,



**canem
album,**



ovem ātram,



**piscem
lūteum,**



magistramque ..

**... spectantēs
nōs. Illud est
quod vidēmus.**

Vidēmus ursum fulvum, avem rubram ...

... anatem flāvam, equum caeruleum, rānam viridem ...

... fēlem purpuream, canem album, ovem ātram ...

... piscem lūteum, magistramque spectantēs nōs.

Illud est quod vidēmus.

Name: _____

Section: _____

Answer Key for Urse Fulve, pt. 2

Pg. 2 Fēlēs purpurea

Purple cat, purple cat what do you see?
I see a white dog looking at me.

Pg. 2 Canis ālbis

White dog, white dog what do you see?
I see a black sheep looking at me.

Pg. 3 Ovis ātra

Black sheep, black sheep what do you see?
I see an orange fish looking at me.

Pg. 3 Piscis lūteus

Orange fish, orange fish what do you see?
I see a teacher looking at me.

Pg. 4 Magistra

Teacher, teacher what do you see?
I see children looking at me.

Pg. 4 Līberī

Children, children what do you see?

Pg. 5 Vidēmus ...

We see a brown bear, a red bird ...
... a yellow duck, a blue horse, a green frog ...
... a purple cat, a white dog, a black sheep ...
... an orange fish, and a teacher looking at us.
That is what we see.

Physical Education BINGO



Student Name: _____

100 jumping jacks	Eat no sugar or foods with sugar for the whole day	Everytime you see a cardinal or a bluejay , do 5 burpees. (Compete with your family and friends if you like)	30 seconds headstands	Have a somersault race with families or friends
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	3 minutes planks	Balance on one foot for 30 seconds, then switch. If you fail for even a second, start over.	20 Crunches	Bow Pose Lie on your tummy, bend your knees, lift your chest, reach your arms back towards your toes, and hold onto your feet.
Boat Pose Balance on your buttocks with your legs up. Then rock in the water like a boat.	Cat Pose Come to an all-fours position, round your back, and tuck your chin into your chest. Pretend to be a kitty cat.	 Free Space	Kangaroo Pose Stand tall in Mountain Pose with your feet hip-width apart, bend your knees, and hop like a kangaroo.	Butterfly Pose Sit on your buttocks with a tall spine, bend your legs, place the soles of your feet together, and gently flap your legs like the wings of a butterfly.
Mountain Pose Stand tall in Mountain Pose, look up, and reach your arms up to the sky.	Sail Boat Pose From Triangle Pose, bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.	Do 10 Amazing Cartwheels	Do a jumping jack for every letter of the alphabet	Challenge someone to a sit-up competition
Play your favorite sport	Challenge someone to a push-up competition	Freeze Dance to your favorite song	Play a game of Freeze Tag	One day without T.V.

Physical Education BINGO



*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 8 | 05/11

Daily Student Instruction Sheet

MONDAY, 05/11

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Writing/
Literature
(20 Minutes)

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 11th**, for further assistance.
[3rd Grade Spalding List, Mon 05/11](#)
[3rd Grade Spalding Video, Mon, 05/11 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 9 & 10 from *The Little Prince* (IW)
["The Little Prince," Ch. 9-10.pdf](#)
["The Little Prince" Ch. 9-10 read-aloud video with Miss Kaiser](#)
 - Student will read chapter independently **OR follow along in book while listening to Read Aloud video**. **While you read, please pay special attention to the planets the little prince visits and how they are described. You will need this info for a mini- project next week.
 - 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 8](#)

III. Literature

- a. Goal/Objective: Students will answer vocabulary and reflection questions based on Chapter 9 & 10 from *The Little Prince*.
- b. Materials needed: **Worksheets - "After Chapters IX & X"**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
 - In these last two chapters we learned some important information about the little prince!** What were some of those important details?

Daily Student Instruction Sheet

	<p><input type="checkbox"/> Read and complete the Worksheet - “After Chapters IX & X” to help reflect on those important details. (IW 15 min) "After Chapters IX & X" worksheet</p>
<p>MATH (30 min.)</p>	<p>i. Math</p> <p>a. Goal/Objective: Students will understand and identify the VOLUME of a 3-D solid in CUBIC UNITS.</p> <p>b. Materials needed: provided worksheets</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the “Friendly Notes” and textbook pages included as lesson supplement before assignment. (PA, 5 min.) Singapore Math Friendly Notes, Volume Singapore Math Textbook, Ch. 13.3 Volume Singapore Math Glossary of Terms "How to Draw 3-D Cubes with Dot Graph Paper" Dot Graph Paper blank ENLARGED Dot Graph Paper blank<input type="checkbox"/> 2: Student independently completes the “Drawing for Geometry: 3-D Cube Practice” worksheets. (IW, 25 min.) "Drawing for Geometry: 3-D Cube Practice" worksheet<input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the “Drawing 3-D Cubes for Volume” video. (Optional, 15 min.) "Drawing 3-D Cubes for Volume" video with Mr. Aniol
<p>HISTORY (30 min.)</p>	<p>i. History</p> <p>a. Goal/Objective: Students will discover the beginnings of New York colony as the Dutch settlement New Amsterdam.</p> <p>b. Materials needed: textbook chapter, student notes</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will read the textbook chapter “Ch. 15: New York: A Dutch Settlement, Thirteen Colonies Reader.” (IW, 20 min.) Ch. 15: New York: A Dutch Settlement, Thirteen Colonies Reader.pdf Ch. 15: New York: A Dutch Settlement, read by Miss Tyler<input type="checkbox"/> 2. After student completes reading the chapter, they will answer the focus question on the “New York” notes page in one complete sentence. (IW, 10 min.) New York notes page

Daily Student Instruction Sheet

**SPECIAL
CLASSES**

***SPECIALS ASSIGNMENTS ARE NO LONGER
OPTIONAL AND WILL BE GRADED EACH WEEK.
PLEASE SEE THE SPECIALS SECTION LOCATED AT
THE FRONT OF THIS PACKET.***

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

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

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

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

Word	Example sentence	Notes
north ern	Palo Duro Canyon is in the northern part of Texas.	Base word = north, ending = ern We write north and add ern to make the word northern.
south ern	Padre Island is in the southern tip of Texas.	Base word = south, ending = ern We write south and add ern to make the word southern.
east ern	Louisiana borders part of the eastern edge of Texas.	Base word = east, ending = ern We write east and add ern to make the word eastern.
west ern	New Mexico borders the western edge of Texas.	Base word = west, ending = ern We write west and add ern to make the word western.
quarrel r.29	Mom always told us not to quarrel with each other.	Q is always followed by u. (R.1) We here the R in the second syllable, but because the A is not saying A we add an additional R to the first syllable. (R.29)

After Chapters IX & X

Reflect: How was the flower's attitude different when she discovered the little prince was leaving?

Infer: Which best describes how the little prince felt as he departed his planet?

- a) overjoyed
- b) furious
- c) gloomy



Vocabulary: *"Of course," the king replied. "They obey immediately. I tolerate no insubordination."*

What does the word insubordination most likely mean?

- a) refusing to obey orders or submit to authority
- b) a task or service allocated to somebody
- c) to remove a person or group of people



Cause and Effect: Fill in the cause.

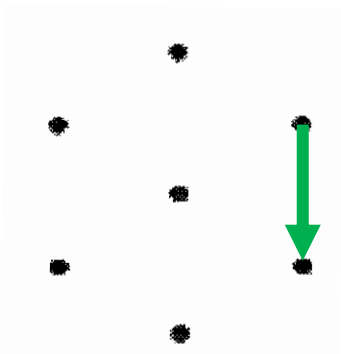
Cause:

Effect: The little prince realized the king does not have the power he believes he has. (Hint: What did the little prince request?)

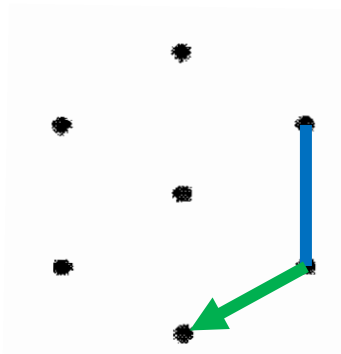
How to Draw 3-D Cubes with Dot Paper

One Cube: Viewed Edges

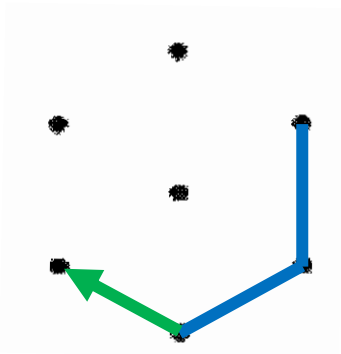
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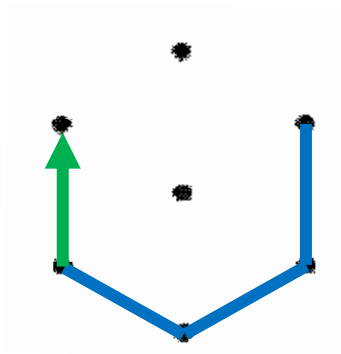
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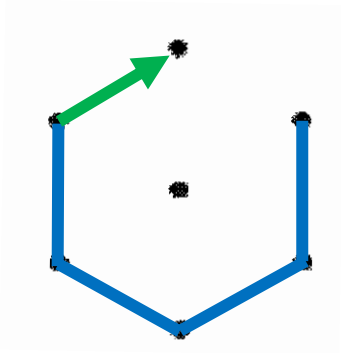
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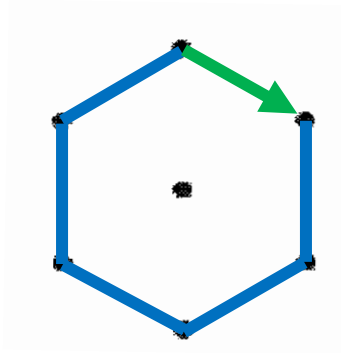
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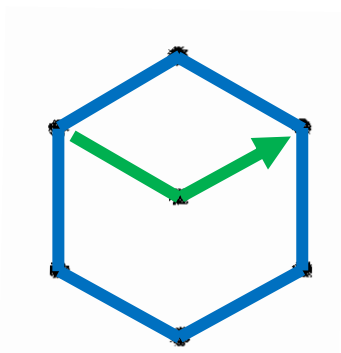
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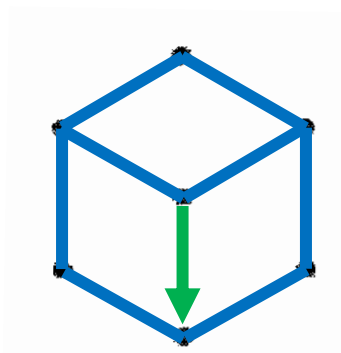
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Step 7

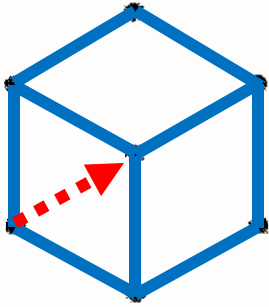


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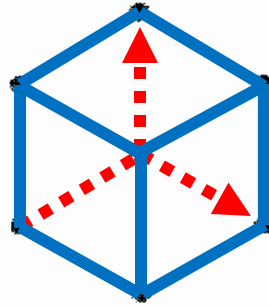


One Cube: Hidden Edges

Step 1

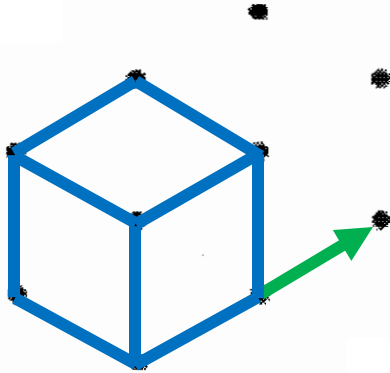


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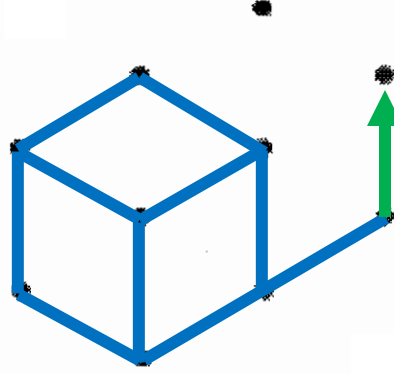


Two Cubes: Viewed and Hidden Edges

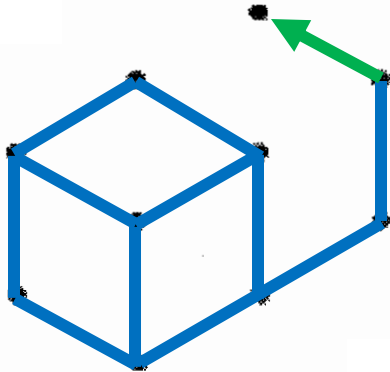
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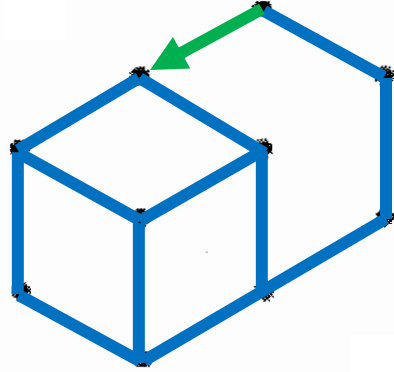
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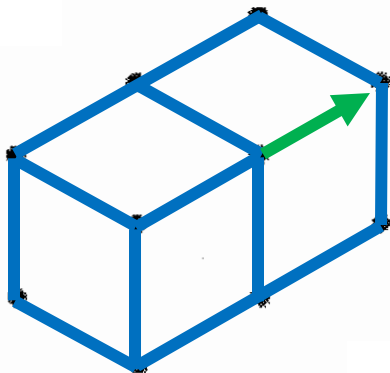
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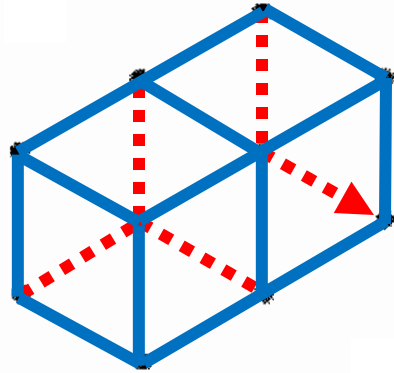
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Step 5

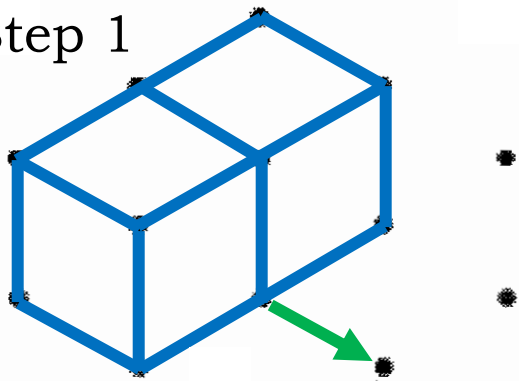


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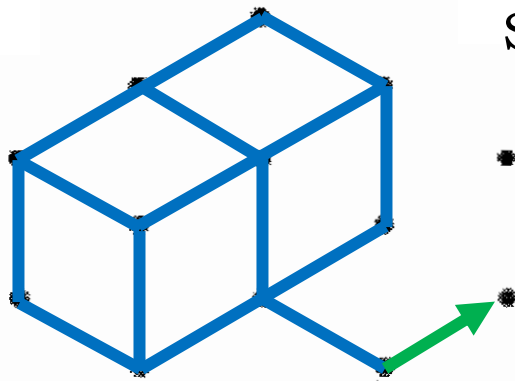


Three Cubes: Viewed and Hidden Edges

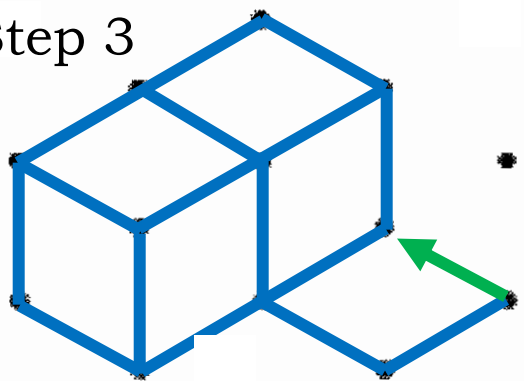
Step 1



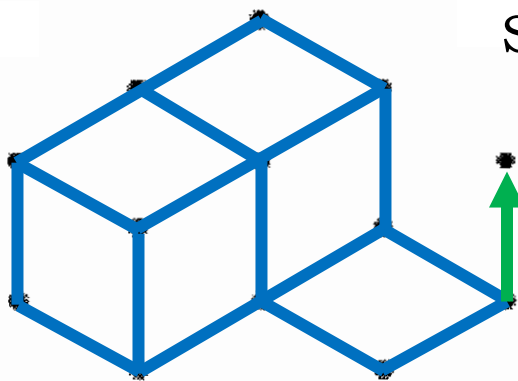
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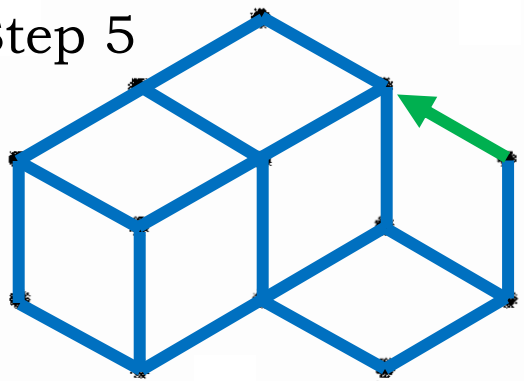
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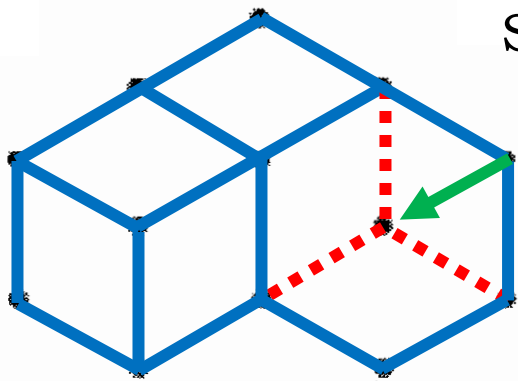
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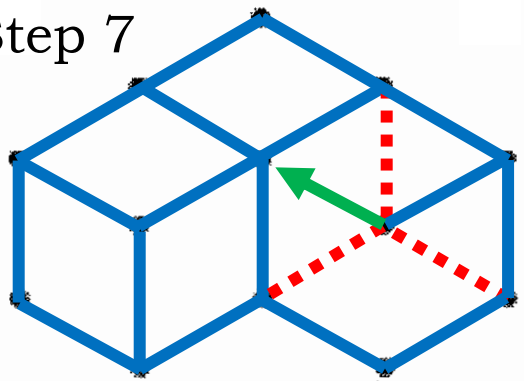
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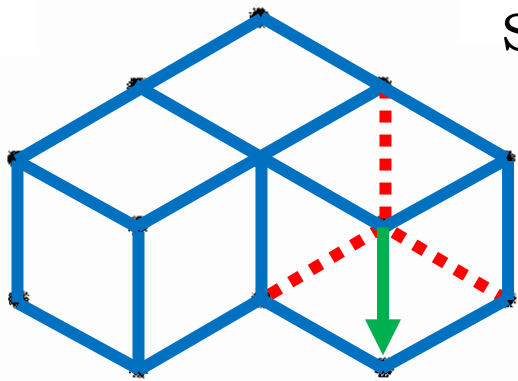
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Step 7



Step 8

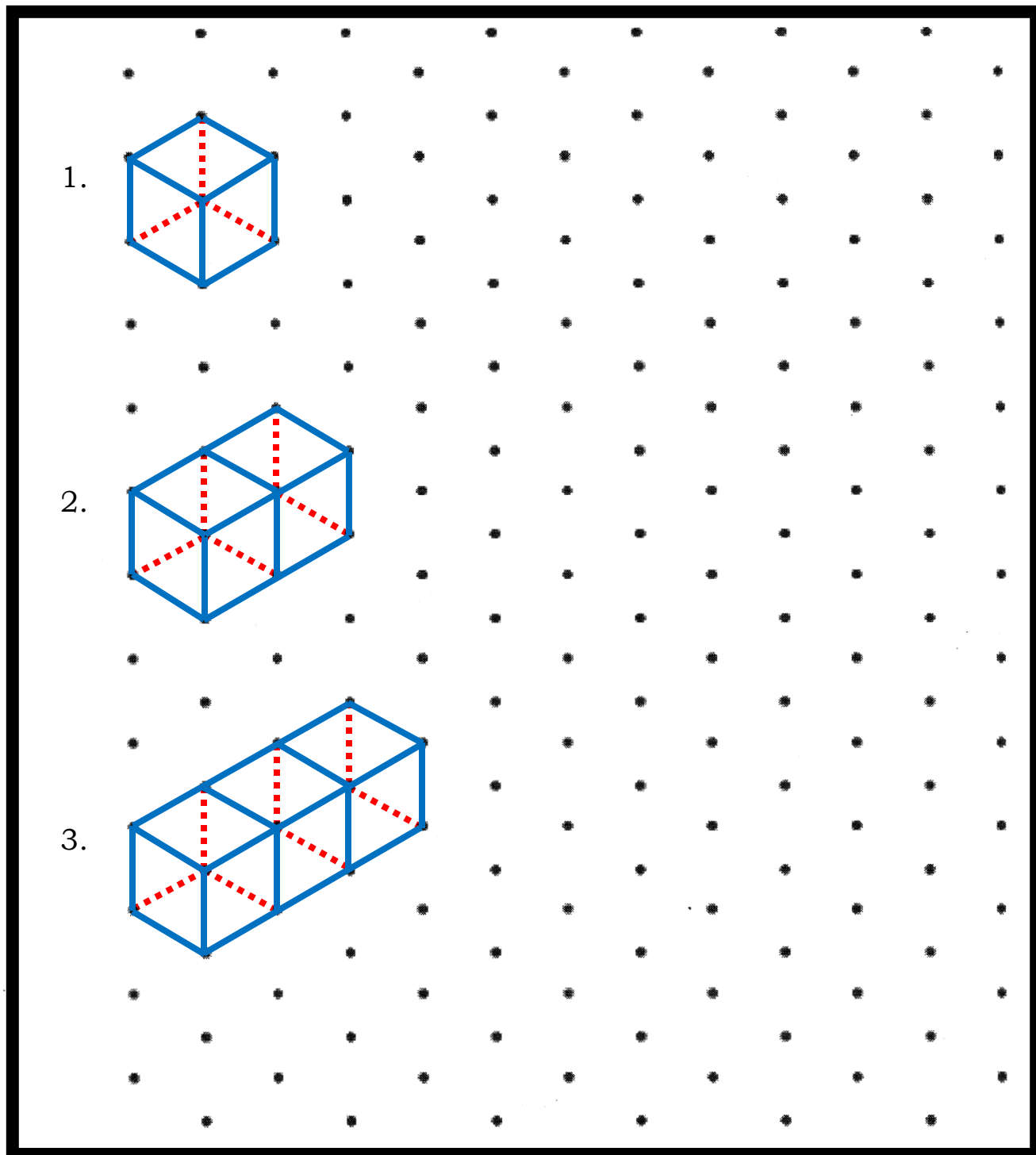


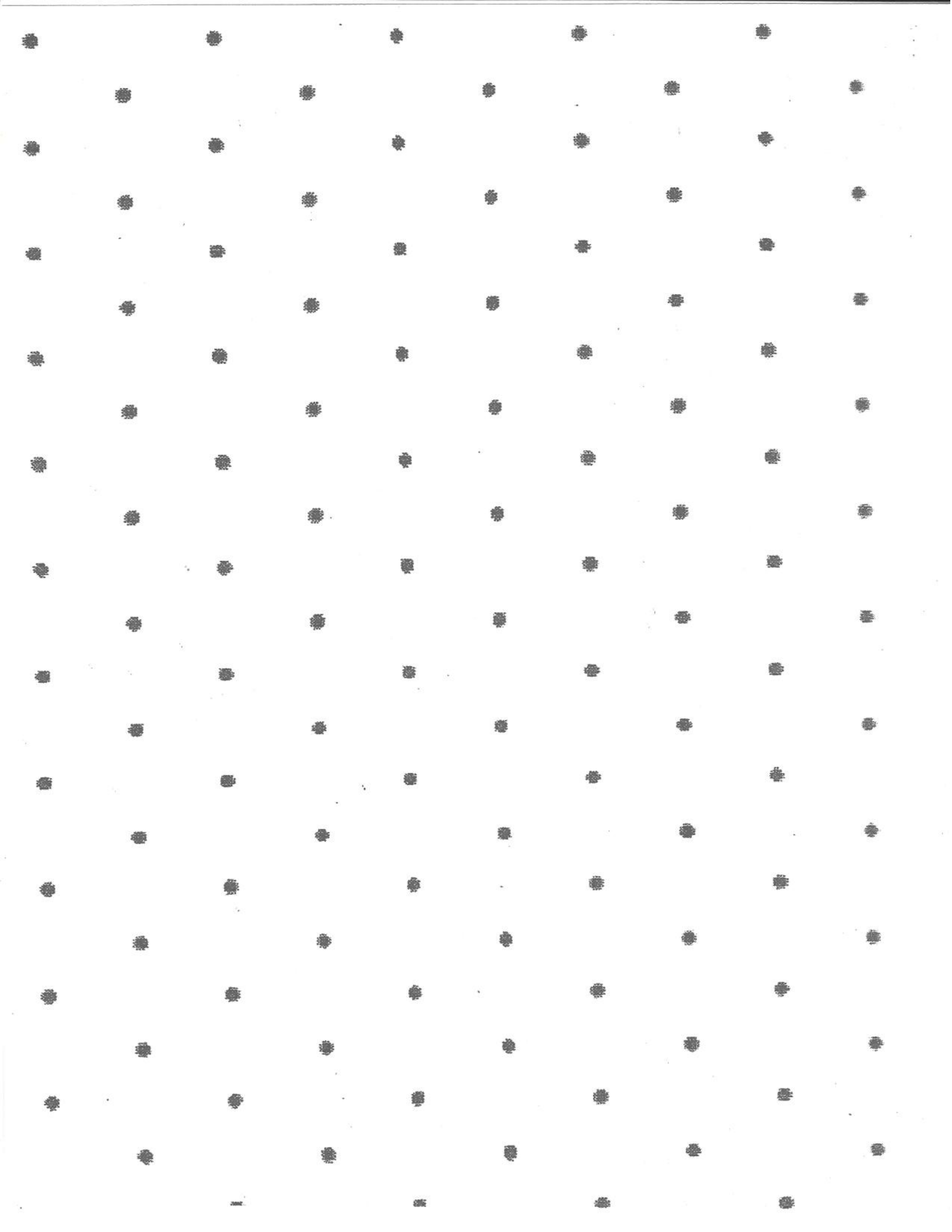
Drawing for Geometry: 3-D Cube Practice

Directions:

Draw the following cubes on the dot paper below using the provided examples. You may also reference the guidelines on the sheet "How to Draw 3-D Cubes with Dot Paper."

Remember to use colored pencils — **blue** solid lines for viewed edges and **red** dotted lines for hidden edges. The dot paper on this sheet is enlarged for practice.







Why was Peter Stuyvesant
unable to defend New
Amsterdam against the
English?

New York



New Amsterdam
1624 A.D. – 1664 A.D.

Tuesday

3rd Grade | Week 8 | 05/12

Daily Student Instruction Sheet

TUESDAY, 05/12

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Writing/
Literature
(20 Minutes)

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 12th**, for further assistance.
[3rd Grade Spalding List, Tue 05/12](#)
[3rd Grade Spalding Video, Tue 05/12 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 11- 13 from *The Little Prince* (IW)
["The Little Prince," Ch. 11-13.pdf](#)
["The Little Prince" Ch. 11-13 read-aloud video with Miss Kaiser](#)
 - Student will read chapter independently **OR follow along in book while listening to Read Aloud video**. **While you read, please pay special attention to the planets the little prince visits and how they are described. You will need this info for a mini- project next week.
 - 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 8](#)

III. Literature

- a. Goal/Objective: Students will answer reflection and inference questions based on chapters 11-13 from *The Little Prince*.
- b. Materials needed: **Worksheet - "After Chapters XI, XII, & XIII"**
- 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.**

Daily Student Instruction Sheet

	<p><input type="checkbox"/> To complete the worksheet, 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 Chapters XI, XII, & XIII</p>
<p>MATH (30 min.)</p>	<p>I. Math</p> <p>a. Goal/Objective: Students will understand and identify the VOLUME of a 3-D solid in CUBIC UNITS.</p> <p>b. Materials needed: provided worksheets</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the "Friendly Notes" and textbook pages included as lesson supplement before assignment. (PA, 5 min.) Singapore Math Friendly Notes, Volume Singapore Math Textbook, Ch. 13.3 Volume Singapore Math Glossary of Terms<input type="checkbox"/> 2: Student independently completes the "Unit 13: Chapter 3: Exercise 5, Volume" worksheets. (IW, 25 min.) Unit 13: Chapter 3: Exercise 5, Volume<input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the "3rd Grade Math Check" video. (Optional, 5 min.) HW Check video, Tue 05/12 and Wed 05/13 with Mrs. Cramer
<p>HISTORY (30 min.)</p>	<p>I. History</p> <p>a. Goal/Objective: Students will explore the role of New York during the American Revolution.</p> <p>b. Materials needed: "New York" attached reading passage</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will read the book chapter "New York" from <i>The Founders</i> by Dennis Fraden. (IW, 15 min.) "New York," from The Founders by Dennis Fraden "New York," video with Mr. Aniol<input type="checkbox"/> 2. After student finishes the reading, they will read and color "Dutch New Amsterdam, 1653" worksheet. (IW, 15 min.) "Dutch New Amsterdam, 1653"

Daily Student Instruction Sheet

SPECIAL CLASSES	<i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL AND WILL BE GRADED EACH WEEK. PLEASE SEE THE SPECIALS SECTION LOCATED AT THE FRONT OF THIS PACKET.</i>
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Tuesday Spalding Spelling List (15 min): Instructions and an answer key are provided below.

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

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

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

Word	Example sentence	Notes
<u>po</u> et r.4	Sometimes Miss Gauss is a poet and doesn't even know it!	"O" may say "O" at the end of a syllable (R.4)
<u>po</u> et ic r.4	Shel Silverstein is known for his poetic writings.	Base word = poet, ending = ic We write poet and add ic to make the word poetic. "O" may say "O" at the end of a syllable (R.4)
<u>po</u> e'try r.4, 6	In 3 rd grade, we memorize a good amount of poetry.	Base word = poet, ending = ry We write poet and add ry to make the word poetry. "O" may say "O" at the end of a syllable (R.4) Y not I at the end of a word (R.6)
<u>po</u> em r.4	Have you ever tried to write a poem? They are fun to write.	"O" may say "O" at the end of a syllable (R.4)
<u>ra</u> di o r.4	We listen to the radio on the way to school.	"A" may say "A" at the end of a syllable (R.4) "O" may say "O" at the end of a syllable (R.4)

After Chapters XI, XII, & XIII

Recall: Who does the little prince meet in these three chapters?

- a) The vain man, the drunkard, and the businessman
- b) The King, the pilot, and the flower
- c) The elephant, the boa constrictor, and Sarah Desert



Reflect: Why didn't the vain man hear the little prince when he asked, "And what would make the hat fall off?"

"To forget what?" inquired the little prince, who was feeling sorry for him. 'To forget that I'm ashamed,' confessed the drunkard, hanging his head." (chapter XII)

Infer: How would you describe the drunkard?

- a) Joyful
- b) Silly
- c) Sad

Reflect: *"Five-hundred-and-one million..."* What was the businessman counting?

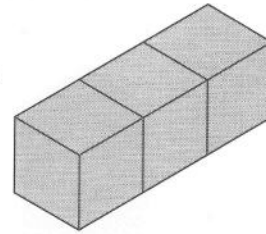
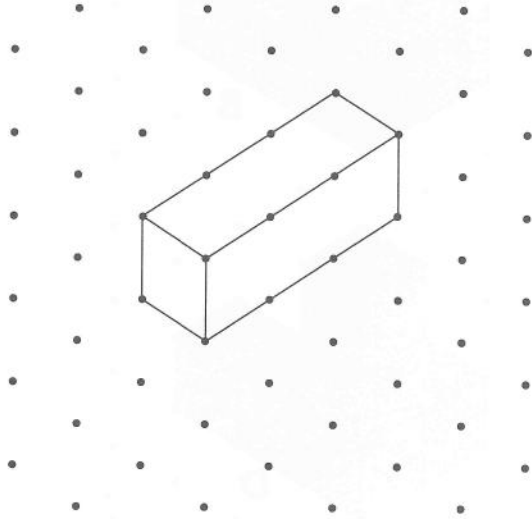
- a) The money in his bank account.
- b) His number of employees.
- c) The number of stars he owns.



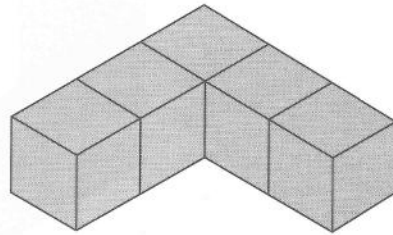
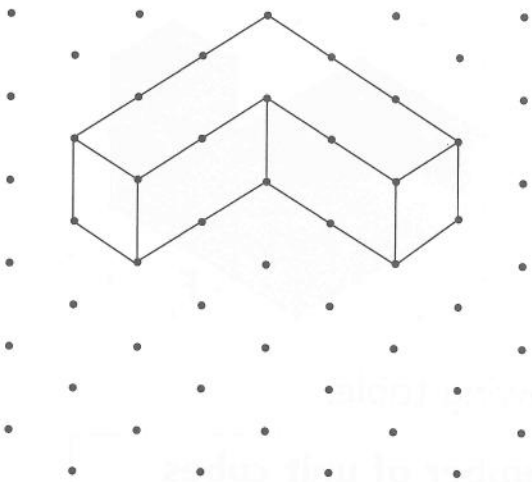
EXERCISE 5

1. Use unit cubes to build each solid.
How many unit cubes are needed to build each solid?

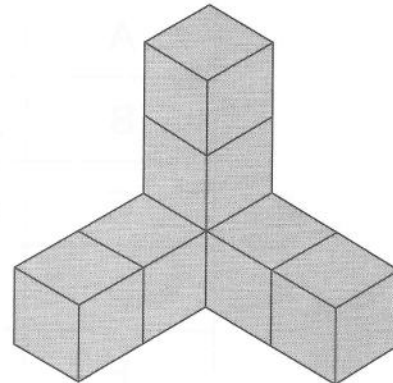
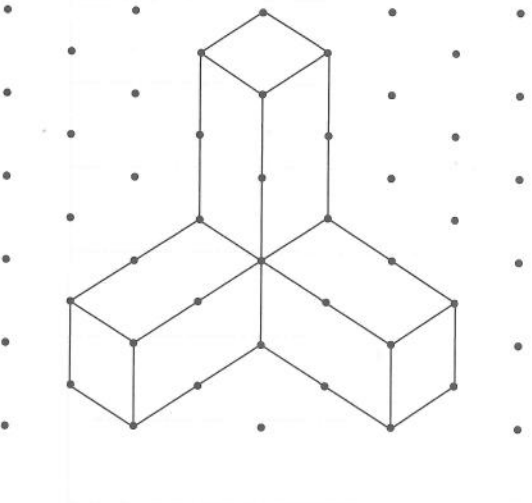
(a)



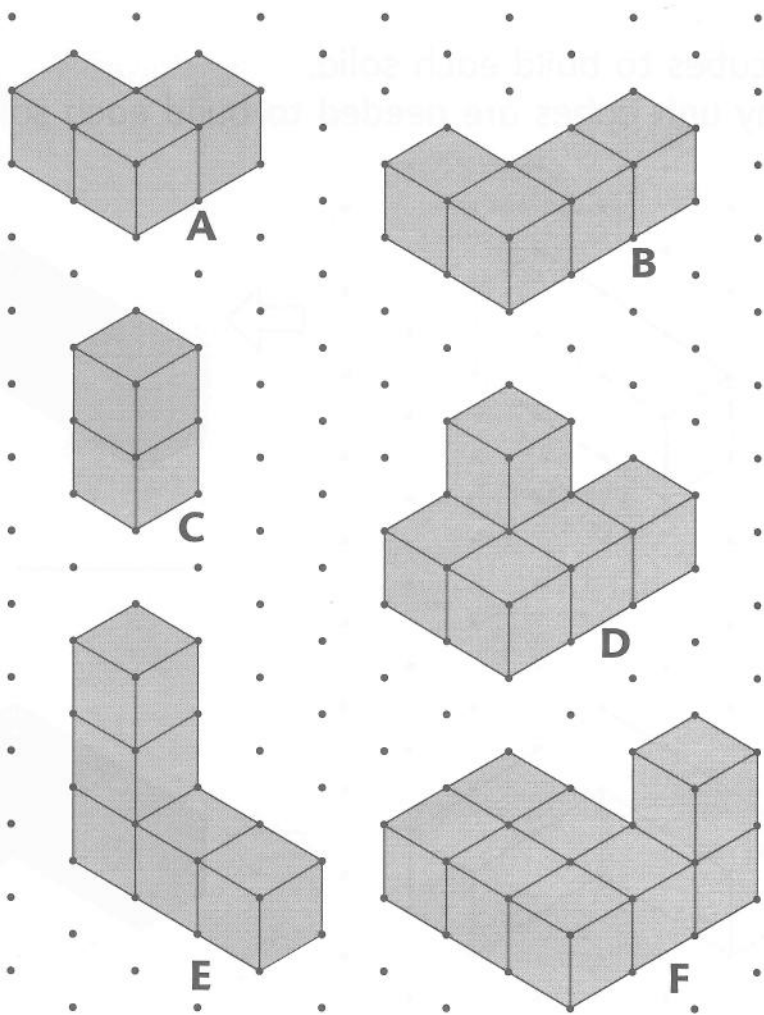
(b)



(c)

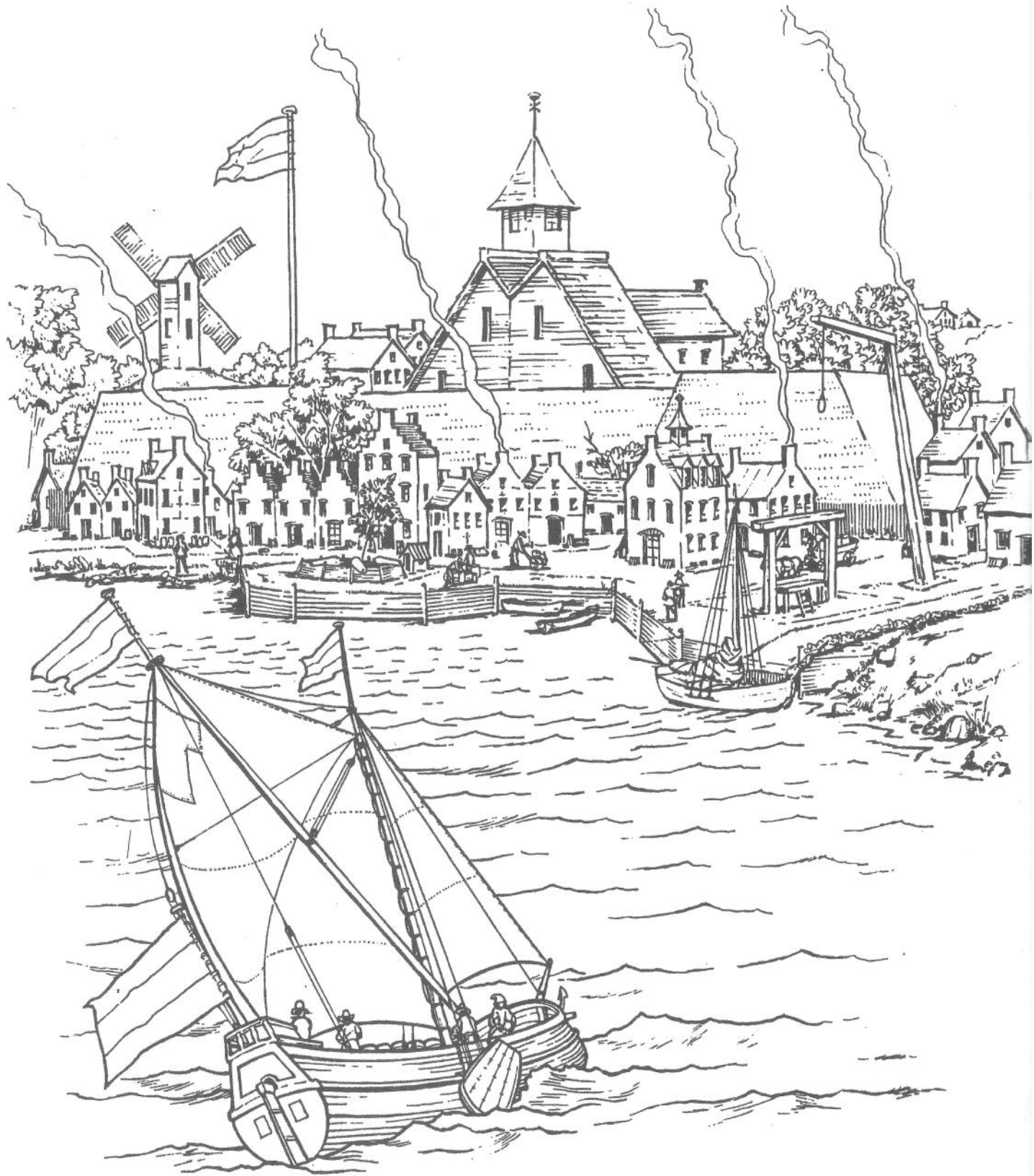


2. Use unit cubes to build these solids.



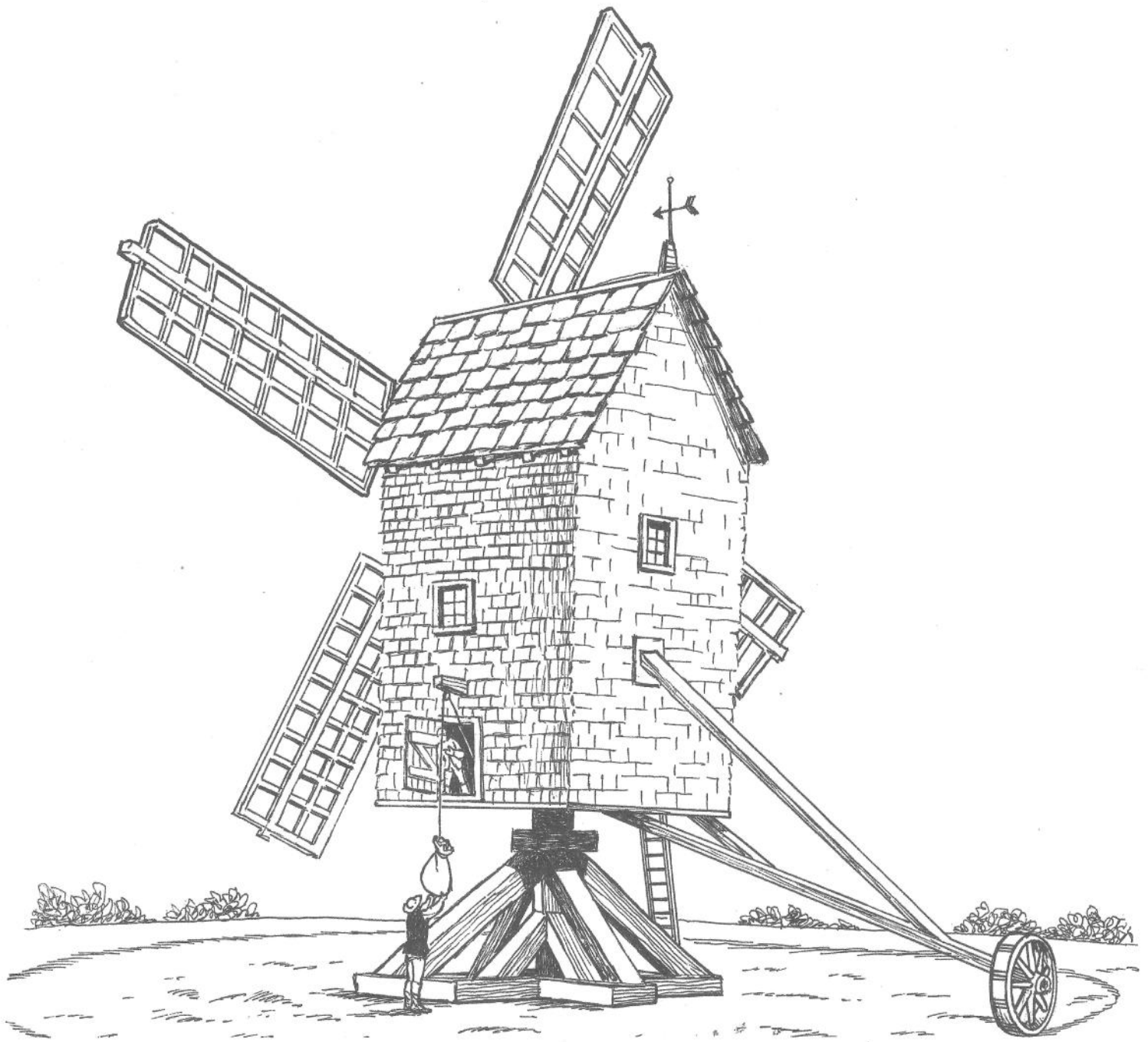
Then complete the following table.

Solid	Number of unit cubes
A	
B	
C	
D	
E	
F	



Dutch New Amsterdam, 1653. The Dutch established a fur-trading station at Albany on the Hudson River in 1614, but it was not until 1623 that the first trading post was established upon the island of Manhattan by

the Dutch West India Company. Depicted here is the thriving seaport of New Amsterdam, capital of the Dutch colony of New Netherland, as it appeared in 1653.



A post windmill. The windmill, introduced by the Dutch at New Amsterdam, had two types in colonial America. The more common "post" windmill, shown here, headed its sails into the wind while rotating upon a huge center post, balanced by a beam-mounted

wheel that revolved as the mill turned. The second type, the "smock" windmill, differed from the post in that only the mushroom-shaped "cap," or top, of the mill revolved with the changing winds.

Wednesday

GHNO | 3rd Grade | Week 8 | 05/13

Daily Student Instruction Sheet

WEDNESDAY, 05/13

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Literature
(20 Minutes)

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 13th**, for further assistance.
[3rd Grade Spalding List, Wed 05/13](#)
[3rd Grade Spalding Video, Wed 05/13 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 14- 16 from *The Little Prince* (IW)
["The Little Prince," Ch. 14-16 .pdf](#)
["The Little Prince" Ch. 14-15 read-aloud video with Miss Kaiser](#)
["The Little Prince" Ch. 16 read-aloud video with Miss Kaiser](#)
 - Student will read chapter independently **OR follow along in book while listening to Read Aloud video**. **While you read, please pay special attention to the planets the little prince visits and how they are described. You will need this info for a mini- project next week.
 - 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 8](#)

III. Literature

- a. Goal/Objective: Students will answer reflection and inference questions based on chapters 14-16 from *The Little Prince*.
- b. Materials needed: **Worksheet - "After Chapters XIV, XV, XVI"**
- 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. (IW 15 min)**
["After Chapters XIV, XV, XVI" worksheet](#)

Daily Student Instruction Sheet

MATH (30 min.)	<p>I. Math</p> <p>a. Goal/Objective: Students will understand and identify the VOLUME of a 3-D solid in CUBIC UNITS.</p> <p>b. Materials needed: provided worksheets</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the “Friendly Notes” and textbook pages included as lesson supplement before assignment. (PA, 5 min.) Singapore Math Friendly Notes, Volume Singapore Math Textbook, Ch. 13.3 Volume Singapore Math Glossary of Terms<input type="checkbox"/> 2: Student independently completes the “Unit 13: Chapter 3: Exercise 6, Volume” worksheets. (IW, 25 min.) Unit 13: Chapter 3: Exercise 6, Volume<input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the “3rd Grade Math Check” video. (Optional, 5 min.) HW Check video, Tue 05/12 and Wed 05/13 with Mrs. Cramer
HISTORY (30 min.)	<p>I. History</p> <p>a. Goal/Objective: Students will explore the role of William Penn and the Quakers in founding the colony of Pennsylvania.</p> <p>b. Materials needed: textbook chapter, student notes</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will read the textbook chapter “Ch. 16: William Penn and the Quakers, Thirteen Colonies Reader.” (IW, 20 min.) Ch. 16: William Penn and the Quakers, Thirteen Colonies Reader.pdf Ch. 16: William Penn and the Quakers, read by Miss Tyler<input type="checkbox"/> 2. After student reads the chapter, they will answer the focus question on the “Pennsylvania” notes page in one complete sentence. (IW, 10 min.) Pennsylvania notes page
SPECIAL CLASSES	<p>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL AND WILL BE GRADED EACH WEEK. PLEASE SEE THE SPECIALS SECTION LOCATED AT THE FRONT OF THIS PACKET.</p>

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

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

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

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

Word	Example sentence	Notes
{ produce r.4 }	Mom went to HEB to get some fresh produce. (noun)	"O" may say "O" at the end of a syllable. (R.4)
	Book printers produce millions of copies of books a year. (verb)	
product	A nice young lady helped us find the product we were looking for.	
{ purchase }	I had to purchase two stamps to send a letter to each of my friends.	
	I purchased a gift for my brother for his birthday. r. 11, 28	Base word = purchase, ending = ed. We write purchase without the silent final E because our ending "ed" starts with a vowel. (R.11) Use "ed" to make words past tense. (R.28)
{ purchased r. 11, 28 }	When I was in school, I loved to play tag at recess.	"E" may say "E" at the end of a syllable. (R.4) C must say "s" when followed by E, I, or Y. (R.2) We often double S after a vowel saying its first sound at the end of a base word. (R.17)
recess r. 4, 2, 17		

After Chapters XIV, XV, XVI

Reflect: *"That man is the only one of them all whom I could have made my friend."* What does the little prince like about the lamplighter?





Reflect: *"We do not record flowers."* Why would the geographer **not** record the little prince's flower in his book?

- a) Because flowers are important.
- b) Because there are too many.
- c) Because flowers are ephemeral

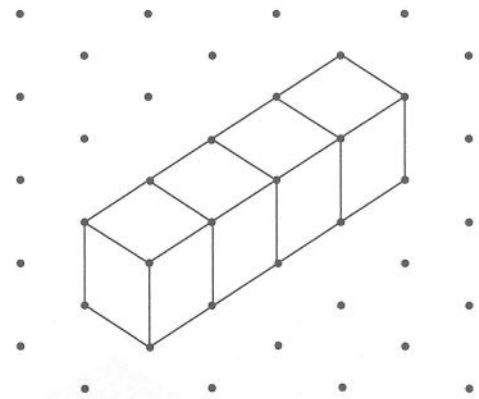
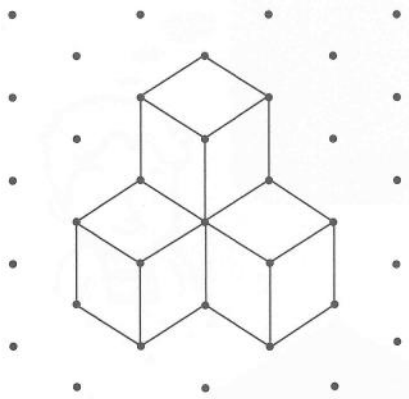
"My flower is ephemeral, the little prince said to himself, and she has only four thorns with which to defend herself against the world! And I've left her all alone where I live!" (Chapter XV)

Infer: Why does the little prince begin to feel sorry for leaving his flower?

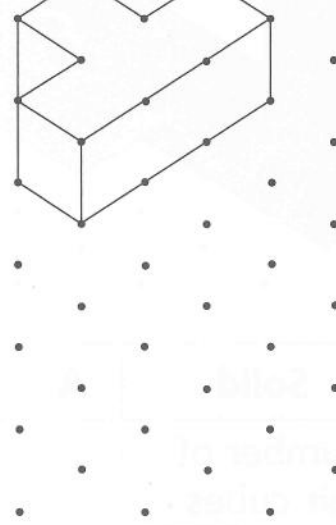
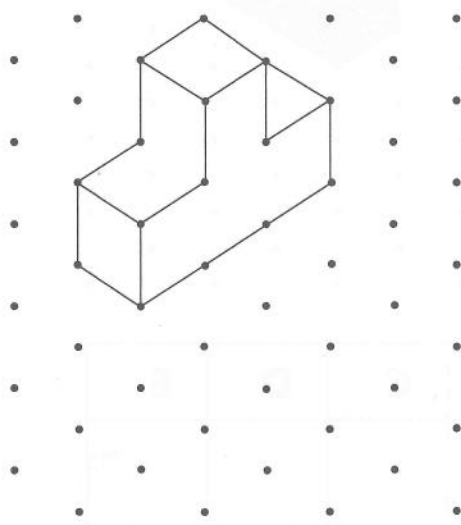
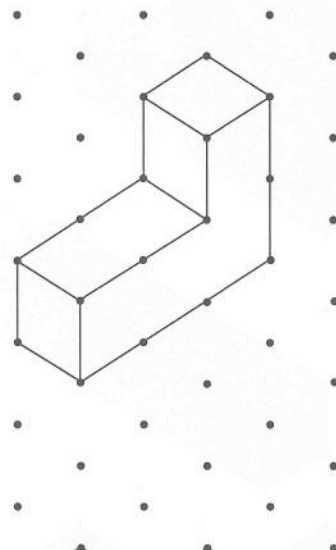
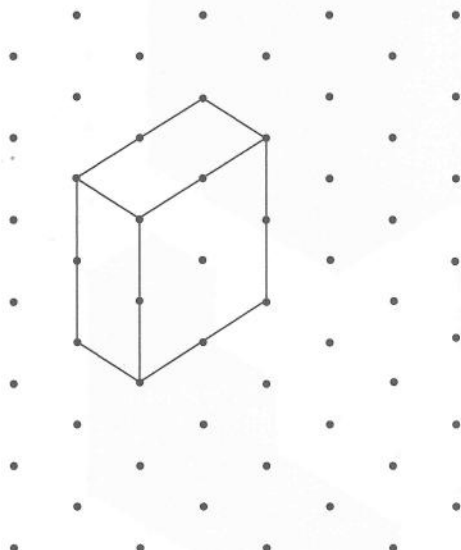


EXERCISE 6

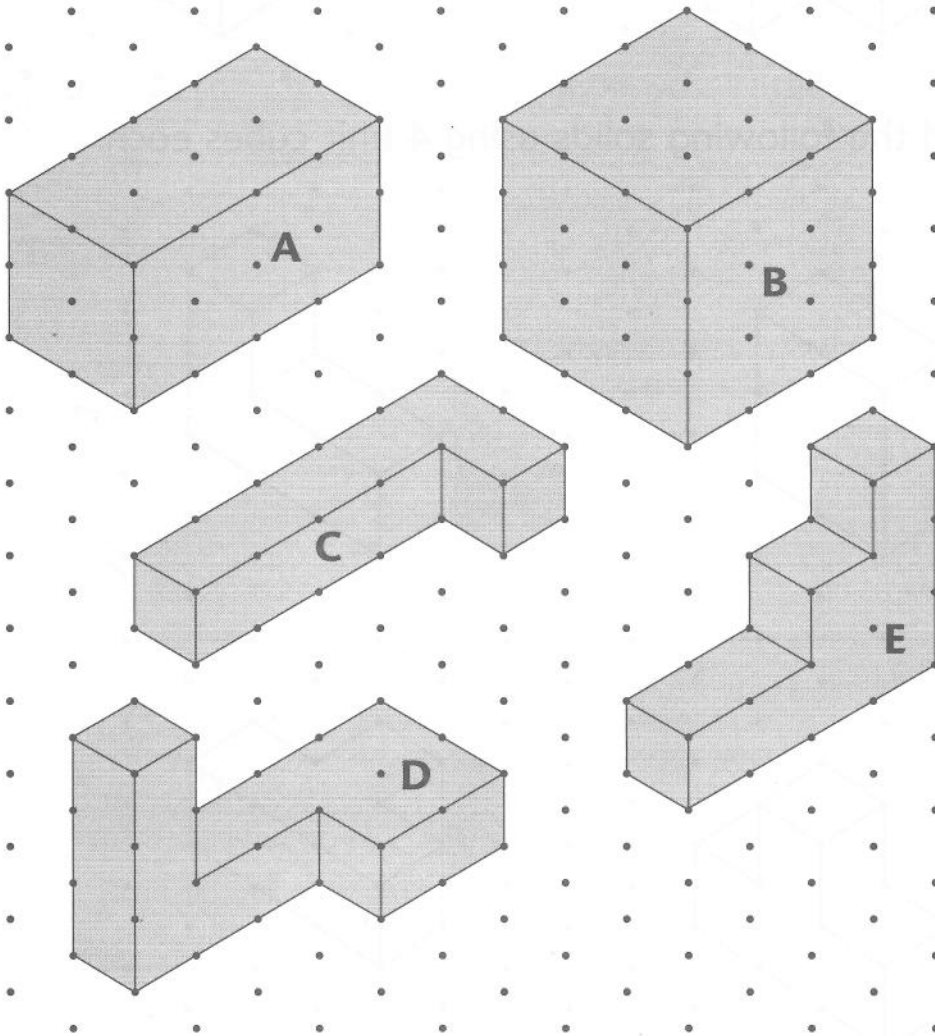
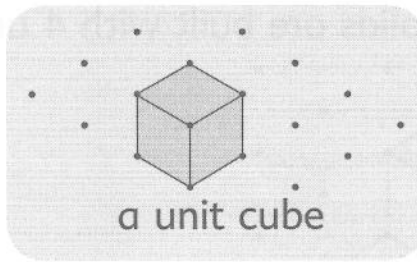
1. These two solids are built with 4 unit cubes each.



Build the following solids using 4 unit cubes each.



2. How many unit cubes are needed to build each of the following solids?



Solid	A	B	C	D	E
Number of unit cubes					

Pennsylvania

Why might Pennsylvania have been a place that Europeans want to move?



William Penn



Pennsylvania + Quakers
1682 A.D. – 1718 A.D.

Thursday

GHNO | 3rd Grade | Week 8 | 05/14

Daily Student Instruction Sheet

THURSDAY, 05/14

ELA

Spalding
(15 min.)

Reading
(+20 min. HW)

Literature
(20 Minutes)

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 14th**, for further assistance.
[3rd Grade Spalding List, Thu 05/14](#)
[3rd Grade Spalding Video, Thu 05/14 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 17-19 from *The Little Prince* (IW)
["The Little Prince," Ch 17-19 .pdf](#)
["The Little Prince" Ch. 17-19 read-aloud video with Miss Kaiser](#)
 - Student will read chapter independently **OR follow along in book while listening to Read Aloud video**. **While you read, please pay special attention to the planets the little prince visits and how they are described. You will need this info for a mini- project next week.
 - 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 8](#)

III. Literature

- a. Goal/Objective: Students will answer literary language and reflection questions based on chapters 17-19 from *The Little Prince*.
- b. Materials needed: **Worksheet - "After Chapters XVII, XVIII, & XIX"**
- c. Specific Instructions (IW=independent work; PA=parent assistance):
 - Do we remember what a Literary Device is?** A simile is a type of Literary Device an author uses to help the reader dive deeper into the story and visualize what is happening. A simile is a type of Literary Device that compares two things using "like" or "as".

Daily Student Instruction Sheet

	<p><input type="checkbox"/> To help us understand the deeper themes of the <i>Little Prince</i> let's work through the worksheet! (IW 15 min) "After Chapters XVII, XVIII, XIX" worksheet</p>
MATH (30 min.)	<p>I. Math</p> <p>a. Goal/Objective: Students will understand and identify the VOLUME of a 3-D solid in CUBIC UNITS.</p> <p>b. Materials needed: provided worksheets</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the "Friendly Notes" and textbook pages included as lesson supplement before assignment. (PA, 5 min.) Singapore Math Friendly Notes, Volume Singapore Math Textbook, Ch. 13.3 Volume Singapore Math Glossary of Terms<input type="checkbox"/> 2: Student independently completes the "Unit 13: Chapter 3: Exercise 7, Volume" worksheets. (IW, 25 min.) Unit 13: Chapter 3: Exercise 7, Volume<input type="checkbox"/> 3: Several concepts from this assignment are reviewed in the "Adding and Subtracting Cubes for Volume" video. (Optional, 5 min.) "Adding and Subtracting Cubes for Volume" video with Mr. Aniol
HISTORY (30 min.)	<p>I. History</p> <p>a. Goal/Objective: Students will explore the role of Pennsylvania during the American Revolution.</p> <p>b. Materials needed: "Pennsylvania" attached reading passage</p> <p>c. Specific Instructions (IW=independent work; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Student will read the book chapter "Pennsylvania" from <i>The Founders</i> by Dennis Fraden. (IW, 15 min.) "Pennsylvania." from The Founders by Dennis Fraden "Pennsylvania." video with Mr. Aniol<input type="checkbox"/> 2. After student finishes the reading, they will read and color "An Early Pennsylvania Farm, 1680s" worksheet. (IW, 15 min.) "An Early Pennsylvania Farm, 1680s"
SPECIAL CLASSES	<p>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL AND WILL BE GRADED EACH WEEK. PLEASE SEE THE SPECIALS SECTION LOCATED AT THE FRONT OF THIS PACKET.</p>

Daily Student Instruction Sheet

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

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

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

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

Word	Example sentence	Notes
<u>s</u> aucer n.2	The little boy said he saw a flying saucer when he was playing outside.	C must say "s" when followed by E, I, or Y. (R.2)
se <u>c</u> ret n.4	My brothers and I made a secret hideout in the woods.	"E" may say "E" at the end of a syllable. (R.4)
simi <u>l</u> ar	I am similar to my siblings in that we all have blonde hair.	
sleigh	Riding in a horse-drawn sleigh is so fun!	
so <u>l</u> u <u>t</u> ion n.4,14	Dad found the solution to the broken mower by reconnecting the battery.	"O" may say "O" at the end of a syllable. (R.4) "U" may say "U" at the end of a syllable. (R.4) We often use ti, ci, si, to say "sh" at the beginning of a syllable but never the first syllable of the word. (R.14)

After Chapters XVII, XVIII, & XIX



Reflect: What animal did the little prince first encounter when he arrived on Earth?

- a) a bird
- b) a human man
- c) a snake

Figurative Language: Write the type of figurative language used in the Chapter XVII excerpt.

Simile	Alliteration	Personification
--------	--------------	-----------------

“He coiled around the little prince’s ankle, like a golden bracelet.”

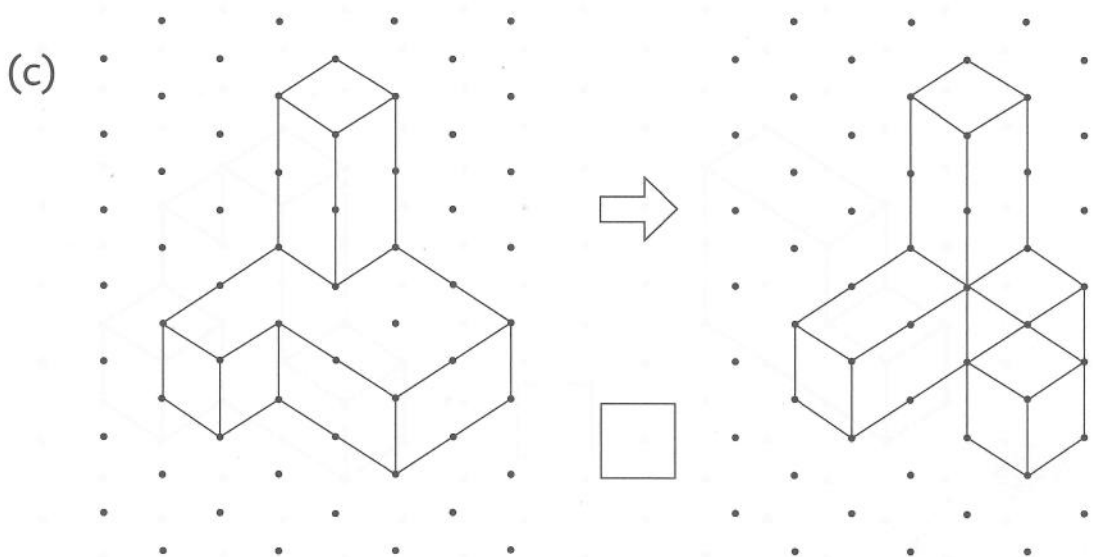
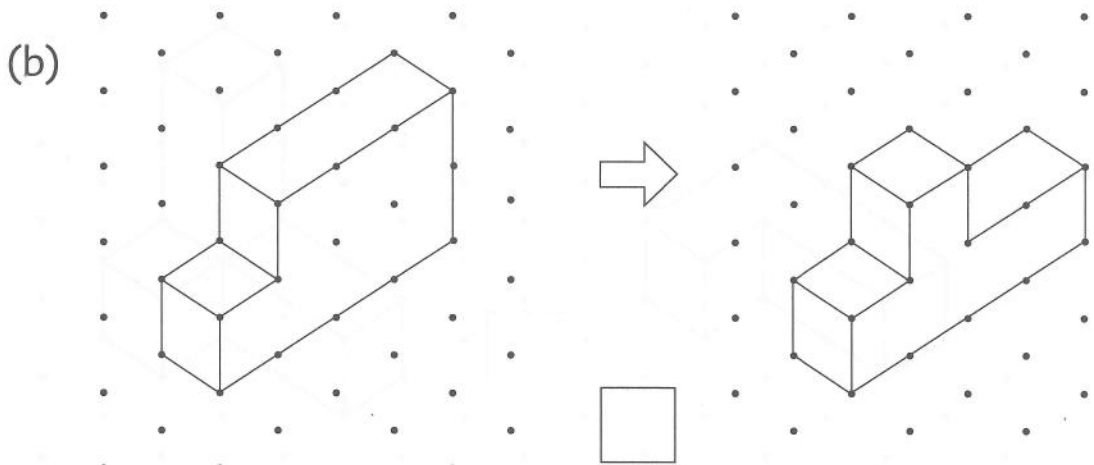
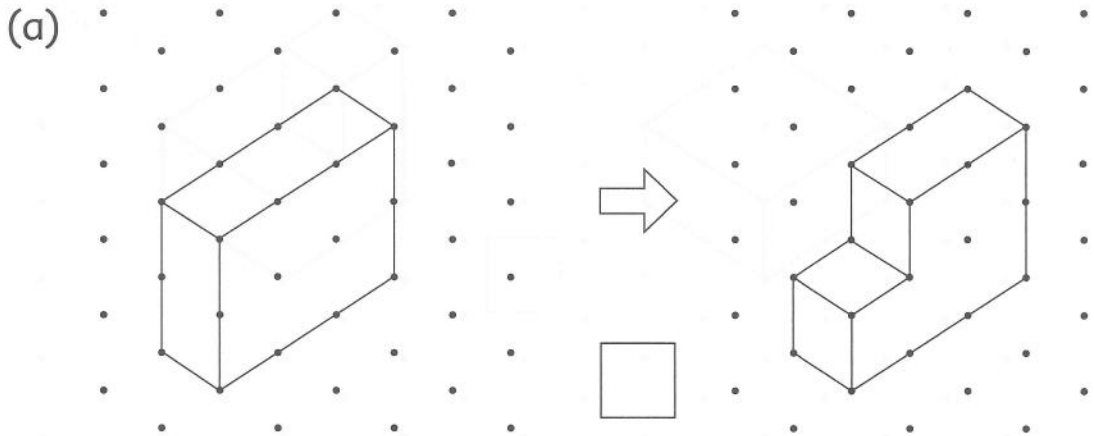
Infer: The snake tells the little prince, *“I can help you, someday”* How can the snake help the little prince?

- a) He can send anyone he touches back to the land he came from.
- b) He can grant one wish to anyone who asks him.
- c) He can be the little prince’s friend.

Reflect: Why did the little prince believe the people of Earth have *no imagination*?

EXERCISE 7

1. Use unit cubes to build the solid on the left. Then remove some unit cubes to get the solid on the right. How many unit cubes are removed in each case?



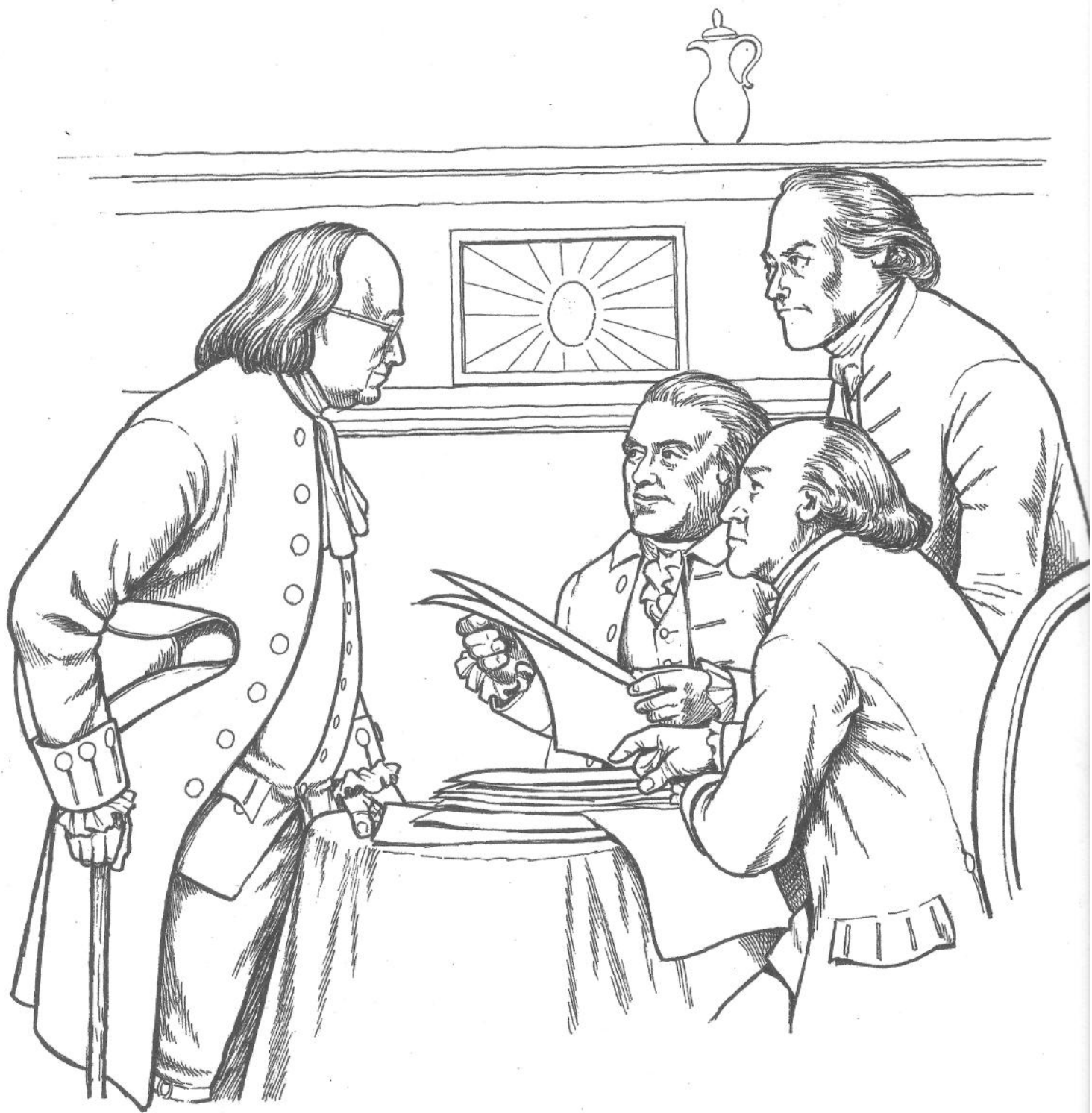
2. Use unit cubes to build the solid on the left. Then add some unit cubes to get the solid on the right.
How many unit cubes are added in each case?

The image shows three rows of dot grids. Each row contains two wireframe solids. The first solid in each row is a simple rectangular prism. The second solid is a more complex shape formed by adding more unit cubes to the first. A small square, representing one unit cube, is placed between the two solids in each row. The solids are built on a 10x10 dot grid.



An early Pennsylvania farm home, 1680s. This mountain cabin, built of rough logs with the bark left on, could be quickly erected with a minimum of tools, as could the split rail fence. A stick-and-mud chimney was built outside and above the fireplace, which had

been constructed of rocks. The rifle-wielding farmer, clad in a rough homespun hunting shirt, is on his way to hunt game for the table, assisted by his dogs. The farmer's wife can be seen boiling hog grease and lye in water to make soap for the family.



The signing of the Declaration of Independence, 1776. Finally, after a year of open warfare, the leaders of the patriotic forces in the Continental Congress approved the Declaration of Independence on July 4, 1776. This historic document announced to the world that the thirteen former British colonies in North America

were henceforth independent of Great Britain and self-governing, thus bringing to an end the colonial American experience and the birth of the new United States. The signers shown here are, at left, Benjamin Franklin; seated, left, Thomas Jefferson, and right, John Adams; standing, John Dickinson.

Answer Keys

GHNO | 3rd Grade | Week 8

Monday Key

After Chapters IX & X

Reflect: How was the flower's attitude different when she discovered the little prince was leaving?

She confessed that she had been silly and was sad the little prince was leaving. (pg 27)

Infer: Which best describes how the little prince felt as he departed his planet?

- a) overjoyed
- b) furious
- c) gloomy



Vocabulary: *"Of course," the king replied. "They obey immediately. I tolerate no insubordination."*

What does the word insubordination most likely mean?

- a) refusing to obey orders or submit to authority
- b) a task or service allocated to somebody
- c) to remove a person or group of people



Cause and Effect: Fill in the cause.

Cause:

The little prince asked the King to command the sun to set. The King does not command the sun to set until after it is setting. (pg 31)

Effect: The little prince realized the king does not have the power he believes he has. (Hint: What did the little prince request?)

Tuesday Key

After Chapters XI, XII, & XIII

Recall: Who does the little prince meet in these three chapters?

- a) The vain man, the drunkard, and the businessman
- b) The King, the pilot, and the flower
- c) The elephant, the boa constrictor, and Sarah Desert



Reflect: Why didn't the vain man hear the little prince when he asked, "And what would make the hat fall off?"

The vain man did not hear the little prince

because vain people never hear anything but praise. (pg 34)

"To forget what?" inquired the little prince, who was feeling sorry for him. "To forget that I'm ashamed," confessed the drunkard, hanging his head." (chapter XII)

Infer: How would you describe the drunkard?

- a) Joyful
- b) Silly
- c) Sad

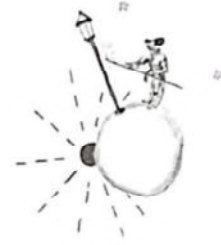
Reflect: "Five-hundred-and-one million..." What was the businessman counting?

- a) The money in his bank account.
- b) His number of employees.
- c) The number of stars he owns.



After Chapters XIV, XV, XVI

Reflect: "That man is the only one of them all whom I could have made my friend." What does the little prince like about the lamplighter?



The lamplighter is the first person who thinks of something besides himself. (pg 43)



Reflect: "We do not record flowers." Why would the geographer **not** record the little prince's flower in his book?

- a) Because flowers are important.
- b) Because there are too many.
- c) Because flowers are ephemeral

fleeting
does not last

"My flower is ephemeral, the little prince said to himself, and she has only four thorns with which to defend herself against the world! And I've left her all alone where I live!" (Chapter XV)

Infer: Why does the little prince begin to feel sorry for leaving his flower?

The little prince realizes that his flower is weak, and needs protection, and will someday be gone. (pg 46)



After Chapters XVII, XVIII, & XIX

Reflect: What animal did the little prince first encounter when he arrived on Earth?

- a) a bird
- b) a human man
- c) a snake



Figurative Language: Write the type of figurative language used in the Chapter XVII excerpt.

Simile	Alliteration	Personification
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"He coiled around the little prince's ankle, like a golden bracelet."

Simile

Infer: The snake tells the little prince, "I can help you, someday" How can the snake help the little prince?

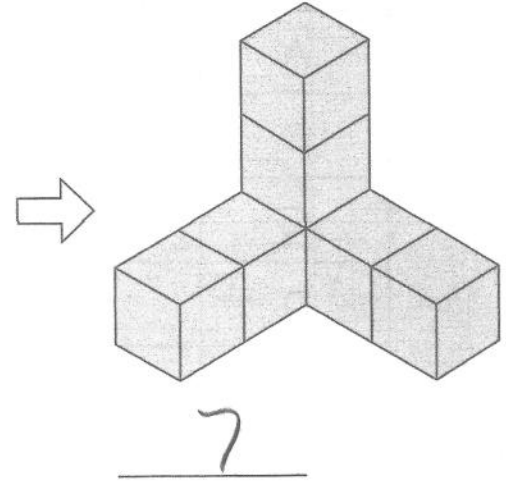
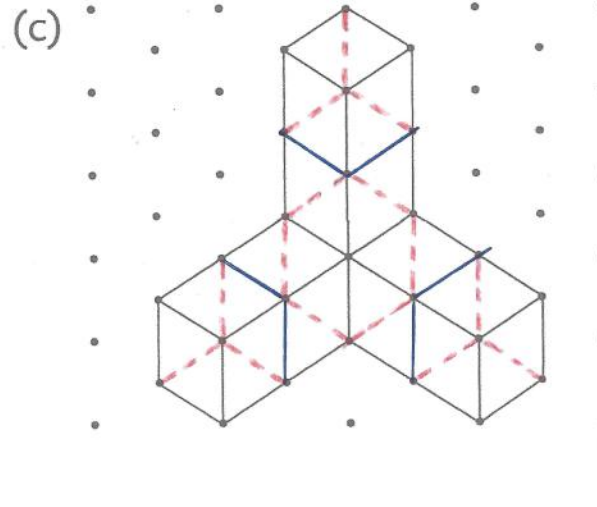
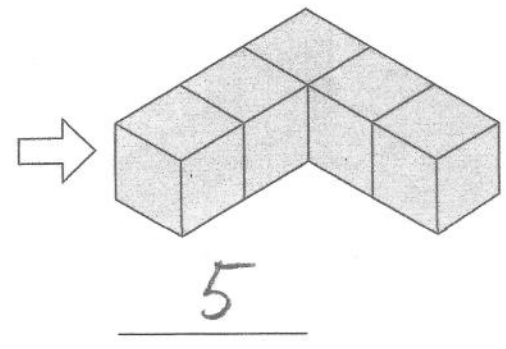
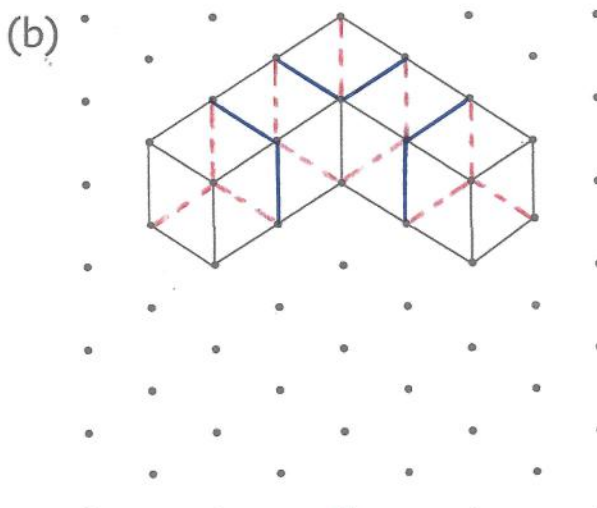
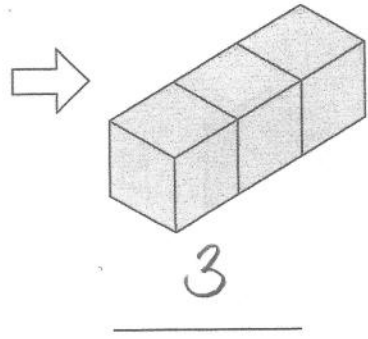
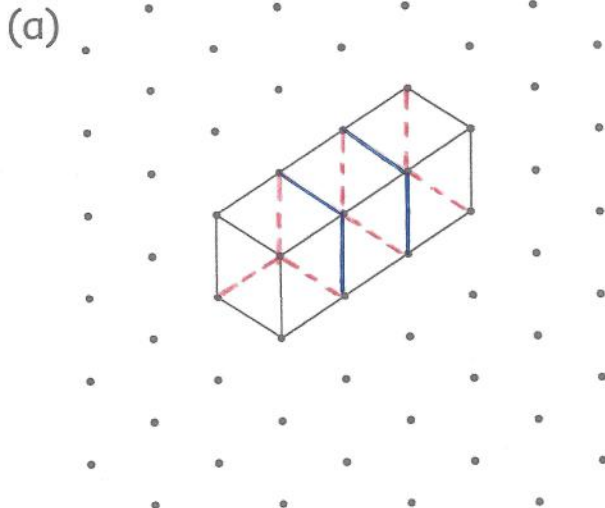
- a) He can send anyone he touches back to the land he came from.
- b) He can grant one wish to anyone who asks him.
- c) He can be the little prince's friend.

Reflect: Why did the little prince believe the people of Earth have *no imagination*?

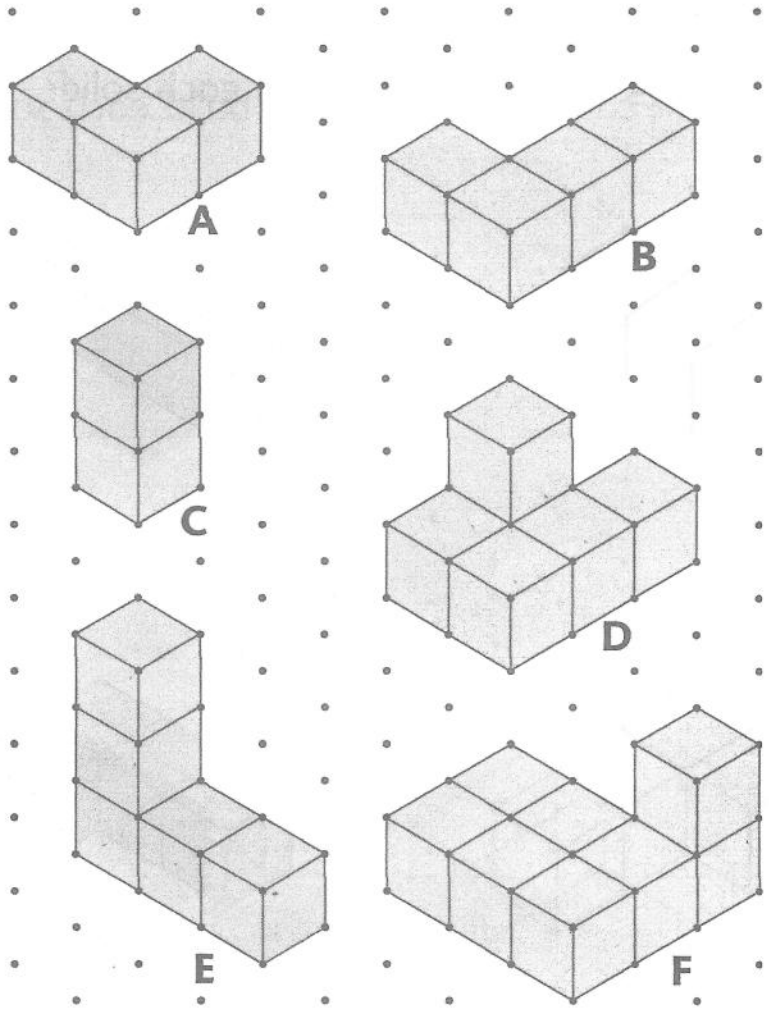
The little prince hear his own echo and
thinks it is another person who only repeats
what he says. (pg 54)

EXERCISE 5

1. Use unit cubes to build each solid.
How many unit cubes are needed to build each solid?



2. Use unit cubes to build these solids.

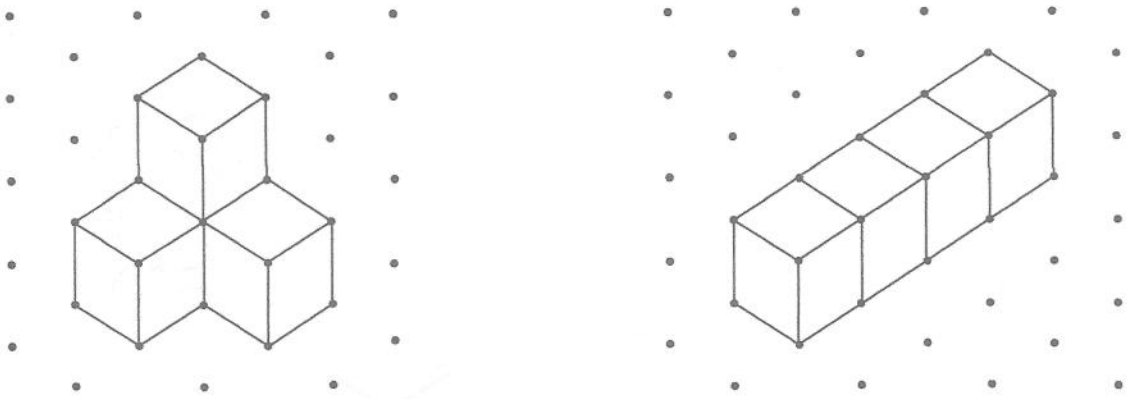


Then complete the following table.

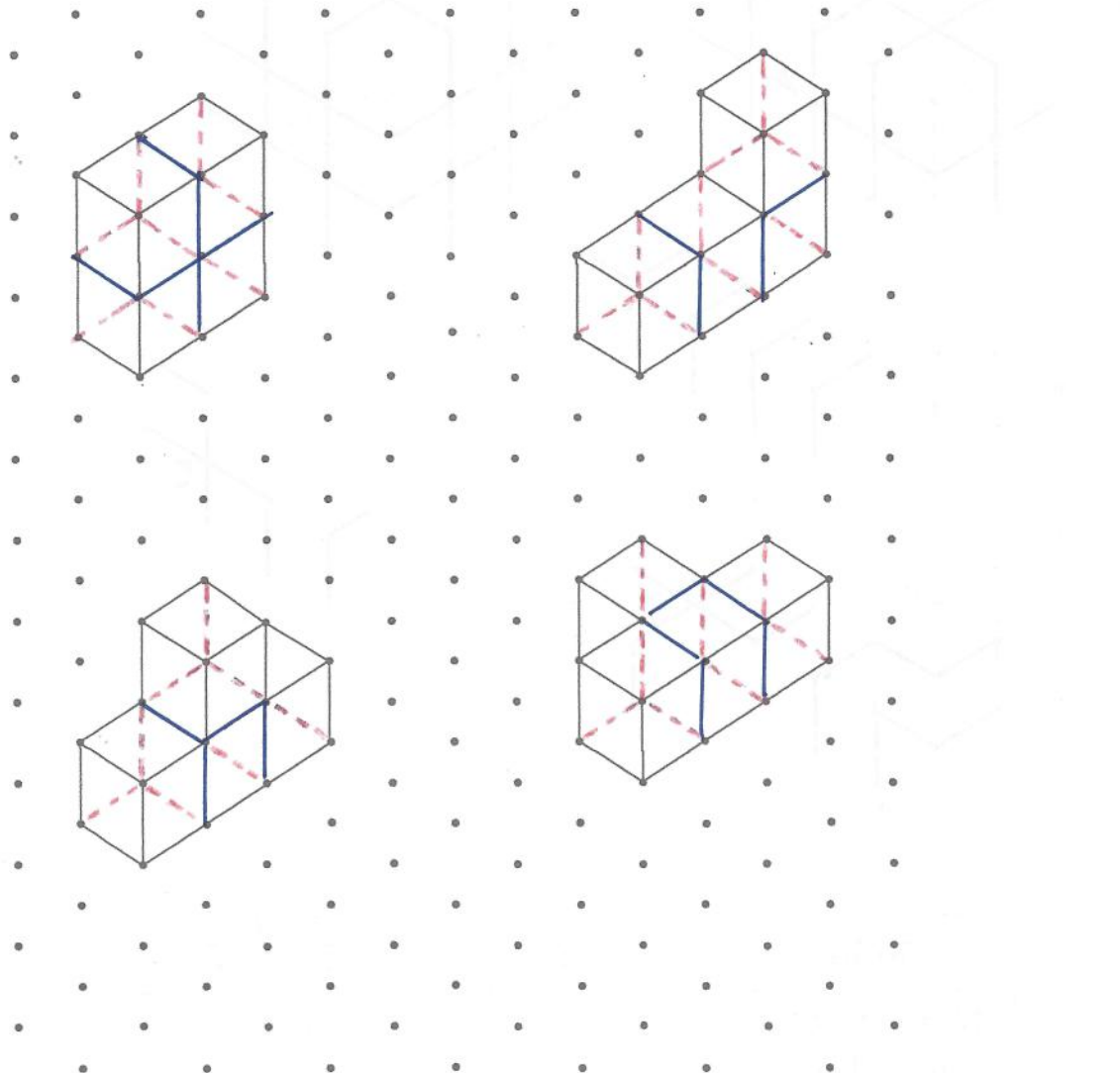
Solid	Number of unit cubes
A	3
B	4
C	2
D	6
E	5
F	8

EXERCISE 6

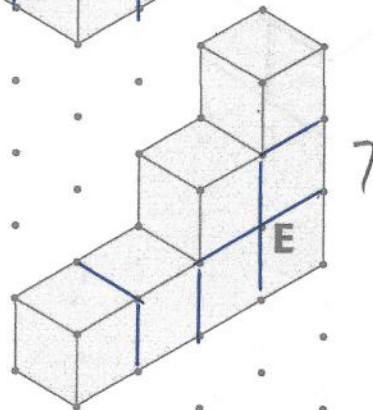
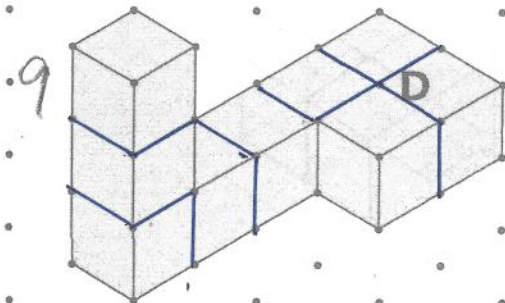
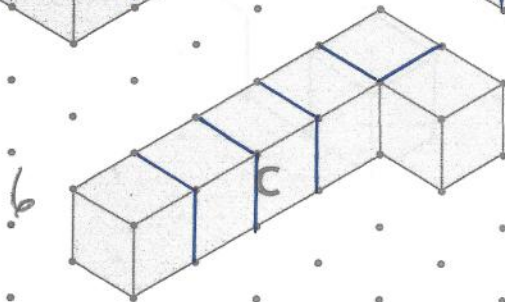
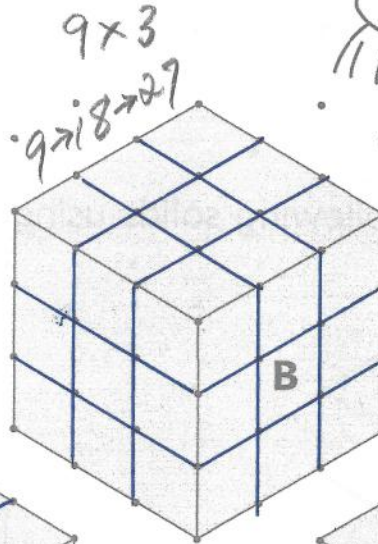
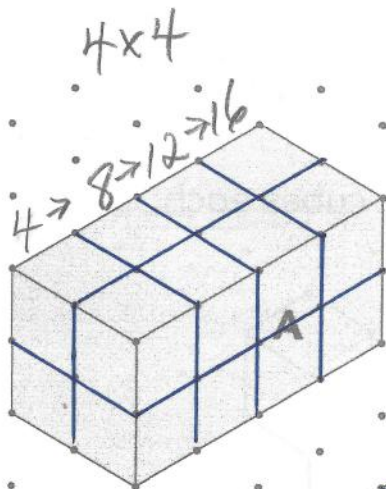
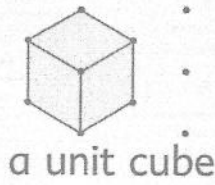
1. These two solids are built with 4 unit cubes each.



Build the following solids using 4 unit cubes each.



2. How many unit cubes are needed to build each of the following solids?



Solid	A	B	C	D	E
Number of unit cubes	16	27	6	9	7

EXERCISE 7

1. Use unit cubes to build the solid on the left. Then remove some unit cubes to get the solid on the right. How many unit cubes are removed in each case?

(a)

$6 - 1 = 5$

5

(b)

$7 - 2 = 5$

5

(c)

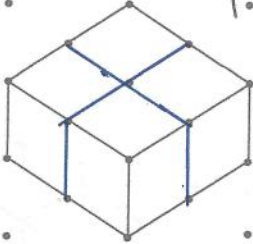
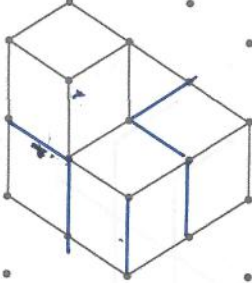
HIDDEN CUBE

$9 - 2 = 7$

7

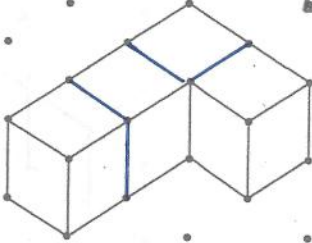
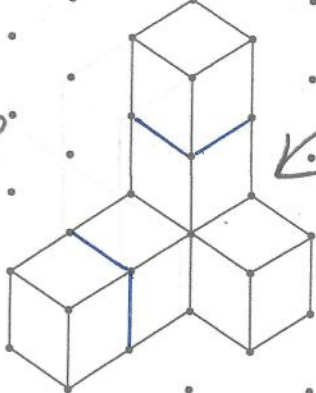
2. Use unit cubes to build the solid on the left. Then add some unit cubes to get the solid on the right. How many unit cubes are added in each case?

$4 + 1 = 5$

5

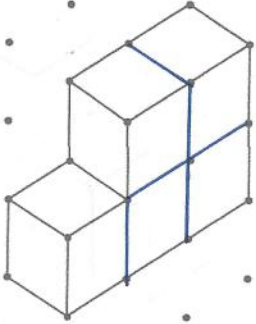
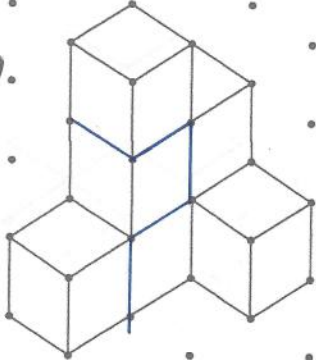
$4 + 2 = 6$

HIDDEN CUBE

6

$5 + 2 = 7$

7

Name: _____ Date: _____ #: _____

Graded Review

GHNO | 3rd Grade | Week 8 | 05/15

3rd Grade Reading Log

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

Daily Student Instruction Sheet

FRIDAY, 05/15

DUE MONDAY, 05/18

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 05/15](#)
[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 Check Chapters 9-19”**

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

Daily Student Instruction Sheet

	<ul style="list-style-type: none"><input type="checkbox"/> Review: Students will review worksheets from this week (5 mins, IW)<input type="checkbox"/> Without parent assistance, students independently complete the review assessment The Little Prince Review Check, Chapters IX- XIX (IW, 20 min.)<input type="checkbox"/> Students may use <i>The Little Prince</i> book as a reference. If students need further assistance they can look back to previous worksheets.<input type="checkbox"/> Track final weekly reading minutes on the reading log, included on the cover of the review packet. (IW)
MATH (30 min.)	<p>I. Math</p> <p>Goal/Objective: Students will understand and identify the VOLUME of a 3-D solid in CUBIC UNITS.</p> <p>b. Materials needed: provided worksheets</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student read the “Friendly Notes” and textbook pages included as lesson supplement before assignment. (PA, 5 min.) Singapore Math Friendly Notes, Volume Singapore Math Textbook, Ch. 13.3 Volume Singapore Math Glossary of Terms<input type="checkbox"/> 2: Student independently completes the “Unit 13: Chapter 3, Volume: Graded Review” worksheets. (IW, 20 min.) Unit 13: Exercise 3, Volume: Graded Review
HISTORY (30 min.)	<p>I. History</p> <p>a. Goal/Objective: Students will recall and apply basic concepts, in a review of the lessons from this week.</p> <p>b. Materials needed: graded review “New York and Pennsylvania”</p> <p>c. Specific Instructions (IW=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1: Parent and student may look over this week’s readings and activities as needed. (PA, 10 min.) Ch. 15: New York: A Dutch Settlement, Thirteen Colonies Reader.pdf Ch. 16: William Penn and the Quakers, Thirteen Colonies Reader.pdf<input type="checkbox"/> 2: Without parent assistance, student independently completes the graded review “New York and Pennsylvania.” (IW, 20 min.) Student may use any materials from the week, including notes and math text pages, to assist as needed. "New York and Pennsylvania" graded review

Daily Student Instruction Sheet

SPECIAL CLASSES

Specials Assignments are no longer optional. Specials assignments will be graded.

Please see the Specials Class Assignments at the beginning of this packet.

You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.

Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.

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

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

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

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

Word	Example sentence
<i>northern</i>	Palo Duro Canyon is in the northern part of Texas.
<i>southern</i>	Padre Island is in the southern tip of Texas.
<i>eastern</i>	Louisiana borders part of the eastern edge of Texas.
<i>western</i>	New Mexico borders the western edge of Texas.
<i>quarrel</i>	Mom always told us not to quarrel with each other.
<i>poet</i>	Sometimes Miss Gauss is a poet and doesn't even know it!
<i>poetic</i>	Shel Silverstein is known for his poetic writings.
<i>poetry</i>	In 3 rd grade, we memorize a good amount of poetry.
<i>poem</i>	Have you ever tried to write a poem? They are fun to write.
<i>radio</i>	We listen to the radio on the way to school.
<i>produce</i>	Mom went to HEB to get some fresh produce. (noun) Book printers produce millions of copies of books a year. (verb)

product	A nice young lady helped us find the product we were looking for.
purchase	I had to purchase two stamps to send a letter to each of my friends.
purchased	I purchased a gift for my brother for his birthday.
Recess	When I was in school, I loved to play tag at recess.
saucer	The little boy said he saw a flying saucer when he was playing outside.
secret	My brothers and I made a secret hideout in the woods.
similar	I am similar to my siblings in that we all have blonde hair.
sleigh	Riding in a horse-drawn sleigh is so fun!
solution	Dad found the solution to the broken mower by reconnecting the battery.

Spalding Review

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

Name: _____

Date: _____ # _____

The Little Prince Chapters 9-19

Review Check

SECTION ONE: SPEAKER IDENTIFICATION

Directions: Read each sentence below. Choose the character who is the **speaker** of each of the following quotations.

1. *"Would you be so kind as to tend to me?"*

- a. The little prince
- b. The pilot (narrator)
- c. The flower

2. *"We don't record flowers."*

- a. The businessman
- b. The geographer
- c. The king

3. *"Anyone I touch, I send back to the land from which he came."*

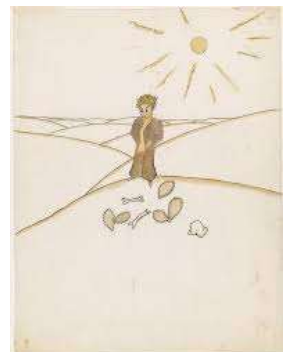
- a. The sheep
- b. The flower
- c. The snake

4. *"That man is the only one of them all whom I could have made my friend."*

- a. The pilot
- b. The little prince
- c. The lamplighter

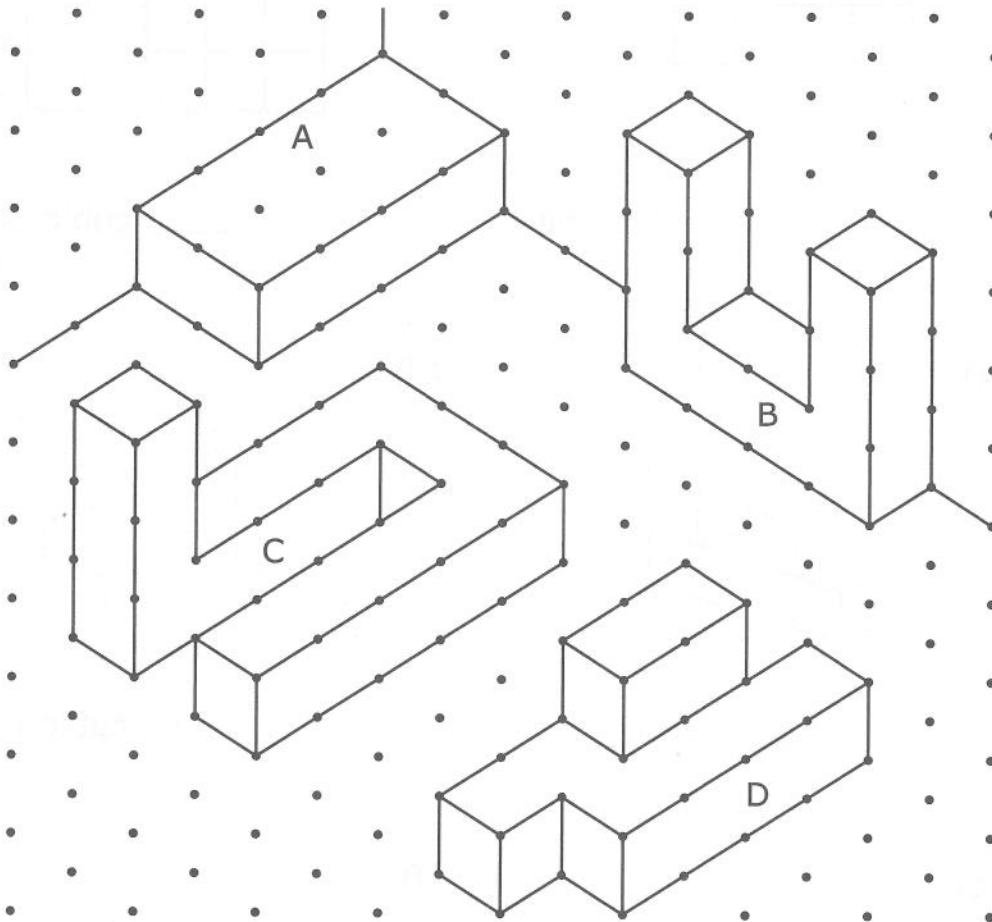
SECTION TWO: REFLECTION

5. Why did the little prince leave his planet? Does he regret his decision?



Exercise 3 : Volume

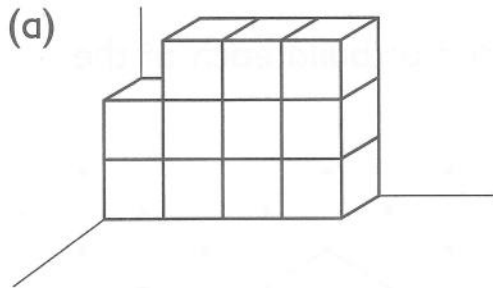
1. How many unit cubes are needed to build each of the following solids?



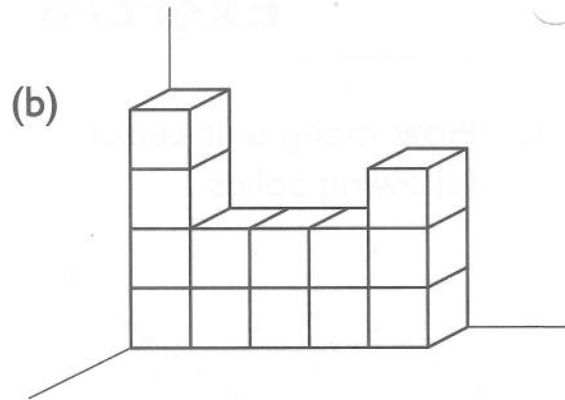
Complete the following table.

Solid	Number of unit cubes
A	
B	
C	
D	

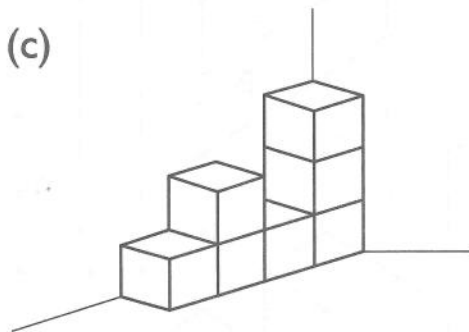
2. Find the volume of each solid.



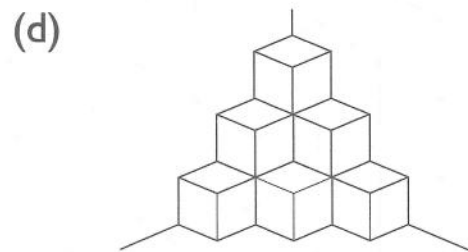
_____ cubic units



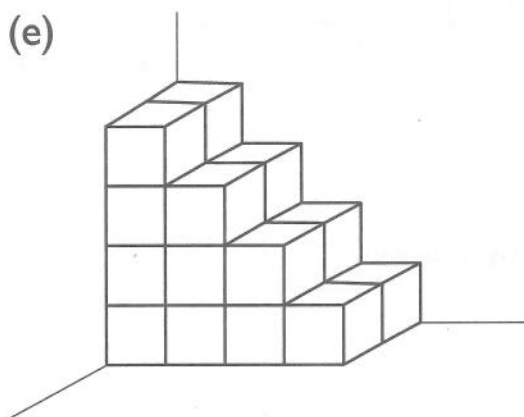
_____ cubic units



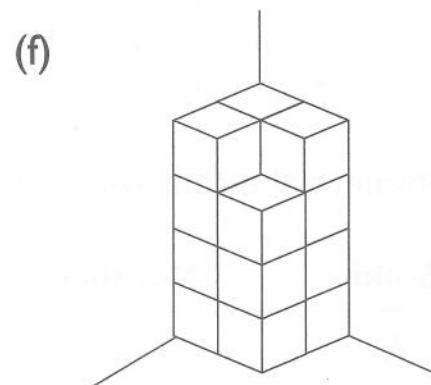
_____ cubic units



_____ cubic units



_____ cubic units



_____ cubic units

Name : _____ Date : _____ # : _____

New York and Pennsylvania

Graded Review

Freedom of Religion Quakers Philadelphia Peter Stuyvesant

1. Capital of Pennsylvania colony: _____
2. Ability to practice any religion: _____
3. Lost New Amsterdam to English: _____
4. Believed that all people were equal: _____

5. What did Peter Minuit, the Governor of New Netherland, offer Native Americans to purchase the island of Manhattan?

6. Why did William Penn call his plan for Pennsylvania a “holy experiment?”
