



# Remote Learning Packet

## Third Grade

March 30–April 3, 2020

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



# GreatHearts

## Irving

Dear Third Grade Parents,

While we firmly believe in the irreplaceable value of the person-to-person instruction and discussion that a classroom setting provides, this unprecedented situation requires us to provide for student learning to continue at home to the greatest extent possible. This packet is organized by day. Each day contains a collection of instructions and resources that you and your student will need to complete their at-home tasks. These may be completed in any order.

The next page of this packet is an Attendance Affidavit for you to sign and digitally return to the school. Please do so by scanning/taking a photo of the page and emailing it to [attendance@greatheartsirving.org](mailto:attendance@greatheartsirving.org). Also included is a page titled “My Learning This Week” which your child should complete at the end of his/her work each day. At the end of the week, please retain your child’s completed packet. Further instructions about how to return at-home student work will be published soon.

As always, if you have questions about the materials you may reach your child’s teacher by email and they will do their best to reply as quickly as they can during normal school hours (7:15–3:45). The most up-to-date information and answers to general questions regarding Great Hearts’s response to the COVID-19 situation can be found at [greatheartamerica.org/coronavirus](http://greatheartamerica.org/coronavirus).

Sincerely,

Hélène Bergez, 3A Lead Teacher  
[helene.bergez@greatheartsirving.org](mailto:helene.bergez@greatheartsirving.org)

Sarah Schweizer, 3B Lead Teacher and Third Grade Team Lead  
[sarah.schweizer@greatheartsirving.org](mailto:sarah.schweizer@greatheartsirving.org)

Melissa Beauvais, 3C Lead Teacher  
[melissa.beauvais@greatheartsirving.org](mailto:melissa.beauvais@greatheartsirving.org)

Amanda Stevens, 3D Lead Teacher  
[amanda.stevens@greatheartsirving.org](mailto:amanda.stevens@greatheartsirving.org)



## Student Attendance Affidavit

March 30–April 3, 2020

My Great Hearts Irving Student, \_\_\_\_\_, to the best of my knowledge, attended to his/her remote learning assignments on the following days:

- Monday, March 30, 2020
- Tuesday, March 31, 2020
- Wednesday, April 1, 2020
- Thursday, April 2, 2020
- Friday, April 3, 2020

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

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

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

## My Learning This Week

**Directions:** Write the date in the box on the left; then put a check mark in each box when all of your hard work is done. We miss you, and hope to see you at school again very soon!

Date	My Daily Learning
	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>

## Third Grade Remote Learning Plan 3/30–4/3

*At-home work for Third Grade is limited to approximately 1 ½ hours per day.*

Subject		Mon. 3/30	Tue. 3/31	Wed. 4/1	Thu. 4/2	Fri. 4/3
Math ~20–30 min.		Review shapes	Review solid figures	Review perimeter	Review area	Review volume
English Language Arts ~20–30 min. total	<i>Spalding</i>					
	<i>Literature</i>	Pinocchio Ch. 14	Pinocchio Ch. 15	Pinocchio Ch. 16	Pinocchio Ch. 17	
	<i>Grammar/ Writing</i>	W: Copywork	G: Review Nouns and Verbs	W: Narration	G: Review Parsing and Diagrams	
	<i>Poetry</i>					
History or Science ~15 min.		<i>History: Review history sentences; (Self-quiz on geography questions)</i>	<i>Science: Review states of matter</i>	<i>History: Timeline worksheet</i>	<i>Science: Review Types of Energy</i>	<i>History: Map work</i>
Art or Music ~10 min.		Art: Francisco Zurbaran <i>Still Life with Lemons, Oranges, and Rose</i>	Music: Brahms review, outline of tempos and dynamics	Art: Draw pictures for each major event on the History timeline	Music: Rhythm counting	Art: Draw own still life

<p><i>Latin</i> or <i>P.E.</i> ~10 min.</p>	<p>P.E. 5-minute workout and a 5-minute coordination game called "lava"</p>	<p>Latin: Reading and acting <i>Colloquium</i> <i>Tertium</i></p>	<p>P.E. 3-minute workout and then a home-made pacer test.</p>	<p>Latin: reviewing flashcards, scavenger hunt</p>	<p>P.E. 3-minute workout and then 7 minutes of outdoor free-time.</p>
---	---	---	---	--	---

# Day 1 Instructions and Resources

Monday, 3/30

## Mathematics

### Warm-up (5 minutes)

Play the game 24 using digits 6, 2, 7, 4

*Object of the game: Make the number 24 from the four numbers shown. You can add, subtract, multiply and divide. Use all four numbers on the card, but use each number only once. You do not have to use all four operations.*

*Here is an example:*



$$4 \times 3 = 12$$

$$12 \times 2 = 24$$

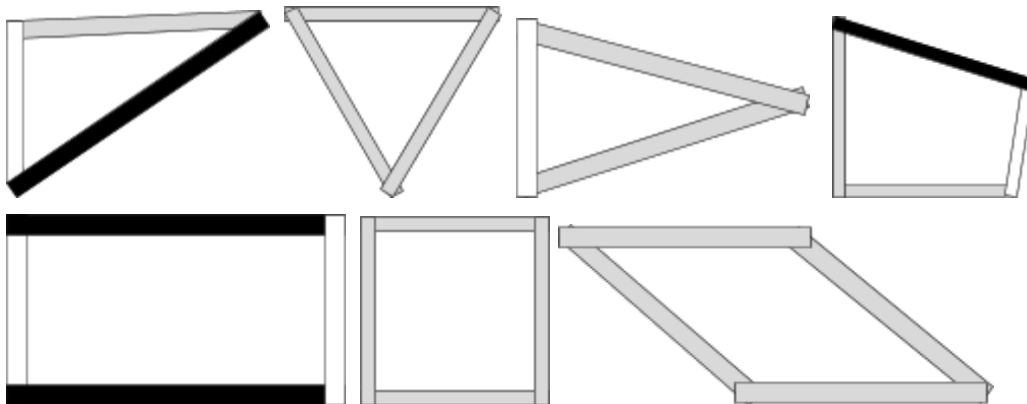
$$24 \div 1 = 24$$

### Anchor Activity (10-15 minutes)

Use the following vocabulary words to describe the shapes you will make during the activity:

Triangle, quadrilateral, rectangle, pentagon, square, rhombus, equilateral, isosceles, right, scalene, and parallel.

Use the following shapes as a reference while completing the activity.





Cut out the shaded strips and circle on the bottom of the following page. Please only cut off the bottom half of the page.

Using any three strips of paper, make a shape.

*What shape is it? How many corners does it have? How many sides does it have?*

*I made a \_\_\_\_\_ .*

Now using three gray strips, make a triangle.

*What type of triangle did you make?*

*I made an \_\_\_\_\_ triangle.*

Now using two gray strips and a white strip, make a triangle.

*What type of triangle did you make?*

*I made an \_\_\_\_\_ triangle.*

Now using a gray strip, a white strip, and a black strip make a triangle.

*What type of triangle did you make?*

*I made an \_\_\_\_\_ triangle.*

Now take the circle and fold it in half horizontally. Then fold it in half again.

*What kind of angle did you make?*

*I made a \_\_\_\_\_ angle.*

Using any four strips of paper, make a shape.

*What shape is it? How many corners does it have? How many sides does it have?*

*I made a \_\_\_\_\_ .*

Using two black strips and two white strips, make a shape that has four right angles.

*What shape is it? How many sets of parallel lines does it have?*

*I made a \_\_\_\_\_ which is a special type of parallelogram.*

Using four grey strips make two types of quadrilaterals.

Hint: one of the two shapes will have four right angles.

*What two shapes did you make?*

*The first shape I made is a \_\_\_\_\_.*

*The second shape I made is a \_\_\_\_\_.*



**Wrap-up Practice (5-10 minutes)**

Complete the table below. Use the right angle you formed to help you.

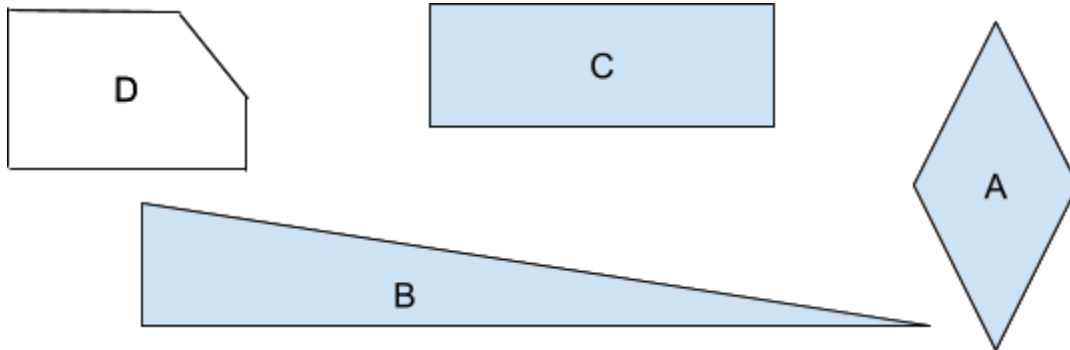
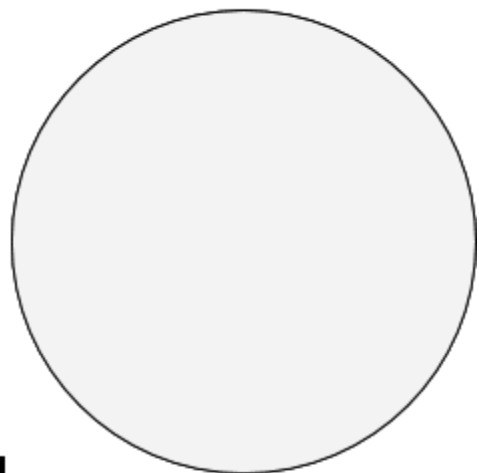
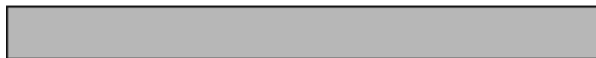
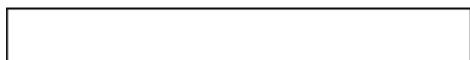


Figure	Number of sides	Number of angles	Number of right angles	Name of shape
A				
B				
C				
D				

Cut here- - - - -

Cut out the following figures to complete the math anchor activity.





## Literature

### Read chapter 14 of Pinocchio out loud. (10-15 minutes)

As you read...

1. Take your time and read carefully (text below).
2. Make sure that your voice follows all punctuation!
3. Practice using the proper tone of voice to convey, or show, what the author's meaning is. Similar to how we use voice inflection in poetry recitations, you can raise or lower the pitch of your voice at different times depending on the action in the story.
4. Look up the definition for the words "pursuer" and "barred" in your own dictionary or from the attached page. Then, write each word, its part of speech, and its definition below.
  - a. When looking up the word "barred," you will need to look for the present tense. Then, make sure that you choose the definition that best suits the meaning in the sentence. Ask yourself: *is "barred" a person, place, thing, or idea OR is it something a noun is doing?*

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

---

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_

---

### Discuss with a parent the following questions. (about 5 minutes)

- As Pinocchio leaves the inn, what is his plan if he sees an assassin?
- How does Pinocchio hide the gold pieces? Is the gold discovered by the assassins?
- What clue(s) does the author give about the identity of the assassins?
- What allows the marionette to increase the distance between him and the two characters that are following him?

## Chapter 14

*Pinocchio, not having listened to the good advice of the Talking Cricket, falls into the hands of the Assassins.*

"Dear, oh, dear! When I come to think of it," said the Marionette to himself, as he once more set out on his journey, "we boys are really very unlucky. Everybody scolds us, everybody gives us advice, everybody warns us. If we were to allow it, everyone would try to be father and mother to us; everyone, even the Talking Cricket. Take me, for example. Just because I would not listen to that bothersome Cricket, who knows how many misfortunes may be awaiting me! Assassins indeed! At least I have never believed in them, nor ever will. To speak sensibly, I think assassins have been invented by fathers and mothers to frighten children who want to run away at night. And then, even if I were to meet them on the road, what matter? I'll just run up to them, and say, 'Well, signori, what do you want? Remember that you can't fool with me! Run along and mind your business.' At such a speech, I can almost see those poor fellows running like the wind. But in case they don't run away, I can always run myself. . ."

Pinocchio was not given time to argue any longer, for he thought he heard a slight rustle among the leaves behind him.

He turned to look and behold, there in the darkness stood two big black shadows, wrapped from head to foot in black sacks. The two figures leaped toward him as softly as if they were ghosts.

"Here they come!" Pinocchio said to himself, and, not knowing where to hide the gold pieces, he stuck all four of them under his tongue.

He tried to run away, but hardly had he taken a step, when he felt his arms grasped and heard two horrible, deep voices say to him: "Your money or your life!"

On account of the gold pieces in his mouth, Pinocchio could not say a word, so he tried with head and hands and body to show, as best he could, that he was only a poor Marionette without a penny in his pocket.

"Come, come, less nonsense, and out with your money!" cried the two thieves in threatening voices.

Once more, Pinocchio's head and hands said, "I haven't a penny."

"Out with that money or you're a dead man," said the taller of the two Assassins.

"Dead man," repeated the other.

"And after having killed you, we will kill your father also."

"Your father also!"

"No, no, no, not my Father!" cried Pinocchio, wild with terror; but as he screamed, the gold pieces tinkled together in his mouth.

"Ah, you rascal! So that's the game! You have the money hidden under your tongue. Out with it!"

But Pinocchio was as stubborn as ever.

"Are you deaf? Wait, young man, we'll get it from you in a twinkling!"

One of them grabbed the Marionette by the nose and the other by the chin, and they pulled him unmercifully from side to side in order to make him open his mouth.

All was of no use. The Marionette's lips might have been nailed together. They would not open.

In desperation the smaller of the two Assassins pulled out a long knife from his pocket, and tried to pry Pinocchio's mouth open with it.

Quick as a flash, the Marionette sank his teeth deep into the Assassin's hand, bit it off and spat it out. Fancy his surprise when he saw that it was not a hand, but a cat's paw.

Encouraged by this first victory, he freed himself from the claws of his assailers and, leaping over the bushes along the road, ran swiftly across the fields. His pursuers were after him at once, like two dogs chasing a hare.

After running seven miles or so, Pinocchio was well-nigh exhausted. Seeing himself lost, he climbed up a giant pine tree and sat there to see what he could see. The Assassins tried to climb also, but they slipped and fell.

Far from giving up the chase, this only spurred them on. They gathered a bundle of wood, piled it up at the foot of the pine, and set fire to it. In a twinkling the tree began to sputter and burn like a candle blown by the wind. Pinocchio saw the flames climb higher and higher. Not wishing to end his days as a roasted Marionette, he jumped quickly to the ground and off he went, the Assassins close to him, as before.

Dawn was breaking when, without any warning whatsoever, Pinocchio found his path barred by a deep pool full of water the color of muddy coffee.

What was there to do? With a "One, two, three!" he jumped clear across it. The Assassins jumped also, but not having measured their distance well--splash!!!-- they fell right into the middle of the pool. Pinocchio who heard the splash and felt it, too, cried out, laughing, but never stopping in his race:

"A pleasant bath to you, signori!"

He thought they must surely be drowned and turned his head to see. But there were the two somber figures still following him, though their black sacks were drenched and dripping with water.





## History: Famous People and Places

### Fill-in-the-Blank (15 minutes)

Using your best cursive handwriting, fill in the correct name or place to complete the sentences below. Remember to start each proper noun with a capital letter. You may use your history notebook for reference.

#### Rome

\_\_\_\_\_ founded Rome in 753 B.C.

\_\_\_\_\_ founded the Roman Republic in 509 B.C.

\_\_\_\_\_ became the first Roman Emperor in 27 B.C.

The Western \_\_\_\_\_ fell in 476 A.D.

#### Vikings

\_\_\_\_\_ founded the first Viking settlement in Greenland.

\_\_\_\_\_ founded Vinland, the first European settlement in the Americas.

#### Native Americans

The first \_\_\_\_\_ came to America by crossing a land bridge from Asia.

The three Mesoamerican Civilizations were the \_\_\_\_\_, the \_\_\_\_\_, and the \_\_\_\_\_.

#### The Age of Exploration

\_\_\_\_\_ fell to the Turks in 1453 A.D.

\_\_\_\_\_ sailed the ocean blue in 1492 A.D.

**Self-Quiz** (if you finish the other assignment in less than 15 minutes) Fold the paper so you can't see the answers. Check off the sentences that you remember without looking. Use this throughout the school week.

	<b>Questions</b>	<b>Answers</b>
<input type="checkbox"/>	What is geography?	Geography is the study of the shape of the earth.
<input type="checkbox"/>	What are the four cardinal directions?	The four cardinal directions are north, east, south, and west.
<input type="checkbox"/>	What are the four intermediate directions?	The four intermediate directions are northeast, southeast, southwest, and northwest.
<input type="checkbox"/>	How many continents are there?	There are seven continents.
<input type="checkbox"/>	How many oceans are there?	There are five oceans.
<input type="checkbox"/>	What is a landform?	A landform is a natural feature of the Earth's surface.
<input type="checkbox"/>	Why are rivers important?	Rivers make civilization possible.
<input type="checkbox"/>	Why is Rome important?	Rome defines civilization.
<input type="checkbox"/>	From whom did Rome borrow much of its culture?	Rome borrowed much of its culture from Ancient Greece.
<input type="checkbox"/>	What are the Three Ages of Roman History?	The Three Ages of Roman History are: the Roman Kingdom, the Roman Republic, and the Roman Empire.
<input type="checkbox"/>	Why did Aeneas come to Italy?	Aeneas came to Italy to found a new Troy.
<input type="checkbox"/>	Who founded Rome?	Romulus founded Rome in 753 B.C.
<input type="checkbox"/>	Why did the first Romans abduct the Sabine women?	The first Romans abducted the Sabine women because they had no wives of their own.
<input type="checkbox"/>	Who was Numa Pompilius?	Numa Pompilius was the pious second king of Rome.
<input type="checkbox"/>	How many kings did Rome have?	Rome had seven kings.
<input type="checkbox"/>	Were the kings of Rome good?	Some kings of Rome were better than others, but Tarquin the Proud was a tyrant.

## P.E.

### Warm-Up (5 minutes)

- 60 seconds of calf-raises (remember to count slowly like the clock does).
- 30 seconds rest
- 60 seconds of calf raises
- 30 seconds rest
- 60 seconds of bear crawling (outside or around a room. Make sure you are up on those hands and toes!).
- 30 seconds rest
- 30 straight seconds of slow push-ups (no mountains or valleys please).

### Lava Game (5 minutes)

You are sitting at home when all of a sudden, the house is filled with hot lava! In order to get to safety, you must use furniture or things scattered throughout the yard as lily pads. Jump or crawl in between these safe objects and, whatever you do, don't fall into the lava! Mom or dad can help by placing furniture or other things inside or in the yard for you to jump in between. Make it challenging and be daring. Perhaps instead of crawling over a chair, could you climb under it?

## Art

**Still Life Sketch (10 minutes)** Observe and sketch the still life painted by Francisco Zurbaran, a Spanish painter, in 1633.





**purposeful** /'pɜːpəsɪf(ə)l/ *adj* with a specific aim in view  
**purposefully** /'pɜːpəsɪf(ə)li/ *adv* with a specific aim

**purposeless** /'pɜːpəsɪsləs/ *adj* without having any specific aim  
**purposelessly** /'pɜːpəsɪsləsli/ *adv* intentionally. Antonym **deliberately**.

**accidentally** Antonym  
**purrr** /pɜː/ *noun* 1. the noise made by a cat when pleased ○ *The cat purrred against my leg with a loud purr.* 2. a low noise made by a powerful engine ○ *the purr of the boat's engine* ■ **verb** 1. (of a cat) to make a noise to show pleasure ○ *He purrs when you tickle his stomach.* 2. to speak in a low voice ○ *Come up and see me some time; she purrred in his ear.* 3. (of an engine) to make a low noise as you travel along ○ *We purrred along at seventy miles an hour.*

③ **purse** /pɜːs/ *noun* 1. a small bag for carrying money ○ *I know I had my purse in my pocket when I left home.* ○ *She put her ticket in her purse so that she wouldn't forget where it was.* □ **to control or hold the purse strings** to control the money ○ *As she's the only money-earner, she holds the purse strings in her family.* 2. US a small bag which a woman carries to hold her money and other small objects ○ *A robber snatched her purse in the street.* (NOTE: The British term is **handbag**.) ■ **verb** □ **to purse your lips** to press your lips together to show you are annoyed

② **pursue** /pə'sjuː/ *verb* 1. to chase someone or something ○ *The police pursued the stolen car across London.* ○ *The guerrillas fled, hotly pursued by government troops.* 2. to carry on a career, an activity ○ *He pursued his career in the Foreign Office.* ○ *We intend to pursue a policy of reducing taxation.*

**pursuer** /pə'sjuːə/ *noun* a person who chases someone. Synonym **follower**  
**pursuit** /pə'sjuːt/ *noun* 1. a chase after someone ○ *The pursuit lasted until the thieves were caught in an alleyway.* □ **in pursuit** of looking for ○ *We set off in pursuit of our friends who had just left the hotel.* ○ *The robbers left in a stolen car with the police in pursuit.* □ **in hot pursuit** chasing someone actively ○ *The rebels retreated into the mountains with the government forces in hot pursuit.* 2. trying to find something, to do something ○ *Her aim in life is the pursuit of pleasure.* 3. an occupation or pastime (dated) ○ *He spends his time in country pursuits like gardening and birdwatching.*

**pus** /pas/ *noun* a yellow liquid formed in the body as a reaction to infection  
 ① **push** /puʃ/ *noun* 1. the action of making something move forwards ○ *He gave the pram a little push and sent it out into the*

*road.* ○ *Can you give the car a push? – It won't start.* 2. the action of attacking, of moving forward against someone ○ *Our troops made a sudden push into enemy-held territory.* ○ *The company made a big push to get into European markets.* 3. □ **at a push** with some difficulty (informal) ○ *The cottage will sleep ten people at a push.* 4. determination to do well (informal) ○ *He doesn't have enough push to be a salesman.* Synonym **energy** ■ **verb** 1. to make something move away from you or in front of you ○ *We'll have to push the car to get it to start.* ○ *The piano is too heavy to lift, so we'll have to push it into the next room.* ○ *Did she fall down the stairs or was she pushed?* 2. to press something with your finger ○ *Push the right-hand button to start the computer.* 3. □ **I am pushed for time** I haven't much time to spare (informal) ○ *Let's have a snack because I'm pushed for time.* 4. to sell drugs illegally ○ *The police found him pushing drugs behind the railway station.*

**push back** /'pʊʃ 'bæk/ *verb* to make something or someone go back by pushing  
**pushbike** /'pʊʃbaɪk/ *noun* same as **bicycle** (dated)  
**pushbutton** /'pʊʃbʌtn/ *noun* a switch which is operated by pushing ■ **adj** operated by a button which can be pushed ○ *a pushbutton timer*

**pushchair** /'pʊʃtʃeə/ *noun* a light folding chair with wheels for pushing a child in. Also called **buggy**  
**pusher** /'pʊʃə/ *noun* a person who sells drugs illegally (slang) Synonym **dealer**  
 ③ **push off** /'pʊʃ 'ɒf/ *verb* to start on a journey (informal) Synonym **go away** □ **we really ought to push off now** it's time for us to go (dated) *go away!*  
**pushover** /'pʊʃ'əʊvə/ *noun* 1. something that is easy to do 2. a person who is easily tricked

**push-up** /'pʊʃ 'ʌp/ *noun* US an exercise where you lie on the floor and push yourself up with your arms (NOTE: The British term is **press-up**.)  
**pushy** /'pʊʃi/ *adj* always trying to push yourself forward, trying too hard to achieve success (informal) Synonym **assertive**. Antonym **retiring**

**purposeful** /'pɜːpəsɪf(ə)l/ *adj* with a specific aim in view  
**purposefully** /'pɜːpəsɪf(ə)li/ *adv* with a specific aim  
**purposeless** /'pɜːpəsɪsləs/ *adj* without having any specific aim  
**purposelessly** /'pɜːpəsɪsləsli/ *adv* intentionally. Antonym **deliberately**.  
**accidentally** Antonym  
**purrr** /pɜː/ *noun* 1. the noise made by a cat when pleased ○ *The cat purrred against my leg with a loud purr.* 2. a low noise made by a powerful engine ○ *the purr of the boat's engine* ■ **verb** 1. (of a cat) to make a noise to show pleasure ○ *He purrs when you tickle his stomach.* 2. to speak in a low voice ○ *Come up and see me some time; she purrred in his ear.* 3. (of an engine) to make a low noise as you travel along ○ *We purrred along at seventy miles an hour.*

*Not having the right qualifications could be a bar to your promotion.* 8. the profession of a barrister □ **to be called to the bar** to become a barrister 9. a division within a piece of music ○ *Let's play the first few bars again.* ■ **prep** except ○ *All of the suppliers replied bar one.* ○ *All bar two of the players in the team are British.* ■ **verb** 1. to block ○ *The road was barred by the police.* ○ *The path is barred to cyclists.* 2. □ **to bar someone from doing something** to prevent someone doing something ○ *She was barred from entering the USA.*

**barb** /bɑːb/ *noun* a small tooth on a fish-hook or arrow  
**barbarian** /bɑː'beəriən/ *noun* a wild and uncivilised person  
**barbaric** /bɑː'beəri:k/ *adj* cruel and uncivilised  
**barbarous** /'bɑːbərəs/ *adj* very cruel (formal)

③ **barbecue** /'bɑːbɪkjuː/ *noun* 1. a metal grill for cooking out of doors ○ *Light the barbecue at least half an hour before you start cooking.* 2. a meal or party where food is cooked out of doors ○ *We had a barbecue for twenty guests.* ○ *They were invited to a barbecue.* ■ **verb** to cook on a barbecue ○ *Barbecued spare ribs are on the menu.* ○ *She was barbecuing sausages for lunch when it started to rain.*

**barbed** /bɑːbd/ *adj* 1. with sharp hooks ○ *It was impossible to remove the barbed hook from her hand without cutting into the flesh.* 2. (of a remark) sharply critical ○ *He made some barbed comments about her singing.*  
 ③ **barbed wire** /bɑːbd 'waɪə/ *noun* a type of wire with sharp spikes, used to make fences  
**barbell** /'bɑːbel/ *noun* a long metal bar with a weight at each end which is used in weightlifting  
**barber** /'bɑːbə/ *noun* a person who cuts men's hair  
**barbiturate** /bɑː'bitjʊrət/ *noun* a drug which sends you to sleep  
**bar chart** /'bɑː tʃɑːt/ *noun* a diagram where quantities are shown as thick columns of different heights. Also called **bar graph**  
**bar code** /'bɑː kəʊd/ *noun printed lines which can be read by a computer  
**bard** /bɑːd/ *noun* a poet (literary or humorous) □ **the Bard (of Avon)** a literary name for William Shakespeare*

**banquet** /'bæŋkwɪt/ *noun* a formal dinner for important guests  
**bantam** /'bæntəm/ *noun* a small breed of chicken, most kinds being about half the size and weight of an ordinary chicken  
**bantamweight** /'bæntəmweɪt/ *noun* a weight of boxer between flyweight and featherweight  
**banter** /'bæntə/ *noun* talk with joking comments

**banyan** /'benjən/ *noun* a tropical tree with roots which come down from the branches  
**baɪp** /beɪp/ *noun* a soft flat white bread roll  
**baptise** /beɪp'taɪz/, **baptize** *verb* 1. to receive someone into the Christian religion in a ceremony involving sprinkling or covering with water 2. to give a baby a name when it is baptised. Synonym **christen**

**baptism** /'bæptɪz(ə)m/ *noun* 1. a religious ceremony where someone, usually a baby, is welcomed into the Christian church and given a Christian name after being sprinkled with holy water ○ *All the family came together for the baptism.* Synonym **christening** 2. □ **baptism of fire** the first time someone has faced a difficult situation ○ *Giving a speech to the sales conference was her baptism of fire as sales manager.*

③ **bar** /bɑː/ *noun* 1. a long piece of something hard ○ *The yard was full of planks and metal bars.* 2. a solid rectangular piece of material ○ *Put a new bar of soap by the bath.* ○ *She was munching a bar of chocolate.* 3. a long piece of wood or metal which closes a door or window □ **behind bars** in prison ○ *He was put behind bars for several years.* 4. the long metal or plastic key on a computer keyboard 5. a place in a hotel or pub where you can buy and drink alcohol ○ *Let's meet in the bar before dinner.* ○ *The reps met in the bar of the hotel.* 6. a small shop where you can buy food 7. an obstacle, something which prevents something else happening ○

# Day 2 Instructions and Resources

Tuesday, 3/31

## Mathematics

### Warm-up (5-10 minutes)

Complete the following multiplication fact tables.

Multiplying by 1	Multiplying by 2	Multiplying by 3	Multiplying by 4	Multiplying by 5	Multiplying by 6
$1 \times 1 =$	$1 \times 2 =$	$1 \times 3 =$	$1 \times 4 =$	$1 \times 5 =$	$1 \times 6 =$
$2 \times 1 =$	$2 \times 2 =$	$2 \times 3 =$	$2 \times 4 =$	$2 \times 5 =$	$2 \times 6 =$
$3 \times 1 =$	$3 \times 2 =$	$3 \times 3 =$	$3 \times 4 =$	$3 \times 5 =$	$3 \times 6 =$
$4 \times 1 =$	$4 \times 2 =$	$4 \times 3 =$	$4 \times 4 =$	$4 \times 5 =$	$4 \times 6 =$
$5 \times 1 =$	$5 \times 2 =$	$5 \times 3 =$	$5 \times 4 =$	$5 \times 5 =$	$5 \times 6 =$
$6 \times 1 =$	$6 \times 2 =$	$6 \times 3 =$	$6 \times 4 =$	$6 \times 5 =$	$6 \times 6 =$
$7 \times 1 =$	$7 \times 2 =$	$7 \times 3 =$	$7 \times 4 =$	$7 \times 5 =$	$7 \times 6 =$
$8 \times 1 =$	$8 \times 2 =$	$8 \times 3 =$	$8 \times 4 =$	$8 \times 5 =$	$8 \times 6 =$
$9 \times 1 =$	$9 \times 2 =$	$9 \times 3 =$	$9 \times 4 =$	$9 \times 5 =$	$9 \times 6 =$
$10 \times 1 =$	$10 \times 2 =$	$10 \times 3 =$	$10 \times 4 =$	$10 \times 5 =$	$10 \times 6 =$
$11 \times 1 =$	$11 \times 2 =$	$11 \times 3 =$	$11 \times 4 =$	$11 \times 5 =$	$11 \times 6 =$
$12 \times 1 =$	$12 \times 2 =$	$12 \times 3 =$	$12 \times 4 =$	$12 \times 5 =$	$12 \times 6 =$

Multiplying by 7	Multiplying by 8	Multiplying by 9	Multiplying by 10	Multiplying by 11	Multiplying by 12
$1 \times 7 =$	$1 \times 8 =$	$1 \times 9 =$	$1 \times 10 =$	$1 \times 11 =$	$1 \times 12 =$
$2 \times 7 =$	$2 \times 8 =$	$2 \times 9 =$	$2 \times 10 =$	$2 \times 11 =$	$2 \times 12 =$
$3 \times 7 =$	$3 \times 8 =$	$3 \times 9 =$	$3 \times 10 =$	$3 \times 11 =$	$3 \times 12 =$
$4 \times 7 =$	$4 \times 8 =$	$4 \times 9 =$	$4 \times 10 =$	$4 \times 11 =$	$4 \times 12 =$
$5 \times 7 =$	$5 \times 8 =$	$5 \times 9 =$	$5 \times 10 =$	$5 \times 11 =$	$5 \times 12 =$
$6 \times 7 =$	$6 \times 8 =$	$6 \times 9 =$	$6 \times 10 =$	$6 \times 11 =$	$6 \times 12 =$
$7 \times 7 =$	$7 \times 8 =$	$7 \times 9 =$	$7 \times 10 =$	$7 \times 11 =$	$7 \times 12 =$
$8 \times 7 =$	$8 \times 8 =$	$8 \times 9 =$	$8 \times 10 =$	$8 \times 11 =$	$8 \times 12 =$
$9 \times 7 =$	$9 \times 8 =$	$9 \times 9 =$	$9 \times 10 =$	$9 \times 11 =$	$9 \times 12 =$
$10 \times 7 =$	$10 \times 8 =$	$10 \times 9 =$	$10 \times 10 =$	$10 \times 11 =$	$10 \times 12 =$
$11 \times 7 =$	$11 \times 8 =$	$11 \times 9 =$	$11 \times 10 =$	$11 \times 11 =$	$11 \times 12 =$
$12 \times 7 =$	$12 \times 8 =$	$12 \times 9 =$	$12 \times 10 =$	$12 \times 11 =$	$12 \times 12 =$

**Anchor Activity (10-15 minutes)**

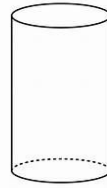
Cut out, fold, and glue together the cube on the following page.

Answer the following questions about your cube.

A **face** is a flat surface.  
 How many faces does your cube have?  
 The cube has \_\_\_\_\_ faces.

An **edge** is the line formed when 2 faces meet.  
 How many edges does your cube have?  
 The cube has \_\_\_\_\_ edges

A **vertex** is a point where two or more edges meet.  
 How many vertices does your cube have?  
 The cube has \_\_\_\_\_ vertices.



Answer the following questions about the cylinder pictured.

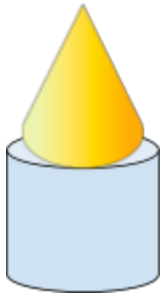
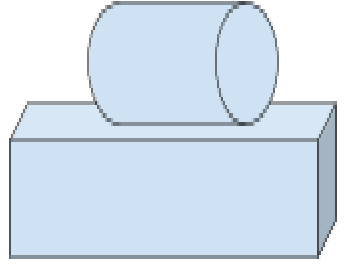
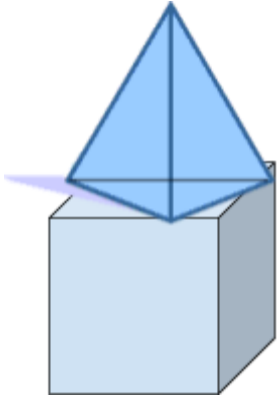
A **face** is a flat surface.  
 How many faces does your cylinder have?  
 The cylinder has \_\_\_\_\_ faces.

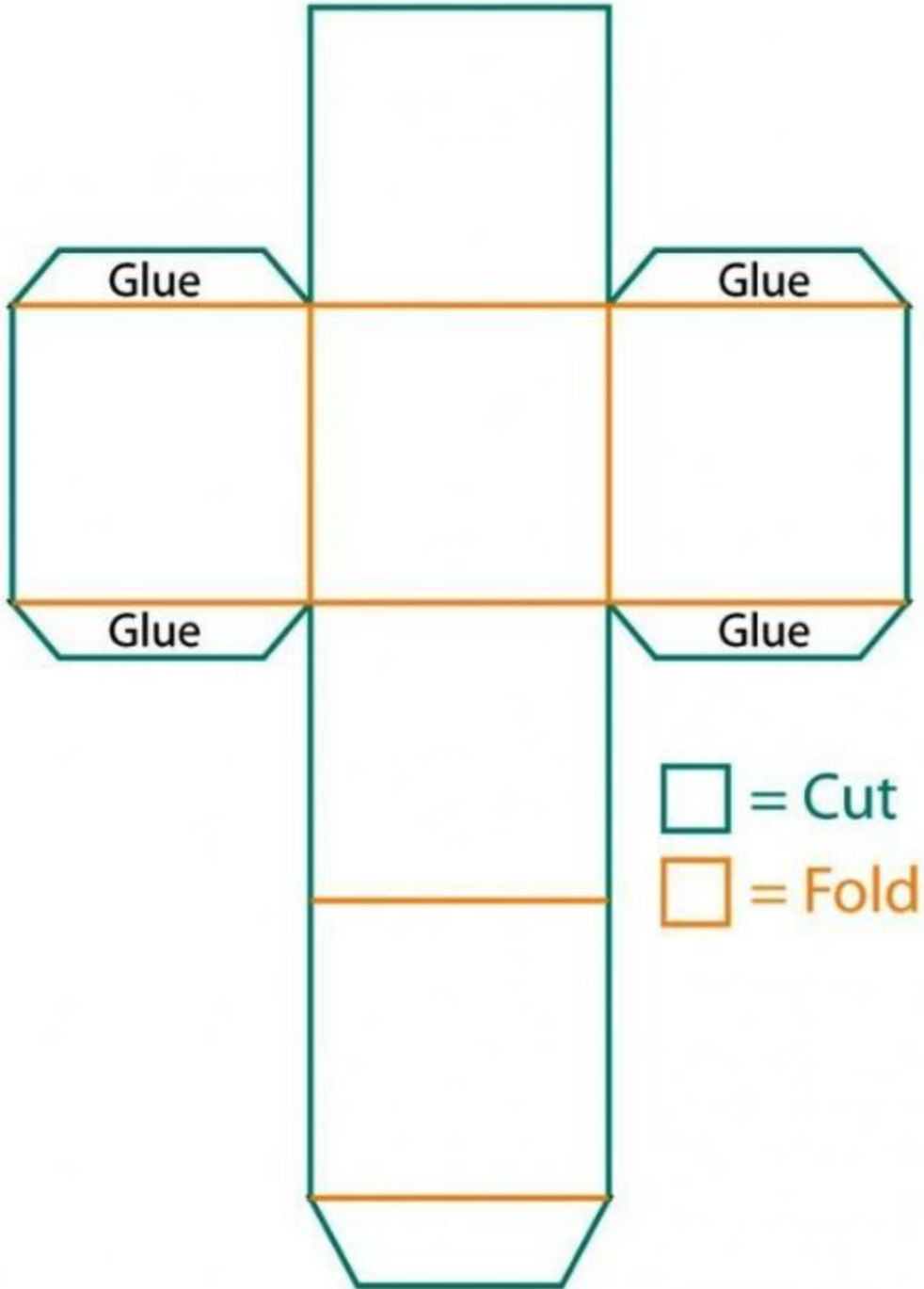
An **edge** is the line formed when 2 faces meet.  
 How many edges does your cylinder have?  
 The cylinder has \_\_\_\_\_ edges

A **curved surface** is rounded.  
 How many curved surfaces does your cylinder have?  
 The cylinder has \_\_\_\_\_ curved surfaces.

**Wrap-up (5-10 minutes)**

List the solids that are used to make each object. Use the following vocabulary to complete the task: rectangular prism, cone, cube, sphere, triangular pyramid, triangular prism, cylinder, rectangular pyramid.

		
<p>1. _____                  _____                  _____                  _____</p>	<p>2. _____                  _____                  _____                  _____</p>	<p>3. _____                  _____                  _____                  _____</p>







## Literature

### Read chapter 15 of Pinocchio out loud (about 10 minutes)

As you read...

1. Take your time and read carefully (text below).
2. Make sure that your voice follows all punctuation!
3. Practice using the proper tone of voice to convey, or show, what the author's meaning is. Similar to how we use voice inflection in poetry recitations, you can raise or lower the pitch of your voice at different times depending on the action in the story.
4. As you read, look up words you don't know in the dictionary.

### Discuss with a parent the following questions (about 5 minutes)

- What did Pinocchio come across after he had run for almost an hour? Who was there?
- What does the author mean when he wrote, "The Marionette [was] seeing death dance before him"?
- How do the assassins first try to cause Pinocchio to open his mouth? Are they successful? Why or why not?
- What do the assassins do next? At the end of the chapter, do we know if they are successful in their plan?

## Chapter 15

*The Assassins chase Pinocchio, catch him, and hang him to the branch of a giant oak tree.*

As he ran, the Marionette felt more and more certain that he would have to give himself up into the hands of his pursuers. Suddenly he saw a little cottage gleaming white as the snow among the trees of the forest.

"If I have enough breath left with which to reach that little house, I may be saved," he said to himself.

Not waiting another moment, he darted swiftly through the woods, the Assassins still after him.

After a hard race of almost an hour, tired and out of breath, Pinocchio finally reached the door of the cottage and knocked. No one answered.

He knocked again, harder than before, for behind him he heard the steps and the labored breathing of his persecutors. The same silence followed.

As knocking was of no use, Pinocchio, in despair, began to kick and bang against the door, as if he wanted to break it. At the noise, a window opened and a lovely maiden looked out. She had azure hair and a face white as wax. Her eyes were closed and her hands crossed on her breast. With a voice so weak that it hardly could be heard, she whispered:

"No one lives in this house. Everyone is dead."

"Won't you, at least, open the door for me?" cried Pinocchio in a beseeching voice.

"I also am dead."

"Dead? What are you doing at the window, then?"

"I am waiting for the coffin to take me away."

After these words, the little girl disappeared and the window closed without a sound.

"Oh, Lovely Maiden with Azure Hair," cried Pinocchio, "open, I beg of you. Take pity on a poor boy who is being chased by two Assass--"

He did not finish, for two powerful hands grasped him by the neck and the same two horrible voices growled threateningly: "Now we have you!"

The Marionette, seeing death dancing before him, trembled so hard that the joints of his legs rattled and the coins tinkled under his tongue.

"Well," the Assassins asked, "will you open your mouth now or not? Ah! You do not answer? Very well, this time you shall open it."

Taking out two long, sharp knives, they struck two heavy blows on the Marionette's back.

Happily for him, Pinocchio was made of very hard wood and the knives broke into a thousand pieces. The Assassins looked at each other in dismay, holding the handles of the knives in their hands.

"I understand," said one of them to the other, "there is nothing left to do now but to hang him."

"To hang him," repeated the other.

They tied Pinocchio's hands behind his shoulders and slipped the noose around his neck. Throwing the rope over the high limb of a giant oak tree, they pulled till the poor Marionette hung far up in space.

Satisfied with their work, they sat on the grass waiting for Pinocchio to give his last gasp. But after three hours the Marionette's eyes were still open, his mouth still shut and his legs kicked harder than ever.

Tired of waiting, the Assassins called to him mockingly: "Good-by till tomorrow. When we return in the morning, we hope you'll be polite enough to let us find you dead and gone and with your mouth wide open." With these words they went.

A few minutes went by and then a wild wind started to blow. As it shrieked and moaned, the poor little sufferer was blown to and fro like the hammer of a bell. The rocking

made him seasick and the noose, becoming tighter and tighter, choked him. Little by little a film covered his eyes.

Death was creeping nearer and nearer, and the Marionette still hoped for some good soul to come to his rescue, but no one appeared. As he was about to die, he thought of his poor old father, and hardly conscious of what he was saying, murmured to himself:

"Oh, Father, dear Father! If you were only here!"

These were his last words. He closed his eyes, opened his mouth, stretched out his legs, and hung there, as if he were dead.

## Grammar

### Review nouns and verbs (3 minutes)

1. What is a noun?

---

---

2. What is a verb?

---

---

3. In Pinocchio ch. 15, find 10 pairs of nouns (or pronouns) and the verbs that go with them. For example, in the sentence:

*As he ran, the Marionette felt more and more certain that he would have to give himself up into the hands of his pursuers.*

you would write the noun "Marionette" and the verb, what he did, "felt."

4. You may use a noun (or pronoun) one or two times, but may not repeat any verbs. Remember that some sentences, especially interrogative sentences, may have the verb before the noun.

**Nouns/Pronouns**

**Verbs**

Ex. **Marionette** \_\_\_\_\_

**felt** \_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Science

### **Warm up (1 minute)**

Respond out loud with a clear and confident voice:

What is physics?

What is matter?

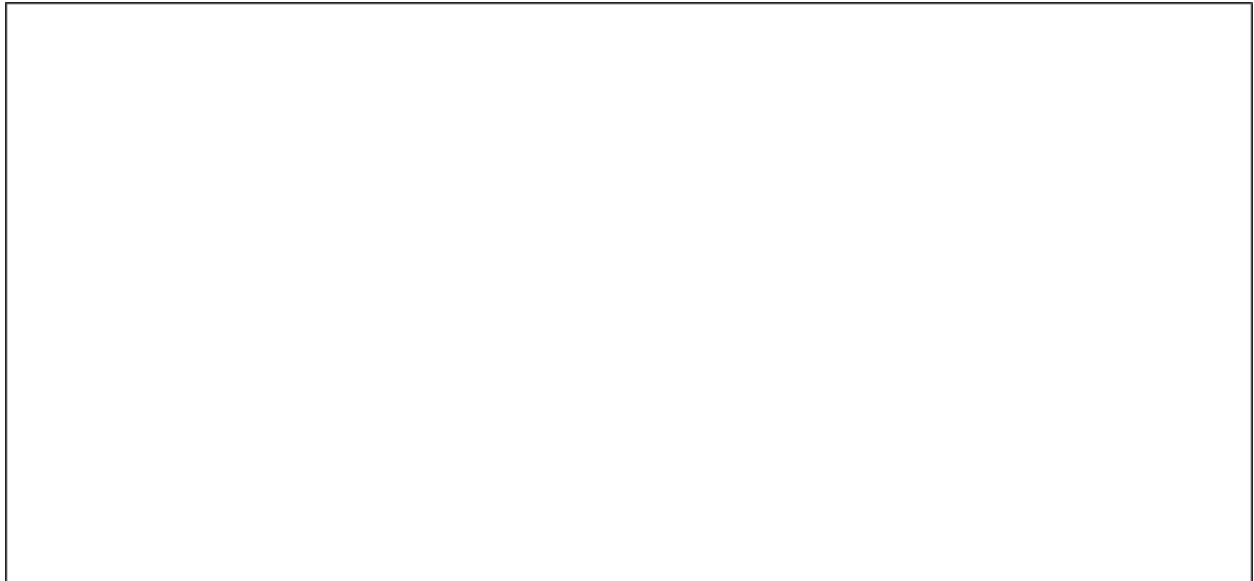
What are the three states of matter?

### **Review Lesson (10 minutes)**

We know that the physical world--everything we can observe all around us-- is made up of matter. Matter is anything that has mass and takes up space. Matter can exist as a solid, a liquid, or a gas. Today, participate in various activities such as cooking, going on a walk, gardening, hosting a tea party, etc., and observe matter that is solid, matter that is liquid, and matter that is gas.

### **Wrap up (5 minutes)**

Record your observations by drawing a picture of each state of matter you found!

A large empty rectangular box with a thin black border, intended for students to draw pictures of matter in its three states: solid, liquid, and gas.

## Music

- 1) Tell your parents (or sibling who has not studied Brahms) every fact that you remember about Brahms.
- 2) Write down all the tempos that we have learned, from slowest to fastest. (There are five!)
- 3) Write down all the dynamics that we have learned, from loudest to softest. (There are six!)

## Latin

### **Reading: *Colloquium Tertium***

1. **(3-4 minutes)** Read the conversation aloud once. Do not worry about understanding or translating it yet: focus on pronouncing the words clearly and confidently. Remember that all C's make a "k" sound, as in "king," and that all V's make a "w" sound, as in "wow."
2. Take **4-5 minutes** to underline or write down some of the words you do not know the meaning of. You may look up the meanings of words on your vocabulary sheets at any point.
3. Enrichment activity: Act out the scene! If you do not have five people to act with you (to voice the narrator, Delia, Syra, Aemilia, and Iulia), try to do a different voice for each person.

COLLOQVIA PERSONARVM



COLLOQVIVM TERTIVM

*Persōnae: Dēlia, Syra, Aemilia, Iūlia*

Puella dormit. Quae est puella quae dormit? Puella quae dormit est Iūlia, filia Aemiliae.

Ancilla cantat: "Lalla." Quae est ancilla quae cantat? Ancilla quae cantat est Dēlia. Cūr Dēlia cantat? Dēlia cantat quia laeta est. Syra Dēliam audit. Syra et Dēlia sunt ancillae Aemiliae.

Syra: "St, Dēlia! Puella mea dormit."

Dēlia: "Puella tua? Quae est puella tua?"

Syra: "Est Iūlia."

Dēlia: "Iūlia nōn est tua puella, Iūlia puella Aemiliae est."

Syra: "Iūlia est filia Aemiliae — et mea quoque puella est."

Dēlia: "Lalla, lalla." Ancilla laeta cantat.

Syra: "Ssst! Iūlia tē audit." Syra irāta est.

Dēlia: "Hahahae! Iūlia mē nōn audit, quia dormit. Lalla, lalla, lalla!" Dēlia rīdet et cantat.

Iūlia Dēliam audit. Iam nōn dormit puella.

## Vocābula Disposita/Ōrdināta

### Nōmina

#### 1st

mamma, -ae

persōna, -ae

scaena, -ae

mommy

character, person

scene, stage

#### 2nd

accūsātīvus, -ī (cāsus)

nōminātīvus, -ī (cāsus)

verbum, -ī

accusative

nominative

word, verb

### Verba

#### -at (1)

cantat

interrogat

plōrat

pulsat

verberat

vocat

sing

ask, question

cry

strike, hit, knock (at)

beat, flog

call, invite

#### -et (2)

respondet

rīdet

videt

answer

laugh, make fun of

see

#### -it (4)

audit

dormit

venit

hear, listen

sleep

come

### Adiectīva

#### 1st/2nd (-us, -a, -um)

improbus, -a, -um

īrātus, -a, -um

laetus, -a, -um

probus, -a, -um

bad, wicked

angry

glad, happy

good, honest, proper



**Prōnōmina**

<b>eam</b>	her
<b>eum</b>	him
<b>mē</b>	me
<b>quae</b> ( <i>f.</i> )	who, which, she who
<b>quam</b> ( <i>acc. sing. f.</i> )	whom, which, she whom
<b>quem</b> ( <i>acc. sing. m.</i> )	whom, which, he whom
<b>quī</b> ( <i>m.</i> )	who, which, he who
<b>tē</b>	you

**Adverbia**

<b>cūr?</b>	why?
<b>iam</b>	now, already
<b>hīc</b>	here

**Coniūctiōnēs**

<b>neque</b>	and not, but not, nor, neither
<b>quia</b>	because

**Alia (Cētera)**

<b>ō!</b>	oh!
-----------	-----

# Day 3 Instructions and Resources

Wednesday, 4/1

## Mathematics

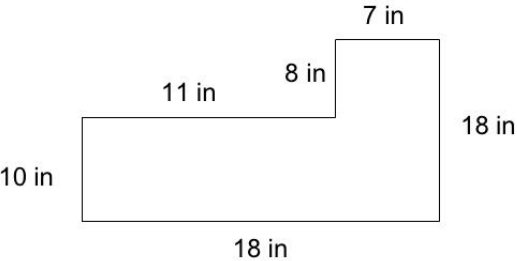
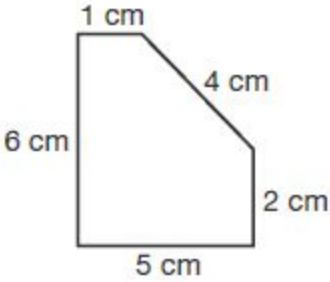
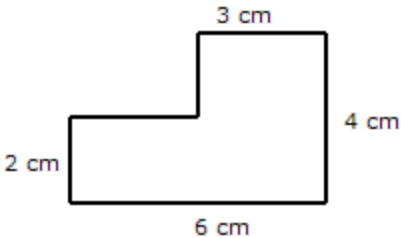
### Warm-up (3-5 minutes)

Complete the following multiplication problems.

$$\begin{array}{r} 276 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 471 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 763 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 766 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 641 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 548 \\ \times 8 \\ \hline \end{array}$$

### Anchor Task (15-20 minutes)

Look at the following shapes and trace them with your finger.

	<p><b>Perimeter</b> is the distance around a shape. How would I find the distance around the shape?</p> <p>Add the lengths together.</p> <p>_____ + _____ + _____ + _____ + _____ + _____ = _____ in.</p> <p>The perimeter of the shape is _____ in.</p>
	<p>Now in the space below try it on your own!</p> <p>The perimeter of the shape is _____ cm.</p>
	<p><b>Challenge!</b> What are the missing numbers? The missing lengths are _____ and _____.</p> <p>The perimeter of the shape is _____ cm.</p>

**Wrap-up (5-10 minutes)**

Perimeter scavenger hunt! Measure the edge of the object with a ruler and record the perimeter in the table below.

<b>Object</b>	<b>Perimeter</b> (Remember to include your units!)
Table	
Rug	
Towel (lay flat)	

## Literature

**Read chapter 16 of Pinocchio out loud (about 10 minutes).**

As you read...

1. Take your time and read carefully (text below).
2. Make sure that your voice follows all punctuation!
3. Practice using the proper tone of voice to convey, or show, what the author's meaning is. Similar to how we use voice inflection in poetry recitations, you can raise or lower the pitch of your voice at different times depending on the action in the story.
4. As you read, look up words you don't know in the dictionary.

**Discuss with a parent the following questions (about 5 minutes).**

- What type of creature is the maiden with azure hair?
- What animal does the maiden call upon first? What does she ask him to do?
- What animal does the maiden call upon next? What does she ask him to do?
- Who are the three doctors? What are their opinions about whether the marionette is alive or dead?
- How does Pinocchio respond when he hears the words of the talking cricket?

## Chapter 16

*The Lovely Maiden with Azure Hair sends for the poor Marionette, puts him to bed, and calls three Doctors to tell her if Pinocchio is dead or alive*

If the poor Marionette had dangled there much longer, all hope would have been lost. Luckily for him, the Lovely Maiden with Azure Hair once again looked out of her window. Filled with pity at the sight of the poor little fellow being knocked helplessly about by the wind, she clapped her hands sharply together three times.

At the signal, a loud whirr of wings in quick flight was heard and a large Falcon came and settled itself on the window ledge.

"What do you command, my charming Fairy?" asked the Falcon, bending his beak in deep reverence (for it must be known that, after all, the Lovely Maiden with Azure Hair was none other than a very kind Fairy who had lived, for more than a thousand years, in the vicinity of the forest).

"Do you see that Marionette hanging from the limb of that giant oak tree?"

"I see him."

"Very well. Fly immediately to him. With your strong beak, break the knot which holds him tied, take him down, and lay him softly on the grass at the foot of the oak."

The Falcon flew away and after two minutes returned, saying, "I have done what you have commanded."

"How did you find him? Alive or dead?"

"At first glance, I thought he was dead. But I found I was wrong, for as soon as I loosened the knot around his neck, he gave a long sigh and mumbled with a faint voice, 'Now I feel better!'"

The Fairy clapped her hands twice. A magnificent Poodle appeared, walking on his hind legs just like a man. He was dressed in court livery. A tricorne trimmed with gold lace was set at a rakish angle over a wig of white curls that dropped down to his waist. He wore a jaunty coat of chocolate-colored velvet, with diamond buttons, and with two huge pockets which were always filled with bones, dropped there at dinner by his loving mistress. Breeches of crimson velvet, silk stockings, and low, silver-buckled slippers completed his costume. His tail was encased in a blue silk covering, which was to protect it from the rain.

"Come, Medoro," said the Fairy to him. "Get my best coach ready and set out toward the forest. On reaching the oak tree, you will find a poor, half-dead Marionette stretched out on the grass. Lift him up tenderly, place him on the silken cushions of the coach, and bring him here to me."

The Poodle, to show that he understood, wagged his silk-covered tail two or three times and set off at a quick pace.

In a few minutes, a lovely little coach, made of glass, with lining as soft as whipped cream and chocolate pudding, and stuffed with canary feathers, pulled out of the stable. It was drawn by one hundred pairs of white mice, and the Poodle sat on the coachman's seat and snapped his whip gayly in the air, as if he were a real coachman in a hurry to get to his destination.

In a quarter of an hour the coach was back. The Fairy, who was waiting at the door of the house, lifted the poor little Marionette in her arms, took him to a dainty room with mother-of-pearl walls, put him to bed, and sent immediately for the most famous doctors of the neighborhood to come to her.

One after another the doctors came, a Crow, and Owl, and a Talking Cricket.

"I should like to know, signori," said the Fairy, turning to the three doctors gathered about Pinocchio's bed, "I should like to know if this poor Marionette is dead or alive."

At this invitation, the Crow stepped out and felt Pinocchio's pulse, his nose, his little toe. Then he solemnly pronounced the following words:

"To my mind this Marionette is dead and gone; but if, by any evil chance, he were not, then that would be a sure sign that he is still alive!"

"I am sorry," said the Owl, "to have to contradict the Crow, my famous friend and colleague. To my mind this Marionette is alive; but if, by any evil chance, he were not, then that would be a sure sign that he is wholly dead!"

"And do you hold any opinion?" the Fairy asked the Talking Cricket.

"I say that a wise doctor, when he does not know what he is talking about, should know enough to keep his mouth shut. However, that Marionette is not a stranger to me. I have known him a long time!"

Pinocchio, who until then had been very quiet, shuddered so hard that the bed shook.

"That Marionette," continued the Talking Cricket, "is a rascal of the worst kind."

Pinocchio opened his eyes and closed them again.

"He is rude, lazy, a runaway."

Pinocchio hid his face under the sheets.

"That Marionette is a disobedient son who is breaking his father's heart!"

Long shuddering sobs were heard, cries, and deep sighs. Think how surprised everyone was when, on raising the sheets, they discovered Pinocchio half melted in tears!

"When the dead weep, they are beginning to recover," said the Crow solemnly.

"I am sorry to contradict my famous friend and colleague," said the Owl, "but as far as I'm concerned, I think that when the dead weep, it means they do not want to die."

## Writing

### **Narration (about 15 minutes)**

Write a summary of chapter 16 following the steps below.

1. Our topic sentence states the major problem or conflict and should answer the question: *Who is the fair maiden with azure hair and what does she try to find out about Pinocchio?*
  - a. Be sure to indent the first line of your paragraph. Go all the way back to the left margin for every line afterwards.
2. In the body we say what the problem looks like. Use two or three detail sentences to answer the questions below.



## History

### Timeline (15 minutes)

Using your neatest cursive handwriting, place the following people and events on the appropriate place of the timeline (see separate page). You may use your Famous People and Places worksheet from Monday or your history notebook to help you.

Augustus  
 Leif Erikson  
 Columbus  
 Brutus  
 Constantinople fell  
 Romulus  
 Western Roman Empire fell

## Art

On your history timeline, draw a portrait or scene for each person or event on the timeline. Make sure to sketch lightly. You may add color with colored pencils. Make sure to include drawings of Augustus, Leif Erikson, Columbus, Brutus, when Constantinople fell, Romulus and when the Western Roman Empire fell.

## P.E.

### Warm-up (2 minute stretch)

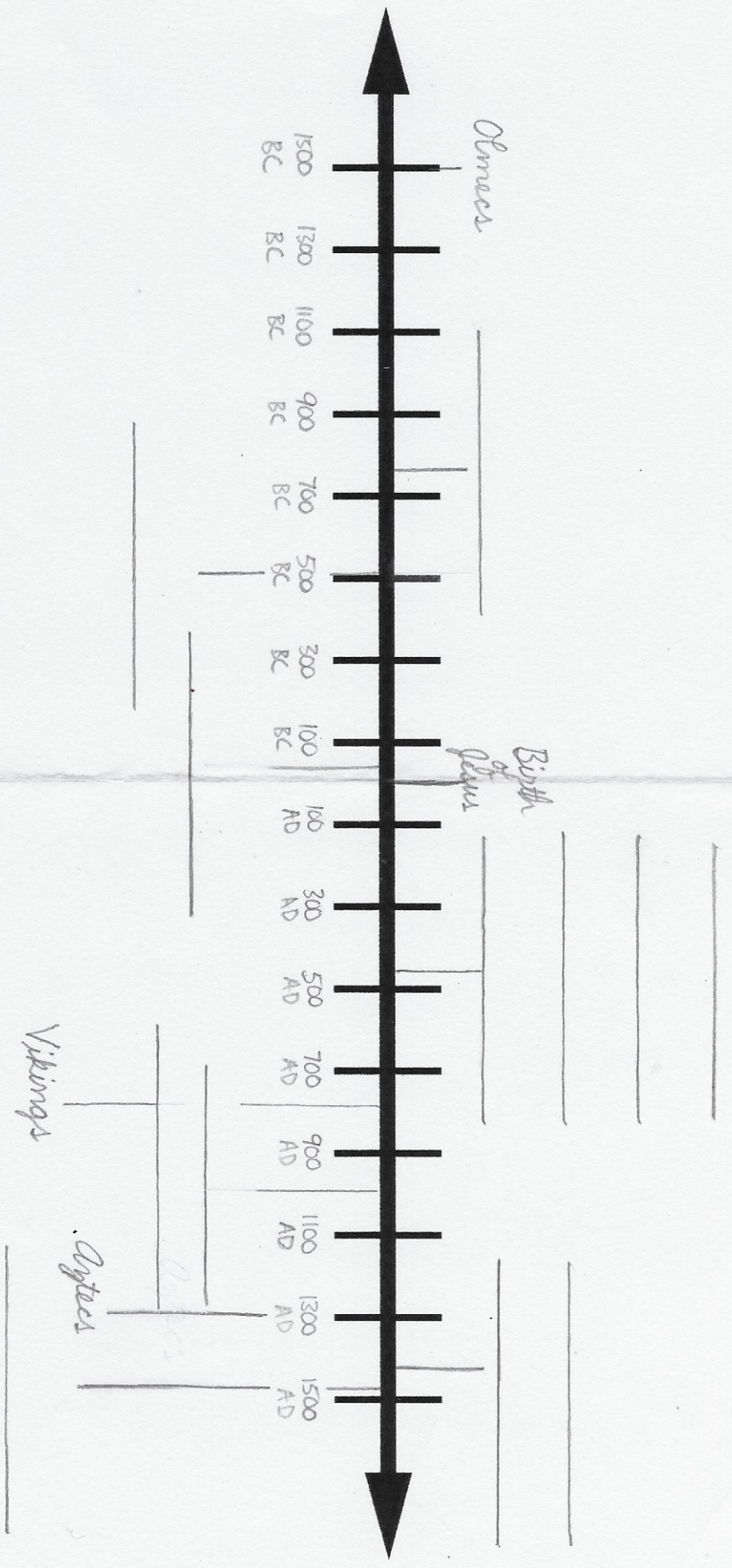
- 60 seconds of Reaching for your toes. Make sure to bend at the hips first instead of making your back slump.
- 60 seconds of butterfly stretch. This is where you sit criss-cross with the pads of your feet touching. Lean forwards while doing this.

### Home-made pacer test (8 minutes)

Go outside and mark two spots which are at least 30 feet away from each other. You can mark the spots using anything, a ball, a chalk line, a cone, etc... Start at one side and whenever your parents say "GO," start jogging to the other spot. You have to make it to the other side before 8 seconds are up. Your parents could clap or make some other noise to let you know when 8 seconds are up. Repeat this for as long as you can. However, every two minutes that go by, your parents are going to take off a second of your time. By the end, you should be trying to run from one spot to the next in 4 seconds. Count how many times you can make it back and forth. Coach Hess will report his results; try to beat me!



Cut along black borderline and paste into back of history notebook, covering 2 pages.



B.C. = Before Christ

A.D. = In the year of the Lord



# Day 4 Instructions and Resources

Thursday, 4/2

## Mathematics

### Warm-up (5-10 minutes)

Complete the following division problems. Use the long division algorithm.

$4576 \div 5 =$

$8236 \div 7 =$

### Anchor Task (10-15 minutes)

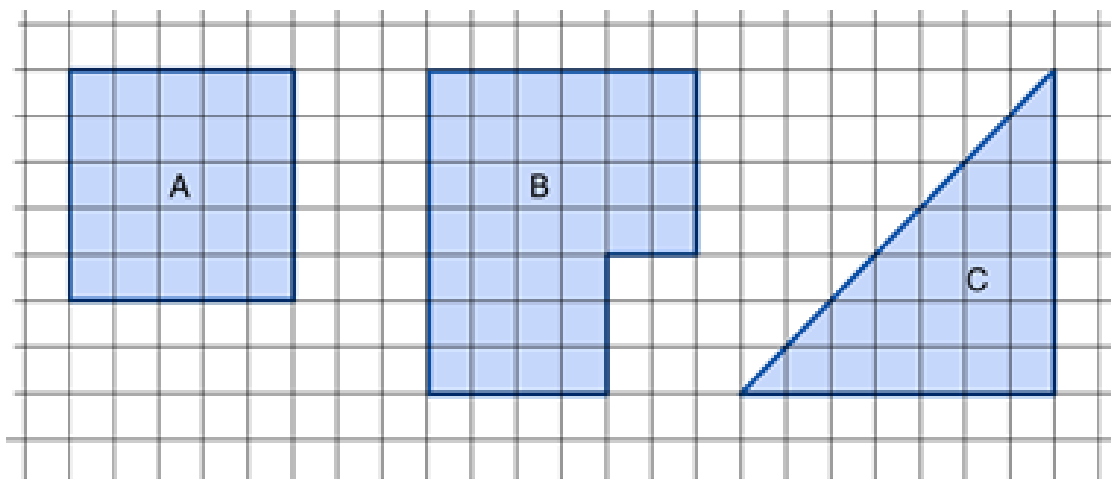
Find a table or rug and lay paper or notecards over the flat surface.

*How many pieces of paper did it take to completely cover the area?*

*It took \_\_\_\_\_ papers to cover my object.*

**Area** is the amount of flat space an object covers.

Look at the figures below. Count the squares in each. Remember to put your finger on each square or color as you count.



What is the area of figure A?

Figure A is \_\_\_\_\_ square units.

What is the area of figure B?

Figure B is \_\_\_\_\_ square units.

What is the area of figure C?

Figure C is \_\_\_\_\_ square units.

**Wrap-up (10-15 minutes)**

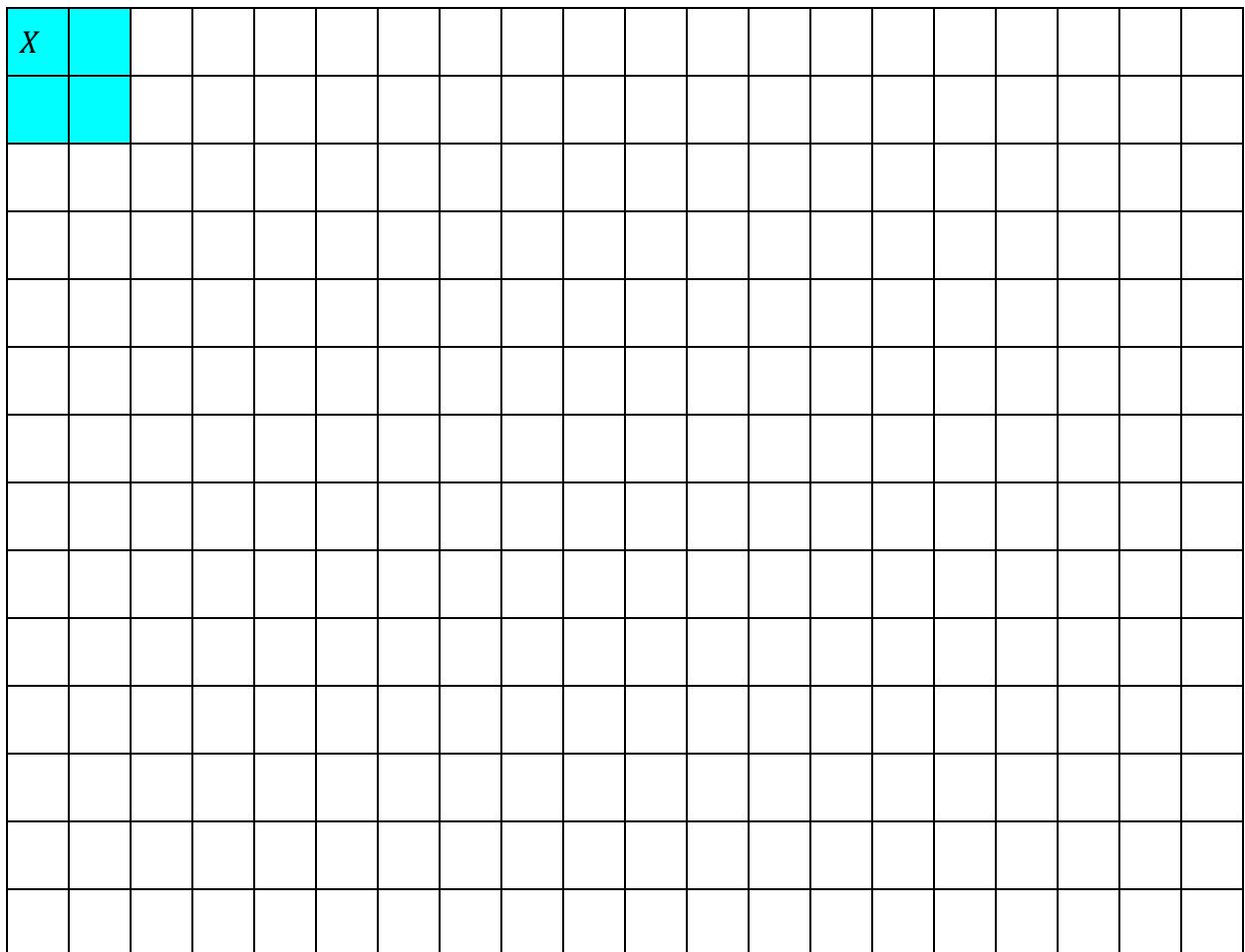
On the grid given below, draw a figure that has the given areas. Be sure to label your figures with the appropriate letter. An example has been done for you.

Figure X= 4 square units

Figure A= 9 square units

Figure B=16 square units

Figure C= 25 square units



## Literature

**Read chapter 17 of Pinocchio out loud (about 10-15 minutes).**

As you read...

1. Take your time and read carefully (text below).
2. Make sure that your voice follows all punctuation!
3. Practice using the proper tone of voice to convey, or show, what the author's meaning is. Similar to how we use voice inflection in poetry recitations, you can raise or lower the pitch of your voice at different times depending on the action in the story.
4. As you read, look up words you don't know in the dictionary.

**Discuss with a parent the following questions (about 5 minutes).**

- What will the medicine cure?
- What are three reasons the marionette gives for not wanting to take the medicine?
- What changes Pinocchio's mind about taking the medicine?
- Where does Pinocchio say the golden coins are when asked by the fairy?
- What happens to Pinocchio's nose? Why?

### Chapter 17

*Pinocchio eats sugar, but refuses to take medicine. When the undertakers come for him, he drinks the medicine and feels better. Afterwards he tells a lie and, in punishment, his nose grows longer and longer.*

As soon as the three doctors had left the room, the Fairy went to Pinocchio's bed and, touching him on the forehead, noticed that he was burning with fever.

She took a glass of water, put a white powder into it, and, handing it to the Marionette, said lovingly to him:

"Drink this, and in a few days you'll be up and well."

Pinocchio looked at the glass, made a wry face, and asked in a whining voice: "Is it sweet or bitter?"

"It is bitter, but it is good for you."

"If it is bitter, I don't want it."

"Drink it!"

"I don't like anything bitter."

"Drink it and I'll give you a lump of sugar to take the bitter taste from your mouth."

"Where's the sugar?"

"Here it is," said the Fairy, taking a lump from a golden sugar bowl.

"I want the sugar first, then I'll drink the bitter water."

"Do you promise?"

"Yes."

The Fairy gave him the sugar and Pinocchio, after chewing and swallowing it in a twinkling, said, smacking his lips:

"If only sugar were medicine! I should take it every day."

"Now keep your promise and drink these few drops of water. They'll be good for you."

Pinocchio took the glass in both hands and stuck his nose into it. He lifted it to his mouth and once more stuck his nose into it.

"It is too bitter, much too bitter! I can't drink it."

"How do you know, when you haven't even tasted it?"

"I can imagine it. I smell it. I want another lump of sugar, then I'll drink it."

The Fairy, with all the patience of a good mother, gave him more sugar and again handed him the glass.

"I can't drink it like that," the Marionette said, making more wry faces.

"Why?"

"Because that feather pillow on my feet bothers me."

The Fairy took away the pillow.

"It's no use. I can't drink it even now."

"What's the matter now?"

"I don't like the way that door looks. It's half open."

The Fairy closed the door.

"I won't drink it," cried Pinocchio, bursting out crying. "I won't drink this awful water. I won't. I won't! No, no, no, no!"

"My boy, you'll be sorry."

"I don't care."

"You are very sick."

"I don't care."

"In a few hours the fever will take you far away to another world."

"I don't care."

"Aren't you afraid of death?"

"Not a bit. I'd rather die than drink that awful medicine."

At that moment, the door of the room flew open and in came four Rabbits as black as ink, carrying a small black coffin on their shoulders.

"What do you want from me?" asked Pinocchio.

"We have come for you," said the largest Rabbit.

"For me? But I'm not dead yet!"

"No, not dead yet; but you will be in a few moments since you have refused to take the medicine which would have made you well."

"Oh, Fairy, my Fairy," the Marionette cried out, "give me that glass! Quick, please! I don't want to die! No, no, not yet--not yet!"

And holding the glass with his two hands, he swallowed the medicine at one gulp.

"Well," said the four Rabbits, "this time we have made the trip for nothing."

And turning on their heels, they marched solemnly out of the room, carrying their little black coffin and muttering and grumbling between their teeth.

In a twinkling, Pinocchio felt fine. With one leap he was out of bed and into his clothes.

The Fairy, seeing him run and jump around the room gay as a bird on wing, said to him:

"My medicine was good for you, after all, wasn't it?"

"Good indeed! It has given me new life."

"Why, then, did I have to beg you so hard to make you drink it?"

"I'm a boy, you see, and all boys hate medicine more than they do sickness."

"What a shame! Boys ought to know, after all, that medicine, taken in time, can save them from much pain and even from death."

"Next time I won't have to be begged so hard. I'll remember those black Rabbits with the black coffin on their shoulders and I'll take the glass and pouf!--down it will go!"

"Come here now and tell me how it came about that you found yourself in the hands of the Assassins."

"It happened that Fire Eater gave me five gold pieces to give to my Father, but on the way, I met a Fox and a Cat, who asked me, 'Do you want the five pieces to become two thousand?' And I said, 'Yes.' And they said, 'Come with us to the Field of Wonders.' And I said, 'Let's go.' Then they said, 'Let us stop at the Inn of the Red Lobster for dinner and after midnight we'll set out again.' We ate and went to sleep. When I awoke they were gone and I started out in the darkness all alone. On the road I met two Assassins dressed in black coal sacks, who said to me, 'Your money or your life!' and I said, 'I haven't any money'; for, you see, I had put the money under my tongue. One of them tried to put his hand in my mouth and I bit it off and spat it out; but it wasn't a hand, it was a cat's paw. And they ran after me and I ran and ran, till at last they caught me and tied my neck with a rope and hanged me to a tree, saying, 'Tomorrow we'll come back for you and you'll be dead and your mouth will be open, and then we'll take the gold pieces that you have hidden under your tongue.'"

"Where are the gold pieces now?" the Fairy asked.

"I lost them," answered Pinocchio, but he told a lie, for he had them in his pocket.

As he spoke, his nose, long though it was, became at least two inches longer.

"And where did you lose them?"

"In the wood near by."

At this second lie, his nose grew a few more inches.

"If you lost them in the near-by wood," said the Fairy, "we'll look for them and find them, for everything that is lost there is always found."

"Ah, now I remember," replied the Marionette, becoming more and more confused. "I did not lose the gold pieces, but I swallowed them when I drank the medicine."

At this third lie, his nose became longer than ever, so long that he could not even turn around. If he turned to the right, he knocked it against the bed or into the windowpanes; if he turned to the left, he struck the walls or the door; if he raised it a bit, he almost put the Fairy's eyes out.

The Fairy sat looking at him and laughing.

"Why do you laugh?" the Marionette asked her, worried now at the sight of his growing nose.

"I am laughing at your lies."

"How do you know I am lying?"

"Lies, my boy, are known in a moment. There are two kinds of lies, lies with short legs and lies with long noses. Yours, just now, happen to have long noses."

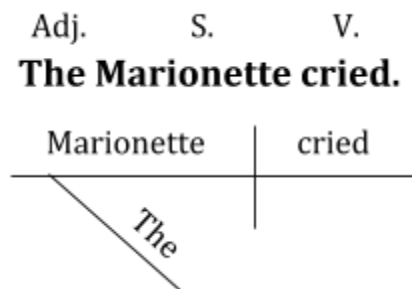
Pinocchio, not knowing where to hide his shame, tried to escape from the room, but his nose had become so long that he could not get it out of the door.

## Grammar

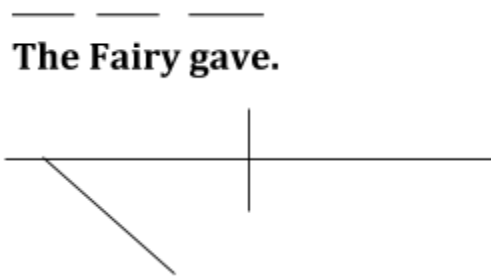
### Review parsing and diagramming (10 minutes).

1. For each of the sentences below that have been adapted from Pinocchio ch. 17, parse each word. Remember that parsing means to write the part of speech/the word's job in the sentence above each word. These sentences have subjects, verbs, and adjectives.
2. Next, diagram each sentence on the line provided. Use the example below as a guide.
3. When finished, check to be sure you have used the same spelling and capitalization as the original sentence.

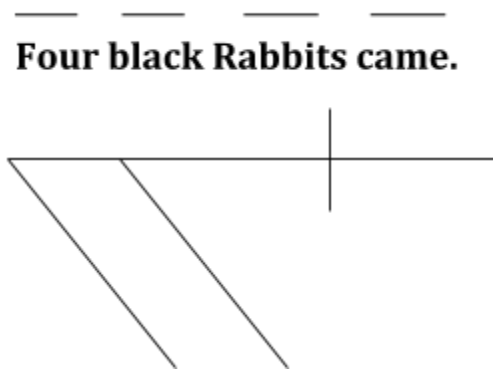
#### Example:



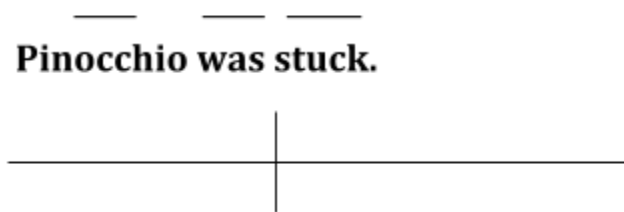
1.



2.



3.



## Science

**Warm up (1 minute)**

Respond out loud with a clear and confident voice:

What is energy?

What is potential energy?

What is kinetic energy?

**Review Lesson (15 minutes)**

Look around your home. We are going on a hunt! There is energy everywhere, and many different types. Find at least one example--more if you can!--of each of these types of energy around you. Carefully draw a picture, and label each in your best Spalding cursive.

<p><u>Mechanical energy:</u> (movement)</p>	<p><u>Thermal energy:</u> (heat)</p>	<p><u>Sonic energy:</u> (sound)</p>
<p><u>Electrical energy:</u> (electrons flowing)</p>	<p><u>Elastic energy:</u> (can be stretched)</p>	<p><b>Bonus discovery!:</b> (Show any extra observations of energy you found).</p>



## Music

- 1) Write out two eighth notes, a quarter note, a half note, and a whole note.
- 2) Write the number of beats each rhythm gets. For the sixteenth and eighth notes, also write how many beats each individual note has.
- 3) Combine any number of these rhythms in any order to get 10 beats total. Count aloud the rhythms that you have written.

## Latin

**Third Grade Illustration Challenge: Cp. III (10 minutes)**

In each box, draw what is happening in each sentence.

1. <i>Iūlia Trāta est.</i>	2. <i>Marcus laetus est.</i>
3. <i>Aemilia dormit.</i>	4. <i>Iūlia ridet.</i>
5. <i>Marcus Insulam videt.</i>	6. <i>Iūlius plōrat.</i>

## Day 5 Instructions and Resources

Friday, 4/3

Mathematics

### Warm-up (5-10 minutes)

Solve the following word problem. Be sure to write an answer sentence, information, bar model, and number sentence.

A 10kg bag of apples cost \$5. How much does 1kg of apples cost?

### Anchor Task (15-20 minutes)

Find a cup, cooking pot, and a bowl. Using the cup fill the bowl with water. *How many cups did it take?* Using the cup fill the cooking pot with water. Keep count! *How many cups did it take? Which object had more capacity?* Clean and dry the dishes.

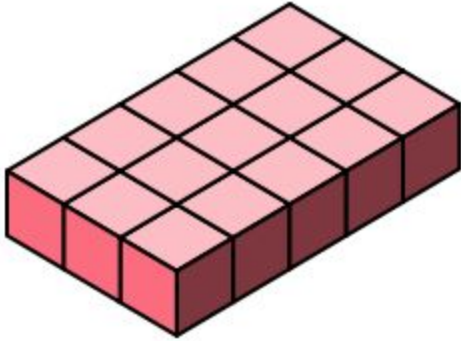
Now, Find an object that is a rectangular prism in your house. *Some examples are: book, box, or chocolate bar.*

Run your fingers over the edges and faces. *Does this figure take up more than just flat area? Yes, it does.* It has **volume**.

Place the object on top of a table. It takes up space, flat and vertical. Nothing else can be placed on the same spot unless you take away your object. Even if we stack an item on top, it is not occupying the same spot! Think about a book. No matter where the book is, it takes up space. *What is volume?*

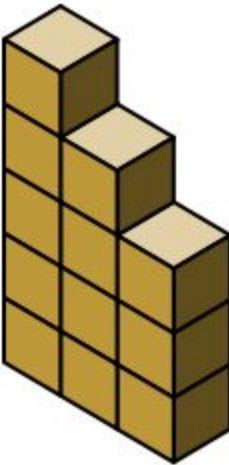
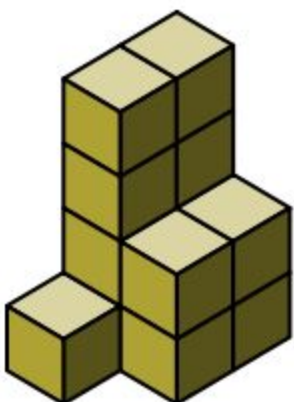
**Volume** is the amount of space, flat as well as vertical, a solid occupies.

Look at the figure below and count the cubes.



The **volume** of the rectangular prism is **15 cubic units**.

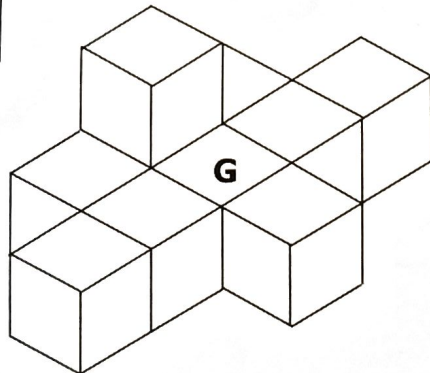
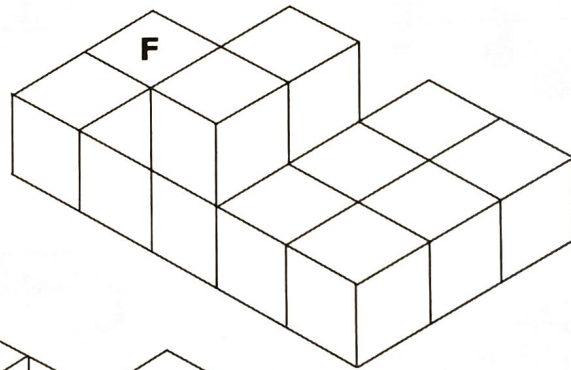
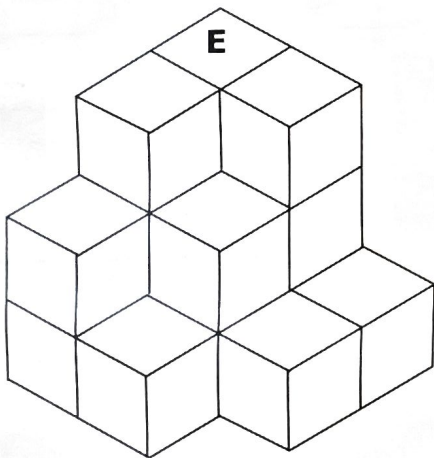
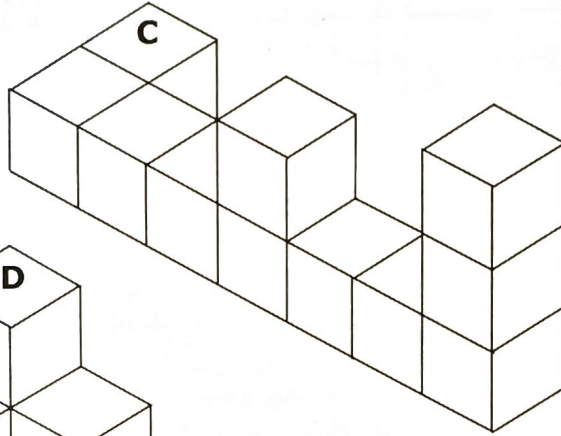
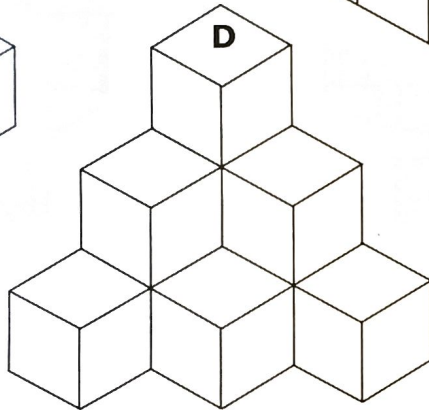
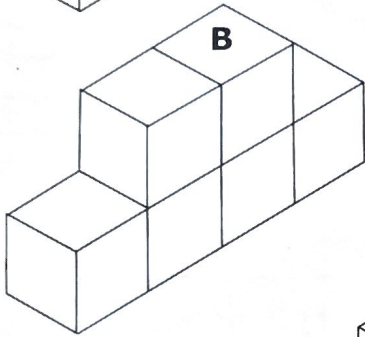
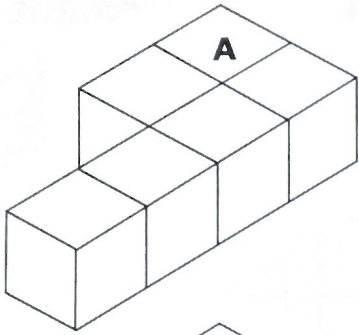
Now you try. Look at the figures below and count the cubes. Remember to put your finger on each one as you count.

 <p>The <b>volume</b> of the object is _____ <b>cubic units</b>.</p>	 <p><i>Don't forget to count the hidden cubes!</i></p> <p>The <b>volume</b> of the object is _____ <b>cubic units</b>.</p>
---	--

**Wrap-up (5-10 minutes)**

Complete the following worksheet.

How many cubes are in each figure?



## Poetry

### Copywork (5-10 minutes)

First copy out “A Bird, came down the walk” in prose style on a lined piece of paper. Only capitalize and start a new line like you normally would in a summary. Here is an example of the first stanza.

*A bird, came down the walk--he did not know I saw--he bit an angle worm in halves and ate the fellow, raw, and then he drank a dew from a convenient grass--*

This poem is all one sentence! Did you notice that there is only a period at the end of the poem? The speaker is making a list of the things that the bird did. *What are some of the actions that the bird did?*

### Recitation Practice (5 minutes)

Read “A Bird, came down the walk” aloud in front of a mirror. Remember to stand up straight, look at your audience (yourself in the mirror!), and speak clearly. Remember to follow punctuation by pausing at periods and making your voice go up at question marks and exclamation points. If you can, try to say it just like your teacher does or like the youtube video of Ms. Schweizer.

Find a parent or a sibling and recite as much of the poem as you can!

### Take it outside! (10 minutes)

Now go outside for a short walk and bring a bit of bread. Count how many birds you see. *If any are close enough, what happens when you offer a crumb?*

### Imitate the poet (5 minutes)

Just like Emily Dickonson, make a list of the actions that the bird did.

*A bird* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# A Bird, came down the Walk

Emily Dickinson

A Bird, came down the Walk—  
He did not know I saw—  
He bit an Angle Worm in halves  
And ate the fellow, raw,  
5 And then, he drank a Dew  
From a convenient Grass—  
And then hopped sidewise to the Wall  
To let a Beetle pass—  
10 He glanced with rapid eyes,  
That hurried all abroad—  
They looked like frightened Beads, I thought,  
He stirred his Velvet Head.—  
Like one in danger, Cautious,  
I offered him a Crumb,  
15 And he unrolled his feathers,  
And rowed him softer Home—  
Than Oars divide the Ocean,  
Too silver for a seam,  
Or Butterflies, off Banks of Noon,  
20 Leap, plashless as they swim.

## History

### Map (10 minutes)

Complete the sentences with the correct word or date to make them true. Next, color code the map (see other page) according to the instructions.

1. Romulus founded Rome in \_\_\_\_\_ B.C. Color Italy **red**.
2. \_\_\_\_\_ founded the first Viking settlement in Greenland. Color Greenland **green**.
3. Leif Erikson founded \_\_\_\_\_, the first European settlement in the Americas. Color the edge of North America closest to Greenland **blue**.
4. The first Native Americans came to America by crossing a \_\_\_\_\_ from Asia. Color the eastern most tip of Asia and the western most tip of Alaska **gray**.
5. The three \_\_\_\_\_ Civilizations were the Olmecs, the Mayans, and the Aztecs. Color Mexico **orange**.
6. Constantinople fell to the \_\_\_\_\_ in 1453 A.D. Color Constantinople **purple**.
7. \_\_\_\_\_ the Navigator, prince of Portugal, founded a school of navigation. Color Portugal **yellow**.





## P.E.

### **Warm-up** (3 minutes)

- 60 seconds of walking lunges (keep your hands behind your head).
- 60 seconds of karaoke (in a park or in your living room)
- 60 seconds of jumping jacks

### **Outdoor Time** (7-10 minutes)

Coach Hess would like for you to enjoy being active in the outdoors as much as possible. Play whatever you would like for 7-10 minutes but make sure that you are not just sitting or lying down. If you are unsure of what to do, imagine that you are Pinocchio searching through your yard for Geppetto. What dangers will you encounter on the journey? Have fun.

## Art

### **Create and Sketch a still life** (10 minutes):

Collect fruits and vegetables and arrange them on a table in an interesting and unique way. You can use bowls or baskets to help you. With a pencil, draw the still life you have created on a new piece of paper. You may add color to enrich your drawing once you have finished sketching.

# Answer Key

## Monday

### Math

$(7-4) \times (6+2) = 24$  answers may vary

Using any three strips of paper, make a shape.

I made a **triangle**. I made an **equilateral** triangle.

I made an **isosceles** triangle. I made a **scalene** triangle. I made a **right** angle. I made a

**quadrilateral**. I made a **rectangle** which is a special type of parallelogram. The first shape I made is a **square**. The second shape I made is a **rhombus**.

A	4	4	0	Rhombus
B	3	3	1	Right Triangle
C	4	4	4	Rectangle
D	5	5	3	Pentagon

### Literature

- Pursuer (noun) a person who chases someone
- Bar (verb) to block or prevent someone doing something

### History: Famous People and Places

- *Romulus* founded Rome in 753 B.C.
- *Brutus* founded the Roman Republic in 509 B.C.
- *Augustus* became the first Roman Emperor in 27 B.C.
- The Western *Roman Empire* fell in 476 A.D.
- *Erik the Red* founded the first Viking settlement in Greenland.
- *Leif Erikson* founded Vinland, the first European settlement in the Americas.
- The first *Native Americans* came to America by crossing a land bridge from Asia.
- The three Mesoamerican Civilizations were the *Olmechs*, the *Mayans*, and the *Aztecs*.
- *Constantinople* fell to the Turks in 1453 A.D.
- *Columbus* sailed the ocean blue in 1492 A.D.

## Tuesday

### Math

The cube has **6** faces. The cube has **6** edges. The cube has **8** vertices. The cylinder has **2** faces. The cylinder has **2** edges. The cylinder has **1** curved surface.

1. Cylinder, cone 2. rectangular prism, cylinder 3. Cube, triangular prism.

### Grammar

1. A noun is a word that names a person, place, thing, or idea.

2. A verb is a word that does an action, shows a state of being, links two words together, or helps another verb.

1-10. Answers may vary. Please ensure that students only use each noun or noun a maximum of two times. Though not an extensive list, below are some possible options:

He saw; I may; He said; He darted; Pinocchio reached; One answered; He knocked; Silence followed; Pinocchio began; Window opened; Eyes were; She whispered; One lives; Everyone is; Pinocchio cried

## Wednesday

### Math

**1656; 4239; 6104; 2298; 1282; 4384**

$10in + 11in + 18in + 8in + 7in + 18in = 72in$ .

The perimeter of the shape is **72in**.

The perimeter of the shape is **13 cm**.

The missing lengths are **2cm** and **3cm**.

The perimeter of the shape is **20cm**.

Answers may vary on the wrap-up activity.

### Writing

Answers will vary. Check to ensure that each question is answered in the paragraph, there are 4-5 sentences total, and that spelling, punctuation and grammar are used appropriately.

### History: Timeline order from earliest to latest:

- Romulus, Brutus, Augustus, Western Roman Empire Fell, Leif Erikson, Constantinople Fell, Columbus

Answer Key

Thursday

Math

915 R.1 ; 1176 R. 4

A=25 B=36 C=24.5

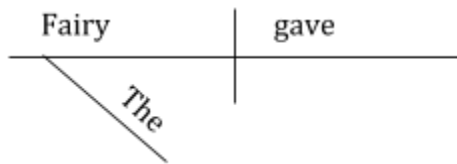
Answers may vary but please check that each shape has its proper area and is labelled.

Literature

1.

Adj. S. V

**The Fairy gave.**

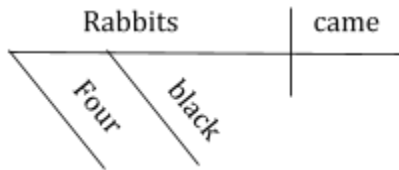


Grammar

2.

Adj. Adj. S. V.

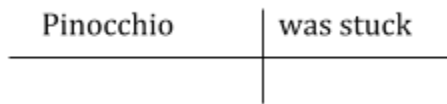
**Four black Rabbits came.**



3.

S. H.V. V.

**Pinocchio was stuck.**



Latin

1. Iulia is angry.
2. Marcus is happy.
3. Aemilia sleeps.
4. Iulia laughs.
5. Marcus sees an island.
6. Iulius cries.

Friday

Math



$500cents \div 10kg = 50cents/kg$

1kg of apples costs 50cents.

The **volume** of the object is 12 **cubic units**.

The **volume** of the object is 13 **cubic units**.

A=6, B=6, C=11, D=10, E=16, F=14, G=10

Poetry

Check that student wrote out poem. Student should have attempted to recite poem. Check for commas in the list and make sure that it is a complete sentence. Answers will vary upon what the student observed.

History: Where Did It Happen?

753, Eric the Red, Vinland, land bridge, Mesoamerican, Turks, Henry.