

Week 5:

Please bring to class Thursday, September 17:

Homework Folder w/ Assignments

Bible Journal

Morning Snack, Water Bottle, Lunch, Afternoon Science Snack

IEW (Fables, Myths, Fairy Tales) Workbook

Abe Lincoln Book, Yellow Lit Folder

Vocabulary Workbook

History Narration Journal (if you completed the optional narration)

Science Notebooking Journal and Blue Science Folder

Supplies (If you did not leave in class last week)



Assignment Sheet #5
September 17, 2020
Due: September 24, 2020

Mrs. Nicole Richardson
Nicole.vcsnashville@gmail.com
615-848-8123

Grammar:

- In your large Shurley workbook review Jingles 1-6.
- Complete the Shurley Grammar Worksheet (Classifying Sentences). Be sure to say the Question and Answer Flow Aloud.
- Review References 9 and 10 with a parent in your large Shurley Workbook (pages 14-15).
- Complete Grammar Worksheets 190-192. Review the rules at the top of each page with a parent before you begin.

Writing:

- Read *The Four Oxen and the Lioness* with a parent (workbook page 26).
- Review -ly Adverbs with a parent (workbook page 28). There is also a list of adverbs (in your homework folder) to place in your Reference Binder. You may refer to this list when completing your writing assignments.
- Complete *Style Practice* on page 29 in your workbook. You do not need to complete the *Vocabulary* section at the bottom of the page.
- In your own words, write a rough draft using only your KWO. Parents, please check your child's rough draft with a red pen using the Proofreading Reference sheet in your child's homework folder. You may place the Proofreading Reference Sheet in the Reference Binder for future use.
- You may write or type your rough draft.
- Use the checklist in your homework folder as a guide.
- Place the checklist and edited rough draft in your homework folder.
- We will not write a final draft of this paragraph. The Assignment Sheet will state when your child will write a final draft. We are learning the steps of writing. We will discuss rough drafts, proofreading marks, and the checklist prior to completing a final draft.

Spelling: *Spelling Workout D and E (3rd and 4th Grade)*

- Parents, please administer a practice spelling test to your child. Include the first 10 spelling words from the Lesson 5 list, a dictation sentence, and the optional challenge words. Place this in your child's homework folder.
- Complete Lesson 5, pages 21-23 in your spelling workbook.
- Optional: Complete page 24 in your spelling workbook.
- Challenge Words:
amendment segregation abolitionist

Vocabulary: *Wordly Wise*

- Complete exercises 3A and 3B in your workbook.

Literature: *God's Leader for a Nation Abraham Lincoln*

- Read Chapters 9 and 10.
- Summarize each chapter orally to a parent.
- Complete *From Here to There* worksheet. Place this in your yellow literature folder.

History: *Story of the World*

- Read Chapter 5b "After the Civil War".
- OPTIONAL: Narrate and Illustrate Chapter 5b in your History Narration Journal. (History Narration is Optional this week for both 3rd and 4th grade)

Handwriting/Copy Work:

3rd Grade:

- Complete the next 4 pages in your workbook. The pages cover letter e, letter l, letter b, and letter h. My page numbers are pages 49-52. Some students will have the same numbers, while others do not. Continue to go in order in the book and double check that the letters correspond with the above information. Please let me know if you have any questions.
- Place the completed pages in your homework folder.

4th Grade:

- Complete Lesson 5.
- Use any blank page from the back of the book to complete the Day Four copy work.
- Place the completed pages in your homework folder.

Critical Thinking:

- 3rd Grade – *Primary Analogies* – pages 9-10
- 4th Grade – *Think Analogies* – pages 9-10
- 4th Grade – *Creative Thinking Puzzles* – page 5

Artists/Composers:

- With a parent, visit <https://www.classicsforkids.com> .
- Follow the listed steps to access Show 2:
 1. Click on the Composers tab
 2. Click on Mozart from the alphabetical list of composers
 3. Scroll down to Shows about Mozart.
 4. Choose Show 2: Wolfgang Amadeus Mozart: Mozart's Operas (5:59)
- After listening to the show, complete the quiz at the bottom of the screen. You are not required to write the answers.

Geography: Maps, Charts, and Graphs

- Complete Lesson 5 in your workbook.

I have checked all of my child's work and he/she has all of the assignments completed for this week. Thank you!

Parent Signature

I have completed all of my assignments for this week.

Student Signature



Bible/Character Study:

- **Respect- Showing regard for the worth of someone or something.**
- **Memorize by September 24th: Commandments 5, 6, and 7:**
 - 5. **honor** Honor your father and your mother. (verse 12a)
 - 6. **murder** You shall not murder. (verse 13)
 - 7. **adultery** You shall not commit adultery. (verse 14)
- **Family Activity:** Watch this video and try to sing along! We'll be practicing this song in class too.
<https://www.youtube.com/watch?v=o2q32Q9dtOM> Students can sing the Ten Commandments (not the whole song) instead of reciting them if they prefer.
- **Family Discussion:** Our fourth area of respect is respect for self, which requires us to have a healthy view of who we are and to treat ourselves with worth and value. Another aspect of respect is to accept the way God made us. By accepting God's handiwork, we can then focus on God developing the inner person. If we respect who we are, we will be most careful about taking care of our bodies and minds and not abusing them. We are of great value to God. He valued us so much that He sent His Son to die for us. God chose us, created us, redeemed us, and called us. Our sense of worth should come from who we are in God's sight. God's love for us is unconditional. Read the following verses. He chose us: Ephesians 1:4-6. He created us: Psalm 139:13-16. He redeemed us: 1 Peter 1:18-19 and Romans 5:8. He called us: Jeremiah 29:11. Read Mark 10:13-16 about how much Jesus loved the children and how special they are to Him. Please continue to model and teach this fundamental value of respect.
- **Family discussion:** "*Honoring your father and mother*" means showing respect for the people who gave you life. We should also honor those who nurture and teach us as parents would, such as grandparents, aunts, uncles, and others. "*Thou shalt not kill.*" We need to teach our children to not destroy others' feelings, confidence, sense of self-worth or dreams. We need to watch our words as well as actions to build each other up, not tear each other down. Verse 14 tells us to honor our marriage vows as well as our spouse.
- **Bible Project:** Due October 1st - Make Clay Tablets. If you would like to do a different art form to make the tablets, you may do so.
- **Sing** *10,000 Reasons* by Matt Redman a few times this week.
<https://www.youtube.com/watch?v=XtwIT8JjddM>

Shurley Grammar Worksheet

Name _____

Date _____

Classify the following sentences, which now include adjectives and article adjectives. Use the Question/Answer Flow for each sentence. Remember: the adjective questions are What kind? Which one? How many?

Example: Question and Answer Flow for Sentence 1:

1. "The tiny baby cried rather weakly." (First read the entire sentence aloud.)

| Question | Answer | Label |
|-----------------------------------|-------------------------|----------------------------------|
| 2. Who cried rather weakly? | Baby – Subject Noun | Write SN above the subject noun. |
| 3. What is being said about baby? | Baby cried – Verb | Write V above the verb. |
| 4. Cried how? | Weakly – Adverb | Write Adv above the adverb. |
| 5. How weakly? | Rather - Adverb | Write Adv above the adverb. |
| 6. What kind of baby? | Tiny – Adjective | Write Adj above the adjective. |
| 7. (No question) | The – Article Adjective | Write A above the article adj. |

1. The tiny baby cried rather weakly.
2. The three little girls sang sweetly today.
3. The experienced pilot landed safely.
4. The rusty old truck sputtered noisily away.
5. The extremely tattered flag waved boldly.

Name _____

CAPITALIZATION

Date _____

Rule 15: Capitalize Mother, Dad, and other titles if you can insert a person's name.

Example: Did Mom buy cookies?

(If *Joan* is the mom's name, you can insert it. Did *Joan* buy cookies?
You can replace *Mom* with *Joan*; therefore, *Mom* is capitalized.

Do not capitalize Mother, Dad, and other titles if my, his, her, your, its, our, or their comes before it.

Example: My mom is very funny.

Rule 16: Capitalize historical events.

Example: American Revolution
Battle of Gettysburg

Rule 17: Capitalize the first word of a direct quotation.

Example: Bonnie said, "Thanks for the gift."

Do not capitalize the word following a quotation unless it is a proper noun.

Example: "You're welcome," said Megan.



Directions: Write the capital letter above any word that needs to be capitalized.

1. he enjoys del monte fruit cocktail.
2. "will you open the door for me?" asked his mother.
3. yesterday, dad mowed the lawn.
4. does uncle joe like musselman's apple sauce?
5. we studied about the french and indian war.
6. "let's eat soon," said the boy.

Name _____

CAPITALIZATION

Date _____

Rule 15: Capitalize Mother, Dad, and other words if you can insert a person's name.

Example: Did Mom buy cookies?

(If *Joan* is the mom's name, you can insert it. Did *Joan* buy cookies? You can replace *Mom* with *Joan*; therefore, *Mom* is capitalized.)

Do not capitalize Mother, Dad, and other words if my, his, her, your, its, our, or their comes before it.

Example: My mom is very funny.

Rule 16: Capitalize historical events.

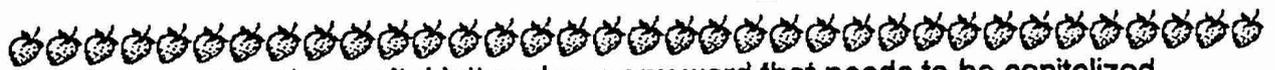
Example: American Revolution
Battle of Gettysburg

Rule 17: Capitalize the first word of a direct quotation.

Example: Bonnie said, "Thanks for the gift."

Do not capitalize the word following a quotation unless it is a proper noun.

Example: "You're welcome," said Megan.


Directions: Write the capital letter above any word that needs to be capitalized.

1. he asked, "are you coming along?"
2. "yes," replied his friend.
3. did grandma buy chocolate chip cookies?
4. his father watched a show about the battle of concord.
5. does aunt trina like to read about the civil war?
6. the police officer said, "we will help you."

CAPITALIZATION

Name _____

Date _____

Rule 18: Capitalize the first word, the last word, and all important words of any title. Do not capitalize *a, an, the, and, but, or, nor,* or prepositions of four or less letters unless they are the first or last word of a title. Capitalize all other words.

Examples: "Jack and Jill"

The Indian in the Cupboard

Capitalize any verb in a title.

"What Is Music?"

Rule 19: Capitalize the Roman numerals and the letters of the first major topics in an outline. Capitalize the first word in an outline.

Examples: I. Summer activities

A. Swimming

B. Arts and crafts

II. Winter activities



Directions: Write the capital letter above any word that needs to be capitalized.

1. CAPITALIZE THESE TITLES:

- a. "internet"
- b. the fire cat
- c. sheep in a shed
- d. the legs of the moon
- e. the sky is falling

2. i. types of flowers

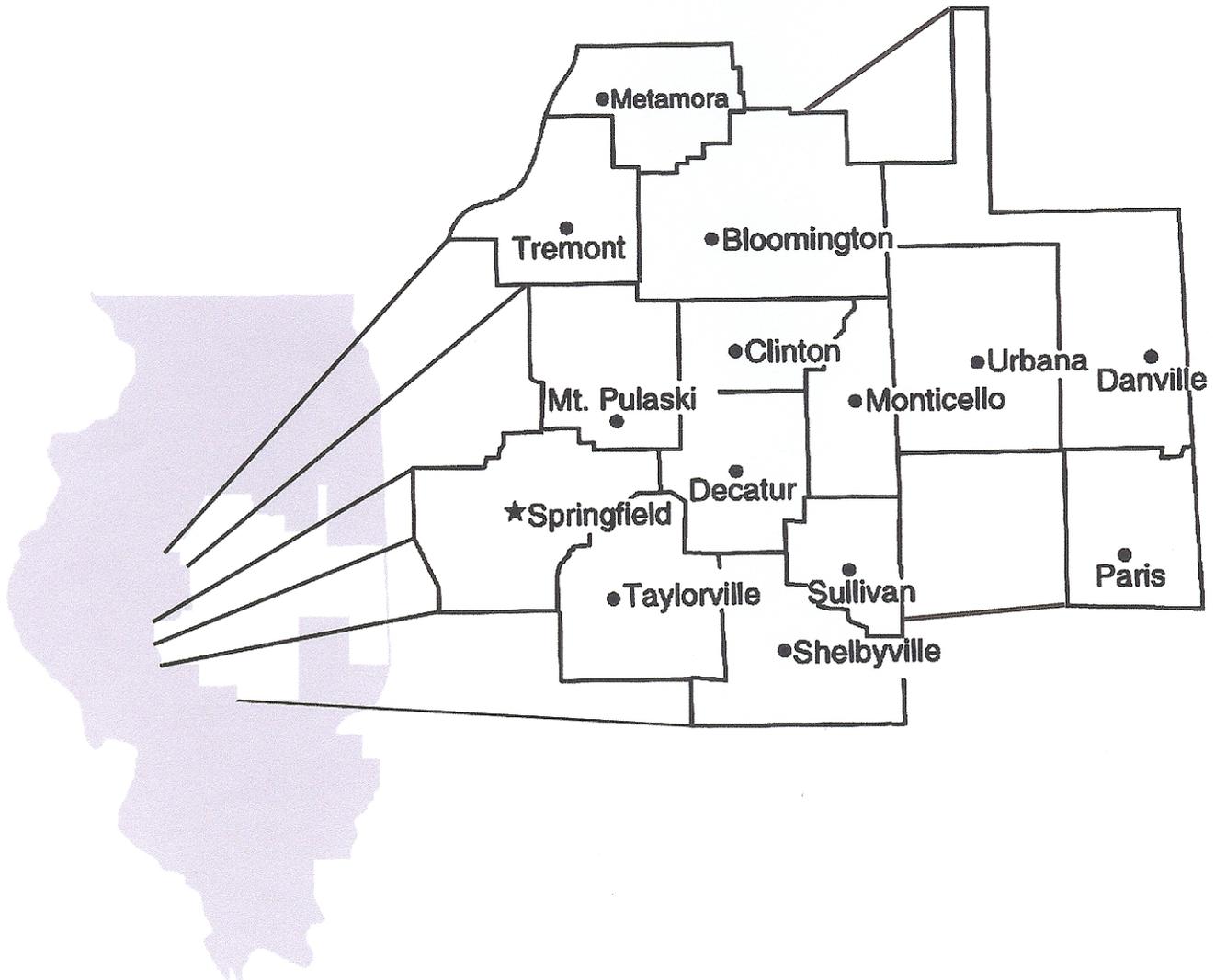
- a. flowers with bulbs
- b. flowers with roots

ii. types of ferns

From Here to There...



When Lincoln first became a lawyer, he traveled the 8th Judicial Circuit Court on foot and by horse throughout central Illinois. This would usually take him away from home for three months, or more, at a time. As roads improved and railroads grew, Lincoln could come home to his family more often. Look at the map and think about how you would get around the Circuit. Starting and ending at Springfield, guide Lincoln and his horse from town to town (from dot to dot).



What would it be like to travel so much?

Name: _____

CHECKLIST

“The Four Oxen and the Lioness”

Structure:

| | | |
|-------------------------------------|---------|-------|
| name and date, upper left corner | (5 pts) | _____ |
| composition is neat | (5 pts) | _____ |
| composition is double spaced | (5 pts) | _____ |
| title is centered | (5 pts) | _____ |
| correct punctuation is used | (5 pts) | _____ |
| Does it make sense? | (5 pts) | _____ |
| checklist included with rough draft | (5pts) | _____ |

Elements of Style:

The paragraph must contain at least one -ly adverb.

Dress-ups: (Underline -ly adverb and label in the right margin)

-ly word (ly) (5 pts) _____

In the right margin, you will write -ly on the same line as the sentence containing the -ly adverb. If you type your paragraph, you may handwrite the abbreviation after you print. Underline the adverb in the sentence as well.

Example:

One day, the crow gracefully flew over the palace. -ly

TOTAL _____
(Possible 40)

-ly Adverbs

absentmindedly
 actually
 affectionately
 anxiously
 arrogantly
 bashfully
 beautifully
 bravely
 brightly
 briskly
 broadly
 calmly
 certainly
 clearly
 cleverly
 closely
 coaxingly
 commonly
 continually
 coolly
 correctly
 crossly
 curiously
 dearly
 deceptively
 delightfully
 desperately
 diligently
 dreamily
 enormously
 especially
 evenly
 exactly
 excitedly
 extremely
 fairly
 famously
 ferociously
 fervently
 foolishly
 frankly
 frantically
 freely
 frenetically
 frightfully
 fully

furiously
 generally
 generously
 gently
 gleefully
 gratefully
 greatly
 greedily
 happily
 helpfully
 helplessly
 highly
 hopelessly
 immediately
 incredibly
 innocently
 instantly
 intently
 intensely
 inwardly
 kindly
 knowingly
 lightly
 likely
 longingly
 loudly
 madly
 meaningfully
 mechanically
 miserably
 mockingly
 mostly
 naturally
 nearly
 neatly
 nicely
 openly
 partially
 patiently
 playfully
 positively
 potentially
 powerfully
 properly
 quickly
 quietly

quintessentially
 ravenously
 readily
 reassuringly
 reluctantly
 reproachfully
 restfully
 righteously
 rightfully
 rigidly
 safely
 scarcely
 searchingly
 sedately
 seemingly
 separately
 sharply
 sheepishly
 softly
 solidly
 strictly
 successfully
 surprisingly
 suspiciously
 sympathetically
 tenderly
 terribly
 thankfully
 thoroughly
 thoughtfully
 tightly
 tremendously
 triumphantly
 truly
 unfortunately
 usually
 utterly
 vastly
 viciously
 violently
 warmly
 wholly
 wildly
 willfully
 wisely
 wonderfully

Add your own:

**Some Impostors:
-ly Adjectives**

| | |
|----------|---------|
| chilly | lovely |
| friendly | orderly |
| ghastly | prickly |
| ghostly | queenly |
| holy | surly |
| kingly | ugly |
| knightly | worldly |
| lonely | wrinkly |

Punctuation and Usage

Proofreaders' Marks

| | | |
|------|--|---|
| ¶ | Begin new paragraph. | ¶ One day Kilty decided it was time for an adventure. |
| ≡ | Capitalize that letter. | She traveled to london to meet the queen. E |
| / | Don't capitalize this letter. | Hoping to meet the queen, Kitty hid under the throne. |
| ^ | Insert here. | While she hid there, she ^{smelled} something. |
| ↵ | Insert comma. | Kitty meowed "There must be a mouse in this place." ↵ |
| ○ | Insert period. | Her tail lashed ○ |
| # | Add space | Her whiskersquivered. # |
| ⏏ | Close up the space. | Her tell tale bell was silent. ⏏ |
| N | Change the order of letters, words, or punctuation. | The queen announced, "Send in my royal lunch" N |
| ~ | Delete it. | As the the door opened, Kitty heard a squeak. |
| sp | Spelling error. | Kitty spoted a fat gray mouse under the queen's chair! sp |
| RO | A run-on sentence. "RO" will be placed in a good spot to separate the sentence into two. | Kitty rocketed out from her hiding place heading for the throne, Kitty was oblivious to the presence of the queen. RO |
| frag | Fragment. Add more information to make it a complete sentence. | The mouse, who didn't think that cats were allowed in the palace. frag |
| Ø | Banned word. Replace it with a better word. | The mouse ran away. Ø |
| ○ | You repeated the same word too soon or too often. Change one or more of them. | The queen was delighted that a cat had finally arrived to deal with the disgusting mice. She invited Kitty to stay. Delighted Kitty accepted the invitation. |
| tr | You need a better transition between these sentences. | Some people enjoy mice. They don't make impressive pets. (Use the Sentence Openers and Transitions tab to help you.) tr |