

Week 16:

Please bring to December 10 Zoom session (10am):

- 5 Sentences (Assignment Sheet 15 Writing Assignment)
- Red Literature Folder (Assignment Sheet 15 Literature Worksheets)
- History Wagon Project

**Bible/Character Study:**

- **Generosity- A willingness to give and share.**
- **Memorize by Week 17, January 7th. 1Timothy 6:18** “As for the rich...they are to do good, to be rich in good works, to be generous and ready to share.”
- **For Third/ Fourth Grade only:** Memorize by Week 17, January 7th: **Matthew 6:1-4** ¹Beware of practicing your righteousness before other people in order to be seen by them, for then you will have no reward from your Father who is in heaven. ²Thus, when you give to the needy, sound no trumpet before you, as the hypocrites do in the synagogues and in the streets, that you may be praised by others. Truly, I say to you, they have received their reward. ³But when you give to the needy, do not let your left hand know what your right hand is doing, so that your giving may be in secret. ⁴And your Father who sees in secret will reward you.
- **Family Discussion:** Continue to find ways that your family can be generous to others with your time, talents, ideas, or financial blessings. Read “A Christmas Carol” or watch the movie. Help your children see what greed and stinginess produce in comparison to generosity. And/or watch the movie “It’s a Wonderful Life” and see how George Bailey and others show generosity. As your family spends time reading the Christmas story in Luke 2, discuss how the Christ Child is the greatest gift of generosity ever bestowed on mankind.
- **Sing Oh Holy Night** a few times this week.
(Carrie Underwood) <https://www.youtube.com/watch?v=NsvSWLtxHk>
- **Project Generosity:** Think of ways your family can be generous this season. There are many people who need help. Do you have a neighbor or a family member who might need a task done? Maybe you can rake the leaves for someone or clean out the inside of someone’s car? Make a card for someone. If you like to bake, make some cookies to share with someone who might be lonely. Maybe you can prepare a card with a small gift card for the mail carrier or the trash collector. Be creative with your own ideas! You may do this project on your own or as a family project. Document what you have done by writing a short paragraph about it and taking and bringing a picture. Bring this to school any week to share. The deadline is Week 17, January 7, 2021.
- **Family Activity (Optional):** Go outside and look at the stars. Imagine the sky full of angels announcing the birth of Christ. What an awesome time that would have been!
- **Family activity (Optional):** Last week you read the poem about “what can I give Him- I can give Him my heart.” We also read in Matthew 25:40 that whatever we do for others, we do for God. Make or purchase a stocking for Jesus. Every time someone in your family does something special for someone else, write that person’s name on a piece of paper and a short sentence about what the family member did. Put the paper slip in the stocking. On Christmas Day, read the slips of paper and see what your gifts to Jesus were. Be sure to read the Christmas story in Luke 2 and discuss how the Christ Child is the greatest gift ever bestowed on mankind.



Assignment Sheet #16

December 10, 2020

Due: January 7, 2021

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Grammar:

- Practice Shurley Jingles 1-11. We will continue to work to memorize the prepositions in Jingle 9.
- You will be asked to recite the preposition list orally (from memory) when we return from Christmas break (Week 17).
- We will complete Exercise 1 and Exercise 2 on the Chapter 5 test (page 101) in your large Shurley book together. Please follow along with the video provided on our class website page.
- With a parent, complete Exercises 3-6. You may also use your book to assist you when completing the remainder of this page. You do not need to complete Exercises 7-8. Parents, an answer key will be attached to the website file.
- Complete Punctuation worksheet pages 216-217.

Writing/IEW:

- With a parent, review -ly adverbs (page 28), who/which clause (page 40), and strong verbs to replace say/said (page 53-54).
- Complete Strong Verb Dress-Up and -ly Adverb Dress-Up on page 62.
- Complete Who/Which Dress-Up on page 63. You do not need to complete the Vocabulary Practice at the bottom of the page.
- We will not write a rough draft/final draft for Lesson 8. We will focus on reviewing dress-up's, KWO rules, and other topics that we have learned so far, as we wrap up this semester.

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

- Complete Lesson 15 in your workbook (pages 61-63).
- Optional: Complete page 64 in your workbook.
- We will not have a spelling test over Lesson 15 words.

Vocabulary: *Wordly Wise*

- Study Lesson 8 vocabulary words and definitions.
- Complete Lesson 8C and 8D in your workbook.

Literature: Farmer Boy

- Read Chapters 13 through 16.
- Summarize each chapter aloud to a parent.
- After completing your assigned reading, discuss the chapter questions aloud with a parent. The questions are in your homework folder. You do not need to write the answers. Parent, please initial the bottom of the page once complete.
- Complete the Independence Day page. You will complete this just as we complete Venn diagrams in class. One firecracker will have your celebration traditions that are different from Almanzo's celebration, while the other firecracker will have Almanzo's celebration traditions that are different from yours. The center (explosion) will show how they are the same.
- Place your completed work in the brads of your red literature folder.

History: Story of the World

- Read Chapter 18 "Europe and the Countries Just East"
- 3rd Grade: Choose one section to narrate and illustrate in your History Narration Journal. Use colored pencils to add detail and color to your illustration.
- 4th Grade: Narrate and illustrate both sections in your History Narration Journal. You should have two separate entries in your journal this week. Use colored pencils to add detail and color to your illustration.
- Following the directions below, complete Map 18: Persia, Its Enemies, and Its "Friends"
 1. Russia and Britain both wanted to take control of Persia. Britain is not on the map, but the Russian Empire is. Label both Persia and the Russian Empire on your map.
 2. Persia also had to keep its eye on the Ottoman Empire. Label the Ottoman Empire on the map.
 3. Afghanistan was also still unhappy with Persia. Label Afghanistan on the map.
 4. Tehran is the capital city of Persia. Find and label Tehran on your map.
 5. Mohammad Ali Shah was unable to take control of his country. He ended up fleeing to Russia. Draw an arrow from Tehran up into the Russian Empire.
 6. William D'Arcy drilled for oil in the southwest part of the country. As soon as he found oil, he sold the company to the British. Write "Anglo-Persian Oil Co." in the southwest part of Persia. ("Southwest" is down and to the left.)

Handwriting/Copy Work:

3rd Grade:

- Complete the workbook pages titled, "Application" (Adjectives), "Keys to Legibility" (to-do list), and "Review" (lower case letters). The page numbers in my workbook are 85-88. 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 completed work in your homework folder.

4th Grade:

- Complete Lesson 15.
- Use any blank page from the back of the book to complete the Day Four copy work.
- Place completed work in your homework folder.

Critical Thinking:

- 3rd Grade – Primary Analogies – pages 28-30
- 4th Grade – Think Analogies – pages 28-30
- 4th Grade – Creative Thinking Puzzles – page 14

Geography: Maps, Charts, and Graphs

- Complete Lesson 15 in your Maps, Charts, Graphs workbook.
- Continue to work on your geography project poster of North America. Please plan to bring your poster to class when we return from Christmas break.

Art/Music Appreciation

- Watch the Vincent Van Gogh for Children (Biography for Kids-FreeSchool) video that is on our class website page.
- Think about the discussion we had in class and in our Zoom session about the painting titled, *Bedroom in Arles*. Using the page provided in your homework folder, create an illustration of your bedroom. You may use crayons, colored pencils, markers, or paint to complete your project. We will share this project in class after Christmas break.

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

Student Signature

Chapter 5 Test

(Student Page 101)

Exercise 1: Classify each sentence.

- | | | | | | | | | | | | | | | |
|--|---|-----|-----|----|---|---|----|--|---|-----|--|---|---|----|
| | A | Adj | Adj | SN | P | A | OP | | V | Adv | | P | A | OP |
|--|---|-----|-----|----|---|---|----|--|---|-----|--|---|---|----|
1. SN V The explosive, fiery volcano (on the mountainside) / erupted violently (during the night)! **E**
- P1
- | | | | | | | | | | | | | | | | |
|--|---|-----|-----|-----|----|---|-----|---|---|-----|----|--|---|-----|----|
| | A | Adj | Adj | Adj | SN | V | Adv | P | A | Adj | OP | | P | Adj | OP |
|--|---|-----|-----|-----|----|---|-----|---|---|-----|----|--|---|-----|----|
2. SN V A keen, old mule deer / stood still (in the heavy thicket) (during hunting season). **D**
- P1
- | | | | | | | | | | | | | | | | |
|--|---|-----|--|-----|----|---|-----|---|---|----|--|---|---|-----|----|
| | A | Adj | | Adj | SN | V | Adv | P | A | OP | | P | A | Adj | OP |
|--|---|-----|--|-----|----|---|-----|---|---|----|--|---|---|-----|----|
3. SN V An expensive diamond necklace / sparkled brightly (through the window) (of the jewelry store). **D**
- P1

Exercise 2: Use Sentence 3 to underline the complete subject once and the complete predicate twice and to complete the table below.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
1. necklace	2. SN	3. S	4. C	5. necklace	6. sparkled
7. window	8. OP	9. S	10. C		
11. store	12. OP	13. S	14. C		

Exercise 3: Name the five parts of speech that you have studied. (*You may use abbreviations.*) (**The order may vary.**)

1. Noun 2. Verb 3. Adjective 4. Adverb 5. Preposition

Exercise 4: Identify each pair of words as synonyms or antonyms by putting parentheses () around *syn* or *ant*.

1. pursue, follow	(syn) ant	5. precise, exact	(syn) ant	9. implied, hinted	(syn) ant
2. proceed, cease	syn (ant)	6. accept, reject	syn (ant)	10. quiver, shake	(syn) ant
3. brawn, muscle	(syn) ant	7. tales, stories	(syn) ant	11. delight, displease	syn (ant)
4. reply, answer	(syn) ant	8. vivid, dingy	syn (ant)	12. aggression, retreat	syn (ant)

Exercise 5: Write a or an in the blanks.

1. He whistled a happy tune. 3. It was an isolated event. 5. a quilt 7. an octopus
 2. We saw an antelope. 4. They bought a big boat. 6. a fish 8. an instructor

Exercise 6: Match the definitions by writing the correct letter beside each numbered concept.

F	1. joins a noun or a pronoun to the rest of the sentence	A. verb, adjective, or adverb
E	2. a/an are also called	B. object of the preposition
I	3. adjective modifies	C. person, place, or thing
B	4. noun or pronoun after a preposition	D. imperative sentence
H	5. subject question	E. indefinite articles
G	6. article adjective can be called	F. preposition
D	7. makes a request or gives a command	G. noun marker
C	8. noun	H. who or what
J	9. tells what the subject does	I. noun or pronoun
A	10. adverb modifies	J. verb

Exercise 7: On notebook paper, write as many prepositions as you can. (*Check prepositions with the Preposition Flow Jingle.*)

Exercise 8: In your journal, write a paragraph summarizing what you have learned this week.

Name _____

PUNCTUATION
Underlining (_)

Date _____

Rule 1: Underline the name of ships, planes, and trains.

The airplane, Concorde, is very fast.

Rule 2: Underline the title of a book.

My brother read the book The Egg Tree.

Rule 3: Underline the title of a magazine.

The woman was reading a copy of Business Week.

Rule 4: Underline the title of a newspaper.

His grandfather enjoys The Wall Street Journal.

Rule 5: Underline the title of a movie or television show.

Have you seen the movie, My Fair Lady?
Their family usually watches Wheel of Fortune together.

NOTE: If you are using a computer or a typewriter, a name or title that is usually underlined will be in italics. This sentence is in italic print.

Their family watches *Wheel of Fortune* together.



Directions: Underline where needed.

1. Have you ever seen a picture of the ship, Lusitania?
2. His dad read him a children's book entitled Big Paul's School Bus.
3. *Gone with the Wind* is still her favorite movie.
4. Mother's favorite television show is Jeopardy.
5. Dad usually reads *The Evening Sun* (newspaper).
6. Tom Thumb was the first locomotive (train) in America.

Name _____

PUNCTUATION
Quotation Marks (" ")

Date _____

Rule 1: Place quotation marks around exactly what a person says.

Mr. Brown said, "I bought a new camera today."
"Where did you buy it?" asked his wife.

- A. In a split quotation, place quotation marks around each part spoken.**

"Do you know," asked Sandra, "if the grocery store closes at ten o'clock?"

- B. In conversation, begin a new paragraph each time a different person speaks.**

Marty asked, "Why are party hats, horns, and streamers lying on the kitchen table?"

"We are having a surprise birthday party for Billy," said Joyce with a smile.

"Have you made a cake?" asked Marty.

Rule 2: Place quotation marks around the titles of articles, short stories, short poems, songs, and chapters.

"Working at Home"	(article)
"Abe Lincoln Grows Up"	(short story)
"Do You Fear the Force of the Wind?"	(poem)
"Go Down, Moses"	(song)
"Plants"	(chapter)

Place commas and periods inside quotation marks. I wrote a poem entitled "Me."



Directions: Insert needed quotation marks.

1. Miss Fenton wrote an article entitled Nuts and Bolts.
2. My science project is about magnets, said Krissy.
3. See the Trees is a poem by Carl Sandburg.
4. Robert asked, Why is the floor wet?
5. Have you read the story, Trademark, by Jessamyn West?
6. I think, said Ed, that I'd like a snack.

Farmer Boy

Assignment Sheet Discussion Questions

After completing the assigned reading, discuss each question aloud with a parent. Page numbers are provided to help you find the correct answers. You do not need to write the answers.

Parent, please initial the bottom of the page once completed.

What did Pa mean when he said, "He laughs best who laughs last?"
pg.162

How did Almanzo and his family keep the corn crop from freezing?
pg.169-170

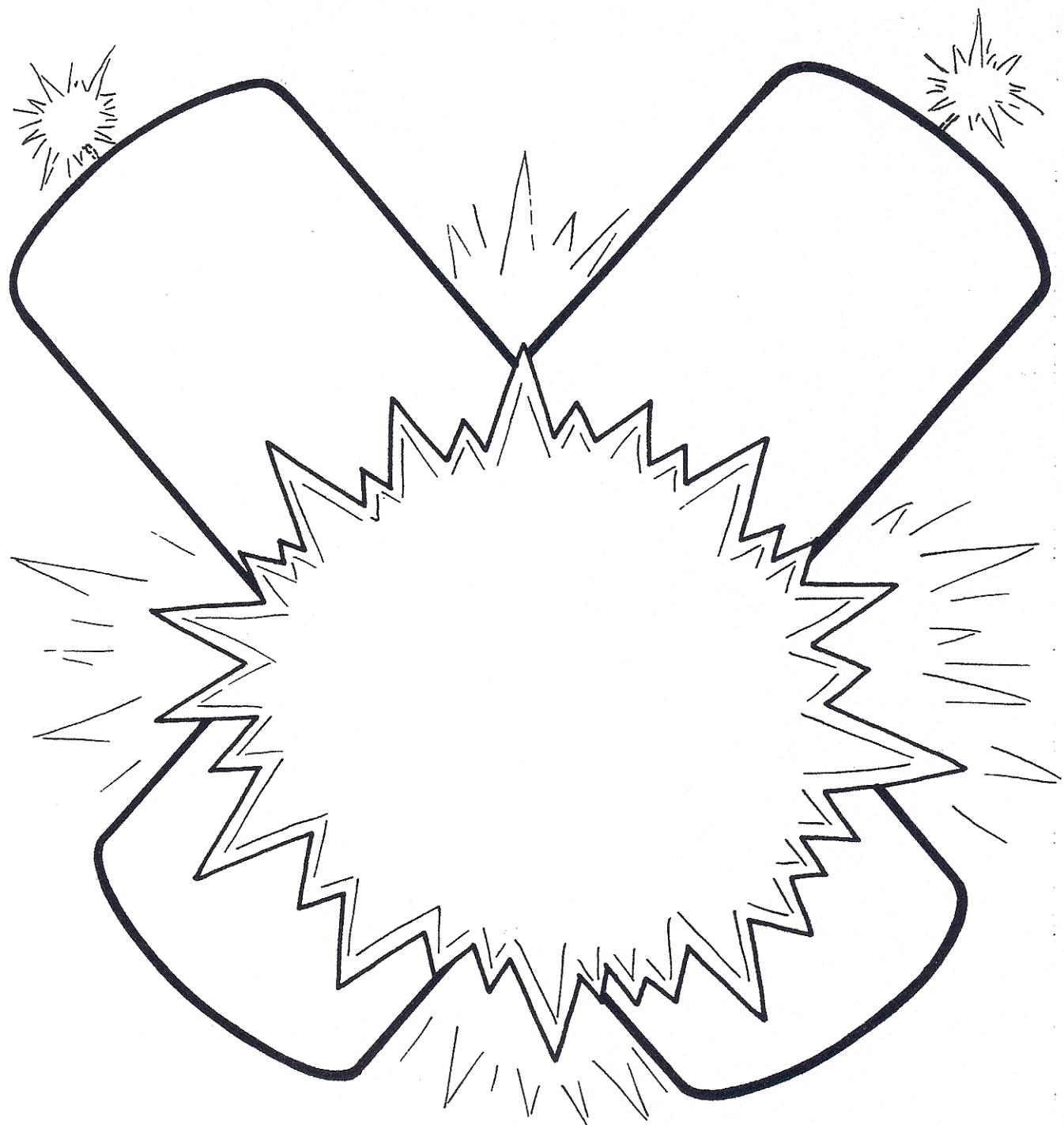
How do you know Independence Day was special to Almanzo and his family? Ch. 16

Why did Almanzo's father give him a half-dollar instead of a nickel?
pg. 182-185

Parent Initials

Independence Day

Compare your Independence Day celebration with Almanzo's. On the firecrackers below, tell how they are alike and how they are different.



Strong Verbs Meaning *Go/Went* or *Come/Came*

		Add your own:	Move
advance	mount		blow
amble	parade		crash
bob	pelt		drift
bolt	plod		flop
bounce	plow		flutter
bound	plunge		hover
burst	pour		jiggle
careen	prance		jump
charge	press on		lash
climb	race		quake
coast	rocket		roll
coil	rush		rotate
continue	sail		shake
crawl	scamper		shift
creep	scroll		spin
cross	shuffle		squirm
dance	sink		stir
dart	slither		sway
dash	sneak		swerve
dip	soar		toss and turn
dive	spill		tremble
drift	spring up		vibrate
drive	sprint		whip
drop	stride		wobble
exit	stroll		wiggle
flee	stumble		wriggle
float	surge		
flop	swoop		
flow	take off		
fly	tiptoe		
follow	tour		
forge	travel		
furl	trek		
gallop	trip		
glide	trot		
gush	trudge		
hurry	tumble		
jolt	twirl		
journey	twist		
lag	veer		
leap	wander		
loop	wave		
lope	worm		
meander	zigzag		
mosey	zoom		