



Veritas Classical Schools  
Alpharetta Campus  
3<sup>rd</sup> Grade  
2013-2014



**Assignment Sheet #16**

**Bible:**

**Character trait:** December – Joyfulness- Having a gladness of heart regardless of circumstances, because of my close walk with the Lord.

**Memory verse:** Luke 2:10- But the angel said to them, “Do not be afraid. I bring you good news of great joy that will be for all the people.”

- Look up the memory verse in your Bible. Be prepared to write your memory verse when we return to class on January 8th.
- Copywork: Copy the memory verse for this week. Try to do it in your best cursive.
- Family Discussion: Joy in the Lord is the place where our joy begins. You cannot have real joy until you have accepted the gift that Jesus offers at Christmas and all year long. We can read Nehemiah 8:10b- “For the joy of the Lord is your strength.” Read Acts 16: 16-34 to see how Paul and Silas had joy even in prison. Through Jesus, we can have true joy. The following is an excerpt from “The Secret of Joy” by Billy Graham found in the book The Family book of Christian Values by the Briscoe’s: *If the heart has been attuned to God through faith in Christ, then its overflow will be joyous optimism and good cheer....We have to be tuned to God....Christ Himself is the Christian’s secret of joy: “Though you have not seen Him, you love Him; and even though you do not see Him now, you believe in Him and are filled with a inexpressible and glorious joy.” 1 Peter 1:8.* Having studied about faith last month, we can see how our faith leads us to true JOY in Christ.
- Read and discuss the following poem:

God gives us joy that we may give;  
He gives us joy that we may share;  
Sometimes He gives us loads to lift  
That we may learn to bear.  
For life is gladder when we give,  
And love is sweeter when we share,  
And heavy loads rest lightly too  
When we have learned to bear.  
*Anonymous*
- Family activity: After reading Luke 2: 9-14, go outside on Christmas Eve night or Christmas night 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.

- Think of a generous deed you could do for someone. Remember being generous is a sacrifice. You can sacrifice your time and energy for someone else. Example: give your sister or brother your time by playing their favorite game; give your mom or dad a break and do a job for them; make a card for your mailman, write a thank you note for someone who volunteers to help you—your coach, someone at church, etc. Write what you did here:
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- Pray for the needy and the homeless in your community.

**Grammar:**

- Review jingles 1 – 9 on pages 2 & 3 in your Shurley Student Workbook.
- Memorize ALL of Jingle 9: Preposition Flow.
- Complete the *Shurley Grammar* Practice page.
- Punctuation Review: Complete the attached worksheet pages 465 and 467 on punctuation. Use these review pages along with the attached GOLD reference sheet to review all the punctuation rules. We will go over these completed pages during class when we return, and then you will have a Test on these Punctuation Rules the following week (Jan 15<sup>th</sup>.)

**Writing:**

*Parents, please remember this story has 3 parts. This week we will be working on Part 2. Please leave Part 1 in your child's binder or use it to write Part 2 on as well. Do not throw it away! We will combine all 3 parts into a final draft. Thanks!*

- Review the Story Sequence Chart on p. 64 to remind yourself of what we discussed in class about stories.
- Complete the activities on p. 72 to brainstorm for your writing.
- Retell your Story Sequence Chart on p. 71 to a parent.
- Use the Story Sequence Chart you created on page 71 to handwrite a ROUGH DRAFT for Lesson 10-- David Was Brave, Part 2. You may do this on the same paper as you used for Part 1 or begin a new paper. Don't forget to double space!
- Use the checklist on p. 71 to make sure you include everything.
- Try to include vocabulary words *claim* and *shriek* on p. 215 to earn a ticket when you turn in your final draft.
- Have your parents edit your rough draft using a red pen and your editing marks page and bring it to our next class.

**Vocabulary:** *Wordly Wise 3000*

- Study the meanings of the words in Lesson 8 of your *Wordly Wise* book.
- Complete Exercises 1-3 or A-C.

**Spelling:** *Spelling Workout*

- Give Pre-Test on all words from the attached list, including the challenge words.
- Complete Lesson 16 activities in workbook, and be prepared for a Spelling Test on **all 20 words** when we return to class. The last section in the workbook is optional.
- In your Language Arts journal, practice the words missed on your Pre-Test, using at least two of our practice methods.
- Dictation**
- With a parent, look at the graded Spelling Test in your binder.

**Literature:** *The Sign of the Beaver* by Elizabeth George Speare

- Read Chapters 1-4 of our new novel.
- In your new Novel Study Folder, design a book cover on the Title Page.
- Complete the Vocabulary Word Find.
- Complete the WANTED poster page for the character Ben. List all information about Ben, including his alias, physical description, amount of reward, crime committed, and a picture of what you think Ben might look like. You will have to use your imagination to complete this page. Have fun! ☺
- Go online to <http://www.eduplace.com/ss/maps/pdf/colonies.pdf> to see a labeled map of the 13 Colonies. Use this online map to complete your 13 Colonies worksheet in your novel study folder.
- Optional:** Use the recipe posted on the portal to make Johnnycakes (under literature).

**History:** *The Story of the World, Volume 3*

- Read Chapter 20.
- Narration and Illustration
- Week 16 Map
- Week 16 Cool History
- Drawing: Imagine that you just took a ride over the ancient city of Peking, China on the back of an imperial dragon. In your sketchbook, draw a picture of what the dragon looked like, OR draw a picture of the things you saw during your adventure.

OPTIONAL:

\*Bonus question AND Companion Quest questions (on the cool history questions page): you will need to search on the internet to find the answers—worth 1 ticket.

\*Cool History Hands-on Activity –worth 1 ticket

\*Extended Reading: Optional extended reading is posted on the portal

**Handwriting/Copywork:** *A Reason for Handwriting: Cursive*

- Complete Lesson 8.

**Critical Thinking:**

- Primary Analogies:* page 29-30

**Geography:** *Maps, Graphs, Charts*

- Complete pages 30-31.

**Art Appreciation:**

- Finish painting your Rembrandt picture study and then share it with your family. Show them Rembrandt's original piece too (on the internet – *The Polish Nobleman*), so they can see where your inspiration began.

**Nature Study:**

- Complete your winter nature study project using the same instructions we used for fall. I have posted these instructions to the website, just in case you no longer have them. This project will be due when you return to class on January 8<sup>th</sup>.

**Reading:**

- Read a book of your choice for at least 15 minutes a day.
- If you're participating in Book-It, continue your reading log for December, and begin a new one on January 1<sup>st</sup> (January calendar posted on the portal).

I have checked all of my child's work, and he/she has completed all of the assignments for this week. (Please initial all of your child's work. Thank you.)

\_\_\_\_\_ Parent Signature

I have completed all assignments to the best of my ability. My assignments are in my notebook and/or my backpack.

\_\_\_\_\_ Student Signature

Notes to the teacher: