



Veritas Classical Schools
Alpharetta Campus
3rd Grade
2019-2020



October 16, 2019

Assignment Sheet #9

Bible/Character:

- Character Study: October – Courtesy – Showing respectfulness to others in words and actions.
- Bible verses to **memorize** by October 23rd. **Matthew 5:5-6**, “*Blessed are the meek, for they shall inherit the earth. Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.*”
- Illustration from the Bible: *Joseph’s brothers needed more food, so they returned to Egypt. For the second time, they appeared before Joseph not realizing that Joseph was the brother they had sold into slavery many years ago. The brothers were very respectful toward Joseph and his servants. Joseph too was very respectful toward his brothers. He loved them. Even though they had mistreated him, he did not repay their evilness with evilness. He was not even rude toward them. Instead, he showed them hospitality. He welcomed them into his home for dinner. Joseph and his brothers showed courtesy one to another.*
- Read **Genesis 43:16, 24-29** and discuss the following questions: What did Joseph tell his servant to do in verse 16? What four acts of *courtesy* did Joseph’s servant perform for the brothers in verse 24? What two things did the brothers do to show respect toward Joseph in verse 26? In verse 27, Joseph did not talk about himself but instead showed interest in the affairs of his brothers.
- Read **1 Peter 3:8**, *Finally, all of you be of one mind, having compassion for one another; love as brothers, be tenderhearted, be courteous; not returning evil for evil or reviling for reviling, but on the contrary blessing, knowing that you were called to this, that you may inherit a blessing.*” How would you relate this verse to the story of Joseph and his brothers?
- Learning Activity:** How can you show *courtesy* at home in the following areas?
 - At the dinner table
 - When you have company
 - When you are talking to another member of your household
 - When you answer the telephone
 - When someone does something for you

Grammar:

- Review jingles 1 – 6 on pages 2 & 3 in your *Shurley Student Workbook*.
- This week in class, we reviewed how to identify nouns as singular or plural. Review Reference 12 (only #s 2-3) on page 16 of your *Shurley Student Workbook*.
- On pages 63 & 64 of your student workbook, complete Chapter 3, Lesson 3, Practice sections 3 and 4.
- Complete the attached Singular/Plural Noun Activity.
- Complete the attached worksheet pages 189-190 on punctuation. (Carefully read the rules at the top before completing the sections at the bottom.)
- Complete the attached worksheet page 89 on nouns.

Writing: IEW – All Things Fun and Fascinating

- Parents, today in class we added a new dress-up. The dress-up you will use in this lesson is the

strong verb. Every sentence has a verb. Most verbs show action. They tell what someone or something *is doing, will do, or did*. Strong verbs are interesting. When you write, try to use strong verbs. You will find a list of some *strong verbs* on pages 158-159.

- Review the Grammar Help on page 37.
- Complete the Quality Adjectives section on page 40.
- Replace “said” with a strong verb in the bottom chart on page 40. Do **NOT** do the -ly words.
- Continue your KWO outline we started in class for “The Ants and the Grasshoppers.” Complete the **first paragraph only**. This will be a multi-week assignment.
- Use the KWO to write the **first paragraph** of “The Ants and the Grasshopper.”
- Together with your child revise the rough draft with a RED pen. Does your paragraph have any quality adjectives? How did you do using strong verbs? ☺
- We are using notebook paper double-spaced. Be sure to use the proper heading on your paper. Underline your dress-up (strong verb). In the right margin, label the dress-up by using the abbreviation **v**. An example can be found at the bottom of page 29 in your book. Make sure your paper is NEAT! ☺
- Include all requirements on the attached checklist. Dear Parents, this is where your partnership is valuable. You **MUST** correct your child’s work. They **NEED** immediate feedback. Thanks so much! ☺

Vocabulary:

- Study the meanings for each of the words in Lesson 5.
- Complete exercises A and B.

Spelling:

This week’s spelling objective is to spell words with consonant digraphs.

- Pre-Test on all words from the attached list, you will only be tested next week in class on the **first 10 spelling words** and the **3 challenge words**.
- Complete Lesson 9 activities in workbook and be prepared for a Spelling Test next week. The last section in the workbook is optional.
- On a separate sheet of paper, practice the words missed on your Pre-Test, using at least two of our practice methods.
- Dictation

Literature: *A Lion to Guard Us* by Clyde Robert Bulla

This story takes place in the 1600’s when Amanda Freebold is left in charge of her two younger siblings. Her father, James Freebold, has gone to Jamestown, Virginia in America to work. Her mother is very sick. Amanda and her two siblings only have a brass lion’s head from her father; it used to be on their family’s door. Amanda can only hope that her family will be once again reunited.

- Read chapters 1-5.
- Choose one of your folders with brads to be your new Novel Study Folder for *A Lion to Guard Us*.
- On the title page for your new Novel Study Folder, design a book cover. Make it colorful. ☺ Place this sheet in your new folder.
- Character Study Chart: Using the character of **Amanda**, list at least 3 clues from the book that give you insight into her character. Be sure to place this page in your new folder! See the example chart included in this week’s packet.
- Parents: You may write as your child dictates his/her answers to you. If you cannot fill the entire chart, that is okay. You can add more during later weeks.
- Read the attached Time Capsule information. This is very important! However, you do **NOT** need to start filling in the “Instructions and Pre-Writing” page yet. You can begin thinking about which

character you might choose for your time capsule, but you will not make that decision for a few more weeks.

History:

- Read Chapter 12, “Battle, Fire, and Plague in England.”
- Narration & Illustration: Choose one of the 3 sections and write a short narrative in your narration journal. Illustrate your narration.
- Map for Week 9
- Cool History for Week 9

Penmanship:

- Complete pages 61-64.
- Optional:** Page 65
- Parents: Please be sure to closely supervise your child during their cursive homework.

Thinking: *Primary Analogies*

- Complete pages 15-16

Geography: *Maps Charts Graphs*

- Complete Lesson 8.

Nature Study:

This assignment is due in two weeks on **October 30th**.

Reading:

- Read a book of your choice for at least 15 minutes a day.

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’s Signature

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

Student’s Signature

Notes to the teacher: