



**Veritas Classical Schools**  
3<sup>rd</sup> & 4<sup>th</sup> Grade  
2013-2014  
September 18 & 19, 2013  
**Assignment Sheet #5**

**Bible:**

Bible/Character Study:

- ❑ **Character trait: Responsibility:** Fulfilling my obligations in a way that pleases the Lord. Continue memorizing the definition of responsibility. Next week, you will have to write it from memory.
- ❑ **Memory Verse:** James 1:22- “Do not merely listen to the word, and so deceive yourselves. Do what it says.” Be prepared to write your verse by memory next week in class. Find this verse in the Bible. Read it aloud to your parent.
- ❑ **Copy work:** On the same piece of notebook paper you used last week, copy this week’s verse. Use your neatest handwriting and correct spelling and punctuation. Place this back in the same place in your binder.
- ❑ **Family Discussion:** As adults, we are responsible for many things including our own actions. We are teaching/training our children to be responsible persons now and in the future. We are shaping them to be the person they will become. We need to teach them to take responsibility for their actions. Often children do not want to accept the responsibility for their wrongdoings. Hold your child accountable for his/her actions. Help your child accept the fact that actions have consequences and how to handle those consequences. You're not doing your child any favors by making excuses or allowing him/her to play the "blame game" whenever he/she fails to do what they are told. One day your child will grow up and realize that blaming others for his/her shortcomings will not be accepted. When you don't hold your child accountable, you weaken his/her character and diminish his/her ability to function well. Encourage children to honor their commitments. When parents allow children to get out of commitments, it becomes an unhealthy pattern that spills over into adulthood and affects every aspect of their lives—including their ability to hold down a job. Being a good role model by taking responsibility for our own actions is a good way to teach responsibility to our children.
- ❑ **Bible Story:** Hannah prayed a fervent prayer for a child. God answered her prayer and she turned Samuel over to God as she promised. God shaped Samuel from the start to be His servant. When we show responsibility for small things, God will grant us responsibility for larger things. Read about Samuel in 1 Samuel 2:18-26 and 3:1 - 4:1a. Samuel had responsibilities as a child in the temple and answered God when He called. Memorize the following poem about Samuel next week:

Samuel

O give me Samuel’s ear  
An open ear, Oh Lord.  
Alive and quick to hear  
Each whisper of Thy Word.  
Like him, to answer at Thy call  
And to obey Thee first of all.

- ❑ **Bible Project:** The mobile/poster about your responsibilities at home is due next week

### Grammar:

- ❑ Review jingles 1 – 6 on pages 2 & 3 in your Shurley Student Workbook. Practice singing these jingles every day.
- ❑ Complete the attached Shurley Grammar Worksheet.
- ❑ Complete the attached worksheet on subjects (pg. 123).
- ❑ Complete the attached worksheet pages on capitalization (pages 184-185).
- ❑ We reviewed in class today for our first Grammar Test next week. For practice, we used the Chapter 1 Test on page 97 of the Student Workbook. Parents, you can look to see how your child did. This was NOT graded or used as a real test, but only as a review.
- ❑ Review for next week's Chapter 2 Grammar Test by doing the following:
  - Review Reference 3, Part 1, p. 13 and Reference 4, p. 13
  - Complete the Chapter 2 Test on page 97 of your Shurley student workbook. In class next week, we will be using an exact copy of this entire page as our test. Parents, remember the meanings of the vocabulary words used in the synonym/antonym section are extra credit.
  - Ask your child questions from the information in the jingles about each part of speech we've learned already. For example: "What does an adjective modify? What questions does an adjective ask?" (See Ch. 2, Lesson 4, Practice 1 on p. 61)

### Writing:

- ❑ **Parents**, this week, we will begin re-writing our stories using our KWO (key word outline) charts! We began the first few sentences of Righteous Noah in class this week, and your child will complete it for homework. It may be typed or handwritten in your child's neatest writing. If translating from the outline to writing is too difficult for your child at this point, your child may dictate it to you. I would prefer if they do so, that they rewrite it after seeing your copy.
- ❑ Review the directions we went over in class on p. 27-28 of your student book.
- ❑ Continue to re-write the Righteous Noah story from what we started in class. Use your KWO on p. 21. Go line by line, writing in complete sentences in your own words.
- ❑ As you write, you can use quality adjectives to "dress-up" your story. Add at least one quality adjective in your writing and underline it. For a list of more outstanding adjectives, look in your downloaded *Student Resource Notebook* pages 29 & 30 and pages 160 & 161 of your *Bible Heroes* book.
- ❑ Use the checklist on p. 28 of your student book to make sure you have included everything.
- ❑ Staple the blank checklist in your homework packet to your final draft and file your final draft in the writing section of your folder.

### Vocabulary: *Wordly Wise 3000*

- ❑ Study the meaning for each of the words in Lesson 3.
- ❑ **3rd grade:** Complete exercises A, B, and C
- ❑ **4th grade:** Complete exercises A & B
- ❑ With a parent, look over your graded Vocabulary Test behind your Test tab. Discuss your errors and accomplishments.

### Spelling: *Spelling Workout*

- ❑ Give Pre-Test on all words from the attached list.
- ❑ **3rd and 4th grade:** Complete Lesson 5 activities in workbook, and be prepared for a Spelling Test on Lesson 5. **Third grade the first 15 words** next week. For the next

few weeks, we will test on 15 words and continue to increase the number of words to test. **Fourth grade** will continue with all 20 words.

- ❑ Practice the words missed on your Pre-Test, using at least two of our practice methods: Triples, ABC Order, Triangles, Rainbow Words, or Sentences.
- ❑ **Dictation:** Parents, please make up a sentence using one or two of the spelling words for your child to write. I would recommend doing this several times each week.
- ❑ Look at your graded Spelling Test behind your Test tab, and discuss it with a parent.

**Literature:** *Pocahontas and the Strangers* by Clyde Robert Bulla

- ❑ Read chapters 15-18. Choose at least one chapter to narrate aloud to your parents the main idea of what happened in the chapter.
- ❑ Discuss the following question with a parent: What did Pocahontas say it meant when the women and children were sent into hiding?  
As Christians, we can look to God to be our refuge. Read the following verses:  
Psalm 5:11 Psalm 7:1 Psalm 9:9 Psalm 16:1 Psalm 18:2
- ❑ After reading the above verses, draw a picture and write a few sentences describing how God can be our refuge. (Keep this in your novel study folder.)
- ❑ Continue recording ways in which the Powhatan Indians and the Englishmen compare and contrast using the Venn Diagram worksheet found in your folder.

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

- ❑ Read Chapter 6, “New Colonies in the New World.”  
NOTE: BiblioPlan skips Chapter 5 for now, but they will come back to it later.
- ❑ Narration: In your history narration journal, narrate **one section for 3rd grade** and **two sections for 4th grade**. Include an illustration and caption at the top of your narration. **Be sure to include the chapter number and the title of the chosen section.**
- ❑ Map: Complete the Map page for Week 5 (chapter 6) in your Biblioplan Maps book.
- ❑ No Cool History page this week. Instead, complete the attached History Test Review page, so that you will be ready for our first History Test next week. If you can answer these questions and you have reviewed this page very well with a parent, then you should do great on the test! The test will be multiple choice, true and false, fill in the blank, and short answer.

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

Please monitor your child while they are completing their handwriting assignments.

- ❑ **3rd grade:** Complete Lessons 17-20 on pages 25-28.
- ❑ **4th grade:** Complete Lesson 5 Days 1-4.

**Critical Thinking:**

- ❑ **3rd grade:** *Primary Analogies:* pages 9-10
- ❑ **4th grade:** *Think Analogies* pages 8 & 9 and *Creative Thinking Puzzlers* page 5.

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

Parents, please be sure that you are checking their answers each week and discussing the topics covered in this workbook.

- ❑ **3rd grade:** Complete lesson 5.
- ❑ **4th grade:** Complete lesson 5.

**Reading:**

- ❑ Read aloud from Getting to Know the World’s Greatest Composers: George Handel. If you finish this book, continue reading each day from a book of your choice.

- 3rd grade:** Read 15 minutes a day.
- 4th grade:** Read 20 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 Signature

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

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