

Veritas Classical School
THIRD GRADE/WEEK 4
! DUE: 9/13/2023
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BIBLE

Note: Worksheets/Exams and helpful study tools are available in a Veritas-created lap book available for download with your assignment sheet. You can also access the class copy of the manual on the Igrade Bulletin Board, under “3rd Grade Veritas Press Resources.” Please send the blank worksheet and assigned Veritas Press Card.

In Class:

Day 1:

- Read Bible Card #68 – Ministry & Miracles of Elisha EACH DAY.
- Read 2 Kings 2-13. (can be divided over class days)
- Complete the Ministry & Miracles of Elisha worksheet
- Add to Bible Timeline

Day 2:

- Read Bible Card #68 – Ministry & Miracles of Elisha EACH DAY.
- Read 2 Kings 2-13. (can be divided over class days)
- Teacher’s choice: projects to complete.

At Home:

- Sing the Chronicles through Malachi Memory Song through Event #16 EACH DAY
- Read Bible Card #68 - Ministry & Miracles of Elisha EACH DAY.
- Read 2 Kings 2. (can be divided over class days)
- Return completed worksheet in the white-turn in folder
- Optional: Complete an additional project or the weekly Bible exam for final review!
- **NOTE: Every student will be required to turn in 2 projects per quarter. If we do one in class, I will use that as one of the projects, but you are responsible to turn these in by the end of the quarter.**



HISTORY

Note: Worksheets/Exams and helpful study tools are available in a Veritas-created lap book available for download with your assignment sheet. You can also access the class copy of the manual on the Igrade Bulletin Board, under “3rd Grade Veritas Press Resources.” Please send the blank worksheet and assigned Veritas Press Card.

In Class:

Day 1:

- Read Card #4 - The Council of Chalcedon
- Complete the Council of Chalcedon Worksheet.
- Add to our History Timeline

Day 2:

- Read Card #4 - The Council of Chalcedon
- Teacher’s choice: a project to complete.

At Home:

- Sing the Middle Ages, Renaissance, and Reformation Memory Song through Event #16 EACH DAY.
- Read Card #4-The Council of Chalcedon. Use the worksheet to check for comprehension.
- On the last day of the week, have your child take the Council of Chalcedon test. This is an open book test, so your child may use the card when taking the test. Please do not help your child complete the test.
- Please return the history test in your child's white turn-in folder.
- **NOTE: Every student will be required to turn in 2 projects per quarter. If we do one in class, I will use that as one of the projects, but you are responsible to turn these in by the end of the quarter.**



GEOGRAPHY

In Class:

None

At Home:

- Read the 5 paragraphs on the left side of your European map. Circle the following words in each paragraph: *continent, borders, climate, trade, culture*. Discuss the following:
 - 1) What is the difference between a continent, country, & city?
 - 2.) What is a synonym for the border?
 - 3.) What is the difference between climate and weather?
 - 4.) How do waterways help improve trade between countries?
 - 5.) Language is a component of culture. What are some other components of culture?
- Review questions and answers. Make sure your student has a firm grasp on the answers.



LITERATURE

In Class:

Day 1:

- We will continue reading *The Door in the Wall*. This is going to be a read-aloud book (meaning you or an older sibling reads it to your child). We will read chapter 4 and discuss the highlights.
- Have students' complete narrations of the sections read in class in their narration journals.

Day 2:

- We will finish chapter 5 and discuss highlights
- Students will complete narrations of the sections covered in class.

At Home:

- Read chapter 6 and have the student retell the story in their own words. Make sure they understand the main points/details and any unfamiliar vocabulary. HINT: The chapters are not numbered. *Go through the book ahead of time and number the chapters, 1-10.*
- NARRATION OPTIONS:
 - 1) If your child struggles with writing, you can have your child retell you each chapter while you write the narration.

- 2) On days that you are in a time crunch, have your child draw a picture of what s/he read and write a 2-3 sentence caption underneath the picture.
- Answer the attached questions. I have included all of the questions for the book. Please print all the attached Literature questions THIS WEEK. **I encourage you to read the questions with your child before reading each chapter.** HINT: You may fill in the answers while your child dictates them to you or you may do the questions orally with your child.



VOCABULARY

debt	resolved	heresy/heretic	treatise	convened
unify	dissenting	abated	refectory	cloisters
parchment	minstrel	missal	weir	jerkin
hosen	pennant			

At Home:

- Help your child look up each word and write a definition on flashcards, please make sure that definitions are worded in a way for your student to understand.
- Study your vocabulary words EACH DAY.
- On the last day, parents read the definition to your child, and have your child write the word that matches the definition you read. Spelling does not count. YOU MAY GIVE A WORD BANK. Do not give your child any clues. If your child cannot choose the word from the word bank, mark it as incorrect. **I suggest using <https://vocabtest.com> to generate a fill-in the blank test with a word bank**
- Return the vocabulary test in your child's turn-in folder
- Write the number of words missed in the top right hand corner of the test.



GRAMMAR

In Class: Introduce all new concepts.

Day 1:

- Lesson 11
- New: Definition of a Sentence
- New: Sentence Diagramming
- We will have a quiz on lessons 1-10 in class

Day 2:

- Lesson 13
- New: Adjectives
- Review: Sentences
- Learn Adjective Jingle

At Home:

- Review all previous taught material working towards mastery.
- Lesson 12
- Review: Common & Proper Nouns
- Review: Plurals Review: Pronouns



SPELLING

In Class:

Day 1:

- Lesson 4: Introduce spelling words
- Pyramid spell words 1-10
- If time permits, work on lesson

Day 2:

- Pyramid spell words 11-20
- If time permits, begin work on lesson

AT HOME:

- ✓ Complete any lesson work
- ✓ Practice words daily: Examples: write them in ABC order, write words 3 times (1x in pencil, 1x in pen, and 1x in marker), write them on a window with a dry erase marker
- ✓ Take the test, mark the number missed at top, and return in the student's white turn-in folder.



CRITICAL THINKING

Complete page 7-8 of Balance Math and More



HANDWRITING

Note: Teacher will emphasize correct handwriting practices and encourage mastery in class and provide enrichment as needed:

At Home:

- ✓ Complete pages 12-13 in *Handwriting Without Tears*.



SCIENCE

In Class:

Days 1 & 2

- Continue reading Lesson 2: Whales, start on pg 24, at Whalers through page 31, Stop at Beluga
- We will work on Notebooking Journal, Experiment on 42 of Notebook Journal

At Home:

- Notebooking Journal pages 31, 37-38, & 40
- Create a whale poster to present to class. Research and pick 4 different types of whales. Print off pictures of each type of whale and type or write a fact for each whale. We will present posters in class!

*****THIS COMPLETED & SIGNED FORM COUNTS TOWARDS YOUR CHILD'S READING
GRADE*****

Week 4

Name: _____

Please print, sign, and return with your child's completed work for this week.

I have completed all assignments as outlined on this assignment sheet.

Parent Signature

Student Signature

Total time spent independently reading this week: _____

1 ½ hour = C

2 ½ hours = B

3 ½ hours = A (average of 30 min./7days a week)

PACK YOUR BACKPACK:

- Current literature book
- Blank Bible Worksheet and card for upcoming week (purple folder)
- Blank History Worksheet and card for upcoming week (orange folder)
- Spelling Book
- Grammar pages for upcoming week (green folder)
- Math lessons for the upcoming week (red folder)
- Science Textbook
- Science Note-booking Journal
- 3 Subject Spiral Notebook
- IEW Folder
- Fine Arts Materials (only materials needed for the week) posted on Igrade
- Healthy snack, lunch, and water bottle (leak proof)

• TURN-IN FOLDER (white folder provided by me at Parent Night):

- Completed Bible Worksheet
- Completed History Worksheet
- Completed History Test
- Spelling Test (Number missed in top right corner)
- Vocabulary Test (Number missed in top right corner)
- Door in the Wall Questions

****Bring your whale posters to present to class*****

A Door in the Wall

Literature Dig

Chapters 1-2

- 1) What was expected of Robin because he was the son in a noble family?
- 2) How old was Robin? According to his mother, what was this age too old for? What was it time for?
- 3) Who came to help Robin, and what did this person do for Robin?
- 4) What did Brother Luke plan to do with Robin and why?
- 5) What was wrong with Robin?
- 6) St. Mark's was a busy place. Name 2 people who came to St. Mark's and tell why they came.
- 7) What could Robin see and hear from his home in his little cell?
- 8) Brother Luke told Robin that Brother Mark grew fragrant herbs in the garden. According to Brother Luke, what are the benefits of bay and of marigold?
- 9) CHALLENGE: Brother Luke instructed Robin to be thankful for all he had and to "pray for us all" (p. 25). Make a list of all you are thankful for and who you need to pray for. Take time each day to use the list to thank God and to pray for people in your life.
- 10) CHALLENGE #2: According to Brother Luke, for what reasons were people given names? What does your name mean, and for what reasons were you given your name?

The Door in the Wall

Literature Dig

Chapters 3-4

- 1) Why did Robin wish he had been a carpenter's son?
- 2) Although Brother Matthew admitted he was no physician, what did he believe about healing?
- 3) What was Brother Matthew's remedy for discouragement?
- 4) When the longer piece of the cross broke, Robin threw the piece and the chisel and yelled at the tool. How did Brother Matthew respond to Robin's outburst?
- 5) CHALLENGE: Have you ever wrongly blamed a person or a thing? Look up a Bible verse that will help remind you to admit when you are wrong; write it down and commit it to memory.
- 6) What were the signs that Robin was getting well?
- 7) List 3 of the subjects Robin studied and 2 of the activities he practiced.
- 8) CHALLENGE #2: Write down a list of the subjects you study and activities you practice, and compare the 2 lists.

The Door in the Wall

Literature Dig

Chapters 5-6

- 1) What benefit did the forest offer as a place to spend the night?
- 2) What possible dangers were associated with the forest?
- 3) Look up the word pilgrimage in the dictionary. Write the definition that best represents the word in the book (p. 47).
- 4) CHALLENGE: Brother Luke states that they shall always set forth for the glory of God. Read Colossians 3:23. How does this verse relate to Brother Luke's statement? How does it relate to your life?
- 5) Using context clues, write down what you think the word slatternly (p. 55) means. Then look up the word in the dictionary, and write the real definition down. How close were you?
- 6) In the Middle Ages, businesses were identified by signs, not words. Which signs were used to identify businesses in chapter 7?
- 7) CHALLENGE #2: What do Christians do today that compares to the morning office (p. 61)? You are old enough to have your own "morning office" time with God each day. Set a specific time and place to spend with God each day.

The Door in the Wall

Literature Dig

Chapters 7-8

- 1) **BEFORE YOU START READING CHAPTER 7.....PRACTICE PREDICTING.** In chapter 7, the travelers arrive at Sir Peter's castle. As they approach, Robin dreads the meeting with Sir Peter. He questions how Sir Peter will react to him on crutches.
PREDICT: How will Sir Peter react?
- 2) From where did Robin think the idea of Gothic arches might have come?
- 3) Describe how the travelers were received at the castle.
- 4) The author used a simile (a comparison using like or as) on p. 68. What was that simile, and what does it mean?
- 5) Why did Brother Luke believe Robin had a fine and beautiful life before him?
- 6) According to Brother Luke, what benefits resulted from Robin's swimming?
- 7) **CHALLENGE:** Alliteration adds rhythm to writing by repeating beginning sounds with two or more words. An example of it can be found on p. 62 – “bright banners”. Another example is “terrible twos.” Find another example of alliteration on p. 76. Write your own example of alliteration.
- 8) **CHALLENGE #2:** What advice did Brother Luke give to Robin at the beginning of Chapter 8? According to Brother Luke, what is the measure of success? Brother Luke and Robin assessed Robin's strengths. What were Robin's strengths and talents?

The Door in the Wall

Literature Dig

Chapters 9-10

- 1) What did the women and children do inside the keep?
- 2) Describe Robin's disguise. **PREDICT:** Will the disguise work if he encounters the enemy?
- 3) Although Sir Peter and Sir Hugh had different views, what did they have in common?
- 4) CHALLENGE: Create your own catapult (p. 86). Be sure to use it outside!
- 5) What were the dangers and hazards Robin faced as he was getting out of the water? How did he encourage himself?
- 6) CHALLENGE #2: In chapter 9, people prepared to fight and defend. Read Ephesians 6:10-18. We are all in a spiritual battle. How can you prepare to fight and defend?
- 7) Robin saw his parents coming; describe the mixed emotions (feelings) Robin felt as he waited for his parents to arrive.
- 8) About what was Robin's mother happy?