



**History**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
<p style="text-align: center;"><b>Unit 1: The Rise of Christendom</b> <i>St. Patrick, St. Brigid, Irish Missionaries</i></p> <p><u>K–2:</u> <i>St. Patrick: Patron Saint of Ireland</i> (dePaola), St. Brigid crosses (1st/2nd), St. Patrick paper bag puppets (K)</p> <p><u>3–5:</u> Book of Kells coloring activity</p>	<p>Read more stories about St. Patrick or St. Brigid <a href="#">St. Patrick video</a> (younger students) or <a href="#">another video</a> (older students) <a href="#">St. Brigid’s cross (pipe cleaners)</a> – <a href="#">Video demonstration</a> if needed <a href="#">Stories of Saints: St. Brigid video</a> <a href="#">EWTN St. Brigid video</a> The Irish monks changed the world! Read about <a href="#">St. Columba</a> (Colum Cille) and <a href="#">St. Aiden</a> Make <a href="#">Celtic Knot Cookies</a> Make <a href="#">Irish Soda Bread</a></p> <p>Watch the movie <i>The Secret of Kells</i>, which takes place during the Viking raids of Ireland and highlights the treasure of learning that the monks preserved through their work (<i>Warning: there are some scary parts and one spooky jump scene; not recommended for the younger ones</i>)</p>

**Science**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
<p><u>K–2:</u> Rainforest Biome</p> <p><u>Grades 3–5:</u> Water Cycle/Natural Cycles</p>	<p><u>K–2:</u> Make a rainforest in a bottle! Cut a 2-liter soda bottle with a top in half. Pour in a layer of gravel about 1 inch thick on the bottom of one half. Cover the gravel with a layer of potting soil several inches deep. Plant some small plants and water them well. Tape the top half of the bottle back onto the bottom half, and place the bottle on a sunny window sill to observe what happens over the next several days.</p> <p><u>3rd:</u> Learn more about <a href="#">the water cycle</a> on the USGS website!</p> <p><u>4th/5th:</u> See assignment in short syllabus!</p>



**Music**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
<p><b><u>K–2:</u></b> Review memory hymn words, and sing through Salve Regina            – Work on pitch matching and singing back short melodies            – Listen to Music from Composer of the Month            – We are Dancing game (with instruments)</p> <p><b><u>3–5:</u></b> Review memory hymn and Salve Regina            – Listen to Music from Composer of the Month and identify different elements            – Dona Nobis Pacem–Finish learning melody, Start practicing singing in two part round</p>	<p>All Creatures of Our God and King: listen to different versions!  <u>Traditional, Folk, Modern, Children’s Version</u></p> <p>Composer of the Month: Gustav Holst  <a href="https://youtu.be/MO5sB56rfzA?feature=shared">https://youtu.be/MO5sB56rfzA?feature=shared</a></p>

**Art**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
<p><b><u>K–5:</u></b> We will be finishing our embossing projects today. If time allows, we will also draw.</p>	<p>Continue to practice your drawing skills. Practice foreshortened shapes such as circles and ovals, squares. Try drawing a chair so that it looks 3–D. Also you can practice drawing leaves. If you have construction paper or card stock, which might work best, try embossing a leaf onto it. You can also use aluminum foil from your kitchen. The ends of paint brushes, or anything you have around the house that has a smooth rounded tip, are good tools for this.  <a href="#">Embossing a leaf in Aluminum Foil</a></p>

**Catechesis/Christian Studies**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
<p><b><u>K/1st:</u></b> God created Humanity Genesis 1:26–31</p> <p><b><u>2nd:</u></b> 3.2 Jesus Gives Us the Church to Continue</p>	<p><b><u>K/1st:</u></b> Revisit your child’s baptismal day, by viewing pictures and discussing who all was there for their special day. Talk about the life and</p>



3rd: Noah and the Ark, Tower of Babel

4th/5th: Marriage in Cana; Jesus Heals the Sick

special graces given to your child on that very special day.

2nd: Read Matthew 16:18. Discuss how this is the moment when Jesus first tells his disciple about his Church.

Discussion questions for at home: After Jesus' Ascension, who were the leaders of the Church? Why do we call Pentecost, the birthday of the Church?

Why do we need the Church?

\* Complete the "Check for Understanding on pgs. 88–89

\* Check out "Family Time" and "Car Conversations" on pg. 202 of student workbook.

\* Color stained glass window on pg. 201

3rd: Discuss with your child, that with the coming of the Holy Spirit at Pentecost, the confusion at Babel was reversed and turned into communion. At Babel multiple languages were introduced; at Pentecost the Holy Spirit enabled Peter's words to be understood by people who spoke multiple languages. Review with your child God's promise to Abram and the story of Abram and Lot for next week's discussion.

4th/5th: Read: John 2:1–11; Mark 1; Luke 5; Matthew 9

Memory Verse: Matthew 9:12–13: "They that are healthy do not need a physician, but they that are sick. Go and learn what this means: I will have mercy, and not sacrifice: for I have not come to call the righteous, but sinners to repentance."

Discussion Questions: What miracle did Jesus perform at the marriage of Cana? In Capernaum, who recognized Jesus as the Holy One of God? What happened in Capernaum that caused Jesus'



reputation to spread? How did Jesus heal the leper? Why did the Pharisees accuse Jesus of speaking blasphemies? What did Jesus say to Matthew when he called him to be his apostle? Why did the Pharisees hold a meeting to plan how to destroy Jesus? After healing the invalid at the pool, what did Jesus say that made his enemies try to kill him?

**Geography:** Find on a map: Cana

**Classical Studies**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
St. Benedict and Pope St. Gregory I ( <i>cont.</i> )	The Church’s body of sacred chant was attributed to Pope Gregory I and thus took the name of Gregorian chant. Listen to the following <a href="#">recording</a> from the Solesmes Abbey to get an idea of what this might have sounded like.

**Mandarin**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
<p><b><u>K/1st:</u></b> Chinese Made Easy Review of Ch. 3: Hello, Teacher; Good morning; Good evening</p> <p><b><u>Add-On Class:</u></b> Chinese Made Easy Ch. 5: What’s your name? What’s your family name?</p>	<p><b><u>K and 1st grade:</u></b> Watch videos 1–5 from <a href="#">this playlist</a> to review.</p> <p><b><u>Add-On Class:</u></b> Watch videos 1–9 from <a href="#">this playlist</a> to review.</p>

**Philosophy for Children**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
<i>Harry Stottlemeier’s Discovery</i> , Ch. 3: On Thoughts	To children, thoughts are very real and intensely present – as real as furniture and books and toys. But children eventually parrot the habits of their elders for whom thoughts are apt to be mere phantoms. As a result, children do not talk much about their thoughts, not because such thoughts aren’t vivid to them, but because they eventually tend to treat them as unreal.



One way to get children to pay attention to their own thoughts is to encourage them to keep a journal, entering their important and exciting ideas several times each week. These ideas can be expressed as questions, descriptions, explanations, diagrams or narratives. The children should try to make each entry as complete as possible. With this encouragement, children begin to recognize and cherish the freshness and novelty and originality of their thoughts; it is a way of keeping these ideas from being lost, since children readily forget them.

**Drama (3rd Grade)**

<i>Weekly Lesson</i>	<i>Home Enrichment Suggestions</i>
<ol style="list-style-type: none"> <li>1. Relaxation and breathing.</li> <li>2. Anatomy of speech handout</li> <li>3. Introduce stage areas and movement.</li> <li>4. Voice projection, enunciation/Vocal warmups</li> <li>5. Present monologues with stage movements and props. I will give stage directions.</li> <li>6. New Readers' Theater handout.</li> </ol>	<p>If watching a show or playing a video game, talk about the setting, characters, and clothing.</p> <p>Read out loud the Readers' Theater script (sending home Thursday). Parts will be assigned next week. Encourage use of pace, pause, pitch, and volume.</p> <p>Review Stage Diagram</p> <p>Review Speech Machine Diagram for quiz.</p> <p>Thank you, parents!</p>



<i>Narrative</i>	<i>Hymn</i>
<p style="text-align: center;"><b>St. Patrick's Breastplate Prayer</b></p> <p>I arise today Through a mighty strength, the invocation of the Trinity, Through belief in the Threeness, Through confession of the Oneness of the Creator of creation.</p> <p>I arise today Through the strength of Christ's birth with His baptism, Through the strength of His crucifixion with His burial, Through the strength of His resurrection with His ascension, Through the strength of His descent for the judgment of doom.</p> <p>I arise today, through God's strength to pilot me, God's might to uphold me, God's wisdom to guide me, God's eye to look before me, God's ear to hear me, God's word to speak for me, God's hand to guard me, God's shield to protect me, God's host to save me from snares of devils, from temptation of vices, from everyone who shall wish me ill, afar and near.</p> <p>Christ with me, Christ before me, Christ behind me, Christ in me, Christ beneath me, Christ above me, Christ on my right, Christ on my left, Christ when I lie down, Christ when I sit down, Christ when I arise,</p>	<p style="text-align: center;"><b>All Creatures of our God and King</b></p> <p>All creatures of our God and King Lift up your voice and with us sing, Alleluia! Alleluia!</p> <p>Thou burning sun with golden beam, Thou silver moon with softer gleam! O praise Him! O praise Him! Alleluia! Alleluia! Alleluia!</p> <p>Thou rushing wind that art so strong, ye clouds that sail in heav'n along, O praise Him! Alleluia!</p> <p>Thou rising morn, in praise rejoice, ye lights of ev'ning find a voice! O praise Him, O praise Him! Alleluia! Alleluia! Alleluia!</p> <p>And all ye men of tender heart, forgiving others, take your part, O sing ye! Alleluia!</p> <p>Ye who long pain and sorrow bear, praise God and on Him cast your care; O praise Him, O praise Him! alleluia, alleluia, alleluia!</p> <p>Let all things their Creator bless and worship Him in humbleness, O praise Him! Alleluia!</p> <p>Praise, praise the Father, praise the Son, and praise the Spirit, Three in One: O praise Him, O praise Him! Alleluia! Alleluia! Alleluia!</p>



**Kindergarten Home Assignments**

<i>Tuesday</i>	<i>Wednesday</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>First Start Reading:</u></b> Review new weekly and past Common/Spelling Words (see word list in folder to review past lesson words). Reinforce writing the letters learned thus far. Dictate (call out) letters and words for students to write.</li> <li><input type="checkbox"/> <b><u>Handwriting:</u></b> Letter Tt handwriting WKST (in folder)</li> <li><input type="checkbox"/> <b><u>Math:</u></b> KA/Chapter 3, Lesson 3A: Count, Show, and Write 9 (Pgs. 85–90) *See Home Instructor’s Guide for support</li> <li><input type="checkbox"/> <b><u>Latin:</u></b> Make flashcards for Chapter 6 words and listen to “Salve Song” 39(E).</li> <li><input type="checkbox"/> <b><u>Memory Work:</u></b> See reverse. See videos sent on GroupMe for hand motions.</li> <li><input type="checkbox"/> <b><u>History:</u></b> Family read-aloud</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>First Start Reading:</u></b> Review new weekly and past Common/Spelling Words (see word list in folder to review past lesson words). Reinforce writing the letters learned thus far. Dictate (call out) letters and words for students to write.</li> <li><input type="checkbox"/> <b><u>Handwriting:</u></b> Phonics Supplemental WKBK pgs. 30/31 (in folder)</li> <li><input type="checkbox"/> <b><u>Math:</u></b> Additional Practice WKBK pgs. 37–48 (Feel free to split and save some for Friday)</li> <li><input type="checkbox"/> <b><u>Latin:</u></b> Review Chapter 6 words and listen to “Salve Song” 39(E).</li> <li><input type="checkbox"/> <b><u>Memory Work:</u></b> See reverse. See videos sent on GroupMe for hand motions.</li> <li><input type="checkbox"/> <b><u>History:</u></b> Family read-aloud</li> </ul>
<i>Friday (suggestions)</i>	<i>Notes from Mrs. McMinn</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Language Arts:</u></b> Practice letter sounds for M, A, S, N, R, F, and T. Find items in your home that start with T. Review new weekly spelling words.</li> <li><input type="checkbox"/> <b><u>Handwriting:</u></b> Continue to practice writing upper and lowercase letters Aa, Mm, Ss, Nn, Rr, Ff, and Tt. Make it fun and use playdough, shaving cream, or dry erase markers.</li> <li><input type="checkbox"/> <b><u>Math:</u></b> Finish Additional Practice WKBK pages from Wednesday if needed.</li> <li><input type="checkbox"/> <b><u>Latin:</u></b> Review Chapters 1–6 words/songs</li> <li><input type="checkbox"/> <b><u>Memory Work:</u></b> See reverse</li> </ul>	<ul style="list-style-type: none"> <li>● Please check out enrichment suggestions for all other classes on p. 1 of the emailed syllabus!</li> </ul> <p style="text-align: center;"><b><u>New Weekly CVC (Spelling)/ Common (Sight) Words:</u></b> <i>*See list in folder to review past words</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b><u>CVC Words (practice spelling):</u></b> at, rat, fat, sat, mat, tan</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b><u>Common Words (practice recognizing):</u></b> I, a, an</p> </div>



Completed this week in Kindergarten

<i>Monday</i>	<i>Thursday</i>
<p><b><u>First Start Reading:</u></b> Book A/Lesson 13 (pgs. 28–29): Letter Tt</p> <p><b><u>Handwriting:</u></b> Letter Tt cut and paste WKST</p> <p><b><u>Story Time:</u></b> Read “The Little Red Hen” and answer discussion questions.</p> <p><b><u>Math:</u></b> KA/Chapter 3, Lesson 3A: Count, Show, and Write 8 (Pgs. 81–84)</p> <p><b><u>Latin:</u></b> Chapter 6: People. Introduce new words and watch lesson video. Listen to “Salve Song” 39(E).</p> <p><b><u>Memory Work:</u></b> Introduce new section</p>	<p><b><u>First Start Reading:</u></b> Book A/Lesson 14 (pgs. 30–31): Writing –at words.</p> <p><b><u>Handwriting:</u></b> Phonics Supplemental WKBK pgs. 32/33</p> <p><b><u>Story Time:</u></b> Re-read “The Little Red Hen” and do hen from hands and eggs craft.</p> <p><b><u>Math:</u></b> KA/Chapter 3, Lesson 3A: Count and Show Numbers to 10 (Pgs. 91–96)</p> <p><b><u>Latin:</u></b> Review Chapter 1–6 words and songs. Draw pictures for Chapter 6 words.</p> <p><b><u>Memory Work:</u></b> Recitation</p>





**First Grade Home Assignments**

<i>Tuesday</i>	<i>Wednesday</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spelling:</b> Complete Word Search on pg. 59 in Zip into Spelling Activity Book</li> <li><input type="checkbox"/> <b>Grammar:</b> On lined paper, write each sentence selecting the correct verb. Finish the rest of these sentences:               <ol style="list-style-type: none"> <li>1. Logan (cuts, cuts) _____.</li> <li>2. Dad (take, takes) _____.</li> <li>3. The cat (play, plays) _____.</li> <li>4. Mom (bake, bakes) _____.</li> <li>5. An elephant (run, runs) _____.</li> </ol> </li> <li><input type="checkbox"/> <b>Handwriting:</b> pg. 18–19</li> <li><input type="checkbox"/> <b>Math:</b> Pg. 36– 38 “Practice on your Own” in workbook</li> <li><input type="checkbox"/> <b>Literature:</b> Book E Lesson 6, pg. 50               <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <u>Little Bear</u> pages 29–35</li> <li><input type="checkbox"/> Storytime Treasures: Pg. 10–11</li> <li><input type="checkbox"/> Review common words: now, again, once, over</li> </ul> </li> <li><input type="checkbox"/> <b>Latin:</b> Review Chapter 6 words, listen to “Salve Song” 39(E) and do pg. 24 in WKBK.</li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> <li><input type="checkbox"/> <b>History:</b> Family read-aloud</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spelling:</b> Read Word Bank for Short I found on pg. 65 in the activity book. Select 5 words to write in complete sentences.</li> <li><input type="checkbox"/> <b>Grammar:</b> Subject/Verb Agreement worksheet (provided)</li> <li><input type="checkbox"/> <b>Handwriting:</b> pg. 20–21</li> <li><input type="checkbox"/> <b>Math:</b> Pg. 42 “Practice on your Own” and pg. 23–24 in Additional Practice workbook</li> <li><input type="checkbox"/> <b>Literature:</b> Book E Lesson 6, pg. 51;               <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread/review <u>Little Bear</u> pages 22–35</li> <li><input type="checkbox"/> Storytime Treasures: Page 12–13</li> <li><input type="checkbox"/> Review common words</li> </ul> </li> <li><input type="checkbox"/> <b>Latin:</b> Review Chapter 6 words, listen to “Salve Song” 39(E) and do pg. 25 in WKBK.</li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> <li><input type="checkbox"/> <b>History:</b> Family read-aloud</li> </ul>
<i>Friday (suggestions)</i>	<i>Notes from Mrs. Brooks</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Language Arts:</b> Read a page out of your Literature book. Find singular verbs that go with the subject in the sentence.</li> <li><input type="checkbox"/> <b>Handwriting:</b> Practice writing words with short vowels using shaving cream</li> <li><input type="checkbox"/> <b>Literature:</b> Read to parent; <u>Ui/ue review</u> (includes ew which we have not covered) reassess reading on page 46</li> <li><input type="checkbox"/> <b>Math:</b> “Performance Task” on pg. 47–48. “Project work” on pg. 50</li> <li><input type="checkbox"/> <b>Latin:</b> Review Chapters 1–6 words/songs</li> <li><input type="checkbox"/> <b>Memory Work:</b> Review as needed</li> </ul>	<p>– “Show and Tell Box” is starting this month! Each month a student will bring home a (provided) box that they may fill with toys, collections, photos, and favorite things to share with the class. Please return the box to school for the next student. This month we are celebrating Peter Taylor!</p> <p>– Please bring <u>Little Bear</u> and <u>Storytime Treasures</u> every day.</p> <p>– Spelling Words for quiz begin in Lesson 7.</p>



Completed this week in First Grade

<i>Monday</i>	<i>Thursday</i>
<p><b><u>Spelling:</u></b> Lesson 8: Short I</p> <ol style="list-style-type: none"> <li>1. in</li> <li>2. big</li> <li>3. hit</li> <li>4. pig</li> <li>5. him</li> <li>6. sit</li> <li>7. did</li> <li>8. it</li> <li>9. if</li> <li>10. dig</li> </ol> <p><b><u>Handwriting:</u></b> Review</p> <p><b><u>Grammar:</u></b> Introduction to Singular Verbs</p> <p><b><u>Literature:</u></b> Book E Lesson 6, pg. 48–49; Read <u>Little Bear</u> pages 22–28; Introduce common words: now, again, once, over</p> <p><b><u>Math:</u></b> pg. 39–41 “Learn” and “Learn Together”/ Practice with Coins Activity</p> <p><b><u>Latin:</u></b> Chapter 6: People. Introduce new words and watch lesson video. Listen to “Salve Song” 39(E). Chapter Lesson pg. 23.</p> <p><b><u>Memory Work:</u></b> Introduce new section</p>	<p><b><u>Spelling:</u></b> Spelling quiz</p> <p><b><u>Handwriting:</u></b> Review</p> <p><b><u>Grammar:</u></b> Review</p> <p><b><u>Literature:</u></b> Book E Lesson 6, pgs 52–54, fun activity</p> <p><b><u>Math:</u></b>pg. 43–46 in student workbook</p> <p><b><u>Latin:</u></b> Review Chapter 1–6 words do Chapter 6 WKST as a class.</p> <p><b><u>Memory Work:</u></b> Recitation</p>



**Second Grade Home Assignments**

<i>Tuesday</i>	<i>Wednesday</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spelling:</b> To challenge thinking and writing, Write your Spelling words using your other hand.</li> <li><input type="checkbox"/> <b>Handwriting:</b> pg. 17–18</li> <li><input type="checkbox"/> <b>Grammar:</b> Pg 11 in student workbook</li> <li><input type="checkbox"/> <b>Literature:</b> Write at least 5 sentences about a time that you learned something new. What was it? How did you feel about learning it? How did you feel once you learned it?</li> <li><input type="checkbox"/> <b>Math:</b> Ch. Practice pgs. 56–58 in student workbook</li> <li><input type="checkbox"/> <b>Latin:</b> Review vocabulary, derivatives, and prayers with parent. Complete Lesson 5 questions.</li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> <li><input type="checkbox"/> <b>History:</b> Family read–aloud; SOC Ch. 5</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spelling:</b> Write your Spelling words in ABC order.</li> <li><input type="checkbox"/> <b>Handwriting:</b> pg. 19–20</li> <li><input type="checkbox"/> <b>Grammar:</b> Subject/Verb Agreement worksheet (provided)</li> <li><input type="checkbox"/> <b>Literature:</b> Ch. 7 Pronounce and Say and Vocabulary. Read. Ch 7 “Some Good Luck”</li> <li><input type="checkbox"/> <b>Math:</b> Ch. Practice in Additional Practice Workbook pgs. 33–36</li> <li><input type="checkbox"/> <b>Latin:</b> Review vocabulary, derivatives, and prayers. Complete Translate &amp; Speaking Latin</li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> <li><input type="checkbox"/> <b>History:</b> Family read–aloud; SOC Ch. 5</li> </ul>
<i>Friday (suggestions)</i>	<i>Notes from Mrs. Brooks</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Language Arts: Spelling Menu–September</b></li> <li><input type="checkbox"/> <b>Grammar:</b> Write 5 sentences using these singular verbs: runs, plays, skips, dances, sings</li> <li><input type="checkbox"/> <b>Math:</b> “Balance the Amount” worksheet (provided)</li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> </ul>	<ul style="list-style-type: none"> <li>–</li> <li>–Please be sure to bring your Catechesis (Renewed) books each Monday.</li> <li>– Finish any unfinished work.</li> </ul>



Completed this week in Second Grade

<i>Monday</i>	<i>Thursday</i>
<p><b><u>Spelling:</u></b> Long Vowel U Rule</p> <ol style="list-style-type: none"> <li>1. rule</li> <li>2. tune</li> <li>3. June</li> <li>4. cute</li> <li>5. student</li> <li>6. cube</li> <li>7. flute</li> <li>8. flu</li> <li>9. mute</li> <li>10. dune</li> </ol> <p><b><u>Handwriting:</u></b> Review</p> <p><b><u>Grammar:</u></b> L4: Invisible Verbs</p> <p><b><u>Literature:</u></b> Reread Ch. 6 Answer Comprehension and discussion questions on Study Guide provided</p> <p><b><u>Math:</u></b> Ch. Practice pgs. 53–55 in student workbook</p> <p><b><u>Latin:</u></b> Lesson 5 and review questions</p> <p><b><u>Memory Work:</u></b> Introduce new section</p>	<p><b><u>Spelling:</u></b> Quiz</p> <p><b><u>Handwriting:</u></b> Review/practice Cursive</p> <p><b><u>Grammar:</u></b> Review</p> <p><b><u>Literature:</u></b> Ch. 7 Review/Summarize. Answer Ch. 7 Comprehension questions together as a class.</p> <p><b><u>Math:</u></b> Ch. 1 Assessment</p> <p><b><u>Latin:</u></b> Write and Learn, Fun Practice, Vocabulary review games</p> <p><b><u>Memory Work:</u></b> Recitation</p>



**Third Grade Home Assignments**

<i>Tuesday</i>	<i>Wednesday</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spelling:</b> Y can say /ē/ <i>tiny, baby, windy, city, army, penny, candy, forty, fifty, sixty</i></li> <li><input type="checkbox"/> <b>Handwriting:</b> page 17</li> <li><input type="checkbox"/> <b>Grammar:</b> Lesson 6 page 22</li> <li><input type="checkbox"/> <b>Writing:</b> Writing and Rhetoric (W&amp;R): Read The Lion and the Mouse and complete Tell it Back</li> <li><input type="checkbox"/> <b>Literature:</b> Read Tin–Peddler</li> <li><input type="checkbox"/> <b>Math:</b> Lesson 2D L+LT pages 71–75</li> <li><input type="checkbox"/> <b>Latin:</b> Lesson IV: Review Worksheets (check blue folder); Vocabulary, p. 16)</li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> <li><input type="checkbox"/> <b>History:</b> Family read–aloud, SOC Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spelling:</b> Y can say /ē/ <i>tiny, baby, windy, city, army, penny, candy, forty, fifty, sixty</i></li> <li><input type="checkbox"/> <b>Handwriting:</b> page 18</li> <li><input type="checkbox"/> <b>Grammar:</b> Lesson 6 page 23</li> <li><input type="checkbox"/> <b>Writing:</b> W&amp;R Talk About It #1–5</li> <li><input type="checkbox"/> <b>Literature:</b> Read The Strange Dog</li> <li><input type="checkbox"/> <b>Math:</b> Lesson 2D POYO pages 76–78</li> <li><input type="checkbox"/> <b>Latin:</b> Lesson IV: Review Worksheets (check blue folder); Vocabulary, p. 16</li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> <li><input type="checkbox"/> <b>History:</b> Family read–aloud, SOC Chapter 6</li> </ul>
<i>Friday (suggestions)</i>	<i>Notes from Mrs. Simon</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Language Arts:</b></li> <li><input type="checkbox"/> <b>Handwriting:</b> page 19</li> <li><input type="checkbox"/> <b>Literature:</b> Catch up on any missed reading</li> <li><input type="checkbox"/> <b>Math:</b> Complete any unfinished work, Review any lessons from this week in additional practice workbook</li> <li><input type="checkbox"/> <b>Latin:</b> Review vocabulary from Lessons 1–4</li> </ul>	<p>– See Drama assignment (script practice) from Mrs. Dickson on p. 4 of emailed syllabus. Their home practice will greatly benefit their experience in Drama class ;–)</p> <p>– Please bring your Writing and Rhetoric book to class Monday, September 23rd.</p>



Completed this week in Third Grade

<i>Monday</i>	<i>Thursday</i>
<p><b><u>Spelling:</u></b> Introduce new spelling rule Y can say /ē/  <b><u>Grammar:</u></b> Copywork and Dictation  <b><u>Writing:</u></b> Practice oral narration in preparation for W&amp;R.  <b><u>Math:</u></b> Lesson 2C (4) pages 69–70  <b><u>Latin:</u></b> <i>Latina Christiana</i>: Lesson IV (cont.)  <b><u>Memory Work:</u></b> Introduce new section</p>	<p><b><u>Spelling:</u></b> Assess spelling words  <b><u>Grammar:</u></b> Review weekly grammar lesson  <b><u>Writing:</u></b> W&amp;R: Go Deeper and Begin Writing Time  <b><u>Literature:</u></b>  <b><u>Math:</u></b> Chapter 2 Practice pages 83–86  <b><u>Latin:</u></b> <i>Latina Christiana</i>: Lesson IV (cont.)  <b><u>Memory Work:</u></b> Recitation</p>



Fourth/Fifth Grade Home Assignments

<i>Tuesday</i>	<i>Wednesday</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spelling:</b> few, new, chew, grew, flew, threw, newspaper, blew, drew, their</li> <li><input type="checkbox"/> <b>Handwriting:</b> pg. 11</li> <li><input type="checkbox"/> <b>Grammar:</b> Break</li> <li><input type="checkbox"/> <b>Writing:</b> <i>W&amp;R: Lesson 2: "Writing Time" exercises 2 ("Sentence Play"), 3 ("Copiousness"), 4 ("Create a New Proverb")</i></li> <li><input type="checkbox"/> <b>Literature:</b> <i>The Lion, the Witch and the Wardrobe: Read Ch. 11.</i></li> <li><input type="checkbox"/> <b>Math:</b> Lesson 2E (2) POYO page 66               <ul style="list-style-type: none"> <li><input type="checkbox"/> Math Facts–Blue Folder; Assessment Thursday</li> </ul> </li> <li><input type="checkbox"/> <b>Latin:</b> <i>FFL: Student Text: Lesson 5 (pp. 18–19); memorize irregular verb sum in present, imperfect, and future tenses</i> <i>FFL: Student Workbook: pp. 31–32</i></li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> <li><input type="checkbox"/> <b>History:</b> Read SOC Ch 6 and be ready to discuss next week.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spelling:</b> few, new, chew, grew, flew, threw, newspaper, blew, drew, their</li> <li><input type="checkbox"/> <b>Handwriting:</b> pg. 12</li> <li><input type="checkbox"/> <b>Grammar:</b> Break</li> <li><input type="checkbox"/> <b>Writing:</b> <i>W&amp;R: Lesson 2: "Writing Time" exercises 5 ("Compare Proverbs" A or B [choose one]), and 6 ("Create Your Own Proverbs" [choose 2]). Bring written work to class on Thursday to share.</i></li> <li><input type="checkbox"/> <b>Literature:</b> <i>The Lion, the Witch and the Wardrobe: Read Ch. 12.</i></li> <li><input type="checkbox"/> <b>Math:</b> Lesson 2F POYO page 70               <ul style="list-style-type: none"> <li><input type="checkbox"/> Math Facts–Blue Folder</li> </ul> </li> <li><input type="checkbox"/> <b>Latin:</b> <i>FFL: Student Text Lesson 5 (pp. 18–19); memorize irregular verb sum in present, imperfect, and future tenses</i> <i>FFL: Student Workbook pp. 33–34</i></li> <li><input type="checkbox"/> <b>Memory Work:</b> See reverse</li> <li><input type="checkbox"/> <b>History:</b> Read SOC Ch 6 and be ready to discuss next week.</li> </ul>
<i>Friday (required)</i>	<i>Notes from Mr. Foster</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>History:</b> Read SOC Ch 6 and be ready to discuss</li> <li><input type="checkbox"/> <b>Science:</b> Read pg. 292–293 WKST (in folder); Label the Sketch Assignment on SG pg. 143 – Label the first image “Nitrogen Cycle” and the second “Carbon Cycle.” You can learn more about these cycles as well through these videos:               <ul style="list-style-type: none"> <li>• <a href="#">Nitrogen Cycle</a>, <a href="#">Carbon Cycle</a></li> </ul> </li> <li><input type="checkbox"/> <b>Math:</b> Complete any unfinished work, Optional to review any lessons from this week in additional practice workbook</li> <li><input type="checkbox"/> <b>Latin:</b> <i>Review vocabulary from Lessons 1–4; memorize irregular verb sum in present, imperfect, and future tenses</i></li> <li><input type="checkbox"/> <b>Memory Work:</b> Review if needed</li> </ul>	<p>– Please check out enrichment suggestions for all other classes on p. 1 of the emailed syllabus!</p>



Completed this week in Fourth/Fifth Grade

<i>Monday</i>	<i>Thursday</i>
<p><b><u>Spelling:</u></b> Spelling List: few, new, chew, grew, flew, threw, newspaper, blew, drew, their</p> <p><b><u>Grammar:</u></b> Break</p> <p><b><u>Writing:</u></b> <i>Writing &amp; Rhetoric, Book 4: Chreia &amp; Proverb</i>: Lesson 2: (1) Talk About It; (2) Go Deeper</p> <p><b><u>Math:</u></b> Lesson 2E (2) + 2(F) L+LT pages. 63–65 and 67–69</p> <p><b><u>Latin:</u></b> <i>First Form Latin</i>: Lesson 5: Irregular Verb sum</p> <p><b><u>Memory Work:</u></b> Introduce new section</p>	<p><b><u>Spelling:</u></b> Spelling List: few, new, chew, grew, flew, threw, newspaper, blew, drew, their</p> <p><b><u>Grammar:</u></b> Break</p> <p><b><u>Writing:</u></b> <i>Writing &amp; Rhetoric, Book 4: Chreia &amp; Proverb</i>: Lesson 1: (1) Student recitations. (2) "Speak It" section.</p> <p><b><u>Literature:</u></b> <i>The Lion, the Witch, and the Wardrobe</i>: Discussion &amp; Comprehension Questions for chs. 11 &amp; 12.</p> <p><b><u>Math:</u></b> Lesson 2G (1) pages 71–74</p> <p><b><u>Latin:</u></b> <i>First Form Latin</i>: Lesson 5: Irregular Verb sum</p> <p><b><u>Memory Work:</u></b> Recitation</p>