



# SOUTHWEST VALLEY

## # TWOLVESTERRITORY

Chris Fenster | Superintendent

904 8th Street  
Corning IA 50841  
(641) 322-4245

403 East 3rd Street  
Villisca, IA 50864  
(712) 826-2552

[southwestvalley.org](http://southwestvalley.org)

Liz Timmerman | West Campus PreK-8 Principal

Allen Naugle | Director of Secondary Student Services/Activities Director

Jessie Forsythe | West Campus Business Manager

Allison Thomas | Corning Elementary Principal

Jennifer Bissell | Southwest Valley HS Principal

Jodi Lyddon | East Campus Business Manager

3rd Grade

Dear Parents/Guardians,

We want to be prepared for any other upcoming winter weather. All four buildings in the district will provide virtual learning opportunities for the students if we have a snow day. At Corning Elementary and Enarson Elementary, we are sending home packets of activities from your child's teacher. If school is canceled, your child can work on reviewing skills. Keep this in a safe place in your house until the snow day arrives. If the packet is lost before the snow day and you have access to a printer, go to our website, <https://www.southwestvalley.org>, under Corning or Enarson Elementary, then click the grade level for the packet. We have provided 3 days' worth of activities. Each day is labeled Day 1, Day 2, Day 3. When your child finishes the packet for each day and school resumes, please return it to school.

Thanks for understanding that Mother Nature has a mind of her own.

Sincerely,

Allison Thomas

Corning Elementary Principal

641-322-4020

[athomas@southwestvalley.org](mailto:athomas@southwestvalley.org)

Lisa Sorensen

Enarson Elementary

712-826-5982

[lsorensen@southwestvalley.org](mailto:lsorensen@southwestvalley.org)

# VIRTUAL SNOW DAY

1

# Happy Snow Day!

Complete the work for each day we have a snow day. Bring your completed packet back to school!

## MATH

\*Complete Worksheet

\*Multiplication Facts- Practice, Play Multiplication or Addition War

## HANDWRITING

\*ABCs-Practice writing ABCs Upper & Lower Case- Neatness & Speed

## READING/SCIENCE

\*Read Story- Complete WS.

## WRITING

\*Write a Paragraph- Choose a different topic for each Virtual day.

1. Write about the day the snowman came to life.
2. Write about the day it snowed so much the doors were buried.
3. Write about your snow day! (Not a list! Write a paragraph with Topic sentence, Details, & Closing Sentence.)

READ! Enjoy reading a book! Read to someone!

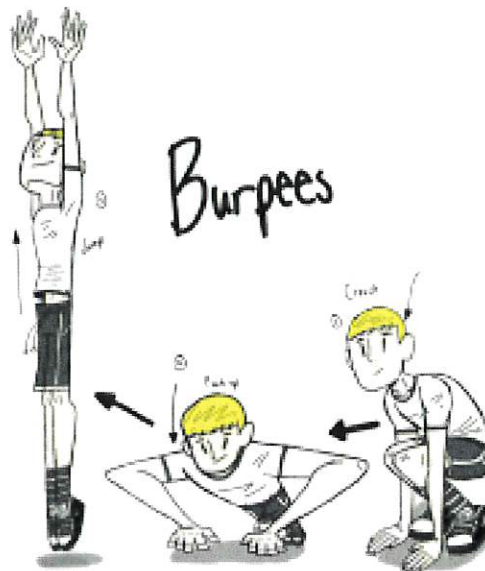
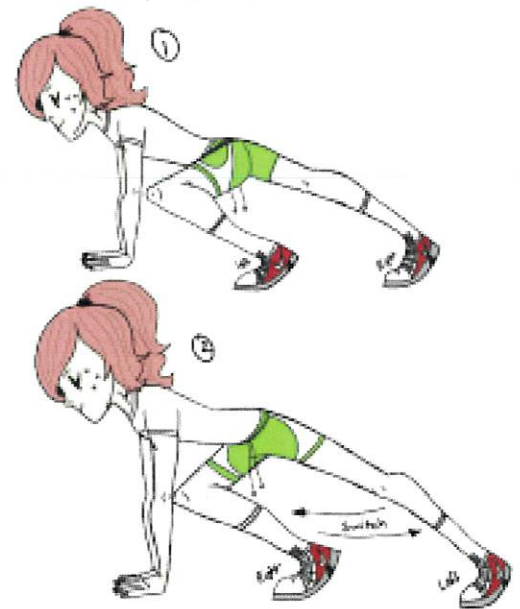
# Day 1

Washing Machine



Complete each activity for a  
20 second count 3 different  
times.

Mountain Climbers



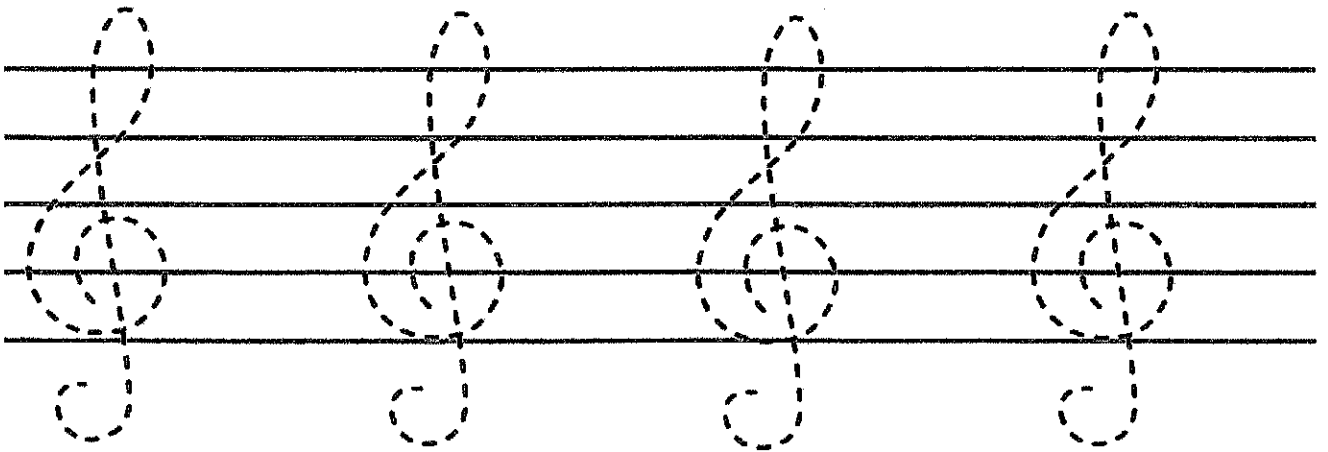
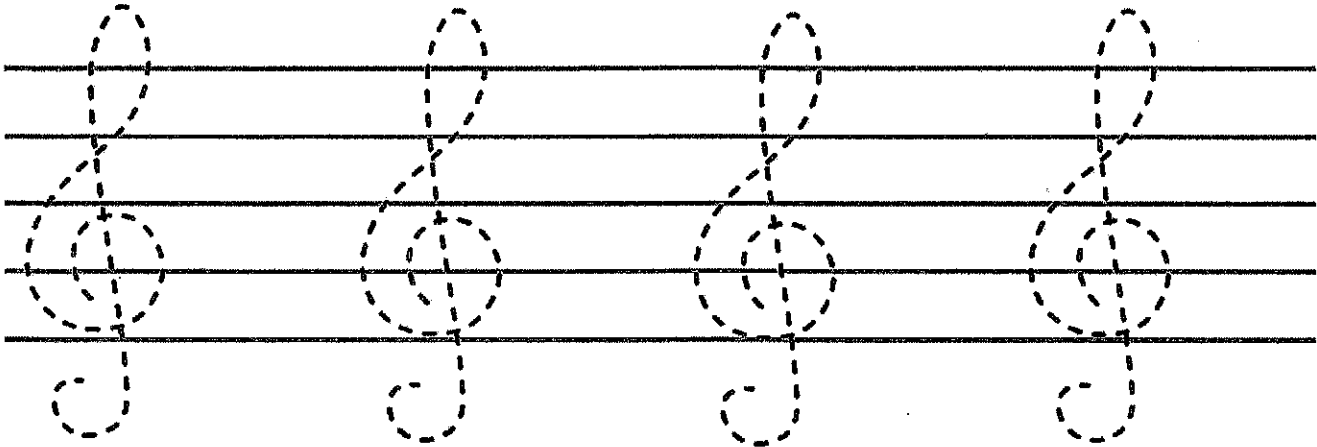
# TRACE IT ON THE STAFF!

My name is \_\_\_\_\_

Class \_\_\_\_\_

## Directions:

Trace a Treble clef.



Draw a Treble clef.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**DRAW ALONG**  
 **VIDEO**  
INCLUDED

**3-4**



# ADVENTURE BACKPACK

DRAW ALONG



**Time Needed**  
1 Session at  
45 Minutes



**Topics Covered**  
Line & Shape

**What You'll Need**





# ADVENTURE BACKPACK



\* Today I will learn about **LINE** and **SHAPE** so that **I CAN** draw an adventure backpack with things inside.

\* **NCAS: CREATING** Anchor Standard #1: Generate and conceptualize artistic ideas and work.

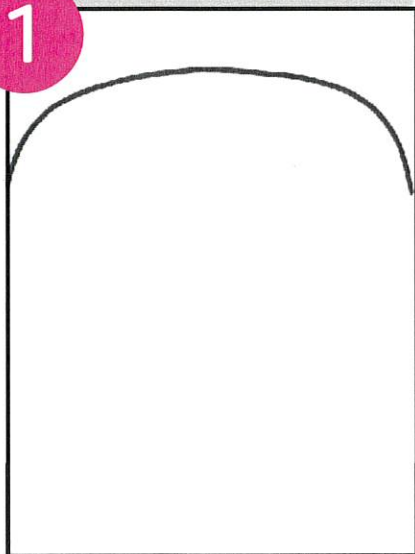
1. Give each student a piece of **white paper** and pass out **pencils, markers** and **crayons**.
2. Turn the paper horizontal and then fold it in half. For a single-layer version, use one 9" x 12" piece of white paper and work front and back.
3. Either draw an example of the backpack on the board with students following along or play the draw along video.
4. Students can use a **pencil** to draw and then trace over the lines with a **black marker** later or use the black marker to begin with.
5. Draw a backpack with the students using the "**Adventure Backpack Drawing Guide**" on the next page.
6. With the paper still folded, cut along the top outline to create a more realistic backpack shape.
7. Once the backpack is cut out, add additional details to the front of the backpack and objects "inside" by using the "**Adventure Backpack Handout**" as inspiration.
8. Students can use combination of **crayons** and **markers** to add color. Crayons work great for filling in large areas with color quickly.
9. Provide instructions for art (*take home, portfolio, etc.*) as outlined on the line below:

## WHAT YOU'LL NEED:

- 12" x 18" or 9" x 12" white sulphite paper
- Pencils, markers and crayons
- Black permanent marker (optional)
- Scissors (optional)
- Backpack Drawing Guide
- Adventure Backpack Handout

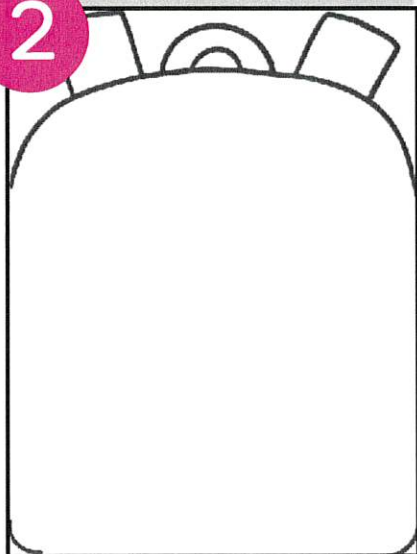


1



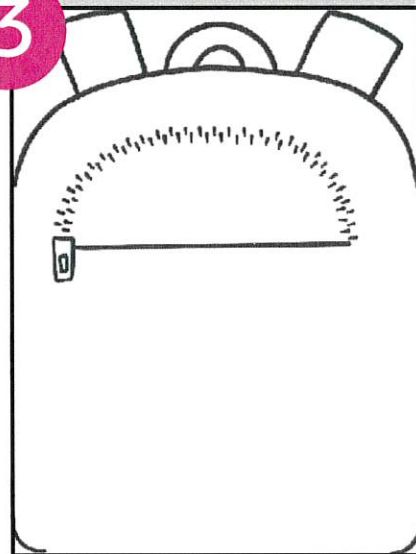
Fold a 12" x 18" piece of white sulphite paper in half like a book. Draw a long curved line from one side to the other near the top.

2



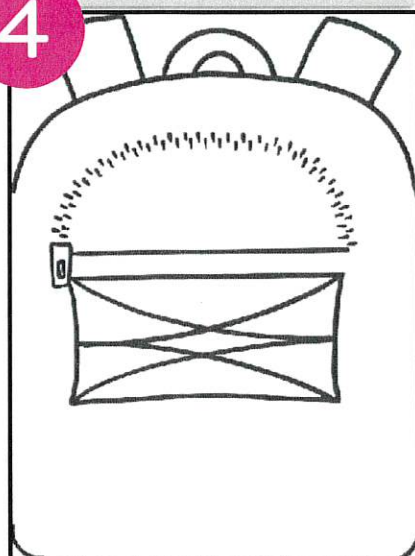
Round the bottom corners and draw two straps and a loop at the top. The straps should touch the top edge of the paper.

3



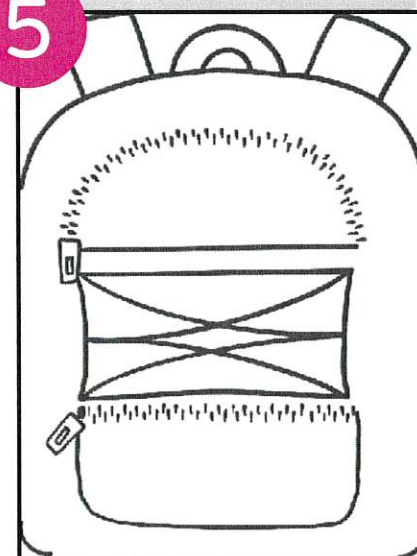
Draw a top pocket with a straight horizontal line and series of short lines to show a zipper.

4



Use lines to add a section of bungees in the middle of the backpack.

5



Draw a bottom pocket with a rounded lower half of a rectangle and a zipper line.

6



Add additional details like a badge or pin. Use scissors to cut along the outline with the paper still folded to create the interactive backpack shape.

# ADVENTURE BACKPACK

## DRAWING GUIDE



# SUBSTITUTE PLAN 3.0





**ADVENTURE  
BACKPACK**

HANDOUT



**SUBSTITUTE  
PLAN 3.0**

# BEAVER LODGES

by Bryan Davis

- 1 Do you know the saying “busy as a beaver”? People say this because beavers are always working. These crafty creatures spend a lot of time building their homes.
- 2 Beaver homes are called lodges. Lodges are found along streams, rivers, ponds, and lakes. Beavers build these homes from branches and rocks. They use mud to hold them together.
- 3 When they can, beavers build their homes into the banks along the water. Other times, they need to make a safe spot, first. To do this, they build a dam from logs, branches, and mud. They get the logs by gnawing at trees until they fall down. A dam is like a wall that blocks water from flowing. It then forms a pond. Once the dam is built, beavers can get to the business of building their lodge.
- 4 Beaver lodges are shaped like a dome. They are usually about 10 feet high and 20 feet across. Most lodges have at least one underwater opening. To get inside, the beavers must swim underwater. These “secret” openings keep out unwanted predators.
- 5 Inside the beaver lodge are different “rooms.” There is an eating room and a nesting room. The floor of the lodge is built up out of the water. It is also made from rocks, branches, and mud. It is covered with plants and other soft materials.
- 6 A family of beavers lives in a lodge. Two parents and two sets of their offspring often live together.







## Science

### "Beaver Lodge": Adding and Subtracting Three-Digit Numbers

**Solve the word problems. Use a model to show the problem. Complete the equation then answer the question by completing the sentence.**

- 1** A beaver family uses 349 branches and 158 rocks to build their lodge. What is the total number of branches and rocks the beavers use to build their lodge?

Model:

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The beavers use \_\_\_\_\_ branches and rocks to build their lodge.

- 2** A beaver family collects 810 sticks to build their lodge. They use 638 sticks altogether. How many sticks are NOT used?

Model:

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

There are \_\_\_\_\_ sticks not used.



## LESSON 2

## Connecting Place-Value Strategies to an Algorithm

Estimate each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
$\begin{array}{r} 261 \\ + 444 \\ \hline \end{array}$	<div><del>605</del> 705</div> <div>Estimate: <math display="block">\begin{array}{r} 300 \\ + 400 \\ \hline 700 \end{array}</math></div>
$\begin{array}{r} 156 \\ + 328 \\ \hline \end{array}$	484
$\begin{array}{r} 217 \\ + 404 \\ \hline \end{array}$	721
$\begin{array}{r} 289 \\ + 595 \\ \hline \end{array}$	774
$\begin{array}{r} 321 \\ + 423 \\ \hline \end{array}$	744
$\begin{array}{r} 628 \\ + 349 \\ \hline \end{array}$	867
$\begin{array}{r} 435 \\ + 402 \\ \hline \end{array}$	837
$\begin{array}{r} 898 \\ + 97 \\ \hline \end{array}$	885

- 1** How does rounding to the nearest hundred help you determine if the sum is reasonable? Explain.



# Brother and Sister

a folktale from Korea

- 1 Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.
- 2 After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.
- 3 The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.
- 4 The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.

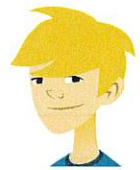


## Close Reader Habits

**Underline** the sentences that tell the key events.

## Explore

How do you choose which details to include when you recount a story?



To decide whether a detail is important, think about whether the story makes sense without it.

## Think

- 1 Recount the folktale "Brother and Sister" by adding key details to the chart below.

Beginning	A brother and sister grow and sell rice. They each get the same number of bags of rice.
Middle	Sister  Brother
End	

## Talk

- 2 Using the details from your chart, take turns retelling the story with your partner.

## Write

- 3 **Short Response** Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 112 to write your answer.

**HINT** What details would you need to help a friend understand what happens in the story?





**Write** Use the space below to write your answer to the question on page 109.

# Brother and Sister

- 3 Short Response** Which details from the chart do you think are most important? List them and tell why you chose them.

**HINT** What details would you need to help a friend understand what happens in the story?

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Don't forget to check your writing.

# VIRTUAL SNOW DAY

2



# Happy Snow Day!

Complete the work for each day we have a snow day. Bring your completed packet back to school!

## MATH

\*Complete Worksheet

\*Multiplication Facts- Practice, Play Multiplication or Addition War

## HANDWRITING

\*ABCs-Practice writing ABCs Upper & Lower Case- Neatness & Speed

## READING/SCIENCE

\*Read Story- Complete WS.

## WRITING

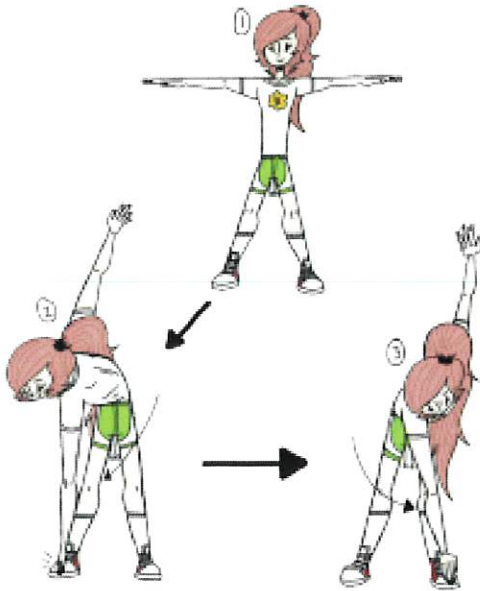
\*Write a Paragraph- Choose a different topic for each Virtual day.

1. Write about the day the snowman came to life.
2. Write about the day it snowed so much the doors were buried.
3. Write about your snow day! (Not a list! Write a paragraph with Topic sentence, Details, & Closing Sentence.)

**READ!** Enjoy reading a book! Read to someone!

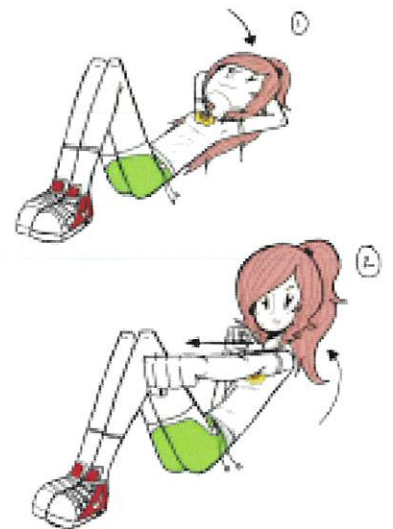
# Day 2

Windmill Toe Touch

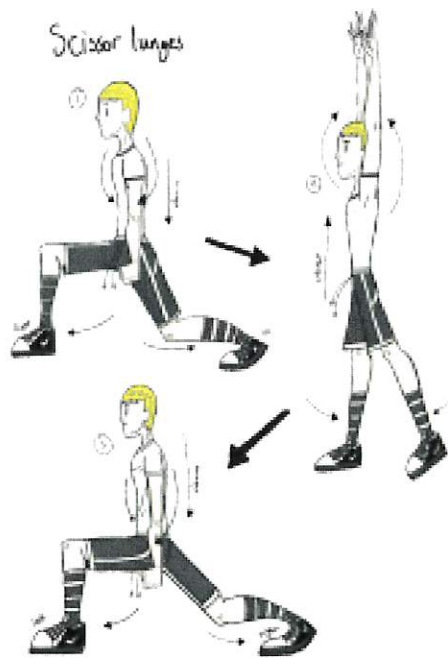


**Complete each activity for a 20 second count 3 different times.**

Sit up punches



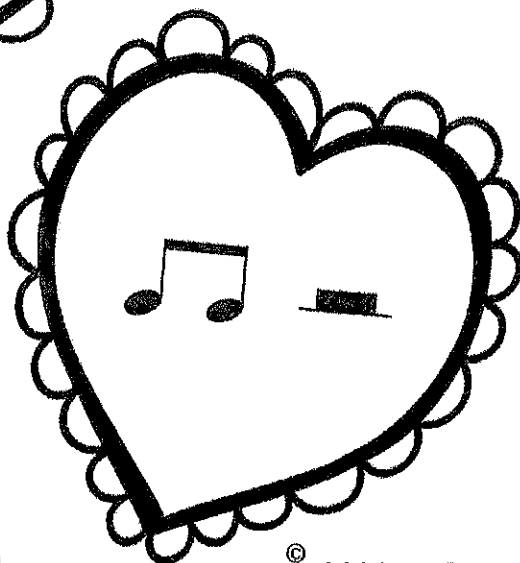
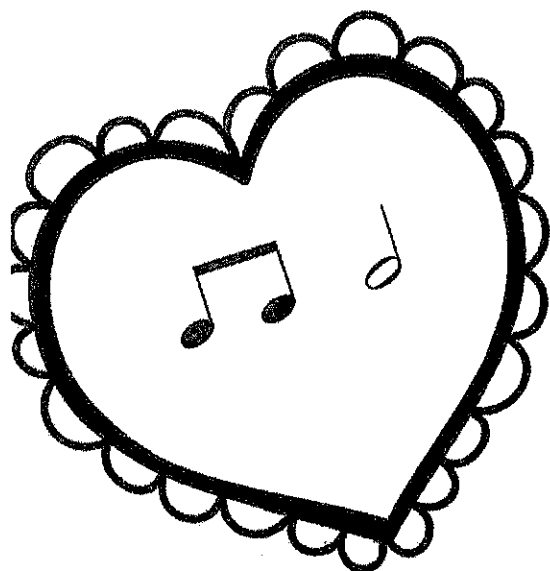
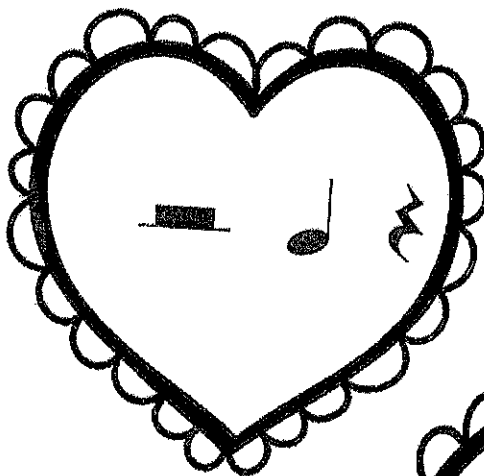
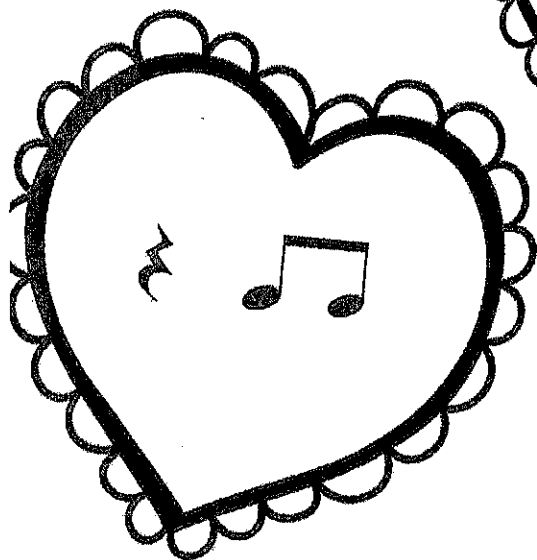
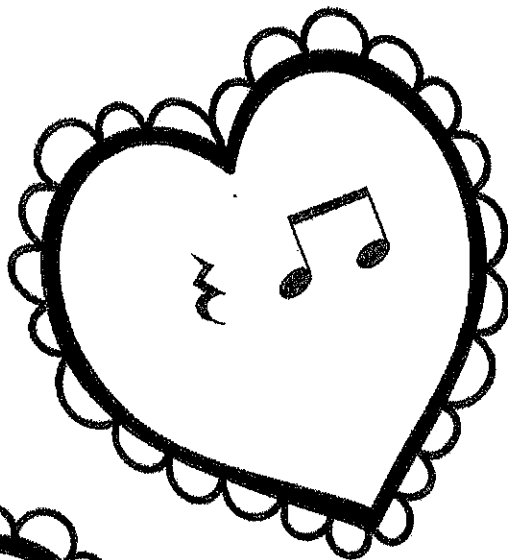
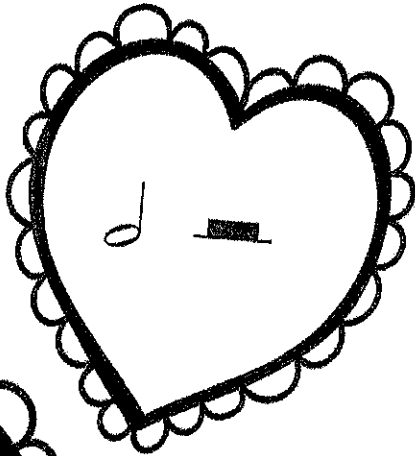
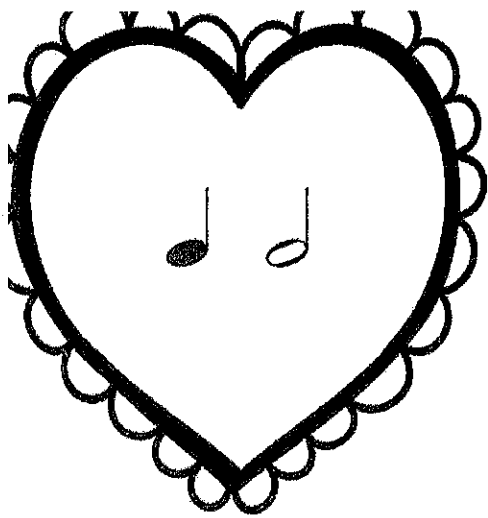
Scissor lunges



NAME \_\_\_\_\_

Directions: Add up the number of beats in each picture

- Color the pictures with 4 beats pink
- Color the pictures with 3 beats purple
- Color the pictures with 2 beats red



Rhythms on this page:      



## **Snow Day Art Lesson**

The lesson includes instructions and a drawing guide plus if you have access to the internet (even on a Smartphone) you can use the link to follow a Draw Along Video ( there are other drawing projects on the page as well that you could try out)

<https://www.deepspacesparkle.com/tmc/substitute-plan-3-0-bundle-video-page/>

A blank piece of paper has been provided for you but you can use any paper you have available at home, if you have a sketchbook you can use that as well. The lesson can be colored by using crayons, markers, colored pencils, or if you have none of those materials at home you can simply use a pencil or pen to create a black and white version.

I have also included a Roll a Dice Drawing Activity you can do with everyone in your house. You will need to borrow a dice from a board game. All you need to do is roll the dice to determine what you need to draw. Once the drawing is complete you can add color.

Hope you enjoy your Snow Day Art Lessons and see you soon,

Mrs. Mitchell



# HOW THE BAT GOT WINGS

## A CHEROKEE NATION TALE

- 1 A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.
- 2 The bat wanted to play with the mammals, but the mammals laughed at her size. "You are too small," they said.
- 3 So the bat asked to play with the birds. The birds said, "You don't have wings, but we can make you some out of a drum." The birds stretched the skin of a drum into wings.
- 4 The birds put the wings on the bat and said, "Flap your wings." The bat jumped off a tree and flapped her wings, but she didn't fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.
- 5 The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.
- 6 When the game was over, the mammals said, "Who is that superstar on your team?"
- 7 The birds said, "It is the bat. We gave her wings."
- 8 The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.



### Close Reader Habits

Which details would you include to recount the story? **Underline** the most important ones.





When you get ready to recount a story, choose the most important details.

## Think

**1** Number the items to show the order of some events in the story.

\_\_\_\_ The bat flies in a crazy, zigzag pattern.

\_\_\_\_ The birds make wings for the bat.

\_\_\_\_ The mammals do not let the bat play on their team.

**2** Why do the birds win the game?

**A** The mammals cannot follow the bat's movements.

**B** The mammals are surprised to see the bat on the team.

**C** The mammals refuse to play against a bat.

**D** The birds fly in a crazy, zigzag pattern.

## Talk

**3** Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.

## Write

**4 Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 113 to write your answer.

**HINT** Review the game in paragraphs 5 to 8.



**Write** Use the space below to write your answer to the question on page 111.

## HOW THE BAT GOT WINGS

- 4 Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story.

**HINT** Review the game in paragraphs 5 to 8.

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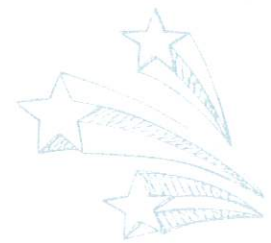
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### Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?





## LESSON 3

# Connecting Place-Value Strategies to an Algorithm

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 649 \\ - 327 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 252 \\ - 146 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 810 \\ - 306 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 327 \\ - 231 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 746 \\ - 137 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 539 \\ - 215 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 633 \\ - 438 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 257 \\ - 181 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 821 \\ - 470 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 978 \\ - 289 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 235 \\ - 146 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 432 \\ - 299 \\ \hline \end{array}$$

## Answers

76

89

96

106

133

195

322

324

351

504

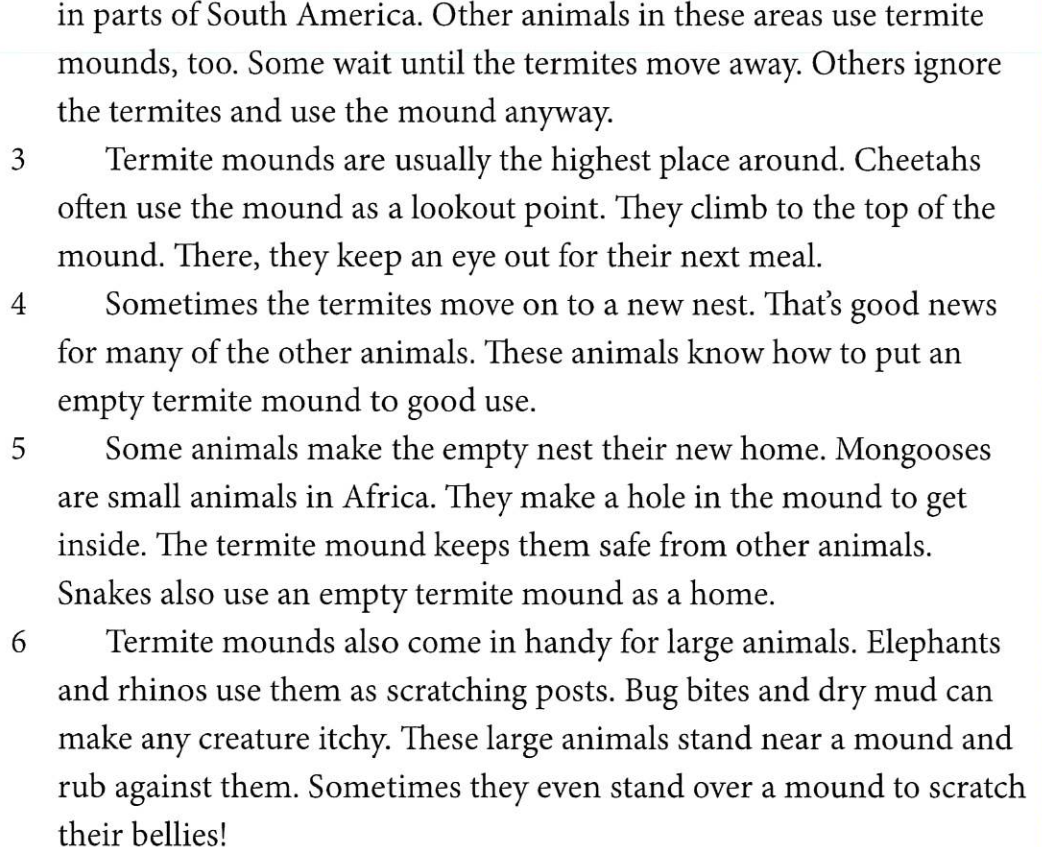
609

689



# Termite Mounds

by Madeline Clark

- 
- A tall, narrow termite mound made of reddish-brown soil, standing prominently in a savanna landscape with green bushes and trees in the background. The mound is very tall and thin, tapering slightly towards the top.
- 1 Termites are insects that live together in nests. Some termites are called mound builders. They build their nests from mounds of clay. Some of these mounds are more like towers. They stand almost 35 feet tall!
  - 2 Mound builders are found in Africa and Australia. They are also in parts of South America. Other animals in these areas use termite mounds, too. Some wait until the termites move away. Others ignore the termites and use the mound anyway.
  - 3 Termite mounds are usually the highest place around. Cheetahs often use the mound as a lookout point. They climb to the top of the mound. There, they keep an eye out for their next meal.
  - 4 Sometimes the termites move on to a new nest. That's good news for many of the other animals. These animals know how to put an empty termite mound to good use.
  - 5 Some animals make the empty nest their new home. Mongooses are small animals in Africa. They make a hole in the mound to get inside. The termite mound keeps them safe from other animals. Snakes also use an empty termite mound as a home.
  - 6 Termite mounds also come in handy for large animals. Elephants and rhinos use them as scratching posts. Bug bites and dry mud can make any creature itchy. These large animals stand near a mound and rub against them. Sometimes they even stand over a mound to scratch their bellies!



## Science

### "Termite Mounds": Multiplication and Division

**Solve the word problems. Use a model to show the problem then answer the question by completing the sentence.**

- 1** In the African savannah, Marco discovers 9 termite mounds that snakes are using as their homes. There are 3 snakes in each termite mound. How many snakes does Marco find in the termite mounds?

Model:

He finds \_\_\_\_\_ snakes in the termite mounds.

- 2** 24 elephants get stung by insects while traveling across the savannah. They stop to scratch themselves on 4 tall termite mounds. Suppose the same number of elephants take turns scratching on each termite mound. How many elephants can scratch on each termite mound?

Model:

\_\_\_\_\_ elephants can scratch on each termite mound.

# VIRTUAL SNOW DAY

3



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READ! Enjoy reading a book! Read to someone!

# Day 3

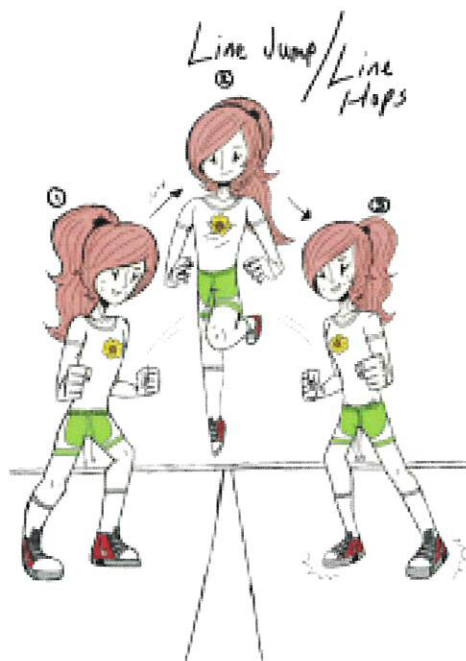
Arm Circles



**Complete each activity for a 20 second count 3 different times.**



Burpees

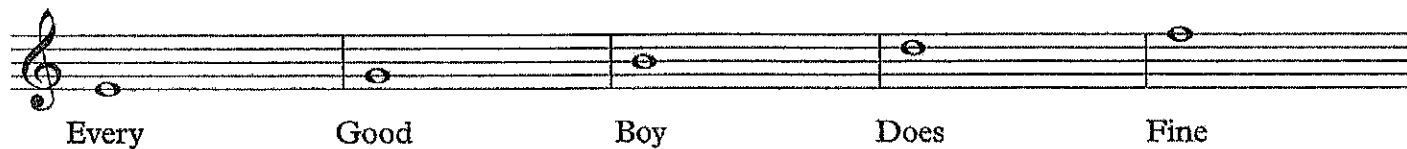


Line Jump/Line Hops

# Treble Clef Note Identification

Use the following mnemonic devices to identify notes on the treble clef:

Line Notes: Every Good Boy Does Fine (Line = Fine)



Space Notes: F-A-C-E (Space = Face)



Please identify each note by writing its name in the blank below.

Lines Only:



Spaces Only:



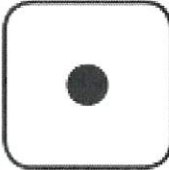



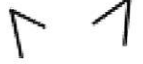






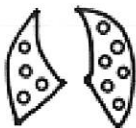






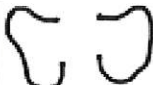
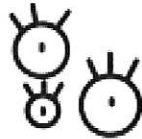












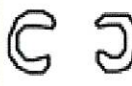




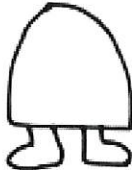

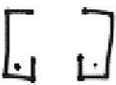


Lines and Spaces:





# Roll a Drawing: Monsters

Roll the die. On each turn, draw the image next to your number!

	Roll One: Face	Roll Two: Body	Roll Three: Arms	Roll Four: Ears	Roll Five: Eyes	Roll Six: Snout
						
						
						
						
						
						



**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

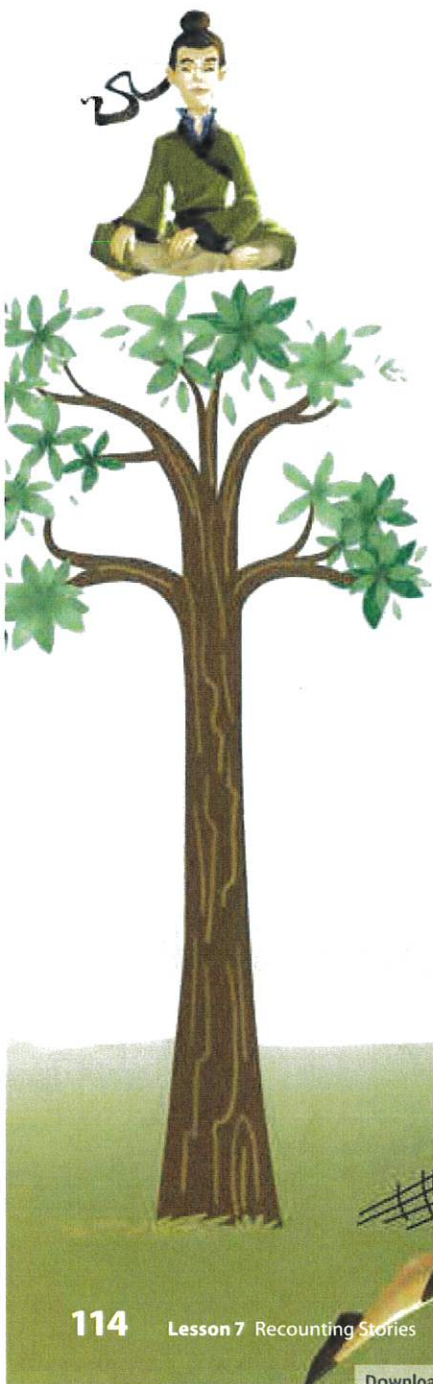
• **fuss**

• **disbelief**

# True or False

a folktale from Myanmar (Burma)

- 1 There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.
- 2 One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. "Let's ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another's story, he must become that person's servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant."
- 3 The others liked this plan. They did not want a servant. But they wanted the man's fine things. The man agreed to the game.
- 4 The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.
- 5 The second brother told of jumping into the stomach of a tiger who wanted to eat him. "I made such a fuss that the tiger spit me out," he said.





6 The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.

7 The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.

8 “You three must be the ones I am looking for,” he said.

9 The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!

10 They said nothing.

11 Finally, the man said he would let them go if they promised never to tell tall tales again.

12 The brothers agreed, and they kept their promise.





**Think** Use what you learned from reading the selection to respond to these questions.

**1** Number the items to show the order of some events in the story.

- \_\_\_\_ Each brother told his make-believe story.
- \_\_\_\_ Three brothers talked a rich traveler into playing a game.
- \_\_\_\_ The rich man made them promise not to tell tall tales.
- \_\_\_\_ The rich man told them a story.
- \_\_\_\_ The rich man did not question the brothers' stories.
- \_\_\_\_ The brothers realized they were trapped.

**2** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Why did the three brothers want to play a game with the traveler?

- A** They wanted to see if he would believe their tall tales.
- B** They wanted to trick him so they could have what he owned.
- C** They disliked people who had more money than they did.
- D** They were once the rich traveler's servants.

**Part B**

Write a sentence from paragraph 2 that supports the answer you chose for Part A.

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- 3** Which is the **best** recounting of the third brother's story?
- A** He plays a trick on the fishermen. He pretends to be a big fish catching small ones.
  - B** He gets away from the fishermen by swimming in the river like a fish.
  - C** He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.
  - D** He becomes a fish so that he can help the fishermen chase fish into their nets.
- 4** Which is the **best** description of the brothers' problem at the end of the folktale?
- A** The brothers think the rich man's story is the best of all the stories they have heard.
  - B** The rich man believes that the brothers are the runaway servants he is looking for.
  - C** The brothers promise never to tell tall tales again as they know they should not be doing that.
  - D** No matter how the brothers answer the rich man, they will have to become his servants.

5 Which **two** details could you leave out when recounting this story?

- A The brothers tell their tales throughout the countryside.
- B The brothers ask a rich traveler to play a game.
- C A tiger spit one brother out after eating him.
- D The rich man said nothing about the brothers' stories.
- E The rich man told a story about missing servants.
- F The brothers agreed not to tell any more tall tales.

6 Reread these sentences from paragraph 2.

**The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.**

What does the word *doubt* mean in this context?

- A dislike
- B understand
- C mistrust
- D enjoy





**7 Short Response** Use your own words to recount the folktale. Be sure to write about the events in the sequence that they happen in the story.

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## Learning Target

**Explain why recounting the events in a story will help you understand it.**

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## LESSON 1

## Rounding to the Nearest Hundred

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

Round each number to the nearest hundred.

1 593

2 789

3 569

4 487

5 190

6 375

7 194

8 280

9 96

10 313

11 435

12 908

13 610

14 123

15 716

16 248

17 845

18 849

19 855

20 257

21 452

22 752

23 150

24 555

### Answers

700	300	900	100	600	600
900	200	200	800	300	100
800	300	400	600	400	800
200	800	500	200	500	600

# Tongue Twisters

Tongue Twister 1:

**Willie's really weary.**

Tongue Twister 2:

**Twitching, walking witches talking.**

Tongue Twister 3:

**Shriek, scream, squawk, and squeak.**

Tongue Twister 4:

**Rubber baby buggy bumper.**

Tongue Twister 5:

**Big bad bugs bit Bitsy's back.**

Tongue Twister 6:

**Sixty silly sisters simply singing.**

Tongue Twister 7:

**Quick throats, thick quotes.**

Tongue Twister 8:

**A quick-witted cricket critic.**

Tongue Twister 9:

**Tie twine to three tree twigs.**

Tongue Twister 10:

**Willy's real rear wheel.**