



Remote Learning Packet

Third Grade

April 27–May 1, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

April 27–May 1, 2020

My Great Hearts Irving Student, _____, to the best of my knowledge, attended to his/her remote learning assignments on the following days:

- Monday, April 27, 2020
- Tuesday, April 28, 2020
- Wednesday, April 29, 2020
- Thursday, April 30, 2020
- Friday, May 1, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

Directions: Write the date in the box on the left; then put a check mark in each box when all of your hard work is done. We miss you, and hope to see you at school again very soon!

Date	My Daily Learning
	<input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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Day 1 Instructions and Resources

Monday, 4/27

Read "There was an Indian" or "A Bird, came down the walk" three times and recite as much as you can remember to a family member.

Math

Warm-up (5 minutes)

Play 24 using digits 7, 6, 2, 2. Remember you may use the four operations multiplication, division, addition, and subtraction and you must use each digit only once.

Anchor Activity (10-15 minutes)

Practice makes perfect!

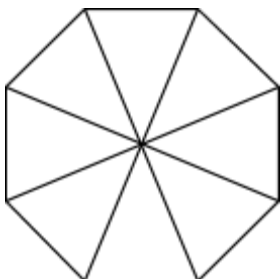
Add or subtract. Put your answers in the simplest form.

1a. $\frac{1}{5} + \frac{3}{5} =$	b. $\frac{2}{6} + \frac{3}{6} =$	c. $\frac{3}{10} + \frac{4}{10} =$
2a. $\frac{8}{10} - \frac{5}{10} =$	b. $\frac{5}{7} - \frac{2}{7} =$	c. $1 - \frac{2}{9} =$
3a. $\frac{3}{8} + \frac{4}{8} =$	b. $\frac{2}{3} + \frac{1}{3} =$	c. $\frac{2}{9} + \frac{5}{9} =$
4a. $1 - \frac{3}{5} =$	b. $\frac{5}{6} - \frac{1}{6} =$	c. $\frac{3}{4} - \frac{1}{4} =$
5a. $\frac{3}{10} + \frac{3}{10} =$	b. $\frac{1}{12} + \frac{5}{12} =$	c. $\frac{3}{11} + \frac{5}{11} =$

Draw a picture, write a number sentence, and write an answer sentence for #6-9.

6. Sally ate $\frac{1}{8}$ of a cake and her sister ate $\frac{3}{8}$ of it. What fraction of the cake did they eat altogether?

First color how much Sally ate in orange. Then color the fraction that her sister ate in green.



Number sentence:

Sally and her sister ate _____ fraction of the pie.

7. Marlon spent $\frac{4}{9}$ of his pocket money and saved the rest. What fraction of his pocket money did he save?

8. Mike spent $\frac{3}{7}$ of his money on a book and the rest on a racket. What fraction of his money was spent on the racket?

9. Fatimah baked a pie. She ate $\frac{1}{6}$ of the pie and gave $\frac{3}{6}$ of the pie to her friend. What fraction of the pie did she have left?

Literature

Read today's section of *The Jungle Book* out loud, in a whisper, or in your head (about 15 minutes):

- If reading in the packet, read the "Monday" section.
- If reading in the book, read from page 1 to page 6, stopping when you've finished the sentence: "The cub is mine, and to my teeth he will come in the end, O bush-tailed thieves!"

Before you begin, review the words and questions below. Keep them in mind as you read through today's work.

In *The Jungle Book*, you will come across archaic pronouns that are not often used in more recent writing. Below is a chart to help you identify the meaning of those words.

Thou	You (subject)	Thou hast done harm enough for one night.
------	---------------	--

Thee	You (object)	For Mowgli the Frog I will call thee .
Thy	Your	Out and hunt with thy master.
Thine	Yours	All the jungle is thine .
Ye	You (plural)	Ye know the Law.

As you read, look for the words below. When you find them, fill in the page number where it is first located.

Page #	Word	POS	Definition
	threshold	n.	the strip of wood, metal or stone at the bottom of a doorway that is crossed when you enter the room
	noble	adj.	showing a strong or excellent mind or character
	apt	adj.	appropriate for a particular situation
	hydrophobia	n.	abnormal fear of water
	scour	v.	to travel over an area while looking for something
	mangy	adj.	shabby, worn and unkempt
	accustomed	adj.	in the habit of
	quarry	n.	an animal pursued by a hunter, hound, predatory mammal or bird of prey
	Sambhur	n.	a deer with three-pointed antlers, common in southeastern Asia

List any additional words that are unfamiliar to you:

When finished, use two or three complete sentences to answer the questions below. (8 minutes)

What does the Law of the Jungle say about hunting man? What is the real reason for the law? What is the reason that animals tell themselves?

Writing

Copywork (about 5 minutes):

1. Read the sentences below aloud to yourself.
2. Notice capital letters. Do they indicate the beginning of a sentence, or a proper noun?
3. What punctuation do you notice? What do these punctuation marks tell us to do with our voices as we read?
4. Copy the sentences in your best Spalding cursive.
5. Read your writing back to yourself. Did you spell the words correctly and use the correct punctuation? Is your writing neat, with the short letters reaching the midpoint and the tall letters approaching the topline?

Sentences to copy:

The reason the beasts give among themselves is that Man is the weakest and most defenseless of all living things, and it is unsportsmanlike to touch him. They say too—and it is true—that man-eaters become mangy, and lose their teeth.

Spalding

 Find video link in Google Classroom or in 4/27 email newsletter.

OPR/WPR: Practice phonograms aloud (2 minutes)

1. Point to each phonogram with your index finger and say the phonogram aloud.
2. Pick up your pencil and go to the beginning of the list. Say the phonogram once, then write it on the line below in cursive, saying it as you write.

qu si kn p ee f wh ed

Spalding Words: Using context to discover meaning (5 minutes)

Read the sentence closely. Find the definition that best fits the bolded word. Put the number of the definition on the line at the beginning of the sentence.

- | | |
|---|---|
| _____ The statement was not a question, but an answer. | 1. (adv.) maybe, possibly |
| _____ Delaware was the first state to approve of the United States Constitution. | 2. (v.) to say or write |
| _____ If Pinocchio did not state the truth, his nose would grow. | 3. (pn.) two or more people previously mentioned; people in general |
| _____ A joy it will be one day, perhaps , to remember even this. | 4. (n.) a clear expression of something in speech or writing |
| _____ Ten thousand saw I at a glance, tossing their heads in sprightly dance. | 5. (n.) one part of a larger federal government |
| _____ The rest, as they say, is history. | 6. (adj.) belonging to them |

History

Practice History Sentences. (3 minutes)

Set a timer for 3 minutes. Practice as many history sentences as you can from this quiz. You will use this quiz on Wednesday and Friday as well. Check off the sentences that you can say perfectly without looking. Can you say them all perfectly three times total this week?

		Questions	Answers
		When did Constantinople fall?	Constantinople fell to the Turks in 1453 A.D.
		What did Prince Henry the Navigator do?	Prince Henry the Navigator launched the Age of Exploration.
		What did Bartolomeu Dias discover?	Bartolomeu Dias discovered the Cape of Good Hope.
		When did Columbus sail?	Columbus sailed the ocean blue in 1492.
		What did Vasco De Gama discover?	Vasco De Gama discovered a route to India.
		What did Amerigo Vespucci do?	Amerigo Vespucci proved that America was a New world.
		What did Vasco Núñez de Balboa discover?	Vasco Núñez de Balboa discovered the Pacific Ocean.
		What did Juan Ponce de León discover?	Juan Ponce de León discovered Florida.
		What did Cortés do?	Cortés conquered the Aztecs.
		What did Magellan do?	Magellan circled the world.
		What did Cabeza de Vaca do?	Cabeza de Vaca persevered through many trials.
		What did Pizarro do?	Pizarro conquered the Inca.
		Why is the Age of Exploration important?	The Age of Exploration unveils the world.

Read for understanding. Put a blue box around names of places and people. (5 minutes)

After Pizarro had conquered the Inca empire, he put Hernando De Soto in charge of the Inca capital of Cuzco. De Soto grew tired of this because he wanted to continue to explore and conquer new lands. Therefore, De Soto packed up all his things and sailed back to Spain. While he was in Spain, he heard about Cabeza De Vaca's famous journey through North America. The king of Spain gave De Soto the right to conquer Florida and any other lands he found. De Soto set sail with 620 men and landed in Florida in 1529. Here he found Juan Ortiz, a man who had been searching for Cabeza de Vaca's lost expedition years ago when he was captured by Native Americans. Ortiz had learned the language of the Native Americans so he became De Soto's translator.

Slowly De Soto went north looking for cities to conquer and gold to plunder. He could not find any no matter how hard he looked. This was because there were no rich cities to conquer in North America. Instead there were only small villages that the Spanish had no interest in conquering. After months of searching for treasure, the expedition came into contact with the Mobilian Indians who were quite hostile. The Spanish won their fight against the Mobilians but at a great cost, losing a third of their horses and 200 men. De Soto did not want anyone from Cuba to know that his expedition was struggling, so he tried to avoid them. He decided to go north west, where he accidentally discovered the Mississippi River!

De Soto was not excited about discovering such a massive river because it was so difficult to cross. They were eventually able to cross it and traveled through Arkansas and Louisiana but were continually attacked by Indians. They decided to turn east and again ran into the Mississippi River. Here Ortiz was killed by the Indians, which meant that de Soto had a hard time communicating with the Indians. When they reached the Mississippi, de Soto himself fell ill and died. He was buried at the bottom of the Mississippi by his men who had given up on further exploration. They followed the Mississippi to the Gulf of Mexico and constructed small ships to sail back to Cuba. At the time, De Soto's expedition was considered a complete failure by Spain. Later, people would realize that de Soto had found one of the most important rivers on the whole continent! De Soto did not conquer any land or bring back any treasure, but his failure did motivate Spain. The king of Spain decided that Florida had to be colonized. He shifted all focus to colonizing Florida since Mexico and Peru had already been successfully conquered.



Hernando de Soto discovered the Mississippi River.

Answer in complete sentences. (5 minutes)

Which country sent de Soto to explore part of North America?

For what was de Soto looking?

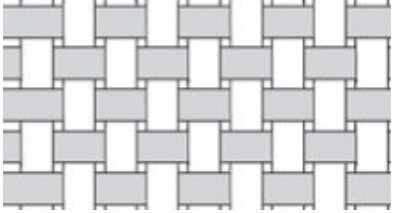
Did de Soto find what he was looking for?

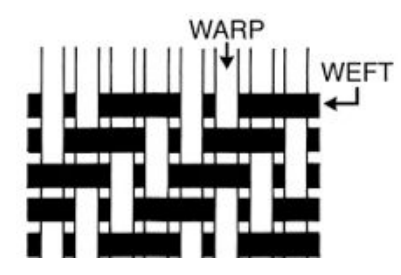
Did de Soto find anything important?

Art

Weaving Unit: Learning Weaving Terminology (10 Minutes)

Read over the vocabulary terms. In a sketchbook or a separate piece of paper, copy each term and draw the example image next to it. Next class we will be starting to weave! Make sure you have the loom template and paper strips cut and ready for next class.

Vocabulary Term	Definition	Example
Tabby weave	Tabby weave is a basic weaving method that follows the pattern of OVER one bar, UNDER one bar. (It can also start UNDER one bar and OVER one bar).	

Warp	The vertical bars on the loom that are the base of the weaving	
Weft	The Horizontal paper strips that are used to weave through the warp	

Latin

Numbers Review and Challenge (8-10 minutes)

Today we will review our Latin numbers. Read our list of numbers one through ten, aloud--see if you can count backwards from *decem* without looking at this list!

ūnus	1
duo	2
trēs	3
quattor	4
quīnque	5
sex	6
septem	7
octō	8
novem	9
decem	10

For a video of how these numbers are pronounced, visit <https://bit.ly/2RY4mJS>

Be the Teacher Challenge

For this part of our lesson, teach the Latin numbers one through ten to someone! Perhaps you have a family member who doesn't know Latin, or a stuffed animal or imaginary friend whom you could teach.

After you tell them what the numbers are, and how to pronounce them, how do you help them practice? Maybe by counting backwards, or by asking them how many fingers you are holding up. You could even practice simple addition problems with them: *Quot sunt duo et duo?* "How many are two and two?"

Day 2 Instructions and Resources

Tuesday, 4/28

Read "There was an Indian" or "A Bird, came down the walk" three times and recite as much as you can remember to a family member.

Math

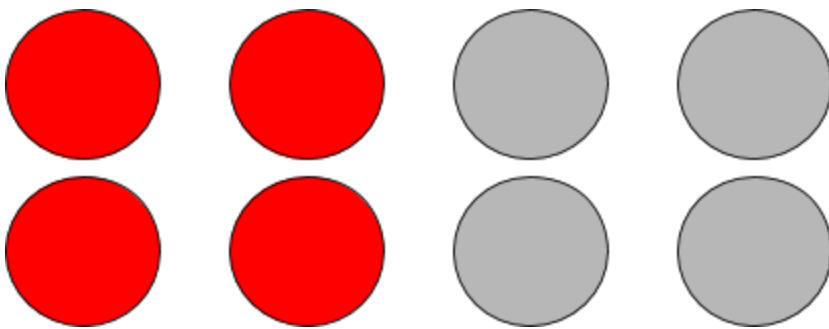
Warm-up (5 minutes)

Set your timer and try to complete these problems as fast as possible. Use the appropriate vertical algorithms.

$8 \times 4792 =$	$5694 \div 9 =$	$6789 \times 4 =$	$2784 \div 7 =$
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I completed the problems in _____ minutes and _____ seconds.

Anchor Activity (15 minutes)



How many of the circles are red?

out of 8 are red.

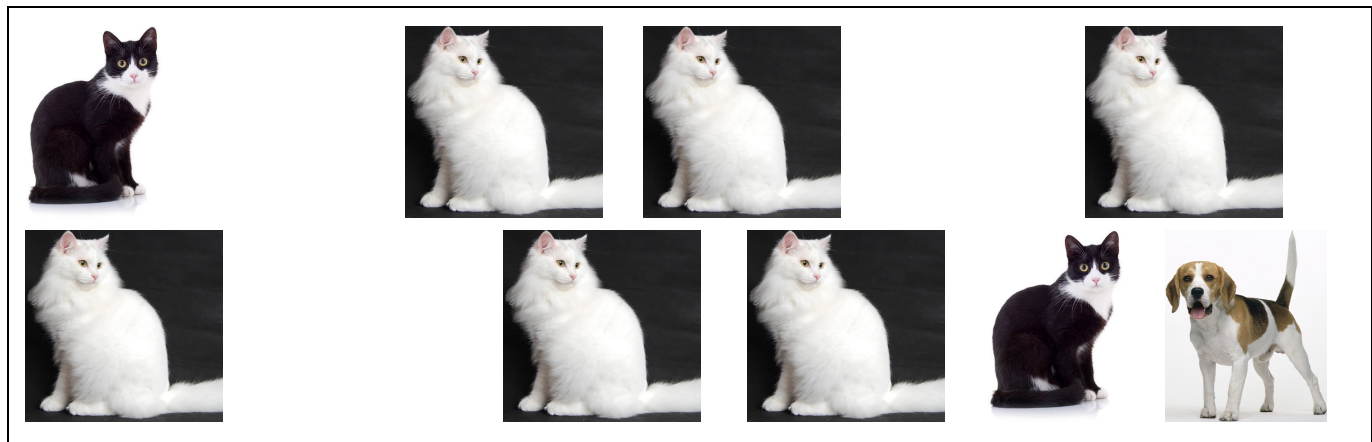
What fraction of the circles are red?

or $\frac{1}{2}$ of the circles are red.

Now we are using the fraction to indicate a **part** of 8 objects, rather than part of one whole.

Fraction of a Whole	Fraction of a Set
$\frac{4}{8}$ <p>← Numerator: number of shaded parts</p> <p>← Denominator: number of pieces in the whole</p>	$\frac{4}{8}$ <p>← Numerator: number of objects that are red</p> <p>← Denominator: total number of objects</p>

Let's look at another example:



What fraction of the animals pictured are dogs? *Fill in the fraction below.*

$$\frac{\square}{12}$$

← Numerator: part that are dogs

← Denominator: total number of animals

 out of 12 animals are dogs. Is your answer in the **simplest form**? Put your answer in simplest form.

$$\frac{\square}{12} = \frac{\square}{3}$$

← Numerator: part that is dogs

← Denominator: number of equal parts

or out of 3 parts is dogs.

$\frac{1}{3}$ of the animals are dogs.

What fraction of the animals are all white? *Fill in the fraction below.*

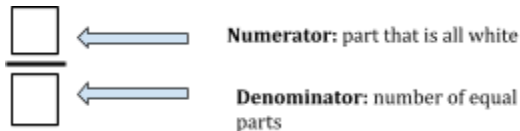
$$\frac{\square}{12}$$

← Numerator: part that are white

← Denominator: total number of animals


 out of 12 animals are white. Is your answer in the **simplest form**? Put your answer in simplest form.


$\frac{1}{2} = \frac{\quad}{\quad}$ or $\frac{\quad}{\quad}$ out of $\frac{\quad}{\quad}$ parts is all white.




$\frac{1}{2}$ of the animals are all white.

Finding a Unit Fraction of a Set

 What is $\frac{1}{2}$ these circles? Color half of them green.

 In the fraction $\frac{1}{2}$, $\frac{\quad}{\quad}$ is in the denominator. This means that I am dividing the whole, 24, into $\frac{\quad}{\quad}$ parts.


 In the fraction $\frac{1}{2}$, $\frac{\quad}{\quad}$ is in the numerator. This means that I need to find how many of the 24 circles are in $\frac{\quad}{\quad}$ of the 2 parts.


What number sentence could I use to find half of 24?


$$24 \div \quad = 12$$

12 is one-half of the circles. $\frac{1}{2}$ of 24 is $\frac{\quad}{\quad}$.

Let's do another example.

 What is $\frac{1}{3}$ of these circles? Color one third of them green.

 In the fraction $\frac{1}{3}$, $\frac{\quad}{\quad}$ is in the denominator. This means that I am dividing the whole, 24, into $\frac{\quad}{\quad}$ parts.


 In the fraction $\frac{1}{3}$, $\frac{\quad}{\quad}$ is in the numerator. This means that I need to find how many of the 24 circles are in $\frac{\quad}{\quad}$ of the 3 parts.


What number sentence could I use to find one third of 24?


$$24 \div \quad = \quad$$

$\frac{\quad}{\quad}$ is one-third of the circles. $\frac{1}{3}$ of 24 is $\frac{\quad}{\quad}$.

Let's do another example.

 What is $\frac{1}{4}$ of these circles? Color one fourth of them green.

 In the fraction $\frac{1}{4}$, $\frac{\quad}{\quad}$ is in the denominator. This means that I am dividing the whole, 24, into $\frac{\quad}{\quad}$ parts.

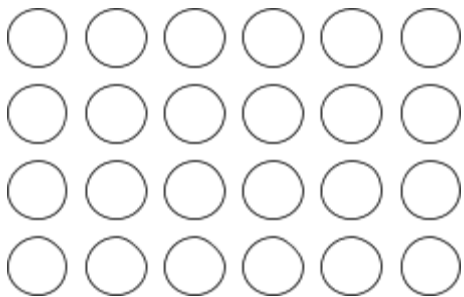
 In the fraction $\frac{1}{4}$, $\frac{\quad}{\quad}$ is in the numerator. This means that I need to find how many of the 24 circles are in $\frac{\quad}{\quad}$ of the 4 parts.

What number sentence could I use to find one fourth of 24?

$24 \div \quad =$

_____ is one-fourth of the circles. $\frac{1}{4}$ of 24 is _____.

Let's do another example.



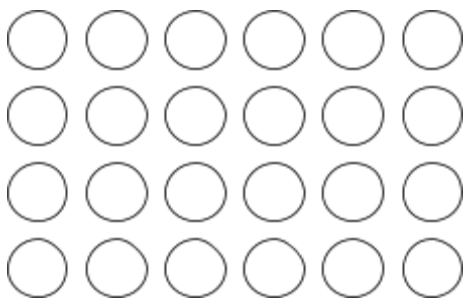
What is $\frac{1}{8}$ of these circles? Color one eighth of them green.

What number sentence could I use to find one eighth of 24?

$24 \div \quad =$

_____ is one-eighth of the circles. $\frac{1}{8}$ of 24 is _____.

Let's do another example.



What is $\frac{1}{12}$ of these circles? Color one twelfth of them green.

What number sentence could I use to find one twelfth of 24?

$24 \div \quad =$

_____ is one-twelfth of the circles. $\frac{1}{12}$ of 24 is _____.

Wrap-up (5 minutes)

1. What fraction of each set of circles is black? Put your answer in simplest form.

a.

b.

c.

d.

e.

2. Find $\frac{3}{4}$ of 16

Color $\frac{1}{4}$ of 16 red. $\frac{1}{4}$ of 16 = _____

Color $\frac{3}{4}$ of 16 red. $\frac{3}{4}$ of 16 = _____

Literature

Read today's section of *The Jungle Book* out loud, in a whisper, or in your head (about 15 minutes):

- If reading in the packet, read the "Tuesday" section.
- If reading in the book, read from where you stopped yesterday on page 6 to page 12, stopping when you've finished the sentence: "Why should I be afraid?"

Before you begin, review the words and questions below. Keep them in mind as you read through today's work.

As you read, look for the words below. When you find them, fill in the page number where it is first located.

Page #	Word	POS	Definition
	lair	n.	a wild animal's resting place, especially one that is well hidden
	veteran	n.	a person who has had long experience in a particular field
	monotonous	adj.	dull and repetitious; lacking in variety and interest
	dispute	n.	a disagreement or argument
	hind	adj.	(especially of a body part) at the back
	cunning	n.	skill used in a sly or tricky way; achieving one's goals by deceit
	clamor	n.	a loud and confused noise
	feebler	adj.	lacking physical strength, especially as a result of age or illness
	burs	n.	a prickly seed case or flower head that clings to clothing and animal fur

List any additional words that are unfamiliar to you:

When finished, use two complete sentences to answer the questions below. (8 minutes)

Who are the two characters who speak for Mowgli? What is the price they pay?

Grammar

 Find video link in Google Classroom or in 4/27 email newsletter.

Practice Grammar Sentences. (3 minutes)

Set a timer for 3 minutes. Practice as many grammar sentences as you can. Check off the sentences that you can say perfectly without looking.

Question	Answer
What are the eight parts of speech?	The eight parts of speech are noun, pronoun, verb, adverb, conjunction, interjection, preposition, adjective.
What is a noun?	A noun is a word that names a person, place, thing, or idea.
What is a pronoun?	A pronoun is a word that takes the place of a noun.
What is an adjective?	An adjective is a word that describes a noun or a pronoun.
What do adjectives tell?	Adjectives tell what kind, which one, how many, or whose.
What is a verb?	A verb is a word that does an action, shows a state of being, links two words together, or helps another verb.
What is an adverb?	An adverb is a word that describes a verb, adjective, or another adverb.
What do adverbs tell?	Adverbs tell how, when, where, how often, or to what extent.
What is an interjection?	An interjection is a word that shows strong or sudden emotion.
What is a sentence?	A sentence is a group of words that has a subject and a verb and expresses a complete thought.
What are the 4 types of sentences?	The four types of sentences are declarative, interrogative, imperative, and exclamatory.

Read and do. (5 minute)

We are going to learn a new part of speech today: prepositions! What is the base word of *prepositions*? *Position* is the base word of *preposition*. Many prepositions actually tell the position of a noun or pronoun in relation to something else in the sentence. It's time to do a fun activity!

Get your favorite stuffed animal and take it to the table or desk where you are working. Now put the animal in the following places:

- Above the table
- Against the table
- By the table
- Near the table

- On* the table
- Under* the table
- Upon* the table


Sometimes a preposition gives us other information about the relationship between a noun or pronoun and another word in the sentence. Now do the following things and notice the prepositions, which are italicized:

- Throw your animal gently *across* the room.
- Walk *with* your animal *in* your arms.
- Tickle your animal *underneath* their arms.
- Get a snack *for* your animal.

Spend 5 minutes memorizing these common prepositions in a song. (5 minutes)

The Preposition Song
(to the tune of "If You're Happy and You Know It")

Aboard, About, Above, Across, After
 Against, Along, Among, Around, At
 Before, Behind, Below, Beneath, Beside, Between, Beyond, By, Down, During, Except
 For, From, In, Inside, Into, Like, Near
 Of, Off, On, Over, Past, Since
 Through, Throughout, To, Toward, Under, Underneath, Until, Up, Upon, With, Within
 Without!

Spalding 

OPR/WPR: Practice phonograms aloud (2 minutes)

1. Point to each phonogram with your index finger and say the phonogram aloud.
2. Pick up your pencil and go to the beginning of the list. Say the phonogram once, then write it on the line below in cursive, saying it as you write.

ea ur ow a ey u h ci

Spalding Words: Identifying rules (8 minutes)

On the lines below, write the assigned words in the following way:

1. Say the word.
2. Say the base word. If there is a prefix or ending, say what we must do when we add it to our basword.
3. Say separate syllables, while pounding them out.
4. Finger spell the word.
5. Write the word. Remember to say the phonograms aloud as you write.

6. Mark the word with the correct spelling rules.

*Notice that the rules are missing. As you write the words, find which word uses the rule in the box.

{ s t a t e m e n t
{ s t a t e
pe r h a p s
{ t ² h e i r
{ t ² h e y

12

Now that you have finished the word list, read first for spelling (read only individual sounds in each word) and then for reading (read the whole word).

Lastly, list any multi-letter phonograms (phonograms that have two or more letters) that you used in today's words.

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Science

Introduction to Astronomy

Warm-up (2 minutes):

Set a timer for two minutes. In the box below, draw or list what comes to mind when you hear the word "astronomy".

Lesson (10 minutes):

You've heard the term "astronomy" before, and you likely have some previous knowledge of some of the mysterious and wonderful facts about stars and space. This unit, we will talk about many of the things that make up "space". But first, we must define what astronomy is. Let's look at the word itself. "Astronomy" comes from Greek--*astro* means "star" and *nomos* means "arranging". This is exactly what ancient astronomers were trying to do--observe the night sky and arrange what they saw into charts and drawings to better understand the movements and "stuff" of the heavens.

Today, astronomers do pretty much the same thing as ancient astronomers; we just have fancier tools than they did. Astronomers are scientists who look up at the night sky and try to understand and *classify* everything they see there—all the different kinds of **heavenly bodies**. We will call all the objects in the night sky "heavenly bodies", because they are things with matter that move around in the sky, or the heavens. Repeat to yourself three times in a whisper: **Heavenly bodies are objects in the night sky.**

You may be able to guess what some of these heavenly bodies could be. Take a few seconds and form an idea in your head. Perhaps you named the moon? The sun? The numerous stars? You would be correct! There are also the planets and their moons, comets, galaxies, pulsars, nebulae, and... black holes! All sorts of mysterious and fantastic heavenly bodies exist in the vast space of the universe, and scientists and dreamers alike have been marveling at, and studying these things for centuries and centuries! We'll talk more about those people and times next lesson.

So, let's have a definition of astronomy to help us throughout this new unit: **Astronomy is the science of heavenly bodies.** Repeat that softly to yourself three times!

Wrap-Up (3 minutes):

Answer in your neatest cursive:

What is astronomy?

What are heavenly bodies?

Music

Hello, third grade! Today we are going to be reviewing the concept of $\frac{3}{4}$ time. Complete the worksheet below.

In $\frac{3}{4}$ time there are three beats in each measure.
The quarter note gets one beat.

$\text{♩} = 1$ beat A quarter note (♩) = 1 beat A half note (♪) = 2 beats A dotted half note (♩.) = 3 beats

$\text{♩.} = 3$ beats
Dotted half note

1. Practice the following rhythm by tapping the rhythm while counting the beats aloud.

$\frac{3}{4}$ ♩. | ♩ ♩ ♩ | ♩ | ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩. ||

1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

2. Write the counts on the lines below the notes and then tap the rhythm while counting the beats aloud.

$\frac{3}{4}$ ♩ ♩ ♩ | ♩. | | ♩ ♩ | ♩ ♩ | ♩ ♩ ♩ | ♩. ||

3. Write a $\frac{3}{4}$ time signature after the treble clef.

Write the counts on the lines below the notes and then tap the rhythm while counting the beats aloud.

♩ ♩ ♩ | ♩ ♩ | ♩. | ♩ ♩ | ♩. ||

4. Write a $\frac{3}{4}$ time signature after the treble sign. Draw the missing bar lines. Write the counts on the lines below the notes and then tap the rhythm while counting the beats aloud.

♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ | ♩ ♩ ♩ | ♩. ||

5. Write in the count below the notes and add the missing barlines.

♩. ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ | ♩ ♩ ♩ | ♩. ||

P.E.

Short workout. Remember to check the box when you are done:

- 60 seconds of planks
- 30 second break
- 30 seconds straight of crunches
- 30 seconds of clam-curls

“Ski-Jump Basketball-shot” game:

Hello Third Graders! It is good to review what we have done thus far this year so that we do not forget. This game will mix a new exercise with some old basketball skills. You will need:

- 1 laundry basket (or any kind of basket or box)
- 1 chair
- 5 items, such as stuffed animals
- 1 foam ball (a pair of rolled-up socks will do)

Here is how you set up! First, offer to do the laundry so that you can use the laundry basket. Once this is done, place the basket on top of the chair. Now, take three huge steps away from the basket-chair and place your first item on the ground. Take two more steps back and place the next item on the ground (remember the stuffed animals stay where they are, you're not shooting them!) . Place all the rest of the items two steps apart, in a straight line. To play, you will start next to the item that is closest to the chair. You are going to do two “ski-jumps” over the item, and then quickly take a shot at the basket. To do a ski-jump, pretend that you have skis on and jump sideways over the item. Remember that both feet should jump at the same time. If you make the shot, go grab the ball, move to the next item and try again. If you miss from a certain spot, then you have to try again until you make it. Once you have the rules down, then make it timed! For example, ask your parents to count to 60 seconds to see if you can complete the whole course. Have fun!

Day 3 Instructions and Resources

Wednesday, 4/29

Read "There was an Indian" or "A Bird, came down the walk" three times and recite as much as you can remember to a family member.

Math

Warm-Up (5 minutes)

Set a timer and complete these math facts as quickly as possible.

- | | |
|---|--|
| 1) If $9 \times 8 = 72$, then $9 \times 800 =$ _____ | 11) If $2 \times 6 = 12$, then $2 \times 600 =$ _____ |
| 2) If $7 \times 3 = 21$, then $70 \times 3 =$ _____ | 12) If $6 \times 6 = 36$, then $600 \times 6 =$ _____ |
| 3) If $6 \times 2 = 12$, then $6 \times 200 =$ _____ | 13) If $7 \times 5 = 35$, then $7 \times 50 =$ _____ |
| 4) If $3 \times 3 = 9$, then $30 \times 3 =$ _____ | 14) If $8 \times 3 = 24$, then $800 \times 3 =$ _____ |
| 5) If $3 \times 4 = 12$, then $3 \times 40 =$ _____ | 15) If $2 \times 9 = 18$, then $2 \times 900 =$ _____ |
| 6) If $9 \times 4 = 36$, then $900 \times 4 =$ _____ | 16) If $3 \times 1 = 3$, then $30 \times 1 =$ _____ |
| 7) If $7 \times 1 = 7$, then $7 \times 10 =$ _____ | 17) If $5 \times 4 = 20$, then $5 \times 40 =$ _____ |
| 8) If $6 \times 9 = 54$, then $600 \times 9 =$ _____ | 18) If $8 \times 8 = 64$, then $800 \times 8 =$ _____ |
| 9) If $6 \times 1 = 6$, then $6 \times 100 =$ _____ | 19) If $8 \times 5 = 40$, then $8 \times 500 =$ _____ |
| 10) If $2 \times 4 = 8$, then $20 \times 4 =$ _____ | 20) If $7 \times 4 = 28$, then $70 \times 4 =$ _____ |

I completed these math facts in _____ minutes and _____ seconds.

Anchor Activity (10-15 minutes)

Remember: 10 dimes make a dollar. 1 dime = \$0.10 or 10¢ and 10 dimes = \$1.00 or \$1



Color one dime blue. 1 dime makes _____ cents. 1 dime out of a total of _____ dimes is $\frac{1}{10}$.

$\frac{1}{10}$ of a dollar = \$0.10 or _____ ¢.



Color two dimes blue. 2 dimes makes _____ cents. 2 dimes out of a total of _____ dimes is $\frac{2}{10}$.

$\frac{2}{10}$ of a dollar = \$0.20 or _____ ¢.



Color three dimes blue. 3 dimes makes _____ cents. 3 dimes out of a total of _____ dimes is $\frac{\quad}{10}$.
 $\frac{3}{10}$ of a dollar = \$ _____ or _____ ¢.

Remember: 100 pennies make a dollar. 1 penny = \$0.01 or 1¢ and 100 pennies = \$1.00 or \$1.

1 penny out of a total 100 pennies is $\frac{1}{100}$.

$\frac{1}{100}$ of a dollar = \$0.01 or 1¢

What fraction of a dollar is 10 pennies?

10 pennies out of a total of _____ pennies is $\frac{10}{\quad}$ or in simplest form is $\frac{1}{\quad}$. $\frac{1}{\quad}$ of a dollar = \$0.10 or 10¢

What fraction of a dollar is 50 pennies?

50 pennies out of a total of _____ pennies is $\frac{50}{\quad}$ or in simplest form is $\frac{1}{\quad}$. $\frac{1}{\quad}$ of a dollar = \$0.50 or _____ ¢

What fraction of a dollar is 80 pennies?

80 pennies out of a total of _____ pennies is $\frac{80}{\quad}$ or in simplest form is $\frac{\quad}{5}$. $\frac{\quad}{5}$ of a dollar = \$ _____ or _____ ¢

Remember: 20 nickels make a dollar. 1 nickel = \$0.05 or 5¢ and 20 nickels = \$1.00 or \$1.



Color two nickels purple. 2 nickels makes _____ cents.

2 nickels out of 20 is $\frac{2}{20}$. The simplest form is $\frac{1}{10}$. So $\frac{1}{10}$ of a dollar = \$ _____ or _____ ¢.



Color five nickels purple. 5 nickels makes _____ cents.

5 nickels out of 20 is $\frac{5}{20}$. The simplest form is $\frac{1}{4}$. So $\frac{1}{4}$ of a dollar = \$ _____ or _____ ¢.



Color 14 nickels purple. 14 nickels makes _____ cents.

14 nickels out of 20 is $\frac{14}{20}$. The simplest form is $\frac{7}{10}$. So $\frac{7}{10}$ of a dollar = \$ _____ or _____ ¢.

Remember: 4 quarters make a dollar.



Color 1 quarter yellow. Just like the names suggests, 1 **quarter** is $\frac{1}{4}$ of a dollar. $\frac{1}{4}$ of a dollar = \$0.25 or _____ ¢.



Color 2 quarters yellow.

Two quarters is $\frac{2}{4}$ of a dollar. The simplest form is $\frac{1}{2}$. So $\frac{1}{2}$ of a dollar = \$ _____ or _____ ¢.

How much money do you have if you have a dime and a nickel?



\$0. _____ or _____ ¢.

What fraction of a dollar is 15¢?

15¢ is $\frac{15}{100}$ of a dollar. Find the simplest form.

$\frac{3}{20}$ of a dollar = \$ _____ or _____ ¢.

Wrap-up (5 minutes)

1. $\frac{3}{4}$ of a dollar = \$ _____

2. What fraction of a dollar is 2 dimes and a nickel? Put your answer in simplest form.

_____ ¢ is _____ of a dollar

3. \$0.70 = $\frac{70}{100}$ of a dollar.

4. What fraction of a dollar is 5 dimes?

5. What fraction of a dollar is a quarter, 2 dimes, and a nickel? Put your answer in simplest form.

_____ ¢ is _____ of a dollar

6. What fraction of a dollar is 25 pennies? Put your answer in simplest form.

If you have your workbook and extra time, you may complete page 117.

Extracurricular Activity: *Finding fractions of Money*

Gather spare change from around the house and put it in a paper or cloth bag.

Draw two coins. Players must write the amount of money in decimal form and find the fraction of a dollar.

Challenge: Require the fraction to be in simplest form

Literature

Read today's section of *The Jungle Book* out loud, in a whisper, or in your head (about 15 minutes):

- If reading in the packet, read the "Wednesday" section.
- If reading in the book, read from where you stopped yesterday on page 12 to page 16, stopping when you've finished the sentence: "Then Mowgli went to the Council, still laughing."

Before you begin, review the words and questions below. Keep them in mind as you read through today's work.

As you read, look for the words below. When you find them, fill in the page number where it is first located.

Page #	Word	POS	Definition
	buck	n.	the male of some horned animals, especially deer and antelopes
	strike	v.	to hit intentionally with one's hand or a weapon
	bounded	v.	walk or run with leaping steps
	forefoot	n.	Each of the front feet of a four-footed animal
	plastered	adj.	covered with plaster or a similar substance that hardens when it dries

List any additional words that are unfamiliar to you:

When finished, use one complete sentence to answer the question below. (4 minutes)

What accurate prediction did Bagheera make about Akela?

Writing

Narration (about 15 minutes):

Write a summary of today's reading following the steps below.

1. Our topic sentence states the major problem or conflict and should answer the question: *Bagheera says that*

Spalding

 Find video link in Google Classroom or in 4/27 email newsletter.

OPR/WPR: Practice phonograms aloud (2 minutes)

1. Point to each phonogram with your index finger and say the phonogram aloud.
2. Pick up your pencil and go to the beginning of the list. Say the phonogram once, then write it on the line below in cursive, saying it as you write.

x ei eigh gu oo w ng wor

Spalding Words: Using context to discover meaning (5 minutes)

Read the sentence closely. Find the definition that best fits the bolded word. Put the number of the definition on the line at the beginning of the sentence.

- | | |
|--|--|
| _____ They ruled to imprison him under the charges of burglary and arson. | 1. (n.) a formal legal order directing the person to whom it is addressed to do or not do some specified act |
| _____ She unfolded the letter and admired the beautifully written calligraphy. | 2. (v.) to put or keep in prison |
| _____ The judge issued a writ of habeas corpus to protect the man from being put in jail illegally. | 3. (n.) the joint connecting the foot with the leg |
| _____ Louis would carefully arrange his trumpet, slate, chalk, money pouch and medal around his neck. | 4. (v.) to put in some kind of order, pattern or design |
| _____ Roman soldiers would wear caligae, a type of footwear that wrapped around the foot and ankle . | 5. (adj.) made or done in writing |

History

Practice History Sentences. (3 minutes)

Set a timer for 3 minutes. Practice as many history sentences as you can from the page you used on Monday. Check off the sentences that you can say perfectly without looking. Can you say them all perfectly three times total this week?

Read for understanding. Put a blue box around names of places and people. (5 minutes)

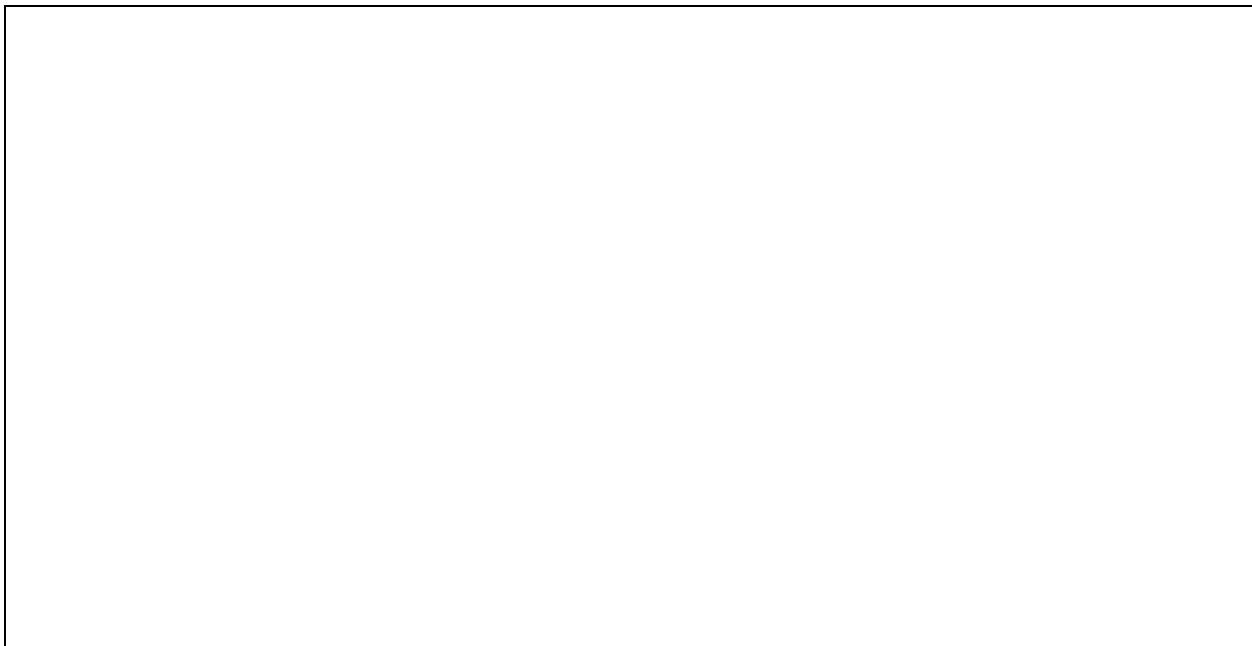
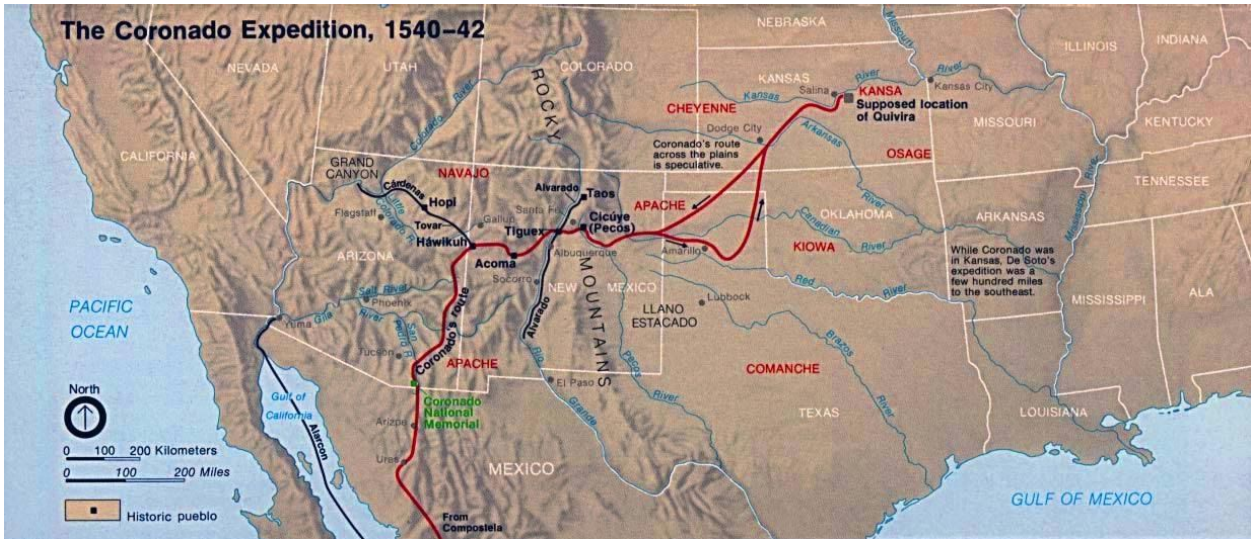
By the year 1535, the Spanish had conquered the Aztecs in Mexico and the Inca in Peru. They had also conquered the land in northern Mexico and they called this land “Nueva Galacia” or “New Spain”. The governor of New Spain, Francisco Coronado, was a wealthy and powerful man. He was the governor of New Spain when Cabeza de Vaca finally returned from his long journey. In 1539, Coronado sent two men north to see if they could find anything valuable in the lands to the north. Only one of these men returned, but he told stories of a city made of gold called Cibola that was larger than the old Aztec capital Tenochtitlan. Coronado immediately set out with a massive expedition of 600 men and over 2000 Indians in search of this golden city. He searched through Arizona, New Mexico, Texas, Oklahoma and Kansas, looking everywhere for this city of gold. (These were not states at the time because the country we know as the United States of America did not even exist yet.)

Coronado never did find this fabled city of gold. There were no cities in North America at this time. All the tribes lived in villages and definitely did not make their cities out of gold! Coronado did not end up finding anything that he was searching for but he did discover many tribes and new lands. He was the first European to lay eyes upon the Grand Canyon. Though his expedition was a failure, his discoveries motivated Spain to colonize the lands that he explored. These lands would be under the control of Spain for centuries afterward. Spain would end up controlling these lands for longer than the United States has controlled them. These lands would become very important to the future of Spain and the new world as a whole.

Coronado went looking for a city of gold.

In the box below, draw a map similar to the one provided. (10 minutes)

- Draw an outline of the part of North America that is shown.
- Outline and label the states that Coronado explored (Arizona, New Mexico, Texas, Oklahoma and Kansas).
- Outline the path Coronado took in red.
- Label the Gulf of Mexico and the Pacific Ocean.
- Make a compass rose.
- Include the title: "The Coronado Expedition, 1540-1542"



Art

Weaving Unit: Learning Tabby Weave (10 Minutes)

Follow the step-by-step guide of how to weave with the corresponding pictures on the next page. For further enrichment you may view my tutorial video on how to weave linked here:

<https://bit.ly/3btia6N>

Step 1: Gather your materials. You will need the paper loom from last week as well as the strips of paper from last class. I used colored paper, however you can use white paper that has been colored (picture 1). Note: If you have lost your loom or strips, the templates will be on Google Classroom.

Step 2: To begin weaving, take one strip of paper (the weft). In the directions that you read and write, go OVER the first bar (the warp) of the loom (picture 2).

Step 3: Next, go UNDER the second warp of the loom (picture 3).

Step 4: Go OVER the third warp of the loom (picture 4).

Step 5: Go UNDER the fourth warp of the loom (picture 5).

Step 6: Continue to alternate going OVER and UNDER every other warp bar until the row ends (picture 6).

Step 7: Make sure you push the strip of paper (or weft) up to the top of your loom so that your weaving stays nice and tight (picture 6).

Step 8: For the second row, take another weft. The second row starts a new pattern alternating this time UNDER and then OVER (picture 7).

Step 9: Begin the second row by going UNDER the first warp and OVER the second bar. Next go UNDER the third bar and OVER the fourth bar (picture 8).

Step 10: Finish the row by following the UNDER and OVER pattern. Push up the strip of paper to the top of the loom (picture 9).

Step 11: Row three (and every odd row after) will start like the first row, going OVER and then UNDER (picture 10). Once you have finished row three, push up your last row so that your weaving is nice and tight. Stop weaving after you have finished row three.

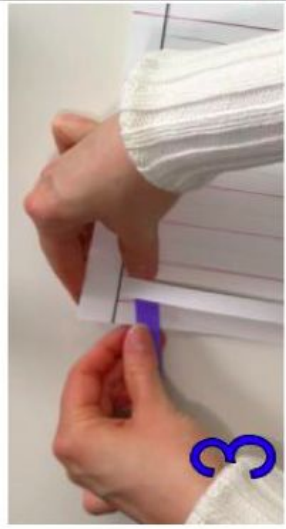
How to Weave



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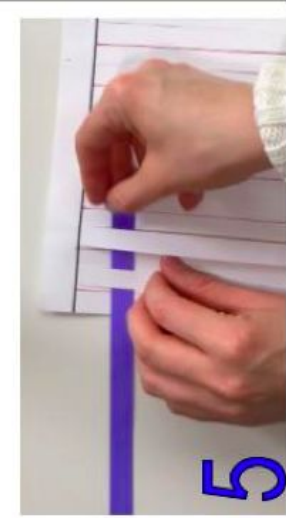
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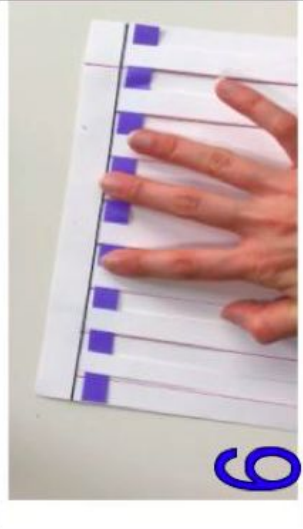
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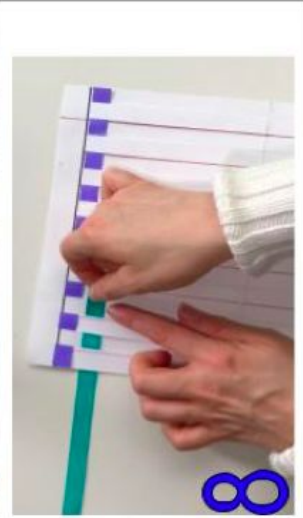
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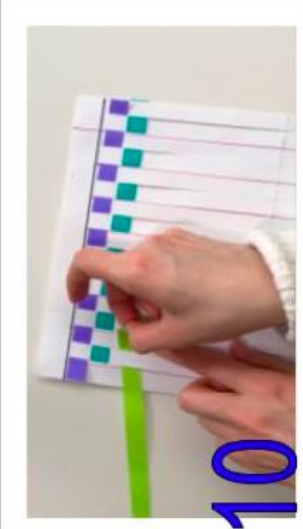
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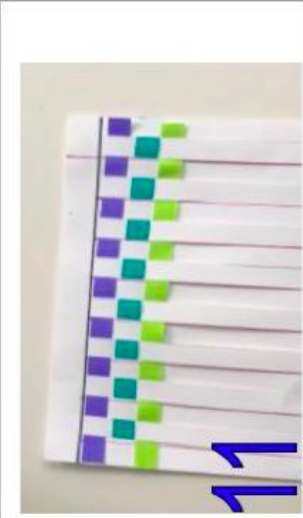
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9



10



11

Latin

Matching Game (3-5 minutes)

- Without looking up any meanings of words, draw a line from the Latin word to its correct English meaning.
- When you are finished, you may ask a parent to help you check your answers in the packet's answer key, and make corrections neatly in red pencil.

<i>videt</i>	money
<i>-que</i>	he/she/it asks
<i>interrogat</i>	he/she/it responds
<i>respondet</i>	here
<i>num</i>	he/she/it sees
<i>hīc</i>	and (an enclitic word that attaches to the end of another word)
<i>pecūnia, -ae</i>	(shows that a question expects a “no” answer)

Reading (5 minutes)

- Read the following sentences from Chapter Four aloud in Latin, taking care with your pronunciation. (To listen to a video of these sentences being read, you may visit <https://bit.ly/2RXGqpM>)
- If you are not certain what any words mean, you may look them up in the word bank at the end of this lesson.
- Then, use the information from what you read to answer the fill-in-the-blank comprehension question.

Aemilia sacculum videt Iūliumque interrogat: “Quot nummī sunt in sacculō tuō?”

Iūlius respondet: “Centum.”

Aemilia: “Num hīc centum nummī sunt?”

Iūlius pecūniam numerat: “Unus, duo, trēs, quattuor, quīnque, sex, septem, octō, novem, decem. Quid? Decem tantum?”

- **Comprehension Question:** Iulius thinks he has _____ coins in his purse, but after counting them, he finds that he actually has _____ coins.

Word Bank

<i>sacculus, -ī</i> : purse, little bag	<i>tuus, -a, -um</i> : your, yours
<i>videt</i> : he/she/it sees	<i>centum</i> : 100
<i>interrogat</i> : he/she/it asks	<i>num</i> : (shows that a question expects a “no” response)
<i>respondet</i> : he/she/it responds	<i>hīc</i> : here
<i>quot</i> : how many?	<i>pecūnia, -ae</i> : money
<i>nummus, -ī</i> : coin	<i>numerat</i> : he/she/it counts
<i>sunt</i> : they are	<i>quis/quae/quid</i> : who, what
<i>-que</i> : and (an enclitic word: it attaches to the end of another word)	<i>tantum</i> : only

Day 4 Instructions and Resources

Thursday, 4/30

Read "There was an Indian" or "A Bird, came down the walk" three times and recite as much as you can remember to a family member.

Math

Self Test (maximum of 30 minutes)

Work on your own without looking through your packet or asking for help and see how well you can do!

1. Write the simplest equivalent fraction for each fraction

a. $\frac{2}{4} =$

b. $\frac{4}{6} =$

c. $\frac{8}{10} =$

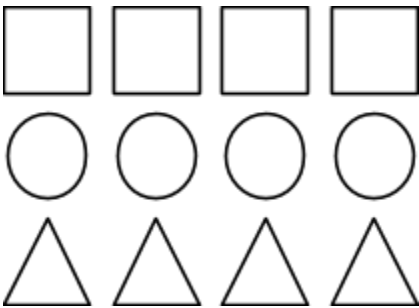
2. Add. Write your answers in simplest form.

a. $\frac{2}{8} + \frac{3}{8} =$	b. $\frac{4}{9} + \frac{2}{9} =$	c. $\frac{5}{7} + \frac{1}{7} =$
d. $\frac{4}{10} + \frac{5}{10} =$	e. $\frac{3}{12} + \frac{5}{12} =$	f. $\frac{4}{11} + \frac{6}{11} =$

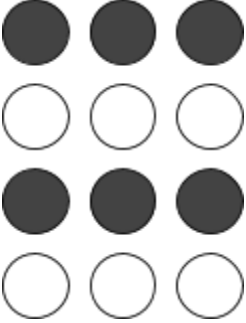
3. Subtract. Write your answers in simplest form.

a. $\frac{8}{9} - \frac{3}{9} =$	b. $\frac{10}{12} - \frac{5}{12} =$	c. $\frac{7}{10} - \frac{2}{10} =$
d. $1 - \frac{5}{8} =$	e. $\frac{3}{4} - \frac{2}{4} =$	f. $\frac{6}{7} - \frac{2}{7} =$

4. What fraction of the shapes are triangles?



5. Find the value of each of the following.

 <p>a. $\frac{1}{4}$ of 12 = _____ $\frac{2}{4}$ of 12 = _____</p>	<p>b. Find $\frac{1}{8}$ of 64. _____</p>	<p>c. What is $\frac{2}{7}$ of 63? _____</p>
--	---	--

6. Fill in the missing numbers.



- a. $\frac{\square}{\square}$ of the coins are nickels.
- b. $\frac{\square}{\square}$ of the coins are dimes.

7. What fraction of a dollar is 10 nickels? Write your answer in the simplest form.

9. Diane's bag weighs $\frac{9}{10}$ lb. George's bag weighs $\frac{3}{10}$ lb. How much lighter is George's bag than Diane's bag?

- 1) Answer sentence 2) Information 3) Bar model 4) Number sentence

9. Josh ate $\frac{2}{6}$ of a pizza. Mary ate $\frac{3}{6}$ of the same pizza. What fraction of the pizza did they eat altogether?

- 2) Answer sentence 2) Information 3) Bar model 4) Number sentence.

Literature

Read today's section of *The Jungle Book* out loud, in a whisper, or in your head (about 15 minutes):

- If reading in the packet, read the "Thursday" section.
- If reading in the book, read from where you stopped yesterday on page 16 to the end of page 21.

Before you begin, review the words and questions below. Keep them in mind as you read through today's work.

As you read, look for the words below. When you find them, fill in the page number where it is first located.

Page #	Word	POS	Definition
	prime	n.	a time of greatest strength, vigor, or success in a person's life
	fawn	v.	(especially of a dog) show devotion, especially by crawling and rubbing against someone
	maimed	v.	wound or injure so that part of the body is permanently damaged
	folly	n.	lack of good sense; foolishness
	switch	v.	to change the position or direction of
	jabber	n.	fast, excited talk that makes little sense
	tuft	n.	a bunch of threads, grass, hair, etc., held or growing together at the base
	lolling	adj.	to stick out one's tongue so that it hangs loosely out of the mouth
	gullet	n.	the passage by which food passes from the mouth to the stomach; the esophagus

List any additional words that are unfamiliar to you:

When finished, use two complete sentences to answer the questions below. (8 minutes)

What is Mowgli no longer going to call the wolves? What will Mowgli have with him when he returns to Council?

Grammar

Practice Grammar Sentences. (3 minutes)

Set a timer for 3 minutes and try to memorize more of the preposition song from Tuesday.

Read for understanding. (3 minutes)

Now that you know some examples of prepositions, let's memorize the definition of a preposition: *A preposition is a word that shows a relationship between a noun or pronoun and another word in the sentence.* Say that three times and then try to say it without looking.

Look at the following sentence and circle the preposition:

The bear is on the table.

The preposition *on* shows the relationship between the bear and the table. The preposition is a word that shows a relationship between the noun (table) and another word (bear). Circle the preposition in this sentence:

Shere Khan's great square head and shoulders were thrust into the entrance.

Here the preposition *into* shows the relationship between the tiger's head and shoulders and the entrance. A prepositional phrase is a phrase that begins with a preposition and ends with its object (a noun/pronoun). How are these two prepositional phrases similar?

- on the table
- into the entrance

Do you see the pattern? **Preposition + article adjective + noun.** This is a common pattern in prepositional phrases.

Add a prepositional phrase on to the end of each sentence. (3 minutes)

I placed my book _____

Thank you for giving the present _____

You hopped _____

He ran _____

Transform the declarative sentence into three other kinds of sentences. (3 minutes)

Declarative: Shere Khan's great square head and shoulders were thrust into the entrance.

Exclamatory:

Interrogative:

Imperative: (the meaning might change slightly)

Spalding

 Find video link in Google Classroom or in 4/27 email newsletter.

OPR/WPR: Practice phonograms aloud (2 minutes)

1. Point to each phonogram with your index finger and say the phonogram aloud.
2. Pick up your pencil and go to the beginning of the list. Say the phonogram once, then write it on the line below in cursive, saying it as you write.

ph au ti dge oa ar oy y

Spalding Words: Identifying rules (8 minutes)

On the lines below, write the assigned words in the following way:

1. Say the word.
2. Say the base word. If there is a prefix or ending, say what we must do when we add it to our basword.
3. Say separate syllables, while pounding them out.
4. Finger spell the word.
5. Write the word. Remember to say the phonograms aloud as you write.
6. Mark the word with the correct spelling rules.

*Notice that the rules are missing. As you write the words, include the correct rule from the box below.

im pri² on
writ² ten
writ²
ar range
an kle⁴

9
29

Now that you have finished the word list, read first for spelling (read only individual sounds in each word) and then for reading (read the whole word).

Lastly, list any multi-letter phonograms (phonograms that have two or more letters) that you used in today's words.

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Science

 Find video link in Google Classroom or in 4/27 email newsletter.

Warm-up (1 minute):

Answer in a whisper:

What is science?

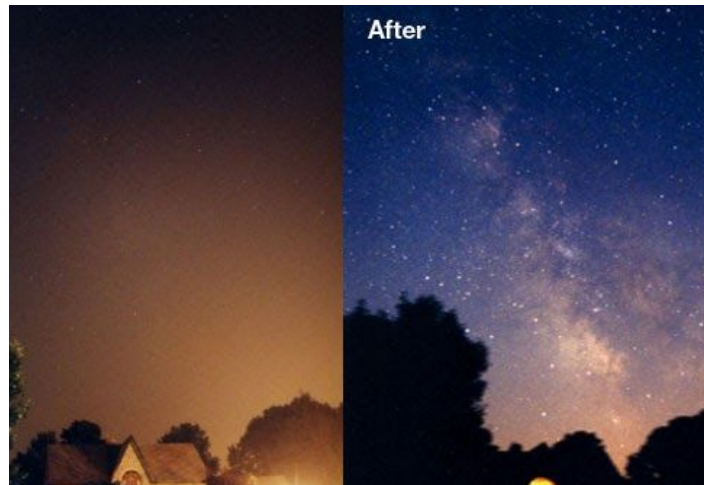
What is astronomy?

What are heavenly bodies?

What is an example of a heavenly body?

Lesson (13 minutes):

Imagine you had the chance to go camping just outside the metroplex of Dallas/ Fort Worth. If you were to walk outside your tent after the sun had set, you might be able to see a beautiful sight--the stars! On a clear night outside of the city, you'd be able to see about 3,000 stars with your "naked eye"--that means without help from lenses and tools. But, living inside the city as we do, the light from street lamps, houses, and cars all around us makes the stars harder to see. This is called **light pollution**, because it pollutes, or dirties, our view of the night sky. In the city we'd be lucky to see more than 100 stars in the sky most nights. Here is a picture to consider:



This is a picture someone took of their street on a typical night. The second is the same picture taken during a blackout, when all the power in the area went out and there were no street lamps or lights on at all. Of course, street lights are important because they keep our cities safe at night, but we shouldn't forget how amazing the night sky is that we rarely get to see. We could be seeing so much more!

Watch this short video (<https://safeYouTube.net/w/28K7>) that shows the effects of light pollution on our view of the night sky.

A man named Thomas Edison lived in the late 1800s and early 1900s. He was the person who invented electric light. In just over 100 years, we've managed to cover huge areas of the world with electric lights. But for the entire history of the world *before* Thomas Edison, when the Sun went down the world was *dark!* There was no such thing as light pollution, because there were no lights (except candlelight and gas lamps). Humans are also mostly diurnal, which means active during the day. Humans do most of their work and activities during the day, but we also don't always go to sleep right as the sun sets.

For most of human history, there wasn't much else to do after the sun went down but stay up and stare at the stars, and when they did they started to see pictures in the stars just like we see pictures in clouds, and make up stories about them. It was with the stars that humans first began to play "connect the dots". When you connect the stars together to make pictures they're called **constellations**. *Con* means 'with' or 'together' and *stella* is Latin for 'star,' so a *con-stellation* is a group of stars that have been "put together." Repeat to yourself three times, softly: **A constellation is a group of stars that forms a pattern.**



These are two of the most famous constellations, the Big Dipper and the Little Dipper. They look like spoons or ladles. This drawing is showing you that the star which is at the end of the Little Dipper's handle is Polaris, also called the North Star, and if you follow the line from the front of the spoon on the Big Dipper it points right to it. This is a very easy way to find Polaris, which is incredibly important for navigation. Polaris is almost directly above the North Pole, which means that anywhere in the northern hemisphere, if you head toward Polaris, you will be heading north. It also means that if you can find Polaris, you know which way you're going!

Wrap-up (optional):

Log onto Google Classroom to find a link to flashcards that will help you see a few notable constellations more closely!

Also on Google Classroom, Ms. Bergez reads the story "The Hunting of the Great Bear", an Iroquois legend of the Big Dipper.

Music

Students, today we are going over 2/4, 3/4, and 4/4 time! Remember, the bottom number represents what note gets the beat, and the top number represents how many beats per measure. Measures are separated from one another by vertical lines. So 2/4 has 2 beats per measure, 3/4 has 3 beats per measure, etc.

Time Signatures

MUSIC THEORY WORKSHEET

1. Write the correct time signature at the beginning of each line.

Four musical staves in treble clef. Each staff contains a sequence of notes and rests. The first staff has 8 measures: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter. The second staff has 8 measures: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter. The third staff has 8 measures: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter. The fourth staff has 8 measures: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter.

2. Add the missing bar lines into the measures below. Be careful to check the time signatures!

Four musical staves in treble clef, each with a time signature and notes. The first staff is 4/4 time with notes: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter. The second staff is 3/4 time with notes: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter. The third staff is 4/4 time with notes: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter. The fourth staff is 2/4 time with notes: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter.

P.E.

Short Workout:

- 30 seconds straight of push-ups
- 30 second break
- 30 more seconds of push-ups
- 60 seconds of bear-crawls

“Magic Carpet Relay:”

You will need:

- 1 towel (the kind you might take to the beach)
- 5 items, such as stuffed animals or balls
- 2 pairs of shoes
- yourself

Here is how you set the relay up: your two pairs of shoes are going to mark the “start” line and the “finish” line. Place your two pairs of shoes about ten feet away from each other. Pile all of your items by one of the pairs of shoes. By the opposite pair of shoes, lay your towel flat on the ground, as if you were at the beach. To do this relay, you will have to get all of the items from the one side and take them to the other. However, you can only travel between the two sides by having both hands and both feet on your towel. In other words, you have to have to scoot yourself on the ground with both feet and hands staying on the towel. The only time you can take your hand off of the towel is to grab the item from one side, and to place it on the other side. You can only take one item at a time. You also have to place the item down on the other side. No throwing. To complete the relay, you have three minutes. To make it more difficult, give yourself less time. Good luck and have fun!

Day 5 Instructions and Resources

Friday, 5/1

Math

Warm-up (5-8 minutes)

Set a timer and try to complete the following math facts as fast as you can.

$15 \times 15 =$	$7 \times 5 =$	$23 - 6 =$	$13 - 8 =$
$4 + 18 =$	$7 \times 16 =$	$20 \times 16 =$	$10 + 5 =$
$7 + 11 =$	$17 - 3 =$	$19 \times 2 =$	$28 - 16 =$
$23 - 10 =$	$7 - 3 =$	$12 - 4 =$	$4 \times 12 =$
$16 - 9 =$	$30 - 19 =$	$10 + 3 =$	$19 - 13 =$
$17 \times 15 =$	$22 - 2 =$	$8 + 7 =$	$16 - 2 =$
$17 \times 1 =$	$18 - 7 =$	$20 + 17 =$	$9 - 2 =$
$4 + 13 =$	$4 \times 16 =$	$26 - 14 =$	$11 + 8 =$
$24 - 13 =$	$11 - 4 =$	$20 + 15 =$	$19 + 8 =$
$17 \times 4 =$	$2 + 17 =$	$27 - 17 =$	$14 - 8 =$
$31 - 17 =$	$9 - 4 =$	$38 - 20 =$	$20 - 17 =$
$7 + 19 =$	$18 - 5 =$	$13 \times 6 =$	$28 - 14 =$
$11 \times 4 =$	$18 \times 18 =$	$13 + 3 =$	$26 - 17 =$
$19 + 12 =$	$8 + 20 =$	$18 \times 17 =$	$12 \times 12 =$
$12 \times 14 =$	$5 + 19 =$	$20 \times 13 =$	$12 + 8 =$
$6 - 4 =$	$16 - 1 =$	$10 + 5 =$	$14 + 7 =$
$16 \times 9 =$	$22 - 10 =$	$10 \times 4 =$	$9 + 6 =$
$3 \times 9 =$	$31 - 11 =$	$26 - 16 =$	$2 + 20 =$
$17 + 19 =$	$20 + 5 =$	$11 + 12 =$	$21 - 4 =$
$13 - 4 =$	$27 - 20 =$	$26 - 6 =$	$14 - 2 =$
$19 + 15 =$	$13 - 12 =$	$4 \times 10 =$	$22 - 13 =$
$3 \times 20 =$	$16 \times 1 =$	$23 - 5 =$	$29 - 11 =$
$25 - 16 =$	$8 + 10 =$	$3 \times 8 =$	$20 + 5 =$
$29 - 19 =$	$16 + 19 =$	$16 - 5 =$	$3 + 13 =$
$7 \times 7 =$	$7 \times 18 =$	$20 \times 10 =$	$12 + 4 =$

I completed the math facts in ____ minutes and ____ seconds.

Anchor Activity (10 minutes)

The cards show the names and weights of five children.

Name: Rachel
Weight: 38kg

Name: Veronica
Weight: 39kg

Name: Tasha
Weight: 38kg

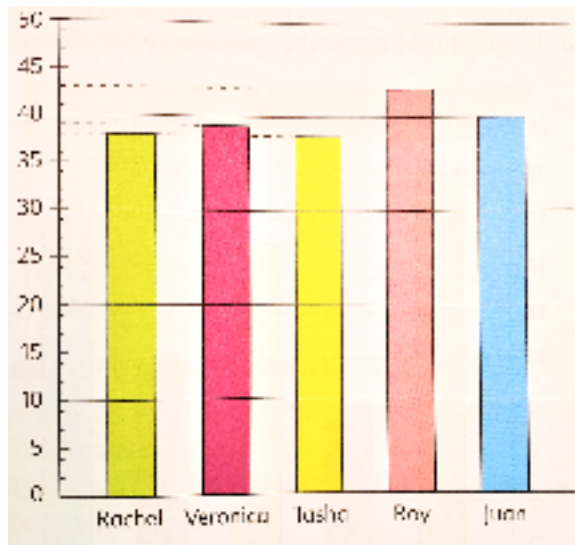
Name: Roy
Weight: 43kg

Name: Juan
Weight: 40kg

The data can be presented in a **table** like this:

Names	Weight
Rachel	38kg
Veronica	39kg
Tasha	38kg
Roy	43kg
Juan	40kg

The data can also be represented in a **bar graph** like this:



Color Rachel's card green. Then color her information on the table green.

Color Juan's card blue. Then color his information on the table blue.

Color Tasha's card yellow. Then color her information on the table yellow.

Color Roy's card pink. Then color his information on the table pink.

Color Veronica's card red. Then color her information on the table red.

Answer the following questions by listing the students and writing a complete sentence.

Notice that the heavier a student is the taller their bar is.

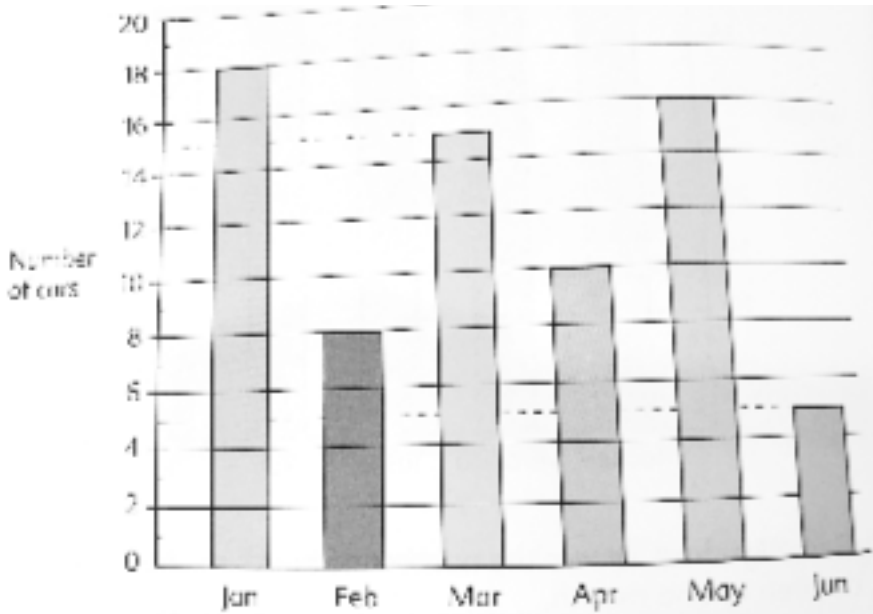
Who is heavier than Veronica?

Notice that the lighter a student is the shorter their bar is.

Who is lighter than Juan?

Wrap-up (5-10 minutes)

The bar graph shows the number of cars sold by Patrick in six months. Use the graph to answer the questions which follow.



1. How many cars did Patrick sell in March?

2. In which months did Patrick sell fewer than 10 cars?

3. In which month did Patrick sell the greatest number of cars?

4. How many more cars were sold in May than in April? (Write a number sentence)

5. In which month were half as many cars sold as in May? (Write a number sentence)

6. Fill in the table below with the data given in the bar graph above.

Month	Number of Cars

Poetry 🎬

Copywork (5-10 minutes)

First copy out the poem in prose style on a lined piece of paper. Only capitalize and start a new line like you normally would in a summary. Here is an example.

I'm nobody. Who are you? Are you--nobody--too? Then there's a pair of us!

Recitation Practice (5 minutes)

Read "I'm Nobody" aloud in front of a mirror three times. Remember to stand up straight, look at your audience (yourself in the mirror!), and speak clearly. Remember to follow punctuation by pausing at periods and making your voice go up at question marks and exclamation points. If you can, try to say it just like the youtube video of Ms. Schweizer.

Find a parent or a sibling and recite as much of the poem as you can! For fun have one person read or recite the first stanza and then respond with the second stanza.

Take it outside! (5 minutes)

What does Emily Dickenson mean by "How public – like a Frog –/ To tell one's name – the livelong June – /To an admiring Bog!"? Frogs make a lot of noise ribbetting all night long in the summertime, just like cicadas do in Texas. Look for a toad, frog, or cicada in your backyard!

Respond to the poet (5 minutes)

Mark the rhyme scheme. Does it have a pattern?

a) Who is speaking in the poem? What is their "name?"

b) What is the "name" of the person they met?

c) How many people have that name now?

d) Why shouldn't they tell anyone?

e) What is it like being Somebody?

f) What is being Somebody compared to?

I'm Nobody! Who are you?

Emily Dickenson

I'm Nobody! Who are you?
Are you - Nobody - too?
Then there's a pair of us!
Don't tell! They'd advertise - you know!

How dreary - to be - Somebody!
How public - like a Frog -
To tell one's name - the livelong June -
To an admiring Bog!

Spalding

Fill in the blank with a spelling word that makes sense in the context of the sentence. You may look back at Tuesday's and Thursday's lessons to remind you of the words, but spell the words from memory without copying. Please note that some words may be used more than once.

1. The _____ was not a question, but an answer.
2. Louis would carefully _____ his trumpet, slate, chalk, money pouch and medal around his neck.
3. They ruled to _____ him under the charges of burglary and arson.
4. Delaware was the first _____ to approve of the United States Constitution.
5. The rest, as _____ say, is history.
6. Ten thousand saw I at a glance, tossing _____ heads in sprightly dance.
7. She unfolded the letter and admired the beautifully _____ calligraphy.
8. A joy it will be one day, _____, to remember even this.
9. The judge issued a _____ of habeas corpus to protect the man from being put in jail illegally.
10. If Pinocchio did not _____ the truth, his nose would grow.

11. Roman soldiers would wear caligae, a type of footwear that wrapped around the foot and

History

Practice History Sentences. (3 minutes)

Set a timer for 3 minutes. Practice as many history sentences as you can from the page you used on Monday. Check off the sentences that you can say perfectly without looking. Can you say them all perfectly three times total this week?

Read for understanding. Put a blue box around names of places and people.(5 minutes)

By the year 1560 Spain had discovered land all over the world and was becoming very rich from all the gold and spices they collected from these lands. The lands in the far east such as the Philippines were separated from Spain by multiple oceans. Indeed all of Spain's new lands were at least an ocean away. Portugal controlled all the waters around Africa leading to India so it was not safe for ships laden with treasure to go back to Spain by that way. Instead Spanish ships had to sail across the Pacific Ocean to Mexico, where treasure would be taken across land to be put on another ship to cross the Atlantic Ocean to Spain. This long journey by sea was very vulnerable to pirates who knew how wealthy Spain was becoming from all of their new lands.

Pedro Menéndez de Avilés was an officer in the Spanish navy and he had a solution to the pirate problem. He organized shipments into fleets where multiple ships would make the journey to and from Spain. He also designed a new bigger ship called a galleon. A galleon was a massive ship that could carry much more cargo back to Spain and could also have more guns making it very difficult for pirates to successfully capture them. On the first voyage of the fleet, the ship that was carrying Aviles's son was blown off course and went missing off the coast of Florida. When he arrived in Spain, Avilez begged the king to let him return to Florida to look for his son. The king agreed but on one condition: Avilez must succeed where many had failed before him... he must establish a permanent settlement in Florida. On August 28, 1565, the feast day of St. Augustine of Hippo, Avilez and his crew landed in Florida and founded a settlement named after the saint. St. Augustine is still a city today and is the oldest settlement in all of the United States.

***Pedro Menéndez de Avilés founded St. Augustine,
the oldest settlement in the United States.***



Memorize and copy the sentences. (3 minutes)

Hernando de Soto discovered the Mississippi River.

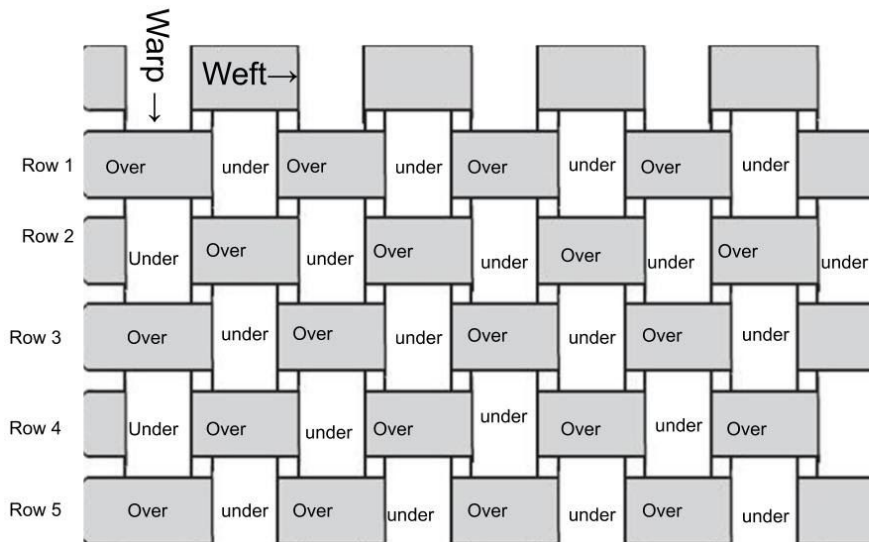
Coronado went looking for a city of gold.

Pedro Menéndez de Avilés founded St. Augustine, the oldest settlement in the United States.

Art

Weaving Unit: Practice Tabby Weave (10 Minutes)

Spend 10 minutes practicing your tabby weave. Make sure you are alternating the start of every row. For example, if one row begins by going OVER and then UNDER, make sure that the next row begins UNDER and then OVER. See if you can create a color pattern and complete your entire weaving! Once you have finished weaving, gently pull out each strip, as we will be using the same loom and strips next class.



Latin

New Vocabulary: Flashcards and Practice (8-10 minutes)

- In our last lesson's reading, we encountered three new words, and in our next reading, we will encounter a fourth new word! Make a flashcard for each of the words below (you may illustrate *nummus* with a small, appropriate picture, if you like):

<i>nummus, -ī</i>	coin
<i>numerat</i>	he/she/it counts
<i>tantum</i>	only
<i>rūrsus</i>	again

- When you are finished, take **4-5** minutes to practice your flashcards, including the ones you just made. (HINT: We will encounter the words *ubi* and *cēterus, -a, -um* next week! Can you recall what those mean? Check your answer in the solutions section and correct your answers neatly, in red pencil.)
 - *ubi*:
 - *cēterus, -a, -um*:

Answer Key

Monday

Math: 1a. $\frac{4}{8}$ b. $\frac{5}{8}$ c. $\frac{7}{10}$ 2a. $\frac{3}{10}$ b. $\frac{3}{7}$ c. $\frac{7}{9}$ 3a. $\frac{7}{8}$ b. $\frac{3}{3}=1$
c. $\frac{7}{9}$ 4a. $\frac{4}{6}=\frac{2}{3}$ c. $\frac{2}{4}=\frac{1}{2}$ 5a. $\frac{6}{10}=\frac{3}{5}$ b. $\frac{6}{12}=\frac{1}{2}$ c.
 $\frac{8}{11}$

6. $\frac{1}{8}+\frac{3}{8}=\frac{4}{8}=\frac{1}{2}$

7. $1-\frac{4}{9}=\frac{5}{9}$

8. $1-\frac{3}{7}=\frac{4}{7}$

9. $1-\frac{1}{6}-\frac{3}{6}=\frac{2}{6}=\frac{1}{3}$

Spalding: 4, 5, 2, 1, 6, 3

History: Spain sent de Soto. De Soto was looking for gold and cities to conquer. He did not find what he was looking for. However, he did find the Mississippi River!

Tuesday

Math 1a. $\frac{2}{3}$ b. $\frac{1}{3}$ c. $\frac{3}{6}=\frac{1}{2}$ d. $\frac{2}{10}=\frac{1}{5}$ e. $\frac{8}{12}=\frac{2}{3}$
2. 4, 12

Wednesday

Math 1. \$0.75 2. 25 cents, $\frac{1}{4}$ 3. $\frac{7}{10}$ 4. $\frac{50}{100}=\frac{1}{2}$ 5.
 $\frac{50}{100}=\frac{1}{2}$ 6. $\frac{25}{100}=\frac{1}{4}$

Spalding: 2, 5, 1, 4, 3

Latin: Matching game: *videt*=he/she/it sees

-que=and (an enclitic word that attaches to the end of another word) *interrogat*=he/she/it asks

respondet=he/she/it responds *num*=(shows that a question expects a "no" answer) *hic*=here

pecunia, *-ae*=money

Translation of Passage: Aemilia sees the purse and asks Iulius: "How many coins are in your purse?" Iulius responds: "One hundred." Aemilia: "There are one hundred coins here?" Iulius counts the money: "One, two, three, four, five, six, seven, eight, nine, ten. What? Only ten?"

Comprehension Question: Iulius thinks he has **100** coins in his purse, but after counting them, he finds that he actually has **10** coins.

Thursday

Math This will be graded by the teachers. You may give your student guidance on how to solve the problem.

Grammar: Answers may vary. I placed my book *on the shelf*. Thank you for giving the present *to me*. You hopped *over the creek*. He ran *toward the ball*. Shere Khan's great square head and shoulders were thrust into the entrance! Were Shere Khan's great square head and shoulders thrust into the entrance? Shere Khan, thrust your great square head and shoulders into the entrance!

Science: Science is classification. Astronomy is the science of heavenly bodies. Heavenly bodies are objects in the night sky. Ex: the moon, sun, planets, comets, galaxies, nebulae, pulsars, black holes, etc..

Friday

Math: 1a. 15 b. Feb., Jun. c. Jan. d. 6 e. Feb 2. Jan=18, Feb=8, Mar=15, Apr=10, May=16, Jun=5

Poetry: a. Nobody b. Nobody c. at least 2 d. They will tell everyone e. Boring f. frog

Latin: *ubi*: where

ceterus, -a, -um: the others, the rest

The Jungle Book

Monday

Mowgli's Brothers

Now Rann the Kite brings home the night
That Mang the Bat sets free—
The herds are shut in byre and hut
For loosed till dawn are we.
This is the hour of pride and power,
Talon and tush and claw.
Oh, hear the call!—Good hunting all
That keep the Jungle Law!

Night-Song in the Jungle

It was seven o'clock of a very warm evening in the Seonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big gray nose dropped across her four tumbling, squealing cubs, and the moon shone into the mouth of the cave where they all lived. "Augrh!" said Father Wolf. "It is time to hunt again." He was going to spring down hill when a little shadow with a bushy tail crossed the threshold and whined: "Good luck go with you, O Chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world."

It was the jackal—Tabaqui, the Dish-licker—and the wolves of India despise Tabaqui because he runs about making mischief, and telling tales, and eating rags and pieces of leather from the village rubbish-heaps. But they are afraid of him too, because Tabaqui, more than anyone else in the jungle, is apt to go mad, and then he forgets that he was ever afraid of anyone, and runs through the forest biting everything in his way. Even the tiger runs and hides when little Tabaqui goes mad, for madness is the most disgraceful thing that can overtake a wild creature. We call it hydrophobia, but they call it *dewanee*—the madness—and run.

"Enter, then, and look," said Father Wolf stiffly, "but there is no food here."

"For a wolf, no," said Tabaqui, "but for so mean a person as myself a dry bone is a good feast. Who are we, the Gidur-log [the jackal people], to pick and choose?" He scuttled to the back of the cave, where he found the bone of a buck with some meat on it, and sat cracking the end merrily.

"All thanks for this good meal," he said, licking his lips. "How beautiful are the noble children! How large are their eyes! And so young too! Indeed, indeed, I might have remembered that the children of kings are men from the beginning."

Now, Tabaqui knew as well as anyone else that there is nothing so unlucky as to compliment children to their faces. It pleased him to see Mother and Father Wolf look uncomfortable.

Tabaqui sat still, rejoicing in the mischief that he had made, and then he said spitefully:

"Shere Khan, the Big One, has shifted his hunting grounds. He will hunt among these hills for the next moon, so he has told me."

Shere Khan was the tiger who lived near the Waingunga River, twenty miles away.

“He has no right!” Father Wolf began angrily—“By the Law of the Jungle he has no right to change his quarters without due warning. He will frighten every head of game within ten miles, and I—I have to kill for two, these days.”

“His mother did not call him Lungri [the Lame One] for nothing,” said Mother Wolf quietly. “He has been lame in one foot from his birth. That is why he has only killed cattle. Now the villagers of the Waingunga are angry with him, and he has come here to make our villagers angry. They will scour the jungle for him when he is far away, and we and our children must run when the grass is set alight. Indeed, we are very grateful to Shere Khan!”

“Shall I tell him of your gratitude?” said Tabaqui.

“Out!” snapped Father Wolf. “Out and hunt with thy master. Thou hast done harm enough for one night.”

“I go,” said Tabaqui quietly. “Ye can hear Shere Khan below in the thickets. I might have saved myself the message.”

Father Wolf listened, and below in the valley that ran down to a little river he heard the dry, angry, snarly, singsong whine of a tiger who has caught nothing and does not care if all the jungle knows it.

“The fool!” said Father Wolf. “To begin a night’s work with that noise! Does he think that our buck are like his fat Waingunga bullocks?”

“H’sh. It is neither bullock nor buck he hunts to-night,” said Mother Wolf. “It is Man.”

The whine had changed to a sort of humming purr that seemed to come from every quarter of the compass. It was the noise that bewilders woodcutters and gypsies sleeping in the open, and makes them run sometimes into the very mouth of the tiger.

“Man!” said Father Wolf, showing all his white teeth. “Faugh! Are there not enough beetles and frogs in the tanks that he must eat Man, and on our ground too!”

The Law of the Jungle, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting grounds of his pack or tribe. The real reason for this is that man-killing means, sooner or later, the arrival of white men on elephants, with guns, and hundreds of brown men with gongs and rockets and torches. Then everybody in the jungle suffers. The reason the beasts give among themselves is that Man is the weakest and most defenseless of all living things, and it is unsportsmanlike to touch him. They say too—and it is true—that man-eaters become mangy, and lose their teeth.

The purr grew louder, and ended in the full-throated “Aaarh!” of the tiger’s charge.

Then there was a howl—an untigerish howl—from Shere Khan. “He has missed,” said Mother Wolf. “What is it?”

Father Wolf ran out a few paces and heard Shere Khan muttering and mumbling savagely as he tumbled about in the scrub.

“The fool has had no more sense than to jump at a woodcutter’s campfire, and has burned his feet,” said Father Wolf with a grunt. “Tabaqui is with him.”

“Something is coming uphill,” said Mother Wolf, twitching one ear. “Get ready.”

The bushes rustled a little in the thicket, and Father Wolf dropped with his haunches under him, ready for his leap. Then, if you had been watching, you would have seen the most wonderful thing in the world—the wolf checked in mid-spring. He made his bound before he saw what it was he was jumping at, and then he tried to stop himself. The result was that he shot up straight into the air for four or five feet, landing almost where he left ground.

“Man!” he snapped. “A man’s cub. Look!”

Directly in front of him, holding on by a low branch, stood a naked brown baby who could just walk—as soft and as dimpled a little atom as ever came to a wolf’s cave at night. He looked up into Father Wolf’s face, and laughed.

“Is that a man’s cub?” said Mother Wolf. “I have never seen one. Bring it here.”

A Wolf accustomed to moving his own cubs can, if necessary, mouth an egg without breaking it, and though Father Wolf’s jaws closed right on the child’s back not a tooth even scratched the skin as he laid it down among the cubs.

“How little! How naked, and—how bold!” said Mother Wolf softly. The baby was pushing his way between the cubs to get close to the warm hide. “Ahai! He is taking his meal with the others. And so this is a man’s cub. Now, was there ever a wolf that could boast of a man’s cub among her children?”

“I have heard now and again of such a thing, but never in our Pack or in my time,” said Father Wolf.

“He is altogether without hair, and I could kill him with a touch of my foot. But see, he looks up and is not afraid.”

The moonlight was blocked out of the mouth of the cave, for Shere Khan’s great square head and shoulders were thrust into the entrance. Tabaqui, behind him, was squeaking: “My lord, my lord, it went in here!”

“Shere Khan does us great honor,” said Father Wolf, but his eyes were very angry. “What does Shere Khan need?”

“My quarry. A man’s cub went this way,” said Shere Khan. “Its parents have run off. Give it to me.”

Shere Khan had jumped at a woodcutter’s campfire, as Father Wolf had said, and was furious from the pain of his burned feet. But Father Wolf knew that the mouth of the cave was too narrow for a tiger to come in by. Even where he was, Shere Khan’s shoulders and forepaws were cramped for want of room, as a man’s would be if he tried to fight in a barrel.

“The Wolves are a free people,” said Father Wolf. “They take orders from the Head of the Pack, and not from any striped cattle-killer. The man’s cub is ours—to kill if we choose.”

“Ye choose and ye do not choose! What talk is this of choosing? By the bull that I killed, am I to stand nosing into your dog’s den for my fair dues? It is I, Shere Khan, who speak!”

The tiger’s roar filled the cave with thunder. Mother Wolf shook herself clear of the cubs and sprang forward, her eyes, like two green moons in the darkness, facing the blazing eyes of Shere Khan.

“And it is I, Raksha [The Demon], who answers. The man’s cub is mine, Lungri—mine to me! He shall not be killed. He shall live to run with the Pack and to hunt with the Pack; and in the end, look you, hunter of little naked cubs—frog-eater—fish-killer—he shall hunt thee! Now get hence, or by the Sambhur that I killed (I eat no starved cattle), back thou goest to thy mother, burned beast of the jungle, lamer than ever thou camest into the world! Go!”

Father Wolf looked on amazed. He had almost forgotten the days when he won Mother Wolf in fair fight from five other wolves, when she ran in the Pack and was not called The Demon for compliment’s sake. Shere Khan might have faced Father Wolf, but he could not stand up against Mother Wolf, for he knew that where he was she had all the advantage of the ground, and would fight to the death. So he backed out of the cave mouth growling, and when he was clear he shouted:

“Each dog barks in his own yard! We will see what the Pack will say to this fostering of man-cubs. The cub is mine, and to my teeth he will come in the end, O bush-tailed thieves!”

Tuesday

Mother Wolf threw herself down panting among the cubs, and Father Wolf said to her gravely:

“Shere Khan speaks this much truth. The cub must be shown to the Pack. Wilt thou still keep him, Mother?”

“Keep him!” she gasped. “He came naked, by night, alone and very hungry; yet he was not afraid! Look, he has pushed one of my babes to one side already. And that lame butcher would have killed him and would have run off to the Waingunga while the villagers here hunted through all our lairs in revenge! Keep him? Assuredly I will keep him. Lie still, little frog. O thou Mowgli—for Mowgli the Frog I will call thee—the time will come when thou wilt hunt Shere Khan as he has hunted thee.”

“But what will our Pack say?” said Father Wolf.

The Law of the Jungle lays down very clearly that any wolf may, when he marries, withdraw from the Pack he belongs to. But as soon as his cubs are old enough to stand on their feet he must bring them to the Pack Council, which is generally held once a month at full moon, in order that the other wolves may identify them. After that inspection the cubs are free to run where they please, and until they have killed their first buck no excuse is accepted if a grown wolf of the Pack kills one of them. The punishment is death where the murderer can be found; and if you think for a minute you will see that this must be so.

Father Wolf waited till his cubs could run a little, and then on the night of the Pack Meeting took them and Mowgli and Mother Wolf to the Council Rock—a hilltop covered with stones and boulders where a hundred wolves could hide. Akela, the great gray Lone Wolf, who led all the Pack by strength and cunning, lay out at full length on his rock, and below him sat forty or more wolves of every size and color, from badger-colored veterans who could handle a buck alone to young black three-year-olds who thought they could. The Lone Wolf had led them for a year now. He had fallen twice into a wolf trap in his youth, and once he had been beaten and left for dead; so he knew the manners and customs of men.

There was very little talking at the Rock. The cubs tumbled over each other in the center of the circle where their mothers and fathers sat, and now and again a senior wolf would go quietly up to a cub, look at him carefully, and return to his place on noiseless feet. Sometimes a mother would push her cub far out into the moonlight to be sure that he had not been overlooked. Akela from his rock would cry: “Ye know the Law—ye know the Law. Look well, O Wolves!” And the anxious mothers would take up the call: “Look—look well, O Wolves!”

At last—and Mother Wolf’s neck bristles lifted as the time came—Father Wolf pushed “Mowgli the Frog,” as they called him, into the center, where he sat laughing and playing with some pebbles that glistened in the moonlight.

Akela never raised his head from his paws, but went on with the monotonous cry: “Look well!” A muffled roar came up from behind the rocks—the voice of Shere Khan crying: “The cub is mine. Give him to me. What have the Free People to do with a man’s cub?”

Akela never even twitched his ears. All he said was: “Look well, O Wolves! What have the Free People to do with the orders of any save the Free People? Look well!”

There was a chorus of deep growls, and a young wolf in his fourth year flung back Shere Khan’s question to Akela: “What have the Free People to do with a man’s cub?”

Now, the Law of the Jungle lays down that if there is any dispute as to the right of a cub to be accepted by the Pack, he must be spoken for by at least two members of the Pack who are not his father and mother.

“Who speaks for this cub?” said Akela. “Among the Free People who speaks?” There was no answer and Mother Wolf got ready for what she knew would be her last fight, if things came to fighting.

Then the only other creature who is allowed at the Pack Council—Baloo, the sleepy brown bear who teaches the wolf cubs the Law of the Jungle: old Baloo, who can come and go where he pleases because he eats only nuts and roots and honey—rose upon his hind quarters and grunted.

“The man’s cub—the man’s cub?” he said. “I speak for the man’s cub. There is no harm in a man’s cub. I have no gift of words, but I speak the truth. Let him run with the Pack, and be entered with the others. I myself will teach him.”

“We need yet another,” said Akela. “Baloo has spoken, and he is our teacher for the young cubs. Who speaks besides Baloo?”

A black shadow dropped down into the circle. It was Bagheera the Black Panther, inky black all over, but with the panther markings showing up in certain lights like the pattern of watered silk. Everybody knew Bagheera, and nobody cared to cross his path; for he was as cunning as Tabaqui, as bold as the wild buffalo, and as reckless as the wounded elephant. But he had a voice as soft as wild honey dripping from a tree, and a skin softer than down.

“O Akela, and ye the Free People,” he purred, “I have no right in your assembly, but the Law of the Jungle says that if there is a doubt which is not a killing matter in regard to a new cub, the life of that cub may be bought at a price. And the Law does not say who may or may not pay that price. Am I right?”

“Good! Good!” said the young wolves, who are always hungry. “Listen to Bagheera. The cub can be bought for a price. It is the Law.”

“Knowing that I have no right to speak here, I ask your leave.”

“Speak then,” cried twenty voices.

“To kill a naked cub is shame. Besides, he may make better sport for you when he is grown. Baloo has spoken in his behalf. Now to Baloo’s word I will add one bull, and a fat one, newly killed, not half a mile from here, if ye will accept the man’s cub according to the Law. Is it difficult?”

There was a clamor of scores of voices, saying: “What matter? He will die in the winter rains. He will scorch in the sun. What harm can a naked frog do us? Let him run with the Pack. Where is the bull, Bagheera? Let him be accepted.” And then came Akela’s deep bay, crying: “Look well—look well, O Wolves!”

Mowgli was still deeply interested in the pebbles, and he did not notice when the wolves came and looked at him one by one. At last they all went down the hill for the dead bull, and only Akela, Bagheera, Baloo, and Mowgli’s own wolves were left. Shere Khan roared still in the night, for he was very angry that Mowgli had not been handed over to him.

“Ay, roar well,” said Bagheera, under his whiskers, “for the time will come when this naked thing will make thee roar to another tune, or I know nothing of man.”

“It was well done,” said Akela. “Men and their cubs are very wise. He may be a help in time.”

“Truly, a help in time of need; for none can hope to lead the Pack forever,” said Bagheera.

Akela said nothing. He was thinking of the time that comes to every leader of every pack when his strength goes from him and he gets feebler and feebler, till at last he is killed by the wolves and a new leader comes up—to be killed in his turn.

“Take him away,” he said to Father Wolf, “and train him as befits one of the Free People.”

And that is how Mowgli was entered into the Seonee Wolf Pack for the price of a bull and on Baloo’s good word.

Now you must be content to skip ten or eleven whole years, and only guess at all the wonderful life that Mowgli led among the wolves, because if it were written out it would fill ever so many books. He grew up with the cubs, though they, of course, were grown wolves almost before he was a child. And Father Wolf taught him his business, and the meaning of things in the jungle, till every rustle in the grass, every breath of the warm night air,

every note of the owls above his head, every scratch of a bat's claws as it roosted for a while in a tree, and every splash of every little fish jumping in a pool meant just as much to him as the work of his office means to a business man. When he was not learning he sat out in the sun and slept, and ate and went to sleep again. When he felt dirty or hot he swam in the forest pools; and when he wanted honey (Baloo told him that honey and nuts were just as pleasant to eat as raw meat) he climbed up for it, and that Bagheera showed him how to do.

Bagheera would lie out on a branch and call, "Come along, Little Brother," and at first Mowgli would cling like the sloth, but afterward he would fling himself through the branches almost as boldly as the gray ape. He took his place at the Council Rock, too, when the Pack met, and there he discovered that if he stared hard at any wolf, the wolf would be forced to drop his eyes, and so he used to stare for fun. At other times he would pick the long thorns out of the pads of his friends, for wolves suffer terribly from thorns and burs in their coats. He would go down the hillside into the cultivated lands by night, and look very curiously at the villagers in their huts, but he had a mistrust of men because Bagheera showed him a square box with a drop gate so cunningly hidden in the jungle that he nearly walked into it, and told him that it was a trap.

He loved better than anything else to go with Bagheera into the dark warm heart of the forest, to sleep all through the drowsy day, and at night see how Bagheera did his killing. Bagheera killed right and left as he felt hungry, and so did Mowgli—with one exception. As soon as he was old enough to understand things, Bagheera told him that he must never touch cattle because he had been bought into the Pack at the price of a bull's life. "All the jungle is thine," said Bagheera, "and thou canst kill everything that thou art strong enough to kill; but for the sake of the bull that bought thee thou must never kill or eat any cattle young or old. That is the Law of the Jungle." Mowgli obeyed faithfully.

And he grew and grew strong as a boy must grow who does not know that he is learning any lessons, and who has nothing in the world to think of except things to eat.

Mother Wolf told him once or twice that Shere Khan was not a creature to be trusted, and that some day he must kill Shere Khan. But though a young wolf would have remembered that advice every hour, Mowgli forgot it because he was only a boy—though he would have called himself a wolf if he had been able to speak in any human tongue.

Shere Khan was always crossing his path in the jungle, for as Akela grew older and feebler the lame tiger had come to be great friends with the younger wolves of the Pack, who followed him for scraps, a thing Akela would never have allowed if he had dared to push his authority to the proper bounds. Then Shere Khan would flatter them and wonder that such fine young hunters were content to be led by a dying wolf and a man's cub. "They tell me," Shere Khan would say, "that at Council ye dare not look him between the eyes." And the young wolves would growl and bristle.

Bagheera, who had eyes and ears everywhere, knew something of this, and once or twice he told Mowgli in so many words that Shere Khan would kill him some day. Mowgli would laugh and answer: "I have the Pack and I have thee; and Baloo, though he is so lazy, might strike a blow or two for my sake. Why should I be afraid?"

Wednesday

It was one very warm day that a new notion came to Bagheera—born of something that he had heard. Perhaps Ikki the Porcupine had told him; but he said to Mowgli when they were deep in the jungle, as the boy lay with his head on Bagheera's beautiful black skin, "Little Brother, how often have I told thee that Shere Khan is thy enemy?"

“As many times as there are nuts on that palm,” said Mowgli, who, naturally, could not count. “What of it? I am sleepy, Bagheera, and Shere Khan is all long tail and loud talk—like Mao, the Peacock.”

“But this is no time for sleeping. Baloo knows it; I know it; the Pack know it; and even the foolish, foolish deer know. Tabaqui has told thee too.”

“Ho! ho!” said Mowgli. “Tabaqui came to me not long ago with some rude talk that I was a naked man’s cub and not fit to dig pig-nuts. But I caught Tabaqui by the tail and swung him twice against a palm-tree to teach him better manners.”

“That was foolishness, for though Tabaqui is a mischief-maker, he would have told thee of something that concerned thee closely. Open those eyes, Little Brother. Shere Khan dare not kill thee in the jungle. But remember, Akela is very old, and soon the day comes when he cannot kill his buck, and then he will be leader no more. Many of the wolves that looked thee over when thou wast brought to the Council first are old too, and the young wolves believe, as Shere Khan has taught them, that a man-cub has no place with the Pack. In a little time thou wilt be a man.”

“And what is a man that he should not run with his brothers?” said Mowgli. “I was born in the jungle. I have obeyed the Law of the Jungle, and there is no wolf of ours from whose paws I have not pulled a thorn. Surely they are my brothers!”

Bagheera stretched himself at full length and half shut his eyes. “Little Brother,” said he, “feel under my jaw.”

Mowgli put up his strong brown hand, and just under Bagheera’s silky chin, where the giant rolling muscles were all hid by the glossy hair, he came upon a little bald spot.

“There is no one in the jungle that knows that I, Bagheera, carry that mark—the mark of the collar; and yet, Little Brother, I was born among men, and it was among men that my mother died—in the cages of the king’s palace at Oodeypore. It was because of this that I paid the price for thee at the Council when thou wast a little naked cub. Yes, I too was born among men. I had never seen the jungle. They fed me behind bars from an iron pan till one night I felt that I was Bagheera—the Panther—and no man’s plaything, and I broke the silly lock with one blow of my paw and came away. And because I had learned the ways of men, I became more terrible in the jungle than Shere Khan. Is it not so?”

“Yes,” said Mowgli, “all the jungle fear Bagheera—all except Mowgli.”

“Oh, thou art a man’s cub,” said the Black Panther very tenderly. “And even as I returned to my jungle, so thou must go back to men at last—to the men who are thy brothers—if thou art not killed in the Council.”

“But why—but why should any wish to kill me?” said Mowgli.

“Look at me,” said Bagheera. And Mowgli looked at him steadily between the eyes. The big panther turned his head away in half a minute.

“That is why,” he said, shifting his paw on the leaves. “Not even I can look thee between the eyes, and I was born among men, and I love thee, Little Brother. The others they hate thee because their eyes cannot meet thine; because thou art wise; because thou hast pulled out thorns from their feet—because thou art a man.”

“I did not know these things,” said Mowgli sullenly, and he frowned under his heavy black eyebrows.

“What is the Law of the Jungle? Strike first and then give tongue. By thy very carelessness they know that thou art a man. But be wise. It is in my heart that when Akela misses his next kill—and at each hunt it costs him more to pin the buck—the Pack will turn against him and against thee. They will hold a jungle Council at the Rock, and then—and then—I have it!” said Bagheera, leaping up. “Go thou down quickly to the men’s huts in the valley, and take some of the Red Flower which they grow there, so that when the time comes thou mayest have even a stronger friend than I or Baloo or those of the Pack that love thee. Get the Red Flower.”

By Red Flower Bagheera meant fire, only no creature in the jungle will call fire by its proper name. Every beast lives in deadly fear of it, and invents a hundred ways of describing it.

"The Red Flower?" said Mowgli. "That grows outside their huts in the twilight. I will get some."

"There speaks the man's cub," said Bagheera proudly. "Remember that it grows in little pots. Get one swiftly, and keep it by thee for time of need."

"Good!" said Mowgli. "I go. But art thou sure, O my Bagheera"—he slipped his arm around the splendid neck and looked deep into the big eyes—"art thou sure that all this is Shere Khan's doing?"

"By the Broken Lock that freed me, I am sure, Little Brother."

"Then, by the Bull that bought me, I will pay Shere Khan full tale for this, and it may be a little over," said Mowgli, and he bounded away.

"That is a man. That is all a man," said Bagheera to himself, lying down again. "Oh, Shere Khan, never was a blacker hunting than that frog-hunt of thine ten years ago!"

Mowgli was far and far through the forest, running hard, and his heart was hot in him. He came to the cave as the evening mist rose, and drew breath, and looked down the valley. The cubs were out, but Mother Wolf, at the back of the cave, knew by his breathing that something was troubling her frog.

"What is it, Son?" she said.

"Some bat's chatter of Shere Khan," he called back. "I hunt among the plowed fields tonight," and he plunged downward through the bushes, to the stream at the bottom of the valley. There he checked, for he heard the yell of the Pack hunting, heard the bellow of a hunted Sambhur, and the snort as the buck turned at bay. Then there were wicked, bitter howls from the young wolves: "Akela! Akela! Let the Lone Wolf show his strength. Room for the leader of the Pack! Spring, Akela!"

The Lone Wolf must have sprung and missed his hold, for Mowgli heard the snap of his teeth and then a yelp as the Sambhur knocked him over with his forefoot. He did not wait for anything more, but dashed on; and the yells grew fainter behind him as he ran into the croplands where the villagers lived.

"Bagheera spoke truth," he panted, as he nestled down in some cattle fodder by the window of a hut. "To-morrow is one day both for Akela and for me."

Then he pressed his face close to the window and watched the fire on the hearth. He saw the husbandman's wife get up and feed it in the night with black lumps. And when the morning came and the mists were all white and cold, he saw the man's child pick up a wicker pot plastered inside with earth, fill it with lumps of red-hot charcoal, put it under his blanket, and go out to tend the cows in the byre.

"Is that all?" said Mowgli. "If a cub can do it, there is nothing to fear." So he strode round the corner and met the boy, took the pot from his hand, and disappeared into the mist while the boy howled with Fear.

"They are very like me," said Mowgli, blowing into the pot as he had seen the woman do. "This thing will die if I do not give it things to eat"; and he dropped twigs and dried bark on the red stuff. Halfway up the hill he met Bagheera with the morning dew shining like moonstones on his coat.

"Akela has missed," said the Panther. "They would have killed him last night, but they needed thee also. They were looking for thee on the hill."

"I was among the plowed lands. I am ready. See!" Mowgli held up the fire-pot.

"Good! Now, I have seen men thrust a dry branch into that stuff, and presently the Red Flower blossomed at the end of it. Art thou not afraid?"

"No. Why should I fear? I remember now—if it is not a dream—how, before I was a Wolf, I lay beside the Red Flower, and it was warm and pleasant."

All that day Mowgli sat in the cave tending his fire pot and dipping dry branches into it to see how they looked. He found a branch that satisfied him, and in the evening when Tabaqui came to the cave and told him rudely enough that he was wanted at the Council Rock, he laughed till Tabaqui ran away. Then Mowgli went to the Council, still laughing.

Thursday

Akela the Lone Wolf lay by the side of his rock as a sign that the leadership of the Pack was open, and Shere Khan with his following of scrap-fed wolves walked to and fro openly being flattered. Bagheera lay close to Mowgli, and the fire pot was between Mowgli's knees. When they were all gathered together, Shere Khan began to speak—a thing he would never have dared to do when Akela was in his prime.

"He has no right," whispered Bagheera. "Say so. He is a dog's son. He will be frightened."

Mowgli sprang to his feet. "Free People," he cried, "does Shere Khan lead the Pack? What has a tiger to do with our leadership?"

"Seeing that the leadership is yet open, and being asked to speak—" Shere Khan began.

"By whom?" said Mowgli. "Are we all jackals, to fawn on this cattle butcher? The leadership of the Pack is with the Pack alone."

There were yells of "Silence, thou man's cub!" "Let him speak. He has kept our Law"; and at last the seniors of the Pack thundered: "Let the Dead Wolf speak."

When a leader of the Pack has missed his kill, he is called the Dead Wolf as long as he lives, which is not long, as a rule.

Akela raised his old head wearily:—

"Free People, and ye too, jackals of Shere Khan, for twelve seasons I have led ye to and from the kill, and in all that time not one has been trapped or maimed. Now I have missed my kill. Ye know how that plot was made. Ye know how ye brought me up to an untried buck to make my weakness known. It was cleverly done. Your right is to kill me here on the Council Rock, now. Therefore, I ask, who comes to make an end of the Lone Wolf? For it is my right, by the Law of the Jungle, that ye come one by one."

There was a long hush, for no single wolf cared to fight Akela to the death. Then Shere Khan roared: "Bah! What have we to do with this toothless fool? He is doomed to die! It is the man-cub who has lived too long. Free People, he was my meat from the first. Give him to me. I am weary of this man-wolf folly. He has troubled the jungle for ten seasons. Give me the man-cub, or I will hunt here always, and not give you one bone. He is a man, a man's child, and from the marrow of my bones I hate him!"

Then more than half the Pack yelled: "A man! A man! What has a man to do with us? Let him go to his own place."

"And turn all the people of the villages against us?" clamored Shere Khan. "No, give him to me. He is a man, and none of us can look him between the eyes."

Akela lifted his head again and said, "He has eaten our food. He has slept with us. He has driven game for us. He has broken no word of the Law of the Jungle."

"Also, I paid for him with a bull when he was accepted. The worth of a bull is little, but Bagheera's honor is something that he will perhaps fight for," said Bagheera in his gentlest voice.

"A bull paid ten years ago!" the Pack snarled. "What do we care for bones ten years old?"

"Or for a pledge?" said Bagheera, his white teeth bared under his lip. "Well are ye called the Free People!"

"No man's cub can run with the people of the jungle," howled Shere Khan. "Give him to me!"

"He is our brother in all but blood," Akela went on, "and ye would kill him here! In truth, I have lived too long. Some of ye are eaters of cattle, and of others I have heard that, under Shere Khan's teaching, ye go by dark night and snatch children from the villager's doorstep. Therefore I know ye to be cowards, and it is to cowards I speak. It is certain that I must die, and my life is of no worth, or I would offer that in the man-cub's place. But for the sake of the Honor of the Pack,—a little matter that by being without a leader ye have forgotten,—I promise that if ye let the man-cub go to his own place, I will not, when my time comes to die, bare one tooth against ye. I will die without fighting. That will at least save the Pack three lives. More I cannot do; but if ye will, I can save ye the shame that comes of killing a brother against whom there is no fault—a brother spoken for and bought into the Pack according to the Law of the Jungle."

"He is a man—a man—a man!" snarled the Pack. And most of the wolves began to gather round Shere Khan, whose tail was beginning to switch.

"Now the business is in thy hands," said Bagheera to Mowgli. "We can do no more except fight." Mowgli stood upright—the fire pot in his hands. Then he stretched out his arms, and yawned in the face of the Council; but he was furious with rage and sorrow, for, wolflike, the wolves had never told him how they hated him.

"Listen you!" he cried. "There is no need for this dog's jabber. Ye have told me so often tonight that I am a man (and indeed I would have been a wolf with you to my life's end) that I feel your words are true. So I do not call ye my brothers any more, but *sag* [dogs], as a man should. What ye will do, and what ye will not do, is not yours to say. That matter is with me; and that we may see the matter more plainly, I, the man, have brought here a little of the Red Flower which ye, dogs, fear."

He flung the fire pot on the ground, and some of the red coals lit a tuft of dried moss that flared up, as all the Council drew back in terror before the leaping flames.

Mowgli thrust his dead branch into the fire till the twigs lit and crackled, and whirled it above his head among the cowering wolves.

"Thou art the master," said Bagheera in an undertone. "Save Akela from the death. He was ever thy friend."

Akela, the grim old wolf who had never asked for mercy in his life, gave one piteous look at Mowgli as the boy stood all naked, his long black hair tossing over his shoulders in the light of the blazing branch that made the shadows jump and quiver.

"Good!" said Mowgli, staring round slowly. "I see that ye are dogs. I go from you to my own people—if they be my own people. The jungle is shut to me, and I must forget your talk and your companionship. But I will be more merciful than ye are. Because I was all but your brother in blood, I promise that when I am a man among men I will not betray ye to men as ye have betrayed me." He kicked the fire with his foot, and the sparks flew up. "There shall be no war between any of us in the Pack. But here is a debt to pay before I go." He strode forward to where Shere Khan sat blinking stupidly at the flames, and caught him by the tuft on his chin. Bagheera followed in case of accidents. "Up, dog!" Mowgli cried. "Up, when a man speaks, or I will set that coat ablaze!"

Shere Khan's ears lay flat back on his head, and he shut his eyes, for the blazing branch was very near.

"This cattle-killer said he would kill me in the Council because he had not killed me when I was a cub. Thus and thus, then, do we beat dogs when we are men. Stir a whisker, Lungri, and I ram the Red Flower down thy gullet!" He beat Shere Khan over the head with the branch, and the tiger whimpered and whined in an agony of fear.

"Pah! Singed jungle cat—go now! But remember when next I come to the Council Rock, as a man should come, it will be with Shere Khan's hide on my head. For the rest, Akela goes free to live as he pleases. Ye will not kill him, because that is not my will. Nor do I think that ye will sit here any longer, lolling out your tongues as though ye were somebodies, instead of dogs whom I drive out—thus! Go!"

The fire was burning furiously at the end of the branch, and Mowgli struck right and left round the circle, and the wolves ran howling with the sparks burning their fur. At last there were only Akela, Bagheera, and perhaps ten wolves that had taken Mowgli's part. Then something began to hurt Mowgli inside him, as he had never been hurt in his life before, and he caught his breath and sobbed, and the tears ran down his face.

"What is it? What is it?" he said. "I do not wish to leave the jungle, and I do not know what this is. Am I dying, Bagheera?"

"No, Little Brother. That is only tears such as men use," said Bagheera. "Now I know thou art a man, and a man's cub no longer. The jungle is shut indeed to thee henceforward. Let them fall, Mowgli. They are only tears." So Mowgli sat and cried as though his heart would break; and he had never cried in all his life before.

"Now," he said, "I will go to men. But first I must say farewell to my mother." And he went to the cave where she lived with Father Wolf, and he cried on her coat, while the four cubs howled miserably.

"Ye will not forget me?" said Mowgli.

"Never while we can follow a trail," said the cubs. "Come to the foot of the hill when thou art a man, and we will talk to thee; and we will come into the croplands to play with thee by night."

"Come soon!" said Father Wolf. "Oh, wise little frog, come again soon; for we be old, thy mother and I."

"Come soon," said Mother Wolf, "little naked son of mine. For, listen, child of man, I loved thee more than ever I loved my cubs."

"I will surely come," said Mowgli. "And when I come it will be to lay out Shere Khan's hide upon the Council Rock. Do not forget me! Tell them in the jungle never to forget me!"

The dawn was beginning to break when Mowgli went down the hillside alone, to meet those mysterious things that are called men.

Hunting-Song of the Seeonee Pack

As the dawn was breaking the Sambhur belled
Once, twice and again!
And a doe leaped up, and a doe leaped up
From the pond in the wood where the wild deer sup.
This I, scouting alone, beheld,
Once, twice and again!

As the dawn was breaking the Sambhur belled
Once, twice and again!
And a wolf stole back, and a wolf stole back
To carry the word to the waiting pack,
And we sought and we found and we bayed on his track
Once, twice and again!

As the dawn was breaking the Wolf Pack yelled
Once, twice and again!
Feet in the jungle that leave no mark!
Eyes that can see in the dark—the dark!
Tongue—give tongue to it! Hark! O hark!
Once, twice and again!