



Remote Learning Packet

Third Grade

May 4–May 8, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 4–May 8, 2020

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

- Monday, May 4, 2020
- Tuesday, May 5, 2020
- Wednesday, May 6, 2020
- Thursday, May 7, 2020
- Friday, May 8, 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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Third Grade Remote Learning Plan 5/4–5/8

At-home work for Third Grade is limited to approximately 1 ½ hours per day.

Subject	Mon. 5/4	Tue. 5/5	Wed. 5/6	Thu. 5/7	Friday 5/8
<i>Math</i> ~20–30 min.	Interpreting Data	Interpreting Data 2	Probability Terms and their meaning	Presenting Data from Probability Experiments	Practice makes perfect!
<i>English Language Arts</i> ~20–30 min. total	<i>Literature</i>	Kaa's Hunting, Part 1	Kaa's Hunting, Part 1	Kaa's Hunting, Part 1	"The Tyger"
	<i>Grammar/ Writing</i>	Writing: Copywork	Grammar: Diagramming Prepositional Phrases	Writing: Narration	Grammar: Conjunctions (FANBOYS)
<i>Spalding</i>	Appears-Breathe: Definitions	Appears-Breathe: Spelling	Calm-Continue: Definitions	Calm-Continue: Spelling	Self Test
<i>History</i> or <i>Science</i> ~15 min.	<i>Science: Ancient Astronomy, and Geocentrism</i>	<i>History: Junipero Serra</i>	<i>Science: Ptolemy, and Copernicus & Heliocentrism</i>	<i>History: Texas</i>	<i>Science: Kepler</i>
<i>Art</i> or <i>Music</i> ~10 min.	<i>Music: Warm-ups and songs review</i>	<i>Art: Weaving Unit- How to Basket Weave</i>	<i>Music: Warm-ups and intro to Be Like the Kettle and Sing</i>	<i>Art: Weaving Unit- Practicing Basket Weave</i>	<i>Music: Continue work on Be Like the Kettle and Sing</i>
<i>Latin</i> or <i>P.E.</i> ~10 min.	<i>P.E.: Short warm-up followed by the "Overhand Sock Toss Obstacle Course."</i>	<i>Latin: Reading and comprehension questions</i>	<i>P.E.: Short warm-up followed by the "plate-walk race."</i>	<i>Latin: Pinga picturam ("draw a picture") activity</i>	<i>P.E.: Time in the park, in which Coach Hess gives a list of many popular Parks in DFW.</i>

Day 1 Instructions and Resources

Monday, 5/4

Recite “Who are you? I’m Nobody” or “A Bird, came down the Walk” to a family member.

Math

Warm-Up (5 minutes)

Play 24 using the digits 1, 7, 3, 3. Remember that you may only use each digit once and can use all four operations (+, -, x, ÷). Write your work and answer in the space below.

Anchor Activity (10 minutes)

Use the following chart to answer questions.

Event	Men	Women
Swimming	15	20
Tennis	28	19
Running	10	5
Dancing	7	26

The top row labels each column and tells us what the number or word means. *Color the boxes that have the words event, men, and women green.*

The second row shows how many men and women participated in swimming. *Color the row light blue.*

How many people participated in swimming? *Add together the men and women that participated in swimming.*

$15 + 20 = \underline{\quad}$ $\underline{\quad}$ people participated in swimming.

The third row shows how many men and women participated in tennis. *Color the row yellow.*

How many people participated in tennis? *Add together the men and women that participated in tennis.*

$28 + 19 = \underline{\quad}$ $\underline{\quad}$ people participated in tennis.

How many more males than females participated in tennis? *Find the difference between the number of men and women who participated in tennis.*

$28 - 19 = \underline{\quad}$ $\underline{\quad}$ more men than women participated in tennis.

The fourth row shows how many men and women participated in running. *Color the row orange.*

How many people participated in running? *Add together the men and women that participated in running.*

$10 + 5 = \underline{\quad}$ $\underline{\quad}$ people participated in running.

b. How many more women than men attended the dancing courses?

c. How many more people attended the computer course than the art course?

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.

ew gn igh oe wr ie wor m

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.

- | | |
|---|--|
| <p>_____ It appears you have given this matter a great deal of thought.</p> | <p>1. (v.) press one's body firmly against something in order to stay balanced</p> |
| <p>_____ The diamond and gold bracelet reflected light stunningly.</p> | <p>2. (n.) the air taken into or forced out of the lungs</p> |
| <p>_____ He had to brace himself against the doorway to stay standing during the earthquake.</p> | <p>3. (n.) a decorative band, hoop, or chain worn on the wrist or arm</p> |
| <p>_____ The child had to wear a brace on her arm while her radius healed.</p> | <p>4. (v.) to have an outward aspect; to seem</p> |
| <p>_____ She read books as one would breathe air, to fill up and live.</p> | <p>5. (v.) to take air into the lungs and then force it out</p> |
| <p>_____ Bagheera answered Baloo under his breath before turning to respond to Mowgli.</p> | <p>6. (n.) a device fitted to a weak or injured part of the body to give support</p> |

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 23 to 26, stopping when you've finished the sentence: "They have promised me this, ah!"

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



While reading, use a red pencil to underline sections that talk about the Jungle Law. When underlining this important information, be careful not to underline too little (only the words "Jungle Law") or too much (full paragraphs). Make it your goal to underline helpful information about this topic. Use the markings in the first paragraph as an example.

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
	lounging	v.	to act or move idly or lazily
	intruder	n.	someone who enters in without invitation, permission, or welcome
	grounds	n.	an area of land or sea used for a specified purpose
	cuffed	v.	to strike especially with or as if with the palm of the hand
	ignorance	n.	lack of knowledge or information
	blunt	v.	to make less sharp
	ripping-chisel	n.	a long slender chisel, similar in shape to a crow bar, for cleaning the location where two pieces of wood come together or for heavy prying
	indignant	adj.	feeling or showing anger because of something unjust or unworthy
	indescribable	adj.	too unusual, extreme, or indefinite to be adequately described

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

Why is it important for Baloo to teach Mowgli the Master Words? What does he do when Mowgli does not remember them?

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: “Better he should be bruised from head to foot by me who love him than that he should come to harm through ignorance,” Baloo answered, very earnestly.

Science

(See Google Classroom for more images and resources about ancient astronomy and Geocentrism!)

Warm-up (1 minute)

Answer aloud, in a whisper, or in your head:

What is astronomy?

What are heavenly bodies?

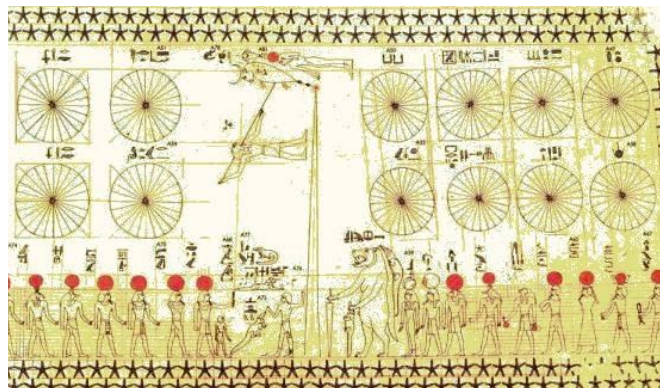
What is a constellation?

Lesson (12 minutes)

About as long as people have been grouping stars into constellations and telling stories about them, they've been trying to understand the stars: how they move, why they move, and what they're made of. The Babylonians from ancient Mesopotamia are the earliest known astronomers. They were studying the stars over 4,000 years ago! As far as we know, the Babylonians were the first humans to realize that the movements of the stars and planets followed regular patterns which could be recorded. They were also the first to use mathematics to try and predict events in the night sky such as solstices or eclipses.



The Ancient Egyptians were also accomplished astronomers. The Great Pyramids at Giza are aligned perfectly with Polaris, the North Star. This is an Ancient Egyptian astronomical chart describing the cycles of the stars' movements:



Calculating the passage of time precisely was especially important for the Egyptians, who relied on the annual flooding of the Nile for their survival. Other notable civilizations that made astronomical discoveries were the Ancient Chinese and the Mayan civilization. Looking back at our Native Americans unit, we know the Mayans used astronomy to develop an extremely accurate calendar and even aligned their buildings with the heavens. Repeat to yourself three times: **Astronomy is an ancient science.**

Well, the Babylonians may have been the *first* astronomers, and the Egyptians might have built some amazing things using their astronomical knowledge, but it was *another* ancient civilization that took what the Babylonians and Egyptians had achieved and turned it into the science that we know today—Ancient Greece!

Now before we talk about some big things happening in Greece, take a minute to look at one or both of these videos: <https://safeYouTube.net/w/MnH9> <https://safeYouTube.net/w/28K7>

If you can imagine, if you were living in ancient times and observed the night sky, it would appear as though the earth stayed still, and **heavenly bodies** traveled through the sky around us! And that is precisely what scientist/philosophers Plato and Aristotle proposed, and most people at the time believed, since they didn't have

fancy telescopes, cameras, or rocket ships to prove other theories. The moon, sun, and stars seemed to move around the earth, making it seem as if the earth was the center of the universe! Astronomers also noticed other “celestial spheres” that appeared to wander around the sky in a different pattern. “Celestial” is a word that means “of the heavens”, or sky. They were bright objects that would travel differently than the other heavenly bodies, almost like they were wandering. And that is where we get the word **planets**, from the Greek *planetes*, meaning “wanderers” (though they didn’t know precisely what they were yet).

So, with most of the world believing that the earth was at the center of the universe, they decided to make a model of it using all the observable truths they had collected so far. Here is what astronomers came up with:



This is an armillary sphere, and it represents the ancient way of understanding the universe. The ball in the middle is the Earth, and each of the rings represents one of the celestial spheres (planets) rotating around us. This system for understanding how the universe is arranged is called the **geocentric model**. *Geo* means “earth,” like in the words “geography” or “geology.” We call this system “*geo*-centric,” because it has the *Earth* at the center. Repeat softly to yourself: **The geocentric model is a model of the universe with the Earth at the center.**

Wrap-up (2 minutes)

Write the responses:

How old is astronomy?

What is the geocentric model?

Music

- 1) Warm-ups: Sing “Me-Ay-Ah” and “Yo-Ho-Ho.” <https://cloud.swivl.com/library/3820088/>
- 2) Sing “My Blue Heaven” and “I Have a Yong Suster.” If you have access to the internet, I recommend using these links for you to sing along with:

<https://safeYouTube.net/w/2zG9> - My Blue Heaven

<https://safeYouTube.net/w/B1G9> - I Have a Yong Suster

P.E.

Short warm-up:

- 60 seconds straight of crab-walking
- 30 seconds straight of push-ups
- 60 seconds straight of jumping-jacks
- 30 seconds straight of push-ups

“Overhand Sock Toss Obstacle Course:”

You will need:

- 1 rolled up pair of socks
- 3 chairs
- 2 rolled up towels
- 1 paper plate or piece of paper
- tape
- Crayons or colored pencils.

Here is how you set up and play the obstacle course. Using your paper plate and colors, draw a big “X” on the middle of the plate as if it were a target. Once that is done, tape your target to the back of one of the chairs. About five feet away from the chair with the target, set up the two other chairs back to back. You are going to need to crawl under the legs of both chairs. If your chairs are not big enough for this, then put them next to each other and drape something across them to make a “bridge” that you can crawl under. Another five feet past your two chairs, you will set up your two rolled up towels about 3 feet away from each other, as if they were a “finish” and “start” line. The towel farthest from the target is your actual starting line. In order to play, practice overhand tossing your sock-ball at the target. In order to get the sock-ball back, you must jump across the two towels (be careful, the middle becomes lava), army-crawl under your chairs, grab the sock-ball and then run back to the start-line. How many times can you do this in three minutes? How about in two? Remember to only count the tosses which hit the target. Remember to also have fun!

Day 2 Instructions and Resources

Tuesday, 5/5

Recite “Who are you? I’m Nobody” or “A Bird, came down the Walk” to a family member.

Math

Warm-up (5 minutes)

Set your timer and try to complete these math facts as quickly as you can!

$2 \times 1 =$	$12 \times 7 =$	$18 \div 3 =$	$10 - 6 =$
$2 + 3 =$	$4 - 1 =$	$2 + 12 =$	$5 \times 7 =$
$9 + 7 =$	$48 \div 12 =$	$9 \div 1 =$	$20 \div 10 =$
$8 + 3 =$	$1 + 5 =$	$15 - 11 =$	$6 \div 2 =$
$8 \times 8 =$	$84 \div 7 =$	$3 + 2 =$	$5 \times 1 =$
$5 + 3 =$	$17 - 7 =$	$8 - 3 =$	$13 - 9 =$
$16 - 8 =$	$14 - 2 =$	$10 + 6 =$	$5 - 3 =$
$2 \times 11 =$	$5 - 2 =$	$4 + 6 =$	$24 \div 12 =$
$12 \times 3 =$	$12 \times 6 =$	$14 - 7 =$	$11 \times 10 =$
$7 \times 5 =$	$11 + 11 =$	$17 - 8 =$	$10 + 7 =$
$12 - 11 =$	$14 - 4 =$	$3 \div 1 =$	$8 + 6 =$
$44 \div 11 =$	$7 + 2 =$	$132 \div 11 =$	$110 \div 10 =$
$4 + 10 =$	$8 + 9 =$	$132 \div 12 =$	$6 + 10 =$
$16 - 5 =$	$6 + 5 =$	$12 \times 3 =$	$27 \div 3 =$
$13 - 6 =$	$36 \div 3 =$	$99 \div 9 =$	$11 \times 10 =$
$13 - 8 =$	$96 \div 8 =$	$12 \times 8 =$	$4 + 12 =$
$7 \times 9 =$	$70 \div 7 =$	$11 \times 12 =$	$15 - 12 =$
$3 + 1 =$	$2 + 12 =$	$3 \times 2 =$	$17 - 9 =$
$11 + 9 =$	$12 + 8 =$	$11 \times 6 =$	$90 \div 9 =$
$10 - 2 =$	$32 \div 4 =$	$12 + 3 =$	$7 \times 1 =$
$22 - 10 =$	$4 - 3 =$	$6 - 3 =$	$3 \times 5 =$
$35 \div 7 =$	$7 \times 2 =$	$9 + 11 =$	$13 - 11 =$

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

Anchor Activity (10 minutes)

Remember yesterday how you interpreted data presented in a table? You were able to use the four operations to find totals and compare sports and people. Now let’s make it a little more difficult!

In a class of 20 boys and 22 girls, 8 boys wear watches on their right hand and 16 girls wear watches on their left hand.

	Number of Boys	Number of Girls	Total Number
Wear watches on their right hand	8		
Wear watches on their left hand		16	
Total number	20	22	42

First reread the information.

In the information, underline the total number of boys in yellow. On the table, color the box that tells the total number of boys yellow.

In the information, underline the total number of girls in red. On the table, color the box that tells the total number of girls red.

In the information, underline the number of boys who wear watches on their right hand in green. On the table, color the box that tells the number of boys who wear watches on their right hand in green.

In the information, underline the number of girls who wear watches on their left hand in blue. On the table, color the box that tells the number of girls who wear watches on their left hand in blue.

Now let's use the information to fill in the empty boxes.

How many students are there in the class? *Add the total number of students who wear watches on their right and left hands.* $20 + 22 = 42$ There are _____ students in the class.

How many boys wear watches on their left hand? *Subtract the part of the boys who wear a watch on the right hand from the total number of boys.* $20 - 8 =$ _____
 _____ boys wear watches on their left hand. *Fill in the chart.*

How many girls wear watches on their right hand? *Subtract the part of the girls who wear a watch on the left hand from the total number of girls.* _____ $- 16 = 6$
 _____ girls wear watches on their right hand. *Fill in the chart.*

How many students wear watches on their right hand? *Add the number of girls and boys who wear watches on their right hand.* $8 + 6 =$ _____
 _____ students wear watches on their right hand. *Fill in the chart.*

How many students wear watches on their left hand? *Add the number of girls and boys who wear watches on their left hand.* _____ $+$ _____ $= 28$
 _____ students wear watches on their left hand.

By using only four pieces of information you were able to deduce five more pieces of information!

Wrap-up (5 minutes)

In a class of 22 boys and 20 girls, 8 boys wear glasses and 15 girls *do not* wear glasses.

a. Complete the following table.

	Number of boys	Number of girls	Total number
Wearing glasses	8		
Not wearing glasses		15	
Total number	22	20	

b. How many students wear glasses?

c. How many students do not wear glasses?

d. How many more students do not wear glasses than do wear glasses?

 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.

ur ou ar f a oy si ph

Spalding Words: Identifying rules (10 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, add the correct rule from this box.

ap pears²
 { brace let
 { brace
 { breathe²₌₅
 { breath²

29 - We hear a consonant in syllable two but add it to syllable one because the vowel in syllable one does not say its name

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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 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 left off on page 26 to 29, stopping when you've finished the

sentence: “They have their regular roads and crossroads, up hills and down hills, all laid out from fifty to seventy or a hundred feet above ground, and by these they can travel even at night if necessary.”

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



While reading, use a red pencil to underline sections that talk about the Jungle Law. When underlining this important information, be careful not to underline too little (only the words “Jungle Law”) or too much (full paragraphs). Make it your goal to underline helpful information about this topic.

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
	jade	n.	a hard, typically green gemstone that takes a high polish
	bade	v.	invite (someone) to do something
	affairs	n.	commercial, professional, public, or personal business
	filth	n.	disgusting dirt
	faugh	int.	an exclamation expressing disgust
	seldom	adv.	in few instances; rarely
	resolving	v.	dealing with successfully or finding a solution to an issue

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

Why do the jungle animals dislike the monkeys? Why are the monkeys interested in Mowgli?

Grammar

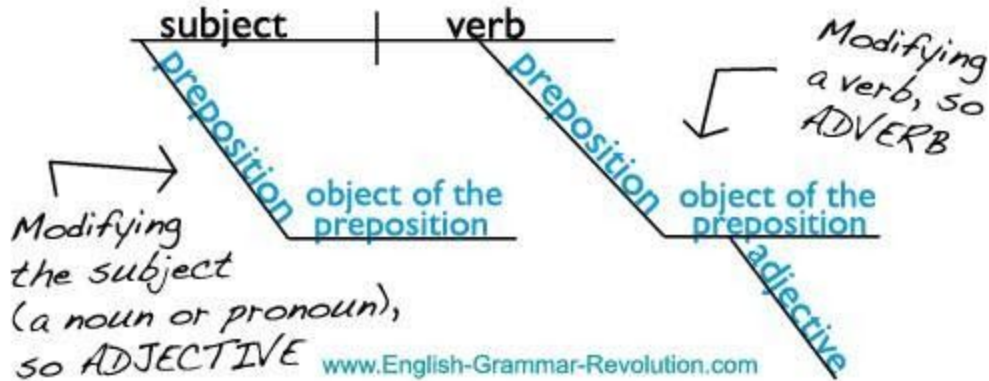
Practice Grammar Sentences. (3 minutes)

Set a timer for 3 minutes. Practice as many grammar sentences as you can, emphasizing the questions about prepositions. Check off the sentences that you can say perfectly without looking. Keep this sheet for future weeks.

	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.
	What is a preposition?	A preposition is a word that shows a relationship between a noun or pronoun and another word in the sentence.
	What are some prepositions?	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!

Read for understanding. (5 minutes)

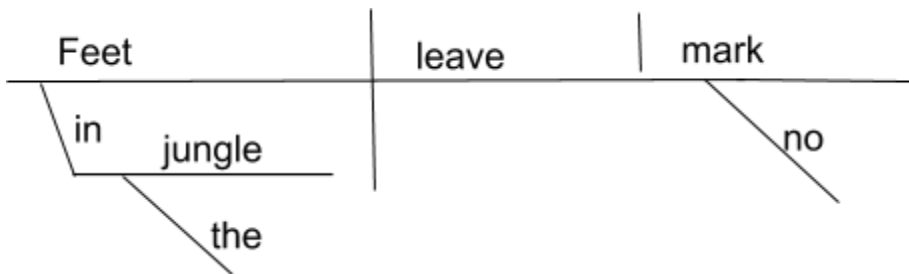
Now that you have some experience with prepositional phrases, let's learn to diagram them!



As you can see from the picture above, a prepositional phrase can act as an adjective or an adverb. Look at this sentence from "The Hunting-Song of the Seonee Pack" in *The Jungle Book*:

Feet in the jungle leave no mark.

What kind of feet? Feet *in the jungle*. Because those words are working together to answer the question *what kind?*, they are acting like an adjective. Therefore, we put this phrase under the noun *feet*. The preposition goes on the first slanty line, the noun goes on the horizontal line, and the adjective describing the noun goes on a slanty line below that.



Look at this sentence:

The wild deer sup in the woods.

Where do the wild deer sup (or eat)? *in the woods*. Because those words are working together to answer the question *where?*, they are acting like an adverb. So we would put this phrase underneath the verb *sup*.

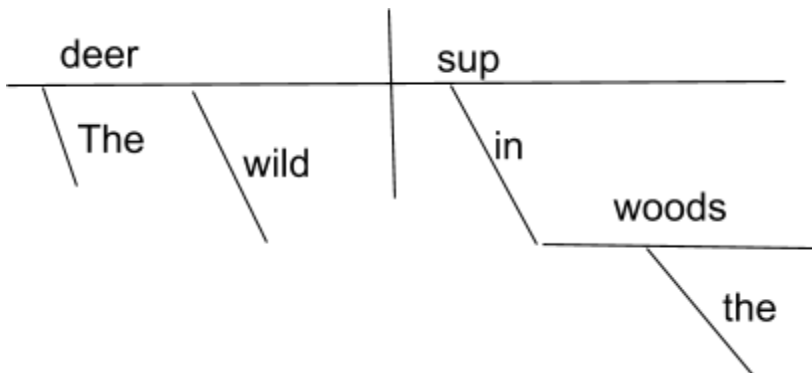


Diagram and parse this sentence. (2 minutes)

A doe leaped from the pond.

Transform the declarative sentence into three other kinds of sentences. (5 minutes)

Declarative: The big, serious, old brown bear was delighted to have so quick a pupil.

Exclamatory: _____

Interrogative: _____

Imperative: (the meaning might change slightly) _____

 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 Thursday as well. Check off the sentences that you can say perfectly without looking. Can you say them all perfectly two 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?	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.
What did Hernando de Soto discover?	Hernando de Soto discovered the Mississippi River.
What did Coronado do?	Coronado went looking for a city of gold.
What did Aviles found?	Avilés founded St. Augustine, the oldest settlement in the United States.
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. (4 minutes)

Francisco de Coronado failed in his exploration to find gold. Nevertheless, his expedition opened the door for Spain to explore and colonize the lands north of Mexico. One of the men who would be instrumental in the building of civilization in these new lands was a young Spaniard named Junipero Serra.

In 1730, at only 17 years old, Junípero Serra entered a Christian monastery. A monastery is a place where people go to live apart from others because they want to devote themselves entirely to their religion. At the monastery, Serra took solemn vows to never own anything or get married for the rest of his life. For the next seven years, he devoted himself totally to the study of logic, philosophy, and theology. He was brilliant and excelled in his studies and later became a teacher of philosophy at the monastery.

What was most important to Serra was serving God where he was most needed. He devoured stories and books about the work of Christian missionaries in the New World and decided he needed to go



himself. A missionary is someone who travels to a foreign land to help the native people and share his/her religion with them. Serra was assured by his friends that, if he stayed in Spain, he would live to be a famous priest and scholar, but Serra refused. Serra made up his mind to go to Mexico to tell the natives about the virtue of Jesus Christ and was put in charge of establishing missions there. Missions are places where missionaries settle to do their work of educating the people in the area. After eight years, he went north into what is now California to establish missions there too.

He first went to the Baja peninsula west of the main part of Mexico. Then he and his companions made the 900 mile journey up the peninsula up to the southern border of what today is California. Two caravels met his companions there with supplies to start their new mission. Serra named this mission San Diego after a Catholic saint. Serra would spend the next fourteen years establishing missions in California many of which are modern cities today such as San Francisco. Today he is seen as the founding father of California since he personally founded many of the most important cities in the state.

Read this sentence aloud three times: *Junipero Serra shaped California.*

Answer in complete sentences. (8 minutes)

What is a missionary? _____

Contrast Coronado and Serra's reasons for going on their expedition. In other words, how were their motivations different?

In what way did Serra "shape" California? _____



Reading (3-5 min.)

- Read the following passage aloud, taking care with your pronunciation.
- If you would like to listen to a video of this passage, visit <https://cloud.swivl.com/v/ef1b7da0d50865d8456755f9e0d453ad> .

Iūlius rūrsus pecūniam numerat: “Ūnus, duo, trēs, quattor... novem, decem.” Numerus nummōrum nōn est centum, sed decem tantum.

Iūlius: “Quid? In sacculō meō nōn centum, sed tantum decem nummī sunt! Ubi sunt cēterī nummī? Servī meī ubi sunt?”

Comprehension Questions (3-5 min.)

Based on the reading above, answer the following comprehension questions:

1. Does Iulius have more or fewer coins than he thought he had?

Answer: _____.

2. Which adjective best describes how Iulius is probably feeling in this passage: *Trātus* or *laetus*?

Answer: _____.

Art (10 minutes)

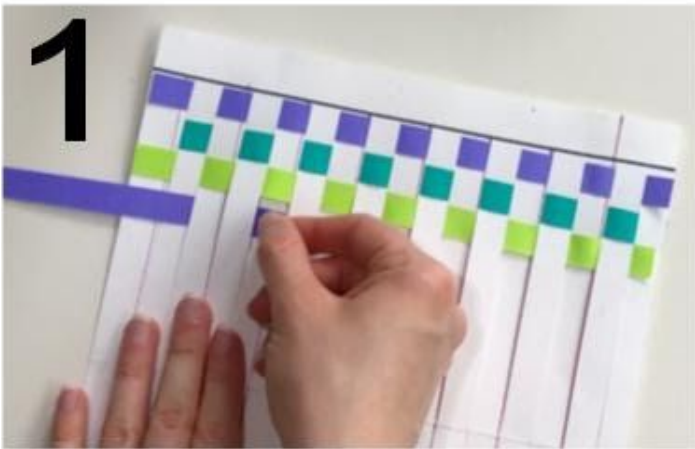
Weaving Unit: How to Weave Day 2- Basket Weave

Materials: For this lesson, you will need the weaving loom and strips from last class. Note: If you have misplaced your loom or strips you can find the templates in the “Art” folder in Google classroom.

Directions: Follow the steps and picture below to learn “Basket Weave”. *Keep this project in a safe place, we will be using the loom and strips for the duration of the weaving unit!* For further enrichment, you may watch my tutorial linked here and available in the “Art” folder on Google Classroom :

<https://cloud.swivl.com/v/6d00113ee2b7b4d42fb4f200c4aa98d3>

How to Weave Basket Weave



Step 1: Take a strip and weave it OVER two warps and UNDER the next two warps.



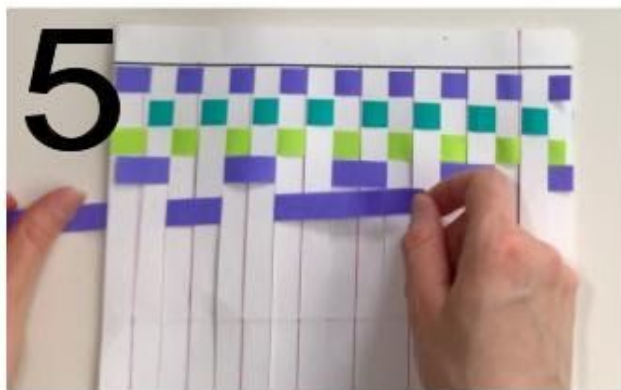
Step 2: Continue the pattern of weaving over two under two until the row is complete.



Step 3: Gently push up the strip of paper until it is as close to the top as possible. It should fit snugly.



Step 4: The second row begins with a new strip. Weave the strip UNDER two warps and OVER two warps.



Step 5: continue weaving this row UNDER two, OVER two, until you have reached the end of the row



Step 6: Make sure that all of the strips have been pushed up and fit tightly.

Day 3 Instructions and Resources

Wednesday, 5/6

Recite “Who are you? I’m Nobody” or “A Bird, came down the Walk” to a family member.

Math

Warm-up (5 minutes)

Complete the division problems by using the vertical algorithm as fast you can. Set your timer!

a. $9867 \div 4 =$	b. $8463 \div 7 =$	c. $5846 \div 8 =$	d. $6983 \div 6 =$
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I completed these division problems in _____ minutes and _____ seconds.

Anchor Activity (15 minutes)

Have a parent, brother, or sister fill a bag with a combination of green and yellow items (like legos) from around your house.

What color of items can you take out of the bag? (Circle all that apply)

Red

Yellow

Blue

Green

Purple

Now draw out a cube from the bag. *Record your result by putting a tally mark in the chart below.*

Then put the cube back into the bag. Repeat 15 times.

Yellow	Green

Now let's look for patterns in our data.

Which color of cubes was taken out the bag the most often? (Circle your answer)

Yellow

Green

Now dump out the bag and count how many items of each color there were.

There were ____ yellow items.

There were ____ green items.

Which color was there more of? (Circle your answer) Yellow Green

Does this explain why more of one color than another was picked? (Circle your answer) Yes

No

An **event** is something that happens. You drawing a cube is an _____.

A **likely event** is one that has a good chance of happening. An **unlikely event** is one that does *not* have a good chance of happening.

If there is more green than yellow, then picking green is a **likely** _____. Picking yellow would be an **unlikely** _____.

Now think about the yellow and green objects in the bag. Which **event** is more **likely**.

Pick a yellow cube

Pick a green cube

Now have your parent, brother, or sister fill a bag with only yellow or only green items. No peeking! Let it be a surprise!

Now draw out a cube from the bag. *Record your result by putting a tally mark in the chart below. Set the cube aside after recording the event. Repeat until there are no more cubes.*

Yellow	Green

Which color of cubes was taken out the bag the most often? (Circle your answer)

Yellow

Green

Some **events** are **certain**. An event is **certain** if it will *always happen*. Some events are **impossible**. An event is **impossible** if it will *never* happen.

Now think about the event you just recorded.

Which **event** is **certain**? (Circle your answer) Pick out yellow cube

Pick out green cube

Which **event** is **impossible**? (Circle your answer) Pick out yellow cube

Pick out green cube

Now find a six sided die (the kind you play board games with). *Roll the die and record your outcome on the tally chart below.*

Do this 24 times.

1	2	3	4	5	6

Now using the words **likely**, **unlikely**, **certain**, or **impossible** to explain the chances of that **event** happening.

Roll a number greater than 6 (Circle your answer)

Likely Unlikely Certain Impossible

Roll a number greater than 5 (Circle your answer)

Likely Unlikely Certain Impossible

Roll a number less than 1 (Circle your answer)

Likely Unlikely Certain Impossible

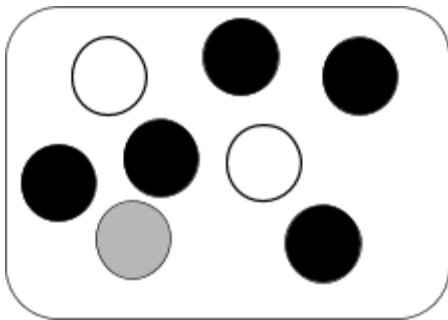
Roll a number 1 or greater (Circle your answer)

Likely Unlikely Certain Impossible

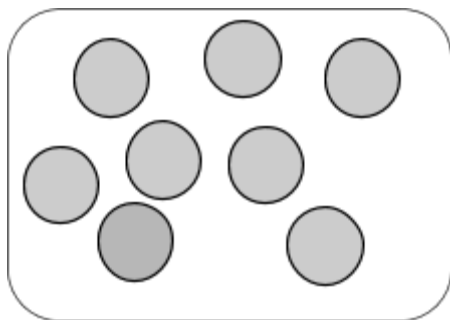
Roll a number greater than 2 (Circle your answer)

Likely Unlikely Certain Impossible

Wrap-up (5 minutes)



1. Sammy picks one marble from the bag without looking.
 - a. Which color will he most likely get? _____
 - b. Which color is the least likely for him to pick? _____



2. Cindy takes one marble from the bag without looking.
 - a. What color do you think she will get? _____
 - b. Can Cindy get a black marble? _____
 - c. Is it certain or impossible that Cindy will get a grey marble?

Spalding

 <https://bit.ly/3d0ikDc>

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.

k t wh kn z ei sh qu

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.

_____ There are some things you learn best in **calm**, and some in storm.

_____ There were acrobats, tightrope walkers, jugglers, a clown, and horsemanship demonstrations at the first modern **circus**.

_____ He hesitated at first but finally **consented** to paying the large fee.

_____ Matilda's strong young mind **continued** to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea.

_____ Success is not final, failure is not fatal: it is the courage to **continue** that counts.

1. (n.) a performance including feats of physical skill, wild animal acts, and clowns
2. (v.) to maintain a condition, course, or action without interruption
3. (n.) a state of tranquility or peace
4. (v.) to have maintained a condition, course, or action without interruption (past tense)
5. (v.) to have given assent or approval

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 left off on page 29 to 32, stopping when you’ve finished the sentence: “Here Baloo rubbed his faded brown shoulder against the Panther, and they went off to look for Kaa the Rock Python.”

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



While reading, use a red pencil to underline sections that talk about the Jungle Law. When underlining this important information, be careful not to underline too little (only the words “Jungle Law”) or too much (full paragraphs). Make it your goal to underline helpful information about this topic.

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
	giddy	adj.	dizzy; whirling rapidly
	escort	n.	a person accompanying another to give protection or as a courtesy
	whoop	v.	to utter the cry or call of an animal
	fledgling	n.	an immature or inexperienced person
	overtaking	v.	catching up and passing by
	haste	n.	speed or urgency of movement or action; hurry
	clasped	v.	to grasp something tightly with one’s hand
	uncoiling	v.	to release from a coiled or curled state; unwind

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

Who does Mowgli ask for help? What is Baloo afraid will happen to Mowgli?

 Science

(See Google Classroom for more images and resources about Ptolemy, Copernicus, and Heliocentrism!)

Warm-up (1 minute)

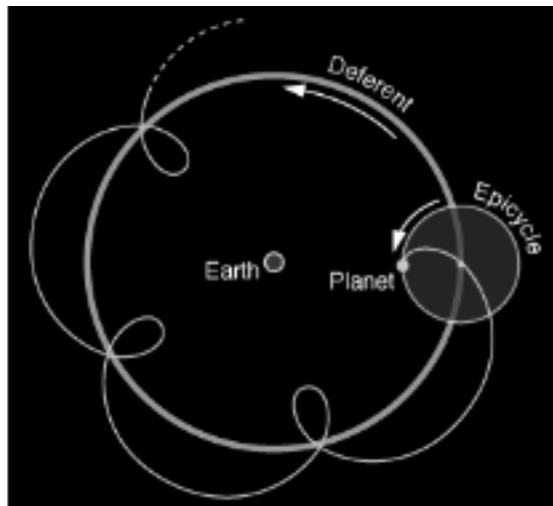
Respond out loud, in a whisper, or in your head:

How old is astronomy?

What is the geocentric model?

Lesson (12 minutes)

In the second century A.D., there lived a man named Ptolemy (the P is silent!), who was a phenomenal Greek mathematician and geographer. He was known for his detailed and accurate maps of lands and oceans. But he is perhaps most famous for some great observations he made in the science of astronomy. He realized, like others, that the geocentric model of the universe was not entirely accurate. The sun and the moon moved in a predictable way, but the planets did not--they appeared sometimes to speed up in their path, sometimes slow down, and sometimes even go backwards in the sky! (Watch this video to see that phenomenon: <https://safeYouTube.net/w/reI9>). No one could explain this, until Ptolemy came up with the idea that the planets moved on epicycle rotations. To picture an “epicycle”, think of loop-de-loops. This image may help, too:



As a planet rotates around the earth, it also spins in a little circle of its own (<https://safeYouTube.net/w/4kI9>). This theory was pretty convincing for an explanation as to why planets seemed to sometimes appear to move backwards. Ptolemy's system actually worked! You could use Ptolemy's calculations and the tables of the planets' movements he wrote down to accurately *predict* where the planets were going to be in the future. Ptolemy's model

worked so well for predicting the movements of the planets that it stood unchallenged for 1,500 years. So, we can say that **Ptolemy perfected the Geocentric model**. Repeat that softly to yourself three times.

The world was convinced that Plato, Aristotle, and Ptolemy were correct about the Earth being at the center of the universe.

However, in the 1100s, there was a Muslim scientist and mathematician living in Spain who made many marvelous discoveries about truths in the world around us. This man was Averroes, who studied much of Ptolemy's work, and actually found many errors in his calculations! He argued that Ptolemy's idea of epicycles broke the understood laws of physics! However, he was not able to prove him wrong in his lifetime. That challenge would fall to another astronomer who came much after Averroes--a man named Nicolaus Copernicus.

Copernicus was a Roman Catholic priest and scientist who lived in Poland in the 15th century. He made many observations of the heavens and wrote them down to spread his ideas. Copernicus believed that the theory of geocentrism was completely wrong! He pointed out that everyone thought the Earth was at the center of the universe because they believed the Earth stood still and everything in the sky rotated around *us*. Copernicus showed mathematically that simply by putting the *Sun* at the center of the universe and making the Earth just another one of the planets orbiting around *it*, everything we see in the sky at night can be explained.

Copernicus showed that the planets can move in tidy, circular orbits, and *appear* to move backwards from time to time as long as the Sun is at the center of the universe. When planets move backwards it's just an optical illusion caused by the Earth and the other planets orbiting at different speeds. (<https://safeYouTube.net/w/r119>) Just like when you pass a car on the highway and it appears to move backwards, when the Earth (which orbits the Sun faster than Mars) passes Mars, it appears to move backwards in the night sky.

Because Copernicus's system puts the Sun at the center of the universe instead of the Earth, it's called the **heliocentric model**, because *helio* is Greek for Sun.

Repeat to yourself three times each: **Copernicus devised the heliocentric model**. (To "devise" means to "come up with"). **The heliocentric model is a model of the universe with the Sun at the center.**

Copernicus hesitated to publish his heliocentric theory because he believed people would think him crazy. After all, he was debunking Plato and Aristotle's unchallenged ideas of geocentrism! However, after many years, he finally published *On the Revolutions of the Celestial Spheres*, which the rest of the world willingly accepted! There was only one slight problem with the theory, which we will explore next time....

Wrap-up (2 minutes)

Respond in neat cursive:

What did Copernicus do?

What is the heliocentric model?

Music

- 1) Warm-ups: Sing "Me-Ay-Ah" and "Yo-Ho-Ho." <https://cloud.swivl.com/library/3820088/>
- 2) Listen to the song *Be Like the Kettle and Sing*. <https://safeYouTube.net/w/e8G9>
- 3) Read through these words out loud. Then, sing along!

When all the skies are grey and it's a rainy day
 Think of the birdies in spring
 When your up to your neck in hot water
 Be like the kettle and sing
 Tell that umbrella man he's just an also ran
 Think of a kid on a swing
 When your up to your neck in hot water
 Be like the kettle and sing
 You'll find that life's always got a funny side
 So come over on the sunny side
 And wear a great big smile

It makes your life worthwhile
 You'll have the world on a string
 When your up to your neck in hot water
 Be like the kettle and sing
 When your trouble's are boiling over
 Consult this recipe
 Everybody will be in clover, happy as can be
 When all the skies are grey and it's a rainy day
 Think of the birdies in spring
 When your up to your neck in hot water
 Be like the kettle and sing

P.E.

Short Warm-up:

- 30 seconds straight of burpees
- 30 second break
- 30 second plank
- 30 seconds of clam-shells (also called clam-curls)

Plate Walk Race:

You will need:

- 2 paper plates or pieces of paper.
- 2 rolled up towels

Here is how you set-up and play the game. Place your rolled-up towels at least 30 feet apart like a “start” line and a “finish” line. This game is very simple. Whenever your parents say “GO!” you need to race from the start line to the finish line. However, you must do it with a paper plate under both feet at all times. Pretend that the paper plates are little floating shields which protect you from the molten lava in between the towels. On your way back to the start line, things change a bit. This time, you must throw your first paper plate over the towel-line, jump to it with both feet, send your next plate ahead and then jump onto that one. Remember not to throw it so far that you cannot reach back for the last one. Ask your parents to time you. Remember to have fun and, as always, if you would like to, please send Coach Hess pictures!

Day 4 Instructions and Resources

Thursday, 5/7

Recite “Who are you? I’m Nobody” or “A Bird, came down the Walk” to a family member.

Math

Warm-up (5 minutes)

Complete the following word problem. Be sure to 1) write an answer sentence, 2) write your information, 3) draw a bar model, 4) and write a number sentence.

Andrea worked in a factory for 9 days. She was paid \$45 each day. How much did she earn altogether?

Anchor Activity (15 minutes)

Fill a bag with 7 green and 3 yellow items (like legos or marbles) from around your house.

What color of items can you take out of the bag? (Circle all that apply)

Red

Yellow

Blue

Green

Purple

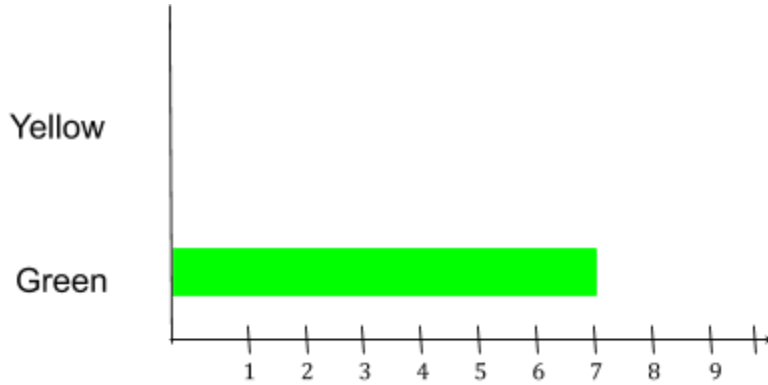
Now draw out a cube from the bag. *Record your result by putting a tally mark in the chart below.*

Then put the cube aside. Repeat until there are no cubes left in the bag.

Yellow	Green

Now let’s take the results and make a bar graph. *Complete the bar graph below by drawing a bar that represents how many yellow items you pulled out of the bag.*

Label the objects you are comparing



Scale: the amount of times each event happened

Choose the word that best describes the probability that you will choose a yellow object.

Likely Unlikely Certain Impossible

Choose the word that best describes the probability that you will choose a blue object.

Likely Unlikely Certain Impossible

Choose the word that best describes the probability that you will choose a yellow or green object.

Likely Unlikely Certain Impossible

Now let's look at another example.



Miguel spins a spinner 20 times and records the results in a tally chart.

Red	Yellow	Blue	Green
###	###		###

Color the box that shows how many times it landed on Red red. The spinner landed on red _____ times.

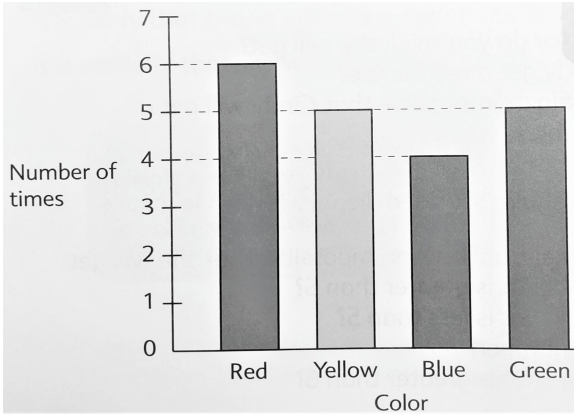
Color the box that shows how many times it landed on Blue blue. The spinner landed on blue _____ times.

Color the box that shows how many times it landed on Yellow yellow. The spinner landed on yellow _____ times.

Color the box that shows how many times it landed on Green green. The spinner landed on green _____ times.

This bar graph shows the same data. We can show data from probability experiments in tables and graphs.

Match the number of spins with each bar and color it the appropriate color.



Using the bar graph answer the following questions.

Notice that the taller the bar the more times it landed on that color.

Which color did the spinner land on most? _____

Notice that the shorter the bar the fewer times it landed on that color.

Which color did the spinner land on least? _____

Notice that if two colors were landed upon the same amount of times they are equal in height.

Which two colors have the same number? _____

How many more times did the spinner land on red than on yellow? $6 - 5 =$ _____

How many fewer times did the spinner land on blue than on red? $6 -$ _____ $= 2$

Choose the word that best describes the probability that the spinner will land on Yellow.

Likely

Unlikely

Certain

Impossible

Choose the word that best describes the probability that the spinner will *not* land on Yellow.

Likely

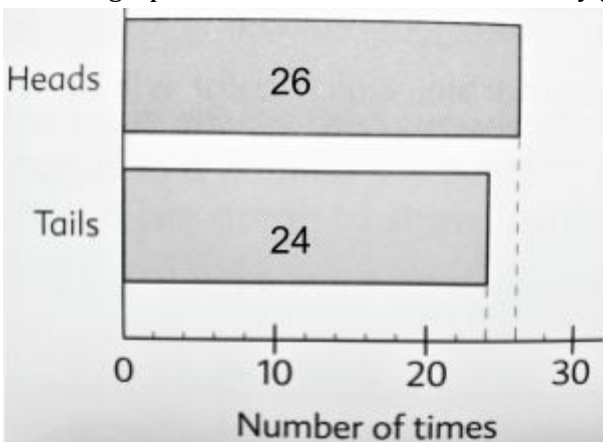
Unlikely

Certain

Impossible

Wrap-up (5 minutes)

This bar graph shows the number of times Sally got heads and tails when she flipped a coin many times.



- How many times did Sally flip a coin in total?
- Did Sally get more heads or tails?
- How many times did she get heads?
- How many times did she get tails?
- How many more times did she get heads than tails?

Spalding

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

OPR/WPR: Practice phonograms aloud (2 minutes)

- Point to each phonogram with your index finger and say the phonogram aloud.
- 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.

er w aw ear ey ee th p

Spalding Words: Identifying rules (10 minutes)

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

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

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

³
calm
circus
 consented
 {continued
 {continue

2 - The letter *c* before *e*, *i*, or *y* says *s*
 11 - Words ending with a silent final *e* are written without the *e* when adding an ending that starts with a vowel
 28 - The phonogram *ed* is used to form the past tense of verbs
 28 - The phonogram *ed* is used to form the past tense of verbs

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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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 left off on page 32 to 36, stopping when you've finished the sentence: "Besides, the monkeys lived there as much as they could be said to live anywhere, and no self-respecting animal would come within eyeshot of it except in times of drought, when the half-ruined tanks and reservoirs held a little water."

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



While reading, use a red pencil to underline sections that talk about the Jungle Law. When underlining this important information, be careful not to underline too little (only the words "Jungle Law") or too much (full paragraphs). Make it your goal to underline helpful information about these two topics.

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
	mottled	adj.	marked with spots of different colors
	timber	n.	growing trees or their wood

	wary	adj.	feeling or showing caution about possible dangers or problems
	presumptuous	adj.	failing to observe the limits of what is permitted or appropriate
	praise	v.	express warm approval or admiration of
	gorge	v.	eat a large amount greedily; fill oneself with food
	deserted	adj.	a place empty of people
	reservoirs	n.	large natural or artificial lakes used as a source of water supply

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

Why is Kaa angry with the Bandar-log? After Rann takes Baloo the message from Mowgli, how does Baloo feel about Mowgli?

Grammar

Practice Grammar Sentences. (3 minutes)

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

Read for comprehension. (5 minutes)

So far, we have discussed all the parts of speech except one. Do you know which one? *Conjunctions!* Conjunctions are really fun because they are like glue: they join words together. Read this sentence:

Baloo *and* Bagheera were furious with rage *and* grief.

What is the glue word that connects *Baloo* with *Bagheera*? *and*

What is the glue word that connects *rage* with *grief*? *and*

And is a conjunction. It glues words together. It can also glue *groups of words* together. The Latin word for a *joining* is *junction*, and the Latin word for *with* or *together* is *con*. Therefore...

A conjunction is a word that joins words or groups of words together.

There are 7 main conjunctions that glue words or phrases together: *For, And, Nor, But, Or, Yet, So*. If you take the first letter of each of these conjunctions, it spells FANBOYS.

Circle the conjunctions in the following passage. (2 minutes)

Kaa's Hunting

*His spots are the joy of the Leopard: his horns are the Buffalo's pride.
Be clean, for the strength of the hunter is known by the gloss of his hide.*

*If ye find that the Bullock can toss you, or the heavy-browed Sambhur can gore;
Ye need not stop work to inform us: we knew it ten seasons before.*

*Oppress not the cubs of the stranger, but hail them as Sister and Brother,
For though they are little and fubsy, it may be the Bear is their mother.*

*"There is none like to me!" says the Cub in the pride of his earliest kill;
But the jungle is large and the Cub he is small. Let him think and be still.*

-Maxims of Baloo

Make a FANBOYS fan. (5 minutes)

In order to memorize the 7 major conjunctions, or glue words, you are going to make a FANBOYS fan. Take a blank piece of paper, any color, and fold it back and forth like an accordion. Once the whole paper is folded and well-creased, open it up and count 7 sections. Cut off the extra sections if you have more than 7. Then, write each of the seven major conjunctions vertically from the top down, one word per fold, so that it looks like the picture below. Finally, fold it up again and fan away!



History

Practice History Sentences. (3 minutes)

You know what to do! Look at the questions from Tuesday and try to correctly answer as many as you can in 3 minutes.

Read for understanding. Put a blue box around names of places and people. (6 minutes)

Long ago in the year 1520, not long after Columbus discovered the New World, a Spanish explorer named Alonzo Alvarez de Pineda sailed around the entire coast of the Gulf of Mexico. Pineda was probably the first European to ever see the land we now call Texas! Ten years later, Cabeza de Vaca and his companions spent several years living in Texas amongst the Indians there. Hernando de Soto and Francisco de Coronado both journeyed through different parts of Texas on their expeditions as well.

Back in Europe, another kingdom was getting worried about how rich and powerful Spain was becoming, so it decided to send its own explorers to the New World to claim land too. This kingdom was France. France sent Robert de la Salle to establish a colony in the New World to compete with Spain. De Salle was given the task of establishing his colony right at the mouth of the Mississippi River in between Florida and Texas, both of which were lands claimed by Spain. De Salle eventually landed in Texas after a long and difficult voyage, though he had intended to land near the Mississippi River. His expedition failed, however, and all but four children were killed by the hostile Indians near modern-day Houston.

After hearing about France’s plans, Spain became interested in colonizing Texas. Unfortunately, Spain when they tried to establish missions in Texas, they were attacked by hostile Indian tribes. Consequently, Spain gave up for a time.

Meanwhile, France succeeded in establishing the colony of New Orleans at the mouth of the Mississippi. Feeling threatened by France’s nearby colony, the Spanish immediately sent out new expeditions to establish missions in east Texas. These missions were at least 400 miles from the nearest Spanish settlements. They decided to build a settlement at the halfway point, a mission we call The Alamo. The Alamo was more than just a mission; it was a fortress, or a presidio, built to protect those inside from the numerous hostile tribes that lived throughout Texas.

By 1810, Spain controlled all the Carribean Islands, Texas, California, Arizona, Mexico, New Mexico and parts of South America and even islands in the Pacific Ocean such as the Philippines. This was all achieved by the bravery and piety of the Spanish explorers These men risked their lives to improve their country and to spread their faith to new unexplored lands.

Read this sentence aloud three times: *The Spanish Empire was built by explorers.*

Answer in complete sentences. (6 minutes)

What two countries were competing to make colonies in Texas and the surrounding area?

Near which kind of major landform (or “waterform”) were the missions and presidios built?



Why are rivers important? _____

Latin

Exercise: Pinga PictŪram (5-7 min.)

Salvēte! Today we will do a *pinga pictŪram* (“draw a picture”) exercise.

- In the space below each Latin word, draw a picture of what that word means.
- Put a star beside the words that you can illustrate from memory, without looking up their meaning!
- If you do need to check the meaning of a word, you may look it up in your flashcards or notebook, or ask a parent to help you check it in the solutions key.

<i>nummus, -ī</i>	<i>Insula, -ae</i>
<i>dormit</i>	<i>videt</i>

<i>liber, liber ī</i>	<i>līber, librī</i>
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Art

Weaving Unit: Basket Weave Practice (10 minutes)

Materials: For this lesson you will need the weaving loom and strips from last class. Note: If you have misplaced your loom or strips you can find the templates in the “Art” folder in Google classroom.

Directions: Practice weaving using the basket weave method and fill your entire loom. Basket weave follows the Over 2, Under 2 pattern and alternates Under 2 Over 2 every other row. Once you have finished, pull out all the paper strips so that they can be used next class.

Day 5 Instructions and Resources

Friday, 5/8

Math

Practice makes perfect! (20 minutes)

1. 56 boys and 48 girls went on a field trip. 22 of the boys and 36 of the girls wore caps.
 - a. Complete the following table. *Make sure to reread the information*

	Number of boys	Number of girls	Number of boys and girls
Wearing caps	22	36	58
Not wearing caps			
Total number of boys and girls			

- b. How many more boys than girls did not wear caps?

- c. How many more girls than boys wore caps?

2. A. Use the following data to fill in the table that is formatted for you.

Raju's score	Steve's score	Maggie's score
Science: 85	Science: 68	Science: 75
English: 79	English: 72	English: 87
Mathematics: 80	Mathematics: 80	Mathematics: 70

	Maggie	Raju	Steve

B. Who obtained the highest score in Mathematics?

C. Who obtained the least score in English?

D. Who obtained the highest score in Science?

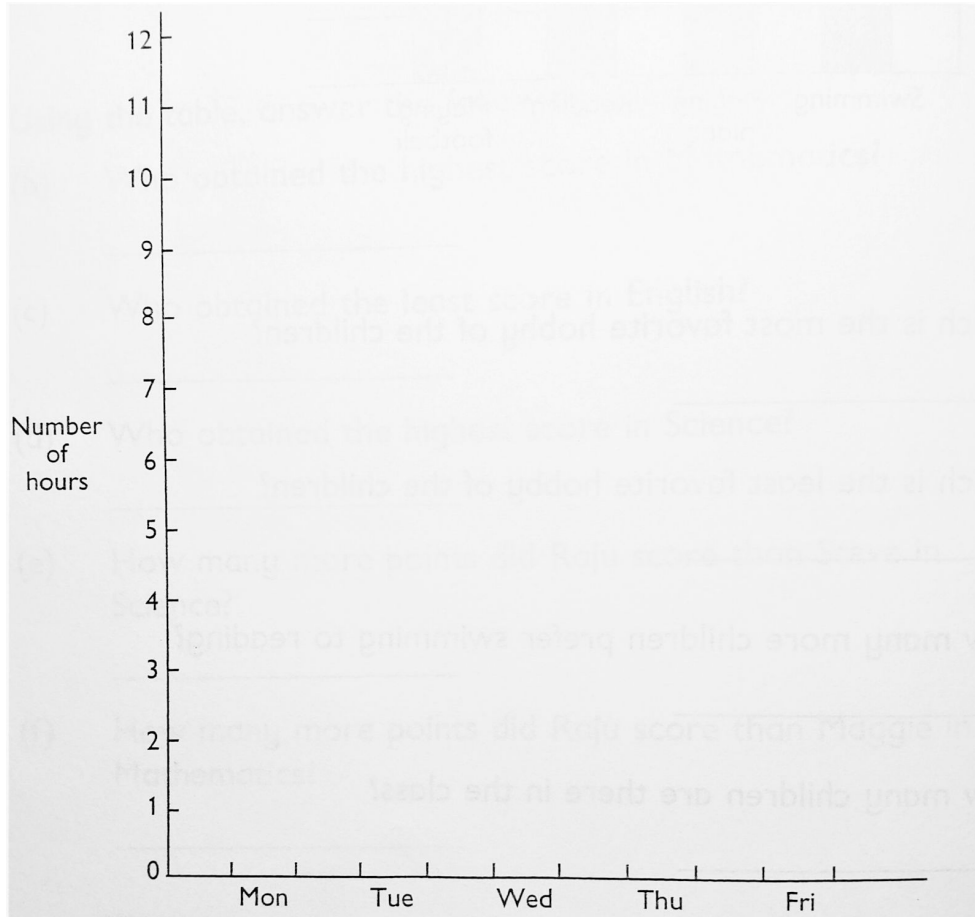
E. How many more points did Raju score than Steve in Science?

F. How many more points did Raju score than Maggie in Mathematics?

3. The table shows the number of hours Sarah spent studying each day in a week.

Days of the week	Number of hours
Monday	8
Tuesday	10
Wednesday	7
Thursday	12
Friday	6

Draw a bar graph to show the data given in the table. (You may use any color you like.)



4. Noah has 12 counters: 8 blue counters, 20 yellow counters, and 3 green counters. He put all of the counters in a box. Then he picks one counter each time without looking into the box. He does not put the counter back.

Fill in the blanks.

- Is he likely to pick a green counter?
- Is he more likely to pick a blue counter than a red counter?
- Is he more likely to pick a yellow counter or a blue counter?
- Which counter is he most likely to pick?

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 are used more than once.

1. It _____ you have given this matter a great deal of thought.
2. He hesitated at first but finally _____ to paying the large fee.
3. Bagheera answered Baloo under his _____ before turning to respond to Mowgli.
4. She read books as one would _____ air, to fill up and live.
5. He had to _____ himself against the doorway to stay standing during the earthquake.
6. Matilda's strong young mind _____ to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea.
7. There are some things you learn best in _____, and some in storm.
8. Success is not final, failure is not fatal: it is the courage to _____ that counts.
9. There were acrobats, tightrope walkers, jugglers, a clown, and horsemanship demonstrations at the first modern _____.
10. The child had to wear a _____ on her arm while her radius healed.
11. The diamond and gold _____ reflected light stunningly.

Poetry

Listen to Ms. Schweizer recite "The Tyger." Then read "The Tyger" 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. There are a lot of stops in this poem! Imagine a tiger is staring out at you from the jungle as you say it. If you can, try and say it like Ms. Schweizer does in the youtube video.

Now mark **enjambment** with a green arrow. Remember enjambment is when one line runs into another because there is *no* punctuation at the end of the line.

Now mark **caesura** with two red lines. Remember that caesura is when you have to pause in the middle of a line because there *is* punctuation.

Now mark the **rhyme scheme**. You may use different colors for each rhyme! Remember to start with “a.” The first stanza is done for you as an example.

Does the poem have a pattern? (circle your answer) yes no

Here is a list of words that you may not know. Read the poem, and, when you find them, underline them in pink. Then draw a small picture of what is happening in that line of the poem.

Immortal	v.	living forever; never dying or decaying
Symmetry	n.	correct or pleasing proportion of the parts of a thing
Aspire	v.	rise high; tower
Seize	v.	take hold of suddenly and forcibly
Sinews	n.	a piece of tough fibrous tissue uniting muscle to bone or bone to bone; a tendon or ligament
Dread	v.	anticipate with great apprehension or fear
Furnace	n.	an enclosed structure in which material can be heated to very high temperatures, e.g., for smelting metals
Anvil	n.	An anvil is a metalworking tool consisting of a large block of metal (usually forged or cast steel), with a flattened top surface, upon which another object is struck (or "worked")
Terrors	n.	extreme fear
Clasp	v.	grasp (something) tightly with one's hand

Take it outside! (5 minutes)

Go outside and pretend you are the fierce tiger that the poem describes!

The Tyger

By William Blake

Tyger Tyger, burning bright, a
In the forests of the night; a
What immortal hand or eye, b
 Could frame thy fearful symmetry? b

 In what distant deeps or skies.
 Burnt the fire of thine eyes?
 On what wings dare he aspire?
 What the hand, dare seize the fire?

 And what shoulder, & what art,
 Could twist the sinews of thy heart?
 And when thy heart began to beat,
 What dread hand? & what dread feet?

 What the hammer? what the chain,
 In what furnace was thy brain?
 What the anvil? what dread grasp,
 Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
 Did he smile his work to see?
Did he who made the Lamb make thee?

 Tyger Tyger burning bright,
 In the forests of the night:
 What immortal hand or eye,
 Dare frame thy fearful symmetry?

Science

(See Google Classroom for more images and resources about Kepler and Heliocentrism!)

Warm-up (1 minute)

Fill in the blanks:

Science is _____.

Astronomy is the science of _____.

Astronomy is an _____ science.

The _____ model is a model of the universe with the Earth at the center.

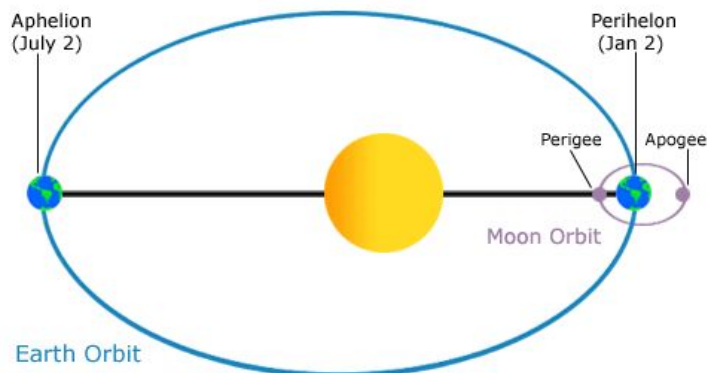
The _____ model is a model of the universe with the Sun at the center.

Lesson (12 minutes)

Last time we learned that Copernicus used mathematics to prove that the movements of the planets could be explained perfectly well if you put the Sun at the center of the universe and made the Earth one of the planets orbiting around it. This is the **heliocentric model**. But most people still couldn't imagine that Copernicus's heliocentric model might actually be true. It didn't make sense for the Earth to be flying around the Sun! Of course, in that time, no one could explain the law of gravity, which keeps us grounded to the Earth. They thought if we were truly orbiting the Sun, we would fly off the surface! And it certainly doesn't *feel* like the Earth is moving. For this reason and a few others, scientists could not accept that Copernicus could be completely right about the Sun being at the center of the universe.

Then along came **Johannes Kepler**, a German mathematician and scientist who was born 30 years after Copernicus died. Kepler thought that Copernicus was right and worked to improve the heliocentric model. Kepler was one of the most accomplished astronomers in history. His greatest accomplishment was his Three Laws of Planetary Motion. A **scientific law** is a fact of nature that has been observed often enough to say that it is true always and everywhere (like Newton's Three Laws of Motion!).

Kepler's First Law of Planetary Motion says that the planets travel along elliptical, rather than perfectly circular, orbits. (An elliptical is an oval).



Kepler's Second Law says that the planets speed up as they approach the part of their orbit that is closer to the Sun and then slow down as they get further away.

Kepler's Third Law says that the closer a planet is to the Sun, the faster it orbits. We've already seen this with the

planet Mars. Because the Earth orbits closer to the Sun than Mars, it orbits faster. When the Earth passes Mars in its orbit, Mars appears to move backwards in the sky like a slower car on the highway.

Most astronomers were skeptical of Kepler's calculations at first. Then, in 1631, Kepler predicted that Mercury would cross in front of the Sun, an astronomical event called a **transit**. Kepler wasn't sure his math was correct, so he advised his fellow astronomers to watch for the transit of the planet on the day before and the day after just in case. Mercury crossed in front of the Sun on the *exact day* he predicted. So we can say that **Kepler's Laws of Planetary Motion improved the heliocentric model**. Repeat that to yourself softly three times. People were starting to believe that maybe these new discoveries were actually the truth!

Wrap-up (2 minutes)

Copy in your neatest cursive:

Kepler's Laws of Planetary Motion improved the heliocentric model.

Music

- 1) Warm-ups: Sing "Me-Ay-Ah" and "Yo-Ho-Ho." <https://cloud.swivl.com/library/3820088/>
- 2) Listen to *Be Like the Kettle and Sing* and do your best to sing along through the whole song. Now see how much of it you can sing from memory! <https://safeYouTube.net/w/e8G9>

When all the skies are grey and it's a rainy
day

Think of the birdies in spring

When your up to your neck in hot water

Be like the kettle and sing

Tell that umbrella man he's just an also ran

Think of a kid on a swing

When your up to your neck in hot water

Be like the kettle and sing

You'll find that life's always got a funny side

So come over on the sunny side

And wear a great big smile

It makes your life worthwhile

You'll have the world on a string

When your up to your neck in hot water

Be like the kettle and sing

When your trouble's are boiling over

Consult this recipe

Everybody will be in clover, happy as can be

When all the skies are grey and it's a rainy
day

Think of the birdies in spring

When your up to your neck in hot water

Be like the kettle and sing

P.E.

Hello Third-Grade! For this Friday, I have provided you and your parents with a good list of parks and hikes around the area. These parks are big enough where you can go and play while still being apart from other people. If you are able, I would love for you and your family to go out to one of these parks and have some free-play time. You can run, hike, play soccer, work on your marathon, etc. If it is rainy on this day, try and go on another day. If you are not able to drive to one of the spots, try and see if you can go to your neighborhood park. I have provided the list of great parks on this week's newsletter. Go enjoy it!

Answer Key

Monday

Math: Warm-up: $(3+1) \times (7-1)=24$

Wrap-up: a. 27 b. 6 c. 24

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

Science: Astronomy is the science of heavenly bodies.

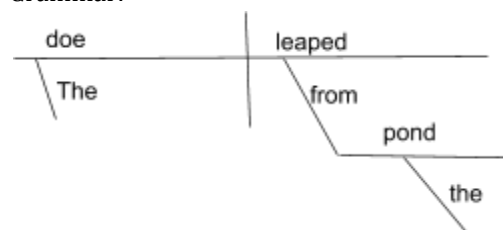
Heavenly bodies are objects in the night sky. A

constellation is a group of stars that form a pattern.

Tuesday

Math: Wrap-up: a. 14, 5, 13, 29, 42 b. 13 c. 29 d. 16

Grammar:



Exclamatory: The big, serious, old brown bear was delighted to have so quick a pupil! Interrogative: Was the big, serious, old brown bear delighted to have so quick a pupil? Imperative: Big, serious, old brown bear, be delighted to have so quick a pupil!

History: A missionary is a person that goes and spreads their religion to other people. Coronado went to get rich and Serra went to tell other people about Christianity. One went for personal gain and the other wanted to help others. Serra founded many important cities in California.

Wednesday

Math: Warm-up: a. 2,466 r. 3 b. 1209 c. 730 r. 6 d. 1,163 r. 5

Wrap-up: 1a. Black b. Grey 2a. grey b. No c. certain

Latin:

- Passage translation:

Iulius counts the money again: "One, two, three, four... nine, ten."

The number of coins is not one hundred, but only ten.

Iulius: What? In my purse there are not a hundred, but only ten coins!

Where are the other coins? Where are my servants?"

- Comprehension questions:

1. Fewer coins

2. *Irātus* (angry), not *laetus* (happy).

Spalding: 3, 1, 5, 4, 2

Science: Astronomy is an ancient science. The geocentric model is a model of the universe with the Earth at the center.

Thursday

Math: Warm-up: $9 \times 45=405$

Warp-up: a. 50 b. Heads c. 26 d. 24 e. 2

Grammar: for, or, but, and, for, but, and, and

History: Spain and France were competing. They were built near rivers. Rivers make civilization possible!

Latin: *nummus*, -i: coin. *Insula*, -ae: island. *dormit*: he/she/it sleeps. *videt*: he/she/it sees. *liber*, *liber* i: book. *liber*, *liber* i: child.

Friday

Math: 1.a. 34, 12, 46, 56, 48, 104 b. 22 c. 14

2a. Check to make sure students labelled subjects and lined up the information under the correct name. B. Raju c. Steve d. Maggie e. 5 f. 5

3. Check to see if the bars go to the correct number.

4.a. No b. No c. yellow d. Yellow

Science: Science is classification. Astronomy is the science of heavenly bodies. Astronomy is an ancient science. The geocentric model is a model of the universe with the Earth at the center. The heliocentric model is a model of the universe with the Sun at the center.

Literature Readings

Monday

Kaa's Hunting

*His spots are the joy of the Leopard: his horns are the Buffalo's pride.
Be clean, for the strength of the hunter is known by the gloss of his hide.*

*If ye find that the Bullock can toss you, or the heavy-browed Sambhur can gore;
Ye need not stop work to inform us: we knew it ten seasons before.*

*Oppress not the cubs of the stranger, but hail them as Sister and Brother,
For though they are little and fussy, it may be the Bear is their mother.*

*"There is none like to me!" says the Cub in the pride of his earliest kill;
But the jungle is large and the Cub he is small. Let him think and be still.*

-Maxims of Baloo

All that is told here happened some time before Mowgli was turned out of the Seeonee Wolf Pack, or revenged himself on Shere Khan the tiger. It was in the days when Baloo was teaching him the Law of the Jungle. The big, serious, old brown bear was delighted to have so quick a pupil, for the young wolves will only learn as much of the Law of the Jungle as applies to their own pack and tribe, and run away as soon as they can repeat the Hunting Verse—"Feet that make no noise; eyes that can see in the dark; ears that can hear the winds in their lairs, and sharp white teeth, all these things are the marks of our brothers except Tabaqui the Jackal and the Hyaena whom we hate." But Mowgli, as a man-cub, had to learn a great deal more than this. Sometimes Bagheera the Black Panther would come lounging through the jungle to see how his pet was getting on, and would purr with his head against a tree while Mowgli recited the day's lesson to Baloo. The boy could climb almost as well as he could swim, and swim almost as well as he could run. So Baloo, the Teacher of the Law, taught him the Wood and Water Laws: how to tell a rotten branch from a sound one; how to speak politely to the wild bees when he came upon a hive of them fifty feet above ground; what to say to Mang the Bat when he disturbed him in the branches at midday; and how to warn the water-snakes in the pools before he splashed down among them. None of the Jungle People like

being disturbed, and all are very ready to fly at an intruder. Then, too, Mowgli was taught the Strangers' Hunting Call, which must be repeated aloud till it is answered, whenever one of the Jungle-People hunts outside his own grounds. It means, translated, "Give me leave to hunt here because I am hungry." And the answer is, "Hunt then for food, but not for pleasure."

All this will show you how much Mowgli had to learn by heart, and he grew very tired of saying the same thing over a hundred times. But, as Baloo said to Bagheera, one day when Mowgli had been cuffed and run off in a temper, "A man's cub is a man's cub, and he must learn all the Law of the Jungle."

"But think how small he is," said the Black Panther, who would have spoiled Mowgli if he had had his own way. "How can his little head carry all thy long talk?"

"Is there anything in the jungle too little to be killed? No. That is why I teach him these things, and that is why I hit him, very softly, when he forgets."

"Softly! What dost thou know of softness, old Iron-feet?" Bagheera grunted. "His face is all bruised today by thy—softness. Ugh."

"Better he should be bruised from head to foot by me who love him than that he should come to harm through ignorance," Baloo answered very earnestly. "I am now teaching him the Master Words of the Jungle that shall protect him with the birds and the Snake People, and all that hunt on four feet, except his own pack. He can now claim protection, if he will only remember the words, from all in the jungle. Is not that worth a little beating?"

"Well, look to it then that thou dost not kill the man-cub. He is no tree trunk to sharpen thy blunt claws upon. But what are those Master Words? I am more likely to give help than to ask it"—Bagheera stretched out one paw and admired the steel-blue, ripping-chisel talons at the end of it—"still I should like to know."

"I will call Mowgli and he shall say them—if he will. Come, Little Brother!"

"My head is ringing like a bee tree," said a sullen little voice over their heads, and Mowgli slid down a tree trunk very angry and indignant, adding as he reached the ground: "I come for Bagheera and not for thee, fat old Baloo!"

"That is all one to me," said Baloo, though he was hurt and grieved. "Tell Bagheera, then, the Master Words of the Jungle that I have taught thee this day."

"Master Words for which people?" said Mowgli, delighted to show off. "The jungle has many tongues. I know them all."

"A little thou knowest, but not much. See, O Bagheera, they never thank their teacher. Not one small wolfling has ever come back to thank old Baloo for his teachings. Say the word for the Hunting-People, then—great scholar."

"We be of one blood, ye and I," said Mowgli, giving the words the Bear accent which all the Hunting People use.

"Good. Now for the birds."

Mowgli repeated, with the Kite's whistle at the end of the sentence.

"Now for the Snake-People," said Bagheera.

The answer was a perfectly indescribable hiss, and Mowgli kicked up his feet behind, clapped his hands together to applaud himself, and jumped on to Bagheera's back, where he sat sideways, drumming with his heels on the glossy skin and making the worst faces he could think of at Baloo.

"There—there! That was worth a little bruise," said the brown bear tenderly. "Some day thou wilt remember me." Then he turned aside to tell Bagheera how he had begged the Master Words from Hathi the Wild Elephant, who knows all about these things, and how Hathi had taken Mowgli down to a pool to get the Snake

Word from a water-snake, because Baloo could not pronounce it, and how Mowgli was now reasonably safe against all accidents in the jungle, because neither snake, bird, nor beast would hurt him.

“No one then is to be feared,” Baloo wound up, patting his big furry stomach with pride.

“Except his own tribe,” said Bagheera, under his breath; and then aloud to Mowgli, “Have a care for my ribs, Little Brother! What is all this dancing up and down?”

Mowgli had been trying to make himself heard by pulling at Bagheera’s shoulder fur and kicking hard. When the two listened to him he was shouting at the top of his voice, “And so I shall have a tribe of my own, and lead them through the branches all day long.”

“What is this new folly, little dreamer of dreams?” said Bagheera.

“Yes, and throw branches and dirt at old Baloo,” Mowgli went on. “They have promised me this, ah!”

Tuesday

“Whoof!” Baloo’s big paw scooped Mowgli off Bagheera’s back, and as the boy lay between the big fore-paws he could see the Bear was angry.

“Mowgli,” said Baloo, “thou hast been talking with the Bandar-log—the Monkey People.”

Mowgli looked at Bagheera to see if the Panther was angry too, and Bagheera’s eyes were as hard as jade stones.

“Thou hast been with the Monkey People—the gray apes—the people without a law—the eaters of everything. That is great shame.”

“When Baloo hurt my head,” said Mowgli (he was still on his back), “I went away, and the gray apes came down from the trees and had pity on me. No one else cared.” He snuffled a little.

“The pity of the Monkey People!” Baloo snorted. “The stillness of the mountain stream! The cool of the summer sun! And then, man-cub?”

“And then, and then, they gave me nuts and pleasant things to eat, and they—they carried me in their arms up to the top of the trees and said I was their blood brother except that I had no tail, and should be their leader some day.”

“They have no leader,” said Bagheera. “They lie. They have always lied.”

“They were very kind and bade me come again. Why have I never been taken among the Monkey People? They stand on their feet as I do. They do not hit me with their hard paws. They play all day. Let me get up! Bad Baloo, let me up! I will play with them again.”

“Listen, man-cub,” said the Bear, and his voice rumbled like thunder on a hot night. “I have taught thee all the Law of the Jungle for all the peoples of the jungle—except the Monkey-Folk who live in the trees. They have no law. They are outcasts. They have no speech of their own, but use the stolen words which they overhear when they listen, and peep, and wait up above in the branches. Their way is not our way. They are without leaders. They have no remembrance. They boast and chatter and pretend that they are a great people about to do great affairs in the jungle, but the falling of a nut turns their minds to laughter and all is forgotten. We of the jungle have no dealings with them. We do not drink where the monkeys drink; we do not go where the monkeys go; we do not hunt where they hunt; we do not die where they die. Hast thou ever heard me speak of the Bandar-log till today?”

“No,” said Mowgli in a whisper, for the forest was very still now Baloo had finished.

“The Jungle-People put them out of their mouths and out of their minds. They are very many, evil, dirty, shameless, and they desire, if they have any fixed desire, to be noticed by the Jungle People. But we do not notice them even when they throw nuts and filth on our heads.”

He had hardly spoken when a shower of nuts and twigs spattered down through the branches; and they could hear coughings and howlings and angry jumpings high up in the air among the thin branches.

“The Monkey-People are forbidden,” said Baloo, “forbidden to the Jungle-People. Remember.”

“Forbidden,” said Bagheera, “but I still think Baloo should have warned thee against them.”

“I—I? How was I to guess he would play with such dirt. The Monkey People! Faugh!”

A fresh shower came down on their heads and the two trotted away, taking Mowgli with them. What Baloo had said about the monkeys was perfectly true. They belonged to the tree-tops, and as beasts very seldom look up, there was no occasion for the monkeys and the Jungle-People to cross each other’s path. But whenever they found a sick wolf, or a wounded tiger, or bear, the monkeys would torment him, and would throw sticks and nuts at any beast for fun and in the hope of being noticed. Then they would howl and shriek senseless songs, and invite the Jungle-People to climb up their trees and fight them, or would start furious battles over nothing among themselves, and leave the dead monkeys where the Jungle-People could see them.

They were always just going to have a leader, and laws and customs of their own, but they never did, because their memories would not hold over from day to day, and so they compromised things by making up a saying, “What the Bandar-log think now the jungle will think later,” and that comforted them a great deal. None of the beasts could reach them, but on the other hand none of the beasts would notice them, and that was why they were so pleased when Mowgli came to play with them, and they heard how angry Baloo was.

They never meant to do any more—the Bandar-log never mean anything at all; but one of them invented what seemed to him a brilliant idea, and he told all the others that Mowgli would be a useful person to keep in the tribe, because he could weave sticks together for protection from the wind; so, if they caught him, they could make him teach them. Of course Mowgli, as a woodcutter’s child, inherited all sorts of instincts, and used to make little huts of fallen branches without thinking how he came to do it. The Monkey-People, watching in the trees, considered his play most wonderful. This time, they said, they were really going to have a leader and become the wisest people in the jungle—so wise that everyone else would notice and envy them. Therefore they followed Baloo and Bagheera and Mowgli through the jungle very quietly till it was time for the midday nap, and Mowgli, who was very much ashamed of himself, slept between the Panther and the Bear, resolving to have no more to do with the Monkey People.

The next thing he remembered was feeling hands on his legs and arms—hard, strong, little hands— and then a swash of branches in his face, and then he was staring down through the swaying boughs as Baloo woke the jungle with his deep cries and Bagheera bounded up the trunk with every tooth bared. The Bandar-log howled with triumph and scuffled away to the upper branches where Bagheera dared not follow, shouting: “He has noticed us! Bagheera has noticed us. All the Jungle-People admire us for our skill and our cunning.” Then they began their flight; and the flight of the Monkey-People through tree-land is one of the things nobody can describe. They have their regular roads and crossroads, up hills and down hills, all laid out from fifty to seventy or a hundred feet above ground, and by these they can travel even at night if necessary.

Wednesday

Two of the strongest monkeys caught Mowgli under the arms and swung off with him through the treetops, twenty feet at a bound. Had they been alone they could have gone twice as fast, but the boy’s weight held them back. Sick and giddy as Mowgli was he could not help enjoying the wild rush, though the glimpses of earth far down

below frightened him, and the terrible check and jerk at the end of the swing over nothing but empty air brought his heart between his teeth.

His escort would rush him up a tree till he felt the thinnest topmost branches crackle and bend under them, and then with a cough and a whoop would fling themselves into the air outward and downward, and bring up, hanging by their hands or their feet to the lower limbs of the next tree. Sometimes he could see for miles and miles across the still green jungle, as a man on the top of a mast can see for miles across the sea, and then the branches and leaves would lash him across the face, and he and his two guards would be almost down to earth again.

So, bounding and crashing and whooping and yelling, the whole tribe of Bandar-log swept along the tree-roads with Mowgli their prisoner.

For a time he was afraid of being dropped. Then he grew angry but knew better than to struggle, and then he began to think. The first thing was to send back word to Baloo and Bagheera, for, at the pace the monkeys were going, he knew his friends would be left far behind. It was useless to look down, for he could only see the topsides of the branches, so he stared upward and saw, far away in the blue, Rann the Kite balancing and wheeling as he kept watch over the jungle waiting for things to die. Rann saw that the monkeys were carrying something, and dropped a few hundred yards to find out whether their load was good to eat. He whistled with surprise when he saw Mowgli being dragged up to a treetop and heard him give the Kite call for—"We be of one blood, thou and I." The waves of the branches closed over the boy, but Rann balanced away to the next tree in time to see the little brown face come up again. "Mark my trail!" Mowgli shouted. "Tell Baloo of the Seeonee Pack and Bagheera of the Council Rock."

"In whose name, Brother?" Rann had never seen Mowgli before, though of course he had heard of him.

"Mowgli, the Frog. Man-cub they call me! Mark my trail!"

The last words were shrieked as he was being swung through the air, but Rann nodded and rose up till he looked no bigger than a speck of dust, and there he hung, watching with his telescope eyes the swaying of the treetops as Mowgli's escort whirled along.

"They never go far," he said with a chuckle. "They never do what they set out to do. Always pecking at new things are the Bandar-log. This time, if I have any eye-sight, they have pecked down trouble for themselves, for Baloo is no fledgling and Bagheera can, as I know, kill more than goats."

So he rocked on his wings, his feet gathered up under him, and waited.

Meantime, Baloo and Bagheera were furious with rage and grief. Bagheera climbed as he had never climbed before, but the thin branches broke beneath his weight, and he slipped down, his claws full of bark.

"Why didst thou not warn the man-cub?" he roared to poor Baloo, who had set off at a clumsy trot in the hope of overtaking the monkeys. "What was the use of half slaying him with blows if thou didst not warn him?"

"Haste! O haste! We—we may catch them yet!" Baloo panted.

"At that speed! It would not tire a wounded cow. Teacher of the Law—cub-beater—a mile of that rolling to and fro would burst thee open. Sit still and think! Make a plan. This is no time for chasing. They may drop him if we follow too close."

"Arrula! Whoo! They may have dropped him already, being tired of carrying him. Who can trust the Bandar-log? Put dead bats on my head! Give me black bones to eat! Roll me into the hives of the wild bees that I may be stung to death, and bury me with the Hyaena, for I am most miserable of bears! Arulala! Wahooa! O Mowgli, Mowgli! Why did I not warn thee against the Monkey-Folk instead of breaking thy head? Now perhaps I may have knocked the day's lesson out of his mind, and he will be alone in the jungle without the Master Words."

Baloo clasped his paws over his ears and rolled to and fro moaning.

“At least he gave me all the Words correctly a little time ago,” said Bagheera impatiently. “Baloo, thou hast neither memory nor respect. What would the jungle think if I, the Black Panther, curled myself up like Ikki the Porcupine, and howled?”

“What do I care what the jungle thinks? He may be dead by now.”

“Unless and until they drop him from the branches in sport, or kill him out of idleness, I have no fear for the man-cub. He is wise and well taught, and above all he has the eyes that make the Jungle-People afraid. But (and it is a great evil) he is in the power of the Bandar-log, and they, because they live in trees, have no fear of any of our people.” Bagheera licked one forepaw thoughtfully.

“Fool that I am! Oh, fat, brown, root-digging fool that I am,” said Baloo, uncoiling himself with a jerk, “it is true what Hathi the Wild Elephant says: ‘To each his own fear’; and they, the Bandar-log, fear Kaa the Rock Snake. He can climb as well as they can. He steals the young monkeys in the night. The whisper of his name makes their wicked tails cold. Let us go to Kaa.”

“What will he do for us? He is not of our tribe, being footless—and with most evil eyes,” said Bagheera.

“He is very old and very cunning. Above all, he is always hungry,” said Baloo hopefully. “Promise him many goats.”

“He sleeps for a full month after he has once eaten. He may be asleep now, and even were he awake what if he would rather kill his own goats?” Bagheera, who did not know much about Kaa, was naturally suspicious.

“Then in that case, thou and I together, old hunter, might make him see reason.” Here Baloo rubbed his faded brown shoulder against the Panther, and they went off to look for Kaa the Rock Python.

Thursday

They found him stretched out on a warm ledge in the afternoon sun, admiring his beautiful new coat, for he had been in retirement for the last ten days changing his skin, and now he was very splendid— darting his big blunt-nosed head along the ground, and twisting the thirty feet of his body into fantastic knots and curves, and licking his lips as he thought of his dinner to come.

“He has not eaten,” said Baloo, with a grunt of relief, as soon as he saw the beautifully mottled brown and yellow jacket. “Be careful, Bagheera! He is always a little blind after he has changed his skin, and very quick to strike.”

Kaa was not a poison snake—in fact he rather despised the poison snakes as cowards—but his strength lay in his hug, and when he had once lapped his huge coils round anybody there was no more to be said. “Good hunting!” cried Baloo, sitting up on his haunches. Like all snakes of his breed Kaa was rather deaf, and did not hear the call at first. Then he curled up ready for any accident, his head lowered.

“Good hunting for us all,” he answered. “Oho, Baloo, what dost thou do here? Good hunting, Bagheera. One of us at least needs food. Is there any news of game afoot? A doe now, or even a young buck? I am as empty as a dried well.”

“We are hunting,” said Baloo carelessly. He knew that you must not hurry Kaa. He is too big.

“Give me permission to come with you,” said Kaa. “A blow more or less is nothing to thee, Bagheera or Baloo, but I—I have to wait and wait for days in a wood-path and climb half a night on the mere chance of a young ape. Psshaw! The branches are not what they were when I was young. Rotten twigs and dry boughs are they all.”

“Maybe thy great weight has something to do with the matter,” said Baloo.

"I am a fair length—a fair length," said Kaa with a little pride. "But for all that, it is the fault of this new-grown timber. I came very near to falling on my last hunt—very near indeed—and the noise of my slipping, for my tail was not tight wrapped around the tree, waked the Bandar-log, and they called me most evil names."

"Footless, yellow earth-worm," said Bagheera under his whiskers, as though he were trying to remember something.

"Sssss! Have they ever called me that?" said Kaa.

"Something of that kind it was that they shouted to us last moon, but we never noticed them. They will say anything—even that thou hast lost all thy teeth, and wilt not face anything bigger than a kid, because (they are indeed shameless, these Bandar-log)—because thou art afraid of the he-goat's horns," Bagheera went on sweetly.

Now a snake, especially a wary old python like Kaa, very seldom shows that he is angry, but Baloo and Bagheera could see the big swallowing muscles on either side of Kaa's throat ripple and bulge.

"The Bandar-log have shifted their grounds," he said quietly. "When I came up into the sun today I heard them whooping among the tree-tops."

"It—it is the Bandar-log that we follow now," said Baloo, but the words stuck in his throat, for that was the first time in his memory that one of the Jungle-People had owned to being interested in the doings of the monkeys.

"Beyond doubt then it is no small thing that takes two such hunters—leaders in their own jungle I am certain—on the trail of the Bandar-log," Kaa replied courteously, as he swelled with curiosity.

"Indeed," Baloo began, "I am no more than the old and sometimes very foolish Teacher of the Law to the Seonee wolf-cubs, and Bagheera here—"

"Is Bagheera," said the Black Panther, and his jaws shut with a snap, for he did not believe in being humble. "The trouble is this, Kaa. Those nut-stealers and pickers of palm leaves have stolen away our man-cub of whom thou hast perhaps heard."

"I heard some news from Ikki (his quills make him presumptuous) of a man-thing that was entered into a wolf pack, but I did not believe. Ikki is full of stories half heard and very badly told."

"But it is true. He is such a man-cub as never was," said Baloo. "The best and wisest and boldest of man-cubs—my own pupil, who shall make the name of Baloo famous through all the jungles; and besides, I—we—love him, Kaa."

"Ts! Ts!" said Kaa, weaving his head to and fro. "I also have known what love is. There are tales I could tell that—"

"That need a clear night when we are all well fed to praise properly," said Bagheera quickly. "Our man-cub is in the hands of the Bandar-log now, and we know that of all the Jungle-People they fear Kaa alone."

"They fear me alone. They have good reason," said Kaa. "Chattering, foolish, vain—vain, foolish, and chattering, are the monkeys. But a man-thing in their hands is in no good luck. They grow tired of the nuts they pick, and throw them down. They carry a branch half a day, meaning to do great things with it, and then they snap it in two. That man-thing is not to be envied. They called me also—'yellow fish' was it not?"

"Worm—worm—earth-worm," said Bagheera, "as well as other things which I cannot now say for shame."

"We must remind them to speak well of their master. Aaa-ssp! We must help their wandering memories. Now, whither went they with the cub?"

"The jungle alone knows. Toward the sunset, I believe," said Baloo. "We had thought that thou wouldst know, Kaa."

"I? How? I take them when they come in my way, but I do not hunt the Bandar-log, or frogs—or green scum on a water-hole, for that matter."

"Up, Up! Up, Up! Hillo! Illo! Illo, look up, Baloo of the Seonee Wolf Pack!"

Baloo looked up to see where the voice came from, and there was Rann the Kite, sweeping down with the sun shining on the upturned flanges of his wings. It was near Rann's bedtime, but he had ranged all over the jungle looking for the Bear and had missed him in the thick foliage.

"What is it?" said Baloo.

"I have seen Mowgli among the Bandar-log. He bade me tell you. I watched. The Bandar-log have taken him beyond the river to the monkey city—to the Cold Lairs. They may stay there for a night, or ten nights, or an hour. I have told the bats to watch through the dark time. That is my message. Good hunting, all you below!"

"Full gorge and a deep sleep to you, Rann," cried Bagheera. "I will remember thee in my next kill, and put aside the head for thee alone, O best of kites!"

"It is nothing. It is nothing. The boy held the Master Word. I could have done no less," and Rann circled up again to his roost.

"He has not forgotten to use his tongue," said Baloo with a chuckle of pride. "To think of one so young remembering the Master Word for the birds too while he was being pulled across trees!"

"It was most firmly driven into him," said Bagheera. "But I am proud of him, and now we must go to the Cold Lairs."

They all knew where that place was, but few of the Jungle People ever went there, because what they called the Cold Lairs was an old deserted city, lost and buried in the jungle, and beasts seldom use a place that men have once used. The wild boar will, but the hunting tribes do not. Besides, the monkeys lived there as much as they could be said to live anywhere, and no self-respecting animal would come within eyeshot of it except in times of drought, when the half-ruined tanks and reservoirs held a little water.