



Remote Learning Packet

Third Grade

May 18–May 22, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 18–May 22, 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 18, 2020
- Tuesday, May 19, 2020
- Wednesday, May 20, 2020
- Thursday, May 21, 2020
- Friday, May 22, 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 5/18-5/22

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

Subject	Mon. 5/18	Tue. 5/19	Wed. 5/20	Thu. 5/21	Friday 5/22
<i>Math</i> ~20-30 min.	Review Adding and Subtracting	Review Multiplication and Division	Review Money	Review Fractions	Review Units of Measurement
<i>English Language Arts</i> ~20-30 min. total	<i>Literature</i> Tiger! Tiger!	Tiger! Tiger!	Tiger! Tiger!	Tiger! Tiger!	Poetry Review
	<i>Grammar/ Writing</i> Copywork	Part of Speech Review	Narration	Types of Sentences Review	
	<i>Spalding</i> Evaluating words from literature	Evaluating words from literature	Evaluating words from literature	Evaluating words from literature	Evaluating words from literature
<i>History</i> or <i>Science</i> ~15 min.	<i>Science:</i> Introduction to the Solar System	<i>History:</i> Explorer BINGO!	<i>Science:</i> Inner Planets	<i>History:</i> Matching Game!	<i>Science:</i> Outer Planets
<i>Art</i> or <i>Music</i> ~10 min.	<i>Music:</i> Debussy biography	<i>Art:</i> Origami Unit- Folding an Elephant part 1	<i>Music:</i> Impressionism	<i>Art:</i> Origami Unit- Folding an Elephant part 2	<i>Music:</i> Japanese rice pounding song
<i>Latin</i> or <i>P.E.</i> ~10 min.	P.E. 10 minutes of the "Throw and Catch" challenge.	Latin Reading: Imperative Verbs	P.E. 10 minute work-out routine.	Latin Imperative verbs: reading, circle-the-verb exercise	P.E. Short warm-up followed by a game of "Paper-Ball Tennis."

Day 1 Instructions and Resources

Monday, 5/18

Read "The Tyger" three times and recite as much as you can to a family member.

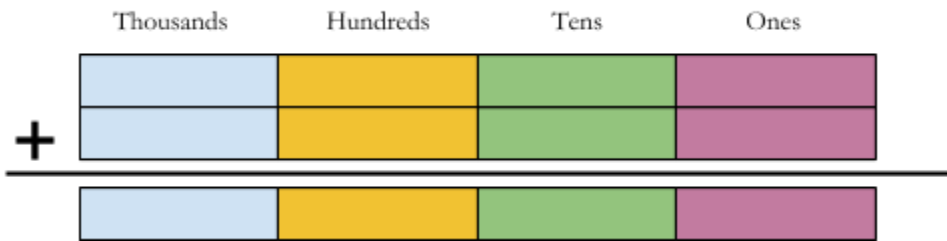
Math

Concept Review (5 minutes)

You will always be adding and subtracting! So, let's see if you can remember how!

Example A. $2803 + 1443 = ?$

First line up the ones with ones, tens with tens, hundreds with hundreds, and thousands with thousands.



Always start in the ones place! $3 + 6 = \underline{\quad}$

Add the tens! $0 \text{ tens} + 4 \text{ tens} = \underline{\quad}$

Add the hundreds! $8 \text{ hundreds} + 4 \text{ hundreds} = \underline{\quad}$ $10 \text{ hundreds} = \underline{\quad} \text{ thousand}$

Add the thousands! $1 \text{ thousand} + 2 \text{ thousand} + 1 \text{ thousand} = \underline{\quad}$

Example B. $3246 - 1634 = ?$

First line up the ones with ones, tens with tens, hundreds with hundreds, and thousands with thousands.



Always start in the ones place! $6 - 4 = \underline{\quad}$

Subtract the tens! $4 \text{ tens} - 3 \text{ tens} = \underline{\quad}$

Subtract the hundreds! $2 \text{ hundreds} - 6 \text{ hundreds} = \textit{Not a good idea!}$

Rename 1 thousand as 10 hundreds. $12 \text{ hundreds} - 6 \text{ hundreds} = \underline{\quad}$

Subtract the thousands! $2 \text{ thousand} - 1 \text{ thousand} = \underline{\quad}$

Practice! (15 minutes)

1. Write the next three numbers for each of the following number patterns.

a. 5612, 5622, 5632, _____, _____, _____

b. 1800, 1900, 2000, _____, _____, _____

c. 4056, 5056, 6056, _____, _____, _____

2. Estimate

a. Estimate the value of $469+37$ by rounding to the nearest ten.

b. Estimate the value of $4598 - 432$ by rounding to the nearest hundred.

c. Estimate the value of $7087-2592$ by rounding to the nearest thousand.

3. Find the value of $17 + 48 + 22 + 61 =$ _____

4. Find the value of each of the following. You may use a vertical algorithm.

a. $730+313 =$	b. $724 + 184 =$	c. $746 - 316 =$	d. $470-371 =$
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5. Find the missing numbers.

a. $5684 +$ _____ $= 7002$

b. $6032 -$ _____ $= 1532$

Draw a bar model and solve the next two problems.

6. Mr. Johnson had \$5000. He spent \$2572 on a computer and \$955 on a television set.

a. How much money did he spend?

b. How much money did he have left?

7. There are 4608 members in a club. 2745 of them are men. 855 are women. The rest are children. How many children are there?

Spalding

Evaluating words from literature (5 minutes)

This week, we are going to practice our Spalding skills with words from our reading in *The Jungle Book*. After reading the word and its definition, follow the steps below.

1. Find the separate syllables by saying the word aloud.
 - a. If you are unsure how to say the word, ask a family member or with parent permission, use an online dictionary such as Merriam-Webster.com to play the pronunciation aloud.
 - b. If you are struggling to figure out where the word breaks into syllables, put your fingers lightly on your chin. When you are saying a syllable, you will feel your chin go down. At the break in between the syllables, you will feel your chin go up as your mouth closes.
2. Write the word in cursive with small spaces between the syllables, like we would in our Spalding notebooks.
3. Underline any multi-letter phonograms.
4. *Challenge (optional): add any additional markings or rules that are being used in the word.*

Example

In this example, I will show step by step what the directions are asking you to do. Your paper only needs the finished product--either step 3 or 4!

Word: steady
Steps 1+2: stead y
Step 3: stead y
Step 4: stead² y r. 6

solemnly (adv.) in a formal and dignified manner

beckoned (v.) make a gesture with the hand to encourage someone to come nearer

scolded (v.) to reprimand someone angrily

Literature

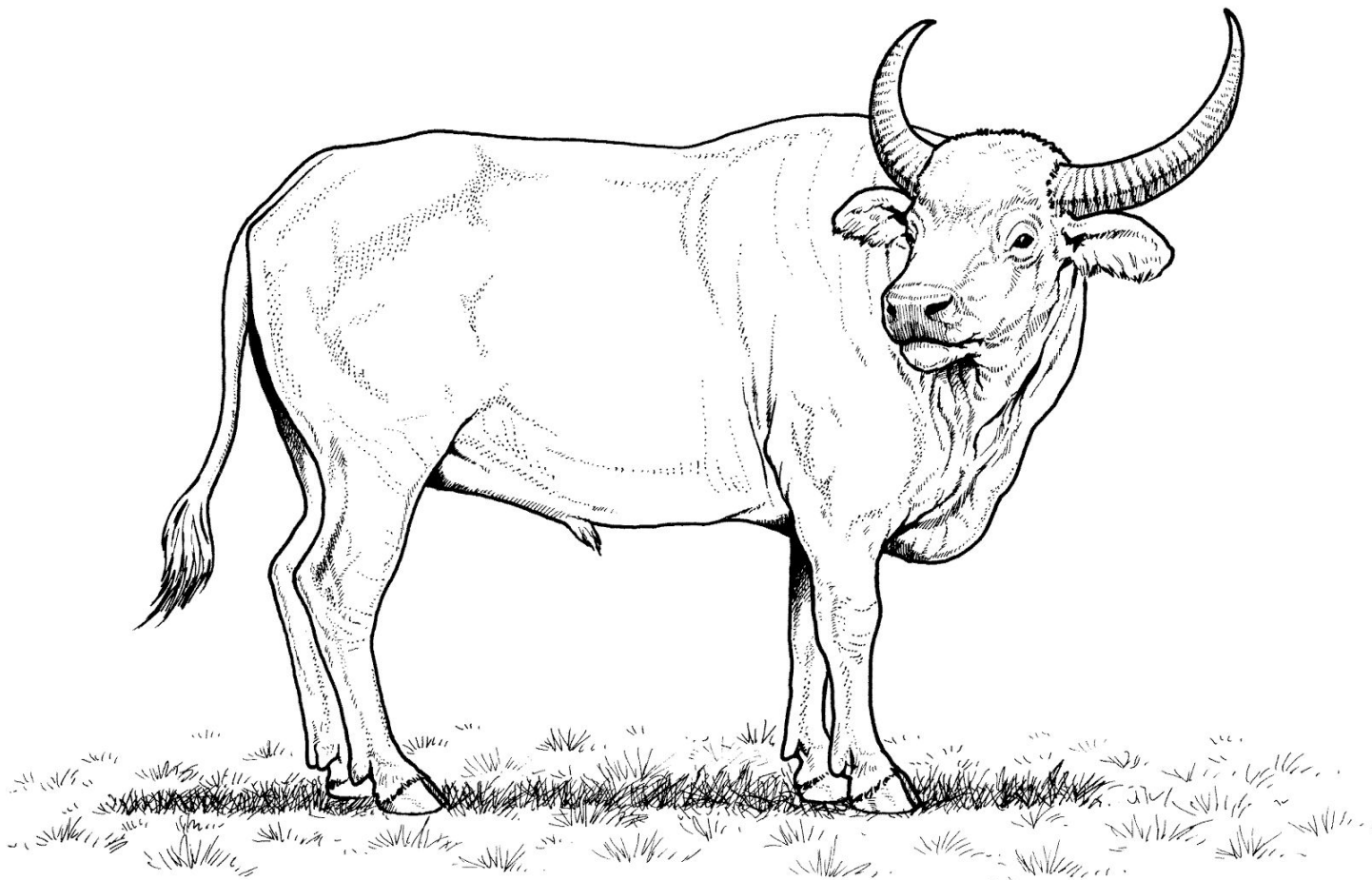
Read today's section of *The Jungle Book* out loud, in a whisper, or in your head (about 15 minutes):

- If reading in the packet, read the "Monday" section.
- If reading in the book, read from the beginning of page 51 to page 55, stopping when you've finished the sentence: "The deer and the wild pig grubbed up their crops, and now and again the tiger carried off a man at twilight, within sight of the village gates."

You can either listen to Mrs. Stevens read aloud at <https://bit.ly/2SW6eDm> or listen to the Librivox recording at <https://bit.ly/3eTsiYQ> while you follow along with the text.

Color a water buffalo (5 minutes)

In today's reading, Mowgli is tasked with the responsibility of taking the buffaloes out to graze. He likely was taking care of water buffalo, or *bubalus bubalis*, which are native to Asia's tropical and subtropical forests. They are related to African buffalo or bison that are found in North America, though they are larger, have wider hooves to walk on wet surfaces, and have thinner, darker brown or black fur. Spend five minutes neatly coloring the image of the water buffalo below.



Writing

Copywork (about 10 minutes)

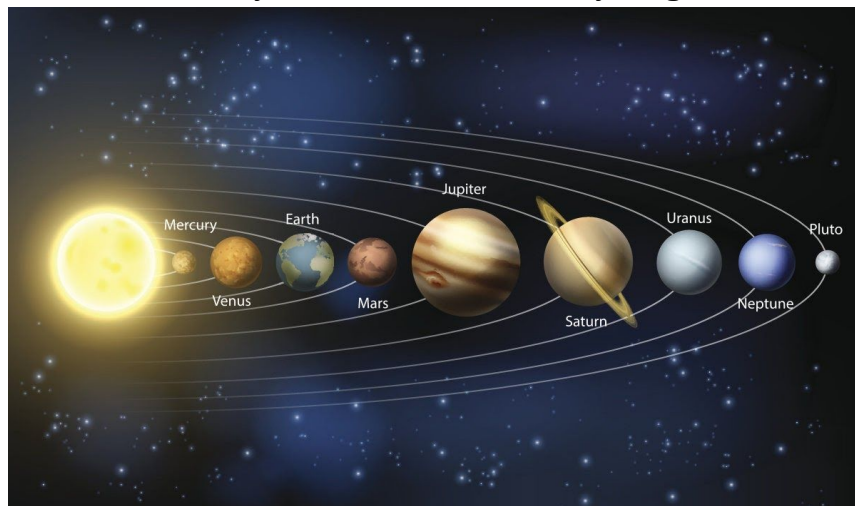
1. Think about one of your favorite moments in *The Jungle Book*. Locate the scene in your book.
2. Reread the scene, and pick two (or three) sentences that you think are the most meaningful.
3. Copy the sentences below in your best Spalding cursive.
4. Remember to pay close attention to capitalization and punctuation.
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 to the midpoint and the tall letters almost to the top line?

📺 Science

📺 * These Science lessons are meant to be fun for scholars to read and wonder at the marvelous facts presented. Please read as much as is manageable. Much of the lesson has been pared down, so please go to the video on Google Classroom for more narrated information and incredible images!

The Latin for Sun is *sol*. So “solar” means having to do with the Sun. The **Solar System**, then, is the system of planets and other objects that orbit the Sun.

Repeat to yourself three times: **The Solar System is the Sun and everything that orbits it.**



Illustrations like this one are useful to help us see semi-realistic pictures of the Sun and the planets in the right order, but in reality the objects in the Solar System are *very* different sizes and much, much further apart. Go to this link to see the true size comparisons of the planets: <https://bit.ly/2ArhCAQ>

All the planets also orbit the Sun at different speeds. The Solar System is like a great dance. Look at this website for an interactive view of the speed of all the planets’ orbits: <https://bit.ly/2Z00MBC>

But how did all this come about? Where did the Sun and all the planets come from?

Billions of years ago, a star exploded, spreading its gases over a huge area, forming a giant cloud, or *nebula*, of gas and dust. These nebulae are sometimes called **stellar nurseries** because they are where stars are born. Over millions of years, gravity causes the gases and dust inside the nebula to be pulled toward one another, forming clumps and rocks. Most of the material gets pulled toward the center of the cloud. Eventually so much gets

pulled to the center, it gets so big, and the gases are put under so much pressure that they suddenly ignite, or catch fire! The atoms that make up the gases start to fuse together, releasing energy just like an explosion, and 4.6 billion years ago, the Sun was born.

Slowly the gravitational forces caused by the baby Sun made the cloud of gas and dust settle into a flat disk swirling around the Sun at its center. Eventually, what's left of the gas, dust, ice, and rocks in the swirling disk start to clump together themselves, getting bigger and bigger as they are pulled towards and crash into each other. These are what will become the planets we know today, but back then they were smaller and there were a lot more of them.

The early Solar System was a violent place, with millions of bigger and smaller rocks, planets, and asteroids constantly crashing into one another. Some would get hit so hard they would get knocked right out of the Sun's gravity and float off into space never to be seen again. It was during this time that another small planet smacked right into the early Earth and tore off the piece of our planet that would become our Moon. But we'll talk more about that later.

Eventually almost all of the little rocks and chunks of dust and ice left over from the original nebula got used up. Either they've already crashed into and become part of one of the planets, or they've been ejected out into space by gravity.

Watch this short video about the formation of the Solar System! <https://bit.ly/2y4v0do>

So what were we left with was the Solar System we know today: the Sun with the eight major planets, their moons, and other small heavenly bodies that orbit it. Most of the matter in the Solar System is contained within the Sun. In fact, the Sun has 714 times more mass than everything else in the Solar System, all the planets, moons, dwarf planets, asteroids, comets, and everything, combined! The Sun makes up 99.86% of all the matter in the entire Solar System.

The Sun is a star—a giant ball of exploding gas, mostly hydrogen and helium. That's right. The sun is an explosion. It's exploding right now. It never stops exploding. The surface of the Sun is 10,000° F and the core is 27 million degrees! The only reason it doesn't spray its gaseous innards all across the Solar System is because it's so *huge*. It's so big and so heavy that it has enough gravity to hold itself together even against the incredible explosive forces it generates all the time!

But the Sun doesn't *always* hold itself together completely. Sometimes the explosions are so powerful they break through the gravity of the Sun and some of the Sun's burning gases get ejected out into space. Sometimes, these **solar mass ejections** are really big, like this one from August 2012 captured with a telescope. (This is not a drawing.)



The Sun is about 109 times as wide as the Earth, and over a million Earths could fit inside. The Sun is the

source of all energy in the Solar System, including life on our own planet. One day it will also doom us, the Earth, and the entire Solar System to a grim death, but let's not worry about that for now. Orbiting around the Sun, held in place by the Sun's powerful gravity, are eight planets and many smaller bodies, which we'll introduce next time.

Music

- 1) Students, today we are learning about a composer that is very close to my heart: Claude Debussy. Over the years I've played many of his pieces for piano, violin, voice, and symphony.
- 2) Read the biography below. Then, reread it and underline or write down EIGHT facts from it.

The Story of Claude Debussy (1862-1918)

Claude Debussy was born at Saint-Germain-en-Laye, about 11 miles from Paris. As a child, Debussy was serious and thoughtful. His sister Adele recalled that he watched other children p[laying more than playing himself. His godparents encouraged Debussy to paint and play music.

Debussy went to the Paris Conservatory when he was 11 years old and he won prizes for sight-singing, piano and composition. Once there, he created music with one goal in mind: to please his own ears. He rebelled against traditional harmony, and his improvisations were actually thought to be "dangerous."

When he was 22 years old, he won the Grand Prix de Rome, a competition for composers. This coveted award allowed him to stay at the Villa Medici in Rome for three years with all expenses paid. During this time he worked on his new musical ideas and got to meet Franz Liszt and the great opera composer, Giuseppe Verdi. However, he became impatient with life in this magnificent palace and longer to return to more familiar surroundings. After two years, he returned home to Paris to compose, teach and perform on the piano.

In 1894, Debussy composed *Prelude to the Afternoon of a Faun*, an impressionistic tone poem for



orchestra. The work was inspired by a poem written by Stéphane Mallarmé, "L'Après-midi d'un faune." One day in 1894, Mallarmé knocked on Debussy's door and asked to hear the new orchestral piece. After listening to it, the poet sat silent for a long time, then expressed his pleasure at Debussy's work, saying that the music captured the emotion of his poem much more than a painting could.

During the next few years, he composed some of his most beautiful and significant works. For orchestra, he wrote *Images*, *La Mer* and *Nocturnes*. *La Mer* (The Sea), consisting of three movements about the sea, is probably Debussy's best-known orchestral work. For piano, he wrote two volumes of *Préludes*, *Suite Bergamasque* which contains the beautiful "Claire de Lune" (Moonlight) and *Children's Corner Suite* which was inspired by Debussy's daughter, Chou Chou. The later suite contains the famous ragtime-inspired "Golliwog's Cakewalk."

Debussy's extraordinary master of fluid lines and intricate harmonies allowed him to paint beautiful pictures in sound. His genius is equally evident in his piano works, in which he strived to emulate the qualities and sonorities of the orchestra.

In his final years, Debussy was ill with cancer and had financial problems. He was distraught about the First World War and he died during a bombardment of Paris in 1918.



Debussy on a picnic with his daughter Chou Chou

P.E.

Throw and Catch Challenge

Materials:

- Empty juice/milk jug or something similar (best if plastic with a handle)
- Scissors
- A marker to mark where to cut
- A small ball (tennis ball, sock ball, or anything about that size)

***If you don't have these materials, please work on throwing and catching with your hands and incorporate clapping between throws to make it more challenging!

Steps:

1. Clean out the jug and draw a line about an inch away from the bottom
2. Carefully cut all the way around the line until the bottom of the jug is removed
3. Now flip your jug so the bottom is open towards the sky and hold the jug in your non-dominant hand (the hand you don't throw with)
4. Hold the small ball in your throwing hand and toss it in the air
5. Then try and catch the ball inside the jug! Try and catch it at least 5 times

Optional Challenges:

- ★ Bounce the ball on the ground and then catch it in the jug!
- ★ Have someone else bounce it on the ground and you try and catch it in your jug!
- ★ Make two or more of these catching devices and play catch with your family! Find creative ways to throw and catch the ball or see how many you can do in a row without dropping the ball!

Day 2 Instructions and Resources

Tuesday, 5/19

Read "The Tyger" three times and recite as much as you can to a family member.

Math

Concept Review (5 minutes)

Example A. $2987 \times 3 = ?$

First line up the ones with ones, tens with tens, hundreds with hundreds, and thousands with thousands.

Thousands	Hundreds	Tens	Ones	
				= 3×7
				= 3×80
				= 3×900
				= 3×2000

Example B. $823 \div 4 = ?$

823	\div	4	=	
↓		↓		↓
Dividend		Divisor		Quotient and Remainder

4		823
---	--	-----

Here is a little story to help us remember how to use the division vertical algorithm.

The **whole/dividend** goes inside the house.

The **Divisor/units** are knocking at the door.

The **quotient and remainder** go on the roof.

Start in the hundreds place!

Dad says, "Divide."

Mom says, "Multiply."

Sister says, "Subtract."

Brother says, "Bring down and begin again."

Practice! (15 minutes)

Find the value of each of the following. You should use vertical algorithms.

1.A. $47 \times 3 =$

B. $207 \times 5 =$

C. $789 \times 4 =$

2.A. $78 \div 3 =$

B. $700 \div 4 =$

C. $451 \div 5 =$

Draw a bar model and solve the next four problems.

3. There were 485 gallons of gas in 1 drum. How many gallons of gas were there in 4 such drums?

4. A tailor bought 563 yd. of cloth to make dresses. He used 3 yd. to make each dress. How many dresses did he make? How many yards of cloth were left?

5. There were 1052 books in a children's library. 650 of them were checked out. 226 of the books left were picture books. How many chapter books were left?

6. Kylie has \$240. Nicole has 3 times more money than Kylie. How much money do they have altogether?

Spalding

Evaluating words from literature (5 minutes)

After reading the word and its definition, follow the steps below. For helpful hints about finding the syllables and an example, you can look back at Monday's lesson.

1. Find the separate syllables by saying the word aloud.
2. Write the word in cursive with small spaces between the syllables, like we would in our Spalding notebooks.
3. Underline any multi-letter phonograms.
4. *Challenge (optional): add any additional markings or rules that are being used in the word.*

tussocks (n.) small areas of grass that are thicker or longer than the grass growing around them

twinkling (adj.) shining with a gleam that changes from bright to faint

desolate (adj.) deserted of people and in a state of bleak and dismal emptiness

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 the top of page 56 to page 61, stopping when you've finished the sentence: "Oh, if I could only tell him what I need of him to-day!"

You can either listen to Mrs. Stevens read aloud at <https://bit.ly/2YZsNuz> or listen to the Librivox recording at <https://bit.ly/3eTsiYQ> while you follow along with the text.

Complete the character crossword (5 minutes)

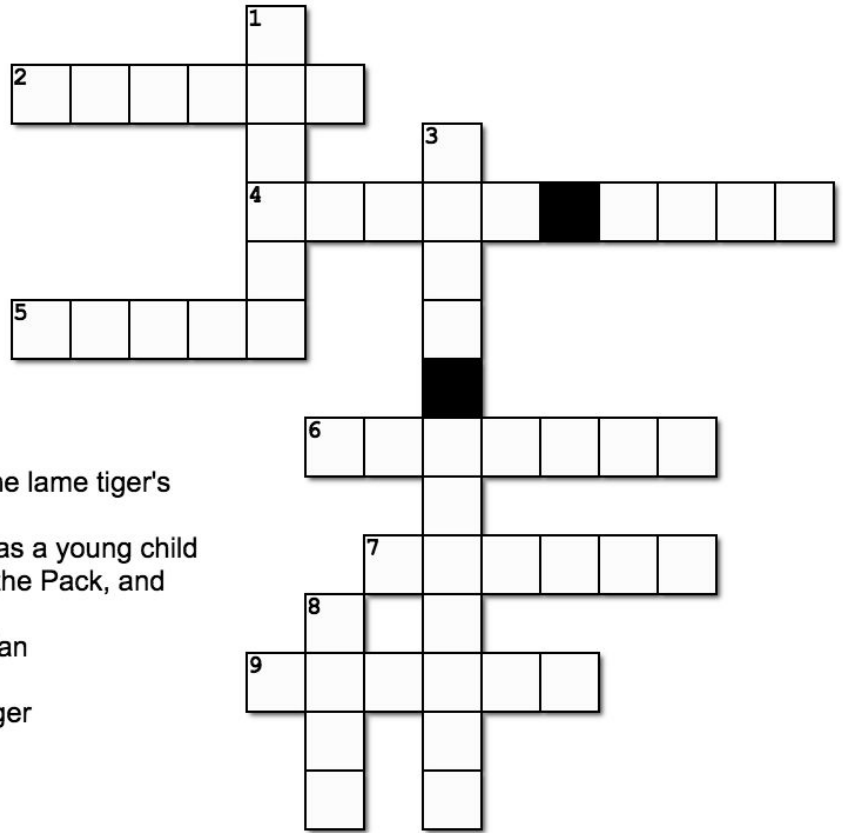
Using the clues below, fill in each answer with the name of a major or minor character from the story "Tiger! Tiger!" Note that the black boxes indicate where a space would be.

Vertical

- 1. the woman who's son was taken away by a tiger
- 3. the eldest of Mother Wolf's cubs who visits Mowgli
- 8. the bull Mowgli rides

Horizontal

- 2. the village hunter who desires to sell the lame tiger's hide for rupees
- 4. the enemy Mowgli has had since he was a young child
- 5. the wolf who was previously leader of the Pack, and returns to help Mowgli
- 6. the jackal who shared Shere Khan's plan
- 7. the protagonist (main character)
- 9. Messua's son who was taken by the tiger



 Grammar

Read the following poem from *The Jungle Book*. Then correctly place the highlighted words in the chart. (10 minutes)

Road-Song of the Bandar-Log

Here **we** go in a flung festoon,
 Half-way up to the **jealous** moon!
 Don't you envy our pranceful bands?
 Don't you wish **you** had extra hands?
 Wouldn't you like if your tails were—so—
 Curved in the shape of a Cupid's bow?
 Now you're angry, **but**—never mind,
Brother, thy tail hangs down behind!

Here we **sit** in a branchy row,

Thinking of beautiful things we know;
 Dreaming of deeds that we mean to do,
 All complete, in a minute or two—
 Something noble and wise and good,
 Done by merely wishing we could.
 We've forgotten, but—never mind,
 Brother, thy tail hangs down behind!

All the talk we ever have heard
 Uttered by bat or beast or bird—
 Hide or fin or scale or feather—
 Jabber it quickly and all together!
 Excellent! Wonderful! Once again!
 Now we are talking just like men!
 Let's pretend we are ... never mind,
 Brother, thy tail hangs down behind!

This is the way of the Monkey-kind.
 Then join our leaping lines that scumfish through the pines,
 That rocket by where, light and high, the wild grape swings.
 By the rubbish in our wake, and the noble noise we make,
 Be sure, be sure, we're going to do some splendid things!

Noun		
Pronoun		
Adjective		
Verb		
Adverb		
Preposition		
Conjunction		

History

Explorer BINGO! (15 minutes)

The BINGO sheet has 16 explorer names. The next sheet has 16 clue cards. Cut out the **clue cards** along the black lines. Put the clue cards in a stack face down. Now, go find 16 things to cover up the BINGO squares (cheerios, crackers, small pieces of paper, lego pieces). Draw a clue card from the stack. If you know the explorer that goes with the clue, cover up the explorer's name. Play until you have five covered spaces in a row or until you have

covered all the spaces. If you would like to play with a sibling, design a BINGO card with the same names but in different places. The self-quiz with questions and answers can serve as the answer key for the BINGO game. Keep your BINGO sheet, clue cards, and answer key for Thursday.

Columbus	Dias	De Gama	Amerigo Vespucci
Balboa	De León	Cortés	Magellan
De Vaca	Pizarro	De Soto	Coronado
Aviles	Serra	Cabot	Hudson

...discovered the Cape of Good Hope.	...sailed the ocean blue in 1492.	...persevered through many trials.	...founded St. Augustine, the oldest settlement in North America.
...discovered a route to India.	...proved that America was a New world.	...conquered the Inca.	...shaped California.
...discovered the Pacific Ocean.	...conquered the Aztecs.	...discovered the Mississippi River.	...claimed North America for England.
...discovered Florida.	...circled the world.	...went looking for a city of gold.	...made colonization of North America possible.

Questions	Answers
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 Cortez 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.
What did Junipero Serra do?	Junipero Serra shaped California.
What did Cabot do?	John Cabot claimed North America for England.
What did Henry Hudson do?	Henry Hudson made colonization of North America possible.

Latin

Reading: Imperative Verbs (8-10 minutes)

- Read the passage below aloud, and try to understand its meaning. There is a word bank below if you need to look up any words. For a video of this passage being read aloud, ask a parent to help you visit <https://bit.ly/2Z8ETSx>.
- Then, read the lesson below it on imperative verbs.

Mēdus Dāvum vocat: “Dāve!” Sed Dāvus Mēdum nōn audit neque venit.

Mēdus rūsus Dāvum vocat: “Da-ā-ve! Venī!”

Dāvus venit.

Word Bank	
<i>vocat:</i> he/she/it calls <i>sed:</i> but <i>nōn:</i> not <i>audit:</i> he/she/it hears	<i>venit:</i> he/she/it comes <i>rūsus:</i> again <i>venī:</i> come! <i>neque:</i> and does not

Imperative Verbs

As we see in this short reading, Medus calls for Davus and tells him to come. (“Mēdus Dāvum vocat: ‘Da-ā-ve! Venī!’”) But when Medus tells Davus to come, he does not say *venit*, he says *ven ī*! Medus changes the form of *venit* by taking off the “t” at the end, and by lengthening the “i” (see how there is a macron over the “i” in *ven ī*).

As we know, changing the form of a word means changing the job it does in a sentence. *Venit* means “he/she/it comes”: it tells us that someone is coming. But when we change *venit* to *ven ī*, the word is not telling us that someone is coming--it is telling someone to do something (in this case, it is telling someone, “come here!”).

This difference shows us two important types of verb forms:

- Verbs that give a command, like *ven ī* does, are called **imperative** (em-PAIR-uh-tiv) verbs.
- Verbs that show something happening, like *venit* does, are called **indicative** (in-DIK-uh-tiv) verbs.

Recite the sentences below, slowly, three times in a row.

- Imperative verbs give a command.
- Indicative verbs show something happening.

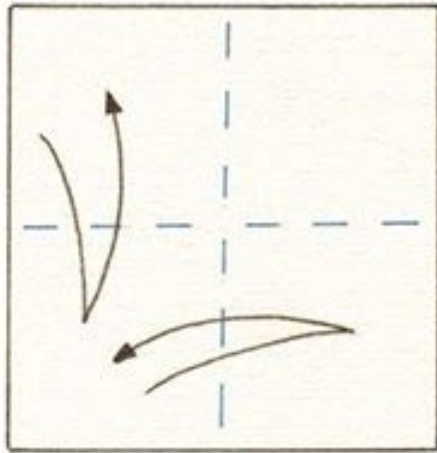
Art

Origami Unit: Folding an Elephant

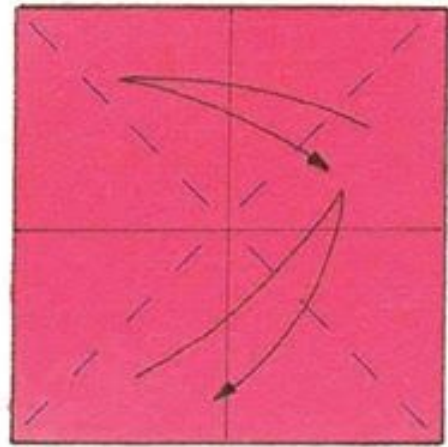
Directions: Cut out the origami square below and follow the directions on the next page for how to do the basic origami folds.



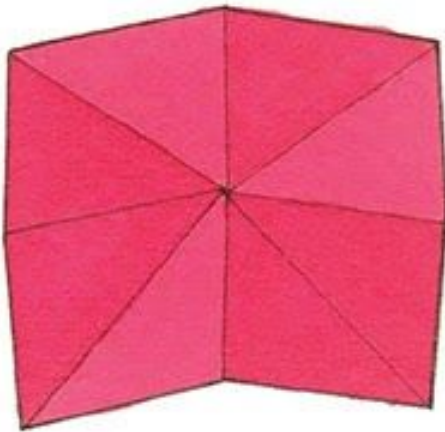
Basic Square Fold



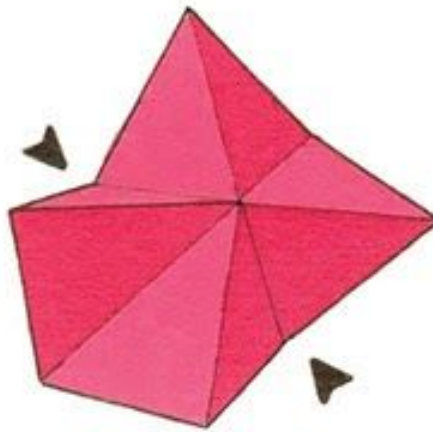
- 1** With the solid side up, valley fold the paper in half horizontally and vertically. Unfold after each fold. Turn over.



- 2** Valley fold the paper in half along both diagonals. Unfold.



- 3** Push the center of the paper up from underneath so the center pops up.

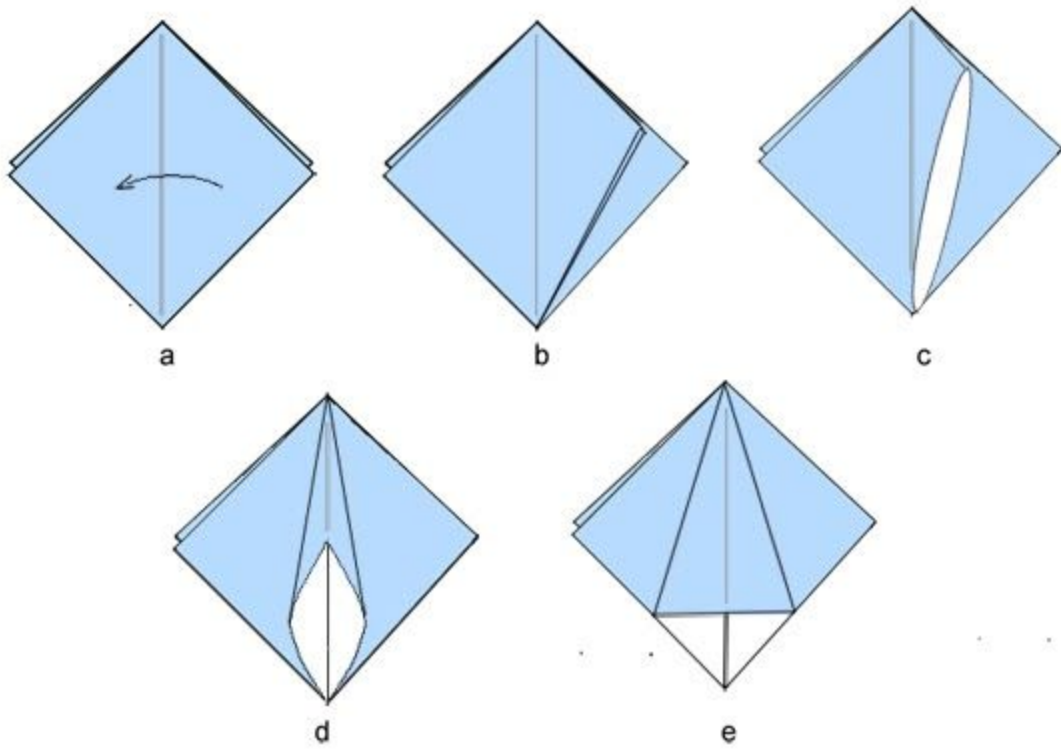


- 4** Push two opposite corners together to collapse the paper into a smaller square and flatten.

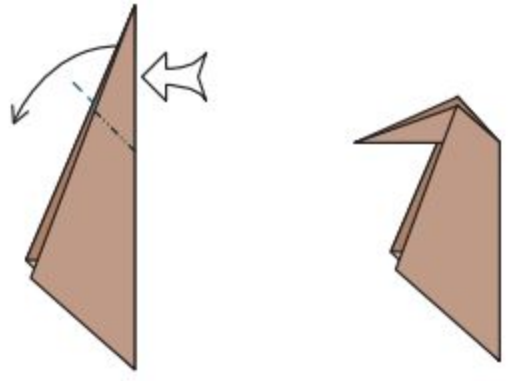


The finished Preliminary Base

Squash Fold



Reverse Fold



Day 3 Instructions and Resources

Wednesday, 5/20

Read "The Tyger" three times and recite as much as you can to a family member.

Math

Concept Review (5 minutes)

Morgan bought a box of plums for \$13.25 and a cake for \$6.50. How much did she spend altogether.

Cost of plums:



\$ ____ . ____

Cost of cake:



\$ ____ . ____

Total cost of plums and cake
 $\$13.25 + \$6.50 = \$$ ____ . ____



Chris bought a radio and a calculator for \$56.50. The calculator cost \$25.30. How much did the radio cost?

Cost of radio and calculator

\$ _____ . _____

Cost of calculator = \$ _____ . _____

Cost of radio = \$56.50 - \$25.30 = \$ _____ . _____

Shane gets an allowance of \$4.50 a week. How much does he get in 6 weeks?

\$4.50 = _____ cents

$\begin{array}{r} \$4.50 \\ \times 6 \\ \hline \end{array}$		$\begin{array}{r} 450 \\ \times 6 \\ \hline \end{array}$
\$		

2700 cents = \$ _____

He gets \$ _____ in 6 weeks.

Practice! (15 minutes)

- Find the value of each of the following. You may use a vertical algorithm:

a. $14.85 + \$26.15 =$	b. $\$25.60 - \$22.35 =$	c. $\$29.65 + \$0.95 =$
d. $\$41.90 - \$16.75 =$	e. $\$40.80 + \$59.20 =$	f. $\$50.00 - 31.05 =$
g. $\$2.04 \times 7 =$	h. $\$8.88 \times 8 =$	i. $\$7.78 \div 2 =$

Draw a bar model and solve the next three problems.

2. The usual price of a radio is \$43. Its sale price is \$29.95. How much cheaper is the sale price than the usual price.

3. Rachel saved the same amount each week. In 6 weeks, she saved \$64.80. How much did she save each week?

4. Mr. Greene bought some vegetables for \$2.40 and a fish for \$3.70. He had \$21.30 left. How much money did he have at first?

Spalding

<https://bit.ly/2xZdoPY>

Evaluating words from literature (5 minutes)

After reading the word and its definition, follow the steps below. For helpful hints about finding the syllables and an example, you can look back at Monday's lesson.

1. Find the separate syllables by saying the word aloud.
2. Write the word in cursive with small spaces between the syllables, like we would in our Spalding notebooks.
3. Underline any multi-letter phonograms.
4. *Challenge (optional): add any additional markings or rules that are being used in the word.*

bewildered (adj.) perplexed and confused; very puzzled

sorcery (n.) the use of magic, especially black magic

meddle (v.) interfere in or busy oneself with something that is not one's concern

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 we left off on page 61 to page 65, stopping when you've finished the sentence: "This time it is because I am a wolf. Let us go, Akela."

You can either listen to Mrs. Stevens read aloud at <https://bit.ly/2WrOGkQ> or listen to the Librivox recording at <https://bit.ly/3eTsiYQ> while you follow along with the text.

Map it out (5 minutes)

Using information from yesterday and today’s readings, create a map of Mowgli’s plan on a separate piece of paper and attach it to your packet when you are done. Show the ravine (a river with high, steep sides), and the locations of Shere Khan and the buffalo. Do your best to include Mowgli, Rama, Akela, and Gray Brother, as well. You can choose to draw the animals or make a key, perhaps with each character represented by a symbol that you place on the map where they would be located. This can be a rough overheard sketch, just do your best to think about where the characters would be located in the scene!

Writing

Narration (about 15 minutes)

Write a paragraph answering questions of today’s reading following the steps below.

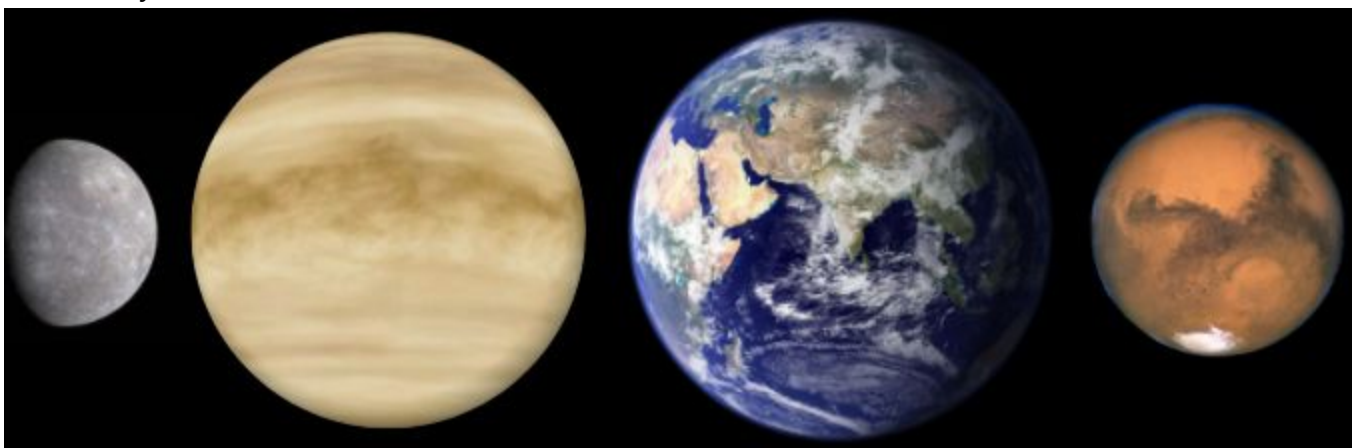
1. Our topic sentence states the major problem or conflict and should answer the question: *Mowgli has formed a plan to do what?*
 - a. Be sure to indent the first line of your paragraph. Go all the way back to the left margin for every line afterwards.
2. In the body we say what the problem looks like. Use **two or three** detail sentences to answer the question below.
 - a. *How did Mowgli trap and kill Shere Khan?*
 - b. (You can add details of why Shere Khan was unable to escape).
3. In our conclusion sentence we put the effect or result of the conflict. The conclusion should answer the question: *Mowgli did not use weapons to kill Shere Khan. What ability or skill of his was stronger than that?*
4. When you have finished, read over your paragraph. Make sure all sentences and proper nouns are capitalized, all sentences have punctuation at the end and all words are spelled correctly. Ensure that your handwriting is neat and clear.

📺 Science

📺 * **These Science lessons are meant to be fun for scholars to read and wonder at the marvelous facts presented. Please read as much as is manageable. Much of the lesson has been pared down, so please go to the video on Google Classroom for more narrated information and incredible images!**

The eight planets in our Solar System can be divided into two parts. The first four planets, the planets closest to the Sun, are small and rocky. The four planets farthest away from the Sun are giant balls of gas. (Pluto is special and we'll talk more about poor old Pluto later.)

Today we're going to talk about the first four, the **Inner Planets**. The Inner Planets are sometimes called **terrestrial**. 'Terrestrial' comes from the Latin word *terra*, meaning "earth," and the four Inner Planets are all rocky and Earth-like.



The Inner Planets are all very small compared to the rest of our Solar System, but the smallest planet is also the first...Mercury. Mercury is a tiny ball of rock not much bigger than our Moon. Mercury is so close to the Sun that the temperature on the surface is extremely hot. The surface can reach 800 degrees Fahrenheit during the day. If Mercury ever had an atmosphere it was long ago burned off by the rays of the Sun.

What we know about the planet Mercury was observed through telescopes, but also when NASA sent a robotic spacecraft called *Mariner 10* to fly by Mercury in 1974, took pictures, and sent them back to Earth.

Because Mercury is the closest planet to the Sun, it also takes the least time to orbit. Mercury goes all

the way around the Sun once every 88 Earth days. That's less than three of our months! This is why its nickname is "the Swift Planet." Early astronomers also noticed how fast it appeared to move across the night sky, and that is why they named it after Mercury (or Hermes in Greek Mythology), the god who carries messages flying on winged sandals and protects travellers from harm. In fact, all the planets are named after Roman gods or the Roman names of other characters in Classical Mythology!

The next planet is Venus, which has been called Earth's twin because Venus and Earth are almost exactly the same size. Venus has been called "the Morning Star" because often it is visible alongside the Sun in the early morning. It is also called "the Evening Star" because it is the brightest object in the night sky (except for the Moon).

All the planets spin just like the Earth, and almost all of them spin in the same direction as the Earth, except for Venus. Venus rotates backwards, and extremely slowly. Venus spins all the way around once only every 243 Earth days! But because Venus is closer to the Sun than the Earth, it only takes Venus 224 days to go all the way around the Sun. This means that a day on Venus is longer than a *year* on Venus!

Venus is named for the Roman goddess of love and beauty. Her Greek name is Aphrodite. We can't see the surface of Venus with telescopes because it is covered in thick clouds which never fade away. The clouds on Venus trap heat, which makes Venus the hottest planet in the Solar System, reaching as high as 870 degrees Fahrenheit! Many astronomers think that Venus once had liquid water like Earth, but the heat trapped by Venus's thick, toxic clouds caused the oceans to boil away, leaving Venus a desolate wasteland.

The third planet from the Sun is our own, the Earth. As far as we know, Earth is the only planet with either liquid water or life of any kind. In fact, over 3/4ths of the Earth's surface is covered in water, which is where we get our nickname: "the Blue Marble."

Like all the planets in the Solar System the Earth spins as it orbits around the Sun. As it spins, only half of the Earth faces toward the Sun at any time. The rotation of the Earth is what creates night and day and what makes the stars and planets *appear* to move across the sky. The rotation of the Earth also causes the liquid metals of the outer core to spin and churn. Because they also conduct electricity, the spin of the Earth turns the planet into a giant electromagnet.

It's a good thing we have a magnetic field, too, because the Earth is constantly being bombarded with harmful radiation from the Sun. But Earth's magnetic field acts like a shield, causing most of those harmful particles to bounce back into space.

After Earth comes Mars, "the Red Planet." Mars is red because the rocks and dust on the surface of the planet have lots of iron, which makes rust just like it does on Earth. It was probably Mars' red color that inspired ancient astronomers to name it after Mars (or Ares), the god of bloodlust and violence. Mars is about half the size of the Earth.

Many astronomers think that millions of years ago Mars had oceans just like Venus and the Earth, but scientists still aren't sure. Whether it once had liquid water or not, we know it doesn't anymore. Mars does have *some* water, though. The water on Mars is frozen as ice. Mars has ice caps at its North and South Poles just like the Earth.

Mars is home to the largest mountain in the Solar System, a giant volcano the size of France called Olympus Mons, which is Latin for Mount Olympus. Olympus Mons is 3 times as tall as Mount Everest, the tallest mountain on Earth.

Mars is the last of the Inner, "terrestrial" planets. But in between Mars and the next planet there is one more important feature of the Solar System to look at: the Asteroid Belt. An **asteroid** is a hunk of rock and ice floating in space. The **Asteroid Belt** is where many of the tiny pieces of rock, ice, and dust that were left over after the formation of the planets ended up.

Every day Earth is bombarded with around 5,000 space rocks. Most of these aren't asteroids, but smaller space rocks or pieces of asteroids called **meteoroids**. When a meteoroid hits the atmosphere, it begins to burn up, creating a brilliant fireball we call a **meteor**, also known as a shooting star. Almost all meteors completely burn up before hitting the ground, but in those cases where a piece of the original space rock makes

it all the way down it's called a **meteorite**.

There is one very special asteroid in the asteroid belt. In fact, it's not an asteroid at all. It's our first dwarf planet, and its name is Ceres. A **dwarf planet** is a planet that's too small to be considered a planet, but much bigger than a plain old asteroid. Ceres is named after the Roman goddess of farming and agriculture. Her Greek name is Demeter. We know a lot more about Ceres than we used to because there has been another robotic spacecraft called *Dawn* in orbit around Ceres since 2015. NASA is planning more missions to asteroids and asteroid-like objects like Ceres in coming years, including one which will visit another of the larger bodies in the asteroid belt, Psyche, which is made almost entirely of shiny metal, like iron.

Music

- 1) Debussy was the father of musical impressionism, which we are learning about today.
- 2) Impressionist paintings depict experiences, moods, and movement. Similarly, Impressionist music also conveys moods, scenes, and emotions rather than detailed stories. This style of classical music was written around the same time (late 19th century) and uses “color” or timbre through different textures, harmonics, and orchestrations to arouse feelings and create atmosphere. Impressionist music often has an evocative title. For example, Debussy's *Clair de lune* or “Moonlight”. When you hear its lush melodies and dramatic ebbs and flows, it's not hard to see why it is a great example of French Impressionism in music.
- 3) <https://safeYouTube.net/w/MNRD>
- 4) Other Impressionist music includes Debussy's *La Mer*, Sibelius' *The Swan of Tuonela*, and Ravel's *Daphnis et Chloé*. Have fun with the assignment below; there's no right or wrong answer!

Be An Impressionistic Artist

Debussy wrote *Children's Corner Suite* for his daughter, Chou Chou. His dedication read, “My dear little Chou Chou, with tender apologies for what follows.”

Debussy found inspiration for some of the pieces in this suite in Chou Chou's toys. Pick out one of the pieces from *Children's Corner Suite*:

1. “Jimbo's Lullaby” (Chou Chou's stuffed elephant)
2. “The Snow is Dancing” (Ballet of the snowflakes)
3. “The Little Shepherd” (Small shepherd boy plays on a reed pipe)

Now, draw a picture that will give an impression of the idea of the piece.



P.E.

Hello, third grade! While playing lots of games for P.E. is excellent fun and useful for building good coordination, it is also very important to build up our strength. Today, therefore, I have a longer work-out for you. Take it slowly but do it well. Remember to breathe, and not to compromise good form just so that you can get it done quickly.

10 minute warm-up:

We will start with legs:

- 1 minute of resting squat (stay down with feet flat and parallel)
- 1 minute of jumping-jacks
- 1 minutes of lunges (keep your hands behind your heads)
- 30 second break
- 1 minute of calf-raises

- 30 seconds of stretching, touching your toes (make sure that your legs are straight. This stretches your ham-strings).
- 1 more minute of resting squats (breathe deeply to recover from the exercises).

Now let's go to our core muscles:

- 30 second plank
- 30 seconds of crunches
- 30 second break

And finally, our upper body:

- 30 seconds of push-ups
- 1 minute of bear-crawls
- For the remaining minute, stretch your arms, remembering to breathe deeply.

Good Job! Work hard to finish this work-out so that you can get strong.

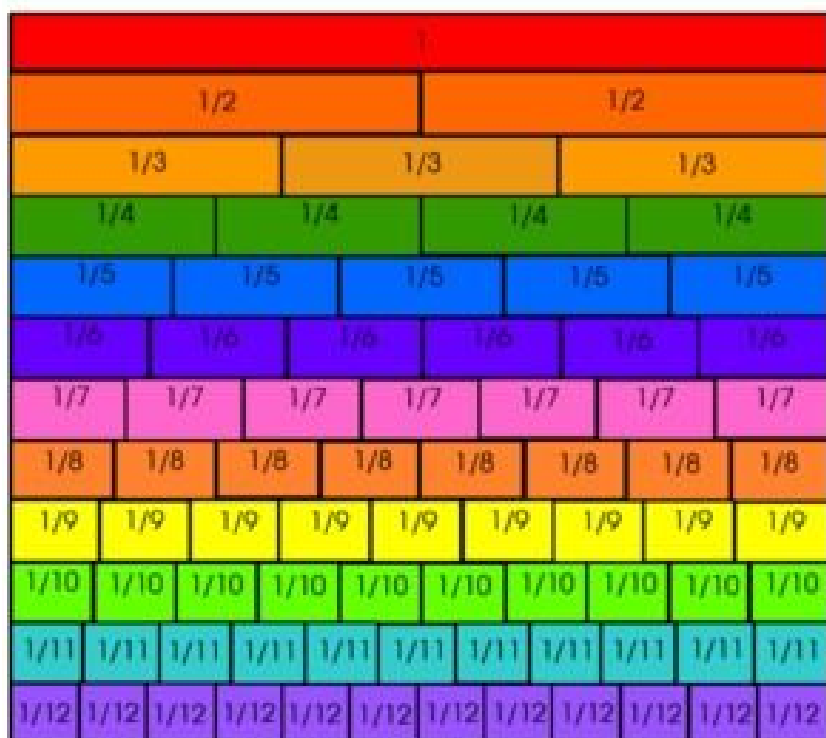
Day 4 Instructions and Resources

Thursday, 5/21

Read "The Tyger" three times and recite as much as you can to a family member.

Math

Concept Review (5 minutes)



Using the fraction strips above list as many equivalent fractions as possible:

$$\frac{2}{3} =$$

$$\frac{3}{4} =$$

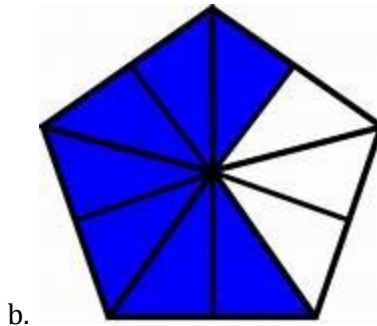
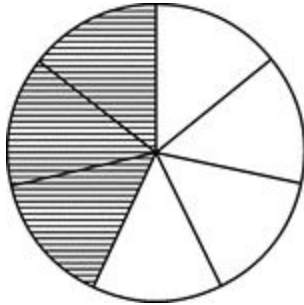
$$\frac{1}{2} =$$

$$\frac{4}{5} - \frac{1}{5} = \frac{\quad}{5} =$$

$$\frac{2}{9} + \frac{2}{9} + \frac{2}{9} = \frac{6}{9} =$$

Practice! (15 minutes)

1. Write the fraction of shaded material below each figure.



2. Find the missing numerator or denominator.

a. $\frac{1}{4} = \frac{\quad}{12}$	b. $\frac{2}{3} = \frac{6}{\quad}$	c. $\frac{8}{10} = \frac{4}{\quad}$
-------------------------------------	------------------------------------	-------------------------------------

3. Circle the smaller fraction.

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

4. Add or subtract.

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

5. Sam has 1 quarter, 3 dimes, and 3 nickels. Draw a picture below.

a. What fraction of his coins are quarters?

b. What fraction of his coins are dimes?

- c. What fraction of his coins are nickels?
- d. How much money does he have?
- e. What fraction of a dollar does he have?

Spalding

<https://bit.ly/2WSI92L>

Evaluating words from literature (5 minutes)

After reading the word and its definition, follow the steps below. For helpful hints about finding the syllables and an example, you can look back at Monday’s lesson.

1. Find the separate syllables by saying the word aloud.
2. Write the word in cursive with small spaces between the syllables, like we would in our Spalding notebooks.
3. Underline any multi-letter phonograms.
4. *Challenge (optional): add any additional markings or rules that are being used in the word.*

whirlwind (n.) a column of air moving rapidly around and around in a cylindrical or funnel shape

deposed (v.) removed from office suddenly and forcefully

bayed (v.) bark or howl loudly

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 we left off on page 65 to page 70.

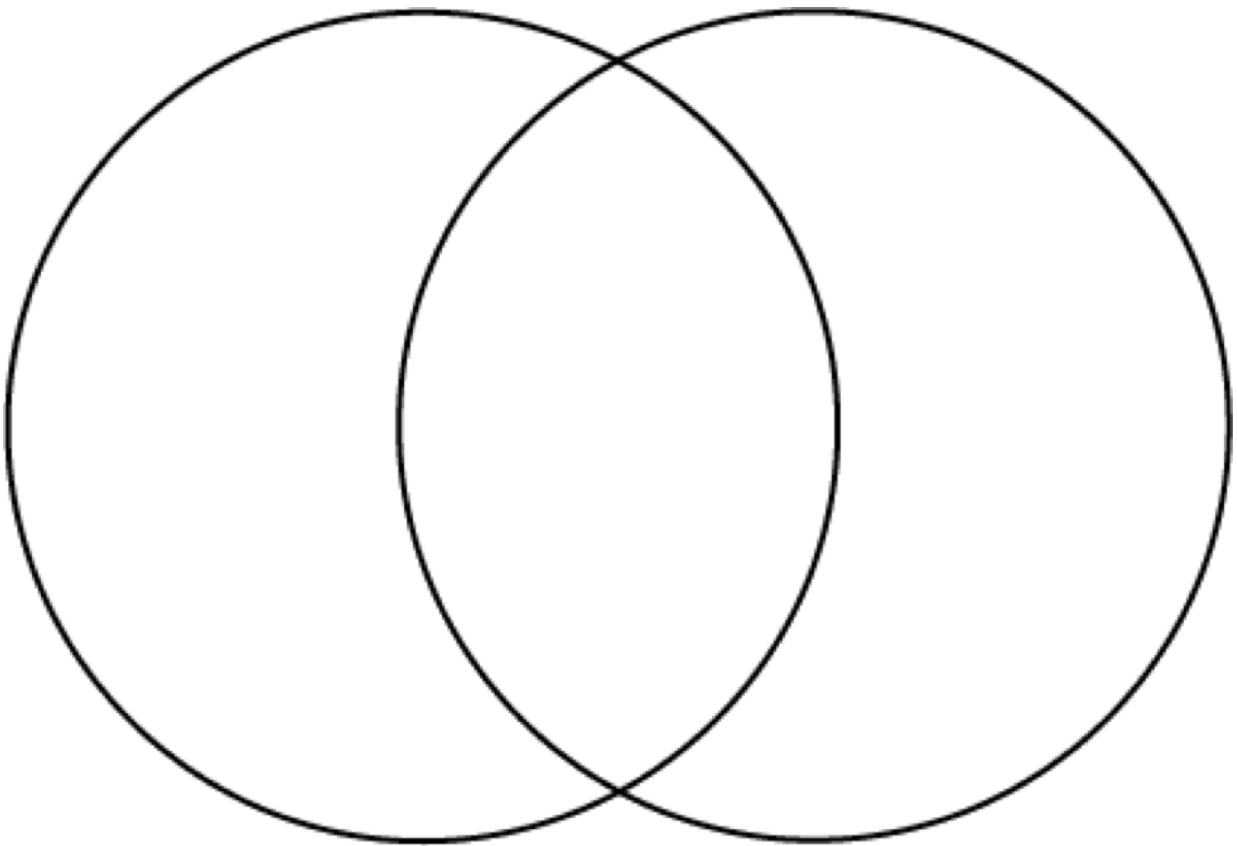
You can either listen to Mrs. Stevens read aloud at <https://bit.ly/2SXyoha> or listen to the Librivox recording at <https://bit.ly/3eTsiYQ> while you follow along with the text.

“I am two Mowglis” (7 minutes)

Using the venn diagram below, follow the steps compare Mowgli of the Wolf-Pack and Mowgli of the Man-Pack. “Mowgli’s Song” at the end of today’s reading is a great place to look for this information, though you can use

other details from any of *The Jungle Book* stories we have read as well.

1. Label one circle "Wolf-Pack" and one circle "Man-Pack." If it helps you to write "Similarities" in the middle where the two circles intersect, you may do that as well.
2. Use bullet points to write down at least two things that are unique to Mowgli in the Wolf-Pack. These could be his actions, appearance, how he was treated or his emotions.
3. Use bullet points to write down at least two things that are unique to Mowgli in the Man-Pack. Again, these could be his actions, appearance, how he was treated or his emotions.
4. Lastly, use bullet points to write down at least two things that Mowgli of the Wolf-Pack and the Man-Pack have in common.



 Grammar

Sentence Recipes: Create the prescribed sentences. (12 minutes)

Declarative Sentence: adverb + pronoun + verb + preposition + adjective + adjective + noun + .

Example: Here we sit in a branchy row.

Your turn: _____

Exclamatory Sentence: Noun of direct address + “your” + noun + action verb + preposition + !

Example: Brother, thy tail hangs down!

Your turn: _____

Interrogative Sentence: Helping verb + pronoun + action verb + adjective + adjective + noun + ?

Example: Don't you envy our pranceful bands?

Your turn: _____

Imperative Sentence: Adverb + imperative verb + adjective + adjective + noun + .

Example: Then join our leaping lines.

Your turn: _____

History

Matching Game! (10 minutes)

Get the BINGO card and clue cards from Tuesday. Cut your BINGO card into 16 squares by cutting along the black lines. Now you should have 32 cards total, 16 with explorer names and 16 with clues. Mix up all the cards and place them face down on the table in four rows of eight cards. Turn over two cards at a time. If you get an explorer that matches the clue, you get to keep the match. If the cards do not go with one another, turn them face down again. Keep playing until all the cards are gone.

Latin

Quick Review: Indicative vs. Imperative (2-3 minutes)

- As we learned in our last lesson:

Verbs that give a command, like *venī* does, are called **imperative** (em-PAIR-uh-tiv) verbs.

Verbs that show something happening, like *venit* does, are called **indicative** (in-DIK-uh-tiv) verbs.

- Recite the sentences below, slowly, three times in a row.

Imperative verbs give a command.

Indicative verbs show something happening.

Reading (6-7 minutes)

Below is a short passage about Iulia, Marcus, and Quintus.

- Read through the passage aloud once, focusing on pronunciation (for a recording of this passage being read aloud, ask a parent to help you visit <https://bit.ly/2yMaVsM>).

- Read through the passage a second time, doing your best to understand its meaning. Use the word bank below if you need to look up any definitions.
- Finally, circle each of the imperative verbs. (There should be three!)

Familia Iūliae dormit, sed Iūlia nōn dormit.

Iūlia cantat: "Lalalala!"

Iam Mārcus non dormit.

Mārcus, fessus et Irātus: "Tacē! Dormī iam!"

Iūlia cantat: "Lalalala!"

Mārcus Aemiliam vocat: "Mama! Venī!"

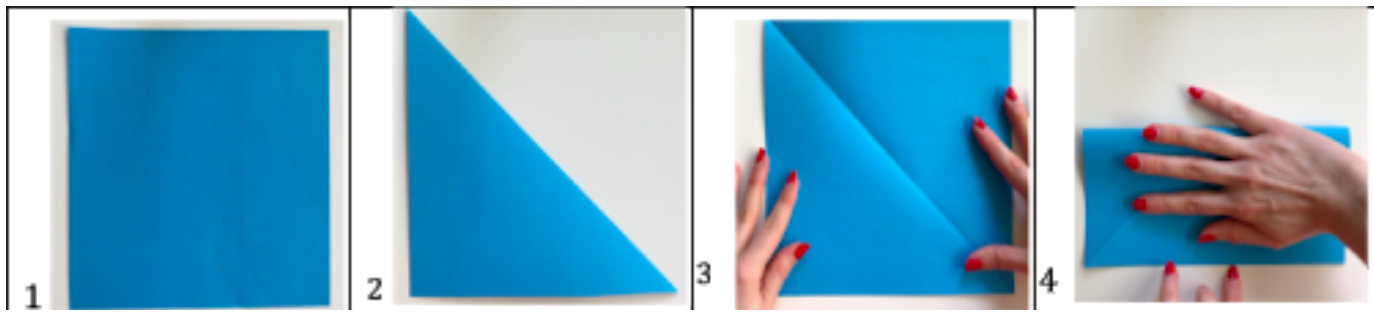
Word Bank	
<i>familia, -ae</i> : family, household	<i>et</i> : and
<i>sed</i> : but	<i>Irātus</i> : annoyed, angry
<i>nōn</i> : not	<i>vocat</i> : he/she/it calls
<i>dormit</i> : he/she/it sleeps	<i>venī</i> : come (imperative)
<i>cantat</i> : he/she/it sings	<i>tacē</i> : be quiet (imperative)
<i>fessus, -a, -um</i> : tired	<i>dormī</i> : sleep (imperative)
<i>iam</i> : now, already	

Art

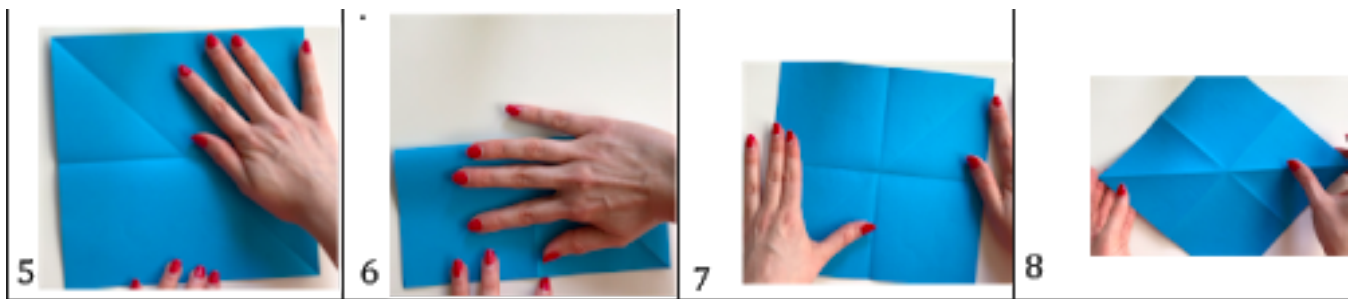
Origami Unit: folding an Elephant

Directions: Cut out the origami paper and follow the steps below. Refer back to the basic origami folds from last class, if you need help. For further enrichment, you may watch my video tutorial on how to fold an origami elephant here: <https://bit.ly/2Z3GHw2>

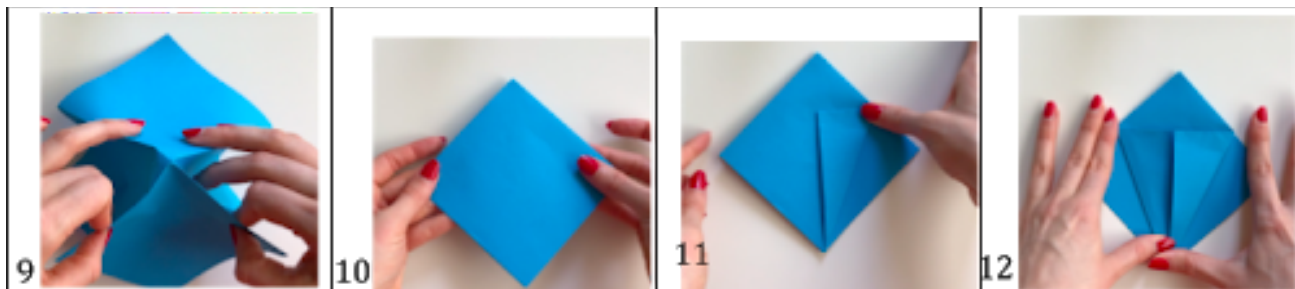




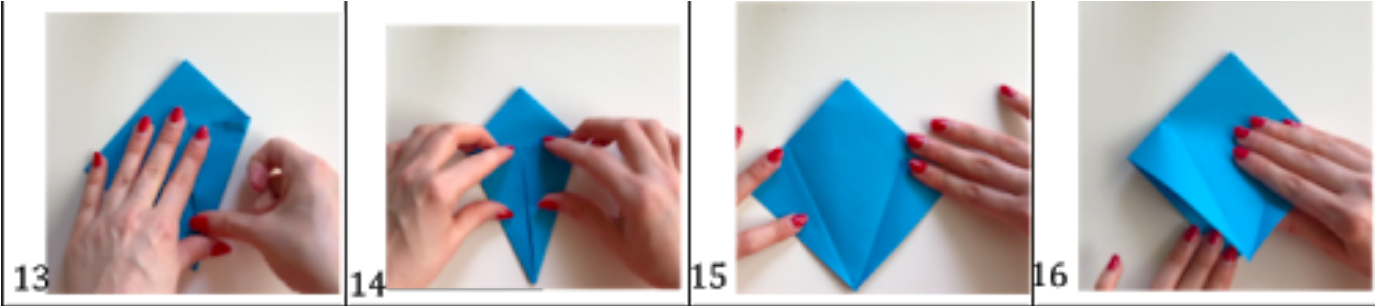
1. Start off with a square piece of paper.
2. Fold the top right corner to the bottom left corner and make a crease.
3. Unfold it.
4. Fold the top of the piece of paper down to the bottom of the paper.



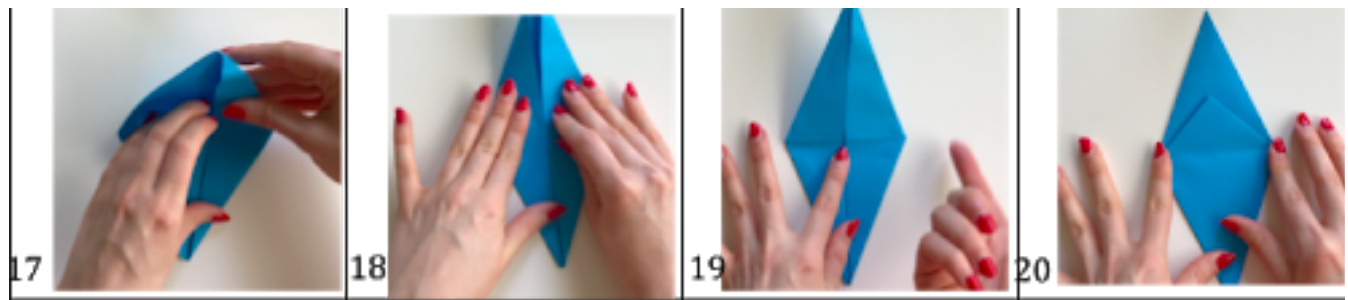
5. Unfold it.
6. Rotate the piece of paper a quarter and fold the top down to the bottom.
7. When you unfold your paper, you should see four quarters with a diagonal line going through it.
8. Flip your piece of paper over onto the back side. Your piece of paper should be popping up like a tent.



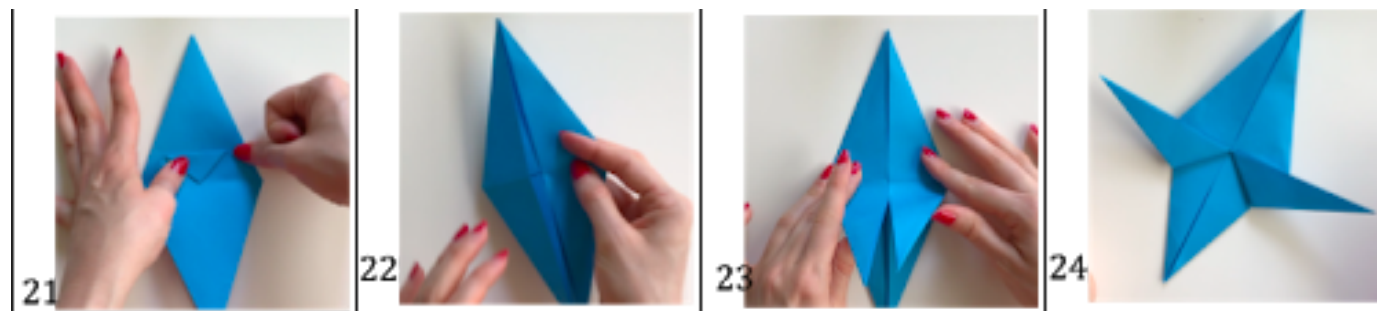
9. Using your index finger and your thumb pinch the creases of the square closest to you, tuck your middle fingers into the middle squares, pushing the paper in. using your fourth fingers and pinkies, pull the paper closed.
10. You should have a smaller square shape. This fold is called a "square fold". Make sure that the opening of the square fold is facing towards you.
11. Fold the right edge into the center.
12. Fold the left edge into the center. Flip your piece of paper over.



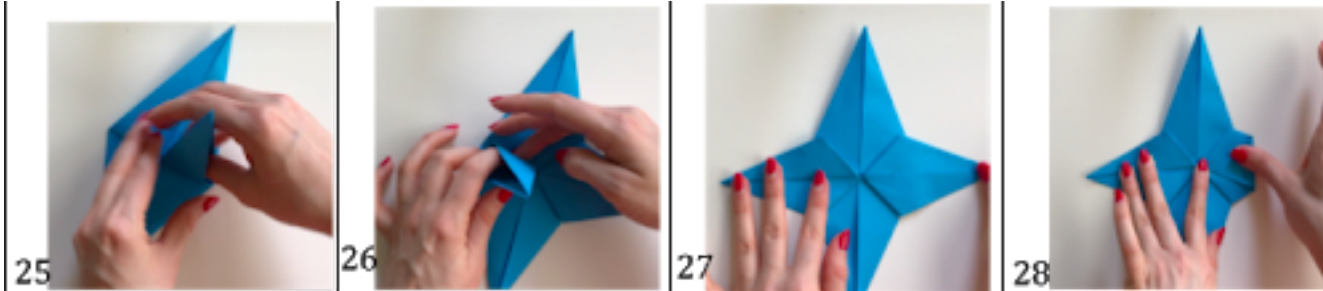
13. Fold the right edge into the center.
14. Fold the left edge into the center.
15. Unfold your paper
16. Start to lift the top layer of the square.



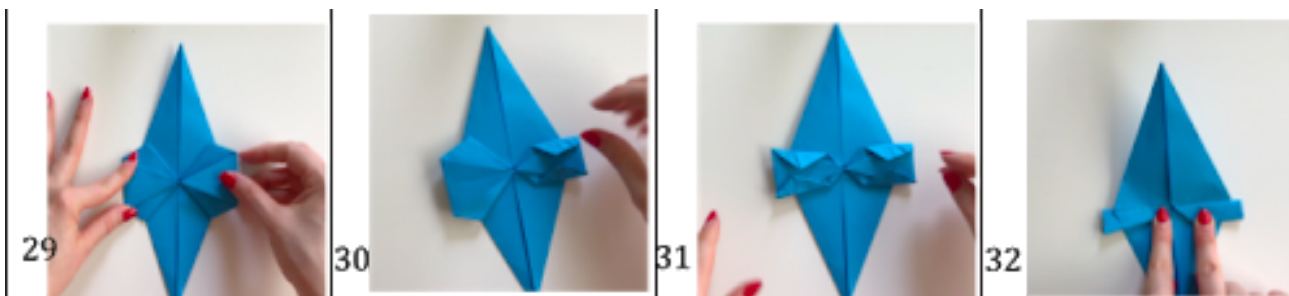
17. While you are lifting the top layer, start to fold the right edges of your paper into the center.
18. Fold the left edge into the paper. Press down and crease so you have a long diamond.
19. Flip the piece of paper over and repeat steps 17-18 on the back.
20. From the top of the long diamond, you fold the top of the diamond down so that you can see a small triangle.



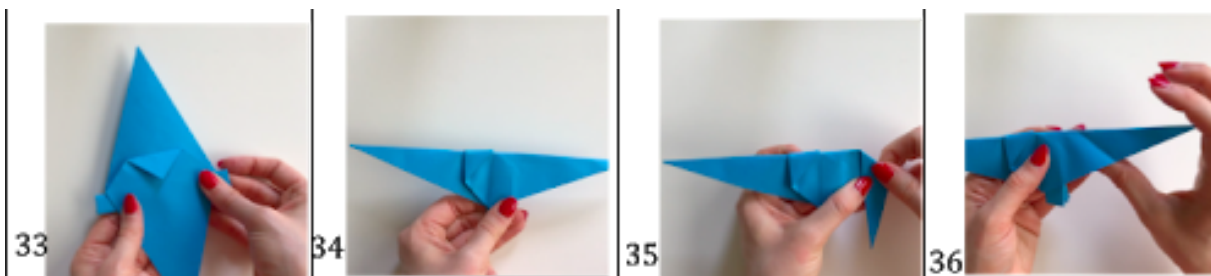
21. Fold down the tip of the small triangle to the crease.
22. Fold the bottom on the diamond back up to the top so you have the long diamond again.
23. The bottom of your diamond should have two free "legs".
24. Fold the "legs" out to either side like in the image. unfold them.



1. Take the right “leg” and squash fold it out to the side.
2. Take the left “leg” and squash fold it out to the side.
3. Your paper should look like a four point star
4. Fold the right tip of the star to the middle



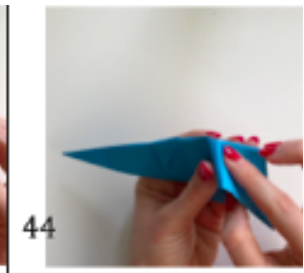
5. Fold the left tip of the star to the middle
6. On the right side, fold the top edge of the right star tip to the middle. Fold the bottom edge to the middle.
7. On the left side, fold the top edge to the left star tip to the middle. Fold the bottom edge to the middle.
8. Fold the top parts of those arms down



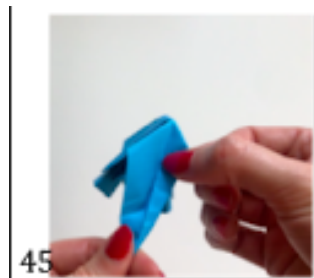
9. Fold down the top of the diamond, so that your paper looks like the image.
10. Fold the paper in half lengthwise
11. Fold down the right tip, so it points down.
12. Unfold and place your thumb in the opening.



13. Tuck the tip into the fold, doing a reverse fold.
14. Open the reverse fold so that it looks like a diamond.
15. Tuck by folding up, the bottom of the tip into the reverse fold.
16. Close the reverse fold so that your paper looks like the picture.



17. On the other side, fold down the tip so that it is pointing downward.
18. Unfold and place your thumb on the bottom side.
19. Tuck the tip into the nook by doing a reverse fold.
20. Open the reverse fold so that it looks like a diamond.



21. Fold the outer edge into the center.
22. You should have a slender triangle, once the edges have been folded in.
23. Close the reverse fold.
24. Fold the long triangle to the side.



25. Reverse fold

26. Fold the next part of the triangle down and reverse fold.

Day 5 Instructions and Resources

Friday, 5/22

Read "The Tyger" three times and recite as much as you can to a family member.

Math

Length Activity (15-20 minutes)

1. Find your ruler. Measure the following items:

Item	Feet and Inches	Yards (if applicable) Remember: 3ft =1 yard
Length of Couch	_____ft. _____in.	_____ yd. _____ft. _____ in.
Length of kitchen table	_____ft. _____in.	_____ yd. _____ft. _____ in.
Length of bed	_____ft. _____in.	_____ yd. _____ft. _____ in.

Which item was the longest?

Which item is the shortest?

How much longer is the longest item than the shortest item? Longest item - Shortest item = _____ ft. _____in.

2. Now use the centimeter side of the ruler. Measure the following items:

Item	Centimeters	Meters(if applicable) Remember: 100cm =1m
Length of counter in kitchen	_____cm	_____ m _____cm
Length of room	_____cm	_____ m _____cm
Length of book shelf	_____cm	_____ m _____cm

Which item was the longest?

Which item is the shortest?

How much longer is the longest item than the shortest item? Longest item - Shortest item = _____ m. _____c.m.

3. Now use the measuring cups in your kitchen. Measure the amount of water the following items hold:

Item	Cups	Convert to pints (2 cups = 1 pint)	Convert to quarts (2 pints = 1 quart Or 1 quart = ___ cups)
bowl	_____c	_____ p _____c	_____q _____ p _____c
Small pot	_____c	_____ p _____c	_____q _____ p _____c
Length of book shelf	_____c	_____ p _____c	_____q _____ p _____c

Which item had the most capacity?

Which item had the least amount of capacity?

How much larger is the biggest item than the smallest item? Largest item - smallest item = _____ p. _____c.

Spalding

Evaluating words from poetry (5 minutes)

After reading the word and its definition, follow the steps below. For helpful hints about finding the syllables and an example, you can look back at Monday's lesson.

1. Find the separate syllables by saying the word aloud.
2. Write the word in cursive with small spaces between the syllables, like we would in our Spalding notebooks.
3. Underline any multi-letter phonograms.
4. *Challenge (optional): add any additional markings or rules that are being used in the word.*

immortal (adj.) living forever; never dying or decaying

symmetry (n.) correct or pleasing proportion of the parts of a thing

furnace (n.) n. an enclosed structure in which material can be heated to very high temperatures

Poetry

Review (5-10 minutes)

Recite as many poems we have memorized this year as you can remember.

Respond to the Poet (10-20 minutes)

Read the following three poems that we have memorized and draw the setting of each poem next to it.

The Eagle

By Alfred Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

The Crocodile

By Lewis Carroll

How doth the little crocodile
 Improve his shining tail,
And pour the waters of the Nile
 On every golden scale!
How cheerfully he seems to grin,
 How neatly spreads his claws,
And welcomes little fishes in,
 With gently smiling jaws!

The Daffodils

By William Wordsworth


I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

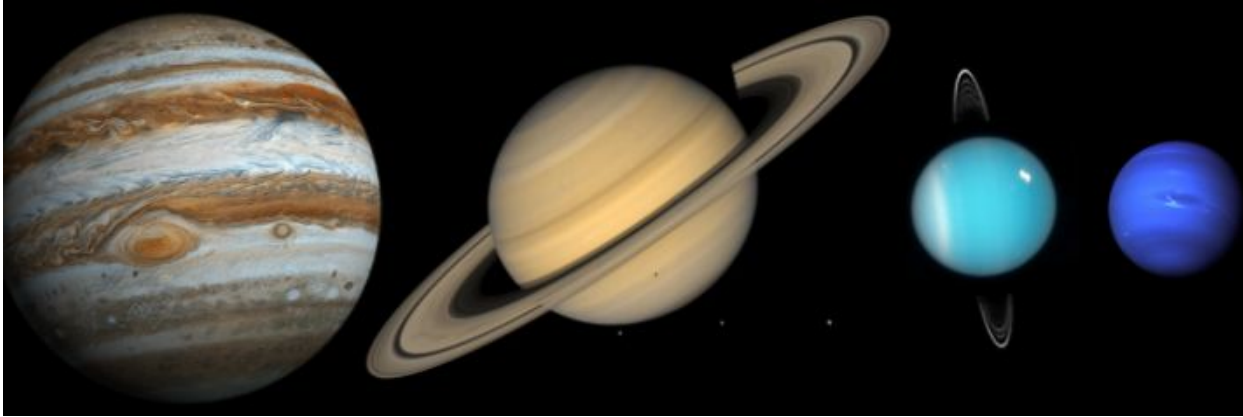
The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Science

 * These Science lessons are meant to be fun for scholars to read and wonder at the marvelous facts presented. Please read as much as is manageable. Much of the lesson has been pared down, so please go to the video on Google Classroom for more narrated information and incredible images!

Last lesson, we learned about the Inner Planets, which we call “terrestrial” because they are all rocky like the Earth. Today we’re going to talk about the four **Outer Planets**. Unlike the Inner Planets, the Outer Planets are not rocky at all, but are giant balls of gas. The Outer Planets are called **gas giants**.



After Mars and the Asteroid Belt is the largest planet in our Solar System—Jupiter. Jupiter is, of course, the Roman name of the King of the Gods in Classical Mythology. His Greek name is Zeus. Jupiter is almost *twice* as big as the next biggest planet (Saturn), and over 1,300 Earth's would fit inside Jupiter! Its Great Red Spot is a giant storm as big as three Earths!

Because Jupiter is further away from the Sun than Earth, its orbit is much larger, and it takes it much longer to travel all the way around. A year on Jupiter is the same as about 12 Earth years. Usually, Jupiter is the third brightest object in the night sky after the Moon and Venus. It also has a kind of orange-ish color. You should be able to spot it pretty easily if you try. Even at its closest, Jupiter is about *eight times* as far away from Earth than Mars is at *its* closest. Amazingly, though, Jupiter is so much bigger than Mars that even when it is the *furthest* away from Earth that it can possibly be, it *still* appears bigger in the night sky than Mars ever does!

Jupiter spins very fast. Even though Jupiter is much, much larger than the Earth, a day on Jupiter lasts only about 10 hours! Jupiter's fast rotation means Jupiter's clouds are continually swirling and changing. In 1977, NASA launched two robotic probes called *Voyager 1* and *Voyager 2* that were designed to travel to and send back pictures of the Outer Planets. Watch this stunning time-lapse movie made of the images *Voyager 1* took of Jupiter as it approached the King of Planets. <https://bit.ly/2YXGKtf>

Jupiter has at least 67 moons! We say "at least" because it probably has even more than haven't been discovered yet. Most of them are just tiny chunks of rocks and ice that have been caught by Jupiter's immense gravity, though. There are only four major moons, discovered, of course, by Galileo. We call them the Galilean Moons, and they helped prove that the heliocentric model of the universe was indeed true.

*See the video for lots of information about the moons of Jupiter!

In 1989, NASA launched another robotic spacecraft called ***Galileo*** to orbit Jupiter and study the planet and its moons. After 14 years orbiting Jupiter and collecting information, in 2003 *Galileo* was destroyed by being flown into the atmosphere of Jupiter at a speed of 30 miles per second.

In 2011, NASA launched another spacecraft that was designed to travel to Jupiter and study it named ***Juno***. This, of course, was in honor of the Roman god Jupiter's wife. As *Juno* approached Jupiter the spacecraft took pictures of the planet regularly. This is a time-lapse video made from those pictures:

<https://safeYouTube.net/w/Y5vE> (It's the same one from the Galileo lesson). Those four bright spots orbiting the planet are the four Galilean Moons: Io, Europa, Ganymede, and Callisto. Since arriving at Jupiter recently, *Juno* has given us some extraordinary images of the King of Planets.... *See the video in Google Classroom!

After Jupiter is Saturn, which is a little bit smaller than Jupiter. You may know that Saturn is the Roman name of the Greek Titan Kronos. Kronos was the son of Uranus (Father-Sky) and Gaia (Mother-Earth) and the King of the Titans, the first gods to rule the Earth in Classical Mythology until Zeus overthrew him.

The most famous thing about Saturn is of course its rings, which are tiny chunks of ice (and some rock) that orbit the planet in bands. Astronomers aren't sure exactly where the rings came from, but the two most popular ideas are that they are either left over from when Saturn formed billions of years ago, or one of Saturn's moons got

destroyed somehow and has been gradually breaking into smaller and smaller pieces as it has continued to orbit the planet ever since.

Many photos of Saturn have been taken by the *Cassini* spacecraft, a robotic probe sent by NASA to study the planet in 1997. *Cassini* arrived in 2004 and continued to operate until 2017.

Saturn has *at least* 62 moons, but like the moons of Jupiter, many are just small chunks of rock orbiting around the planet. Saturn has seven primary moons: Dione, Tethys, Mimas, Enceladus, Rhea, Titan, and Iapetus.

After Saturn comes Uranus. Uranus is the Sideways Planet because it rotates on its side.

Even though Uranus is about 10 times as big as the Earth, it is 20 times as far away from the Sun, much too far to be seen with just your eyes. In fact, Uranus is as far away from the previous planet Saturn as Saturn is from the Sun!

As a result Uranus was only discovered in 1690, after the invention of the telescope. Uranus is named after Kronos' father, and Zeus' grandfather, Ouranos, the god of the Sky. All the Titans, gods, and goddesses of Classical Mythology are their children.

Uranus is largely composed of the same gases as Jupiter and Saturn, but Uranus has much higher levels of "cold" gases like ammonia and methane, making it one of the coldest places in the Solar System with temperatures reaching as low as -371 degrees Fahrenheit. Astronomers sometimes call Neptune an "ice giant."

Uranus has at least 27 moons, five of which are considered "major moons": Miranda, Ariel, Umbriel, Titania, and Oberon. Because they are so small and so far away, and only one spacecraft, *Voyager 2*, has ever visited Uranus, we know very little about Uranus' moons.

The last planet, and the smallest of the gas giants is Neptune. Neptune is sometimes called "the Watery Planet," and while it does have some water in its atmosphere, the nickname is probably more to do with the planet being named after Neptune, the Roman god of the sea. Like Uranus, Neptune's blue color comes from the methane in its atmosphere. Neptune has more methane, so it's even bluer than Uranus. Neptune has a giant storm on it like Jupiter, but Neptune's is called the Great *Dark Spot*.

Neptune is incredibly far away from the Sun. It's about as far away from Uranus as Uranus is from Saturn, and Uranus is as far away from Saturn as Saturn is from the Sun! It takes Neptune more than 164 Earth years to orbit the Sun. The planet wasn't even discovered until 1846, 200 years after Galileo invented the telescope!

Neptune has 14 moons that we know about, but by far the largest and most important is Triton, which is the only major moon in the entire Solar System that orbits its planet backwards. Because of this, astronomers think that Triton was originally a dwarf planet like Ceres that wandered too close to Neptune and got caught by the planet's gravity. Neptune is the last of the planets, but our Solar System doesn't stop there...!

Music

- 1) Today we are learning the Japanese rice-pounding song! Hooray! Grab a partner.
- 2) Note: although the music below is in the key of C, in the video I am singing in the key of G.
- 3) Get a partner to be Person A; you are Person B. Watch me be Person B in this video: <https://bit.ly/2WTsfUt>

O mochio tsuki macho *Rice Pounding Song*

The musical score consists of four staves of music in 3/4 time. The lyrics are written below the notes. The first two staves contain the main melody with lyrics: "O mo - chi - o tsu - ki ma - cho, O mo - chi - o tsu - ki ma - cho, pe - tan - ko pe - tan - ko pe - tan pet - tan pe - tan - ko". The third staff continues the melody with lyrics: "ko - no - te ko - no - te ko - no - te ko - noi - te ko - no - te". The fourth staff is a rhythmic accompaniment consisting of a series of eighth notes, with the word "toom" written below each note.

Partners facing each other. Partner A claps steady beat in "alligator" style throughout game. Partner B motions:
 1st phrase: Alligator clap 2nd phrase: *Pe*=tap own hand
Tan=tap partner's hand *Ko*=tap own hand 3rd phrase:
Konote=tap own hand then make clockwise circle with their right hand between "A's" hands on each "konote."
 (clap pattern is | Z I Z | I I I I) 4th phrase: *Boom*=Clap rhythm of the "Boom" to follow melodic contour of song-
 Below A's arm (low) between A's arms (middle) Above A's arms (high).

P.E.

Short warm-up:

- 1 minute of jumping jacks
- 1 minute of frog-jumps
- 1 minute of duck-walks

10 minute game of “Paper-ball Tennis:”

You will need:

- 1 laundry basket
- 1 empty binder per-player (a thin book or a magazine will do as well)
- 1 ball made of crumpled paper

Set up your laundry basket on the floor and then take five steps away from it. If it is just you playing, then ask a parent or sibling to throw the paper ball towards you. Using your empty binder like a tennis racket, try and hit the ball into the laundry basket. See how many points you can get. If you would like to play with others, then make sure that everyone has a binder. Start by hitting the paper ball back and forth with the laundry basket in between you. If the ball falls to the floor, then the player who let it fall has to pick it up and throw it to the other player. If the other player is able to hit the ball into the laundry basket, then they get a point. See how many points you can get. Make sure not to try and make the other person drop the paper ball. Use this as a fun opportunity to practice hand-eye coordination.

SPECIALS PARTICIPATION ACKNOWLEDGMENT

Name of student _____

Date _____

By signing this page I confirm my scholar completed the assigned activities this week for the specials classes listed.

Art : _____

Music : _____

Latin : _____

P.E : _____

Answer Key

Monday

Math: 1a. 5642, 5652, 5662 b. 2100, 2200, 2300 c. 7056, 8056, 9056 2a. 510 b. 4200 c. 4000 3. 148 4. A. 1043 b. 908 c. 430 d. 99 5a. 1318 b. 4500 6. A. 3527 b. \$1473 7. 1008

Spalding:

sol emn ly
beck oned
scold ed
Challenge (Optional)
sol emn ly r.6
beck oned r.25,28
scold ed r.28

Tuesday

Math: 1a. 141 b. 1035 c. 3156 2a. 26 b. 175 c. 90 r.1 3. 1940 4. 187 dresses, 2 yd. left over 5. 176 6. \$960

Spalding:

tus socks
twink ling
des o late
Challenge (Optional)
tus socks r.29, 25
twink ling r.11
des o late r.4

Grammar:

Noun	brother	tail
Pronoun	we	you
Adjective	jealous	splendid
Verb	sit	talking
Adverb	merely	quickly
Preposition	in	by
Conjunction	but	and

History: See question/answer chart.

Latin:

Passage translation: Medus calls Davus. "Davus!" But Davus does not hear and does not come. Medus calls Davus again: "Da-a-avus! Come!" Davus comes.

Wednesday

Math: 1a. \$41 b. \$3.25 c. \$30.60 d. \$25.15 e. \$100 f. \$18.95 g. \$14.28 h. \$71.04 i. \$3.89 2. \$43 - \$29.95 = \$13.05 3. \$64.80 ÷ 6 = \$10.80 4. \$2.40 + \$3.70 + \$21.30 = \$27.40

Spalding:

be wil dered
sor cer y
med dle
Challenge (Optional)
be wil dered r.4
sor cer y r.2,6
med dle r.29

Thursday

Math: 1a. $\frac{3}{7}$ b. $\frac{2}{7}$ c. $\frac{4}{6}$ 2. A.3 b. 9 c. 5 3a. $\frac{1}{4}$ b. $\frac{2}{7}$ c. $\frac{11}{12}$ d. $\frac{5}{6}$ e. $\frac{3}{10}$ f. $\frac{3}{6}$ 4a. $\frac{1}{2}$ b. $\frac{1}{3}$ c. $\frac{7}{10}$ d. $\frac{3}{10}$ e. $\frac{3}{7}$ f. $\frac{7}{9}$ 5a. $\frac{1}{7}$ b. $\frac{3}{7}$ c. $\frac{3}{7}$ d. 70 cents e. $\frac{7}{10}$

Spalding:

whirl wind
de posed
bayed
Challenge (Optional)
whirl wind
de posed r.4,11,28
bayed r.18,28

Latin:

Passage translation: The family of Iulia is sleeping, but Iulia does not sleep. Iulia sings: "Lalalala!" Now Marcus is not sleeping. Marcus, tired and annoyed: "Be quiet! Sleep now!" Iulia sings: "Lalalala!" Marcus calls Aemilia: "Mama! Come here!"

The imperative verbs are: *ven ī, tacē, dorm ī.*

Friday

Math: Answers may vary. Merely look for engagement with the activity given.

Spalding:

im mor tal
sym me try
fur nace
Challenge (Optional)
im mor tal r.29
sym me try r.29,6
fur nace r.2

Literature

“Tiger! Tiger!”

Monday

What of the hunting, hunter bold?

Brother, the watch was long and cold.

What of the quarry ye went to kill?

Brother, he crops in the jungle still.

Where is the power that made your pride?

Brother, it ebbs from my flank and side.

Where is the haste that ye hurry by?

Brother, I go to my lair—to die.

Now we must go back to the first tale. When Mowgli left the wolf's cave after the fight with the Pack at the Council Rock, he went down to the plowed lands where the villagers lived, but he would not stop there because it was too near to the jungle, and he knew that he had made at least one bad enemy at the Council. So he hurried on, keeping to the rough road that ran down the valley, and followed it at a steady jog-trot for nearly twenty miles, till he came to a country that he did not know. The valley opened out into a great plain dotted over with rocks and cut up by ravines. At one end stood a little village, and at the other the thick jungle came down in a sweep to the grazing-grounds, and stopped there as though it had been cut off with a hoe. All over the plain, cattle and buffaloes were grazing, and when the little boys in charge of the herds saw Mowgli they shouted and ran away, and the yellow pariah dogs that hang about every Indian village barked. Mowgli walked on, for he was feeling hungry, and when he came to the village gate he saw the big thorn-bush that was drawn up before the gate at twilight, pushed to one side.

“Umph!” he said, for he had come across more than one such barricade in his night rambles after things to eat. “So men are afraid of the People of the Jungle here also.” He sat down by the gate, and when a man came out he stood up, opened his mouth, and pointed down it to show that he wanted food. The man stared, and ran back up the one street of the village shouting for the priest, who was a big, fat man dressed in white, with a red and yellow mark on his forehead. The priest came to the gate, and with him at least a hundred people, who stared and talked and shouted and pointed at Mowgli.

“They have no manners, these Men Folk,” said Mowgli to himself. “Only the gray ape would behave as they do.” So he threw back his long hair and frowned at the crowd.

“What is there to be afraid of?” said the priest. “Look at the marks on his arms and legs. They are the bites of wolves. He is but a wolf-child run away from the jungle.”

Of course, in playing together, the cubs had often nipped Mowgli harder than they intended, and there were white scars all over his arms and legs. But he would have been the last person in the world to call these bites, for he knew what real biting meant.

“Arre! Arre!” said two or three women together. “To be bitten by wolves, poor child! He is a handsome boy. He has eyes like red fire. By my honor, Messua, he is not unlike thy boy that was taken by the tiger.”

“Let me look,” said a woman with heavy copper rings on her wrists and ankles, and she peered at Mowgli under the palm of her hand. “Indeed he is not. He is thinner, but he has the very look of my boy.”

The priest was a clever man, and he knew that Messua was wife to the richest villager in the place. So he looked up at the sky for a minute and said solemnly: “What the jungle has taken the jungle has restored. Take the boy into thy house, my sister, and forget not to honor the priest who sees so far into the lives of men.”

“By the Bull that bought me,” said Mowgli to himself, “but all this talking is like another looking-over by the Pack! Well, if I am a man, a man I must become.”

The crowd parted as the woman beckoned Mowgli to her hut, where there was a red lacquered bedstead, a great earthen grain chest with funny raised patterns on it, half a dozen copper cooking pots, an image of a Hindu god in a little alcove, and on the wall a real looking glass, such as they sell at the country fairs.

She gave him a long drink of milk and some bread, and then she laid her hand on his head and looked into his eyes; for she thought perhaps that he might be her real son come back from the jungle where the tiger had taken him. So she said, “Nathoo, O Nathoo!” Mowgli did not show that he knew the name. “Dost thou not remember the day when I gave thee thy new shoes?” She touched his foot, and it was almost as hard as horn. “No,” she said sorrowfully, “those feet have never worn shoes, but thou art very like my Nathoo, and thou shalt be my son.”

Mowgli was uneasy, because he had never been under a roof before. But as he looked at the thatch, he saw that he could tear it out any time if he wanted to get away, and that the window had no fastenings. “What is the good of a man,” he said to himself at last, “if he does not understand man’s talk? Now I am as silly and dumb as a man would be with us in the jungle. I must speak their talk.”

It was not for fun that he had learned while he was with the wolves to imitate the challenge of bucks in the jungle and the grunt of the little wild pig. So, as soon as Messua pronounced a word Mowgli would imitate it almost perfectly, and before dark he had learned the names of many things in the hut.

There was a difficulty at bedtime, because Mowgli would not sleep under anything that looked so like a panther trap as that hut, and when they shut the door he went through the window. “Give him his will,” said Messua’s husband. “Remember he can never till now have slept on a bed. If he is indeed sent in the place of our son he will not run away.”

So Mowgli stretched himself in some long, clean grass at the edge of the field, but before he had closed his eyes a soft gray nose poked him under the chin.

“Phew!” said Gray Brother (he was the eldest of Mother Wolf’s cubs). “This is a poor reward for following thee twenty miles. Thou smellst of wood smoke and cattle—altogether like a man already. Wake, Little Brother; I bring news.”

“Are all well in the jungle?” said Mowgli, hugging him.

“All except the wolves that were burned with the Red Flower. Now, listen. Shere Khan has gone away to hunt far off till his coat grows again, for he is badly singed. When he returns he swears that he will lay thy bones in the Waingunga.”

“There are two words to that. I also have made a little promise. But news is always good. I am tired to-night,—very tired with new things, Gray Brother,—but bring me the news always.”

“Thou wilt not forget that thou art a wolf? Men will not make thee forget?” said Gray Brother anxiously.

“Never. I will always remember that I love thee and all in our cave. But also I will always remember that I have been cast out of the Pack.”

“And that thou mayest be cast out of another pack. Men are only men, Little Brother, and their talk is like the talk of frogs in a pond. When I come down here again, I will wait for thee in the bamboos at the edge of the grazing-ground.”

For three months after that night Mowgli hardly ever left the village gate, he was so busy learning the ways and customs of men. First he had to wear a cloth round him, which annoyed him horribly; and then he had to learn about money, which he did not in the least understand, and about plowing, of which he did not see the use. Then the little children in the village made him very angry. Luckily, the Law of the Jungle had taught him to keep his temper, for in the jungle life and food depend on keeping your temper; but when they made fun of him because he would not play games or fly kites, or because he mispronounced some word, only the knowledge that it was unsportsmanlike to kill little naked cubs kept him from picking them up and breaking them in two.

He did not know his own strength in the least. In the jungle he knew he was weak compared with the beasts, but in the village people said that he was as strong as a bull.

And Mowgli had not the faintest idea of the difference that caste makes between man and man. When the potter's donkey slipped in the clay pit, Mowgli hauled it out by the tail, and helped to stack the pots for their journey to the market at Khanhiwara. That was very shocking, too, for the potter is a low-caste man, and his donkey is worse. When the priest scolded him, Mowgli threatened to put him on the donkey too, and the priest told Messua's husband that Mowgli had better be set to work as soon as possible; and the village head-man told Mowgli that he would have to go out with the buffaloes next day, and herd them while they grazed. No one was more pleased than Mowgli; and that night, because he had been appointed a servant of the village, as it were, he went off to a circle that met every evening on a masonry platform under a great fig-tree. It was the village club, and the head-man and the watchman and the barber, who knew all the gossip of the village, and old Buldeo, the village hunter, who had a Tower musket, met and smoked. The monkeys sat and talked in the upper branches, and there was a hole under the platform where a cobra lived, and he had his little platter of milk every night because he was sacred; and the old men sat around the tree and talked, and pulled at the big huqas (the water-pipes) till far into the night. They told wonderful tales of gods and men and ghosts; and Buldeo told even more wonderful ones of the ways of beasts in the jungle, till the eyes of the children sitting outside the circle bulged out of their heads. Most of the tales were about animals, for the jungle was always at their door. The deer and the wild pig grubbed up their crops, and now and again the tiger carried off a man at twilight, within sight of the village gates.

Tuesday

Mowgli, who naturally knew something about what they were talking of, had to cover his face not to show that he was laughing, while Buldeo, the Tower musket across his knees, climbed on from one wonderful story to another, and Mowgli's shoulders shook.

Buldeo was explaining how the tiger that had carried away Messua's son was a ghost-tiger, and his body was inhabited by the ghost of a wicked, old money-lender, who had died some years ago. “And I know that this is true,” he said, “because Purun Dass always limped from the blow that he got in a riot when his account books were burned, and the tiger that I speak of he limps, too, for the tracks of his pads are unequal.”

“True, true, that must be the truth,” said the gray-beards, nodding together.

“Are all these tales such cobwebs and moon talk?” said Mowgli. “That tiger limps because he was born lame, as everyone knows. To talk of the soul of a money-lender in a beast that never had the courage of a jackal is child's talk.”

Buldeo was speechless with surprise for a moment, and the head-man stared.

“Oho! It is the jungle brat, is it?” said Buldeo. “If thou art so wise, better bring his hide to Khanhiwara, for the Government has set a hundred rupees on his life. Better still, talk not when thy elders speak.”

Mowgli rose to go. “All the evening I have lain here listening,” he called back over his shoulder, “and, except once or twice, Buldeo has not said one word of truth concerning the jungle, which is at his very doors. How, then, shall I believe the tales of ghosts and gods and goblins which he says he has seen?”

“It is full time that boy went to herding,” said the head-man, while Buldeo puffed and snorted at Mowgli’s impertinence.

The custom of most Indian villages is for a few boys to take the cattle and buffaloes out to graze in the early morning, and bring them back at night. The very cattle that would trample a white man to death allow themselves to be banged and bullied and shouted at by children that hardly come up to their noses. So long as the boys keep with the herds they are safe, for not even the tiger will charge a mob of cattle. But if they straggle to pick flowers or hunt lizards, they are sometimes carried off. Mowgli went through the village street in the dawn, sitting on the back of Rama, the great herd bull. The slaty-blue buffaloes, with their long, backward-sweeping horns and savage eyes, rose out their byres, one by one, and followed him, and Mowgli made it very clear to the children with him that he was the master. He beat the buffaloes with a long, polished bamboo, and told Kamyā, one of the boys, to graze the cattle by themselves, while he went on with the buffaloes, and to be very careful not to stray away from the herd.

An Indian grazing ground is all rocks and scrub and tussocks and little ravines, among which the herds scatter and disappear. The buffaloes generally keep to the pools and muddy places, where they lie wallowing or basking in the warm mud for hours. Mowgli drove them on to the edge of the plain where the Waingunga came out of the jungle; then he dropped from Rama’s neck, trotted off to a bamboo clump, and found Gray Brother. “Ah,” said Gray Brother, “I have waited here very many days. What is the meaning of this cattle-herding work?”

“It is an order,” said Mowgli. “I am a village herd for a while. What news of Shere Khan?”

“He has come back to this country, and has waited here a long time for thee. Now he has gone off again, for the game is scarce. But he means to kill thee.”

“Very good,” said Mowgli. “So long as he is away do thou or one of the four brothers sit on that rock, so that I can see thee as I come out of the village. When he comes back wait for me in the ravine by the dhak tree in the center of the plain. We need not walk into Shere Khan’s mouth.”

Then Mowgli picked out a shady place, and lay down and slept while the buffaloes grazed round him. Herding in India is one of the laziest things in the world. The cattle move and crunch, and lie down, and move on again, and they do not even low. They only grunt, and the buffaloes very seldom say anything, but get down into the muddy pools one after another, and work their way into the mud till only their noses and staring china-blue eyes show above the surface, and then they lie like logs. The sun makes the rocks dance in the heat, and the herd children hear one kite (never any more) whistling almost out of sight overhead, and they know that if they died, or a cow died, that kite would sweep down, and the next kite miles away would see him drop and follow, and the next, and the next, and almost before they were dead there would be a score of hungry kites come out of nowhere. Then they sleep and wake and sleep again, and weave little baskets of dried grass and put grasshoppers in them; or catch two praying mantises and make them fight; or string a necklace of red and black jungle nuts; or watch a lizard basking on a rock, or a snake hunting a frog near the wallows. Then they sing long, long songs with odd native quavers at the end of them, and the day seems longer than most people’s whole lives, and perhaps they make a mud castle with mud figures of men and horses and buffaloes, and put reeds into the men’s hands, and pretend that they are kings and the figures are their armies, or that they are gods to be worshiped. Then evening comes and the children call, and the buffaloes lumber up out of the sticky mud with noises like gunshots going off one after the other, and they all string across the gray plain back to the twinkling village lights.

Day after day Mowgli would lead the buffaloes out to their wallows, and day after day he would see Gray Brother's back a mile and a half away across the plain (so he knew that Shere Khan had not come back), and day after day he would lie on the grass listening to the noises round him, and dreaming of old days in the jungle. If Shere Khan had made a false step with his lame paw up in the jungles by the Waingunga, Mowgli would have heard him in those long still mornings.

At last a day came when he did not see Gray Brother at the signal place, and he laughed and headed the buffaloes for the ravine by the dhk tree, which was all covered with golden-red flowers. There sat Gray Brother, every bristle on his back lifted.

"He has hidden for a month to throw thee off thy guard. He crossed the ranges last night with Tabaqui, hot-foot on thy trail," said the Wolf, panting.

Mowgli frowned. "I am not afraid of Shere Khan, but Tabaqui is very cunning."

"Have no fear," said Gray Brother, licking his lips a little. "I met Tabaqui in the dawn. Now he is telling all his wisdom to the kites, but he told me everything before I broke his back. Shere Khan's plan is to wait for thee at the village gate this evening—for thee and for no one else. He is lying up now, in the big dry ravine of the Waingunga."

"Has he eaten today, or does he hunt empty?" said Mowgli, for the answer meant life and death to him.

"He killed at dawn,—a pig,—and he has drunk too. Remember, Shere Khan could never fast, even for the sake of revenge."

"Oh! Fool, fool! What a cub's cub it is! Eaten and drunk too, and he thinks that I shall wait till he has slept! Now, where does he lie up? If there were but ten of us we might pull him down as he lies. These buffaloes will not charge unless they wind him, and I cannot speak their language. Can we get behind his track so that they may smell it?"

"He swam far down the Waingunga to cut that off," said Gray Brother.

"Tabaqui told him that, I know. He would never have thought of it alone." Mowgli stood with his finger in his mouth, thinking. "The big ravine of the Waingunga. That opens out on the plain not half a mile from here. I can take the herd round through the jungle to the head of the ravine and then sweep down—but he would slink out at the foot. We must block that end. Gray Brother, canst thou cut the herd in two for me?"

"Not I, perhaps—but I have brought a wise helper." Gray Brother trotted off and dropped into a hole. Then there lifted up a huge gray head that Mowgli knew well, and the hot air was filled with the most desolate cry of all the jungle—the hunting howl of a wolf at midday.

"Akela! Akela!" said Mowgli, clapping his hands. "I might have known that thou wouldst not forget me. We have a big work in hand. Cut the herd in two, Akela. Keep the cows and calves together, and the bulls and the plow buffaloes by themselves."

The two wolves ran, ladies'-chain fashion, in and out of the herd, which snorted and threw up its head, and separated into two clumps. In one, the cow-buffaloes stood with their calves in the center, and glared and pawed, ready, if a wolf would only stay still, to charge down and trample the life out of him. In the other, the bulls and the young bulls snorted and stamped, but though they looked more imposing they were much less dangerous, for they had no calves to protect. No six men could have divided the herd so neatly.

"What orders!" panted Akela. "They are trying to join again."

Mowgli slipped on to Rama's back. "Drive the bulls away to the left, Akela. Gray Brother, when we are gone, hold the cows together, and drive them into the foot of the ravine."

"How far?" said Gray Brother, panting and snapping.

"Till the sides are higher than Shere Khan can jump," shouted Mowgli. "Keep them there till we come down." The bulls swept off as Akela bayed, and Gray Brother stopped in front of the cows. They charged down on him, and he ran just before them to the foot of the ravine, as Akela drove the bulls far to the left.

"Well done! Another charge and they are fairly started. Careful, now—careful, Akela. A snap too much and the bulls will charge. Hujah! This is wilder work than driving black-buck. Didst thou think these creatures could move so swiftly?" Mowgli called.

"I have—have hunted these too in my time," gasped Akela in the dust. "Shall I turn them into the Jungle?"

"Ay! Turn. Swiftly turn them! Rama is mad with rage. Oh, if I could only tell him what I need of him to-day."

Wednesday

The bulls were turned, to the right this time, and crashed into the standing thicket. The other herd children, watching with the cattle half a mile away, hurried to the village as fast as their legs could carry them, crying that the buffaloes had gone mad and run away.

But Mowgli's plan was simple enough. All he wanted to do was to make a big circle uphill and get at the head of the ravine, and then take the bulls down it and catch Shere Khan between the bulls and the cows; for he knew that after a meal and a full drink Shere Khan would not be in any condition to fight or to clamber up the sides of the ravine. He was soothing the buffaloes now by voice, and Akela had dropped far to the rear, only whimpering once or twice to hurry the rear-guard. It was a long, long circle, for they did not wish to get too near the ravine and give Shere Khan warning. At last Mowgli rounded up the bewildered herd at the head of the ravine on a grassy patch that sloped steeply down to the ravine itself. From that height you could see across the tops of the trees down to the plain below; but what Mowgli looked at was the sides of the ravine, and he saw with a great deal of satisfaction that they ran nearly straight up and down, while the vines and creepers that hung over them would give no foothold to a tiger who wanted to get out.

"Let them breathe, Akela," he said, holding up his hand. "They have not winded him yet. Let them breathe. I must tell Shere Khan who comes. We have him in the trap."

He put his hands to his mouth and shouted down the ravine—it was almost like shouting down a tunnel—and the echoes jumped from rock to rock.

After a long time there came back the drawling, sleepy snarl of a full-fed tiger just wakened.

"Who calls?" said Shere Khan, and a splendid peacock fluttered up out of the ravine screeching.

"I, Mowgli. Cattle thief, it is time to come to the Council Rock! Down—hurry them down, Akela! Down, Rama, down!"

The herd paused for an instant at the edge of the slope, but Akela gave tongue in the full hunting-yell, and they pitched over one after the other, just as steamers shoot rapids, the sand and stones spurting up round them. Once started, there was no chance of stopping, and before they were fairly in the bed of the ravine Rama winded Shere Khan and bellowed.

"Ha! Ha!" said Mowgli, on his back. "Now thou knowest!" and the torrent of black horns, foaming muzzles, and staring eyes whirled down the ravine just as boulders go down in floodtime; the weaker buffaloes being shouldered out to the sides of the ravine where they tore through the creepers. They knew what the business was before them—the terrible charge of the buffalo herd against which no tiger can hope to stand. Shere Khan heard the thunder of their hoofs, picked himself up, and lumbered down the ravine, looking from side to side for some way of escape, but the walls of the ravine were straight and he had to hold on, heavy with his dinner and his drink, willing to do anything rather than fight. The herd splashed through the pool he had just left, bellowing till the

narrow cut rang. Mowgli heard an answering bellow from the foot of the ravine, saw Shere Khan turn (the tiger knew if the worst came to the worst it was better to meet the bulls than the cows with their calves), and then Rama tripped, stumbled, and went on again over something soft, and, with the bulls at his heels, crashed full into the other herd, while the weaker buffaloes were lifted clean off their feet by the shock of the meeting. That charge carried both herds out into the plain, goring and stamping and snorting. Mowgli watched his time, and slipped off Rama's neck, laying about him right and left with his stick.

"Quick, Akela! Break them up. Scatter them, or they will be fighting one another. Drive them away, Akela. Hai, Rama! Hai, hai, hai! my children. Softly now, softly! It is all over."

Akela and Gray Brother ran to and fro nipping the buffaloes' legs, and though the herd wheeled once to charge up the ravine again, Mowgli managed to turn Rama, and the others followed him to the wallows.

Shere Khan needed no more trampling. He was dead, and the kites were coming for him already.

"Brothers, that was a dog's death," said Mowgli, feeling for the knife he always carried in a sheath round his neck now that he lived with men. "But he would never have shown fight. His hide will look well on the Council Rock. We must get to work swiftly."

A boy trained among men would never have dreamed of skinning a ten-foot tiger alone, but Mowgli knew better than anyone else how an animal's skin is fitted on, and how it can be taken off. But it was hard work, and Mowgli slashed and tore and grunted for an hour, while the wolves lolled out their tongues, or came forward and tugged as he ordered them.

Presently a hand fell on his shoulder, and looking up he saw Buldeo with the Tower musket. The children had told the village about the buffalo stampede, and Buldeo went out angrily, only too anxious to correct Mowgli for not taking better care of the herd. The wolves dropped out of sight as soon as they saw the man coming.

"What is this folly?" said Buldeo angrily. "To think that thou canst skin a tiger! Where did the buffaloes kill him? It is the Lame Tiger too, and there is a hundred rupees on his head. Well, well, we will overlook thy letting the herd run off, and perhaps I will give thee one of the rupees of the reward when I have taken the skin to Khanhiwara." He fumbled in his waist cloth for flint and steel, and stooped down to singe Shere Khan's whiskers. Most native hunters always singe a tiger's whiskers to prevent his ghost from haunting them.

"Hum!" said Mowgli, half to himself as he ripped back the skin of a forepaw. "So thou wilt take the hide to Khanhiwara for the reward, and perhaps give me one rupee? Now it is in my mind that I need the skin for my own use. Heh! Old man, take away that fire!"

"What talk is this to the chief hunter of the village? Thy luck and the stupidity of thy buffaloes have helped thee to this kill. The tiger has just fed, or he would have gone twenty miles by this time. Thou canst not even skin him properly, little beggar brat, and forsooth I, Buldeo, must be told not to singe his whiskers. Mowgli, I will not give thee one anna of the reward, but only a very big beating. Leave the carcass!"

"By the Bull that bought me," said Mowgli, who was trying to get at the shoulder, "must I stay babbling to an old ape all noon? Here, Akela, this man plagues me."

Buldeo, who was still stooping over Shere Khan's head, found himself sprawling on the grass, with a gray wolf standing over him, while Mowgli went on skinning as though he were alone in all India.

"Ye-es," he said, between his teeth. "Thou art altogether right, Buldeo. Thou wilt never give me one anna of the reward. There is an old war between this lame tiger and myself—a very old war, and—I have won."

To do Buldeo justice, if he had been ten years younger he would have taken his chance with Akela had he met the wolf in the woods, but a wolf who obeyed the orders of this boy who had private wars with man-eating tigers was not a common animal. It was sorcery, magic of the worst kind, thought Buldeo, and he wondered

whether the amulet round his neck would protect him. He lay as still as still, expecting every minute to see Mowgli turn into a tiger too.

“Maharaj! Great King,” he said at last in a husky whisper.

“Yes,” said Mowgli, without turning his head, chuckling a little.

“I am an old man. I did not know that thou wast anything more than a herdsboy. May I rise up and go away, or will thy servant tear me to pieces?”

“Go, and peace go with thee. Only, another time do not meddle with my game. Let him go, Akela.”

Buldeo hobbled away to the village as fast as he could, looking back over his shoulder in case Mowgli should change into something terrible. When he got to the village he told a tale of magic and enchantment and sorcery that made the priest look very grave.

Mowgli went on with his work, but it was nearly twilight before he and the wolves had drawn the great gay skin clear of the body.

“Now we must hide this and take the buffaloes home! Help me to herd them, Akela.”

The herd rounded up in the misty twilight, and when they got near the village Mowgli saw lights, and heard the conches and bells in the temple blowing and banging. Half the village seemed to be waiting for him by the gate. “That is because I have killed Shere Khan,” he said to himself. But a shower of stones whistled about his ears, and the villagers shouted: “Sorcerer! Wolf’s brat! Jungle demon! Go away! Get hence quickly or the priest will turn thee into a wolf again. Shoot, Buldeo, shoot!”

The old Tower musket went off with a bang, and a young buffalo bellowed in pain.

“More sorcery!” shouted the villagers. “He can turn bullets. Buldeo, that was thy buffalo.”

“Now what is this?” said Mowgli, bewildered, as the stones flew thicker.

“They are not unlike the Pack, these brothers of thine,” said Akela, sitting down composedly. “It is in my head that, if bullets mean anything, they would cast thee out.”

“Wolf! Wolf’s cub! Go away!” shouted the priest, waving a sprig of the sacred tulsi plant.

“Again? Last time it was because I was a man. This time it is because I am a wolf. Let us go, Akela.”

Thursday

A woman—it was Messua—ran across to the herd, and cried: “Oh, my son, my son! They say thou art a sorcerer who can turn himself into a beast at will. I do not believe, but go away or they will kill thee. Buldeo says thou art a wizard, but I know thou hast avenged Nathoo’s death.”

“Come back, Messua!” shouted the crowd. “Come back, or we will stone thee.”

Mowgli laughed a little short ugly laugh, for a stone had hit him in the mouth. “Run back, Messua. This is one of the foolish tales they tell under the big tree at dusk. I have at least paid for thy son’s life. Farewell; and run quickly, for I shall send the herd in more swiftly than their brickbats. I am no wizard, Messua. Farewell!”

“Now, once more, Akela,” he cried. “Bring the herd in.”

The buffaloes were anxious enough to get to the village. They hardly needed Akela’s yell, but charged through the gate like a whirlwind, scattering the crowd right and left.

“Keep count!” shouted Mowgli scornfully. “It may be that I have stolen one of them. Keep count, for I will do your herding no more. Fare you well, children of men, and thank Messua that I do not come in with my wolves and hunt you up and down your street.”

He turned on his heel and walked away with the Lone Wolf, and as he looked up at the stars he felt happy. "No more sleeping in traps for me, Akela. Let us get Shere Khan's skin and go away. No, we will not hurt the village, for Messua was kind to me."

When the moon rose over the plain, making it look all milky, the horrified villagers saw Mowgli, with two wolves at his heels and a bundle on his head, trotting across at the steady wolf's trot that eats up the long miles like fire. Then they banged the temple bells and blew the conches louder than ever. And Messua cried, and Buldeo embroidered the story of his adventures in the jungle, till he ended by saying that Akela stood up on his hind legs and talked like a man

The moon was just going down when Mowgli and the two wolves came to the hill of the Council Rock, and they stopped at Mother Wolf's cave.

"They have cast me out from the Man-Pack, Mother," shouted Mowgli, "but I come with the hide of Shere Khan to keep my word." Mother Wolf walked stiffly from the cave with the cubs behind her, and her eyes glowed as she saw the skin.

"I told him on that day, when he crammed his head and shoulders into this cave, hunting for thy life, Little Frog—I told him that the hunter would be the hunted. It is well done."

"Little Brother, it is well done," said a deep voice in the thicket. "We were lonely in the jungle without thee," and Bagheera came running to Mowgli's bare feet. They clambered up the Council Rock together, and Mowgli spread the skin out on the flat stone where Akela used to sit, and pegged it down with four slivers of bamboo, and Akela lay down upon it, and called the old call to the Council, "Look—look well, O Wolves," exactly as he had called when Mowgli was first brought there.

Ever since Akela had been deposed, the Pack had been without a leader, hunting and fighting at their own pleasure. But they answered the call from habit; and some of them were lame from the traps they had fallen into, and some limped from shot wounds, and some were mangy from eating bad food, and many were missing. But they came to the Council Rock, all that were left of them, and saw Shere Khan's striped hide on the rock, and the huge claws dangling at the end of the empty dangling feet. It was then that Mowgli made up a song that came up into his throat all by itself, and he shouted it aloud, leaping up and down on the rattling skin, and beating time with his heels till he had no more breath left, while Gray Brother and Akela howled between the verses.

"Look well, O Wolves. Have I kept my word?" said Mowgli. And the wolves bayed "Yes," and one tattered wolf howled:

"Lead us again, O Akela. Lead us again, O Man-cub, for we be sick of this lawlessness, and we would be the Free People once more."

"Nay," purred Bagheera, "that may not be. When ye are full-fed, the madness may come upon you again. Not for nothing are ye called the Free People. Ye fought for freedom, and it is yours. Eat it, O Wolves."

"Man-Pack and Wolf-Pack have cast me out," said Mowgli. "Now I will hunt alone in the jungle."

"And we will hunt with thee," said the four cubs.

So Mowgli went away and hunted with the four cubs in the jungle from that day on. But he was not always alone, because, years afterward, he became a man and married.

But that is a story for grown-ups.

Mowgli's Song

THAT HE SANG AT THE COUNCIL ROCK WHEN HE
DANCED ON SHERE KHAN'S HIDE

The Song of Mowgli—I, Mowgli, am singing. Let the jungle listen to the things I have done.

Shere Khan said he would kill—would kill! At the gates in the twilight he would kill Mowgli, the Frog!
 He ate and he drank. Drink deep, Shere Khan, for when wilt thou drink again? Sleep and dream of the kill.
 I am alone on the grazing-grounds. Gray Brother, come to me! Come to me, Lone Wolf, for there is big game afoot!
 Bring up the great bull buffaloes, the blue-skinned herd bulls with the angry eyes. Drive them to and fro as I order.
 Sleepest thou still, Shere Khan? Wake, oh, wake! Here come I, and the bulls are behind.
 Rama, the King of the Buffaloes, stamped with his foot. Waters of the Waingunga, whither went Shere Khan?
 He is not Ikki to dig holes, nor Mao, the Peacock, that he should fly. He is not Mang the Bat, to hang in the branches.
 Little bamboos that creak together, tell me where he ran?
Ow! He is there. *Ahoo!* He is there. Under the feet of Rama lies the *Lame One!* Up, Shere Khan! Up and kill! Here is
 meat; break the necks of the bulls!
Hsh! He is asleep. We will not wake him, for his strength is very great. The kites have come down to see it. The black
 ants have come up to know it. There is a great assembly in his honor.
Alala! I have no cloth to wrap me. The kites will see that I am naked. I am ashamed to meet all these people.
 Lend me thy coat, Shere Khan. Lend me thy gay striped coat that I may go to the Council Rock.
 By the Bull that bought me I made a promise—a little promise. Only thy coat is lacking before I keep my word.
 With the knife, with the knife that men use, with the knife of the hunter, I will stoop down for my gift.
 Waters of the Waingunga, Shere Khan gives me his coat for the love that he bears me. Pull, Gray Brother! Pull,
 Akela! Heavy is the hide of Shere Khan.
 The Man Pack are angry. They throw stones and talk child's talk. My mouth is bleeding. Let me run away.
 Through the night, through the hot night, run swiftly with me, my brothers. We will leave the lights of the village
 and go to the low moon.
 Waters of the Waingunga, the Man-Pack have cast me out. I did them no harm, but they were afraid of me. Why?
 Wolf Pack, ye have cast me out too. The jungle is shut to me and the village gates are shut. Why?
 As Mang flies between the beasts and birds, so fly I between the village and the jungle. Why?
 I dance on the hide of Shere Khan, but my heart is very heavy. My mouth is cut and wounded with the stones from
 the village, but my heart is very light, because I have come back to the jungle. Why?
 These two things fight together in me as the snakes fight in the spring. The water comes out of my eyes; yet I laugh
 while it falls. Why?
 I am two Mowglis, but the hide of Shere Khan is under my feet.
 All the jungle knows that I have killed Shere Khan. Look—look well, O Wolves!
Ahae! My heart is heavy with the things that I do not understand.