



Remote Learning Packet

Third Grade

May 11–May 15, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 11–May 15, 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 11, 2020
- ☐ Tuesday, May 12, 2020
- ☐ Wednesday, May 13, 2020
- ☐ Thursday, May 14, 2020
- ☐ Friday, May 15, 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
	<ul style="list-style-type: none"><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.
	<ul style="list-style-type: none"><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 5/11-5/15

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

Subject	Mon. 5/11	Tue. 5/12	Wed. 5/13	Thu. 5/14	Friday 5/15
<i>Math</i> ~20-30 min.	Reading Time	Telling Time in a.m and p.m., Hours and Minutes	Converting Hours and Minutes	Seconds	Months, Years, Days, Weeks
<i>English Language Arts</i> ~20-30 min. total	<i>Literature</i>	Kaa's Hunting, Part 2	Kaa's Hunting, Part 2	Kaa's Hunting, Part 2	"The Tyger"
	<i>Grammar/ Writing</i>	Writing: Copywork	Grammar: Compound Subjects	Writing: Narration	Grammar: Compound Verbs
	<i>Spalding</i>	Dangerous-Exhaust: Definitions	Dangerous-Exhaust: Spelling	Exercise-Indian: Definitions	Exercise-Indian: Spelling
<i>History</i> or <i>Science</i> ~15 min.	History: Cabot	Science: <i>Galileo</i>	History: Hudson	Science: <i>Newton and Gravity</i>	History: Champlain
<i>Art</i> or <i>Music</i> ~10 min.	Art: Weaving Unit- "Making a Unique Weaving Pattern"	Music: Recital of lyrics	Art: How to draw different types of trees.	Music: Identifying notes and rests	Art: Sketching from life- Find a tree outside and draw it three times from different sides.
<i>Latin</i> or <i>P.E.</i> ~10 min.	Latin: New Vocabulary and Flashcards Practice	10 Minutes of "Kick the Can."	Latin: Reading and Comprehension Questions	PE 10 minutes of "Plate-Skating Hockey"	Latin: Three Precious Stones

Day 1 Instructions and Resources

Monday, 5/11

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

Math

Warm-up (5-10 minutes)

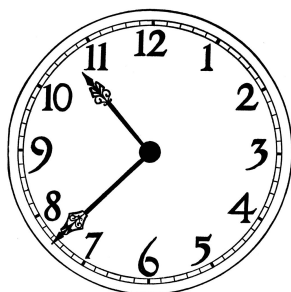
Play 24 using the digits 8, 6, 2, 5. Remember that you must use each digit at least and only once. You may use any of the four operations $+$, $-$, \times , or \div . Show your working below.

Anchor Activity (10 minutes)

Find an analog clock (a round one with a face) in your house. What are the parts of the clock?

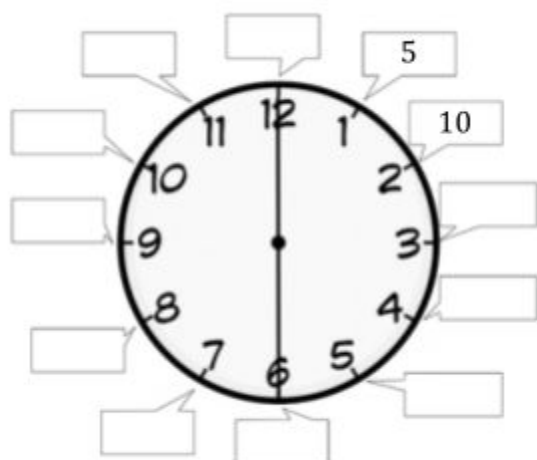
The short hand is the **hour hand**. It tells us what hour of the day we are in. *Color the hour hand orange.*

The long hand is the **minute hand**. It tells us how minutes past the hour we are. *Color the minute hand green.*



How many minute intervals are there between 11 and 12? *There are* *between 11 and 12.* There are 5 minutes between each number.

Count by 5s as you go around the clock.



One time around the clock is one hour. How many minutes are in an hour? _____ minutes are in an hour.

Halfway around the clock is half an hour. How many minutes are in half an hour? _____ minutes are in half an hour.



Look at the clock. *What time is it?*

When we read time we always say the hours and then the minutes. The **hour hand** has just gone past the 8 and the **minute hand** is on the 4.

It is 8:20. *Write the time out in words. It is eight _____.*



Look at the clock. *What time is it?*

The **hour hand** has just gone past the _____.

The **minute hand** is on the _____.

It is ____ : ____ or it is eight thirty-five. It is thirty-five minutes past the hour or _____ minutes before 9. *I know there are 60 minutes in an hour and thirty-five minutes are gone so $60-35=25$.*



Look at the clock. *What time is it?*

The **hour hand** has just gone past the _____. (Hint: It has NOT gone past the 12.)

The **minute hand** is on the _____.

It is ____ : ____ or it is eleven _____. It is forty minutes past the hour or _____ minutes before 12. *I know there are 60 minutes in an hour and 40 minutes are gone so $60-40=20$.*

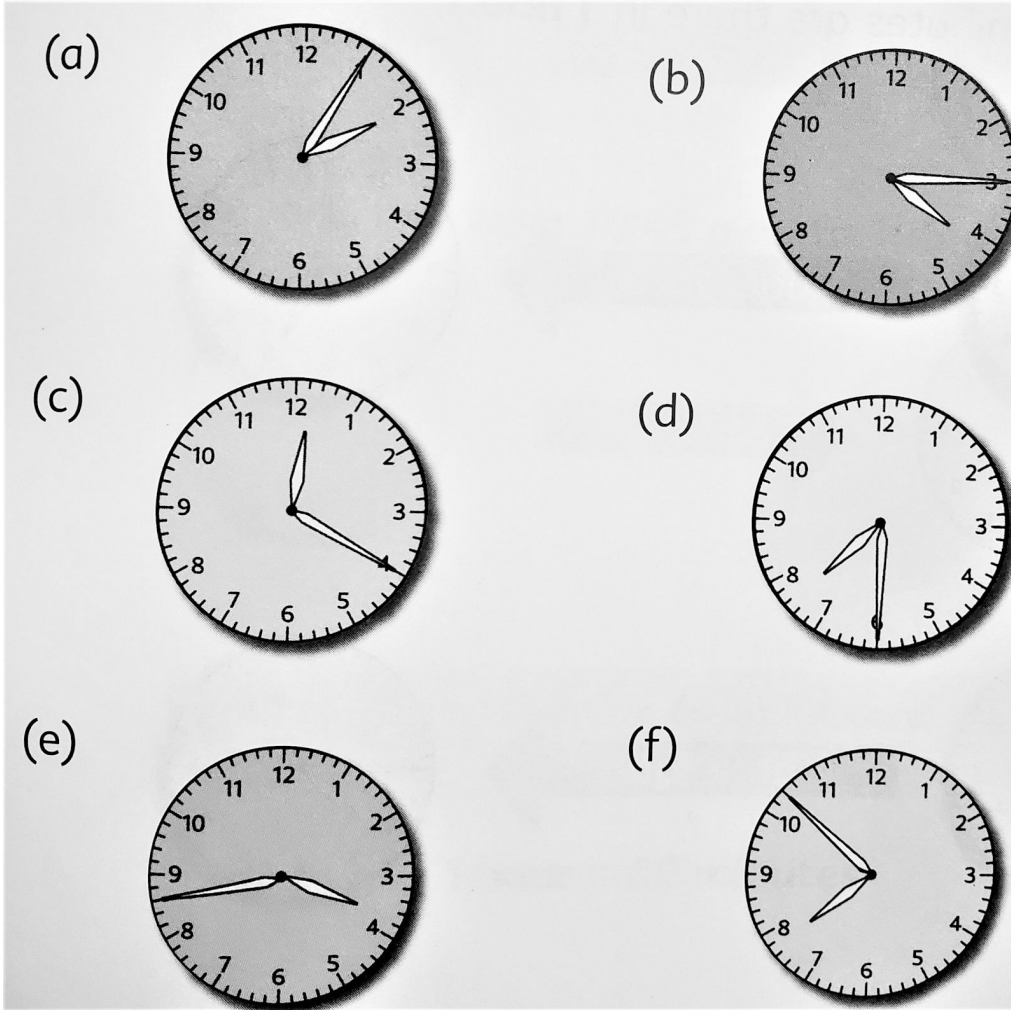
List three tasks that take about one hour to complete. 1. 2. 3.	List three tasks that take about half an hour to complete. 1. 2. 3.	List three tasks that take about one minute to complete. 1. 2. 3.
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Wrap-up (5-10 minutes)

- Find out how many times you can write your name in one minute. Use a separate piece of paper.

I wrote my name _____ times in one minute.

- What time is it? *Write the time below each clock.*



Spalding

OPR/WPR: Practice phonograms aloud (2 minutes)

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

b oi eigh u ti ed ow n

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

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

_____ Bagheera and Kaa, knowing well how **dangerous** the Monkey-People were in large numbers, did not wish to run any risks.

_____ Worrying is like paying a **debt** you don't owe.

_____ The laundry on the clothesline **dried** quickly in the sunshine.

_____ Pinocchio clothes became **dry** after he put them by the fire.

_____ The farmer was careful not to **exhaust** the soil of its nutrients.

_____ The **exhaust** from the car increased the pollution in the air.

1. (n.) something, typically money, that is owed or due

2. (v.) use up resources completely; tire out

3. (adj.) free from moisture or liquid; not wet

4. (n.) waste gases expelled from a machine in the course of its operation

5. (adj.) able or likely to cause harm or injury

6. (v.) to have made something not wet

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 where we left off on page 36 to page 40, stopping when you've finished the sentence: "Now as you are a new listener and can carry our words back to the Jungle-People so that they may notice us in future, we will tell you all about our most excellent selves."

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

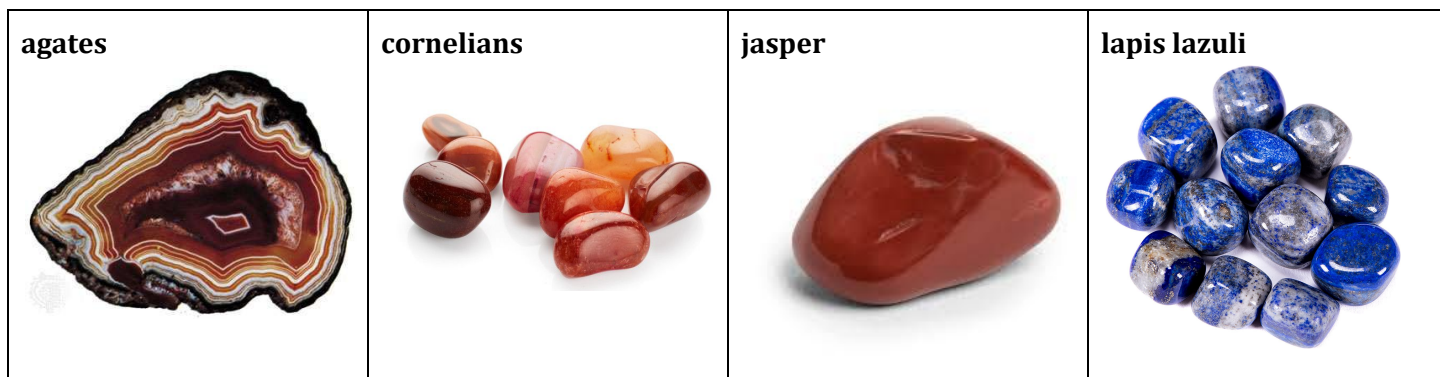


While reading, use a red pencil to underline sections that talk about the Jungle Law or the Master Words. When underlining this important information, be careful not to underline too little (only the words "Jungle Law") or too much (full paragraphs). Make it your goal to underline helpful information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

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

Page #	Word	POS	Definition
	abreast	adv.	side by side and facing the same way
	canter	n.	a three-beat gait of a four-legged animal between a trot and a gallop
	heap	n.	an untidy collection of things piled up haphazardly
	causeways	n.	raised roads or tracks across low or wet ground
	battlements	n.	structures at the top of a wall, especially of a fort or castle, that have regularly spaced squared openings for shooting through

	chamber	n.	a private room, especially a bedroom
	terraces	n.	level paved areas or platforms next to a building; patios
	fretwork	n.	ornamental design in wood, typically openwork, done with a particular saw



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

What would the monkeys do when they pretended to be men? What true things about the Bandar-log had Baloo told Mowgli?

Writing

Copywork (about 5 minutes):

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

Sentence to copy: “Mowgli picked up some creepers and began to work them in and out, and the monkeys tried to imitate; but in a very few minutes they lost interest and began to pull their friends’ tails or jump up and down on all fours, coughing.

History

Choose words to fill in the blanks. (3 minutes)

Magellan	Amerigo	Constantinople	Soto	unveils the world	Vaca	explorers	Aviles
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_____ fell to the Turks in 1453 AD .

_____ Vespucci proved that America was a New World.

_____ circled the world.

Cabeza de _____ persevered through many trials.

Hernando de _____ discovered the Mississippi River.

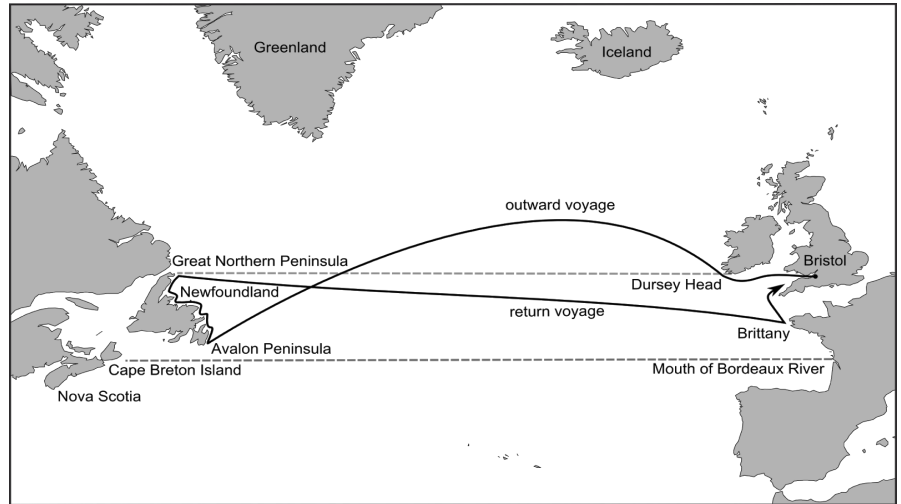
_____ founded St. Augustine, the oldest settlement in the United States.

The Spanish Empire was built by _____.

The Age of Exploration _____.

Read for understanding. Put a blue box around names of places and people. You only have to box a repeated noun one time. (6 minutes)

Spain, France and Portugal were in competition with each other over the territory in the New World. There was another country in Europe that wanted to claim new lands for itself and this country was England. England did not want to fall behind Spain and Portugal, so King Henry asked a man named John Cabot to find a route from England to the Americas. In May of 1497, just five years after Columbus' voyage, Cabot set sail with only one ship and twenty men. John Cabot did not know how



long it would take for him to get to the Americas, so he wisely set out with only a few men so that their supplies would last much longer. Six weeks after setting out, he spotted land in what is now Canada. He called this place Newfoundland. This land was not far from Vinland, the place where Leif Erikson had landed centuries before. Cabot spent a short time in the Americas since he was not there to colonize it; he was only looking for a way to get there from England. He also wanted to find a place that the Spanish and French did not know about.

When Cabot arrived back in England, he was called "the Great Admiral" and was honored as a hero. King Henry was so happy with Cabot's success that he funded a second voyage with five ships with the goal of making a colony in the New World. Historians do not know for sure what happened to this voyage as it was never heard from again. Whether they were all lost at sea or if they found a colony in the New World, John Cabot's expedition was very important because he discovered a way for England to reach the New world.

Read this sentence aloud three times: *John Cabot claimed North America for England.*

Answer in complete sentences. (6 minutes)

Which countries were competing to gain land in the New World? _____

Why did John Cabot sail to North America? _____

Did he succeed in his mission? _____

Art

Weaving Unit: Making a Unique Weaving Pattern (10 minutes)

Materials: Loom and strips, *If you have woven your strips into your loom, gently pull them out. (If you have misplaced either, you may find digital copies under “weaving materials” in the “Art” folder in Google Classroom)

Directions: Today you will be using your knowledge of the different weaving techniques to create a pattern of your own. A pattern is a repeating element in an artwork. Follow the steps to create a patterned weaving.

First step: Choose a color pattern; pick two to four colored strips to create a pattern.

Second step: Think about what type of weaving technique you can use: Tabby weave (over one, under one) and Basket weave (over two, under two). Or make an original weaving technique of your own (example: over three, under two).

Third step: Make a pattern using each type of weave. For example, two rows of tabby weave, followed by two rows of basket weave.

Fourth step: Geometric woven tapestries have symmetry. Once you have reached the midpoint in your weaving, you will need to mirror the pattern so the top looks like the opposite of the bottom.

Fifth step: Weave until you’ve reached the bottom!

Challenge: See if you can figure out what pattern I used when making my weaving! Hint: anywhere you can see the warps (the white vertical bars), the strips are going UNDER.



Latin

New Vocabulary (3-4 minutes)

Read through the following new vocabulary words aloud. For a pronunciation example video, ask a parent to help you visit <https://bit.ly/2LbYyZe>

1. New Verbs

<i>adest</i>	he/she/it is present
<i>abest</i>	he/she/it is absent
<i>adsunt</i>	they are present
<i>absunt</i>	they are absent

Do you recognize the second syllable of each word? Exactly: they're our old friends *est*, meaning "he/she/it is," and *sunt*, meaning "they are." But there's a new addition to *est* and *sunt*: *ab* or *ad* is attached at the beginning of each word. Can you think of an English word (maybe one that might be used when a teacher is taking attendance) that comes from *absunt*? If so, write it here: _____.

New Vocabulary: Flashcards (4-5 minutes)

Make four flashcards, one for each new word above. Then, by yourself or with a partner, spend 2-3 minutes practicing with them. Try to memorize the English meaning of each word

Day 2 Instructions and Resources

Tuesday, 5/12

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

Math

Warm-up (5-10 minutes)

Set your timer and try to complete the math facts as fast as you can!

1. $38+6=$	16. $51+90=$
2. $380+60=$	17. $780+700=$
3. $3800+600=$	18. $3430+20=$
4. $1246+5=$	19. $3448+9=$
5. $2460+50=$	20. $2700+800=$
6. $4600+500=$	21. $322+80=$
7. $4601+500=$	22. $922+80=$
8. $4621+500=$	23. $932+80=$
9. $1499+1=$	24. $30+767=$
10. $1499+2=$	25. $8251+90=$
11. $1990+10=$	26. $8951+90=$
12. $1990+30=$	27. $9109+6=$
13. $1999+30=$	28. $9109+60=$
14. $8+122=$	29. $1227+800=$
15. $4+69=$	30. $9999+1=$

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

Anchor Activity (10 minutes)

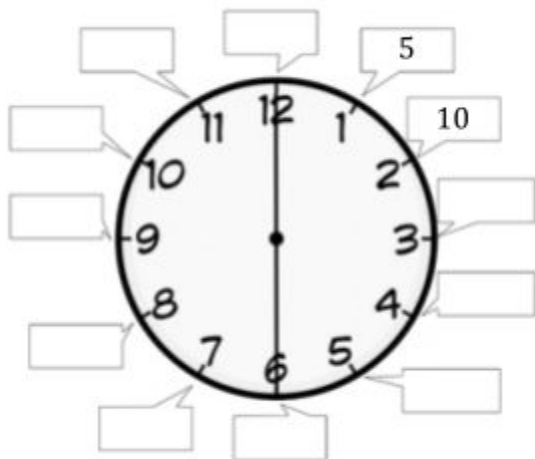
What time do you wake up? _____ : _____ a.m.

A.m. is an abbreviation for ante-meridian, or before noon.

What time do you eat dinner? _____ : _____ p.m.

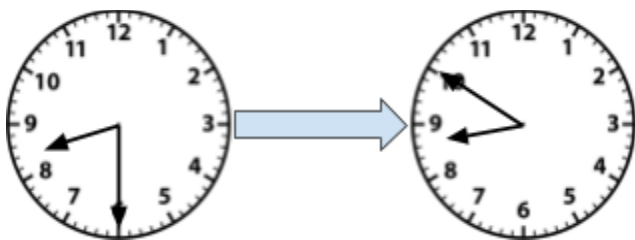
P.m. is an abbreviation for post-meridian, or afternoon.

Count by 5s as you go around the clock.



1 hour = minutes

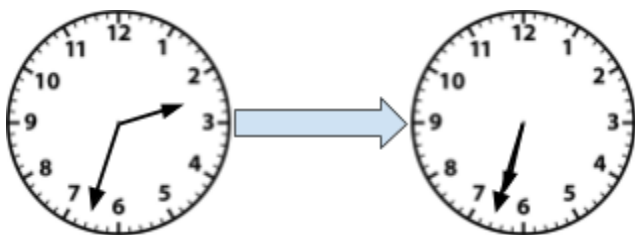
What time is 20 minutes after 8:30 a.m.? *Just add 20 minutes to the thirty minutes.* : a.m.



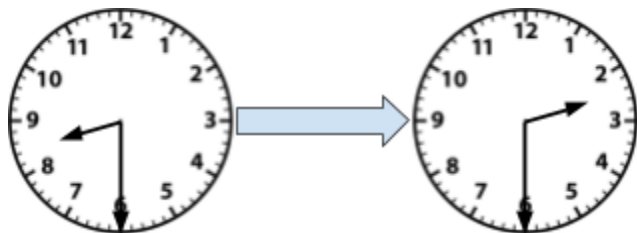
What time is 27 minutes after 9:15 p.m.? *Color the minutes as you count.* : p.m.



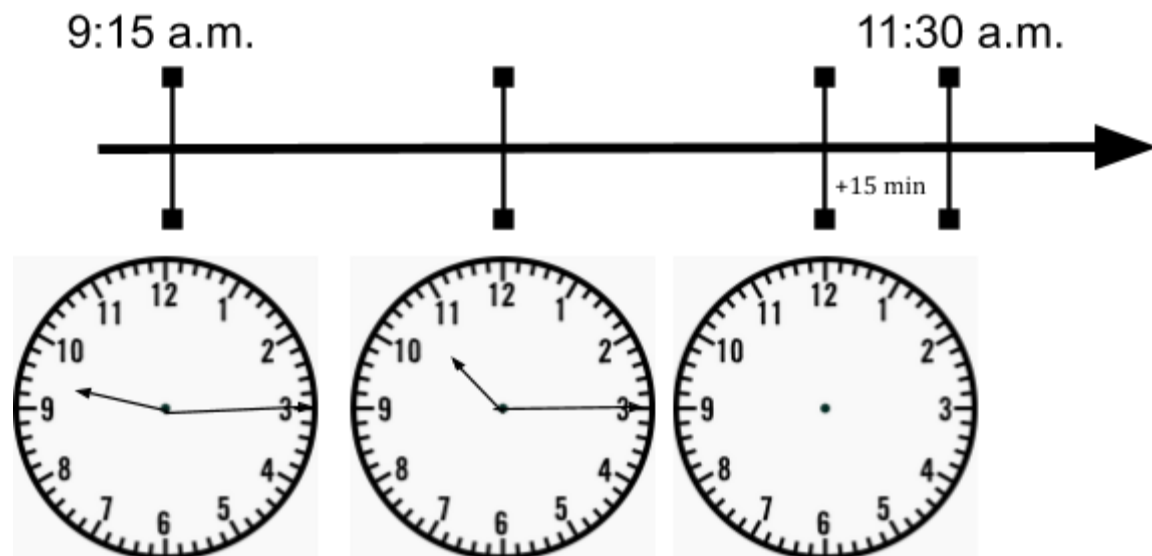
What time will it be 4 hours after 2:33 p.m.? *Notice only the hour hand moved.* : p.m.



What time will it be 6 hours after 8:30 a.m? *Color the hours as you count! Notice that you go past 12 or noon, so it changes from a.m. to ____ . ____ . It is ____ : ____ p.m.*



Pretend that you started weeding your garden at 9:15a.m. When you went inside to get a drink of water it was 11:30a.m. How much time has passed? *Fill in the timeline below.*

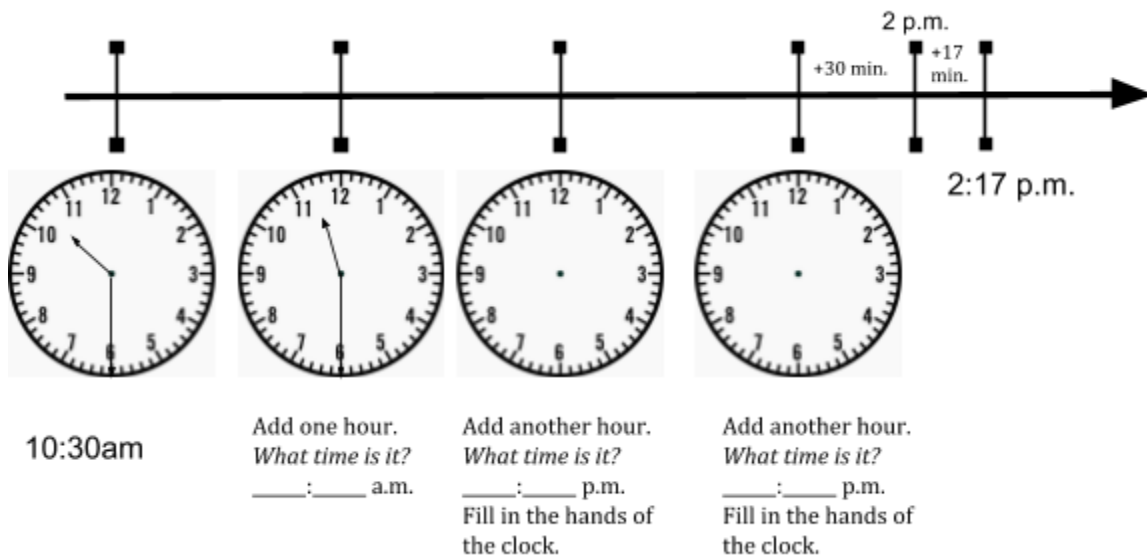


Add one hour.
What time is it?
____:____ a.m.

Add another hour.
What time is it?
____:____ a.m.
Fill in the hands of
the clock.

____ hours and ____ minutes passed while working in the garden.

How long is it from 10:30am to 2:17? *Fill in the timeline below.*



____ hours and ____ minutes passed.

Wrap-up (5-10 minutes)

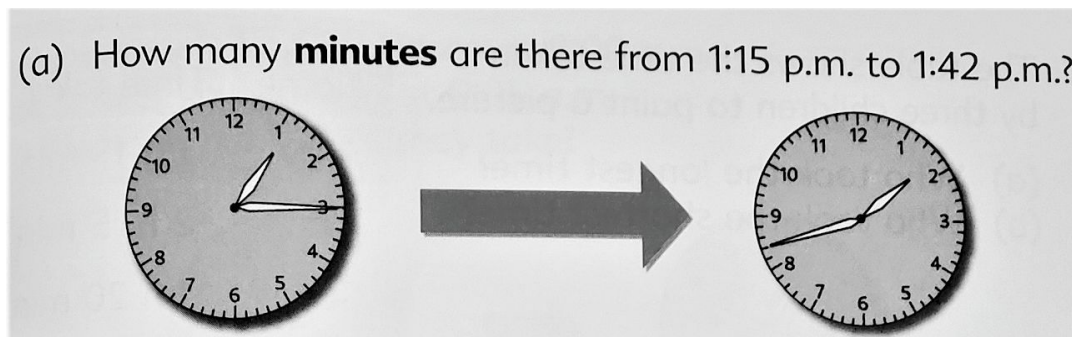
1. Use the clock below. What time is 26 minutes after 9:30a.m.?



2. How many Minutes are there in 1 hour?

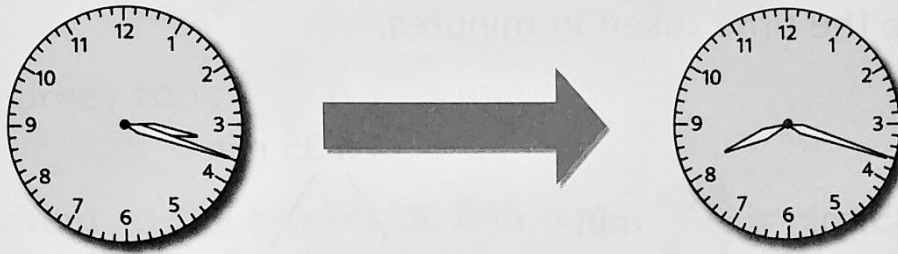
3. Write each answer below the arrow.

(a) How many **minutes** are there from 1:15 p.m. to 1:42 p.m.?



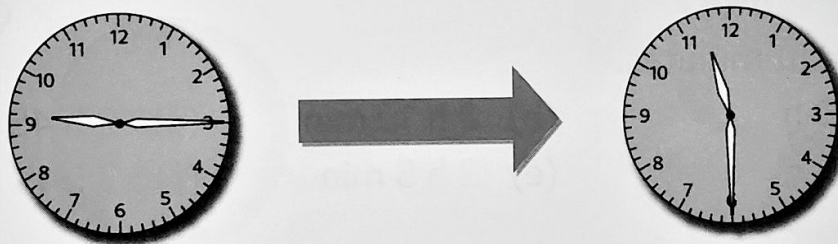
There are ____ minutes from 1:15pm to 1:42pm.

(b) How many **hours** are there from 3:18 p.m. to 8:18 p.m.?



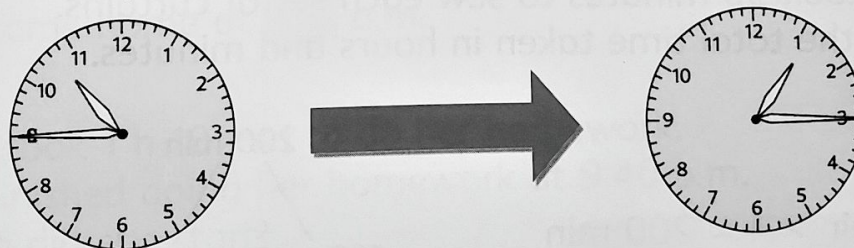
There are _____ hours from 3:16pm to 8:18pm.

(c) How long is it from 9:15 a.m. to 11:30 a.m.?



It is _____ hours and _____ minutes from 9:15am to 11:30am.

(d) How long is it from 10:45 a.m. to 1:15 p.m.?



It is _____ hours and _____ minutes from 10:45am to 1:15pm.

Extra Curricular Activity:

Supplies:

- markers
- scissors
- straw
- paper plate

Directions:

1. Take your paper plate and turn it upside down. Poke a small enough hold in the middle of the plate for the straw to fit in.
2. Insert Straw.
3. At noon set up the sundial in a very sunny location. Mark "12" where the straw's shadow is on the plate.

4. Go out every hour on the hour to mark the hour where the shadow is. (At 1pm mark 1, at 2pm mark 2, and so on)
5. Decorate your sundial!

Spalding

OPR/WPR: Practice phonograms aloud (2 minutes)

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

o ck gn ng au ough ci ph

Spalding Words: Identifying rules (10 minutes)

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

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

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

dan ger ous r. —
debt
dried r. —, —
dry r. —, —
exhaust r. —

- 3 - The letter *g* before *e*, *i*, or *y* may say *j*
- 5 - The letters *i* and *y* may say *ī* at the end of a syllable
- 6 - The letter *y*, not *i*, is used at the end of an English word
- 20 - The letters *s* or *z* never follow *x*
- 24 - When adding an ending to a word that ends with *y* change *y* to *i* before adding the ending
- 28 - The phonogram *ed* is used to form the past tense of verbs

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

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

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Literature

- Read today’s section of *The Jungle Book* out loud, in a whisper, or in your head** (about 15 minutes):
- If reading in the packet, read the “Tuesday” section.
 - If reading in the book, read from where we left off on page 40 to page 43, stopping when you’ve finished the sentence: The monkeys scattered with cries of—“Kaa! It is Kaa! Run! Run!”

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



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

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

Page #	Word	POS	Definition
	scuffling	v.	engaging in a short, confused fight at close quarters
	rubbish	n.	material that is considered unimportant or valueless
	din	n.	a loud, unpleasant, and long-lasting noise
	hoarse	adj.	(of a person's voice) sounding rough and harsh, typically as the result of a sore

			throat or of shouting
	infamous	adj.	well known for some bad quality or deed
	dislodged	v.	knocked or forced out of position
	roused	v.	brought out of sleep; awakened

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

Was Bagheera harmed when he attacked the monkeys by himself? What encourages Bagheera and helps him to escape the monkeys?

Grammar

Answer the questions aloud or in a whisper. (3 minutes)

Challenge: Use the self-quiz from last week's packet or Google Classroom to quiz yourself on *all* the questions.

What is a noun?

What is a pronoun?

What is a preposition?

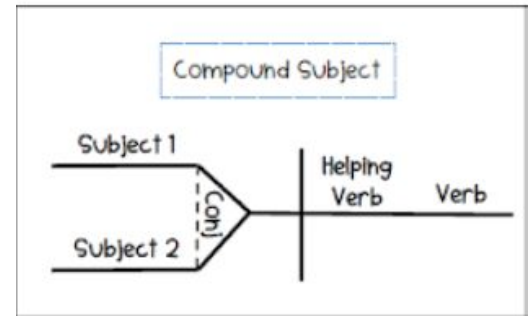
What is a conjunction?

Read for comprehension. (3 minutes)

You already know that a compound word is a word made up of two words. What then do you think a *compound subject* is? A compound subject is two subject nouns joined together with a conjunction. Look at this sentence:

Baloo and Bagheera were standing still as stone, growling in their throats, their neck hair bristling.

There are two subjects that stood: Baloo and Bagheera. Both subjects are doing the same verb. *And* is the conjunction that joins them together. When parsing, label a conjunction with a “C” above it.



Parse and diagram. Make your diagram look like the one in the picture. (3 minutes)

■ ■ ■ ■ ■

Baloo and Bagheera were standing.

Box the compound subjects and conjunctions in blue and add the proper punctuation marks. (2 minutes)

Declarative: Bagheera and Kaa did not wish to run any risks ■

Imperative: Bagheera and Kaa, do not run any risks ■

Interrogative: Did Bagheera and Kaa wish to run any risks ■

Exclamatory: Bagheera and Kaa did not wish to run any risks ■



Warm-up (2 minutes)

Match the term or person with the definition on the right:

1. Heavenly bodies _____	A. is the science of heavenly bodies.
2. Copernicus _____	B. His Laws of Planetary Motion improved the heliocentric model.
3. Geocentrism _____	C. is a model of the universe with the Sun at the center.
4. Astronomy _____	D. devised the heliocentric model.
5. Ptolemy _____	E. is a model of the universe with the Earth at the center.
6. Heliocentrism _____	F. perfected the geocentric model.
7. Kepler _____	G. is classification.
8. Science _____	H. are objects in the night sky.

Lesson (13 minutes)

Copernicus had revolutionized the science of astronomy when he published his heliocentric model of the universe, but it wasn't complete. Even after Kepler had improved Copernicus's model with his Three Laws of Planetary Motion, most astronomers still didn't accept that the Earth was *actually* moving around the Sun.

Well, on October 8, 1604, a star in our galaxy....exploded! Of course, when stars explode over huge distances, and it takes a long time for the explosion to spread out, so they last for weeks. For a while, the supernova (that's what we call an exploded star) was the brightest object in the night sky (other than the Moon). For three weeks, it was so bright it was even visible during the day!

Johannes Kepler himself was one of the first to see the explosion and make detailed observations of it, so we call it Kepler's Supernova. But he wasn't the only one....It was also observed by Galileo Galilei, an Italian astronomer and scientist who lived about the same time as Kepler. Galileo was a brilliant scientist in many different areas, but he is most famous for his work in astronomy. Like Kepler, Galileo believed Copernicus had been right about the heliocentric model.

Astronomers didn't really know what Kepler's supernova was, but they didn't think it could be a star, because Aristotle had said that the stars never changed. But Galileo observed that it didn't move from night to night the way the planets do and decided that it must be a star, because the stars are the only things that stay in the same place every night. It was a big deal for Galileo to suggest that Aristotle might have been wrong.

One of the reasons Galileo's work in astronomy was especially important was that Galileo was the first astronomer to use more than just his eyes to study the night sky. He used a special tool which he invented called...the telescope! The *tele* in telescope is Greek for 'far', and *scope* means 'to see', so a **telescope** is a tool that allows you to see a long way away.

Galileo figured out that if you put a curved piece of glass called a lens at one end of a tube and an eyepiece with another lens on the other end, the image will be magnified, or made larger and more clear. Of course, his telescope was not perfectly made, or as powerful as today's models, but it still allowed him to see some incredible things that no human had ever seen before!



This is one of Galileo's actual telescopes!

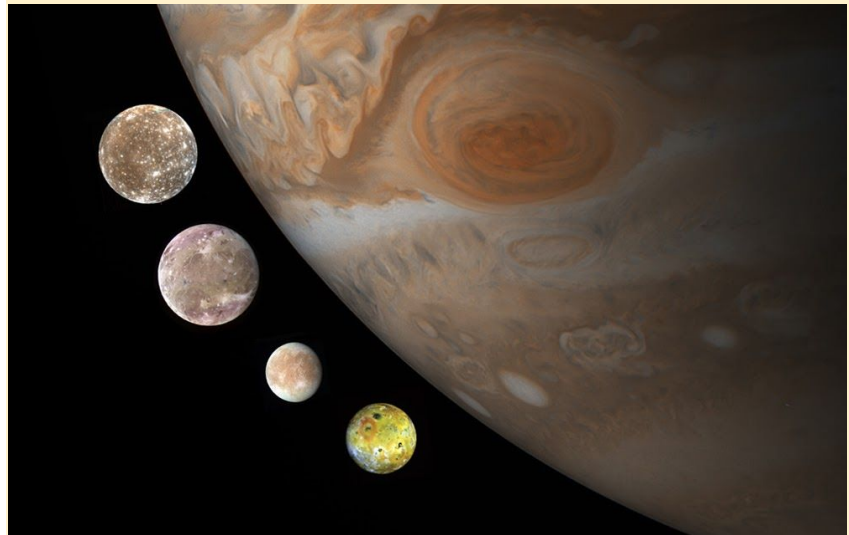
One of the first things Galileo discovered by looking through his telescope was that the planet Jupiter had four little stars close to it! He kept observing them with his telescope and one night one of the new stars disappeared! But then, it came back again on the other side of Jupiter. Galileo quickly realized that they were actually *orbiting* Jupiter, and that they weren't stars at all, but moons, just like our Moon.

Watch this short video to see what Galileo would have seen through his telescope:

<https://safeYouTube.net/w/I09B>

Now, of course, we know that it's totally normal for other planets to have moons, but until Galileo not a single human being had ever realized that it was even possible! Galileo's discovery rocked the scientific world.

These are the four moons of Jupiter that Galileo discovered. They are called Io, Europa, Ganymede, and Callisto. We'll talk more about them later.



*See Google Classroom for a video on more important discoveries made by Galileo, and some dramatic events during his lifetime! If you are unable to watch the video, the most important thing for you to know is that Galileo used his telescope to also observe the Sun and the planet Venus to give further proof that the Sun is at the center of the universe.

Galileo had caused the scientific community to erupt into chaos. Using his telescope, he had seemingly proved that Aristotle and Ptolemy were wrong. Galileo was challenging and calling into question the way that Europe had understood the universe for almost 2,000 years! Repeat softly to yourself: **Galileo helped prove that Copernicus was right.**

Galileo probably did more than anybody else to convince the people and scientists of Europe that Copernicus's heliocentric model was correct, but most still wouldn't believe it, because they still couldn't explain why if the Earth was moving around the Sun so fast we all didn't fly off the surface.

Galileo came really close to answering this question himself when he performed a famous experiment. The story goes that Galileo discovered that two objects fall towards the Earth at exactly the same speed, no matter how much they weigh. It sounds crazy at first, so Galileo climbed to the top of the Leaning Tower of Pisa to prove it. He held two balls of lead, one in each hand. One ball was ten times heavier than the other. He held them over the edge and let go at the same time. The people of Pisa were astounded to watch as the two balls, one much heavier than the other, hit the ground at exactly the same time. We'll talk more about that next time.

Wrap-up (1 minute)

Copy in your best Spalding cursive:

Galileo helped prove that Copernicus was right.

Music

- 1) Warm-ups: Sing “Me-Ay-Ah” and “Yo-Ho-Ho.”
<https://bit.ly/35PW0db>
- 2) Listen to the song *Be Like the Kettle and Sing*. Feel free to sing along if you’d like to!
<https://safeYouTube.net/w/e8G9>
- 3) See how many lines you can recite by memory. Try to double your number!

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

So come over on the sunny side
And wear a great big smile
It makes your life worthwhile
You'll have the world on a string
When your up to your neck in hot water
Be like the kettle and sing
When your trouble's are boiling over
Consult this recipe
Everybody will be in clover, happy as can be

P.E.

Hello Third Grade! Today, you will be playing a game that is near and dear to Coach Hess' heart: "Kick the Can." This game is best played outside at dusk with as many people as you can get. It is perfectly possible to play it with three or so though. All you need is an empty can.

Rules: First, someone must start as being "It." "It," starts the game off by kicking the can as hard as he or she can. After kicking the can, "It" must run after the can, place it back where it was and then count to 50 with his or her eyes closed. The second that "It" kicked the can, everyone else was supposed to have run away to find a good hiding spot. Once "It" has stopped counting, he or she needs to go and try to find all of the hiding players. Once "It" thinks that they have found a player, they must yell the name of the person hiding. If the name is incorrect, then "It" must move on to find another player. If the name was correct, then the player who was found needs to try and kick the can before "It" can get back to touch it. If the player can kick the can safely, then he or she can go hide again while "It" sets up the can again. If, however, they are tagged by "It" before kicking the can, they must go to jail. Make sure that you set up a designated jail before the game starts. All hope is not spent for those in jail though! If a player, whose hiding spot is discovered, can successfully kick the can and yell "jail run!" before "It" tags them, then the people in jail can run and hide again. If "It" can capture all of the players, then the first player to be put in jail will be the new "It." If the round is going on for too long, then pick the player who has been captured the most to be the new "It." Have fun! Remember that this game is much more fun at dusk.

Day 3 Instructions and Resources

Wednesday, 5/13

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

Math

Warm-up (5-10 minutes)

Set your timer and try to complete the math facts as fast as you can!

$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$

$1 \times 60 =$

$60 \times 2 =$

$3 \times 60 =$

$60 \times 4 =$

$5 \times 60 =$

$60 \times 6 =$

$7 \times 60 =$

$60 \times 8 =$

$9 \times 60 =$

$10 \times 60 =$

$11 \times 60 =$

$60 \times 12 =$

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

Anchor Activity (10 minutes)

Fill in the following chart.

1 hour = <u>60</u> minutes	$1 \times 60 =$ _____
2 hours = <u>120</u> minutes	$2 \times 60 =$ _____
3 hours = <u>180</u> minutes	$3 \times 60 =$ _____
4 hours = <u>240</u> minutes	_____ $\times 60 =$ _____
5 hours = <u>300</u> minutes	_____ $\times 60 =$ _____
6 hours = <u>360</u> minutes	_____ $\times 60 =$ _____
7 hours = _____ minutes	$7 \times 60 =$ _____
8 hours = _____ minutes	$8 \times 60 =$ _____
9 hours = _____ minutes	_____ $\times 60 =$ _____
10 hours = _____ minutes	_____ $\times 60 =$ _____

Now let's convert hours to minutes.

4 hours 40 min. = _____ minutes

First change hours into minutes. $4 \times 60 = 240$

So, 4 hours = _____ minutes

Then add all the minutes together. $240 \text{ min.} + 40 \text{ min.} =$ _____ minutes

2 hours 5 min. = _____ minutes

First change hours into minutes. $2 \times 60 =$ _____

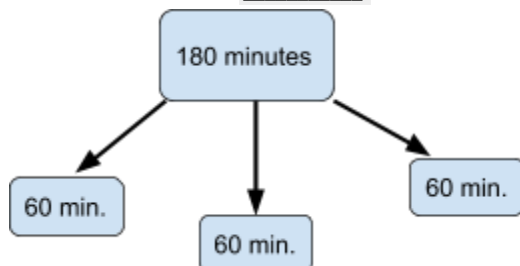
So, 2 hours = _____ minutes

Then add all the minutes together. _____ min. + 5 min. = _____ minutes

Now let's convert minutes into hours.

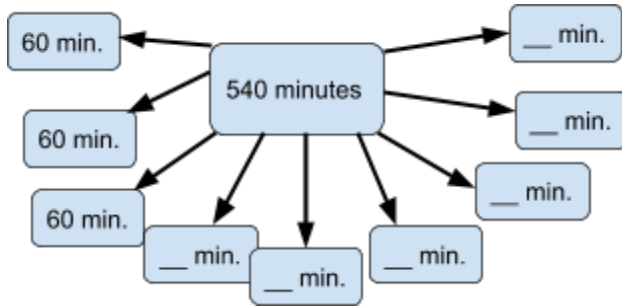
180 minutes = _____ hours

Remember 1 hour = _____ minutes.



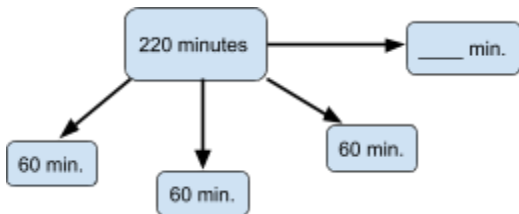
What number sentence could I use to solve for the number of hours? $180 \div 60 =$ _____

540 minutes = _____ hours Fill in the chart below.



What number sentence could I use to solve for the number of hours? $540 \div 60 =$

220 minutes = hours minutes



First find the multiple of 60 that is closest to 220.

180 min. = hours

Now find how many minutes are left over.

220 min. - 180 min. = min.

Wrap-up (5-10 minutes)

- The table shows the time taken by three children to paint a picture.

Name	Time Taken
Amy	1 h 15 min
Jane	2 h 5 min
Sue	1 h 20 min

- Who took the longest time?
- Who took the shortest time?

- Write in minutes.

a. 2 h =	b. 2 h 10 min =	c. 2 h 45 min =
d. 3 h =	e. 3 h 5 min =	f. 3 h 15 min =

- Write in hours and minutes.

a. 70 min.=	b. 85 min.=	c. 100 min.=
d. 125 min. =	e. 160 min.=	f. 210 min.=



<https://bit.ly/2YFuRI2>

OPR/WPR: Practice phonograms aloud (2 minutes)

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

gu ie oa r ai h ew y

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

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

_____ A bear, however hard he tries, grows tubby without **exercise**.

_____ It is best to **exercise** caution when crossing the street by looking both ways first.

_____ The **size** of Jupiter is so large that you could fit 1,300 Earths inside!

_____ The **explosion** of volcanic gasses and debris from Mount Vesuvius in 79 AD destroyed the cities of Pompeii and Herculaneum.

_____ Sentence diagrams allow us to demonstrate our knowledge of **grammar**.

_____ Mowgli had never seen an **Indian** city before, and though this was almost a heap of ruins it seemed very wonderful and splendid.

1. (v.) to make effective in action; to use
2. (n.) the whole system and structure of a language
3. (n.) activity requiring physical effort, carried out to sustain or improve health and fitness.
4. (adj.) relating to India or to the subcontinent comprising India, Pakistan, and Bangladesh
5. (n.) a thing's overall dimensions or magnitude; how big something is
6. (n.) a violent and destructive shattering or blowing apart of something

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 43 to page 45, stopping when you've finished the sentence: "Go and sleep, for the moon sets, and what follows it is not well that thou shouldst see."

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



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

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

Page #	Word	POS	Definition
	stammering	v.	speaking with sudden involuntary pauses and a tendency to repeat the initial letters of words
	cowering	v.	crouching down in fear
	idols	n.	images or representations of a god used as an object of worship
	derision	n.	mockery or ridicule
	contempt	n.	the feeling or expression of angry disgust at something wicked, mean, or not worthy
	tracery	n.	a delicate branching pattern
	grievously	adv.	to a very severe or serious degree

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

How did Mowgli escape the trap where the cobras were?

Writing

Narration (about 15 minutes):

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

1. Our topic sentence states the major problem or conflict and should answer the question: *What do the Monkey People fear above everything else?*
 - a. Be sure to indent the first line of your paragraph. Go all the way back to the left margin for every line afterwards.
 - b. Each question must be answered in a complete sentence. Check that your sentences have subjects, verbs, and are complete thoughts.
2. In the body we say what the problem looks like. Use two or three detail sentences to answer the questions below.
 - a. *What does Kaa do to scare away the Monkey People?*
 - b. *How is Mowgli rescued from the trap?*
3. In our conclusion sentence we put the effect or result of the conflict. The conclusion should answer the question: *When Mowgli is safely reunited with Baloo and Bagheera, he turns and speaks to Kaa. What compliment does Kaa give Mowgli, showing that Mowgli is growing older and wiser?*
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.

History

Fill in the blanks. (3 minutes)

Pizarro	Henry	Cabot	Coronado	Leon	Columbus
---------	-------	-------	----------	------	----------

Prince _____ the Navigator launched the Age of Exploration.

_____ sailed the ocean blue in 1492 AD.

Juan Ponce de _____ discovered Florida.

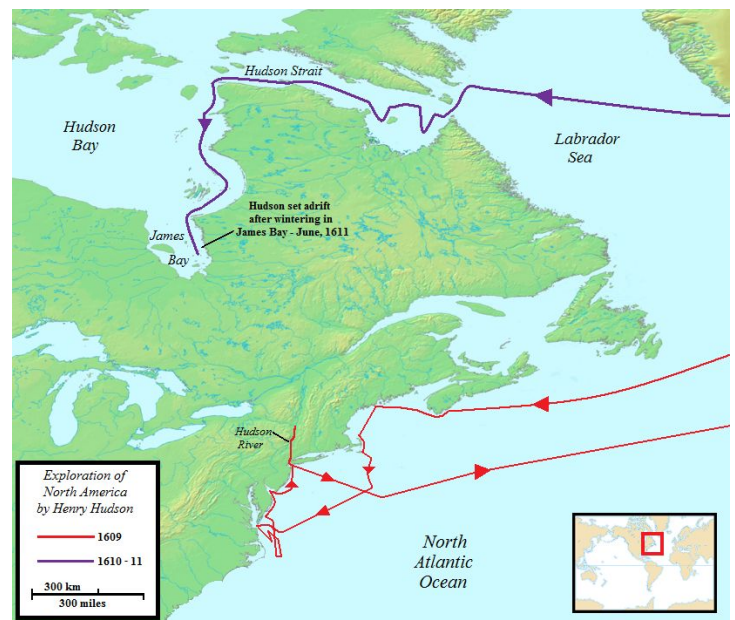
_____ conquered the Inca.

_____ went looking for a city of gold.

John _____ claimed North America for England.

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

After John Cabot's expedition, it was a long time before England sent another expedition to the New World as there was conflict in Europe that kept it busy. France and Spain, however, continued to explore and colonize and England was falling behind. Another country that was falling behind was the Netherlands (where the Dutch are from). They wanted to find a route to the Indies so they would not have to sail past Spain and Portugal. They knew that Magellan had gone around the world by going down around the southern tip of South America. The Dutch and English wondered if they could do something similar by going north around the top of North America. In 1609, the Netherlands hired an English explorer named Henry Hudson to find a passage to the Indies. Hudson successfully made it to North America and mapped out most of what is the northern United States today. Most importantly, he discovered what is now the Island of Manhattan. Upon his return, the Dutch would send colonists to found a city called New Amsterdam, later called New York City! Hudson



was not satisfied though. He really wanted to find a northwest passage to the East Indies. His second voyage soon set out but this time was funded by England, not the Netherlands. Hudson's voyage made it through a strait in northern Canada and into a large bay, both of which are named after him. There tragically his ship became frozen in the ice and Hudson and his crew were forced to go ashore and fight for survival in the freezing Canadian winter. Hudson's crew eventually committed mutiny against him. They set Henry Hudson, his young son, and anyone loyal to him adrift in a small boat in the Hudson Bay, where they drifted off and were never seen again. Henry Hudson ultimately failed to find a northwest way to get to India. Today, we know that no such passage even exists! Though Hudson did not accomplish his goal, his discoveries were very important. New Amsterdam eventually became one of the most important cities in North America. Additionally, Hudson Bay allowed the English to access northern Canada and all its resources, which would be instrumental in their success in the New World.

Read this sentence aloud three times: *Henry Hudson made the colonization of America possible.*

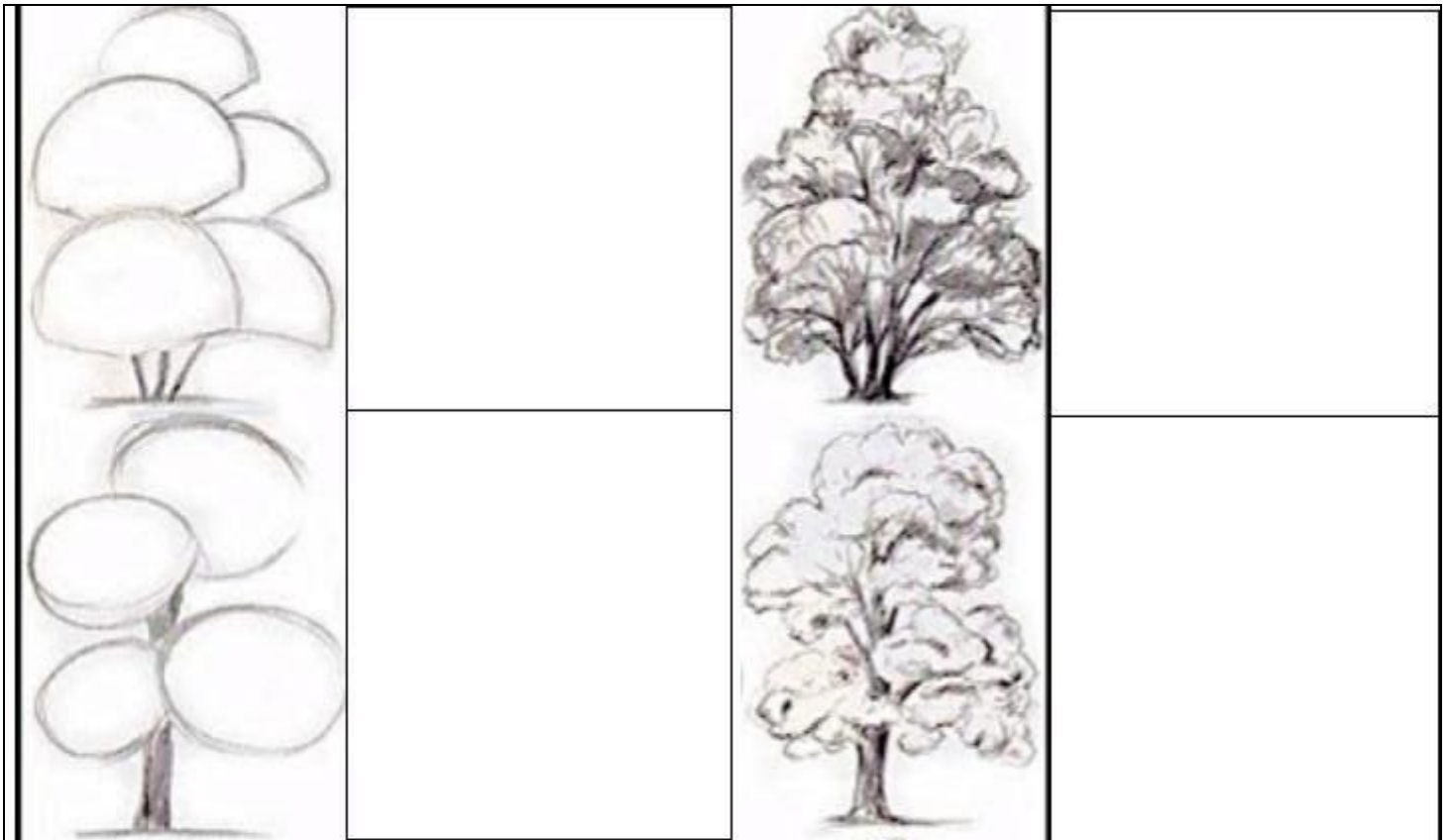
Write a speech. (6 minutes)

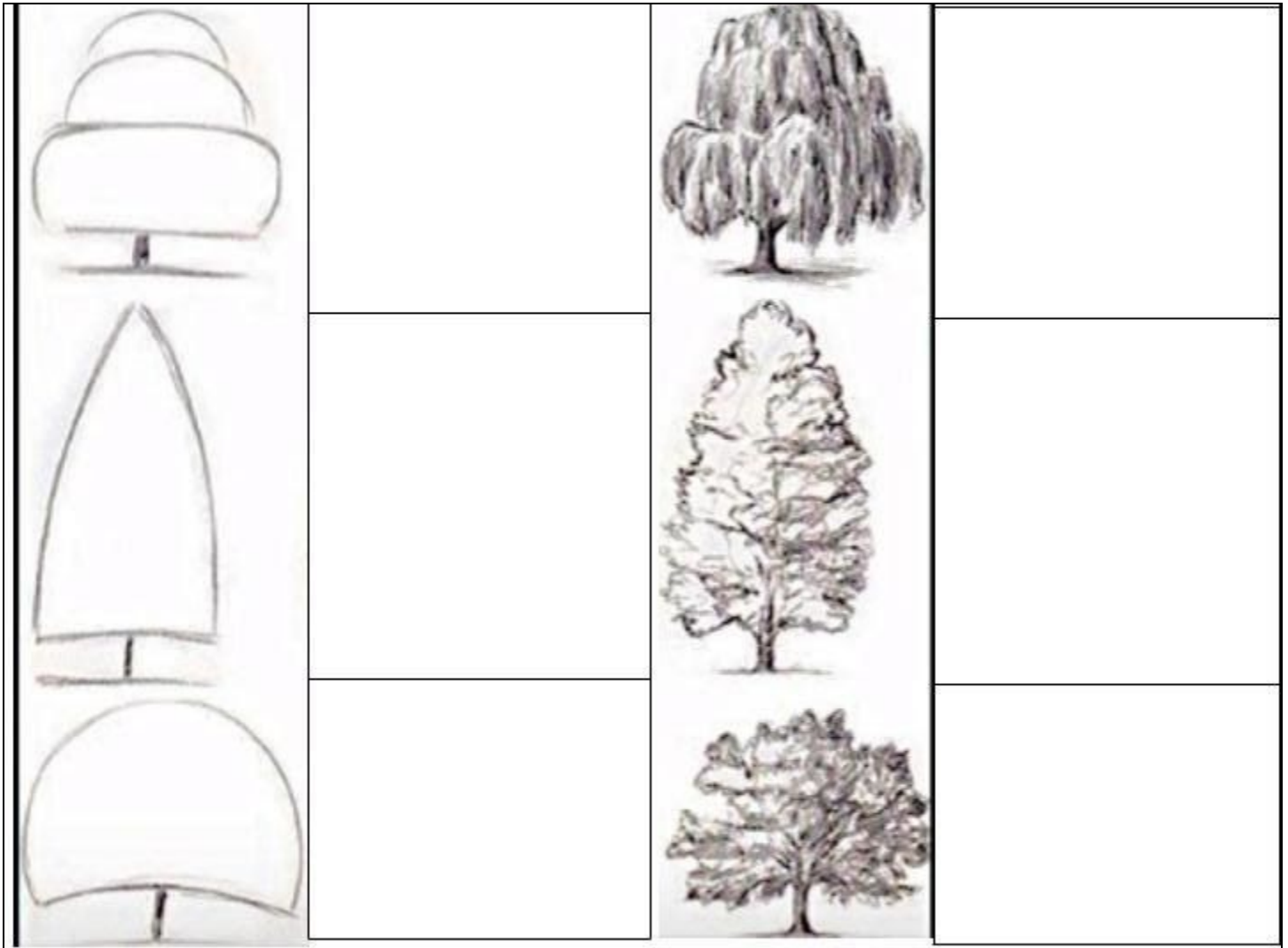
Pretend you are a sailor on Hudson's second voyage and you overhear other sailors plotting to put Hudson on a boat and send him away. Plan a speech that would give at least two reasons why they should not send Captain Hudson to his death. Make sure to mention at least one important thing that Hudson did. Use notebook paper if needed.

[illegible]

Art

Directions: Copy each image of each tree in the box to the right. The first column shows the tree broken down into simple shapes. The basic shapes that make up trees are circles, ovals, semi circles, and triangles. After you have drawn the basic shapes, try drawing the details of each tree **over** the shapes. Make sure to sketch lightly.





Latin

Reading and Comprehension Questions (8-10 minutes)

In our last reading from Chapter Four, we recall that Iulius realizes he has *tantum decem*, only ten, coins instead of the hundred he was expecting to find in his purse. Read on to see what happens next.

You may look at the word bank below if you need to find the definition of a word. To listen to a recording of this passage, ask a parent to help you visit <https://bit.ly/35FiBJ0> .

Iūlius vocat: "Servī meī ubi sunt?"

Mēdus: "Servus tuus Mēdus hīc est."

Iūlius servum suum Mēdum videt, sed Dāvum non videt. Mēdus adest. Dāvus nōn adest, sed abest. Aemilia et Mēdus adsunt.

Word Bank

vocat: he/she/it calls

meus, -a, um: my, mine

videt: he/she/it sees
adest: he/she/it is present
abest: he/she/it is absent
adsunt: they are present
servus, -ī: servant, slave
nōn: not

tuus, -a, -um: your, yours
suus, -a, -um: his/her/its own
ubi: where
hīc: here
sed: but
et: and

Comprehension Questions

1. Who is present with Iulius right now?

Answer: _____ *et* _____ *adsunt*.

2. Who is absent from Iulius right now?

Answer: _____ *abest*.

When you are looking at your stop watch at what time does the seconds become minutes? That's right!

60 seconds = 1 minute

So how many seconds are in 2 minutes? _____ seconds $2 \times 60 = \underline{\hspace{2cm}}$

What about 3 minutes? _____ seconds $3 \times 60 = \underline{\hspace{2cm}}$

4 minutes? _____ seconds $4 \times 60 = \underline{\hspace{2cm}}$

5 min. = _____ seconds $5 \times 60 = \underline{\hspace{2cm}}$

6 min. = _____ seconds $6 \times 60 = \underline{\hspace{2cm}}$

7 min. = _____ seconds $7 \times 60 = \underline{\hspace{2cm}}$

8 min. = _____ seconds $8 \times 60 = \underline{\hspace{2cm}}$

9 min. = _____ seconds _____ $\times 60 = \underline{\hspace{2cm}}$

10 min. = _____ seconds _____ $\times 60 = \underline{\hspace{2cm}}$

Notice that it follows the same pattern as when converting minutes to hours!

How many seconds are there in 2 min. 35 seconds?



First find out how many seconds there are in 2 minutes.

2 min. = 2×60 seconds

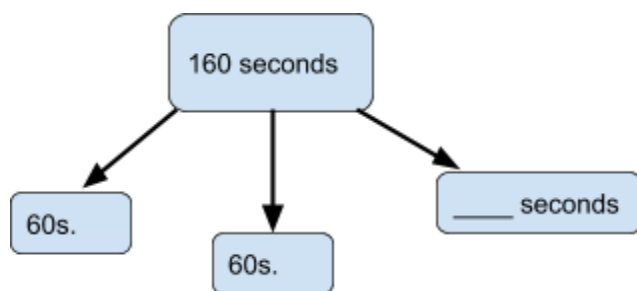
_____ s = 2×60 seconds

Then add all the seconds together.

120 s + 35 s. = _____ seconds

2 min. 35 seconds = _____ seconds

How many minutes and seconds are in 160 seconds?



First figure out how many groups of 60 seconds or minutes there are in 160 s.

120 seconds = _____ minutes

Now subtract the minutes from the total to find the leftover seconds.

160 s. - 120 s. = _____ seconds

160 seconds = _____ minutes and _____ seconds

Wrap-up (5 minutes)

1. Write in seconds.

a. 4 min. 18 s. =	b. 1 min. 42 s. =
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2. Write in minutes and seconds.

a. 190s. = _____ minutes and _____ seconds	b. 210s. = _____ minutes and _____ seconds
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<https://bit.ly/2YK89i2>

OPR/WPR: Practice phonograms aloud (2 minutes)

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

v d ch ui ay ir oe x

--

Spalding Words: Identifying rules (10 minutes)

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

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

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

{ ex er cise r. , —
 { size
 ex plo sion r. , —
 gram mar r. —
 In di an r. —

2 - The letter *c* before *e*, *i*, or *y* says *s*

4 - Vowels *a*, *e*, *o*, and *u* may say *ā*, *ē*, *ō*, and *ū* (their name) at the end of a syllable

16 - The phonogram *si* may say *zh*

20 - The letters *s* or *z* never follow *x*

20 - The letters *s* or *z* never follow *x*

26 - Words that are the names or titles of people, places, books, days, or months are capitalized

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

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

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

--

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 45 to page 49.

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



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

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

Page #	Word	POS	Definition
	bristling	adj.	(especially of hair) close-set, stiff, and spiky
	stiff	adj.	not easily bent or changed in shape
	started	v.	give a small jump or make a sudden jerking movement from surprise or alarm
	ally	n.	a person or organization that works with or helps another in a particular activity
	fashion	n.	a manner of doing something
	fascination	n.	the power to hold spellbound by an irresistible power
	dealt	v.	distribute something to a person or group
	nagging	v.	annoy or irritate (a person) with persistent fault-finding
	festoon	n.	a chain or garland of flowers, leaves, or ribbons, hung in a curve as a decoration
	uttered	v.	make a sound with one's voice

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

How did the animal react when Kaa began drawing circles on the ground? How was Mowgli's reaction different?

Grammar

Answer the questions aloud or in a whisper. (3 minutes)

Challenge: Use the self-quiz from last week's packet or Google Classroom to quiz yourself on *all* the questions.

What is a verb?

What are the state of being verbs?

What are the helping verbs?

What is a conjunction?

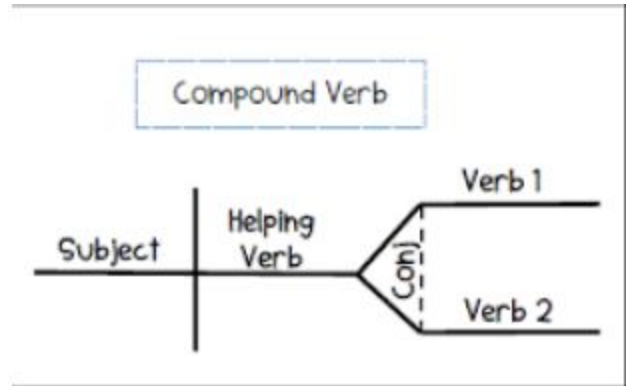
What are some conjunctions?

Read for comprehension. (3 minutes)

What is a compound subject? A compound subject is two subject nouns joined together with a conjunction. What then do you think a *compound verb* is? A compound verb is when a subject has two verbs. Look at this sentence:

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

What two things did Baloo do? He *clasped* and *rolled*. One subject takes two verbs. *And* is the conjunction that joins the two verbs together. Therefore, *clasped* and *rolled* is a compound verb.



Parse and diagram. Make your diagram look like the one in the picture above. (2 minutes)

■ ■ ■ ■ ■

Baloo had clasped and rolled.

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

Declarative: Mowgli nodded and blinked.

Exclamatory: _____

Interrogative: _____

Imperative: (Hint: command the subject to do two things.)

Science

Warm-up (1 minute)

Answer in a confident whisper, or in your head:

Who was Ptolemy?

Who was Copernicus?

Who was Kepler?

Who was Galileo?

Who was Sir Isaac Newton?

Review (2 minutes):

Nicolaus Copernicus developed the first heliocentric model. But even though Copernicus's model was more precise and accurate than Ptolemy's geocentric model, most scientists still didn't think the Sun was *actually* at the center of the universe. Johannes Kepler was one of the first astronomers to believe Copernicus's claims were true *physically* as well as mathematically. Kepler worked to improve Copernicus's heliocentric model by introducing his Three Laws of Planetary Motion which describe how the planets orbit in ellipses and speed up as they approach the Sun. Kepler's Laws made Copernicus's model even more accurate, allowing astronomers to watch Mercury transit, or cross in front of, the Sun for the first time in history.

Then, Galileo invented his refracting telescope and observed several things which challenged the geocentric model of Aristotle and Ptolemy. He observed four moons orbiting around Jupiter. He observed imperfections called sunspots in the surface of the Sun. He observed the phases of Venus, which could only be explained if Venus was *in between* the Earth and the Sun. Even though it was really starting to look like the heliocentric model was correct, none of these scientists could answer the most important and convincing argument against it: If the Earth is moving around the Sun, why don't we all fly off the surface?

Lesson (14 minutes)

Today we'll talk about someone familiar! About 20 years after the death of Galileo, an extremely-talented English scientist and mathematician named Sir Isaac Newton was doing work with optics, or the science of light and how we see it. Because Newton was an expert on light, he was able to study Galileo's telescope invention, and come up with another model of his own.

Instead of *refracting*, or bending, the light through two different lenses like Galileo's *refracting* telescope, Newton used mirrors to *reflect* the light, which is why it is called a **reflecting telescope**.

**See Google Classroom for a video with information on how these telescopes work!*

In the year 1680, about ten years after Isaac Newton was doing his work with optics and telescopes, a comet passed through our solar system. The comet had an exceptionally-long tail and was so big and bright that for several weeks it could be seen in the daytime. It was so important and so many people watched the comet streak across the sky that it has come to be called the "Great Comet of 1680." Isaac Newton saw it too, and discussions with his friends about the movement of "the Great Comet," got Newton thinking about astronomy and the movements of the planets.

Newton thought, and wrote, and discussed with his fellow scientists for seven years. Then, almost out of

nowhere, in 1687 Newton published *Mathematical Principles of Natural Philosophy*. The book hit the scientific community like a bolt of lightning. Newton's *Principles* is one of the most important books ever written, because in it Newton lays out his Three Laws of Motion *and* his Law of Universal Gravitation, which *not only* explain why we all don't fly off the Earth as we travel around the Sun, but why all matter in the entire universe moves the way it does. Remember that a scientific law is a statement describing something that occurs in nature that has been observed often enough to say that it is true always and everywhere.

Now, what we're really concerned about is gravity. There is a story that as Newton was resting under an apple tree one day, an apple fell and hit Newton right on the head. Newton was suddenly struck with a gift of brilliant insight and instantly devised his Law of Gravity. Newton's **Law of Universal Gravitation** says that **gravity** is a force which causes all objects to pull other objects towards themselves, and that the strength with which they pull other objects depends on how big they are, and how far away the other object is.

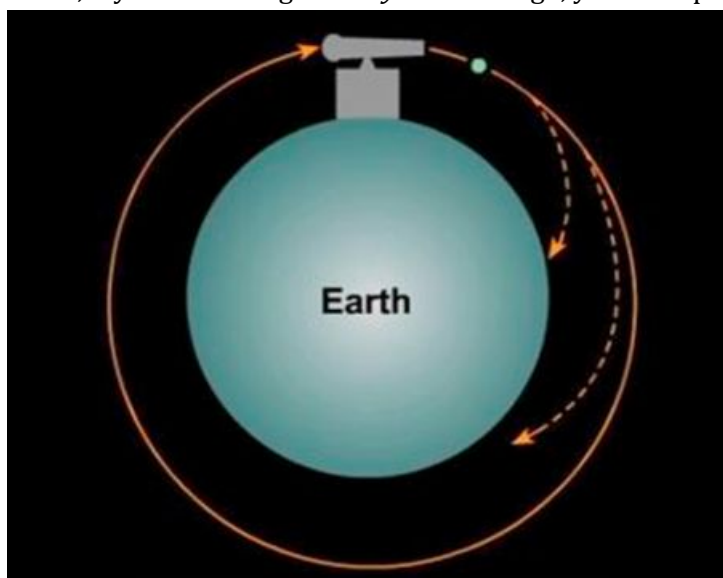
Repeat softly to yourself three times: **Gravity is the natural force that causes all objects with mass to attract one another.**

On the Moon, which is much smaller than the Earth, there is much lower gravity. According to Newton's Law, because the Moon has lower mass, its gravitational pull is weaker. That's why astronauts on the Moon look like they're bouncing when they walk. They are! The Moon is pulling down on them *less* than the Earth does, so when they push against the Moon like they would on Earth, it has a much greater effect. Remember what we learned about weight: **Weight is a measurement of gravity's pull on something.** So, even though an object on the Moon has the same mass as it does anywhere in the universe, it weighs *less* on the Moon than it does on Earth, because the Moon has less mass than the Earth and doesn't pull it downwards as strongly.

But Newton also said that gravity gets weaker the further away the two objects pulling on each other are from each other. On Earth, the planet underneath us is so much bigger than anything else around us that that's the only gravitational pull we notice—the one pulling everything down towards the center of the planet.

But there are actually other gravitational forces acting upon us. The Sun is pulling everything towards it too, including us. The Sun is so huge—it has so much mass—that its pull is incredibly strong, even over the vast distances from one side of our solar system to the other. The Sun can hold all the planets in orbit around it from that far away *because* it is so, so big. If we were much *closer* to the Sun we might get pulled in because its gravity is so strong.

Well, if the Sun is so huge and it's gravitational pull is so strong even across huge distances, why aren't we all just sucked to a fiery death inside the Sun? Newton had a solution for that. He realized that, no matter how strong gravity is pulling you down, if you're moving *sideways* fast enough, you'll keep missing the ground!



Newton imagined a giant cannon. If you fired a cannonball out of the cannon it would curve down towards the Earth because of the Earth's gravity and stop. But if it were possible to fire the cannonball fast enough that it *missed* the Earth as it was falling, it would just continue to fall around and around the Earth forever. That's what we call an orbit. The International Space Station is in orbit around the Earth right now. In order to stay in orbit, the International Space Station has to move sideways at 17,150 miles per hour, or almost 5 miles per *second*!

That's also why Kepler's Second Law was right about the planets moving faster when they get closer to the Sun. Because the planets orbit the Sun on ellipses, and not perfect circles, as they get closer to the Sun which is always pulling them towards it, they speed up, and when they get further away, they slow down. It's because the planets are really just *falling* towards the Sun all the time. Thankfully for us, they're also moving sideways fast enough to miss it every time.

Newton's Law of Universal Gravitation finally solved the problems astronomers were still having with the heliocentric model of Copernicus, Kepler, and Galileo. *It was Newton's Law of Gravity, presented in his book the Principia that finally convinced Europe that the Earth did indeed go around the Sun!*

Wrap-up (1 minute)

Answer in your best Spalding cursive:

What is gravity?

Music

Match Dynamic Markings & Names I

forte	crescendo
pianissimo	fortissimo
piano	mezzo-piano
mezzo-forte	decrescendo/diminuendo

Match each dynamic marking with its name.

1

p

2

f

3

ff

4

mp

5



6

mf

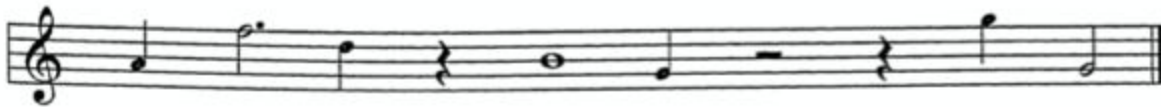
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pp

8



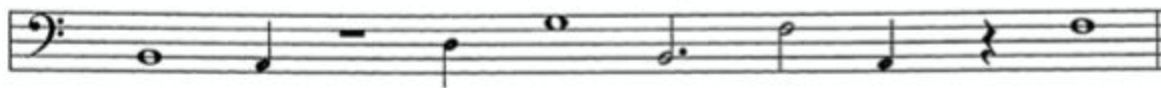
Circle the quarter NOTES.



Circle the dotted half NOTES.



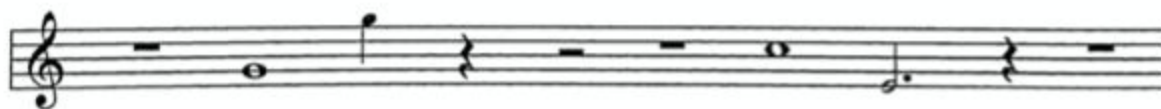
Circle the whole NOTES.



Circle the half NOTES.



Circle the whole RESTS.



Circle the quarter RESTS.



Circle the half RESTS.



P.E.

Short Warm-up:

- ☐ 30 seconds of seated ab-circles
- ☐ 30 second break
- ☐ 60 seconds of clam-curls

“Paper-Plate Hockey,” you will need:

- ☐ 2 paper-plates or sheets of paper per player

- ☐ 2 players, at least
- ☐ 2 sticks or brooms
- ☐ 1 sock ball or crumpled piece of paper
- ☐ 4 items such as stuffed animals or water bottles.

Set up and rules:

This game will be best played on a smooth surface, though carpet and grass will work as well. Set up a large area (at least 10 feet by 20 feet). You will make little goals, like soccer goals, at either end of your area by using two items per side. Make the goals about three feet wide. Now, how to play. You must never take your feet off of your two plates, but must use them like they were ice-skates. With your stick, you are going to try and shuffle the ball along the floor. Try and get the ball into your opponent's goal before they can get it into yours. See how many points you can get! If you have more people, you can add them as other players or as goalies. Mostly you must make sure that, wherever you are, you do not scratch the floor. If you do scratch the floor, you get a point taken away. You must also scrub the spot later until it shines! Have fun!

Day 5 Instructions and Resources

Friday, 5/15

Math

Warm-up (5-10 minutes)

Set your timer and try to complete the math facts as fast as you can!

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{cccccccccc} 11 & 8 & 7 & 12 & 12 & 1 & 10 & 11 & 4 & 12 \\ \times 12 & \times 12 & \times 12 & \times 6 & \times 8 & \times 12 & \times 12 & \times 12 & \times 12 & \times 9 \end{array}$$

$$\begin{array}{cccccccccc} 12 & 12 & 3 & 12 & 12 & 1 & 12 & 12 & 4 & 10 \\ \times 2 & \times 12 & \times 12 & \times 5 & \times 9 & \times 12 & \times 8 & \times 11 & \times 12 & \times 12 \end{array}$$

$$\begin{array}{cccccccccc} 12 & 2 & 12 & 3 & 12 & 6 & 12 & 2 & 8 & 6 \\ \times 7 & \times 12 & \times 12 & \times 12 & \times 5 & \times 12 & \times 1 & \times 12 & \times 12 & \times 12 \end{array}$$

$$\begin{array}{cccccccccc} 12 & 3 & 7 & 4 & 12 & 12 & 10 & 12 & 12 & 11 \\ \times 9 & \times 12 & \times 12 & \times 12 & \times 5 & \times 11 & \times 12 & \times 12 & \times 8 & \times 12 \end{array}$$

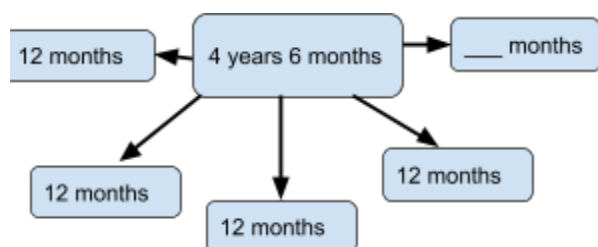
I completed these math facts in _____ minutes and _____ seconds.

Anchor Activity (10 minutes)

Say the months of the year and count with your fingers as you do so. *How many months are in a year?* _____ months

1 year = 12 months	$1 \times 12 =$ _____
2 years = 24 months	$2 \times 12 =$ _____
3 years = 36 months	$3 \times 12 =$ _____
4 years = 48 months	_____ $\times 12 =$ _____
5 years = 60 months	_____ $\times 12 =$ _____
6 years = 72 months	_____ $\times 12 =$ _____
7 years = _____ months	$7 \times 12 =$ _____
8 years = _____ months	$8 \times 12 =$ _____
9 years = _____ months	_____ $\times 12 =$ _____
10 years = _____ months	_____ $\times 12 =$ _____

How many months are there in 4 years and 6 months?



First find out how many months there are in 4 years.

4 years. = 4×12 months

4 years = _____ months

Then add all the months together.

48 months + _____ months = _____ months

4 years 6 months = _____ months

How many years and months are in 25 months?



First figure out how many groups of 12 months or years there are in 25 months.

24 months = _____ years

Now subtract the years from the total to find the leftover months.

_____ months. - 24 months = _____ months

25 months = _____ years and _____ months

Now let's think about weeks! Say the days of the week and count on your fingers as you do. *How many days are in one week?*

1 week = 7 days $1 \times 7 =$ _____

2 weeks = 14 days $2 \times 7 =$ _____

3 weeks = 21 days	$3 \times 7 = \underline{\hspace{2cm}}$
4 weeks = 28 days	$\underline{\hspace{2cm}} \times 7 = \underline{\hspace{2cm}}$
5 weeks = 35 days	$\underline{\hspace{2cm}} \times 7 = \underline{\hspace{2cm}}$
6 weeks = 42 days	$\underline{\hspace{2cm}} \times 7 = \underline{\hspace{2cm}}$
7 weeks = $\underline{\hspace{2cm}}$ days	$7 \times 7 = \underline{\hspace{2cm}}$
8 weeks = $\underline{\hspace{2cm}}$ days	$8 \times 7 = \underline{\hspace{2cm}}$
9 weeks = $\underline{\hspace{2cm}}$ days	$\underline{\hspace{2cm}} \times 7 = \underline{\hspace{2cm}}$
10 weeks = $\underline{\hspace{2cm}}$ days	$\underline{\hspace{2cm}} \times 7 = \underline{\hspace{2cm}}$

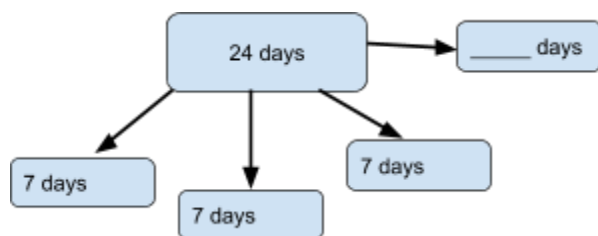
How many days are there in 4 weeks 6 days?

First multiply the number of weeks by 7. $\underline{\hspace{2cm}} \times 7 = 28$

Then add together all of the number of days. $28 \text{ days} + 6 \text{ days} = \underline{\hspace{2cm}} \text{ days}$

4 weeks 6 days = $\underline{\hspace{2cm}}$ days

How many days and weeks are there in 24 days?



First figure out how many groups of 7 days or weeks there are in 24 days.

$21 \text{ days} = \underline{\hspace{2cm}} \text{ weeks}$

Now subtract the weeks from the total to find the leftover days.

$\underline{\hspace{2cm}} \text{ days} - 21 \text{ days} = \underline{\hspace{2cm}} \text{ days}$

$24 \text{ days} = \underline{\hspace{2cm}} \text{ weeks and } \underline{\hspace{2cm}} \text{ days}$

Wrap-up (5 minutes)

- A. 1 year = $\underline{\hspace{2cm}}$ months

B. 2 years = $\underline{\hspace{2cm}}$ months

C. 2 years 4 months = $\underline{\hspace{2cm}}$ months

D. 40 months = $\underline{\hspace{2cm}}$ years $\underline{\hspace{2cm}}$ months
- A. 1 week = $\underline{\hspace{2cm}}$ days

B. 3 weeks = $\underline{\hspace{2cm}}$ days

C. 3 weeks 4 days = $\underline{\hspace{2cm}}$ days

D. 30 days = $\underline{\hspace{2cm}}$ weeks $\underline{\hspace{2cm}}$ days

Spalding

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

1. A bear, however hard he tries, grows tubby without _____.
2. Sentence diagrams allow us to demonstrate our knowledge of _____.
3. It is best to _____ caution when crossing the street by looking both ways first.
4. The _____ of Jupiter is so large that you could fit 1,300 Earths inside!
5. Bagheera and Kaa, knowing well how _____ the Monkey-People were in large numbers, did not wish to run any risks.
6. The farmer was careful not to _____ the soil of its nutrients.
7. The laundry on the clothesline _____ quickly in the sunshine.
8. Mowgli had never seen an _____ city before, and though this was almost a heap of ruins it seemed very wonderful and splendid.
9. Worrying is like paying a _____ you don't owe.
10. The _____ of volcanic gasses and debris from Mount Vesuvius in 79 AD destroyed the cities of Pompeii and Herculaneum.
11. Pinocchio clothes became _____ after he put them by the fire.
12. The _____ from the car increased the pollution in the air.

Poetry

Recitation Practice (5 minutes)

Listen to Ms. Schweizer recite “The Tyger.” Then read “The Tyger” aloud in front of a mirror three times. Remember to stand up straight, look at your audience (yourself in the mirror!), and speak clearly. Remember to follow punctuation by pausing at periods and making your voice go up at question marks and exclamation points. There are a lot of stops in this poem! Imagine a tiger is staring out at you from the jungle as you say it. If you can, try and say it like Ms. Schweizer does in the youtube video.

Respond to the Poet (5-10 minutes)

Answer the following questions in complete sentences.

- 1) One stanza is repeated twice in the poem, except one word is changed. What word is changed?

- 2) Copy out the stanza that is repeated. You may choose whether to use the first or the last stanza.

- 3) This poem describes the making of the tiger by its creator. The creator seems to use fire, an anvil, tongs (the clasp), hammer, and a furnace. Underline these words in the poem in red.
- 4) What profession uses a furnace and hammers to build and shape things? Yes, a blacksmith! They heat metal up in a very hot fire and then hammer it on an anvil into axes, nails, horse shoes, gates, or sculptures. Draw a furnace and blacksmith working as a border or background to the poem.

The Tyger

By William Blake

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

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

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

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

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

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

History

Fill in the blanks. (3 minutes)

Cortes	Gama	Dias	Balboa	Serra	Hudson
--------	------	------	--------	-------	--------

Bartolomeu _____ discovered the Cape of Good Hope.

Vasco de _____ discovered a route to India.

Vasco Nunez de _____ discovered the Pacific Ocean.

_____ conquered the Aztecs.

Junipero _____ shaped California.

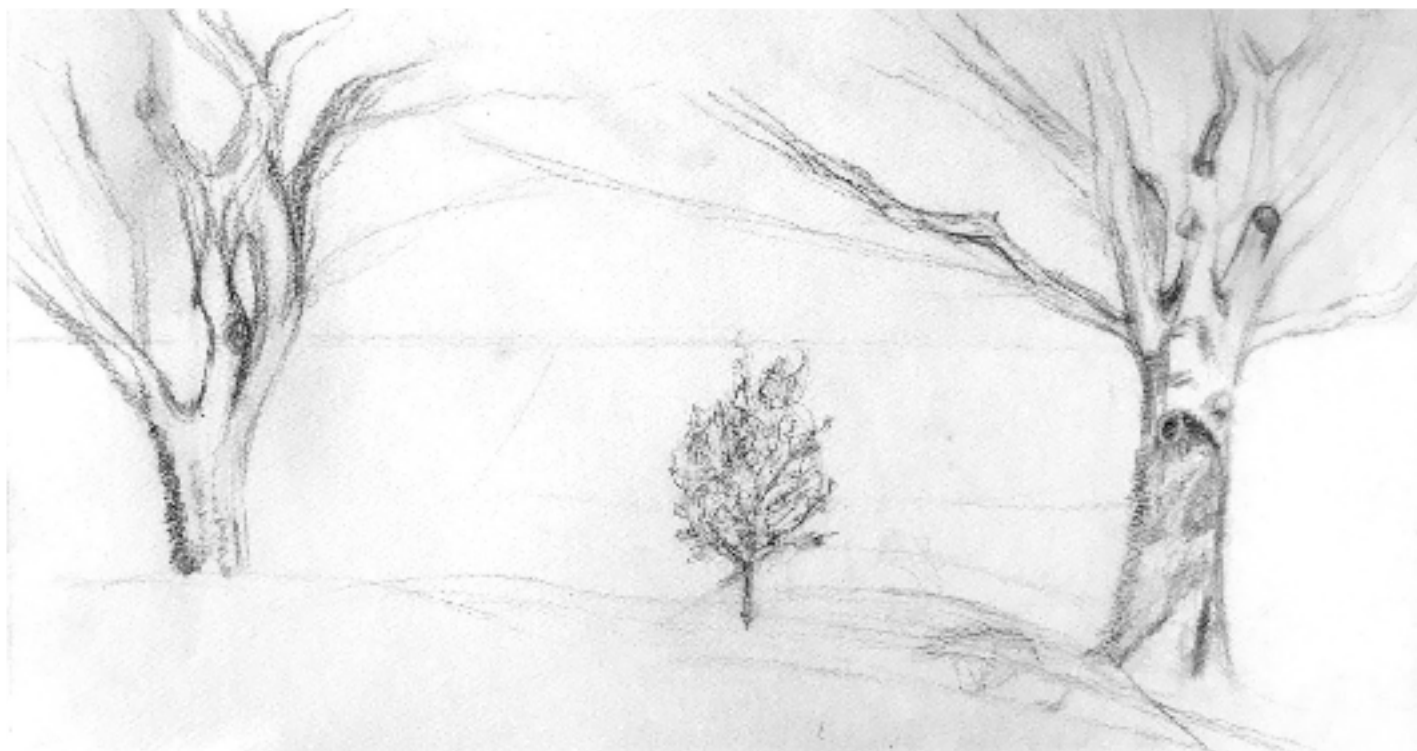
Henry _____ made the colonization of America possible.

Compare and Contrast. (5 minutes)

Look back at the stories of Cabot and Hudson on Day 1 and Day 3. Write a three sentence paragraph about the two men. First, write a topic sentence introducing the two explorers. Second, write a sentence about how they were the same. Third, write a sentence about how they were different.

_____ Art

Directions: Go outside (in your backyard/front yard or a nearby park) with your packet and a pencil. Find three trees to sketch. See if you can break down the trees into simple shapes before adding the details. Make a landscape with the three trees. Below is a quick sketch of trees by Ms. Davis:



Draw your landscape here:

Latin

Reading: Three Precious Stones

On Monday, you read in the *Jungle Book* about a palace decorated with stones like lapis lazuli, cornelian, and more. Today we will look at some of the ways that Romans (and other Latin-speakers, like the medieval peoples who came after the Romans) used precious stones.

Vocabulary (2-3 minutes)

Before doing the reading in the rest of this lesson, take a moment to pronounce the Latin names of the three precious stones we will look at today. (For an example pronunciation, ask a parent to help you visit this video:

<https://bit.ly/2SJXCQc> .)

<i>lazulus, -ī</i>	lapis lazuli
<i>sarda, -ae</i>	cornelian
<i>amethystus, -ī</i>	amethyst

Ecce, pictūrae:

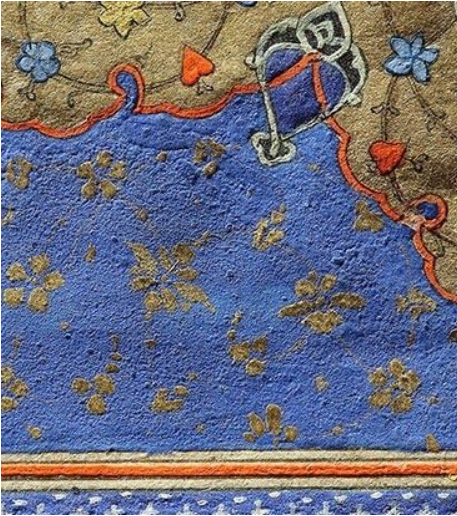
<i>lazulus</i> 	<i>sarda</i> 	<i>amethystus</i> 
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Reading (7-8 minutes)

Now that you have learned the *nōmina Latīna*, the Latin names, of these stones, let's read a little about how they were used by Latin-speakers.

Lazulus

Lazulus was prized by artists for centuries, especially by medieval artists who illustrated books. People would often grind up colored stones to make into paints, and lapis lazuli was one of the most beautiful and hard-to-find minerals used for this!



Ecce: lazulus est in paginā! Look, it's lapis lazuli on the page! This is a close-up picture of a page from a medieval manuscript that was decorated with lapis lazuli blue.

Amethystus



Amethysti were often carved and set in jewelry such as rings. This Roman *amethystus* has been carved with a portrait of a woman. Look closely: you can see the grapevine in her hair, showing that she is a worshiper of the Roman god Bacchus. Bacchus was the Roman counterpart to the Greek god Dionysus, the god of wine-making and celebration.

Sarda

Sarda was also often carved with *picturās parvās*, with small pictures, like *amethystus* was--but *sarda* was often used for an even more particular purpose. The Romans often used carved *sarda* stones as wax seals. When using a wax seal, someone would dip the carved stone seal in melted wax, and then press the wax onto a letter. When the wax dried, it would hold the letter closed, and the design would act as a kind of signature. *Sarda* was especially useful for making carved seals, because hot wax does not stick to *sarda*.



Ecce! Sarda Romāna est: Look, it's a Roman cornelian stone. Its carving shows Nike, the goddess of victory, riding in a chariot pulled by serpents.

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: 1. Answers will vary 2.a. 2:05 b. 4:15 c. 12:20 d. 7:30
e. 3:43 f. 7:52

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

Literature: **Students are to use complete sentences, but may use different wording or include varied details as long as they communicate the same idea** The monkeys sit in the king's council chamber, collect materials but lose them, and explore the palace but forget what they have seen.

Baloo told Mowgli the Bandar-log have no Law, no Hunting Call and no leaders, but instead are foolish and thieving.

History: Constantinople, Amerigo, Magellan, Vaca, Soto, Aviles, explorers, unveils the world. Spain, France, Portugal, and England were competing. John Cabot was sent to find a route from England to the New World. He succeeded.

Latin: "Absent" is the English word that comes from *absunt*.

Tuesday

Math: 1. 9:56am 2. 60 minutes 3a. 27 min b. 5 hours c. 2h 15 min d. 2h 30min

Literature: **Students are to use complete sentences, but may use different wording or include varied details as long as they communicate the same idea** Bagheera was injured by the monkeys and was fighting for his life. Bagheera feels encouraged and is able to escape when Mowgli suggests that Bagheera roll into the water tank.

Science: Warm-up 1. H 2. D 3. E

4. A 5. F 6. C 7. B 8. G

Grammar: A noun is a word that names a person, place, thing, or idea. A pronoun is a word that takes the place of a noun. A preposition is a word that shows the relationship between a noun or pronoun and another word in the sentence. A conjunction is a word that joins words or groups of words together. S, C, S, HV, V. Baloo- Subject, and- conjunction, Bagheera- subject, were- helping verb, standing- verb. Circle *Bagheera* and *Kaa* in all four sentences. Use . ! ? ! in that order. The second mark could also be a period.

Wednesday

Math: 1a. Jane b. Amy 2a. 120 min b. 130 min c. 165 min d. 180 min e. 185 min f. 195 min 3a. 1h 10 min b. 1h 25 min c. 1 h 40 min d. 2h 5 min e. 2h 40 min f. 3h 30 min

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

History: Henry, Columbus, Leon, Pizarro, Coronado, Cabot. Answers may vary on paragraph.

Latin: Passage translation: Iulius calls: "Where are my servants?" Medus: "Your slave Medus is here." Iulius sees his slave Medus, but does not see Davus. Medus is present. Davus is not present, but is absent. Aemilia and Medus are present.

Comprehension questions: 1. *Aemilia et Mēdus adsunt*. 2. *Dāvus abest*.

Thursday

Math: Warm-up: a. 380 b. 633 c. 585 d. 936 r.4

Wrap-up: 1a. 258s b. 102s 2a. 3 min 10s b. 3 min 30s

Literature: **Students are to use complete sentences, but may use different wording or include varied details as long as they communicate the same idea** The animals were hypnotized by Kaa and had to follow his commands.

Mowgli saw Kaa drawing circles on the ground but didn't obey him.

Grammar: A verb is a word that does an action, shows a state of being, links two words together, or helps another verb. The state of being verbs are: am, is, are, was, were, be, being, been. The helping verbs are: am, is, are, was, were, be, being, been, have, has, had, do, does, did, shall, will, should, would, may, might, must, can, could. A conjunction is a word that joins words or groups of words together. Some conjunctions are for, and, nor, but, or, yet, so. (FANBOYS). S, HV, V, C, V. Baloo- subject, had- helping verb, clasped- verb 1, and- conjunction, rolled- verb 2.

Exclamatory: Mowgli nodded and blinked! Interrogative: Did Mowgli nod and blink? (answers may vary)

Imperative: Mowgli, nod and blink!

Science: Ptolemy perfected the geocentric model.

Copernicus devised the heliocentric model.

Kepler's Laws of Planetary Motion helped improve the heliocentric model.

Galileo helped prove Copernicus was right.

Friday

Math: 1a. 12 months b. 24 months c. 28 months d. 3 years 4 months 2a. 7 days b. 21 days c. 25 days d. 4 weeks 2 days

Poetry: 1. "Could" is changed to "dare" 2. Students should copy either the first or the last stanza.

History: Dias, Gama, Balboa, Cortes, Serra, Hudson. No key for the paragraph. I would like to see what the students can write on their own.

Literature

Monday

"It is half a night's journey—at full speed," said Bagheera, and Baloo looked very serious. "I will go as fast as I can," he said anxiously.

"We dare not wait for thee. Follow, Baloo. We must go on the quick-foot—Kaa and I."

"Feet or no feet, I can keep abreast of all thy four," said Kaa shortly. Baloo made one effort to hurry, but had to sit down panting, and so they left him to come on later, while Bagheera hurried forward, at the quick panther-canter. Kaa said nothing, but, strive as Bagheera might, the huge Rock-python held level with him. When they came to a hill stream, Bagheera gained, because he bounded across while Kaa swam, his head and two feet of his neck clearing the water, but on level ground Kaa made up the distance.

"By the Broken Lock that freed me," said Bagheera, when twilight had fallen, "thou art no slow goer!"

"I am hungry," said Kaa. "Besides, they called me speckled frog."

"Worm—earth-worm, and yellow to boot."

"All one. Let us go on," and Kaa seemed to pour himself along the ground, finding the shortest road with his steady eyes, and keeping to it.

In the Cold Lairs the Monkey-People were not thinking of Mowgli's friends at all. They had brought the boy to the Lost City, and were very much pleased with themselves for the time. Mowgli had never seen an Indian city before, and though this was almost a heap of ruins it seemed very wonderful and splendid. Some king had built it long ago on a little hill. You could still trace the stone causeways that led up to the ruined gates where the last splinters of wood hung to the worn, rusted hinges. Trees had grown into and out of the walls; the battlements were tumbled down and decayed, and wild creepers hung out of the windows of the towers on the walls in bushy hanging clumps.

A great roofless palace crowned the hill, and the marble of the courtyards and the fountains was split, and stained with red and green, and the very cobblestones in the courtyard where the king's elephants used to live had been thrust up and apart by grasses and young trees. From the palace you could see the rows and rows of roofless houses that made up the city looking like empty honeycombs filled with blackness; the shapeless block of stone that had been an idol in the square where four roads met; the pits and dimples at street corners where the public wells once stood, and the shattered domes of temples with wild figs sprouting on their sides.

The monkeys called the place their city, and pretended to despise the Jungle-People because they lived in the forest. And yet they never knew what the buildings were made for nor how to use them. They would sit in circles on the hall of the king's council chamber, and scratch for fleas and pretend to be men; or they would run in and out of the roofless houses and collect pieces of plaster and old bricks in a corner, and forget where they had hidden them, and fight and cry in scuffling crowds, and then break off to play up and down the terraces of the king's garden, where they would shake the rose trees and the oranges in sport to see the fruit and flowers fall. They explored all the passages and dark tunnels in the palace and the hundreds of little dark rooms, but they never remembered what they had seen and what they had not; and so drifted about in ones and twos or crowds telling each other that they were doing as men did. They drank at the tanks and made the water all muddy, and then they fought over it, and then they would all rush together in mobs and shout: "There is no one in the jungle so wise and

good and clever and strong and gentle as the Bandar-log." Then all would begin again till they grew tired of the city and went back to the tree-tops, hoping the Jungle-People would notice them.

Mowgli, who had been trained under the Law of the Jungle, did not like or understand this kind of life. The monkeys dragged him into the Cold Lairs late in the afternoon, and instead of going to sleep, as Mowgli would have done after a long journey, they joined hands and danced about and sang their foolish songs.

One of the monkeys made a speech and told his companions that Mowgli's capture marked a new thing in the history of the Bandar-log, for Mowgli was going to show them how to weave sticks and canes together as a protection against rain and cold. Mowgli picked up some creepers and began to work them in and out, and the monkeys tried to imitate; but in a very few minutes they lost interest and began to pull their friends' tails or jump up and down on all fours, coughing.

"I wish to eat," said Mowgli. "I am a stranger in this part of the jungle. Bring me food, or give me leave to hunt here."

Twenty or thirty monkeys bounded away to bring him nuts and wild pawpaws. But they fell to fighting on the road, and it was too much trouble to go back with what was left of the fruit. Mowgli was sore and angry as well as hungry, and he roamed through the empty city giving the Strangers' Hunting Call from time to time, but no one answered him, and Mowgli felt that he had reached a very bad place indeed.

"All that Baloo has said about the Bandar-log is true," he thought to himself. "They have no Law, no Hunting Call, and no leaders—nothing but foolish words and little picking thievish hands. So if I am starved or killed here, it will be all my own fault. But I must try to return to my own jungle. Baloo will surely beat me, but that is better than chasing silly rose leaves with the Bandar-log."

No sooner had he walked to the city wall than the monkeys pulled him back, telling him that he did not know how happy he was, and pinching him to make him grateful. He set his teeth and said nothing, but went with the shouting monkeys to a terrace above the red sandstone reservoirs that were half-full of rain water. There was a ruined summer-house of white marble in the center of the terrace, built for queens dead a hundred years ago. The domed roof had half fallen in and blocked up the underground passage from the palace by which the queens used to enter. But the walls were made of screens of marble tracery—beautiful milk-white fretwork, set with agates and cornelians and jasper and lapis lazuli, and as the moon came up behind the hill it shone through the open work, casting shadows on the ground like black velvet embroidery.

Sore, sleepy, and hungry as he was, Mowgli could not help laughing when the Bandar-log began, twenty at a time, to tell him how great and wise and strong and gentle they were, and how foolish he was to wish to leave them. "We are great. We are free. We are wonderful. We are the most wonderful people in all the jungle! We all say so, and so it must be true," they shouted. "Now as you are a new listener and can carry our words back to the Jungle-People so that they may notice us in future, we will tell you all about our most excellent selves."

Tuesday

Mowgli made no objection, and the monkeys gathered by hundreds and hundreds on the terrace to listen to their own speakers singing the praises of the Bandar-log, and whenever a speaker stopped for want of breath they would all shout together: "This is true; we all say so."

Mowgli nodded and blinked, and said "Yes" when they asked him a question, and his head spun with the noise. "Tabaqui the Jackal must have bitten all these people," he said to himself, "and now they have madness. Certainly this is dewanee, the madness. Do they never go to sleep? Now there is a cloud coming to cover that moon. If it were only a big enough cloud I might try to run away in the darkness. But I am tired."

That same cloud was being watched by two good friends in the ruined ditch below the city wall, for Bagheera and Kaa, knowing well how dangerous the Monkey-People were in large numbers, did not wish to run any risks. The monkeys never fight unless they are a hundred to one, and few in the jungle care for those odds.

"I will go to the west wall," Kaa whispered, "and come down swiftly with the slope of the ground in my favor. They will not throw themselves upon my back in their hundreds, but—"

"I know it," said Bagheera. "Would that Baloo were here, but we must do what we can. When that cloud covers the moon I shall go to the terrace. They hold some sort of council there over the boy."

"Good hunting," said Kaa grimly, and glided away to the west wall. That happened to be the least ruined of any, and the big snake was delayed awhile before he could find a way up the stones.

The cloud hid the moon, and as Mowgli wondered what would come next he heard Bagheera's light feet on the terrace. The Black Panther had raced up the slope almost without a sound and was striking—he knew better than to waste time in biting—right and left among the monkeys, who were seated round Mowgli in circles fifty and sixty deep. There was a howl of fright and rage, and then as Bagheera tripped on the rolling kicking bodies beneath him, a monkey shouted: "There is only one here! Kill him! Kill." A scuffling mass of monkeys, biting, scratching, tearing, and pulling, closed over Bagheera, while five or six laid hold of Mowgli, dragged him up the wall of the summerhouse and pushed him through the hole of the broken dome. A man-trained boy would have been badly bruised, for the fall was a good fifteen feet, but Mowgli fell as Baloo had taught him to fall, and landed light.

"Stay there," shouted the monkeys, "till we have killed thy friends, and later we will play with thee—if the Poison-People leave thee alive."

"We be of one blood, ye and I," said Mowgli, quickly giving the Snake's Call. He could hear rustling and hissing in the rubbish all round him and gave the Call a second time, to make sure.

"Even sso! Down hoods all!" said half a dozen low voices (every ruin in India becomes sooner or later a dwelling place of snakes, and the old summerhouse was alive with cobras). "Stand still, Little Brother, for thy feet may do us harm."

Mowgli stood as quietly as he could, peering through the open work and listening to the furious din of the fight round the Black Panther—the yells and chatterings and scufflings, and Bagheera's deep, hoarse cough as he backed and bucked and twisted and plunged under the heaps of his enemies. For the first time since he was born, Bagheera was fighting for his life.

"Baloo must be at hand; Bagheera would not have come alone," Mowgli thought. And then he called aloud: "To the tank, Bagheera. Roll to the water tanks. Roll and plunge! Get to the water!"

Bagheera heard, and the cry that told him Mowgli was safe gave him new courage. He worked his way desperately, inch by inch, straight for the reservoirs, halting in silence.

Then from the ruined wall nearest the jungle rose up the rumbling war-shout of Baloo. The old Bear had done his best, but he could not come before. "Bagheera," he shouted, "I am here. I climb! I haste! Ahuwora! The stones slip under my feet! Wait my coming, O most infamous Bandar-log!"

He panted up the terrace only to disappear to the head in a wave of monkeys, but he threw himself squarely on his haunches, and, spreading out his forepaws, hugged as many as he could hold, and then began to hit with a regular bat-bat-bat, like the flipping strokes of a paddle wheel.

A crash and a splash told Mowgli that Bagheera had fought his way to the tank where the monkeys could not follow. The Panther lay gasping for breath, his head just out of the water, while the monkeys stood three deep on the red steps, dancing up and down with rage, ready to spring upon him from all sides if he came out to help Baloo. It was then that Bagheera lifted up his dripping chin, and in despair gave the Snake's Call for protection—"We be of one blood, ye and I"—for he believed that Kaa had turned tail at the last minute. Even Baloo,

half smothered under the monkeys on the edge of the terrace, could not help chuckling as he heard the Black Panther asking for help.

Kaa had only just worked his way over the west wall, landing with a wrench that dislodged a coping stone into the ditch. He had no intention of losing any advantage of the ground, and coiled and uncoiled himself once or twice, to be sure that every foot of his long body was in working order.

All that while the fight with Baloo went on, and the monkeys yelled in the tank round Bagheera, and Mang the Bat, flying to and fro, carried the news of the great battle over the jungle, till even Hathi the Wild Elephant trumpeted, and, far away, scattered bands of the Monkey-Folk woke and came leaping along the tree-roads to help their comrades in the Cold Lairs, and the noise of the fight roused all the day birds for miles round.

Then Kaa came straight, quickly, and anxious to kill. The fighting strength of a python is in the driving blow of his head backed by all the strength and weight of his body. If you can imagine a lance, or a battering ram, or a hammer weighing nearly half a ton driven by a cool, quiet mind living in the handle of it, you can roughly imagine what Kaa was like when he fought. A python four or five feet long can knock a man down if he hits him fairly in the chest, and Kaa was thirty feet long, as you know. His first stroke was delivered into the heart of the crowd round Baloo. It was sent home with shut mouth in silence, and there was no need of a second. The monkeys scattered with cries of—"Kaa! It is Kaa! Run! Run!"

Wednesday

Generations of monkeys had been scared into good behavior by the stories their elders told them of Kaa, the night thief, who could slip along the branches as quietly as moss grows, and steal away the strongest monkey that ever lived; of old Kaa, who could make himself look so like a dead branch or a rotten stump that the wisest were deceived, till the branch caught them, and then--

Kaa was everything that the monkeys feared in the jungle, for none of them knew the limits of his power, none of them could look him in the face, and none had ever come alive out of his hug. And so they ran, stammering with terror, to the walls and the roofs of the houses, and Baloo drew a deep breath of relief. His fur was much thicker than Bagheera's, but he had suffered sorely in the fight. Then Kaa opened his mouth for the first time and spoke one long hissing word, and the far-away monkeys, hurrying to the defense of the Cold Lairs, stayed where they were, cowering, till the loaded branches bent and crackled under them. The monkeys on the walls and the empty houses stopped their cries, and in the stillness that fell upon the city Mowgli heard Bagheera shaking his wet sides as he came up from the tank.

Then the clamor broke out again. The monkeys leaped higher up the walls. They clung around the necks of the big stone idols and shrieked as they skipped along the battlements, while Mowgli, dancing in the summerhouse, put his eye to the screenwork and hooted owl-fashion between his front teeth, to show his derision and contempt.

"Get the man-cub out of that trap; I can do no more," Bagheera gasped. "Let us take the man-cub and go. They may attack again."

"They will not move till I order them. Stay you sssso!" Kaa hissed, and the city was silent once more. "I could not come before, Brother, but I think I heard thee call"—this was to Bagheera.

"I—I may have cried out in the battle," Bagheera answered. "Baloo, art thou hurt?"

"I am not sure that they did not pull me into a hundred little bearlings," said Baloo, gravely shaking one leg after the other. "Wow! I am sore. Kaa, we owe thee, I think, our lives—Bagheera and I."

"No matter. Where is the manling?"

"Here, in a trap. I cannot climb out," cried Mowgli. The curve of the broken dome was above his head.

"Take him away. He dances like Mao the Peacock. He will crush our young," said the cobras inside.

"Hah!" said Kaa with a chuckle, "he has friends everywhere, this manling. Stand back, manling. And hide you, O Poison People. I break down the wall."

Kaa looked carefully till he found a discolored crack in the marble tracery showing a weak spot, made two or three light taps with his head to get the distance, and then lifting up six feet of his body clear of the ground, sent home half a dozen full-power smashing blows, nose-first. The screen-work broke and fell away in a cloud of dust and rubbish, and Mowgli leaped through the opening and flung himself between Baloo and Bagheera—an arm around each big neck.

"Art thou hurt?" said Baloo, hugging him softly.

"I am sore, hungry, and not a little bruised. But, oh, they have handled ye grievously, my Brothers! Ye bleed."

"Others also," said Bagheera, licking his lips and looking at the monkey-dead on the terrace and round the tank.

"It is nothing, it is nothing, if thou art safe, oh, my pride of all little frogs!" whimpered Baloo.

"Of that we shall judge later," said Bagheera, in a dry voice that Mowgli did not at all like. "But here is Kaa to whom we owe the battle and thou owest thy life. Thank him according to our customs, Mowgli."

Mowgli turned and saw the great Python's head swaying a foot above his own.

"So this is the manling," said Kaa. "Very soft is his skin, and he is not unlike the Bandar-log. Have a care, manling, that I do not mistake thee for a monkey some twilight when I have newly changed my coat."

"We be one blood, thou and I," Mowgli answered. "I take my life from thee tonight. My kill shall be thy kill if ever thou art hungry, O Kaa."

"All thanks, Little Brother," said Kaa, though his eyes twinkled. "And what may so bold a hunter kill? I ask that I may follow when next he goes abroad."

"I kill nothing,—I am too little,—but I drive goats toward such as can use them. When thou art empty come to me and see if I speak the truth. I have some skill in these [he held out his hands], and if ever thou art in a trap, I may pay the debt which I owe to thee, to Bagheera, and to Baloo, here. Good hunting to ye all, my masters."

"Well said," growled Baloo, for Mowgli had returned thanks very prettily. The Python dropped his head lightly for a minute on Mowgli's shoulder. "A brave heart and a courteous tongue," said he. "They shall carry thee far through the jungle, manling. But now go hence quickly with thy friends. Go and sleep, for the moon sets, and what follows it is not well that thou shouldst see."

Thursday

The moon was sinking behind the hills and the lines of trembling monkeys huddled together on the walls and battlements looked like ragged shaky fringes of things. Baloo went down to the tank for a drink and Bagheera began to put his fur in order, as Kaa glided out into the center of the terrace and brought his jaws together with a ringing snap that drew all the monkeys' eyes upon him.

"The moon sets," he said. "Is there yet light enough to see?"

From the walls came a moan like the wind in the tree-tops—"We see, O Kaa."

"Good. Begins now the dance—the Dance of the Hunger of Kaa. Sit still and watch."

He turned twice or thrice in a big circle, weaving his head from right to left. Then he began making loops and figures of eight with his body, and soft, oozy triangles that melted into squares and five-sided figures, and

coiled mounds, never resting, never hurrying, and never stopping his low humming song. It grew darker and darker, till at last the dragging, shifting coils disappeared, but they could hear the rustle of the scales.

Baloo and Bagheera stood still as stone, growling in their throats, their neck hair bristling, and Mowgli watched and wondered.

"Bandar-log," said the voice of Kaa at last, "can ye stir foot or hand without my order? Speak!"

"Without thy order we cannot stir foot or hand, O Kaa!"

"Good! Come all one pace nearer to me."

The lines of the monkeys swayed forward helplessly, and Baloo and Bagheera took one stiff step forward with them.

"Nearer!" hissed Kaa, and they all moved again.

Mowgli laid his hands on Baloo and Bagheera to get them away, and the two great beasts started as though they had been waked from a dream.

"Keep thy hand on my shoulder," Bagheera whispered. "Keep it there, or I must go back—must go back to Kaa. Aah!"

"It is only old Kaa making circles on the dust," said Mowgli. "Let us go." And the three slipped off through a gap in the walls to the jungle.

"Whoof!" said Baloo, when he stood under the still trees again. "Never more will I make an ally of Kaa," and he shook himself all over.

"He knows more than we," said Bagheera, trembling. "In a little time, had I stayed, I should have walked down his throat."

"Many will walk by that road before the moon rises again," said Baloo. "He will have good hunting—after his own fashion."

"But what was the meaning of it all?" said Mowgli, who did not know anything of a python's powers of fascination. "I saw no more than a big snake making foolish circles till the dark came. And his nose was all sore. Ho! Ho!"

"Mowgli," said Bagheera angrily, "his nose was sore on thy account, as my ears and sides and paws, and Baloo's neck and shoulders are bitten on thy account. Neither Baloo nor Bagheera will be able to hunt with pleasure for many days."

"It is nothing," said Baloo; "we have the man-cub again."

"True, but he has cost us heavily in time which might have been spent in good hunting, in wounds, in hair—I am half plucked along my back—and last of all, in honor. For, remember, Mowgli, I, who am the Black Panther, was forced to call upon Kaa for protection, and Baloo and I were both made stupid as little birds by the Hunger Dance. All this, man-cub, came of thy playing with the Bandar-log."

"True, it is true," said Mowgli sorrowfully. "I am an evil man-cub, and my stomach is sad in me."

"Mf! What says the Law of the Jungle, Baloo?"

Baloo did not wish to bring Mowgli into any more trouble, but he could not tamper with the Law, so he mumbled: "Sorrow never stays punishment. But remember, Bagheera, he is very little."

"I will remember. But he has done mischief, and blows must be dealt now. Mowgli, hast thou anything to say?"

"Nothing. I did wrong. Baloo and thou are wounded. It is just."

Bagheera gave him half a dozen love-taps from a panther's point of view (they would hardly have waked one of his own cubs), but for a seven-year-old boy they amounted to as severe a beating as you could wish to avoid. When it was all over Mowgli sneezed, and picked himself up without a word.

“Now,” said Bagheera, “jump on my back, Little Brother, and we will go home.”

One of the beauties of Jungle Law is that punishment settles all scores. There is no nagging afterward.

Mowgli laid his head down on Bagheera’s back and slept so deeply that he never waked when he was put down in the home-cave.

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!*