

# Classical School Solutions

## Third Grade, Sample Week Overview

Day 1	Day 2
<ul style="list-style-type: none"> <li>1. Math (pg. 2-3)</li> <li>2. Handwriting (pgs. 4)</li> <li>3. Vocabulary (pg. 5)</li> <li>4. Grammar (pgs. 6)</li> <li>5. History (pgs. 7-8)</li> <li>6. Literature (pg. 9) *Days 1-4 read chapters 12-15 of <i>Charlotte's Web</i>.</li> </ul>	<ul style="list-style-type: none"> <li>1. Math (pg. 10-11)</li> <li>2. Poetry (pg. 12)</li> <li>3. Handwriting (pgs. 13)</li> <li>4. Vocabulary (pg. 14)</li> <li>5. Grammar (pgs. 15)</li> <li>6. Science (pgs. 16-20)</li> <li>7. Literature (pg. 9) *Days 1-4 read chapters 12-15 of <i>Charlotte's Web</i>.</li> </ul>
* All Read Aloud books can be found in your google classroom under the "Classwork" tab.	
<ul style="list-style-type: none"> <li>1. Math (pg. 21-22)</li> <li>2. Handwriting (pgs. 23)</li> <li>3. Vocabulary (pg. 24)</li> <li>4. Grammar (pgs. 25)</li> <li>5. History (pgs. 26-27)</li> <li>6. Literature (pg. 9) *Days 1-4 read chapters 12-15 of <i>Charlotte's Web</i>.</li> </ul>	<ul style="list-style-type: none"> <li>1. Math (pg. 28-29)</li> <li>2. Picture Study (pg. 30-31)</li> <li>3. Handwriting (pgs. 32)</li> <li>4. Vocabulary (pg. 33-34)</li> <li>5. Grammar (pgs. 35-36)</li> <li>6. Science (pgs. 37-41)</li> <li>7. Literature (pg. 9) *Days 1-4 read chapters 12-15 of <i>Charlotte's Web</i>.</li> </ul>

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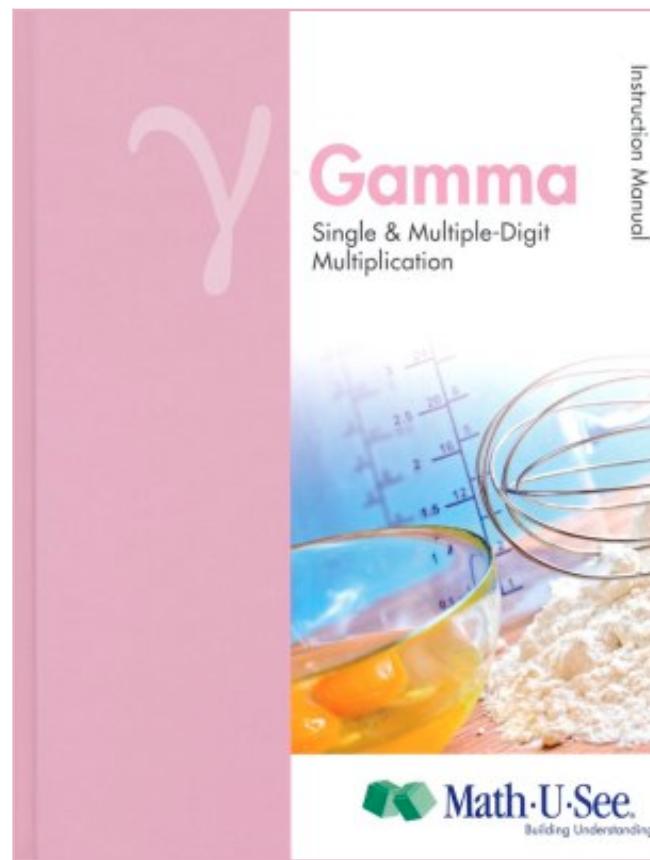
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Assignment: Lesson 3A from your textbook

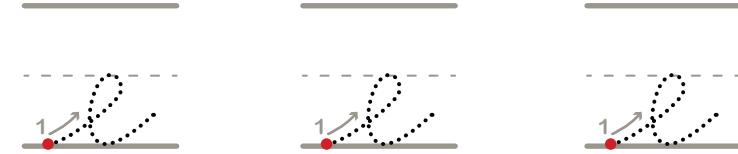
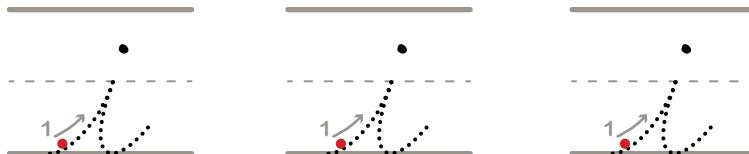
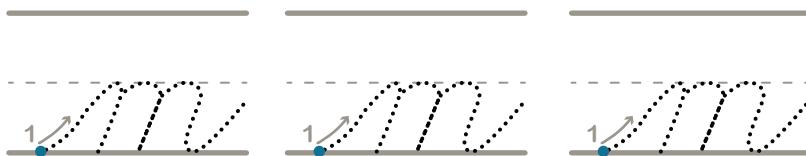
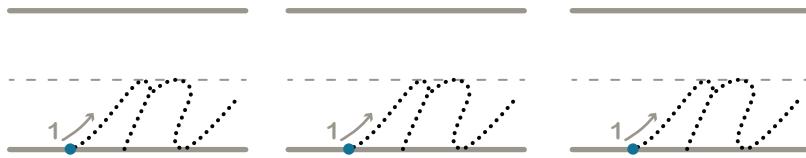
Watch MATH-U-SEE video for Lesson 3



## 2. Handwriting

4

Trace each cursive letter starting on the dot.



Trace the excerpt of the poem below.

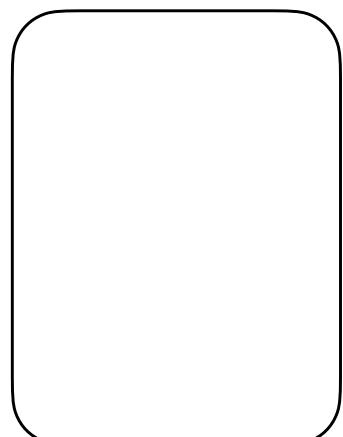
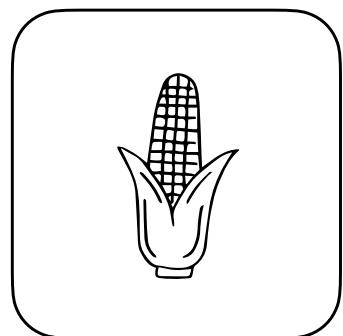
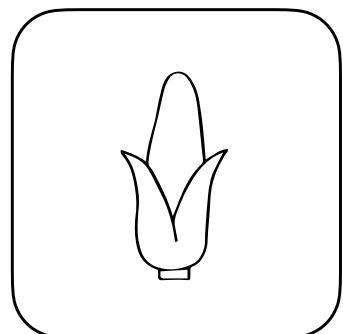
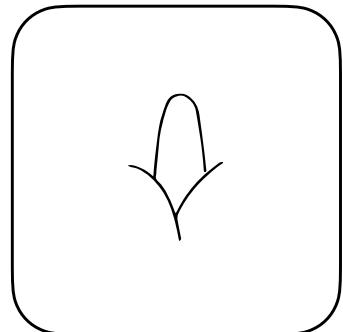
The morns are meeker

than they were,

the nuts are getting

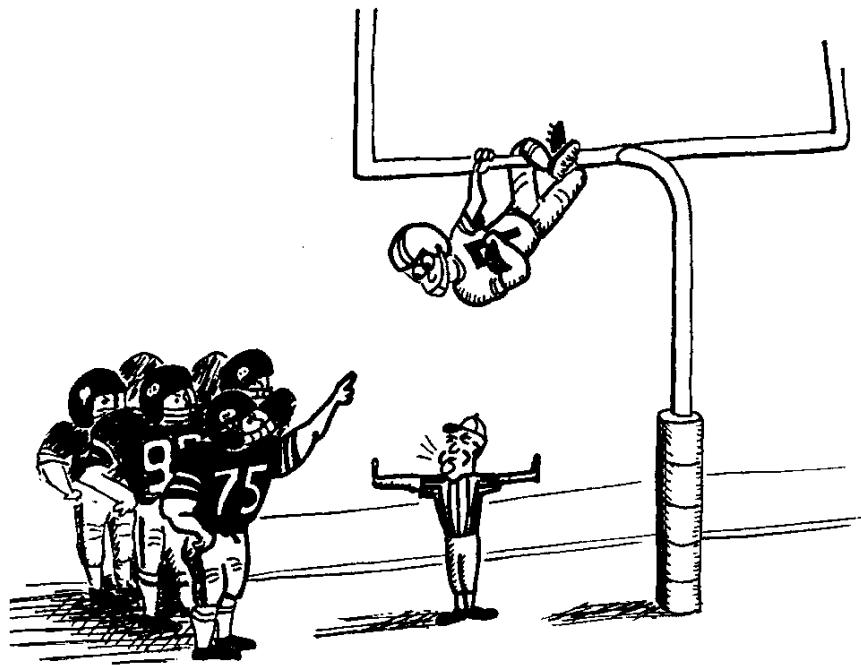
brown.

Following the steps,  
draw the corn on the  
cob in the blank box.



**AVERT**

(uh VERT) v.

to ward off; to turn away;  
to keep from happeningSounds like: **HURT**

*"The quarterback found a way to **AVERT** getting **HURT**."*

- We **AVERTED** our eyes from the solar eclipse.
- The truck driver **AVERTED** an accident by driving onto the median.
- AVERTING** disaster is often times a matter of luck.

Your Sentence:

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### GOOD MORNING!

Have you ever seen a live baby elephant? How would you like to have one for a pet? The baby elephant in the picture likes milk as much as other babies do. He doesn't take it from a bottle, though. Why not? Have you ever fed an elephant? Do you know some of the things that elephants do with their trunks?

Think of a good name for the elephant. Give the girl a name. How old do you think the little girl is? Where do you think she lives? What can you see in the picture, besides the girl and the elephant?

Try to think of a name for the picture which will tell something about both the little girl and the elephant. Is "Good Morning" a good name?

Write three other names that would be a good title to the picture below:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

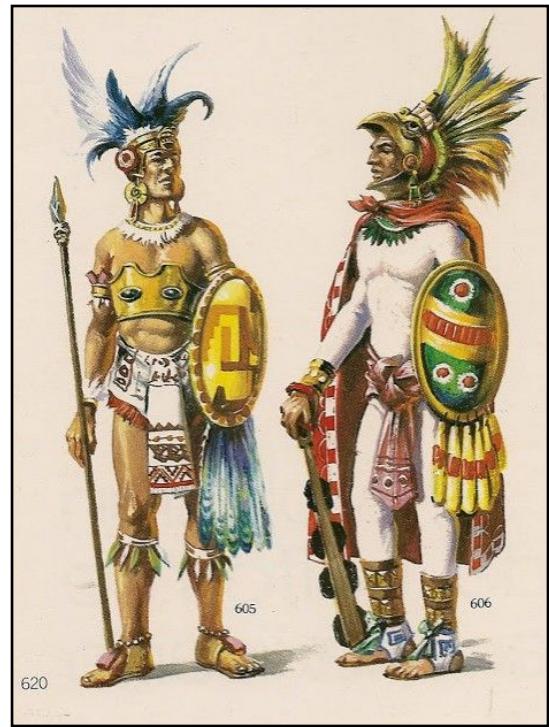
## A FURIOUS BATTLE

Not long after Montezuma was captured and forced to live in the Spanish quarters Cortez went to Vera Cruz, to meet a body of Spaniards that were sent out by the Governor of Cuba to seize him for his act of rebellion at that town. Cortez soon defeated these troops, which were under the command of Narvaez. But while he was absent his lieutenant, Alverado, got into trouble. He made an attack upon the Aztecs during the May festival held in honor of their war-god. The Aztecs turned upon the Spaniards, and made a frantic attack upon their quarters. The fighting was furious, and many of the Spaniards lost their lives. To Cortez the blood shed seemed needless, and therefore ,on his return, he severely rebuked Alverado. He said to him:“You have done badly. You have been false to your trust. You have acted like a madman.”

The Mexicans now felt so bitter toward the Spaniards that they again attacked them. The slaughter was fearful. Although the Spanish cannon mowed down the Aztecs by scores and hundreds, they still fought on. Finally Cortez requested Montezuma to go out on the wall of the building, in order to stop the fighting.

Montezuma at first refused, but finally consented. Dressed in all the splendor befitting his high office, and attended by Mexican nobles and a Spanish guard, he appeared in the central turret of the building that the Spaniards occupied.

As soon as the Aztec warriors caught sight of him a death-like stillness fell upon the mighty throng. Some of the Mexicans threw themselves flat upon the earth and others dropped upon their knees as a token of reverence. Seeing this, Montezuma calmly spoke as follows: “Why are my people here? I am not a prisoner, as you think, but these strangers are my guests. I am now with them because I prefer to be, and can return to my home when I



Aztec Warriors

wish. You need not try to drive them from the city, for they are willing to depart if you will not oppose their going. Put aside your arms and return to your homes in peace."

The Mexicans listened in silence until Montezuma called the Spaniards his guests. At this there was a murmur, and then an angry outburst, from the Aztec warriors, who had already chosen another leader. They leaped to their feet and shouted : "Base Aztec! Woman!Coward!" In their excitement they hurled stones at him and struck him down.



Montezuma

Montezuma was quickly carried back to his apartments, feeling that he was deserted by his people, and that there was nothing left for him to live for. He refused all medical aid, tore off bandages that were placed about his wounds, and died in a few days.

Although Cortez had returned from Vera Cruz with twelve hundred more Spaniards, he now felt that he must leave the city in order to save himself and his soldiers. Quickly getting his forces ready, therefore, he began his famous retreat. While withdrawing his army, he fought a hand-to-hand battle, which continued through the night. It was a desperate struggle. The Spaniards had to cut their way through the thousands of angry Mexicans that seemed determined to destroy the entire Spanish force. Cortez succeeded at last in making his escape, but he lost a large part of his men. This loss he felt so keenly that when he got to a place of safety he sat down and wept.

## 6. Literature

9

- Over days 1-4 read chapters 12-15 of *Charlotte's Web*.
- *Audio can be found here: [Charlotte's Web](#)*
- *Discuss the following questions. Choose one question from each chapter and write complete sentence answers below:*

### Chapter 12

1. How do we know Charlotte's plan to save Wilbur worked? p.87
2. How did the animals want Templeton to help out Charlotte? p.89
3. What made Templeton agree with bringing back magazine clippings? p.90

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### Chapter 13

1. After seeing the word "terrific" written in the web, what plans did Zuckerman make for Wilbur? p.96
2. What was the dump that Templeton went to? p.97

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### Chapter 14

1. Why did Fern's mother visit Dr. Dorian? p.107
2. What did Dr. Dorian tell Mrs. Arable? p.111

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### Chapter 15

1. Why was Charlotte worried when she heard the crickets singing that summer was almost over? p.114 &117
2. What was Wilbur's attitude even with the attention he was getting?p.115
3. Why did Charlotte need to stay at the farm and not go to the fair? p.116

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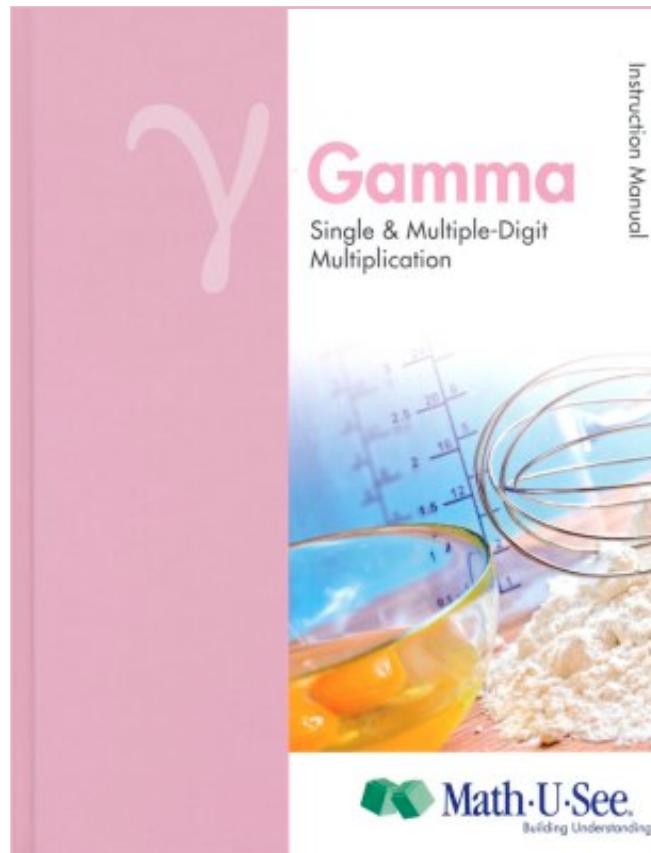
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Assignment: Lesson 3B from your textbook



2. Poetry-Read the following poem aloud with your child. Discuss any words or phrases your child does not know the meaning of. Memory Work: Memorize the first two stanza's over days 2-4.

12

My Mother  
~Ann Taylor

Who fed me from her gentle breast,  
And hushed me in her arms to rest,  
And on my cheek sweet kisses prest?  
My Mother.

When sleep forsook my open eye,  
Who was it sung sweet hushaby,  
And rocked me that I should not cry?

My Mother.

Who sat and watched my infant head,  
When sleeping on my cradle bed,  
And tears of sweet affection shed?

My Mother.

When pain and sickness made me cry,  
Who gazed upon my heavy eye,  
And wept for fear that I should die?

My Mother.

Who dressed my doll in clothes so gay,  
And fondly taught me how to play,  
And minded all I had to say?

My Mother.

Who ran to help me when I fell,  
And would some pretty story tell,  
Or kiss the place to make it well?

My Mother.

Who taught my infant lips to pray,  
And love God's holy book and day,  
And walk in wisdom's pleasant way?

My Mother.

And can I ever cease to be  
Affectionate and kind to thee,  
Who was so very kind to me,

My Mother.

Ah no! the thought I cannot bear,  
And if God please my life to spare,  
I hope I shall reward thy care,

My Mother.

When thou art feeble, old, and grey,  
My healthy arm shall be thy stay,  
And I will soothe thy pains away,

My Mother.

And when I see thee hang thy head,  
'Twill be my turn to watch thy bed,  
And tears of sweet affection shed,

My Mother.

For could our Father in the skies  
Look down with pleased or loving eyes,  
If ever I could dare despise  
My Mother?

Vocabulary

breast - chest

prest - pressed

forsook - to leave or renounce

hushaby - lullaby

infant - a newborn baby

cradle - a small baby bed on rockers

affection - love

shed - released; dropped

gazed - looked

gay - bright; brightly colored

fondly - lovingly

minded - paid attention to

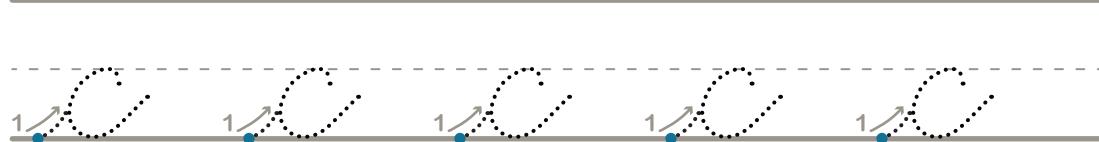
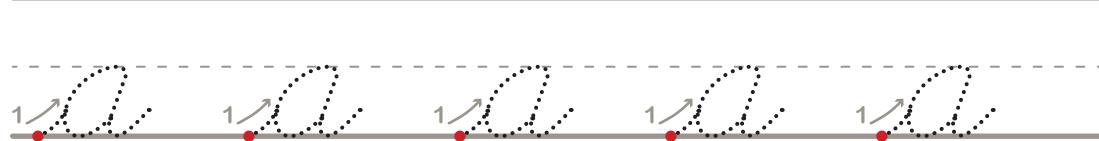
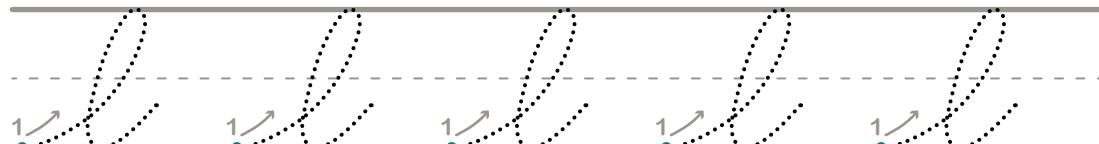
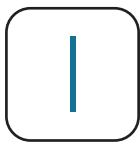
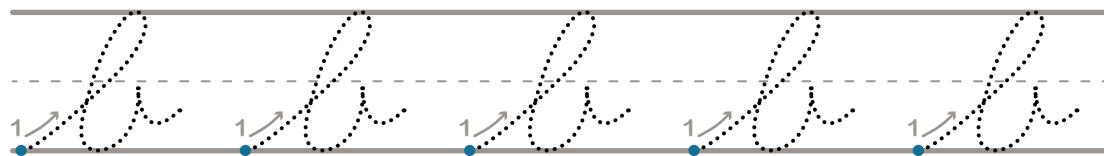
cease - stop

spare - keep from death

stay - brace

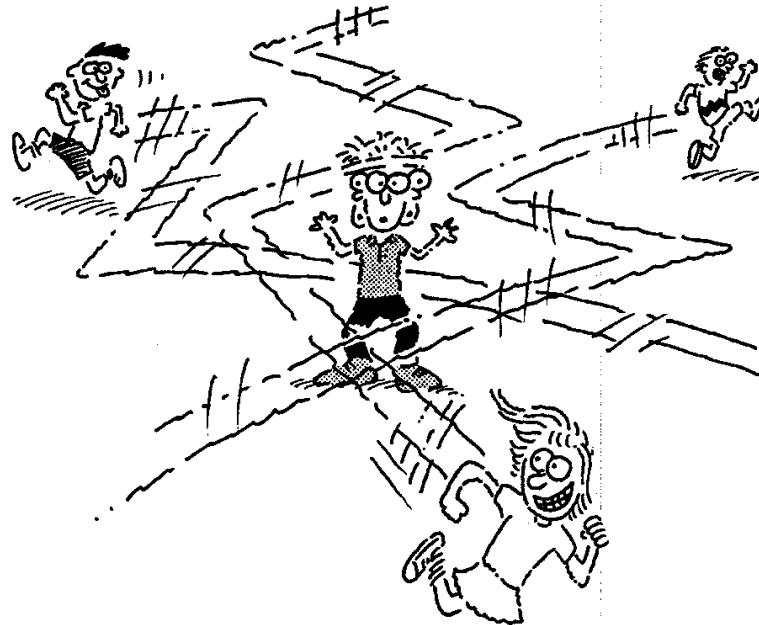
despise - hate

Trace each cursive letter starting on the dot.



Add a tree or something to the scene with the squirrel. Color the picture.



**ZIGZAG**(ZIG zag) *v.*to move in a series of turns  
in different directionsSounds like: **TAG**

*"When playing TAG, ZIGZAG to avoid being TAGGED."*

- The blind person **ZIGZAGGED** his way across the unfamiliar room.
- The trail **ZIGZAGGED** through the hills.
- ZIGZAGGING** through the defenders, the quarterback ran for a touchdown.

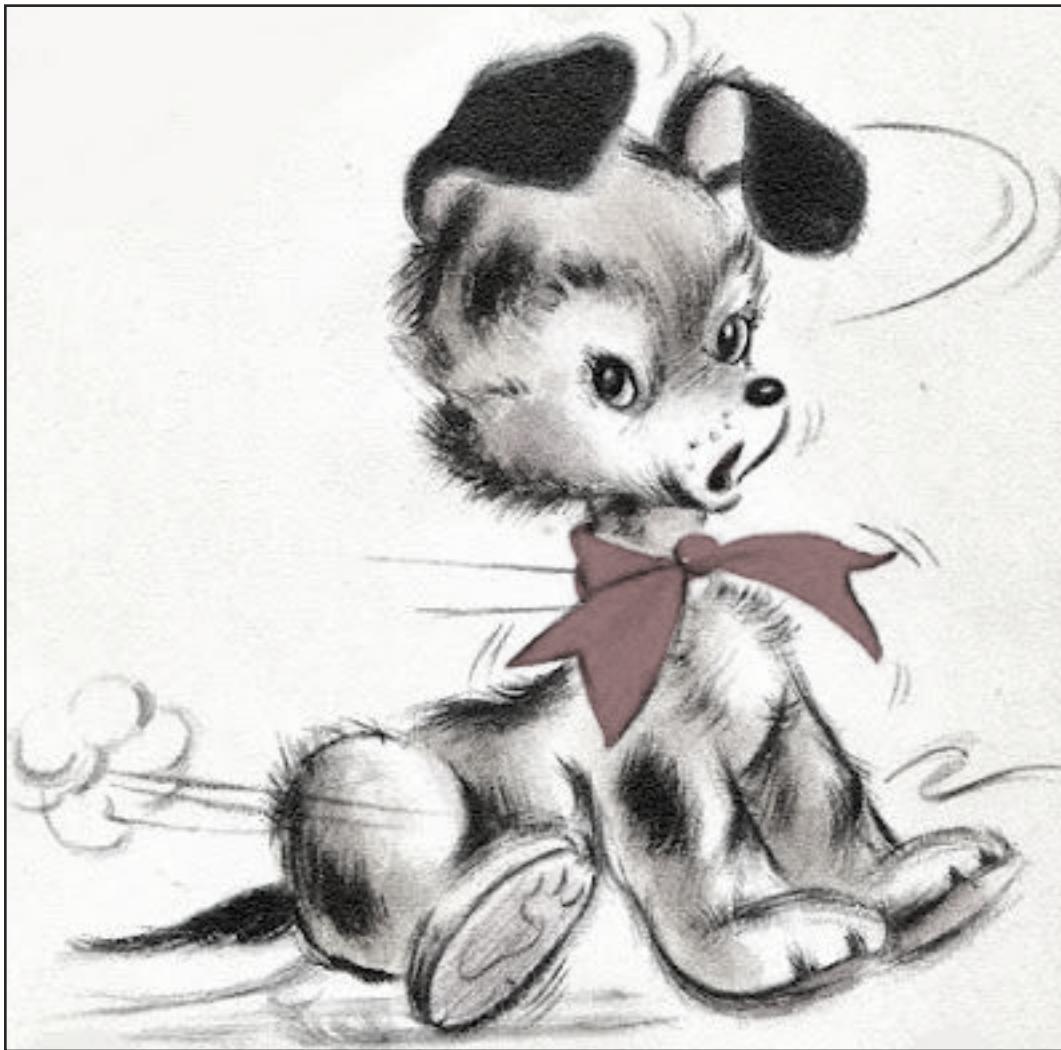
Your Sentence:

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### TELLING A STORY

Raggles was a white puppy. He liked to take the end of the tablecloth in his mouth and pull it until everything on the table fell to the floor. One day he took the cover in his teeth and pulled as usual. Down came a bottle of black ink which some one had left open on the table. Poor Raggles was now a spotted puppy, not a white one.

This story was suggested by these words :

A white puppy — a tablecloth — a bottle of ink — a spotted puppy.

### ORAL EXERCISE

Tell a story suggested to you by any of the following groups of words.

A kitten—a table—a piece of meat—a jump—some flypaper.

A park — a picnic — a sudden shower — a party in the house.

6. Science-Read the following passage and answer the questions using complete sentences.

## LESSON XI.

### MRS. WASP AND HER HOME.

HERE is a round hole on the hill-side path. Is it a crab's hole?

No, it is too far from the sea for a crab. Mrs. Wasp made it for her baby to live in.

Her name is Vespa. In her house she has a hall, a room, and a bed.

In the bed her baby lies asleep. It is now a soft, white egg.

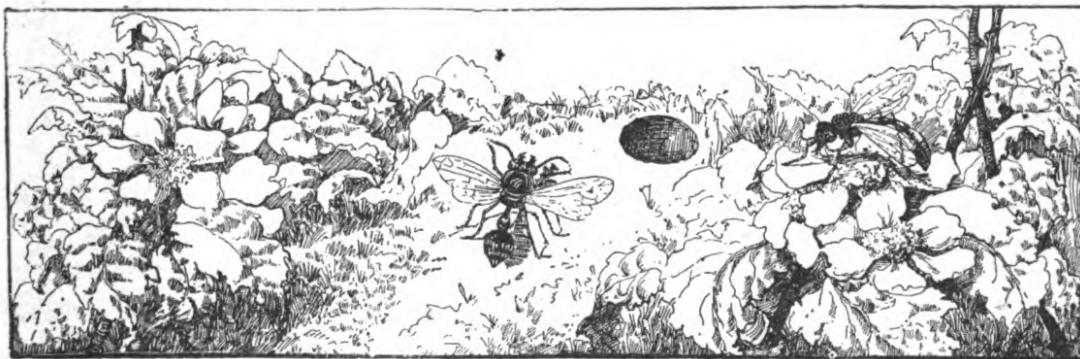
When the baby wasp comes out of the egg, he will be all alone. When Mrs. Wasp has laid the egg safe in bed, she goes away.

She shuts her door with a lump of mud. She leaves  
her baby some food to eat.

The food is a pile of little caterpillars. When she  
leaves her baby, she never comes back.

When he gets big, he digs his way out, and off he flies  
If he meets his mother he does not know her.

Mrs. Wasp makes her bed of fine sawdust. She cuts  
the wood up soft and fine.



A WAYSIDE HOME.

She has two small, sharp saws with which to cut the  
wood. She can make paper.

She saws the wood into a fine dust. Then she mixes  
it with glue from her mouth.

When she takes it home, she spreads it out thin with  
her feet. It dries into fine, gray paper.

With it she papers her house, to keep her baby warm  
and dry.

Mrs. Wasp is cross, but she is wise. She has a long  
sting. She kills, or puts into a deep sleep, the  
caterpillars that she takes home.

She is never idle.

## LESSON XII.

### WHAT MRS. WASP CAN DO.

How does Mrs. Wasp make paper? First she finds a piece of dry, old wood.

She cuts off bits of wood, like fine, soft threads. She wets these with a kind of glue from her mouth, and rolls them into a ball.

Then, she stands on her hind legs, and with her front feet puts the ball between her jaws. She then flies to her nest.

She uses her tongue, her jaws, and her feet, to spread the ball out thin. On her hind legs she has flat feet, to help her lay down the paper.

She lays one sheet of paper on the other, until it is thick enough to make a nest. Some wasps hang these paper nests in trees.

The nests are round, like balls, or are the shape of a top. At the bottom of each you will find two doors.

Some wasps make paste-board. The wasp that builds in a tree does not live alone.

She has in her home very many paper rooms. They are like cells in a honey-comb.

She can make wax. She puts a  
wax lid on the cells.

She can make varnish, to keep the  
cells dry.

One kind of wasp is a mason.

Her house is made of mud. She  
brings mud in little balls, and  
builds a house.

In the house, she puts a baby wasp.

She puts in little spiders for  
him to eat.

A hornet is a kind of wasp. We  
may call him Mrs. Wasp's cousin.

Hornets catch and eat flies. There  
is a black wasp that is called  
a mud-dauber.

She builds a little mud house. I  
know a boy who broke one of  
these mud houses thirty-two  
times.

The wasp built it up each time.  
One of these mud-wasps built  
a house ten times on a man's  
desk. Each time that he broke  
it up, she built it again.

This kind of wasp does not leave her  
baby alone.



A PAPER HOUSE.

Answer the following questions in complete sentences.

Tell me what kind of houses wasps build. What can wasps make?

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How do baby wasps grow? Tell me how wasps make paper.

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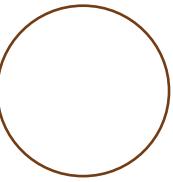
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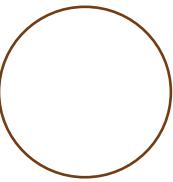
1. Math Warm Up

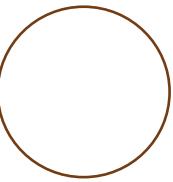
# Day 3

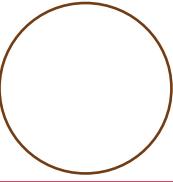
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First add each row in the square. Then add each column in the square. When you are finished, the bottom right square should equal the sum of the bottom row and the sum of the far-right column.

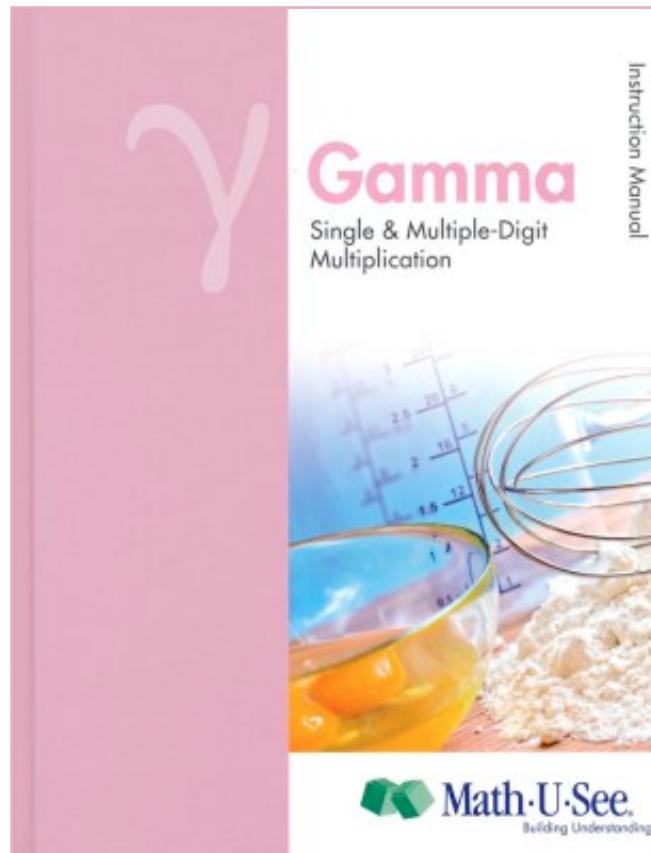
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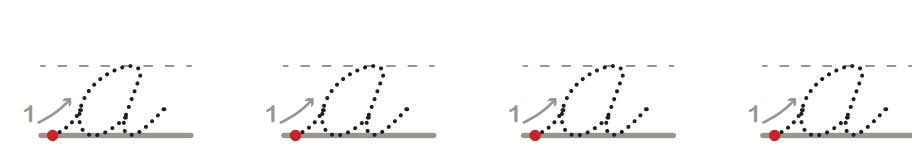
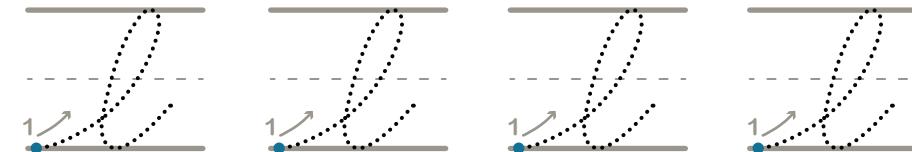
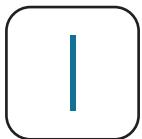
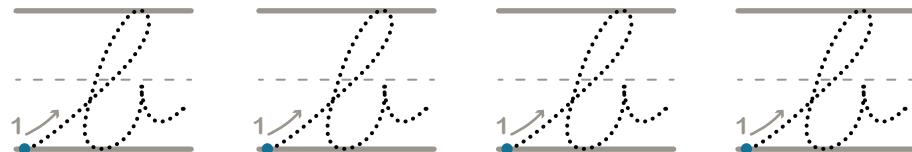
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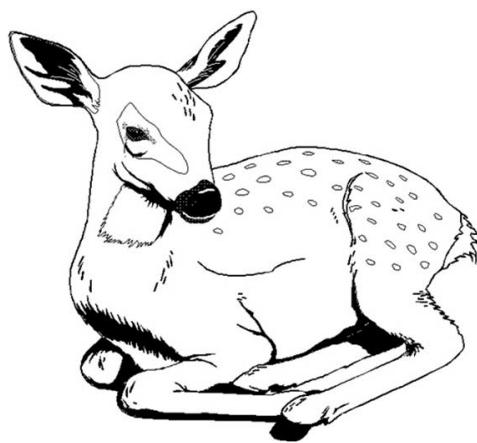
Assignment: Lesson 3C from your textbook

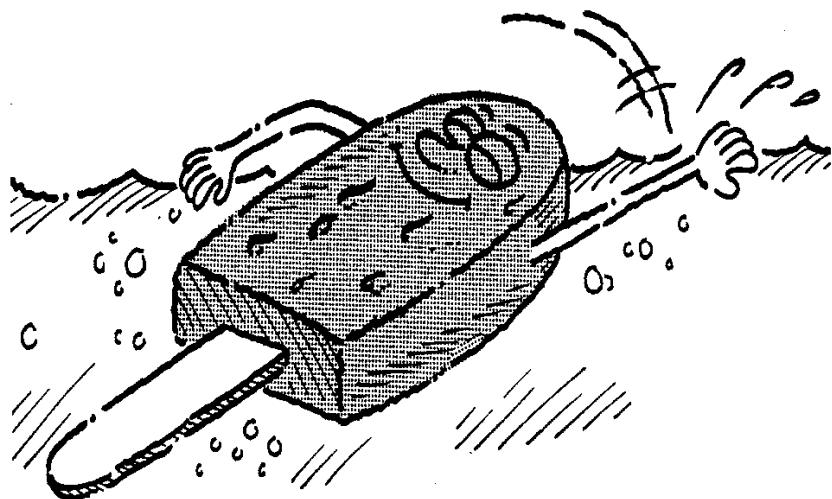


Trace each cursive letter starting on the dot.



Add leaves to make a soft bed for the fawn.



**WHIMSICAL**(WIM zuh kuh) *adj.*erratic in behavior; unpredictable;  
having a quaint or fanciful qualitySounds like: **SWIM POPSICLE**

"A **SWIMMING POPSICLE** is a **WHIMSICAL** notion."

- Todd's suggestion to have a grape catching contest with our mouths was a **WHIMSICAL** idea.
- Children's stories often have **WHIMSICAL** plots; Cinderella is one example. (*adv.*)
- Bathing suits fashionable in the 19th century seem **WHIMSICAL** to us now.

Your Sentence:

## SENTENCE ; STATMENTS

The city mouse visited his friend in the country.  
The country mouse had corn and wheat for supper.  
The next week the country mouse visited the city.  
His friend found jam and cheese in the pantry.

With what kind of letter does each of the above groups of words begin?  
What mark is placed after the last word of each group? A group of words making complete sense is a sentence. In writing, we must show where one sentence ends and another begins. See if you can read this easily:

**A big cat pounced on the two mice in the pantry they barely saved their lives the country mouse hurried home he preferred to eat plain fare in peace**

How do we keep sentences apart so that we may know where one ends and another begins? In the sentences at the beginning of this lesson , we tell or state something. Sentences that state some thing are called statements.

Begin every sentence with a capital letter. Place a period at the end of a statement.

### WRITTEN EXERCISE

- 1.Copy the four sentences at the beginning of this lesson.
2. Re write the following statements and punctuate them using capitals and periods. **Begin every sentence with a capital letter. Place a period at the end of a statement.**

**A big cat pounced on the two mice in the pantry they barely saved their lives the country mouse hurried home he preferred to eat plain fare in peace**

CORTEZ SEIZES MONTEZUMA

Montezuma

The Aztec military leader and priest, Montezuma, lived in much pomp and splendor in the City of Mexico. But, as we have seen, he had been frightened by the coming of the Spaniards, and by the stories of their wonderful deeds. He was now ready to believe that the Sky God had returned, and that he himself must lay down his sceptre.

On hearing that the Spaniards were in the valley, he sent, according to some accounts, four cart loads of gold to Cortez, and one for each of the Spanish captains, and then, in his despair, shut himself up in his palace and refused food. Here he called a council, at which he declared, "It is of no use to fight against the stranger; the gods are against me."

At last, after much hesitation as to what he should do, Montezuma, borne along in a palanquin of burnished gold, went out to meet the Spanish commander. His cloak and sandals with golden soles shone brightly with pearls and precious stones. He was forty years old, tall, slender, with straight black hair and thin beard, but he had dignity, and, standing in the presence of the Spanish leader and his soldiers, he bore himself like a king .

Only a formal exchange of courtesies took place at this meeting, at the close of which Montezuma's was small, but the tribes that first fought Cortez had become his friends, and over six thousand of these Indians had joined his army.

Montezuma furnished suitable quarters for the mall. The Spaniards were given a palace which had been built and occupied by the father of Montezuma. The allies were probably in the out buildings and courtyard.

After the Spaniards had eaten and rested, visits were exchanged between Montezuma and Cortez, Marina acting as an interpreter. Although every body seemed to be friendly, Cortez well knew that he was in great danger. To meet the situation he quickly worked out a plan. He had learned that the natives could not fight after losing their chief. He therefore decided

upon a bold course, and that was to seize Montezuma and compel this priest ruler to come and live in the house which the Spaniards occupied.

For this act he soon found an excuse. He accused Montezuma of causing the death of several Spanish soldiers who had been killed at Vera Cruz. Montezuma denied the charge. Cortez replied: " You must come and stay with me until I find out the truth about this matter." Montezuma had to do as Cortez told him , although he was quite unwilling to submit to such a disgrace.

When he reached the house in which the Spaniards were staying he was treated with great respect and honor. He was allowed to worship in the Mexican temple, and to hunt in his forests. A little later, however, he was compelled to say that he would obey the King of Spain . To him this was a great disgrace. When he uttered the words he was so overcome with grief that even the Spanish soldiers shed tears.

Answer the following questions in complete sentences.

What do you think of Montezuma's action in shutting himself within the palace?

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Why did Cortez seize Montezuma? What did he do with him?

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Multiply each row number by each column number.

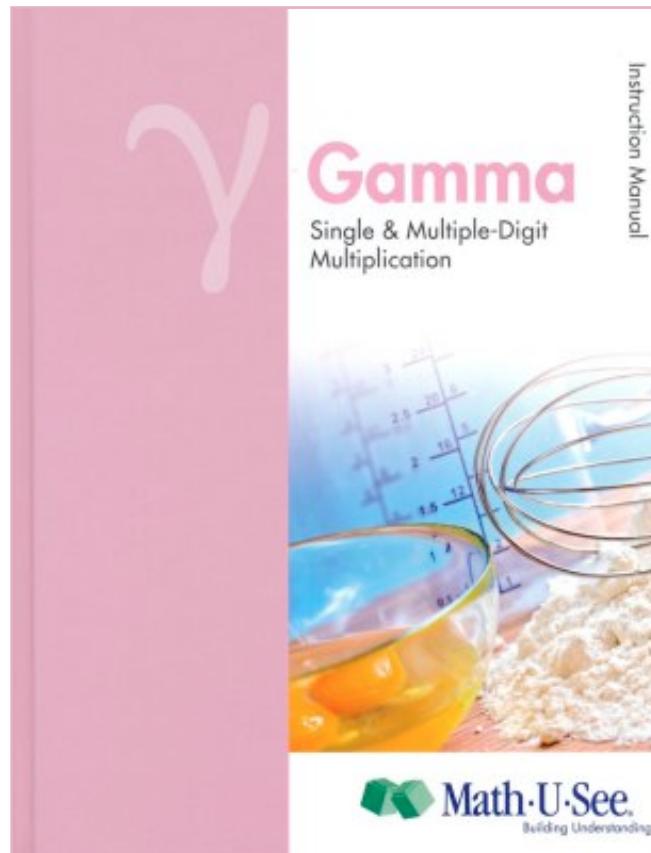
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Time: \_\_\_\_\_

Score: \_\_\_\_\_ /100

Assignment: Lesson 3D from your textbook





*Sunflowers* by Vincent Van Gough

Sunflowers are the subject of some of Vincent van Gogh's most well-known paintings. He created his first group of sunflowers while living in Paris in 1887. He painted a second series of sunflowers, which are some of the more famous of the flowers in vases, in Arles, Southern France, in 1888-89. Have you ever seen Sunflowers? Do you think Van Gough did a good job showing their bright colors? What flowers do you most like? Tell about a time you picked flowers.

Color the sunflowers below.



Use your best penmanship. Try to space the words just like they are on the line above. Recite the lines out loud as you write them.

### Autumn

The morns are meeker than they were,  
The nuts are getting brown;  
The berry's cheek is plumper,  
The rose is out of town.  
The maple wears a gayer scarf,  
The field a scarlet gown.  
Lest I should be old-fashioned,  
I'll put a trinket on.

*Emily Dickinson*

The morns are meeker than they were,

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The nuts are getting brown;

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The berry's cheek is plumper,

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The rose is out of town.

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**PREVAIL** (pree VAIL ) v. to be victorious ; to persuade

Sounds like: SAIL

**FERVOR** (FUR vur) n. intensity of feeling or expression

Sounds like: FEVER

**WAD** (wod) n. a small mass of soft material squeezed into a ball

Sounds like: SOD

**AVERT** (uh VERT) V.to ward off; to turn away; to keep from happening

Sounds like: HURT

**ZIGZAG** (ZIG zag) V. to move in a series of turns in different directions

Sounds like: TAG

**WHIMSICAL** (WIM zuh kul) adj. erratic in behavior ; unpredictable ; having a quaint or fanciful quality

Sounds like: SWIM

1. After chewing the gum until it had no flavor, the \_\_\_\_\_

student stuck the sticky \_\_\_\_\_ under her desk.

2. The stripes on the chevron dress would \_\_\_\_\_

across the fabric like rows of little mountains.

3. Even though our troops are tired and hungry, we will  
\_\_\_\_\_ against the enemy!

4. To \_\_\_\_\_ a loss in the big game, the team  
needs to focus on playing as a single unit.

5. Although I love college football, I do not have the  
\_\_\_\_\_ same \_\_\_\_\_ for the games as those fans that  
paint their faces with their team colors.

6. During the party, our host asked us to join him in a  
\_\_\_\_\_ game of make-believe.

Rewrite the following passage using correct punctuation. Parent: review the child's work and help them make corrections.

the peacocks lived in a large farm yard they often dropped their beautiful feathers one day a jay flew into the farm-yard and saw the feathers he wanted to be like a peacock, so he tied the feathers to his tail and strutted about the peacocks saw him and were angry they flew at him and pecked him at last he was glad to get away with his life he went back to the jays, and they were ashamed of him they said, "O jay, fine feathers do not make fine birds"

— Aesop.

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- Read the story below.
- Answer the questions on page .

## LESSON XIII.

### A LOOK AT MRS. WASP

MRS. WASP's color is blue-black. She has yellow marks. She has four thin wings. Two are large and two are small.

The front wings are the large ones. Her wings lie close to her sides when her body is at rest.

The wasp looks as if she had two wings, not four. The two under ones are hooked to the upper ones. Her eyes are set close to her head. They are large. They have a notch or dent in them. She has two long wands, called feelers, on her head.

They are made in joints. She touches things with them.

Her body is in three parts. The first part is the head, with the eyes and mouth.

The next part is thick and short. The hind part is long and slim.

These two join at a point. It looks as if the hind part might drop off, but it never does.

Mrs. Wasp has a long, sharp sting in her tail. The wasp's sting is like two fine saws.

A drop of poison runs through it from a bag.  
You need not fear Mrs. Wasp. She does not sting if  
you let her alone.  
She has six legs. The legs and wings are set on the  
part of the body that is next the head.  
She uses her front legs for hands. The body of the  
wasp is hard, and made of rings like scales.  
Mrs. Wasp uses her jaws to cut up wood for paper.  
She does not need them to eat with.  
She eats honey. When her baby eats spiders and  
caterpillars, it does not chew them.  
It sucks out their juice.  
Wasps bite fruit and spoil it. They are cross, and fight.  
They kill bees for their honey.  
All wasps are not of the same color.  
The wasp that leaves her baby alone is the hermit wasp.  
There is a wasp of a rust-red color.

## LESSON XIV.

### MRS. WASP'S YEAR.

I WILL now tell you of a wasp that does not live alone.  
This Mrs. Wasp takes good care of her babies.  
She is called the social wasp.  
While it is winter Mrs. Wasp hides. She does not  
like the cold.



ROOMS TO LET.

**Most wasps die in the winter. Only a few live to come out in the spring.**

The first thing Mrs. Wasp does in the spring is to build a new house. She does not use an old house.

She puts her eggs into the house, with some food.

When the young wasps grow up, and come out, they help build.

More cells are put into the house. An egg is laid in each cell.

The egg grows into a grub. The wasps feed the grub.

They bring it honey. The baby wasp has no wings nor feet.

It has to be shut up, to grow into a true wasp. When the time comes, the wasps put a wax lid upon the cell.

At last the new wasp eats off the lid, and comes out, a full grown wasp. Wasps work hard all the time.

They fly about for food, and for stuff to make paper, wax, and varnish and glue. They have homes to build, and little wasps to rear.

They seem to know they must nearly all die, when frost comes. When the cold begins, the old wasps look into the cells.

They kill all the eggs, grubs, and half-grown wasps that they find there. Why do they do that?

Do they not seem to love the baby wasps? Yes.

They kill them quickly to keep them from dying of hunger and cold. Is not that a queer way to show love?

Some wise people do not feel sure that the wasps kill the little ones in this way.

Do not forget that the wasp does not grow after it gets its wings and leaves its cell. When it comes out it is full grown.

When it is a fat, round, wingless grub it is called a larva. When it has changed its shape, and has wings, it is called a pupa.

Some call the pupa a nymph. Are those very hard words?

Answer the following questions in complete sentences.

How many legs and wings has Mrs. Wasp?

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What is a grub?

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### Day 4 Grammar Answer Key

The peacocks lived in a large farm yard. They often dropped their beautiful feathers. One day a jay flew into the farm-yard and saw the feathers. He wanted to be like a peacock, so he tied the feathers to his tail and strutted about. The peacocks saw him and were angry. They flew at him and pecked him. At last he was glad to get away with his life. He went back to the jays, and they were ashamed of him. They said, "O jay, fine feathers do not make fine birds."

— Aesop.