"Thank you. What a pretty bird!" she said. "I wish you would give it to me. If you will let me keep it, I will always be very kind to it. I will take care of it myself. I will make it grow well again."

"Yes, you may have it," said the brother. So he gave her the bird and went on.

At night, he went to sleep under a round yellow haystack. When it was light again he walked on. Every day he would walk eight or ten miles. He asked the people about the best thing in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse. He always stopped to help people who needed it.

Soon he made many friends. All the people began to like him. They would say, "See there goes the king's son. He would be just the right kind of king for us."

Every door was open to him. The people would call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children.

After he read, he showed them how to draw and write. Months went by. He still had no beautiful thing to take to his father. Just before the year was done, he went home again.

The time came when the king called his sons together. "What did you bring?" He asked them all.

The other brothers had many beautiful things.

"And what did you bring?" said the king to the last brother.

"This is too funny!" said the other brothers. "He has nothing!"

But the king was kind to the last brother. "What did you bring me?" the king asked again.

"I bring only the friendship of your people," said the last brother.

"That is the best thing!" cried his father. "You shall be the new king."

The End

Addition

Addition

Your child will be learning strategies about the addition of a two-digit number to a two-digit number and regrouping over the next few days.

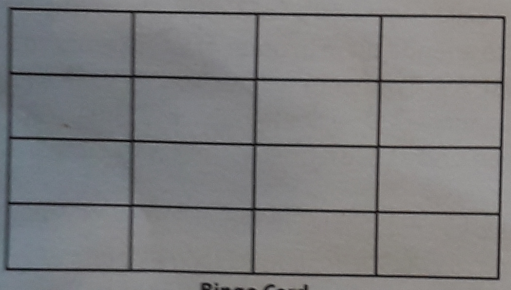
Add the numbers on the cards

Using a regular pack of playing cards, deal 10 cards to yourself and 10 to your child. Each of you keep your own cards in a pile face down on the table. Have your child turn over the top two cards and add the totals together. For example: If s/he turns over a 7 and a 9, s/he adds them together to get 16. You do the same. You both compare the totals, and whichever player is showing the biggest total wins a cube. Play continues like this until all the cards are turned over. Whoever has the most cubes at the end of the game is the winner.

Variation: You can turn over three cards at a time and add up the three numbers to get a total, and continue in the same way.

Place value bingo

Ask your child to make a bingo card on a piece of paper. It can be done using a 3 x 3 or 4 x 4 grid. Now ask him/her to write 9 or 16 numbers from 50 to 99 in the squares. Call out various numbers from 50 to 99 at random. If your child has a number, s/he places a counter/coin/cube over it. Keep calling out numbers until your child has a counter on each of the numbers. S/he then shouts 'Bingo' and is the winner. This game is best played with 2/3 players.



Bingo Card

Show me!

Give your child up to 99 lollipop sticks, e.g. 64. First ask him/her to make 64 using the lollipop sticks in the standard way as 6 groups of 10 and 4 units. Then ask him/her to come up with as many other ways as possible of showing 64. For example: 5 tens and 14 units or 4 tens and 24 units, etc. Do this with as many numbers as you can.

Let's regroup! Small numbers

This activity can be done using coins/cubes/counters or lollipop sticks. Place 8 cubes on the table. Call out the following instructions/questions:

- *How many cubes are there?*
- *I am now going to add 4 more cubes.*
- *How many cubes have I now? (yes, 12)*
- *What can we swap 12 units for? (yes, I can swap them for 1 ten and 2 units)*
- *So, 8 + 4 = 12.*

Make sure to physically make the group of ten into a proper group by interlinking them. If you are using lollipop sticks or straws, use an elastic band. If you use coins, make sure that your child swaps ten 1c coins for a 10c coin. Do the same with a number of other sums with totals to 19 only.

Let's regroup! Big numbers

As with the previous activity, place 27 cubes on the table. Call out the following instructions/questions:

- *How many cubes are there? (yes, 27 cubes – 2 groups of ten and 7 loose cubes)*
- *I am now going to add 8 more cubes.*
- *How many cubes have I now? (yes, I have 2 groups of ten and 15 loose cubes)*
- *What can we swap 15 units for? (yes, I can swap them for 1 ten and 5 units)*

Make sure to physically make the group of ten into a proper group by interlinking them. Ask: *How many tens have I now? I have the original 2 tens plus the new ten as well as the 5 loose cubes. So, 27 + 8 = 35.* Discuss the value of the digits:

- *What is the value of the 3? (yes, 30)*
- *What is the value of the 5? (yes, 5 units)*

Do the same with a number of other sums with totals to 99 only. You can also do this with questions such as: 38 + 26 = ?

HISTORY

Egyptian Hieroglyphics

New Words

Egypt hieroglyphics papyrus reeds crushed

Long ago in Egypt, people did not use letters when they were writing. They used pictures. Each letter had a special picture. The pictures were called hieroglyphics. You say it like this: *hi ro gliph ics*. It took a very long time for children to do their homework!

The Egyptian people did not have any paper. At that time nobody knew how to make paper. People used leaves from the papyrus plant to write on. The leaves were very thin and very wet. The leaves were squeezed together under a heavy rock or in a machine called a press. They were then left to dry in the sun before the people could write on them.

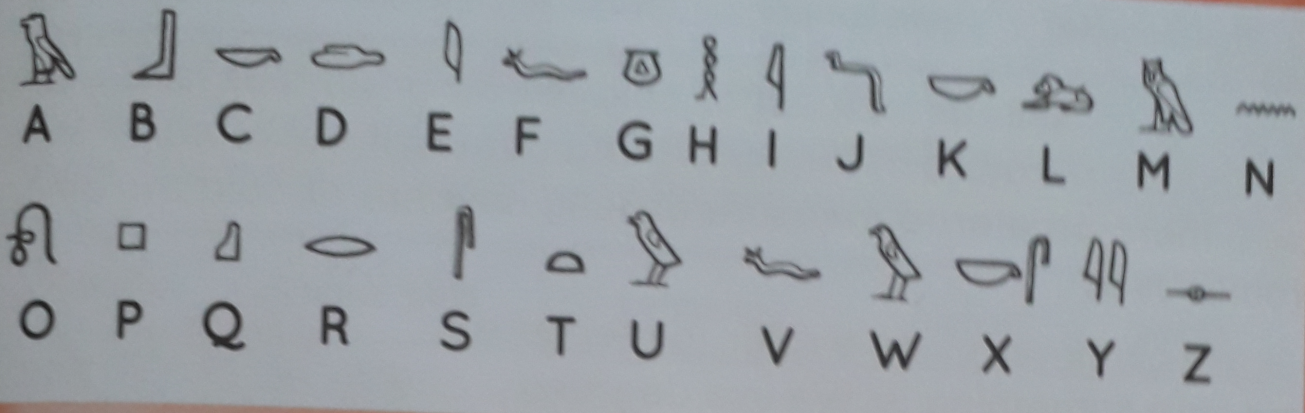
Papyrus plant

Papyrus paper

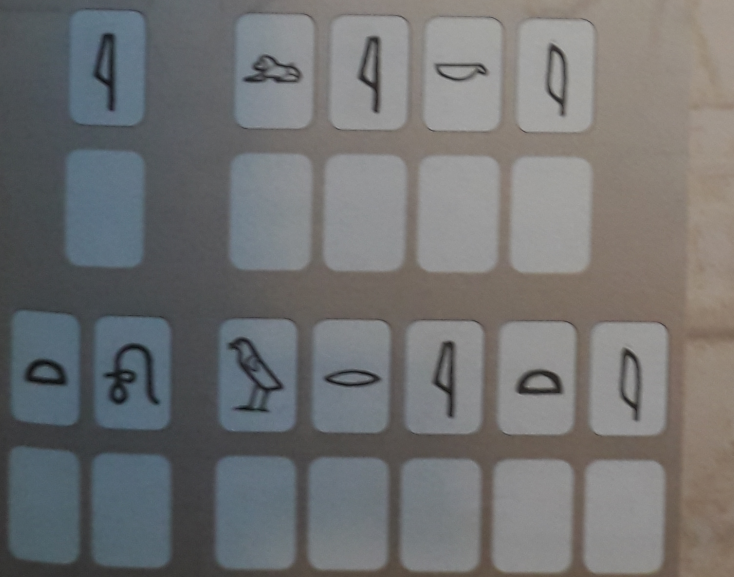
The Egyptians did not have pencils or markers to write with. They used ink and sharp reeds. They made the ink when they crushed some plants and mixed them with water. Ink was like paint, so when they were finished writing they had to wait for it to dry. The sharp reed was long and thin like a pencil.

Reed pencils

A Here are the hieroglyphic pictures for each letter. Can you draw your name?



B Crack the code! Write the message.



C Pair work. Think of an object. Use hieroglyphics to write the name of it. Can your partner read what it is?

The object is _____

_____.