



# Remote Learning Packet

## Second Grade

March 30–April 3, 2020

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_



# GreatHearts

## Irving

Dear Second Grade Parents,

While we firmly believe in the irreplaceable value of the person-to-person instruction and discussion that a classroom setting provides, this unprecedented situation requires us to provide for student learning to continue at home to the greatest extent possible. This packet is organized by day. Each day contains a collection of instructions and resources that you and your student will need to complete their at-home tasks. These may be completed in any order.

The next page of this packet is an Attendance Affidavit for you to sign and digitally return to the school. Please do so by scanning/taking a photo of the page and emailing it to [attendance@greatheartsirving.org](mailto:attendance@greatheartsirving.org). Also included is a page titled "My Learning This Week" which your child should complete at the end of his/her work each day. At the end of the week, please retain your child's completed packet. Further instructions about how to return at-home student work will be published soon.

As always, if you have questions about the materials you may reach your child's teacher by email and they will do their best to reply as quickly as they can during normal school hours (7:15-3:45). The most up-to-date information and answers to general questions regarding Great Hearts's response to the COVID-19 situation can be found at [greatheartamerica.org/coronavirus](http://greatheartamerica.org/coronavirus).

Sincerely,

Elena Creixell, 2A Lead Teacher  
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## Student Attendance Affidavit

March 30–April 3, 2020

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

- Monday, March 30, 2020
- Tuesday, March 31, 2020
- Wednesday, April 1, 2020
- Thursday, April 2, 2020
- Friday, April 3, 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"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>
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	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities.</li><li><input type="checkbox"/> I read all the directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all my answers in complete sentences.</li><li><input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult.</li><li><input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> My teacher will be proud of my hard work and perseverance.</li></ul>

## Second Grade Remote Learning Plan 3/23–3/27

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

Subject		Mon. 3/23	Tue. 3/24	Wed. 3/25	Thu. 3/26	Fri. 3/27
Math ~20–30 min.		Review identifying coins and bills	Review adding money	Review setting up money equations	Review adding money in cents and dollars	Review word problems that deal with money
English Language Arts ~20–30 min. total	Spalding	Write 5 words	Write 5 words	Write 5 words	Review 15 words	Write 5 sentences
	Literature	Ch.7 in CW	Ch.8 in CW	Ch.9 in CW	Ch.10 in CW	Poetry Assignment
	Grammar/ Writing	Grammar: Review definitions	Writing: Correct your science writing.	Grammar: Review parsing of a sentence	Writing: Correct your science writing.	Poetry Assignment
	Poetry	-----	-----	-----	-----	Poetry Assignment
History or Science ~15 min.		Draw a famous character from the American Revolution	Review Stages of the Moon	Write about a famous character from the American Revolution.	Write about being an astronaut on the moon	Complete your writing project about a famous character from the American Revolution.

<i>Art</i> or <i>Music</i> ~10 min.	Art: Combined with History	Music: Sing "Armed Forces Medley" and Rocky Mountain	Art: Combined with Literature	Music: Listen and learn "I See the Moon" (ties to Science)	Art: Combined with Math
<i>Latin</i> or <i>P.E.</i> ~10 min.	P.E: Full Body Workout	Latin: Review Roman date questions and count from 0-30.	P.E.: Motor Movements	Latin: Date in Latin and vocabulary review	P.E.: 60 seconds Workout

# Day 1 Instructions and Resources

Monday, 3/30

## Math (30 minutes)

1) Math Fact Practice (5 minutes). Try to do your Math Facts below in less than one minute! Have someone time you! Practice math Flash cards if you have them or ask your parents to ask you Math fact multiples of 2,3,4, 5 and 10 for 2-3 minutes.

$2+1=$	$1+1=$	$8+2=$	$7+3=$
$3+1=$	$4+1=$	$4+0=$	$6+3=$
$4+1=$	$4+2=$	$6+0=$	$3+3=$
$7+1=$	$4+3=$	$8+0=$	$0+3=$
$5+1=$	$5+2=$	$10+0=$	$1+3=$
$9+1=$	$5+3=$	$4+3=$	$4+3=$
$8+1=$	$6+2=$	$5+3=$	$2+3=$
$6+1=$	$7+2=$	$3+5=$	$7+2=$

2) Let's review how much each of these coins and bills are worth. Match the coins and bills to their equal amount by drawing a line and then do the worksheet on the next page. (5 minutes).

Penny:	1¢ or \$0.01
Nickel:	50¢ \$0.50
Quarter:	5¢ or \$0.05
Half Dollar:	25¢ or \$0.25
One Dollar Bill:	\$10.00
Five Dollar Bill:	\$50.00
Ten Dollar Bill:	\$1.00
Twenty Dollar Bill:	\$20.00
Fifty Dollar Bill:	\$100.00
One Hundred Dollar Bill:	\$5.00



## MATCH THE COINS

Draw a line to connect each coin on the left to its name on the right.



Quarter



Penny



Nickel



Dime

3) Independent Work (10 minutes): Match the coins and bills to the correct amount of money.

Name \_\_\_\_\_

Date \_\_\_\_\_



## MONEY MATCH TO \$2 SHEET 1

Draw a line to match the coins and bills to the correct total of money.

\$1.40	\$1.25	82¢	\$1.26	\$1.08	76¢

4)Independent Work (10 minutes)

Show how you would write these amounts in number form:

*Examples:*

*Ten dollars fifty cents:*

\$10.50

*Seventy five cents:*

\$0.75 or 75¢

- 1) Fifty six dollars thirty cents: \_\_\_\_\_
- 2) Twenty seven dollars forty cents: \_\_\_\_\_
- 3) Sixty five cents: \_\_\_\_\_
- 4) One hundred dollars thirty six cents: \_\_\_\_\_
- 5) Fifty eight dollars sixty two cents: \_\_\_\_\_
- 6) Thirty nine dollars forty cents: \_\_\_\_\_
- 7) Sixty seven dollars twenty two cents: \_\_\_\_\_

Spalding (10 minutes)

5 Words to Write Today: dozen, there, their, they're, tax

Attached to the back of this packet, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).

## Literature (15 minutes)

- Review Chapter 7 in *Charlotte's Web* by reading it aloud to a parent, older sibling, or silently to yourself. Review discussion questions (asked by parent or older sibling). Look for the part in the text that relates to each question.
  - *Who told Wilbur that the farmer would most likely kill him when the weather got cold?*
  - *What was Wilbur's reaction?*
  - *Wilbur's peaceful life becomes interrupted when another conflict develops. Discuss the conflict, how it started, how Wilbur reacts, and how it may be solved.*

## Grammar (5 minutes)

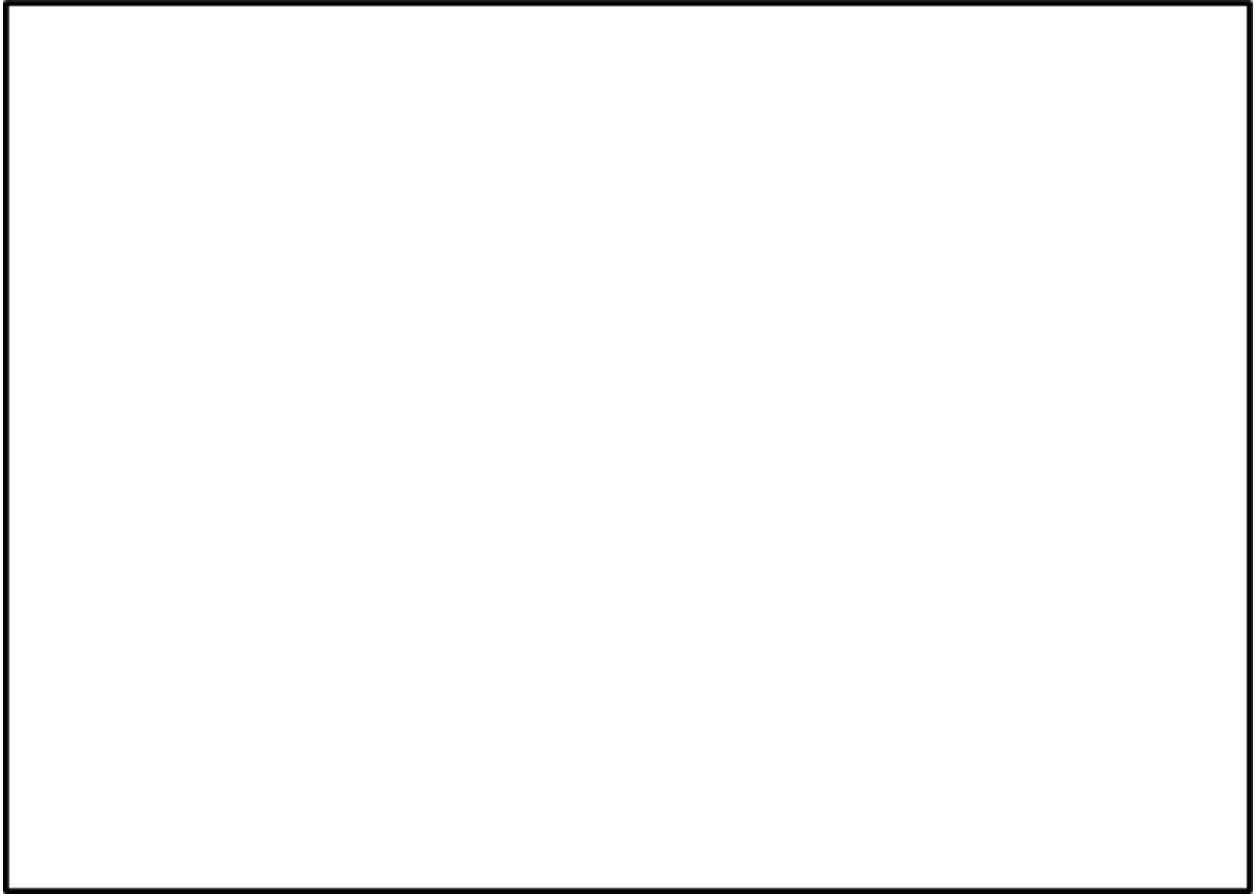
Ask your parents or an older sibling to ask you the following grammar definitions:

1. What is a sentence? *A sentence is a group of words that work together to make sense.*
2. What are the four types of sentences? *The four types of sentences are declarative, interrogative, imperative, and exclamatory.*
3. What is a verb? *A verb is a word that does an action or shows a state of being.*
4. What is a helping verb? *A helping verb is a verb that helps the main verb do its job.*
5. What is a noun? *A noun is a word for a person, place, thing, or idea.*
6. What is an adjective? *An adjective is a word that describes a noun.*
7. What does an adjective describe? *An adjective describes which one, how many, what kind, or whose.*
8. What are the three article adjectives? *The three types of articles are a, an, and the.*

## History and Art (15 minutes)

Pick an American Revolution character below. Then, draw a picture of him doing his important work. Include important elements of art such as line and shape.

- George Washington - Commander of the Army or becoming the first President
- John Adams - Helped to write the constitution or how he became the second President
- James Madison - His ideas were mainly used in the constitution (checks and balances)




A vertical stack of seven horizontal rectangular boxes, each separated by a thin black line. These boxes are intended for writing a response to a question or problem.

### P.E. (10 Minutes)

- 2 minutes of free stretching (focus on arms and legs)
- 50 jumping jacks
- 10 push-ups (regular or knee push-ups)
- Complete 20 of your best squats
- 15 sit-ups (have someone hold your feet, or find something in your home to help keep your feet on the ground)
- Challenge: Choose one foot to balance on and see how long you can balance on that foot without the other one touching the ground. When finished switch and try with your opposite foot! (Tip: focus on something that isn't moving!)

# Day 2 Instructions and Resources

Tuesday, 3/31

## Math (30 Minutes)

### 1) Word Problem Practice (10 minutes)

Write your own **addition** word problem. Use the space below to write the word problem in manuscript, write the equation, write the number bond, and write your answer sentence (10 minutes). If you have extra time, draw a picture at the bottom.

Word Problem:

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Equation:

Number Bond:

Answer Sentence:

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Draw a picture (optional):

2) Independent Work (10 minutes):

Show how you would write (in manuscript) these amounts of money in word form:

*Examples:*

*\$10.60*

*Ten dollar sixty cents*

*\$0.70:*

*Seventy cents*

1. \$2.59

---

2. \$100.12

---

3. \$0.58

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4. \$3.47

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5. \$5.89

---

6. \$0.65

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7. \$20.24

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3) Independent Work (10 minutes): Solve the problems on the next page. Use the example if needed.

**Remember when we add, we add from right to left!**

**Make sure to show that you have renamed when regrouping.**



$$\begin{array}{r}
 \$1.75 \\
 +\$1.31 \\
 \hline
 \$3.06
 \end{array}$$

Always remember your decimal point!

Always remember your units.

Solve on your own:

$$\begin{array}{r}
 1. \$3.09 \\
 +\$2.32 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 2. \$5.67 \\
 +\$0.31 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 3. \$4.83 \\
 +\$3.49 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 4. \$10.02 \\
 +\$3.41 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 5. \$7.51 \\
 +\$0.31 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 6. \$0.61 \\
 +\$0.75 \\
 \hline
 \end{array}$$

Now write your own addition money problems:

$$\begin{array}{r}
 1. \$ \quad . \\
 \$ \quad . \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 2. \$ \quad . \\
 \$ \quad . \\
 \hline
 \end{array}$$

Remember when we add, we add from right to left! Don't forget your units and the decimal point!

## Spalding (10 minutes)

5 Words to Write Today: reason, fifth, baking, bake, bowl

On the attached Spalding Review page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).

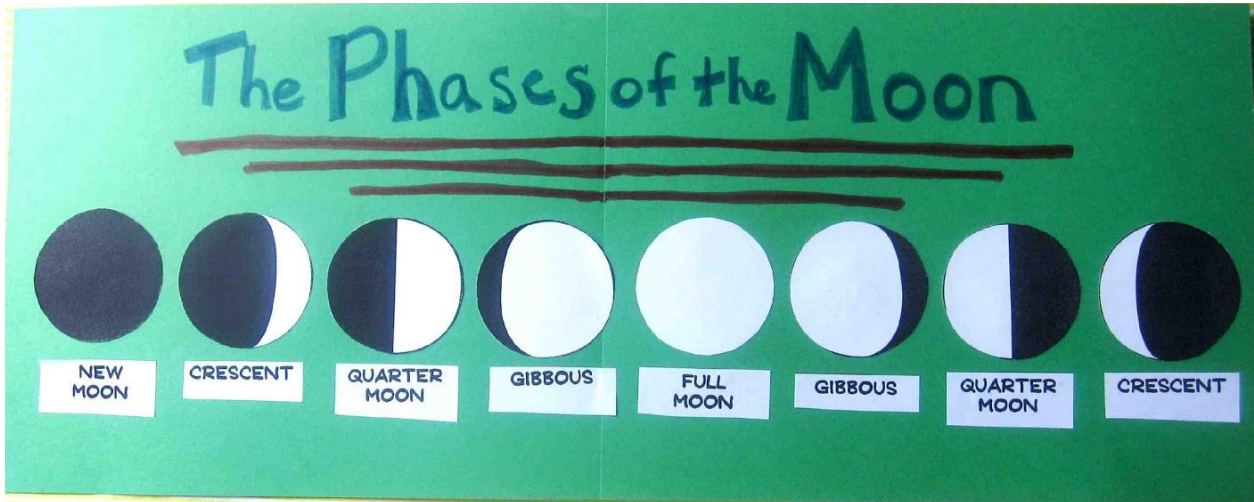
## Literature (15 minutes)

Read Chapter 8 in *Charlotte's Web* to a parent, older sibling, or silently to yourself. Discussion questions (asked by parent or older sibling) . Look for the part in the text that relates to each question.

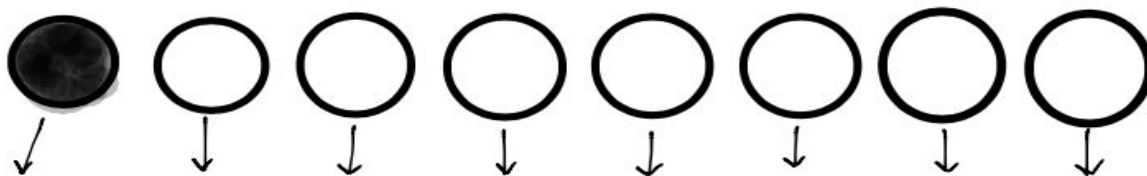
- *Why is Mrs. Arable worried about Fern?*
- *Is Mr. Arable as concerned about Fern as his wife? Why or why not?*
- *Fern thinks Charlotte is clever. Do you? Explain why or why not.*

### Science (15 minutes)

#### Review Phases of the Moon (5 minutes)



1. Try reviewing and memorizing the phases of the moon.
2. Once you've reviewed, now let's see if you can say them in order without looking.
3. Stand up and make the shapes of the moon with your arms while you say each phase. Show your parents or your sibling! Ask them if they can tell you which phase it is. If they don't know it, teach them!



New  
Moon

4. Shade and label the phases of the moon above (5 minutes). Try to do it from memory!
5. Answer this question in a complete sentence (5 minutes). Write in your neatest cursive, indent, use a capital letter, and remember your punctuation. If you have extra time, draw a picture below.

What is the difference between a New Moon and a Full Moon?

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Draw a picture showing the difference a New Moon and Full Moon (optional):

### Writing (5 Minutes)

Review what you wrote about the moon phases above and ask yourself the following questions:

1. Did I answer in complete sentences?
2. Does each sentence begin with a capital letter?
3. Does each sentence end with a period, question mark, or exclamation point?
4. Are there any words I should check the spelling on?
5. Did I use my best cursive handwriting?

Take the time to review and make your work excellent. Show your parents or older sibling what you have written and have them check it for accuracy.

### Music (10 Minutes)

- Armed Forces Medley - Sing as much as you can remember to yourself or someone in your family or pick something in your house to sing to!
  - Here's a link for you to sing with! Note that the first song is the Coast Guard song ,“Semper Paratus,” which we haven't learned, but you can try to learn it!  
[https://www.youtube.com/watch?v=2FUOw4z96\\_w](https://www.youtube.com/watch?v=2FUOw4z96_w)
- Rocky Mountain - Sing all three verses with the motions while walking around your room, house, or yard!

- Conduct “duple meter” while you sing. Remember the pattern: strong weak, strong weak
- Challenge: teach a family member or friend the song!

### Latin (10 Minutes)

**Roman Dates:** Ask your parents or a sibling to ask you the questions and see how well you can remember the answers.

1. When was Rome founded? Rome was founded in 753 BC.
2. When was Hannibal defeated? Hannibal was defeated in 202 BC.
3. When did Julius Caesar cross the Rubicon? Julius Caesar crossed the Rubicon in 49 BC.
4. When did Mount Vesuvius erupt? Mount Vesuvius erupted in 79AD.
5. When did the Roman Empire fall? The Roman Empire fell in 476AD.

**Count to 30 in Latin:**

- Using your counting fists count from 0-30, or as high as you can remember, in Latin.
- Close your eyes and count from 0-30, or as high as you can, in Latin again, but whisper it this time
- Challenge: a) count backwards in Latin from 10  
b) count from 0-50

nihil	0	ūndecim	11	vīgintī duo	22
ūnus	1	duodecim	12	vīgintī trēs	23
duo	2	tredecim	13	vīgintī quattuor	24
trēs	3	quattuordecim	14	vīgintī quīnque	25
quattuor	4	quīndecim	15	vīgintī sex	26
quīnque	5	sēdecim	16	vīgintī septem	27
sex	6	septendecim	17	duodētriginta	28
septem	7	duodēvīgintī	18	ūndētriginta	29
octō	8	ūndēvīgintī	19	triginta	30
novem	9	vīgintī	20	quadraginta	40
decem	10	vīgintī ūnus	21	quinginta	50

## Day 3 Instructions and Resources

Wednesday, 4/1

### Math (20 minutes)

Math Fact Practice: 5 minutes. Try to do your Math Fact Sheet below in less than one minute! Have someone time you! Practice math Flash cards if you have them or ask your parents to ask you Math fact multiples of 2,3,4, 5 and 10 for 2-3 minutes.

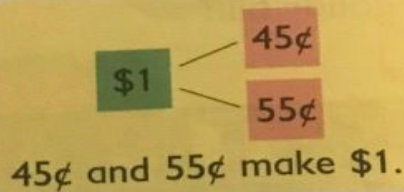
$1+1=$	$1+1=$	$8+2=$	$4+3=$
$2+1=$	$4+1=$	$4+0=$	$6+3=$
$4+1=$	$4+2=$	$6+0=$	$5+3=$
$6+1=$	$4+3=$	$8+0=$	$0+3=$
$5+1=$	$5+2=$	$10+0=$	$2+3=$
$7+1=$	$5+3=$	$4+3=$	$4+3=$
$8+1=$	$6+2=$	$5+3=$	$6+3=$
$6+1=$	$7+2=$	$3+9=$	$5+5=$

2) Independent Work (15 minutes) Solve the problems on the next page. Write the answers on your packet page next to the question. Show your work!

\*\*\*This page comes from our Math Textbook (page 48). If you are using the textbook, remember to not write in it.\*\*\*

10. Tanya bought this ruler.  
She gave the shopkeeper \$1.  
How much change did she receive?

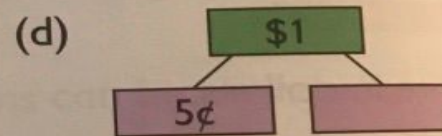
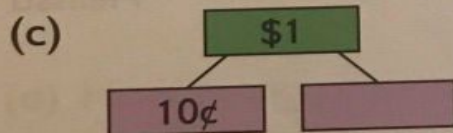
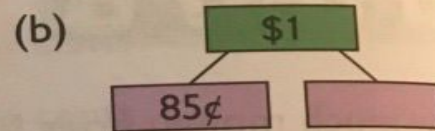
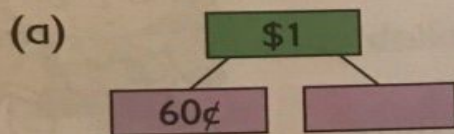
$$\$1 - 45\text{¢} = \text{ } \text{¢}$$



She received  ¢ change.



11. How much more money is needed to make \$1?



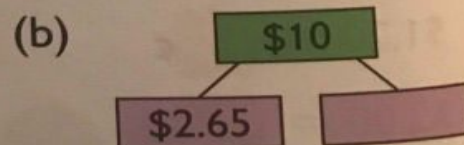
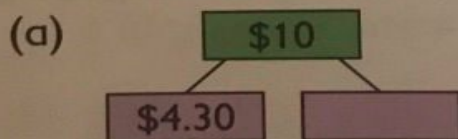
12. Find the value of

(a)  $\$1 - 20\text{¢}$

(b)  $\$1 - 75\text{¢}$

Exercise 4, page 7

13. How much more money is needed to make \$10?



14. Find the value of

(a)  $\$10 - \$5.40$

(b)  $\$10 - \$6.95$

## Spalding (10 minutes)

5 Words to Write Today: driving, drive, echoes, echo, fairy

On the attached Spalding Review page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).

## Literature and Art (15 minutes)

- 1.) Read Chapter 9 in *Charlotte's Web* to a parent, older sibling, or silently to yourself.
- 2.) Discussion questions (asked by parent or older sibling). Look for the part in the text that relates to each question.
  - *What does the word "boast" mean? Why is boasting considered harmful and annoying?*
  - *What was Wilbur boasting about in the chapter?*
  - *Wilbur is a sensitive pig. Find two examples of his hurt feelings in this chapter.*
  - *Charlotte's calm composure is often a big help to Wilbur. Name one time when she managed to prevent him from becoming overly upset.*
  - Draw a picture illustrating Charlotte and Wilbur in this chapter. Try and include the 7 elements of art in this picture-line, shape, space, value, texture, form, and color.
  - Draw a picture illustrating Charlotte and Wilbur in this chapter. Try to include the 7 elements of art in this picture: line, shape, space, value, texture, form and color.

## Grammar (5 Minutes)

adj    S            v            n

Example: "The kitchen table was set for breakfast."

1. *This is a declarative sentence.*
2. *The main verb is set.*
3. *Who or what was set? The table was set.*
4. *Breakfast is a thing. A thing is a noun.*
5. *Kitchen is describing "table". In this sentence it is an adjective.*



“Tears came into his eyes.”

1. What kind of sentence is this? \_\_\_\_\_
2. Label the main verb (v) and write it in the blank below.
3. Who or what were \_\_\_\_\_? This is your subject, label it (s).
4. Label any other nouns (n). Remember a noun is a person, place, thing, or idea.
5. Are there any words replacing or describing the nouns (including the subject)? If so label them as pronouns (pn) or adjectives (adj).

### History (15 minutes)

Think about the American Revolution character you drew on Monday. Below your picture, write one complete sentence about why he was important. Use the ideas below to get you started or come up with your own! Write in your neatest cursive, use capital letters when needed, and remember your punctuation.

- George Washington - Commander of the Army or the first President
- John Adams - Helped to write the constitution or the second President
- James Madison - Had ideas in the constitution

### P.E. (10 minutes)

Motor Movements: to practice the following motor movements you can go outside or find a large room. Complete each exercise at least 2 times by either going around the entire room or back and forth between walls or any other marker)

- Jog (faster than walking)
- Shuffle (body and feet facing sideways)
- Gallop (body and feet face forward, one foot in front entire time)
- Hop (one foot only)
- Skip (if still learning: remember to step with the left foot, then hop on left foot, step with the right foot, then hop on the right foot and continue repeating)

# Day 4 Instructions and Resources

Thursday, 4/2

## Math (25 minutes)

Warm up: (10 minutes) Write your own **subtraction** word problem. Use the space below to write the word problem in manuscript, write the equation, write the number bond, and write your answer sentence.

If you have extra time, draw a picture at the bottom.

Word Problem:

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Equation:

Number Bond:

Answer Sentence:

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Draw a picture (optional):

Independent Work (15 minutes). Look and review the examples. Solve the problems below. Don't forget your units and your decimal points. If you have extra time, write some of your own money addition problems on a separate sheet of paper, on a white board, or ask your parents to challenge you!

$$\begin{array}{l}
 30\text{¢} + 45\text{¢} = 75\text{¢} \longrightarrow \begin{array}{r} \$0.30 \\ + \$0.45 \\ \hline \$0.75 \end{array} \\
 52\text{¢} + 69\text{¢} = 121\text{¢} \longrightarrow \begin{array}{r} \$0.52 \\ + \$0.69 \\ \hline \$1.21 \end{array} \\
 \$1.05 + 10\text{¢} = \$1.15 \longrightarrow \begin{array}{r} \$1.05 \\ + \$0.10 \\ \hline \$1.15 \end{array}
 \end{array}
 \left. \vphantom{\begin{array}{l} 30\text{¢} + 45\text{¢} = 75\text{¢} \\ 52\text{¢} + 69\text{¢} = 121\text{¢} \\ \$1.05 + 10\text{¢} = \$1.15 \end{array}} \right\} \text{Examples}$$

Look and see how we can change cents into dollars. Now you practice. Solve the problems below.

$$1) 60\text{¢} + 40\text{¢} = \underline{\hspace{2cm}}\text{¢} \longrightarrow \begin{array}{r} \$ \quad . \\ + \$ \quad . \\ \hline \end{array}$$

$$2) 85\text{¢} + 15\text{¢} = \underline{\hspace{2cm}}\text{¢} \longrightarrow \begin{array}{r} \$ \quad . \\ + \$ \quad . \\ \hline \end{array}$$

$$3) \$1.85 + 15\text{¢} = \$ \underline{\hspace{2cm}} \longrightarrow \begin{array}{r} \$ \quad . \\ + \$ \quad . \\ \hline \end{array}$$

$$4) \$3.60 + 40¢ = \$ \underline{\hspace{2cm}} \rightarrow \begin{array}{r} \$ \quad . \\ + \$ \quad . \end{array}$$

$$5) \begin{array}{r} \$5.60 \\ + \$4.20 \\ \hline \end{array}$$

$$6) \begin{array}{r} \$8.45 \\ \$1.30 \\ \hline \end{array}$$

### Spalding (10 minutes)

Review all 15 words

On the attached Spalding Review page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).

### Literature (15 minutes)

- 1) Read Chapter 10 in *Charlotte's Web* to a parent, older sibling, or silently to yourself.
- 2) Discussion questions (asked by parent or older sibling) Look for the part in the text that relates to each question.
  - *Avery has a way of always getting into trouble. Locate three ways he does in this chapter.*
  - *What did Avery want to do with Charlotte? Why couldn't he catch her?*
  - *How do some of the other farm animals take credit for saving Charlotte's life?*



## Writing (5 minutes)

Review what you wrote about the astronauts above and ask yourself the following questions:

1. Did I answer in complete sentences?
2. Does each sentence begin with a capital letter?
3. Does each sentence end with a period, question mark, or exclamation point?
4. Are there any words I should check the spelling on?
5. Did I use my best handwriting?

Take the time to review and make your work excellent. Show your parents or older sibling what you have written and have them check it for accuracy.

## Music (10 Minutes)

**Listen and learn a new song, “I See the Moon”:**

- Read and recite “I See the Moon” (about 2 minutes):
  - As you recite...
    1. Recite with good volume.
    2. Speak clearly so that your audience can understand the words you are saying.
    3. If you need help reading a word, ask someone in your house to help you.

I see the moon and the moon sees me,  
Down through the leaves of the old oak tree,  
Please let the light that shines on me,  
Shine on the one I love.

Over the mountain, over the sea,  
Back where my heart is longing to be,  
Please let the light that shines on me,  
Shine on the one I love.

I hear the lark, the lark hears me,  
Singing from the leaves of the old oak tree,  
Oh, let the lark that sings to me,  
Sing to the one I love.

**Listen** (about 8 minutes):

1. Listen to Ms. Rosevear sing, “I See the Moon.” <https://youtu.be/mDgnN4lKtQ>
2. Listen again, and this time, read the words and sing in your “thinking voice” with Ms. Rosevear.
3. Listen and hum along, then whisper-sing, and then use your real singing voice until you know the song too!

I see the moon, the moon sees me, Down through the leaves of the  
old oak tree Please let the light that shines on me, Shine on the one I love.

### Latin (10 Minutes)

Say today's date in Latin: Dies Iovis Aprīlis II, MMXX A.D.

Say the following vocabulary words 3x each:

Latin	English
sōl	sun
lūna	moon
stēlla	star
terra	earth
planēta	planet

## Day 5 Instructions and Resources

Friday, 4/3

### Math (20 minutes)

Math Fact Practice: 5 minutes. Try to do your Math Fact Sheet below in less than one minute! Have someone time you! Practice math flash cards if you have them or ask your parents to ask you math fact multiples of 2,3,4, 5 and 10 for 2-3 minutes.

$1+1=$	$1+1=$	$8+2=$	$4+3=$
$2+1=$	$4+1=$	$4+0=$	$6+3=$
$4+1=$	$4+2=$	$6+0=$	$5+3=$
$6+1=$	$4+3=$	$8+0=$	$0+3=$
$5+1=$	$5+2=$	$10+0=$	$2+3=$
$7+1=$	$5+3=$	$4+3=$	$4+3=$
$8+1=$	$6+2=$	$5+3=$	$6+3=$
$6+1=$	$7+2=$	$5+4=$	$10+9=$

Independent Work (20 minutes): Solve the word problems below. Write your answers in complete sentences.

- 1) After paying for a meal which cost \$5.95, Davis had \$1.60 left. How much money did he have at first?

Equation:

Number Bond:

Answer Sentence:



- 2) A toy car cost \$5.70. A stuffed toy cost \$3.80 more than the toy car. How much did the stuffed toy cost?

Equation:

Number Bond:

Answer Sentence:

- 3) Ms. Creixell has \$7.00. She wants to buy some pencils. The pencils cost \$10.00. How much more money does she need in order to buy the pencils?

Equation:

Number Bond:

Answer Sentence:

- 4) Sarah and Bob have some money. Sarah has five quarters and Bob has three dimes. How much money do they have altogether?

(You may have to do two equations to find your answer).

Equation(s):

Number Bond:

Answer Sentence:

### Art (10 minutes)

Draw a picture of the stuffed toy and the money used to buy it. Make sure to use rectangles and circles to create accurate shapes.

### Spalding (10 minutes)

Choose 5 words from the word list and write 5 complete sentences. Underline the word you used. Make sure you are using the word correctly! Don't forget capital letters, write in neat cursive handwriting, and check punctuation!

Example: They're going to go to the park and play on the swings.

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

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

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

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

### Poetry (20 Minutes)

1. Review poem twice.
2. Look up any words you do not know in the glossary at the back of the packet.
3. Go outside! Can you find a wriggling worm or a singing blackbird? What about a butterfly or a tortoise? What else did you find that is not in the poem?
4. When you get back inside draw what you found from the poem and write a complete and correct sentence about it.  
\* \* Optional write a new stanza to the poem about something else you saw on your adventure!

### History (15 minutes)

Think more about the American Revolution character you drew on Monday. Below your picture, write one or two more complete sentences about the character. Use the ideas below to get you

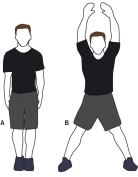

started or come up with your own! Write in your neatest cursive, use capital letters when needed, and remember your punctuation.


- George Washington - British General Cornwallis surrendered his army of some 8,000 men to General George Washington at Yorktown.
- John Adams - served as the first vice president of the United States under President George Washington. He was one of the Founding Fathers.
- James Madison - Was known as the "Father of the Constitution,"

Once you have finished writing, check your work. Read it to an adult or older sibling.

### P.E. (10 minutes)

You will do each exercise for 60 seconds. Find a clock or have a sibling time you for 60 seconds (1 minute). While you do each exercise for one minute, you will count how many you were able to do! Remember to give your best effort and be honest, it's better to do 10 good squats in 60 seconds than 80 with a poor effort. Record the number you were able to do in the blank spot of the second column.

Exercise	Fill in the blank with the number you were able to do in 60 seconds.
<p data-bbox="289 1052 483 1081" style="text-align: center;"><b>Jumping Jacks</b></p> 	<p data-bbox="607 1163 1382 1199">In 60 seconds, I was able to do _____ jumping jacks.</p>
<p data-bbox="310 1352 459 1381" style="text-align: center;"><b>Calf Raises</b></p> 	<p data-bbox="607 1503 1328 1539">In 60 seconds, I was able to do _____ calf raises.</p>

<p>Squats</p> 	<p>In 60 seconds, I was able to do _____ squats.</p>
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### Additional Resources

Day 1

doz en  
 there  
 their  
 they're  
 tax

Day 2

rea<sup>2</sup>son  
 fifth  
 bak ing r.11  
 bake  
 bow<sup>2</sup>l

Day 3

driv ing r.11  
 drive  
 ech<sup>2</sup>oes<sup>2</sup>  
 ech<sup>2</sup>or<sup>4</sup>  
 fair y r.6

Rules

- r. 4 – Vowels a, e, o, u may say their name at the end of a syllable (pa. ~~yy~~, me, o pen, mu sic)
- r. 6 – The letter y, not i, is used at the end of an English word (my)
- r. 11 – Words ending with a silent final e (come) are written without the e when adding a suffix (ending) that begins with a vowel.

**Monday**

1.
2.
3.
4.
5.

**Tuesday**

1.
2.
3.
4.
5.

**Wednesday**

1.
2.
3.
4.
5.

# Thursday Review

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

11.
12.
13.
14.
15.



# The Ways of Living Things

Jack Prelutsky

There is wonder past all wonder  
In the ways of living things,  
In a worm's intrepid wriggling,  
In the song a blackbird sings,

In the grandeur of an eagle  
And the fury of a shark,  
In the calmness of a tortoise  
On a meadow in the dark,

In the splendor of a sea gull  
As it plummets from the sky,  
In the incandescent shimmer  
Of a noisy dragonfly,

In a heron, still and silent  
Underneath a crescent moon,  
In a butterfly emerging  
From its silver-spun cocoon.

In a fish's joyful splashing,  
In a snake that makes no sound,  
In the smallest salamander,  
There is wonder to be found.

Glossary for “The Way of Living Things”

Definitions from Merriam-Webster’s Learner’s Dictionary

Wonder: a feeling caused by seeing something that is very surprising, beautiful, amazing, etc.

Intrepid: feeling no fear : very bold or brave

Wriggling: to twist from side to side with small quick movements like a worm

Grandeur: a great and impressive quality

Fury: wild and dangerous force

Tortoise: a kind of turtle that lives on land

Splendor: great and impressive beauty

Plummets: to fall suddenly straight down especially from a very high place

Incandescent: happy and lively, shining

Shimmer: to shine with a light that seems to move slightly

Emerging: to rise or appear from a hidden or unknown place or condition : to come out into view

Cocoon: a covering usually made of silk which some insects (such as caterpillars) make around themselves to protect them while they grow

Salamander: a small animal that looks like a lizard with smooth skin and that lives both on land and in water



## Chapter VII

## Bad News

WILBUR liked Charlotte better and better each day. Her campaign against insects seemed sensible and useful. Hardly anybody around the farm had a good word to say for a fly. Flies spent their time pestering others. The cows hated them. The horses detested them. The sheep loathed them. Mr. and Mrs. Zuckerman were always complaining about them, and putting up screens.

Wilbur admired the way Charlotte managed. He was particularly glad that she always put her victim to sleep before eating it.

"It's real thoughtful of you to do that, Charlotte," he said.

"Yes," she replied in her sweet, musical voice, "I always give them an anaesthetic so they won't feel pain. It's a little service I throw in."

As the days went by, Wilbur grew and grew. He ate three big meals a day. He spent long hours lying on his side, half asleep, dreaming pleasant dreams. He enjoyed

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## Bad News

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good health and he gained a lot of weight. One afternoon, when Fern was sitting on her stool, the oldest sheep walked into the barn, and stopped to pay a call on Wilbur.

"Hello!" she said. "Seems to me you're putting on weight."

"Yes, I guess I am," replied Wilbur. "At my age it's a good idea to keep gaining."

"Just the same, I don't envy you," said the old sheep. "You know why they're fattening you up, don't you?"

"No," said Wilbur.

"Well, I don't like to spread bad news," said the sheep, "but they're fattening you up because they're going to kill you, that's why."

"They're going to *what*?" screamed Wilbur. Fern grew rigid on her stool.

"Kill you. Turn you into smoked bacon and ham," continued the old sheep. "Almost all young pigs get murdered by the farmer as soon as the real cold weather sets in. There's a regular conspiracy around here to kill you at Christmastime. Everybody is in the plot—Lurvy, Zuckerman, even John Arable."

"Mr. Arable?" sobbed Wilbur. "Fern's father?"

"Certainly. When a pig is to be butchered, everybody helps. I'm an old sheep and I see the same thing, same old business, year after year. Arable arrives with his . . . shoots the . . ."

50 *Charlotte's Web*

"Stop!" screamed Wilbur. "I don't want to die! Save me, somebody! Save me!" Fern was just about to jump up when a voice was heard.

"Be quiet, Wilbur!" said Charlotte, who had been listening to this awful conversation.



"I can't be quiet," screamed Wilbur, racing up and down. "I don't want to be killed. I don't want to die. Is it true what the old sheep says, Charlotte? Is it true they are going to kill me when the cold weather comes?"

"Well," said the spider, plucking thoughtfully at her

*Bad News* 51

web, "the old sheep has been around this barn a long time. She has seen many a spring pig come and go. If she says they plan to kill you, I'm sure it's true. It's also the dirtiest trick I ever heard of. What people don't think of!"

Wilbur burst into tears. "I don't *want* to die," he moaned. "I want to stay alive, right here in my comfortable manure pile with all my friends. I want to breathe the beautiful air and lie in the beautiful sun."

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur. "Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

"That remains to be seen. But I am going to save you, and I want you to quiet down immediately. You're carrying on in a childish way. Stop your crying! I can't stand hysterics."

## Chapter VIII

## A Talk At Home

## A Talk at Home

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sheep and the lambs and the goose and the gander and the goslings and Charlotte and me.”

“Charlotte?” said Mrs. Arable. “Who’s Charlotte?”

“She’s Wilbur’s best friend. She’s terribly clever.”

“What does she look like?” asked Mrs. Arable.

“Well-I,” said Fern, thoughtfully, “she has eight legs.

All spiders do, I guess.”

“Charlotte is a spider?” asked Fern’s mother.

Fern nodded. “A big grey one. She has a web across the top of Wilbur’s doorway. She catches flies and sucks their blood. Wilbur adores her.”

“Does he really?” said Mrs. Arable, rather vaguely.

She was staring at Fern with a worried expression on her face.

“Oh, yes, Wilbur adores Charlotte,” said Fern. “Do you know what Charlotte said when the goslings hatched?”

“I haven’t the faintest idea,” said Mr. Arable. “Tell us.”

“Well, when the first gosling struck its little head out from under the goose, I was sitting on my stool in the corner and Charlotte was on her web. She made a speech. She said: ‘I am sure that every one of us here in the barn cellar will be gratified to learn that after four weeks of unremitting effort and patience on the part of the goose, she now has something to show for

ON SUNDAY morning Mr. and Mrs. Arable and Fern were sitting at breakfast in the kitchen. Avery had finished and was upstairs looking for his slingshot.

“Did you know that Uncle Homer’s goslings had hatched?” asked Fern.

“How many?” asked Mr. Arable.

“Seven,” replied Fern. “There were eight eggs but one egg didn’t hatch and the goose told Templeton she didn’t want it any more, so he took it away.”

“The goose did what?” asked Mrs. Arable, gazing at her daughter with a queer, worried look.

“Told Templeton she didn’t want the egg any more,” repeated Fern.

“Who is Templeton?” asked Mrs. Arable.

“He’s the rat,” replied Fern. “None of us like him much.”

“Who’s ‘us?’” asked Mr. Arable.

“Oh, everybody in the barn cellar. Wilbur and the

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*Charlotte's Web*

it. Don't you think that was a pleasant thing for her to say?"

"Yes, I do," said Mrs. Arable. "And now, Fern, it's time to get ready for Sunday School. And tell Avery to get ready. And this afternoon you can tell me more about what goes on in Uncle Homer's barn. Aren't you spending quite a lot of time there? You go there almost every afternoon, don't you?"

"I like it there," replied Fern. She wiped her mouth and ran upstairs. After she had left the room, Mrs. Arable spoke in a low voice to her husband.

"I worry about Fern," she said. "Did you hear the way she rambled on about the animals, pretending that they talked?"

Mr. Arable chuckled. "Maybe they do talk," he said. "I've sometimes wondered. At any rate, don't worry about Fern—she's just got a lively imagination. Kids think they hear all sorts of things."

"Just the same, I *do* worry about her," replied Mrs. Arable. "I think I shall ask Dr. Dorian about her the next time I see him. He loves Fern almost as much as we do, and I want him to know how queerly she is acting about that pig and everything. I don't think it's normal. You know perfectly well animals don't talk."

Mr. Arable grinned. "Maybe our ears aren't as sharp as Fern's," he said.

*Chapter IX**Wilbur's Boast*

A SPIDER'S web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken. However, a web gets torn every day by the insects that kick around in it, and a spider must rebuild it when it gets full of holes. Charlotte liked to do her weaving during the late afternoon, and Fern liked to sit nearby and watch. One afternoon she heard a most interesting conversation and witnessed a strange event.

"You have awfully hairy legs, Charlotte," said Wilbur, as the spider busily worked at her task.

"My legs are hairy for a good reason," replied Charlotte. "Furthermore, each leg of mine has seven sections—the coxa, the trochanter, the femur, the patella, the tibia, the metatarsus, and the tarsus."

Wilbur sat bolt upright. "You're kidding," he said. "No, I'm not, either."

"Say those names again, I didn't catch them the first time."

56 *Charlotte's Web*

"Coxa, trochanter, femur, patella, tibia, metatarsus, and tarsus."

"Goodness!" said Wilbur, looking down at his own chubby legs. "I don't think *my* legs have seven sections."

"Well," said Charlotte, "you and I lead different lives. You don't have to spin a web. That takes real leg work."

"I could spin a web if I tried," said Wilbur, boasting. "I've just never tried."

"Let's see you do it," said Charlotte. Fern chuckled softly, and her eyes grew wide with love for the pig.

"O.K.," replied Wilbur. "You coach me and I'll spin one. It must be a lot of fun to spin a web. How do I start?"

"Take a deep breath!" said Charlotte, smiling. Wilbur breathed deeply. "Now climb to the highest place you can get to, like this." Charlotte raced up to the top of the doorway. Wilbur scrambled to the top of the manure pile.

"Very good!" said Charlotte. "Now make an attachment with your spinnerets, hurl yourself into space, and let out a dragline as you go down!"

Wilbur hesitated a moment, then jumped out into the air. He glanced hastily behind to see if a piece of rope was following him to check his fall, but nothing seemed to be happening in his rear, and the next thing

*Wilbur's Boast* 57

he knew he landed with a thump. "Ooomp!" he grunted.

Charlotte laughed so hard her web began to sway.

"What did I do wrong?" asked the pig, when he re-covered from his bump.

"Nothing," said Charlotte. "It was a nice try."

"I think I'll try again," said Wilbur, cheerfully. "I believe what I need is a little piece of string to hold me."

The pig walked out to his yard. "You there, Templeton?" he called. The rat poked his head out from under the trough.

"Got a little piece of string I could borrow?" asked Wilbur. "I need it to spin a web."

"Yes, indeed," replied Templeton, who saved string. "No trouble at all. Anything to oblige." He crept down into his hole, pushed the goose egg out of the way, and returned with an old piece of dirty white string. Wilbur examined it.

"That's just the thing," he said. "Tie one end to my tail, will you, Templeton?"

Wilbur crouched low, with his thin, curly tail toward the rat. Templeton seized the string, passed it around the end of the pig's tail, and tied two half hitches. Charlotte watched in delight. Like Fern, she was truly fond of Wilbur, whose smelly pen and stale food attracted the flies that she needed, and she was proud to see that



he was not a quitter and was willing to try again to spin a web.

While the rat and the spider and the little girl watched, Wilbur climbed again to the top of the massive pile, full of energy and hope.

“Everybody watch!” he cried. And summoning all his strength, he threw himself into the air, headfirst. The string trailed behind him. But as he had neglected to fasten the other end to anything, it didn’t really do any good, and Wilbur landed with a thud, crushed and hurt. Tears came to his eyes. Templeton grinned. Charlotte just sat quietly. After a bit she spoke.

“You can’t spin a web, Wilbur, and I advise you to put the idea out of your mind. You lack two things needed for spinning a web.”

“What are they?” asked Wilbur, sadly.

“You lack a set of spinnerets, and you lack know-

## 60 Charlotte’s Web

how. But cheer up, you don’t need a web. Zuckerman supplies you with three big meals a day. Why should you worry about trapping food?”

Wilbur sighed. “You’re ever so much cleverer and brighter than I am, Charlotte. I guess I was just trying to show off. Serves me right.”

Templeton untied his string and took it back to his home. Charlotte returned to her weaving.

“You needn’t feel too badly, Wilbur,” she said. “Not many creatures can spin webs. Even men aren’t as good at it as spiders, although they *think* they’re pretty good, and they’ll *try* anything. Did you ever hear of the Queensborough Bridge?”

Wilbur shook his head. “Is it a web?”

“Sort of,” replied Charlotte. “But do you know how long it took men to build it? Eight whole years. My goodness, I would have starved to death waiting that long. I can make a web in a single evening.”

“What do people catch in the Queensborough Bridge—bugs?” asked Wilbur.

“No,” said Charlotte. “They don’t catch anything. They just keep trotting back and forth across the bridge thinking there is something better on the other side. If they’d hang head-down at the top of the thing and wait quietly, maybe something good would come along. But no—with men it’s rush, rush, every minute. I’m glad I’m a sedentary spider.”

*Wilbur's Boast*

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"What does sedentary mean?" asked Wilbur.

"Means I sit still a good part of the time and don't go wandering all over creation. I know a good thing when I see it, and my web is a good thing. I stay put and wait for what comes. Gives me a chance to think."

"Well, I'm sort of sedentary myself, I guess," said the pig. "I have to hang around here whether I want to or not. You know where I'd really like to be this evening?"

"Where?"

"In a forest looking for beechnuts and truffles and delectable roots, pushing leaves aside with my wonderful strong nose, searching and sniffing along the ground, smelling, smelling, smelling . . ."

"You smell just the way you are," remarked a lamb who had just walked in. "I can smell you from here. You're the smelliest creature in the place."

Wilbur hung his head. His eyes grew wet with tears. Charlotte noticed his embarrassment and she spoke sharply to the lamb.

"Let Wilbur alone!" she said. "He has a perfect right to smell, considering his surroundings. You're no bundle of sweet peas yourself. Furthermore, you are interrupting a very pleasant conversation. What were we talking about, Wilbur, when we were so rudely interrupted?"

"Oh, I don't remember," said Wilbur. "It doesn't

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*Charlotte's Web*

make any difference. Let's not talk any more for a while, Charlotte. I'm getting sleepy. You go ahead and finish fixing your web and I'll just lie here and watch you. It's a lovely evening." Wilbur stretched out on his side.

Twilight settled over Zuckerman's barn, and a feeling of peace. Fern knew it was almost supertime but she couldn't bear to leave. Swallows passed on silent wings, in and out of the doorways, bringing food to their young ones. From across the road a bird sang "Whippoorwill, whippoorwill!" Lurvy sat down under an apple tree and lit his pipe; the animals sniffed the familiar smell of strong tobacco. Wilbur heard the trill of the tree toad and the occasional slamming of the kitchen door. All these sounds made him feel comfortable and happy, for he loved life and loved to be a part of the world on a summer evening. But as he lay there he remembered what the old sheep had told him. The thought of death came to him and he began to tremble with fear.

"Charlotte?" he said, softly.

"Yes, Wilbur?"

"I don't want to die."

"Of course you don't," said Charlotte in a comforting voice.

"I just love it here in the barn," said Wilbur. "I love everything about this place."

*Wilbur's Boast*

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"Of course you do," said Charlotte. "We all do."  
The goose appeared, followed by her seven goslings. They thrust their little necks out and kept up a musical whistling, like a tiny troupe of pipers. Wilbur listened to the sound with love in his heart.

"Charlotte?" he said.

"Yes?" said the spider.

"Were you serious when you promised you would keep them from killing me?"

"I was never more serious in my life. I am not going to let you die, Wilbur."

"How are you going to save me?" asked Wilbur, whose curiosity was very strong on this point.

"Well," said Charlotte, vaguely, "I don't really know. But I'm working on a plan."

"That's wonderful," said Wilbur. "How is the plan coming, Charlotte? Have you got very far with it? Is it coming along pretty well?" Wilbur was trembling again, but Charlotte was cool and collected.

"Oh, it's coming all right," she said, lightly. "The plan is still in its early stages and hasn't completely shaped up yet, but I'm working on it."

"When do you work on it?" begged Wilbur.

"When I'm hanging head-down at the top of my web. That's when I do my thinking, because then all the blood is in my head."

"I'd be only too glad to help in any way I can."

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*Charlotte's Web*

"Oh, I'll work it out alone," said Charlotte. "I can think better if I think alone."

"All right," said Wilbur. "But don't fail to let me know if there's anything I can do to help, no matter how slight."

"Well," replied Charlotte, "you must try to build yourself up. I want you to get plenty of sleep, and stop worrying. Never hurry and never worry! Chew your food thoroughly and eat every bit of it, except you must leave just enough for Templeton. Gain weight and stay well—that's the way you can help. Keep fit, and don't lose your nerve. Do you think you understand?"

"Yes, I understand," said Wilbur.

"Go along to bed, then," said Charlotte. "Sleep is important."

Wilbur trotted over to the darkest corner of his pen and threw himself down. He closed his eyes. In another minute he spoke.

"Charlotte?" he said.

"Yes, Wilbur?"

"May I go out to my trough and see if I left any of my supper? I think I left just a tiny bit of mashed potato."

"Very well," said Charlotte. "But I want you in bed again without delay."

Wilbur started to race out to his yard.



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"Slowly, slowly!" said Charlotte. "Never hurry and never worry!"

Wilbur checked himself and crept slowly to his trough. He found a bit of potato, chewed it carefully, swallowed it, and walked back to bed. He closed his eyes and was silent for a while.

"Charlotte?" he said, in a whisper.

"Yes?"

"May I get a drink of milk? I think there are a few drops of milk left in my trough."

"No, the trough is dry, and I want you to go to sleep. No more talking! Close your eyes and go to sleep!"

Wilbur shut his eyes. Fern got up from her stool and started for home, her mind full of everything she had seen and heard.

"Good night, Charlotte!" said Wilbur.

"Good night, Wilbur!"

There was a pause.

"Good night, Charlotte!"

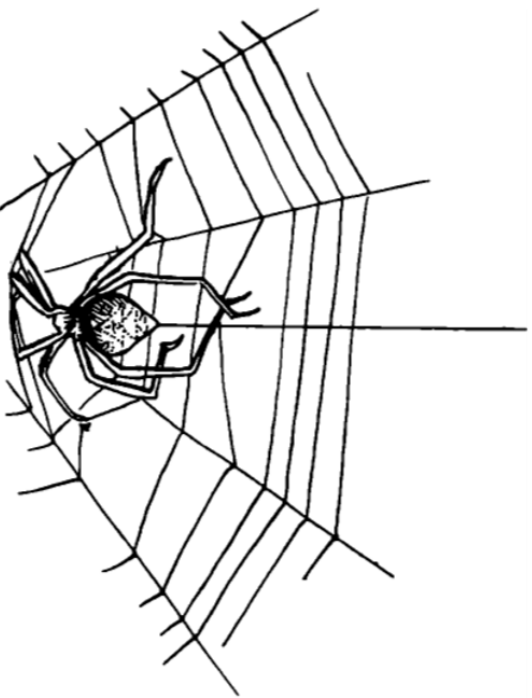
"Good night, Wilbur!"

"Good night!"

"Good night!"

*Chapter X**An Explosion*

**D**AY AFTER day the spider waited, head-down, for an idea to come to her. Hour by hour she sat motionless, deep in thought. Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from ex-



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perence that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind.

Finally, one morning toward the middle of July, the idea came. "Why, how perfectly simple!" she said to herself. "The way to save Wilbur's life is to play a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs."

Wilbur walked into his yard just at that moment.

"What are you thinking about, Charlotte?" he asked.

"I was just thinking," said the spider, "that people are very gullible."

"What does 'gullible' mean?"

"Easy to fool," said Charlotte.

"That's a mercy," replied Wilbur, and he lay down in the shade of his fence and went fast asleep. The spider, however, stayed wide awake, gazing affectionately at him and making plans for his future. Summer was half gone. She knew she didn't have much time.

That morning, just as Wilbur fell asleep, Avery Arable wandered into the Zuckerman's front yard, followed by Fern. Avery carried a live frog in his hand.

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*Charlotte's Web*

Fern had a crown of daisies in her hair. The children ran for the kitchen.

"Just in time for a piece of blueberry pie," said Mrs. Zuckerman.

"Look at my frog!" said Avery, placing the frog on the drainboard and holding out his hand for pie.

"Take that thing out of here!" said Mrs. Zuckerman.

"He's hot," said Fern. "He's almost dead, that frog."

"He is not," said Avery. "He lets me scratch him between the eyes." The frog jumped and landed in Mrs. Zuckerman's dishpan full of soapy water.

"You're getting your pie on you," said Fern. "Can I look for eggs in the henhouse, Aunt Edith?"

"Run outdoors, both of you! And don't bother the hens!"

"It's getting all over everything," shouted Fern. "His pie is all over his front."

"Come on, frog!" cried Avery. He scooped up his frog. The frog kicked, splashing soapy water onto the blueberry pie.

"Another crisis!" groaned Fern.

"Let's swing in the swing!" said Avery.

The children ran to the barn.

Mr. Zuckerman had the best swing in the country. It was a single long piece of heavy rope tied to the beam over the north doorway. At the bottom end of the rope was a fat knot to sit on. It was arranged so that you

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could swing without being pushed. You climbed a ladder to the hayloft. Then, holding the rope, you stood at the edge and looked down, and were scared and dizzy. Then you straddled the knot, so that it acted as a seat. Then you got up all your nerve, took a deep breath, and jumped. For a second you seemed to be falling to the barn floor far below, but then suddenly the rope would begin to catch you, and you would sail through the barn door going a mile a minute, with the wind whistling in your eyes and ears and hair. Then you would zoom upward into the sky, and look up at the clouds, and the rope would twist and you would twist and turn with the rope. Then you would drop down, down, down out of the sky and come sailing back into the barn almost into the hayloft, then sail out again (not quite so far this time), then in again (not quite so high), then out again, then in again, then out, then in; and then you'd jump off and fall down and let somebody else try it.

Mothers for miles around worried about Zucker-man's swing. They feared some child would fall off. But no child ever did. Children almost always hang onto things tighter than their parents think they will.

Avery put the frog in his pocket and climbed to the hayloft. "The last time I swang in this swing, I almost crashed into a barn swallow," he yelled.

"Take that frog out!" ordered Fern.

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Avery straddled the rope and jumped. He sailed out through the door, frog and all, and into the sky, frog and all. Then he sailed back into the barn.

"Your tongue is purple!" screamed Fern.

"So is yours!" cried Avery, sailing out again with the frog.

"I have hay inside my dress! It itches!" called Fern.

"Scratch it!" yelled Avery, as he sailed back.

"It's my turn," said Fern. "Jump off!"

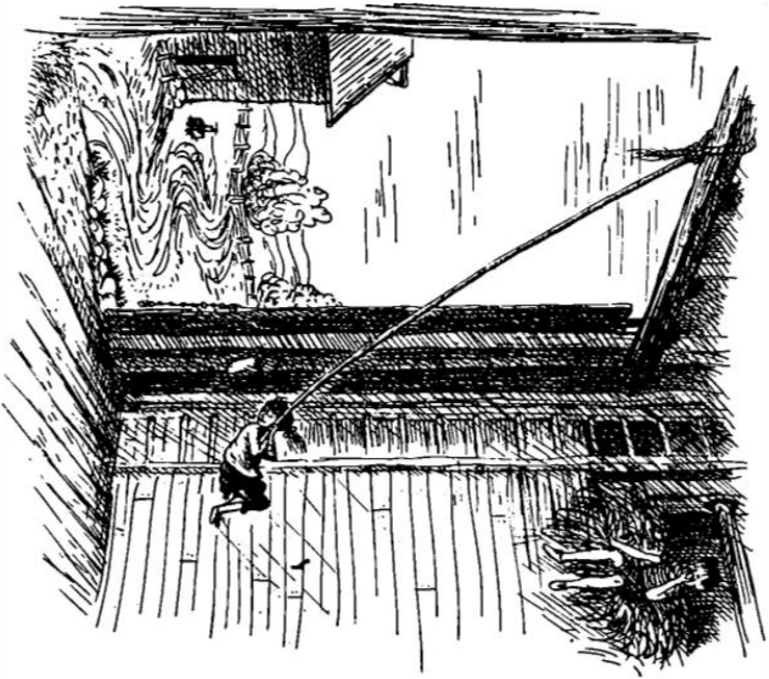
"Fern's got the itch!" sang Avery.

When he jumped off, he threw the swing up to his sister. She shut her eyes tight and jumped. She felt the dizzy drop, then the supporting lift of the swing. When she opened her eyes she was looking up into the blue sky and was about to fly back through the door.

They took turns for an hour.

When the children grew tired of swinging, they went down toward the pasture and picked wild raspberries and ate them. Their tongues turned from purple to red. Fern bit into a raspberry that had a bad-tasting bug inside it, and got discouraged. Avery found an empty candy box and put his frog in it. The frog seemed tired after his morning in the swing. The children walked slowly up toward the barn. They, too, were tired and hardly had energy enough to walk.

"Let's build a tree house," suggested Avery. "I want to live in a tree, with my frog."



"I'm going to visit Wilbur," Fern announced. They climbed the fence into the lane and walked lazily toward the pigpen. Wilbur heard them coming and got up. Avery noticed the spider web, and, coming closer, he saw Charlotte.

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*Charlotte's Web*

"Hey, look at that big spider!" he said. "It's tremendous."

"Leave it alone!" commanded Fern. "You've got a frog— isn't that enough?"

"That's a fine spider and I'm going to capture it," said Avery. He took the cover off the candy box. Then he picked up a stick. "I'm going to knock that ol' spider into this box," he said.

Wilbur's heart almost stopped when he saw what was going on. This might be the end of Charlotte if the boy succeeded in catching her.

"You stop it, Avery!" cried Fern.

Avery put one leg over the fence of the pigpen. He was just about to raise his stick to hit Charlotte when he lost his balance. He swayed and toppled and landed on the edge of Wilbur's trough. The trough tipped up and then came down with a slap. The goose egg was right underneath. There was a dull explosion as the egg broke, and then a horrible smell.

Fern screamed. Avery jumped to his feet. The air was filled with the terrible gases and smells from the rotten egg. Templeton, who had been resting in his home, scurried away into the barn.

"Good night!" screamed Avery. "Good night! What a stink! Let's get out of here!"

Fern was crying. She held her nose and ran toward the house. Avery ran after her, holding his nose.

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Charlotte felt greatly relieved to see him go. It had been a narrow escape.

Later on that morning, the animals came up from the pasture—the sheep, the lambs, the gander, the goose, and the seven goslings. There were many complaints



about the awful smell, and Wilbur had to tell the story over and over again, of how the Arable boy had tried to capture Charlotte, and how the smell of the broken egg drove him away just in time. "It was that rotten goose egg that saved Charlotte's life," said Wilbur.

The goose was proud of her share in the adventure.

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"I'm delighted that the egg never hatched," she gabbled.

Templeton, of course, was miserable over the loss of his beloved egg. But he couldn't resist boasting. "It pays to save things," he said in his surly voice. "A rat never knows when something is going to come in handy. I never throw anything away."

"Well," said one of the lambs, "this whole business is all well and good for Charlotte, but what about the rest of us? The smell is unbearable. Who wants to live in a barn that is perfumed with rotten egg?"

"Don't worry, you'll get used to it," said Templeton. He sat up and pulled wisely at his long whiskers, then crept away to pay a visit to the dump.

When Lurvy showed up at lunchtime carrying a pail of food for Wilbur, he stopped short a few paces from the pigpen. He sniffed the air and made a face.

"What in thunder?" he said. Setting the pail down, he picked up the stick that Avery had dropped and pried the trough up. "Rats!" he said. "Fhew! I might a' known a rat would make a nest under this trough. How I hate a rat!"

And Lurvy dragged Wilbur's trough across the yard and kicked some dirt into the rat's nest, burying the broken egg and all Templeton's other possessions. Then he picked up the pail. Wilbur stood in the trough, drooling with hunger. Lurvy poured. The slops ran

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creakily down around the pig's eyes and ears. Wilbur grunted. He gulped and sucked, and sucked and gulped, making swishing and swooshing noises, anxious to get everything at once. It was a delicious meal—skim milk, wheat middlings, leftover pancakes, half a doughnut, the rind of a summer squash, two pieces of stale toast, a third of a gingernap, a fish tail, one orange peel, several noodles from a noodle soup, the scum off a cup of cocoa, an ancient jelly roll, a strip of paper from the lining of the garbage pail, and a spoonful of raspberry jello.

Wilbur ate heartily. He planned to leave half a noodle and a few drops of milk for Templeton. Then he remembered that the rat had been useful in saving Charlotte's life, and that Charlotte was trying to save *his* life. So he left a whole noodle, instead of a half.

Now that the broken egg was buried, the air cleared and the barn smelled good again. The afternoon passed, and evening came. Shadows lengthened. The cool and kindly breath of evening entered through doors and windows. Astride her web, Charlotte sat moodily eating a horsefly and thinking about the future. After a while she bestirred herself.

She descended to the center of the web and there she began to cut some of her lines. She worked slowly but steadily while the other creatures drowsed. None of the others, not even the goose, noticed that she was

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at work. Deep in his soft bed, Wilbur snoozed. Over in their favorite corner, the goslings whistled a night song.

Charlotte tore quite a section out of her web, leaving an open space in the middle. Then she started weaving something to take the place of the threads she had removed. When Templeton got back from the dump, around midnight, the spider was still at work.