



Remote Learning Packet

Second Grade

April 6–April 10, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

April 6–April 10, 2020

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

- Monday, April 6, 2020
- Tuesday, April 7, 2020
- Wednesday, April 8, 2020
- Thursday, April 9, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

Directions: Write the date in the box on the left; then put a check mark in each box when all of your hard work is done. We miss you, and hope to see you at school again very soon!

Date	My Daily Learning
	<input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 75 and 95 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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Second Grade Remote Learning Plan 4/6-4/10

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

Subject		Mon. 4/6	Tue. 4/7	Wed. 4/8	Thu. 4/9	Fri. 4/9
Math ~20-30 min.		Review identifying coins and bills	Review adding money	Review setting up money equations	Review adding money in cents and dollars	No School
English Language Arts ~20-30 min. total	Spalding	Write 5 words	Write 5 words	Write 5 words	Review 15 words	-----
	Literature	Ch. 11 in CW	Ch. 12 in CW	Ch. 13 (p. 92-98) in CW	Ch. 13 (p. 99-104) in CW	-----
	Grammar/ Writing	Grammar: Review definitions	Writing: Correct your science writing.	Grammar: Review parsing of a sentence	Writing: Correct your science writing.	-----
	Poetry	-----	-----	-----	-----	-----
History or Science ~15 min.		Complete map of the 13 Colonies	Review Stages of the Moon	Vocabulary words sheet	Write about being an astronaut on the moon	-----

<p style="text-align: center;"><i>Art</i> or <i>Music</i> ~10 min.</p>	<p>Music: Sing "Rocky Mountain" on rhythm syllables and "I See the Moon" + count measures</p>	<p>Art: Combined with Literature.</p>	<p>Music: Sing "Scotland's Burning;" Hot Cross Buns with solfa practice (fill-in-the-blank)</p>	<p>Art: Combined with Science</p>	<p style="text-align: center;">-----</p>
<p style="text-align: center;"><i>Latin</i> or <i>P.E.</i> ~10 min.</p>	<p>Latin: Quotes and Latin Body parts review</p>	<p>P.E.: 60 Seconds Workout (new exercises)</p>	<p>Latin: More Latin Body parts and Head, Shoulders, Knees and toes song in Latin</p>	<p>P.E. Food Groups</p>	<p>No school</p>

Day 1 Instructions and Resources

Monday, 4/6

Math (25 minutes)

1) Word Problem Practice (10 minutes)

Write your own ***multiplication*** 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:

Equation:

Number Bond:

Answer Sentence:

Draw a picture (optional):

On the next page, review the examples and solve the equations and word problem (15 minutes).

Review Examples:

$$\begin{array}{r} \$140 \\ +\$135 \\ \hline \$275 \end{array}$$

Remember! When there are no decimal points in the problem, you do **not** add in your own decimal point! If you did that, your amount would be less!

$$\begin{array}{r} \$1.40 \\ +\$1.35 \\ \hline \$2.75 \end{array}$$

See! If you have decimal points in the equation now you must use the decimal points because you're using dollars AND cents.

Now it's your turn! Solve the problems below. Notice when you need a decimal point! Don't forget your units! SHOW YOUR RENAMING.

$$\begin{array}{r} 1. \$472 \\ +\$246 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \$611 \\ +\$377 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \$4.72 \\ +\$2.46 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \$399 \\ \$411 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \$3.99 \\ +\$4.11 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \$8.47 \\ +\$1.43 \\ \hline \end{array}$$

Now this time write three equations below. Show one example that uses decimal points! Don't forget your units and show your renaming!

$$\begin{array}{r} 1. \$ \\ + \$ \\ \hline \end{array}$$

$$\begin{array}{r} 2. \$ \\ + \$ \\ \hline \end{array}$$

$$\begin{array}{r} 3. \$ \\ + \$ \\ \hline \end{array}$$

Word problem: show all work!

Ms. Creixell bought 2 cups of coffee for \$2.50 each and 3 bagels for \$1.20 each. How much did she spent altogether? Remember you may have to show more than one equation!

Equation(s):

Number Bond:

Sentence:

Drawing: Optional

Spalding (10 minutes)

5 Words to Write Today: mixture, nation, pause, peace, permission

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)

Read Chapter 11 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.

- *What was the miracle in the barn?*
- *Who was the first person to see the web?*
- *How did Lurvy react when he saw the words on the web?*
- *How was Charlotte's idea to save Wilbur successful?*
- *How had the Zuckerman's lifestyle changed?*
- *Who was not enjoying all the attention Wilbur was getting? Why?*

History (15 minutes)

Please review the 13 Colonies and study the map. Then, fill in the blank map below. Finally, you can check your work.

New England

Connecticut
Massachusetts
New Hampshire
Rhode Island

Middle

Delaware
New Jersey
New York
Pennsylvania

Southern

Georgia
Maryland
North Carolina
South Carolina
Virginia



13 COLONIES

New England:
Massachusetts, New
Hampshire, Rhode Island,
Connecticut

Middle: New York, New
Jersey, Delaware,
Pennsylvania

Southern: Maryland, Virginia,
North Carolina, South
Carolina, Georgia



Grammar (5 minutes)

Let's pretend that you are on a car trip—a very long car trip. Below are some things you might say on this very long, long trip. I want you to figure out for each sentence if it is a statement, a question, a command, or an exclamation. (Remember: A statement gives information. A question asks something. A command gives an order or makes a request. An exclamation shows sudden or strong feeling.)

Are we there yet?	I see an enormous truck with cars on it!
Can we stop for a hamburger?	Give me the water, please.
Give me an apple, please.	I have to go to the bathroom.
My brother is touching me!	I'm tired of wearing my seat belt.
How much farther is it?	It's hot back here.
Can we get some ice cream?	Now it's cold back here.

Music (10 minutes)

- Warm-Up: Sing Rocky Mountain on **ta**, **ti-ti**, and **to-oo** while reading the music below (make sure you're tapping the *rhythm* - the way the words go - into your hand!):
 - Fill-in-the-blank: How many **measures** are in the song below? _____

ROCKY MOUNTAIN

FOLK SONG

Rock - y moun - tain, rock - y moun - tain, rock - y moun - tain high.

When you're on that rock - y moun - tain, hang your head and cry.

Do, do, do, do, do re-mem-ber me, Do, do, do, do, do re-mem-ber me.

- Challenge: Sing on **ta** and **ti-ti** and sing all the half notes (**to-oo**) in your head.

- Sing “I See the Moon” (see last week’s packet for all the words of the song):
 - Fill-in-the-blank: How many **measures** are in the song below? _____
 - Circle all the notes that you can name, e.g. **ta** is a quarter note, **to-oo** half note, etc.

Parents: Please sign after students have finished Music: _____

Latin (10 minutes)

Please use the following pronunciation guide when practicing with your students:

General pronunciation rules:

- C and G are always hard, like “cat” and “great”
- V is pronounced like W (there is no W in the Roman alphabet).
- Vowels are never silent.

1. Say these quotes in three different voices (ex. Loud, soft, singing etc...).

- *cum laude* (with praise) and *vēn ī, vīd ī, vīc ī* (I came, I saw, I conquered)

2. Say each Latin body part in Latin and English three times:

Latin	English	Latin	English
corpus	body	auris	ear
caput	head	ōs	mouth
oculus	eye	nāsus	nose

Parents: please sign here when students have finished their Latin work:

Day 2 Instructions and Resources

Tuesday, 4/7

Math (25 minutes)

Math Fact Practice (5 minutes): Try to do your Math Facts below in less than one minute! Have someone time you! Next, practice your flash cards or make your own!

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

Independent Work (15 minutes): Solve the problems below. Do not forget your units or your decimal points. Remember, we do not add decimal points into the problems because that would change the amount! Only use decimal points if they are already given in the problem.

Write how many of the coins can go into \$1.00:

Example: How many quarters can go into \$2.00?

8 quarters _____

(Remember there are four quarters in one dollar, so if we have \$2.00 then we double that amount or we can think 4 quarters + 4 quarters = 8 quarters.)

1. How many half dollars can go into \$1.00?

2. How many quarters can go into \$1.00

3. How many dimes can go into \$1.00

4. How many nickels can go into \$1.00

5. How many pennies can go into \$1.00

Now let's figure out larger sums of money!

1. How many half dollars can go into \$5.00? _____
2. How many quarters can go in \$2.50? _____
3. How many dimes can go into \$3.00? _____
4. How many nickels can go into \$1.25? _____
5. How many pennies can go into \$9.00? _____

Let's review how to write things in dollars and cents!

Examples:

- A. $\$4.05 = 4$ dollars 5 cents \rightarrow Notice! This is **not** 50 cents, but it's 5 cents. The 0 before the 5 tells us that the 5 is a group of ones.
- B. $9\text{¢} = \$0.09 \rightarrow$ Notice! This is **not** 90 cents, but 9 cents. The 0 before the 9 tells us we are working with a group of 9 ones.
- C. $275\text{¢} = \$2.75$

- | | |
|---|------------------------------|
| 1) $\$3.45 =$ _____ dollars _____ cents | 6) $\$3.05 =$ _____ ¢ |
| 2) $\$6.00 =$ _____ dollars _____ cents | 7) $\$4.57 =$ _____ ¢ |
| 3) $\$7.05 =$ _____ dollars _____ cents | 8) $75\text{¢} =$ \$ _____ |
| 4) $\$0.80 =$ _____ dollars _____ cents | 9) $260\text{¢} =$ \$ _____ |
| 5) $\$2.20 =$ _____ ¢ | 10) $307\text{¢} =$ \$ _____ |

Word Problem (5 minutes): Solve the word problem below. Make sure to write the equation correctly! Think about how 60 cents can be written in dollar form. Remember your decimal points and units!

Ms. Creixell bought a ball for 60 cents and then bought a tennis racket for \$5.55. How much did she spend all together?

Equation:

Number Bond:

Answer Sentence:

Spalding (10 minutes)

5 Words to Write Today: rough, social, society, steal, steel

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)

Read Chapter 12 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.

- *How do we know Charlotte's plan to save Wilbur worked?*
- *How did the animals want Templeton to help out Charlotte?*
- *What made Templeton agree with bringing back magazine clippings?*

Art (10 minutes)

Draw one character from *Charlotte's Web*. When drawing, look for main shapes and lightly sketch details before adding shadows. Please draw in as well a finely rendered landscape and make sure to include some of the elements of art such as space, form and texture. Also, include distinct details that are important to your character (i.e. Templeton-*food*).

Science (15 minutes)

Go around your house or your yard to find things that you can see, smell, feel, taste, hear. Try to fill in the boxes on the next page as much as you can! When you're finished, answer the questions on the next page!

What is Science?

How do we observe? List them in a complete sentence.

The 5 Senses Science

Explore The 5 Senses. Choose one item or several to explore.

Look. Smell. Touch. Listen. Taste. Record your results!



I see....



I smell....



I feel....



I taste....



I hear....

Writing (5 minutes)

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

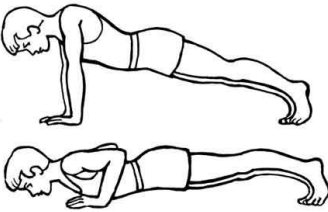
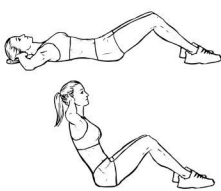
1. Did I answer in complete sentences?
2. Does each sentence begin with a capital letter?
3. Does each sentence end with a period, question mark, or exclamation point?
4. Are there any words I should check the spelling on?
5. Did I use my best cursive handwriting?

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.

*Optional: What kinds of sentences did you use? Are they mostly statements, questions, commands, or exclamations? You can make your writing more interesting by using different kinds of sentences.

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 third column.

Exercise	Fill in the blank with the number you were able to do in 60 seconds.
<p>Push-Ups</p> 	<p>In 60 seconds, I was able to do _____ push-ups.</p>
<p>Sit-ups</p> 	<p>In 60 seconds, I was able to do _____ sit ups.</p>

High Knees



In 60 seconds, I was able to do _____ high knees.

Day 3 Instructions and Resources

Wednesday, 4/8

Math (30 minutes)

Word Problem Practice (10 minutes)

Write your own ***division*** 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:

Equation:

Number Bond:

Answer Sentence:

Draw a picture (optional):

Independent Work (20 minutes): From page 51 in our textbooks, solve the questions below. You may write your answers in the empty boxes next to the questions. There is space to answer number 3 and 5 below the page. Do not forget your units and your decimal point if you need them!

1. (a) $\$4.95 + \$2 = \$$

(b) $\$9.45 + \$5 = \$$

2. (a) $30\text{¢} + 45\text{¢} =$ ¢

(b) $\$2.30 + 45\text{¢} = \$$

(c) $\$5.30 + 45\text{¢} = \$$

3. Find the value of

(a) $60\text{¢} + 40\text{¢}$ (b) $\$2.60 + 40\text{¢}$ (c) $\$3.60 + 40\text{¢}$

(d) $85\text{¢} + 15\text{¢}$ (e) $\$1.85 + 15\text{¢}$ (f) $\$3.85 + 15\text{¢}$

Exercise 6, page 75

4. (a) $\$2.75 \xrightarrow{+\$4} \$$ $\xrightarrow{+20\text{¢}} \$$

$\$2.75 + \$4.20 = \$$

(b) $\$3.65 \xrightarrow{+\$5} \$$ $\xrightarrow{+15\text{¢}} \$$

$\$3.65 + \$5.15 = \$$

5. Find the value of

(a) $\$5.60 + \4.20

(b) $\$8.45 + \1.30

(c) $\$7.05 + \2.85

(d) $\$3.25 + \4.55

$$\begin{array}{r} \$4.95 + \$2 \\ \swarrow \quad \searrow \\ \$4 \quad 95\text{¢} \end{array}$$

Add \$4 and \$2.



3. Write out and answer number 3 questions here: Don't forget your units and decimals points!

a.

b.

c.

d.

e.

f.

5. Write out and answer number 5 questions here: Don't forget your units and decimal points!

a.

b.

c.

d.

Spalding (10 minutes)

5 Words to Write Today: strange, trophy, voices, voice, eight

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)

Read Chapter 13 (pages. 92 - 98) 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.

- *After seeing the word "terrific" written on the web, what plans did Zuckerman make for Wilbur?*
- *Where was the dump that Templeton went to visit?*
- *What were some words that Templeton found on his search in the dump?*

History (15 minutes)

Please read and review the Vocabulary:

Revolutionary War Vocabulary

- **Sons of Liberty** - Secret group of colonists founded to protest Stamp Act
- **Patriots** - Colonists who fought against British rule
- **Parliament** - The government of Great Britain
- **Loyalists** - Colonists who remained loyal to the King during the American Revolution
- **Redcoats** - Nickname for British soldiers because of their red uniform coats
- **Minutemen** - Colonists who could be ready in a minute to fight the British
- **Stamp Act** - Tax that the British government placed on newspapers, books and documents sold in the colonies
- **Boston Massacre** - The killing of five men by British soldiers on March 5, 1770
- **Paul Revere** - Rode on horseback from Boston to Lexington and Concord to warn that the Redcoats were coming

Now, write the correct letters in the blanks to match the terms with the definition:

- A) Patriots _____ Colonists who supported the British government during the American Revolution.
- B) Redcoat _____ American soldiers who were ready to fight in a minute’s warning.
- C) Loyalists _____ First law passed by Parliament to tax the colonists.
- D) Minutemen _____ People who lived in the colonies and fought against the British.
- E) Stamp Act _____ A British soldier whose uniform was red.

Finally, pick one of these ideas to write about in a complete sentence using your own words.

Grammar (5 minutes)

A verb is a word that shows an action or state of being. Take one minute to do as many actions as you can, then write down all of the actions that you just did. (Only write the verbs, **you do not need to write a complete sentence**)

Sit perfectly still for me. You are not jumping, running, crawling, or giggling. But you are still here! You just are. Verbs which tell us that something “just is” are called state of being verbs. “State of being” means that you are in a state of just being or existing. Do you remember your state of being verbs? Fill in the chart on the next page..

To Be

I _____

We _____

You _____

You all _____

He/she/it _____

They _____

Music (10 min)

Warm-Up: Sing “Scotland’s Burning” on **ta** and **ti-ti** while reading the music below (make sure you’re tapping the *rhythm* - the way the words go - into your hand!):

- Fill-in-the-blank: How many **measures** are in the song below? _____

Scotland's Burning

Scotland's burn-ing, Scotland's burn-ing, look out, look out, Fi-re! Fi-re! Fi-re! Fi-re!

7
Pour on wa-ter, pour on wa-ter.

Challenge: Teach someone in your house this song so you can sing it together in a **canon/round**.

- Sing “Hot Cross Buns” with the motions you can remember.
 - Fill in the blanks with the right solfa (Hint: the first solfa is **mi**)
 - Choose from the ones we’ve learned: *do, re, mi, so, la*

Hot Cross Buns

Folk song



Challenge: What is the squiggly symbol called? _____

Parents: Please sign after students have finished Music: _____

Latin

-Say each of these Latin words in Latin and English three times:

- Find your Latin words from Monday and sing the song “head, shoulders, knees and toes” in Latin.

umerus	shoulder
genū	knee
pēs	foot

Parents: please sign here when students have finished their Latin work:

Day 4 Instructions and Resources

Thursday, 4/9

Math (25 minutes)

Math Fact Practice (5 minutes). Try to do your Math Facts below in less than one minute! Have someone time you! Next, practice our flash cards or make your own!

2-1=	6-2=	5-3=	6-3=	8-1=
3-1=	8-2=	4-3=	7-3=	6-2=
4-1=	10-2=	6-3=	10-3=	4-3=
4-2=	9-2=	9-3=	5-3=	9-2=
5-2=	7-2=	7-3=	3-3=	10-3=
3-2=	2-2=	8-3=	5-3=	8-3=

Independent Work (20 minutes): Solve the five word problems below. Write your answers in complete sentences and show all work. Notice some of these problems may ask you to add, subtract, multiply, or divide. Let's review our skills!

1) Bobby has 30 pencils. Johnny has 25 more pencils than Bobby. How many pencils does Johnny have?

Equation:

Number Bond:

Answer Sentence:

2) Ms. Creixell bought 50 boxes of colored pencils. She gave 30 boxes away. How many boxes of colored pencils does she have left?

Equation:

Number Bond:

Answer Sentence:

3) Ms. Deaver has 10 boxes. She puts 5 books in each box. How many books does she have altogether?

Equation:

Number Bond:

Answer Sentence:

4) Mrs. Jones has 32 oranges. She needs to place them into 8 boxes equally. How many oranges will go into each box?

Equation:

Number Bond:

Answer Sentence:

5) Ms. Gerard goes to the store to buy some groceries. She buys oranges for \$3.55, pears for \$5.00, and bananas for \$2.45. How much did she spend in all?

Equation:

Number Bond:

Answer Sentence:

Spalding

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)

Read Chapter 13 (pages 99 -104) 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.

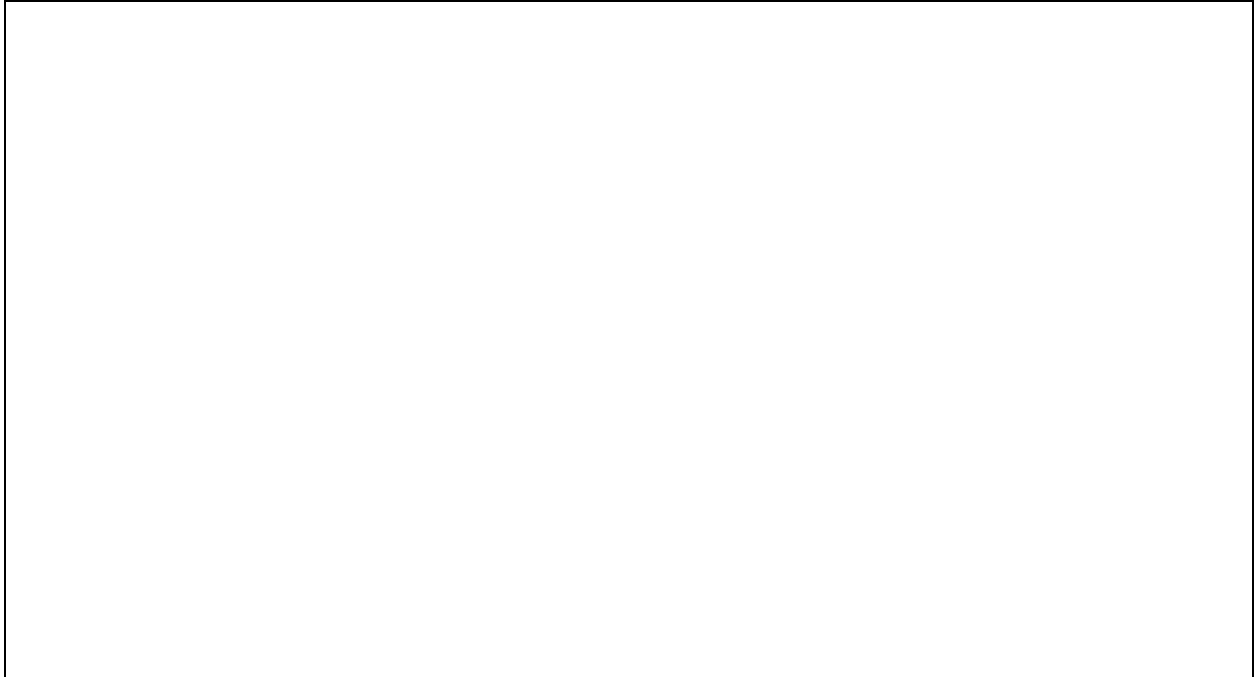
- Give two examples in this chapter that describe how Charlotte feels about Wilbur. (for example on p. 101, Charlotte looked affectionately at Wilbur)
- How does Charlotte tell if Wilbur is radiant?
- Charlotte told Wilbur a story about her cousin, an aeronaut. Was that story true?

Science (15 minutes)

Go back to your observation sheet from Tuesday and write a summary of your observations in 3 sentences. Please write in neat cursive! Don't forget capital letters, indent, and punctuation.

Art (10 minutes)

Now draw a picture of you doing something that requires you to use all five senses! Utilize skills learned in art class, draw carefully with dark and light values and remember to correctly draw your element of line and shape.



Writing (5 minutes)

Review your summary 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?
6. What kind of verbs did I use? Are they mostly action verbs or state of being verbs?

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.

*Optional: Look through “The Way of Living Things” what kind of verbs can you find? Can you do the actions of the things in the poem?

P.E. (10 minutes)

Food Groups Activity: For this activity, you are trying to find as many foods in your home that belong in the 5 food group categories. You will keep track of how many foods you were able to find.

Protein (ex. meat, nuts)	Number of proteins found: _____
Fruits (ex. oranges)	Number of fruits found: _____
Grains (ex. pasta, bread)	Number of grains found: _____
Dairy (ex. milk, yogurt)	Number of dairy found: _____
Vegetables (ex. carrots, broccoli)	Number of vegetables found: _____

***Bonus Challenge: Add up how many foods you were able to find and do that many jumping jacks!

Additional Resources

Day 1

mixture r. 20
 nation r. 4, 14
 pause²₅
 peace₃
 permission r. 14, 15

Day 2

rough³
 [social r. 4, 14
 [society r. 4, 2, 5, 6
 [steal
 [steel

Day 3

strange
 troophy r. 4, 6
 [voices r. 11
 [voice₃
 [eight

Rules

- r. 2 – The letter c before e, i, or y says 's'
- r. 4 – Vowels a, e, o, u may say their name at the end of a syllable (navy, me, o pen, mu sic)
- r. 5 – The letters i and y usually say i (big, gym) but may say I at the end of a syllable (silent, my, type)
- 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.
- r. 14 – The phonograms ti, si, and ci are used to say sh at the beginning of a syllable but not the first syllable.
- r. 15 – si says "sh" when the syllable before it ends in an s (session)
- r. 20 – The letter s or z never follows x

Monday

1.
2.
3.
4.
5.

Tuesday

1.
2.
3.
4.
5.

Wednesday

1.
2.
3.
4.
5.

Thursday Review

1.
2.
3.
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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.

Chapter XI

The Miracle

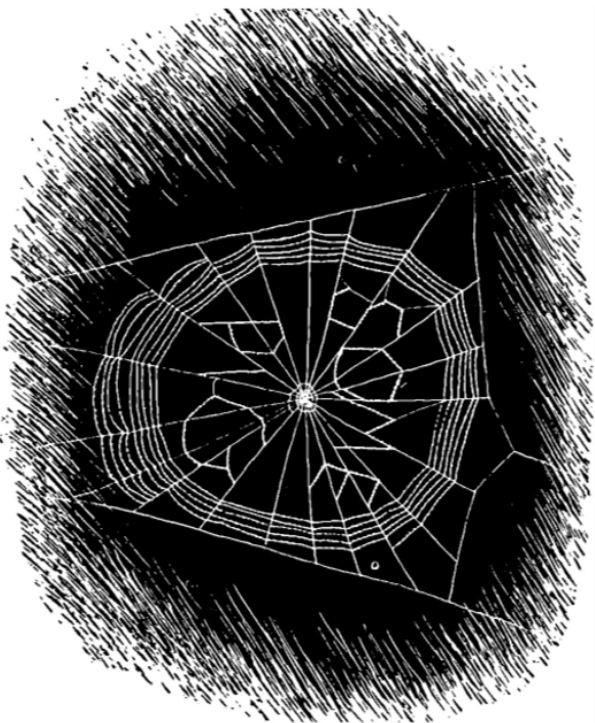
THE NEXT day was foggy. Everything on the farm was dripping wet. The grass looked like a magic carpet. The asparagus patch looked like a silver forest.

On foggy mornings, Charlotte's web was truly a thing of beauty. This morning each thin strand was decorated with dozens of tiny beads of water. The web glistened in the light and made a pattern of loveliness and mystery, like a delicate veil. Even Lurvy, who wasn't particularly interested in beauty, noticed the web when he came with the pig's breakfast. He noted how clearly it showed up and he noted how big and carefully built it was. And then he took another look and he saw something that made him set his pail down. There, in the center of the web, neatly woven in block letters, was a message. It said:

SOME PIG!

Lurvy felt weak. He brushed his hand across his eyes and stared harder at Charlotte's web.

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"I'm seeing things," he whispered. He dropped to his knees and uttered a short prayer. Then, forgetting all about Wilbur's breakfast, he walked back to the house and called Mr. Zuckerman.

"I think you'd better come down to the pigpen," he said.

"What's the trouble?" asked Mr. Zuckerman. "Anything wrong with the pig?"

"N-not exactly," said Lurvy. "Come and see for yourself."

The Miracle 79

The two men walked silently down to Wilbur's yard. Lurvy pointed to the spider's web. "Do you see what I see?" he asked.

Zuckerman stared at the writing on the web. Then he murmured the words "Some Pig." Then he looked at Lurvy. Then they both began to tremble. Charlotte, sleepy after her night's exertions, smiled as she watched. Wilbur came and stood directly under the web.

"Some pig!" muttered Lurvy in a low voice.

"Some pig!" whispered Mr. Zuckerman. They stared and stared for a long time at Wilbur. Then they stared at Charlotte.

"You don't suppose that that spider . . ." began Mr. Zuckerman—but he shook his head and didn't finish the sentence. Instead, he walked solemnly back up to the house and spoke to his wife. "Edith, something has happened," he said, in a weak voice. He went into the living room and sat down, and Mrs. Zuckerman followed.

"I've got something to tell you, Edith," he said. "You better sit down."

Mrs. Zuckerman sank into a chair. She looked pale and frightened.

"Edith," he said, trying to keep his voice steady, "I think you had best be told that we have a very unusual pig."

80 *Charlotte's Web*

A look of complete bewilderment came over Mrs. Zuckerman's face. "Homer Zuckerman, what in the world are you talking about?" she said.

"This is a very serious thing, Edith," he replied.

"Our pig is completely out of the ordinary."

"What's unusual about the pig?" asked Mrs. Zuckerman, who was beginning to recover from her scare.

"Well, I don't really know yet," said Mr. Zuckerman. "But we have received a sign, Edith—a mysterious sign. A miracle has happened on this farm. There is a large spider's web in the doorway of the barn cellar, right over the pigpen, and when Lurvy went to feed the pig this morning, he noticed the web because it was foggy, and you know how a spider's web looks very distinct in a fog. And right spang in the middle of the web there were the words 'Some Pig.' The words were woven right into the web. They were actually part of the web, Edith. I know, because I have been down there and seen them. It says, 'Some Pig,' just as clear as clear can be. There can be no mistake about it. A miracle has happened and a sign has occurred here on earth, right on our farm, and we have no ordinary pig."

"Well," said Mrs. Zuckerman, "it seems to me you're a little off. It seems to me we have no ordinary spider."

The Miracle 81

“Oh, no,” said Zuckerman. “It’s the pig that’s unusual. It says so, right there in the middle of the web.”

“Maybe so,” said Mrs. Zuckerman. “Just the same, I intend to have a look at that spider.”

“It’s just a common grey spider,” said Zuckerman.

They got up, and together they walked down to Wilbur’s yard. “You see, Edith? It’s just a common grey spider.”

Wilbur was pleased to receive so much attention. Lurvy was still standing there, and Mr. and Mrs. Zuckerman, all three, stood for about an hour, reading the words on the web over and over, and watching Wilbur.

Charlotte was delighted with the way her trick was working. She sat without moving a muscle, and listened to the conversation of the people. When a small fly blundered into the web, just beyond the word “pig,” Charlotte dropped quickly down, rolled the fly up, and carried it out of the way.

After a while the fog lifted. The web dried off and the words didn’t show up so plainly. The Zuckermans and Lurvy walked back to the house. Just before they left the pigpen, Mr. Zuckerman took one last look at Wilbur.

“You know,” he said, in an important voice, “I’ve thought all along that that pig of ours was an extra good one. He’s a solid pig. That pig is as solid as they come.

82 *Charlotte’s Web*

You notice how solid he is around the shoulders, Lurvy?”

“Sure. Sure I do,” said Lurvy. “I’ve always noticed that pig. He’s quite a pig.”

“He’s long, and he’s smooth,” said Zuckerman.

“That’s right,” agreed Lurvy. “He’s as smooth as they come. He’s some pig.”

When Mr. Zuckerman got back to the house, he took off his work clothes and put on his best suit. Then he got into his car and drove to the minister’s house. He stayed for an hour and explained to the minister that a miracle had happened on the farm.

“So far,” said Zuckerman, “only four people on earth know about this miracle—myself, my wife Edith, my hired man Lurvy, and you.”

“Don’t tell anybody else,” said the minister. “We don’t know what it means yet, but perhaps if I give thought to it, I can explain it in my sermon next Sunday. There can be no doubt that you have a most unusual pig. I intend to speak about it in my sermon and point out the fact that this community has been visited with a wondrous animal. By the way, does the pig have a name?”

“Why, yes,” said Mr. Zuckerman. “My little niece calls him Wilbur. She’s a rather queer child—full of

The Miracle 83

notions. She raised the pig on a bottle and I bought him from her when he was a month old.”
He shook hands with the minister, and left.

Secrets are hard to keep. Long before Sunday came, the news spread all over the county. Everybody knew



that a sign had appeared in a spider's web on the Zuckerman place. Everybody knew that the Zuckermans had a wondrous pig. People came from miles around to look at Wilbur and to read the words on Charlotte's web. The Zuckermans' driveway was full of cars and trucks from morning till night—Fords and Chevrolets and Buick roadmasters and GMC pickups and Plym-

84 *Charlotte's Web*

ouths and Studebakers and Packards and De Sotos with gyromatic transmissions and Oldsmobiles with rocket engines and Jeep station wagons and Pontiacs. The news of the wonderful pig spread clear up into the hills, and farmers came rattling down in buggies and buckboards, to stand hour after hour at Wilbur's pen admiring the miraculous animal. All said they had never seen such a pig before in their lives.

When Fern told her mother that Avery had tried to hit the Zuckermans' spider with a stick, Mrs. Arable was so shocked that she sent Avery to bed without any supper, as punishment.

In the days that followed, Mr. Zuckerman was so busy entertaining visitors that he neglected his farm work. He wore his good clothes all the time now—got right into them when he got up in the morning. Mrs. Zuckerman prepared special meals for Wilbur. Lurvy shaved and got a haircut; and his principal farm duty was to feed the pig while people looked on.

Mr. Zuckerman ordered Lurvy to increase Wilbur's feedings from three meals a day to four meals a day. The Zuckermans were so busy with visitors they forgot about other things on the farm. The blackberries got ripe, and Mrs. Zuckerman failed to put up any blackberry jam. The corn needed hoeing, and Lurvy didn't find time to hoe it.

On Sunday the church was full. The minister ex-

The Miracle

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plained the miracle. He said that the words on the spider's web proved that human beings must always be on the watch for the coming of wonders.

All in all, the Zuckermans' pigpen was the center of attraction. Fern was happy, for she felt that Charlotte's trick was working and that Wilbur's life would be saved. But she found that the barn was not nearly as pleasant—too many people. She liked it better when she could be all alone with her friends the animals.

*Chapter XII**A Meeting*

ONE EVENING, a few days after the writing had appeared in Charlotte's web, the spider called a meeting of all the animals in the barn cellar.

"I shall begin by calling the roll. Wilbur?"

"Here!" said the pig.

"Gander?"

"Here, here, here!" said the gander.

"You sound like three ganders," muttered Charlotte. "Why can't you just say 'here'? Why do you have to repeat everything?"

"It's my idio-idio-idiosyncrasy," replied the gander.

"Goose?" said Charlotte.

"Here, here, here!" said the goose. Charlotte glared at her.

"Goslings, one through seven?"

"Bee-bee-bee!" "Bee-bee-bee!" "Bee-bee-bee!"

"Bee-bee-bee!" "Bee-bee-bee!" "Bee-bee-bee!" "Bee-bee-bee!" said the goslings.

"This is getting to be quite a meeting," said Charlotte.

A Meeting 87

"Anybody would think we had three ganders, three geese, and twenty-one goslings. Sheep?"

"He-aa-aa!" answered the sheep all together.

"Lambs?"

"He-aa-aa!" answered the lambs all together.

"Templeton?"

No answer.

"Templeton?"

No answer.

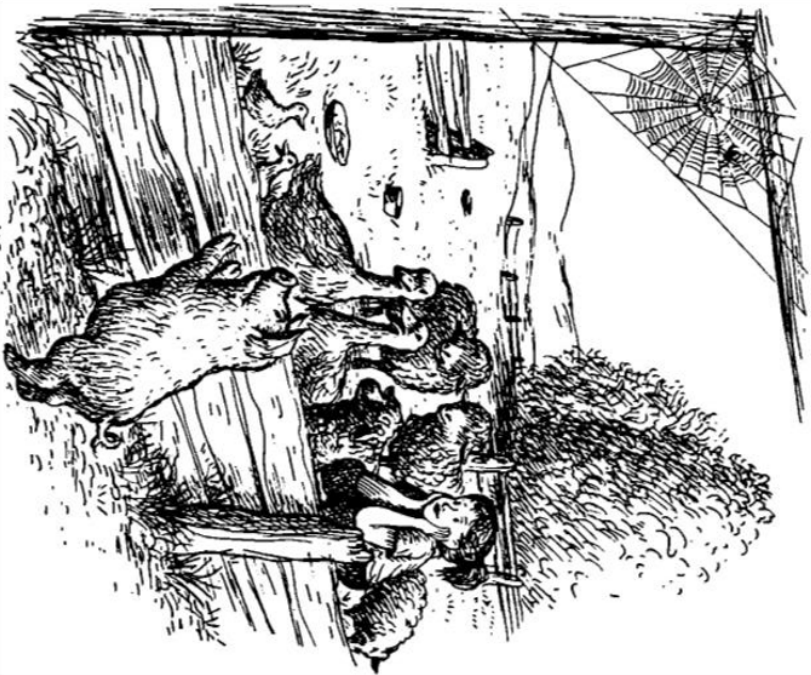
"Well, we are all here except the rat," said Charlotte.

"I guess we can proceed without him. Now, all of you must have noticed what's been going on around here the last few days. The message I wrote in my web, praising Wilbur, has been received. The Zuckermans have fallen for it, and so has everybody else. Zuckerman thinks Wilbur is an unusual pig, and therefore he won't want to kill him and eat him. I dare say my trick will work and Wilbur's life can be saved.

"Hurray!" cried everybody.

"Thank you very much," said Charlotte. "Now I called this meeting in order to get suggestions. I need new ideas for the web. People are already getting sick of reading the words 'Some Pig!' If anybody can think of another message, or remark, I'll be glad to weave it into the web. Any suggestions for a new slogan?"

"How about 'Pig Supreme?'" asked one of the lambs.



"No good," said Charlotte. "It sounds like a rich dessert."

"How about 'Terrific, terrific, terrific?'" asked the goose.

"Cut that down to one 'terrific' and it will do very

A Meeting 89

nically,” said Charlotte. “I think ‘terrific’ might impress Zuckerman.”

“But Charlotte,” said Wilbur, “I’m *not* terrific.”

“That doesn’t make a particle of difference,” replied Charlotte. “Not a particle. People believe almost anything they see in print. Does anybody here know how to spell ‘terrific?’”

“I think,” said the gander, “it’s tee double ee double rr double rr double eye double ff double eye double ee double see see see see.”

“What kind of an acrobat do you think I am?” said Charlotte in disgust. “I would have to have St. Virus’s Dance to weave a word like that into my web.”

“Sorry, sorry, sorry,” said the gander.

Then the oldest sheep spoke up. “I agree that there should be something new written in the web if Wilbur’s life is to be saved. And if Charlotte needs help in finding words, I think she can get it from our friend Templeton. The rat visits the dump regularly and has access to old magazines. He can tear out bits of advertisements and bring them up here to the barn cellar, so that Charlotte can have something to copy.”

“Good idea,” said Charlotte. “But I’m not sure Templeton will be willing to help. You know how he is—always looking out for himself, never thinking of the other fellow.”

“I bet I can get him to help,” said the old sheep. “I’ll

90 *Charlotte’s Web*

appeal to his baser instincts, of which he has plenty. Here he comes now. Everybody keep quiet while I put the matter up to him!”

The rat entered the barn the way he always did—creeping along close to the wall.

“What’s up?” he asked, seeing the animals assembled.

“We’re holding a directors’ meeting,” replied the old sheep.

“Well, break it up!” said Templeton. “Meetings bore me.” And the rat began to climb a rope that hung against the wall.

“Look,” said the old sheep, “next time you go to the dump, Templeton, bring back a clipping from a magazine. Charlotte needs new ideas so she can write messages in her web and save Wilbur’s life.”

“Let him die,” said the rat. “I should worry.”

“You’ll worry all right when next winter comes,” said the sheep. “You’ll worry all right on a zero morning next January when Wilbur is dead and nobody comes down here with a nice pail of warm slops to pour into the trough. Wilbur’s leftover food is your chief source of supply, Templeton. *You* know that. Wilbur’s food is your food; therefore Wilbur’s destiny and your destiny are closely linked. If Wilbur is killed and his trough stands empty day after day, you’ll grow so thin we can look right through your stomach and see objects on the other side.”

A Meeting

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Templeton's whiskers quivered.

"Maybe you're right," he said gruffly. "I'm making a trip to the dump tomorrow afternoon. I'll bring back a magazine clipping if I can find one."

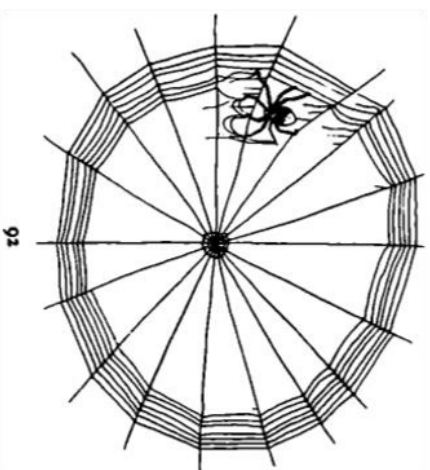
"Thanks," said Charlotte. "The meeting is now adjourned. I have a busy evening ahead of me. I've got to tear my web apart and write 'Terrific.'"

Wilbur blushed. "But I'm *not* terrific, Charlotte. I'm just about average for a pig."

"You're terrific as far as *I* am concerned," replied Charlotte, sweetly, "and that's what counts. You're my best friend, and I think you're sensational. Now stop arguing and go get some sleep!"

*Chapter XIII**Good Progress*

FAR INTO the night, while the other creatures slept, Charlotte worked on her web. First she ripped out a few of the orb lines near the center. She left the radial lines alone, as they were needed for support. As she worked, her eight legs were a great help to her. So were her teeth. She loved to weave and she was an expert at it. When she was finished ripping things out, her web looked something like this:



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Good Progress 93

A spider can produce several kinds of thread. She uses a dry, tough thread for foundation lines, and she uses a sticky thread for snare lines—the ones that catch and hold insects. Charlotte decided to use her dry thread for writing the new message.

“If I write the word ‘Terrific’ with sticky thread,” she thought, “every bug that comes along will get stuck in it and spoil the effect.”

“Now let’s see, the first letter is T.”

Charlotte climbed to a point at the top of the left hand side of the web. Swinging her spinners into position, she attached her thread and then dropped down. As she dropped, her spinning tubes went into action and she let out thread. At the bottom, she attached the thread. This formed the upright part of the letter T. Charlotte was not satisfied, however. She climbed up and made another attachment, right next to the first. Then she carried the line down, so that she had a double line instead of a single line. “It will show up better if I make the whole thing with double lines.”

She climbed back up, moved over about an inch to the left, touched her spinners to the web, and then carried a line across to the right, forming the top of the T. She repeated this, making it double. Her eight legs were very busy helping.

“Now for the E!”

Charlotte got so interested in her work, she began to

94 *Charlotte’s Web*

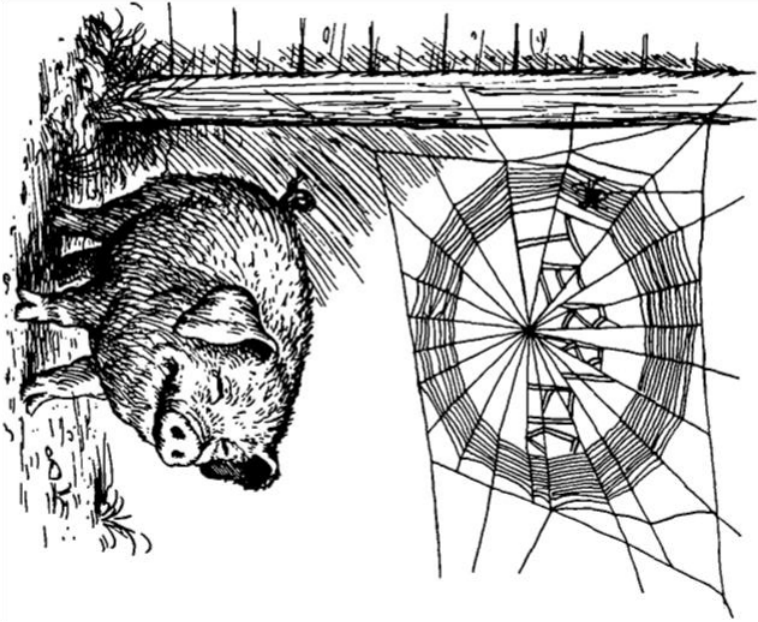
talk to herself, as though to cheer herself on. If you had been sitting quietly in the barn cellar that evening, you would have heard something like this:

“Now for the R! Up we go! Attach! Descend! Pay out line! Whoa! Attach! Good! Up you go! Repeat! Attach! Descend! Pay out line. Whoa, girl! Steady now! Attach! Climb! Attach! Over to the right! Pay out line! Attach! Now right and down and swing that loop and around and around! Now in to the left! Attach! Climb! Repeat! O.K.! Easy, keep those lines together! Now, then, out and down for the leg of the R! Pay out line! Whoa! Attach! Ascend! Repeat! Good girl!”

And so, talking to herself, the spider worked at her difficult task. When it was completed, she felt hungry. She ate a small bug that she had been saving. Then she slept.

Next morning, Wilbur arose and stood beneath the web. He breathed the morning air into his lungs. Drops of dew, catching the sun, made the web stand out clearly. When Lurvy arrived with breakfast, there was the handsome pig, and over him, woven neatly in block letters, was the word TERRIFIC. Another miracle.

Lurvy rushed and called Mr. Zuckerman. Mr. Zuckerman rushed and called Mrs. Zuckerman. Mrs. Zuckerman ran to the phone and called the Arables. The Arables climbed into their truck and hurried over.



96 *Charlotte's Web*

Everybody stood at the pigpen and stared at the web and read the word, over and over, while Wilbur, who really *felt* terrific, stood quietly swelling out his chest and swinging his snout from side to side.

"Terrific!" breathed Zuckerman, in joyful admiration. "Edith, you better phone the reporter on the *Weekly Chronicle* and tell him what has happened. He will want to know about this. He may want to bring a photographer. There isn't a pig in the whole state that is as terrific as our pig."

The news spread. People who had journeyed to see Wilbur when he was "some pig" came back again to see him now that he was "terrific."

That afternoon, when Mr. Zuckerman went to milk the cows and clean out the tie-ups, he was still thinking about what a wondrous pig he owned.

"Lurvy!" he called. "There is to be no more cow manure thrown down into that pigpen. I have a terrific pig. I want that pig to have clean, bright straw every day for his bedding. Understand?"

"Yes, sir," said Lurvy.

"Furthermore," said Mr. Zuckerman, "I want you to start building a crate for Wilbur. I have decided to take the pig to the County Fair on September sixth. Make the crate large and paint it green with gold letters!"

"What will the letters say?" asked Lurvy.

"They should say *Zuckerman's Famous Pig*."

Good Progress 97

Lurvy picked up a pitchfork and walked away to get some clean straw. Having such an important pig was going to mean plenty of extra work, he could see that.

Below the apple orchard, at the end of a path, was the dump where Mr. Zuckerman threw all sorts of trash and stuff that nobody wanted any more. Here, in a small clearing hidden by young alders and wild raspberry bushes, was an astonishing pile of old bottles and empty tin cans and dirty rags and bits of metal and broken bottles and broken hinges and broken springs and dead batteries and last month's magazines and old discarded dishmops and rattered overalls and rusty spikes and leaky pails and forgotten stoppers and useless junk of all kinds, including a wrong-size crank for a broken ice-cream freezer.

Templeton knew the dump and liked it. There were good hiding places there—excellent cover for a rat. And there was usually a tin can with food still clinging to the inside.

Templeton was down there now, rummaging around. When he returned to the barn, he carried in his mouth an advertisement he had torn from a crumpled magazine.

"How's this?" he asked, showing the ad to Charlotte.

98 *Charlotte's Web*

"It says 'Crunchy.' 'Crunchy' would be a good word to write in your web."

"Just the wrong idea," replied Charlotte. "Couldn't be worse. We don't want Zuckerman to think Wilbur is crunchy. He might start thinking about crisp,



crunchy bacon and tasty ham. That would put ideas into his head. We must advertise Wilbur's noble qualities, not his tastiness. Go get another word, please, Templeton!"

The rat looked disgusted. But he sneaked away to the dump and was back in a while with a strip of cotton cloth. "How's this?" he asked. "It's a label off an old shirt."

Charlotte examined the label. It said **PRE-SHRUNK**.

Good Progress

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"I'm sorry, Templeton," she said, "but 'Pre-shrunk' is out of the question. We want Zuckerman to think Wilbur is nicely filled out, not all shrunk up. I'll have to ask you to try again."

"What do you think I am, a messenger boy?" grumbled the rat. "I'm not going to spend all my time chasing down to the dump after advertising material."

"Just once more—please!" said Charlotte.

"I'll tell you what I'll do," said Templeton. "I know where there's a package of soap flakes in the woodshed. It has writing on it. I'll bring you a piece of the package."

He climbed the rope that hung on the wall and disappeared through a hole in the ceiling. When he came back he had a strip of blue-and-white cardboard in his teeth.

"There!" he said, triumphantly. "How's that?"

Charlotte read the words: "With New Radiant Action."

"What does it mean?" asked Charlotte, who had never used any soap flakes in her life.

"How should I know?" said Templeton. "You asked for words and I brought them. I suppose the next thing you'll want me to fetch is a dictionary."

Together they studied the soap ad. "With new radiant action," repeated Charlotte, slowly. "Wilbur!" she called.

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Charlotte's Web

Wilbur, who was asleep in the straw, jumped up.

"Run around!" commanded Charlotte. "I want to see you in action, to see if you are radiant."

Wilbur raced to the end of his yard.

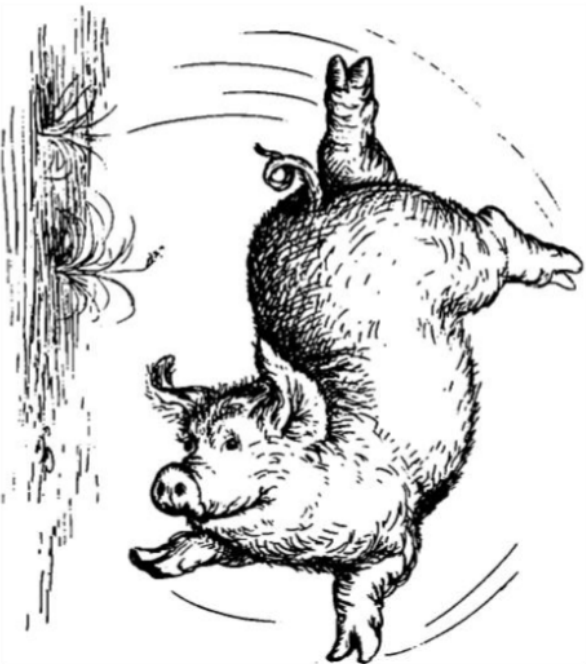
"Now back again, faster!" said Charlotte.

Wilbur galloped back. His skin shone. His tail had a fine, tight curl in it.

"Jump into the air!" cried Charlotte.

Wilbur jumped as high as he could.

"Keep your knees straight and touch the ground with your ears!" called Charlotte.



Good Progress

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Wilbur obeyed.

“Do a back flip with a half twist in it!” cried Charlotte.

Wilbur went over backwards, writhing and twisting as he went.

“O.K., Wilbur,” said Charlotte. “You can go back to sleep. O.K., Templeton, the soap ad will do, I guess. I’m not sure Wilbur’s action is exactly radiant, but it’s interesting.”

“Actually,” said Wilbur, “I *feel* radiant.”

“Do you?” said Charlotte, looking at him with affection. “Well, you’re a good little pig, and radiant you shall be. I’m in this thing pretty deep now—I might as well go the limit.”

Tired from his romp, Wilbur lay down in the clean straw. He closed his eyes. The straw seemed scratchy—not as comfortable as the cow manure, which was always delightfully soft to lie in. So he pushed the straw to one side and stretched out in the manure. Wilbur sighed. It had been a busy day—his first day of being terrific. Dozens of people had visited his yard during the afternoon, and he had had to stand and pose, looking as terrific as he could. Now he was tired. Fern had arrived and seated herself quietly on her stool in the corner.

“Tell me a story, Charlotte!” said Wilbur, as he lay waiting for sleep to come. “Tell me a story!”

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Charlotte’s Web

So Charlotte, although she, too, was tired, did what Wilbur wanted.

“Once upon a time,” she began, “I had a beautiful cousin who managed to build her web across a small stream. One day a tiny fish leaped into the air and got tangled in the web. My cousin was very much surprised, of course. The fish was thrashing wildly. My



cousin hardly dared tackle it. But she did. She swooped down and threw great masses of wrapping material around the fish and fought bravely to capture it.”

“Did she succeed?” asked Wilbur.

“It was a never-to-be-forgotten battle,” said Charlotte. “There was the fish, caught only by one fin, and its tail wildly thrashing and shining in the sun. There

Good Progress

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was the web, sagging dangerously under the weight of the fish.”

“How much did the fish weigh?” asked Wilbur eagerly.

“I don’t know,” said Charlotte. “There was my cousin, slipping in, dodging out, beaten mercilessly over the head by the wildly thrashing fish, dancing in, dancing out, throwing her threads and fighting hard. First she threw a left around the tail. The fish lashed back. Then a left to the tail and a right to the mid-section. The fish lashed back. Then she dodged to one side and threw a right, and another right to the fin. Then a hard left to the head, while the web swayed and stretched.”

“Then what happened?” asked Wilbur.

“Nothing,” said Charlotte. “The fish lost the fight. My cousin wrapped it up so tight it couldn’t budge.”

“Then what happened?” asked Wilbur.

“Nothing,” said Charlotte. “My cousin kept the fish for a while, and then, when she got good and ready, she ate it.”

“Tell me another story!” begged Wilbur.

So Charlotte told him about another cousin of hers who was an aeronaut.

“What is an aeronaut?” asked Wilbur.

“A balloonist,” said Charlotte. “My cousin used to stand on her head and let out enough thread to form a

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Charlotte’s Web

balloon. Then she’d let go and be lifted into the air and carried upward on the warm wind.”

“Is that true?” asked Wilbur. “Or are you just making it up?”

“It’s true,” replied Charlotte. “I have some very remarkable cousins. And now, Wilbur, it’s time you went to sleep.”

“Sing something!” begged Wilbur, closing his eyes.

So Charlotte sang a lullaby, while crickets chirped in the grass and the barn grew dark. This was the song she sang.

“Sleep, sleep, my love, my only,

Deep, deep, in the dung and the dark;

Be not afraid and be not lonely!

This is the hour when frogs and thrushes

Praise the world from the woods and the rushes.

Rest from care, my one and only,

Deep in the dung and the dark!”

But Wilbur was already asleep. When the song ended, Fern got up and went home.

Answer Key

Monday

Math

Review problems

- \$718
- \$988
- \$7.18
- \$810
- \$8.10
- \$9.90

Word Problem

Ms. Creixell spent \$8.60 altogether.

Literature

P. 80 In the middle of the web were the words "Some Pig"

P. 77 Lurvy

P. 77 He took another look

P. 85 Yes, Wilbur's life would be saved.

P. 84 Mr. Zuckerman wore good clothes. They were busy with visitors.

P. 85 Charlotte. There were too many people.

Grammar

Question Exclamation

Question Command

Command Statement

Exclamation Statement

Question Statement

History

Please see map on p. 4

Tuesday

Math

Fact Fluency

2	4	2	6	7
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3	6	1	4	4
4	8	3	3	1
1	7	7	1	7
2	5	5	0	7
3	0	3	2	5

Independent Work

- 2
- 4
- 10
- 20
- 100

-
- 10
 - 10
 - 30
 - 25
 - 900

-
- 3 dollars 45 cents
 - 6 dollars 0 cents
 - 7 dollars 5 cents
 - 0 dollars 80 cents
 - 220 ¢
 - 305 ¢
 - 457 ¢
 - \$0.75
 - \$2.60
 - \$3.07

Word Problem

She spent \$6.10 altogether.

Literature

P. 87 Everyone thought Wilbur was unusual.

P. 89 By bringing magazine clippings from the dump so she can get ideas and know how to spell words

P. 90 Realizing that if Wilbur dies, he won't get any more food

Science

Science is observation.

We observe with our five senses.

Wednesday

Math

Independent Work

- (a) \$6.95
(b) \$14.45
- (a) 75 ¢
(b) \$2.75
(c) \$5.75
- (a) \$1 or 100¢
(b) \$3
(c) \$4
(d) \$1 or 100¢
(e) \$2
(f) \$4
- (a) \$6.75; \$6.95
\$ 6.95
(b) \$8.65; \$8.80
\$8.80
- (a) \$ 9.80
(b) \$9.75
(c) \$9.90
(d) \$ 7.80

Literature

P. 96 *No more manure; only clean hay; Lurvy was to build a crate so Zuckerman could take him to the fair*

P. 97 *Zuckerman's throw away pile at the end of a path, below the apple orchard*

P. 98-99 *"Pre-shrunk", "With new radiant action"*

History

Answers within lesson (C, D, E, A, B)

Grammar

I am We are
You are You all are
He/ she/ it is They are

Thursday

Math

Fact Fluency

1	4	2	3	7
2	6	1	4	4
3	8	3	7	1
2	7	6	2	7
3	5	4	0	7
1	0	5	2	5

Independent Work

- Johnny has 55 pencils.
- Ms. Creixell has 20 boxes left.
- Ms. Deaver has 50 books altogether.
- 4 oranges will go in each box.
- Ms. Gerard spent \$11 altogether.

Literature

Answers will vary

P. 100 *Charlotte asks Wilbur to run around, jump high into the air etc.*

P. 103 *Yes, the story was true.*

Science

Answers will vary. Work should be written in complete sentences and include their observations.