



Remote Learning Packet

Second Grade

April 13–April 17, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

April 13–April 17, 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 13, 2020
- Tuesday, April 14, 2020
- Wednesday, April 15, 2020
- Thursday, April 16, 2020
- Friday, April 17, 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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Day 1 Instructions and Resources

Monday, 4/13

Math (30 minutes)

Math Fact Practice (5 minutes): Practice these math facts in under one minute and then practice your flash cards!

6-3=	4-2=	3-1=	11-6=	12-7=	8-3=
7-4=	10-7=	15-7=	13-5=	14-6=	12-5=
12-4=	11-4=	11-5=	17-9=	18-9=	19-9=
6-2=	5-3=	5-5=	12-9=	14-8=	18-7=
1-0=	1-1=	20-10=	19-8=	5-3=	12-6=

Independent Work (25 minutes): Read the examples below to learn how to solve subtraction money problems. Then, answer the questions below.

Subtracting Money without Stacking

Examples:

$$\textcircled{1} \$4 - \$1.25$$

$$\begin{array}{r} / \quad \backslash \\ \$1 \quad 25\text{¢} \end{array}$$

Step one: subtract \$

$$\$4 - \$1 = \$3$$

Step two: subtract cents

$$\$3 - 25\text{¢} = \$2.75$$

$$\textcircled{2} \$3.90 - \$2.15$$

$$\$3.90 \xrightarrow{-\$2} \$1.90 \xrightarrow{-15\text{¢}} \$1.75$$

$$\textcircled{3} \$3 - 40\text{¢} =$$

$$\begin{array}{r} / \quad \backslash \\ (\$2) \quad \$1 \end{array}$$

$$(\$1 - 40\text{¢} = 60\text{¢})$$

$$\rightarrow \$2.60 \leftarrow$$

1. Subtract.

(a) $\$4.85$

$$\begin{array}{r} - \$3 \\ \hline \end{array}$$

 $\$$

(b) $\$6.45$

$$\begin{array}{r} - \$2 \\ \hline \end{array}$$

 $\$$

(c) $\$7.05$

$$\begin{array}{r} - \$4 \\ \hline \end{array}$$

 $\$$

(d) $\$9.25$

$$\begin{array}{r} - \$8 \\ \hline \end{array}$$

 $\$$

(e) $\$2.95$

$$\begin{array}{r} - 60\text{¢} \\ \hline \end{array}$$

 $\$$

(f) $\$5.75$

$$\begin{array}{r} - 70\text{¢} \\ \hline \end{array}$$

 $\$$

(g) $\$6.40$

$$\begin{array}{r} - 40\text{¢} \\ \hline \end{array}$$

 $\$$

(h) $\$9.80$

$$\begin{array}{r} - 65\text{¢} \\ \hline \end{array}$$

 $\$$

(i) $\$4$

$$\begin{array}{r} - 80\text{¢} \\ \hline \end{array}$$

 $\$$

(j) $\$5$

$$\begin{array}{r} - 70\text{¢} \\ \hline \end{array}$$

 $\$$

(k) $\$3$

$$\begin{array}{r} - 55\text{¢} \\ \hline \end{array}$$

 $\$$

(l) $\$6$

$$\begin{array}{r} - 75\text{¢} \\ \hline \end{array}$$

 $\$$

$$(a) \$4.30 - \$0.99 =$$

$$(b) \$3.45 - \$0.99 =$$

$$(c) \$4.25 - \$1.99 =$$

$$(d) \$6.00 - \$2.99 =$$

2. Subtract.

$$(a) \$2.20 - \$0.95 =$$

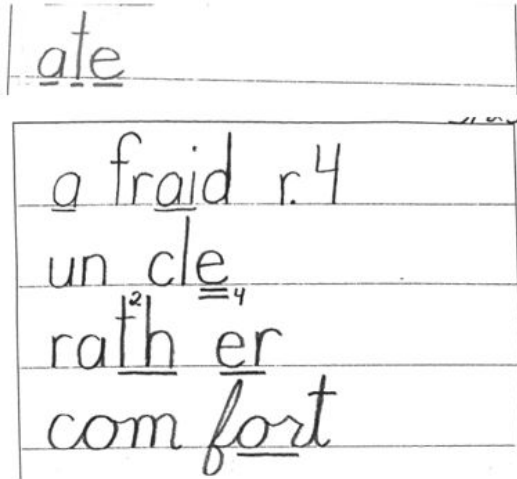
$$(b) \$3.55 - \$0.95 =$$

$$(c) \$4.10 - \$3.95 =$$

$$(d) \$8.25 - \$5.95 =$$

Spalding (10 minutes)

Day 1



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 14 in *Charlotte's Web* aloud to a parent, older sibling, or silently to yourself. As you read...

1. Take your time and read carefully.
2. Make sure that you follow all punctuation!
3. If reading aloud, practice using the proper tone of voice to show the meaning of the text. (You can raise or lower the pitch of your voice at different times depending on the story.)

Discussion questions (asked by a parent or older sibling . Look for the part in the text that relates to each question.

- *Why was Fern's mother concerned about her?*
- *What does Fern's mother want her to do?*
- *Why did Dr. Dorian think that a spider's web was a miracle?*
- *How old is Fern?*

Grammar (5 minutes)

An adjective is a word that describes a noun. When you describe a noun, you tell more about it. Just as we use descriptive words to tell more about nouns, we also use descriptive words to tell more about verbs. A word that describes a verb is called an adverb. Can you see the word "**verb**" in the word "**adverb**"? That will help you to remember that an adverb is a word that describes a verb.

Read the definition of an adverb out loud, then write it on the lines below: **An adverb is a word that describes a verb, adjective, or another adverb.**

History (15 minutes)

Lesson

Today, we will be starting a new unit about what was happening in the United States around thirty years after America had declared its independence from Great Britain. Think about the map of the original thirteen colonies you labeled last week. Do you remember that the Americans who lived in these thirteen colonies were ruled by the British king in the years leading up to the Revolutionary War? At the end of the American Revolution, the independent colonies became a new country—America. As a new country, the American leaders needed to decide how their government would work and who would make the laws. Do you recall that the Constitution is the highest law of the United States of America? It established the principle of government by the consent of the people.



Now we are going to visit America after the Constitution had been signed, when America was a new, independent nation, in the years leading up to 1812.

Trouble at Sea:

In the early 1800s, American ships sailed across the Atlantic Ocean to Europe carrying tobacco, tools, lumber, and other goods to sell. In Europe, cloth was loaded onto ships to be brought back to America. Sometimes, British warships followed and stopped American trade ships.

Vocabulary:

Goods are anything that people buy, sell, or trade.

Warships are ships equipped with guns so that they are prepared to fight with other ships.

Trade ships are ships that carry goods from one country to another to be sold or bought.

★ Notice that the warships were British warships, while the trade ships were American.

Why did American ships sail to Europe? (Please answer in a complete sentence)

Art (10 minutes)

Find one chair in your home to do an *art observation study*. Silently observe the chair closely. Please look at the details and note any shapes you see. Do you see a long rectangle? Do you see any squares or triangles? Practice drawing the shapes you see in your chair on scratch paper. This chair will be the subject of your artwork in the next art session.

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P.E. (10 minutes)

- Warm up:
 - Jump up and down 20 times in the same spot
 - Grab an imaginary jump rope and practice turning the rope and jumping over it 10 times
- Jump Rope Lesson:
 - Find a jump rope or find something around the house that can be used as a jump rope (a long rope, a long piece of fabric, etc.)
 - Start with one handle/end of the rope in each hand, and the rope behind you with it touching your heels
 - When your ready, try swinging the rope from behind you, to over your head, then having it brush the ground in front of you
 - When the rope hits the ground in front of you try and jump over it
 - Then continue swinging it around until it comes back in front of you again!

Jumping rope can be extremely challenging and you will have to practice **perseverance**! When you start to get the hang of it, see how many you can do in a row!

Day 2 Instructions and Resources

Tuesday, 4/14

Math (30 minutes)

Math Word Problem (5-10 minutes)

Write your own ***addition money*** 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 (25 minutes): Read the examples below to learn how to solve subtraction money problems. Then, answer the questions below.

Subtracting with Stacking

Examples:

$$\begin{array}{r} \textcircled{1} \text{ } \overset{4}{\$} \overset{4}{5}.35 \\ - \text{ } \overset{4}{\$} 3.75 \\ \hline \text{ } \overset{4}{\$} 1.60 \end{array} \quad \rightarrow \quad \begin{array}{r} \overset{4}{\$} 35 \\ - 375 \\ \hline 160 \end{array}$$

Notice how it's very similar to how we subtract three digit numbers . We subtract from right to left, starting in the ones place. Show your renaming!

$$\begin{array}{r} \textcircled{2} \text{ } \overset{2}{\$} \overset{2}{3}.60 \\ - \text{ } \overset{2}{\$} 2.70 \\ \hline \text{ } \overset{2}{\$} 0.90 \end{array} \quad \rightarrow \quad \begin{array}{r} \overset{2}{\$} 60 \\ - 270 \\ \hline 090 \end{array}$$

EXERCISE 13

1. Subtract.

$\begin{array}{r} \$2.25 \\ - \$0.60 \\ \hline \end{array}$	$\begin{array}{r} \$3.10 \\ - \$0.55 \\ \hline \end{array}$	$\begin{array}{r} \$5.00 \\ - \$0.25 \\ \hline \end{array}$
A	D	F
$\begin{array}{r} \$7.00 \\ - \$4.70 \\ \hline \end{array}$	$\begin{array}{r} \$6.35 \\ - \$3.50 \\ \hline \end{array}$	$\begin{array}{r} \$7.05 \\ - \$2.45 \\ \hline \end{array}$
G	L	N
$\begin{array}{r} \$8.50 \\ - \$5.90 \\ \hline \end{array}$	$\begin{array}{r} \$4.30 \\ - \$3.85 \\ \hline \end{array}$	$\begin{array}{r} \$9.20 \\ - \$7.65 \\ \hline \end{array}$
O	R	Y

What is the name of this insect?

Write the letters in the boxes below to find out.



		A						
\$2.55	\$0.45	\$1.65	\$2.30	\$2.60	\$4.60	\$4.75	\$2.85	\$1.55

EXERCISE 12

1. Write the missing numbers.

$$(a) \$6.80 \xrightarrow{-\$2} \$ \boxed{} \xrightarrow{-50\text{¢}} \$ \boxed{}$$

$$\$6.80 - \$2.50 = \$ \boxed{}$$

$$(b) \$4.75 \xrightarrow{-\$3} \$ \boxed{} \xrightarrow{-35\text{¢}} \$ \boxed{}$$

$$\$4.75 - \$3.35 = \$ \boxed{}$$

$$(c) \$5.90 \xrightarrow{-\$3} \$ \boxed{} \xrightarrow{-65\text{¢}} \$ \boxed{}$$

$$\$5.90 - \$3.65 = \$ \boxed{}$$

2. Subtract.

$$(a) \$4.80 - \$1.20 =$$

$$(b) \$5.85 - \$2.60 =$$

$$(c) \$5.90 - \$3.75 =$$

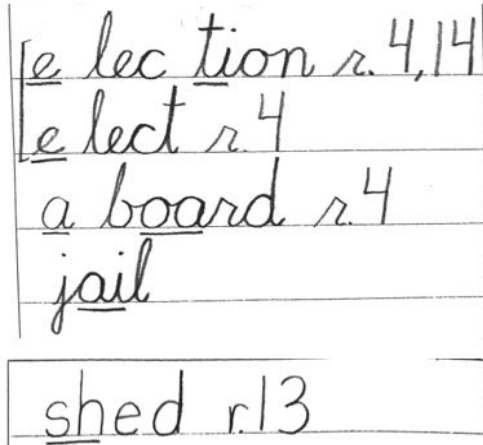
$$(d) \$6.70 - \$2.35 =$$

$$(e) \$4.50 - \$2.05 =$$

$$(f) \$7.70 - \$3.45 =$$

Spalding (10 minutes)

Day 2



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 15 in *Charlotte's Web* aloud to a parent, older sibling, or silently to yourself.

As you read...

1. Take your time and read carefully.
2. Make sure that you follow all punctuation!
3. If reading aloud, practice using the proper tone of voice to show the meaning of the text. (You can raise or lower the pitch of your voice at different times depending on the story.)

Discussion questions (asked by a parent or older sibling . Look for the part in the text that relates to each question.

- *What time of year is it at the beginning of the chapter?*
- *Charlotte said she was versatile. What does versatile mean?*
- *What insect indicates that summer is almost over? How?*
- *Why do you think Charlotte did not want to go to the fair with Wilbur?*

Science (15 minutes)

We are starting a new Science Unit: **The Life Cycle!**

Read the pages below on Life Cycles. Then, look at the life cycle chart and answer the question below.

Have you ever heard the question “Which comes first, the chicken or the egg?” Think about it. How would you answer? You need a chicken to lay the egg. So the chicken comes first. But you need an egg to hatch the chicken. So the egg comes first. Around and around—there is really not one answer to the question, is there? It is a cycle, like a wheel or a circle, something that goes around and around and around, without a beginning or an end.

We can think of many different cycles in nature. All living things, plants and animals, are born, grow, and eventually die. To keep life going, living things reproduce, which means they have babies or make more young, just like themselves. It is a cycle.

Animal Life Cycles

All animals follow a pattern during their lives. They are born. They grow up. They develop as they grow. They become adults. An **adult** is an animal that is all grown up. Adult animals can reproduce. To **reproduce** means to make more living things of the same kind. Finally, animals grow old and die. The pattern from birth to death is called the animal's **life cycle**.

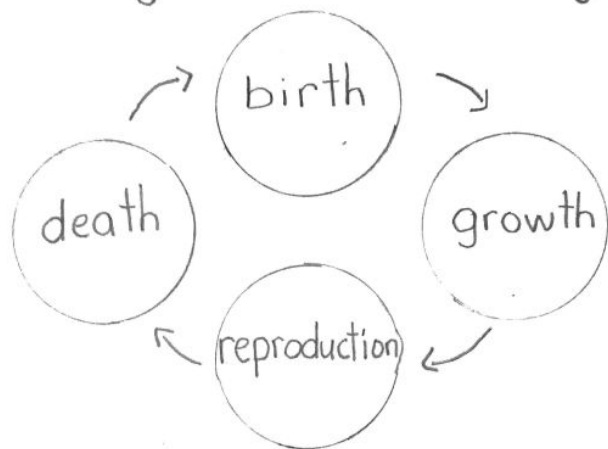
Each animal group has its own kind of life cycle. Some animal babies look like their parents. A puppy looks like a small dog. Other animal babies look very different from their parents. A caterpillar is a young butterfly or moth, but it does not look like the adult insect.



▲ Caterpillar



Stages of the Life Cycle



Animals first are born, then they grow, then they reproduce (have children), and then they die. Animals can be born in different ways, they can grow in different ways, they can reproduce or have children in different forms, and then all animals die.

Question: Can you tell me what the stages of the life cycle are? Write one sentence that lists the life cycle from beginning to end. Write it in a complete sentence, use correct punctuation, and write neatly in cursive or manuscript!

The life cycle begins with _____

Writing (5 minutes)

Who was chapter 15 of *Charlotte's Web* about and where were they?

What was the problem in this chapter?

How was the problem solved?

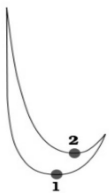
Use your answers to these questions to tell someone in your family a summary of today's reading.

Parent sign here that your student gave a verbal summary of the chapter: _____

Music (10 min)

- Warm-Up: Sing Rocky Mountain or Scotland's Burning at least **two** times.
 - Alternate between singing **forte** and **piano** (Do you remember what those mean?)
 - **Forte** means loud/strong and **piano** means soft
- Sing "Make New Friends" while looking at the music below. Note that it is slightly different from how we sang it in class.
 - What do you notice about the music? There are more words than the ones we learned!
 - Learn the new words. It will sound similar to the first part of the song. Now, see if you can memorize the new words and sing without looking at the page!
 - Challenge: Sing "Make New Friends" while marching to the steady beat around your room or around the house.

Duple Meter



- Extra challenge: Be a conductor and conduct in “duple meter” while you march! Remember the pattern is strong/weak strong/weak:

Make New Friends

Folk song

Make new friends, and keep the old, One is sil - ver and the o - ther's gold. The

cir - cle is round; it has no end. That's how long I want to be your friend.

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Latin (10 minutes)

- Say the following vocabulary words 3x each:
- Go outside and see if you can name any of these objects in Latin.

Latin	English	Latin	English
sōl	sun	mōns	mountain
lūna	moon	vallēs (alter. vallis)	valley
stēlla	star	silva	forest
terra	earth	arbor	tree

Day 3 Instructions and Resources

Wednesday, 4/15

Math (25 minutes)

Math Facts (5 minutes):

5+4=	3+2=	5+2=	6+5=	10+5=	12+3=
12+5=	11+4=	4+6=	4+5=	5+6=	16+5=
13+5=	12+3=	7+5=	10+2=	13+5=	2+3=
5+7=	11+6=	14+3=	6+5=	12+4=	9+6=
9+5=	9+4=	16+4=	20+5=	21+6=	5+3=

Independent Work (20 minutes): Solve the word problems below for subtraction with money. Make sure to write out your equation, number bond, and your answer sentence. Show all work!

Example Word Problem:

Bob had \$9. He bought a basketball for \$2.45. How much money does he have left?

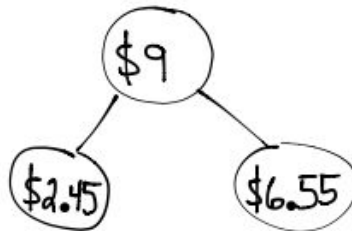
Eq.:

$$\begin{array}{r} \$9 - \$2.45 \\ \swarrow \searrow \\ \$2 \quad 45\text{¢} \end{array}$$

$$\$9 - \$2 = \$7$$

$$\$7 - 45\text{¢} = \$6.55$$

NB:



Sentence: Bob had \$6.55 left.

EXERCISE 15

1. Ben bought a snack from a vending machine that cost 55¢.
He put a one-dollar bill into the machine.
How much change did he get?

Equation

NB

Sentence

2. Sam had \$8.
He bought a toy car for \$5.35.
How much money did he have left?

Equation

NB

Sentence

3. A toy robot costs \$5.90.
A doll costs \$3.85.
How much cheaper is the doll?

Equation

NB

Sentence

4. Sufen bought this set of stamps from a post office.
She had \$6.30 left.
How much money did she have at first?



Equation

NB

Sentence

5. Miguel spent \$2.60 on his lunch.
His brother spent \$0.95 more than he.
How much did his brother spend?

Equation

NB

Sentence

6. Lily saved \$10.
She saved \$1.95 more than Jose.
How much did Jose save?

Equation

NB

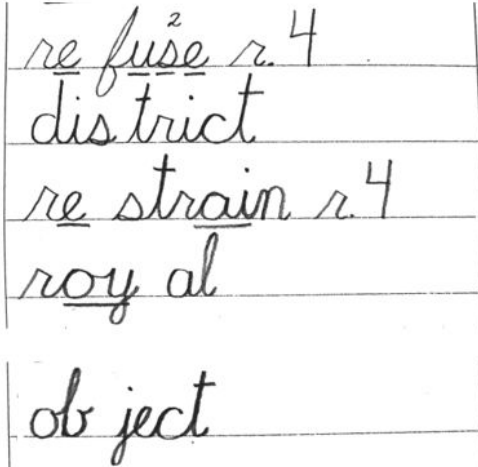
867 Sentence

Unit 9: Money

Spalding (10 minutes)

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

Day 3



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 16 in *Charlotte's Web* aloud to a parent, older sibling, or silently to yourself.

As you read...

1. Take your time and read carefully.
2. Make sure that you follow all punctuation!
3. If reading aloud, practice using the proper tone of voice to show the meaning of the text. (You can raise or lower the pitch of your voice at different times depending on the story.)

Discussion questions (asked by a parent or older sibling . Look for the part in the text that relates to each question.

- *What did Mrs. Zuckerman want to do to Wilbur?*
- *Why did Templeton decide to go to the fair?*
- *Why did Wilbur feel he was going to faint?*
- *Why did the sheep tell Wilbur to struggle getting into the crate?*

History (15 minutes)

Lesson

Last time, we learned that American ships sailed to Europe carrying goods to sell and sometimes British warships stopped these American trade ships. Let's continue our story...

Trouble at Sea (continued):

The British not only stopped American ships, they came aboard and searched them too. They were looking for runaway British sailors. You see, Great Britain was at war with France. Britain's Royal Navy had many powerful ships, but it did not have enough sailors. Oftentimes, British sailors did not want to fight in the war, so they ran away to work on trade ships.



Great Britain did these things because it believed it had the right to capture British sailors who were needed to fight in the war with France. If the British found any runaways, they tied them up and took them away. This is called impressment. Sometimes the British took American sailors as well. This made Americans very angry!

Vocabulary:

Capture means to take something by force.

Impressment is taking sailors off ships and forcing them to work on another ship without their permission.

- ★ Runaway British sailors were people who were working on one of Great Britain's warships and who ran away or escaped so they didn't have to fight in the war.
- ★ Some of the runaway sailors who were impressed were British sailors who had run away to escape the harsh treatment on Britain's ships. Other sailors were actually American and were forced to work for the British because the Americans were not strong enough to keep the British from taking their sailors away.

Discussion questions: (asked by a parent or older sibling)

What country was Great Britain at war with?

What were the British looking for when they searched other ships, and why?

Grammar (5 minutes)

Stand up and start walking around. Can you walk quickly? Can you walk slowly? What other ways can you walk? The words you use to describe how you walk are adverbs! Write down the adverbs for all of the ways you can walk on the lines below. Only write the words, you do not need to write in complete sentences for this exercise.

Art (10 minutes)

Place the same chair from last time in an open area for *art observation study*. With a sharp pencil on a plain paper, place a horizon line. Then proceed forward with your artwork by lightly sketching the largest shapes that form the parts of your chair. Place a light source symbol (sun or light bulb) in the right corner of your paper. This is all you will complete today. Please place artwork aside for our next art session.

P.E. (10 minutes)

Warm-Up:

- 25 Jumping Jacks
- Leg and Arm Stretches

This quarter we are learning about track and field! Today I want you to try and run for 6 minutes without stopping. You can either do this outside if you are able or set up a safe area in your home for you to run without injuring yourself or others. Use **perseverance** during this activity because you will get tired, but I don't want you to give up! (Tip: start jogging, not sprinting so you don't get tired too quickly)

Day 4 Instructions and Resources

Thursday, 4/16

Math (25 minutes)

Word Problem (10 minutes)

Write your own ***subtraction money*** 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 (15 minutes): Solve the subtraction word problems and equations below. Make sure to write out your equation, number bond, and your answer sentence. Show all work!

Remember →

\$ = dollar sign
 . = decimal point (and)

\$2.42 = two dollars AND 42 cents

When adding or subtracting money,
 always bring down your \$ and .

Also...

\$0.00

There are always 2 numbers after
 the decimal!

60¢ = \$0.60

6¢ = \$0.06

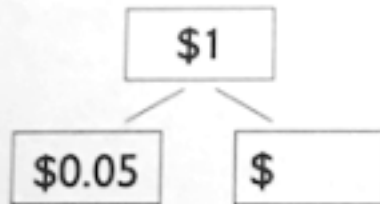
60¢ ≠ ~~\$0.66~~

6¢ ≠ ~~\$0.6¢~~

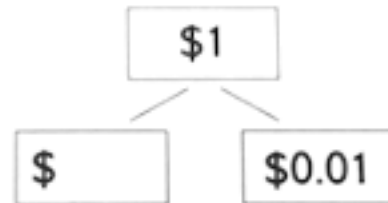
Exercise 3 : Subtracting Money

1. Fill in the blanks.

(a)

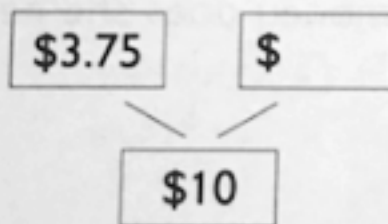


(b)

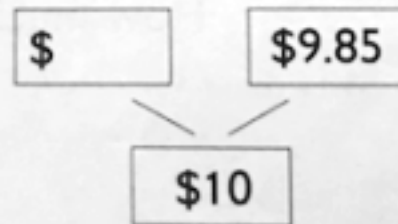


2. Fill the blanks.

(a)



(b)



3. Fill in the missing numbers.

(a) $43\text{¢} - 30\text{¢} = \underline{\hspace{2cm}}\text{¢}$

(b) $80\text{¢} - 68\text{¢} = \underline{\hspace{2cm}}\text{¢}$

(c) $\$5 - 80\text{¢} = \$\underline{\hspace{2cm}}$

(d) $\$9 - 15\text{¢} = \$\underline{\hspace{2cm}}$

(e) $\$4.60 - 85\text{¢} = \$\underline{\hspace{2cm}}$

(f) $\$9.00 - \$6.85 = \$\underline{\hspace{2cm}}$

4. Do these.

- (a) Mr. Chen bought a watermelon for \$2.65.
He gave the shopkeeper \$10.
How much change did he get?

① Number bond

② Equation

Sentence: _____

- (b) Nicole has \$9.95.
She wants to buy a dress that costs \$25.70.
How much more money does she need?

① Number bond

② Equation

Sentence: _____

- (c) Raman had \$60.65.
He spent \$38.95 on a watch.
How much money did he have left?

① Number bond

② Equation

Sentence: _____

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).

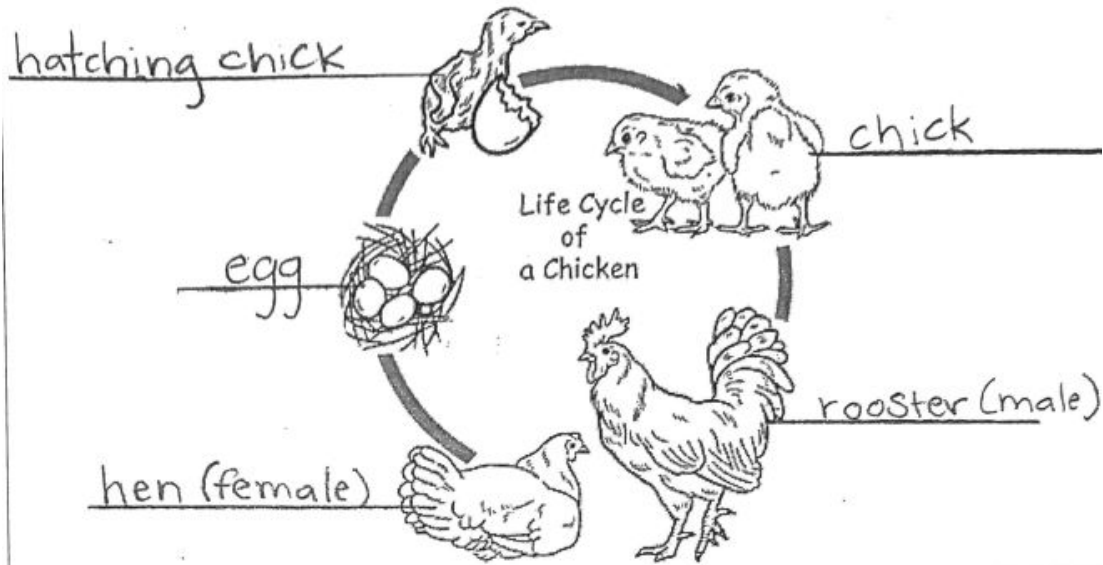
Literature (15 minutes)

Read “*The Indian Cinderella*” Virtues story (found in the Additional Resources section) aloud with a parent, older sibling, or silently to yourself. As you read, consider the virtue of **Honesty**. Once you have finished reading, discuss these ideas:

- How do the characters show or lack this virtue?
- Can you give an example of how their actions showed honesty (or lacked honesty)?
- Retell the story in your own words.

Science (15 minutes)

The Chicken



On Tuesday, you learned about what a life cycle is. Today, we are learning about the life cycle of a chicken. Look at the chart above! See how a hen (a female chicken) lays an egg, the egg hatches to become a chick, then the chick will grow up and become a hen or rooster (a male chicken), then they will reproduce and make more children, and eventually they will die.

Question: Can you tell me what the stages of a chicken life cycle are? Write one sentence that lists the life cycle from beginning to end. Write it in a complete sentence, use correct punctuation, and write neatly in cursive or manuscript!

The life cycle of a chicken begins with _____

Now draw your own Life Cycle of Chicken just like the one above! Draw pictures if you would like!



Writing (5 minutes)

Who was the story, *The Indian Cinderella*, about and where were they?

What was the problem in this story? _____

How was the problem solved? _____

Music (10 minutes)

- Warm-Up: March to the steady beat and sing “Make New Friends,” including the new words! If you can’t remember the new words yet, go ahead and look at the music from the previous lesson.
 - Challenge: Teach the song to someone in your family and try to sing in a **canon!**
- Sing “Hot Cross Buns,” but this time, sing on the **rhythm syllables (ta, ti-ti, etc.)** while reading the music below.
 - First, say these out loud while tapping into your hand or showing the rest with your hands
 - “Ta is a quarter note.”

- “Ti-ti is two eighth notes”
- Quarter rest (point to it in the music)
- Now sing on the **rhythm syllables!** Don’t forget to tap the rhythm into your hand and say the words out loud! (Remember: “Rhythm is the way the words go”)
- Challenge: Teach someone in your house how to be your partner so you can do the motions together!
 - Hot - Pat both hands with your partner
 - Cross - Cross arms across chest
 - Buns - Pat your lap
 - One a penny, two a penny - tap partner’s hands while switching spots

Hot Cross Buns

Folk song

Latin (10 minutes)

- Say each Latin word in a different voice 3x.
- For extra practice you may use this quizlet link to practice your vocabulary. The password is SecondGrade (password is case sensitive) .
<https://quizlet.com/501044276/flashcards>

Latin	English	Latin	English
canis	dog	serpēns	snake
fēlēs	cat	mūs	mouse
leō	lion	columbus	dove

vacca	cow	sīmius	monkey
equus	horse	lupus	wolf
avis	bird	apis	bee

Day 5 Instructions and Resources

Friday, 4/17

Math (25 minutes)

Math Fact Practice (5 minutes):

4-2=	2-2=	10-3=	15-7=	22-11=	21-12=
5-4=	10-6=	10-5=	6-3=	5-2=	22-10=
15-8=	13-7=	12-7=	23-11=	24-12=	8-5=
2-1=	12-6=	13-6=	26-14=	17-9=	6-2=
14-3=	6-2=	6-4=	8-5=	10-7=	8-3=

Independent Work (25 minutes):

1. Solve the subtraction word problems and equations below.
2. There is an answer section on the following page to use to show work and write your answers.
3. Make sure to write out your equation, number bond, and your answer sentence. Show all work! You may do the optional section at end on a separate sheet of paper if you wish!

1. Find the value of

- (a) $\$8.15 - \3 (b) $\$6.35 - \2 (c) $\$4.80 - \4
 (d) $60¢ - 15¢$ (e) $\$2.60 - 15¢$ (f) $\$3.60 - 15¢$

2. (a) $\$1 - 40¢ = 60¢$

(b) $\$3 - 40¢ = \$$

(c) $\$10 - 40¢ = \$$

$$\begin{array}{r} \$3 - 40¢ \\ \swarrow \quad \searrow \\ \$2 \quad \$1 \end{array}$$

$\$2 \quad \1

Subtract 40¢ from \$1.



3. Find the value of

- (a) $\$1 - 90¢$ (b) $\$4 - 60¢$ (c) $\$6 - 50¢$
 (d) $\$2 - 75¢$ (e) $\$6 - 45¢$ (f) $\$7 - 5¢$

Exercise 11, page 81

4. (a) $\$5.90 \xrightarrow{-\$2} \$$ $\xrightarrow{-50¢} \$$

$\$5.90 - \$2.50 = \$$

(b) $\$4.65 \xrightarrow{-\$3} \$$ $\xrightarrow{-5¢} \$$

$\$4.65 - \$3.05 = \$$

5. Find the value of

- (a) $\$8.60 - \2.40 (b) $\$4.85 - \1.30
 (c) $\$6.45 - \6.05 (d) $\$8.70 - \4.55

Answer Boxes:

1)

A.	B.	C.
D.	E.	F.

2) Write answers in squares directly on the sheet.

3)

A.	B.	C.
D.	E.	F.

4) Write answers in squares directly on the sheet.

5)

A.	B.
C.	D.

9. Ava bought a doll which cost \$8.45.
She gave the cashier \$10.
How much change did she receive?

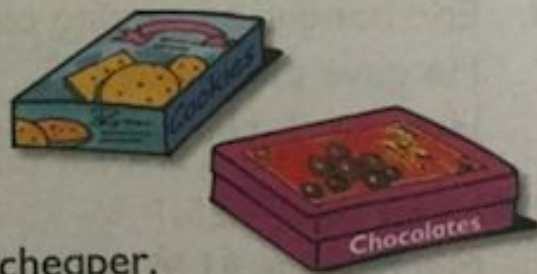
$$\$10 - \$8.45 = \$ \square$$



She received \$ change.

10. A box of cookies costs \$4.75.
A box of chocolates costs \$8.20.
How much cheaper is the box of cookies?

$$\$8.20 - \$4.75 = \$ \square$$



The box of cookies is \$ cheaper.

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: I ate an apple.

1. _____

2. _____

3. _____

4. _____

5. _____

History (15 minutes)



Recall what you have learned so far this week about American trade ships and impressment. Take some time to review the lessons and vocabulary then discuss the questions below with a parent or older sibling. Finally, write your answers in complete sentences.

What did Americans think about the British use of impressment?

Why did the British navy stop and search American ships sailing across the Atlantic Ocean?

Poetry (20 minutes)

1. Read through the poem three times.
2. Make a note of any words you do now know.
3. Re-read and follow the action of the arrow. What are all the things the arrow did?
These are action verbs.
** Can you find an adverb, that describes a verb?
4. Illustrate the poem. (Draw what is happening.)

Art (10 minutes)

Place your *art observation study* chair where you can observe it. Please keep in mind the elements of art you would like to *especially focus* on as you finish your artwork today. Remember the *seven elements of art* are line, shape, space, form, color, value, and texture. Carefully draw all details including shadows and highlights. Your finished artwork should look as realistic as possible. When completed, sign your artwork!

P.E.(10 minutes)

For this incredibly fun relay you will need a few materials:

- 2 plastic bowls or cups

- 1 piece of paper torn into 10 strips
- 10 stuffed animals or pillows or pairs of socks, etc.... (anything you can find)
- Some sort of stop-watch (a parent will do)

You can play this game inside or outside, though outside is best. Here are the rules!

1. Place your two bowls as far apart from each other as you like (at least 10 feet).
2. In one of the bowls, place all of the torn strips of paper and stack all of the stuffed animals in a pile, right next to that same bowl.
3. Start the relay by the opposite bowl.
4. You have 60 seconds to get all 10 strips of paper into the other bowl, while holding the stuffed animals before the clock runs out.
5. When your parents yell "Go!," run and grab one stuffed animal, and then grab one strip of paper.
6. After you have **both**, run back to the bowl you started at. Drop the strip of paper into the bowl (but keep holding on to the stuffed animal) and then repeat the process!
7. Remember, you must continue holding every stuffed animal you pick up until the end of the game. If you drop one of the animals, you cannot continue until you pick it up.
8. By the end of the game, you should be holding an incredible 10 stuffed animals!

Respectfully ask your parents to take a picture of you holding all of your animals and email it to Coach Taft so she can be amazed!

SPECIALS PARTICIPATION ACKNOWLEDGMENT

Name of student _____

Date _____

By signing this page I confirm my scholar completed the assigned activities this week for the specials classes listed.

Art : _____

Music : _____

Latin : _____

P.E : _____

Additional Resources

Monday

1.
2.
3.
4.
5.

Tuesday

1.
2.
3.
4.
5.

Wednesday

1.
2.
3.
4.
5.

Rules

r. 4 – Vowels a, e, o, u may say their name at the end of a syllable (na vy, me, o pen, mu sic)

r. 13 – the phonogram sh is used at the beginning or end of a base word (she, dish), at the end of a syllable (fin ish), but never at the beginning of a syllable after the first one except for the suffix ‘ship’ (wor ship, friend ship)

r. 14 – The phonograms ti, si, and ci are used to say sh at the beginning of a syllable but not the first syllable.

Thursday Review

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

11.
12.
13.
14.
15.

Chapter XIV

Dr. Dorian

THE NEXT day was Saturday. Fern stood at the kitchen sink drying the breakfast dishes as her mother washed them. Mrs. Arable worked silently. She hoped Fern would go out and play with other children, instead of heading for the Zuckermans' barn to sit and watch animals.

"Charlotte is the best storyteller I ever heard," said Fern, poking her dish towel into a cereal bowl.

"Fern," said her mother sternly, "you must not invent things. You know spiders don't tell stories. Spiders can't talk."

"Charlotte can," replied Fern. "She doesn't talk very loud, but she talks."

"What kind of story did she tell?" asked Mrs. Arable.

"Well," began Fern, "she told us about a cousin of hers who caught a fish in her web. Don't you think that's fascinating?"

"Fern, dear, how would a fish get in a spider's web?" said Mrs. Arable. "You know it couldn't happen. You're making this up."

"Oh, it happened all right," replied Fern. "Charlotte never fibs. This cousin of hers built a web across a stream. One day she was hanging around on the web and a tiny fish leaped into the air and got tangled in the web. The fish was caught by one fin, Mother; its tail was wildly thrashing and shining in the sun. Can't you just see the web, sagging dangerously under the weight of the fish? Charlotte's cousin kept slipping in, dodging out, and she was beaten mercilessly over the head by the wildly thrashing fish, dancing in, dancing out, throwing . . ."

"Fern!" snapped her mother. "Stop it! Stop inventing these wild tales!"

"I'm not inventing," said Fern. "I'm just telling you the facts."

"What finally happened?" asked her mother, whose curiosity began to get the better of her.

"Charlotte's cousin won. She wrapped the fish up, then she ate him when she got good and ready. Spiders have to eat, the same as the rest of us."

"Yes, I suppose they do," said Mrs. Arable, vaguely.

"Charlotte has another cousin who is a balloonist. She stands on her head, lets out a lot of line, and is carried aloft on the wind. Mother, wouldn't you simply love to do that?"

"Yes, I would, come to think of it," replied Mrs. Arable. "But Fern, darling, I wish you would play out-

Dr. Dorian

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doors today instead of going to Uncle Homer's barn. Find some of your playmates and do something nice outdoors. You're spending too much time in that barn—it isn't good for you to be alone so much."

"Alone?" said Fern. "Alone? My best friends are in the barn cellar. It is a very sociable place. Not at all lonely."

Fern disappeared after a while, walking down the road toward Zuckermans'. Her mother dusted the sitting room. As she worked she kept thinking about Fern. It didn't seem natural for a little girl to be so interested in animals. Finally Mrs. Arable made up her mind she would pay a call on old Doctor Dorian and ask his advice. She got in the car and drove to his office in the village.

Dr. Dorian had a thick beard. He was glad to see Mrs. Arable and gave her a comfortable chair.

"It's about Fern," she explained. "Fern spends entirely too much time in the Zuckermans' barn. It doesn't seem normal. She sits on a milk stool in a corner of the barn cellar, near the pigpen, and watches animals, hour after hour. She just sits and listens."

Dr. Dorian leaned back and closed his eyes.

"How enchanting!" he said. "It must be real nice and quiet down there. Homer has some sheep, hasn't he?"

"Yes," said Mrs. Arable. "But it all started with that

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Charlotte's Web

pig we let Fern raise on a bottle. She calls him Wilbur. Homer bought the pig, and ever since it left our place Fern has been going to her uncle's to be near it."

"I've been hearing things about that pig," said Dr. Dorian, opening his eyes. "They say he's quite a pig."



"Have you heard about the words that appeared in the spider's web?" asked Mrs. Arable nervously.

"Yes," replied the doctor.

"Well, do you understand it?" asked Mrs. Arable.

"Understand what?"

"Do you understand how there could be any writing in a spider's web?"

"Oh, no," said Dr. Dorian. "I don't understand it.

Dr. Dorian

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But for that matter I don't understand how a spider learned to spin a web in the first place. When the words appeared, everyone said they were a miracle. But nobody pointed out that the web itself is a miracle."

"What's miraculous about a spider's web?" said Mrs.



Arable. "I don't see why you say a web is a miracle—it's just a web."

"Ever try to spin one?" asked Dr. Dorian.

Mrs. Arable shifted uneasily in her chair. "No," she replied. "But I can crochet a doily and I can knit a sock."

"Sure," said the doctor. "But somebody taught you, didn't they?"

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Charlotte's Web

"My mother taught me."

"Well, who taught a spider? A young spider knows how to spin a web without any instructions from anybody. Don't you regard that as a miracle?"

"I suppose so," said Mrs. Arable. "I never looked at it that way before. Still, I don't understand how those words got into the web. I don't understand it, and I don't like what I can't understand."

"None of us do," said Dr. Dorian, sighing. "I'm a doctor. Doctors are supposed to understand everything. But I don't understand everything, and I don't intend to let it worry me."

Mrs. Arable fidgeted. "Fern says the animals talk to each other. Dr. Dorian, do you believe animals talk?"

"I never heard one say anything," he replied. "But that proves nothing. It is quite possible that an animal has spoken civilly to me and that I didn't catch the remark because I wasn't paying attention. Children pay better attention than grownups. If Fern says that the animals in Zuckerman's barn talk, I'm quite ready to believe her. Perhaps if people talked less, animals would talk more. People are incessant talkers—I can give you my word on that."

"Well, I feel better about Fern," said Mrs. Arable. "You don't think I need worry about her?"

"Does she look well?" asked the doctor.

"Oh, yes."

Dr. Dorian

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“Appetite good?”

“Oh, yes, she’s always hungry.”

“Sleep well at night?”

“Oh, yes.”

“Then don’t worry,” said the doctor.

“Do you think she’ll ever start thinking about something besides pigs and sheep and geese and spiders?”

“How old is Fern?”

“She’s eight.”

“Well,” said Dr. Dorian, “I think she will always love animals. But I doubt that she spends her entire life in Homer Zuckerman’s barn cellar. How about boys—does she know any boys?”

“She knows Henry Fussy,” said Mrs. Arable brightly.

Dr. Dorian closed his eyes again and went into deep thought. “Henry Fussy,” he mumbled. “Hmm. Remarkable. Well, I don’t think you have anything to worry about. Let Fern associate with her friends in the barn if she wants to. I would say, offhand, that spiders and pigs were fully as interesting as Henry Fussy. Yet I predict that the day will come when even Henry will drop some chance remark that catches Fern’s attention. It’s amazing how children change from year to year. How’s Avery?” he asked, opening his eyes wide.

“Oh, Avery,” chuckled Mrs. Arable. “Avery is always fine. Of course, he gets into poison ivy and gets

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Charlotte’s Web

stung by wasps and bees and brings frogs and snakes home and breaks everything he lays his hands on. He’s fine.”

“Good!” said the doctor.

Mrs. Arable said goodbye and thanked Dr. Dorian very much for his advice. She felt greatly relieved.

Chapter XV

The Crickets

THE CRICKETS sang in the grasses. They sang the song of summer's ending, a sad, monotonous song. "Summer is over and gone," they sang. "Over and gone, over and gone. Summer is dying, dying."

The crickets felt it was their duty to warn everybody that summertime cannot last forever. Even on the most beautiful days in the whole year—the days when summer is changing into fall—the crickets spread the rumor of sadness and change.

Everybody heard the song of the crickets. Avery and Fern Arable heard it as they walked the dusty road. They knew that school would soon begin again. The young geese heard it and knew that they would never be little goslings again. Charlotte heard it and knew that she hadn't much time left. Mrs. Zuckerman, at work in the kitchen, heard the crickets, and a sadness came over her, too. "Another summer gone," she sighed. Lurvy, at work building a crate for Wilbur, heard the song and knew it was time to dig potatoes.

"Summer is over and gone," repeated the crickets. "How many nights till frost?" sang the crickets. "Good-bye, summer, good-bye, good-bye!"

The sheep heard the crickets, and they felt so uneasy they broke a hole in the pasture fence and wandered up into the field across the road. The gander discovered the hole and led his family through, and they walked to the orchard and ate the apples that were lying on the ground. A little maple tree in the swamp heard the cricket song and turned bright red with anxiety.

Wilbur was now the center of attraction on the farm. Good food and regular hours were showing results: Wilbur was a pig any man would be proud of. One day more than a hundred people came to stand at his yard and admire him. Charlotte had written the word RADIANT, and Wilbur really looked radiant as he stood in the golden sunlight. Ever since the spider had befriended him, he had done his best to live up to his reputation. When Charlotte's web said SOME PIG, Wilbur had tried hard to look like some pig. When Charlotte's web said TERRIFIC, Wilbur had tried to look terrific. And now that the web said RADIANT, he did everything possible to make himself glow.

It is not easy to look radiant, but Wilbur threw himself into it with a will. He would turn his head slightly and blink his long eye-lashes. Then he would breathe deeply. And when his audience grew bored, he would

The Crickets

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spring into the air and do a back flip with a half twist. At this the crowd would yell and cheer. "How's that for a pig?" Mr. Zuckerman would ask, well pleased with himself. "That pig is radiant."

Some of Wilbur's friends in the barn worried for fear all this attention would go to his head and make him stuck up. But it never did. Wilbur was modest; fame did not spoil him. He still worried some about the future, as he could hardly believe that a mere spider would be able to save his life. Sometimes at night he would have a bad dream. He would dream that men were coming to get him with knives and guns. But that was only a dream. In the daytime, Wilbur usually felt happy and confident. No pig ever had truer friends, and he realized that friendship is one of the most satisfying things in the world. Even the song of the crickets did not make Wilbur too sad. He knew it was almost time for the County Fair, and he was looking forward to the trip. If he could distinguish himself at the Fair, and maybe win some prize money, he was sure Zuckerman would let him live.

Charlotte had worries of her own, but she kept quiet about them. One morning Wilbur asked her about the Fair.

"You're going *with* me, aren't you, Charlotte?" he said.

"Well, I don't know," replied Charlotte. "The Fair

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Charlotte's Web

comes at a bad time for me. I shall find it inconvenient to leave home, even for a few days."

"Why?" asked Wilbur.

"Oh, I just don't feel like leaving my web. Too much going on around here."

"Please come with me!" begged Wilbur. "I need you, Charlotte. I can't stand going to the Fair without you. You've just *got* to come."

"No," said Charlotte, "I believe I'd better stay home and see if I can't get some work done."

"What kind of work?" asked Wilbur.

"Egg laying. It's time I made an egg sac and filled it with eggs."

"I didn't know you could lay eggs," said Wilbur in amazement.

"Oh, sure," said the spider. "I'm versatile."

"What does 'versatile' mean—full of eggs?" asked Wilbur.

"Certainly not," said Charlotte. "'Versatile' means I can turn with ease from one thing to another. It means I don't have to limit my activities to spinning and trapping and stunts like that."

"Why don't you come with me to the Fair Grounds and lay your eggs there?" pleaded Wilbur. "It would be wonderful fun."

Charlotte gave her web a twitch and moodily watched it sway. "I'm afraid not," she said. "You don't

The Crickets

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know the first thing about egg laying, Wilbur. I can't arrange my family duties to suit the management of the County Fair. When I get ready to lay eggs, I have to lay eggs, Fair or no Fair. However, I don't want you to worry about it—you might lose weight. We'll leave it this way: I'll come to the Fair if I possibly can."

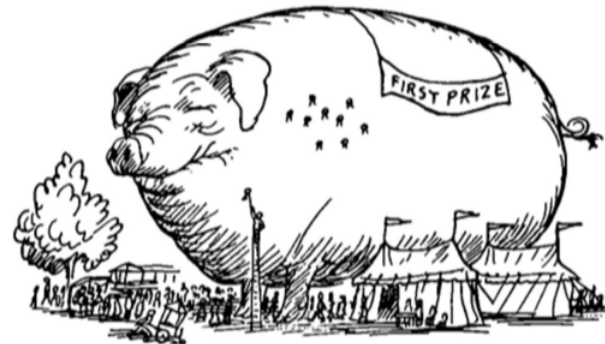
"Oh, good!" said Wilbur. "I knew you wouldn't forsake me just when I need you most."

All that day Wilbur stayed inside, taking life easy in the straw. Charlotte rested and ate a grasshopper. She knew that she couldn't help Wilbur much longer. In a few days she would have to drop everything and build the beautiful little sac that would hold her eggs.

*Chapter XVI**Off to the Fair*

THE NIGHT before the County Fair, everybody went to bed early. Fern and Avery were in bed by eight. Avery lay dreaming that the Ferris wheel had stopped and that he was in the top car. Fern lay dreaming that she was getting sick in the swings.

Lurvy was in bed by eight-thirty. He lay dreaming that he was throwing baseballs at a cloth cat and winning a genuine Navajo blanket. Mr. and Mrs. Zuckerman were in bed by nine. Mrs. Zuckerman lay dreaming about a deep freeze unit. Mr. Zuckerman lay



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Off to the Fair

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dreaming about Wilbur. He dreamt that Wilbur had grown until he was one hundred and sixteen feet long and ninety-two feet high and that he had won all the prizes at the Fair and was covered with blue ribbons and even had a blue ribbon tied to the end of his tail.

Down in the barn cellar, the animals, too, went to sleep early, all except Charlotte. Tomorrow would be Fair Day. Every creature planned to get up early to see Wilbur off on his great adventure.

When morning came, everybody got up at daylight. The day was hot. Up the road at the Arables' house, Fern lugged a pail of hot water to her room and took a sponge bath. Then she put on her prettiest dress because she knew she would see boys at the Fair. Mrs. Arable scrubbed the back of Avery's neck, and wet his hair, and parted it, and brushed it down hard till it stuck to the top of his head—all but about six hairs that stood straight up. Avery put on clean underwear, clean blue jeans, and a clean shirt. Mr. Arable dressed, ate breakfast, and then went out and polished his truck. He had offered to drive everybody to the Fair, including Wilbur.

Bright and early, Lurvy put clean straw in Wilbur's crate and lifted it into the pigpen. The crate was green. In gold letters it said:

ZUCKERMAN'S FAMOUS PIG

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Charlotte's Web

Charlotte had her web looking fine for the occasion. Wilbur ate his breakfast slowly. He tried to look radiant without getting food in his ears.

In the kitchen, Mrs. Zuckerman suddenly made an announcement.

"Homer," she said to her husband, "I am going to give that pig a buttermilk bath."

"A what?" said Mr. Zuckerman.

"A buttermilk bath. My grandmother used to bathe her pig with buttermilk when it got dirty—I just remembered."

"Wilbur's not dirty," said Mr. Zuckerman proudly.

"He's filthy behind the ears," said Mrs. Zuckerman. "Every time Lurvy slops him, the food runs down around the ears. Then it dries and forms a crust. He also has a smudge on one side where he lays in the manure."

"He lays in clean straw," corrected Mr. Zuckerman.

"Well, he's dirty, and he's going to have a bath."

Mr. Zuckerman sat down weakly and ate a doughnut. His wife went to the woodshed. When she returned, she wore rubber boots and an old raincoat, and she carried a bucket of buttermilk and a small wooden paddle.

"Edith, you're crazy," mumbled Zuckerman.

But she paid no attention to him. Together they walked to the pigpen. Mrs. Zuckerman wasted no time. She climbed in with Wilbur and went to work. Dip-

Off to the Fair

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dreaming about Wilbur. He dreamt that Wilbur had grown until he was one hundred and sixteen feet long and ninety-two feet high and that he had won all the prizes at the Fair and was covered with blue ribbons and even had a blue ribbon tied to the end of his tail.

Down in the barn cellar, the animals, too, went to sleep early, all except Charlotte. Tomorrow would be Fair Day. Every creature planned to get up early to see Wilbur off on his great adventure.

When morning came, everybody got up at daylight. The day was hot. Up the road at the Arables' house, Fern lugged a pail of hot water to her room and took a sponge bath. Then she put on her prettiest dress because she knew she would see boys at the Fair. Mrs. Arable scrubbed the back of Avery's neck, and wet his hair, and parted it, and brushed it down hard till it stuck to the top of his head—all but about six hairs that stood straight up. Avery put on clean underwear, clean blue jeans, and a clean shirt. Mr. Arable dressed, ate breakfast, and then went out and polished his truck. He had offered to drive everybody to the Fair, including Wilbur.

Bright and early, Lurvy put clean straw in Wilbur's crate and lifted it into the pigpen. The crate was green. In gold letters it said:

ZUCKERMAN'S FAMOUS PIG

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Charlotte's Web

Charlotte had her web looking fine for the occasion. Wilbur ate his breakfast slowly. He tried to look radiant without getting food in his ears.

In the kitchen, Mrs. Zuckerman suddenly made an announcement.

"Homer," she said to her husband, "I am going to give that pig a buttermilk bath."

"A what?" said Mr. Zuckerman.

"A buttermilk bath. My grandmother used to bathe her pig with buttermilk when it got dirty—I just remembered."

"Wilbur's not dirty," said Mr. Zuckerman proudly.

"He's filthy behind the ears," said Mrs. Zuckerman. "Every time Lurvy slops him, the food runs down around the ears. Then it dries and forms a crust. He also has a smudge on one side where he lays in the manure."

"He lays in clean straw," corrected Mr. Zuckerman.

"Well, he's dirty, and he's going to have a bath."

Mr. Zuckerman sat down weakly and ate a doughnut. His wife went to the woodshed. When she returned, she wore rubber boots and an old raincoat, and she carried a bucket of buttermilk and a small wooden paddle.

"Edith, you're crazy," mumbled Zuckerman.

But she paid no attention to him. Together they walked to the pigpen. Mrs. Zuckerman wasted no time. She climbed in with Wilbur and went to work. Dip-

Off to the Fair

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ping her paddle in the buttermilk, she rubbed him all over. The geese gathered around to see the fun, and so did the sheep and lambs. Even Templeton poked his head out cautiously, to watch Wilbur get a buttermilk bath. Charlotte got so interested, she lowered herself



on a dragline so she could see better. Wilbur stood still and closed his eyes. He could feel the buttermilk trickling down his sides. He opened his mouth and some buttermilk ran in. It was delicious. He felt radiant and happy. When Mrs. Zuckerman got through and rubbed him dry, he was the cleanest, prettiest pig you ever saw.

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Charlotte's Web

He was pure white, pink around the ears and snout, and smooth as silk.

The Zuckermans went up to change into their best clothes. Lurvy went to shave and put on his plaid shirt and his purple necktie. The animals were left to themselves in the barn.

The seven goslings paraded round and round their mother.

"Please, please, please take us to the Fair!" begged a gosling. Then all seven began teasing to go.

"Please, please, please, please, please, please . . ." They made quite a racket.

"Children!" snapped the goose. "We're staying quietly-ietly-ietly at home. Only Wilbur-ilbur-ilbur is going to the Fair."

Just then Charlotte interrupted.

"I shall go, too," she said, softly. "I have decided to go with Wilbur. He may need me. We can't tell what may happen at the Fair Grounds. Somebody's got to go along who knows how to write. And I think Templeton better come, too—I might need somebody to run errands and do general work."

"I'm staying right here," grumbled the rat. "I haven't the slightest interest in fairs."

"That's because you've never been to one," remarked the old sheep. "A fair is a rat's paradise. Everybody spills food at a fair. A rat can creep out late at night and

Off to the Fair

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have a feast. In the horse barn you will find oats that the trotters and pacers have spilled. In the trampled grass of the infield you will find old discarded lunch boxes containing the foul remains of peanut butter sandwiches, hard-boiled eggs, cracker crumbs, bits of doughnuts, and particles of cheese. In the hard-packed dirt of the midway, after the glaring lights are out and the people have gone home to bed, you will find a veritable treasure of popcorn fragments, frozen custard dribblings, candied apples abandoned by tired children, sugar fluff crystals, salted almonds, popsicles, partially gnawed ice cream cones, and the wooden sticks of lolly-pops. Everywhere is loot for a rat—in tents, in booths, in hay lofts—why, a fair has enough disgusting left-over food to satisfy a whole army of rats.”

Templeton’s eyes were blazing.

“Is this true?” he asked. “Is this appetizing yarn of yours true? I like high living, and what you say tempts me.”

“It is true,” said the old sheep. “Go to the Fair, Templeton. You will find that the conditions at a fair will surpass your wildest dreams. Buckets with sour mash sticking to them, tin cans containing particles of tuna fish, greasy paper bags stuffed with rotten . . .”

“That’s enough!” cried Templeton. “Don’t tell me any more. I’m going.”

“Good,” said Charlotte, winking at the old sheep.

Charlotte’s Web

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“Now then—there is no time to be lost. Wilbur will soon be put into the crate. Templeton and I must get in the crate right now and hide ourselves.”

The rat didn’t waste a minute. He scampered over to the crate, crawled between the slats, and pulled straw up over him so he was hidden from sight.

“All right,” said Charlotte, “I’m next.” She sailed into the air, let out a dragline, and dropped gently to the ground. Then she climbed the side of the crate and hid herself inside a knothole in the top board.

The old sheep nodded. “What a cargo!” she said. “That sign ought to say ‘Zuckerman’s Famous Pig and Two Stowaways’.”

“Look out, the people are coming-oming-oming!” shouted the gander. “Cheese it, cheese it, cheese it!”

The big truck with Mr. Arable at the wheel backed slowly down toward the barnyard. Lurvy and Mr. Zuckerman walked alongside. Fern and Avery were standing in the body of the truck hanging on to the sideboards.

“Listen to me,” whispered the old sheep to Wilbur. “When they open the crate and try to put you in, struggle! Don’t go without a tussle. Pigs always resist when they are being loaded.”

“If I struggle I’ll get dirty,” said Wilbur.

“Never mind that—do as I say! Struggle! If you were to walk into the crate without resisting, Zucker-

Off to the Fair

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“If I struggle I’ll get dirty,” said Wilbur.

“Never mind that—do as I say! Struggle! If you were to walk into the crate without resisting, Zucker-

Off to the Fair

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man might think you were bewitched. He'd be scared to go to the Fair."

Templeton poked his head up through the straw. "Struggle if you must," said he, "but kindly remember that I'm hiding down here in this crate and I don't want to be stepped on, or kicked in the face, or pummeled, or crushed in any way, or squashed, or buffeted about, or bruised, or lacerated, or scarred, or biffed. Just watch what you're doing, Mr. Radiant, when they get shoving you in!"

"Be quiet, Templeton!" said the sheep. "Pull in your head—they're coming. Look radiant, Wilbur! Lay low, Charlotte! Talk it up, geese!"

The truck backed slowly to the pigpen and stopped. Mr. Arable cut the motor, got out, walked around to the rear, and lowered the tailgate. The geese cheered. Mrs. Arable got out of the truck. Fern and Avery jumped to the ground. Mrs. Zuckerman came walking down from the house. Everybody lined up at the fence and stood for a moment admiring Wilbur and the beautiful green crate. Nobody realized that the crate already contained a rat and a spider.

"That's some pig!" said Mrs. Arable.

"He's terrific," said Lurvy.

"He's very radiant," said Fern, remembering the day he was born.

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Charlotte's Web

"Well," said Mrs. Zuckerman, "he's clean, anyway. The buttermilk certainly helped."

Mr. Arable studied Wilbur carefully. "Yes, he's a wonderful pig," he said. "It's hard to believe that he was the runt of the litter. You'll get some extra good ham and bacon, Homer, when it comes time to kill *that* pig."

Wilbur heard these words and his heart almost stopped. "I think I'm going to faint," he whispered to the old sheep, who was watching.

"Kneel down!" whispered the old sheep. "Let the blood rush to your head!"

Wilbur sank to his knees, all radiance gone. His eyes closed.

"Look!" screamed Fern. "He's fading away!"

"Hey, watch me!" yelled Avery, crawling on all fours into the crate. "I'm a pig! I'm a pig!"

Avery's foot touched Templeton under the straw. "What a mess!" thought the rat. "What fantastic creatures boys are! Why did I let myself in for this?"

The geese saw Avery in the crate and cheered.

"Avery, you get out of that crate this instant!" commanded his mother. "What do you think you are?"

"I'm a pig!" cried Avery, tossing handfuls of straw into the air. "Oink, oink, oink!"

"The truck is rolling away, Papa," said Fern.

The truck, with no one at the wheel, had started to

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roll downhill. Mr. Arable dashed to the driver's seat and pulled on the emergency brake. The truck stopped. The geese cheered. Charlotte crouched and made herself as small as possible in the knothole, so Avery wouldn't see her.

"Come out at once!" cried Mrs. Arable. Avery crawled out of the crate on hands and knees, making faces at Wilbur. Wilbur fainted away.

"The pig has passed out," said Mrs. Zuckerman. "Throw water on him!"

"Throw buttermilk!" suggested Avery.

The geese cheered.

Lurvy ran for a pail of water. Fern climbed into the pen and knelt by Wilbur's side.

"It's sunstroke," said Zuckerman. "The heat is too much for him."

"Maybe he's dead," said Avery.

"Come out of that pigpen *immediately!*" cried Mrs. Arable. Avery obeyed his mother and climbed into the back of the truck so he could see better. Lurvy returned with cold water and dashed it on Wilbur.

"Throw some on me!" cried Avery. "I'm hot, too."

"Oh, keep quiet!" hollered Fern. "Keep *qui-ut!*" Her eyes were brimming with tears.

Wilbur, feeling the cold water, came to. He rose slowly to his feet, while the geese cheered.



"He's up!" said Mr. Arable. "I guess there's nothing wrong with him."

"I'm hungry," said Avery. "I want a candied apple."

"Wilbur's all right now," said Fern. "We can start. I want to take a ride in the Ferris wheel."

Mr. Zuckerman and Mr. Arable and Lurvy grabbed the pig and pushed him headfirst toward the crate. Wilbur began to struggle. The harder the men pushed, the harder he held back. Avery jumped down and joined the men. Wilbur kicked and thrashed and grunted. "Nothing wrong with *this* pig," said Mr. Zuckerman cheerfully, pressing his knee against Wilbur's behind. "All together, now, boys! Shove!"

With a final heave they jammed him into the crate. The geese cheered. Lurvy nailed some boards across the end, so Wilbur couldn't back out. Then, using all their strength, the men picked up the crate and heaved

Off to the Fair

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it aboard the truck. They did not know that under the straw was a rat, and inside a knothole was a big grey spider. They saw only a pig.

“Everybody in!” called Mr. Arable. He started the motor. The ladies climbed in beside him. Mr. Zuckerman and Lurvy and Fern and Avery rode in back, hanging onto the sideboards. The truck began to move ahead. The geese cheered. The children answered their cheer, and away went everybody to the Fair.

A List of Adverbs

angrily, awkwardly, beautifully, bitterly, bravely, carefully, carelessly, cheaply, cheerfully, clearly, clumsily, daintily, dearly, demandingly, diligently, eagerly, easily, energetically, ferociously, frantically, gently, gracefully, greedily, grumpily, happily, hungrily, immediately, incessantly, joyfully, loudly, merrily, messily, neatly, nimbly, politely, quickly, quietly, rarely, recklessly, reluctantly, rhythmically, sadly, skillfully, sloppily, slowly, smoothly, softly, strangely, suddenly, sweetly, swiftly, thoughtfully, unexpectedly, warningly

The Indian Cinderella

Retold by Cyrus Macmillan

On the shores of a wide bay on the Atlantic coast there dwelt in old times a great Indian Warrior. It was said that he had been one of Glooskap's best helpers and friends, and that he had done for him many wonderful deeds. But that no man knows. He had, however, a very wonderful and strange power: he could make himself invisible. He could thus mingle unseen with his enemies and listen to their plots. He was known among the people as Strong Wind, the Invisible. He dwelt with his sister in a tent near the sea, and his sister helped him greatly in his work. Many maidens would have been glad to marry him, and he was much sought after because of his mighty deeds; and it was known that Strong Wind would marry the first maiden who could see him as he came home at night. Many made the trial, but it was a long time before one succeeded.

Strong Wind used a clever trick to test the truthfulness of all who sought to win him. Each evening as the day went down, his sister walked on the beach with any girl who wished to make the trial. His sister could always see him, but no one else could see him. And as he came home from work in the twilight, his sister as she saw him drawing near would ask the girl who sought him, "Do you see him?" And each girl would falsely answer, "Yes." And his sister would ask, "With what does he draw his sled?" And each girl would answer, "With the hide of a moose," or "With a pole," or "With a great cord." And then his sister would know that they all had lied, for their answers were mere guesses. And many tried and lied and failed, for Strong Wind would not marry any who were untruthful.

There lived in the village a great chief who had three daughters. Their mother had been long dead. One of these girls was much younger than the others. She was very beautiful and gentle and well beloved by all, and for that reason her older sisters were very jealous of her charms and treated her very cruelly. They clothed her in rags that she might be ugly; and they cut off her long black hair; and they burned her face with coals from the fire that she might be scarred and disfigured. And they lied to their father telling him that she had done these things to herself. But the young girl was patient and kept her gentle heart and went gladly about her work.

Like other girls, the chief's two eldest daughters tried to win Strong Wind. One evening, as the day went down, they walked on the shore with Strong Wind's sister and waited for his coming. Soon he came from his day's work, drawing his sled. And his sister asked as usual, "Do you see him?" And each one, lying, answered "yes." And she asked, "of what is his shoulder strap made?" And each, guessing, said "Of rawhide." Then they entered the tent where they hoped to see Strong Wind eating his supper; and when he took off his coat and his moccasins, they could see them, but more than these they saw nothing. And Strong Wind knew that they had lied, and he kept himself from their sight, and they went home dismayed.

One day the chief's youngest daughter with her rags and her burned face resolved to seek Strong Wind. She patched her clothes with bits of birch bark from the trees, and put on the few little ornaments she possessed, and went forth to try to see the Invisible One as all the other girls of the village had done before. And her sisters laughed at her and call her "fool." And as she passed along the road all the people laughed at her because of her tattered frock and her burned face, but silently she went her way

Strong Wind's sister received the little girl kindly, and at twilight she took her to the beach. Soon Strong Wind came home drawing his sled. And his sister asked, "Do you see him?" And the girl answered "No," and his sister wondered greatly because she spoke the truth. And again she asked, "Do you see him now?" And the girl answered, "Yes, and he is very wonderful." And she asked, "With what does he draw his sled?" And the girl answered, "With the Rainbow," and she was much afraid. And she asked further, "Of what is his bowstring?" And the girl answered, "His bowstring is the Milky Way."

Then strong wind's siter knew that because the girl had spoken the truth at first her brother had made himself visible to her. And she said "Truly, you have seen him." And she took her home and bathed her, and all the scars disappeared from her face and body; and her hair grew long and black again like the raven's wing; and she gave her fine clothes to wear and many rich ornaments. Then she bade her to take the wife's seat in the tent. Soon Strong Wind entered and sat beside her and called her his bride. The very next day she became his wife, and ever afterward she helped him to do great deeds. The girl's two elder sisters were very cross and they wondered greatly at what had taken place. But Strong Wind, who knew of their cruelty, resolved to punish them. Using his great power, he changed them both into aspen trees and rooted them in the earth. And since that day the leaves of the aspen have always trembled, and they shiver in fear at the approach of Strong Wind, it matters not how softly he comes, for they are still mindful of his great power and anger because of their lies and their cruelty to their sister long ago.

The Arrow and the Song

Henry Wadsworth Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

Answer Key

Monday

Math

Independent Work

- \$1.85
 - \$4.45
 - \$3.05
 - \$1.25
 - \$2.35
 - \$5.05
 - \$ 6.00
 - \$9.15
 - \$3.20
 - \$4.30
 - \$2.45
 - \$5.25
- \$3.31
 - \$2.46
 - \$2.26
 - \$3.01
- \$1.25
 - \$2.60
 - \$0.15 or 15¢
 - \$ 2.30

History

American ships sailed to Europe carrying American goods to sell and then bringing back European cloth to America.

Tuesday

Math

Word problems will vary.

Page 1:

- A \$1.65
- D \$2.55
- F \$4.75
- G \$2.30
- L \$2.85
- N \$4.60
- O \$2.60

R \$0.45

Y \$1.55

The word: DRAGONFLY

Page 2:

- \$4.30
 - \$1.40
 - \$2.25
- \$3.60
 - \$3.25
 - \$2.15
 - \$4.25
 - \$2.45
 - \$4.25

Science

Students should be writing a sentence that describes the four stages of the life cycle such as "The Life Cycle begins with being born, growing, reproducing, and then death."

Writing

Answers will vary. The summary should be concise and express the beginning, middle, and end of the chapter.

Wednesday

Math

- \$0.45
- \$2.65
- \$2.05
- \$9.25
- \$3.55
- \$8.05

History

-Great Britain was at war with France.
-The British were looking for runaway British sailors because the Royal Navy did not have enough sailors.

Grammar

Answers will vary. Look at the list of adverbs in the *Additional Resources* for ideas of good answers.

F. \$3.45

2. A. \$2.60
B. \$9.60

Thursday

Math

Word problems will vary.

Page 1

1. a) \$0.95
b) \$0.99
2. a) \$6.25
b) \$0.15
3. a) 13 cents
b) 12 cents
c) \$4.20
d) \$8.75
e) \$3.15
f) \$2.15

3. A. \$0.10
B. \$3.40
C. \$5.50
D. \$1.25
E. \$5.55
F. \$6.95

4. A. \$3.40
B. \$1.60

5. A. \$6.20
B. \$3.55
C. \$0.40
D. \$4.15

Page 2

- 1) He got \$7.35 in change.
- 2) She needs \$15.75 more.
- 3) He has \$21.70 left.

Science

Students should be writing a sentence that describes the stages of the chicken life cycle such as "The Life Cycle of a chicken begins with the hen laying an egg, the egg hatches, the chick grows up, then they reproduce and lay eggs, and then they die." Students should neatly create a chart of the Life Cycle and do their best spelling.

Writing

Answers will vary.

History

Example answers:

-Americans were very angry about impressment. They did not think the British had the right to take sailors to work on British navy ships.
-The British stopped and searched American ships to look for and take away runaway sailors because they needed more sailors for their ships.

Friday

Math

Page 1:

1. A. \$5.15
B. \$4.35
C. \$0.80
D. \$0.45
E. \$2.45