



# Remote Learning Packet

## Second Grade

April 20–April 24, 2020

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





## Student Attendance Affidavit

April 20–April 24, 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 20, 2020
- Tuesday, April 21, 2020
- Wednesday, April 22, 2020
- Thursday, April 23, 2020
- Friday, April 24, 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, 4/20

## Math (25 minutes)

Math Fact Practice (5 minutes): Practice the multiplication math facts for under a minute! Time yourself! Then, practice your Math Flashcards the rest of the time.

5x3=	10x0=	3x6=	2x4=	1x5=	0x10=
2x5=	3x8=	3x10=	2x9=	3x4=	5x5=
5x7=	10x10=	10x8=	0x5=	5x9=	10x8=
2x7=	3x5=	3x2=	5x4=	10x9=	10x2=
0x6=	0x4=	1x6=	3x7=	5x8=	3x1=

## New Unit: Fractions!

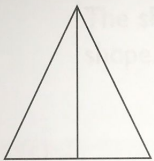
Independent Work (20 minutes) Read and study the examples. Then, answer the problems below. Check your work when you're finished!

### Halves and Quarters

When we divide a whole into 2 equal parts, each part is a half circle.

When we divide a whole into 4 equal parts, each part is a quarter.

A quarter circle is a fourth of a circle.

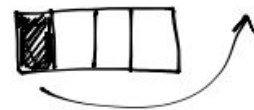


The triangle is divided into 2 equal parts.  
Each part is a half.  
2 halves make 1 whole.



The square is divided into 4 equal parts.  
Each part is a fourth.  
4 fourths make 1 whole.

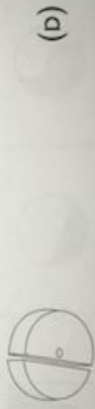
one half =  $\frac{1}{2}$     one quarter =  $\frac{1}{4}$



→  $\frac{1}{2}$ 
 →  $\frac{1}{4}$ 
  
 $\frac{1}{2}$  is larger than  $\frac{1}{4}$  (The rectangles are the same size.)

## Exercise 1 : Halves and Quarters

1. Write 'Yes' or 'No'.



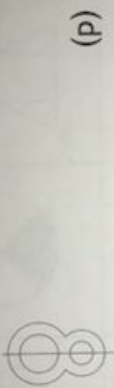
The cake is cut into halves.



The shaded part shows one half of the shape.











The shaded part shows a quarter of the shape.



The line divides the number 8 into halves.









2. Check (✓) the boxes for the shapes that show

$\frac{1}{2}$  shaded.

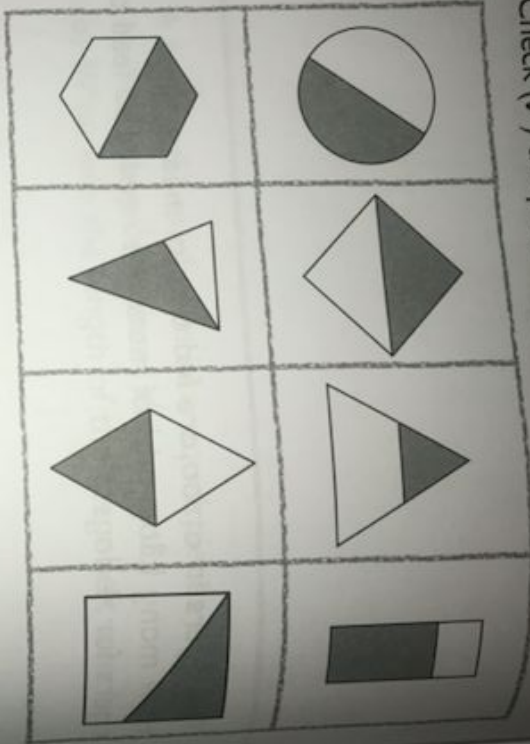
3. Check (✓) the boxes for the shapes that show

$\frac{1}{4}$  shaded.

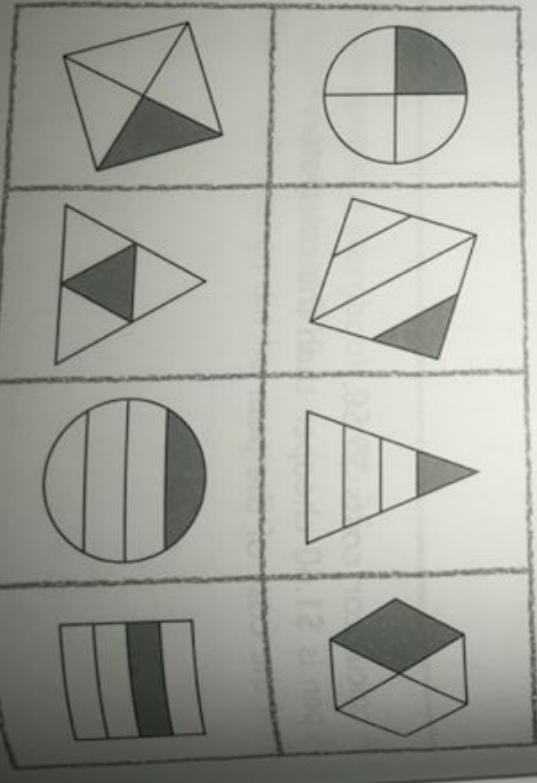
			
			

**EXERCISE 1**

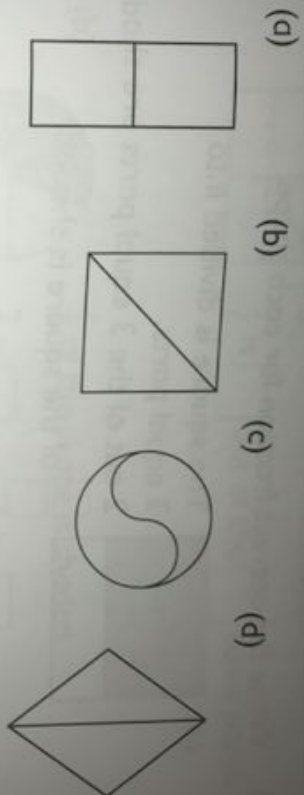
1. Check (✓) the pictures which show  $\frac{1}{2}$ .



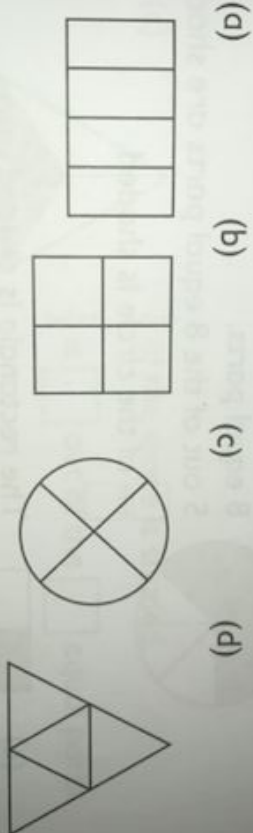
2. Check (✓) the pictures which show  $\frac{1}{4}$ .



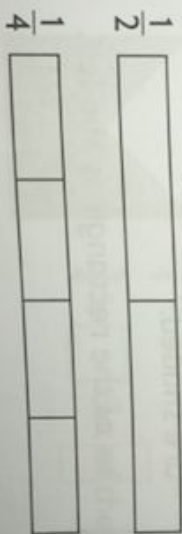
3. Color  $\frac{1}{2}$  of each shape.



4. Color  $\frac{1}{4}$  of each shape.



5. (a) Color to show  $\frac{1}{2}$  and  $\frac{1}{4}$ .

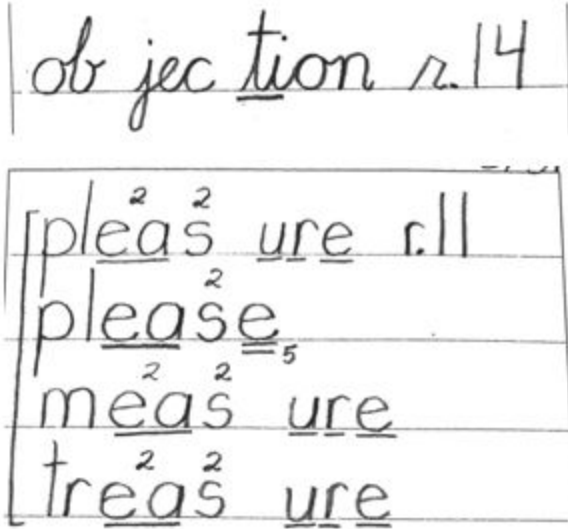


(b) Write  $>$  or  $<$ .

$\frac{1}{2} \bigcirc \frac{1}{4}$

## 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 17 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 do you think Fern and Avery were so excited when they arrived at the fair?*
- *Why is Wilbur worried when they get to the fair?*
- *What did crowds at the fair gather to see?*
- *What did Charlotte tell Wilbur about the pig next to him ?*

## Grammar (5 minutes)

Say the following definitions out loud:

A verb is a word that shows an action or a state of being.

A noun is a word that names a person, place, thing, or idea.

An adjective is a word that describes a noun.

An adverb is a word that describes a verb, adjective, or another adverb.

Circle the adverbs in the following sentences. Remember an adverb can describe a verb, adjective, or another adverb. (Hint: There may be more than one in each sentence):

I ate my supper gratefully.

I drank my milk thirstily and ate my sandwich carefully.

I ate my lunch hungrily, asked for my dessert politely, and waited for it patiently.

It is an extremely hot day.

This is a perfectly beautiful flower!

The baby is unusually noisy today.

The dog howled incredibly loudly.

## History (15 minutes)

Let's take a minute to recall what we learned last week as we read, "Trouble at Sea". Do you remember the trouble between American and British ships? At this same time, America was also having trouble at home: American settlers had begun to clash with Native Americans who lived in territory that these settlers wanted to claim for themselves, as they moved west. Let's read to find out what happened with the Native Americans.

### **Trouble at Home**

*Trouble at sea turned into trouble at home. In the early 1800s, Americans were moving west into present-day Ohio and Indiana. A Native American Shawnee chief named Tecumseh wanted to stop the settlers moving west onto Native American land. Tecumseh knew that the Native Americans needed guns to defend their land. But where could they get these weapons? One place was from Canada, which was controlled by the British. The British did not want Americans to move close to Canada. So the British secretly agreed to help Tecumseh. Tecumseh united many Native American tribes against the American settlers. This made the American government nervous. In 1811, the United States sent soldiers to a Native American camp at Tippecanoe Creek in Indiana. The American soldiers killed many Native Americans. This is known as the Battle of Tippecanoe. The next year, in 1812, war broke out between the United States and Great Britain.*

### **Vocabulary:**

**Settlers** are people who move to live in a new place.

**"American settlers"** refers to people who originally lived in one of the early states and who moved to live in territory where Native Americans already lived.



→ On the map above, use your finger to show the direction in which Americans were moving (west). Then locate the territory to which Americans were moving in the early 1800s (present-day states of Ohio and Indiana). Now, locate Canada. Finally, can you find the location of Tippecanoe?

Consider the following questions:

- Why might Americans have been interested in moving west?
- Why did the Native American chief named Tecumseh want to stop the settlers from moving west?
- Why did the British help Tecumseh?
- Why did the Battle of Tippecanoe take place?

### Latin (10 minutes)



- Say the following vocabulary words 3x each, 1x while standing, 1x while sitting and 1x while standing on one leg.

Latin	English	Latin	English
prātum	meadow	ōceanus	ocean
sōlitūdo	desert	unda	wave
aqua	water	insula	island
flūmen	river	paeninsula	peninsula
lacus	lake	mare	sea

- Learn this new question about Rome. Ask your parents or a sibling to read you the question and answer 2x. Repeat the answer after them. Next have them just read the question and see if you can remember the answer! *According to legend, who founded Rome? According to legend, Romulus founded Rome.*

### Music (10 minutes)

- Warm-Up:
  - Sing “Make New Friends” with the new words and march to the steady **beat** around the room, backyard, or other area.
  - Conduct “duple meter” while you sing!
- “Are You Sleeping?”
  - Sing the song while marching again! First, sing in English.
  - Now, sing it in French. If you need help, the words are here below:
  - Then, sing on your rhythm syllables (**ta, ti-ti, to-oo**) and tap the **rhythm** into your hands! Remember:

This is called **ta**:  This is called **ti-ti**:  This is called **to-oo**: 

Real names: *quarter note*                      *two eighth-notes*                      *half note*

- Now, sing it again on the **rhythm syllables** but this time, sing all the eighth-notes (**ti-ti**) in your head! Good luck!
  - For fun: Teach the song to someone in your family and sing it in a canon with them! Remember, don’t get distracted!



# Frere Jacques

French folk song



Fre - re Jac - ques, Fre - re Jac - ques, Dor - mez vous? Dor - mez vous?  
Are you sleep - ing? Are you sleep - ing? Bro - ther John, Bro - ther John,



Son-nez les ma - tin - es, Son-nez les ma - tin - es, Din, Din, Don! Din, Din, Don!  
Mor-ning bells are ring - ing, Mor-ning bells are ring - ing, Ding, ding, dong. Ding, ding, dong.



# Day 2 Instructions and Resources

Tuesday, 4/21

## Math (30 minutes)

Math Word Problem (5 minutes)

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

Word Problem:

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---

---

---

Equation:

Number Bond:

Answer Sentence:

---

---

---

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Draw a picture (optional):

Independent Work (25 minutes): Today you are learning about how to write fractions! Read the information and examples below. Then, answer the questions.

**Writing Fractions**



1 out of 6 equal parts is shaded.

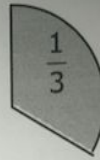
$\frac{1}{6}$  of the shape is shaded.

5 out of 6 equal parts is not shaded.

$\frac{5}{6}$  of the shape is not shaded.

$\frac{1}{6}$  and  $\frac{5}{6}$  make one whole.

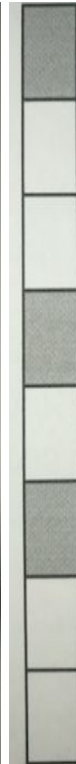
The fraction of each equal part of a whole gets smaller as the number of equal parts in a whole increases.



$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$



$$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3} = 1 \text{ whole}$$



$\frac{3}{8}$  of the bar is shaded.

**EXERCISE 3**

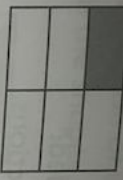
1. What fraction of each circle is shaded?  
Match the circles to the correct fractions.


The circles and their shaded portions are:

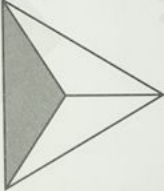
- Circle 1: 1/2 shaded
- Circle 2: 1/5 shaded
- Circle 3: 1/11 shaded
- Circle 4: 1/8 shaded
- Circle 5: 1/4 shaded
- Circle 6: 1/10 shaded
- Circle 7: 1/6 shaded
- Circle 8: 1/12 shaded
- Circle 9: 1/9 shaded
- Circle 10: 1/3 shaded
- Circle 11: 1/5 shaded
- Circle 12: 1/11 shaded


The fractions listed for matching are:

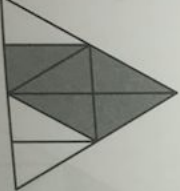
- $\frac{1}{5}$
- $\frac{1}{3}$
- $\frac{1}{11}$
- $\frac{1}{8}$
- $\frac{1}{4}$
- $\frac{1}{10}$
- $\frac{1}{6}$
- $\frac{1}{12}$
- $\frac{1}{2}$
- $\frac{1}{9}$

2. (d)   $\frac{1}{6}$  of the shape is shaded.  
 $\frac{1}{6}$  is  out of the  equal parts.


(b)   $\frac{2}{5}$  of the shape is shaded.  
 $\frac{2}{5}$  is  out of the  equal parts.


(c)   $\frac{1}{3}$  of the shape is shaded.  
 $\frac{1}{3}$  is  out of the  equal parts.


(d)   $\frac{3}{4}$  of the shape is shaded.  
 $\frac{3}{4}$  is  out of the  equal parts.


(e)   $\frac{5}{8}$  of the shape is shaded.  
 $\frac{5}{8}$  is  out of the  equal parts.


2. What fraction of each shape is shaded?  
 Match the shapes to the correct fractions.







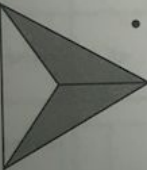












$\frac{2}{6}$

$\frac{3}{4}$

$\frac{3}{5}$

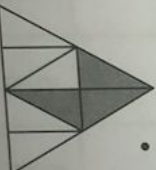
$\frac{2}{3}$

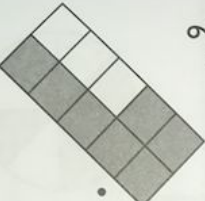
$\frac{3}{8}$

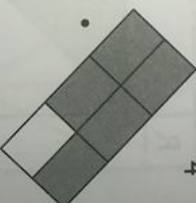
$\frac{5}{8}$

$\frac{5}{6}$

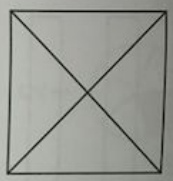
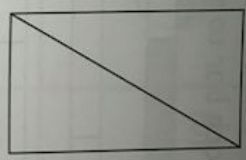


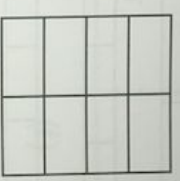
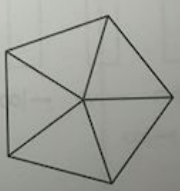

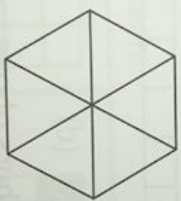
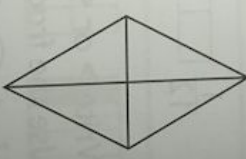
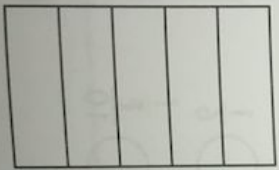

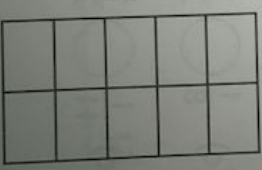
$\frac{7}{10}$





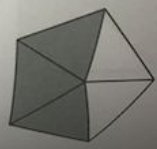
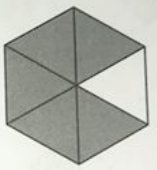









1. Color to show each given fraction.

$\frac{1}{4}$ 	$\frac{1}{2}$ 	$\frac{2}{3}$ 
$\frac{3}{8}$ 	$\frac{7}{8}$ 	$\frac{4}{5}$ 
$\frac{2}{10}$ 	$\frac{5}{6}$ 	$\frac{3}{4}$ 
$\frac{2}{5}$ 	$\frac{3}{6}$ 	$\frac{9}{10}$ 

3. What fraction of each shape is shaded?

A 	C 	F 
I 	O 	N 
R 	S 	T 

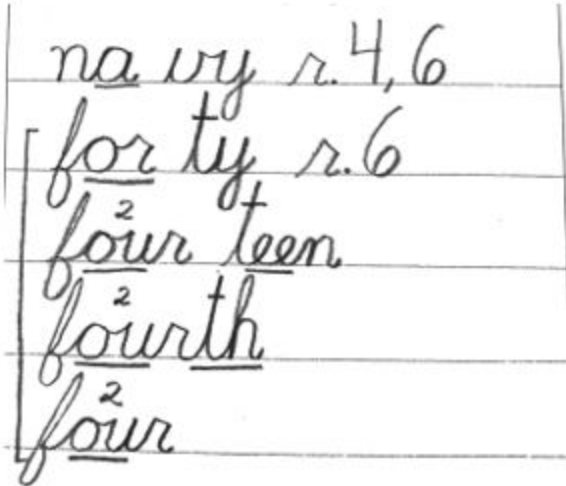
What do you call  $\frac{1}{2}$  and  $\frac{1}{4}$ ?

Write the letters which match the answers to find out.

$\frac{3}{5}$		A	$\frac{3}{4}$	$\frac{2}{3}$	$\frac{3}{8}$	$\frac{5}{6}$	$\frac{1}{6}$	$\frac{2}{5}$	$\frac{5}{12}$
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## 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 18 in *Charlotte's Web* aloud to a parent, older sibling, or silently to yourself.  
As you read...

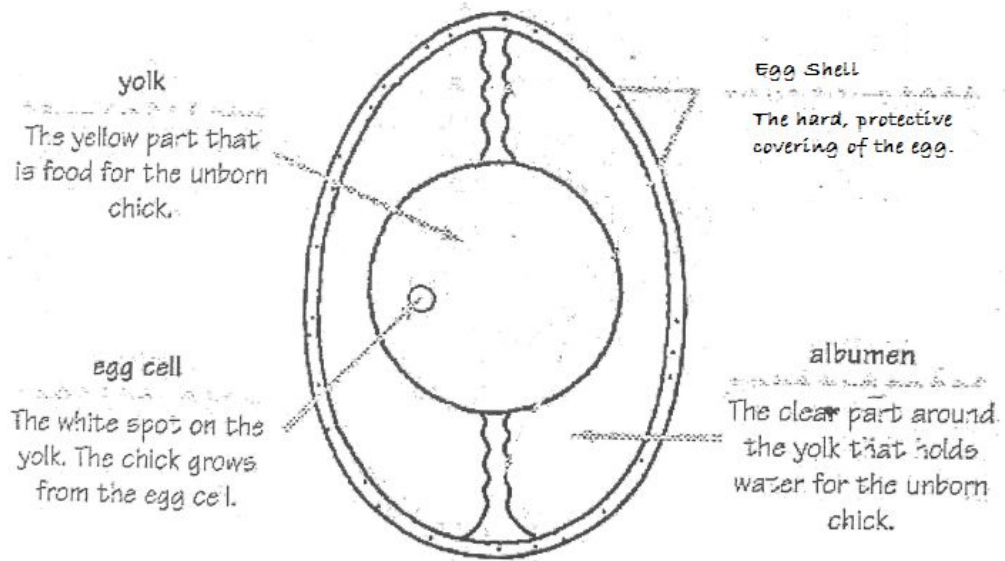
1. Take your time and read carefully.
2. Make sure that you follow all punctuation!
3. If reading aloud, practice using the proper tone of voice to show the meaning of the text.  
(You can raise or lower the pitch of your voice at different times depending on the story.)

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

- *Charlotte finished her web. Why didn't anyone notice it right away?*
- *What was unusual about Charlotte that night?*
- *According to Charlotte, what did the word Humble mean?*
- *Why didn't Wilbur feel lonely when the Arabes and Zuckermans left him?*
- *How did Charlotte describe what she was making?*

## Science (15 minutes)

Remember last week we learned about animal life cycles. Animals are born, then they grow, then they reproduce (have children), and then they die. We then explored the life cycle of the chicken. An important part of the chicken life cycle is the egg. Today, we will be learning about the parts of the egg and how they serve the growing chick inside.



**Question:** Can you tell me about one part of the egg and the job it does to serve the growing chick inside? Write it in a complete sentence, use correct punctuation, and write neatly in cursive or manuscript!

An important part of the egg is the \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now draw your own diagram of the chicken egg. Be sure to label all the parts of the egg.



## Writing (5 minutes)

Review what you wrote about the egg 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.

## Art (10 minutes)

- Find an egg in your home to study.
- Please note that when drawing an egg it is important to notice that an egg is made-up of two shapes *connected*-a circle and a round-tipped triangle.
- On a plain piece of paper (can be the back of your packet), practice drawing 20 times egg shapes.
- On the other side of paper, please draw a horizon line and light-source symbol in the right corner. Save your artwork for the next art session.
- Video of Lesson: <https://cloud.swivl.com/v/1f55e39f02dc2ff04ad99e07f5a9cfc>

## P.E. (10 minutes)

### Activity:

- 30 Jumping Jacks
- 1 minute of arm and leg stretches
- Go for a nice walk or a run! (see the challenge if you want to record how far you're walking/running each day!

**Greek Marathon Challenge:** I'm challenging you to complete an entire marathon during the rest of this school year! That's 26.2 miles!

### Steps:

1. Have a hard copy of the greek marathon worksheet so you can color it in as you complete each mile!
2. Each time you go for a walk or run make sure to measure how far you go so you can color it in when you get back.
3. Be sure to begin at the START and then only color in the sections you've completed. Remember to show *honesty*!
4. Continue filling in the rest of the greek marathon map until you've colored in all 26.2 miles on the greek marathon worksheet!

### Tips:

1. Each circle = 1 mile, so if you run half a mile only color in  $\frac{1}{2}$  the circle. If you complete  $\frac{1}{4}$  of a mile, only color in one small section of the circle.
2. Make sure an entire circle is completed before you begin coloring the next circle, that way when you FINISH the entire map is filled.
3. For added fun, each time you shade in part of the map use a different color!
4. You can also color in all the images around the map!





## Day 3 Instructions and Resources

Wednesday, 4/22

### Math (25 minutes)

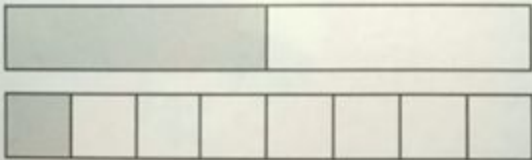
Math Fact Practice (5 minutes): Practice the math facts for under a minute! Time yourself! Then, practice your Math Flashcards the rest of the time. Do you know all your multiplication facts? If not, go practice them!

2x5=	3x4=	5x5=	2x7=	1x5=	10x1=
0x10=	5x3=	3x7=	2x4=	3x8=	3x10=
3x9=	2x10=	3x2=	3x1=	1x4=	5x6=
5x8=	1x11=	2x11=	2x12=	5x10=	3x6=
3x5=	2x8=	3x3=	10x9=	10x7=	5x3=


Independent Work (20 minutes): Read the examples below. Next, solve the problems.

The fraction of each equal part of a whole gets smaller as the number of equal parts in a whole increases.

1. Which is greater,  $\frac{1}{2}$  or  $\frac{1}{8}$ ?



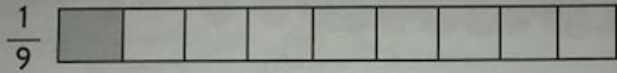
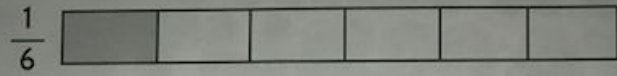
Compare the size of the shaded parts.



$\frac{1}{2}$  is greater.

2. Arrange the fractions in order.  
Begin with the greatest.

$$\frac{1}{9}, \frac{1}{6}, \frac{1}{10}$$



Compare the  
size of the  
shaded parts.

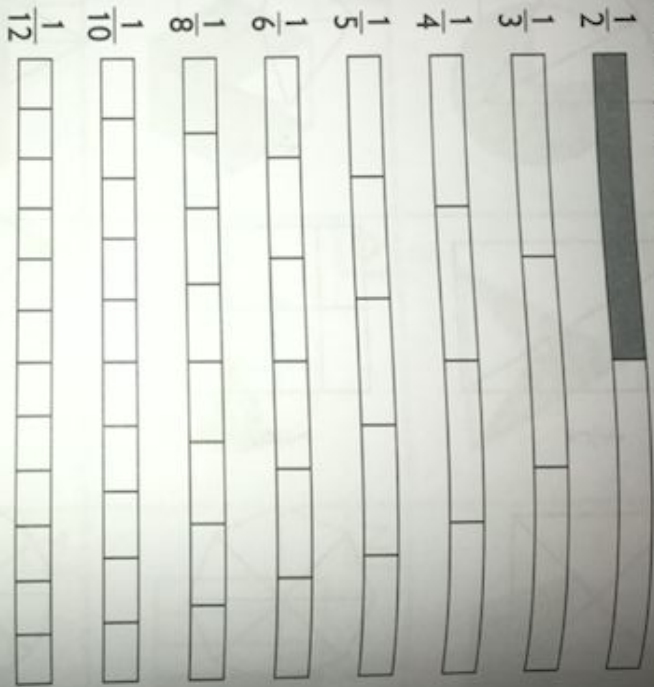


$\frac{1}{6}$  is the greatest.

$\frac{1}{10}$  is the smallest.

Arranging the fractions in order beginning with the  
greatest, we have  $\frac{1}{6}, \frac{1}{9}, \frac{1}{10}$ .

1. Color one part of each bar to show the given fraction.



2. Write  $>$  or  $<$ .

(Use the fraction bars above to help you.)

- (a)  $\frac{1}{2}$  ○  $\frac{1}{3}$
- (b)  $\frac{1}{6}$  ○  $\frac{1}{2}$
- (c)  $\frac{1}{8}$  ○  $\frac{1}{2}$
- (d)  $\frac{1}{3}$  ○  $\frac{1}{6}$
- (e)  $\frac{1}{11}$  ○  $\frac{1}{2}$
- (f)  $\frac{1}{5}$  ○  $\frac{1}{10}$

3. Circle the greater fraction.

(d)		
(c)	$\frac{1}{9}$	$\frac{1}{12}$
(e)	$\frac{1}{10}$	$\frac{1}{8}$
(b)		
(d)	$\frac{1}{8}$	$\frac{1}{4}$
(f)	$\frac{1}{4}$	$\frac{1}{6}$
(c)	$\frac{1}{9}$	$\frac{1}{12}$
(d)	$\frac{1}{2}$	$\frac{1}{5}$

4. Circle the smaller fraction.

(d)		
(c)	$\frac{1}{4}$	$\frac{1}{6}$
(b)		
(d)	$\frac{1}{10}$	$\frac{1}{5}$
(e)	$\frac{1}{5}$	$\frac{1}{3}$
(f)	$\frac{1}{11}$	$\frac{1}{12}$
(e)	$\frac{1}{10}$	$\frac{1}{8}$
(f)	$\frac{1}{9}$	$\frac{1}{3}$

5. Circle the greatest fraction.

(a)  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{1}{4}$

(b)  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{5}$

(c)  $\frac{1}{8}$ ,  $\frac{1}{6}$ ,  $\frac{1}{4}$

(d)  $\frac{1}{11}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$

6. Circle the smallest fraction.

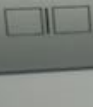
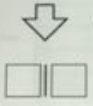
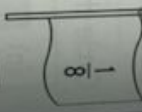
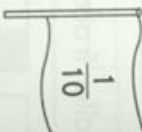
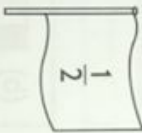
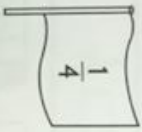
(a)  $\frac{1}{5}$ ,  $\frac{1}{7}$ ,  $\frac{1}{2}$

(b)  $\frac{1}{10}$ ,  $\frac{1}{12}$ ,  $\frac{1}{8}$

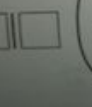
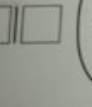
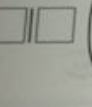
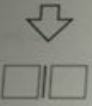
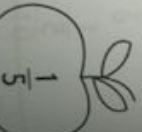
(c)  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$

(d)  $\frac{1}{9}$ ,  $\frac{1}{6}$ ,  $\frac{1}{3}$

7. Arrange the fractions in order, beginning with the smallest.

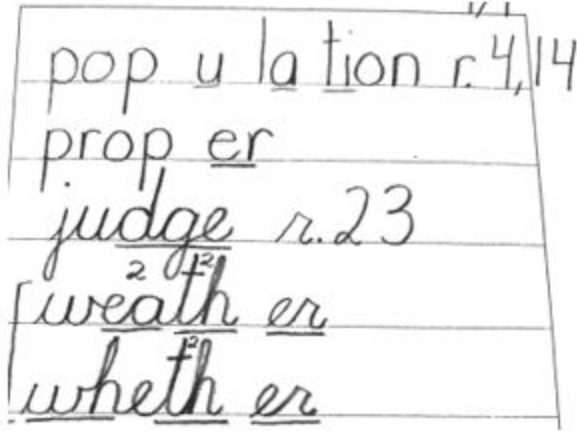


8. Arrange the fractions in order, beginning with the greatest.



## Spalding (10 minutes)

Day 3



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

4. Take your time and read carefully.
5. Make sure that you follow all punctuation!
6. 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 Charlotte call her egg sac?*
- *In what ways had Charlotte changed overnight?*
- *What "bad news" did Templeton report to Charlotte and Wilbur?*
- *How many eggs were in the egg sac?*

## Grammar (5 minutes)

Answer the questions out loud.

What is a sentence?

What is a verb?

What is a noun?

What is an adjective?

What is an adverb?

Read the following story, as you read it underline the adjectives and circle the adverbs. If you cannot finish it today, you can continue to work on it on Friday.

## The Storm

By Sara Buffington

The two little boys eagerly pressed their round faces against the large window. They longed to go outside and play. The older boy sweetly asked their mother, “Mommy, may we go outside and play? We would love to ride our bikes today.”

The mother joined her sons at the window and gazed at the sky. “Look at the sky,” she said softly. “Do you see the low, dark, gray clouds? That means a storm is coming. Let’s stay inside this afternoon.”

Just then they heard a long, rumbling sound. “I know that sound,” the younger boy said quietly. “That’s thunder.” They looked cautiously at the dark sky. More loud rumbles of thunder boomed overhead. The two boys looked at their mother anxiously. So she turned on a bright lamp and said cheerfully, “Let’s play a game of Chutes and Ladders. We can sit here near the window so we can play and watch the storm.”

They were having great fun playing the board game, and barely heard the pitter-patter of little drops of rain on the roof. But soon the pitter-patter sound changed into a loud, continuous thumping. The rain was pouring! They looked out the window and saw sheets of rain battering their car, yard, and street. “Mommy, do you see the little waterfalls running from the roof?” said the older boy. “They are forming big puddles on the ground!”

A flash of bright light pierced the sky. It was lightning! After a few seconds, they heard a crackling sound, quickly followed by a huge boom. The dazzling lightning and rumbling thunder startled the boys. But they were not scared. They were inside a dry, safe room. The lightning flashed and the thunder rolled. The little boys gazed out of the window. It was exciting to watch the storm, but they were glad to be inside!

“Plink! Plunk! Plink!” They heard a sound like tiny pebbles hitting the roof. The boys peered out through the window and saw little white balls of ice steadily falling from the sky. “That’s hail,” their mother explained. “The rain freezes in the sky and then it falls to the ground.” The boys thought that hail was strange, but fun. Imagine, ice falling from the sky in the middle of summer!

After a while, the noisy hail stopped. The thunder gradually moved away. The lightning flashed, but it was pale and distant. The rain faded into a light drizzle. The sky grew lighter and lighter. Soon, the sun came out and shone down on the wet grass and enormous puddles.

“Boys,” their mother said, “you may go outside and play now.”

“Hurrah!” the boys cheered. “But let’s watch another summer storm tomorrow!”



## History (15 minutes)

- ❑ **What happened at the Battle of Tippecanoe?**  
*Many Native Americans were killed by American soldiers.*
- ❑ **What happened the year after the Battle of Tippecanoe?**  
*War broke out between the United States and Great Britain.*
- ❑ **Besides impressing sailors, how was Great Britain attempting to make trouble for American settlers?** *Great Britain gave arms to the Native Americans to prevent American settlers from moving close to Canada, an area controlled by the British.*

We have learned that war broke out between America and Great Britain in 1812. Now, we will start to find out about some of the things that happened during the war.

### America at War

*James Madison was the president of the United States when war broke out in 1812. He had not wanted to go to war with Great Britain. However, some members of the American Congress, who were angry with the British, did! They were known as War Hawks.*



*James Madison had first gone to Washington to help President Thomas Jefferson run the government. Both men believed that the government should work for the good of the people. When he became president himself, his wife, Dolley, often advised him when he had to make difficult decisions.*

### Vocabulary:

**Congress** is the group of people who make the laws for the United States. People in Congress are elected by the people of each state.

**War Hawks** was the name given to some Americans who wanted to go to war with Great Britain.

- Answer in a complete sentence: Who was James Madison?



### Latin (10 minutes)

- Say the following vocabulary words 3x each.
- Here is a video of Ms. Crimmings reviewing this week’s flashcards for you to watch and say the words with her.

<https://cloud.swivl.com/v/17fe7662be6e72f6dc19e243b972b494>

lītus	seashore (coast/beach)
portus	harbor
urbs	city
via	road
lux	light
tenebrae	darkness
arum	gold
argentum	silver

### Music (10 minutes)

- Warm-Up:
  - Sing “Are You Sleeping?/Frere Jacques” and march to the steady **beat** around the room, backyard, or other area.
  - Try this! Sing and show a different motion for each different rhythm syllable. *You may need to look back at the music on Day 1’s work to remember when to do what!* Here’s an example:
    - ta** (Quarter note) - clap
    - ti-ti** (Two eighth-notes) - tap on your head
    - to-oo** (Half note) - Slide
  - Here is a video of Ms. Caranto explaining **rhythm syllables**:  
<https://cloud.swivl.com/v/341225e014bb034afa9cf2668bd30e64>
- Apple Tree
  - Sing the song and put the steady **beat** in your feet. Say out loud: “The beat stays steady!”

- ❑ Sing the song again and tap the **rhythm** into your hand. Tap and say this out loud: "Rhythm is the way the words go!" Make sure your tapping matches what you're saying.
- ❑ Sing on **rhythm syllables (ta, ti-ti, etc.)** and tap into your hand. The music is below.
  - ❑ Here is a video of Ms. Caranto singing "Apple Tree" on rhythm syllables and with a body ladder: <https://cloud.swivl.com/v/26e845b05a7668929fcb85a6e588773a>
- ❑ Lastly, sing the song on the words and sing with your body ladder! To start you off...



Ap-ple                  tree (2x),      Will your      ap-ples                  fall on                  me?

### Apple Tree

5

Ap - ple tree, ap - ple tree, will your ap - ple fall on me?

I won't cry and I won't shout if your ap - ple knocks me out.

# Day 4 Instructions and Resources

Thursday, 4/23

## Math (25 minutes)

Math Word Problem (5 minutes)

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

Word Problem:

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Equation:

Number Bond:

Answer Sentence:

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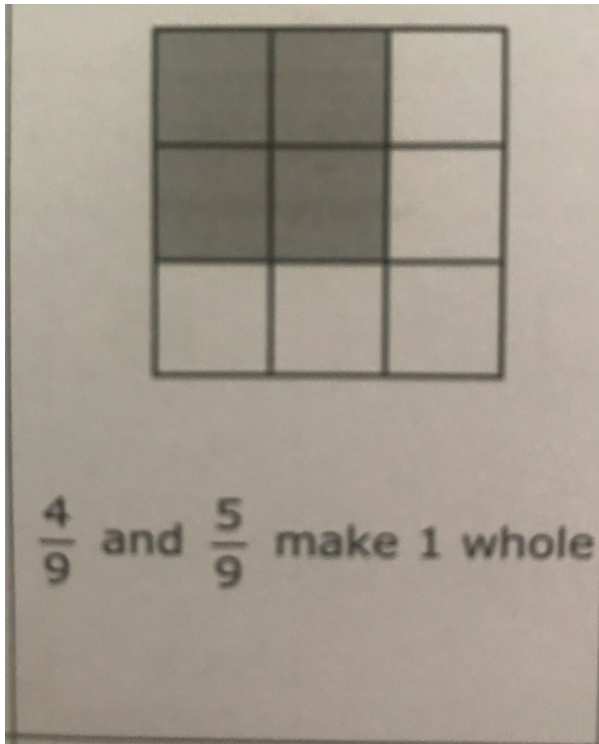
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Draw a picture (optional):

Independent work (20 minutes): Today we are learning how to add fractions to make one whole. Look at the picture below. You will see four parts that are shaded and five parts are not. When you add the shaded parts and the non-shaded parts together, you will get one whole.



$$\frac{4}{9} + \frac{5}{9} = \frac{9}{9}$$



$$\frac{9}{9} = 1 \text{ whole}$$

Now, answer the questions below.

**Exercise 2: Writing Fractions**

1. Match.

•  $\frac{1}{4}$

•  $\frac{2}{3}$

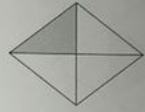
•  $\frac{1}{2}$

•  $\frac{3}{4}$

•  $\frac{5}{6}$

30

2. What fraction of each shape is shaded?



(a)

\_\_\_\_\_



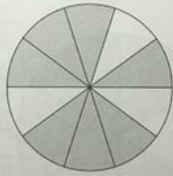
(b)

\_\_\_\_\_



(c)

\_\_\_\_\_



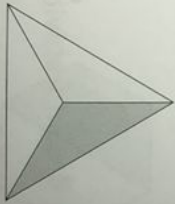
(d)

\_\_\_\_\_



(e)

\_\_\_\_\_



(f)

\_\_\_\_\_

3. Fill in the blanks.



(a)

The triangle is divided into 4 equal parts.

\_\_\_\_\_ out of the \_\_\_\_\_ equal parts is shaded.

\_\_\_\_\_ of the triangle is shaded.

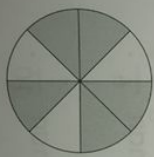


(b)

The rectangle is divided into 9 equal parts.

\_\_\_\_\_ out of the equal parts are shaded.

\_\_\_\_\_ of the rectangle is shaded.



(c)

The circle is divided into 8 equal parts.

\_\_\_\_\_ out of the equal parts are shaded.

\_\_\_\_\_ of the circle is shaded.

4. Use the fraction bars below to answer the following questions.

Fill in the blanks with 'greater' or 'smaller'.

(d)  $\frac{1}{2}$  is \_\_\_\_\_ than  $\frac{1}{4}$ .

(b)  $\frac{1}{4}$  is \_\_\_\_\_ than  $\frac{1}{3}$ .

(c)  $\frac{1}{8}$  is \_\_\_\_\_ than  $\frac{1}{6}$ .

(d)  $\frac{1}{5}$  is \_\_\_\_\_ than  $\frac{1}{10}$ .

(e)  $\frac{1}{10}$  is \_\_\_\_\_ than  $\frac{1}{4}$ .

### 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 "Mr. Vinegar and His Fortune" 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 self-discipline. Once you have finished reading, discuss these ideas:



- How do the characters show or lack this virtue? What other virtues do the characters show or lack in the story?
- Has Mr. Vinegar learned a lesson from his actions?
- Retell the story in your own words.

### Science (15 minutes)

We've learned about the life cycle of the chicken and the parts of the chicken egg. Today, we will explore the life cycle of the frog! Think to yourself: Do frogs lay eggs? What do they look like when they hatch? Frogs are amphibians, meaning they are born with gills and can only survive in water when they are young. As amphibians grow to adulthood, they develop the ability to breath air and survive outside of the water. Most amphibians lay eggs that do not have a shell. Young amphibians do not look like their parents. They change form as they develop. Most young amphibians have body parts for living in the water. Most adult amphibians have body parts for living on land. Study the diagram below and observe how frogs change and develop as they grow.



**Question:** Can you tell me what the stages of the frog 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 frog's life cycle begins with \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now draw your own Life Cycle of the frog just like the one above!



### 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.

### P.E. (10 minutes)

#### Sprint Race Steps:

- Make a starting line and finish line (or find 2 objects you could use to mark at least 15 feet apart)
- Find someone to race against, or have someone time you!
- When they say “GO” sprint down and back, or just straight to the finish line depending how you set up the race
- Try to do at least 5 races before stopping!

Video demonstration of sprint race:

<https://cloud.swivl.com/v/965e7d5a3366639125d90939333e4c76>

### Art (10 minutes)

- Take your egg and your artwork out from the last art session.
- Observing closely the size of your *actual* egg, lightly draw the two-part shape of the egg below the horizon line.
- Carefully add other details to the artwork such as accurate values, shadow, and highlight. Remember the lightest values will be the side *nearest* to your light source! Finish your artwork today.
- Video of Lesson:  
<https://cloud.swivl.com/v/1801b6f268e0b78f20412d6239c2174e>

Example of egg with shadow:



## Day 5 Instructions and Resources

Friday, 4/24

### Math (25 minutes)

Math Fact Practice (5 minutes): Practice the math facts for under a minute! Time yourself! Then, practice your Math Flashcards the rest of the time. Do you know all your multiplication facts? If not, go practice them!

3x8=	2x4=	10x10=	10x2=	5x5=	3x9=
3x7=	2x9=	2x3=	10x8=	10x6=	5x4=
5x3=	3x6=	3x4=	3x10=	5x9=	5x10=
3x3=	1x9=	1x4=	3x11=	3x12=	5x6=
2x5=	2x6=	10x9=	1x9=	2x11=	2x12=

Independent Work (20 minutes) Let's review what we have learned this week about writing fractions and adding fractions to make a whole. Solve the problems below.

5. Circle the greater fraction.

(a)  $\frac{1}{4}$ ,  $\frac{3}{4}$                       (b)  $\frac{4}{5}$ ,  $\frac{2}{5}$

6. Circle the smaller fraction.

(a)  $\frac{4}{5}$ ,  $\frac{5}{5}$                       (b)  $\frac{5}{8}$ ,  $\frac{3}{8}$

7. Circle the greatest fraction.

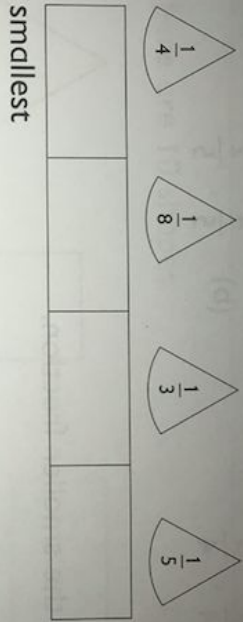
(a)  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$                       (b)  $\frac{1}{5}$ ,  $\frac{1}{10}$ ,  $\frac{1}{6}$

8. Circle the smallest fraction.

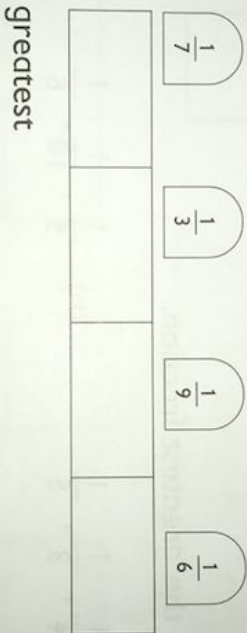
(a)  $\frac{1}{4}$ ,  $\frac{1}{6}$ ,  $\frac{1}{8}$                       (b)  $\frac{1}{10}$ ,  $\frac{1}{8}$ ,  $\frac{1}{5}$

9. Arrange the fractions in order.

Begin with the smallest.



10. Arrange the fractions in order. Begin with the greatest.

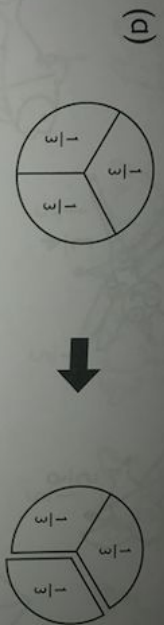


11. Fill in the boxes.

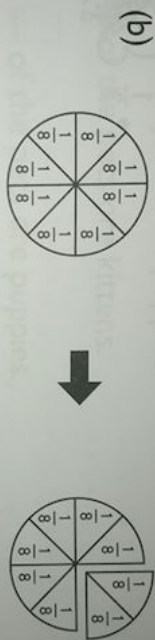
- (a)  $\frac{2}{3}$  and  make 1 whole.
- (b)  $\frac{3}{8}$  and  make 1 whole.
- (c)  $\frac{3}{10}$  and  make 1 whole.
- (d)  $\frac{5}{7}$  and  make 1 whole.

### EXERCISE 5

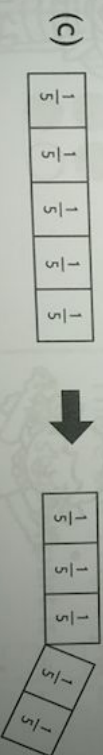
1. Write the correct fraction.



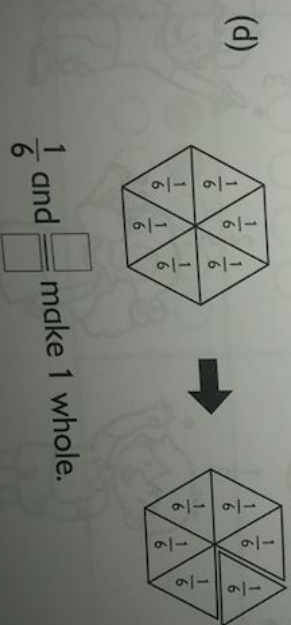
$\frac{1}{3}$  and  make 1 whole.



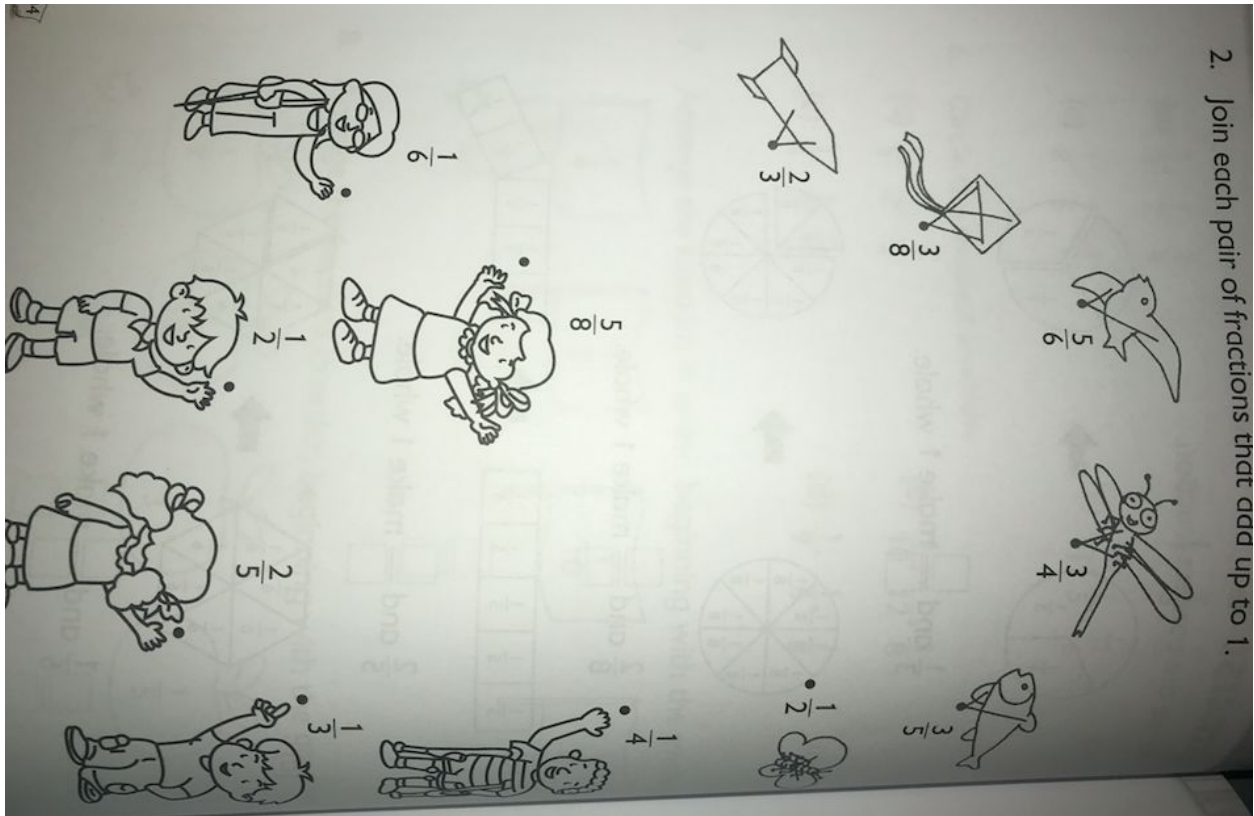
$\frac{2}{8}$  and  make 1 whole.



$\frac{2}{5}$  and  make 1 whole.



$\frac{1}{6}$  and  make 1 whole.



### 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: He had no objection to the plan.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### History (15 minutes)

Recall what you have learned so far this week. Take some time to review the lessons and vocabulary then discuss the questions below with a parent or older sibling.

- Why did James Madison first go to Washington?*
- What did both James Madison and Thomas Jefferson believe?*
- What did you learn about Dolley Madison?*

Now, please answer the following question in complete sentences and then illustrate below.

***Why did war between America and Great Britain break out in 1812?***

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Poetry (15 minutes)

Pick one of the adverbs below and then say the poem in that way, repeat this three times picking a new adverb every time: loudly, quietly, bravely, cheerfully, gracefully, politely, angrily, lazily, wearily, quickly, slowly, crazily, dramatically, nervously, shakily, wildly

### Latin (10 minutes)

- Say these Latin verbs while doing the motions.
- Here is a video of Ms. Crimmins saying these Latin verbs with the motions.  
<https://cloud.swivl.com/v/8d400f7ba9819b1afdea4b25253ed008>

Verb	Translation:	Verb	Translation:
habitō, -āre	I live	moveō, -ēre	I move
videō, -ēre	I see	maneō, -ēre	I remain
audiō, īre	I hear	pugnō, -āre	I fight
sedeō, -ēre	I sit	fugiō, -ere	I flee
stō, -āre	I stand	habeō, -ēre	I have

## Music (10 minutes)

- Warm-Up:
  - ❑ Sing “Are You Sleeping?/Frere Jacques” and this time, put the **rhythm** in your feet. Say what **rhythm** is out loud and tap the words into your hand: “Rhythm is the way the words go.”
    - ❑ N.B. You should look like you’re hopping on hot lava when you sing “Morning bells are ringing”!
  - ❑ Try it again! Sing the song and choose **all new motions** for each different rhythm. You may need to look back at the music on Day 1’s work to remember when to do what! This was the example given from Day 3 but this time, you choose new motions:
    - ❑ **ta** (Quarter note) - clap
    - ❑ **ti-ti** (Two eighth-notes) - tap on your head
    - ❑ **to-oo** (Half note) - Slide
- Apple Tree \*Look back to the “Apple Tree” music on Day 3\*
  - ❑ Sing the words while showing song on your body ladder. Hint: On the last word “out,” you should look like this:



- ❑ Sing with your body ladder again, but this time, sing on **solfa (so, la, mi, do)** Which solfa matches which part of your body ladder (shoulders, head, waist, knees)?
- ❑ For fun: What kind of game could you make up for this song? Or, if you have enough people to make a circle, teach them the game we learned in class!

**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. 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. 23 – The phono 'dge' may be used only after a single vowel that is saying its first sound at the end of a base word

# Thursday Review

1.
2.
3.
4.
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6.
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8.
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10.

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12.
13.
14.
15.

# 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.

## Chapter XVII

## Uncle

WHEN they pulled into the Fair Grounds, they could hear music and see the Ferris wheel turning in the sky. They could smell the dust of the race track where the sprinkling cart had moistened it; and they could smell hamburgers frying and see balloons aloft. They could hear sheep blating in their pens. An enormous voice over the loudspeaker said:

"Attention, please! Will the owner of a Pontiac car, license number H-2439, please move your car away from the fireworks shed!"

"Can I have some money?" asked Fern.

"Can I, too?" asked Avery.

"I'm going to win a doll by spinning a wheel and it will stop at the right number," said Fern.

"I'm going to steer a jet plane and make it bump into another one."

"Can I have a balloon?" asked Fern.

"Can I have a frozen custard and a cheeseburger and some raspberry soda pop?" asked Avery.

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## Uncle

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"You children be quiet till we get the pig unloaded," said Mrs. Arable.

"Let's let the children go off by themselves," suggested Mr. Arable. "The Fair only comes once a year." Mr. Arable gave Fern two quarters and two dimes. He gave Avery five dimes and four nickels. "Now run along!" he said. "And remember, the money has to last *all day*. Don't spend it all the first few minutes. And be back here at the truck at noontime so we can all have lunch together. And don't eat a lot of stuff that's going to make you sick to your stomachs."

"And if you go in those swings," said Mrs. Arable, "you hang on tight! You hang on *very* tight. Hear me?"

"And don't get lost!" said Mrs. Zuckerman.

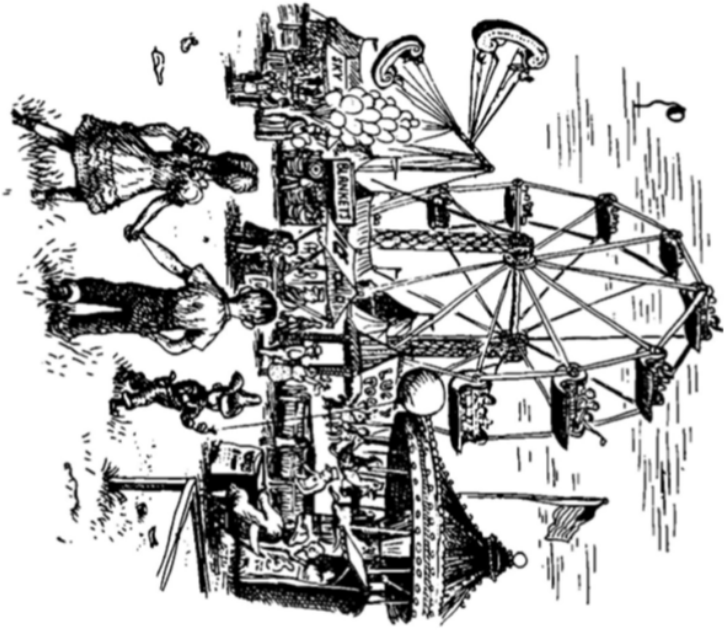
"And don't get dirty!"

"Don't get overheated!" said their mother.

"Watch out for pickpockets!" cautioned their father.

"And don't cross the race track when the horses are coming!" cried Mrs. Zuckerman.

The children grabbed each other by the hand and danced off in the direction of the merry-go-round, toward the wonderful music and the wonderful adventure and the wonderful excitement, into the wonderful midway where there would be no parents to guard them and guide them, and where they could be happy and free and do as they pleased. Mrs. Arable stood quietly



*Uncle*

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and watched them go. Then she sighed. Then she blew her nose.

“Do you really think it’s all right?” she asked.

“Well, they’ve got to grow up some time,” said Mr. Arable. “And a fair is a good place to start, I guess.”

While Wilbur was being unloaded and taken out of his crate and into his new pigpen, crowds gathered to watch. They stared at the sign ZUCKERMAN’S FA-MOUS PIG. Wilbur stared back and tried to look extra good. He was pleased with his new home. The pen was grassy, and it was shaded from the sun by a shed roof.

Charlotte, watching her chance, scrambled out of the crate and climbed a post to the under side of the roof. Nobody noticed her.

Templeton, not wishing to come out in broad daylight, stayed quietly under the straw at the bottom of the crate. Mr. Zuckerman poured some skim milk into Wilbur’s trough, pitched clean straw into his pen, and then he and Mrs. Zuckerman and the Arables walked away toward the cattle barn to look at purebred cows and to see the sights. Mr. Zuckerman particularly wanted to look at tractors. Mrs. Zuckerman wanted to see a deep freeze. Lurvy wandered off by himself, hoping to meet friends and have some fun on the midway.

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*Charlotte's Web*

As soon as the people were gone, Charlotte spoke to Wilbur.

"It's a good thing you can't see what I see," she said.

"What do you see?" asked Wilbur.

"There's a pig in the next pen and he's enormous. I'm afraid he's much bigger than you are."

"Maybe he's older than I am, and has had more time to grow," suggested Wilbur. Tears began to come to his eyes.

"I'll drop down and have a closer look," Charlotte said. Then she crawled along a beam till she was directly over the next pen. She let herself down on a dragline until she hung in the air just in front of the big pig's snout.

"May I have your name?" she asked, politely.

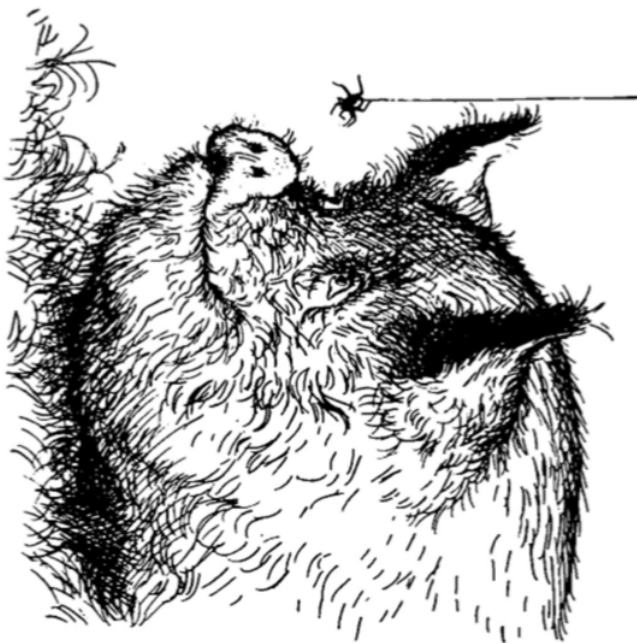
The pig stared at her. "No name," he said in a big, hearty voice. "Just call me Uncle."

"Very well, Uncle," replied Charlotte. "What is the date of your birth? Are you a spring pig?"

"Sure I'm a spring pig," replied Uncle. "What did you think I was, a spring chicken? Haw, haw—that's a good one, eh, Sister?"

"Mildly funny," said Charlotte. "I've heard funnier ones, though. Glad to have met you, and now I must be going."

She ascended slowly and returned to Wilbur's pen. "He claims he's a spring pig," reported Charlotte,



"and perhaps he is. One thing is certain, he has a most unattractive personality. He is too familiar, too noisy, and he cracks weak jokes. Also, he's not anywhere near as clean as you are, nor as pleasant. I took quite a dislike to him in our brief interview. He's going to be a hard pig to beat, though, Wilbur, on account of his size and weight. But with me helping you, it can be done."

"When are you going to spin a web?" asked Wilbur. "This afternoon, late, if I'm not too tired," said

136 *Charlotte's Web*

Charlotte. "The least thing tires me these days. I don't seem to have the energy I once had. My age, I guess."  
Wilbur looked at his friend. She looked rather swollen and she seemed listless.

"I'm awfully sorry to hear that you're feeling poorly, Charlotte," he said. "Perhaps if you spin a web and catch a couple of flies you'll feel better."

"Perhaps," she said, wearily. "But I feel like the end of a long day." Clinging upside down to the ceiling, she settled down for a nap, leaving Wilbur very much worried.

All morning people wandered past Wilbur's pen. Dozens and dozens of strangers stopped to stare at him and to admire his silky white coat, his curly tail, his kind and radiant expression. Then they would move on to the next pen where the bigger pig lay. Wilbur heard several people make favorable remarks about Uncle's great size. He couldn't help overhearing these remarks, and he couldn't help worrying. "And now, with Charlotte not feeling well . . ." he thought. "Oh, dear!"

All morning Templeton slept quietly under the straw. The day grew fiercely hot. At noon the Zuckermans and the Arables returned to the pigpen. Then, a few minutes later, Fern and Avery showed up. Fern had a monkey doll in her arms and was eating Crackerjack. Avery had a balloon tied to his ear and was chewing a candied apple. The children were hot and dirty.

*Uncle* 137

"Isn't it hot?" said Mrs. Zuckerman.

"It's *terribly* hot," said Mrs. Arable, fanning herself with an advertisement of a deep freeze.

One by one they climbed into the truck and opened lunch boxes. The sun beat down on everything. Nobody seemed hungry.

"When are the judges going to decide about Wilbur?" asked Mrs. Zuckerman.

"Not till tomorrow," said Mr. Zuckerman.

Lurvy appeared, carrying an Indian blanket that he had won.

"That's just what we need," said Avery. "A blanket."

"Of course it is," replied Lurvy. And he spread the blanket across the sideboards of the truck so that it was like a little tent. The children sat in the shade, under the blanket, and felt better.

After lunch, they stretched out and fell asleep.



## Chapter XVIII

*The Cool of the Evening*

**I**N THE cool of the evening, when shadows darkened the Fair Grounds, Templeton crept from the crate and looked around. Wilbur lay asleep in the straw. Charlotte was building a web. Templeton's keen nose detected many fine smells in the air. The rat was hungry and thirsty. He decided to go exploring. Without saying anything to anybody, he started off. "Bring me back a word!" Charlotte called after him. "I shall be writing tonight for the last time."

The rat mumbled something to himself and disappeared into the shadows. He did not like being treated like a messenger boy.

After the heat of the day, the evening came as a welcome relief to all. The Ferris wheel was lighted now. It went round and round in the sky and seemed twice as high as by day. There were lights on the midway, and you could hear the crackle of the gambling machines and the music of the merry-go-round and the voice of the man in the beano booth calling numbers.

The children felt refreshed after their nap. Fern met

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*The Cool of the Evening*

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her friend Henry Fussy, and he invited her to ride with him in the Ferris wheel. He even bought a ticket for her, so it didn't cost her anything. When Mrs. Arable happened to look up into the starry sky and saw her little daughter sitting with Henry Fussy and going higher and higher into the air, and saw how happy Fern looked, she just shook her head. "My, my!" she said. "Henry Fussy. Think of that!"



Templeton kept out of sight. In the tall grass behind the cattle barn he found a folded newspaper. Inside it were leftovers from somebody's lunch: a deviled ham sandwich, a piece of Swiss cheese, part of a hard-boiled egg, and the core of a wormy apple. The rat crawled in and ate everything. Then he tore a word out of the paper, rolled it up, and started back to Wilbur's pen.

Charlotte had her web almost finished when Templeton returned, carrying the newspaper clipping. She had left a space in the middle of the web. At this hour, no people were around the pigpen, so the rat and the spider and the pig were by themselves.

140 *Charlotte's Web*

"I hope you brought a good one," Charlotte said. "It is the last word I shall ever write."

"Here," said Templeton, unrolling the paper.

"What does it say?" asked Charlotte. "You'll have to read it for me."

"It says 'Humble,'" replied the rat.

"'Humble?'" said Charlotte. "'Humble' has two meanings. It means 'not proud' and it means 'near the ground.' That's Wilbur all over. He's not proud and he's near the ground."

"Well, I hope you're satisfied," sneered the rat. "I'm not going to spend all my time fetching and carrying. I came to this Fair to enjoy myself, not to deliver papers."

"You've been very helpful," Charlotte said. "Run along, if you want to see more of the Fair."

The rat grinned. "I'm going to make a night of it," he said. "The old sheep was right—this Fair is a rat's paradise. What eating! And what drinking! And everywhere good hiding and good hunting. Bye, bye, my humble Wilbur! Fare thee well, Charlotte, you old schemer! This will be a night to remember in a rat's life."

He vanished into the shadows.

Charlotte went back to her work. It was quite dark now. In the distance, fireworks began going off—rockets, scattering fiery balls in the sky. By the time the

*The Cool of the Evening* 141

Arables and the Zuckermans and Lurvy returned from the grandstand, Charlotte had finished her web. The word HUMBLE was woven neatly in the center. Nobody noticed it in the darkness. Everyone was tired and happy.



Fern and Avery climbed into the truck and lay down. They pulled the Indian blanket over them. Lurvy gave Wilbur a forkful of fresh straw. Mr. Arable patted him. "Time for us to go home," he said to the pig. "See you tomorrow."

The grownups climbed slowly into the truck and Wilbur heard the engine start and then heard the truck moving away in low speed. He would have felt lonely and homesick, had Charlotte not been with him. He

142 *Charlotte's Web*

never felt lonely when she was near. In the distance he could still hear the music of the merry-go-round.

As he was dropping off to sleep he spoke to Charlotte.

"Sing me that song again, about the dung and the dark," he begged.

"Not tonight," she said in a low voice. "I'm too tired." Her voice didn't seem to come from her web.

"Where are you?" asked Wilbur. "I can't see you. Are you on your web?"

"I'm back here," she answered. "Up in this back corner."

"Why aren't you on your web?" asked Wilbur. "You almost *never* leave your web."

"I've left it tonight," she said.

Wilbur closed his eyes. "Charlotte," he said, after a while, "do you really think Zuckerman will let me live and not kill me when the cold weather comes? Do you really think so?"

"Of course," said Charlotte. "You are a famous pig and you are a good pig. Tomorrow you will probably win a prize. The whole world will hear about you. Zuckerman will be proud and happy to own such a pig. You have nothing to fear, Wilbur—nothing to worry about. Maybe you'll live forever—who knows? And now, go to sleep."

For a while there was no sound. Then Wilbur's voice:

*The Cool of the Evening* 143

"What are you doing up there, Charlotte?"

"Oh, making something," she said. "Making something, as usual."

"Is it something for me?" asked Wilbur.

"No," said Charlotte. "It's something for *me*, for a change."

"Please tell me what it is," begged Wilbur.

"I'll tell you in the morning," she said. "When the first light comes into the sky and the sparrows stir and the cows rattle their chains, when the rooster crows and the stars fade, when early cars whisper along the highway, you look up here and I'll show you something. I will show you my masterpiece."

Before she finished the sentence, Wilbur was asleep.

She could tell by the sound of his breathing that he was sleeping peacefully, deep in the straw.

Miles away, at the Arables' house, the men sat around the kitchen table eating a dish of canned peaches and talking over the events of the day. Upstairs, Avery was already in bed and asleep. Mrs. Arable was tucking Fern into bed.

"Did you have a good time at the Fair?" she asked as she kissed her daughter.

Fern nodded. "I had the best time I have ever had anywhere or any time in all of my whole life."

"Well!" said Mrs. Arable. "Isn't that nice!"

## Chapter XIX

## The Egg Sac

**N**EXT morning when the first light came into the sky and the sparrows stirred in the trees, when the cows rattled their chains and the rooster crowed and the early automobiles went whispering along the road, Wilbur awoke and looked for Charlotte. He saw her up overhead in a corner near the back of his pen. She was very quiet. Her eight legs were spread wide. She seemed to have shrunk during the night. Next to her, attached to the ceiling, Wilbur saw a curious object. It was a sort of sac, or cocoon. It was peach-colored and looked as though it were made of cotton candy.

"Are you awake, Charlotte?" he said softly.

"Yes," came the answer.

"What is that nifty little thing? Did you make it?"

"I did indeed," replied Charlotte in a weak voice.

"Is it a plaything?"

"Plaything? I should say not. It is my egg sac, my *magnum opus*."

"I don't know what a magnum opus is," said Wilbur.

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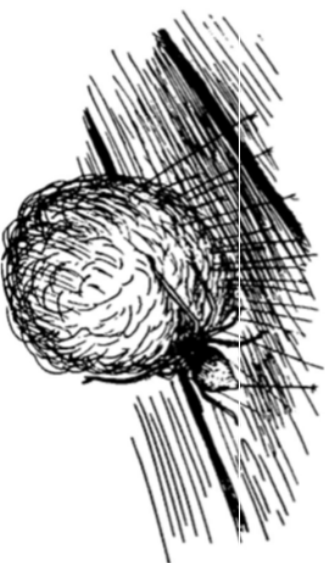
## The Egg Sac 145

"That's Latin," explained Charlotte. "It means 'great work.' This egg sac is my great work—the finest thing I have ever made."

"What's inside it?" asked Wilbur. "Eggs?"

"Five hundred and fourteen of them," she replied.

"Five hundred and fourteen?" said Wilbur. "You're kidding."



"No, I'm not. I counted them. I got started counting, so I kept on—just to keep my mind occupied."

"It's a perfectly beautiful egg sac," said Wilbur, feeling as happy as though he had constructed it himself.

"Yes, it is pretty," replied Charlotte, patting the sac with her two front legs. "Anyway, I can guarantee that it is strong. It's made out of the toughest material I have. It is also waterproof. The eggs are inside and will be warm and dry."

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*Charlotte's Web*

"Charlotte," said Wilbur dreamily, "are you really going to have five hundred and fourteen children?"

"If nothing happens, yes," she said. "Of course, they won't show up till next spring." Wilbur noticed that Charlotte's voice sounded sad.

"What makes you sound so down-hearted? I should think you'd be terribly happy about this."

"Oh, don't pay any attention to me," said Charlotte. "I just don't have much pep any more. I guess I feel sad because I won't ever see my children."

"What do you mean you won't see your children!

Of course you will. We'll all see them. It's going to be simply wonderful next spring in the barn cellar with five hundred and fourteen baby spiders running around all over the place. And the geese will have a new set of goslings, and the sheep will have their new lambs . . ."

"Maybe," said Charlotte quietly. "However, I have a feeling I'm not going to see the results of last night's efforts. I don't feel good at all. I think I'm languishing, to tell you the truth."

Wilbur didn't understand the word "languish" and he hated to bother Charlotte by asking her to explain. But he was so worried he felt he had to ask.

"What does 'languishing' mean?"

"It means I'm slowing up, feeling my age. I'm not young any more, Wilbur. But I don't want you to worry about me. This is your big day today. Look at my web—doesn't it show up well with the dew on it?"

*The Egg Sac*

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Charlotte's web never looked more beautiful than it looked this morning. Each strand held dozens of bright drops of early morning dew. The light from the east struck it and made it all plain and clear. It was a perfect piece of designing and building. In another hour or two, a steady stream of people would pass by, admiring it, and reading it, and looking at Wilbur, and marveling at the miracle.

As Wilbur was studying the web, a pair of whiskers and a sharp face appeared. Slowly Templeton dragged himself across the pen and threw himself down in a corner.

"I'm back," he said in a husky voice. "What a night!"

The rat was swollen to twice his normal size. His stomach was as big around as a jelly jar.



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*Charlotte's Web*

"What a night!" he repeated, hoarsely. "What feasting and carousing! A real gorge! I must have eaten the remains of thirty lunches. Never have I seen such leavings, and everything well-ripened and seasoned with the passage of time and the heat of the day. Oh, it was rich, my friends, rich!"

"You ought to be ashamed of yourself," said Charlotte in disgust. "It would serve you right if you had an acute attack of indigestion."

"Don't worry about my stomach," snarled Templeton. "It can handle anything. And by the way, I've got some bad news. As I came past that pig next door—the one that calls himself Uncle—I noticed a blue tag on the front of his pen. That means he has won first prize. I guess you're licked, Wilbur. You might as well relax—nobody is going to hang any medal on *you*. Furthermore, I wouldn't be surprised if Zuckerman changes his mind about you. Wait till he gets hankering for some fresh pork and smoked ham and crisp bacon! He'll take the knife to you, my boy."

"Be still, Templeton!" said Charlotte. "You're too stuffed and bloated to know what you're saying. Don't pay any attention to him, Wilbur!"

Wilbur tried not to think about what the rat had just said. He decided to change the subject.

"Templeton," said Wilbur, "if you weren't so dopey, you would have noticed that Charlotte has made an egg

*The Egg Sac*

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sac. She is going to become a mother. For your information, there are five hundred and fourteen eggs in that peachy little sac."

"Is this true?" asked the rat, eyeing the sac suspiciously.

"Yes, it's true," sighed Charlotte.

"Congratulations!" murmured Templeton. "This has been a night!" He closed his eyes, pulled some straw over himself, and dropped off into a deep sleep. Wilbur and Charlotte were glad to be rid of him for a while.

At nine o'clock, Mr. Arable's truck rolled into the Fair Grounds and came to a stop at Wilbur's pen. Everybody climbed out.

"Look!" cried Fern. "Look at Charlotte's web! Look what it says!"

The grownups and the children joined hands and stood there, studying the new sign.

"'Humble,'" said Mr. Zuckerman. "Now isn't that just the word for Wilbur!"

Everyone rejoiced to find that the miracle of the web had been repeated. Wilbur gazed up lovingly into their faces. He looked very humble and very grateful. Fern winked at Charlotte. Lurvy soon got busy. He poured a bucket of warm slops into the trough, and while Wil-

150 *Charlotte's Web*

bur ate his breakfast Lurvy scratched him gently with a smooth stick.

"Wait a minute!" cried Avery. "Look at this!" He pointed to the blue tag on Uncle's pen. "This pig has won first prize already."

The Zuckermans and the Arables stared at the tag. Mrs. Zuckerman began to cry. Nobody said a word. They just stared at the tag. Then they stared at Uncle. Then they stared at the tag again. Lurvy took out an enormous handkerchief and blew his nose very loud—so loud, in fact, that the noise was heard by stableboys over at the horse barn.

"Can I have some money?" asked Fern. "I want to go out on the midway."

"You stay right where you are!" said her mother. Tears came to Fern's eyes.

"What's everybody crying about?" asked Mr. Zuckerman. "Let's get busy! Edith, bring the buttermilk!"

Mrs. Zuckerman wiped her eyes with her handkerchief. She went to the truck and came back with a gallon jar of buttermilk.

"Bath time!" said Zuckerman, cheerfully. He and Mrs. Zuckerman and Avery climbed into Wilbur's pen. Avery slowly poured buttermilk on Wilbur's head and back, and as it trickled down his sides and cheeks, Mr. and Mrs. Zuckerman rubbed it into his hair and skin. Passersby stopped to watch. Pretty soon quite a crowd

*The Egg Sac* 151

had gathered. Wilbur grew beautifully white and smooth. The morning sun shone through his pink ears.

"He isn't as big as that pig next door," remarked one bystander, "but he's cleaner. That's what I like."

"So do I," said another man.

"He's humble, too," said a woman, reading the sign on the web.

Everybody who visited the pigpen had a good word to say about Wilbur. Everyone admired the web. And of course nobody noticed Charlotte.

Suddenly a voice was heard on the loud speaker.

"Attention, please!" it said. "Will Mr. Homer Zuckerman bring his famous pig to the judges' booth in front of the grandstand. A special award will be made there in twenty minutes. Everyone is invited to attend. Crate your pig, please, Mr. Zuckerman, and report to the judges' booth promptly!"

For a moment after this announcement, the Arables and the Zuckermans were unable to speak or move. Then Avery picked up a handful of straw and threw it high in the air and gave a loud yell. The straw fluttered down like confetti into Fern's hair. Mr. Zuckerman hugged Mrs. Zuckerman. Mr. Arable kissed Mrs. Arable. Avery kissed Wilbur. Lurvy shook hands with everybody. Fern hugged her mother. Avery hugged Fern. Mrs. Arable hugged Mrs. Zuckerman.

Up overhead, in the shadows of the ceiling, Char-



*The Egg Sac* 153

lotte crouched unseen, her front legs encircling her egg sac. Her heart was not beating as strongly as usual and she felt weary and old, but she was sure at last that she had saved Wilbur's life, and she felt peaceful and contented.

"We have no time to lose!" shouted Mr. Zuckerman. "Lurvy, help with the crate!"

"Can I have some money?" asked Fern.

"You *wait!*" said Mrs. Arable. "Can't you see everybody is busy?"

"Put that empty buttermilk jar into the truck!" commanded Mr. Arable. Avery grabbed the jar and rushed to the truck.

"Does my hair look all right?" asked Mrs. Zuckerman.

"Looks fine," snapped Mr. Zuckerman, as he and Lurvy set the crate down in front of Wilbur.

"You didn't even *look* at my hair!" said Mrs. Zuckerman.

"You're all right, Edith," said Mrs. Arable. "Just keep calm."

Templeton, asleep in the straw, heard the commotion and awoke. He didn't know exactly what was going on, but when he saw the men shoving Wilbur into the crate he made up his mind to go along. He watched his chance and when no one was looking he

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crept into the crate and buried himself in the straw at the bottom.

"All ready, boys!" cried Mr. Zuckerman. "Let's go!" He and Mr. Arable and Lurvy and Avery grabbed the crate and boosted it over the side of the pen and up into the truck. Fern jumped aboard and sat on top of the crate. She still had straw in her hair and looked very pretty and excited. Mr. Arable started the motor. Everyone climbed in, and off they drove to the judge's booth in front of the grandstand.

As they passed the Ferris wheel, Fern gazed up at it and wished she were in the topmost car with Henry Fussy at her side.



## The Flies and the Honey Pot

*Aesop*

A jar of honey chanced to spill  
Its contents on the window sill  
In many a viscous pool and rill.

The flies, attracted by the sweet,  
Began so greedily to eat,  
They smeared their fragile wings and feet.

With many a twitch and pull in vain  
They gasped to get away again,  
And died in aromatic pain.

*Moral*

O foolish creatures that destroy  
Themselves for transitory joy.

## Mr. Vinegar and His Fortune

*Retold by James Baldwin*

A runaway appetite is just about the surest ticket to never getting anywhere. The English philosopher John Locke put it this way: "He that has not a mastery over his inclinations; he that knows not how to resist the importunity of present pleasure or pain, for the sake of what reason tells him is fit to be done, wants the true principle of virtue and industry, and is in danger of never being good for anything." Meet Mr. Vinegar, who is in such danger.

A long time ago there lived a poor man whose real name has been forgotten. He was little and old, and his face was wrinkled; and that is why his friends called him Mr. Vinegar.

His wife was also little and old, and they lived in a little old cottage at the back of a little old field.

One day when Mrs. Vinegar was sweeping, she swept so hard that the little old door of the cottage fell down.

She was frightened. She ran out into the field and cried, "John! John! The house is falling down. We shall have no shelter over our heads."

Mr. Vinegar came and looked at the door.

Then he said, "Don't worry about that, my dear. Put on your bonnet and we will go out and seek our fortune."

So Mrs. Vinegar put on her hat, and Mr. Vinegar put the door on his head and they started.

They walked and walked all day. At night they came to a dark forest where there were many tall trees.

"Here is a good place to lodge," said Mr. Vinegar.

So he climbed a tree and laid the door across some branches.

Then Mrs. Vinegar climbed the tree, and the two laid themselves down on the door.

"It is better to have the house under us than over us," said Mr. Vinegar. But Mrs. Vinegar was fast asleep, and did not hear him.

Soon it was pitch dark, and Mr. Vinegar also fell asleep. At midnight he was awakened by hearing a noise below him.

He started up. He listened.

"Here are ten gold pieces for you, Jack," he heard someone say.

"And here are ten pieces for you, Bill. I'll keep the rest for myself."

Mr. Vinegar looked down. He saw three men sitting on the ground. A lighted lantern was near them.

"Robbers!" he cried in great fright, and sprang to a higher branch.

As he did this he kicked the door from its resting place. The door fell crashing to the ground, and Mrs. Vinegar fell with it.

The robbers were so badly scared that they took to their heels and ran helter-skelter into the dark woods.

"Are you hurt, my dear?" asked Mr. Vinegar.

"Ah, no!" said his wife. "But who would have thought that the door would tumble down in the night? And here is a beautiful lantern, all lit and burning, to show us where we are."

Mr. Vinegar scrambled to the ground. He picked up the lantern

to look at it. But what were those shining things that he saw lying all around?

"Gold pieces! Gold pieces!" he cried. And he picked one up and held it to the light.

"We've found our fortune! We've found our fortune!" cried Mrs. Vinegar. And she jumped up and down for joy.

They gathered up the gold pieces. There were fifty of them, all bright and yellow and round.

"How lucky we are!" said Mr. Vinegar.

"How lucky we are!" said Mrs. Vinegar.

Then they sat down and looked at the gold till morning.

"Now, John," said Mrs. Vinegar, "I'll tell you what we'll do. You must go to the town and buy a cow. I will milk her and churn butter, and we shall never want for anything."

"That is a good plan," said Mr. Vinegar.

So he started off to the town, while his wife waited by the roadside.

Mr. Vinegar walked up and down the street of the town, looking for a cow. After a time a farmer came that way, leading one that was very pretty and fat.

"Oh, if I only had that cow," said Mr. Vinegar, "I would be the happiest man in the world."

"She is a very good cow," said the farmer.

"Well," said Mr. Vinegar, "I will give you these fifty gold pieces for her."

The farmer smiled and held out his hand for the money. "You may have her," he said. "I always like to oblige my friends."

Mr. Vinegar took hold of the cow's halter and led her up and down the street. "I am the luckiest man in the world," he said, "for only see how all the people are looking at me and my cow."

But at one end of the street he met a man playing bagpipes. He stopped and listened. Tweedle-dee, tweedle-dee!

"Oh, that is the sweetest music I ever heard," he said. "And just see how all the children crowd around the man and give him pennies! If I only had those bagpipes, I would be the happiest man in the world."

"I will sell them to you," said the piper.

"Will you? Well then, since I have no money, I will give you this cow for them."

"You may have them," answered the piper. "I always like to oblige a friend."

Mr. Vinegar took the bagpipes, and the piper led the cow away. "Now we will have some music," said Mr. Vinegar. But try as hard as he might, he could not play a tune. He could get nothing out of the bagpipes but "squeak! squeak!"

The children, instead of giving him pennies, laughed at him. The day was chilly, and, in trying to play the pipes his fingers grew very cold. He wished that he had kept the cow.

He had just started for home when he met a man who had warm gloves on his hands. "Oh, if I only had those pretty gloves," he said.

"I would be the happiest man in the world."

"How much will you give for them?" asked the man.

"I have no money, but I will give you these bagpipes," answered Mr. Vinegar.

"Well," said the man, "you may have them, for I always like to oblige a friend."

Mr. Vinegar gave him the bagpipes and drew the gloves on over his half-frozen fingers. "How lucky I am!" he said, as he trudged homeward.

His hands were soon quite warm, but the road was rough and the walking hard. He was very tired when he came to the foot of a steep hill.

"How shall I ever get to the top?" he said.

Just then he met a man who was walking the other way. He had a stick in his hand which he used as a cane to help him along.

"My friend," said Mr. Vinegar, "if I only had that stick of yours to help me up this hill, I would be the happiest man in the world."

"How much will you give me for it?" asked the man.

"I have no money, but I will give you this pair of warm gloves," said Mr. Vinegar.

"Well," said the man, "you may have it, for I always like to oblige a friend."

Mr. Vinegar's hands were now quite warm. So he gave the gloves to the man and took the stout stick to help him along.

"How lucky I am," he said, as he toiled upward.

At the top of the hill he stopped to rest. But as he was thinking of all his good luck that day, he heard someone calling his name. He looked up and saw only a green parrot sitting in a tree.

"Mr. Vinegar! Mr. Vinegar!" it cried.

"What now?" asked Mr. Vinegar.

"You're a dunce! You're a dunce!" answered the bird. "You went to seek your fortune, and you found it. Then you gave it for a



cow, and the cow for some bagpipes, and the bagpipes for some gloves, and the gloves for a stick which you might have cut by the roadside. Heel heel heel heel You're a dunce! You're a dunce!"

This made Mr. Vinegar very angry. He threw the stick at the bird with all his might. But the bird only answered, "You're a dunce! You're a dunce!" and the stick lodged in the tree where he could not get it again.

Mr. Vinegar went on slowly, for he had many things to think about. His wife was standing by the roadside, and as soon as she saw him she cried out, "Where's the cow? Where's the cow?"

"Well, I don't just know where the cow is," said Mr. Vinegar; and then he told her the whole story.

I have heard she said some things he liked even less than what the bird had said, but that is between Mr. and Mrs. Vinegar, and really nobody's business but theirs.

"We are no worse off than we were yesterday," said Mr. Vinegar. "Let us go home and take care of our little old house."

Then he put the door on his head and trudged onward. And Mrs. Vinegar followed him.

## The Frogs and the Well

*Aesop*

The prudent person looks before leaping.

Two frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another place to live in, for frogs like damp places if they can get them. By and by they came to a deep well, and one of them looked down into it, and said to the other, "This looks a nice cool place. Let us jump in and settle here." But the other, who had a wiser head on his shoulders, replied, "Not so fast, my friend. Supposing this well dried up like the marsh, how should we get out again?"

Think twice before you act.

**Monday:**

Math

1. a. Yes  
b. Yes  
c. No  
d. Yes

2.

✓			✓
✓		✓	

3.

	✓	✓	
	✓	✓	

1.

✓	✓		
✓		✓	

2.

✓			
✓	✓		✓

3. Color only one of the two sections.
4. Color only one of the four sections.
5. (a) Color only one section of each rectangle.  
(b) >

**History:**

- Answers may vary. Examples:
- People may have moved west looking for more space to live and more farmland.
  - Native Americans already lived on the western land where the settlers now wanted to live.
  - The British did not want the Americans to move close to Canada.
  - The Battle of Tippecanoe took place because the American government was nervous about the Native Americans whom Tecumseh united.

**Tuesday:**

Math

Answers to the circles beginning at the left and going clockwise

1/9, 1/2, 1/12, 1/6, 1/10, 1/4, 1/11, 1/8, 1/3, 1/5

2. (a) 1;6

(b) 2;5

(c) 1;3

(d) 3;4

(e) 5;8

Shapes starting as the top going right to left

3/4; 2/6; 5/6; 3/6; 7/10; 5/6; 3/8; 2/5;

Color the same number of sections as the top number of the fraction.

3/4	2/6	3/6
5/6	1/6	2/5
1/2	5/12	3/8

**FRACTIONS**

**Wednesday:**

Math

1) Color correctly.

2)

A. >

B. <

C. <

D. >

E. <

F. >

3)

A. 1/3

B. 1/4

C. 1/9

D. 1/2

E. 1/8

F. 1/4

4.

A. 1/6

B. 1/10

C. 1/6

D. 1/12

E. 1/10

F. 1/9

5.

- a.  $\frac{1}{2}$
  - b.  $\frac{1}{6}$
  - c.  $\frac{1}{4}$
  - d.  $\frac{1}{8}$
- 6.
- a.  $\frac{1}{7}$
  - b.  $\frac{1}{12}$
  - c.  $\frac{1}{4}$
  - d.  $\frac{1}{9}$
7.  $\frac{1}{10}, \frac{1}{8}, \frac{1}{4}, \frac{1}{2}$
8.  $\frac{1}{3}, \frac{1}{6}, \frac{1}{9}, \frac{1}{12}$

**Thursday:**

## Math

1. Match accordingly.

2.

- a.  $\frac{1}{4}$
- b.  $\frac{3}{4}$
- c.  $\frac{5}{8}$
- d.  $\frac{7}{10}$
- e.  $\frac{3}{8}$
- f.  $\frac{1}{3}$

3.

- a. 1, 4,  $\frac{1}{4}$
- b. 5, 9,  $\frac{5}{9}$
- c. 5, 8,  $\frac{5}{8}$

4.

- a. Greater
- b. Smaller
- c. Smaller
- d. Greater
- e. Smaller

**Friday:**

## Math

5.

- a.  $\frac{3}{4}$
- b.  $\frac{4}{6}$

6.

- a.  $\frac{4}{5}$
- b.  $\frac{3}{8}$

7.

- a.  $\frac{1}{6}$
- b.  $\frac{1}{6}$

8.

- a.  $\frac{1}{8}$

- b.  $\frac{1}{10}$
- 9.

- a.  $\frac{1}{8}$
- b.  $\frac{1}{6}$
- c.  $\frac{1}{4}$
- d.  $\frac{1}{3}$

10.  $\frac{1}{3}, \frac{1}{6}, \frac{1}{7}, \frac{1}{9}$ 

11.

- a.  $\frac{1}{3}$
- b.  $\frac{2}{10}$
- c.  $\frac{7}{10}$
- d.  $\frac{2}{7}$

## Exercise 5

1.

- a.  $\frac{2}{6}$
- b.  $\frac{6}{8}$
- c.  $\frac{3}{6}$
- d.  $\frac{5}{6}$

2. Match accordingly.

## History:

» War broke out in 1812 because some members of Congress, known as the War Hawks, were angry with the British and wanted to go to war.

» James Madison first went to Washington to help President Thomas Jefferson run the government.

» Both James Madison and Thomas Jefferson believed that government should work for the good of the people.

» Dolley Madison was James Madison's wife. She sometimes gave her husband advice when he had difficult decisions to make as president.