



# Remote Learning Packet

## Second Grade

April 27–May 1, 2020

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





## Student Attendance Affidavit

April 27–May 1, 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 27, 2020
- Tuesday, April 28, 2020
- Wednesday, April 29, 2020
- Thursday, April 30, 2020
- Friday, May 1, 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.
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# Day 1 Instructions and Resources

Monday, 4/27

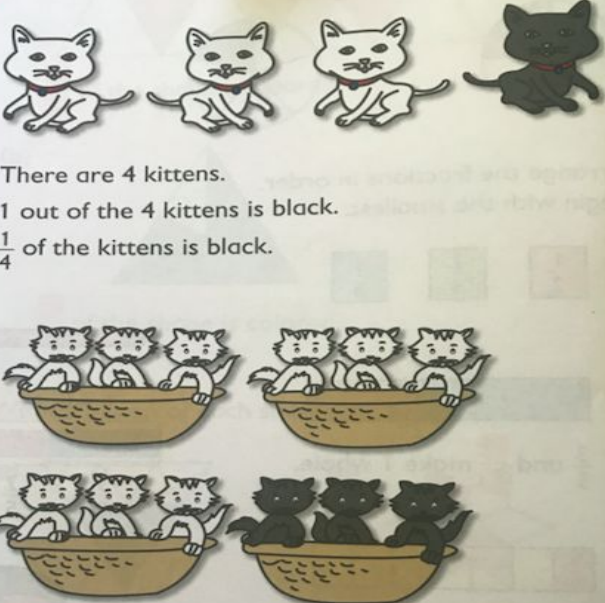
Math (25 minutes)

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

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): Read the examples and information below. Next, complete the problems.. **Write a complete sentence for the word problems.**

**3 Fraction of a Set**



There are 4 kittens.  
1 out of the 4 kittens is black.  
 $\frac{1}{4}$  of the kittens is black.

There are 12 kittens.  
They are divided into 4 groups.  
The kittens in 1 out of the 4 groups are black.  
 $\frac{1}{4}$  of the kittens is black.  
What fraction of the kittens are white?

$\frac{3}{4}$  of the Kittens are white.

More examples:



$\frac{1}{3}$  of the circles are shaded.

$\frac{2}{3}$  of the circles are not shaded.



$\frac{2}{5}$  of the shapes are circles.

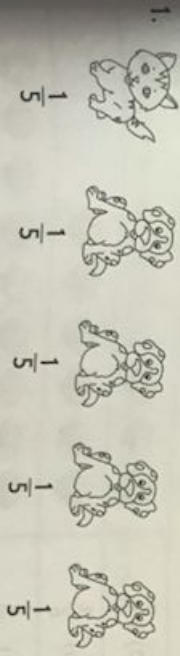
$\frac{3}{5}$  of the shapes are squares.

Notice how they can be added together to make one whole.

$$\frac{1}{3} + \frac{2}{3} = \frac{3}{3} \text{ or one whole}$$

$$\frac{2}{5} + \frac{3}{5} = \frac{5}{5} \text{ or one whole}$$


**EXERCISE 6**







There are \_\_\_\_\_ equal parts.  
\_\_\_\_\_ part is a kitten.

\_\_\_\_\_ parts are puppies.





$\frac{1}{5}$  of the pets are kittens.

 of the pets are puppies.

2. Write the fraction that shows the shaded part.

(a) 	There are 4 equal parts. The shaded part is  .
(b) 	
(c) 	

3. Color to show the given fraction...

(a) $\frac{2}{3}$	
(b) $\frac{3}{6}$	
(c) $\frac{3}{9}$	
(d) $\frac{5}{5}$	

4. Sherri found 5 lizards.

2 of the lizards were striped and 3 were not striped.  
What fraction of the lizards were striped?



5. (a) What fraction of the kittens are sleeping?

(b) What fraction of the kittens are awake?



Directions: Draw a picture of a group of objects and get creative! Be detailed and write a complete answer sentence.

*Example: Sarah has 5 chickens. 2 chickens are red and 3 chickens are yellow. What fraction of the chickens are red? Your answer would be "**% of the chickens are red.**" Why is this our answer? This is the answer because there are a total of 5 chickens and 2 out of the 5 chickens are red. We write this as  $\frac{2}{5}$  or two out of the five total.*

Now it's your turn to write your own!

<p>Problem:</p>   <p>Draw Picture:</p>   <p>Answer Sentence:</p>
--

### Spalding (10 minutes)

Day 1

<u>worth</u> r. 8
con <u>tain</u>
fig <u>ure</u>
sud den r. 29
in <u>stead</u> <sup>2</sup>

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 20 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.

- *How did Templeton feel during the awards ceremony?*
- *How much money did Mr. Zuckerman win?*
- *What did Lurvy do to entertain the crowd?*
- *What happened to Wilbur as the crowd kept clapping?*
- *How did the Arables and Zuckermans feel when Wilbur won the prize?*

## 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?

I am going to ask you to pretend you have a kitten. It can look like a real kitten, or like an imaginary kitten that you would never see in real life. I am going to let you describe this kitten using adjectives. First, what color is your pretend kitten?

What size is the kitten?

What does this kitten feel like when you hold it? Is it soft, furry, wet, sticky, curly, or fuzzy?

Write the answers to these questions in the first three spaces below.

Now I know the color and size of the kitten and I know how it feels, but I don't know what it does.

Now I need an action verb to tell me what this kitten does.

Now I know what it does. But I don't know how it does the action. I need an adverb to tell me how the kitten does his action. (Remember: An adverb is a word that describes a verb, an adjective, or another adverb.) How does the kitten do the action?

Write your action verb and adverb in the last two spaces below.

My \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

kitten \_\_\_\_\_.



Optional activity: Draw your kitten on a separate piece of paper.

## History (15 minutes)

Let's continue our story...

### America at War

*James Madison's government hoped to force the British out of Canada. The U.S. Army tried several times to do this. However, they did not succeed. American soldiers did capture and burn the Canadian town of York, today known as Toronto, but were soon forced to retreat.*



The U.S. Army also fought Native Americans loyal to the British. In the battle of Thames, in 1813, American soldiers defeated a group of Native Americans and killed Tecumseh.

*For a while, America had more success against the British on water than on land. On Lake Erie, American warships defeated British warships.*

*The most famous American warship was the USS Constitution. The USS Constitution defeated a number of British warships at sea.*

*The USS Constitution earned the name "Old Ironsides" when an American sailor said that British cannonballs seemed to bounce off the side of the ship but never to damage it.*



**Vocabulary:**

**Retreat** is to move away or to move back from where you came.

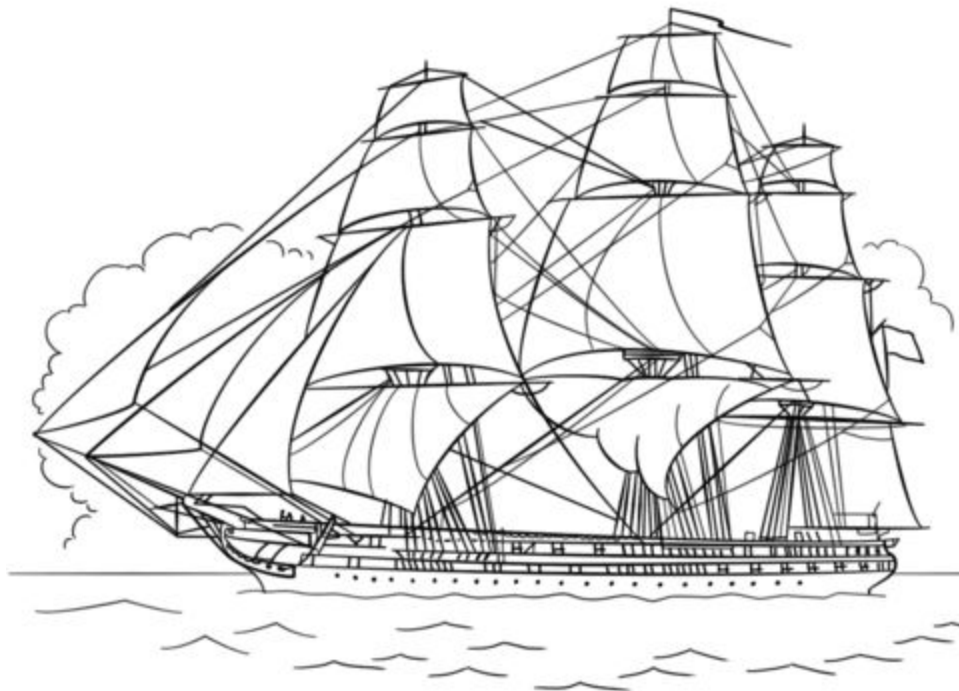
**Cannonballs** are metal balls the size of small bowling balls that are shot out of very large guns called cannons.

- Someone who is loyal shows strong support for someone or something. In this instance, some Native Americans showed strong support for the British.

**Did you know...**

More than two hundred years after her service in the War of 1812, the U.S.S. Constitution, “Old Ironsides,” is still a U.S. Navy ship that is docked in Boston, Massachusetts. In fact, the U.S.S. Constitution is the world’s oldest commissioned warship that is still afloat, and visitors can board and walk through the ship today.

Color the picture below in a realistic manner:



## P.E. (10 minutes)

### “Ski-Jump Basketball-shot” game:

Hello! This game will mix a new exercise with some old basketball skills. You will need:

- 1 laundry basket (or any kind of basket or box)
- 1 chair
- 5 items, such as stuffed animals or other small items for you to jump over
- 1 foam ball (a pair of rolled-up socks will do!)

Here is how you set up!

- First, offer to help with the laundry so that you can use the laundry basket. Once this is done, place the basket on top of the chair.
- Now, take three huge steps away from the basket-chair and place your first item on the ground. Take two more steps back and place the next item on the ground (remember the stuffed animals stay where they are, you're not shooting them!) Place all the rest of the items two steps apart, in a straight line.
- To play, you will start next to the item that is closest to the chair. You are going to do two “ski-jumps” over the item, and then quickly take a shot at the basket. To do a ski-jump, pretend that you have skis on and jump sideways over the item. Remember that both feet should jump at the same time.
- If you make the shot, go grab the ball, move to the next item and try again. If you miss from a certain spot, then you have to try again until you make it. Once you have the rules down, then make it timed! For example, ask your parents to count to 60 seconds to see if you can complete the whole course. Have fun!

## Art (10 minutes)

We are beginning our portraiture study this week. We will begin with a focus on the eyes. Take some time to study this portrait painted by a Roman artist in 100 AD



Use your finger to trace the eyes. What shapes did the artist use to draw these eyes? What other shapes do you see in the painting? What colors did the artist use in this painting? Do you notice any other details in this painting? What do you think this boy is thinking?

## Day 2 Instructions and Resources

Tuesday, 4/28

### Math (25 minutes)

#### Math Word Problem (5 minutes)

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

Word Problem:

---

---

---

---

---

Equation:

Number Bond:

Answer Sentence:

---

---

---

---

Draw a picture (optional):

Independent Work (20 minutes): Now let's learn how we can apply what we learned about yesterday to work on some word problems!

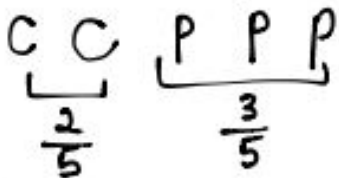
Directions: First, read the example below. Next, solve the word problems below. Remember! Draw a picture to help you solve for your answer and write your answers in a complete sentence. Finally, write your own word problem at the end!

### Word Problem Example:

Sam bought 5 toys.  $\frac{2}{5}$  of the toys were cars. The rest were planes. How many planes did he buy?

① Sentence: He bought 3 planes.

② Draw a picture



③  $\frac{3}{5}$  shows how many planes he bought.  
So, he bought 3 planes.

\*Notice! The answer is not  $\frac{3}{5}$ , it's 3.

You cannot have  $\frac{3}{5}$  planes.

$3 \rightarrow$  parts  
 $\frac{\quad}{5} \rightarrow$  whole

6. Drake did 5 math problems.  
He got 1 wrong.  
What fraction of the problems did he get right?

Draw picture:

Answer Sentence:

---

7. Sally had 6 sandwiches.  
She gave  $\frac{2}{6}$  of them to her friend.  
How many sandwiches did she have left?

Draw picture:

Answer sentence:

---

8. A group of 11 teenagers went for a concert.  
 $\frac{5}{11}$  of them were girls.  
How many boys were there?

Draw picture:

Answer sentence:

Directions: Write your own word problem. Draw a picture to show how you would solve it. Write a complete answer sentence. Get creative with your question!

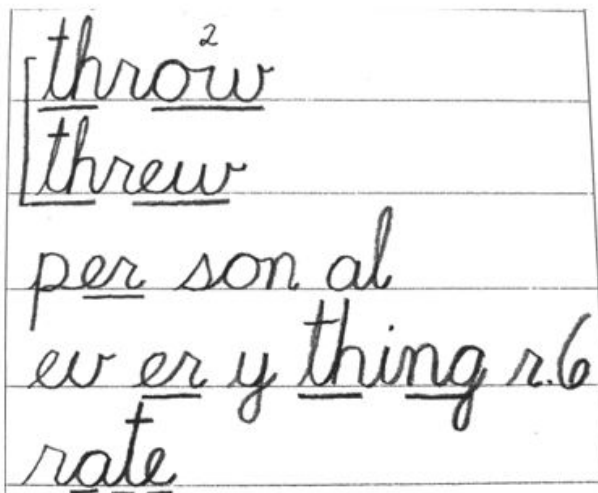
*Example: Ms. Creixell bought 5 cups of coffee.  $\frac{1}{5}$  of the cups of coffee were for her friends. How many cups of coffee were for Ms. Creixell? The answer would be "1 of the cups of the coffee would be for Ms. Creixell." I would make sure to draw my picture with correct labeling and detail!*

Now it's your turn to write your own!

Problem:
Draw Picture:
Answer Sentence:

### 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 21 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 Wilbur notice about Charlotte at the beginning of the chapter?*
- *How did Wilbur carry the egg sac?*
- *What did Charlotte say when Wilbur told her they were going home?*
- *How did Wilbur feel when he heard what was going to happen to Charlotte?*
- *How did Wilbur convince Templeton to help him?*
- *How did Wilbur say goodbye to Charlotte?*

## Science (15 minutes)

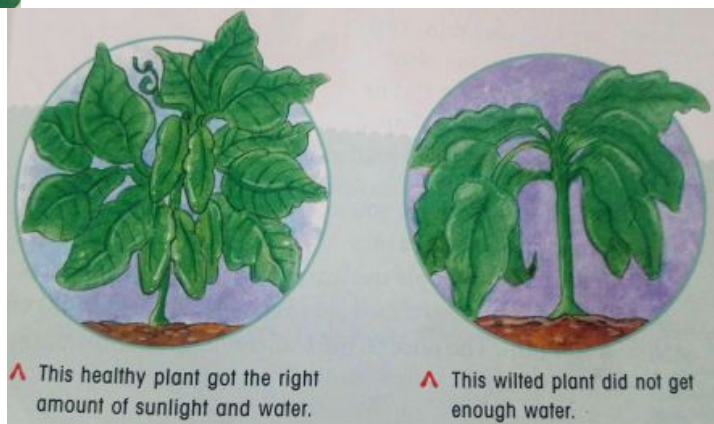
Now that we know all about animal life cycles, we're going to learn about plants!



A **plant** is a living thing that makes its own food and cannot move from place to place on its own. Plants use their leaves to make their own food. Some plants grow on land. Other plants grow on water. Maybe you've seen lily pads on a pond. The round, green pad is a leaf. The rest of the plant is under water. The round leaves of water lilies float on the water. Those leaves make food for the plant.

Plants need many things to stay alive. The most important things are water, air, and sunlight. Plants use these three things to make food. Plants

need the energy in the food to grow and develop. To grow means to get bigger. To develop means to change. Plants also need space. Big plants need more space than small plants. Most trees cannot grow in a pot. There isn't enough space!





Soil is another thing that most plants need. Soil supports the plant. Soil contains water and nutrients (NOO-tree-unts). **Nutrients** are materials that plants use to grow and develop. Nutrients are different from food. They do not provide energy like food does.

How much sunlight a plant gets is important. A plant cannot make food if there is too little sunlight. It may stop growing and die. Too much sunlight may burn a plant's leaves.

How much water a plant gets is also important. Too much water makes the leaves turn yellow and drop off. A plant without leaves cannot make food. Too little water makes a plant wilt. A wilted plant cannot make food either.

**Question:** Can you tell me some of the things plants need to grow and develop? Write it in a complete sentence, use correct punctuation, and write neatly in cursive or manuscript.

Plants need \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

### Writing (5 minutes)

Review what you wrote about plants 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?

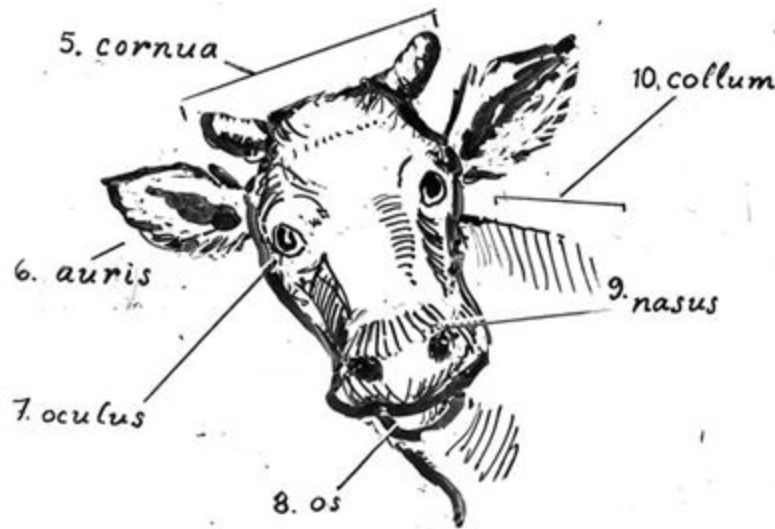
Take the time to review and make your work excellent. Show your parents or older sibling what you have written and have them check it for accuracy.

### Latin (10 minutes)

- Please say each vocabulary word 2xs:

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

- Study the picture of the vacca below. Next cover up the Latin words and see if you can remember to name for each part of the vacca.



### Music (10 minutes)

Rocky Mountain:

- Sing the song with our usual arm motions and be extra creative! Choose an additional movement for each of the three verses and do them to the steady **beat**. For example:
  - First verse - marching
  - Second verse - jumping
  - Third verse - skipping
- Now, sing the song on our **rhythm syllables** (remember, that's **ta, ti-ti**, etc.). Instead of tapping into your hand today, try tapping the **rhythm** on your elbow!
- Tricky challenge: Last time, you put all the **half notes (to-oo)** into your head. This time, put all the eighth-notes (**ti-ti**) into your head and sing everything else in the music!

# ROCKY MOUNTAIN

FOLK SONG

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

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

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

Apple Tree:

- Sing the song and choose a movement to do to the steady **beat** while you sing, e.g. jumping-jacks.
- Now, sing the song with your body ladder! The music is below to help.
- Last time, you sang with your body ladder on **solfa**, too! This time, sing the solfa and use the matching hand signs! To help:



so



mi



la



do

## Apple Tree

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

5  
I won't cry and I won't shout if your ap - ple knocks me out.

# Day 3 Instructions and Resources

Wednesday, 4/29

Math (25-30 minutes)

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

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

Independent Work (20-25 minutes): First, read the examples on this page. Then, solve the problems below. At the end, write your own word problems like the ones you'll see below!

Examples:



How many groups are circles?

Answer: 1 group.

How do we write that as a fraction?

Answer:  $\frac{1}{3}$  of the whole group are circles.

② Read examples from our textbook on page 72 or find it below.

12. What fraction of the children are girls?  
How many girls are there?

$\frac{3}{10}$  of the children are girls.  
There are 3 girls altogether.

13. How many of the toys are dolls?

There are 6 toys.  
 $\frac{1}{3}$  of the toys are dolls.

$\frac{2}{6}$  of the toys are dolls.

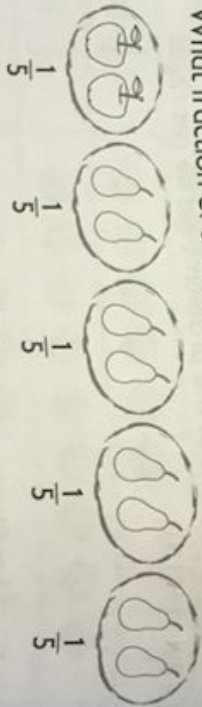
14. How many cats are there?

There are 9 animals.  
 $\frac{1}{3}$  of the animals are cats.

$\frac{3}{9}$  of the animals are cats.

### EXERCISE 7

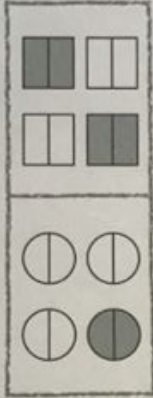
1. (a) What fraction of the fruit is made up of apples?






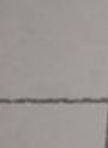
\_\_\_\_\_ part apples =  $\frac{\square}{\square}$   
 \_\_\_\_\_ equal parts

(b) What fraction of the fruit are pears?  $\frac{\square}{\square}$

2. Circle the set that shows  $\frac{1}{4}$  shaded.



3. Write the fraction for the shaded part.

(a) 	There are 4 equal parts. The shaded part is $\frac{\square}{\square}$ .
(b) 	
(c) 	
(d) 	

### EXERCISE 8

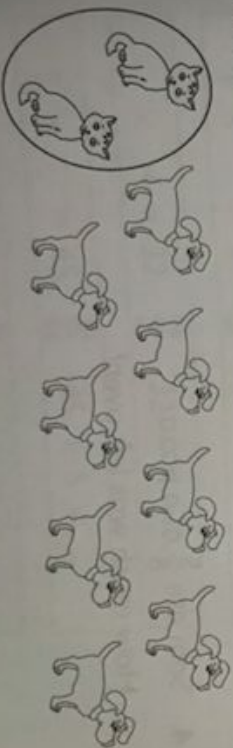
1. Circle groups of 3.  
 What fraction of the animals are monkeys?



2. Color 3 spaceships.  
 Then circle groups of 3.  
 What fraction of the spaceships are colored?



3. What fraction of the animals are cats?



Directions: Write your own word problem. Draw a picture to show how you would solve it. Write a complete answer sentence. Get creative with your question!

Now it's your turn to write your own!

Problem:
Draw Picture:
Answer Sentence:

### Spalding (10 minutes)

Day 3

chief r.12

perfect  
second  
slide  
far ther

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 22 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.

- *Where did Wilbur put the sac of eggs?*
- *What happened to most of Charlotte's children?*
- *How could you tell that Wilbur was excited about the baby spiders?*
- *What happened to Wilbur?*
- *Do you think Charlotte's three daughters will write words in their webs too, like their mother did? What will they write?*
- *What makes someone a good friend?*

## 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?

Use the questions below to help you parse the following sentence.

Patiently he awaited the end of winter.

1. What kind of sentence is this? \_\_\_\_\_
2. Label the main verb (v) and write it in the blank below.
3. Who or what \_\_\_\_\_? This is your subject, label it (s).
4. Label any other nouns (n). Remember a noun is a person, place, thing, or idea.

5. Are there any words describing the nouns (including the subject)? If so, label them as adjectives (adj).
6. Are there any words describing a verb, adjective, or an adverb? If so, label them as adverb (adv).

## History (15 Minutes)

### Review Questions:

- America did not do well in land battles against the British. Where did America have more success?*

*(America had more success on water than on land, especially on Lake Erie.)*

- What was the nickname of the U.S.S. Constitution, and why?*

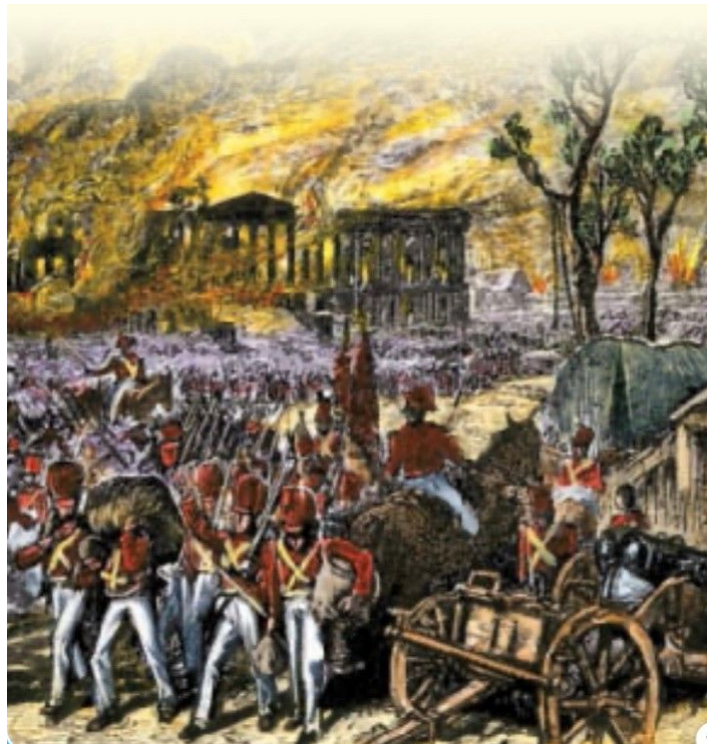
*(It's nickname was "Old Ironsides" because cannonballs seemed to bounce off the sides of the ship without damaging it.)*

Now let's see what happens next...

### America at War (Part 3)

*As the months passed, both sides had some victories and some defeats. Then the British tried a daring move. They marched into Washington, D.C. They set fire to the capital city. By the time the British arrived at the president's house, the Madisons were gone.*

- ★ *victories are wins. The opposite of victories are defeats, or losses.*
- ★ *a daring move is an action that is bold, or brave, and possibly dangerous.*
- ★ *Remember that a capital city is the city where the government meets.*





- ★ Look at the picture above. The soldiers in red are British. You may recall that British soldiers were nicknamed "redcoats."
- ★ Notice the cannon in the bottom right corner. Remember, a cannon is a very large, very heavy gun that fires large, round cannonballs.
- ★ Do you see the building on fire in the background? It is the president's house! Today, the president's house is called the White House.

→ **Please answer the question in a complete sentence:**

*What daring move did the British try?*

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### P.E. (10 minutes)

Warm Up:

- 25 jumping jacks
- Take one minute to stretch your arms and legs

Today I want you to walk or run 1 mile! Have your parents help you measure the distance or go to a trail. If you don't have a way of tracking your distance, you can run or walk at a fast pace for 10 minutes which would be close to a mile. Be sure to color in one mile on your greek marathon map!

### Art (10 minutes)

We will practice drawing your eye today. Firstly, please go look at one your own eyes in the mirror and study the parts that make up your eye. Look for the elements of art such as line, color, shape, texture, and form. Next, on a piece of scratch paper draw one large circle. Then, draw a smaller circle in the center and then an even smaller circle in the center of that circle.





<https://cloud.swivl.com/v/60a621c7fc307eb88664513da4408889>

At this time, go back to your mirror and look at your eye again. Please draw other details on your eye and add values, shape and form. Save this paper for next session.

# Day 4 Instructions and Resources

Thursday, 4/30

## Math

Math Word Problem (5 minutes)

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

Word Problem:

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Equation:

Number Bond:

Answer Sentence:

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Draw a picture (optional):

Independent Work (20-25 minutes): First, read the examples on this page. Then, solve the problems below. At the end, write your own word problems like the ones you'll see below!

Example:

John has 7 toys.

$\frac{2}{7}$  are planes.

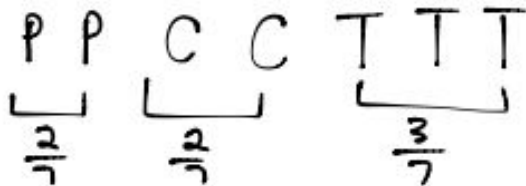
$\frac{2}{7}$  are cars.

The rest of his toys are trucks.

How many trucks does he have?

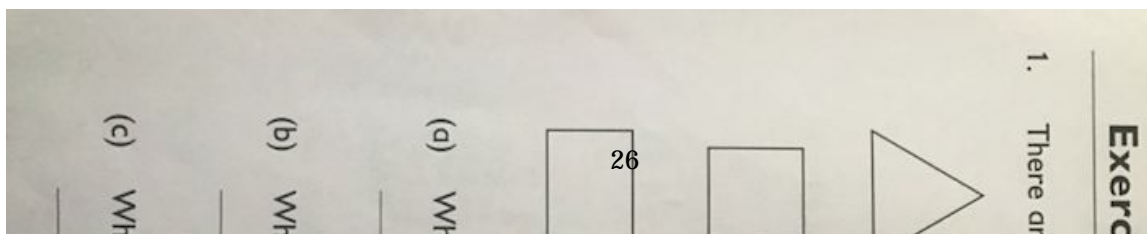
① Answer sentence: He has  $\overset{3}{\leftarrow}$  trucks.

② Picture:



Whole: 7 toys  
 part : 2 cars  
 part : 2 planes  
 part : 3 trucks  
 $2 + 2 + 3 = 7$  toys

③ We know now he has 3 trucks.



2. Do these.

(a) Jane has 8 scarves.

$\frac{3}{8}$  of her scarves are red.

$\frac{2}{8}$  of her scarves are blue.

The rest of her scarves are green.

How many green scarves does Jane have?

Picture:

Answer sentence:

(b) Lucas has 9 toy soldiers.

He gives  $\frac{1}{9}$  of his toy soldiers to Benny.

How many toy soldiers does he have left?

Picture:

Answer sentence:

Directions: Write your own word problem. Draw a picture to show how you would solve it. Write a complete answer sentence. Get creative with your question!

Now it's your turn to write your own!

Problem:
Draw Picture:
Answer 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 “*Dolley Madison Saves the National Pride*” Virtues story (found in the Additional Resources) aloud with a parent, older sibling, or silently to yourself. As you read, consider the virtue of Courage. 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?

- If Dolley Madison had not shown courage in this situation, how would the outcome have been different?
- Retell the story in your own words.

## Science (15 minutes)

On Tuesday, we learned what plants need to grow and develop. Now we are going to learn about the different parts of plants that help them get the things they need to survive.



**Leaves** make food for the plant. Leaves use sunlight to turn gases and water into food. Leaves have different shapes. Big, wide leaves help collect lots of sunlight. Plants that live where it is dry often have leaves that are long and thin, helping them to conserve water.

A plant's **roots** take in water and nutrients from the soil. The roots also support the plant and hold it in the soil. Some plants have fibrous (FY-brus) roots. Fibrous roots have lots of branches. Other plants have a thick taproot. A taproot stores food and water for the plant. Plants that grow in



dry places have roots that grow near the soil surface. The roots can collect water and nutrients more easily there.

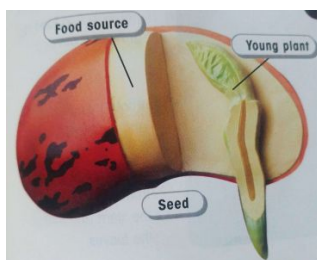


▲ A tree trunk is a thick, woody stem.  
 ▲ A sunflower stem holds up the flower.  
 ▲ Celery is a stem you can eat.  
 ▲ A cactus stem is thick and stores water.

A **stem** supports the plant. It holds the leaves up toward the sun. Stems also move water, food, and nutrients around the inside of the plant. Some stems store food and water for the plant. Plants in shade may have very long stems. The stems grow long to reach the sunlight. That way, the leaves can collect the sunlight they need to make food.

Some plants use flowers to **reproduce**, or make new plants. A **flower** has petals and is often colorful.

Other plants make new plants using cones. A **cone** has scales and is not colorful. Flowers and some cones make a powdery material called **pollen** (PAHL-un). Seeds are made when pollen moves from one part of a flower to another. Seeds are also made when pollen moves from one kind of a cone to another. A **seed** contains the beginnings of a young plant and stored food. **Fruit** forms around the seed of a flowering plant.



**Question:** Can you tell me about the different parts of the plant? Write it in a complete sentence, use correct punctuation, and write neatly in cursive or manuscript.

The different parts of the plant include

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### Writing (5 minutes)

Review what you wrote about the parts of a plant 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.

### Latin (10 minutes)

- Say this quote 3xs. Carpe diem = "Seize the day"
- Count from 0-20 using your counting fists.

nihil	0	ūndecim	11
ūnus	1	duodecim	12
duo	2	tredecim	13
trēs	3	quattuordecim	14
quattuor	4	quīndecim	15
quīnque	5	sēdecim	16
sex	6	septendecim	17
septem	7	duodēvigintī	18
octō	8	ūndēvigintī	19
novem	9	vīgintī	20



decem	10
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## Music(10 minutes)

### Warm-Up:

- ❑ Sing “Scotland’s Burning” with our normal motions. Here’s a video of Ms. Caranto singing the song: <https://cloud.swivl.com/v/a94fb24d757d4159cb425827d92c1a3d>
- ❑ Now, sing it two more times.
  - ❑ First, sing it **allegro** - this is the musical word for “fast.”
  - ❑ Then, sing it **largo** - this is the musical word for “very slow.” *These terms are included in this link:* <https://cloud.swivl.com/v/ab8552eb627501d8da233f99495712a1>

### King’s Land:

- ❑ Sing the song while marching in place. Do you remember how to march? We march in **half notes (to-oo)**. Get your marching feet going before you add the song!
 

“I’m on the king’s land.  
The king is not at home.  
He’s gone to Boston  
To buy his wife a comb.”
- ❑ This song has the same **solfa** as “Apple Tree”: **do, re, mi, so, la**. Can you put the solfa where they belong on Solfa Street? Put Mr. **So** on the fifth house from the bottom of the street and then go from there!



## Day 5 Instructions and Resources

Friday, 5/1

### Math

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

$2 \times 5 =$	$3 \times 4 =$	$5 \times 5 =$	$2 \times 7 =$	$1 \times 5 =$	$10 \times 1 =$
$0 \times 10 =$	$5 \times 3 =$	$3 \times 7 =$	$2 \times 4 =$	$3 \times 8 =$	$3 \times 10 =$
$3 \times 9 =$	$2 \times 10 =$	$3 \times 2 =$	$3 \times 1 =$	$1 \times 4 =$	$5 \times 6 =$
$5 \times 8 =$	$1 \times 11 =$	$2 \times 11 =$	$2 \times 12 =$	$5 \times 10 =$	$3 \times 6 =$
$3 \times 5 =$	$2 \times 8 =$	$3 \times 3 =$	$10 \times 9 =$	$10 \times 7 =$	$5 \times 3 =$

Independent Work (20 minutes): Let's review what we have learned this week! Solve the problems below. At the end, write your own fraction word problem.

For these word problems, **draw a picture showing the problem and write a complete answer sentence. Remember to write our answer sentence(s) first!**

1) There are 10 shapes. 2 of the shapes are circles. The rest are squares. What fraction of the shapes are squares?

Picture:

Answer Sentence:

2) Amy has 12 coins. 3 of them are pennies. What fraction of the coins are pennies?

Picture:

Answer Sentence:

3) There are 10 oranges on a tree. Paul picked 2 of them. What fraction of the oranges did he pick?  
What fraction of the oranges are left on the tree that he did NOT pick?

Picture:

Answer Sentence #1:

Answer Sentence #2:

Directions: Write your own word problem. Draw a picture to show how you would solve it. Write a complete answer sentence. Get creative with your question! Ask your parents or a sibling to solve it!

Now it's your turn to write your own!

Problem:

Draw Picture:

Answer Sentence:

### 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: Wilbur must prove his worth.

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

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

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

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

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

### History (15 Minutes)

*Look at the picture below and read. Then, answer the questions.*

#### **America at War (Part 4)**

Before she left, Dolley Madison wanted to make sure that certain important government papers, a copy of the Declaration of Independence, and a portrait of George Washington were saved. An enslaved African American named Paul Jennings, with help from others, actually saved the portrait just in time!



**Discuss:**

- What did Dolley Madison want to do before she left the president's house to escape from the British?*
- What did Paul Jennings help save?*

**Answer this question in a complete sentence:**

*What did the British do to Washington, D.C.?*

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## Poetry (15 minutes)

Read through your poem two times then pick **one** of the two following activities:

Activity 1: Write the first stanza of the poem without looking on a separate piece of paper to test your memorization. Challenge yourself to memorize the entire poem.

Activity 2: Look for different parts of speech in the poem and answer the questions below.

- How many verbs are in the poem?
- How many nouns?
- How many pronouns?
- How many adjectives?
- How many adverbs?

## P.E.

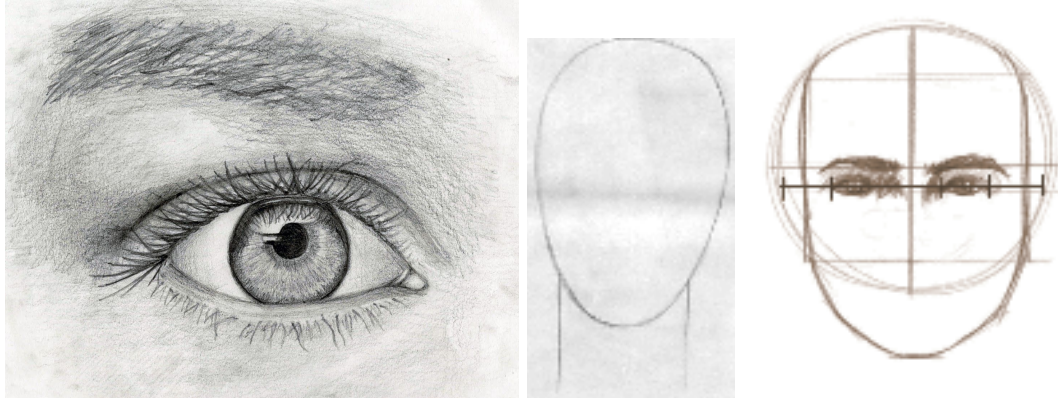
- 35 Jumping jacks
- 1 minute of arm and leg stretches
- 10 push ups
- 5 tuck jumps (remember these are when you jump straight up and try to bring your knees to your chest!)

## Ice Skating

- For this activity you will need 2 paper plates (or something similar that you can slide with) and your imagination! Pretend you are in the mountains and it's freezing with snow falling all around you!
- Set both of the plates on the ground next to each other and then step one foot on to the center of each plate.
- Then in an ice skating motion, push one foot at a time behind you and you will start to skate!
- I want you to practice skating all over your home. Feel free to get creative (make it a race with your family, or make play hide and seek with your "skates" on, maybe even come up with your own ice skating moves and routine!).

## Art (10 minutes)

Please take out your drawing of your eye from the last art session and a new piece of paper. We will begin today's art session by drawing an egg shape with the largest end up (vertical). This is the basic shape of a human head. Please throughout this lesson, go look at both your eyes in the mirror and study the shapes and details. Proceed forward to add eye-line halfway down the egg shape and place eye-ball circles (from Monday's art lesson). Look over your drawing of your eyes and add further details to complete the eyes and make sure you add a few eyelashes and your eyebrows. Save this artwork for the next art session where we will work on drawing the other facial features.



<https://cloud.swivl.com/v/763668e108614b56e7bf799810949280>

**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. 6 – The letter y, not i, is used at the end of an English word (my)

r. 8 – The phonogram ‘or’ may say ‘er’ when it follows w (work).

r. 12 – i before e except after c or when saying ‘ay’ (field)

r. 29 – We hear the consonant in syllable two but add it to syllable one because the vowel in syllable one does not say its name (ap ple, bet ter, com mon, sup per)

# Thursday Review

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

11.
12.
13.
14.
15.

## Chapter XX

## The Hour of Triumph

**S**PECIAL announcement!" said the loud speaker in a pompous voice. "The management of the Fair takes great pleasure in presenting Mr. Homer L. Zuckerman and his famous pig. The truck bearing this extraordinary animal is now approaching the infield. Kindly stand back and give the truck room to proceed! In a few moments the pig will be unloaded in the special judging ring in front of the grandstand, where a special award will be made. Will the crowd please make way and let the truck pass. Thank you."

Wilbur trembled when he heard this speech. He felt happy but dizzy. The truck crept along slowly in low speed. Crowds of people surrounded it, and Mr. Arable had to drive very carefully in order not to run over anybody. At last he managed to reach the judges' stand. Avery jumped out and lowered the tailgate.

"I'm scared to death," whispered Mrs. Zuckerman. "Hundreds of people are looking at us."

"Cheer up," replied Mrs. Arable, "this is fun."

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"Unload your pig, please!" said the loud speaker.

"All together, now, boys!" said Mr. Zuckerman. Several men stepped forward from the crowd to help lift the crate. Avery was the busiest helper of all.

"Tuck your shirt in, Avery!" cried Mrs. Zuckerman.

"And tighten your belt. Your pants are coming down."

"Can't you see I'm busy?" replied Avery in disgust.

"Look!" cried Fern, pointing. "There's Henry!"

"Don't shout, Fern!" said her mother. "And don't point!"

"Can't I please have some money?" asked Fern.

"Henry invited me to go on the Ferris wheel again, only I don't think he has any money left. He ran out of money."

Mrs. Arable opened her handbag. "Here," she said.

"Here is forty cents. Now don't get lost! And be back at our regular meeting place by the pigpen very soon!"

Fern raced off, ducking and dodging through the crowd, in search of Henry.

"The Zuckerman pig is now being taken from his crate," boomed the voice of the loud speaker. "Stand by for an announcement!"

Templeton crouched under the straw at the bottom of the crate. "What a lot of nonsense!" muttered the rat. "What a lot of fuss about nothing!"

Over in the pigpen, silent and alone, Charlotte rested. Her two front legs embraced the egg sac. Charlotte

*The Hour of Triumph* 157

could hear everything that was said on the loud speaker. The words gave her courage. This was her hour of triumph.

As Wilbur came out of the crate, the crowd clapped and cheered. Mr. Zuckerman took off his cap and bowed. Lurvy pulled his big handkerchief from his pocket and wiped the sweat from the back of his neck. Avery knelt in the dirt by Wilbur's side, busily stroking him and showing off. Mrs. Zuckerman and Mrs. Arable stood on the running board of the truck.

"Ladeez and gentlemen," said the loud speaker, "we now present Mr. Homer L. Zuckerman's distinguished pig. The fame of this unique animal has spread to the far corners of the earth, attracting many valuable tourists to our great State. Many of you will recall that never-to-be-forgotten day last summer when the writing appeared mysteriously on the spider's web in Mr. Zuckerman's barn, calling the attention of all and sundry to the fact that this pig was completely out of the ordinary. This miracle has never been fully explained, although learned men have visited the Zuckerman pigpen to study and observe the phenomenon. In the last analysis, we simply know that we are dealing with supernatural forces here, and we should all feel proud and grateful. In the words of the spider's web, ladies and gentlemen, this is some pig."

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Wilbur blushed. He stood perfectly still and tried to look his best.

"This magnificent animal," continued the loud speaker, "is truly terrific. Look at him, ladies and gentlemen! Note the smoothness and whiteness of the coat, observe the spotless skin, the healthy pink glow of ears and snout."

"It's the buttermilk," whispered Mrs. Arable to Mrs. Zuckerman.

"Note the general radiance of this animal! Then remember the day when the word 'radiant' appeared clearly on the web. Whence came this mysterious writing? Not from the spider, we can rest assured of that. Spiders are very clever at weaving their webs, but needless to say spiders cannot write."

"Oh, they can't, can't they?" murmured Charlotte to herself.

"Ladeez and gentlemen," continued the loud speaker, "I must not take any more of your valuable time. On behalf of the governors of the Fair, I have the honor of awarding a special prize of twenty-five dollars to Mr. Zuckerman, together with a handsome bronze medal suitably engraved, in token of our appreciation of the part played by this pig—this radiant, this terrific, this humble pig—in attracting so many visitors to our great County Fair."

Wilbur had been feeling dizzier and dizzier through

*The Hour of Triumph* 159

this long, complimentary speech. When he heard the crowd begin to cheer and clap again, he suddenly fainted away. His legs collapsed, his mind went blank, and he fell to the ground, unconscious.

"What's wrong?" asked the loud speaker. "What's going on, Zuckerman? What's the trouble with your pig?"

Avery was kneeling by Wilbur's head, stroking him. Mr. Zuckerman was dancing about, fanning him with his cap.

"He's all right," cried Mr. Zuckerman. "He gets these spells. He's modest and can't stand praise."

"Well, we can't give a prize to a *dead* pig," said the loud speaker. "It's never been done."

"He isn't dead," hollered Zuckerman. "He's fainted. He gets embarrassed easily. Run for some water, Lurvy!"

Lurvy sprang from the judges' ring and disappeared. Templeton poked his head from the straw. He noticed that the end of Wilbur's tail was within reach. Templeton grinned. "I'll tend to this," he chuckled. He took Wilbur's tail in his mouth and bit it, just as hard as he could bite. The pain revived Wilbur. In a flash he was back on his feet.

"Ouch!" he screamed.

"Hooray!" yelled the crowd. "He's up! The pig's up! Good work, Zuckerman! That's some pig!" Every-



one was delighted. Mr. Zuckerman was the most pleased of all. He sighed with relief. Nobody had seen Templeton. The rat had done his work well.

And now one of the judges climbed into the ring with the prizes. He handed Mr. Zuckerman two ten dollar bills and a five dollar bill. Then he tied the medal around Wilbur's neck. Then he shook hands with Mr. Zuckerman while Wilbur blushed. Avery put out his hand and the judge shook hands with him, too. The crowd cheered. A photographer took Wilbur's picture.

A great feeling of happiness swept over the Zuckermans and the Arabes. This was the greatest moment in Mr. Zuckerman's life. It is deeply satisfying to win a prize in front of a lot of people.



As Wilbur was being shoved back into the crate, Lurvy came charging through the crowd carrying a pail of water. His eyes had a wild look. Without hesitating a second, he dashed the water at Wilbur. In his excitement he missed his aim, and the water splashed all over Mr. Zuckerman and Avery. They got soaking wet.

“For goodness’ sake!” bellowed Mr. Zuckerman, who was really drenched. “What ails you, Lurvy? Can’t you see the pig is all right?”

“You asked for water,” said Lurvy meekly.

“I didn’t ask for a shower bath,” said Mr. Zuckerman. The crowd roared with laughter. Finally Mr. Zuckerman had to laugh, too. And of course Avery was tickled to find himself so wet, and he immediately

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*Charlotte’s Web*

started to act like a clown. He pretended he was taking a shower bath; he made faces and danced around and rubbed imaginary soap under his armpits. Then he dried himself with an imaginary towel.

“Avery, stop it!” cried his mother. “Stop showing off!”

But the crowd loved it. Avery heard nothing but the applause. He liked being a clown in a ring, with everybody watching, in front of a grandstand. When he discovered there was still a little water left in the bottom of the pail, he raised the pail high in the air and dumped the water on himself and made faces. The children in the grandstand screamed with appreciation.

At last things calmed down. Wilbur was loaded into the truck. Avery was led from the ring by his mother and placed on the seat of the truck to dry off. The truck, driven by Mr. Arable, crawled slowly back to the pigpen. Avery’s wet trousers made a big wet spot on the seat.

## Chapter XXI

## Last Day

CHARLOTTE and Wilbur were alone. The families had gone to look for Fern. Templeton was asleep. Wilbur lay resting after the excitement and strain of the ceremony. His medal still hung from his neck; by looking out of the corner of his eye he could see it.

"Charlotte," said Wilbur after a while, "why are you so quiet?"

"I like to sit still," she said. "I've always been rather quiet."

"Yes, but you seem specially so today. Do you feel all right?"

"A little tired, perhaps. But I feel peaceful. Your success in the ring this morning was, to a small degree, *my* success. Your future is assured. You will live, secure and safe, Wilbur. Nothing can harm you now. These autumn days will shorten and grow cold. The leaves will shake loose from the trees and fall. Christmas will come, then the snows of winter. You will live to enjoy the beauty of the frozen world, for you mean a great

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*Charlotte's Web*

deal to Zuckerman and he will not harm you, ever. Winter will pass, the days will lengthen, the ice will melt in the pasture pond. The song sparrow will return and sing, the frogs will awake, the warm wind will blow again. All these sights and sounds and smells will be yours to enjoy, Wilbur—this lovely world, these precious days . . ."

Charlotte stopped. A moment later a tear came to Wilbur's eye. "Oh, Charlotte," he said. "To think that when I first met you I thought you were cruel and bloodthirsty!"

When he recovered from his emotion, he spoke again.

"Why did you do all this for me?" he asked. "I don't deserve it. I've never done anything for you."

"You have been my friend," replied Charlotte. "That in itself is a tremendous thing. I wove my webs for you because I liked you. After all, what's a life, anyway? We're born, we live a little while, we die. A spider's life can't help being something of a mess, with all this trapping and eating flies. By helping you, perhaps I was trying to lift up my life a trifle. Heaven knows anyone's life can stand a little of that."

"Well," said Wilbur. "I'm no good at making speeches. I haven't got your gift for words. But you have saved me, Charlotte, and I would gladly give my life for you—I really would."

*Last Day*

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"I'm sure you would. And I thank you for your generous sentiments."

"Charlotte," said Wilbur. "We're all going home today. The Fair is almost over. Won't it be wonderful to be back home in the barn cellar again with the sheep and the geese? Aren't you anxious to get home?"

For a moment Charlotte said nothing. Then she spoke in a voice so low Wilbur could hardly hear the words.

"I will not be going back to the barn," she said. Wilbur leapt to his feet. "Not going back?" he cried. "Charlotte, what are you talking about?"

"I'm done for," she replied. "In a day or two I'll be dead. I haven't even strength enough to climb down into the crate. I doubt if I have enough silk in my spinnerets to lower me to the ground."

Hearing this, Wilbur threw himself down in an agony of pain and sorrow. Great sobs racked his body. He heaved and grunted with desolation. "Charlotte," he moaned. "Charlotte! My true friend!"

"Come now, let's not make a scene," said the spider. "Be quiet, Wilbur. Stop thrashing about!"

"But I can't *stand* it," shouted Wilbur. "I won't leave you here alone to die. If you're going to stay here I shall stay, too."

"Don't be ridiculous," said Charlotte. "You can't stay here. Zuckerman and Lurvy and John Arable and

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the others will be back any minute now, and they'll shove you into that crate and away you'll go. Besides, it wouldn't make any sense for you to stay. There would be no one to feed you. The Fair Grounds will soon be empty and deserted."

Wilbur was in a panic. He raced round and round the pen. Suddenly he had an idea—he thought of the egg sac and the five hundred and fourteen little spiders that would hatch in the spring. If Charlotte herself was unable to go home to the barn, at least he must take her children along.

Wilbur rushed to the front of his pen. He put his front feet up on the top board and gazed around. In the distance he saw the Arables and the Zuckermans approaching. He knew he would have to act quickly.

"Where's Templeton?" he demanded.

"He's in that corner, under the straw, asleep," said Charlotte.

Wilbur rushed over, pushed his strong snout under the rat, and tossed him into the air.

"Templeton!" screamed Wilbur. "Pay attention!" The rat, surprised out of a sound sleep, looked first dazed then disgusted.

"What kind of monkeyshine is this?" he growled. "Can't a rat catch a wink of sleep without being rudely popped into the air?"

"Listen to me!" cried Wilbur. "Charlotte is very ill.



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She has only a short time to live. She cannot accompany us home, because of her condition. Therefore, it is absolutely necessary that I take her egg sac with me. I can't reach it, and I can't climb. You are the only one that can get it. There's not a second to be lost. The people are coming—they'll be here in no time. Please, please, *please*, Templeton, climb up and get the egg sac."

The rat yawned. He straightened his whiskers. Then he looked up at the egg sac.

"So!" he said, in disgust. "So it's old Templeton to the rescue again, is it? Templeton do this, Templeton do that, Templeton please run down to the dump and get me a magazine clipping, Templeton please lend me a piece of string so I can spin a web."

"Oh, hurry!" said Wilbur. "Hurry up, Templeton!"

But the rat was in no hurry. He began imitating Wilbur's voice.

"So it's 'Hurry up, Templeton, is it?' he said. "Ho, ho. And what thanks do I ever get for these services, I would like to know? Never a kind word for old Templeton, only abuse and wisecracks and side remarks. Never a kind word for a rat."

"Templeton," said Wilbur in desperation, "if you don't stop talking and get busy, all will be lost, and I will die of a broken heart. Please climb up!"

Templeton lay back in the straw. Lazily he placed

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his forepaws behind his head and crossed his knees, in an attitude of complete relaxation.

"Die of a broken heart," he mimicked. "How touching! My, my! I notice that it's always me you come to when in trouble. But I've never heard of anyone's heart breaking on *my* account. Oh, no. Who cares anything about old Templeton?"

"Get up!" screamed Wilbur. "Stop acting like a spoiled child!"

Templeton grinned and lay still. "Who made trip after trip to the dump?" he asked. "Why, it was old Templeton! Who saved Charlotte's life by scaring that Arable boy away with a rotten goose egg? Bless my soul, I believe it was old Templeton. Who bit your tail and got you back on your feet this morning after you had fainted in front of the crowd? Old Templeton. Has it ever occurred to you that I'm sick of running errands and doing favors? What do you think I am, anyway, a rat-of-all-work?"

Wilbur was desperate. The people were coming. And the rat was failing him. Suddenly he remembered Templeton's fondness for food.

"Templeton," he said, "I will make you a solemn promise. Get Charlotte's egg sac for me, and from now on I will let you eat first, when Lurry slops me. I will let you have your choice of everything in the trough and I won't touch a thing until you're through."

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The rat sat up. "You mean that?" he said.

"I promise. I cross my heart."

"All right, it's a deal," said the rat. He walked to the wall and started to climb. His stomach was still swollen from last night's gorge. Groaning and com-



plaining, he pulled himself slowly to the ceiling. He crept along till he reached the egg sac. Charlotte moved aside for him. She was dying, but she still had strength enough to move a little. Then Templeton bared his long ugly teeth and began snipping the threads that fastened the sac to the ceiling. Wilbur watched from below.

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"Use extreme care!" he said. "I don't want a single one of those eggs harmed."

"Thith thruff thicks in my mouth," complained the rat. "It'h worth than caramel candy."

But Templeton worked away at the job, and managed to cut the sac adrift and carry it to the ground, where he dropped it in front of Wilbur. Wilbur heaved a great sigh of relief.

"Thank you, Templeton," he said. "I will never forget this as long as I live."

"Neither will I," said the rat, picking his teeth. "I feel as though I'd eaten a spool of thread. Well, home we go!"

Templeton crept into the crate and buried himself in the straw. He got out of sight just in time. Lurry and John Arable and Mr. Zuckerman came along at that moment, followed by Mrs. Arable and Mrs. Zuckerman and Avery and Fern. Wilbur had already decided how he would carry the egg sac—there was only one way possible. He carefully took the little bundle in his mouth and held it there on top of his tongue. He remembered what Charlotte had told him—that the sac was waterproof and strong. It felt funny on his tongue and made him drool a bit. And of course he couldn't say anything. But as he was being shoved into the crate, he looked up at Charlotte and gave her a

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wink. She knew he was saying good-bye in the only way he could. And she knew her children were safe.

“Good-bye!” she whispered. Then she summoned all her strength and waved one of her front legs at him.

She never moved again. Next day, as the Ferris wheel was being taken apart and the race horses were being loaded into vans and the entertainers were packing up their belongings and driving away in their trailers, Charlotte died. The Fair Grounds were soon deserted. The sheds and buildings were empty and forlorn. The infield was littered with bottles and trash. Nobody, of the hundreds of people that had visited the Fair, knew that a grey spider had played the most important part of all. No one was with her when she died.

*Chapter XXII**A Warm Wind*

AND SO Wilbur came home to his beloved manure pile in the barn cellar. His was a strange homecoming. Around his neck he wore a medal of honor; in his mouth he held a sac of spider’s eggs. There is no place like home, Wilbur thought, as he placed Charlotte’s five hundred and fourteen unborn children carefully in a safe corner. The barn smelled good. His friends the sheep and the geese were glad to see him back.

The geese gave him a noisy welcome.

“Congratu-congratu-congratulations!” they cried.

“Nice work.”

Mr. Zuckerman took the medal from Wilbur’s neck and hung it on a nail over the pigpen, where visitors could examine it. Wilbur himself could look at it whenever he wanted to.

In the days that followed, he was very happy. He grew to a great size. He no longer worried about being killed, for he knew that Mr. Zuckerman would keep him as long as he lived. Wilbur often thought of Char-

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lotte. A few strands of her old web still hung in the doorway. Every day Wilbur would stand and look at the torn, empty web, and a lump would come to his throat. No one had ever had such a friend—so affectionate, so loyal, and so skillful.

The autumn days grew shorter, Lurvy brought the squashes and pumpkins in from the garden and piled them on the barn floor, where they wouldn't get nipped on frosty nights. The maples and birches turned bright colors and the wind shook them and they dropped their leaves one by one to the ground. Under the wild apple trees in the pasture, the red little apples lay thick on the ground, and the sheep gnawed them and the geese gnawed them and foxes came in the night and sniffed them. One evening, just before Christmas, snow began falling. It covered house and barn and fields and woods. Wilbur had never seen snow before. When morning came he went out and plowed the drifts in his yard, for the fun of it. Fern and Avery arrived, dragging a sled. They coasted down the lane and out onto the frozen pond in the pasture.

"Coasting is the most fun there is," said Avery.

"The most fun there is," retorted Fern, "is when the Ferris wheel stops and Henry and I are in the top car and Henry makes the car swing and we can see everything for miles and miles and miles."

"Goodness, are you still thinking about that ol' Fer-

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ris wheel?" said Avery in disgust. "The Fair was weeks and weeks ago."

"I think about it all the time," said Fern, picking snow from her ear.

After Christmas the thermometer dropped to ten below zero. Cold settled on the world. The pasture was bleak and frozen. The cows stayed in the barn all the time now, except on sunny mornings when they went out and stood in the barnyard in the lee of the straw pile. The sheep stayed near the barn, too, for protection. When they were thirsty they ate snow. The geese hung around the barnyard the way boys hang around a drug store, and Mr. Zuckerman fed them corn and turnips to keep them cheerful.

"Many, many, many thanks!" they always said, when they saw food coming.

Templeton moved indoors when winter came. His raty home under the pig trough was too chilly, so he fixed himself a cozy nest in the barn behind the grain bins. He lined it with bits of dirty newspapers and rags, and whenever he found a trinket or a keepsake he carried it home and stored it there. He continued to visit Wilbur three times a day, exactly at mealtime, and Wilbur kept the promise he had made. Wilbur let the rat eat first. Then, when Templeton couldn't hold another mouthful, Wilbur would eat. As a result of overeating, Templeton grew bigger and fatter than

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any rat you ever saw. He was gigantic. He was as big as a young woodchuck.

The old sheep spoke to him about his size one day. "You would live longer," said the old sheep, "if you ate less."



"Who wants to live forever?" sneered the rat. "I am naturally a heavy eater and I get untold satisfaction from the pleasures of the feast." He patted his stomach, grinned at the sheep, and crept upstairs to lie down.

All winter Wilbur watched over Charlotte's egg sac as though he were guarding his own children. He had

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scooped out a special place in the manure for the sac, next to the board fence. On very cold nights he lay so that his breath would warm it. For Wilbur, nothing in life was so important as this small round object—nothing else mattered. Patiently he awaited the end of winter and the coming of the little spiders. Life is always a rich and steady time when you are waiting for something to happen or to hatch. The winter ended at last.

"I heard the frogs today," said the old sheep one evening. "Listen! You can hear them now."

Wilbur stood still and cocked his ears. From the pond, in shrill chorus, came the voices of hundreds of little frogs.

"Springtime," said the old sheep, thoughtfully. "Another spring." As she walked away, Wilbur saw a new lamb following her. It was only a few hours old.

The snows melted and ran away. The streams and ditches bubbled and chattered with rushing water. A sparrow with a streaky breast arrived and sang. The light strengthened, the mornings came sooner. Almost every morning there was another new lamb in the sheepfold. The goose was sitting on nine eggs. The sky seemed wider and a warm wind blew. The last remaining strands of Charlotte's old web floated away and vanished.

One fine sunny morning, after breakfast, Wilbur

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stood watching his precious sac. He wasn't thinking of anything much. As he stood there, he noticed something move. He stepped closer and stared. A tiny spider crawled from the sac. It was no bigger than a grain of sand, no bigger than the head of a pin. Its body was grey with a black stripe underneath. Its legs were grey and tan. It looked just like Charlotte.

Wilbur trembled all over when he saw it. The little spider waved at him. Then Wilbur looked more closely. Two more little spiders crawled out and waved. They climbed round and round on the sac, exploring their new world. Then three more little spiders. Then eight. Then ten. Charlotte's children were here at last.

Wilbur's heart pounded. He began to squeal. Then he raced in circles, kicking manure into the air. Then he turned a back flip. Then he planted his front feet and came to a stop in front of Charlotte's children.

"Hello, there!" he said.

The first spider said hello, but its voice was so small Wilbur couldn't hear it.

"I am an old friend of your mother's," said Wilbur. "I'm glad to see you. Are you all right? Is everything all right?"

The little spiders waved their forelegs at him. Wilbur could see by the way they acted that they were glad to see him.

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"Is there anything I can get you? Is there anything you need?"

The young spiders just waved. For several days and several nights they crawled here and there, up and down, around and about, waving at Wilbur, trailing tiny draglines behind them, and exploring their home. There were dozens and dozens of them. Wilbur couldn't count them, but he knew that he had a great many new friends. They grew quite rapidly. Soon each was as big as a BB shot. They made tiny webs near the sac.

Then came a quiet morning when Mr. Zuckerman opened a door on the north side. A warm draft of rising air blew softly through the barn cellar. The air smelled of the damp earth, of the spruce woods, of the sweet springtime. The baby spiders felt the warm updraft. One spider climbed to the top of the fence. Then it did something that came as a great surprise to Wilbur. The spider stood on its head, pointed its spinnerets in the air, and let loose a cloud of fine silk. The silk formed a balloon. As Wilbur watched, the spider let go of the fence and rose into the air.

"Good-bye!" it said, as it sailed through the doorway.

"Wait a minute!" screamed Wilbur. "Where do you think you're going?"

But the spider was already out of sight. Then another

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baby spider crawled to the top of the fence, stood on its head, made a balloon, and sailed away. Then another spider. Then another. The air was soon filled with tiny balloons, each balloon carrying a spider.

Wilbur was frantic. Charlotte's babies were disappearing at a great rate.



"Come back, children!" he cried.

"Good-bye!" they called. "Good-bye, good-bye!"

At last one little spider took time enough to stop and talk to Wilbur before making its balloon.

"We're leaving here on the warm updraft. This is our moment for setting forth. We are aeronauts and we

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are going out into the world to make webs for ourselves."

"But *where?*," asked Wilbur.

"Wherever the wind takes us. High, low. Near, far. East, west. North, south. We take to the breeze, we go as we please."

"Are *all* of you going?" asked Wilbur. "You can't *all* go. I would be left alone, with no friends. Your mother wouldn't want that to happen, I'm sure."

The air was now so full of balloonists that the barn cellar looked almost as though a mist had gathered. Balloons by the dozen were rising, circling, and drifting away through the door, sailing off on the gentle wind. Cries of "Good-bye, good-bye, good-bye!" came weakly to Wilbur's ears. He couldn't bear to watch any more. In sorrow he sank to the ground and closed his eyes. This seemed like the end of the world, to be deserted by Charlotte's children. Wilbur cried himself to sleep.

When he woke it was late afternoon. He looked at the egg sac. It was empty. He looked into the air. The balloonists were gone. Then he walked drearily to the doorway, where Charlotte's web used to be. He was standing there, thinking of her, when he heard a small voice.

"Salutations!" it said. "I'm up here."

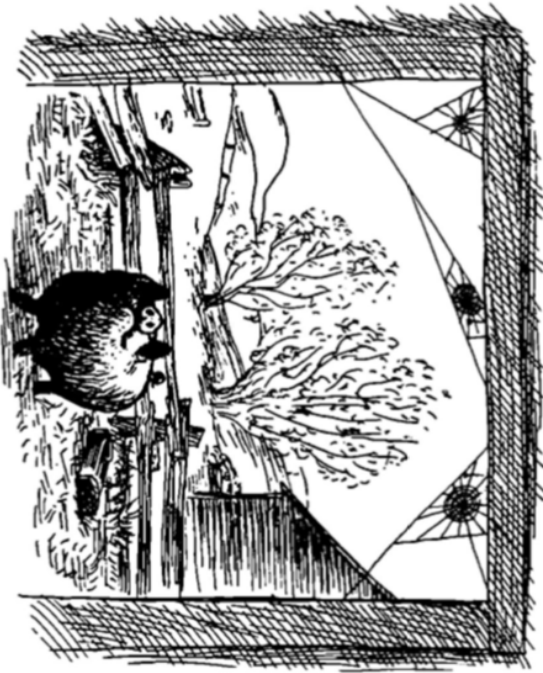
"So am I," said another tiny voice.

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“So am I,” said a third voice. “Three of us are staying. We like this place, and we like you.”

Wilbur looked up. At the top of the doorway three small webs were being constructed. On each web, working busily was one of Charlotte’s daughters.



“Can I take this to mean,” asked Wilbur, “that you have definitely decided to live here in the barn cellar, and that I am going to have *three* friends?”

“You can indeed,” said the spiders.

“What are your names, please?” asked Wilbur, trembling with joy.

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“I’ll tell you my name,” replied the first little spider, “if you’ll tell me why you are trembling.”

“I’m trembling with joy,” said Wilbur.

“Then my name is Joy,” said the first spider.

“What was my mother’s middle initial?” asked the second spider.

“A,” said Wilbur.

“Then my name is Aranea,” said the spider.

“How about me?” asked the third spider. “Will you just pick out a nice sensible name for me—something not too long, not too fancy, and not too dumb?”

Wilbur thought hard.

“Nellie?” he suggested.

“Fine, I like that very much,” said the third spider.

“You may call me Nellie.” She daintily fastened her orb line to the next spoke of the web.

Wilbur’s heart brimmed with happiness. He felt that he should make a short speech on this very important occasion.

“Joy! Aranea! Nellie!” he began. “Welcome to the barn cellar. You have chosen a hallowed doorway from which to string your webs. I think it is only fair to tell you that I was devoted to your mother. I owe my very life to her. She was brilliant, beautiful, and loyal to the end. I shall always treasure her memory. To you, her daughters, I pledge my friendship, forever and ever.”

“I pledge mine,” said Joy.



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"I do, too," said Aranea.

"And so do I," said Nellie, who had just managed to catch a small gnat.

It was a happy day for Wilbur. And many more happy, tranquil days followed.

As time went on, and the months and years came and went, he was never without friends. Fern did not come regularly to the barn any more. She was growing up, and was careful to avoid childish things, like sitting on a milk stool near a pigpen. But Charlotte's children and grandchildren and great grandchildren, year after year, lived in the doorway. Each spring there were new little spiders hatching out to take the place of the old. Most of them sailed away, on their balloons. But always two or three stayed and set up housekeeping in the doorway.

Mr. Zuckerman took fine care of Wilbur all the rest of his days, and the pig was often visited by friends and admirers, for nobody ever forgot the year of his triumph and the miracle of the web. Life in the barn was very good—night and day, winter and summer, spring and fall, dull days and bright days. It was the best place to be, thought Wilbur, this warm delicious cellar, with the garrulous geese, the changing seasons, the heat of the sun, the passage of swallows, the nearness of rats, the sameness of sheep, the love of spiders, the smell of manure, and the glory of everything.

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Wilbur never forgot Charlotte. Although he loved her children and grandchildren dearly, none of the new spiders ever quite took her place in his heart. She was in a class by herself. It is not often that someone comes along who is a true friend and a good writer. Charlotte was both.

THE END

## Dolley Madison Saves the National Pride

*Dorothea Payne Madison*

In August 1814, a British army marched on Washington, D.C., thinking that by burning the American capital it could bring an end to the War of 1812. Panic reigned in the city as the red-coated columns approached. Many public records, including the Declaration of Independence, had already been stuffed into linen

bags and carted off to Virginia, where they were piled up in a vacant house. Now the roads leading out of town began to fill with fleeing American soldiers and statesmen as well as wagons loaded with families and their valuables.

Dolley Madison, wife of the fourth president, calmly directed evacuation details at the White House. A large portrait of George Washington by Gilbert Stuart hung in the dining room. It would be an unbearable disgrace if it fell into British hands. Mrs. Madison ordered the doorkeeper and gardener to bring it along, but the huge frame was screwed so tightly to the wall that no one could get it down. Minutes ticked by as they tugged and pulled. At last someone found an ax. They chopped the frame apart, removed the canvas, and sent it off for safekeeping. Soon afterward the British entered the District of Columbia, setting fire to the Capitol and the White House.

The rescue of Washington's portrait quickly took its place as one of Americans' most cherished acts of heroism. This letter, written by Dolley to her sister, Anna, even as the city fell, speaks to us of unflinching courage and levelheadedness amid chaos and retreat.

Tuesday, August 23, 1814

Dear Sister:

My husband left me yesterday morning to join General Winder. He inquired anxiously whether I had courage or firmness to remain in the President's house until his return on the morrow, or succeeding day, and on my assurance that I had no fear but for him, and the success of our army, he left, beseeching me to take care of myself, and of the Cabinet papers, public and private. I have since received two dispatches from him, written with a pencil. The last is alarming, because he desires I should be ready at a moment's warning to enter my carriage, and leave the city; that the enemy seemed stronger than had at first been reported, and it might happen that they would reach the city with the intention of destroying it. I am accordingly ready; I have pressed as many Cabinet papers into trunks as to fill one carriage; our private property must be sacrificed, as it is impossible to procure wagons for its transportation.

I am determined not to go myself until I see Mr. Madison safe, so that he can accompany me, as I hear of much hostility toward

him. Disaffection stalks around us. My friends and acquaintances are all gone, even Colonel C. with his hundred, who were stationed as a guard in this enclosure. French John [a faithful servant], with his usual activity and resolution, offers to spike the cannon at the gate, and lay a train of powder, which would blow up the British, should they enter the house. To this last proposition I positively object, without being able to make him understand why all advantages in war may not be taken.

Wednesday morning, twelve o'clock. Since sunrise I have been turning my spy-glass in every direction, and watching with unwearyed anxiety, hoping to discover the approach of my dear husband and his friends; but, alas! I can descry only groups of military, wandering in all directions, as if there was a lack of arms, or of spirit to fight for their own fireside.

Three o'clock. Will you believe it, my sister? we have had a battle, or skirmish, near Bladensburg, and here I am still, within sound of the cannon! Mr. Madison comes not. May God protect us! Two messengers, covered with dust, come to bid me fly; but here I mean to wait for him. . . . At this late hour a wagon has been procured, and I have had it filled with plate and the most valuable portable articles, belonging to the house. Whether it will reach its destination, the "Bank of Maryland," or fall into the hands of British soldiery, events must determine. Our kind friend, Mr. Carroll, has come to hasten my departure, and in a very bad humor with me, because I insist on waiting until the large picture of General Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out. It is done! and the precious portrait placed in the hands of two gentlemen of New York, for safekeeping. And now, dear sister, I must leave this house, or the retreating army will make me a prisoner of it by filling up the road I am directed to take. When I shall again write to you, or where I shall be tomorrow, I cannot tell!

Dolley

# 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.

# Key

## Monday:

### Math:

- 1) 5 equal parts, 1 part is kitten, 4 parts are puppies,  $\frac{1}{5}$  of the pets are puppies

2)

- a)  $\frac{3}{4}$   
b)  $\frac{3}{8}$   
c)  $\frac{2}{9}$

3)

- a) Shade 2 shells  
b) Shade 3 shells  
c) Shade 3 shells  
d) Shade 5 shells

4).  $\frac{2}{5}$

5).

- a)  $\frac{5}{8}$   
b)  $\frac{3}{8}$

Word problem answers will vary.

### Grammar:

Answers will vary. The first three blanks should be adjectives, the fourth a verb, and the fifth an adverb.

## Tuesday:

### Math:

6)  $\frac{1}{2}$

7) 4

8) 6

Word problem answers will vary.

## Wednesday:

### Math:

#### Exercise 7

- 1) a)  $\frac{1}{5}$  b)  $\frac{1}{2}$   
2) Shade one part  
3)

- a)  $\frac{3}{4}$   
b)  $\frac{1}{2}$   
c)  $\frac{1}{2}$

#### Exercise 8

- 1)  $\frac{1}{8}$   
2)  $\frac{1}{4}$   
3)  $3\frac{1}{8}$

Word problem answers will vary.

### Grammar:

- Statement or Declarative
- The verb is awaited.
- The subject is he. (Which is a pronoun.)
- The other verbs are end and winter.
- There are no adjectives that need to be labeled, but you may label "the" as an article adjective.
- The adverb is patiently.

### History:

*The British marched into Washington, D.C., and set fire to the capital city, including the president's house.*

## Thursday:

### Math:

1)

- A.  $\frac{3}{10}$   
B.  $\frac{2}{10}$   
C.  $\frac{5}{10}$

2)

- a. 3  
b. 8

Word problem answers will vary.

## Friday:

### Math:

- $\frac{8}{10}$  of the shapes are squares.
- $\frac{3}{12}$  of the coins are pennies.
- He picked  $\frac{2}{10}$  of the oranges.
  - He did not pick  $\frac{8}{10}$  of the oranges.

Word problem answers will vary.

### History:

*The British marched into Washington, D.C., and burned the city, including the president's house.*