

# Learning Centers

printing cheat sheet

Select the pages option in Adobe PDF Reader to print an individual learning center.

Hundreds Chart (print pages 3 to 12)

Writing Center (print pages 13 to 36)

Mental Math (print pages 37 to 50)

Time and Clocks (print pages 51 to 57)

Reading Comprehension (print pages 58 to 91)

Addition and Subtraction (print pages 92 to 98)

Plotting Pictures (print pages 99 to 132)

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edHelper Learning Centers Sample



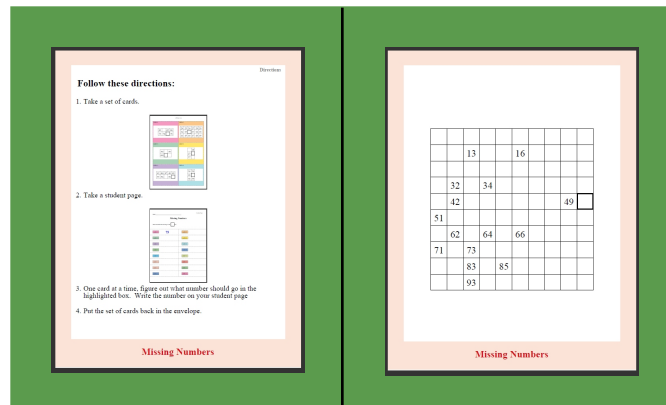


1				5					10
		13						19	
21									30
						37			
							48		
51			54			57			
			64	65					
81									

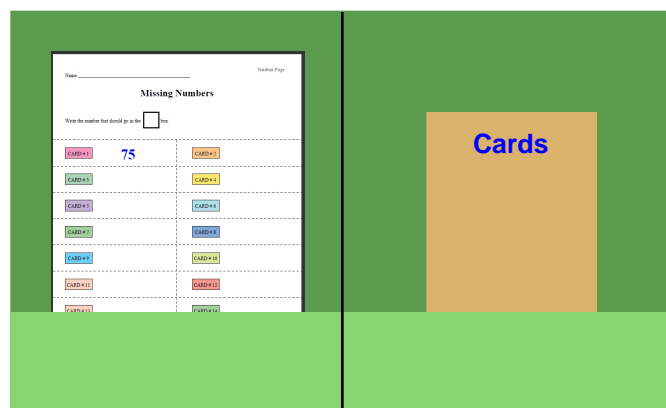
**Missing Numbers**

*Keep in mind that students can take a folder center back to their desks to complete. It can easily be placed in a box. Students will love being able to pick their activity during center time.*

## Sample Outside of File Folder



## Sample Inside of File Folder



## Teacher Directions - Prepare Center

1. Print and then cut the task cards. Put them in an envelope. Write "Cards" on the envelope.
2. Print the cover and the student directions pages. Laminate each of these pages. Tape the cover to the front of a pocket folder. Tape the student directions page to the back of a pocket folder.

CARD # 1

33		35	36
			46
53		55	56

*Missing Numbers Center Cards*

CARD # 2

		24	25	26
	33			36
42		44	45	

*Missing Numbers Center Cards*

CARD # 3

74	75	76	77	78	
	85	86	87		
94	95		97	98	

*Missing Numbers Center Cards*

CARD # 4

47		49
57	58	

*Missing Numbers Center Cards*

CARD # 5

55	56	
65	66	
75		

*Missing Numbers Center Cards*

CARD # 6

63	64		66	67	68
73		75			78
83					88

*Missing Numbers Center Cards*

CARD # 7

12	13	14	15	
	23	24		
32	33			

*Missing Numbers Center Cards*

CARD # 8

			58
	66	67	68
75	76	77	78

*Missing Numbers Center Cards*

CARD # 9

14	15	16	17
		26	27
		36	37

*Missing Numbers Center Cards*

CARD # 10

26		
36	37	
46	47	48

*Missing Numbers Center Cards*

CARD # 11

	46			49
55	56			
65	66	67		69

*Missing Numbers Center Cards*

CARD # 12

33	34	35	36	37	
43	44	45	46		48
53		55			

*Missing Numbers Center Cards*

CARD # 13

76	77	
86		
96	97	

*Missing Numbers Center Cards*

CARD # 14

64	65	66	67	68	69
74			77	78	79
			87	88	89

*Missing Numbers Center Cards*

CARD # 15

31	32	33	34
		43	
	52		

*Missing Numbers Center Cards*

CARD # 16

22	23	24	25	26
32	33	34		36
42	43			

*Missing Numbers Center Cards*

CARD # 17

	42			45	46
51				55	56
61	62				66

*Missing Numbers Center Cards*

CARD # 18

	56	57
		67
	76	77

*Missing Numbers Center Cards*



CARD # 19

64		66	67
			77
84		86	87

*Missing Numbers Center Cards*

CARD # 20

73	74	75		
83		85		
93	94	95		

*Missing Numbers Center Cards*

CARD # 21

	14		16	17	18
		25	26	27	28
		35	36	37	38

*Missing Numbers Center Cards*

CARD # 22

32		34	
			45
52		54	55

*Missing Numbers Center Cards*

CARD # 23

	47	48
		58
	67	68

*Missing Numbers Center Cards*

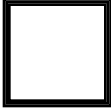
CARD # 24

54	55	56	57	58
64	65	66	67	
74	75			

*Missing Numbers Center Cards*

Name \_\_\_\_\_

# Missing Numbers

Write the number that should go in the  box.

CARD # 1

44

CARD # 2

CARD # 3

CARD # 4

CARD # 5

CARD # 6

CARD # 7

CARD # 8

CARD # 9

CARD # 10

CARD # 11

CARD # 12

CARD # 13

CARD # 14

CARD # 15

CARD # 16

Name \_\_\_\_\_

# Missing Numbers

CARD # 17

CARD # 18

CARD # 19

CARD # 20

CARD # 21

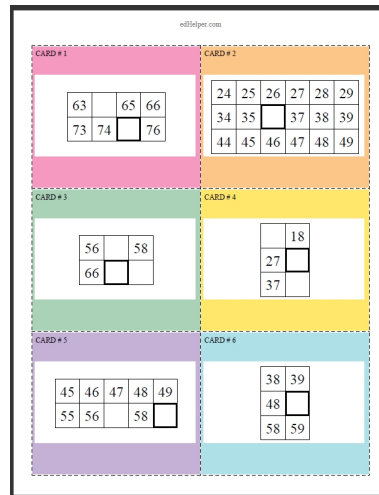
CARD # 22

CARD # 23

CARD # 24

# Follow these directions:

1. Take a set of cards.



2. Take a student page.

Name \_\_\_\_\_ Student Page

### Missing Numbers

Write the number that should go in the  box.

CARD #1	75	CARD #2
CARD #3		CARD #4
CARD #5		CARD #6
CARD #7		CARD #8
CARD #9		CARD #10
CARD #11		CARD #12
CARD #13		CARD #14
CARD #15		CARD #16

3. One card at a time, figure out what number should go in the highlighted box. Write the number on your student page

4. Put the set of cards back in the envelope.



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# WRITING BOOKS

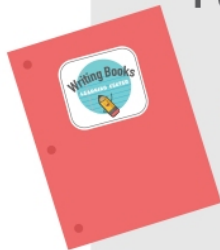


## LEARNING CENTER



Creating a **Writing Books Learning Center** is easy, and your students will enjoy having their own folders to keep track of their work. Here is what to do:

1. Get a colorful folder for each student.
2. Print out copies of the writing pages for that month. Put them in the left side pocket of each folder.



3. Print out a Cover Image for each folder. Put it on the front of the folder.



4. Print out the labels on the following page. Make copies as needed for all folders.

5. Cut out the labels so they can fit on the pockets of the folders.



6. Place the label that says **WRITING PAGES TO DO** on the left pocket of each folder.
7. Place the label that says **FINISHED WRITING PAGES** on the right pocket of each folder.
8. When all the folders are set up, they can be placed in a basket in the classroom for students to take.

Explain to the students that they can pick a writing page from the left pocket, complete it, and then place it in the right pocket of their folders.



**Writing Books**

**LEARNING CENTER**



**Writing Books**

**LEARNING CENTER**



**Writing Books**

**LEARNING CENTER**



**Writing Books**

**LEARNING CENTER**



**Writing Books**

**LEARNING CENTER**



**Writing Books**

**LEARNING CENTER**





**WRITING PAGES  
TO DO**



**FINISHED  
WRITING PAGES**



**WRITING PAGES  
TO DO**



**FINISHED  
WRITING PAGES**



**WRITING PAGES  
TO DO**



**FINISHED  
WRITING PAGES**



**WRITING PAGES  
TO DO**



**FINISHED  
WRITING PAGES**



**WRITING PAGES  
TO DO**



**FINISHED  
WRITING PAGES**



**WRITING PAGES  
TO DO**



**FINISHED  
WRITING PAGES**



Name: \_\_\_\_\_

## Verbs and Shapes

It's Vincent the vampire's birthday, and someone gave him some verbs hidden in this pretty box of words. Circle all the verbs, the action words, hiding in Vincent's present. Then draw a line from verb to verb. See what shape you make.



red	mad	dish	plate	purple
orange	running	jump	skip	cow
gym	hop	pole	gallop	black
cap	leap	jam	dancing	car
goat	rowing	reading	walk	bus



Draw a picture of a vampire opening a birthday present here if you like.  
(Vampires have a lot of birthdays since they live forever!)



Name: \_\_\_\_\_

Uncover the Story Number 1

(Pick just one story to uncover!)



What is going on? Write as many ideas as you can fit in the box.

My ideas...

Name: \_\_\_\_\_

Uncover the Story Number 2

(Pick just one story to uncover!)



What is going on? Write as many ideas as you can fit in the box.

My ideas...

Name: \_\_\_\_\_

Which story did you decide to uncover? Check one.


☐

Uncover the Story Number 1


☐

Uncover the Story Number 2

Best idea I had to describe this picture: \_\_\_\_\_

\_\_\_\_\_

Add a detail to this idea: \_\_\_\_\_

SECOND best idea I had to describe this picture: \_\_\_\_\_

\_\_\_\_\_

Add a detail to this idea: \_\_\_\_\_

Uncover the main character. Give the main character a name. Is the main character in the picture? \_\_\_\_\_

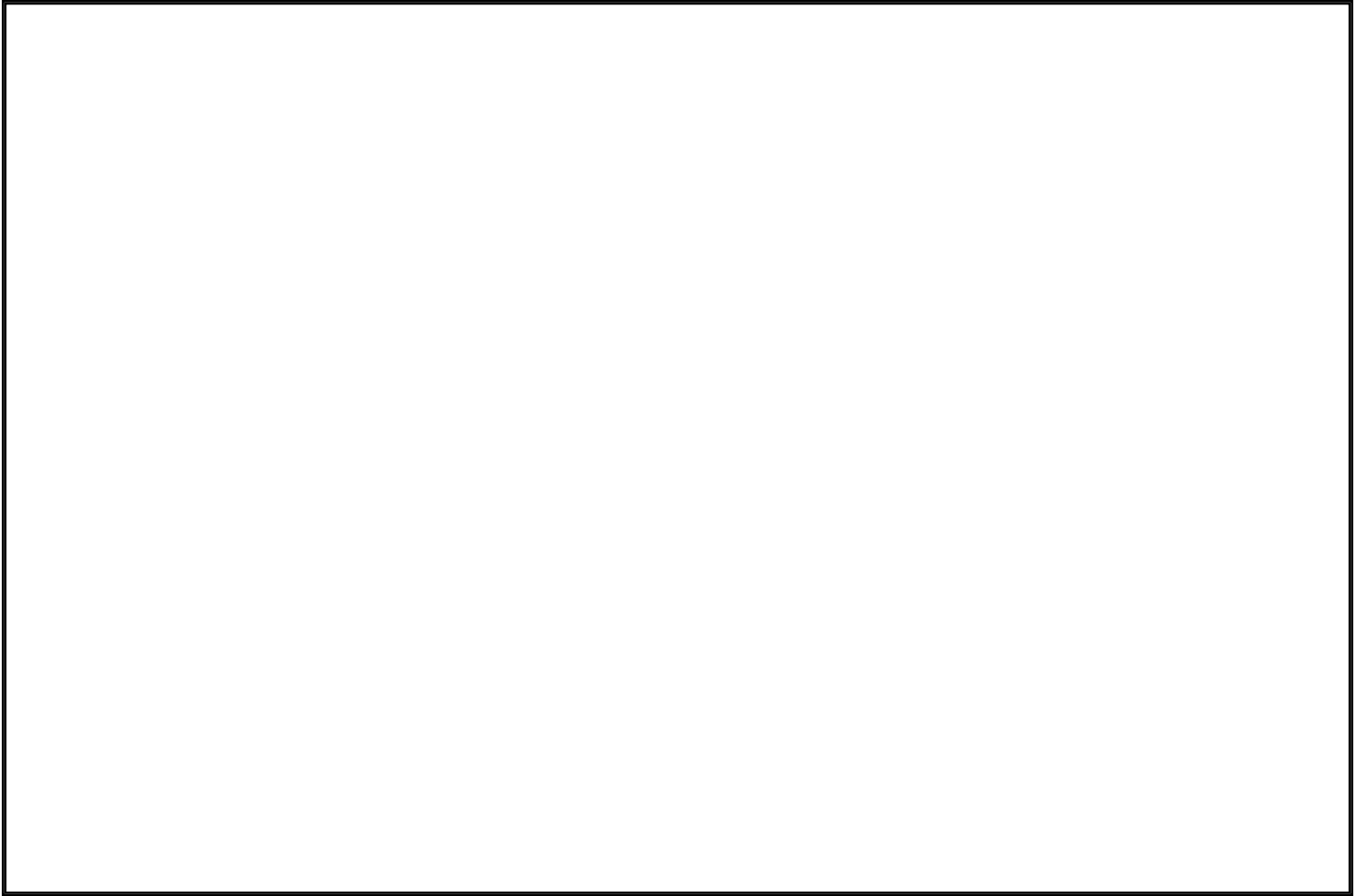
\_\_\_\_\_

Name: \_\_\_\_\_

## Breakfast

Each day should start out with a healthy breakfast. You can choose from fruit, cereal, pancakes, and so much more!

Draw your all-time favorite breakfast food.



My favorite breakfast is \_\_\_\_\_

\_\_\_\_\_

I like this food the best because \_\_\_\_\_

\_\_\_\_\_

I eat breakfast with \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_



# Write an Acrostic Poem

Topic: **MOTHER**



Write some words that begin with the letters in the topic word.

M \_\_\_\_\_

H \_\_\_\_\_

M \_\_\_\_\_

H \_\_\_\_\_

O \_\_\_\_\_

E \_\_\_\_\_

O \_\_\_\_\_

E \_\_\_\_\_

T \_\_\_\_\_

R \_\_\_\_\_

T \_\_\_\_\_

R \_\_\_\_\_

Write your acrostic poem.

M

O

T

H

E

R

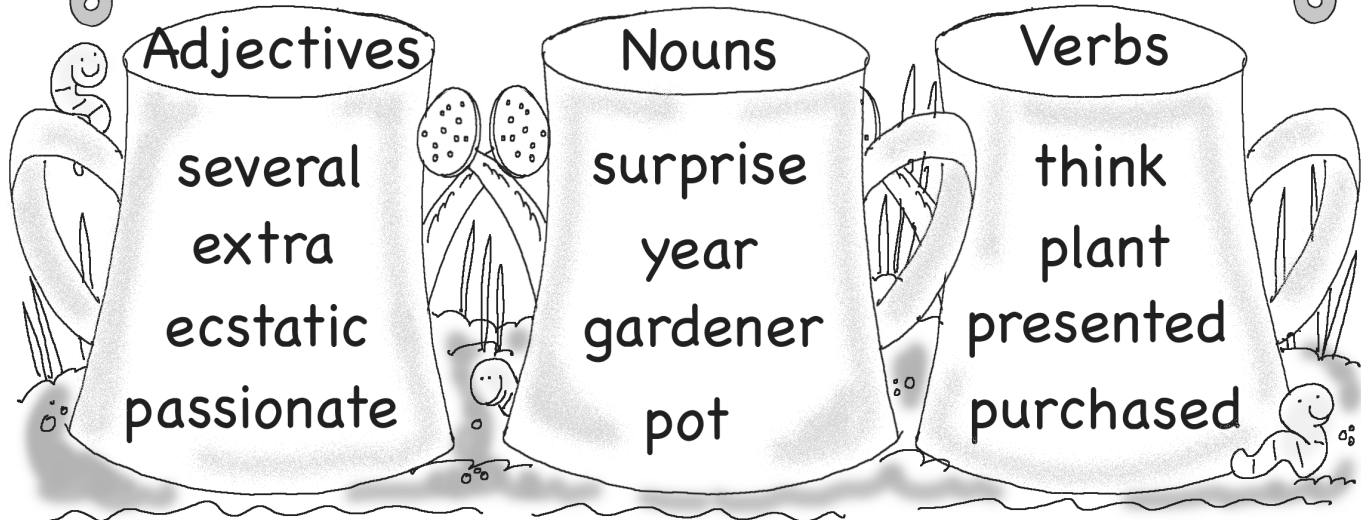




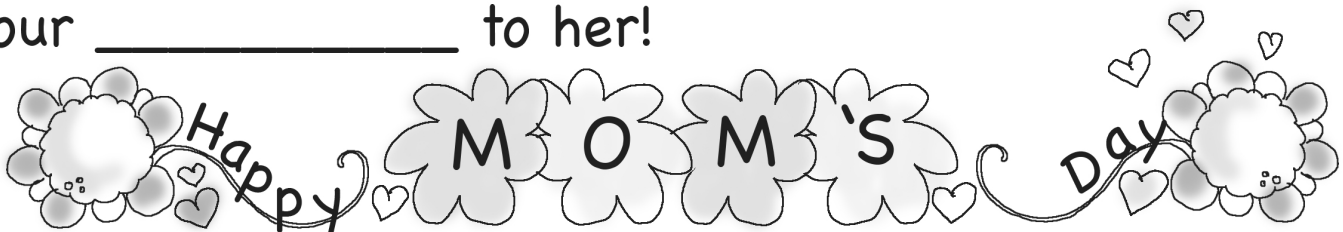
Name: \_\_\_\_\_

# Fill-In Sentences

Use one word from each watering can to write on the blanks and finish each sentence.



1. Mother's Day was coming and I wanted to \_\_\_\_\_ of something \_\_\_\_\_ special to do that \_\_\_\_\_.
2. Our mom was a \_\_\_\_\_ who loved to \_\_\_\_\_ flowers.
3. So my sister and I \_\_\_\_\_ dahlias and placed them with soil in a \_\_\_\_\_.
4. Mom was \_\_\_\_\_ when we \_\_\_\_\_ our \_\_\_\_\_ to her!



Name: \_\_\_\_\_

## Questions or Statements

Sentences can be funny things. Is it a question? Perhaps it is a statement. Wayne the warlock has a magic wand that puts a question mark or a period at the end of sentences. Since his wand went on the blink, he needs you to write the correct punctuation in each blank.



Wayne has lots of colorful potions \_\_\_\_\_

Does he have a pet dragon to help him heat up his potions \_\_\_\_\_

Wayne's pet cat is named Charcoal \_\_\_\_\_

Is Wayne's dragon's name Poof \_\_\_\_\_

Charcoal and Poof don't get along too well \_\_\_\_\_

Is that because Poof accidentally lit the cat's tail on fire \_\_\_\_\_

Wayne wants his pets to get along \_\_\_\_\_

Did Wayne mix up a potion to help his pets \_\_\_\_\_

No, he didn't mix up a potion for his pets because he didn't have all the ingredients \_\_\_\_\_

What ingredients was Wayne missing for that potion \_\_\_\_\_



Draw a picture of Wayne  
the warlock's pet cat and  
pet dragon being friends  
here if you like:

Name: \_\_\_\_\_

## Lists to Sentences

Jot down the things requested. Then construct sentences that include them.



Two places you see flowers \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Three ways flowers make you feel \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Four people you'd like to give flowers to \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Five of your favorite flower colors \_\_\_\_\_

\_\_\_\_\_

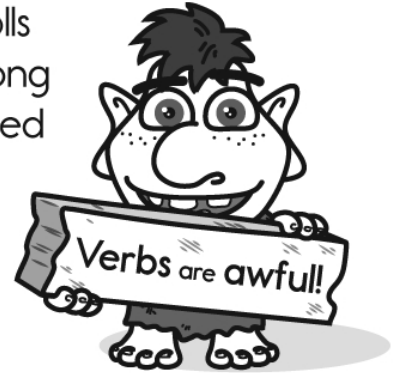
Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Tuffy the troll likes to do awful things in his spare time. Trolls think things are awful when they like them. Remember long ago (well, not that long ago) in first grade when you learned about different kinds of verbs? Tuffy will help you remember them when you finish these sentences!



### Fill in an "s" to finish the present tense verbs:

Tuffy eat \_\_\_ fat slugs after school.

Tuffy feed \_\_\_ his toad a juicy worm every day.

Tuffy sprinkle \_\_\_ crunchy toenails on his ice cream for a treat.

Draw a  
picture of a  
juicy worm  
here:



### Fill in an "ed" to finish the past tense verbs:

Tuffy pour \_\_\_ awful beetle sauce on his spaghetti.

Tuffy burp \_\_\_ loudly after dinner. Yuck!

Tuffy lik \_\_\_ muddy shoes more than clean ones. Ick!

Draw a picture  
of spaghetti with  
awful beetle  
sauce on it here:



Draw a picture of  
an eyeball sandwich  
here. Ugh!



### Pick the right verb by circling it in these sentences:

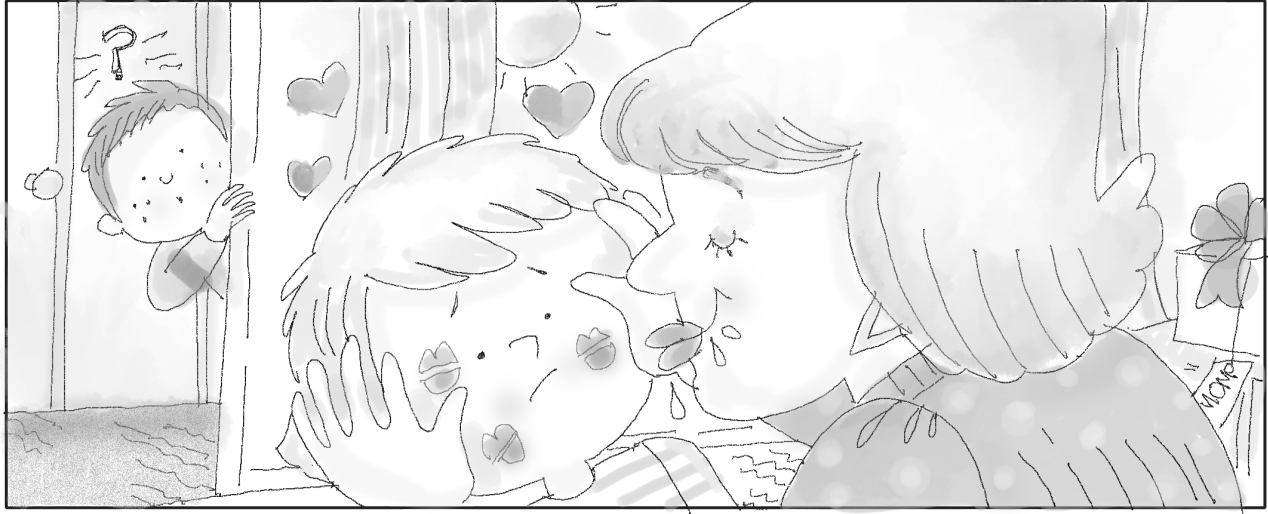
Tuffy will (run/ran) in the three-legged race.

Tuffy will (eat/ate) a big eyeball sandwich for lunch.

Name: \_\_\_\_\_

May **Funny Fill-Ins**

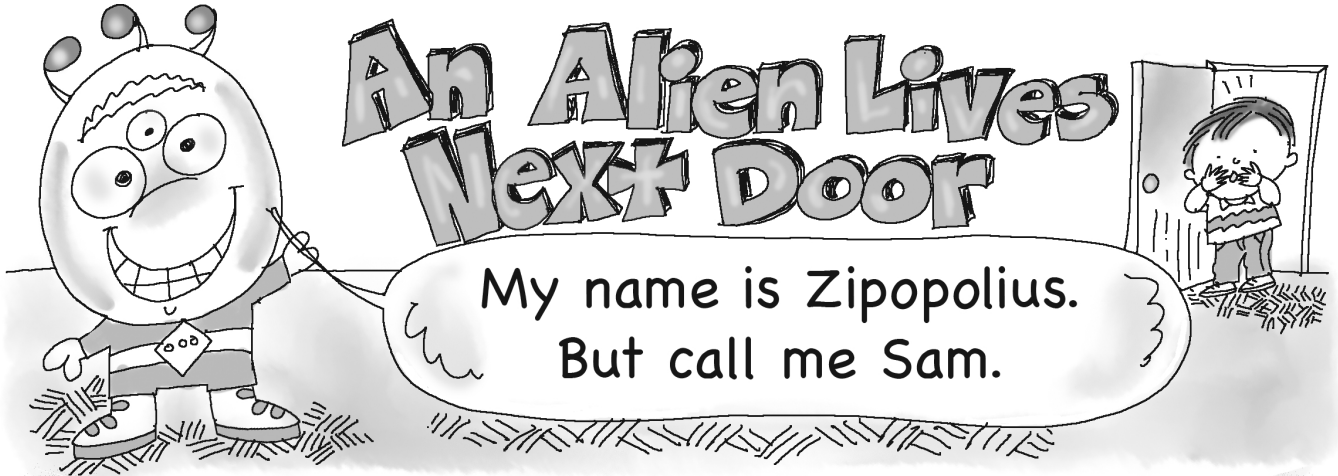
Read the story. Make a list of adjectives you could use.  
Then, complete the story using words from your list.



Fill in the blanks with (funny) adjectives.

It was Mother's Day morning. I got up early and placed  
my \_\_\_\_\_ gift and \_\_\_\_\_ card on the table. Then  
adjective adjective  
I went back to bed. When I came out later my \_\_\_\_\_  
adjective  
mom attacked me with a bunch of \_\_\_\_\_ kisses and  
adjective  
\_\_\_\_\_ hugs. Seems she was overjoyed with my  
adjective  
offerings. My \_\_\_\_\_ brother, who had gotten her  
adjective  
nothing watched in horror. I felt \_\_\_\_\_ punished!  
adjective

Name: \_\_\_\_\_



A series of horizontal lines for writing, framed by a decorative border of rockets and planets.

Name: \_\_\_\_\_

## Lists to Sentences

Jot down the things requested. Then construct sentences that include them.



Two Mexican foods \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Three Mexican flag colors \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Four instruments in a mariachi band \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Five ways to celebrate Cinco de Mayo \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Name:** \_\_\_\_\_

# Informational Writing

## What was the original intent of Memorial Day?

How do many people celebrate it? What is it often associated with? Write the answers here.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Name: \_\_\_\_\_



# Writing Information



Write three facts about  
the Cinco de Mayo celebration.

1.

---

---

---

2.

---

---

---

3.

---

---

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Name: \_\_\_\_\_

# Writing a Paragraph

Write a paragraph (or dictate) about chasing a frog in the meadow.

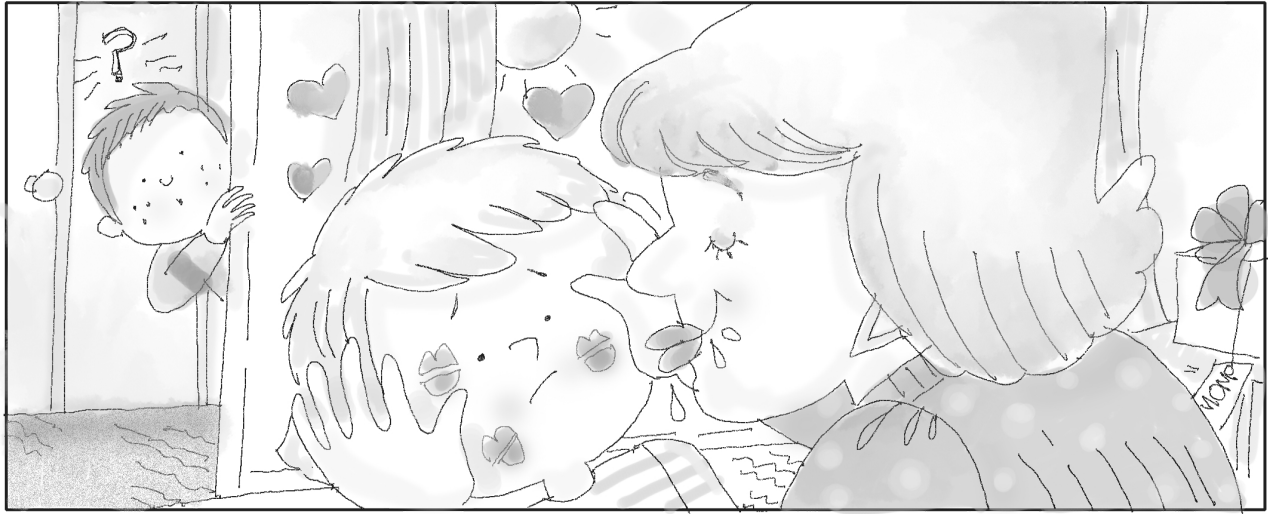
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing practice.



Name: \_\_\_\_\_

May **Funny Fill-Ins**

Read the story. Make a list of adjectives you could use.  
Then, complete the story using words from your list.



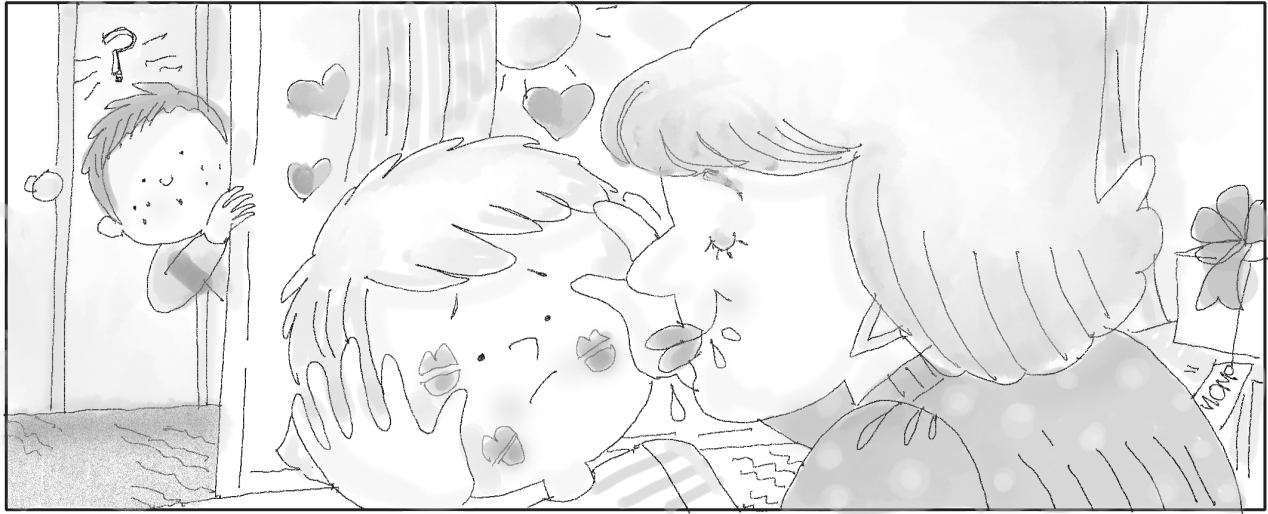
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I went back to bed. When I came out later my \_\_\_\_\_  
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\_\_\_\_\_ hugs. Seems she was overjoyed with my  
offerings. My \_\_\_\_\_ brother, who had gotten her  
nothing watched in horror. I felt \_\_\_\_\_ punished!

Name: \_\_\_\_\_

May **Funny Fill-Ins**

Read the story. Make a list of adjectives you could use.  
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adjective adjective

I went back to bed. When I came out later my \_\_\_\_\_  
adjective

mom attacked me with a bunch of \_\_\_\_\_ kisses and  
adjective

\_\_\_\_\_ hugs. Seems she was overjoyed with my  
adjective

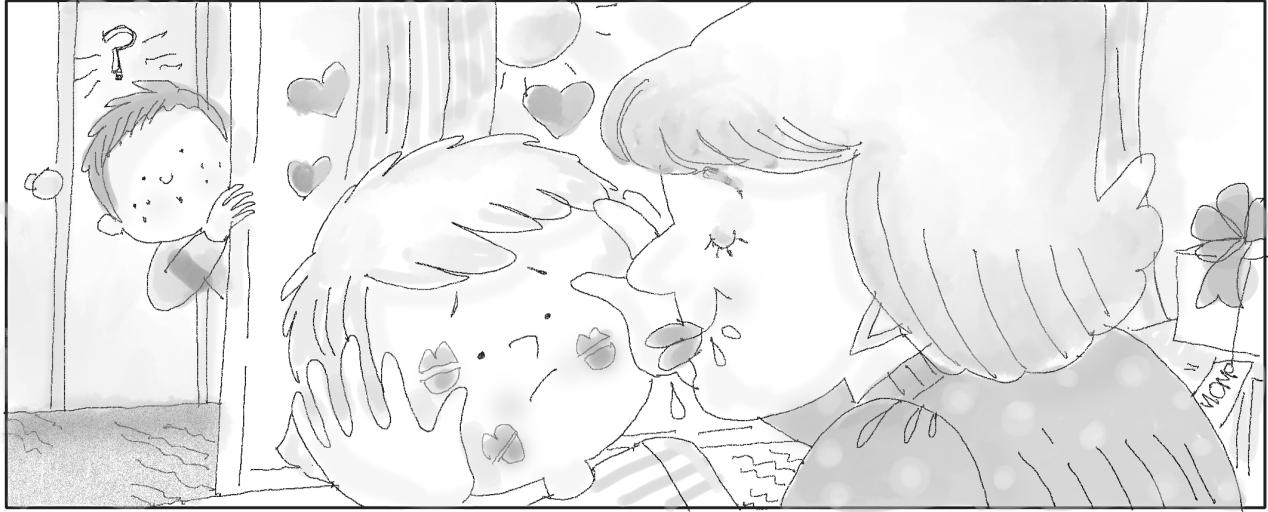
offerings. My \_\_\_\_\_ brother, who had gotten her  
adjective

nothing watched in horror. I felt \_\_\_\_\_ punished!  
adjective

Name: \_\_\_\_\_

May **Funny Fill-Ins**

Read the story. Make a list of adjectives you could use.  
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\_\_\_\_\_ hugs. Seems she was overjoyed with my  
offerings. My \_\_\_\_\_ brother, who had gotten her  
nothing watched in horror. I felt \_\_\_\_\_ punished!



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New online math games!



1 2 3



New ideas!



x  
x =  
- ÷  
< - >

More puzzles!





# Mental Math



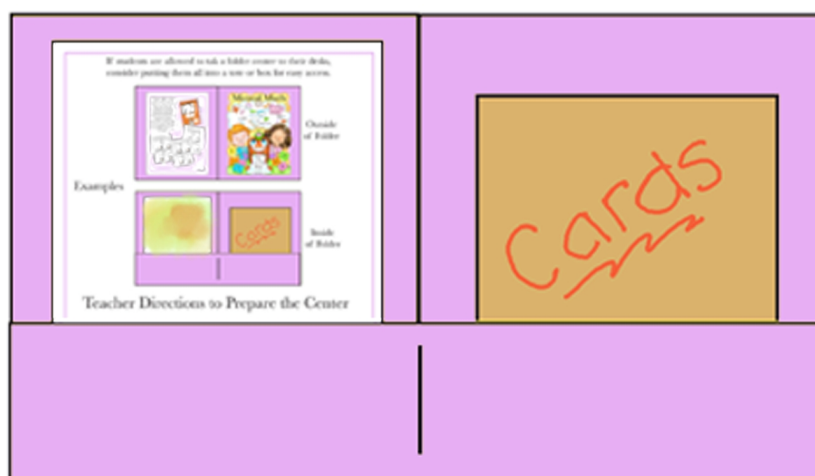


If students are allowed to take folder centers to their desks, consider putting them all into a tote or box for easy access.



Outside  
of Folder

## Examples



Inside  
of Folder

## Teacher Directions to Prepare the Center

1. Print and cut the cards out. Put them in an envelope marked "Cards."
2. Print the cover page and student direction page. Laminate both. Tape the cover on the front of a pocket folder. Tape the student direction page to the back of a pocket folder (examples shown).

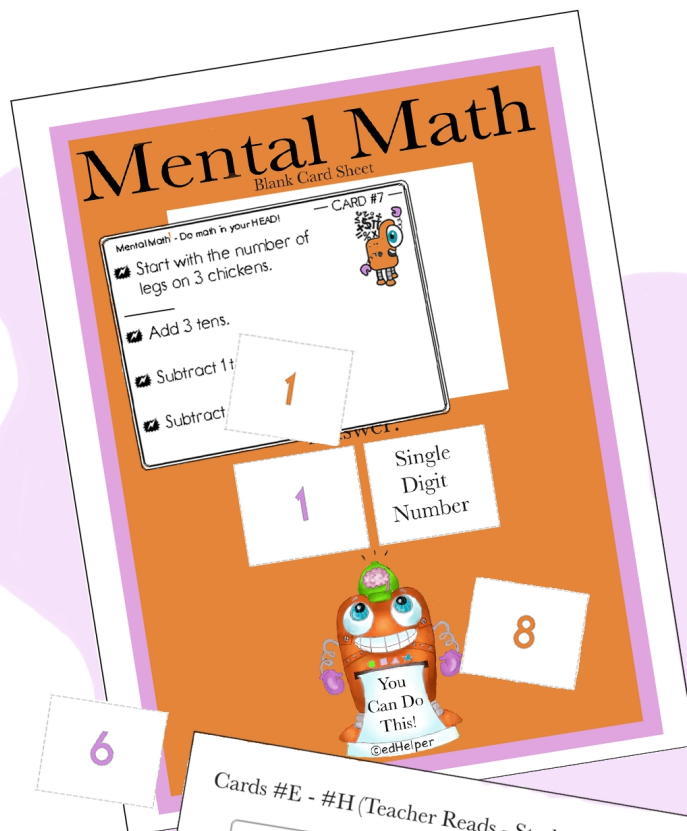
# Mental Math



# Student Directions to Use This Center

Place the cards onto the Blank Card Sheet.

Proceed as directed. Have your teacher or a designated student check your work to make sure it is correct. Put the center folder back where you got it.



6

Cards #E - #H (Teacher Reads - Students Do Mentally)

**CARD #E**  
Mental Math - Do math in your HEAD!  
Start with the number of wheels on 4 cars.  
(8)  
Increase that number by 4.  
(20)  
Add 2 tens.  
(40)  
Divide that number in half.  
(20)  
Show me your answer.

**CARD #F**  
Mental Math - Do math in your HEAD!  
Start with the number 35.  
(35)  
Subtract 1 ten.  
(25)  
Subtract 5.  
(20)  
Divide that number in half.  
(10)  
Show me your answer.

Cards #1-#4 (Student Cards)

**CARD #1**  
Mental Math - Do math in your HEAD!  
Start with the number 35.  
Add 2 tens.  
Subtract 4.  
Increase that number by 3.

**CARD #2**  
Mental Math - Do math in your HEAD!  
Start with the sum of 10 and 7.  
Subtract 9.  
Add 2 tens.  
Add 2 tens.

**CARD #3**  
Mental Math - Do math in your HEAD!  
Start with the number 7.  
Increase that number by 5.  
Subtract 5.  
Increase that number by 3.

**CARD #4**  
Mental Math - Do math in your HEAD!  
Start with the number of days in November.  
Increase that number by 12.  
Round to the nearest ten.  
Subtract 8.

7

Cards #9-#12 (Student Cards-Do Independently)

**CARD #9**  
Mental Math - Do math in your HEAD!  
Start with the number 3.  
Add 3 tens.  
Subtract 9.  
Add 4 tens.

**CARD #10**  
Mental Math - Do math in your HEAD!  
Start with the number of legs on 3 pigs.  
Increase that number by 5.  
Subtract 5.  
Add the number of days in a week.

**CARD #11**  
Mental Math - Do math in your HEAD!  
Start with the sum of 12 and 10.  
Subtract 7.  
Increase that number by 3.  
Add the number of legs on 3 chickens.

**CARD #12**  
Mental Math - Do math in your HEAD!  
Start with the number 8.  
Triple that number.  
Add 3 tens.  
Add the number of days in a week.

# Mental Math

Blank Card Sheet

Cards Here

Answer:

Double  
Digit  
Number

Single  
Digit  
Number



Mental Math - Do math in your HEAD!

— CARD #1 —

- Start with the sum of 12 and 7.
- Increase that number by 11.
- Subtract 1 ten.



Mental Math - Do math in your HEAD!

— CARD #2 —

- ☞ Start with the number 6.
- ☞ Increase that number by 8.
- ☞ Add 2 tens.



Mental Math - Do math in your HEAD!

— CARD #3 —

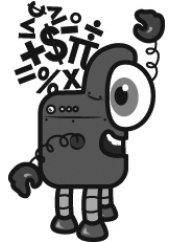
- ⚙ Start with the sum of 9 and 9.
- ⚙ Subtract 7.
- ⚙ Double that number.



Mental Math - Do math in your HEAD!

— CARD #4 —

- ◆ Start with the number of wheels on 2 cars.
- ◆ Add a dozen.
- ◆ Subtract 1 ten.



Mental Math - Do math in your HEAD!

— CARD #5 —

☐ Start with the number 8.

☐ Triple that number.

☐ Add 2 tens.



Mental Math - Do math in your HEAD!

— CARD #6 —

☺ Start with the number of sides on a pentagon.

☺ Double that number.

☺ Subtract 4.



Mental Math - Do math in your HEAD!

— CARD #7 —

▶ Count by threes. Start with the number that comes after 3.

▶ Add the number of days in a week.

▶ Subtract 1 ten.



Mental Math - Do math in your HEAD!

— CARD #8 —

◆ Count by threes. Start with the number that comes after 2.

◆ Increase that number by 5.

◆ Subtract 8.



Mental Math - Do math in your HEAD!

— CARD #9 —

❖ Start with the sum of 2 and 2.

❖ Double that number.

❖ Double again.



Mental Math - Do math in your HEAD!

— CARD #10 —

● Start with the number 5.

● Double that number.

● Add the number of legs on 2 pigs.



Mental Math - Do math in your HEAD!

— CARD #11 —

✱ Count by fours. Start with the number that comes after 1.

✱ Triple that number.

✱ Double that number.



Mental Math - Do math in your HEAD!

— CARD #12 —

✎ Start with the number of days in May.

✎ Double that number.

✎ Divide that number in half.



Mental Math - Do math in your HEAD!

— CARD #1 —

- ▶ Start with the sum of 12 and 7.  
(19)
- ▶ Increase that number by 11.  
(30)
- ▶ Subtract 1 ten.  
(20)
- ▶ Show me your answer.  
(20)



Mental Math - Do math in your HEAD!

— CARD #2 —

- ☛ Start with the number 6.  
(6)
- ☛ Increase that number by 8.  
(14)
- ☛ Add 2 tens.  
(34)
- ☛ Show me your answer.  
(34)



Mental Math - Do math in your HEAD!

— CARD #3 —

- ◆ Start with the sum of 9 and 9.  
(18)
- ◆ Subtract 7.  
(11)
- ◆ Double that number.  
(22)
- ◆ Show me your answer.  
(22)



Mental Math - Do math in your HEAD!

— CARD #4 —

- ☺ Start with the number of wheels on 2 cars.  
(8)
- ☺ Add a dozen.  
(20)
- ☺ Subtract 1 ten.  
(10)
- ☺ Show me your answer.  
(10)



Mental Math - Do math in your HEAD!

— CARD #5 —

- Start with the number 8.  
(8)
- Triple that number.  
(24)
- Add 2 tens.  
(44)
- Show me your answer.  
(44)



Mental Math - Do math in your HEAD!





— CARD #6 —

- Start with the number of sides on a pentagon.  
(5)
- Double that number.  
(10)
- Subtract 4.  
(6)
- Show me your answer.  
(6)



Mental Math - Do math in your HEAD!

— CARD #7 —

-  Count by threes. Start with the number that comes after 3.  
(6)
-  Add the number of days in a week.  
(13)
-  Subtract 1 ten.  
(3)
-  Show me your answer.  
(3)



Mental Math - Do math in your HEAD!

— CARD #8 —

- ⌘ Count by threes. Start with the number that comes after 2.  
(5)
- ⌘ Increase that number by 5.  
(10)
- ⌘ Subtract 8.  
(2)
- ⌘ Show me your answer.  
(2)



Mental Math - Do math in your HEAD!





— CARD #9 —

- ☐ Start with the sum of 2 and 2.  
(4)
- ☐ Double that number.  
(8)
- ☐ Double again.  
(16)
- ☐ Show me your answer.  
(16)



Mental Math - Do math in your HEAD!

— CARD #10 —

-  Start with the number 5.  
(5)
-  Double that number.  
(10)
-  Add the number of legs on 2 pigs.  
(18)
-  Show me your answer.  
(18)



Mental Math - Do math in your HEAD!

— CARD #11 —

- ◆ Count by fours. Start with the number that comes after 1.  
(5)
- ◆ Triple that number.  
(15)
- ◆ Double that number.  
(30)
- ◆ Show me your answer.  
(30)



Mental Math - Do math in your HEAD!

— CARD #12 —

- Start with the number of days in May.  
(31)
- Double that number.  
(62)
- Divide that number in half.  
(31)
- Show me your answer.  
(31)





0

1

2

3

4

5

6

7

8

9

0

1

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3

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9

Name: \_\_\_\_\_

## Mental Math - Do math in your HEAD!

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<div>Card#</div> <div></div>	<div>Card#</div> <div></div>	<div>Card#</div> <div></div>
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Name: \_\_\_\_\_

## Mental Math - Do math in your HEAD!

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Mental Math - Do  
math in your HEAD!

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Mental Math - Do  
math in your HEAD!

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Name: \_\_\_\_\_

Mental Math - Do  
math in your HEAD!

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Name: \_\_\_\_\_

## Mental Math - Do math in your HEAD!

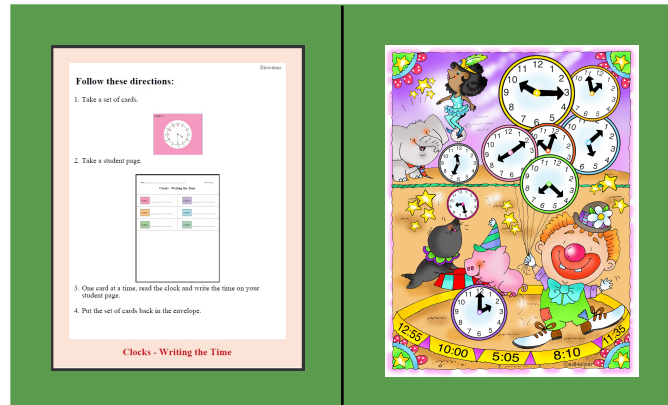
The image displays a 4x6 grid of 24 identical diagrams. Each diagram consists of a square with a vertical line extending from its top-right corner to an oval. The oval is labeled 'Card#' above it.



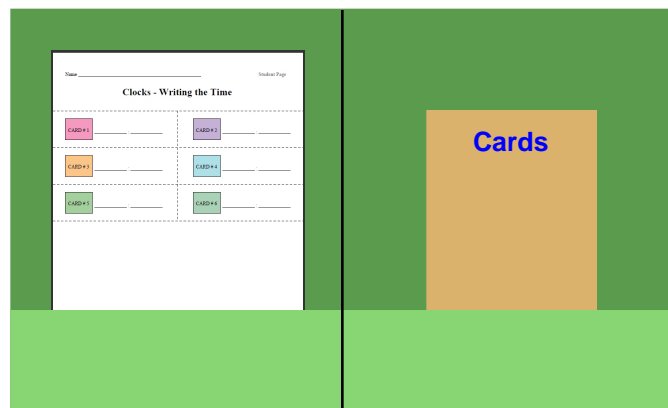
©edHelper

*Keep in mind that students can take a folder center back to their desks to complete. It can easily be placed in a box. Students will love being able to pick their activity during center time.*

### Sample Outside of File Folder



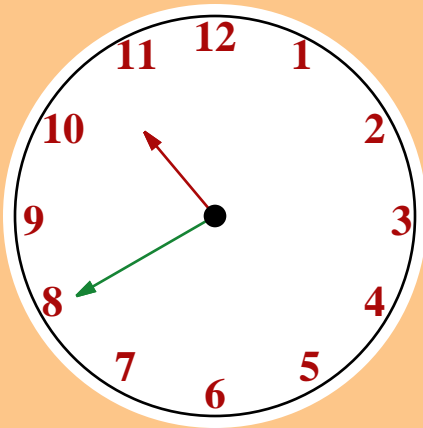
### Sample Inside of File Folder



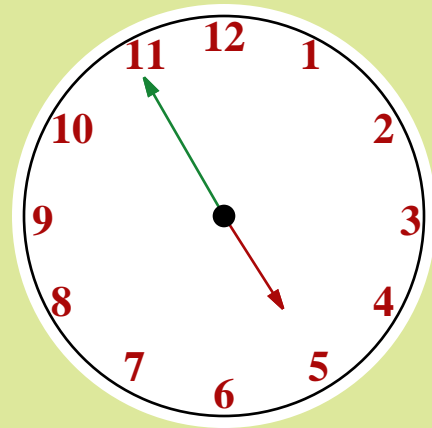
## Teacher Directions - Prepare Center

1. Print and then cut the task cards. Put them in an envelope. Write "Cards" on the envelope.
2. Print the cover and the student directions pages. Laminate each of these pages. Tape the cover to the front of a pocket folder. Tape the student directions page to the back of a pocket folder.

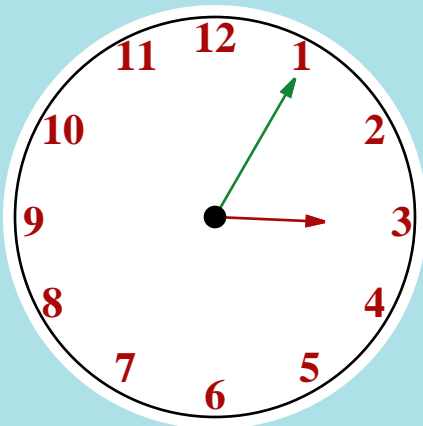
CARD # 1

*Clocks - Writing the Time Center Cards*

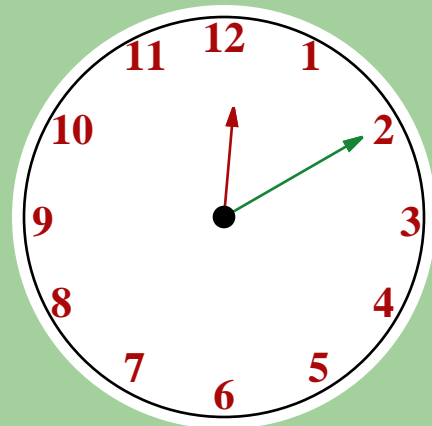
CARD # 2

*Clocks - Writing the Time Center Cards*

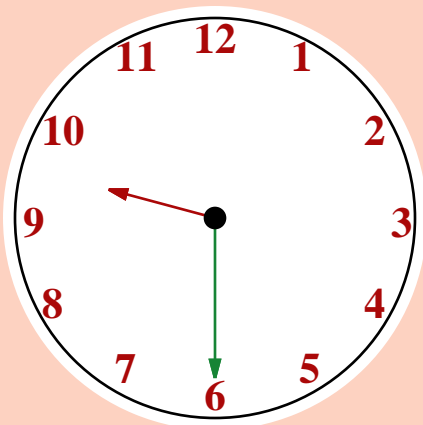
CARD # 3

*Clocks - Writing the Time Center Cards*

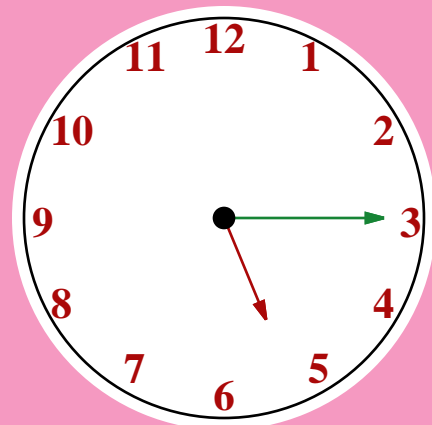
CARD # 4

*Clocks - Writing the Time Center Cards*

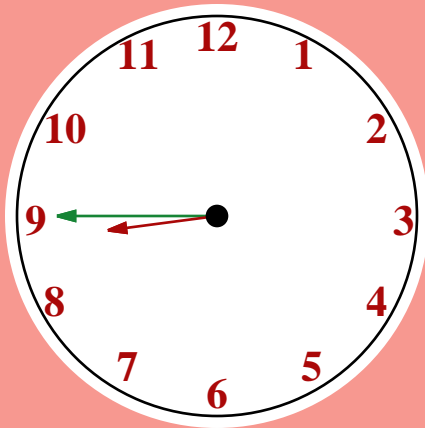
CARD # 5

*Clocks - Writing the Time Center Cards*

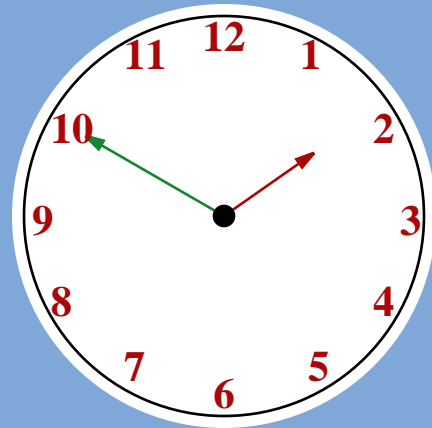
CARD # 6

*Clocks - Writing the Time Center Cards*

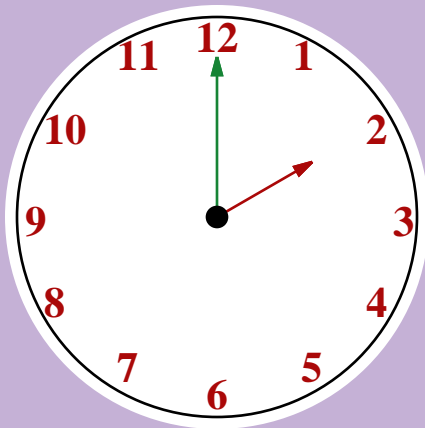
CARD # 7

*Clocks - Writing the Time Center Cards*

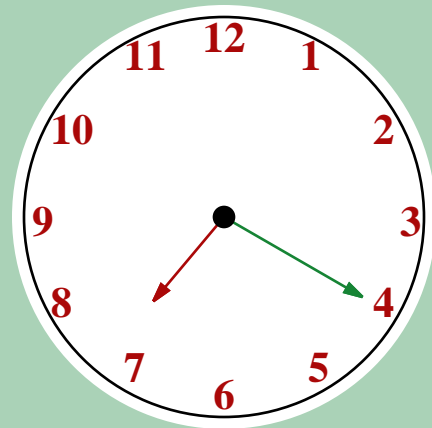
CARD # 8

*Clocks - Writing the Time Center Cards*

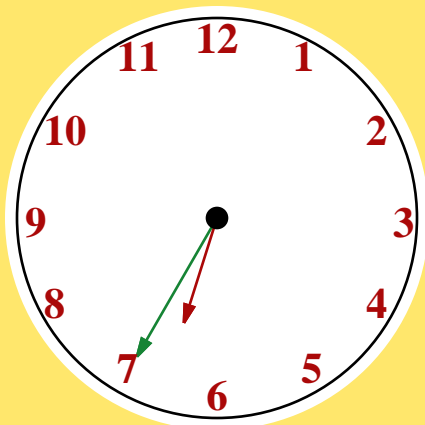
CARD # 9

*Clocks - Writing the Time Center Cards*

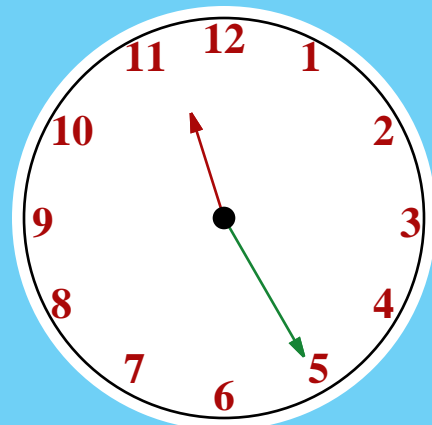
CARD # 10

*Clocks - Writing the Time Center Cards*

CARD # 11

*Clocks - Writing the Time Center Cards*

CARD # 12

*Clocks - Writing the Time Center Cards*



Name \_\_\_\_\_

# Clocks - Writing the Time

CARD # 1

\_\_\_\_\_ : \_\_\_\_\_

CARD # 2

\_\_\_\_\_ : \_\_\_\_\_

CARD # 3

\_\_\_\_\_ : \_\_\_\_\_

CARD # 4

\_\_\_\_\_ : \_\_\_\_\_

CARD # 5

\_\_\_\_\_ : \_\_\_\_\_

CARD # 6

\_\_\_\_\_ : \_\_\_\_\_

CARD # 7

\_\_\_\_\_ : \_\_\_\_\_

CARD # 8

\_\_\_\_\_ : \_\_\_\_\_

CARD # 9

\_\_\_\_\_ : \_\_\_\_\_

CARD # 10

\_\_\_\_\_ : \_\_\_\_\_

CARD # 11

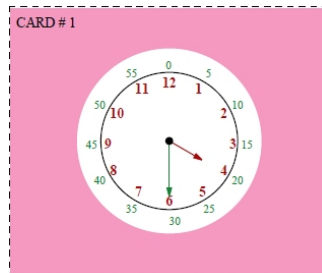
\_\_\_\_\_ : \_\_\_\_\_

CARD # 12

\_\_\_\_\_ : \_\_\_\_\_

# Follow these directions:

1. Take a set of cards.



2. Take a student page.

Name _____		Student Page	
<b>Clocks - Writing the Time</b>			
CARD #1 _____	CARD #2 _____	CARD #3 _____	CARD #4 _____
CARD #5 _____	CARD #6 _____		

3. One card at a time, read the clock and write the time on your student page.
4. Put the set of cards back in the envelope.







Name \_\_\_\_\_



Student Page  
Books I Have Read  
Gnomes Book Series



COLOR ONE FACE.  
How did you like this book?



# Burt and Brian Celebrate Mirth Day

Read on \_\_\_\_\_  
Month \_\_\_\_\_ Day \_\_\_\_\_



Read Myself



Read To: \_\_\_\_\_

Complete an activity if you have time:



I did the Fun Page # 1



COLOR ONE FACE.  
How did you like this book?



Title: Burt and Brian Learn about Gnomorial Day

Read on \_\_\_\_\_  
Month \_\_\_\_\_ Day \_\_\_\_\_



Read Myself



Read To: \_\_\_\_\_

Pick ONE activity to complete if you have time:



I did the Fun Page # 2



I did the Find the Words # 1

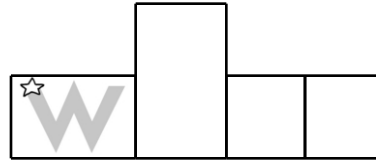
Name \_\_\_\_\_

Book: Burt and Brian Celebrate Mirth Day

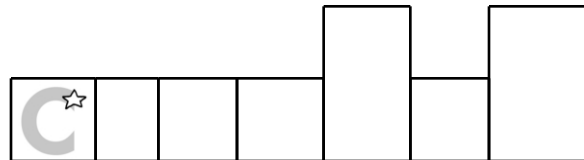
Trace.

when

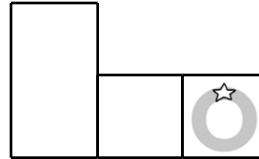
Trace and fill in the letters.



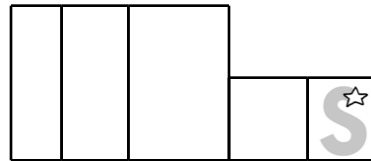
created



too



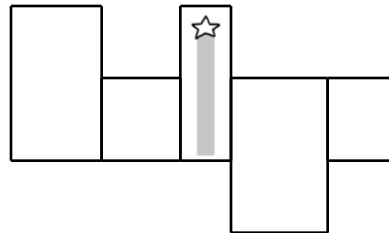
likes



want



helps



awesome





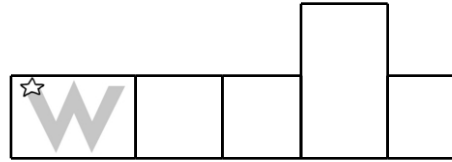
Name \_\_\_\_\_

Book: Burt and Brian Learn about Gnomorial Day

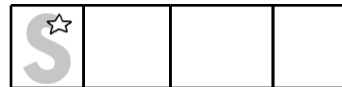
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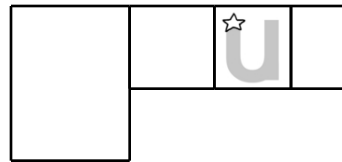
wants



same



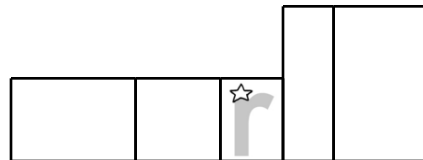
your



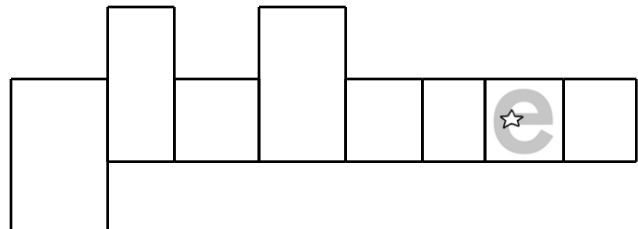
met



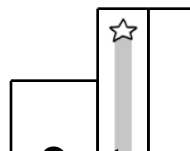
world



pictures



all



Name \_\_\_\_\_ Complete after: Burt and Brian Learn about Gnomorial Day

e l d d t m l c w d u a s s e h w a t l o a  
 l e p m g s g y a i n t m r a e e o t e w  
 w o e y e c o a o e s g r o u p a e o s m  
 o l m u l e b c t l l d i a l p g a  
 r r m r e l n p n l l s t o n g a k  
 l o l a m a y b e u o l h s e n w h e  
 d d r a e e t d e b i r  
 o u g t c n d h c o d  
 o u w a h k k s a s n c  
 o n e s g a e a l l n e r  
 n p a l o s w e s t y y o y  
 t o a m u e r r s b s e l o r  
 o e r h r d w l e p o o l w o a  
 o o w o l r a s s l y p r e t k e  
 m m e l u k a l d a b e r o o s s l t  
 m y n w o a y e o r d n d l o e m a  
 s a r e o l l o e a n l g  
 r o l c e a r e o e n e d e s b l n s p e o  
 h o c a e g h g o y o u r o o h a a o p l l

## Word Bank

**all**  
your

**too**  
maybe

**group**  
am

**world**  
ones



# Burt and Brian Celebrate Mirth Day





Ms. Bell is telling her class about the very first Earth Day.

"Earth Day began in 1970. Thousands of schools were a part of this holiday. They wanted to protect the environment. What can we do to celebrate Earth Day?" asks Ms. Bell.

"What did the other people do on Earth Day?" asks Beth.

"Then we could know what to do, too," adds Brian.

"I will tell you more about it after recess," says Ms. Bell. "More than a billion people are part of Earth Day each year!"



"Let's go to Gnomeville. We can see Ms. Peri Winkle again," suggests Brian. "She wants to tell us about what gnomes do on Earth Day."

"Maybe she can give us some ideas we can tell Ms. Bell after recess," says Beth, who can see gnomes because she won a magic medal from Burt.

The friends run out to the playground. They quickly go to the magic slide and jump in. When they land in Gnomeville, Burt and Ms. Winkle are waiting for them.





"Hi, Brian! Hi, Beth!" says Ms. Peri Winkle. "I am glad to see you again."

"Wait for me!" Ms. Bell pops out of the slide. "I made it this time, so I can see what gnomes do for Earth Day."

Ms. Bell can see gnomes because she ate some magic gnomeberries.

"Hi, Ms. Bell. Our Earth Day began in 1970 also. We call it Mirth Day," explains Burt.

"Why do you call it Mirth Day?" asks Beth.

"All the gnomes were happy after they cleaned up Gnomeville. They had so much fun that they called it Mirth Day," says Ms. Winkle with a chuckle. "Since we aren't all over Earth, we can't really call it Earth Day like you do."



Burt shows Beth and Brian some things gnomes do on Mirth Day using the magic mushroom.

"Gnomes want to protect water and trees. They do not want trash everywhere. They want their world to be clean," says Ms. Winkle.

"Gnomes sometimes drink soda. On Mirth Day, gnomes pick up trash. Some careless gnomes drop cans on the ground," explains Burt.

"Your soda cans come in a funny shape," comments Brian.

"Mushrooms are everywhere in our world!" says Burt.

"Soda is not very good for you, though," adds Ms. Winkle, who likes to eat healthy food.



"Another thing we do is collect old newspapers. We even have our own paper. Its motto is: Some of the news that's fit to read," explains Ms. Winkle. "We collect stacks of extra papers on Mirth Day. Gnomes can then recycle them."

"I remember how many newspapers you had in your basement," teases Burt.

"I am not the most organized gnome," chuckles Ms. Winkle. "But I make up for it with inspiration."

Ms. Winkle flings her arms in the air. A small bag of granola falls out of her pocket.

"Oops," she says.





"I especially like recycling paper because it saves trees," explains Ms. Winkle. "In fact, I created a special tree in honor of Mirth Day. Can you show that in a magic mushroom scene, Burt?"

"Sure," says Burt as he presses the button again.

"What is the name of your special tree?" asks Beth.

"It is a fine tree. I named it that because everyone feels fine on Mirth Day," replies Ms. Winkle.



"Gnomes like to carry water bottles. This also helps protect our environment, too. Here is mine," says Burt.

Burt shows them his water bottle.

"Why does that help?" asks Ms. Bell. She knows the answer. She wants Burt to explain it for Brian and Beth.

"If we all carry our own water bottles, we don't buy more bottled water. Then we don't throw away extra plastic bottles," explains Burt. "Gnomeville used to have more litter from plastic water bottles."

**edHelper Learning Centers Sample**





"What else do gnomes do to celebrate Mirth Day?" asks Ms. Bell. "Do you have any new ideas I can take back to my class?"

"Well," says Ms. Winkle. "Have you tried having the students compose a song? We have done that with our gnomelets. They all love it."

"Can you sing a Mirth Day song for us?" asks Brian.

"Ah hem, I do not sing well. I will say the words for you," says Ms. Winkle. "Gnomeville is awesome, and Gnomeville is fun. There is nothing better than a day in the sun. But one thing can ruin a Gnomeville bash, and that is a pile of bottles and trash. So gnomes come running and clean up the mess. Then Gnomeville is clean, and looks its best."



"We have another clean idea. Every gnome family has cloth bags to take to the store. No one in Gnomeville uses plastic shopping bags," explains Burt. He presses the magic mushroom button again. "My family does that, too," says Beth. "We heard that plastic bags are not good. Animals can get stuck in them. The plastic bags take forever to go away, too." "I am glad your family does that," says Ms. Winkle. "I am going to ask my family to get cloth bags, too," says Brian.



Ring! Recess is over. Ms. Bell, Brian, and Beth have to go back to school now.

"Thank you, Ms. Winkle and Burt, for telling us all about Mirth Day. We are going to have a happy Earth Day in our class, too," says Ms. Bell.

"See you soon!" says Brian.

"Take good care of Gnomeville," adds Beth. "It is such a special place."

"Gnome doubt about it, we will," says Burt.

"Come back soon!" calls Ms. Winkle. As she waves, a packet of tissues flies out of her shirt sleeve.

**edHelper Learning Centers Sample**





Back in class, Ms. Bell explains more about Earth Day to her students. Then she asks her students for ideas to help Earth.

"We can recycle," says Beth.

"Good!" exclaims Ms. Bell.

"We can use cloth shopping bags instead of plastic ones," says Brian.

"Excellent!" says Ms. Bell. "Now I would like you to break into small groups of two or three. Each group can write a song or a poem for the class about Earth Day. If you don't feel very poetic today, you can draw a picture of something you could do to help the Earth stay clean."



After a while, Ms. Bell tells the class they can share their pictures, songs, and poems. Beth and Brian are the first group.

"We drew a picture for Earth Day," says Beth.

Beth and Brian hold up their drawing. It is a picture of gnomes picking up trash.

The class likes the picture. They like the gnomes.

"I wish we had some gnomes to clean up our playground," says one student.

"You never gnome what might happen!" says Brian.

**edHelper Learning Centers Sample**

# Burt and Brian Learn about Gnomorial Day



Leveled Reader  
12

edHelper Learning Centers Sample

[edHelper.com](http://edHelper.com)



It is spring. The ground is soggy. The air is warm, and a gentle rain is falling. Ms. Bell is teaching her class about Memorial Day, but the children are looking out the window. "I see a robin," says Beth, raising her hand and talking at the same time. "I want us to do something so we all remember Memorial Day," says Ms. Bell. "I am happy it is spring, too. Let's go outside. We will learn more about this important May holiday when we come back." "Yay!" the children cry. They hurry to put on their coats. They hurry to put on their rubber boots.





Beth and Brian jump into a big puddle. Splash!

"I will always remember these awesome puddles. Is this the kind of thing Ms. Bell wants us to think about on Memorial Day?" asks Beth.

"We could go to Gnomeville and ask Burt," says Brian. "We still have time before the bell rings."

"Let's go!" says Beth. She is glad she won a magic medal so she can see gnomes.



Brian and Beth land in Gnomeville. They see their friend Burt.

"You are both wet!" exclaims Burt.

"Yes, it is raining in our world. We found a fantastic puddle to play in, but that is not what we think Memorial Day is all about," says Beth.

"Do you have Memorial Day here?" asks Brian.

"We have a holiday called Gnomorial Day in May. I will show you about it at the magic mushroom," says Burt.

The friends walk over to the magic mushroom. Beth and Brian take off their raincoats and hats.



"What is Gnomorial Day?" asks Brian.

"It is a holiday. It honors gnomes that died in military service," explains Burt.

"What happens on Gnomorial Day?" asks Beth.

"Gnomes observe a minute of silence," says Burt. "Gnomes are not very quiet most of the time. It is a little hard for them to be quiet. But they do it because they are so grateful for the service of those gnomes."



"Do gnomes do other things on Gnomorial Day?" asks Brian.

"Many gnomes have family members in the armed forces. Sometimes other gnomes do things to help those families," explains Burt.

"Like what?" asks Beth.

"They might bring a meal to the family to remember the loved one who died in service. They might give them hugs. They might say kind words. It helps the family feel better when others remember their loved one," says Burt.

"I think that is a great idea," says Brian.





"I would like you to meet Sergeant Brave. He is an important gnome in our Army."

Brian and Beth shake hands with the famous Sergeant Brave.

"I am honored to meet you," says Sergeant Brave. "I have never met human beings before."

Brian and Beth smile. They have never met a gnome sergeant before, either.

"We are happy to meet you, too," says Brian.



"Where did you serve?" asks Brian.

"I was in the Army. I led a squad during the Wily Woozle War. Unfortunately, we lost many friends. I always remember them on Gnomorial Day by planning the Army float for our parade. Would you like to see my friends before the battle? I think Burt can do that with the magic mushroom," says Sergeant Brave.

"We would love to see them!" says Beth.

Burt presses the button, and a group of Army gnomes appears.

**edHelper Learning Centers Sample**



"What happened to your squad?" asks Brian.

Sergeant Brave looks sad for a moment.

"We lost seven gnomes in battle," says the sergeant. "It was a very hard thing for me."

"I am sorry," says Beth as she puts her hand on the sergeant's small arm. "Our families also lost people in wars. I have never thought about it before. Now I understand how important it is to remember them during our Memorial Day."





"I can show you something happier now. Our Gnomorial Day parade is gnometastic. Gnomes make floats for the parade," Burt says. "Look at how amazing some of the floats are."

"Cool!" says Brian. "We could make a float in our class for a parade."

"That would be really fun. We could use toy soldiers and little flags," says Beth. "I wonder if Ms. Bell would like this idea."

"I think it sounds fun," says Burt. "I want to come back with you and help."

"Can I come with you? I have never seen your world," says Sergeant Brave, looking happy again.

"Sure," says Brian.

**edHelper Learning Centers Sample**



Ring! It is time to go back to class. Beth and Brian run back to the magic slide. Sergeant Brave and Burt run after them.

"Thank you for your help," says Brian as he climbs into the slide with Beth close behind him.

Burt and Sergeant Brave scramble into the slide, too.

"Oof," says Sergeant Brave. "This reminds me of boot camp."

The four friends arrive back at school.



Brian, Beth, Burt, and Sergeant Brave go into the classroom.

"Oh, you brought a new friend," whispers Ms. Bell, who can see gnomes because she once ate some magic gnomeberries. "I am glad to have you in our class."

"My name is Sergeant Brave, and I have an idea for your class for Gnomorial, I mean Memorial Day," says Sergeant Brave.

Brian whispers something into Ms. Bell's ear.

"That sounds like a good plan," says Ms. Bell. "The students will love it, but their parents won't believe it."

**edHelper Learning Centers Sample**

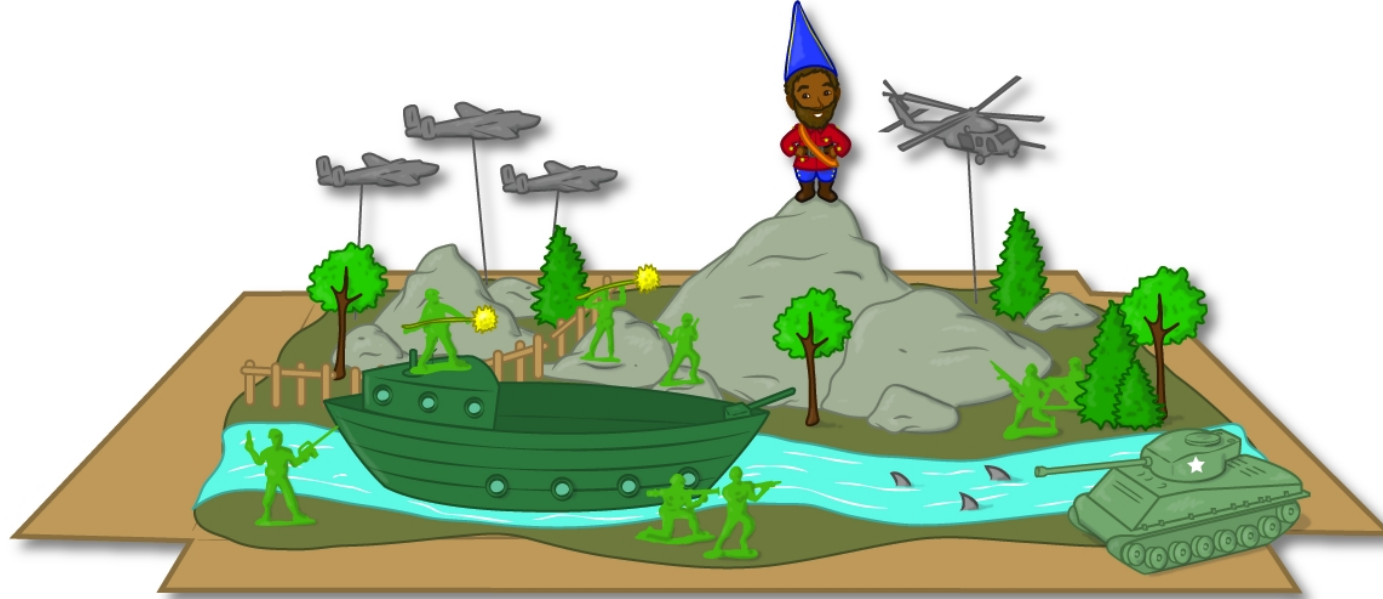


"Class, we are going to build a large model to remember those who have served in the armed forces," says Ms. Bell.

"Cool!" says the class. Everyone starts talking about new ideas for this project. Some of them are making pictures of their ideas. Ms. Bell is bringing out supplies for them to use to build the model. Burt and Sergeant Brave watch all the children.

"I like these humans," says Sergeant Brave. "I didn't know they would be so much fun to watch."





"I think it is time for Sergeant Brave to do his surprise," whispers Burt.

"I do, too," says Beth.

"I will help you up onto the model," says Brian. "Then you can do your surprise. Is that OK, Ms. Bell?"

"That is perfect," replies the teacher. "Gnome one will believe what they see!"

Sergeant Brave is standing on top of the model the students made. It has toy soldiers on it. It even has some tanks and airplanes on it.



The children are admiring their project.

"It looks wonderful!" exclaims Ms. Bell.

Burt, Brian, and Ms. Bell are smiling. Sergeant Brave is on top of the project. The sergeant is happy to be in the classroom. He likes the children. Then he reaches into a little pocket and brings out the small magic mushroom tool. He holds it over his head, presses the button, and waits.

"Gnome way," says one boy. "There is an Army gnome on top of our model."

"I see him!" says another girl. "I didn't gnome gnomes were real."

Then, as quick as a flash, Sergeant Brave presses the button again. He disappears. Everyone gasps.

And that is why no one ever forgot Memorial Day in Ms. Bell's class!





$4 + 10$

$5 - 1$

$10 + 14$

$12 - 3$

$9 + 4$

$15 - 3$

$12 - 6$

$11 - 8$

$6 - 2$

$8 - 6$

$13 - 11$

$11 + 1$

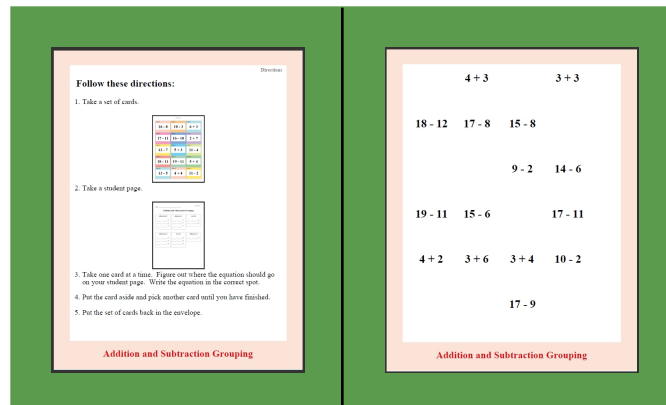
$7 + 2$

$13 - 8$

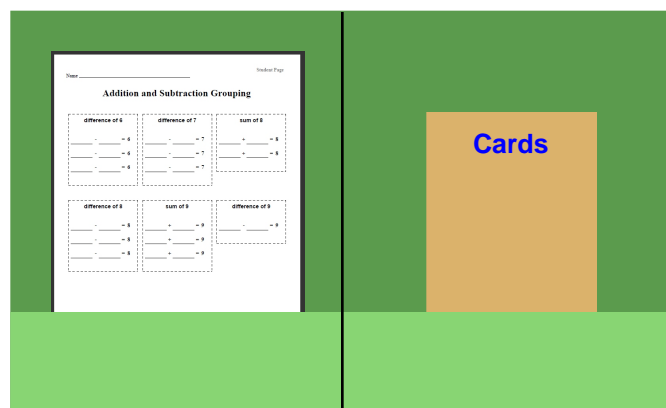
$13 - 2$

*Keep in mind that students can take a folder center back to their desks to complete. It can easily be placed in a box. Students will love being able to pick their activity during center time.*

### Sample Outside of File Folder



### Sample Inside of File Folder



## Teacher Directions - Prepare Center

1. Print and then cut the task cards. Put them in an envelope. Write "Cards" on the envelope.
2. Print the cover and the student directions pages. Laminate each of these pages. Tape the cover to the front of a pocket folder. Tape the student directions page to the back of a pocket folder.

CARD # 1

$$4 + 10$$

CARD # 2

$$13 - 2$$

CARD # 3

$$6 - 2$$

CARD # 4

$$9 + 4$$

CARD # 5

$$5 - 1$$

CARD # 6

$$8 - 6$$

CARD # 7

$$12 - 6$$

CARD # 8

$$13 - 11$$

CARD # 9

$$11 - 8$$

CARD # 10

$$13 - 8$$

CARD # 11

$$10 + 14$$

CARD # 12

$$7 + 2$$

CARD # 13

$$11 + 1$$

CARD # 14

$$12 - 3$$

CARD # 15

$$15 - 3$$

Name \_\_\_\_\_

# Addition and Subtraction Grouping

**difference of 2**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 2$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 2$$

**difference of 3**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 3$$

**difference of 4**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 4$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 4$$

**difference of 5**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 5$$

**difference of 6**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 6$$

**sum of 9**

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 9$$

**difference of 9**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 9$$

**difference of 11**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 11$$

**sum of 12**

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 12$$

**difference of 12**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 12$$

**sum of 13**

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 13$$

**sum of 14**

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 14$$

Name \_\_\_\_\_

# Addition and Subtraction Grouping

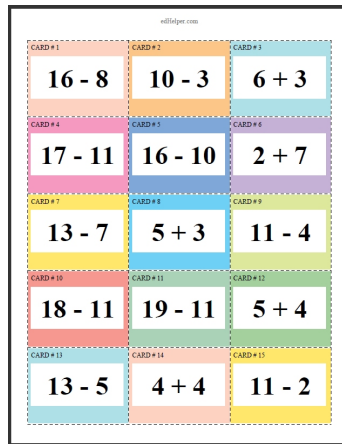
**sum of 24**

\_\_\_\_\_ + \_\_\_\_\_ = 24



# Follow these directions:

1. Take a set of cards.



2. Take a student page.

Name \_\_\_\_\_ Student Page

**Addition and Subtraction Grouping**

<b>difference of 6</b> _____ - _____ = 6 _____ - _____ = 6 _____ - _____ = 6	<b>difference of 7</b> _____ - _____ = 7 _____ - _____ = 7 _____ - _____ = 7	<b>sum of 8</b> _____ + _____ = 8 _____ + _____ = 8 _____ + _____ = 8
<b>difference of 8</b> _____ - _____ = 8 _____ - _____ = 8 _____ - _____ = 8	<b>sum of 9</b> _____ + _____ = 9 _____ + _____ = 9 _____ + _____ = 9	<b>difference of 9</b> _____ - _____ = 9 _____ - _____ = 9 _____ - _____ = 9

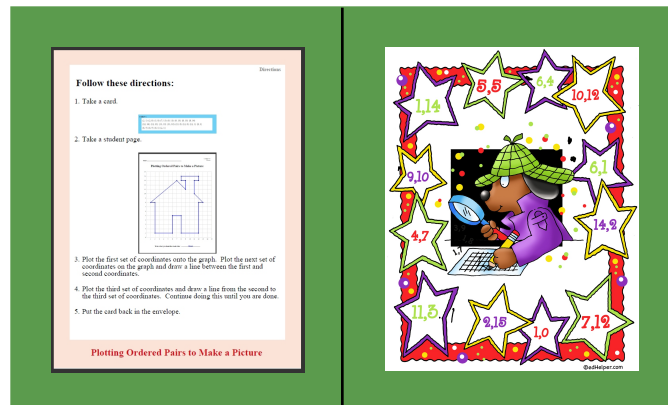
- Take one card at a time. Figure out where the equation should go on your student page. Write the equation in the correct spot.
- Put the card aside and pick another card until you have finished.
- Put the set of cards back in the envelope.



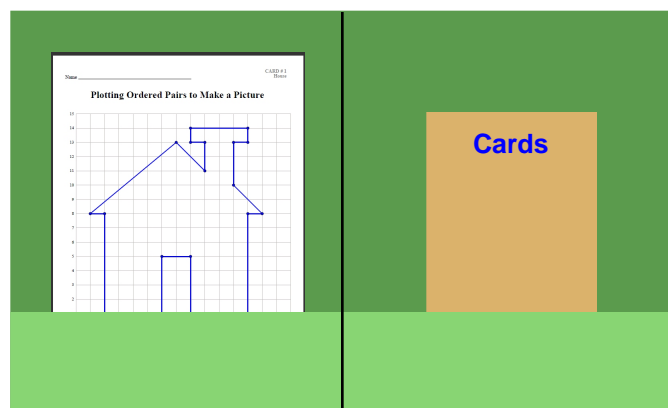


*Keep in mind that students can take a folder center back to their desks to complete. It can easily be placed in a box. Students will love being able to pick their activity during center time.*

### Sample Outside of File Folder



### Sample Inside of File Folder



## Teacher Directions - Prepare Center

1. Print and then cut the task cards. Put them in an envelope. Write "Cards" on the envelope.
2. Print the cover and the student directions pages. Laminate each of these pages. Tape the cover to the front of a pocket folder. Tape the student directions page to the back of a pocket folder.

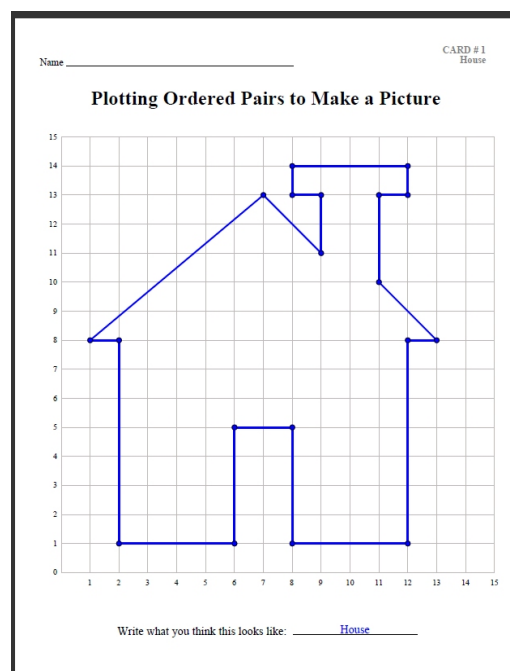
# Follow these directions:

1. Take a card.

CARD #1

(2, 1) (2, 8) (1, 8) (7, 13) (9, 11) (9, 13) (8, 13) (8, 14)  
 (12, 14) (12, 13) (11, 13) (11, 10) (13, 8) (12, 8) (12, 1) (8, 1)  
 (8, 5) (6, 5) (6, 1) (2, 1)

2. Take a student page.



3. Plot the first set of coordinates onto the graph. Plot the next set of coordinates on the graph and draw a line between the first and second coordinates.
4. Plot the third set of coordinates and draw a line from the second to the third set of coordinates. Continue doing this until you are done.
5. Put the card back in the envelope.

## CARD # 1

(3, 4) (2, 7) (2, 9) (5, 12) (7, 13) (10, 13) (12, 12) (13, 10)  
(13, 8) (9, 7) (9, 6) (13, 6) (12, 3) (8, 3) (3, 4)

Start a new line.

(6, 6) (7, 6) (7, 5) (6, 5) (6, 6)

Start a new line.

(9, 5) (11, 5) (11, 4) (9, 4) (9, 5)

## CARD # 2

(5, 15) (9, 15) (12, 13) (13, 10) (12, 7) (9, 5) (8, 3) (8, 1)  
(6, 1) (6, 3) (5, 5) (2, 7) (1, 10) (2, 13) (5, 15)

Start a new line.

(6, 3) (8, 3)

Start a new line.

(6, 2) (8, 2)

## CARD # 3

(5, 12) (7, 12) (10, 13) (9, 8) (13, 6) (13, 4) (12, 4) (13, 3)  
(13, 2) (12, 1) (11, 1) (10, 2) (10, 3) (11, 4) (8, 4) (9, 3) (9, 2)  
(8, 1) (7, 1) (6, 2) (6, 3) (7, 4) (4, 4) (5, 3) (5, 2) (4, 1)  
(3, 1) (2, 2) (2, 3) (3, 4) (2, 4) (2, 6) (3, 7) (5, 12)



## CARD # 4

(1, 8) (8, 14) (14, 8) (12, 7) (11, 8) (11, 2) (13, 2) (13, 1)  
(3, 1) (3, 2) (5, 2) (4, 8) (3, 7) (1, 8)

Start a new line.

(8, 8) (9, 7) (8, 6) (7, 7) (8, 8)

Start a new line.

(8, 3)

## CARD # 5

(1, 5) (1, 6) (4, 7) (6, 10) (8, 11) (11, 11) (13, 10) (14, 6)  
(11, 5) (7, 5) (5, 4) (3, 4) (1, 5)

Start a new line.

(4, 7) (7, 5)

## CARD # 6

(5, 11) (7, 13) (7, 11) (13, 11) (14, 10) (14, 6) (11, 3) (5, 3)  
(2, 9) (1, 9) (3, 11) (3, 9) (5, 7) (5, 11)

Start a new line.

(11, 10) (12, 10) (13, 9) (13, 6) (11, 4) (11, 10)

CARD # 7

(4, 12) (5, 13) (6, 13) (7, 12) (8, 13) (9, 13) (10, 12) (10, 4)  
(9, 4) (9, 1) (8, 1) (8, 4) (6, 4) (6, 1) (5, 1) (5, 4) (4, 4)  
(4, 12)

Start a new line.

(7, 12) (7, 4)

CARD # 8

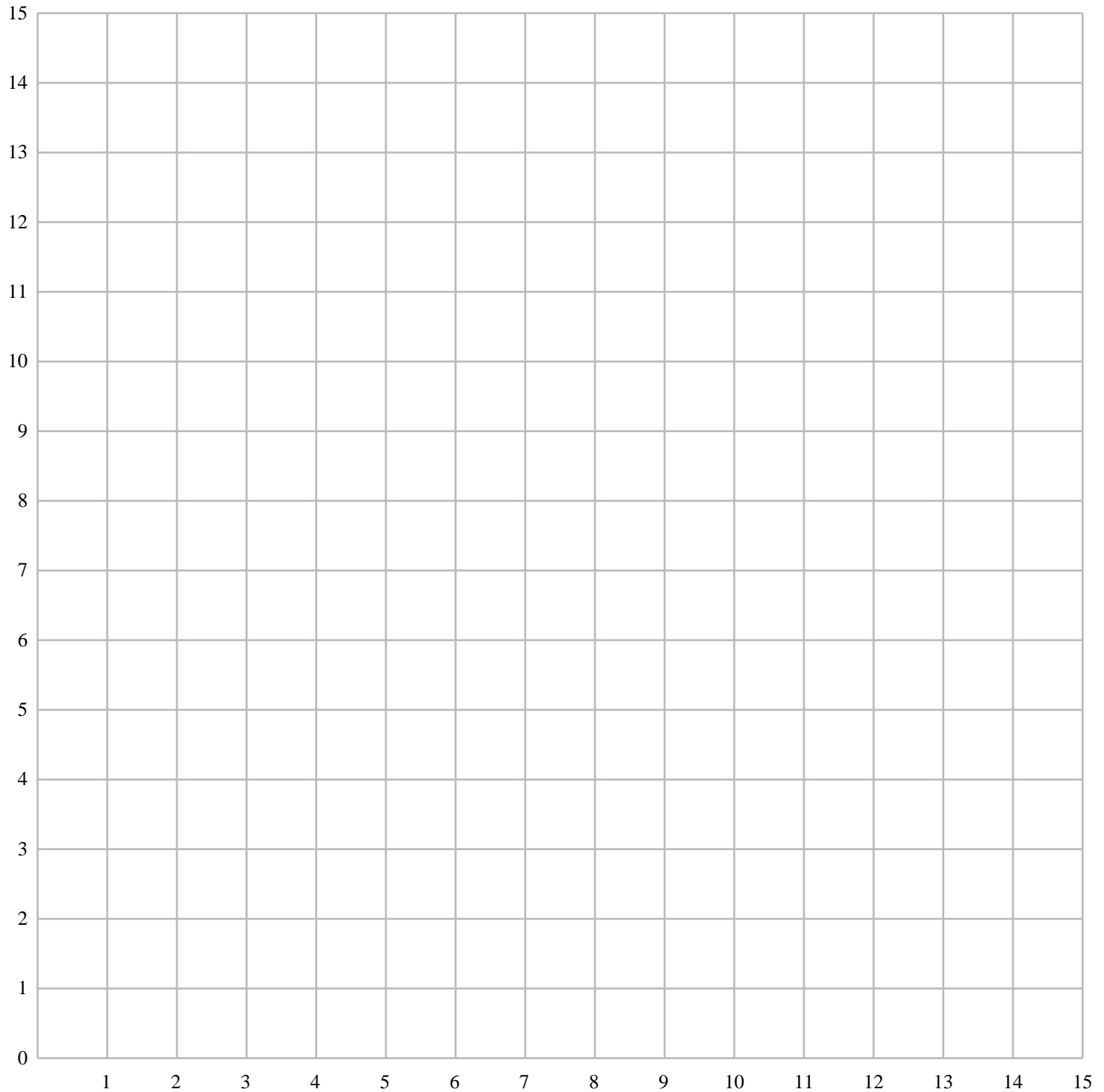
(8, 14) (11, 9) (8, 3) (10, 4) (10, 2) (8, 3) (6, 2) (6, 4) (8, 3)  
(4, 9) (8, 14) (8, 3)

Start a new line.

(4, 9) (11, 9)

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

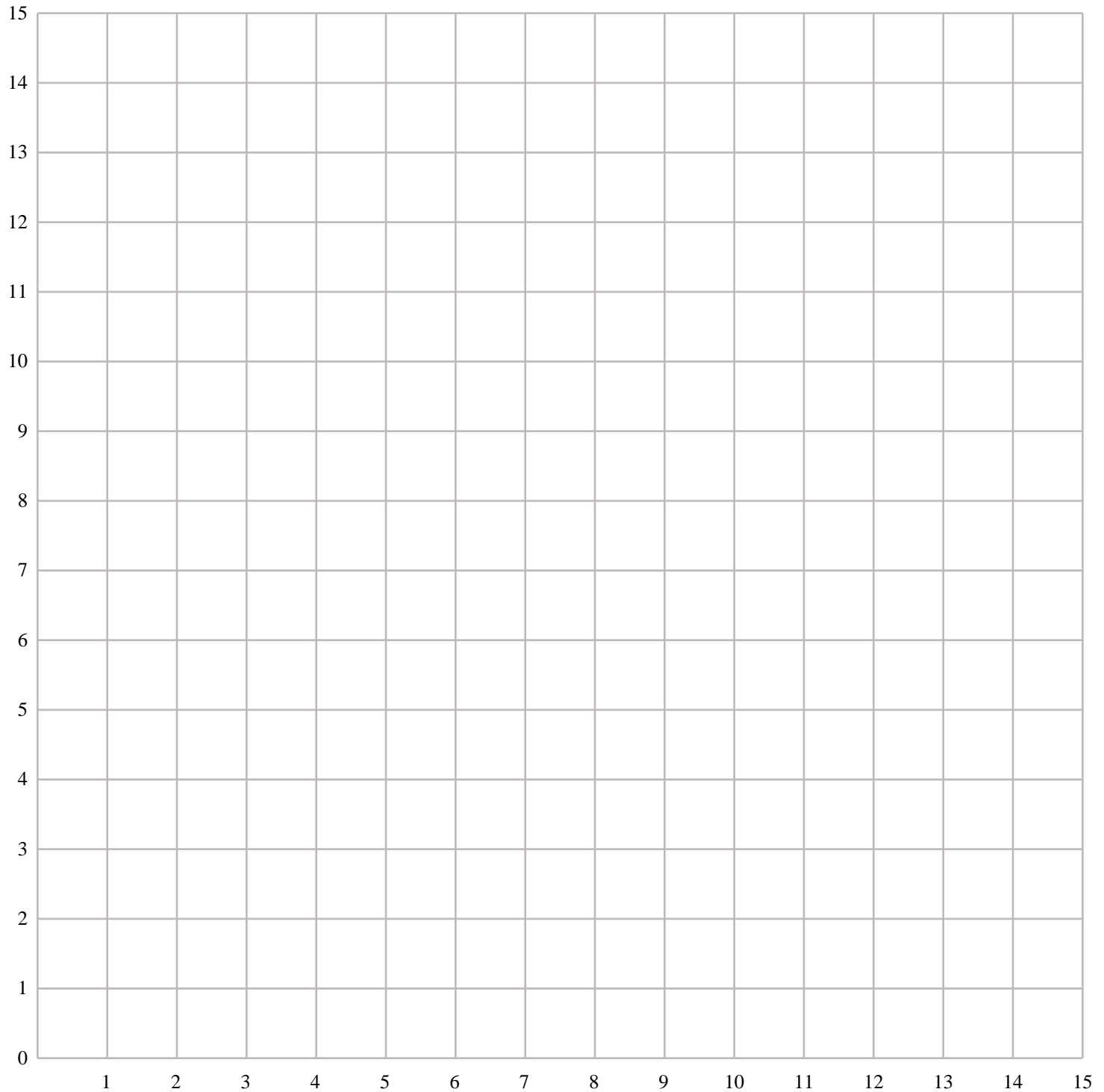


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

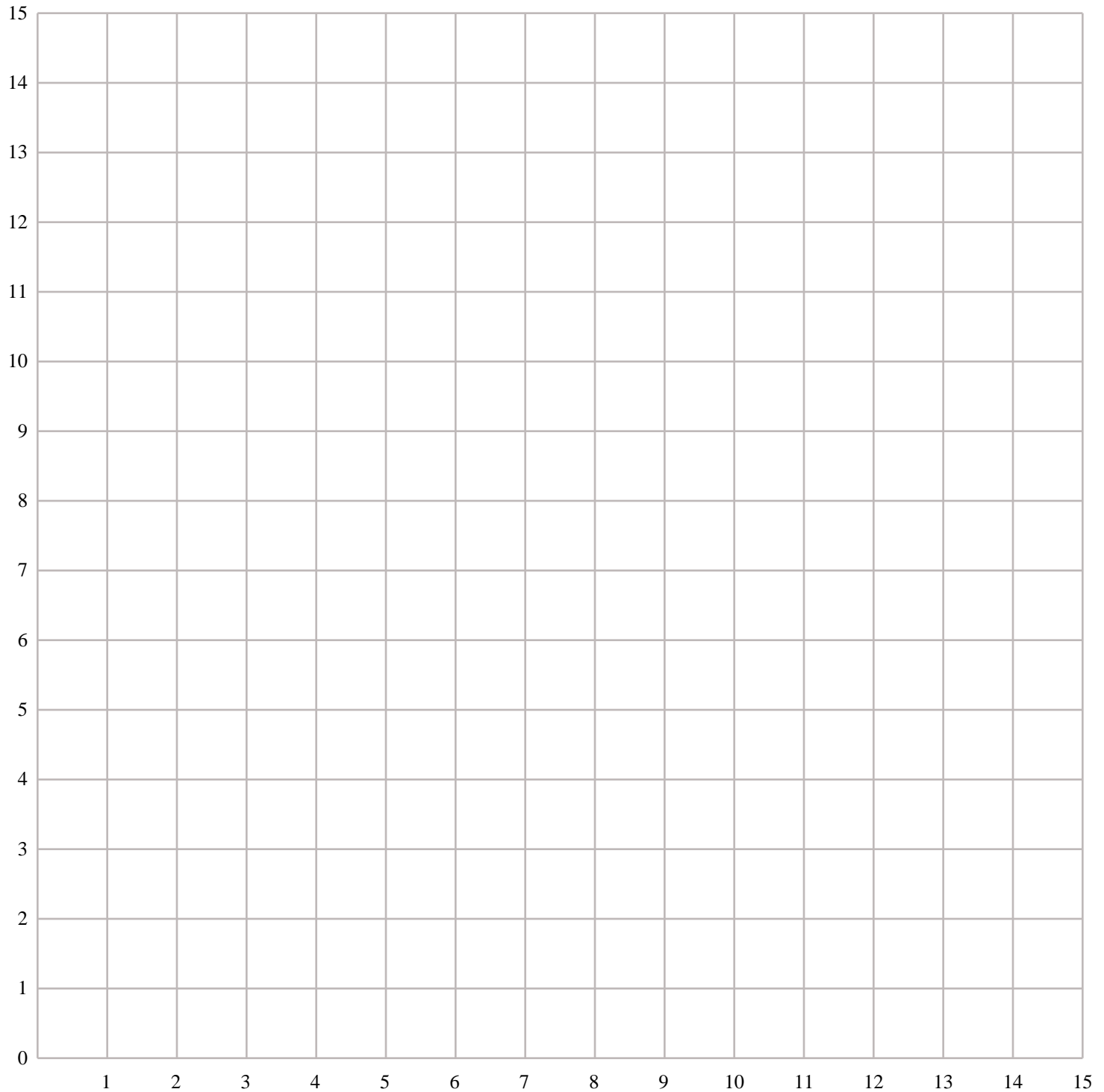


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

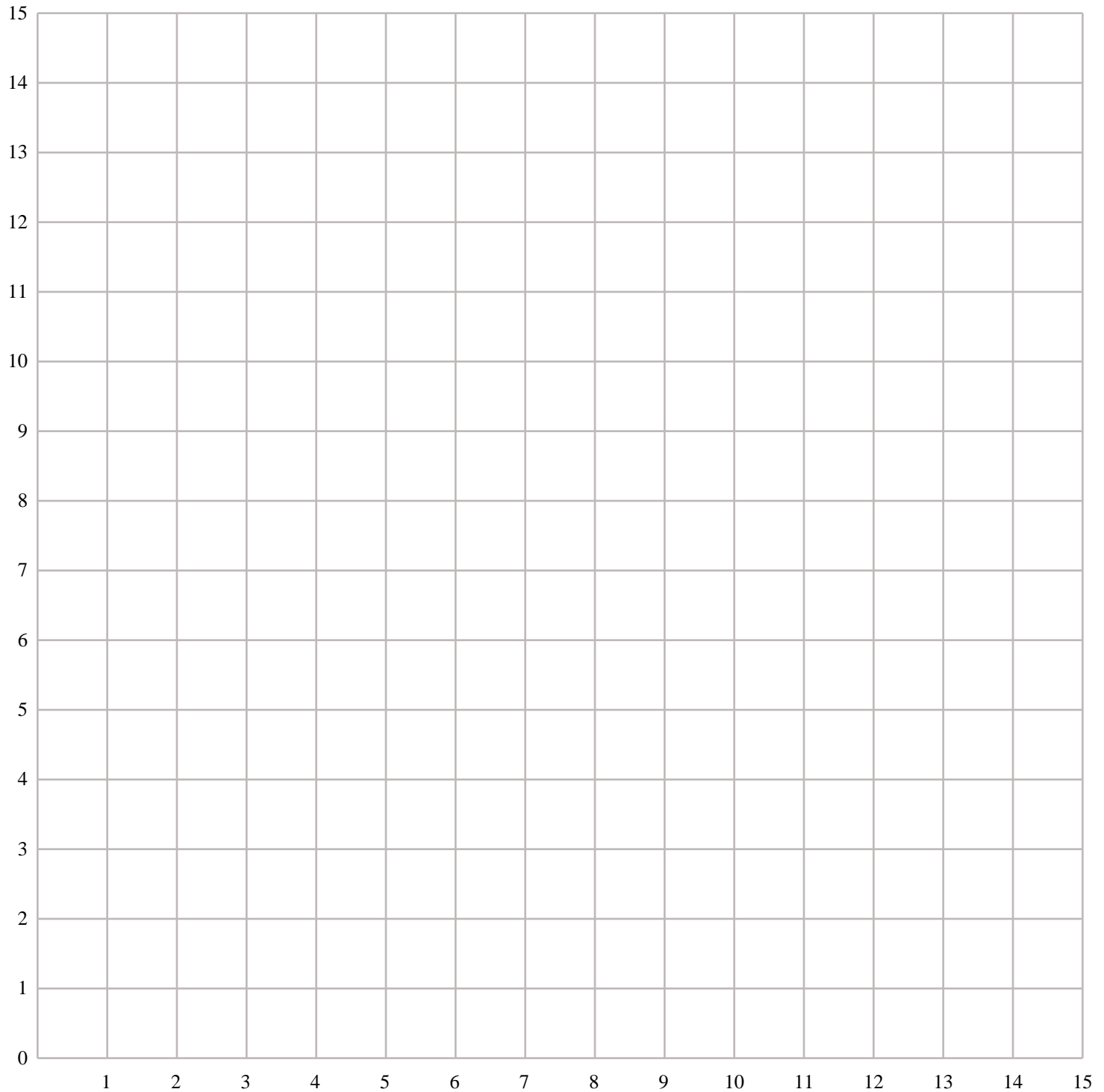


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture



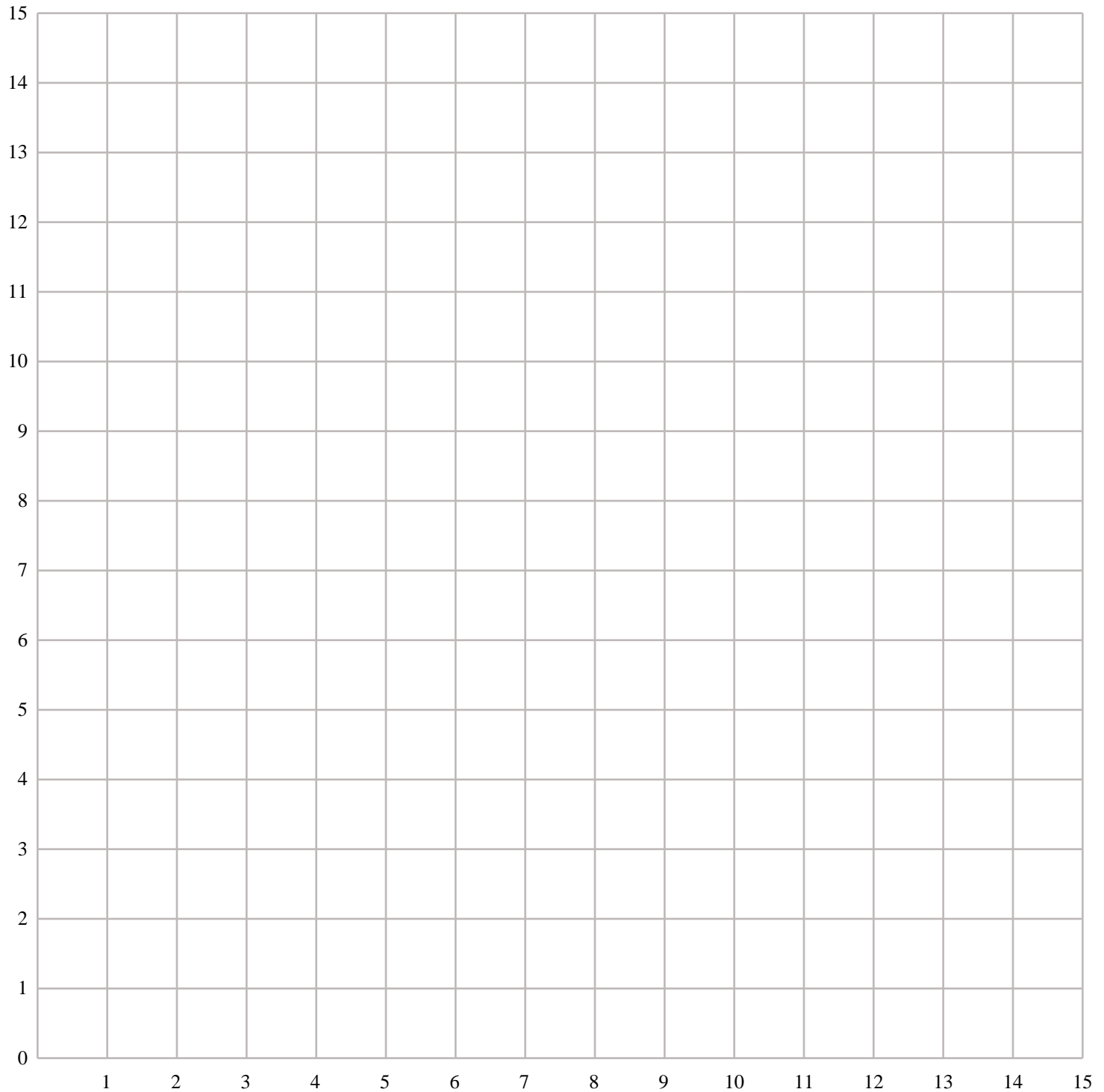
Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_



Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

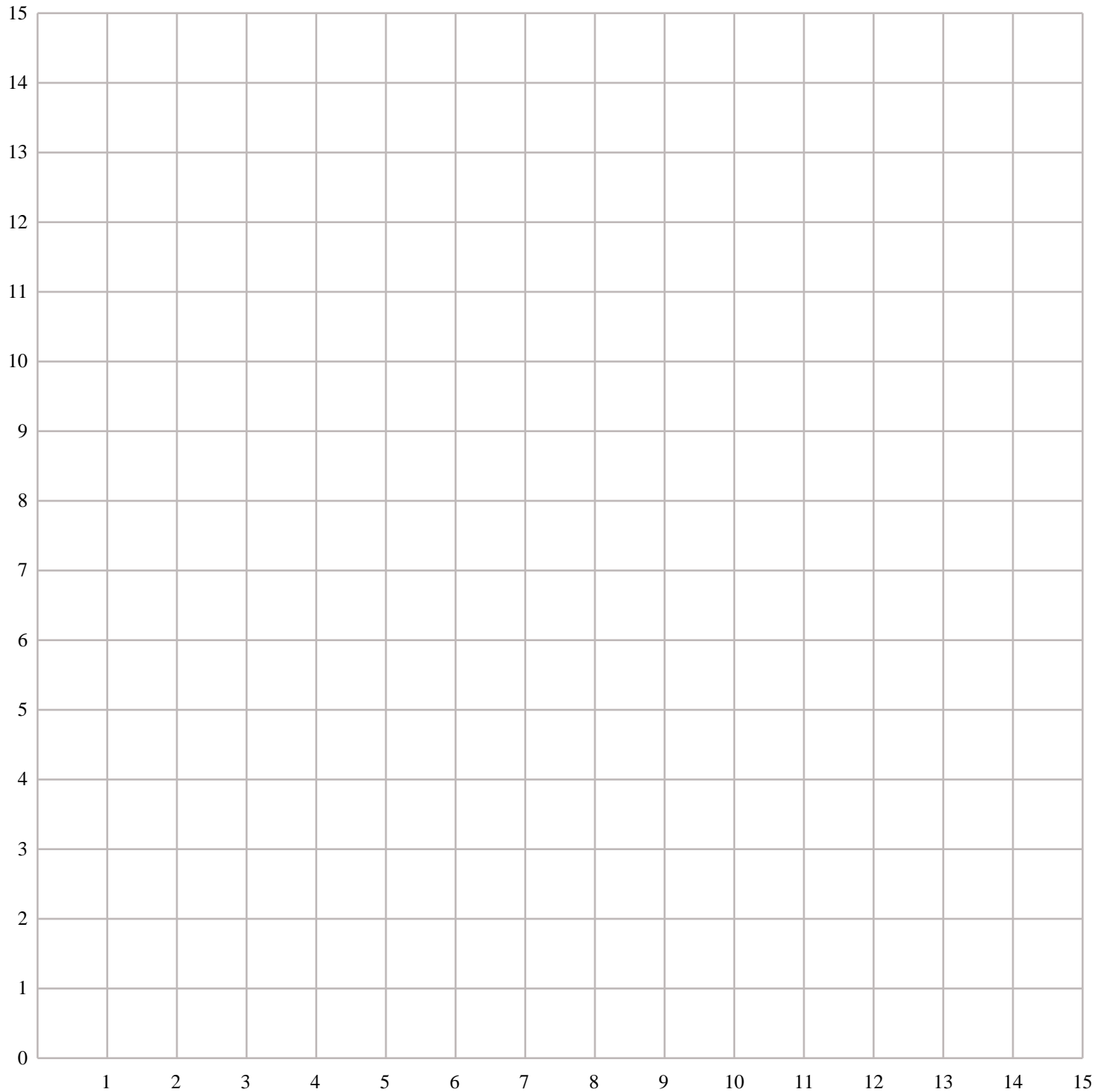


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

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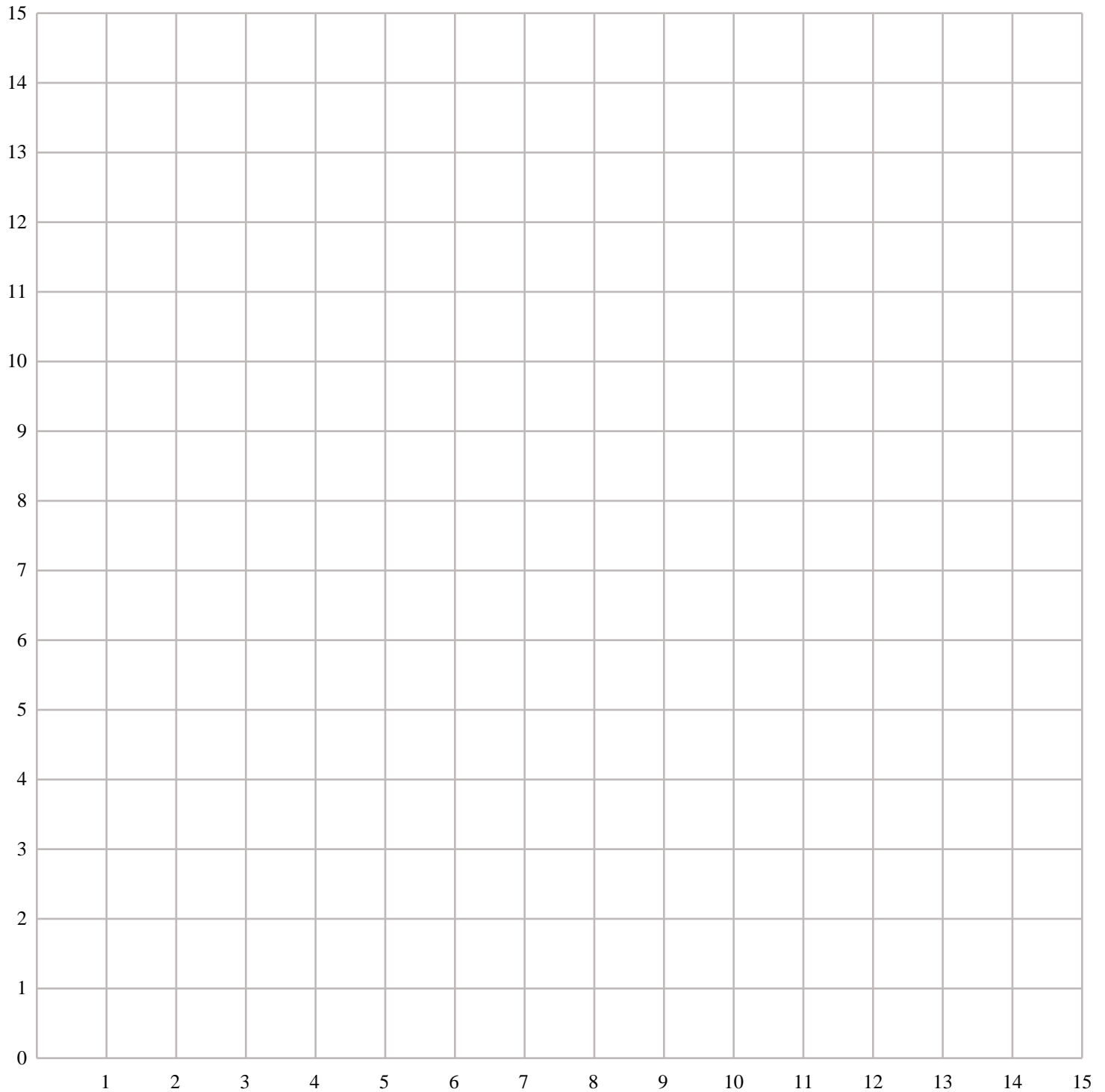


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

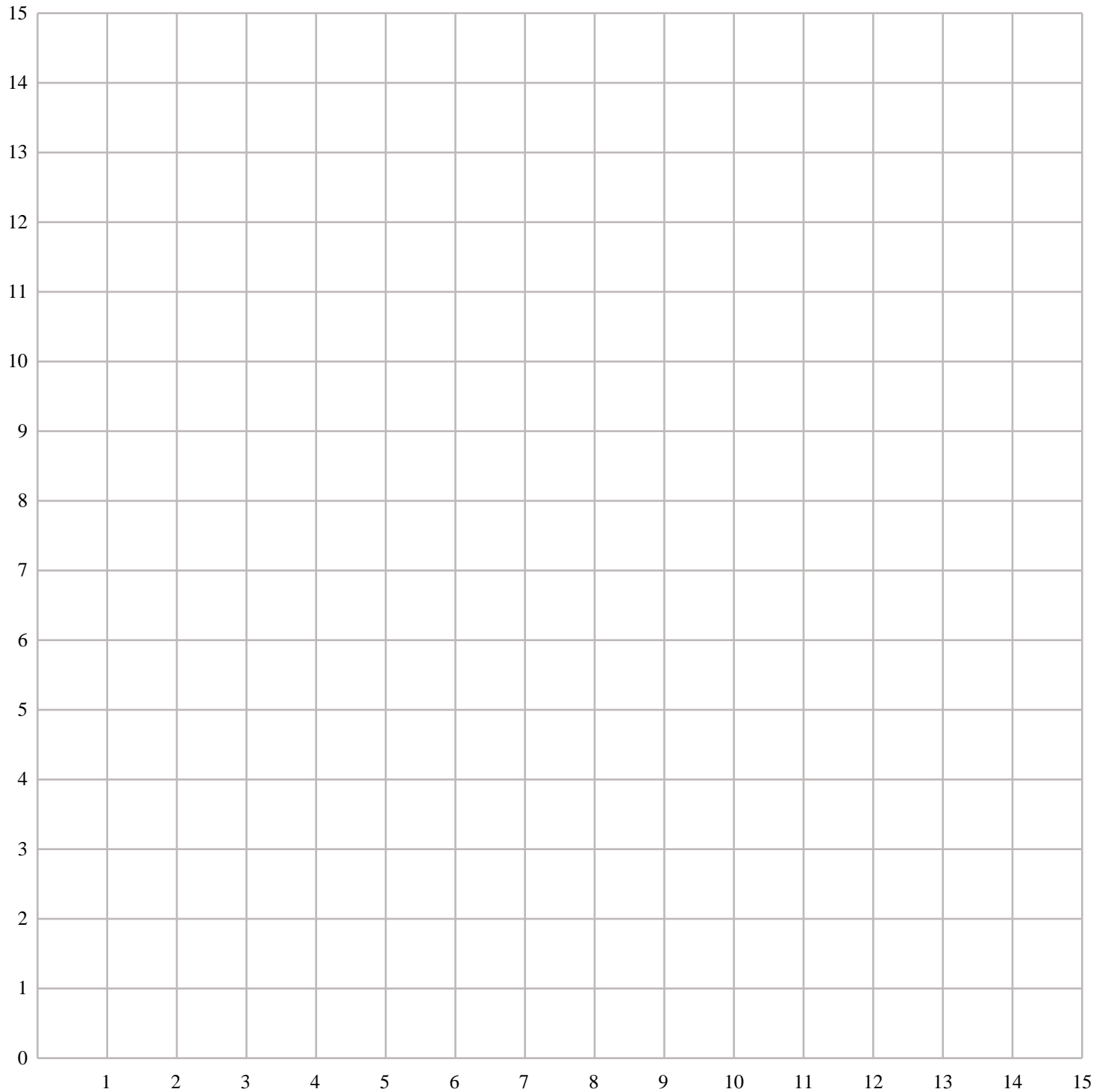


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

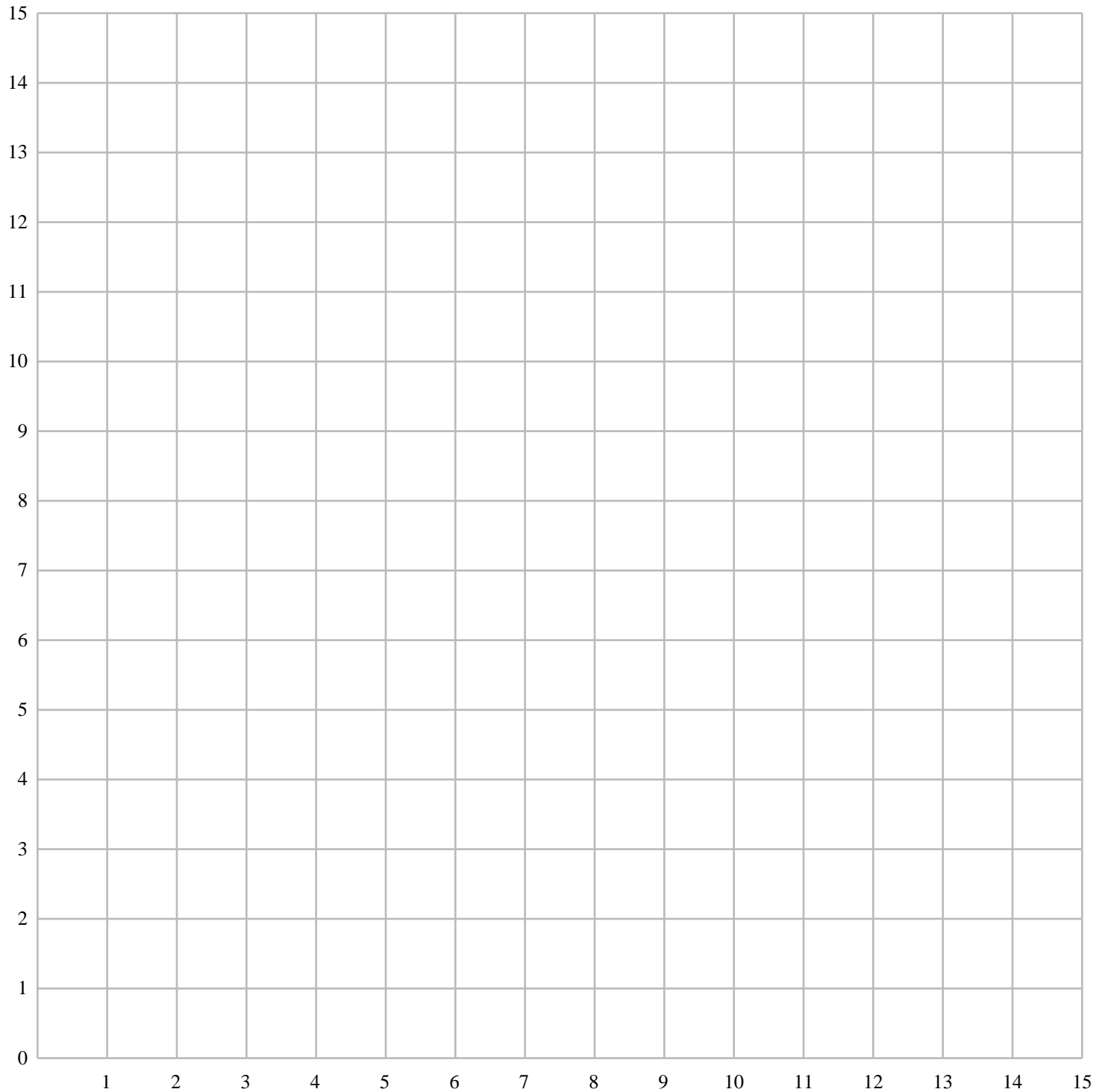


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

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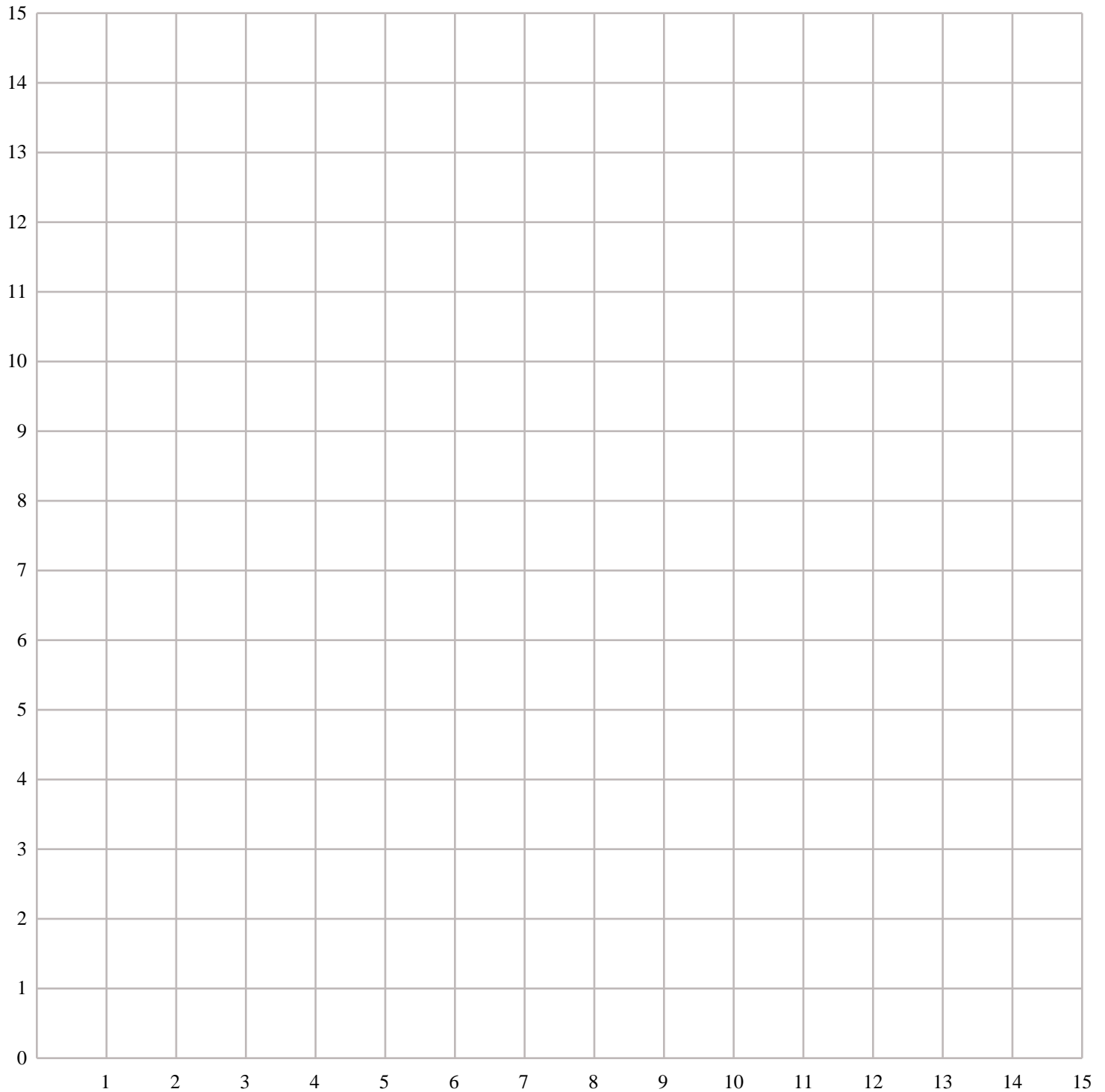


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

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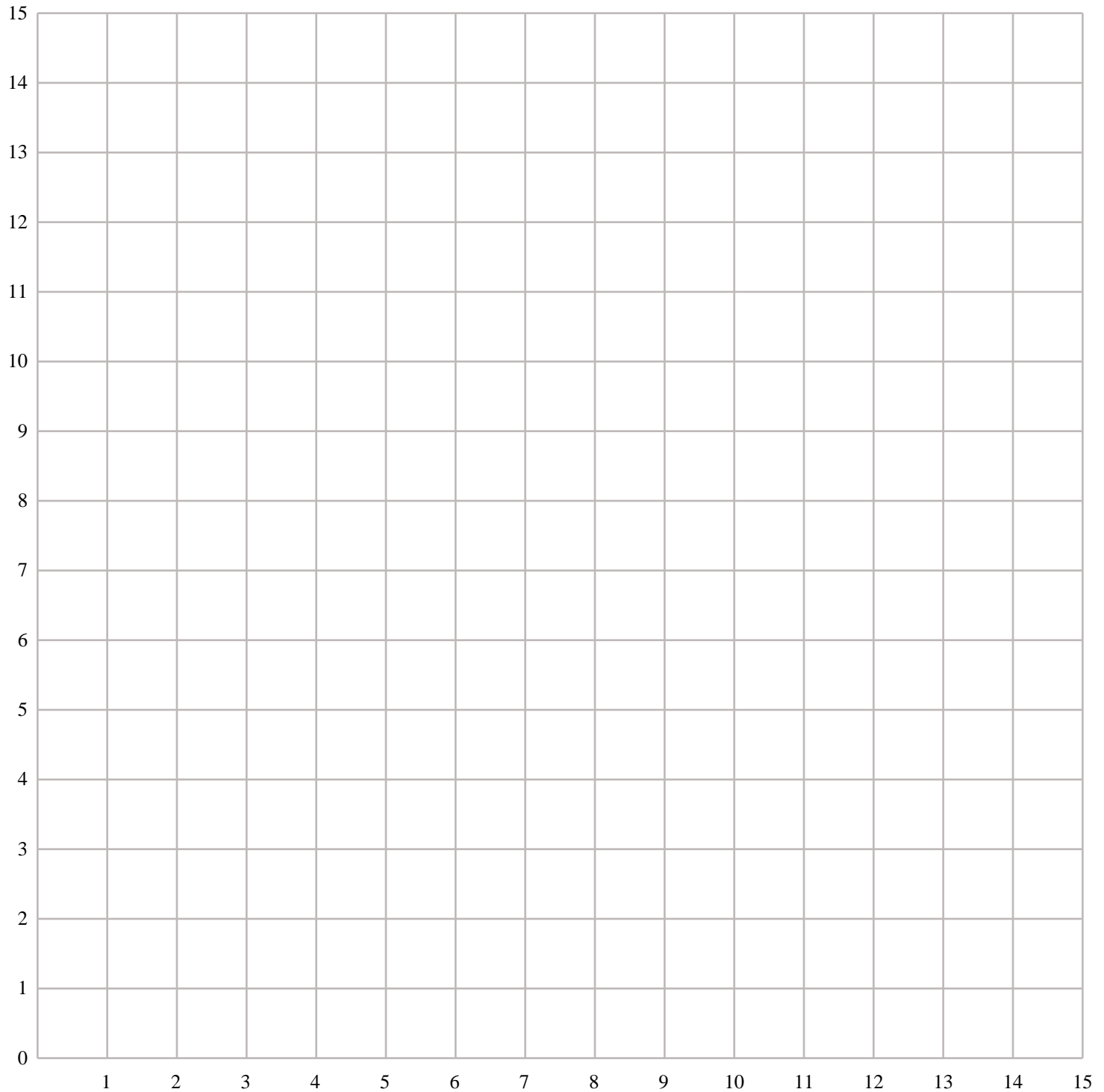
Write what you think this looks like:

~~edHelper Learning Centers Sample~~ \_\_\_\_\_



Name \_\_\_\_\_

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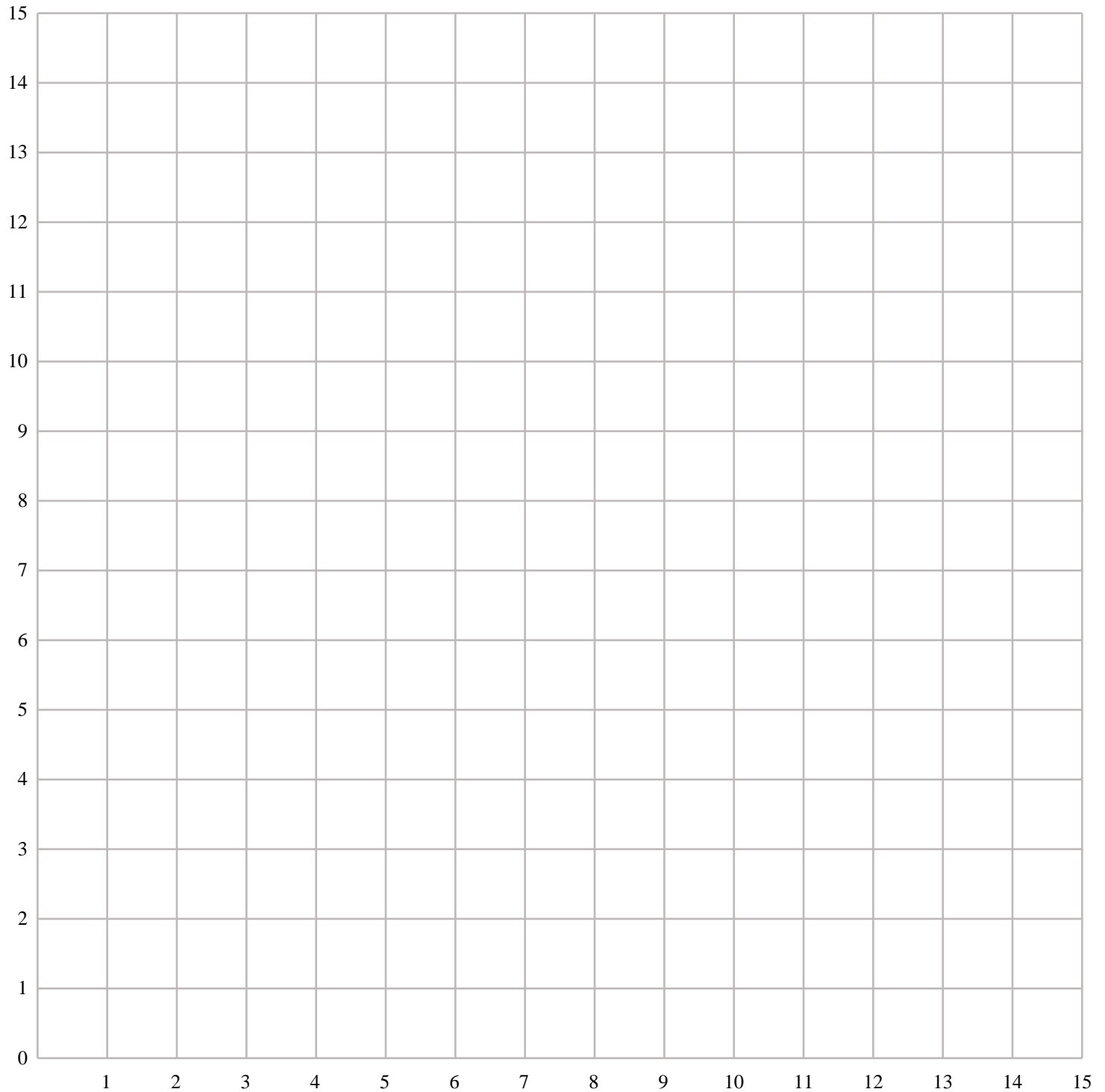


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

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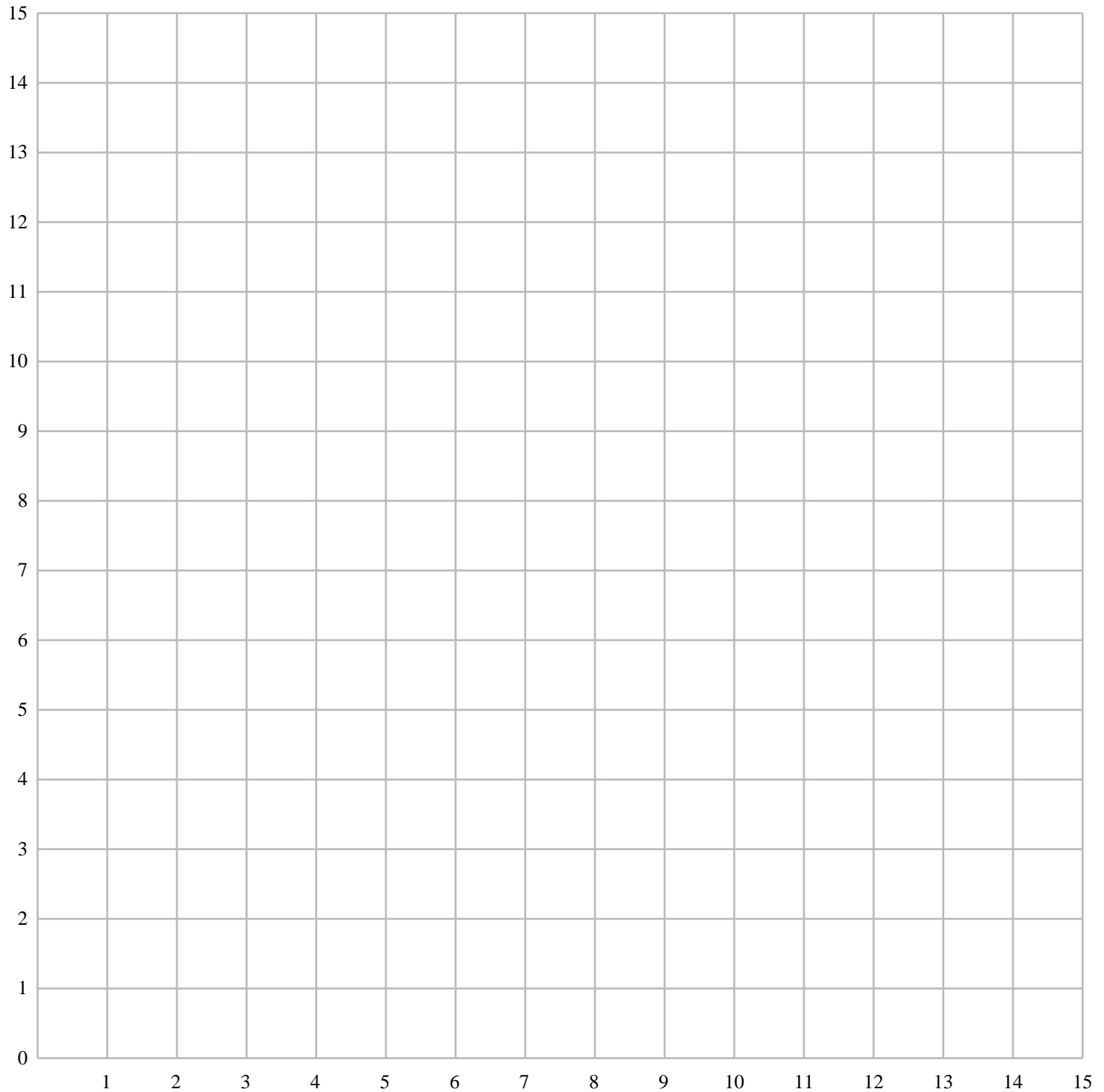


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

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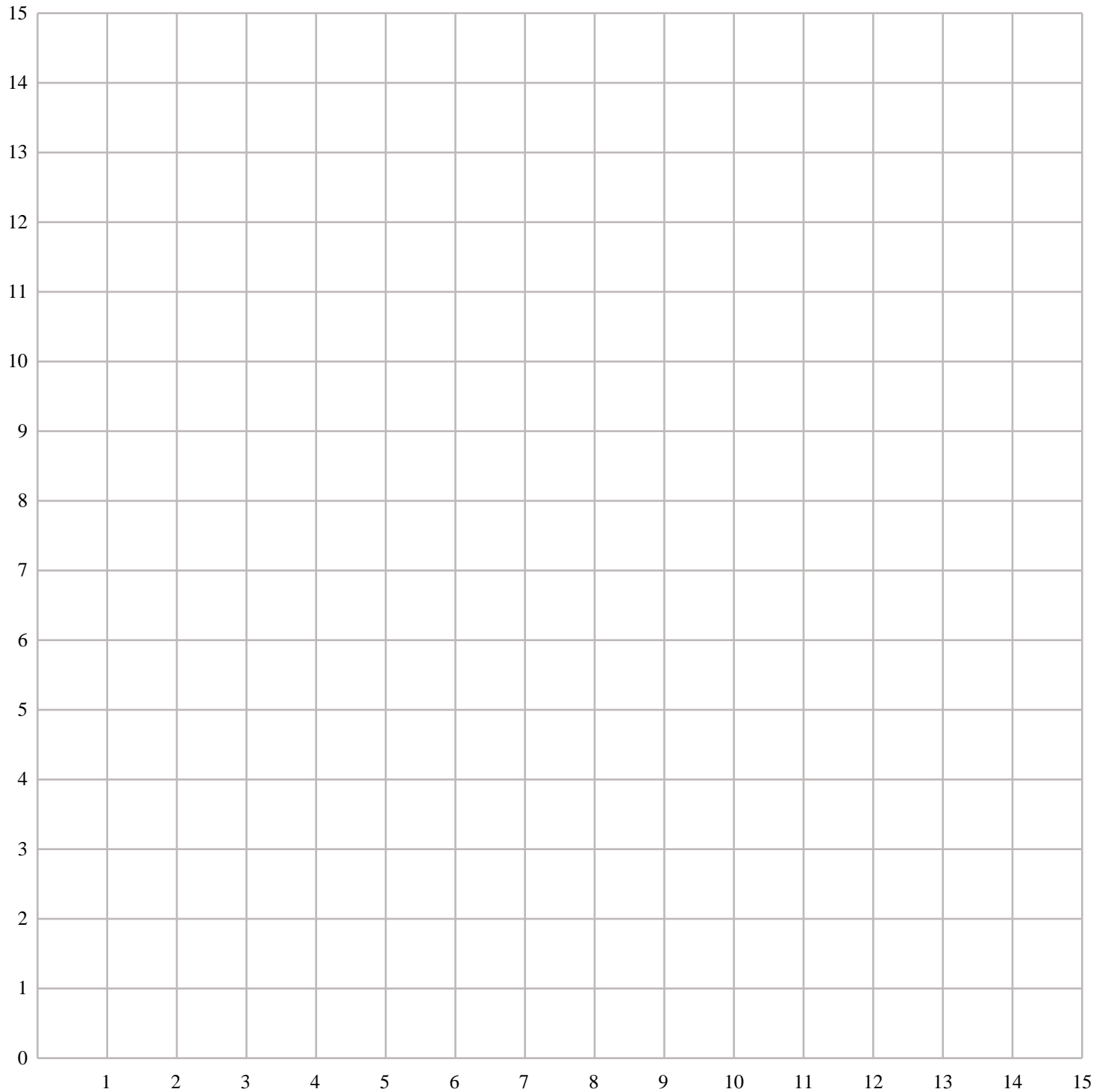


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**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

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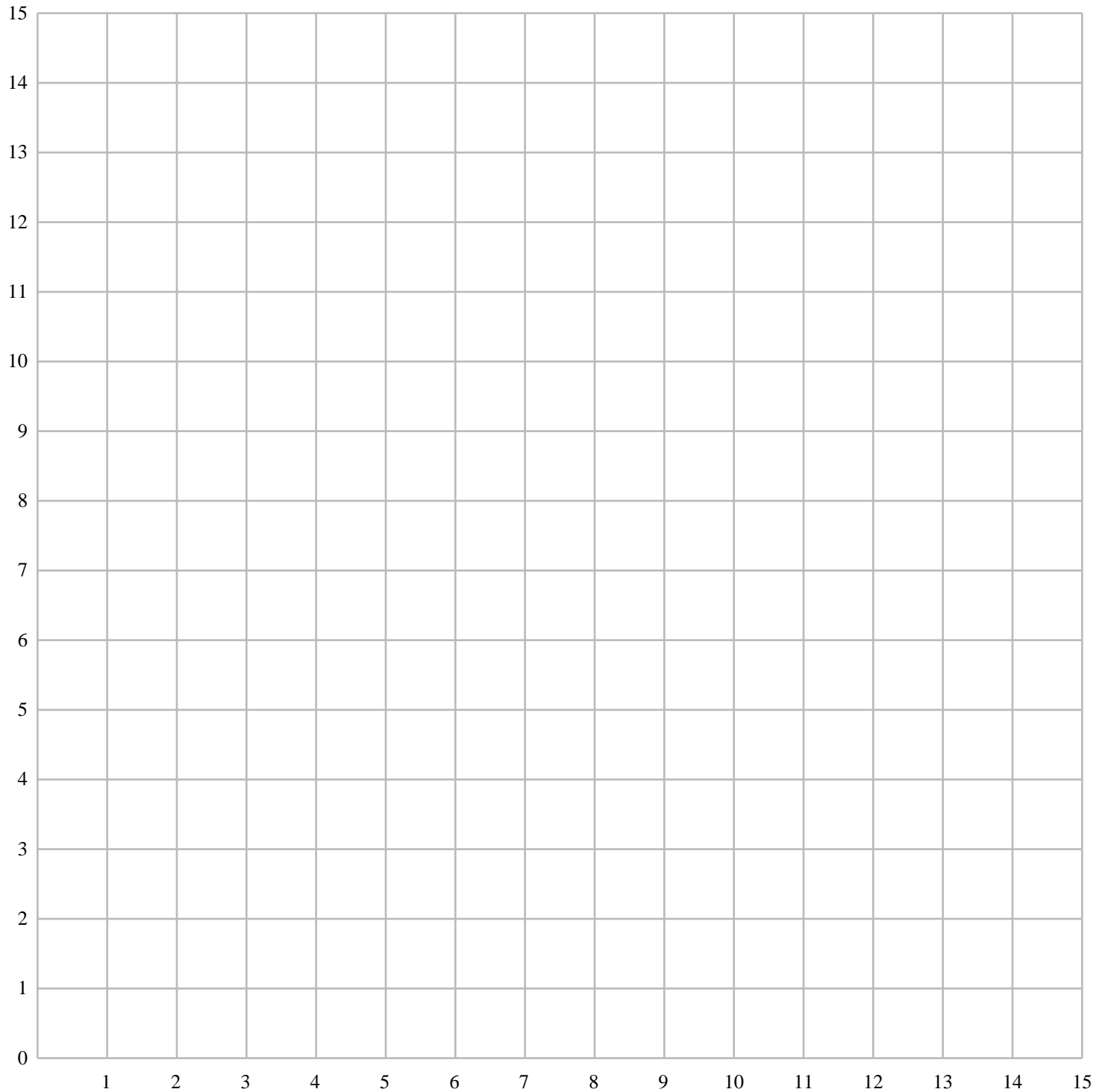


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

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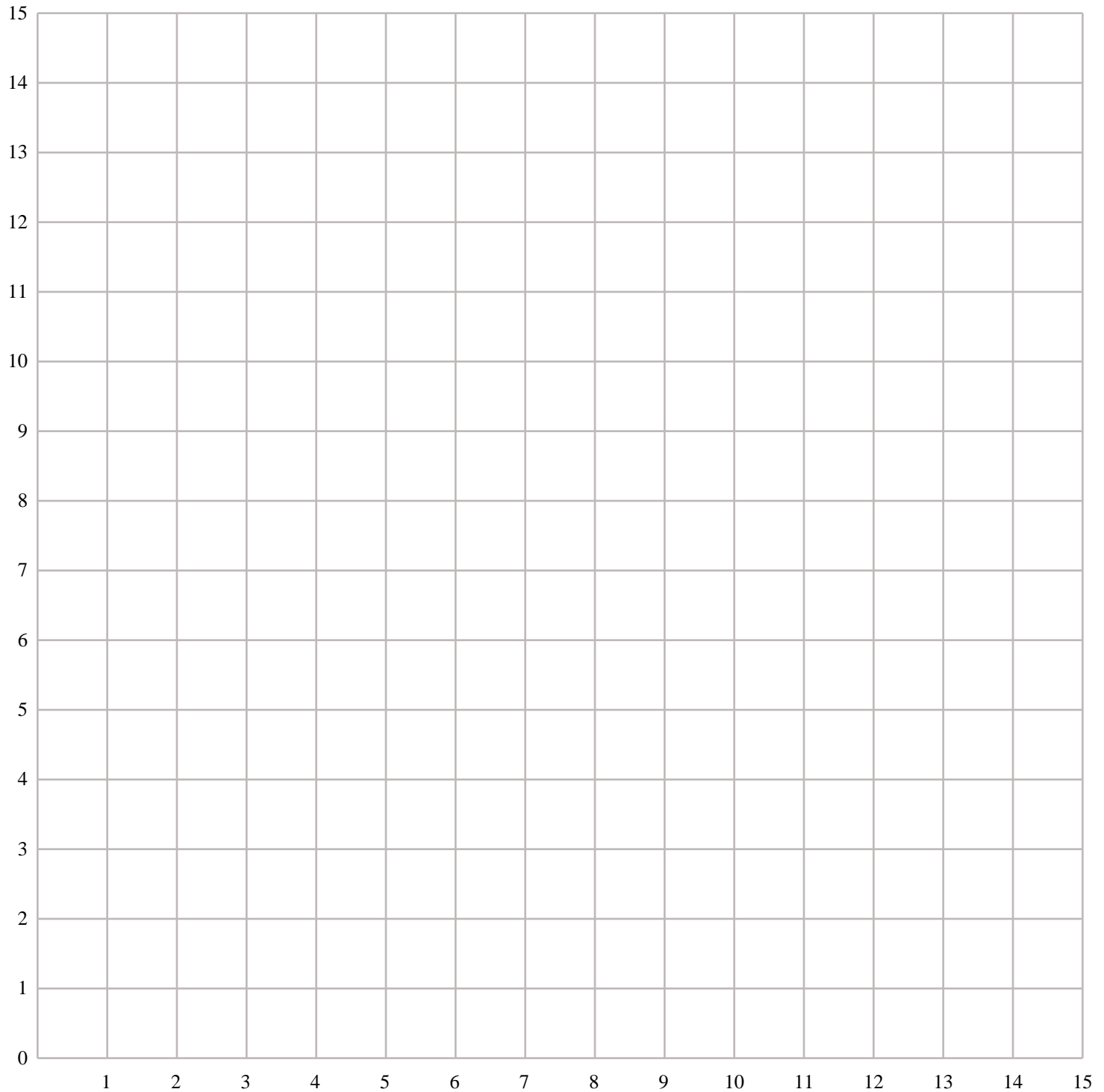


Write what you think this looks like:

~~edHelper Learning Centers Sample~~ \_\_\_\_\_

Name \_\_\_\_\_

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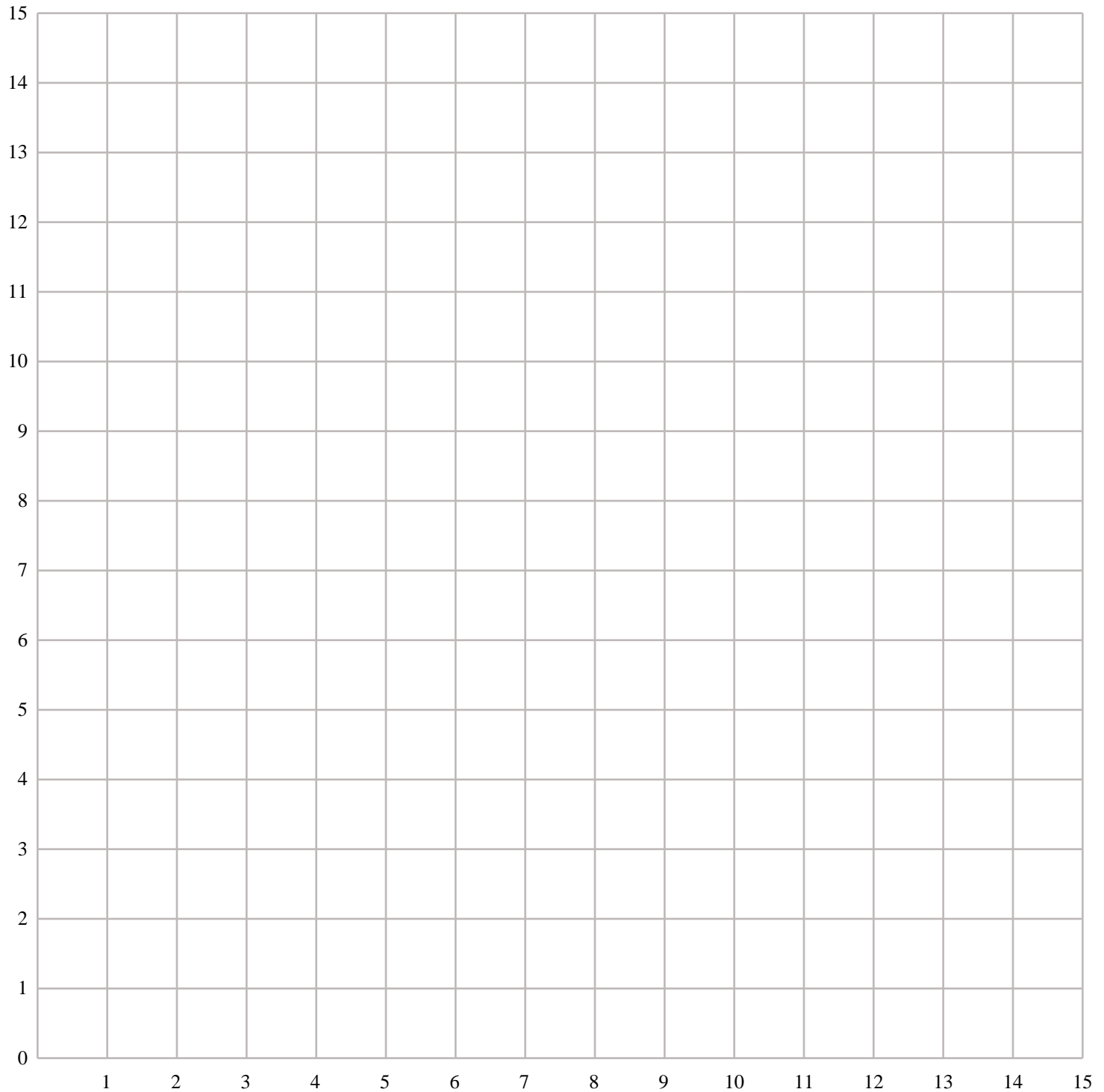
Write what you think this looks like:

~~edHelper Learning Centers Sample~~ \_\_\_\_\_



Name \_\_\_\_\_

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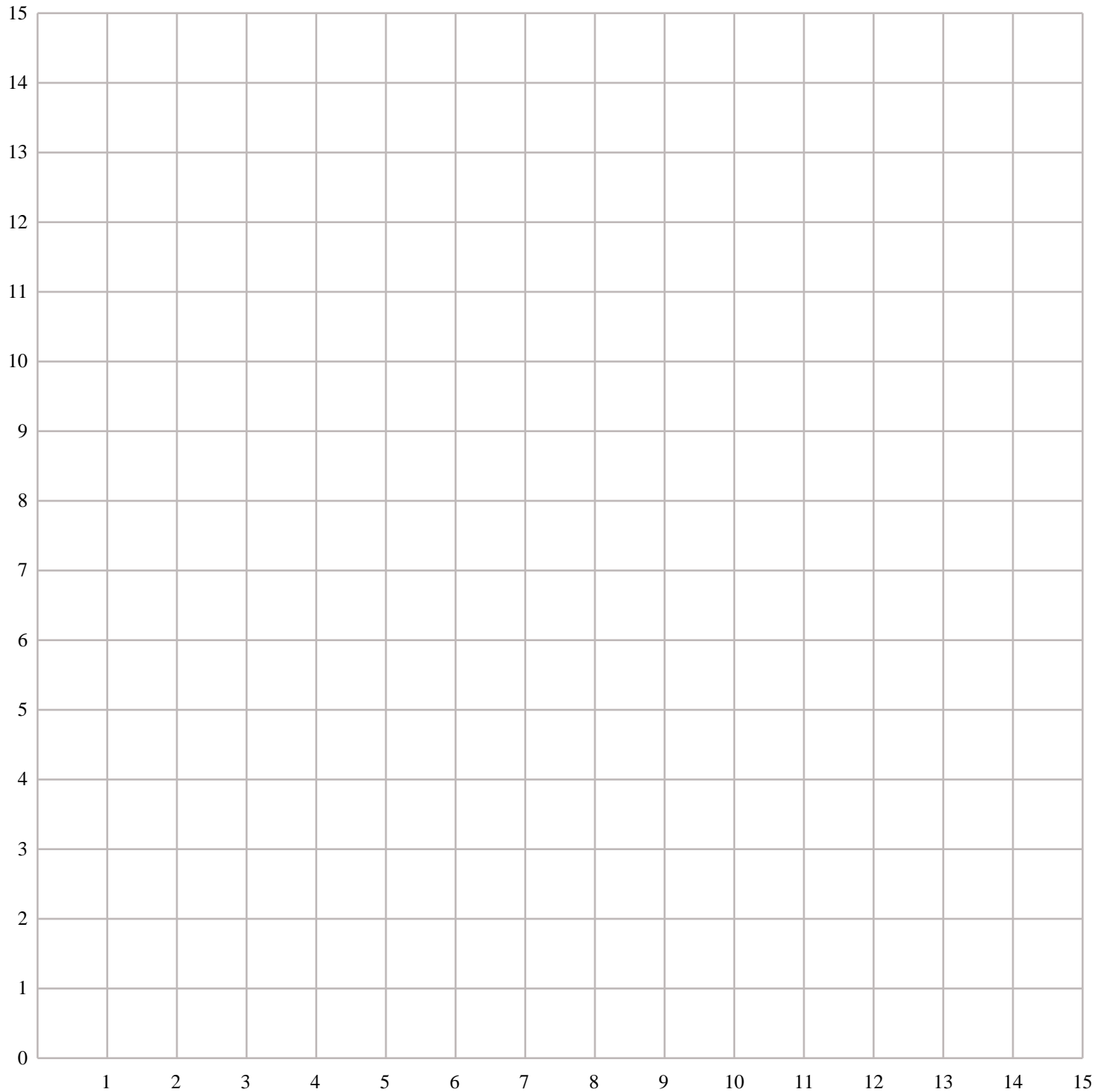


Write what you think this looks like:

~~edHelper Learning Centers Sample~~ \_\_\_\_\_

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

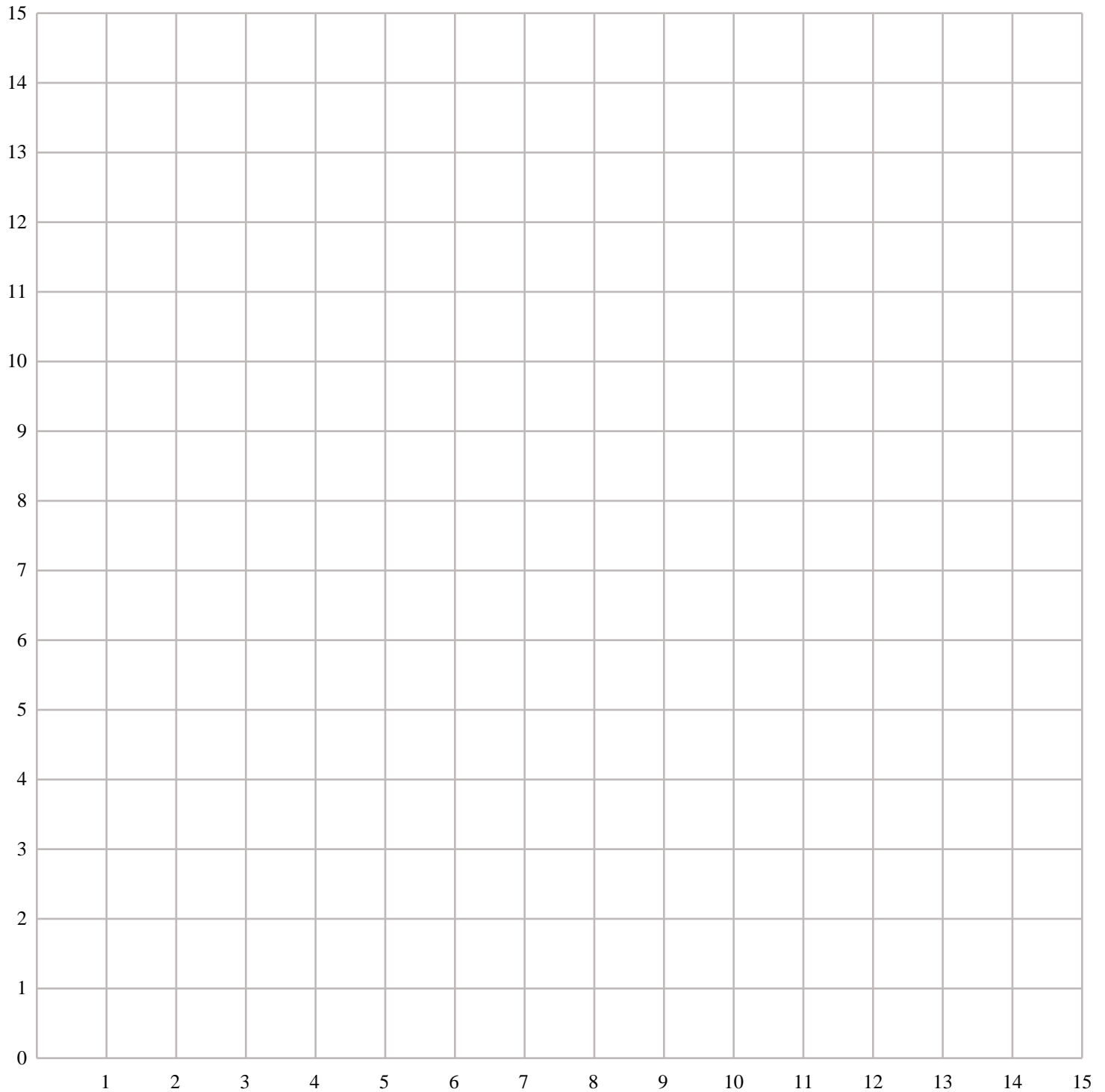


Write what you think this looks like:

~~edHelper Learning Centers Sample~~ \_\_\_\_\_

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

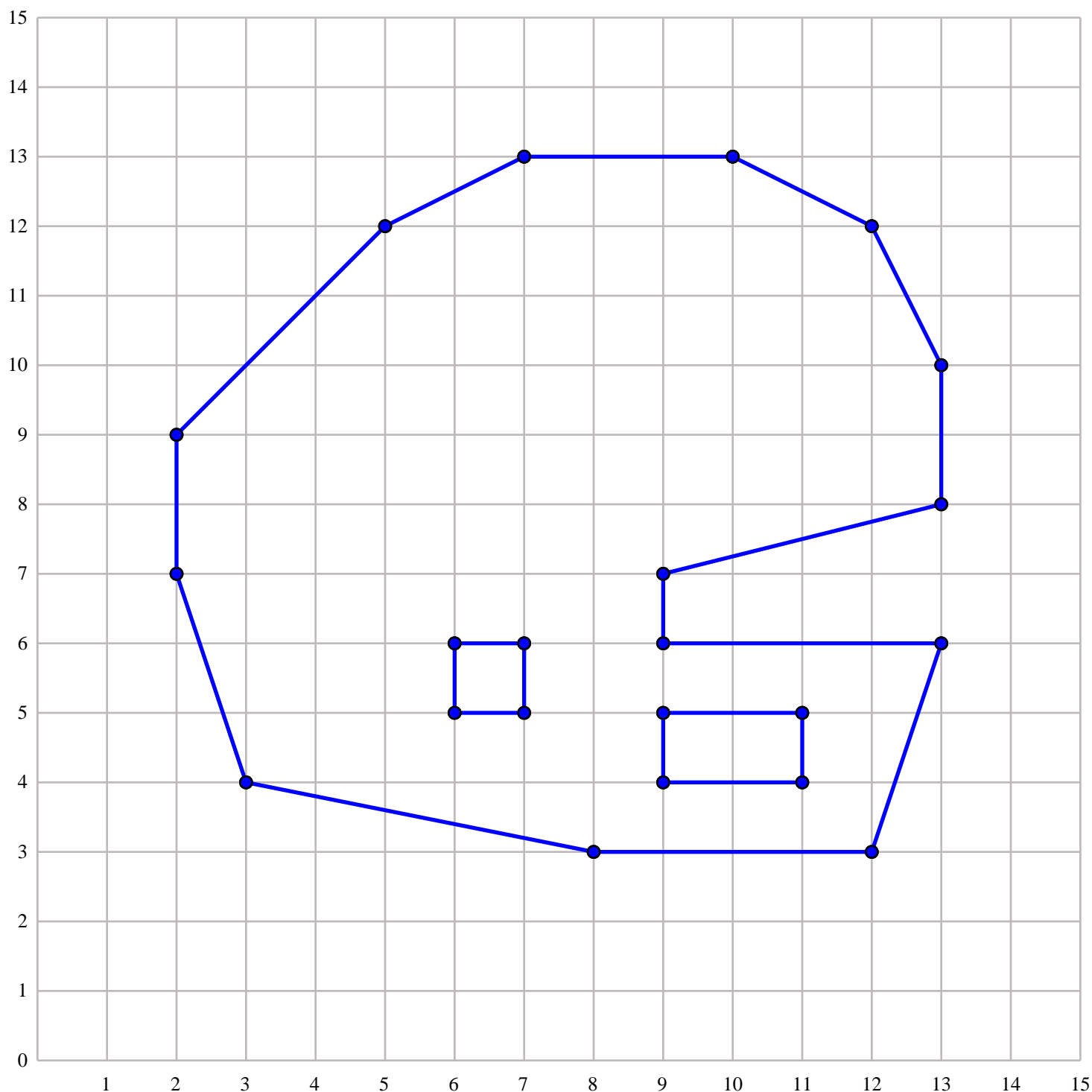


Write what you think this looks like:

**edHelper Learning Centers Sample** \_\_\_\_\_

Name \_\_\_\_\_

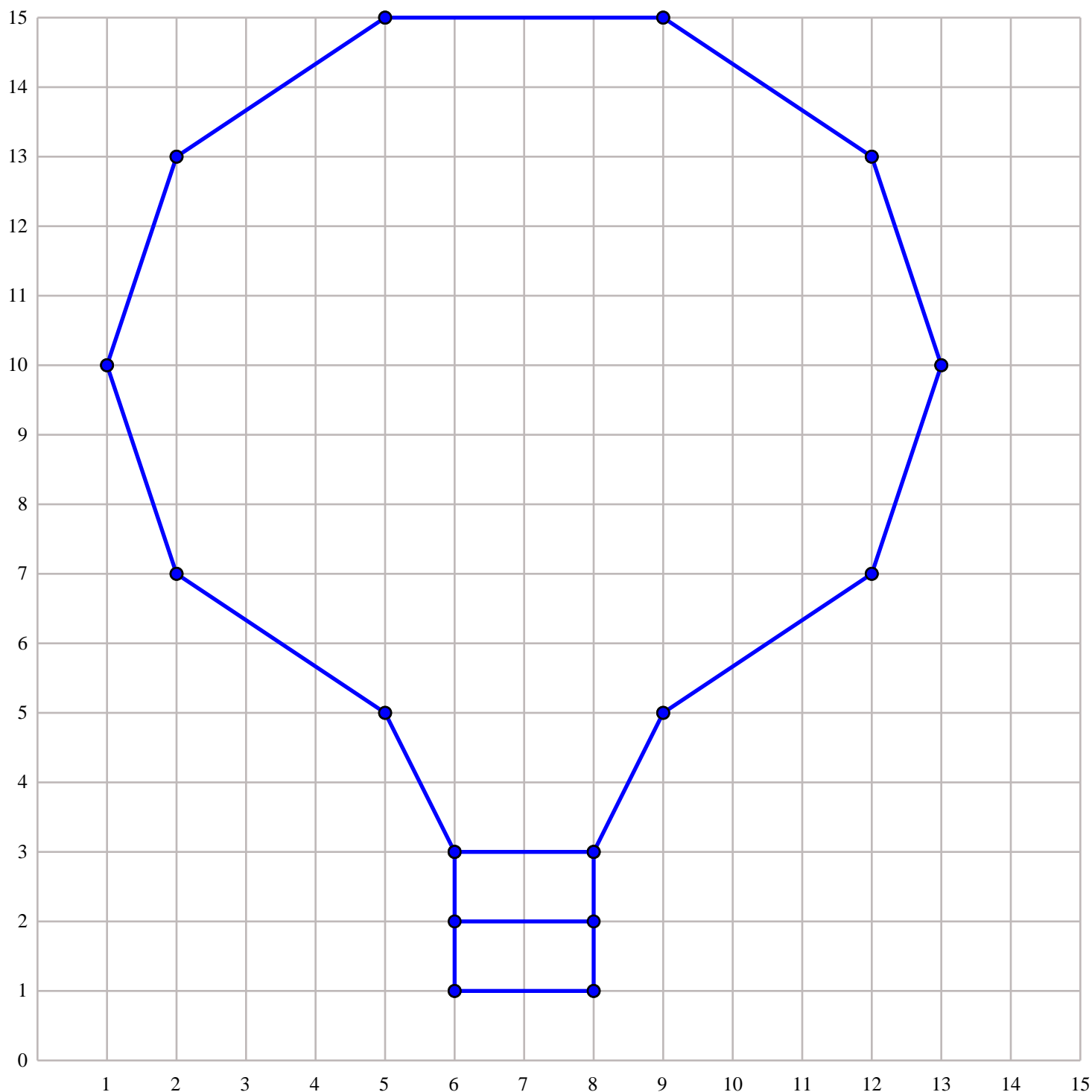
## Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Football Helmet

Name \_\_\_\_\_

## Plotting Ordered Pairs to Make a Picture

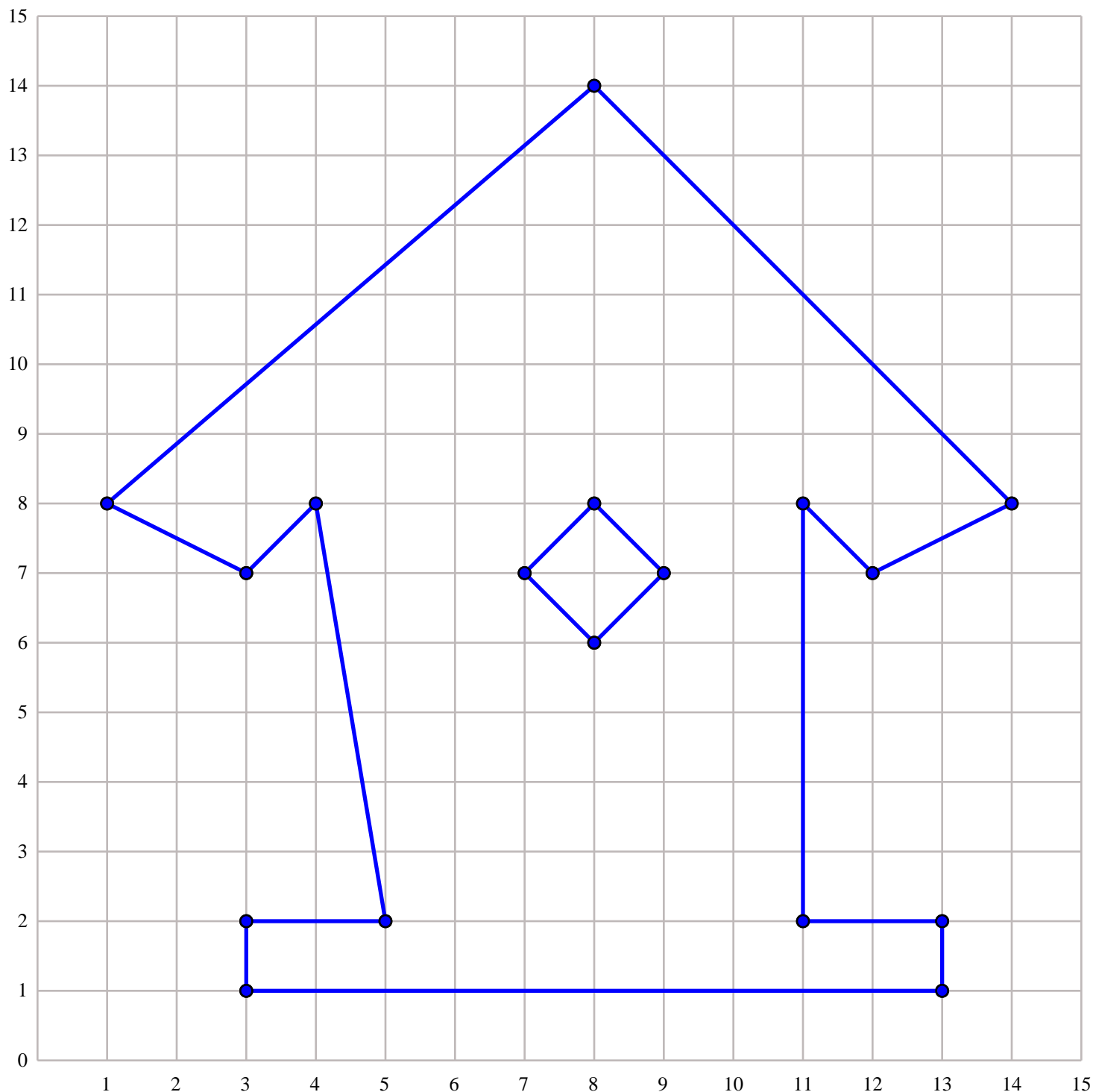


Write what you think this looks like: Hot Air Balloon

Write what you think this looks like: Rollerblade

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

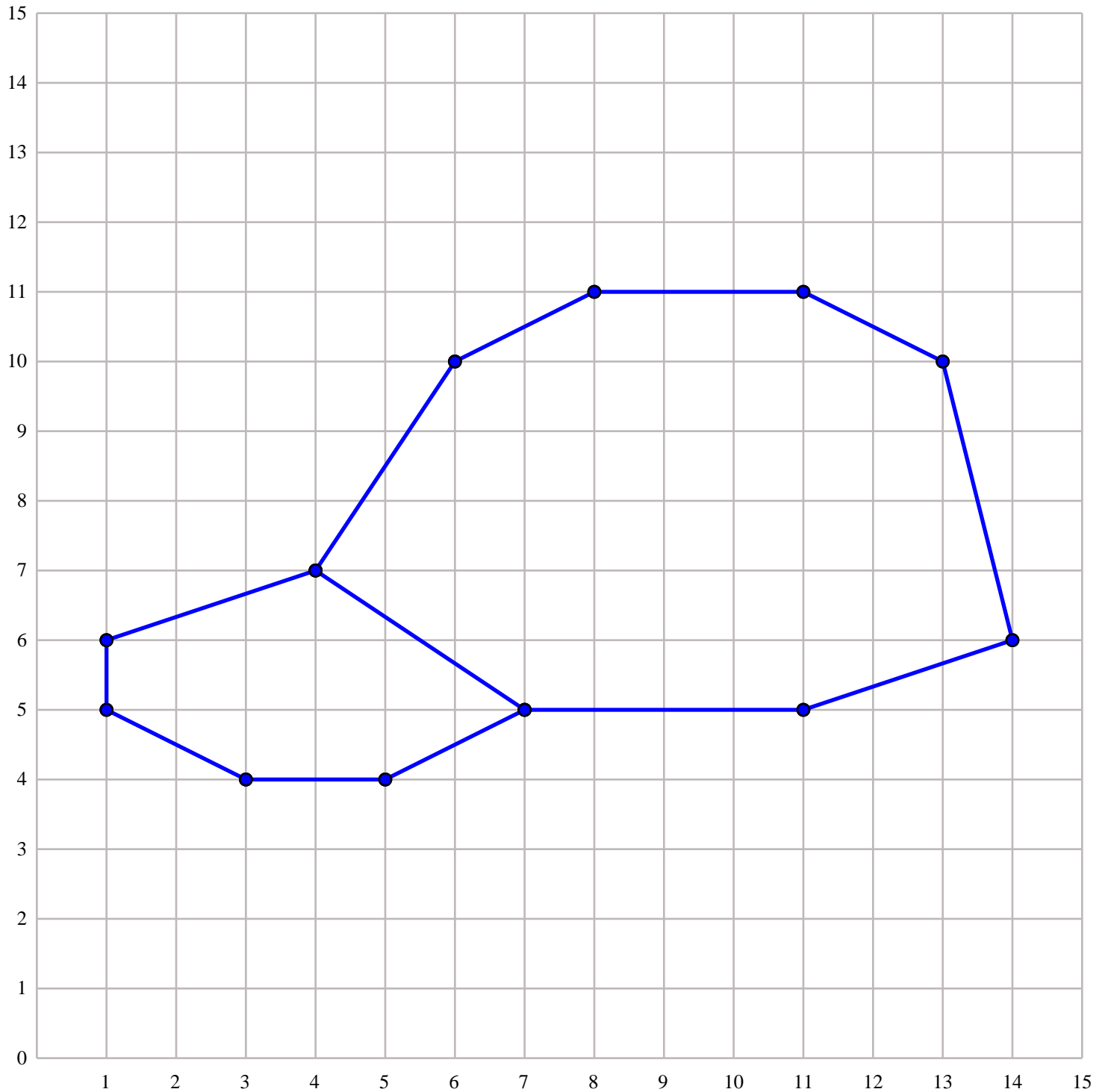


Write what you think this looks like: Birdhouse



Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Baseball Cap

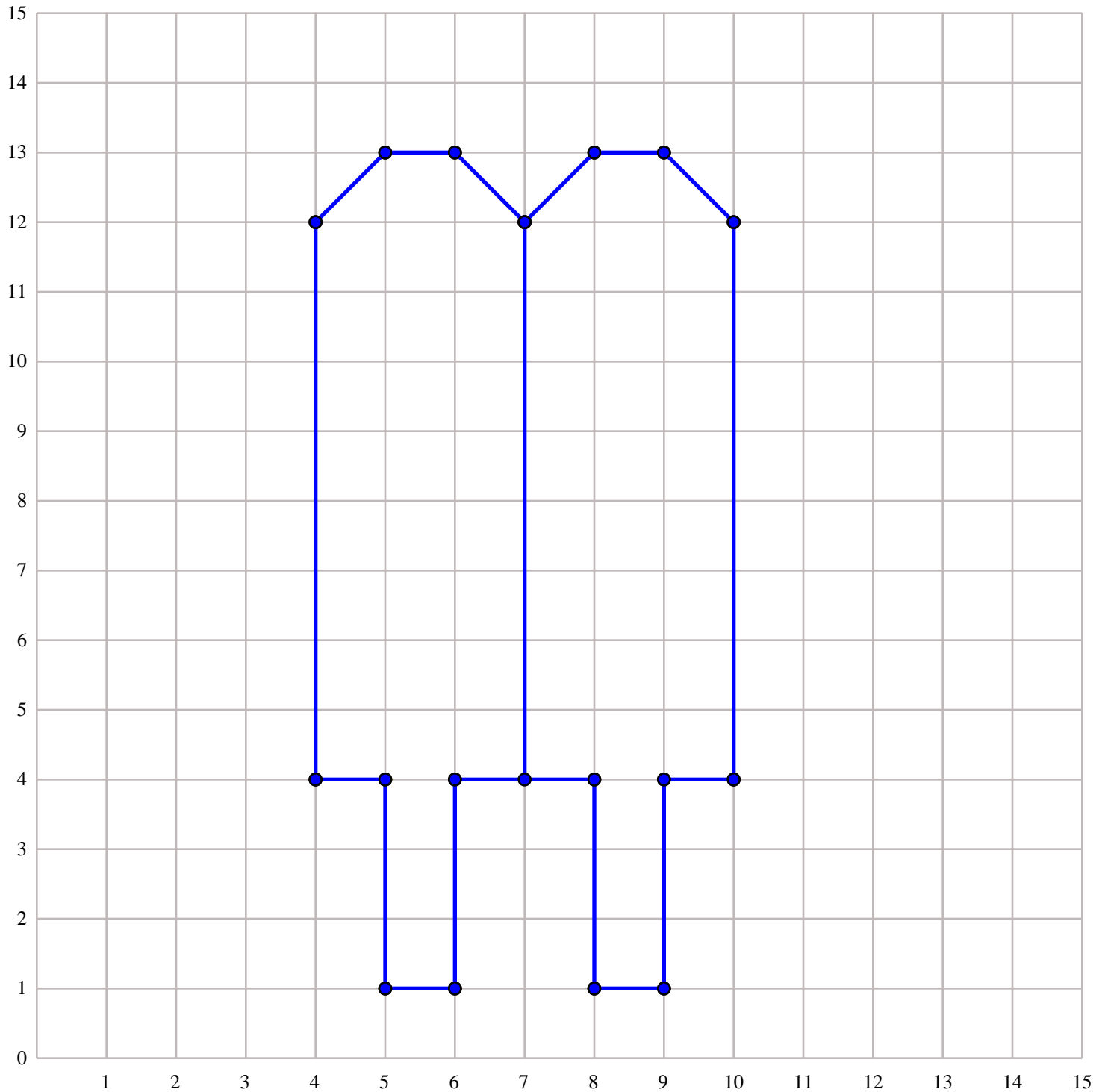
The graph shows a path starting at node (1,9) and ending at node (14,6). The path is composed of the following nodes and edges:

- Nodes: (1,9), (2,9), (3,11), (5,7), (5,11), (7,10), (7,13), (11,3), (11,4), (11,10), (12,10), (13,9), (13,6), (14,6).
- Edges: (1,9)-(2,9), (2,9)-(3,11), (3,11)-(5,11), (5,11)-(7,10), (7,10)-(7,13), (7,13)-(11,10), (11,10)-(12,10), (12,10)-(13,9), (13,9)-(13,6), (13,6)-(14,6), (14,6)-(11,4), (11,4)-(11,3), (11,3)-(5,3), (5,3)-(5,7), (5,7)-(2,9).

Write what you think this looks like: Watering Can

Name \_\_\_\_\_

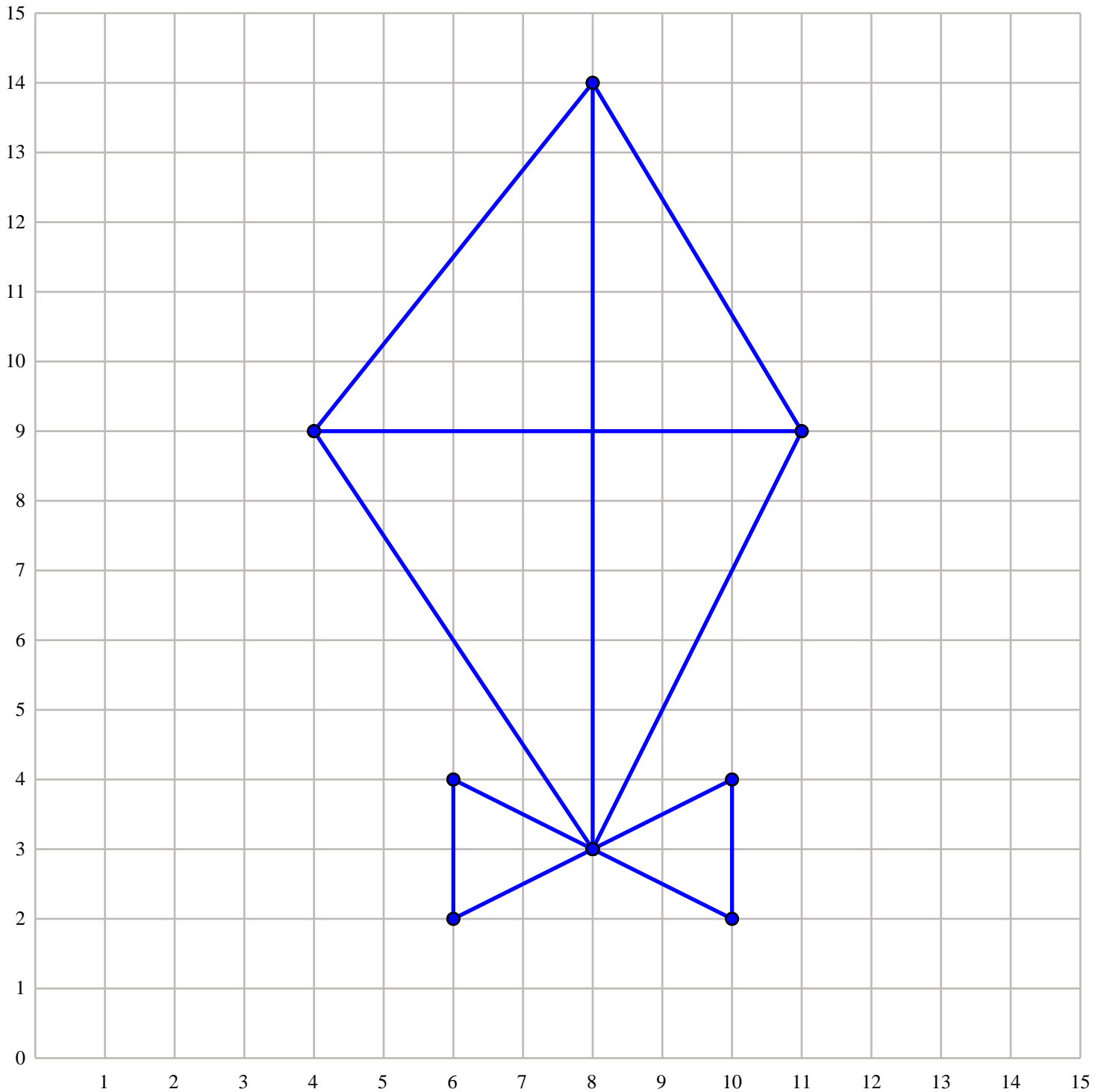
# Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Popsicle

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: \_\_\_\_\_

edHelper Learning Centers Sample Kite

