

# Learning Centers

printing cheat sheet

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

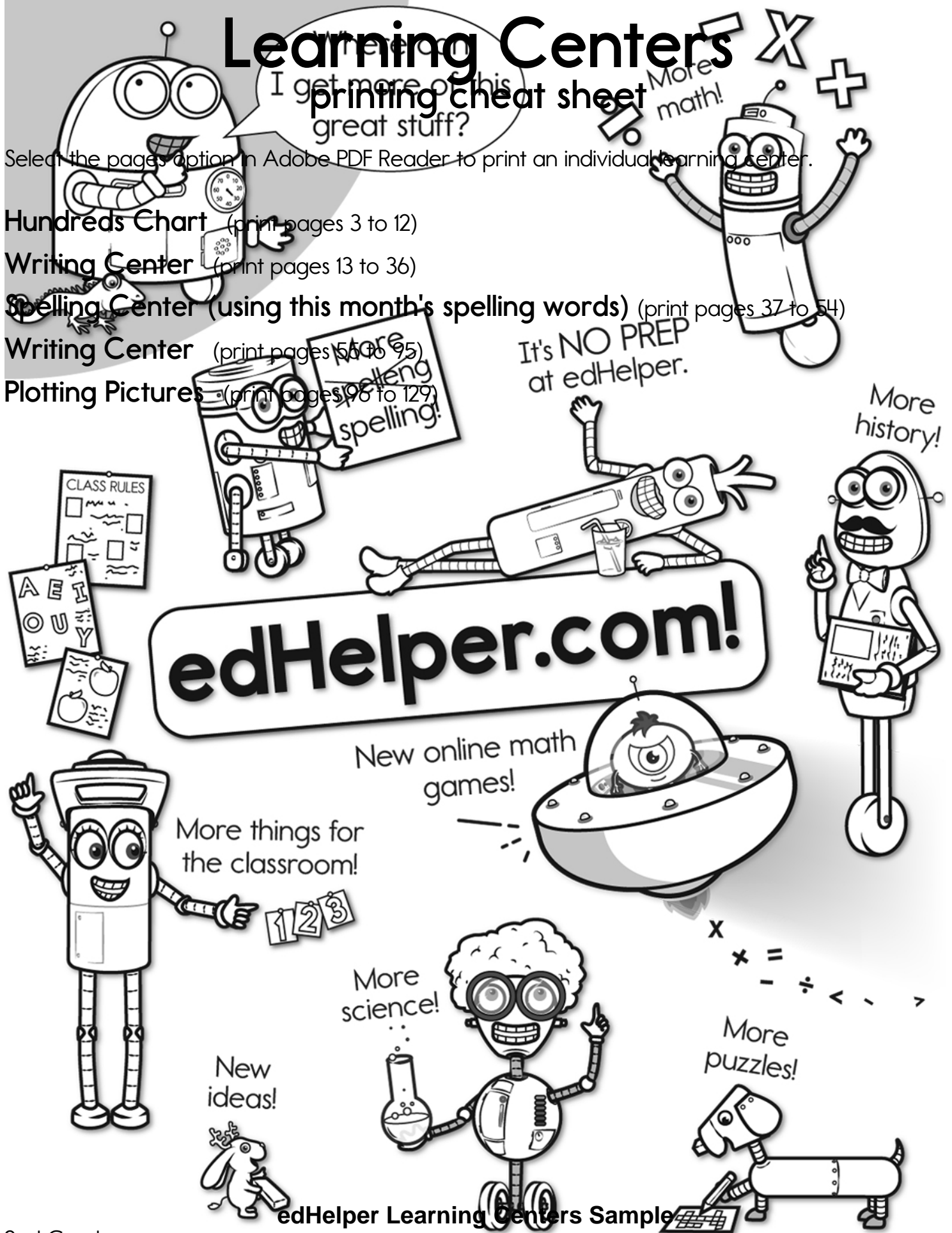
Hundreds Chart (print pages 3 to 12)

Writing Center (print pages 13 to 36)

Spelling Center (using this month's spelling words) (print pages 37 to 54)

Writing Center (print pages 55 to 75)

Plotting Pictures (print pages 96 to 129)



edHelper Learning Centers Sample



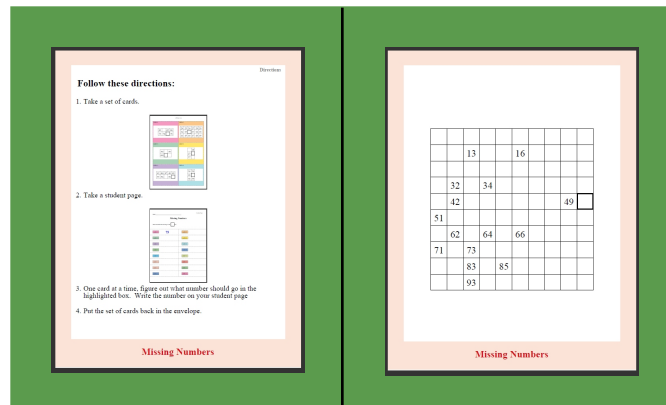


	2								
									20
		23				27			30
									40
						47			
		63		65		67			
71		73							
	82								
91							98		

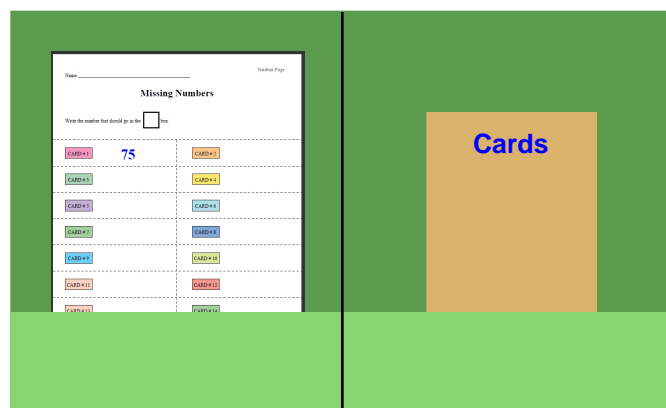
**Missing Numbers**

*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

32	33	34			
42	43		45		
	53	54	55	56	57
	63	64	65		67

*Missing Numbers Center Cards*

CARD # 2

54	55	56	57	
64	65	66		68
74	75			
84	85	86		88

*Missing Numbers Center Cards*

CARD # 3

61		63	
	72		
	82		84
		93	94

*Missing Numbers Center Cards*

CARD # 4

27	28	29
37	38	
47		
57	58	

*Missing Numbers Center Cards*

CARD # 5

13	14	15
23	24	25
33		

*Missing Numbers Center Cards*

CARD # 6

42	43	44	45	46	47
52			55	56	57
62				66	67
72	73		75	76	77

*Missing Numbers Center Cards*

CARD # 7

	45	46		48
54	55			
64	65	66		68
74	75		77	78

*Missing Numbers Center Cards*

CARD # 8

65	66	67	68
	76	77	78
		87	88
	96	97	98

*Missing Numbers Center Cards*

CARD # 9

51		53	
61		63	
71			
81	82	83	

*Missing Numbers Center Cards*

CARD # 10

16		18
36		38
46	47	48

*Missing Numbers Center Cards*

CARD # 11

		26	27	28
34			37	38
			47	
54		56	57	58

*Missing Numbers Center Cards*

CARD # 12

33	34	35			
43	44	45	46		48
53	54	55	56	57	
63	64			67	68

*Missing Numbers Center Cards*

CARD # 13

		53	54
	62	63	
	72	73	
81	82	83	84

*Missing Numbers Center Cards*

CARD # 14

65	66	67
75	76	
	86	87

*Missing Numbers Center Cards*

CARD # 15

24		26			
34		36	37		39
		46		48	49
54	55	56	57	58	

*Missing Numbers Center Cards*

CARD # 16

			35	36
42		44	45	46
	53	54		56
62	63	64		

*Missing Numbers Center Cards*

CARD # 17

17		
27		29
	38	
		49

*Missing Numbers Center Cards*

CARD # 18

43			46	47	48
	54	55	56	57	
63			66		
73	74		76		

*Missing Numbers Center Cards*



CARD # 19

56	57	58	59
66	67		69

*Missing Numbers Center Cards*

CARD # 20

25	26	27	28	29
	36	37		
45	46		48	
	56	57		

*Missing Numbers Center Cards*

CARD # 21

11	12	13	14
		23	24
31		33	34

*Missing Numbers Center Cards*

CARD # 22

64		
74		
84	85	
94	95	96

*Missing Numbers Center Cards*

CARD # 23

43		45	46		
53		55		57	
63				67	68
73		75		77	

*Missing Numbers Center Cards*

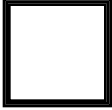
CARD # 24

	33	34	35	36
42		44	45	
			55	56
62		64		

*Missing Numbers Center Cards*

Name \_\_\_\_\_

# Missing Numbers

Write the number that should go in the  box.

CARD # 1

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

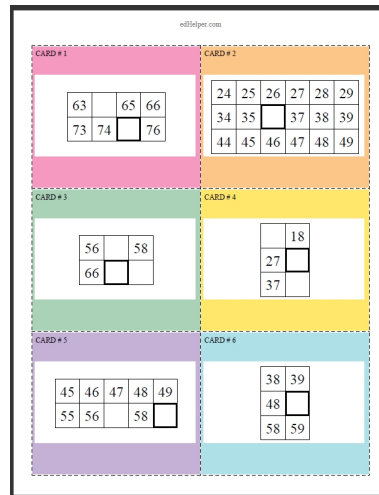
Name \_\_\_\_\_

# 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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ideas!



x  
+ =  
- ÷  
< >

More  
puzzles!





# WRITING BOOKS

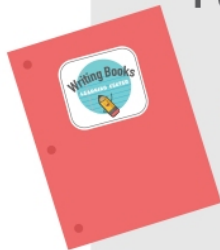


## LEARNING CENTER



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: \_\_\_\_\_

## 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 \_\_\_\_\_



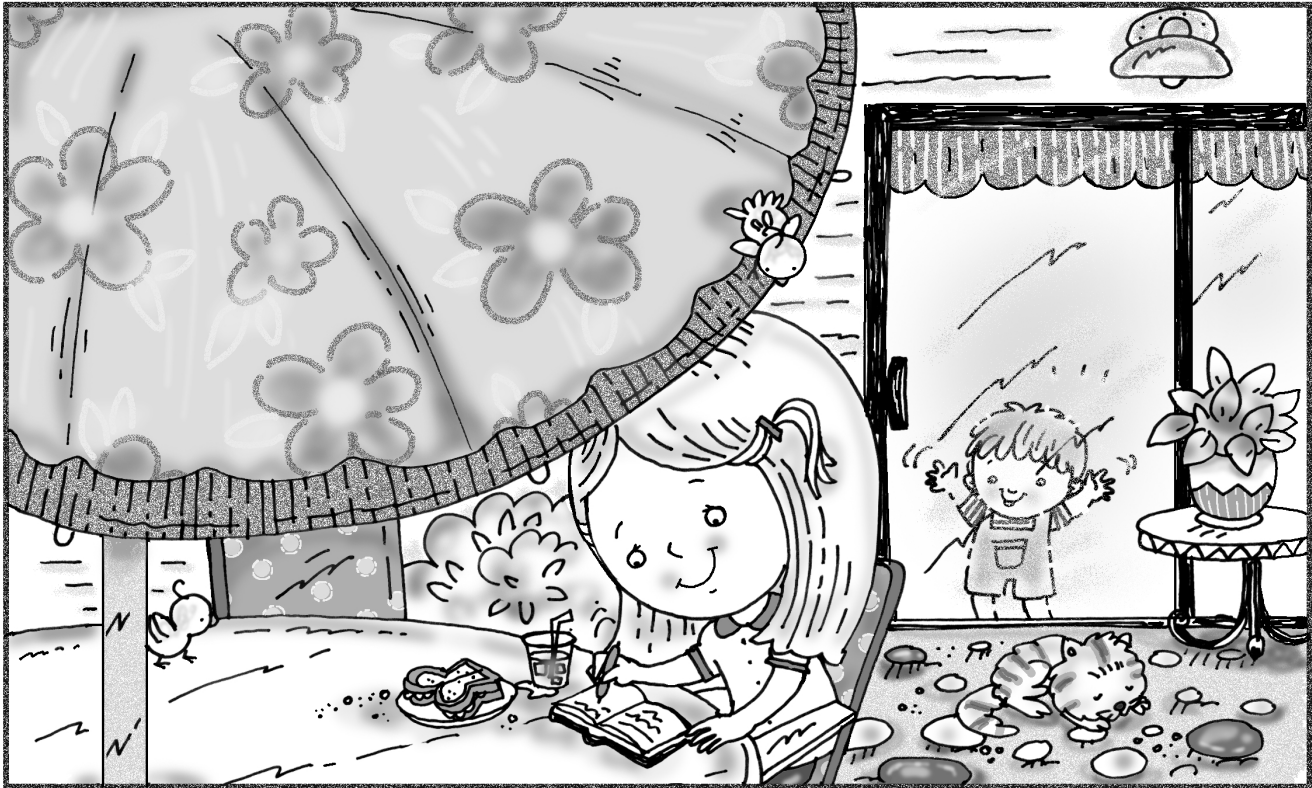
Draw a picture of Wayne  
the warlock's pet cat and  
pet dragon being friends  
here if you like:



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

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!)

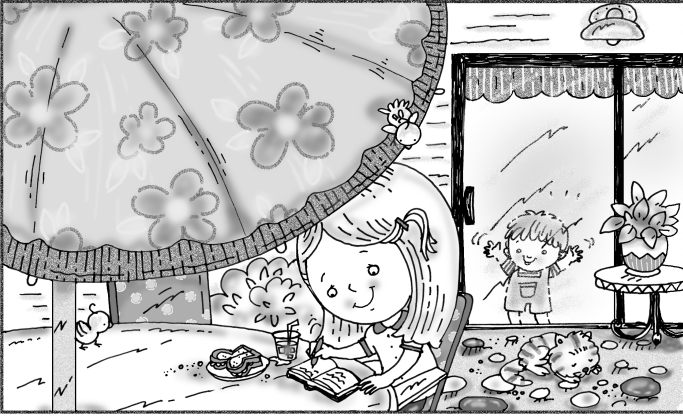


What is going on? Write as many ideas as you can fit in the box.

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

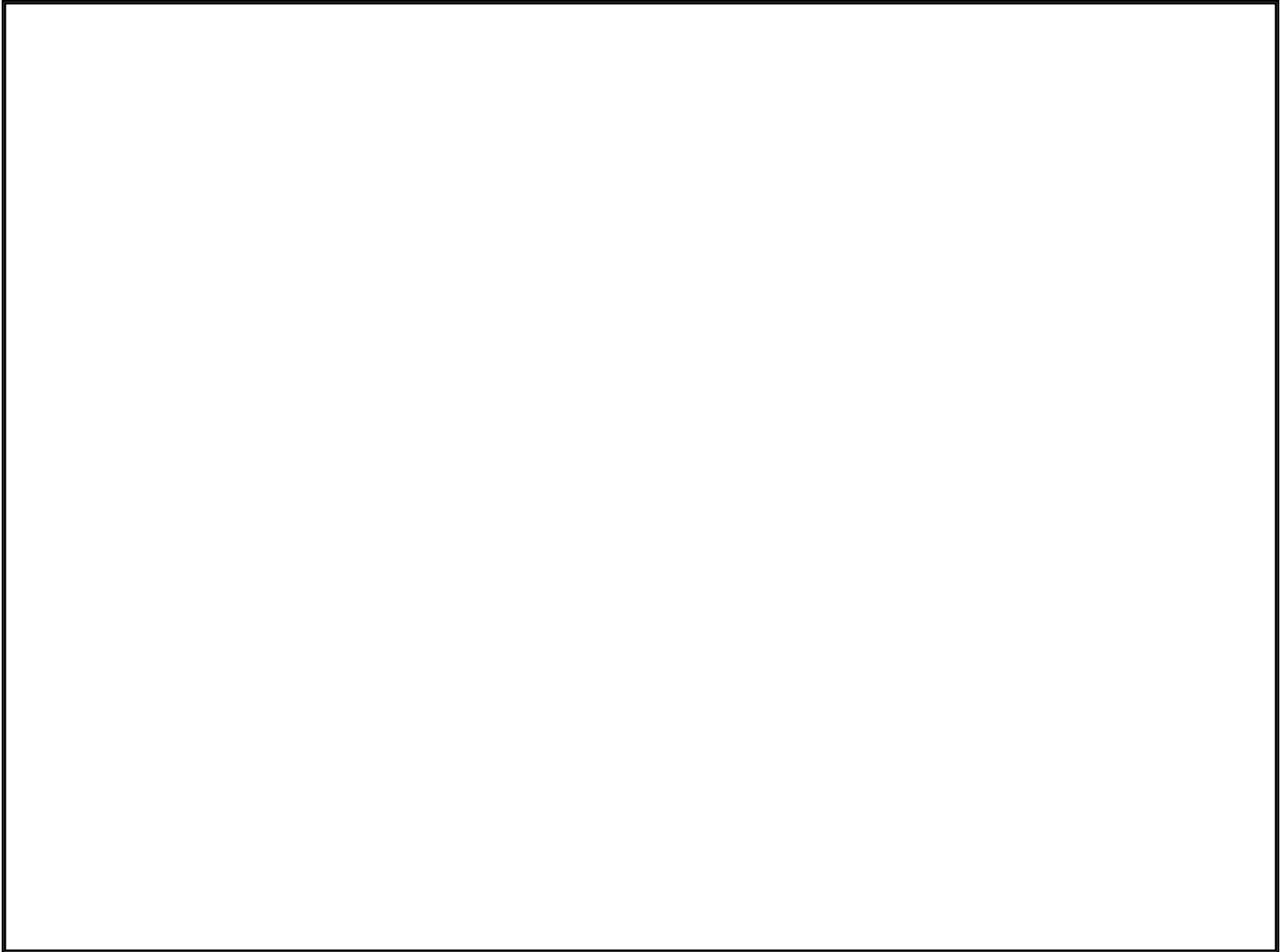
picture? \_\_\_\_\_

\_\_\_\_\_

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

# Park

**Draw a picture of a park.**



When I go to the park I \_\_\_\_\_

\_\_\_\_\_

My favorite thing to do at the park is \_\_\_\_\_

\_\_\_\_\_

I get to the park by \_\_\_\_\_

\_\_\_\_\_

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: \_\_\_\_\_

## Persuasive Writing

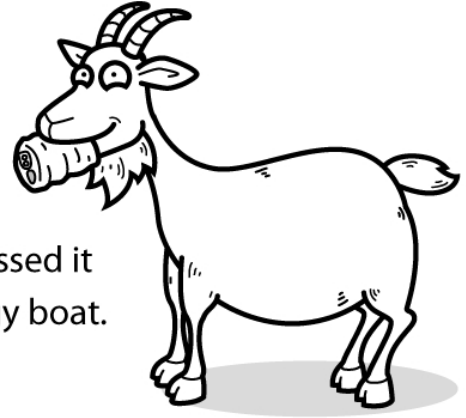
At a cabin, you discover a swimming hole. Write how you will try to convince your parents to let you explore it.



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

**Circle the rhyming words in the following silly stories!**

Billy the goat had a coat. Billy the goat was hungry, so he ate a lot of lunch, which he carried in his tote. Poor Billy! His tummy began to bloat. Billy took off his coat, tossed it in the river, and away it did float! It looked like a flat, soggy boat. Billy the goat felt better and began to gloat.



Jake loved to bake. His favorite thing to make was a celery cake. Some friends thought that flavor was a big mistake! One day he made one so big that he had to smooth its top with a rake. Then he covered it with green frosting and took it to visit his friends at the lake. They all had lots of dessert to eat that night, even though they didn't really enjoy a celery cake. Would you?

Draw a picture of a gigantic cake with green frosting here:



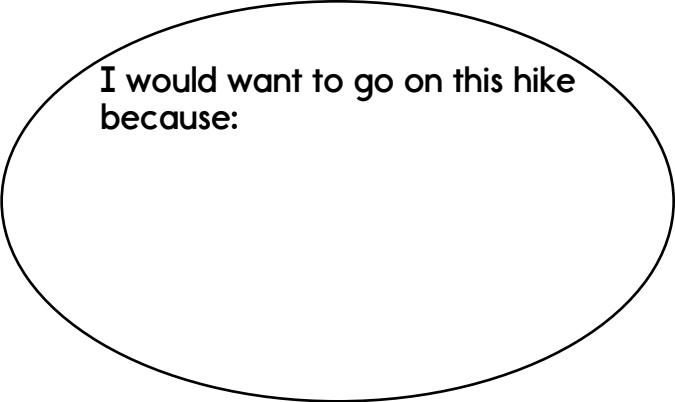
Coozle the alien was cute. It's too bad she was mute. She couldn't talk, but she could listen well. She had only one thing she could do if she was happy or if she found some loot. The only sound she could make was a small toot, and it came out of the tip of her blue boot.

Draw a picture of a cute alien with blue boots here:



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

If I could go on a hike, where would I go?



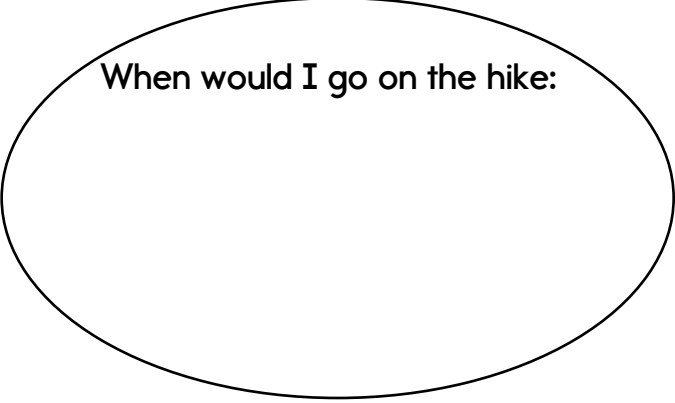
I would want to go on this hike because:



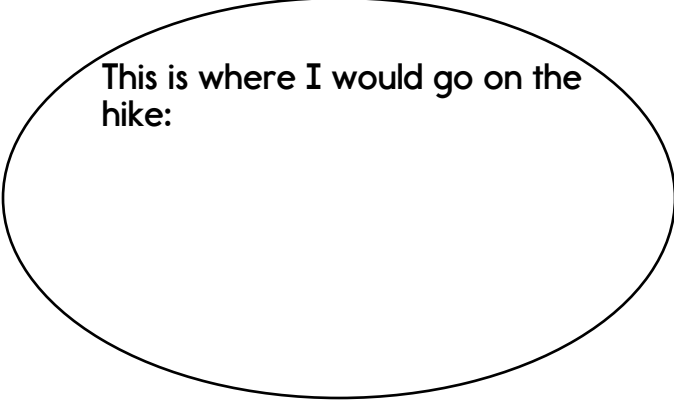
Who would hike with me:



What would I see on the hike:



When would I go on the hike:



This is where I would go on the hike:

Write your answer. Then draw a small picture.

Something I don't like to do:

---

Why?

---



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.

Apparently there's this \_\_\_\_\_ celebration called  
adjective

"Teacher Appreciation Day" at the beginning of May.

Our \_\_\_\_\_ teacher said the best way for us to  
adjective

appreciate her would be for one of us \_\_\_\_\_ kids  
adjective

to teach while she becomes a \_\_\_\_\_ student. I  
adjective

was her pick. I did my \_\_\_\_\_ best. But after taking  
adjective

\_\_\_\_\_ questions and comments I sure was tired!  
adjective

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



Poor Mother Nature! She doesn't know what kind of weather to have this month. She is studying her past weather. She needs your help. Write a letter to Mother Nature. Tell her if you like sunny days or rainy days best. Or maybe you like a mix of both.

Dear Mother Nature,

---

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Sincerely,

Draw a sun or a  
rainy cloud here:



\_\_\_\_\_  
(your name)

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

Time for a story. What do you think happened before this picture? Write a few quick ideas and random thoughts on the things that happened before.

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.....

.....



Use your ideas to put together a story about what happened before. Then, write about what is happening in the picture and what happens afterward.

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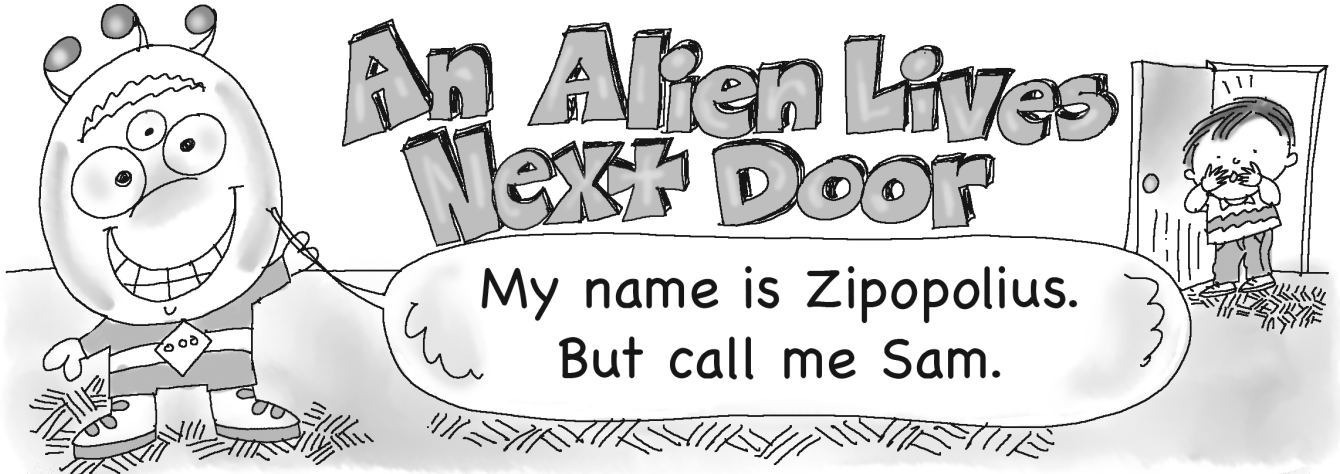
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.....

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

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



Handwriting practice lines with a space-themed border. The border features a rocket ship, a planet with a ring, and a star. The lines are arranged in a grid format, with 10 rows of lines for writing practice.



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: \_\_\_\_\_

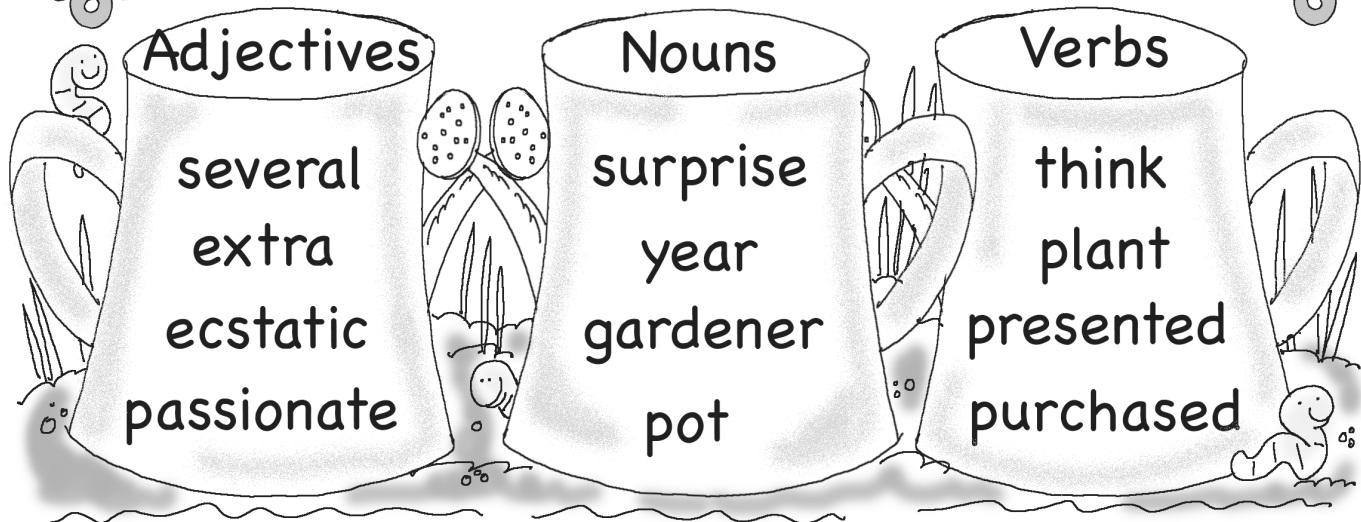
\_\_\_\_\_

\_\_\_\_\_

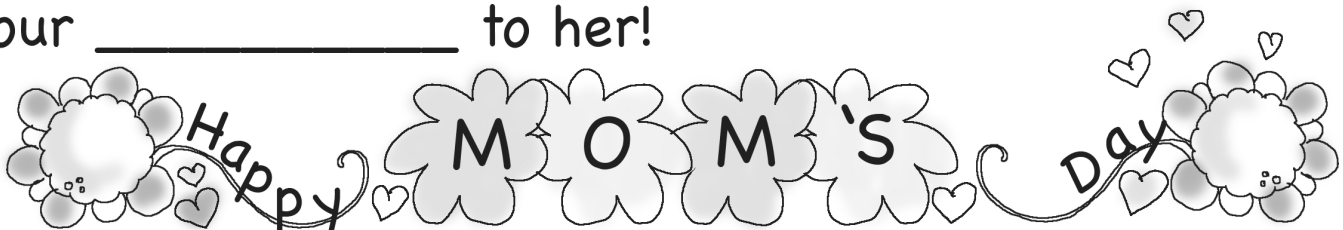
Name: \_\_\_\_\_

# Fill-In Sentences

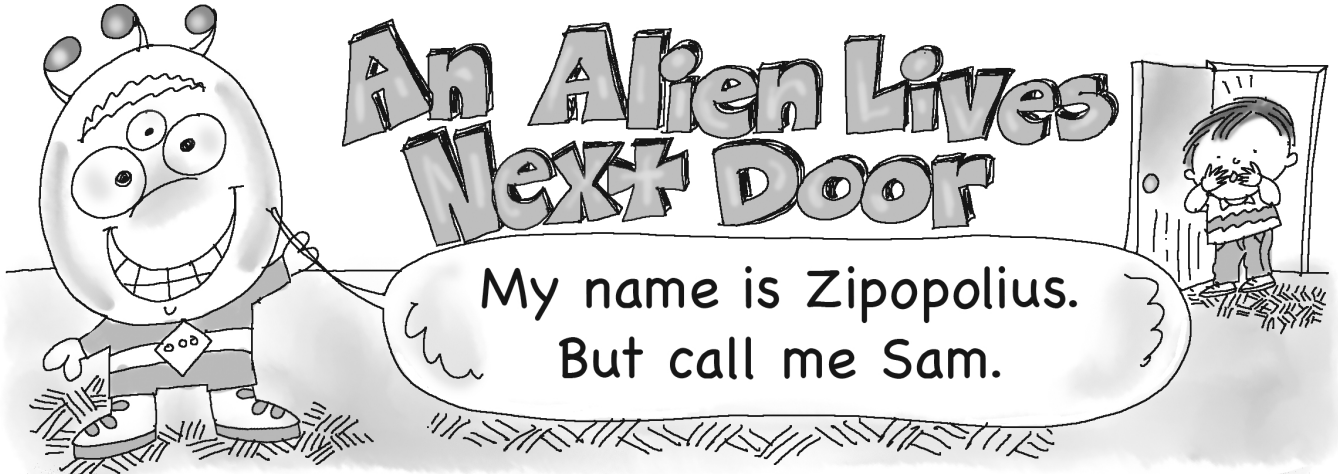
Use one word from each watering can to write on the blanks and finish each sentence.



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!

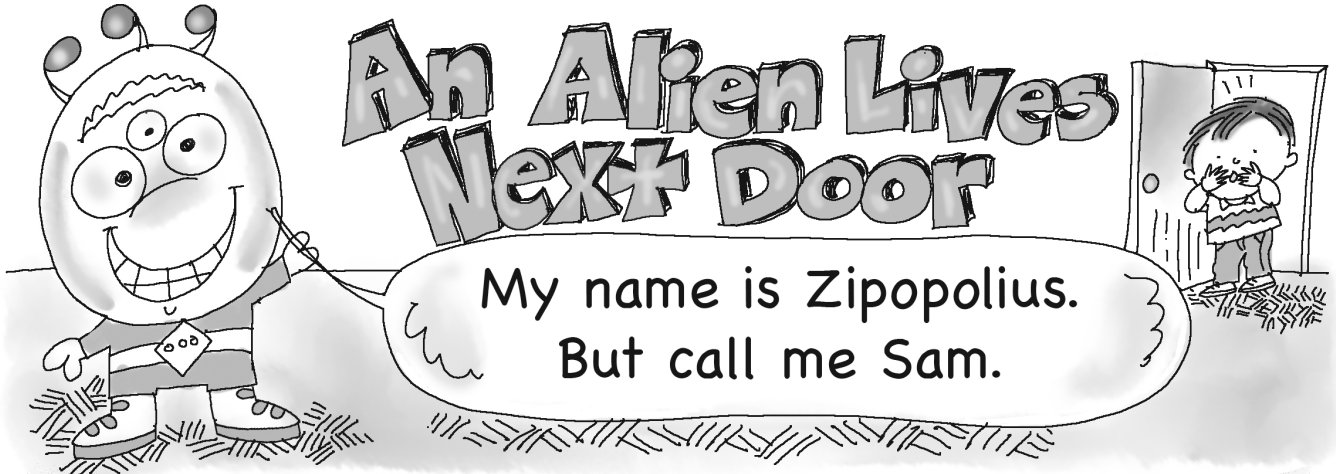


Name: \_\_\_\_\_



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

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



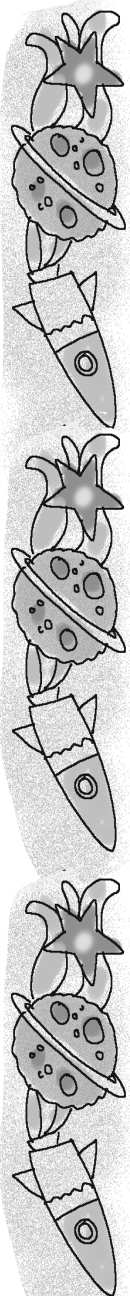
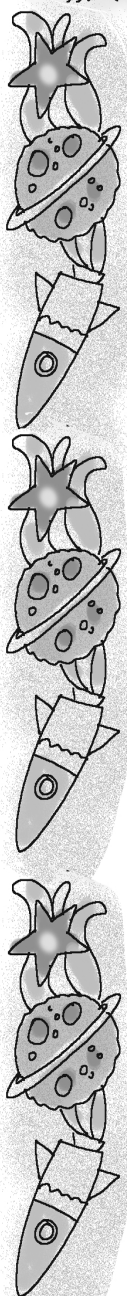
Handwriting practice lines with a space-themed border. The border features a rocket ship, a planet with a ring, and a star. The lines are arranged in a grid format, with 10 rows of lines for writing practice.

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

# An Alien Lives Next Door



My name is Zipopolius.  
But call me Sam.



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1 2 3

New ideas!



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x  
+ =  
- ÷  
< >

More puzzles!





I  
drew pictures  
of some!

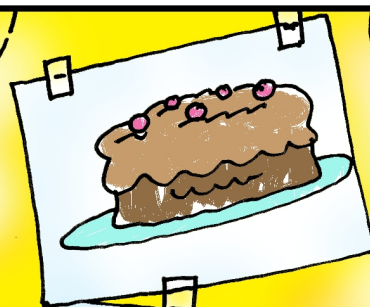


I created  
a puzzle out  
of them!



### Spelling Words

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



I wrote  
a story with  
them!



I used  
them in  
sentences!



# Follow these directions:

1. Take the envelope that says PRACTICE CARDS.

## PRACTICE CARD

Pick one card from the envelope. To complete the card you will need a student page. The card will tell you what student page to complete. You can find blank student pages in the the folder.

2. Open the folder. Are there any pages on the right side? These are activities left by other students. Pick one and complete it.
3. Take the envelope that says MAKE YOUR OWN ACTIVITY.

## MAKE ACTIVITY FOR NEXT STUDENT CARD

Pick one card from the envelope. You will be making an activity for another student. The card will tell you what student page to complete. You can find blank student pages in the the folder. When you are done, put the activity back into the folder on the right side for another student to complete.



CARD # 1

buying

*Word Play Center Cards*

CARD # 2

campaign

*Word Play Center Cards*

CARD # 3

canoeing

*Word Play Center Cards*

CARD # 4

fashion

*Word Play Center Cards*

CARD # 5

money

*Word Play Center Cards*

CARD # 6

bite

*Word Play Center Cards*

CARD # 7

typical

*Word Play Center Cards*

CARD # 8

currency

*Word Play Center Cards*

CARD # 9

emissary

*Word Play Center Cards*

CARD # 10

pen

*Word Play Center Cards*

CARD # 11

convention

*Word Play Center Cards*

CARD # 12

abbreviate

*Word Play Center Cards*

CARD # 13

shell

*Word Play Center Cards*

CARD # 14

design

*Word Play Center Cards*

CARD # 15

revert

*Word Play Center Cards*

CARD # 16

mechanical

*Word Play Center Cards*

CARD # 17

whose

*Word Play Center Cards*

CARD # 18

unload

*Word Play Center Cards*

PRACTICE CARD # 1

### ***Silly Sentences***

Take a word card. Write a silly sentence using the word on the card. Underline the word.

The clown apparently got his nose stuck on the coat rack.

complete using student page # 1

*Word Play Center Cards*

PRACTICE CARD # 2

### ***Make Pyramids***

Pick ten word cards. Make a pyramid from each word by starting with the first letter and adding one letter at a time. Here is an example of how to write the word turkey:

t  
tu  
tur  
turk  
turke  
turkey

complete using student page # 2

*Word Play Center Cards*

PRACTICE CARD # 3

### ***UPPERCASE***

Take a word card. Write the word using UPPERCASE letters. Take a new word card and continue in the same way.

Example:

HAPPY

complete using student page # 3

*Word Play Center Cards*

PRACTICE CARD # 4

### ***Order Sort***

Take three word cards at a time. Write the three words in alphabetical order. Put the cards aside and then continue with another group of three cards.

complete using student page # 4

*Word Play Center Cards*

PRACTICE CARD # 5

***Write Down, Across, and Up***

Pick ten word cards. Write each word down. Then share the last letter and write the word across. Finally, write the word down and share one letter from the across word.

C	O
A	N
CAT	ONE
A	N
T	E

complete using student page # 2

Word Play Center Cards

PRACTICE CARD # 6

***Write the Words***

Take a word card. Write the word with your writing hand. Then write the word again with your other hand. Continue to the next word card until you have completed all the words.

complete using student page # 5

Word Play Center Cards

PRACTICE CARD # 7

***Colors***

Take a word card. Write the word using different colored pencils. Take a new card and continue in the same way.

Example:

happy

complete using student page # 3

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 8

***For the Next Student: Make a Word Search***

Make a word search and hide ten of your words. The next student will try to find them.

complete using student page # 6

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 9

***For the Next Student: Draw Pictures***

Choose four words from the word cards. Sketch a drawing with pictures showing your four words. The next student will guess which four words you drew in your picture.

complete using student page # 7

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 10

***For the Next Student: Word Picture Code***

Design a different shape or picture for each letter of the alphabet to make a picture code. Then take fourteen word cards. Using one word at a time, write the word using your picture codes. For example, if you design the letter H as a green rectangle and the letter E as a red circle, you would draw the word HE like this:



complete using student page # 8

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 11

***For the Next Student: Write a Story***

Take ten word cards. Try to write a story using at least seven of your cards. Use all ten cards if you can.

Your story can be about anything you can imagine. It should be at least three paragraphs long.

complete using student page # 9

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 12

***For the Next Student: Correct My Paper***

In each box, write four different words. Three of the words should be spelled correctly. One of the words should be spelled incorrectly. The next student will be correcting your paper. He or she will figure out the incorrectly spelled word and rewrite the word correctly.

complete using student page # 10

Word Play Center Cards

student page 3 - use with PRACTICE CARD # 3 or 7

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

Activity: \_\_\_\_\_

1. \_\_\_\_\_ 10. \_\_\_\_\_

2. \_\_\_\_\_ 11. \_\_\_\_\_

3. \_\_\_\_\_ 12. \_\_\_\_\_

4. \_\_\_\_\_ 13. \_\_\_\_\_

5. \_\_\_\_\_ 14. \_\_\_\_\_

6. \_\_\_\_\_ 15. \_\_\_\_\_

7. \_\_\_\_\_ 16. \_\_\_\_\_

8. \_\_\_\_\_ 17. \_\_\_\_\_

9. \_\_\_\_\_ 18. \_\_\_\_\_

student page 3 - use with PRACTICE CARD # 3 or 7

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

Activity: \_\_\_\_\_

1. \_\_\_\_\_ 10. \_\_\_\_\_

2. \_\_\_\_\_ 11. \_\_\_\_\_

3. \_\_\_\_\_ 12. \_\_\_\_\_

4. \_\_\_\_\_ 13. \_\_\_\_\_

5. \_\_\_\_\_ 14. \_\_\_\_\_

6. \_\_\_\_\_ 15. \_\_\_\_\_

7. \_\_\_\_\_ 16. \_\_\_\_\_

8. \_\_\_\_\_ 17. \_\_\_\_\_

9. \_\_\_\_\_ 18. \_\_\_\_\_

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

Activity: \_\_\_\_\_

1. \_\_\_\_\_ 7. \_\_\_\_\_ 13. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_ 8. \_\_\_\_\_ 14. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_ 9. \_\_\_\_\_ 15. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_ 10. \_\_\_\_\_ 16. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_ 11. \_\_\_\_\_ 17. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_ 12. \_\_\_\_\_ 18. \_\_\_\_\_

\_\_\_\_\_

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

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

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

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

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

5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

11. \_\_\_\_\_

\_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_

17. \_\_\_\_\_

\_\_\_\_\_

18. \_\_\_\_\_

\_\_\_\_\_



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


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





1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____


**Directions for the 1st student: Pick 4 words. Draw one picture to represent a word in each of the boxes.**  
**Write your name. Then put this page back in the folder for another student to pick.**

**1st student: I drew these 4 pictures (write your name):** \_\_\_\_\_


**Directions for the 2nd student: Look at each picture. Can you guess which word the first student tried to draw? Write the word.**

**2nd student: I am guessing the words (write your name):** \_\_\_\_\_

 <p data-bbox="71 1134 810 1226"><b>I think this is a picture of:</b> _____</p>	 <p data-bbox="810 1134 1554 1226"><b>I think this is a picture of:</b> _____</p>
 <p data-bbox="71 1921 810 2005"><b>I think this is a picture of:</b> _____</p>	 <p data-bbox="810 1921 1554 2005"><b>I think this is a picture of:</b> _____</p>

1st student: I made this word picture code (write your name): \_\_\_\_\_

2nd student: I discovered the real words (write your name): \_\_\_\_\_

<b>A =</b> 	<b>B =</b>	<b>C =</b>	<b>D =</b>	<b>E =</b>	<b>F =</b>
<b>G =</b>	<b>H =</b>	<b>I =</b>	<b>L =</b>	<b>M =</b>	<b>N =</b>
<b>O =</b>	<b>P =</b>	<b>R =</b>	<b>S =</b>	<b>T =</b>	<b>U =</b>
<b>V =</b>	<b>W =</b>	<b>Y =</b>			

[illegible]

1st student: I wrote this story (write your name): \_\_\_\_\_

1st student: I used a total of \_\_\_\_\_ words from the envelope in this story.

2nd student: Take the words from the envelope. Can you find the words that the 1st student used? Circle them.

2nd student: I circled the words used (write your name): \_\_\_\_\_

[illegible]

1st student: I spelled 3 words correctly  
in each box (write your name): \_\_\_\_\_

2nd student: In each box, I crossed out the incorrect  
spelling and wrote it correctly (write your name): \_\_\_\_\_

<p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>2nd student: Write the correct spelling for the crossed out word.</p>	<p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>2nd student: Write the correct spelling for the crossed out word.</p>	<p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>2nd student: Write the correct spelling for the crossed out word.</p>
<p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>2nd student: Write the correct spelling for the crossed out word.</p>	<p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>2nd student: Write the correct spelling for the crossed out word.</p>	<p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>2nd student: Write the correct spelling for the crossed out word.</p>



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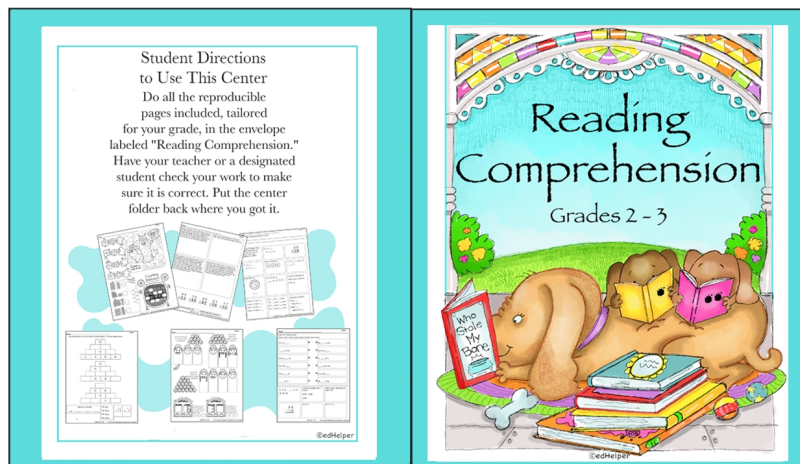
# Reading Comprehension

Grades 2 - 3



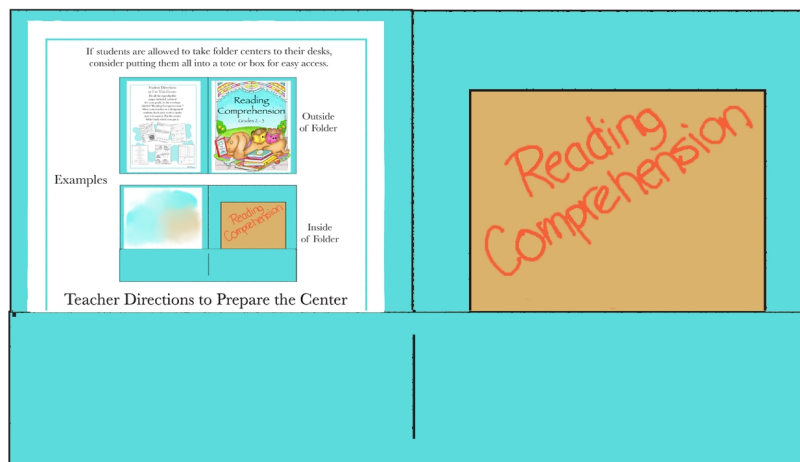


If students are allowed to take folder centers to their desks, consider putting them all into a tote or box for easy access.



Outside  
of Folder

## Examples



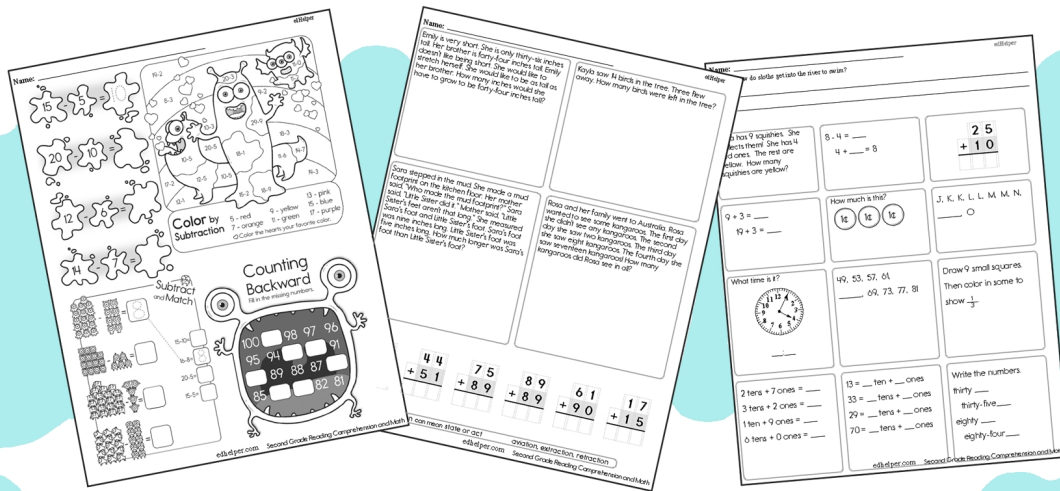
Inside  
of Folder

## Teacher Directions to Prepare the Center

1. Print out the included pages and place them in an envelope marked "Reading Comprehension."
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).

# Student Directions to Use This Center

Do one reading comprehension unit and all the pages for it. Find your pick of materials inside the envelope labeled "Reading Comprehension." 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.



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

The block above is the sum of the two blocks below. Fill in the missing blocks.

192
45
31 21 24 20

191
89
30 22

27 34
18
14

Expand the number.

740 = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

☐ tiding     $\begin{array}{r} 27 \\ + 48 \\ \hline \end{array}$      $\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$   
☐ tiding    ☐ tiding    ☐ tiding  
☐ tiding    ☐ tiding    ☐ tiding

L. \_\_\_\_\_

edHelper.com Third Grade Reading Comprehension and Math

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

Give each player an equal number of baseballs.

Give each player an equal number of softballs.

Give each player an equal number of baseballs.

Fill in the Scoreboard

BEARS	LIONS
6	6
5	5

Fill in the Scoreboard

WOLVES	TIGERS
3	3
5	5

edHelper.com Third Grade Reading Comprehension and Math

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

Write the missing number.

Draw a line to match each problem with the same answer.

H, 31, 21, _____	• 59, _____, 33, 30
_____, H, 12, 10	• 62, 50, 38, _____
H, 35, _____, 15	• 31, _____, 17, 10
20, 17, H, _____	• 38, 30, 22
H, 15, _____, 12	• 55, 42, 29, _____
_____, 11, 8, 5	• 29, _____, 19, H

☐ 0, 8, 10, \_\_\_\_\_ H, 15, 18, 20, 22    Circle the number that is largest. 5,009 5,090 5,900  
☐ 58    Find a clock. What time is it right now?

edHelper.com Third Grade Reading Comprehension and Math

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

# Loaning Your Money

By Patti Hutchison

---

"Neither a borrower nor a lender be." Have you heard that saying before? It's usually good advice. But what does it mean? It means never borrow from someone nor loan money to someone.

Let's look at this example: Bob wants new running shoes. In two months, he has only saved \$20. At this rate, it will be next year before he can buy new shoes. He decides to ask his friend Joe to loan him the other \$100 he needs to buy the shoes he wants.

"Joe, would you loan me \$100? I really want new running shoes. I run every morning. Can you help me out?" Bob asks.

"Why don't you save up the money?" Joe asks Bob.

"I've saved \$20, but I'm having trouble saving the rest. It will take too long," Bob replies.

"If you can't save the money, how will you ever pay me back?" Joe asks.

"I'll get it somewhere. Come on, will you help me?" Bob says.

There are three ways this scene can play out. Joe can say no and risk Bob getting angry with him. Or he can loan Bob the money but never get his money back. Then he will be angry with Bob. Or Joe can loan Bob the money and get it all back in time. But this may not happen. The truth is, loaning money can be hard on your friendship and your wallet.

Only you can decide whether or not to loan money to a friend. There are several things to think about before you say yes. First, can you afford to make the loan? You may not be able to pay out that amount of money right now. How long will it take before the money is paid back? Can you get along without your money for that long? What if you never get the money back? Can you afford to lose it?

Also, you need to think about what the loan may do to your friendship. Do you feel pressured into letting your friend borrow money? What if you have to keep reminding him to pay it back? That could strain your relationship. Again, what if you never get it back? Will it ruin your friendship?

If you do decide to loan a large amount of money to a friend, take some legal steps. You can get a promissory note at an office supply store. Fill it out completely. Include the amount borrowed, any interest you are charging, and the monthly payment you want to receive. Have your friend sign the note. This means he is promising, in writing, to pay it back. If he refuses to sign, you might want to reconsider loaning him the money.

If you decide not to loan the money to your friend, be honest with him. Tell him why you feel you can't do it. He should understand if he is really your friend. Your decision should not affect your friendship.

It is natural to want to help your friends. Sometimes they may need \$20 or so until their next paycheck. This is understandable. But if they want to borrow more than that, think it over carefully. Make sure you are doing the right thing before loaning your hard-earned money.



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

## Loaning Your Money

**Questions**

- \_\_\_\_\_ 1. Before you loan money, you need to think about:  
 A. whether or not you have the money to loan  
 B. how you are going to pay it back
- \_\_\_\_\_ 2. Loaning money to a friend can ruin a friendship.  
 A. false  
 B. true
- \_\_\_\_\_ 3. You can get a promissory note at:  
 A. the drug store  
 B. an office supply store
4. Name two things you should put on a promissory note.

---



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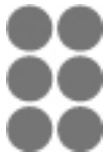
5. What is the purpose of a promissory note?

---



---

How many?



How much is this?



How many dots on the bug?



27 = \_\_\_ tens + \_\_\_ ones

18 = \_\_\_ ten + \_\_\_ ones

53 = \_\_\_ tens + \_\_\_ ones

60 = \_\_\_ tens + \_\_\_ ones

Write the numbers.

fifty \_\_\_\_

fifty-one \_\_\_\_

eighty \_\_\_\_

eighty-five \_\_\_\_

Y, Y, G, G, Y,

\_\_\_\_, G, G, Y, Y, G,

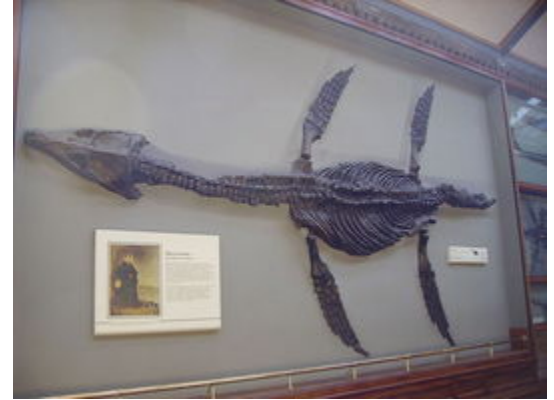
G

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

# Plesiosaurs

By Cindy Grigg

All animals that lived during the time of dinosaurs weren't dinosaurs. Dinosaurs walked on land. There were animals living in the sea. They weren't fish. They weren't mammals, like dolphins and whales. They were reptiles called plesiosaurs (PLEE-zee-oh-SORES). That word means "near (or close to) lizards." Just like with dinosaurs, there were many different kinds of plesiosaurs, too. They ranged from about eight feet to about forty feet long. They needed to come to the surface to breathe air. They were carnivores. They did not look like fish. Most of them had fat bodies, short tails, and long necks. They had four limbs they used like flippers to swim through the water. *Elasmosaurus* (EE-laz-mo-SORE-us) had a neck longer than its body and tail combined. Its neck had 72 vertebrae (bones) - more than any other animal we know. It lived in open seas and ate small fish, animals like squid, and mollusks. It is believed that these animals gave birth to live young, like sea snakes do. They all died out at the end of the Cretaceous period, about 65.5 million years ago.



Plesiosaurs

## Questions

- \_\_\_\_\_ 1. Plesiosaurs looked like \_\_\_\_\_.
  - A. fish
  - B. dolphins
  - C. whales
  - D. none of the above
- \_\_\_\_\_ 2. Plesiosaurs were a type of dinosaur.
  - A. false
  - B. true
- \_\_\_\_\_ 3. *Elasmosaurus* was a \_\_\_\_\_.
  - A. dinosaur
  - B. plesiosaur
  - C. plant eater
  - D. all of the above
- \_\_\_\_\_ 4. What does "plesiosaur" mean?
  - A. thunder lizard
  - B. terrible reptile
  - C. near lizard
  - D. sore lizard
- \_\_\_\_\_ 5. The author's main purpose for writing this story was to \_\_\_\_\_.
  - A. inform readers with facts about plesiosaurs
  - B. persuade readers that plesiosaurs still exist
  - C. express the writer's personal feelings about plesiosaurs
  - D. entertain readers with scary stories about prehistoric animals

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

6. Draw a picture of what you think a plesiosaur looked like, using the details in this story.

---



---

Write how much to add or subtract.

$$6 \quad (+3) \quad 9 \quad (+3) \quad 12$$

Start with 6.Add 3. Repeat.

$$7 \quad \bigcirc \quad 9 \quad \bigcirc \quad 11$$

Start with \_\_\_\_.

Add \_\_\_\_\_. Repeat.

$$13 \quad \bigcirc \quad 8 \quad \bigcirc \quad 3$$

Start with \_\_\_\_.

Subtract \_\_\_\_\_. Repeat.

$$13 \quad \bigcirc \quad 9 \quad \bigcirc \quad 5$$

Start with \_\_\_\_.

Subtract \_\_\_\_\_. Repeat.

$$13 \quad \bigcirc \quad 7 \quad \bigcirc \quad 1$$

Start with \_\_\_\_.

Subtract \_\_\_\_\_. Repeat.

$$8 \quad \bigcirc \quad 13 \quad \bigcirc \quad 18$$

Start with \_\_\_\_.

Add \_\_\_\_\_. Repeat.

$$8 \quad \bigcirc \quad 6 \quad \bigcirc \quad 4$$

Start with \_\_\_\_.

Subtract \_\_\_\_\_. Repeat.

$$2 \quad \bigcirc \quad 8 \quad \bigcirc \quad 14$$

Start with \_\_\_\_.

Add \_\_\_\_\_. Repeat.

$$15 \quad \bigcirc \quad 12 \quad \bigcirc \quad 9$$

Start with \_\_\_\_.

Subtract \_\_\_\_\_. Repeat.

$$\begin{array}{r} 26 \\ + 12 \\ \hline \end{array}$$

Circle the two numbers that make 19.

1      7      12

10      5      9

9      4      13      15

11      17      2      18

6      3      5      13

12      11      3      16

4      14      11      17      8

14      7      4      5      17

$$\begin{array}{r} 1 \\ 2 \\ + 3 \\ \hline \end{array}$$



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

# The Truth about Taxes

By Erin Horner

What did you do today? If you drove on a road, learned something at school, played at the park, or saw a policeman, you should thank a taxpayer. Taxes help pay for all of these things. A tax is money that people and businesses pay to the government. The government uses this money to pay for different services that it provides. Tax money is used to build libraries and fix roads. It is also used to build schools, pay teachers, and provide materials like textbooks and toilet paper! Some tax money is used to build and maintain local and national parks. Without tax money, the government wouldn't have the money it needs to help keep us safe. Tax money is used to pay for our police and fire departments. It is also used to pay for our military. The idea of paying a tax might seem *taxing*. If, however, we didn't pay taxes, we'd miss the many services taxes help provide.



The Truth about Taxes

## Questions

1. What does the government do with the tax money that it collects? Give at least two examples.

---



---

- \_\_\_\_\_ 2. Which of the following is an antonym for *taxing*?

A. demanding  
 B. tough  
 C. strenuous  
 D. easy

- \_\_\_\_\_ 3. Which of the following could be an effect of someone paying taxes?

A. The local library is shut down.  
 B. The government pays him money.  
 C. The president invites him to a tax party at the White House.  
 D. Several pot holes in the city's main road are fixed.

- \_\_\_\_\_ 4. Which of these is an opinion?

A. People and businesses pay taxes.  
 B. A tax is money that is paid to the government.  
 C. Taxes help to pay for many things.  
 D. Paying taxes is fun.



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

# Where Do Box Turtles Go in Winter?

By Cindy Grigg

---

Box turtles, often called terrapins, live in woods or meadows across the eastern two-thirds of the United States. Two different kinds live in the U.S. You may have seen a box turtle in your backyard or crossing a highway.

Box turtles are reptiles. They are "cold-blooded." This means their body temperature changes with the outside temperature. In summer, that's no big deal. If turtles get too hot, they move into the shade. If they get too cool, they move into the sunshine.

But in winter, cold temperatures are a big deal. Cold weather can kill the turtles. They must find shelter and hibernate. In the fall, a box turtle digs down into soil or a thick layer of leaves. Its breathing slows down. So does its heartbeat. Its body temperature drops. It hibernates all through the cold winter months.

When spring comes, the turtles wake up. They dig themselves out of their winter hiding places. Then they're off to find a meal - the first food they've had for several months!



Where Do Box Turtles Go in Winter?

## Questions

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- \_\_\_\_\_ 1. What type of animal are turtles?
- A. reptiles
  - B. amphibians
  - C. lizards
  - D. mammals
- \_\_\_\_\_ 2. Box turtles are \_\_\_\_\_. This means their body temperature changes with the outside temperature.
- A. cold-blooded
  - B. reptiles
  - C. amphibians
  - D. warm-blooded
- \_\_\_\_\_ 3. How can a turtle cool down?
- A. put on a sweater
  - B. move into the sunshine
  - C. move into the shade
  - D. hibernate
4. Where do box turtles go in winter?

---

---

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

- \_\_\_\_\_ 5. The author's main purpose for writing this story was to \_\_\_\_\_.
- A. inform readers with facts
  - B. entertain readers with funny stories about turtles
  - C. express the writer's personal feelings about turtles
  - D. persuade readers to keep turtles as pets

Add 1 or 10.

52

75

37	
----	--

92	
----	--

29

48	
----	--

68	
----	--

12

65

98	
----	--

58

18	
----	--

Write **bl** or **cr** to complete each word.

\_\_\_\_\_oss      \_\_\_\_\_ast  
 \_\_\_\_\_ew      \_\_\_\_\_ock

$$\begin{array}{r} 65 \\ - 53 \\ \hline \end{array}$$

What day comes after Friday?

\_\_\_\_\_

$$31 + 5 = \underline{\hspace{2cm}}$$

Write + or - in the circles.

$$11 \bigcirc 4 = 17 \bigcirc 2$$

$$12 \bigcirc 10 = 16 \bigcirc 14$$

$$\begin{array}{r} 75 \\ - 10 \\ \hline \end{array}$$

Adam found 10 dimes and 4 nickels. How many coins did he find in all?

twenty-three

$$100+40+9$$

$$500+10+3$$

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

# Tree Squirrels

By Mary Lynn Bushong

---

You see them in trees. Sometimes they are on the ground. They have long bushy tails. Do you know what they are? They are squirrels.

Some people like squirrels. They think they are funny animals. Other people do not like squirrels. Many of the things they do are destructive. They nest in attics. They dig in flower pots. They raid bird feeders.

There are 300 different kinds of squirrels all over the world. There are just ten in North America.

Tree squirrels build their nests, called dreys, in hollow trees. If there are no hollow trees, they make nests in the high branches. Look up in the tops of trees where you live. If you see a ball of leaves, that is probably a squirrel's nest.

The fox squirrel is the largest. The gray squirrel is medium sized. The red squirrel is the smallest. The gray squirrel is the most common.

Baby gray squirrels are only an inch (2.5 cm) long when they are born. They are called kittens or kits. There are two to five kits in a litter. Until the babies are about two months old, they drink milk. After that, they eat what their mother eats.

Squirrels are omnivores. That means they eat almost anything. We are also omnivores, too. Squirrels eat nuts (acorns are a favorite), seeds, fruit, songbird eggs, and mushrooms. They will also eat baby birds, leaves, berries, frogs, mice, tree buds, and insects.

Squirrels are in the rodent family, along with rats, mice, beavers, groundhogs, and ground squirrels. Rodents all have long front teeth that are made for chewing. Their front teeth never stop growing. They must keep chewing to wear them down.

Squirrels are known as hoarding animals. That means they stash food away. That way they will have food when fresh food is gone. Sometimes a single squirrel can have thousands of hiding places for food. They have very good memories for those places, too. They use landmarks and sometimes their sense of smell to find food caches.

Squirrels squeak when they are babies. When they get older they make a chuck-chuck sound. It is often used to warn of danger.

A squirrel is an adult when it is one year old. They have been known to live 11 or 12 years before dying naturally. It is rare for a wild squirrel to die a natural death. Wild squirrels are usually killed before they live out their natural lifetime.

There are many animals that like to eat squirrels. Some of those are skunks, raccoons, martens, opossums, foxes, and snakes. Hawks and owls also like to hunt squirrels. Dogs and cats hunt squirrels, too. There are even people who eat squirrels.

Squirrels are acrobats, entertainers, thieves, comics, and pests. What are they to you?



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

Tree Squirrels

## Questions

---

1. What are two things squirrels do to annoy people?

---

---

- \_\_\_\_\_ 2. A squirrel's nest is called a \_\_\_\_\_.

A. pine knot  
B. house  
C. drey  
D. hollow

- \_\_\_\_\_ 3. The smallest tree squirrel is the \_\_\_\_\_ squirrel.

A. red  
B. gray  
C. fox  
D. black

- \_\_\_\_\_ 4. An omnivore eats only meat.

A. false  
B. true

5. What are three things a squirrel might eat?

---

---

6. Squirrels like to hoard or hide food for later.

---

---

- \_\_\_\_\_ 7. Squirrels make no sounds.

A. true  
B. false

- \_\_\_\_\_ 8. Squirrels are part of the rodent family.

A. true  
B. false

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

# I Can

By Jennifer Kenny

Ann's class took a trip. They went to the beach.

The children played in the sand. They dipped their toes in the water. They had a picnic on the beach. What fun!

Miss Cliff was Ann's teacher. She had the children sit with her.

"What do you see here?" Miss Cliff asked.

"I see the sand. I see the waves. I see some boats," John said.

"Good," Miss Cliff said. "How do you see all that?"

"With my eyes," John said.

"Right," Miss Cliff said.

"What do you hear on the beach?" Miss Cliff asked.

"I hear people. I hear waves," Mary said.

"Great," Miss Cliff said. "How do you hear all that?"

"With my ears," Mary said.

"What do you taste on the beach?" Miss Cliff asked.

"All the food from our picnic," Peter said.

"Nice," said Miss Cliff. "How do you taste all that?"

"With my mouth," Peter said.

"What do you touch on the beach?" Miss Cliff asked.

"I feel the water and the sand," Molly said.

"Yes," said Miss Cliff. "How do you feel all that?"

"With my hands," Molly said.

"What do you smell on the beach?" Miss Cliff asked.

"I smell the salt water," Billy said.

"Good," Miss Cliff said. "How do you smell all that?"

"With my nose," Billy said.

"Very nice," Miss Cliff said. "You just talked about your senses. You see. You hear. You taste. You touch. You smell. Your eyes, ears, tongue, skin, and nose take it all in. Your nerves send messages to your brain. Your brain is in charge. It lets you know what you are looking at or smelling."



"This is a great place to learn about your senses." edHelper Learning Centers Sample

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

"Good job," Miss Cliff said. "You are all so smart. Let's use your senses some more. Have fun!"

I Can

**Questions**

- \_\_\_\_\_ 1. There are \_\_\_\_\_ senses.  
 A. 4  
 B. 3  
 C. 5  
 D. 2
- \_\_\_\_\_ 2. What is in charge of your body?  
 A. your teeth  
 B. your skin  
 C. your brain  
 D. your eyes
- \_\_\_\_\_ 3. You hear with your \_\_\_\_\_.  
 A. eyes  
 B. skin  
 C. ears  
 D. nose
- \_\_\_\_\_ 4. Ann's class took a trip to \_\_\_\_\_.  
 A. the mall  
 B. the beach  
 C. the park  
 D. a museum
- \_\_\_\_\_ 5. The teacher in the story was \_\_\_\_\_.  
 A. Miss Cliff  
 B. Miss Molly  
 C. Miss Mary  
 D. Billy
- \_\_\_\_\_ 6. Do nerves send messages to your brain?  
 A. Yes  
 B. No

Maria made 12 cookies.  
 She gave 5 cookies to  
 her best friend. How  
 many cookies are left?

You are going to a party one  
 week after June 6. What is  
 the date of the party?

\_\_\_\_\_

thirteen

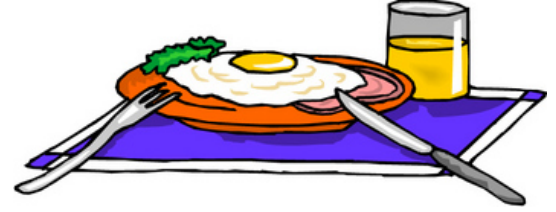
Name: \_\_\_\_\_

# An Egg-cellent Lunch

By Colleen Messina

"Daddy, I don't like this breakfast. It is looking at me!" said Scott.

Scott peered down at his plate. Two golden orbs floated like balls in a sea of egg white foam. Scott saw egg eyes looking up at him from his plate.



"I made these eggs especially for you. I tried not to break the yolks. I thought you would like them," said Dad mournfully. He was sad that Scott did not like this breakfast.

Poor Dad tried hard to cook a good breakfast when Mom had to go to work early. She had left at 6:00 A.M. this morning. Dad wore a silly apron. He had a spatula in his hand. He had made toast with butter and strawberry jam. He thought Scott would like eggs for breakfast. Their family had chickens, and the chickens had been busy. The family had lots of fresh eggs! Dad wanted to use up the fresh eggs.

"What if I scrambled the eggs?" asked Dad. "I can eat the other eggs. I will scramble some new eggs. Would you like to try that?"

"I don't know," said Scott. "I could try."

Dad went back to the stove. He picked up a smooth, round egg and smashed it against the edge of a bowl. Whoosh! The insides of the egg plopped into the bowl. Dad then grabbed a fork and beat the egg. Round and round went the slimy egg in the shiny metal bowl. He added a little bit of milk, and he beat the egg again. Then he poured the scrambled egg into the frying pan and cooked it for Scott. He sang a silly song while he cooked, and he had a terrible voice.

Soon piles of fluffy yellow eggs were on Scott's plate. Steam rose up from the eggs. Dad looked proud. He thought he was a great chef!

"Daddy, those eggs look a little slimy. I don't want to eat slimy things!" said Scott. "I will eat this toast. I need to catch the school bus now. Let's face it, Dad; I just don't like eggs, even if they do come from our own chickens."

Scott finished his toast while Dad finished packing Scott's lunch. He had made Scott a surprise sandwich. Scott had never had that type of sandwich before. Dad put the lunch in Scott's backpack, and soon Scott was on the bus to school.

That afternoon, Scott came home. He ran inside and said hello to Dad, who was working on his computer.

"Did you have a good day?" asked Dad.

"Sure, it was fine. We made a baking soda-vinegar volcano in science. We added red food coloring so bubbly, pink, stinky lava erupted all over the sandbox. That was fun!" said Scott.

"Did you like your lunch?" asked Dad.

"Sure, it was fine. That was a new kind of sandwich. It was funny and yellow, but it tasted good," said Scott. "What was it?"

"You will be surprised to know that you can now say you like eggs," said Dad.

"Why?" said Scott.

"Because that was an egg-cellent egg salad sandwich in your lunch!" said Dad triumphantly.

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

## An Egg-cellent Lunch

**Questions**

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- \_\_\_\_\_ 1. What does the word "mournfully" mean in paragraph 3?
- A. angrily
  - B. happily
  - C. silly looking
  - D. sadly
- \_\_\_\_\_ 2. Where did Scott's dad get the eggs?
- A. from the store
  - B. from the family's chickens
  - C. from the family cow
  - D. none of the above
3. What did Dad wear when he cooked the eggs?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ 4. What did Scott do in science class?
- A. planted some seeds
  - B. made a baking soda-vinegar volcano
  - C. learned about planets
  - D. learned about the human heart
- \_\_\_\_\_ 5. Where was Scott's mom in the story?
- A. in bed
  - B. at the mall
  - C. at work
  - D. at school
- \_\_\_\_\_ 6. What else did Scott's dad do while he cooked eggs?
- A. He sang a song.
  - B. He sent text messages.
  - C. He made a phone call.
  - D. none of the above
- \_\_\_\_\_ 7. What word did Dad use to describe the egg salad sandwich?
- A. egg-cellent
  - B. crispy
  - C. chewy
  - D. tasty
- \_\_\_\_\_ 8. Which event happened last in the story?
- A. Scott got on the school bus.
  - B. Scott found out he had eaten an egg salad sandwich.
  - C. Scott made a volcano in science class.
  - D. Dad made scrambled eggs.



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

# John F. Kennedy

By Meg Leonard

---

John F. Kennedy was the thirty-fifth president. He was born in Massachusetts in 1917. He went to school at Harvard. After college, he joined the Navy. He served in World War II. He was a hero. In 1953, he was elected to the Senate. Kennedy married his wife, Jacqueline, the same year. In 1955, he wrote a book called Profiles in Courage. The book won an award. The award is called the Pulitzer Prize. This award is given for outstanding achievement in literature. In 1960, Kennedy was nominated for president. He beat Richard Nixon in a close election. Kennedy was the youngest person to ever be elected president. There was tension between the United States and Russia while Kennedy was president. This was called the Cold War. Kennedy had to try to keep the peace. Kennedy fought for equal rights for all Americans. He supported new laws for civil rights. He also created the Peace Corps. In 1963, Kennedy was shot while he was riding in a car in a motorcade in Texas. The country was shocked and saddened by his death.



John F. Kennedy

## Questions

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- \_\_\_\_\_ 1. Who was John F. Kennedy?
- A. the thirty-fifth president
  - B. the thirty-fourth president
  - C. the thirty-first president
  - D. the thirty-second president
- \_\_\_\_\_ 2. Where did Kennedy go to school?
- A. Princeton
  - B. West Point
  - C. Harvard
  - D. Yale
- \_\_\_\_\_ 3. In which branch of the military did Kennedy serve?
- A. Air Force
  - B. Navy
  - C. Marines
  - D. Army
- \_\_\_\_\_ 4. What award did Kennedy win for a book that he wrote?
- A. Newbery Honor Award
  - B. Nobel Prize
  - C. Pulitzer Prize
  - D. Coretta Scott King Award

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

5. Name two countries involved in the Cold War.

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Write the numbers.

seven \_\_\_\_

thirteen \_\_\_\_

nineteen \_\_\_\_

C, \_\_\_\_\_, I, L, O, R,

U, X

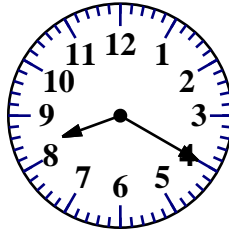
$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

Draw 4 small squares.

Then color in some to

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

What time is it?



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

34, 38, 42, 46, 50, 54,

58, \_\_\_\_\_, 66, 70

twenty-one minus nine  
equalsRosa started school with 12  
pencils in her desk. She  
counted her pencils. She  
only has 6. How many  
pencils has she used?

7, 14, 21, 28, 35,

\_\_\_\_\_, 49, 56

$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

$$6 - 1 = \underline{\quad}$$

$$1 + \underline{\quad} = 6$$

How many?



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

# Saida Goes to School in Afghanistan

By Colleen Messina

---

*Caption: Afghan girls wearing traditional clothing sing at a celebration of International Women's Day, March 8*

You might not feel like going to school every day. But did you know that a little girl in Afghanistan wanted to go to school so badly that she told a stranger about it?

Saida lives in Afghanistan. A man came to her village and built a school. Saida told this man, "I don't have any more brothers. I want to go to school!" One of Saida's brothers had died because of the fighting in her country. Her family was very sad. Twelve-year-old Saida felt that going to school would help her future.



A group called the Taliban took over Saida's country in 1996. They did not want girls to go to school. They punished people who sent girls to school. While the Taliban was in power, 800,000 children went to school. Today, almost 5 million children go to school. Five million is a lot more than 800,000.

Women could not do many things while the Taliban ruled. They could not leave their homes without a man with them. They had to cover themselves from head to toe. They could not have jobs. Some of them wanted to become doctors or lawyers. This was not possible while the Taliban was there.

This is why Saida is grateful for her school. It is painted bright blue. The school has six classrooms. It has one office. It even has a small playground. There are bullet holes in the wall from the Taliban. Today, police guard the school. Saida and the children feel safe. Mountains are all around the school.

Afghanistan has many mountains. It is a small country. It is about the size of Texas. It has many natural resources. It has natural gas and petroleum. It has copper, coal, lead, zinc, and salt. Its hills have precious stones in them. Life is not easy there.

Saida and her people have a hard life. They are poor. Many villages have no running water. They have no electricity. The average life span for an Afghan is only 43 years. Many of them work on farms. Only 36% of the people can read and write.

Saida and her family are glad she is in school, but when she gets home, she has good food. She likes to eat beef and lamb kabobs. A kabob is a stick with food on it. The chunks of meat have bell peppers and onions next to them. For dessert, they have sheer yakh. This funny name is just vanilla ice cream sprinkled with nuts. It is a tasty treat.

Each day Saida is happy to go to school. Education is important for girls in Afghanistan. They will help build their country's future. Study hard, Saida!

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

edHelper

Saida Goes to School in Afghanistan

## Questions

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- \_\_\_\_\_ 1. How old is Saida?
- A. 6
  - B. 14
  - C. 12
  - D. 10
- \_\_\_\_\_ 2. When did the Taliban take over Afghanistan?
- A. 1956
  - B. 1906
  - C. 2006
  - D. 1996
- \_\_\_\_\_ 3. Who did Saida tell about her desire to go to school?
- A. her father
  - B. her mother
  - C. her teacher
  - D. a man who built the school
- \_\_\_\_\_ 4. Who protects Saida's school?
- A. the Taliban
  - B. the parents
  - C. the police
  - D. the teachers
- \_\_\_\_\_ 5. What is a kabob?
- A. a kind of dessert
  - B. a weapon
  - C. a stick with food on it
  - D. a head covering
- \_\_\_\_\_ 6. What else is on a kabob besides meat?
- A. hot peppers and spices
  - B. potatoes and onions
  - C. onions and bell peppers
  - D. candy and fruit
- \_\_\_\_\_ 7. Saida's school does not have a playground.
- A. False
  - B. True
- \_\_\_\_\_ 8. Afghanistan has many mountains.
- A. True
  - B. False

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

# Three Trees

By Kathleen Redman

It was a very special day. Mr. and Mrs. Cardinal had three new babies. Their names were Timmy, Tommy, and Tammy. They had hatched from tiny gray and brown eggs that morning.

Timmy and Tommy were boys. Tammy was a girl. They all looked like their mother.

Later Timmy and Tommy would look like their father. They would be bright red. They would have a red bill and black faces.

Tammy would look like her mother. She would be brown and gray. She would have a red crest. She would have some red feathers on her wings. She would have a red bill, too.

Mr. and Mrs. Cardinal were very proud. They sang about the babies. Their song was very loud. They wanted all the birds to know that they had babies.



Mr. and Mrs. Goldfinch came to see the babies.

Mr. and Mrs. Chickadee came to see the little ones.

Bobby Bluejay came.

Will Wren flew down, too.

Mr. and Mrs. Robin were there.

Tony and Terry Titmouse came to the nest.

Soon all the trees around the nest were full of birds. The birds talked and sang. What a wonderful day it was! New babies in the woods!

Mr. Cardinal picked up three seeds. He flew down to the ground. He pushed each seed into the dirt. He covered them up. Then he flew back to the nest.

"Why did you do that?" Bobby Bluejay asked.

"I planted three tree seeds," Mr. Cardinal said. "They will grow into trees. Someday my great grandbabies will sit in them."

"That is silly," Bobby Bluejay said. "You do not have to plant trees. There will always be trees."

"No," Mrs. Cardinal said. "Sometimes people cut down trees."

"No," Mr. Cardinal said. "Sometimes there is a fire. Some trees burn."

"That is right," Will Wren said. "Trees get old, too. They fall down."

Mrs. Robin said, "The wind blows down some trees, too."

"Think about a place with no trees," Mr. Cardinal said. "What would we do? Where would we put our nests? Where would we sleep? Where would we rest? "

"Some of us find food in trees," Bobby Bluejay said. "We need trees."

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

Would you like to help the birds?

There is a special day called Arbor Day. On Arbor Day people plant trees. They think about how trees help everyone. They learn more about trees.

You can help the birds. Plant a tree on Arbor Day. Take good care of it.

Maybe you will hear a bird sing, "Thank you. Thank you for the tree!"

Three Trees

## Questions

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- \_\_\_\_\_ 1. How many new babies did Mr. and Mrs. Cardinal have?
- A. three
  - B. four
  - C. two
  - D. one
- \_\_\_\_\_ 2. What were the boys' names?
- A. Timmy and Tommy
  - B. Tracy and Tommy
  - C. Timmy and Tammy
  - D. Timmy and Tony
- \_\_\_\_\_ 3. What was the girl's name?
- A. Tommy
  - B. Tracy
  - C. Timmy
  - D. Tammy
- \_\_\_\_\_ 4. Why were Mr. and Mrs. Cardinal proud?
- A. They planted some trees.
  - B. They were bigger than the other birds.
  - C. They had three new babies.
  - D. They had a new nest.
- \_\_\_\_\_ 5. What did Mr. Cardinal plant?
- A. Three seeds
  - B. A watermelon vine
  - C. An acorn
  - D. A little flower
- \_\_\_\_\_ 6. Who said that there would always be trees?
- A. Mr. Robin
  - B. Bobby Bluejay
  - C. Gena Goldfinch
  - D. Mrs. Cardinal

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

\_\_\_\_\_ 7. Which one of these is not a way we lose trees?

- A. Fire burns them.
- B. People cut them down.
- C. They get old and die.
- D. Dogs and cats eat them.

\_\_\_\_\_ 8. On what day do many people plant trees?

- A. Valentine's Day
- B. Christmas
- C. Arbor Day
- D. Cinco de Mayo

If March 11 is on a Friday, then what day of the week will March 14 fall on?

\_\_\_\_\_

$$28 - 3 = \underline{\hspace{2cm}}$$








$$\begin{array}{r} 19 \\ + 70 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 41 \\ \hline \end{array}$$

Count by 1s.

1 , 2 , 3 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

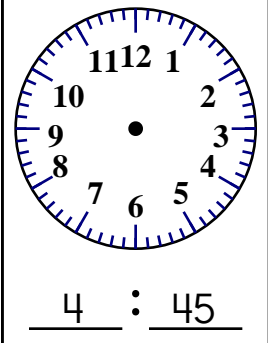
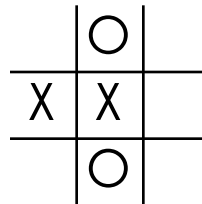
Draw ONE continuous line that touches every box ONCE.  
Count by 1s. Find the box with the number 1. Move up, down, right, or left.  
Keep counting until you reach 14. Do not move into a spot with a ghost.

	6			--- -12	
				14- --- 13	
		--- 3---	--- 2---	--- 1	 

$$\begin{array}{r} 76 \\ - 20 \\ \hline \end{array}$$

Emily had thirteen stuffed bears. Six of them were polar bears. She gave her little sister three of her polar bears. How many polar bears did she have left?

It is your turn. Write X to make your move.



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

# Finding Inexpensive Things to Do

By Patti Hutchison

---

"Oh, I'm so bored; I just have to get out of this house!" Lisa said. "But I don't have enough money to go to a movie or dinner. What can we do?"

"Let's think of some places we can go that don't cost a lot of money," Lisa's friend John suggested.

"That's a great idea," Lisa said. "I'll write them down and then we'll pick the one that we want to do."

"Okay, how about going to the park? We have to eat anyway, so we could pack a picnic lunch and go eat it there," John said. "We can feed the ducks and wade in the creek."

"That would be good," Lisa said, writing "park" on her paper. "What about the library? I read in the newspaper that they have a new display of Native American crafts. I've been wanting to see it. While we're there, I could borrow a book to read. We could also borrow a DVD and come back and watch it later. None of those things costs any money."

"Write that down," John said. "That might be a cool thing to do. We could also go to the athletic field," John suggested. "That doesn't cost anything, either. We could shoot hoops or jog around the track. That would give us some fun and exercise."

"Those are good ideas," Lisa said, writing them down. "We could just take a drive. The leaves are so pretty this time of year. We'd have to pay for a little gas, but that's not as expensive as going to the movies."

"Let's look in the paper and see what is happening around town," John said. "There is always something going on that doesn't cost a lot."

"Great idea," Lisa said. She opened the paper to the "All Around Town" section. She began reading. "Hey, there is a carnival at the fairgrounds. It doesn't cost anything to get in. They have free hayrides and shows. There will be fireworks when it gets dark."

"You know how those carnivals are. There will be game and food booths. We'll be tempted to spend a lot of money," John warned.

"We'll each take just five dollars with us. That way, we won't be able to spend any more than that. We can pack a picnic so we don't need to buy food. There are a lot of picnic tables where we can eat," Lisa said.

"That's true," John agreed. "Let's see what else is going on. Look, there's a barbecue at the fire hall. A chicken dinner is only five dollars. Barbecued chicken sounds really good to me."

"You're always thinking with your stomach," Lisa said, chuckling. "But you're right; it does sound good. I think our list is big enough. Let's try to decide what we want to do."

"Well, I vote for the athletic field. Exercise will do us some good," John said.

"Well, I vote for the carnival. It will last all day, and then we can see the fireworks tonight. You know how I love fireworks!" Lisa said.

"Let's do rock, paper, scissors. Whoever wins gets to pick what we do," John suggested.

"Okay, one, two, three, shoot!" Lisa said, putting her hand in the "paper" position. She saw that John had made a rock. "Paper covers rock; I win! Let's go to the carnival."

"You won fair and square. Let's go pack our picnic. And remember, we're only taking five dollars each," John reminded.

## edHelper Learning Centers Sample

"I'm sure we can have a fun time on our limited budget," Lisa said, heading for the kitchen. "I'm so excited!"



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

Finding Inexpensive Things to Do

**Questions**

\_\_\_\_\_ 1. What did John say they could do at the park?

- A. feed the ducks and wade in the creek  
B. watch the fireworks

\_\_\_\_\_ 2. Where can you take a picnic lunch?

- A. to the library  
B. to the park

3. Where did Lisa and John look for some suggestions for things to do?

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\_\_\_\_\_ 4. Why did Lisa and John decide to take only five dollars each to the carnival?

- A. because that's how much it cost to get in  
B. so that they wouldn't be tempted to spend a lot of money

5. Lisa and John each voted for different things to do. How did they finally decide what to do?

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How much is this?



$5 + 1 = \underline{\quad}$

$15 + 1 = \underline{\quad}$

five plus seven equals

$4 \text{ tens} + 2 \text{ ones} = \underline{\quad}$

$8 \text{ tens} + 7 \text{ ones} = \underline{\quad}$

$1 \text{ ten} + 4 \text{ ones} = \underline{\quad}$

$5 \text{ tens} + 0 \text{ ones} = \underline{\quad}$

Jessica loves reading. She read 3 books this month. She plans to read 9 more. How many books will she read this month?

	1	3
+	1	0
<hr/>		

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

# Nicholas Appert: Inventor of Canned Food

By Cindy Grigg

Canned food is convenient. We can eat green beans in the middle of winter. We can eat canned pineapple that is grown far away from where we live. Before canned food, people grew their own food in gardens. What food they could eat depended on the season. People in cities had to shop almost every day to have fresh food. It was a small problem for most people. It was a huge problem for armies. About two hundred years ago, Napoleon was the leader of France. His armies tried to take over much of Europe. A reward of a large amount of money was offered to an inventor who could think of a way to keep food from spoiling.

A man named Nicholas Appert invented a glass jar with a lid that could be sealed. Food that was cooked and stored in these jars could last for weeks without spoiling. Appert won the prize. He used the money to build a factory for preserving food. A little later, tin-coated metal was invented. Cans made of this metal were cheaper than glass jars. They didn't break, either! Today, many foods are canned. Why does canning food keep it from spoiling?

Food spoils when germs grow in it. Germs grow best when food is warm and moist. Air also helps most germs to grow.

Food can be stored for a long time if germs and air are kept away from it. Some foods can be dried or frozen to keep them safe from germs. Canning is another way to keep food from spoiling. Canning food seals it in air-tight jars, cans, or pouches.

First the food is washed and prepared. Fruits and vegetables might be peeled or cut up. Some foods such as soup are cooked just like you cook soup at home. Cooking helps kill germs in the food, too.

Next, the food is sent to the canning machine. The machine has empty cans without tops. The cans are heated to a very high temperature to kill germs in them. This is called sterilizing them. Then the machine fills the cans with food.

The filled cans are heated again. This kills germs that might be left in the cans or in the food. Also, heating pushes air out of the cans. Hot food expands, or gets bigger, and fills the can to the top.

Finally, a machine puts a top on each can, sealing it tightly. Then the can is sterilized again. This makes sure all the germs have been killed. Canned food is safe to eat. It can be stored for a long time.

You should look at the can before you open it. If the can is bulging outward, the food inside may no longer be safe to eat. Dented cans should also be thrown away. When the can was dented, it may have broken the airtight seal. Bacteria could have gotten inside. Eating food with bacteria might make you sick. You should never taste the food inside a damaged can. It might not taste bad, but even a small taste of it could make you sick.

So the next time you're eating canned food, take a moment to thank Nicholas Appert. His method of keeping food fresh was amazing, especially since it would be another fifty years before anyone knew about germs!



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

Nicholas Appert: Inventor of Canned Food

## Questions

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- \_\_\_\_\_ 1. Who was the inventor of the glass jar that could be sealed?
- A. Napoleon, leader of France
  - B. Nicholas Appert
  - C. Tin Can Alley
  - D. none of the above
2. Why was a reward offered for a way to keep food from spoiling?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ 3. What is NOT one way of keeping food from spoiling that is mentioned in the story?
- A. washing
  - B. drying
  - C. freezing
  - D. canning
- \_\_\_\_\_ 4. *The cans are heated to a very high temperature to kill germs in them. This is called sterilizing them.* The word "sterilizing" means \_\_\_\_\_.
- A. heating to a very high temperature
  - B. killing germs in or on something
  - C. washing
  - D. canning
- \_\_\_\_\_ 5. In paragraph 7: *The filled cans are heated again.* This is done to:
- A. kill germs in the cans
  - B. kill germs in the food
  - C. push air out of the cans
  - D. all of the above
6. Why should you never eat food from a bulging or dented can?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ 7. You can infer from reading this that:
- A. Glass jars are better for canning food than tin cans are.
  - B. Scientists in Appert's time did not know that germs and bacteria could make food unsafe to eat.
  - C. Napoleon actually invented canning food.
  - D. Scientists in Appert's time understood that germs and bacteria could make food unsafe to eat.
8. Put these steps in the correct order.
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- A. The machine fills the cans with food.
  - B. Food is washed and prepared.
  - C. The filled cans are heated again.
  - D.

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

# Storm Safety

By Jane Runyon

It was a cloudy, grey day. It was rainy and windy. The children watched the lightning through the classroom window. Some of the students began to get scared. Mrs. Kim decided it was a good time to discuss storm safety.

"I see that some of you are getting nervous about the weather," started Mrs. Kim.

"I don't like storms," said Tammy. "They are scary."

"I don't like them, either," added Ryan. "The thunder is really loud."

"Are we going to have a bad storm?" asked David.

"The National Weather Service has an office at the airport," began Mrs. Kim. "It is their job to watch the weather. They use radar and people to watch what is happening."

"How does that help?" asked Faye.

"Scientists look at the radar pictures and listen to the weather watchers," answered Mrs. Kim. "If they think conditions are right for a big storm, they issue a thunderstorm watch. If a storm does form, they will issue a thunderstorm warning."

"So a watch means they are watching for a storm to happen," said Joe. "And a warning is telling us that a storm is on the way."

"That's right," said Mrs. Kim. "A tornado sometimes forms when cold air and warm air meet."

"What is a tornado?" asked Tim.

"A tornado has very high winds that swirl around. They swirl so fast that they can form a funnel. Let's see if I can show you what a funnel is."

Mrs. Kim took 2 two-liter soda bottles. She filled one of the bottles about two-thirds full. Then she put a few drops of blue food coloring into the water.

"This little piece is called a Tornado Tube," she said as she showed the piece to the class. "I got it at the science museum on our field trip. I could use a washer and some electrical tape if I didn't have the tube."

Mrs. Kim screwed each bottle into one side of the tube. She then set the bottles on the table with the filled bottle on top.

"Watch what happens in each bottle," Mrs. Kim instructed.

The children watched as the water from the top bottle started to run into the bottom bottle. It slowed down, and air bubbles started to form in the top bottle. Mrs. Kim picked the bottles up. She quickly swirled the bottles around in a circle a few times. She set the bottles down. The children saw the water form a funnel.

"This funnel is called a vortex," said Mrs. Kim.

"Wow!" said Jeff. "Is that a tornado?"

"When wind, air, and water mix together in a cloud," she answered. "If that funnel cloud reaches down and touches the ground, it is called a tornado."



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

"That looks dangerous," decided Abby.

"Tornadoes can be very dangerous," said Mrs. Kim. "That is why we need to pay close attention to the weather forecasts. We also need to know what to do if a tornado is spotted."

"How do we know that?" asked Ellen.

"The weather service will issue watches and warnings for tornadoes, too," said Mrs. Kim. "If a tornado is spotted by a person or a rotation is seen on the radar, a warning is issued."

"Then what do we do?" asked Ryan.

"When a warning is sounded, you need to find a safe place right away. We have tornado drills here at school. You know where to go. You go to the hall, away from windows. You cover your back and head. You want to protect yourself from flying glass."

"But what about my house?" asked Kevin. "I don't have a hall like we have here at school."

"You need to talk to your parents and find a safe spot. If you have a basement, that is the safest spot," said Mrs. Kim.

"But..." shouted several students at once.

"If you don't have a basement, you should find a place on the lowest level of the house away from windows or doors. I think that will be your assignment for tonight," announced Mrs. Kim.

"I want you to go home and draw a diagram of your home. Draw in all of the windows and doors. Work with your parents. Find the safest place for you to go in case of a storm. After I have seen your drawing, you can put it up in your house for everyone to see."

By the time Mrs. Kim had finished, the sun was shining. The children were no longer scared. They also felt confident that they knew what to do if a bad storm did appear.

Storm Safety

## Questions

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- \_\_\_\_\_ 1. Some children are afraid of storms.
- A. True
  - B. False
- \_\_\_\_\_ 2. What does a thunderstorm watch mean?
- A. Weather conditions are right for a thunderstorm to form.
  - B. Someone has reported a thunderstorm.
  - C. A thunderstorm has been spotted on radar.
  - D. A thunderstorm is in the area.
- \_\_\_\_\_ 3. What shape forms from a tornado?
- A. Lightning
  - B. A cloud
  - C. A rainbow
  - D. A funnel

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

\_\_\_\_\_ 4. What is another name for a funnel?

- A. Cylinder
- B. Sphere
- C. Vortex
- D. Cube

5. When can a tornado form?

---



---

6. Where is the safest place in your house to go when a tornado is spotted?

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\_\_\_\_\_ 7. What did Mrs. Kim use to make a funnel?

- A. Water and a sink
- B. Two soda bottles and water
- C. A fan
- D. A blender

\_\_\_\_\_ 8. What homework did the children get?

- A. They were to be weather spotters.
- B. They were to make their own tornadoes.
- C. They were to write a report about tornadoes.
- D. They were to draw a diagram of their house showing a safe spot.

46, \_\_\_\_, \_\_\_\_, \_\_\_\_, 50,  
 \_\_\_\_, \_\_\_\_, 53, \_\_\_\_, 55, 56,  
 \_\_\_\_

sixteen plus seven equals

$$\begin{array}{r} 29 \\ + 10 \\ \hline \end{array}$$

Circle the even numbers.

4 65 57

1 38 79

52 786 993

Holly took her empty  
 backpack and filled it with  
 tennis balls. Estimate how  
 many tennis balls you think  
 she was able to fit into her  
 backpack.

C, H, D, J, E, L, F,  
 \_\_\_\_, G, P

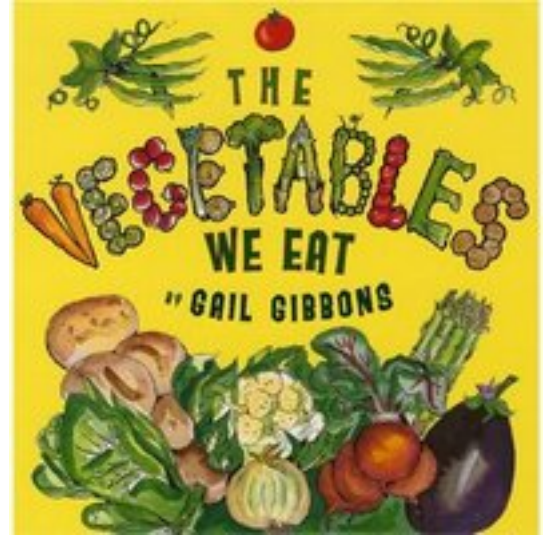
Name: \_\_\_\_\_

# Gail Gibbons

By Brandi Waters

How does that work? Why does that happen? What does that look like inside? Gail Gibbons has always been curious. She has always wanted to know more about her world. She was always asking questions. Once when she was a young girl, she took a clock apart. Then she tried to put it back together. She just wanted to know how it worked!

Gail grew up and went to college. She studied graphic design. It is how people use art to make a point or tell a story. When she finished school, she was offered a job in New York City. Her job was to do artwork for television shows. Later, she was asked to do artwork for a children's show. She got to work with some of the children on the show. One day, the kids asked her if she had ever thought about doing a children's book. She thought back to when she was a girl. She used to love making her own books. She would use yarn to bind pages together. Gail thought that a children's book sounded like a great idea. She would write the story. She would also do the artwork. It would be so much fun!



She thought about what kind of books she would like to write. The choice was easy. She loved learning about things. It just made sense to write non-fiction books. She also loved making art. She wanted her books to have lots of pictures. She had to write books for kids. Gail Gibbons came up with an idea for a book. A book publisher quickly bought it! Gail Gibbons was on her way to becoming an author! Gail got to work on writing her first book. The sights and sounds of New York City kept distracting her, though. She couldn't concentrate! So, Gail changed her habits. She started sleeping during the day and she worked all night long when the city was quieter.

Gail Gibbons' first book was a success. Gail was so happy. She loved creating books. She loved researching the topics for her books. She loved creating pictures to help tell her story. She loves talking to kids about her books. So far, Gail Gibbons has published more than one hundred thirty-five books! She has written about many different topics. She has written about clocks and trains. She has written about kites and quilts. She has written about cowboys, pirates, and dragons!

Gail Gibbons loves her job as an author. She gets to learn about new things. She gets to do artwork. Sometimes, she even gets to go to new places! Now that writing is her job, Gail has found a better place to work. She moved away from the excitement of the city. Now, she and her husband live in the woods of Vermont. It is nice and quiet there. It is the perfect place for her to write.

Gail Gibbons

## Questions

- \_\_\_\_\_ 1. Right after Gail Gibbons finished college, she got a job working on \_\_\_\_\_.
- A. computer programming
  - B. building bridges
  - C. book publishing
  - D. television shows

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

\_\_\_\_\_ 2. Why did Gail Gibbons decide to write non-fiction books?

- A. She isn't very creative.
- B. She likes learning about new things.
- C. There aren't many pictures in books for adults.
- D. All of the above

3. What did Gail Gibbons take apart and try to put back together when she was a girl?

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\_\_\_\_\_ 4. What kept Gail Gibbons from being able to concentrate when she was writing her first book?

- A. the sunlight
- B. her dog's snoring
- C. the television
- D. the sights and sounds of the city

\_\_\_\_\_ 5. Which of the following subjects has Gail Gibbons written about?

- A. quilts
- B. presidents
- C. statues
- D. all of the above

6. Now, Gail Gibbons lives in \_\_\_\_\_ with her husband.

---



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$\begin{array}{r} 77 \\ - 60 \\ \hline \end{array}$	Circle the even number. 9      20      17      5 13      15	$\begin{array}{r} 21 \\ + 33 \\ \hline \end{array}$	fifteen	$\begin{array}{r} 64 \\ + 30 \\ \hline \end{array}$	
Eric liked to ride his bike. It made him very happy. One day he rode 4 miles. The next day he rode 3 miles. The next day he rode 5 more miles. How many miles did he ride in all?		<input type="radio"/> klen <input type="radio"/> claen <input type="radio"/> claenn <input type="radio"/> clean	$\begin{array}{r} 87 \\ - 77 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ + 75 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ - 81 \\ \hline \end{array}$



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

# Standing Up & Sitting In

By Beth Beutler

I was at Woolworth's that day. I remember it being a very cold day. There was a little bit of snow on the ground. We typically did not get much snow in the Carolinas, and what we did get did not last long. However, it was windy and cold, so it looked like this would stay for at least today. I would soon discover it was cold in more ways than one.

Mom was sending me to the store to pick up some school supplies. I had run out of lined paper and pencils, and Woolworth's always had the best prices. Since I was now 12, she felt I was old enough to walk the two blocks to Main Street. I was very excited! Mom had even given me a little extra money to buy a hot chocolate from the lunch counter. Of course, she made me promise to come straight home after I enjoyed it. She told me I would not be allowed to enjoy this freedom again for a very long time if I did not obey.

So I bundled up in my parka and pulled on my boots and gloves. I double-checked that the money was securely in the deep pocket of my coat and headed out.

"Bye, Mom!"

"Bye, dear. Be careful and hurry back!"

Even though my boots were heavy, I nearly skipped the entire way to the store. This was great!

I entered the store and headed to the school supplies. I found the paper right away, but was having trouble finding the pencils. Then I heard someone say, "Can I help you find something?"

I looked up and gulped. It was a young black man, who I guessed to be about 18. He was dressed in a coat and tie and had a bright smile. I got nervous, though. My mom had always told me not to talk to strangers, especially black people. I could never understand why that made a difference.

"Uhh, I can't find the pencils," I stammered.

"Oh, they are around the corner in the next aisle," he responded kindly.

"Uhh, okay. Thanks," I quickly answered then quickly trotted off.

I soon forgot about my nervousness as I got caught up looking at a few toys. Before long, though, I remembered about the hot chocolate.

As I walked toward the lunch counter, I noticed the black man and his friends paying for their supplies. Then they headed to the lunch counter, too. I stopped for a moment and watched them get seated. I decided to sit at the other end.

"What would you like?" the waiter asked.

"I'd like a hot chocolate, please. But I can wait. They were here first," I answered, pointing at the black man and his friends.

"Don't worry about them," the waiter answered. "They'll be waiting a long time."

"Why?" I asked.

"Kid, just don't worry about it. edHelper Learning Centers Sample



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

"Okay," I answered, and looked apologetically to the black man. He just smiled at me.

As I enjoyed my hot chocolate, I watched a number of other people come to the counter and get served. The waiter kept ignoring the black men. Then I realized something. These customers were all white. The waiter was prejudiced! I had heard things here and there about the civil rights movement, but I never knew what it was about. Now I realized these black men were trying to be served lunch and were being ignored!

It took all the nerve I had, but I called the waiter over again.

"Would you like some more?" he asked.

"Yes, a refill please."

"Coming right up." The waiter soon brought a new mug with fresh hot cocoa.

He had started to turn away when I took a deep breath and asked, "Why haven't you served those folks?"

He grimaced at me. "Kid, I told you not to worry about it. We don't serve those kinds at the lunch counter."

"But you'll take their money for supplies?"

"That's different," he answered.

"No, sir, I don't think so. It's not different. It's discrimination."

The waiter and several customers, including the black men, looked at me in shock. I went on.

"I suppose you think that's an awfully big word for a twelve year old. Well, guess what. I know exactly what it means, and I think it stinks. In fact, I plan to boycott this store until you can understand what it means to treat people with justice."

And with that, I walked over to the black man, gave him my hot chocolate and said, "Thanks for your help. God bless you."

I stormed out of the store with my head held high. I could tell everyone was staring at me. I didn't care. I hoped those guys stayed in their seats until the store closed if that's what it took.

I got home and didn't talk about the incident. Later, at dinner, my dad said, "Hear what happened at Woolworth's today?"

"What?" I answered, stammering a little.

"Some black men wanted to eat lunch at the counter. They sat for several hours in quiet protest waiting to be served. I think they stayed until the store closed." He chuckled. "They should've realized they wouldn't get lunch there! Hon, please pass the potatoes."

I smiled and thought to myself, "It has to start somewhere. Way to go, guys."

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

edHelper

Standing Up &amp; Sitting In

**Questions**

1. What store was the child going to and why?

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2. What special treat did the child bring money for?

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3. What happened at the lunch counter?

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4. Who did the child give his or her hot chocolate to?

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5. What did the child say to the waiter?

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6. This story is based on true events that happened February 1, 1960. The Civil Rights Act of 1964 declared segregation at lunch counters unlawful. How old was the child then?

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

# Keith Interviews Chad, the Blue Whale

By Kathleen W. Redman

---

"Good morning, boys and girls. I'm Keith Trace, host of *Amazing Animals*. Today's guest is really someone special. He's the biggest guest we've ever had. When I say biggest, I really mean the biggest. We have a much bigger chair here for this one. His name is Chad, and he's a blue whale. Good morning, Chad."

"Morning, Keith. Thanks for the big chair. When you're as big as I am, it is hard to find comfortable seating."

"I bet. You're enormous, Chad. And I mean that in a good way."

"Thanks. You're right that I'm huge. I weigh 353,000 pounds, about average for a blue whale. Some of us weigh up to 400,000 pounds."

"Holy smokes, Chad, that's a lot. What is something we can compare that to?"

"Elephants weigh about 7,100 pounds, so if you do the math, that means I weigh as much as 50 elephants. Keith, you look like an average adult, which means I weigh 1,860 times more than you."

"Are there any animals bigger than you?"

"No, there aren't. In fact, there has never been an animal bigger than I am. Even the biggest dinosaurs were smaller."

"I guess a guy like you eats a lot. What do you like? Steaks? Burgers? Entire restaurants?"

"Actually, Keith, what we like to eat is really small. It is called krill. It's a kind of plankton. I can eat up to 40,000,000 of the little guys in one day. That's about 8,000 pounds of food."

"How do you manage to do that?"

"I find a whole group of krill and dive at them with my mouth open. I get lots of krill and water in my mouth. I squeeze out the water and swallow the krill that's left."

"Do you eat anything else?"

"That's pretty much it, Keith."

"I guess since you're so big, you don't have many enemies in the ocean, do you?"

"Not too many, no. And we're all over the world. Our biggest danger used to be fishermen. We were hunted for many years, almost to extinction. About 50 years ago, we got protection from most of the world's fishermen."

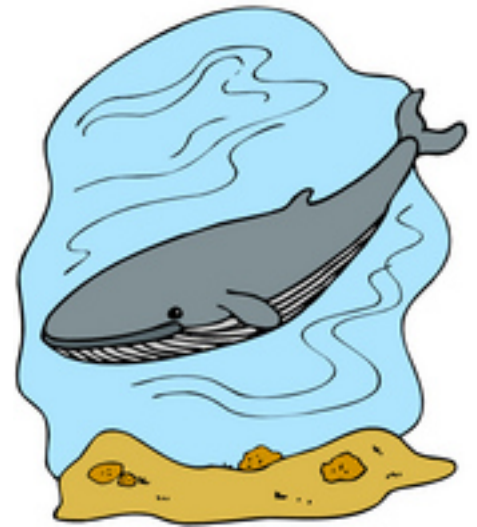
"That's a relief. So you guys are all safe and sound now?"

"Not entirely. Pollution in the oceans makes life hard on me, and the oceans are getting to be noisy places. With all the boats in the water, it's hard for us whales to talk and share important information. And I've heard that if things keep getting warmer, the water in the ocean may change and hurt my chances of finding food."

"Well, no one likes to go without food. I certainly hope that gets better, Chad."

"Me, too. Actually, I'm getting pretty hungry right now."

"Chad, thanks so much for joining us today. It's been a lot of fun to see such a large animal and hear what it's



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

like being so big."

"Anytime, Keith. It's been my pleasure. And thank you, boys and girls, for listening. Do any of you know where I can find a nice seafood restaurant?"

Keith Interviews Chad, the Blue Whale

## Questions

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- \_\_\_\_\_ 1. What is the largest animal that has ever lived?
- A. Tyrannosaurus rex
  - B. mastodon
  - C. megalodon
  - D. blue whale
- \_\_\_\_\_ 2. About how much does the average blue whale weigh?
- A. 3,500 pounds
  - B. 350,000 pounds
  - C. 350 pounds
  - D. 35,000,000 pounds
- \_\_\_\_\_ 3. A blue whale weighs as much as \_\_\_\_\_ elephants.
- A. 200
  - B. 7,100
  - C. 35
  - D. 50
- \_\_\_\_\_ 4. What does a blue whale eat?
- A. large fish
  - B. smaller whales
  - C. clams
  - D. krill
- \_\_\_\_\_ 5. About how many pounds of food does an adult blue whale eat in a day?
- A. 8,000
  - B. 80
  - C. 800
  - D. 8
- \_\_\_\_\_ 6. What used to be the biggest danger to blue whales?
- A. sharks
  - B. swordfish
  - C. fishermen
  - D. other blue whales
- \_\_\_\_\_ 7. What makes it difficult for blue whales to communicate with each other?
- A. shifting of the ocean floor
  - B. waves crashing to shore
  - C. boats
  - D. noisy dolphins chattering

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

8. What might hurt the blue whales' food supply in the future?

- A. hail
- B. warmer water
- C. colder water
- D. wind

Emma has 6 squishies. She collects them! She has 3 red ones. The rest are yellow. How many squishies are yellow?

38, \_\_\_\_, 40, \_\_\_\_, \_\_\_\_, 43

How many?



120, 130, 140, 150, 160,  
170, \_\_\_\_, 190, 200

Write the numbers.

six \_\_\_\_

fourteen \_\_\_\_

twenty \_\_\_\_

April has 11 squishies. She collects them! She has 5 red ones. The rest are yellow. How many squishies are yellow?

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

twenty-one minus six equals

$$\begin{array}{r} 12 \\ + 10 \\ \hline \end{array}$$

5, 7, 9, 11, 13, 15, 17, 19,  
\_\_\_\_, 23

What comes before  
and after?

\_\_\_\_, 77, \_\_\_\_

\_\_\_\_, 91, \_\_\_\_

\_\_\_\_, 115, \_\_\_\_

Write these numbers in  
order from largest to  
smallest.

20, 19, 15, 107, 80

\_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_,

\_\_\_\_

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

# Rating Rocks

By Cindy Grigg

---

What would you say if someone asked you to describe a rock in one word? You might say "hard." All rocks are pretty hard, but some are harder than others. How would you rate a rock?

Rocks are made of minerals. A German geologist named Friedrich Mohs (MOWHS) invented a scale to rate the hardness of minerals. He chose ten common minerals. He put them in order from softest to hardest and gave them numbers from one to ten.

Each mineral on the scale will scratch those with lower numbers. For example, calcite is number three on the scale. It will scratch minerals one (talc) and two (gypsum). Your fingernail can also scratch minerals with a hardness of one or two.

## Mohs' Scale of Hardness

1. talc
2. gypsum
3. calcite
4. fluorite
5. apatite
6. feldspar
7. quartz
8. topaz
9. corundum (ruby, sapphire)
10. diamond

Mohs chose minerals that were easily found. One problem, though, is that the scale is not even. For example, diamond (10) is much harder than corundum (9), but fluorite (4) is only a little harder than calcite (3).

To rate mineral hardness, only a few simple tools are needed. Along with your fingernail, you need a steel nail and a penny. With these, you can test minerals with a hardness of five or less. With Mohs' scale, you can rate the hardness of common minerals.

Rating Rocks

## Questions

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1. Who invented the scale to rate the hardness of minerals?

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2. If another mineral has the same hardness as feldspar, what number would it be on the hardness scale?

---




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

- \_\_\_\_\_ 3. With the simple tools mentioned in the story, which mineral could you NOT scratch?
- A. calcite
  - B. topaz
  - C. talc
  - D. fluorite
- \_\_\_\_\_ 4. What is one disadvantage or drawback to Mohs' scale?
- A. The scale is not even.
  - B. There are no disadvantages to using Mohs' scale.
  - C. You need complicated tools to test minerals.
  - D. It uses minerals that are easily found.
5. Using the Mohs scale, put these minerals in order from softest to hardest: diamond, calcite, apatite, feldspar.
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_ 6. Mohs chose ten common minerals. Which word is an antonym for "common"?
- A. rock
  - B. rare
  - C. ordinary
  - D. stone
- \_\_\_\_\_ 7. *How would you rate a rock?* Which answer choice best matches the meaning of the word "rate" in that sentence from the story?
- A. speed
  - B. rank
  - C. fee
  - D. pace
- \_\_\_\_\_ 8. Which choice is an opinion from the story?
- A. Each mineral on the scale will scratch those with lower numbers.
  - B. All rocks are pretty hard.
  - C. Calcite is number three on the scale.
  - D. Diamond is the hardest mineral.

0 ____ 8 <input type="radio"/> > <input type="radio"/> < <input type="radio"/> =	7 tens and 2 ones <input type="radio"/> 2 <input type="radio"/> 72 <input type="radio"/> 27	6 + 12 = _____ <input type="radio"/> 23 <input type="radio"/> 18 <input type="radio"/> 8
ten more than 831	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">             Write this number using words.           </div> </div>	

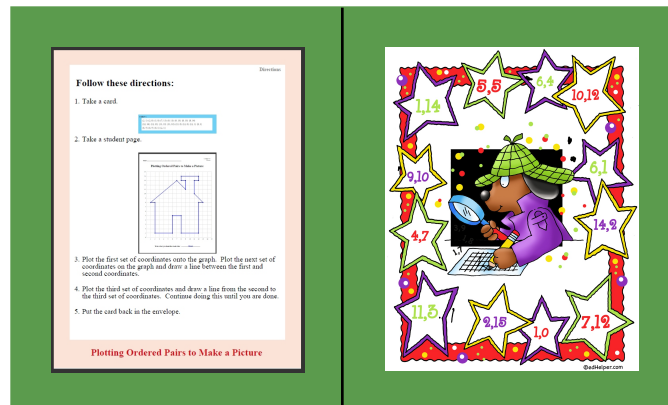




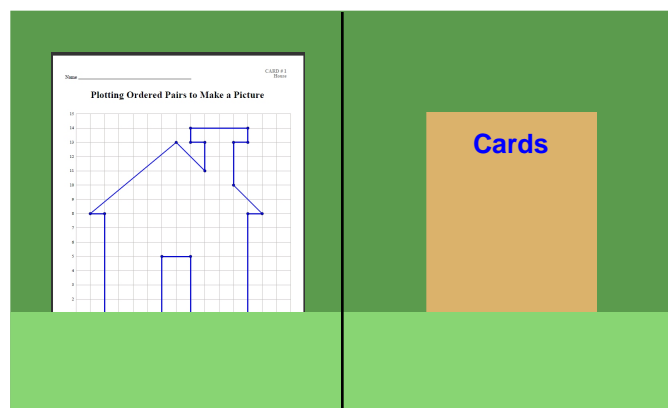


*Keep in mind that students can take a folder center back to their desks to complete. It can easily be placed in a box. Students will love being able to pick their activity during center time.*

### 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.

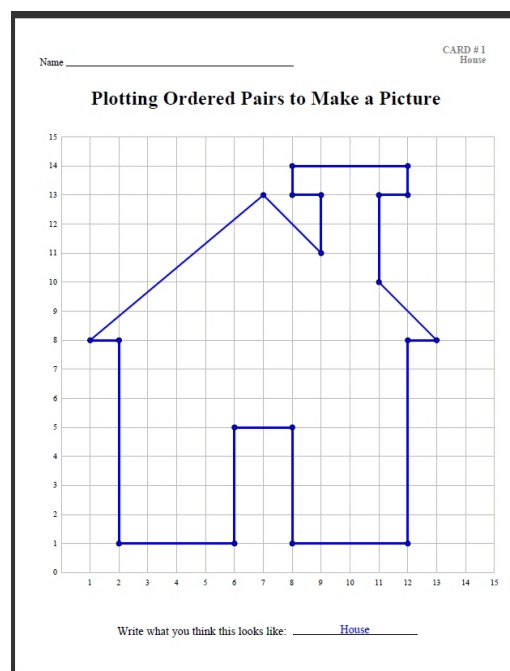
# Follow these directions:

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

(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 # 2

(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 # 3

(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 # 4

(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)

CARD # 5

(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 # 6

(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 # 7

(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 # 8

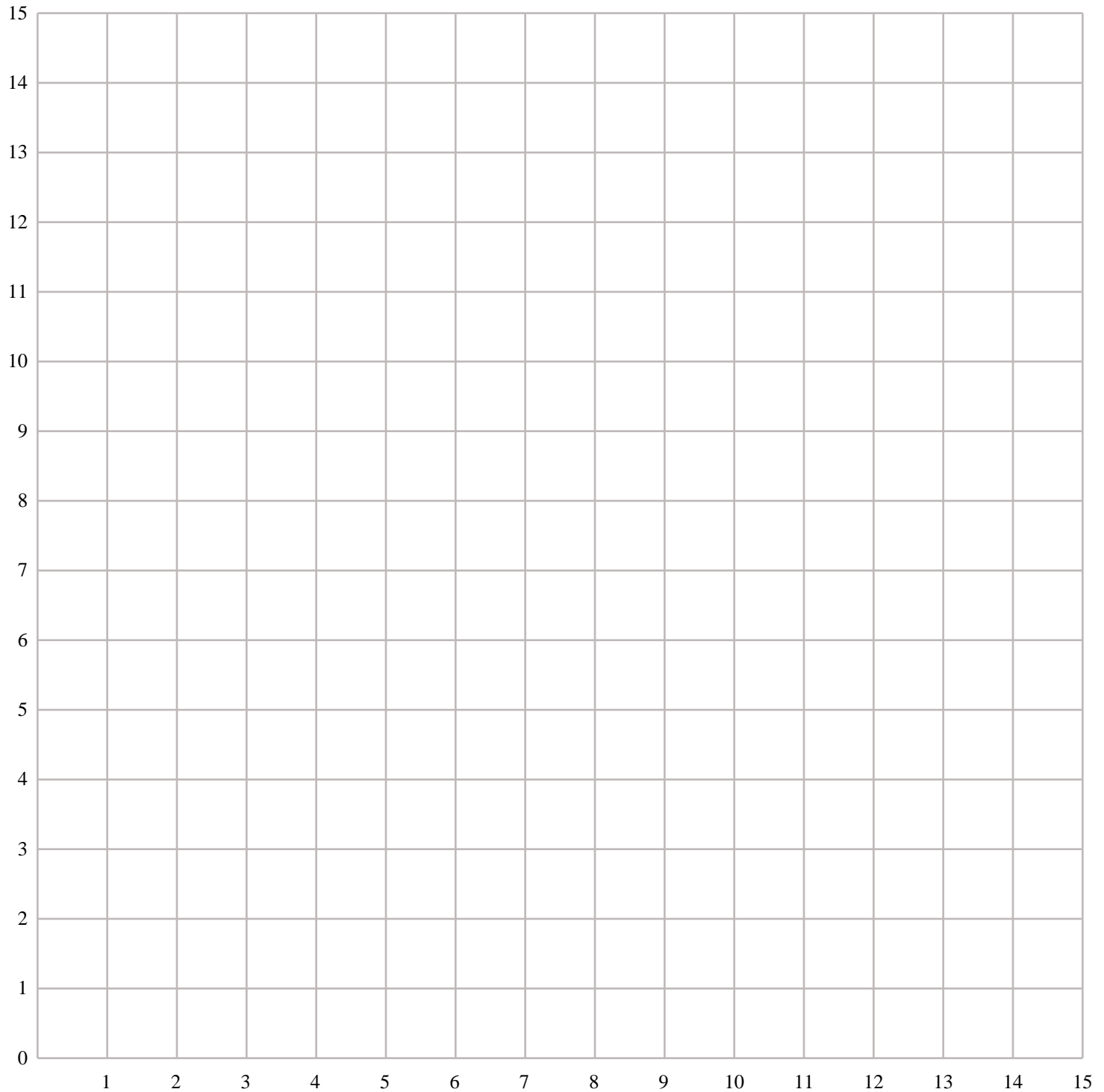
(4, 12) (5, 13) (6, 13) (7, 12) (8, 13) (9, 13) (10, 12) (10, 4)  
(9, 4) (9, 1) (8, 1) (8, 4) (6, 4) (6, 1) (5, 1) (5, 4) (4, 4)  
(4, 12)

Start a new line.

(7, 12) (7, 4)

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture



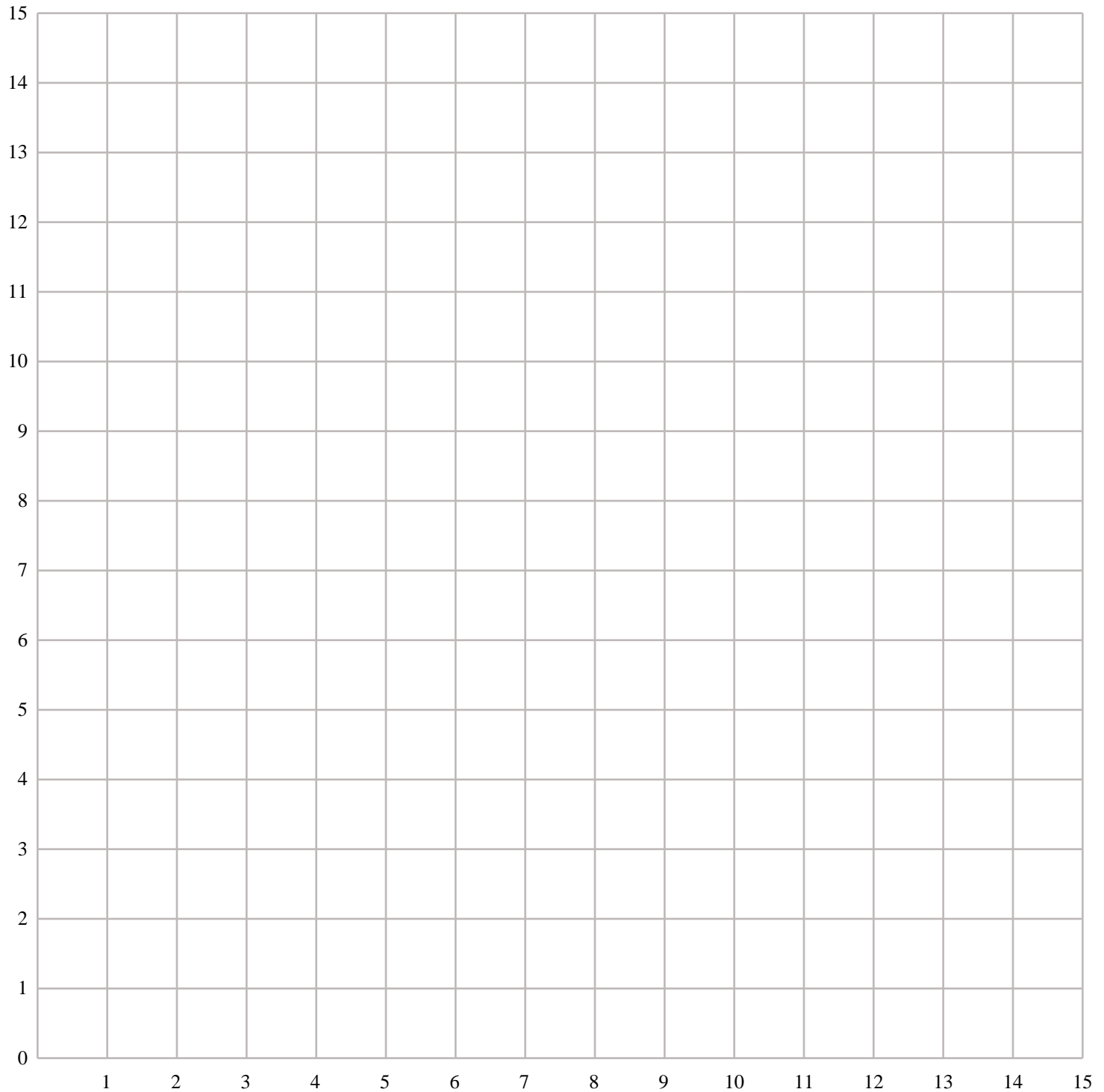
Write what you think this looks like:

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



Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

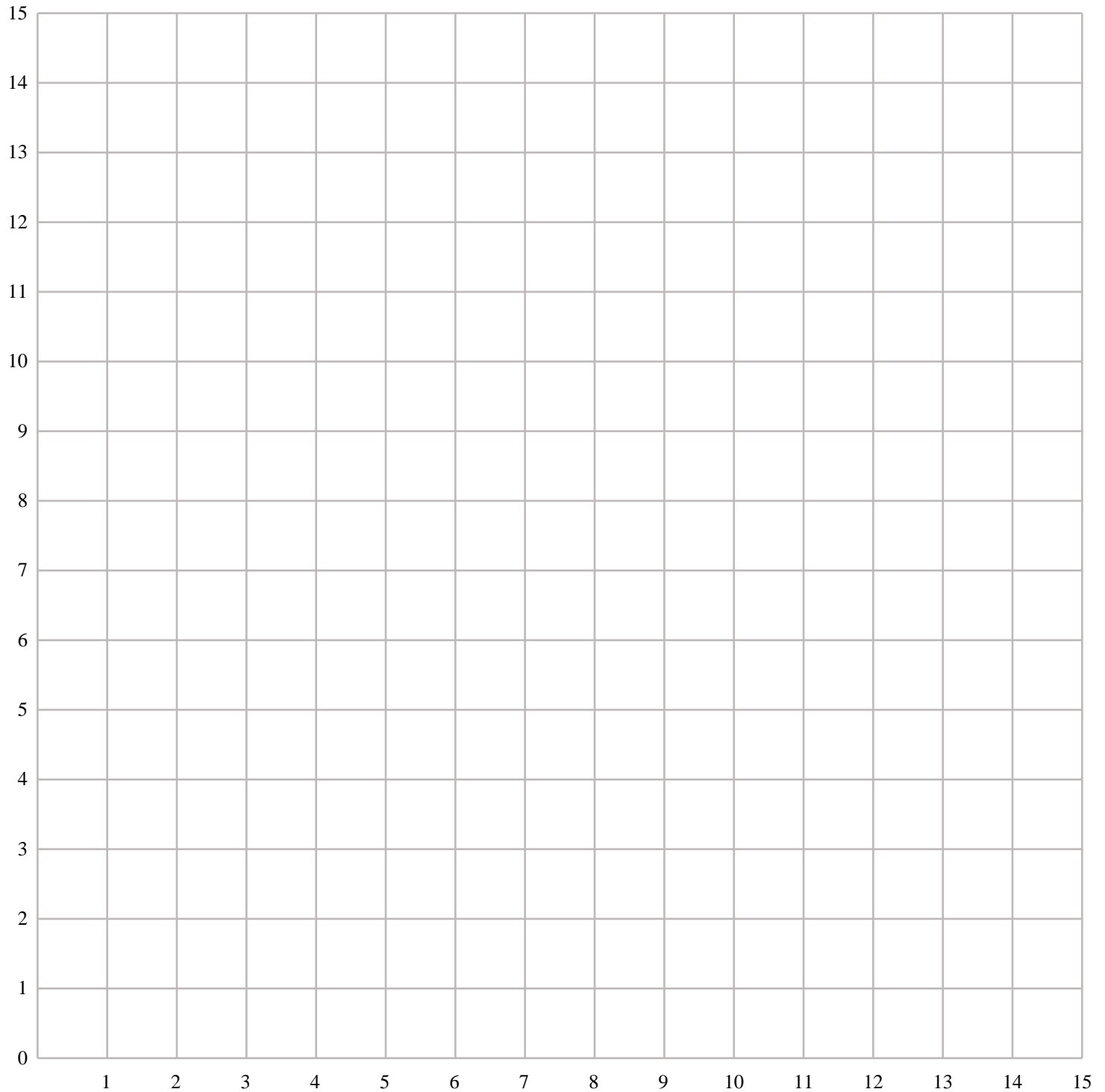


Write what you think this looks like:

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

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

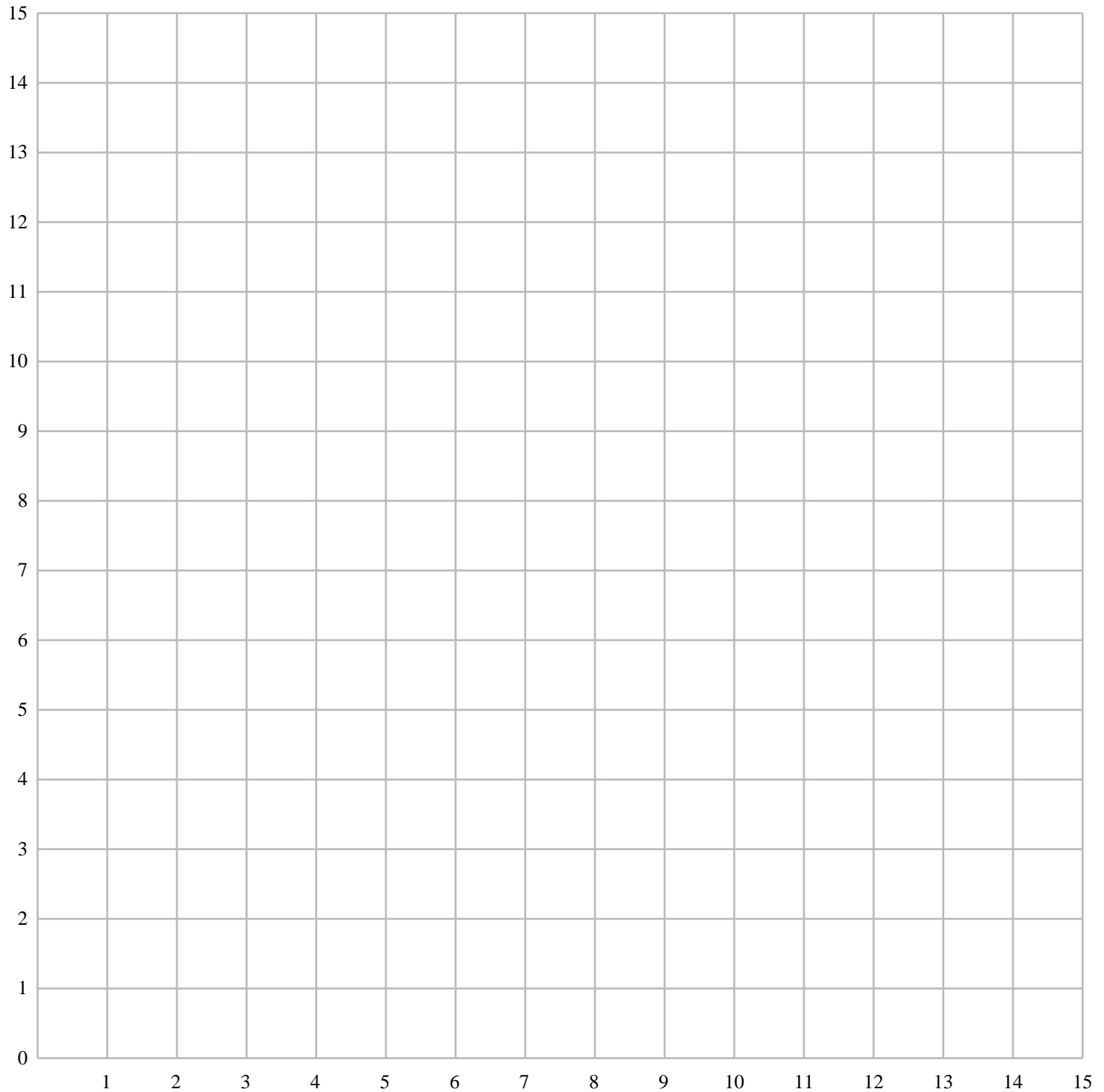


Write what you think this looks like:

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

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

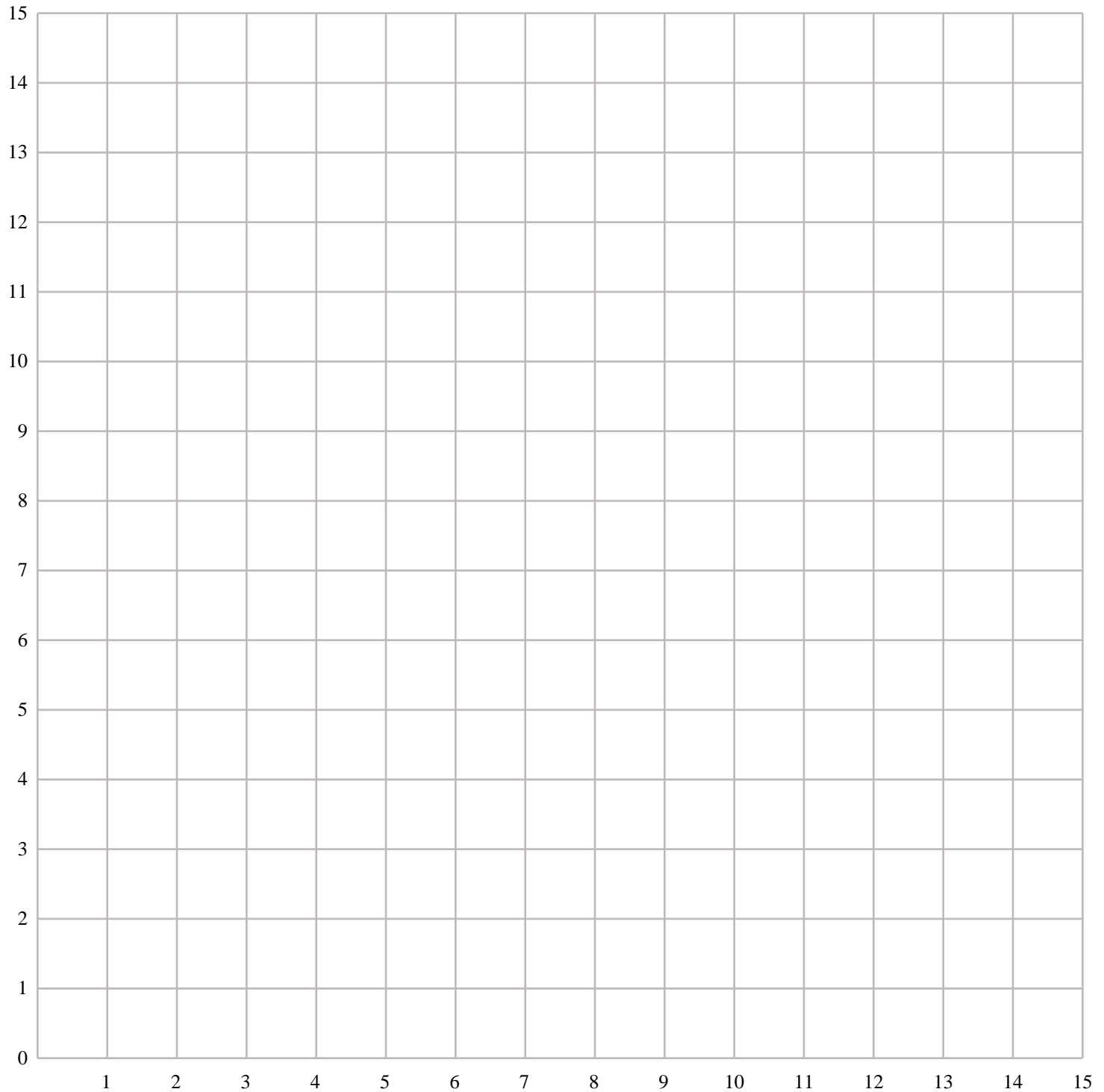


Write what you think this looks like:

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

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

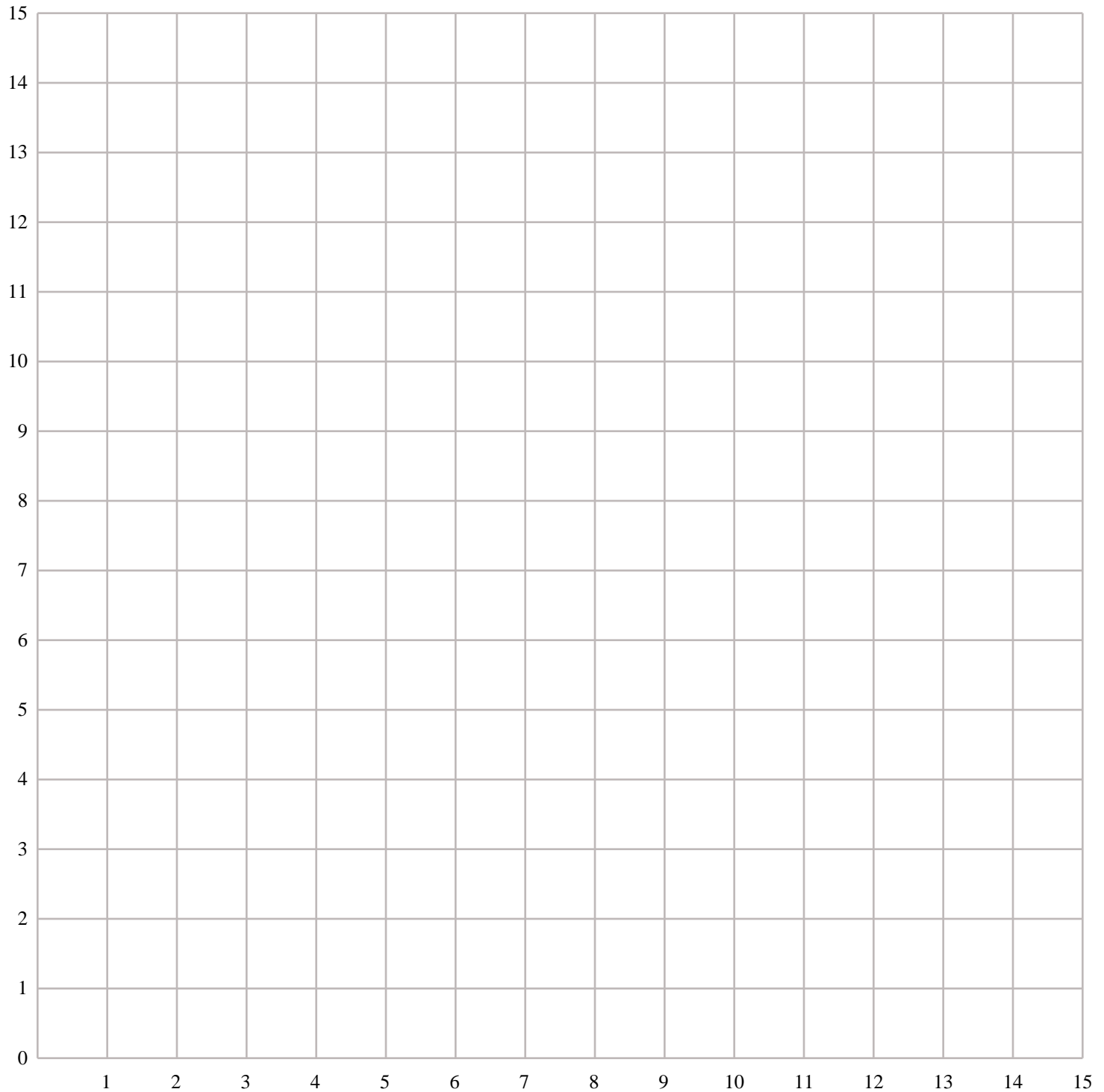


Write what you think this looks like:

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

Name \_\_\_\_\_

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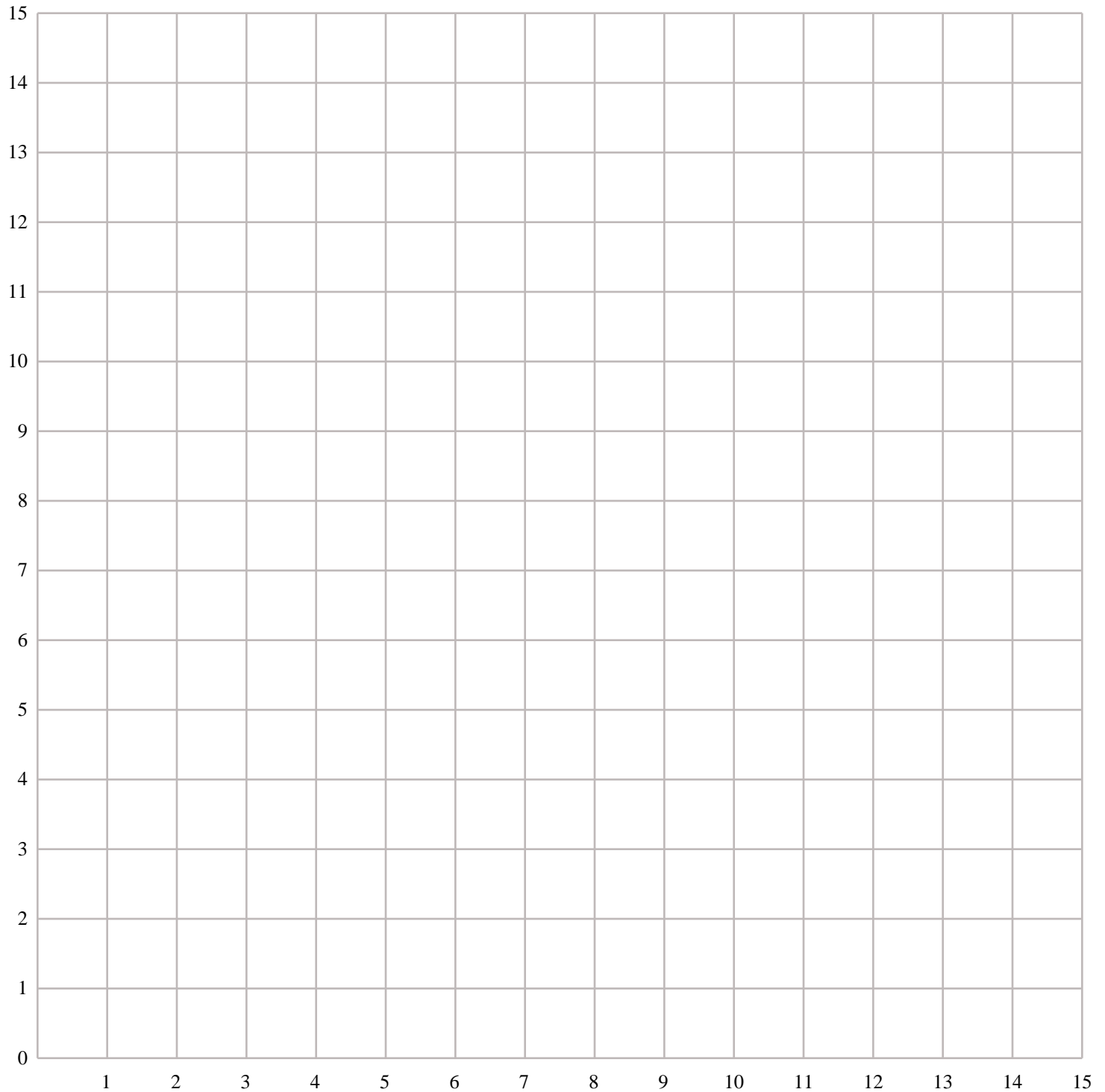


Write what you think this looks like:

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

Name \_\_\_\_\_

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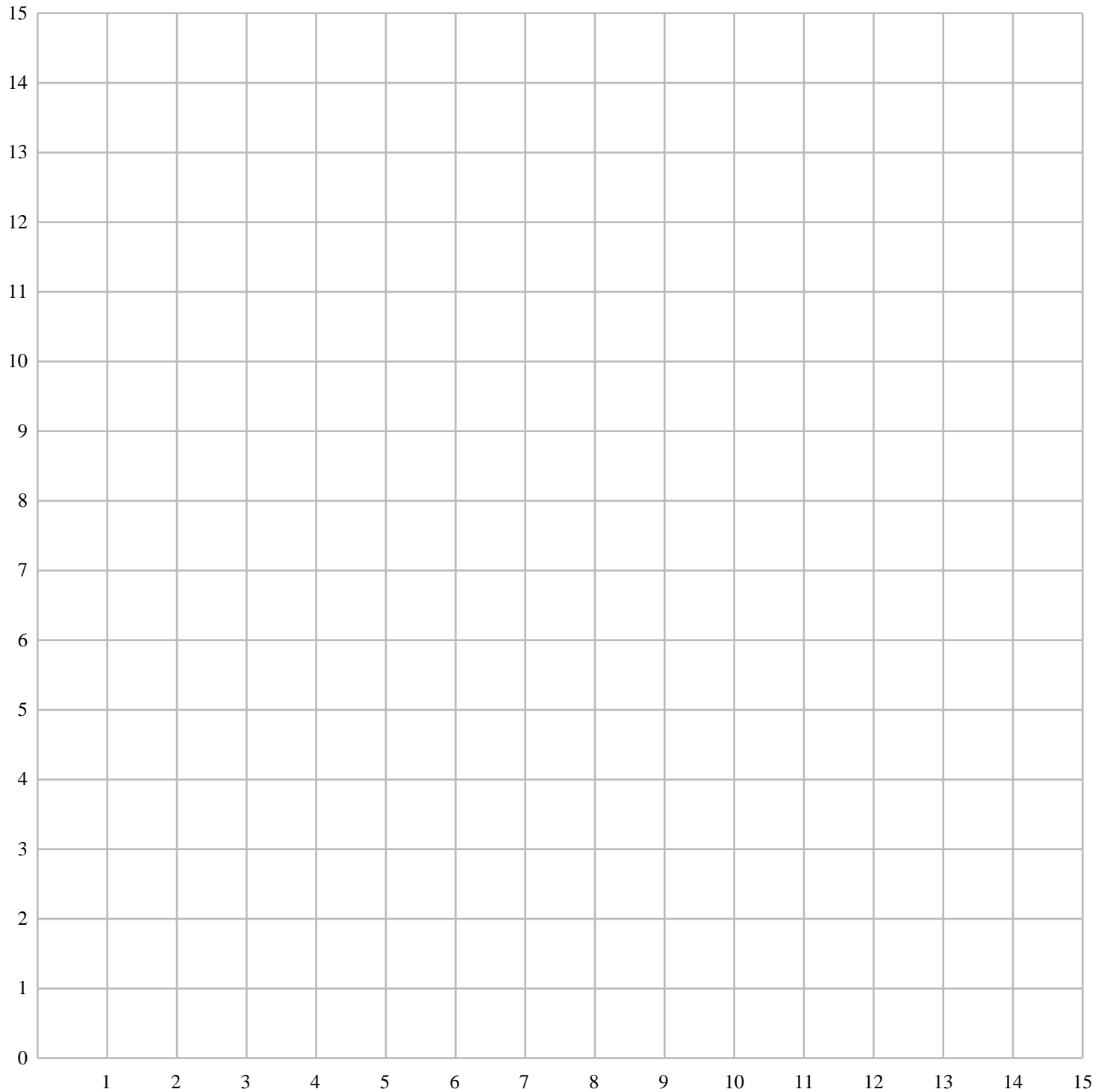


Write what you think this looks like:

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

Name \_\_\_\_\_

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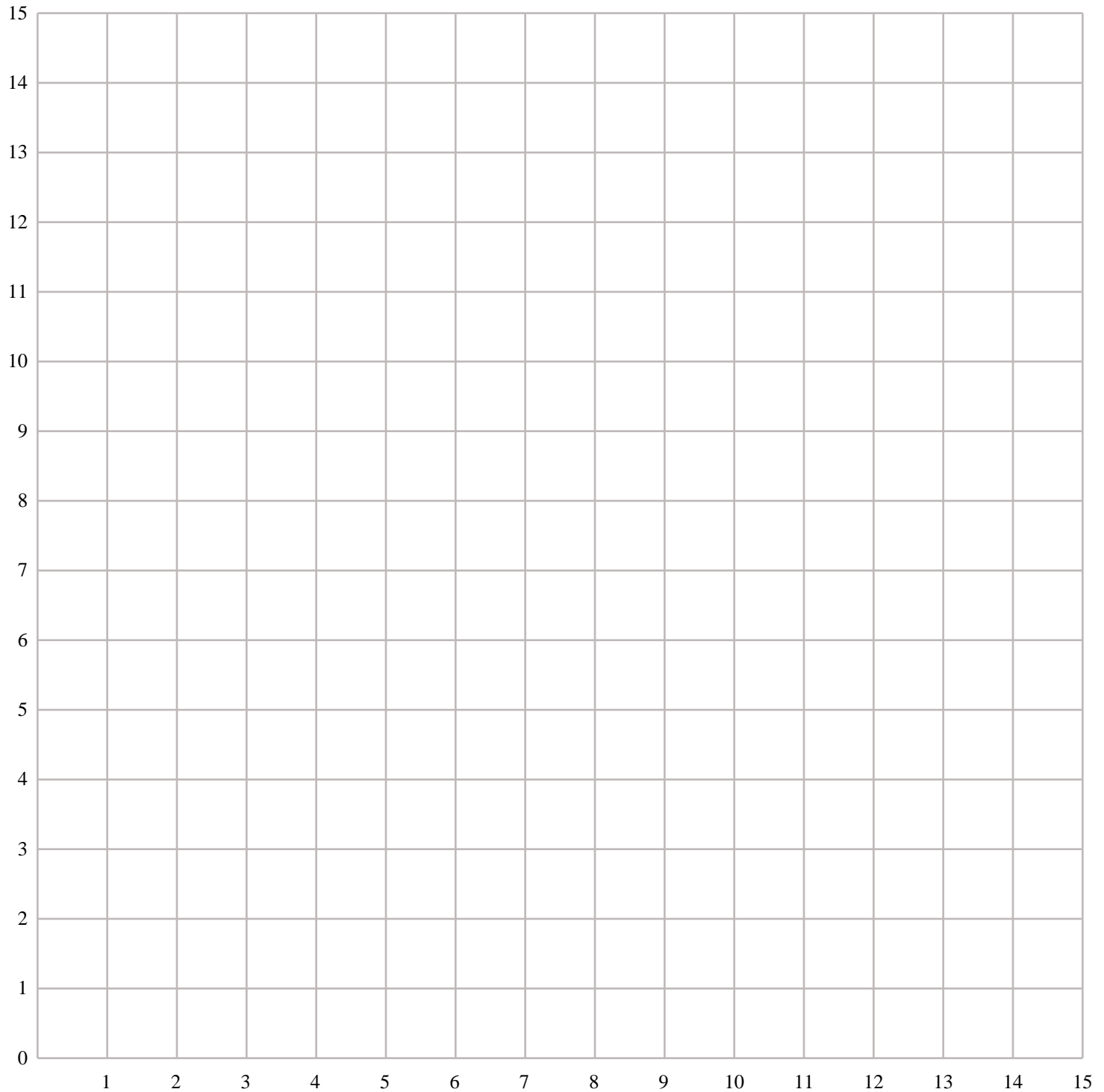


Write what you think this looks like:

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

Name \_\_\_\_\_

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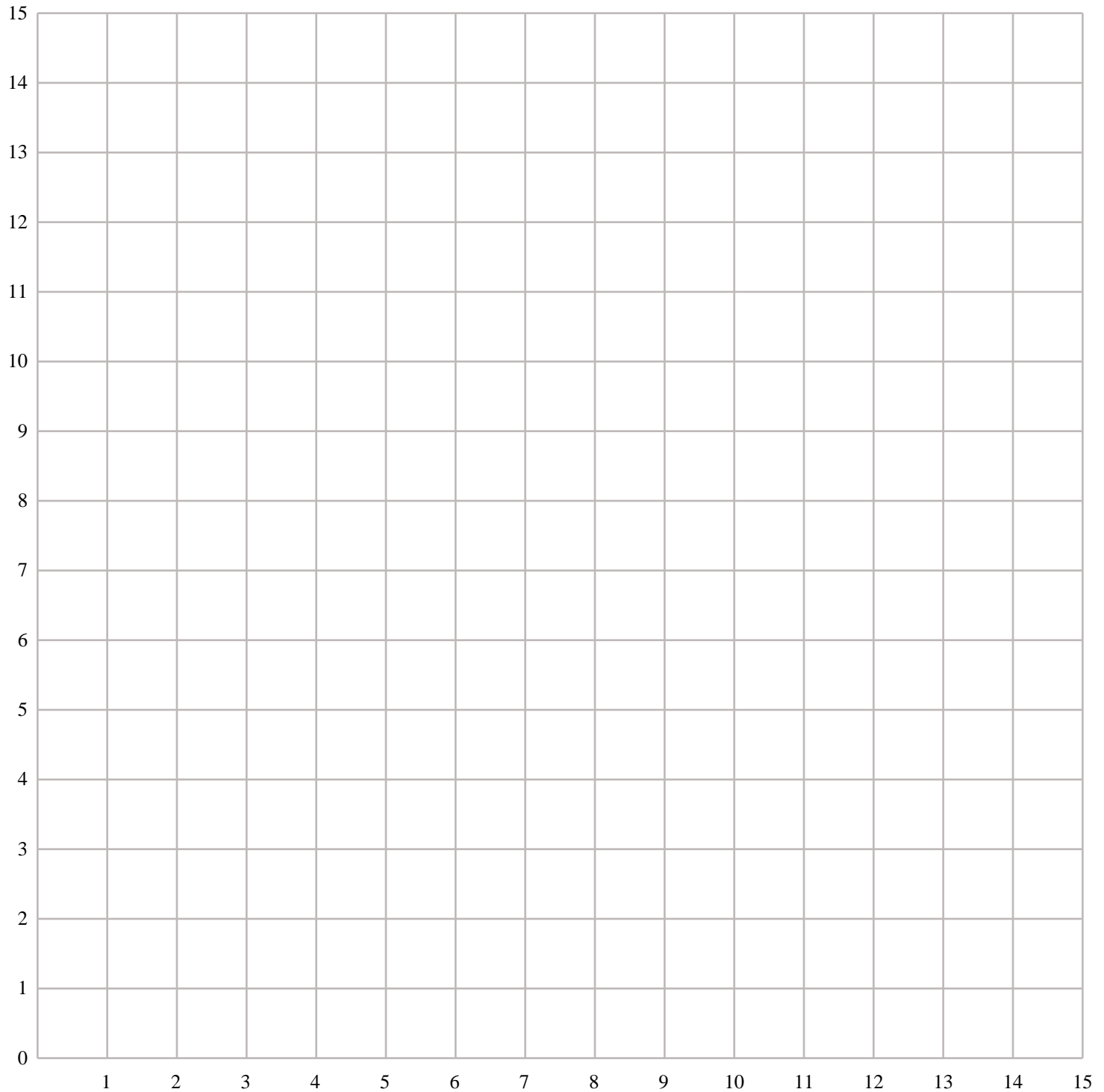
Write what you think this looks like:

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



Name \_\_\_\_\_

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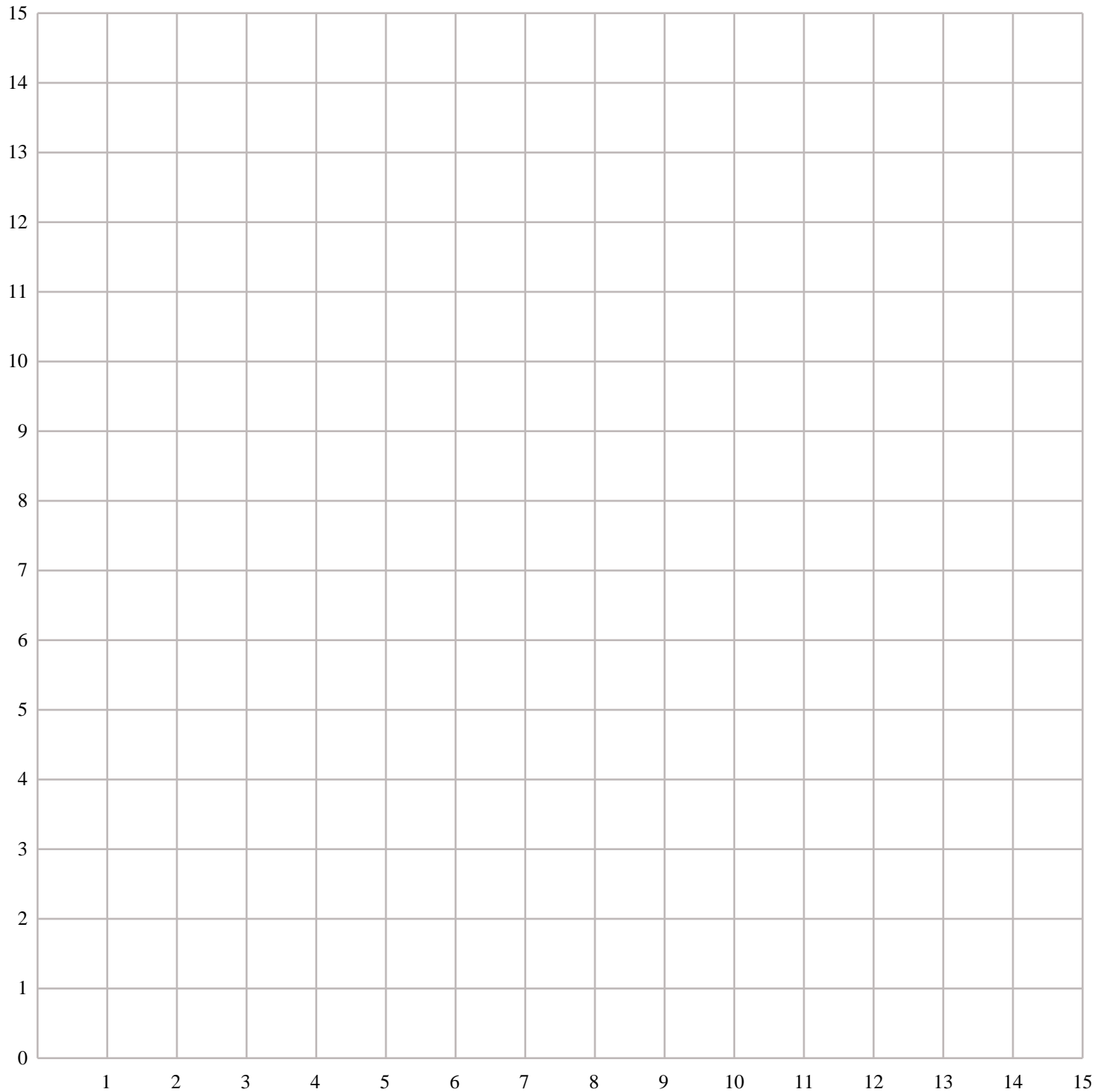


Write what you think this looks like:

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

Name \_\_\_\_\_

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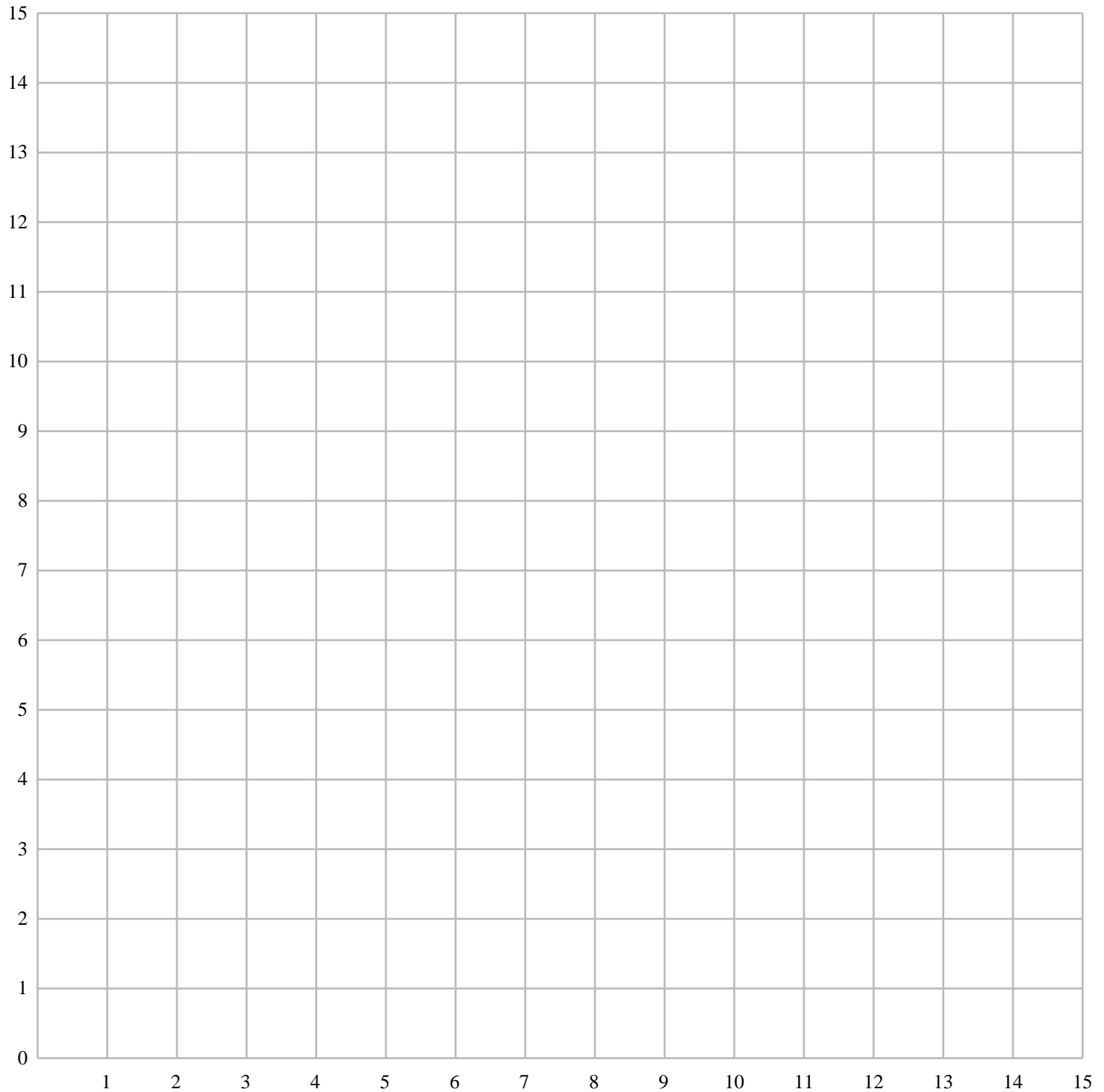


Write what you think this looks like:

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

Name \_\_\_\_\_

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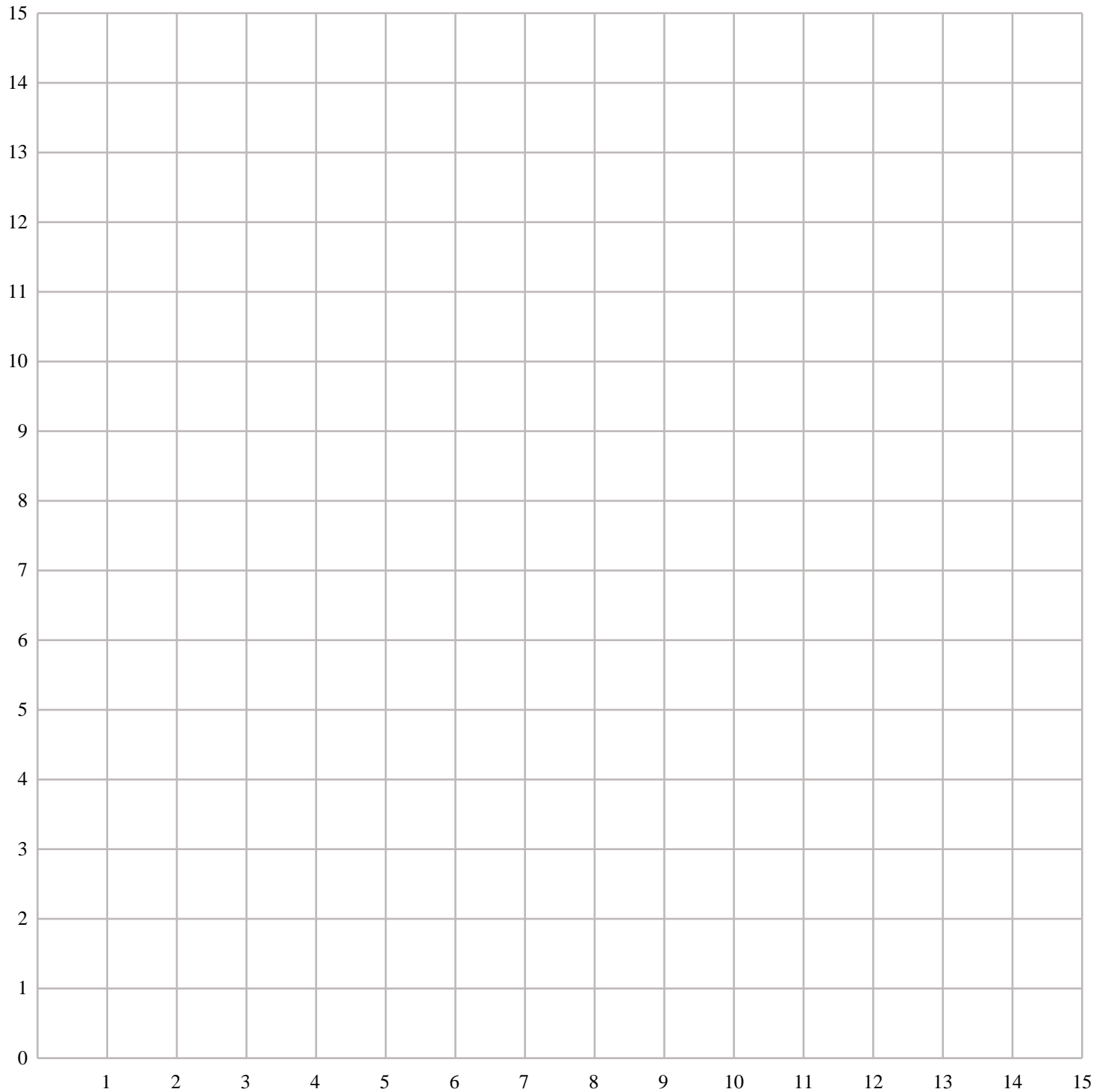


Write what you think this looks like:

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

Name \_\_\_\_\_

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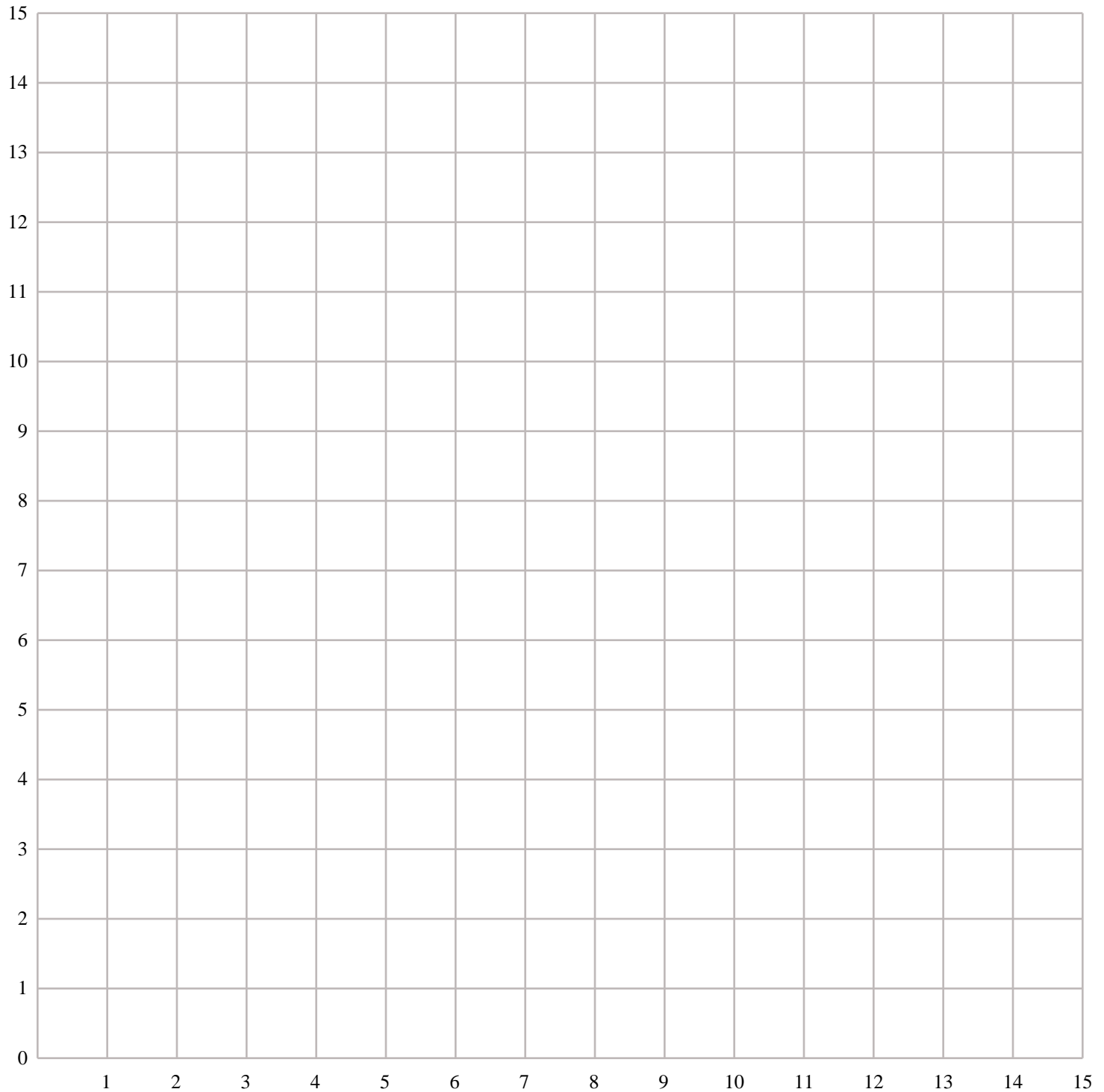


Write what you think this looks like:

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

Name \_\_\_\_\_

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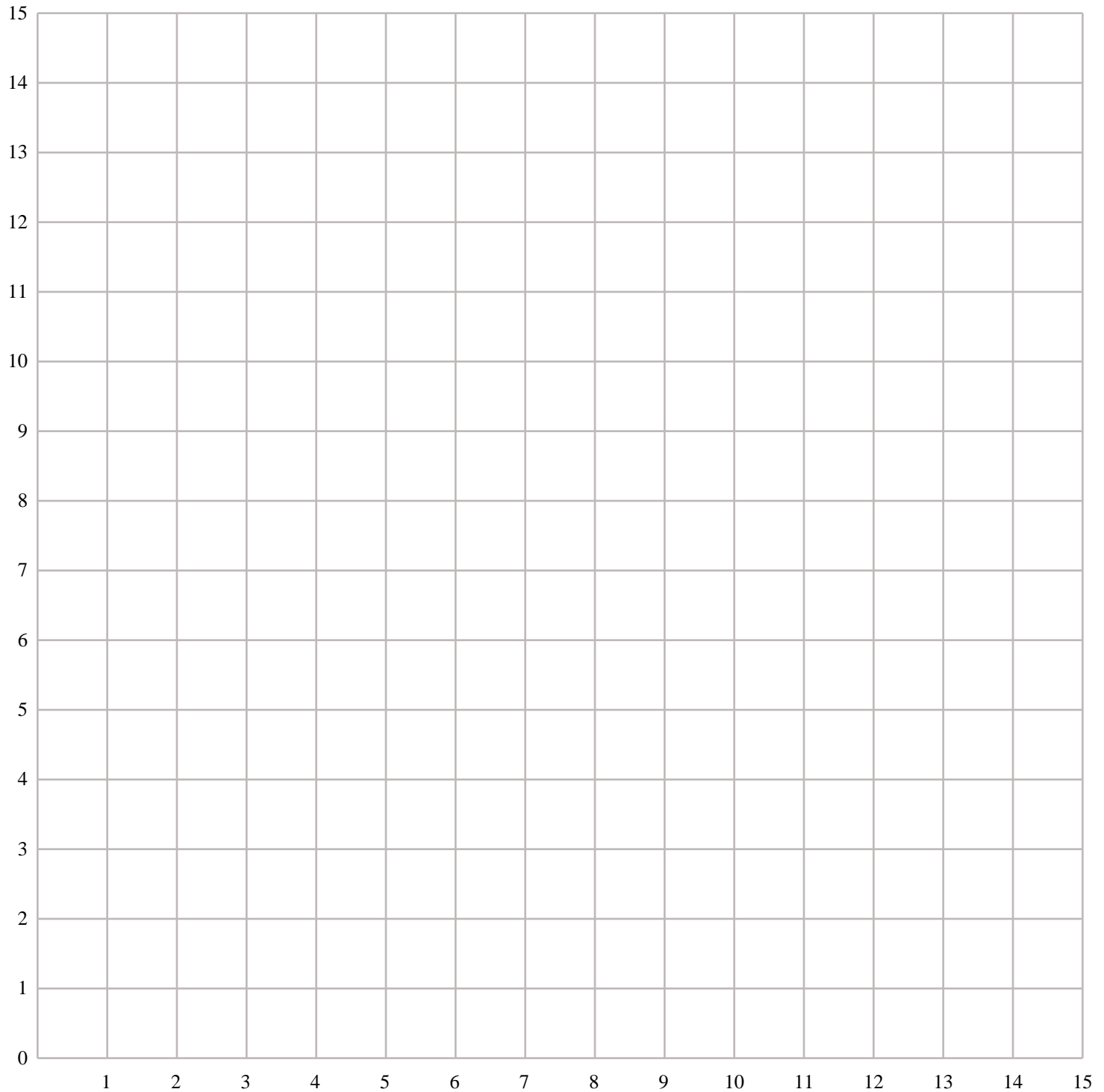


Write what you think this looks like:

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

Name \_\_\_\_\_

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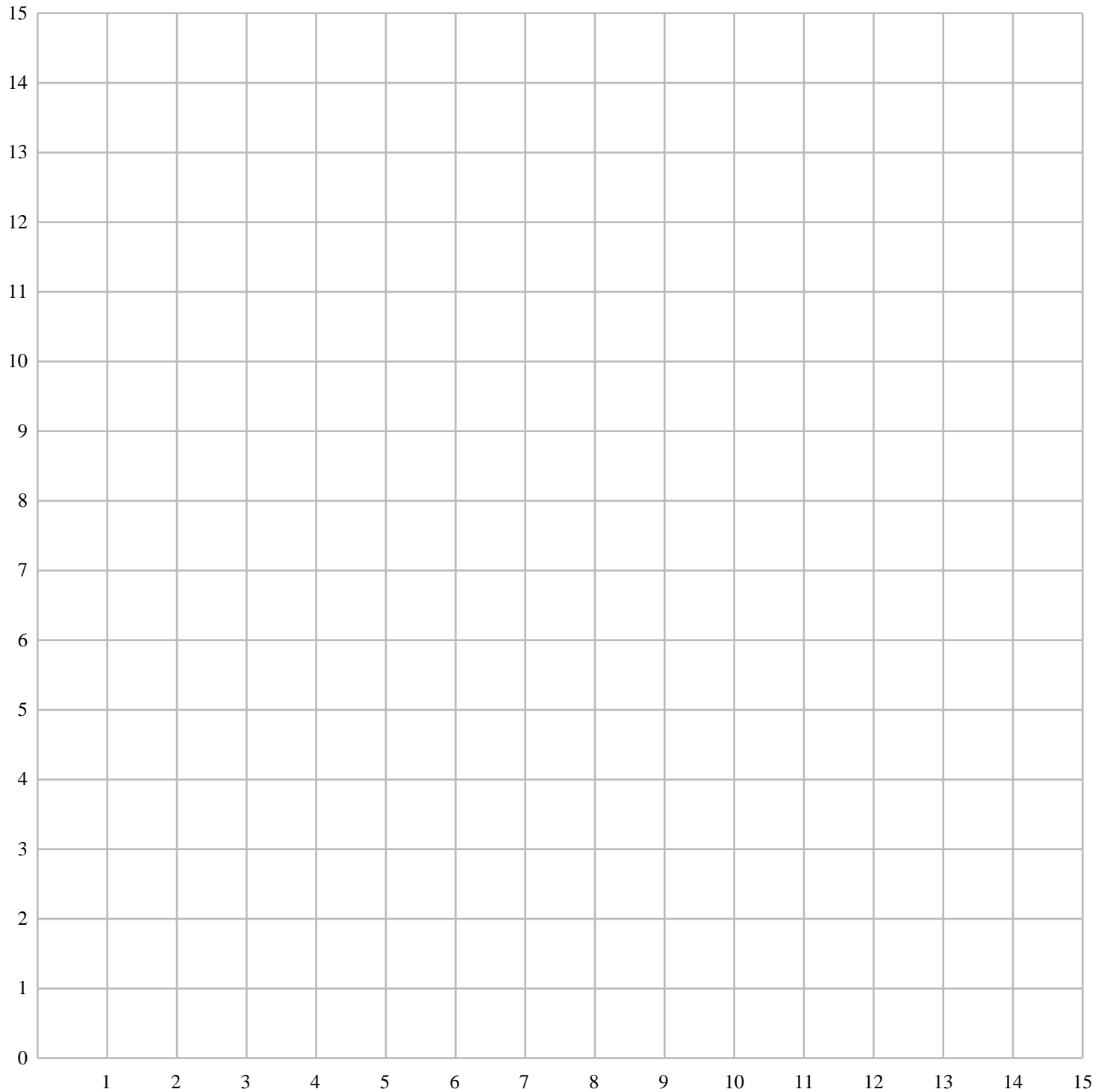


Write what you think this looks like:

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

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

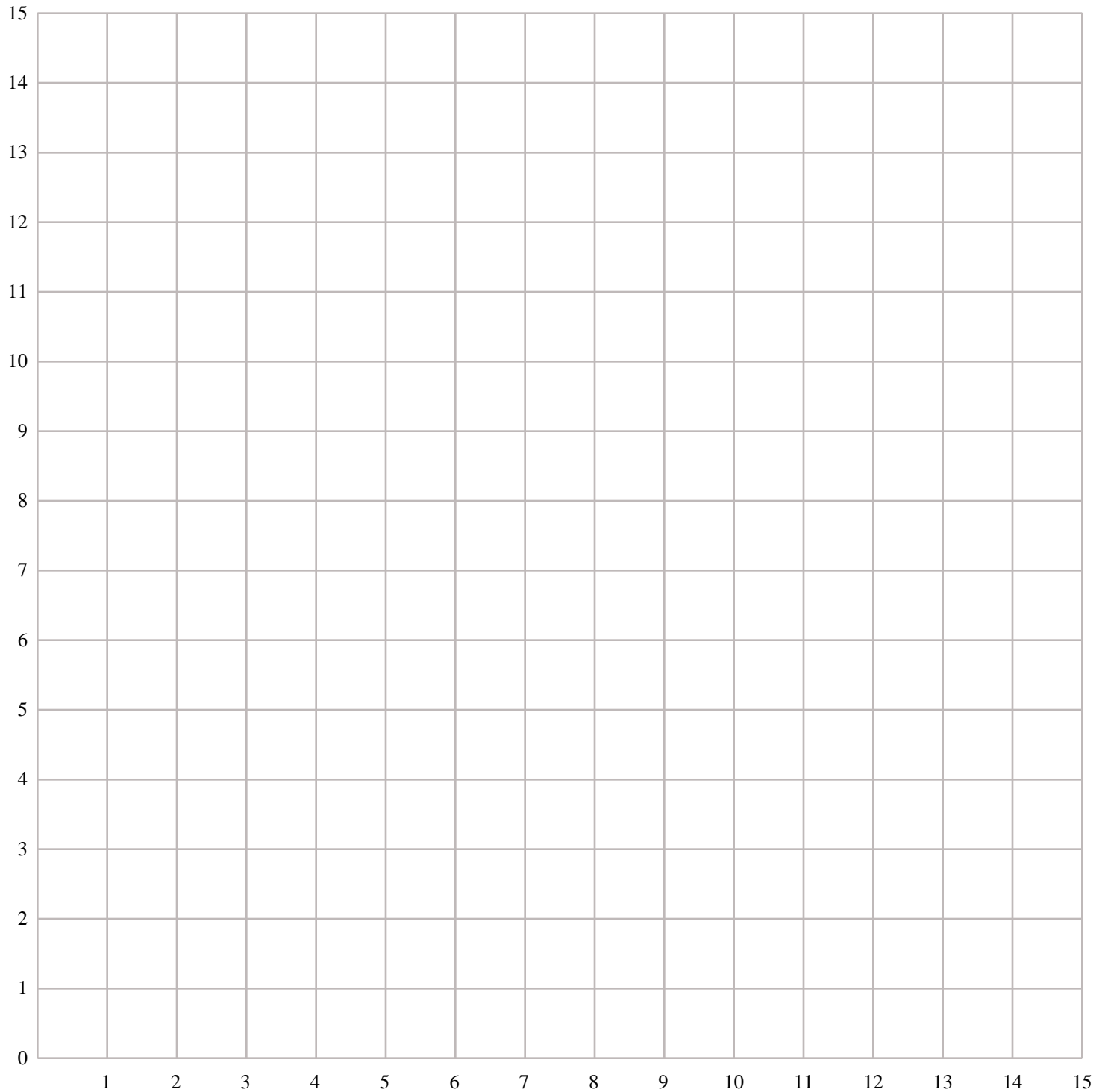


Write what you think this looks like:

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

Name \_\_\_\_\_

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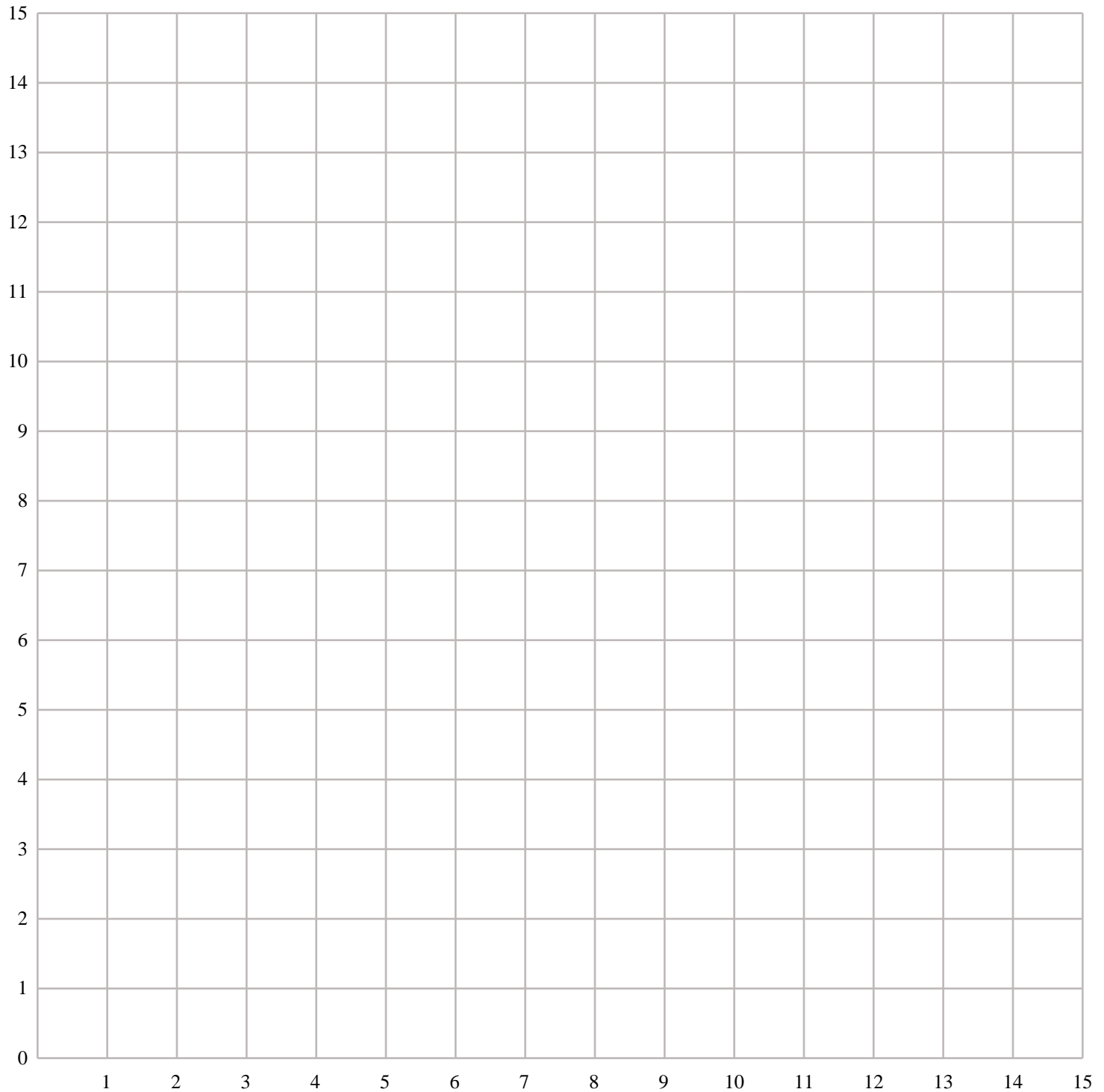
Write what you think this looks like:

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



Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

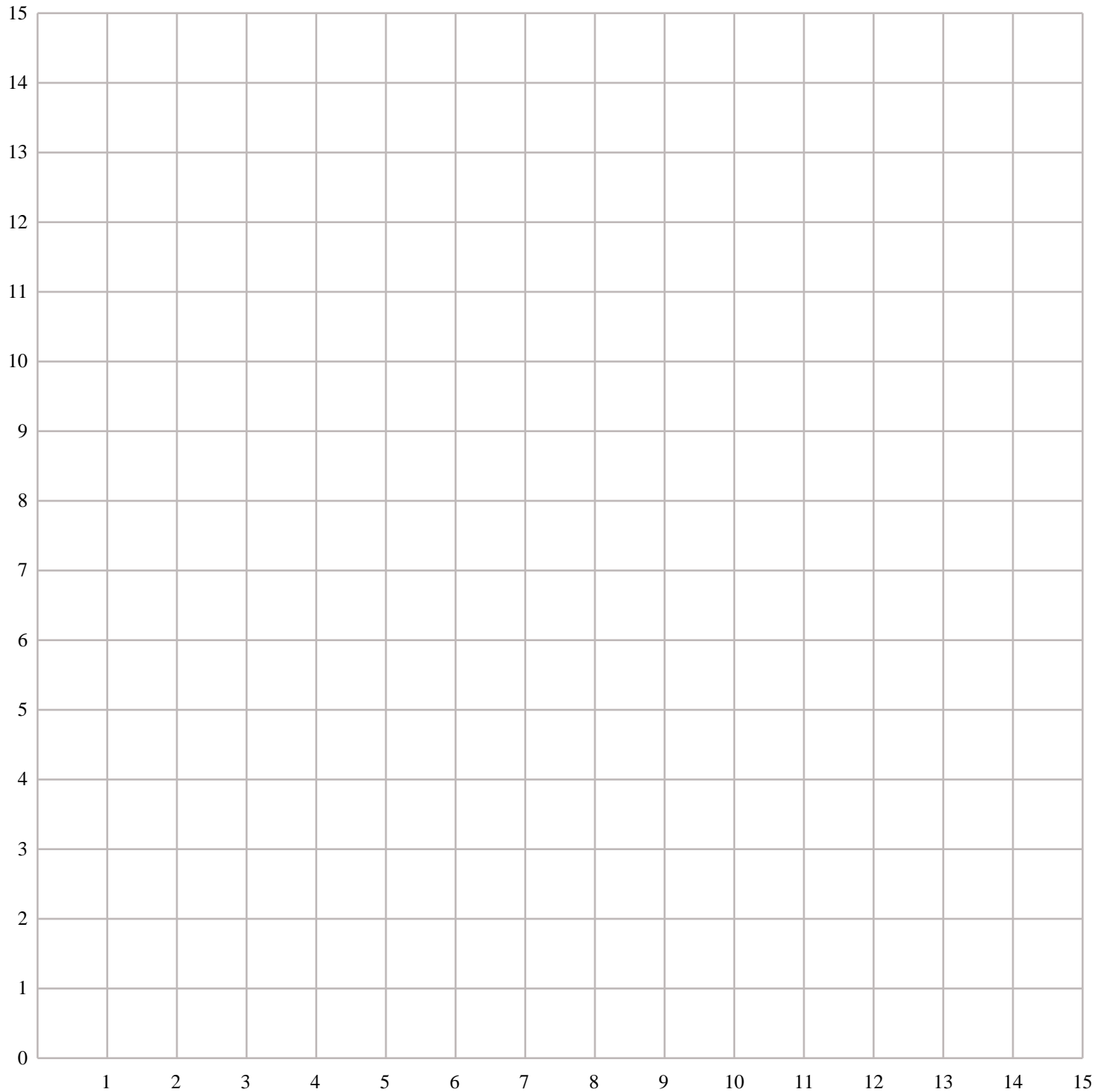


Write what you think this looks like:

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

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture



Write what you think this looks like:

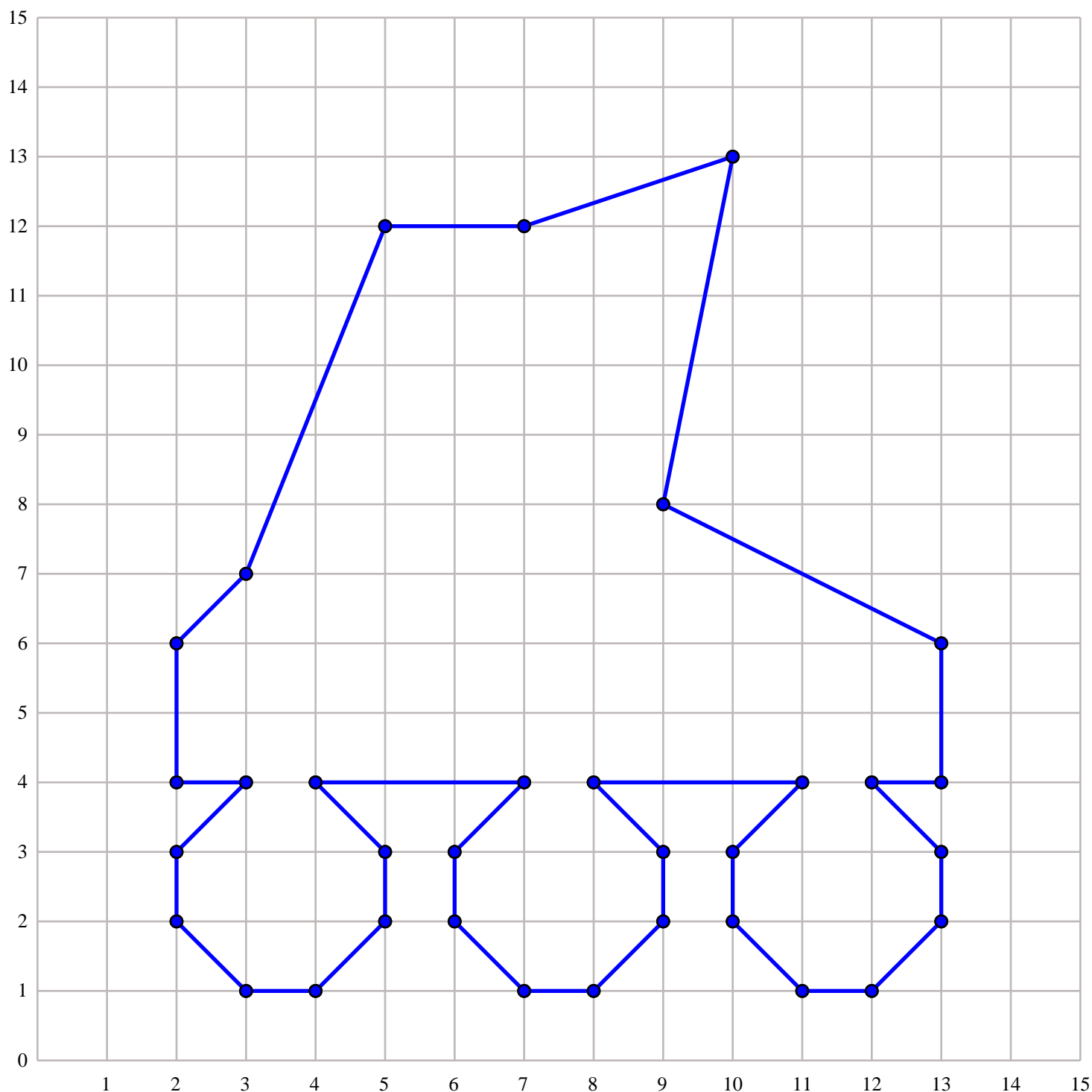
**edHelper Learning Centers Sample** \_\_\_\_\_

The graph consists of 14 vertices and 18 edges. The vertices are located at the following coordinates: (1,9), (2,9), (3,9), (3,11), (5,7), (5,11), (7,13), (7,11), (11,3), (11,4), (11,10), (12,10), (13,6), (13,9), (13,11), (14,6), and (14,10). The edges connect these vertices to form a complex, non-convex polygonal shape.

Write what you think this looks like: Watering Can

Name \_\_\_\_\_

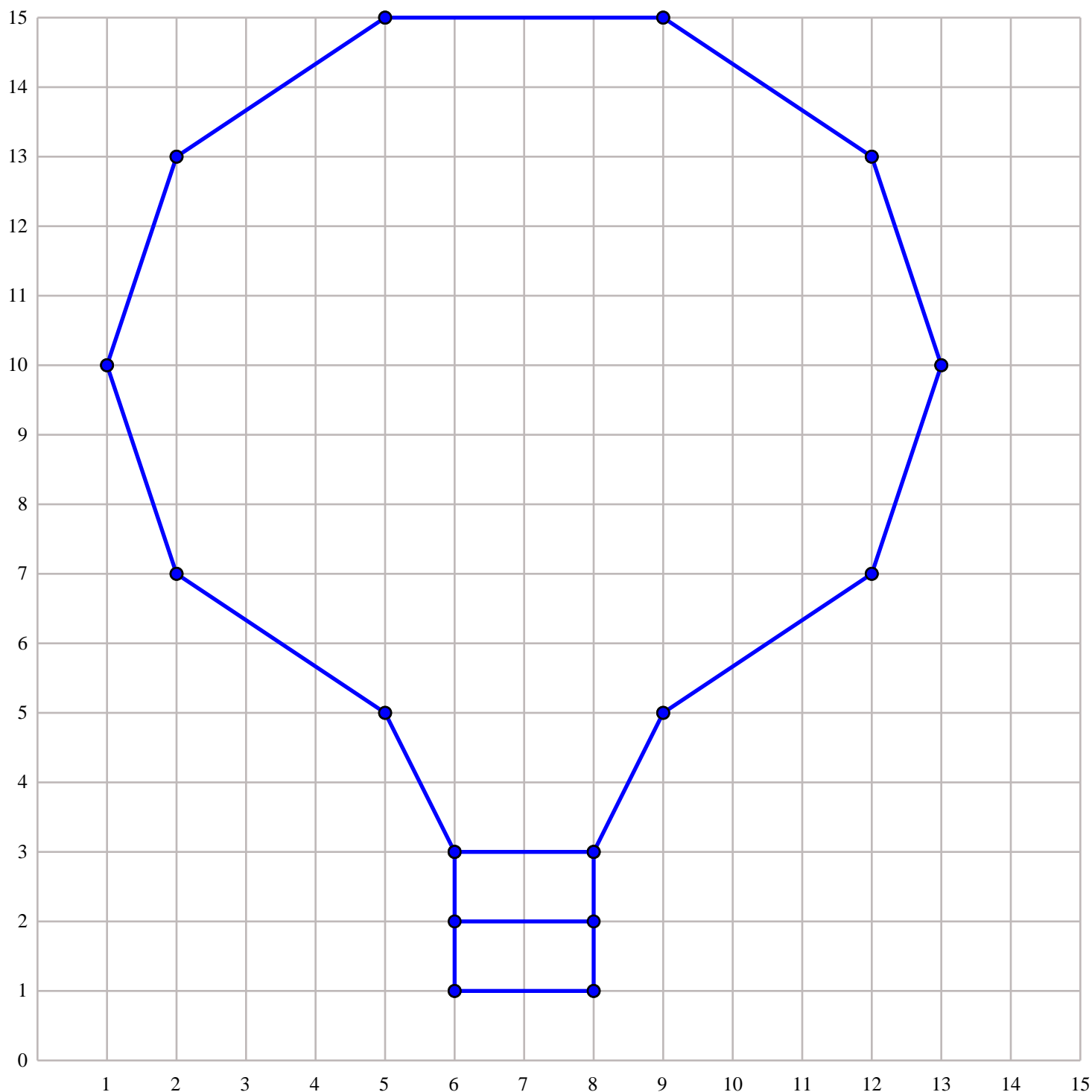
# Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Rollerblade

Name \_\_\_\_\_

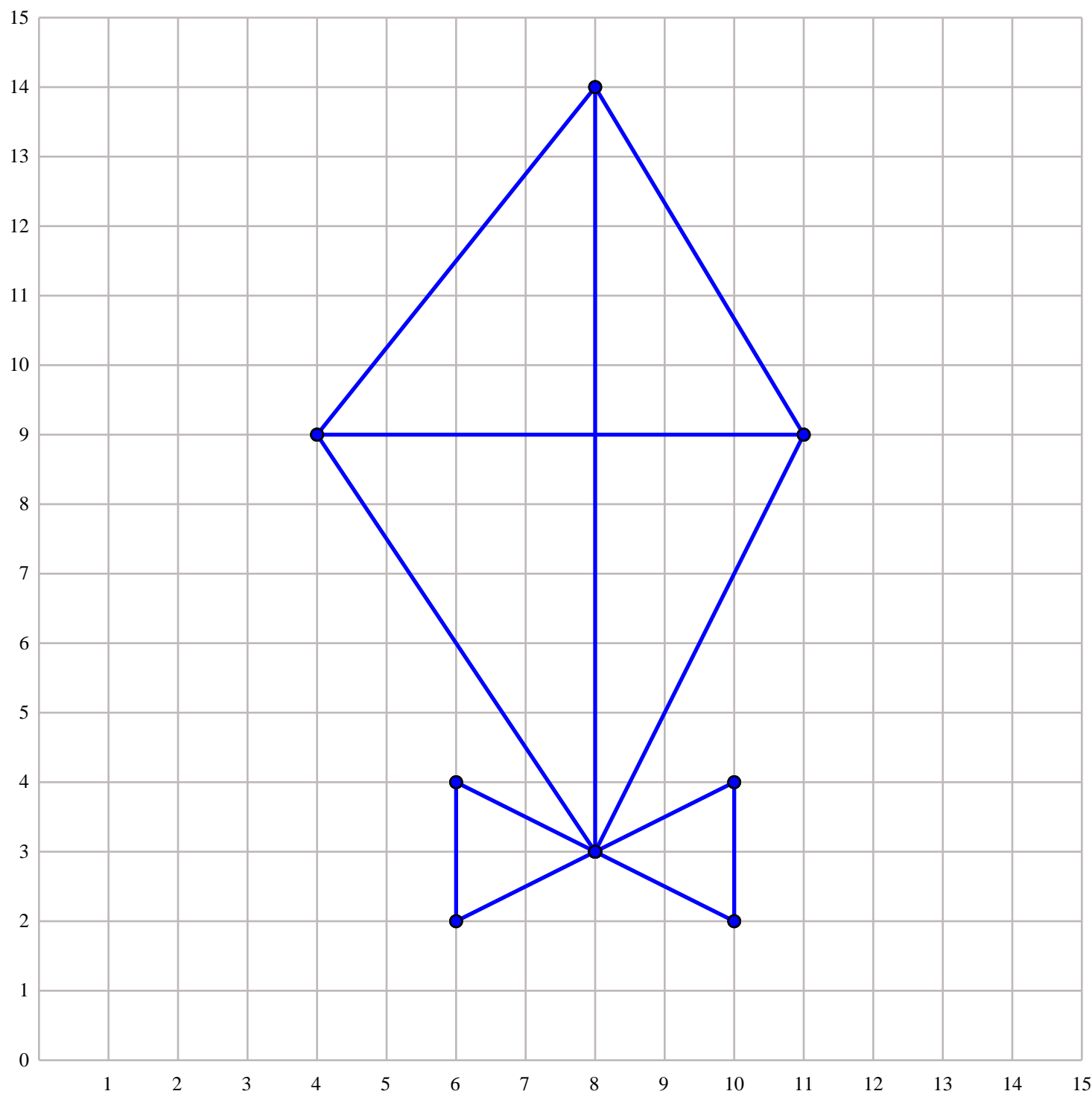
## Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Hot Air Balloon

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture

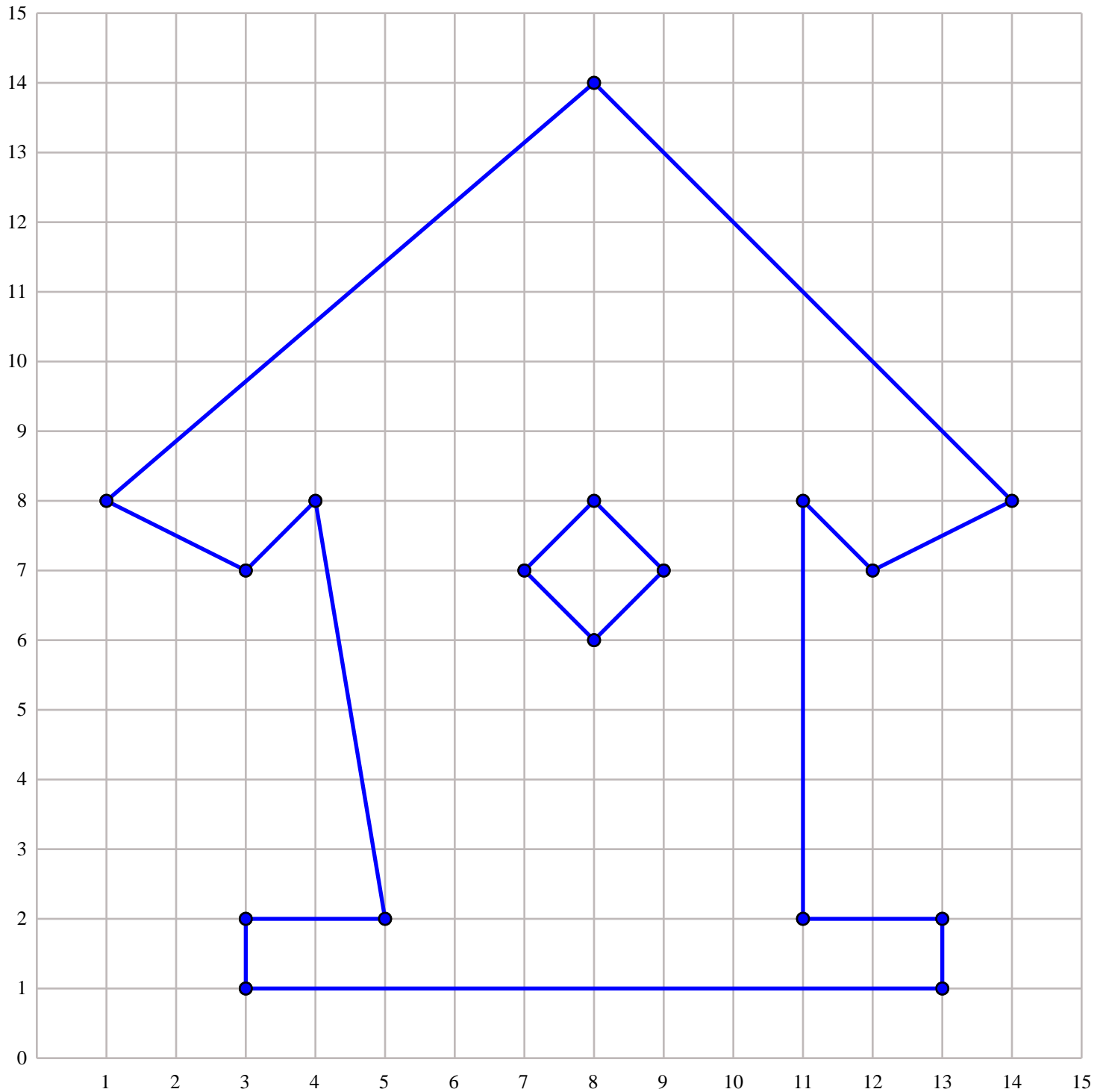


Write what you think this looks like: \_\_\_\_\_

edHelper Learning Centers Sample Kite

Name \_\_\_\_\_

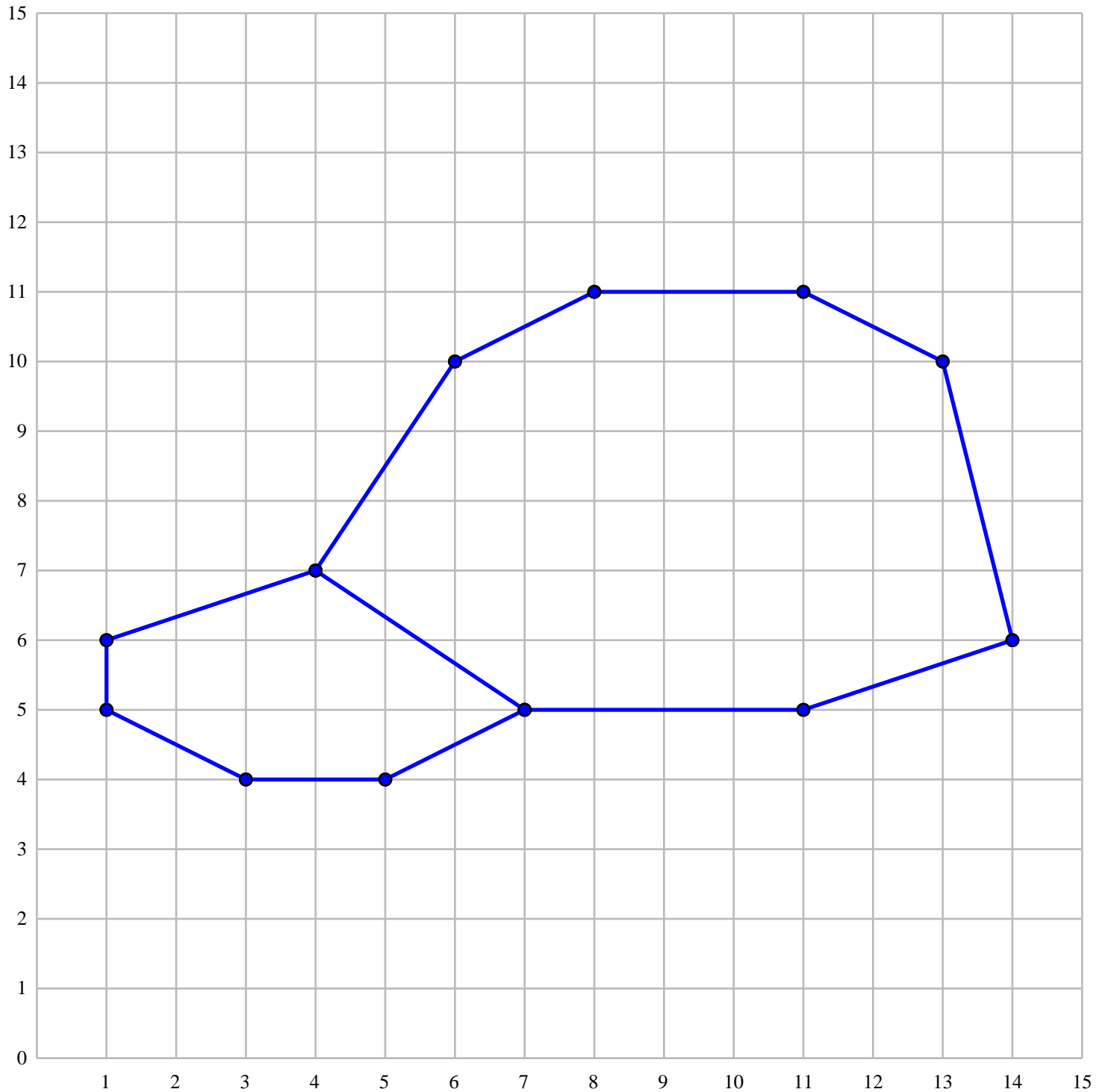
# Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Birdhouse

Name \_\_\_\_\_

## Plotting Ordered Pairs to Make a Picture

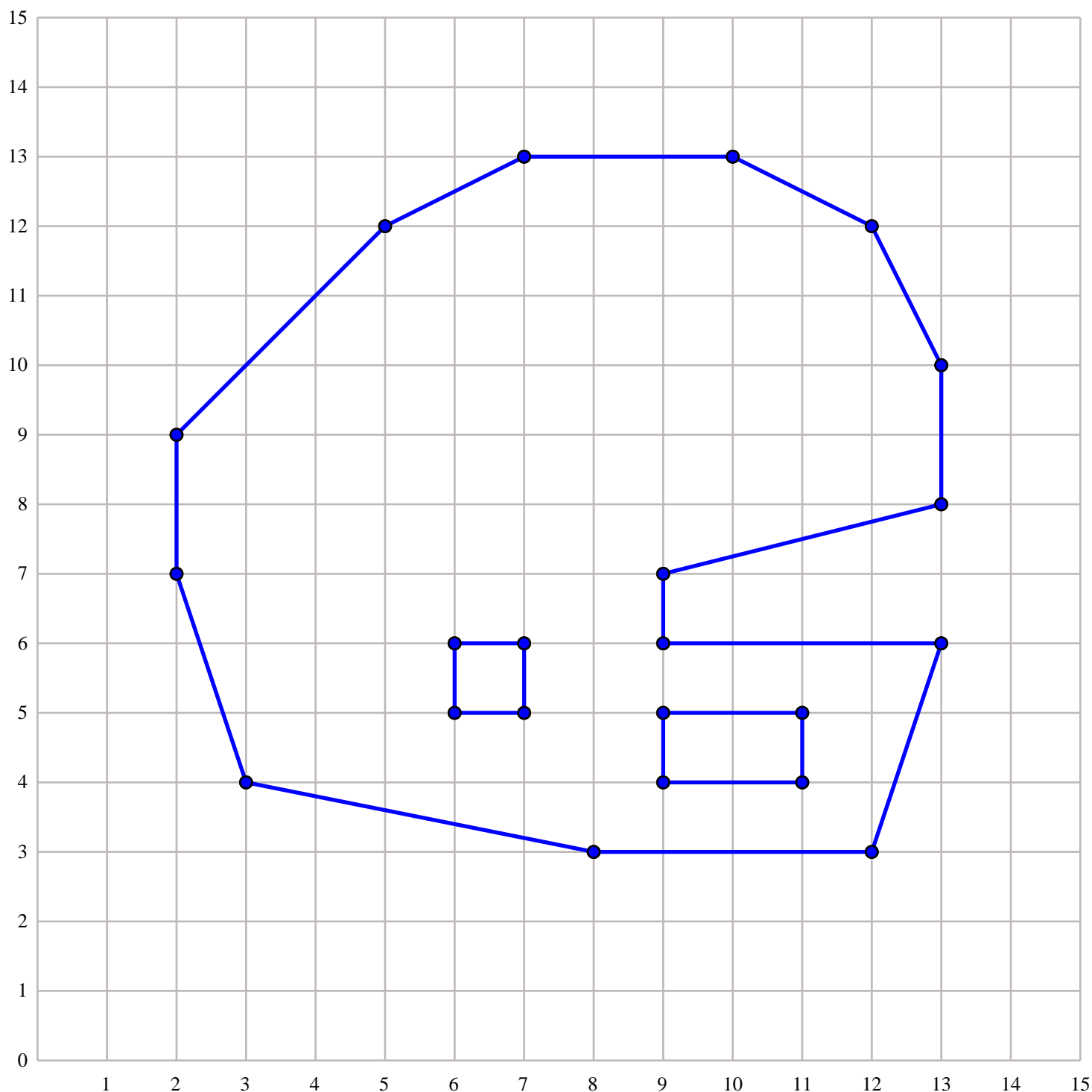


Write what you think this looks like: Baseball Cap



Name \_\_\_\_\_

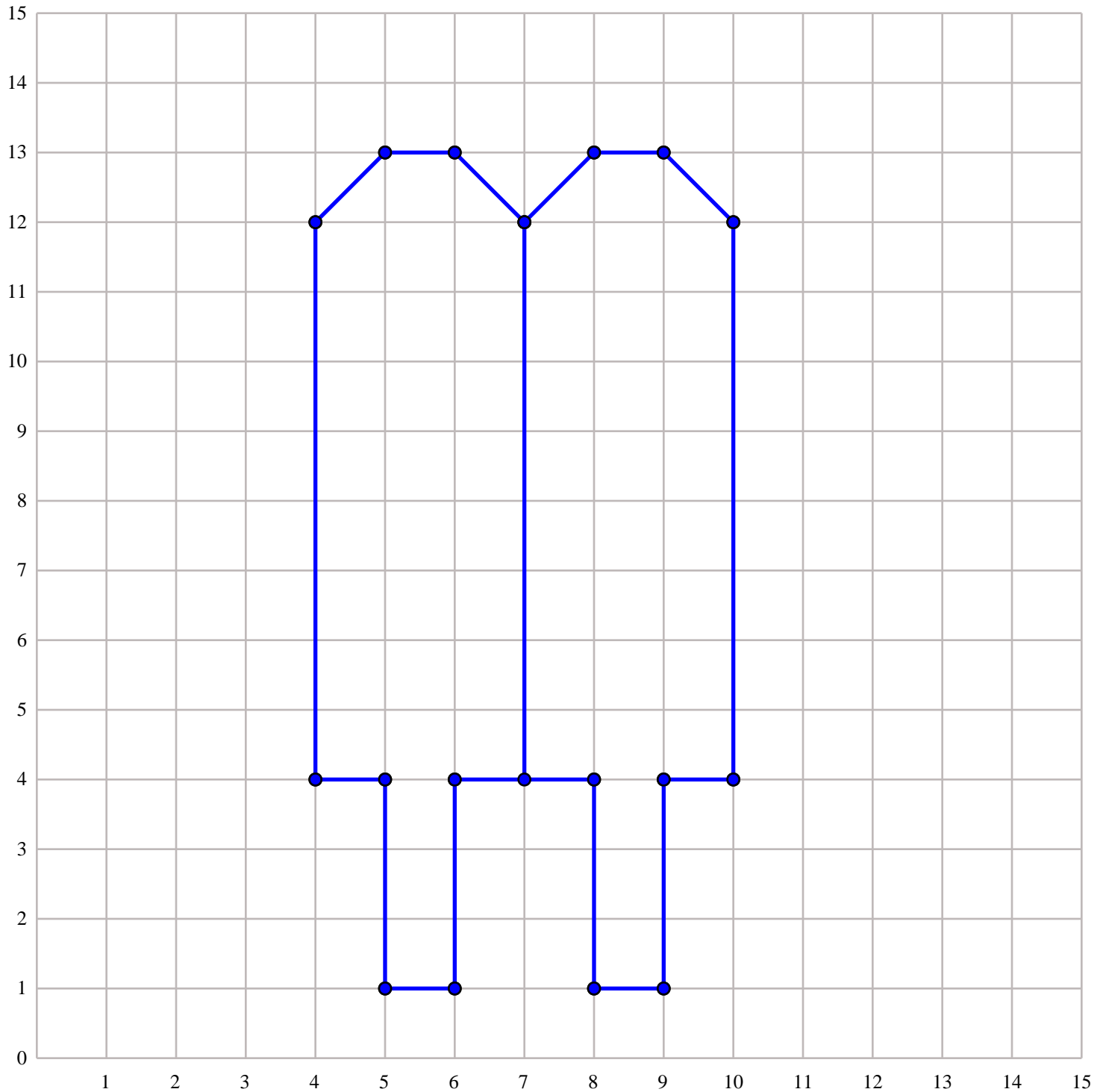
## Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Football Helmet

Name \_\_\_\_\_

# Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Popsicle

