

Learning Centers

printing cheat sheet

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

Measurement, Fractions, and Maps (print pages 3 to 14)

Writing Center (print pages 16 to 41)

Spelling Center (using this month's spelling words) (print pages 42 to 59)

Writing Center (print pages 60 to 71)

Plotting Pictures (print pages 72 to 105)



MEASUREMENT, MAPS, & FRACTIONS





TEACHERS:

- attach the 2 map pages to make 1 large map
- cut out the 10 route cards (A-J)
- cut out the 16 destination cards
- cut out the 3 goats
- laminate for durability

SKILLS:

following directions, reading a ruler, fractions to the nearest $\frac{1}{8}$, map reading, adding fractions with unlike denominators

STUDENTS WILL:

option 1 - worksheet 1:

- choose a route card at random
- use a ruler to follow the directions
- find the end location on the map
- add together the total distance traveled

option 2 - worksheet 2:

- choose a destination card at random
- choose a route on the map
- record the measurements, directions, and distance required to get there

option 3 - game:

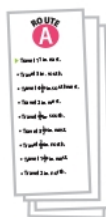
- 1-3 players
- take turns measuring their way to three destinations on the map

INCLUDED:

map (2 pages)



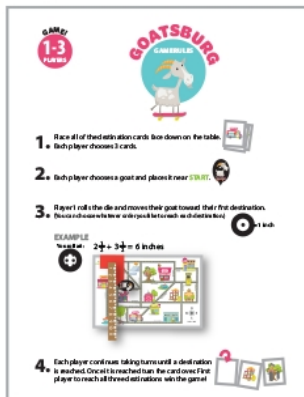
10 route cards A-J



3 goat cut-outs



game instructions



cover image



bin label



16 destination cards



worksheets (2)



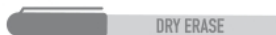
OPTIONAL:

mounting putty to stick goats to map



NEEDED:

dry erase marker



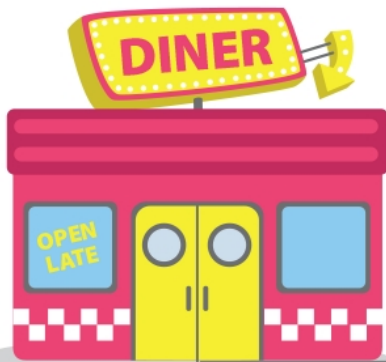
die



ruler

MAPLE STREET

START



2nd STREET

CHERRY STREET

3rd STREET



SKATE PARK



4th STREET



1st STREET



SYCAMORE STREET



ELM STREET



WALNUT STREET

DOGWOOD STREET



BEACH

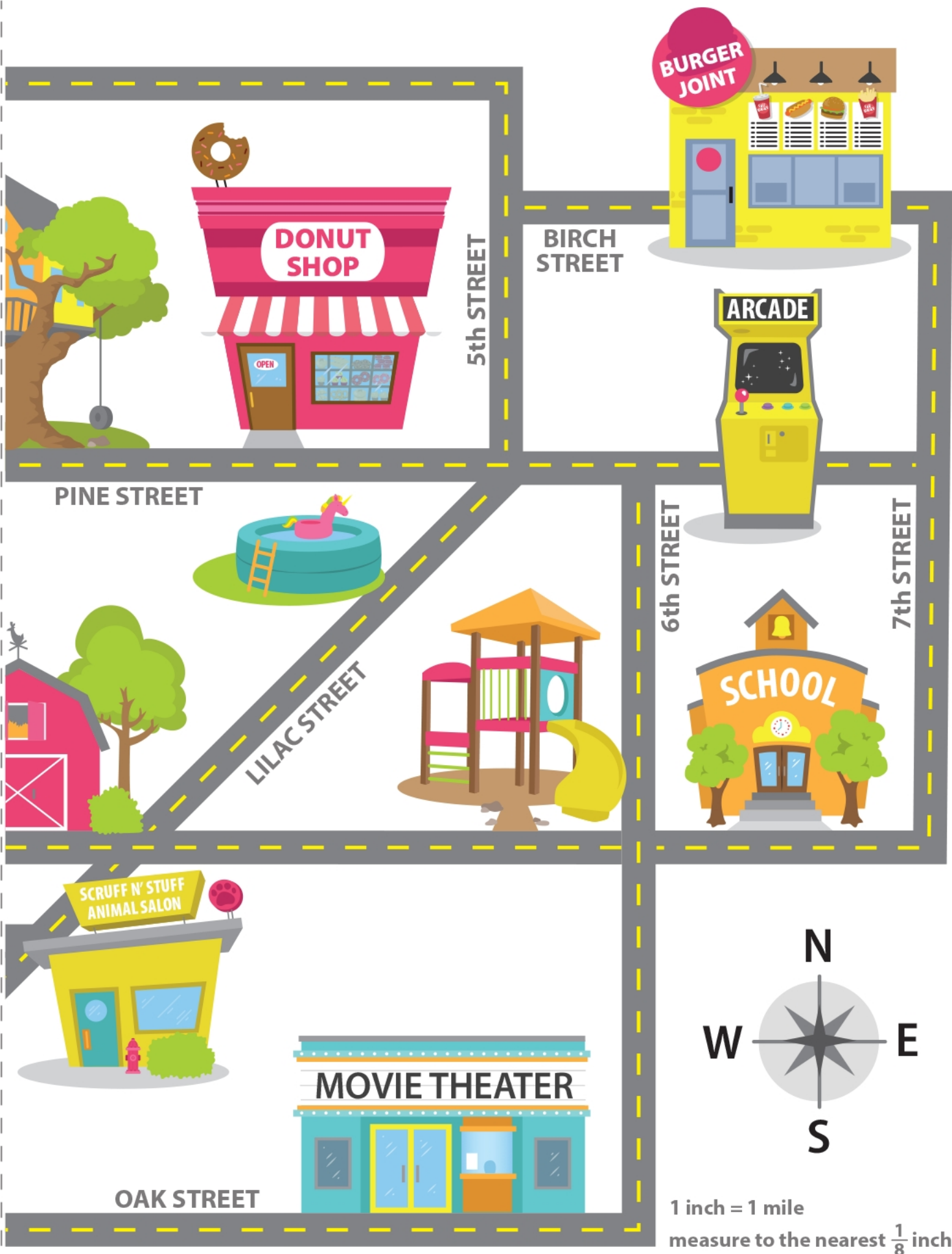


3rd STREET



BUBBLE TEA





**BURGER
JOINT**

**DONUT
SHOP**

**BIRCH
STREET**

ARCADE

PINE STREET

5th STREET

6th STREET

7th STREET

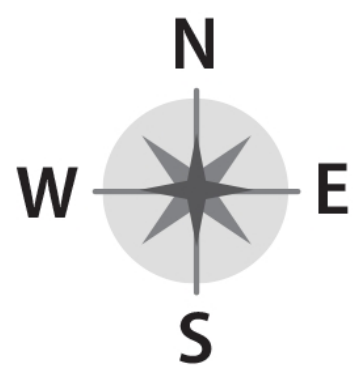
SCHOOL

LILAC STREET

MOVIE THEATER

OAK STREET

**SCRUFF N' STUFF
ANIMAL SALON**



1 inch = 1 mile
measure to the nearest $\frac{1}{8}$ inch



ROUTE A

- Travel 11 in. east.
- Travel 3 in. south.
- Travel $4\frac{1}{4}$ in. southwest.
- Travel 2 in. west.
- Travel $\frac{3}{4}$ in. south.
- Travel $3\frac{1}{2}$ in. west.
- Travel $\frac{7}{8}$ in. north.
- Travel $1\frac{1}{2}$ in. west.
- Travel 2 in. north.

ROUTE B

- Travel $2\frac{1}{2}$ in. east.
- Travel $5\frac{7}{8}$ in. south.
- Travel $3\frac{1}{2}$ in. east.
- Travel 2 in. north.
- Travel $2\frac{3}{4}$ in. northwest.

ROUTE C

- Travel 11 in. east.
- Travel 1 in. south.
- Travel $3\frac{3}{8}$ in. east.
- Travel 5 in. south.
- Travel $6\frac{1}{4}$ in. west.
- Travel $4\frac{1}{4}$ in. southwest.
- Travel $1\frac{1}{8}$ in. west.
- Travel $2\frac{1}{4}$ in. north.
- Travel 3 in. west.
- Travel $1\frac{1}{2}$ in. south.



- ▶ Travel $2\frac{1}{2}$ in. east.
- Travel $5\frac{1}{4}$ in. southeast.
- Travel 2 in. south.
- Travel 2 in. east.
- Travel $4\frac{1}{8}$ in. southwest.
- Travel 5 in. east.



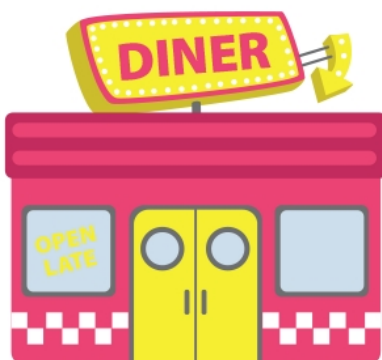
- ▶ Travel 6 in. east.
- Travel 6 in. south.
- Travel $8\frac{1}{4}$ in. east.
- Travel 3 in. north.
- Travel 5 in. west.



- ▶ Travel $4\frac{1}{8}$ in. east.
- Travel 2 in. south.
- Travel $2\frac{3}{4}$ in. southeast.
- Travel 2 in. south.
- Travel 7 in. east.



- ▶ Travel $2\frac{3}{4}$ in. east.
- Travel $5\frac{1}{4}$ in. southeast.
- Travel $2\frac{3}{4}$ in. south.
- Travel 2 in. west.
- Travel $2\frac{1}{4}$ in. south.
- Travel $1\frac{1}{8}$ in. east.
- Travel $4\frac{1}{4}$ in. northeast.
- Travel 3 in. east.



- Travel $2\frac{1}{2}$ in. east.
- Travel 4 in. south.
 - Travel $1\frac{1}{2}$ in. west.
 - Travel $2\frac{3}{4}$ in. south.
 - Travel $6\frac{1}{4}$ in. east.
 - Travel 1 in. northeast.
 - Travel 1 in. west.



- Travel 11 in. east.
- Travel 3 in. south.
 - Travel 2 in. east.



- Travel 6 in. east.
- Travel $6\frac{3}{4}$ in. south.
 - Travel $1\frac{1}{4}$ in. east.





MEASUREMENT, MAPS, & FRACTIONS



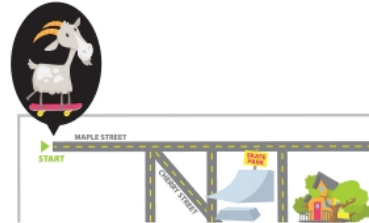
WORKSHEET 1

- Place all of the cards (A-J) face down and choose one to flip over. What card did you get?

A B C D E
F G H I J



- Choose a goat and place it at **START** on the map.



- Use a ruler to follow the directions on your card to get the goat to its destination.



- Where did your goat end up?

diner



tree house



bakery



skate park



restaurant



arcade



beach



movie theater



picnic



bounce house



home



pool



playground



school



food truck



salon



- Did your goat take the simplest, most direct path to its destination? yes no

- How many miles did your goat travel?

_____ miles

1. Place all of the destination cards face down and choose one to flip over.



2. Choose a goat and place it at **START** on the map.

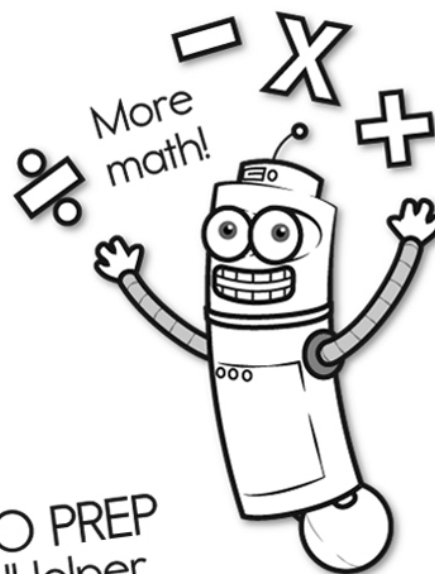
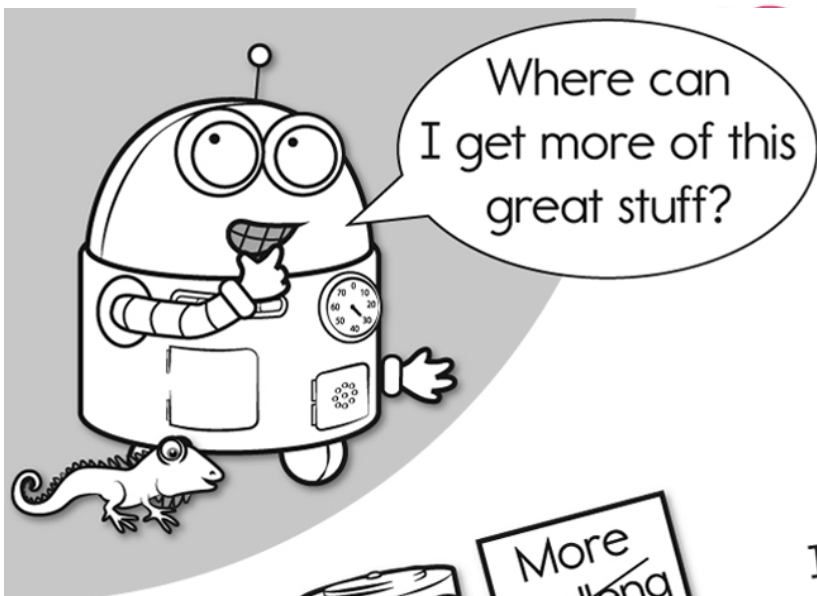


3. Move your goat toward its destination one move at a time. Record the street name, direction, and distance traveled for each move.

	street name	direction	distance
example	Maple Street	east	$2\frac{1}{2}$ Mi.

4. What was your goat's destination?

5. What is the total distance that your goat traveled to get to its destination?



It's NO PREP at edHelper.

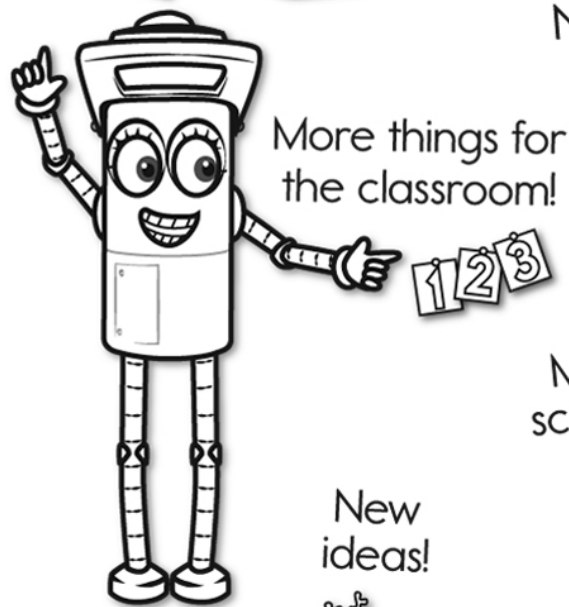
More history!



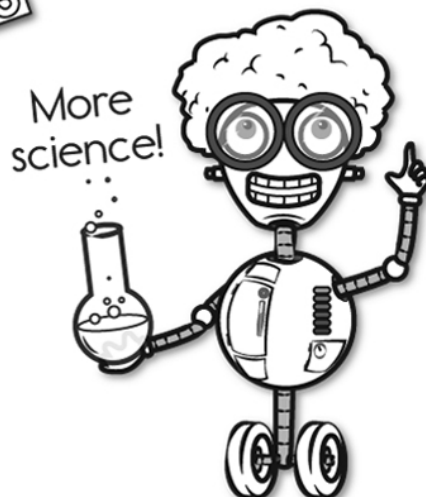
edHelper.com!



New online math games!



1 2 3

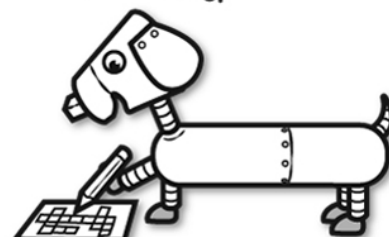


New ideas!



\times
 $\times =$
 $- \div$
 $< - >$

More puzzles!





WRITING BOOKS

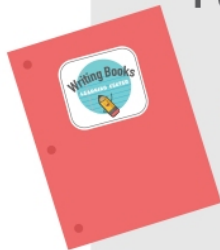


LEARNING CENTER



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**

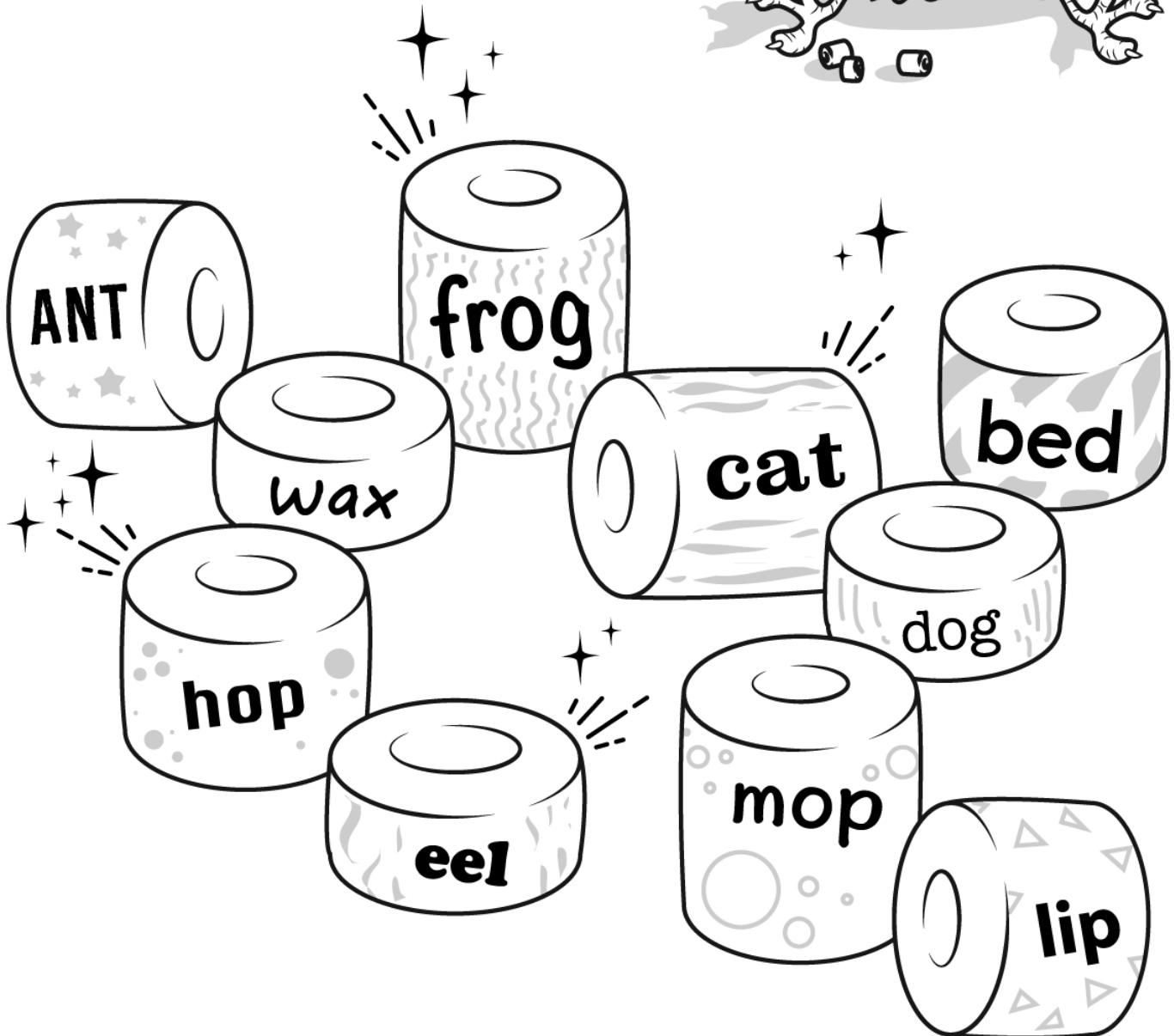
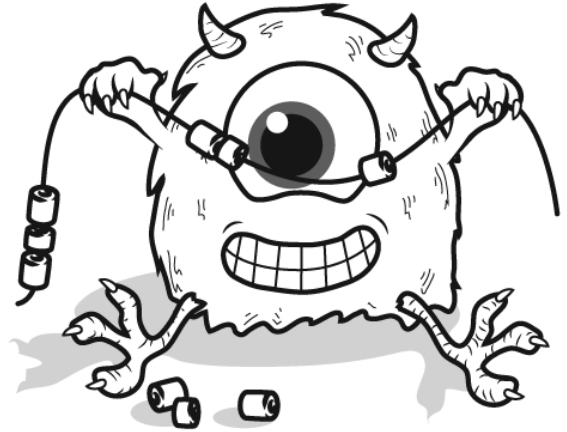


**FINISHED
WRITING PAGES**

Name: _____

Alphabetizing to the First Letter

Alvin is making an alphabet necklace for his girlfriend, Bertha, who loves beads. Write the words on the beads in alphabetical order on the blank lines so Alvin will have something bead-utiful for Bertha.



Write the words in alphabetical order here:

_____, _____, _____, _____, _____,

_____, _____, _____, _____, _____

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.



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.

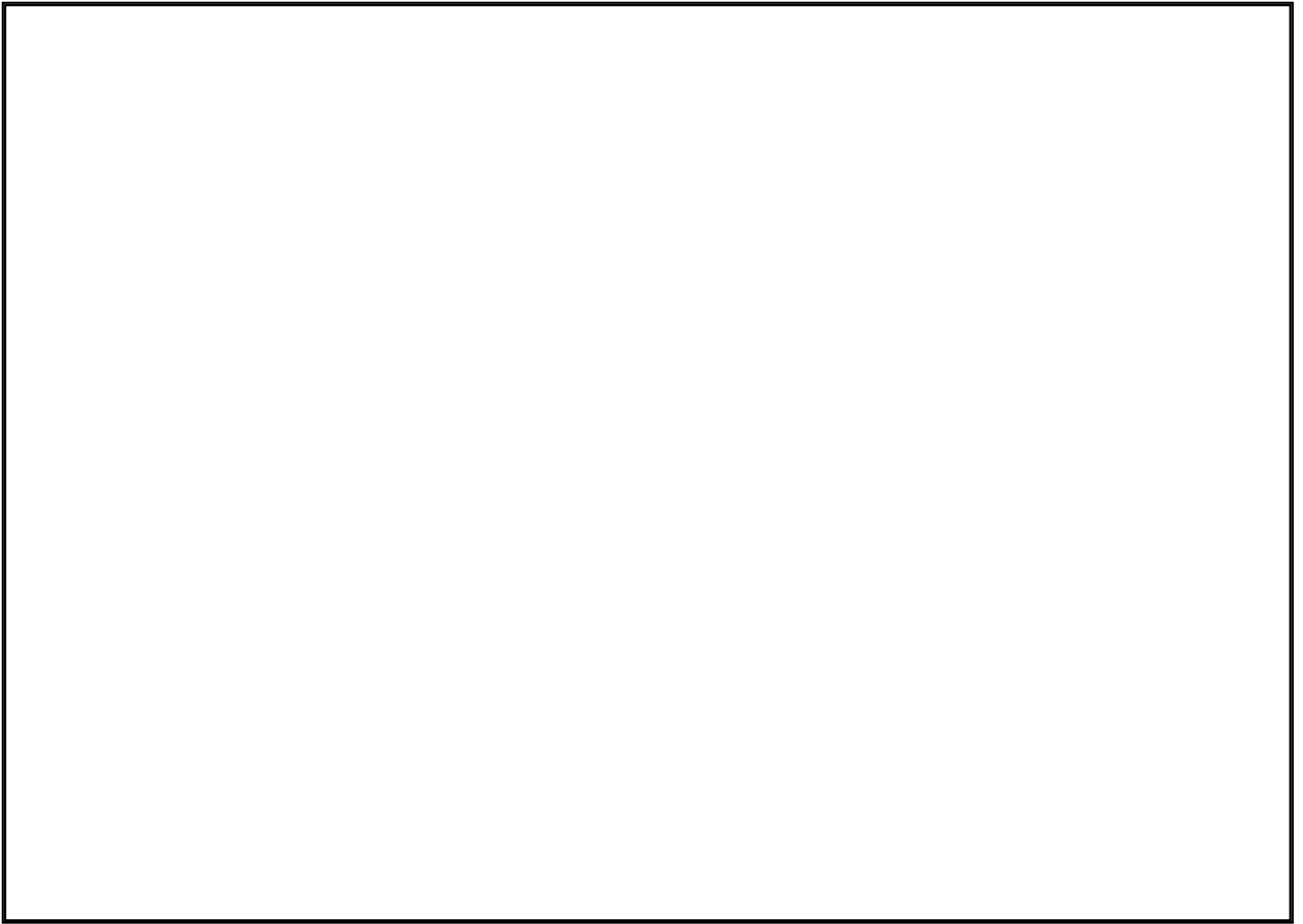
Name: _____

Handwriting practice lines consisting of 20 horizontal dashed lines.

Name: _____

Fish in the Ocean

Many kinds of fish live in the ocean. Some fish live at the bottom of the ocean where it is very dark. Think about what a fish would need if it lived at the bottom of the ocean. Draw that fish in the box.



My fish is called a _____

It can live at the bottom of the ocean because _____

Goal: Write a summary of factual information

Now write your summary. Use transitional words and phrases. Avoid short, choppy sentences. Combine sentences for a smooth, logical flow of ideas. Check for grammatical correctness, punctuation, and spelling.

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

Name: _____

Handwriting practice lines consisting of 20 horizontal lines.

Name: _____

**Think of a character
for a story.****Name of character:** _____**Draw a picture of this character.****Write about one major event this
character will face in your story.****Write one thing the character
does or says.****What will happen next in the story?****Give a title to your story.**

Name: _____

May **Funny Fill-Ins**

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



Fill in the blanks with (funny) nouns.

Right before I turned in for the _____ I stopped to
noun

admire a _____ outside my _____. It looked
noun noun

so happy and carefree I began to _____ I could
noun

become one of them. The next morning I awoke to

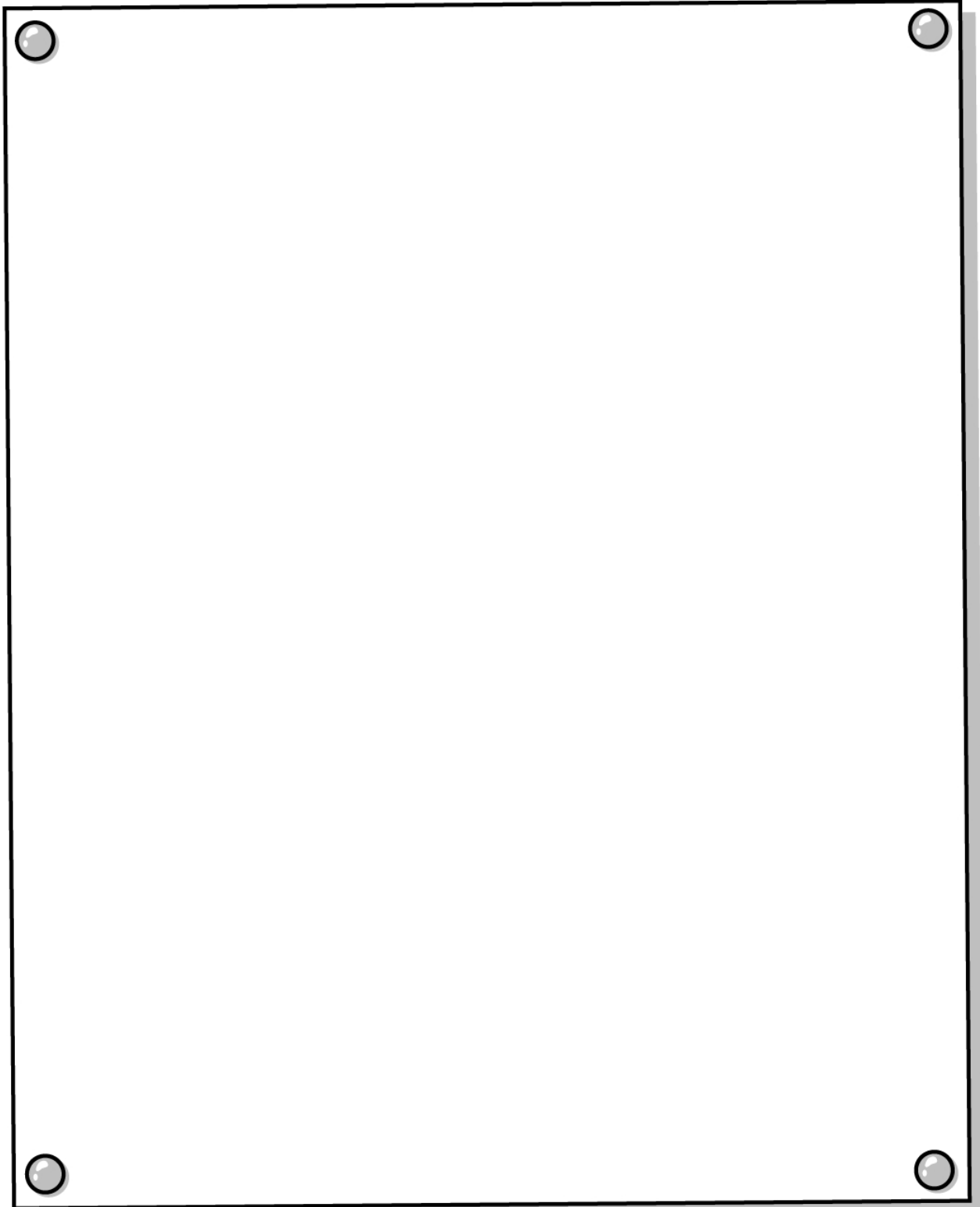
find myself with _____. I was fluttering about the
noun

green _____ without a care. Then I saw the
noun

neighbor's _____ crouched below. The stress was on.
noun

Name: _____

Are you bored after school? Is there some kind of club or group you would like to start at your school? Use the space below and design a poster for a new group at your school. Include the date and time of the first meeting, what people should bring with them, what kind of refreshments will be served, and most of all, a motto or headline that makes kids want to come and check out the new group!



Name: _____

Create a brand new holiday. Describe it.

People would celebrate the holiday because:

This is where the holiday originated:

This is what they'd do to celebrate it:

This is when they'd celebrate it:

This is who would celebrate the new holiday:

What is the last thing that made you laugh? Why was it so funny?

$14 + \boxed{} = 18$

$12 + \boxed{} = 32$

$8 + \boxed{} = 36$

$29 + \boxed{} = 31$

Name: _____

Did you know that you don't always have to use the word **said** in your writing? Try to use different words for an overused word like **said**. It will make your work more fun for others to read.

Circle words to the RIGHT or DOWN. Every letter is used exactly ONCE.

```

      O      C W W A R N E D P
      B R    O H    M    O    M R
      S E B M I S U C B    U E
      E P E P S H T H J N R D
      R L G L P O T A E A M I
      V I G A E U E T C G U C
      E E E I R T R T T G R T
      D D D N E E E E E E E E
W H I N E D E D D D D D D D D
J O K E D D I M P L O R E D
  
```

Write the words found.

IMPLORED	COMPLAINED	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now rewrite this without using the word **said**. Add one or two of your own sentences using some of the words you found in the word search.

The teacher said One World Trade Center was the tallest building in New York City. She said it was the tallest building in the United States. She said it was sometimes referred to as the Freedom Tower.

My favorite two words to use instead of **said** are:

_____ and _____

How many words do you think it takes to improve your writing?

Fifty. That's 50! There are about 50 overused words we often use in writing and conversations.

When you find yourself repeating, try something different. It doesn't take much work to sound amazing!

Name: _____

May **Funny Fill-Ins**

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



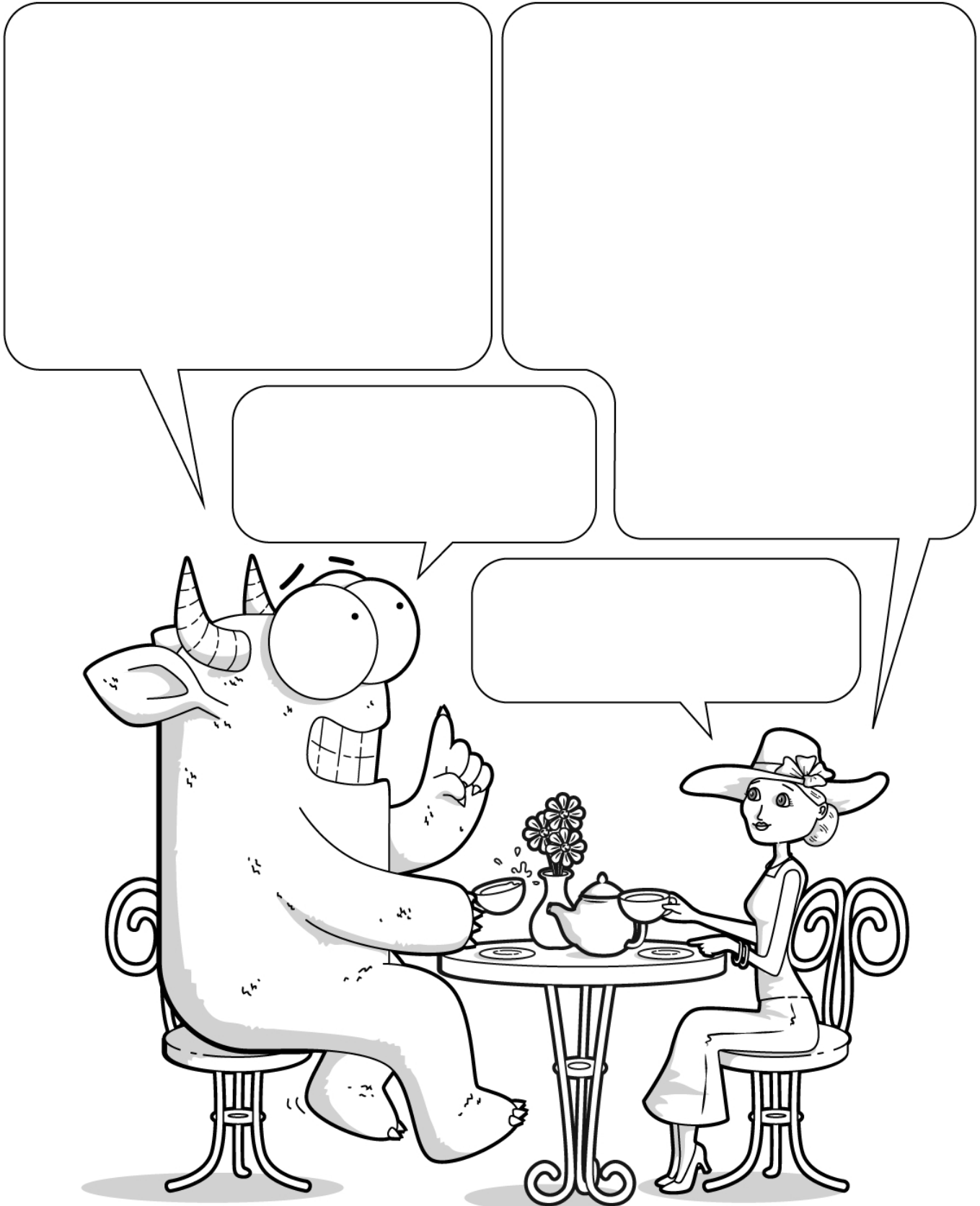
Fill in the blanks with (funny) verbs.

I was in my room _____
verb for my class' Cinco de Mayo
celebration the next day. I _____
verb an authentic
poncho and sombrero. To _____
verb my look I had

verb Mexican maracas. As I began to _____
verb them I randomly wished I had lots of money. Bills of all
kinds began _____
verb from above. I realized these
maracas were magic! What else would I _____
verb for?"

Name: _____

MONSTERS don't usually go to tea parties! This monster is one of the lucky ones who was invited to *Tess's Terrific Tea Party*. Write in what the two guests are saying as they sip their tea at the fancy table...



Name: _____

Uncover the Story Number 1

(Pick just one story to uncover!)



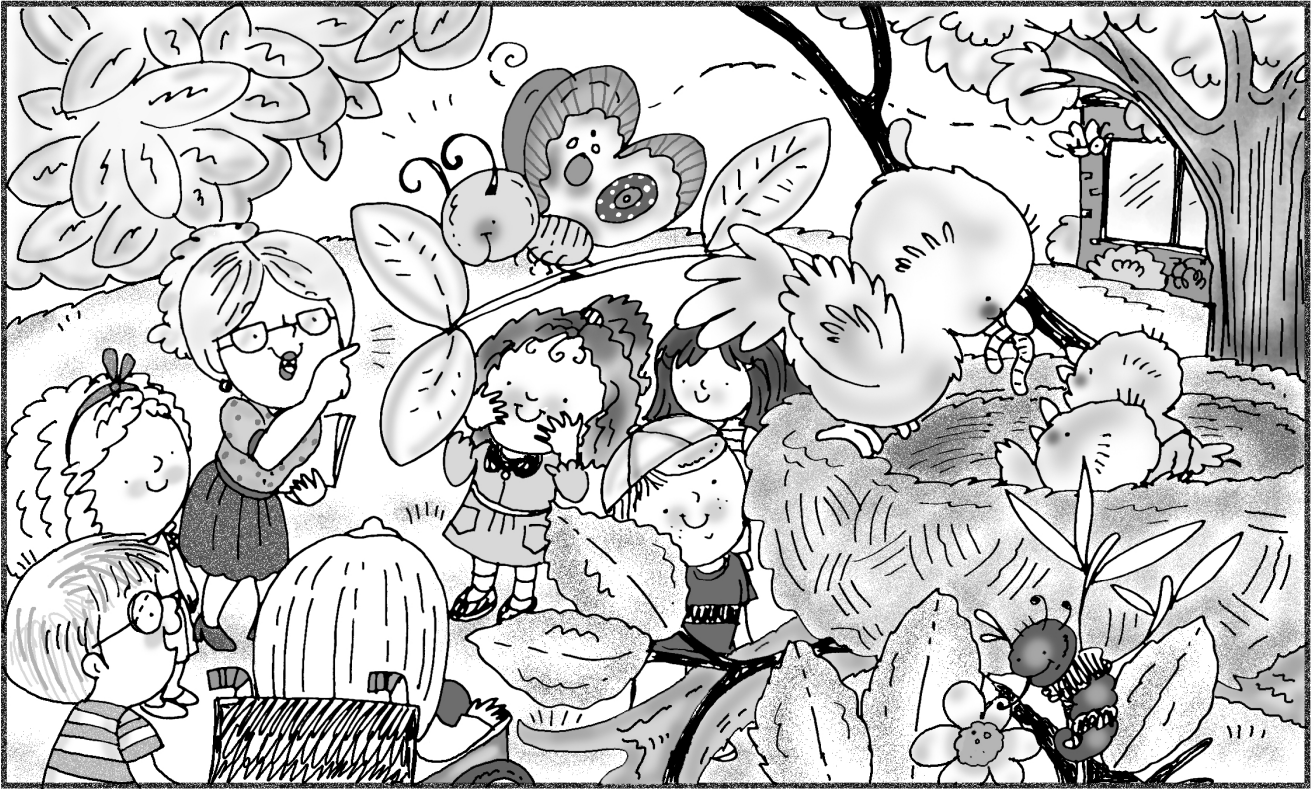
What is going on? Write as many ideas as you can fit in the box.

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.

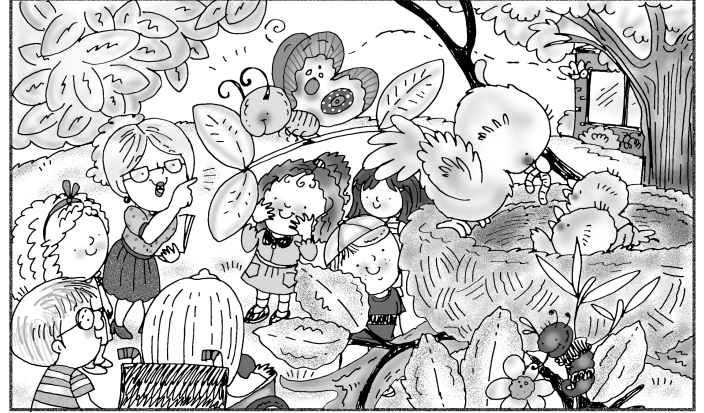
My ideas...

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: _____

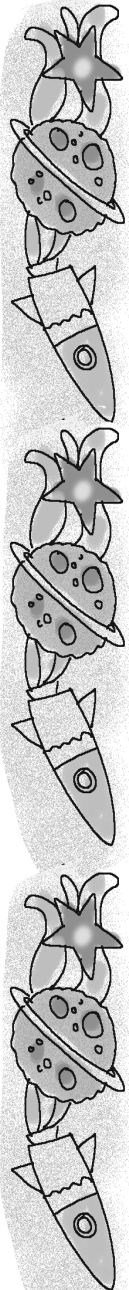
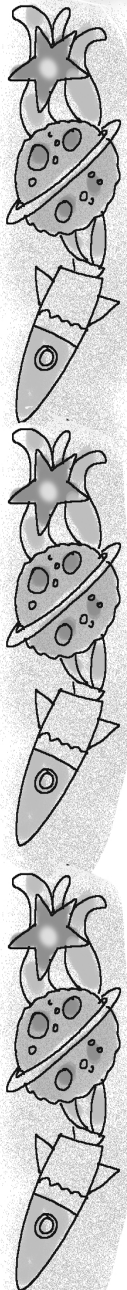
Uncover the main character. Give the main character a name. Is the main character in the picture? _____

Name: _____

An Alien Lives Next Door



My name is Zipopolius.
But call me Sam.



Name: _____

Writing Dialogue

Your teacher is planning an end-of-the-year picnic.

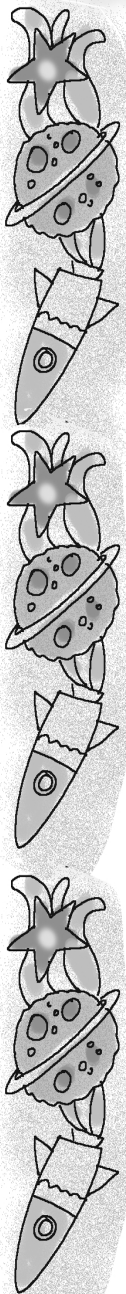
Write a conversation where you and she are suggesting places to go, games to play, and an easy-to-make food menu.

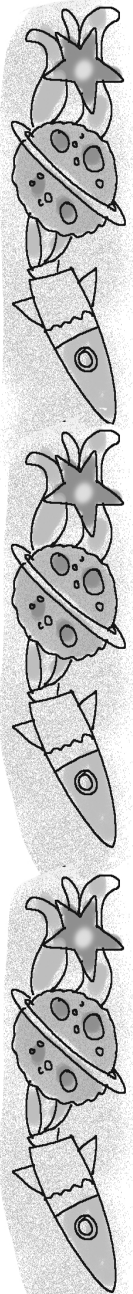


Name: _____

An Alien Lives Next Door

My name is Zipopolius.
But call me Sam.

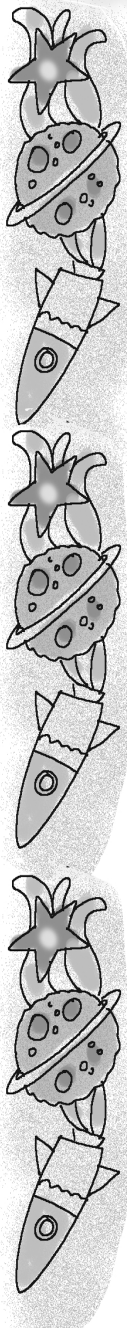




An Alien Lives Next Door

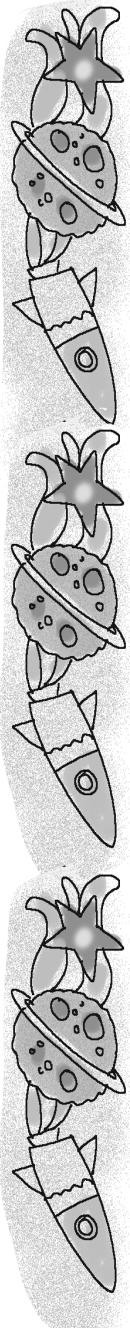


My name is Zipopolius.
But call me Sam.



L
T
k
f

Et c.

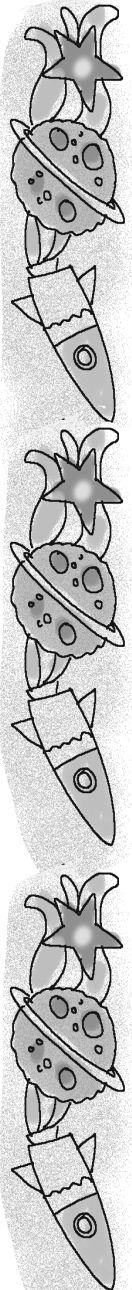
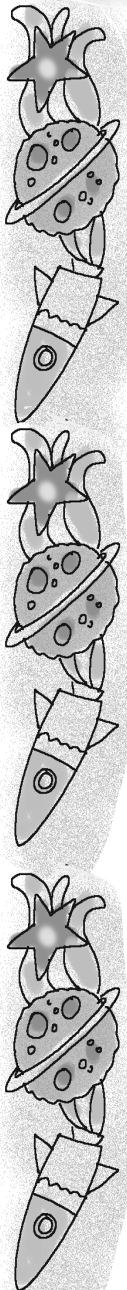


Name: _____

An Alien Lives Next Door



My name is Zipopolius.
But call me Sam.





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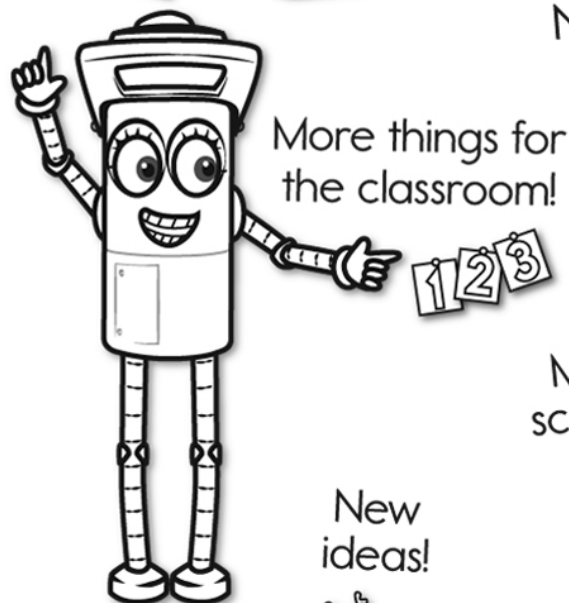
More history!



edHelper.com!



New online math games!



New ideas!



\times $=$ $-$ \div $<$ $>$

More puzzles!



I
drew pictures
of some!

I wrote
a story with
them!

I created
a puzzle out
of them!

Spelling Words

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

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

prefer

Word Play Center Cards

CARD # 2

imagination

Word Play Center Cards

CARD # 3

longer

Word Play Center Cards

CARD # 4

precipitation

Word Play Center Cards

CARD # 5

bulk

Word Play Center Cards

CARD # 6

train

Word Play Center Cards

CARD # 7

commotion

Word Play Center Cards

CARD # 8

pen

Word Play Center Cards

CARD # 9

typical

Word Play Center Cards

CARD # 10

twelve

Word Play Center Cards

CARD # 11

reflect

Word Play Center Cards

CARD # 12

commemorate

Word Play Center Cards

CARD # 13

room

Word Play Center Cards

CARD # 14

somewhere

Word Play Center Cards

CARD # 15

sign

Word Play Center Cards

CARD # 16

fashion

Word Play Center Cards

CARD # 17

mistake

Word Play Center Cards

CARD # 18

helps

Word Play Center Cards

PRACTICE CARD # 1

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 # 1

Word Play Center Cards

PRACTICE CARD # 2

Order Sort

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

complete using student page # 2

Word Play Center Cards

PRACTICE CARD # 3

Make Pyramids

Pick eight 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 # 3

Word Play Center Cards

PRACTICE CARD # 4

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 # 1

Word Play Center Cards

PRACTICE CARD # 5

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 # 4

Word Play Center Cards

PRACTICE CARD # 6

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
A
CAT
A
T

O
N
ONE
N
E

complete using student page # 3

Word Play Center Cards

PRACTICE CARD # 7

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

MAKE ACTIVITY FOR NEXT STUDENT CARD # 8

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 # 6

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 9

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 sixteen 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 # 7

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 10

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 # 8

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 11

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 # 9

Word Play Center Cards

MAKE ACTIVITY FOR NEXT STUDENT CARD # 12

For the Next Student: Write a Story

Take twelve word cards. Try to write a story using at least seven of your cards. Use all twelve 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 # 10

Word Play Center Cards

student page 1 - use with PRACTICE CARD # 1 or 4

Name: _____

Activity: _____

1. _____ 10. _____

2. _____ 11. _____

3. _____ 12. _____

4. _____ 13. _____

5. _____ 14. _____

6. _____ 15. _____

7. _____ 16. _____

8. _____ 17. _____

9. _____ 18. _____

student page 1 - use with PRACTICE CARD # 1 or 4

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: _____

<div>1. _____</div> <div>2. _____</div> <div>3. _____</div> <div>4. _____</div>	<div>1. _____</div> <div>2. _____</div> <div>3. _____</div> <div>4. _____</div>	<div>1. _____</div> <div>2. _____</div> <div>3. _____</div> <div>4. _____</div>
<div>1. _____</div> <div>2. _____</div> <div>3. _____</div> <div>4. _____</div>		

Name: _____

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____


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>

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

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

A = 	B =	C =	E =	F =	G =
H =	I =	K =	L =	M =	N =
O =	P =	R =	S =	T =	U =
V =	W =	Y =			



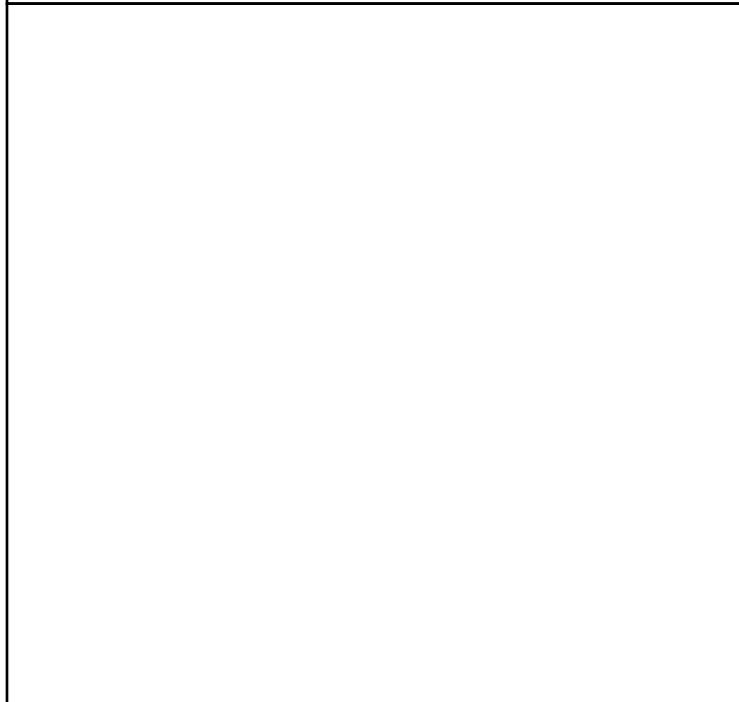
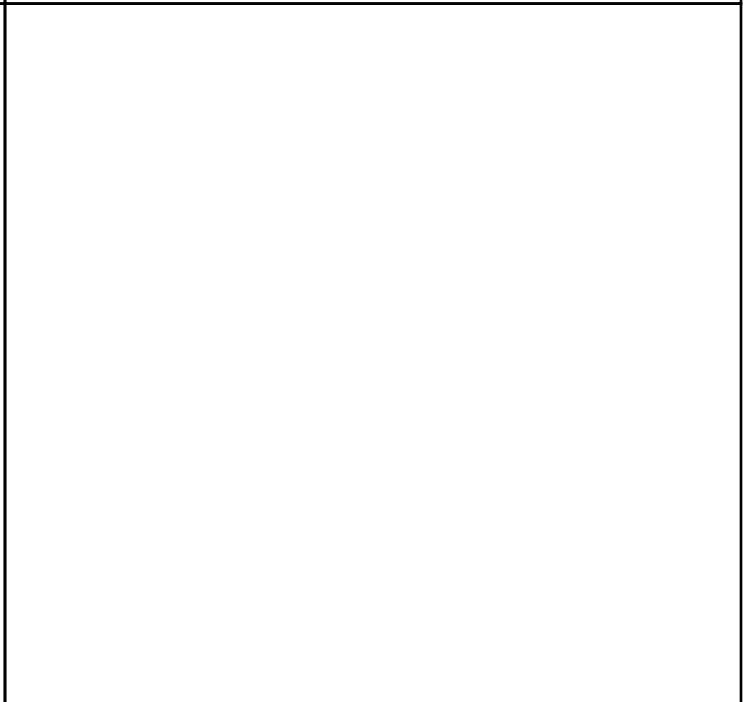
[illegible]

**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="94 1144 787 1186">I think this is a picture of: _____</p>	 <p data-bbox="820 1144 1518 1186">I think this is a picture of: _____</p>
 <p data-bbox="94 1932 787 1974">I think this is a picture of: _____</p>	 <p data-bbox="820 1932 1518 1974">I think this is a picture of: _____</p>

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): _____

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



It's NO PREP at edHelper.

More history!



edHelper.com!



New online math games!



New ideas!



x
+ =
- ÷
< >

More puzzles!

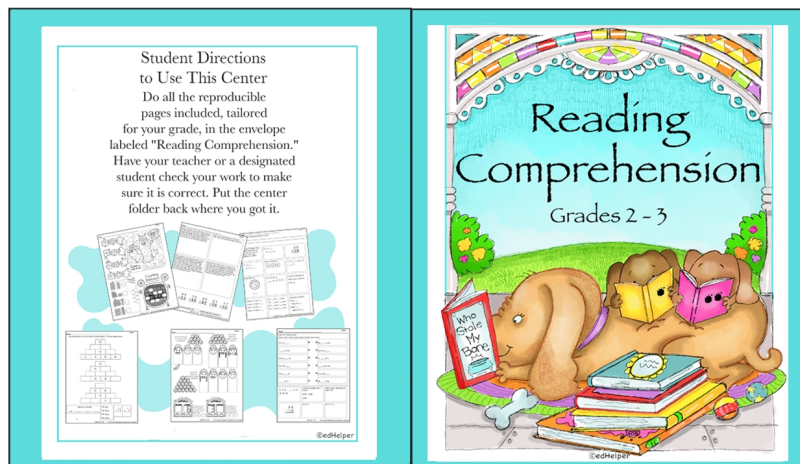


Reading Comprehension

Grades 2 - 3

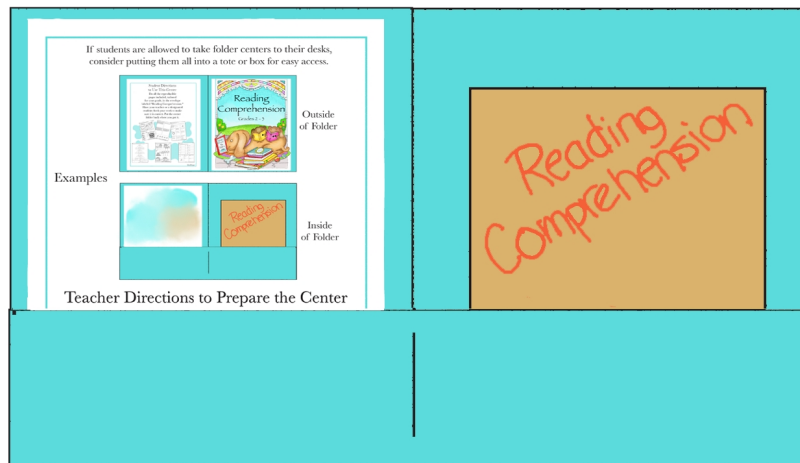


If students are allowed to take folder centers to their desks, consider putting them all into a tote or box for easy access.



Outside
of Folder

Examples



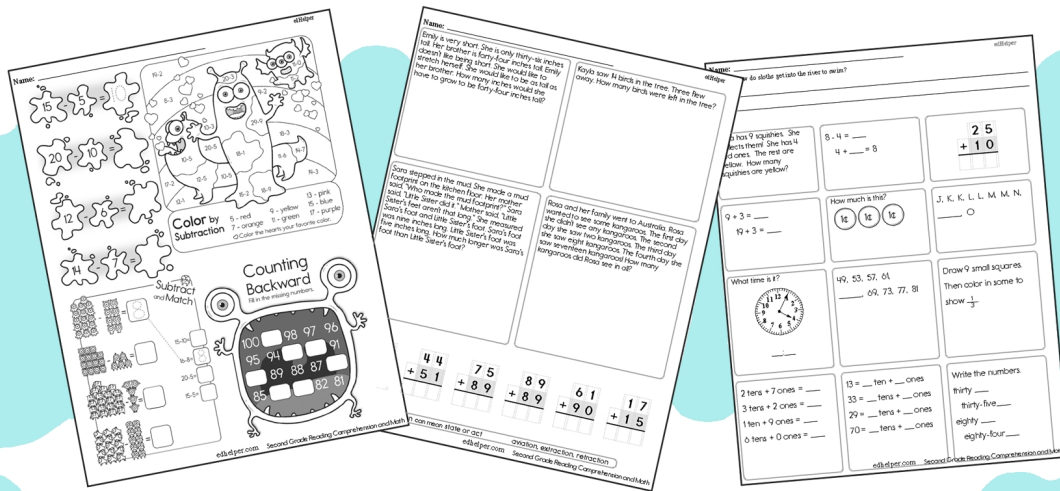
Inside
of Folder

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
5	5

Fill in the Scoreboard

WOLVES	TIGERS
3	3
3	3
3	3

edHelper.com Third Grade Reading Comprehension and Math

Name: _____

Write the missing number.

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

41, 31, 21, _____	• 59, _____, 33, 20
_____, 4, 12, 10	• 62, 50, 38, _____
40, 36, _____, 16	• 31, _____, 17, 10
20, 17, 41, _____	• _____, 38, 30, 22
18, 16, _____, 12	• 55, 42, 29, _____
_____, 11, 8, 5	• 29, _____, 19, 41

☐ 0, 8, 10, _____, 4, 15, 18, 20, 22 Circle the number that is largest. 5,009 5,090 5,900 Find a clock. What time is it right now?

$\begin{array}{r} 58 \\ - 7 \\ \hline \end{array}$ $8 \div 5 = 2$ $8 \div 1 = 3 \div 2$

edHelper.com Third Grade Reading Comprehension and Math

Name: _____

Wendy's World- The Pledge of Allegiance

By Jane Runyon

Tim and Tess were very excited. Their great-grandfather was coming to visit. Tim and Tess's parents planned a party for him. Wendy and her parents were invited. Tim and Tess's great-grandfather was ninety-one years old. He told the children exciting stories.

Tim, Tess, and Wendy took Great-Grandpa Claude to the front porch swing. They were ready to hear Great-Grandpa Claude's stories.

"Do you like school?" he asked.

"I like school a lot," answered Tim.

"I like school, too," answered Tess.

"I like school," answered Wendy.

"That is very good to hear," said Great-Grandpa Claude. "I used to start each school day by saying the 'Pledge of Allegiance.' Do you children do that?"

"Oh, yes. We say it every morning," responded all the children at once.

"Good," said Great-Grandpa Claude. "Do you understand what the words mean?"

"Well," said Tess, "there are some very big words. I don't understand them all."

"Let's see if I can help you," said Great-Grandpa Claude. "The first word is 'I.' That means you, yourself. Then we see the words 'pledge allegiance.' That means you are making a promise to be loyal to something. What will you be loyal to? You will be loyal 'to the flag of the United States of America.' The flag is a symbol of freedom. It is for all the people who make up our country. 'And to the republic for which it stands' tells you that our nation is run by people voted for by all citizens. 'One nation, under God, indivisible,' means that our country will stay together. We won't let anyone tear us apart. 'With liberty,' that is with freedom. 'And justice,' that means everyone will be treated fairly. 'For all,' that means each and every one of us."

"That pledge," he continued, "was written way back in 1892. A man named Francis Bellamy wrote the pledge for children. He wanted them to say it at a special ceremony to honor Christopher Columbus. He published it in a magazine. He hoped many children would read it. They did. Mr. Bellamy did not put the words 'under God' in his pledge. They were added by **Congress** in 1954."

"So what we are really saying," said Wendy, "is that we are making a promise to be loyal to our country."

"That is exactly right," said Great-Grandpa Claude. "We all know how important it is to keep our promises."

Tess was very excited. "Thank you for helping me to understand what the pledge means, Great-Grandpa Claude. Now when I say it, I will know that it is a promise I need to keep."



Name: _____

Wendy's World- The Pledge of Allegiance

Questions

- _____ 1. Who was going to visit Tim and Tess?
- A. Christopher Columbus
 - B. their father
 - C. their great-grandfather
 - D. their grandfather
- _____ 2. Tim and Tess liked to listen to the stories Great-Grandpa Claude told.
- A. true
 - B. false
- _____ 3. What did Great-Grandpa Claude ask the children about?
- A. their families
 - B. their sports
 - C. their music
 - D. their school
4. Why do you think Great-Grandpa Claude wanted to teach the children about the pledge?
- _____
- _____
- _____ 5. What does "liberty" mean?
- A. freedom
 - B. war
 - C. fairness
 - D. honesty
- _____ 6. The words "under God" were added to the pledge many years after it was written.
- A. false
 - B. true
- _____ 7. Who was the pledge written for?
- A. Mr. Bellamy
 - B. children
 - C. Christopher Columbus
 - D. Great-Grandpa Claude
8. Do you think the children learned what the pledge meant from their great-grandfather?
- _____
- _____

Name: _____

Claudia "Lady Bird" Johnson

By Meg Leonard

Claudia Taylor was born in Texas in 1912. She was nicknamed "Lady Bird" as a little girl. Lady Bird went to college and earned two degrees. She met Lyndon Johnson in 1934. They were married the same year. Later, the Johnsons had two daughters. Lady Bird helped Lyndon during his political career. He was elected to Congress in 1937. Lyndon served in World War II. Lady Bird kept his offices open while he was gone. Later in his career, Lyndon had a heart attack. Lady Bird kept the office running smoothly while he got better. She campaigned for him during the 1960 election. Lyndon was running for vice president. John F. Kennedy was running for president. Kennedy and Johnson won. Kennedy was assassinated about two years later. It was then that Johnson was sworn in as president. As First Lady, Lady Bird traveled a lot. She visited 33 different countries. She was involved with the Head Start program. This program helps all pre-schoolers get ready for school. Johnson was president for six years. After this, the family returned to Texas. Johnson died suddenly in 1973. Lady Bird always loved the environment. In 1982, she founded the National Wildflower Research Center. She served on the Board of the National Geographic Society. Lady Bird died in 2007.



Claudia "Lady Bird" Johnson

Questions

- _____ 1. What was Lady Bird Johnson's birth name?
- A. Lady Bird Taylor
 - B. Claudia Taylor
 - C. Little Bird Taylor
 - D. Claudia Johnson
- _____ 2. Who was Lady Bird's husband?
- A. Lyndon Kennedy
 - B. John F. Kennedy
 - C. Lyndon Johnson
 - D. John Johnson
- _____ 3. How many degree(s) did Lady Bird earn in college?
- A. one
 - B. two
 - C. three
 - D. four
- _____ 4. What did Lady Bird found in 1982?
- A. World Wildlife Federation
 - B. National Wildflower Research Center
 - C. Head Start program
 - D. National Geographic Society

Name: _____

5. How did Lady Bird help Lyndon with his political career?

It is 7:41 when Jenna leaves her house. She arrives at school at 8:04. How much time has passed?

	4	6	9
+		8	0
<hr/>			

Make your own equation.

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

$$6 - 1 - 1 + 2$$

Round 83 to the nearest 10.

E, J, _____, T, Y

In eleven hours it will be midnight. What time is it now?

Write this number:
5 tens, 7 ones, 3 thousands

Write this number:
8 ones, 6 hundreds

Fill in the missing addition or subtraction operations.

$$8 \underline{\quad} 4 \underline{\quad} 3 = 9$$

$$4 \underline{\quad} 1 \underline{\quad} 1 = 4$$

How many odd numbers are there between 31 and 45?

Hannah has a bowl. She puts 12 nickels into the bowl. Justin sees the bowl and takes some nickels out. The bowl now has 45 cents in it. How many nickels did Justin take?

Name: _____

They're Firefighters and Much More!

By Erin Horner

Caption: Firefighters and Special Operations teams of Palm Beach County Fire and Rescue work on the extraction of victim in a car collision with a semi-tractor trailer. Picture taken by Lt. Mark Carr of Palm Beach County Fire and Rescue

Woo-Woo! Woo-Woo! The alarm at the station rings. As fast as lightning, five firefighters jump into their coats, pants, and boots and jump onto the truck. With lights flashing and sirens wailing, they head out into the night. Soon, they are at the burning house. They grab their hoses and bravely put out the fire. The firefighters save the day! Firefighters are great community helpers. They help to protect us by putting out fires. This is a crucial part of their job. But it is not their only job. Firefighters respond to many different kinds of 9-1-1 calls. These men and women are first responders. If there is a car accident, these brave helpers will come and rescue anyone who is hurt. If someone is having a heart attack, the fire department will be dispatched to help him. Firefighters also help during floods, tornadoes, and earthquakes. Firefighters do much more than their name implies. Maybe they should be called handy heroes instead!



They're Firefighters and Much More!

Questions

1. Besides fighting fires, how else do firefighters help the community?

- _____ 2. After reading this story you can conclude that _____.

A. Firefighters should change their name.
 B. Firefighters are important to a community.
 C. It would be easy to be a firefighter.
 D. Firefighters aren't really very helpful.

- _____ 3. How is this passage organized?

A. It gives a series of steps in a process.
 B. It makes a statement then gives reasons that it is true.
 C. It tells how things are alike and different.
 D. It states a cause then gives effects.

- _____ 4. Choose the **best** title.

A. Firefighters Are Our Friends!
 B. Anyone Can Be a Firefighter!
 C. Being a Firefighter: It's More Than Just Fighting Fires!
 D. Firefighter: The Hardest Job in the World!

Name: _____

Annabelle from Uganda Fights HIV

By Colleen Messina

Annabelle felt sad and nervous. She was waiting for the results of a test. It was not a test from school. She was in a doctor's office. She had been tested for a virus called HIV.

Annabelle is 11 years old. She lives in Uganda. Both of her parents died from AIDS. AIDS is a disease that comes from the HIV virus. Annabelle does have the HIV virus. She got it from her mother when her mother breastfed her.



At least 110,000 children in Uganda are living with HIV and AIDS. At first, they have no symptoms. Later, they get fevers and coughs. They feel as though they have the flu. HIV makes their immune system weak. Their bodies can no longer fight infections. When they get AIDS, they can get many infections. People with AIDS die from these infections. There is no cure for HIV and AIDS.

Children like Annabelle in Uganda have challenging lives. Uganda is about twice the size of the state of Pennsylvania. It is in Africa. Many families farm in Uganda. Their country has a lot of fertile soil. Their country has a tropical climate and plenty of rainfall. Uganda has lots of minerals, too. The people of Uganda are trying hard to help children like Annabelle who are sick.

Even though Annabelle is sick, she also has hope. A family in the United States wants to adopt her. They know how to help her even though she has HIV. They will give her medicine two times each day. They will give her good food. This will help make her immune system strong. They will be careful when Annabelle cuts herself because the HIV virus can be passed on from body fluids like blood. They will wear rubber gloves to protect themselves when they take care of Annabelle's cuts.

Annabelle's new family knows that she will miss her country. They will help her remember her rich Ugandan heritage. Uganda has many tribes. Each tribe has its own special music and dances. They all use drums in their rituals. Annabelle will bring a drum with her to America. It is made from goat skin. She will play her drum and remember her tribe. This will help her adjust to being in a new home.

Annabelle is lucky to have a new home. She will remember her friends in Uganda who are fighting HIV. And she will try to do well on her exams in her new American school. The tests will make her a little nervous, but she is happy to be at her new school in America.

Annabelle from Uganda Fights HIV

Questions

_____ 1. How did Annabelle feel about her HIV test?

- A. happy
- B. calm
- C. relieved
- D. nervous

_____ 2. What kind of climate is in Uganda?

- A. arid
- B. frigid
- C. desert
- D. tropical

Name: _____

- _____ 3. What kind of soil is in Uganda?
 A. fertile
 B. dry
 C. sandy
 D. rocky
- _____ 4. What do many families do for a living in Uganda?
 A. farming
 B. cattle ranching
 C. fishing
 D. teaching
- _____ 5. Uganda has many tribes in it.
 A. True
 B. False
- _____ 6. How often does Annabelle need to visit a doctor each year?
 A. twice
 B. once
 C. four times
 D. three times
- _____ 7. What do Annabelle's parents need to do to protect themselves if Annabelle gets a cut?
 A. take her to a hospital
 B. call 911
 C. nothing special
 D. wear rubber gloves
- _____ 8. Which state was mentioned in the article?
 A. Ohio
 B. Pennsylvania
 C. North Carolina
 D. Washington

Write a word to describe May.

$$16 + \boxed{} = 20$$

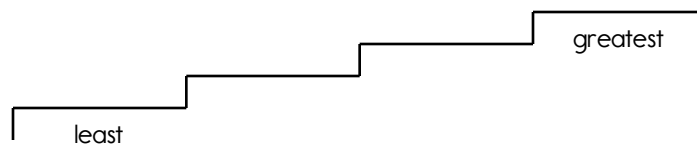
524

535

510

553

Write the numbers in order from least to greatest.



Expand the number.

$$641 = \underline{} + \underline{40} + \underline{}$$

Circle the best estimate for the answer to:
 $208 + 163$

490

450

370

350

$$15 - 6 = \boxed{}$$

$$8 + 3 = \boxed{}$$

$$3 + 3 = \boxed{}$$

$$16 - 7 = \boxed{}$$

Name: _____

A Yellow Eye on Your Plate!

By Colleen Messina

I am often thought of as a breakfast food. I can be eaten in many forms. If I am made sunny side up, a bright yellow eye will look at you from your plate. This yellow "eye" is called a yolk. You can eat me at different times of day. I can be fried and scrambled for breakfast. I can also be poached or boiled. Sometimes I am even coddled! You would not want to cuddle this coddled food, however! Being coddled means being slightly cooked. I can be deviled or made into a salad. I have my own "carrying case," but you still need to carry me carefully. You would not want to eat my shell. What am I?



A Yellow Eye on Your Plate!

Questions

- _____ 1. What is the yellow "eye" of this food called?
- A. a yolk
 - B. a cuddle
 - C. a shell
 - D. none of the above
- _____ 2. According to this paragraph, would you want to cuddle this coddled food?
- A. The paragraph does not say.
 - B. no
 - C. yes
 - D. maybe
- _____ 3. This food can be eaten in many forms.
- A. True
 - B. False
4. What is the item described in this paragraph?

6 - 3 =

17 - 8 =

7 + 6 =

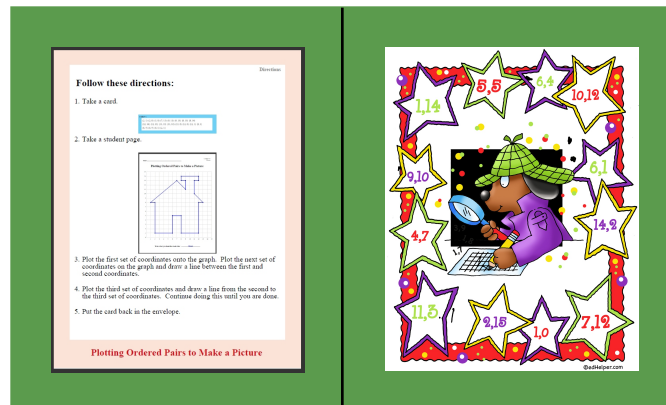
1 + 4 =



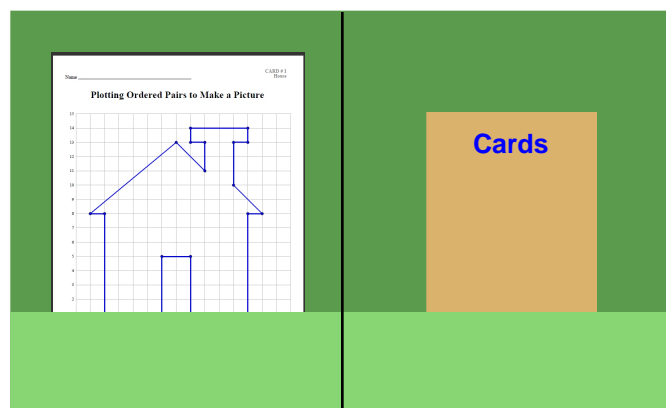


Keep in mind that students can take a folder center back to their desks to complete. It can easily be placed in a box. Students will love being able to pick their activity during center time.

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.

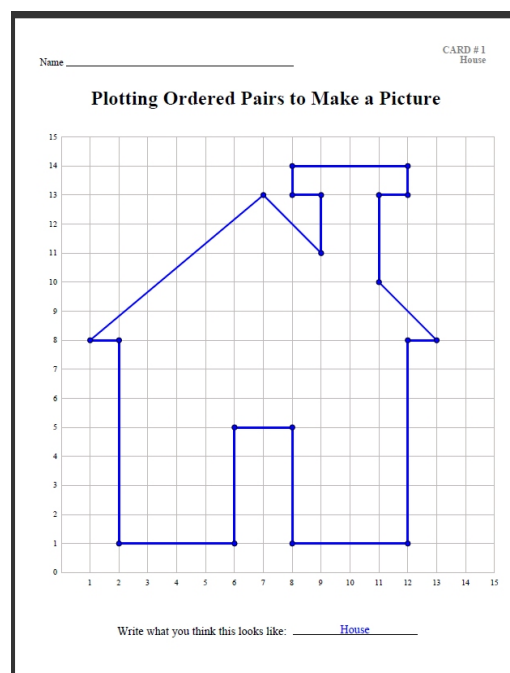
Follow these directions:

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

(13, 23) (22, 14) (20, 14) (18, 3) (20, 3) (20, 1) (6, 1) (6, 3)
(8, 3) (6, 14) (4, 14) (13, 23)

Start a new line.

(6, 14) (13, 21) (20, 14)

Start a new line.

(12, 15) (14, 15) (15, 14) (15, 12) (14, 11) (12, 11) (11, 12)
(11, 14) (12, 15)

Start a new line.

(13, 8) (14, 7) (13, 6) (12, 7) (13, 8)

CARD # 2

(12, 22) (19, 14) (12, 5) (17, 6) (17, 3) (12, 5) (14, 3) (16, 2)
(15, 1) (13, 3) (12, 5) (11, 3) (9, 1) (8, 2) (10, 3) (12, 5) (7, 3)
(7, 6) (12, 5) (5, 14) (12, 22)

Start a new line.

(12, 22) (12, 5)

Start a new line.

(5, 14) (19, 14)

CARD # 3

(10, 24) (15, 24) (19, 22) (21, 18) (21, 15) (19, 12) (16, 10)
(14, 7) (14, 1) (11, 1) (11, 7) (9, 10) (6, 12) (4, 15) (4, 18)
(6, 22) (10, 24)

Start a new line.

(11, 7) (14, 7)

Start a new line.

(11, 4) (14, 4)

CARD # 4

(6, 20) (8, 22) (10, 22) (12, 20) (14, 22) (16, 22) (18, 20)
(18, 7) (16, 7) (16, 1) (14, 1) (14, 7) (10, 7) (10, 1) (8, 1)
(8, 7) (6, 7) (6, 20)

Start a new line.

(12, 20) (12, 7)

CARD # 5

(7, 13) (9, 16) (13, 18) (15, 18) (15, 19) (17, 19) (17, 18)
(19, 18) (23, 14) (23, 10) (21, 9) (12, 9) (7, 8) (4, 8) (2, 10)
(2, 11) (3, 12) (7, 13) (12, 9)

CARD # 6

(8, 23) (12, 21) (17, 24) (14, 14) (23, 8) (22, 6) (21, 6) (22, 5)
(22, 3) (21, 2) (19, 2) (18, 3) (18, 5) (19, 6) (16, 6) (17, 5)
(17, 3) (16, 2) (14, 2) (13, 3) (13, 5) (14, 6) (11, 6) (12, 5)
(12, 3) (11, 2) (9, 2) (8, 3) (8, 5) (9, 6) (6, 6) (7, 5) (7, 3)
(6, 2) (4, 2) (3, 3) (3, 5) (4, 6) (3, 6) (3, 9) (8, 23)

CARD # 7

(8, 18) (11, 21) (11, 18) (20, 18) (23, 15) (23, 12) (21, 8)
(17, 5) (7, 5) (2, 13) (1, 13) (3, 16) (3, 14) (7, 11) (8, 18)

Start a new line.

(16, 16) (20, 16) (21, 15) (21, 12) (19, 8) (17, 7) (16, 16)

CARD # 8

(4, 19) (9, 23) (14, 23) (18, 21) (20, 18) (20, 15) (12, 13)
(12, 11) (20, 11) (17, 5) (7, 5) (4, 7) (2, 10) (4, 19)

Start a new line.

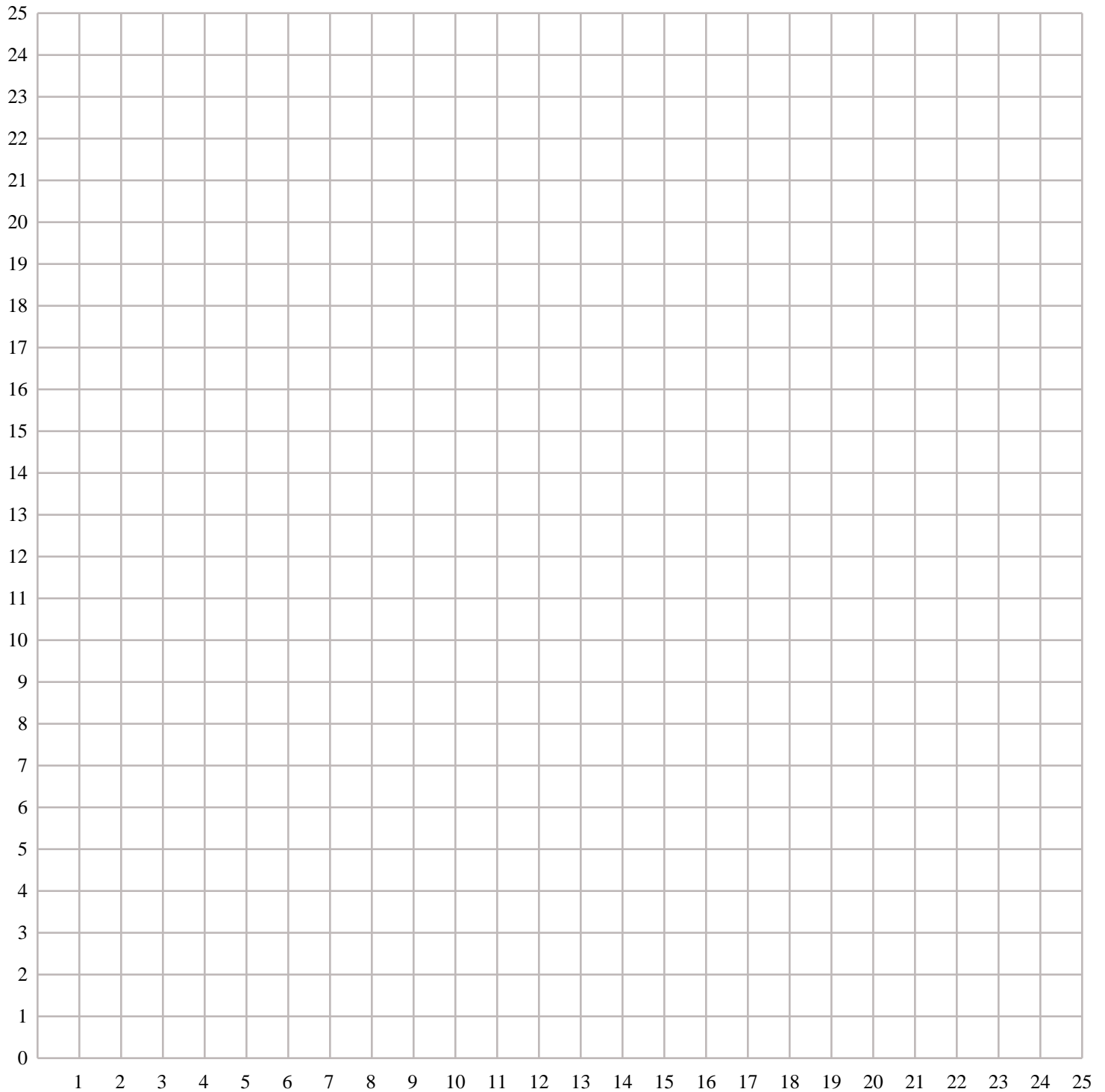
(12, 9) (17, 9) (16, 7) (12, 7) (12, 9)

Start a new line.

(7, 11) (8, 11) (9, 10) (9, 9) (8, 8) (7, 8) (6, 9) (6, 10) (7, 11)

Name _____

Plotting Ordered Pairs to Make a Picture

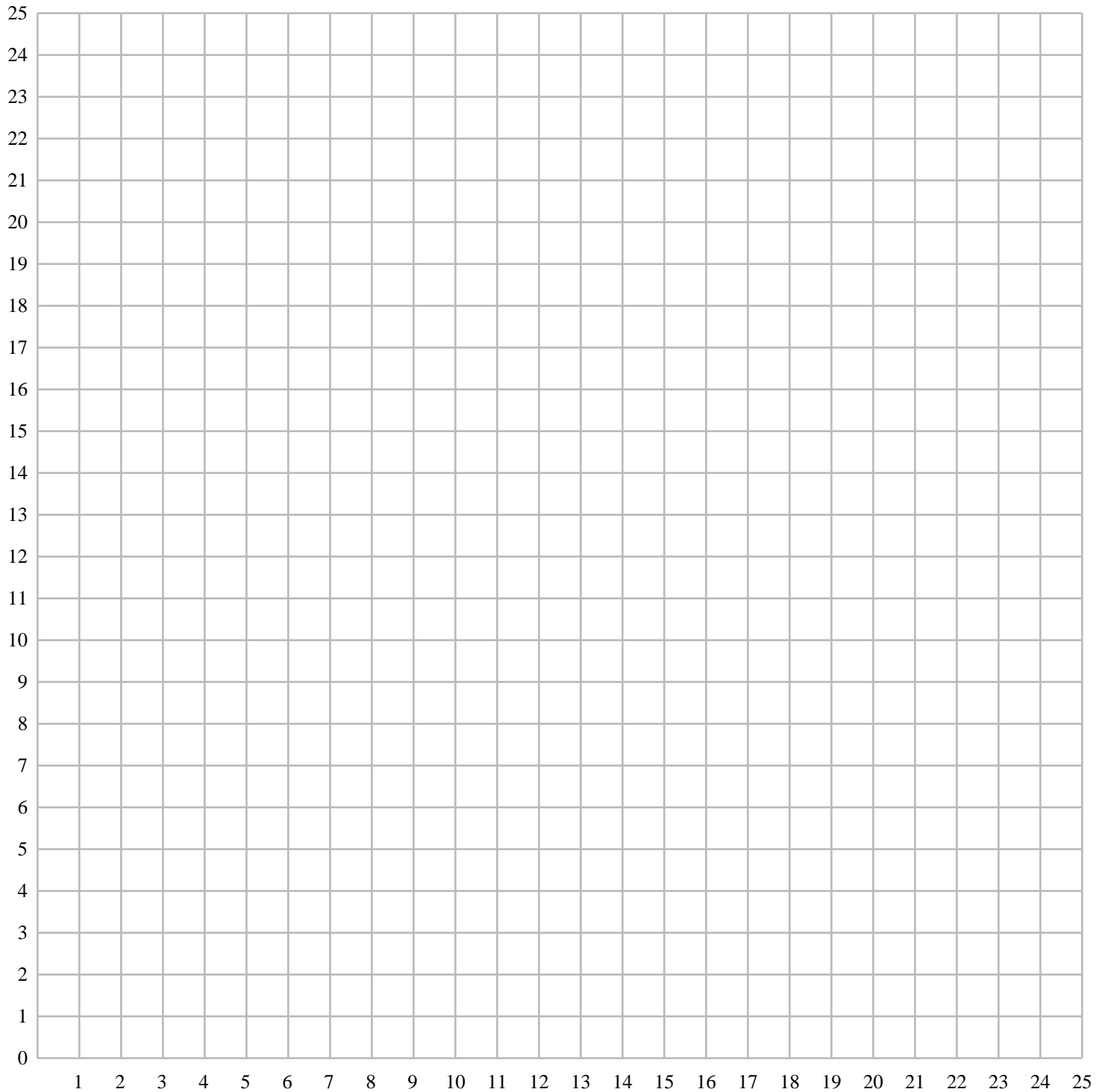


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

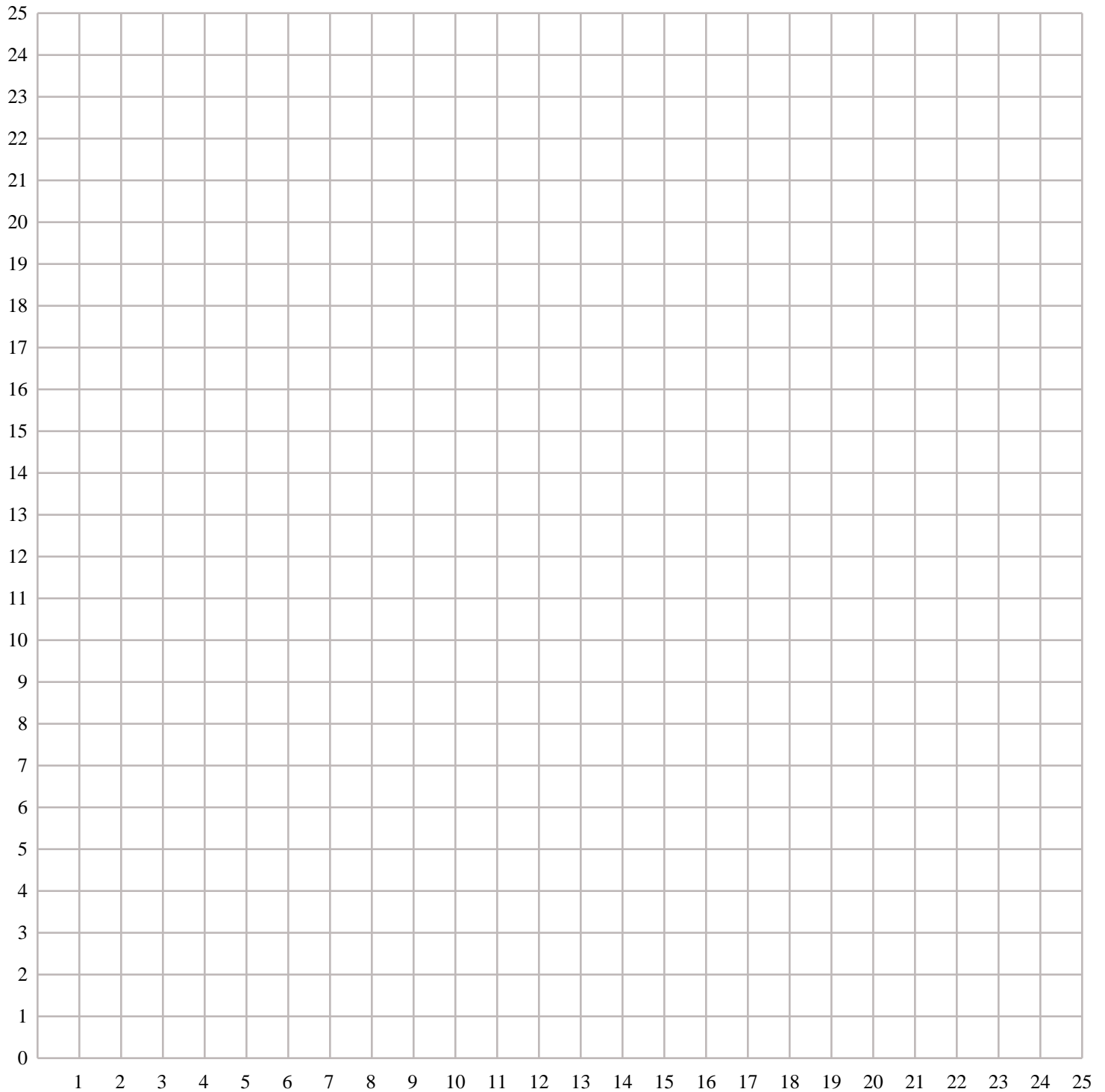


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

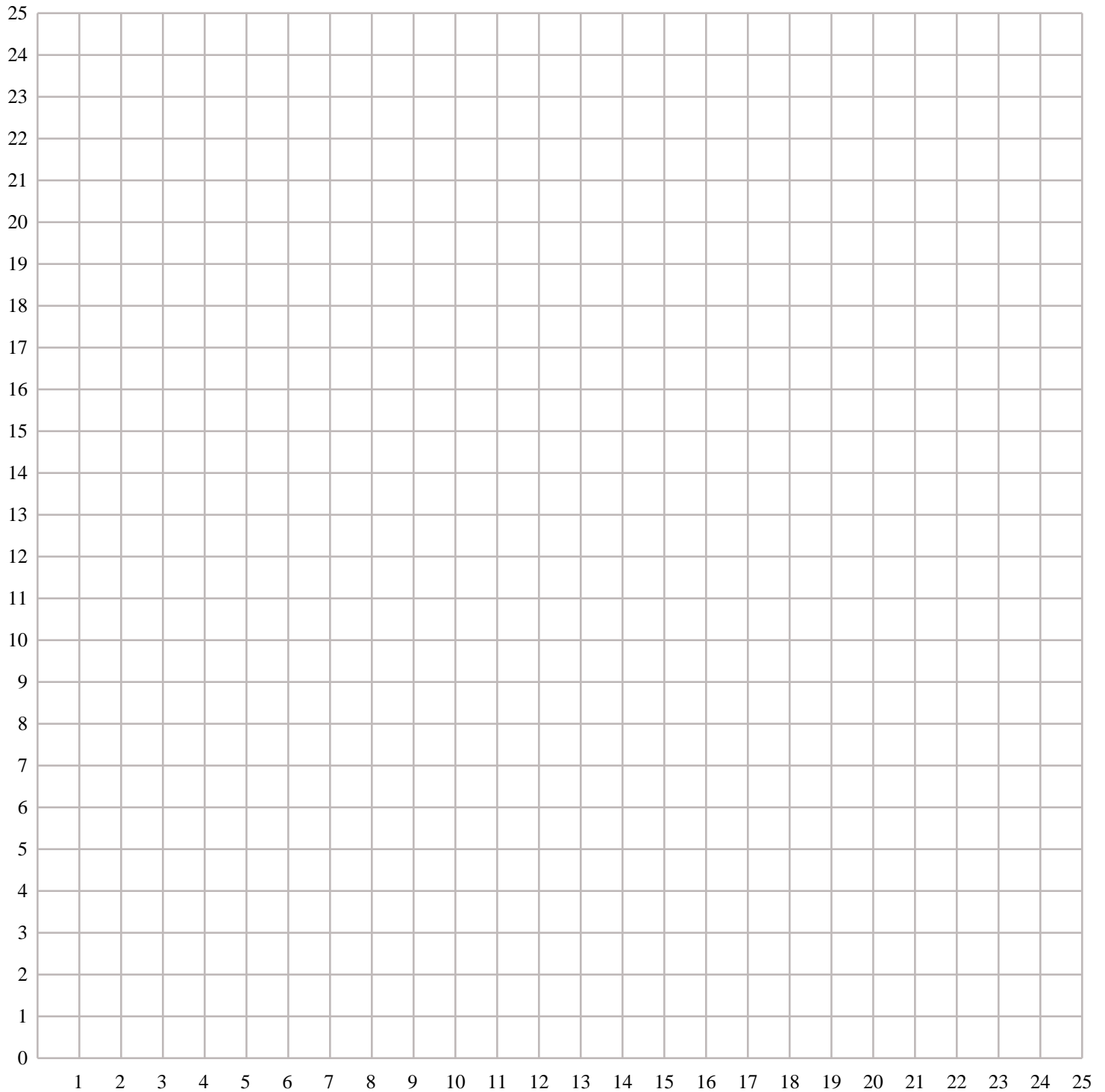


Write what you think this looks like:

~~edHelper Learning Centers Sample~~ _____

Name _____

Plotting Ordered Pairs to Make a Picture

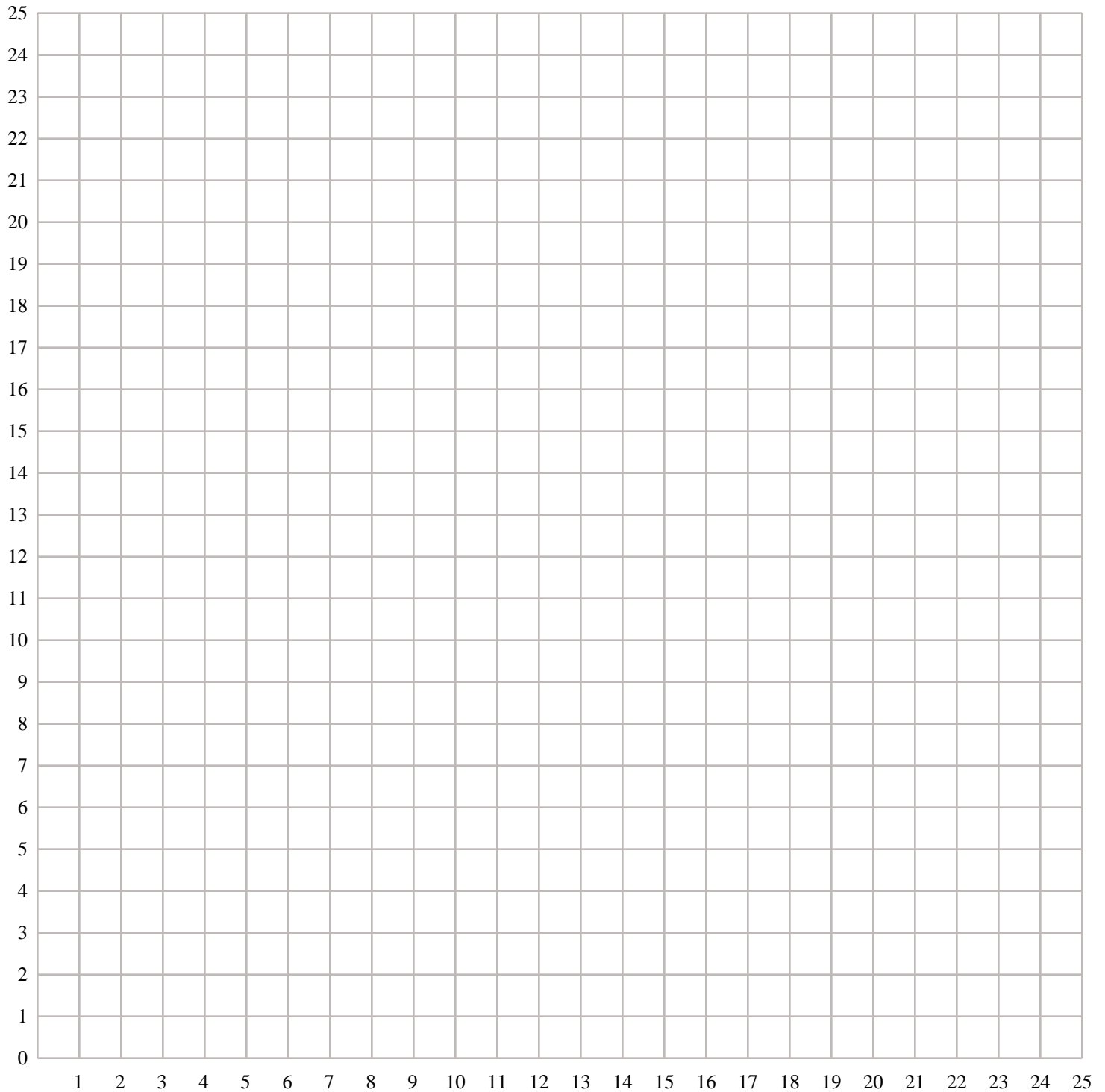


Write what you think this looks like:

~~edHelper Learning Centers Sample~~ _____

Name _____

Plotting Ordered Pairs to Make a Picture

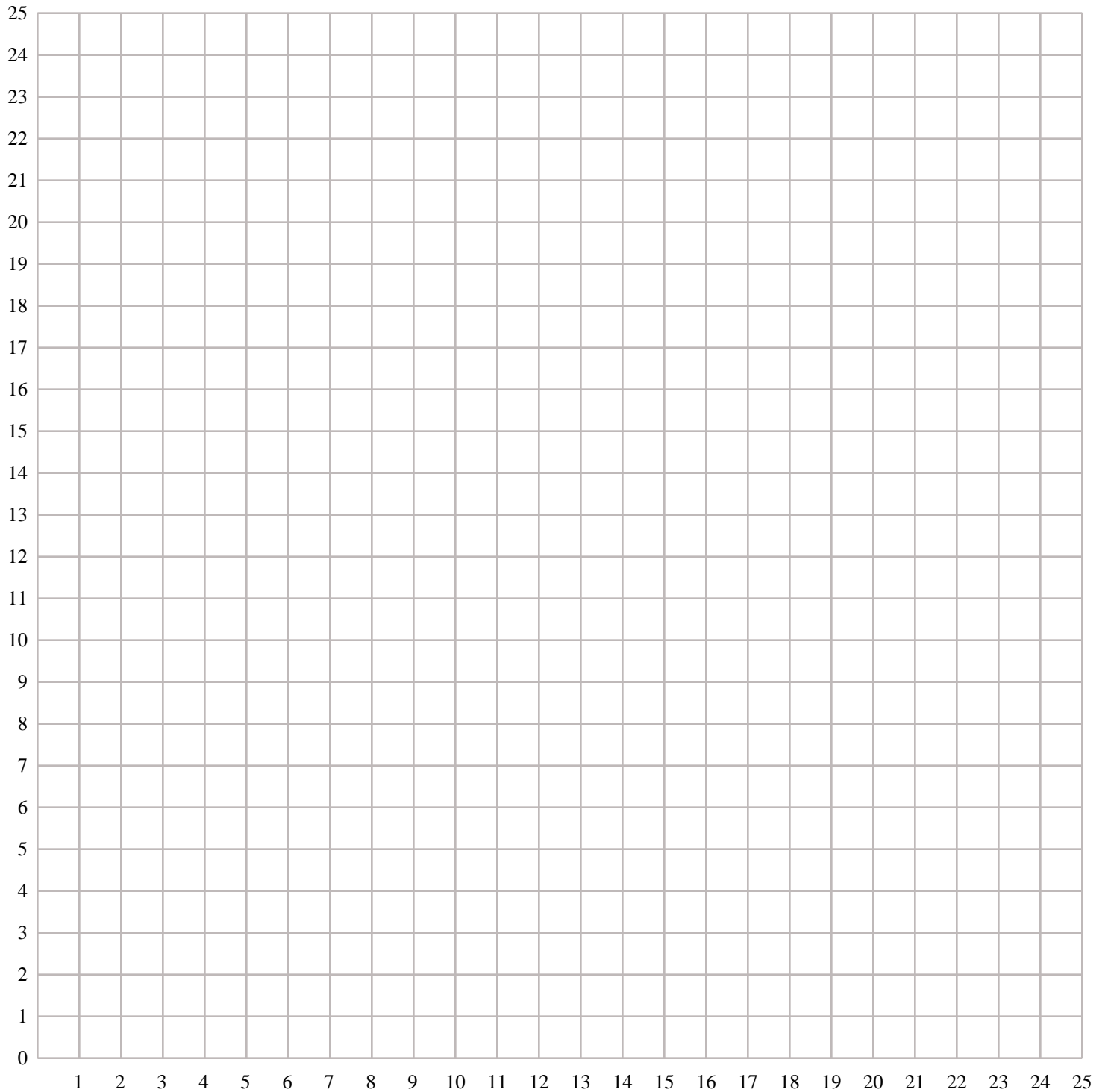


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

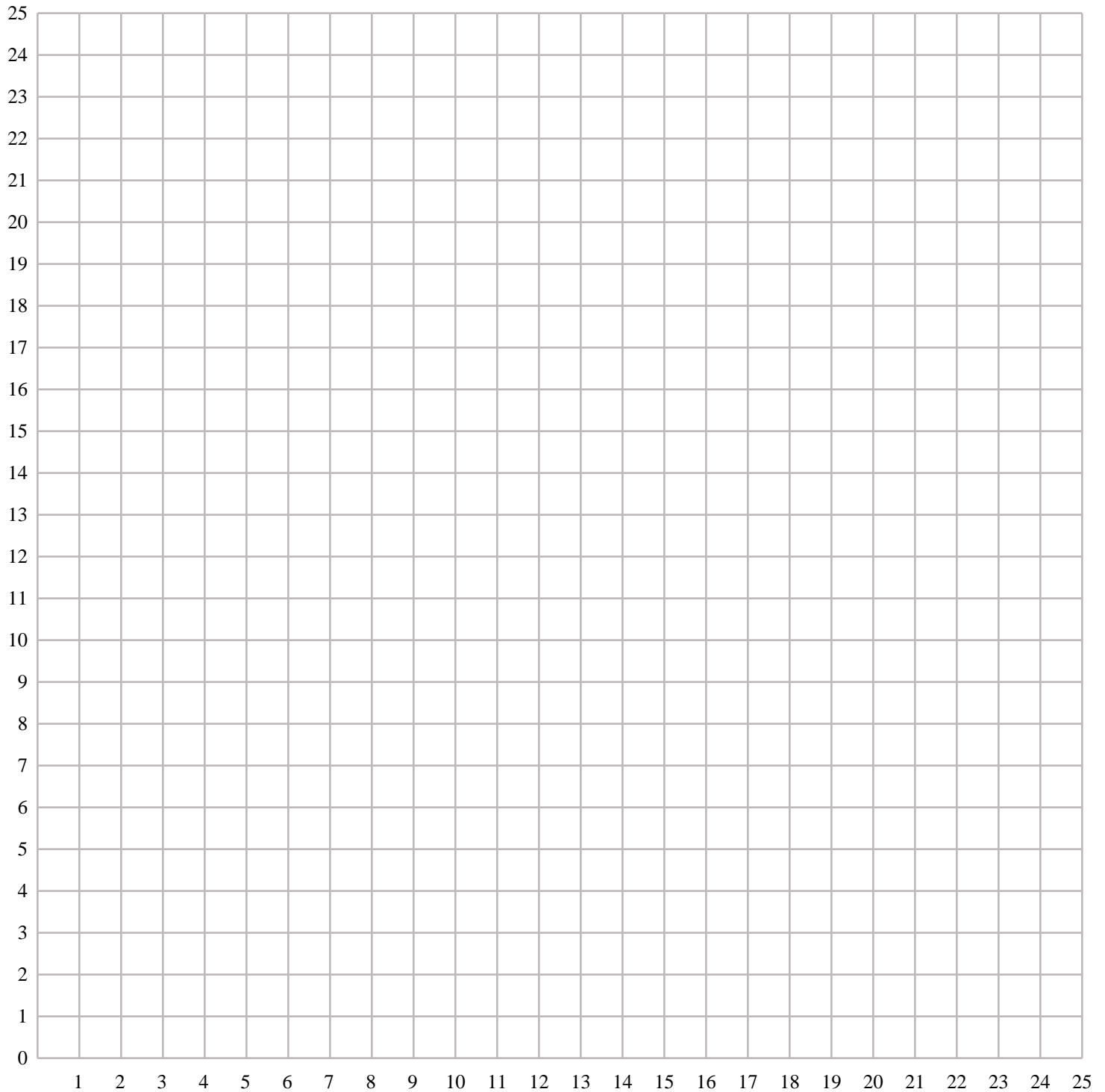


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

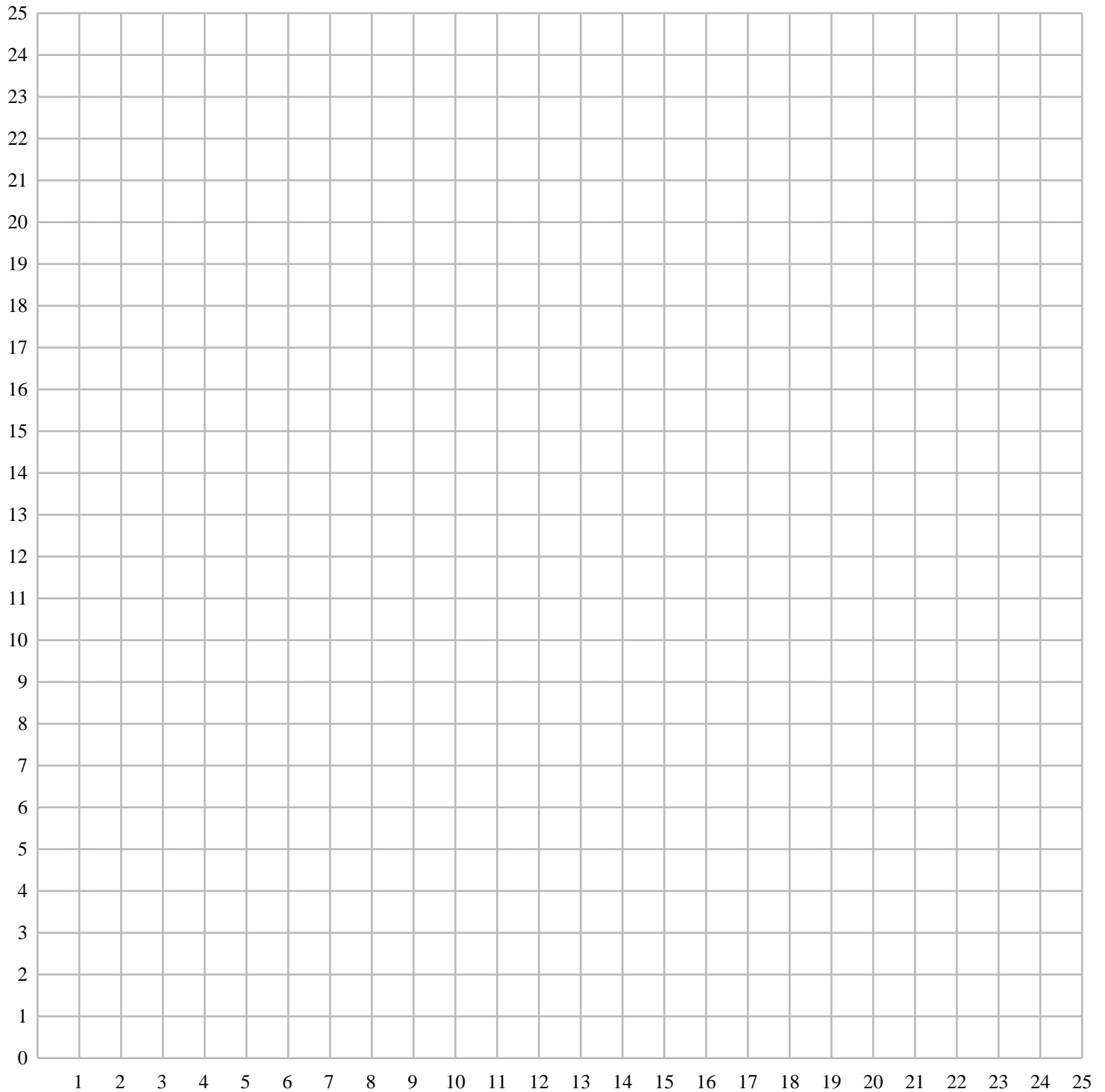


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

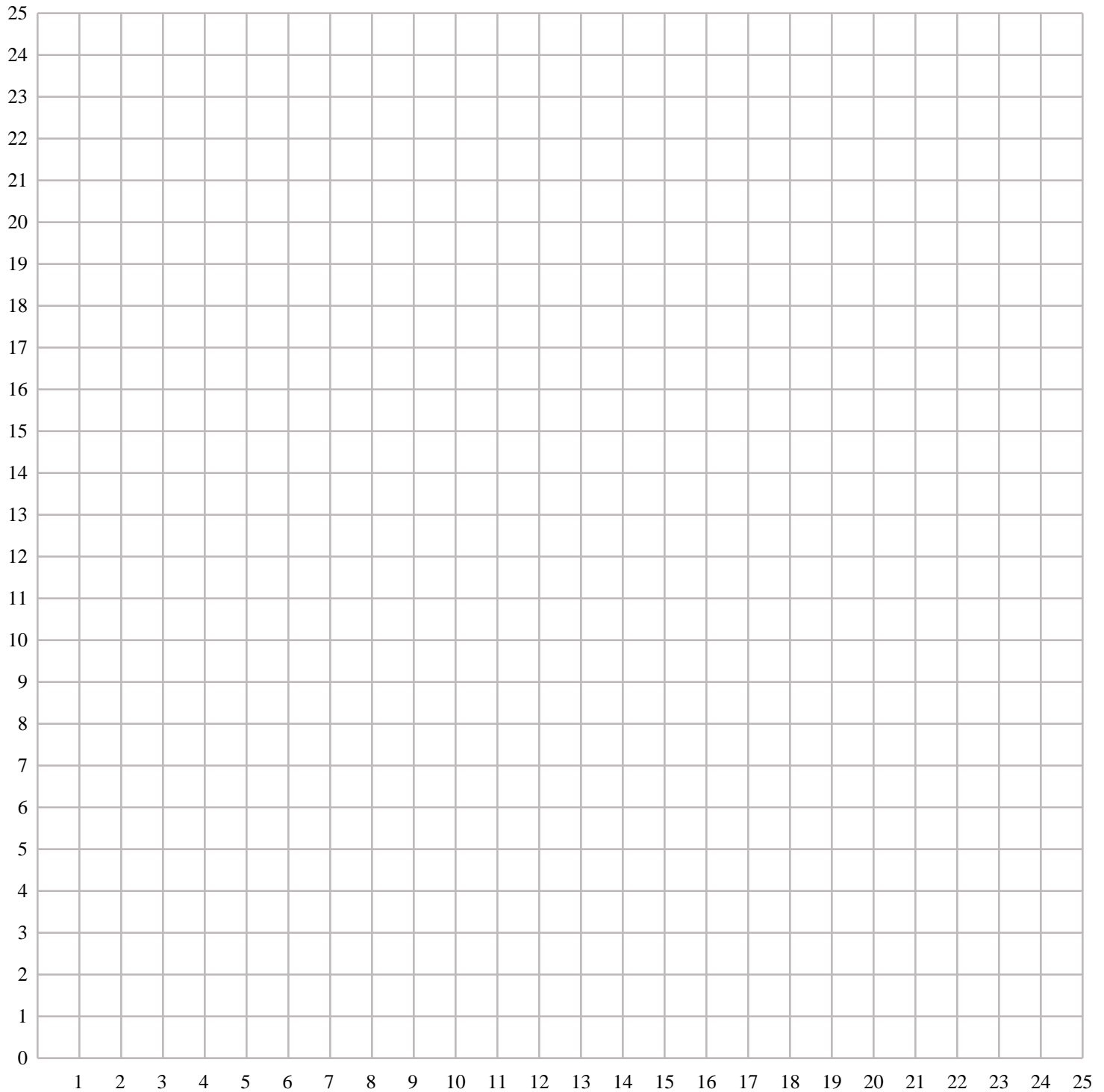


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

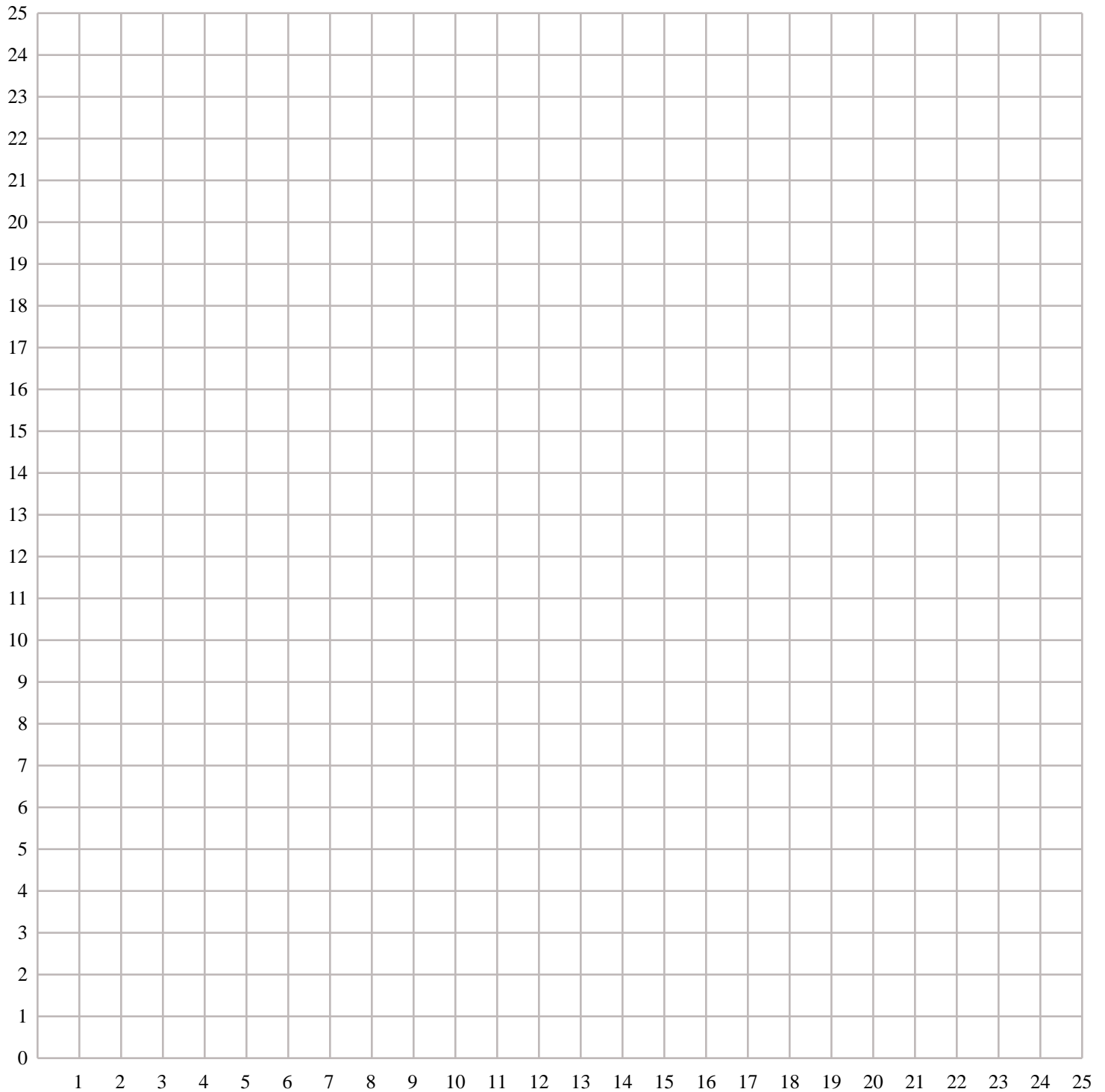


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

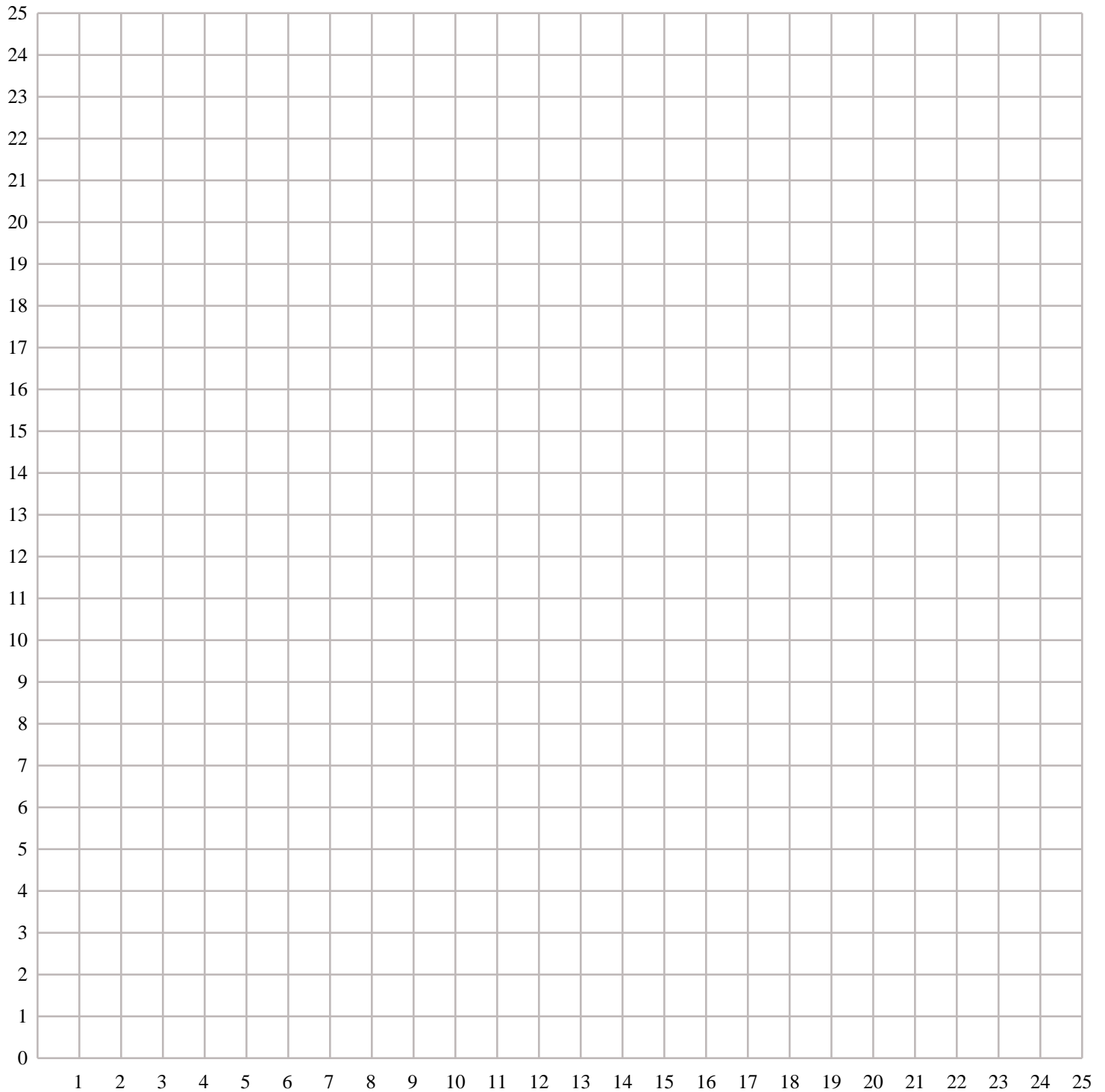


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

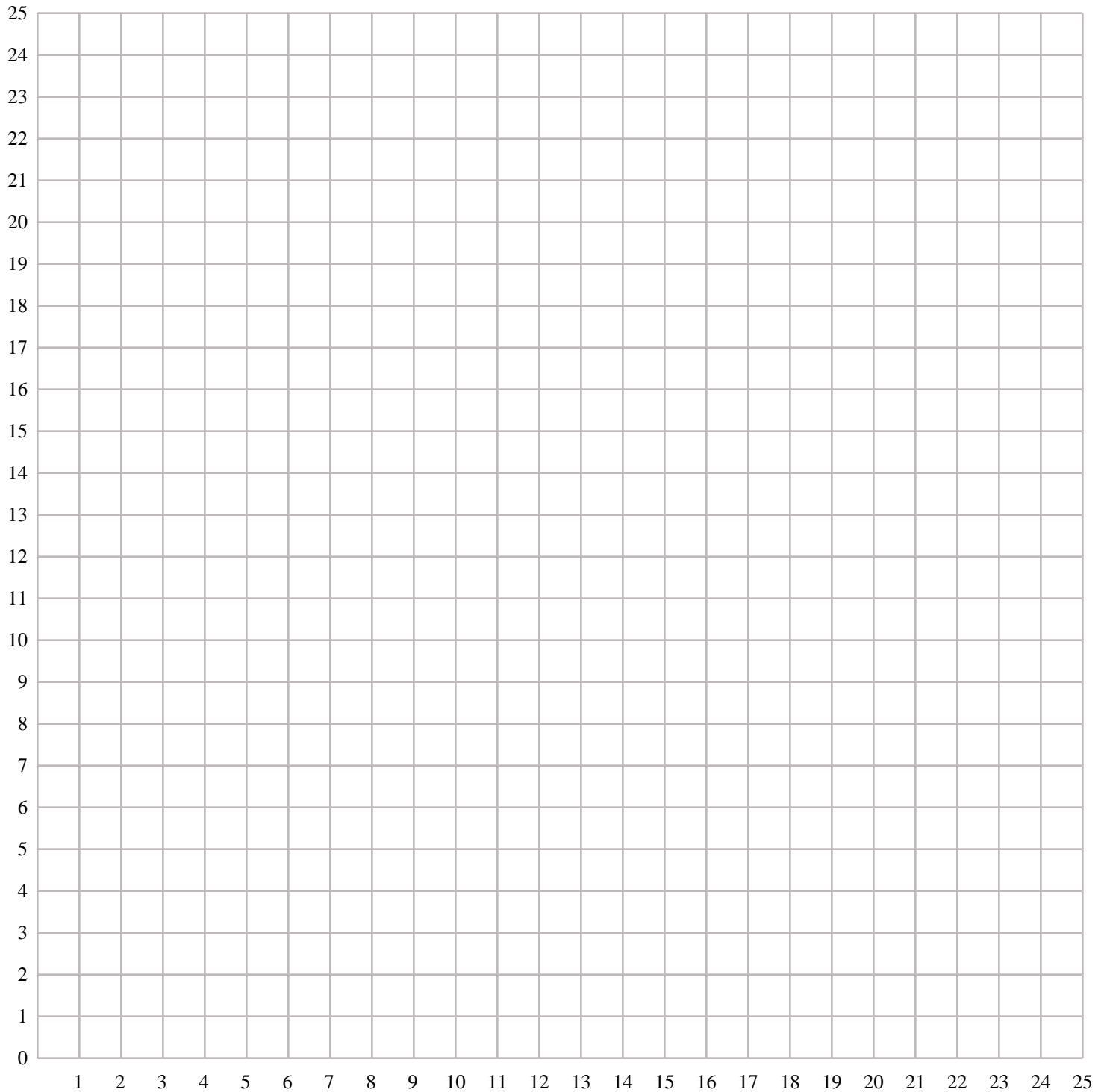


Write what you think this looks like:

~~edHelper Learning Centers Sample~~ _____

Name _____

Plotting Ordered Pairs to Make a Picture

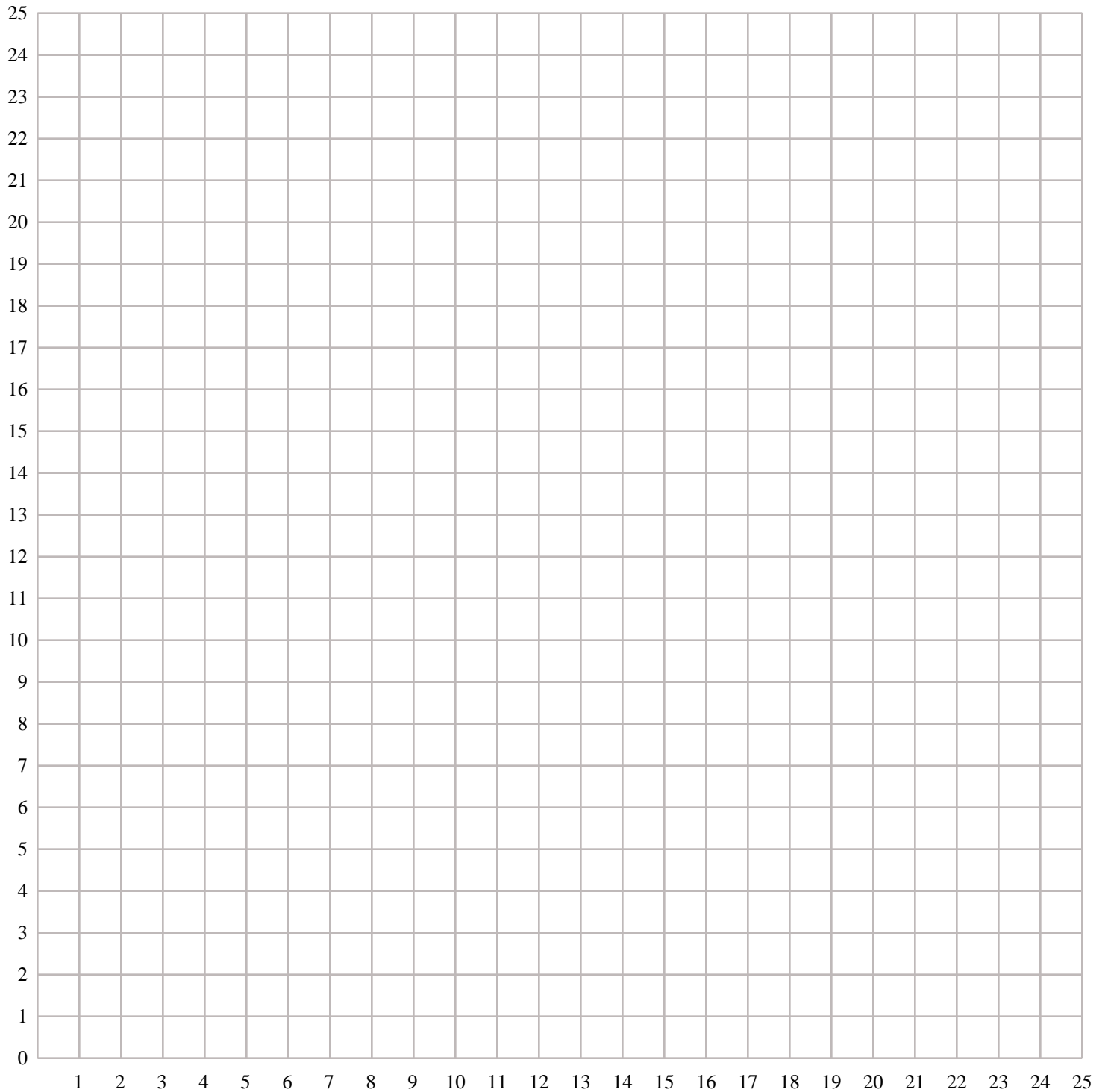


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

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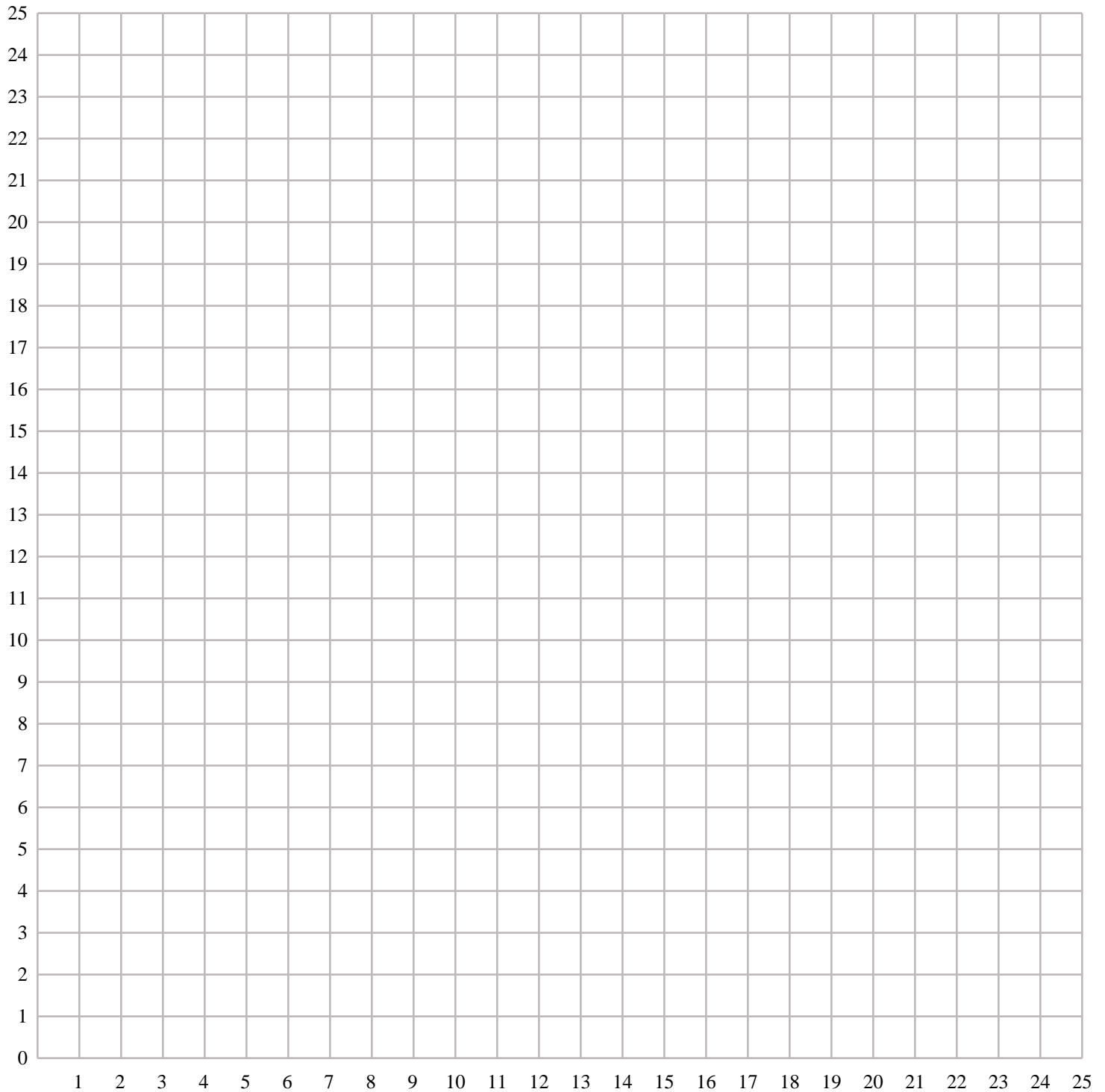


Write what you think this looks like:

~~edHelper Learning Centers Sample~~ _____

Name _____

Plotting Ordered Pairs to Make a Picture

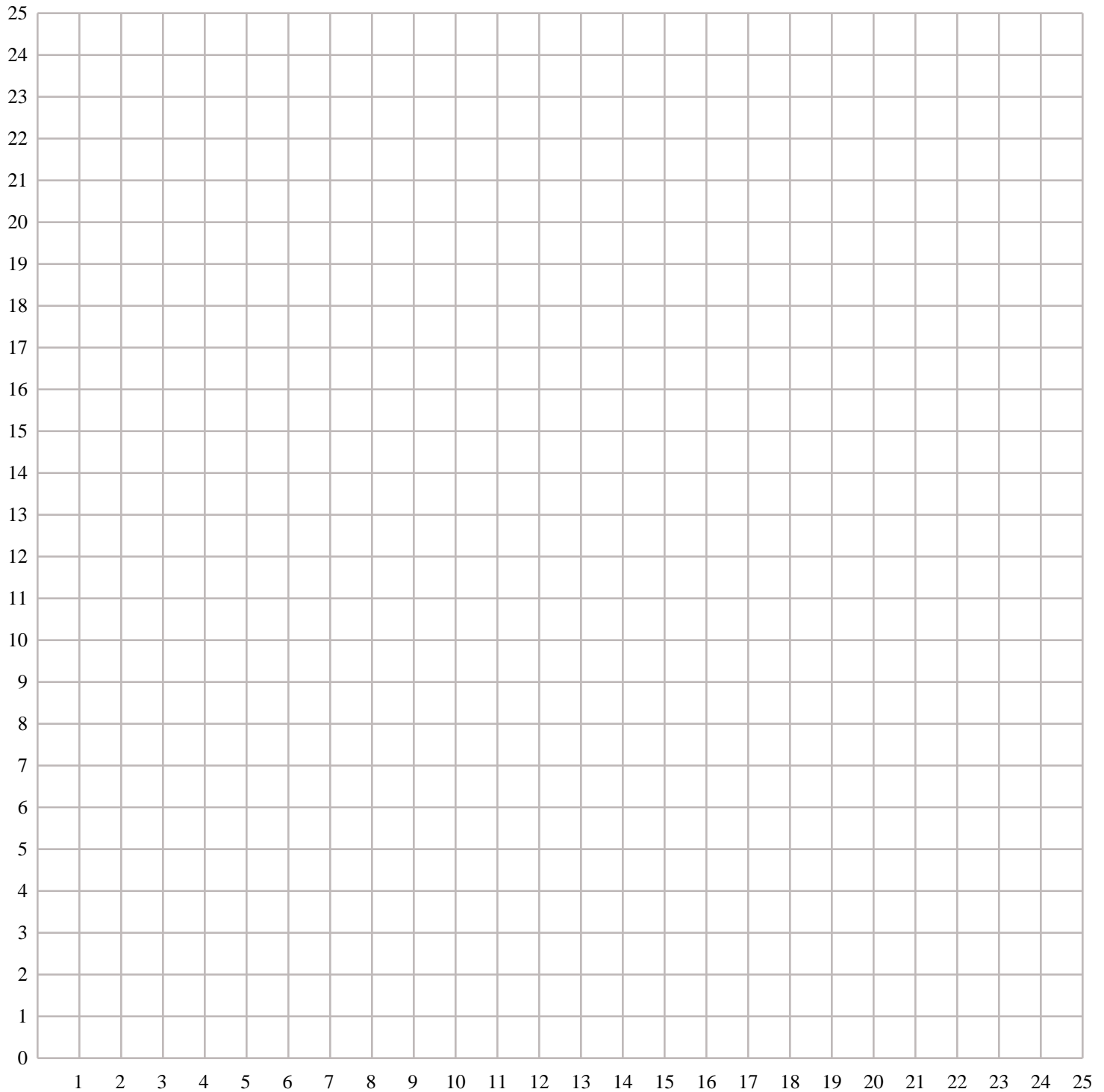


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

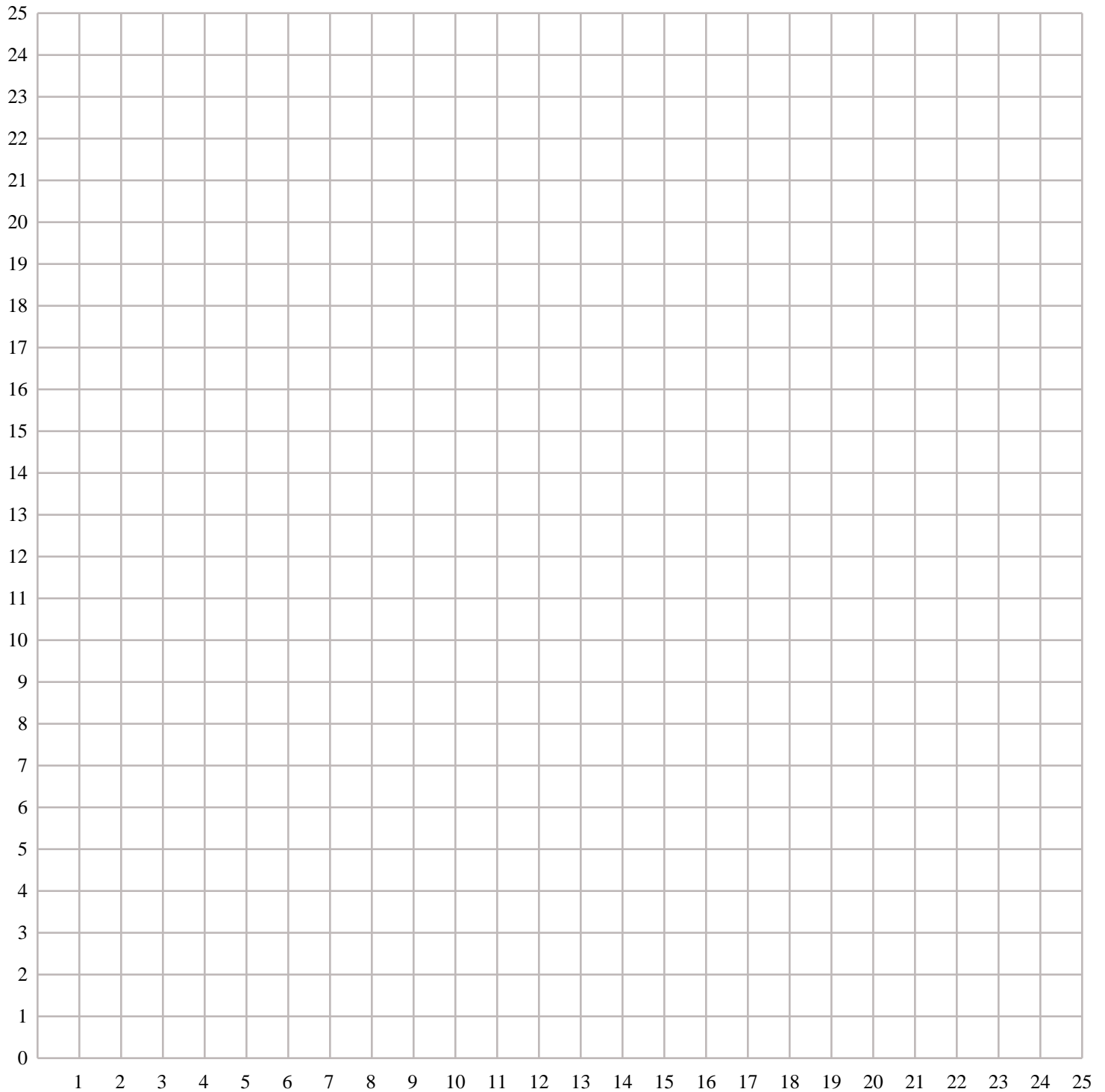


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

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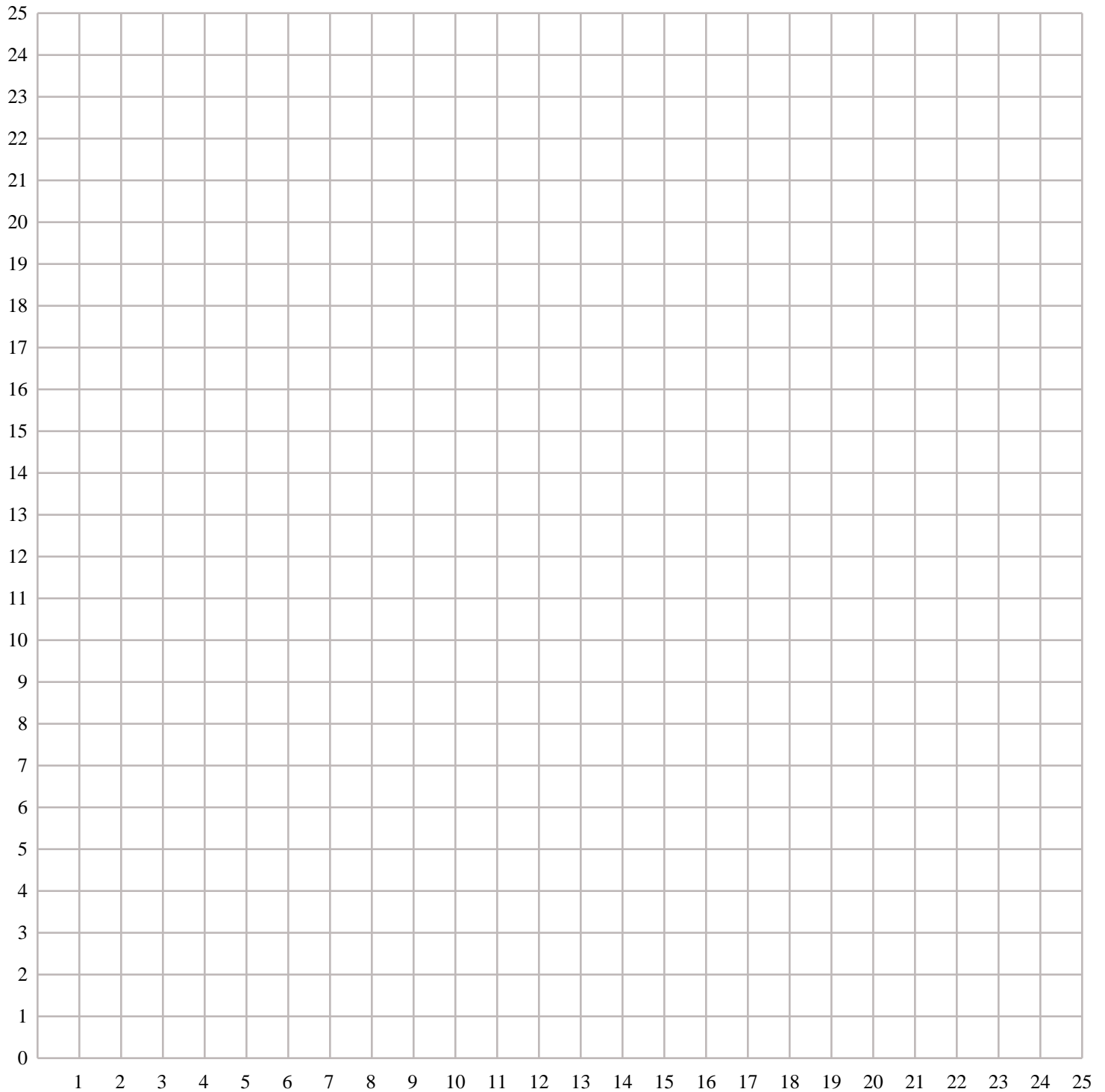


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

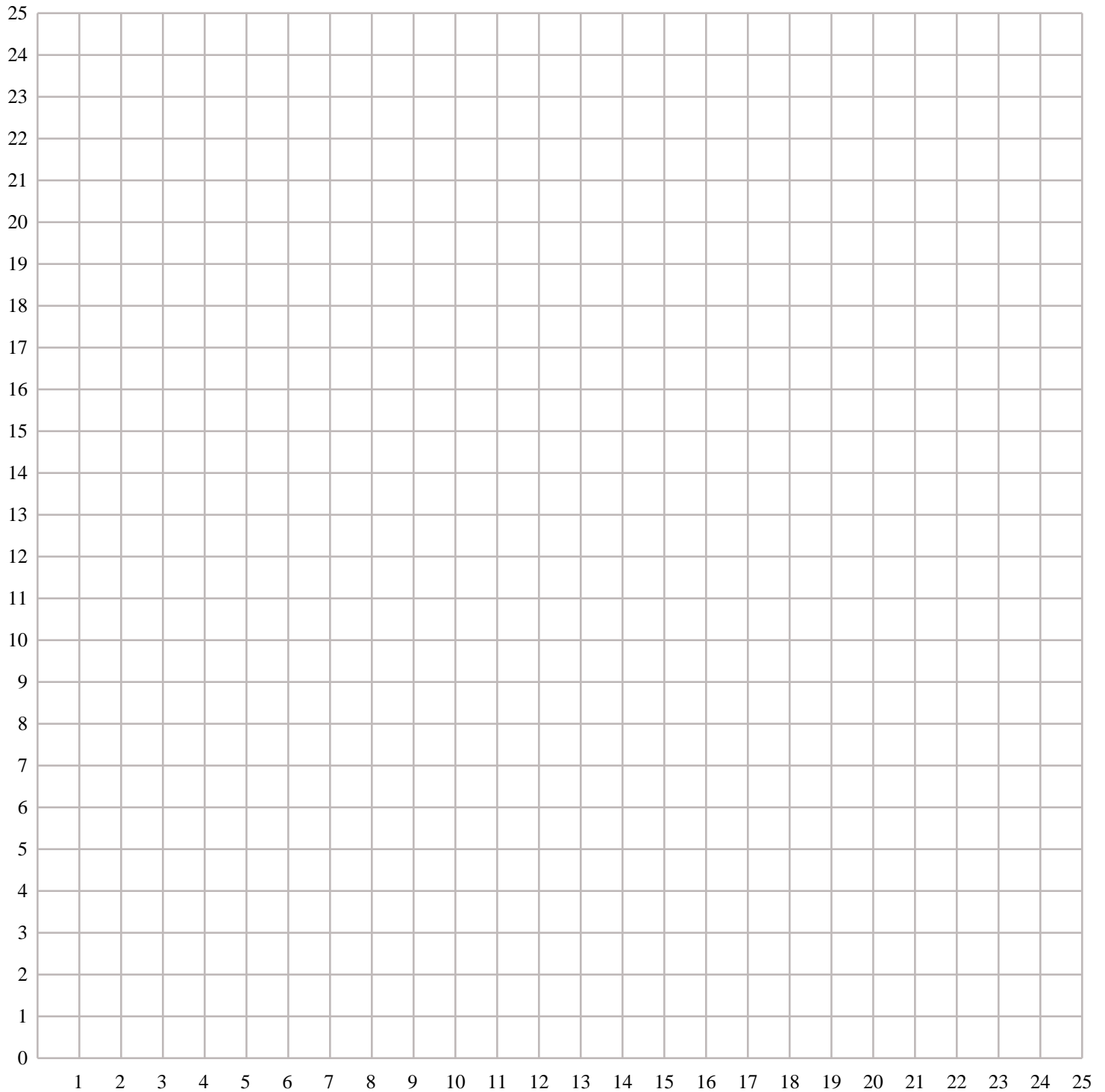


Write what you think this looks like:

~~edHelper Learning Centers Sample~~ _____

Name _____

Plotting Ordered Pairs to Make a Picture

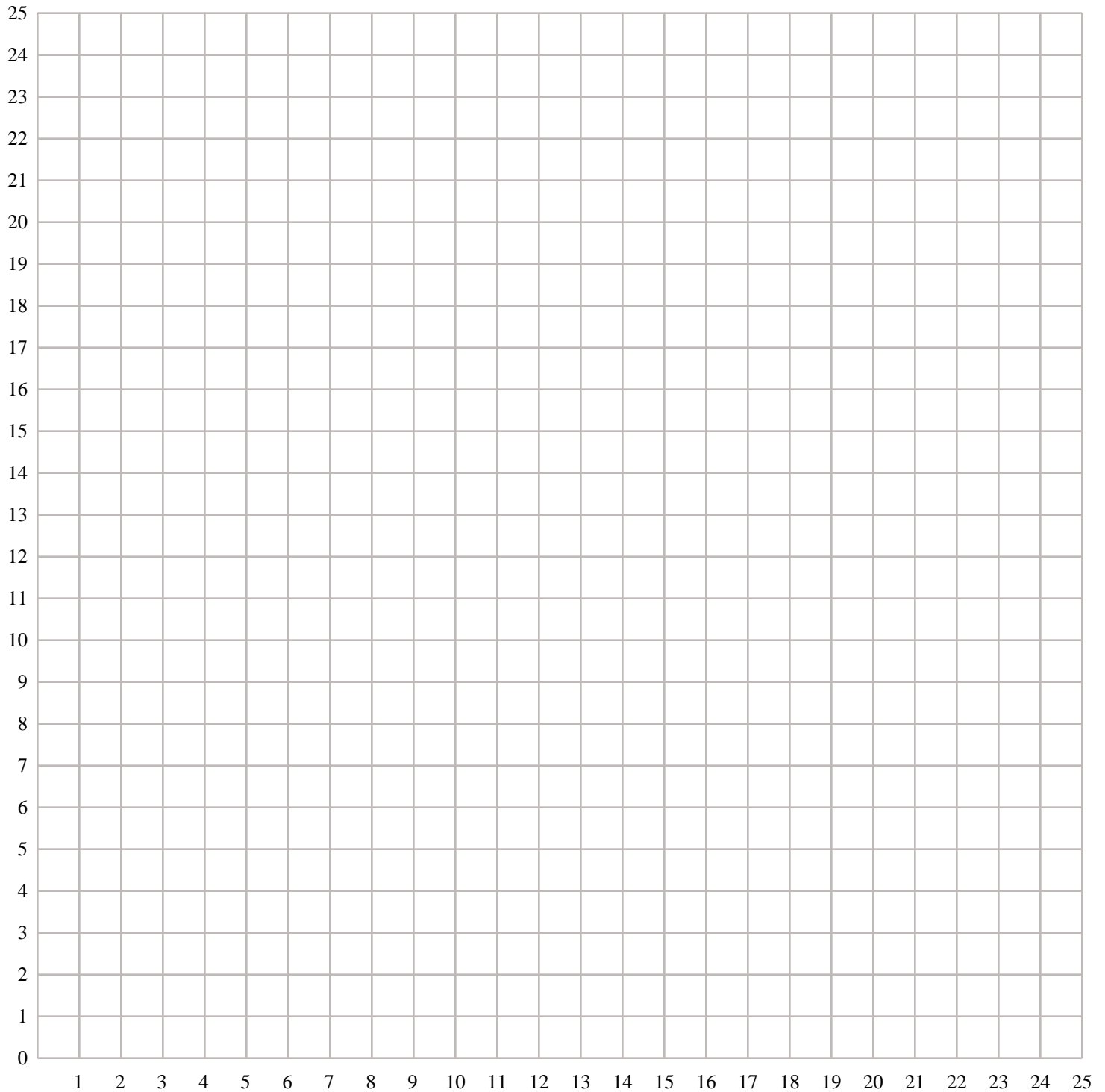


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

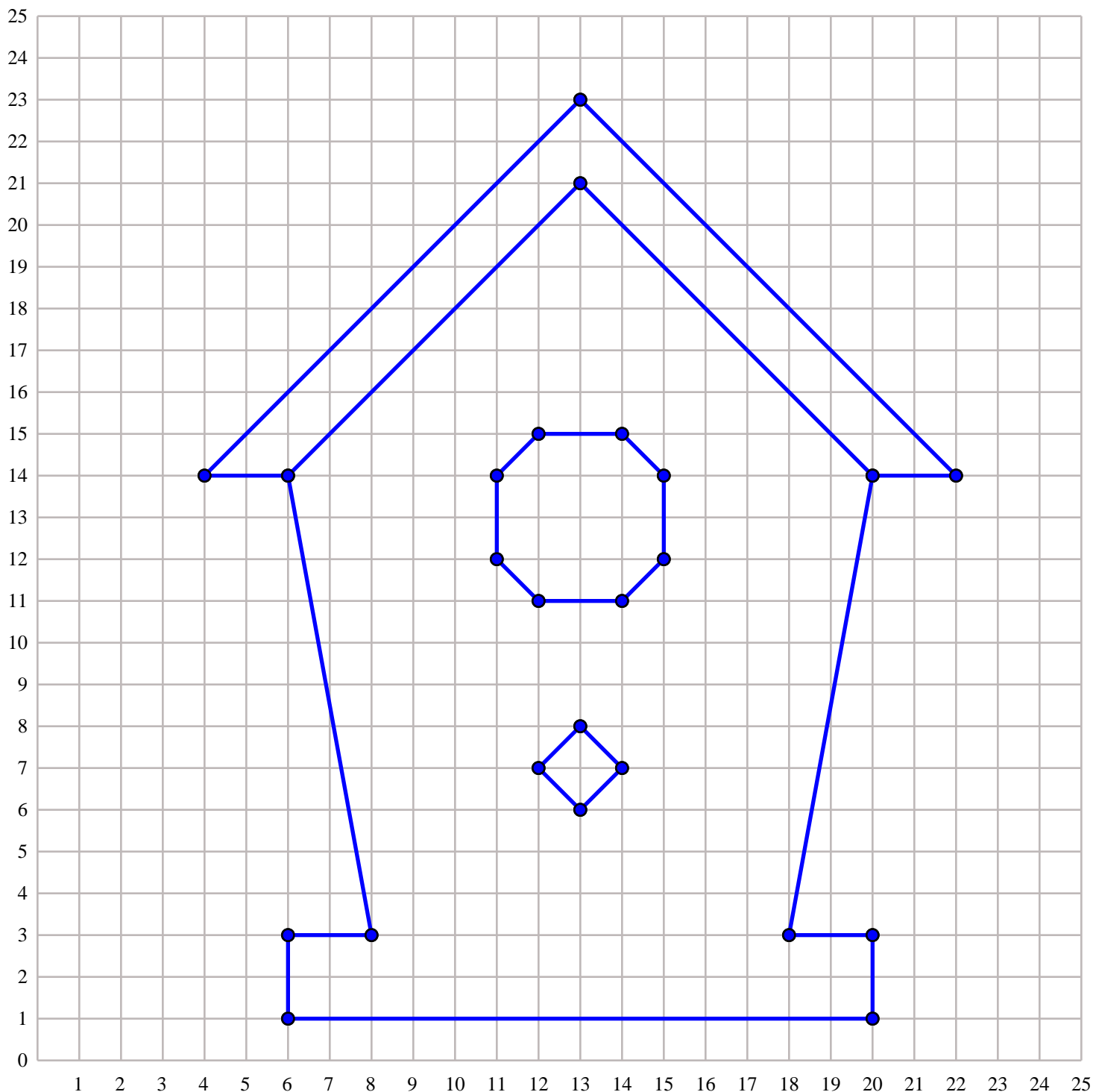


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

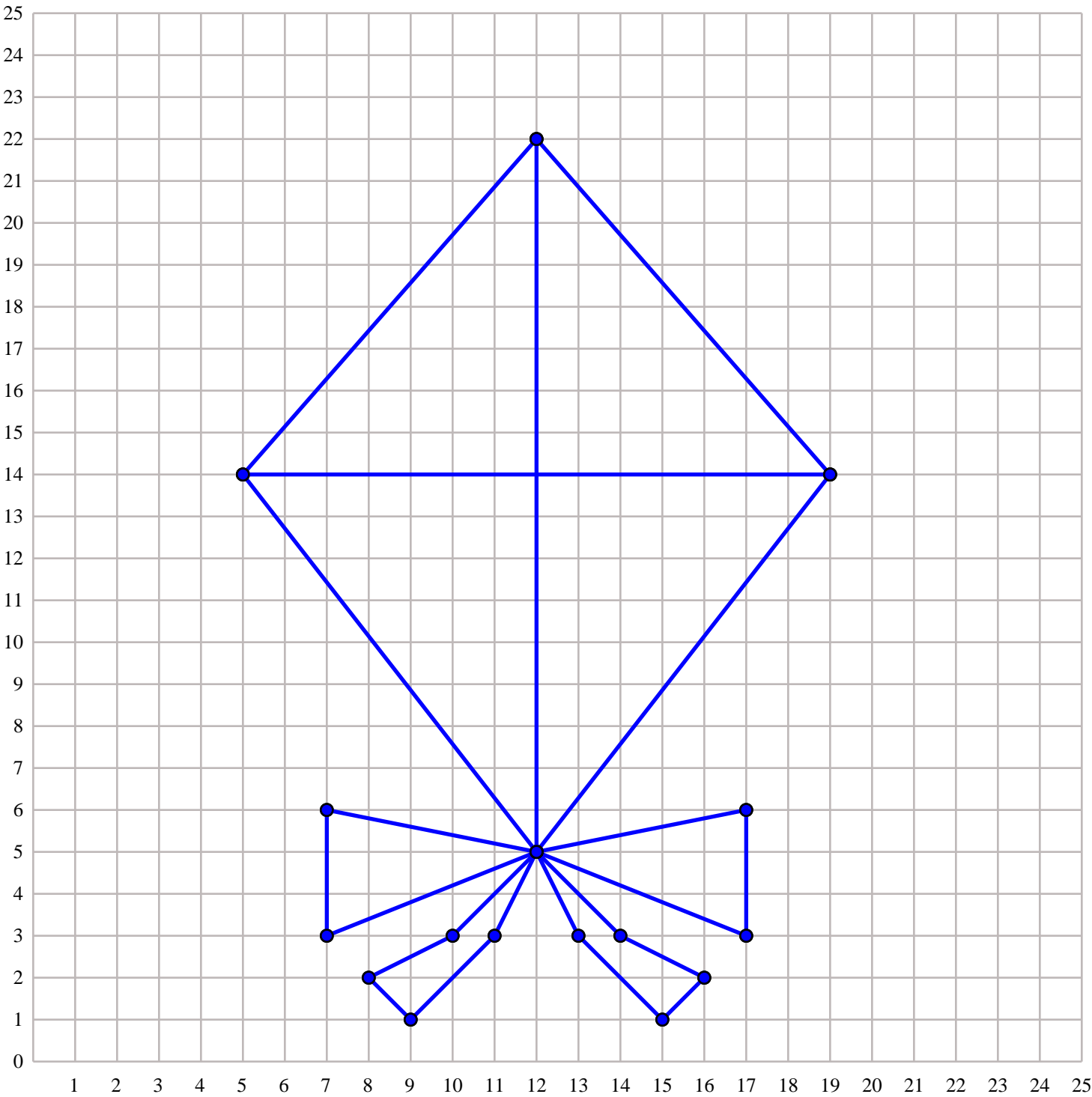
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Birdhouse

Name _____

Plotting Ordered Pairs to Make a Picture

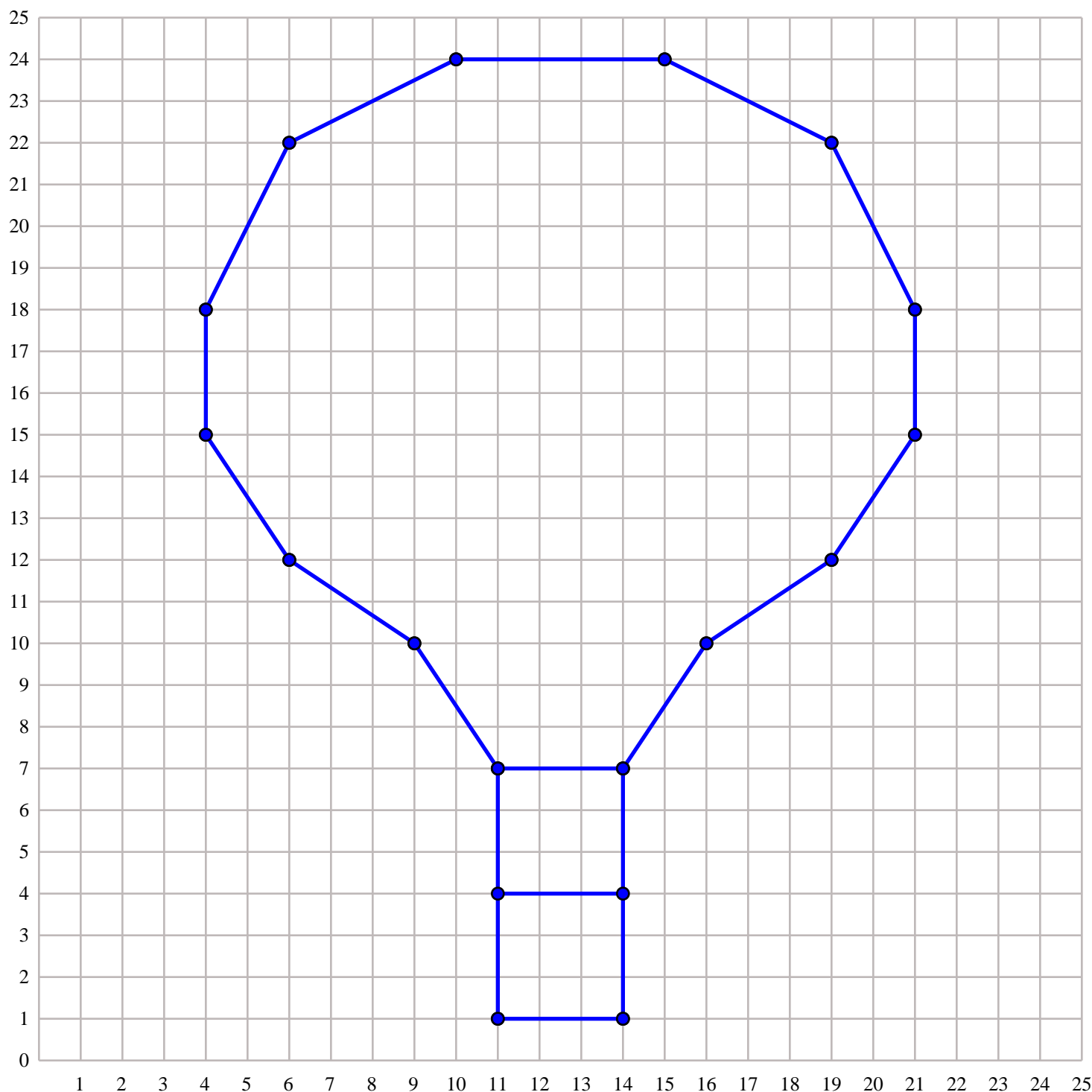


Write what you think this looks like: _____

edHelper Learning Centers Sample Kite

Name _____

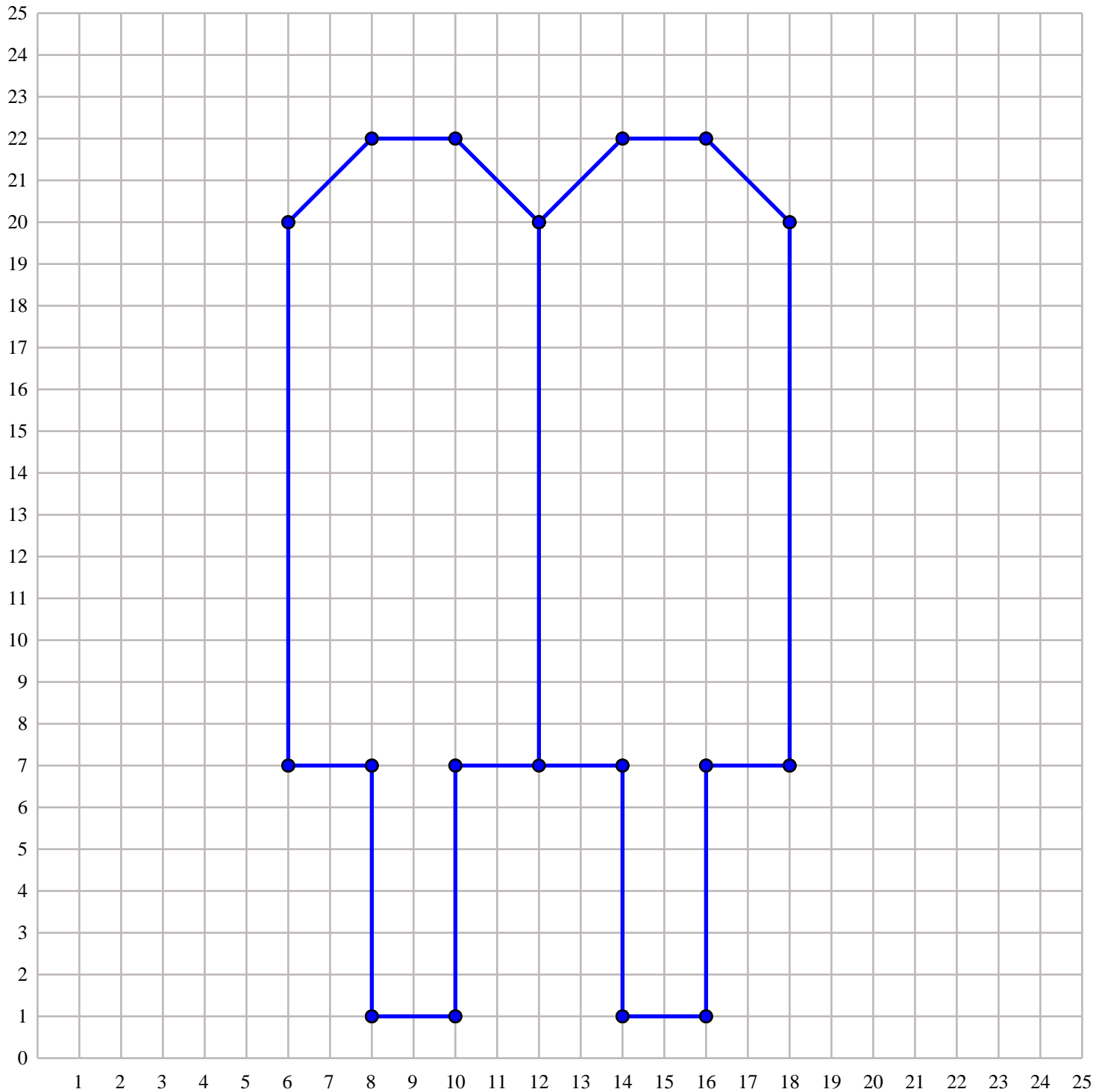
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Hot Air Balloon

Name _____

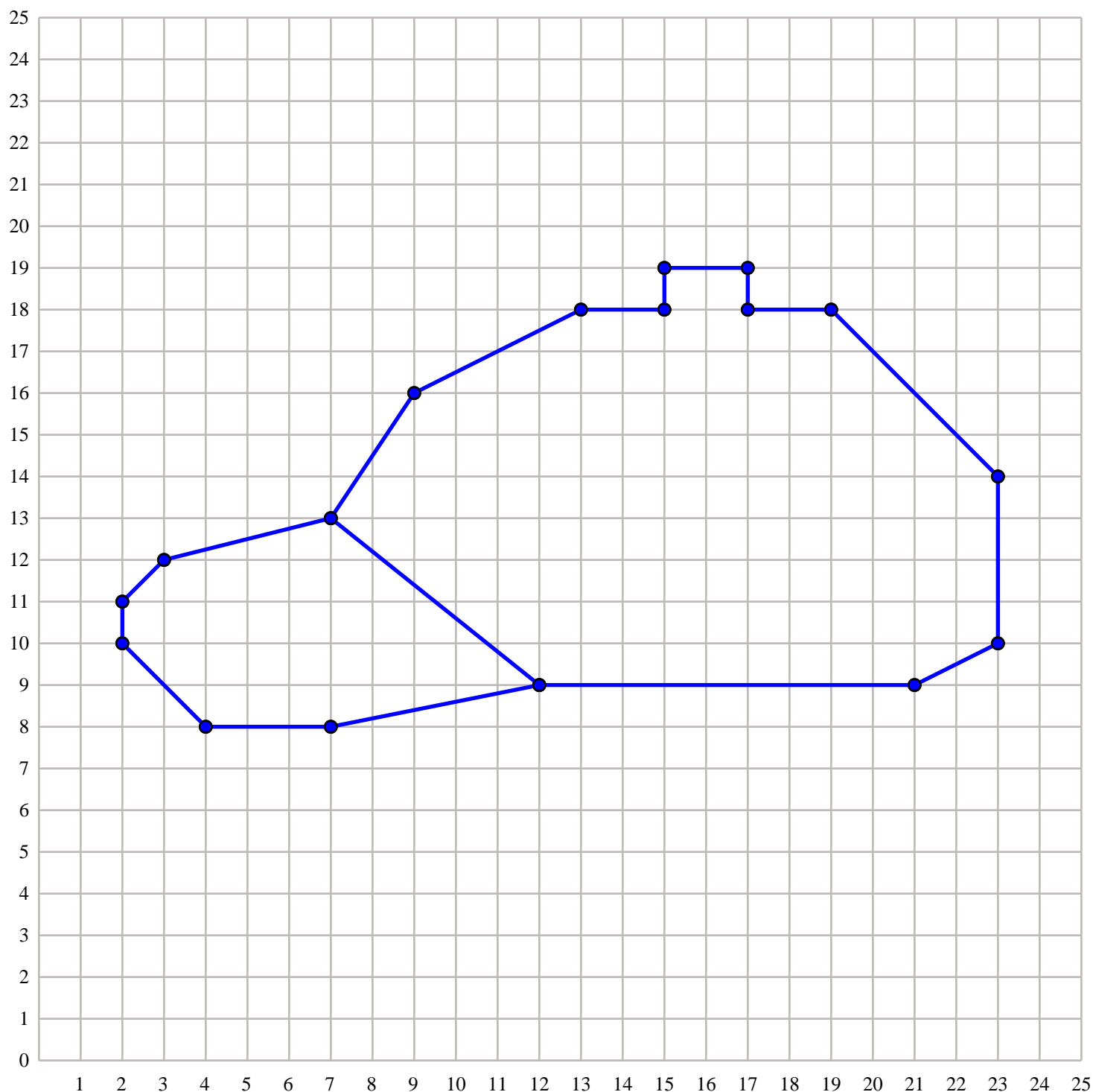
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Popsicle

Name _____

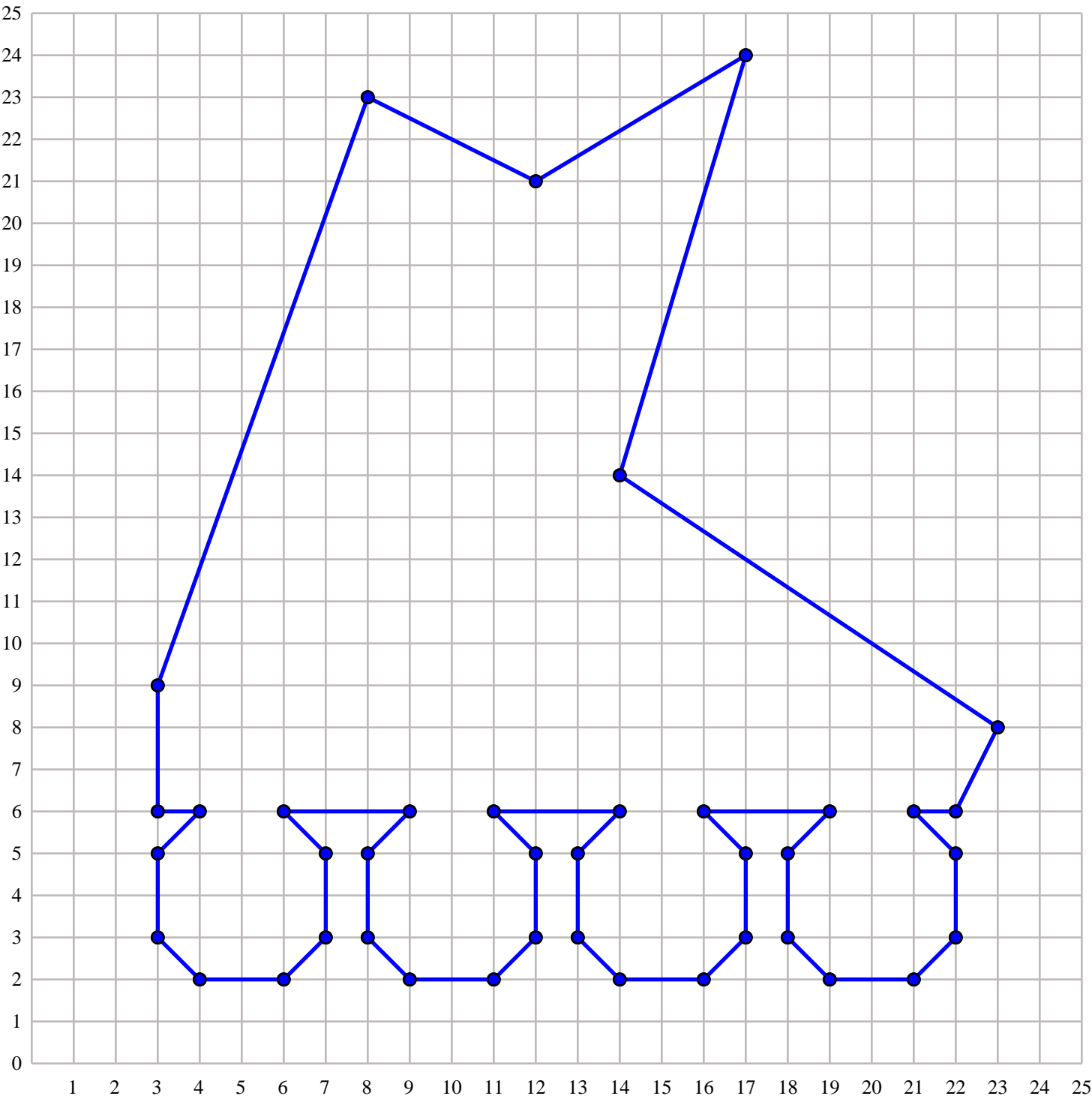
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Baseball Hat

Name _____

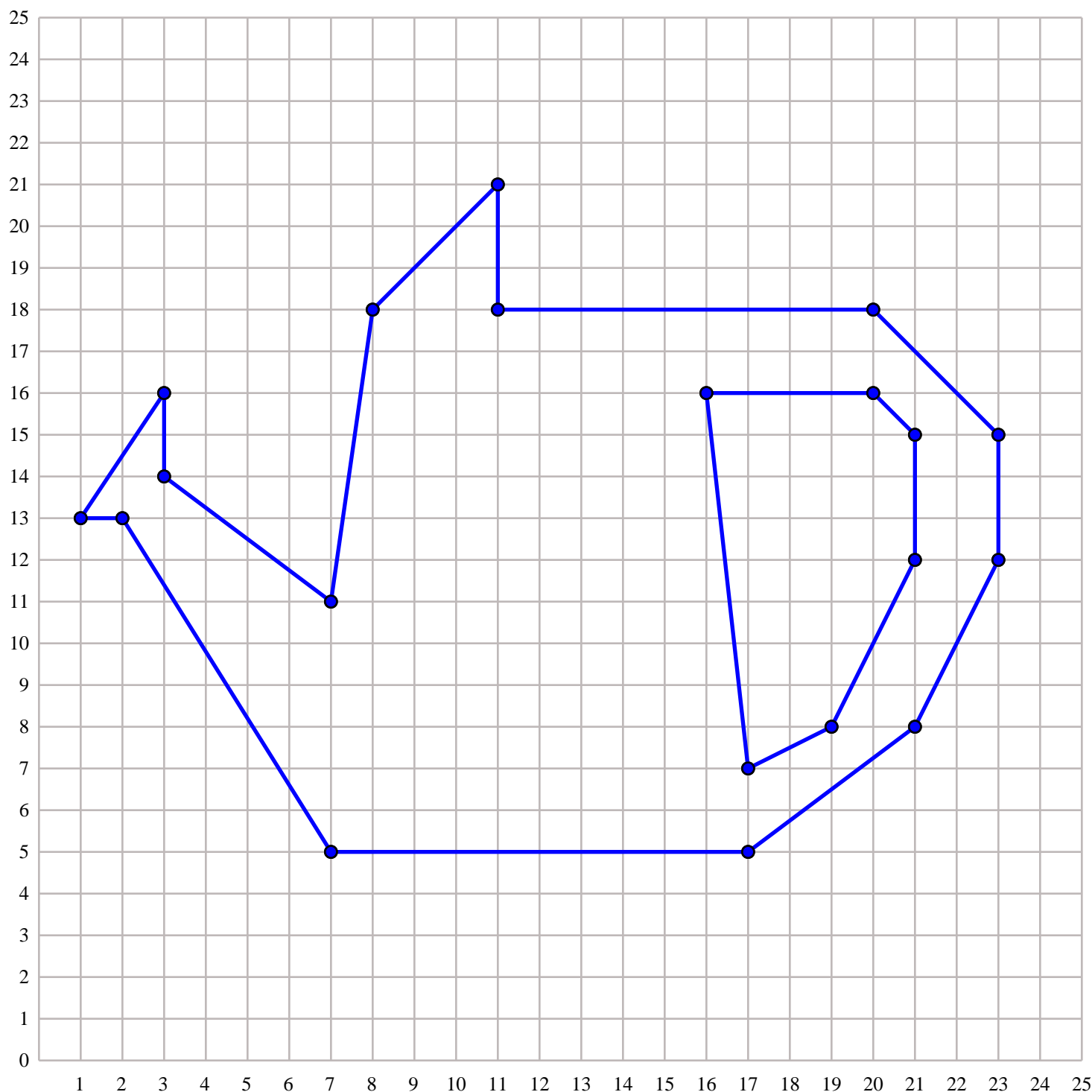
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Rollerblade

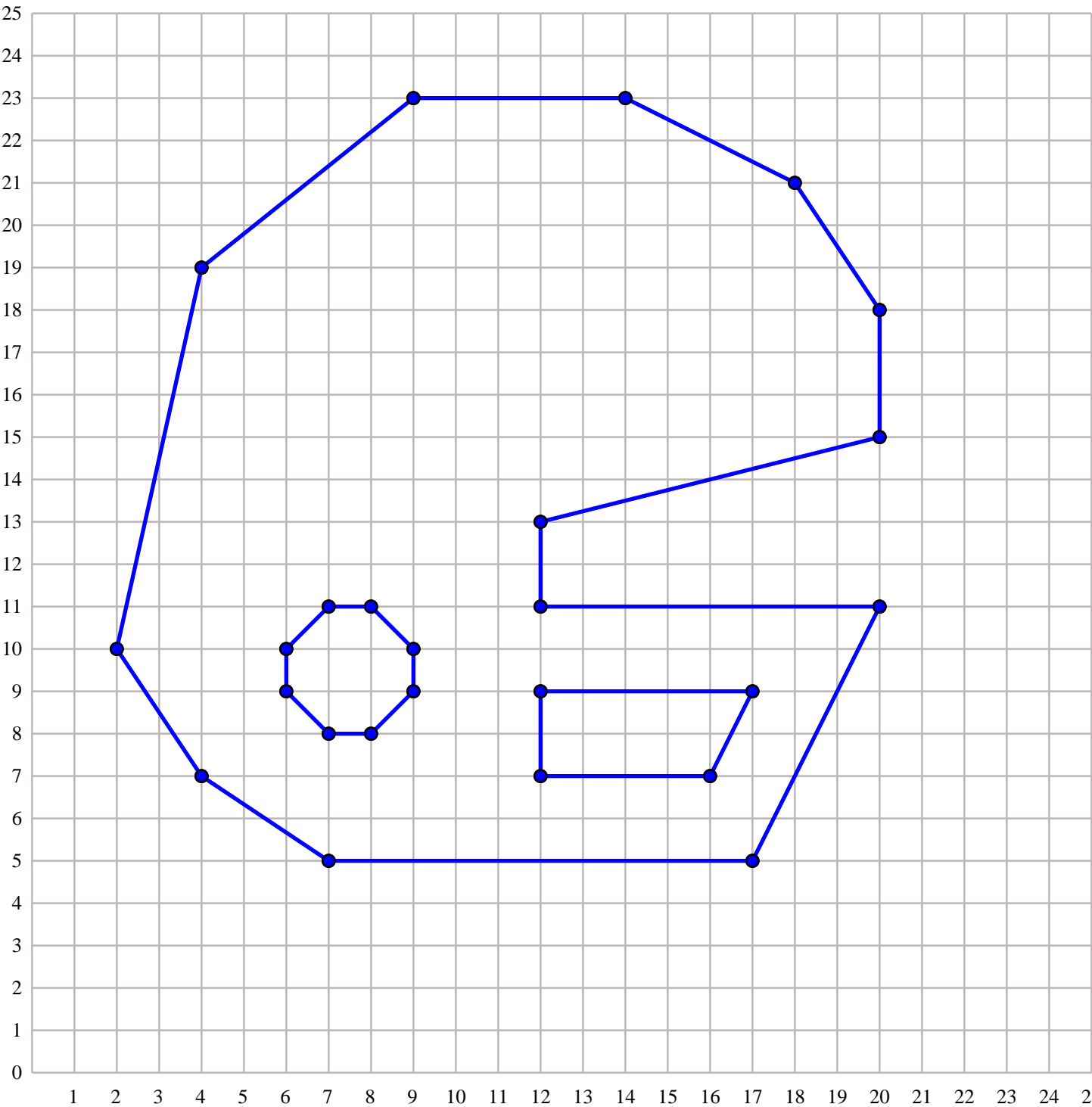
Name _____

Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Watering Can

Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Football Helmet

