

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 38)

Writing Center (print pages 39 to 71)

Plotting Pictures (print pages 72 to 106)

Spelling Center (using this month's spelling words) (print pages 107 to 124)



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

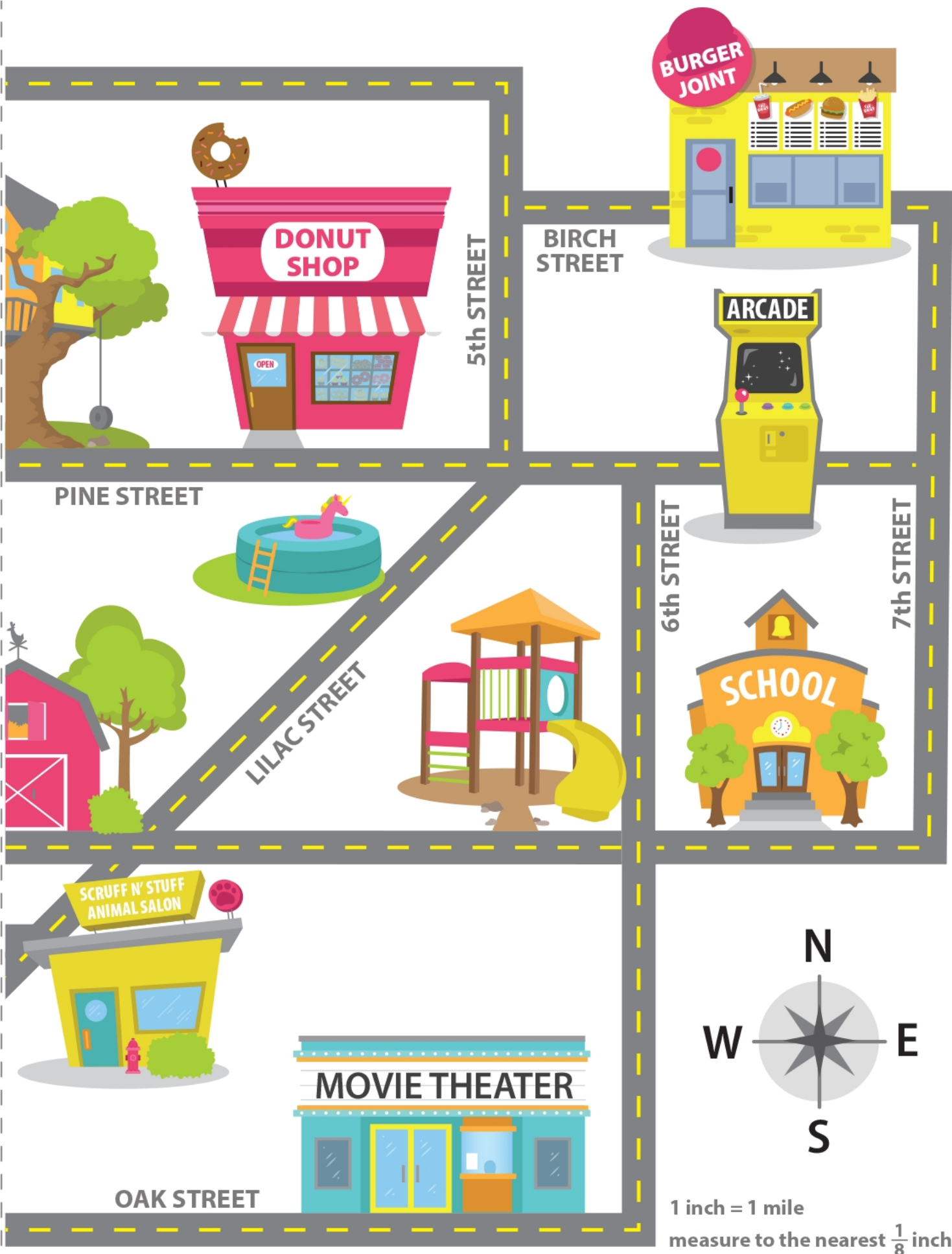


WALNUT STREET

DOGWOOD STREET

3rd STREET





BURGER JOINT

DONUT SHOP

BIRCH STREET

ARCADE

PINE STREET

6th STREET

7th STREET

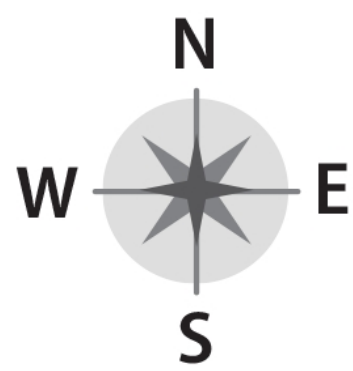
LILAC STREET

SCHOOL

**SCRUFF N' STUFF
ANIMAL SALON**

MOVIE THEATER

OAK STREET



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?



- 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.

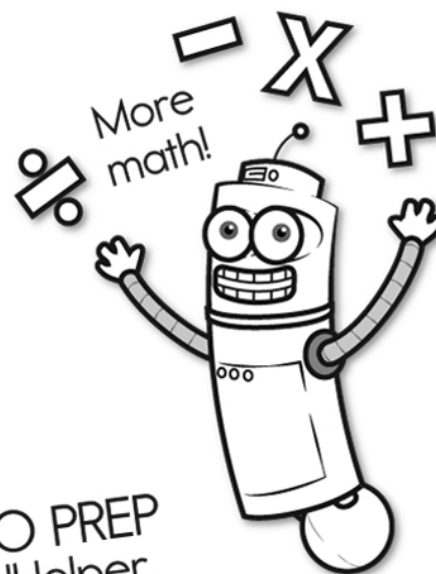
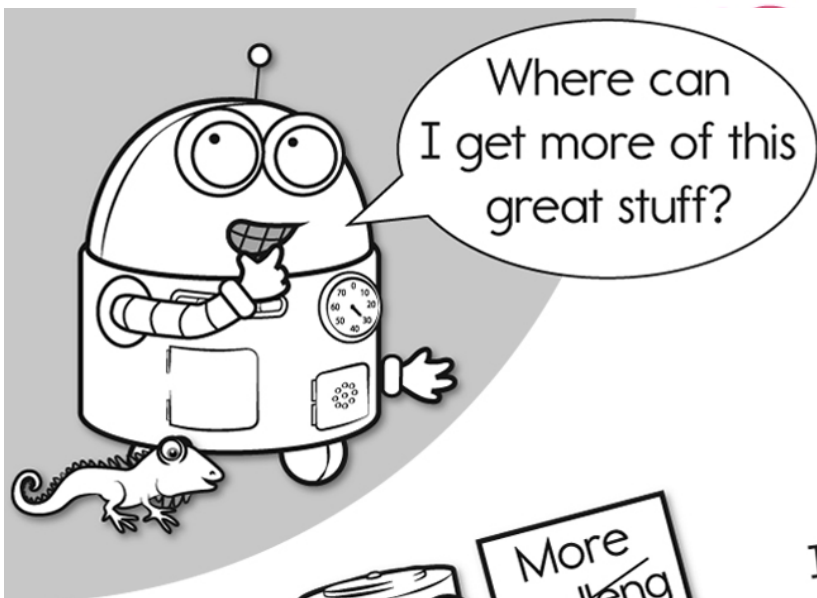


3. Move your goat toward its destination one move at a time. Record the street name, direction, and distance traveled for each move.

	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?

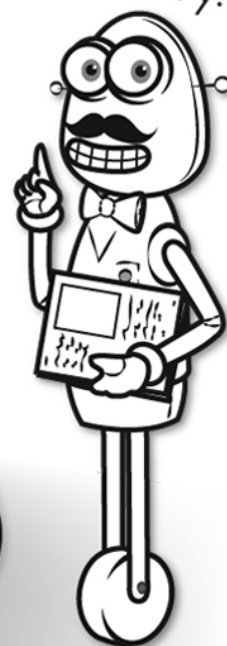


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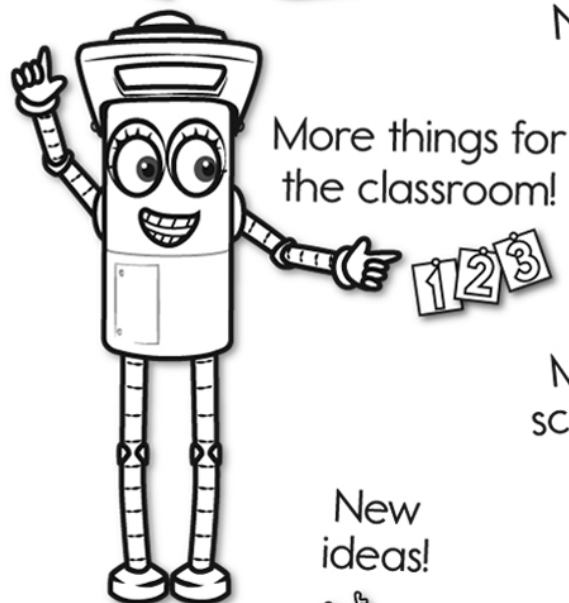
More history!



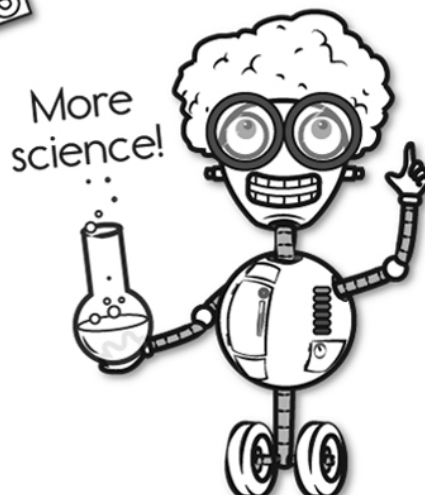
edHelper.com!



New online math games!



1 2 3

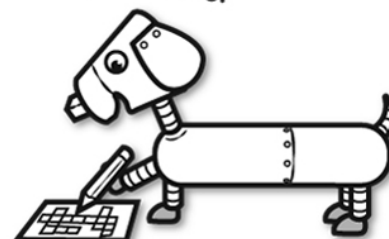


New ideas!



x
+ =
- ÷
< >

More puzzles!





WRITING BOOKS

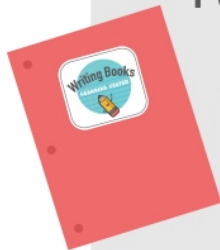


LEARNING CENTER



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

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Writing Books

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Writing Books

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Writing Books

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**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**



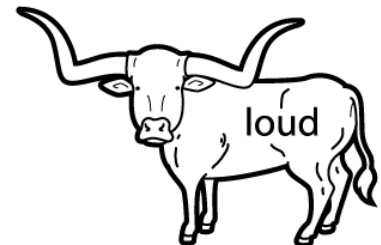
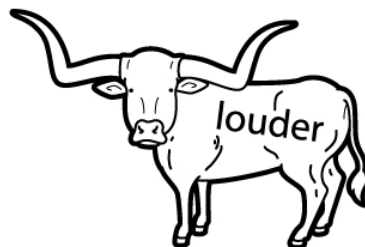
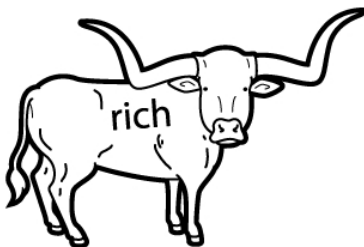
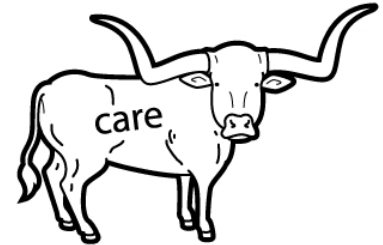
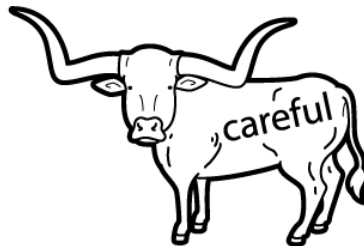
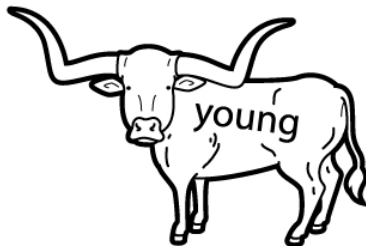
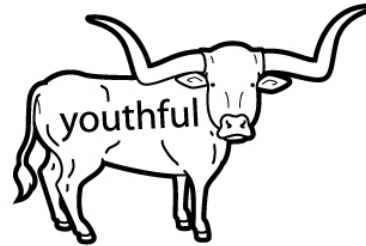
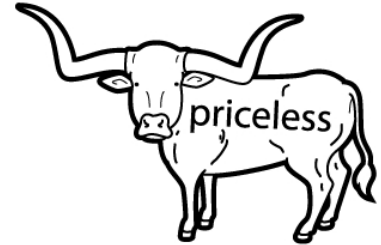
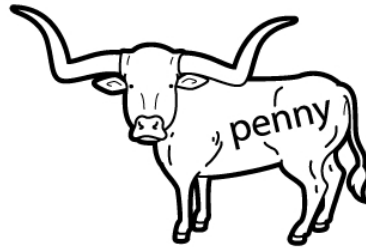
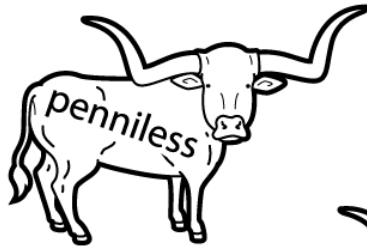
**FINISHED
WRITING PAGES**

Name: _____



SUFFIX REVIEW • LESS FUL ER EST

Larry the lassoer likes to lasso his loud longhorns! Circle, or "lasso," the longhorns that have suffixes at the end of the words branded on their sides. For each correct answer, Larry gets a bowl of cowboy chili!



EXTRA CHILI CREDIT:

What literary device is used in the first sentence above about Larry?

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? _____

Goal: Express ideas smoothly and logically

1. Do kids currently have enough to keep them occupied without learning backyard games? Explain.

2. What purpose would learning new games serve, if any? Explain.

3. Who would benefit (if anyone) from kids learning backyard games? Explain.

4. Are backyard games a thing of the past? Explain.

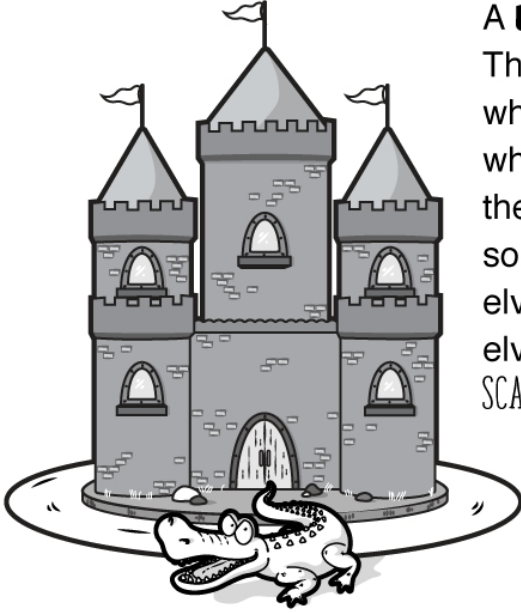
Now you are ready to write your letter to the editor. Convince the reader to agree with your opinion.

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: _____



A **lord** and a **lady** imprisoned two **ELVES** in their castle. The **ELVES** could either escape through the **DUNGEON**, where a **FIRE-BREATHING DRAGON** lived, or across the moat, which was filled with **LARGE ALLIGATORS**. In order to escape, they would have to either outwit or befriend a **DRAGON** or some **FIERCE ALLIGATORS**. What do they do? How will the elves escape? Finish the story by figuring out how the elves can get away and perhaps make friends with a **SCARY** resident of the castle!

Draw a picture here of an elf during the escape, perhaps with an alligator or the dragon:



May Funny Fill-Ins

A black and white cartoon illustration of a man in a chef's hat cooking at a food stand. A woman with curly hair is eating a sandwich, and a boy is holding a bag of chips. A dog is also present.

©edHelper

Name: _____

Subject and Adjective Review

Stacy the slug loves to pick out subjects of sentences. The only problem she has is that she is a little sluggish. (Do you blame her?) Help her get her homework done by underlining the subjects in the following sentences. If there is an adjective in front of the subject, circle it.



The sad dragon had dry scales and needed a large bottle of moisturizer.

The slug sat in the sun.

The fuzzy werewolf always bought the most expensive shampoo.

Draw a picture of a werewolf with his favorite shampoo if you like:

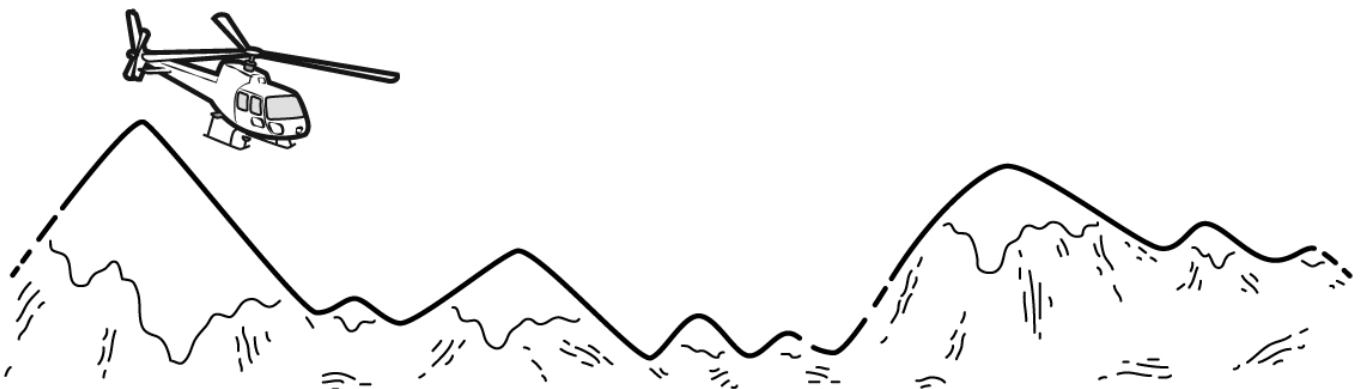
The white unicorn jumped lightly over the stream.

The shy mermaid hid behind a rock when the sailor came to shore.

The purple alien loved rollercoasters.

Draw a picture of an alien on a rollercoaster if you like:

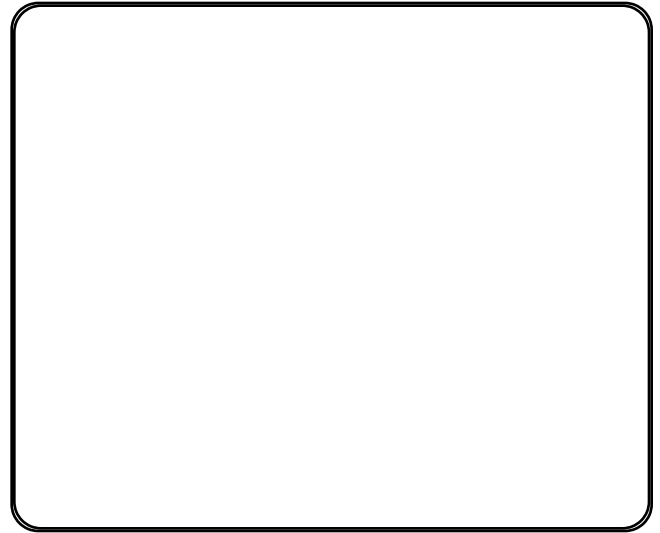
The helicopter flew over the mountains.



Name: _____

Read the entire paragraph. Then use the information in the paragraph to help you draw and color the image.

Making gingerbread men is so much fun that I like to do it year-round. At Christmas time, I decorate them in typical Christmas ways, but at other times of the year, I can be a little more creative. In the summer, I like to dress my gingerbread men in bathing suits. Last summer, I had fun making my gingerbread man match me. I gave him red swim trunks with vertical white stripes on the sides of the legs. I even put a blue baseball cap on him, just like the one I wear everywhere.



Draw the gingerbread man described in the passage.

What happens next?

$4 + \boxed{} = 9$

$8 + \boxed{} = 10$

$5 + \boxed{} = 7$

$4 + \boxed{} = 11$

$8 + \boxed{} = 20$

$14 + \boxed{} = 16$

$12 + \boxed{} = 18$

$11 + \boxed{} = 13$

$4 + \boxed{} = 6$

$12 + \boxed{} = 19$

$6 + \boxed{} = 14$

$16 + \boxed{} = 31$

$8 + \boxed{} = 12$

$23 + \boxed{} = 27$

$17 + \boxed{} = 30$

$10 + \boxed{} = 38$

Goal: Anticipate opposing arguments

1. List four convincing reasons why the US should convert over to the metric system more completely.

2. List four convincing reasons why the US does not need to do anything further to convert to the metric system.

Write your persuasive essay.

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: _____

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

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

	B	J		O	V	E	R	J	O	Y	E	D
	L	U	C	C	E	C	J	O	V	I	A	L
	I	B	O	H	C	O						M
	S	I	N	E	S	N	M	E	R	R	Y	I
	S	L	T	E	T	T				E	J	R
	F	A	E	R	A	E				L	O	T
	U	N	N	F	T	N				A	Y	H
	L	T	T	U	I	T				T	F	F
B	L	I	T	H	E	L	C	E		E	U	U
E	X	U	L	T	A	N	T	D		D	L	L

Write the words found.

MIRTHFUL	JOVIAL	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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

When I found out we were going to a theme park for a week, I was so happy! I have never been so happy in all my life!

My favorite two words to use instead of **happy** 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 nouns you could use.
Then, complete the story using words from your list.



Fill in the blanks with (funny) nouns.

It was finally _____ and time to plant my flower
noun

_____. I worked and worked. Everyday I grabbed
noun

the _____ and sprayed _____ over my
noun noun

growing patch. At last I saw little _____ poke
noun

from the dirt. I watched them grow. Once they got

to a mature _____ they started to talk and demand
noun

things! I freaked out and ran for the _____!
noun

Name: _____

step-by-step

This poor alien doesn't know how to make toast! Put the steps in order by writing numbers one through seven in the correct blank next to the step.

1 2 3 4 5 6 7




- _____ Spread butter on the toast.
- _____ Put a slice of bread in the toaster.
- _____ Spread jam on top of the butter on the toast.
- _____ Put the hot toast on a plate...careful!
- _____ Push down the button so the toaster will toast the bread.
- _____ Eat the yummy buttered toast with jam!

Write a paragraph on how to make toast for your alien friend here. Use transition words as needed to make your paragraph as smooth and buttery as your toast!

Sometimes you need to write a logical paragraph explaining how to do something step-by-step. To do that, you often use transition words to connect the sentences and make them sound smoother. Here are some connection words:

finally first
then next
second

What kind of jam do you like best? Draw a jar of your favorite jam here, and add a label showing the kind of jam it is. 

Name: _____



Dear Bigfoot,

I have a big secret. I am a werewolf! Nobody knows this, not even my parents. It's hard to keep this a secret because I find myself uncontrollably howling every month during a full moon. Is there a way I could stop being a werewolf? Or should I tell people about the "real me"? The only creature that understands me is my dog!

Sincerely,

Monster with only one best friend

It turns out that Bigfoot also has a big mouth, and as a result, he has been hired by the local paper to write an advice column for superheroes and monsters. Help Bigfoot write answers to the following predicaments.

Dear Bigfoot,

I have the most incredible superpower! I can talk to animals. The problem is that sometimes my friends' pets tell me really sad things that make them unhappy. Should I share these stories with my friends? I don't want to hurt their feelings, but here is an example. My best friend thinks that her cat loves catnip, but the cat told me it just makes her tummy upset. What should I do with this superpower? Should I become a vet? Should I tell my friends what their pets tell me? Help!

Sincerely,

A Purrfectly Confused Superhero

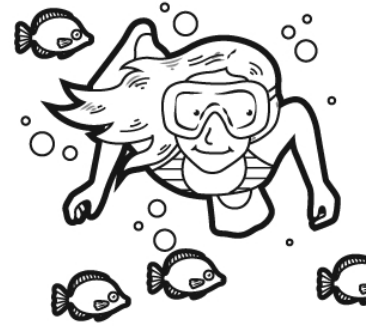
Name: _____

A Five
Senses
Poem

5

Five senses poems can be fun to write. You can write about how a rainy day affects you or how it feels, tastes, smells, sounds, and looks when you go swimming.

Fill in the blank with your subject, and then use the five lines to describe how that event affects your five senses. (Don't worry, it doesn't have to rhyme!)



Write a word or
two in each box.

Feels:

Tastes:

Smells:

Sounds:

Looks:



Illustrate your
poem here:

Name: _____



In a strange turn of events, an alien wins a multi-million dollar lottery. What would an alien do with all that cash?

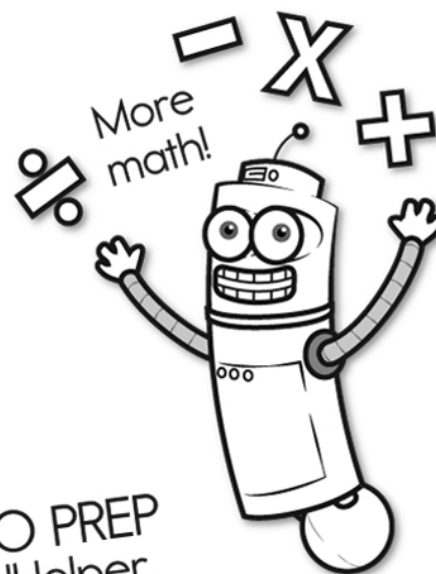
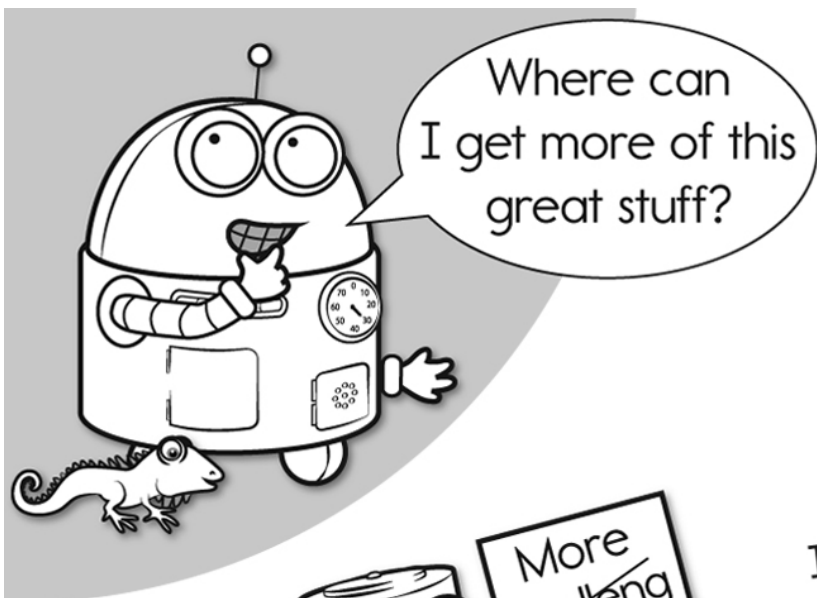


Maybe the alien would build a home so his family could come and stay for a while. What kind of home would an alien build on Earth?

Maybe the alien would build a new spaceship so he could go get his family. Describe the new spaceship:

Draw a picture of the alien's new spaceship here:



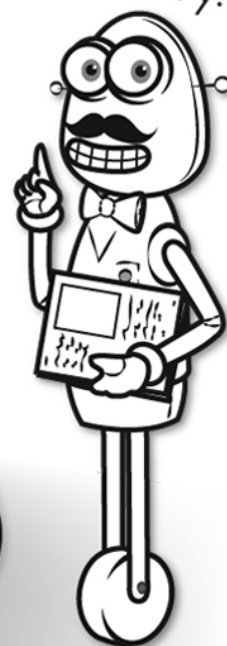


It's NO PREP
at edHelper.

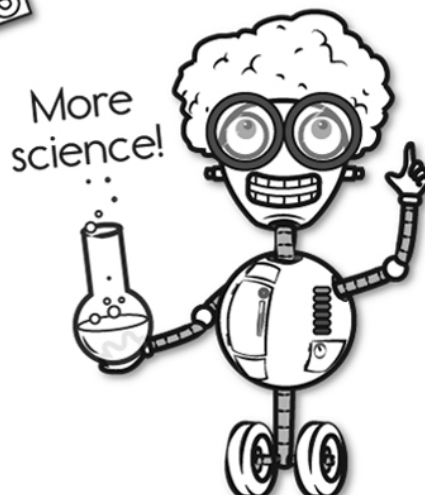
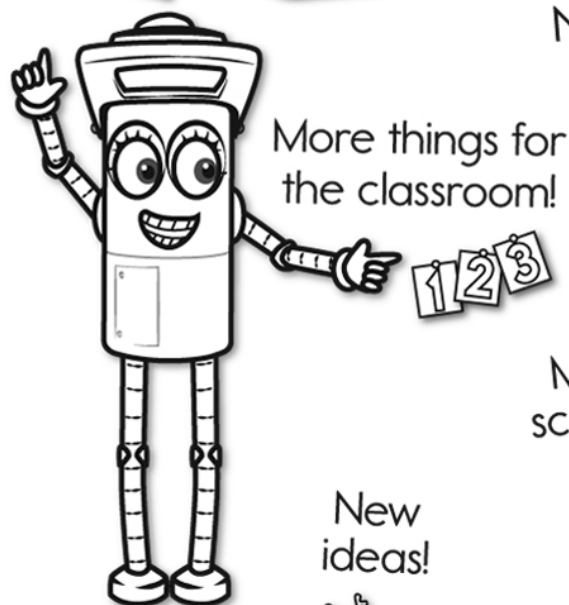
More
history!



edHelper.com!



New online math
games!

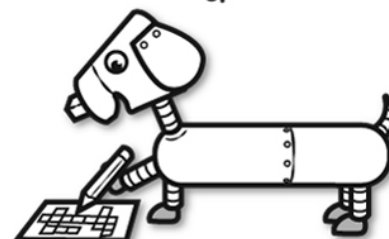


New
ideas!



x
+ =
- ÷
< >

More
puzzles!



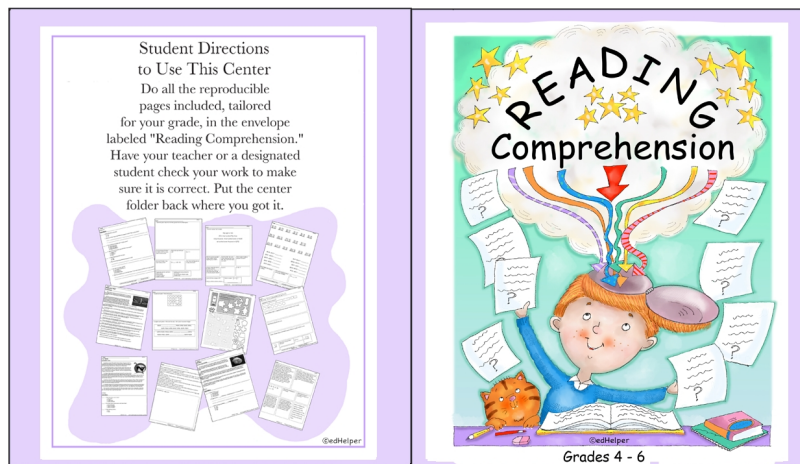
READING Comprehension



©edHelper

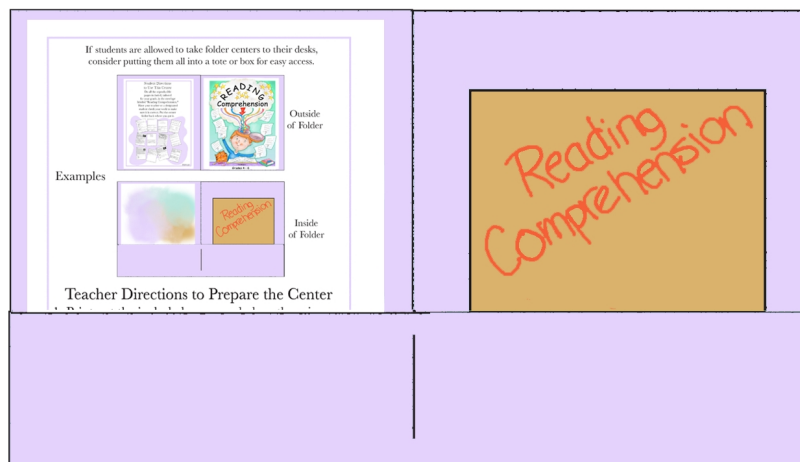
Grades 4 - 6

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

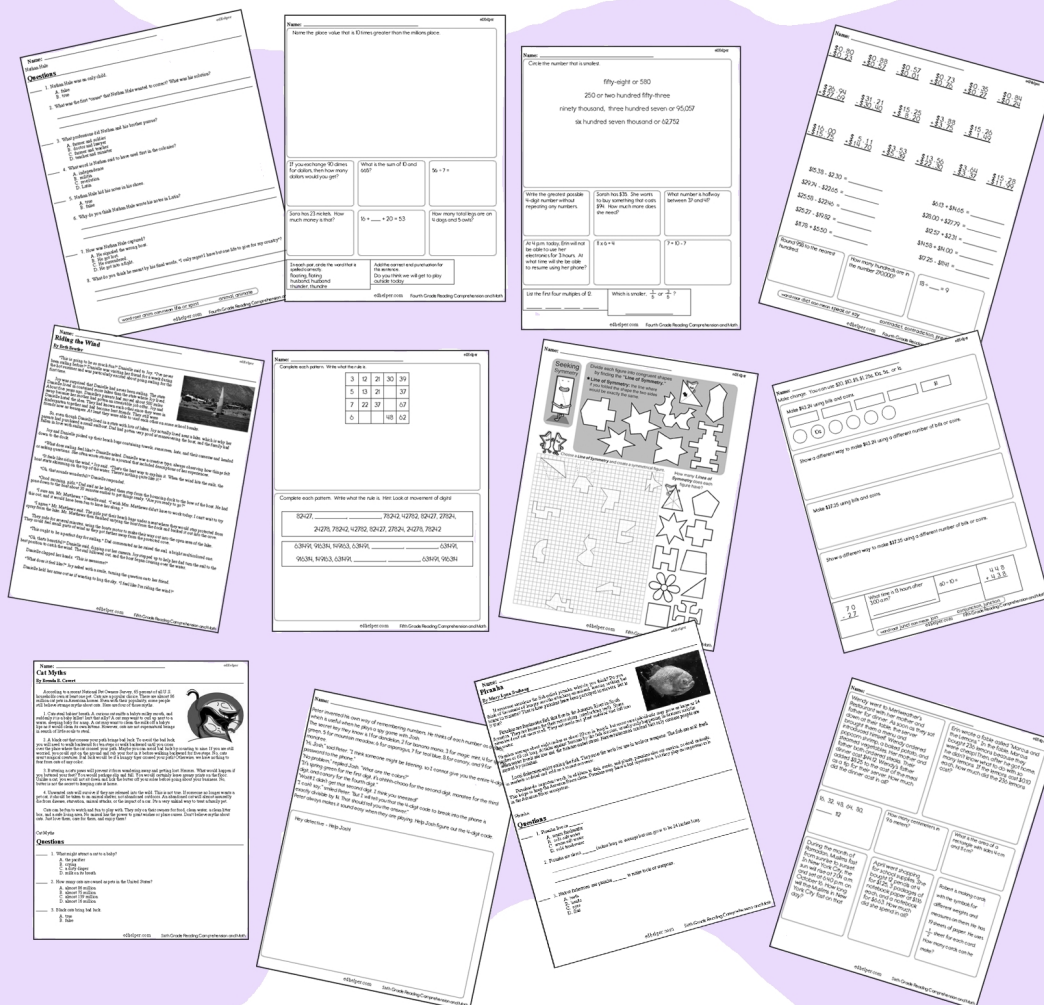
Teacher Directions to Prepare the Center

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).

Reading Comprehension Grs 4 - 6

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 Big Apple

By Cindy Grigg

Would you like to go to New York City? Did you know that more people live in New York City than in any other city in the United States? You may know it as "the Big Apple." That is just one of its nicknames. It is also called "Gotham" and "the city that never sleeps."

If you go there, you can visit many famous tourist sites. You can go to the Empire State Building. It is one of the tallest buildings in the world. You can ride an elevator to the very top of the building. The view from the 102nd floor is awesome!

You might like to see the Brooklyn Bridge. The bridge was built more than 125 years ago. It was once the longest bridge in the world.

You can't miss seeing the Statue of Liberty! That great lady stands on Liberty Island in New York Harbor. The statue is a woman wearing a long robe. She holds a torch. She is a symbol of freedom.

You can see the statue from Battery Park. When you stand in the park looking out at the water, the Statue of Liberty is across the harbor in front of you. Behind you is an old fort. To the right, you will see Ellis Island. You might like to visit the immigration museum there. The museum tells of the millions of people who came to America to live in the 1800s and early 1900s. You can take a ferryboat from Battery Park to Liberty Island and see the statue up close. You can even go inside it!

Lady Liberty was given to America by the people of France. Since 1886, millions of people have visited the statue. You could be one of them! For the immigrants coming to New York City by ship, the Statue of Liberty was the first thing they saw of their new home. She faces out to sea, holding a torch that is a symbol of liberty high in her right hand. She must have been a very welcome sight! Today, she is an important symbol of our nation.

You might want to visit the 9/11 Memorial while you're in the city. It opened on September 12, 2011. It reminds us of the almost 3,000 people killed in the terrorist attacks of September 11, 2001.

While you're there, enjoy some of the flavors of New York. You might try New York style pizza or cheesecake. Did you know that Manhattan clam chowder and Waldorf salad began in NYC? You can buy a hot dog from a street vendor's cart and eat it as you stroll through Central Park or take in a baseball game. You can't take a bite of the Big Apple, but you can bite into many kinds of delicious foods there. Chinese and Italian are just two of the many ethnic foods you can find in New York City. New York City will fill up your stomach and your eyes!



The Big Apple

Questions

- _____ 1. This text is written from which point of view?
- A. first person
 - B. third person
 - C. second person

Name: _____

2. Name three famous things you can see in New York City.

- _____ 3. The Statue of Liberty is _____.

- A. on Ellis Island
 B. in Battery Park
 C. on Liberty Island
 D. at the 9/11 Memorial

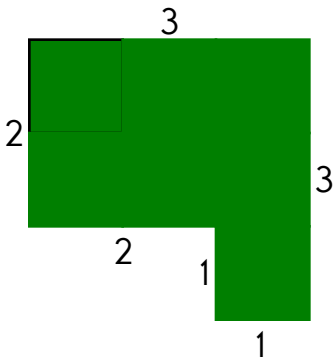
4. Who gave the Statue of Liberty to America?

- _____ 5. The author's main purpose for writing this text was _____.

- A. to persuade readers they should visit New York City
 B. to express her personal feelings about New York City
 C. to inform visitors of rules they should know in New York City
 D. to explain how to visit more sites on a vacation in New York City

- _____ 6. Which of these is NOT a nickname for New York City?

- A. the Rotten Apple
 B. the city that never sleeps
 C. the Big Apple
 D. Gotham



The perimeter is _____.

If $\square = 7$, then $\square + 3 =$ _____

$$80 + 6 = \underline{\hspace{2cm}}$$

$$5 \overline{)45}$$

Name: _____

Ready, Set, Eat!

By Erin Horner

Rumble, rumble. Growl, growl. Every morning I hear this same noise. It's not a monster. It's not my pet dog. It is my stomach! When I wake up each morning I am hungry! My body is telling me that it is time for breakfast. Breakfast is very important. Do you know why? After 8-12 hours without food, your body needs to be refueled. It needs new nutrients. It needs protein and fiber, too. Kids who eat breakfast each morning tend to do better in school. They have better math grades and higher reading scores. They also make better food choices during the day. This helps to keep their hearts healthy. It helps to keep the rest of their bodies healthy, too! Kids who don't eat breakfast can be cranky. They can also feel tired and restless. Kids who don't eat breakfast also miss a lot of school. They are absent more often than those who eat their morning meal. Kids who skip breakfast also tend to visit the school nurse a lot. They often have stomachaches. Maybe it's because they are so hungry! So make sure you eat a healthy breakfast each day. This morning meal really matters.



Ready, Set, Eat!

Questions

1. The author's opinion is that breakfast is very important. What information does she use to support this opinion?

2. The author probably wrote this article to _____.

A. persuade you to eat breakfast
 B. describe how to butter toast
 C. inform you about the school nurse
 D. demonstrate how to make eggs for breakfast

3. Which of the following is true about kids who eat breakfast?

A. They are tired and cranky.
 B. They are often absent from school.
 C. They have higher reading scores.
 D. They are not very good at math.

4. Choose the best title.

A. Donuts are a Girl's Best Friend
 B. The Very Important Morning Meal
 C. Don't Eat, Just Sleep
 D. Skip the Snacks

Name: _____

The DMZ - New Life in No Man's Land

By Toni Lee Robinson

In Asia, there are two countries called Korea. One is North Korea. The other is South Korea. At one time, the countries were one nation. Korea had become a colony of Japan. When Japan was defeated in WWII, the nation was split.

Russia and the U.S. each took half. They tried to help Korea learn to take care of itself. Then the two halves had a bitter, bloody war. After three years of fighting, both sides agreed on a truce. The cease-fire was signed in July 1953.

Though they stopped shooting at each other, the two Koreas weren't on friendly terms. Each was afraid the other might attack at any time. A border was put up between them. This border was a strip of land five miles wide. It was called the Demilitarized Zone. (Demilitarized means that no military action, or fighting, was allowed in this zone.) The Zone is often called the DMZ.

Korea now looked a bit like a finger with a band aid across the middle. Tall fences were put up on the north and south sides of the zone. Guards with dogs patrolled the fences. No one was allowed on the "band aid." No one could cross from one Korea into the other. Since 1953, human feet have walked in very few places inside the DMZ.

One place where people are allowed in the DMZ is Panmunjom. In the war, this village was nearly blasted from the face of the earth. Later, officials from the two warring parties met in one of its ruined buildings. It was here that they finally agreed to a cease-fire.

The "truce village" has a few new buildings. They are long and narrow. The North/South line runs through the middle of the buildings, just like it does through Korea. On one side, soldiers of North Korea stand guard. On the other side are South Korean guards.

Visitors may enter, but they are not allowed to speak to guards. In most places, snapping a picture is not allowed, either. The soldiers never smile, move, or speak. Their eyes are invisible behind mirrored sun glasses. They stand with legs braced in a martial arts stance. They are meant to look scary, and they do.

Officials from both sides meet in the buildings from time to time. They talk about peace between the two Koreas.

There are two other places where people come into the DMZ. In the southern half of the Zone, an old village was allowed to remain. There are strict rules about who may live there. People can live in the village only if their families have been there since ancient times. The few residents live in the old way, as their families did ages ago.

One more village exists inside the DMZ. It was built shortly after the cease-fire. It looks like a beautiful modern city. Its tall buildings grace the South Korea skyline. At night, lights glow from a thousand windows. But no one really lives in the city. The homes and offices are completely empty. A small group of caretakers comes in each day to clean. In the evening, they turn on the lights, leave the city, and go home.

The village exists because North Korean leaders insisted on it. The South was allowed a village inside the DMZ, they said. The North must have one, too. Since the war, this type of rivalry between the two nations has been the rule. In the 1980s, South Korea put up a 328 ft. flag pole in their DMZ village. The North quickly raised a 525 ft. pole. At the first raindrop, however, the North Korean flag must be taken down. When dry, the giant flag weighs 600 lbs. If it got wet, its weight would break the flag pole.

At times since the war, South Korean and U.S. soldiers have found tunnels built under the Zone. To date, at least four large, sturdy tunnels have been found. They were wide enough for an army to march through. They had lights and even roads for vehicles. The tunnels were built in secret by North Korea. North Korean leaders planned to move their forces under the DMZ and into the South.



Name: _____

Many people have died in the war between the two Koreas. The DMZ has separated families and caused many tragedies. One good thing has come about, though. People haven't bothered the Zone in more than fifty years. It has become an ideal habitat for wildlife.

Many species of animals live there. Beautiful, rare cranes and other birds glide among the trees. The Asiatic black bear has been spotted there. Some scientists say the Zone may even be home to a very rare type of Siberian tiger.

At present, about 73 million people live in the two Koreas. The DMZ is the only place wildlife can roam in safety. If the North and South agreed on peace, the Zone would no longer be off limits. The land could be opened to development. Usually, this means that forests are cut down. Buildings, roads, and people move in.

Peace would certainly be healthy for the people of Korea. But what would happen to the rare species roaming the DMZ? It's a question no one can answer for now.

The DMZ - New Life in No Man's Land

Questions

- _____ 1. How did Korea come to have a "band aid" (the DMZ) across its middle?
 - A. The DMZ strip was put off-limits to people until the land recovered from the war.
 - B. Officials wanted to create a refuge for animals.
 - C. The DMZ was set aside for Japanese people who had been living in Korea.
 - D. The border was put up to stop one country from attacking the other after the war.

- _____ 2. From time to time, officials of both Koreas meet in the "truce village" of Panmunjom. What do they do there?
 - A. give veterinary care to the animals living in the DMZ
 - B. talk about peace between the two countries
 - C. conduct tours of the DMZ for tourists
 - D. vote on leaders for the two countries

3. Why do you think guards at Panmunjom try to look scary?

4. Two other villages exist inside the DMZ. On the South Korean side is an old-style village where only people who have ancient family connections can live. Describe the village on the North Korean side.

- _____ 5. The tunnels discovered under the DMZ were built because:
 - A. No one knows why they were built or who built them.
 - B. North Koreans were making a path for wildlife to cross the DMZ.
 - C. South Koreans were trying to get to the North to see family members.
 - D. The North Korean government wanted to move troops into South Korea.

Name: _____

6. Name two animal species scientists think are living in the DMZ.

7. The biggest problem for animals in Korea is hunting.

- A. true
B. false

8. What do you think should be done about the wildlife living in the DMZ?

What is the value of the BIG digit?

53,93**7**,220

Count by 5s.

70 90

Which is larger, 0.7 or 0.5?

Write the number for one thousand sixty-seven.

$$\begin{array}{r} 83 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ - 46 \\ \hline \end{array}$$

Write the shaded part as a decimal.



Add one hundred to 992.

Write the fraction for 0.96.

What number is ten thousand more than 4,892?

$$4 \overline{)16}$$

Choose the word that best completes the sentence.

Please put the mashed potatoes (there/their) on the table.

Name: _____

Valley Forge

By Cathy Pearl

The soldiers who fought against England had a very hard time in the war. They did not have enough clothes or food. They marched in bare feet. They were hungry a lot. One of the worst times was at Valley Forge.

Eleven thousand soldiers went to Valley Forge a week before Christmas. It was 1777. The army had just lost two major battles. They would stay at Valley Forge until spring in 1778. While they were there, it is estimated that around 2,000 men died.

Washington thought that Valley Forge was a good place to camp. He was right. The area was on high ground. British soldiers could not surprise the troops. The area had hills which were easy to defend. Valley Forge was near Philadelphia, which had fallen under British control. Washington positioned his troops between British soldiers and the country settlements. Valley Forge was also near a river. This was good for transporting supplies.

Clothing was a problem. The men did not have enough warm clothing or shoes. There weren't new clothes to give to the soldiers. Some were naked, or very nearly so. The long marches ruined shoes. George Washington said that the army could be found by following a trail of blood. The soldiers' feet bled very badly because they had to march without shoes.

When the men arrived, they did not have a place to sleep. They had to stay in tents. There weren't very many blankets. They were very cold. In February 1778, the men finished huts to sleep in. A hut could fit 12 people. The huts had fireplaces to help keep the men warm.

The winter had periods of bitter cold, but most days were somewhat warm. This made it worse. The rain made the roads very muddy. Wagons could not get to the camp. It was hard to get enough food to eat. Many horses died.

The weather was not the only problem. It was hard to get supplies. George Washington put Nathanael Greene in charge. He was very smart. He helped to get more supplies to the men. Many farmers did not sell their food to Washington. They sold it to the British soldiers because they would pay with gold.

Sickness was also a problem. Men lived very close together. They got sick a lot. There were not good hospitals. Women came to the camp. They were relatives and wives of the soldiers. They helped take care of the men. They made clothes. They were nurses. The men lived with their help.

The soldiers practiced while they were at Valley Forge. They did many drills to improve their fighting skills. A man from Prussia came to help train the troops. When the army left Valley Forge, they were much better fighters.

When winter ended, Washington had a better army. He was able to win some battles. This helped keep hope alive. The tough winter at Valley Forge helped the colonists win the war.



Valley Forge

Questions

- _____ 1. What year did the army arrive at Valley Forge?
- A. 1778
 - B. 1777
 - C. 1779

Name: _____

_____ 2. Where did the man come from who helped train the troops at Valley Forge?

- A. Prussia
- B. America
- C. Britain

_____ 3. Many men did not have enough clothes at Valley Forge.

- A. true
- B. false

4. Name three problems the soldiers had at Valley Forge.

5. Name two reasons Valley Forge was a good place to camp.

What is the sum of 10 and 405?

$$11 - 7 + 3$$

Round 93 to the nearest ten.

18 is a multiple
of 3 and 9.
39 is a multiple
of ____ and ____.
27 is a multiple
of ____ and ____.

Hannah has 50 books. She
organized them equally
into 5 boxes. How many
books in each box?

double 52 =

Name: _____

Mount St. Helens National Volcanic Monument

By Meg Leonard

Mount St. Helens is a volcano. It is in the state of Washington. Its last eruption was in May of 1980. It had not erupted for over one hundred years before this. This eruption caused a lot of damage. It destroyed plants and habitats. An earthquake rumbled the land at the same time that the volcano erupted.

When the volcano erupted, it changed the land around it. Some trees were blown over. Other trees died where they stood. The volcano continued to erupt for six years. At first, the eruption was very violent. It slowed down with time. It built a lava dome. As the thick lava poured out, it piled on top of itself. The layers look like stacked pancakes. Mudflows traveled down the side of the volcano. These mudflows covered everything in their path. Ash from the volcano blew far away. Ash landed as far east as Minnesota. It landed as far south as New Mexico and Oklahoma.



The land around Mount St. Helens has started to recover. The plants grow again. Slowly, the land has turned from gray to green. Many animals died when the volcano erupted. With the return of plant life, animals have returned as well. Many visitors come to watch the elk.

This area has been preserved. It is called Mount St. Helens National Volcanic Monument. It was set aside in 1982. There, people can learn about volcanoes. Visitors can also enjoy the land around the volcano. There are viewpoints and hiking trails. You can camp in the area. Guides lead many activities in summer. In winter, you can cross-country ski or snowmobile. This area offers many ways to learn and have fun.

Mount St. Helens National Volcanic Monument

Questions

- _____ 1. Where is Mount St. Helens National Volcanic Monument?
- A. Washington
 - B. Minnesota
 - C. New Mexico
 - D. Colorado
- _____ 2. What is Mount St. Helens?
- A. a valley
 - B. an island
 - C. a cliff
 - D. a volcano
- _____ 3. When was Mount St. Helens last big eruption?
- A. 1980
 - B. 1808
 - C. 1908
 - D. 1880

Name: _____

_____ 4. What happened at the same time the volcano erupted?

- A. an earthquake
- B. a blizzard
- C. a hurricane
- D. a tornado

_____ 5. What animals live at Mount St. Helens?

- A. elk
- B. penguins
- C. monkeys
- D. manatees

6. How long did the eruption last?

You need to add what to 79 to get 86?

A book has 4 pages. Each page has 11 dimes. How many dimes in the book?

How many total legs are on 9 chickens?

Ava has 26 nickels. How much money is that?

$5 \times 6 - 9$

The number 45 is more than the number 9 by how much?

What is 16 less than 699?

Write the number that is one hundred less than 2,457.

If you exchange 110 dimes for dollars, then how many dollars would you get?

Choose the word that best completes the sentence.

I can't go to the party with you, so I will meet you (there/their).

Name: _____

The Heart

By Jennifer Kenny

The heart is the strong muscle which pumps blood throughout your body. It is a hollow muscle, about the size and shape of a fist. It is actually made up of two separate pumps. It is called an involuntary muscle because it works without you ever having to think about it working. Isn't that amazing? You'd never get anything done if you always had to think about making your heart beat!



The heart is located between the lungs and behind your rib cage. It is in a slanting position in the center of the chest. The pericardium is a covering that keeps the heart from rubbing against your lungs and chest wall.

The heart has four chambers in it (right atrium, left atrium, right ventricle, and left ventricle). The muscular wall called the septum divides the two sides of the heart. Blood can't pass from one side to the other.

Each side of the heart has an upper chamber and a lower chamber. The upper chambers are called the atria. The atria are holding chambers for blood entering the heart from the veins. The ventricles are the lower chambers. They act like pumps. The walls of the ventricles are thick.

During each heartbeat, the cardiac muscle squeezes hard, forcing blood into the pulmonary artery or aorta (the main artery). The right side of the heart pumps blood to the lungs. The left side of the heart pumps blood away to the rest of the body.

Valves in the heart control the flow of blood through the heart. Therefore, the blood can go in only one direction. The valves are called the tricuspid valve, the mitral valve, and the semilunar valves.

Your heart continuously beats. For the average adult, the heart beats about seventy times a minute. That amounts to around forty million times a year. Isn't that hard to believe?

The Heart

Questions

1. The _____ is the strong muscle which pumps blood throughout your body.

- _____ 2. The heart is actually made of _____ separate pumps.

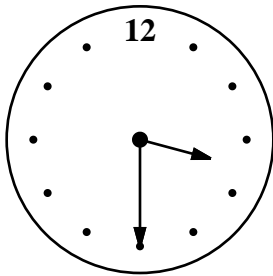
A. 3
B. 4
C. 2
D. 5

- _____ 3. The heart is a voluntary muscle.

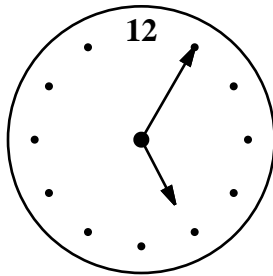
A. True
B. False

Name: _____

- _____ 4. The _____ is a protective covering which keeps the heart from rubbing against your lungs and chest wall.
- pericardium
 - valve
 - septum
 - chamber
- _____ 5. The muscular wall called the _____ divides the two sides of the heart.
- pericardium
 - valve
 - septum
 - chamber
- _____ 6. The _____ are the lower chambers of the heart.
- ventricles
 - atria
7. The _____ is the main artery.
- _____ 8. On average, how many times a minute does the heart beat in an adult?
- 70 times
 - 140 times
 - 40,000 times
 - 4 times



current time (pm)



time party starts (pm)

How long until the party? _____

Calculate the product of 12 and 10.

$$\begin{array}{r} 20 \\ 15 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ 44 \\ + 10 \\ \hline \end{array}$$

Fill in the missing fraction.

$$\frac{2}{9}, \quad \underline{\hspace{1cm}}, \quad \frac{4}{9}, \quad \frac{5}{9}$$

$$\begin{array}{r} 39 \\ + 49 \\ \hline \end{array}$$

☐ creep☐ krep☐ crep☐ kroep

Name: _____

Safety in the Lab

By Patti Hutchison

Plastic, penicillin, and rubber - what do they all have in common? They were all made in a laboratory. In fact, most historic scientific discoveries happened in a laboratory. Chances are you will be working in the science lab this year. You will be performing experiments and using equipment that scientists use. It is important to practice safety in the lab. Here are some important tips to keep in mind.

The most important safety rule is to always follow instructions. These may be instructions your teacher gives you. They might be instructions that you have to read in a book or manual. Always follow directions exactly as stated. Even if you think you know a "better" way to do something, do it the way the directions tell you.

Reread instructions several times. If you don't understand something, ask your teacher to explain it to you. Your grandmother would say, "It's better to be safe than sorry." This means that if you get hurt in the lab, you'll be sorry that you didn't ask for help.

You need to think about what you are wearing when you are in the lab. You should always remove loose jewelry. If you have long hair, always tie it back. You don't want to let these things touch chemicals or flames that you might be working with.

Protect your clothing with a lab coat or shop apron. You may also need to wear rubber gloves. Always wear safety goggles when you are working with any substance that can get in your eyes. Don't worry about not looking cool. Safety is more important. Besides, everyone in your class will look just like you!

Always be careful not to spill anything when you are working in the lab. If you do spill something, ask your teacher about the proper way to clean it up. Some chemicals may harm your skin or other surfaces. Always ask about the proper way to dispose of chemicals also.

Never mix chemicals unless you are told to. You might produce a dangerous substance. It could be poisonous or explosive. Never touch, taste, or smell a chemical you do not know. Keep lids closed when you are not using the chemicals.

At some time, you will probably have to heat something up in the lab. Always be aware of hot surfaces. Remember that they can stay hot long after the heat source is removed. Use tools as directed by your teacher for handling hot pieces of equipment. Clamps and tongs are especially useful for handling hot test tubes.

Sometimes you will be asked to use a scalpel or a razor blade. Handle these objects very carefully. Always cut away from your body; do not move the blade toward any part of your body. If you do get cut or hurt in any way, tell your teacher at once.

When you are finished with your experiment, always clean up properly. Shut down all heat sources. Return all equipment to its proper place. And, of course, wash your hands!

Working in the lab can be an exciting part of your science program. With caution and proper procedures, you will be safe and able to enjoy your lab time.



Name: _____

Safety in the Lab

Questions

1. What is the most important safety rule?

- _____ 2. If you don't understand something, you should:

- A. Ask your lab partner.
- B. Ask your teacher to explain it to you.
- C. Try to figure it out on your own.

- _____ 3. Why should you tie back loose hair and remove loose jewelry?

- A. so you can put on your shop apron
- B. so you look better
- C. so that it doesn't touch chemicals or flame

- _____ 4. If you spill something, you should:

- A. Ask your teacher the proper way to clean it up.
- B. Wipe it up with your sleeve.
- C. Pour water on it.

5. Why should you never mix chemicals unless you are told to?

- _____ 6. Hot surfaces:

- A. can stay hot long after the heat source is removed
- B. can be touched after a minute or two
- C. cool down immediately

What is the least common multiple of 6 and 10?

What is the greatest common factor of 4 and 12?

What is the least common multiple of 6 and 2?

Name: _____

The Plaque on the Wall

By Mary Lynn Bushong

Ted pushed the buttons on the controller that made the lasers fire at the enemy's spaceships. Then he maneuvered his ship around all the enemy ships until he had eliminated all of them. The light from the TV screen reflected off his glasses, but there was a glare from something else that continued to shine in Ted's eyes and annoy him.

Ted put his game on pause and got up from his perch on the edge of the sofa in front of the TV. He liked staying at Grandpa and Grandma's house while his parents were shopping. Ted really didn't enjoy grocery shopping at all, but Grandma and Grandpa's house had lots of fun things to do in it.

He walked across the room to the source of the glare. The sun was shining in the window and hitting the glass of a small picture frame. Ted looked at the picture and then realized that it was not a picture but framed calligraphy art. Ted read the words on the print. It said, "I don't know who my grandfather was; I am much more concerned to know what his grandson will be." The quote was by Abraham Lincoln.



Ted stared at the print for several minutes. He wondered what it meant. He knew, of course, who Abraham Lincoln was, but it seemed funny that he would say something like that.

Ted turned to his grandfather, who was sitting in the reclining chair in the corner of the room. "Grandpa, do you know what this means?" Ted asked as he pointed to the print on the wall.

Ted's grandfather put down the newspaper he was reading and looked up at his grandson. "Ah, that is a quote by Abraham Lincoln," said Grandpa.

"Yes, why do you think he said that?" asked Ted.

"Well, some people put a lot of emphasis on their heritage and the family they came from. Sometimes that is a good thing. It is good to be proud of who you are and your background," Grandpa said. "But I think President Lincoln was saying that he thought it was more important for him to know himself and to be concerned about what he would become."

Ted thought about that for a minute. "I am glad that I know who you are, Grandpa, but I think I understand what he is saying," said Ted. "I am concerned about what kind of job I will have, too. I don't think I want to be president."

Grandpa smiled. "It is good that you think about what you want to do when you are older. I think Abraham Lincoln was talking about more than just what kind of job he would have," Grandpa said as he folded his newspaper and put it on the side table. "I think he wanted to know that he would be a good person, someone who would be considerate and compassionate toward other people."

"I see, Grandpa. I want to be a good person, too," Ted said. "I think Dad was very lucky to grow up with you. You are so smart and explain things really well."

Grandpa gave Ted a little hug and then said, "Your father is very smart, too, and if you let him, he can teach you a lot of good things. You know, your dad loves you very much."

"Yes, I love him, too," said Ted.

"I'll bet your dad would love to hear you tell him that. You can tell him that you love him every day, but he will especially like to hear it this weekend on Father's Day," said Grandpa.

"I'm going to make a card for Dad and tell him in the card that I love him," said Ted. "Will you help me make

Name: _____

a card, Grandpa?"

"Let's do it right now," said Grandpa.

The Plaque on the Wall

Questions

- _____ 1. What was Ted doing when he was bothered by a glare in his eyes?
- A. eating ice cream
 - B. reading a book
 - C. reading his e-mail
 - D. playing a video game
- _____ 2. What was the cause of the glare in Ted's eyes?
- A. The spaceship in Ted's video game shot him with a laser.
 - B. His grandpa was playing a trick on him.
 - C. The sunlight was reflecting off a picture frame.
 - D. Someone was shining a flashlight in his eyes.
- _____ 3. Who was quoted on the calligraphy art that Ted looked at?
- A. Abraham Lincoln
 - B. Luke Skywalker
 - C. George Washington
 - D. his grandfather
- _____ 4. Whom did Ted ask for help understanding what the quote meant?
- A. Abraham Lincoln
 - B. his grandfather
 - C. his mother
 - D. his father
- _____ 5. Ted's grandfather didn't know what the quote meant.
- A. true
 - B. false
- _____ 6. Ted learned that Abraham Lincoln was concerned about what kind of person he would become.
- A. true
 - B. false
- _____ 7. Ted said that he wanted to learn to be a good person.
- A. false
 - B. true
8. What was Ted going to do to let his father know that he loved him?

Name: _____

A Brief History of Cattle Brands

By Joyce Furstenau

The practice of branding can be dated back to 2700 B.C. Hieroglyphics in ancient Egyptian tombs show the branding of oxen. Both the ancient Greeks and Romans branded their cattle with hot irons. They also marked their slaves the same way. The Spanish explorer Hernan Cortes brought cattle stamped with his mark of three crosses to the New World from Spain in the 1500s.

The purpose of cattle branding is to be a visible and permanent mark of ownership. It is used to prevent theft and to identify the owner of a lost animal. Today, brands are registered with a state's brand inspector. Each time an animal is sold, the new owner should get a bill of sale as proof of ownership.



Brands are made with the use of an iron that is heated over an open fire. A specific procedure is used to ensure that the branding is safely and properly done. Cattle are usually branded on the hips or ribs, while horses are branded on the hip or shoulder. Many brands are registered. A registered brand always takes precedence over a non-registered brand.

Many of the early brands were very ornate. Brands of today look much like ancient hieroglyphics. The cattle brand has a language all of its own. The ability to read brands is termed "callin' the brand." Brands are made up of capital letters of the alphabet, numerals, pictures, and characters such as the slash, circle, half-circle, cross, bar, etc., and many combinations of all of these. Brands are read from left to right, top to bottom, and, when in a circle, from the outside to the inside.

A "lazy S" brand would be simply the letter "S" turned on its side. A "circle S" brand would be the letter "S" inside a circle. Certain brands are easily recognized by cattlemen. The bar N brand on the left shoulder, -N, is the brand of the Navajo Nation in Arizona and New Mexico.

The Long X brand belongs to the Long X Cattle Ranch, one of the most famous cattle ranches in North Dakota. It was created in the mid-1880s when the Reynolds brothers, William and George, heard about the stirrup-high grass in the Badlands. They herded 4,000 longhorns into the Badlands that year. They brought more cattle in each year thereafter. They named their ranch for their official brand, the "Long X."

The descendants of the Reynolds brothers still use the brand today, although the ranch has been sold. The Long X Trail and the new Long X Visitor Center in Watford City, North Dakota, feature exhibits about the historical ranch and trail.

A Brief History of Cattle Brands

Questions

1. How far back can the branding of cattle be dated?

Name: _____

2. What was the brand of Hernan Cortes?

3. What is the purpose of a brand?

- A. shows proof of ownership
- B. a beauty mark
- C. to keep the animal healthy
- D. to keep an animal at home

4. Where would a typical cattle brand be found?

- A. on the hoof
- B. on the ear
- C. on the hip
- D. on the tail

5. What is the ability to read a brand called?

6. In what state is the Long X brand found?

- A. South Dakota
- B. Texas
- C. North Dakota
- D. South Carolina

How much greater is 189 than 42?

Name the shape with seven sides and seven angles.

You have a playdate in 240 minutes. How many hours is that?

How many tens are in the number 1,400?

How many minutes are there from 4:30 p.m. until 4:45 p.m.?

In the parking lot there are 13 vehicles. There are 3 SUVs. What fraction of the vehicles are not SUVs?

Name: _____

The Sons and Daughters of Liberty

By Cindy Grigg

Caption: A depiction of the tarring and feathering of Commissioner of Customs John Malcolm, a Loyalist, by five Patriots on January 5, 1774, under the Liberty Tree in Boston, Massachusetts. Tea is also being poured into Malcolm's mouth. The print shows the Boston Tea Party occurring in the background, though that incident had taken place four weeks earlier. Note the noose in the tree and the Stamp Act posted upside-down.



After Britain began taxing the colonies in 1765, the colonists were angry. They had no representatives in the British Parliament. In Boston, there were public demonstrations. People flooded the streets to protest what they felt were unfair taxes. Angry mobs went to the home of the king's agent who was supposed to collect taxes in the colony. Colonists who fought the tax called themselves the "Sons of Liberty." The name came from a speech made by a member of Parliament. He also opposed the tax.

Some of the Sons were common laborers. Some were merchants. Some were lawyers. Some were artists. Some were doctors. Some were newspaper publishers and writers. All of them were Patriots. They supported political freedom in the colonies. These men often held public protests against British taxes and laws. They rallied around "Liberty Trees", "Liberty Poles", or other public meeting places. In Boston, two prominent leaders were Paul Revere and Samuel Adams.

In 1773, the tax on tea led the Sons of Liberty to make a public statement. "It is essential to the freedom and security of a free people that no taxes be imposed on them but by their own consent or that of their representatives." They declared that as long as tea was taxed, anyone who brought tea into the colony "shall be deemed an enemy to the liberties of America."

The Sons of Liberty planned and carried out the Boston Tea Party in December 1773. The Sons of Liberty was a secret organization. It was feared by the British, who called it the "Sons of Violence." The Sons sometimes attacked British authorities and those who supported them.

Some women Patriots formed a group called the Daughters of Liberty. They chose to boycott British goods. They stopped buying cloth and tea from Britain to avoid paying the taxes on them. Instead, they made their own cloth, called homespun, and other goods. The Daughters also tried to convince other colonists to give up tea. In all the colonies, the Sons and Daughter of Liberty helped shape the debate about America's rights.

The Sons and Daughters of Liberty

Questions

- _____ 1. What was a Patriot?
 - A. a war veteran
 - B. a person who was loyal to the British king
 - C. a person who supported political freedom in the colonies
 - D. a missile system
- _____ 2. What is a synonym for "demonstration"?
 - A. loyalty
 - B. protest
 - C. angry
 - D. praise

Name: _____

3. What is the main idea of the statement made by the Sons of Liberty in paragraph 4?
- A. Taxes should only be imposed with the consent of the colonists or their representatives.
 - B. taxation without representation
 - C. join together or die
 - D. all of the above

4. Who were two leaders of Boston's Sons of Liberty?

5. According to the story, what did the Daughters of Liberty do?
- A. encouraged colonists to not buy tea and cloth from Britain
 - B. threw tea into Boston Harbor
 - C. made their own tea
 - D. all of the above

6. Who were the Sons of Liberty?

Round the number to the place value of the BIG number.

4,4**7**9,828

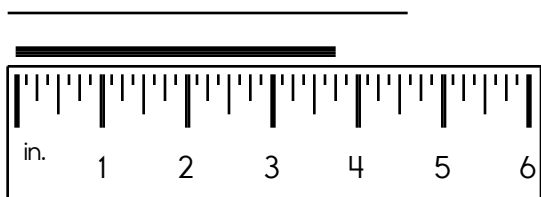
What polygon has four sides?

The month before me has thirty-one days. The month after me has thirty-one days. What month am I?

December
October
November
March

- ☐ cloud
☐ kluod
☐ cluod
☐ clou

Write the length in inches.



How many days are in March?

How many 5s are in 10?

$$9 \overline{)45}$$

$$7 \overline{)63}$$

Name: _____

Where Did These Words Come From?

By Cathy Pearl

Have you ever eaten a taco or a burrito? Maybe you've eaten salsa at a party. All of these words did not start here in the United States. They are Spanish words that people who speak English borrowed from the Spanish language.

English uses many words that started in Spanish. Some people think there are ten thousand words that English has borrowed. A lot of the words are for food. Many of the words are the same in Spanish and English. Then there is the word tuna. It is taken from the Spanish word atun. The English word is a variation or a change from the word used in Spanish.

Many words came when people started to explore the Southwestern part of the United States. These people would meet people who were part of the Spanish culture. Many of the words from here have to do with horseback riding. Some of these words are rodeo and lasso. Riding horses was an important part of life for both Mexicans and Americans.

Even some animal names were taken from Spanish words. Alligator came from el lagarto, which means the lizard. A mustang came from mestengo, which means a stray animal. This name could come from the mustangs that run wild. They could be called stray because they have no home or owner. Even jaguar came from a word from people who live in what is now Paraguay.

Hurricane and hammock came from islands in the Caribbean. Many times sailors would have to stay on the islands for a long time. The weather often kept the sailors from leaving. While they were there, they would learn the names that locals used for certain things. The sailors would then leave and use the words in other parts of the world. This helped to spread the Spanish words.

The next time you are eating, think about the food and what it is named. Some of that food probably didn't start in the United States. Explorers and travelers brought the names and maybe the food from other countries. Meals would be very boring if we only ate things that came from the United States.

Where Did These Words Come From?

Questions

- _____ 1. About how many words has English borrowed from Spanish?
- A. Nine Thousand
 - B. Ten Thousand
 - C. One Thousand
- _____ 2. What do many new words from the Southwestern part of the United States have to deal with?
- A. Music
 - B. Horseback riding
 - C. Food
- _____ 3. Alligator came from a Spanish word that meant what?
- A. Lizard
 - B. Large animal with big teeth
 - C. Monster

Name: _____

4. Where did the words hurricane and hammock come from?

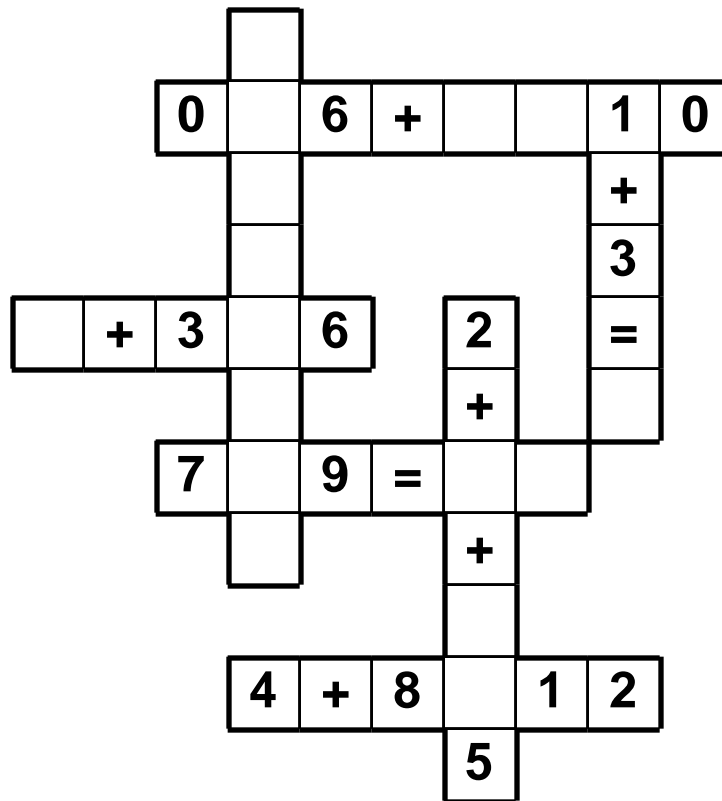
- A. Paraguay
- B. The United States
- C. Islands in the Caribbean

5. Where did the word tuna come from?

6. Why would sailors have to stay on the Caribbean islands for a long time?

3 • + • 4 • = • 1 • 0 • 3 • = • 5 • 4 • + • 1 • 6 • 8 • 2 • =

Use the pieces above to help you fill in the runaway math puzzle.



Name: _____

Heirloom Quilt

By Beth Beutler

It was a perfect day to sit under a quilt. The temperature had been dropping all week in the mountains. Kathy and her family were on a vacation in a log cabin high up the side of one mountain. Kathy was hoping to see snow.

Dad came in and added another log to the fire. Kathy snuggled deeper under the quilt.

"Are you warm enough?" he asked.

"I am still a little cool, but this quilt is helping."

"I'm glad we brought it," Dad replied.

"We've had this quilt for a long time, haven't we?"

Dad sat in the recliner opposite the couch Kathy was lying on.

"Yes. Grandma made that when she was about 20 years old."

"Wow! How old is Grandma now?"

"She just turned 80."

"This quilt has lasted over 60 years then! It is still in good shape," Kathy observed.

"We've tried to take good care of it. It will be nice to have something to pass down through the family."

"For now, I'll let it keep me warm," Kathy said with a sheepish grin.

Dad laughed. "Of course. Grandma loves the fact that we still use it."

"It's a good thing that Grandma did such a good job with it when she first made it."

"Yes," Dad agreed. "When you focus on doing your best each day, you can create something that stands the test of time."

Kathy thought about that. It was a good reminder to approach each day with a desire to do things well.



Heirloom Quilt

Questions

_____ 1. In what type of shelter is Kathy staying?

- A. lean-to
- B. beach house
- C. log cabin
- D. recreational vehicle

Name: _____

_____ 2. What did Dad first do when he came into the room?

- A. turned on the television
- B. added a log to the fire
- C. sipped from a cup of coffee
- D. sat in the recliner

_____ 3. What was Kathy hoping to see?

- A. a bear
- B. sunset
- C. snow
- D. sunrise

_____ 4. How old was Grandma when she made the quilt?

- A. 40
- B. 80
- C. 20
- D. 30

_____ 5. How old is Grandma now?

- A. 70
- B. 80
- C. 90
- D. 60

6. How would you describe the current condition of the quilt?

_____ 7. What best sums up Dad's comment toward the end of the story?

- A. try hard
- B. keep busy
- C. be nice to people
- D. always do your best

8. What do you think Kathy will try to do in her life after Dad's comment?

Name: _____

A Report on the National Day of Prayer

By Beth Beutler

Robert stood and cleared his throat. The oral part of his presentation was the final step in this large project. The teacher had assigned the students to research events of a religious or patriotic nature. Robert was nervous about speaking in front of the class. However, he knew it would be over soon!

"Okay, Robert," said his teacher. "Go ahead."

"The National Day of Prayer is a yearly observance encouraging people of all religions to focus on their faith and lift up the needs of America and its leaders. It involves everyone, regardless of religion, and asks them to think about their country and ask for guidance and protection."

"A time of prayer has been part of our history since 1775. At that time, the Continental Congress asked the colonists to pray for wisdom as a new nation was formed. In 1863, President Lincoln proclaimed a day of humiliation, fasting, and prayer."

"In 1952, Congress submitted a resolution which was signed by then-President Harry Truman, marking an annual National Day of Prayer. In 1988, the law was modified under Ronald Reagan's presidency, when it was determined that the first Thursday of every May would be the day to observe a day of prayer."

"Since then, there have been yearly proclamations by the president and state governors to encourage people to pray. The event is listed on many calendars along with other nationally-known holidays."

"Many events take place on that day, including assemblies in public places and in local churches. Sometimes the events are pre-planned, such as a church service. Others are more informal, such as having rooms available for quiet prayer. Suggestion lists for prayer are often provided, which include names of leaders in our country."

"In conclusion, the National Day of Prayer provides a historical reference and contemporary opportunity to seek guidance beyond ourselves."

The class applauded as Robert went to his seat.

"Just a minute, Robert," said the teacher.

"Yes?" Robert asked.

"I have a question for you. What was the most interesting thing you learned in doing this project?"

Robert thought for a moment. "I did not realize how long the National Day of Prayer has been observed," he replied. "I thought it was a fairly new holiday."

"You did a good job, Robert," the teacher said. "You may sit down now."

Robert breathed a sigh of relief. He was glad that it was over, although it truly hadn't been as hard as he had thought it would be.

"Maybe I should have prayed about this report!" he thought with a grin to himself. "Then I might not have been as nervous!"



Name: _____

A Report on the National Day of Prayer

Questions

1. Have you ever heard of the National Day of Prayer? Do you think something like this is important?

- _____ 2. Of the dates Robert mentioned, which one is NOT included?

A. 1988
B. 1992
C. 1863
D. 1775

- _____ 3. Robert mentioned three presidents in his report. Which one was mentioned first?

A. Harry Truman
B. Abraham Lincoln
C. George W. Bush
D. Ronald Reagan

4. The National Day of Prayer encourages people of all _____ to seek guidance for our country.

5. On what day is the National Day of Prayer observed?

6. What was the most interesting thing that Robert had learned?

What number is halfway between 0 and 16?

At 4 p.m. today, Jessica will not be able to use her electronics for 3 hours. At what time will she be able to resume using her phone?

$$18 \div \underline{\quad} = 9$$

Name: _____

Past Lessons

By Mary L. Bushong

Ashandra slouched in her chair. She picked at bits of lint on her sweater. She tried to ignore her mother's words as she began to explain how they prepare their home for Kwanzaa. Suddenly her father's loud voice made her sit up and pay attention.

"Ashandra Cannon! Please stop daydreaming and listen to us," he said sternly. "Your mother and I want you to take a more active role in celebrating Kwanzaa with us."

Ashandra groaned. "None of my friends celebrate it, Dad. Besides, what do we have to celebrate? Our family came mostly from slaves." She became quiet as her father's brows drew together in anger.

"Did you know that before the people of Africa were sold into slavery, there were many great kingdoms there?" he asked her.

"No," she said as she shook her head. "I thought the people there just lived simple lives in villages."

"Well, there were many great African kingdoms," said her father. "I wanted to know about my heritage, so I did some research. We cannot really understand our background if we know nothing about our ancestors."

As Mrs. Cannon put out the mkeka mat, Mr. Cannon pulled out an atlas from the bookshelf and turned the pages until he came to the map of the African continent.

"Find Ethiopia for me," he said, pushing the book toward Ashandra. She studied the map and pointed to a country in eastern Africa near Saudi Arabia and the Indian Ocean.

"Good. That is where the Aksumites lived. They lived on a major trade route from India to Egypt. The Aksumites were very wealthy during the same time the Roman Empire was very powerful. The Aksumites thought it was very important to be literate, so they made sure their people could read and write."

Dad pointed to another area on the west coast of Africa. Mom glanced over his shoulder while she arranged the fruits and vegetables on the mat. "Do you see this area?" he continued. "It is right below the Sahara Desert. There were many kingdoms here. One of the first was Ghana, and then came Mali, which was founded by a magician who was once a royal slave. After that came the Songhai. It was one of the greatest of Africa's empires. It ended around 1591. The Dendi kingdom came after it, and it lasted more than 300 years. The Swahili language we use in celebrating Kwanzaa was used by people who lived down the east coast of Africa. They were great traders with people as far away as China."

"Do you mean that our ancestors were probably more than just slaves?" Ashandra asked.

Her father nodded. "Slaves are just people whose freedom was stolen from them. Before their capture, they were traders, hunters, princes, princesses, queens, and kings. We may never know our family's heritage, but we know that our ancestors were a part of great kingdoms."

Ashandra was silent for a moment. She glanced over at her mother as she placed the kinara on the table and inserted the seven candles. "I didn't know. I'll be sure to think about our heritage when I drink from the Unity cup this year."

"Now maybe you can appreciate the importance of Kwanzaa," said her father with satisfaction.



Name: _____

Past Lessons

Questions

1. What did Ashandra's actions at the beginning of the story say about her?

- _____ 2. What two reasons did Ashandra give for not wanting to celebrate Kwanzaa?

- A. None of her friends celebrated it.
- B. Her family had never celebrated it before.
- C. She did not know who her family was.
- D. She did not want to celebrate her family's heritage of slavery.

3. Is it possible to be grateful for your ancestors if you don't know who they were?

- _____ 4. What African kingdom existed on the major trade route from India to Egypt?

- A. Mali
- B. Swahili
- C. Aksumite
- D. Ghana

5. Which kingdom was one of the greatest in Africa?

6. How do you think that traders traveled from the coast of East Africa to China?

7. According to Ashandra's father, slaves are _____.

Name: _____

8. Does your family celebrate Kwanzaa?

How many total legs are on
3 tigers and 5 owls?

$$7 \times 5 - 6$$

How many tens are in the
number 30?

Is 29 a composite or a
prime number?

Is 26 a composite or a
prime number?

Write the number that has
exactly 5 hundreds.

How many total legs are on
14 dogs?

$$96 \div 8 =$$

$$12 \times 8 =$$

B, B, w, H, H, B, B, w,
H, H, B, B, _____, H, H,
B

Circle the better deal.

2 packs of Cool Squishies
for \$3 (each Cool pack
comes with 6 squishies)

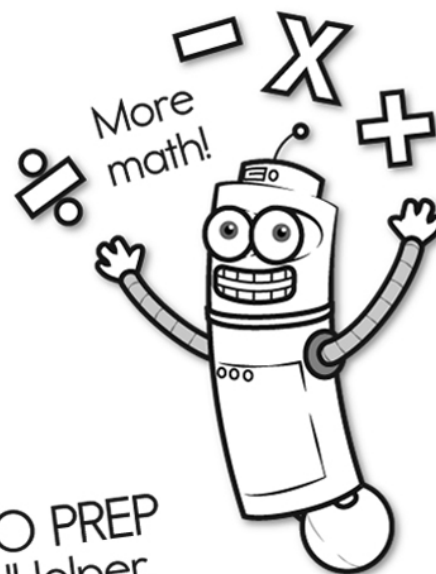
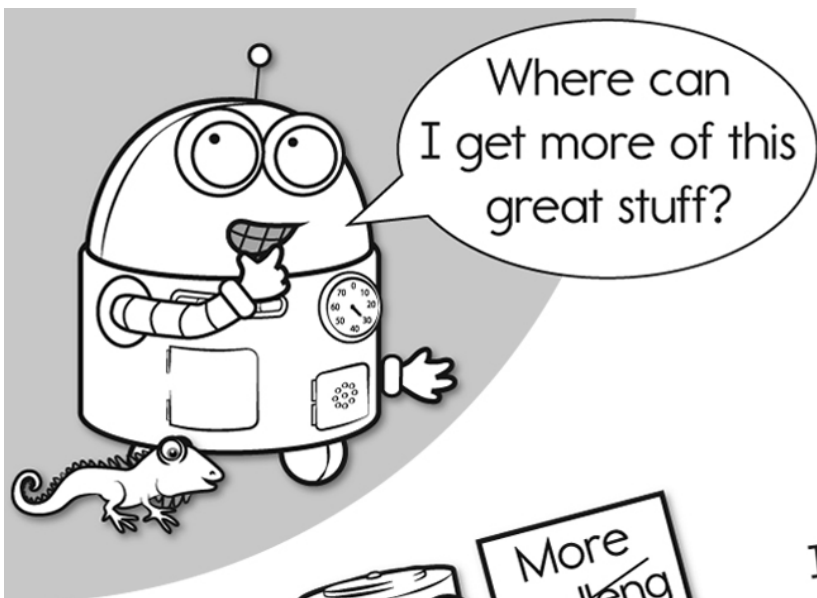
3 packs of Wacko Squishies
for \$3 (each Wacko pack
comes with 2 squishies)

Circle the six numbers
whose sum equals 42.

9 7 11 10

2 7 12 3

6 1 6 6

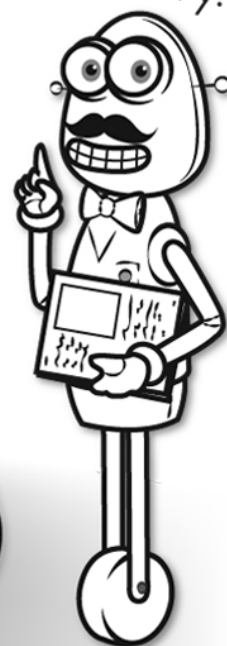


It's NO PREP
at edHelper.

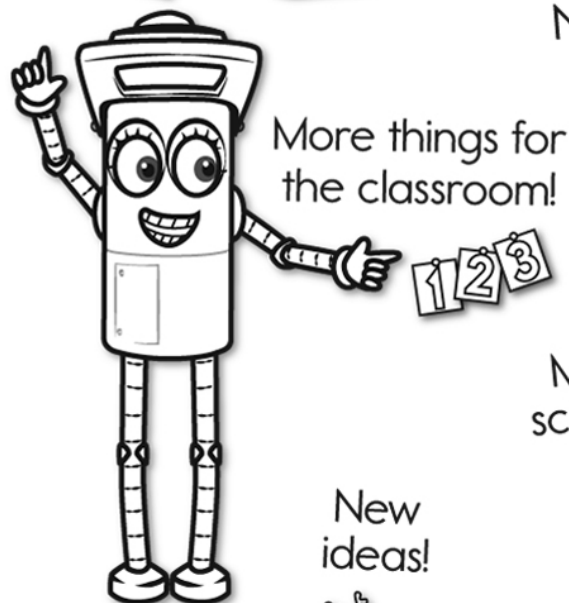
More
history!



edHelper.com!



New online math
games!



New
ideas!

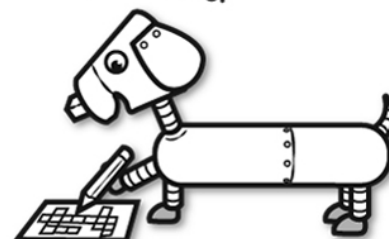


More
science!



x
+ =
- ÷
< >

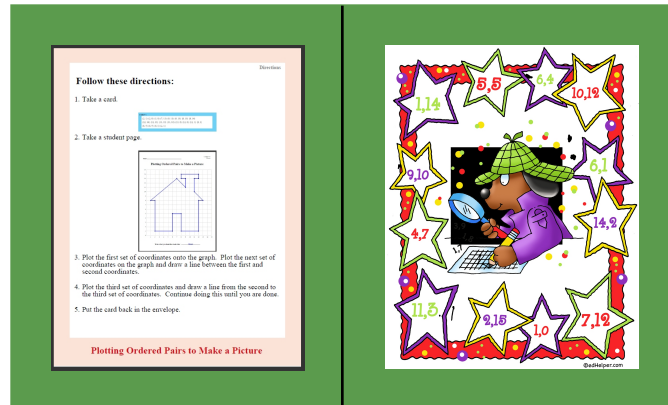
More
puzzles!



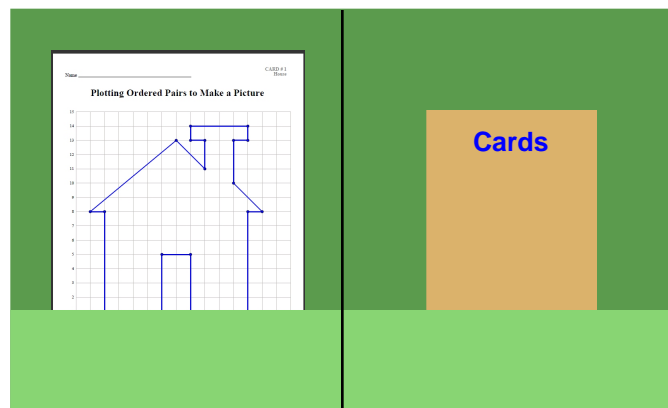


Keep in mind that students can take a folder center back to their desks to complete. It can easily be placed in a box. Students will love being able to pick their activity during center time.

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.

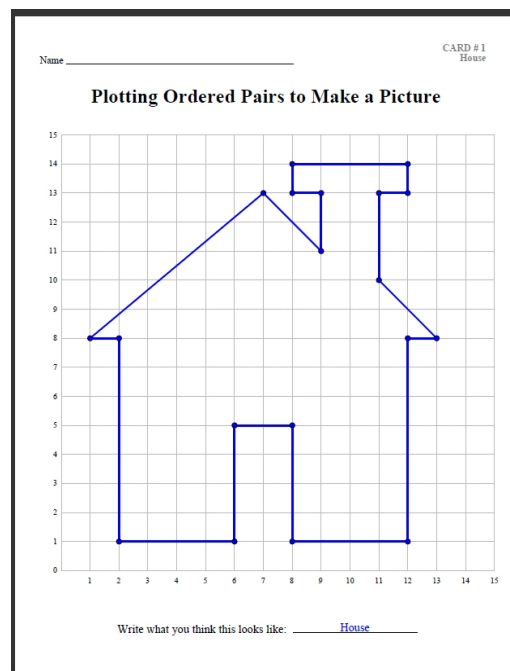
Follow these directions:

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

(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 # 2

(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 # 3

(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 # 4

(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 # 5

(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)

CARD # 6

(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 # 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.

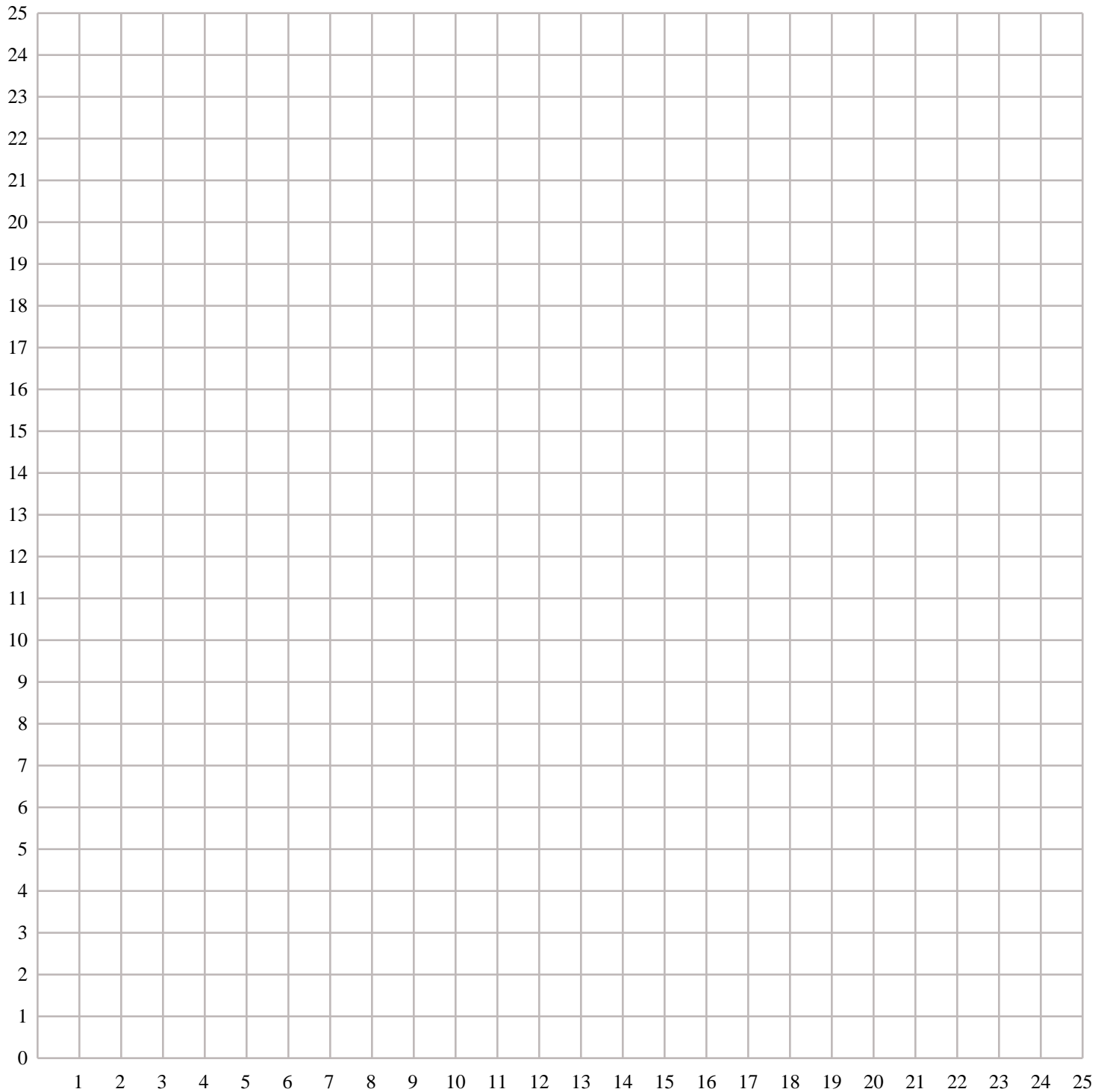
(16, 16) (20, 16) (21, 15) (21, 12) (19, 8) (17, 7) (16, 16)

CARD # 8

(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)

Name _____

Plotting Ordered Pairs to Make a Picture

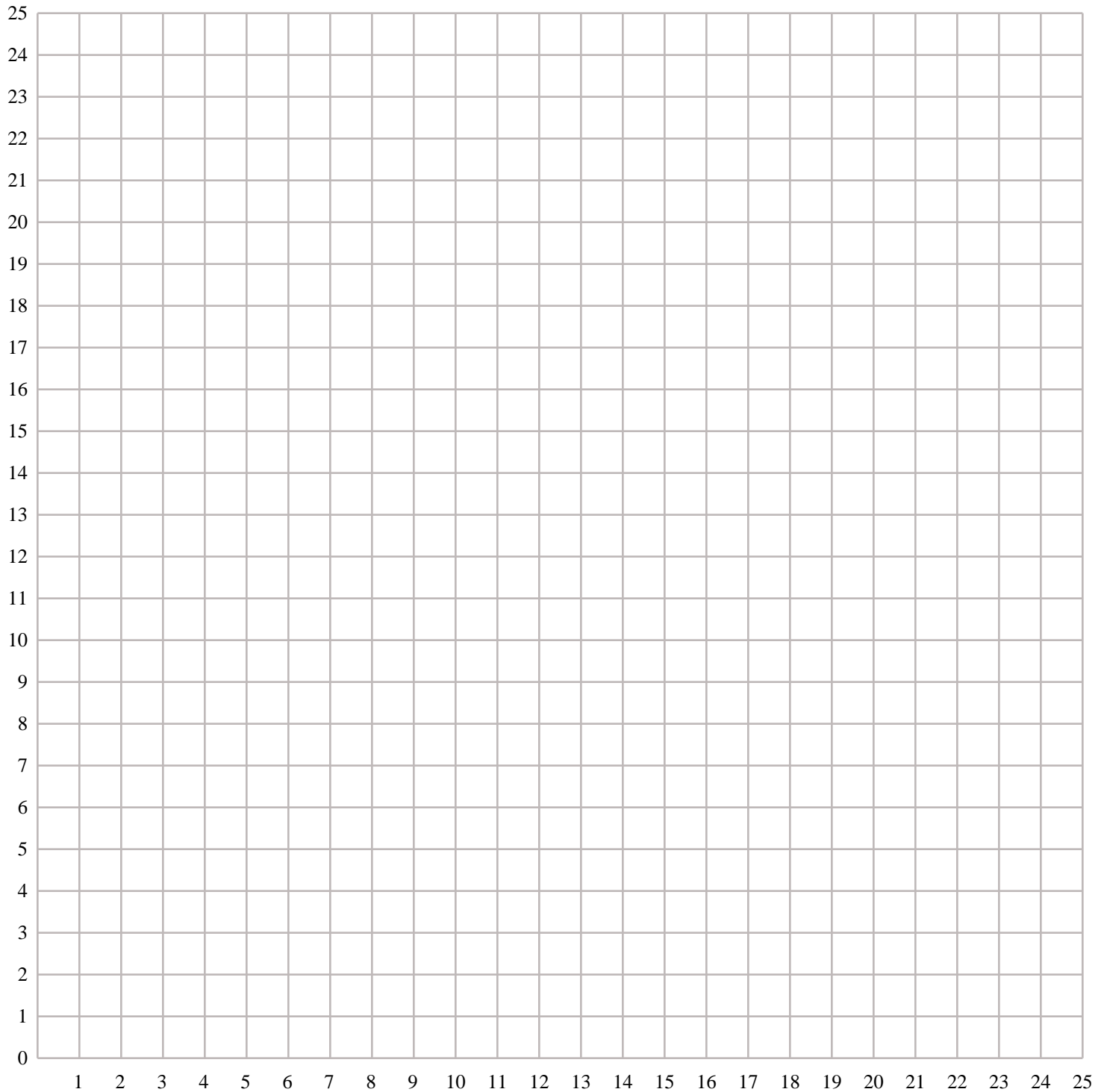


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

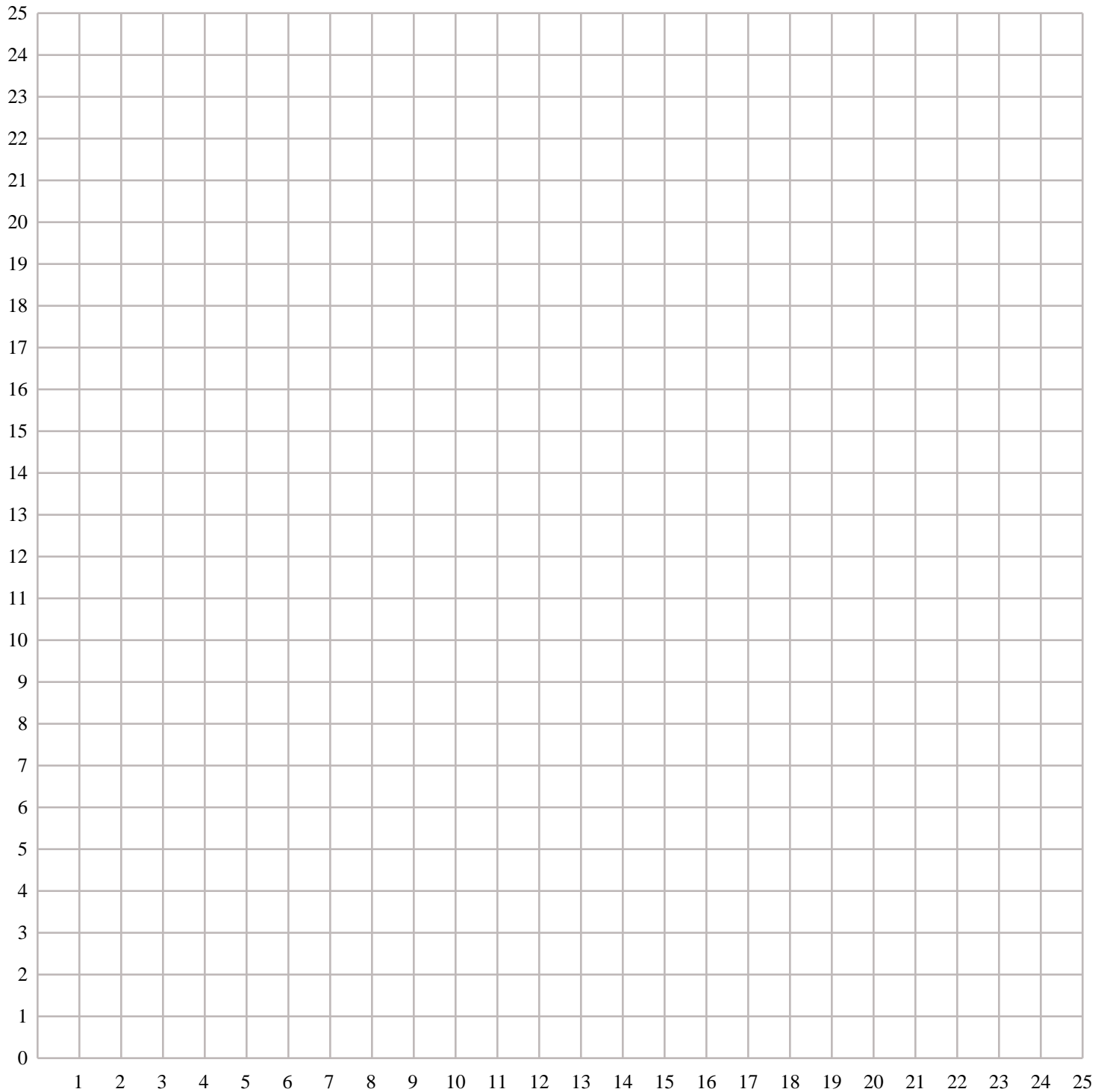


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

Plotting Ordered Pairs to Make a Picture

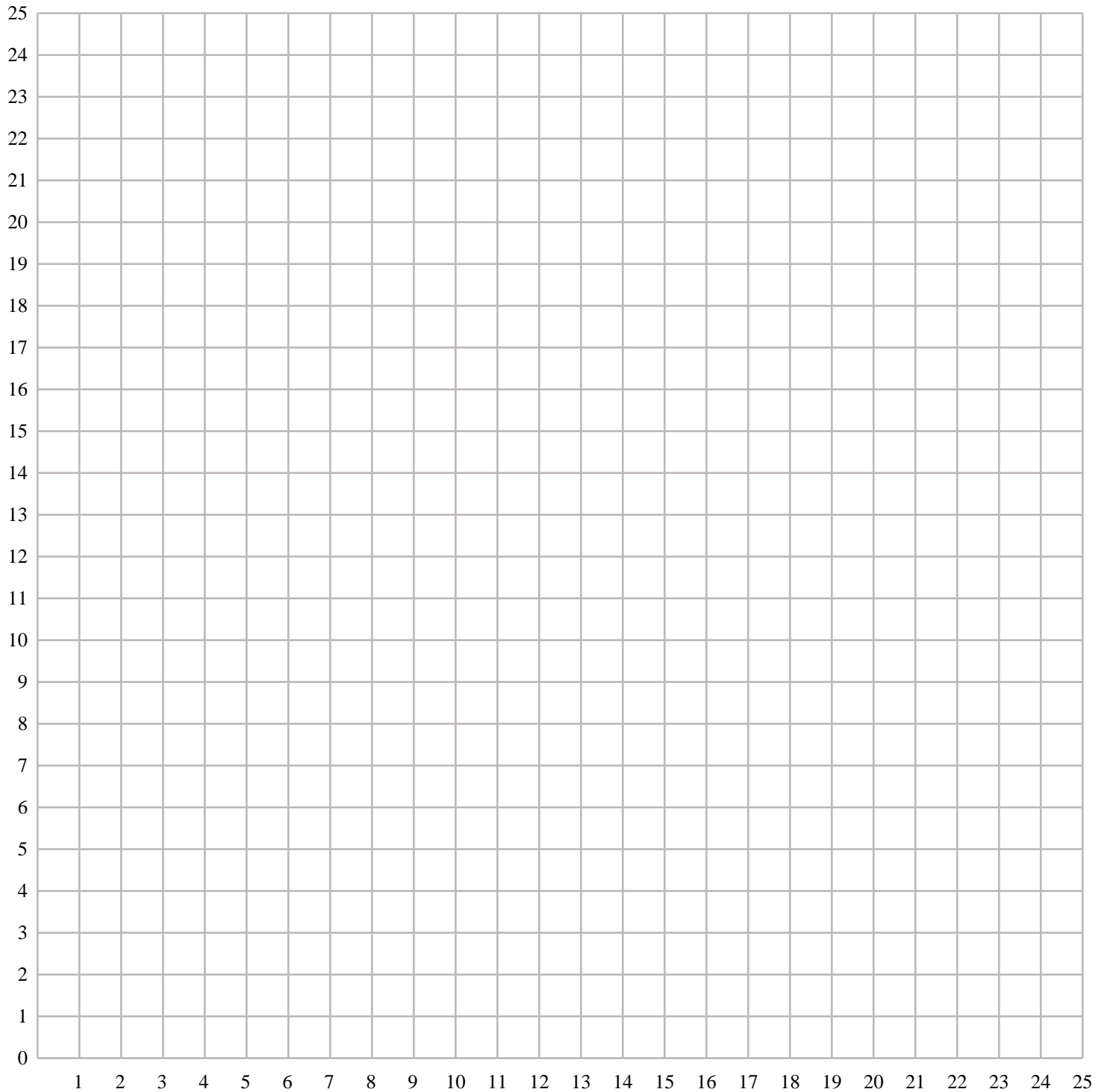


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

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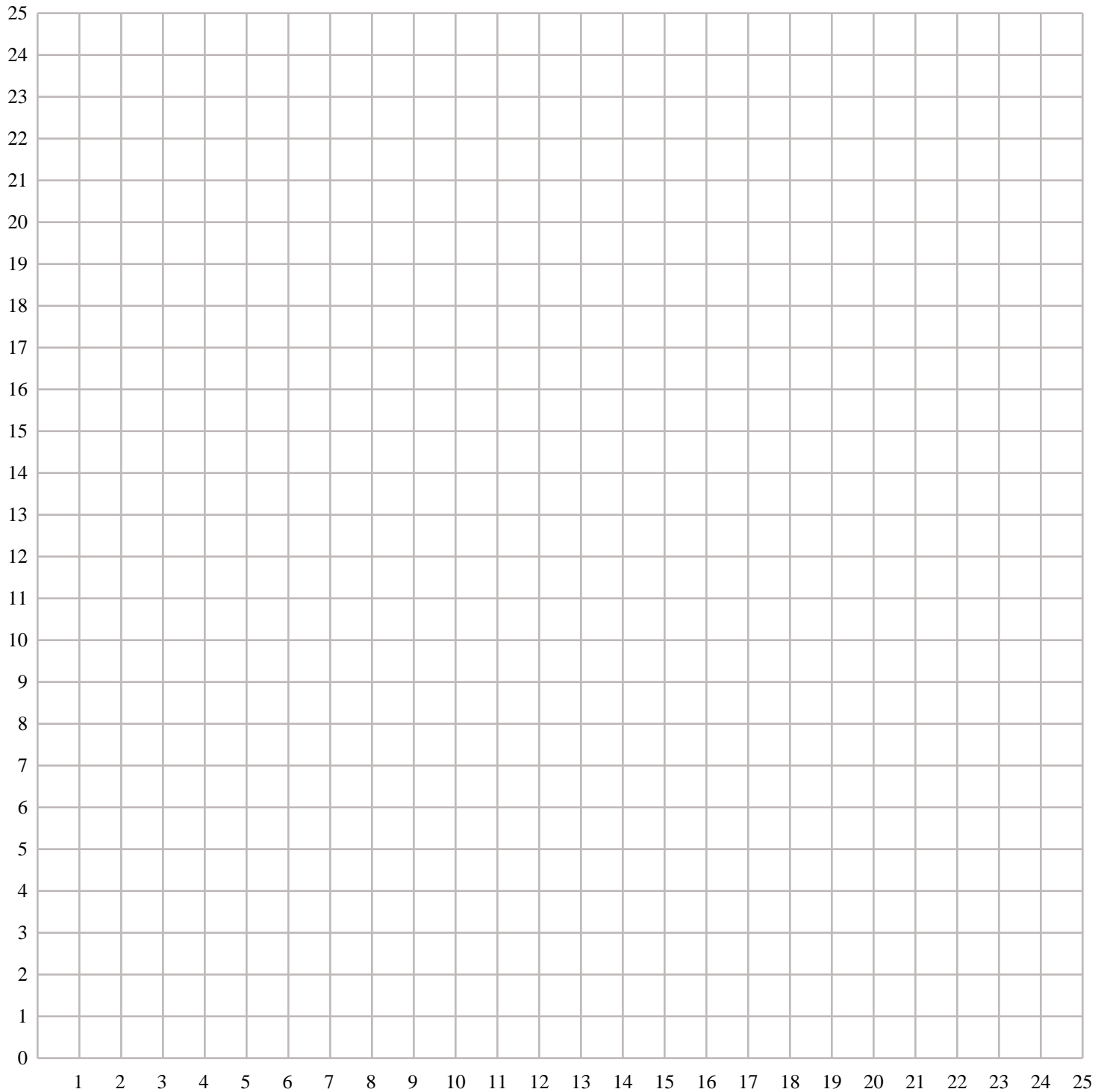


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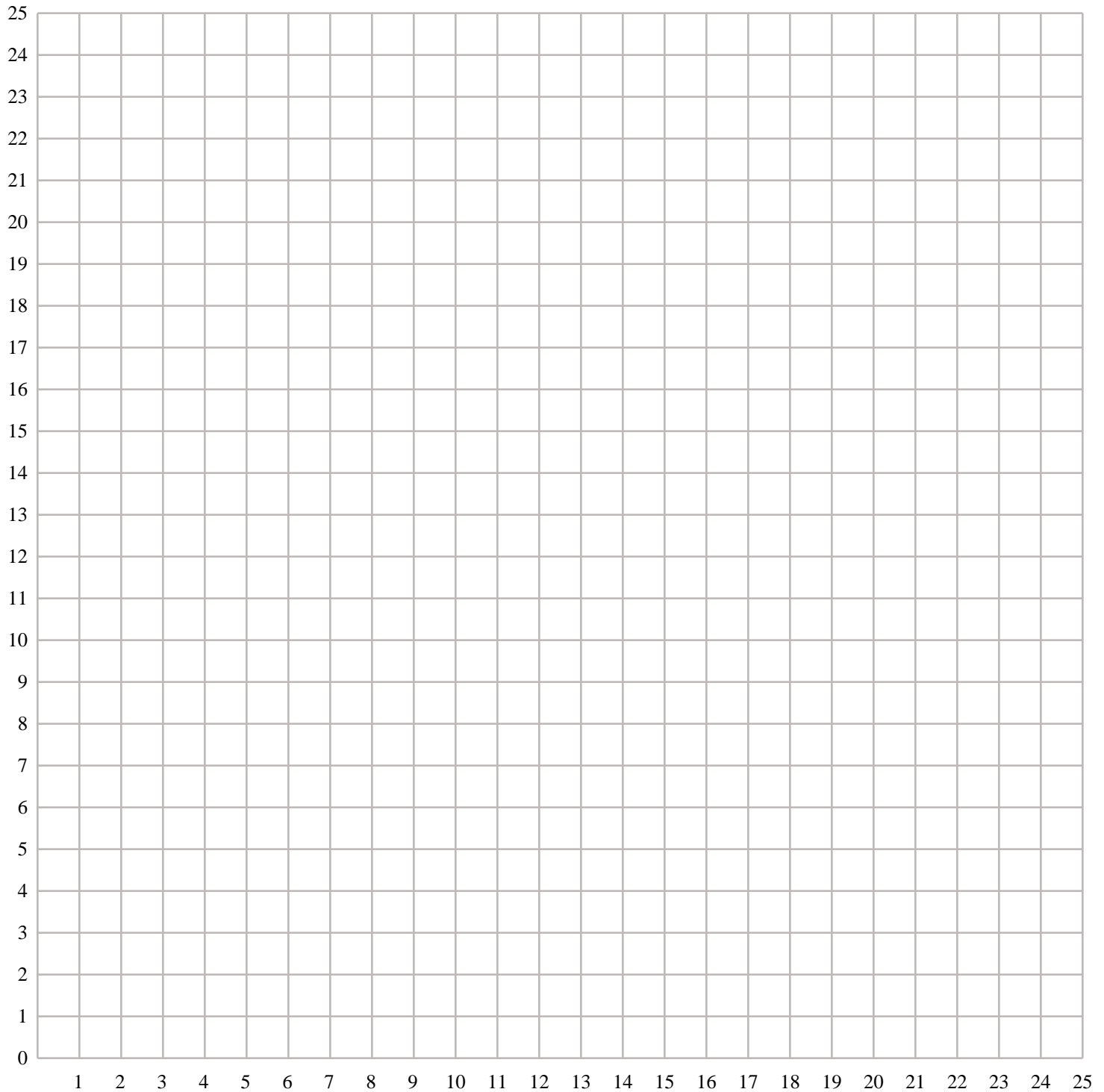


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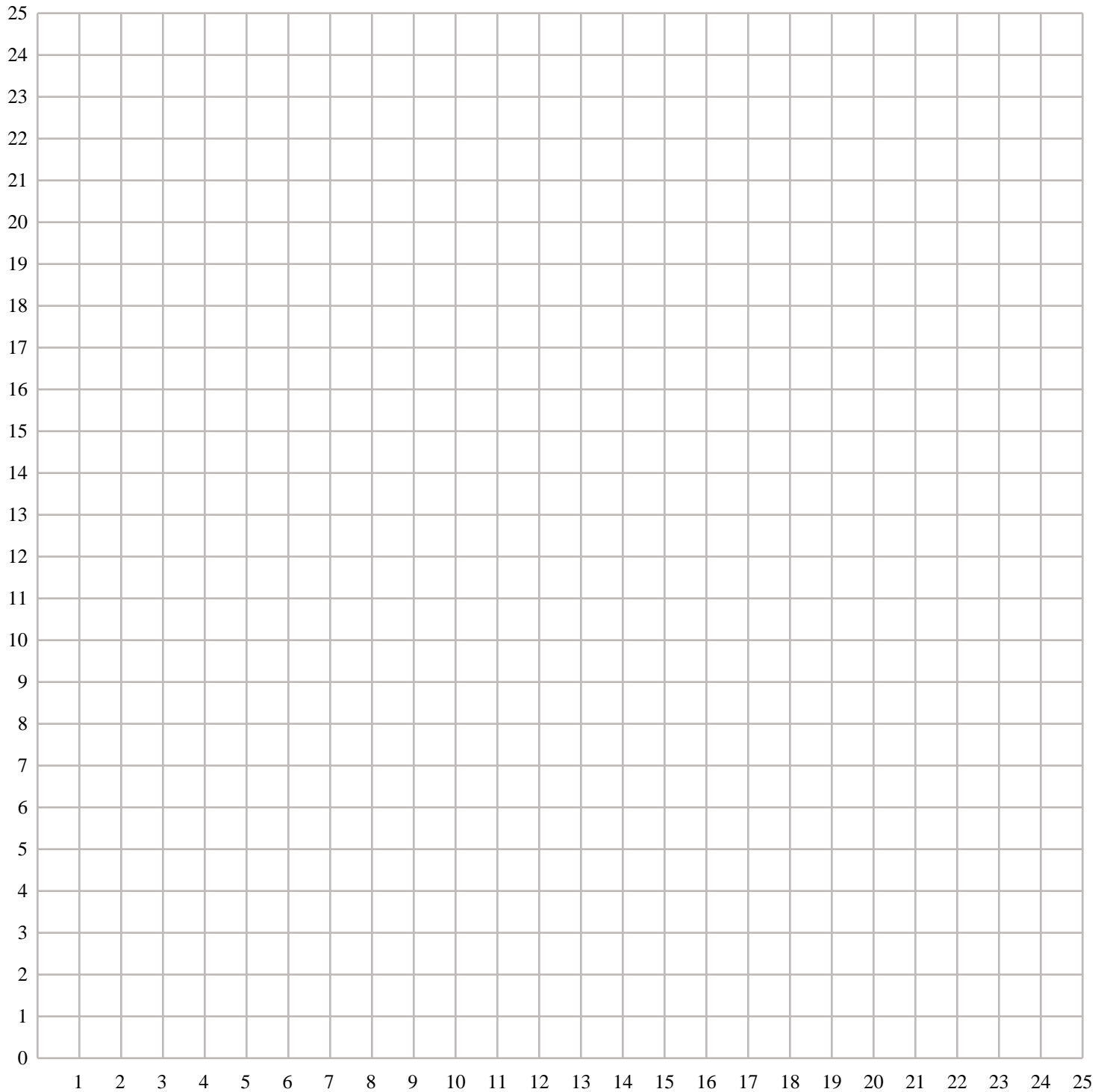


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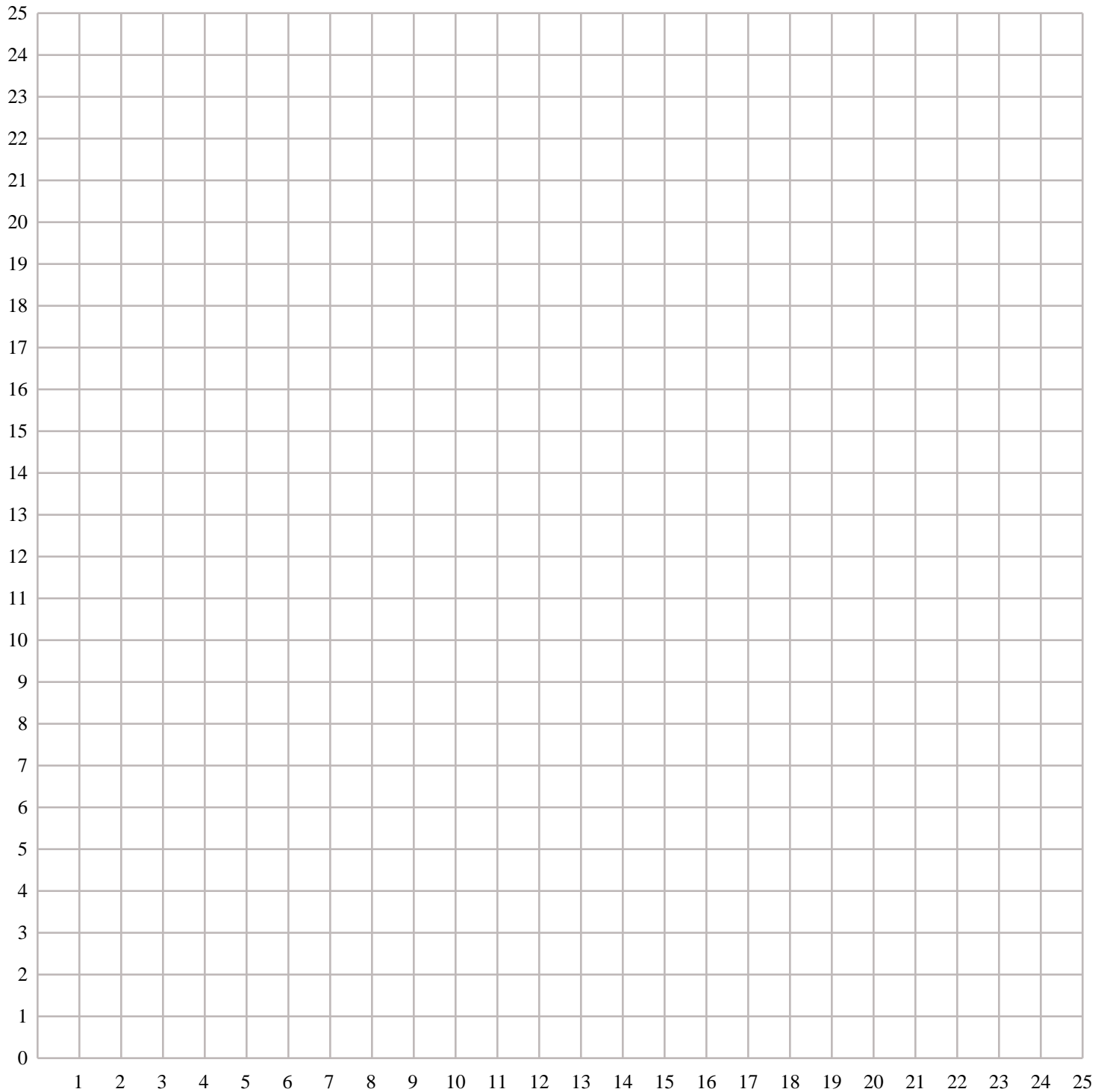


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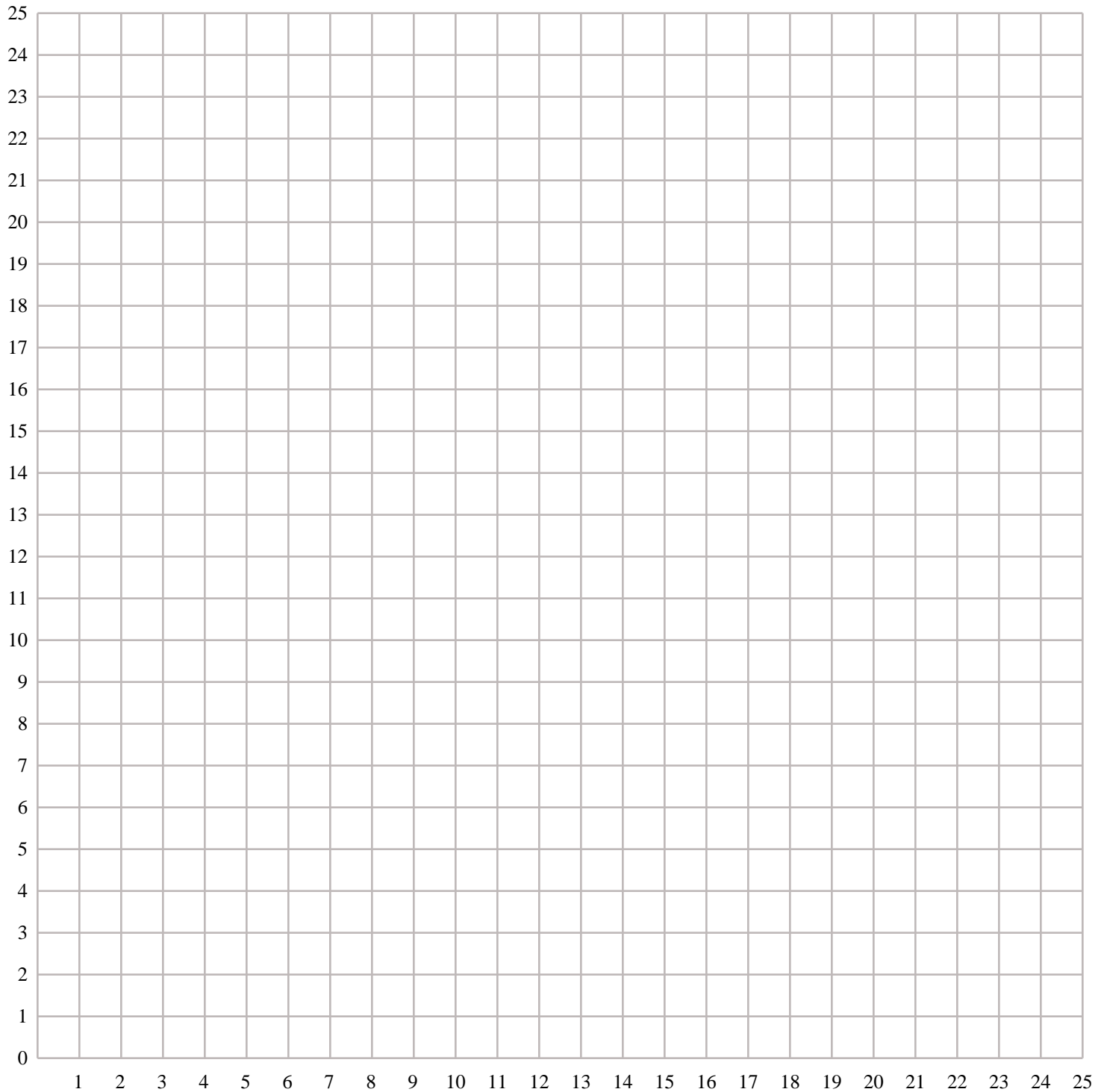


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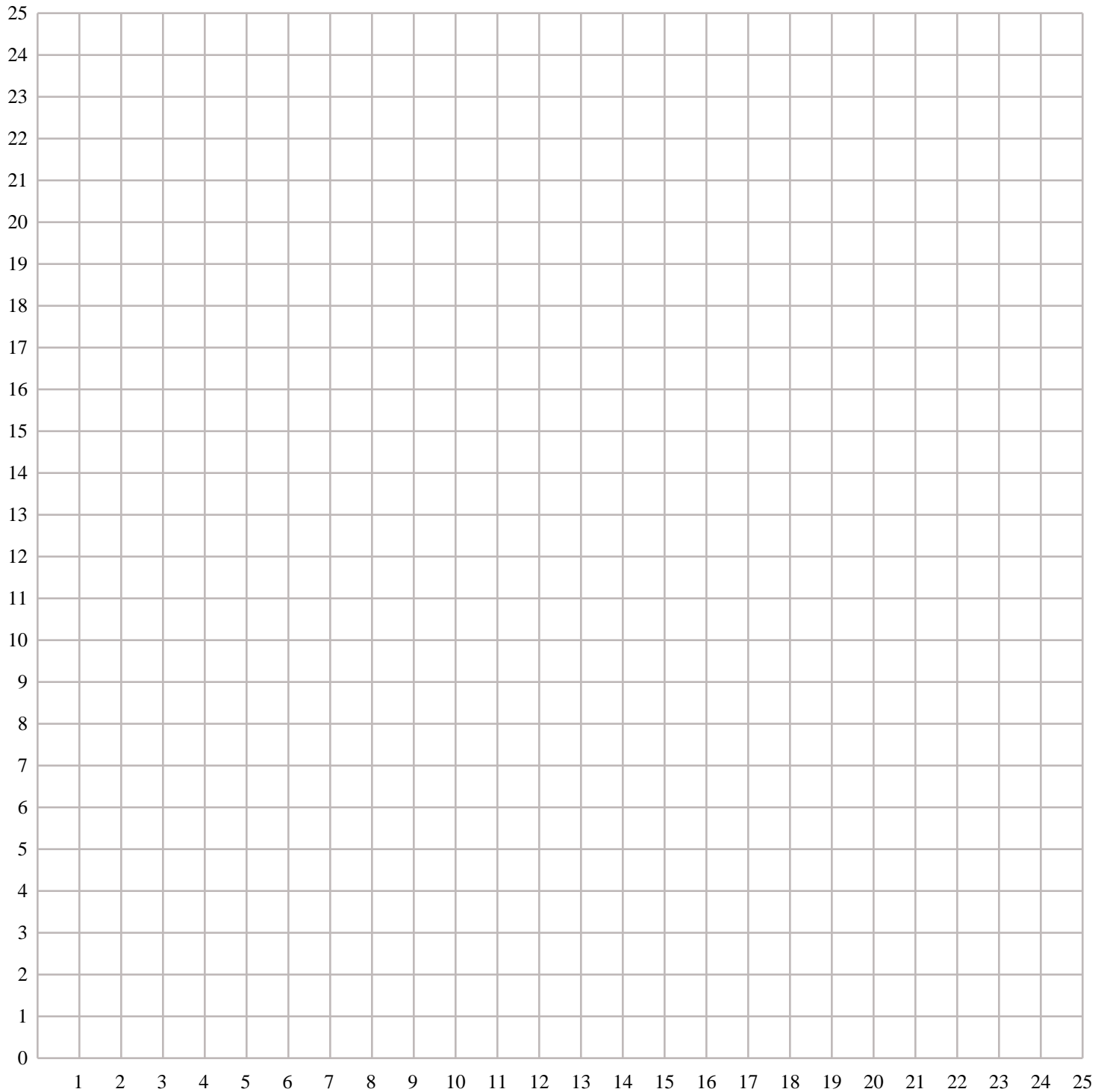


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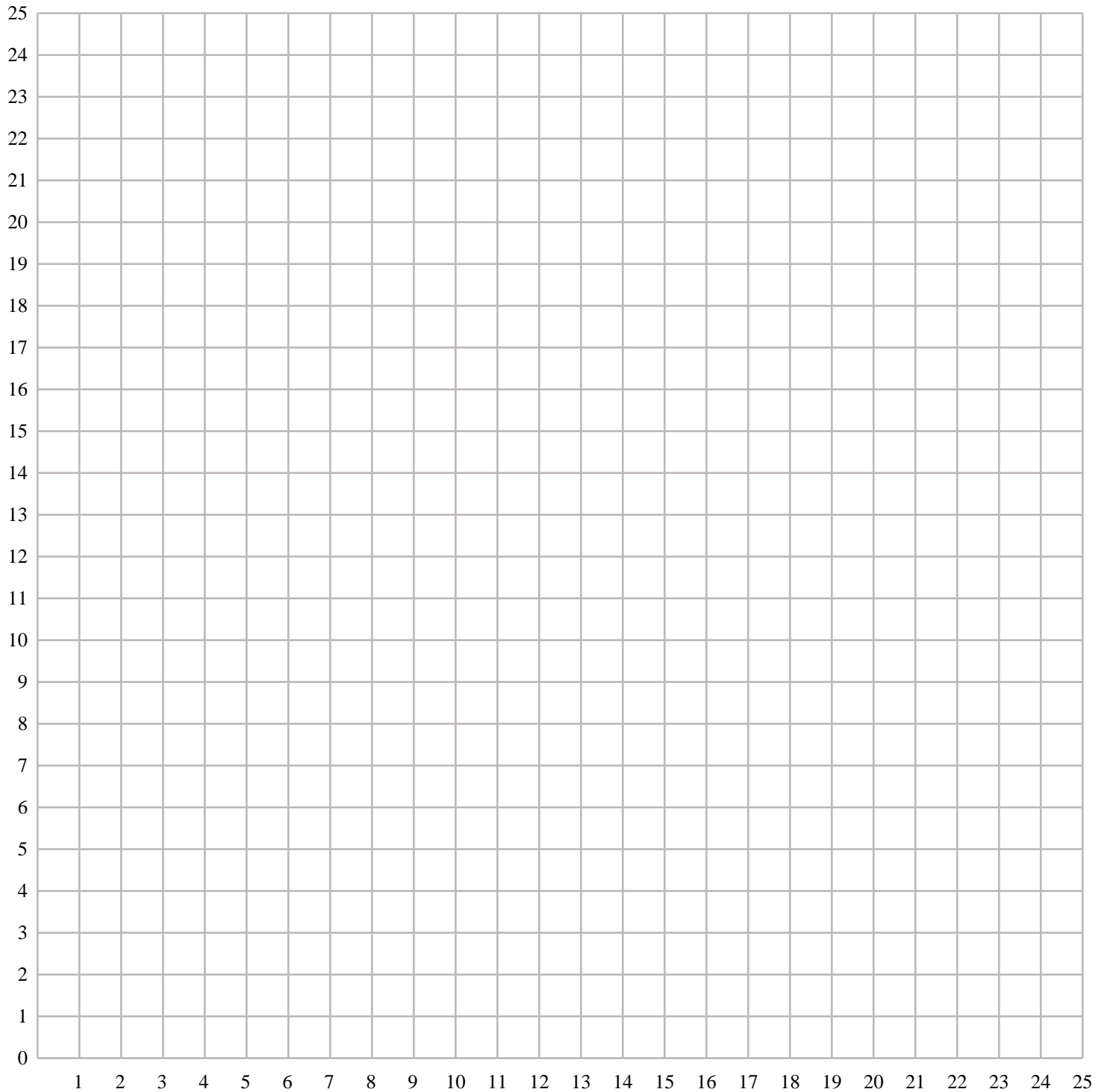


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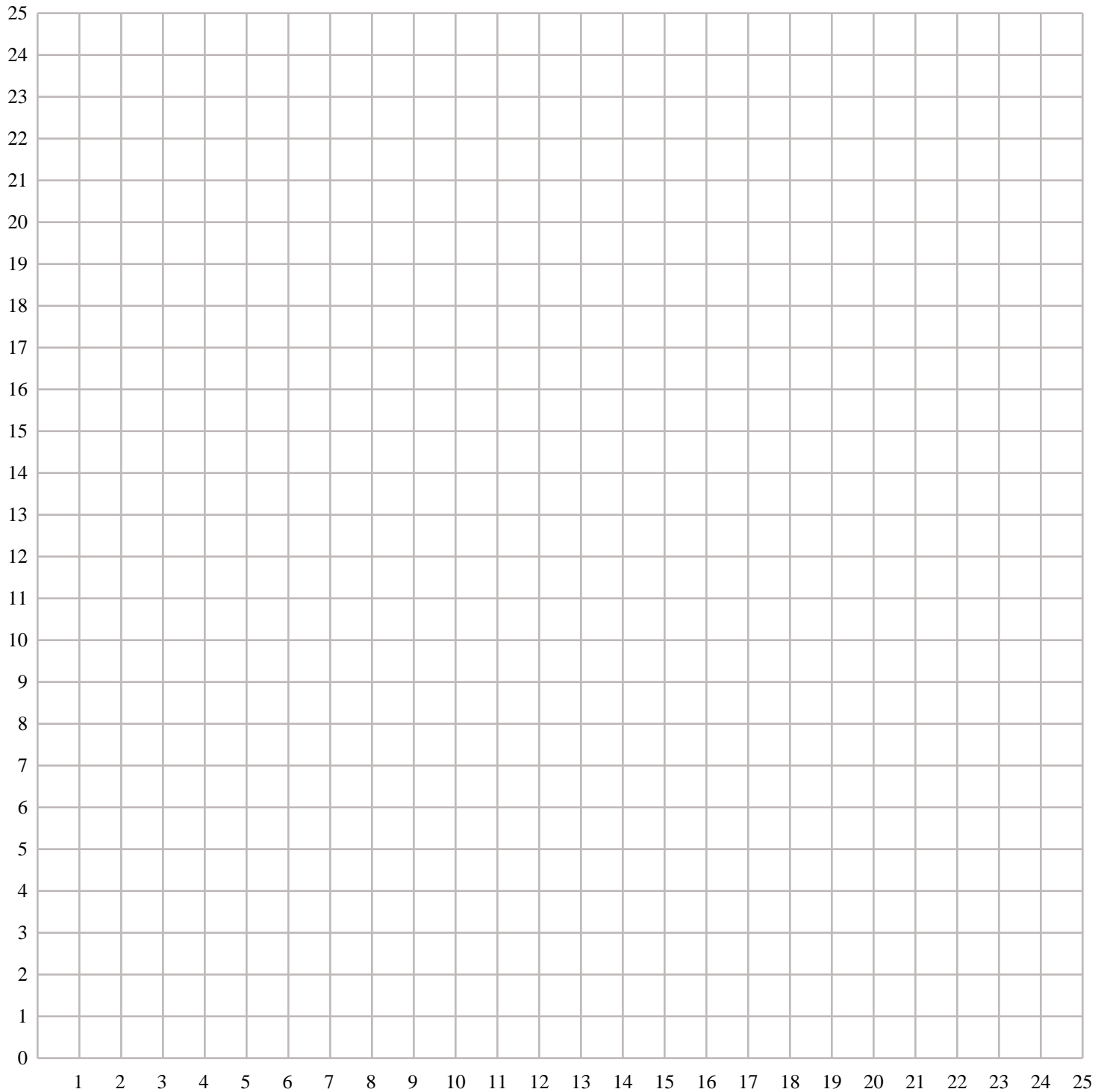


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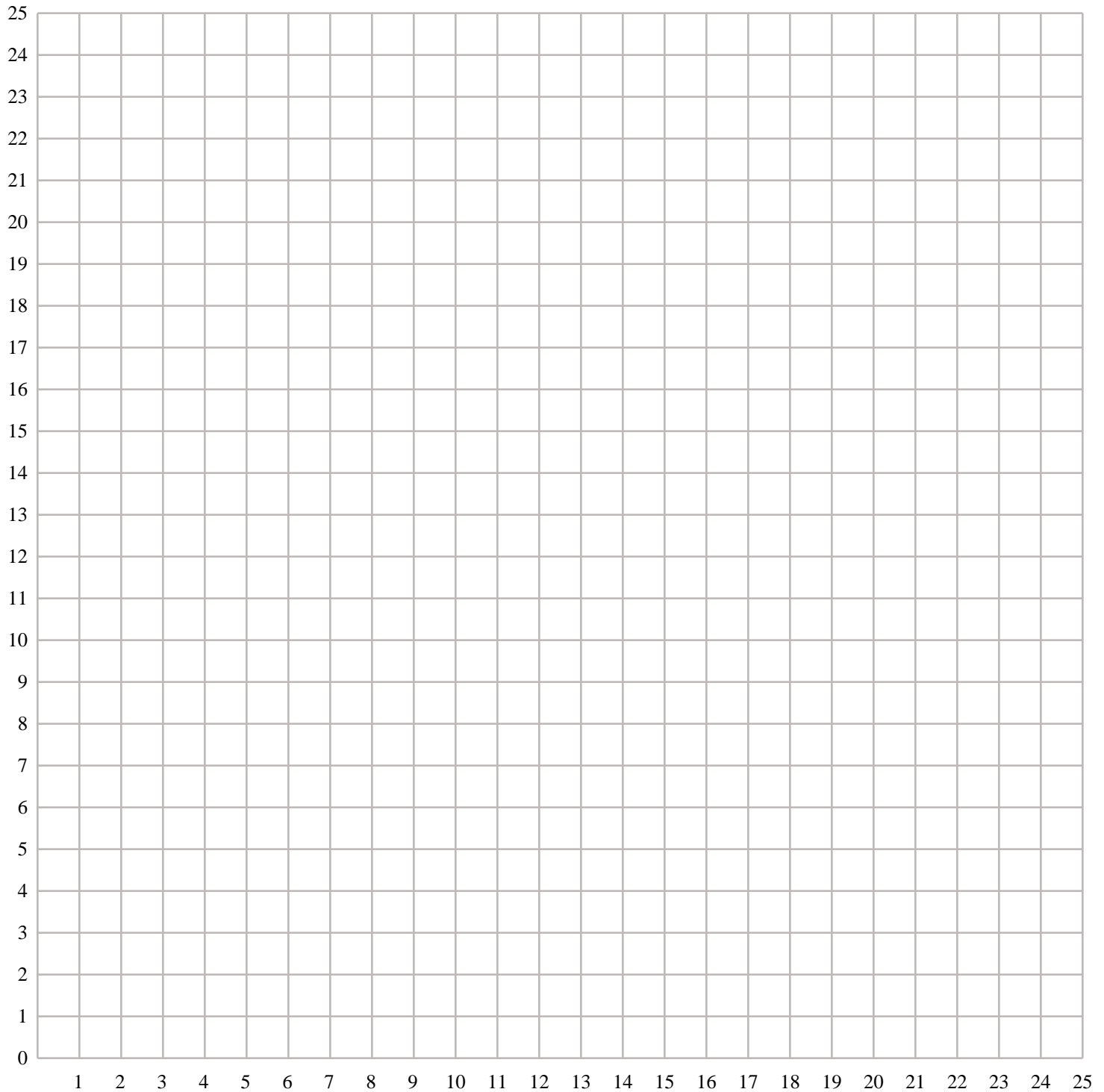


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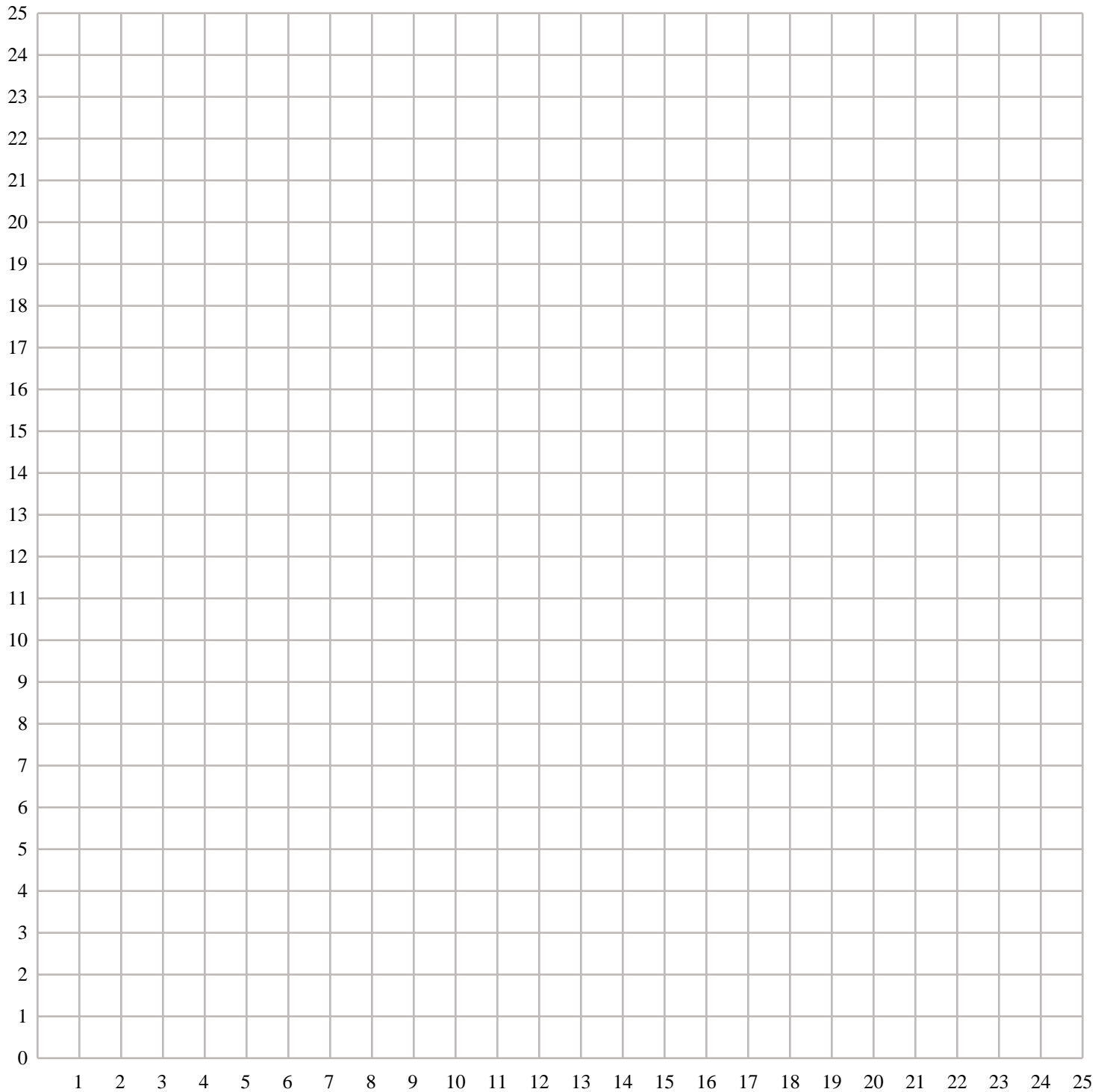


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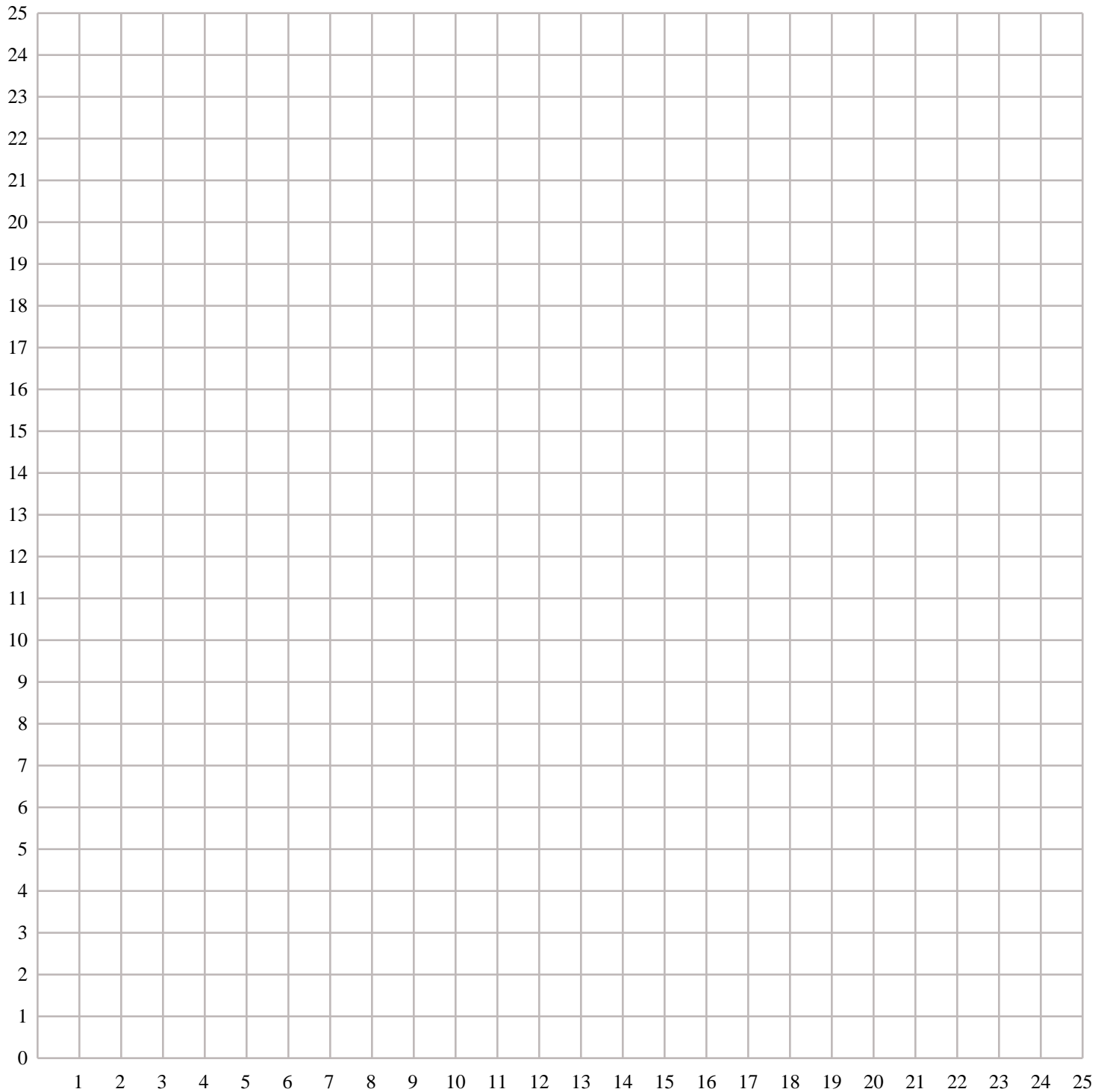


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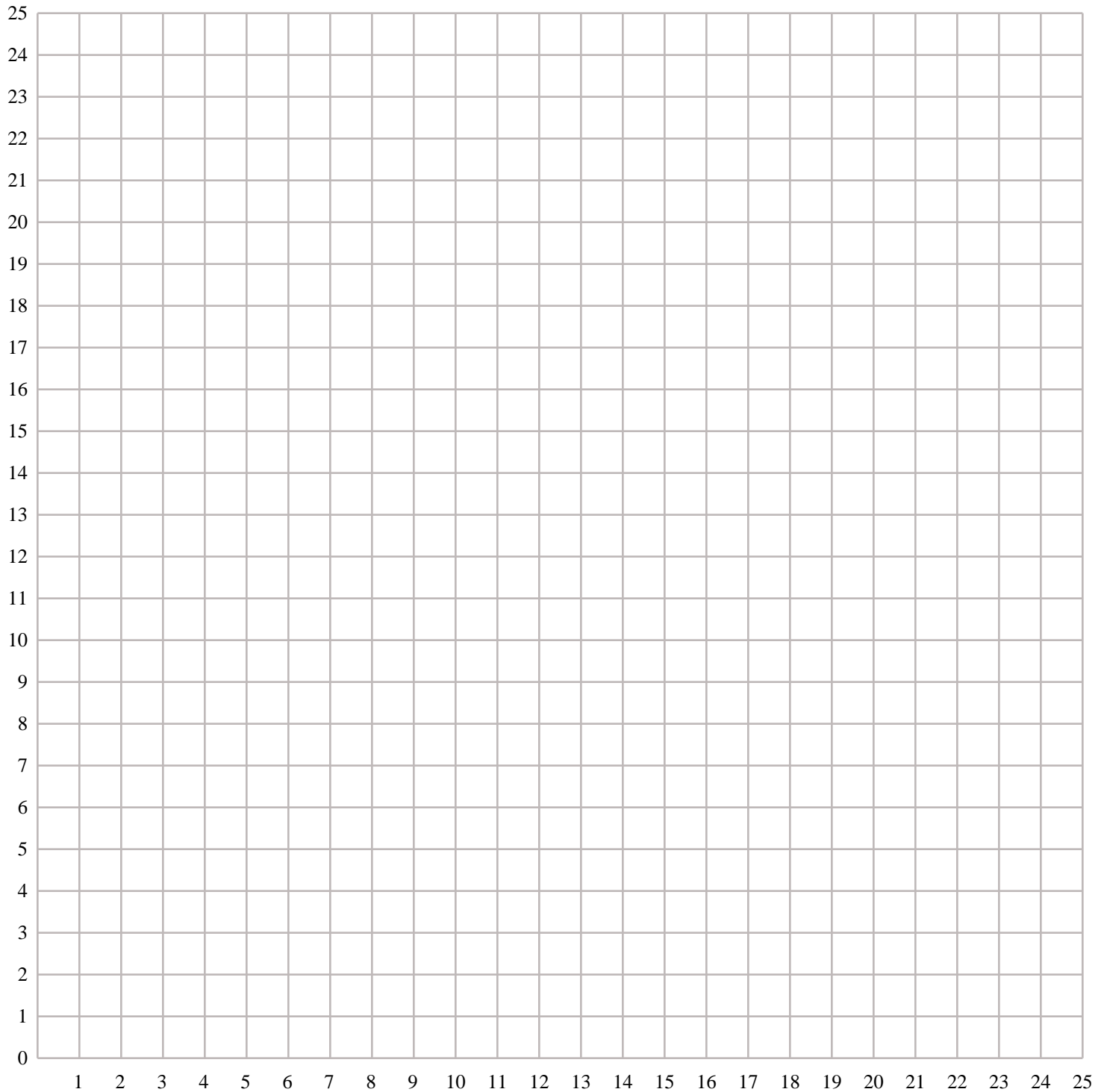


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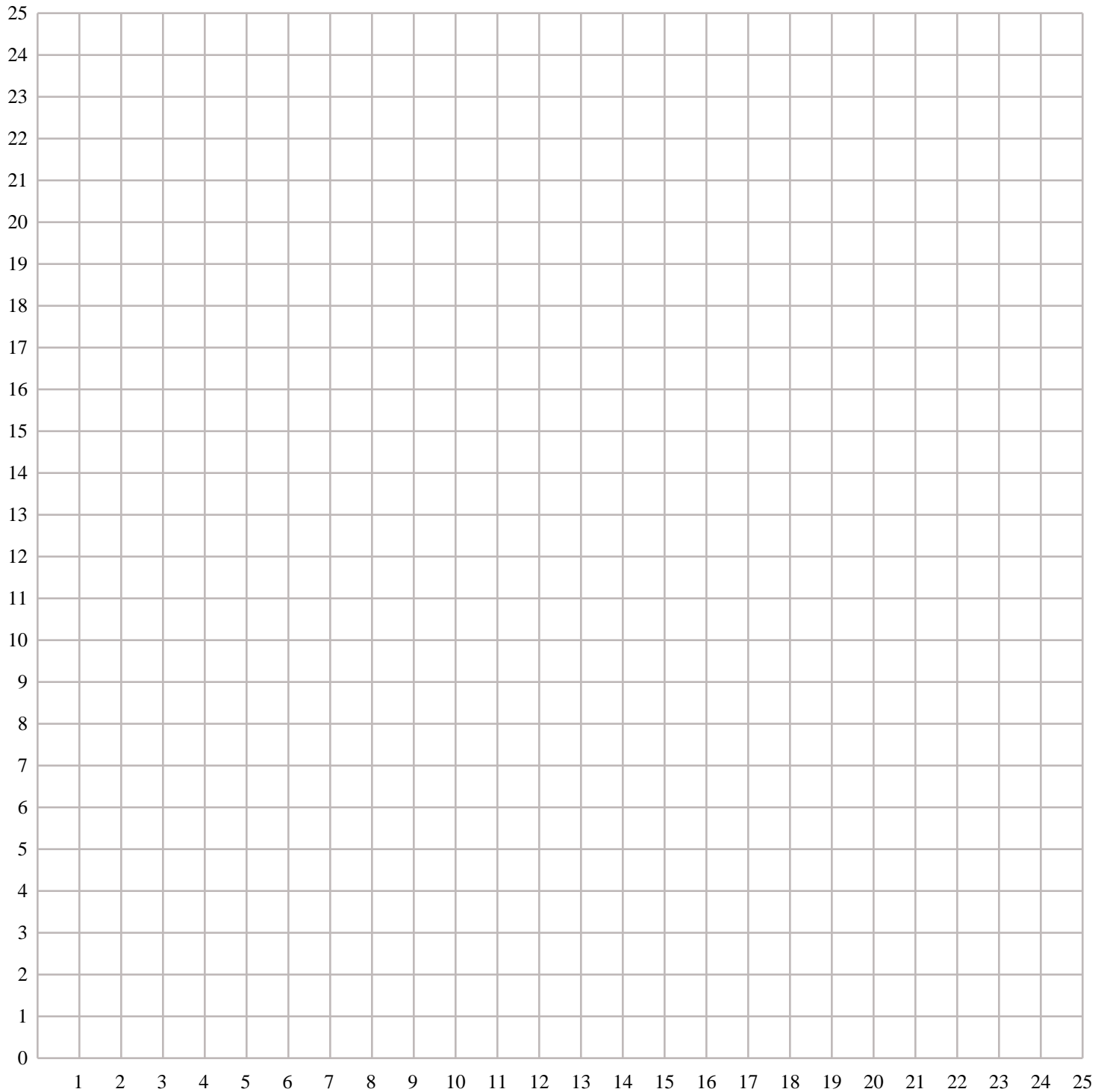


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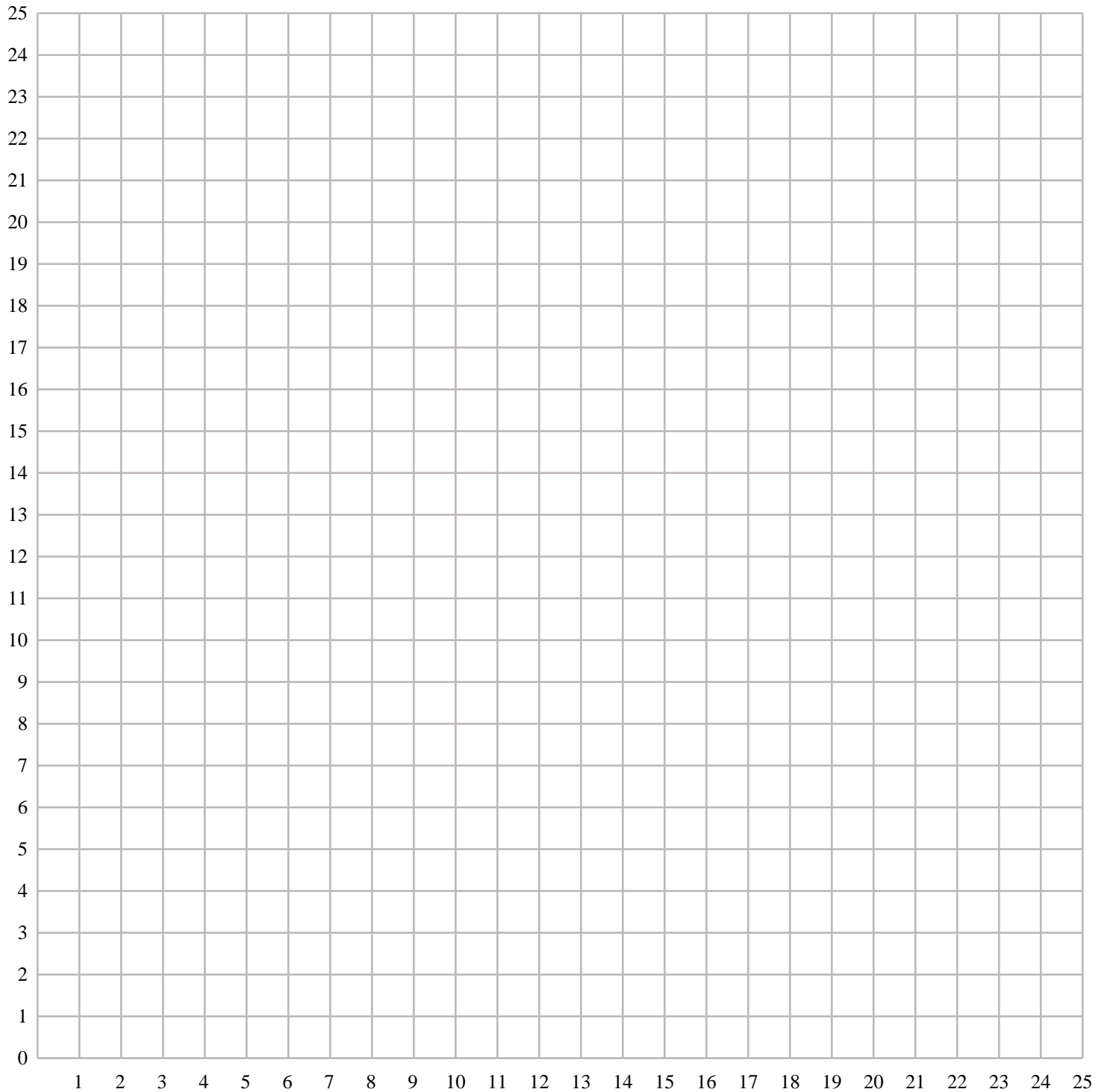


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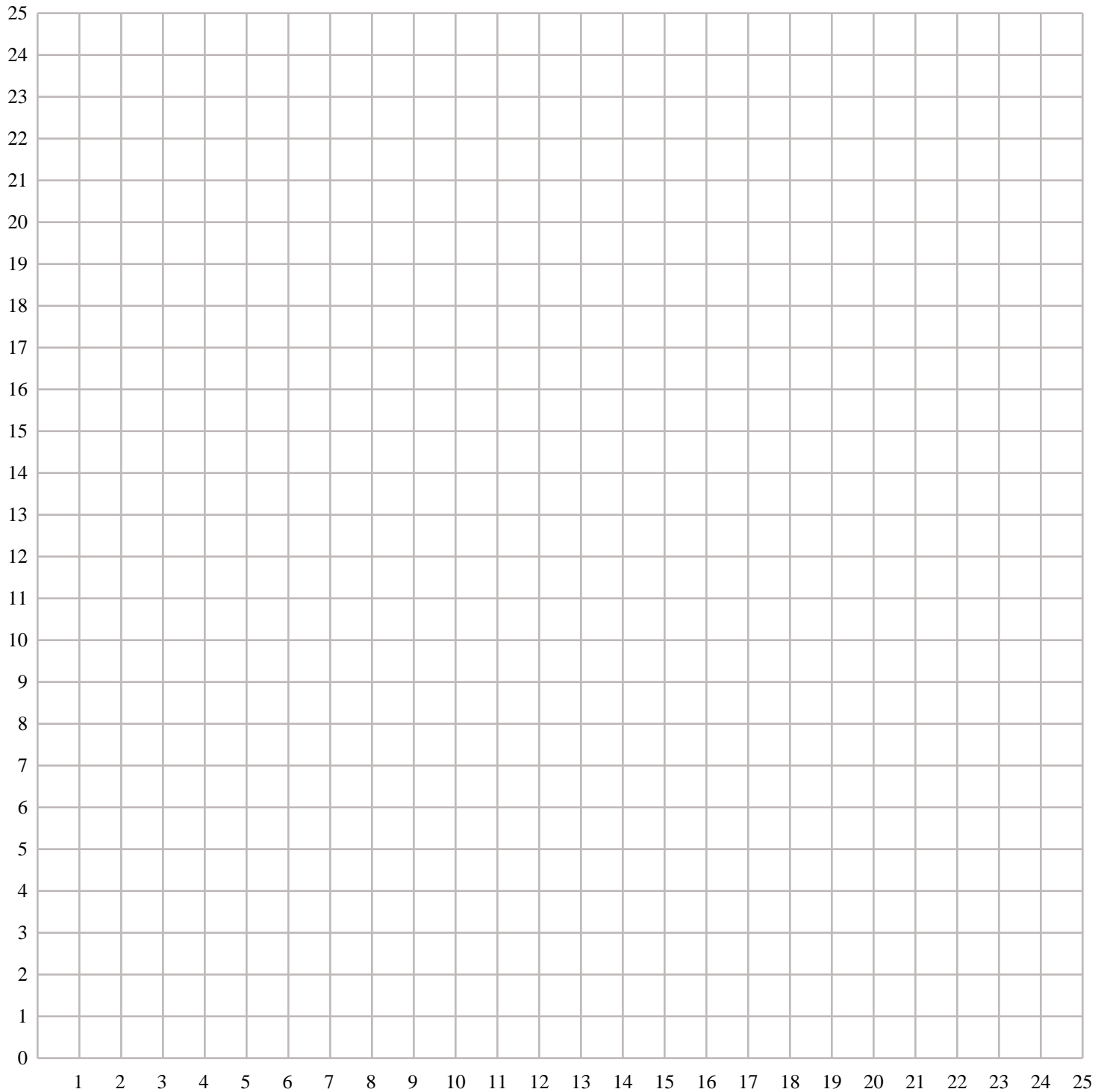


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Name _____

Plotting Ordered Pairs to Make a Picture

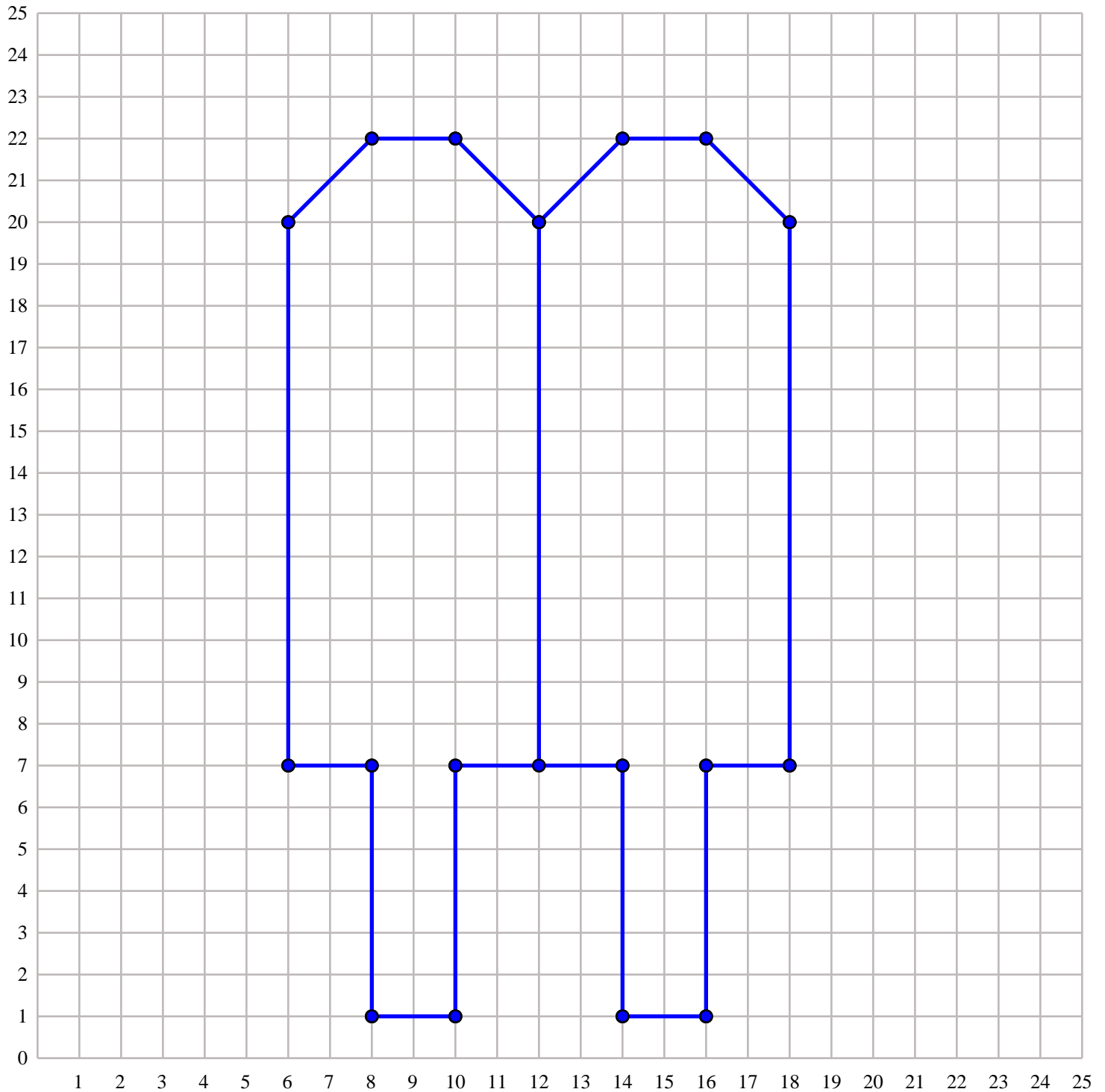


Write what you think this looks like:

edHelper Learning Centers Sample _____

Name _____

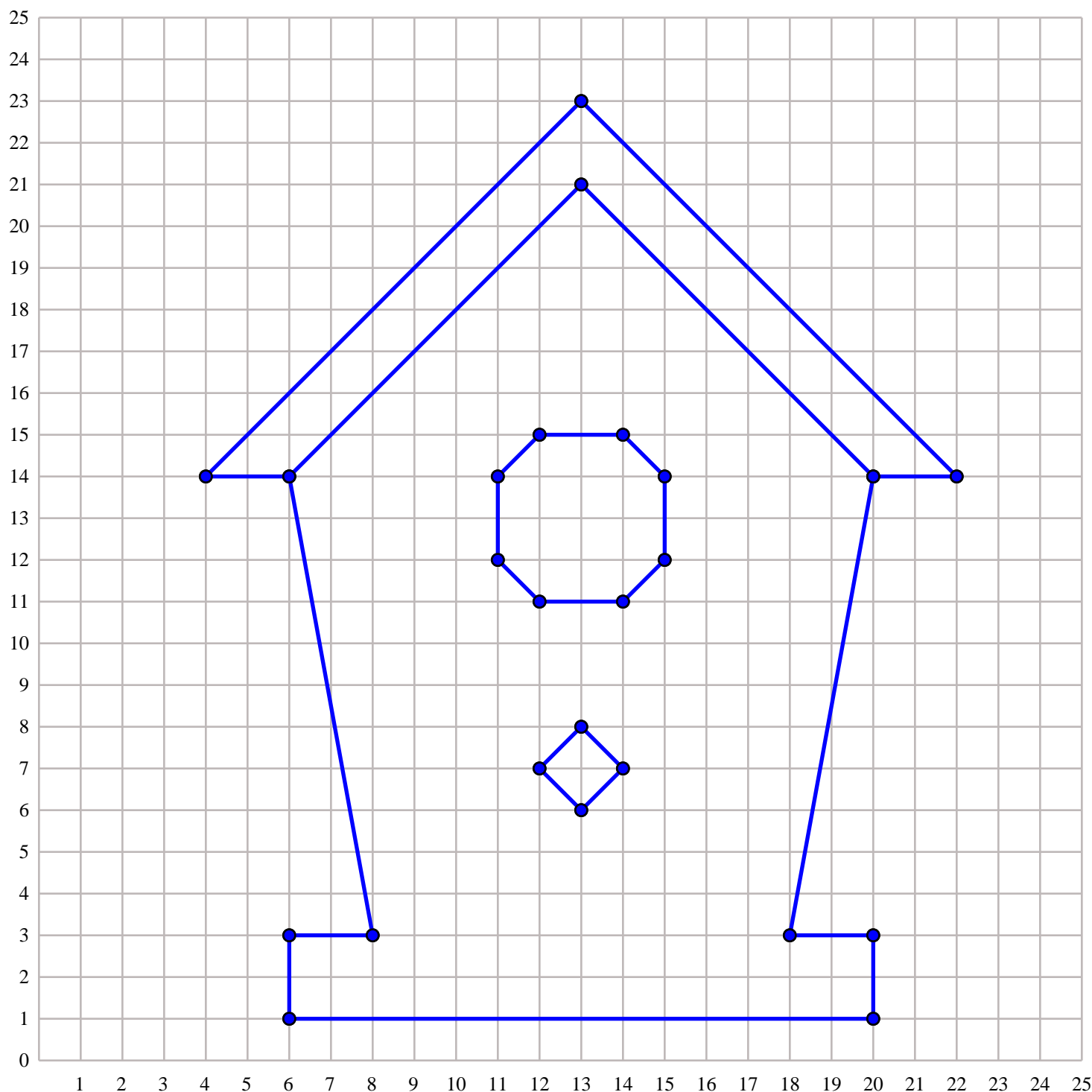
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Popsicle

Name _____

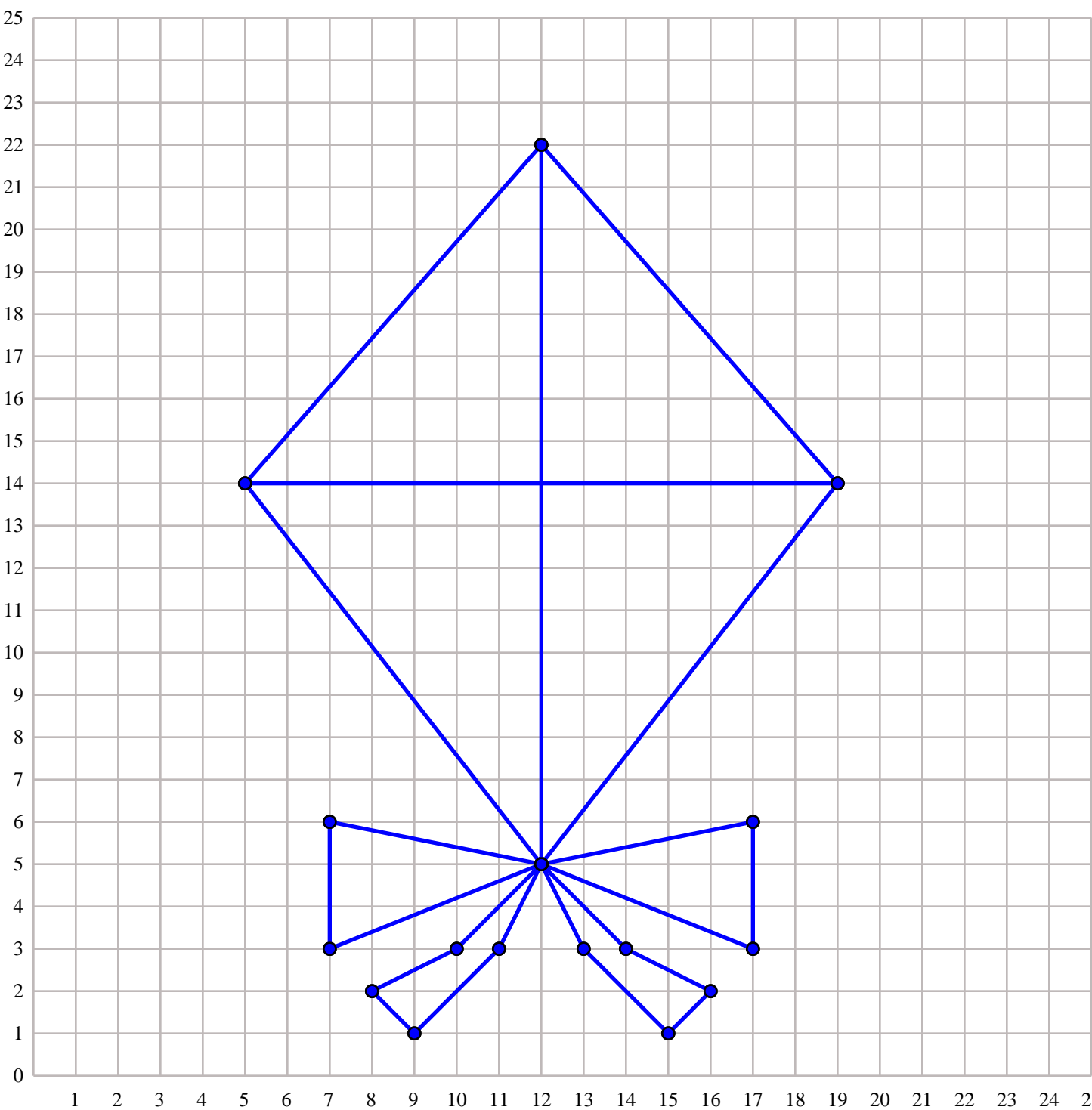
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Birdhouse

Name _____

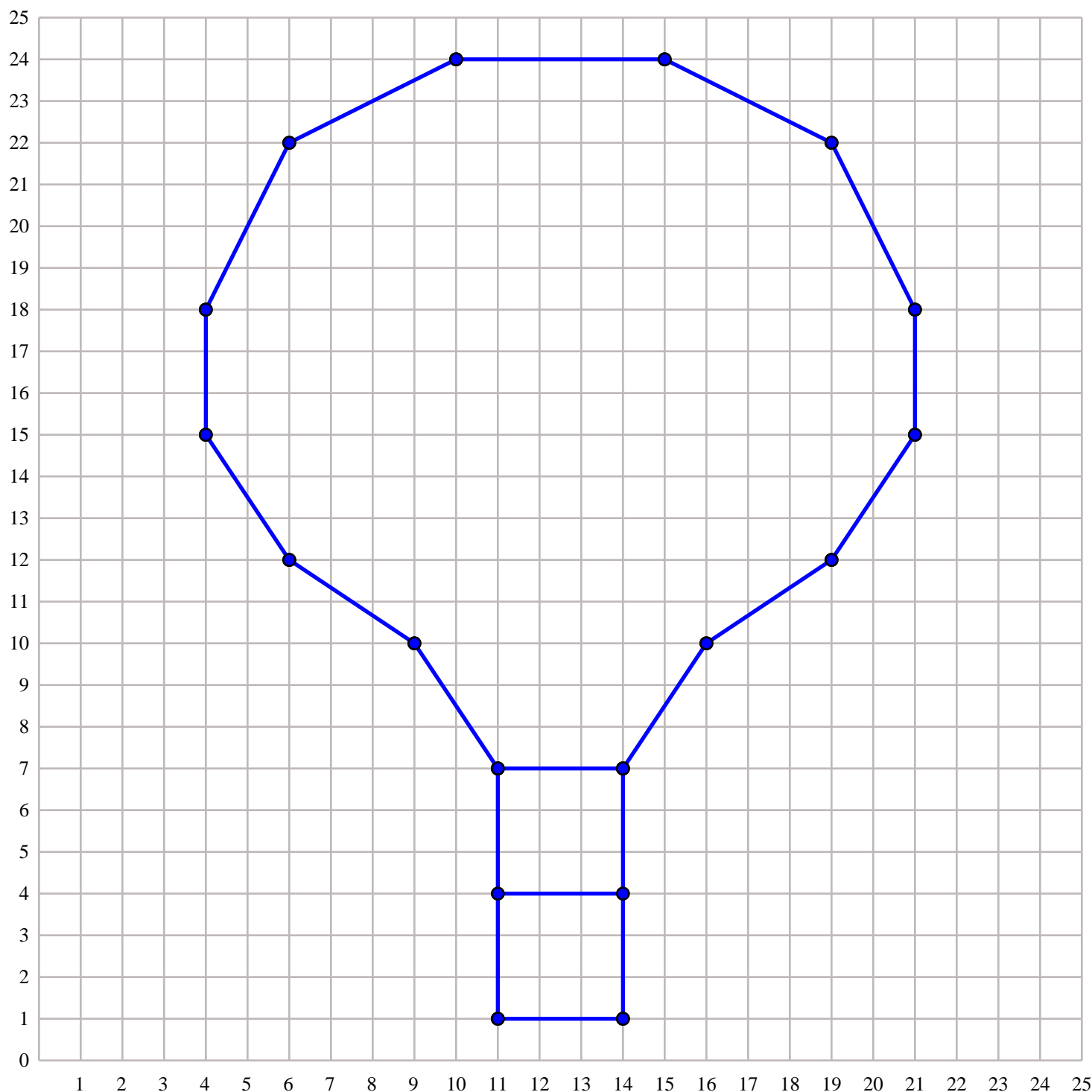
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Kite

Name _____

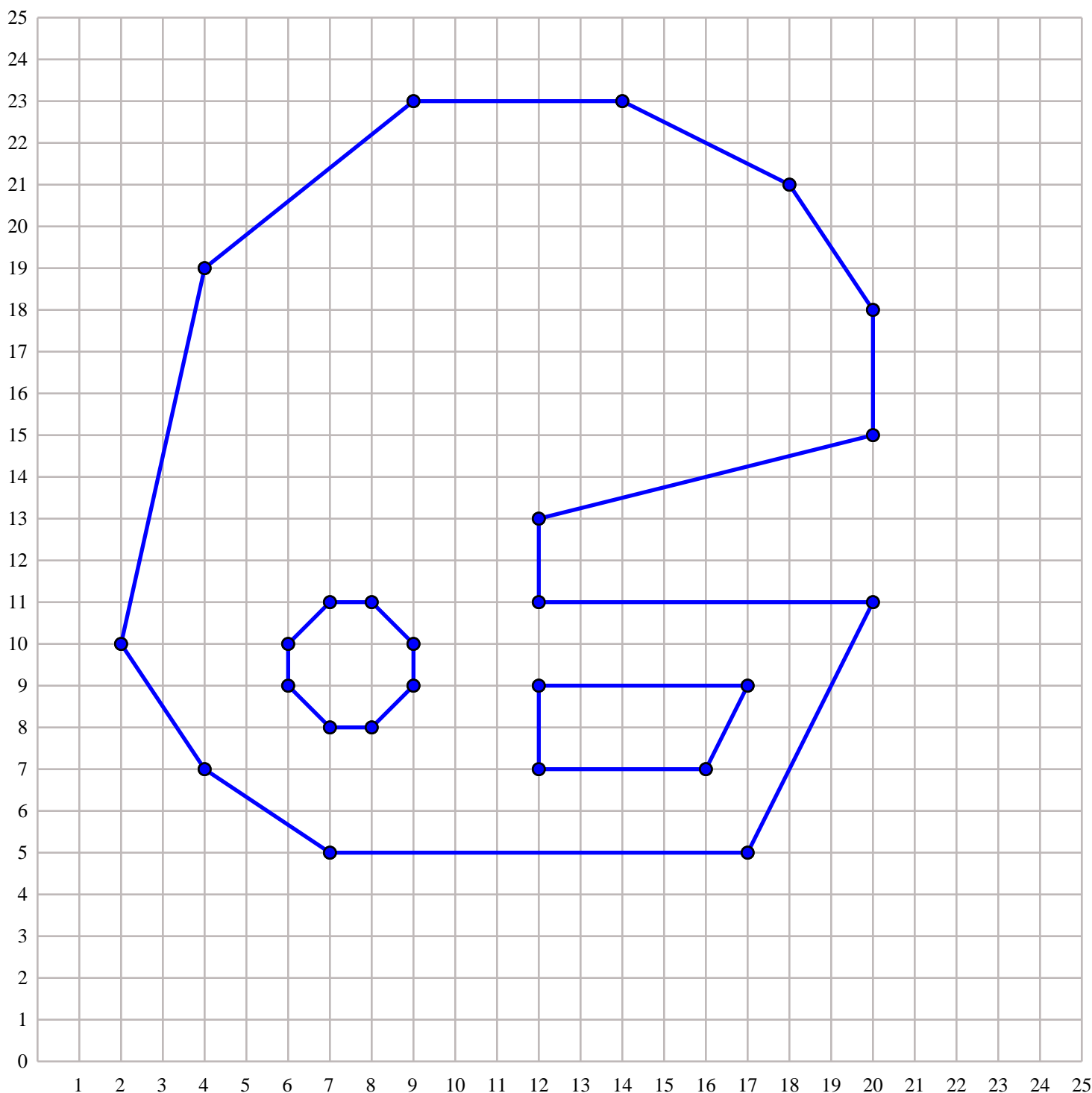
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Hot Air Balloon

Name _____

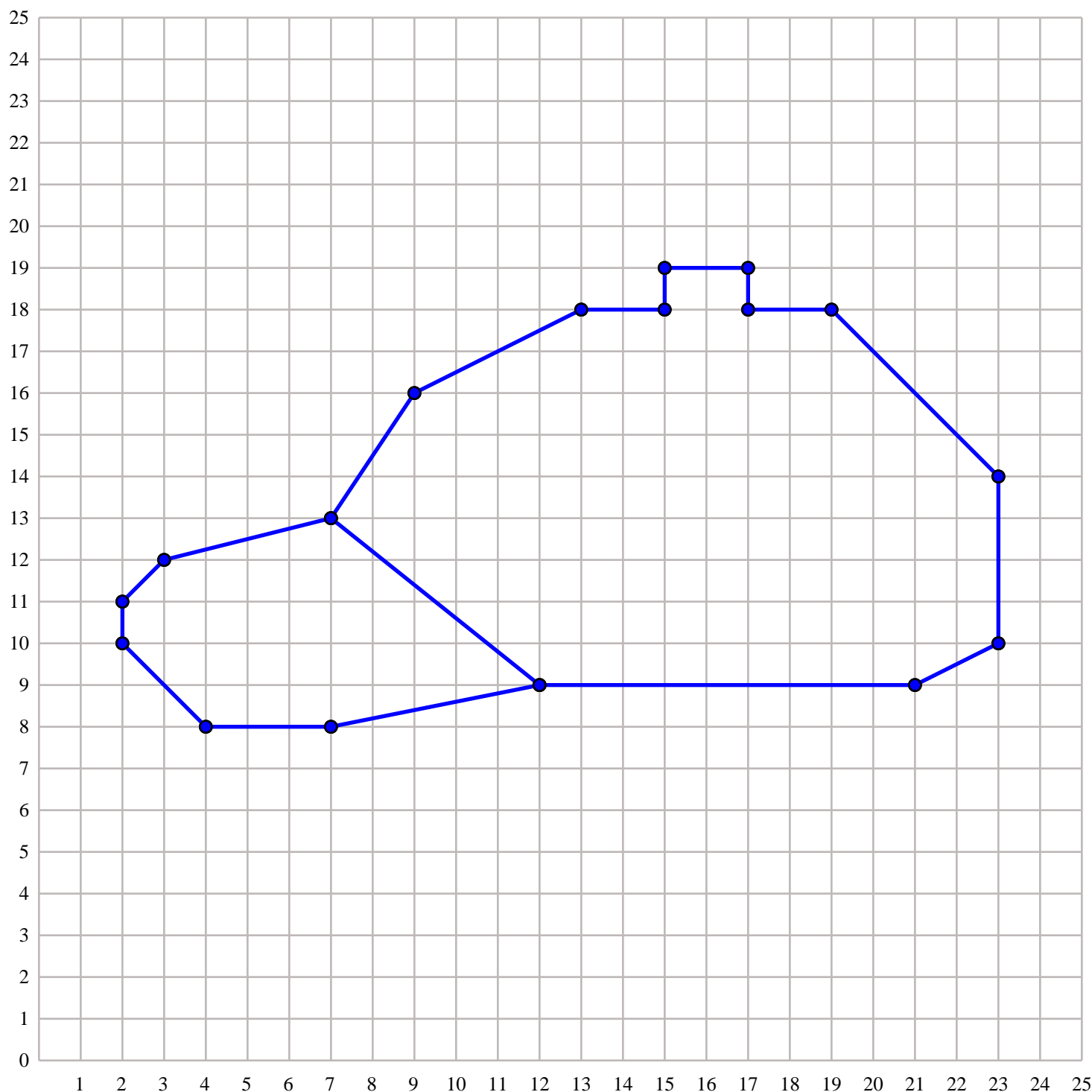
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Football Helmet

Name _____

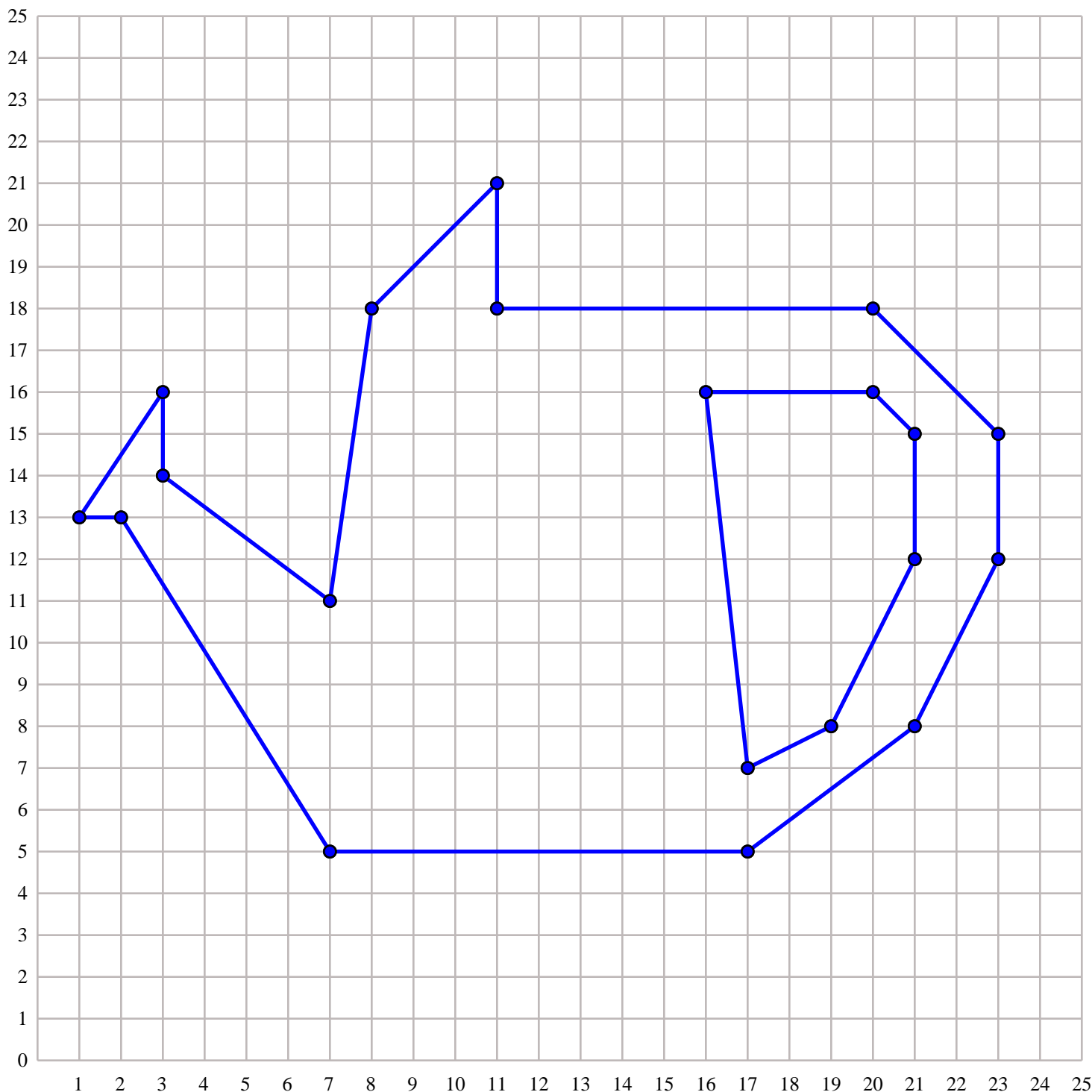
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Baseball Hat

Name _____

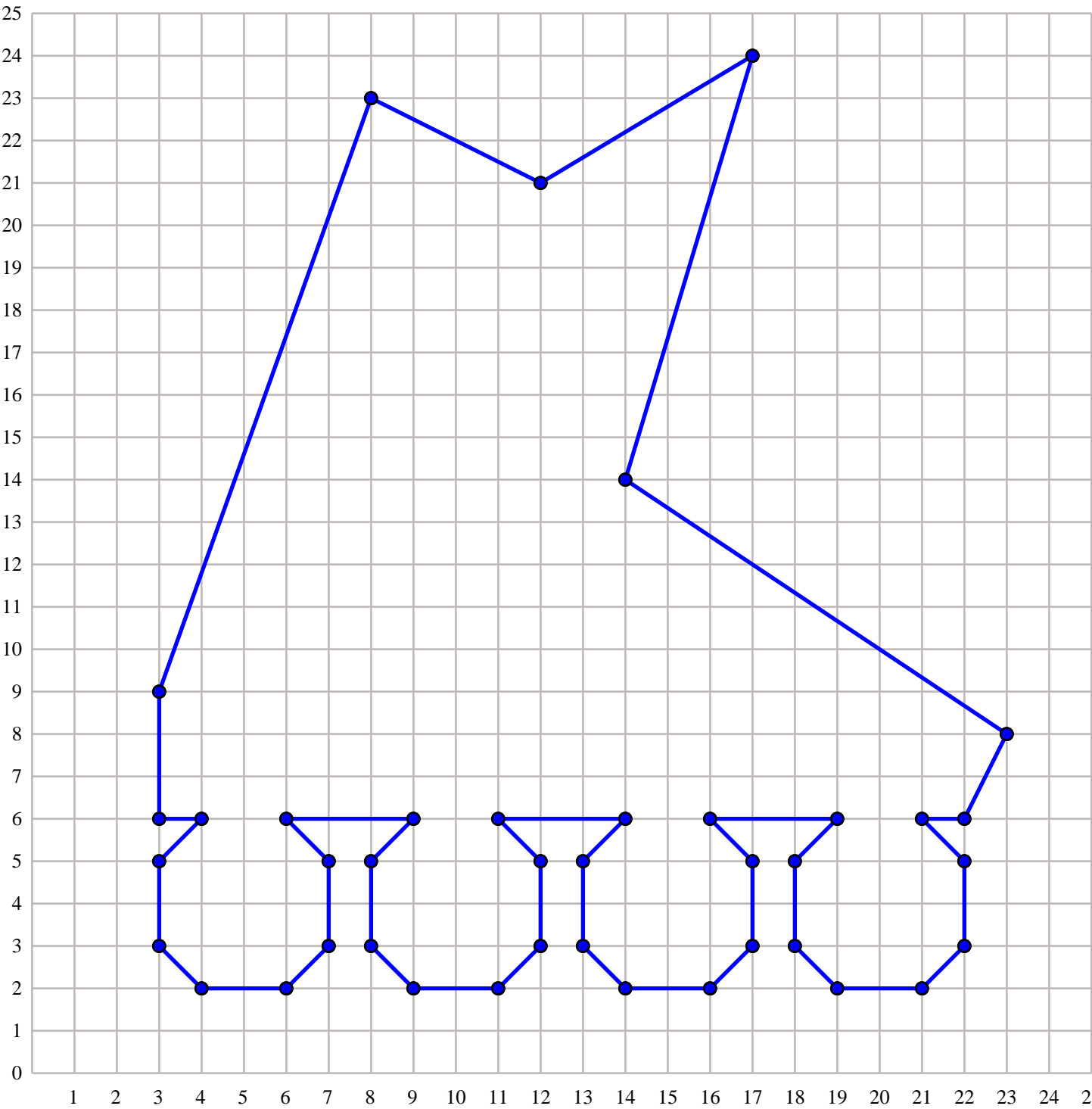
Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Watering Can

Name _____

Plotting Ordered Pairs to Make a Picture



Write what you think this looks like: Rollerblade



I
drew pictures
of some!

I wrote
a story with
them!

I created
a puzzle out
of them!

I used
them in
sentences!

Spelling Words

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

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

graduation

Word Play Center Cards

CARD # 2

heptagon

Word Play Center Cards

CARD # 3

cloud

Word Play Center Cards

CARD # 4

helps

Word Play Center Cards

CARD # 5

foreign

Word Play Center Cards

CARD # 6

scientific

Word Play Center Cards

CARD # 7

thin

Word Play Center Cards

CARD # 8

greet

Word Play Center Cards

CARD # 9

canoeing

Word Play Center Cards

CARD # 10

reflect

Word Play Center Cards

CARD # 11

demolish

Word Play Center Cards

CARD # 12

dyeing

Word Play Center Cards

CARD # 13

prefer

Word Play Center Cards

CARD # 14

extrovert

Word Play Center Cards

CARD # 15

fashion

Word Play Center Cards

CARD # 16

underground

Word Play Center Cards

CARD # 17

protection

Word Play Center Cards

CARD # 18

topic

Word Play Center Cards

PRACTICE CARD # 1

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 # 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

Write Down, Across, and Up

Pick eight 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 # 3

Word Play Center Cards

PRACTICE CARD # 4

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 # 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

Colors

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

Example:

h a p p y

complete using student page # 1

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: 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 # 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: 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 # 9

Word Play Center Cards

edHelper Learning Centers Sample

MAKE ACTIVITY FOR NEXT STUDENT CARD # 12

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 # 10

Word Play Center Cards

student page 1 - use with PRACTICE CARD # 1 or 6

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 6

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 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 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.

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>I think this is a picture of: _____</p>	 <p>I think this is a picture of: _____</p>
 <p>I think this is a picture of: _____</p>	 <p>I think this is a picture of: _____</p>

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

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

A = 	C =	D =	E =	F =	G =
H =	I =	L =	M =	N =	O =
P =	R =	S =	T =	U =	V =
X =	Y =				

1st student: Write a word with your picture codes.	2nd student: Write the word.
1st student: Write a word with your picture codes.	2nd student: Write the word.
1st student: Write a word with your picture codes.	2nd student: Write the word.
1st student: Write a word with your picture codes.	2nd student: Write the word.
1st student: Write a word with your picture codes.	2nd student: Write the word.
1st student: Write a word with your picture codes.	2nd student: Write the word.
1st student: Write a word with your picture codes.	2nd student: Write the word.
1st student: Write a word with your picture codes.	2nd student: Write the word.
edHelper Learning Centers Sample	

edHelper Learning Centers Sample

