Hello, PreK students and families,

We’ve made it to the third week of our distance learning mailer! We hope you feel that you have been able to settle into a routine with distance learning and are feeling supported and successful. Please reach out to your child’s teacher if you are needing additional assistance with anything. We’re glad to hear from you! As a reminder, our vision for this mailer is to provide you and your families with lots of fun activities that will help your student practice and strengthen the skills they worked so hard on this year.

We want to emphasize to our PreK families that there is no need to stress out about completing every activity. If your child seems overwhelmed or frustrated, it is okay to scale back the activity to suit your family’s needs. This mailer is the result of a successful collaboration between multiple districts and we understand that between all of our students, there is a wide range of skills, strengths and abilities. Above all, we encourage you to tell stories to your child, sing with them, read with them, and allow them time to play!

Each week, you will find the following items in this mailer:

1. **Explanaiton Sheet** - This page will contain a weekly welcome message as well as any updated information about PreKindergarten Distance Learning. This is all new to us too, and we may adjust our sails as we learn how best to support and engage our families.

2. **Classroom Newsletter** - Here, you will find the skills and topics we would like you to focus on with your child. In each section you will find instructions for activities and prompts to complete journal pages or worksheets.

3. **Journal Pages** - When you see the phrase “On provided writing sheet…” listed in the Classroom Newsletter, complete the following activity on a blank journal page. Allow your student to practice writing their name and review their alphabet at the top. They can draw in the blank space and there is room for them to write on the lines at the bottom. Some students may want to “sound out” and write words to the best of their ability, while others may need more help from you to write down their ideas.

4. **Activity Sheets** - Follow the directions listed on each page and have your child complete the activity as independently as they can.

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**Nursery Rhyme Corner**

This week, try to imagine the “setting” of where this story takes place with your child. What do you imagine it looks like where Jack and Jill go to get their water?

Jack and Jill went up the hill to fetch a pail of water

And Jill came tumbling after!

Thank you so much for your patience, support and enthusiasm about distance learning as we find our “new normal” together! Love, Mrs. Hyde, Mrs. Kirtley, Mrs. Shobert, Mrs. Hill, Mrs. Reed & Mrs. Elrod

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**Classroom Times**

**Letter Focus**

Letters: E K L M N O

Activities:
- Each day choose a couple of letters to find around the house, on food packages, in books, cut out of magazines, etc.

On Provided writing sheet:
- Pick a letter. Draw a picture of something with that beginning sound (ex: K- kite). Tell your family about your picture. Write some letters (parents can fill in pen, child traces with crayon or pencil).

**Math**

Skills: # 6, 7, 8. Count to 20

Activities:
- Each day find a number around the house, on tv, on page numbers, on food packages.
- Go count objects: find 7 leaves, etc.

On writing sheet:
- Go count objects: find 7 leaves, etc.
- Draw 8 of anything. Write some letters (parents can fill in pen, child traces with crayon or pencil).

**Pre-Reading**

Skills: discussion WHERE

Activity:
- After you read the nursery rhyme provided, ask your child where the story is happening.

Another day choose a book. Let them look at the cover. See if they can make a guess WHERE it might take place.

**Writing**

Skills: drawing WHERE

On the provided writing sheet:
- Draw the place where a story you read took place. Parents- use the lines to write where the characters are and the title of the book.

**Movement**

Skills: act out WHERE

- Act out WHERE you might want to go.
- Act out WHERE your characters went this week in books or nursery rhymes.
- Act out WHERE you might want to go. Pretend to pack up and go there!

---

**Skills: #6, 7, 8. Count to 20**

- Each day find a number around the house, on tv, on page numbers, on food packages.
- Go count objects: find 7 leaves, etc.

On writing sheet:
- Go count objects: find 7 leaves, etc.
- Draw 8 of anything. Write some letters (parents can fill in pen, child traces with crayon or pencil).

**Skills: drawing WHERE**

- Draw the place where a story you read took place. Parents- use the lines to write where the characters are and the title of the book.

**Skills: act out WHERE**

- Act out WHERE you might want to go.
- Act out WHERE your characters went this week in books or nursery rhymes.
- Act out WHERE you might want to go. Pretend to pack up and go there!
Look at the objects and write the first letter of each word. Trace the remaining letters.

Name ___________________________ Date ___________________________

Circle the letters of the week and write them on the lines below

b O n Q N a L
T c K n i l E a
m S k A Z N Y
D p S o F r x P
w e m i s s y o u
R t s l k j D

Kk Ll Mm Nn Oo

Count the objects and circle the correct number (Practicing 1-8)
**Daily Fix It**

A complete sentence always starts with a capital letter and ends with an end mark. Can you fix these sentences?

1. can it fit in the box

2. my mom will fix it

3. bill likes to play jax

4. that is a red fox

5. i am from texas

---

**Schoolhouse News**

The Purcell Register

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**Kindergarten**

Name: _________________________

Complete 5 or more activities

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**Monday**

Circle the pictures that end with the /j/ sound.

Jet  web

---

**Tuesday**

Write the letter for the sound you hear in the middle.

___  ___  ___
Kindergarten

Practice Tying a Shoe

Please practice tying a shoe this week! It is a valuable skill for an incoming first grader to have!

*Check each day that your practice.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Name: __________________________

What would happen on a lucky day for you?

Name: __________________________

Wednesday

Use pennies to act out each story. Write the number to tell how many are left.

<table>
<thead>
<tr>
<th>You have 5 pennies. You spent 3. How many pennies do you have left?</th>
<th>You have 8 pennies. You spent 4. How many pennies do you have left?</th>
</tr>
</thead>
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<tr>
<td>_____</td>
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<table>
<thead>
<tr>
<th>You have 6 pennies. You spent 5. How many pennies do you have left?</th>
<th>You have 9 pennies. You spent 6. How many pennies do you have left?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
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</table>

Thursday

Practice counting to 100.

Trace and read the word:

will so no

his her be

Name: __________________________

PRACTICE Tying a S h o e

This week, please practice tying a shoe! It’s a valuable skill for an incoming first grader to have! Check each day that your practice.

Monday
Tuesday
Wednesday
Thursday
Friday

SCHOOLHOUSE NEWS

P A G E 4

The Purcell Register
Kindergarten

Nature Self Portrait

Please use objects that you find in nature (your yard) to create a self portrait!

---

Adding Worksheet

Name: ______________________

Count the images. Write the number of images in the boxes above each image and write the total number in the last box. The first one is done for you.

\[ 3 + 2 = 5 \]

\[ \phantom{0} + \phantom{0} = \phantom{0} \]

\[ \phantom{0} + \phantom{0} = \phantom{0} \]

---

Grammar Worksheet for Kids

Name: ______________________

Circle the correct punctuation for each sentence.

2. I am tall? .
4. I am tired? .
5. When did you go? .

---

Indoor Scavenger Hunt

Goal is to increase your heart rate & have fun!

Find 3 crayons
Find 3 things that are soft
Find a spoon
Find 3 things that have wheels
Find 3 things that make you happy

Now use your quickness to put everything away as fast as you can!

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www.kindergartenworksheets.net
The Purcell Register

1st Grade

Bones
by Susan H. Gray (Scholastic)

We packed our clothes. We packed our maps and cameras. We have hammers and paintbrushes. We even have dentist tools. We’re going on a dinosaur dig!

We drive to a dig site. It is a place where paleontologists have found many dinosaur bone fossils. Fossils are the remains of living things from millions of years ago. Paleontologists are the people who study fossils.

We see some huge bones buried in rock! First, we take pictures of our discovery. Then we get our rock hammers and start chipping at the rock. Soon the bones break free.

The bones are a mess. Chunks of rock are stuck to them. We use hammers and chisels to knock off the big chunks. Dental tools remove the little chunks. Paintbrushes clean off the dirt.

On our dig, we find hundreds of bones. We must protect them. We put the little ones in boxes. We coat the big ones with plaster. The plaster dries with the bones safely inside.

We carefully pack everything and return home. Then we will have more work to do.

We cut away the plaster and clean the bones. It’s not easy, but we begin building a skeleton. We use wires and rods to hold everything in place. The job takes months. But, at last, we have a dinosaur!

A question I have now is:

---

Sea Horse!

---

- Make up a dance to your favorite song.
- Make a musical instrument.
- Sing a song while helping out with chores.
- Create a Puppet show using socks.
- Play Simon says. Take turns being Simon.
- Play Tic-Tac-Toe.
- Make a fort inside the house.
- Do 25 jumping jacks. Do 25 toe touches.
- Count to 120 while marching in place.
- Draw a picture of your favorite animal.
- Play a board game or card game.
- Use dough or clay to create different objects.
- Make a Robot with your family.
- Take a Nature walk around your yard.
- Read a book outside.
- Play a memory game with your sight words or math facts.
SCHOOLHOUSE NEWS

1st Grade

Monday

Basic Addition

Tuesday

Wednesday

Thursday

Friday

Basic Addition

Drops In The Bucket - Math Level A

Number 46

Score:

Name:

1. Words and Concepts
   tallest
   shortest

2. False Statements
   45 50 55
   70
   85

3. Money
   12 o'clock

4. Time
   :00

5. Geometry
   cm - ___ cm = ___

6. Measurement
   ___________
   ______
   ______
   ______

7. Addition Before and After
   3 + 1 + 6 = ___

8. Subtraction Single and None
   There are ___ dolphins left.

Write the answer for each problem. Then, color according to the key at the bottom.

Name:

55

1. Blue
   8, 5
   7

2. Green
   7

3. Orange
   9

4. Brown
   4.2

5. Red
   1

Subef Teacher Worksheets - www.superteacherworksheets.com
1st Grade

DAILY NUMBER FUN
Pick a different number from 10-19 for each day and write it in the cloud. Use that number to do each day’s activities.

DAY 1:
TALLY MARKS

PLACE VALUE

EXPANDED FORM

DAY 3:
WORD FORM

ONE LESS, ONE MORE

Your Number

DAY 4:
ADD 10

MINUS 10

+ 10 .

- 10 .

DAY 5:
ORDER NUMBERS (GREATEST TO LEAST)

1st Grade Reading
In addition to reading this passage, we encourage students to read to their grownups for 20 mins per day.

Please mark each day that your student reads.

Scram!

I am Tess. Bess is my kid sis. She is a brat. We have sprats. I tell her to scram!

Bess draws a picture of me. It is a picture of a squid! It is good!

I tell Bess not to scram. I hug Bess.

1. Who is a brat?

2. What does Tess say to Bess?
   a. Kid!  b. Squid  c. Scram!

3. What does Bess draw a picture of?
   a. a squid
   b. a spot
   c. a bird

Droplets in the Bucket • 58

Summer Sight Words

Name:

from = "BLUE"  what = "YELLOW"  here = "ORANGE"
that = "PURPLE"  then = "PINK"  this = "DEAR"

1. Ink
2. In
3. Th nk
4. Gl b
5. Ba
6. Ba

Did she catch a cold?

And ___ ___

He is bringing a stick.
He is bringing a ball.

Miss Kate has a_ stick

He is bringing a stick.
He is bringing a ball.

The sheep went to ___ ___

Spelling

and ___ ___

Morning

Tooting

Word Challenge

He is bringing a stick.
He is bringing a ball.

Miss Kate has a_ stick

spell
Summer Sight Words

Name:

where = (green)  when = (brown)  why = (blue)
how = (red)   are = (pink)    who = (purple)

1st Grade

Reading Vocabulary

LETS GO CAMPING!

Camping is a fun outdoor activity that provides a chance to explore nature, go hiking, eat over a campfire, stargaze, and sleep in a tent. Watch out for bears as you search for the camping words below! They’re spelled forwards, backwards, and up and down.

What is your favorite camping activity?
Grammar: Action Verbs

1. Bobby jumps to his feet.
2. He dances to the music.
3. Sasha sings out loud.
4. They cheer for the band.

Underline the verb in the sentence. Circle the verb that makes the action more exact. Then write the new sentence.

5. The class made a picture. (painted, watered)
6. They used the brushes. (jumped, shared)
7. Carla put the pictures on the wall. (hung, walked)
8. Children liked the artwork. (saved, loved)

More Plural Nouns

1. I eat (sandwiches, sandwichs) in the barn.
2. Our (dress, dresses) get dirty.
3. The (mouses, mice) play in the hay.
4. The (horse, horses) stomp their feet.
5. The (cow, cows) stand still.

Read each sentence. Then rewrite each sentence to use the correct plural form of the underlined noun.

6. Two fox visit the farm.
7. Many man help plant seeds.
8. How many child are in your school?
Our Literacy Walk

Check off the items as they are found.

Find something that rhymes with bee.

Find an object that begins with the /ʃ/ sound like in the word candy.

Find something that has two syllables like in the word sidewalk.

Find something that rhymes with mouse.

Find something that ends with /ʃ/ sound like in the word hat.

Find a letter S like on a Stop Sign.

Find something that has three syllables like in the word basketball.

Find something that rhymes with jar.

Find the letter O like on a license plate.

Name an object you use. Now name three more words that begin with the same beginning sound as the object. See and say dog, then dip, dig, and duck.

Find something that has one syllable.

Find the number 1 like on a mailbox.

----

Reading Comprehension

A Trip to the Nurse

Tony’s class was playing kickball for recess. He was having so much fun. When the ball went flying into the air, he quickly ran to catch it. Instead of catching the ball, the ball hit Tony’s head. Tony fell to the ground. “My head really hurts,” he told his teacher. Tony’s teacher walked him to the school nurse. She gave Tony an ice pack for his head. Soon, his head began to feel better.

What is the problem in the story?

Draw the solution.

----

Moving Onward with Osmosis

The Scientific Process

Question:

What will happen when we soak celery stalks in colored liquid?

Scientists ask Questions:

A hypothesis is what the scientist predicts will happen.

Hypothesis:
2nd Grade

The Colorful Celery Experiment

Materials & Procedure

You will need:
celery, water, food coloring, and 3 clear, tall cups or jars.

Procedure:

Step 1: Fill the three cups with water. Then add a different color food coloring to each one (dark colors work best).

Step 2: Clean 3 stalks of celery. Slice about an inch off the bottom of all 3.

Step 3: Stand one stalk of celery in each of the cups.

Step 4: Let the cups of celery and colored water sit for a few days. Make observations over the course of several days.

Observations & Data

Scientists make OBSERVATIONS and COLLECT DATA.

Illustrate and write about what you observed on day 1.

Scientists Name: ___________________________  Experiment Date: ___________________________

Illustrate and write about what you observed on day 3.

Scientists Name: ___________________________  Experiment Date: ___________________________

Map Skills

1. If Susie and her dog walk northeast, what part of the park will they be in?

2. To get to the log pile, what direction will Susie and her dog have to walk?

3. What direction is the eagle’s nest from Susie?

4. If Susie and Spot are at the fish pond, and they walk north, where will they be?

5. Walking from the ice cream seller to the bench, Susie travels in what direction?

6. What direction is the duck pond from the log pile?

7. What direction is the playground from the duck pond?

8. What direction is the ice cream seller from the bench?

For questions 9 and 10, circle the direction:

9. The duck pond is on the N S E W side of the park.

10. The ice cream seller is NE NW SE SW of the eagle’s nest.
Hey Awesome 3rd Graders!

Here are some things to work on to keep your skills sharp and get you ready for 4th grade! Your teachers are missing you and wishing we were back in class with you. We CANNOT wait to see you again and give you a giant hug!

We want you to keep reading, reading, reading! You can use the reading log to keep track of your reading! Have your grownup initial it for you. Your Close Reader story this week is “My Blue Belt Day!”. Read along and complete each task given in the story.

Your Cold Read this week is “Land of the Volcanoes” Have a family member time you for one minute and see how far you can get on Monday. Practice it throughout the week (at least once a day) and then time yourself again on Friday. We know you will make a lot of good progress by Friday!

For math you have a lot of good pages to practice your facts!

There are 3 more journal pages this week and we will send you some more pages to add next week too. Save this week’s journal pages so you can add to it!

Work hard and have fun! We miss you!

---

Background: Karate is a form of self-defense, or a way to protect yourself. It’s also a sport. As you get better at karate, you earn belts of different colors. This text includes information about karate and a journal entry by someone who practices karate.

**Belt Color**

Karate is an ancient Asian form of self-defense. It uses no weapons. In fact, Karate is Japanese means “empty hand.” In karate, a person uses kicks, punches, blocks, and hand chops to stop an attacker.

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**My Blue Belt Day!**

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**Reading Bingo**

Complete 5 activities in a row this week! You need to read for 20 minutes to earn the square. Have your grownup initial your square when you’re done!

- Read with a flashlight
- Read in a pillow fort
- Read to a stuffed or real animal
- Read outside
- Read your favorite picture book
- Read under your bed or in your closet
- Read on a computer or tablet
- Read a magazine article
- Read out loud to a family member
- Read and then tell an adult about your book
- Read in a comfy spot
- Read under a tree
- Read somewhere you’ve never read before
- Read the instructions to a game you can play with a family member
- Read a book that is part of a series
- Read and then draw a picture of the main character
- Read outside
- Read the newspaper
- Read under a blanket
- Read and write a letter to a character
- Read outside
- Read in a new place
- Read and then tell an adult about your book
- Read in bed

---

**CLOSE READ**

Read as you read, look for text evidence.

- Circle the words that tell which belts students wear white belts in karate.
- Underline the words that tell how students get their next belt.

Belt colors show how much karate students have learned. Beginners wear white belts. A student must pass a test to achieve each next belt. The kicks and other moves get harder and more complicated with each next belt. The highest level is the black belt, the sign of the master.

There are different schools of karate. Most follow this order of belts.

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**SHORT RESPONSE**

On Your Own: What do students need to learn and do if they want to move to the next belt level? Write details from the text in your response.

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Land of the Volcanoes

Have you ever wondered what cold, icy Alaska might have in common with hot, humid Guatemala? Have you thought about how both places are similar to Hawaii, Japan, and Russia? They are all places on the edge of the Pacific Ocean. They are also part of the Ring of Fire. The Ring of Fire is a horseshoe-shaped area that has been formed by earthquakes and volcanoes.

Volcanoes are openings in Earth's crust. Earth has a solid outer crust made of rock. Under that crust is a layer of hot liquid called magma. When magma cools, it forms new rock.

A volcano is a cone-shaped hill or mountain, and it often has a large hole in its peak. Sometimes, magma comes out through the hole or through vents on the side of the mountain.

The magma that flows out of the volcano is called lava. At times, lava comes out slowly. At other times, the fiery liquid spurts from the vents with tremendous force. When lava pours out, people say that the volcano "erupts." When volcanoes erupt, they spurt gases and ash high into the air.

Lava buries everything in its path and is known to cause immense damage. The lava can also pile up. Over time, it can form another cone-shaped mountain.

Answer the questions. You may reread parts of the passage to help you.

1. How are Alaska and Guatemala ALIKE?
   - They are both cold and icy.
   - They are both hot and humid.
   - They are both part of the Ring of Fire.
   - They are both places at the edge of the Atlantic Ocean.

2. What is a volcano?
   - an opening in Earth's crust
   - a solid crust made of rock
   - a horseshoe-shaped area
   - fiery liquid

3. Read this excerpt from the passage.
   "At other times, the fiery liquid spurts from the vents with tremendous force. When lava pours out, people say that the volcano "erupts." When volcanoes erupt, they spurt gases and ash high into the air."
   - What word has the OPPOSITE meaning of the word "tremendous"?
     - great
     - little
     - terrible
     - wonderful

4. What is the MOST LIKELY reason the author wrote "Land of the Volcanoes"?
   - to describe the Ring of Fire
   - to tell how Earth's crust forms
   - to explain how volcanoes form and erupt
   - to warn people about the danger of volcanoes

5. List three facts about volcanoes you learned from the passage. Write your response on another sheet of paper.
SCHOOLHOUSE NEWS

3rd Grade

Contraction

Write the words that each contraction stands for.

1. don’t
2. can’t
3. won’t
4. won’t
5. haven’t
6. he’s
7. isn’t
8. she’ll
9. I’m
10. you’re
11. I’d
12. you’ll

Write the correct contraction for each set of words.

13. did not
14. they will
15. they would
16. he would
17. were not
18. has not
19. had not
20. she is
21. I have
22. we have
23. he will
24. they had

Multiplication: 0 - 6

Score: _____ out of 41
Time: ______ minutes

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<th>a.</th>
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</table>

Name: __________

Addition Math Crossword

ACROSS

1. 1,243 +1,395 = 2,978
2. 2,736 +2,743 = 5,479
3. 3,378 +1,496 = 4,874
4. 2,732 +6,740 = 9,472
5. 2,155 +5,172 = 7,327
6. 3,378 +1,723 = 5,101
7. 4,040 +2,309 = 6,349
8. 1,243 +1,191 = 2,434
9. 2,084 +9,775 = 11,859
10. 3,615 +877 = 4,492
11. 4,537 +3,836 = 8,373
12. 5,128 +6,792 = 11,920
13. 5,101 +1,111 = 6,212

DOWN

1. 1,243 +1,395 = 2,638
2. 2,736 +2,743 = 5,479
3. 3,378 +1,496 = 4,874
4. 2,732 +6,740 = 9,472
5. 2,155 +5,172 = 7,327
6. 3,378 +1,723 = 5,101
7. 4,040 +2,309 = 6,349
8. 1,243 +1,191 = 2,434
9. 2,084 +9,775 = 11,859
10. 3,615 +877 = 4,492
11. 4,537 +3,836 = 8,373
12. 5,128 +6,792 = 11,920
13. 5,101 +1,111 = 6,212

Goods and Services

A good is something you buy and consume. Goods are things that you can keep, eat, or use.

A service is something that someone does for you. When you buy a service, you hire people to perform work. You are not buying something you can touch or hold.

If you go to the store and buy an apple, you get to keep the apple and take it home with you, so it is a good.

If your car is broken, you might hire someone to fix it. You are paying for a service.

Name: __________

Read each scenario and tell whether you are purchasing goods or a service. Write the word good or service on each line.

1. You get your hair cut.

2. You buy a book from a garage sale.

3. You buy your mother a flower from a flower shop.

4. You hire someone to cut your lawn.

5. You visit the doctor for a checkup.

6. You purchase a game to give as a birthday gift.

7. You pay your sister $5 to clean your messy bedroom.

8. You buy an ice cream cone from an ice cream truck.

9. You take an airplane when you go on a trip.

10. Your brother sells you his old baseball mitt for $2.

11. Give an example of someone purchasing a service. (Do not use an example from above.)

12. Give an example of someone purchasing a good. (Do not use an example from above.)

Name: __________
3rd Grade

Outdoor Scavenger Hunt

Collect all of the following items in a bag or basket. Check the boxes as you find each one.

- 5 leaves that look different
- A stick that is longer than your hand
- A rock with spots on it
- A flower
- A flat rock
- 10 blades of grass
- Something you love to play with
- A piece of trash you can recycle
- Something that is brown
- Something that is heavy
- Something that is very light
- Something that needs sun to live
- An item smaller than your thumb
- Something that starts with “W”
- Something that smells good

Ready for snack? Make sure everything gets put back where it belongs!

How I’m Feeling

Words to describe how I feel:

How my face looks:

I am most thankful for:

What I have learned most from this experience:

The 3 things I am most excited to do when this is over:

1. 
2. 
3. 

You are not stuck at home, you are safe at home!

What I am doing to keep busy:

How are you connecting with others?

What things are you doing to help feel connected/have fun outside (e.g., hearts in windows, chalk notes on sidewalk, etc.)

My Community

Where I am living during this time:

Schoolhouse News

The Purcell Register
### 4th Grade Reading Log

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<th>Minutes Read</th>
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Parents, please initial beside each completed assignment. After completion of the assignments, please send it to your child’s teacher by email or by text.

### Reading
- Close Reader “The Dove and the Ant” (4 Pages)

### Grammar/Writing
- Journal Entry 6 Part 1
- Run On Sentences Part 2 (2 Pages)

### Math
- Secret Code Math
- Multiplication
- Graph Paper Division (3-digit)

### Social Studies
- Land and Water Formations
- Landform Matching
- Landforms
- Latitude and Longitude

---

**Name _____________________________**

**April 27-May 1**

Please read 20 minutes each day.

---

**Background** The following fable is from a collection that is over two thousand years old. These stories were said to have been written by a man named Aesop, although some people now believe that Aesop never really existed. The purpose of a fable is not only to tell a good story but also to teach a lesson.

**Setting a Purpose** Read the text to learn a lesson about what happens when individuals help one another.

---

**The Dove and the Ant**

**Fable**

This retelling of an old fable is set on the island of Puerto Rico, where a wide river, the Río de la Plata, flows from the mountains down to the sea. Near the river stands a large asoka tree.

---

1. A Dove sat in the branches of the asoka tree. He was a social creature who liked to meet other animals.

2. At the base of the tree was an ant hill. There an Ant was waiting to transport food for storage. The Dove watched her reinforce the ant hill and clear the central chamber. He saw her moving obstacles from the tunnel.


4. "Not long after, he heard the Ant say in a tiny voice, "I’m so thirsty!"

5. The Dove wanted to help. He flew down to a lower branch. "The river is not far," he called out to the Ant. "It is not beyond that tall grass."

6. At the riverbank, the Ant had a long drink. Then suddenly a gust of wind blew her into the water.

7. "Help!" cried the Ant. Hearing the Ant’s cry, the Dove grabbed a twig in his beak and dropped it into the water.

8. "Climb on and save yourself!" the Dove called. Clinging to the twig, the Ant was soon washed to shore.

---

**Word List**

- pleasure
- clinging

---

**Questions**

1. How can I ever thank you?! the Ant asked the Dove.

2. "Life is hard and such kindness is scarce!"

3. "It was my pleasure," the Dove replied. "I like to help my fellow creatures. There can never be excess kindness in this world."

4. Thinking over the Dove’s words, the Ant returned to work.

5. Later that day, a hunter named Rafael appeared, carrying a large sack. He spotted the Dove in the asoka tree. He set to work near the ant hill, building a bird trap.

6. The Ant saw the sack and the trap. "When the hunter catches a bird, he transfers it into the sack and carries it away," the Ant thought.

7. Just then the Ant saw the Dove flying toward the trap. "Oh, no," said the Ant. "The Dove will be caught! I have to act quickly!"
Journal Entry 4

PART 1

Write about the best things you have done while school is closed. Be sure to include lots of details in your writing.

The best things
I have done are...

PART 2

Lesson 7

Run-on Sentences

Introduction
You know that a sentence is a group of words that tells a complete thought. A run-on sentence is two or more sentences that run together with a comma between them or with no punctuation at all.

Run-on: Julia is always helping other people. She hardly has time for herself.

Correct: Julia is always helping other people. She hardly has time for herself.

Guided Practice

Read each sentence. Write A for run-on sentence or C for correct. Fix the run-on sentences by adding a conjunction or by dividing the thoughts into two sentences.

1. My friends and I want to have a party for Julia’s birthday.
   A. We hope to keep it a surprise, we will have to be careful.
   C. The party will be at Stella’s house her parents will help.

2. We need a break we can have more time to see friends.
   B. Stella will invite Julia over for a nice lunch that day.

3. Stella agreed to our plan she was happy to have the help.
   A. Julia agreed to our plan, she was happy to have the help.
   B. Julia agreed to our plan, she was happy to have the help.
   C. Julia agreed to our plan, she was happy to have the help.
   D. Julia agreed to our plan, she was happy to have the help.

4. I enjoyed tutoring I decided to sign up for more days.
   A. I enjoyed tutoring, I decided to sign up for more days.
   B. I enjoyed tutoring, I decided to sign up for more days.
   C. I enjoyed tutoring, so I decided to sign up for more days.
   D. I enjoyed tutoring and I decided to sign up for more days.
**4th Grade**

**SCHOOLHOUSE NEWS**

**Name:**

---

**Secret Code Math**

Subtraction Across Zero: 4-Digit Numbers

Decide the numbers and find the differences.

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**ANSWER KEY**

**Multiplication**

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**WORKSHEET INFO**

This worksheet was created with the Advanced Multiplication Worksheet Generator on Super Teacher Worksheets (www.superteacherworksheets.com).

Worksheet Title: No Title Provided

Date Created: Apr 9, 2020

Number of Problems: 12

Carrying/Regrouping: Yes

Money Problems: No

Word Problems: No

Filename: p4Gkg

Direct Link: https://www.superteacherworksheets.com/custom?form=p4Gkg

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Created using the Advanced Multiplication Worksheet Generator on Super Teacher Worksheets (www.superteacherworksheets.com)
Graph Paper Division

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<tr>
<td>3 9 1 8</td>
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Land and Water Formations

Match each definition to its land or water formation.

a. an opening in the earth’s crust from which lava flows
   —__________ river
b. mound of earth with a rounded top; smaller than a mountain
   —__________ bay
c. a thin natural waterway that allows water to flow into a lake or ocean
   —__________ island
d. thin strip of land that extends into a body of water
   —__________ mountain
e. low land between hills or mountains
   —__________ plain
f. a large natural area of water surrounded by land
   —__________ lake
g. large, tall rock that extends into the air; taller than a hill
   —__________ peninsula
h. a natural area of water that is mostly surrounded by land
   —__________ valley
i. a large area of flat land or gently rolling land
   —__________ volcano
j. area of land that is completely surrounded by water
   —__________ hill

On the picture, color the land and water. Write the letter of each formation on the picture.

Landform Matching

Match each landform listed below with its description.

1. plain — area of land that is completely surrounded by water
2. plateau — large, flat area of land
3. peninsula — area of flat land that is higher than the land around it
4. island — narrow strip of land with water on both sides that connects two large areas of land
5. isthmus — strip of land that sticks out into a body of water; area of land mostly surrounded by water
6. mountain — an opening in the earth’s crust from which lava flows
7. hill — large mound of land with a rounded top; smaller than a mountains
8. volcano — a large crack in the ground made by a river or a series of earthquakes
9. valley — large, tall mass of rock with steep sides; taller than hills
10. canyon — low land between hills or mountains

Landforms

Label each picture with a word from the box. Then write a definition for each word. Some words will not be used.

<table>
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<th>island</th>
<th>mountain</th>
<th>plain</th>
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<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
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Now try this: On the back, draw your own pictures for the three words that were not used. Label your pictures and write a definition for each.
Name: ____________________________

**Latitude and Longitude**

Write the name of the state found at the given latitude and longitude coordinates.

1. 30°N latitude, 100°W longitude
2. 40°N latitude, 110°W longitude
3. 40°N latitude, 90°W longitude
4. 40°N latitude, 120°W longitude
5. 30°N latitude, 105°W longitude
6. 40°N latitude, 90°W longitude

---

**The History of the Piano**

The piano is one of the world’s most well-known musical instruments. It has the elements of both a stringed instrument and a keyboard instrument.

The Cristofori piano is the smallest and the very first original piano. In 1604 Bartolomeo Cristofori was able to perfect the mechanism of the hammer. He enabled the downward pressure on a key to project a small hammer upwards to pound a string, which is where the sound of a piano comes from.

Sebastian Lenzner created the Viennese piano in 1773, which had very narrow keys. Ferdinand Hofmann improved this design by building it with mahogany, which gave it a lighter, delicate sound. This was the piano that greats like Mozart and Beethoven were known to play.

Over the years, the piano’s many flaws were solved by a number of different piano makers. A big breakthrough came with the creation of the “double escapement” mechanism by Sebastian Erhart. His Collard & Collard piano allowed notes to be played very quickly without having to wait for the key to reset. Additionally, it was noticed that square-shaped or rectangular pianos had poor or limited sound quality. So to solve the problem, piano makers began raising the legs on their square pianos to improve sound quality. This innovation is still seen in grand pianos today. In 1867, the modern Steinway Model D piano was invented, and is very similar to the pianos you see today. It was made from a single piece of maple, which helped to give each individual piano a particular sound and character.

Today’s modern pianos have a total of 88 keys and just 3 foot pedals— one for damping the sound and two for sustaining the sound.

---

**Comprehension:**

1. In your own words, how does a piano’s sound work?

2. What did the ‘double escapement’ mechanism do?

3. Name three improvements that make the modern piano what it is today.

---

**Leadership Reflections**

**Directions:**

1. Look up the definition of “leadership” in the dictionary and write it in your own words below.

   **Leadership**

2. Review the diagram below:

   **LEADERSHIP**

   - **KIND COMMUNICATION**
   - **TEAMWORK**
   - **GOAL**
   - **INFLUENCE**
   - **IDEAS & INSPIRATION**
   - **PLAN**
   - **PROBLEM SOLVING**

3. Choose one area you excel in and write down how you are a leader in this area:

4. Choose one area you would like to improve in and write how you may improve:

5. How would you describe the traits of a positive leader? (Cheerful, honest, caring, leads with integrity?)

---

More resources at www.education.com/resources

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Lesson 14
Kinds of Nouns

A common noun is the name of a person, place, or thing. A proper noun is the name of a particular person, place, or thing. A proper noun always begins with a capital letter. A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing. It is usually formed by adding s or es to the end of the noun.

singular common noun: ship, sailor, sailor, watch
plural common noun: ships, sailors, sailors, watches

singular proper noun: E.S. Newman, Roanoke, Captain Etheridge
plural proper noun: Americans

1–4. Circle the common noun in each sentence. Underline any proper nouns. Identify them as singular or plural.
1. The lighthouse is located in North Carolina.
2. Herbert Greenley built it to help sailors.
3. It helps them see during strong storms.
4. Greenley was proud of the building he created.

5–10. Correct six errors in this paragraph. Circle the errors and write the words correctly on the lines below.

The lighthouse was a name of a ship. It was build in great Britain over a hundred years ago and made several trips across the Atlantic. In 1915, it was hit with torpedos from a submarine. At the time, Britain was in a War with Germany. Eighteen minutes after it was struck, the ship sank.

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

Last week, they fought a fierce battle, and they won. Last week, they fought a fierce battle, and they won.

Child’s Name: ______________________________________
Parent’s Signature: ________________________________

Present and Past Tense Verbs

Present tense verbs tell what is happening now.
Past tense verbs tell what has already happened.
Consistent tense verbs clearly shows readers the order of events.

Inconsistent

Consistent

He hurried up the steps and loads the cannon.

He hurries up the steps and loads the cannon.

Last week, they fought a fierce battle, and they won.

Last week, they fought a fierce battle, and they won.

Circle the four verbs in each paragraph that are inconsistent in their tense. Write them in the correct tense on the line following the paragraph.

1. James Forten was a hero because he carries out his responsibilities even in the heat of battle. He acted on the values that his parents instilled in him. They want him to go to school and to work hard. He did. His hard work leads him to achieve success as a businessman.

2. History never went out of date. When we study history, we gained wisdom. We learned from others’ mistakes. We are presented with examples of men and women who used their abilities to change the world for the better. Knowing about these historical figures helped us to be better people too.
Tic-Tac-Toe
Dividing with remainders

Divide. Mark each quotient with a remainder with an X. Mark each quotient with no remainder with an O.

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Changing improper fractions to mixed numbers

To change an improper fraction to a mixed number, follow these steps.

1. Divide the denominator into the numerator.
2. The remainder becomes the numerator. The divisor becomes the denominator.
3. If there is no remainder, the improper fraction becomes a whole number.

Why did the dog howl?

1. Divide the denominator into the numerator.
2. The remainder becomes the numerator. The divisor becomes the denominator.
3. If there is no remainder, the improper fraction becomes a whole number.

Example: Convert \(\frac{11}{4}\) to a mixed fraction.

Divide: \(11 ÷ 4 = 2\) with a remainder of 3
Write down the 2 and then write down the remainder \(3\) above the denominator \(4\):

\(2\frac{3}{4}\)

Convert the following improper fractions to mixed numbers:
Write your answer on the line next to each problem.

1) \(\frac{9}{4} = \) 2) \(\frac{82}{9} = \) 3) \(\frac{31}{5} = \) 4) \(\frac{13}{3} = \) 5) \(\frac{29}{7} = \)

A Team for Trish
By Kelly Hashway

Trish watched as her classmates were divided into two teams for today’s lesson on basketball. Mr. Truman had named Amber and Jesse the two team captains, and they were choosing their teammates by who were the best athletes. That meant Trish was left last.

“Hey, you’re with me,” Amber said, sounding disappointed.

Trish lowered her hood and joined her team on the court. If only her classmates knew she was pretty good at basketball. Her older brother had taught her how to make a free throw, but Trish was sure no one in her class would give her a chance to show them.

Once everyone was in position, Mr. Truman blew his whistle to start the game. Jesse’s team was very aggressive. They covered all the players on Amber’s team, except for Trish. The girl who was supposed to cover Trish was blocking Amber from passing the ball.

Trish moved across the court and met Amber’s eyes. She reached her hands out to show Amber she was open. Amber turned and looked for someone else to throw the ball to, but everyone was covered. Trish lowered her arms thinking Amber was going to throw the ball away before she gave Trish a chance. But Amber passed the ball, bouncing it under the arms of the two girls blocking her. Trish caught the ball and stared at it. She thought Amber had passed it to her.

“Shoot!” Amber yelled. Trish squatted and lined up her shot. She threw the ball and watched as it bounded off the backboard and fell through the net. Trish’s teammates cheered.

“Great shot!” Amber said, waving over to Trish. “Thanks,” Trish said. “My brother taught me how to play. We shoot baskets almost every Saturday.”

“You should come out and play with our team,” Amber said. “My friends and I play in a league of the park every Saturday.”

Trish thought about that. She thought playing basketball with the other girls would be fun. And if she joined the basketball team, maybe she wouldn’t be picked last in gym anymore. “I think I will,” Trish said with a smile.
A Team for Trish

1. Where does this story take place?
   ________________________________

2. How did Amber feel when she picked Trish to be on her team? Also, explain why she felt this way.
   ________________________________

3. In the story, Mr. Truman assigned captains to choose teams. When Trish was chosen last, how do you think she felt?
   ________________________________

4. Describe another way Mr. Truman might have divided the class into teams so that the last person chosen would not have felt disappointed.
   ________________________________

A Team for Trish

The words below are scrambled vocabulary words from the story. Unscramble each word and write in on the line.

1. tur c
   Clue: a place where basketball is played

2. v a g r e s l s
   Clue: bold; assiduous; energetic; forceful

3. a b b b k c d e e r
   Clue: flat surface behind a basketball hoop, usually made of wood or glass

4. u n s e l g
   Clue: group of teams that compete against each other

5. a c p l n t
   Clue: leader

CAUSE AND EFFECT

A cause is a person, event, condition, or reason that is responsible for an action or result. An effect is a result brought about by a cause or an agent.

Identify if the underlined phrase is a cause or an effect.

1. We turned up the heat because it was getting cold.
   ○ cause  ○ effect

2. Tom and I love are good friends because they have many common hobbies.
   ○ cause  ○ effect

3. Anna practiced math during summer vacation; therefore, she finds math easy.
   ○ cause  ○ effect

4. I fell off my bike and scraped my knee.
   ○ cause  ○ effect

5. Our apartment is on the 11th floor; therefore, we have a great view of the city.
   ○ cause  ○ effect

6. Because I helped my mother, she was able to finish her work quickly.
   ○ cause  ○ effect

7. It was a very windy day; therefore, we were able to fly our kite.
   ○ cause  ○ effect

8. Since the class was well-behaved this week, they were able to watch a movie on Friday.
   ○ cause  ○ effect

THE CASE OF THE WATERY POPSICLE

Three friends make frozen treats on a hot day, but one gets left out in the cold.

It was a scorching hot day! Looking for a way to cool off, Mr. Chad, and April sat on the sidewalk, waiting for the ice-cream truck to come by. “It should be here any minute,” said April. “I thought I heard it jingle on my walk over here.”

“I would give anything for an ice-cream sandwich right now,” moaned Chad. “We could go to the post.” suggested Mr.

“Nah,” replied April. “The pool will be too crowded. Let’s wait for the ice-cream truck!”

Several minutes later, there was still no ice-cream truck in sight.

“Ugh,” I feel like I’m melting,” complained Chad. “Let’s go inside. I know someone who can make an ice cream sandwich.”

“OK, does anyone know how to make popsicles?” asked Chad.

“I do,” said April. “I did this with my dad once. You take whatever kind of liquid you like, pour it in a paper cup, put a popsicle stick, and place it in the freezer.”

“That sounds easy enough,” said Chad. “Can you make a popsicle with any kind of liquid?”

“I’m not sure,” replied April. “I know that the temperature inside the freezer has to be at or below the liquid’s freezing point.”

Super Teacher Worksheets - www.superteacherworksheets.com
The kids rummaged around the kitchen, pulling out various liquids to make popcicles according to their tastes.

"I'm going to make my popcicle with orange juice," declared April. "Orange is my favorite."

"I have a sweet tooth," said Chad. "I'm going to make mine with sugar water!"

Mei said, "My grandma is from Japan, and she makes great ice-stick ice pops, which are popular there. I'm going to make my popcicle out of salt water."

The kids mixed their ingredients together and placed their cups in the freezer. Then they headed to the family room to play while they waited for their popcicles to freeze.

Nothing but Slush

A few hours later, the kids gathered in the kitchen to eat their frozen treats. Chad opened the freezer door and immediately noticed a problem.

"That's strange," he muttered. "Two of the popcicles froze, but one is still watery."

"My orange juice popcicle looks fine," remarked April. "But it looks like one of yours didn't freeze. Mei and Chad. We should have labeled our cups!"

"I'm sure my popcicle is fine," said Chad. "Mei, I think you should double-check your recipe."

"No, your popcicle is the stucky one," disagreed Mei. "I'm sure mine's okay."

As Mei and Chad argued about who made the watery popcicle, Mel's big brother Ken walked into the kitchen. "What's all the fuss about?" he inquired.

Mei answered, "We each made popcicles using different ingredients. This one didn't turn out."

Ken scanned the ingredients left on the counter. "I think I know whose ice pop didn't freeze," he said. "I'll show you."

Who made the watery popcicle? To find out, do the hand-on activity on your 'Solve the Mystery' handout.

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**Solve the Mystery**

**THE CASE OF THE WATERY POPCICLE**

Who made the watery popcicle? Find out here.

1. Using a marker, label one paper cup "sugar water." Pour the sugar into the cup. Then add 60 ml (1 cup) of water. Stir the mixture until the sugar dissolves completely.
2. Repeat Step 1 using salt and labeling the cup "salt water."
3. Label the last cup "orange juice." Then pour 60 ml (1 cup) of orange juice into it.
4. Predict: Which liquid will not freeze completely after one hour and a half? Why do you think so? Record your prediction below.

**You'll Need:**
- 3 small paper cups
- permanent marker
- 5 ml (1 tsp) sugar
- 5 ml (1 tsp) salt
- water
- measuring cup
- spoon
- 60 ml (1 cup) orange juice
- freezer
- clock or timer

5. Put all the cups in the freezer. Leave them there for about 1½ hours.

6. Remove the cups and observe the contents inside. How does each liquid look now? Which one didn't freeze completely? Record your observations here.

<table>
<thead>
<tr>
<th>Liquids</th>
<th>My observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>sugar water</td>
<td></td>
</tr>
<tr>
<td>salt water</td>
<td></td>
</tr>
<tr>
<td>orange juice</td>
<td></td>
</tr>
</tbody>
</table>

Think About It: Why do you think the liquid did not freeze? In what instances could having a lower freezing point than water be useful in real life?

**Take It Further**

Compare the freezing points of other liquids to water. Repeat this experiment using other liquids. What other liquids do you think will not turn solid in the freezer?

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**Skills**

**Name:**

**Date:**

Fill in the circle below the correct answer. Use the diagram to answer the questions.

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5th Grade

**SCHOOLHOUSE NEWS**

The Purcell Register