Hello, Pre-K students and families,

Welcome to week two of our distance learning mailer! We hope you enjoyed the activities included last week and are ready for some more fun. 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 Pre-K 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 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 **Explanation 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 skills 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.

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

Additionally, your child’s classroom teacher will contact you through their chosen means (Bloomz, Class Dojo, email, phone call etc.) to let you know about any online activity as independently as they can.

A great way to strengthen literacy skills in young students is to practice popular nursery rhymes. This week, we are spotlighting “Little Miss Muffet.” Enjoy!

- Count to 20 when you play hide and seek
- Go count objects: find 4 sticks, etc.
- Act out WHAT your characters did this week

**Nursery Rhyme Corner**

A great way to strengthen literacy skills in young students is to practice popular nursery rhymes. This week, we are spotlighting “Little Miss Muffet.” Enjoy!

Little Miss Muffet, sat on her tuffet
Eating her curds and whey
Along came a spider, that sat down beside her
And frightened Miss Muffet Away!

Love, Mrs. Hyde, Mrs. Kirtley, Mrs. Shobert, Mrs. Hill, Mrs. Reed & Mrs. Elrod

**Classroom Times**

**Letter Focus**

- Letters: F f G g H h I i J j

**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: F-frog). Tell your family about your picture. Write some letters (parents can not write it in pen, child traces with crayon or pencil).

**Math**

**Skills:** 3, 4, 5. Counting to 20

**Activities:**

- Each day find a number around the house, on tv, on page numbers, on food packages.
- Go count objects: find 4 sticks, etc.
- Count to 20 when you play hide and seek!

**On writing sheet:**

- Draw 5 of anything!
- Parents write a few numbers. Child traces over them.

**Writing**

**Skill:** drawing WHO & WHAT

**Activity:**

- After you read the nursery rhyme provided, ask your child WHO was in the story. Then ask WHAT did they do.

Another day choose a book. Let them look at the cover. See if they can make a guess WHO might be in the story and WHAT they might do.

**Movement**

**Skill:** act out WHAT your characters did this week

In books or nursery rhymes.

- Jump as you count to 10, do squats as you count to 20.

**Pre-Reading**

**Skill:** discuss WHO & WHAT

**Activity:**

- On the provided writing sheet:
  - Draw one or more of the characters you have read about this week.
  - Act out WHAT your characters did this week.

**Activities:**

- Talk about your picture. Write some letters (parents can not write it in pen, child traces with crayon or pencil).

**Name**

**Date**

**Name**

**Date**
Write 1-4 to label from smallest to largest

Name

Date

5 - blue
6 - gray
0 - green
1 - red
7 - white
8 - orange
2 - yellow
3 - brown
9 - purple
10 - pink

Color by Number

Color the picture and choose the correct beginning sound.
MY 2020 COVID-19 TIME CAPSULE

BY: ______________

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- SOME PHOTOS FROM THIS TIME
- A JOURNAL OF YOUR DAYS
- LOCAL NEWSPAPER PAGES OR CLIPPING
- ANY ART WORK YOU CREATED
- FAMILY / PET PICTURES
- SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

I AM ____________ years old

I AM ____________ pounds

I STAND ____________ inches tall

I WEIGH ____________

SHOE SIZE ____________

MY FAVOURITES

- TOY: ____________________
- COLOUR: ____________________
- ANIMAL: ____________________
- FOOD: ____________________
- SHOW: ____________________
- MOVIE: ____________________
- BOOK: ____________________
- ACTIVITY: ____________________
- PLACE: ____________________
- SONG: ____________________

WHEN I GROW UP I WANT TO BE: ____________________

DATE: ____________________

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER: 
1. ____________________
2. ____________________
3. ____________________

MY BEST FRIEND/S: ____________________

HOW MY FACE LOOKS

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

I AM MOST THANKFUL FOR:

SCHOOLHOUSE NEWS

Kindergarten
Kindergarten

MY COMMUNITY

WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/SAFE FOR OUTSIDE (e.g. hearts in windows, chalk notes on sidewalk, etc.)

HOW ARE YOU CONNECTING WITH OTHERS!

YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!

WHAT I AM DOING TO KEEP BUSY:

OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME (IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME? WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE (E.G. ST. PATRICK’S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

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<th>HOW YOU CELEBRATED</th>
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In addition to reading this passage, we encourage students to read to their grownups for 20 mins per day!

Monday Tuesday Wednesday Thursday Friday

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**The Lot**
Ben and Ken go down the street. They go to a lot. They play in the lot.
Ben and Ken see a jet. The jet is big. The jet is red!
Ben and Ken find a pen. The pen has a lid. The pen has a lid. The pen is all wet!
Ben and Ken find a box. Now Ben and Ken go home.

1. Where do Ben and Ken play?
   a. in a jet     b. in a lot     c. at home
2. What has a lid?
   a. the lot      b. the box      c. the pen
3. What do Ben and Ken do LAST?
   a. They go home.
   b. They find a pen.
   c. They find a box.

---

**Good Food**
I like good food. Sis likes good food, too. She is a kid. But I have to be quick. I have to get the good food. Time to sup!
Mom makes ham and yams. She makes dip with grits! Dad makes jam and nuts. He makes bran and figs!
I zip and I run. I am quick! Yes! I win. I get the grub. It smells good! Yum!

1. What time is it in the story?
   a. time to sup     b. time to nap     c. time to sing
2. Who makes ham and yams?
   a. Mom          b. Sis           c. Yum
3. Who wins?
   a. Sis wins.
   b. Mom wins.
   c. I win.

---

**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 spat     c. a bird
1st Grade Reading

In addition to reading this passage, we encourage students to read to their grownups for 20 mins per day!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</table>

Please initial each day that your student reads.

Tom and His Dog

Tom has a dog. The dog does not run. The dog does not jump. The dog has a limp. But the dog does not slump!

Tom got the dog as a gift. Tom likes his dog. He camps with his dog. He swims with his dog. He puts his dog on a raft. He does not let the raft drift!

If a street has a bump, Tom picks up his dog. Tom helps his dog. Tom is swell to his dog. His dog is his best friend.

1. What does the dog have?
   a. a gift  b. a limp  c. a street

2. What does Tom put his dog on?
   a. a raft  b. a bump  c. a camp

3. When does Tom pick up his dog?
   a. if the raft drifts.
   b. if a street has a bump.
   c. if his dog does not jump.

At a Dairy Farm

by Alyse Sweeney (Scholastic)

Moo, moo, milk! Cows that make milk are called dairy cows. They eat all day. Dairy farmers raise dairy cows. They know that the more their cows eat, the more milk they make. That means more milk to sell!

A cow first makes milk when she has a calf. Milk is food for the baby cow. The cow will keep making milk even after her calf is grown.

Farmers milk their cows twice a day. Some farmers milk their cows by hand. A cow’s udder fills with milk. The farmer squeezes the bottom of the udder. Out comes the milk!

Today, most dairy farmers use a milking machine. The milking machine pulls milk from the udder. Farmers can milk more cows at once when they use a machine.

Where does the milk go when it leaves the cow’s udder? The warm milk moves through a hose. Then, splash! The milk falls into a glass jar.

From the glass jar, the milk moves through a pipe to a bulk tank. A bulk tank is like a huge refrigerator for milk. The milk stays cool here until it leaves the dairy farm.

A tank truck takes the milk to a factory. Here, the milk is put into jugs and cartons. They go to stores, where people can buy the milk. Thank you, dairy cows! Thank you, dairy farmers!

List 2 details from the passage:

1. __________________________________________

2. __________________________________________
1st Grade

- 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**

- **Music & Movement**
  - [Image of musical notes]

---

**Purcell Register**

---

**Basic Addition**

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

---

**Drops In The Bucket - Math Level A**

**Number 45**

**Score**

1. Write the number.
   - 1, 2, 3, 4, 5

2. Write 20, 25, 30, 40, 60, 65.

3. Name.
   - [Image of coins]

4. Time.
   - 8 o’clock

5. Geometric figure.
   - [Image of a triangle]

   - cm – cm =

7. Addition and Subtraction.
   - 1 + 7 = 8
   - 2 + 8 = 10
   - 3 + = 12
   - 4 + 2 = 6
   - 5 + 3 = 8
   - 6 + 4 = 10
   - 7 + 5 = 12
   - 8 + 6 = 14

8. Extension.
   - [Image of cups and dots]
   - How many? _____

   - [Image of dots]
   - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

---

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

---

**Color Key:**

- Brown: 2, 7, 15
- Green: 5, 16
- Red: 9, 12
- Orange: 4, 13
- Yellow: 8, 11
- Blue: 3, 6, 10, 14, 17, 18
1st Grade

The Purcell Register

SCHOOLHOUSE NEWS

Page 10

Name:

Color the picture according to the key at the bottom.

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**Yellow** ▪ 6, 9 ▪ **Red** ▪ 5
**Blue** ▪ 7 ▪ **Orange** ▪ 2
**Gray** ▪ 3, 8 ▪ **Green** ▪ 1, 4

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Drops In The Bucket - Math Level A

Number 45

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8 o’clock

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| 1 cm = cm |
| 2 cm |

Addition Table and Facts

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Music & Movement

- 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.
1st Grade

DAILY NUMBER FUN
Pick a different number from 10-99 for each day and write it in the cloud. Use that number to do each day’s activities.

DAY 1:
Tally Marks

Tens & Ones Picture

DAY 2:
Place Value

Expanded Form

_____ tens

_____ ones

×

DAY 3:
Word Form

one less, one more

Your Number

DAY 4:
Add 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!

Monday | Tuesday | Wednesday | Thursday | Friday

Please write each day your student read.

Good Food

I like good food. Sis likes good food, too. She is a kid. But I have to be quick. I have to get the good food. Time to sup!

Mom makes ham and yams. She makes dip with grits! Dad makes jam and nuts. He makes bran and figs!

I zip and I run. I am quick! Yes! I win. I get the grub. It smells good! Yum!

1. What time is it in the story?
   - a. time to sup
   - b. time to nap
   - c. time to sing

2. Who makes ham and yams?
   - a. Mom
   - b. Sis
   - c. Yum

3. Who wins?
   - a. Sis wins.
   - b. Mom wins.
   - c. I win.

Word Choice

1. Parent-Teacher Notes

- Did the nuts spill?
- Pam is sobbing. I slapped his back. She walks too fast.
- Tim can ______.
- back
- Mom stopped and ______ up

- Sight Words

- Color by Sight Words

- Name: _____________________

- Sight Words (to=red, of=green, you=brown, is=tan, the=blue, they=yellow, were=gray, do=black, went=white)

- Drops in the Bucket

- Schoolhouse News

- The Purcell Register
1st Grade

Beginning Blends

Look at each illustration. What consonant blend matches the beginning of the word? Color in the bubble next to the correct answer.

1. pl  gr  gl  pr
2. bl  cl  br  st
3. br  tr  dr  bl
4. fl  sk  fr  sl
5. sp  pl  pr  st

Dog Days

These sentences are written incorrectly. Rewrite each sentence correctly.

dog runs. The

the dog rolls around

The sits dog.

the dog chews the bone

Parts of a Plant

Unscramble the letters to name the different parts of a plant.
This week your child will read Animals Building Homes, an informational text about different kinds of animal homes.

**Vocabulary on the Go**

With your child, take turns describing different animal homes, such as gopher burrows and bird nests. Write these words your child is learning on a sheet of paper, and try to use them in your conversation.

Challenge one another to use as many of the words as you can in your description.

**I'm Thinking of a Word . . .**

Take turns thinking of a word that tells about an animal or human home. Use words that end with 
- nd
- ng
- nk
- nt
- ft
- mp
  - (pond, sand, string, ring, sink, trunk, tent, rent, lift, bump, lamp, lump, stump).

Give two clues. One clue tells the last two letters of the word. Help your child write the answers. Here's an example.

*I'm thinking of a word that tells where beavers live.*

The word ends with nd. What is the word? (pond)

**Animal Parents**

Together, imagine that your child and you are animal parents and need to create a home. List steps to make a safe home, depending on the animals you choose to be. Also talk about how a list or a set of directions is different from regular story text.

Point out that headings help organize information. Explain that a heading tells what a list or a set of directions is about.

**Read a Poem**

Together, read this poem about a hummingbird’s nest.

### Hummingbird’s Nest

A hummingbird spies a bit of moss.
She grabs it tight and flutters up.
Now she has strands of a spider’s web.
Is she making a small cup?
She adds more moss and soft bits of plants.
And soon she has made her nest.
Inside it she lays her tiny eggs.
She knows cup-shaped nests are best!

**An Animal Home Poem**

Help your child write a poem about an animal home. The poem can be in rhyme or in free verse.

If your child wants to write a rhyming poem, brainstorm a list of rhyming words that describe the animal’s home before your child begins to write.

**Book Links**

- *Here Is the Tropical Rain Forest*, by Madeleine Dunphy
- *Ducks!*, by Gail Gibbons

**Internet Challenge**

Go to the library or search the Internet to find some animal poems to read together. Take turns reading the poems aloud to each other.

---

**Comprehension Check #12**

Directions: Read the short passage. Answer the questions.

Spring, oh Spring, I’m glad you’re here!
I’ve been looking for you everywhere.
I see the flowers and how they grow.
I’m so happy there is no snow!
Spring, oh Spring, I’m glad you’re here.
Signs of you are everywhere.
The grass is green.
The flowers bloom.
Mom takes out her big brown broom.

1. What would be a good title for the poem?

2. Why does the author like spring?

3. What are two signs of spring?

4. Name two pairs of rhyming words?

5. Why do you think mom takes out her broom?
Making New Words with JELLY BEANS

Directions: Cut out the letter tiles at the bottom of the page. See how many words you can make with the tiles. Record your words in the boxes. Each letter is worth 1 point. Try to make bigger words for more points.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Total Points: __________

Reading Comprehension

Apple Orchard

I went apple picking with my mom. We went to the apple orchard. It was so big! First, we walked through all of the apple trees. Next, we each picked six apples. Then, we put the apples in our baskets. Finally, we went home and made apple pie. I ate two pieces. It was so yummy!

1. What did we do first?
   
   ____________________________________________

2. What did we do last?
   
   ____________________________________________

Cut out the events and put them in order.

Fractions

Color the shape to show the fraction.

1. \( \frac{4}{7} \)

2. \( \frac{2}{8} \)

3. \( \frac{3}{7} \)

4. \( \frac{5}{8} \)

5. \( \frac{4}{4} \)

6. \( \frac{1}{3} \)

7. \( \frac{2}{5} \)

8. \( \frac{2}{3} \)

9. \( \frac{1}{5} \)

10. \( \frac{1}{2} \)

11. \( \frac{5}{6} \)

12. \( \frac{3}{4} \)

13. \( \frac{3}{6} \)

14. \( \frac{8}{8} \)

15. \( \frac{6}{6} \)
HAVE YOU BEEN THERE?  
If you've ever been to the beach you've been on a coast. A coast is when the land meets the sea or ocean. Coastal areas are also known as shores and seashores.

ALWAYS CHANGING 
This landform is constantly changing each and every day. Waves help create coastlines. When waves crash onto shore, they wear away at, or erode, the land. But… they also leave behind little parts of the sea, such as shells, sand dollars, seaweed, and hermit crabs. Sometimes these objects become a part of the coast, too.

FAST FACT: Canada is known for having the longest coast in the world.

Coasts, as beautiful as they can be, have it rough sometimes. They are hurt by pollution, oil spills, and garbage from both land and sea. Pollution changes the way a coast looks and is hurtful to the animals that live there.

Find something that rhymes with bee.
Find an object that begins with the /f/ 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 /f/ sound like in the word hat.
Find a letter $ 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 see. 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 2 like on a mailbox.

Connect the dots then color in the hidden picture. Connect the dots from A to Z in alphabetical order.

Find the missing number.

Find the sum.

I need fourteen pencils to share with my class. I have six so far. How many more pencils do I still need?

There are 11 markers in the box. I put 6 more in. How many markers are now in the box?

There are 14 students in line. Five of them go back to class. How many students are still in line?

I gave out eight red pencils and nine green pencils. How many pencils did I give out in all?

What is the value of the 4 in 481?
What is the value of the 3 in 603?

Find the letter that is in the box. I put it 6 more in. How many more pencils do I still need?

There are 11 markers in the box. I put 6 more in. How many markers are now in the box?

Find the number that is in the box. I put it 6 more in. How many more pencils do I still need?

What is the value of the 4 in 481?
What is the value of the 3 in 603?
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 “Electromagnets and You”. Read along and complete each task given in the story.

Your Cold Read this week is “The Case of the Missing Case!” 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!

We also added a special journal for you. There are 3 pages this week and we will send you some more pages to add to it over the next few weeks. Save this week’s journal pages so you can add to it!

Work hard and have fun! We miss you!

---

**Electromagnets and You**

**Background:** An electromagnet is a piece of metal that becomes magnetic when an electric current is passed through it. Electromagnets are in many items we use everyday, as you’ll find out in this text.

**Setting a Purpose:** Read the text to learn about how electromagnets help you.

---

**Ding-dong!** Pressing a doorbell turns on an electromagnet. The magnet makes a striker or bell move. It hits a bell, and the doorbell rings.

---

**Reading Bingo**

Complete 5 activities in a row this week! You need to read for 20 minutes to earn the square.

Have a grown 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 in bed
- 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 books
- Read in bed

---

**Background:**

- Electromagnets are used in many everyday items.
- They are used in appliances, tools, and vehicles.
- The principle of electromagnetism is used in various technologies.

---

**SHORT RESPONSE**

**Cite the Evidence:**

- Did you know that electromagnets help you dry your hair? Any machine with an electric motor uses an electromagnet to turn working parts on and off. So a blow dryer, vacuum cleaner, refrigerator, washing machine, and radio all have electromagnets.

---

**Cite the Evidence:**

- Manufacturers often use electromagnets to hold parts together in a machine. The electromagnet releases the parts at the right time.

---

**Background:**

- Manufacturers use electromagnets to hold parts together in a machine. The electromagnet releases the parts at the right time.
The Case of the Missing Case

Miss Taree, the world-famous detective, was reading the morning newspaper. “Fiddle Fest 500,” she read aloud. “A world famous violinist will be joined by 499 fiddlers, adults, and children alike.”

Suddenly, the phone rang. It was the world-famous violinist calling to say that his violin case had gone missing from the hall. Miss Taree met him onstage exactly ten minutes later.

Miss Taree asked the janitor if he had seen the missing case. The janitor said, “There is no missing case. I put all 500 violin cases in the storeroom this morning!” Then Miss Taree asked the famous violinist to describe his case. He said it was big, black, curvy, and had no name tag.

She separated the big and small cases into two piles. Next, she sorted the big cases into two piles, black and brown. She kept on sorting this way until she had a pile of twenty big, black, curvy cases with no name tags.

Then she inquired what was in the missing case. “Just my lunch,” said the violinist. “A sardine sandwich, a big slice of blue cheese and some pickled cabbage.”

Miss Taree began sniffing the big, black, curvy cases without name tags. “Yuck, I think I found it,” she said, holding her nose and a violin case.

The violinist grabbed the case and opened it. “Yes! You’ve solved the case of the missing case!”

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

1. What did Miss Taree do AFTER the violinist described his case but BEFORE finding the missing case?
   - She asked him what was in the case.

2. How does Miss Taree finally find the violinist’s case?
   - She asked him what was in the case.

3. Is Miss Taree a good detective? Why or why not? Support your answer with at least two details from the passage. Write your response on another sheet of paper.
Proofreading for Spelling
Find the misspelled words and circle them. Write them correctly on the lines below.

Dear Jamal,

Can you believe you’re getting a letter from me, at last? I think of you a lot, especially when I see a jar of that cherry jellie you love so much. Mom bought some the other day, and all of a sudden, I find that I love it, too!

One of my front teeth fell out last week. I put the tooth under my pillow. The next morning, a dollar showed up there. Maybe that’s enough to buy a treat for my pet rabbit.

Hey, you’re a science buff, right? Do you happen to know much about magnets? We had a really neat lesson on them in science class last week, and I’d love to talk to you about them.

Well, say hello to your family for me. Please write back if you can. I miss you!

Your friend,
Curtis

Spelling Words
1. jelly
2. bottom
3. pillow
4. happen
5. butter
6. lesson
7. cherry
8. sudden
9. arrow
10. dollar
11. hello
12. rabbit
13. letter
14. button

Double Consonants
Each line of letters has two hidden words that have double consonants in the middle of the words. Circle the hidden words. Then write a sentence that has both hidden words.

1. fgowvmazlettucephboqgdolrarvemuggg
2. eqpsuggestborzzvkmesattendelnicipwxx
3. ballotyechallengewbnmorqncpypyrwvnpp
4. traipgiclassicoskkergecanarrayatccjuorciff
5. aceffortgerwatsoccercizzgerykergprnadd

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3rd Grade

ALL ABOUT ME

MY FAVORITES

TOY: __________________________________________
COLOR: ______________________________________
ANIMAL: _______________________________________
FOOD: ________________________________________
SHOW: _______________________________________
MOVIE: _______________________________________
BOOK: _______________________________________
ACTIVITY: _____________________________________
PLACE: ________________________________________
SONG: _______________________________________

MY BEST FRIEND(S): ___________________________
WHEN I GROW UP I WANT TO BE: __________________________

I AM
YEARS OLD
I STAND
INCHES TALL
I WEIGH
POUNDS
SHOE SIZE

I AM YEARS OLD
I WEIGH POUNDS
I STAND INCHES TALL

SCHOOLHOUSE NEWS

3rd Grade

Addition with 4-Digit Addends

Find the sums.

$\begin{align*}
7,447 + 2,987 &= 10,434 \\
6,978 + 2,408 &= 9,386 \\
5,876 + 2,387 &= 8,263 \\
465 + 9,485 &= 10,050 \\
6,261 + 980 &= 7,241
\end{align*}$

A scuba diver finds a treasure chest in the ocean. When she opens it up, she discovers that it is filled with 3,567 gold coins and 1,793 silver coins. How many coins does the chest contain in all?

The treasure chest also contains pearls! There are 1,356 white pearls and 562 black pearls. How many pearls are there altogether?

MY BEST FRIEND(S): __________________________
WHEN I GROW UP I WANT TO BE: __________________________

DATE: __________________________

Multiplication: 0 - 3

Name: __________________________

Score: ______ out of 41

Time: ______ minutes

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<td>3</td>
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<td>x 7</td>
<td>x 9</td>
<td>x 5</td>
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</tbody>
</table>

Special Number

The special number is 2,354.

Write the number in expanded form.

$2\times1000+3\times100+5\times10+4\times1$.

The value of the digit 3 is ________.
The value of the digit 4 is ________.
The value of the digit 2 is ________.

Which set of blocks shows 2,354? (Circle one.)

Fill in the empty boxes on the number line.

10 more than 2,354 is ________.
2,354 has ________ ones, ________ tens, ________ hundreds, ________ thousands.

100 less than 2,354 is ________.
1,000 more than 2,354 is ________.
1 less than 2,354 is ________.

Super Teacher Worksheets - www.superteacherworksheets.com

The Purcell Register

PAGES BY LONG CREATIONS
SCHOOLHOUSE NEWS
3rd Grade

Money Addition

Solve the word problems below. Use the empty space to the right of each problem to show your work. Write your answer on the blank line by each question.

1. An adult ticket for a day at the zoo costs $9.95, while a child ticket costs $6.75. How much will it cost for one adult and one child to spend a day at the zoo?
   Answer:

2. Janie earned $15.50 at her part-time job on Saturday morning. Later that night she made $20.20 babysitting. What was her total income for Saturday?
   Answer:

3. Hannah ordered a large pizza for $15.95 and an order of wings for $11.70. What was the total of her dinner purchase?
   Answer:

4. Dan bought a pair of jeans for $42.95 and a shirt for $17.65. How much did the whole outfit cost him?
   Answer:

---

Make a Grid Map

A

---

1

---

Directions:

1. Finish writing the letters and numbers.
2. Cut apart the pictures.
3. Glue the pictures in these spaces on the map:
   - tree - B4
   - police officer - A2
   - ambulance - B1
   - mail - C2
   - books - D1
   - fire fighter - A3
   - house - E2
   - shopping cart - C3
   - airplane - E4

---

Metals and Magnetism

Question: Do magnets attract all metals?
Materials: samples of different metals (copper, iron, aluminum, brass, and stainless steel), coins (penny, nickel, dime, and quarter), bar magnet or horseshoe magnet

Step 1: Predict which types of metals will attract the magnet.
   - copper: yes no
   - iron: yes no
   - aluminum: yes no
   - brass: yes no
   - stainless steel: yes no

Step 2: If the magnet is not a horseshoe magnet, examine each coin to determine which coins actually attract the magnet.
   - penny: yes no
   - nickel: yes no
   - dime: yes no
   - quarter: yes no

Step 3: Find the Result
   - copper: yes no
   - iron: yes no
   - aluminum: yes no
   - brass: yes no
   - stainless steel: yes no

Step 4: Find the Result
   - penny: yes no
   - nickel: yes no
   - dime: yes no
   - quarter: yes no

Conclusion:
### Reading Log

**Title of Book**

<table>
<thead>
<tr>
<th>Minutes Read</th>
<th>Parent Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**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**
- Comparing/Contrasting (4 Pages)

**Grammar/Writing**
- Journal Entry Part 1
- Punctuating Direct Quotations Part 2 (2 Pages)

**Math**
- Subtraction Math Crossword
- Elapsed Time
- Graph Paper Division (3-digits)

**Social Studies**
- Intermediate Directions
- Landforms and Bodies of Water
- Latitude and Longitude (2 Pages)

---

**Comparing and Contrasting**

Thinking about the ways two or more things are alike is comparing. Thinking about the ways two or more things are different is contrasting.

**Part One:** Think about the Strategy

1. Write why basketball and baseball are alike.

2. Write why basketball and baseball are different.

**Work with a Partner**

- Take turns telling each other something that is the same about two things, such as fruits, games, or objects.
- Then tell something that is different about these things. See how many likenesses and differences you can find.

---

**Comparing and Contrasting**

How Do You Find Likenesses and Differences?

Many reading passages compare and contrast two or more things. You can find examples of comparing and contrasting by thinking about the details you read.

Read this passage about birds and bats. Think about how they are similar and how they are different.

<table>
<thead>
<tr>
<th>Birds</th>
<th>Bats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have feathers</td>
<td>Can fly</td>
</tr>
<tr>
<td>Hatch from eggs</td>
<td>Have fur</td>
</tr>
<tr>
<td>Most are active during the day</td>
<td>Born live</td>
</tr>
</tbody>
</table>

1. Let’s think about the details that tell about the likeness between birds and bats.
2. Look at the Venn diagram below.
3. Fill in the missing information in the overlapping part, giving another example of comparing.
4. Fill in the missing information in the shaded part of the second circle, giving another example of contrasting.

---

**Lesson 5**

**Comparing and Contrasting**

**Part Two:** Learn about the Strategy

Finding how two or more things are alike and how they are different is called comparing and contrasting. A comparison tells how things, people, places, or events are alike. A contrast tells how they are different.

- Comparing is finding how two or more things are alike.
- Contrasting is finding how two or more things are different.
- Two words that signal a comparison are both, same, like, alike, similar.
- Two words that signal a contrast are but, unlike, different, however, whereas, and instead.

If there are no clue words in a reading passage to signal a comparison or contrast, think about the things you read about. Ask yourself, "How are these things alike? How are they different?"
Journal Entry 2

You awake from a strange dream. You hear your pets talking to each other. The crazy thing is that you can understand what they are saying. Write a dialogue between your pets.

PART 1

Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about comparing and contrasting.

Comparing and Contrasting

Lesson 11

Punctuating Direct Quotations

Introduction: Using a direct quotation, or a person’s exact words, can help make your writing come alive. You can write the exact words of a character in a story, or you can write what someone in real life has said or written. Use quotation marks (“”) before and after the exact words of a speaker or author.

- A direct quotation can come at the beginning of a sentence.
  “I can’t wait to see the Washington Monument!” said Elena.

- A direct quotation can also come at the end of a sentence. Use a comma (,) to separate the beginning of the sentence from the quotation.
  Author Rachel White wrote, “The Washington Monument is one of the most popular tourist attractions in the United States.”

- Use quotation marks only when you are showing a person’s exact words, not when you are explaining what the person said.

Nathan said, “I look forward to the trip to Washington.”

Nathan said that he looks forward to the trip to Washington.

Guided Practice

Add the correct punctuation where it is needed in each sentence.

1. “I’m almost ready to go!” exclaimed Krista.
2. Mr. Mendoza said before we go, we need to learn about the Washington Monument.
3. Why did they build the monument? Also asked.
4. Kris replied. It was built to honor George Washington.
5. The monument is a symbol of his leadership wrote author Rachel White.

Guided Practice

Add the correct punctuation where it is needed in each sentence.

1. “I’m almost ready to go!” exclaimed Krista.
2. Mr. Mendoza said before we go, we need to learn about the Washington Monument.
3. Why did they build the monument? Also asked.
4. Kris replied. It was built to honor George Washington.
5. The monument is a symbol of his leadership wrote author Rachel White.
**Schoolhouse News**

**4th Grade**

**Subtraction Math Crossword**

**ACROSS**
1. \(7007 - 3586\)
10. \(2165 - 365\)
3. \(9622 - 2719\)
12. \(8757 - 5788\)
6. \(5742 - 3153\)
13. \(5069 - 3368\)
8. \(8744 - 1008\)
14. \(9379 - 3904\)

**DOWN**
2. \(6335 - 2074\)
7. \(8663 - 3659\)
3. \(7001 - 828\)
9. \(9262 - 2641\)
4. \(9034 - 5984\)
11. \(8798 - 527\)
5. \(9798 - 8006\)
12. \(9981 - 7124\)

**Subtraction Math Crossword Answer Key**

**ACROSS**
1. \(3419\)
10. \(1790\)
3. \(6903\)
12. \(3709\)
6. \(2579\)
13. \(1681\)
8. \(7736\)
14. \(5475\)

**DOWN**
2. \(4217\)
7. \(5004\)
3. \(828\)
9. \(6173\)
4. \(5984\)
11. \(8271\)
5. \(8006\)
12. \(7124\)

---

**Elapsed Time**

**Nearest Half Hour**

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Elapsed Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M.</td>
<td>10:30 A.M.</td>
<td>2 hours and 30 minutes</td>
</tr>
<tr>
<td>10:00 P.M.</td>
<td>11:30 P.M.</td>
<td>1 hour and 30 minutes</td>
</tr>
<tr>
<td>2:00 P.M.</td>
<td>5:00 P.M.</td>
<td>3 hours</td>
</tr>
<tr>
<td>12:30 P.M.</td>
<td>7:00 P.M.</td>
<td>6 hours and 30 minutes</td>
</tr>
<tr>
<td>4:00 A.M.</td>
<td>11:00 A.M.</td>
<td>7 hours</td>
</tr>
<tr>
<td>3:00 P.M.</td>
<td>9:30 P.M.</td>
<td>6 hours and 30 minutes</td>
</tr>
<tr>
<td>4:30 P.M.</td>
<td>6:00 P.M.</td>
<td>1 hour and 30 minutes</td>
</tr>
<tr>
<td>12:00 A.M.</td>
<td>12:00 P.M.</td>
<td>12 hours</td>
</tr>
<tr>
<td>1:00 P.M.</td>
<td>1:30 P.M.</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

---

**Answer Key**

Complete the table by filling in the elapsed times.
Graph Paper Division

**a.**

\[
\begin{array}{c}
6 \\
1 \\
2 \\
6 \\
3 \\
1 \\
5 \\
8 \\
2 \\
1 \\
1 \\
3 \\
\end{array}
\]

**b.**

\[
\begin{array}{c}
3 \\
1 \\
5 \\
8 \\
2 \\
1 \\
3 \\
\end{array}
\]

**c.**

\[
\begin{array}{c}
2 \\
1 \\
3 \\
\end{array}
\]

\[
\begin{array}{c}
1 \\
5 \\
8 \\
2 \\
1 \\
3 \\
\end{array}
\]

**d.**

\[
\begin{array}{c}
3 \\
2 \\
6 \\
9 \\
4 \\
1 \\
9 \\
5 \\
6 \\
4 \\
9 \\
\end{array}
\]

**e.**

\[
\begin{array}{c}
2 \\
6 \\
9 \\
4 \\
1 \\
9 \\
5 \\
6 \\
4 \\
9 \\
\end{array}
\]

**f.**

\[
\begin{array}{c}
3 \\
2 \\
6 \\
9 \\
4 \\
1 \\
9 \\
5 \\
6 \\
4 \\
9 \\
\end{array}
\]

**g.**

\[
\begin{array}{c}
7 \\
1 \\
8 \\
6 \\
9 \\
1 \\
9 \\
8 \\
3 \\
2 \\
0 \\
8 \\
\end{array}
\]

**h.**

\[
\begin{array}{c}
7 \\
1 \\
8 \\
6 \\
9 \\
1 \\
9 \\
8 \\
3 \\
2 \\
0 \\
8 \\
\end{array}
\]

**i.**

\[
\begin{array}{c}
7 \\
1 \\
8 \\
6 \\
9 \\
1 \\
9 \\
8 \\
3 \\
2 \\
0 \\
8 \\
\end{array}
\]

---

**Intermediate Directions**

**U.S. Cities**

There are four cardinal directions: North, South, East, and West.
There are four intermediate directions: Northeast, Southeast, Northwest, and Southwest.

1. Carla’s family drove from Buffalo, New York to Washington D.C. In which direction did they drive?
   - Northeast
   - Southeast
   - Southwest
   - Northwest

2. Adam’s family flew from Orlando, Florida to Seattle, Washington. In which direction did they fly?
   - Northeast
   - Southeast
   - Southwest
   - Northwest

3. Jim’s family traveled from Los Angeles, California to Buffalo, New York. In which direction did they travel?
   - Northeast
   - Southeast
   - Southwest
   - Northwest

4. Mary’s family drove from Washington D.C. to Dallas, Texas. In which direction did they drive?
   - Northeast
   - Southeast
   - Southwest
   - Northwest

---

**Landforms and Bodies of Water**

Complete each sentence with a word from the box. Some words will not be used.

- bay
- canyon
- lighthouse
- plain
- plateau
- river
- delta
- lake
- mountain
- volcano
- peninsula
- waterfall

1. A _______ is a large area of flat or gently rolling land.
2. Water falling over a cliff is a _______.
3. A crack in the ground is a _______. It is formed by a river or a series of earthquakes.
4. A _______ is an area of land that is mostly surrounded by water.
5. A _______ is a mound of land with a rounded top. It is smaller than a mountain.
6. A large, tall mass of rock with steep sides is a _______. It is higher than a hill.
7. Low land between hills or mountains is a _______.
8. An opening in the earth’s crust from which lava flows is a _______.
9. A _______ is a stream of water that flows into an ocean, lake, or another stream.
10. An area of land that is completely surrounded by water is an _______.
11. Low, watery land formed at the mouth of a river is a _______.
12. A thin strip of land that connects two large land areas is an _______. It is surrounded on two sides by water.
13. A _______ is a large area of flat land that is higher than the land around it.
4th Grade

Latitude and Longitude

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

1. 35ºN latitude, 112ºW longitude
2. 59ºN latitude, 78ºW longitude
3. 45ºN latitude, 96ºW longitude
4. 45ºN latitude, 122ºW longitude
5. 29ºN latitude, 95ºW longitude
6. 45ºN latitude, 79ºW longitude
7. 35ºN latitude, 97ºW longitude

Using the coordinates listed below, write the name of the city next to its plotted latitude and longitude point on the map.

Detroit, Michigan: 42ºN, 83ºW
New Orleans, Louisiana: 30ºN, 90ºW
Orlando, Florida: 28ºN, 81ºW
Santa Fe, New Mexico: 35ºN, 106ºW
Hartford, Connecticut: 41ºN, 72ºW
Helena, Montana: 45ºN, 112ºW
Las Vegas, Nevada: 36ºN, 115ºW
Little Rock, Arkansas: 35ºN, 92ºW
Seattle, Washington: 47ºN, 122ºW
San Francisco, California: 38ºN, 122ºW
Augusta, Maine: 44ºN, 69ºW
Nashville, Tennessee: 36ºN, 87ºW

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Name: ____________________________
5th Grade Checklist for Week 2

Reading:
- Knit Your Bit Story and Questions 1-5
- Knit Your Bit Vocabulary 1-9
- Knit Your Bit Writing Assignment

English:
- Capitalizing Proper Nouns Worksheet
- Main Verb & Helping Verbs Worksheet

Math:
- Adding Decimals Worksheet
- Subtracting Decimals Worksheet
- Multiplying 3 Digits with Number Search Puzzle Worksheet
- Rolling & Coasting in Multiplication Worksheet

Social Studies:
- United States of America Map Worksheet with Questions 1-5
- Latitude & Longitude 48 States Worksheet with Questions 6-10

Science:
- Scientific Method with Dr. E. McSquare Worksheet

Grammar:
- Main Verbs and Helping Verbs Worksheet
- Some helping verbs are: should, have, will, can.
- A main verb comes before the main verb and adds detail.
- A helping verb tells what the subject is thinking or doing.
- Some helping verbs are: may, might, must, been, do, is.
- If a proper noun is a proper noun and end with a period. Also capitalize initials, acronyms, such as FBI.
- Proper nouns must be capitalized. If a proper noun is two words, capitalize both. If it is three or more words, capitalize each important word.

Thinking Questions
- How many words make up the proper noun?
- Which words are capitalized?

Adding Decimals

<table>
<thead>
<tr>
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<th>Date</th>
</tr>
</thead>
</table>

**Lesson 4 Challenge:**

**Thinking Question:** How many words make up the proper noun?

**Main Verb and Helping Verb Worksheet**

**Lesson 4 Challenge:**

**Thinking Question:** Which verb describes the action and which verb helps it?

**Adding Decimals Worksheet**

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</table>

**Lesson 4 Challenge:**

**Thinking Question:** How many words make up the proper noun?

**Main Verb and Helping Verb Worksheet**

**Lesson 4 Challenge:**

**Thinking Question:** Which verb describes the action and which verb helps it?
**Subtracting Decimals**

Draw a line to match each difference on the left with one on the right.

<table>
<thead>
<tr>
<th>LEFT</th>
<th>RIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 7.84 – 1.99 =</td>
<td>A. 5.1 – 2.78 =</td>
</tr>
<tr>
<td>2. 2.65 – 0.32 =</td>
<td>B. 5.6 – 1.4 =</td>
</tr>
<tr>
<td>3. 5.96 – 3.17 =</td>
<td>C. 6.21 – 1.4 =</td>
</tr>
<tr>
<td>4. 5.56 – 2.5 =</td>
<td>D. 5.56 – 4.3 =</td>
</tr>
<tr>
<td>5. 4.77 – 1.8 =</td>
<td>E. 6.17 – 5.2 =</td>
</tr>
<tr>
<td>6. 6.05 – 1.77 =</td>
<td>F. 8.85 – 2.2 =</td>
</tr>
<tr>
<td>7. 5.19 – 1.58 =</td>
<td>G. 4 – 1.67 =</td>
</tr>
<tr>
<td>8. 6 – 3.6 =</td>
<td>H. 5.52 – 4.26 =</td>
</tr>
</tbody>
</table>

**Rolling and Coasting in Multiplication**

Multiply. Use another piece of paper to solve each problem. Then using the code, order the products from least to greatest on the lines below to learn a fact about roller coasters.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>412</td>
<td>742</td>
<td>125</td>
<td>542</td>
<td>540</td>
<td>225</td>
<td>533</td>
<td>492</td>
<td>189</td>
<td>468</td>
</tr>
<tr>
<td>741</td>
<td>312</td>
<td>120</td>
<td>235</td>
<td>721</td>
<td>314</td>
<td>189</td>
<td>267</td>
<td>778</td>
<td>892</td>
</tr>
</tbody>
</table>

**Knit Your Bit**

By Lisa Hart

**Knitting never held so much passion or power.**

Mother brought hard ships to the soldiers far removed from the basic clothing they had issued to endure winter in the trenches. Lucky for them, most of the girls back home knew how to knit. Knit tons of all ages picked up their needles to make sweaters, hats and scarves.

Novice knitters often found the turning of the heel to be a challenge. But clean socks played a vital role in the good health of the soldiers. An infection called trench foot posed a constant danger in the cold, wet mud of the trenches. Fresh socks offered hope of avoiding an illness that could take a foot or a life.

These hands-knit items inspired the soldiers. They reminded the men of mothers, sisters and sweethearts sending them clothing.

Quick and easy patterns allowed knitters of all skill levels to take a foot or a life.

The first roller coaster in the United States was built in [Image 293x285 to 469x402] 1872. [Image 507x339 to 834x469]
Knit Your Bit

1. Why did women knit clothing for soldiers during World War I?
a. Soldiers did not have any clothing while at war so they asked women to knit.
b. Soldiers wanted their clothing to be made only from yarn and wool.
c. Soldiers paid women to make clothes and send them to the battlefield.
d. Soldiers did not have enough winter clothing and women wanted to help.

2. According to the article, why were socks difficult for novice knitters?
a. Most socks are large and require a lot of yarn.
b. A sock has a curve by the heel.
c. A pair of socks can only be worn a few times.
d. Knitters needed to use different patterns for right socks and left socks.

3. What is the author’s purpose for writing this article?
a. To persuade readers to support soldiers
b. To teach readers how to knit
c. To entertain readers with an amusing story from history
d. To inform readers of one way women helped the war effort during World War I

4. Circle three words that best describe the women knitters in this article.
- patriotic
- dangerous
- hard-working
- curious
- charitable
- carefree

5. Reread the final sentence of the article

Knitting never held so much passion or power.

Explain how knitting became a passionate and powerful task during this time.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Knit Your Bit

In the article, “Knit Your Bit,” you learned about women who knitted clothing and medical supplies for soldiers during World War I.

Describe ways that citizens of our country can support troops overseas in today’s world.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Match each vocabulary word from the reading passage with the correct definition.

1. trenches
2. troops
3. medical
4. amputation
5. novice
6. passion
7. Red Cross
8. home front
9. bandage

- a. material used to cover a wound
- b. long holes cut in the ground for hiding and moving around during battle
- c. strong emotion
- d. area where soldiers’ homes are, away from the war zone
- e. soldiers
- f. a charitable organization devoted to helping the sick, wounded, or suffering
- g. relating to the treatment of illness and injury
- h. person who is new or inexperienced
- i. surgically removing an arm, leg, or other body part

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5th Grade

**Skills**

Name __________________________ Date ____________

Fill in the circle before the correct answer. Use the map to answer questions 2 through 1.

1. What kind of information is shown on a landform map?
   - ( ) locations of a region
   - ( ) population of an area
   - ( ) the natural features of a region
   - ( ) roads in an area

2. The western half of the state of Arizona is a
   - ( ) canyon
   - ( ) mountain
   - ( ) plains
   - ( ) desert

3. The two main landforms in Georgia are plains and
   - ( ) hills
   - ( ) mountains
   - ( ) plains
   - ( ) lakes

4. Which of the following states has the most different types of landforms?
   - ( ) North Carolina
   - ( ) California
   - ( ) Ohio
   - ( ) New Mexico

5. The Appalachian Mountains stretch from Alabama to
   - ( ) Maine
   - ( ) Ohio
   - ( ) Florida
   - ( ) Texas

---

**Skills**

Name __________________________ Date ____________

Fill in the circle before the correct answer. Use the map to answer the questions.

6. The 40°N latitude line forms the northern border of
   - ( ) Nebraska
   - ( ) Kansas
   - ( ) Wisconsin
   - ( ) California

7. In which state does the 40°N latitude line cross the 110°W longitude line?
   - ( ) Arizona
   - ( ) Colorado
   - ( ) Utah
   - ( ) Nevada

8. The location 35°N latitude by 105°W longitude is in
   - ( ) Minnesota
   - ( ) Mississippi
   - ( ) Oklahoma
   - ( ) New Mexico

9. Eastern Louisiana is located at 30°N latitude by
   - ( ) 80°W
   - ( ) 90°W
   - ( ) 100°W
   - ( ) 110°W

10. Which latitude line forms the border of three neighboring states?
    - ( ) 30°N
    - ( ) 35°N
    - ( ) 40°N
    - ( ) 45°N

---

**Emoji Emotions**

The word "emoji" combines the Japanese words: a [picture] and moji [character].

Emojis are commonly used to add expression and emotion to electronic communications. Look at the emojis below. In the space provided, write the emotion that you see and describe a time when you have felt this emotion.

- 😊 (happy)
- 😞 (sad)
- 😐 (neutral)
- 😍 (loving)
- 😤 (angry)
- 😜 (smiling)

**Let's Spell**

**Tricky Word Challenge**

- Lock: different, tomorrow
- Word & Check: mountain, complete
- Say & Spell: remember, normally

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