Hello, PreK students and families,

Here we are in the final week of our distance learning - Week 5! Certainly this was not the way any of us imagined this school year ending, but we so appreciate your flexibility and participation in distance learning. We hope that you have had as much fun as we have exploring new ways to learn at home. As a reminder, our vision for this mailer is to provide you and your families with lots of fun activities that will help you 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!

This 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 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 need more help with their name, 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**

Let’s take some time to explore syllables in nursery rhymes. Syllables are the number of “beats” in a word. For example, there are two “beats” in the word “shadow” (sha-dow) and three in the word “unicorn” (u-ni-corn). Can you clap out the syllables for each word in this nursery rhyme? There are lots of one syllable words like “hot”!

Hot Cross Buns

Hot cross buns, hot cross buns.

One a penny, two a penny.

Hot cross buns.

Hot cross buns.

One a penny,

two a penny.

Hot cross buns.

Hot cross buns.

---

**Letter Focus**

**Letters:** U u V v W w X x Y y Z z

**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: V: volcano), tell your family about your picture. Write some letters (parents can first write it in pen, child traces with crayon or pencil)

---

**Writing**

**Skill:** writing sentences

On provided writing sheet:

- Write a short sentence with your child (ex: I like cake.)
- Write a long one: I like ice cream with my cake. Read the sentences while you point at each word together

---

**Math**

**Skill:** patterns

On provided writing sheet:

- Draw shape patterns

Examples:

| O O | O O | <> O <> O |
| < O > O |

---

**Pattern Movement**

Examples:

- bend, jump, bend, jump
- touch toes, clap, clap, touch toes, clap, clap

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. Shober, Mrs. Hill, Mrs. Reed & Mrs. Elrod
Pre-K

Name: __________________________

Date: __________________

**Fun with Shapes**

Complete the shapes and color:

- Square
- Heart
- Circle
- Rectangle
- Star

0 - blue
1 - brown
2 - red
3 - yellow
4 - pink
5 - green

Circle the beginning sound for each image:

- Z
- W
- X
- Y
- U
Simple Sentences
Read and Draw II

Name:

Read it:
The pig is pink. He likes to play in the mud.

Draw it:

Read it:
I have two flowers. My flowers are blue and red.

Draw it:

Read it:
My dog is big and brown. My cat is little and orange.

Draw it:

Read it:
I have three wigs. My wigs are purple, red and blue.

Draw it:

Read it:
Do you like the hot sun? The sun is big and yellow.

Draw it:

Read it:
I see the cub. The little cub is brown.

Draw it:

---

Name:

Purcell Register

Monday

Name and trace each letter. Say the sound for each letter and name something that begins with the sound.

Jj Ww Zz Vv Xx
Qq Yy Uu Kk Ee
HH Ff Gg Rr Ll

---

Tuesday

Name:

Fill in the missing vowel.

b__ s__
cl__ck
p__ n__
__j__mp
__t__nt
fl__g

---

Wednesday

Name:

Practice counting to 100 by 1’s, 5’s, 10’s.

| 3 + 2 = __ | 1 + 1 = __ | 2 + 2 = __ | 4 + 0 = __ |
| 2 + 0 = __ | 1 + 3 = __ | 5 + 0 = __ | 1 + 3 = __ |
| 1 + 2 = __ | 3 + 0 = __ | 1 + 4 = __ | 5 + 0 = __ |

---

Thursday

Name:

Practice counting:
Start at 85 and count to 79.
Start at 88 and count to 97.
Start at 59 and count to 72.
Start at 75 and count to 89.

Trace and read the sight words:
where what was up
said come does out
ABC COUNTDOWN CALANDER

A Day
get creative and make a work of art

Art Day
get out side and blow some bubbles

B Day
get out side and play!

Bubbles Day

C Day
get creative and make a work of art

Chalk Day

D Day
pick your favorite book to wear

Dance Party Day
have a family dance party

E Day
get your body moving

Exercise Day

F Day
build a blanket fort in your living room

Fort Day

G Day
pick your favorite book to wear

Game Day
play a board game with your family

H Day
pick your favorite book to wear

Hat Day
pick your favorite book to wear

I Day
wear your clothes inside out

Inside Out Day

J Day
tell a funny joke or make up your own

Joke Day

K Day
share your favorite memory from this year

Kindergarten Day

L Day
have a picnic outside

Lunch Outside Day

M Day
give yourself a silly mustache

Musichache Day

N Day
go on a family nature walk

Nature Day

O Day
find something orange to wear

Orange Day

P Day
put on your pajamas today

Pajamas Day

Q Day
read your favorite book or a new one

Q-Tips Day

R Day
read your favorite book or a new one

Read Day

S Day
wear some fun sunglasses

Sunglasses Day

T Day
share your favorite toy with the class

Toy Day

U Day
share what makes you smile or your talent

Unique Day

V Day
make your favorite veggie snack

Veggie Day

W Day
get outside and play with a tennis or water balloon

Water Day

X and O Day
play tic tac toe with your family

X and O Day

Y Day
find something yellow to wear

Yellow Day

Z Day
have a 100 day of school act you made 100 something

Zoom Off To Summer Day

Kindergarten Drawing and Writing Worksheet

Imagine, draw and write

What did this cat do today?
Draw a picture about it:

What did this cat do today?

Write about it:

I see a pink .
The boy likes to .
I’m wearing a .
A is a type of fruit.

Complete the sentences with the matching ig words:

- pig
- big
- wig
- fig
- dig
- rig

- spigw
- bwgbi
- imfig
- gdmpna
- nirig
- rangnot
Kindergarten

**Rainbow Scavenger Hunt**

- Find something red.
- Find something yellow.
- Find something orange.
- Find something green.
- Find something blue.
- Find something purple.
- Name a fruit that is red.
- Name an animal that is yellow.
- Name a vegetable that is orange.
- Name a plant that is green.
- Name a flower that is purple.
- Name something outside that is blue.

**Colorful Rainbows**

Directions: Color each rainbow. Solve the math problems on the clouds.

<table>
<thead>
<tr>
<th>Name</th>
<th>5+5</th>
<th>4+3</th>
<th>6+3</th>
<th>2+4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>Cloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>purple</td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td></td>
</tr>
</tbody>
</table>

**Objects**

<table>
<thead>
<tr>
<th>Objects</th>
<th>Predictions</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice Cube</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Letter Box Label**

Write the matching words in the letter boxes.

<table>
<thead>
<tr>
<th>fat</th>
<th>rat</th>
<th>sat</th>
<th>cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>pat</td>
<td>mat</td>
<td>bat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>at</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Earth**

by Christine Taylor-Butler

You can eat the crust of a piece of bread. But can you eat the crust of Earth?

No. Earth’s crust is made of rock.

Earth is the third planet from the Sun. Earth is the only planet in the solar system with human life. The crust is one of Earth’s layers. It is the outside layer. The mantle is under the crust. The core is in the center of Earth.

Large parts of Earth’s crust rise above the water. These parts are called continents. Smaller parts rise above water, too. These parts are called islands. People live on continents and islands.

Earth’s crust is broken into many pieces, called plates. These are not like dinner plates. These plates are made of rock.

Earth’s mantle is under the crust. It is made of melted rock called magma. Earth’s plates float on the magma. Magma that comes out of Earth’s crust is called lava.

Earth’s plates move. Sometimes this creates earthquakes. Sometimes the crust pushes up. This creates mountains. Sometimes magma rises. This creates a volcano.

We eat things that live on Earth’s crust. We eat things that grow in Earth’s crust. But we don’t eat Earth’s crust!

**Three important details:**

1. 
2. 
3. 

---

- 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.
Math Fact Fun

Day 1 | Day 2 | Day 3 | Day 4
--- | --- | --- | ---
1 + 8 = 2 + 3 = 5 + 4 = 4 + 5 =
1 + 6 = 4 + 4 = 3 + 7 = 7 + 5 =
4 + 7 = 1 + 7 = 4 + 1 = 1 + 5 =
4 + 8 = 3 + 4 = 5 + 8 = 3 + 5 =
1 + 3 = 7 + 5 = 5 + 2 = 8 + 8 =
6 + 8 = 6 + 5 = 8 + 2 = 5 + 2 =
6 + 3 = 5 + 1 = 8 + 3 = 6 + 4 =
3 + 1 = 3 + 5 = 4 + 2 = 6 + 2 =
6 + 8 = 5 + 5 = 2 + 7 = 5 + 6 =
6 + 4 = 1 + 8 = 7 + 2 = 3 + 3 =
8 + 7 = 7 + 8 = 8 + 5 = 4 + 8 =
1 + 4 = 6 + 6 = 2 + 8 = 3 + 7 =
6 + 1 = 3 + 8 = 7 + 4 = 6 + 3 =
7 + 6 = 1 + 1 = 7 + 7 = 1 + 2 =
4 + 3 = 6 + 7 = 1 + 7 = 2 + 2 =
2 + 6 = 4 + 2 = 2 + 3 = 2 + 1 =
8 + 4 = 8 + 8 = 1 + 5 = 1 + 1 =
3 + 4 = 4 + 5 = 8 + 6 = 8 + 4 =
6 + 1 = 4 + 5 = 5 + 8 = 1 + 2 =
8 + 3 = 4 + 4 = 8 + 6 = 6 + 7 =
6 + 7 = 5 + 3 = 2 + 8 = 7 + 5 =
2 + 4 = 1 + 2 = 6 + 1 = 3 + 7 =
6 + 3 = 3 + 3 = 6 + 4 = 7 + 8 =
4 + 7 = 3 + 8 = 7 + 2 = 8 + 1 =
4 + 2 = 8 + 7 = 4 + 7 = 3 + 2 =

Dail y Number Fun

Pick a different number from 10-99 for each day and write it in the cloud.

**Day 1:**

**Day 2:**

 Expanded Form

_____ tens  
_____ ones

**Day 3:**

 - ______ + ______ = ______

Word Form

- _______

Order Numbers (Greatest to least)

- ______ , ______ , ______ , ______ , ______

**Day 4:**

One less, one more

- ______ + ______ = ______
- ______ - ______ = ______

**Day 5:**

Add 10

- + ______

Minus 10

- ______ - ______
Pam is so excited about her next vacation! She will go to the beach with her mom and dad. They will sleep in a tent right on the beach. Pam will walk on the soft sand to look for seashells. She will collect them to make necklaces. Her dad will help her build a sand castle.

1. Read the text 3 times and color a star each time you read it.
2. Answer each question in a complete sentence and color the evidence in the text.

A. What is Pam excited about? __________

B. Where will Pam sleep? __________

C. Why will Pam collect seashells? __________

Read to Color

Read the sentence and color the picture to match what you read.

1. The cat is orange with a black nose and blue eyes.
2. The dog is brown and his pencil is red and pink.
3. The silly turtle has a green shell and a brown head.
4. This little bee is yellow and black with pink wings.

Summer Vibes

Across
3. a place you can drive a boat on the water
6. you need a tent to do this
8. what do you do in a pool
9. a sport played with a bat and ball

Down
1. the seventh month of the year
2. sand at the ocean
4. the season after spring
5. people you like to be around
7. mosquitoes do this to you
2nd Grade

Write 800 + 20 + 4 in standard form.

_______________________
_______________________

Word form.
_______________________

What is the largest number you can make with 6, 5, and 1?

_______________________
_______________________

Count forward by fives.
127, _____, _____, _____

Count forward by tens.
302, _____, _____, _____

Count forward by hundreds.
577, _____, _____, _____

What is the largest number you can make with 6, 8, and 1?

How many tens are there in 110?

756 is the same as

ones

_______________________
_______________________

tens

_______________________
_______________________

hundreds

_______________________
_______________________

Ian is making sandwiches for his friends. So far he has made 13 sandwiches. His friends ate 8 of those sandwiches. Ian's mom made 5 more. How many sandwiches are left?

Emma's gumball machine came with 35 gumballs. She added 29 more gumballs to the machine. How many gumballs are in the gumball machine?

Ryder collected 25 shells at the beach. He noticed 8 of them were broken, so he threw them back into the water. How many shells does Ryder have altogether?

Ethan is building a house out of popsicle sticks. He uses 54 sticks to build the walls, and 35 for the roof. How many sticks did Ethan use in all?

Write the time using AM or PM.

Doing your homework.

Compare the numbers using > < =

102   111

Show 1:50 on the clock below.

Show 1:50 on the clock below.

430   340

Evan has two snakes. His yellow snake is 17 inches long. His black snake is 14 inches long. How long are his snakes altogether?

The length of a paperclip is about _______ centimeters.

(circle)

1cm   4cm   10cm   18cm

Zack needs to cut a piece of wood to be 15 inches long. Right now it is 22 inches long. How many inches does he need to cut off?

What is the difference in length of the two rectangles?

______ Centimeters

Solve.
38 + 24 + 19

Solve.
25 + 28 +19 + 53

Solve.
62 + 54 + 28

Solve.
33 + 18 + 53 + 27

Show one way you can make 49 cents using quarters, dimes, and pennies.

If you have 7 dollar bills, 2 quarters, 4 nickels, and 6 pennies, how much money do you have?

Caysen went shopping and spent 3 dollar bills, 2 quarters, 1 dime, and 3 pennies. How much did he spend?

Lucy paid for a notebook with 3 quarters, 1 dime, 2 nickels, and 2 pennies. How much was the notebook?

What is 10 more than 651? What is 10 less than 439? What is 100 more than 265? What is 100 less than 811?

Find the sum of 437 + 134.

Find the difference of 758 - 266.

Find the sum of 563 + 249.

Find the difference of 427 – 166.

Circle the triangles. Color in the quadrilaterals. (4 sides)

Color in the pentagons. (5 sides)

Color in the hexagons. (6 sides)

How many faces (sides) does the cube have?

SCHOOLHOUSE NEWS

Fun in the Sun

I could feel the warm sand on my feet as I ran for the water. I had been in the sun all day and I needed to cool off. The waves looked so pretty as they hit my legs. When I got out, I saw my brother building a sandcastle. "Come help!" he yelled. I filled a bucket with sand and sat down next to him.

What is the setting of the story?

Draw the setting.

Color the clues in the story.

Prefixes

Directions: Fill in the correct word using the prefix re, un, or dis.

1. To read again is to _______.
2. Not sure means to _______.
3. To not approve means to _______.
4. To do again is to _______.
5. To not trust means to _______.
6. To not like means to _______.
7. To build again is to _______.
8. To play again is to _______.
9. To not feel again is to _______.
10. To not able means to _______.
11. Not able means to _______.
12. Not likely means to _______.

Name
Setting
Reading Comprehension

SCHOOLHOUSE NEWS 2021

The Purcell Register

SCHOOLHOUSE NEWS

P A G E 10

2nd Grade

Write 800 + 20 + 4 in standard form.

_______________________
_______________________

Word form.
_______________________

What is the largest number you can make with 6, 5, and 1?

_______________________
_______________________

Count forward by fives.
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_______________________
_______________________

_______________________
_______________________

_______________________
_______________________

_______________________
_______________________

tens

_______________________
_______________________

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_______________________
_______________________

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6. To not like means to _______.
7. To build again is to _______.
8. To play again is to _______.
9. To not feel again is to _______.
10. To not able means to _______.
11. Not able means to _______.
12. Not likely means to _______.

Name
Setting
Reading Comprehension

SCHOOLHOUSE NEWS 2021

The Purcell Register
Kinds of Sentences

Write whether the sentence is a statement, command, or question. Write the sentence correctly on the line.

1. Where is the bake sale ____________________________
2. Hang this sign ____________________________
3. The money helps the school ____________________________
4. Do you like cookies ____________________________
5. Share with your sister. ____________________________
6. I like cookies with green icing ____________________________

Commas with Place Names

Use a comma (,) between the name of the city or town and the name of the state.

The gas station is in Dallas, Texas.

Write the city and state named in each sentence. Put a comma in the correct place.

1. The car breaks down after we leave Austin, Texas.
2. A truck tows the car to San Antonio, Texas.
3. A repairman calls a shop in Miami, Florida.
4. The shop sends car parts from Atlanta, Georgia.
5. Then we drive to Oakland, California.
The Purcell Register
INTERVIEW YOUR HOUSEHOLD

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?

DAYS spent inside

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:
1. 
2. 
3. 

WHAT TV SHOW YOU WATCHED: 

YOUR NEW FAVORITE INSIDE HOUSEHOLD ACTIVITY:

FAVORITE FOOD TO BAKE:

FAVORITE TIME OF DAY:

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

GOAL/S FOR AFTER THIS:

HOW ARE YOU FEELING?

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT HAS BEEN THE BIGGEST CHANGE?

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 book

READ in bed

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!

Cold Reads

Name ___________________ Date ___________________

Fossils

To find out about what life on Earth was like long ago, scientists study fossils. Fossils can be parts of animals or plants. Horns, teeth, and bones are all examples of fossils.

There is another kind of fossil. When an animal walks in the mud, it leaves footprints. Leaves may also make a print in the mud. As hundreds of years pass, these footprints and leaf prints fossilize, or turn to stone.

Fossils of dinosaur bones can help scientists figure out a dinosaur’s shape and size. From the size of one bone, they can work out the size of another bone. Working this way, they can eventually put an entire skeleton together.

To find fossils, scientists go to places such as mountains or dry riverbeds. They explore the ground and rocks in the area. That way, if they come across fossils, they have an idea of where the original plant or animal lived. Next, they start digging. When they find a fossil, they draw a map to show the location. Finally, they pick up the fossil, dust off the dirt or loose rocks, and put the fossil in a safe place.

Through studying fossils, scientists have learned that dinosaurs were reptiles. Dinosaurs that ate meat had powerful jaws and extremely sharp teeth. Those that ate plants had smaller jaws and many small, flat teeth.

If you want to learn more about dinosaurs, you can visit dinosaur exhibits in museums. You can also read about dinosaurs in books or on the Internet.
Answer the questions. You may reread parts of the passage to help you.

1. Where is one place scientists go to find fossils?
   - museums
   - city parks
   - the Internet
   - dry riverbeds

2. What do scientists do AFTER they find a fossil but BEFORE they pick it up?
   - They draw a map.
   - They look for footprints.
   - They go to the mountains.
   - They put it in a safe place.

3. Read this excerpt from the passage:
   
   Fossils of dinosaur bones can help scientists figure out a dinosaur’s shape and size. From the size of one bone, they can work out the size of another bone.

   Which phrase is a clue to the meaning of "work out"?
   - can help
   - figure out
   - of one bone
   - shape and size

4. Which statement would the author MOST LIKELY agree with?
   - Scientists don’t find fossils very useful.
   - Scientists rarely use fossils in their research.
   - Scientists usually find fossils quickly and easily.
   - Scientists know a lot about dinosaurs because of fossils.

5. What can scientists learn from fossils? Support your answer with at least three details from the passage.

   - Scientists can learn about the shape and size of dinosaurs.
   - Fossils help scientists figure out how dinosaurs moved.
   - Fossils provide evidence of ancient ecosystems.

The Purcell Register
3rd Grade

Words Ending in -er, -le

Read the words in the Word Bank. Choose the word that names each picture. Write your answers on the lines below.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bicycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>doodle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>banner</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>riddle</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>cover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>father</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inner</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>table</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>laser</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SHORT RESPONSE**

On the Winter Break, what are the most important facts readers can learn from this news story? Cite evidence from this page and the rest of the text in your response.

---

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---

**Words Ending in -er, -le**

Read the words in the box. Choose a word from the box to match each meaning.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a long stick of wax that is burned to give light</td>
<td>candle</td>
</tr>
<tr>
<td>2. a puzzling question or problem</td>
<td>puzzle</td>
</tr>
<tr>
<td>3. a sharp beam of light</td>
<td>ray</td>
</tr>
<tr>
<td>4. a vehicle with two wheels and handlebars for steering</td>
<td>bicycle</td>
</tr>
<tr>
<td>5. a sign or flag used as a symbol</td>
<td>flag</td>
</tr>
<tr>
<td>6. a silly drawing</td>
<td>doodle</td>
</tr>
<tr>
<td>7. to place something over or onto</td>
<td>place</td>
</tr>
<tr>
<td>8. a male parent</td>
<td>father</td>
</tr>
<tr>
<td>9. a piece of furniture used for serving food</td>
<td>table</td>
</tr>
<tr>
<td>10. located inside or closer to the center</td>
<td>inner</td>
</tr>
</tbody>
</table>

---

**Multiplication: 0 - 6**

**Name:**

**Score:** _____ out of 40

**Time:** _____ minutes

<table>
<thead>
<tr>
<th>Multiplication Problem</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 5 x 4 = ?</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>b. 6 x 3 = ?</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>c. 4 x 7 = ?</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>d. 2 x 5 = ?</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>e. 6 x 2 = ?</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>f. 1 x 6 = ?</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>g. 4 x 2 = ?</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

---

Image from the document: A cartoon image of a schoolhouse with the words "SCHOOLHOUSE NEWS" and "The Purcell Register".
3rd Grade

SCHOOLHOUSE NEWS

The Purcell Register

Name: ____________________________

A Skunk Joke

Add to find the sums. Then solve the riddle by matching the letters to the blank lines below.

\[
\begin{align*}
V &+ N &+ E &+ D &= 36.45 \\
T &+ S &+ A &+ I &= 22.79 \\
I &+ E &+ M &+ T &= 22.69 \\
R &+ P &+ O &+ P &= 18.36 \\
&+ &+ &+
\end{align*}
\]

The special number is ____________________________.

The value of the digit 2 is ____________. The value of the digit 1 is ____________. The value of the digit 6 is ____________.

Which set of blocks shows 3.126? [Circle one.]

Fill in the empty boxes on the number line.

\[
\begin{align*}
\underline{3.126} &\quad \underline{3.129} \\
1,000 &\quad 100 &\quad 10 &\quad 1 &\quad 0.1 &\quad 0.01 &\quad 0.001 \\
1,000 &\quad 100 &\quad 10 &\quad 1 &\quad 0.1 &\quad 0.01 &\quad 0.001 \\
\end{align*}
\]

Did you hear the joke about the skunk?

\[
\begin{align*}
$5.24 &+ $12.50 &= $18.74 \\
$6.78 &+ $4.92 &= $11.70 \\
$2.90 &+ $7.31 &= $10.21 \\
$15.28 &+ $16.38 &= $31.66 \\
$11.05 &+ $6.46 &= $17.51 \\
\end{align*}
\]

Super Teacher Worksheets - www.superteacherworksheets.com

Types of Clouds

When you look up in the sky, you notice that no two clouds look exactly alike. Clouds are formed from water vapor that condenses then collects together in droplets. There are many different types of clouds. The types of clouds are determined based on what they look like and how high they are in the atmosphere.

<table>
<thead>
<tr>
<th>High-Level Clouds</th>
<th>Mid-Level Clouds</th>
<th>Low-Level Clouds</th>
<th>Vertical Clouds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulonimbus clouds are found in altitudes between 2,000 to 20,000 feet. They are formed by a large number of water droplets, and can be made up of ice crystals and they are known as vertical clouds.</td>
<td>Cirrus clouds are composed of ice crystals, and appear grey and fluffy. They are often found in high altitudes and are usually white or grey in color. Stratus clouds are flat, low-altitude clouds that produce light rainfall or snow.</td>
<td>Cumulonimbus clouds are also called &quot;fair weather clouds&quot; as they have very few bases and do not form low cloud. When cumulonimbus clouds are forecast from dark blue, they indicate the possibility of heavy rainfall or snow.</td>
<td>Cumulonimbus clouds can be made up of water droplets or of higher, because of very strong updrafts in the atmosphere. Cirrus clouds are made up of ice crystals and a small sound puff. Sometimes they are called &quot;fair weather clouds&quot; because they appear in the sky right before a rain storm.</td>
</tr>
<tr>
<td>Cirrus clouds are found in altitudes between 2,000 to 20,000 feet. They are composed of ice crystals and appear grey and fluffy.</td>
<td>Banksy clouds are white and puffy. They are usually found in the warm and humid area of the sun.</td>
<td>Cirrus clouds are found in altitudes between 2,000 to 20,000 feet. They are composed of ice crystals, and appear grey and fluffy.</td>
<td>Stratus clouds are often found in the warm and humid area of the sun.</td>
</tr>
</tbody>
</table>

1. Name the two types of low-level clouds.
2. What type of clouds are called "fair weather clouds" and look like floating cotton?
3. Name two types of clouds that are between 20,000 and 6,000 feet in the air.
4. Which type of clouds brings lightning, thunder, and tornadoes?
5. Are stratocumulus or cirrus clouds found closer to the ground?
6. What are cirrus, stratus, and cirrocumulus clouds made of?
7. What type of cloud is often formed by fog lifting in the morning?
8. Why are cirrocumulus clouds sometimes called "mackerel clouds?"

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Name: ____________________________

Special Number

The special number is ____________________________.

even odd

1,000 more than 3,126 is ________. 3,126 has ____________ ones, ____________ tens, ____________ hundreds, ____________ thousands.

100 less than 3,126 is ________. 100 more than 3,126 is ________. 1,000 less than 3,126 is ________.
One day long ago, Coyote was traveling along at the edge of a forest. The sun shone very brightly overhead, and Coyote found himself becoming extremely hot in his thick fur coat.

"I would like an enormous cloud to block the sun and cool down the land," said Coyote to himself.

As an enormous white cloud filled with the bright sky and made the cool shade for Coyote, but Coyote was still hot and not satisfied at all.

I would like even more clouds," Coyote said aloud, "but it is still not cool enough for me."

Teacher and thinker clouds began to form in the sky, and soon the sky began to look very dark and cloudy.

One day long ago, Coyote spent an entire day trying to cool himself with the rain from the clouds.

"How about some wet rain to cool things down even more?" asked Coyote. The dark clouds began to operate upon a large overflowing lake near Coyote.

"How is the rain," demanded Coyote, "but I am still not cool enough." The lightning bolts of rain became huge waves, dropping the size of matchsticks. Soon they began to pour down in a continuous sheet of rain.

"I would like a deep, clear creek to cool my paws," said Coyote, "but I am still much too hot." The overflowing creek began to swell into an enormous, rushing rapid. A giant wave engulfed Coyote, and he was swept away, rolling over and over in the angry black waters. After being battered on rocks and nearly drowned, Coyote was opened up on a rock where he came to his senses. He lay belly up on the riverbank for a long time, barely moving. When he finally opened his eyes, numerous birds circled overhead, trying to decide if Coyote was dead or not.

"Coyote shook himself off, dragged his tail to his feet, and perched on a rock in the sun!

The buzzards flew away, but the raging river remains to this day. It is called the Columbia River, and it flows more than a thousand miles between Oregon and Washington before it empties into the Pacific Ocean.

Finding Main Idea
4. As Coyote was swept away in the river, he:
   A. floated slowly in the back of a rock
   B. drifted out of sight
   C. rolled over and over
   D. swam in a stormy fish

Recalling Facts and Details
5. Which of these happened last?
   A. Coyote dangled more rain
   B. Coyote became a bit more shameless
   C. Coyote was swept away by a wave
   D. Coyote told the buzzards to go away

Understanding Sequence
6. The buzzards told some of the things that happened in the myth.

Recalling Facts and Details
7. What is the main idea of paragraph 7?
   A. Elliot is introduced to music as a child
   B. Elliot's music was appreciated by some
   C. Elliot's music was fitted into the classical form
   D. People came to love Elliot's music

Recalling Facts and Details
8. Elliot's music became:
   A. appreciated by some
   B. a world-famous phenomenon
   C. appreciated by all
   D. Elliot's music was fitted into the classical form

Understanding Sequence
9. Which of these happened first?
   A. Elliot became a world-famous phenomenon
   B. Elliot was introduced to music as a child
   C. Elliot's music was appreciated by some
   D. Elliot's music was fitted into the classical form

Recalling Facts and Details
10. Which of these happened last?
    A. Elliot became a world-famous phenomenon
    B. Elliot was introduced to music as a child
    C. Elliot's music was appreciated by some
    D. Elliot's music was fitted into the classical form

Understanding Sequence
11. Which of these happened next?
    A. Elliot became a world-famous phenomenon
    B. Elliot was introduced to music as a child
    C. Elliot's music was appreciated by some
    D. Elliot's music was fitted into the classical form

Recalling Facts and Details
12. After Elliot and his band played at the Newport Jazz Festival, they:
    A. continued playing in clubs around the world
    B. moved to Washington, D.C.
    C. became popular again
    D. formed the Duke Ellington Orchestra.
4th Grade

Journal Entry 7

Sometimes we don’t make the best choices. Write about a time when you did not make a good choice. What happened? How did others react to your poor choice?

---

Lesson 5

Prepositions and Prepositional Phrases

**Introduction**

A preposition is a word that shows the relationship between other words in a sentence. Words such as about, after, at, behind, by, during, for, in, on, and under are prepositions.

- A prepositional phrase includes a preposition, a noun or pronoun that is the object of the preposition, and any words in between.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Object of Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myka looked</td>
<td>the large tree</td>
</tr>
</tbody>
</table>

- A prepositional phrase can describe a noun or a verb. It sometimes describes by telling how, when, where, or what kind.

<table>
<thead>
<tr>
<th>Examples</th>
<th>What They Tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myka and Lily went outside after lunch,</td>
<td>when they went</td>
</tr>
<tr>
<td>They sat under the oak tree,</td>
<td>where they sat</td>
</tr>
<tr>
<td>It was a good spot for a tree house,</td>
<td>what kind of spot</td>
</tr>
<tr>
<td>Lily showed Myka a book about tree houses,</td>
<td>what kind of book</td>
</tr>
<tr>
<td>They could build a tree house by themselves,</td>
<td>how they could build</td>
</tr>
</tbody>
</table>

**Guided Practice**

Underline each prepositional phrase, and circle the preposition. Then finish the last two sentences by adding a prepositional phrase to each.

1. The tall oak tree was behind the house.
2. Myka and Lily would build their tree house in its branches.
3. During dinner, they discussed different ideas.
4. “Should we draw our plans after school?” Myka asked.
5. Their dad could buy wood and nails, Myka and Lily decided to start building.

---

Independent Practice

For numbers 1–3, identify the prepositional phrase in each sentence.

1. The girls used solid wood planks for the tree house floor.
   - A used solid wood
   - B planks for
   - C the girls used
   - D for the tree house floor

2. Lily made a small window in one wall.
   - A one wall
   - B Lily made
   - C in one wall
   - D a small window

3. Myka put curtains over the window.
   - A over the window
   - B put curtains
   - C Myka put
   - D the window

For numbers 4 and 5, what does the underlined prepositional phrase tell?

4. Myka and Lily hung a “Members Only” sign on the door.
   - A when they hung the sign
   - B where they hung the sign
   - C what kind of sign they hung
   - D how they hung the sign

5. Then the girls had a discussion about safety rules.
   - A what kind of discussion
   - B when the discussion took place
   - C where the discussion took place
   - D how the discussion started

Try It

Rewrite what you wrote in Part 1. Underline the prepositional phrases you used in your writing. Circle the prepositions. If you haven’t used any prepositional phrases, add one to a sentence.

---

Division Practice

Find each quotient. Use the space below each problem to show your work.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>608 ÷ 7 =</td>
<td>400 ÷ 6 =</td>
<td>117 ÷ 9 =</td>
</tr>
<tr>
<td>206 ÷ 4 =</td>
<td>113 ÷ 3 =</td>
<td>993 ÷ 9 =</td>
</tr>
<tr>
<td>377 ÷ 4 =</td>
<td>206 ÷ 3 =</td>
<td>501 ÷ 9 =</td>
</tr>
<tr>
<td>152 ÷ 5 =</td>
<td>388 ÷ 8 =</td>
<td>301 ÷ 7 =</td>
</tr>
</tbody>
</table>

---
**Fancy, Feathered Flamingos**

by Guy Belford

Perhaps you've seen someone place a bright pink, plastic flamingo on their front lawn as a decoration. Maybe you've seen a flock of bright pink flamingos at a zoo. Because of its bright feathers and unusual body shape, the flamingo is one of the most recognizable birds in the world.

**Where do flamingos live?**

Flamingos can be found mostly in South America and Africa, but a few even live in parts of Asia, North America, and Europe too. They live in shallow lakes and lagoons in tropical and sub-tropical parts of the world. However, a few types of flamingos also nest in higher elevations where the winters are cold. To survive, these flamingos must migrate to warmer areas during the colder months.

**Why are flamingos pink?**

A young flamingo is usually greyish in color. However, as it grows it eats lots of small shrimp and other crustaceans as well as lots of algae. These food items contain pigments called carotenoids that give the bird its color. Carotenoids are also in some foods that we eat, foods like carrots, watermelon and shrimp. But we don’t eat enough carrots, watermelon, or enough shrimp, to turn us pink or orange.

**Can they fly?**

Yes! They get a running start to pick up speed for take-off. As they lift into the air they flap their wings rapidly. They continue to flap their wings while stretching their long necks forward. At the same time they stretch their long legs behind themselves. Seeing a flock of these brightly colored birds soaring through the sky is a marvelous sight to behold!

---

**Why do flamingos have such long legs and necks?**

A flamingo’s long legs and neck help it find food in different depths of water. By spreading its webbed feet the flamingo can sip up all sorts of food from the lake’s muddy bottom. Then the bird sweeps its bill upside down through the water, filtering out food with its briefly tongue and special hair-like structures called lamellae.

**Do flamingos prefer living in small groups or in large groups?**

Flamingos are very social birds. They often gather in huge colonies with hundreds to even thousands of other flamingos. The larger the colony the better they breed. In fact, some zoos put up mirrors to trick their flamingos into thinking they’re living in larger colonies than they actually are!

---

**About the Author**

Guy Belford works as a docent at Reid Park Zoo in Tucson, Arizona. The information in this article comes mainly from his experiences working with animals and teaching others.
Fancy, Feathered Flamingos

1. Sara was at the zoo, looking at the flamingo habitat. There were 23 pink flamingos and 3 gray ones. The gray flamingos...
a. were probably sick
b. probably weren't eating enough
c. were probably younger than the other flamingos
da. were probably from Asia

2. Why might a zoo put a mirror in a flamingo exhibit?
a. The flamingos like to look at themselves when they clean their feathers.
b. They will be more likely to lay eggs and have baby flamingos.
c. It keeps the flamingos from seeing the zoo visitors.
d. The mirror adds to the flamingos' habitat.

3. Where would you find a flamingo's tailfeather?
a. on its foot
b. on its neck
c. on the back of its body
d. on its beak

4. Name three human foods mentioned in the article that have carotenoids.

5. In which country would you be most likely to see a wild flamingo? (circle one)

United Kingdom
Canada
Dominican Republic
Netherlands

Explain why you chose this country above.

---

States and Capitals Quiz

Part 1: Match each state on the left with its capital on the right.

1. Kansas
2. Idaho
3. Arkansas
4. Montana
5. California
6. Wyoming
7. New Mexico
8. Oregon
A. Boise
B. Helena
C. Salem
D. Topka
E. Sacramento
F. Cheyenne
G. Little Rock
H. Santa Fe

Part 2: What state am I? Tell what state the clues are describing.

9. Clue 1: I am known as the Empire State.
   Clue 2: I am home to the Statue of Liberty.
   Clue 3: My capital is Albany.

10. Clue 1: There is no state farther north than I.
    Clue 2: There is no state larger than I.
    Clue 3: My capital is Juneau.
    What state am I? 10.

11. Clue 1: I am home to the Painted Desert.
    Clue 2: See me if you want to see the Grand Canyon.
    Clue 3: My capital is Phoenix.
    What state am I? 10.

12. Clue 1: Detroit is my largest city.
    Clue 2: One of the Great Lakes is named after me.
    Clue 3: My capital is Lansing.
    What state am I? 10.

---

States and Capitals Quiz

Part 3: Read each sentence. If the statement is true, write the word true on the line. If it is false, change the underlined word to make the statement true.

13. The capital of Connecticut is Hartford.
14. The capital of Minnesota is St. John.
15. The capital of Indiana is Indianapolis.
16. The capital of Illinois is Springfield.
17. The capital of Maine is September.
18. The capital of Georgia is Atlanta.
19. The capital of Pennsylvania is Smithsburg.
20. The capital of North Dakota is Bismarck.

Part 4: Fill in the blank lines to complete the name of each capital city.

21. Nevada - C.___________ City
22. Oklahoma - O.___________ City
23. Utah - U.___________ City
24. Missouri - M.___________ City

---

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**4th Grade**

**SCHOOLHOUSE NEWS**

**States and Capitals Quiz**

Part 5: Unscramble the letters to find the name of each capital city.

25. N B T S O D (Massachusetts)

26. F O R T K R A N (Kentucky)

27. R V E O D (Delaware)

28. R N E E V D (Colorado)

29. N R O O D C C (New Hampshire)

30. N A U S T I (Texas)

31. O M N I A D S (Wisconsin)

32. N T O E N T R (New Jersey)

Part 6: Choose the correct word to complete each sentence.

33. Pierre is the capital of (North / South) Dakota.

34. The capital of North Carolina is (Raleigh / Columbia).

35. Richmond is the capital of (Washington / Virginia).

36. The capital of Ohio is (Cleveland / Columbus).

37. The only state capital to be named after a president is (Nebraska / Maryland).

38. (Montpelier / Helena) is the capital of Vermont.

39. Annapolis is the capital of (Maryland / New York).

40. The capital of Hawaii is (Maui / Honolulu).

**Word Box**

- Nashville
- Providence
- Olympia
- Jackson
- Columbia

**States and Capitals Quiz**

Part 7: Multiple choice. Choose the capital for each given state. Write the letter on the line.

41. The capital of Louisiana is...

42. The capital of Iowa is...
   a. Little Rock  b. Iowa City  c. Des Moines

43. The capital of Florida is...
   a. Tallahassee  b. Miami  c. Orlando

44. The capital of Alabama is...
   a. Lansing  b. Boise  c. Montgomery

45. The capital of West Virginia is...
   a. Richmond  b. Charleston  c. Albany

Part 8: Write the capital of each state. Use the words from the word box to help you.

- Rhode Island -
- South Carolina -
- Tennessee -
- Washington -
- Mississippi -

**May 11 - May 14**

*Please read 20 minutes each day.*

<table>
<thead>
<tr>
<th>Reading Log</th>
<th>Title of Book</th>
<th>Minutes Read</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Have a wonderful summer break!!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
  - Main Idea (4 Pages)
- Grammar/Writing
  - Journal Entry 7
  - Prepositions/Prepositional Phrases (2 Pages)
- Math
  - Division Practice
  - Elapsed Time Between the Rainstorms
  - Multiple Step Problems

- Science
  - Fancy Feathered Fluorine (4 pages)

- Social Studies
  - States and Capitals Quiz (4 pages)
5th Grade

Name: ________________________

**Writing and Reading Decimals**

Write each decimal number in standard form.

- **example:** six and three tenths - 0.63
  - fifty-two and thirty-six hundredths - 0.5236
  - twenty and one hundred four thousandths - 0.02104

- a. nine and fifteen thousandths - _______________
- b. thirty-one and eight hundred twelve thousandths - _______________
- c. two hundred thirty-one and five tenths - _______________
- d. nine hundred seven thousandths - _______________
- e. sixty and sixty-eight thousandths - _______________
- f. seven and seven hundred seventy-seven thousandths - _______________
- g. four hundred ninety and thirty-five hundredths - _______________
- h. one and one thousandth - _______________
- i. one and two hundred thirty four thousandths - _______________

Write the word name for each decimal number below.

- **example:** 3.702 - three and seven hundred two thousandths
- j. 9.006 - _______________
- k. 10.01 - _______________
- l. 0.063 - _______________

---

**SOLVE & MATCH**

**Multiplying Whole Numbers**

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

<table>
<thead>
<tr>
<th>LEFT</th>
<th>RIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 23 (\times) 50 =</td>
<td>A. 980 (\times) 10 =</td>
</tr>
<tr>
<td>2. 49 (\times) 21 =</td>
<td>B. 18 (\times) 22 =</td>
</tr>
<tr>
<td>3. 38 (\times) 35 =</td>
<td>C. 7 (\times) 147 =</td>
</tr>
<tr>
<td>4. 39 (\times) 15 =</td>
<td>D. 46 (\times) 25 =</td>
</tr>
<tr>
<td>5. 102 (\times) 17 =</td>
<td>E. 13 (\times) 45 =</td>
</tr>
<tr>
<td>6. 36 (\times) 11 =</td>
<td>F. 76 (\times) 10 =</td>
</tr>
<tr>
<td>7. 72 (\times) 17 =</td>
<td>G. 51 (\times) 34 =</td>
</tr>
<tr>
<td>8. 20 (\times) 49 =</td>
<td>H. 34 (\times) 36 =</td>
</tr>
</tbody>
</table>

**Dividing by 2-Digit Divisors**

When dividing by a 2-digit divisor, follow these steps:

1. Round the divisor (for example, round 39 to 40).
2. Think about how many 40s are in 197.
3. Multiply 40 \(\times\) 5. Subtract. (There are about 5.)
4. \(\frac{39 \times 5}{197 - 150 = 47} \approx \frac{1.5}{197 - 150 = 47} \approx 0.82\)

Write the letter by the correct quotient below. (Do not use the remainder). Then unscramble the letters to spell the name of a vegetable.

<table>
<thead>
<tr>
<th>D</th>
<th>50</th>
<th>264</th>
<th>H</th>
<th>64</th>
<th>384</th>
<th>M</th>
<th>50</th>
<th>413</th>
<th>N</th>
<th>50</th>
<th>406</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>47</td>
<td>536</td>
<td>A</td>
<td>62</td>
<td>340</td>
<td>K</td>
<td>77</td>
<td>482</td>
<td>S</td>
<td>40</td>
<td>347</td>
</tr>
<tr>
<td>F</td>
<td>62</td>
<td>434</td>
<td>K</td>
<td>60</td>
<td>740</td>
<td>L</td>
<td>47</td>
<td>282</td>
<td>A</td>
<td>50</td>
<td>348</td>
</tr>
<tr>
<td>G</td>
<td>48</td>
<td>272</td>
<td>L</td>
<td>60</td>
<td>308</td>
<td>A</td>
<td>70</td>
<td>376</td>
<td>L</td>
<td>40</td>
<td>390</td>
</tr>
<tr>
<td>H</td>
<td>50</td>
<td>454</td>
<td>A</td>
<td>40</td>
<td>246</td>
<td>B</td>
<td>70</td>
<td>376</td>
<td>L</td>
<td>40</td>
<td>390</td>
</tr>
</tbody>
</table>

**Triple Math Challenge**

Sam’s Super Mart received a delivery of 51 boxes. Each box had 24 candy bars inside. In total, how many candy bars were included in the delivery?

Circle the answers that match above.
What Is the Constitution?
By Anitha Kim Venegas

America was a new country after the Revolutionary War. The country needed a central government and a set of laws for people to live by in order for it to become a strong, unified nation. During the war, colonies would not send money or supplies to provide support for soldiers in other colonies. If soldiers were in ports in Pennsylvania, the government of Virginia would not send food or supplies. After the war, each colony began to make its own laws and govern its own people. With the Revolutionary War in the past, the colonies would need to work together as a team. The colonists in New Jersey didn’t know how to get along with colonists in Delaware. People in Rhode Island wouldn’t work with people from New Hampshire. Lawyers, soldiers, merchants, and farmers from each colony decided to meet and agree upon a set of federal laws that would apply to everyone in America.

On May 25, 1787, fifty-five men from the colonies gathered together in the Pennsylvania State House, now called Independence Hall. The men sat together at round tables to discuss how to form a republic. A republic is a type of government where the power is held by the people and their elected representatives. No other country in the world was a republic in 1787. Each colony had authority to create laws for themselves. However, representatives from each colony would work together to create federal laws that all citizens would follow.

The most important decision they had to make was how many votes each colony would have when it was time to vote on federal topics such as taxes or education. Representatives from the smaller colonies were concerned that the larger colonies would have more votes in the government.

Throughout the hot and humid summer, the men created a set of laws to rule the country. Everyone decided it was important to keep the meetings secret. The tall windows on both sides of Independence Hall were hammered shut with nails to prevent eavesdropping by the townspeople.

Finally, after seven weeks of working on a plan to balance voting power between the small and large colonies, the men agreed to compromise. One half of Congress, the Senate, would be represented by two men from each colony. The other half, the House of Representatives, would be represented in proportion to the number of people in the colony. In other words, a colony with fewer people would have fewer representatives. A colony with a larger population would have more representatives.

Another decision the men needed to make was who to choose a leader: someone needed to lead the country and speak with leaders of other countries. They knew they did not want a king. They called this position “president”. They voted for George Washington to be the first president of the United States. He represented all the citizens of the new nation.

In September of 1787, they finished writing the Constitution and proposed it to the colonies to ratify, or approve. As each colony approved the Constitution, the colony became a state. The Constitution was approved by nine colonies in the summer of 1788. The first ten amendments, or additions to the Constitution, were made in 1791. They are called the Bill of Rights.

About the Author
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Name: ____________________________

What Is the Constitution?
By Anitha Kim Venegas

1. Based on the information in the article, what immediate problem did the colonists need to solve?
   a. The colonies were fighting among each other.
   b. America needed a central government and laws.
   c. The colonies did not have enough food to feed the people.
   d. America needed to appoint a king like Great Britain had.

2. What kind of government did the colonists want to form and why?

3. What concern did the smaller colonies have about their representation in the new federal government?
   a. They did not want the larger colonies to have more votes on important issues.
   b. They wanted to have more representatives than the larger colonies.
   c. They did not want the new government to have an elected president.
   d. They wanted the elected president to come from one of the smaller colonies.

4. Identify the two houses of Congress.

5. How do the two Houses of Congress represent a compromise between the larger and smaller colonies?

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Name: ____________________________

What Is the Constitution?
By Anitha Kim Venegas

1. colony
2. president
3. compromise
4. Independence Hall
5. eavesdropping
6. govern
7. Congress
8. Senate
9. House of Representatives
10. authority

Match each vocabulary word from the article with the correct definition.

   a. secretly listening to a conversation
   b. the legislative branch of the U.S. government
   c. a treaty under the political control of another country
   d. rule over a country, state, or group of people
   e. the power to make decisions and enforce rules or laws
   f. an agreement that is reached when two parties give up some of their demands to meet in the middle
   g. the lower house of the U.S. Congress that had representation based on a colony’s population
   h. building where both the U.S. Declaration of Independence and Constitution were written
   i. the upper house of the U.S. Congress represented by two men from each colony
   j. the elected leader of a republic

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What is the Constitution?

In the article, "What is the Constitution?" you learned that it was important for the newly independent nation to develop a central government and to set of laws that applied to all the colonies. It took an entire summer and fifty-five colons, but by September of 1787, the American Constitution was written.

On the lines below, describe several challenges the writers of the Constitution faced when drafting the document.

Base your answer on the information from the article.

Name ________________________

1. Why do you think many residents in the United States leave the Northeast to move to warmer climates in the South?

2. How do climate and geography affect the daily lives of people in different regions of the United States?

3. What challenges did the Founding Fathers face in creating a new government that would unite the thirteen original colonies?

4. How did the Constitution address the concerns of the small states and the large states?

5. Describe three amendments that have been added to the Constitution since 1787.

6. How do you think the Constitution has influenced the development of the United States?

7. What impact do you think the Constitution would have if it were written today?

8. In your opinion, what should be added to the Constitution to address current social, economic, and environmental issues?

9. How does the Constitution ensure that the government remains accountable to the people?

10. How does the Constitution limit the power of the federal government?

The United States & Its Neighbors, Chapter 4

Name ________________________

Date ________________________

SKILLS Name ________________________ Date ________________________

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

1. Which of the following Indian groups lived along the Northwest Coast?
   A. Navajo
   B. Blackfeet
   C. Cherokees
   D. Dakota
   E. At the map

2. In which region did the Nez Perce Indians live?
   A. Northeast
   B. Northwest
   C. Plains
   D. Southwest
   E. At the map

3. Which of the following Indian groups lived in the Plains region?
   A. Iroquois
   B. Dakota
   C. Navajo
   D. Sioux
   E. At the map

4. Which of the following was a California Indian group?
   A. Comanche
   B. Pueblo
   C. Apache
   D. Iroquois
   E. At the map

5. The Eastern Woodlands Indians who lived the farthest south were the
   A. Cherokee
   B. Iroquois
   C. Narragansets
   D. Apache
   E. At the map

SKILLS Name ________________________ Date ________________________

Fill in the blank before the correct answer.

6. Which of the following words or phrases signals an event?
   A. why
   B. because
   C. as a result
   D. at that time
   E. at the map

7. The Iroquois did not believe in hunting and selling game because they
   A. were skilled at farming
   B. lived in peace
   C. were poor
   D. believed in the interconnectedness of all living things
   E. At the map

8. The Purcell Register was founded in Purcell, OK. because
   A. it was the first newspaper in Oklahoma
   B. it was the largest newspaper in the United States
   C. it was owned by the Purcell family
   D. it was the most popular newspaper in the world
   E. At the map

9. As a result of their location on the buffalo, the Plains Indians
   A. were always hungry
   B. built Teepee-shaped huts called tipis
   C. lived near mountains
   D. had to find water
   E. At the map

10. Why were both the Eastern Woodlands and California Indians able to live in villages?
    A. Food and materials for dwellings were plentiful.
    B. War was not part of daily life.
    C. The climate where they lived was cool and rainy.
    D. Both groups believed in cooperation.
    E. At the map
Using Adverbs in Different Parts of Sentences

An adverb usually gives us more information about the verb in the sentence. When it is used with a verb, it can come in front of the verb or after it.

1. He sometimes works late in the laboratory. (late)
2. She eagerly worked on her designs. (eagerly)
3. One day, she finally allowed her friend to look at her drawings. (finally)
4. Her friend jumped ahead in the pages to look at the final design. (jumps ahead)
5. She thought Nola thought inventively. (inventively)
6. Nola closed her eyes and soon envisioned herself at an awards ceremony. (soon)
7. She dreamily imagined her parents saying how proud they were of her. (dreamily)
8. Nola picked up her pen and practiced hard for her future goal. (hard)

Thinking Question: Does the adverb describe the verb in the sentence?

Adverbs That Tell How, When, and Where

An adverb is a word that usually describes a verb. Adverbs tell how, when, or where something happens. Many adverbs end with -ly.

Thinking Questions: What is the verb? What word tells how, when, or where about the verb?

how:
1. They played the music loudly.
2. She came early.
3. He went inside.

when:
1. He worked late.
2. He worked early.
3. He worked late in the laboratory.

where:
1. He worked in the laboratory.
2. He worked in the library.

Activity: Underline the adverb in each sentence. Write whether the adverb tells how, when, or where.

1. Nola hoped that she would go far in her career as an engineer. (far)
2. She eagerly worked on her designs. (eagerly)
3. One day, she finally allowed her friend to look at her drawings. (finally)
4. Her friend jumped ahead in the pages to look at the final design. (jumped ahead)
5. She thought Nola thought inventively. (inventively)
6. Nola closed her eyes and soon envisioned herself at an awards ceremony. (soon)
7. She dreamily imagined her parents saying how proud they were of her. (dreamily)
8. Nola picked up her pen and practiced hard for her future goal. (hard)

Writing and Reading Decimals

Write each decimal number in standard form.

example: six and three tenths - 6.3
fifty-two and thirty-six hundredths - 52.36
twenty and one hundred four thousandths - 20.014

a. nine and fifteen thousandths - __________
b. thirty-one and eight hundred twelve thousandths - __________
c. two hundred thirty-one and five tenths - __________
d. nine hundred seven thousandths - __________
e. sixty and sixty-eight thousandths - __________
f. seven and seven hundred seventy-seven thousandths - __________
g. four hundred ninety and thirty-five hundredths - __________
h. one and one thousandth - __________
i. one and two-hundred thirty four thousandths - __________

Write the word name for each decimal number below.

example: 3.702 - three and seven hundred two thousandths

j. 9.006 -
k. 10.01 -
l. 0.063 -