



SCHOOLHOUSE NEWS

The Purcell Register

Pre-K

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 your student practice and strengthen the skills they worked so hard on this year.

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

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.

1 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.

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.

Thank you so much for your patience, support and enthusiasm about distance learning as we find our "new normal" together.

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

Classroom Times



Teacher: Prek Community

Date: week 5

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)

Pre-Reading

Skill: pointing at words in sentences

Activity:

As you read a book or nursery rhyme, point at each word as you read it. Let the kids point also.

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: ○ ○ □ □ ○ ○ □ □ < > ○ < > ○

Pattern Movement

Examples :
bend, jump, bend, jump
touch toes, clap, clap, touch toes, clap, clap

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Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Date

Name

Date

Name



SCHOOLHOUSE NEWS

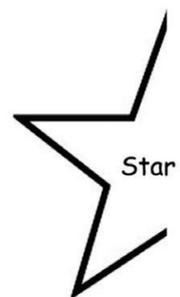
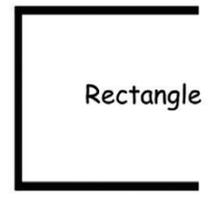
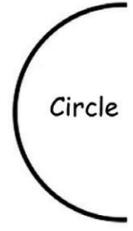
The Purcell Register

Pre-K

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

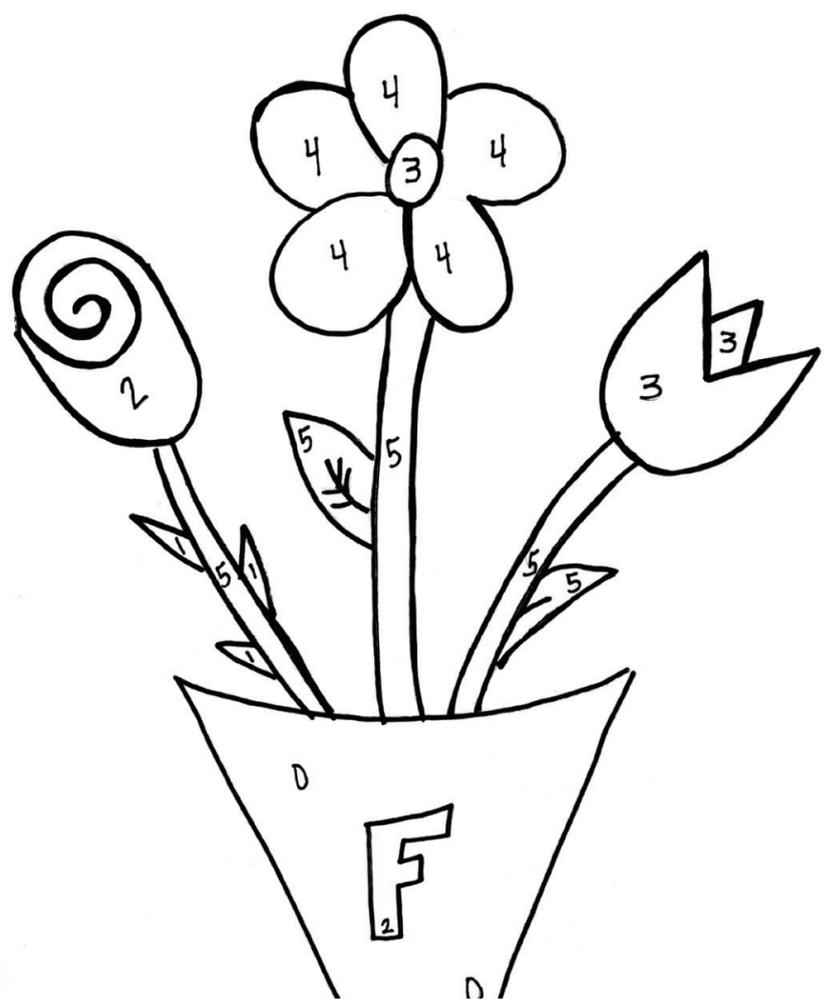
Name: _____

Fun with Shapes
Complete the shapes and color



Name _____ Date _____

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



y y	z z	u u	w w	y y	z z
v v	z z	x x	z z	x x	u u

Circle the beginning sound for each image.



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Kindergarten

Name: _____

Simple Sentences Read and Draw II

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:

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Name: _____ **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

6.1

Name: _____ **Tuesday**

Fill in the missing vowel.

b__s



cl__ck



p__n



j__mp



t__nt



fl__g



6.1

Name: _____ **Wednesday**

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 = ___

6.1

Name: _____ **Thursday**

Practice counting:

Start at 65 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

6.1

Name _____ **Color by Word Family**

Directions: Use the color code to color the picture.

-ug= brown
 -ot= green
 -ag= red



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Kindergarten

ABC COUNTDOWN CALENDAR		A Art Day get creative and make a work of art	B Bubbles Day get outside and blow some bubbles
C Chalk Day get outside and color with chalk	D Dance Party Day have a family dance party	E Exercise Day get your body moving	F Fort Day build a blanket fort in your living room
G Game Day play a board game with your family	H Hat Day pick your favorite hat to wear	I Inside Out Day wear your clothes inside out	J Joke Day tell a funny joke or make up your own
K Kindergarten Day share your favorite memory from this year	L Lunch Outside Day have a picnic outside	M Mustache Day give yourself a silly mustache	N Nature Day go on a family nature walk
O Orange Day find something orange to wear	P Pajamas Day wear your pajamas today	Q Q-Tips Day paint with q-tips or build something with them	R Read Day read your favorite book or a new one
S Sunglasses Day wear some fun sunglasses	T Toy Day share your favorite toy with the class	U Unique Day share what makes you unique or your talent	V Veggie Day make your favorite veggie snack
W Water Day get outside and play with a sprinkler or water balloons	X X and O Day play tic tac toe with your family	Y Yellow Day find something yellow to wear	Z Zoom Off To Summer Day take a last day of school pic! you made it to summer!

Name: _____

Ten Frames

(up to 20)

Directions: Color the ten frames to match each umbrellas.

16		17	
12		15	
13		19	
20		14	

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Imagine, draw and write

Kindergarten Drawing and Writing Worksheet

What did this cat do today?



Draw a picture about it:

Write about it:

Handwriting lines for writing about the drawing.

Name: _____

Word Search

Find the words. The words go → and ↓.

<input type="checkbox"/> pig	s	p	i	g	w
<input type="checkbox"/> big	b	w	g	b	i
<input type="checkbox"/> wig	i	m	f	i	g
<input type="checkbox"/> fig	g	d	p	n	a
<input type="checkbox"/> dig	n	i	r	i	g
<input type="checkbox"/> rig	r	g	n	o	t

Complete the sentences with the matching ig words.

I see a pink .

The boy likes to .

I'm wearing a .

A is a type of fruit.

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Kindergarten

RAINBOW SCAVENGER HUNT

primary playground

- 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.



Name _____

Colorful Rainbows

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

 $5+5 =$	 $4+3 =$	 $6+3 =$	 $2+4 =$
 $3+3 =$	 $1+9 =$	 $10+0 =$	 $7+3 =$
 $2+5 =$	 $6+2 =$	 $0+8 =$	 $3+5 =$

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Objects	Predictions	Results
Apple		
Egg		
Leaf		
Spoon		
Coin		
Ice Cube		



Apple



Egg



Leaf



Spoon



Coin



Ice Cube

at Name: _____

Letter Box Label

Write the matching words in the letter boxes.

fat	rat	sat	cat
hat	pat	mat	bat
 [] []	 [] []	 [] []	
 [] []	 [] []	 [] []	
 [] []	 [] []	 [] []	



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1st Grade

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+2=	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=

Drops In The Bucket - Math Level A Number 48

Name _____ Score _____

- Words and Concepts**
longest shortest
- Skip Counting Patterns**
30 32 34 _____ 38 _____ 42 _____ 48
- Money**
- Time**
 7 o'clock
- Geometry**
- Measurement**
 _____ cm - _____ cm = _____
- Addition Stories and Facts**
 $4 + 0 + 3 = \underline{\quad}$
- Before and After**
_____ 52 _____
- Counting, Place Value, or Temperature**
 How many? _____
- Subtraction Stories and Facts**
 _____ - _____ = _____
There are _____ more monkeys.

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

3+3= $\frac{4}{+5}$ 6+3= $\frac{2}{+7}$
 2+4= 7+7= $\frac{5}{+9}$ 8+6=
 5+1= $\frac{2}{+5}$ $\frac{6}{+1}$ 8+1=
 $\frac{5}{+5}$ 2+1= $\frac{9}{+2}$ $\frac{3}{+4}$ 3+8=
 $\frac{7}{+3}$ 8+9= 2+2= 3+1= 9+9= $\frac{7}{+4}$
 9+1= 8+2= 4+6= $\frac{8}{+8}$
 $\frac{9}{+7}$ 4+4= 5+3= 2+6= 7+1=
 6+6= 7+5= 8+4= 3+9= $\frac{6}{+5}$
 2+3= 4+1= 9+6= 8+7= 1+1=

- Gray 6, 14
- Red 7, 12
- Yellow 3, 8, 17, 18
- Green 4, 16
- Blue 2, 5, 15
- Light Blue 9, 10, 11

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 days 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** **Minus 10**
 _____ + 10 = _____
 _____ - 10 = _____

DAY 5: **Order Numbers (Greatest to Least)**
 _____, _____, _____, _____, _____



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2nd Grade

Write $800 + 20 + 4$ in standard form. Word form.	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. : AM PM Doing your homework.	Compare the numbers using $>$, $<$, or $=$. 102 111	Show 1:50 on the clock below.	Compare the numbers using $>$, $<$, or $=$. 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?

Name _____

Fact Assessment 15-2

Date _____

A100: 100 Addition Facts

1	$9 + 1$	$2 + 2$	$6 + 4$	$5 + 1$	$0 + 7$	$9 + 9$	$7 + 3$	$1 + 6$	$2 + 5$	$5 + 4$
2	$9 + 4$	$2 + 0$	$8 + 7$	$4 + 1$	$6 + 6$	$7 + 8$	$3 + 2$	$9 + 8$	$0 + 8$	$4 + 6$
3	$5 + 2$	$3 + 9$	$0 + 6$	$8 + 1$	$3 + 3$	$7 + 4$	$7 + 0$	$1 + 5$	$6 + 7$	$2 + 3$
4	$1 + 0$	$5 + 5$	$7 + 6$	$3 + 4$	$2 + 1$	$9 + 5$	$7 + 2$	$4 + 9$	$0 + 3$	$6 + 8$
5	$8 + 2$	$3 + 5$	$1 + 7$	$0 + 0$	$6 + 2$	$5 + 7$	$1 + 4$	$8 + 6$	$2 + 9$	$5 + 0$
6	$6 + 3$	$0 + 5$	$3 + 7$	$4 + 4$	$9 + 2$	$1 + 8$	$6 + 5$	$2 + 4$	$8 + 8$	$0 + 9$
7	$4 + 2$	$7 + 7$	$9 + 0$	$9 + 6$	$5 + 8$	$0 + 1$	$3 + 6$	$7 + 9$	$6 + 0$	$4 + 8$
8	$7 + 1$	$2 + 6$	$4 + 7$	$1 + 2$	$4 + 5$	$8 + 9$	$3 + 0$	$8 + 3$	$1 + 9$	$5 + 6$
9	$1 + 1$	$3 + 8$	$0 + 2$	$5 + 9$	$9 + 3$	$2 + 7$	$8 + 0$	$4 + 3$	$6 + 9$	$1 + 3$
10	$8 + 5$	$4 + 0$	$5 + 3$	$2 + 8$	$3 + 1$	$7 + 5$	$9 + 7$	$0 + 4$	$8 + 4$	$6 + 1$

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Saxon Math 2 (for use with Lesson 80-2)

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Name _____

SETTING

Reading Comprehension

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.

Name _____

Prefixes

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

re = again
un = not
dis = not



- To read again is to _____
- Not sure means _____
- To not approve means to _____
- To do again is to _____
- To not trust means to _____
- To not like means to _____
- To build again is to _____
- To play again is to _____
- Not fair means _____
- To heat again is to _____
- Not able means _____
- Not likely means _____

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SCHOOLHOUSE NEWS

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2nd Grade

Name _____ Date _____

Lesson 16
READER'S NOTEBOOK

Kinds of Sentences

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

- where is the bake sale _____

- hang this sign _____

- the money helps the school _____

- do you like cookies _____

- share with your sister. _____

- I like cookies with green icing _____

Name _____ Date _____

Lesson 19
READER'S NOTEBOOK

Commas with Place Names

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

The gas station is in Dallas, Texas.

Thinking Question
Which word is the name of the city or town, and which word is the name of the state?

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

- The car breaks down after we leave Austin Texas.

- A truck tows the car to San Antonio Texas.

- A repairman calls a shop in Miami Florida.

- The shop sends car parts from Atlanta Georgia.

- Then we drive to Oakland California.

BY: _____

**MY 2020
GOVVID-19
TIME CAPSULE**

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

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

HOW I'M FEELING

WORDS TO DESCRIBE HOW I FEEL: _____

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE: _____

HOW MY FACE LOOKS: ☹️ 😐 😊 😄 😁

I AM MOST THANKFUL FOR: _____

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1. _____
2. _____
3. _____

ALL ABOUT ME

I AM _____ YEARS OLD

STAND _____ INCHES TALL

WEIGH _____ POUNDS

SHOE SIZE _____

MY FAVOURITES

TOY: _____ COLOUR: _____ ANIMAL: _____ FOOD: _____ SHOW: _____ MOVIE: _____ BOOK: _____ ACTIVITY: _____ PLACE: _____ SONG: _____

WHEN I GROW UP I WANT TO BE: _____ DATE: _____

MY BEST FRIEND/S: _____



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3rd Grade

4/8/2020

Journeys Cold Reads G3

4/4/2020

Journeys 2017: Close Readers SE, Grade 3

Cold Reads UNIT 6

Name _____ Date _____

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

- Where is one place scientists go to find fossils?
 - A museums
 - B city parks
 - C the Internet
 - D dry riverbeds
- What do scientists do AFTER they find a fossil but BEFORE they pick it up?
 - F They draw a map.
 - G They look for footprints.
 - H They go to the mountains.
 - I They put it in a safe place.
- 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*?
 - A can help
 - B figure out
 - C of one bone
 - D shape and size
- Which statement would the author MOST LIKELY agree with?
 - F Scientists don't find fossils very useful.
 - G Scientists rarely use fossils in their research.
 - H Scientists usually find fossils quickly and easily.
 - I Scientists know a lot about dinosaurs because of fossils.
- What can scientists learn from fossils? Support your answer with at least three details from the passage.

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Background This news article is about a theater in Evanston, Illinois. You'll see this place name listed at the beginning of the article. Many news articles start with the name of the place where the story happens.
Setting a Purpose Read the text to learn about a special theater that brings together people of all ages.

Acting Across Generations

1 Read As you read, look for text evidence.

- Circle the words that tell where this article takes place.
- Underline the name of the play that the theater put on.

EVANSTON, ILLINOIS When the Evanston Children's Theatre decided to put on a play of *Charlotte's Web*, they invited kids from eight to twelve years old to try out for parts. They asked seniors age 55 and older to try out, too. Usually, child actors wear gray wigs and paste on fake beards and moustaches to look old. This group uses real seniors.

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4/4/2020

Journeys 2017: Close Readers SE, Grade 3

4/4/2020

Journeys 2017: Close Readers SE, Grade 3

- 2 Read** As you read, look for text evidence.
- Circle a fact about when the children's theater began in the Levy Center.
 - Underline the words that tell why kids play most parts in the theater.

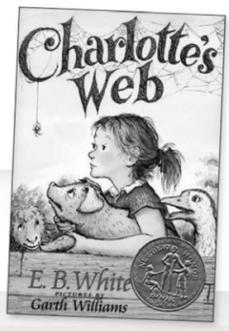
CLOSE READ Notes

A few years ago, the Evanston city council decided that the children's theater would have its home in the Levy Center, Evanston's new senior center. So it just seemed natural to get both the kids and the seniors working together.

This experiment has worked well for several plays. Kids play most parts. It's a children's theater group, after all. But seniors have one or two **roles** in each play.

roles:

The Evanston Children's Theatre has become very popular. In fact, more than 300 people came to a Sunday afternoon performance of *Charlotte's Web*.



- 3 Reread and Discuss** Reread the page. Why did it make sense to have kids and seniors work together in the theater? Cite text evidence in your discussion.

SHORT RESPONSE

Cite Text Evidence What fact can you learn from the photo caption that you can't learn from the main text? Cite details from the text in your response.

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CLOSE READ Notes

- 4 Read** As you read, look for text evidence.
- Circle the words that tell about the photo.
 - Underline words in the main text that tell which seniors might take part in the children's theater.

try out:

The Levy Center holds different senior classes. Seniors who take acting classes **try out** for the children's theater. Working with kids keeps seniors young. Working with seniors helps kids, too. The seniors share tips from their acting classes, and the kids show what they've learned.



Seniors and children act in a play together.

- 5 Reread** Reread the page. How do the seniors' acting classes help both seniors and kids at the theater? Cite text evidence in your response.

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3rd Grade

4/4/2020

Journeys 2017: Close Readers SE, Grade 3

6 Read As you read, look for text evidence. Underline a sentence that tells a way actors help one another.

CLOSE READ Notes

lines:

scene:

bravo:

To put on a play, actors must help one another. If a senior forgets some **lines**, kids jump right in and move the **scene** along. Seniors do the same for the kids. Once a senior got sick after the first show. A kid took on the senior's part. The show must go on—and it did!

Putting on plays is great fun, but the Evanston Children's Theatre gives seniors and kids a chance to help one another. **Bravo!**



7 Reread and Discuss Reread the page. What do you think "the show must go on" means? What details help you understand the meaning of this phrase? Cite text evidence in your discussion.

SHORT RESPONSE

Cite Text Evidence 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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Name _____ Date _____

Lesson 29
LEVELED PRACTICE A29.1

A New Team of Heroes
Phonics:
Words Ending in -er, -le

Words Ending in -er, -le

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

Word Bank

bicycle father doodle inner banner table riddle laser cover candle

- a long stick of wax that is burned to give light _____
- a puzzling question or problem _____
- a sharp beam of light _____
- a vehicle with two wheels and handlebars for steering _____
- a sign or flag used as a symbol _____
- a silly drawing _____
- to place something over or onto _____
- a male parent _____
- a piece of furniture used for serving food _____
- located inside or closer to the center _____

Phonics
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7

Grade 3, Unit 6

Name _____ Date _____

Lesson 29
LEVELED PRACTICE ELL29.1

A New Team of Heroes
Phonics:
Words Ending in -er, -le

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.

- _____
- _____
- _____
- _____
- _____
- _____

Word Bank

farmer
winter
baker
eagle
juggle
beaver

Name: _____

Score: _____ out of 43

Time: _____ minutes

Multiplication: 0 - 6

- | | | | | | | |
|----|--|---|---|--|--|--|
| a. | $\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$ | $\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$ |  |
| b. | $\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$ | $\begin{array}{r} 0 \\ \times 1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$ |
| c. | $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$ |
| d. | $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$ |
| e. | $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$ | $\begin{array}{r} 0 \\ \times 10 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$ |
| f. | $\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$ | | | $\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$ |
| g. | $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$ | | | |  $\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$ |

Phonics
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Grade 3, Unit 6

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SCHOOLHOUSE NEWS

The Purcell Register



3rd Grade

C-5

Name: _____

Adding Money

A Skunk Joke

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

- | | | | |
|---------------------------|---------------------------|---------------------------|---------------------------|
| V \$4.65
+ 2.13 | N \$1.35
+ 3.89 | T \$6.70
+ 3.62 | |
| T \$8.99
+ 4.39 | I \$7.89
+ 2.45 | S \$3.65
+ 4.15 | |
| I \$6.39
+ 8.89 | E \$6.78
+ 5.72 | N \$9.59
+ 6.79 | |
| D \$4.00
+ 7.05 | M \$7.22
+ 0.09 | I \$6.44
+ 1.99 | E \$3.70
+ 1.22 |
| N \$5.89
+ 2.30 | K \$2.60
+ 2.06 | S \$9.99
+ 9.99 | R \$1.65
+ 1.25 |



Did you hear the joke about the skunk?

- | | | | | | | | | |
|---------|---------|--------|---------|--------|--------|---------|---------|---------|
| \$5.24 | \$12.50 | \$6.78 | \$4.92 | \$2.90 | \$7.31 | \$15.28 | \$16.38 | \$11.05 |
| \$10.34 | \$10.32 | \$7.80 | \$13.38 | \$8.43 | \$8.19 | \$4.66 | \$19.98 | ! |

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Name: _____

Special Number

The special number is

3,126

even odd

Write the number in expanded form.

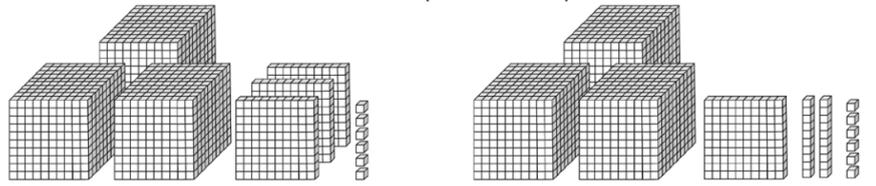
_____ + _____ + _____

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.



1,000 more than 3,126 is _____.

100 less than 3,126 is _____.

100 more than 3,126 is _____.

1,000 less than 3,126 is _____.

3,126 has ...

_____ ones

_____ tens

_____ hundreds

_____ thousands

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Name: _____



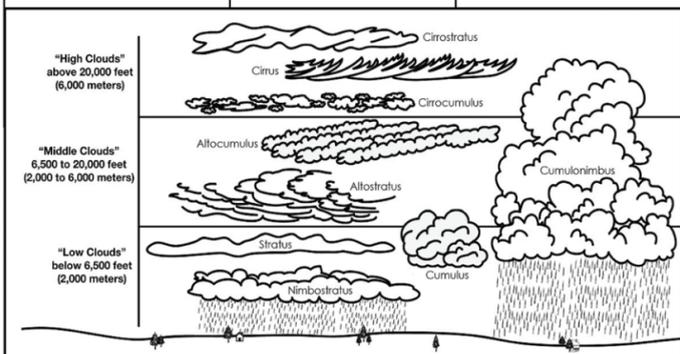
Types of Clouds

by Erin Ryan



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

High-Level Clouds	Mid-Level Clouds	Low-Level Clouds	Vertical Clouds
High-level clouds are formed in altitudes above 20,000 feet. Because the temperatures are so cold at this elevation, these clouds are formed from ice crystals. Cirrus clouds are thin and wispy clouds that are blown by high winds. They usually mean the day will have fair or pleasant weather, and follow the direction that the air moves at the altitude they are found at. Cirrostratus clouds are like very thin sheets of clouds that cover large parts of the sky. Cirrocumulus clouds look like small round puffs in the sky. Sometimes they are called mackerel clouds because they look similar to fish scales.	Mid-level clouds are found in altitudes between 6,500 to 20,000 feet. They are formed mainly of water droplets, but can also be made up of ice crystals when the temperature is cold enough. Altostratus clouds are composed of water droplets and are gray and puffy. These clouds are usually seen on warm and humid summer mornings and are usually a sign that thunderstorms will follow later in the day. Altostratus clouds are made up of ice crystals and water droplets. They can cover the entire sky and form before rain storms.	Low-level clouds are found below 6,500 feet and although they are mostly made up of water droplets. They can also be composed of ice particles and snow in very cold temperatures. Stratus clouds are among the low-lying clouds. They are gray clouds that cover the entire sky and can be the result of very thick fog lifting in the morning. Nimbostratus clouds are dark gray clouds that produce falling rain or snow.	Cumulus and cumulonimbus clouds are both known as vertical clouds. Cumulus clouds are also called fair weather clouds and look like floating cotton. They have very flat bases and are not very tall clouds. When cumulus clouds are first formed from droplets, they have very distinct edges, but as they move through the sky, air causes the edges to appear more ragged and broken apart. Cumulonimbus clouds can take up several miles across the sky and can reach elevations of 39,000 feet or higher because of very strong updrafts in the atmosphere. Low level cumulonimbus clouds are made up of water droplets, but at higher elevations, they consist of ice crystals. Cumulonimbus clouds are the type of clouds that bring lightning, thunder, violent tornadoes and other intense weather situations.



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Name: _____



Types of Clouds

by Erin Ryan



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 6,500 feet in the air.

4. Which type of clouds brings lightning, thunder, and tornadoes?

5. Are stratus clouds or cirrus clouds found closer to the ground?

6. What are cirrus, cirrostratus, 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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SCHOOLHOUSE NEWS

The Purcell Register

4th Grade

Lessons 1-3

REVIEW

PART ONE: Read a Myth

Read this retelling of a Native American myth. Then answer questions about the myth. Choose the best answer for Numbers 1 through 6.

One day long ago, Coyote was trotting 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.

So an enormous white cloud filled much of the blue sky and made some cool shade for Coyote, but Coyote was still hot and not satisfied at all.

"I would like even more clouds," Coyote said aloud, "for it is still not cool enough for me." Darker and darker clouds began to form in the sky, and soon the sky began to look very black and threatening, but still Coyote was not happy.

"How about some wet rain to cool things down even more?" asked Coyote. The dark clouds began to sprinkle down a few refreshing raindrops on Coyote.

"More rain," demanded Coyote, "for I am still not cool enough." The light sprinkles of rain became large wet drops the size of marbles. Soon they began to pour down in a continuous sheet of rain.

"I would like a deep clear creek to cool my paws in," said Coyote, "for I am still much too hot."

The whispering creek began to swell into an enormous, roaring rapids. 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 spewed up onto a riverbank three miles from his home. He lay bedraggled on the riverbank for a long time, barely moving. When he finally opened his eyes, buzzards circled overhead trying to decide if Coyote was dead or not.

Coyote shook himself off, dragged himself to his feet, and yelled at the buzzards, "Go away! I am not dead."

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

Recalling Facts and Details

Understanding Sequence

Finding Main Idea

- The myth mostly describes
 - A how the Columbia River was formed.
 - B why it rains so much in the Pacific Northwest.
 - C where some raging rapids are found.
 - D what life in Oregon was like long ago.

Recalling Facts and Details

- As Coyote was swept away in the river, he
 - A floated lazily on his back.
 - B felt cool at last.
 - C rolled over and over.
 - D ate several tasty fish.

Finding Main Idea

- A good title for this myth is
 - A "Why Coyotes Like Rain"
 - B "A Giant Wave"
 - C "Coyote and the Buzzards"
 - D "The Origin of the Columbia River"

Understanding Sequence

- Which of these happened last?
 - A Coyote demanded more rain.
 - B Coyote was battered on rocks.
 - C Coyote was swept away by a wave.
 - D Coyote told the buzzards to go away.

Recalling Facts and Details

- Where was Coyote trotting at the beginning of the myth?
 - A along a riverbank
 - B at the edge of a forest
 - C through a grassy meadow
 - D near a creek

Understanding Sequence

- The boxes tell some of the things that happened in the myth.

What belongs in the empty box?

- A A bedraggled Coyote lays on a riverbank.
- B Coyote steps into the creek.
- C Coyote yells at the buzzards.
- D Coyote wishes a cloud would block the sun.

Read this article about a famous American musician. Then answer questions about the article. Choose the best answer for Numbers 7 through 12.

Duke Ellington

Jazz is sometimes called the only truly American music. Jazz was first played by African Americans living in the American South. Duke Ellington was one of the giants of jazz. Ellington was born in Washington, D.C., in 1899. As a child, he studied the piano. That is, his mother made him take piano lessons. The young Ellington was not a very dedicated student.

Ellington's interest in music reawakened when he was a teenager. Years later, Ellington gave this explanation for his renewed interest: "I learned that when you were playing the piano, there was always a pretty girl standing down at the bass clef end of the piano."

When he was 19, Ellington formed a band. Duke Ellington's jazz band was soon playing in clubs in New York City. Ellington composed music, played the piano, and conducted the Duke Ellington Orchestra. People loved Ellington's music. He soon became one of the world's most famous jazz musicians.

Then the kind of jazz that Ellington played went out of style. Many people forgot about Duke Ellington. In 1956, Ellington and his band played at the Newport Jazz Festival in Rhode Island. The musicians put on a show that jazz fans still talk about today. They played until almost 2:00 in the morning. The crowd kept calling for more. They would not let Ellington leave. Duke Ellington and his band were back!



Finding Main Idea

- What is the main idea of paragraph 2?
 - A Ellington was introduced to music as a child.
 - B Jazz is believed by some to be the only truly American music.
 - C Ellington finds a renewed interest in music.
 - D People came to love Ellington's music.

Recalling Facts and Details

- Which detail tells that Ellington's music became unpopular?
 - A Then the kind of jazz that Ellington played went out of style.
 - B Ellington was not a very dedicated student.
 - C They played until almost 2:00 in the morning.
 - D Duke Ellington and his band were back!

Finding Main Idea

- The main idea of the article can be found
 - A in the first paragraph.
 - B in the middle of the article.
 - C in the last paragraph.
 - D by thinking about the most important idea in the article.

Understanding Sequence

- Which of these happened first?
 - A People forgot about Duke Ellington.
 - B Ellington formed a band.
 - C Ellington became a world-famous musician.
 - D Ellington played at a jazz festival in Newport, Rhode Island.

Recalling Facts and Details

- Jazz began in
 - A Newport, Rhode Island.
 - B the western part of America.
 - C clubs in New York City.
 - D the American South.

Understanding Sequence

- After Ellington and his band played at the Newport Jazz Festival, they
 - A started playing in clubs around the world.
 - B moved to Washington, D.C.
 - C became popular again.
 - D formed the Duke Ellington Orchestra.



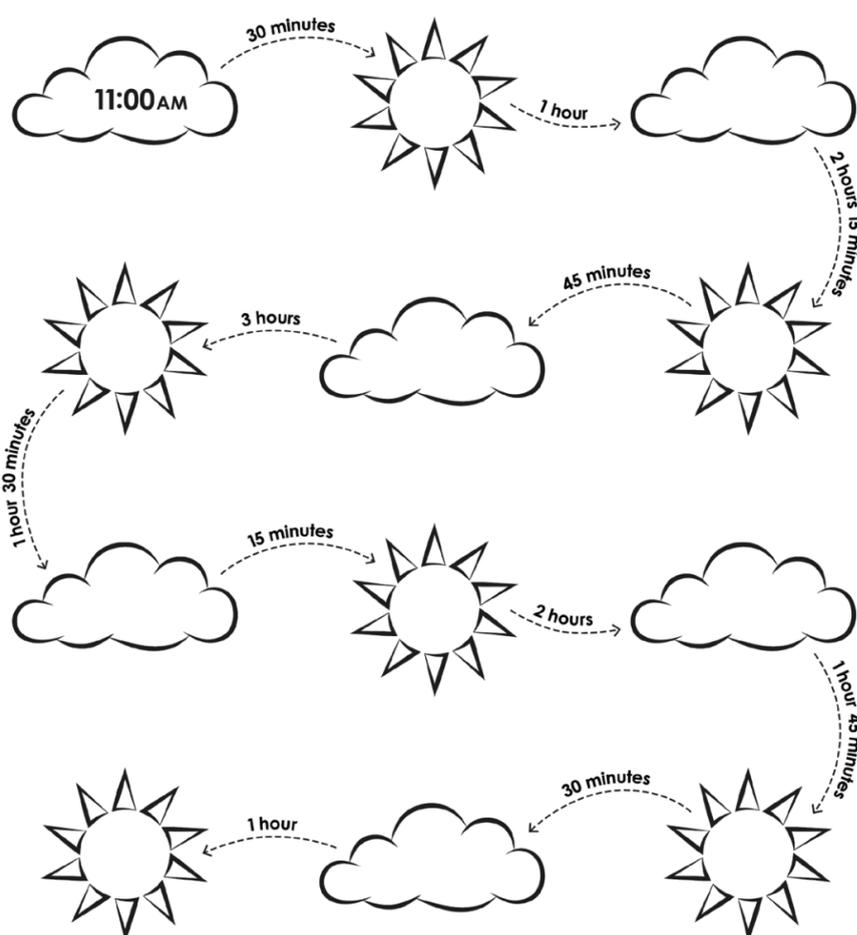
SCHOOLHOUSE NEWS

The Purcell Register

4th Grade

Name: _____

Elapsed Time Between the Rainstorms



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Name: _____

Multiple-Step Problems



- Luke had two ten dollar bills. His younger sister Leia had a five dollar bill. They combined their money to buy a gift for their father that costs \$22. How much change did they receive?

- Tricia's mother let her play outside for 15 minutes. When she went outside, she played with her dog for 5 minutes. Then she rode her bike for 4 minutes. She spent the rest of the time catching bugs. How many minutes did Tricia spend catching bugs?

- Clark and his brother Kent played floor hockey in their living room. Each goal was worth 2 points. Clark scored 6 points. Kent scored 8 points. How many goals did they score altogether?

- Jimmy and Kelly ran a snack stand in their front yard. They sold cookies for 5¢, apples for 6¢ and cupcakes for 10¢. They sold 3 cookies, 2 cupcakes, and 1 apple. How much money did they make altogether?

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Name: _____

Fancy, Feathered Flamingos

by Guy Belleranti

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 subtropical parts of the world. However, a few types of flamingos also nest at 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 grayish 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! First, 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!



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Why do flamingos have such long legs and necks?

A flamingo's long legs and neck helps it find food in different depths of water. By stomping its webbed feet the flamingo can stir 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 bristly 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 large 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 Belleranti 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.

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SCHOOLHOUSE NEWS

The Purcell Register



4th Grade

Name: _____

Fancy, Feathered Flamingos

by Guy Belleranti



- Sara was at the zoo, looking at the flamingo habitat. There were 23 pink flamingo and 3 gray ones. The gray flamingos....
 - were probably sick
 - probably weren't eating enough
 - were probably younger than the other flamingos
 - were probably from Asia
- Why might a zoo put a mirror in a flamingo exhibit?
 - The flamingos like to look at themselves when they clean their feathers.
 - They will be more likely to lay eggs and have baby flamingos.
 - It keeps the flamingos from seeing the zoo's visitors.
 - The mirrors add heat to the flamingos' habitat.
- Where would you find a flamingo's lamellae?
 - on its feet
 - on its neck
 - on the back of its body
 - on its beak
- Name three human foods mentioned in the article that have carotenoids.

- 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 the country above.

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Name: _____

Fancy, Feathered Flamingos

by Guy Belleranti



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

- | | |
|---------------------|---|
| _____ 1. mirrors | a. look at; see |
| _____ 2. lagoons | b. chemicals that add color |
| _____ 3. elevations | c. reflective pieces of glass |
| _____ 4. migrate | d. heights of the land |
| _____ 5. shrimp | e. cleaning particles out of liquids |
| _____ 6. pigments | f. areas of shallow sea water |
| _____ 7. behold | g. move to another place to find food |
| _____ 8. filtering | h. small, swimming animal that is sometimes eaten as food |

◆ Now try this: On a sheet of lined paper, use each vocabulary word from above in a sentence.

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Name: _____

Page 1 of 4

States and Capitals Quiz

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

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

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

- 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.
 What state am I? 9. _____
- Clue 1:** There is no state further north than I.
Clue 2: There is no state larger than I.
Clue 3: My capital is Juneau.
 What state am I? 10. _____
- Clue 1:** I am home to the Painted Desert.
Clue 2: Visit me if you want to see the Grand Canyon.
Clue 3: My capital is Phoenix.
 What state am I? 10. _____
- 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. _____

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Name: _____

Page 2 of 4

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.

- _____ The capital of Connecticut is Hartford.
- _____ The capital of Minnesota is St. John.
- _____ The capital of Indiana is Indianapolis.
- _____ The capital of Illinois is Springfield.
- _____ The capital of Maine is Septembara.
- _____ The capital of Georgia is Athens.
- _____ The capital of Pennsylvania is Smithsburg.
- _____ The capital of North Dakota is Bismarck.

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

- Nevada - C_____ City
- Oklahoma - O_____ City
- Utah - S_____ L_____ City
- Missouri - J_____ City

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SCHOOLHOUSE NEWS

The Purcell Register

4th Grade

Name: _____

Page 3 of 4

States and Capitals Quiz

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

25. N B T S O O (Massachusetts) _____
26. F O R T K F 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 in (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).

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Name: _____

Page 4 of 4

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...
a. Juneau b. Baton Rouge c. Lincoln
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

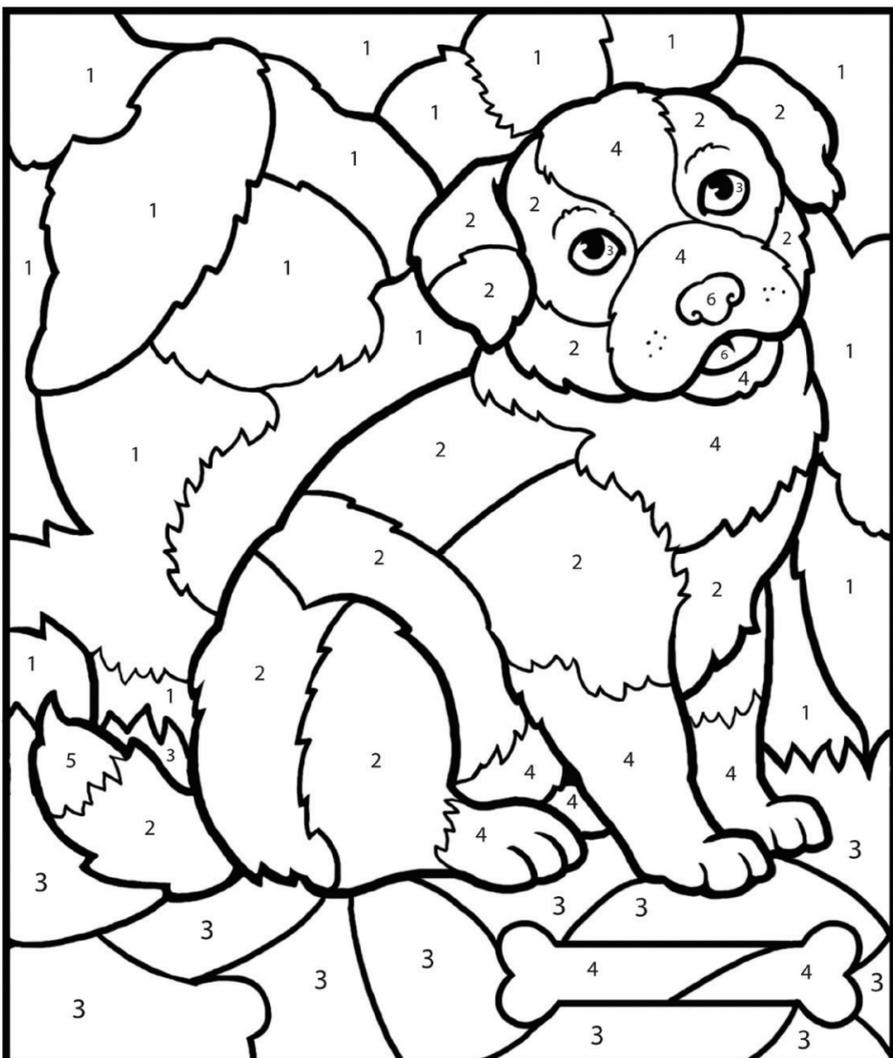
Part 8: Write the capital of each state. Use the words from the word box to help you.

Word Box

Nashville	Olympia	Jackson
Providence	Columbia	

46. Rhode Island - _____
47. South Carolina - _____
48. Tennessee - _____
49. Washington - _____
50. Mississippi - _____

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1= blue 2= brown 3=green 4=white 5=black 6=pink

Name _____

May 11 - May 14

Please read 20 minutes each day.

Reading Log	Title of Book	Minutes Read	Parent
Monday			
Tuesday			
Wednesday			
Thursday			
Friday	Have a wonderful summer break!!		

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 Reathered Flamingos(4 pages)

Social Studies

_____ States and Capitals Quiz (4 pages)





SCHOOLHOUSE NEWS

The Purcell Register



5th Grade

Name: _____

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 - 20.104

- 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 - _____

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Name _____

Skill: Adding and Subtracting Decimals

Add the decimals.

1. $3.7 + 5.6$ 2. $8.7 + 6.5$ 3. $10.2 + 9.6$ 4. $7.4 + 6.2$ 5. $5.2 + 7.8$

6. $22.3 + 9.4$ 7. $22.86 + 1.98$ 8. $1.9 + 23.6$ 9. $42.78 + .096$ 10. $23.7 + 8.95$

11. $12.5 + .072 =$ 12. $723.4 + 87.02 =$

13. $32.14 + 165.01 =$ 14. $5.1 + 85.2 =$

Subtract the decimals.

15. $1.7 - .5$ 16. $16.42 - 8.35$ 17. $9.406 - .399$ 18. $25.4 - 7.2$ 19. $62.07 - 9.04$

20. $167.02 - 49.68$ 21. $23.08 - 1.675$ 22. $52.974 - 24.3$ 23. $67.49 - .05$ 24. $32.67 - 27.5$

25. $23.267 - 4.62 =$ 26. $.68 - .429 =$

27. $1.74 - 1.069 =$ 28. $893.4 - 27.08 =$

Basic Skills: Math Drill © Teacher's Friend, a Scholastic Company

SOLVE & MATCH

Name _____ Date _____

Multiplying Whole Numbers

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

LEFT

RIGHT

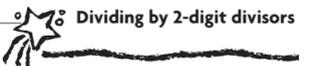
- | | |
|----------------------|---------------------|
| 1. $23 \times 50 =$ | A. $98 \times 10 =$ |
| 2. $49 \times 21 =$ | B. $18 \times 22 =$ |
| 3. $38 \times 38 =$ | C. $7 \times 147 =$ |
| 4. $39 \times 15 =$ | D. $46 \times 25 =$ |
| 5. $102 \times 17 =$ | E. $13 \times 45 =$ |
| 6. $36 \times 11 =$ | F. $76 \times 19 =$ |
| 7. $72 \times 17 =$ | G. $51 \times 34 =$ |
| 8. $20 \times 49 =$ | H. $34 \times 36 =$ |

TRIPLE MATCH 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.

Name _____



Dividing by 2-digit divisors

Eat Your Vegetables



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

Round the divisor.
(Round 39 to 40.)
Think about how many
40s are in 197?

(There are about 5.)
 $40 \times 5 = 200$
Multiply 39×5 . Subtract.

2 is less than the
divisor. It becomes
the remainder.

$$39 \overline{) 197}$$

$$39 \overline{) 197} \begin{array}{r} 5 \\ - 195 \\ \hline 2 \end{array}$$

$$39 \overline{) 197} \begin{array}{r} 5 \text{ R}2 \\ - 195 \\ \hline 2 \end{array}$$

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

O $33 \overline{) 264}$ H $64 \overline{) 384}$ D $59 \overline{) 413}$ H $58 \overline{) 406}$

T $67 \overline{) 536}$ R $48 \overline{) 340}$ Q $77 \overline{) 462}$ S $43 \overline{) 341}$

I $62 \overline{) 434}$ P $92 \overline{) 740}$ U $47 \overline{) 282}$ A $58 \overline{) 348}$

O $34 \overline{) 272}$ S $65 \overline{) 396}$ A $72 \overline{) 576}$ S $48 \overline{) 290}$

T $53 \overline{) 454}$ A $32 \overline{) 248}$



6s _____ 7s _____ 8s _____



SCHOOLHOUSE NEWS

The Purcell Register

5th Grade

Name: _____

What Is the Constitution?

By Anita 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 battle 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 on issues in government.

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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 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

Anita Kim Venegas is the author of *The Adventures of Peanut and Dutch*.

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Name: _____

What Is the Constitution?

By Anita Kim Venegas

- Based on the information in the article, what immediate problem did the colonists need to solve?
 - The colonies were fighting among each other.
 - America needed a central government and laws.
 - The colonies did not have enough food to feed the people.
 - America needed to appoint a king like Great Britain had.
- What kind of government did the colonists want to form and why?

- What concern did the smaller colonies have about their representation in the new federal government?
 - They did not want the larger colonies to have more votes on important issues.
 - They wanted to have more representatives than the larger colonies.
 - They did not want the new government to have an elected president.
 - They wanted the elected president to come from one of the smaller colonies.
- Identify the two house of Congress.
_____ and _____
- 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 Anita Kim Venegas



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

- | | |
|-----------------------------------|--|
| _____ 1. colony | a. secretly listening to a conversation |
| _____ 2. president | b. the legislative branch of the U.S. government |
| _____ 3. compromise | c. a territory under the political control of another country |
| _____ 4. Independence Hall | d. rule over a country, state, or group of people |
| _____ 5. eavesdropping | e. the power to make decisions and enforce rules or laws |
| _____ 6. govern | f. an agreement that is reached when two parties give up some of their demands to meet in the middle |
| _____ 7. Congress | g. the lower house of the U.S. Congress that had representation based on a colony's population |
| _____ 8. Senate | h. building where both the U.S. Declaration of Independence and Constitution were written |
| _____ 9. House of Representatives | i. the upper house of the U.S. Congress represented by two men from each colony |
| _____ 10. authority | j. the elected leader of a republic |

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SCHOOLHOUSE NEWS

The Purcell Register

5th Grade

Name _____ Date _____

Lesson 17
READER'S NOTEBOOK

LAFF
Grammar: Adverbs

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.

He **sometimes** works **late** in the laboratory.
Jenny **often** works **alone**.
Do you think Howard will do **well** in the competition?
Since he works **hard**, he **usually** does **brilliantly**.

Thinking Question
Does the adverb describe the action in the sentence?

Activity Read the sentence and the adverb in parentheses. Decide where the adverb belongs in the sentence. Then rewrite the sentence with the adverb.

- Roger went to sleep one night. (early)

- He was dreaming of time machines and space capsules when he awoke. (suddenly)

- He saw a red line streaking across the yellow moon. (quickly)

- Roger blinked and then leapt out of bed. (bravely)

- He had no idea what he had just seen. (really)

- He leaned out his window and looked for the thing to return. (everywhere)

Grammar
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Grade 5, Unit 4

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Name _____ Date _____

Lesson 17
READER'S NOTEBOOK

LAFF
Grammar: Adverbs

Adverbs That Tell How, When, and Where

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

adverbs
how: They played the music **loudly**.
when: He came **early**.
where: He went **inside**.

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

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

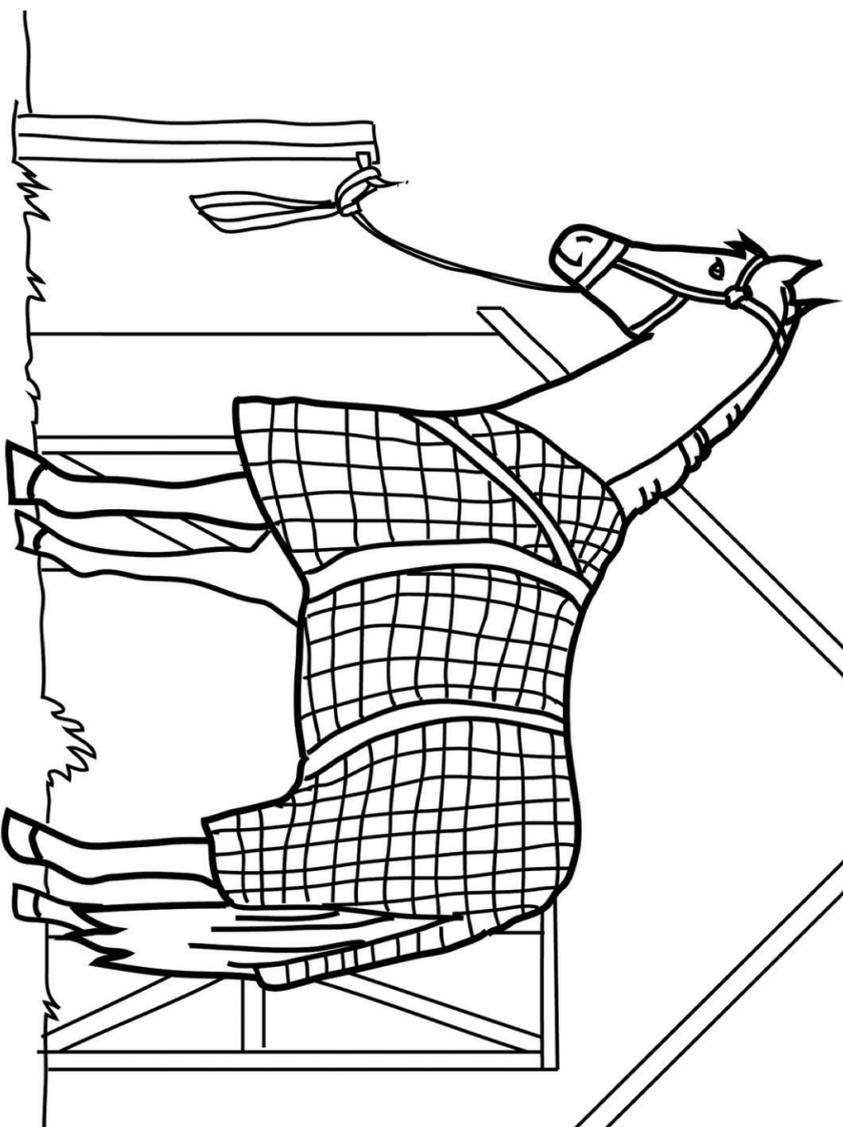
- Nola hoped that she would go far in her career as an engineer. _____
- She eagerly worked on her designs. _____
- One day, she finally allowed her friend to look at her drawings. _____
- Her friend jumped ahead in the pages to look at the final design. _____
- She thought Nola thought inventively.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

Grammar
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Grade 5, Unit 4

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Name: _____

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 - 20.104

- nine and fifteen thousandths - _____
- thirty-one and eight hundred twelve thousandths - _____
- two hundred thirty-one and five tenths - _____
- nine hundred seven thousandths - _____
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- one and one thousandth - _____
- 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

- 9.006 - _____
- 10.01 - _____
- 0.063 - _____