

## 4<sup>th</sup> Grade Distance Learning Plan

Hello Parents/Guardians and Students,

As you are probably aware, our school district is physically closed for the remainder of this school year due to COVID-19 (coronavirus). We will be performing distance learning to all of our students during this time through varied online resources (Message your teacher if you need paper packets.). But do not worry! We will get through this together!

Here is a list of the 4<sup>th</sup> grade teacher's e-mails:  
[tarek.aissaoui@littleaxeps.org](mailto:tarek.aissaoui@littleaxeps.org)  
[krista.george@littleaxeps.org](mailto:krista.george@littleaxeps.org)  
[robin.jones@littleaxeps.org](mailto:robin.jones@littleaxeps.org)  
[sandra.snively@littleaxeps.org](mailto:sandra.snively@littleaxeps.org)

First and foremost, please watch on your child's Classdojo for any new information from his/her teacher. If you are not connected to Classdojo, please e-mail your child's teacher. Classdojo, e-mail, and Remind (see back side for more information about Remind) are the best ways to contact your child's teacher. Secondly, all 4<sup>th</sup> grade teachers will be using Zoom to video chat with your child either in group settings or individually for questions. A Zoom account is not required, but your child will need the link/ID number provided by your teacher.

We will be using 3 major resources to teach our core subjects. We will use Mobymax for math/reading/language arts, IXL for social studies, and . See the attached calendar for weekly online assignments and the attached logins for Mobymax, IXL, and Discovery Education. Additional resources or activities may be provided by your child's teacher during the week. Stay informed with Classdojo. If you have any trouble, please contact your teacher or seek help during office hours (see below).

\*Go to zoom.us, click join a meeting, and type in the teacher's zoom ID\*

Aissaoui (Zoom ID: 250 622 1984 )		George (Zoom ID: 454-242-1204 )	
Day of the Week	Time	Day of the Week	Time
Monday	11-1	Monday	9:30-10:30
Tuesday	11-1 & 4-5	Tuesday	6-7
Wednesday	11-1	Wednesday	9:30-10:30
Thursday	11-1	Thursday	6-7

Jones (Zoom ID: 843-983-1637 )		Snively (Zoom ID: 774-874-0703 )	
Day of the Week	Time	Day of the Week	Time
Monday	6-7	Monday	12:30-2:30

Tuesday	6-7	Tuesday	12:30-2:30
Wednesday	6-7	Wednesday	12:30-1:30 & 5-6
Thursday	11-1	Thursday	12:30-2:30

### Extra Activities:

Live Mystery Science Lessons with Ms. Jones (on her zoom) and with Mr. Aissaoui (on his zoom) on Thursdays at 11:00 AM.

Finish Learning about States and Capitals with Ms. Snively on Tuesdays at 1:30 PM starting April 7<sup>th</sup>. Anyone can attend!

Keep updated with Classdojo to let you know when your teacher will read novels or do other activities.

### Other resources to use:

Commoncoresheets.com (math worksheets)

Study Island (math and reading skills online)

Pioneer Public Library System (Download books to read)

Gonoodle.com (great website for kids to get up and move around, dance, yoga, etc)

"Art for Kids Hub" on youtube.com (art channel that teaches kids easily how to draw a variety of different things)

<https://www.kennedy-center.org/education/mo-willems/> (Mo Willems hosts Lunch Doodles with kids at 12:00 PM [1 PM ET] every day.)

Cosmic Kids Yoga on youtube.com (Yoga channel for kids)

### Remind:

It is a text message. No app is required. You can get the Remind app, but even without it, you can text back and forth individually.

To sign up for your child's class, you have to text the teacher's code to 81010. Again, no app is required.

Here is a list of the 4<sup>th</sup> grade teacher's remind codes:  
Mr. Aissaoui: @mraissa  
Mrs. George: @kgeorge20  
Ms. Jones: @rajones20  
Ms. Snively: @snively20

Love,

**Your Fabulous Fourth Grade Teachers**

**P.S. We miss seeing everyone one of you in person!**

# DISTANCE Learning

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Week of:	April 6 <sup>th</sup> -9 <sup>th</sup>	April 13 <sup>th</sup> -16 <sup>th</sup>	April 20 <sup>th</sup> -23 <sup>rd</sup>	April 27 <sup>th</sup> -30 <sup>th</sup>	May 4 <sup>th</sup> -7 <sup>th</sup>
<b>Math</b>	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Take initial placement for Math and Fact Fluency	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete a math lesson <input type="checkbox"/> Do fact fluency 3x this week.	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete a math lesson <input type="checkbox"/> Do fact fluency 3x this week.	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete a math lesson <input type="checkbox"/> Do fact fluency 3x this week.	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete a math lesson <input type="checkbox"/> Do fact fluency 3x this week.
<b>Reading &amp; Skills/ Language</b>	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Take initial placement for Language <input type="checkbox"/> Take Reading Assessment	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete a language lesson <input type="checkbox"/> Complete either a Reading Skills literature or	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete a language lesson <input type="checkbox"/> Complete either a Reading Skills literature or	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete a language lesson <input type="checkbox"/> Complete either a Reading Skills literature or	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete a language lesson <input type="checkbox"/> Complete either a Reading Skills literature or
<b>Science</b>	<input type="checkbox"/> Login to Discovery Education <input type="checkbox"/> Click ScienceTech Unit 5.1 Engage / Explore pages and activities <input type="checkbox"/> Live Mystery Science Lesson at 11:00 PM - 11:30 PM - Click on Social Studies then 4 <sup>th</sup> grade, Complete F.1 (Maps) Bonus: Complete	<input type="checkbox"/> Login to Discovery Education <input type="checkbox"/> Click ScienceTech Unit 5.2 Engage / Explore pages and activities <input type="checkbox"/> Live Mystery Science Lesson at 11:00 PM - 11:30 PM - Click on Social Studies then 4 <sup>th</sup> grade, Complete F.2 (Lat./Long.) Bonus: Complete	<input type="checkbox"/> Login to Discovery Education <input type="checkbox"/> Click ScienceTech Unit 5.3 Engage / Explore pages and activities <input type="checkbox"/> Live Mystery Science Lesson at 11:00 PM - 11:30 PM - Click on Social Studies then 4 <sup>th</sup> grade, Complete F.3 (Lat./Long.) Bonus: Complete	<input type="checkbox"/> Login to Discovery Education <input type="checkbox"/> Click ScienceTech Unit 5.4 Engage / Explore pages and activities <input type="checkbox"/> Live Mystery Science Lesson at 11:00 PM - 11:30 PM - Click on Social Studies then 4 <sup>th</sup> grade, Complete C.1 (Oceans/Cont.) Bonus: Complete	<input type="checkbox"/> Login to Discovery Education <input type="checkbox"/> Click ScienceTech Unit 5.5 Engage / Explore pages and activities <input type="checkbox"/> Live Mystery Science Lesson at 11:00 PM - 11:30 PM - Click on Social Studies then 4 <sup>th</sup> grade, Complete C.2 (Oceans/Cont.) Bonus: Complete
<b>social studies</b>	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete F.1 (Maps) Bonus: Complete	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete F.2 (Lat./Long.) Bonus: Complete	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete F.3 (Lat./Long.) Bonus: Complete	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete C.1 (Oceans/Cont.) Bonus: Complete	<input type="checkbox"/> Login to Mobymax <input type="checkbox"/> Complete C.2 (Oceans/Cont.) Bonus: Complete

Name: Week 1

# The Big-Eared, Bushy-Tailed Fennec Fox

by Guy Belleranti

In the deserts of North Africa and Saudi Arabia lives the smallest of all foxes with the largest of ears. This animal is the fennec fox.

Fennec foxes have ears that are 5 to 6 inches long. That's big for an animal that weighs less than four pounds. Their ears help shed body heat. And, as you may have guessed, they also provide great hearing.

It's interesting to compare the big ears of fennec foxes to the small ears of arctic foxes. Arctic foxes live in cold climates, so they don't need to shed heat. Instead, they need to save heat. Big ears would not save heat and would probably even cause an arctic fox to get frostbitten!

It's also interesting to think about the hair of fennec foxes. Why would a fox that lives in the desert need a thick, fur coat? Actually, the desert isn't always warm. During the nighttime, a desert can be downright cold! A fennec fox's fur keeps them warm during those chilly desert nights. They also have long bushy tails that they use as a blanket. And the hair on their feet protects them from the hot sand in the daytime.



Fennec foxes live in small communities of burrows or dens. They spend most of the day sleeping in their dens, out of the hot sun. Then, when night comes, out they come in search of food. In addition to their great hearing, fennecs also use their great sense of smell and big eyes to track down dinner. Animals that are active at night are called nocturnal.

Like other foxes, fennecs are omnivores. This means they eat both meat and plants. Some of their favorite foods include rodents, birds, eggs, insects, lizards, snails, fruit and leaves.

Fennec fox mothers give birth to a litter of one to five babies (called kits). The average life span of a Fennec fox is 10 to 12 years.

The cream coloration of fennec foxes help them blend into their desert habitat. Still, they have to watch out for predators. These include caracals (a type of wild cat), jackals, eagle owls, hyenas and humans. Humans catch them for their fur and to sell as exotic pets.

## About the Author

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

Name: \_\_\_\_\_

# The Big-Eared, Bushy-Tailed Fennec Fox

by Guy Belleranti

1. List two ways the fennec fox's ears help it to survive.

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2. Why does a fennec fox have thick hair?

- a. to help it survive in cold, arctic climates
- b. to help it survive in the cold, desert night
- c. to help it hear enemies approaching
- d. to help it shed heat



3. Where might you find a fennec fox in the wild?

- a. Brazil
- b. France
- c. Russia
- d. Egypt

4. Name some of the predators of the fennec fox.

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5. Name some animals that are prey to the fennec fox.

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6. A fennec fox just had a litter of kits. Which number of kits would the fox be most likely to have?

- a. two
- b. seven
- c. ten
- d. twelve

**Challenge:** With a parent or teacher's help, use the Internet to print out facts about fennec foxes and arctic foxes. Then, make a Venn diagram to compare and contrast the two species.

Name: \_\_\_\_\_

# The Big-Eared, Bushy-Tailed Fennec Fox

by Guy Belleranti



Some of the sentences below are true. Others are false.

Read each sentence. If the sentence is true, write the word true on the line. If the sentence is false, cross out the underlined word(s) and write a new word on the line to make the sentence true.

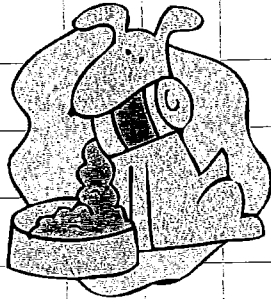
1. A baby fennec fox is called a cub. \_\_\_\_\_
2. Fennec foxes are nocturnal. \_\_\_\_\_
3. Fennec foxes are carnivores. \_\_\_\_\_
4. The hair on a fennec fox's ears protects it from the hot desert sand. \_\_\_\_\_
5. Fennec foxes have ears that are about 6 inches long. \_\_\_\_\_
6. A caracal is a type of wild cat. \_\_\_\_\_
7. Fennec foxes search for food in the afternoon. \_\_\_\_\_
8. Fennec foxes live about 20 years. \_\_\_\_\_
9. Fennec foxes spend a lot of time sleeping during the daylight hours. \_\_\_\_\_
10. Fennec foxes live in communities of burrows or dens. \_\_\_\_\_

Name: Week 1

Multiplication: 2-digit by 2-digit

# Multiplication

a. 
$$\begin{array}{r} 68 \\ \times 92 \\ \hline \end{array}$$

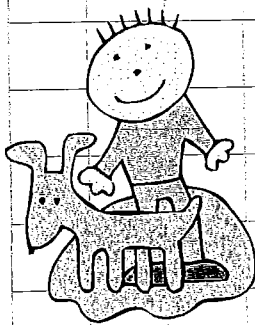
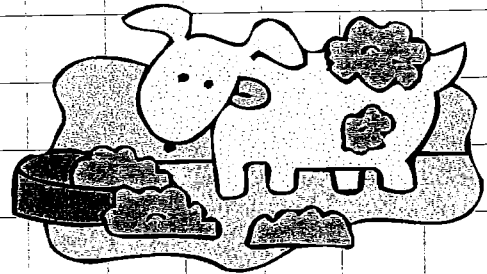


b. 
$$\begin{array}{r} 71 \\ \times 33 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 98 \\ \times 93 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 50 \\ \times 12 \\ \hline \end{array}$$

e. 
$$\begin{array}{r} 64 \\ \times 47 \\ \hline \end{array}$$



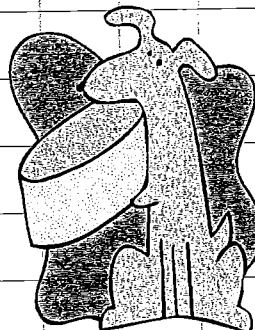
f. 
$$\begin{array}{r} 45 \\ \times 38 \\ \hline \end{array}$$

g. 
$$\begin{array}{r} 80 \\ \times 80 \\ \hline \end{array}$$

h. 
$$\begin{array}{r} 79 \\ \times 23 \\ \hline \end{array}$$

i. 
$$\begin{array}{r} 87 \\ \times 76 \\ \hline \end{array}$$

j. 
$$\begin{array}{r} 30 \\ \times 18 \\ \hline \end{array}$$



k. 
$$\begin{array}{r} 51 \\ \times 49 \\ \hline \end{array}$$



Name: Week 1

# Animal Migration

by Kimberly M. Hutmacher

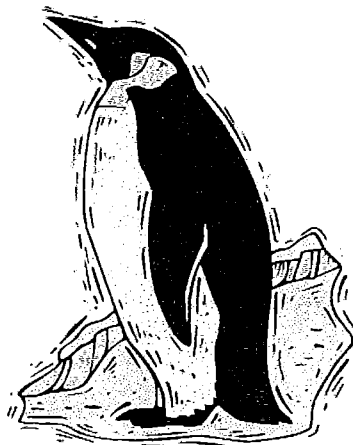


Have you ever noticed that we only see certain animals in certain seasons? Many animals move from one area to another at different times during the year. This movement is called migration.

Animals migrate for different reasons. Some, like the manatee and the Ruby-Throated Hummingbird, migrate to stay warm in the winter.

Some animals migrate for food, water, and protection. Caribou move south each winter to evergreen forests. The forests protect them from the cold winds and provide a better food supply.

Other animals, like the Emperor Penguin, migrate for their children. These penguins choose the coldest time of year and the coldest place on the planet- Antarctica- to raise their young. They migrate inland, away from the sea, so they are far away from predators when their eggs hatch.



These journeys are often thousands of miles. It's amazing that so many animals are able to find their way back to the very same places in the world year after year.

Loggerhead Turtles travel thousands of miles to lay their eggs on the very same beach where they were hatched themselves.

Monarch butterflies often end up migrating thousands of miles to the very same tree that their ancestors roosted in generations before.

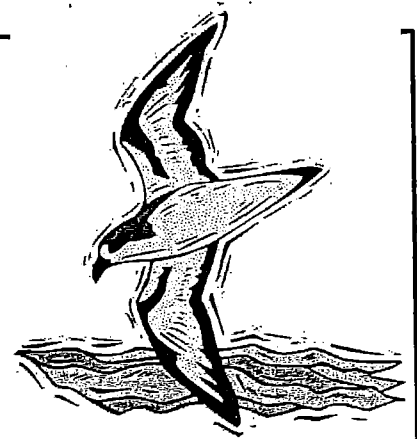
California Gray Whales have the longest migration journey of any mammal. They travel 10,000-14,000 miles round trip each year.

We know the many reasons why animals migrate, but no one really knows how they find their way. They do not have a map, compass or GPS to guide them. Maybe you will become the famous scientist that solves the mystery of animal migration.

Name: \_\_\_\_\_

# Animal Migration

by Kimberly M. Hutmacher



1. What is migration?
- a. animals sleeping through the winter
  - b. animals preparing to hatch eggs
  - c. animals traveling long distances
  - d. animals getting lost

2. Complete the table with information from the article.

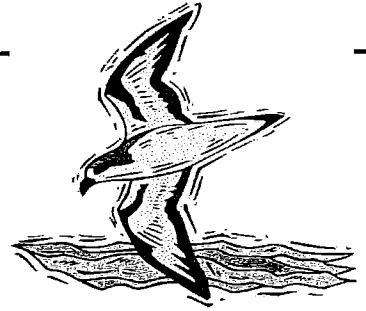
Species	Reason for Migrating
<i>Ruby-Throated Hummingbird</i>	
	<i>Protection from cold winds and to find more food</i>
<i>Emperor Penguin</i>	

3. Which animals hold the record for the longest migration? \_\_\_\_\_
4. Where do Emperor Penguins go when they migrate?
- a. inland, near the North Pole
  - b. towards the sea, near the North Pole
  - c. inland, near the South Pole
  - d. towards the sea, near the South Pole
5. What information about animal migration is not known?
- a. where the animals migrate to
  - b. why animals migrate
  - c. which species of animals migrate
  - d. how animals find their way when they migrate

Name: \_\_\_\_\_

# Animal Migration

## Vocabulary



**Part 1:** Reread "Animal Migration" by Kimberly M. Hutmacher.

As you read highlight the following vocabulary words in the article.

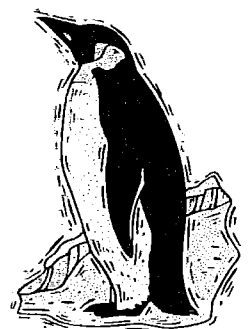
seasons	caribou	journey	hatch
ancestors	compass	GPS	famous

**Part 2:** Match each vocabulary word on the left with its definition on the right.

- |                    |  |
|--------------------|--|
| _____ 1. seasons   | a. well-known  |
| _____ 2. caribou   | b. tool with a needle that points north                |
| _____ 3. journey   | c. family members who lived before you were born       |
| _____ 4. hatch     | d. trip from one place to another                      |
| _____ 5. ancestors | e. times of the year: winter, spring, summer, and fall |
| _____ 6. compass   | f. large reindeer that live near the North Pole        |
| _____ 7. GPS       | g. to come out from inside an egg                      |
| _____ 8. famous    | h. electronic computer that tells your location        |

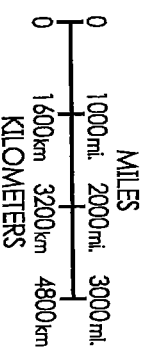
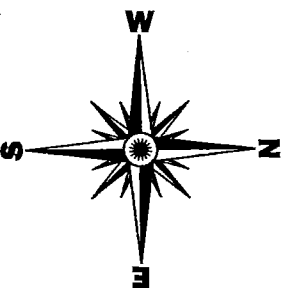
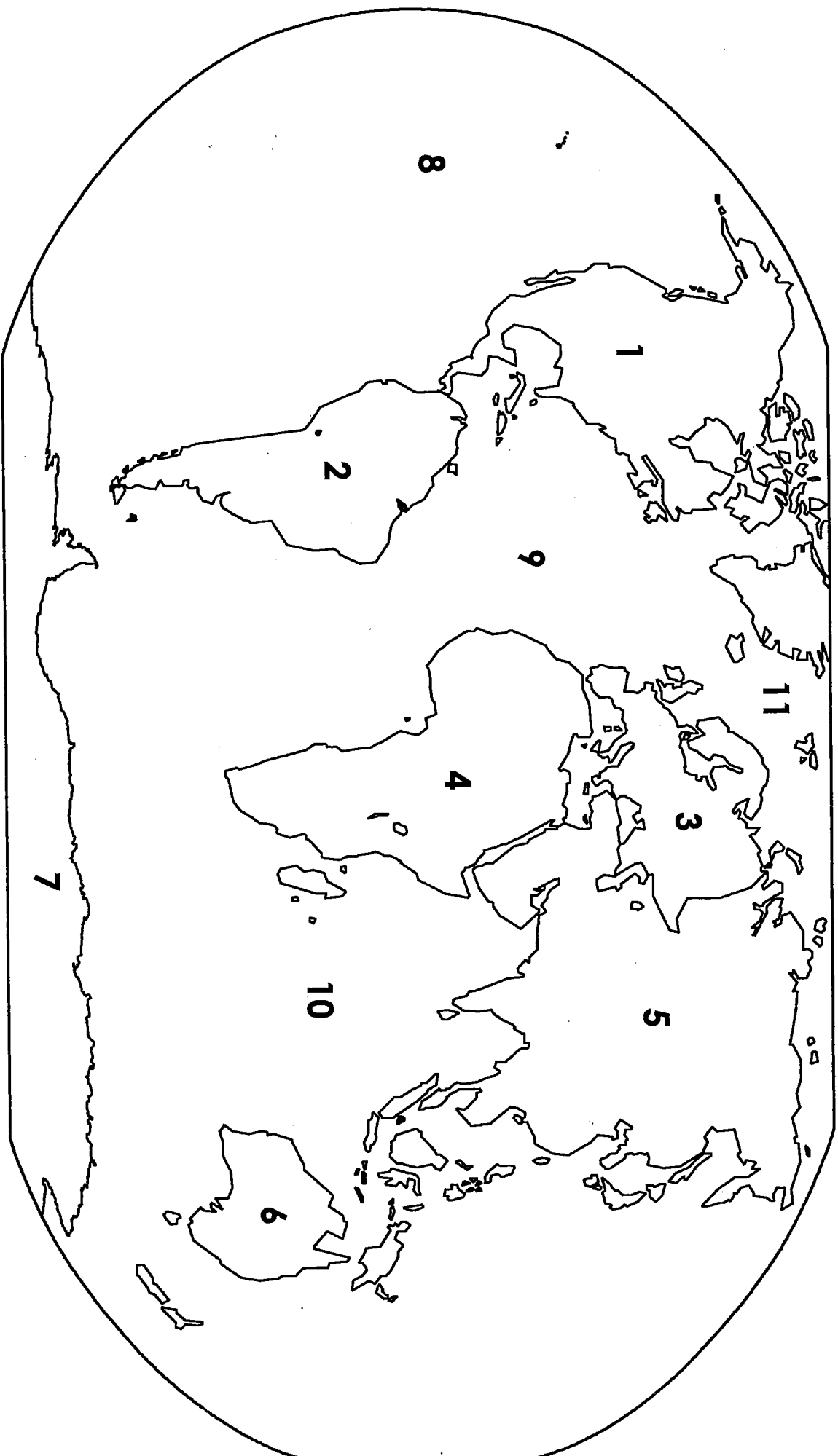
**Part 3:** Find the vocabulary words in the puzzle and circle them.

F	N	C	H	A	T	S	E	A	J	B	L	S
J	A	O	A	N	C	E	S	T	O	R	S	E
O	K	M	C	A	R	I	B	O	U	H	D	A
U	L	P	O	J	O	U	G	K	R	A	E	S
G	U	A	K	U	C	K	P	K	N	T	H	O
S	P	S	L	O	S	I	J	I	E	C	X	N
Z	Q	S	C	A	R	B	P	L	Y	H	T	S



# Continents and Oceans of the World

Week 1



Name: Week 1

## Continents and Oceans

Write down the name of the ocean or continent that matches each number on the world map.

### Continents

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Oceans

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

Super Teacher Worksheets - [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

### Word List

Africa

Antarctica

Arctic Ocean

Atlantic Ocean

Asia

Australia

Europe

Indian Ocean

North America

Pacific Ocean

South America

Name: Week 2

# Frankenstein Face

by Kelly Hashway



Tara stared at her reflection in the side mirror of her mother's car. Black stitches lined her right cheek. It had been days since she'd fallen off her bike and had to get stitches, but Tara still wasn't used to how she looked.

"I can't go," Tara said. "I look like Frankenstein."

"Honey, you look fine," her mother said. "Those stitches will be out in no time."

"Then why can't I start soccer camp after the stitches are out?" Tara asked.

"No one is going to see your stitches. The doctor said you need to cover them up with a bandage to keep dirt from getting in them. You're lucky the doctor is even letting you go to soccer camp."

"I wish he wasn't. Everyone is going to laugh at me."

Tara's mother sighed and put a bandage over the stitches. "There, that's better."

Tara looked in the mirror again. Somehow the bandage made it worse. She tugged her baseball cap lower on her forehead, hoping to keep her cheek in shadow. "Bye," she mumbled, opening the car door and stepping onto the soccer field.

The other kids were already warming up. Tara thought about telling Coach Mason she had a stomachache and sitting out. Maybe no one would pay attention to her if she wasn't actually practicing.

"New arrival!" Coach Mason yelled. "You must be Tara. Your mom told me about your bike accident. Why don't you take a spot over there and let me know if there are any skills you're not feeling up to."

Tara turned and saw all eyes were on her.

"You had a bike accident?" one girl asked.

"Did you have to get stitches?" a boy asked.

Tara didn't know what to say. They weren't making fun of her. At least not yet. "Um, yeah."

"Can we see?" the boy asked, sounding really excited.

"I'm not supposed to take the bandage off because I might get dirt in the stitches," Tara said.

"Maybe some other time," the boy said.

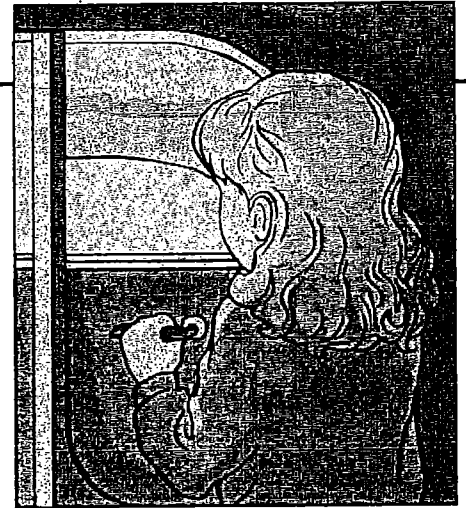
"Here, I'll show you what we're working on," the girl said.

"Okay," Tara said, unable to keep from smiling.

Name: \_\_\_\_\_

# Frankenstein Face

by Kelly Hashway



1. How did Tara feel throughout most of the story?

- a. positive
- b. angry
- c. excited
- d. nervous

2. Why did Tara have stitches?

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3. Why does Tara have to keep a bandage over the stitches?

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4. How do you know Tara was feeling a little better at the end of the story?

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5. How did the other kids at soccer camp react to Tara's stitches?

- a. They didn't notice.
- b. They were confused.
- c. They made fun of her.
- d. They were curious.

6. How did the coach react to Tara's stitches?

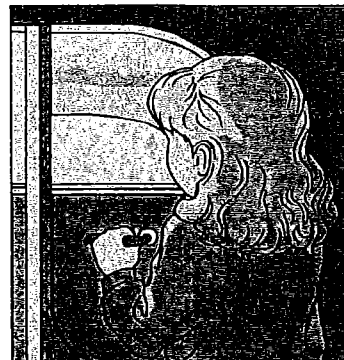
- a. She didn't know about them because Tara hid them.
- b. She was concerned, but still willing to let Tara play.
- c. She was curious to know more.
- d. She told Tara to sit out and not play today.

Name: \_\_\_\_\_

# Frankenstein Face

## Vocabulary

The words below are scrambled vocabulary words from the story. Unscramble each word and write in on the line. Look back at the story to be sure you spell each word correctly.



1. 

h	k	e
e	c	

 \_\_\_\_\_

**Clue:** part of the face

2. 

l	m	m	e
b	d	u	

 \_\_\_\_\_

**Clue:** spoke softly and not clearly

3. 

r	i	n	n	n	F
k	a	t	s	e	e

 \_\_\_\_\_

**Clue:** fictional monster with a scar on his head

4. 

e	a	a	n
d	b	g	

 \_\_\_\_\_

**Clue:** covering for a cut

5. 

t	h	s	h	a	a
c	c	m	e	o	

 \_\_\_\_\_

**Clue:** type of sickness

6. 

r	o	s
c	e	c

 \_\_\_\_\_

**Clue:** sport where most players do not use their hands



Name: Week 2

3-Digit by 1-Digit Multiplication

## The Invisible Man Goes to the Doctor

Find the products. Then, solve the riddle by matching the letters to the blank lines below.



$$\begin{array}{r} \text{O } 134 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{O } 223 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{I } 413 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{G } 976 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{S } 908 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T } 232 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{R } 144 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{E } 622 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{N } 567 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{S } 400 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{E } 167 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{R } 444 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{N } 128 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{I } 349 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{W } 987 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Y } 987 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{R } 500 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{A } 756 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T } 287 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H } 107 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Y } 128 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{O } 510 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{U } 546 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{C } 600 \\ \times 3 \\ \hline \end{array}$$

**What did the doctor say to the invisible man?**

1,816

1,338

1,008

1,776

987

2,792

1,800

6,804

512

1,160

1,600

501

4,976

256

3,060

1,092

3,500

3,304

8,784

749

1,148

1,701

670

0

Name: Week 2

# A Tree Is Like a Hungry Kid

By Mikki Sadil

What do you do when you are hungry? If you're like many people, you probably like something sweet for a snack. A tree is like a hungry kid because it needs food to grow, and it prefers sugar. It's not exactly the same sugar we find in candy and cookies, but it is a special kind called glucose that makes trees grow.



You might be thinking, *How does a tree eat the food (sugar)?* It doesn't even have a mouth! True, trees don't have mouths. They do have roots to take in water and minerals, but they don't really get food through their roots either. Trees make their sugar in their leaves. The sugar is sent from the leaves into the branches, trunk, and even the roots. When a tree "eats," it is moving sugar from the leaves to all its other parts.

When your mom makes cookies, she uses a recipe with certain ingredients. When a tree grows, it uses its own version of a recipe, which is a process called photosynthesis. This process also has to have certain ingredients to work. Do you know what a recipe for photosynthesis would look like?

## Recipe Card for Photosynthesis

Makes 1 Batch of Sweet, Delicious Glucose for Trees

### Ingredients:

Light energy: comes from the sun.

Water: comes from the soil, gathered by the tree's roots.

Carbon dioxide: comes from the air.

Chlorophyll: comes from the cells of green plants.

### Directions:

Mix the chlorophyll, carbon dioxide, and water together. Bring in energy from the sun. Soon, glucose sugar and oxygen will form through a process called PHOTOSYNTHESIS.



Photosynthesis occurs when a tree uses the sunlight and chlorophyll to convert carbon dioxide and water into glucose. The tree needs to eat this glucose to grow, and we know it is eating because the leaves are turning green. It isn't the glucose which turns the leaves green, however, it is the chlorophyll.



Trees grow the most in the spring and summer, where there is a lot of sunshine every day. When fall begins, the days grow shorter and there is less sun. This alerts the tree to begin getting ready for winter. The leaves begin to turn red, orange, gold, and brown, because with less sunlight and water for photosynthesis, the green chlorophyll begins to disappear.

The leaf colors we see in the autumn have been in the leaves all along, but with so much green chlorophyll, we can't see them until the chlorophyll is gone. As winter begins to approach, the tree uses the food it has stored during the spring and summer, and goes into a rest period. Actually, the tree hibernates...just like bears do! The only difference is that bears lie down in a cave to sleep, and trees lose all their leaves and stand up to sleep.

Name: \_\_\_\_\_

# A Tree is Like a Hungry Kid

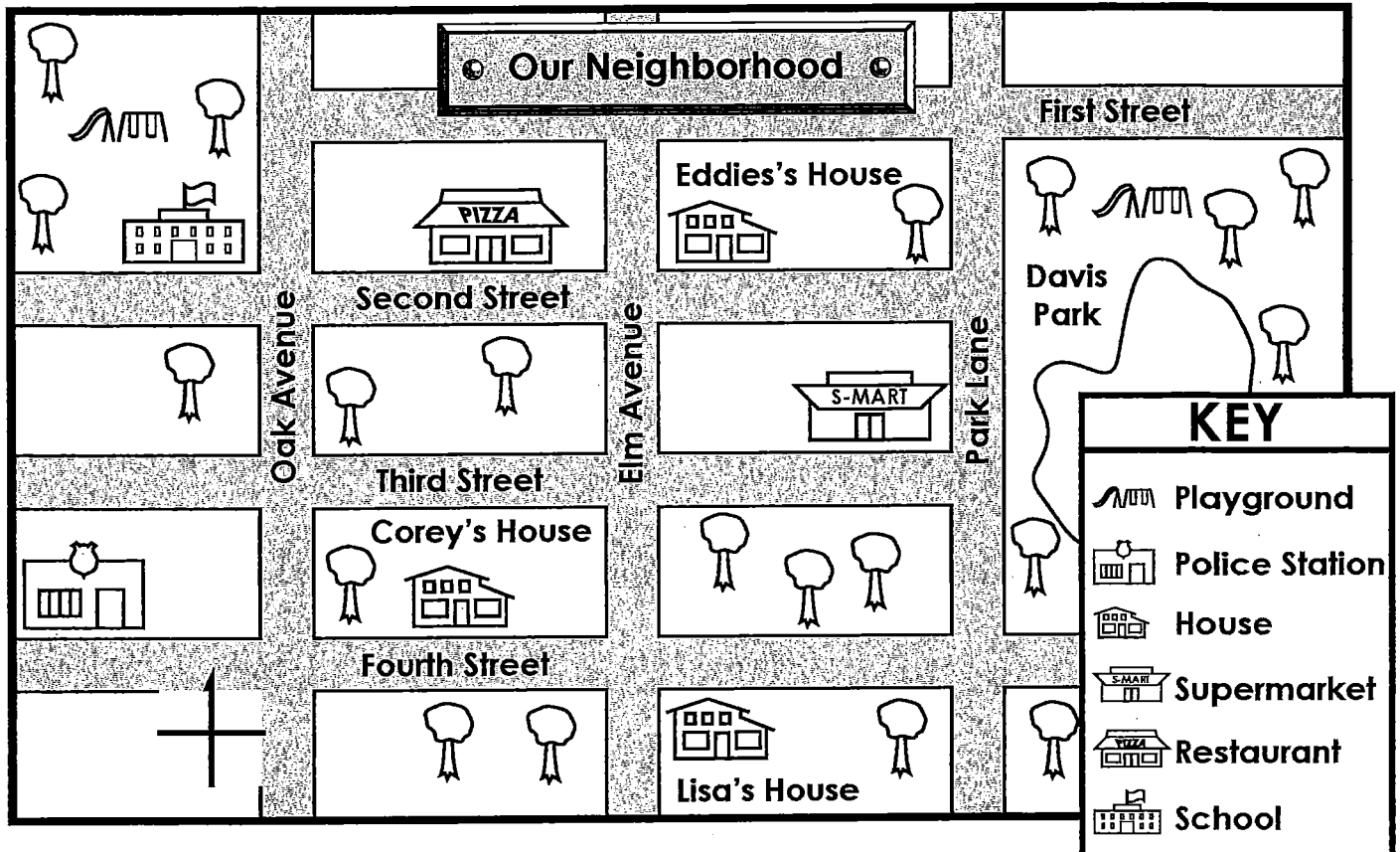
By Mikki Sadil



1. What substance does a tree use for food?
  - a. photosynthesis
  - b. chlorophyll
  - c. glucose
  - d. leaves
2. What four things does a tree need for photosynthesis?  
\_\_\_\_\_  
\_\_\_\_\_
3. What causes a tree's leaves to appear green?  
\_\_\_\_\_
4. What signals a tree to prepare for winter?
  - a. The days become colder.
  - b. The weather becomes dry.
  - c. There are more rainy days.
  - d. There are fewer hours of sunlight.
5. How does a tree get water?
  - a. It makes water in its leaves.
  - b. It turns glucose into water.
  - c. It absorbs water through its roots.
  - d. It uses photosynthesis.
6. Why do a tree's leaves change color in the fall?
  - a. The tree has less chlorophyll.
  - b. The tree has less water.
  - c. The tree has no leaves.
  - d. The tree is growing quickly before the winter sets in.

Name: Week 2

## Reading a Map



1. Label **N**, **S**, **E**, and **W** on the compass rose.

Write **north**, **south**, **east**, or **west** to complete each sentence.

- To go from Eddie's house to the school, you travel \_\_\_\_\_.
- The supermarket is \_\_\_\_\_ of Lisa's house.
- A police officer would go \_\_\_\_\_ to Davis Park.
- Students walk \_\_\_\_\_ to the school after using the school playground.
- Corey goes \_\_\_\_\_ to eat at the restaurant.
- Eddie would walk \_\_\_\_\_ to use the Davis Park playground.
- Eddie would walk \_\_\_\_\_ to visit Lisa.

Name: Week 3

# More Than Just a Snack Food

by Sandie Lee

It's been around for over 5000 years. It was an important staple to the Aztec Indians and it even helped in the inventing of the first microwave oven. Can you guess what it is? That's right, it's popcorn.

The oldest corn ever discovered, was found in a New Mexico rock formation called "the Bat Cave." These ears of corn ranging from smaller than a penny to about 10cm long, are thought to be approximately, 5600 years old. Kernels of corn have also been found in tombs in Peru and some still pop after 1000 years.

Popcorn was known as *momchitl* to the 16<sup>th</sup> century Aztec Indians, and played an important role in their lives. They used it not only as a food source, but also in their ceremonies.

Garlands and headdresses were made from thick rows of popcorn and used in traditional dances. Popcorn was also thought to bring peace and goodwill. Perhaps that is why, statues of one of their most important gods, Tlaloc (Tlah-loc), their ancient god of rain, was also adorned with popcorn necklaces.

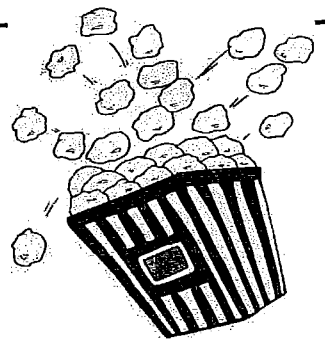
One account tells of the Aztec people scattering *momchitl* before the fishermen went out to sea. The popped corn represented hailstones and was given to the god of water, in hopes of a safe journey for them.

Popcorn poppers have changed drastically over the years. Some ancient poppers were made out of soapstone or clay. This covered bowl was hung from a tripod-like holder and placed directly over the fire. Another method of popping corn is from the Winnabago Indians. They just stabbed a pointy stick through the entire cob, then held it close to the fire. When finished, it was eaten like corn-on-the-cob.

Today, we have microwave ovens that do all the popping for us. In fact, it was popcorn that actually helped invent the first microwave. In 1946 an engineer by the name of Percy Spencer was experimenting with a new vacuum tube called a magnetron. (Magnetrons are used to produce the high energy that is used in microwaves.) When he was working with the magnetron, he realized the candy bar in his pocket had melted. So being the electronics whiz that he

was, Percy Spencer had an idea and immediately sent for some popcorn. This time he placed the popcorn kernels near the tube and soon history was made. The kernels popped and he went on to create the first microwave oven.

Who knew popcorn had such a history? From caves to ceremonies to microwaves, this fun food has seen it all. Perhaps that's why it has stood the test of time and still remains a favorite today.



## Did You Know...

The first microwave oven was 6 feet tall and weighed 341 kilograms. That's 750 pounds! Microwave popcorn sales amount to 250 billion dollars a year.



## Popcorn Shapes

Popcorn pops into one of two shapes. The snowflake, which is big and fluffy or the mushroom which is round and firm.

The biggest popcorn ball recorded today is from The Popcorn Factory in Lake Forest Illinois. It weighs in at 3,423 pounds and is 8 feet in diameter and 24.5 feet around. That's about 50,000 times bigger than normal popcorn balls and it's all edible.



## Happy Popcorn Day!

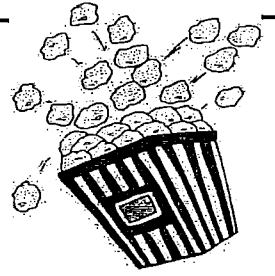
There's actually a National Popcorn Day. It's celebrated on January 19<sup>th</sup>. So get popping and celebrate.



Name: \_\_\_\_\_

# More Than Just a Snack Food

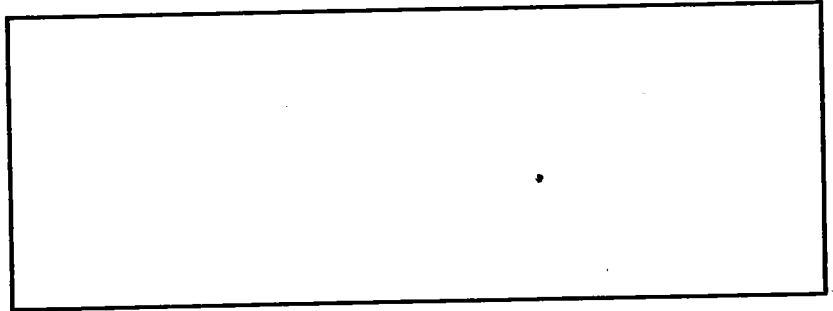
by Sandie Lee



1. When did people first start popping popcorn?
  - a. shortly after the microwave was invented
  - b. in 1946
  - c. about one thousand years ago
  - d. over 5,000 years ago
2. When is National Popcorn Day?
  - a. the first or second week in January
  - b. the third or fourth week in January
  - c. seventeen days after New Year's Day
  - d. the last week in January

3. Draw a detailed picture of an ancient clay popcorn popper cooking on a fire.

Use information from the article to form your illustration.



4. Explain how the Winnabago Indians cooked popcorn.

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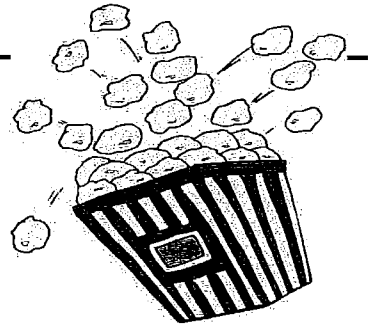
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5. Who was Tlaloc?
  - a. the Aztec god of popcorn
  - b. the Aztec god of fishing
  - c. the Aztec god of rain
  - d. the Aztec god of peace and goodwill
6. Which sentence is an opinion?
  - a. Many people enjoy popcorn today.
  - b. Aztec people of long ago believed that popcorn brought peace and goodwill.
  - c. The biggest popcorn ball in the world is in Lake Forest, Illinois.
  - d. Today, the best way to pop popcorn is with a microwave oven.

Name: \_\_\_\_\_

# More Than Just a Snack Food

by Sandie Lee



Fill in the missing letters to create a word from the article. Then, write the full word on the line. Be sure you spell each word correctly.

1.    \_ \_ \_ r \_ \_ \_

**clue:** piece of corn

1. \_\_\_\_\_

2.    \_ \_ \_ e \_ \_ \_ i \_ \_ s

**clue:** events performed on special occasions

2. \_\_\_\_\_

3.    \_ \_ \_ t \_ \_ \_ i \_ \_ g

**clue:** spreading around

3. \_\_\_\_\_

4.    \_ \_ \_ \_ s \_ \_ \_ \_ s

**clue:** balls of ice that fall from the sky

4. \_\_\_\_\_

5.    \_ i \_ \_ \_ e \_

**clue:** distance across the middle of a circle or sphere

5. \_\_\_\_\_

6.    \_ \_ \_ p \_ \_ \_

**clue:** three legged rack

6. \_\_\_\_\_

7.    \_ \_ \_ t \_ \_ \_ a l \_ \_ y

**clue:** in an extreme way; severely

7. \_\_\_\_\_

8.    \_ \_ \_ o \_ \_ \_ d

**clue:** decorated; added beauty

8. \_\_\_\_\_



Name: Week 3

Division with 2-Digit Quotients without Remainders

## The Sleeping Bull

Divide to find the quotients. Then solve the riddle by matching the letters to the blank lines at the bottom of the page.



**L**  $5 \overline{)235}$

**E**  $7 \overline{)623}$

**B**  $4 \overline{)148}$

**L**  $2 \overline{)106}$

**R**  $5 \overline{)480}$

**Z**  $3 \overline{)219}$

**U**  $8 \overline{)304}$

**A**  $7 \overline{)175}$

**O**  $9 \overline{)549}$

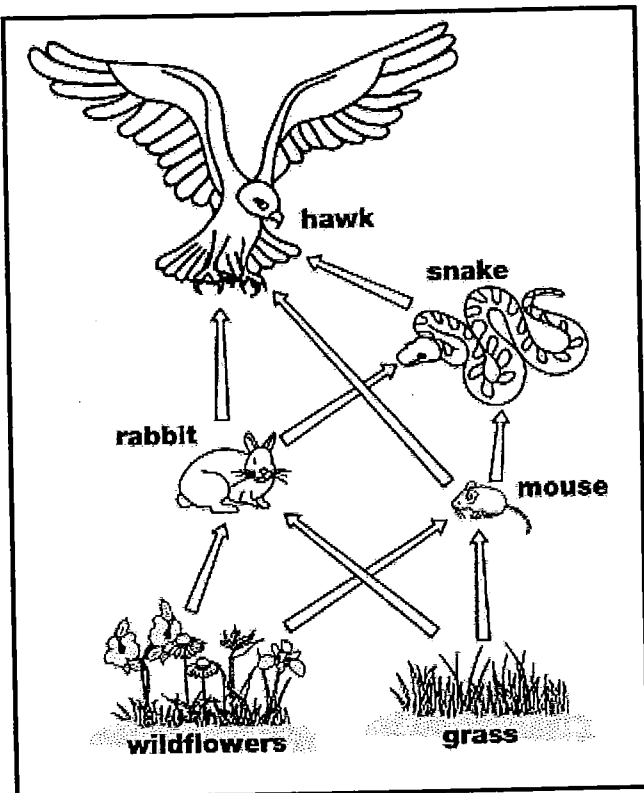
**D**  $4 \overline{)220}$

**What do you call a sleeping bull?**

25      37      38      47      53      55      61      73      89      96

Name: Week 3

## Food Web



A food web shows how energy is passed on from one living thing to the next. It shows the feeding habits of different animals that live together in an ecosystem.

In the food web pictured on the left, energy is passed from the grass to the mouse to the snake to the hawk.

Producers are living things that make their own food with sun and air. The producers are pictured at the bottom of the food web.

Consumers are living things that eat other living things.

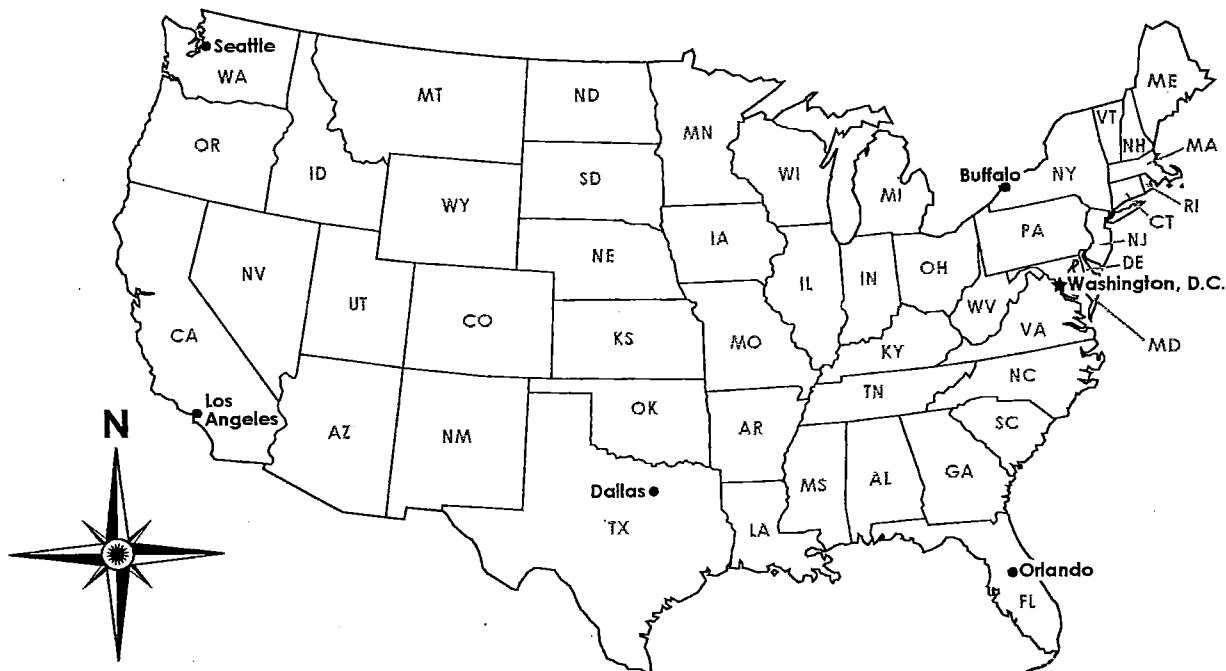
Use the food web in the picture above to answer the questions.

1. Name the living things in the food web that are producers. \_\_\_\_\_  
\_\_\_\_\_
2. Name the living things in the food web that are consumers. \_\_\_\_\_  
\_\_\_\_\_
3. Which living things does the snake eat? \_\_\_\_\_
4. Which living things does the hawk eat? \_\_\_\_\_
5. What is eaten by the rabbit? \_\_\_\_\_

Name: Week 3

## Intermediate Directions

### U. S. Cities



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

1. Label the cardinal and intermediate directions on the compass rose.
2. Carrie's family drove from Buffalo, New York to Washington D.C. In which direction did they drive?  
a. Northeast      b. Southeast      c. Southwest      d. Northwest
3. Adam's family flew from Orlando, Florida to Seattle, Washington. In which direction did they fly?  
a. Northeast      b. Southeast      c. Southwest      d. Northwest
4. Jim's family traveled from Los Angeles, California to Buffalo, New York. In which direction did they travel?  
a. Northeast      b. Southeast      c. Southwest      d. Northwest
5. Mary's family drove from Washington D.C. to Dallas, Texas. In which direction did they drive?  
a. Northeast      b. Southeast      c. Southwest      d. Northwest

Name: Week 4

# Olympic Games

by Kelly Hashway

Corrine followed her class into the gymnasium, expecting to see the gym mats spread out and ready for the day's lesson. But instead, Corrine saw a large screen.

"Mrs. Rogers, what are we doing?" Corrine asked.

"Watching previous Olympic Games," Mrs. Rogers said, motioning for the class to sit on the gym floor.

"But why?" Corrine was looking forward to doing gymnastics.

Mrs. Rogers smiled and turned on the DVD player. "The Olympics are coming up, so we thought it would be a good time to teach you all about them and show you what these amazing athletes can do."



Corrine didn't want to watch other people play sports. She wanted to play them, and she really wanted to work on her tumbling skills for the gymnastics unit. She pulled her knees up to her chin on the gym floor and watched the DVD. Her eyes lit up when gymnastics came on the screen.

"Wow!" She couldn't help calling out. The gymnasts were incredible. "Can we learn to do routines like that on the mats?"

Mrs. Rogers sat down next to Corrine. "Those routines are very complicated. It would be hard to teach you something like that in the short time we have here. But if you're interested in gymnastics, I could give you a permission slip for Gymnastics Camp. It's held right here in the school gym during the summer."

"Really?" Corrine didn't have any plans for summer vacation yet. "Here at the school?"

"Yes," Mrs. Rogers said. "I teach the advanced class, but there are classes for all levels."

"Will we see any other sports?" Garret asked, pointing to the screen. "I like watching basketball and football."

"I like volleyball," Betsy said.

Corrine was getting more and more excited about the Olympics. There were so many sports, BMX, tennis, swimming, Taekwondo. "Mrs. Rogers, do you think we could have our own Olympics at the end of the year?"

"Yeah!" the class echoed.

Mrs. Rogers laughed. "I've never had a class get so excited for the Olympics. I think we can arrange our own Olympics before the end of the school year. I'll talk to the other gym teachers, and we'll get as many sports involved as we can."

Cheers ran through the gymnasium, but the loudest came from Corrine. She smiled as she watched the gymnasts on the screen. She was looking forward to the class's Olympic Games but also to watching this year's Summer Olympics.



### About the the Author **Kelly Hashway**



Kelly Hashway's latest book, *May the Best Dog Win*, is now available!

Dash has the perfect life until the Super Sweeper 5000 shows up. Sweeper runs all over the house sucking up the leftover food scraps, and he even gets his own room! But Dash won't give up his place as the favorite dog without a fight.

Hashway, Kelly. *May the Best Dog Win*. ISBN: 9780984589081

Name: \_\_\_\_\_

# Olympic Games

by Kelly Hashway



1. Before she arrived in the gym, what did Corrine expect to do in gym class?
- a. gymnastics
  - b. watch a DVD of the Olympics
  - c. play tennis
  - d. participate in a class Olympics

2. When and where is Gymnastics Camp held?

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3. Which of the following statements about Mrs. Rogers is true?
- a. Mrs. Rogers is the principal at Corrine's school.
  - b. Mrs. Rogers is the only gym teacher at Corrine's school
  - c. Mrs. Rogers teaches volleyball during the summer.
  - d. Mrs. Rogers is a teacher at Gymnastics Camp.

4. Mrs. Rogers' video probably...
- a. taught Corrine many interesting facts about gymnastics
  - b. inspired Corrine to become a better gymnast
  - c. convinced Corrine that sports can be fun
  - d. discouraged Corrine from trying gymnastics

Name: \_\_\_\_\_

# Olympic Games

by Kelly Hashway



Fill in the missing letters to create a vocabulary word from the story. Then, write the full word on the line. Be sure you spell each word correctly.

1.    \_ \_ e v \_ o \_ s

**hint:** occurring beforehand, or in the past

1. \_\_\_\_\_

2.    \_ v \_    p \_ \_ y e r

**hint:** machine that uses lasers to play videos on a TV screen

2. \_\_\_\_\_

3.    \_ \_ y m \_ i c \_

**hint:** series of sports in which athletes from different countries compete against each other

3. \_\_\_\_\_

4.    g \_ m n \_ s \_

**hint:** person who performs gymnastics

4. \_\_\_\_\_

5.    \_ \_ m p l i \_ \_ \_ e d

**hint:** hard to do; complex; difficult

5. \_\_\_\_\_

6.    \_ d \_ a n \_ e d

**hint:** most difficult level

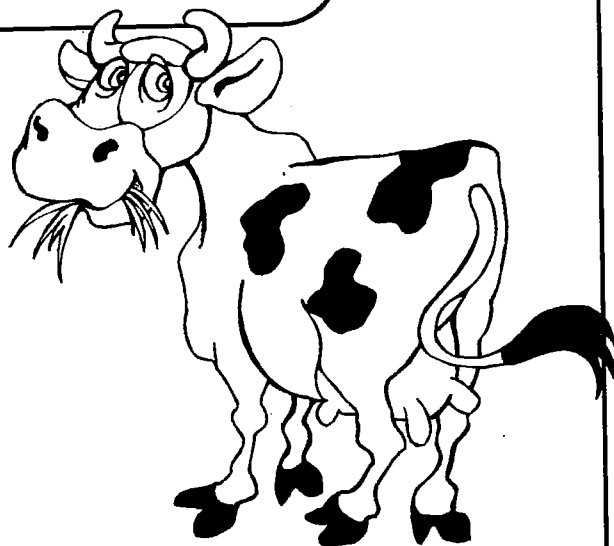
6. \_\_\_\_\_

Name: Week 4

2-Digit Quotients with Remainders

## The Cow on the Front Lawn

Divide to find the quotients. Then solve the riddle by matching the letters to the blank lines at the bottom of the page.



**O**  $9 \overline{)708}$

**M**  $3 \overline{)205}$

**N**  $6 \overline{)400}$

**W**  $5 \overline{)312}$

**O**  $7 \overline{)604}$

**A**  $4 \overline{)207}$

**R**  $2 \overline{)177}$

**L**  $9 \overline{)231}$

**A**  $7 \overline{)144}$

**E**  $8 \overline{)692}$

**What do you call a cow eating grass on your front lawn?**

$\overline{20r4}$

$\overline{25r6}$

$\overline{51r3}$

$\overline{62r2}$

$\overline{66r4}$

$\overline{68r1}$

$\overline{78r6}$

$\overline{86r2}$

—

$\overline{86r4}$

$\overline{88r1}$

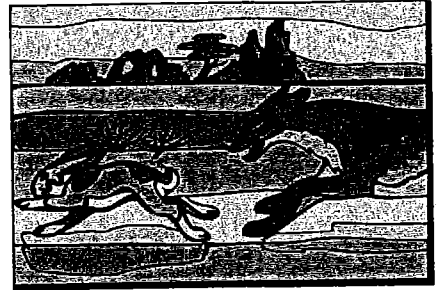


Name: Week 4

## Predator and Prey

A **predator** is an animal that hunts other animals for food.

**Prey** is an animal that is hunted and eaten for food.



Identify the predator and prey for each scenario below.

1. A snapping turtle in a pond eats a small perch.

predator - \_\_\_\_\_ prey - \_\_\_\_\_

2. A shrew is eaten by a barn owl.

predator - \_\_\_\_\_ prey - \_\_\_\_\_

3. A seagull lands near an alligator and the alligator eats it.

predator - \_\_\_\_\_ prey - \_\_\_\_\_

4. A gray wolf hunts and eats a rabbit.

predator - \_\_\_\_\_ prey - \_\_\_\_\_

5. A blue whale swallows krill.

predator - \_\_\_\_\_ prey - \_\_\_\_\_

6. A penguin is captured and eaten by a leopard seal.

predator - \_\_\_\_\_ prey - \_\_\_\_\_

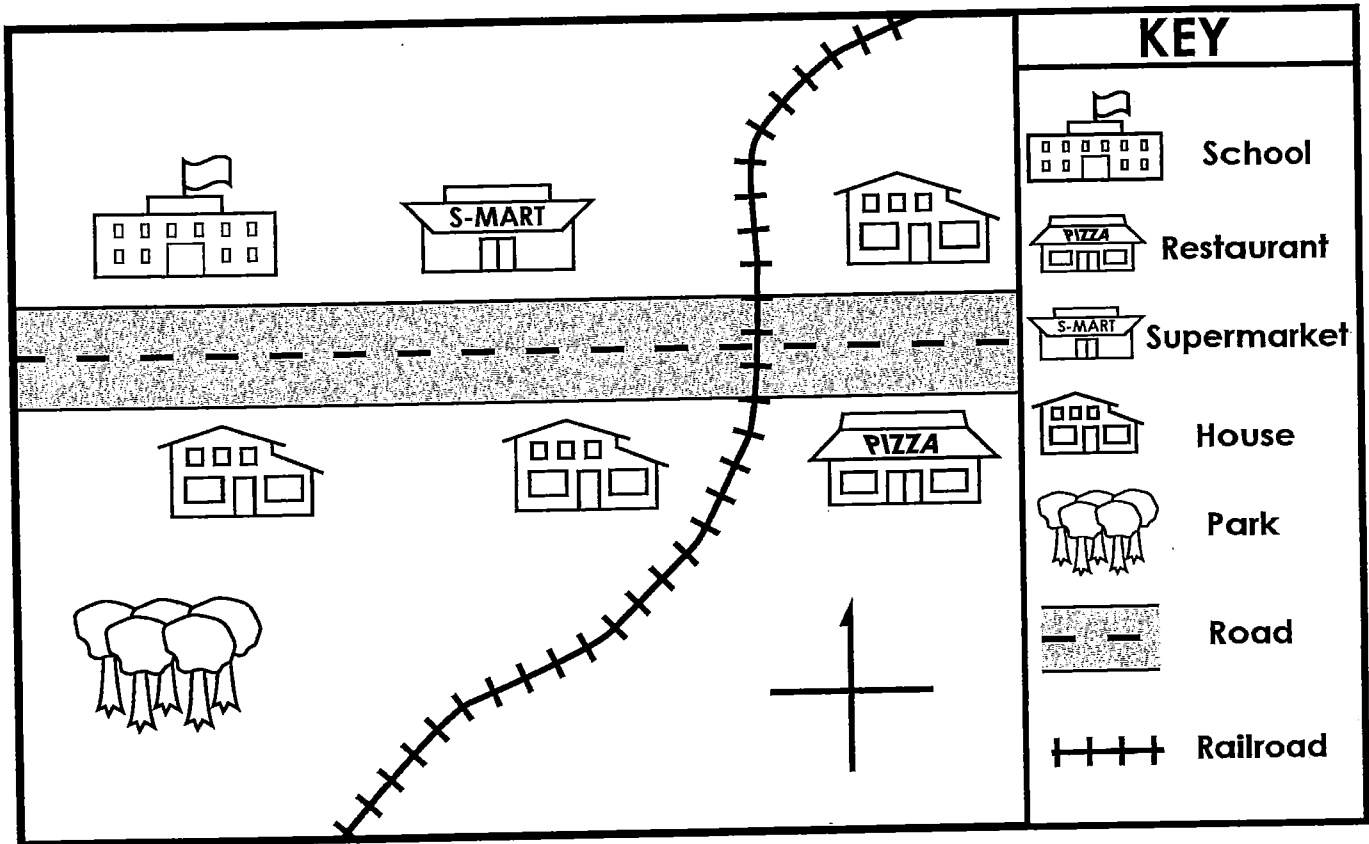
7. A robin pulls an earthworm from the lawn and eats it.

predator - \_\_\_\_\_ prey - \_\_\_\_\_

Name: Week 4

## Reading a Map

Davis Street



Underline the map title.

Write **N**, **S**, **W**, and **E** on the compass rose.

Label the road **Davis Street**.

Trace the railroad with **purple**.

Color the park **green**.

Color the school **red**.

Color the supermarket **brown**.

Color the restaurant **yellow**.

Color the houses south of the road **blue**.

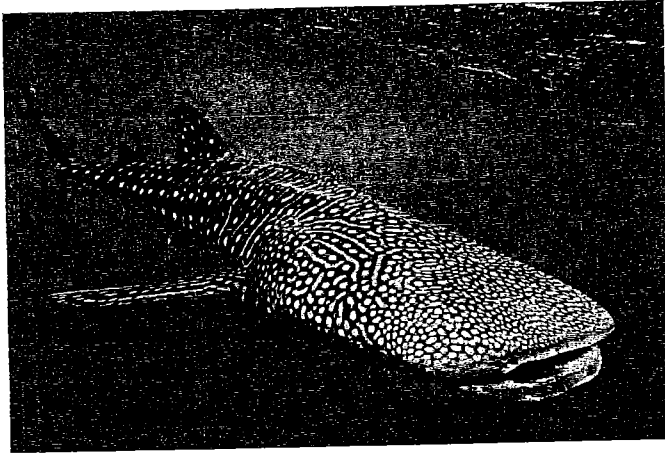
Color the house east of the railroad **orange**.

Name: \_\_\_\_\_

Week 5

# The World's Largest Fish

By Guy Belleranti



Did you know the largest fish in the world is a gentle shark with teeth so small it cannot use them to eat? This fish is the whale shark.

An adult whale shark averages 25 feet in length. Some reach 40 feet or more. That's as big as a full-sized school bus and twice as big as a great white shark!

How can a shark grow so large if it

doesn't use its teeth to eat? It filter feeds! This means it strains food from the water through a kind of filter in its mouth. Another giant filter-feeder is the blue whale, but the whale shark filter feeds slightly differently than the blue whale.

A blue whale filters food through brush-like plates called baleen. The whale shark doesn't have baleen, but it does have gills. The whale shark's gills are extra special. They have bristly sections called gill rakers.

As the whale shark swims through the ocean, it sucks water, tiny plants, and microscopic animals called plankton into its five-foot wide mouth. When the shark closes its mouth, the water passes over its gills and back into the sea. However, the gill rakers catch and filter out the plankton. The shark swallows this plankton. The shark's huge mouth also catches and swallows other small animals, including fish, shrimp, and squid.

The whale shark's gills do more than catch plankton. Like the gills of other fish, whale shark gills absorb dissolved oxygen from the water. This oxygen passes into the gills' blood vessels. The heart then pumps this oxygen-rich blood to other parts of the body.

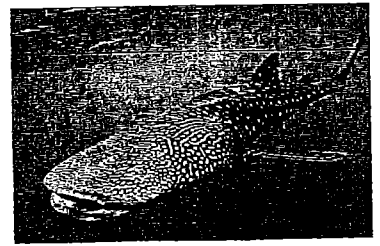
Another cool thing about the whale shark is the spots on its body. Each whale shark has a unique spot pattern. Scientists studying whale sharks have used this to help tell one whale shark from another.

**Did you know?** Some people go diving with whale sharks because of their gentle nature. Would YOU go diving with a whale shark?

Name: \_\_\_\_\_

# The World's Largest Fish

By Guy Belleranti



1. Based on the information in the article, which fact about whale sharks is **not** true?
  - a. Whale sharks have a unique pattern of spots on their bodies.
  - b. Whale sharks filter plankton through their gill rakers.
  - c. Whale sharks are mammals, like the blue whale.
  - d. Whale sharks are about twice as big as great white sharks.
2. According to the article, a whale shark is a filter feeder just like which other large ocean animal? \_\_\_\_\_
3. How does a whale shark's gills help it with filter feeding?  
\_\_\_\_\_  
\_\_\_\_\_

4. The four animals in the box are mentioned in the article.  
On the lines below, rewrite the animal names in order from smallest to largest.

great white shark	whale shark	plankton	shrimp
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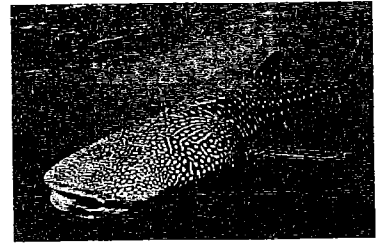
5. Based on your understanding of what you read in the article, what do all the following traits have in common?

- human fingerprints
- leopard spots
- whale shark markings

Name: \_\_\_\_\_

# The World's Largest Fish

By Guy Belleranti



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

- |                        |  |
|------------------------|--|
| _____ 1. gentle        | a. take in or soak up something  |
| _____ 2. filter        | b. microscopic organisms that float in the sea, which many larger animals depend on for food |
| _____ 3. unique        | c. tubes in the body that carry blood to the organs and tissues                              |
| _____ 4. plankton      | d. fully grown; mature   |
| _____ 5. bristly       | e. distinctive; special  |
| _____ 6. absorb        | f. causes food to move down the throat   |
| _____ 7. oxygen        | g. mild-mannered, kind, or tender  |
| _____ 8. blood vessels | h. having a rough and prickly texture  |
| _____ 9. swallows      | i. a chemical element humans and animals need to breathe in order to survive                 |
| _____ 10. adult        | j. strain out unwanted material  |

Name: Neek 5

# Secret Code Math

Multiplication: 3-Digit by 1-Digit

Decode the numbers and find the products.

1	2	3	4	5	6	7	8	9	0
≡	⊙	▣	▷	⊗	♂	▽	✕	■	△

a. Code Numbers Regular Numbers

$$\begin{array}{r} \text{▷} \quad \text{♂} \quad \text{⊙} \\ \times \quad \quad \quad \text{▣} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 6 \quad 2 \\ \times \quad \quad \quad 3 \\ \hline \end{array}$$

b. Code Numbers Regular Numbers

$$\begin{array}{r} \text{⊗} \quad \text{△} \quad \text{■} \\ \times \quad \quad \quad \text{▷} \\ \hline \end{array}$$

c. Code Numbers Regular Numbers

$$\begin{array}{r} \text{≡} \quad \text{♂} \quad \text{♂} \\ \times \quad \quad \quad \text{▽} \\ \hline \end{array}$$

d. Code Numbers Regular Numbers

$$\begin{array}{r} \text{⊙} \quad \text{⊗} \quad \text{▣} \\ \times \quad \quad \quad \text{✕} \\ \hline \end{array}$$

e. Code Numbers Regular Numbers

$$\begin{array}{r} \text{▷} \quad \text{▷} \quad \text{▽} \\ \times \quad \quad \quad \text{■} \\ \hline \end{array}$$

f. Code Numbers Regular Numbers

$$\begin{array}{r} \text{⊙} \quad \text{▽} \quad \text{✕} \\ \times \quad \quad \quad \text{⊙} \\ \hline \end{array}$$

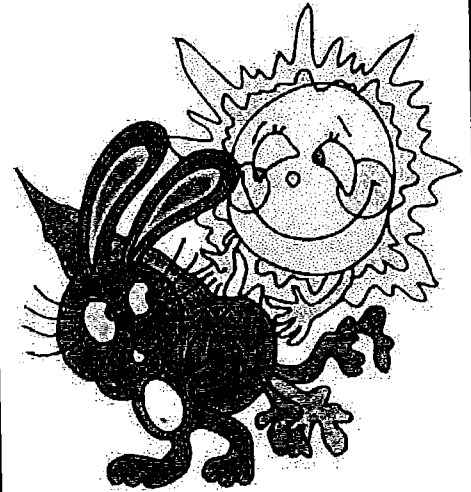
Name: Week 5

## Producers and Consumers

A **producer** is a living thing that makes its own food from sunlight, air, and soil. Green plants are producers who make food in their leaves.

A **consumer** is a living thing that cannot make its own food. Consumers get their energy by eating food. All animals are consumers.

A **decomposer** is a living thing that gets energy by breaking down dead plants and animals. Fungi and bacteria are the most common decomposers.



Tell whether each living thing below is a producer, consumer, or decomposer.

a. apple tree - \_\_\_\_\_

b. hawk - \_\_\_\_\_

c. mushroom - \_\_\_\_\_

d. carrot - \_\_\_\_\_

e. dragonfly - \_\_\_\_\_

f. bamboo - \_\_\_\_\_

g. cougar - \_\_\_\_\_

h. bacteria - \_\_\_\_\_

i. daffodil - \_\_\_\_\_

j. pigeon - \_\_\_\_\_

k. snake - \_\_\_\_\_

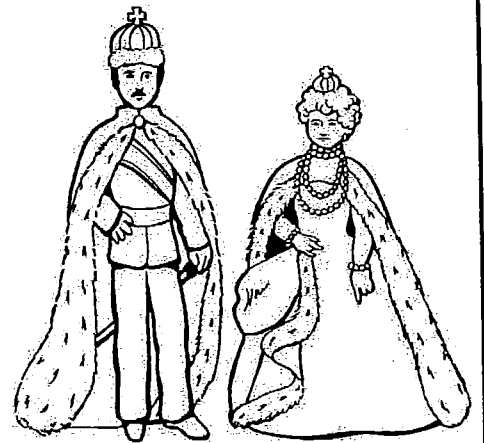
l. catfish - \_\_\_\_\_

Name: Week 5

## Royal Castle Floor Plan

Write your name at the top of the Royal Castle Floor Plan map and follow the directions below.

1. When you enter the castle through the front door, you are in the living room. Label this room LIVING ROOM and draw a sofa in it.
2. As you walk to the east from the living room, you enter the royal TV room. Label this room TV ROOM and draw a television in it.
3. The largest room in the castle is the Queen's bedroom. Label this room QUEEN'S BEDROOM and draw a bed in it.
4. Directly north of the Queen's bedroom is the queen's closet. Label this room QUEEN'S CLOSET and draw a dress in it.
5. Directly west of the Queen's closet is the library. Label this room LIBRARY and draw a book in it.
6. The smallest room in the castle is the bathroom. Label this room BATHROOM and draw a bathtub in it.
7. Directly east of the bathroom is the kitchen. Label this room KITCHEN and draw a stove and refrigerator.
8. The dining room is shaped like a circle. Label this room DINING ROOM and draw a table in it.
9. If you walk north from the kitchen, you enter the King's bedroom. Label this room KING'S BEDROOM and draw a bed in it.
10. If you're in the King's bedroom and look to the west, you'll see the King's closet. Label this room KING'S CLOSET and draw a shirt in it.
11. Outside the castle, just south of the front door, is a sidewalk. Draw the sidewalk leading up to the front door.
12. The King and Queen decide to build a secret room in their castle. They will hide their jewels in this room. It will be a small room that is directly east of the queen's bedroom. Draw the secret room and label it SECRET ROOM. Draw a crown in this room.





# Royal Castle Floor Plan

