

April Activities

Laura Candler's
Teaching Resources
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April is an exciting month, filled with special holidays. From Poetry Month to National Jelly Bean Day, these occasions provide an opportunity to engage kids in unique learning experiences. The seasonal activities in this packet will ensure that your students are on task and learning even as the warm weather beckons! You'll find several pages of directions followed by more than a dozen pages of printables. Be sure to check out my virtual file cabinet at www.lauracandler.com for more teaching strategies and lessons.

~ Laura Candler



April Holidays and Special Events

- Poetry Month
- April 1st - April Fool's Day
- National Library Week
- Easter (Sometimes in March)
- April 22nd - National Jelly Bean Day
- April 22nd - Earth Day

April Printables and Activities in this Packet

- April Materials Letter to Parents
- Mystery Word Activity (April Fools Day)
- Quick Math Review (April Fools Day)
- Color Poetry (Poetry Month)
- Book Sharing Party (Library Week)
- Listen to the Lorax (Earth Day)
- Edible Earth Rounds (Earth Day)
- April Math Puzzlers
- Area and Perimeter in the Garden
- Egg-celent Vocabulary (Easter)
- Jelly Bean Egg Challenge (Easter and Jelly Bean Day)



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April Activity Directions



April Letter to Parents Requesting Materials

Teachers spend so much of their own money for classroom supplies; this letter provides an easy way to ask parents for support this month. A week before your first activity, show a copy of the letter to your students and tell them the due date. Ask them to raise their hands if they think they can contribute one of the items. Make a note on your master list of who volunteers to bring each item. Then create personalized lists for your students and highlight their selected items on their lists. You download a customizable version of this letter in Word form from Teaching Resources by clicking [HERE](#).



Mystery Word Challenge (April Fools Day Joke)

Word Challenges involve having students find a hidden word and smaller words using a given set of letters. No names or other proper nouns! These activities work best when each student is given one paper and they have at least 10 minutes to find words on their own before being paired with a partner. This one is a little silly because it asks for them to find a mystery word. The trick is that there's no mystery word to be found, but they will find the words "The joke is on you!" if they figure out the secret!

Quick Math Review (April Fools Day Joke)

Math teachers will love this new twist on the traditional following-directions activity. Most versions of this activity tell kids to read all the directions first and then complete the steps, but the last direction says not to do anything but put your name on the paper. Students then sit back and watch their classmates do silly things like yelling out their names, standing up and twirling around, and so on. This one is a little different because it's disguised as a math review activity where students earn points for completing simple math tasks. The tasks are simple and fun, and those who get tricked won't be terribly humiliated when they realize they fell for this April Fools Day joke. Don't have students put the date on the paper because that might tip them off to the nature of this assignment.



Host a Book Sharing Party! (National Library Week)

National Library Week is a great time to celebrate reading. What better way to do that than to allow your students to become celebrity readers at a party for younger students! Older kids love the chance to read to little ones, and throwing a book-sharing party makes the process easy. You'll find the complete directions for this activity on page 8 along with an invitation on page 9. Be sure to have students fold the invitations in fourths as a greeting card before adding the relevant information.

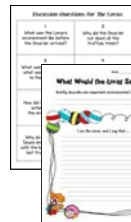
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More April Activity Directions

Color Poetry (Poetry Month)

April is Poetry Month, and the Color Poetry activity is a fun way to have your students explore imagery while writing simple poems. You'll want to model this poem first with your whole class and then let students complete the activity on their own or with a partner. Display a copy of the Color Poetry Palette and explain that just like an artist uses a palette to mix colors, you will use the Color Poetry Palette to jot down words and then mix them in creative ways to form a poem. I have included an example for you to follow, and I used the color brown because most students would not pick brown. Feel free to use brown as the topic of your class poem and supplement your students' ideas with mine. After you fill up the palette with words, show them how to select their favorite images to create a color poem. They don't need to use all of the images, and they should feel free to change those images as needed while writing their poems. You'll also find lined and unlined paper for the final copies, or you can have students write their poems on white paper and decorate them in a colorful way. You may even want them to type their poems in a fancy font and add their own graphics or clip art.

Note: For more poetry lessons, click on the cover on the right to check out my [Exploring Poetry: Teaching Kids to Read and Understand Poetry](#).



Listen to the Lorax (Earth Day)

Do you know the story of *The Lorax* by Dr. Seuss? The Lorax tries to save the land from the greedy Once-ler who is cutting down all the trees. It's a great story for students of all ages because of the connections to our own environmental problems. **Activity #1** - After you read *The Lorax* aloud, have students discuss the question cards using the Talking Sticks strategy (found on Teaching Resources) or the Discussion Mix-Up strategy included on page 16. **Activity #2** - Next discuss the problems we face on our planet and ask your students to think about what the Lorax would say to us about what we need to do. Using the activity sheet on page 17, first ask students to identify and briefly describe one issue facing us today. Then ask students to write a short speech in the words of the Lorax with advice about what to do. Finally, ask them to present their speeches to a team or to the whole class.

Edible Earth Rounds (Earth Day)

Sometimes children think that our planet is so large that we must have almost unlimited land and water. This simple activity shows them that most of the surface area of the planet is uninhabitable. Making this model will help your students understand the importance of conserving our natural resources. The activity involves spreading peanut butter (or almond butter) and jelly onto a sandwich round to represent land and water, and then adding other ingredients to represent features of the earth. Complete directions are included for both the student and teacher along with a letter to send home to parents to request materials. You'll also find an answer key on page 22. Be sure to take pictures before your own students gobble up their Earth Rounds!



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Even More April Activity Directions



April Daily Math Puzzlers

This word problem worksheet has four problems, and students must show their work in picture or word form. It can be used with the [Daily Math Puzzler](#) program or simply as worksheets. Thanks to Amelia Scott who created these April puzzlers!

April Answers:

#1 - 15 qts #2 - 72 flowers #3 - 4 bags #4 - 7:45 a.m.



Area and Perimeter in the Garden (2 Levels)

With April comes warm weather and thoughts of gardening. Garden problems are great for practicing area and perimeter. I found that my students had great difficulty determining whether area or perimeter was needed for each problem, so I began to require them to sketch out an illustration and identify the problem as A or P before they even solved it. Through repeated examples, I taught them that area involves the space inside while perimeter measures the distance around something. There are 2 levels of this activity; you might want to try the problems yourself to see which worksheet is best. Answers are below:

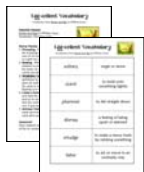
A & P in the Garden: #1 - P, 10 ft #2 - A, 21 ft² #3 - P, 20 ft #4 - P, 12 ft #5 - A, 3 bags

More A & P: #1 - P, 3 yds #2 - A, 6 pkgs #3 - A, 42 stones #4 - P, 30 feet #5 - 2 more bags



Egg-cellent Vocabulary

Bentley & Egg is a terrific April story by William Joyce, and it's great for introducing new vocabulary. This activity comes with a set of vocabulary cards and matching definitions to go with the book and includes prereading, reading, and writing activities. Full directions are on page 26 in this activity packet and the vocabulary cards are on page 27.



Jelly Bean Egg Challenge (Easter or Jelly Bean Day)

What is it about plastic Easter eggs that make them so fun to use in the classroom? The clever idea for this activity was submitted by Peg Turlington; I tried it in my own classroom and developed additional handouts and complete directions. It's a comprehensive data and analysis activity that's engaging due to its use of plastic eggs and candy. Essentially, you'll secretly fill plastic eggs with different numbers of jelly beans. Your students will weigh their eggs, then count the jelly beans inside. Then they will try to predict the number of jelly beans inside a "mystery egg" based on its weight. The activity includes directions as well as two different levels of data-recording printables. All you need are the eggs and the jelly beans! Don't forget to include those items on your April materials letter when you send it home.



Dear Parents,

We have several fun and educational activities planned for April, and we need your help. We will be celebrating a number of special occasions, and many of the activities require foods or other materials from home. If each student would contribute one or more of the following items, we would have plenty of supplies for the month. Your child selected the item(s) highlighted below to bring in, but if this is a problem, please let me know and I'll work something out. I need a response as soon as possible, but you don't need to send the items until due date. Before you return this paper, make a note of the item you will be sending in. Thanks for your help!

Student Name _____

- Round sandwich thins (package of 8)
- 2 dozen plain craft sticks
- 1 jar peanut butter
- 1 jar grape jelly
- 1 large box of raisins
- 1 bag of mini-marshmallows
- 1 bunch of celery stalks
- 1 bag jelly beans
- 1 dozen colorful plastic eggs
- package of 50 paper plates



Due Date _____

____ Yes, we will send in the highlighted item(s) by the due date above.
 ____ No, we will not be able to send in the item(s).

Parent Signature _____



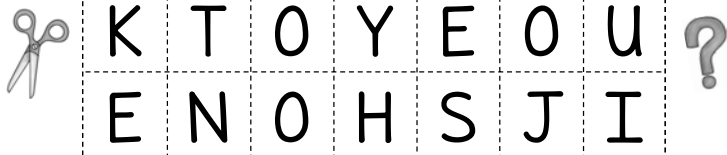
Mystery Word Challenge

Name _____
 Date _____

Are you a word detective? When you unscramble the letters below, you'll discover a mystery word. As you try to find this word, see how many smaller words you can find.

When you find the word, write it on the line: _____ Shhh!

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |



Quick Math Review

Name _____

Directions: This is a quick math review activity to see how well you follow directions. You will read each task below and score points for performing each step. After you complete each task, write your points in the Point column. The object is to score the most points. Be sure to read all the directions before you perform any tasks.

Math Review Tasks	Points
1. Quietly count backwards from 100 to 91. Score 8 points .	
2. Quickly divide 12 by 4 and clap your hands that number of times. If you are the first person to do this, score 10 points . If not, score 5 points .	
3. Get out a ruler and measure the width of your palm to the nearest inch. How wide is your palm? _____ Score 9 points .	
4. Write the all the prime numbers between 1 and 20 on this line: _____ Score 6 points .	
5. Draw and label these triangles on the back of the page: isosceles, right, and acute. Score 3 points for each triangle. Write your total score in the box.	
6. Find something in the room that is a rectangular prism and draw it on the back of this paper. Score 8 points .	
7. Look at the clock and write the current time here: _____ Score 5 points .	
8. Count the number students in the classroom right now including yourself. What fraction of the students are girls? _____ Score 7 points .	
9. I am an even number less than 10. I am a factor of 12 and a multiple of 3. What number am I? Score that many points .	
10. Think about what today is....If you have not recorded any points, score 100 points now. If you got tricked, your score is 0 for this task! Shhh! Don't give away the secret!	

Host a Book-Sharing Party!

Teacher Tips and Information

National Library Week is a terrific time to celebrate reading! Why not host a book sharing party where your students can become celebrity readers? Older kids love to read to little ones, and throwing a party is a fun way to share the love of reading.



Here's what to do:

1. Arrange with a teacher of younger students to celebrate National Library Week together. Set the date, time, and location as well as other party details like decorations and refreshments if desired.
2. Take your students to the school library and ask them each to choose a short book that can be read aloud in 10 or 15 minutes.
3. Give your students a short lesson on how to read aloud with expression, and have them practice reading the book aloud several times at home or to their classmates.
4. Print out the invitation shown above and ask students write a summary of the book and explain why someone would like it.
5. Ask your students to tuck the invitation into the book cover, and then deliver the pile of books and invitations to the younger-grade teacher. He or she can show the books to his or her students and have them sign up to listen to a story.
6. Make sure that every book has at least one person signed up to listen. If there are more readers than listeners, you may want to invite two classes to the party if you can find a suitable location. Or you could pair up the older kids and have them take turns reading one book aloud.
7. The books and invitations should be returned to the upper-grade teacher for safe-keeping until the day of the party.
8. The teacher of the younger students may want his or her students to create bookmarks as gifts to present to the readers.
9. Refreshments can be enjoyed after the book sharing session ends.

Sign Up Here!

1. _____
 2. _____

What This Book Is About

Book Sharing Party Details

Date: _____

Time: _____

Location: _____



Book Sharing Invitation

Title _____

Reader _____



Color Poetry Palette



Looks Like

Smells Like

Sounds Like

Feels Like

Name _____

Tastes Like

Color
brown

Action Words

Emotions & Feelings

Objects



Color Poetry Palette Example



Looks Like

Smells Like

Sounds Like

natural
neutral
earthy
warm
tawny

rich and
chocolaty
wonderful aroma

quiet whispering
wind blowing
crunchy like leaves

Feels Like

Name _____

Tastes Like

smooth and
creamy (chocolate)
rough like sand or
tree bark

Color
brown

sweet
delicious
chocolaty

Action Words

Emotions & Feelings

Objects

flowing
oozing
swirling

calm
comfortable
restful
Mom's hug

stones on a beach
chocolate bar
hot chocolate
favorite sweater
fall leaves

Discussion Questions for The Lorax

1. What was the Lorax's environment like before the Once-ler arrived?	2. Why did the Once-ler cut down all the truffula trees?
3. What was the Lorax and what was its message to the Once-ler?	4. Why didn't the Once-ler listen to the Lorax?
5. How did the Once-ler's actions impact the environment?	6. What is the meaning of the word UNLESS on the pile of rocks?
7. Why do you think Dr. Seuss ended the story with the boy catching the last truffula seed?	8. How does the story of the Lorax relate to our impact on the Earth? What can we do now?

Name _____

What Would the Lorax Say?

Briefly describe one important environmental issue.

I am the Lorax, and I say that ...



Edible Earth Rounds Teacher Directions

This activity demonstrates the fact only a small part of our planet is actually habitable and our resources are limited. It makes an engaging introduction to environmental studies and a great lesson for Earth Week!

Materials for Each Student

- 1 half of a sandwich round or English muffin
- 1 paper plate
- 1 plain wooden craft stick for spreading and cutting
- 1 tablespoon peanut butter or almond butter
- 2 tablespoons grape jelly
- 3 or 4 raisins
- 3 or 4 mini marshmallows
- 3 or 4 small pieces of celery
- a wet wipe or damp paper towel
- 1 plastic sandwich bag (optional)
- crayons or colored pencils
- 1 copy of the Edible Earth Rounds handout

Advanced Preparation

1. You will need the materials listed above for each student. If you have students with peanut allergies, substitute almond butter for peanut butter. The sandwich bag is optional, but it's nice to have on hand in case your students want to take the finished Earth Round home to eat later. If you want to ask parents to help provide the materials, use the parent letter on the next page. First, print one copy and add the due date and the number of items needed. Remember that you only need half as many sandwich rounds as students since they only use the top or bottom. After printing copies, highlight a different item on each student's letter and keep a master copy of who is supposed to bring what.
2. Read through the directions on the student handout so you'll be familiar with them. If time allows, make an Earth Round yourself to practice. Print a copy of the directions for each student and one to display for the class. If you don't want to print the handout, have students use a compass to draw a large circle on a plain sheet of paper.
3. Prior to the activity, wash the celery stalks and chop them into small pieces. Prepare one plate for each student with all the materials needed. Pass out the plates, but don't pass out the student handout until after the messy part of the activity.
4. Talk students through each part of the directions, one step at a time. As you discuss each step, have the students follow your directions. Finish by discussing the implications for our planet. Students should realize that since our Earth has limited space and resources, we should conserve resources whenever possible.
5. After the Earth Rounds are complete, ask students to wash their hands. Then distribute the handouts and ask students to draw and label their Earth Rounds. Remind them to complete the bottom section by writing what they learned from the activity. Be sure to take photos, too!
6. When students are finished, allow time for them to eat their Earth Rounds. Provide sandwich bags for those who want to save them for later.



Edible Earth Rounds Science Activity

Next week we will be creating edible Earth Rounds to learn why it's important to conserve natural resources. After the activity, students will be able to eat their Earth Rounds for a snack. Would you be able to donate the highlighted item by the date below? If not, please let me know as soon as possible so that I can make other arrangements. Thanks!



Student _____ Parent Signature _____

Due Date _____

Will you be able to send in the item(s) highlighted below? Yes No

- | | |
|------------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> paper plates | 1 jar creamy peanut butter (or almond butter) |
| <input type="checkbox"/> sandwich rounds | 1 bag mini-marshmallows |
| <input type="checkbox"/> plain, clean, wooden craft sticks | 1 jar grape jelly |
| <input type="checkbox"/> celery stalks | 1 box raisins |
| <input type="checkbox"/> plastic sandwich bags | |

Edible Earth Rounds Science Activity

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Student _____ Parent Signature _____

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Will you be able to send in the item(s) highlighted below? Yes No

- | | |
|------------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> paper plates | 1 jar creamy peanut butter (or almond butter) |
| <input type="checkbox"/> sandwich rounds | 1 bag mini-marshmallows |
| <input type="checkbox"/> plain, clean, wooden craft sticks | 1 jar grape jelly |
| <input type="checkbox"/> celery stalks | 1 box raisins |
| <input type="checkbox"/> plastic sandwich bags | |



Edible Earth Rounds

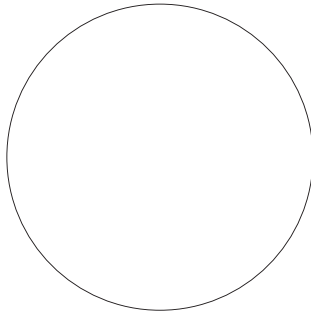
Name _____

What fraction of the Earth can support life?

Create an edible model of the Earth to help you find out!

Ingredients

- Half of a sandwich round or English muffin
- Craft stick for spreading
- Peanut butter or almond butter
- Grape jelly
- Raisins
- Marshmallows
- Celery pieces



Directions

1. Mark your Earth Round into fourths without cutting through it completely.
2. Spread grape jelly on three sections to represent the part of Earth covered with water. What fraction of the Earth is this? $\frac{3}{4}$ Did you know that most of this water is saltwater, and only 1% of the water on Earth is available for drinking?
3. Spread peanut butter on the remaining section to represent the amount of land on Earth. What fraction of the Earth is this? $\frac{1}{4}$
4. Place mini marshmallows and raisins on one half of the peanut butter area to represent the "uninhabitable" rocky and icy areas of the Earth where people can't live. What fraction of the whole Earth is uninhabitable land? $\frac{1}{8}$
5. Place celery pieces on the other half of the peanut butter area to represent the "habitable" land that humans, plants, and animals must all share. What fraction of the whole Earth is habitable land? $\frac{1}{8}$
6. Draw and color a picture of your Earth Round above. Label the appropriate sections as **water**, **uninhabitable land**, or **habitable land**. Next to each word, write the fraction of the Earth represented by that part. After you finish, enjoy your Earth Round snack!
7. What did you learn about our Earth from this activity?



Edible Earth Rounds

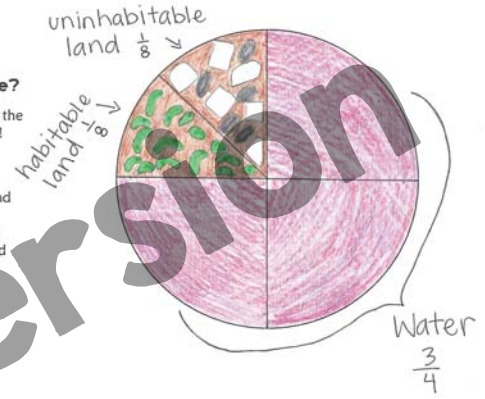
Name Sarah James

What fraction of the Earth can support life?

Create an edible model of the Earth to help you find out!

Ingredients

- Half of a sandwich round or English muffin
- Craft stick for spreading
- Peanut butter or almond butter
- Grape Jelly
- Raisins
- Marshmallows
- Celery pieces



Directions

1. Mark your Earth Round into fourths without cutting through it completely.
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6. Draw and color a picture of your Earth Round above. Label the appropriate sections as **water**, **uninhabitable land**, or **habitable land**. Next to each word, write the fraction of the Earth represented by that part. After you finish, enjoy your Earth Round snack!
7. What did you learn about our Earth from this activity?

Most of the earth is covered by water or land where people can't live. Only $\frac{1}{8}$ of the Earth has the right conditions for people and other living things.




April Math Puzzlers

Name _____

Try to solve each problem **on your own**. Show your work using numbers, pictures, words, or symbols. We will discuss the problems together and correct them in class.

<p>1. Mrs. Scott's class is making punch for National Library Week. The recipe calls for 3 gallons of lemonade, 2 quarts of pineapple juice, and 2 pints of orange juice. How many quarts is this?</p> <p>Answer: _____</p> <p style="text-align: right;">✓- ✓ ✓+</p>	<p>2. Linda planted 24 tulip bulbs, $\frac{1}{2}$ as many daffodil bulbs as tulips, and 3 times as many irises as daffodils. How many flowers did she plant in her flower garden?</p> <p>Answer: _____</p> <p style="text-align: right;">✓- ✓ ✓+</p>
<p>3. The fifth graders brought in bags of jelly beans for National Jelly Bean Day. There are 84 jelly beans per bag. If there are 28 students in the class and each student will get a dozen jelly beans, how many bags of jelly beans are needed?</p> <p>Answer: _____</p> <p style="text-align: right;">✓- ✓ ✓+</p>	<p>4. Ansleigh's family is going to the beach during spring break. They need to arrive at 2:00P.M. They will drive for 4 hours, stop to eat lunch for 45 minutes, and go shopping on the way for $1\frac{1}{2}$ hours. What time do they need to leave for the trip?</p> <p>Answer: _____</p> <p style="text-align: right;">✓- ✓ ✓+</p>

<p>Name _____</p> <p style="text-align: center;">Area and Perimeter in the Garden</p>  <ol style="list-style-type: none"> 1. Read each problem and draw an illustration to help you solve it. 2. Decide if the problem deals with area or perimeter and circle A or P. 3. Solve the problem. 4. Be sure to write your answer on the line! 	<p>1. Gary has a garden that measures 2 feet wide and 3 feet long. He wants to put a fence around his garden. How long will the fence be?</p> <p>A or P Answer _____</p>
<p>2. Lucy needs to find out the size of her flower garden in square feet so she can buy seeds for it. She measured the garden and it was 3 feet wide and 7 feet long. What is the size of her garden in square feet?</p> <p>A or P Answer _____</p>	<p>3. Tynisha is buying fence material to keep the animals out of her square vegetable garden. If her garden measures 5 feet on each side, how many feet of fence material should she buy?</p> <p>A or P Answer _____</p>
<p>4. Joseph built an unusual tulip garden in his backyard. It's the shape of an equilateral triangle that measures 4 feet on each side. If he builds a fence around it, how long will the fence be?</p> <p>A or P Answer _____</p>	<p>5. Cindy needs to buy topsoil to spread over her garden. She found out that each bag of soil will cover 4 square feet. If her garden is a long rectangle that measures 2 feet on one side and 6 feet on the other, how many bags should she buy?</p> <p>A or P Answer _____</p>

Egg-cellent Vocabulary

Vocabulary from *Bentley and Egg* by William Joyce

Materials Needed

Bentley and Egg by William Joyce
Vocabulary Matching cards



Partner Practice

- Prereading** - Prior to reading the book, have students try to guess the meanings of the vocabulary cards. Give each pair of students one set of words and definitions and have them take turns trying to match the cards.
- Reading** - While reading the book, periodically stop to allow students to change the arrangement of the cards. By the end of the book, all words should have correct matches. Discuss the words and definitions as a class.
- Vocabulary Game** - Students can practice the words and definitions by playing the matching game Concentration. They place all cards face down and mix them up. Then they arrange the cards in rows and columns for the game. They take turns flipping over two cards and trying to find a match.
- Create a Sentence** - Have students remove the definition cards and stack the word cards face down. They flip over a word card and try to use it correctly in a sentence. If their partner agrees that the word is used correctly, they may keep the word card. If not, it goes back into the deck.
- Sentence Challenge** - Students take turns flipping over two word cards and trying to use them in one sentence. Reshuffle the word cards after each person's turn.

Assessment

Have students independently write one complete sentence for each of the six vocabulary words.

Name _____



More Area and Perimeter in the Garden

- Read each problem and draw an illustration to help you solve it.
- Decide if the problem deals with area or perimeter and circle A or P.
- Solve the problem.
- Be sure to write your answer on the line!

1. Mrs. Domingo wants to put a fence around her rectangular flower garden which is 7 feet wide by 5 feet long. How many yards of fencing will she need?

A or P Answer _____

2. Samuel plans to buy wildflower seeds for his garden. One package can be spread over 4 square feet of the flower garden. His garden is 8 feet wide and 3 feet long. How many packages should he buy?

A or P Answer _____

3. Mr. Gibbons wants to build a patio next to his garden using 1-foot square flat stones. If he wants to create a patio that's 7 feet wide and 6 feet long, how many stones will he need?

A or P Answer _____

4. Emily has a vegetable garden and wants to put a fence around the entire garden to keep out the rabbits. The pen is an regular hexagon measuring 5 feet long on each side. How much fencing should she buy?

A or P Answer _____

5. Mr. Candor bought 2 bags of topsoil to spread over his garden. His garden is 8 feet long and 5 feet wide. After he bought the soil, he read that each bag will cover only 10 square feet. How many more bags of soil will he need to cover the rest of the garden?

A or P Answer _____

Egg-cellent Vocabulary

Vocabulary from *Bentley and Egg* by William Joyce



solitary	single or alone
clutch	to hold onto something tightly
plummet	to fall straight down
dismay	a feeling of being upset or alarmed
smudge	to make a messy mark by rubbing something
falter	to act or move in an unsteady way



Jelly Bean Egg Challenge

Teacher Directions



Materials

- Plastic eggs
- Jelly beans
- Paper plates
- Calculators
- Scales or pan balances
- Student activity pages (2 levels)
- Class Data Chart

Advanced Prep

- Count out enough plastic eggs for each student to have one plus two extras.
- Fill the eggs with a random number of small jelly beans and tape them shut.
- Number each egg with a permanent marker. Label one of the extra eggs "Mystery Egg" and the other "Demo Egg."
- There are 2 student activity pages for the lesson, and two different versions of the first page. One requires students to create fractions with the data, and the other version asks for fractions, decimals, and percents. Choose the version you prefer and print one per student.
- Prepare a class data chart such as the one on the last page by creating a poster, making an overhead transparency, or displaying it on an interactive whiteboard.

Teaching the Lesson

- Optional - If possible, when your students are out of the room (directly prior to the activity) hide the eggs. Do not hide the Mystery Egg or the Demo Egg. When the students enter the room, allow them to search for an egg and tell them that they must pick up the first egg they see and return to their seats.
- If you didn't want to start with an egg hunt (above), put all the eggs into a basket or box and allow each student to select one. Tell them not to open their eggs. Give each student a paper plate so their jelly beans won't roll on the floor or touch the desktop.
- Have each student record the Egg Number on the line on the worksheet.
- Follow the steps on the worksheet to guide you through the lesson. Prepare some type of "sponge" activity for students to do while they are taking turns weighing their eggs. You might use a worksheet that reviews methods for changing fractions to decimals and percents, or just have your students read independently during this step.
- After everyone has weighed their egg, have them open the eggs and count the beans. Then use the Demo Egg to model how to do the math involved in the lesson. If your students have not learned how to convert fractions to decimals and percents, just tell them to leave those columns blank. Calculators would also be helpful for this activity.
- Consider assigning "Egg Buddies" who work together and check each other's work. They should each have their own egg, but they can work together to do the math.
- Note: You can differentiate your instruction by doing a quick mini-lesson for your advanced students and allowing them to work together to complete the last two columns.
- While students are working on their charts, allow them to come forward and add their data to the class chart.
- After students have completed their tally charts and graphed their data, guide the class through Step 4. At the end of the lesson, let one person weigh the Mystery Egg and announce the weight. Then have everyone predict the number of beans it contains. Finally, open the egg, count the jelly beans, and reveal the actual number.

Jelly Bean Egg Challenge



Step 1 - Estimate and Weigh

Egg # _____

- How much do you think your egg weighs? _____
- Weigh your egg. What is the actual weight of your egg? _____
- What is the difference between your estimate and the actual weight? _____

Step 2 - Count and Compute

- What is the total number of jelly beans in your egg? _____
- Find your Egg Number on the Class Data Chart. During the next activity, record your egg's weight and number of jelly beans next to your number.
- Sort your jelly beans by color. List the colors on the chart below and tally the number of jelly beans of each color. Then write the fraction, decimal, and percent of each color as compared to the total. Use a calculator if needed.

Color	Tally Marks	Number	Fraction	Decimal	Percent

Jelly Bean Egg Challenge



Step 1 - Estimate and Weigh

Egg # _____

- How much do you think your egg weighs? _____
- Weigh your egg. What is the actual weight of your egg? _____
- What is the difference between your estimate and the actual weight? _____

Step 2 - Count and Compute

- What is the total number of jelly beans in your egg? _____
- Find your Egg Number on the Class Data Chart. During the next activity, record your egg's weight and number of jelly beans next to your number.
- Sort your jelly beans by color. List the colors on the chart below and tally the number of jelly beans of each color. Then write the fraction of each color as compared to the total.

Color	Tally Marks	Number	Fraction

Step 3 - Graph Color Data

- Would a bar graph or a line graph be more appropriate for this data? Why?

- Use the grid below to create a graph of your color data. Be sure to include a title, a scale, and appropriate labels for the X and Y axis.

Step 4 - Analyze and Predict

- Use the Class Data Chart to figure the range, mode, median, and mean of the egg weights. Record your results below:

Class Data: Range _____ Mode _____ Median _____ Mean _____

- Weigh the Mystery Egg. How much does it weigh? _____
- Predict how many jelly beans the Mystery Egg contains: _____
- Open the Mystery Egg and count the jelly beans.

What is the actual total? _____

What is the difference between your prediction and the actual total? _____



Class Jelly Bean Data Chart

Egg Number	Weight	Number of Jelly Beans	Egg Number	Weight	Number of Jelly Beans
1			15		
2			16		
3			17		
4			18		
5			19		
6			20		
7			21		
8			22		
9			23		
10			24		
11			25		
12			26		
13			27		
14			28		



Jelly Bean Egg Weights

Range _____ Mode _____

Median _____ Mean _____

Mystery Egg Predictions

- Weigh the Mystery Egg. How much does it weigh? _____
- How many jelly beans do you think it contains? _____
- Open the Mystery Egg and count the beans. Total? _____

Other Seasonal Mini Packs

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