

| Grade 1 | | Day 1 | Day 2 | Day 3 |
|---------------------------|--|--|--|-------|
| Math (15-20 min) | Fluency - Unit 4 Lesson 2 Core Addition Fluency Review (front) (www.math-drills.com) | Fluency - Unit 3 Lesson 11 Sprint (double-sided) (www.math-drills.com) | Fluency - Unit 3 Lesson 13 Sprint (Double-sided) (www.math-drills.com) | |
| | Skill - Unit 3 Lesson 10 Homework (Double-sided) | Skill - Unit 3 Lesson 11 Homework (Double-sided) | Skill - Unit 3 Lesson 13 Homework (Double-sided) | |
| Reading (20 min) | Choose a book from your book bag to read and answer the day 1 questions in this packet or choose one of the books from this work packet and complete the questions that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) | Choose a book from your book bag to read and answer the day 2 questions in this packet or choose one of the books from this work packet and complete the questions that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) | Choose a book from your book bag to read and answer the day 3 questions in this packet or choose one of the books from this work packet and complete the questions that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) | |
| Lexia (15-20 min) | Student to complete a Lexia skillbuilder | Student to complete a Lexia skillbuilder | Student to complete a Lexia skillbuilder | |
| Foundations (5-10 min) | Students complete a Foundations activity from the Home Support packet. | Students complete a Foundations activity from the Home Support packet. | Students complete a Foundations activity from the Home Support packet. | |
| Writing (10 min) | Students will independently write on a topic of their choice from the provided topic list and | Students will independently write on a topic of their choice from the provided topic list and then | Students will independently write on a topic of their choice from the provided topic list and then illustrate their work. | |

| | | | |
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| | then illustrate their work. | illustrate their work. | |
| Social Studies (10-15 min) | Studies Weekly - Week 23 Read and discuss pages 1 and 2. | Studies weekly - Week 23 Read and discuss pages 3 and 4 and complete "Back Page" activities. | Studies weekly - Week 23 Complete Buy or Trade worksheet |

| Grade 1 | Day 4 | Day 5 | Day 6 |
|-----------------------------|--|--|--|
| Math (15-20 min) | Fluency - Find patterns in Addition & Subtraction (Double-sided) www.math-drills.com Skill - Unit 4 Lesson 1 Problem Set (Double-sided) | Fluency - 1. Subtract within 5 & Complete Number Bonds (Double-sided) 2. Number Patterns for 5, 6, 7, & 8 (Double-sided) www.math-drills.com) Skill - Unit 4 Lesson 2 Problem Set (Double-sided) | Fluency - 1. Find Sums to 5, 6 & 7 (Double-sided) 2. Add or subtract with 6, 7, 8, & 9 (Double-sided) www.math-drills.com) Skill - Unit 4 Lesson 8 Problem Set (Double-sided) |
| Reading (20 min) | Choose a book from your book bag to read and answer the day 4 questions in this packet or choose one of the books from this work packet and complete the questions that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) | Choose a book from your book bag to read and answer the day 5 questions in this packet or choose one of the books from this work packet and complete the questions that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) | Choose a book from your book bag to read and answer the day 6 questions in this packet or choose one of the books from this work packet and complete the questions that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) |
| Lexia (15-20 min) | Student to complete a Lexia skillbuilder | Student to complete a Lexia skillbuilder | Student to complete a Lexia skillbuilder |

| | | | |
|---------------------------------------|---|---|---|
| Foundations (5-10 min) | Students complete a Foundations activity from the Home Support packet. | Students complete a Foundations activity from the Home Support packet. | Students complete a Foundations activity from the Home Support packet. |
| Writing (10 min) | Students will independently write on a topic of their choice from the provided topic list and then illustrate their work. | Students will independently write on a topic of their choice from the provided topic list and then illustrate their work. | Students will independently write on a topic of their choice from the provided topic list and then illustrate their work. |
| Social Studies (10-15 min) | Studies weekly - Week 23 Complete Literacy Connection Worksheet | Studies weekly - Week 23 Complete Weekly assessment | Studies Weekly - Week 24 Read and discuss pages 1 and 2. |

| Grade 1 | Day 7 | Day 8 | Day 9 | Day 10 |
|-----------------------------|--|---|--|---|
| Math (15-20 min) | Fluency - 1. Subtract from 6, 7, 8, & 9 (Double-sided) 2. Find sums of 8, 9, & 10 (Double-sided) (www.math-drills.com) Skill - Unit 4 Lesson 4 Homework (Double-sided) | Fluency - Summer Partners for 9 & 10 (Double-sided) (www.math-drills.com) Skill - Unit 4 Lesson 5 Problem Set (Double-sided) | Fluency - Find sums within 10 (Double-sided) (www.math-drills.com) Skill - Unit 4 Lesson 6 Problem Set (Double-sided) | Fluency - 1. Subtract within 10 (Double-sided) 2. Add or Subtract within 10 (Double-sided) (www.math-drills.com) Skill - Unit 4 Lesson 7 Homework (Double-sided) |
| Reading (20 min) | Choose a book from your book bag to read and answer the day 7 questions in this packet or choose one of the books from this work packet and complete the | Choose a book from your book bag to read and answer the day 8 questions in this packet or choose one of the books from this work packet and complete the | Choose a book from your book bag to read and answer the day 9 questions in this packet or choose one of the books from this work packet and complete the questions that go along with the story. | Choose a book from your book bag to read and answer the day 10 questions in this packet or choose one of the books from this work packet and complete the questions |

| | | | | |
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| | questions that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) | questions that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) | (The question sheets in this packet are labeled with the title of the book they go along with.) | that go along with the story. (The question sheets in this packet are labeled with the title of the book they go along with.) |
| Lexia (15-20 min) | Student to complete a Lexia skillbuilder | Student to complete a Lexia skillbuilder | Student to complete a Lexia skillbuilder | Student to complete a Lexia skillbuilder |
| Foundations (5-10 min) | Students complete a Foundations activity from the Home Support packet. | Students complete a Foundations activity from the Home Support packet. | Students complete a Foundations activity from the Home Support packet. | Students complete a Foundations activity from the Home Support packet. |
| Writing (10 min) | Students will independently write on a topic of their choice from the provided topic list and then illustrate their work. | Students will independently write on a topic of their choice from the provided topic list and then illustrate their work. | Students will independently write on a topic of their choice from the provided topic list and then illustrate their work. | Students will independently write on a topic of their choice from the provided topic list and then illustrate their work. |
| Social Studies (10-15 min) | Studies weekly - Week 24 Read and discuss pages 3 and 4 and complete "Back Page" activities. | Studies weekly - Week 24 Complete Save, Share, or Spend worksheet | Studies weekly - Week 24 Complete Literacy Connection worksheet | Studies weekly - Week 24 Complete Weekly Assessment worksheet |

Optional Resources: If you have internet access and a device at home, we strongly encourage the usage of the following resources below.

Students can access these links using the Ansonia school page and clicking on Clever. www.ansoniamn.org

Student Username: 6 digit student ID
Student Password: ansonia

| | | | | |
|------|--------|-----|-----------------|-------|
| myON | Reflex | IXL | Mystery Science | Lexia |
|------|--------|-----|-----------------|-------|

| | Day 1 | Day 2 | Day 3 | Day 4 |
|-------------|---|---|---|--|
| PE | Crazy 8's 8 jumping jacks 8 silly shakes (just shake as silly as you can) 8 high knees 8 frog jumps Rest and Repeat 2x | Pretend to: Sit in a chair for 10 seconds Shoot a basketball 10 times Ride a horse for 10 seconds Jump like a frog 10 seconds Lift a car 10x Rest and Repeat 2x | Play Catch Find a ball or small light weight item or toy (like a sock.) Play catch with a partner. Vary the distance. How many successful catches before you make a mistake. | Play Simon Says Someone is "Simon" and everyone else has to do what Simon says, but only when he/she says "Simon says" first. |
| Life Skills | | | | |
| Art | Complete the Joan Miro Dice Game for Week 1 | | | |
| Music | Have an adult help you find a song without words and listen to it. While you listen, draw a "Musical Masterpiece" of what the music makes you think of. You might need to listen more than one time in order to complete your picture. Make sure to write down the name and artist of the song! | Do two Go Noodles by visiting https://family.gonoodle.com/ | Complete "Hear the Bear" worksheet | Complete "Percussion Instruments Worksheet 1" |
| Technology | - Go to www.ansonია.org - Click on Schools-> Prendergast - Click on "Mrs. Ekstrand's Tech Corner" on left or the computer image on the | - Play Type Rocket 2 times - Complete one language activity on ABCya | - Play Cupstacking - Complete one math activity on ABCya | - Play Type Rocket 2 times - Play one math game on Coolmath - Play Cupstacking - Play on PBS Kids for 10 minutes |

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| right. | | | | |
| SLP | | | | |
| Social Worker/Guidance | | | | |

| | Day 5 | Day 6 | Day 7 | Day 8 |
|-------------|---|---|---|---|
| PE | Crabby Clean Up Tidy up while walking like a crab! Carry items on your belly across the room to put them away. | Keep it up Find a small light weight item or toy (like a sock.) Can you keep the item up in the air? Hit with gentle taps. How many taps before it hits the ground? Try it with a partner. | Star Jumps Jump up with your arms and legs spread out like a star. Do 10. Rest and Repeat 2x | Dance Party Put your favorite song on and make up a dance or fitness routine! |
| Life Skills | | | | |
| Art | | Complete the Spring Constellation activity for Week 2 | | |
| Music | Do two Go Noodles by visiting https://family.gonoodle.com/ | Visit https://www.nyphilkids.org/instrument-lab.html and explore the various instruments you can make at home | Visit https://www.nyphilkids.org/ and explore the New York Philharmonic Orchestra's website and learn about the different instruments of the orchestra! | Do two Go Noodles by visiting https://family.gonoodle.com/ |
| Technology | <ul style="list-style-type: none"> - Play Type Rocket 2 times - Complete one Letters activity on ABCya. | <ul style="list-style-type: none"> - Play Cupstacking - Complete one Numbers activity on ABCya. | <ul style="list-style-type: none"> - Play Type Rocket 2 times - Play one math game on Coolmath. | <ul style="list-style-type: none"> - Play Cupstacking - Play on PBS Kids for 10 minutes |





















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| Social Worker/Guidance | | | | |

| | Day 9 | Day 10 |
|------------------------|--|---|
| PE | <p>Wild Arms</p> <p>10 Arm Circles front & back</p> <p>10 Forward punches</p> <p>10 Raise the Roofs</p> <p>Repeat 3x</p> | <p>Plank Pose</p> <p>Hold the plank pose: push-up position with feet together. Hold for 15 seconds 3x.</p> <p>Rest</p> <p>Plank Shoulder Taps: alternate using one hand to tap the opposite shoulder. Complete a set of 15.</p> <p>Rest and Repeat 3x</p> |
| Life Skills | | |
| Art | | |
| Music | <p>Visit https://musiclab.chromeexperiments.com/Song-Maker/ and make your own song by creating pictures and patterns using a colorful grid. When you finish a song you like, have an adult help you save it, copy the link, and send it to Mr. Hudson on ClassDojo!</p> | <p>Visit www.incredibox.com and create your own beatboxing music using this website. Make sure you use the web version (the app isn't free!)</p> |
| Technology | <ul style="list-style-type: none"> - Play Type Rocket 2x. - Complete one Strategy or Skill activity on ABCya | <ul style="list-style-type: none"> - Play Cupstacking - Free choice on any website |
| SLP | | |
| Social Worker/Guidance | | |

Writing Topic Ideas

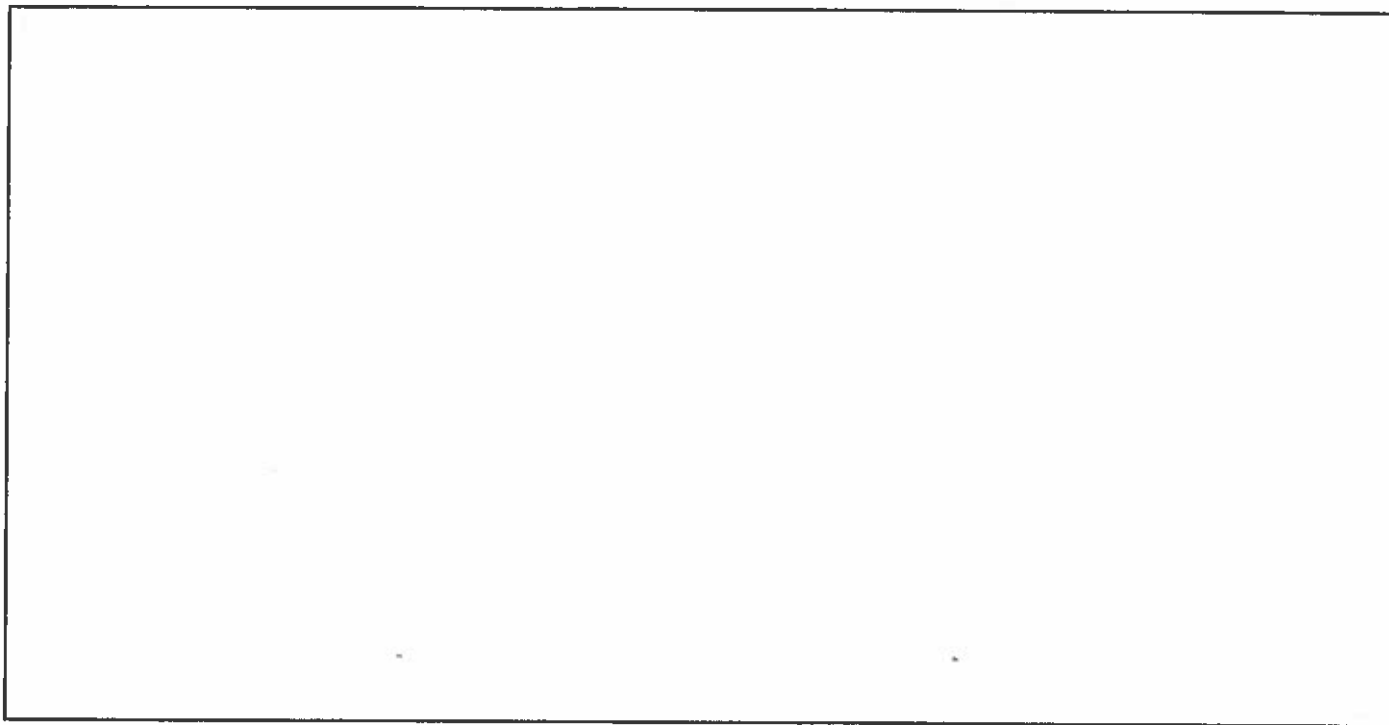
Write about 1 topic per day and illustrate!

What Can I Write About?

| | | | | |
|--|--|---|--|--|
| Friends  | Family  | School  | Special Place  | Books  |
| Bugs  | Animals  | Food  | Holidays  | Toys  |
| Favorite Things  | Birthdays  | Pets  | My Teacher  | Vacations  |
| Boo-Boos  | Recess  | Cars  | When I Grow Up  | Me  |

Name: _____

Date: _____



Handwriting practice lines with a small cartoon character at the start of each line.

Handwriting practice lines with a small cartoon character at the start of each line.

Handwriting practice lines with a small cartoon character at the start of each line.

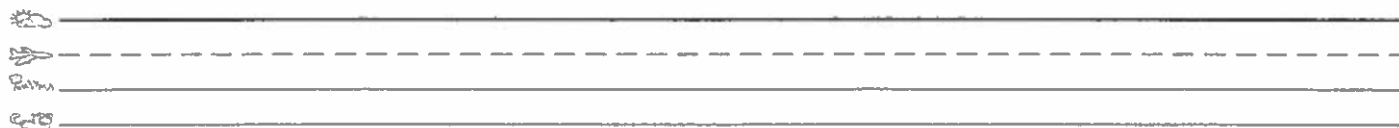
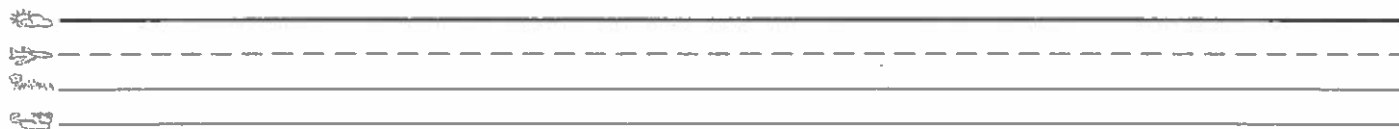
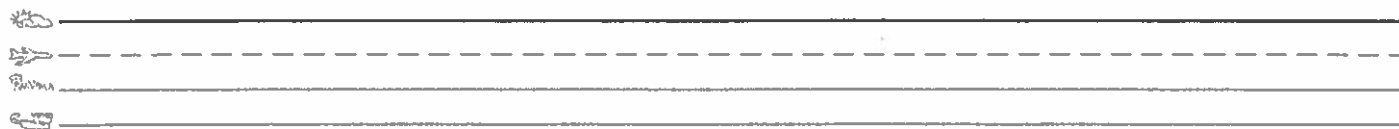
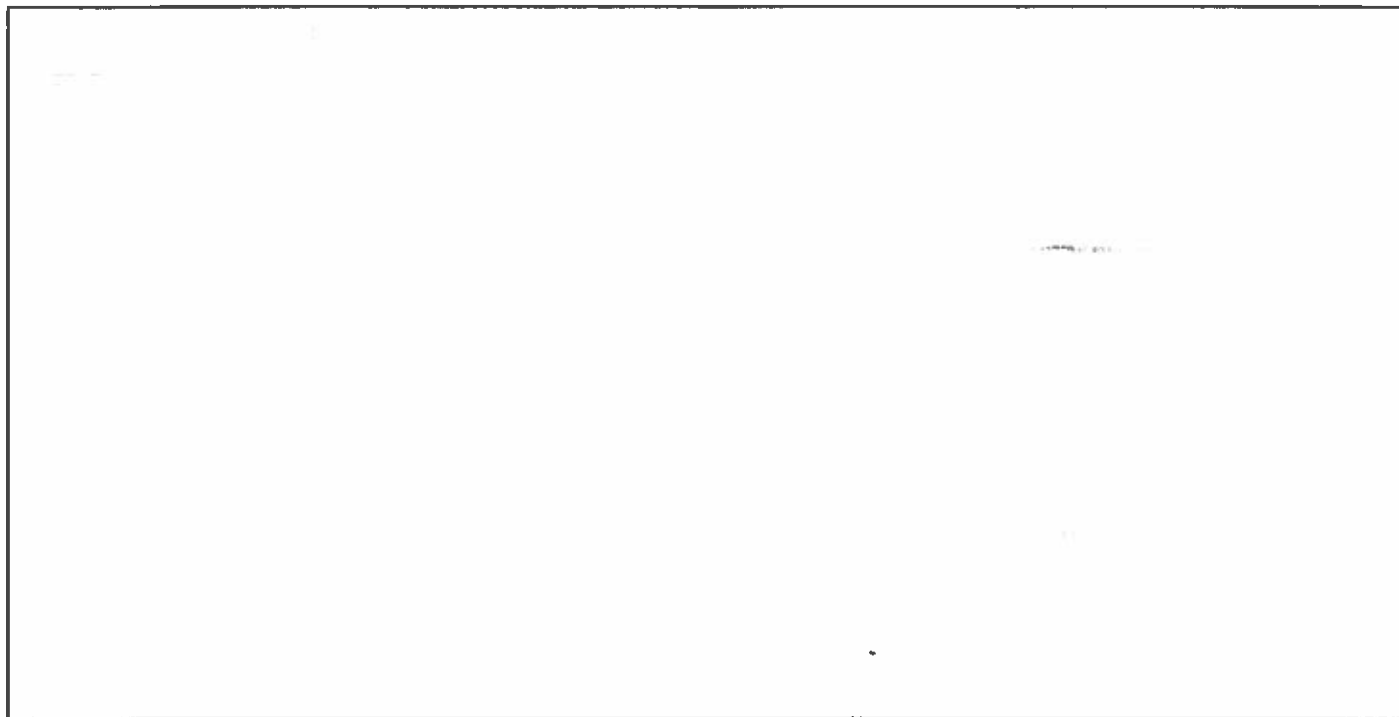
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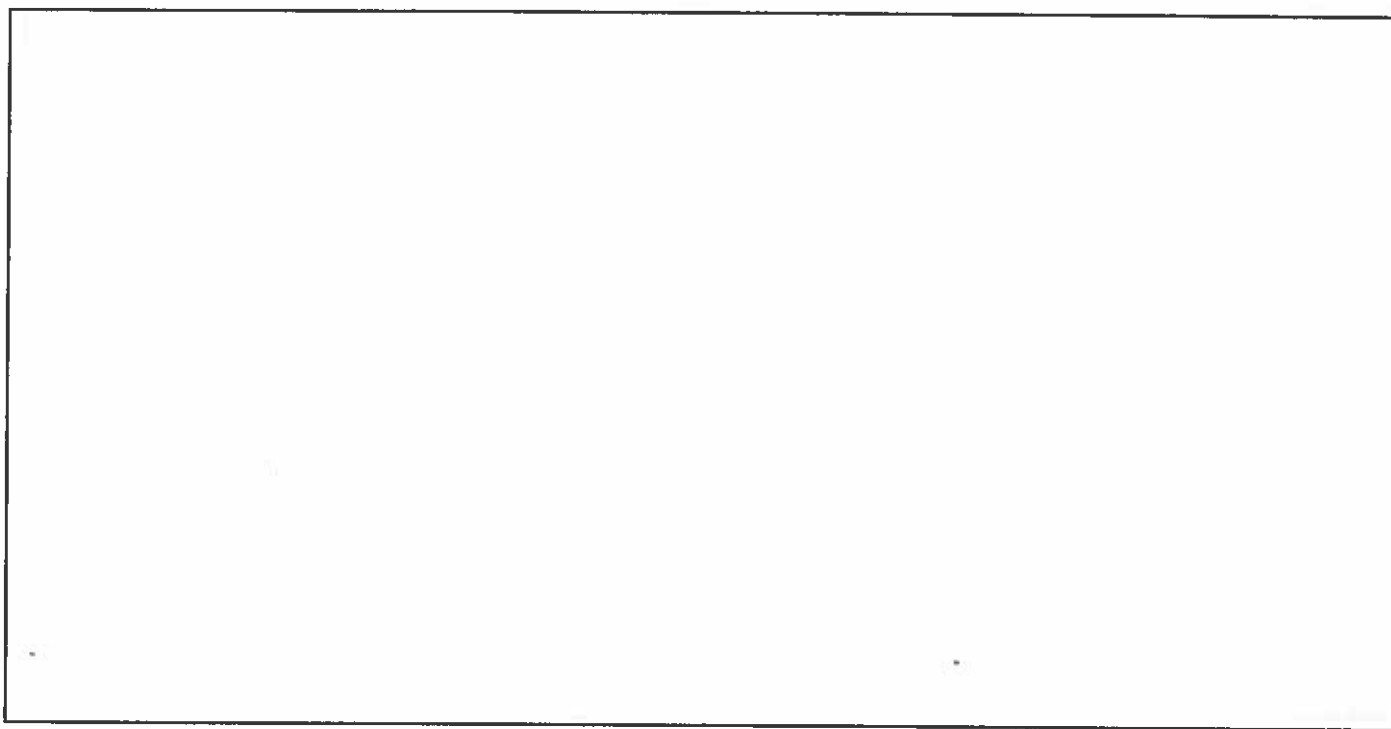
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Date: _____



Name: _____

Date: _____



Handwriting practice lines with a small illustration of a person on the left.

Handwriting practice lines with a small illustration of a person on the left.

Handwriting practice lines with a small illustration of a person on the left.

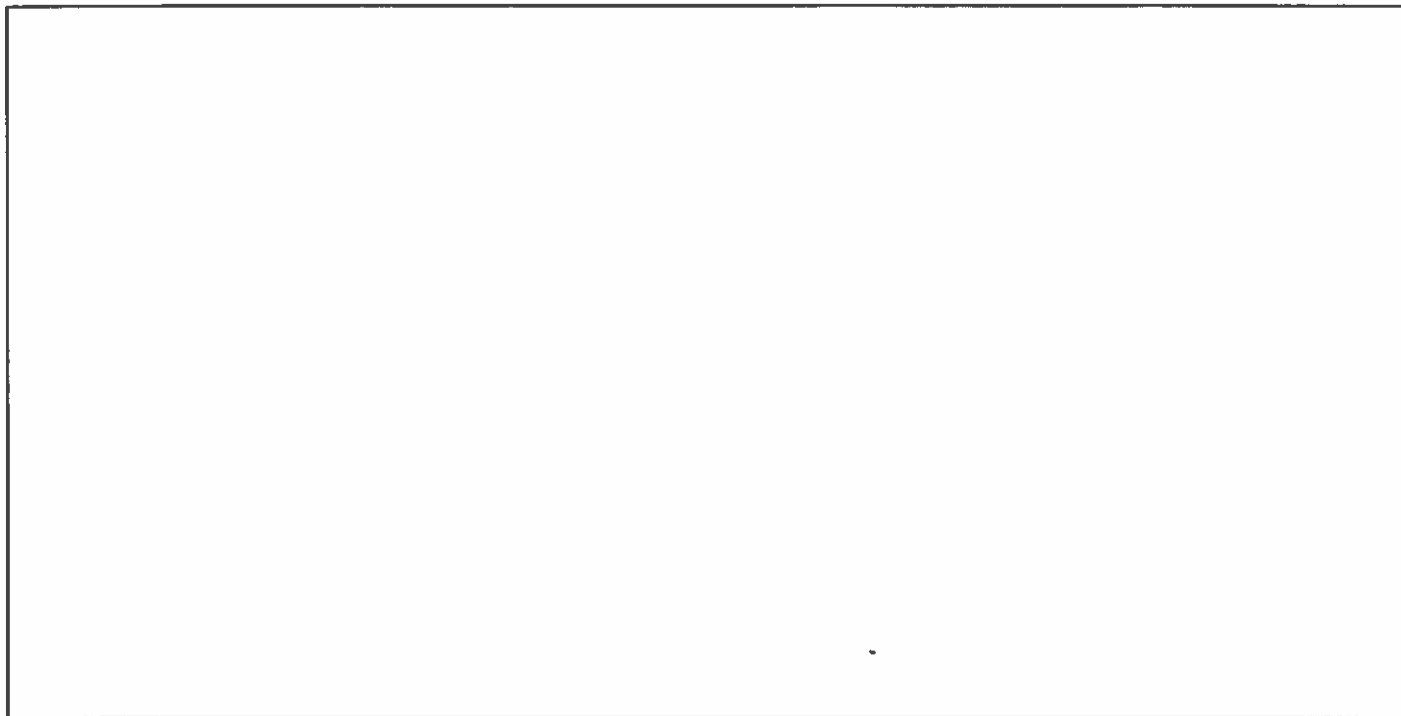
Handwriting practice lines with a small illustration of a person on the left.





Handwriting practice lines with a small illustration of a person on the left.





Handwriting practice lines with a small illustration of a person on the left.





Name: _____





Date: _____







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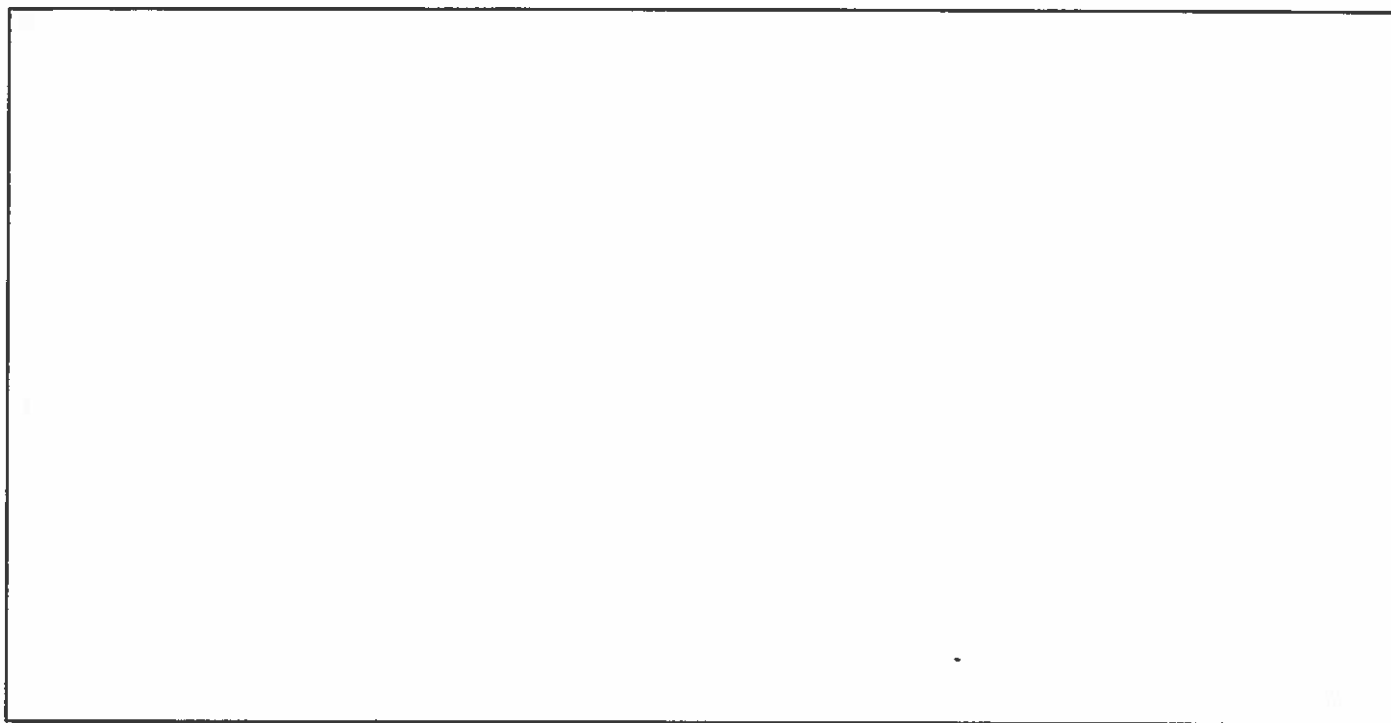
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Name: _____

Date: _____



Handwriting practice lines with a small cartoon character on the left.

Handwriting practice lines with a small cartoon character on the left.

Handwriting practice lines with a small cartoon character on the left.

Handwriting practice lines with a small cartoon character on the left.

Handwriting practice lines with a small cartoon character on the left.

Handwriting practice lines with a small cartoon character on the left.

Name: _____

Date: _____

Handwriting practice lines for the letter 'a'.

Handwriting practice lines for the letter 'a'.

Handwriting practice lines for the letter 'a'.

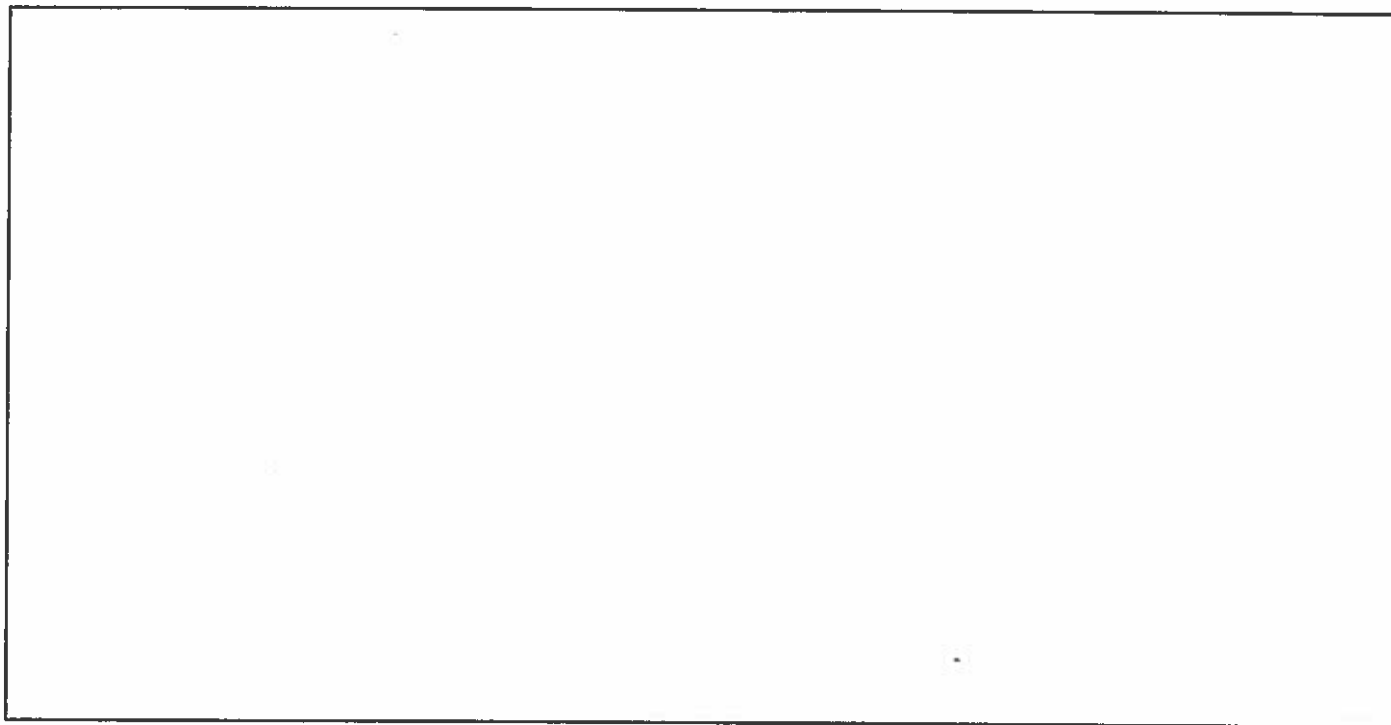
Handwriting practice lines for the letter 'a'.

Handwriting practice lines for the letter 'a'.

Handwriting practice lines for the letter 'a'.

Name: _____

Date: _____



Handwriting practice lines with a solid top line, a dashed middle line, and a solid bottom line. On the left side of each line is a small icon of a person writing.

Handwriting practice lines with a solid top line, a dashed middle line, and a solid bottom line. On the left side of each line is a small icon of a person writing.

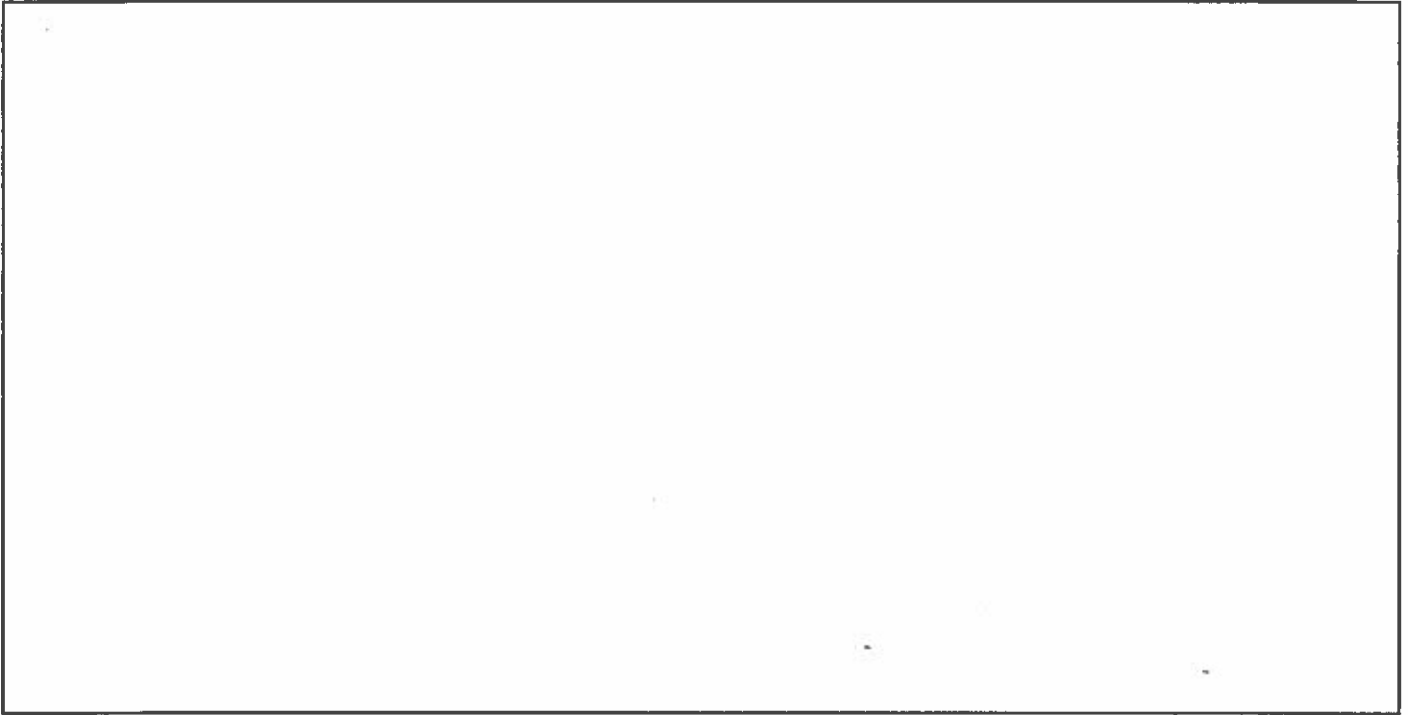
Handwriting practice lines with a solid top line, a dashed middle line, and a solid bottom line. On the left side of each line is a small icon of a person writing.

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

Handwriting practice lines with a solid top line, a dashed middle line, and a solid bottom line. On the left side of each line is a small icon of a person writing.

Name: _____ Date: _____




























Name _____

Date _____

Core Addition Fluency Review

- | | | |
|---------------------|---------------------|---------------------|
| 1. $2 + 0 =$ _____ | 16. $1 + 6 =$ _____ | 31. $5 + 3 =$ _____ |
| 2. $2 + 1 =$ _____ | 17. $6 + 1 =$ _____ | 32. $3 + 5 =$ _____ |
| 3. $2 + 2 =$ _____ | 18. $6 + 2 =$ _____ | 33. $3 + 4 =$ _____ |
| 4. $4 + 0 =$ _____ | 19. $5 + 2 =$ _____ | 34. $3 + 3 =$ _____ |
| 5. $0 + 4 =$ _____ | 20. $4 + 3 =$ _____ | 35. $4 + 4 =$ _____ |
| 6. $0 + 3 =$ _____ | 21. $2 + 3 =$ _____ | 36. $5 + 4 =$ _____ |
| 7. $0 + 0 =$ _____ | 22. $2 + 4 =$ _____ | 37. $4 + 6 =$ _____ |
| 8. $3 + 1 =$ _____ | 23. $4 + 2 =$ _____ | 38. $2 + 7 =$ _____ |
| 9. $1 + 3 =$ _____ | 24. $3 + 2 =$ _____ | 39. $2 + 8 =$ _____ |
| 10. $1 + 4 =$ _____ | 25. $9 + 1 =$ _____ | 40. $2 + 5 =$ _____ |
| 11. $1 + 5 =$ _____ | 26. $8 + 2 =$ _____ | 41. $5 + 5 =$ _____ |
| 12. $5 + 1 =$ _____ | 27. $7 + 2 =$ _____ | 42. $4 + 5 =$ _____ |
| 13. $1 + 7 =$ _____ | 28. $7 + 3 =$ _____ | 43. $2 + 6 =$ _____ |
| 14. $7 + 1 =$ _____ | 29. $6 + 3 =$ _____ | 44. $3 + 6 =$ _____ |
| 15. $1 + 8 =$ _____ | 30. $6 + 4 =$ _____ | 45. $3 + 7 =$ _____ |

Name _____

Date _____

Students were asked about their favorite ice cream flavor. Use the data below to answer the questions.

| Ice Cream Flavor | Tally Marks | Votes |
|------------------|---------------------------------|-------|
| Chocolate | | |
| Strawberry | | |
| Cookie Dough | | |

- Fill in the blanks in the table by writing the number of students who voted for each flavor.
- How many students chose cookie dough as the flavor they like best?
_____ students
- What is the total number of students who like chocolate or strawberry the best? _____ students
- Which flavor received the least amount of votes? _____
- What is the total number of students who like cookie dough or chocolate the best?
_____ students
- Which two flavors were liked by a total of 7 students?
_____ and _____
- Write an addition sentence that shows how many students voted for their favorite ice cream flavor.

Students voted on what they like to read the most. Organize the data using tally marks, and then answer the questions.

| | | | | |
|--------------|--------------|--------------|--------------|--------------|
| comic book | magazine | chapter book | comic book | magazine |
| chapter book | comic book | comic book | chapter book | chapter book |
| chapter book | chapter book | magazine | magazine | magazine |

| What Students Like to Read the Most | Number of Students |
|-------------------------------------|--------------------|
| Comic Book | |
| Magazine | |
| Chapter Book | |

8. How many students like to read chapter books the most? _____ students
9. Which item received the least amount of votes? _____
10. How many more students like to read chapter books than magazines?
_____ students
11. What is the total number of students who like to read magazines or chapter books?
_____ students
12. Which two items did a total of 9 students like to read?
_____ and _____
13. Write an addition sentence that shows how many students voted.

Number Correct: 

Name _____

Date _____

A

*Write the missing number.

| | | | | | |
|----|--------------------|--|----|-------------------------|--|
| 1 | $17 - 1 = \square$ | | 16 | $19 - 9 = \square$ | |
| 2 | $15 - 1 = \square$ | | 17 | $18 - 9 = \square$ | |
| 3 | $19 - 1 = \square$ | | 18 | $11 - 9 = \square$ | |
| 4 | $15 - 2 = \square$ | | 19 | $16 - 5 = \square$ | |
| 5 | $17 - 2 = \square$ | | 20 | $15 - 5 = \square$ | |
| 6 | $18 - 2 = \square$ | | 21 | $14 - 5 = \square$ | |
| 7 | $18 - 3 = \square$ | | 22 | $12 - 5 = \square$ | |
| 8 | $18 - 5 = \square$ | | 23 | $12 - 6 = \square$ | |
| 9 | $17 - 5 = \square$ | | 24 | $14 - \square = 11$ | |
| 10 | $19 - 5 = \square$ | | 25 | $14 - \square = 10$ | |
| 11 | $17 - 7 = \square$ | | 26 | $14 - \square = 9$ | |
| 12 | $18 - 7 = \square$ | | 27 | $15 - \square = 9$ | |
| 13 | $19 - 7 = \square$ | | 28 | $\square - 7 = 9$ | |
| 14 | $19 - 2 = \square$ | | 29 | $19 - 5 = 16 - \square$ | |
| 15 | $19 - 7 = \square$ | | 30 | $15 - 8 = \square - 9$ | |

Number Correct: 

Name _____

Date _____

B

*Write the missing number.

| | | | | | |
|----|--------------------|--|----|-------------------------|--|
| 1 | $16 - 1 = \square$ | | 16 | $19 - 9 = \square$ | |
| 2 | $14 - 1 = \square$ | | 17 | $18 - 9 = \square$ | |
| 3 | $18 - 1 = \square$ | | 18 | $12 - 9 = \square$ | |
| 4 | $19 - 2 = \square$ | | 19 | $19 - 8 = \square$ | |
| 5 | $17 - 2 = \square$ | | 20 | $18 - 8 = \square$ | |
| 6 | $15 - 2 = \square$ | | 21 | $17 - 8 = \square$ | |
| 7 | $15 - 3 = \square$ | | 22 | $14 - 5 = \square$ | |
| 8 | $17 - 5 = \square$ | | 23 | $13 - 5 = \square$ | |
| 9 | $19 - 5 = \square$ | | 24 | $12 - \square = 7$ | |
| 10 | $16 - 5 = \square$ | | 25 | $16 - \square = 10$ | |
| 11 | $16 - 6 = \square$ | | 26 | $16 - \square = 9$ | |
| 12 | $19 - 6 = \square$ | | 27 | $17 - \square = 9$ | |
| 13 | $17 - 6 = \square$ | | 28 | $\square - 7 = 9$ | |
| 14 | $17 - 1 = \square$ | | 29 | $19 - 4 = 17 - \square$ | |
| 15 | $17 - 6 = \square$ | | 30 | $16 - 8 = \square - 9$ | |

Name _____

Date _____

Collect information about things you own. Use tally marks or numbers to organize the data in the chart below.

| How many pets do you have? | How many toothbrushes are in your home? | How many pillows are in your home? | How many jars of tomato sauce are in your home? | How many picture frames are in your home? |
|----------------------------------|--|---|---|--|
| | | | | |

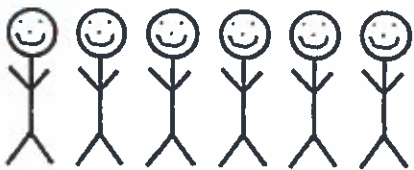
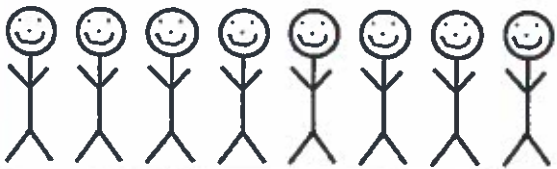
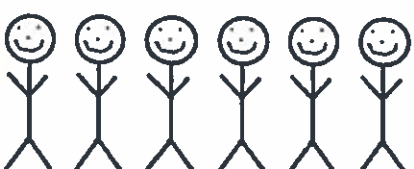
- Complete the question sentence frames to ask questions about your data.
- Answer your own questions.

1. How many _____ do you have? (Pick the item you have the most of.)
2. How many _____ do you have? (Pick the item you have the least of.)
3. Together, how many picture frames and pillows do you have?
4. Write and answer two more questions using the data you collected.

a. _____?

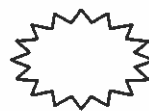
b. _____?

Students voted on their favorite type of museum to visit. Each student could only vote once. Answer the questions based on the data in the table.

| | |
|----------------|---|
| Science Museum |  |
| Art Museum |  |
| History Museum |  |

5. How many students chose art museums? _____ students
6. How many students chose the art museum or the science museum?
_____ students
7. From this data, can you tell how many students are in this class? Explain your thinking.

Number Correct:



Name _____

Date _____

A

*Write the missing number.

| | | | | | |
|----|------------------------|--|----|------------------------|--|
| 1 | $9 + 1 + 3 = \square$ | | 16 | $6 + 3 + 8 = \square$ | |
| 2 | $9 + 2 + 1 = \square$ | | 17 | $5 + 9 + 4 = \square$ | |
| 3 | $5 + 5 + 3 = \square$ | | 18 | $3 + 12 + 4 = \square$ | |
| 4 | $5 + 2 + 5 = \square$ | | 19 | $3 + 11 + 5 = \square$ | |
| 5 | $4 + 5 + 5 = \square$ | | 20 | $5 + 6 + 7 = \square$ | |
| 6 | $8 + 2 + 4 = \square$ | | 21 | $2 + 6 + 3 = \square$ | |
| 7 | $8 + 3 + 2 = \square$ | | 22 | $3 + 2 + 13 = \square$ | |
| 8 | $12 + 2 + 2 = \square$ | | 23 | $3 + 13 + 3 = \square$ | |
| 9 | $3 + 3 + 12 = \square$ | | 24 | $9 + 1 + \square = 14$ | |
| 10 | $4 + 4 + 5 = \square$ | | 25 | $8 + 4 + \square = 16$ | |
| 11 | $2 + 15 + 2 = \square$ | | 26 | $\square + 8 + 6 = 19$ | |
| 12 | $7 + 3 + 3 = \square$ | | 27 | $2 + \square + 7 = 18$ | |
| 13 | $1 + 17 + 1 = \square$ | | 28 | $2 + 2 + \square = 18$ | |
| 14 | $14 + 2 + 2 = \square$ | | 29 | $19 = 6 + \square + 9$ | |
| 15 | $4 + 12 + 4 = \square$ | | 30 | $18 = 7 + \square + 6$ | |

Number Correct:



Name _____

Date _____

B

*Write the missing number.


| | | | | | |
|----|------------------------|--|----|------------------------|--|
| 1 | $9 + 1 + 2 = \square$ | | 16 | $6 + 3 + 9 = \square$ | |
| 2 | $9 + 4 + 1 = \square$ | | 17 | $4 + 9 + 2 = \square$ | |
| 3 | $5 + 5 + 1 = \square$ | | 18 | $2 + 12 + 4 = \square$ | |
| 4 | $5 + 3 + 5 = \square$ | | 19 | $2 + 11 + 5 = \square$ | |
| 5 | $4 + 5 + 5 = \square$ | | 20 | $6 + 6 + 7 = \square$ | |
| 6 | $8 + 2 + 2 = \square$ | | 21 | $2 + 6 + 5 = \square$ | |
| 7 | $8 + 3 + 2 = \square$ | | 22 | $3 + 3 + 13 = \square$ | |
| 8 | $11 + 1 + 1 = \square$ | | 23 | $3 + 14 + 3 = \square$ | |
| 9 | $2 + 2 + 14 = \square$ | | 24 | $9 + 1 + \square = 13$ | |
| 10 | $4 + 4 + 4 = \square$ | | 25 | $8 + 4 + \square = 15$ | |
| 11 | $2 + 13 + 2 = \square$ | | 26 | $\square + 8 + 6 = 18$ | |
| 12 | $6 + 3 + 3 = \square$ | | 27 | $2 + \square + 6 = 18$ | |
| 13 | $1 + 15 + 1 = \square$ | | 28 | $2 + 5 + \square = 18$ | |
| 14 | $15 + 2 + 2 = \square$ | | 29 | $19 = 5 + \square + 9$ | |
| 15 | $3 + 14 + 3 = \square$ | | 30 | $19 = 7 + \square + 6$ | |





















Name _____

Date _____

Use the table to answer the questions. Fill in the blank, and write a number sentence.

School Lunch Order


 = 1 student




| hot lunch  | sandwich  | salad  |
|--|---|---|
|        |       |     |

- How many more hot lunch orders were there than sandwich orders?
_____ more hot lunch orders
- How many fewer salad orders were there than hot lunch orders?
_____ fewer salad orders
- If 5 more students order hot lunch, how many hot lunch orders will there be?
_____ hot lunch orders

Use the table to answer the questions. Fill in the blanks, and write a number sentence.

Favorite Type of Book

 = 5 students

| | |
|---------------|---|
| fairy tales |  |
| science books |  |
| poetry books |  |

4. How many more students like fairy tales than science books?

_____ more students

5. How many fewer students like science books than poetry books?

_____ fewer students

6. How many students picked fairy tales or science books in all?

_____ students

7. How many more students would need to pick science books to have the same number of books as fairy tales?

_____ students

8. If 5 more students show up late and all pick fairy tales, will this be the most popular book? Use a number sentence to show your answer.

Add.

1 $6 + 2 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

2 $4 + \underline{\quad} = 9$

$\underline{\quad} + 4 = 9$

3 $\underline{\quad} + 9 = 10$

$9 + \underline{\quad} = 10$

4 $4 + 3 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

5 $7 + \underline{\quad} = 9$

$2 + \underline{\quad} = 9$

6 $5 + 1 = \underline{\quad}$

$1 + \underline{\quad} = 6$

Talk About It

What happens when the numbers you add are the same but the order of the numbers is different?



Subtract.

1 $6 - 6 =$ _____ 2 $7 - 7 =$ _____ 3 $8 - 8 =$ _____

4 $10 - 0 =$ _____ 5 $9 - 0 =$ _____ 6 $8 - 0 =$ _____

7 $1 - 1 =$ _____ 8 $2 - 2 =$ _____ 9 $3 - 3 =$ _____

10 $6 - 0 =$ _____ 11 $7 - 0 =$ _____ 12 $5 - 0 =$ _____

13 $4 - 4 =$ _____ 14 $5 - 5 =$ _____ 15 $9 - 9 =$ _____

16 $3 - 0 =$ _____ 17 $4 - 0 =$ _____ 18 $2 - 0 =$ _____

Talk About It

Circle all the facts that subtract 0. What do you notice about the numbers you find?


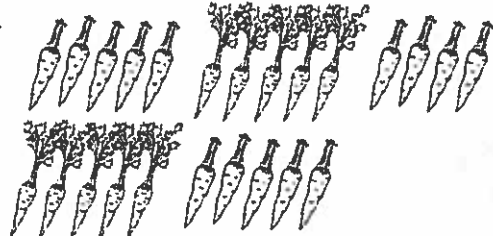
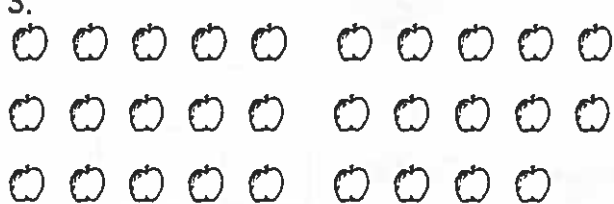
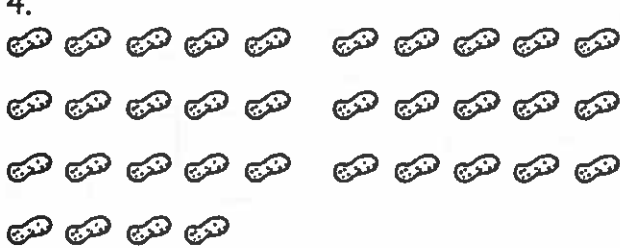
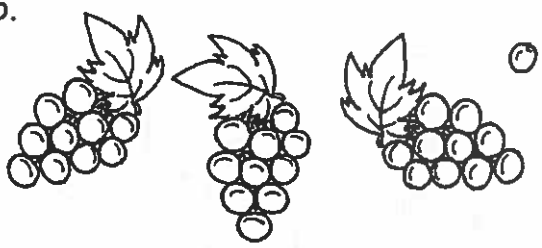

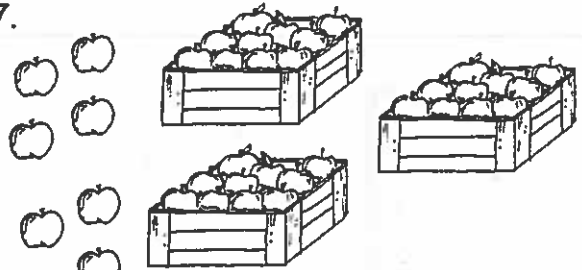
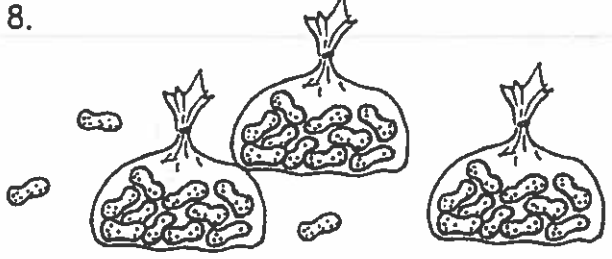
What do you notice about the facts that are not circled?



Name _____

Date _____

Circle groups of 10. Write the number to show the total amount of objects.

| | |
|--|--|
| <p>1. </p> <p>There are _____ grapes.</p> | <p>2. </p> <p>There are _____ carrots.</p> |
| <p>3. </p> <p>There are _____ apples.</p> | <p>4. </p> <p>There are _____ peanuts.</p> |
| <p>5. </p> <p>There are _____ grapes.</p> | <p>6. </p> <p>There are _____ carrots.</p> |
| <p>7. </p> <p>There are _____ apples.</p> | <p>8. </p> <p>There are _____ peanuts.</p> |

Make a number bond to show tens and ones.

| | |
|------------|------------|
| <p>9.</p> | <p>10.</p> |
| <p>11.</p> | <p>12.</p> |

Make a number bond to show tens and ones. Circle tens to help.

| | |
|------------|------------|
| <p>13.</p> | <p>14.</p> |
| <p>15.</p> | <p>16.</p> |

Complete each number bond.

Write one or two subtraction sentences.

| | |
|------------|-----------------------|
| 5 | _____ - _____ = _____ |
| 3 _____ | _____ - _____ = _____ |

| | |
|------------|-----------------------|
| 4 _____ | _____ = _____ - _____ |
| 5 | _____ = _____ - _____ |

| | |
|------------|-----------------------|
| 3 _____ | _____ = _____ - _____ |
| 4 | _____ = _____ - _____ |

| | |
|--------|-----------------------|
| 2 0 | _____ = _____ - _____ |
| _____ | _____ = _____ - _____ |

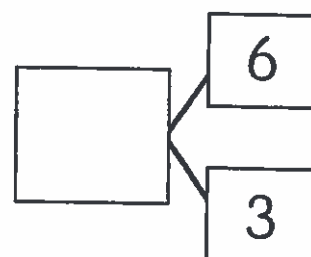
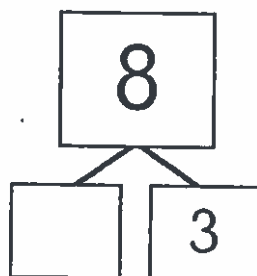
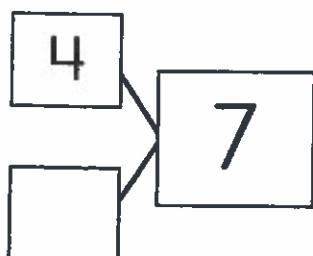
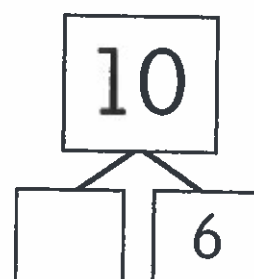
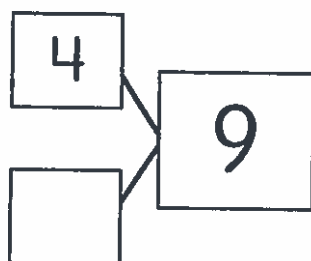
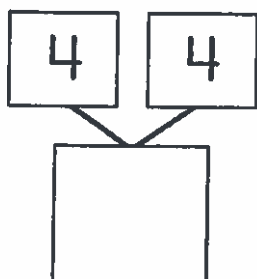
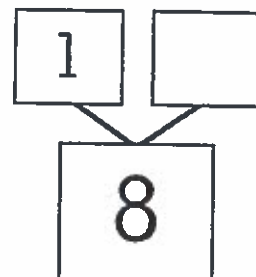
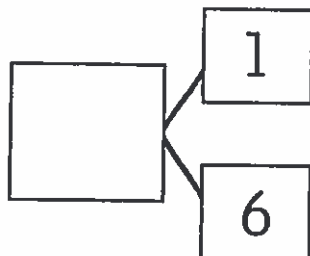
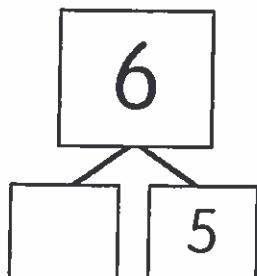
| | |
|------------|-----------------------|
| 3 | _____ - _____ = _____ |
| 2 _____ | _____ - _____ = _____ |

| | |
|------------|-----------------------|
| 0 _____ | _____ - _____ = _____ |
| 4 | _____ - _____ = _____ |

| | |
|------------|-----------------------|
| 5 | _____ - _____ = _____ |
| 0 _____ | _____ - _____ = _____ |

| | |
|--------|-----------------------|
| 1 1 | _____ = _____ - _____ |
| _____ | _____ = _____ - _____ |

Complete each number bond.



Talk About It

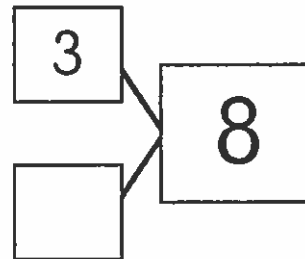
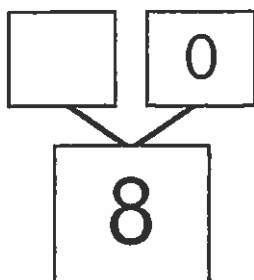
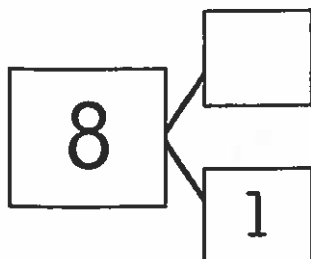
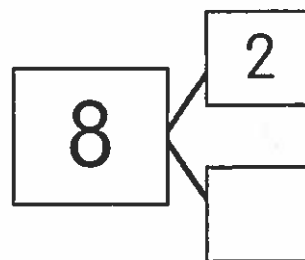
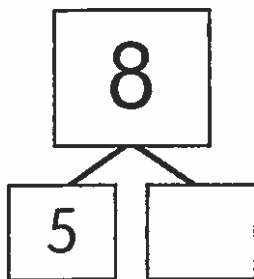
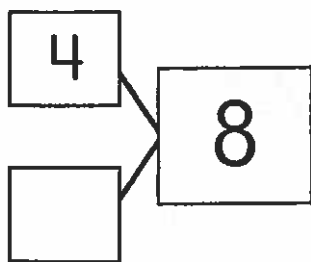
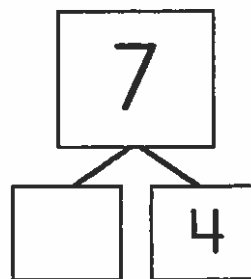
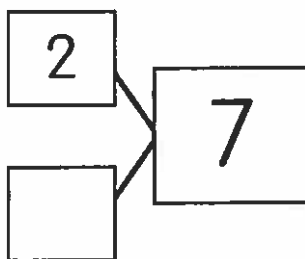
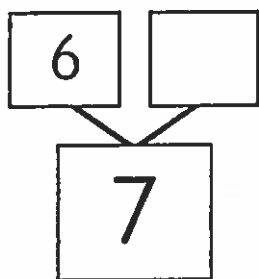
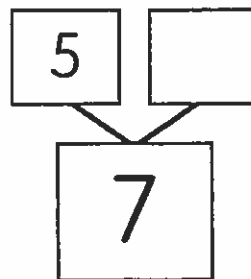
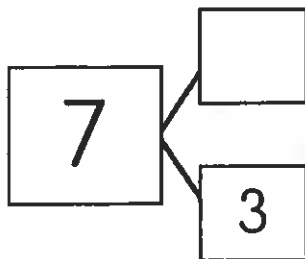
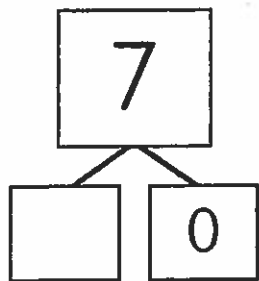
How do the numbers you add change
across each row?

How do the totals change across each row?



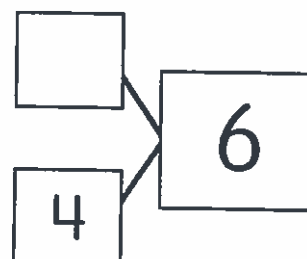
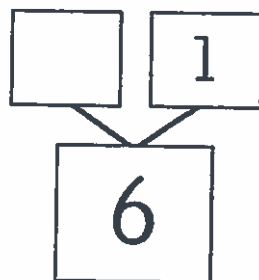
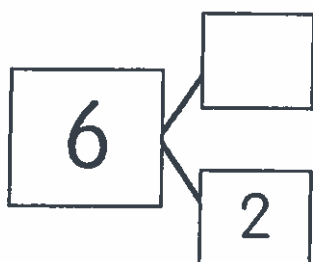
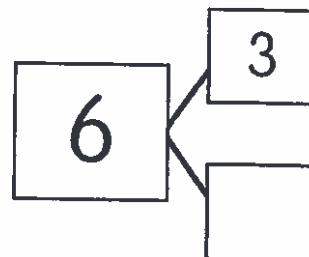
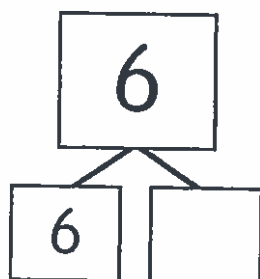
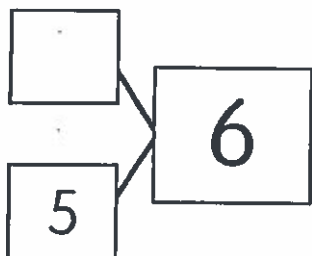
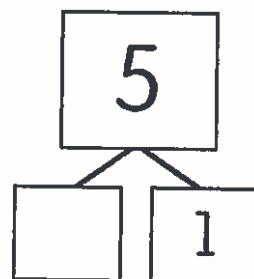
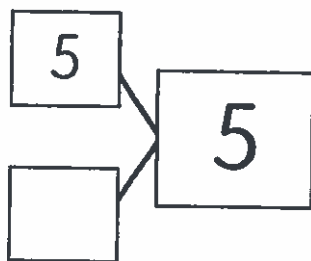
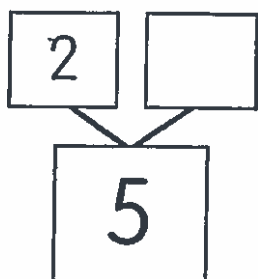
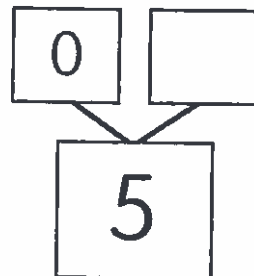
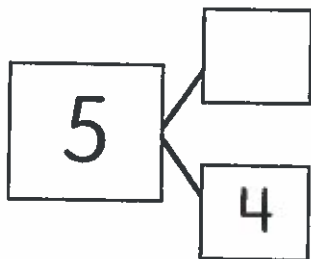
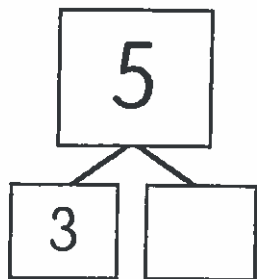
Name _____

Complete each number bond.



Name _____

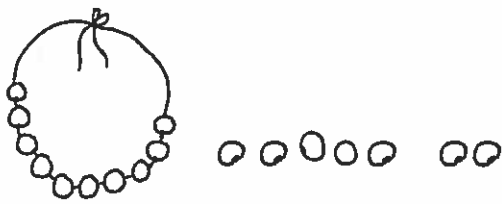
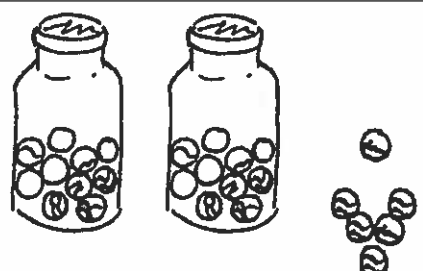
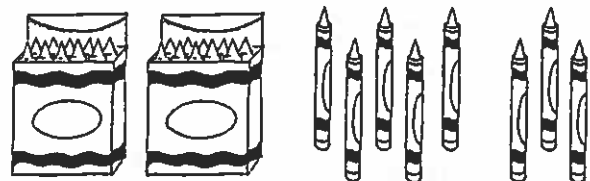
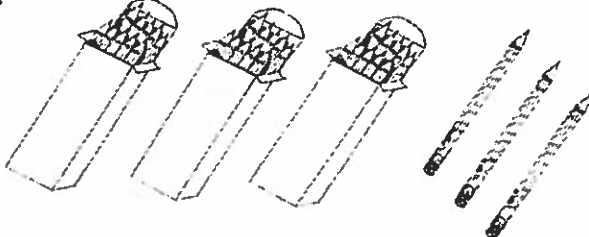
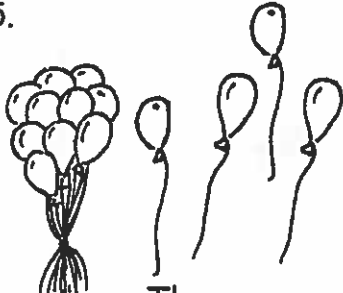
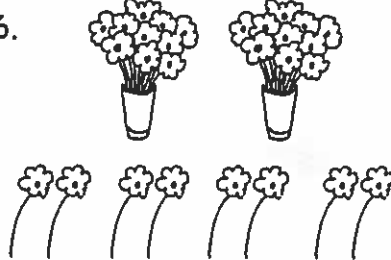

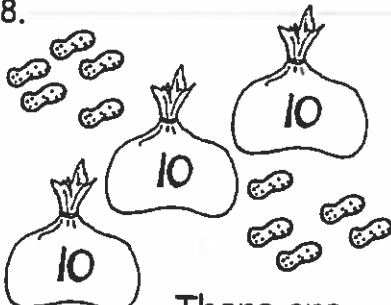
Complete each number bond.



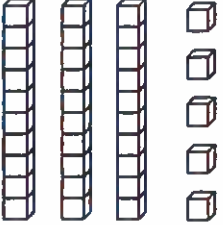
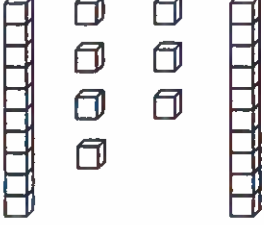
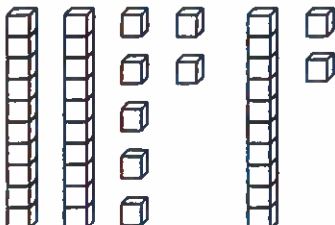
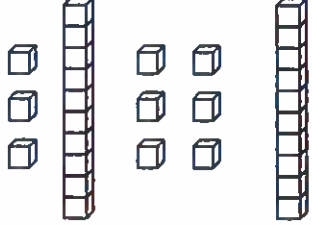
Name _____

Date _____

Write the tens and ones and say the numbers. Complete the statement.

| <p>1.</p>  <p>17 = ____ ten ____ ones</p> | <p>2.</p>  <p>26 = ____ tens ____ ones</p> | | | | | | | | |
|---|---|------|--|--|---|------|------|--|--|
| <p>3.</p>  <p>28 = ____ tens ____ ones</p> | <p>4.</p>  <p>____ tens ____ ones = 33</p> | | | | | | | | |
| <p>5.</p>  <table border="1" data-bbox="518 1209 726 1377"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>There are ____ balloons.</p> | tens | ones | | | <p>6.</p>  <table border="1" data-bbox="1189 1209 1388 1377"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>There are ____ flowers.</p> | tens | ones | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| <p>7.</p>  <table border="1" data-bbox="534 1556 734 1736"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>There are ____ marbles.</p> | tens | ones | | | <p>8.</p>  <table border="1" data-bbox="1189 1556 1388 1736"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>There are ____ peanuts.</p> | tens | ones | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |

Write the tens and ones. Complete the statement.

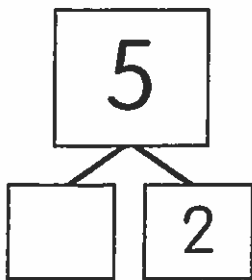
| <p>9.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ cubes.</p> | tens | ones | | | <p>10.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ cubes.</p> | tens | ones | | |
|---|------|------|--|--|--|------|------|--|--|
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| <p>11.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ cubes.</p> | tens | ones | | | <p>12.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ cubes.</p> | tens | ones | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |

Write the missing numbers. Say them the regular way and the Say Ten Way.

| <p>13.</p> <table border="1" style="float: left; margin-right: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="font-size: 2em; margin-left: 100px;">➡ 35</p> <p style="text-align: right; margin-right: 50px;">_____</p> | tens | ones | | | <p>14.</p> <table border="1" style="float: left; margin-right: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-size: 1.5em;">2</td> <td style="text-align: center; font-size: 1.5em;">7</td> </tr> </tbody> </table> <p style="font-size: 2em; margin-left: 100px;">➡ _____</p> <p style="text-align: right; margin-right: 50px;">_____</p> | tens | ones | 2 | 7 |
|--|------|------|---|---|--|------|------|---|---|
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| 2 | 7 | | | | | | | | |
| <p>15.</p> <table border="1" style="float: left; margin-right: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-size: 1.5em;">3</td> <td style="text-align: center; font-size: 1.5em;">9</td> </tr> </tbody> </table> <p style="font-size: 2em; margin-left: 100px;">➡ _____</p> <p style="text-align: right; margin-right: 50px;">_____</p> | tens | ones | 3 | 9 | <p>16.</p> <table border="1" style="float: left; margin-right: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="font-size: 2em; margin-left: 100px;">➡ 29</p> <p style="text-align: right; margin-right: 50px;">_____</p> | tens | ones | | |
| tens | ones | | | | | | | | |
| 3 | 9 | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| <p>17.</p> <table border="1" style="float: left; margin-right: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="text-align: center; font-size: 1.5em;">0</td> </tr> </tbody> </table> <p style="font-size: 2em; margin-left: 100px;">➡ 40</p> <p style="text-align: right; margin-right: 50px;">_____</p> | tens | ones | | 0 | <p>18.</p> <table border="1" style="float: left; margin-right: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="font-size: 2em; margin-left: 100px;">➡ 9</p> <p style="text-align: right; margin-right: 50px;">_____</p> | tens | ones | | |
| tens | ones | | | | | | | | |
| | 0 | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |

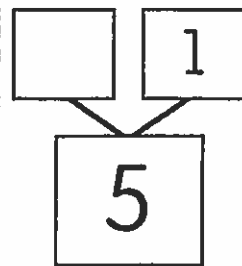
Complete each number bond.

Write two addition sentences.



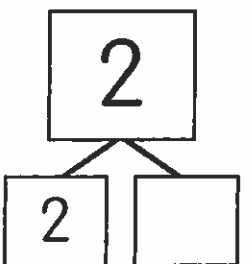
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



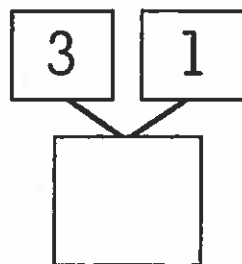
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



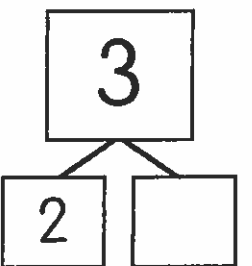
$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$



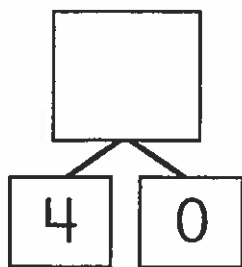
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



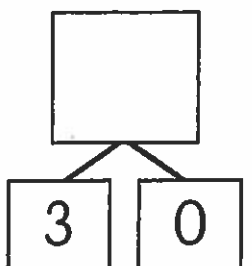
$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$



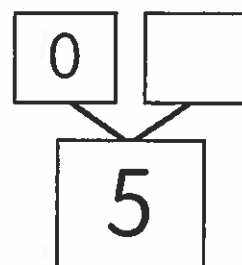
$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$



$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



Name _____

Complete each number bond.

Write two addition sentences.

| | | | |
|--|-----------------------|---|-----------------------|
| 6 | _____ + _____ = _____ | | |
| <table border="1"> <tr> <td>_____</td> <td>4</td> </tr> </table> | _____ | 4 | _____ + _____ = _____ |
| _____ | 4 | | |

| | | | |
|--|-----------------------|-------|-----------------------|
| 6 | _____ + _____ = _____ | | |
| <table border="1"> <tr> <td>1</td> <td>_____</td> </tr> </table> | 1 | _____ | _____ + _____ = _____ |
| 1 | _____ | | |

| | | | |
|--|-------|-----------------------|-----------------------|
| <table border="1"> <tr> <td>_____</td> <td>7</td> </tr> </table> | _____ | 7 | _____ = _____ + _____ |
| _____ | 7 | | |
| <table border="1"> <tr> <td>7</td> </tr> </table> | 7 | _____ = _____ + _____ | |
| 7 | | | |

| | | | |
|--|-------|-----------------------|-----------------------|
| <table border="1"> <tr> <td>0</td> <td>_____</td> </tr> </table> | 0 | _____ | _____ = _____ + _____ |
| 0 | _____ | | |
| <table border="1"> <tr> <td>6</td> </tr> </table> | 6 | _____ = _____ + _____ | |
| 6 | | | |

| | | | |
|--|-----------------------|-------|-----------------------|
| 7 | _____ + _____ = _____ | | |
| <table border="1"> <tr> <td>4</td> <td>_____</td> </tr> </table> | 4 | _____ | _____ + _____ = _____ |
| 4 | _____ | | |

| | | | |
|--|-----------------------|---|-----------------------|
| _____ | _____ = _____ + _____ | | |
| <table border="1"> <tr> <td>2</td> <td>5</td> </tr> </table> | 2 | 5 | _____ = _____ + _____ |
| 2 | 5 | | |

| | | | |
|--|-----------------------|---|-----------------------|
| _____ | _____ = _____ + _____ | | |
| <table border="1"> <tr> <td>6</td> <td>1</td> </tr> </table> | 6 | 1 | _____ = _____ + _____ |
| 6 | 1 | | |

| | | | |
|--|-------|-----------------------|-----------------------|
| <table border="1"> <tr> <td>2</td> <td>_____</td> </tr> </table> | 2 | _____ | _____ + _____ = _____ |
| 2 | _____ | | |
| <table border="1"> <tr> <td>6</td> </tr> </table> | 6 | _____ + _____ = _____ | |
| 6 | | | |

Complete each number sentence.

1 $2 + 4 = \underline{\quad}$ **2** $6 - 4 = \underline{\quad}$ **3** $7 + \underline{\quad} = 7$

4 $\underline{\quad} - 5 = 1$ **5** $7 - \underline{\quad} = 3$ **6** $\underline{\quad} + 1 = 6$

7 $6 - 6 = \underline{\quad}$ **8** $\underline{\quad} = 4 + 3$ **9** $\underline{\quad} = 7 - 2$

10 $\underline{\quad} = 5 + 2$ **11** $1 = \underline{\quad} - 6$ **12** $3 = 6 - \underline{\quad}$

13 $7 - \underline{\quad} = 6$ **14** $6 = \underline{\quad} + 5$ **15** $6 = 0 + \underline{\quad}$

16 $4 + \underline{\quad} = 6$ **17** $2 + 5 = \underline{\quad}$ **18** $\underline{\quad} - 0 = 6$

19 $\underline{\quad} + 3 = 6$ **20** $\underline{\quad} = 7 - 5$ **21** $7 = \underline{\quad} + 1$

22 $0 = \underline{\quad} - 7$ **23** $7 = 3 + \underline{\quad}$ **24** $4 = 6 - \underline{\quad}$



Name _____

Complete each number sentence.

1 $6 + 2 = \underline{\quad}$ **2** $9 - 2 = \underline{\quad}$ **3** $3 + \underline{\quad} = 8$

4 $\underline{\quad} - 4 = 4$ **5** $9 - \underline{\quad} = 0$ **6** $\underline{\quad} + 1 = 9$

7 $9 - 4 = \underline{\quad}$ **8** $\underline{\quad} = 6 + 3$ **9** $\underline{\quad} = 8 - 7$

10 $\underline{\quad} = 9 + 0$ **11** $8 = \underline{\quad} - 0$ **12** $3 = 9 - \underline{\quad}$

13 $9 - \underline{\quad} = 1$ **14** $9 = \underline{\quad} + 4$ **15** $8 = 4 + \underline{\quad}$

16 $2 + \underline{\quad} = 9$ **17** $4 + 5 = \underline{\quad}$ **18** $\underline{\quad} - 3 = 5$

19 $\underline{\quad} + 8 = 8$ **20** $\underline{\quad} = 9 - 3$ **21** $8 = \underline{\quad} + 6$

22 $2 = \underline{\quad} - 6$ **23** $8 = 5 + \underline{\quad}$ **24** $7 = 8 - \underline{\quad}$

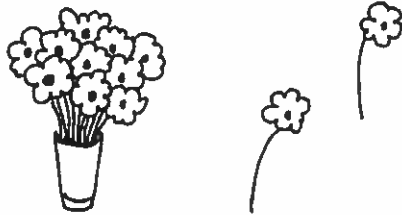


Name _____

Date _____

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1.



_____ ten _____ ones is the same as
_____ ones.

2.



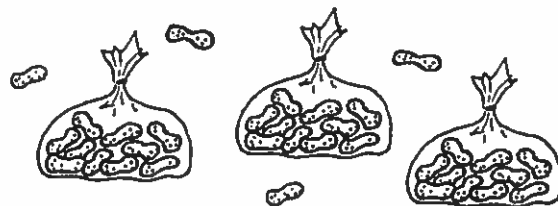
_____ tens _____ ones is the same as
_____ ones.

3.



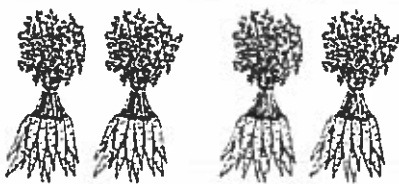
_____ tens _____ ones is the same as
_____ ones.

4.



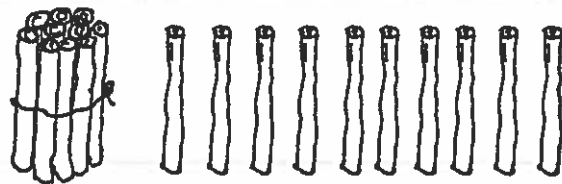
_____ tens _____ ones is the same as
_____ ones.

5.



_____ tens _____ ones is the same as
_____ ones.

6.

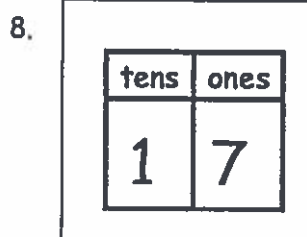


_____ ten _____ ones is the same as
_____ ones.

Match.

7. 3 tens 2 ones

29 ones



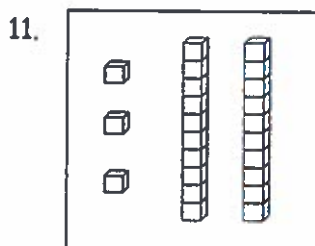
40 ones

9. 37 ones

23 ones

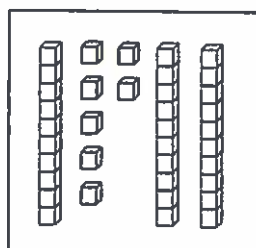
10. 4 tens

32 ones



17 ones

12. 9 ones 2 tens



Fill in the missing numbers.

13. 15 →

| tens | ones |
|------|------|
| | |

 → _____ ones

14. _____ → _____ tens _____ ones → 39 ones

Name _____

Complete each number bond.

Write one or two subtraction sentences.

| | | | |
|---|--|--|--|
| 6 | | | |
| 3 | | | |

_____ = _____ - _____

| | | | |
|---|---|--|--|
| 7 | | | |
| | 1 | | |

_____ = _____ - _____

| | | | |
|---|---|--|--|
| 6 | | | |
| | 4 | | |

_____ - _____ = _____

_____ - _____ = _____

| | | | |
|---|---|--|--|
| 5 | 1 | | |
| | | | |

_____ = _____ - _____

_____ = _____ - _____

| | | | |
|---|--|--|--|
| 7 | | | |
| 3 | | | |

_____ - _____ = _____

_____ - _____ = _____

| | | | |
|---|---|--|--|
| 7 | | | |
| | 5 | | |

_____ - _____ = _____

_____ - _____ = _____

| | | | |
|---|--|--|--|
| 6 | | | |
| 0 | | | |

_____ - _____ = _____

_____ - _____ = _____

| | | | |
|---|---|--|--|
| 7 | 0 | | |
| | | | |

_____ = _____ - _____

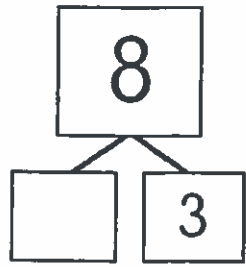
_____ = _____ - _____



Name _____

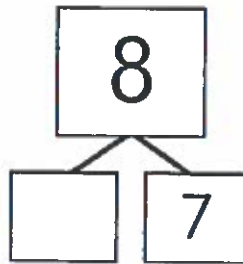
Complete each number bond.

Write two subtraction sentences.



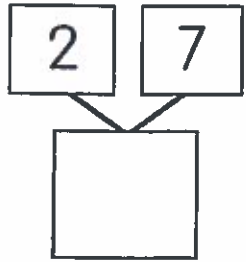
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



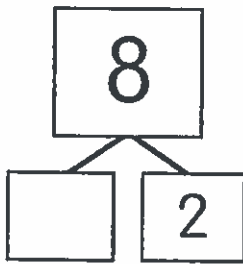
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



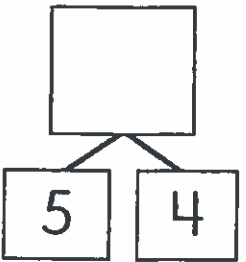
$$\underline{\quad} = \underline{\quad} - \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} - \underline{\quad}$$



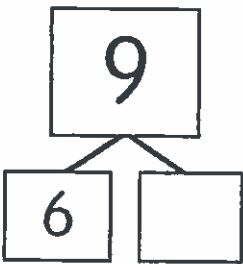
$$\underline{\quad} = \underline{\quad} - \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} - \underline{\quad}$$



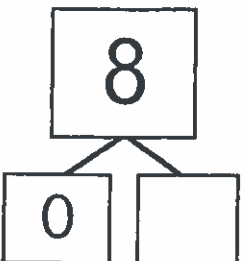
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



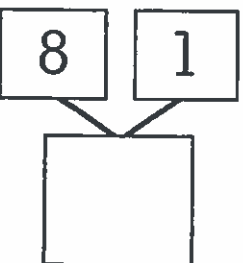
$$\underline{\quad} = \underline{\quad} - \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} - \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} = \underline{\quad} - \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} - \underline{\quad}$$

Complete each number bond.

Write two addition sentences.

| | |
|--|-----------------------|
| <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">8</div> | _____ + _____ = _____ |
| <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">1</div> </div> | _____ + _____ = _____ |

| | |
|---|-----------------------|
| <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">4</div> </div> | _____ + _____ = _____ |
| <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">9</div> | _____ + _____ = _____ |

| | |
|---|-----------------------|
| <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">7</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">2</div> </div> | _____ = _____ + _____ |
| <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> </div> | _____ = _____ + _____ |

| | |
|--|-----------------------|
| <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> </div> | _____ + _____ = _____ |
| <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">6</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">3</div> </div> | _____ + _____ = _____ |

| | |
|--|-----------------------|
| <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> </div> | _____ = _____ + _____ |
| <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">5</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">3</div> </div> | _____ = _____ + _____ |

| | |
|--|-----------------------|
| <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">8</div> | _____ = _____ + _____ |
| <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">6</div> </div> | _____ = _____ + _____ |

| | |
|--|-----------------------|
| <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> </div> | _____ = _____ + _____ |
| <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">8</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">0</div> </div> | _____ = _____ + _____ |

| | |
|---|-----------------------|
| <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div> </div> | _____ + _____ = _____ |
| <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">9</div> | _____ + _____ = _____ |



Name _____

Complete each number bond.

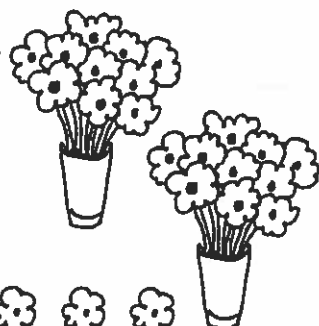
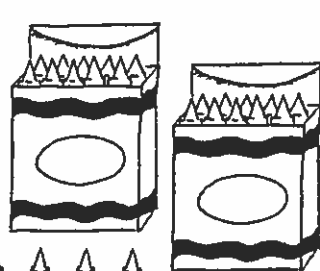
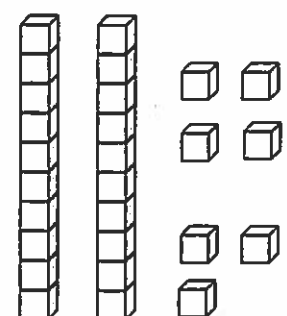
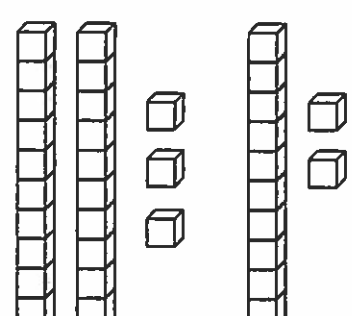
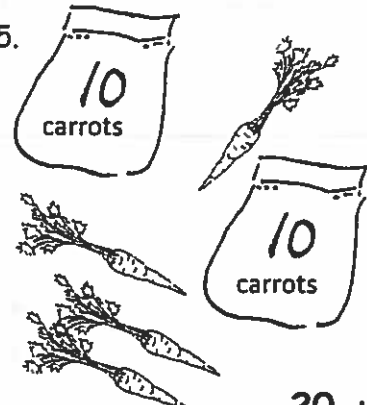
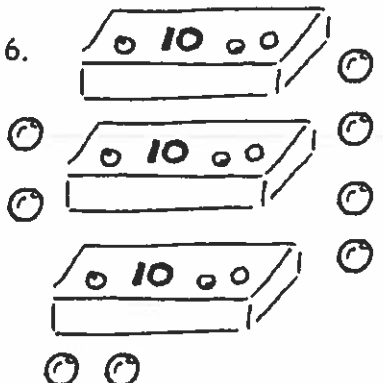
Write one or two addition sentences.

| | |
|--|---|
| <div><div>10</div><div><div></div><div>9</div></div></div> <div>_____ = _____ + _____</div> <div>_____ = _____ + _____</div> | <div><div>6</div><div>4</div></div> <div><div></div></div> <div>_____ = _____ + _____</div> <div>_____ = _____ + _____</div> |
| <div><div>10</div><div><div></div><div>0</div></div></div> <div>_____ + _____ = _____</div> <div>_____ + _____ = _____</div> | <div><div>8</div><div></div></div> <div><div>10</div></div> <div>_____ = _____ + _____</div> <div>_____ = _____ + _____</div> |
| <div><div></div><div><div>7</div><div>3</div></div></div> <div>_____ + _____ = _____</div> <div>_____ + _____ = _____</div> | <div><div>10</div><div><div></div><div>5</div></div></div> <div>_____ + _____ = _____</div> |

Name _____

Date _____

Fill in the number bond or write the tens and ones. Complete the addition sentences.

| <p>1. </p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> </div> <p>$3 + 20 = \underline{\quad}$</p> <p>20 more than 3 is $\underline{\quad}$</p> | <p>2. </p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> </div> <p>$20 + 4 = \underline{\quad}$</p> <p>4 more than 20 is $\underline{\quad}$</p> | | | | | | | | |
|---|--|------|--|--|---|------|------|--|--|
| <p>3. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>$7 + 20 = \underline{\quad}$</p> | tens | ones | | | <p>4. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>$\underline{\quad} + 30 = \underline{\quad}$</p> | tens | ones | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| <p>5. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>$20 + \underline{\quad} = \underline{\quad}$</p> | tens | ones | | | <p>6. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p> | tens | ones | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |

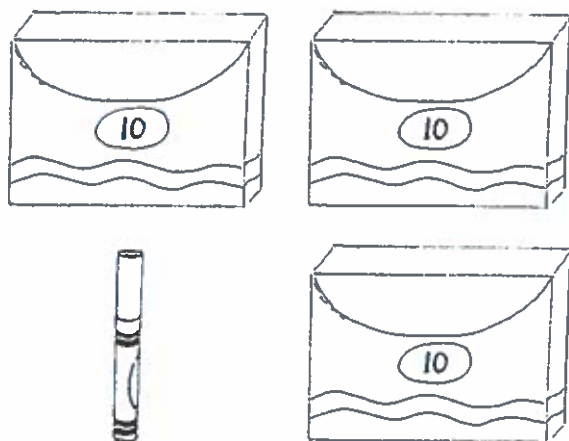
Match the pictures with the words.

7.



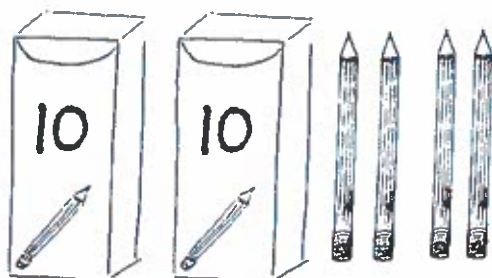
1 and 30 make _____.

8.



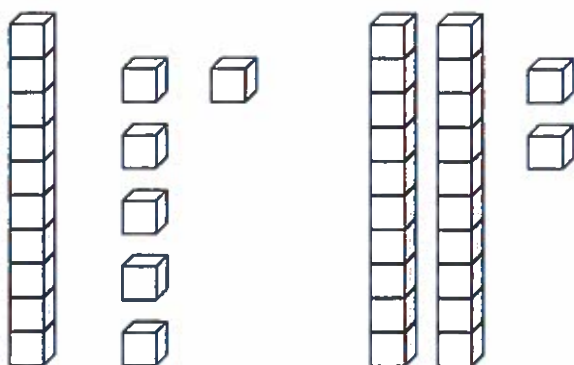
$8 + 30 =$ _____.

9.



2 more than 10 is _____.

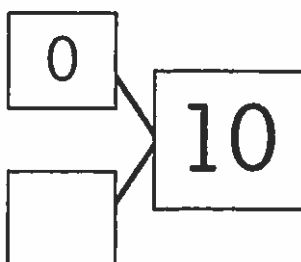
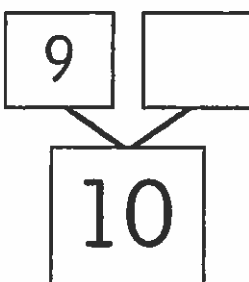
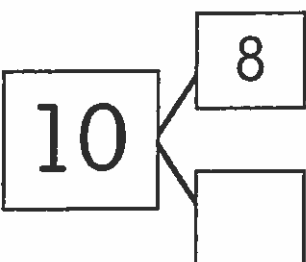
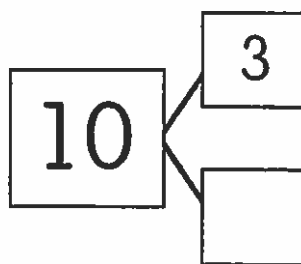
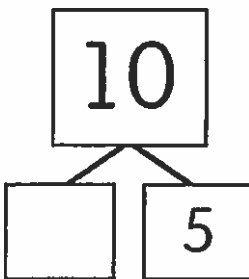
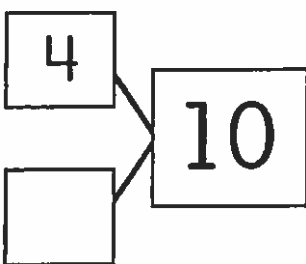
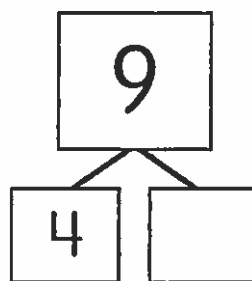
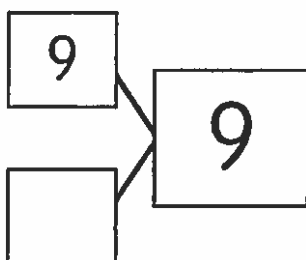
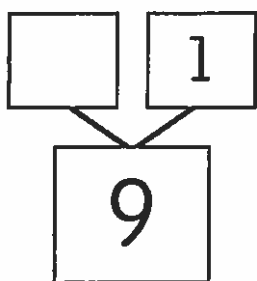
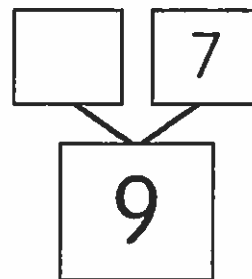
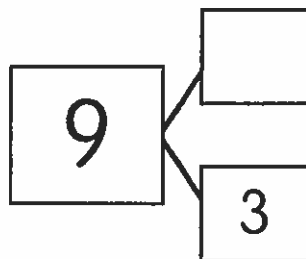
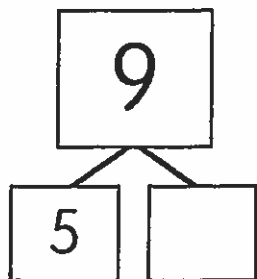
10.



$20 + 4 =$ _____.

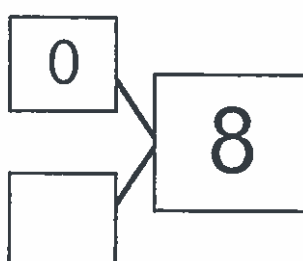
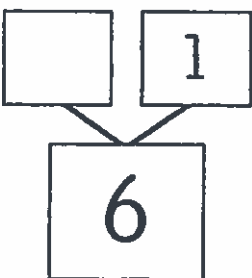
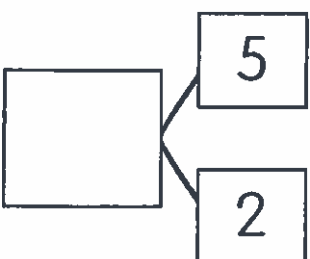
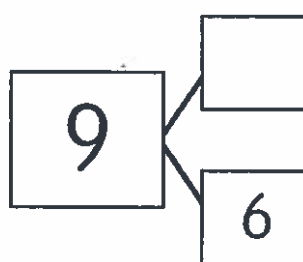
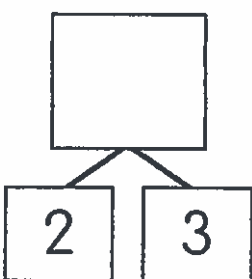
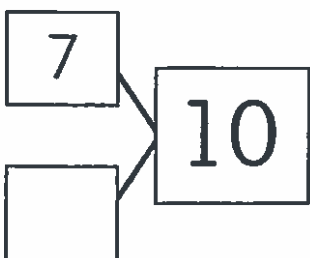
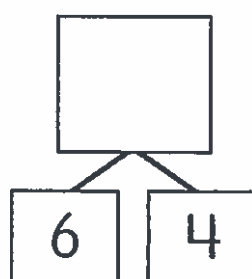
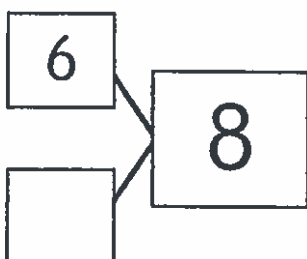
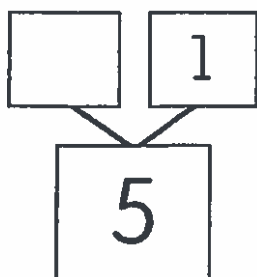
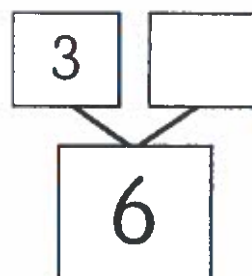
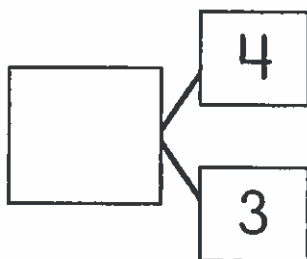
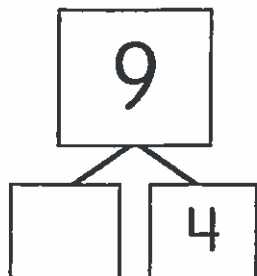
Name _____

Complete each number bond.



Name _____

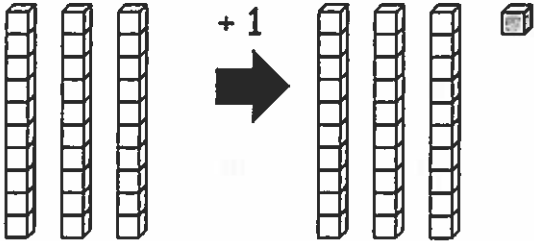
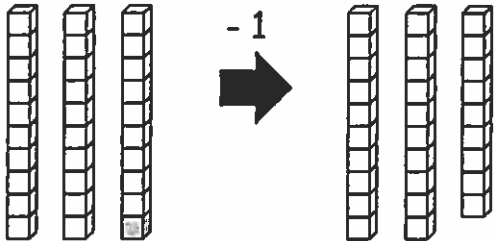
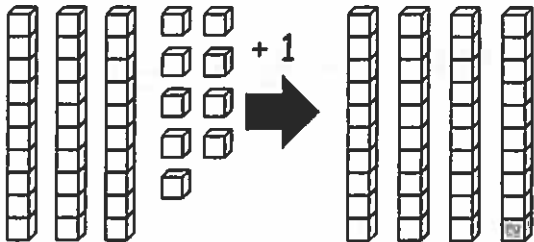
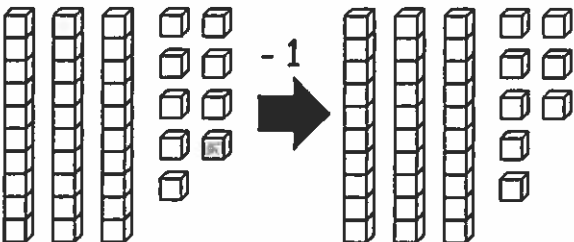
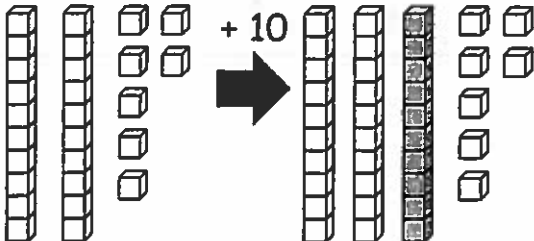
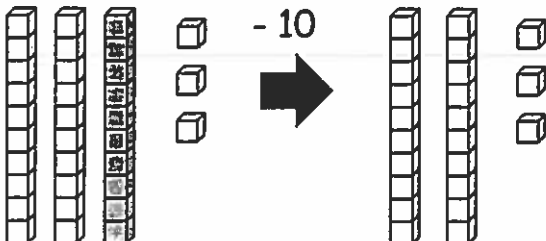
Complete each number bond.



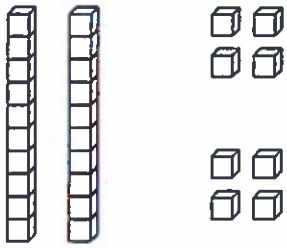
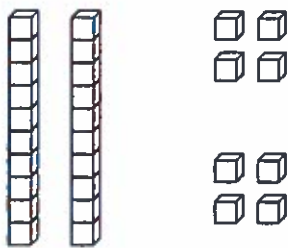
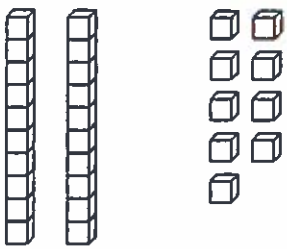
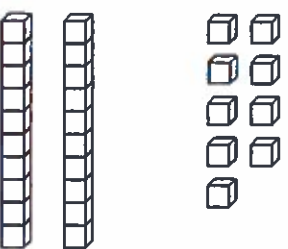
Name _____

Date _____

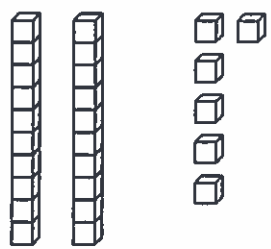
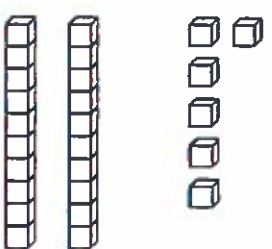
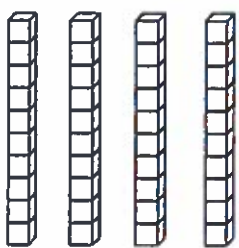
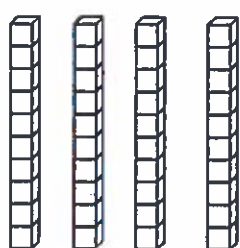
Write the number.

| | |
|--|---|
| <p>1.</p>  <p>1 more than 30 is _____.</p> | <p>2.</p>  <p>1 less than 30 is _____.</p> |
| <p>3.</p>  <p>1 more than 39 is _____.</p> | <p>4.</p>  <p>1 less than 39 is _____.</p> |
| <p>5.</p>  <p>10 more than 27 is _____.</p> | <p>6.</p>  <p>10 less than 33 is _____.</p> |

Draw 1 more or 10 more. You may use a quick ten to show 10 more.

| | |
|--|---|
| <p>7.</p>  <p>1 more than 28 is _____.</p> | <p>8.</p>  <p>10 more than 28 is _____.</p> |
| <p>9.</p>  <p>1 more than 29 is _____.</p> | <p>10.</p>  <p>10 more than 29 is _____.</p> |

Cross off (x) to show 1 less or 10 less.

| | |
|---|---|
| <p>11.</p>  <p>10 less than 26 is _____.</p> | <p>12.</p>  <p>1 less than 26 is _____.</p> |
| <p>13.</p>  <p>10 less than 40 is _____.</p> | <p>14.</p>  <p>1 less than 40 is _____.</p> |

Complete each number sentence.

1 $1 + 8 = \underline{\quad}$

2 $3 = \underline{\quad} + 0$

3 $4 + \underline{\quad} = 7$

4 $2 + \underline{\quad} = 7$

5 $0 + 4 = \underline{\quad}$

6 $6 + 2 = \underline{\quad}$

7 $\underline{\quad} = 6 + 0$

8 $\underline{\quad} + 4 = 9$

9 $\underline{\quad} = 2 + 1$

10 $0 + 1 = \underline{\quad}$

11 $\underline{\quad} = 1 + 6$

12 $10 = 5 + \underline{\quad}$

13 $\underline{\quad} + 1 = 8$

14 $2 + \underline{\quad} = 2$

15 $1 + 1 = \underline{\quad}$

16 $5 = 4 + \underline{\quad}$

17 $10 = 0 + \underline{\quad}$

18 $\underline{\quad} + 3 = 5$

19 $\underline{\quad} = 3 + 3$

20 $1 + 3 = \underline{\quad}$

21 $\underline{\quad} = 5 + 3$

22 $4 + 6 = \underline{\quad}$

23 $9 = 3 + \underline{\quad}$

24 $4 + 2 = \underline{\quad}$



Name _____

Complete each number sentence.

Look for patterns.

$0 + 0 = \underline{\quad}$

$1 + 0 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$0 + 1 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

Talk About It

How can you use the total of $4 + 4$ to find $4 + 5$?

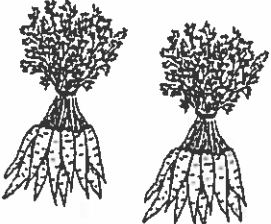
How can you use the total of $4 + 4$ to find $4 + 3$?



Name _____

Date _____

Fill in the place value chart and the blanks.

1. 

| tens | ones |
|------|------|
| | |

20 = _____ tens.

2. 

| tens | ones |
|------|------|
| | |

14 = _____ ten and _____ ones.

3. 

| dimes | pennies |
|-------|---------|
| | |

_____ = 3 tens 5 ones.

4. 

| dimes | pennies |
|-------|---------|
| | |

_____ = 2 tens 6 ones.

5. 


| dimes | pennies |
|-------|---------|
| | |

_____ = _____ tens _____ ones.

6. 

| dimes | pennies |
|-------|---------|
| | |

_____ = _____ tens _____ ones.

7. 

| tens | ones |
|------|------|
| | |

_____ = _____ tens _____ ones.

8. 

| tens | ones |
|------|------|
| | |

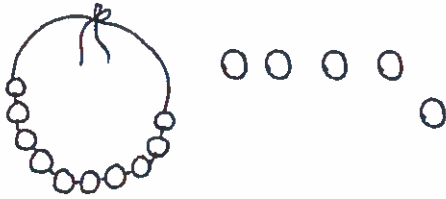
_____ tens _____ ones = _____.



10 more than 25 is 35

Fill in the blank. Draw or cross off tens or ones as needed.

9.



1 more than 15 is _____.

10.



10 more than 5 is _____.

11.



10 more than 30 is _____.

12.



1 more than 30 is _____.

13.



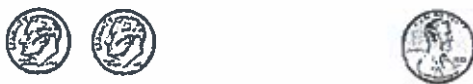
1 less than 24 is _____.

14.



10 less than 24 is _____.

15.



10 less than 21 is _____.

16.



1 less than 21 is _____.

Complete each number sentence.

1 $10 - 8 = \underline{\quad}$ 2 $3 = \underline{\quad} - 1$ 3 $\underline{\quad} = 10 - 3$

4 $7 - \underline{\quad} = 2$ 5 $8 - 5 = \underline{\quad}$ 6 $6 = \underline{\quad} - 2$

7 $\underline{\quad} = 6 - 0$ 8 $\underline{\quad} - 4 = 1$ 9 $4 - 3 = \underline{\quad}$

10 $6 - 3 = \underline{\quad}$ 11 $\underline{\quad} = 3 - 1$ 12 $9 - \underline{\quad} = 4$

13 $\underline{\quad} = 9 - 7$ 14 $7 - 3 = \underline{\quad}$ 15 $\underline{\quad} - 1 = 6$

16 $5 = 6 - \underline{\quad}$ 17 $10 = 10 - \underline{\quad}$ 18 $10 - 5 = \underline{\quad}$

19 $\underline{\quad} = 8 - 8$ 20 $9 - 3 = \underline{\quad}$ 21 $\underline{\quad} = 10 - 1$

22 $5 - 2 = \underline{\quad}$ 23 $\underline{\quad} = 4 - 2$ 24 $2 = \underline{\quad} - 0$



Name _____

Complete each number bond.

Write one or two subtraction sentences.

| | |
|------------------------|-----------------------|
| 10 | _____ - _____ = _____ |
| 2 <input type="text"/> | _____ - _____ = _____ |

| | |
|------------------------|-----------------------|
| 10 | _____ = _____ - _____ |
| <input type="text"/> 5 | _____ = _____ - _____ |

| | |
|----------------------|-----------------------|
| 9 1 | _____ = _____ - _____ |
| <input type="text"/> | _____ = _____ - _____ |

| | |
|------------------------|-----------------------|
| <input type="text"/> 3 | _____ = _____ - _____ |
| 10 | _____ = _____ - _____ |

| | |
|----------------------|-----------------------|
| <input type="text"/> | _____ - _____ = _____ |
| 6 4 | _____ - _____ = _____ |

| | |
|------------------------|-----------------------|
| 10 | _____ - _____ = _____ |
| <input type="text"/> 0 | _____ - _____ = _____ |



Name _____

Complete each number sentence.

1 $6 + 2 = \underline{\quad}$ **2** $2 - 2 = \underline{\quad}$ **3** $2 + \underline{\quad} = 6$

4 $\underline{\quad} - 2 = 7$ **5** $7 - \underline{\quad} = 1$ **6** $\underline{\quad} + 1 = 3$

7 $5 - 3 = \underline{\quad}$ **8** $\underline{\quad} = 3 + 2$ **9** $\underline{\quad} = 3 - 0$

10 $\underline{\quad} = 2 + 2$ **11** $5 = \underline{\quad} - 2$ **12** $1 = 6 - \underline{\quad}$

13 $8 - \underline{\quad} = 7$ **14** $0 = \underline{\quad} + 0$ **15** $10 = 7 + \underline{\quad}$

16 $0 + \underline{\quad} = 1$ **17** $4 + 3 = \underline{\quad}$ **18** $\underline{\quad} - 4 = 4$

19 $\underline{\quad} + 1 = 2$ **20** $\underline{\quad} = 9 - 4$ **21** $8 = \underline{\quad} + 5$

22 $6 = \underline{\quad} - 4$ **23** $9 = 3 + \underline{\quad}$ **24** $1 = 4 - \underline{\quad}$



Name _____

Complete each number sentence.

1 $6 + 4 = \underline{\quad}$ **2** $10 - 3 = \underline{\quad}$ **3** $8 + \underline{\quad} = 10$

4 $\underline{\quad} - 1 = 9$ **5** $10 - \underline{\quad} = 5$ **6** $\underline{\quad} + 6 = 10$

7 $10 - 0 = \underline{\quad}$ **8** $\underline{\quad} = 0 + 10$ **9** $\underline{\quad} = 10 - 2$

10 $\underline{\quad} = 5 + 5$ **11** $1 = \underline{\quad} - 9$ **12** $6 = 10 - \underline{\quad}$

13 $10 - \underline{\quad} = 2$ **14** $10 = \underline{\quad} + 7$ **15** $10 = 5 + \underline{\quad}$

16 $\underline{\quad} + 1 = 10$ **17** $7 + 3 = \underline{\quad}$ **18** $\underline{\quad} - 10 = 0$

19 $2 + \underline{\quad} = 10$ **20** $\underline{\quad} = 10 - 6$ **21** $10 = \underline{\quad} + 9$

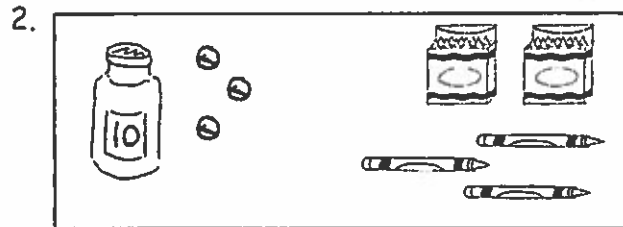
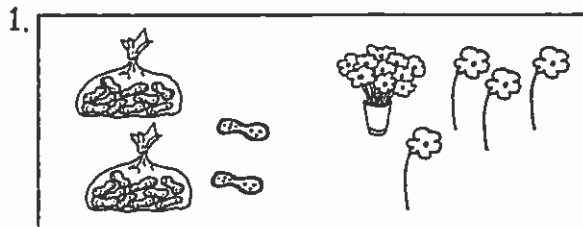
22 $5 = \underline{\quad} - 5$ **23** $10 = 10 + \underline{\quad}$ **24** $3 = 10 - \underline{\quad}$



Name _____

Date _____

Write the number, and circle the set that is *greater* in each pair. Say a statement to compare the two sets.

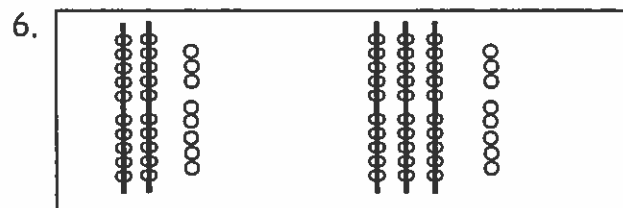
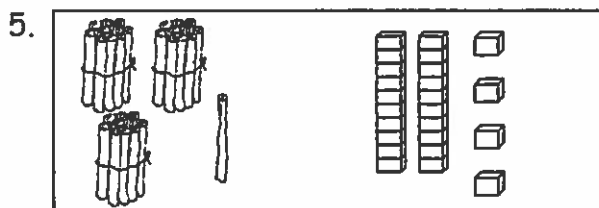


Circle the number that is *greater* for each pair.

3. 3 tens 8 ones 3 tens 9 ones

4. 25 35

Write the number, and circle the set that is *less* in each pair. Say a statement to compare the two sets.



Circle the number that is *less* for each pair.

7. 2 tens 7 ones 3 tens 7 ones

8. 22 29

9. Circle the set of coins that has *less* value.



10. Circle the set of coins that has *greater* value.



Katelyn and Johnny are playing comparison with cards. They have recorded the totals for each round. For each round, circle the **total** that won the cards, and write the statement. The first one is done for you.

ROUND 1: The total that is **greater** wins.

| |
|------------------------|
| <u>Katelyn's Total</u> |
| 16 |

| |
|-----------------------|
| <u>Johnny's Total</u> |
| 19 |

19 is greater than 16.

a. ROUND 2: The total that is **less** wins.

| |
|------------------------|
| <u>Katelyn's Total</u> |
| 27 |

| |
|-----------------------|
| <u>Johnny's Total</u> |
| 24 |

b. ROUND 3: The total that is **greater** wins.

| |
|------------------------|
| <u>Katelyn's Total</u> |
| 32 |

| |
|-----------------------|
| <u>Johnny's Total</u> |
| 22 |

c. ROUND 4: The total that is **less** wins.

| |
|------------------------|
| <u>Katelyn's Total</u> |
| 29 |

| |
|-----------------------|
| <u>Johnny's Total</u> |
| 26 |

d. If Katelyn's total is 39, and Johnny's total has 3 tens 9 ones, who would have a greater total? Draw a math drawing to explain how you know.

Name: _____ Date: _____

Buy or Trade

Read each sentence.

Circle the word **buy** if the person is showing how to **buy**.

Circle the word **trade** if the person is showing how to **trade**.

1. Holly gives away her pencil for a new marker.

buy

trade

2. Juan spends his birthday money on a book.

buy

trade

3. April gets a bike for her radio.

buy

trade

4. Nick pays for a haircut at the barber shop.

buy

trade

5. Pam switches her chores with her brother's chores.

buy

trade

Name: _____ Date: _____

Weekly Literacy Connection

Use the words in the word bank to complete each sentence.

| | | |
|---------|-----------|------|
| weavers | bartering | bank |
|---------|-----------|------|

1. People can save money in a _____.
2. People who make cloth are called _____.
3. Trading goods and services is called _____.

Put the following words in ABC order.

trade save buy money

4. _____
5. _____
6. _____
7. _____

Correct the sentence. Rewrite it on the lines below.

8. save in case People can money emergency. of an

Name: _____

Date: _____

Fill in the circle next to the best answer.

1. Many people take their money to a _____ to keep it safe.

- Ⓐ doctor
- Ⓑ bank

2. People trade goods and _____.

- Ⓐ services
- Ⓑ names

3. About 4,000 years ago, _____ was invented.

- Ⓐ money
- Ⓑ coffee

4. Long ago, some people used coins made of _____ or gold.

- Ⓐ bronze
- Ⓑ silver

5. One peso is equal to 100 centavos.

- Ⓐ yes
- Ⓑ no

Write the answer on the line.

6. Write a sentence about trade.

7. What does "Save for a rainy day" mean?

Name: _____

Date: _____

Fill in the circle next to the best answer.

1. People _____ money to buy things in the future.

- Ⓐ save
- Ⓑ lose

2. You should buy the things you want before you buy the things you need.

- Ⓐ yes
- Ⓑ no

3. Before you save money to buy something, you _____.

- Ⓐ need to tell a friend about it
- Ⓑ need to know how much it costs

4. Sharing money to help others is called _____.

- Ⓐ donating
- Ⓑ bartering

5. A person who gives you goods or services for your money is a _____.

- Ⓐ consumer
- Ⓑ seller

Write the answer on the line.

6. How can people help take care of dogs and cats in shelters? Write your answer in a complete sentence.

7. How can you be responsible with your money?

Name: _____

Date: _____

Weekly Literacy Connection**Use the words in the word bank to complete each sentence.**

| | | |
|-------|----------|-----------|
| buyer | donating | Producers |
|-------|----------|-----------|

1. Sharing money is called _____.
2. A _____ spends money on goods and services.
3. _____ are people who make goods or provide services.

Put the following words in ABC order.

| | | | |
|--------|-------|------|--------|
| seller | money | bank | saving |
|--------|-------|------|--------|

4. _____
5. _____
6. _____
7. _____

Correct the sentence. Rewrite it on the lines below.

8. money very Saving is important.
- _____

Name: _____

Date: _____

Save, Share or Spend

Read each sentence. Then cut out the words **save**, **share** and **spend**. Glue the word at end of the sentence that it matches.

1. Greg finds a nickel and puts it in his piggy bank.
2. Lois buys pencils to take for school.
3. Wendy donates money to help sick animals.
4. Max collects money for his class trip.
5. Abby donates money to save the whales.
6. Hank just bought a new car.



save

spend

share

save

spend

share

1.

2.

3.

4.

5.

6.

Name: _____

Reading Day I

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

What is the setting of the story?

Fiction:

Who are the characters in the story?

Non-Fiction:

What is the topic of the text?

What is a new fact you learned about this topic?

Name: _____

Reading Day 2

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

What was the problem in the story?

Fiction:

How was the problem resolved?

Non-Fiction:

Write 2 facts you learned from the text?

What is a question you still have about this topic?

Name: _____

Reading Day 3

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

Describe how the main character felt in the story.

Fiction:

Describe a time you felt that way.

Non-Fiction:

What is the main idea of the story?

Write 2 details that support the main idea.

Name: _____

Reading Day 4

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

What did the author do to make the story funny or interesting?

Fiction:

Would you recommend this book to a friend? Tell why or why not.

Non-Fiction:

Read the title, what is something you already know about the topic?

What is something you learned about this topic that you didn't know?

Name:

Reading Day 5

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

What do the characters actions tell you about one inside character trait?

.....

.....

.....

.....

Fiction:

How are you like or not like the main character?

.....

.....

.....

.....

Non-Fiction:

How do the illustrations help you understand the text?

.....

.....

.....

.....

What was the best part of the text?

.....

.....

.....

Name: _____

Reading Day 6

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

What is the setting of the story?

Fiction:

Who are the characters in the story?

Non-Fiction:

What is the topic of the text?

What is a new fact you learned about this topic?

Name: _____

Reading Day 7

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

What was the problem in the story?

Fiction:

How was the problem resolved?

Non-Fiction:

Write 2 facts you learned from the text?

What is a question you still have about this topic?

Name: _____

Reading Day 8

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

Describe how the main character felt in the story.

Fiction:

Describe a time you felt that way.

Non-Fiction:

What is the main idea of the story?

Write 2 details that support the main idea.

Name: _____

Reading Day 9

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

What did the author do to make the story funny or interesting?

Fiction:

Would you recommend this book to a friend? Tell why or why not.

Non-Fiction:

Read the title, what is something you already know about the topic?

What is something you learned about this topic that you didn't know?

Name: _____

Reading Day 10

Answer each questions using a complete sentence. You only have to answer the 2 questions for the genre of the book you read.

Fiction:

What do the characters actions tell you about one inside character trait?

Fiction:

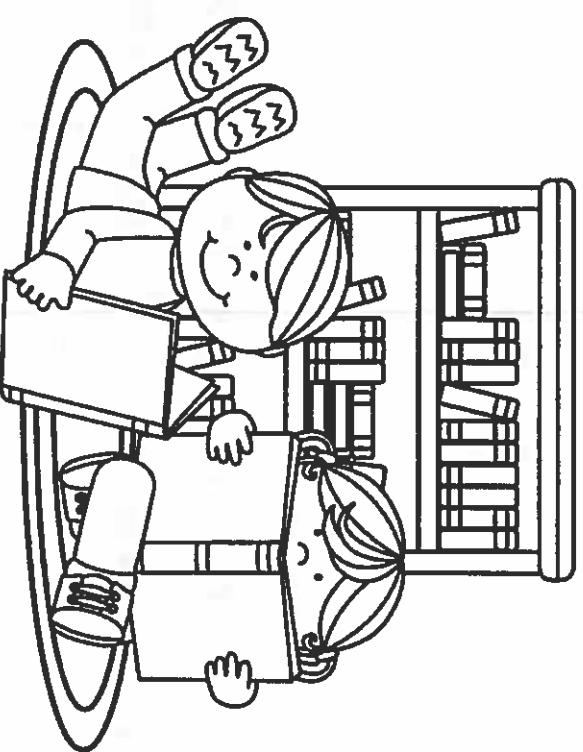
How are you like or not like the main character?

Non-Fiction:

How do the illustrations help you understand the text?

What was the best part of the text?

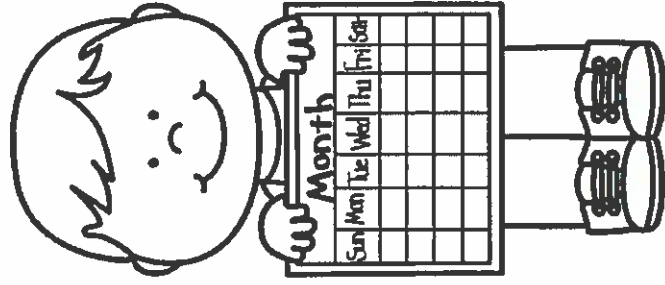
Our School Day



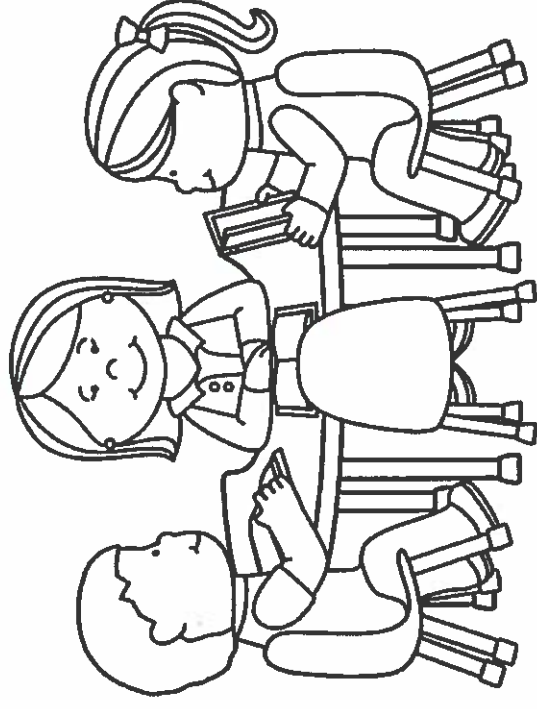
Written By: Tara West

G Level

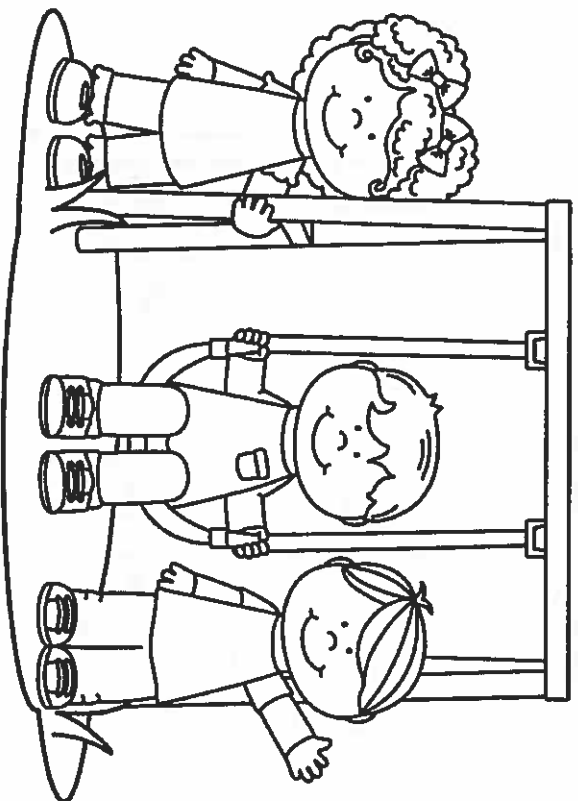
After reading groups, we go to specials. We go to art, music, PE, library, or computer lab. After this, it is time to pack up and go home for the day.



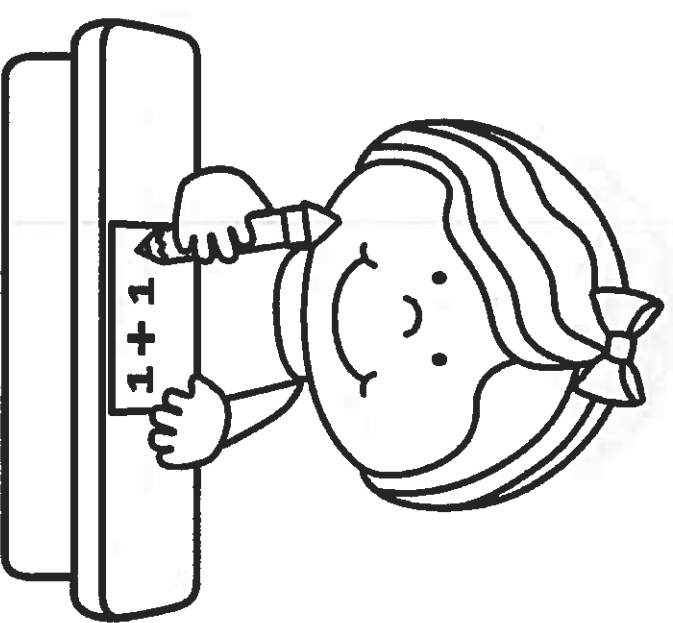
Our school day is very busy. We start our day with calendar. We learn about numbers, patterns, days of the week, months of the year, and more.



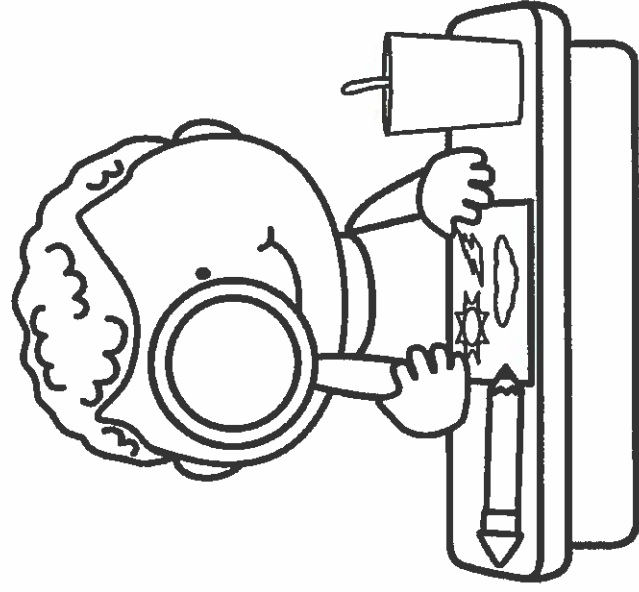
Once we come inside, we have reading groups. We learn about words, reading, and writing. "I love reading!" Seth said.



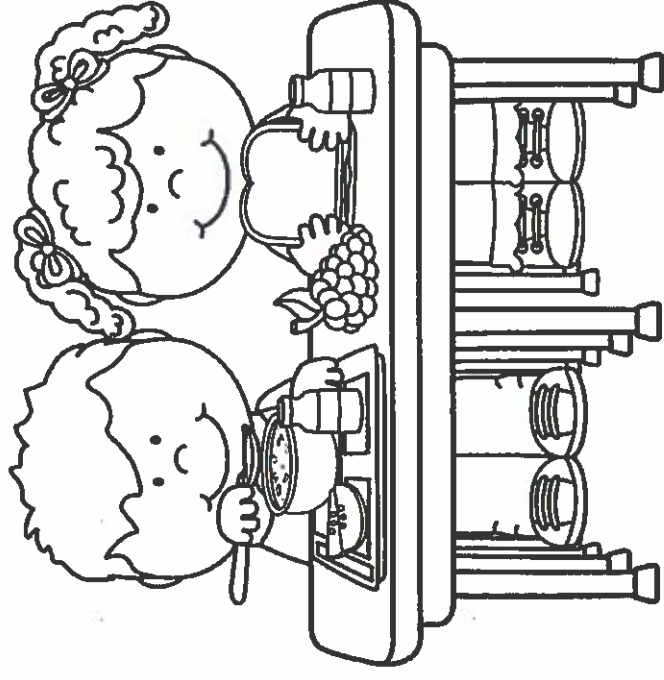
After lunch, we go to recess. At recess we play, jump, and run. "I love recess!" said Jared. "I like playing with my friends outside," said Jaylene.



After calendar, we learn about math. We play games, sing songs, count, and write numbers. "Math can be hard, but I keep trying," said Kim.



Then, we study science. Sometimes we read books and other times we observe. "I love science!" William said with a smile.



After science, it is lunch time. We get to sit with our friends. "Our lunch is so yummy!" said Luke. "I bring lunch from home," Jamie said.

Name: _____

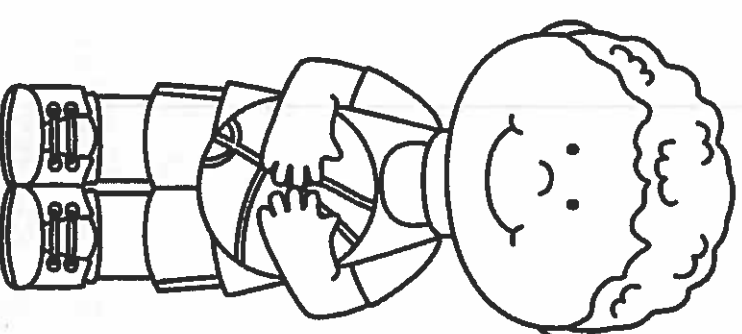
THiNK & COMPREHeND

1. What are they learning during calendar?

2. How do they learn science?

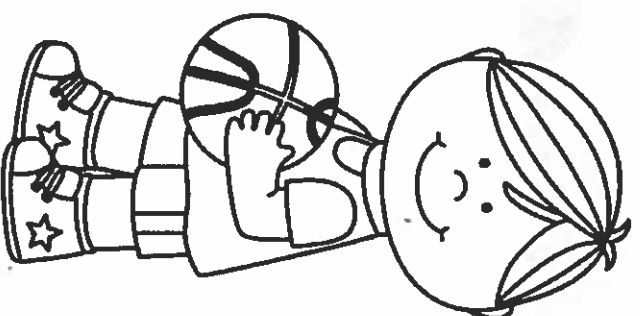
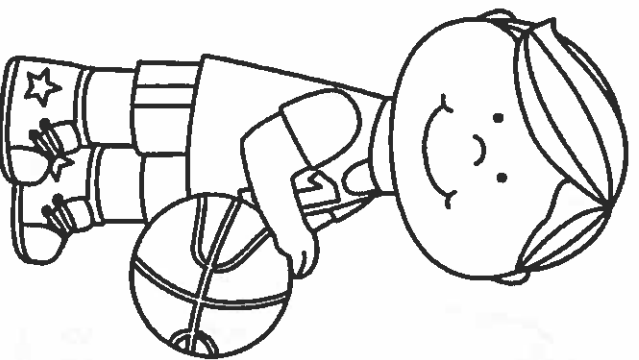
3. What do they do at recess?

Basketball Game

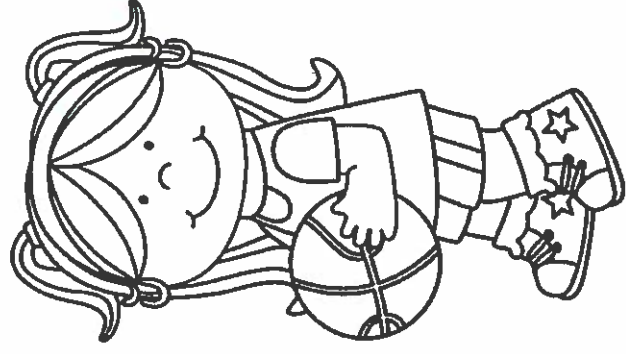
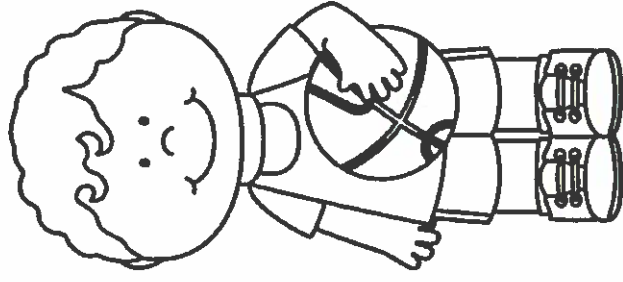


Written By: Tara West

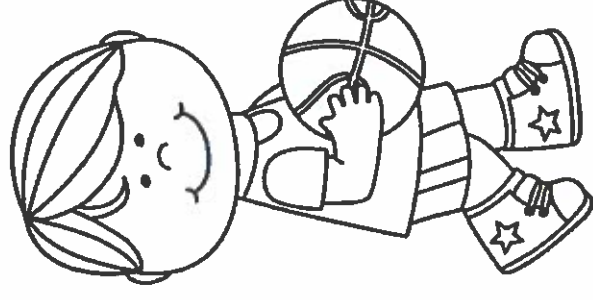
G Level



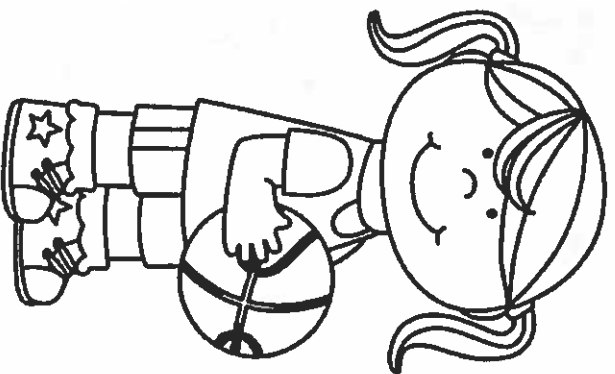
**It was a great game,
but in the end there
could be only one
winner. The blue team
ended with 38, and the
red team ended with
33. The blue team won!**



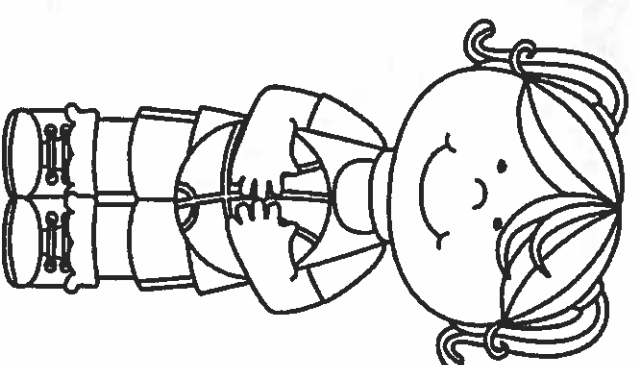
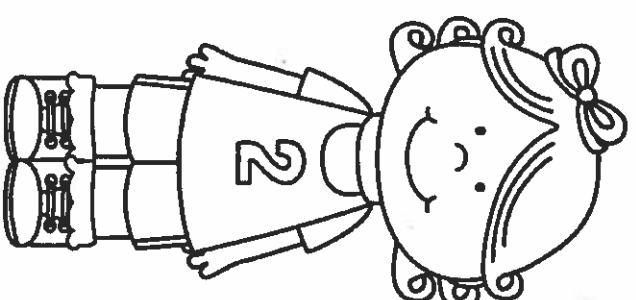
It's the day of the big basketball game. Everyone is excited to watch the game. The teams are getting warmed up on the court.



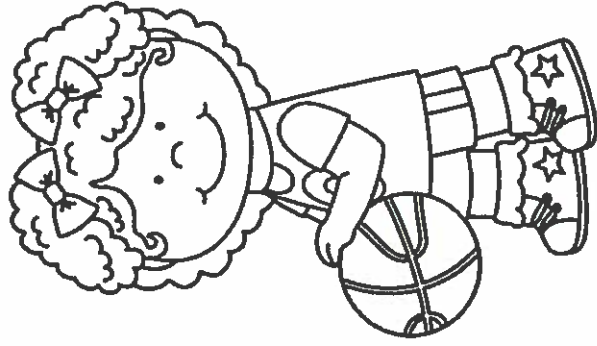
Chloe was able to find Abraham down the court and get him the ball. He ran fast to the other end of the court. Abraham shot the ball and made it!



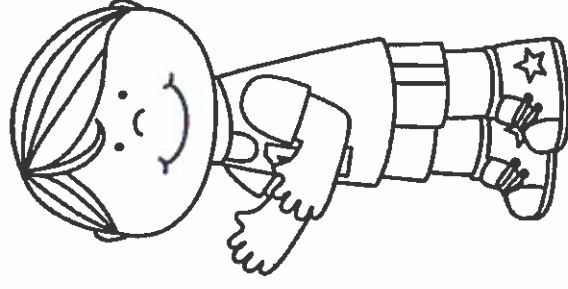
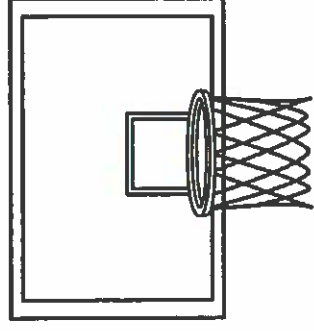
Chloe got the ball for the blue team. She was looking down the court for a teammate to pass it to. "Get open!" she shouted.



The buzzer sounded and the team captains came to the middle of the court for the coin toss. The red team won the coin toss, so they got the ball.



Lily got the ball for the red team. She was dribbling down the court as fast as she could. The crowd was cheering, "Go, Lily!"



Jack was down the court right by the basket. He shouted, "Pass it to me! I'm open!" Lily passed him the ball, and he made the basket. "Yippee!" yelled the crowd.

THINK & COMPREHEND

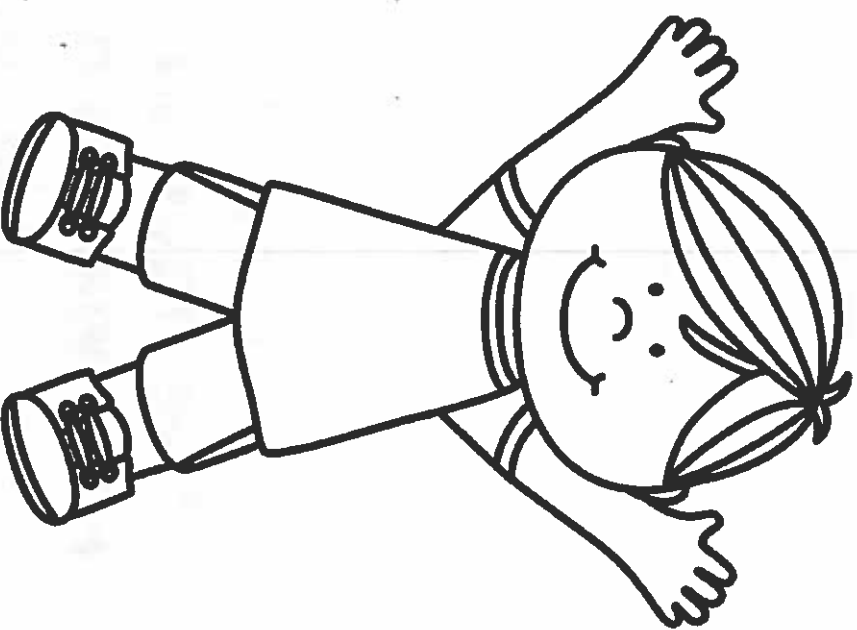
1. What is the main idea of this text?

1. What is the main idea of this text?

2. What did the team captains do?

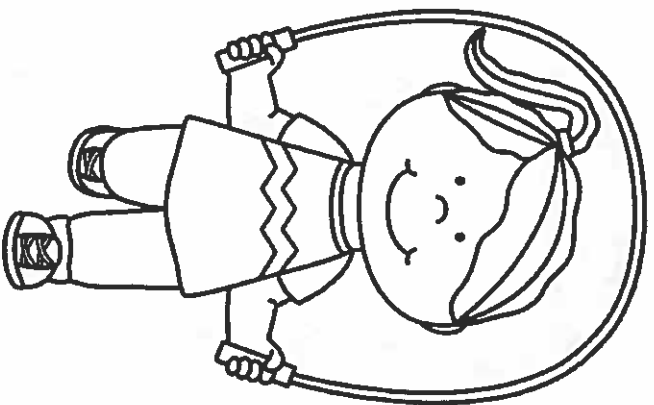
3. What did Jack say to Lily?

PE class

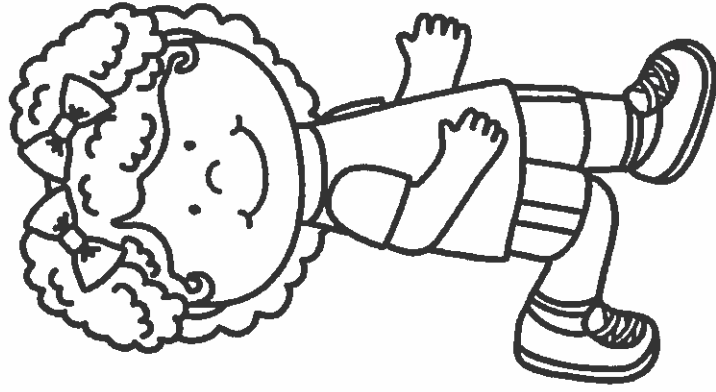


Written By: Tara West

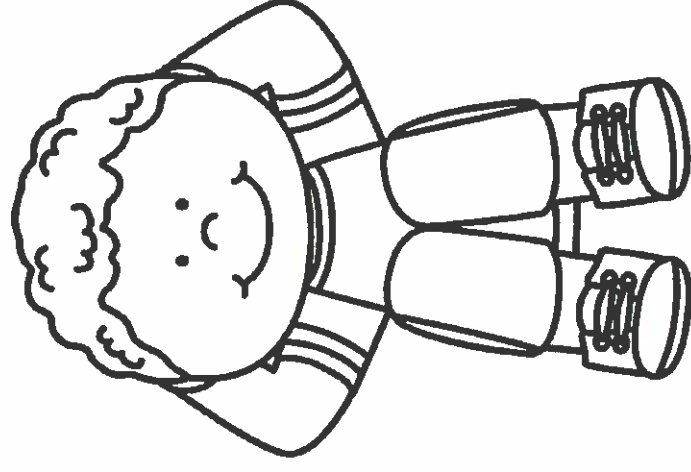
G Level



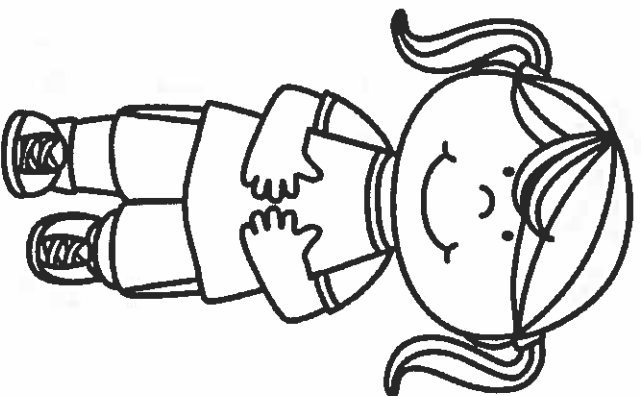
"Jump rope is my favorite thing to do in PE class!" said Rachel. PE class is so much fun. We do many different exercises to keep our bodies strong.



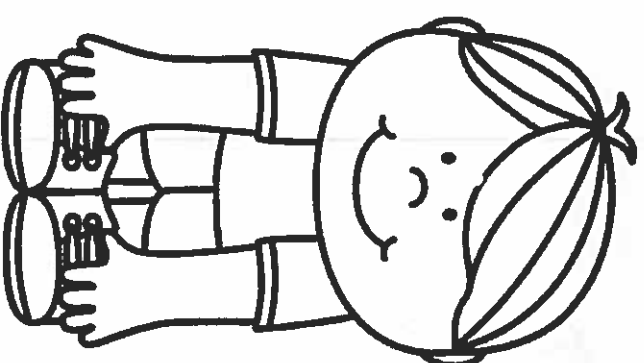
"I love PE class!" said Molly. "We have so much fun. We run and run. We play a lot of games like Capture the Flag or Fire in the Forest."



Another exercise we do is a sit-up. We lay on our back, bend our knees, and sit up. "These are hard to do, but I am getting better," said Mike.



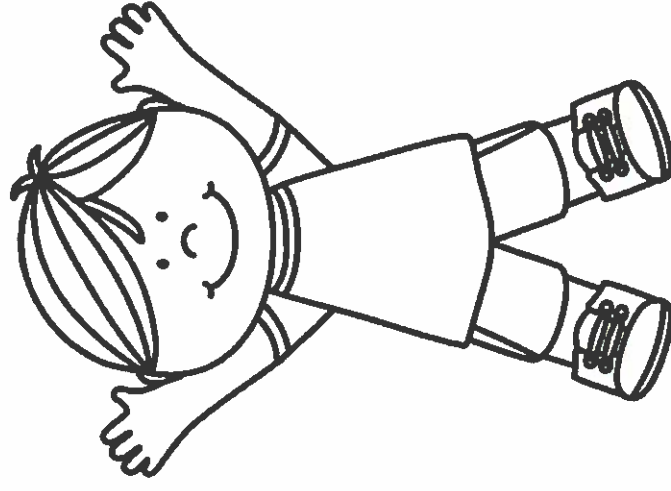
We practice balancing and hopping. We stand on one foot as long as we can. Also, we hop across the gym as fast as we can.



We also do warm-ups and stretches. "I can touch my toes!" said William. Our PE teacher always tells us that it is important to stretch out our muscles.



Push-ups are a hard exercise to do, but we practice to get better. "I can do push-ups on my toes," Cindy says. "I did 15 push-ups!"



Jumping jacks are fun to do. "I can do so many jumping jacks. They are fun. I like jumping up and down," said Ray.

Name: _____

THINK & COMPREHEND

G Level: PE Class

1. Why do we do exercises in PE class?

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2. How did they practice their balance?

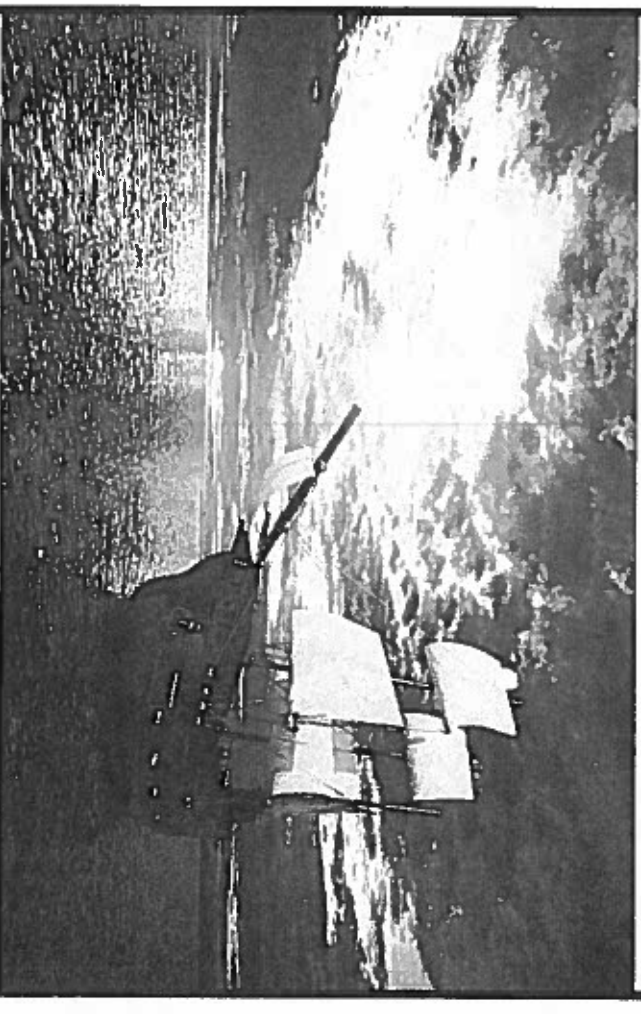
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3. What was Cindy proud of?

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Ships

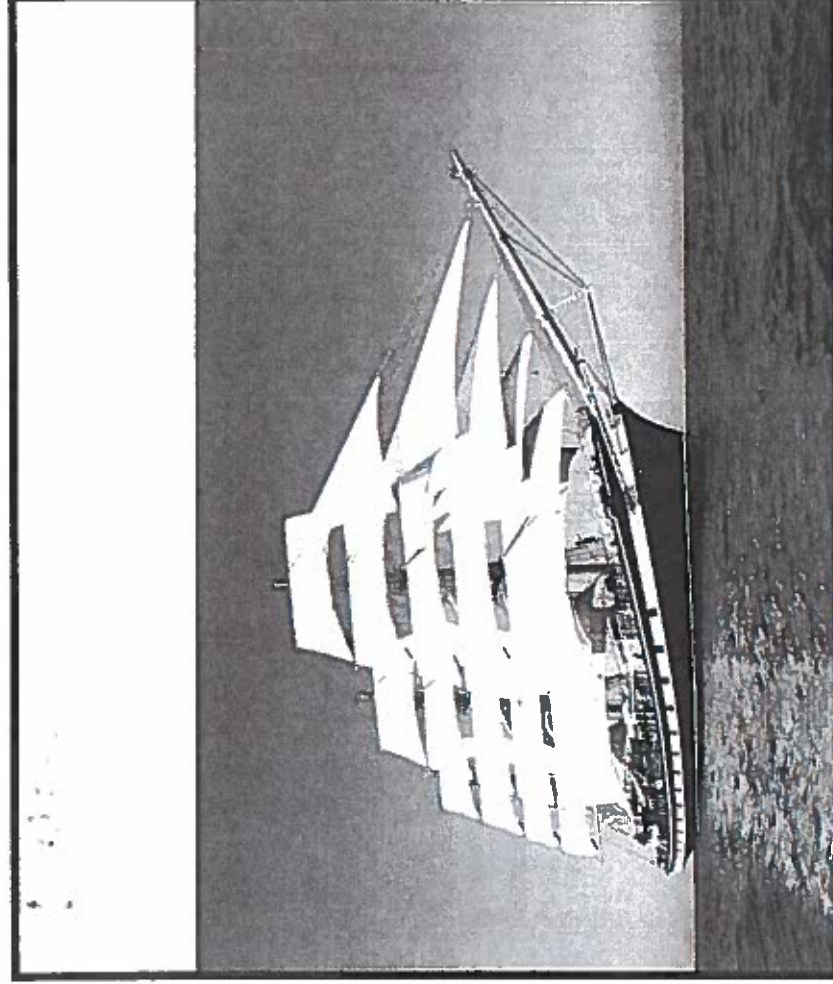


Written By: Tara West

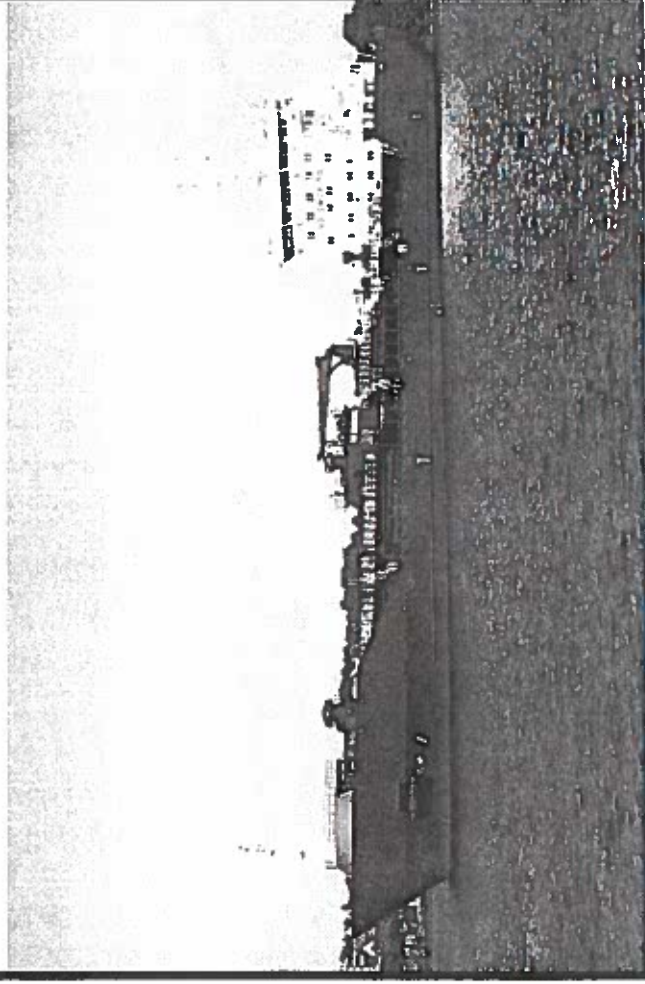
G Level



**Ships are huge,
beautiful boats on the
waters of our world.
There are several
different types of ships
that all do different
things.**



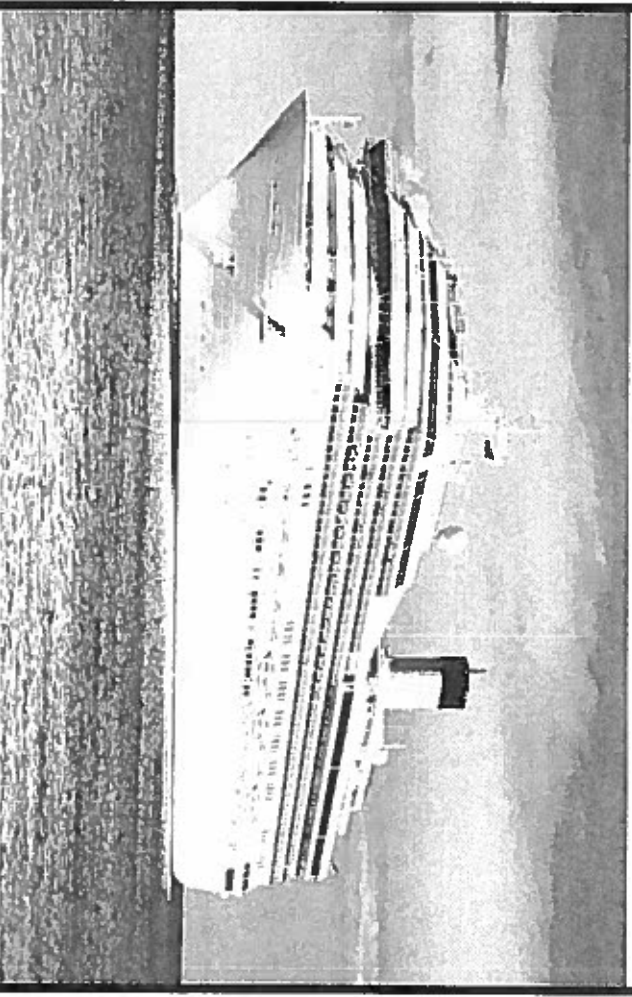
Ships are beautiful as they glide across the water. There are different kinds of ships. This is a sailboat that moves by catching the wind.



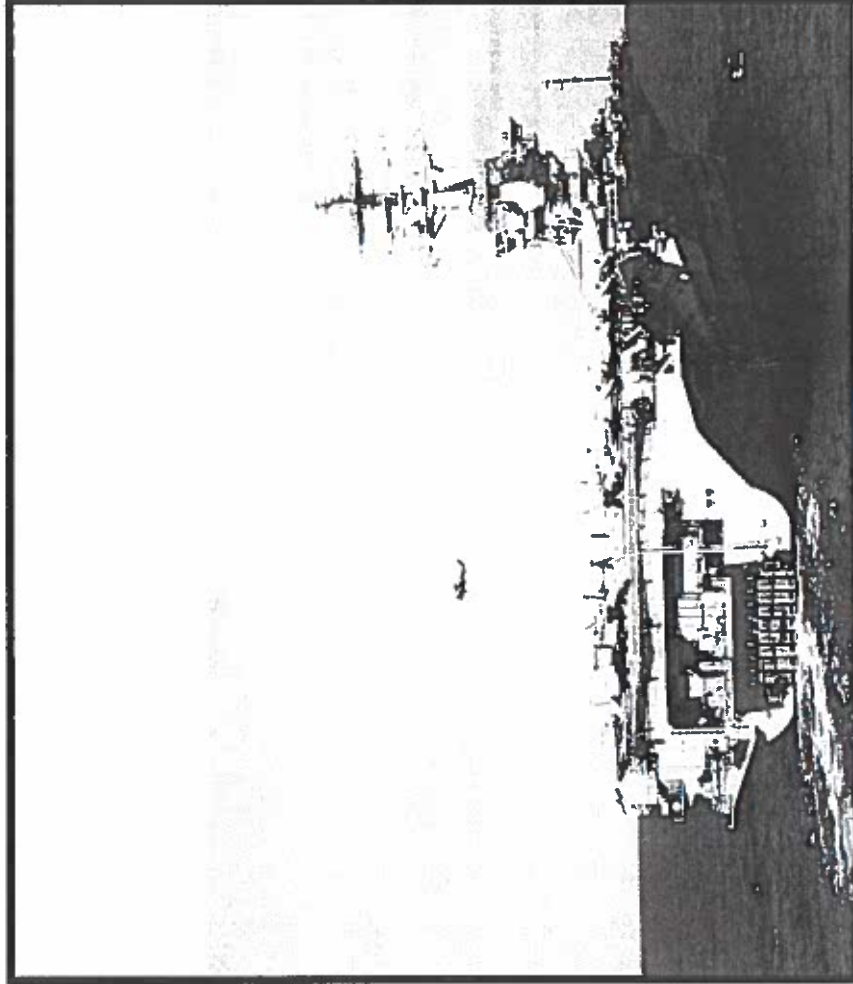
Tankers are similar to cargo ships because they carry cargo. However, their cargo is a massive amount of liquid.



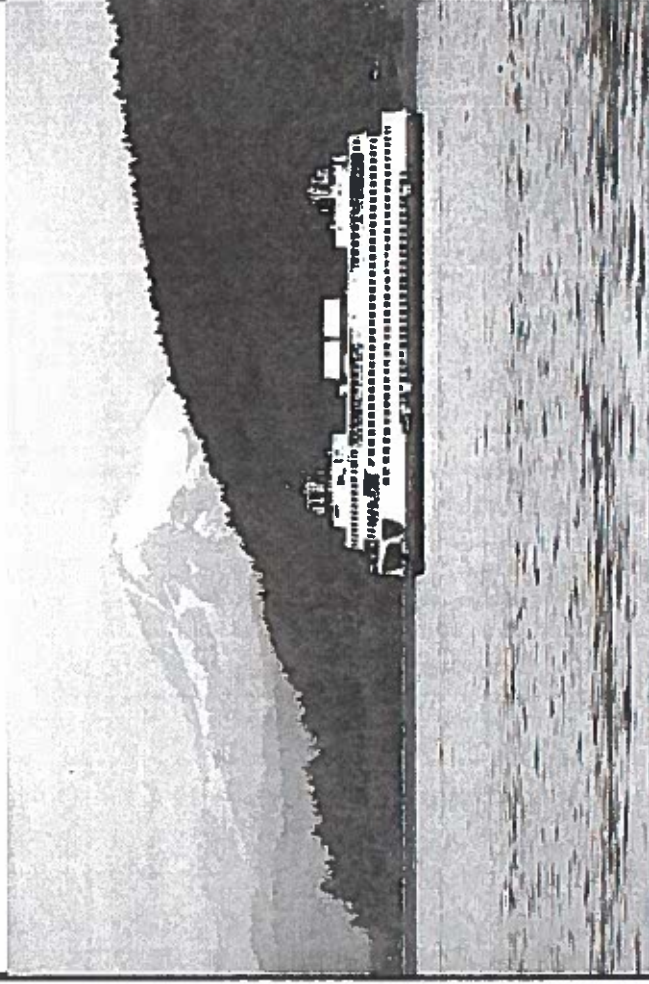
On a cargo ship, huge containers of cargo are moved from place to place. They are giant ships that carry many large containers.



One type of ship is called a cruise ship. This ship is used for vacations. When people board the ship, they sleep, eat, and play on it.



An aircraft carrier is another large ship. It is used in the military for airplanes to land on and take off from.



A passenger ferry is also a ship. A passenger ferry is used to move people and their cars across water. Ferry trips are usually not long.

Name: _____

BREAK IT DOWN!

What is the text talking about?

What is the purpose of this text?

One new FACT learned from the text.

Rabbit or Hare?

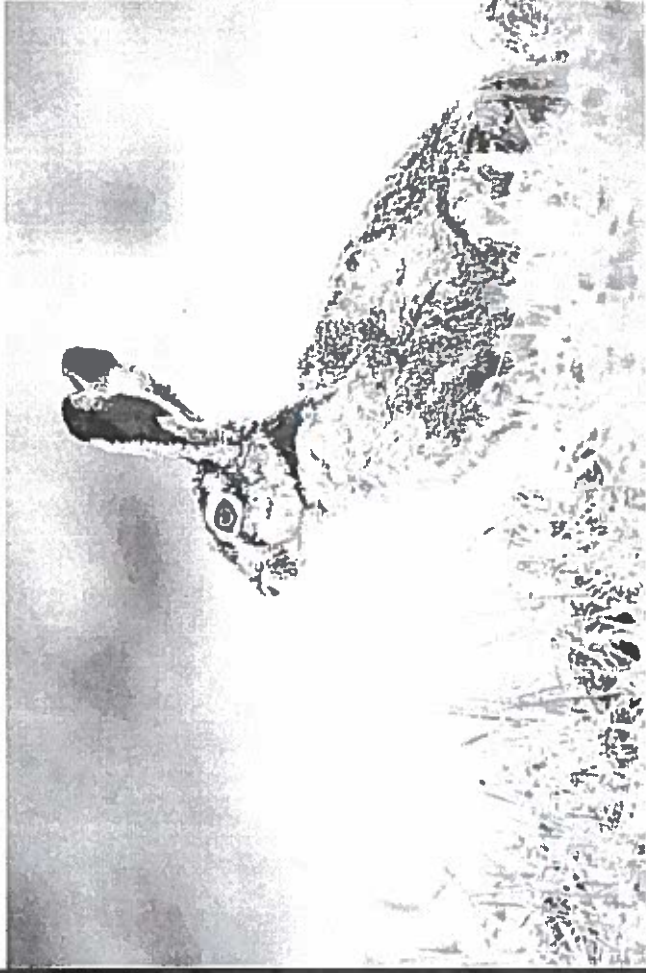


Written By: Tara West

G Level



Although a hare and a rabbit look the same, they are different animals. So, the next time you see one, try and figure out if it is a rabbit or a hare.



Look! It is a rabbit! Or is it a hare? Some people think hares and rabbits are the same animal, but they are very different.



Rabbits live underground in burrows or holes that they dig out. Rabbits like to live in groups. A group of burrows is called a warren.



They also live very differently. Hares live above ground in nests. Their nests are flat and made of grass. Hares like to live alone.



Hares are different from rabbits in many ways. First, their ears are longer than rabbit ears.



Hares are also larger than rabbits. Not only are their ears longer, their bodies are larger than most rabbits.



Newborn rabbits are called kits. Kits are born with closed eyes and no fur. Baby hares are small, but look just like hares when they are born.

Name: _____

THINK & COMPREHEND

G Level: Rabbit or Hare?

1. What do kits look like when they are born ?

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2. How do hares live?

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3. How do rabbits live?

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Neil Armstrong

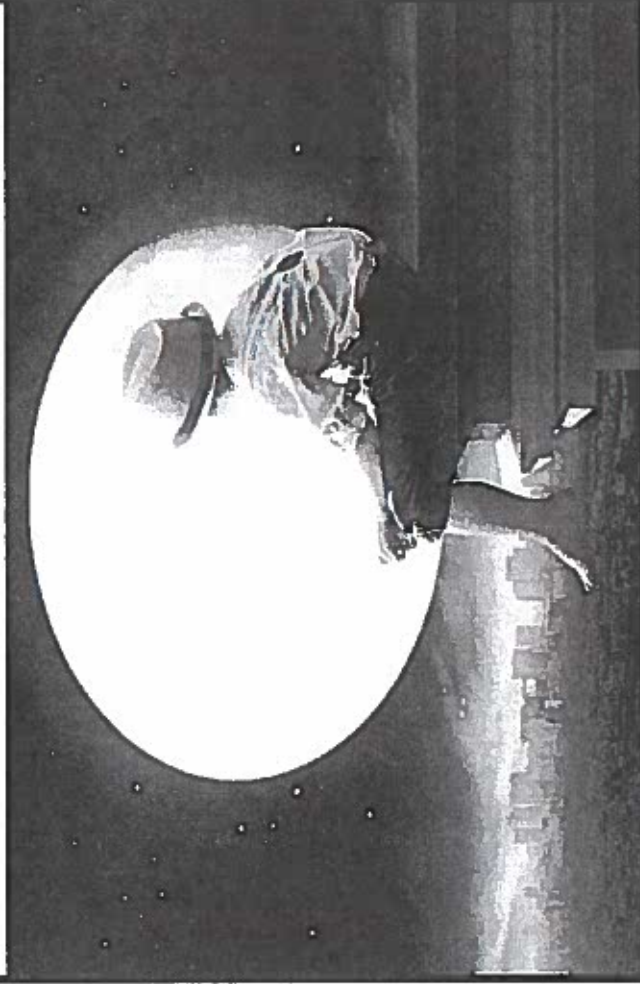


Written By: Tara West

G Level



Neil had a dream, and he worked hard to reach it. If you have a dream, never give up on trying to reach that goal. You can do it!



Have you ever looked up at the moon and just wondered what it might be like up there? Well, Neil Armstrong did, and he went there.

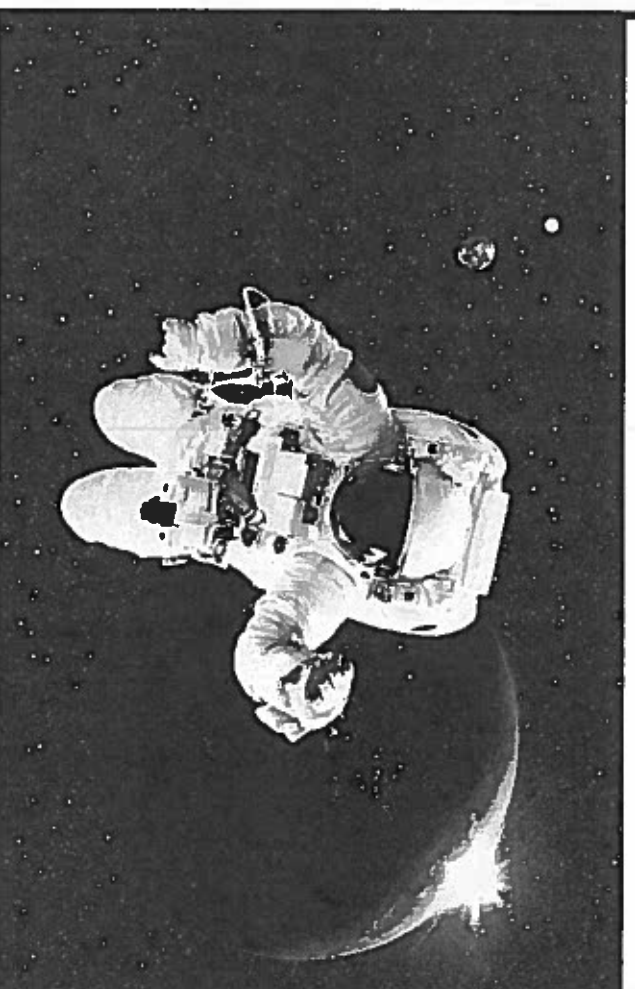


Neil Armstrong went into outer space more times after landing on the moon, but his moon landing is what he is known for the most.



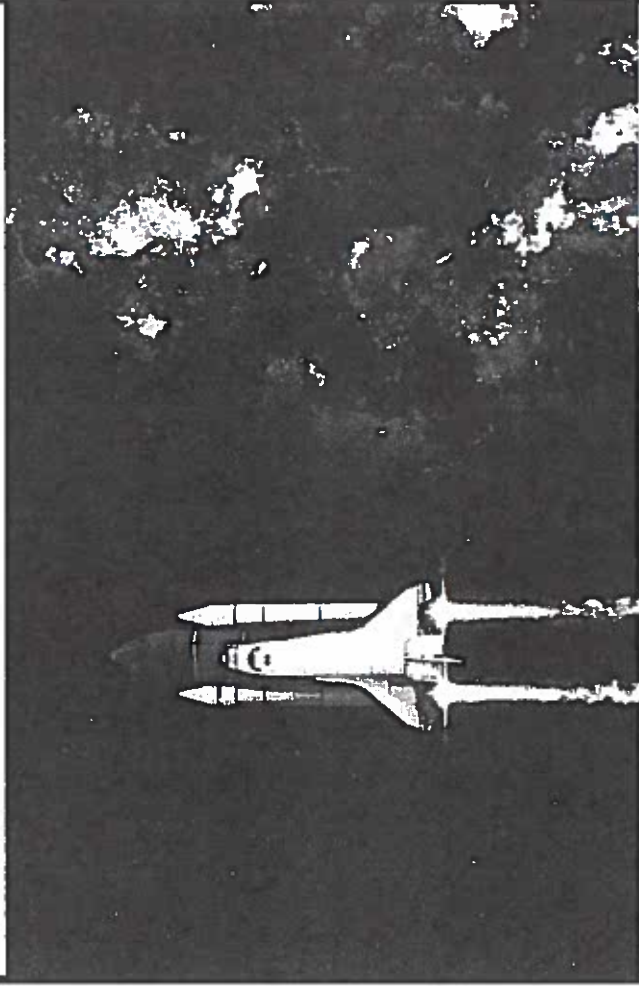
Neil Armstrong was able to talk to people on Earth. His famous words are, "One small step for man, one giant leap for mankind."

5



Neil Armstrong always had an interest in space. First, he was a pilot, then he became an astronaut.

2



Once he became an astronaut, he was on a space shuttle called Apollo 11. Apollo 11 was going to explore the moon.

3



In 1969, Apollo 11 landed on the moon. Once it landed, Neil was the first person to ever step foot on the moon. Buzz Aldrin was with him, as well.

4

Name: _____

G Level: Neil Armstrong

THINK & COMPREHEND

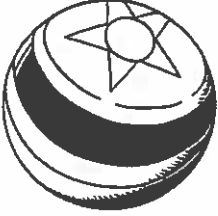
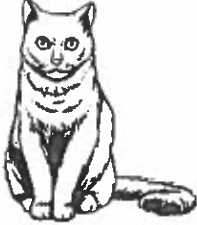

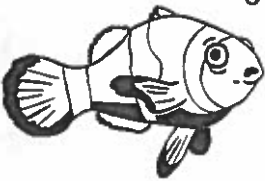
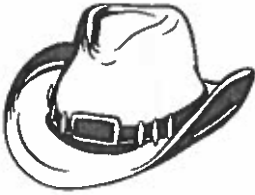

1. Was Neil alone on the moon? If not, who was there with him?

2. What was Apollo 11's mission?










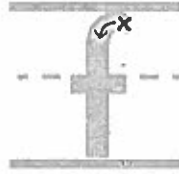



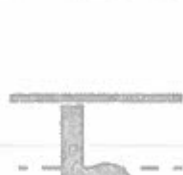




3. What were Neil's famous words?

Name: _____

Circle the letter that makes the beginning sound for each picture.

| | | |
|---|---|---|
| <p>1</p>  <p>b t n</p> | <p>2</p>  <p>m s c</p> | <p>3</p>  <p>v d r</p> |
| <p>4</p>  <p>p f r</p> | <p>5</p>  <p>t l h</p> | <p>6</p>  <p>j v q</p> |

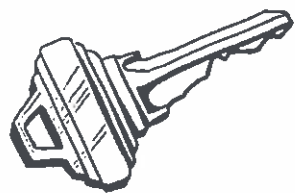



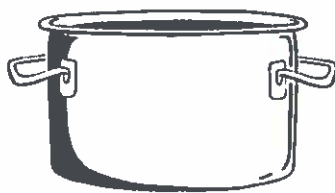

Practice writing the letters below. Say the sound as you write each letter.

| | |
|--|---|
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

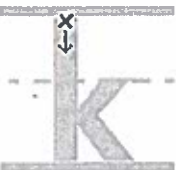





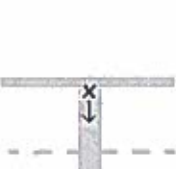











1. ball, 2. cat, 3. dog, 4. fish, 5. hat, 6. jar

★ Name each picture. Write the letter that makes the beginning sound on a separate piece of paper.

Circle the letter that makes the beginning sound for each picture.

| | | |
|---|---|--|
| <p>1</p>  <p>d k p</p> | <p>2</p>  <p>l h b</p> | <p>3</p>  <p>h z m</p> |
| <p>4</p>  <p>n w l</p> | <p>5</p>  <p>r p g</p> | <p>6</p>  <p>f r qu</p> |

Practice writing the letters below. Say the sound as you write each letter.

| | | | |
|---|---|--|---|
|   |  |   |  |
|   |  |   |  |
|   |  |   |  |

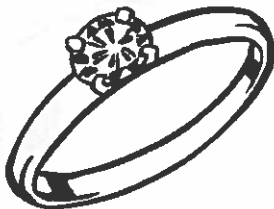
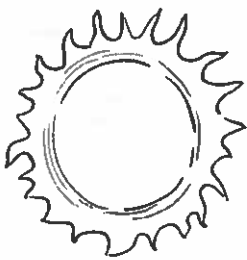


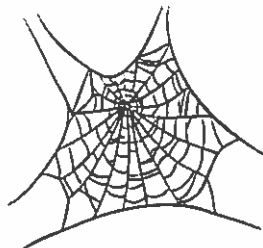

1. key, 2. leaf, 3. mouse, 4. nest, 5. pot, 6. queen

★ Name each picture. Write the letter that makes the beginning sound on a separate piece of paper.













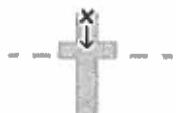





Name: _____



Circle the letter that makes the beginning sound for each picture.

| | | |
|---|---|--|
| 1  f c r | 2  s k l | 3  b t f |
| 4  v z y | 5  x w l | 6  q g y |

Practice writing the letters below. Say the sound as you write each letter.

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

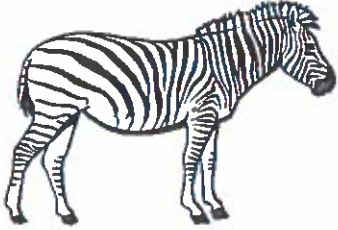
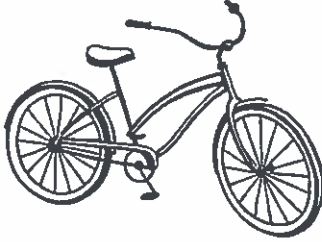
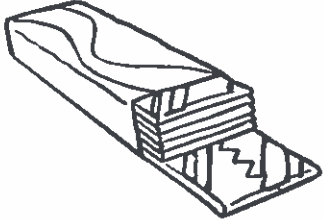
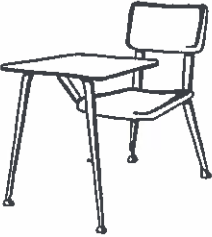
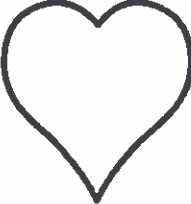

1. ring, 2. sun, 3. tent, 4. vest, 5. web, 6. yoyo

★ Name each picture. Write the letter that makes the beginning sound on a separate piece of paper.













ame: _____



Circle the letter that makes the beginning sound for each picture.

| | | |
|---|---|---|
| 1  n z w | 2  g h b | 3  g r d |
| 4  h w d | 5  h f p | 6  f k l |

Practice writing the letters below. Say the sound as you write each letter.

| | | | | | |
|---|---|-------|--|---|-------|
|  |  | _____ |  |  | _____ |
|  |  | _____ |  |  | _____ |
|  |  | _____ |  |  | _____ |

1. zebra, 2. bike, 3. gun, 4. desk, 5. heart, 6. king

★ Name each picture. Write the letter that makes the beginning sound on a separate piece of paper.

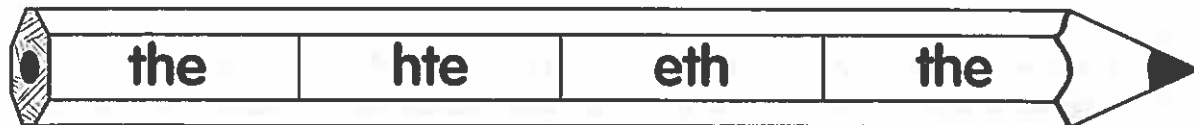
Name: _____



Circle or  the spaces where the word in the box is spelled correctly.

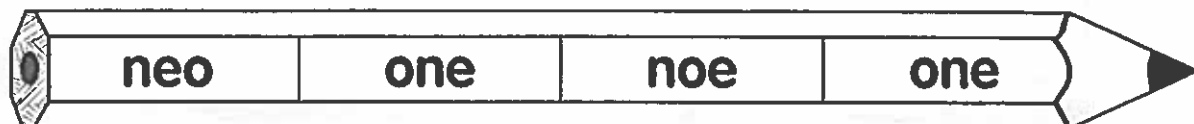
1

the



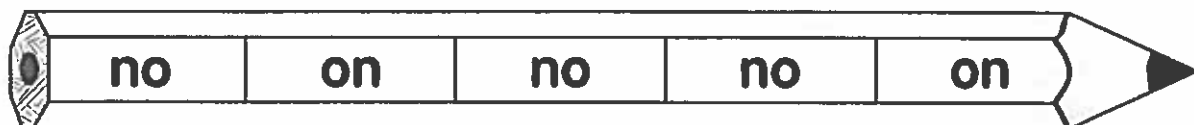
2

one



3

no



4

he



Practice writing the sight words below.

5

the the

6

one one

7

no no

8

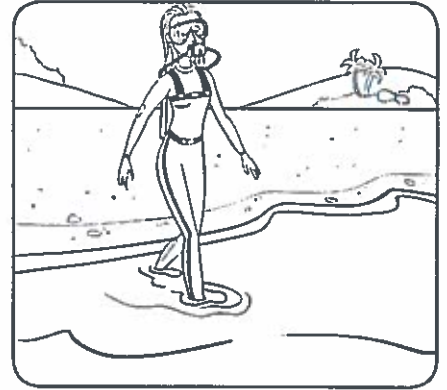
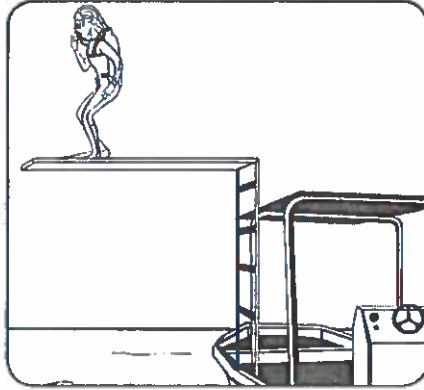
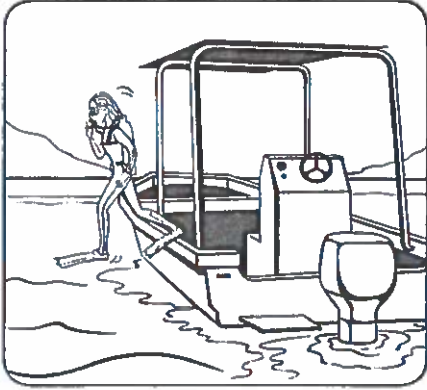
he he

★ Read these words to a partner. Then, use each one in a sentence.

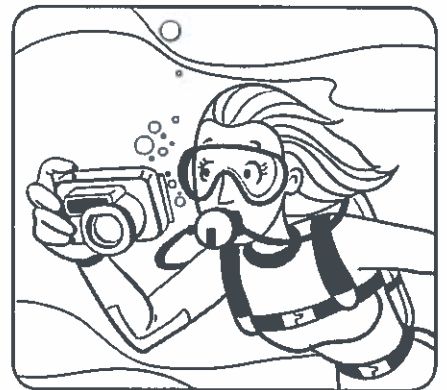
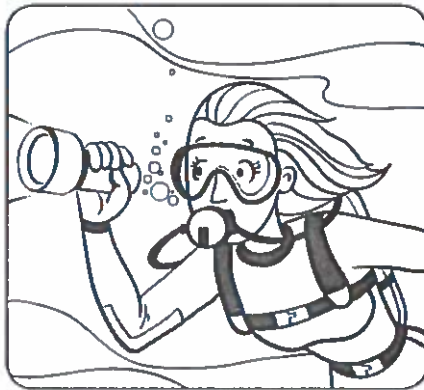
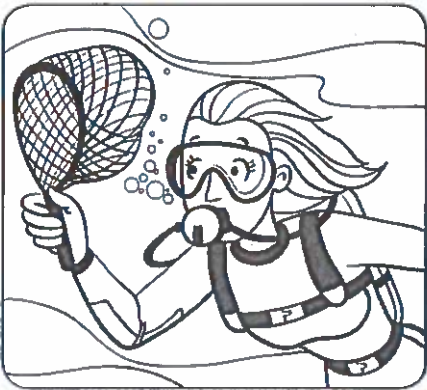


Listen to each sentence and make a picture in your mind. Circle the picture that matches the sentence. Then, use the pictures to retell the whole story.

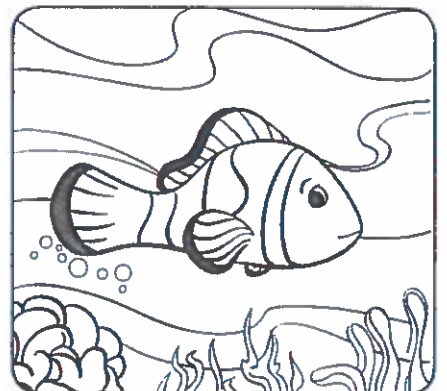
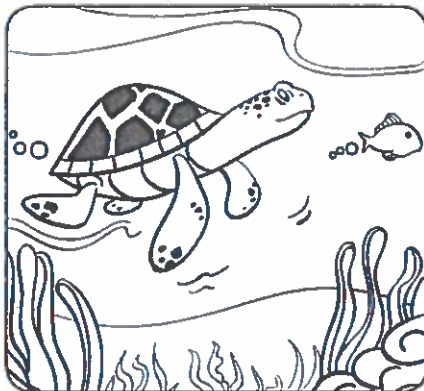
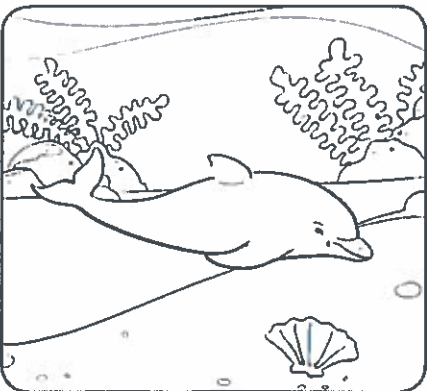
1 A scuba diver plunges into the sea from a boat.



2 The scuba diver takes out her small camera.



3 She takes a photo of a speckled sea turtle swimming.



★ Talk to a partner about what might happen next in the story.

Name: _____



Listen to each sentence and make a picture in your mind. Draw a picture to match each sentence.

- 1 A small, black puppy runs after a big, red ball.

- 2 The little girl with the purple hat runs after the small, black puppy.

The girl and the puppy have fun playing in the green grass at the big park.

★ Retell this story to a partner. Then, talk about what might happen next.

Name: _____ Joan Miro Figure Date: _____

Directions for Creating the Figure: Joan Miro was a Surrealist artist, meaning that his work was dream and child-like in nature. He also used bright, bold colors. On a separate piece of paper, use the above grid to create your own surrealist drawing in the style of Joan Miro by rolling dice to select parts of your figure at random to see what silly creation you will make! Once you are done you can use bright, bold colors to color the figure in.

*****Save room around the figure to add a constellation to the background!**





























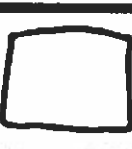







Don't have dice? Go onto the internet and search, <https://freconlinedice.com>, for a digital version.

Tip: It maybe easier to do all of the dice rolling, at one time, sketching the lines and parts as you roll them on the space below with some quick notes where you want to put them on your figure. Then, use all of your sketches and notes to create your figure all at once on the separate piece of paper.

Roll-a-Miro

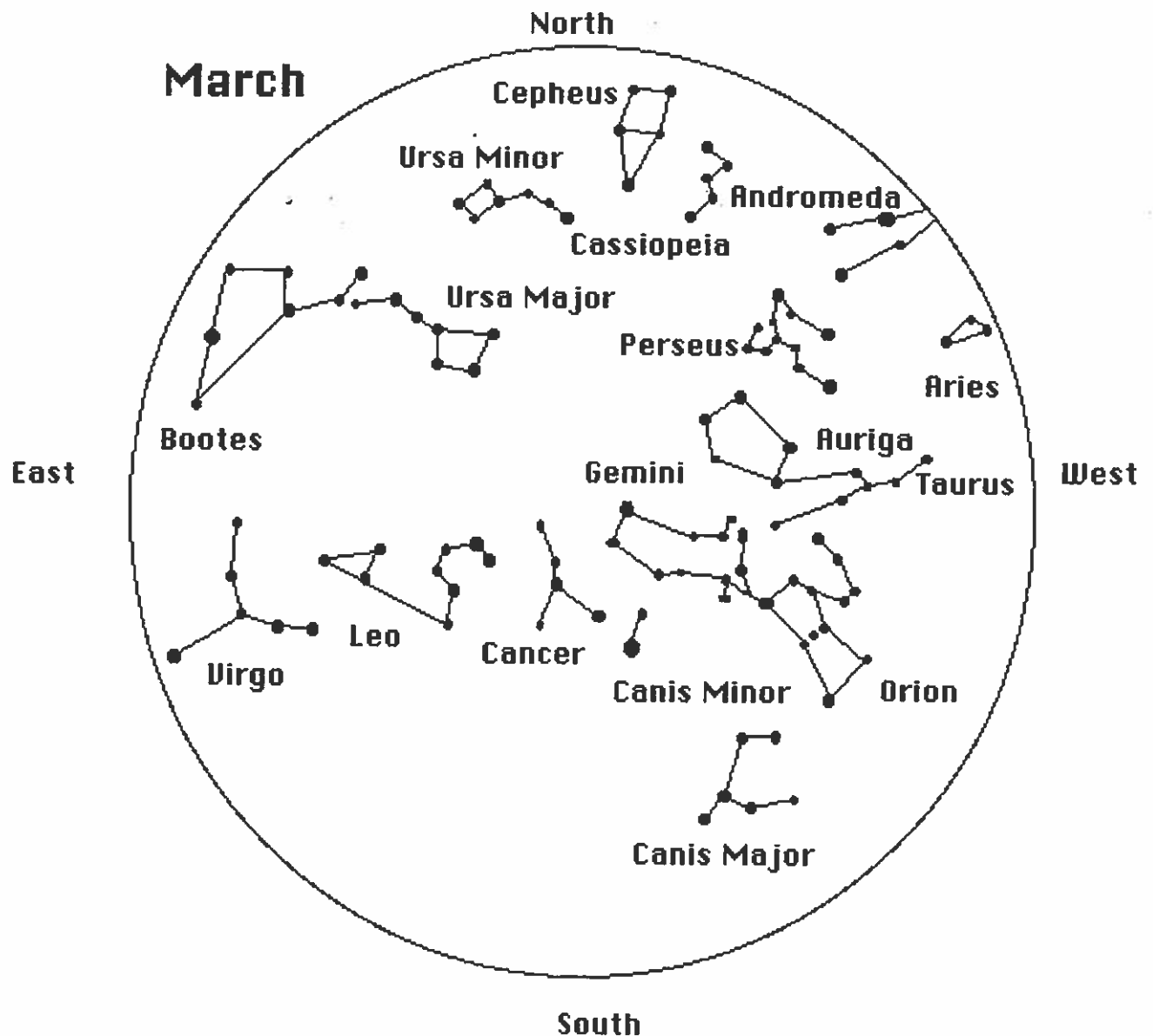
DIRECTIONS: Roll one die. Draw the 'Body Shape' shown under the number rolled. Be sure to draw it large, but leave room for the head. Roll again and add the "Head Shape" shown under the number rolled. Continue rolling and adding the eyes and nose. Roll again for "Shapes to Add" and again for "Lines to Add." Optional: Roll once more for "Shapes to Add" and again add the shape under the number shown. Do the same for "Lines to Add" if desired.

NOTE: If you roll a six, then you can choose from 1 - 5 in the row, or draw your own.

| |  |  |  |  |  |  |
|----------------|---|---|---|--|---|---|
| Body Shape |  |  |  |  |  | Roller's Choice |
| Head Shape |  |  |  |  |  | Roller's Choice |
| Eyes (1 or 2) |  |  |  |  |  | Roller's Choice |
| Nose |  |  |  |  |  | Roller's Choice |
| *Shapes to Add |  "Triangle-ish" |  "Star-ish" |  "Square-ish" |  "Moon-ish" |  "Teardrop-ish" | Roller's Choice |
| *Lines to Add |  |  |  |  |  | Roller's Choice |

*** Shapes to Add" and "Lines to Add":**

- may add up to 3 in a variety of sizes (large, small, thick, thin).
- may overlap or be inside or outside the figure.
- may form other body parts like a mouth, a neck, arms, legs, etc.



Directions: Choose a few of the above Spring Constellations to create a starry background behind your Joan Miro drawing. Make sure that you color in the background around the figure. Is it night-time? Is it early morning? Is it dusk? You decide the time of day—or, night!

Introduction: Throughout time, various civilizations and cultures have looked up into the night sky to see the constellations. Many carry the names of their gods and goddesses, while others were named after stories and adventures. As humans, we are wired to look at objects and see faces, designs, and patterns, and our ancient ancestors took the opportunity to name the constellations after what they saw or thought they were observing.

Stars in the night sky in a constellation are grouped together to form a constellation. Although they look like they are close together when we view them from Earth, they are really very far apart. Each star travels in its own orbit through the Milky Way and the constellation patterns alter over time.

Definition:

A constellation is a portion of the sky with defined boundaries. All of the stars and any other objects that are located in that boundary are considered to be part of the constellation. Most constellations are seasonal, although there are some that can be seen at certain times of the year. There isn't a single point on Earth that we can view all of the constellations. Star maps have been divided into the maps that represent the northern and southern hemispheres. The other factor that can affect what constellations are visible are the seasons when they are viewed.

History:

The word constellation is from the Latin term "constellatio" which loosely translates to "set of stars."

Just about every civilization reaching back to ancient humans, have looked into the night sky and have seen patterns that formed from the stars. Some cave paintings found in Europe that are over 10,000 years old show images of star formations that are quite similar to the ones that we see now. The earliest records of constellations reach back to around 3,000 years ago when the ancient Babylonians (modern day Iraq) wrote the signs of the zodiac based on the information that was shared by their predecessors. The records of the Babylonians were shared with the ancient Greeks and in the 4th century BC we see the same zodiacal constellations that were recorded by the Greek astronomer Eudoxos of Cnidus.

How Stars Move:

Stars move across our night sky and at certain times of the year there will be different constellations that we see at sunset. The rising constellations rotate based on our Earth and where it is as it travels through space. Constellations are often used to make the seasons in areas where there is very little change between spring and winter.

Most Notable: Orion is one of the most recognizable constellations, mainly due to its location. Orion can be viewed from a lot of places throughout the world. It is named after the mythological Greek hunter. The brightest stars in the Orion constellation are Betelgeuse and Rigel. Ursa Major can be seen in the northern hemisphere. In Latin it means "Larger Bear." Ursa Major contains the Big Dipper, which is often used as a method to find the direction of north. Ursa Minor is Latin for "Smaller Bear," and it's located near Ursa Major. It also contains what we know as the small ladle or handle of the Little Dipper. Draco can be seen in the northern

hemisphere. In Latin it means “dragon” and it was one of the 48 ancient constellations. Pegasus is named after the mythological Greek flying horse and can be seen in the northern sky.

Effect on Human Life: *The Zodiac.* Many are familiar with the zodiac constellations which are the ones that are located in a band that is around 20 degrees wide in the sky. This band is revered because it's the place where the sun, moon, and planets all move.



There are 13 zodiac constellations. Twelve of these are also used as signs for the zodiac calendar and astrology. Astrology is not to be confused with astronomy. Astrology is the study of the zodiac symbols and stars and the belief that they have influence over human lives. Astronomy is the scientific study of celestial bodies. The 13 zodiac constellations are:

Capricornus, Aquarius, Pisces, Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpius, Sagittarius, Ophiuchus

