



Summer Intervention Packet
Bridging the gap to Success!

Getting Ready for



2nd Grade

Dear Parents,

This has truly been an unprecedented year, demanding abrupt changes in almost every area of our lives. Thankfully, we have been able to regain a semblance of normalcy. In an effort to help bridge the gap created by this novel experience, we at Allentown Elementary have created this summer intervention packet. This resource is designed to provide your child with the fundamental skills necessary for second grade readiness.

Enclosed you will find a checklist to assist you in identifying where your child is developmentally, as well as materials to aid in enriching, teaching, or strengthening areas of deficiency in reading and mathematics.

This booklet is not required however, we hope you utilize its content to help aid your child in achieving academic success. In addition, we ask that you read with your child EVERY DAY!! Studies show that children who read daily have a better rate of success than those who do not read regularly. Reading and practicing the skills in this booklet will make the transition from one grade level to the next more successful and less stressful!

Allentown Teachers

Getting Ready for 2nd Grade Checklist



Reading & Language Arts Skills

By the end of first grade, your child should be able to:

- ☐ Read a story independently and fluently
- ☐ Answer questions about a story
- ☐ Identify the main idea and details in a story
- ☐ Identify the main character and setting
- ☐ Retell a story and sequence the events
- ☐ Distinguish between fiction and nonfiction
- ☐ Use a table of contents
- ☐ Read first grade sight words
- ☐ Use context clues to read unknown words
- ☐ Read and spell the following phonics patterns
 - ☐ short vowel
 - ☐ long vowel/silent e
 - ☐ /sh/, /th/, /ch/, /wh/
 - ☐ /-tch/ and /-dge/
 - ☐ /ar/
 - ☐ /ai/ and /ay/
 - ☐ /igh/
 - ☐ /ee/
 - ☐ /er/, /ir/, /ur/
 - ☐ /oi/ and /oy/
 - ☐ /ou/ and /ow/
 - ☐ /oa/ and /ow/
 - ☐ /oo/
 - ☐ /kn/, /gn/, /wr/

Getting Ready for 2nd Grade Checklist



Math Skills

By the end of first grade, your child should be able to:

- ☐ Skip count by 2s, 5s, and 10s to 100
- ☐ Identify 2 and 3-dimensional shapes by their attributes
- ☐ Use addition and subtraction strategies
- ☐ Understand nonstandard units of measurement: shorter, longer, taller etc.
- ☐ Read, understand, and solve single step word problems
- ☐ Understand ones and tens place values
- ☐ Recognize and write numbers up to 100
- ☐ Count to 120
- ☐ "Make ten" before adding ("make ten" by breaking apart a smaller number and then adding the remainder of the broken-apart number to the ten)
- ☐ Add with double digits
- ☐ Tell time to the hour and half hour
- ☐ Read simple graphs to gather information
- ☐ Add three one digit numbers (example: $3+5+1$)

st

Reading

&

Writing

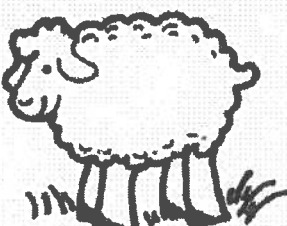
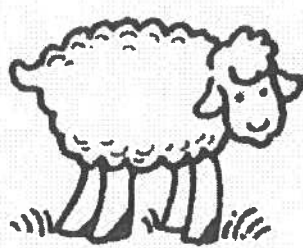
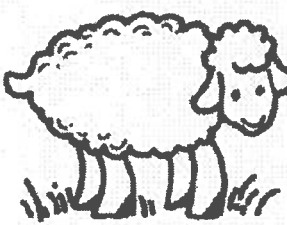
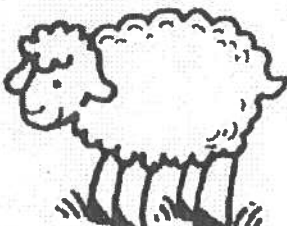


Student: _____

[illegible]

Write the words in ABC order on the lines in the meadow. Color the picture.

a b c d e f g h i j k l m n o p q r s t u v w x y z

	1. _____ ----- _____	
2. _____ ----- _____	3. _____ ----- _____	
4. _____ ----- _____	5. _____ ----- _____	
	6. _____ ----- _____	
7. _____ ----- _____	8. _____ ----- _____	

sheep
peep

beep
sweep

weep
deep

keep
jeep

Name _____

High Frequency Words

right

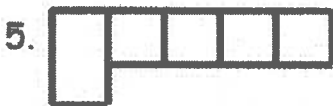
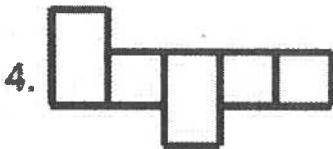
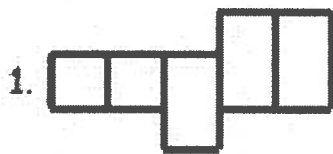
better

learn

began

sure

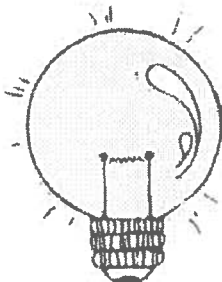
guess



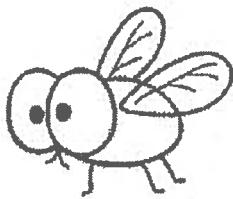
G	U	E	S	S	D	R
B	E	G	A	N	T	I
O	L	B	W	X	F	G
B	E	T	T	E	R	H
V	A	S	U	R	E	T
K	R	S	K	N	A	K
E	N	E	I	U	J	P

ABC Order

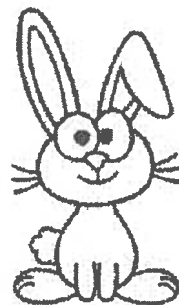
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____



Name _____



Vowel Sounds for Y



Long i	Long e

dry	jelly	cry	bunny
puppy	silly	spy	fly
why	fry	penny	happy

Name _____

Write the word that completes each sentence. Use the words from the word box.

gnat

wring

kneel

knew

wrap



1. Dad _____ I wanted new shoes.



2. Nate does not like the _____



3. Mom likes to _____ presents.



4. I will _____ the wet sheets.



5. We _____ on the floor.

Name _____

oo

I Can Read!

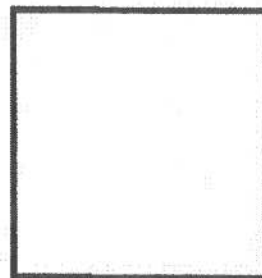
soap



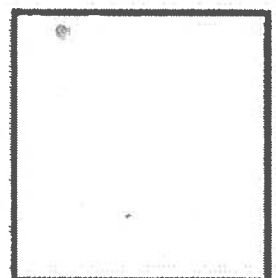
coat



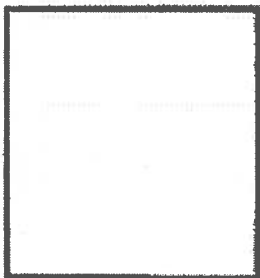
road



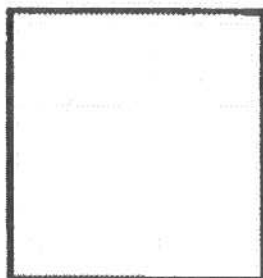
toast



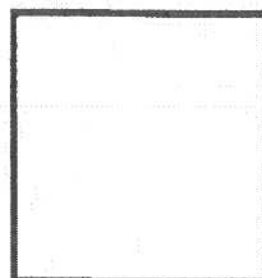
boat



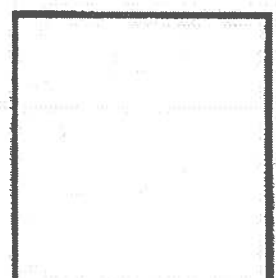
float



toad



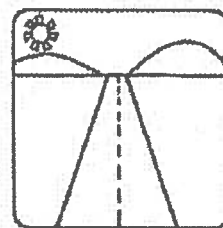
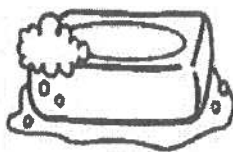
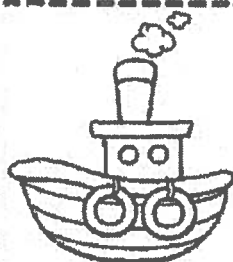
goat



© Miss Giraffe

Read
the
words.

Match
the
picture
to the
word.

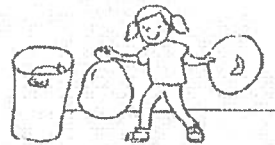
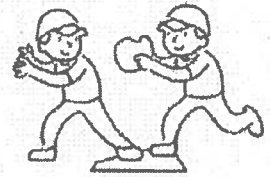


Name _____

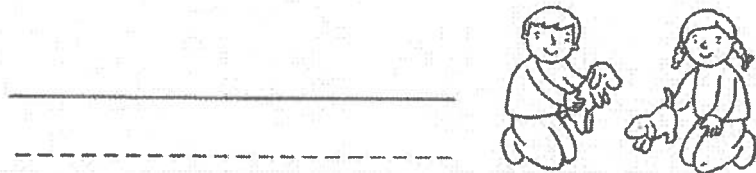
Use the words in the box to complete the sentences.

chore porch sport roar adore

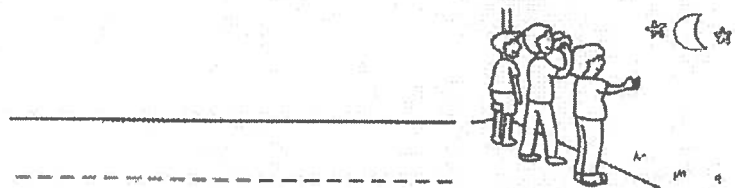
1. Baseball is a fun _____.



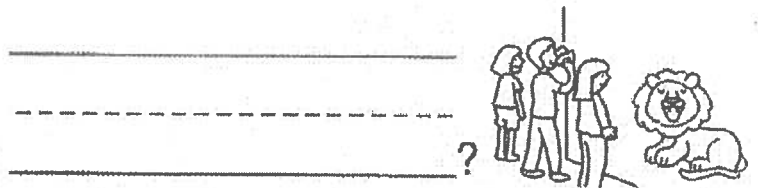
2. Taking out the trash is my _____.



3. Max and Bev _____ puppies.



4. We meet on the _____ every night.

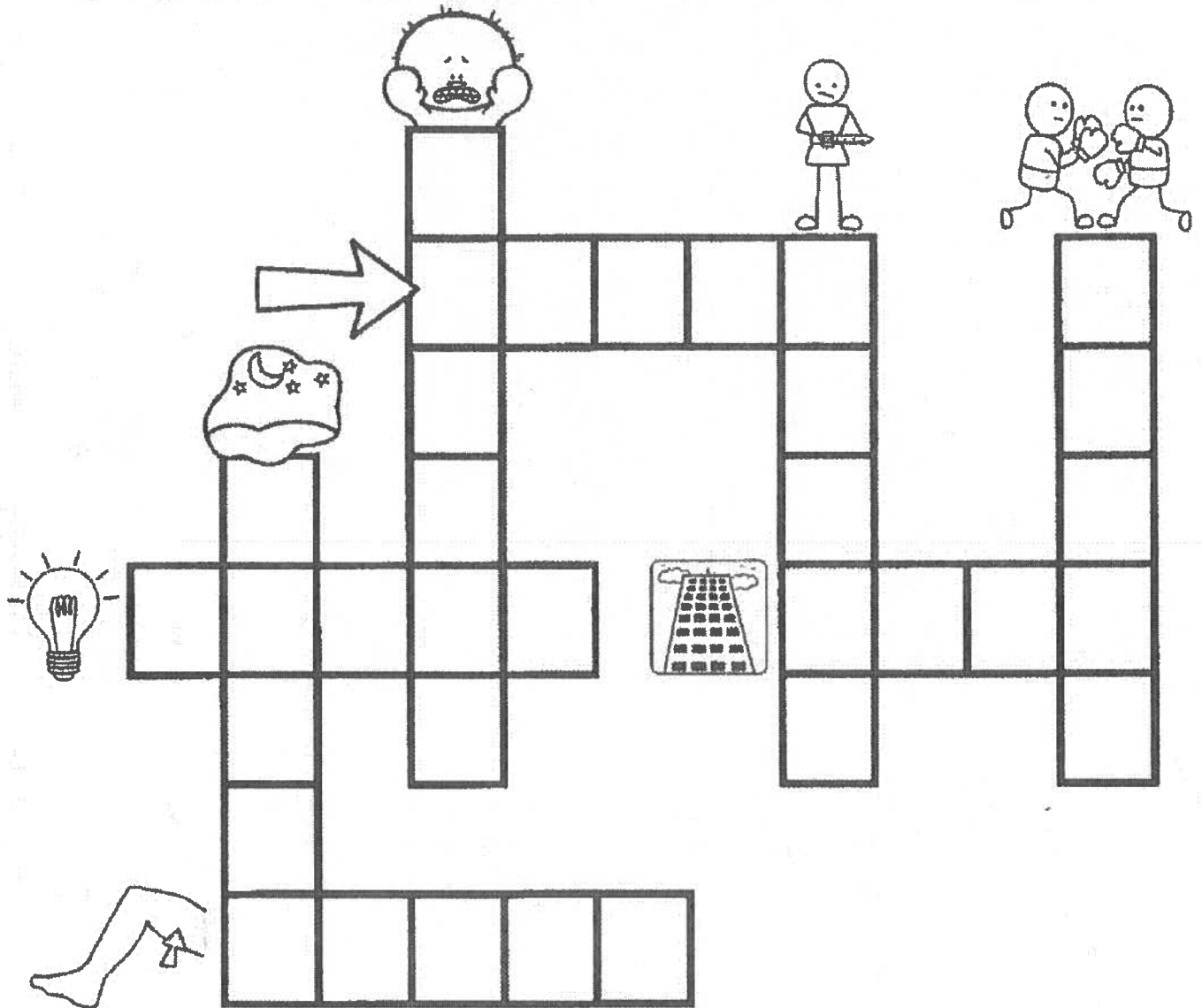


5. Did you hear the lion _____?

Name _____



PHONICS Crossword



Word Bank:

tight right night high
fright light fight thigh

Name _____

Word Sort

➡ Directions: Cut out the words and glue them in the correct column.

y	ey

key

sandy

penny

alley

funny

donkey

puppy

bumpy

honey

monkey

Sentences

First Grade Vocabulary Worksheet

Write the word that completes each sentence.

bolts

grab

drip

stop

card

heat

Just _____ your bag and follow me.

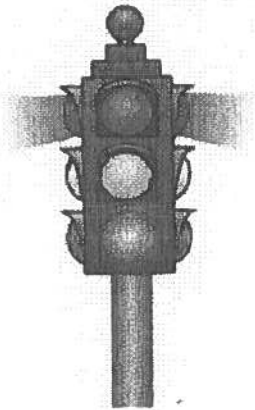
We were sweating in the _____.

I'll send you a post _____ from Paris.

The door _____ on the inside.

We heard the _____ of the rain.

The traffic light turned red, so she had to _____.



Name _____

CCSS 2.RFS.3.a Reading: Foundational Skills
Phonics and Word Recognition

Word Sort

➡ Directions: Cut out the words and glue them in the correct column.

ou	ow

cow

mouse

pout

town

out

south

how

gown

mouth

plow

Name _____

Complete each sentence. Use the words from the word box.

been children month question their year

1. Raise your hand if you want to ask a _____.

2. The _____ are making a fort.

3. We have _____ playing all day.

4. June is the name of a _____.

5. All the kids have _____ books.

6. Last _____, we were in kindergarten.

1. May I go to the nurse?
2. I have a purple purse.
3. She is in first grade and her brother is in third.
4. Jill has a pink shirt and a purple skirt.
5. My burger is so good.
6. Mom stirs the cake batter.
7. The turtle walked on the dirt.
8. His shirt is dirty.
9. A fern is a plant.
10. Look at the bird perching on the branch.
11. Do not slurp and burp when eating your lunch.
12. We ate turkey for Thanksgiving.
13. Jake hurt his arm when he fell off the curb.
14. That girl over there knows how to surf.

Hot

Mom got hot. Mag got a hat for Mom. The hat had a tag.

Dad got hot. Tad got a hat for Dad. The hat had a dot.

Oh, no! The dog got the dot hat.

Oh, no! The cat got the tag hat.

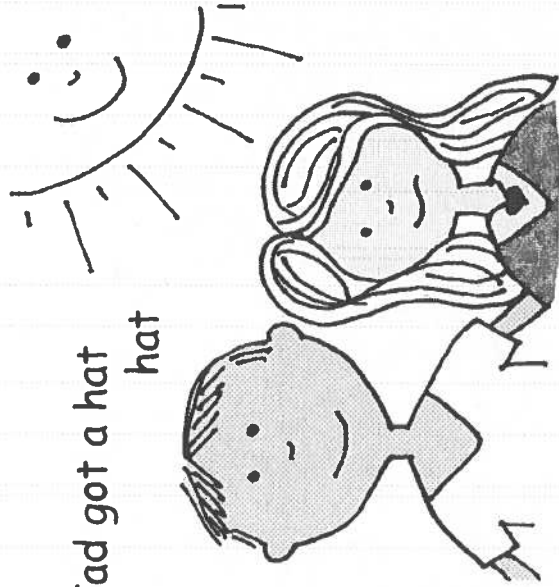
Mom and Dad got hot.

_____ had the tag hat.

_____ had the dot hat.

The _____ got Mom's hat.

The _____ got Dad's hat.



On the Hill

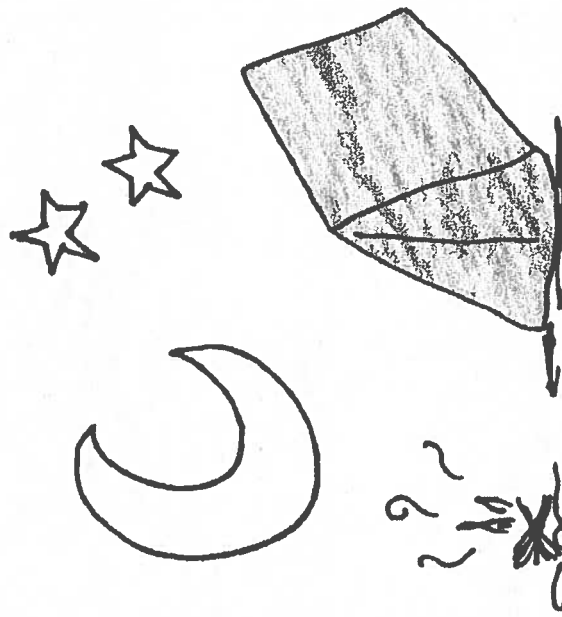
Tim is at the dam. Dad is at the dam.

Tim got a mat and a hat. Dad got a cot and the dog.

See the mill? It is on the hill. Tim and Dad got a log at the mill.

Tim did it! Tim lit the log and got it hot.

Dad got a ham in a tin can. Tim got the ham hot on the hot log. Tim and Dad had hot ham. The dog had hot ham.



It got dim. Tim and the dog got on the cot. Dad... got the mat.

The Pug Pup

The pug pup is in the hut.

The pug had a nap on the rug. The pug can huff and puff and nap.

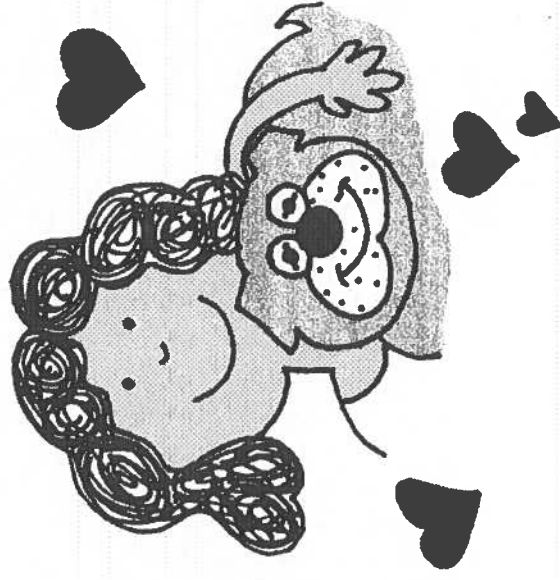
The pug pup got up. The pug got a rag. The pug can tug on the rag. The pug can rip the rag.

The pug got in the mud. The pug got on the rug. The pug got mud on it. Mom got mad!

The hut got dim.

Mom got a can of ham.
The ham is for the pup.

The pug pup can hop on a lap for a nap.
Hug the pup!



Jog. Jog. Jog.

Jim can run. He can run to Jill. Jill can not run. Jill can jog. Jim and Jill can jog, not run, to the hill.

Up the hill. Up the hill. Up the hill jog Jill and Jim. To the top. To the top. To the top jog Jim and Jill. Jog, Jim. Jog, Jill, jog.

See the top? See the top of the hill? Jog! Jog! Jog! Jill is at the top.

Run, Jim, run! Run! Run! Jim can run to the top of the hill and see Jill.



Sad Sam



Sam the pig is sad.



Sad Sam sat on the sod. He sat and sat on the sod and in the moss. Sad Sam did fuss and fuss.

Ross did see Sad Sam the Pig on the sod and moss. Ross had nuts. Nuts for him and Sam.

"See Sam? Nuts for us."

Dan did see Sam and Ross on the sod in the sun. He had 3 cans of pop: a can for Dan, a can for Ross and a can for Sam.

"See Sam? Pop for us."

The sun is up. Sam has nuts and Sam has a pop. Sad Sam is not sad! Sam has pals!

*Why do you think Sam was sad?

*If you were sad, what would make you happy?

The Chums Chop and Chop

Chip is a chap. Chad is his chum.

Chip did chop a log. He can chip and chop, chop and chip.

Did Chad see Chip chop the log? Can Chad chop?

Chad can chop and chip. Chad chops and chats. Chad and Chip chat, chat, chat.

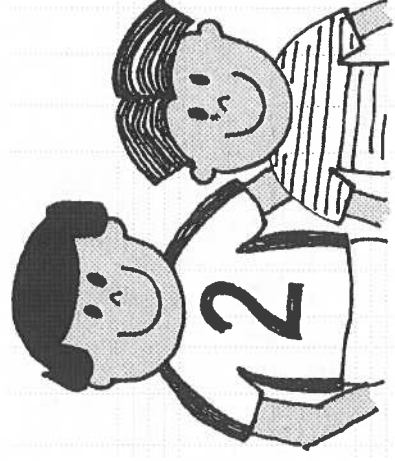
No! No! A chip of the log hit Chad on the chin!

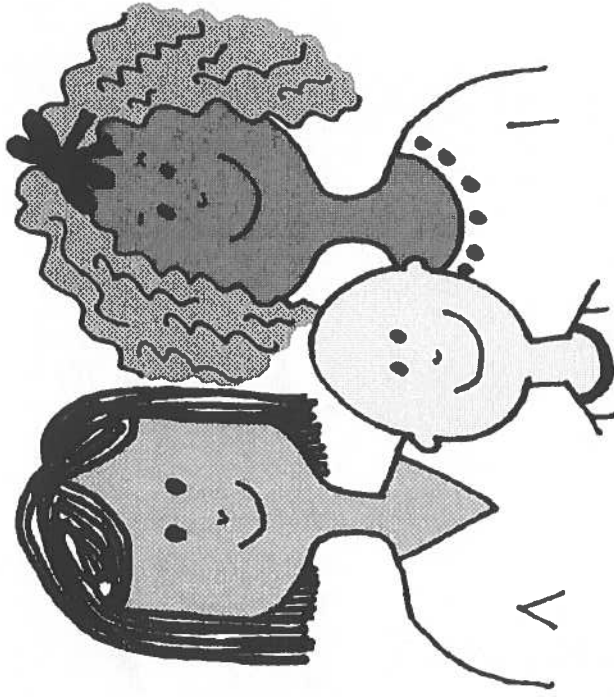
Mom had to chat at Chad. He can not chop and chat.

Mom had to chat at Chip. He can not chop and chat.

The chums can not chop and chat. Chop? Chip? Chat?

Chip and Chad chat, not chop. Chat, chat, chat, chat.





Fun! Fun! Fun!

Sam is a gal. Sam has gum. Gum is fun for Sam!

Fun on the sod. Fun on a jog. Fun at the bog. Fun on a log. Fun. Fun. Fun. Sam has fun with gum.

Sid is a pal. Sid has not got gum. Sid has a fan. The fan is fun for Sid.

Fun in the fog. Fun by the dog. Fun on a log. Fun by the hog. Fun. Fun. Fun. Sid has a fun fan.

Sal is a tot. He has not got gum. He has not got a fan. Sal has a fig. His fig is fun.

Fun for the cat. Fun on a mat. Fun for the bat. Fun for the rat. Fun. Fun. Fun. The fig is fun for Sal.

Sam has fun. Sid has fun. Sal has fun.

Fun! Fun! Fun!

The Big Bug

I am Bob and I see a big bug.

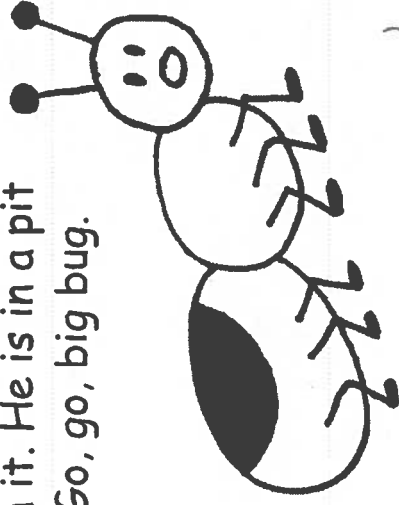
The bug has a tan dot on it. He is in a pit on the bud by the bog. "Go, go, big bug. Go!" The bug did not go.

Bob got a tub for the bug. "Go in the tub, big bug!" The bug did not go in the tub. He did not go.

Bob got a bug bin for the big bug. "Go in the bug bin." The bug did not go in the bug bin. He did not go in the tub. He did not go.

Bob got a bag for the bug. "Bug, go in the bag. Go. Go. Go in!" The bug did not go in the bag. He did not go in the bug bin. He did not go in the tub. He did not go.

Bob got a pot. "In the pot bug. Go, go, go!" In the pot the bug did not go. He did not go in the bag. He did not go in the bug bin. He did not go in the tub. He did not go.



Bob got a pan. "The pan! The pan! Bug, go in the pan!" The bug did not go in the pan and in the pot he did not go. He did not go in the bag. He did not go in the bug bin. He did not go in the tub and he did not go.

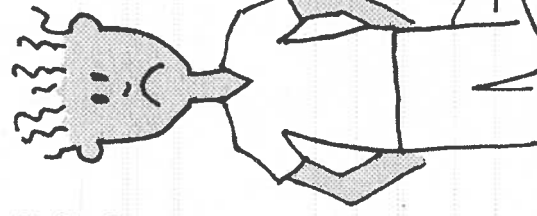
The bug was by the bog. Bob was by the bug. The pan was by Bob. The pot was by the pan. The bag was by the pot. The bug bin was by the bag. The tub was by the bug bin.

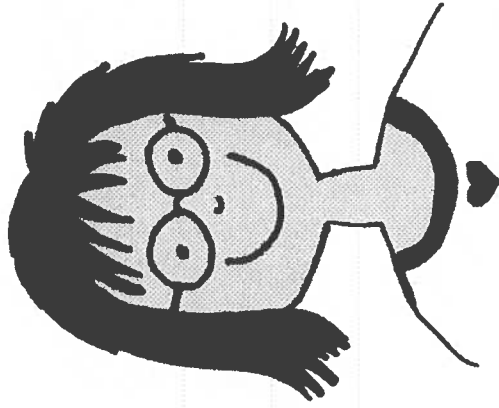
The bug did go. He did go by Bob. He did go to the pan. He did go to the rim of the pan and tap, tap, tap.

The bug did go to the pot and bop, bop, bop. He did go to the bag and rub, rub, rub.

The bug did go to the bug bin and bip, bip, bip. The bug did go to the tub and rit-tit-tat.

He did go to Bob and RUN, RUN, RUN!





Kim's Kit

Kim is a kid. She has a mom and dad. Mom and Dad got Kim a big bag.

In the bag was a kit. Can Kim do a kit? The kit is for a big kid and Kim is not a big kid.

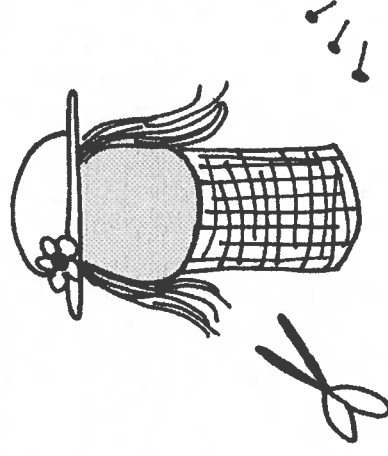
Kim's kit is a doll kit.

The doll kit has a hat, a tan can, a tan tin, a mop top, lots of pins and lots of rags. Kim can do it!

The tan tin can go on top of the tan can. The mop top can goI on top of the tan tin and the hat on top of the mop top.

Kim has to cut and pin the rags. The rags go on the tan can.

Kim did it! She did the doll kit! Kim's doll is a big doll, and Kim is a big kid!



Words:

dawn
crowd
frown
clown

clowns
brown
how
little

simple
bundle
sample
dimple

town
gobble
stumble
now

A Day at the Fun Park

"The sun is up!" Dan yelled. He jumped up and got dressed. "Mom! Dad! Let's eat fast," Dan begged. "We must go now! A big crowd will be there." Dan and his mom and dad drove to the fun park. "It's a clown," Dan said. "Let's go." How does the clown walk on the rope? He has big feet. "Clowns walk slowly," said Mom. Then the clown jumped down. Dan liked that clown. He was very funny. He made Dan laugh. Dan had no frown. Dana and his mom and dad went out to their brown car. It was time to go home. They came home at last. Dan had lots of fun. "That fun park is the best!" he said.

The Great Shirt

Jen will start school soon. She needs new stuff. She was happy. So was her mom. Jen's mom planned on getting a shirt for Jen. They went shopping at the mall. Jen tried on a brown shirt. It was too little. Jen tried on a red shirt. It was too big. Jen tried on a simple blue shirt. It had a big rip. She did not see a shirt she liked. Her mom asked the clerk if he had a cute shirt for Jen. He got a bundle of shirts to sample. A green shirt in the bundle fit Jen nicely. It was not too little or too big. Jen's smile was so big that her dimple showed. She gave her mom a big hug.

Words Per Minute

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Words:	stood	raced	camping	finished
look	brook	named	hiking	joked
looked	took	showed	goes	played
good	wood	fishing	starting	cleaning
book	camps	liked	asked	hiding
	smiled	walking	racing	smiling

Animal Park

In class we looked at a book about the park. There is so much to see at the park! We will go to this park. Our class hopes we will see everything. We hope there is time to play! Look in this grass. Snakes glide back and forth. Black eyes shine bright. Birds sit up high. Look at that long branch. Birds fly high in the sky. Look at that gray fox by that brook! He is much bigger than he looked in that book. Look at those three snails! We like them best. They go so slow along the wood! It was a good day at the park. We stood and took a picture so that we can remember our fun day.

The Family Camping Trip

My family camps out. We go to the woods. We cook outside and sleep in tents. Last time we went, we left at sunrise. Dad, Mom, Ben, Jake, and I got in our car. I slept all the way. The woods are in a park. That park is named Grand Lake State Park. I liked it very much. The leaves on the trees were nice colors. The lake looked fine in the sunshine. We all smiled. A map in our book showed walking paths. We went hiking. Dad set up our tents and made good lunches. We reached to the big lake. Mom said we could go fishing the next day. We got a huge fish! Our camping trip was fun. We cannot wait for our next camping trip.

Words Per Minute

Monday: _____
 Tuesday: _____
 Wednesday: _____
 Thursday: _____

Words:

lawn
lawns
paws
saw
draw

draws
yawns
yawned
head
ready

breath
heavy
dead
bread

Sam and Max

Sam likes to walk his pet Max. It is against the rules to walk on the lawn. Sam and Max walk on the sidewalk instead. Max needs a bath every week. Sam keeps Max's fur clean. He cleans Max's paws. Sam saw Max run away one day. Sam tried to call him. But Max did not stay away for long. He came back. Max ran on the lawn. He licked Sam's face. Max is Sam's best friend. He goes anywhere Sam goes. Max can do fun things. He can shake Sam's hand! Sam draws pictures of Max. Max has big ears and big paws. Max looks happy in pictures. When Sam yawns, Max knows it is bedtime. Max curls up at the end of Sam's bed.

Lee's Snowy Day

Lee saw fluffy snowflakes fall. She liked the snow. She rushed to the door. "I will put on my coat," she said. "I will put this hat on my head. I will pull on my boots. Then I will be ready to play." Lee went outside. She could see her breath. Lee looked at the snow. It is bright in the sunlight. Lee hopped across her yard. She left footprints in the snow on that lawn. Lee came to her hiding place. It was under a bush. She crawled on her knees to get inside. The heavy snow on top made it dark inside. Lee pushed away dead leaves and sat down. Lee sat snugly in her cave. But she smelled the sweet bread that Mom was baking. "Time for a snack," Lee said.



A Bird Named Fern















Essential Question:
What can you see in the sky?

Little Fern was always full of questions! She wanted to know about everything in the world. One day, Fern saw something up in the sky. "What is that big, white boat doing in the sky?" she asked herself. "I want to find out." "It would be great to ride on that big white boat," Fern said. So she stretched her wings and took off. Fern's wings helped her climb up, up, up. But when she got close to the boat, she was surprised. The boat looked like a fluffy bed! Fern was sleepy and wanted to rest. So she leaped on the bed. But she fell right through it! So Fern began to fly home. As she did, the bed turned dark gray. Then it started to rain. Poor Fern was soaked when she got home. "Where were you?" asked Mom and Dad. Fern told them all about her trip. "First we will dry you off," said Mom. "Then we will teach you about clouds," added Dad. And that is what they did!

Reading Strategies

Here are some beginning "Reading Strategies" to help your young reader figure out unknown words. They are like tools in a toolbox. They do not have to be used all at once. Use the reading strategy that is appropriate that can help your child figure out an unknown word in a story. Happy Reading!

	Take a Picture Walk	When you have a new book, take a few minutes and look through the pictures. This will help you get an idea of what the book is about.
	Look for Patterns	Sometimes early reader books have word patterns. This is a group of words that are repeated over and over throughout the book.
	Look at the Pictures	If you get stuck on a word, take a second to look at the picture. The picture might give you a clue about what the word may be.
	Point to Each Word	Early readers need to focus on each word as they read. Sometimes taking a finger (or pointer object) and pointing to each word will help them lock their eyes on every word to figure it out.
	Look at the First Letter	Make sure that the first letter of the word matches the word you read. Sometime early readers think they know a word by only looking at the pictures, but they need to focus on the letters as well.
	Get Your Mouth Ready	If you get stuck on a word, go back and read a little before the unknown word. Then get your mouth ready to make the first sound of the unknown word. Sometimes the unknown word will just "pop out" because it just makes sense!

	Look Through the Whole Word	Make sure your eyes look through the whole word to make sure all the letters match the word you say.
	Have You Seen the Word Before?	Have you seen an unknown word before on the cover, another page, another book, word wall, or from around the room? Think back...it may help you with the word.
cat	Look for Chunks	A chunk is a group of letters that make a dependable sound whenever it is used in words. Look at the unknown word...does it have a chunk that you already know?
	Think About What Makes Sense	If you get stuck on a word, stop and think about what word would make sense. After you think of a few options, check the pictures and look through the whole word to see which word would work best.
	Does it Sound Right?	As you read, make sure that what you read sounds right. Ask yourself...do people talk like that? Does that sound right to my ears?
	Skip and Return	Sometimes you may get stuck on a word you just can't figure out. Try skipping the word...read on to the end of the sentence or to the end of the page. Then return to the unknown word to see if the other words you have already read can help you figure it out.
	Monitor and Self Correct	Listen to yourself read. If you notice that something doesn't sound right or something doesn't make sense...go back and fix it. Don't leave it that way.

Name _____

Find out how many syllables are in each word. Say each word. Count the number of vowels you hear. Write the number on the line.

1. dragon _____

2. frog _____

3. itch _____

4. peanut _____

5. potato _____

6. watermelon _____

7. camera _____

8. hero _____

9. Tyrannosaurus _____

10. journal _____

Look at the words in the word bank. Answer the questions.

hippopotamus

starfish

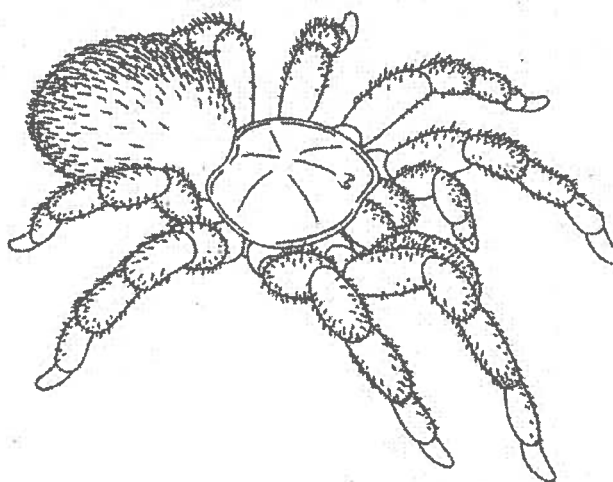
tarantula

yard

11. Which word has five syllables? _____

12. How many syllables does *starfish* have? _____

13. Which word has only one syllable? _____

14. How many syllables does *tarantula* have? _____

☐ I can use syllable rules to find the number of syllables in a word.

Name _____ Skill: Reading a chart

Flags Flying High

Some Americans fly a flag every day. Others display the flag only on special American holidays.



Use the chart to answer the questions.

American Holidays

Lincoln's Birthday	February 12
Washington's Birthday	February 22
Memorial Day	Last Monday in May
Flag Day	June 14
Independence Day	July 4
Labor Day	First Monday in September
Columbus Day	Second Monday in October
Veterans Day	November 11

1. Which holiday is on July 4?

2. When is Labor Day celebrated?

3. Which holiday honors an important American symbol?

4. When is Washington's birthday?

5. Which holiday honors a famous explorer?

6. What holiday do we celebrate on the last Monday in May?

Brainwork! Make a chart showing five other holidays.

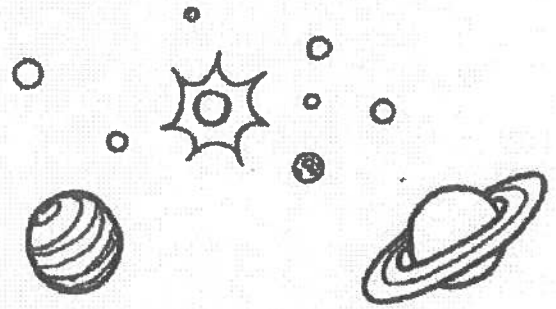
Answers: 1) Independence Day 2) First Monday in September 3) Flag Day 4) February 22 5) Columbus Day
6) Memorial Day

Language Arts

Name _____

Answer the questions about this **Table of Contents**. A Table of Contents tells the chapters found in a book and the page each one starts on.

Table of Contents	
Chapter	Page
The Sun	1
The Inner Planets	12
The Earth	18
Our Closest Neighbor	23
The Outer Planets	30



1. How many chapters are in the book? _____

2. Which chapter follows *The Inner Planets*? _____

3. On which page does *The Earth* begin? _____

4. On which page does *The Outer Planets* begin? _____

5. On which page does *The Sun* end? _____

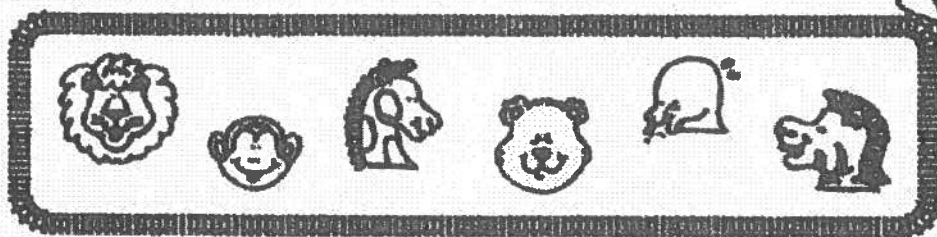
6. What is the title of the last chapter? _____

7. What is the title of the third chapter? _____

8. What information is in a Table of Contents? _____

Zoo Riddles

Josh the zookeeper has to paint new signs for the zoo. Josh has decided to make his chore into a game. He has made up a riddle about each animal.



Directions: Read the riddle. Write the name of the animal on the line. Use the Word Bank to help you.

Word Bank

zebra giraffe lion seal

1. I look like a horse, but I'm black and white.
If you tried to ride me, I would give you a fright!

2. I have a very loud roar and a mane.
I am the king—I think that is plain.

3. I dive and swim, catch fish, and bark.
My fur is shiny and very dark.

4. When I am hungry, I don't have to peck.
I just reach to the trees with my long neck.

A News Story

Today, a young girl told the police that her sheep were lost. She did not know where to find them. The police officer told the girl to leave the sheep alone. He was sure that the sheep would come home by themselves.



Directions: Circle the right answer.

1. Who is the young girl in the story?

- A. Little Miss Muffet
- B. Goldilocks
- C. Little Bo-Peep

2. What is the girl's problem?

- A. She can't find her house.
- B. She can't find her sheep.
- C. She can't find her dog.


3. What did the police officer tell the girl?

- A. to go looking for the sheep
- B. to ask people if they had seen the sheep
- C. to leave the sheep alone

4. How do you think this story will end?

- A. The sheep will come home.
- B. The sheep will stay lost.
- C. She will find the sheep herself.

Lunch Time



Juan was hungry. He wanted to eat lunch.
Here's what he did.



First, Juan got out two slices of bread.





Second, he opened a jar of peanut butter and a jar of jelly.

Then, Juan spread peanut butter on one piece of bread.

Next, he spread jelly on the other piece of bread.

Last, he put the two slices of bread together.

Directions: Circle the right answer.

- | | |
|---|--|
| <p>1. What did Juan do first?</p> <p>A. spread peanut butter on bread</p> <p>B. got out two slices of bread</p> <p>C. spread jelly on bread</p> | <p>3. Why did Juan get out the bread, jelly, and peanut butter?</p> <p>A. because he liked bread</p> <p>B. because he wanted to play</p> <p>C. because he was hungry</p> |
| <p>2. What did Juan do after he had spread peanut butter and jelly on the bread?</p> <p>A. He opened a jar of jelly.</p> <p>B. He put the two slices of bread together.</p> <p>C. He ate the two slices of bread.</p> | <p>4. What did Juan make?</p> <p>A. a sandwich</p> <p>B. a cookie</p> <p>C. a sundae</p> |

Money

Money has been used for many years to pay for things. Most people are paid money for their jobs. They use the money to buy food, clothes, and other things they need. There are two kinds of money: **paper money** and **coins**. Before there was money, people would **trade** one thing for another. A farmer would trade eggs for cloth, or a horse for land. Money gives us an easy way to buy what we need.

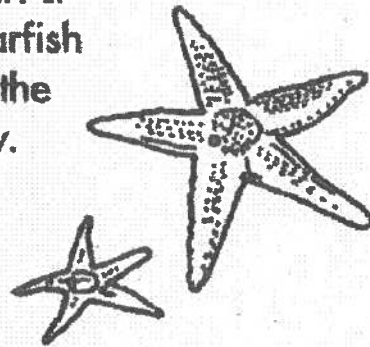


Directions: Circle the right answer.

1. The main idea of this story is—
 - A. how people pay for the things they need.
 - B. how people get land for horses.
 - C. how people work for money.
2. What did people do before there was money?
 - A. They made their own money.
 - B. They traded one thing for another.
 - C. They went to the bank.
3. Which one of these is a trade?
 - A. playing with toy cars
 - B. giving a toy car for a bear
 - C. having a car race
4. Which of these is a job?
 - A. playing a game
 - B. eating dinner
 - C. teaching a class

Starfish

Starfish live in the sea. But a starfish is not really a fish at all. It is an animal. It has tough, hard skin. This skin is covered with sharp bumps called **spines**. A starfish has five arms that make it look like a star. If one of these arms breaks off, the starfish can grow a new one. The mouth of the starfish is on the underside of its body.



Directions: Match each part of the starfish with a detail that tells about it.

1. _____ skin

A. can grow new ones

2. _____ arms

B. on the underside of its body

3. _____ mouth

C. sharp bumps

4. _____ spines

D. tough and hard



Polly Want a Cracker?

Have you ever heard a parrot talk? Parrots are able to copy sounds that they hear. You can train a parrot to repeat words, songs, and whistles. But a parrot cannot say words that it has never heard. People can use words to make new sentences, but a parrot cannot.

Read each sentence. If it is true, color the parrot under True. If it is false, color the parrot under False.

1. You could teach a parrot to sing "Happy Birthday."
2. You could ask a parrot any question, and it could give the answer.
3. A parrot could make up a fairy tale.
4. If a parrot heard your mom say, "Brush your teeth," every night, he could learn to say it, too.
5. It is possible for a parrot to repeat words in Spanish.

True

False



Write what would happen if a parrot heard you say, "No, I can't" too often.

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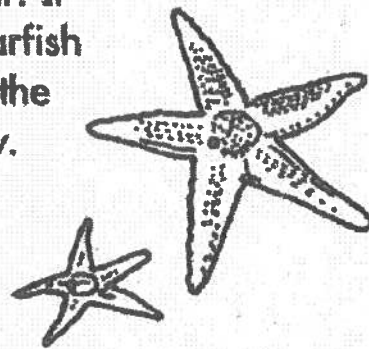


Directions: Circle the right answer.

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 - B. how people get land for horses.
 - C. how people work for money.
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1. _____ skin

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2. _____ arms

B. on the underside of its body

3. _____ mouth

C. sharp bumps

4. _____ spines

D. tough and hard



Who Am I?



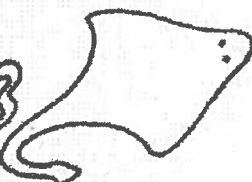
Use details from the story to make decisions about the characters.

Circle the picture that answers the riddle.

1. I have feathers. I also have wings, but I don't fly. I love to swim in icy water. Who am I?



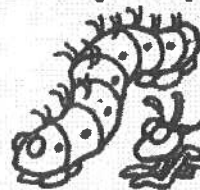
3. I live in the ocean. I swim around slowly, looking for something to eat. I have six more arms than you have. Who am I?



2. I am 3 weeks old. I drink milk. I cry when my diaper is wet. Who am I?



4. I am an insect. If you touch me, I might bite you! I make tunnels under the ground. I love to come to your picnic! Who am I?



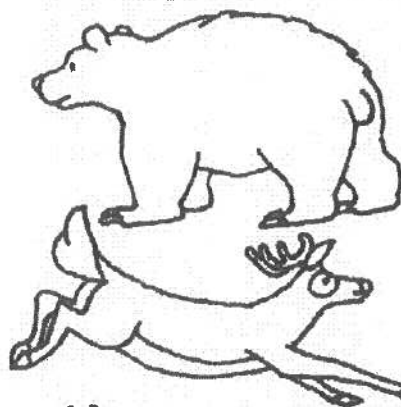
5. I am a female. I like to watch movies and listen to music. My grandchildren love my oatmeal cookies. Who am I?



7. I wear a uniform. My job is to help people. I ride on a big red truck. Who am I?



6. I am a large mammal. I live in the woods. I have fur. I stand up and growl when I am angry. Who am I?



Write your own riddle and let the class guess the answer.

Weather

Weather is what it is like outside. Weather is always changing. One day it may be hot. The next day, it may get cool. Sometimes it rains or snows. At other times, it may be foggy. Weather changes help us. When snow melts, it helps the ground get ready for new plants. Plants need both sun and rain to grow. Trees need cold weather to shed their leaves. Then they can grow new ones.

Directions: Circle the right answer.

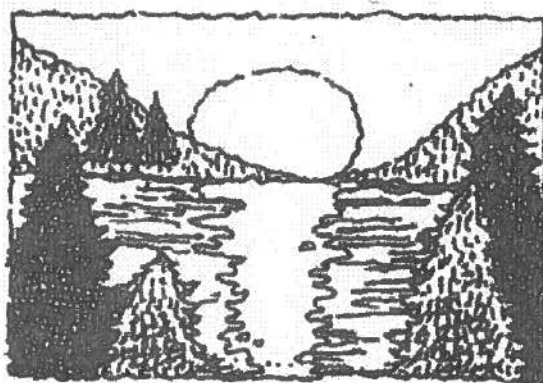
1. Choose the sentence that tells about the whole story.
 - A. Weather is always changing, and those changes help us.
 - B. Weather is foggy in the spring.
 - C. Weather needs to be cold for trees to grow.
2. Weather is—
 - A. foggy and hot all the time.
 - B. what it is like outside.
 - C. what makes rain.
 - D. always the same.

Directions: Write in the blank. Finish the sentence.

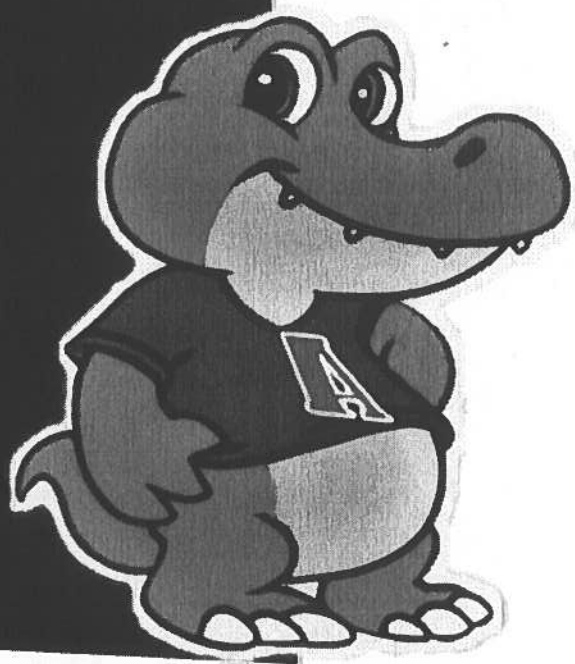
3. Rain, snow, and fog are all kinds _____

 of _____.
4. _____

 _____ need both sun and rain to grow.



1st Mathematics





Fact families

Finish the fact family for this group of numbers.



9



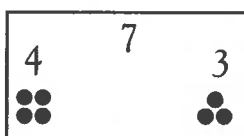
$5 + 4 = 9$

$4 + 5 = 9$

$9 - 4 = 5$

$9 - 5 = 4$

Finish the fact family for each group of numbers.

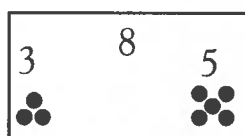


$4 + 3 =$

$3 + 4 =$

$7 - 3 =$

$7 - 4 =$

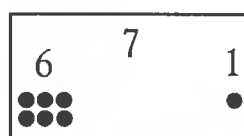


$3 + 5 =$

$5 + 3 =$

$8 - 5 =$

$8 - 3 =$

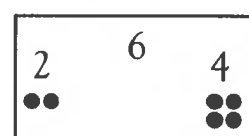


$6 + 1 =$

$1 + 6 =$

$7 - 1 =$

$7 - 6 =$

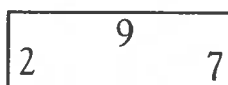


$2 + 4 =$

$4 + 2 =$

$6 - 4 =$

$6 - 2 =$

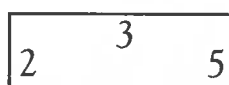


$2 + 7 =$

$7 + 2 =$

$9 - 2 =$

$9 - 7 =$

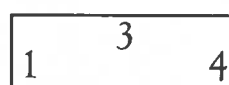


$3 + 2 =$

$2 + 3 =$

$5 - 2 =$

$5 - 3 =$

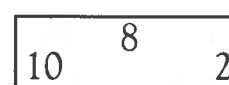


$3 + 1 =$

$1 + 3 =$

$4 - 1 =$

$4 - 3 =$



$2 + 8 =$

$8 + 2 =$

$10 - 2 =$

$10 - 8 =$



$5 + 5 =$

$10 - 5 =$



$4 + 4 =$

$8 - 4 =$



$3 + 3 =$

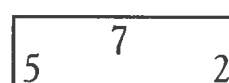
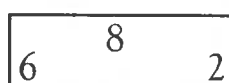
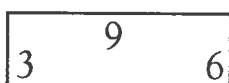
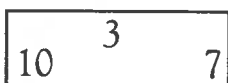
$6 - 3 =$



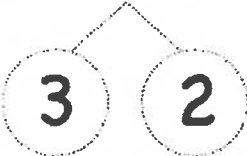
$2 + 2 =$

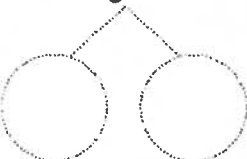
$4 - 2 =$


Finish the fact family for each group of numbers.

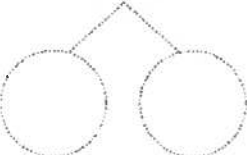



Making 10 to Add

$$7 + 5 = \boxed{12}$$


$$8 + 7 = \boxed{}$$


$$6 + 8 = \boxed{}$$


$$9 + 8 = \boxed{}$$


$$4 + 9 = \boxed{}$$


Making 10 to Add

$$\begin{array}{r} 3 \\ 7 \\ + 4 \\ \hline \end{array}$$

Diagram: A dotted circle labeled '10' with lines connecting it to the numbers 3 and 7, indicating that 3 + 7 = 10.

$$\begin{array}{r} 8 \\ 4 \\ + 6 \\ \hline \end{array}$$

Diagram: A dotted circle with lines connecting it to the numbers 4 and 6, indicating that 4 + 6 = 10.

$$\begin{array}{r} 2 \\ 7 \\ + 8 \\ \hline \end{array}$$

Diagram: A dotted circle with lines connecting it to the numbers 2 and 8, indicating that 2 + 8 = 10.

$$\begin{array}{r} 9 \\ 1 \\ + 5 \\ \hline \end{array}$$

Diagram: A dotted circle with lines connecting it to the numbers 9 and 1, indicating that 9 + 1 = 10.

$$\begin{array}{r} 9 \\ 7 \\ + 3 \\ \hline \end{array}$$

Diagram: A dotted circle with lines connecting it to the numbers 7 and 3, indicating that 7 + 3 = 10.

$$\begin{array}{r} 6 \\ 3 \\ + 4 \\ \hline \end{array}$$

Diagram: A dotted circle with lines connecting it to the numbers 6 and 4, indicating that 6 + 4 = 10.

$$\begin{array}{r} 8 \\ 2 \\ + 6 \\ \hline \end{array}$$

Diagram: A dotted circle with lines connecting it to the numbers 8 and 2, indicating that 8 + 2 = 10.

$$\begin{array}{r} 8 \\ 5 \\ + 5 \\ \hline \end{array}$$

Diagram: A dotted circle with lines connecting it to the numbers 5 and 5, indicating that 5 + 5 = 10.

$$\begin{array}{r} 1 \\ 7 \\ + 9 \\ \hline \end{array}$$

Diagram: A dotted circle with lines connecting it to the numbers 1 and 9, indicating that 1 + 9 = 10.

Name: _____

Making 10 to Add 9

Use a red crayon to color the first part. Then, use a yellow crayon to color the second part. Write two different addition sentences.

○	○	○	○	○
○	○	○	○	●
●				

$$\underline{9} + \underline{2} = \underline{11}$$

$$\underline{10} + \underline{1} = \underline{11}$$

1

$$\underline{9} + \underline{3} = \underline{12}$$

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

2

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

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

3

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

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

4

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

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

1

$$\underline{9} + \underline{6} = \underline{\quad}$$

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

2

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

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

3

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

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

4

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

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

5

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

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

6

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

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

Name: _____

Making 10 to Add 8

Use a red crayon to color the first part. Then, use a yellow crayon to color the second part. Write two different addition sentences.

○	○	○	○	○
○	○	○	●	●
●	●	●		

$$\underline{8} + \underline{5} = \underline{13}$$

$$\underline{10} + \underline{3} = \underline{13}$$

1

$$\underline{8} + \underline{3} = \underline{11}$$

$$\underline{10} + \underline{\quad} = \underline{11}$$

2

$$\underline{8} + \underline{7} = \underline{\quad}$$

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

3

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

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

4

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

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

1

$$\underline{8} + \underline{6} = \underline{\quad}$$

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

2

$$\underline{8} + \underline{10} = \underline{\quad}$$

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

3

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

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

4

$$\underline{8} + \underline{2} = \underline{\quad}$$

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

5

$$\underline{8} + \underline{5} = \underline{\quad}$$

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

6

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

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

Name: _____

Making 10 to Add: Mixed Practice

Practice making a ten to find the sums,

1

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

$$\underline{10} + \underline{2} = \underline{\quad}$$

Bigger by 2

Smaller by 2

2

$$\underline{9} + \underline{6} = \underline{\quad}$$

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

Bigger by 1

Smaller by 1

3

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

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

Bigger by 2

Smaller by 2

4

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

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

Bigger by 1

Smaller by 1

5

$$\underline{8} + \underline{6} = \underline{\quad}$$

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

Bigger by 2

Smaller by 2

6

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

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

Bigger by 1

Smaller by 1

7

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

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

Bigger by 2

Smaller by 2

8

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

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

Bigger by 1

Smaller by 1

1

$$\underline{8} + \underline{3} = \underline{\quad}$$

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

2

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

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

3

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

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

4

$$\underline{8} + \underline{5} = \underline{\quad}$$

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

5

$$\underline{8} + \underline{7} = \underline{\quad}$$

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

6

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

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

Name: _____

I. MD.3

Time to the Hour

Practice 1

What Time Is It?



Look at each clock.
Write the time on the
lines next to each clock.



1 : 00

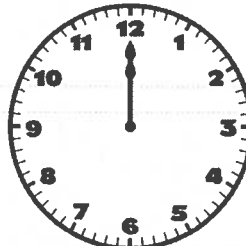


1.



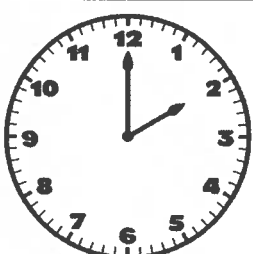
_____ : _____

6.



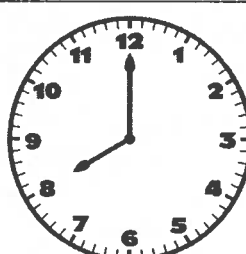
_____ : _____

2.



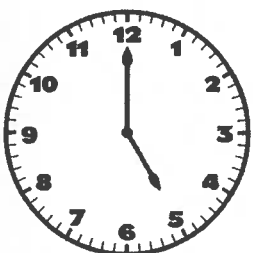
_____ : _____

7.



_____ : _____

3.



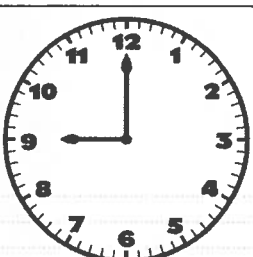
_____ : _____

8.



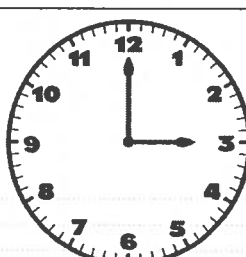
_____ : _____

4.



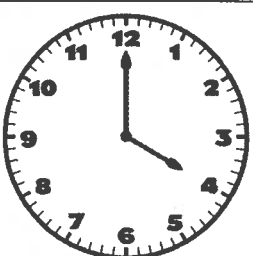
_____ : _____

9.



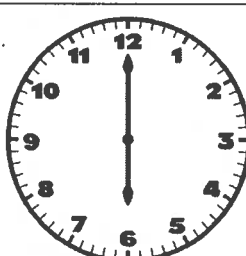
_____ : _____

5.



_____ : _____

10.

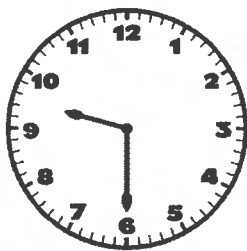
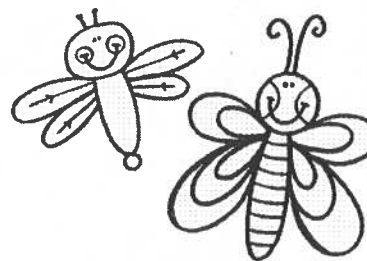


_____ : _____

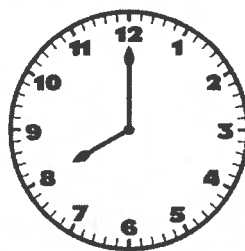
Bug Time

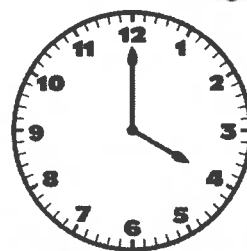
Telling Time to the Hour & Half Hour

Cut along the dotted lines and glue each one in the correct box.

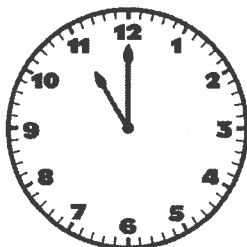








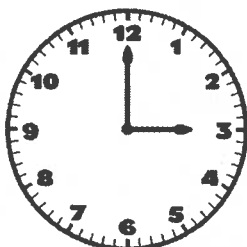


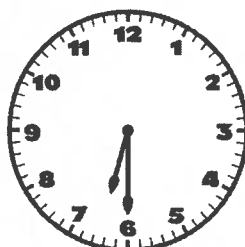


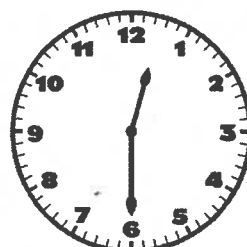








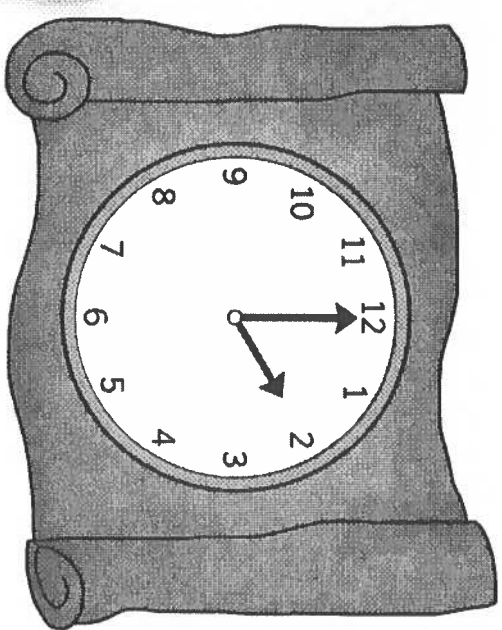
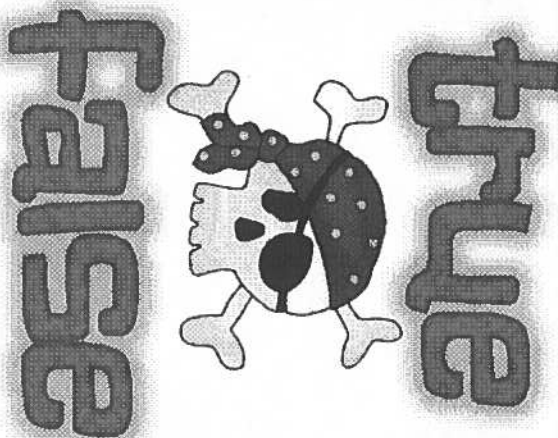
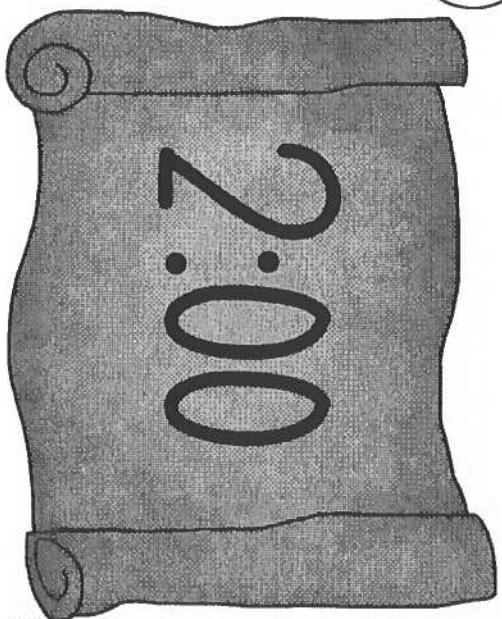




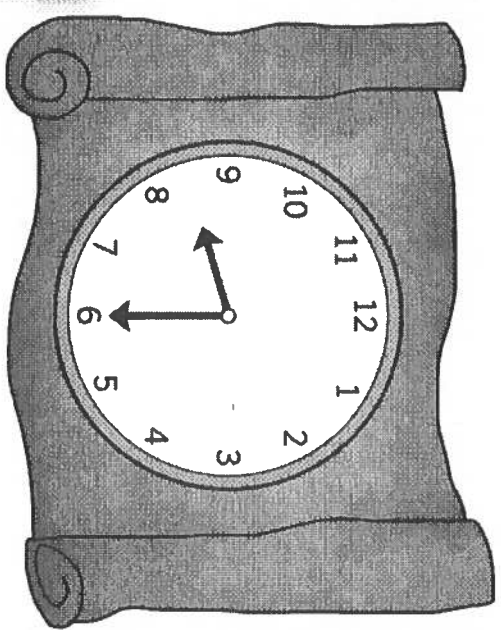
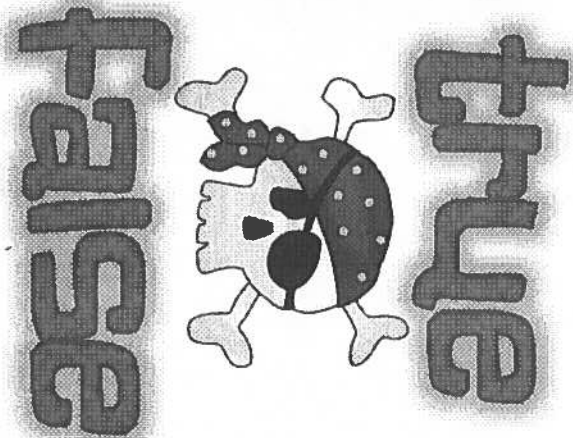
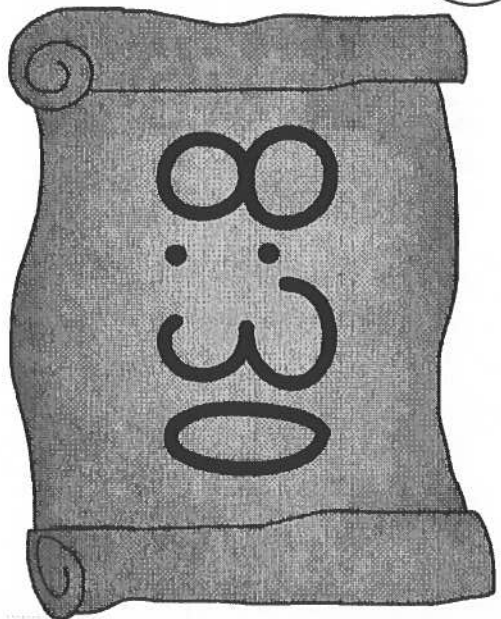


11:00	2:30	6:30	7:30
4:00	1:00	5:30	3:00
10:30	8:00	12:30	9:30

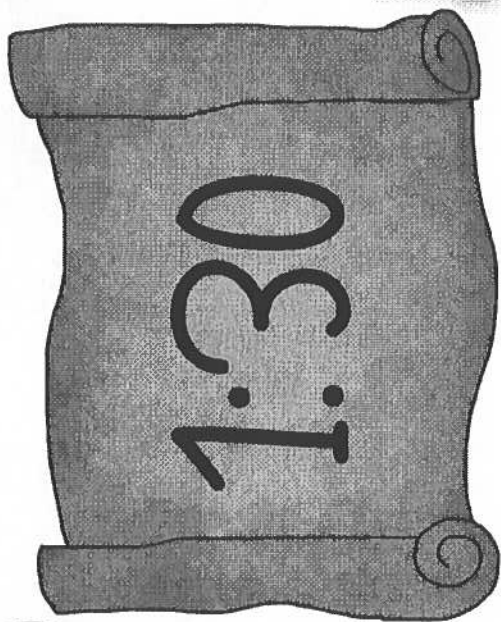
1



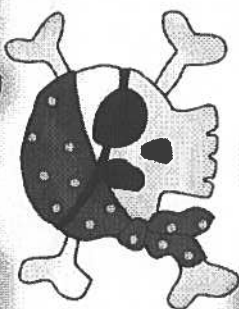
2



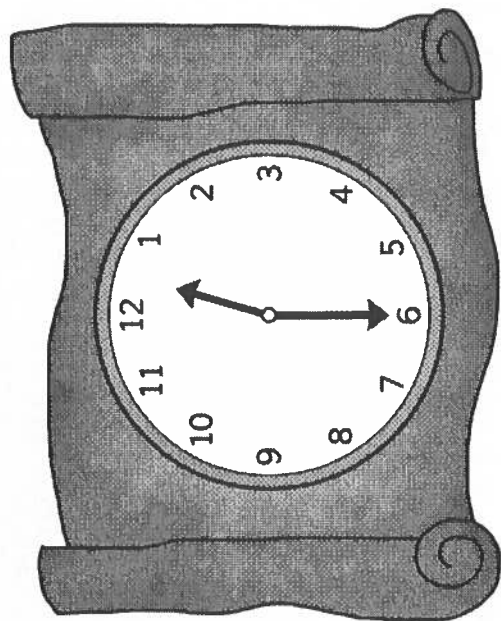
3



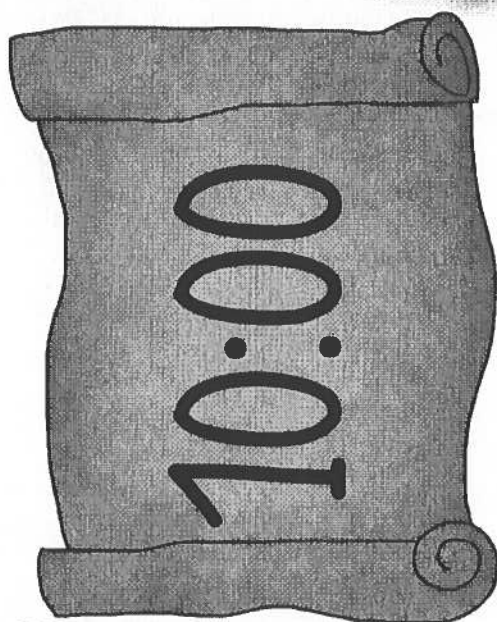
true



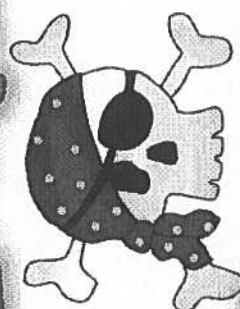
false



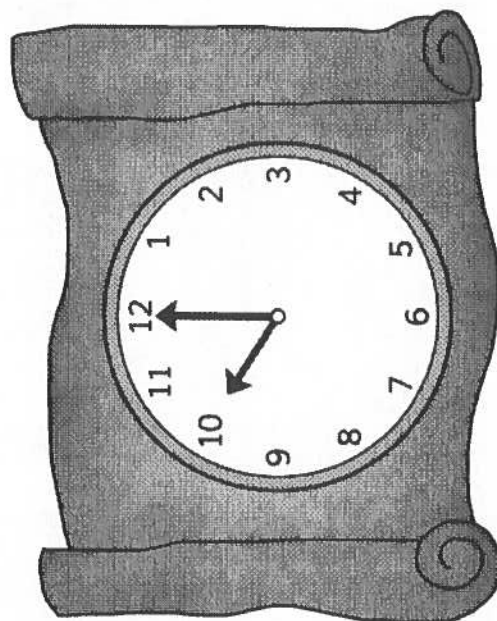
4



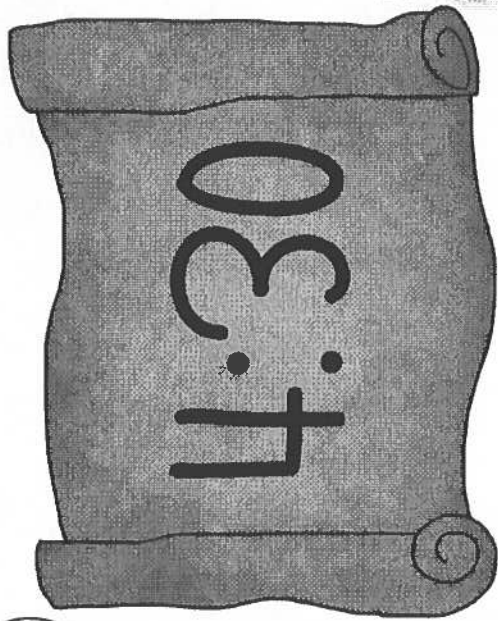
true



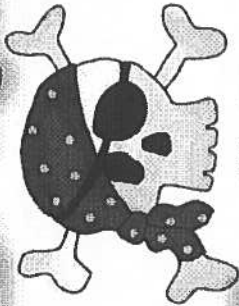
false



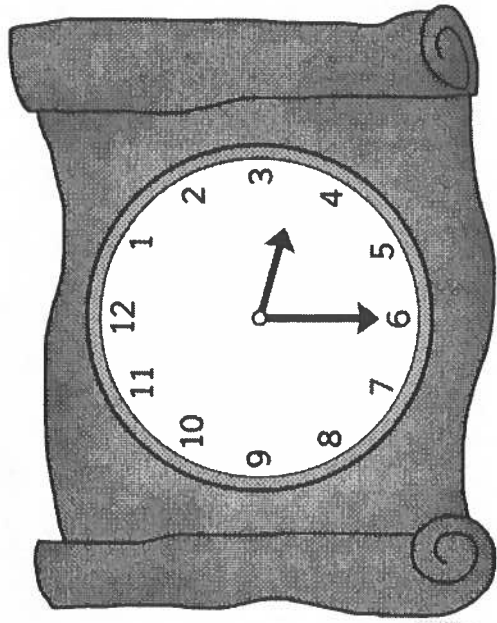
5



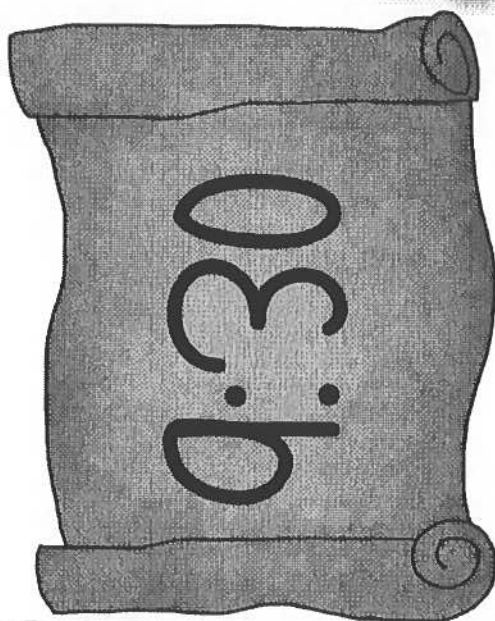
true



false



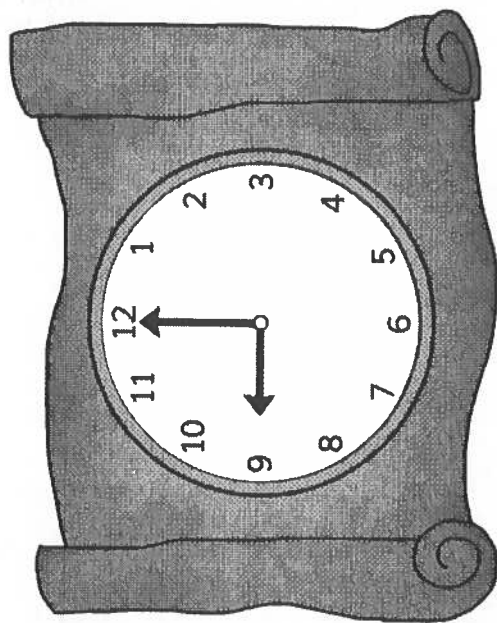
6



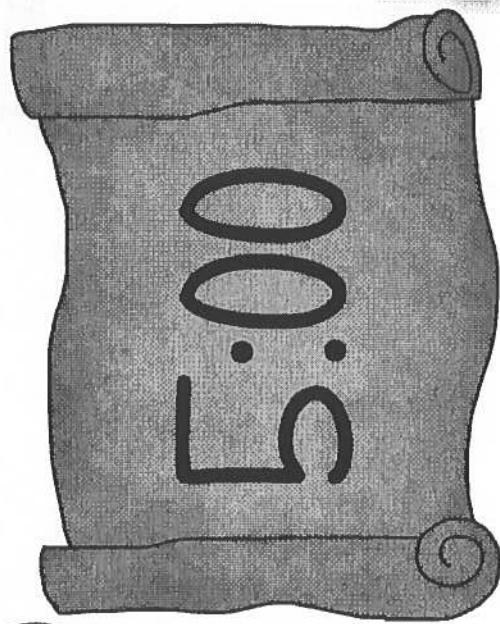
true



false



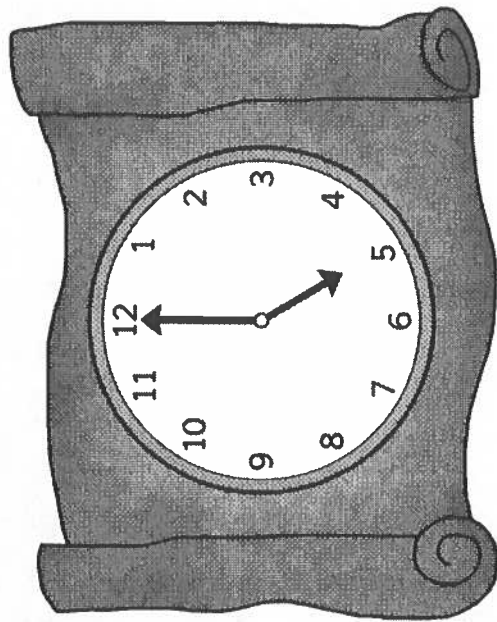
7



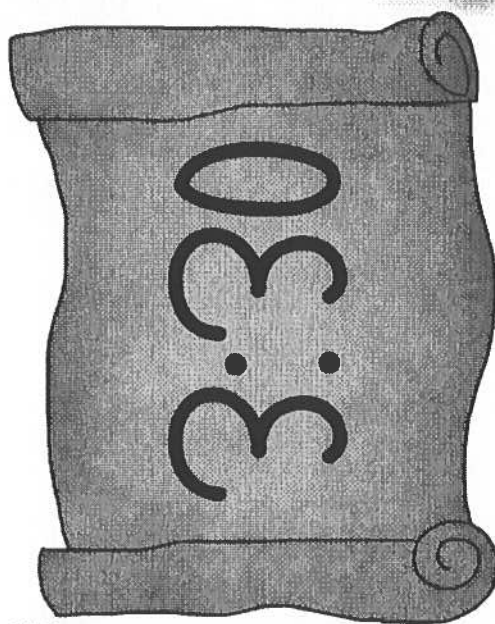
true



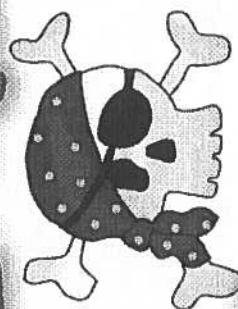
false



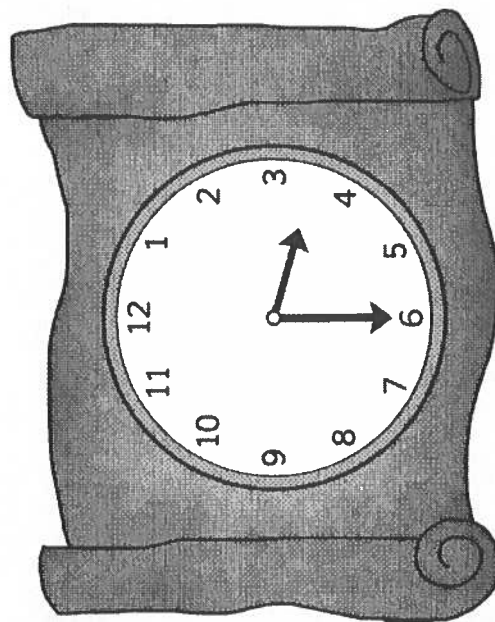
8



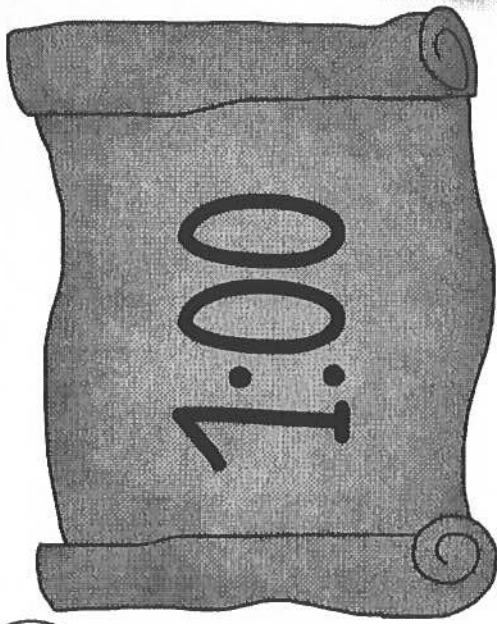
true



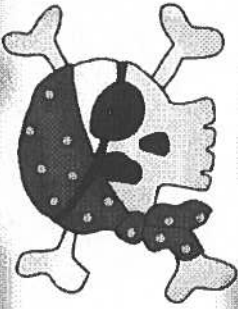
false



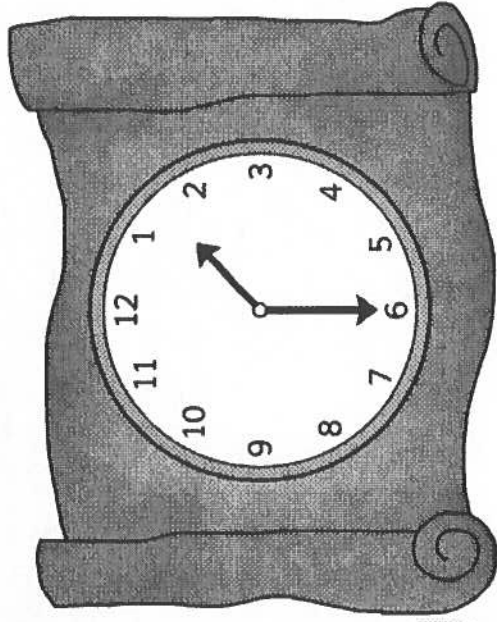
9



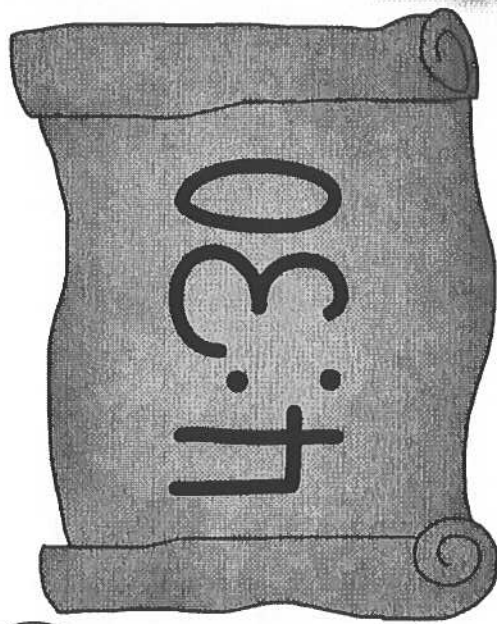
true



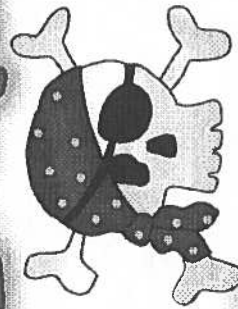
false



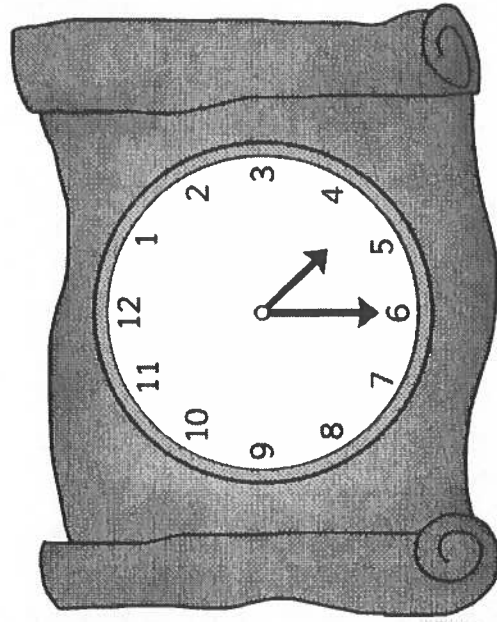
10



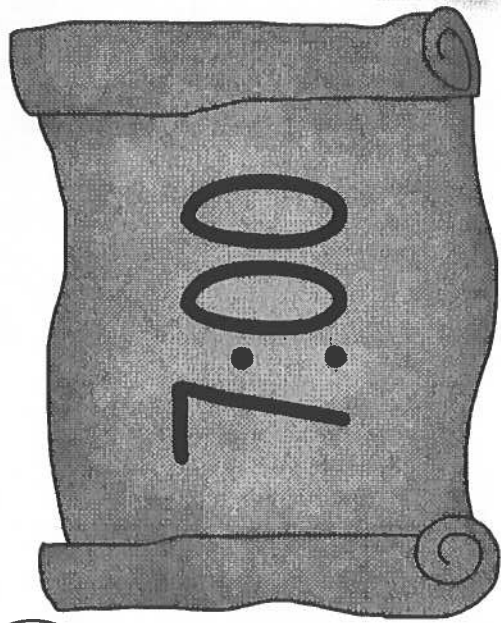
true



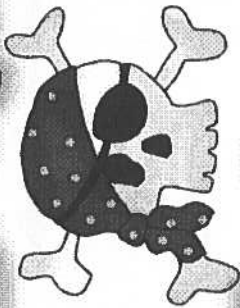
false



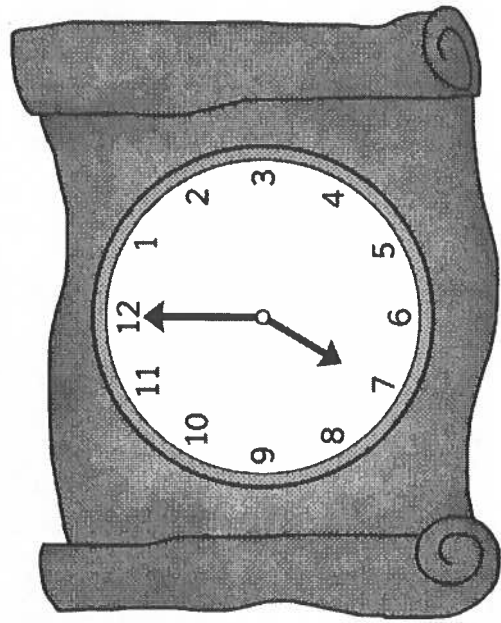
11



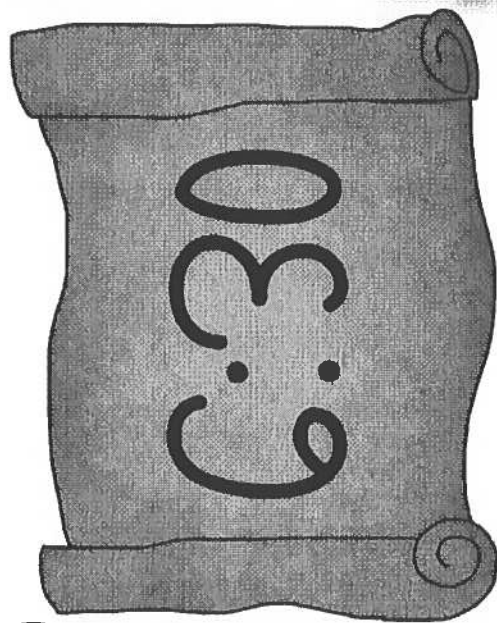
true



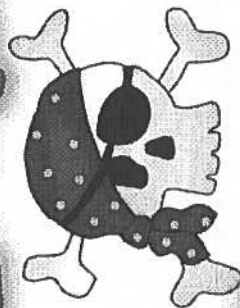
false



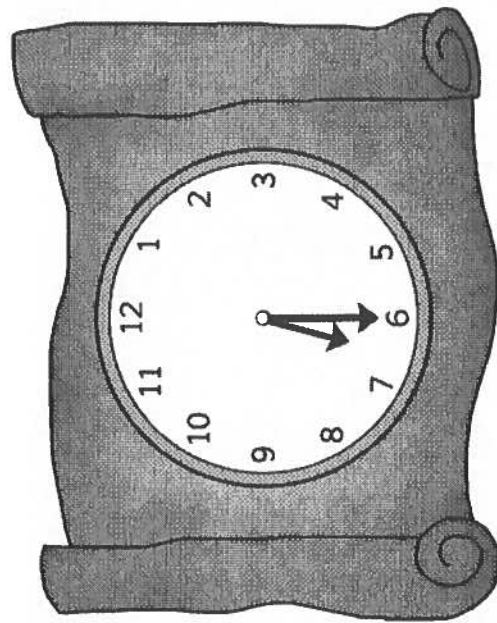
12



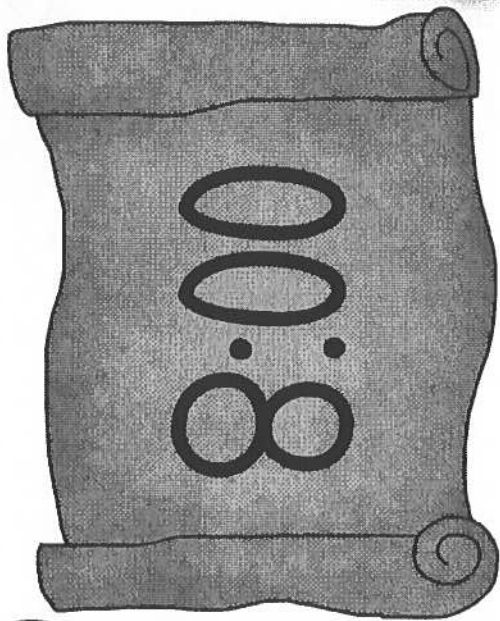
true



false



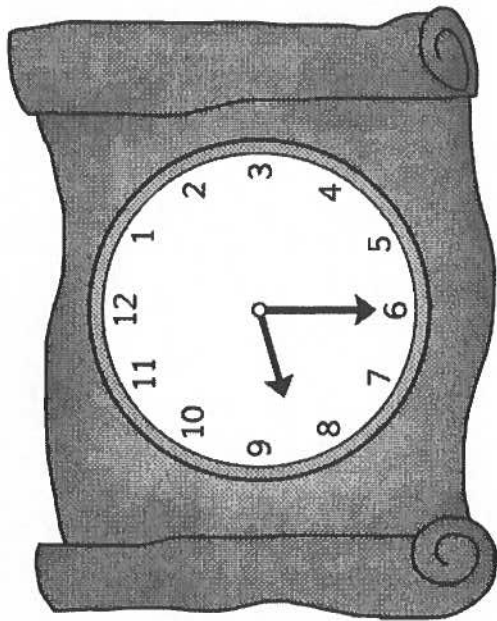
13



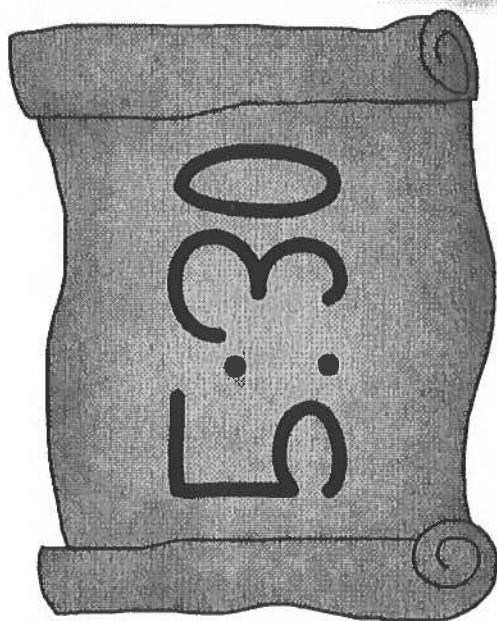
true



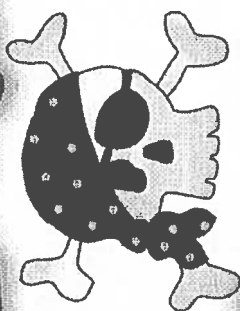
false



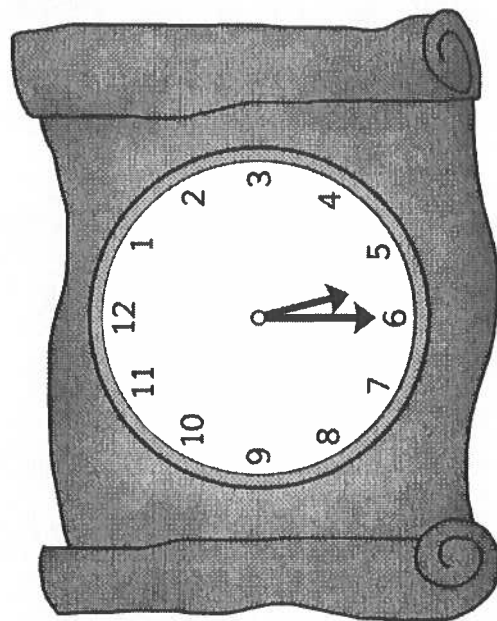
14



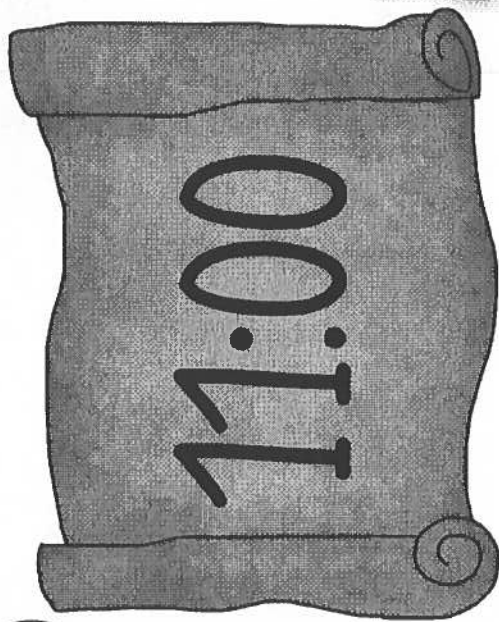
true



false



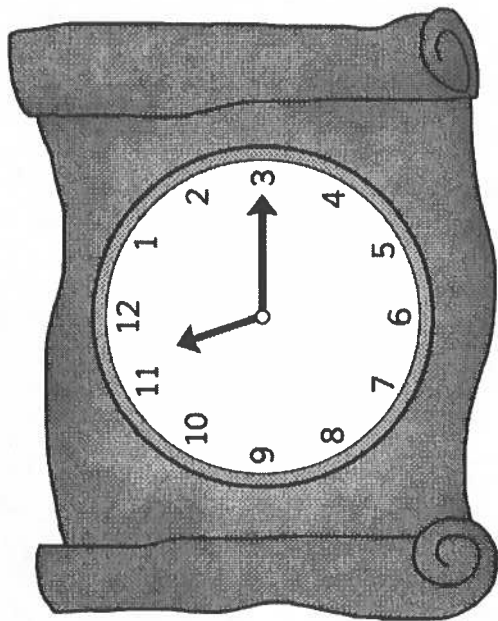
15



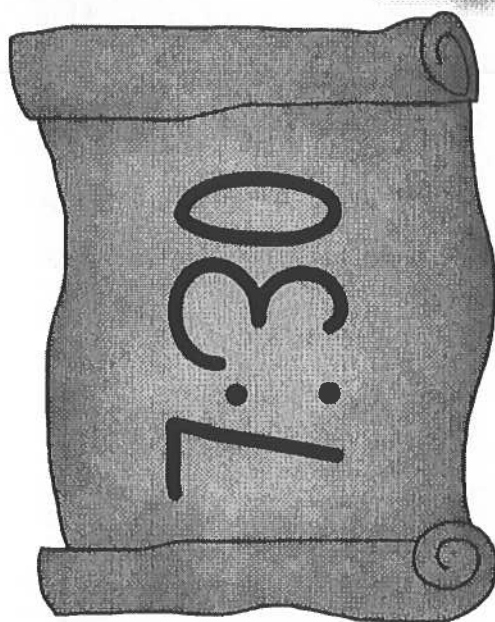
true



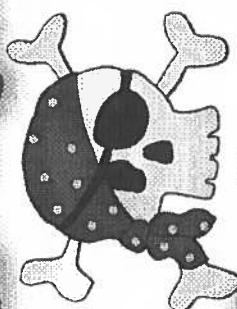
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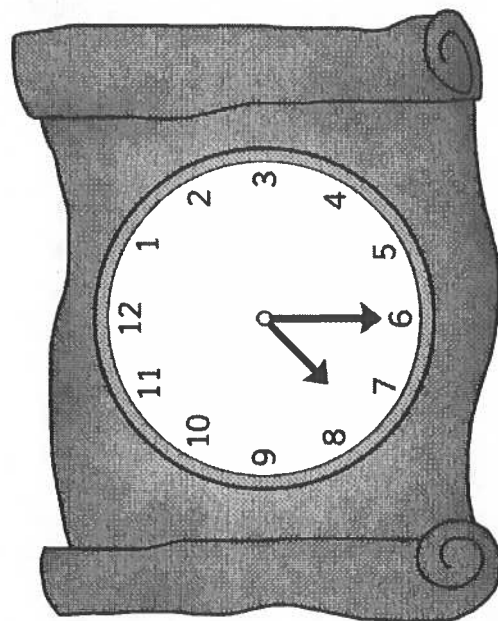
16



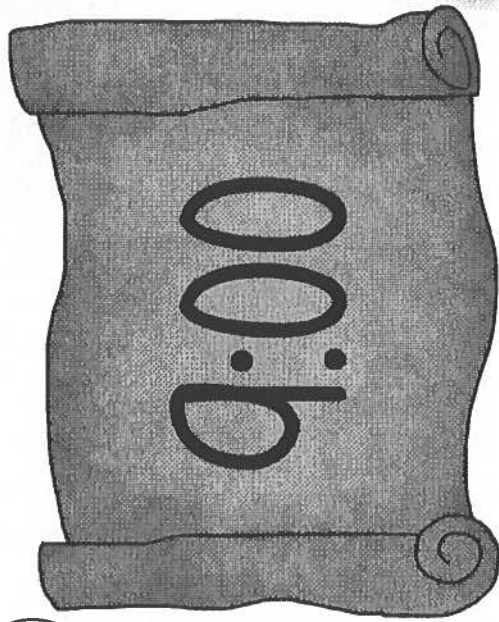
true



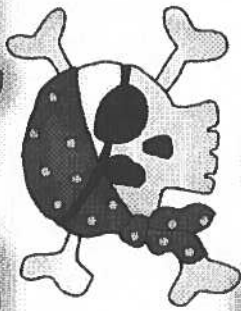
false



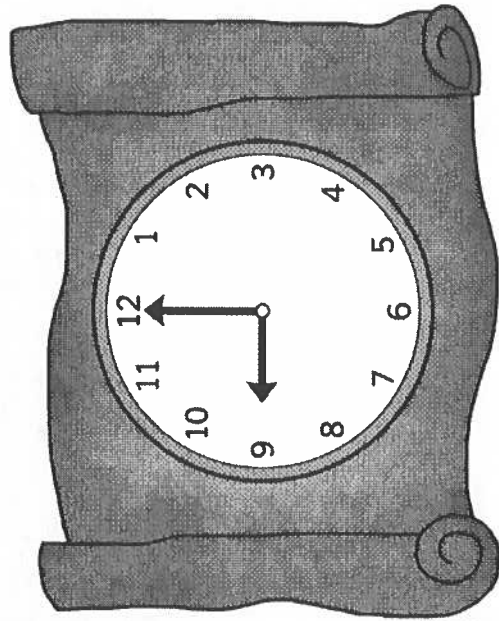
17



true



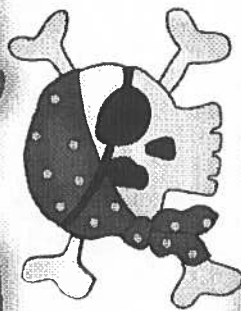
false



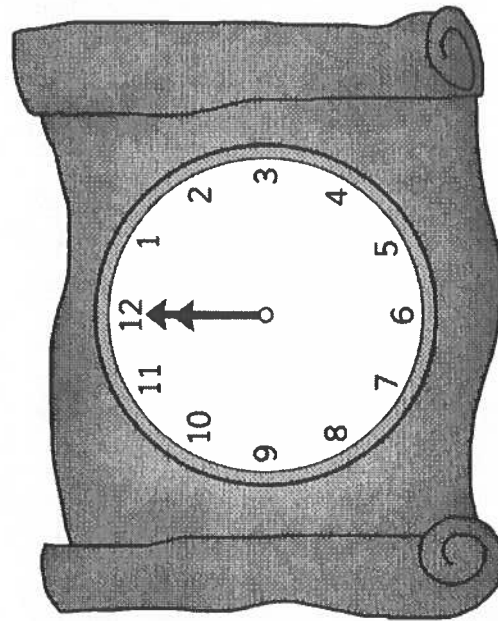
18



true



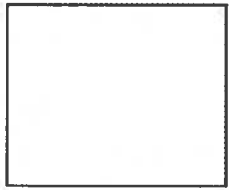
false



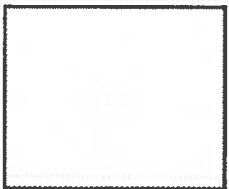
Name: _____

WHAT AM I?

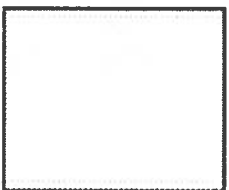
Read the clues below and match the shapes.



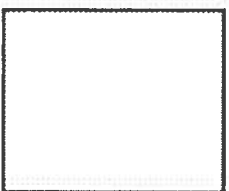
I have 1 side.



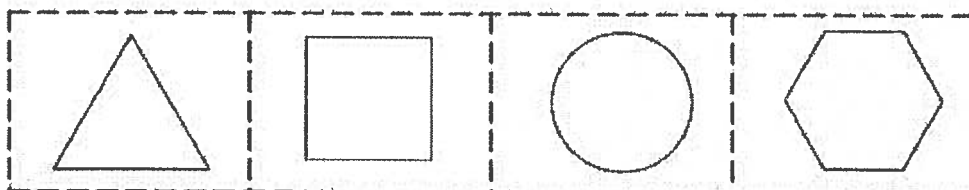
I have 3 sides.



I have 4 corners.



I have 6 sides.



Name: _____

WHAT AM I?

Write 3 clues to describe the shape below.

1. I _____

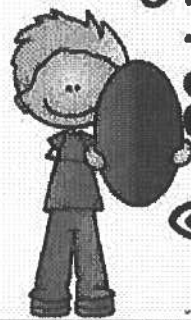
2. I _____

3. I _____



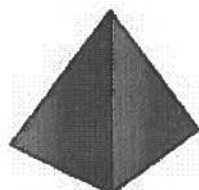
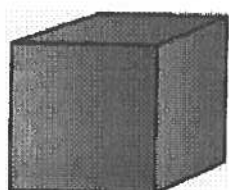
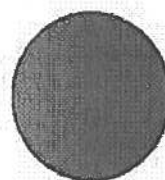
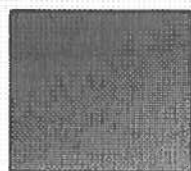
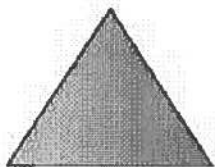
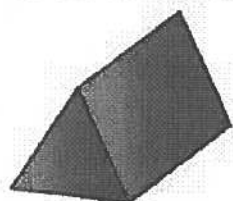
Name: _____

Shape Sort



corners

No corners

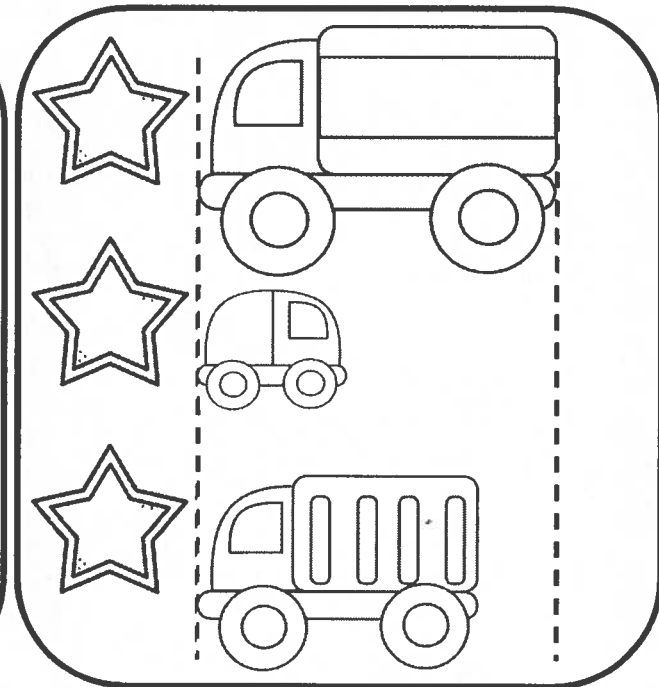
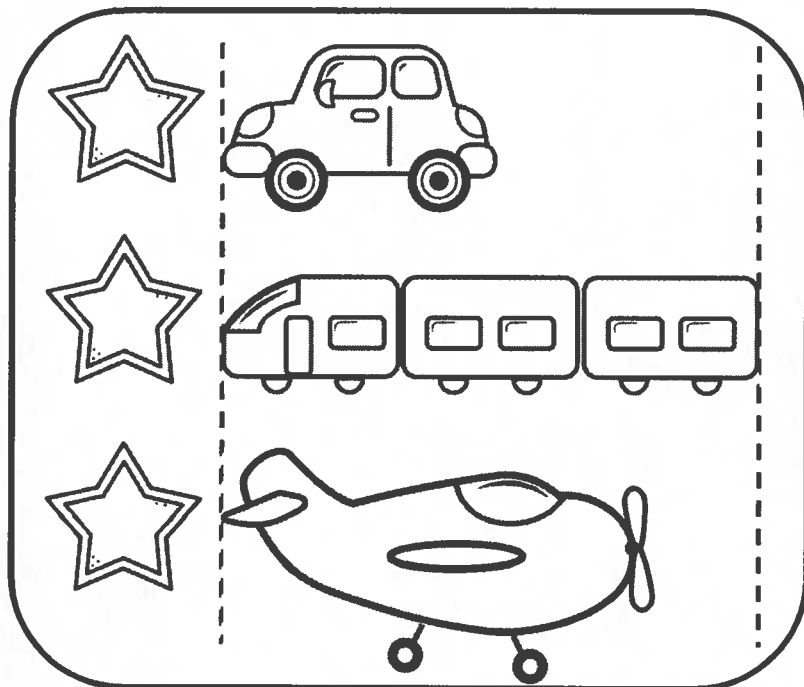


Name: _____

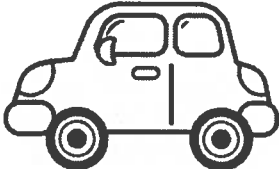
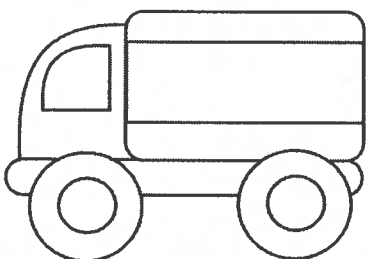



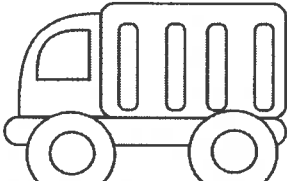
Measurement

Day 2: HW

Write 1, 2, 3 to order the objects from LONGEST to SHORTEST.



About how many cubes long is each object?

 _____ cubes	 _____ cubes	 _____ cubes
 _____ cubes	 _____ cubes	 _____ cubes

Name: _____

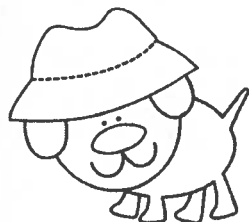
I. MD.1
Compare 2 Objects
Practice 1

Taller or Shorter?



Look at each set of kids.
Circle the one that is **taller** in each set.

<p>1.</p>	<p>2.</p>	<p>3.</p>
<p>4.</p>	<p>5.</p>	<p>6.</p>



Look at each set of kids.
Circle the one that is **shorter** in each set.

<p>1.</p>	<p>2.</p>	<p>3.</p>
<p>4.</p>	<p>5.</p>	<p>6.</p>

Name: _____

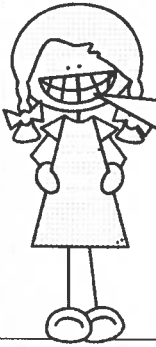
I. MD.4

Interpret Data

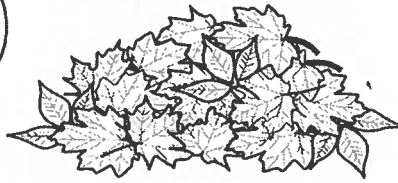
Tally Charts

Fall Graphing

Frog, Fairies, and Lesson Plans ©



Look at the **data** in the chart, then answer the questions.



|||| = 5

Students were asked what their favorite leaf color is. Their answers were organized in the Tally Chart below.

Our Favorite Leaf Color

Leaf Color	Votes
Red	
Yellow	
Orange	

1. How many children like yellow leaves? _____
2. What is the leaf color with the most votes? _____
3. How many children voted for red and yellow leaves? _____
4. How many more kids voted for red than yellow leaves? _____
5. What leaf color got the fewest votes? _____
6. What leaf color got 10 votes? _____

Name: _____

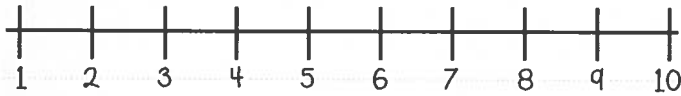
I. OA.5

Subtract within 10
Difference Unknown
Practice 1

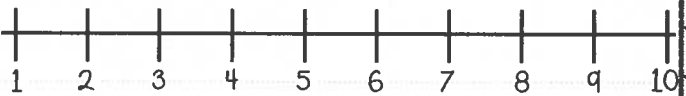
Count on Number Lines

Find the differences.

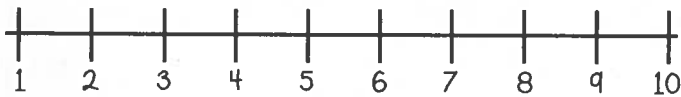
Use the number line to count back.



$$10 - 1 = \underline{\quad}$$



$$10 - 3 = \underline{\quad}$$



$$8 - 2 = \underline{\quad}$$



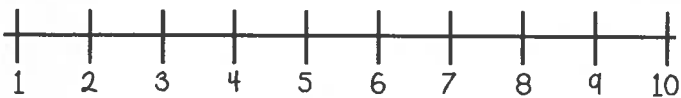
$$5 - 1 = \underline{\quad}$$



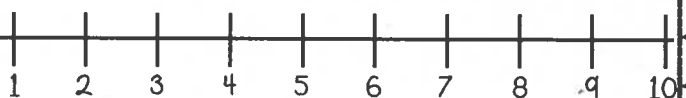
$$7 - 2 = \underline{\quad}$$



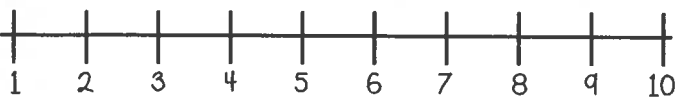
$$8 - 3 = \underline{\quad}$$



$$7 - 1 = \underline{\quad}$$



$$10 - 2 = \underline{\quad}$$



$$9 - 3 = \underline{\quad}$$



$$8 - 4 = \underline{\quad}$$

Name: _____

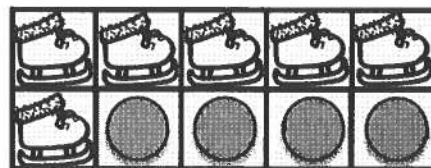
1. OA.6

Making 10

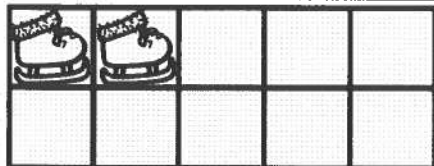
Practice 2

What Parts Make Ten?

Complete the ten frames, then name the parts that make 10.



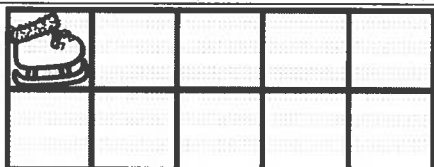
6 and 4 make 10



_____ and _____ make 10



_____ and _____ make 10



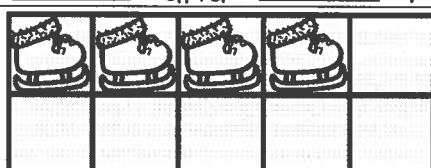
_____ and _____ make 10



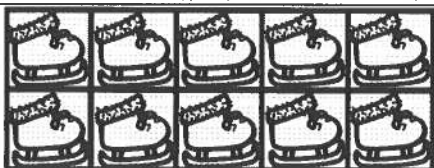
_____ and _____ make 10



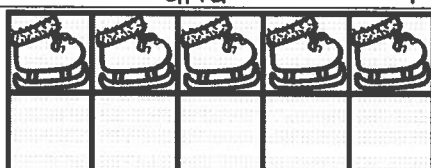
_____ and _____ make 10



_____ and _____ make 10



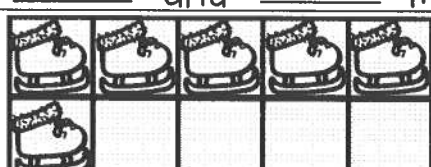
_____ and _____ make 10



_____ and _____ make 10



_____ and _____ make 10



_____ and _____ make 10

Place Value: Teen Numbers

Name: _____ Date: _____

Directions: Write to tell how many tens and ones.

1. 17 is ____ ten and ____ ones.
2. 14 is ____ ten and ____ ones.
3. 12 is ____ ten and ____ ones.
4. 18 is ____ ten and ____ ones.
5. 13 is ____ ten and ____ ones.
6. 19 is ____ ten and ____ ones.

Directions: Write the number the blocks show.

7.



8.



9.



10.



Place Value: Teen Numbers

Name: _____ Date: _____

Directions: Write the number.

1. One ten and **four** ones is _____.
2. One ten and **three** ones is _____.
3. One ten and **eight** ones is _____.
4. One ten and **two** ones is _____.
5. One ten and **one** one is _____.
6. One ten and **six** ones is _____.

Directions: Draw the number with base ten blocks.

13

18

17

15

Place Value: Tens & Ones

Name: _____ Date: _____

Directions: Write the number.

1. **Two** tens and **four** ones is _____.
2. **Three** tens and **three** ones is _____.
3. **Six** tens and **eight** ones is _____.
4. **Five** tens and **two** ones is _____.
5. **Seven** tens and **one** one is _____.
6. **Four** tens and **six** ones is _____.

Directions: Draw the number with base ten blocks.

73

58

27

45

Place Value: Multiples of Ten

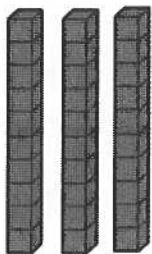
Name: _____ Date: _____

Directions: Write to tell how many tens.

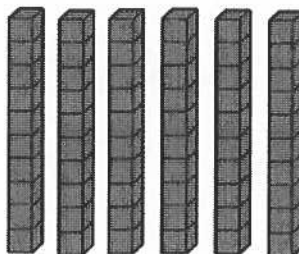
1. 20 is ____ tens.
2. 40 is ____ tens.
3. 70 is ____ tens.
4. 50 is ____ tens.
5. 30 is ____ tens.
6. 60 is ____ tens.

Directions: Write the number the blocks show.

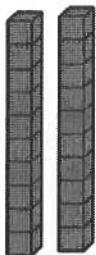
7.



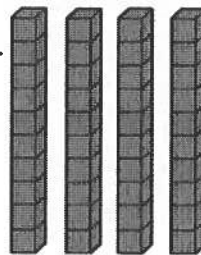
8.



9.



10.



Place Value: Tens & Ones

Name: _____ Date: _____

Directions: Write the number.

1. **Five** tens is _____.
2. **Four** tens is _____.
3. **Six** tens is _____.
4. **Eight** tens is _____.
5. **Seven** tens is _____.
6. **Two** tens is _____.

Directions: Draw the number with base ten blocks.

30

50

90

40

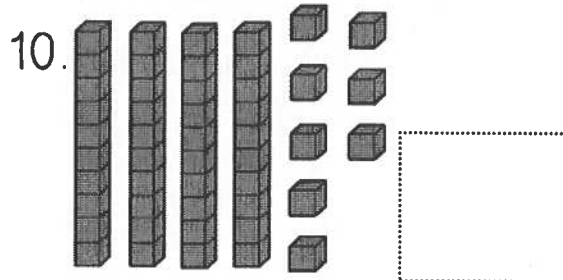
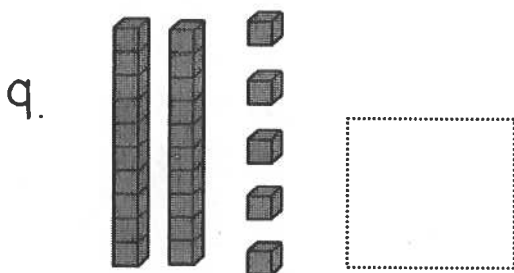
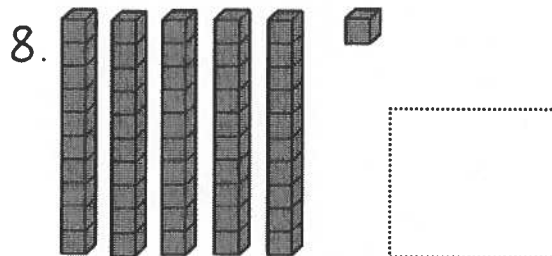
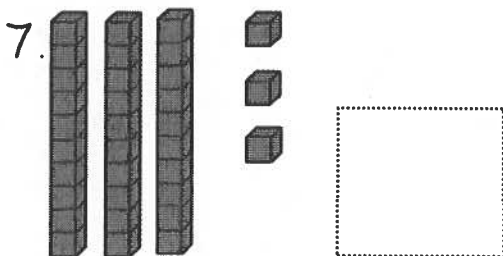
Place Value: Tens & Ones

Name: _____ Date: _____

Directions: Write to tell how many tens and ones.

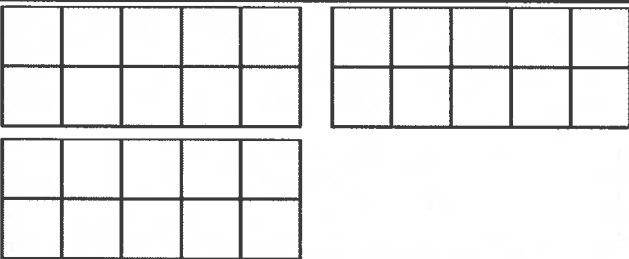
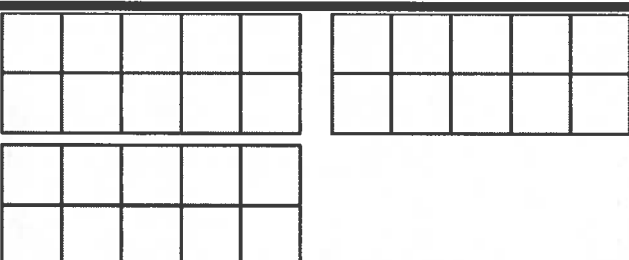
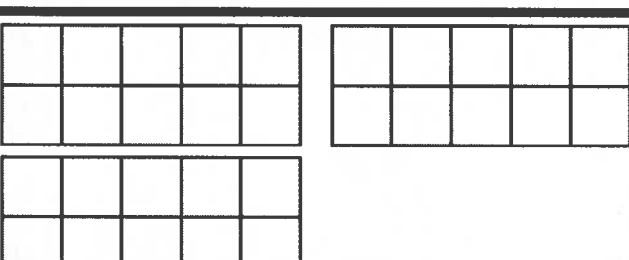
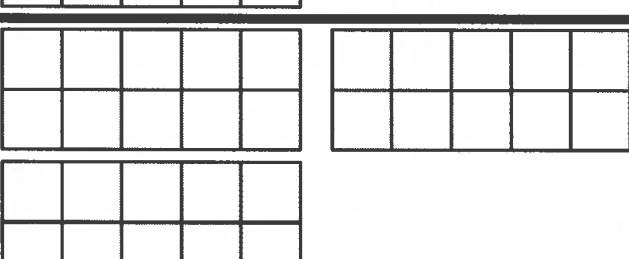
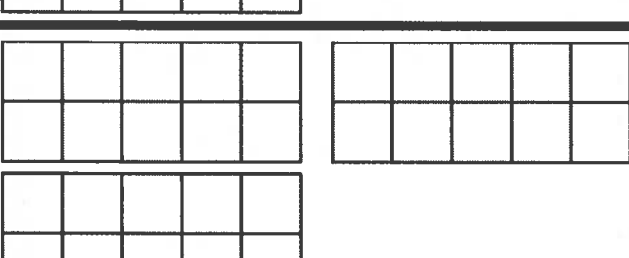
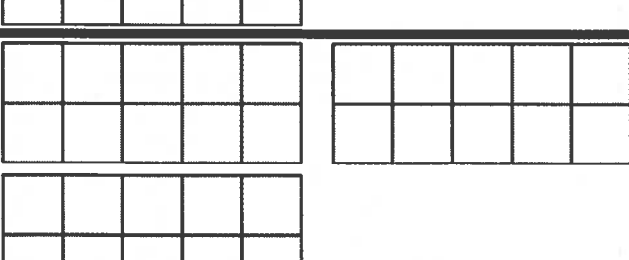
1. 28 is ____ tens and ____ ones.
2. 34 is ____ tens and ____ ones.
3. 72 is ____ tens and ____ ones.
4. 48 is ____ tens and ____ ones.
5. 33 is ____ tens and ____ ones.
6. 67 is ____ tens and ____ ones.

Directions: Write the number the blocks show.



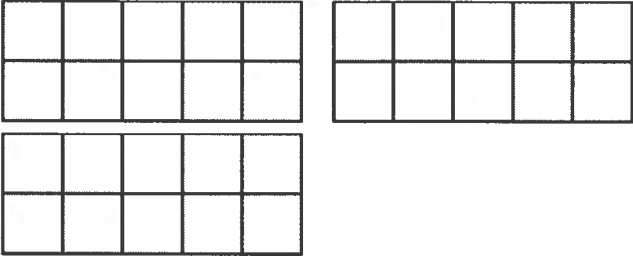
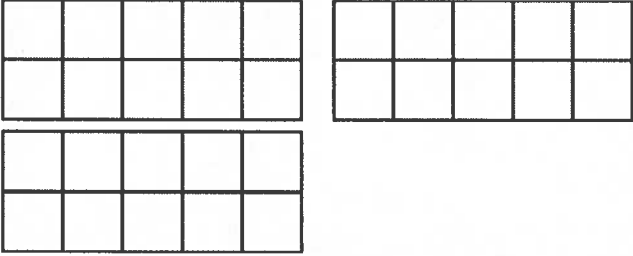
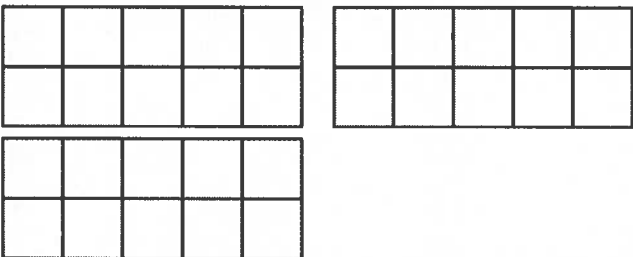
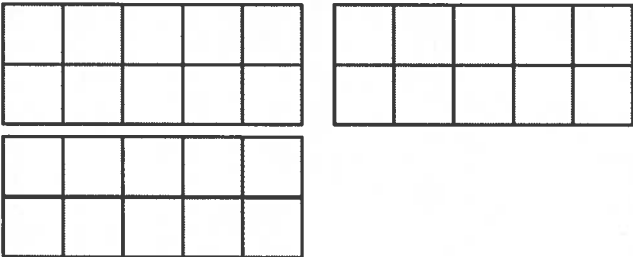
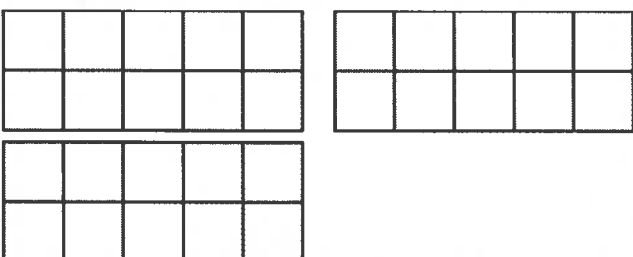
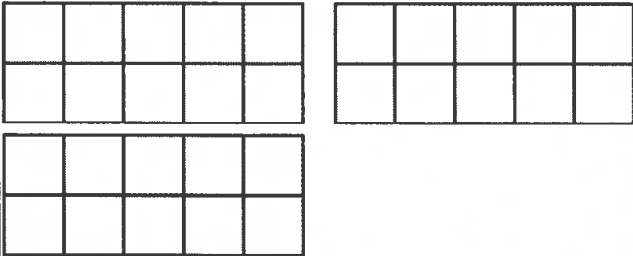
Name _____

Use what you know about ten frames to fill out the columns below.

Trace the number	Fill In the Ten Frames to Match	Count the parts
15		____ tens ____ ones
17		____ tens ____ ones
13		____ tens ____ ones
12		____ tens ____ ones
16		____ tens ____ ones
14		____ tens ____ ones

Name _____

Use what you know about ten frames to fill out the columns below.

Trace the number	Fill In the Ten Frames to Match	Count the parts
18		____ tens ____ ones
14		____ tens ____ ones
16		____ tens ____ ones
11		____ tens ____ ones
17		____ tens ____ ones
19		____ tens ____ ones

Name _____

Use what you know about ten frames to fill out the columns below.

Trace the number	Fill In the Ten Frames to Match		Count the parts																				
20	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											____ tens ____ ones
19	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											____ tens ____ ones
21	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											____ tens ____ ones
27	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											____ tens ____ ones
24	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											____ tens ____ ones
26	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											____ tens ____ ones

Name: _____

What's the Value?

Directions: Color the value of the underlined digit.



62

6

60

86

6

60

39

9

90

53

3

30

78

8

80

82

8

80

91

9

90

64

4

40

43

4

40

58

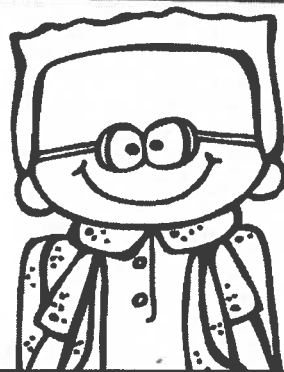
5

50

Name: _____

What Number Am I?

Directions: Read the clues. Write the number on the line.



I have 6 ones
and 7 tens.

I have 8 tens
and 2 ones.

I have 9 tens
and 0 ones.

I have 5 tens
And 3 ones.

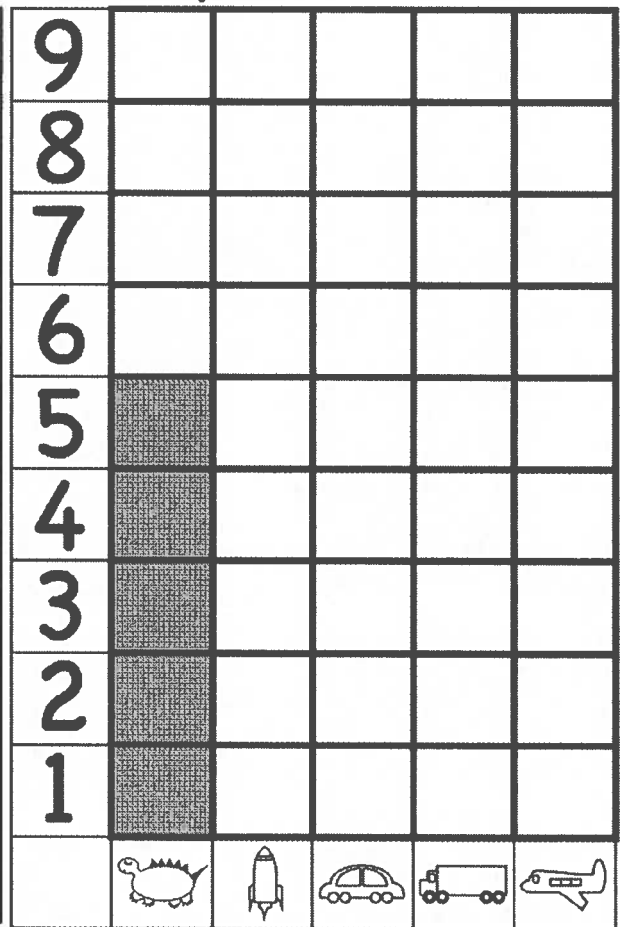
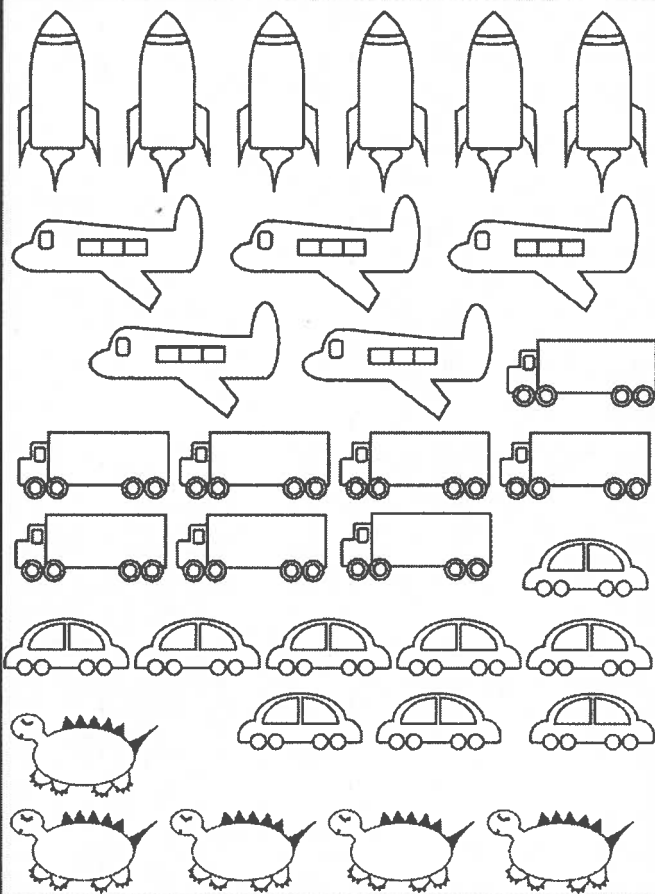
I have 8 ones
and 1 ten.

I have 4 ones
and 3 tens.

I have 7 tens
and 3 ones.

I have 7 tens
and 2 ones.

Count and Graph



How many more than are there?

How many more than are there?

Name: _____

I.NBT.1

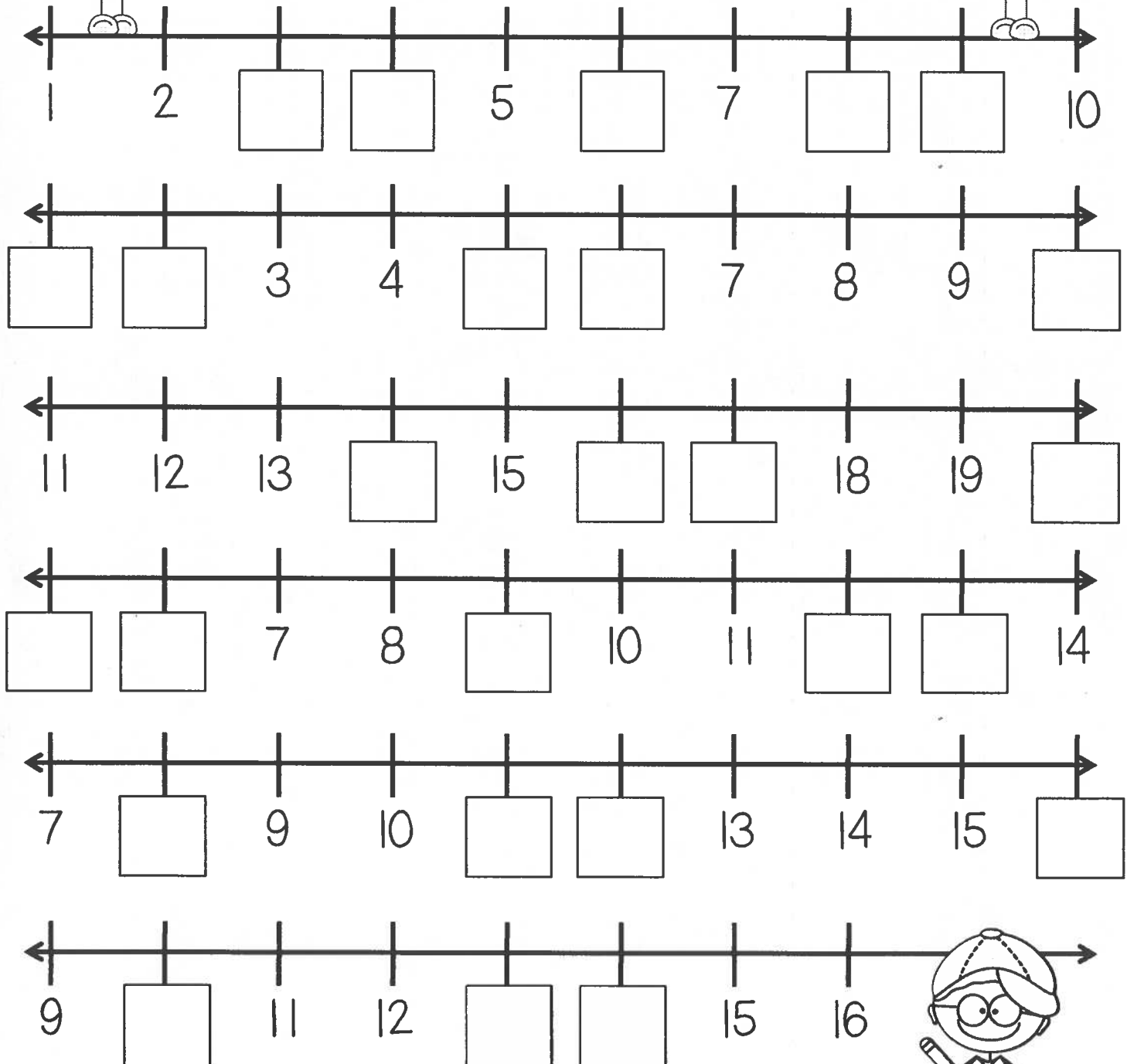
Count to 120



Write the missing numbers up to 20 on the number lines below.



Practice 1



What number comes after 12? _____

What number comes before 16? _____

What number comes between 13 and 15? _____



Name: _____

I.NBT.2
Count Tens

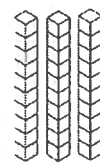


Count each group of tens. Then, write how many in all.



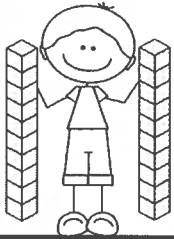
1 group of 10

1 ten = 10

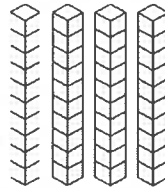


3 groups of 10

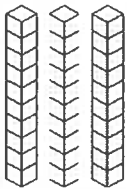
3 tens = 30



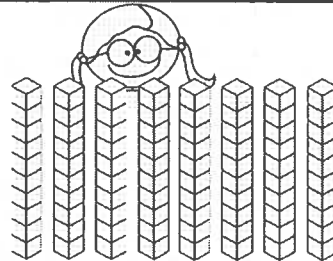
___ tens = ___



___ tens = ___



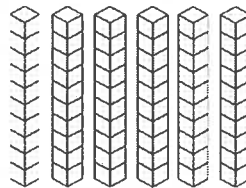
___ tens = ___



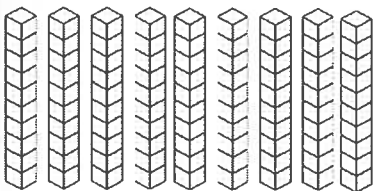
___ tens = ___



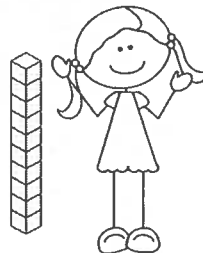
___ tens = ___



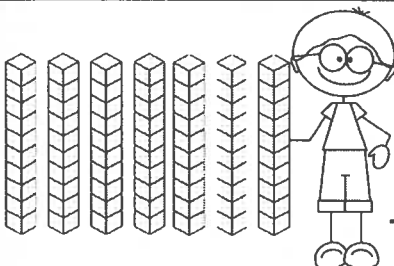
___ tens = ___



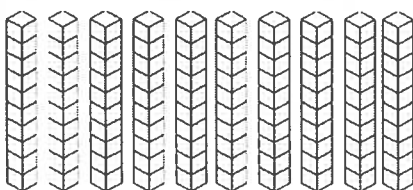
___ tens = ___



___ ten = ___

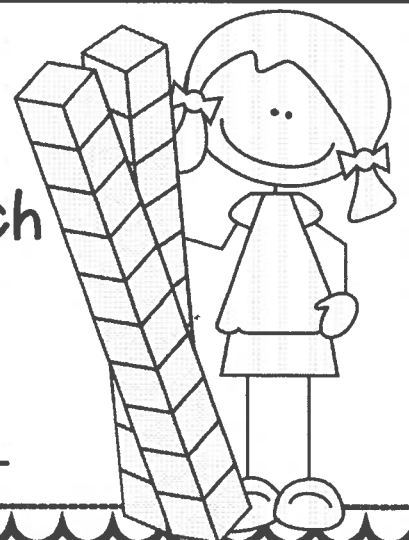


___ tens = ___



___ tens = ___

How much is this?



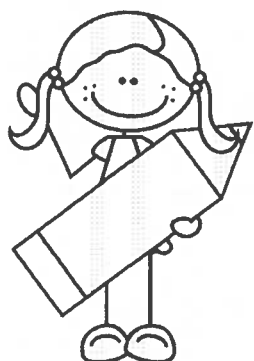
Name: _____

I. MD.3

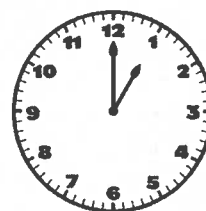
Time to the Hour

Practice 1

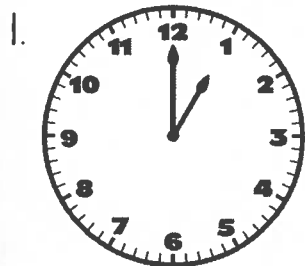
What Time Is It?



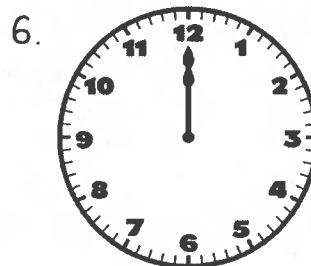
Look at each clock.
Write the time on the
lines next to each clock.



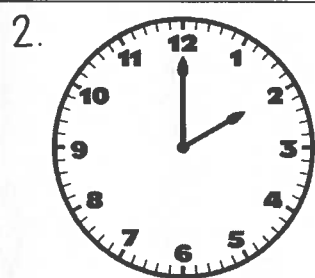
1:00



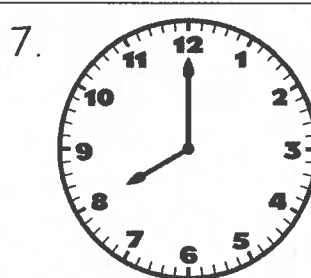
_____ : _____



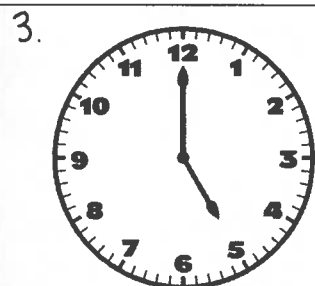
_____ : _____



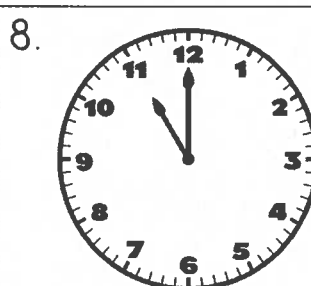
_____ : _____



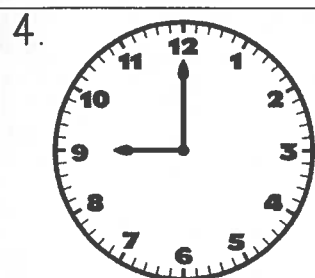
_____ : _____



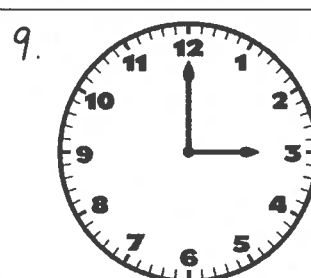
_____ : _____



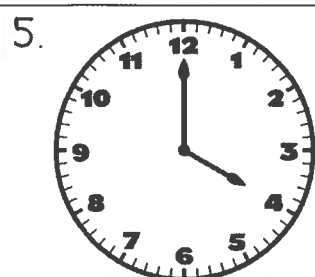
_____ : _____



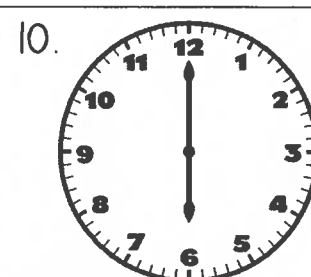
_____ : _____



_____ : _____



_____ : _____



_____ : _____

Name _____

Date _____

Wordy Word Problems: Addition #1

Directions: Read each word problem. Write a number sentence and solve to find the answer.

1. One day, Mr. Johnson sold 33 star stickers and 58 plain stickers. How many stickers did he sell that day?

2. Mr. Johnson ordered 50 new shiny stickers and 28 new puffy stickers. How many new stickers did Mr. Johnson order?

3. Ms. Ortiz bought 82 car stickers and 15 smiley face stickers. How many stickers did Ms. Ortiz buy?

4. Ms. Ortiz used 40 car stickers and 10 smiley face stickers. How many stickers did she use?

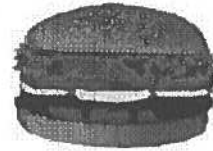
5. The Art Club bought 35 animal stickers and 21 flag stickers. How many stickers did the club buy?

6. The Art Club used 32 animal stickers and 17 flag stickers. How many stickers did the club use?





Easy Math Word Problems



It's make-your-own hamburger night!
Use addition or subtraction to solve the word problems.

Hamburger #1

Place 1 slice of onion on the burger. Add 2 lettuce leaves on top of the onion. Put 2 slices of tomato on top of the lettuce. How many items are there altogether on top of the burger?

Hamburger #2

Put 1 bun on a dish. Put 2 hamburger patties on the bun. Add 1 tomato slice and 1 lettuce leaf on top of the burgers. Place 1 bun on top. How many parts to the hamburger sandwich are there altogether?

Hamburger #3

This hamburger already has a whole bunch of stuff on it but it's not the way you want it. The hamburger has 5 lettuce leaves on it but you only want 2. How much less lettuce do you need?

Hamburger #4

Another hamburger is already made. It has 1 slice of tomato but you want 6 slices of tomato. How many more slices of tomato do you need?