

 SCHOLASTIC

Between  
Grades  
**1-2**

# Summer

## Stay-on-Track PACK



Compiled by Mary Rose

## Dear Teacher:

You have worked all year to instill the joy of learning in your students. By now, the standards have been met and summer is just around the corner. Here is a wonderful product that will keep that enthusiasm alive and help your students be prepared for the next step in their education: **Printables Summer Stay-on-Track Packs**.

These packs have been carefully compiled to present your students with a wide range of activities to assure that the skills you worked so hard to teach them during the school year will not be lost in the heat of the summer. Each activity is only one page long and all are matched to the Common Core State Standards for reading comprehension and math.

This packet is intended to be a review of skills presented during the regular school session, not new material, for the following reasons:

- These pages will be fun and easy for your students. We want them to enjoy this project and even to “play school” this summer.
- These lessons will evoke recall of your classroom instruction, which strengthens concepts you have already taught.
- Families will look at what the child is doing and be able to see how much he or she has learned. They will recognize how well you have taught these skills and will not be asked to teach brand-new skills to their child.
- Students will return to school ready to build on what you have already taught and what the summer activities have reinforced.

The Table of Contents divides the activities into a suggested week-by-week structure. We included 5 lessons each for weeks 1, 2, 3, 8, 9, and 10 and 6 lessons for weeks 4, 5, 6, and 7, thus putting the bulk of the work in the middle of the summer. This structure is intended to vary the targeted skills within each week and to maintain the child’s interest and engagement over the entire summer.

The Standards and Skills pages provide short “family-friendly” explanations of each standard and tips to help them help their children. Some families may decide to focus on particular skills and standards, so pages that support each standard and skill are also listed with the standard for flexibility of use.

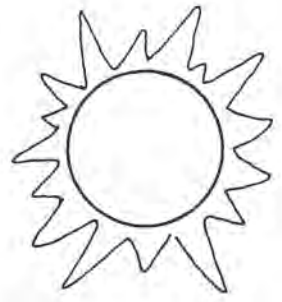
Because of the wide range of student abilities, it is likely that some pages will be quite easy for a given student and some may be a little challenging, but it is certain that every page has been selected for its fun factor, its appropriateness for the standards, and for its appeal to children.

Thank you for choosing Scholastic and Printables, and for all that you do for your students!



.....

# Welcome to the **Summer Stay-on-Track Pack!**



## Between Grades 1-2

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### Dear Families,

We hope you will enjoy helping your child with these delightful pages from Scholastic's Printables website. Each page in this booklet has been especially selected to provide a review of the reading comprehension and math standards that your child's teacher likely covered in the past school year. Because this resource is designed to provide review and practice, we did not insert new concepts that you would have to introduce and explain to your child. There is great value to having your child practice and gain confidence on "secure skills."

We know that this material will be used in many ways: for children to play school, as rainy day fun, as serious "at-a-desk" lessons, and as independent work. We have suggested a week-by-week order, but you may choose to use the pages in any order that makes the most sense for you and your child. Because children have varied skills and school experiences, there are no strict guidelines for how much you should or should not help your child. The rule, however vague, is to help as much as the child needs and to help where he or she needs it. Some pages will be quite easy; others will need some guidance. In many cases you will need to read the directions aloud to your child as they may be written at a higher reading level. We have listed each standard and have provided a "Tip" to explain the standard or offer a suggestion for further learning.

You may want to consider sending this completed booklet back to school in the fall. It will give your child's new teacher an idea of his or her skills and will help set the stage for upcoming instruction.

We wish you and your child a wonderful, fun, and productive summer!

**Mary Rose and the Editors at Scholastic Printables**



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		Completed
<b>Week 1</b>		
Trucks (Details: Nonfiction) .....	9	<input type="checkbox"/>
Mixed-Up Margie (Story Elements) .....	10	<input type="checkbox"/>
Dot-To-Dot Bicycle (Counting Sequence) .....	11	<input type="checkbox"/>
Flying High (Add Within 20) .....	12	<input type="checkbox"/>
Shape Study (Shapes) .....	13	<input type="checkbox"/>
<b>Week 2</b>		
An American Volcano (Drawing Connections) .....	14	<input type="checkbox"/>
Toes (Sensory Words) .....	15	<input type="checkbox"/>
Puzzle It Out! (Foundations of Language Arts: Sight Words) .....	16	<input type="checkbox"/>
I Am Nuts About Subtraction! (Subtraction) .....	17	<input type="checkbox"/>
Measure With Me (Measurement) .....	18	<input type="checkbox"/>
<b>Week 3</b>		
Silly for Seuss (Main Idea: Nonfiction) .....	19	<input type="checkbox"/>
A Fable (Message of a Story) .....	20	<input type="checkbox"/>
More Clock Work (Time) .....	21	<input type="checkbox"/>
Spell It Out (Add Within 20) .....	22	<input type="checkbox"/>
Addition Facts Family! (Properties of Operations) .....	23	<input type="checkbox"/>
<b>Week 4</b>		
Horse Helpers (Details: Nonfiction) .....	24	<input type="checkbox"/>
What Do You See? (Foundations of Language Arts: Ending Sounds) .....	25	<input type="checkbox"/>
Queen of the Dinosaurs (Vocabulary in Context) .....	26	<input type="checkbox"/>
Rainbow Graph (Graphs) .....	27	<input type="checkbox"/>
The Truth About the Tooth Fairy (Money) .....	28	<input type="checkbox"/>
Look and Learn (Measurement) .....	29	<input type="checkbox"/>
<b>Week 5</b>		
Underground Town (Illustrations) .....	30	<input type="checkbox"/>
Birthdays (Compare and Contrast) .....	31	<input type="checkbox"/>
Feathers (Text Features) .....	32	<input type="checkbox"/>
Teeny Tiny Garden Friends (Represent Problems) .....	33	<input type="checkbox"/>
Dot-To-Dot Baseball Player (Counting Sequence) .....	34	<input type="checkbox"/>
A Great Catch (Place Value) .....	35	<input type="checkbox"/>

	Completed
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Centimeters (Measurement) .....	39 <input type="checkbox"/>
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Stand-Up Worm (Just for Fun) .....	41 <input type="checkbox"/>
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Whales (Main Idea: Nonfiction) .....	42 <input type="checkbox"/>
Clean Your Room (Illustrations: Fiction) .....	43 <input type="checkbox"/>
Polly Want a Cracker? (Supporting Details) .....	44 <input type="checkbox"/>
Color the Sunflower (Add Within 20) .....	45 <input type="checkbox"/>
Learning Dimes (Money) .....	46 <input type="checkbox"/>
Fact Families (Properties of Operations) .....	47 <input type="checkbox"/>
<b>Week 8</b>	
Miss Ticklefoot (Story Elements) .....	48 <input type="checkbox"/>
Blends Game (Foundations of Language: Blends) .....	49 <input type="checkbox"/>
A Perfect Day at the Park (Represent Problems).....	50 <input type="checkbox"/>
Place Value (Place Value) .....	51 <input type="checkbox"/>
Award Winning Subtraction (Subtraction) .....	52 <input type="checkbox"/>
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Busy as a Bee (Illustrations: Nonfiction).....	54 <input type="checkbox"/>
Rhyming Words (Foundations of Language: Rhyme) .....	55 <input type="checkbox"/>
Baseball Puzzle (Subtract Within 20) .....	56 <input type="checkbox"/>
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Library Books (Details: Fiction) .....	59 <input type="checkbox"/>
Smiling Shapes (Shapes).....	60 <input type="checkbox"/>
Why is This Lion Crossing the Road? (Properties of Operations).....	61 <input type="checkbox"/>
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# Grade 1 Standards and Skills

## READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...answer questions about the details in an informational text.	<ul style="list-style-type: none"> <li>Trucks (Week 1)</li> <li>Horse Helpers (Week 4)</li> </ul>	Most children love to learn about the world around them. Help your child focus on not just the main idea of the text (for example, “A pig is a smart animal.”), but also on the details that accompany the main idea (“Pigs remember things for a long time. Pigs can go through mazes. Pigs can use a mirror to find food.”).
...use details to describe the characters, settings, and events in a story.	<ul style="list-style-type: none"> <li>Mixed-Up Margie (Week 1)</li> <li>Miss Ticklefoot (Week 8)</li> </ul>	Authors usually give descriptions so that the reader can picture the characters, the settings, or the events in the story. Young children usually focus on just a physical description—size, color, or shape. Make sure you call attention to how the author describes the scene and the events as well.
...describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>An American Volcano (Week 2)</li> </ul>	There is a definite connection between people and events and ideas. For example: the Pilgrims (people) wanted religious freedom (idea) so they sailed to Plymouth Rock (event). When your child reads articles or stories where the connection is obvious, be sure he or she can identify connections.
...find words and phrases that suggest feelings and appeal to the senses.	<ul style="list-style-type: none"> <li>Toes (Week 2)</li> </ul>	Authors often describe a person in a roundabout way: “When he began his roaring laugh that made the whole room shake, Tommy stared up at his towering uncle.” This description gives hints to the character’s personality and suggests how he might act. Look for descriptions that use words and phrases that appeal to various senses.
...build foundations of language arts.	<ul style="list-style-type: none"> <li>Puzzle It Out! (Week 2)</li> <li>What Do You See? (Week 4)</li> <li>Synonyms (Week 6)</li> <li>Blends Game (Week 8)</li> <li>Rhyming Words (Week 9)</li> </ul>	We have included these pages to help build a strong foundation in language arts. They are not reading comprehension practice, but rather give practice with such skills as sounds and rhyming words. These skills will help your child’s overall literacy and aid in both reading and writing.
...know what a text is mainly about and identify supporting details.	<ul style="list-style-type: none"> <li>Silly for Seuss (Week 3)</li> <li>Whales (Week 7)</li> </ul>	Main idea and supporting detail questions are the most-often asked questions on all standardized tests. If your child cannot tell you the main idea, have him or her look at the title, the illustration, or the first and/or last sentence of the text for hints. If your child is still uncertain, ask what he or she would tell another person about this piece.

## READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...use details to retell a story and indicate understanding of the message or lesson of the story.	<ul style="list-style-type: none"> <li>• A Fable (Week 3)</li> </ul>	In both fiction and nonfiction, students will be asked to recall key details. In fiction, these details can be important to solving a mystery or to understanding why a character acted in a certain way. Have a discussion with your child about a story you have just read and talk about the details that made it interesting. Wrap up the discussion by asking your child to identify the message or lesson of the story.
...know the meaning of specific words and phrases in a text.	<ul style="list-style-type: none"> <li>• Queen of the Dinosaurs (Week 4)</li> </ul>	There are some words that are particular to a subject and are not used anywhere else (for example, <i>talons</i> , <i>feathers</i> , and <i>beak</i> ). Other words may have different meanings in different texts, which may be confusing to young readers (for example: <i>hike</i> a football, go for a <i>hike</i> , <i>hike</i> the price). Help your child use context clues to understand the meaning of a specific word or phrase within a text.
...use illustrations and details to explain the main idea of a text.	<ul style="list-style-type: none"> <li>• Underground Town (Week 5)</li> </ul>	To explain their ideas, authors may use a quote, cite a study, or include a chart or graph. But the most common text feature is an illustration or photograph, often with a caption underneath or beside it. Make sure your child always looks at images and reads any captions and can tell how they relate to the text.
...identify how two texts on the same topic are alike and different.	<ul style="list-style-type: none"> <li>• Shell Shopping/Home in a Shell (Week 6)</li> </ul>	Once your child has shown an interest in a subject, try to find several books or articles on that subject. Help him or her read and explore different facets of the topic and to become an “expert” on that one subject. Make sure you help your child compare and contrast information from different sources.
...know that illustrations and details in a story help to describe the characters, settings, and events.	<ul style="list-style-type: none"> <li>• Clean Your Room (Week 7)</li> </ul>	There is a reason that Winnie the Pooh is illustrated as soft and cuddly and the Big Bad Wolf as big and mean. His ferocious appearance contributes to how we feel about his personality. Make sure you and your child look at illustrations to get a feel for the characters, determine where the story happens (setting), and make some predictions about the plot (events).
...identify reasons the author gives to support the main idea of the text.	<ul style="list-style-type: none"> <li>• Polly Want a Cracker? (Week 7)</li> </ul>	After your child determines the main focus of a piece of nonfiction, point out how the author explained his or her ideas. Did he provide examples or an anecdote (mini-story)? Did she include an illustration, graph, or chart? Was there a direct quote from another source or information about a study? All of these are ways to support the main idea in a text.



## READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...know who is telling a story, even if it changes during the telling of the events.	<ul style="list-style-type: none"> <li>My Monster (Week 9)</li> </ul>	Beginning readers may not realize who is telling a story unless it is told in first person. In first person writing, the author uses <i>I</i> , <i>me</i> , <i>we</i> , and <i>us</i> so the reader knows the storyteller did the action of the story. Most stories, however, are told in third person, using <i>he</i> , <i>she</i> , <i>they</i> , and <i>them</i> ; the storyteller remains anonymous and isn't the central figure of the story.
...know how similar stories are the same and different.	<ul style="list-style-type: none"> <li>Birthdays (Week 5)</li> </ul>	Different versions of familiar stories can be found in literature from varied cultures. Online or at a library, look for versions of such stories as Cinderella (from Egypt, Native American cultures, Germany, Italy, and France) or Stone Soup (from Portugal, France, and Scandinavia). Both you and your child will enjoy seeing how these stories compare to (and contrast with) the versions you know well.
...get some information from the text and some from the illustrations that are part of the text.	<ul style="list-style-type: none"> <li>Busy as a Bee (Week 9)</li> </ul>	Nonfiction graphics and text features (photographs, illustrations, maps, charts) provide important information that is often not in the body of the text. Call your child's attention to every illustration and graphic and point out how each one promotes understanding of the topic.
...know the difference between texts that tell stories and texts that give information.	<ul style="list-style-type: none"> <li>Fun at the Farm (Week 10)</li> </ul>	We want children to use their imaginations, like having dolls talk or a toy fire truck driver put out a fire. We also want them to recognize that some texts contain real facts and some are fiction. Ask your child to tell you how a stuffed animal is different from a real pet to help him or her start to recognize the difference.
...answer questions about the main events and details in a story.	<ul style="list-style-type: none"> <li>Library Books (Week 10)</li> </ul>	We want students to learn that they can return to the text to find answers to questions. Help your child match the questions to the answers by helping him or her circle or highlight each answer. This technique can be helpful in school as well.
...use text features like headings and sidebars to find facts in a text.	<ul style="list-style-type: none"> <li>Feathers (Week 5)</li> </ul>	Most of the information in a nonfiction piece of writing is, of course, contained in the body of the text. It is there that the student will find the main idea and all of the interesting details about the subject at hand. But make sure to call your child's attention to all of the sidebars, photographs, and headings, where they can find even more interesting facts.



## MATH

The student will...	Activity	Tip
...extend a counting sequence.	<ul style="list-style-type: none"> <li>• Dot-To-Dot Bicycle (Week 1)</li> <li>• Dot-To-Dot Baseball Player (Week 5)</li> </ul>	Help your child to practice dot-to-dot counting by 2s, 5s, or 10s, or beyond 100. These kinds of pages are not just fun, they also help to build good number sense and lay a foundation for multiplication and division.
...add and subtract within 20.	<ul style="list-style-type: none"> <li>• Flying High (Week 1)</li> <li>• Spell It Out (Week 3)</li> <li>• Color the Sunflower (Week 7)</li> <li>• Baseball Puzzle (Week 9)</li> </ul>	If your child has difficulty with these problems, consider letting him or her use counters such as pennies and either add or “take away” the correct amount. Sometimes children need more practice with concrete objects before they can understand abstract numbers on a page, so being able to manipulate objects will lead to a clearer understanding of the processes.
...reason with shapes and their attributes.	<ul style="list-style-type: none"> <li>• Shape Study (Week 1)</li> <li>• Smiling Shapes (Week 10)</li> </ul>	The term <i>attributes</i> is another word for <i>characteristics</i> . Thus, the attributes of a triangle are: it has three sides, it is a closed figure, and it has three angles that add to 180 degrees. Other attributes might include numerical representations (the line is 8 inches long) or colors (the ball is blue).
...use place value understanding and properties of operations to add and subtract.	<ul style="list-style-type: none"> <li>• I Am Nuts About Subtraction! (Week 2)</li> <li>• What Part Did the Queen Bee Have in the Rock Band? (Week 6)</li> <li>• Award Winning Subtraction (Week 8)</li> </ul>	When you were learning to add and subtract, your parents and teachers may have had you “carry” and “borrow.” These terms are not often used today; now we instruct students to “regroup.” This is an overall term that means both “carrying” and “borrowing.”
...measure lengths indirectly and by iterating length units.	<ul style="list-style-type: none"> <li>• Measure With Me (Week 2)</li> <li>• Look and Learn (Week 4)</li> <li>• Centimeters (Week 6)</li> </ul>	Many students do not have a lot of practice with measurement and therefore when they are asked to answer abstract questions on paper, they do poorly. This summer, give your child opportunities to weigh things on your bathroom scale (like a bag of potatoes or a toy train), to play with cup, pint, quart and gallon containers (a great outdoor water activity), and to measure all kinds of household objects using a ruler, yardstick, or tape measure.
...tell and write time.	<ul style="list-style-type: none"> <li>• More Clock Work (Week 3)</li> <li>• Batting Practice (Week 10)</li> </ul>	If your child only knows electronic devices that give the time with digits (e.g., 10:17), he or she will have only a vague understanding of how time works. Make a clock out of a paper plate, some paper “hands,” and a brass fastener. Work together to match the time shown by digital numbers to the placement of hands on the clock face, or move the clock hands to show the time for lunch or bedtime.
...understand and apply properties of operations and the relationship between addition and subtraction.	<ul style="list-style-type: none"> <li>• Addition Facts Family! (Week 3)</li> <li>• Fact Families (Week 7)</li> <li>• Flying Families (Week 9)</li> <li>• Why is This Lion Crossing the Road? (Week 10)</li> </ul>	In first grade, the main property your child needs to know is how addition and subtraction are related in what we call “fact families”: $3 + 4 = 7$ ; $7 - 3 = 4$ ; $7 - 4 = 3$ ; $4 + 3 = 7$ . Use pennies to help your child see these relationships to help him or her memorize facts and work problems quickly and with confidence.

## MATH

The student will...	Activity	Tip
...represent and interpret data.	<ul style="list-style-type: none"> <li>• Rainbow Graph (Week 4)</li> </ul>	Another fun way to build a graph is to have your child choose several kinds of ice cream and take a poll of friends or family members to see which one each person would like, then graph the data. Help your child interpret the data by asking him or her which flavor was most/least popular and whether any two flavors got the same number of votes.
...begin to count money.	<ul style="list-style-type: none"> <li>• The Truth About the Tooth Fairy (Week 4)</li> <li>• Learning Dimes (Week 7)</li> </ul>	Give your child some hands-on experience with money so that he or she will have more money sense as a teenager and young adult. Help your child learn how to combine different coins to make a specific total and to understand the value of a dollar. Play “store” and have your child “buy” cereal and bananas for breakfast, or let your child count out cash for purchases at a real store.
...represent and solve problems involving addition and subtraction.	<ul style="list-style-type: none"> <li>• Teeny Tiny Garden Friends (Week 5)</li> <li>• Word Problems (Week 6)</li> <li>• A Perfect Day at the Park (Week 8)</li> </ul>	<i>Arithmetic</i> is basically addition, subtraction, multiplication and division. It involves numerals and signs, such as the addition and subtraction signs. <i>Mathematics</i> , however, is theory. It involves solving problems using arithmetic. Finding the area of a rectangle is mathematics; we use numbers to make that calculation.
...understand place value.	<ul style="list-style-type: none"> <li>• A Great Catch (Week 5)</li> <li>• Place Value (Week 8)</li> </ul>	<i>Place value</i> is the basis of our mathematical system. It basically means that a numeral has a different value depending on the order in which the numbers are written. Hence, the number 123 has a different value than the number 321.

## JUST FOR FUN!

Activity	Tip
<ul style="list-style-type: none"> <li>• Stand-Up Worm (Week 6)</li> </ul>	Allow your child to color this worm and cut it out. Glue it onto sturdy paper (even a cut-open cereal box will do!) and help cut out the eyes. If you have a copy machine, make these for the whole family. You may have to help with cutting.



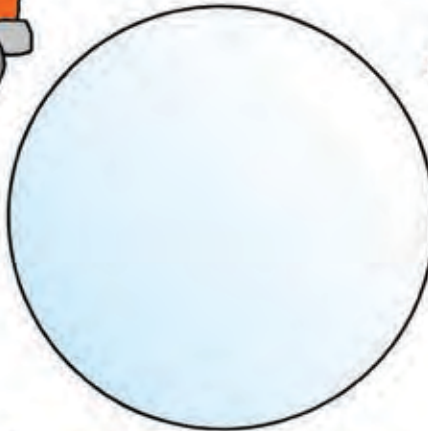
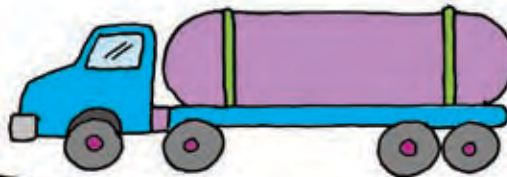
# Trucks

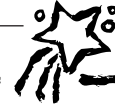


*The main idea tells what the whole story is about.*

Trucks do important work. Dump trucks carry away sand and rocks. Cement trucks have a barrel that turns around and around. They deliver cement to workers who are making sidewalks. Fire trucks carry water hoses and firefighters. Gasoline is delivered in large tank trucks. Flatbed trucks carry wood to the people who are building houses.

Find the sentence in the story that tells the main idea. Write it in the circle below. Then draw a line from the main idea to all the trucks that were described in the story.





## Mixed-Up Margie



*A character is a person or animal in a story. To help readers understand a character better, a story often gives details about the character.*

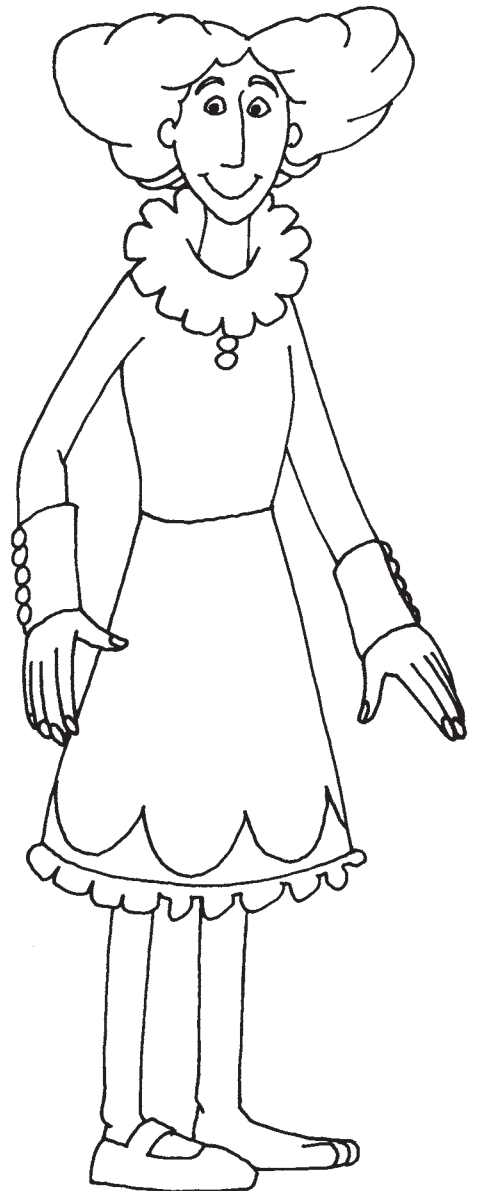
Once upon a time there was a mixed-up queen named Margie. She got things mixed up. She wore her crown on her arm. She wore a shoe on her head. She painted every fingernail a different color. Then she painted her nose red! She used a fork to hold her hair in place. She wore a purple belt around her knees. The king didn't mind. He always wore his clothes backward!

Use the story and your crayons to help you follow these instructions:

1. Draw Margie's crown.
2. Draw her shoe.
3. Paint her fingernails and nose.
4. Draw what goes in her hair.
5. Draw her belt.

Circle the correct answer:

6. What makes you think Margie is mixed up?
  - the way she dresses
  - the way she talks
7. What makes you think the king is mixed up, too?
  - He talks backward.
  - He wears his clothes backward.



Pretend tomorrow is Mixed-Up Day. Describe what you will wear as a mixed-up character.

Name \_\_\_\_\_

Skill: Dot-to-dot-Counting by ones

Connect the dots.





# Flying High

Add down and across to find the missing number.

**A.**

2	4	6
3	1	4
5	5	10

**B.**

4	1	
7	3	

**C.**

6	7	
2	1	

**D.**

5	6	
4	3	

**E.**

2	6	
5	0	

**F.**

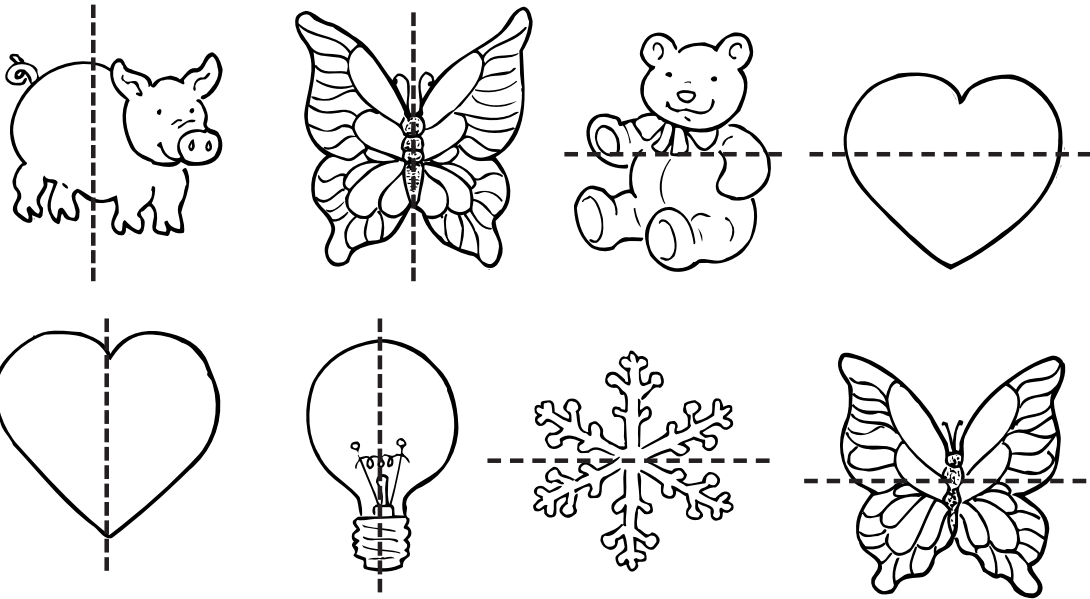
4	7	
3	3	



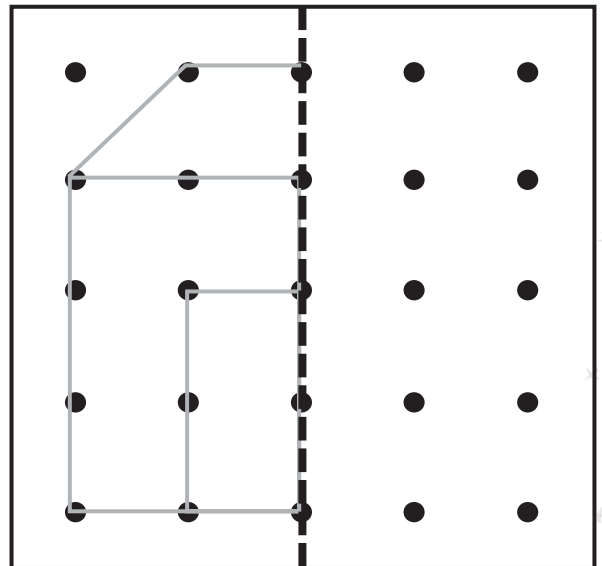
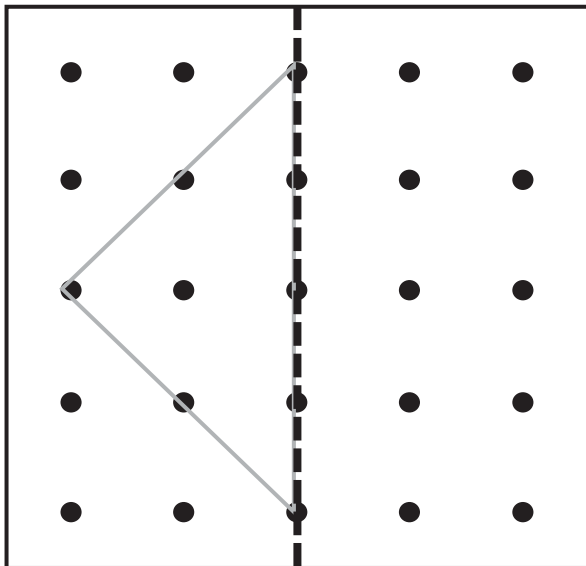
# Shape Study

Name \_\_\_\_\_ Date \_\_\_\_\_

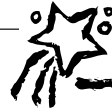
“Symmetry” exists when the two halves of something are mirror images of each other. Look at the pictures below. Color those that show symmetry. (Hint: Imagine the pictures are folded on the dotted lines.)



Complete the drawings below. Connect the dots to show the other half. (Hint: The pictures are symmetrical!)







## An American Volcano

Mount Saint Helens is an active volcano in the state of Washington. In 1980, this volcano erupted, spewing hot lava into the air. Eruptions caused a huge cloud of dust. This gray dust filled the air and settled on houses and cars many miles away. The thick dust made it hard for people and animals to breathe. The blast flattened trees on the side of the mountain. The hot ash caused forest fires. The snow that was on the mountain melted quickly, causing floods and mud slides. Mount Saint Helens still erupts from time to time but not as badly as it did in 1980.

Read each phrase below. Write the number of each phrase in the explosion of the volcano that correctly completes the sentence.

1. Mount Saint Helens erupted,

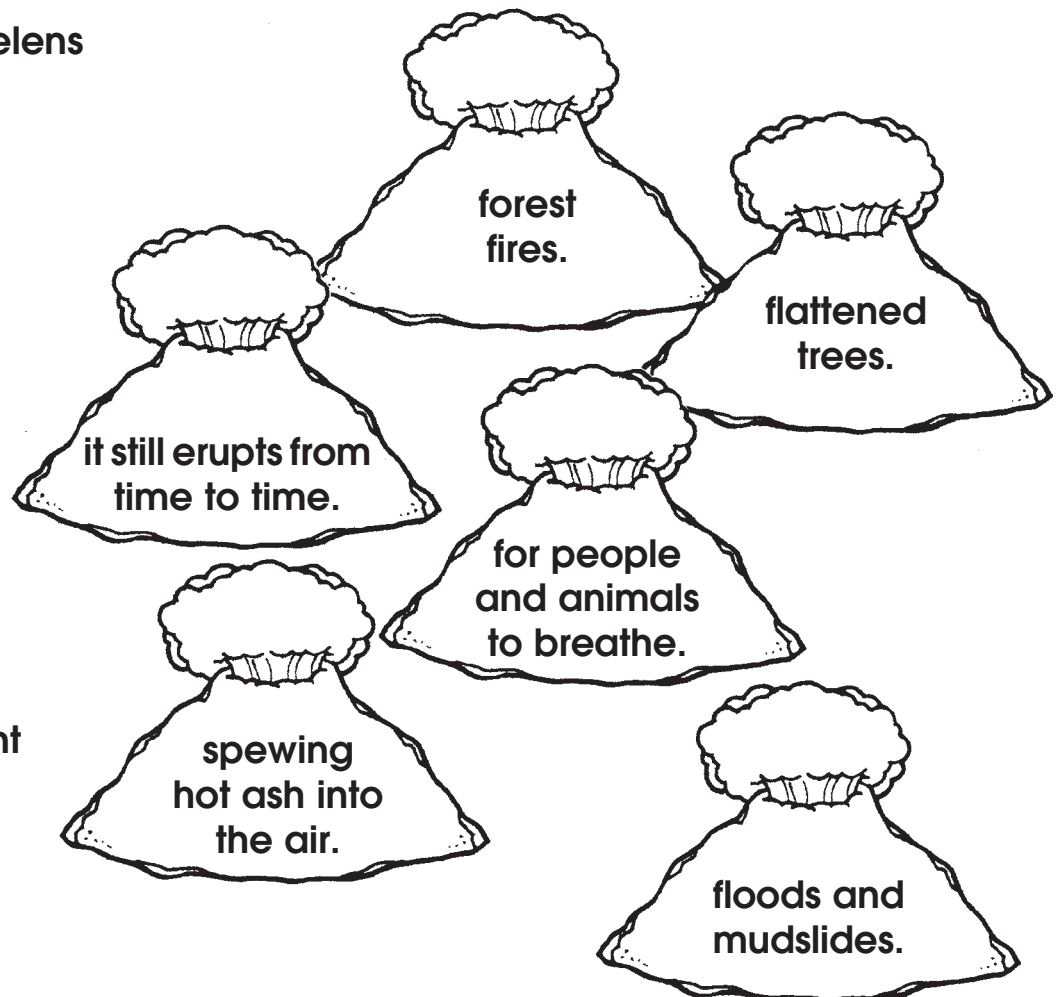
2. The thick dust made it hard

3. The blast

4. The hot ash caused

5. Melting snow caused

6. Because Mount Saint Helens is an active volcano,



Write a story that begins this way:

We were camping in the mountains, when all of a sudden a volcano erupted!

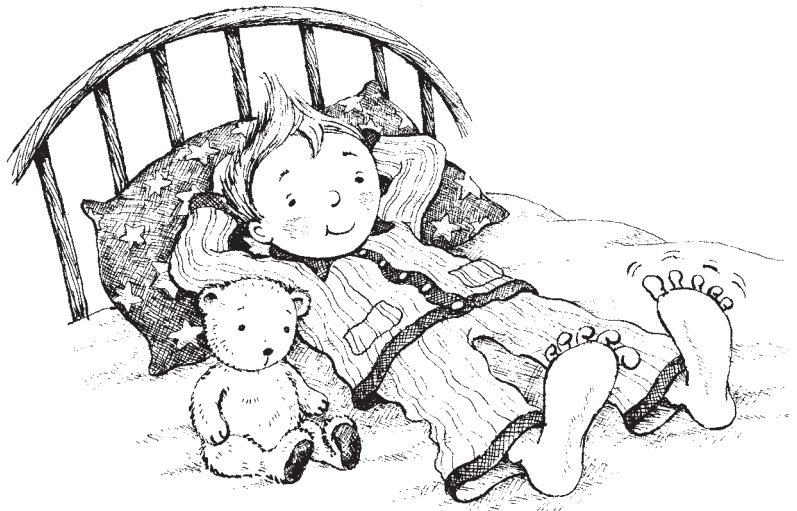
Name \_\_\_\_\_ Date \_\_\_\_\_

Read the poem. Then answer the questions.

# Toes by Mary Rose

Toes

Scrunched tightly in socks  
And snuggled in warm boots  
And sweaty in tennis shoes  
And wiggly in winter slippers  
And dry in rain boots  
And cozy in snow boots  
And crammed in dress shoes  
Toes—finally  
Are happy to be free  
And giggling  
In the soft spring grass.



1. Write five words that tell how toes might feel.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Why are the toes giggling?

\_\_\_\_\_

3. What would be another name for this poem?

\_\_\_\_\_

4. Write your own line about how toes might feel in a certain place.

\_\_\_\_\_



# Puzzle It Out!

Use the words in the Word Box to complete the sentences below. Then write the words in the correct spaces in the puzzle.

### Across

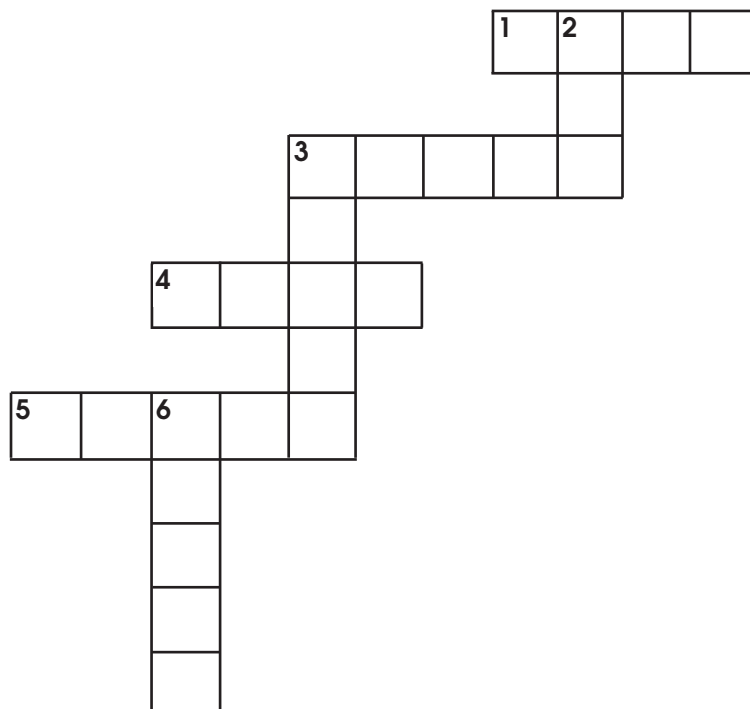
1. My name was the first \_\_\_\_\_ that I learned to spell.
3. Sam washed the dishes so they were sparkling \_\_\_\_\_.
4. The weather today is \_\_\_\_\_ but not hot.
5. At the end of second grade, our teacher said we were \_\_\_\_\_ for third.

### Down

2. Will you share my popcorn, or do you want your \_\_\_\_\_?
3. She has to \_\_\_\_\_ the baby because he's too little to walk.
6. We had burgers for dinner last night, and we're having them \_\_\_\_\_ tonight.

### Word Box

- |       |       |
|-------|-------|
| carry | warm  |
| own   | clean |
| again | word  |
| ready |       |



Name \_\_\_\_\_

Skill: Two-digit subtraction with regrouping

Subtract.

# I Am Nuts About Subtraction!

1. 
$$\begin{array}{r} 34 \\ - 25 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 87 \\ - 19 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 45 \\ - 38 \\ \hline \end{array}$$

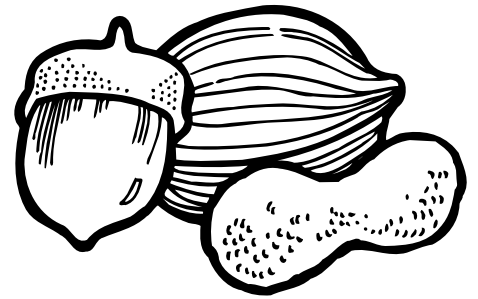
4. 
$$\begin{array}{r} 78 \\ - 29 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 87 \\ - 39 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 65 \\ - 27 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 65 \\ - 28 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 44 \\ - 37 \\ \hline \end{array}$$



9. 
$$\begin{array}{r} 68 \\ - 29 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 55 \\ - 36 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 78 \\ - 39 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 87 \\ - 38 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 92 \\ - 24 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 68 \\ - 49 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 48 \\ - 39 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 96 \\ - 38 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 65 \\ - 37 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 35 \\ - 29 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 75 \\ - 46 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 88 \\ - 69 \\ \hline \end{array}$$

21. 
$$\begin{array}{r} 77 \\ - 68 \\ \hline \end{array}$$

22. 
$$\begin{array}{r} 65 \\ - 15 \\ \hline \end{array}$$

23. 
$$\begin{array}{r} 80 \\ - 77 \\ \hline \end{array}$$

24. 
$$\begin{array}{r} 54 \\ - 47 \\ \hline \end{array}$$






25. 
$$\begin{array}{r} 24 \\ - 18 \\ \hline \end{array}$$

26. 
$$\begin{array}{r} 36 \\ - 19 \\ \hline \end{array}$$

# Measure With Me

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut a piece of string or yarn that is equal to your height. Measure each object below and check the correct box.

Object	Longer than my string	Shorter than my string	The same as my string
			
			
			
			
			

- ☉ Measure something else. Draw a picture of it on another piece of paper. Write a sentence to show what you found out.

\_\_\_\_\_

\_\_\_\_\_

- ☉ Have someone measure you. Who measured you? \_\_\_\_\_
- How tall are you? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the paragraph. Then answer the questions.

# Silly for Seuss

On March 2, kids put on silly hats.

They read silly books. Why?

It is Dr. Seuss's birthday! Dr. Seuss wrote *The Cat in the Hat*, *Green Eggs and Ham*, and many other books.

He drew most of the pictures, too.

How did he write such silly stories?

He put on funny hats to help him get in a silly mood.



1. When is Dr. Seuss's birthday?

\_\_\_\_\_

2. What is one of the books the paragraph says Dr. Seuss wrote?

\_\_\_\_\_

3. Who drew the pictures in the Dr. Seuss books?

\_\_\_\_\_

4. How did Dr. Seuss get in the mood to write silly stories?

\_\_\_\_\_



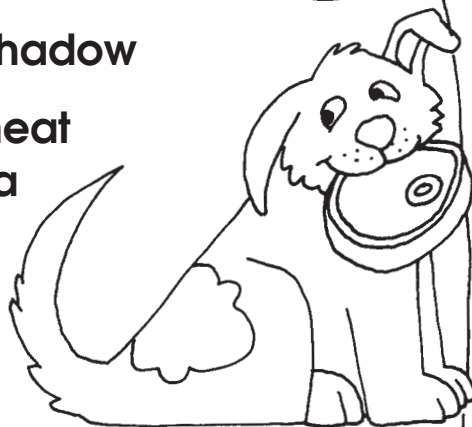
## A Fable



A fable is a story that teaches a lesson. This fable was written many, many years ago.

### The Dog and His Shadow

A dog carried a piece of meat in his mouth. He crossed over a river on a low bridge. He looked down into the water and saw his reflection. It looked like another dog with a piece of meat larger than his. The dog snapped at the other dog's meat. When he did, his own meat dropped into the water. Now the dog didn't have any meat at all.



Draw a box around the lesson that the story teaches:

1. Two dogs are better than one.
2. Don't be greedy. Be happy with what you have.

Color only the pictures of things that you read about in the story:



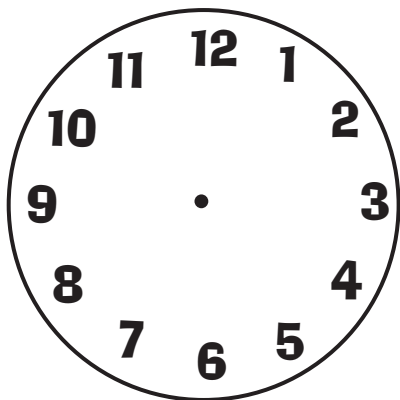
Write a complete sentence telling what the dog should have done.



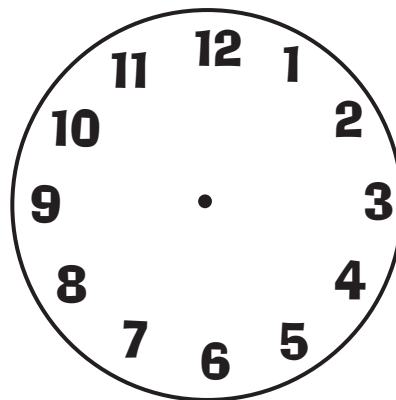
# More Clock Work

Name \_\_\_\_\_ Date \_\_\_\_\_

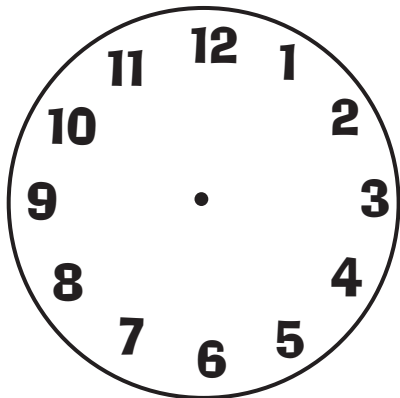
Draw the hands on the clock  
so it shows 3:00.



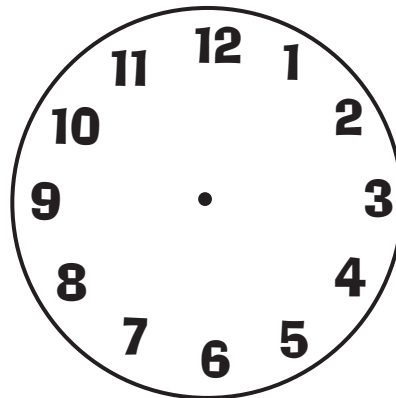
Draw the hands on the clock  
so it shows 6:00.



Draw the hands on the clock  
so it shows 9:00.



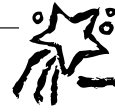
Draw the hands on the clock  
so it shows 12:00.



What do you do at 3:00 in the afternoon? Write about it on the lines below.

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# Spell It Out

Add. Complete the puzzle using number words.

**Across**

- 1.  $5 + 5 = \underline{\quad}$
- 2.  $3 + \underline{\quad} = 7$
- 3.  $2 + \underline{\quad} = 9$
- 6.  $6 + 2 = \underline{\quad}$
- 7.  $\underline{\quad} + 0 = 1$

**Down**

- 1.  $4 + \underline{\quad} = 6$
- 2.  $2 + \underline{\quad} = 7$
- 3.  $\underline{\quad} + 4 = 10$
- 4.  $4 + 5 = \underline{\quad}$
- 5.  $5 + \underline{\quad} = 8$



Finish each number sentence with a number word.

five + two = \_\_\_\_\_      three + six = \_\_\_\_\_

Name \_\_\_\_\_

# Addition Facts Family!

# 9

**Can you add and subtract the problems on this page?**

If you know... You also know...

And you know... And you know...

Now, apply these steps to all of these addition and subtraction facts!

Watch the signs!  
Add or subtract. Write the correct answer in each square.

Fill in the missing numbers.

1						8		
		13						20
							29	
	32							
41								50
			55					
		63						
						77		
81								
							99	

$\begin{array}{r} 9 \\ + 1 \\ \hline \square \end{array}$	$\begin{array}{r} 12 \\ - 9 \\ \hline \square \end{array}$	$\begin{array}{r} 10 \\ + 9 \\ \hline \square \end{array}$	$\begin{array}{r} 21 \\ - 12 \\ \hline \square \end{array}$	$\begin{array}{r} 12 \\ - 3 \\ \hline \square \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \square \end{array}$	$\begin{array}{r} 21 \\ - 9 \\ \hline \square \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \square \end{array}$
$\begin{array}{r} 9 \\ + 7 \\ \hline \square \end{array}$	$\begin{array}{r} 20 \\ - 11 \\ \hline \square \end{array}$	$\begin{array}{r} 10 \\ - 1 \\ \hline \square \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \square \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \square \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \square \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \square \end{array}$	$\begin{array}{r} 17 \\ - 9 \\ \hline \square \end{array}$
$20 - 9 = \square$	$9 + \square = 18$	$13 - \square = 9$					
$17 - \square = 9$	$\square + 9 = 19$	$10 - 1 = \square$					
$14 - 9 = \square$	$11 - \square = 9$	$\square + 9 = 21$					
$9 + 12 = \square$	$12 - 3 = \square$	$15 - 6 = \square$					

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the paragraph. Then answer the questions.

# Horse Helpers

Horses are wonderful helpers for humans. In some cities the police ride horses to control large crowds. Cowboys use horses to help round up herds of cattle. In some countries farmers still use horses to pull plows or wagons. People also use horses to carry them from place to place.



1. How do police use horses?

---

---

2. How do cowboys use horses?

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---

3. Who might use a horse to pull a plow or wagon?

---

---

4. How could a horse take you from place to place?

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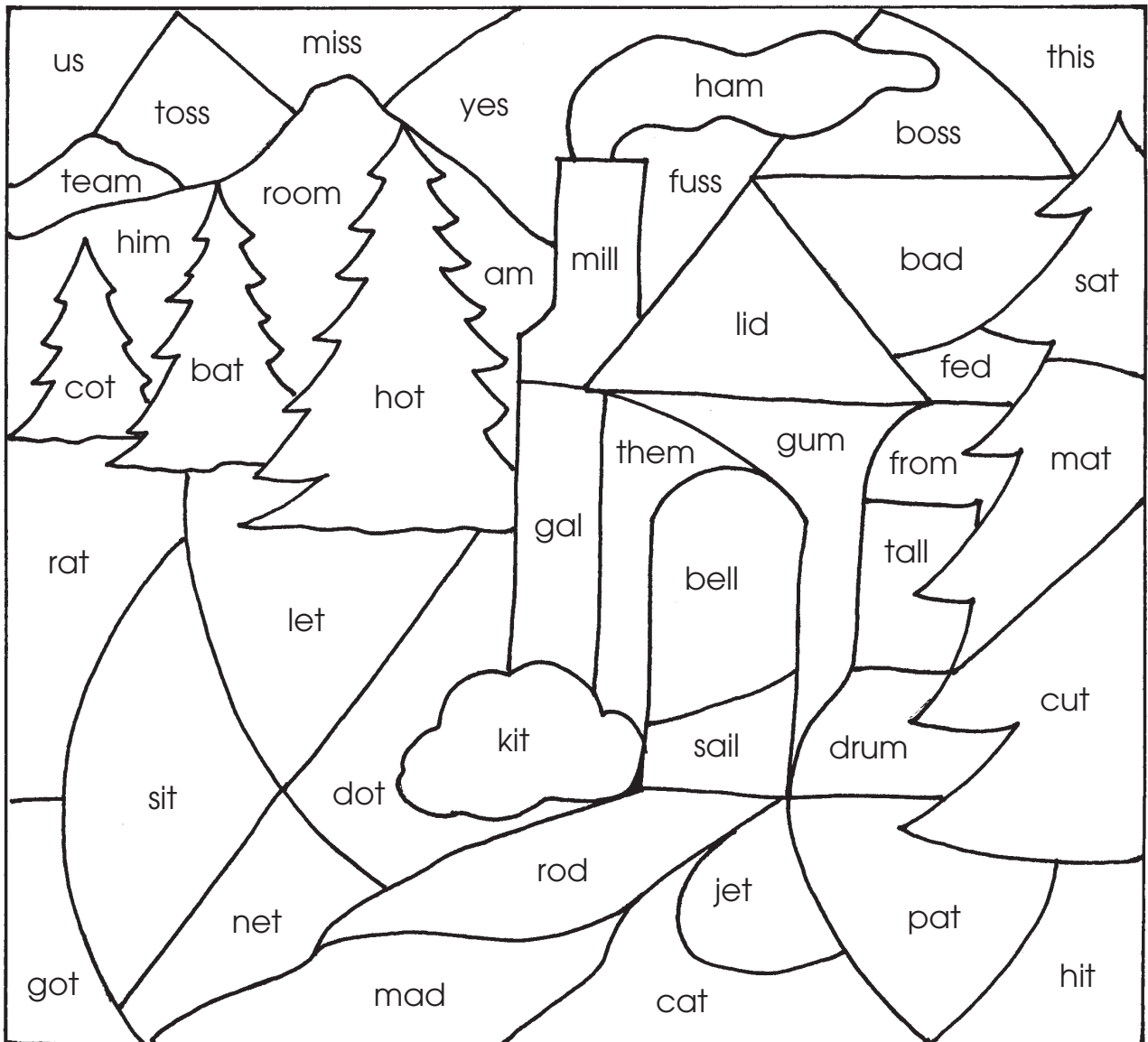
## What Do You See?

Say the words.

Listen for the ending sounds.

Use the Ending Sounds Color Code to make a picture.

Ending Sounds Color Code				
blue = s	green = t	black = d	red = l	white = m



Name \_\_\_\_\_ Date \_\_\_\_\_

Read the paragraph. Then answer the questions.

# Queen of the Dinosaurs

Who was the "Queen of the Dinosaurs"?

It was Sue, the biggest T. rex dinosaur ever found.

Sue was a **carnivore**. That means she ate only meat. She needed big teeth for that.

Her head was five feet long. One of her teeth was more than a foot long. Sue's bones were buried for millions of years. They became hard as stone and turned into **fossils**.



1. Why is Sue called the "Queen of the Dinosaurs"?

---

---

2. What is a **carnivore**?

---

---

3. What is a **fossil**?

---

---

4. How long was Sue's head?

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# Rainbow Graph

Name \_\_\_\_\_ Date \_\_\_\_\_

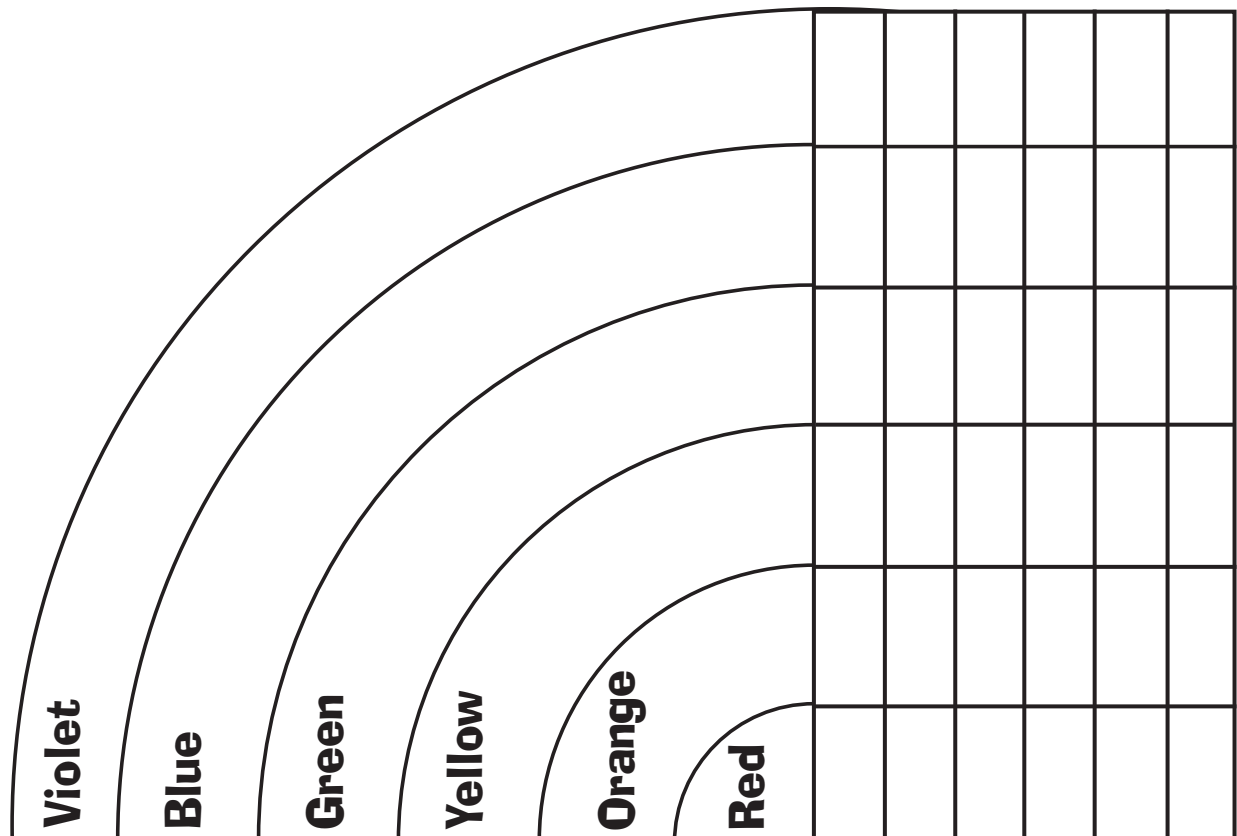
Which color of the rainbow is your favorite? Color in the box for your favorite color. Have 5 people color the boxes to show their favorite colors, too.

Which color is liked the most? \_\_\_\_\_

Which color is liked the least? \_\_\_\_\_

Are any colors tied? \_\_\_\_\_

Which ones? \_\_\_\_\_

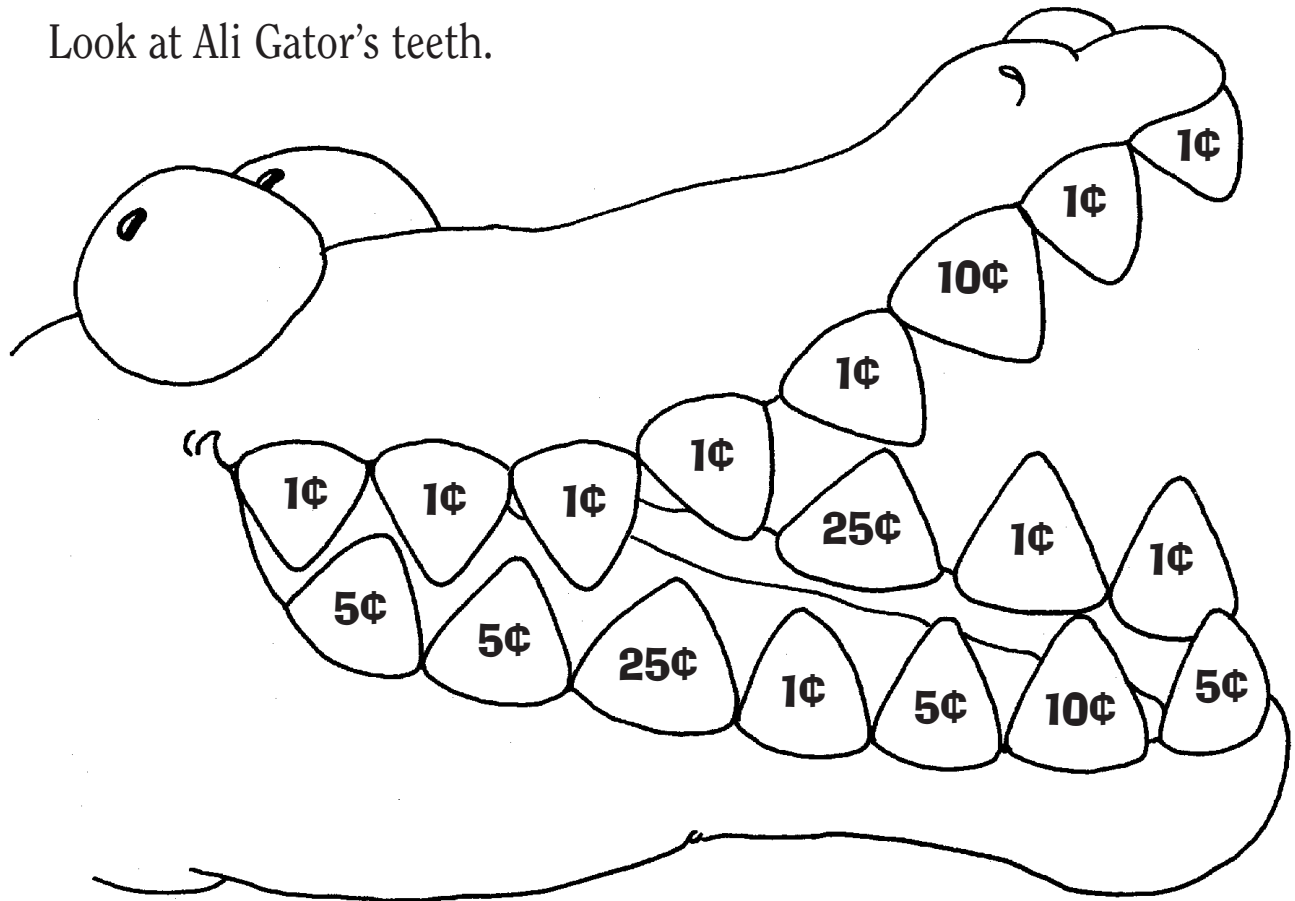




# The Truth About the Tooth Fairy

Name \_\_\_\_\_ Date \_\_\_\_\_

Look at Ali Gator's teeth.



How many teeth?    How much money in all?

1. How many 1¢?



cents

2. How many 5¢?



cents

3. How many 10¢?



cents

4. How many 25¢?

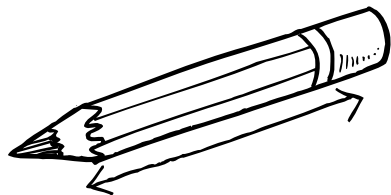


cents

# Look and Learn

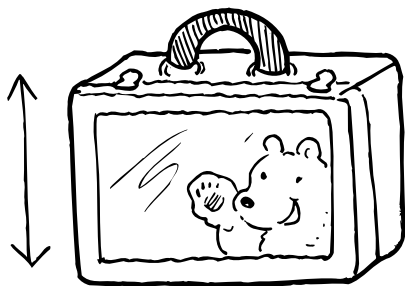
Name \_\_\_\_\_ Date \_\_\_\_\_

Look at each picture. Estimate how long you think it is. Then measure each picture with a ruler. Write the actual length in inches.



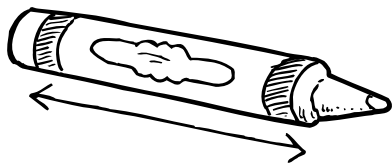
Estimate: \_\_\_\_\_ inches

Actual: \_\_\_\_\_ inches



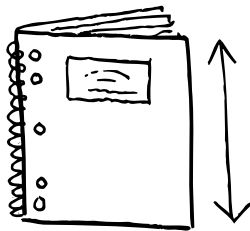
Estimate: \_\_\_\_\_ inches

Actual: \_\_\_\_\_ inches



Estimate: \_\_\_\_\_ inches

Actual: \_\_\_\_\_ inches



Estimate: \_\_\_\_\_ inches

Actual: \_\_\_\_\_ inches

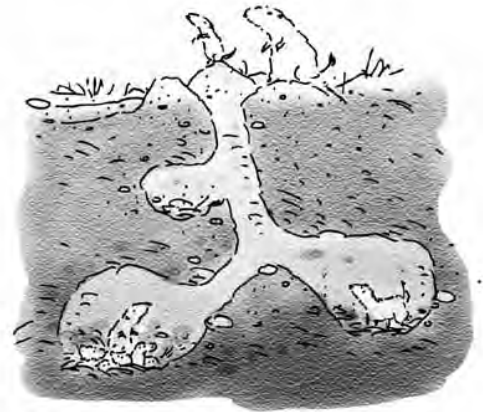
Practice measuring other things in the room with a ruler.

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the paragraph. Then answer the questions.

# Underground Town

Have you ever seen a prairie dog town?  
That is where prairie dogs live.  
But this town has no buildings or houses.  
Prairie dogs live underground.  
They dig deep into the earth  
to make tunnels. Along the tunnels  
are rooms for sleeping or storing food.  
One room is lined with grass for the babies!



- 1.** The main idea of this paragraph is
  - A. towns without buildings.
  - B. raising young prairie dogs.
  - C. tunnel homes for prairie dogs.
  
- 2.** A detail in the paragraph is
  - A. underground town.
  - B. where prairie dogs live.
  - C. rooms for storing food.
  
- 3.** You can guess that prairie dogs live
  - A. alone.
  - B. in pairs.
  - C. in groups.

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the stories. Then answer the questions.

## BIRTHDAYS

### Turning 7 by Mary Rose

Jody woke up and knew it was a special day. She was turning 7! She ran downstairs. But no one was there. There was no cake. There were no presents.

Jody walked out on the back porch. "Happy Birthday" shouted her family. They had a special birthday breakfast. There was cake and lots of presents. It was a great way to turn seven!



### A Surprise Party for Joe by Mary Rose

Joe wanted to have his 8th birthday party in his back yard. His dad rented a bounce house. His mother invited Joe's baseball team. His sister decorated a birthday cake. At the party Joe saw a large box from his family. A golden puppy jumped out! Now that was a real surprise for Joe!

1. Tell three ways these stories are the same.

---

---

---

2. Tell three ways these stories are different.

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the passage. Then answer the questions.

# Feathers

Birds have feathers. Feathers make birds beautiful.

## Feathers Help Birds

Feathers help birds fly. Feathers help birds stay warm. Feathers help birds stay dry. Feathers help birds hide.

## Kinds of Feathers

Feathers come in many colors. Some feathers are stiff. Some feathers are fluffy. Some feathers are long. Some feathers are short.

## How We Use Feathers

We use feathers for pillows. We use feathers for blankets. We use feathers on hats.

**Snakes lay eggs.  
Birds lay eggs.**



**Fish have pretty colors.  
Birds have pretty colors.**



**Octopuses have beaks.  
Birds have beaks.**



**But only birds have feathers.**

1. Read the headings. Where would you look to learn about different kinds of feathers?

\_\_\_\_\_

2. Besides birds, what other animal has a beak?

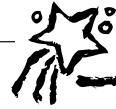
\_\_\_\_\_

3. Write two ways that feathers help birds.

\_\_\_\_\_

\_\_\_\_\_

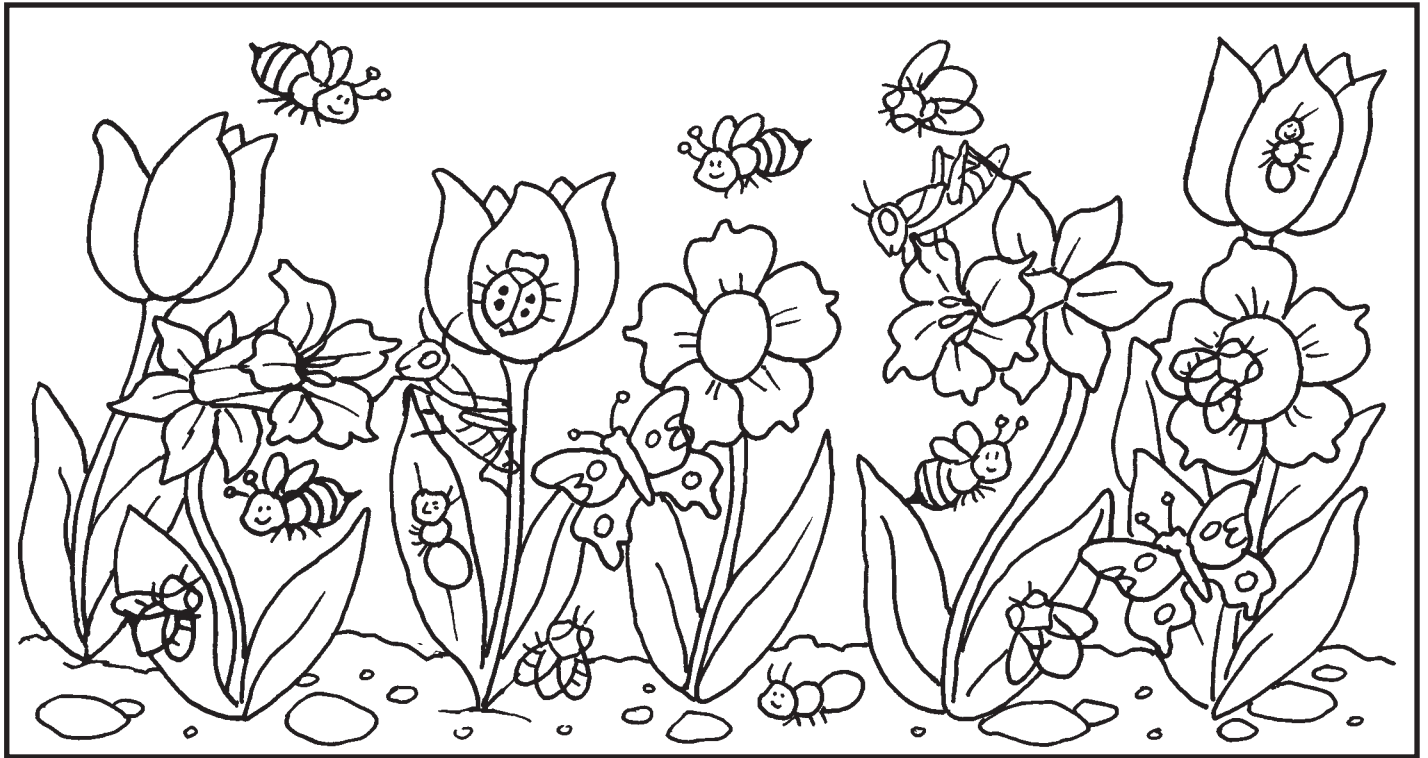
Name \_\_\_\_\_









Solving problems  
using pictures

# Teeny Tiny Garden Friends













Look at the picture.



Write the number.

How many?	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>		<input type="text"/>		<input type="text"/>	

How many in all?

	and		<input type="text"/>		and		<input type="text"/>
	and		<input type="text"/>		and		<input type="text"/>
	and		<input type="text"/>		and		<input type="text"/>


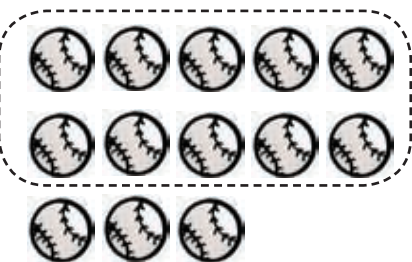

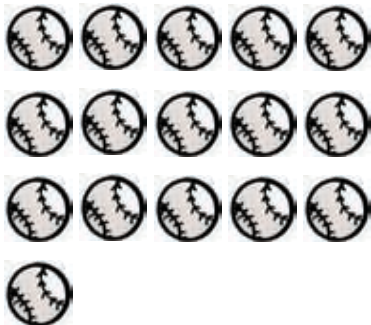



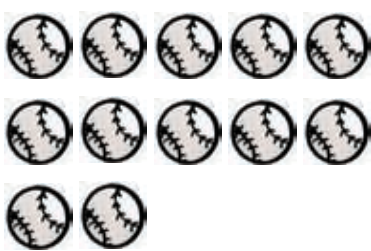



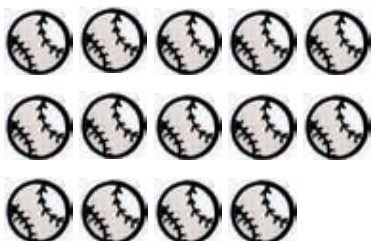










# A Great Catch

Circle each group of 10. Write the number of tens and ones on the chart. Then write the number on the baseball glove.

 <table border="1" data-bbox="111 661 359 808"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>1</td><td>3</td></tr></tbody></table>	tens	ones	1	3		 <table border="1" data-bbox="798 661 1045 808"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			
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tens	ones										
tens	ones										

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the texts. Then answer the questions.

# Shell Shopping

by Maria Fleming

I went shopping for a shell,  
a cozy cave to call my own—  
a nice safe space that would replace  
the smaller home I had outgrown.

First I found...

one too heavy, one too tight,  
one that didn't look quite right  
one too twisty, one too wide,  
one with someone else inside.

And then—perfection!—  
a shell just right for my protection  
from sneaky gulls who'd like to grab  
a tasty lunch of hermit crab.



# Home in a Shell

by Mary Rose

A hermit crab crawls into an empty  
shell. It makes a good home for the  
crab. It is safe inside. What happens  
when the crab grows too bit for the  
shell? It crawls inside a BIGGER shell.

1. How are these two texts the same?

---

2. How are these two texts different?

---

3. What problem does the hermit crab have in both texts?

---

Name \_\_\_\_\_

Skill: Synonyms

Circle the word that is almost the same as the first word.

<b>seat</b>	<b>like</b>	<b>horse</b>	<b>chair</b>
<b>hold</b>	<b>keep</b>	<b>cave</b>	<b>tree</b>
<b>down</b>	<b>egg</b>	<b>below</b>	<b>shell</b>
<b>sleep</b>	<b>drive</b>	<b>rest</b>	<b>fun</b>
<b>jump</b>	<b>third</b>	<b>hop</b>	<b>good</b>
<b>road</b>	<b>bike</b>	<b>street</b>	<b>car</b>
<b>lake</b>	<b>fall</b>	<b>back</b>	<b>pond</b>
<b>near</b>	<b>barn</b>	<b>close</b>	<b>little</b>
<b>mix</b>	<b>spoon</b>	<b>stir</b>	<b>pen</b>
<b>plate</b>	<b>find</b>	<b>dish</b>	<b>grow</b>

# Riddle

**What part did the queen  
bee have in the rock band?**



Add.

Solve the riddle using your answers below.

$\begin{array}{r} 425 \\ + 282 \\ \hline \end{array}$ <p>_____</p> <p>E</p>	$\begin{array}{r} 177 \\ + 107 \\ \hline \end{array}$ <p>_____</p> <p>H</p>	$\begin{array}{r} 267 \\ + 642 \\ \hline \end{array}$ <p>_____</p> <p>N</p>	$\begin{array}{r} 401 \\ + 369 \\ \hline \end{array}$ <p>_____</p> <p>A</p>	$\begin{array}{r} 192 \\ + 463 \\ \hline \end{array}$ <p>_____</p> <p>G</p>	$\begin{array}{r} 489 \\ + 109 \\ \hline \end{array}$ <p>_____</p> <p>L</p>
$\begin{array}{r} 274 \\ + 171 \\ \hline \end{array}$ <p>_____</p> <p>I</p>	$\begin{array}{r} 353 \\ + 386 \\ \hline \end{array}$ <p>_____</p> <p>T</p>	$\begin{array}{r} 483 \\ + 132 \\ \hline \end{array}$ <p>_____</p> <p>D</p>	$\begin{array}{r} 142 \\ + 186 \\ \hline \end{array}$ <p>_____</p> <p>B</p>	$\begin{array}{r} 228 \\ + 291 \\ \hline \end{array}$ <p>_____</p> <p>S</p>	$\begin{array}{r} 509 \\ + 445 \\ \hline \end{array}$ <p>_____</p> <p>R</p>

**Solve the Riddle!**

Write the letter that goes with each number.



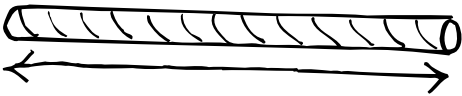


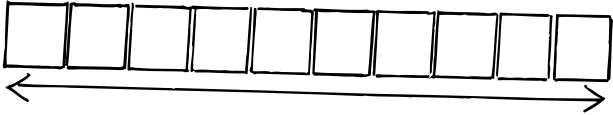
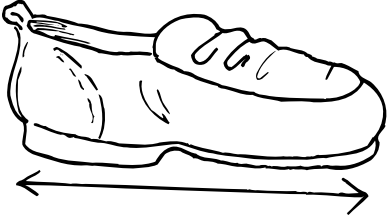
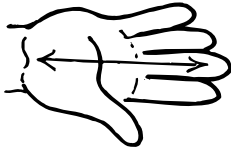
$$\begin{array}{r} \phantom{0} \\ \hline 598 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 707 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 770 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 615 \end{array}$$

$$\begin{array}{r} \phantom{0} \\ \hline 519 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 739 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 445 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 909 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 655 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 707 \end{array} \quad \begin{array}{r} \phantom{0} \\ \hline 954 \end{array}$$

# Centimeters

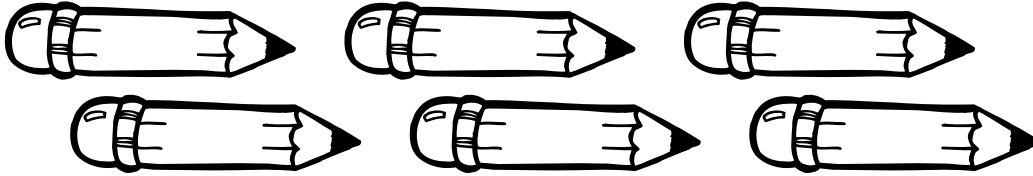
Name \_\_\_\_\_ Date \_\_\_\_\_

Things can be measured using centimeters. Get a ruler that measures in centimeters. Measure the pictures of the objects below.

<p><b>book</b></p>  <p>_____ centimeters</p>	<p><b>book</b></p>  <p>_____ centimeters</p>
<p><b>straw</b></p>  <p>_____ centimeters</p>	<p><b>marker</b></p>  <p>_____ centimeters</p>
<p><b>5 cubes</b></p>  <p>_____ centimeters</p>	<p><b>10 cubes</b></p>  <p>_____ centimeters</p>
<p><b>shoe</b></p>  <p>_____ centimeters</p>	<p><b>hand</b></p>  <p>_____ centimeters</p>

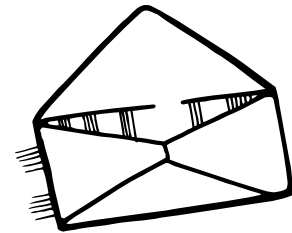
Read the sentences and answer the questions.

Frank has 6 red pencils, 2 blue pencils, and 5 yellow pencils.



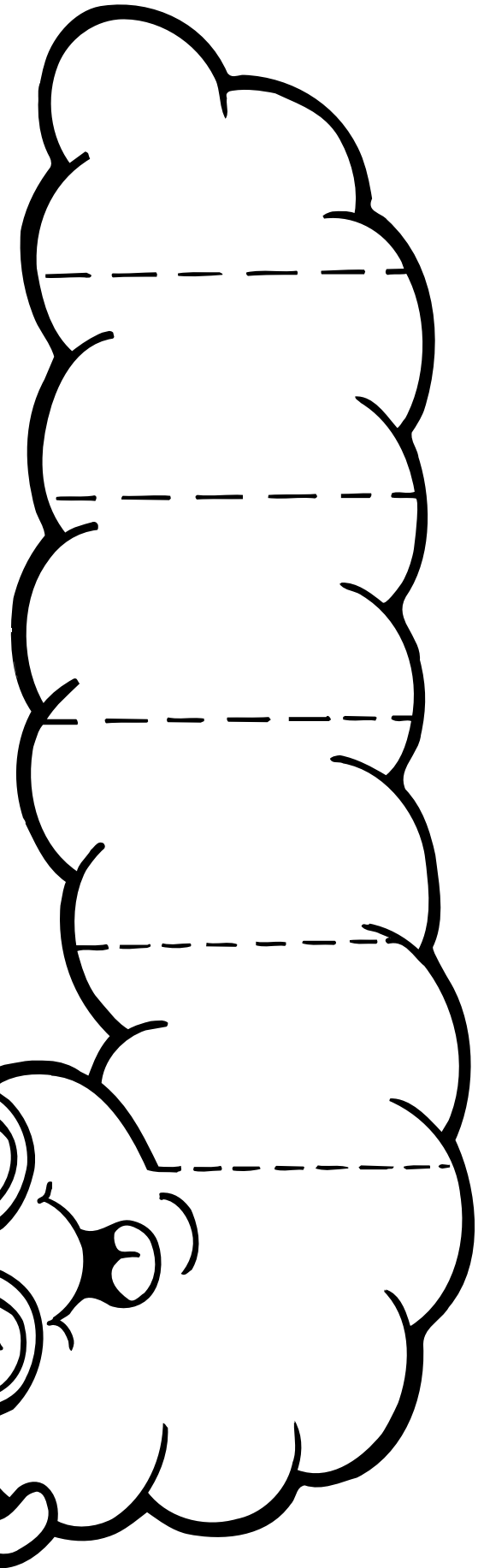
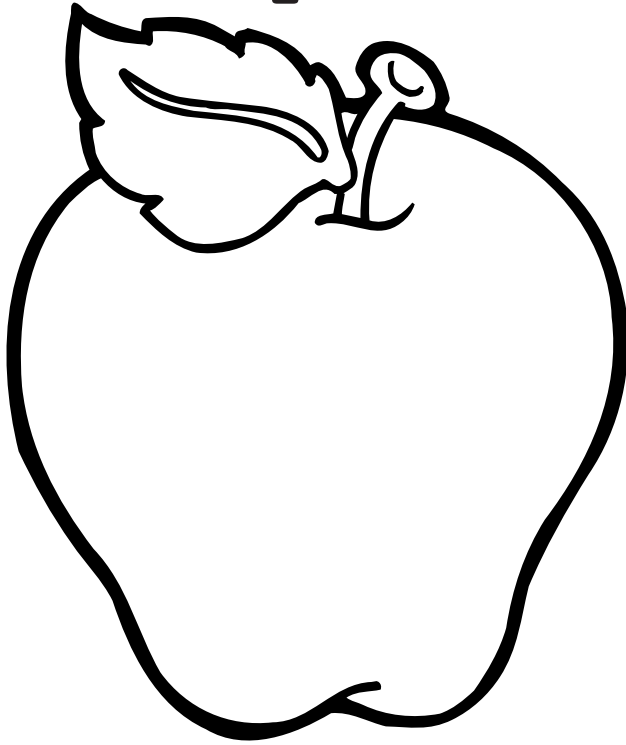
1. How many pencils does Frank have in all? \_\_\_\_\_
2. If Frank gives 4 pencils away, how many will he have left? \_\_\_\_\_
3. Joe has 15 pencils. Who has more pencils, Frank or Joe? \_\_\_\_\_
4. How many red and blue pencils does Frank have in all? \_\_\_\_\_

Stacy sent a lot of letters last summer.  
She sent 3 letters to her grandmother.  
She sent 4 letters to her aunt.  
She sent 8 letters to her friend Dana.

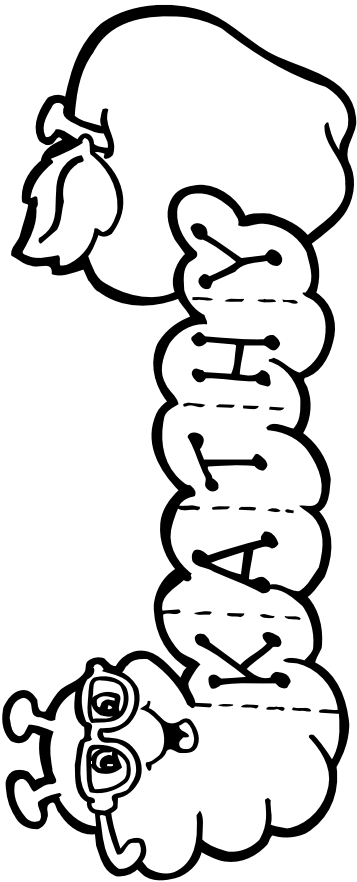


1. Who did Stacy send the most letters to? \_\_\_\_\_
2. If she had sent 2 letters to Gina, how many letters would she have sent in all? \_\_\_\_\_
3. If she had sent 5 fewer letters to Dana, how many letters would Dana have gotten? \_\_\_\_\_
4. How many more letters did Dana get than Stacy's aunt? \_\_\_\_\_

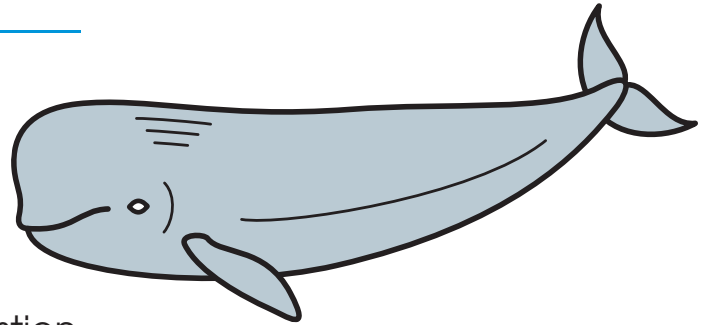
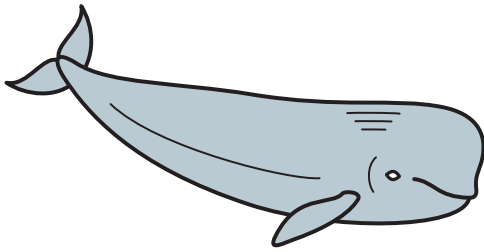
# Stand-Up Worm



Cut the worm and apple pattern from heavy paper. Write your name along the worm's body and fold along the dotted lines. Glue the apple to the worm's tail. Use him as a desk nametag or a place card during family meals.





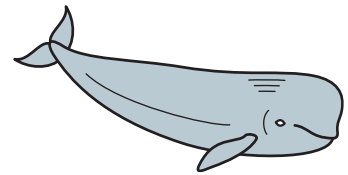


Read the text. Then answer each question.  
Fill in the bubble next to the best answer.

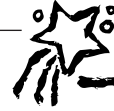
**A whale is a very big animal. Whales live in the sea. Some whales swim with each other. They travel in large groups, called pods. They swim around, looking for food.**

**Whales feed on sea life. Some whales eat plants. Other whales have teeth and can eat seals and small fish.**

**Whales must stay wet all the time. However, they also must come to the top of the sea to breathe. When a whale leaps out of the water to catch a breath of air, it is an amazing sight.**



1. What are pods?
  - whale food
  - groups of whales
  - sea animals
2. What is a good title (name) for this text?
  - The Sea
  - Fish
  - Whales
3. What must all whales do?
  - eat seals and fish
  - spend time on land
  - stay wet
4. Why do whales sometimes jump out of the water?
  - to warm up
  - to get air
  - to catch fish



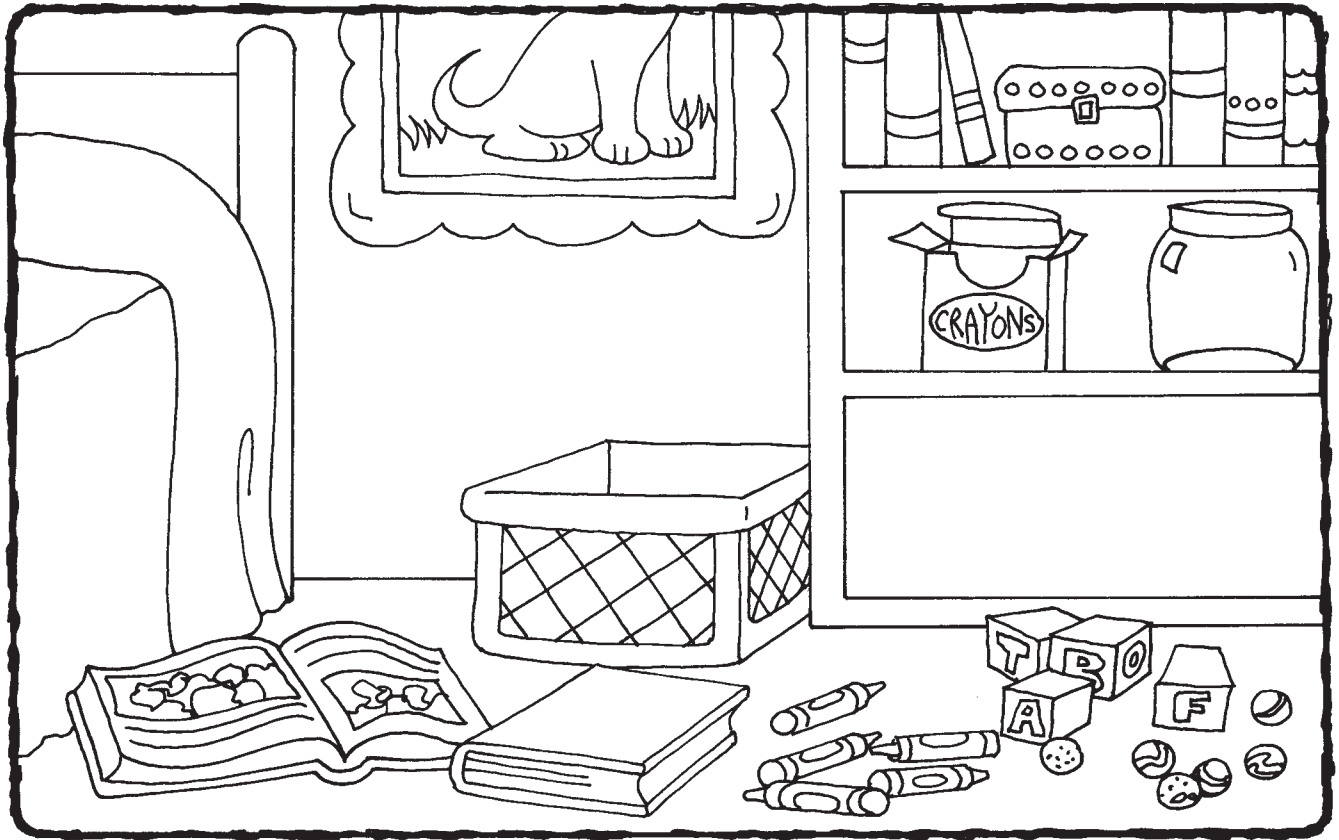
# Clean Your Room



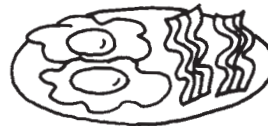
*Grouping like things together makes it easier to remember what you read.*

Mom says, "Let's go out for ice cream! Clean your room, and then we will go." Your room is a mess. You need to put the blocks in the basket. The crayons must go in their box. The books must go on the shelf, and the marbles go in the jar. You can do it. Just think about that hot fudge sundae!

Draw a line from each item on the floor to the place it belongs. Color things you could use in school red. Color things that are toys blue.



Circle the food that does not belong in an ice cream store.



**Fold a sheet of paper in half. Write "hot" on one side and "cold" on the other side. Draw four foods on each side of the paper that go with the headings.**



## 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 most parrots 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."

True



False



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.



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

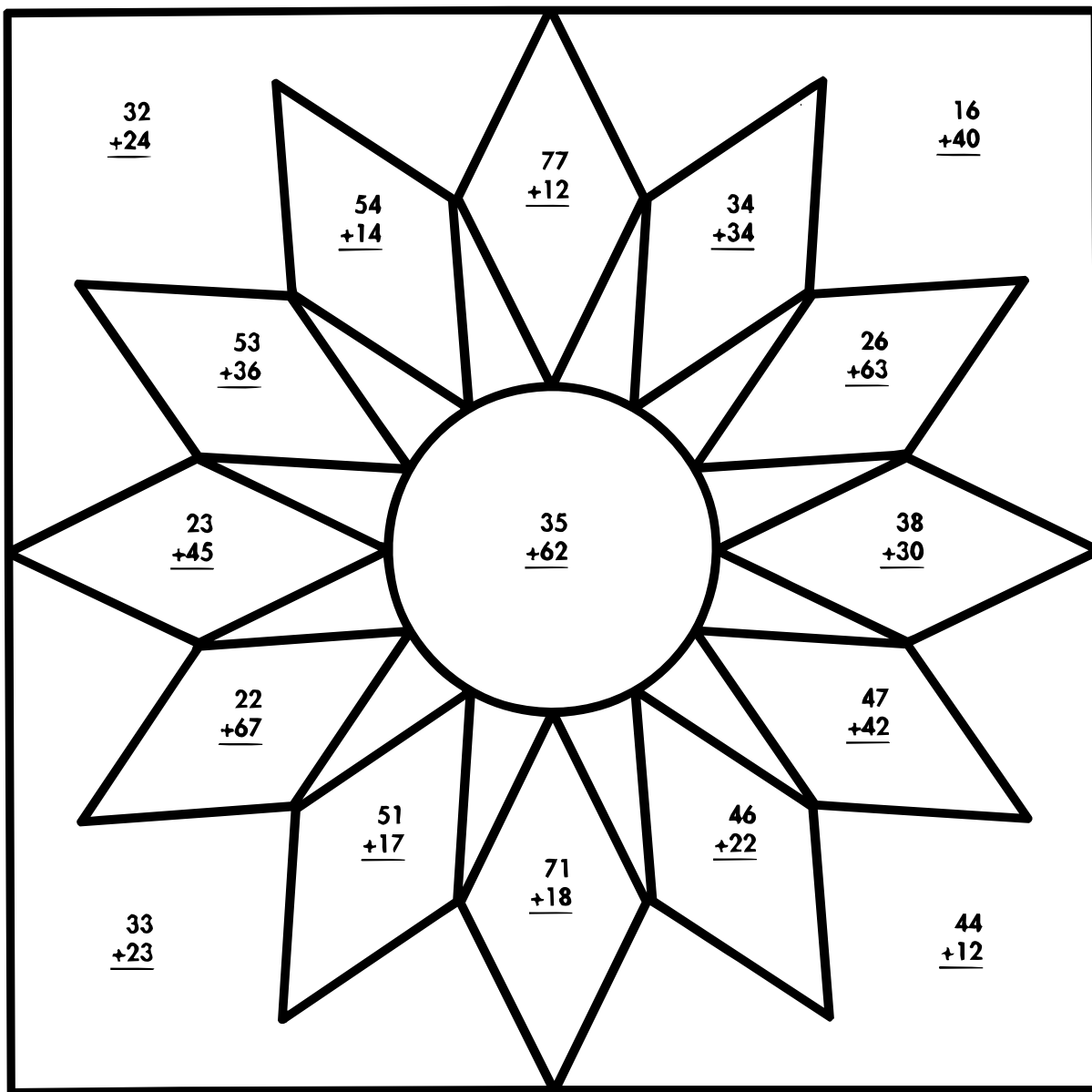
# Color the Sunflower

Name \_\_\_\_\_ Date \_\_\_\_\_

Do the addition problems in the sunflower picture below. Then use the Color Key to tell you what color to make each answer.

Extra: Write your age on four flashcards, and then add a 6, 7, 8, and 9 to each of the cards. Practice the answers with a friend.


**Color Key**  
 56 = green  
 68 = orange  
 89 = yellow  
 97 = blue



Name \_\_\_\_\_

Skill: Learning Dimes

Add the dimes and fill in the blanks.

1.  one dime = \_\_\_\_\_ ¢

2.  two dimes = \_\_\_\_\_ ¢

3.  three dimes = \_\_\_\_\_ ¢

Write the number of cents in each row.

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

Name \_\_\_\_\_

**9's, 10's, & 11's**  
**FACT FAMILIES**

**PRACTICE**  
**& REVIEW!**

**Add and Subtract these important facts.**

1.  $\square + 9 = 18$

2.  $19 - 9 = \square$

3.  $16 - \square = 9$

4.  $\square - 3 = 9$

5.  $14 - \square = 9$

6.  $8 + 9 = \square$

7.  $11 + 9 = \square$

8.  $\square + 4 = 14$

9.  $9 + 10 = \square$

10.  $20 - 10 = \square$

11.  $22 - \square = 12$

12.  $\square + 2 = 12$

13.  $10 + \square = 17$

14.  $10 + 11 = \square$

15.  $11 + 11 = \square$

1.  $12 - 11 = \square$

2.  $22 - 11 = \square$

3.  $19 - \square = 11$

4.  $23 - 11 = \square$

5.  $\square - 11 = 3$

6.  $16 - \square = 5$

7.  $11 + 7 = \square$

8.  $9 + \square = 11$

9.  $\square + 2 = 12$

10.  $11 + \square = 22$

11.  $9 + 7 = \square$

12.  $11 + 12 = \square$

13.  $21 - 9 = \square$

14.  $\square - 7 = 9$

15.  $19 - \square = 10$



# Miss Ticklefoot

I love Miss Ticklefoot. She is my first-grade teacher.

To find out more about her, read each sentence below. Write a word in each blank that tells how she feels. The Word Box will help you.

## Word Box

sad    scared    silly    worried    happy    surprised

1. Miss Ticklefoot smiles when we know the answers.

\_\_\_\_\_



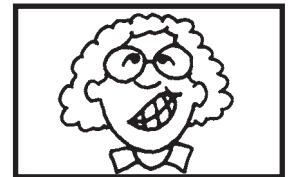
2. She is concerned when one of us is sick.

\_\_\_\_\_



3. She makes funny faces at us during recess.

\_\_\_\_\_



4. She cried when our fish died.

\_\_\_\_\_



5. She jumps when the fire alarm rings.

\_\_\_\_\_



6. Her mouth dropped open when we gave her a present!

\_\_\_\_\_







# Blends Game

Say the words.

Listen for the beginning sounds.

Use the Beginning Sounds Color Code to make a picture.

## Beginning Sounds Color Code

bl = blue

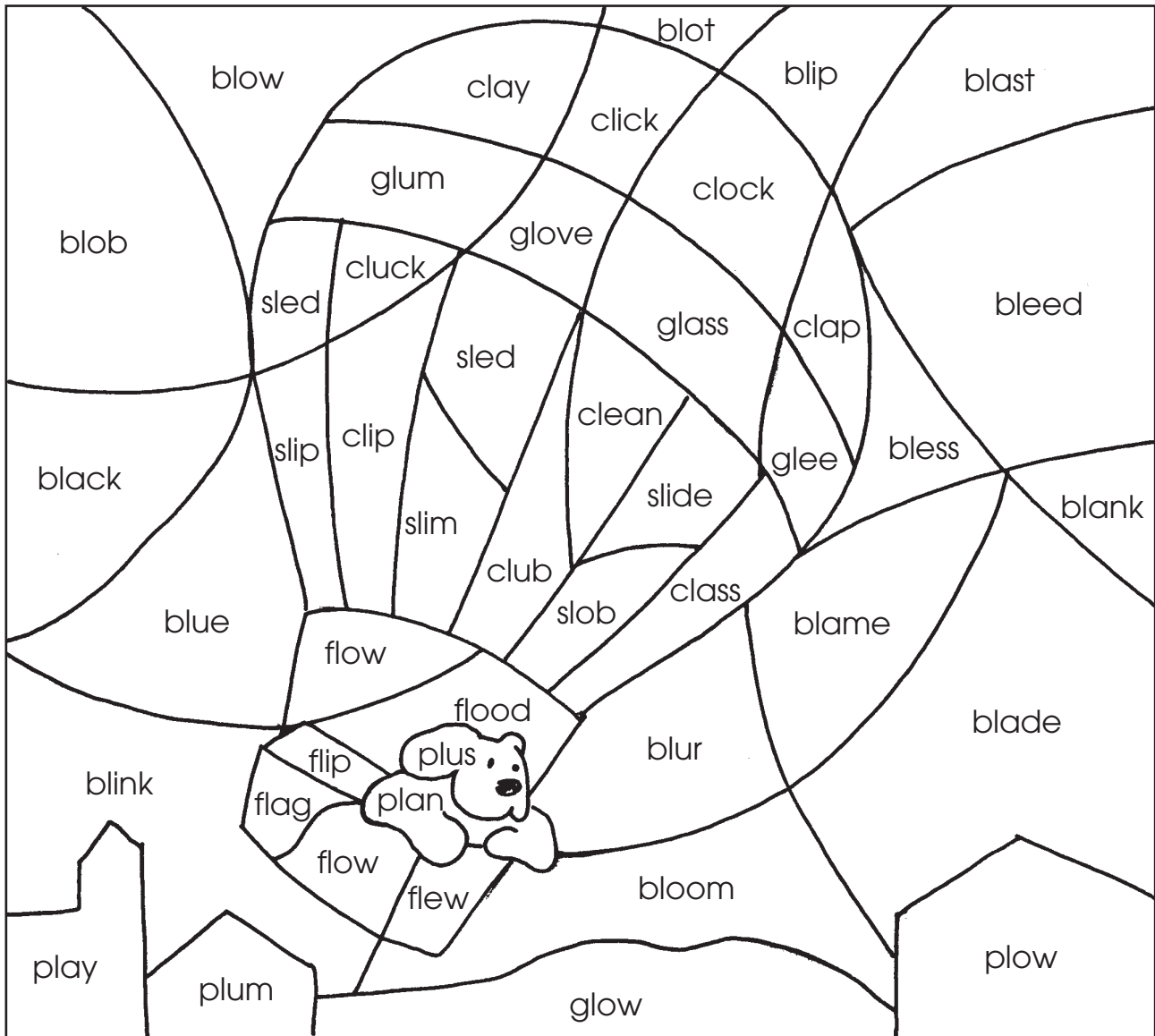
cl = red

fl = yellow

gl = green

pl = brown










sl = purple











# A Perfect Day at the Park

Circle how many you see in the picture.

	1	5
	4	2
	8	5
	6	3
	7	10
	2	8
	9	7
	10	7
	3	1



Circle how many you see in all.

	+		=	8	9	10
	+		=	3	8	9
	+		=	6	2	4

Name \_\_\_\_\_

Skill: Place value

Read each sentence and give the correct number.



1. What number has:

6 in the hundreds place

1 in the tens place

4 in the ones place

\_\_\_\_\_

H            T            O

2. What number has:

3 in the ones place

2 in the hundreds place

5 in the tens place

\_\_\_\_\_

H            T            O

3. What number has:

0 in the tens place

2 in the ones place

8 in the hundreds place

\_\_\_\_\_

H            T            O

4. What number has:

2 in the tens place

5 in the hundreds place

7 in the ones place

\_\_\_\_\_

H            T            O

Name \_\_\_\_\_

Skill: Two-digit subtraction without regrouping

Subtract.

## Award Winning Subtraction

1.  $\begin{array}{r} 46 \\ - 21 \\ \hline \end{array}$

2.  $\begin{array}{r} 38 \\ - 15 \\ \hline \end{array}$

3.  $\begin{array}{r} 47 \\ - 35 \\ \hline \end{array}$

4.  $\begin{array}{r} 66 \\ - 45 \\ \hline \end{array}$

5.  $\begin{array}{r} 98 \\ - 56 \\ \hline \end{array}$

6.  $\begin{array}{r} 87 \\ - 37 \\ \hline \end{array}$

7.  $\begin{array}{r} 88 \\ - 44 \\ \hline \end{array}$

8.  $\begin{array}{r} 36 \\ - 25 \\ \hline \end{array}$



9.  $\begin{array}{r} 99 \\ - 17 \\ \hline \end{array}$

10.  $\begin{array}{r} 68 \\ - 42 \\ \hline \end{array}$

11.  $\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$

12.  $\begin{array}{r} 83 \\ - 52 \\ \hline \end{array}$

13.  $\begin{array}{r} 69 \\ - 44 \\ \hline \end{array}$

14.  $\begin{array}{r} 65 \\ - 51 \\ \hline \end{array}$

15.  $\begin{array}{r} 43 \\ - 10 \\ \hline \end{array}$

16.  $\begin{array}{r} 39 \\ - 17 \\ \hline \end{array}$

17.  $\begin{array}{r} 53 \\ - 31 \\ \hline \end{array}$

18.  $\begin{array}{r} 78 \\ - 35 \\ \hline \end{array}$

19.  $\begin{array}{r} 85 \\ - 42 \\ \hline \end{array}$

20.  $\begin{array}{r} 80 \\ - 70 \\ \hline \end{array}$

21.  $\begin{array}{r} 77 \\ - 21 \\ \hline \end{array}$

22.  $\begin{array}{r} 69 \\ - 34 \\ \hline \end{array}$

23.  $\begin{array}{r} 87 \\ - 54 \\ \hline \end{array}$

24.  $\begin{array}{r} 57 \\ - 42 \\ \hline \end{array}$

25.  $\begin{array}{r} 54 \\ - 34 \\ \hline \end{array}$

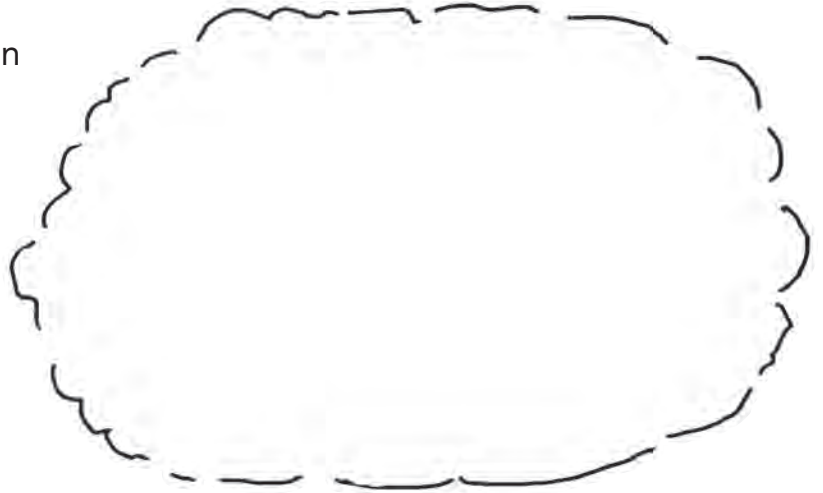
26.  $\begin{array}{r} 63 \\ - 22 \\ \hline \end{array}$

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the story. Then answer the questions.

# My Monster

I saw a scary monster who lived in a cave. He had shaggy fur and a long, striped tail. He had big, pointy teeth. His three horns looked like arrows. One of his feet was bigger than the other three. "Wake up! Time for breakfast," called Mom. Oh, good! It was only a dream.



1. How can you tell the monster is not real?

---

---

2. Who do you think might be telling this story?

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3. What did Mom do that caused the story to change?

---

---

4. Draw your own picture of the monster above.





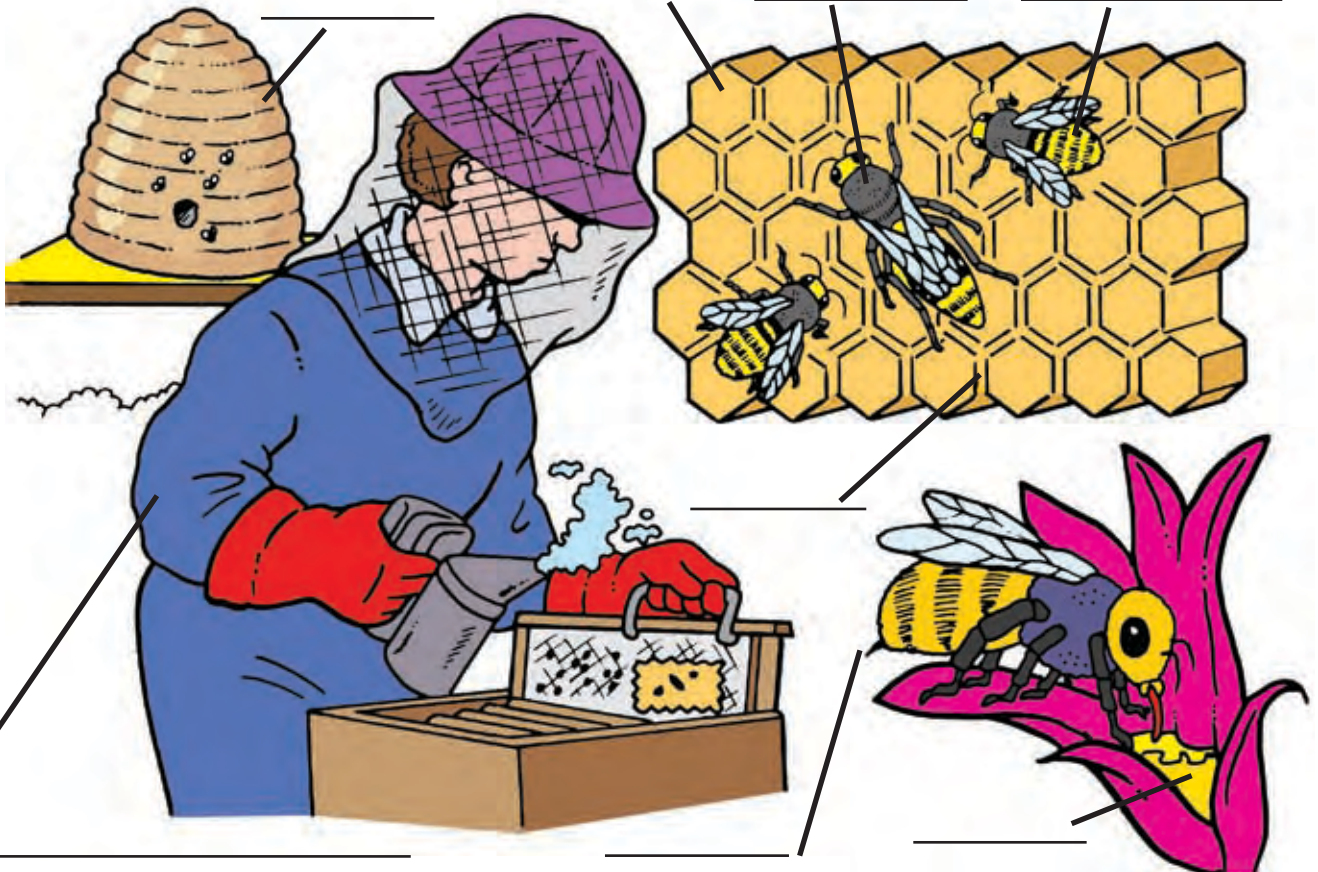


## Busy as a Bee

Bees are hardworking insects. They live together in a nest called a hive. There is one queen bee in each hive. She is the largest bee. There are hundreds of worker bees. The worker bees fly from flower to flower gathering a sweet liquid called nectar. They make honey from the nectar and store it in little rooms in the hive. Each little room is a cell. Many cells in a row make a honeycomb. When a bear or a person tries to steal the honey, the bees swarm, flying around in large groups. Each bee has a stinger to protect it from its enemies. A person who is a beekeeper makes wooden hives for bees, then sells the honey when the bees finish making it.



Look at the picture below. Use each underlined word in the story to label the pictures.



Name \_\_\_\_\_

Skill: Rhyming words

Circle all of the words that rhyme with the first word.

<b>clean</b>	<b>mean</b>	<b>bean</b>	<b>leap</b>
<b>dark</b>	<b>shark</b>	<b>card</b>	<b>park</b>
<b>stand</b>	<b>hand</b>	<b>fast</b>	<b>band</b>
<b>grow</b>	<b>cow</b>	<b>mow</b>	<b>low</b>
<b>tree</b>	<b>knee</b>	<b>start</b>	<b>three</b>
<b>nice</b>	<b>kind</b>	<b>rice</b>	<b>mice</b>
<b>eat</b>	<b>cheat</b>	<b>cold</b>	<b>beat</b>
<b>swing</b>	<b>ring</b>	<b>sing</b>	<b>sew</b>
<b>frog</b>	<b>fog</b>	<b>beep</b>	<b>log</b>
<b>smell</b>	<b>tell</b>	<b>ball</b>	<b>spell</b>



# Baseball Puzzle

Name \_\_\_\_\_ Date \_\_\_\_\_

What animal can always be found at a baseball game?

To find out, do the subtraction problems. If the answer is greater than 9, color the shapes black. If the answer is less than 10, color the shapes red.

5 - 2 =

7 - 7 =

18 - 9 =

17 - 3 =

15 - 4 =

18 - 4 =

11 - 9 =

7 - 4 =

12 - 3 =

16 - 9 =

9 - 2 =

13 - 2 =

12 - 2 =

15 - 2 =

10 - 8 =

9 - 6 =

6 - 6 =

9 - 7 =

15 - 7 =

9 - 5 =

9 - 1 =

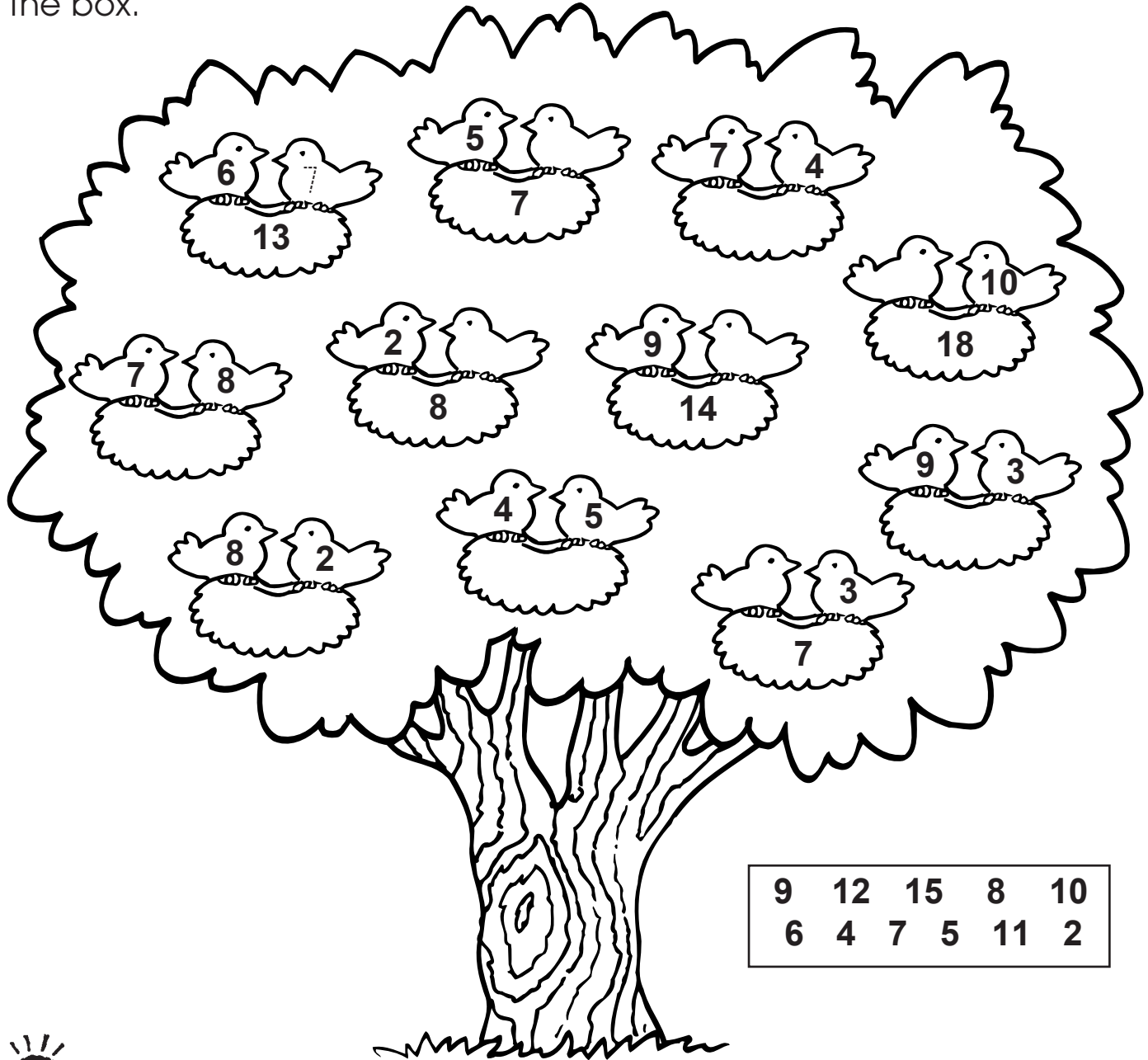
16 - 8 =

15 - 9 =



# Flying Families

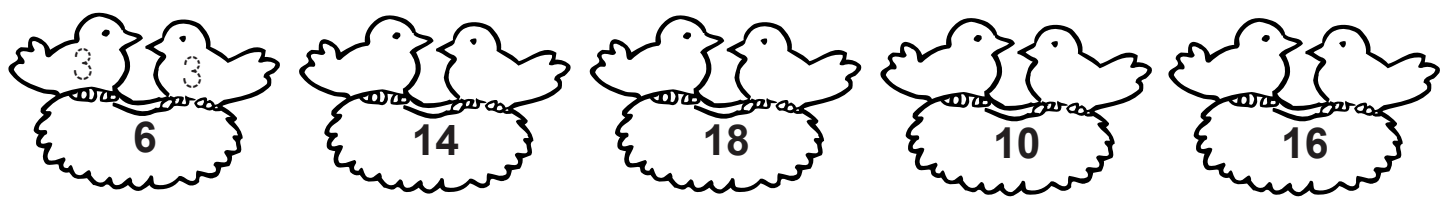
Fill in the missing number for each family. Use the numbers from the box.



9	12	15	8	10	
6	4	7	5	11	2



Fill in the families with twins.





# Fun at the Farm

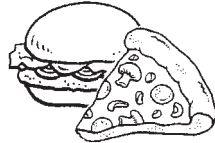


Story events that can really happen are **real**. Story events that are make-believe are **fantasy**.

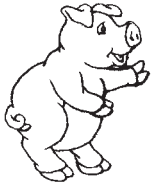
Read each sentence below. If it could be real, color the picture. If it is make-believe, put an X on the picture.



Dairy cows give milk.



The farmer planted pizza and hamburgers.



The pig said, "Let's go to the dance tonight!"



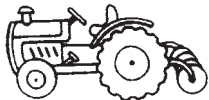
The mouse ate the dinner table.



The hay was stacked in the barn.



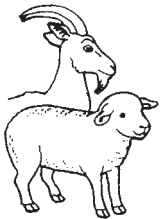
The newborn calf walked with wobbly legs.



The green tractor ran out of gas.



Two crickets sang "Mary Had a Little Lamb."



The goat and the sheep got married by the big tree.



Rain made the roads muddy.



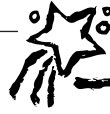
Four little ducks swam in the pond.



The farmer's family ate a pie.



On another sheet of paper, write one make-believe sentence about the farmer's house and one real sentence about it.



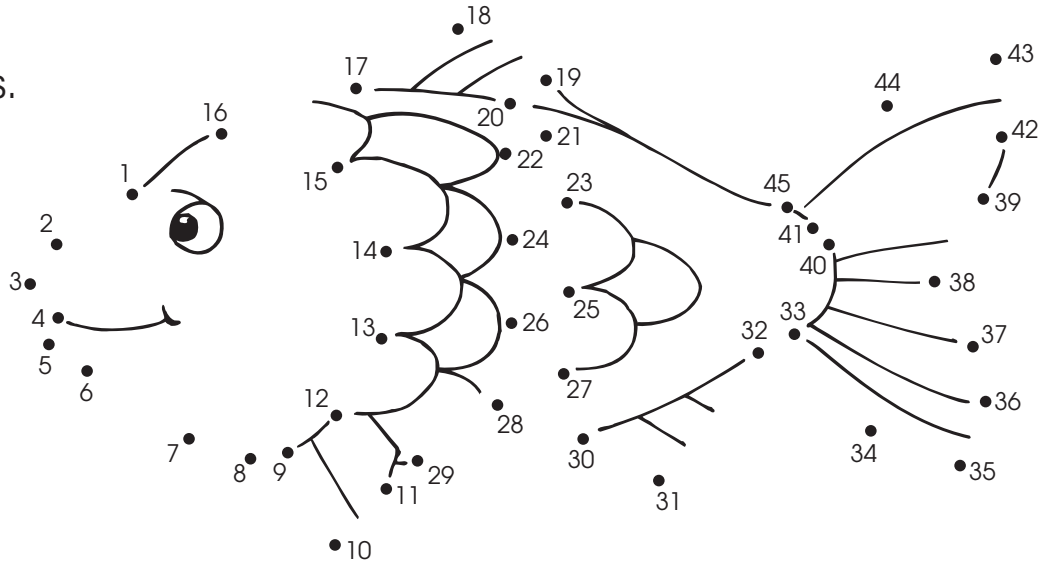
# Library Books



A library has many different kinds of books.

It is fun to check books out of the library. Have you ever read *The Rainbow Fish* by Marcus Pfister? It is a story about a very special fish. His scales were blue, green, and purple. He also had some shiny, silver scales. The other fish wanted him to share his shiny scales with them, but he said no. No one would be his friend. Later, he decided to give each fish one of his shiny scales. It was better to lose some of his beauty and have friends than to keep them to himself.

Connect the dots.  
You will see something from the book.



1. Draw a blue circle around the word that tells what this book is about:

running

lying

sharing

eating

2. Copy the name of the author here.

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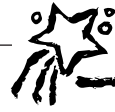


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If you grew up to be an author, what would you write about? Make a pretty book cover that includes the title of your book.


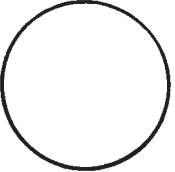
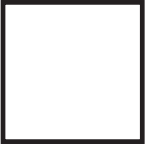
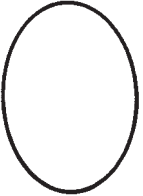
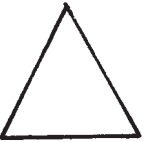
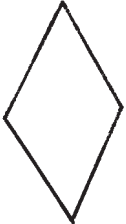
Name \_\_\_\_\_



# Smiling Shapes

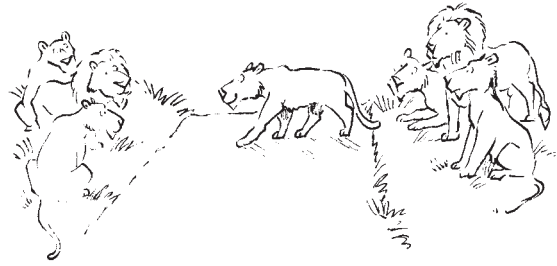
Draw a line to the shape that comes next.

# Riddle

## Why is this lion crossing the road?



Subtract.

Solve the riddle using your answers below.

$\begin{array}{r} 424 \\ - 121 \\ \hline \end{array}$ <p>E</p>	$\begin{array}{r} 299 \\ - 107 \\ \hline \end{array}$ <p>P</p>	$\begin{array}{r} 576 \\ - 130 \\ \hline \end{array}$ <p>R</p>	$\begin{array}{r} 698 \\ - 541 \\ \hline \end{array}$ <p>T</p>	$\begin{array}{r} 379 \\ - 101 \\ \hline \end{array}$ <p>A</p>	$\begin{array}{r} 867 \\ - 125 \\ \hline \end{array}$ <p>L</p>
$\begin{array}{r} 445 \\ - 234 \\ \hline \end{array}$ <p>N</p>	$\begin{array}{r} 947 \\ - 113 \\ \hline \end{array}$ <p>G</p>	$\begin{array}{r} 878 \\ - 242 \\ \hline \end{array}$ <p>O</p>	$\begin{array}{r} 536 \\ - 131 \\ \hline \end{array}$ <p>D</p>	$\begin{array}{r} 787 \\ - 207 \\ \hline \end{array}$ <p>I</p>	$\begin{array}{r} 679 \\ - 310 \\ \hline \end{array}$ <p>H</p>

**Solve the Riddle!**

Write the letter that goes with each number.

$\frac{157}{\quad}$	$\frac{636}{\quad}$	$\frac{834}{\quad}$	$\frac{303}{\quad}$	$\frac{157}{\quad}$	$\frac{157}{\quad}$	$\frac{636}{\quad}$	$\frac{157}{\quad}$	$\frac{369}{\quad}$	$\frac{303}{\quad}$
$\frac{636}{\quad}$	$\frac{157}{\quad}$	$\frac{369}{\quad}$	$\frac{303}{\quad}$	$\frac{446}{\quad}$	$\frac{192}{\quad}$	$\frac{446}{\quad}$	$\frac{580}{\quad}$	$\frac{405}{\quad}$	$\frac{303}{\quad}$

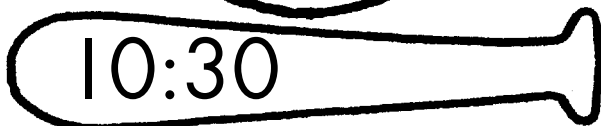
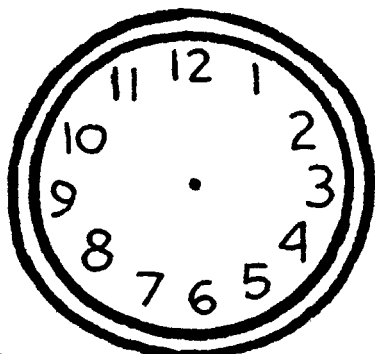
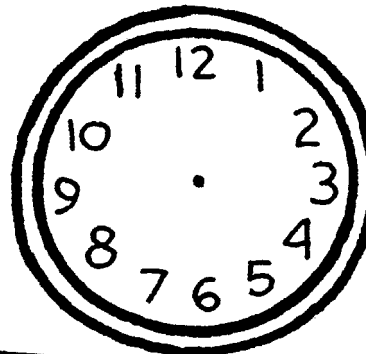
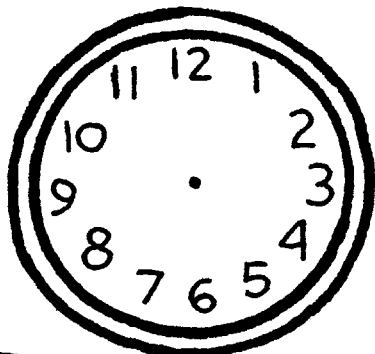
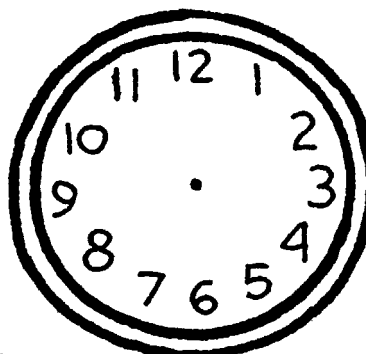
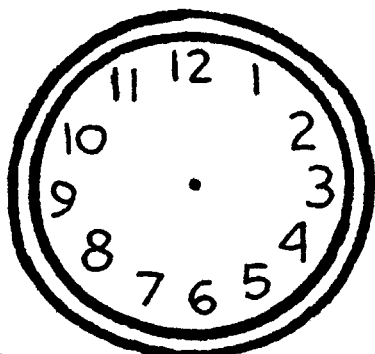
Name \_\_\_\_\_

Date \_\_\_\_\_

# Batting Practice

Read the time on each bat.

Draw hands on the clock to match that time.





# Answer Key

## WEEK 1

### Trucks, Page 9

Main Idea Sentence: Trucks do important work.

Lines should be drawn to the dump truck, cement truck, fire truck, tank truck, and flatbed truck.

### Mixed-Up Margie, Page 10

The children's pictures should show a crown on Margie's arm, a shoe on her head, different colors on each fingernail, a red nose, a fork in her hair, and a purple belt around her knees.

6. the way she dresses; 7. He wears his clothes backward.

### Dot-To-Dot Bicycle, Page 11



### Flying High, Page 12

A.	<table border="1"><tr><td>2</td><td>4</td><td>6</td></tr><tr><td>3</td><td>1</td><td>4</td></tr><tr><td>5</td><td>5</td><td>10</td></tr></table>	2	4	6	3	1	4	5	5	10	B.	<table border="1"><tr><td>4</td><td>1</td><td>5</td></tr><tr><td>7</td><td>3</td><td>10</td></tr><tr><td>11</td><td>4</td><td>15</td></tr></table>	4	1	5	7	3	10	11	4	15
2	4	6																			
3	1	4																			
5	5	10																			
4	1	5																			
7	3	10																			
11	4	15																			
C.	<table border="1"><tr><td>6</td><td>7</td><td>13</td></tr><tr><td>2</td><td>1</td><td>3</td></tr><tr><td>8</td><td>8</td><td>16</td></tr></table>	6	7	13	2	1	3	8	8	16	D.	<table border="1"><tr><td>5</td><td>6</td><td>11</td></tr><tr><td>4</td><td>3</td><td>7</td></tr><tr><td>9</td><td>9</td><td>18</td></tr></table>	5	6	11	4	3	7	9	9	18
6	7	13																			
2	1	3																			
8	8	16																			
5	6	11																			
4	3	7																			
9	9	18																			
E.	<table border="1"><tr><td>2</td><td>6</td><td>8</td></tr><tr><td>5</td><td>0</td><td>5</td></tr><tr><td>7</td><td>6</td><td>13</td></tr></table>	2	6	8	5	0	5	7	6	13	F.	<table border="1"><tr><td>4</td><td>7</td><td>11</td></tr><tr><td>3</td><td>3</td><td>6</td></tr><tr><td>7</td><td>10</td><td>17</td></tr></table>	4	7	11	3	3	6	7	10	17
2	6	8																			
5	0	5																			
7	6	13																			
4	7	11																			
3	3	6																			
7	10	17																			

### Shape Study, Page 13

Color the first butterfly, the second heart, the lightbulb, and the snowflake; drawings should show the other halves.

## WEEK 2

### An American Volcano, Page 14

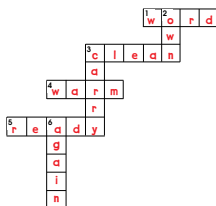
1. spewing hot ash into the air;
2. for people and animals to breathe;
3. flattened trees; 4. forest fires;
5. floods and mudslides; 6. it still erupts from time to time.

### Toes, Page 15

1. Any five of these words: scrunched, snuggled, sweaty, wiggly, dry, cozy, crammed, giggling
2. They are not inside of any kind of shoe; they are out in the grass
3. Answers will vary.
4. Answers will vary.

### Puzzle It Out!, Page 16

- Across
1. word
  3. clean
  4. warm
  5. ready
- Down
2. own
  3. carry
  6. again



### I Am Nuts About Subtraction, Page 17

- |       |        |        |
|-------|--------|--------|
| 1. 9  | 10. 19 | 19. 29 |
| 2. 68 | 11. 39 | 20. 19 |
| 3. 7  | 12. 49 | 21. 9  |
| 4. 49 | 13. 68 | 22. 50 |
| 5. 48 | 14. 19 | 23. 3  |
| 6. 38 | 15. 9  | 24. 7  |
| 7. 37 | 16. 58 | 25. 6  |
| 8. 7  | 17. 28 | 26. 17 |
| 9. 39 | 18. 6  |        |

## WEEK 3

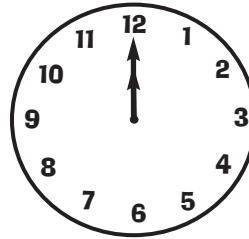
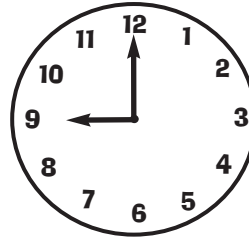
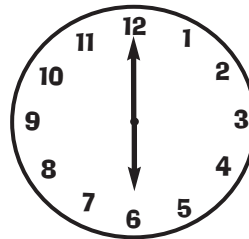
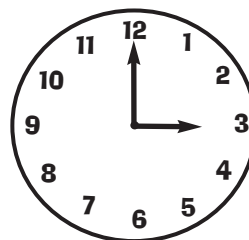
### Silly for Seuss, Page 19

1. March 2
2. The Cat in the Hat or Green Eggs and Ham
3. Dr. Seuss himself
4. He wore silly hats.

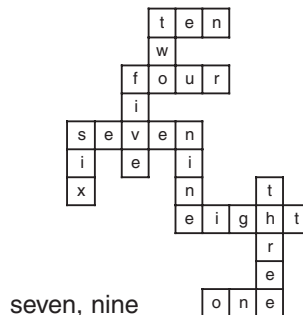
## A Fable, Page 20

2. Don't be greedy. Be happy with what you have. Picture answers: dog, meat, bridge

### More Clock Work, Page 21



### Spell It Out, Page 22



seven, nine

**Answers, continued**

**Addition Facts Family!,  
Page 23**

9	12	10	21	12	9	21	9
+ 1	- 9	+ 9	- 12	- 3	+ 4	- 9	+ 9
10	3	19	9	9	13	12	18
9	20	10	15	6	5	9	17
+ 7	- 11	- 1	- 6	+ 3	+ 4	+ 3	- 9
16	9	9	9	9	9	12	8
20 - 9 = 11		9 + 9 = 18		13 - 4 = 9			
17 - 8 = 9		10 + 9 = 19		10 - 1 = 9			
14 - 9 = 5		11 - 2 = 9		12 + 9 = 21			
9 + 12 = 21		12 - 3 = 9		15 - 6 = 9			

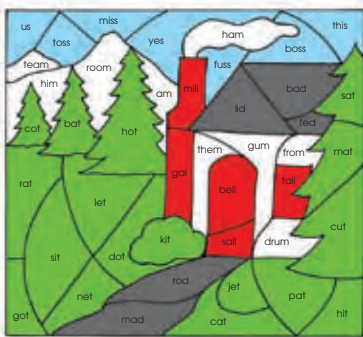
Check hundreds chart for completion.

**WEEK 4**

**Horse Helpers, Page 24**

1. Police ride horses to control crowds.
2. Cowboys use horses to round up cattle.
3. Farmers
4. You could ride a horse from place to place.

**What Do You See?, Page 25**



**Queen of the Dinosaurs,  
Page 26**

1. Sue is the largest T. rex ever found.
2. A carnivore eats only meat.
3. A fossil is a bone that has turned to stone.
4. Sue's head was 5 feet long.

**Rainbow Graph, Page 27**

Answers will vary.

**The Truth About the Tooth Fairy,  
Page 28**

- 1¢: 10 coins for 10¢
- 5¢: 4 coins for 20¢
- 10¢: 2 coins for 20¢
- 25¢: 2 coins for 50¢

**Look and Learn, Page 29**

- pencil: 2
- lunchbox: 1
- crayon: 2
- notebook: 1

**WEEK 5**

**Underground Town, Page 30**

1. C
2. C
3. C

**Birthdays, Page 31**

1. (any three answers)  
Both children has birthdays.  
Both children had parties/cake/presents.  
Both children were surprised.  
Both children were happy.  
The stories were written by the same author.
2. (any three answers)  
One story is about a girl named Jody; the other is about a boy named Joe.  
Jody is 7; Joe is 8.  
Jody was surprised by her party; Joe helped plan his.  
Jody's family had a special birthday breakfast; Joe's did not.  
Jody celebrated with family only; Joe celebrated with teammates and family.  
Jody got lots of presents; Joe got a puppy.  
The stories had different titles.

**Feathers, Page 32**

1. "Kinds of Feathers"
2. octopuses
3. Accept any two: Feathers help birds fly, keep them warm and dry, and help them hide.

**Teeny Tiny Garden Friends,  
Page 33**

- 3, 5, 4
- 2, 1, 2
- 7, 6
- 6, 4
- 5, 9

**Dot-To-Dot Baseball Player,  
Page 34**



**A Great Catch, Page 35**

13 tens ones 1 3	16 tens ones 1 6
17 tens ones 1 7	12 tens ones 1 2
10 tens ones 1 0	14 tens ones 1 4
15 tens ones 1 5	18 tens ones 1 8

**WEEK 6**

**Shell Shopping/Home in a Shell, Page 36**

1. They are both about hermit crabs and/or shells.
2. One is a poem and the other is not.
3. In both pieces the hermit crab needs a new shell.

## Answers, continued

### Synonyms, Page 37

chair, keep, below, rest, hop,  
street, pond, close, stir, dish

### What Part Did the Queen Bee Have in the Rock Band?, Page 38

lead stinger

E-707, H-284, N-909, A-770, G-655,  
L-598, I-445, T-739, D-615, B-328,  
S-519, R-954

### Centimeters, Page 39

**book height:** 2 centimeters

**book width:** 3 centimeters

**straw:** 6 centimeters

**marker:** 4 centimeters

**5 cubes:** 4 centimeters

**10 cubes:** 8 centimeters

**shoe:** 5 centimeters

**hand:** 3 centimeters

### Word Problems, Page 40

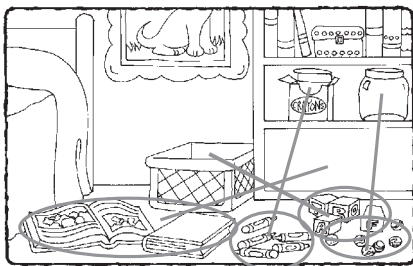
- |        |         |
|--------|---------|
| 1. 13  | 1. Dana |
| 2. 9   | 2. 17   |
| 3. Joe | 3. 3    |
| 4. 8   | 4. 4    |

### WEEK 7

#### Whales, Page 42

- groups of whales
- Whales
- stay wet
- to get air

#### Clean Your Room, Page 43



Bacon and eggs do not belong.

#### Polly Want a Cracker?, Page 44

- true; 2. false; 3. false; 4. true;  
5. true

### Color the Sunflower, Page 45

$32 + 24 = 56$ ;  $16 + 40 = 56$ ;  $54 + 14 = 68$   
 $77 + 12 = 89$ ;  $34 + 34 = 68$ ;  $53 + 36 = 89$   
 $26 + 63 = 89$ ;  $23 + 45 = 68$ ;  $35 + 62 = 97$   
 $38 + 30 = 68$ ;  $22 + 67 = 89$ ;  $47 + 42 = 89$   
 $51 + 17 = 68$ ;  $71 + 18 = 89$ ;  $46 + 22 = 68$   
 $33 + 23 = 56$ ;  $44 + 12 = 56$

### Learning Dimes, Page 46

- 10
- 20
- 30
- 40
- 70
- 60
- 50

### Fact Families, Page 47

- |        |        |
|--------|--------|
| 1. 9   | 1. 1   |
| 2. 10  | 2. 11  |
| 3. 7   | 3. 8   |
| 4. 12  | 4. 12  |
| 5. 5   | 5. 14  |
| 6. 17  | 6. 11  |
| 7. 20  | 7. 18  |
| 8. 10  | 8. 2   |
| 9. 19  | 9. 10  |
| 10. 10 | 10. 11 |
| 11. 10 | 11. 16 |
| 12. 10 | 12. 23 |
| 13. 7  | 13. 12 |
| 14. 21 | 14. 16 |
| 15. 22 | 15. 9  |

### WEEK 8

#### Miss Ticklefoot, Page 48

- happy; 2. worried; 3. silly;  
4. sad; 5. scared; 6. surprised

#### Blends Game, Page 49



### A Perfect Day at the Park, Page 50

1, 4, 5, 3, 10, 2, 9, 7, 3, 10, 8, 6

### Place Value, Page 51

- 614
- 253
- 802
- 527

### Award Winning Subtraction, Page 52

- |        |        |
|--------|--------|
| 1. 25  | 14. 14 |
| 2. 23  | 15. 33 |
| 3. 12  | 16. 22 |
| 4. 21  | 17. 22 |
| 5. 42  | 18. 43 |
| 6. 50  | 19. 43 |
| 7. 44  | 20. 10 |
| 8. 11  | 21. 56 |
| 9. 82  | 22. 35 |
| 10. 26 | 23. 33 |
| 11. 5  | 24. 15 |
| 12. 31 | 25. 20 |
| 13. 25 | 26. 41 |

### WEEK 9

#### My Monster, Page 53

- Monsters aren't real; the last line says it was just a dream.
- A child; the narrator; the girl in the illustration.
- Mom caused the story to change because she woke the child up.
- Answers vary. Check to see if the child included the details that were listed in the story.

#### Busy as a Bee, Page 54



**Answers, continued**

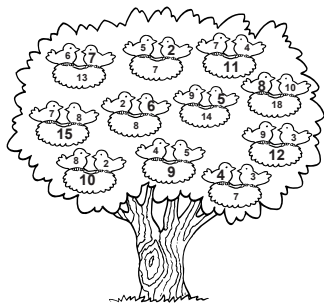
**Rhyming Words, Page 55**

mean, bean; shark, park;  
hand, band; mow, low; knee,  
three; rice, mice; cheat, beat;  
ring, sing; fog, log; tell, spell

**Baseball Puzzle, Page 56**

A BAT  
 $5 - 2 = 3$ ;  $7 - 7 = 0$ ;  $18 - 9 = 9$ ;  
 $17 - 3 = 14$ ;  $15 - 4 = 11$ ;  $18 - 4 = 14$ ;  
 $12 - 3 = 9$ ;  $11 - 9 = 2$ ;  $16 - 9 = 7$ ;  
 $7 - 4 = 3$ ;  $10 - 8 = 2$ ;  $15 - 7 = 8$ ;  
 $9 - 2 = 7$ ;  $13 - 2 = 11$ ;  $12 - 2 = 10$ ;  
 $15 - 2 = 13$ ;  $9 - 6 = 3$ ;  $6 - 6 = 0$ ;  
 $9 - 7 = 2$ ;  $15 - 9 = 6$ ;  $16 - 8 = 8$ ;  
 $9 - 5 = 4$ ;  $9 - 1 = 8$

**Flying Families, Page 57**



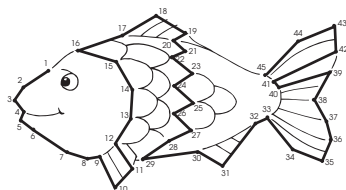
3, 3; 7, 7; 9, 9; 5, 5; 8, 8

**WEEK 10**

**Fun at the Farm, Page 58**

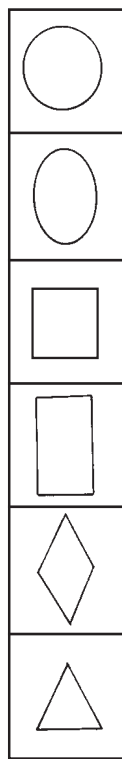
The following pictures should have  
Xs: pig, goat and sheep, pizza  
and hamburger, mouse, and  
crickets

**Library Books, Page 59**



1. sharing 2. Marcus Pfister

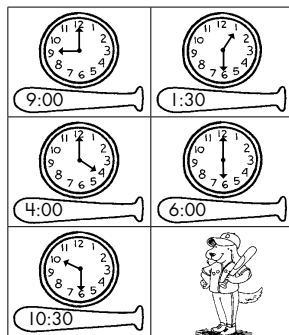
**Smiling Shapes, Page 60**



**Why is This Lion Crossing The Road?,  
Page 61**

to get to the other pride  
 E-303, P-192, R-446, T-157, A-278, L-742, N-211,  
 G-834, O-636, D-405, I-580, H-369

**Batting Practice, Page 62**



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