

SUMMER LINK

MATH *plus* **READING**

SUMMER BEFORE
GRADE

2



Promotes success
in math and reading

Features test
prep practice

Sharpens skills
for the grade ahead

Includes answer key
and skills checklist
for parents

Features recommended
summer reading list



SUMMER BEFORE
GRADE 2

SUMMER LINK

MATH *plus* **READING**



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Summer Link Math Table of Contents

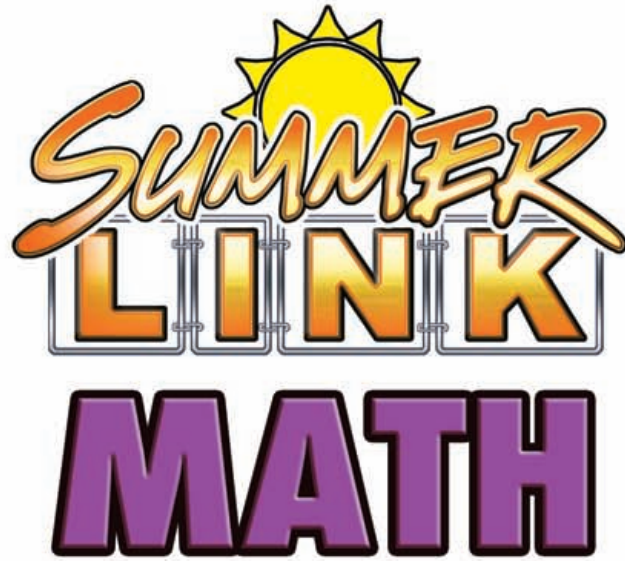
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SUMMER
LINK
MATH



Number Recognition 1, 2, 3, 4, 5

Directions: Use the color codes to color the parrot.

Color:

1's red

2's blue

3's yellow

4's green

5's orange



Number Recognition 6, 7, 8, 9, 10

Directions: Use the color codes to color the carousel horse.

Color:

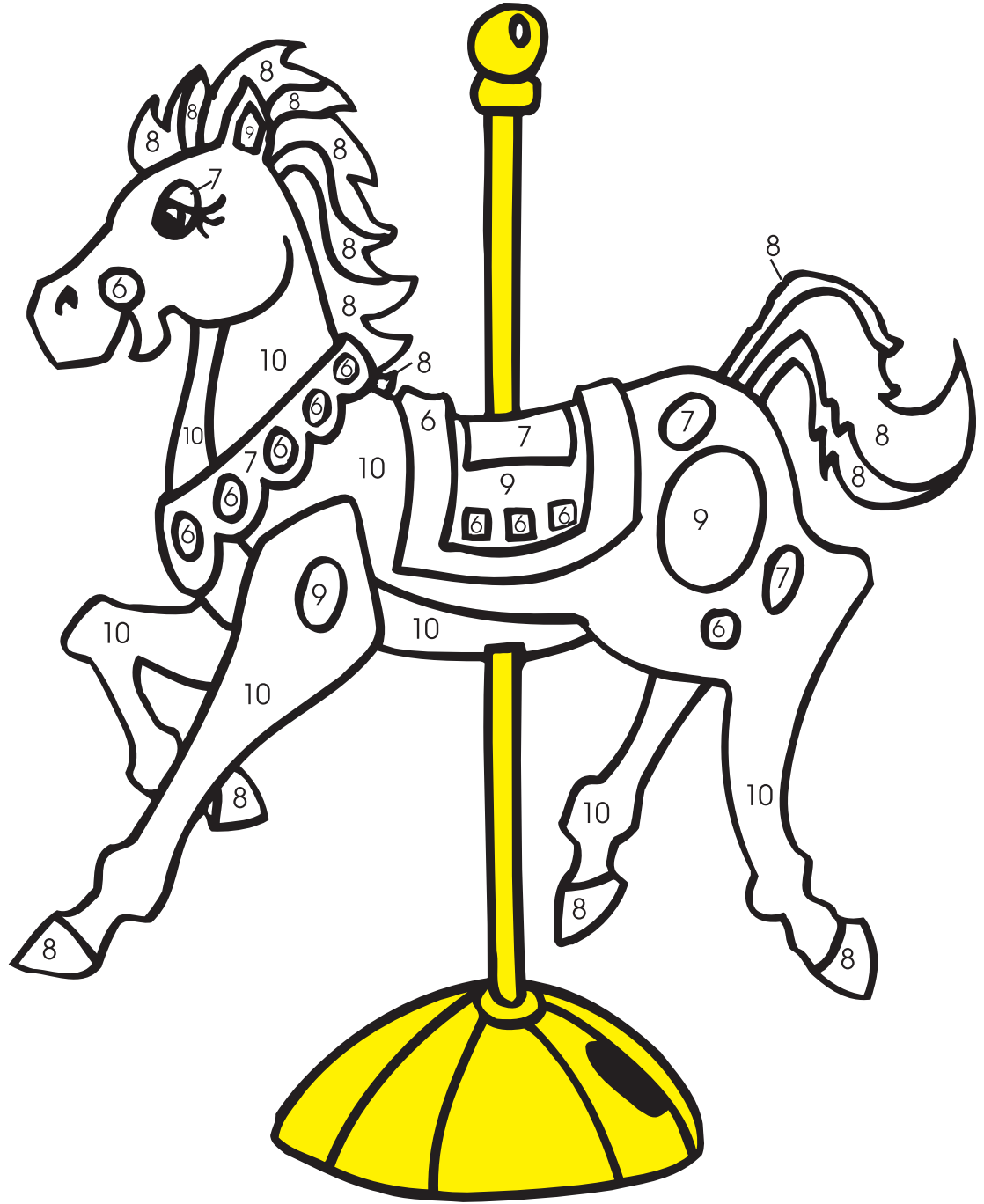
6's purple

7's yellow

8's black

9's pink

10's brown





Name _____

Numbers

Directions: Practice by tracing the words and numbers. Then write the words and numbers.

one 1

two 2

three 3

four 4

five 5



Name _____

Numbers

Directions: Practice by tracing the words and numbers. Then write the words and numbers.

six 6

seven 7

eight 8

nine 9

ten 10



Name _____

Numbers

Directions: Practice by tracing the words and numbers. Then write the words and numbers.

eleven 11

twelve 12

thirteen 13

fourteen 14

fifteen 15



Name _____

Numbers

Directions: Practice by tracing the words and numbers. Then write the words and numbers.

sixteen 16


seventeen 17

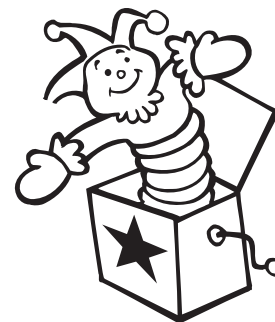
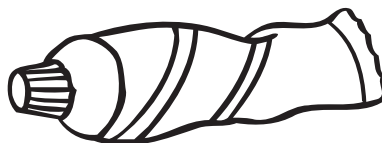
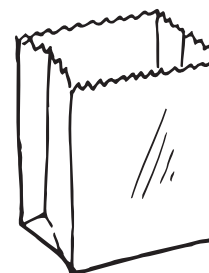
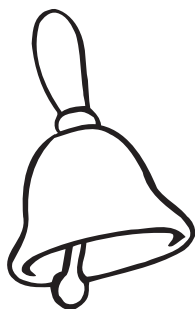
eighteen 18

nineteen 19

twenty 20

Shapes: Square

Directions: A **square** is a figure with four corners and four sides of the same length. This is a square: . Find the squares and draw a circle around them. Then, color the squares.



Directions: Trace the word. Then, write the word.

square

Shapes: Circle


Directions: A **circle** is a figure that is round. This is a circle: ○. Find the circles and draw a square around them. Then, color the circles.



Directions: Trace the word. Then, write the word.

circle

Shapes: Triangle


Directions: A **triangle** is a figure with three corners and three sides. This is a triangle: . Find the triangles and draw a circle around them. Then, color the triangles.



Directions: Trace the word. Then, write the word.

triangle

Shapes: Rectangle

Directions: A **rectangle** is a figure with four corners and four sides. The sides opposite each other are the same length. This is a rectangle: . Find the rectangles and draw a circle around them. Then, color the rectangles.



Directions: Trace the word. Then, write the word.

rectangle

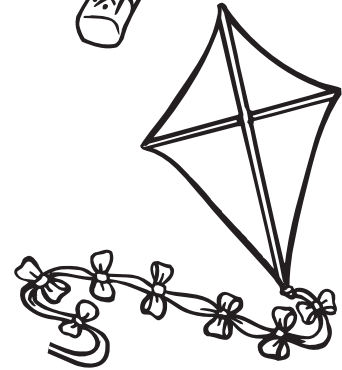
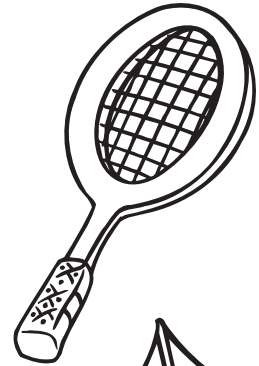
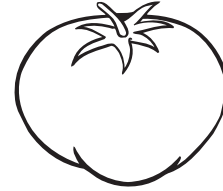
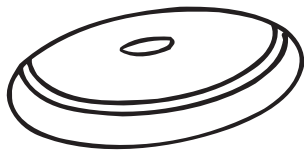
Shapes: Oval and Diamond

Directions: An **oval** is an egg-shaped figure. This is an oval: ○.

A **diamond** is a figure with four sides. Its corners form points at the top, sides, and bottom. This is a diamond: ◇.

Find the ovals. Color them red.

Find the diamond. Color it blue.



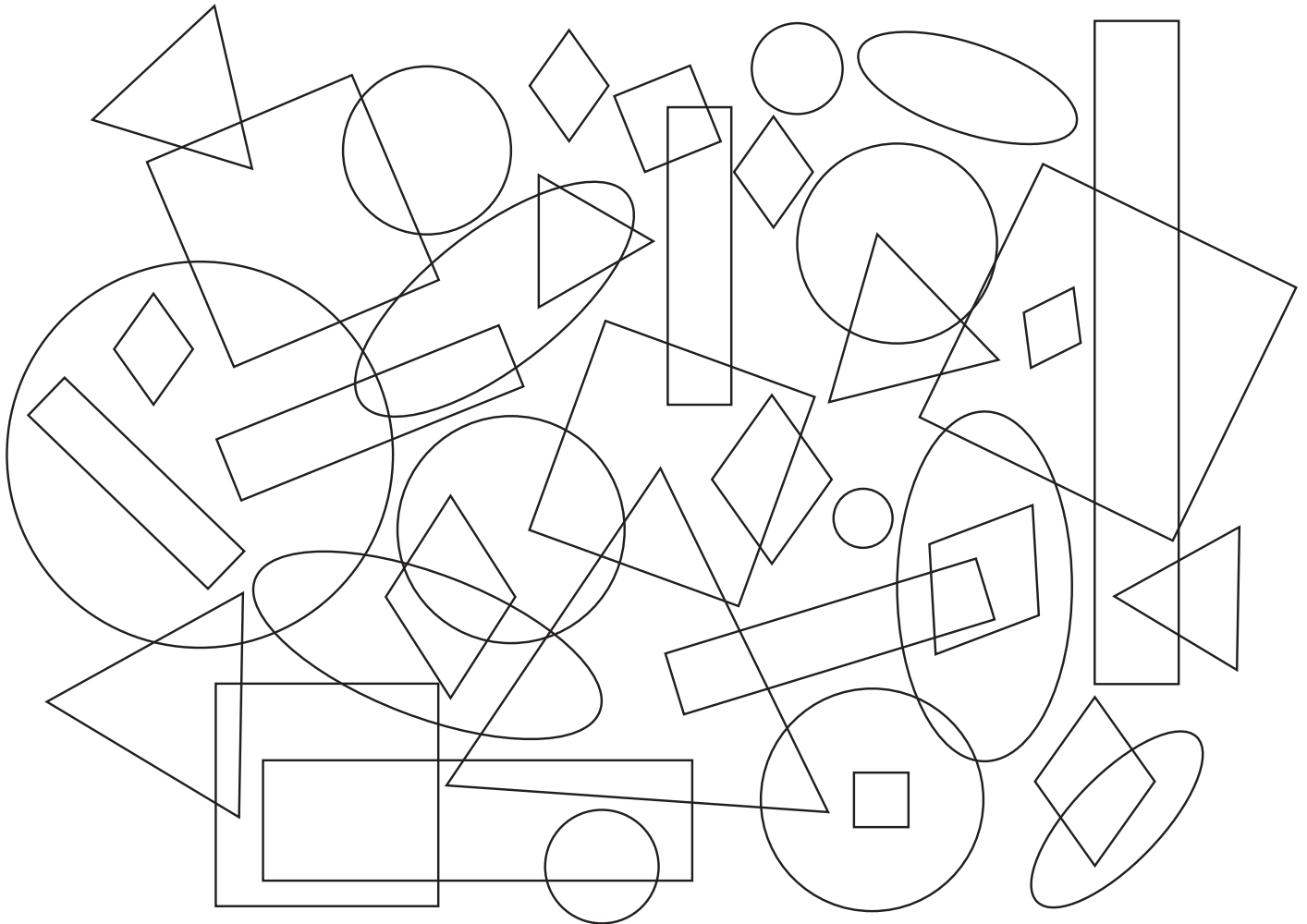
Directions: Trace the words. Then, write the words.

oval

diamond

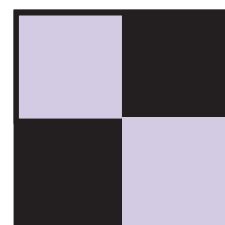
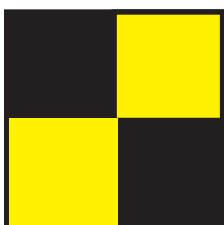
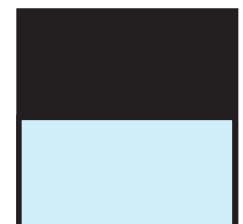
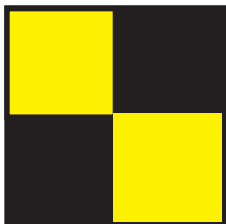
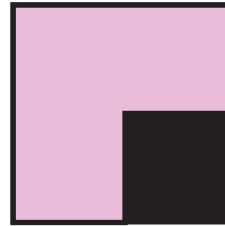
Shapes: Review

- Directions:** Trace the circles
Trace the squares
Trace the rectangles
Trace the triangles
Trace the ovals
Trace the diamonds



Patterns: Shapes

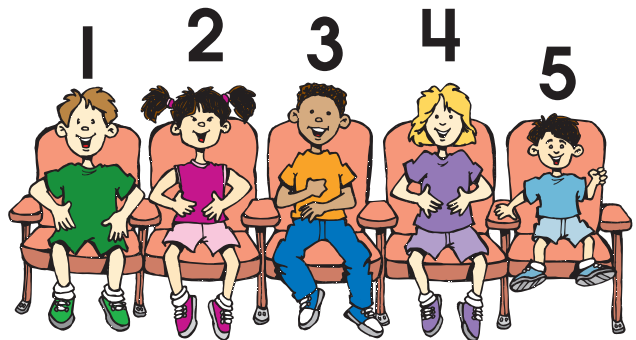
Directions: Draw a line from the box on the left to the box on the right with the same shape and color pattern.



Patterns: Numbers

Mia likes to count by twos, threes, fours, fives, tens, and hundreds.

Directions: Complete the number patterns.



1. 5, _____, _____, 20, _____, _____, 35, _____, _____, 50

2. 100, _____, _____, 400, _____, _____, _____, 800, _____

3. _____, 4, 6, _____, _____, 12, _____, 16, _____, _____

4. 10, _____, _____, 40, _____, _____, 70, _____, 90

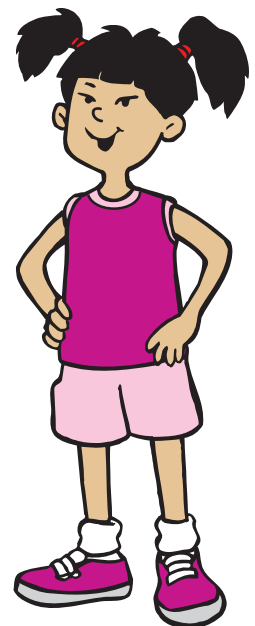
5. 4, _____, 12, _____, _____, 24, _____, 32, _____, 40

6. _____, 6, 9, _____, _____, 18, _____, 24, _____, 30

Directions: Make up two of your own number patterns.

_____ / _____ / _____ / _____ / _____ / _____ / _____ / _____

_____ / _____ / _____ / _____ / _____ / _____ / _____ / _____



Numbers: 0 – 10


Directions: Write the numeral for each number.

three   _____

one  _____

five  _____

zero _____

two  _____


six  _____

eight  _____

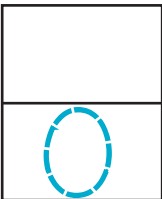
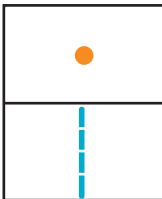


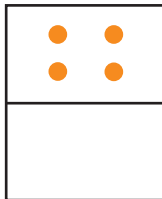
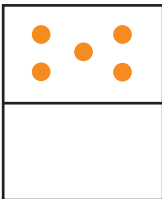
ten  _____

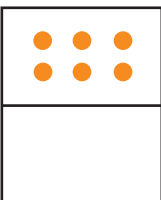
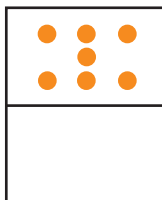
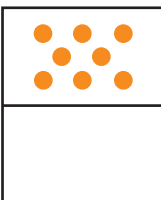
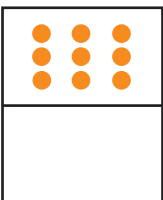
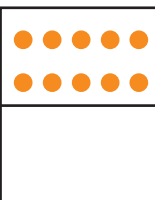
nine  _____

seven  _____

four  _____

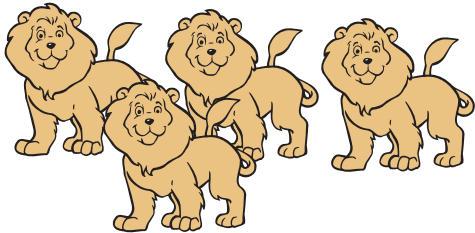
Directions: Tell how many dots.

					
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Numbers: Counting

Directions: Count each group of zoo animals. Draw a line from the number to the correct number word. The first one shows you what to do.



four

eight

one

ten

seven

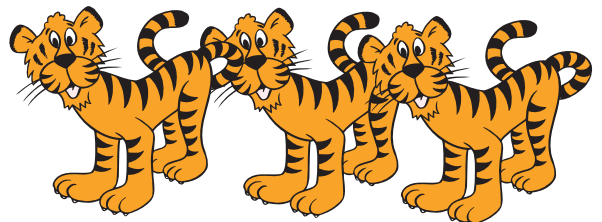
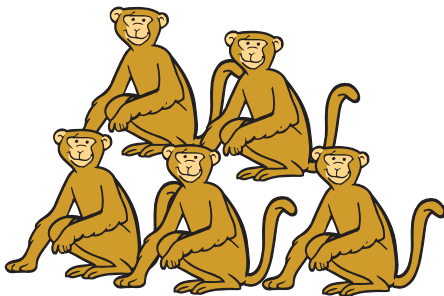
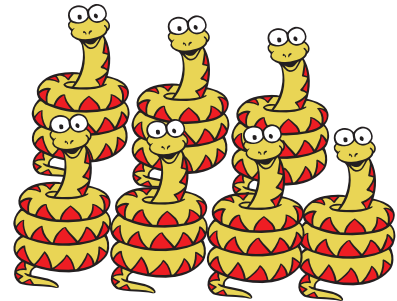
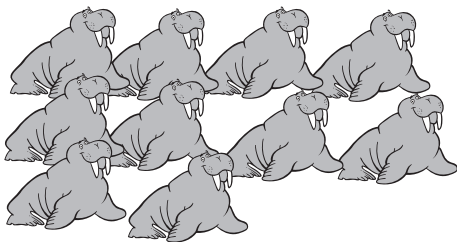
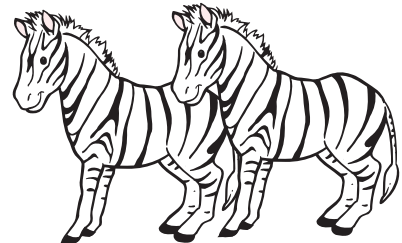
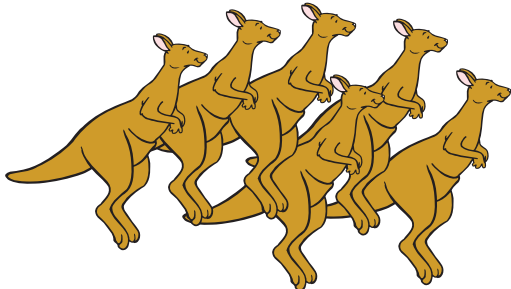
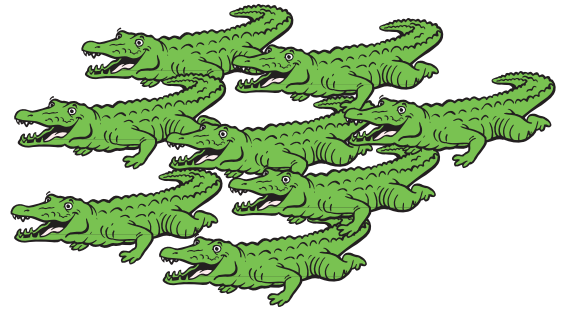
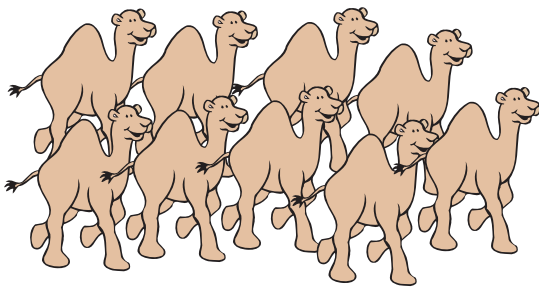
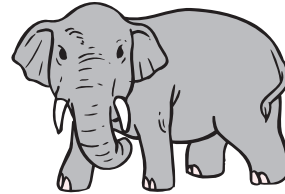
six

two

three

nine

five



Numbers: Counting

Directions: Color the correct number of marbles in each bag.

5 8

3 6 1

4 2

10 7 9

Numbers: Counting

Directions: Read the clues to find out how many ears of corn each pig ate. Write the number on the line next to each pig.



I ate the number that comes before 26.

I ate the number that comes between 87 and 89.



I ate the number that comes after 92.



I ate the number that comes before 57.



I ate the number that comes between 39 and 41.

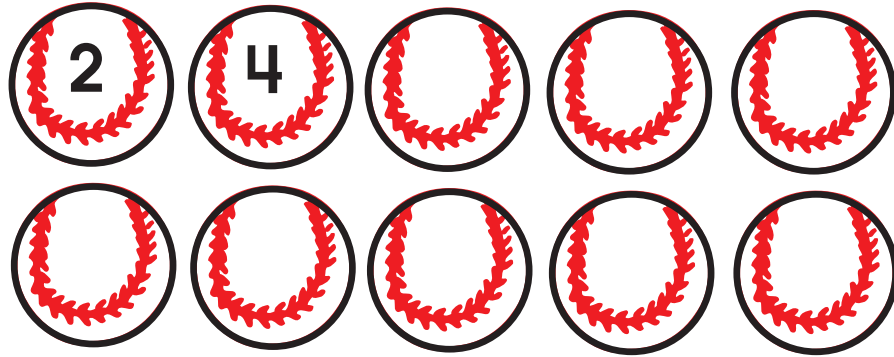


Who ate the most? _____ Who ate the least? _____

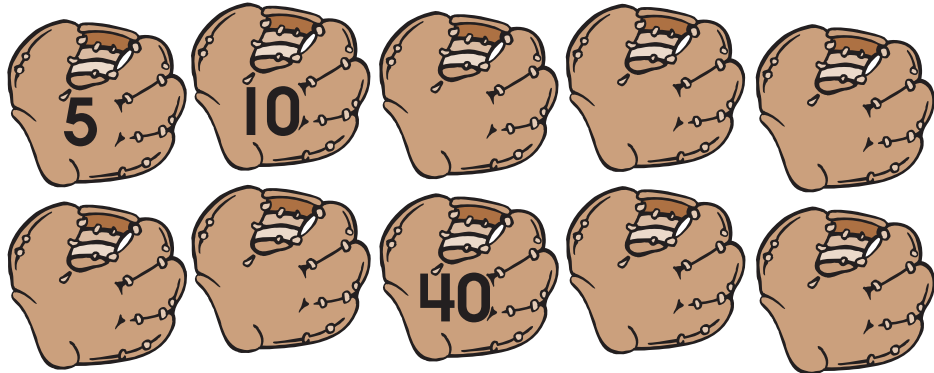
Counting: Twos, Fives, and Tens

Directions: Write the missing numbers.

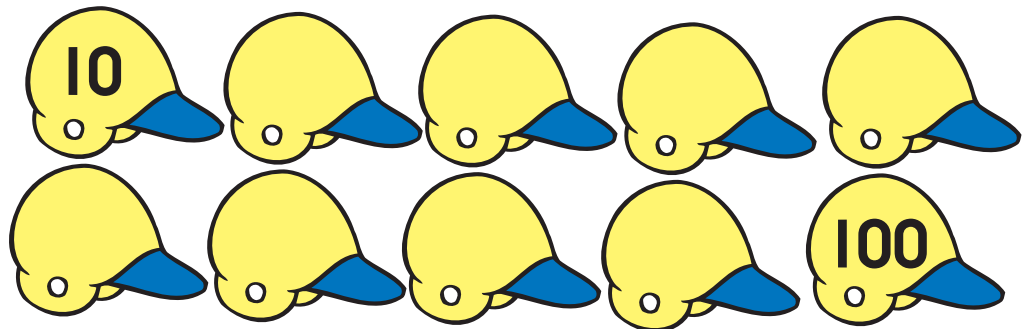
Count by 2's.



Count by 5's.



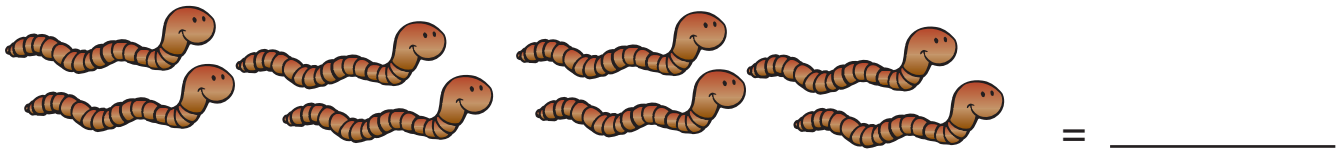
Count by 10's.



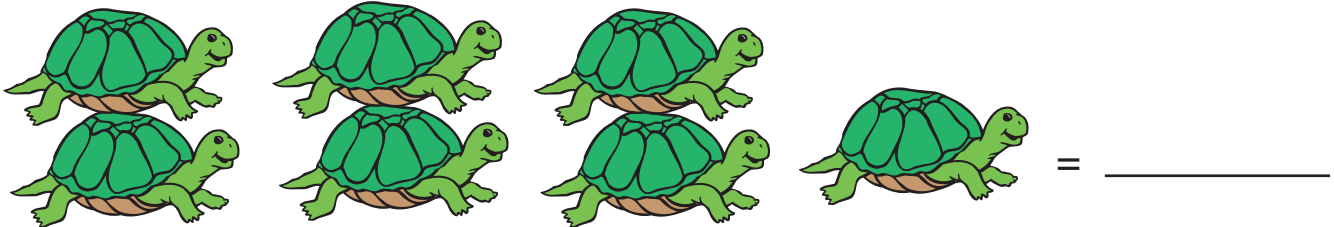
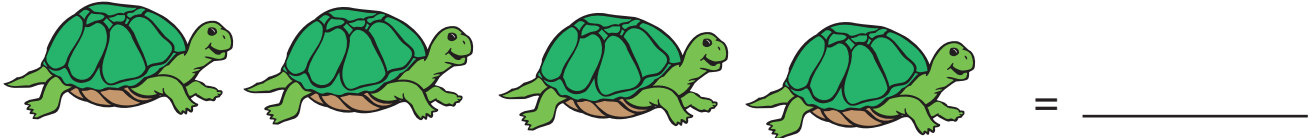
Critter Count

Directions: Count by 2's, 5's, and 10's to find the "critter count."

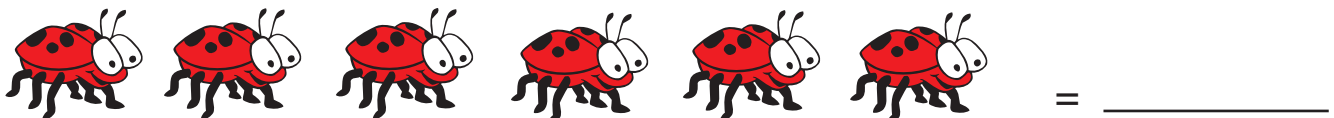
Each worm = 2. Count by 2's to find the total.



Each turtle = 5. Count by 5's to find the total.



Each ladybug = 10. Count by 10's to find the total.



Counting: Fives

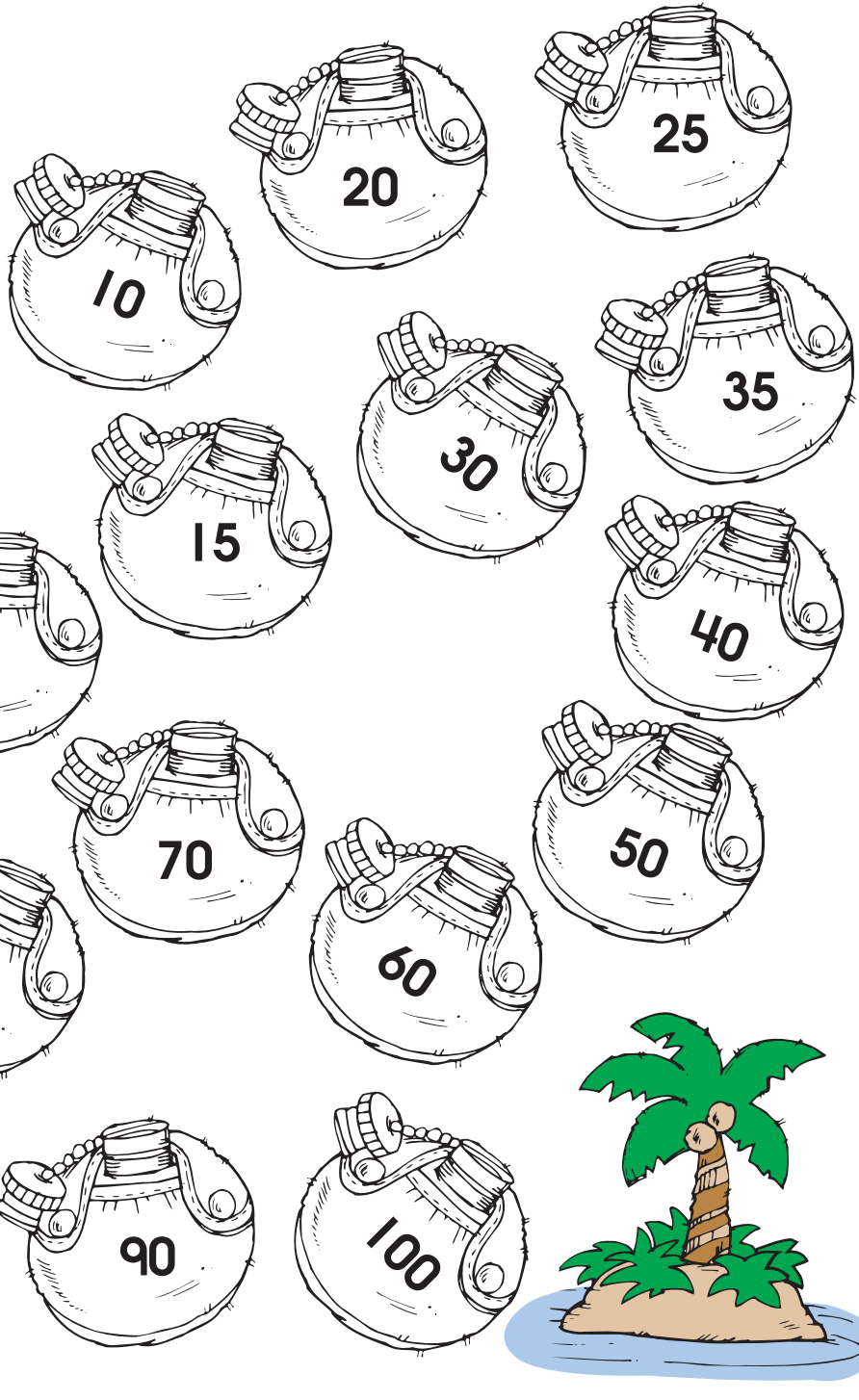
Directions: Count by fives to draw the path to the playground.

The path is a continuous line with several loops and turns. The numbers are placed at regular intervals along the path. The illustrations are placed in the open spaces between the path segments.

- 5: Dog
- 10: Sun
- 15: Tree
- 20: Tree
- 25: Garden
- 30: Garden
- 35: Garden
- 40: Tractor
- 45: Tractor
- 50: School bus
- 55: School bus
- 60: School bus
- 65: School bus
- 70: School bus
- 75: School bus
- 80: Flag
- 85: Flag
- 90: Flag
- 95: Boat
- 100: Slide and Basketball Hoop

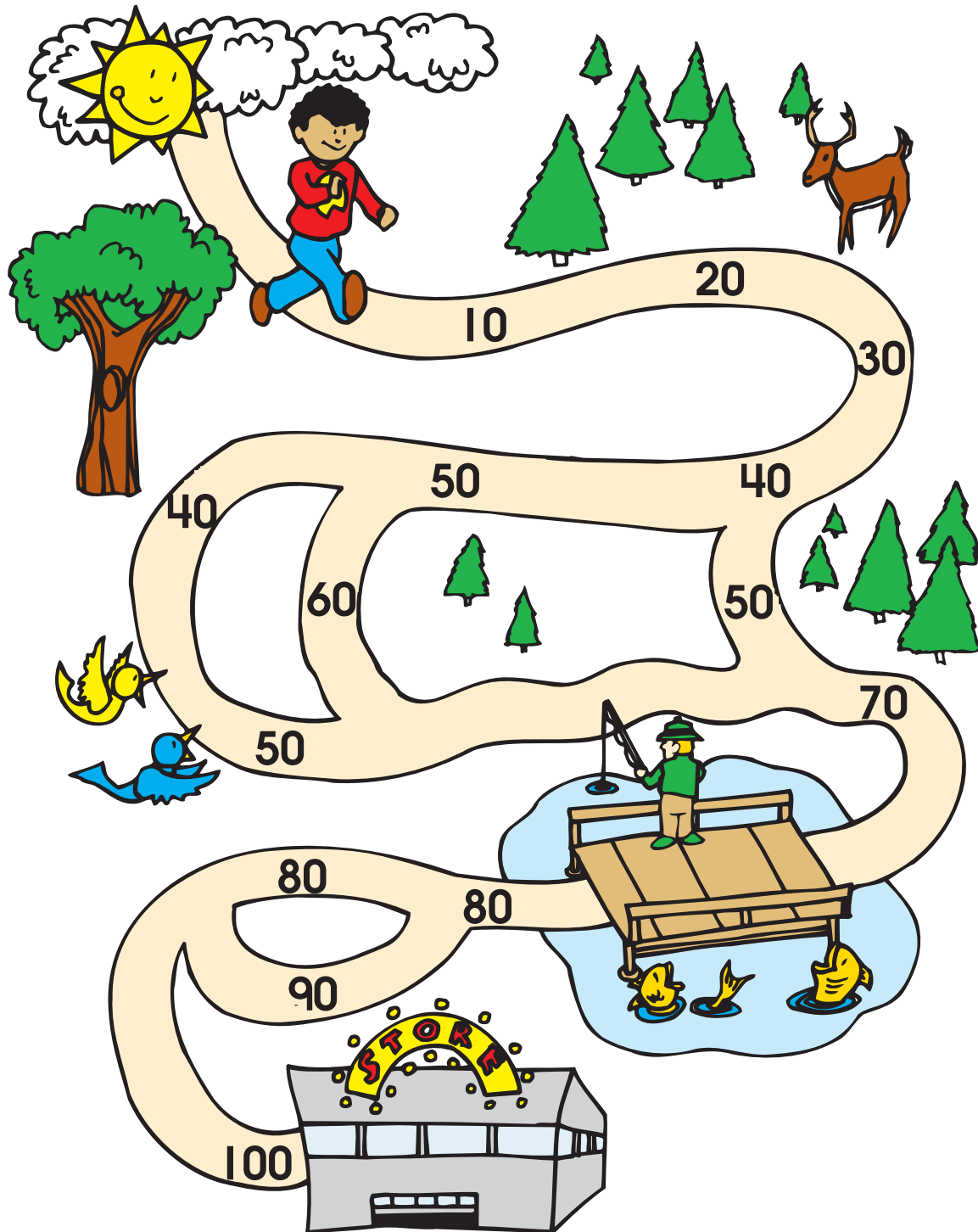
Counting: Tens

Directions: Count by 10's. Color each canteen with a 10 to lead the camel to the watering hole.



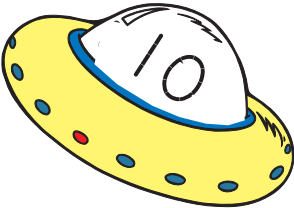
Counting: Tens

Directions: Count in order by tens to draw the path the boy takes to the store.

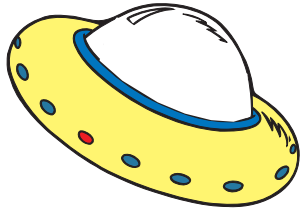


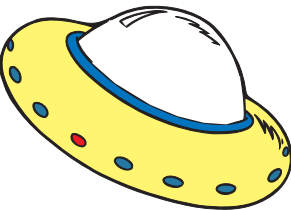
Addition: Creature Count

Directions: Add to find the sum. Write each answer on a spaceship.

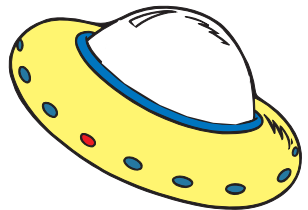
$4 + 6 =$


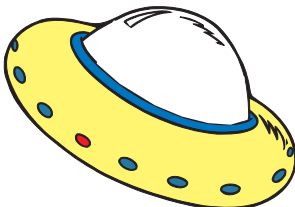


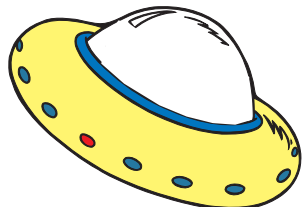
$1 + 9 =$


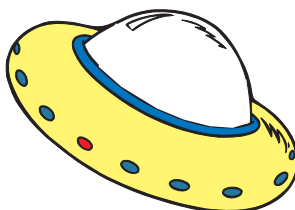
$7 + 1 =$




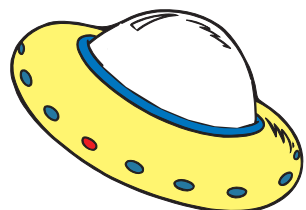
$7 + 3 =$


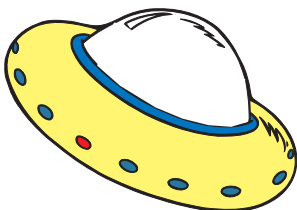
$5 + 2 =$


$6 + 1 =$


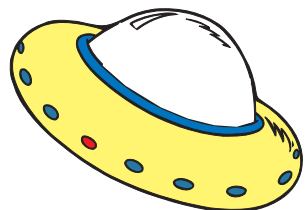
$8 + 2 =$




$3 + 5 =$


$6 + 3 =$




$6 + 2 =$


Addition: Lumberjack Facts

Directions: Add to find the sum. Use the code to color the picture.

Code:

1 — red

3 — black

5 — brown

2 — yellow

4 — blue

6 — green



What is it? _____



Name _____

Addition: Grid

Directions: Write the sums where the columns and rows meet. The first one shows you what to do.

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

Addition: Math-Minded Mermaids


Directions: Look at each number. Then, look in each seashell. Circle each pair of numbers that can be added together to equal that number.


12 9
 7 5 3 6 1 9 6 3
 10 2 6 6 8 0 4 7
 9 11 8 4 5 9 5 2
 3 9 1 8 3 2 7 5

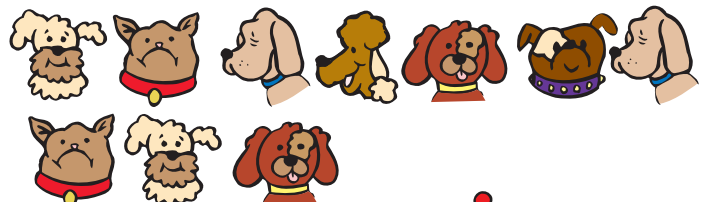
11 10
 10 7 8 3 3 7 9 1
 5 4 4 8 10 5 5 8
 6 3 6 5 0 9 6 4
 2 9 8 2
 3 8 3 7


Addition: In the Doghouse

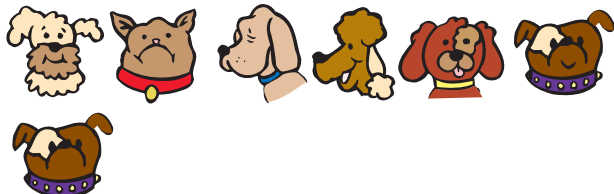
Directions: Look at the pictures. Complete the addition sentences.





$2 + 6 =$ 





$7 + 3 =$ 




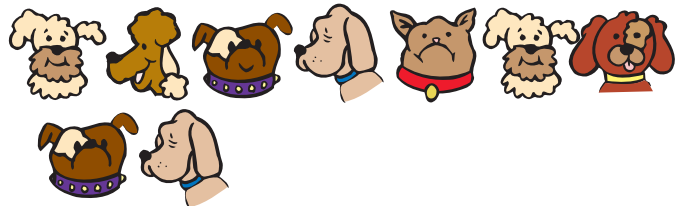
$6 + 1 =$ 




$4 + 5 =$ 



$6 + 2 =$ 



$7 + 2 =$ 



Name _____

Addition: Practice

Directions: Add.

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

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

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

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +9 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +0 \\ \hline \end{array}$$

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

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

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


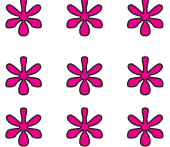
$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$


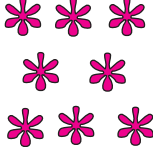



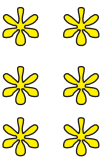
Name _____

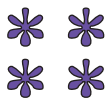
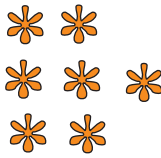
Addition: Facts Through 12

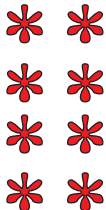
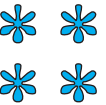
Directions: Add.

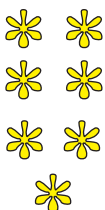
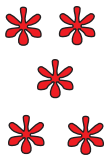
$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$			$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$			$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$

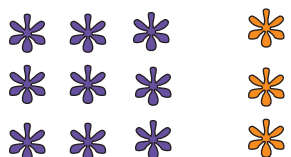

$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$			$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$			$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$

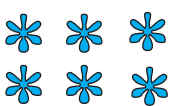
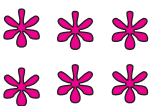
$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$			$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$			$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$

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

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

$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$			$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$			$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$

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

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

Directions: Add.

$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$
---	---	---	---	---	---

$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$
---	---	---	---	---	---

Subtraction: Secrets

Directions: Solve the subtraction problems. Use the code to find the secret message.

Code:

7	5	2	6	4	3
K	T	Y	E	W	A

PLEASE, DON'T EVER

$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$

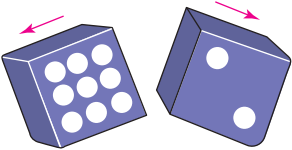
$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$

MY MATH!

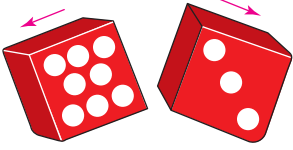


Subtraction: Facts Through 12

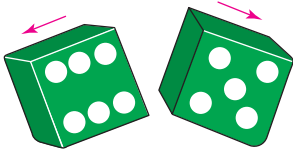
Directions: Subtract.

$$\begin{array}{r} 11 \\ -9 \\ \hline \end{array}$$


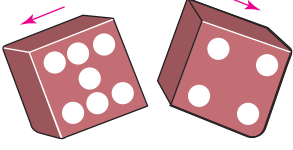
$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$$


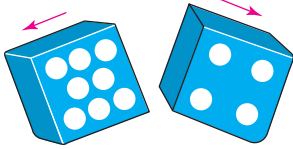
$$\begin{array}{r} 11 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -6 \\ \hline \end{array}$$


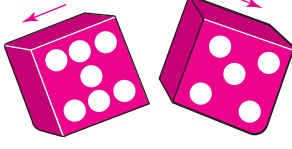
$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$$


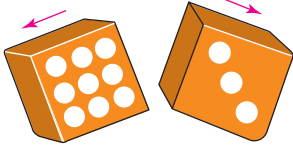
$$\begin{array}{r} 11 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$$


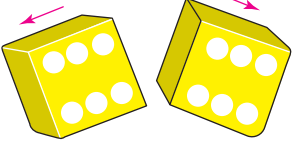
$$\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$$


$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$$


$$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$


Subtract.

$$\begin{array}{r} 11 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$$



Name _____

Subtraction: Practice

Directions: Subtract.

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

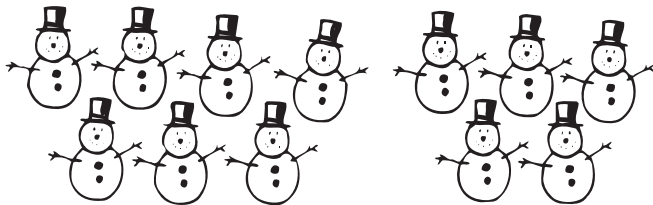
$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

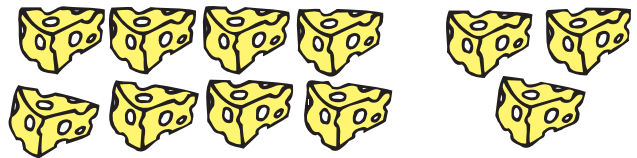
Addition and Subtraction

Directions: Solve the number problem under each picture. Write + or - to show if you should add or subtract.



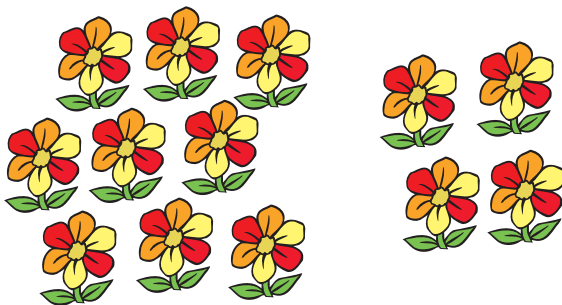
How many  s in all?

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



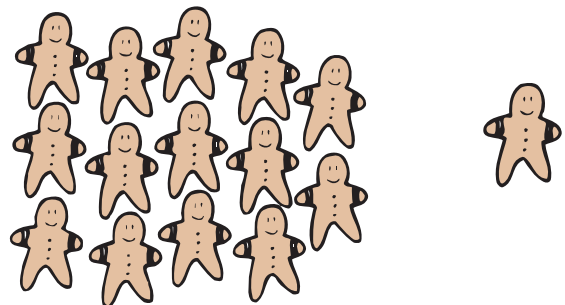
How many  s in all?

$$8 + 3 = \underline{\hspace{2cm}}$$



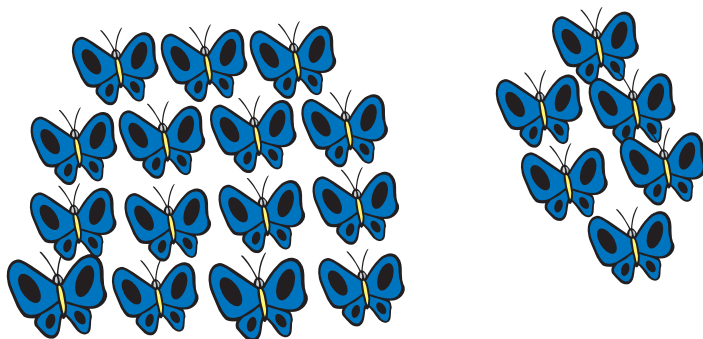
How many  s are left?

$$9 - 4 = \underline{\hspace{2cm}}$$



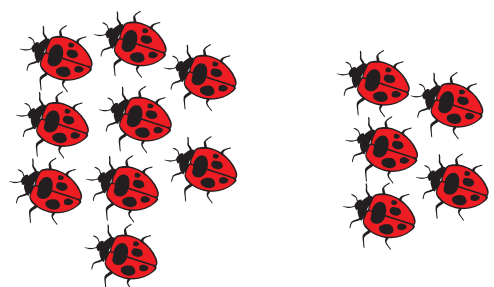
How many  s are left?

$$14 - 1 = \underline{\hspace{2cm}}$$



How many  s in all?

$$15 + 6 = \underline{\hspace{2cm}}$$



How many  s are left?

$$9 - 5 = \underline{\hspace{2cm}}$$



Name _____

Addition and Subtraction

Directions: Add or subtract.

If you get 9, color the part red. If you get 14, color the part brown.

$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$	$5 + 5 = \underline{\quad}$	$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	
$14 - 5 = \underline{\quad}$		$7 - 6 = \underline{\quad}$		$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$		$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$	
$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$4 + 8 = \underline{\quad}$				
$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$				$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	
$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	



Name _____

Addition and Subtraction

Directions:

Add.

$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$

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

$$\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 0 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

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

Subtract.

$$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$



Name _____

Addition: Review

Directions: Add.

$$\begin{array}{r} 24 \\ +13 \\ \hline 37 \end{array}$$

$$\begin{array}{r} 75 \\ + 4 \\ \hline 79 \end{array}$$

$$\begin{array}{r} 50 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ +34 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ +40 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +34 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ +53 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +11 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ +33 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +43 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +52 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ +45 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ +67 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +72 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ +38 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ +56 \\ \hline \end{array}$$



Name _____

Subtraction: Review

Directions: Subtract.

$$\begin{array}{r} 75 \\ -34 \\ \hline 41 \end{array}$$

$$\begin{array}{r} 67 \\ - 4 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 30 \\ -20 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ -30 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ -32 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ -67 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ -86 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ -15 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ -48 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ -31 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ -45 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ -48 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ -50 \\ \hline \end{array}$$

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

$$\begin{array}{r} 39 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ -42 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ -21 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ -36 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ -73 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ -32 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ -15 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ -22 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ -47 \\ \hline \end{array}$$


Place Value: Tens and Ones

The place value of a digit, or numeral, is shown by where it is in the number. For example, in the number **23**, **2** has the place value of **tens**, and **3** is **ones**.

Directions: Count the groups of ten crayons and write the number by the word **tens**. Count the other crayons and write the number by the word **ones**.

Example:



$$+ \text{  = \underline{\quad} \text{ ten} + \underline{\quad} \text{ one}$$



$$+ \text{  = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones}$$



$$+ \text{  = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones}$$



$$+ \text{  = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones}$$



$$6 \text{ tens} + 3 \text{ ones} = \underline{\quad}$$

$$5 \text{ tens} + 1 \text{ one} = \underline{\quad}$$

$$3 \text{ tens} + 8 \text{ ones} = \underline{\quad}$$

$$9 \text{ tens} + 7 \text{ ones} = \underline{\quad}$$

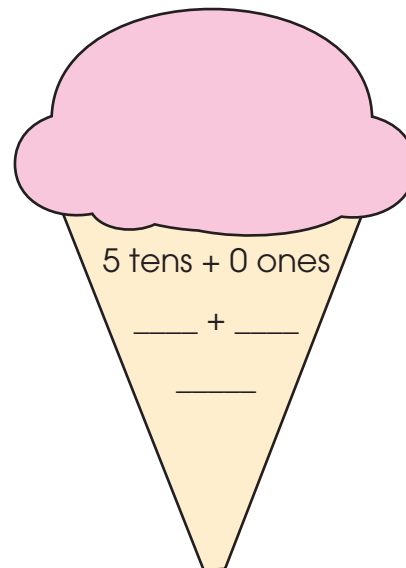
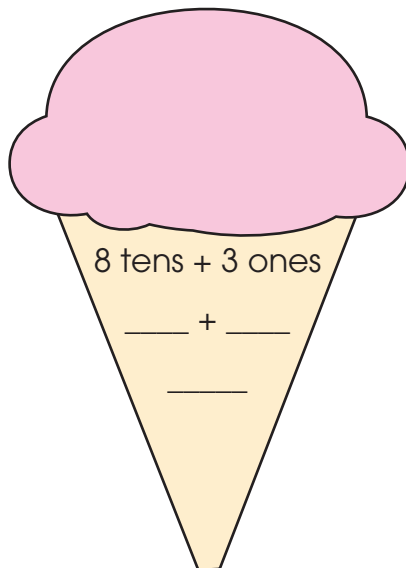
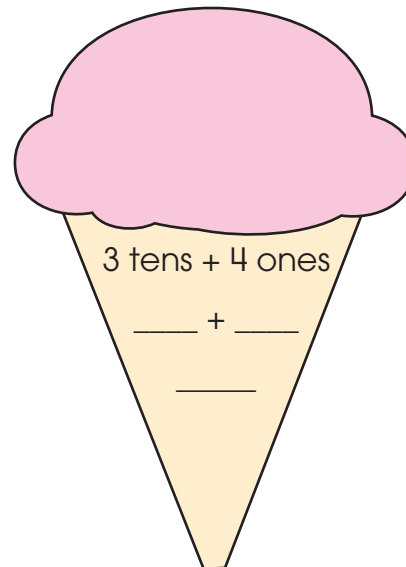
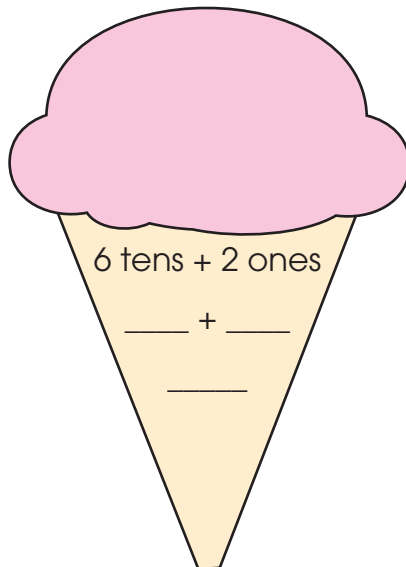
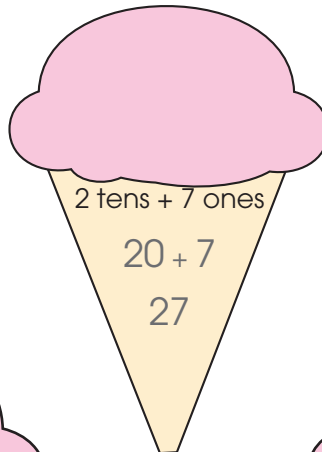
$$4 \text{ tens} + 5 \text{ ones} = \underline{\quad}$$

$$2 \text{ tens} + 8 \text{ ones} = \underline{\quad}$$

Place Value: Ones, Tens

Directions: Write the numbers for the tens and ones. Then add.

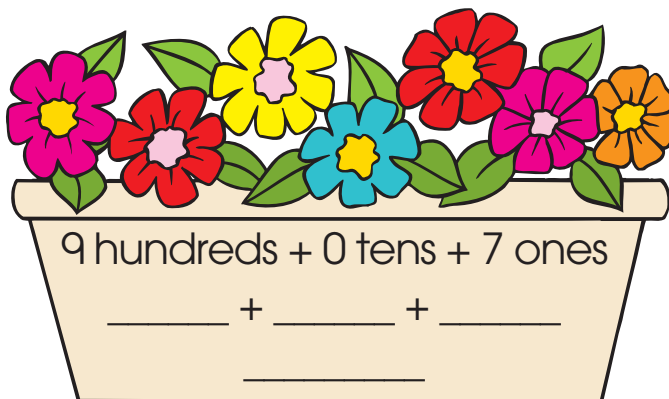
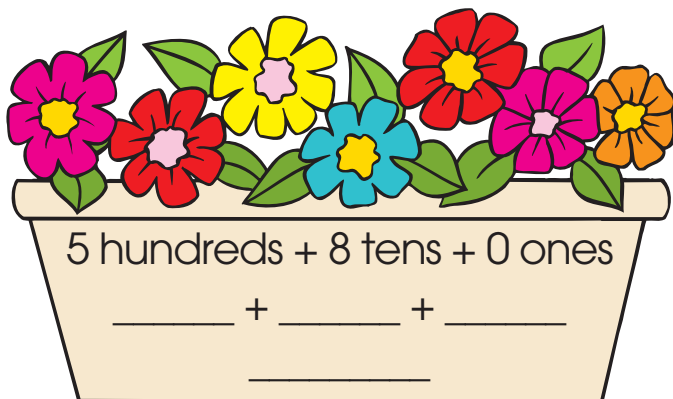
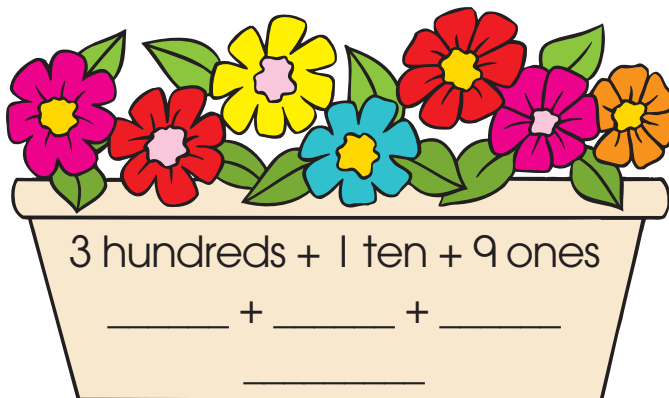
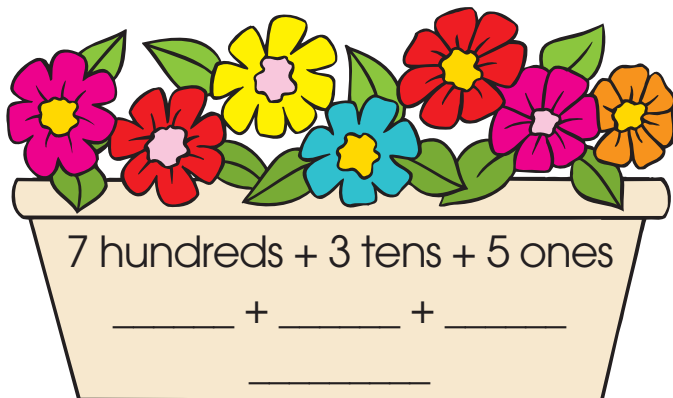
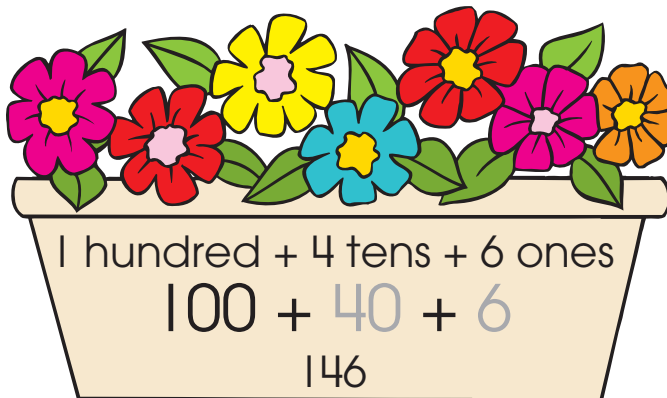
Example:



Place Value: Hundreds

Directions: Write the numbers for hundreds, tens, and ones. Then add.

Example:

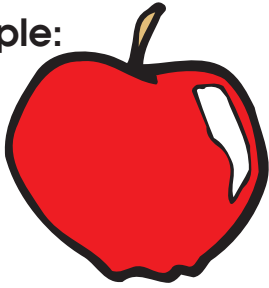


Fractions: Whole and Half

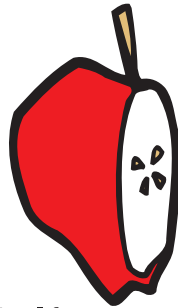
A fraction is a number that names part of a whole, such as $\frac{1}{2}$ or $\frac{3}{4}$.

Directions: Color half of each object.

Example:

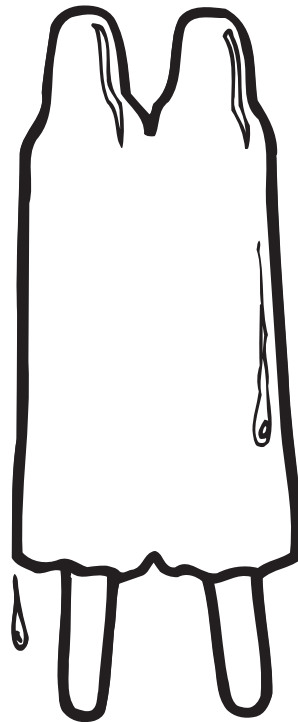
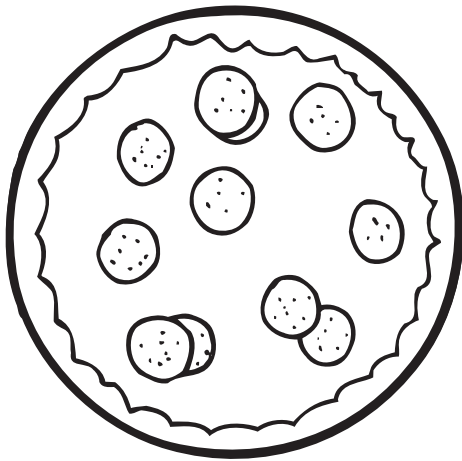


Whole apple

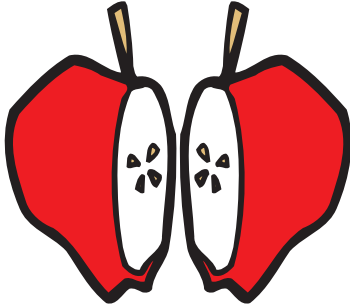


Half an apple

$$\frac{1}{2}$$

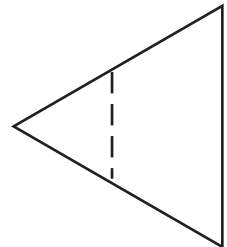
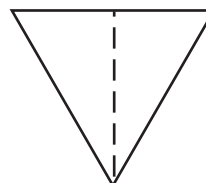
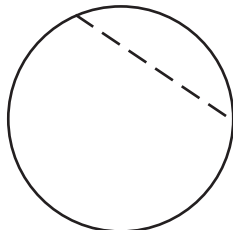
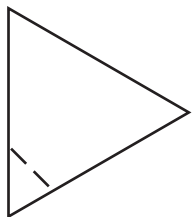
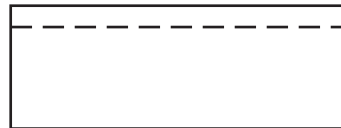
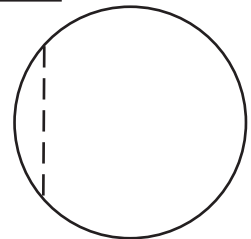
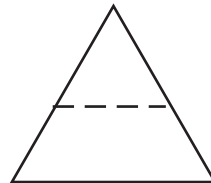
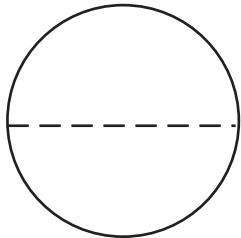
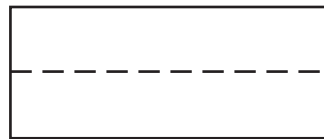
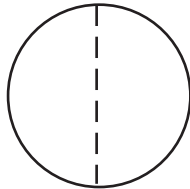
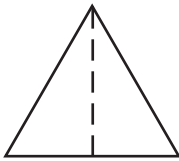
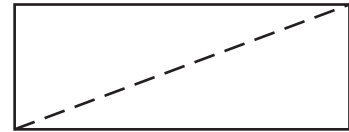
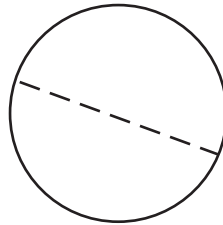


Fractions: Halves $\frac{1}{2}$



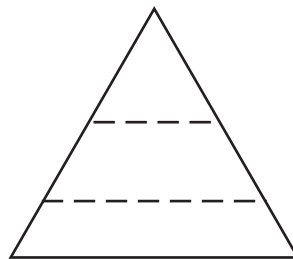
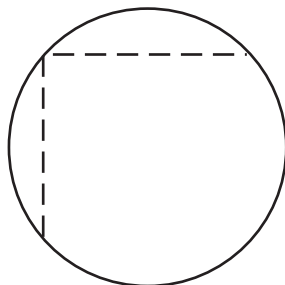
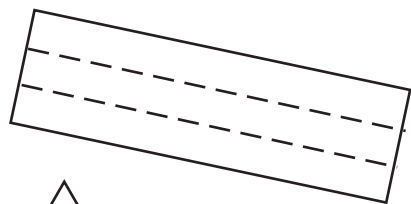
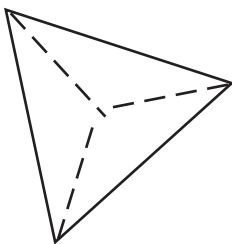
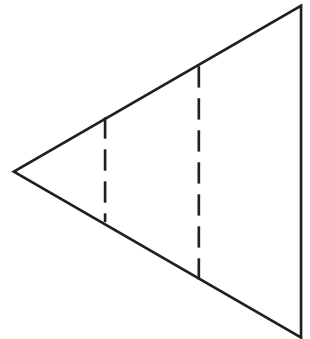
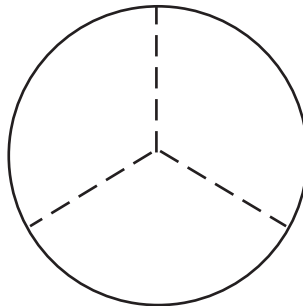
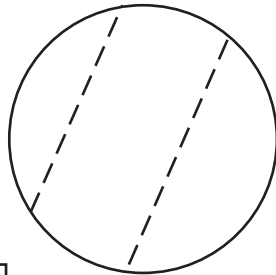
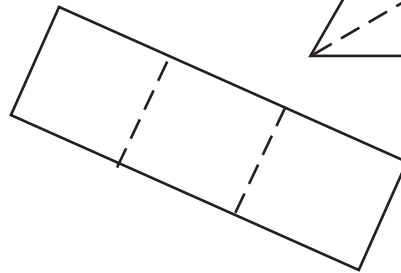
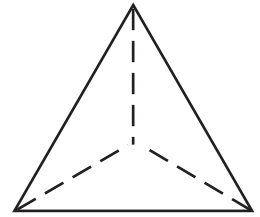
$\frac{1}{2}$ $\frac{\text{Part shaded or divided}}{\text{Number of equal parts}}$

Directions: Color only the shapes that show halves.



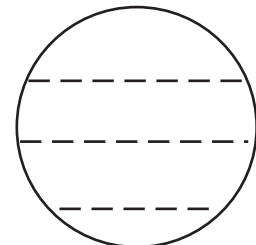
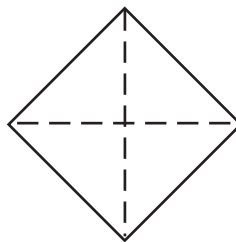
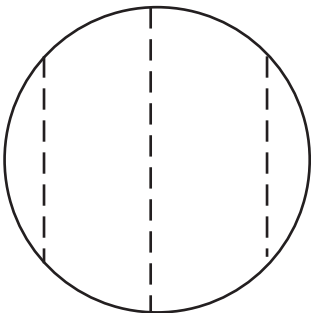
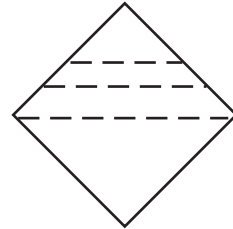
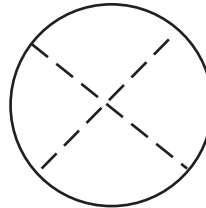
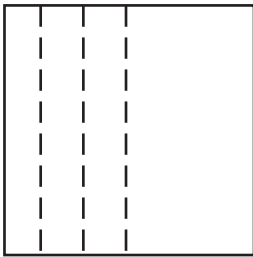
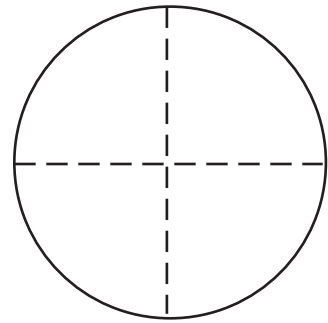
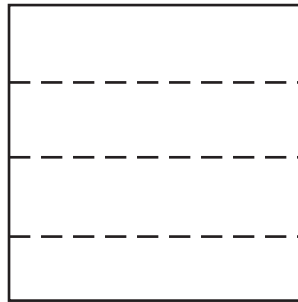
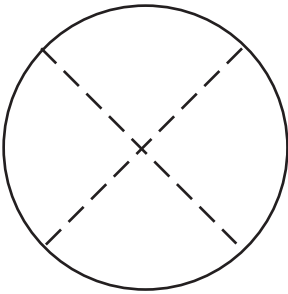
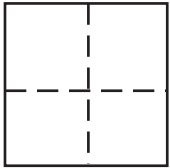
Fractions: Thirds $\frac{1}{3}$

Directions: Circle the objects that have 3 equal parts.



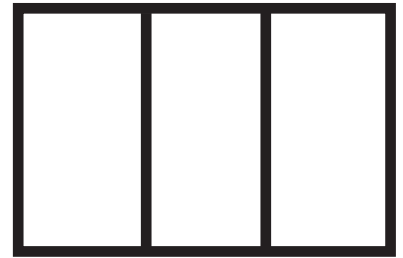
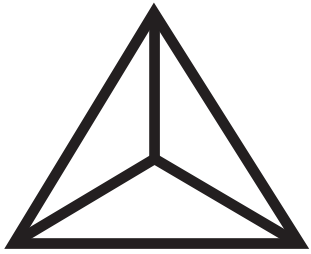
Fractions: Fourths $\frac{1}{4}$

Directions: Circle the objects that have 4 equal parts.

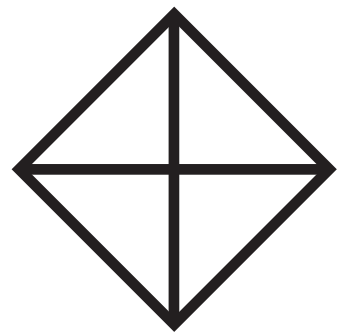
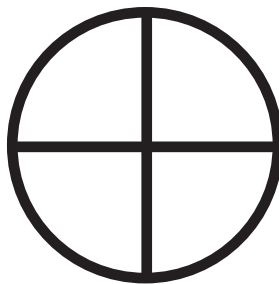
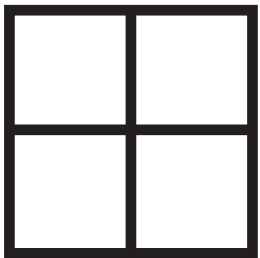


Fractions: Thirds and Fourths

Directions: Each object has 3 equal parts. Color one section.

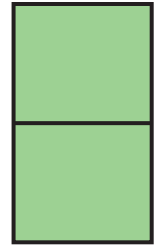
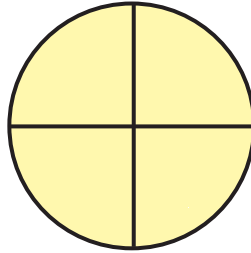
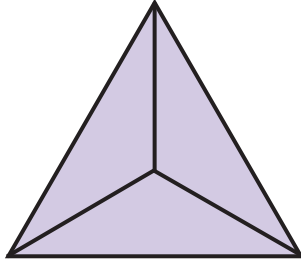
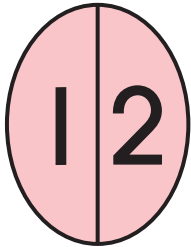


Directions: Each object has 4 equal parts. Color one section.



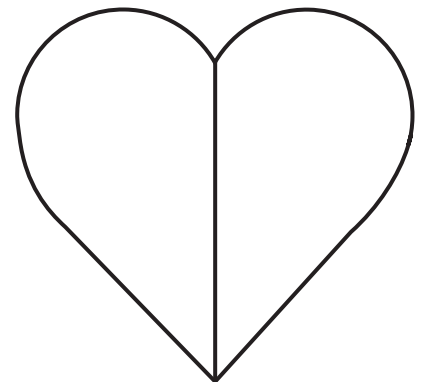
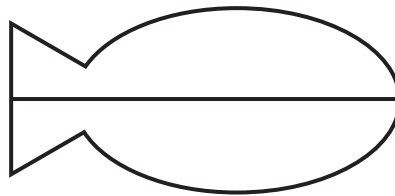
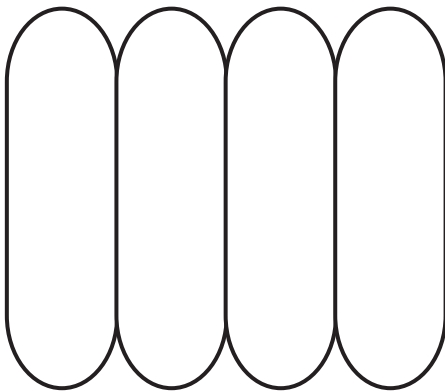
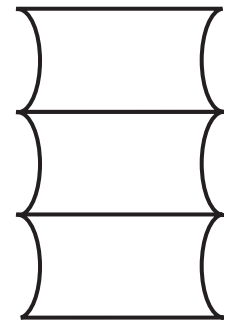
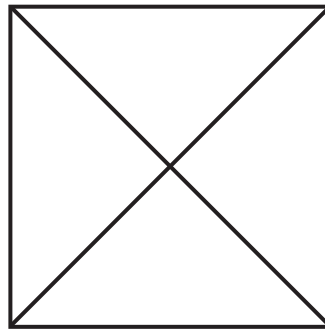
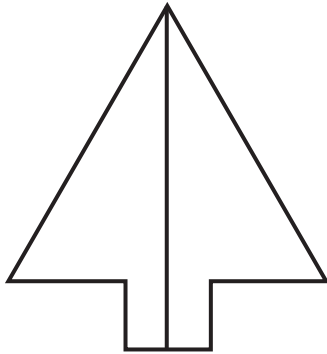
Fractions: Review

How many equal parts?



2

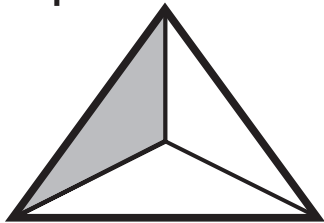
Directions: Color shapes with 2 equal parts red. Color shapes with 3 equal parts blue. Color shapes with 4 equal parts green.



Fractions: Review

Directions: Count the equal parts, then write the fraction.

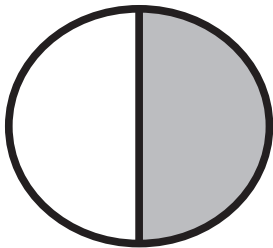
Example:



Shaded part = $\frac{1}{\quad}$

Equal parts = $\frac{\quad}{3}$

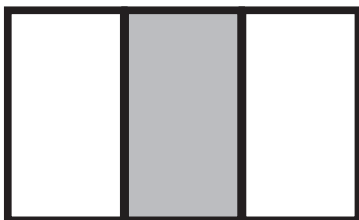
Write $\frac{1}{3}$



Shaded part = $\frac{1}{\quad}$

Equal parts = $\frac{\quad}{\quad}$

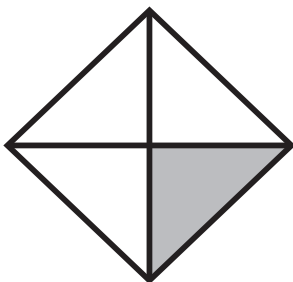
Write $\frac{\quad}{\quad}$



Shaded part = $\frac{1}{\quad}$

Equal parts = $\frac{\quad}{\quad}$

Write $\frac{\quad}{\quad}$



Shaded part = $\frac{1}{\quad}$

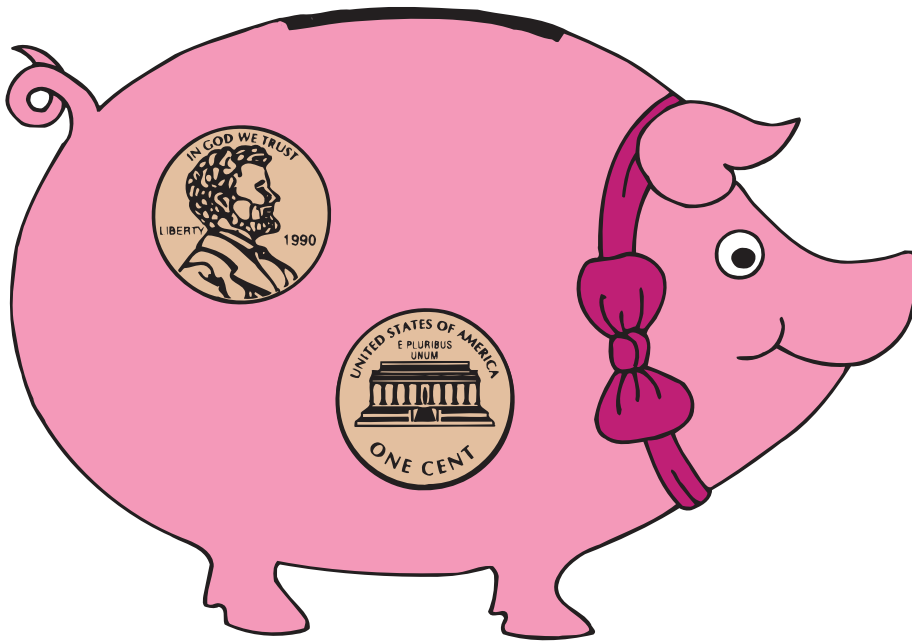
Equal parts = $\frac{\quad}{\quad}$

Write $\frac{\quad}{\quad}$

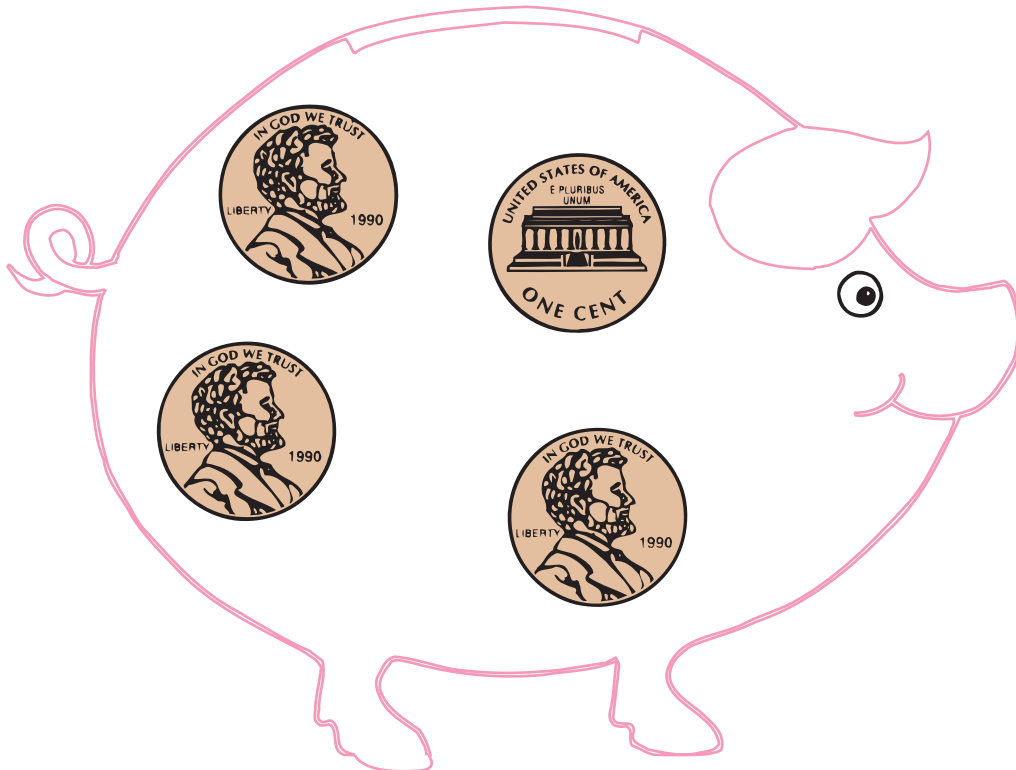
Money: Counting Pennies

A penny is worth 1¢.

Directions: Count the money. Write how much.



_____ ¢



_____ ¢

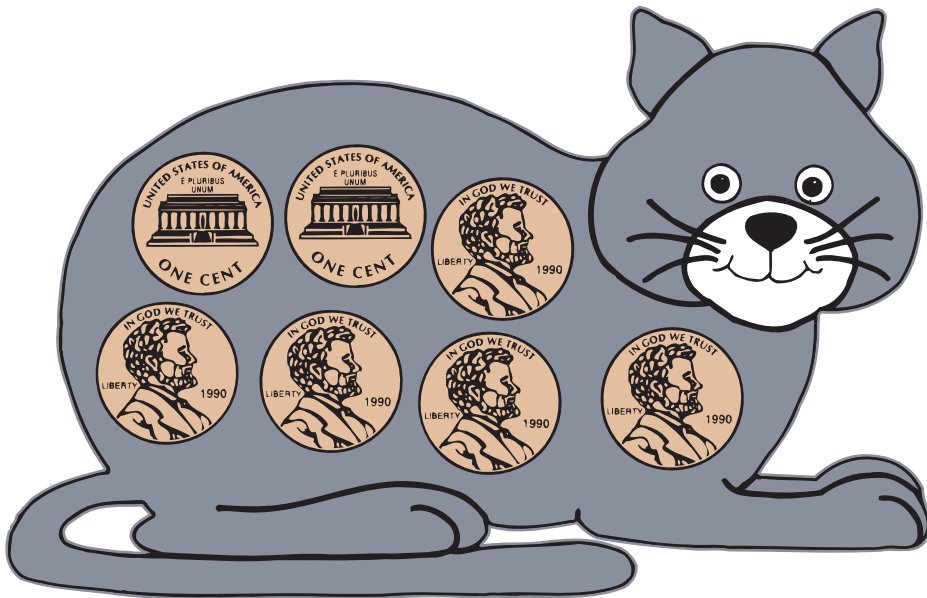
Money: Counting Pennies

Who has more money?

Directions: Count the money.
Write the amount.

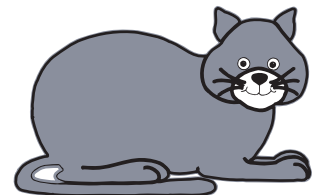
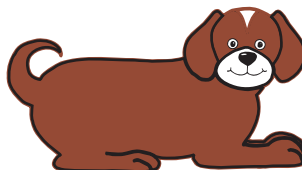


_____ ¢



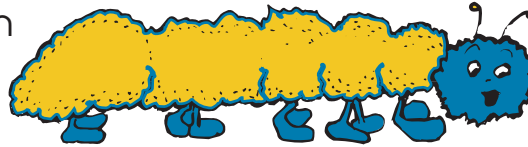
_____ ¢

Directions: Circle the answer.
Who has more money?



Money: Counting With Nickels and Pennies

Directions: Count the coins on each "cent"-ipede.



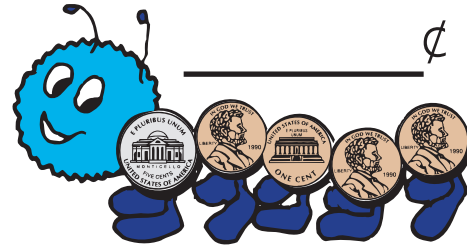
_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢

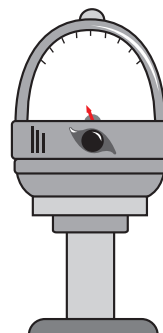
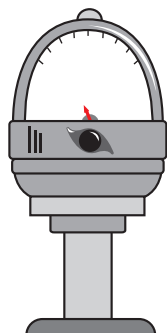
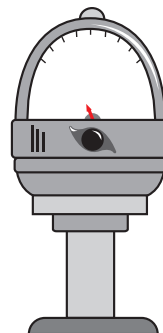
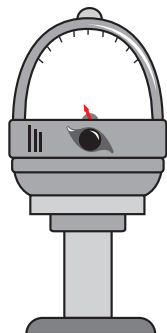
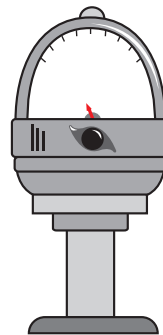
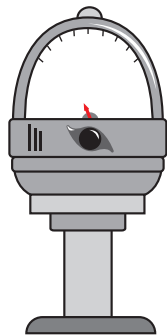
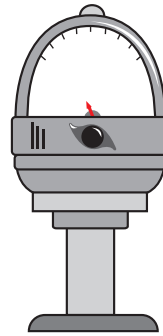


_____ ¢

Money: Nickels

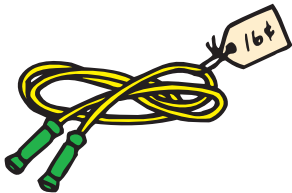
Directions: Count the nickels. Write the amount of money in each meter.

Example:



Money: Penny, Nickel, Dime

Directions: Draw a line from the toy to the amount of money it costs.



Money: Penny, Nickel, Dime



1 penny
1¢



1 nickel
5¢



1 dime
10¢

Directions: Tell how much money.



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢

Money: Penny, Nickel, Dime

Directions: Count the money on each belt. Write the amount under the belt.



16 ¢



¢



¢



¢



¢



¢



¢



¢



¢



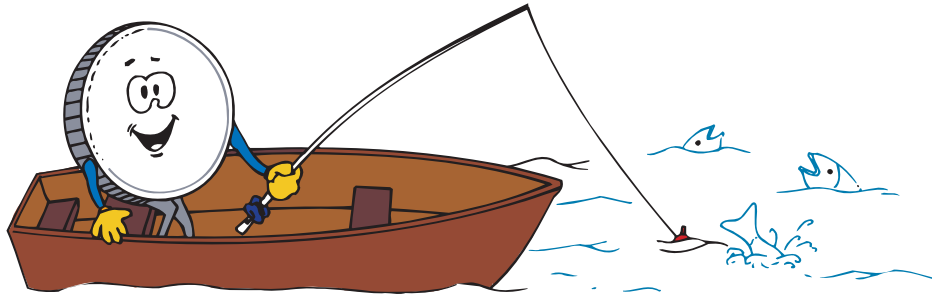
¢



¢

Money: Quarters

Directions: It costs 25¢ to catch a fish. Circle each group of coins that makes 25¢. How many fish can I catch?



Directions: Draw and color the fish I can catch.

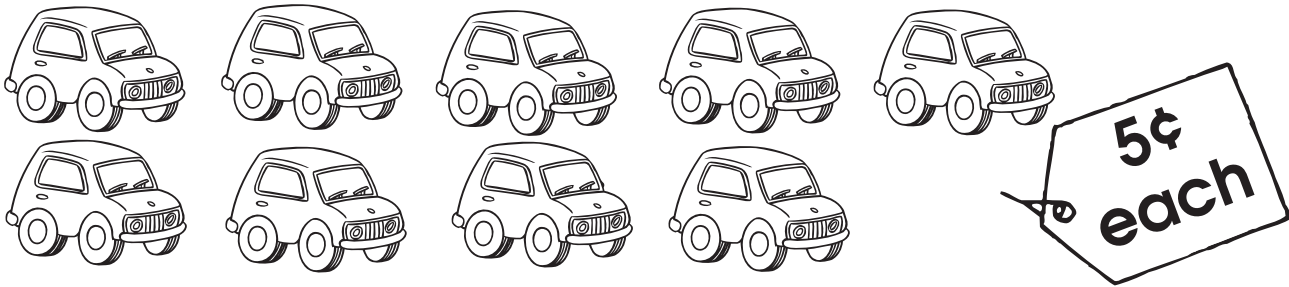


Money: Quarters

Some children had fun spending the allowance they earned. The boys bought some cars.

Terry paid 5¢ for each **blue** car.

Directions: Color Terry's cars **blue**.

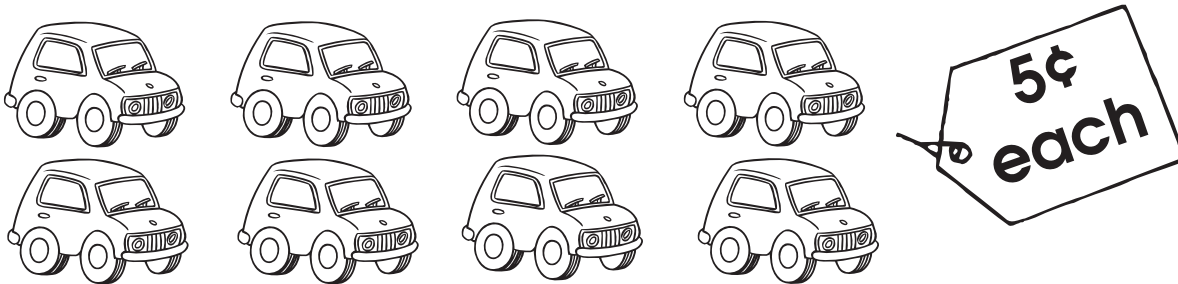


How much did Terry pay for the **blue** cars?

_____ ¢

Lucas liked the **red** cars. They were the same price.

Color his cars **red**.



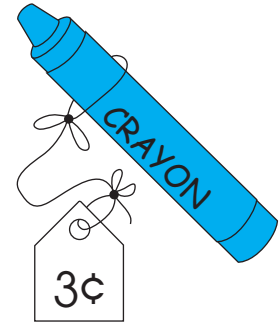
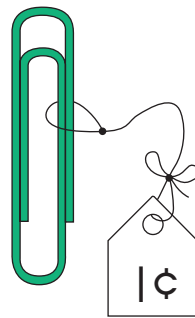
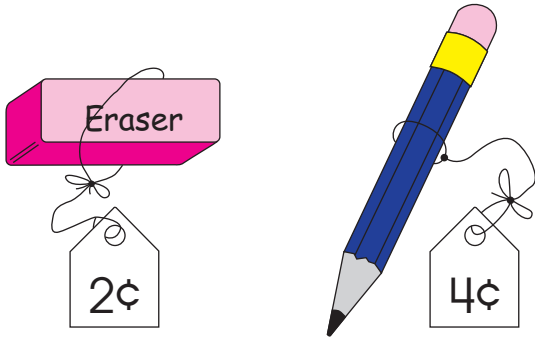
How much did Lucas pay for the **red** cars?

_____ ¢

Which boy paid more? _____

Money: Problem Solving

Directions: Add or subtract.



I buy		1	¢
I buy		+ 3	¢
		4	¢
I spend			

I buy			¢
I buy		+	¢
			¢
I spend			

I buy			¢
I buy		+	¢
			¢
I spend			

I buy			¢
I buy		+	¢
			¢
I spend			

I have		5	¢
I buy		- 3	¢
			¢
I have left			

I have			¢
I buy		-	¢
			¢
I have left			

Time: Hour

The short hand of the clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the **12**, it is the beginning of the hour.

Directions: Look at each clock. Write the time.

Example:



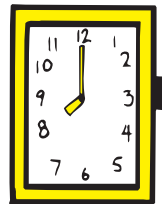
 3 o'clock



 o'clock



 o'clock



 o'clock



 o'clock



 o'clock



 o'clock



 o'clock

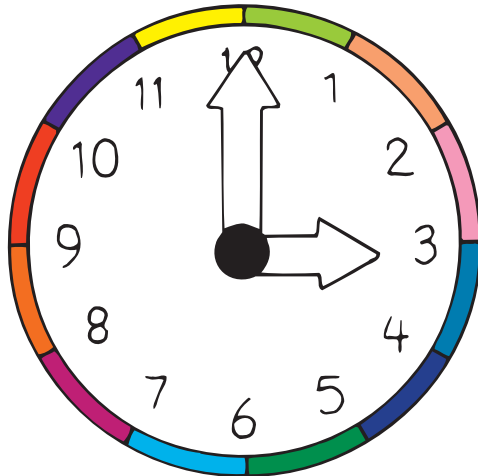


 o'clock

Time: Hour

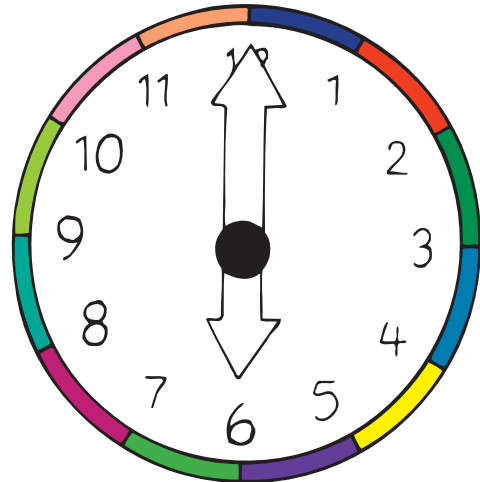
Directions: Color the little hour hand **red**.

Fill in the blanks.



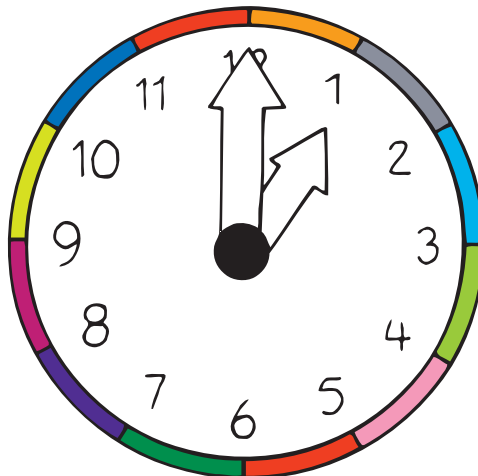
The BIG HAND is on _____.
The little hand is on _____.

It is _____ o'clock.



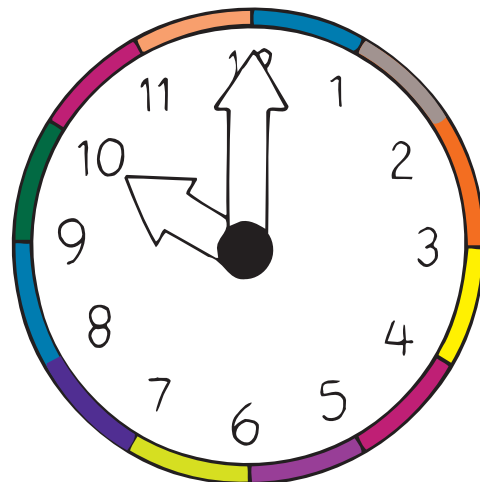
The BIG HAND is on _____.
The little hand is on _____.

It is _____ o'clock.



The BIG HAND is on _____.
The little hand is on _____.

It is _____ o'clock.

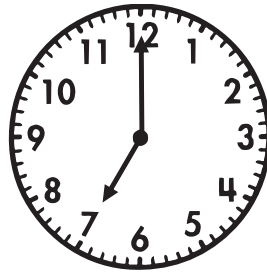
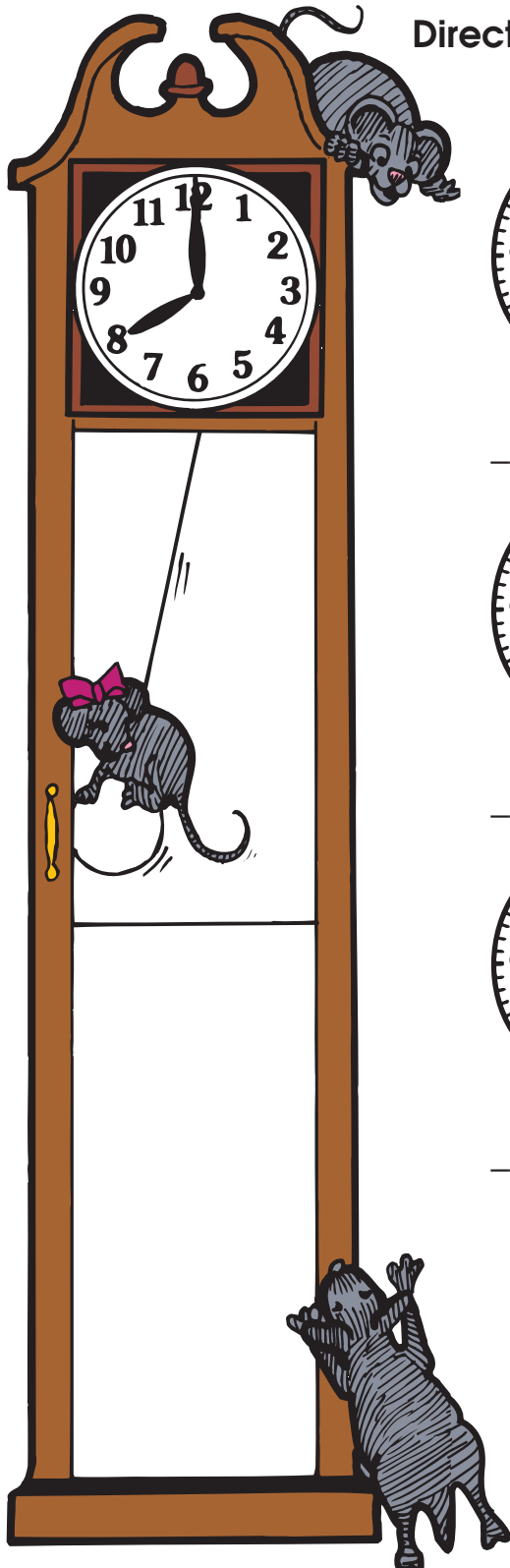


The BIG HAND is on _____.
The little hand is on _____.

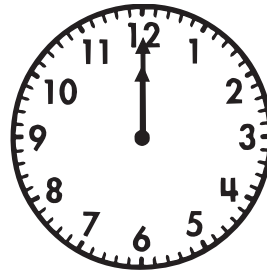
It is _____ o'clock.

Time: Practice

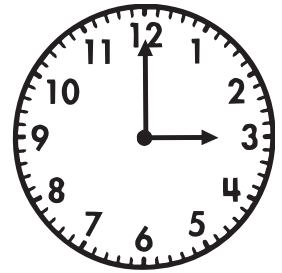
Directions: What is the time? Write the answers below.



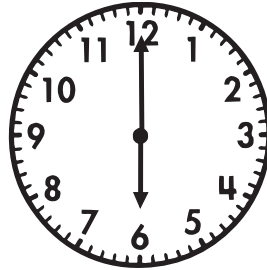
_____ o'clock



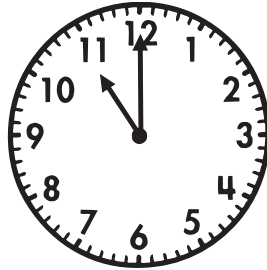
_____ o'clock



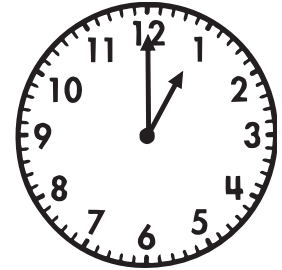
_____ o'clock



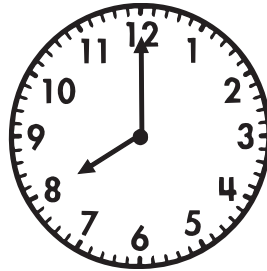
_____ o'clock



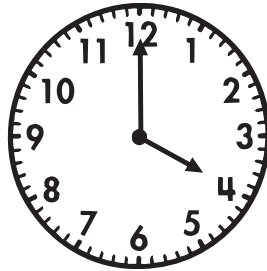
_____ o'clock



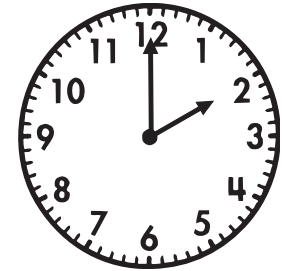
_____ o'clock



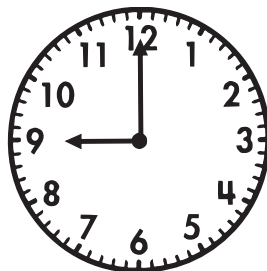
_____ o'clock



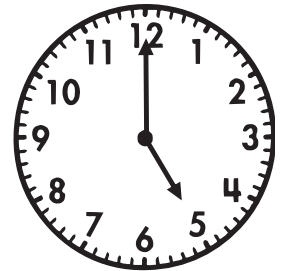
_____ o'clock



_____ o'clock



_____ o'clock

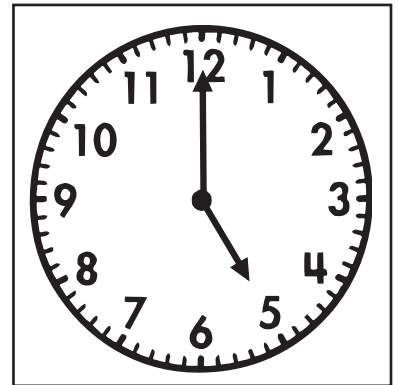


_____ o'clock

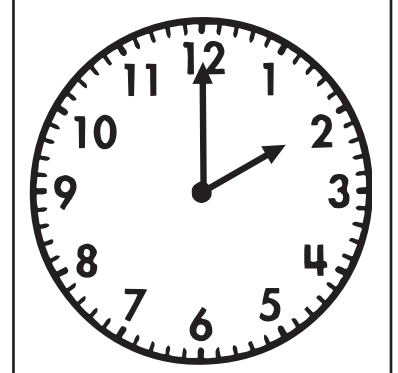
Time: Poems

Directions: Read each poem. Draw a line to the clock that matches.

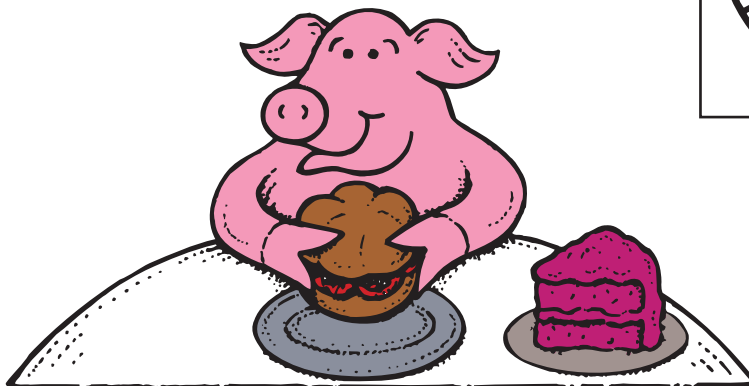
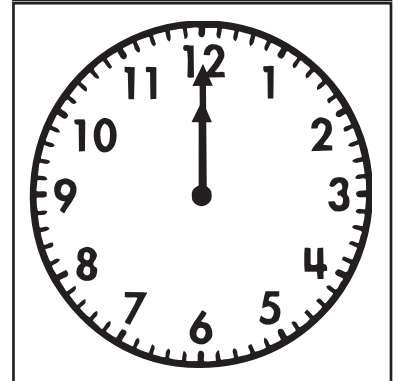
It is 2 o'clock.
 Now it is dark night.
 I am in bed,
 All tucked in tight.



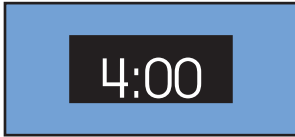
It is 12 o'clock,
 And time to eat.
 Have a sandwich,
 Then a treat!



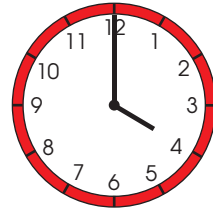
It is 5 o'clock.
 Night is almost here.
 Evening shadows
 Are very near.



Time: Hour

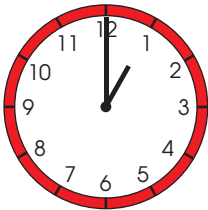


4 o'clock
4:00



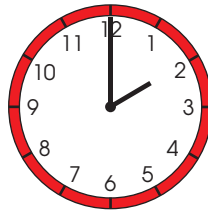
Both clocks show the same time.

Directions: Write the time for each clock.



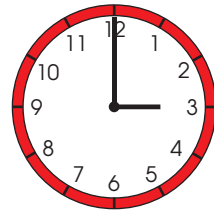
_____ o'clock

: 00



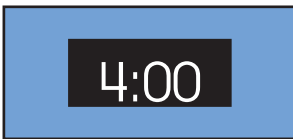
_____ o'clock

: 00



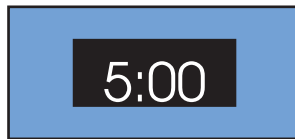
_____ o'clock

: 00



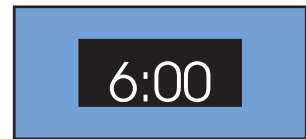
_____ o'clock

: _____



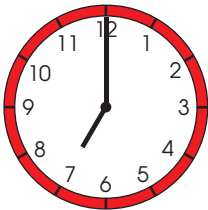
_____ o'clock

: _____



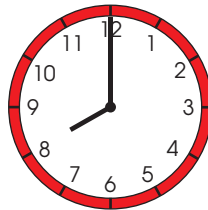
_____ o'clock

: _____



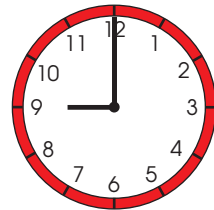
_____ o'clock

: _____



_____ o'clock

: _____

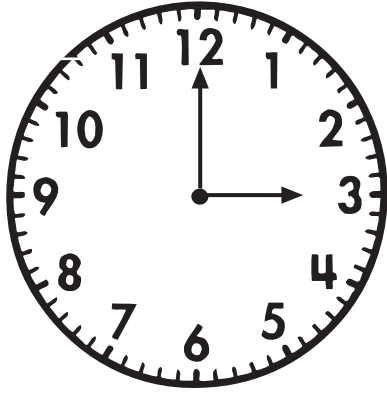


_____ o'clock

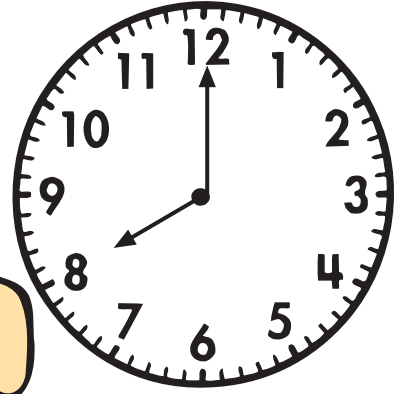
: _____

Time: Hour

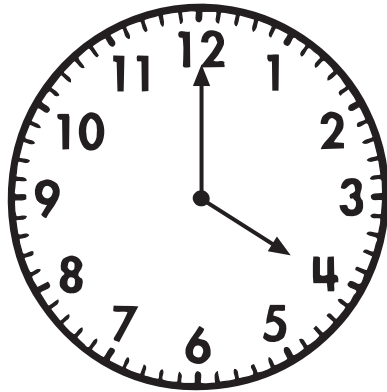
Directions: Circle the little hour hand on each clock. Write the time below.



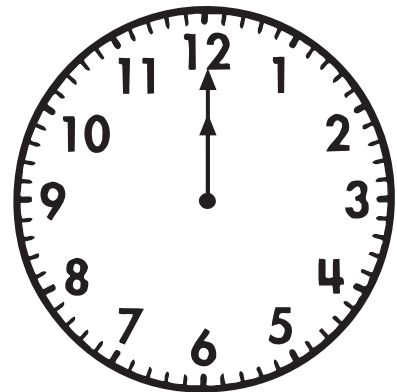
_____ o'clock



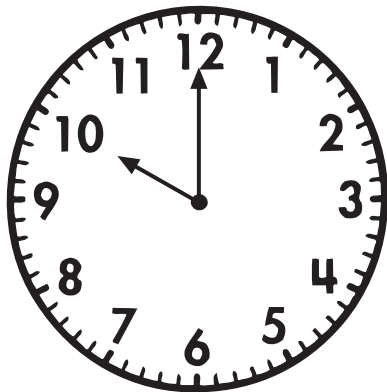
_____ o'clock



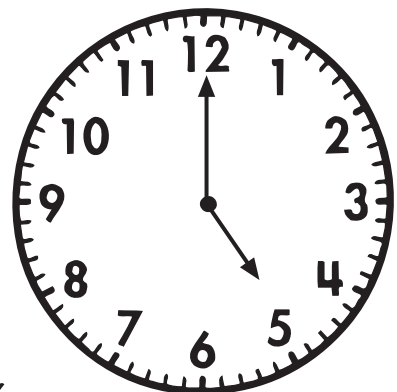
_____ o'clock



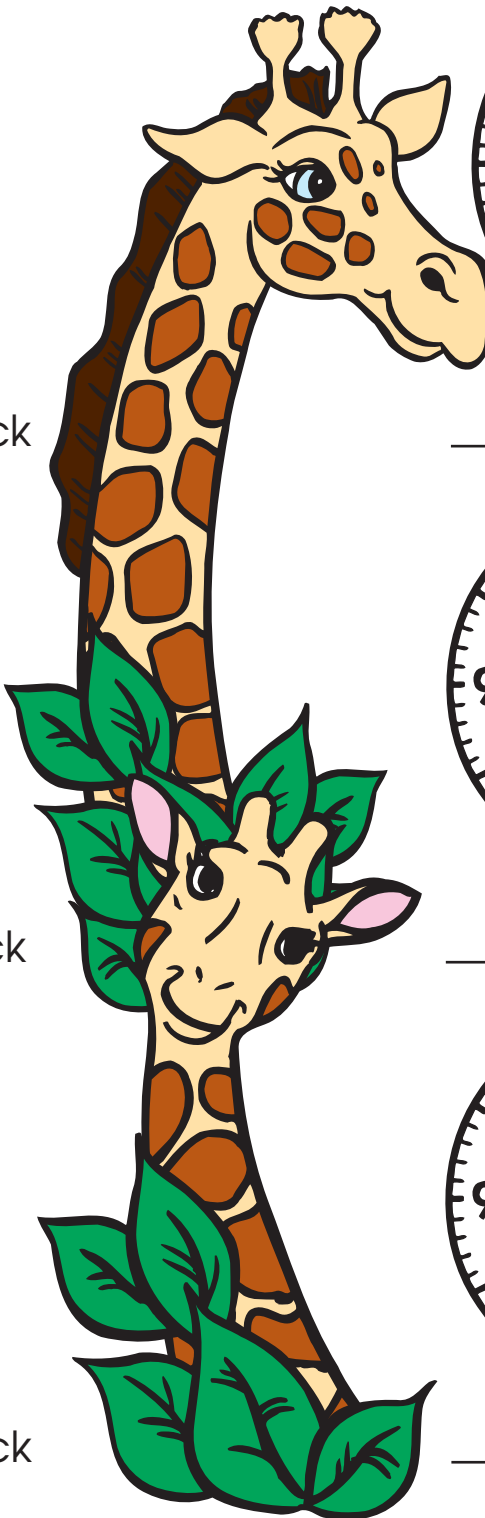
_____ o'clock



_____ o'clock



_____ o'clock



Time: Hour, Half-Hour

An hour is sixty minutes. The short hand of a clock tells the hour.

It is written **0:00**, such as **5:00**. A half-hour is thirty minutes.

When the long hand of the clock is pointing to the **6**, the time is on the half-hour. It is written **:30**, such as **5:30**.



Directions: Study the examples.
Tell what time it is on each clock.

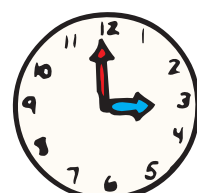
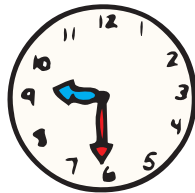
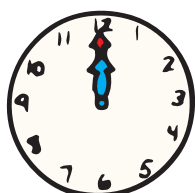
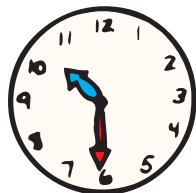
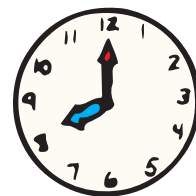
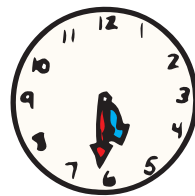
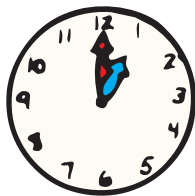
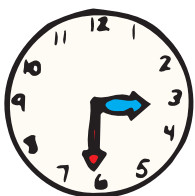
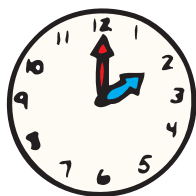
Examples:



The minute hand is on the 12.
The hour hand is on the 9.
It is 9 o'clock.



The minute hand is on the 6.
The hour hand is between
the 4 and 5. It is 4:30.



Time: Hour, Half-Hour

The short hand of a clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the **6**, it is on the half-hour. A half-hour is thirty minutes. It is written **:30**, such as **5:30**.

Directions: Look at each clock. Write the time.

Example:



hour half-hour
 1 : 30



_____ : _____



_____ : _____



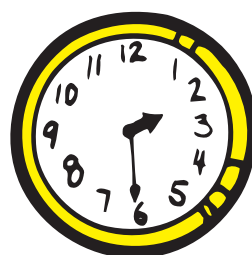
_____ : _____



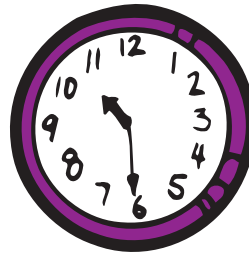
_____ : _____



_____ : _____



_____ : _____

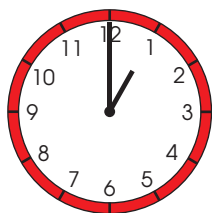


_____ : _____

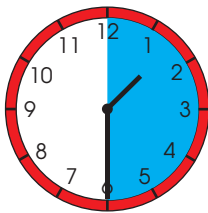


_____ : _____

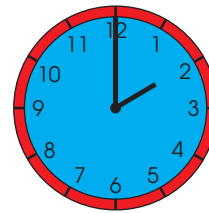
Time: Half-Hour



1 o'clock
1:00

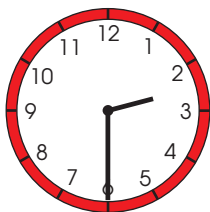


one thirty
1:30

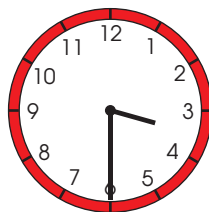


2 o'clock
2:00

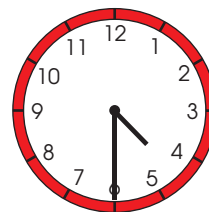
Directions: Write the time for each clock.



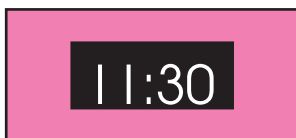
two thirty
2 : 30



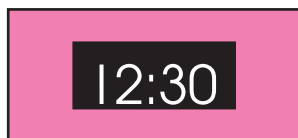
_____ thirty
_____ : 30



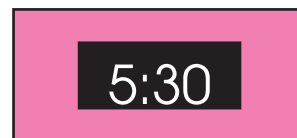
_____ thirty
_____ : 30



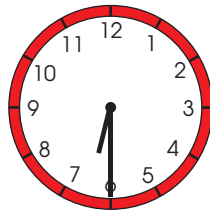
_____ thirty
_____ : _____



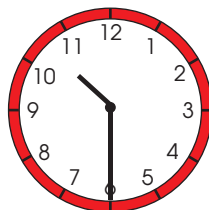
_____ thirty
_____ : _____



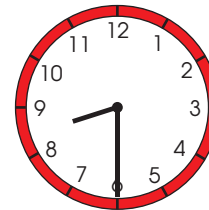
_____ thirty
_____ : _____



_____ thirty
_____ : _____



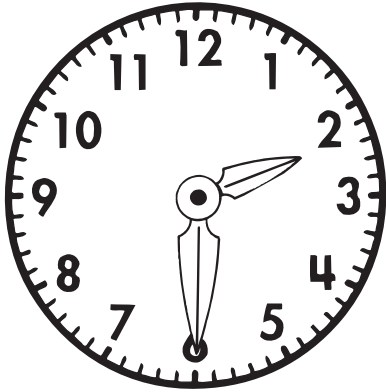
_____ thirty
_____ : _____



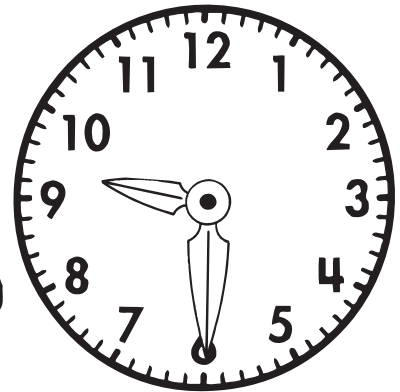
_____ thirty
_____ : _____

Time: Half-Hour

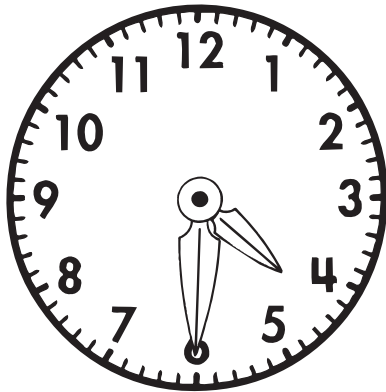
Directions: What time is it? Write the times below.



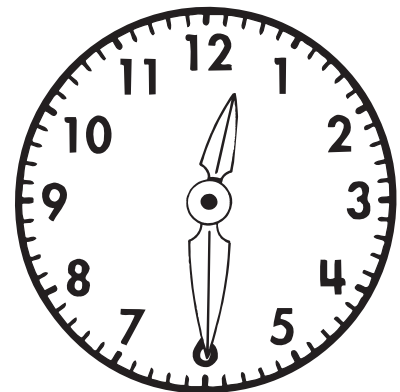
Half past _____



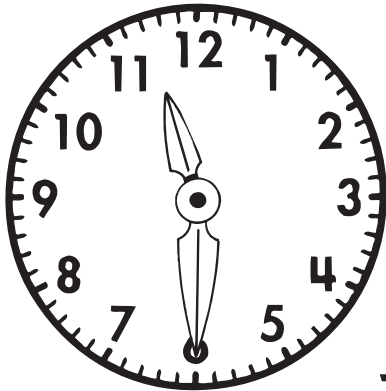
Half past _____



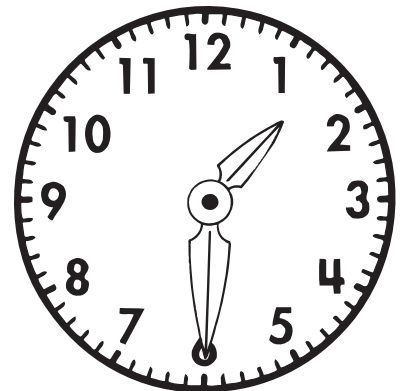
Half past _____



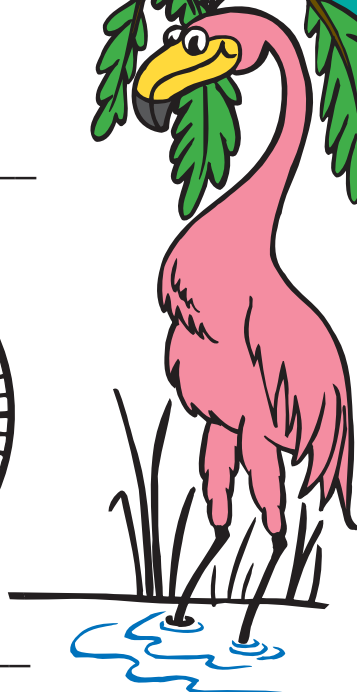
Half past _____



Half past _____



Half past _____



Time: Introduction to the Quarter-Hour



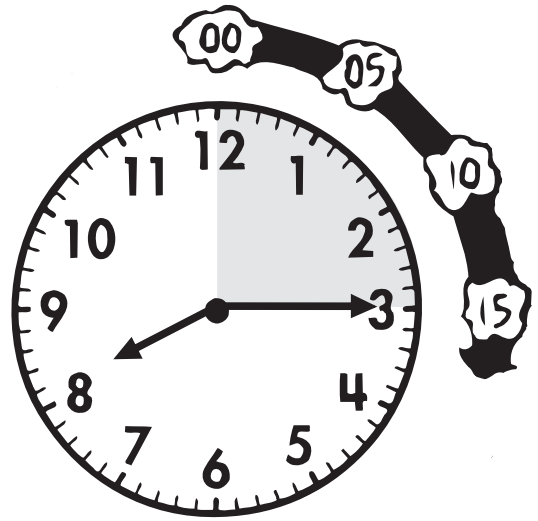
Each **hour** has **60** minutes.

An **hour** has **4** quarter-hours.

A **quarter-hour** is **15** minutes.

This clock face shows a quarter of an hour.

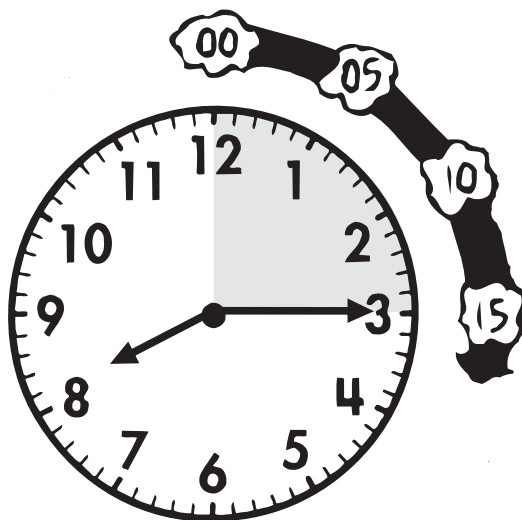
From the 12 to the 3 is 15 minutes.



From the 12 to the 3 is 15 minutes.

15 minutes after 8 o'clock

is 8:15



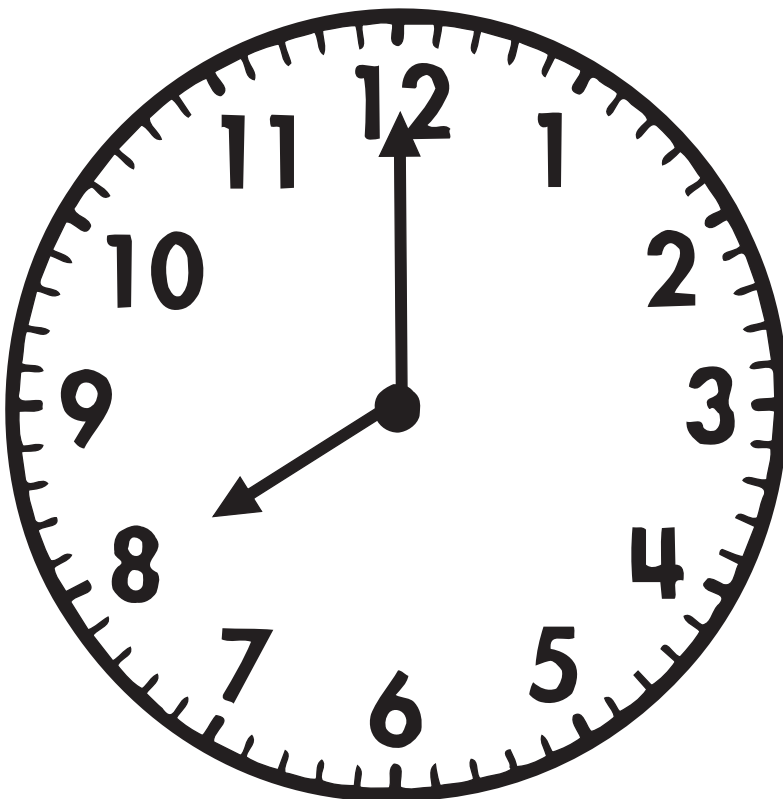


Time: Telling Time

Can you speak "clock time?"

1. "Quarter after" means 15 minutes after the hour.
2. "Half past" means 30 minutes after the hour.
3. "Quarter to" means 15 minutes until the next hour.

Directions: Write the quarter-hours from this time.



8 o'clock

quarter past _____

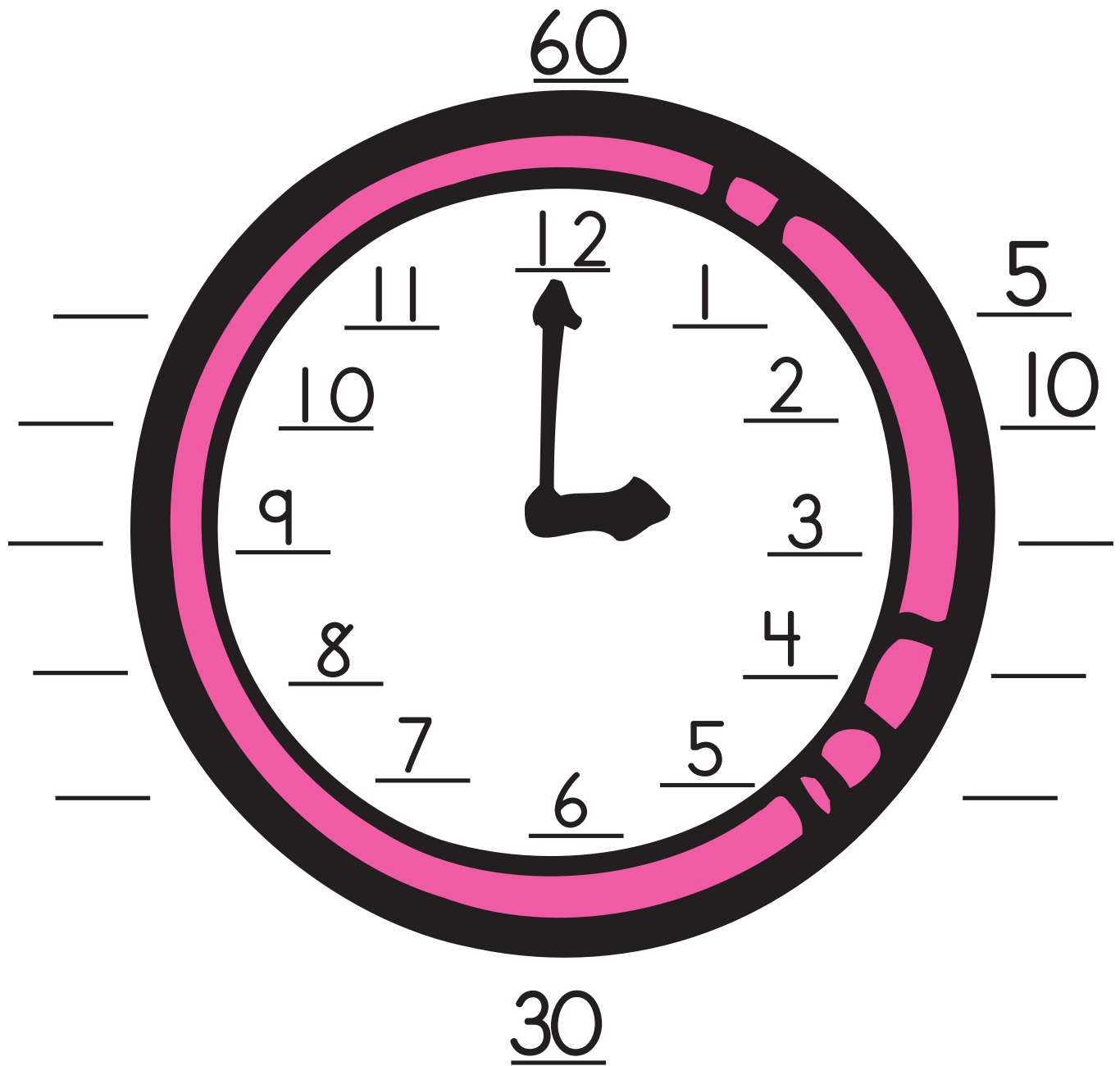
half past _____

quarter to _____

next hour: _____ o'clock

Time: Counting by Fives

Directions: Fill in the numbers on the clock face. Count by fives around the clock.

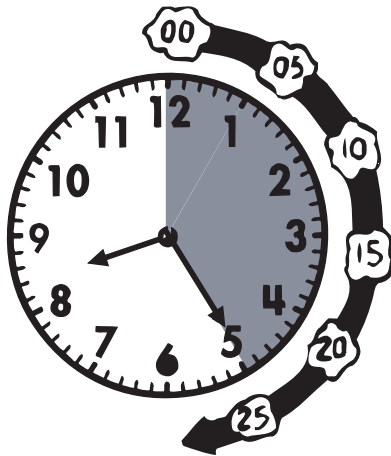
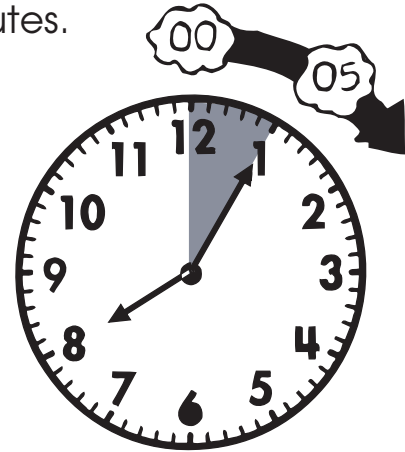


There are _____ minutes in one hour.

Time: Introduction to the Minute Intervals

Each number on the clock face stands for 5 minutes.

Directions: Count by 5's beginning at 12.
Write the numbers here:

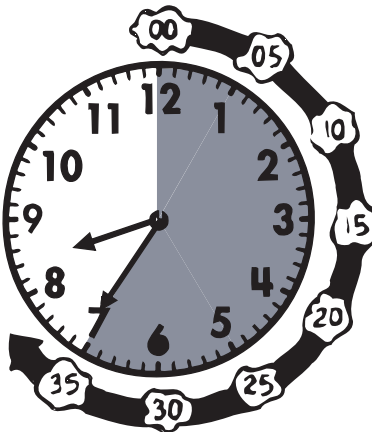


00 05 10 15 20 25

It is 25 minutes after 8 o'clock.

It is written 8:25.

Count by 5's.



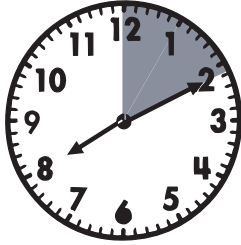
00 _____

It is _____ minutes after _____ o'clock.

_____ : _____

Time: Introduction to the Minute Intervals

Directions: Write the time both ways.



00 05 10

10 minutes after 8 o'clock

8 : 10



00 _____

_____ minutes after _____ o'clock

_____ : _____



00 _____

_____ minutes after _____ o'clock

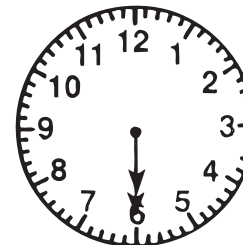
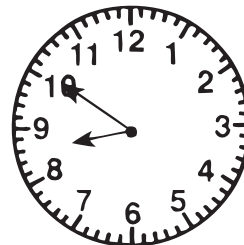
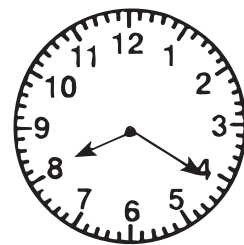
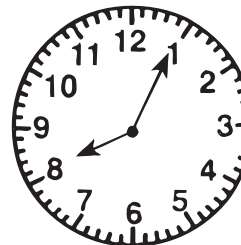
_____ : _____



00 _____

_____ minutes after _____ o'clock

_____ : _____



Circle the clocks with times between 3 o'clock and 9 o'clock.



Name _____

Time: Calendar

September						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

There are 12 months in a year.

September has exactly 30 days.

September 1 is on Monday.

There are 5 Mondays in September.

There are 4 Saturdays in September.

September 19 is on _____.

Directions: Complete.

How many days are in a week? _____.

What day comes after Thursday? _____.

September 30 is on _____.

There are _____ Tuesdays in September.

Days of the Week
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

October						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October has exactly _____ days.












































October 1 is on _____.

There are _____ Wednesdays in October.

October 31 is on _____.

There are _____ Sundays in October.

Time: Calendar

March							Our Weather Calendar						
Sun.	Mon	Tues.	Wed	Thurs.	Fri.	Sat.							
				 1	 2	 3		sunny		rainy		cloudy	
 4	 5	 6	 7	 8	 9	 10		sunny		rainy		snowy	
 11	 12	 13	 14	 15	 16	 17		sunny		rainy		stormy	
 18	 19	 20	 21	 22	 23	 24		sunny		rainy		stormy	
 25	 26	 27	 28	 29	 30	 31							

Directions: Complete.

What was the weather on

March 4? _____

March 10? _____

March 15? _____

March 21? _____

March 30? _____

March 31? _____

How many days did it rain  ? _____

How many days did it storm  ? _____

How many days did it snow  ? _____

How many days was it cloudy  ? _____

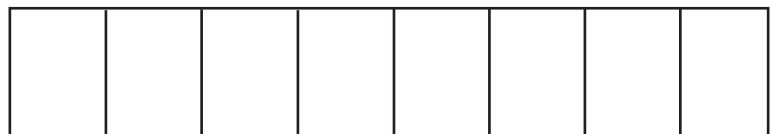
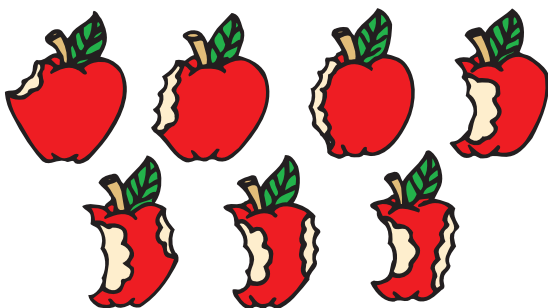
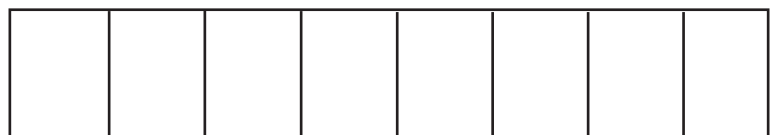
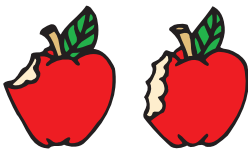
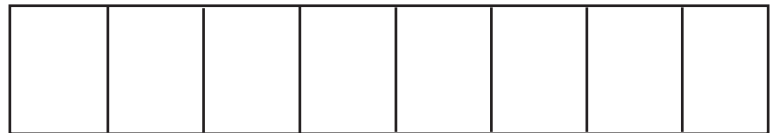
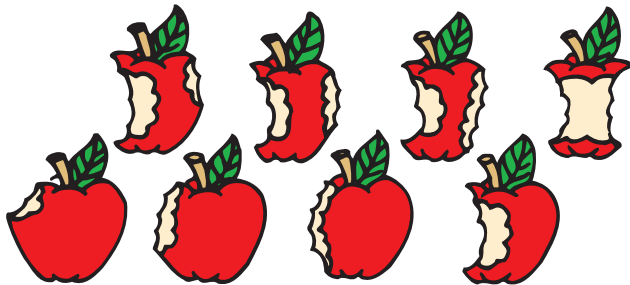
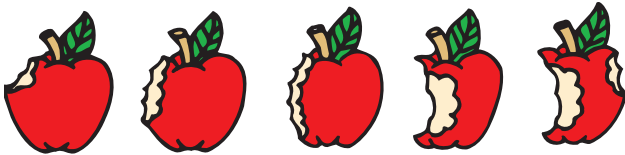
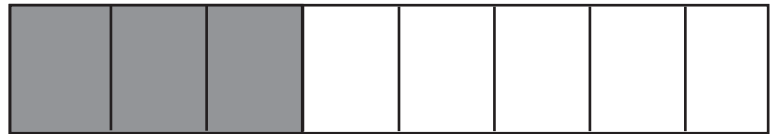
How many days was it sunny  ? _____

Graphs

A graph is a drawing that shows information about numbers.

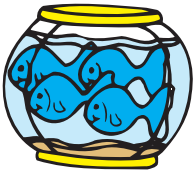
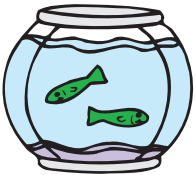
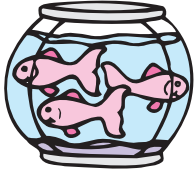
Directions: Count the apples in each row. Color the boxes to show how many apples have bites taken out of them.

Example:



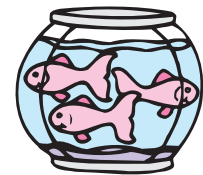
Graphs

Directions: Count the fish. Color the bowls to make a graph that shows the number of fish.

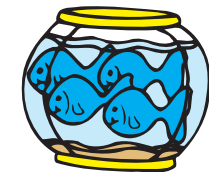
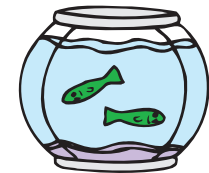


Directions: Use your fishbowl graphs to find the answers to the following questions. Draw a line to the correct bowl.

The most fish



The fewest fish



Greater Than, Less Than

Directions: In each shape, circle the smallest number. Draw a square around the largest number.

3	8
4	10

2	
9	7
5	

7	
12	5
20	
3	16
6	

11	10
14	
9	18



34	23
38	
42	28

15	
9	36
10	13

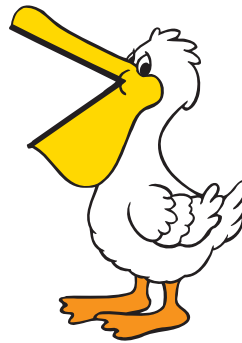
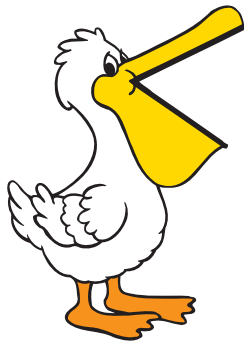
25	
11	42
33	
18	

26	
46	19
32	

22	35
45	
42	25
11	

Greater Than, Less Than

Directions: The open mouth points to the larger number. The small point goes to the smaller number. Draw the symbol $<$ or $>$ to the correct number.



Example: 5 $>$ 3

This means that 5 is greater than 3, and 3 is less than 5.

12 \bigcirc 2

16 \bigcirc 6

16 \bigcirc 15

1 \bigcirc 2

7 \bigcirc 1

19 \bigcirc 5

9 \bigcirc 6

11 \bigcirc 13



Name _____

Greater Than, Less Than

Directions: Write < or > in each circle. Make sure the "mouth" is open toward the greater number.

$26 \bigcirc 39$

$25 \bigcirc 43$

$10 \bigcirc 8$

$64 \bigcirc 11$

$43 \bigcirc 66$

$58 \bigcirc 70$

$19 \bigcirc 16$

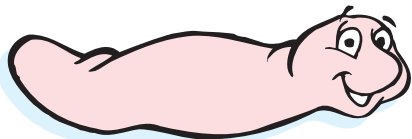
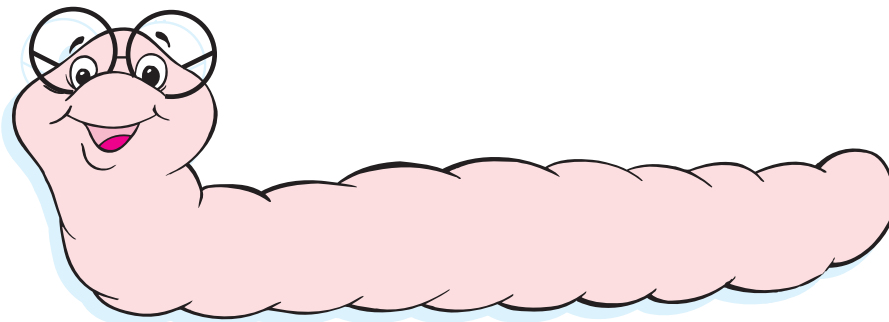
$35 \bigcirc 9$

$80 \bigcirc 79$

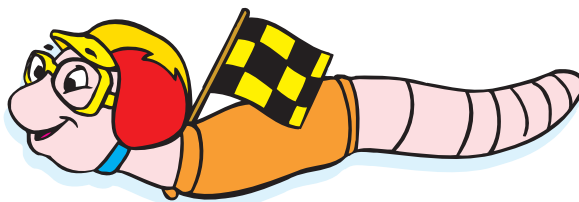
$60 \bigcirc 57$

Measurement: The Inch Worm

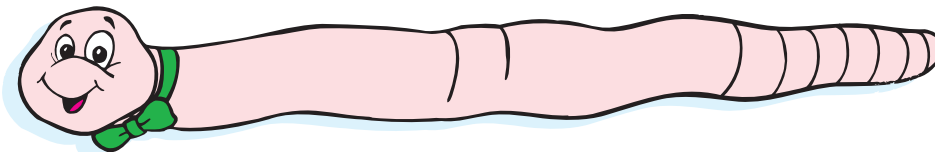
Directions: Use an inch ruler to measure these worms to the nearest inch.



1. _____



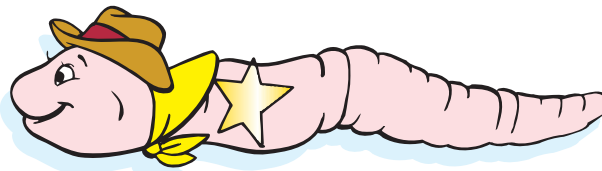
2. _____



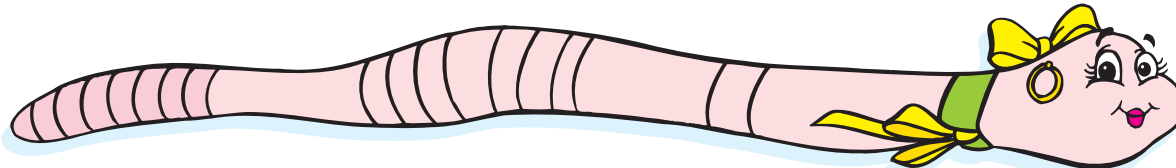
3. _____



4. _____



5. _____



6. _____

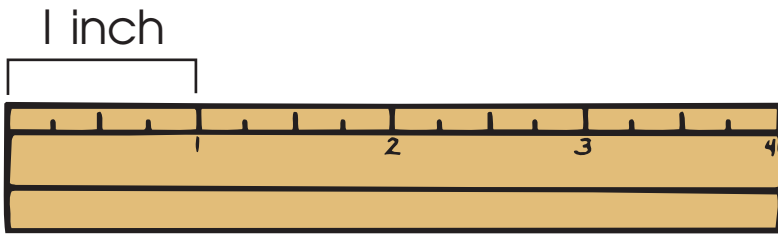


7. _____

Measurement: Inches

An **inch** is a unit of length in the standard measurement system.

Directions: Use a ruler to measure each object to the nearest inch.



about ____ inches



about ____ inches



about ____ inches



about ____ inches



about ____ inches

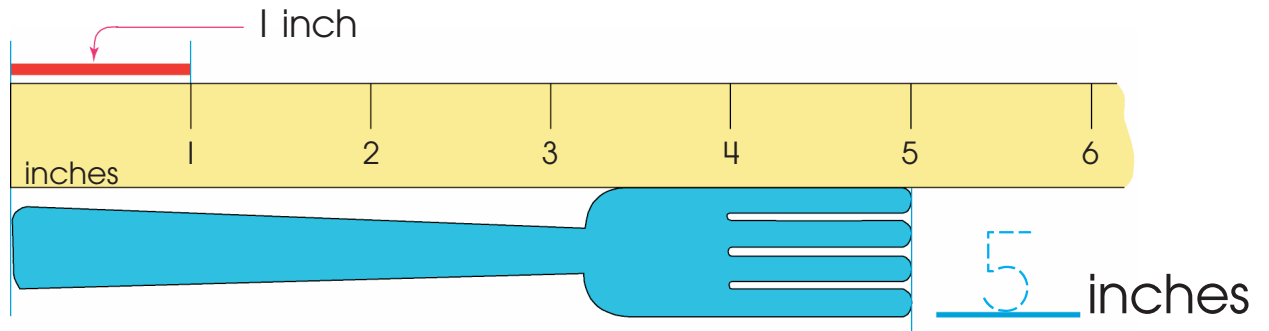


about ____ inches

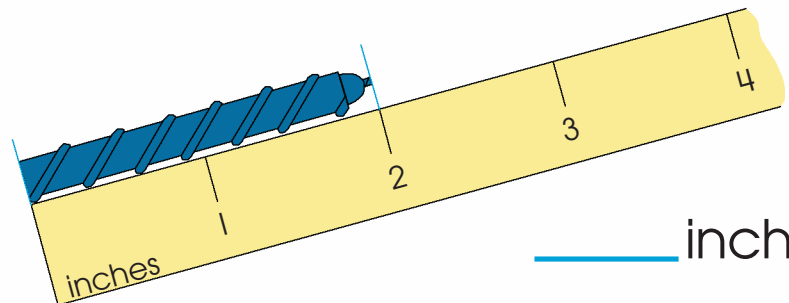
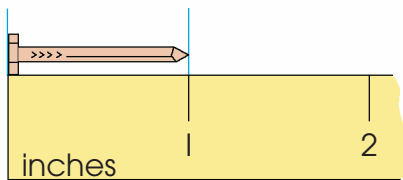
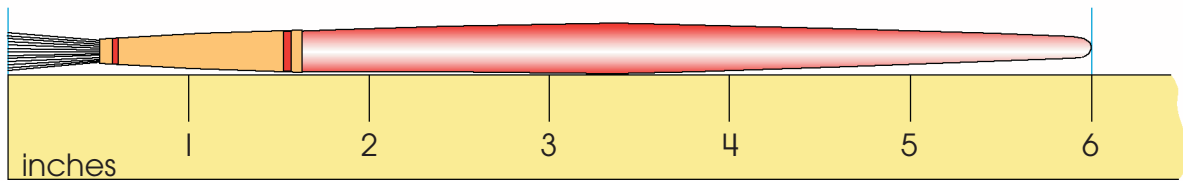
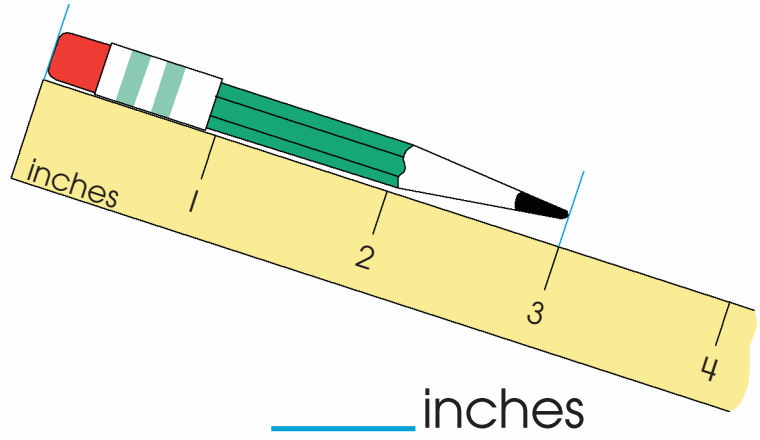
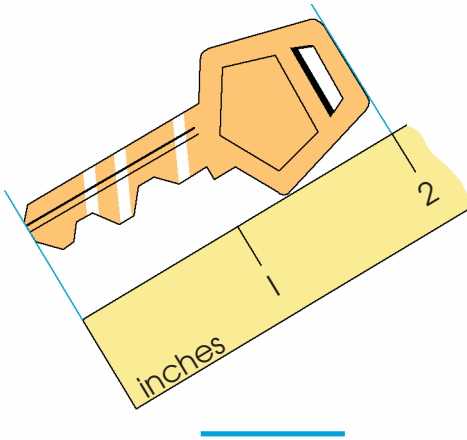


about ____ inches

Measurement: Inches



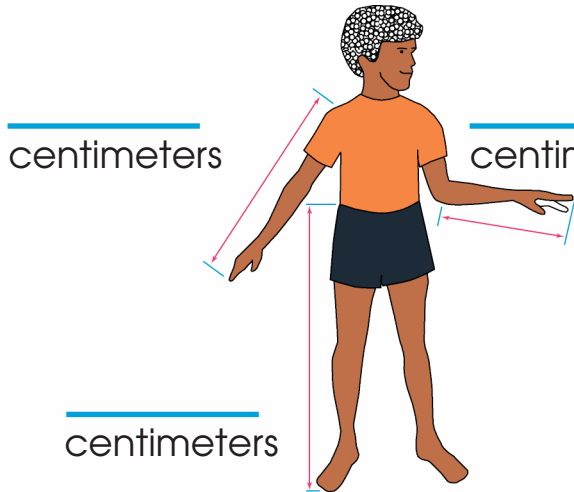
Directions: How long is each object?



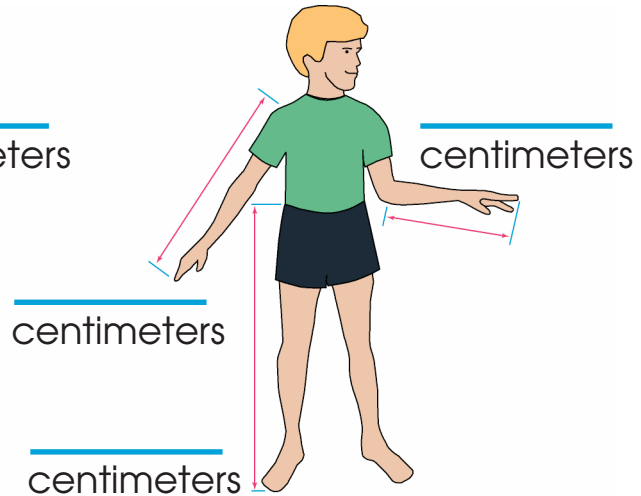
Measurement: Measuring

Directions: Work with a friend.

Use a centimeter ruler. Measure each other.



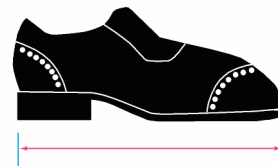
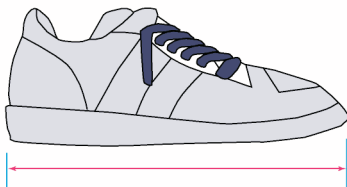
Me



My friend

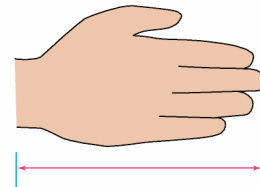
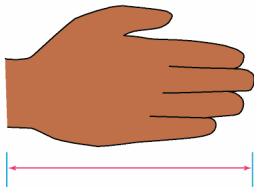
Directions: Use an inch ruler.

Measure each other.



_____ inches

_____ inches



_____ inches

_____ inches

Me

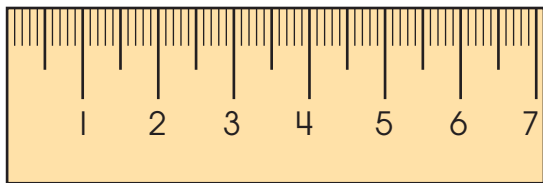
My friend

Measurement: Centimeters

A **centimeter** is a unit of length in the metric system. There are 2.54 centimeters in an inch.

Directions: Use a centimeter ruler to measure the crayons to the nearest centimeter.

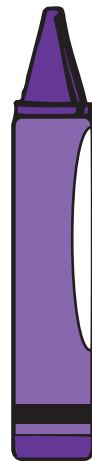
Example: The first crayon is about 7 centimeters long.



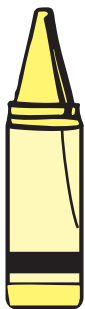
about 7 centimeters



 about _____ centimeter



about _____ centimeters



about _____ centimeters



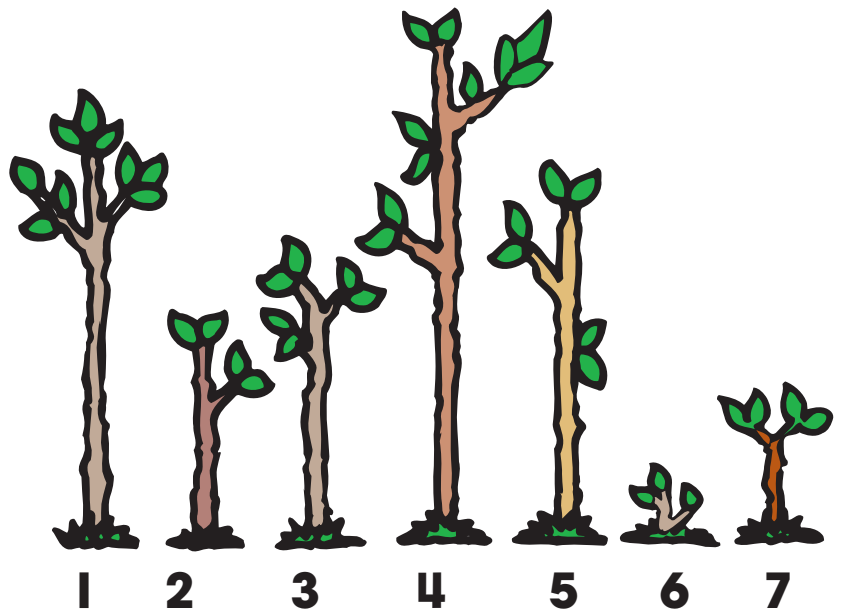
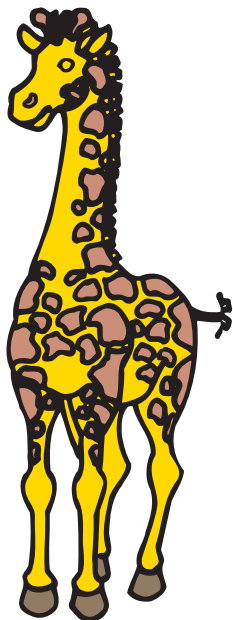
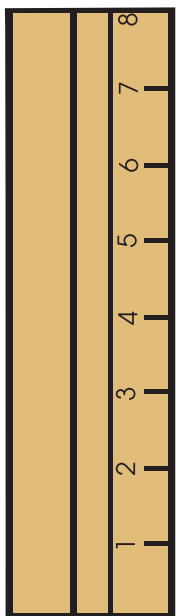
about _____ centimeters



about _____ centimeters

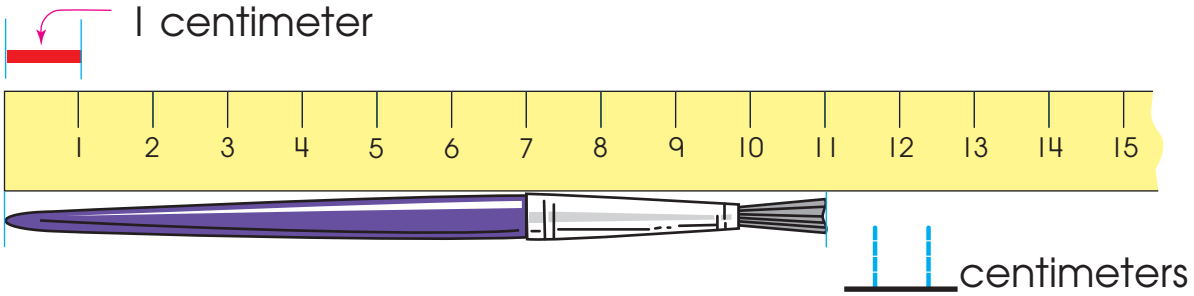
Measurement: Centimeters

Directions: The giraffe is about 8 centimeters high. How many centimeters (cm) high are the trees? Write your answers in the blanks.

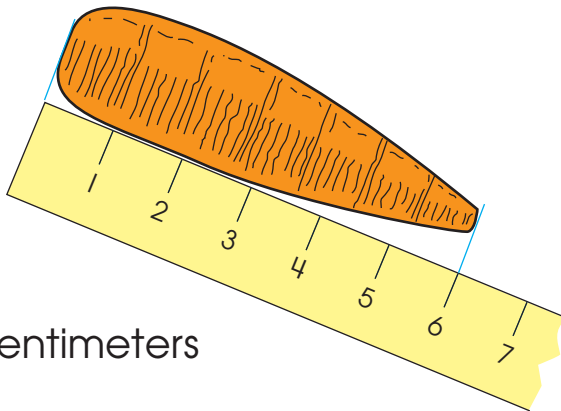
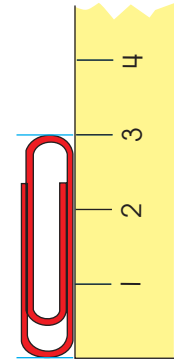
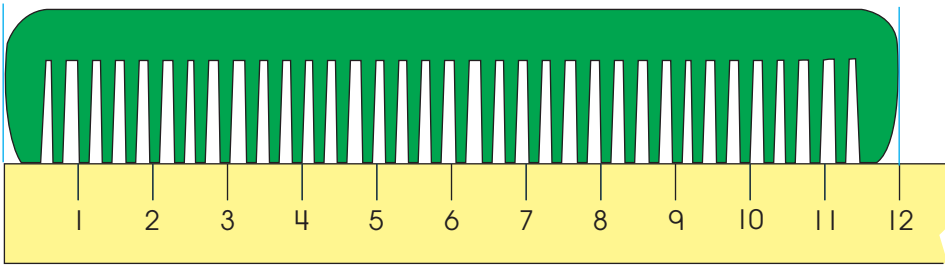


1. _____ cm 2. _____ cm 3. _____ cm 4. _____ cm
 5. _____ cm 6. _____ cm 7. _____ cm

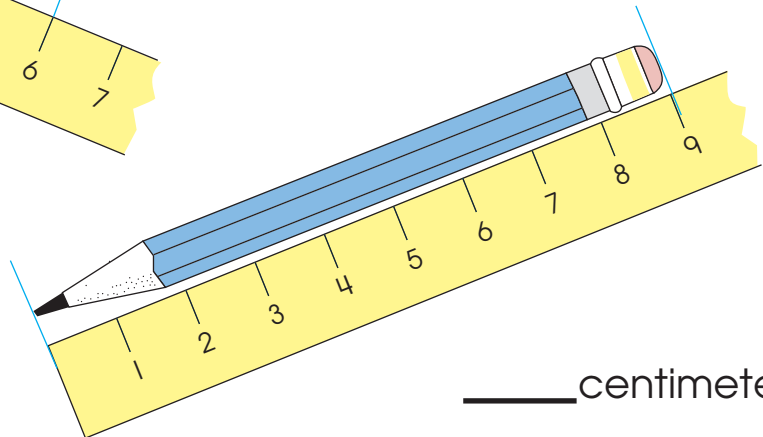
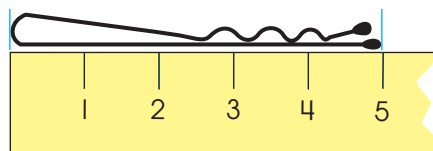
Measurement: Centimeters



Directions: How long is each object?



_____ centimeters



Shapes: Square

Directions: A square is a figure with four corners and four sides of the same length. This is a square. □ Find the squares and draw a circle around them. Then, color the squares.

Directions: Trace the word. Then, write the word.

square square

Shapes: Circle

Directions: A circle is a figure that is round. This is a circle. ○ Find the circles and draw a square around them. Then, color the circles.

Directions: Trace the word. Then, write the word.

circle circle

Shapes: Triangle

Directions: A triangle is a figure with three corners and three sides. This is a triangle. △ Find the triangles and draw a circle around them. Then, color the triangles.

Directions: Trace the word. Then, write the word.

triangle triangle

Shapes: Rectangle

Directions: A rectangle is a figure with four corners and four sides. The sides opposite each other are the same length. This is a rectangle. ▭ Find the rectangles and draw a circle around them. Then, color the rectangles.

Directions: Trace the word. Then, write the word.

rectangle rectangle

Shapes: Oval and Diamond

Directions: An oval is an egg-shaped figure. This is an oval. ○

A diamond is a figure with four sides. Its corners form points at the top, sides, and bottom. This is a diamond. ◇

Find the ovals. Color them red.
Find the diamonds. Color it blue.

Directions: Trace the words. Then, write the words.

oval oval

diamond diamond

Shapes: Review

Directions: Trace the circles. Trace the squares. Trace the rectangles. Trace the triangles. Trace the ovals. Trace the diamonds.

Patterns: Shapes

Directions: Draw a line from the box on the left to the box on the right with the same shape and color pattern.

Patterns: Numbers

Mia likes to count by twos, threes, fours, fives, tens, and hundreds.

Directions: Complete the number patterns.

- 5, 10, 15, 20, 25, 30, 35, 40, 45, 50
- 100, 200, 300, 400, 500, 600, 700, 800, 900
- 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
- 10, 20, 30, 40, 50, 60, 70, 80, 90
- 4, 8, 12, 16, 20, 24, 28, 32, 36, 40
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30

Directions: Make up two of your own number patterns.

Answers will vary.

Numbers: 0 - 10

Directions: Write the numeral for each number.

three ☆☆☆ 3 one ● 1
 five ○○○○○ 5 zero 0 0
 two ——— 2 six ||||| 6
 eight ●●●●●●●● 8
 ten △△△△△△△△ 10
 nine ●●●●●●●●● 9
 seven ♥♥♥♥♥♥♥ 7
 four ■■■■ 4

Directions: Tell how many dots.

0 1 2 3 4 5
 6 7 8 9 10

Numbers: Counting

Directions: Count each group of zoo animals. Draw a line from the number to the correct number word. The first one shows you what to do.

four
eight
one
ten
seven
six
two
three
nine
five

Numbers: Counting

Directions: Color the correct number of marbles in each bag.

Numbers: Counting

Directions: Read the clues to find out how many ears of corn each pig ate. Write the number on the line next to each pig.

I ate the number that comes before 26. **Patsy** 25

I ate the number that comes between 87 and 89. **Horace** 88

I ate the number that comes after 92. **Pinky** 93

I ate the number that comes before 57. **Hilda** 56

I ate the number that comes between 39 and 41. **Patsy** 40

Who ate the most? **Pinky** Who ate the least? **Patsy**

Counting: Twos, Fives, and Tens

Directions: Write the missing numbers.

Count by 2's.

2 4 6 8 10

12 14 16 18 20

Count by 5's.

5 10 15 20 25

30 35 40 45 50

Count by 10's.

10 20 30 40 50

60 70 80 90 100

Critter Count

Directions: Count by 2's, 5's, and 10's to find the "critter count."

Each worm = 2. Count by 2's to find the total.

10 worms = 20

8 worms = 16

Each turtle = 5. Count by 5's to find the total.

4 turtles = 20

7 turtles = 35

Each ladybug = 10. Count by 10's to find the total.

5 ladybugs = 50

6 ladybugs = 60

Counting: Fives

Directions: Count by fives to draw the path to the playground.

Counting: Tens

Directions: Count by 10's. Color each canteen with a 10 to lead the camel to the watering hole.

Counting: Tens

Directions: Count in order by tens to draw the path the boy takes to the store.

Addition: Creature Count

Directions: Add to find the sum. Write each answer on a spaceship.

4 + 6 = 10

1 + 9 = 10

7 + 1 = 8

7 + 3 = 10

5 + 2 = 7

6 + 1 = 7

8 + 2 = 10

3 + 5 = 8

6 + 3 = 9

6 + 2 = 8

Addition: Lumberjack Facts

Directions: Add to find the sum. Use the code to color the picture.

Code:
 1 — red 3 — black 5 — brown
 2 — yellow 4 — blue 6 — green

What is it? A beaver

Addition: Grid

Directions: Write the sums where the columns and rows meet. The first one shows you what to do.

+	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18

Addition: Math-Minded Mermaids

Directions: Look at each number. Then, look in each seashell. Circle each pair of numbers that can be added together to equal that number.

Addition: In the Doghouse

Directions: Look at the pictures. Complete the addition sentences.

Addition: Practice

Directions: Add.

$6 + 4 = 10$	$7 + 2 = 9$	$4 + 4 = 8$	$4 + 5 = 9$	$9 + 1 = 10$	$3 + 2 = 5$
$2 + 7 = 9$	$6 + 2 = 8$	$9 + 0 = 9$	$2 + 5 = 7$	$1 + 4 = 5$	$4 + 6 = 10$
$8 + 1 = 9$	$2 + 2 = 4$	$3 + 6 = 9$	$1 + 7 = 8$	$7 + 3 = 10$	$1 + 8 = 9$
$2 + 3 = 5$	$2 + 8 = 10$	$3 + 5 = 8$	$8 + 2 = 10$	$6 + 1 = 7$	$0 + 9 = 9$
$1 + 9 = 10$	$6 + 3 = 9$	$3 + 4 = 7$	$5 + 2 = 7$	$5 + 4 = 9$	$4 + 3 = 7$
$5 + 3 = 8$	$8 + 0 = 8$	$5 + 5 = 10$	$3 + 7 = 10$	$2 + 6 = 8$	$3 + 3 = 6$

Addition: Facts Through 12

Directions: Add.

$2 + 9 = 11$	$3 + 8 = 11$	$9 + 3 = 12$
$5 + 6 = 11$	$4 + 7 = 11$	$6 + 5 = 11$
$8 + 4 = 12$	$7 + 5 = 12$	$4 + 8 = 12$
$2 + 9 = 11$	$6 + 6 = 12$	$3 + 9 = 12$

Directions: Add.

$8 + 3 = 11$	$6 + 2 = 8$	$9 + 3 = 12$	$3 + 8 = 11$	$4 + 7 = 11$	$2 + 9 = 11$
$5 + 7 = 12$	$8 + 4 = 12$	$7 + 5 = 12$	$6 + 6 = 12$	$5 + 7 = 12$	$4 + 8 = 12$

Subtraction: Secrets

Directions: Solve the subtraction problems. Use the code to find the secret message.

Code:

--	--	--	--	--	--	--	--

PLEASE, DON'T EVER

8	10	9	10	9	6	7	8
-3	-7	-2	-4	-6	-2	-4	-6
5	3	7	6	3	4	3	2
T	A	K	E	A	W	A	Y

MY MATH!

Subtraction: Facts Through 12

Directions: Subtract.

$11 - 9 = 2$	$11 - 2 = 9$	$11 - 8 = 3$	$11 - 3 = 8$
$11 - 6 = 5$	$11 - 5 = 6$	$11 - 7 = 4$	$11 - 4 = 7$
$12 - 8 = 4$	$12 - 4 = 8$	$12 - 7 = 5$	$12 - 5 = 7$
$12 - 9 = 3$	$12 - 3 = 9$	$12 - 6 = 6$	$12 - 6 = 6$

Subtract.

$11 - 3 = 8$	$11 - 6 = 5$	$12 - 3 = 9$	$11 - 8 = 3$	$12 - 7 = 5$	$12 - 9 = 3$
$11 - 7 = 4$	$12 - 4 = 8$	$12 - 6 = 6$	$12 - 5 = 7$	$11 - 2 = 9$	$12 - 8 = 4$

Subtraction: Practice

Directions: Subtract.

$9 - 4 = 5$	$7 - 6 = 1$	$10 - 5 = 5$	$9 - 7 = 2$	$8 - 5 = 3$	$10 - 9 = 1$
$10 - 4 = 6$	$6 - 3 = 3$	$9 - 6 = 3$	$10 - 3 = 7$	$9 - 0 = 9$	$5 - 1 = 4$
$3 - 1 = 2$	$9 - 1 = 8$	$10 - 8 = 2$	$7 - 2 = 5$	$9 - 5 = 4$	$2 - 2 = 0$
$10 - 1 = 9$	$7 - 0 = 7$	$5 - 3 = 2$	$8 - 7 = 1$	$10 - 2 = 8$	$6 - 4 = 2$
$9 - 8 = 1$	$7 - 4 = 3$	$10 - 0 = 10$	$4 - 2 = 2$	$8 - 4 = 4$	$9 - 3 = 6$
$10 - 6 = 4$	$8 - 6 = 2$	$9 - 2 = 7$	$8 - 7 = 1$	$10 - 9 = 1$	$10 - 7 = 3$

Addition and Subtraction

Directions: Solve the number problem under each picture. Write + or - to show if you should add or subtract.

How many smiley faces in all?
 $7 + 5 = 12$

How many ladybugs in all?
 $8 + 3 = 11$

How many flowers are left?
 $9 - 4 = 5$

How many people are left?
 $14 - 1 = 13$

How many butterflies in all?
 $15 + 6 = 21$

How many ladybugs are left?
 $9 - 5 = 4$

Addition and Subtraction

Directions: Add or subtract. If you get 9, color the part red. If you get 14, color the part brown.

$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$	$\begin{array}{r} 12 \\ -8 \\ \hline 4 \end{array}$	$5 + 5 = 10$	$\begin{array}{r} 15 \\ -8 \\ \hline 7 \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$	$\begin{array}{r} 14 \\ -9 \\ \hline 5 \end{array}$
$14 - 5 = 9$	$7 - 6 = 1$	$\begin{array}{r} 8 \\ +6 \\ \hline 14 \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline 1 \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$	$\begin{array}{r} 11 \\ -3 \\ \hline 8 \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$
$4 + 8 = 12$	$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$	$\begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array}$	$\begin{array}{r} 12 \\ -3 \\ \hline 9 \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline 9 \end{array}$	$\begin{array}{r} 13 \\ -8 \\ \hline 5 \end{array}$	
$\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$	$\begin{array}{r} 7 \\ +7 \\ \hline 14 \end{array}$	$\begin{array}{r} 9 \\ +5 \\ \hline 14 \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$	$\begin{array}{r} 5 \\ +6 \\ \hline 11 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 6 \\ +6 \\ \hline 12 \end{array}$
$\begin{array}{r} 6 \\ +9 \\ \hline 15 \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline 18 \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline 6 \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ +7 \\ \hline 16 \end{array}$	$\begin{array}{r} 9 \\ +8 \\ \hline 17 \end{array}$	$\begin{array}{r} 8 \\ +8 \\ \hline 16 \end{array}$

Addition and Subtraction

Directions: Add or subtract.

Add:

$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$	$\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$	$\begin{array}{r} 1 \\ +2 \\ \hline 3 \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline 8 \end{array}$
$\begin{array}{r} 0 \\ +6 \\ \hline 6 \end{array}$	$\begin{array}{r} 4 \\ +1 \\ \hline 5 \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$
$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ +2 \\ \hline 7 \end{array}$	$\begin{array}{r} 1 \\ +6 \\ \hline 7 \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$

Subtract:

$\begin{array}{r} 8 \\ -6 \\ \hline 2 \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline 3 \end{array}$	$\begin{array}{r} 7 \\ -3 \\ \hline 4 \end{array}$	$\begin{array}{r} 4 \\ -6 \\ \hline -2 \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$
$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline 5 \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline 2 \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 8 \\ -8 \\ \hline 0 \end{array}$
$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$	$\begin{array}{r} 8 \\ -1 \\ \hline 7 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline 3 \end{array}$

Addition: Review

Directions: Add.

$\begin{array}{r} 24 \\ +13 \\ \hline 37 \end{array}$	$\begin{array}{r} 75 \\ +4 \\ \hline 79 \end{array}$	$\begin{array}{r} 50 \\ +27 \\ \hline 77 \end{array}$	$\begin{array}{r} 62 \\ +15 \\ \hline 77 \end{array}$	$\begin{array}{r} 46 \\ +23 \\ \hline 69 \end{array}$
$\begin{array}{r} 52 \\ +34 \\ \hline 86 \end{array}$	$\begin{array}{r} 96 \\ +2 \\ \hline 98 \end{array}$	$\begin{array}{r} 73 \\ +16 \\ \hline 89 \end{array}$	$\begin{array}{r} 38 \\ +40 \\ \hline 78 \end{array}$	$\begin{array}{r} 35 \\ +21 \\ \hline 56 \end{array}$
$\begin{array}{r} 10 \\ +21 \\ \hline 31 \end{array}$	$\begin{array}{r} 14 \\ +5 \\ \hline 19 \end{array}$	$\begin{array}{r} 12 \\ +34 \\ \hline 46 \end{array}$	$\begin{array}{r} 33 \\ +53 \\ \hline 86 \end{array}$	$\begin{array}{r} 13 \\ +11 \\ \hline 24 \end{array}$
$\begin{array}{r} 24 \\ +21 \\ \hline 45 \end{array}$	$\begin{array}{r} 57 \\ +2 \\ \hline 59 \end{array}$	$\begin{array}{r} 60 \\ +33 \\ \hline 93 \end{array}$	$\begin{array}{r} 12 \\ +43 \\ \hline 55 \end{array}$	$\begin{array}{r} 71 \\ +26 \\ \hline 97 \end{array}$
$\begin{array}{r} 16 \\ +52 \\ \hline 68 \end{array}$	$\begin{array}{r} 28 \\ +1 \\ \hline 29 \end{array}$	$\begin{array}{r} 51 \\ +27 \\ \hline 78 \end{array}$	$\begin{array}{r} 40 \\ +45 \\ \hline 85 \end{array}$	$\begin{array}{r} 63 \\ +16 \\ \hline 79 \end{array}$
$\begin{array}{r} 22 \\ +67 \\ \hline 89 \end{array}$	$\begin{array}{r} 64 \\ +4 \\ \hline 68 \end{array}$	$\begin{array}{r} 24 \\ +72 \\ \hline 96 \end{array}$	$\begin{array}{r} 41 \\ +38 \\ \hline 79 \end{array}$	$\begin{array}{r} 31 \\ +56 \\ \hline 87 \end{array}$

Subtraction: Review

Directions: Subtract.

$\begin{array}{r} 75 \\ -34 \\ \hline 41 \end{array}$	$\begin{array}{r} 67 \\ -4 \\ \hline 63 \end{array}$	$\begin{array}{r} 30 \\ -20 \\ \hline 10 \end{array}$	$\begin{array}{r} 48 \\ -30 \\ \hline 18 \end{array}$	$\begin{array}{r} 55 \\ -32 \\ \hline 23 \end{array}$
$\begin{array}{r} 78 \\ -67 \\ \hline 11 \end{array}$	$\begin{array}{r} 56 \\ -3 \\ \hline 53 \end{array}$	$\begin{array}{r} 98 \\ -86 \\ \hline 12 \end{array}$	$\begin{array}{r} 86 \\ -15 \\ \hline 71 \end{array}$	$\begin{array}{r} 98 \\ -48 \\ \hline 50 \end{array}$
$\begin{array}{r} 95 \\ -31 \\ \hline 64 \end{array}$	$\begin{array}{r} 84 \\ -2 \\ \hline 82 \end{array}$	$\begin{array}{r} 65 \\ -45 \\ \hline 20 \end{array}$	$\begin{array}{r} 79 \\ -48 \\ \hline 31 \end{array}$	$\begin{array}{r} 84 \\ -50 \\ \hline 34 \end{array}$
$\begin{array}{r} 42 \\ -10 \\ \hline 32 \end{array}$	$\begin{array}{r} 39 \\ -6 \\ \hline 33 \end{array}$	$\begin{array}{r} 89 \\ -42 \\ \hline 47 \end{array}$	$\begin{array}{r} 67 \\ -21 \\ \hline 46 \end{array}$	$\begin{array}{r} 66 \\ -36 \\ \hline 30 \end{array}$
$\begin{array}{r} 98 \\ -73 \\ \hline 25 \end{array}$	$\begin{array}{r} 72 \\ -2 \\ \hline 70 \end{array}$	$\begin{array}{r} 43 \\ -13 \\ \hline 30 \end{array}$	$\begin{array}{r} 57 \\ -32 \\ \hline 25 \end{array}$	$\begin{array}{r} 69 \\ -15 \\ \hline 54 \end{array}$
$\begin{array}{r} 32 \\ -11 \\ \hline 21 \end{array}$	$\begin{array}{r} 97 \\ -5 \\ \hline 92 \end{array}$	$\begin{array}{r} 78 \\ -22 \\ \hline 56 \end{array}$	$\begin{array}{r} 99 \\ -16 \\ \hline 83 \end{array}$	$\begin{array}{r} 87 \\ -47 \\ \hline 40 \end{array}$

Place Value: Tens and Ones

The place value of a digit, or numeral, is shown by where it is in the number. For example, in the number 23, 2 has the place value of tens, and 3 is ones.

Directions: Count the groups of ten crayons and write the number by the word tens. Count the other crayons and write the number by the word ones.

Example: = 1 ten + 1 one

= 2 tens + 3 ones

= 4 tens + 8 ones

= 7 tens + 2 ones

6 tens + 3 ones = 63 5 tens + 1 one = 51

3 tens + 8 ones = 38 9 tens + 7 ones = 97

4 tens + 5 ones = 45 2 tens + 8 ones = 28

Place Value: Ones, Tens

Directions: Write the numbers for the tens and ones. Then add.

Example: $\begin{array}{r} 2 \text{ tens} + 7 \text{ ones} \\ 20 + 7 \\ \hline 27 \end{array}$

$\begin{array}{r} 6 \text{ tens} + 2 \text{ ones} \\ 60 + 2 \\ \hline 62 \end{array}$

$\begin{array}{r} 3 \text{ tens} + 4 \text{ ones} \\ 30 + 4 \\ \hline 34 \end{array}$

$\begin{array}{r} 8 \text{ tens} + 3 \text{ ones} \\ 80 + 3 \\ \hline 83 \end{array}$

$\begin{array}{r} 5 \text{ tens} + 0 \text{ ones} \\ 50 + 0 \\ \hline 50 \end{array}$

Place Value: Hundreds

Directions: Write the numbers for hundreds, tens, and ones. Then add.

Example: $\begin{array}{r} 1 \text{ hundred} + 4 \text{ tens} + 6 \text{ ones} \\ 100 + 40 + 6 \\ \hline 146 \end{array}$

$\begin{array}{r} 7 \text{ hundreds} + 3 \text{ tens} + 5 \text{ ones} \\ 700 + 30 + 5 \\ \hline 735 \end{array}$

$\begin{array}{r} 3 \text{ hundreds} + 1 \text{ ten} + 9 \text{ ones} \\ 300 + 10 + 9 \\ \hline 319 \end{array}$

$\begin{array}{r} 5 \text{ hundreds} + 8 \text{ tens} + 0 \text{ ones} \\ 500 + 80 + 0 \\ \hline 580 \end{array}$

$\begin{array}{r} 9 \text{ hundreds} + 0 \text{ tens} + 7 \text{ ones} \\ 900 + 0 + 7 \\ \hline 907 \end{array}$

Fractions: Whole and Half

A fraction is a number that names part of a whole, such as $\frac{1}{2}$ or $\frac{3}{4}$.

Directions: Color half of each object.

Example: Whole apple Half an apple $\frac{1}{2}$

Fractions: Halves $\frac{1}{2}$

$\frac{1}{2}$ Part shaded or divided
Number of equal parts

Directions: Color only the shapes that show halves.

Fractions: Thirds $\frac{1}{3}$

Directions: Circle the objects that have 3 equal parts.

Fractions: Fourths $\frac{1}{4}$

Directions: Circle the objects that have 4 equal parts.

Fractions: Thirds and Fourths

Directions: Each object has 3 equal parts. Color one section.

Directions: Each object has 4 equal parts. Color one section.

Fractions: Review

How many equal parts?

Directions: Color shapes with 2 equal parts red. Color shapes with 3 equal parts blue. Color shapes with 4 equal parts green.

Fractions: Review

Directions: Count the equal parts, then write the fraction.

Example:

Shaded part = $\frac{1}{3}$ Write $\frac{1}{3}$
Equal parts = 3

Shaded part = $\frac{1}{2}$ Write $\frac{1}{2}$
Equal parts = 2

Shaded part = $\frac{1}{3}$ Write $\frac{1}{3}$
Equal parts = 3

Shaded part = $\frac{1}{4}$ Write $\frac{1}{4}$
Equal parts = 4

Money: Counting Pennies

A penny is worth 1¢.

Directions: Count the money. Write how much.

2 ¢

4 ¢

Money: Counting Pennies

Who has more money?

Directions: Count the money. Write the amount.

3 ¢

7 ¢

Directions: Circle the answer. Who has more money?

Money: Counting With Nickels and Pennies

Directions: Count the coins on each "cent"-pede.

17 ¢

19 ¢

21 ¢

9 ¢

13 ¢

27 ¢

18 ¢

16 ¢

31 ¢

19 ¢

Money: Nickels

Directions: Count the nickels. Write the amount of money in each meter.
Example:

Money: Penny, Nickel, Dime

Directions: Draw a line from the toy to the amount of money it costs.

Money: Penny, Nickel, Dime

Directions: Tell how much money.

	1 penny 1¢		1 nickel 5¢		1 dime 10¢
	10¢		6¢		
	6¢		8¢		
	10¢		5¢		
	10¢		9¢		

Money: Penny, Nickel, Dime

Directions: Count the money on each belt. Write the amount under the belt.

	17¢		24¢
	27¢		37¢
	43¢		18¢
	31¢		19¢
	39¢		26¢

Money: Quarters

Directions: It costs 25¢ to catch a fish. Circle each group of coins that makes 25¢. How many fish can I catch?

Directions: Draw and color the fish I can catch.

Money: Quarters

Some children had fun spending the allowance they earned. The boys bought some cars.

Terry paid 5¢ for each blue car.
Directions: Color Terry's cars blue.

5¢ each

How much did Terry pay for the blue cars?
45¢

Lucas liked the red cars. They were the same price. Color his cars red.

5¢ each

How much did Lucas pay for the red cars?
40¢

Which boy paid more? Terry

Money: Problem Solving

Directions: Add or subtract.

I buy 1¢	I buy 4¢	I buy 1¢	I buy 3¢
I buy +3¢	I buy +1¢	I buy +2¢	I buy +2¢
I spend 4¢	I spend 5¢	I spend 3¢	I spend 5¢
I have 5¢	I have 5¢	I buy -3¢	I buy -1¢
I have left 2¢	I have left 4¢	I have left 2¢	I have left 4¢

Time: Hour

The short hand of the clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the 12, it is the beginning of the hour.

Directions: Look at each clock. Write the time.

Example: 3 o'clock

9 o'clock	1 o'clock	8 o'clock	11 o'clock
5 o'clock	2 o'clock	10 o'clock	12 o'clock

Time: Hour

Directions: Color the little hour hand red. Fill in the blanks.

The BIG HAND is on 12 The little hand is on 3 It is 3 o'clock.	The BIG HAND is on 12 The little hand is on 6 It is 6 o'clock.
The BIG HAND is on 12 The little hand is on 1 It is 1 o'clock.	The BIG HAND is on 12 The little hand is on 10 It is 10 o'clock.

Time: Practice

Directions: What is the time? Write the answers below.

7 o'clock	12 o'clock	3 o'clock
6 o'clock	11 o'clock	1 o'clock
8 o'clock	4 o'clock	2 o'clock
9 o'clock	5 o'clock	

Time: Poems

Directions: Read each poem. Draw a line to the clock that matches.

It is 2 o'clock.
Now it is dark night.
I am in bed,
All tucked in tight.

It is 12 o'clock.
And time to eat.
Have a sandwich,
Then a treat!

It is 5 o'clock.
Night is almost here.
Evening shadows
Are very near.

Time: Hour

Both clocks show the same time.

4:00 4 o'clock
4:00

Directions: Write the time for each clock.

1 o'clock	2 o'clock	3 o'clock
1 : 00	2 : 00	3 : 00
4 o'clock	5 o'clock	6 o'clock
4 : 00	5 : 00	6 : 00
7 o'clock	8 o'clock	9 o'clock
7 : 00	8 : 00	9 : 00

Time: Hour

Directions: Circle the little hour hand on each clock. Write the time below.

3 o'clock	8 o'clock
4 o'clock	12 o'clock
10 o'clock	5 o'clock

Time: Hour, Half-Hour

An hour is sixty minutes. The short hand of a clock tells the hour. It is written 0:00, such as 5:00. A half-hour is thirty minutes. When the long hand of the clock is pointing to the 6, the time is on the half-hour. It is written :30, such as 5:30.

Directions: Study the examples. Tell what time it is on each clock.

Examples:

9:00
The minute hand is on the 12. The hour hand is on the 9. It is 9 o'clock.

4:30
The minute hand is on the 6. The hour hand is between the 4 and 5. It is 4:30.

2:00 3:30 1:00 5:30 8:00

10:30 12:00 9:30 2:30 3:00

Time: Hour, Half-Hour

The short hand of a clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the 6, it is on the half-hour. A half-hour is thirty minutes. It is written :30, such as 5:30.

Directions: Look at each clock. Write the time.

Example:

hour half-hour
1 : 30

4 : 30 5 : 30 3 : 30 8 : 30

6 : 30 2 : 30 10 : 30 9 : 30

Time: Half-Hour

Directions: Write the time for each clock.

1 o'clock one thirty 2 o'clock
1:00 1:30 2:00

two thirty	three thirty	four thirty
2 : 30	3 : 30	4 : 30
eleven thirty	twelve thirty	five thirty
11 : 30	12 : 30	5 : 30
six thirty	ten thirty	eight thirty
6 : 30	10 : 30	8 : 30

Time: Half-Hour

Directions: What time is it? Write the times below.

Half past 2:30 Half past 9:30

Half past 4:30 Half past 12:30

Half past 11:30 Half past 1:30

Time: Introduction to the Quarter-Hour

Each hour has 60 minutes.
An hour has 4 quarter-hours.
A quarter-hour is 15 minutes.

This clock face shows a quarter of an hour.

From the 12 to the 3 is 15 minutes.

From the 12 to the 3 is 15 minutes.
15 minutes after 8 o'clock
is 8:15

Time: Telling Time

Can you speak "clock time?"

- "Quarter after" means 15 minutes after the hour.
- "Half past" means 30 minutes after the hour.
- "Quarter to" means 15 minutes until the next hour.

Directions: Write the quarter-hours from this time.

8 o'clock
quarter past **8:15**
half past **8:30**
quarter to **8:45**
next hour: **9** o'clock

Time: Counting by Fives

Directions: Fill in the numbers on the clock face. Count by fives around the clock.

There are 60 minutes in one hour.

Time: Introduction to the Minute Intervals

Each number on the clock face stands for 5 minutes.

Directions: Count by 5's beginning at 12. Write the numbers here.

00 05 10 15 20 25
It is 25 minutes after 8 o'clock.
It is written 8:25.

Count by 5's.

00 05 10 15 20 25 30 35
It is 35 minutes after 8 o'clock.
8 : 35

Time: Introduction to the Minute Intervals

Directions: Write the time both ways.

00 05 10
10 minutes after 8 o'clock
8 : 10

00 05 10 15 20
20 minutes after 12 o'clock
12 : 20

00 05 10 15 20 25 30
35 40
40 minutes after 12 o'clock
12 : 40

00 05 10 15 20 25 30
35 40 45 50 55
55 minutes after 12 o'clock
12 : 55

Circle the clocks with times between 3 o'clock and 9 o'clock.

Time: Calendar

There are 12 months in a year.
September has exactly 30 days.
September 1 is on Monday.
There are 5 Mondays in September.
There are 4 Saturdays in September.

September 19 is on Friday.

Directions: Complete.

How many days are in a week? 7
What day comes after Thursday? Friday
September 30 is on Tuesday
There are 5 Tuesdays in September.

September						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Days of the Week
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

October						
S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October has exactly 31 days.
October 1 is on Wednesday.
There are 5 Wednesdays in October.
October 31 is on Friday.
There are 4 Sundays in October.

Time: Calendar

March							Our Weather Calendar						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
							sunny	sunny	sunny	sunny	sunny	sunny	sunny
							rainy	rainy	rainy	rainy	rainy	rainy	rainy
							cloudy	cloudy	cloudy	cloudy	cloudy	cloudy	cloudy
							snowy	snowy	snowy	snowy	snowy	snowy	snowy
							stormy	stormy	stormy	stormy	stormy	stormy	stormy

Directions: Complete.

What was the weather on

March 4? snowy March 10? sunny
March 15? rainy March 21? stormy
March 30? cloudy March 31? rainy

How many days did it rain? 4
How many days did it storm? 2
How many days did it snow? 3
How many days was it cloudy? 8
How many days was it sunny? 14

Graphs

A graph is a drawing that shows information about numbers.

Directions: Count the apples in each row. Color the boxes to show how many apples have bites taken out of them.

Example:

Graphs

Directions: Count the fish. Color the bowls to make a graph that shows the number of fish.

Directions: Use your fishbowl graphs to find the answers to the following questions. Draw a line to the correct bowl.

The most fish _____
The fewest fish _____

Greater Than, Less Than

Directions: In each shape, circle the smallest number. Draw a square around the largest number.

Shapes and numbers: Square (3, 8), Diamond (2, 7), Circle (12, 5, 16, 6), Square (11, 14, 10), Triangle (9, 15), Square (34, 23, 38), Triangle (25, 18, 33), Triangle (10, 13), Square (42, 28), Circle (26, 32), Square (22, 35, 42, 25).

Greater Than, Less Than

Directions: The open mouth points to the larger number. The small point goes to the smaller number. Draw the symbol < or > to the correct number.

Example: 5 > 3 This means that 5 is greater than 3, and 3 is less than 5.

12 > 2 16 > 6
 16 > 15 1 < 2
 7 > 1 19 > 5
 9 > 6 11 < 13

Greater Than, Less Than

Directions: Write < or > in each circle. Make sure the "mouth" is open toward the greater number.

26 < 39 25 < 43
 10 > 8 64 > 11
 43 < 66 58 < 70
 19 > 16 35 > 9
 80 > 79 60 > 57

Measurement: The Inch Worm

Directions: Use an inch ruler to measure these worms to the nearest inch.

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

Measurement: Inches

An inch is a unit of length in the standard measurement system.

Directions: Use a ruler to measure each object to the nearest inch.

about ___ inches
 about 1 inches
 about 4 inches
 about 2 inches
 about 2 inches
 about 4 inches
 about 3 inches

Measurement: Inches

1 inch
 5 inches

Directions: How long is each object?

2 3 inches
 6 inches
 1 inch 2 inches

Measurement: Measuring

Directions: Work with a friend. Use a centimeter ruler. Measure each other.

Answers will vary. centimeters Answers will vary. centimeters
 centimeters centimeters
 Me My friend

Directions: Use an inch ruler. Measure each other.

Answers will vary. inches Answers will vary. inches
 Answers will vary. inches Answers will vary. inches
 Me My friend

Measurement: Centimeters

A centimeter is a unit of length in the metric system. There are 2.54 centimeters in an inch.

Directions: Use a centimeter ruler to measure the crayons to the nearest centimeter.

Example: The first crayon is about 7 centimeters long.

about 7 centimeters
 about 1 centimeter about 6 centimeters
 about 4 centimeters about 5 centimeters
 about 2 centimeters

Measurement: Centimeters

Directions: The giraffe is about 8 centimeters high. How many centimeters (cm) high are the trees? Write your answers in the blanks.

1. 6 cm 2. 3 cm 3. 4 cm 4. 7 cm
 5. 5 cm 6. 1 cm 7. 2 cm

Measurement: Centimeters

1 centimeter
 11 centimeters

Directions: How long is each object?

12 centimeters 3 centimeters
 6 centimeters 9 centimeters
 5 centimeters




Developmental Skills for Second Grade Math Success

Parents and educators alike know that the School Specialty name ensures outstanding educational experience and content. Summer Link Math was designed to help your child retain those skills learned during the past school year. With Summer Link Math, your child will be ready to review and take on new material with confidence when he or she returns to school in the fall. The skills reviewed here will help your child be prepared for proficiency testing.

You can use this checklist to evaluate your child's progress. Place a check mark in the box if the appropriate skill has been mastered. If your child needs more work with a particular skill, place an "R" in the box and come back to it for review.

Math Skills

- | | |
|--|--|
| <input type="checkbox"/> Counts to 100 | <input type="checkbox"/> Completes two-digit addition;
no regrouping |
| <input type="checkbox"/> Recognizes numbers up to 100 | <input type="checkbox"/> Completes two-digit subtraction;
no regrouping |
| <input type="checkbox"/> Counts by 2s to 100 | <input type="checkbox"/> Performs 3 single-digit column
addition |
| <input type="checkbox"/> Counts by 5s to 100 | <input type="checkbox"/> Recognizes coins |
| <input type="checkbox"/> Counts by 10s to 100 | <input type="checkbox"/> Knows values of coins |
| <input type="checkbox"/> Sorts objects using at least one
attribute | <input type="checkbox"/> Can tell the value of coin
combinations |
| <input type="checkbox"/> Can add up to 10 | <input type="checkbox"/> Can write simple money addition
problems |
| <input type="checkbox"/> Can write simple sentences
using + and - | <input type="checkbox"/> Knows 60 seconds are in a minute |
| <input type="checkbox"/> Can subtract from 10 | <input type="checkbox"/> Knows 60 minutes make up an hour |
| <input type="checkbox"/> Indicates order using
ordinal numbers | <input type="checkbox"/> Uses less than and more than to
interpret amounts |
| <input type="checkbox"/> Can add up to 18 | <input type="checkbox"/> Can name fractions of $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$ |
| <input type="checkbox"/> Can subtract from 18 | <input type="checkbox"/> Uses problem-solving strategies |
| Understands and writes numbers | |
| <input type="checkbox"/> with a place value in the ones | |
| <input type="checkbox"/> with a place value in the tens | |



**SUMMER
LINK
READING**

The logo features the word "SUMMER" in a stylized, orange-to-yellow gradient font with a yellow sun icon above it. Below "SUMMER" is the word "LINK" in a bold, orange-to-yellow gradient font with a white outline and a metallic, riveted appearance. Below "LINK" is the word "READING" in a bold, purple-to-blue gradient font with a white outline.



Recommended Reading Summer Before Grade 2

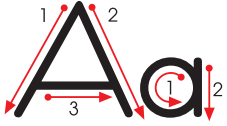
- **Amelia Bedelia Series** Herman Parish
- **Animal Close-Ups Series** Barbara Taylor
- **Animals Should Definitely Not Wear Clothing** Judy Barrett
- **Anno's Counting Book** Mitsumasa Anno
- **The Arctic; The Desert; The Ocean; The Rain Forest** Alan Baker
- **Arthur Series** Marc Brown
- **Berenstain Bears Series** Stan and Jan Berenstain
- **Chester's Way; Julius, the Baby of the World** Kevin Henkes
- **Chicken Man** Michelle Edwards
- **Dandelions** Eve Bunting
- **Elizabeth & Larry** Marilyn Sadler
- **Emma** Wendy Kesselman
- **Emmett's Dream;
Molly and Emmett's Camping Adventure;
Molly and Emmett's Surprise Garden** Marilyn Hafner



- **Fox In Love** (first readers) Edward Marshall
- **George and Martha Series** (first readers) James Marshall
- **Henry and Mudge Series** (first readers) Cynthia Rylant
- **Ira Says Goodbye** Bernard Waber
- **Little Critter Series** (first readers) Mercer Mayer
- **My Friend Rabbit** Eric Rohman
- **The Napping House** Audrey and Don Wood
- **Noisy Nora** Rosemary Wells
- **Tuesday** David Wiesner
- **The Very Quiet Cricket** Eric Carle
- **Who Sank the Boat ?** Pamela Allen
- **Why Mosquitoes Buzz In People's Ears** Verna Aardema
- **The World That Jack Built** Ruth Brown

Review the Alphabet

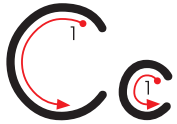
Directions: Practice writing the letters.



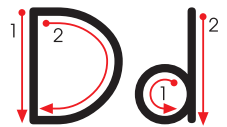
Handwriting practice lines for uppercase A and lowercase a, consisting of four horizontal lines (top blue, middle dashed red, bottom blue, and baseline blue).



Handwriting practice lines for uppercase B and lowercase b, consisting of four horizontal lines (top blue, middle dashed red, bottom blue, and baseline blue).



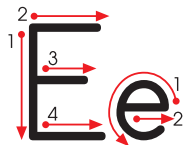
Handwriting practice lines for uppercase C and lowercase c, consisting of four horizontal lines (top blue, middle dashed red, bottom blue, and baseline blue).



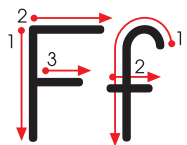
Handwriting practice lines for uppercase D and lowercase d, consisting of four horizontal lines (top blue, middle dashed red, bottom blue, and baseline blue).

Review the Alphabet

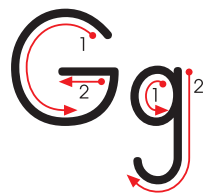
Directions: Practice writing the letters.



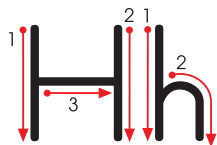
Handwriting practice lines for the letter E, consisting of four sets of blue top and bottom lines with a red dashed middle line.



Handwriting practice lines for the letter F, consisting of four sets of blue top and bottom lines with a red dashed middle line.



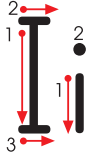
Handwriting practice lines for the letter G, consisting of four sets of blue top and bottom lines with a red dashed middle line.

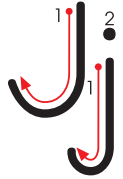


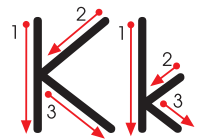
Handwriting practice lines for the letter H, consisting of four sets of blue top and bottom lines with a red dashed middle line.

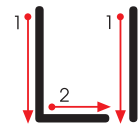
Review the Alphabet

Directions: Practice writing the letters.







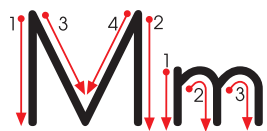


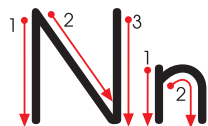


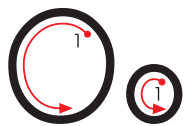
Name _____

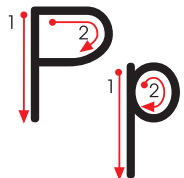
Review the Alphabet

Directions: Practice writing the letters.



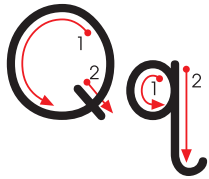




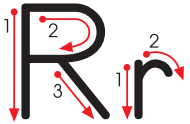


Review the Alphabet

Directions: Practice writing the letters.



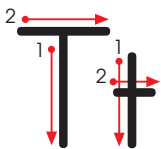
Handwriting practice lines for uppercase Q and lowercase q, consisting of two blue solid lines and a red dashed middle line.



Handwriting practice lines for uppercase R and lowercase r, consisting of two blue solid lines and a red dashed middle line.



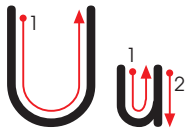
Handwriting practice lines for uppercase S and lowercase s, consisting of two blue solid lines and a red dashed middle line.



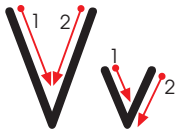
Handwriting practice lines for uppercase T and lowercase t, consisting of two blue solid lines and a red dashed middle line.

Review the Alphabet

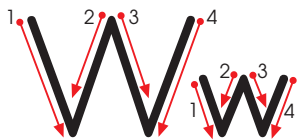
Directions: Practice writing the letters.



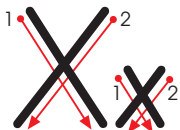
Handwriting practice lines for uppercase U and lowercase u, consisting of four sets of blue top and bottom lines with a red dashed middle line.



Handwriting practice lines for uppercase V and lowercase v, consisting of four sets of blue top and bottom lines with a red dashed middle line.



Handwriting practice lines for uppercase W and lowercase w, consisting of four sets of blue top and bottom lines with a red dashed middle line.



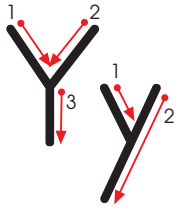
Handwriting practice lines for uppercase X and lowercase x, consisting of four sets of blue top and bottom lines with a red dashed middle line.

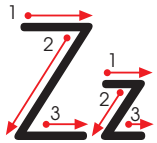


Name _____

Review the Alphabet

Directions: Practice writing the letters.



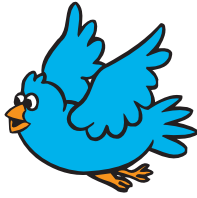


ABC Order

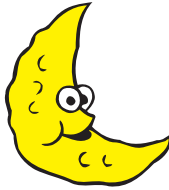
Directions: Circle the first letter of each word. Then put each pair of the words in abc order.



car



bird



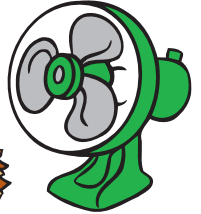
moon



two



nest



fan

bird

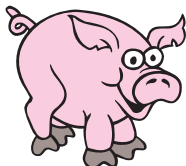
car



card



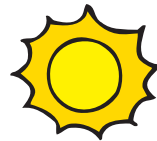
dog



pig



bike



sun



pie

Beginning Sounds

Directions: Say the sound of the letter at the beginning of each row. Find the pictures in each row that begin with the same letter. Write the letter under the pictures.

Example:

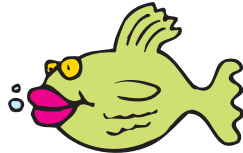
h



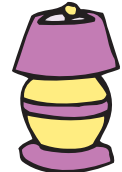
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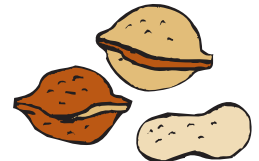
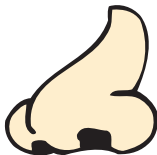
f



l



n



Beginning Sounds

Directions: Say the name of each thing. Write the beginning sound under its name. Find two pictures in each row that begin with the same sound as the first picture. Write the same first letter under them.

Example:



car

C

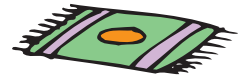


C



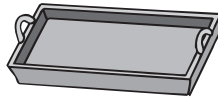


C





truck



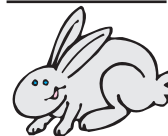
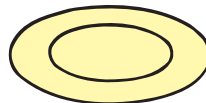
train



bike



plane



Beginning Sounds

Directions: Use the sense words in the box to answer each question.

smell

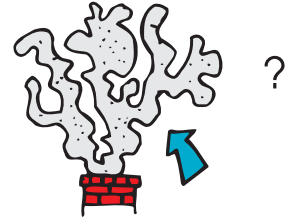
see

taste

hear

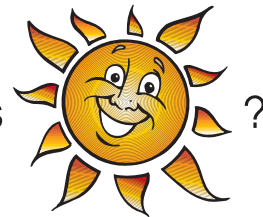
touch

1. Which word begins with the same sound as



?

2. Which word begins with the same sound as



?

3. Which words begin with the same sound as



?

4. Which word begins with the same sound as



?

Beginning Sounds

Directions: Write the food names that answer the questions.

egg milk ice cream apple cookie cake

1. Which food words start with the same sounds as the pictures?





2. Which food word ends with the same sound as the picture?



3. Which food words have two letters together that are the same?

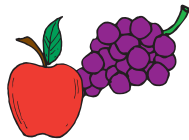
Beginning Sounds

Directions: Say the name of each animal. Write the beginning sound under its name. Find two pictures in each row that begin with the same sound as the animal. Write the same first letter under them.

Example:

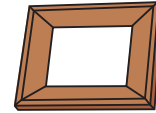


frog
f



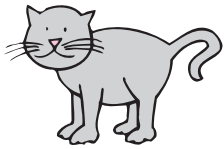
f



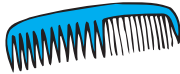


f



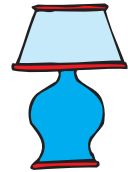


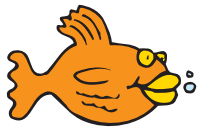
cat









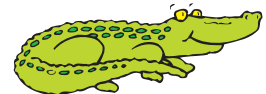


fish





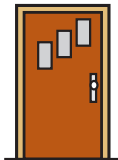
5



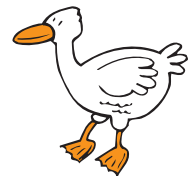


dog











bird









Beginning and Ending Sounds

Directions: Write the action words that answer the questions.

sit run make see jump stop play ride

1. Which words begin with the same sound as  ?

2. Which words begin with the same sound as  ?

3. Which words begin with the same sound as each of these words?



4. Which words end with the same sound as these?

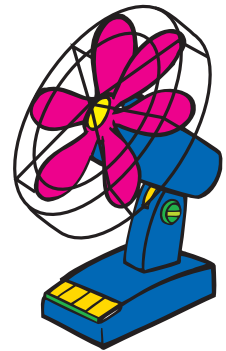


Rhyming Words

Short a is the sound you hear in the word **math**.

Directions: Use the **short a** words in the box to write rhyming words.

lamp	fat	bat	van
path	can	cat	Dan
math	stamp	fan	sat



1. Write four words that rhyme with **mat**.

2. Write two words that rhyme with **bath**.



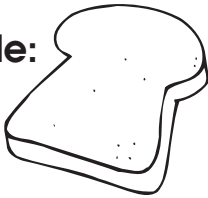
3. Write two words that rhyme with **damp**.

4. Write four words that rhyme with **pan**.

Spelling

Directions: Trace the letters to write the name of each food word. Write each name again by yourself. Then color the pictures.

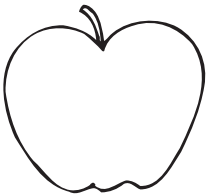
Example:



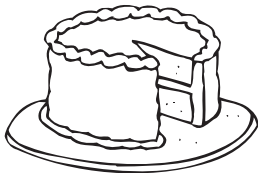
bread bread



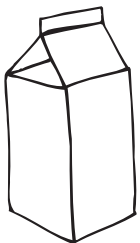
cookie



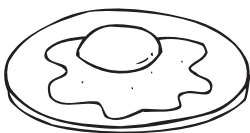
apple



cake



milk



egg



Name _____

Spelling

Directions: Write the correct number words in the blanks.

one two three four five six seven eight nine ten

Add a letter to each of these words to make a number word.

Example:

even

on

tree

seven _____

Change a letter to make these words into number words.

Example:

live

fix

line

five _____

Write the number words that sound the same as these:

Example:

ate

to

for

eight _____

Write the number word you did not use: _____

Spelling

Directions: The letters in the name of each thing are mixed up. Unscramble the letters and write each word correctly below.

Example:

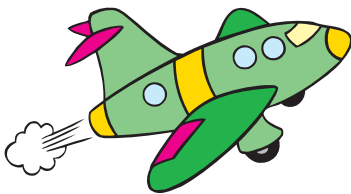


r a c

car



a i t r n



e p l n a



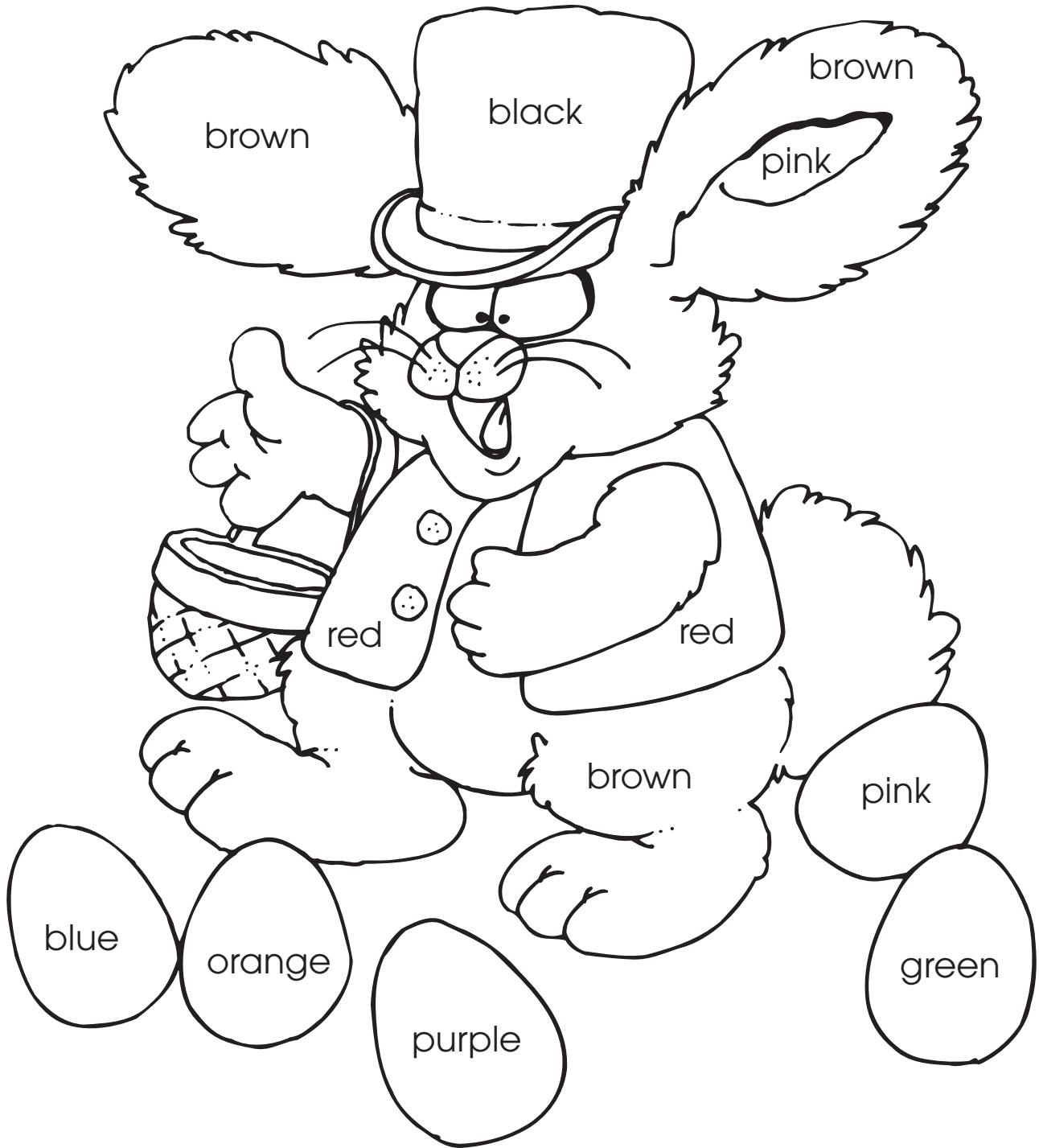
k i b e



c k u t r

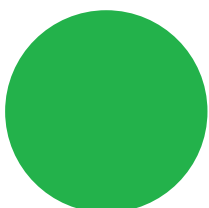
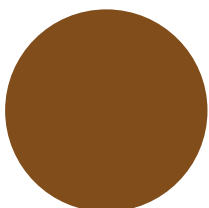
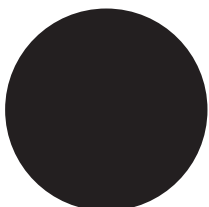
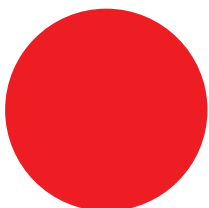
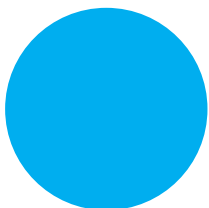
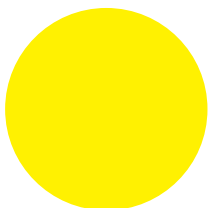
Color the Eggs

Directions: Read the words. Color the picture with the correct colors.



Colorful Puzzle

Directions: Complete each color name. Some words go down and some go across.



			y	
b			e	
			l	
		b	l	
	g		o	
b			w	
r				

Capital Letters

Directions: A sentence begins with a capital letter. The words by each picture are mixed up. Write them to make a sentence that tells about the picture. Begin each sentence with a capital letter and end it with a period.

Example:  coat she has a red

She has a red coat.

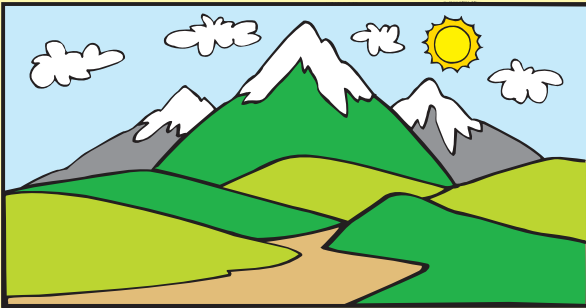
1. box sees he a blue 

2. her is yellow flower 

3. red draws he a door 

Days of the Week

Directions: The days of the week begin with capital letters. Write the days of the week in the spaces below. Put them in order. Be sure to start with capital letters.



Tuesday

Saturday

Monday

Friday

Thursday



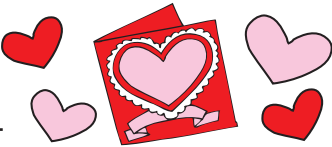









Sunday

Wednesday

Months of the Year

Directions: The months of the year begin with capital letters. Write the months of the year in order on the calendar below. Be sure to use capital letters.

January	December	April	May	October	June
September	February	July	March	November	August

_____ 	_____ 
_____ 	_____ 
_____ 	_____ 
_____ 	_____ 
_____ 	_____ 
_____ 	_____ 



Name _____

Spelling Concentration Game

Directions: Play this game with a friend. Cut out each word card below and on pages 133 and 135. Lay the cards facedown on a flat surface. Take turns turning over two cards at a time. If the cards match, give the pair to your friend. Then spell the word from memory. If you spelled it correctly, you can keep the pair. If not, put the cards back facedown. When all of the word cards have been matched and spelled correctly, the players count their pairs. Whoever has the most pairs, wins.

You can also play this by yourself—or with more than one friend!

		dust
light	clean	bump
dust	sleep	clean
bump	light	sleep

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exercise on previous page.



Name _____

Spelling Concentration Game

note	head	write
soap	made	nine
stop	play	grew
clock	stamp	cute
tent	math	choose

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exercise on previous page.



Name _____

Spelling Concentration Game

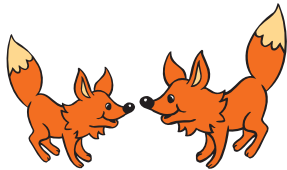
note	head	write
soap	made	nine
stop	play	grew
clock	stamp	cute
tent	math	choose

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exercise on previous page.

Plurals

Plurals are words that mean more than one. You usually add an **s** or **es** to the word. In some words ending in **y**, the **y** changes to an **i** before adding **es**. For example, **baby** changes to **babies**.

Directions: Look at the following lists of plural words. Write the word that means one next to it. The first one has been done for you.



foxes **fox** _____

bushes _____

dresses _____

chairs _____

shoes _____

stories _____

puppies _____

matches _____

cars _____

glasses _____



balls _____

candies _____

wishes _____

boxes _____

ladies _____

bunnies _____

desks _____

dishes _____

pencils _____

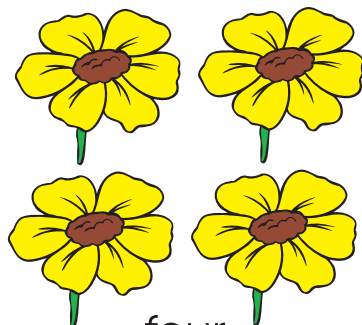
trucks _____

Plurals

Directions: An **s** at the end of a word often means there is more than one. Look at each picture. Circle the correct word. Write the word on the line.



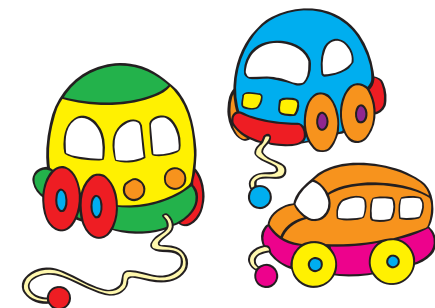
two
dog dogs



four
flower flowers



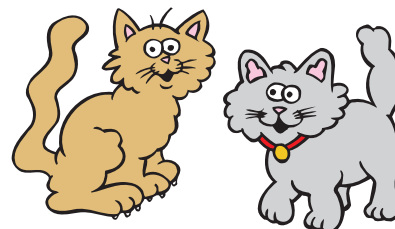
one
bikes bike



three
toys toy



a
lamb lambs



two
cat cats

Action Words

Directions: Action words tell things we can do. Trace the letters to write each action word. Then write the action word again by yourself.

Example:



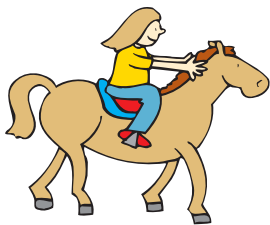
sleep sleep



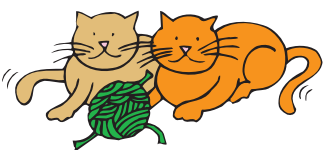
run



make



ride



play



stop

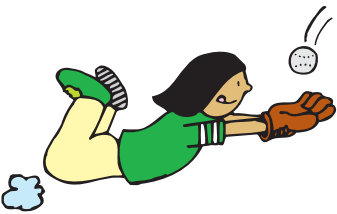
Action Words

Directions: Fill in the missing letters for each word.

Example:



paint paint



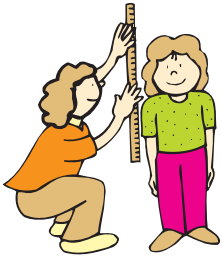
c_tch cat__



c_lor col__



ea__ t



gr__ ow



fl__ y

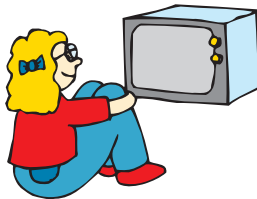
Action Words

Directions: Circle the word that is spelled correctly. Then write the correct spelling in the blank.

Example:  seep
sleep
 slep

sleep

 paly
 pay
 play

 seee
 cee
 see

 rum
 run
 runn

 jump
 jumb
 junp

 mack
 maek
 make

Action Words

Directions: Read each sentence and write the correct words in the blanks.

Example:

go
sleep

I will

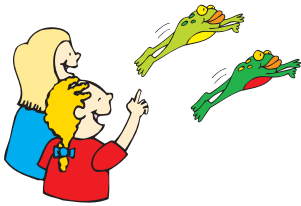
go

to bed and

sleep

all night.

1.
see



jump

The girls

the frogs

.

2.
sit



run

After the boys

, they

and rest.

3.
stop



play

They

at the park so they can

.

4.
ride



make

They will

a car to

in.

Verbs

Directions: Look at the picture and read the words. Write an action word in each sentence below.



1. The two boys like to _____ together.
2. The children _____ the soccer ball.
3. Some children like to _____ on the swing.
4. The girl can _____ very fast.
5. The teacher _____ the bell.

Predicates

The **predicate** is the part of the sentence that tells about the action.

Directions: Circle the predicate in each sentence.

Example: The boys ran on the playground.

(Think: The boys did what? (Ran))

1. The woman painted a picture.



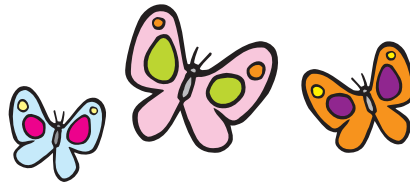
2. The puppy chases his ball.



3. The students went to school.



4. Butterflies fly in the air.



5. The baby wants a drink.



Compound Predicates

A **compound predicate** is made by joining two sentences that have the same subject. The predicates are joined together by the word **and**.

Example: Tom can jump.
Tom can run.

Tom can run and jump.



Directions: Combine the sentences. Write the new sentence on the line.

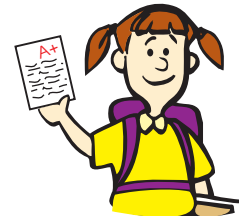
- The dog can roll over.
The dog can bark.



- My mom plays with me.
My mom reads with me.



- Tara is tall.
Tara is smart.

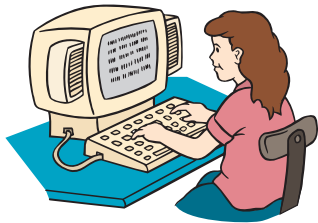


Nouns and Verbs

A **noun** is a person or thing a sentence tells about. A **verb** tells what the person or thing does.

Directions: Circle the noun in each sentence. Underline the verb.

Example: The cat sleeps.



1. Jill plays a game on the computer.



2. Children swim in the pool.



3. The car raced around the track.



4. Mike throws the ball to his friend.



5. Monkeys swing in the trees.

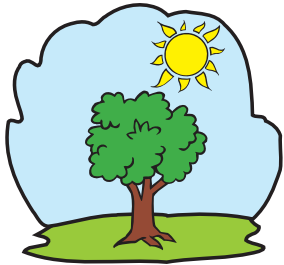


6. Terry laughed at the clown.

Opposites

Opposites are things that are different in every way.

Directions: Draw a line between the opposites.



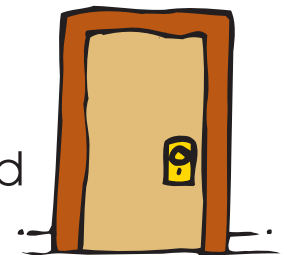
day



little



happy



closed



big

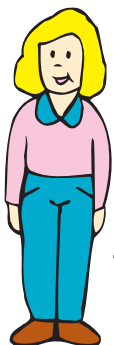
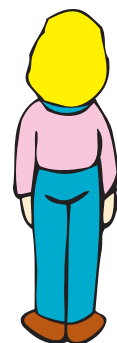


night



open

back



front

sad



Antonyms

Antonyms are words that are opposites. **Hot** and **cold** are antonyms.

Directions: Draw lines to connect the words that are opposites.



up

wet

over

down

dry

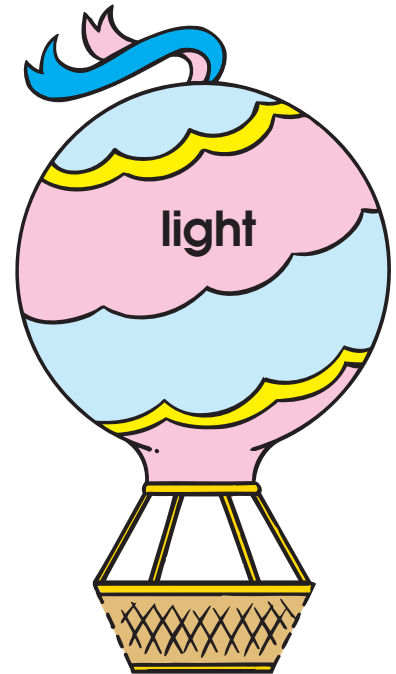
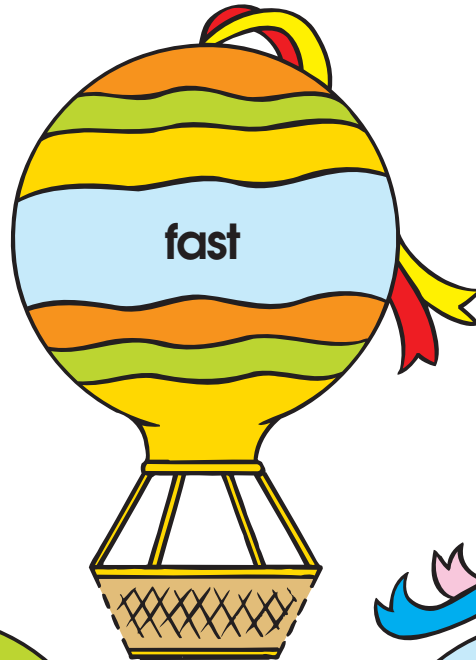
dirty

clean

under

Antonyms

Directions: Find the two words that are opposites. Cut out the balloon basket and glue it on the proper balloon.



cut ✂

slow

weak

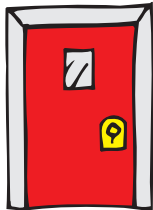
dark

short

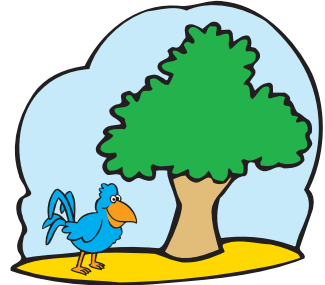
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Antonyms

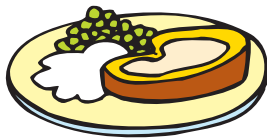
Directions: Draw a line between the antonyms.



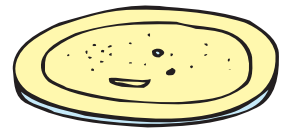
closed



below



full



empty



above



old



new

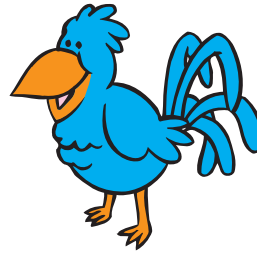


open

Synonyms

Synonyms are words that have the same meaning.

Directions: Read each sentence and look at the underlined word. Circle the word that means the same thing. Write the new words.



1. The little dog ran.

tall

funny

small

2. The happy girl smiled.

glad

sad

good

3. The bird is in the big tree.

green

pretty

tall

4. He was nice to me.

kind

mad

bad

5. The baby is tired.

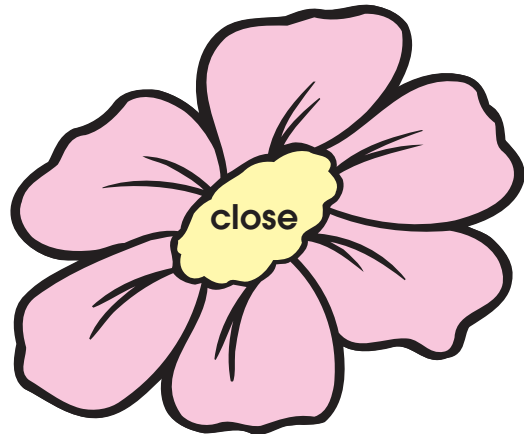
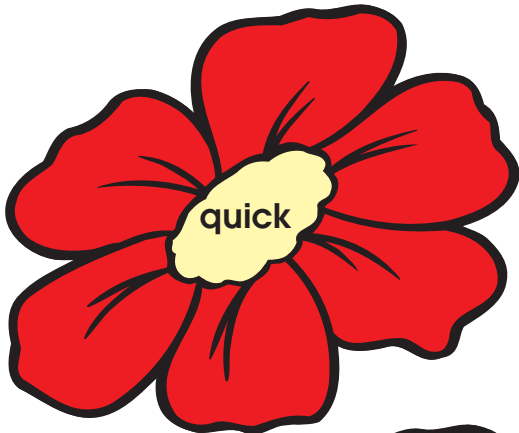
sleepy

sad

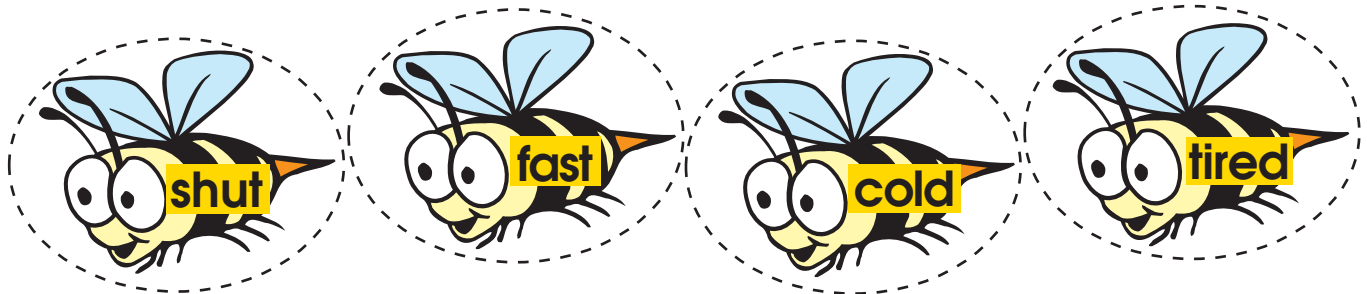
little

Synonyms

Directions: Read the word in the center of each flower. Find a synonym for each word on a bee at the bottom of the page. Cut out and glue each bee on its matching flower.



cut 



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exercise on previous page.

Similarities: Synonyms

Directions: Read each sentence. Read the word after the sentence. Find the word that is most like it in the sentence and circle it.

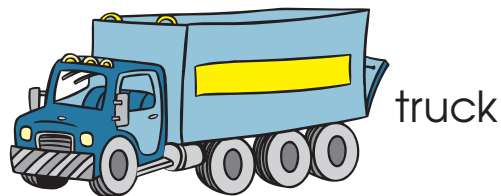
1. The flowers grew very tall.



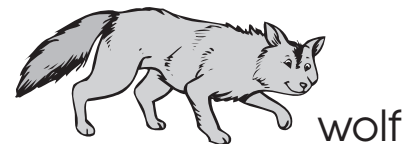
2. Jan picked the apple from the tree.



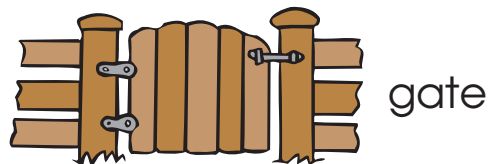
3. Juan's van is dirty.



4. A dog makes a sound different from a cat.



5. Dad put up a fence in the yard.





Name _____

Synonyms

Directions: Read each sentence and look at the underlined word. Circle the word that means the same thing. Write the new words.

1. The boy was mad.

happy

angry

pup

2. The dog is brown.

pup

cat

rat

3. I like to scream.

soar

mad

shout

4. The bird can fly.

soar

jog

warm

5. The girl can run.

sleep

jog

shout

6. I am hot.

warm

cold

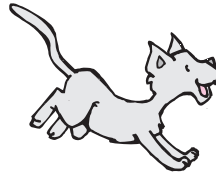
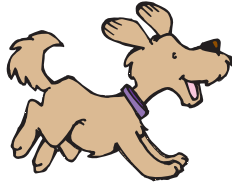
soar

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Similarities: Synonyms

Directions: Read the story. Write a word on the line that means almost the same as the word under the line.



Dan went to the _____
store

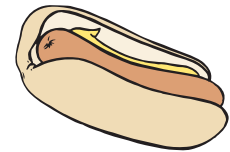
He wanted to buy _____
food

He walked very _____
quickly

The store had what he wanted.

He bought it using _____
dimes

Instead of walking home, Dan _____
jogged



Synonyms

Directions: Circle the word in each row that is most like the first word in the row.

Example:

grin  **smile** **frown** **mad**

bag  **jar** **sack** **box**

cat  **fruit** **animal** **flower**

apple  **rot** **cookie** **fruit**

around  **circle** **square** **dot**

brown  **tan** **black** **red**

bird  **dog** **cat** **duck**

bee  **fish** **ant** **snake**

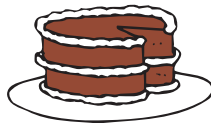
Same and Different: These Don't Belong

Directions: Circle the pictures in each row that go together.

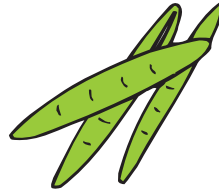
Row 1



cookies



cake



beans

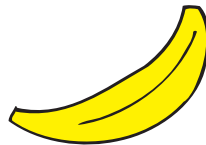


ice cream

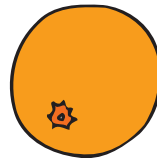
Row 2



apple



banana

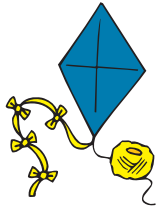


orange

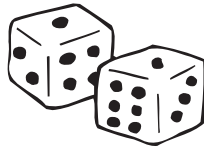


cookies

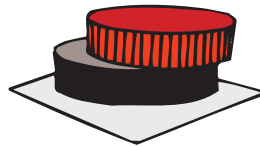
Row 3



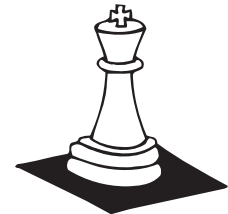
kite



dice



checkers



chess

Directions: Write the names of the things that do not belong.

Row 1

Row 2

Row 3

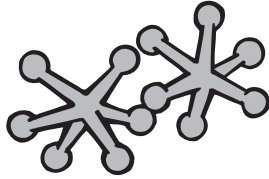
Similarities

Directions: Circle the picture in each row that is most like the first picture.

Example:



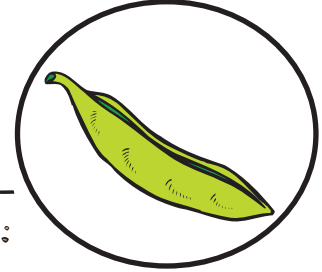
carrot



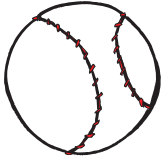
jacks



bread



pea



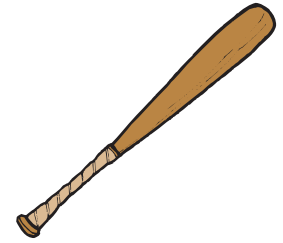
baseball



sneakers



basketball



bat



store



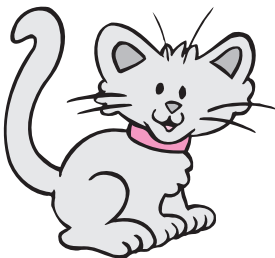
school



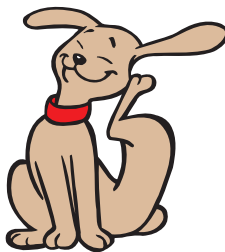
home



bakery



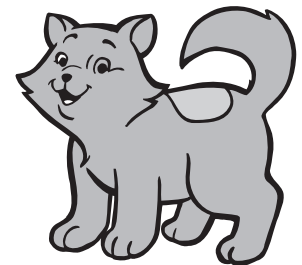
kitten



dog



fox



cat

Sentences and Non-Sentences

A **sentence** tells a complete idea. It has a noun and a verb. It begins with a capital letter and has punctuation at the end.

Directions: Circle the group of words if it is a sentence.

1. Grass is a green plant.

2. Mowing the lawn.

3. Grass grows in fields and lawns.

4. Tickle the feet.



5. Sheep, cows, and horses eat grass.

6. We like to play in.

7. My sister likes to mow the lawn.

8. A picnic on the grass.

9. My dog likes to roll in the grass.

10. Plant flowers around.

Sentences and Non-Sentences

Directions: Circle the group of words if it tells a complete idea.



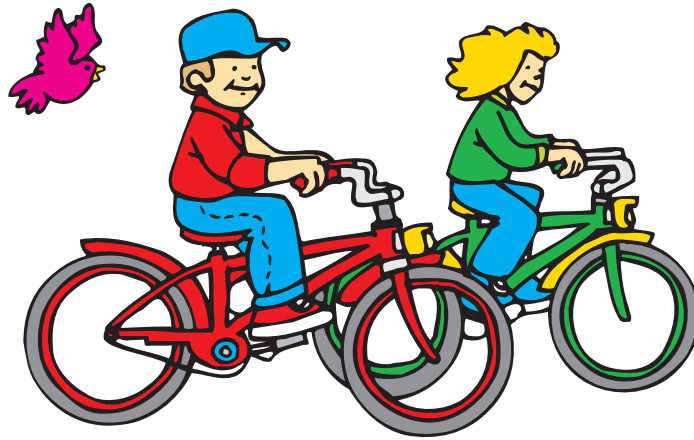
1. A secret is something you know.
2. My mom's birthday gift is a secret.
3. No one else.
4. If you promise not to.
5. I'll tell you a secret.
6. Something nobody knows.



Statements

Statements are sentences that tell us something. They begin with a capital letter and end with a period.

Directions: Write the sentences on the lines below. Begin each sentence with a capital letter and end it with a period.



1. we like to ride our bikes

2. we go down the hill very fast

3. we keep our bikes shiny and clean

4. we know how to change the tires


Sentences

Directions: Read each sentence and write the correct words in the blanks.

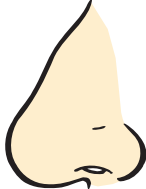
Example:

taste
mouth I can taste things with my mouth.


touch
hands 1. I can _____ things with my _____.



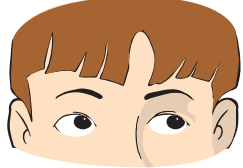
nose
smell 2. I can _____ things with my _____.



hear
ears 3. I can _____ with my _____.



see
eyes 4. I can _____ things with my _____.



Sentences

Directions: Write the food names in the story.

Kim got up in the morning.

"Do you want an _____ ?" her mother asked.

"Yes, please," Kim said.

"May I have some _____  , too?"

"Okay," her mother said.

"How about some _____ ?" Kim asked with a smile.

Her mother laughed. "Not now," she said.

She put an _____  in Kim's lunch.

"Do you want a _____  or some

_____  today?"

"Both!" Kim said.

Sentences

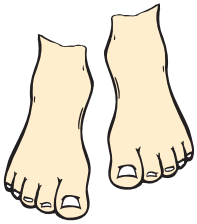
Directions: Read the sentence parts below. Draw a line from the first part of the sentence to the second part that completes it.



1. I give big hugs

with my arms.

with my car.



2. My feet

drive the car.

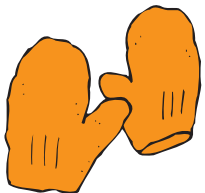
got wet in the rain.



3. I have a bump

on my head.

on my coat.



4. My mittens

keep my arms warm.

keep my hands warm.



5. I can jump high

using my legs.

using a spoon.

Telling Sentences

Directions: Read the sentences and write them below. Begin each sentence with a capital letter. End each sentence with a period.

1. i like to go to the store with Mom
2. we go on Friday
3. i get to push the cart
4. i get to buy the cookies
5. i like to help Mom



1.

2.

3.

4.

5.

Telling Sentences

Directions: Read the sentences and write them below. Begin each sentence with a capital letter. End each sentence with a period.

1. most children like pets
2. some children like dogs
3. some children like cats
4. some children like snakes
5. some children like all animals



1. _____

2. _____

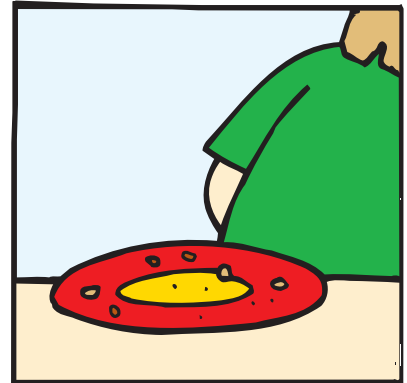
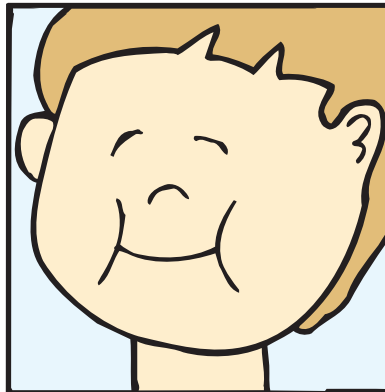
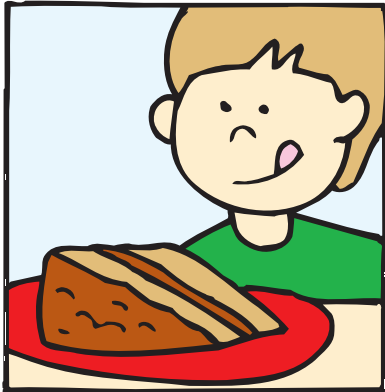
3. _____

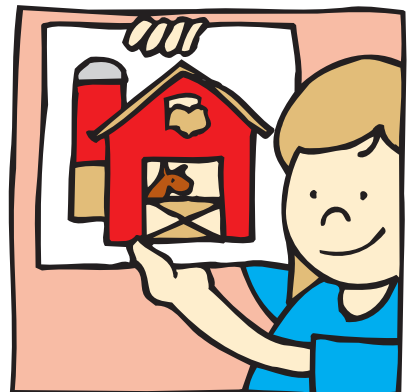
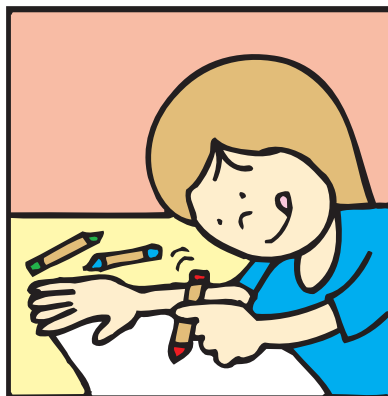
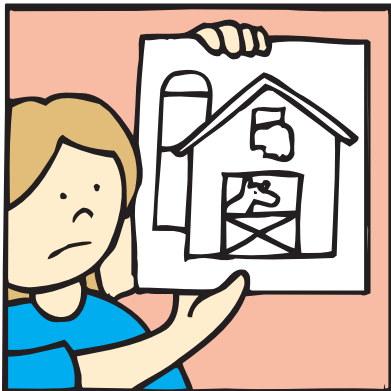
4. _____

5. _____

Telling Sentences

Directions: Look at the pictures in each row. Write one sentence about the last picture in each row. Begin each sentence with a capital letter and end it with a period.






Asking Sentences

An **asking sentence** asks a question. Asking sentences end with a question mark.

Directions: Write each sentence on the line. Begin each sentence with a capital letter. Put a period at the end of the telling sentences and a question mark at the end of the asking sentences.

Example: do you like cake 

Do you like cake?

1. the cow has spots 

2. is that cookie good 

3. she ate the apple 

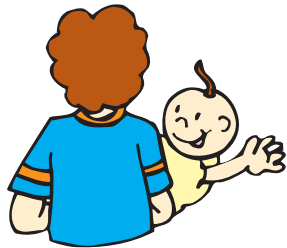
Asking Sentences

Directions: Change each telling sentence into an asking sentence by moving the words. Put a question mark at the end of each question.

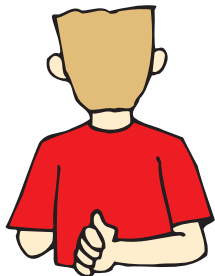
Example: The girl is eating.



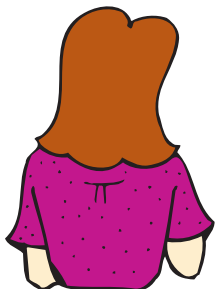
Is the girl eating?



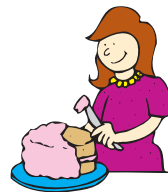
1. He is sharing.



2. He is drinking.



3. She is baking.





Name _____

Asking Sentences

Directions: Read the asking sentences. Write the sentences below. Begin each sentence with a capital letter. End each sentence with a question mark.

1. what game will we play
2. do you like to read
3. how old are you
4. who is your best friend
5. can you tie your shoes

1. _____

2. _____

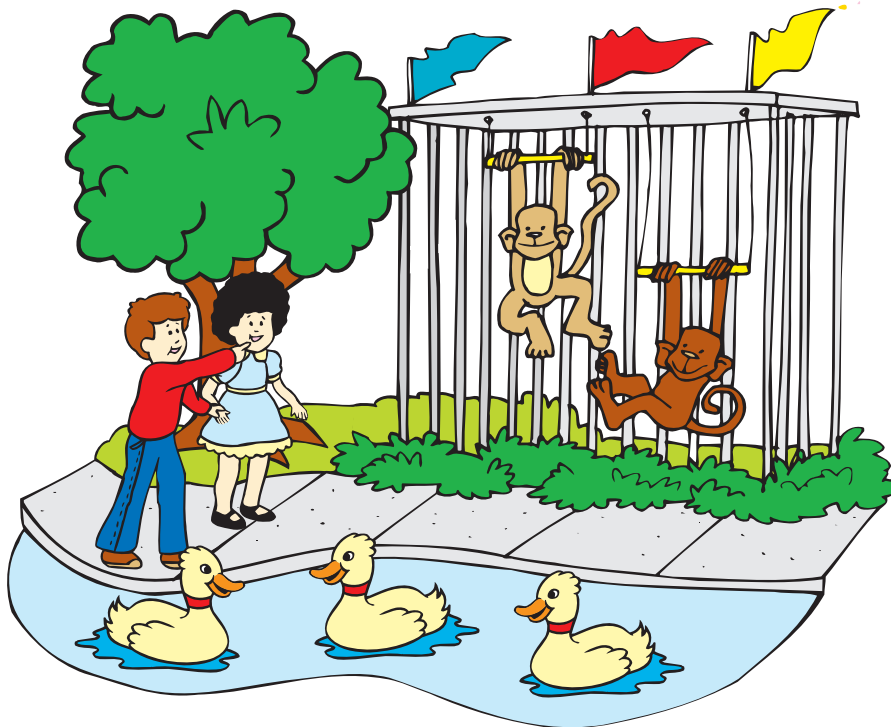
3. _____

4. _____

5. _____

Asking Sentences

Directions: Write the first word of each asking sentence. Be sure to begin each question with a capital letter. End each question with a question mark.



1. _____ you like the zoo **do**
2. _____ much does it cost **how**
3. _____ you feed the ducks **can**
4. _____ you see the monkeys **will**
5. _____ time will you eat lunch **what**

Asking Sentences

Directions: Change each telling sentence into an asking sentence by moving the words. Put a question mark at the end of each question.

Example: He ate one cookie.

Is he eating one cookie?



1. She has two dogs.



2. Three balls can bounce.



3. One balloon is red.

Asking and Telling Sentences

Directions: Change the telling sentences into asking sentences. Change the asking sentences into telling sentences. Begin each one with a capital letter and end it with a period or a question mark.

Examples:

Is she eating three cookies?



She is eating three cookies.

He is bringing one truck.

Is he bringing one truck?

1. Is he painting two blue birds?

2. Did she find four apples?



3. She will be six on her birthday.

Asking and Telling Sentences

Directions: Write the word that completes each sentence. Put a period at the end of the telling sentences and a question mark at the end of the asking sentences.

Example:



I wear my hat on my

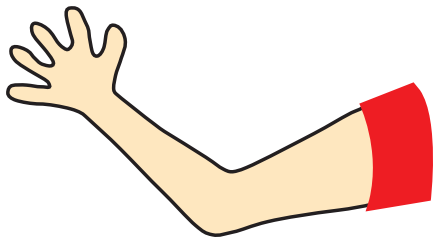
head.

arms

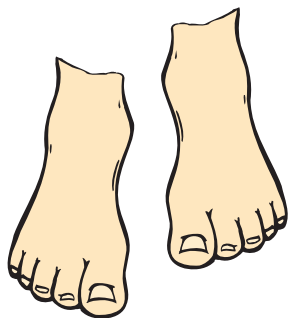
legs

feet

hands



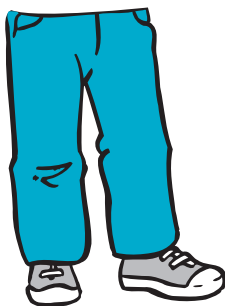
1. How strong are your



2. You wear shoes on your



3. If you're happy and you know it, clap your

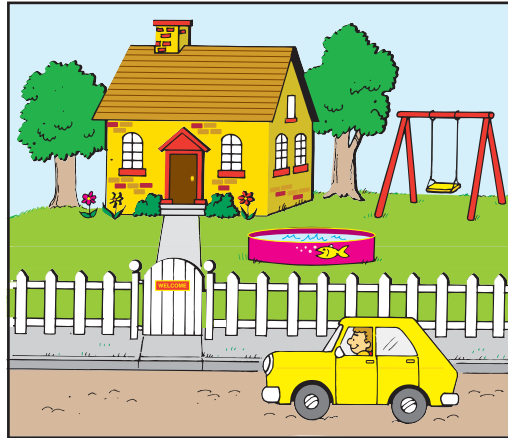


4. My pants covered my



Asking and Telling Sentences

Directions: Write three telling sentences about the picture. Then write an asking sentence about the picture.



Telling sentences:

1. _____

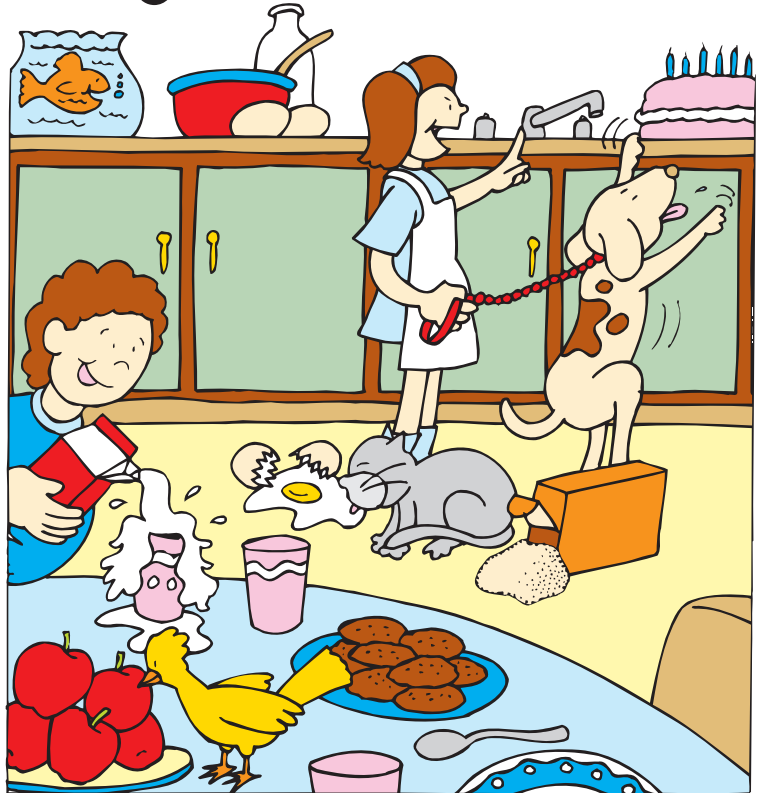
2. _____

3. _____

Asking sentence:

Asking and Telling Sentences

Directions: Write two telling sentences and one asking sentence about this picture. Use the food, color, and animal words you know.



Two telling sentences:

1. _____

2. _____

One asking sentence:

Asking and Telling Sentences

Directions: Write two telling sentences and one asking sentence about this picture. Use the number words you know.



Two telling sentences:

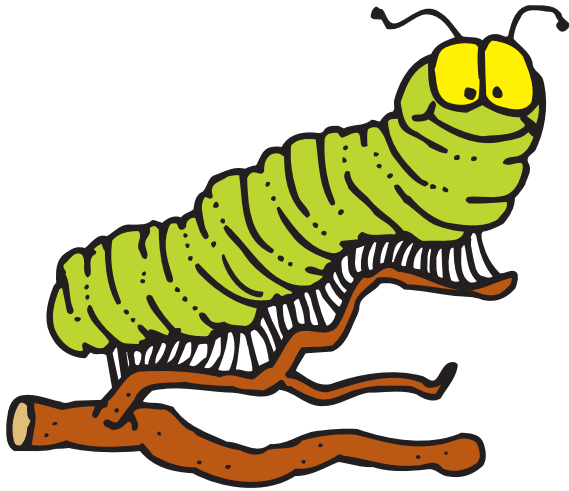
1.

2.

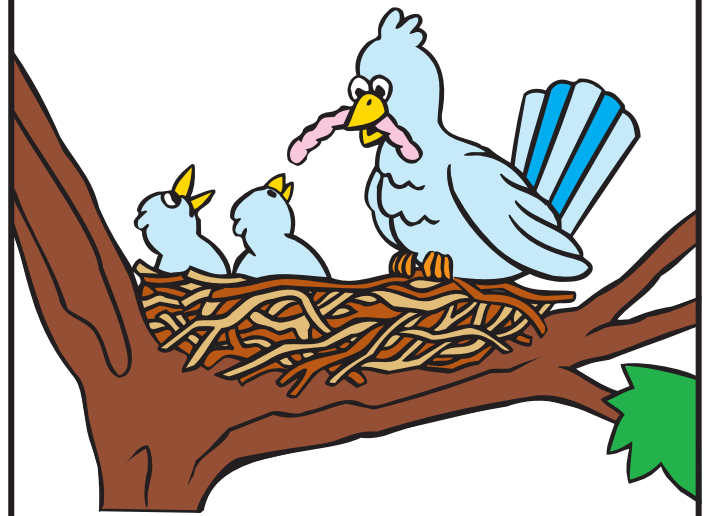
One asking sentence:

Following Directions

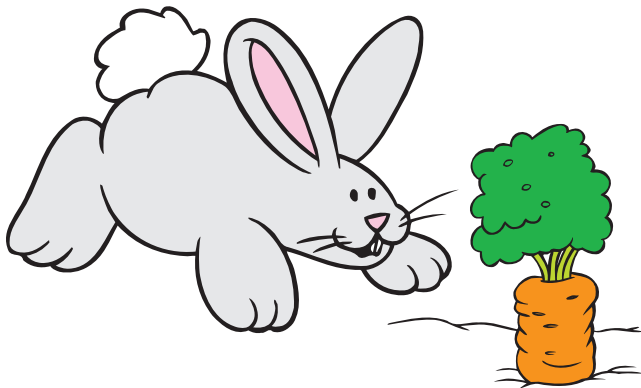
Directions: Look at the pictures. Follow the directions in each box.



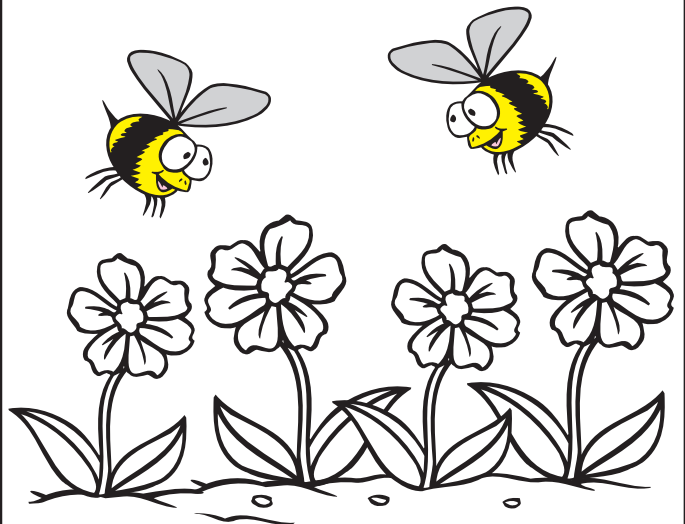
Draw a circle around the caterpillar.
Draw a line under the stick.



Draw an X on the mother bird.
Draw a triangle around the baby birds.



Draw a box around the rabbit.



Color the flowers. Count the bees.
There are _____ bees.

Following Directions: Play Simon Says

Directions: Read how to play Simon Says. Then answer the questions.

Simon Says

Here is how to play Simon Says:
 One kid is Simon. Simon is the leader.
 Everyone must do what Simon says
 and does but only if the leader says,
 "Simon says" first. Let's try it. "Simon
 says, 'Pat your head.'" "Simon says,
 'Pat your nose. Pat your toes.'"



Oops! Did you pat your toes? I did not say, "Simon says," first.
 If you patted your toes, you are out!

1. Who is the leader
 in this game?

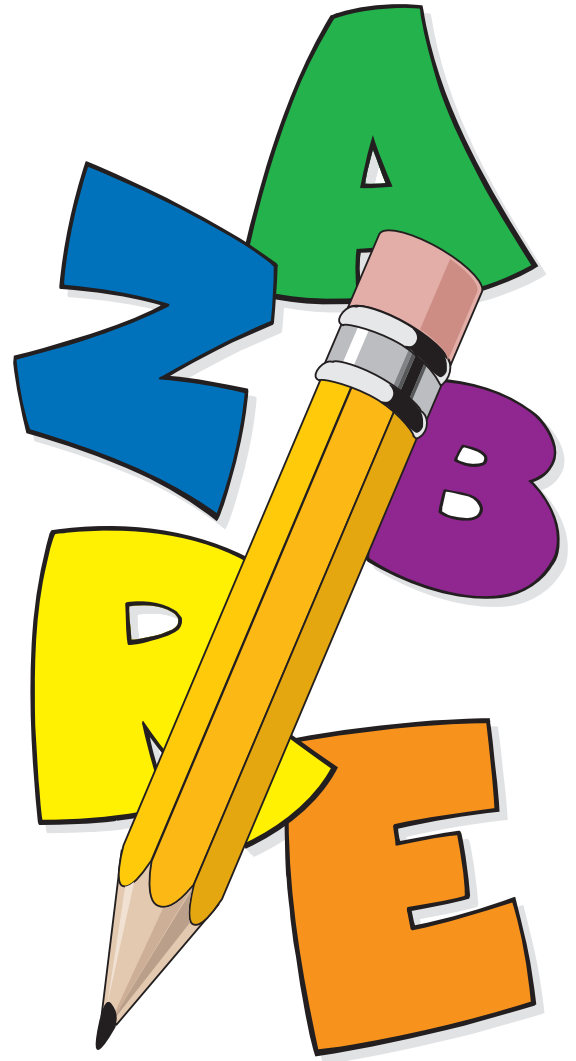
2. What must the leader
 say first each time?

3. What happens if you do
 something and the leader
 did not say, "Simon says?"

Following Directions: Play Simon Says

Directions: Read the sentences. If Simon tells you to do something, follow the directions. If Simon does not tell you to do something, go to the next sentence.

1. Simon says: Cross out all the numbers 2 through 9.
2. Simon says: Cross out the vowel that is in the word "sun."
3. Cross out the letter "B."
4. Cross out the vowels "A" and "E."
5. Simon says: Cross out the consonants in the word "cup."
6. Cross out the letter "Z."
7. Simon says: Cross out all the "K's."
8. Simon says: Read your message.



C 3 G U 7 P R U C P E K C P A 8 K K

6 T P U P J C 5 P O K 9 P B U P K K

Following Directions: Play Simon Says

Directions: Read each sentence. Look at the picture next to it. Circle the picture if the person is playing Simon Says correctly.

1. Simon says, "Put your hands on your hips."



2. Simon says, "Stand on one leg."



3. Simon says, "Put your hands on your head."



4. Simon says, "Ride a bike."



5. Simon says, "Jump up and down."



6. Simon says, "Pet a dog."

7. Simon says, "Make a big smile."



Following Directions

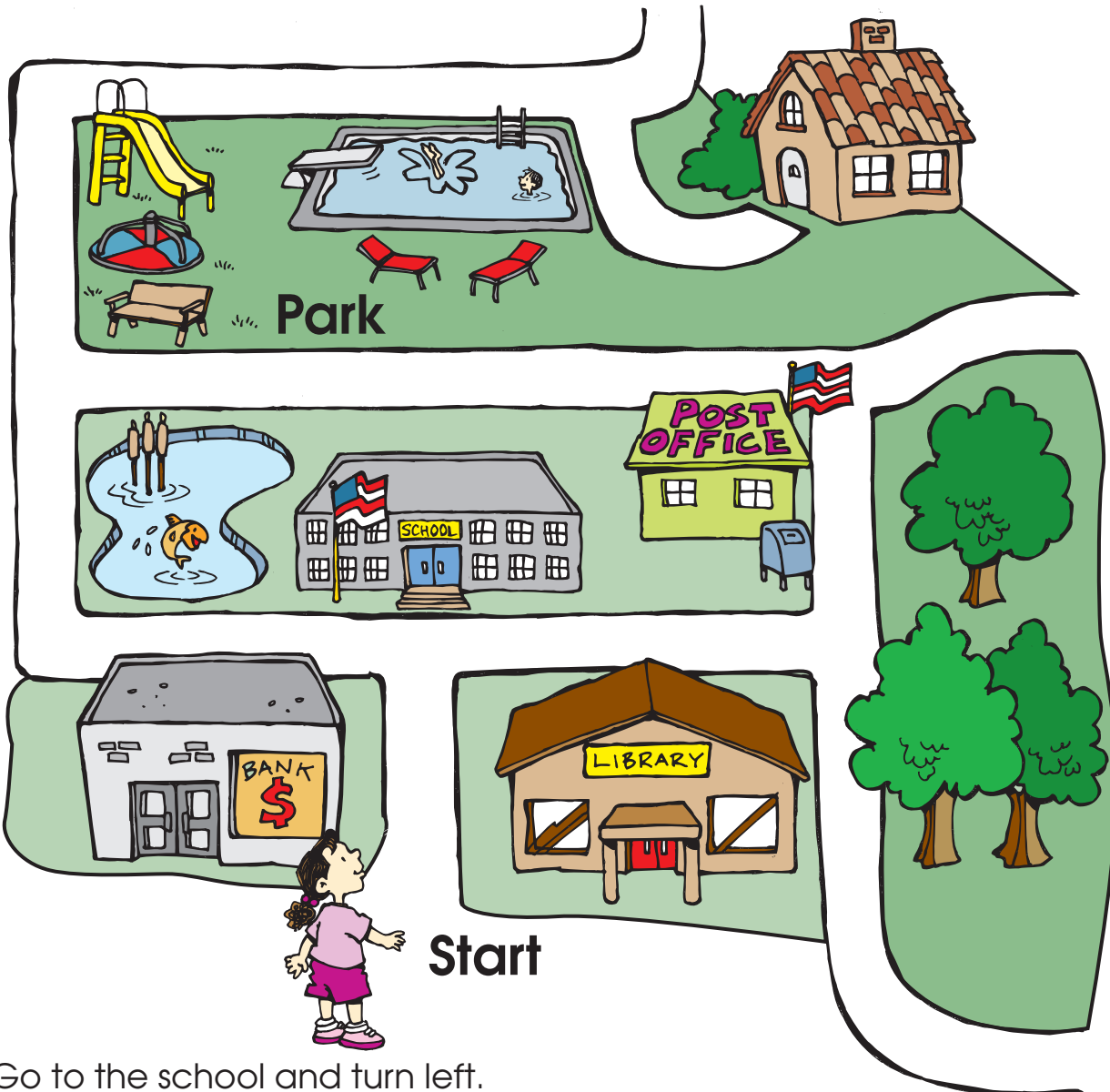
Directions: Draw a hat on each person. Read the sentences to know what kind of hat to draw.

1. The second girl is wearing a purple hat with feathers.
2. The boy next to the girl with the purple hat is wearing a red baseball hat.
3. The first boy is wearing a yellow knit hat.
4. The last boy is wearing a brown top hat.
5. The girl next to the boy with the red hat is wearing a blue straw hat.



Following Directions

Directions: Color the path the girl should take to go home. Use the sentences to help you.

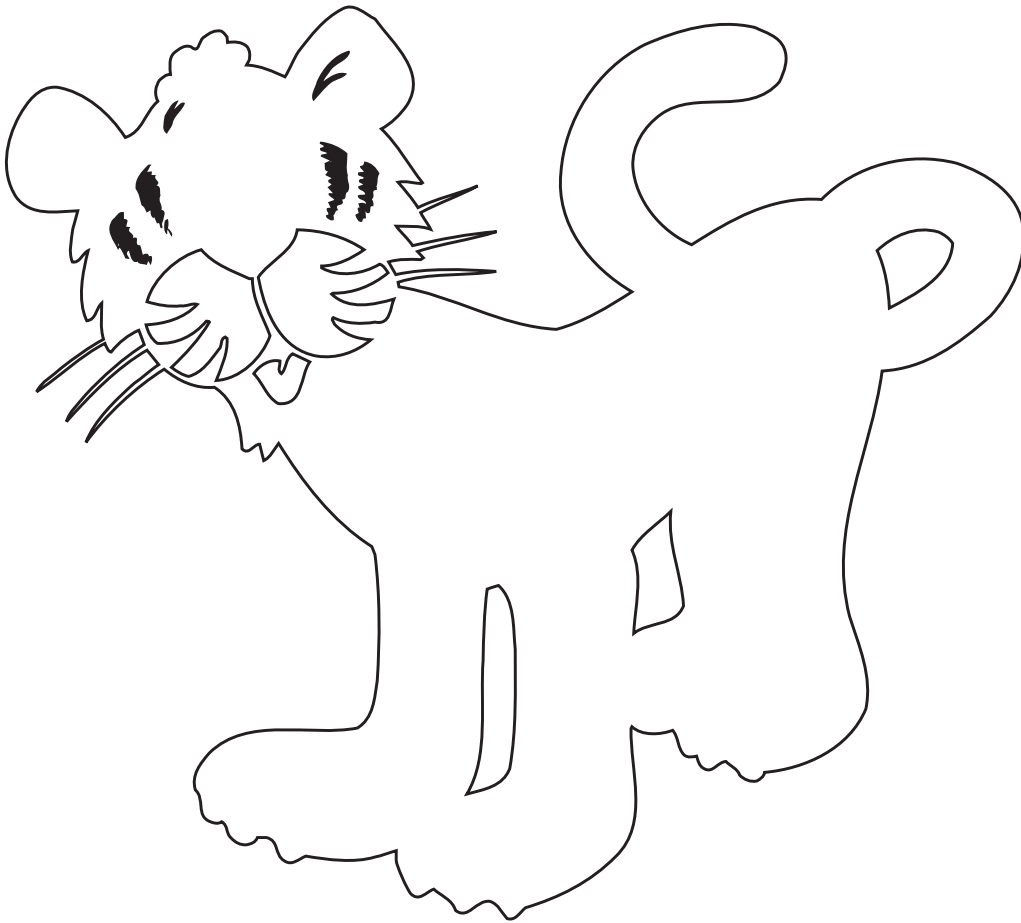


1. Go to the school and turn left.
2. At the end of the street, turn right.
3. Walk past the park and turn right.
4. After you pass the pool, turn right.

Following Directions

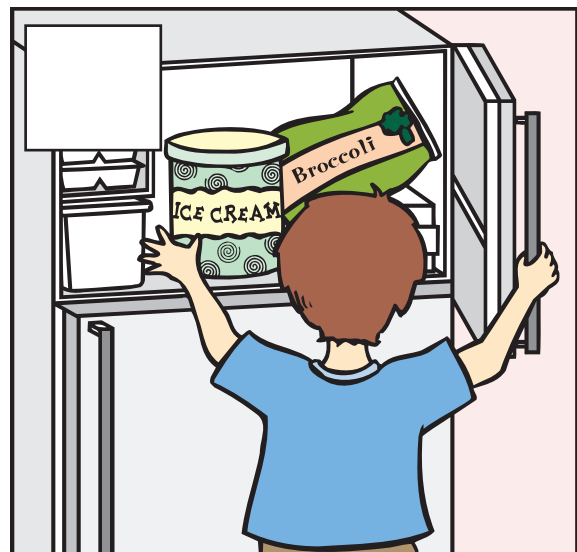
Directions: Follow directions to complete the picture of the tiger.

1. Draw black stripes on the tiger's body and tail.
2. Color the tiger's tongue red.
3. Draw claws on the feet.
4. Draw a black nose and two black eyes on the tiger's face.
5. Color the rest of the tiger orange.
6. Draw tall, green grass for the tiger to sleep in.



Sequencing: Make an Ice-Cream Cone

Directions: Number the boxes in order to show how to make an ice-cream cone.



Sequencing: Eating a Cone

What if a person never ate an ice-cream cone? Could you tell them how to eat it? Think about what you do when you eat an ice-cream cone.

Directions: Write directions to teach someone how to eat an ice-cream cone.



How to Eat an Ice-Cream Cone





1.



2.



3.



4.



Sequencing: Choosing a Hat

Directions: Write a number in each box to show the order of the story.



Classifying

Directions: Draw a around objects that are food for the party. Draw a around the party guests. Draw a around the objects used for fun at the party.



ice cream



candy



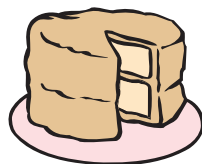
games



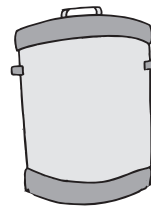
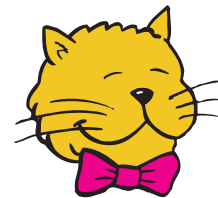
tiger



noise makers



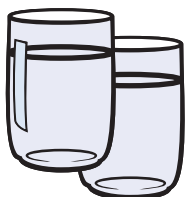
cake


 garbage
can


cat



hat



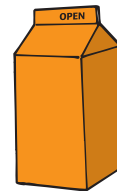
glasses



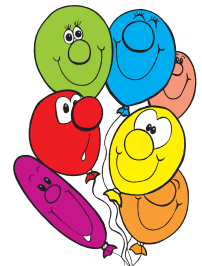
candle



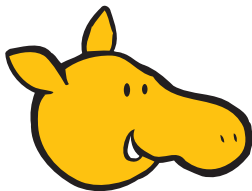
bear



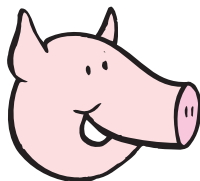
juice



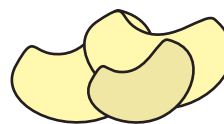
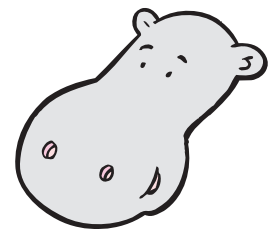
balloons



giraffe



pig

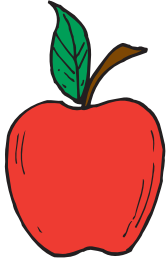

 potato
chips


hippo

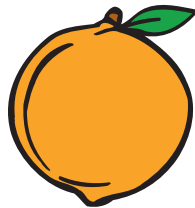
Classifying: What Does Not Belong?

Directions: Draw an X on the picture that does not belong in each group.

fruit



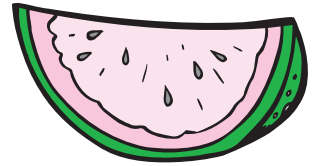
apple



peach



corn

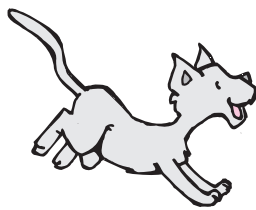


watermelon

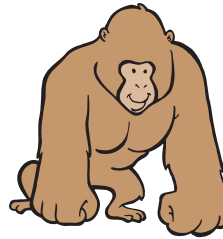
wild animals



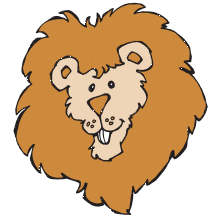
bear



kitten

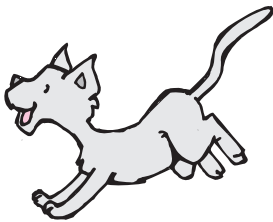


gorilla

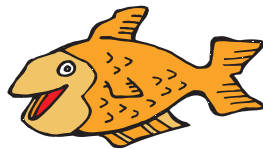


lion

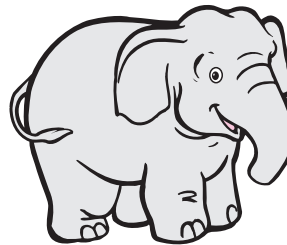
pets



cat



fish



elephant

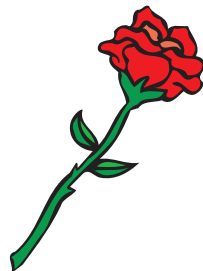


dog

flowers



grass



rose



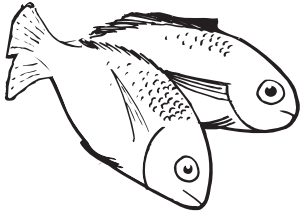
daisy



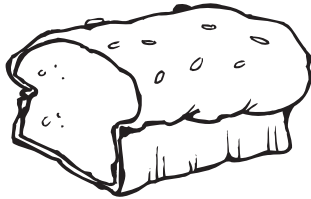
tulip

Classifying

Directions: Color the meats and eggs brown. Color the fruits and vegetables green. Color the breads tan. Color the dairy foods (milk and cheese) yellow.



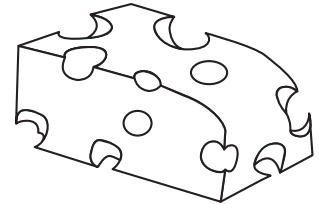
fish



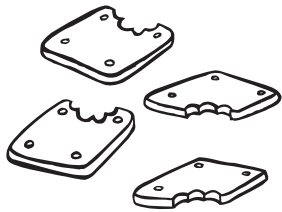
bread



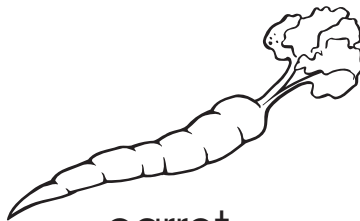
apple



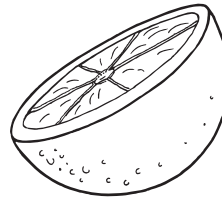
cheese



crackers



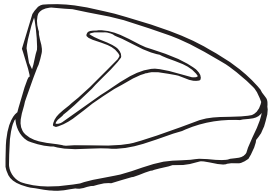
carrot



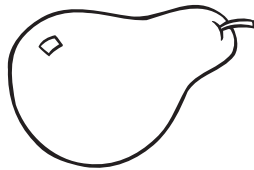
orange



eggs



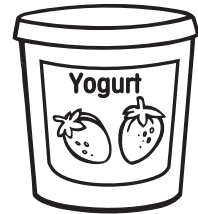
steaks



pear



milk



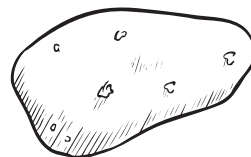
yogurt



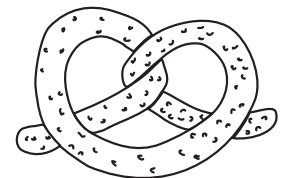
ice cream



chicken



potato

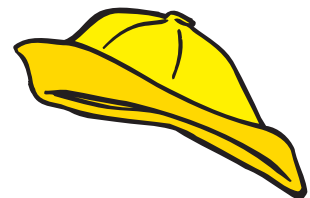
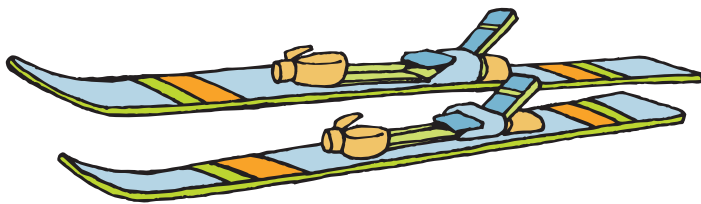


pretzel

Classifying: A Rainy Day

Directions: Read the story. Then circle the objects Jonathan needs to stay dry.

It is raining. Jonathan wants to play outdoors. What should he wear to stay dry? What should he carry to stay dry?





Glossary of Reading and Language Arts Terms

adjective: a describing word that tells more about a noun

antonym: words with opposite, or nearly opposite, meanings

autobiography: a written account of your life

character: a person, animal, or object that a story is about

conclusion: a final decision about something, or the part of a story that tells what happens to the characters

fact: something known to be true

fiction: stories that are made up

nonfiction: stories that are true

noun: a word that names a person, place, or thing

opinion: a belief based on what a person thinks instead of what is known to be true

plot: explains the events in a story that create a problem

plural: a form of a word that names or refers to more than one person or thing

punctuation: the marks that qualify sentences, such as a period, comma, question mark, exclamation point, and apostrophe

reading strategies: a main idea, supporting details, context clues, fact/opinion

resolution: tells how the characters solve the story problem

setting: the place and time that a story happens

synonym: words that mean the same, or almost the same, thing

verb: a word that can show action

ABC Order

Directions: Circle the first letter of each word. Then put each pair of the words in abc order.



 car bird moon two nest fan

bird moon fan

car two nest



 card dog pig bike sun pie


card bike pie

dog pig sun


Beginning Sounds

Directions: Say the sound of the letter at the beginning of each row. Find the pictures in each row that begin with the same letter. Write the letter under the pictures.


Example:

h 


 _____ h h _____

f 

 _____ f _____ f

l 

 _____ l _____ l


n 

 _____ n _____ n


Beginning Sounds

Directions: Say the name of each thing. Write the beginning sound under its name. Find two pictures in each row that begin with the same sound as the first picture. Write the same first letter under them.


Example:




 car c _____ c _____



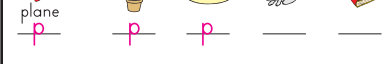
 truck t _____ t _____



 train t _____ t _____



 bike b _____ b _____




 plane p _____ p _____


Beginning Sounds

Directions: Use the sense words in the box to answer each question.


smell see taste hear touch

1. Which word begins with the same sound as  ?


smell

2. Which word begins with the same sound as  ?

see

3. Which words begin with the same sound as  ?

taste touch

4. Which word begins with the same sound as  ?


hear

Beginning Sounds


Directions: Write the food names that answer the questions.

egg milk ice cream apple cookie cake

1. Which food words start with the same sounds as the pictures?

 cookie cake

2. Which food word ends with the same sound as the picture?

 ice cream

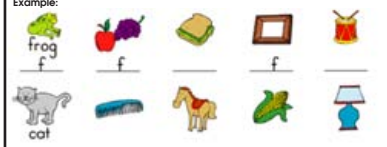
3. Which food words have two letters together that are the same?

egg apple cookie

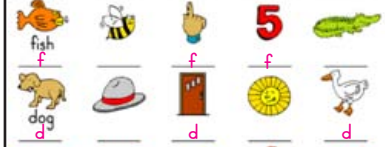
Beginning Sounds

Directions: Say the name of each animal. Write the beginning sound under its name. Find two pictures in each row that begin with the same sound as the animal. Write the same first letter under them.


Example:




 frog f _____ f _____



 fish f _____ f _____



 dog d _____ d _____




 bird b _____ b _____


Beginning and Ending Sounds

Directions: Write the action words that answer the questions.

sit run make see jump stop play ride


1. Which words begin with the same sound as  ?

see sit stop


2. Which words begin with the same sound as  ?

run ride

3. Which words begin with the same sound as each of these words?

 play jump make

4. Which words end with the same sound as these?

 jump make sit

Rhyming Words

Short a is the sound you hear in the word math.

Directions: Use the short a words in the box to write rhyming words.

lamp	fat	bat	van
path	can	cat	Dan
math	stamp	fan	sat

1. Write four words that rhyme with math.

fat bat

cat sat

2. Write two words that rhyme with bath.

path math

3. Write two words that rhyme with damp.

lamp stamp

4. Write four words that rhyme with pan.


can fan


van Dan


Spelling


Directions: Trace the letters to write the name of each food word. Write each name again by yourself. Then color the pictures.


Example:


 bread bread

 cookie cookie

 apple apple

 cake cake

 milk milk

 egg egg

Spelling

Directions: Write the correct number words in the blanks.

one two three four five six seven eight nine ten

Add a letter to each of these words to make a number word.

Example:
even on tree
seven one three

Change a letter to make these words into number words.

Example:
live fix line
five six nine


Write the number words that sound the same as these:


Example:
ate to for
eight two four


Write the number word you did not use: ten


Spelling


Directions: The letters in the name of each thing are mixed up. Unscramble the letters and write each word correctly below.

Example:
 r a c car

 a i t r n train


 e p l n a plane

 k i b e bike

 c k u t r truck

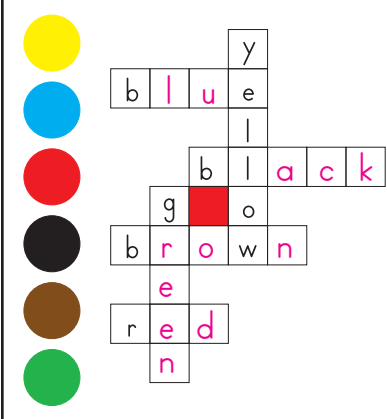
Color the Eggs

Directions: Read the words. Color the picture with the correct colors.




Colorful Puzzle

Directions: Complete each color name. Some words go down and some go across.




Capital Letters


Directions: A sentence begins with a capital letter. The words by each picture are mixed up. Write them to make a sentence that tells about the picture. Begin each sentence with a capital letter and end it with a period.

Example:  coat she has a red


She has a red coat.

1.  box sees he a blue

He sees a blue box.

2.  her is yellow flower


Her flower is yellow.

3.  red draws he a door

He draws a red door.

Days of the Week

Directions: The days of the week begin with capital letters. Write the days of the week in the spaces below. Put them in order. Be sure to start with capital letters.










Tuesday	Sunday
Saturday	Monday
Monday	Tuesday
Friday	Wednesday
Thursday	Thursday
Sunday	Friday
Wednesday	Saturday

Months of the Year

Directions: The months of the year begin with capital letters. Write the months of the year in order on the calendar below. Be sure to use capital letters.



January	December	April	May	October	June
September	February	July	March	November	August

January 	July 
February 	August 
March 	September 
April 	October 
May 	November 
June 	December 

Plurals







Plurals are words that mean more than one. You usually add an s or es to the word. In some words ending in y, the y changes to an i before adding es. For example, baby changes to babies.

Directions: Look at the following lists of plural words. Write the word that means one next to it. The first one has been done for you.

 foxes	fox	 balls	ball
bushes	bush	candies	candy
dresses	dress	wishes	wish
chairs	chair	boxes	box
shoes	shoe	ladies	lady
stories	story	bunnies	bunny
puppies	puppy	desks	desk
matches	match	dishes	dish
cars	car	pencils	pencil
glasses	glass	trucks	truck

Plurals

Directions: An s at the end of a word often means there is more than one. Look at each picture. Circle the correct word. Write the word on the line.

 two dogs	 four flowers	 one bike
dogs	flowers	bike
 three toys	 a lamb	 two cats
toys	lamb	cats

Action Words

Directions: Action words tell things we can do. Trace the letters to write each action word. Then write the action word again by yourself.

Example:

 sleep sleep

 run run

 make make

 ride ride

 play play

 stop stop

Action Words

Directions: Fill in the missing letters for each word.

Example:

 paint paint

 catch catch

 color color

 eat eat


 grow grow


 fly fly


Action Words


Directions: Circle the word that is spelled correctly. Then write the correct spelling in the blank.


Example:


 seep (sleep) slep sleep

 paly pay play play

 seee cee see see

 rum run run run

 jump jumb junp jump

 mack maek make make

Action Words

Directions: Read each sentence and write the correct words in the blanks.

Example: go sleep I will go to bed and sleep all night.

1. see jump The girls see the frogs jump.

2. sit run After the boys run, they sit and rest.

3. stop play They stop at the park so they can play.

4. ride make They will make a car to ride in.

Verbs

Directions: Look at the picture and read the words. Write an action word in each sentence below.



1. The two boys like to talk together.

2. The children kick the soccer ball.

3. Some children like to swing on the swing.

4. The girl can run very fast.


5. The teacher rings the bell.


Predicates


The predicate is the part of the sentence that tells about the action.


Directions: Circle the predicate in each sentence.


Example: The boys ran on the playground. (Think: The boys did what? ran)

1. The woman painted a picture. 

2. The puppy chases his ball. 

3. The students went to school. 

4. Butterflies fly in the air. 

5. The baby wants a drink. 

Compound Predicates

A compound predicate is made by joining two sentences that have the same subject. The predicates are joined together by the word and.

Example: Tom can jump. Tom can run. Tom can run and jump. 

Directions: Combine the sentences. Write the new sentence on the line.

1. The dog can roll over. The dog can bark.  The dog can roll over and bark.


2. My mom plays with me. My mom reads with me.  My mom plays and reads with me.


3. Tara is tall. Tara is smart.  Tara is tall and smart.


Nouns and Verbs


A noun is a person or thing a sentence tells about. A verb tells what the person or thing does.


Directions: Circle the noun in each sentence. Underline the verb.


Example: The cat sleeps. 


1. Jill plays a game on the computer. 

2. Children swim in the pool. 

3. The car raced around the track. 

4. Mike throws the ball to his friend. 

5. Monkeys swing in the trees. 

6. Terry laughed at the clown. 

Opposites

Opposites are things that are different in every way.

Directions: Draw a line between the opposites.

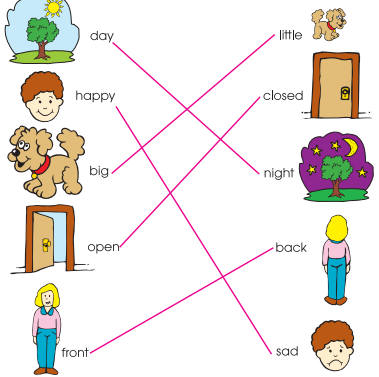
day - night

happy - sad

big - little

open - closed

front - back



Antonyms

Antonyms are words that are opposites. Hot and cold are antonyms.
Directions: Draw lines to connect the words that are opposites.

up	wet
over	down
dry	dirty
clean	under

Antonyms

Directions: Find the two words that are opposites. Cut out the balloon basket and glue it on the proper balloon.

Antonyms

Directions: Draw a line between the antonyms.

Synonyms

Synonyms are words that have the same meaning.
Directions: Read each sentence and look at the underlined word. Circle the word that means the same thing. Write the new words.

- The little dog ran. tall funny **small**
- The happy girl smiled. **glad** sad good
- The bird is in the big tree. green pretty **tall**
- He was nice to me. **kind** mad bad
- The baby is tired. **sleepy** sad little

small glad tall
kind sleepy

Synonyms

Directions: Read the word in the center of each flower. Find a synonym for each word on a bee at the bottom of the page. Cut out and glue each bee on its matching flower.

Similarities: Synonyms

Directions: Read each sentence. Read the word after the sentence. Find the word that is most like it in the sentence and circle it.

- The flowers grew very tall. plants
- Jan picked the apple from the tree. applesauce
- Juan's van is dirty. truck
- A dog makes a sound different from a cat. wolf
- Dad put up a fence in the yard. gate

Synonyms

Directions: Read each sentence and look at the underlined word. Circle the word that means the same thing. Write the new words.

- The boy was mad. happy **angry** pup
- The dog is brown. **pup** cat rat
- I like to scram. soar mad **shout**
- The bird can fly. **soar** jog warm
- The girl can run. sleep **jog** shout
- I am hot. **warm** cold soar

angry pup shout
soar jog warm

Similarities: Synonyms

Directions: Read the story. Write a word on the line that means almost the same as the word under the line.

Dan went to the _____ store.

He wanted to buy _____.

He walked very _____ quickly.

The store had what he wanted, _____.

He bought it using _____ dimes.

Instead of walking home, Dan _____ jogged.

Answers will vary.

Synonyms

Directions: Circle the word in each row that is most like the first word in the row.

Example: grin **smile** frown mad

bag jar **sack** box

cat fruit **animal** flower

apple rot **cookie** fruit

around **circle** square dot

brown **tan** black red

bird dog **cat** duck

bee fish **ant** snake

Same and Different: These Don't Belong

Directions: Circle the pictures in each row that go together.

Row 1: cookies, cake, beans, ice cream

Row 2: apple, banana, orange, cookies

Row 3: kite, dice, checkers, chess

Directions: Write the names of the things that do not belong.

Row 1: beans

Row 2: cookies

Row 3: kite

Similarities

Directions: Circle the picture in each row that is most like the first picture.

Example: carrot, jacks, bread, pea

Row 1: baseball, sneakers, basketball, bat

Row 2: store, school, home, bakery

Row 3: kitten, dog, fox, cat

Sentences and Non-Sentences

A **sentence** tells a complete idea. It has a noun and a verb. It begins with a capital letter and has punctuation at the end.

Directions: Circle the group of words if it is a sentence.

1. Grass is a green plant.

2. Mowing the lawn.

3. Grass grows in fields and lawns.

4. Tickle the feet.

5. Sheep, cows, and horses eat grass.

6. We like to play in.

7. My sister likes to mow the lawn.

8. A picnic on the grass.

9. My dog likes to roll in the grass.

10. Plant flowers around.

Sentences and Non-Sentences

Directions: Circle the group of words if it tells a complete idea.

1. A secret is something you know.

2. My mom's birthday gift is a secret.

3. No one else.

4. If you promise not to.

5. I'll tell you a secret.

6. Something nobody knows.

Statements

Statements are sentences that tell us something. They begin with a capital letter and end with a period.

Directions: Write the sentences on the lines below. Begin each sentence with a capital letter and end it with a period.

1. I like to ride our bikes.

We like to ride our bikes.

2. We go down the hill very fast.

We go down the hill very fast.

3. We keep our bikes shiny and clean.

We keep our bikes shiny and clean.

4. We know how to change the tires.

We know how to change the tires.

Sentences

Directions: Read each sentence and write the correct words in the blanks.

Example: taste mouth I can taste things with my mouth.

touch hands 1. I can touch things with my hand.

nose smell 2. I can smell things with my nose.

hear ears 3. I can hear things with my ear.

see eyes 4. I can see things with my eyes.

Sentences

Directions: Write the food names in the story.

Kim got up in the morning.

"Do you want an egg?" her mother asked.

"Yes, please," Kim said.

"May I have some milk, too?"

"Okay," her mother said.

"How about some ice cream?" Kim asked with a smile.

Her mother laughed. "Not now," she said.

She put an apple in Kim's lunch.

"Do you want a cookie or some cake today?"

"Both!" Kim said.

Sentences

Directions: Read the sentence parts below. Draw a line from the first part of the sentence to the second part that completes it.

1. I give big hugs _____ with my arms, _____ with my car.

2. My feet _____ drive the car, _____ got wet in the rain.

3. I have a bump _____ on my head, _____ on my coat.

4. My mittens _____ keep my arms warm, _____ keep my hands warm.

5. I can jump high _____ using my legs, _____ using a spoon.

Telling Sentences

Directions: Read the sentences and write them below. Begin each sentence with a capital letter. End each sentence with a period.

1. I like to go to the store with Mom.

2. We go on Friday.

3. I get to push the cart.

4. I get to buy the cookies.

5. I like to help Mom.

1. I like to go to the store with Mom.

2. We go on Friday.

3. I get to push the cart.

4. I get to buy the cookies.

5. I like to help Mom.

Telling Sentences

Directions: Read the sentences and write them below. Begin each sentence with a capital letter. End each sentence with a period.

- most children like pets
- some children like dogs
- some children like cats
- some children like snakes
- some children like all animals



1. Most children like pets.

2. Some children like dogs.


3. Some children like cats.

4. Some children like snakes.

5. Some children like all animals.

Telling Sentences

Directions: Look at the pictures in each row. Write one sentence about the last picture in each row. Begin each sentence with a capital letter and end it with a period.



Answers may include:
The cake is gone.




The barn is red.


Asking Sentences

An asking sentence asks a question. Asking sentences end with a question mark.


Directions: Write each sentence on the line. Begin each sentence with a capital letter. Put a period at the end of the telling sentences and a question mark at the end of the asking sentences.

Example: do you like cake? 


Do you like cake?

1. the cow has spots 

The cow has spots.

2. is that cookie good? 

Is that cookie good?

3. she ate the apple 

She ate the apple.

Asking Sentences

Directions: Change each telling sentence into an asking sentence by moving the words. Put a question mark at the end of each question.

Example: The girl is eating.  Is the girl eating?

1. He is sharing.  Is he sharing?

2. He is drinking.  Is he drinking?

3. She is baking.  Is she baking?

Asking Sentences

Directions: Read the asking sentences. Write the sentences below. Begin each sentence with a capital letter. End each sentence with a question mark.

- what game will we play
- do you like to read
- how old are you
- who is your best friend
- can you tie your shoes

1. What game will we play?

2. Do you like to read?

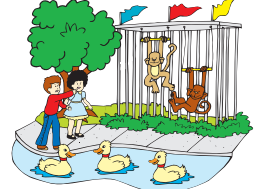
3. How old are you?

4. Who is your best friend?

5. Can you tie your shoes?

Asking Sentences

Directions: Write the first word of each asking sentence. Be sure to begin each question with a capital letter. End each question with a question mark.



1. Do you like the zoo? do

2. How much does it cost? how

3. Can you feed the ducks? can


4. Will you see the monkeys? will


5. What time will you eat lunch? what


Asking Sentences

Directions: Change each telling sentence into an asking sentence by moving the words. Put a question mark at the end of each question.

Example: He ate one cookie. Is he eating one cookie?


1. She has two dogs.  Does she have two dogs?

2. Three balls can bounce.  Can three balls bounce?

3. One balloon is red.  Is one balloon red?

Asking and Telling Sentences

Directions: Change the telling sentences into asking sentences. Change the asking sentences into telling sentences. Begin each one with a capital letter and end it with a period or a question mark.

Examples:
Is she eating three cookies?  She is eating three cookies.

He is bringing one truck. Is he bringing one truck?


1. Is he painting two blue birds? He is painting two bluebirds.


2. Did she find four apples? She did find four apples.


3. She will be six on her birthday. Will she be six on her birthday?


Asking and Telling Sentences


Directions: Write the word that completes each sentence. Put a period at the end of the telling sentences and a question mark at the end of the asking sentences.

Example: I wear my hat on my head.  head.
 arms legs feet hands

1. How strong are your arms?  arms?

2. You wear shoes on your feet.  feet?

3. If you're happy and you know it, clap your hands.  hands?

4. My pants covered my legs.  legs?

Asking and Telling Sentences

Directions: Write three telling sentences about the picture. Then write an asking sentence about the picture.



Answers may include: Telling sentences:

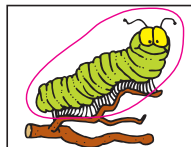
- 1. The grass is green.
- 2. There are two trees.
- 3. The pool is pink.

Asking sentence:

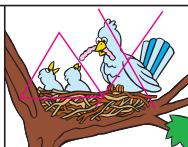
Is the sky clear?

Following Directions

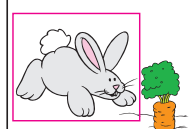
Directions: Look at the pictures. Follow the directions in each box.



Draw a circle around the caterpillar. Draw a line under the stick.



Draw an X on the mother bird. Draw a triangle around the baby birds.



Draw a box around the rabbit.



Color the flowers. Count the bees. There are 2 bees.

Asking and Telling Sentences

Directions: Write two telling sentences and one asking sentence about this picture. Use the food, color, and animal words you know.



Answers may include: Two telling sentences:

- 1. The cat is gray.
- 2. The egg is cracked.

One asking sentence:

Is the girl angry?

Asking and Telling Sentences

Directions: Write two telling sentences and one asking sentence about this picture. Use the number words you know.



Answers may include: Two telling sentences:

- 1. One truck is green.
- 2. Three boats are red.

One asking sentence:

Are there two boys?

Following Directions: Play Simon Says

Directions: Read how to play Simon Says. Then answer the questions.

Simon Says

Here is how to play Simon Says: One kid is Simon. Simon is the leader. Everyone must do what Simon says and does but only if the leader says, "Simon says." first. Let's try it. "Simon says," "Pat your head." "Simon says," "Pat your nose. Pat your toes." "Pat your nose. Pat your toes."



1. Who is the leader in this game? Simon

2. What must the leader say first each time? "Simon says"

3. What happens if you do something and the leader did not say, "Simon says"? You are out.

Following Directions: Play Simon Says

Directions: Read the sentences. If Simon tells you to do something, follow the directions. If Simon does not tell you to do something, go to the next sentence.

- 1. Simon says: Cross out all the numbers 2 through 9.
- 2. Simon says: Cross out the vowel that is in the word "sun."
- 3. Cross out the letter "B."
- 4. Cross out the vowels "A" and "E."
- 5. Simon says: Cross out the consonants in the word "cup."
- 6. Cross out the letter "Z."
- 7. Simon says: Cross out all the "K's."
- 8. Simon says: Read your message.



Answer: Great job!

Two rows of letters: Z 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

Following Directions: Play Simon Says

Directions: Read each sentence. Look at the picture next to it. Circle the picture if the person is playing Simon Says correctly.

1. Simon says, "Put your hands on your hips."



2. Simon says, "Stand on one leg."



3. Simon says, "Put your hands on your head."



4. Simon says, "Ride a bike."



5. Simon says, "Jump up and down."



6. Simon says, "Pet a dog."



7. Simon says, "Make a big smile."



Following Directions

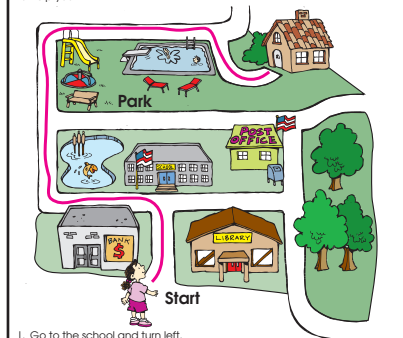
Directions: Draw a hat on each person. Read the sentences to know what kind of hat to draw.

- 1. The second girl is wearing a purple hat with feathers.
- 2. The boy next to the girl with the purple hat is wearing a red baseball hat.
- 3. The first boy is wearing a yellow knit hat.
- 4. The last boy is wearing a brown top hat.
- 5. The girl next to the boy with the red hat is wearing a blue straw hat.



Following Directions

Directions: Color the path the girl should take to go home. Use the sentences to help you.



- 1. Go to the school and turn left.
- 2. At the end of the street, turn right.
- 3. Walk past the park and turn right.
- 4. After you pass the pool, turn right.

Following Directions

Directions: Follow directions to complete the picture of the tiger.

1. Draw black stripes on the tiger's body and tail.
2. Color the tiger's tongue red.
3. Draw claws on the feet.
4. Draw a black nose and two black eyes on the tiger's face.
5. Color the rest of the tiger orange.
6. Draw tall, green grass for the tiger to sleep in.

Sequencing: Make an Ice-Cream Cone

Directions: Number the boxes in order to show how to make an ice-cream cone.

Sequencing: Eating a Cone

What if a person never ate an ice-cream cone? Could you tell them how to eat it? Think about what you do when you eat an ice-cream cone.

Directions: Write directions to teach someone how to eat an ice-cream cone.

How to Eat an Ice-Cream Cone

1. _____
2. _____
3. _____
4. _____

Answers will vary.

Sequencing: Choosing a Hat

Directions: Write a number in each box to show the order of the story.

Classifying

Directions: Draw a around objects that are food for the party. Draw a around the party guests. Draw a around the objects used for fun at the party.

Classifying: What Does Not Belong?

Directions: Draw an X on the picture that does not belong in each group.

fruit				
	apple	peach	corn	watermelon
wild animals				
	bear	kitten	gorilla	lion
pets				
	cat	fish	elephant	dog
flowers				
	grass	rose	daisy	tulip

Classifying

Directions: Color the meats and eggs brown. Color the fruits and vegetables green. Color the breads tan. Color the dairy foods (milk and cheese) yellow.

fish	bread	apple	cheese
crackers	carrot	orange	eggs
steaks	pear	milk	yogurt
ice cream	chicken	potato	pretzel

Classifying: A Rainy Day

Directions: Read the story. Then circle the objects Jonathan needs to stay dry.

It is raining. Jonathan wants to play outdoors. What should he wear to stay dry? What should he carry to stay dry?



Developmental Skills for Second Grade Reading Success

Parents and educators alike know that the School Specialty name ensures outstanding educational experience and content. Summer Link Reading was designed to help your child retain those skills learned during the past school year. With Summer Link Reading, your child will be ready to review and take on new material with confidence when he or she returns to school in the fall. The skills reviewed here will help your child be prepared for proficiency testing.

You can use this checklist to evaluate your child's progress. Place a check mark in the box if the appropriate skill has been mastered. If your child needs more work with a particular skill, place an "R" in the box and come back to it for review.

Reading Skills

Uses reading strategies:

- Uses pictures to tell a story
- Follows text from left to right
- Uses story content and pattern to predict
- Recalls main events in a story
- Recalls the conflict of a story
- Recalls the setting of a story
- Recalls the conclusion of a story
- Recalls or predicts a simple sequence of events
- Recognizes causes and effects of situations



Developmental Skills for Second Grade Reading Success

Language Arts

- Recognizes uppercase letters
- Recognizes lowercase letters
- Knows alphabetical sequence
- Knows consonant letter sounds
- Knows long and short vowel sounds
- Recognizes the beginning sounds of words
- Recognizes the ending sounds of words
- Recognizes the middle sounds of words
- Discriminates between rhyming and nonrhyming words
- Discriminates between antonyms and synonyms
- Correctly writes uppercase letters
- Correctly writes lowercase letters
- Uses memorized words when writing
- Uses knowledge of letter sounds to create words
- Makes illustrations to match writing
- Writing shows a sequence of events or clear ideas
- Engages in various writing forms: letters, books, etc.
- Recognizes complete and incomplete sentences



TEST PRACTICE



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What Are Standardized Achievement Tests?

Achievement tests measure what children know in particular subject areas such as reading, language arts, and mathematics. They do not measure your child's intelligence or ability to learn.

When tests are standardized, or *normed*, children's test results are compared with those of a specific group who have taken the test, usually at the same age or grade.

Standardized achievement tests measure what children around the country are learning. The test makers survey popular textbook series, as well as state curriculum frameworks and other professional sources, to determine what content is covered widely.

Because of variations in state frameworks and textbook series, as well as grade ranges on some test levels, the tests may cover some material that children have not yet learned. This is especially true if the test is offered early in the school year. However, test scores are compared to those of other children who take the test at the same time of year, so your child will not be at a disadvantage if his or her class has not covered specific material yet.

Different School Districts, Different Tests

There are many flexible options for districts when offering standardized tests. Many school districts choose not to give the full test battery, but select certain content and scoring options. For example, many schools may test only in the areas of reading and mathematics. Similarly, a state or district may use one test for certain grades and another test for other grades. These decisions are often based on the

amount of time and money a district wishes to spend on test administration. Some states choose to develop their own statewide assessment tests.

On pages 209 and 210 you will find information about these five widely used standardized achievement tests:

- California Achievement Test (CAT)
- Terra Nova/CTBS
- Iowa Test of Basic Skills (ITBS)
- Stanford Achievement Test (SAT9)
- Metropolitan Achievement Test (MAT)

However, this book contains strategies and practice questions for use with a variety of tests. Even if your state does not give one of the five tests listed above, your child will benefit from doing the practice questions in this book. If you're unsure about which test your child takes, contact your local school district to find out which tests are given.

Types of Test Questions

Traditionally, standardized achievement tests have used only multiple-choice questions. Today, many tests may include constructed response (short answer) and extended response (essay) questions as well.

In addition, many tests include questions that tap students' higher-order thinking skills. Instead of simple recall questions, such as identifying a date in history, questions may require students to make comparisons and contrasts or analyze results, among other skills.

What the Tests Measure

These tests do not measure your child's level of intelligence, but they do show how well your child knows material that he or she has learned and that is

also covered on the tests. It's important to remember that some tests cover content that is not taught in your child's school or grade. In other instances, depending on when in the year the test is given, your child may not yet have covered the material.

If the test reports you receive show that your child needs improvement in one or more skill areas, you may want to seek help from your child's teacher and find out how you can work with your child to improve his or her skills.

California Achievement Test (CAT/5)

What Is the California Achievement Test?

The *California Achievement Test* is a standardized achievement test battery that is widely used with elementary through high school students.

Parts of the Test

The *CAT* includes tests in the following content areas:

Reading

- Word Analysis
- Vocabulary
- Comprehension

Spelling

Language Arts

- Language Mechanics
- Language Usage

Mathematics

Science

Social Studies

Your child may take some or all of these subtests if your district uses the *California Achievement Test*.

Terra Nova/CTBS (Comprehensive Tests of Basic Skills)

What Is the Terra Nova/CTBS?

The *Terra Nova/Comprehensive Tests of Basic Skills* is a standardized achievement test battery used in elementary through high school grades.

While many of the test questions on the *Terra Nova* are in the traditional multiple choice form, your child may take parts of the *Terra Nova* that include some open-ended questions (constructed-response items).

Parts of the Test

Your child may take some or all of the following subtests if your district uses the *Terra Nova/CTBS*:

Reading/Language Arts

Mathematics

Science

Social Studies

Supplementary tests include:

- Word Analysis
- Vocabulary
- Language Mechanics
- Spelling
- Mathematics Computation

Critical thinking skills may also be tested.



Iowa Test of Basic Skills (ITBS)

What Is the ITBS?

The *Iowa Test of Basic Skills* is a standardized achievement test battery used in elementary through high school grades.

Parts of the Test

Your child may take some or all of these subtests if your district uses the *ITBS*, also known as the *Iowa*:

Reading

- Vocabulary
- Reading Comprehension

Language Arts

- Spelling
- Capitalization
- Punctuation
- Usage and Expression

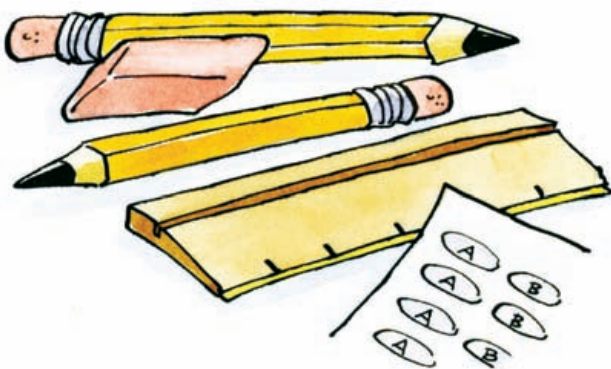
Math

- Concepts/Estimate
- Problems/Data Interpretation

Social Studies

Science

Sources of Information



Stanford Achievement Test (SAT9)

What Is the Stanford Achievement Test?

The *Stanford Achievement Test, Ninth Edition (SAT9)* is a standardized achievement test battery used in elementary through high school grades.

Note that the *Stanford Achievement Test (SAT9)* is a different test from the *SAT* used by high school students for college admissions.

While many of the test questions on the *SAT9* are in traditional multiple choice form, your child may take parts of *the SAT9* that include some open-ended questions (constructed-response items).

Parts of the Test

Your child may take some or all of these subtests if your district uses the *Stanford Achievement Test*:

Reading

- Vocabulary
- Reading Comprehension

Mathematics

- Problem Solving
- Procedures

Language Arts

Spelling

Study Skills

Listening

Critical thinking skills may also be tested.

Metropolitan Achievement Test (MAT7 and MAT8)

What Is the Metropolitan Achievement Test?

The *Metropolitan Achievement Test* is a standardized achievement test battery used in elementary through high school grades.

Parts of the Test

Your child may take some or all of these subtests if your district uses the *Metropolitan Achievement Test*:

Reading

- Vocabulary
- Reading Comprehension

Math

- Concepts and Problem Solving
- Computation

Language Arts

- Pre-writing
- Composing
- Editing

Science

Social Studies

Research Skills

Thinking Skills

Spelling



Statewide Assessments

Today the majority of states give statewide assessments. In some cases these tests are known as *high-stakes assessments*. This means that students must score at a certain level in order to be promoted. Some states use minimum competency or proficiency tests. Often these tests measure more basic skills than other types of statewide assessments.

Statewide assessments are generally linked to state curriculum frameworks. Frameworks provide a blueprint, or outline, to ensure that teachers are covering the same curriculum topics as other teachers in the same grade level in the state. In some states, standardized achievement tests (such as the five described in this book) are used in connection with statewide assessments.

When Statewide Assessments Are Given

Statewide assessments may not be given at every grade level. Generally, they are offered at one or more grades in elementary school, middle school, and high school. Many states test at grades 4, 8, and 10.

State-by-State Information

You can find information about statewide assessments and curriculum frameworks at your state Department of Education Web site. To find the address for your individual state, go to www.ed.gov, click on [Topics A–Z](#), and then click on [State Departments of Education](#). You will find a list of all the state departments of education, mailing addresses, and Web sites.

How to Help Your Child Prepare for Standardized Testing

Preparing All Year Round

Perhaps the most valuable way you can help your child prepare for standardized achievement tests is by providing enriching experiences. Keep in mind also that test results for younger children are not as reliable as for older students. If a child is hungry, tired, or upset, this may result in a poor test score. Here are some tips on how you can help your child do his or her best on standardized tests.

Read aloud with your child. Reading aloud helps develop vocabulary and fosters a positive attitude toward reading. Reading together is one of the most effective ways you can help your child succeed in school.

Share experiences. Baking cookies together, planting a garden, or making a map of your neighborhood are examples of activities that help build skills that are measured on the tests, such as sequencing and following directions.

Become informed about your state's testing procedures. Ask about or watch for announcements of meetings that explain about standardized tests and statewide assessments in your school district. Talk to your child's teacher about your child's individual performance on these state tests during a parent-teacher conference.

Help your child know what to expect. Read and discuss with your child the test-taking tips in this book. Your child can prepare by working through a couple of strategies a day so that no practice session takes too long.

Help your child with his or her regular school assignments. Set up a quiet study area for homework. Supply this area with pencils, paper, markers, a calculator, a ruler, a dictionary, scissors, glue, and so on. Check your child's homework and offer to help if he or she gets stuck. But remember, it's your child's homework, not yours. If you help too much, your child will not benefit from the activity.

Keep in regular contact with your child's teacher. Attend parent-teacher conferences, school functions, PTA or PTO meetings, and school board meetings. This will help you get to know the educators in your district and the families of your child's classmates.

Learn to use computers as an educational resource. If you do not have a computer and Internet access at home, try your local library.

Remember—simply getting your child comfortable with testing procedures and helping him or her know what to expect can improve test scores!



Getting Ready for the Big Day

There are lots of things you can do on or immediately before test day to improve your child's chances of testing success. What's more, these strategies will help your child prepare him- or herself for school tests, too, and promote general study skills that can last a lifetime.



Provide a good breakfast on test day. Instead of sugar cereal, which provides immediate but not long-term energy, have your child eat a breakfast with protein or complex carbohydrates, such as an egg, whole grain cereal or toast, or a banana-yogurt shake.



Promote a good night's sleep. A good night's sleep before the test is essential. Try not to overstress the importance of the test. This may cause your child to lose sleep because of anxiety. Doing some exercise after school and having a quiet evening routine will help your child sleep well the night before the test.



Assure your child that he or she is not expected to know all of the answers on the test. Explain that other children in higher grades may take the same test, and that the test may measure things your child has not yet learned in school. Help your child understand that you expect him or her to put forth a good effort—and that this is enough. Your child should not try to cram for these tests. Also avoid threats or bribes; these put undue pressure on children and may interfere with their best performance.



Keep the mood light and offer encouragement. To provide a break on test days, do something fun and special after school—take a walk around the neighborhood, play a game, read a favorite book, or prepare a special snack together. These activities keep your child's mood light—even if the testing sessions have been difficult—and show how much you appreciate your child's effort.

Taking Standardized Tests

What You Need to Know About Taking Tests

You can get better at taking tests. Here are some tips.

Do your schoolwork. Study in school. Do your homework all the time. These things will help you in school and on any tests you take. Learn new things a little at a time. Then you will remember them better when you see them on a test.



Feel your best. One way you can do your best on tests and in school is to make sure your body is ready. Get a good night's sleep. Eat a healthy breakfast.

One more thing: Wear comfortable clothes. You can also wear your lucky shirt or your favorite color on test day. It can't hurt. It may even make you feel better about the test.

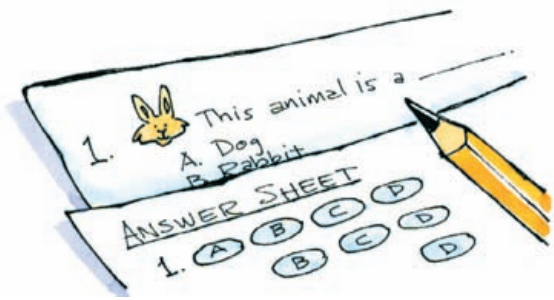
Be ready for the test. Do practice questions. Learn about the different kinds of questions. Books like this one will help you.

Follow the test directions. Listen carefully to the directions your teacher gives. Read all instructions carefully. Watch out for words such as *not*, *none*, *never*, *all*, and *always*. These words can change the meaning of the directions. You may want to circle words like these. This will help you keep them in mind as you answer the questions.

Look carefully at each page before you start. Do reading tests in a special order. First, read the directions. Read the questions next. This way you will know what to look for as you read. Then read the story. Last, read the story again quickly. Skim it to find the best answer.

On math tests, look at the labels on graphs and charts. Think about what the graph or chart shows. You will often need to draw conclusions about the information to answer some questions.

Use your time wisely. Many tests have time limits. Look at the clock when the test starts. Figure out when you need to stop. When you begin, look over the whole thing. Do the easy parts first. Go back and do the hard parts last. Make sure you do not spend too much time on any one part. This way, if you run out of time, you still have completed much of the test.



Fill in the answer circles the right way. Fill in the whole circle. Make your pencil mark dark, but not so dark that it goes through the paper! Be sure you pick just one answer for each question. If you pick two answers, both will be marked as wrong.

Use context clues to figure out hard questions. You may come across a word or an idea you don't understand. First, try to say it in your own words. Then use context clues—

the words in the sentences nearby—to help you figure out its meaning.

Sometimes it's good to guess.

Here's what to do. Each question may have four or five answer choices. You may know that two answers are wrong, but you are not sure about the rest. Then make your best guess. If you are not sure about any of the answers, skip it. Do not guess. Tests like these take away extra points for wrong answers. So it is better to leave them blank.

Check your work. You may finish the test before the time is up. Then you can go back and check your answers. Make sure you answered each question you could. Also, make sure that you filled in only one answer circle for each question. Erase any extra marks on the page.

Finally—stay calm! Take time to relax before the test. One good way to relax is to get some exercise. Stretch, shake out your fingers, and wiggle your toes. Take a few slow, deep breaths. Then picture yourself doing a great job!



Skills Checklists

In which subjects do you need more practice? Find out. Use the checklists below. These are skills you should have mastered in Grade 1. Read each sentence. Is it true for you? Put a check next to it. Then look at the unchecked sentences. These are the skills you need to review.

Reading, Language Arts, and Writing: Grade 1

Reading

- I can find the main idea.
- I can note details.
- I can understand characters' feelings.
- I can figure out the author's purpose for writing.
- I use information from a story and what I already know to make inferences and draw conclusions.
- I can compare and contrast.
- I can find what happens first, next, and last.
- I can predict what will happen next in a story.
- I can choose the best title for a story.

Language Arts

I can identify and use different parts of speech.

- nouns or naming words
- plurals or nouns that name more than one
- verbs or action words
- adjectives or describing words
- pronouns

- I can tell the difference between a complete and an incomplete sentence.
- I can change a telling sentence to an asking sentence.
- I use end punctuation correctly.
- I use capital letters correctly.

Writing

Before I write

- I think about who will read my work.
- I think about my purpose for writing (to inform or entertain).

When I write a draft

- It has a main idea and supporting details.
- I use words and actions that tell about my characters.
- I use words that tell about the setting.

As I revise my work

- I check for spelling, capitalization, punctuation, and grammar mistakes.
- I take out parts that are not necessary.
- I add words and sentences to make my work more interesting.
- I neatly write or type my final copy.
- I include my name and a title on the finished work.

Word Analysis/Phonics

- I can find root words.
- I understand prefixes and suffixes.

I can match

- beginning sounds
- ending sounds
- vowel sounds

Vocabulary

- I can use context clues to figure out hard words.
- I know what synonyms are.
- I can find words with opposite meanings.
- I can read sight words.
- I can find written words from spoken definitions.



Mathematics: Grade 1

Numeration

- I can count to 100.
- I can count objects to 100.
- I can compare groups of objects.
- I can read numbers from 0 to 100.
- I can count on by 2s, 3s, 4s, 5s, and 10s.
- I can find the ones place and the tens place in a number and tell what that means.

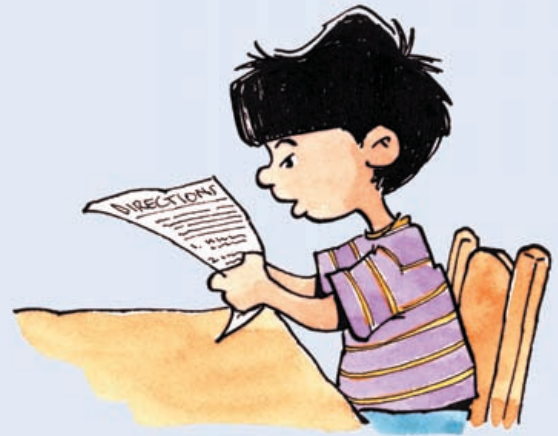


Addition and Subtraction

- I know addition and subtraction facts to 18.
- I can add two-digit numbers with no regrouping.
- I write and solve number sentences.

Problem Solving

- When I do number problems, I read the directions carefully.
- When I do word problems, I read the problem carefully.
- I look for words that tell whether I must add or subtract to solve the problem.



Time, Measurement, Money, and Geometry

- I can use charts and graphs.
- I can tell time on both kinds of clocks.
- I can measure lengths.
- I understand how much coins are worth.
- I know the basic shapes.
- I can match shape patterns.
- I can find lines of symmetry.

Getting Ready All Year

You can do better in school and on tests if you know how to study and make good use of your time. Here are some tips.



Make it easy to get your homework done. Set up a place in which to do it each day. Choose a place that is quiet. Get the things you need, such as pencils, paper, and markers. Put them in your homework place.

Homework Log and Weekly Calendar Make your own homework log. Or copy the one on pages 222–223 of this book. Write down your homework each day. Also list other things you have to do, such as sports practice or music lessons. Then you won't forget easily.

Do your homework right away. Do it soon after you get home from school. Give yourself a lot of time. Then you won't be too tired to do it later on.



Get help if you need it. If you need help, just ask. Call a friend. Or ask a family member. If they cannot help you, ask your teacher the next day.



Figure out how you learn best.

Some people learn best by listening, others by looking. Some learn best by doing something with their hands or moving around. Some children like to work in groups. And some are very happy working alone.

Think about your favorite parts of school. Are you good in art, mathematics, or maybe gym? Your

favorite class maybe a clue to how you learn best. Try to figure it out. Then use it to study and learn better.

Practice, practice, practice! The best way to get better is by practicing a lot. You may have trouble in a school subject. Do some extra work in that subject. It can give you just the boost you need.

Homework Log and Weekly Schedule



	MONDAY	TUESDAY	WEDNESDAY
MATHEMATICS			
READING			
LANGUAGE ARTS			
OTHER			

for the week of _____



THURSDAY	FRIDAY	SATURDAY/SUNDAY	
			MATHEMATICS
			READING
			LANGUAGE ARTS
			OTHER

What's Ahead in This Book?



Everyone in school has to take tests. This book will help you get ready for them. Ask a family member to help you.

The best way to get ready for tests is to do your best in school. You can also learn about the kinds of questions that will be on them. That is what this book is about. It will help you know what to do on the day of the test.

You will learn about the questions that will be on the test. You will get questions on which to practice. You will get hints for how to answer the questions.

In the last part of this book, there is a Practice Test and Final Test for Grade 1. These tests look like the ones you take in school. There is also a list of answers to help you check your answers.

If you practice, you will be all ready on test day.

Multiple Choice Questions

A multiple choice question has 3 or 4 answer choices.
You must choose the right answer.

EXAMPLE Which word does *not* fit in this group?

dog, cat, _____

- hamster
- goldfish
- bike



Sometimes you will know the answer right away. Other times you won't. To answer multiple choice questions on a test, do the following:

- Always read or listen to the directions.
- Look at each answer first. Then mark which one you think is right.
- Answer easy questions first.
- Skip hard questions. Come back to them later. Circle the question to remember which ones you still need to do.

Testing It Out

Now look at the sample question more closely.



Think: Dogs and cats are both pets. I see the word *not*. I need a word that is not a kind of pet. Hamsters and goldfish are pets. I know that a bike is not a pet. I will choose bike.

Multiple Choice Practice

Directions: Find the word that means the same thing, or almost the same thing, as the underlined word. Fill in the circle next to your answer.

1 delicious pizza

- boring
- hungry
- tasty

2 below the desk

- above
- behind
- under

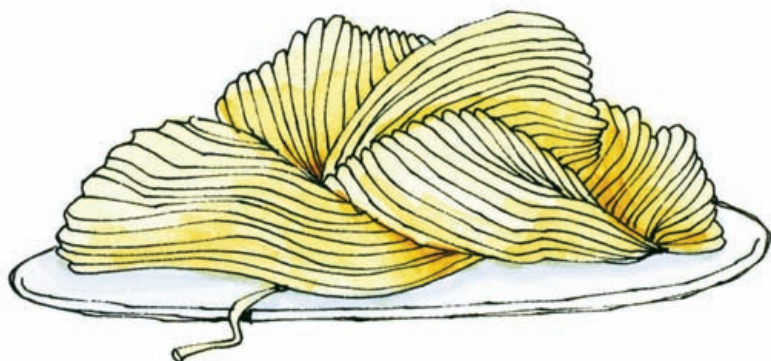
Directions: Find the word that rhymes with the underlined word. Fill in the circle next to your answer.

3 I am afraid of mice.

- bears
- rice
- moose

4 I like to eat spaghetti dinner.

- winner
- supper
- finger



Fill-in-the-Blank Questions

On some tests you must find a word that is missing from a sentence.

EXAMPLE

_____ your teeth before you go to bed.

- Smile
- Brush
- Buy

To answer fill-in-the-blank questions:

- Try to think of the answer before you look at the choices.
- See if one of the choices matches your answer.
- Always check the other choices. There may be a better answer.

Testing It Out

Now look at the sample question above more closely.



Think: *Smile* reminds me of teeth. But it does not make sense. *Brush* seems right. I will look at all the choices. *Buy* starts with the same letter as *Brush*. But it does not make sense. I will mark *Brush*.



Fill-in-the-Blank Practice

Directions: Find the word that best completes the sentence. Fill in the circle next to your answer.

1 The cereal is _____.

- in the bowl
 - at a movie
 - in the attic
-

2 The _____ is full of apples.

- tall tree
 - blue sea
 - big building
-

3 When I am thirsty, I _____.

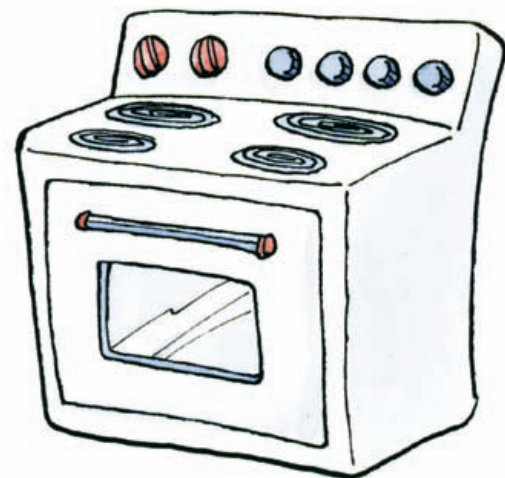
- chop wood
- sing songs
- drink water

4 We had cake at my birthday _____.

- hike
 - party
 - flower
-

5 Be _____ not to touch the oven.

- careful
- happy
- silly



Oral Questions

On some tests you will listen to your teacher read a word. Then you will answer a question about the sounds. Ask an adult to read you the questions.

EXAMPLE Which word starts with the same sound as *dish*?

- plate
- door
- bath

To answer oral questions:

- Listen to the directions.
- Say each answer to yourself. Listen to the sounds.
- Look at all the words. Then mark the one you think is correct.

Testing It Out

Now look at the sample question more closely.



Think: *Plate* means the same thing as *dish*. But it does not start with the same sound. *Door* starts with the same sound as *dish*. *Bath* does not start with the same sound. *Door* must be the right answer.





Oral Questions Practice

Directions: Listen to an adult say the word.

Fill in the circle next to the word that starts with same sound.

1 desk

chair

bat

den

Directions: Listen to an adult say the word. Fill in the circle next to the word that ends with same sound.

2 make

man

nose

rock

Directions: Listen to an adult say the word. Fill in the circle next to the word that rhymes.

3 find

left

fun

kind

Short Answer Questions

Some questions do not give you answers to choose from.
You must write short answers in your own words.

EXAMPLE



dog



cat



rabbit



worm

Which animal does not fit into the group?

Why?

When you write short answers to questions on a test:

- Read each question. Make sure you answer the question. Do not write other things about the words or pictures.
- Your answer should be short. But make sure you answer the whole question.
- Write complete sentences.

Testing It Out

Now look at the sample question more closely.



Think: Dogs, cats, and rabbits have four legs and fur. But worms do not have legs or fur. So *worm* is the answer.

Which animal does not fit into the group?

The worm does not fit into the group.

Why?

The other animals have four legs and fur. A worm does not.

Short Answer Practice

Directions: Read the story. Then answer the questions.

Every Sunday I go with my dad to play basketball in the park. He teaches me how to dribble, pass, even slam-dunk! Sometimes he has to lift me up to reach the net. He says I will be a great player when I get taller. Sunday is my favorite day of the week.

1 Why is Sunday the author's favorite day of the week?

2 How do you think the author feels about her father? Why?

Directions: Look at the pictures to decide which one does not belong. Write your answers on the lines.

3



cup



plate



book

Which picture does not belong?

Why?

Choosing a Picture to Answer a Question

Sometimes your teacher will read you a story and ask you a question about it. You will choose the picture that best answers the question. Ask an adult to read this story to you.

EXAMPLE

Carly and Mike were best friends. One day they were playing hide and seek in Mike's back yard. Carly could not find Mike anywhere. Carly gave up and went into their tree house. She was very surprised when Mike popped out and said "boo!"

Where was Mike hiding?



When you choose a picture to answer a question on a test:

- Listen to the story carefully.
- Try to imagine what is happening. Choose the picture that is closest to what you imagine.
- Mark your answer as soon as you know which one is right. Then get ready for the next question.
- Change your answer only if you are sure it is wrong and another one is right.

Testing It Out

Now look at the sample question more closely. Where was Mike hiding?



Think: Mike did not hide *behind* a tree in the story. He did not hide *under* a bed. They were playing in the back yard. Mike was hiding in a tree house. The third picture is right.

Choosing a Picture to Answer a Question Practice

Directions: Listen to the story. Then choose the picture that best answers the question.

Wendy was Tanya's baby sister. Wendy wanted to do everything Tanya did. Tanya was going to eat the last piece of cake. Wendy wanted a piece too. Tanya got an idea. She cut the piece of cake in half. They ate their snack together.

1 Which picture shows Wendy?



2 What did Wendy want to eat?



Math Questions

On some tests, you will have to answer math questions. Some of these questions will tell a story or show pictures.

EXAMPLE



Look at the picture. Which number sentence shows how many treats there are in all?

$1 + 2 + 1$ ○

$4 + 6$ ○

$3 + 2 + 1$ ○

When you answer math questions on a test:

- Look at the picture. Read all the choices. Then mark your answer.
- Look for important words and numbers.
- Draw pictures or write numbers on scratch paper.
- Look for clue words like *in all*, *more*, *less*, *left*, and *equal*.

Testing It Out

Look at the sample question more closely.



Think: I see 3 groups of treats. The number sentence should have 3 numbers. The first sentence has 3 numbers. But it does not match the pictures. The next sentence only has 2 numbers. They are also too big. The last sentence matches the picture. There are 3 cookies, 2 lollipops, and 1 candy bar.

Math Questions Practice

Directions: Fill in the circle next to the answer that matches the picture.

1



- 39 cents
- 40 cents
- 50 cents

2



- 13 books
- 11 books
- 14 books

Directions: Use scratch paper to work out your answer. Then fill in the circle next to the right number.

3

$$\begin{array}{r} 26 \\ + 7 \\ \hline \end{array}$$

- 33
- 36
- 39

4













$$\begin{array}{r} 11 \\ 21 \\ + 32 \\ \hline \end{array}$$

- 34
- 54
- 64

Using a Graph

You will have to read a graph to answer some questions.

EXAMPLE

			
			
			
 Barbara	 Tom	 Sammy	 Sue

Who read the same amount of books?

- Barbara and Tom
- Sue and Barbara
- Sammy and Sue

When answering graph questions:

- Read the question carefully.
- Look for clue words such as *most*, *least*, *same*, *more*, and *less*.
- You don't always need to count. Try to see how much of each column or row is filled in.

Testing It Out

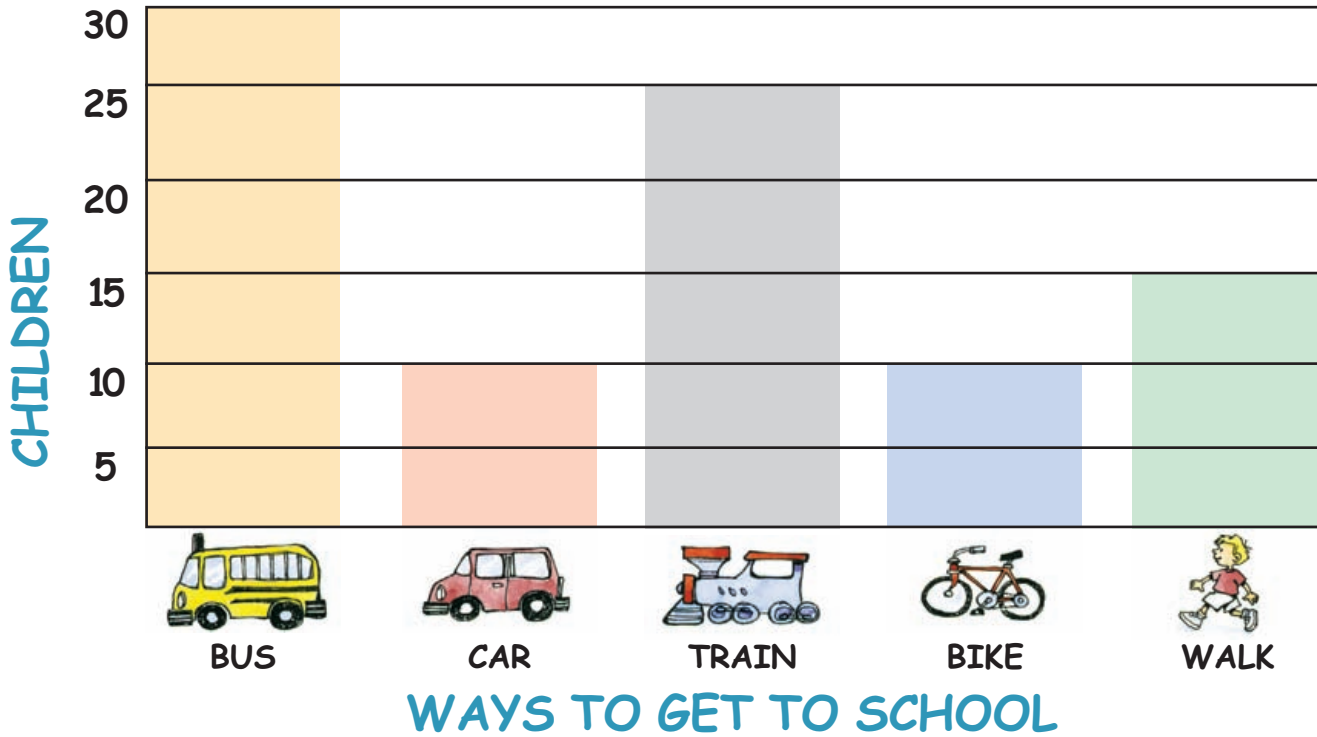
Now look at the sample question more closely.



Think: Barbara read 2 books and Tom only read 1. Sue read 2 books and Barbara read 2 books. That is the same number. Sammy read 3 books and Sue read 2. The answer is Sue and Barbara.

Using a Graph Practice

Directions: The graph shows how many children get to school by bus, car, train, bike, and walking. Look at the graph. Then fill in the circle next to your answer.



1 How do most children get to school?

- Bus
- Car
- Train
- Bike
- Walk

2 How many children walk to school?

- 10
- 15
- 20

3 Do more children ride in cars or on the train?

- Car
- Train

Writing

On some tests you will have to write a long answer to a question. The question is called a writing prompt. Sometimes you may have to write a paragraph or a story.

EXAMPLE

Think of one thing that you do outside that you enjoy. Tell what you enjoy doing outside and why.

When answering writing prompts:

- Write about something you know.
- Read the prompt carefully. Answer every part of the question.
- Plan your time. Leave enough time to check for spelling, punctuation, and grammar mistakes when you are finished.

Testing It Out

Look at the sample prompt more closely.



Think: I want to write about something I really like to do. Let's see, what is my favorite thing to do? I like to play drums. But I do not do that outside. What is my favorite thing to do outside? I love to climb trees. I am a very good climber.

When I am outside, I like to climb trees. I know how to climb every tree in my backyard. I like climbing trees because when I get to the top, I can see down our whole street. Sometimes I see my friends and wave to them. Sometimes I feel like a bird looking down from the sky. Climbing trees makes me happy.



Writing Practice

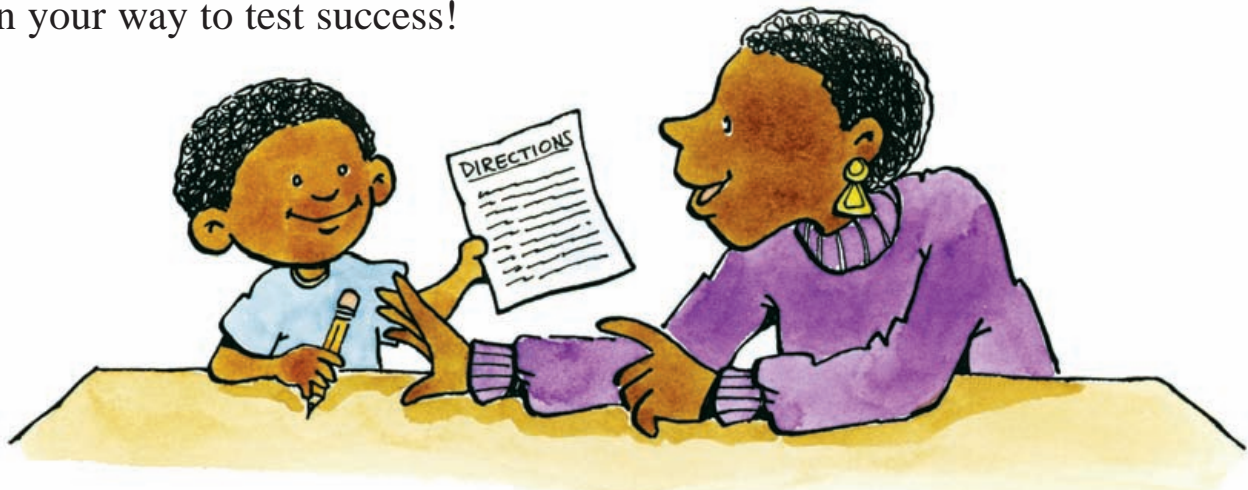
Directions: Think of one thing you want to learn to do. What is it? Why do you want to learn how to do it? How can you learn it? Write your answers on the lines.

Grade 1 Introduction to Practice Test and Final Test

On page 243, you will find Grade 1 Practice Test. On page 279, you will find Grade 1 Final Test. These tests will give you a chance to put the tips you have learned to work. It will also give you an idea about what skills you need to review to be ready for Grade 2.

Here are some things to remember as you take these tests:

- Read and listen carefully to all the directions.
- Be sure you understand all the directions before you begin.
- Ask an adult questions about the directions if you do not understand them.
- Work as quickly as you can during each test.
- Using a pencil, make sure to fill in only one little answer circle for each question. Don't mark outside the circle. If you change an answer, be sure to erase your first mark completely.
- If you're not sure about an answer, you can guess.
- Use the tips you have learned whenever you can.
- It is OK to be a little nervous. You may even do better.
- When you complete all the lessons in this book, you will be on your way to test success!





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Reading and Language Arts

Lesson 1 Story Reading

Directions: Find the words that fit best.

SAMPLE
A

The toast is _____.

on the dish

playing ball

in the closet

Directions: Listen to the story: Jonathan Harrison Turtle was in quite a fix. He had been taking his daily walk, when suddenly an owl had flown down and landed on his head.

SAMPLE
B

Which picture shows what happened to the turtle?



The turtle met
a rabbit.



The turtle was
on the owl.



The owl was
on the turtle.



Listen carefully to the directions.

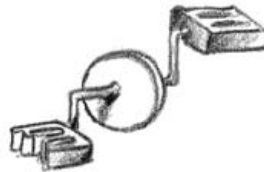
Think about what you are supposed to do.

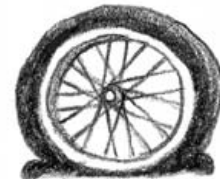
Look at each answer before marking the one you think is right.

Directions: Listen to the story: Carol wanted to ride her bike with her friend, Ramon. They would ride up the street to the playground. When she went to get her bike, Carol saw it had a flat tire.

1 Which picture shows what was wrong with Carol's bike?







2 Find the picture that shows where Ramon and Carol wanted to go.







3 Find the sentence that tells how Carol probably felt when she saw her bike.

She was happy.

She was sad.

She didn't care.

Listen to the rest of the story: Carol told her big brother about the tire. He said he could fix it right away. He fixed the tire, and Carol could ride with her friend.

4 Mark the circle under the words that tell what this story was mostly about.

going for a ride

fixing a bike

going to the playground

GO





Name _____

Directions: Find the word that has the same beginning sound as street.

- 5 strong teeth horse
-
-

Directions: Find the word that has the same beginning sound as flat.

- 6 tall sat fly
-
-

Directions: Find the word that has the same middle sound as ride.

- 7 miss line hair
-
-

Directions: Find the word that has the same middle sound as get.

- 8 ten here real
-



Directions: Many people in every neighborhood have pets. This story is about a boy and his pet. Read the story, then do numbers 9–12.

My dog's name is Nick. He is big and has long, brown hair. He likes to chase a ball. If I throw a ball, he catches it in his mouth. Brings it back to me. When I'm at school, Nick waits for me. He is standing near the door when I get home. He jumps up and licks my face. Then we go outside for a walk.

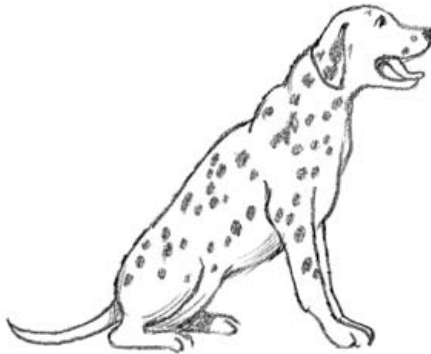
Francisco



9 What does Nick look like?



He has long,
brown hair.



He is white
with spots.



He is small with
curly hair.

10 Where is Nick when Francisco gets home?

- in the kitchen
- on the bed
- by the door

11 If Francisco throws a stick, Nick will probably

- catch a ball.
- bring it back.
- lick his face.



Name _____

12 Which of these is the best name for the story?

- My Dog Nick
 - Chasing a Ball
 - Walking the Dog
-

13 This is Nick's ball.

- Is this Nick's ball?
 - Nick's ball is this?
 - Ball is this Nick's
-

14 Brings it back to me is not a complete sentence. What should Francisco add to make it a complete sentence?

_____ brings it back to me.

- They
- I
- He



15 I take care of the dog.
I walk the dog.

_____ .

- I go to school.
- I wash the dog.
- I read a book.



16 I am having a snack.
I eat an apple.

_____ .

- Mother is at work.
- I like to go swimming.
- Then I drink some milk.



Lesson 2 Reading a Poem

Directions: Listen to the poem. The kitten curled up on my lap.
Pretty soon, it took a nap.

SAMPLE
A

Which picture shows who took a nap?







SAMPLE
B

Which word has the same beginning sound as pull?

pick

drip

desk



Think about the poem while you listen to it.

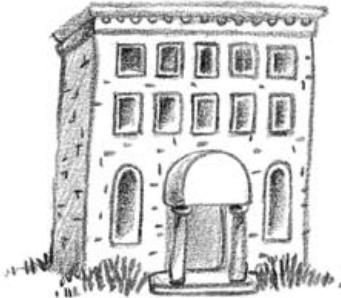
Mark your answer as soon as you know which one is right.

Change your answer only if you are sure it is wrong.

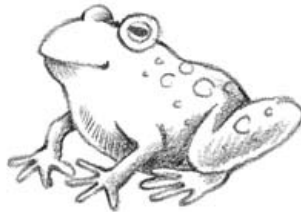


Directions: Listen to the poem. In the same house whose color is blue
Are lots of toy animals in Marilyn's zoo.

1 Find the picture that shows where the zoo is.



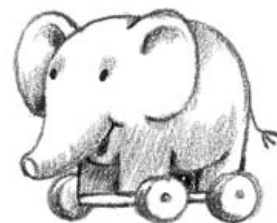
2 Find the picture that shows which might be in the zoo.



Listen to the next part of the poem.

Some are small like Reggie Raccoon,
But others are huge, like Betty Baboon.

3 Find the picture that shows what Reggie is.

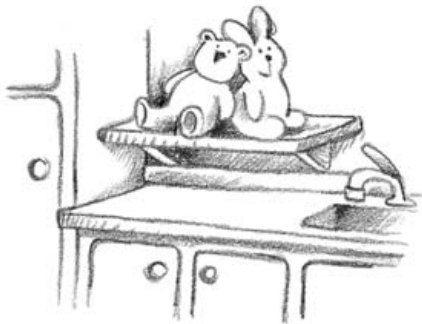


4 Which picture shows Marilyn with Betty Baboon?



Listen to the last part of the poem: Marilyn's bedroom is home to the zoo,
If you ever visit, she'll show it to you.

5 Find the picture that shows where Marilyn keeps her animals.



6 Find the picture that shows what Marilyn would want to do first if someone visited her.



Directions: Find the word that has the same beginning sound as large.

7



leaf

arm

hill

Directions: Find the word that has the same beginning sound as golf.

8



fox

tall

gone

Directions: Find the word that has the same middle sound as hat.

9

bag

buy

bit

Directions: Find the word that has the same middle sound as wet.

10

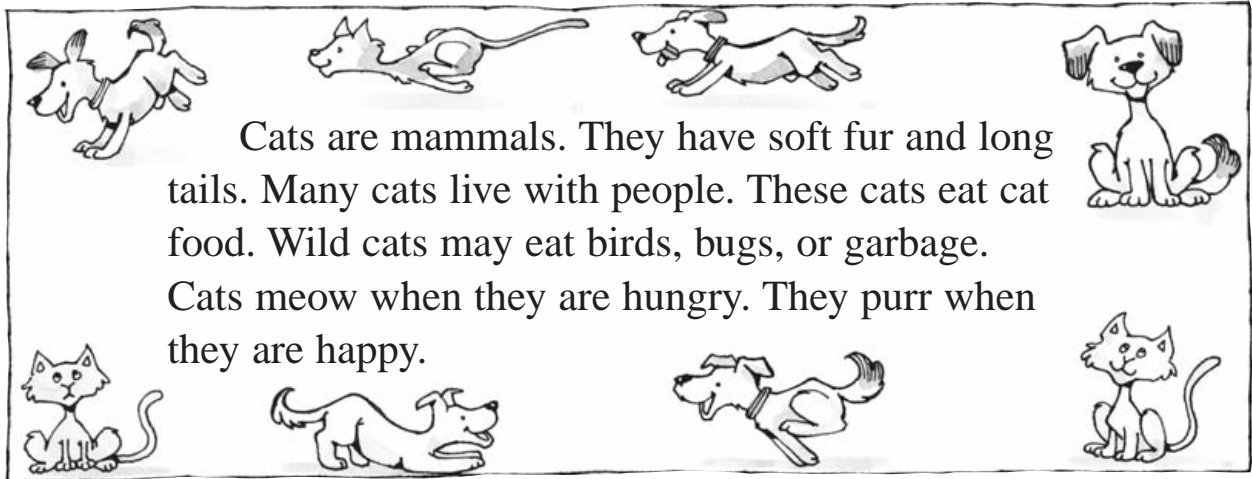
room

rest

roll

Lesson 3 Writing

Directions: Read the paragraph of information.



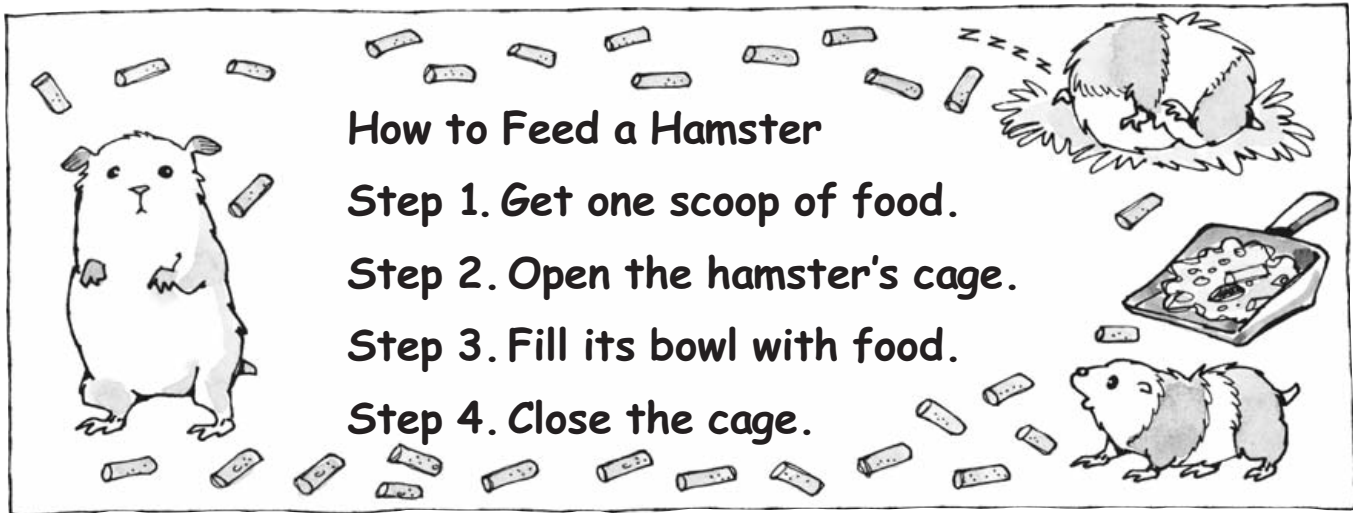
Cats are mammals. They have soft fur and long tails. Many cats live with people. These cats eat cat food. Wild cats may eat birds, bugs, or garbage. Cats meow when they are hungry. They purr when they are happy.

Directions: Think of an animal. Write a paragraph about it.

Answer these questions:

- How does the animal look?
- Where does it live?
- What does it eat?
- What are some of the things it does?

Directions: Read the sentences that tell how to feed a hamster.



Directions: Think of something you can do or make. Write how-to sentences on the numbered lines below.

How to _____

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____



Lesson 4 Review

Directions: Find the word that has the same beginning sound as easy.

SAMPLE
A

end

eat

ask

Directions: Find the word that has the same middle sound as book.

1

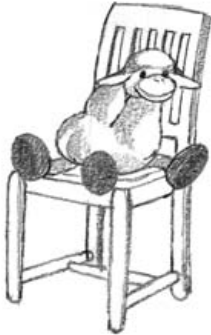
face

foot

find

2

The toy is on the bed.

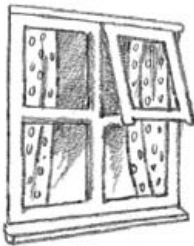




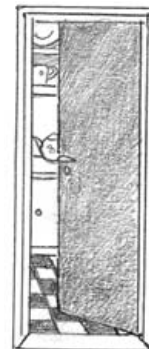


3

The door is open.







GO

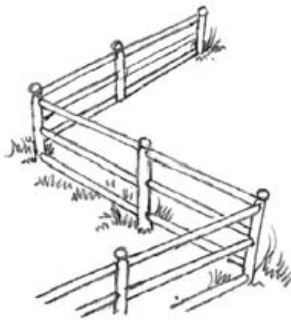


Directions: Listen to the story. Steven and his little sister were playing in the yard. They saw a bird land on the fence beside the house.

4 Who was with Steven?



5 Where did the bird land?



6 Where were they playing?

They were
in the yard.

They were
in school.

They were
on the steps.

Directions: Listen to the story. The bird flew to the ground and picked up some dead grass. Then it flew into a tree. Steven said that the bird was building a nest.

7 What is the story mostly about?

two friends

playing a game

what a bird did





Name _____

Directions: For numbers 8 and 9, choose the correct end mark.

8 Dear Grandmother _____

.

,

?

9 Thank you for the gift _____

?

,

.

Directions: For numbers 10 and 11, mark the part of the sentence that needs a capital letter.

10 the coat | keeps me | very warm.

11 With | much love, | chris

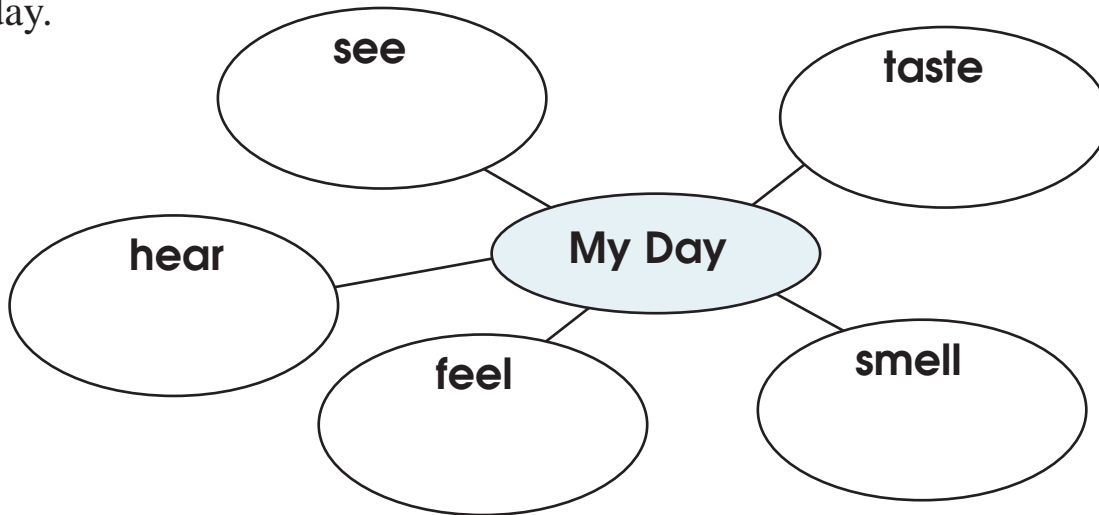
GO



Directions: Read the paragraph that describes a special day.

Saturday was a special fall day. The air was cool and crisp. The leaves on the trees were bright orange, yellow, and red. The leaves on the ground crunched when you walked on them. I drank hot cider. It tasted and smelled like sweet apples.

Directions: Think about a special day. Write words in the web that describe your day.



Directions: Write a paragraph that describes your special day. Use the ideas in your web.

Basic Skills

Lesson 1 Word Analysis

Directions: Which word has the same beginning sound as bell?

SAMPLE
A

hill

boat

rest

cab



Say each answer to yourself.
Listen for the beginning sound.

1 Which word has the same beginning sound as new?

when

tent

neat

shoe

2 Which word has the same beginning sound as dark?

desk

park

sad

warm

3 Which word has the same beginning sound as friend?

cry

trip

from

4 Which word has the same beginning sound as play?

please

stay

chain

5 Which word has the same beginning sound as skin?

clown

skip

slow



Directions: Which word has the same ending sound as far?

SAMPLE
B

fun

off

ran

her



Say each answer to yourself.
Listen for the ending sound.

6 Which word has the same ending sound as pin?

trap

can

nose

pet

7 Which word has the same ending sound as hit?

not

hear

win

dish

8 Which word has the same ending sound as have?

wish

head

van

love

9 Which word has the same ending sound as want?

wind

sent

both

10 Which word has the same ending sound as dirt?

learn

bird

heart



Directions: Which word has the same middle sound as cup?

SAMPLE
C



turn

must

shout

hurt



Say each answer to yourself.
Listen for the middle sound.

11 Which word has the same middle sound as peach?



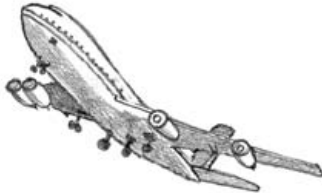
quiet

push

last

need

12 Which word has the same middle sound as plane?



cake

rag

pants

mark

13 Which word has the same middle sound as block?

voice

should

sock

roof

14 Which word has the same beginning sound as eagle?

ant

and

end

eat

STOP



Lesson 2 Vocabulary

Directions: Find the word that means big.

SAMPLE
A

funny

cool

large

empty



Think about the definition.
Choose the best answer.

1 Find the word that means twelve months.

yard

year

pail

mile

2 Find the word that means a kind of fruit.

tree

bread

milk

orange

3 Find the word that means a place where people live.

house

chair

roof

tree

4 Find the word that means something made of wood.

dress

glove

brick

log

5 Find the word that means something that makes honey.

fish

bird

bee

cow

Directions: Which answer means about the same as the underlined word?

SAMPLE

B**choose them**

- hear
- help
- see
- pick

SAMPLE

C**was awful**

- bad
- old
- lazy
- near

Directions: For numbers 6–11, choose the answer that means about the same as the underlined word.

6 **nap** now

- race
- sleep
- stand
- jump

7 **be** speedy

- able
- heavy
- fast
- better

8 **beneath** it

- under
- around
- with
- inside

9 **will** enjoy

- miss
- catch
- like
- dive

10 **big** rock

- desk
- stone
- room
- cliff

11 **can** wash

- drink
- float
- hide
- clean



Directions: Which answer choice fits best in the blank?

SAMPLE

D The _____ deer was shy. It stood beside its mother.

- young brave
 fast tall



Try each answer in the blank.

Directions: For numbers 12–17, find the word that best fits in the blank.

12 We must _____ soon or we will be late.

- play start
 call study

13 Put the ladder _____ the wall so I can climb up.

- inside along
 against below

14 Put the food on the _____ and then serve it.

- dishes floor
 stove chairs

15 The _____ was bright. It was easy to see even though it was night.

- moon cloud
 sun fog

16 Helena _____ her room blue and white.

- cleaned fixed
 slept painted

17 The cat's claws are _____, so be careful when you play with it.

- soft sharp
 furry nice

STOP



Lesson 3 Computation

Directions: Add to find the answer.

Directions: Subtract to find the answer.

SAMPLE
A

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

- 1
- 5
- 6
- 32

SAMPLE
B

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

- 4
- 6
- 3
- 15

- 1**
- $$7 + 3 =$$
- 4
 - 21
 - 10
 - 37

- 4**
- $$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$
- 11
 - 6
 - 28
 - 10

- 2**
- $$\begin{array}{r} 4 \\ 1 \\ + 2 \\ \hline \end{array}$$
- 7
 - 5
 - 3
 - 8

- 5**
- $$66\text{¢} - 5\text{¢} =$$
- 16¢
 - 61¢
 - 51¢
 - 65¢

- 3**
- $$10 + 30 =$$
- 20
 - 40
 - 13
 - 31

- 6**
- $$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$
- 21
 - 6
 - 7
 - 9



Pay attention to the operation sign so you know what to do.

STOP



Lesson 4 Review

Directions: Find the word that has the same beginning sound as will.

SAMPLE
A

saw

new

done

won

1 Find the word that has the same beginning sound as four.

corn

dark

fork

lift

2 Find the word that has the same beginning sound as map.

more

home

rest

smooth

3 Find the word that has the same beginning sound as speak.

dress

spill

slip

4 Find the word that has the same ending sound as leg.

rug

gone

rich

grab

5 Find the word that has the same ending sound as bread.

dust

end

lose

sled

6 Find the word that has the same ending sound as wild.

hand

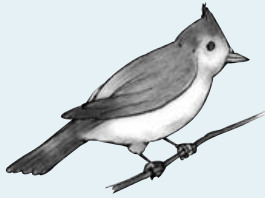
hold

toast



Directions: Which word has the same middle sound as bird?

SAMPLE
B



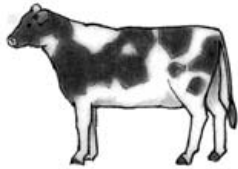
like

heard

noise

miss

7 Find the word that has the same middle sound as cow.



hope

roar

round

pop

8 Find the word that has the same middle sound as tent.



rest

team

seem

they

9 Find the word that has the same middle sound as rain.

load

that

bread

game

10 Find the word that has the same middle sound as fruit.

root

hope

boat

cow

11 Find the word that has the same middle sound as kite.

fair

list

have

five

12 Find the word that has the same middle sound as can.

bend

hand

what

don't





Name _____

Directions: Find the word that means something that you read.

SAMPLE
C

snack

book

seat

sound

13 Which word means a small city?

road

hill

house

town

14 Which word means a body of water?

lake

field

tree

cave

Directions: Find the word that means about the same as the underlined word.

15 search for

- race
- jump
- look
- write

17 will listen

- hear
- taste
- find
- sell

16 large boat

- wagon
- balloon
- cart
- ship

18 wet cloth

- damp
- small
- soft
- warm

GO





Name _____

Directions: Which answer choice fits best in the blank?

Directions: Which answer solves the problem?

SAMPLE
D

The ice was so _____. We couldn't walk on it.

- safe thick
- thin cold

SAMPLE
E

- 12
- 4
- $\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$ 48
- 84

19 The box was so heavy it took two of us to _____ it.

- lift
- see
- find

22 50¢

- $11¢ + 61¢ =$
- 52¢
 - 72¢
 - 73¢

20 The oven is hot. Now we can _____ the cookies.

- taste
- eat
- buy
- bake

23 99

- $9 + 9 =$
- 0
 - 19
 - 18

21 Put your coat in the _____ and then close the door.

- garden
- box
- closet

24 68¢

- $\begin{array}{r} 44¢ \\ - 24¢ \\ \hline \end{array}$
- 20¢
 - 60¢
 - 28¢

25 52

- $62 - 4 =$
- 66
 - 12
 - 58



Mathematics

Lesson 1 Mathematics Skills

Directions: Rudy has one dollar. He used it to buy a book. After he paid for the book, he got 3 pennies back.

SAMPLE
A

Which book did he buy?



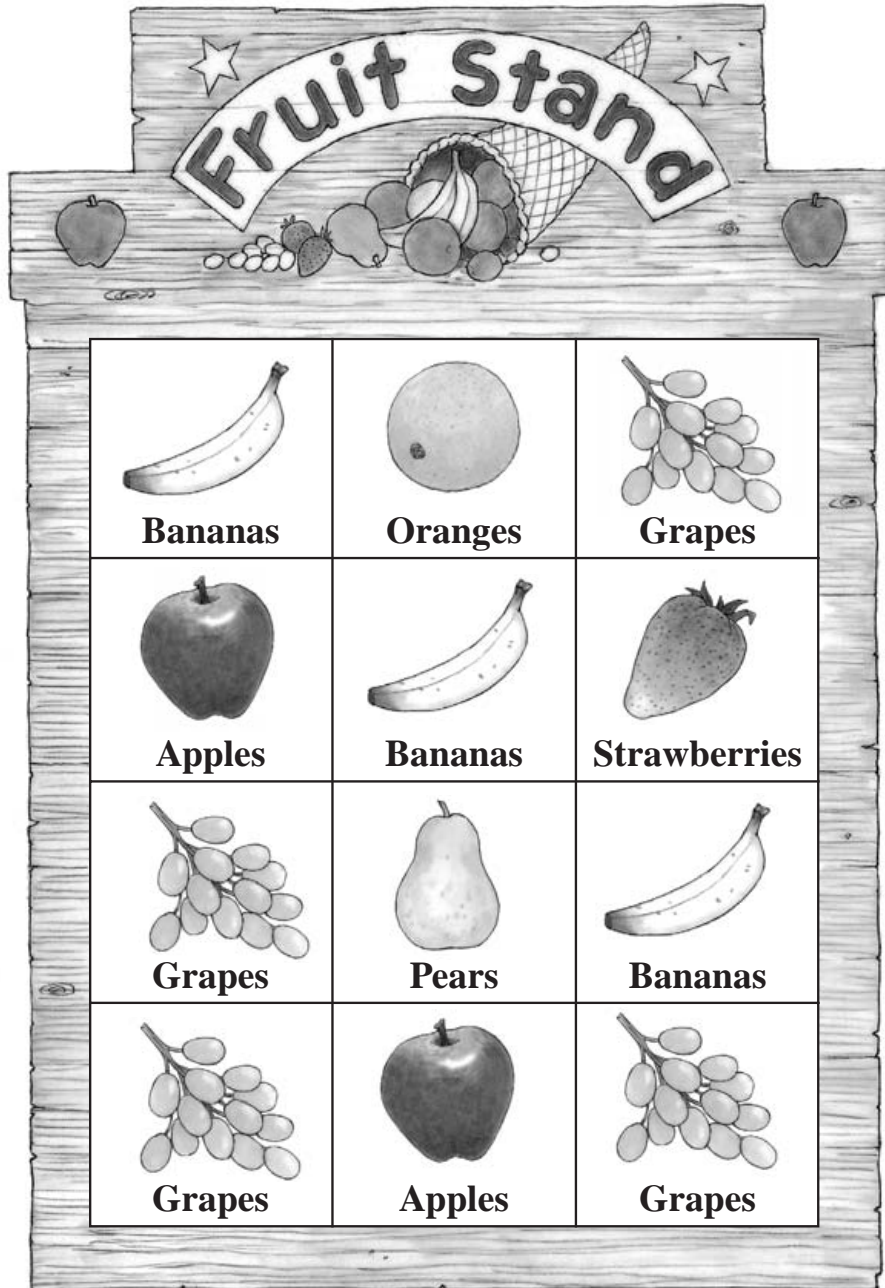
Listen carefully. Think about the question while you look at the answer choices.

Listen for key words and numbers.

As soon as you know which answer is right, mark it and get ready for the next item.

If you aren't sure which answer is correct, take your best guess.

Tammy's mother wanted to serve fruit in addition to cookies and cake at a party. She asked each child to draw a picture of the fruit he or she liked best.



1 How many children liked apples best?

1

2

3

4

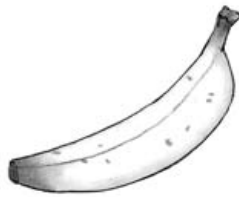
GO



2 Which fruit got the most votes?



Apples



Bananas



Grapes



Oranges



3 Which fruit got two more votes than pears?



Strawberries



Grapes



Apples



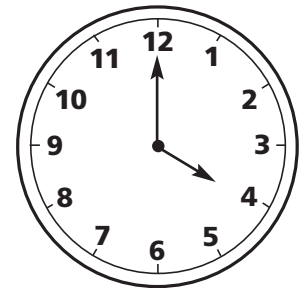
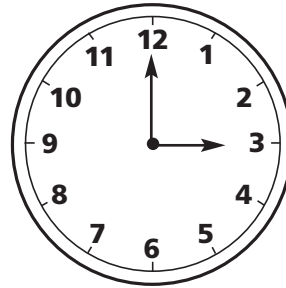
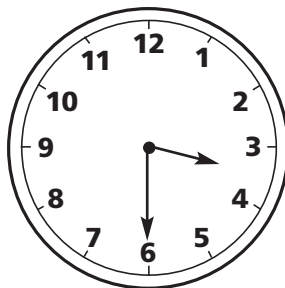
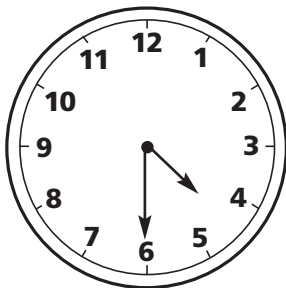
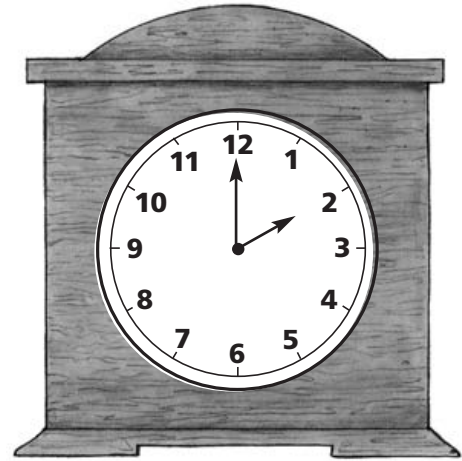
Bananas



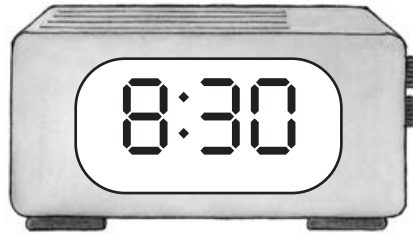
4 Which child is number 6 in line?



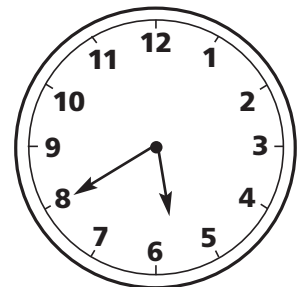
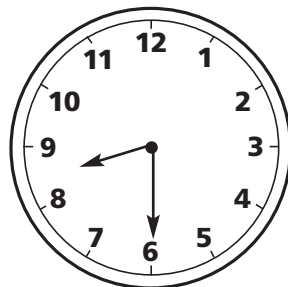
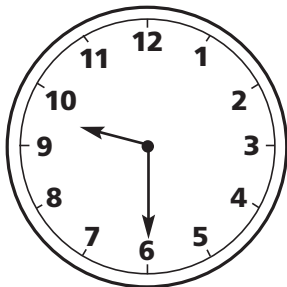
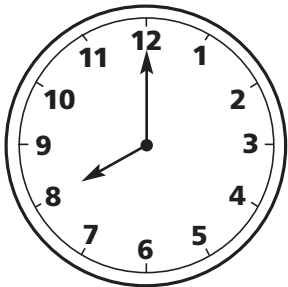
5 Tommy's party started at 2:00. If the party lasted two and one-half hours, what time did the party end?



6

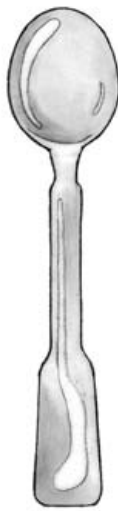
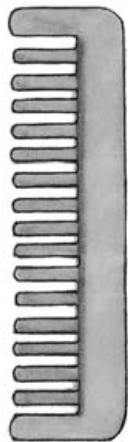


Directions: Find the round clock that tells the same time.



Directions: Find the object that is as tall as 3 postage stamps.

7



STOP

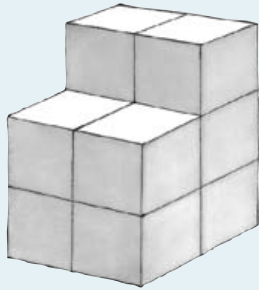


Lesson 2 Review

Math Partners

Directions: How many blocks are in this tower?

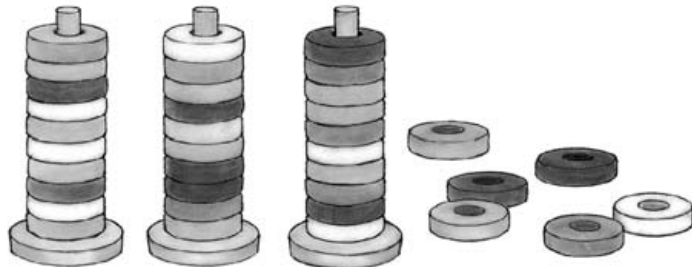
SAMPLE
A



- 6 8 10 12



1 How many candies are there in all?



- 36 306 603 63

2 How much money is shown here?

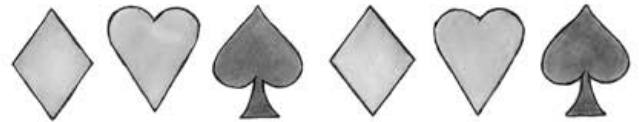
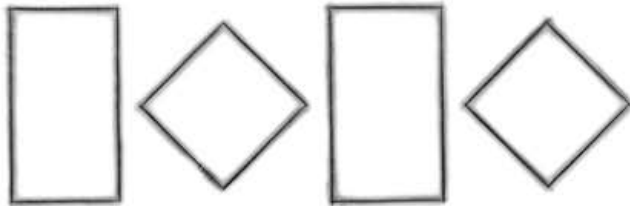
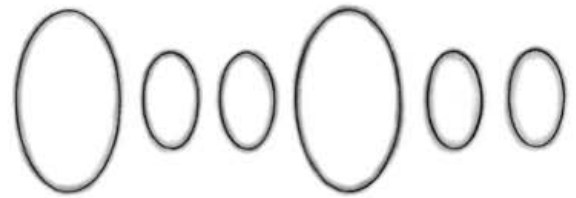
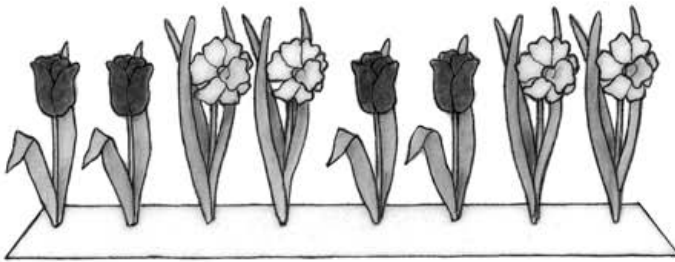
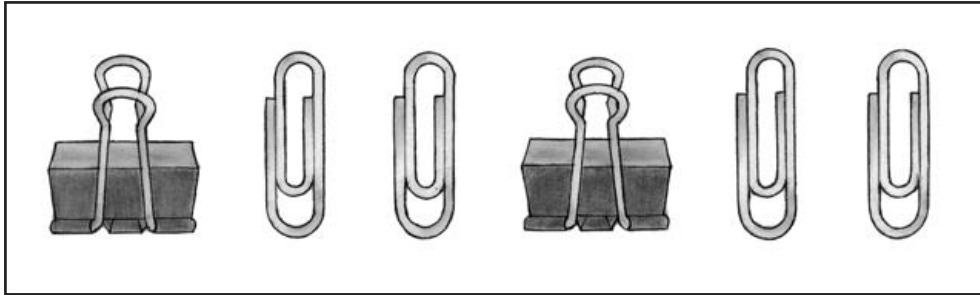


- 3¢ 12¢ 21¢ 16¢



Directions: Look at the pattern in the box. Mark the answer that has the same kind of pattern.

3



Directions: Find the picture that shows a group of 8.

4



5 Which number is 67?



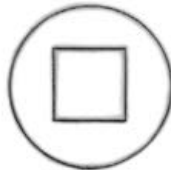


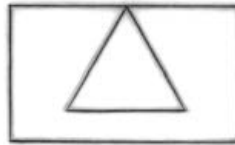




6 Ricky's father asked him to draw a triangle inside a circle. Which shape did Ricky draw?











7

9  stood on the edge of a lake.

4  went into the water.

How many ducks were left standing on the edge?

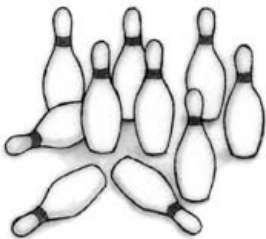
5

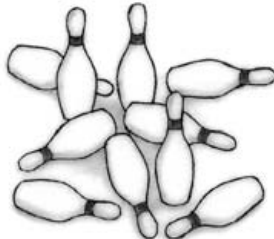
6

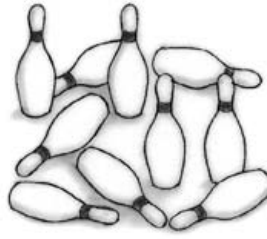
7

8

8 Ricky knocked down seven pins with his first ball. Which picture shows how many were left standing?









STOP



Reading and Language Arts

SAMPLE
A

Flowers are pretty. They are also food for some animals like bees, other insects, and birds.

Who gets food from a flower?

a bee

a snake

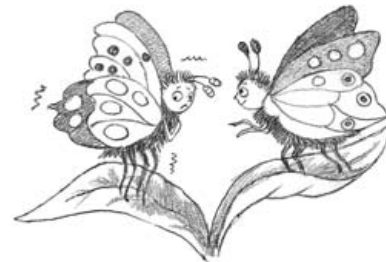
a fish

Directions: Brenda is a butterfly who has a problem. Winter is coming and she is getting cold. Read the story about Brenda, then do numbers 1–5.

Brenda was cold. She had never been cold before. She lived in a sunny place that was usually warm. Brenda did not like being cold.



Brenda’s friend, Ralph, saw that she was sad. “Why the long face?” asked Ralph.



“I’m cold,” answered Brenda, “and I don’t know what to do.”

Ralph grinned at Brenda. He answered, “My mother told me what to do. She said we should follow the other butterflies and fly south. It’s warm there all the time.”



Brenda and Ralph saw some other butterflies. They followed them south, and soon Brenda was happy again.



1 Ralph says that Brenda has a “long face.”

He is saying that

- Brenda’s face is long.
- Brenda looks sad.
- Brenda is a very tall butterfly.

- 2 In the story,
Ralph grinned at Brenda.

What does this mean?

- He was cold, too.
- He didn't know what to do.
- He smiled at her.



- 3 **Why was Brenda happy at the end of the story?**

- She knows winter is coming.
- She was warm again.
- Ralph showed her how to fly.

- 4 **In which direction do Ralph and Brenda fly?**

- north
- west
- south

- 5 **Birds sometimes go south for the winter. How else are they like butterflies?**

- They both fly.
- They both swim.
- They both have six legs.

Directions: For numbers 6 and 7, find the word that fits best in each blank in the story.

While they were going south, Brenda and Ralph flew over a (6) . They saw some (7) in it and people swimming.

- 6** field
 lake
 farm

- 7** cars
 trucks
 boats

Directions: Find the word that can take the place of Brenda and Ralph.

- 8** Some children saw Brenda and Ralph.
 them
 they
 it

Directions: Find the sentence that is written correctly.

- 9** Many miles with their friends.
 They flew to a warm place.
 Tasty flowers all around.

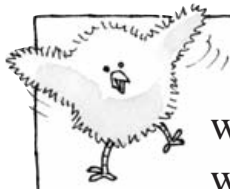


Directions: Read the letter that one girl wrote to a friend. Then think about what you would say in a friendly letter. Write it on the lines below.

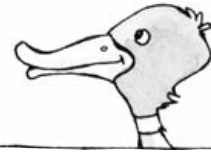


Directions: Think about what you would say in a friendly letter. Write it on the lines below.

Directions: Read the story one child wrote.



Chick thought Duck was mad at him. Duck was sitting by himself. Chick asked Duck what was wrong. Chick gave him treats and toys. At last Duck explained. Duck was not mad. He just wanted to be alone for a while. He and Chick were still best friends.



Directions: Think about a story you would like to write. Fill in the story map.

Beginning



Middle



Ending

Directions: Use your story map to write your story.

STOP





Name _____

Basic Skills

Directions: Find the word that has the same beginning sound as joke.

SAMPLE
A

pay

jump

mop

funny

1 Which word has the same beginning sound as pork?

dust

late

pool

clap

2 Which word has the same beginning sound as van?

toast

move

near

vote

3 Which word has the same beginning sound as chest?

choose

touch

song

these

4 Which word has the same ending sound as knob?

coat

lunch

dear

club

5 Which word has the same ending sound as stew?

net

wheel

now

give

6 Which word has the same ending sound as third?

hard

land

barn

dark

GO



Directions: Find the word that has the same middle sound as corn?

SAMPLE
B



bone

rose

fort

loud

7 Which word has the same middle sound as watch?



lock

lead

home

roast

8 Which word has the same middle sound as ring?



find

chair

rise

sink

9 Which word has the same middle sound as bump?

young

four

show

coast

10 Which word has the same middle sound as nine?

six

rain

wild

find

11 Which word has the same middle sound as fun?

guess

great

jump

proud

12 Which word has the same middle sound as pin?

since

fast

stuff

soft





Name _____

Directions: Find the word that means a small horse.

SAMPLE
C

cow

kitten

chick

pony

13 Find the word that means a color.

chalk

paint

light

brown

14 Find the word that means a tool.

hammer

make

fix

wood

Directions: Find the answer that means about the same as the underlined word.

15 speak quietly

talk

play

study

walk

17 remain here

leave

play

eat

stay

16 muddy car

fast

large

dirty

shiny

18 assist them

call

help

join

like

GO



Directions: For Sample D and numbers 19–21, choose the word that fits best in the blank.

SAMPLE

D Everybody left _____ me. I stayed and helped clean up.

- and above
 beside except

19 Each week, I try to save some money in my _____ .

- pocket
 wallet
 bank

20 The _____ at the beach were pretty. I took some home.

- shells
 water
 crowd

21 I _____ the table. This made the books fall off.

- bumped
 saw
 drew
 liked

Directions: For Sample E and numbers 22–25, solve the problems.

SAMPLE

E 12

$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$ 4

48

3

22 96¢

$\begin{array}{r} 45¢ \\ + 42¢ \\ \hline \end{array}$ 3¢

87¢

83¢

23 10

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

11

28

24 10

$\begin{array}{r} 50 \\ - 50 \\ \hline \end{array}$ 5

0

100

25 4

$12 - 7 =$ 6

19

5

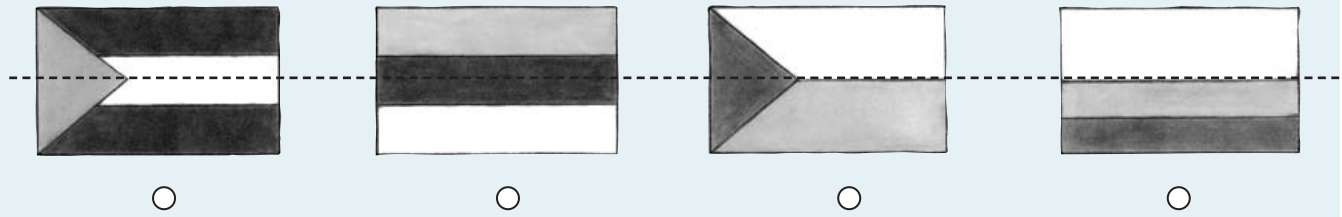
STOP



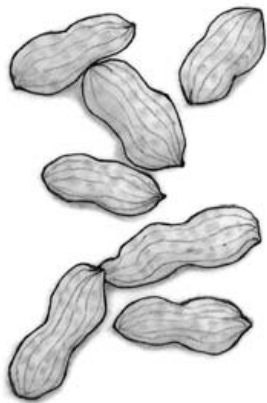
Mathematics

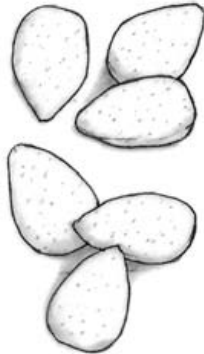
SAMPLE
A

Directions: Which flag can be folded on the dotted line so the parts match?



1 Which group has the largest number of nuts?



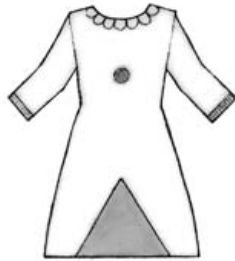






2 Which dress has both a triangle and a square on it?





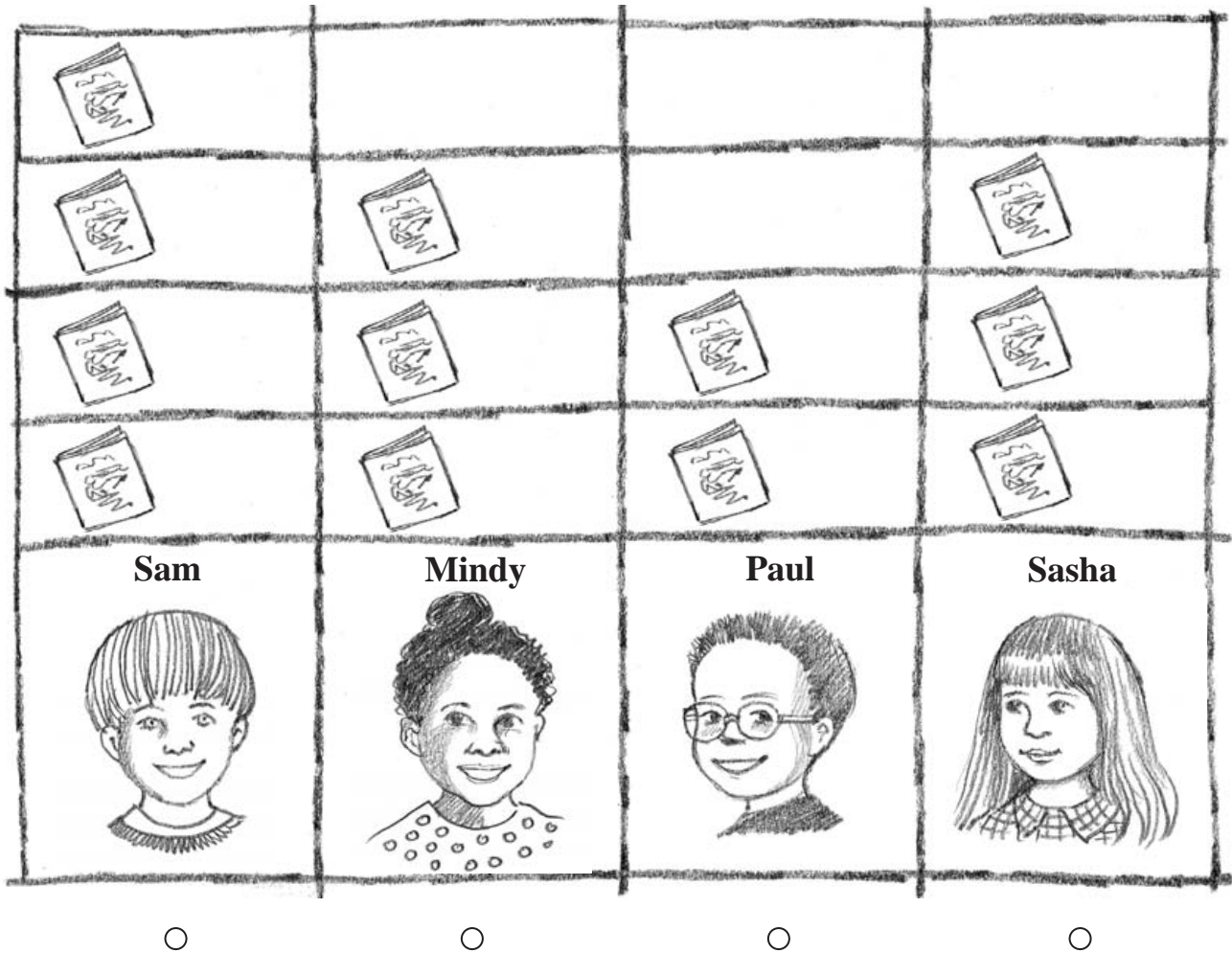




THE BOOK CLUB

Sam, Mindy, Paul, and Sasha are members of the book club. The graph shows how many books they read this week. Use the graph to answer numbers 3 and 4.

3 Which child read the fewest books?



4 Which children read the same number of books?





Sam and Paul

Sam and Sasha

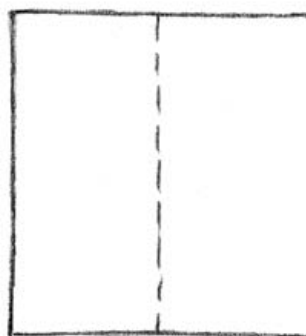

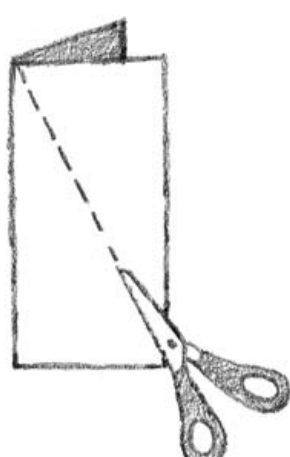




Sam and Mindy

Mindy and Sasha

5 Which child is counting by fours?





<p>12, 13, 14</p>  <p><input type="radio"/></p>	<p>20, 24, 28</p>  <p><input type="radio"/></p>	<p>12, 18, 24</p>  <p><input type="radio"/></p>	<p>15, 18, 21</p>  <p><input type="radio"/></p>
--	--	---	--

6 The pictures in the first row show how a piece of paper is folded and cut. Find the shape that remains.

			
			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Saving Our Money

Directions: The table has tally marks that show the coins that Sam, Mindy, Paul, and Sasha have. Use this table to answer numbers 7 and 8.

	Sam	Mindy	Paul	Sasha
				
	 			
				
				

7 Find the child who has the most coins.









8 Find the child who has both a dime and a quarter.









STOP





Test Practice Answer Key

This page intentionally left blank.



Grade 1 Record Your Scores

After you have completed and checked each test, record your scores below. Do not count your answers for the sample questions or the writing pages.

Practice Test

Unit 1 Reading and Language Arts

Number of Questions: 37 Number Correct _____

Unit 2 Basic Skills

Number of Questions: 62 Number Correct _____

Unit 3 Mathematics

Number of Questions: 15 Number Correct _____

Final Test

Unit 1 Reading and Language Arts

Number of Questions: 9 Number Correct _____

Unit 2 Basic Skills

Number of Questions: 25 Number Correct _____

Unit 3 Mathematics

Number of Questions: 8 Number Correct _____



Grade 1 Answer Key

Page 243

- A.** on the dish
- B.** The owl was on the turtle.

Page 244

- 1.** the third picture
- 2.** the first picture
- 3.** She was sad.
- 4.** fixing a bike

Page 245

- 5.** strong
- 6.** fly
- 7.** line
- 8.** ten

Page 247

- 9.** He has long, brown hair.
- 10.** by the door
- 11.** bring it back.

Page 248

- 12.** My Dog Nick
- 13.** Is this Nick's ball?
- 14.** He

Page 249

- 15.** I wash the dog.
- 16.** Then I drink some milk.

Page 250

- A.** kitten
- B.** pick

Page 251

- 1.** the third picture
- 2.** the first picture
- 3.** the second picture

Page 252

- 4.** the first picture
- 5.** the third picture
- 6.** the second picture

Page 253

- 7.** leaf
- 8.** gone
- 9.** bag
- 10.** rest



Grade 1 Answer Key

Page 254

Answers will vary, but the child should answer questions about the animal chosen, such as how it looks, where it lives, what it eats, and some of the things it does.

Page 255

Answers will vary, but the child should write how-to sentences about something he or she can do or make using four steps.

Page 256

- A.** eat
- 1.** foot
- 2.** second picture
- 3.** third picture

Page 257

- 4.** second picture
- 5.** second picture
- 6.** They were in the yard.
- 7.** what a bird did

Page 258

- 8.** comma
- 9.** period
- 10.** the coat
- 11.** chris

Page 259

Paragraphs will vary but should describe the child's special day.

Page 260

- A.** boat
- 1.** neat
- 2.** desk
- 3.** from
- 4.** please
- 5.** skip

Page 261

- B.** her
- 6.** can
- 7.** not
- 8.** love
- 9.** sent
- 10.** heart



Grade 1 Answer Key

Page 262

- C.** must
- 11.** need
- 12.** cake
- 13.** sock
- 14.** eat

Page 263

- A.** large
- 1.** year
- 2.** orange
- 3.** house
- 4.** log
- 5.** bee

Page 264

- B.** pick
- C.** bad
- 6.** sleep
- 7.** fast
- 8.** under
- 9.** like
- 10.** stone
- 11.** clean

Page 265

- D.** young
- 12.** start
- 13.** against
- 14.** dishes
- 15.** moon
- 16.** painted
- 17.** sharp

Page 266

- A.** 5
- 1.** 10
- 2.** 7
- 3.** 40
- B.** 4
- 4.** 6
- 5.** 61 cents
- 6.** 7

Page 267

- A.** won
- 1.** fork
- 2.** more
- 3.** spill
- 4.** rug
- 5.** sled
- 6.** hold



Grade 1 Answer Key

Page 268

- B.** heard
- 7.** round
- 8.** rest
- 9.** game
- 10.** root
- 11.** five
- 12.** hand

Page 269

- C.** book
- 13.** town
- 14.** lake
- 15.** look
- 16.** ship
- 17.** hear
- 18.** damp

Page 270

- D.** thin
- 19.** lift
- 20.** bake
- 21.** closet
- E.** 12
- 22.** 72 cents
- 23.** 18
- 24.** 20 cents
- 25.** 58

Page 271

- A.** second picture

Page 272

- 1.** 2

Page 273

- 2.** Grapes
- 3.** Bananas

Page 274

- 4.** the third circle
- 5.** the first picture

Page 275

- 6.** the third picture
- 7.** the glue

Page 276

- A.** 10
- 1.** 36
- 2.** 16 cents

Page 277

- 3.** the second picture (ovals)
- 4.** the last picture



Grade 1 Answer Key

Page 278

5. the last picture
6. the last picture
7. 5
8. the second picture

Page 279

- A. a bee

Page 280

1. Brenda looks sad.

Page 281

2. He smiled at her.
3. She was warm again.
4. south
5. They both fly.

Page 282

6. lake
7. boats
8. them
9. They flew to a warm place.

Page 283

Letters will vary, but the child should write a friendly letter.

Page 284

Stories will vary but should follow the story map.

Page 285

- A. jump
1. pool
2. vote
3. choose
4. club
5. now
6. hard

Page 286

- B. fort
7. lock
8. sink
9. young
10. find
11. jump
12. since



Grade 1 Answer Key

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- C.** pony
- 13.** brown
- 14.** hammer
- 15.** talk
- 16.** dirty
- 17.** stay
- 18.** help

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- D.** except
- 19.** bank
- 20.** shells
- 21.** bumped
- E.** 4
- 22.** 87 cents
- 23.** 10
- 24.** 0
- 25.** 5

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- A.** first picture
- 1.** last picture
- 2.** last picture

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- 3.** Paul
- 4.** Mindy and Sasha

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- 5.** second child
- 6.** third picture

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- 7.** last child
- 8.** second child

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Test Practice Worksheet

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Test Practice Worksheet



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