

# SUMMER LINK

**MATH** *plus* **READING**

SUMMER BEFORE  
GRADE

**3**



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 3**

# SUMMER LINK

**MATH *plus* READING**



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## Table of Contents by Section

Summer Link Math .....	.7
Summer Link Reading .....	.99
Test Practice .....	.219



## Summer Link Math Table of Contents

Counting . . . . .	8-11
Patterns . . . . .	12-15
Place Value . . . . .	16
Addition . . . . .	17-21
Subtraction . . . . .	22-28
Addition and Subtraction . . . . .	29-31
3-Digit Addition and Subtraction . . . . .	32-35
Ordinal Numbers . . . . .	36
Graphs . . . . .	37-42
Greater Than, Less Than . . . . .	43-44
Multiplication . . . . .	45-50
Problem Solving . . . . .	51
Fractions . . . . .	52-58
Shapes . . . . .	59-64
Measurement . . . . .	65-68
Time . . . . .	69-77
Money . . . . .	78-88
Answer Key . . . . .	89-97
Developmental Skills for Third Grade Math Success . . . . .	98

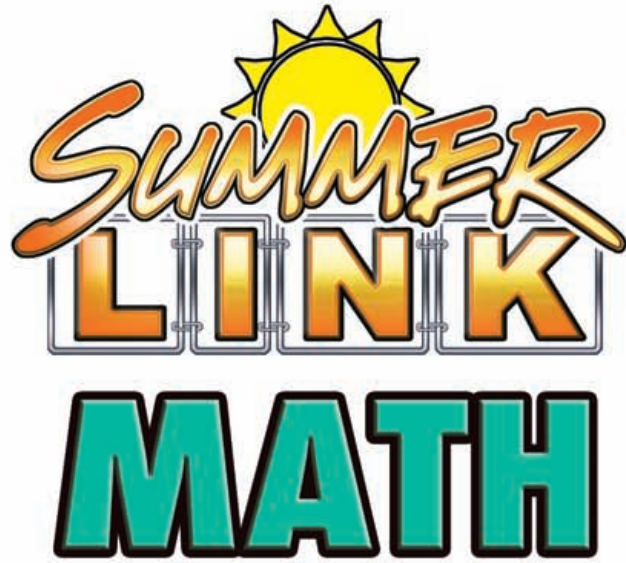


## Summer Link Reading Table of Contents

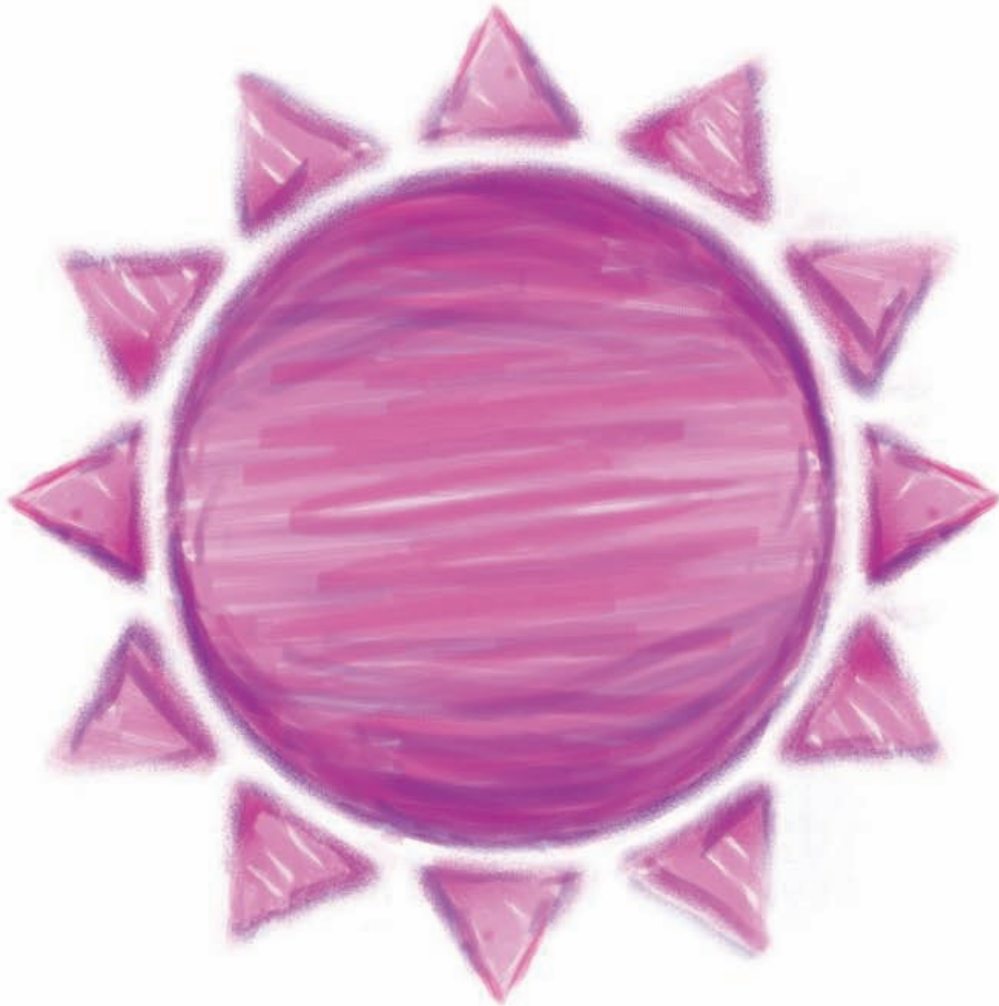
Recommended Summer Reading . . . . .	100
Consonants and Vowels . . . . .	101–105
Parts of Speech . . . . .	106–115
Word Choice . . . . .	116–122
Sentences . . . . .	123–128
Main Ideas . . . . .	129–131
Reading for Details . . . . .	132–135
Sequencing . . . . .	136–143
Comparing and Contrasting . . . . .	144–147
Classifying . . . . .	148–150
Reading Comprehension . . . . .	151–158
Predicting . . . . .	159–160
Fact and Opinion . . . . .	161–162
Inferences and Deductions . . . . .	163–169
Cause and Effect . . . . .	170
Compare and Contrast . . . . .	171
Types of Stories . . . . .	172–174
Resources . . . . .	175–180
Answer Key . . . . .	181–189
Developmental Skills for Third Grade Reading Success . . . . .	190–191
Cursive Handwriting Practice . . . . .	192–217

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**SUMMER**  
**LINK**  
**MATH**



# Counting

**Directions:** Write the numbers that are:

**next in order**

**one less**

**one greater**

22, 23, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, 16

6, \_\_\_\_\_

674, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, 247

125, \_\_\_\_\_

227, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, 550

499, \_\_\_\_\_

199, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, 333

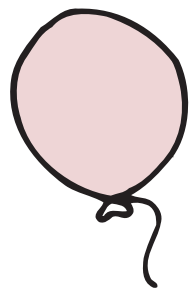
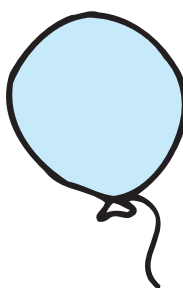
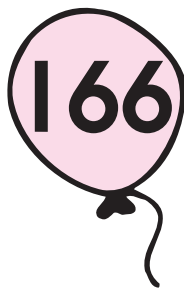
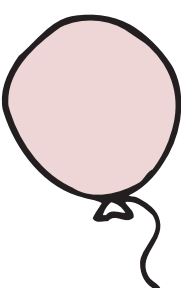
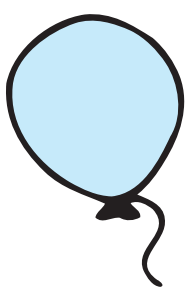
750, \_\_\_\_\_

329, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, 862

933, \_\_\_\_\_

**Directions:** Write the missing numbers.



# Counting by 2's

**Directions:** Each basket the players make is worth 2 points. Help your team win by counting by 2's to beat the other team's score.



2

—

—

8

—

—

—

16

—

20

—

—

—

28

—










































32

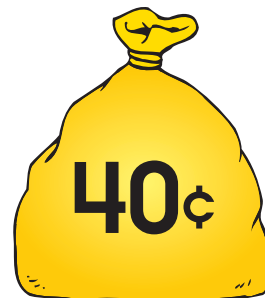
**Winner!**

Final Score	
Home	Visitor
<input type="text"/>	<b>30</b>

# Counting by 5's

**Directions:** Count by 5's. Color the correct number of nickels for each bag. Begin at the star.

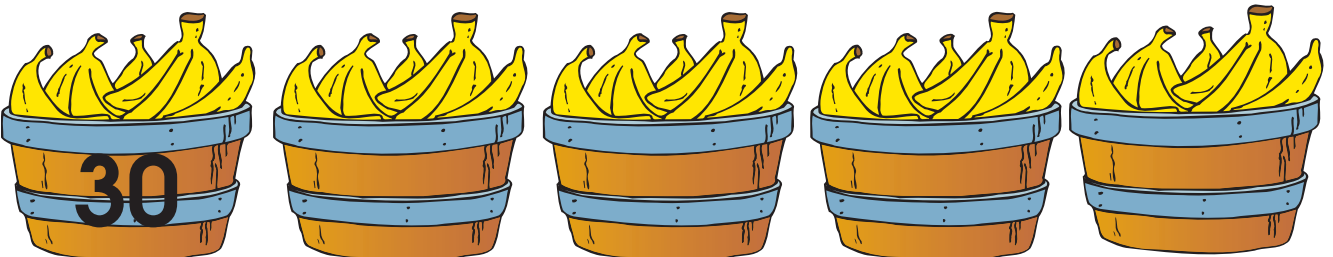
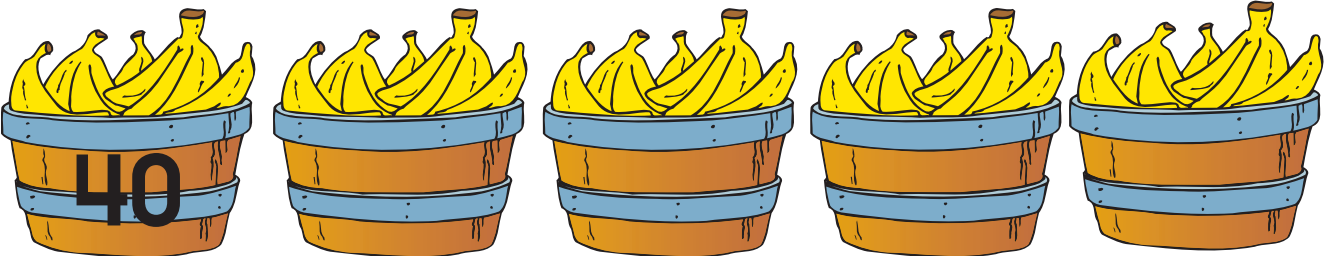
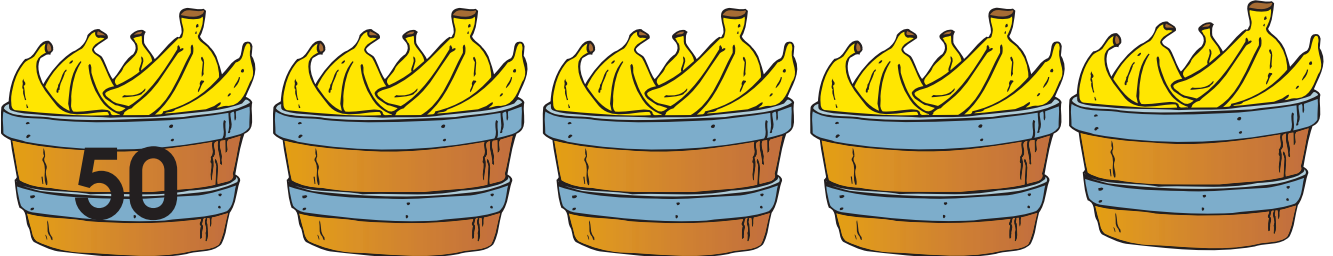
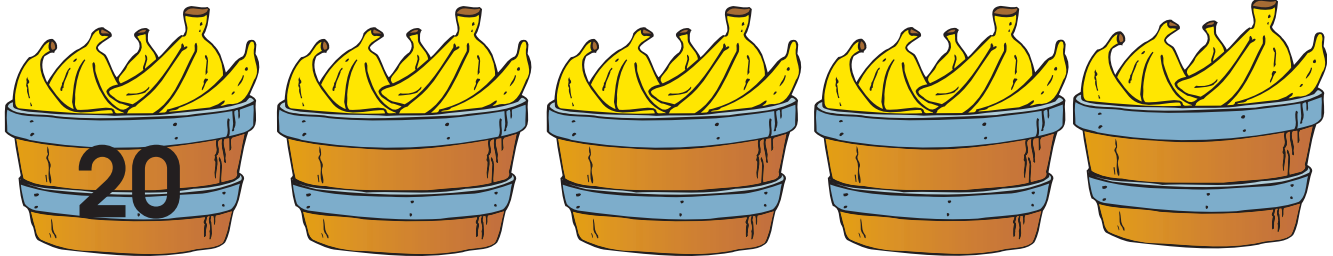
 	 	 				
						
						
						
						
						





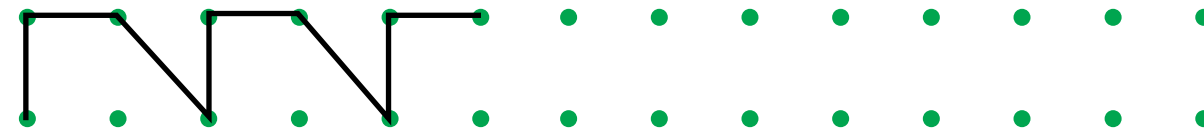
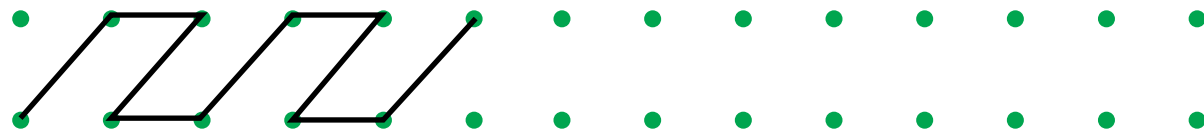
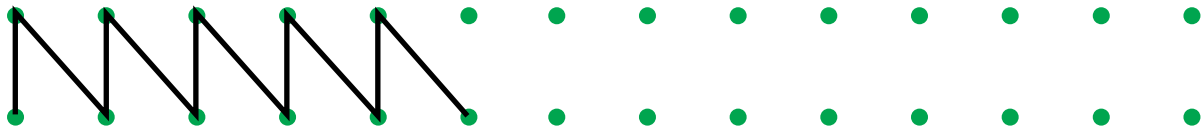
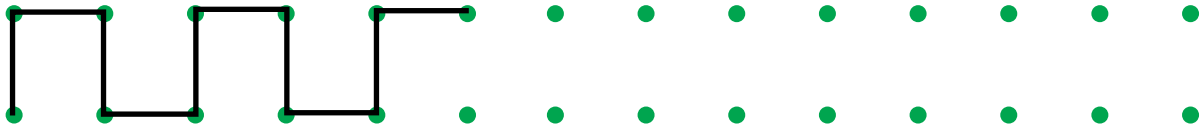
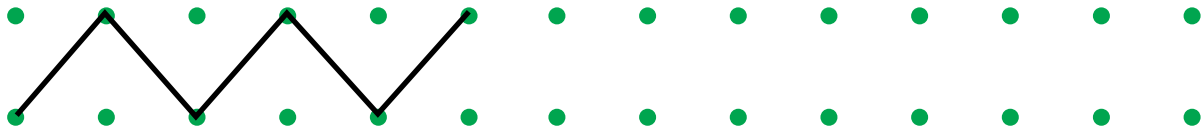
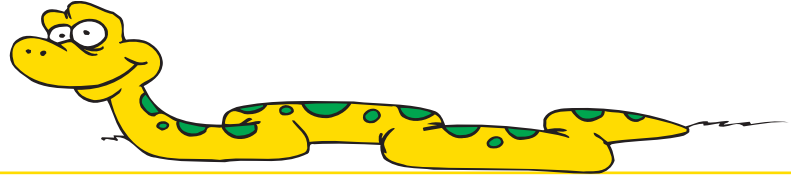
# Counting by 10's

Directions: Count by 10's to complete each row.



# Patterns

**Directions:** Connect the dots in each row to continue the pattern.



## Patterns

**Directions:** Write or draw what comes next in the pattern.

**Example:** 1, 2, 3, 4, 5

---



A, 1, B, 2, C, \_\_\_\_\_

2, 4, 6, 8, \_\_\_\_\_

A, C, E, G, \_\_\_\_\_

5, 10, 15, 20, \_\_\_\_\_

## Patterns

**Directions:** Write the one that would come next in each pattern.

0 2 0 4 0 6

\_\_\_\_\_

1 3 5 7 9 11

\_\_\_\_\_

5 10 20 40 80

\_\_\_\_\_

▽ □ ▷ □ ▽ □

\_\_\_\_\_

◇ □ ▽ ◇ □ ▽

\_\_\_\_\_

○ ○ ● ● ○ ○

\_\_\_\_\_

1 A 2 B 3 C

\_\_\_\_\_

A B C 1 2 3

\_\_\_\_\_

■	□
□	□

■	■
□	□

□	□
□	■

□	□
■	□

■	□
□	□

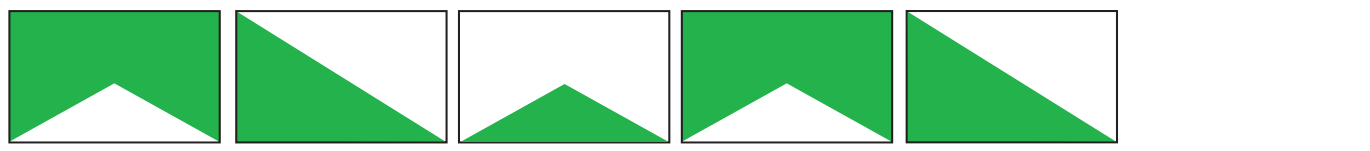
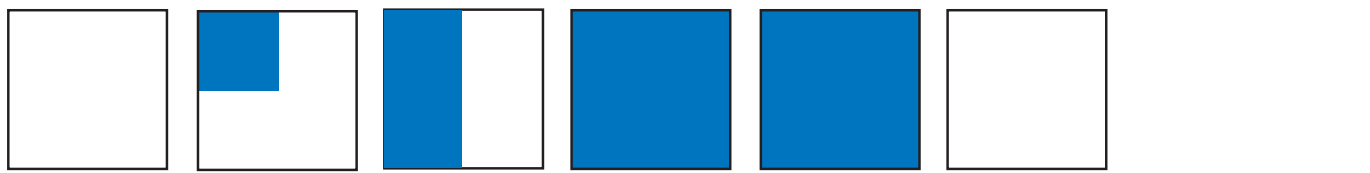
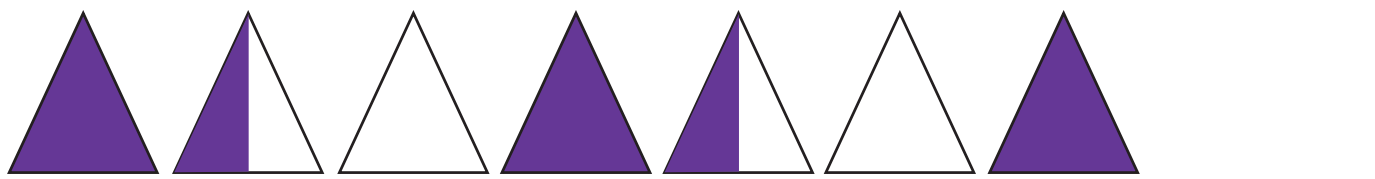
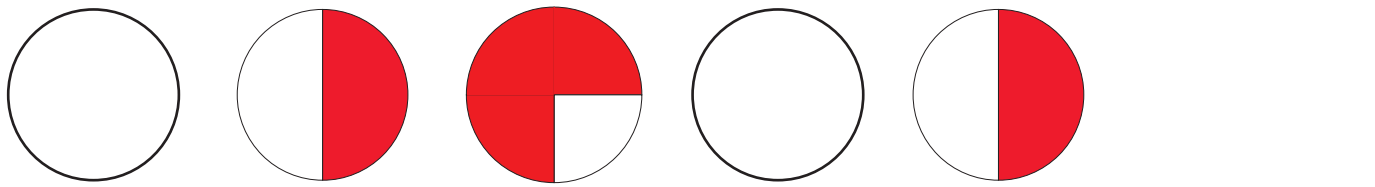
□	■
□	□

\_\_\_\_\_



# Patterns: Shapes

**Directions:** Complete each row by drawing the correct shape.

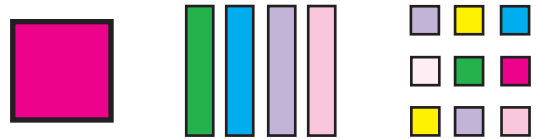


# Place Value: Hundreds, Tens, and Ones

The place value of a digit or numeral is shown by where it is in the number. For example, in the number 123, 1 has the place value of **hundreds**, 2 is **tens** and 3 is **ones**.

**Directions:** Study the examples. Then write the missing numbers in the blanks.

**Examples:**



$$2 \text{ hundreds} + 3 \text{ tens} + 6 \text{ ones} =$$

hundreds	tens	ones
2	3	6

$$= \underline{236}$$

$$1 \text{ hundreds} + 4 \text{ tens} + 9 \text{ ones} =$$

hundreds	tens	ones
1	4	9

$$= \underline{149}$$

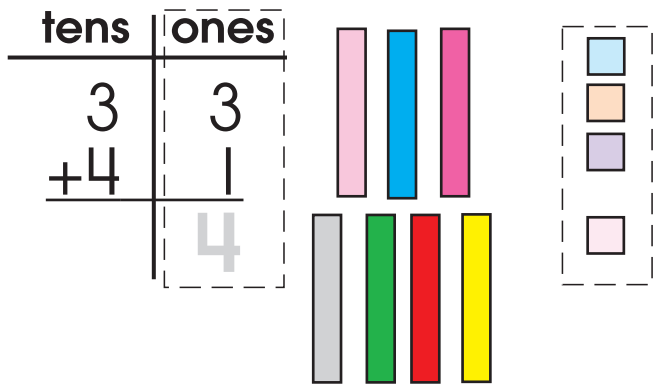
	hundreds	tens	ones	
3 hundreds + 4 tens + 8 ones =	3	4	8	= _____
_ hundreds + _ ten + _ ones =	2	1	7	= _____
_ hundreds + _ tens + _ ones =	6	3	5	= _____
_ hundreds + _ tens + _ ones =	4	7	9	= _____
_ hundreds + _ tens + _ ones =	2	9	4	= _____
_ hundreds + 5 tens + 6 ones =	4			= _____
3 hundreds + 1 ten + 3 ones =				= _____
3 hundreds + _ tens + 7 ones =		5		= _____
6 hundreds + 2 tens + _ ones =			8	= _____

# Addition: 2-Digit

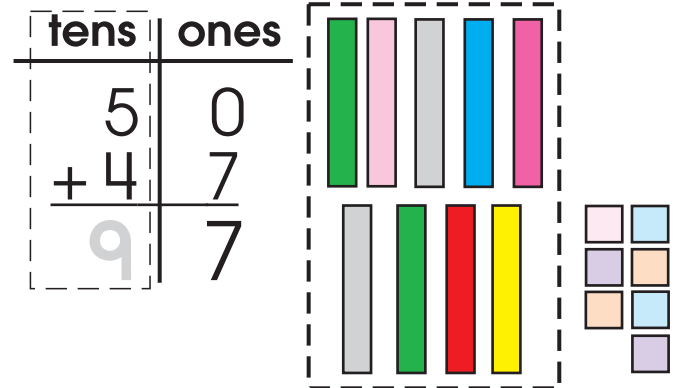
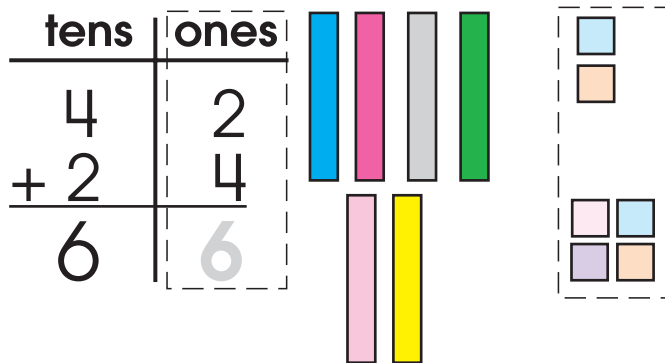
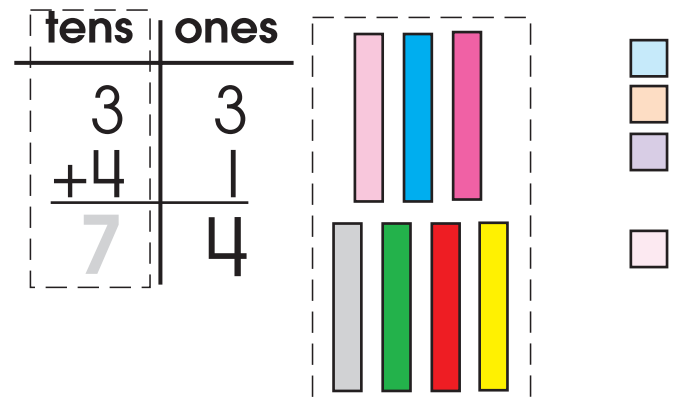
**Directions:** Study the example. Follow the steps to add.

**Example:** 
$$\begin{array}{r} 33 \\ +41 \\ \hline \end{array}$$

**Step 1:** Add the ones.



**Step 2:** Add the tens.



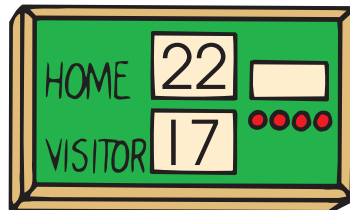
$\begin{array}{r} 24 \\ +62 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +23 \\ \hline \end{array}$	$\begin{array}{r} 38 \\ +61 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +26 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +42 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ +51 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +30 \\ \hline \end{array}$
--	--	--	--	--	--	--	--

$\begin{array}{r} 25 \\ +42 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +44 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 91 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ +71 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ + 3 \\ \hline \end{array}$
--	--	--	--	--	--	--	--

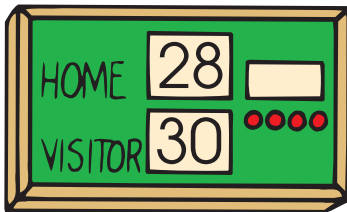
## Addition: 2-Digit

**Directions:** Add the total points scored in each game. Remember to add **ones** first and **tens** second.

**Example:**



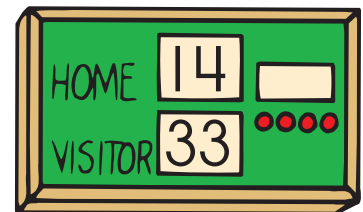
Total 39



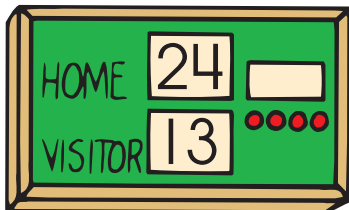
Total \_\_\_\_\_



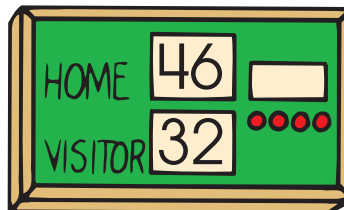
Total \_\_\_\_\_



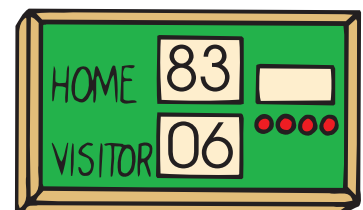
Total \_\_\_\_\_



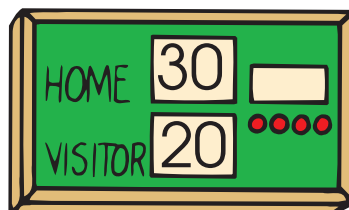
Total \_\_\_\_\_



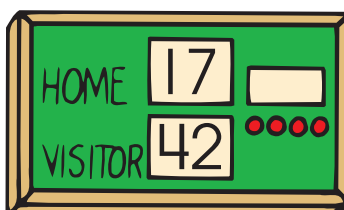
Total \_\_\_\_\_



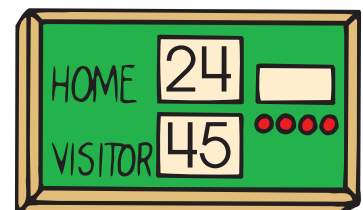
Total \_\_\_\_\_



Total \_\_\_\_\_



Total \_\_\_\_\_





Total \_\_\_\_\_





# Addition: Raccoon Roundup


**Directions:** Solve the addition problems. Write your answers inside the ropes.





$$\begin{array}{r} 26 \\ + 43 \\ \hline \end{array}$$



$$\begin{array}{r} 43 \\ + 31 \\ \hline \end{array}$$


$$\begin{array}{r} 34 \\ + 10 \\ \hline \end{array}$$


$$\begin{array}{r} 48 \\ + 20 \\ \hline \end{array}$$


$$\begin{array}{r} 57 \\ + 20 \\ \hline \end{array}$$


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


$$\begin{array}{r} 43 \\ + 55 \\ \hline \end{array}$$


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

## 2-Digit Addition: Regrouping

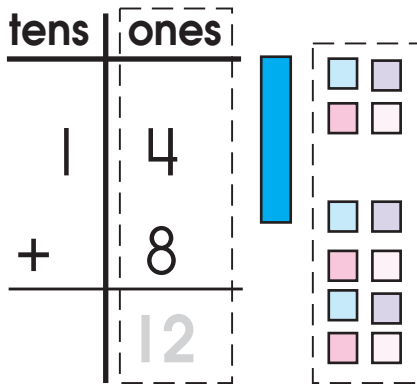
Addition is "putting together" or adding two or more numbers to find the sum. Regrouping is using **ten ones** to form **one ten**, **ten tens** to form **one 100**, **fifteen ones** to form **one ten and five ones** and so on.

**Directions:** Study the examples. Follow the steps to add.

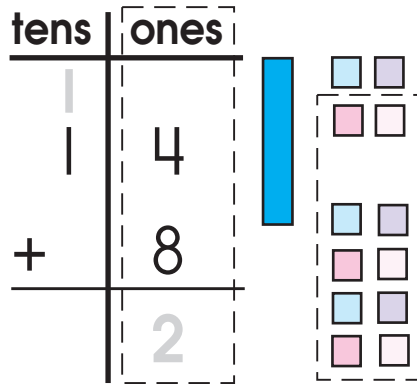
**Example:**

$$\begin{array}{r} 14 \\ + 8 \\ \hline \end{array}$$

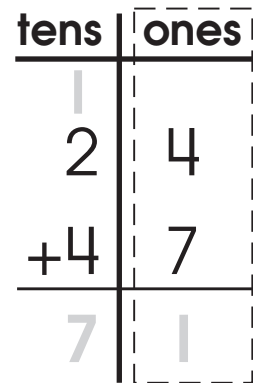
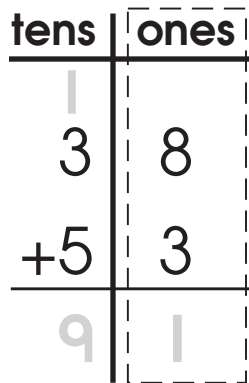
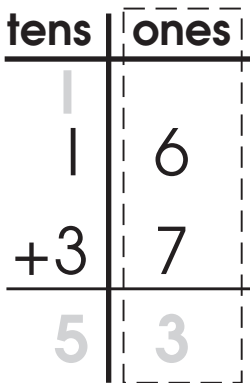
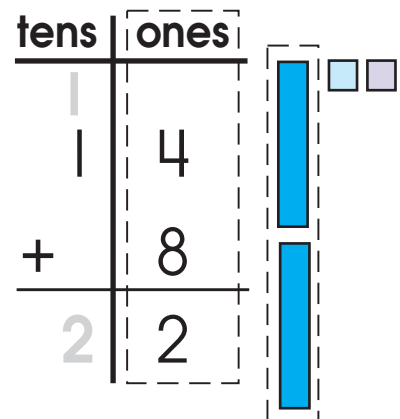
**Step 1:** Add the ones.



**Step 2:** Regroup the tens.



**Step 3:** Add the tens.



$$\begin{array}{r} 28 \\ +17 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ +38 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ +25 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ +55 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ +48 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +64 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ +33 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ +15 \\ \hline \end{array}$$

# Addition: Just Like Magic

Directions:

Add.

$\begin{array}{r} 25 \\ +49 \\ \hline \end{array}$ a	$\begin{array}{r} 54 \\ +26 \\ \hline \end{array}$ i	$\begin{array}{r} 16 \\ +18 \\ \hline \end{array}$ e
$\begin{array}{r} 36 \\ +19 \\ \hline \end{array}$ r	$\begin{array}{r} 58 \\ +17 \\ \hline \end{array}$ o	$\begin{array}{r} 62 \\ +29 \\ \hline \end{array}$ w
$\begin{array}{r} 28 \\ +37 \\ \hline \end{array}$ y	$\begin{array}{r} 29 \\ +32 \\ \hline \end{array}$ s	$\begin{array}{r} 46 \\ +25 \\ \hline \end{array}$ m
$\begin{array}{r} 18 \\ +35 \\ \hline \end{array}$ t	$\begin{array}{r} 38 \\ +12 \\ \hline \end{array}$ u	$\begin{array}{r} 39 \\ +49 \\ \hline \end{array}$ l
$\begin{array}{r} 47 \\ +29 \\ \hline \end{array}$ h	$\begin{array}{r} 69 \\ +27 \\ \hline \end{array}$ c	

Use the answers and the letter on each lamp to solve the code.

$\overline{\quad}$  71    $\overline{\quad}$  74    $\overline{\quad}$  65    $\overline{\quad}$  74    $\overline{\quad}$  88    $\overline{\quad}$  88    $\overline{\quad}$  65    $\overline{\quad}$  75    $\overline{\quad}$  50    $\overline{\quad}$  55

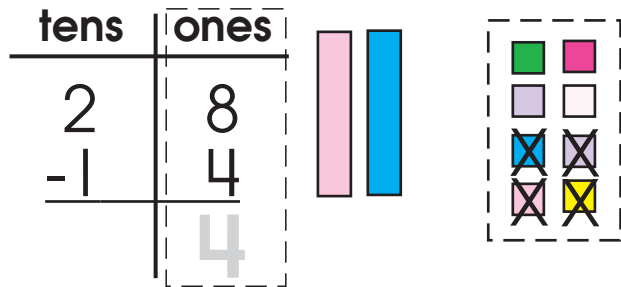
$\overline{\quad}$  91    $\overline{\quad}$  80    $\overline{\quad}$  61    $\overline{\quad}$  76    $\overline{\quad}$  34    $\overline{\quad}$  61    $\overline{\quad}$  96    $\overline{\quad}$  75    $\overline{\quad}$  71    $\overline{\quad}$  34    $\overline{\quad}$  53    $\overline{\quad}$  55    $\overline{\quad}$  50    $\overline{\quad}$  34 !

# Subtraction: 2-Digit

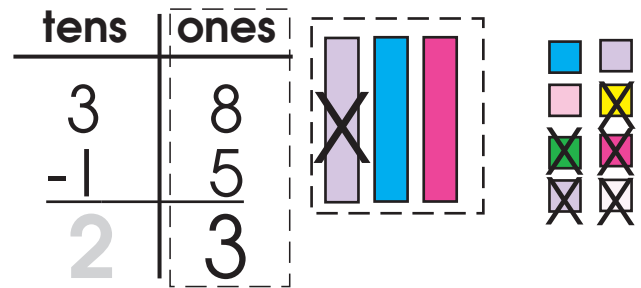
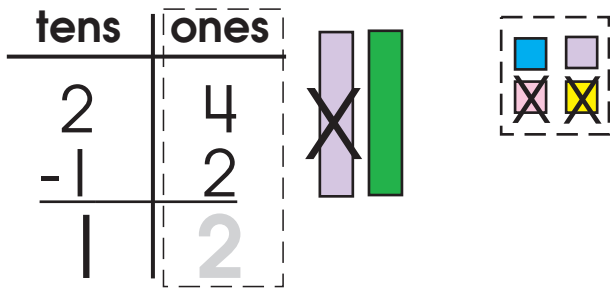
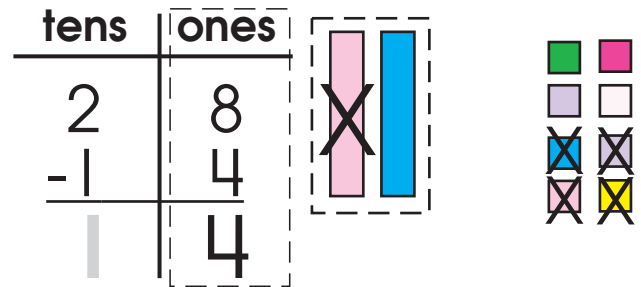
**Directions:** Study the example. Follow the steps to subtract.

Example: 
$$\begin{array}{r} 28 \\ -14 \\ \hline \end{array}$$

**Step 1:** Subtract the ones.



**Step 2:** Subtract the tens.

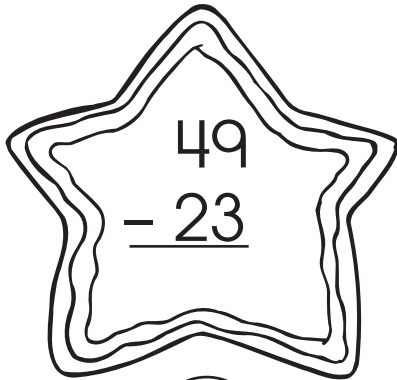


24	61	77	85	57	87	59	96
<u>-12</u>	<u>-30</u>	<u>-44</u>	<u>-24</u>	<u>-23</u>	<u>-33</u>	<u>-34</u>	<u>-16</u>

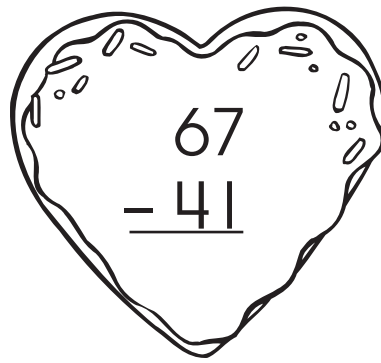
29	74	46	69	95	33	78	22
<u>-15</u>	<u>-51</u>	<u>-32</u>	<u>-35</u>	<u>-32</u>	<u>-33</u>	<u>-26</u>	<u>-11</u>

## Subtraction: Cookie Craze!

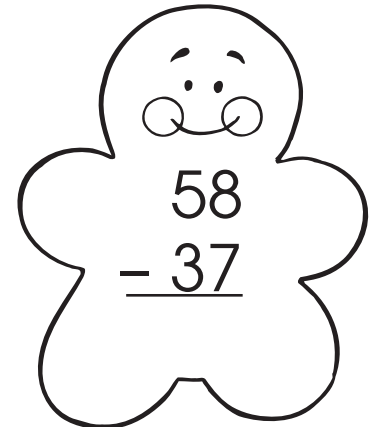
Subtract to solve the problems. Circle the answers. Color the cookies with answers greater than 30.



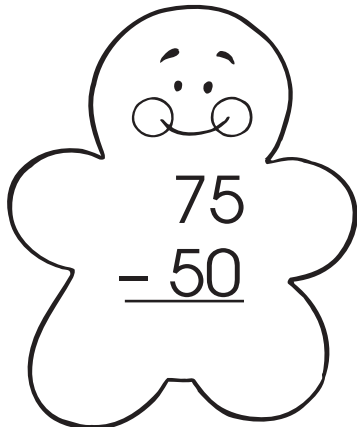
16 (26) 25



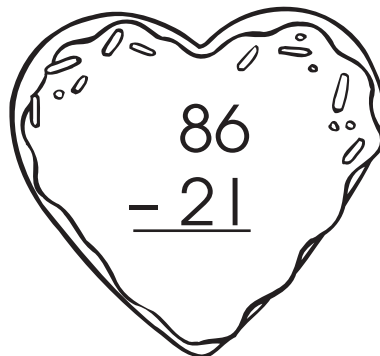
26 15 62



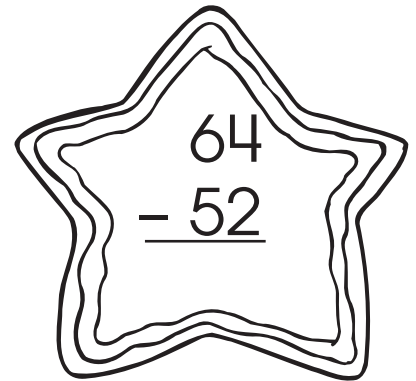
81 11 21



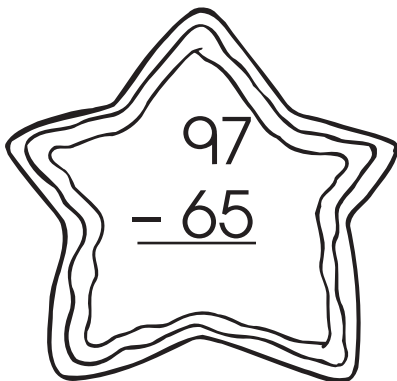
20 25 35



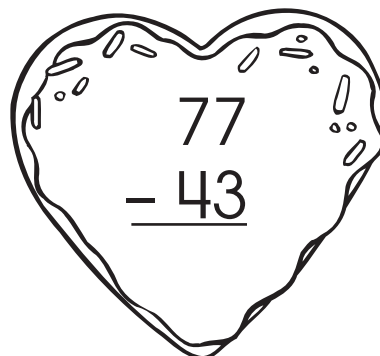
67 86 65



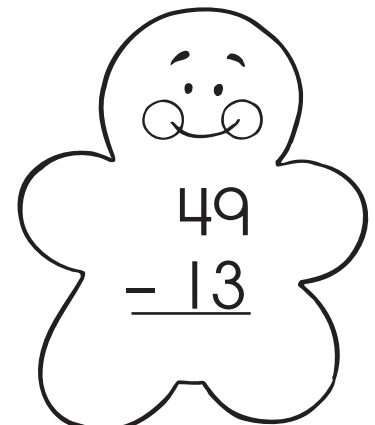
12 26 16



31 33 32



34 43 39

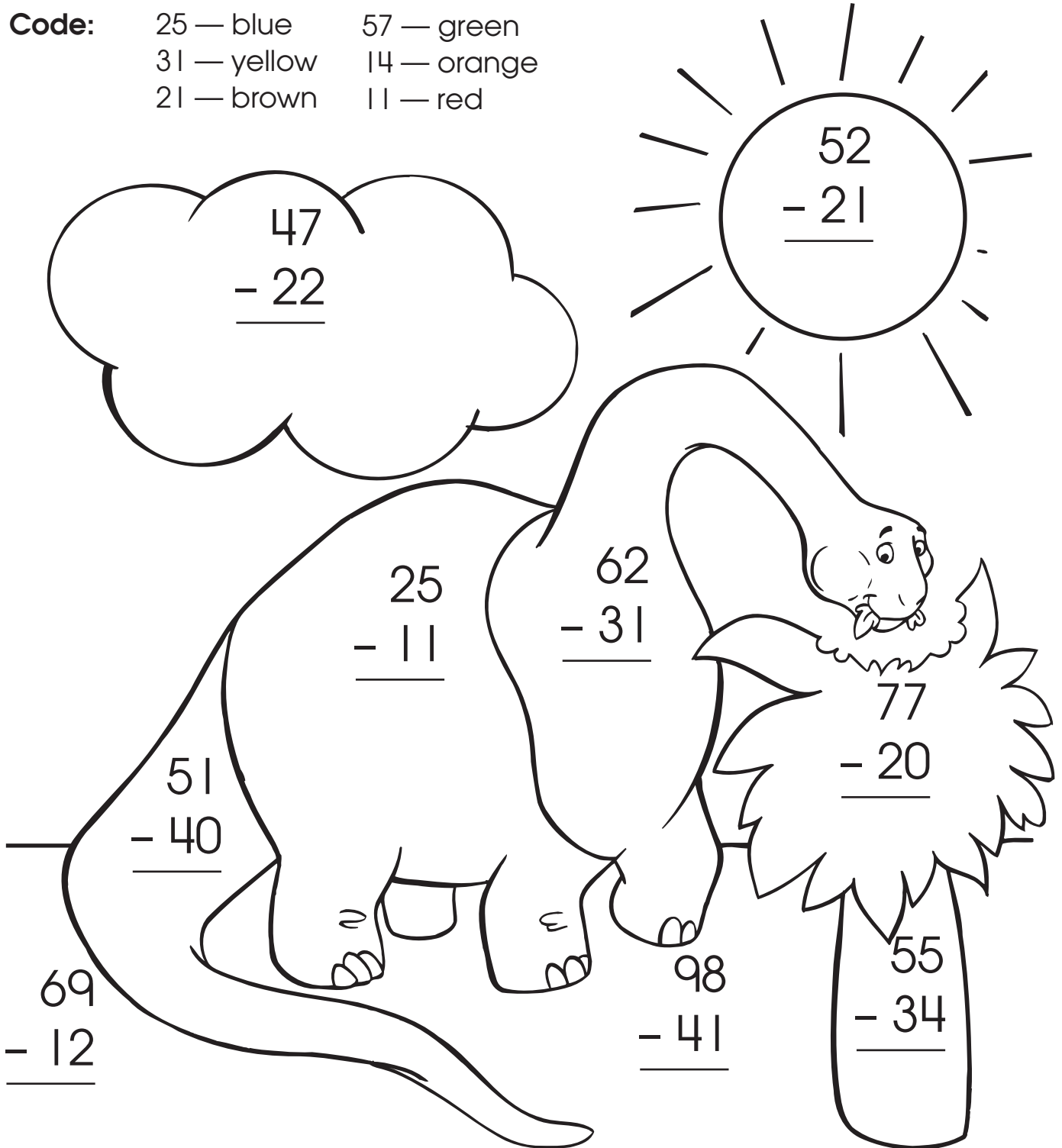


56 36 37

# Subtraction: Prehistoric Problems

**Directions:** Solve the subtraction problems. Use the code to color the picture.

**Code:** 25 — blue      57 — green  
 31 — yellow      14 — orange  
 21 — brown      11 — red





# Subtraction

Subtraction means "taking away" or subtracting one number from another to find the difference. For example,  $10 - 3 = 7$ .

**Directions:** Subtract.

**Example:**

Subtract the ones.

$$\begin{array}{r} 39 \\ -24 \\ \hline 5 \end{array}$$

Subtract the tens.

$$\begin{array}{r} 39 \\ -24 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 48 \\ -35 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ -22 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ -43 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ -14 \\ \hline \end{array}$$

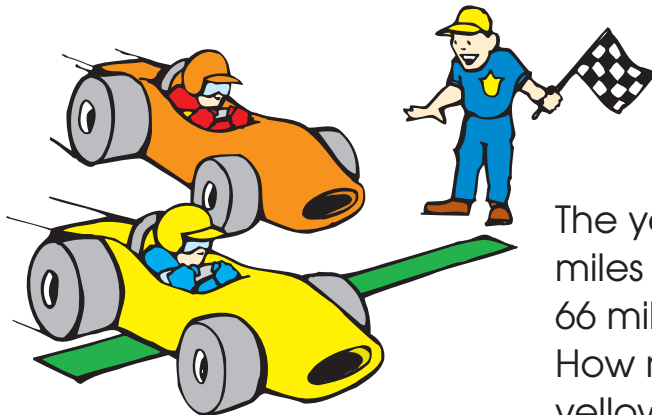
$$\begin{array}{r} 69 \\ -57 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ -23 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ -78 \\ \hline \end{array}$$

$66 - 44 = \underline{\quad}$

$57 - 33 = \underline{\quad}$



The yellow car traveled 87 miles per hour. The orange car traveled 66 miles per hour.

How much faster was the yellow car traveling? \_\_\_\_\_

## 2-Digit Subtraction: Regrouping

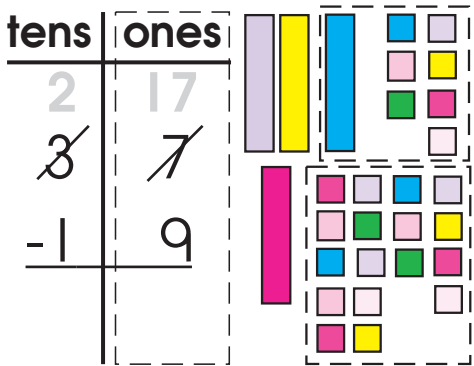
Subtraction is "taking away" or subtracting one number from another to find the difference. Regrouping is using **one ten** to form **ten ones**, **one 100** to form **ten tens** and so on.

**Directions:** Study the examples. Follow the steps to subtract.

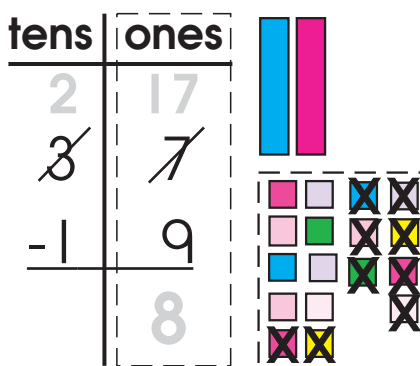
Example:

$$\begin{array}{r} 37 \\ -19 \\ \hline \end{array}$$

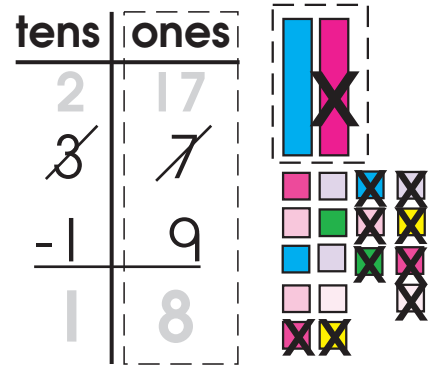
**Step 1:** Regroup.



**Step 2:** Subtract the ones.



**Step 3:** Subtract the tens



$$\begin{array}{r} 0 \quad 12 \\ \cancel{1} \quad \cancel{2} \\ - \quad 9 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 2 \quad 14 \\ \cancel{3} \quad \cancel{4} \\ -1 \quad 6 \\ \hline 1 \quad 8 \end{array}$$

$$\begin{array}{r} 3 \quad 15 \\ \cancel{4} \quad \cancel{5} \\ -2 \quad 9 \\ \hline 1 \quad 6 \end{array}$$

28	46	12	30	52	47	21	45
<u>-19</u>	<u>-18</u>	<u>- 8</u>	<u>-12</u>	<u>-25</u>	<u>-35</u>	<u>-13</u>	<u>-25</u>

# Subtraction: Just Like Magic...Again

Directions:

Subtract.

Use the answers and the letter on each lamp to solve the code.

$$\begin{array}{r} \underline{\quad} \\ 58 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 39 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 45 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 33 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 14 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 66 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 72 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 28 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 66 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 72 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 47 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 58 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 43 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 39 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 47 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 47 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 37 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 54 \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 26 \end{array}$$

!

## Subtraction on the Beach

**Directions:** Subtract to find the difference. Regroup as needed. Color the spaces with differences of:

$10 - 19$  red

$20 - 29$  blue

$30 - 39$  green

$40 - 49$  yellow

$50 - 59$  brown

$60 - 69$  orange

Subtraction problems placed in the beach scene:

- Umbrella top left:  $33 - 14$
- Umbrella top middle:  $96 - 47$
- Umbrella top right:  $67 - 49$
- Umbrella middle left:  $75 - 53$
- Umbrella middle right:  $80 - 53$
- Sandcastle top right:  $42 - 16$
- Sandcastle middle:  $88 - 29$
- Beach towel top left:  $69 - 24$
- Beach towel top middle:  $85 - 36$
- Beach towel top right:  $93 - 47$
- Beach towel bottom left:  $91 - 25$
- Beach towel bottom middle:  $70 - 39$
- Beach towel bottom right:  $86 - 18$
- Beach towel bottom left corner:  $74 - 26$
- Beach towel bottom right corner:  $73 - 27$

# Monster Math

Directions: Add or subtract using regrouping.

$$\begin{array}{r} 84 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 17 \\ \hline \end{array}$$

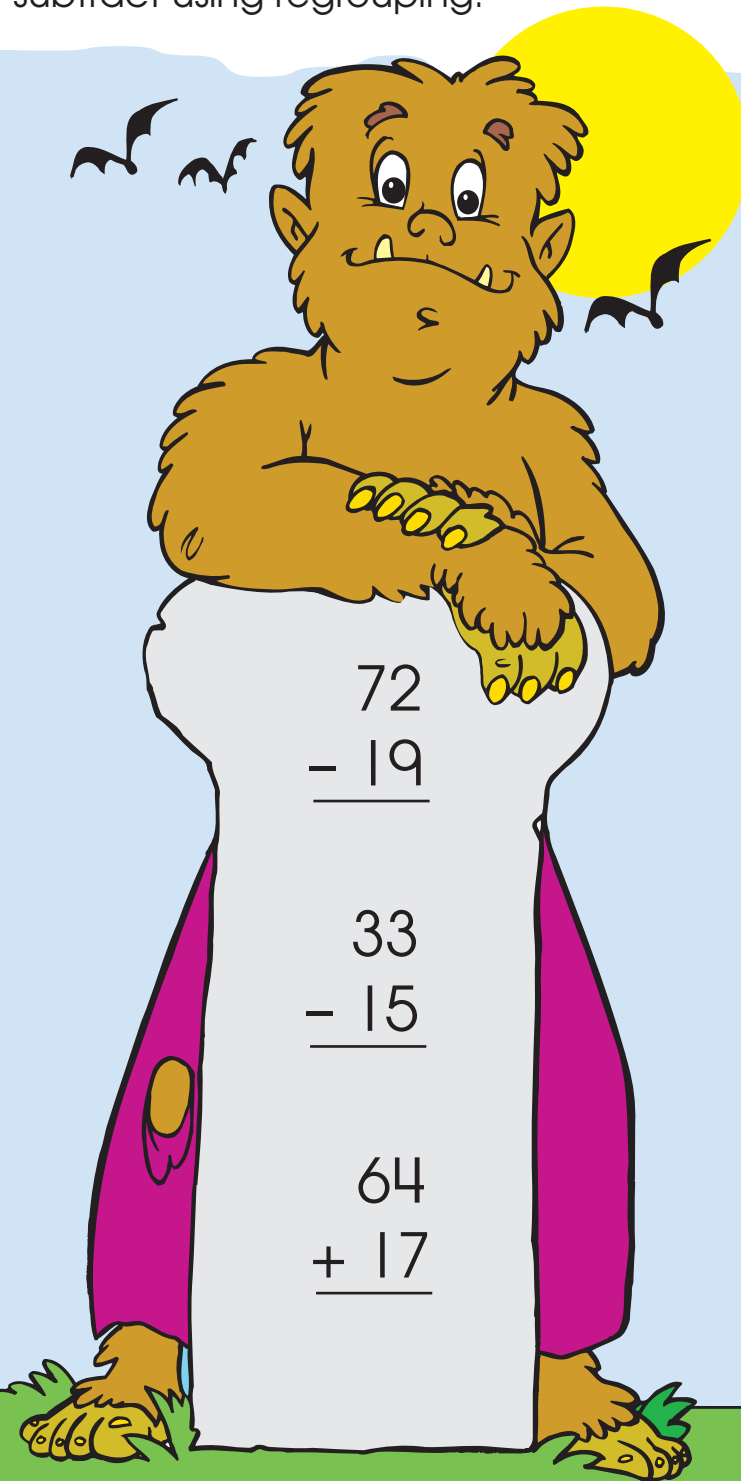
$$\begin{array}{r} 36 \\ - 19 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 33 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 35 \\ \hline \end{array}$$



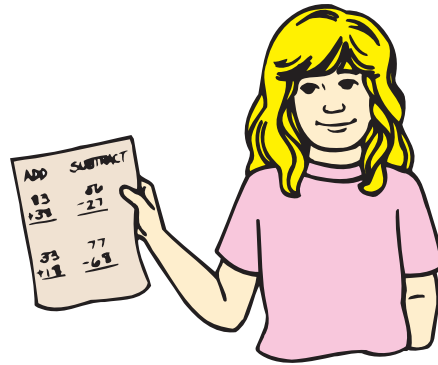
## 2-Digit Addition and Subtraction

Addition is "putting together" or adding two or more numbers to find the sum. Subtraction is "taking away" or subtracting one number from another to find the difference. Regrouping is using **one ten** to form **ten ones**, **one 100** to form **ten tens**, and so on.

**Directions:** Add or subtract using regrouping.

Example:

tens	ones
2	15
<del>3</del>	5
-2	7
8	



56	40	35	42	53	97	44	93
<u>- 27</u>	<u>- 16</u>	<u>+ 27</u>	<u>- 14</u>	<u>+ 38</u>	<u>- 48</u>	<u>+ 27</u>	<u>- 39</u>

56	44	68	73	33	49	77	27
<u>- 17</u>	<u>+ 28</u>	<u>- 49</u>	<u>- 24</u>	<u>+ 18</u>	<u>+ 32</u>	<u>- 68</u>	<u>+ 19</u>

## 2-Digit Addition and Subtraction

Directions: Add or subtract using regrouping.



$$\begin{array}{r} 23 \\ +48 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ -56 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ +29 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ -17 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ -28 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ +18 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ -15 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ +17 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ +58 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 33 \\ +18 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +35 \\ \hline \end{array}$$



## Addition: 3-Digit

**Directions:** Solve the addition problems.  
Use the code to color the picture.

**Code:** 456 — brown    645 — yellow  
564 — blue    654 — purple



$233 + 223 =$	$345 + 111 =$
$\begin{array}{r} 332 \\ + 232 \\ \hline \end{array}$	$\begin{array}{r} 464 \\ + 100 \\ \hline \end{array}$
$\begin{array}{r} 323 \\ + 322 \\ \hline \end{array}$	$\begin{array}{r} 444 \\ + 201 \\ \hline \end{array}$
$600 + 54 =$	$322 + 332 =$
$411 + 243 =$	$541 + 113 =$
$\begin{array}{r} 524 \\ + 40 \\ \hline \end{array}$	$\begin{array}{r} 635 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 510 \\ + 135 \\ \hline \end{array}$	$\begin{array}{r} 243 \\ + 321 \\ \hline \end{array}$
$444 + 12 =$	$326 + 130 =$

## 3-Digit Addition: Regrouping

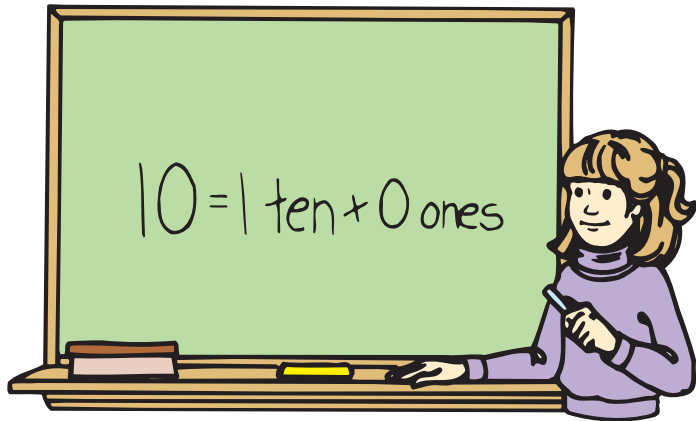
**Directions:** Study the example. Follow the steps to add. Regroup when needed.

**Step 1:** Add the ones.

**Step 2:** Add the tens.

**Step 3:** Add the hundreds.

hundreds	tens	ones
1	1	
3	4	8
+4	5	4
8	0	2



348	172	575	623	369	733
<u>+214</u>	<u>+418</u>	<u>+329</u>	<u>+268</u>	<u>+533</u>	<u>+229</u>

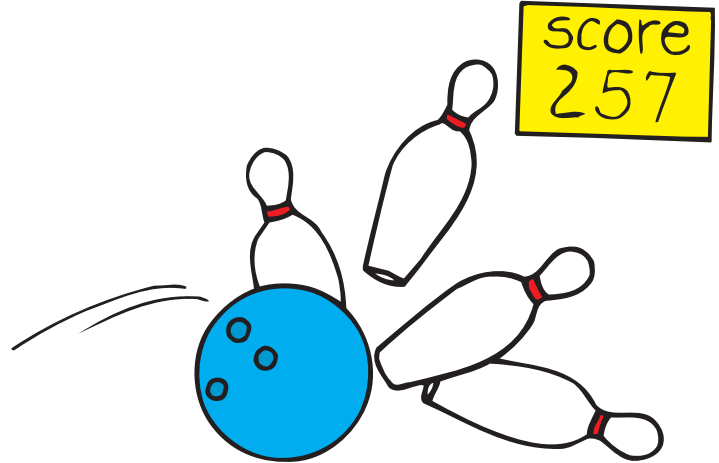
411	423	639	624	272	393
<u>+299</u>	<u>+169</u>	<u>+177</u>	<u>+368</u>	<u>+469</u>	<u>+418</u>

## 3-Digit Subtraction: Regrouping

Directions: Subtract. Circle the 7's that appear in the **tens** place.

$$\begin{array}{r} 492 \\ -221 \\ \hline 271 \end{array}$$

$$\begin{array}{r} 714 \\ 184 \\ -129 \\ \hline 55 \end{array}$$



$$\begin{array}{r} 358 \\ -238 \\ \hline \end{array}$$

$$\begin{array}{r} 765 \\ -326 \\ \hline \end{array}$$

$$\begin{array}{r} 584 \\ -435 \\ \hline \end{array}$$

$$\begin{array}{r} 693 \\ -314 \\ \hline \end{array}$$

$$\begin{array}{r} 921 \\ -362 \\ \hline \end{array}$$

$$\begin{array}{r} 128 \\ -109 \\ \hline \end{array}$$

$$\begin{array}{r} 744 \\ -674 \\ \hline \end{array}$$

$$\begin{array}{r} 835 \\ -217 \\ \hline \end{array}$$

$$\begin{array}{r} 248 \\ -199 \\ \hline \end{array}$$

$$\begin{array}{r} 635 \\ -428 \\ \hline \end{array}$$

## Problem-Solving: Addition, Subtraction

**Directions:** Read and solve each problem. The first one is done for you.



The clown started the day with 200 balloons. He gave away 128 of them. Some broke. At the end of the day, he had 18 balloons left. How many of the balloons broke?

54

On Monday, there were 925 tickets sold to adults and 1,412 tickets sold to children. How many more children attended the fair than adults?

At one game booth, prizes were given out for scoring 500 points in three attempts. Sally scored 178 points on her first attempt, 149 points on her second attempt, and 233 points on her third attempt. Did Sally win a prize?

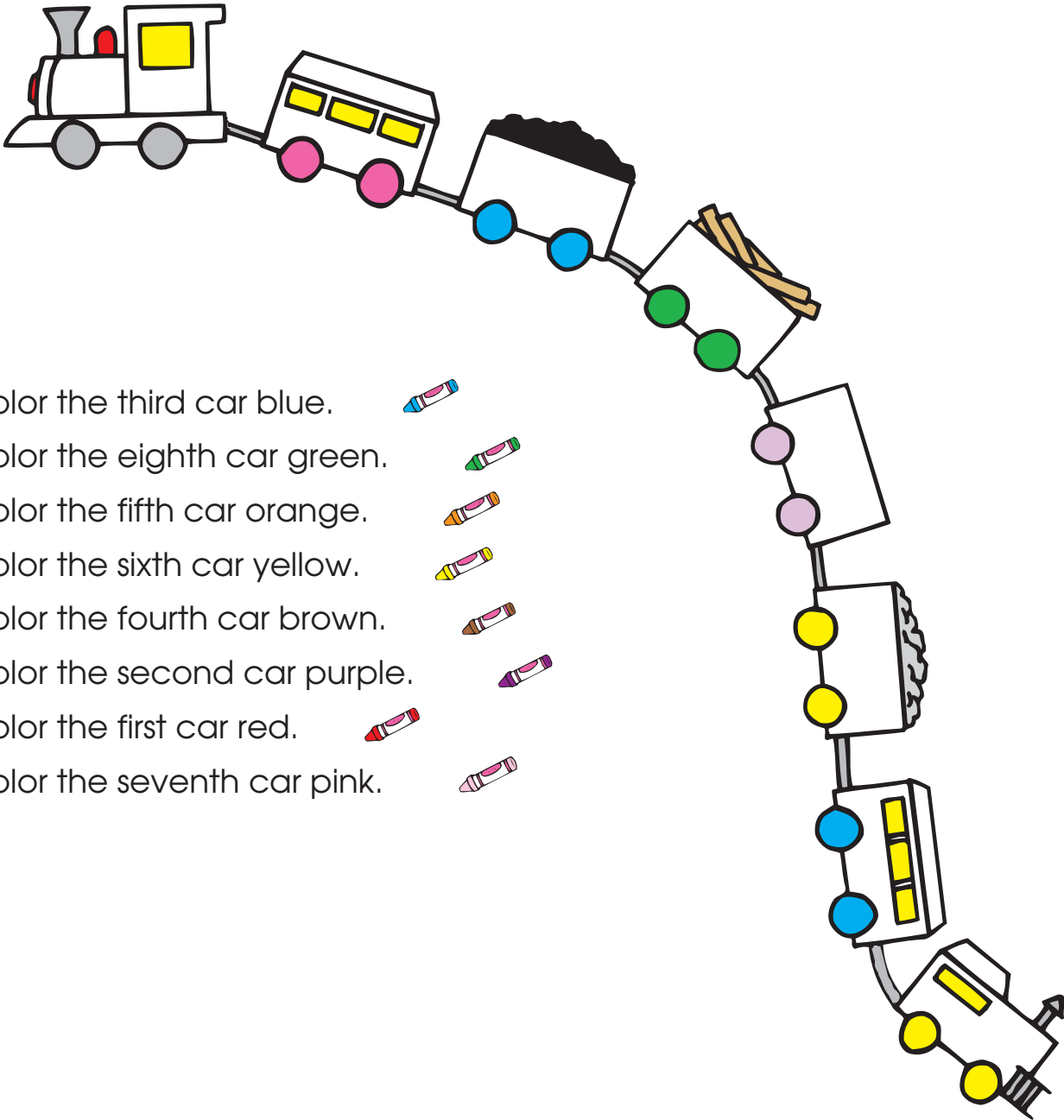
The prize-winning steer weighed 2,348 pounds. The runner-up steer weighed 2,179 pounds. How much more did the prize steer weigh?

There were 3,418 people at the fair on Tuesday, and 2,294 people on Wednesday. What was the total number of people there for the two days?

# Ordinal Numbers

Ordinal numbers indicate order in a series, such as **first**, **second**, or **third**.

**Directions:** Follow the instructions to color the train cars. The first car is the engine.



Color the third car blue.

Color the eighth car green.

Color the fifth car orange.

Color the sixth car yellow.

Color the fourth car brown.

Color the second car purple.

Color the first car red.

Color the seventh car pink.





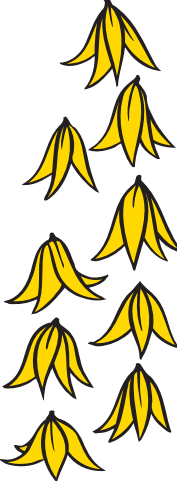


# Graphs

A graph is a chart that shows information about numbers.

**Directions:** Count the bananas in each row. Color the boxes to show how many have been eaten by the monkeys.

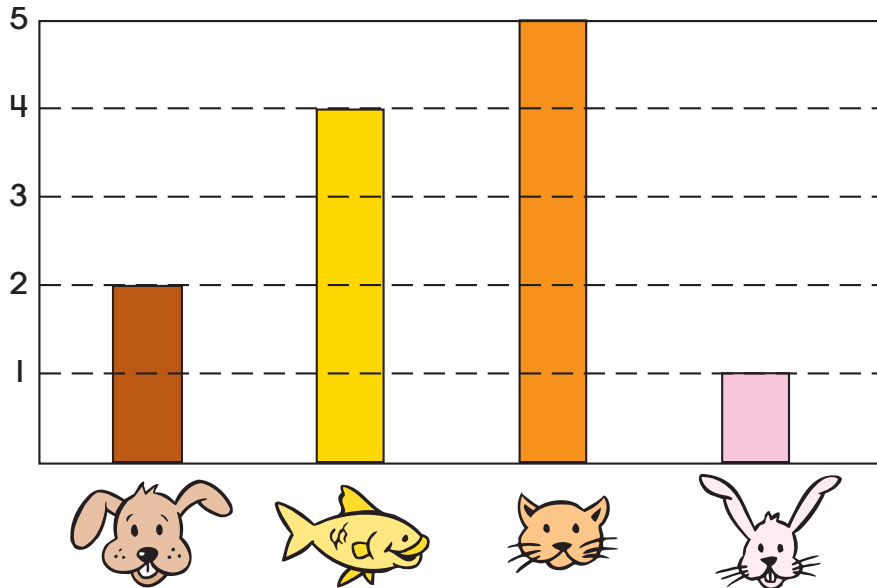
10		10		10		10	
9		9		9		9	
8		8		8		8	
7		7		7		7	
6		6		6		6	
5		5		5		5	
4		4		4		4	
3		3		3		3	
2		2		2		2	
1		1		1		1	

				
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# Graphs

**Directions:** Answer the questions.



Which animal is there the most of? \_\_\_\_\_

Which animal is there the fewest of? \_\_\_\_\_

How many animals altogether? \_\_\_\_\_

# Measurements

**Directions:** Answer the questions.

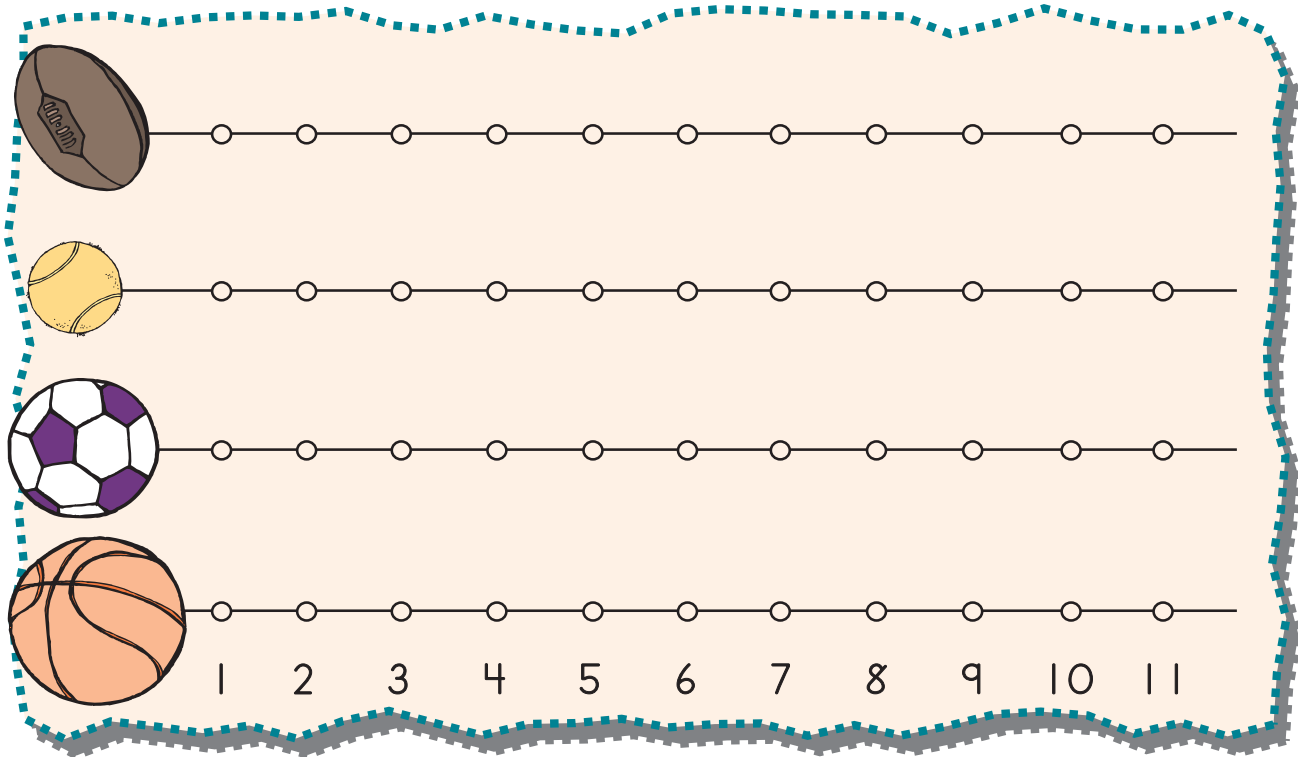
What unit of measure would you use to measure...

- Example:** ...a cow?     pound
- ...a mouse? \_\_\_\_\_
- ...length of a pencil? \_\_\_\_\_
- ...length of a semi-truck? \_\_\_\_\_
- ...length of a river? \_\_\_\_\_
- ...width of a river? \_\_\_\_\_
- ...height of a flag pole? \_\_\_\_\_



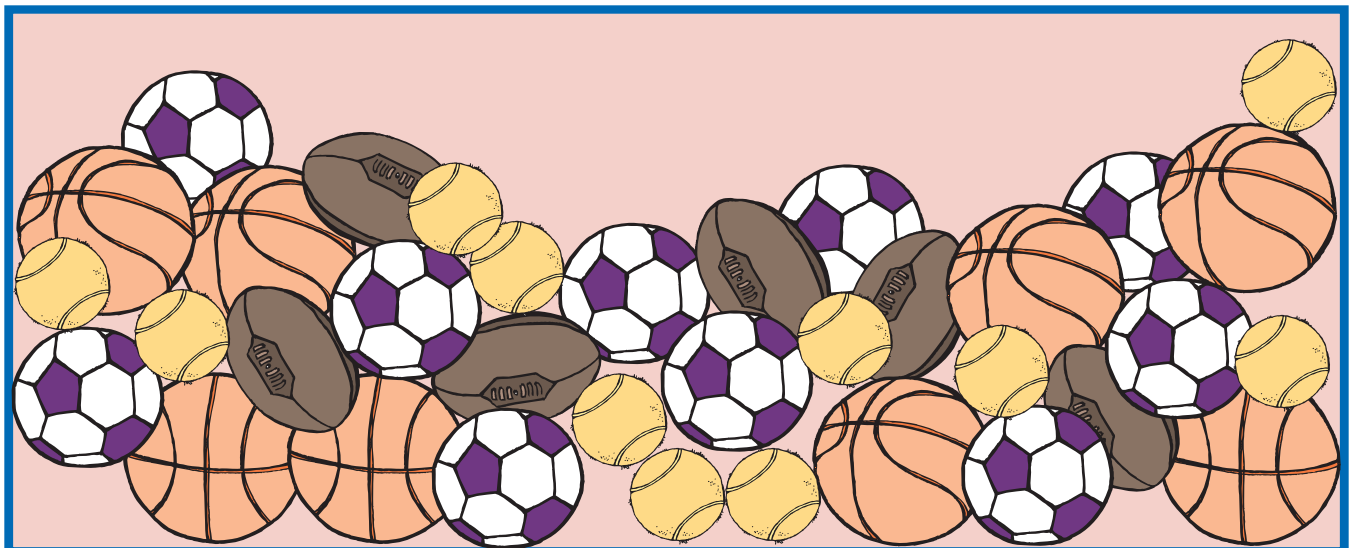
# Graphs

**Directions:** Use the chart to help you answer the questions below. Then, graph your results by coloring in the circles for each ball.



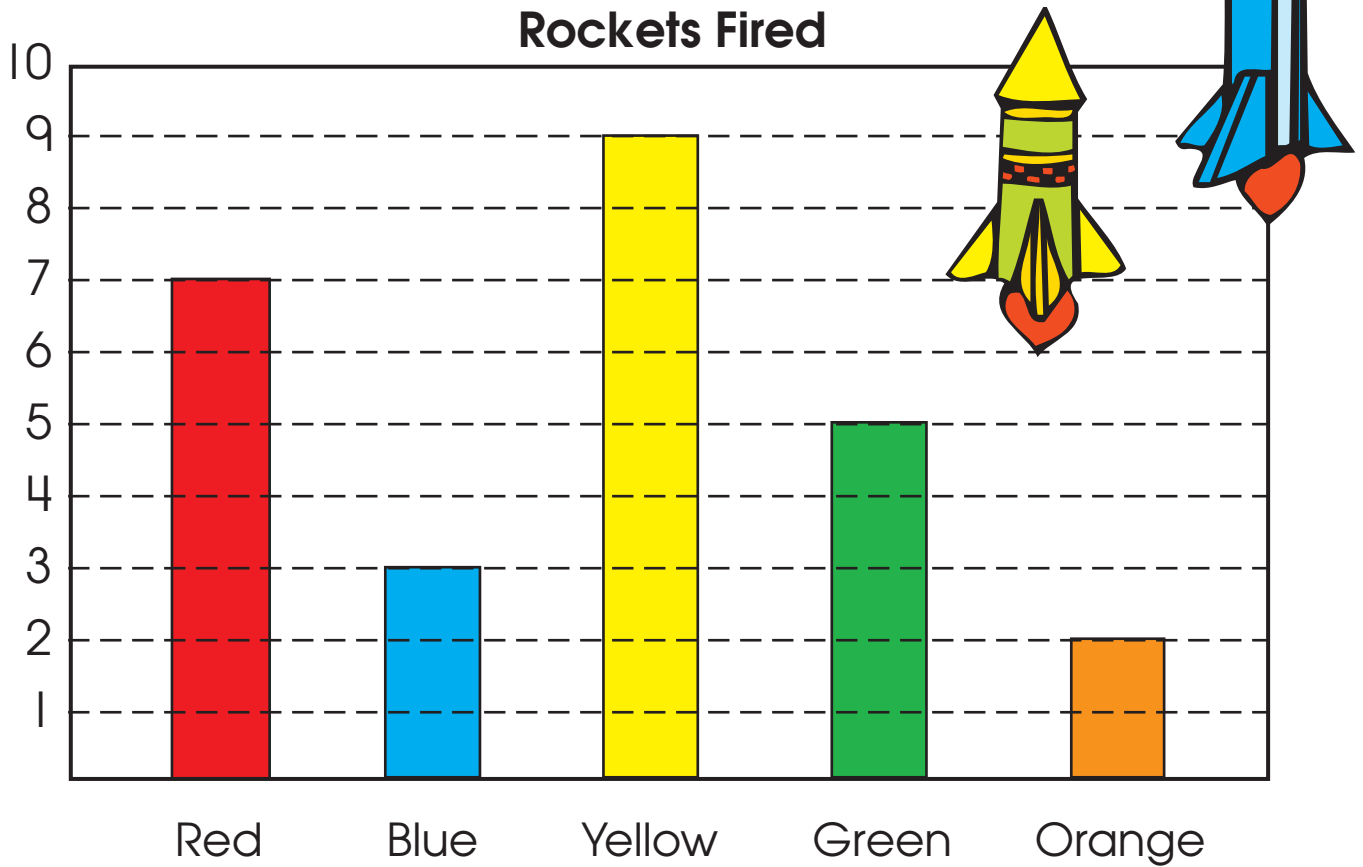
How many did you find?

\_\_\_\_\_ footballs    \_\_\_\_\_ soccer balls    \_\_\_\_\_ tennis balls    \_\_\_\_\_ basketballs



# Graphs

**Directions:** Answer the questions about the graph.



How many rockets did the Red Club fire? \_\_\_\_\_

How many rockets did the Green Club fire? \_\_\_\_\_

The Yellow Club fired 9 rockets. How many more rockets did it fire than the Blue Club? \_\_\_\_\_

How many rockets were fired in all? \_\_\_\_\_

# Graphs

**Directions:** A very simple type of code is called a **grid**. Simply use the coordinates of the letters to solve the riddle. For example, the letter **A** would be **A1**, and **B** would be **A2**. Use the coordinates to discover what baseball great, Yogi Berra, said about the game.

	1	2	3	4	5
A	A	B	C	D	E
B	F	G	H	I	K
C	L	M	N	O	P
D	Q	R	S	T	U
E	V	W	X	Y	Z

B4   D4   A1   B4   C3   D4   C4   E1   A5   D2  
 D4   B4   C1   C1   B4   D4   D3   C4   E1   A5   D2

# Graphs

**Directions:** Use the pictograph of the World Cup champions to answer the questions below.



- Which country won the most World Cups? \_\_\_\_\_
- Which countries won the fewest? \_\_\_\_\_
- How many more World Cups did Brazil win than England? \_\_\_\_\_
- Which two teams are tied for second place in number of championships? \_\_\_\_\_
- What is the total number of World Cup championships played? \_\_\_\_\_
- Brazil won the 1994 World Cup Championship. Before 1994, which three teams were tied for the most championships? \_\_\_\_\_  
\_\_\_\_\_
- Which teams are from South America? \_\_\_\_\_  
\_\_\_\_\_
- How many championships were won by South American teams? \_\_\_\_\_



Name \_\_\_\_\_

## Greater Than, Less Than

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

$36 \bigcirc 49$

$35 \bigcirc 53$

$20 \bigcirc 18$

$74 \bigcirc 21$

$53 \bigcirc 76$

$68 \bigcirc 80$

$29 \bigcirc 26$

$45 \bigcirc 19$

$90 \bigcirc 89$

$70 \bigcirc 67$

## Greater Than, Less Than

**Directions:** Circle the numbers in each line that make the sentence correct.

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

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

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

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

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

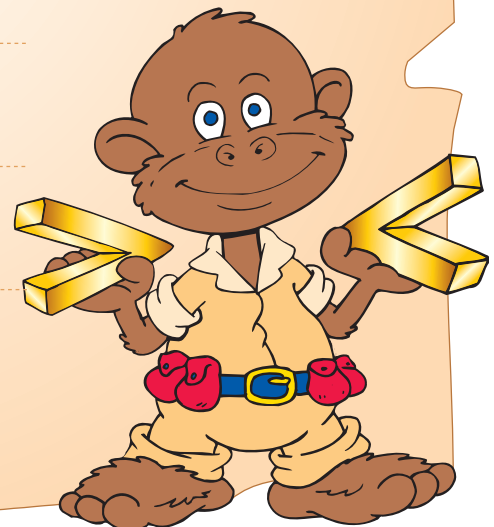
5 < 0 1 2 3 4 5 6 7 8 9 10

10 > 9 5 4

1 > 9 4 0

0 < 2 7 10

9 = 4 8 9





# Multiplication

Multiplication is a short way to find the sum of adding the same number a certain amount of times. For example,  $7 \times 4 = 28$  instead of  $7 + 7 + 7 + 7 = 28$ .

**Directions:** Study the example. Solve the problems.

**Example:**

$3 + 3 + 3 = 9$

$3 \text{ threes} = 9$

$3 \times 3 = 9$



$7 + 7 = \underline{14}$

$2 \text{ sevens} = \underline{14}$

$2 \times 7 = \underline{14}$



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

$4 \text{ fours} = \underline{\quad}$

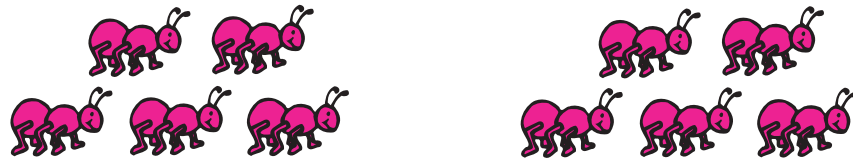
$4 \times \underline{\quad} = \underline{\quad}$



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

$2 \text{ fives} = \underline{\quad}$

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



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

$4 \text{ twos} = \underline{\quad}$

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



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

$2 \text{ sixes} = \underline{\quad}$

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





# Multiplication

Multiplication is repeated addition.

**Directions:** Draw a picture for each problem. Then write the missing numbers.

**Example:** Draw 2 groups of three apples.

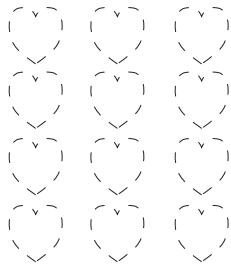
$3 + 3 = 6$



or  $2 \times 3 = 6$



Draw 3 groups of four hearts.



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

or  $3 \times \underline{\quad} = \underline{\quad}$

Draw 2 groups of five boxes.

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

or  $2 \times \underline{\quad} = \underline{\quad}$

Draw 6 groups of two circles.

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

or  $6 \times \underline{\quad} = \underline{\quad}$

Draw 7 groups of three triangles.

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

or  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

# Multiplication

**Directions:** Solve the problems.

$9 + 9 = \underline{18}$

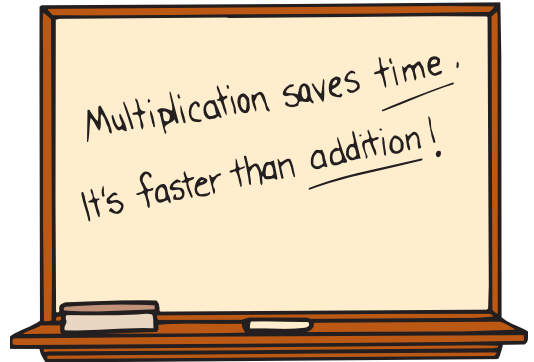
$7 + 7 = \underline{\quad}$

$2 \text{ nines} = \underline{\quad}$

$2 \text{ sevens} = \underline{\quad}$

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

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



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

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

$\underline{4} \text{ fours} = \underline{\quad}$

$\underline{\quad} \text{ eights} = \underline{\quad}$

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

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

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

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

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

$\underline{\quad} \text{ fives} = \underline{\quad}$

$\underline{\quad} \text{ nines} = \underline{\quad}$

$\underline{\quad} \text{ sixes} = \underline{\quad}$

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

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

$\underline{\quad} \times 6 = \underline{\quad}$

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

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

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

$\underline{\quad} \text{ threes} = \underline{\quad}$

$\underline{\quad} \text{ sevens} = \underline{\quad}$

$\underline{\quad} \text{ twos} = \underline{\quad}$

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

$\underline{\quad} \times 7 = \underline{\quad}$

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

## Multiplying by 2 to 5

When multiplying, the first factor tells how many groups there are.

$$\begin{array}{r} \underline{5} \times 3 = \_\_\_ \\ \uparrow \end{array}$$

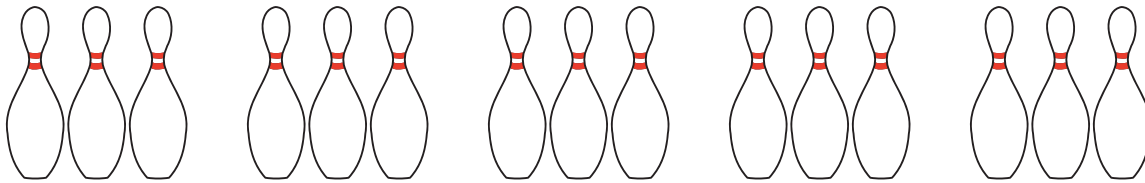
There are 5 groups.

The second factor tells how many there are in each group.

$$\begin{array}{r} 5 \times \underline{3} = \_\_\_ \\ \uparrow \end{array}$$

There are 3 in each group.

$$3 + 3 + 3 + 3 + 3 = \_\_\_$$



5 groups of 3 equal **15**.

Mark, David, and Bill met at the park to launch rockets. They each launched their rocket 4 times! How many rocket launches were there altogether?

$$3 \times 4 = \_\_\_$$



**Directions:** Multiply.

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

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

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

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

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

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

$$4 \times 9 = \_\_\_$$

$$4 \times 8 = \_\_\_$$

$$5 \times 7 = \_\_\_$$

$$6 \times 2 = \_\_\_$$

$$5 \times 3 = \_\_\_$$

$$5 \times 5 = \_\_\_$$

# A Hole in One

**Directions:** Multiply. Score a "hole in one" for each multiplication fact you have learned.

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

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

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

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

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$$

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

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

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

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

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

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

$$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$$

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

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

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

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

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

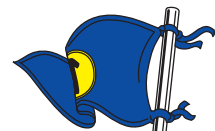
$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

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

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

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

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



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

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

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

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

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

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

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

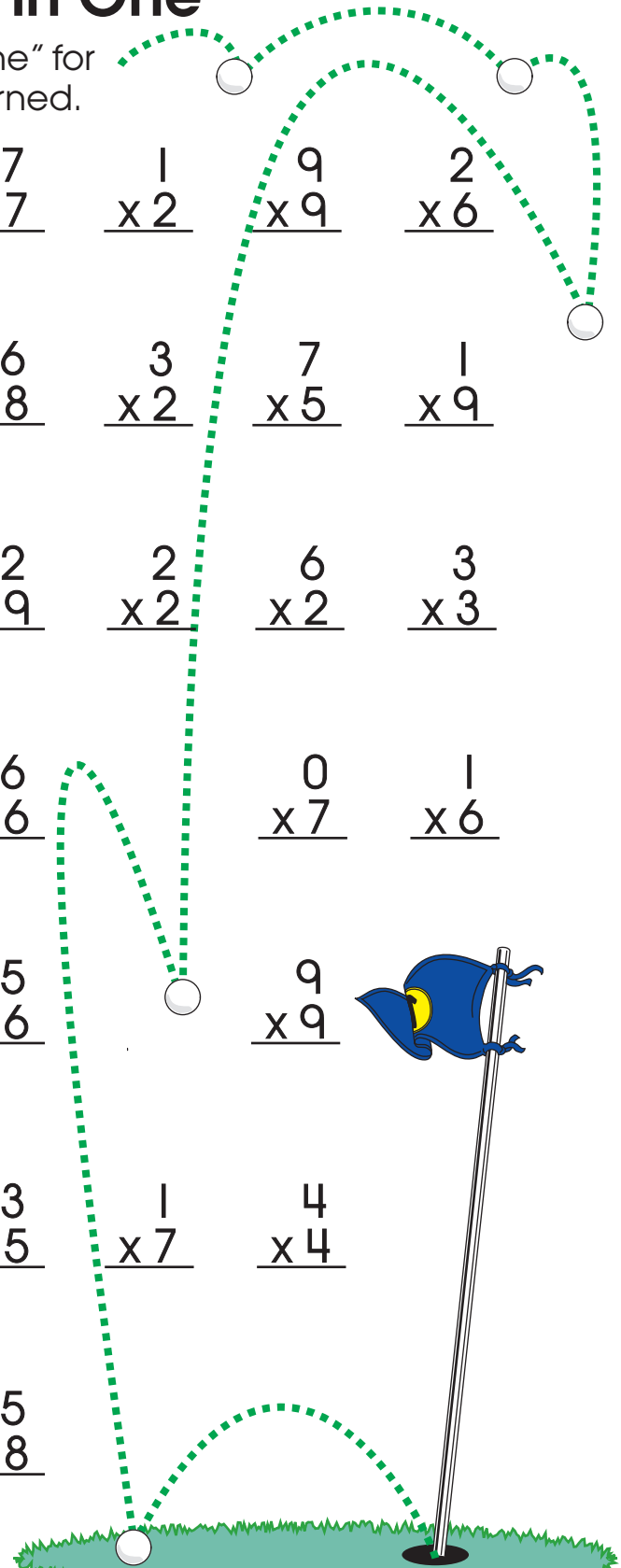
$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

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

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

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

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



# Slam Dunk Multiplication

**Directions:** Solve each multiplication problem. If the product ends in an odd number, color the net yellow. If the product ends in an even number, color the net orange.

$7 \times 8 =$        $7 \times 5 =$        $8 \times 8 =$        $3 \times 3 =$   
 $9 \times 7 =$        $3 \times 7 =$        $7 \times 6 =$        $5 \times 3 =$   
 $4 \times 3 =$        $2 \times 4 =$        $6 \times 4 =$        $5 \times 4 =$   
 $3 \times 9 =$        $6 \times 5 =$        $6 \times 6 =$        $6 \times 8 =$   
 $7 \times 7 =$        $8 \times 4 =$        $9 \times 9 =$

# Problem-Solving: Addition, Subtraction, Multiplication

**Directions:** Tell if you add, subtract, or multiply.  
Then write the answer.

**Example:**

There were 12 frogs sitting on a log by a pond, but 3 frogs hopped away. How many frogs are left?



Subtract      9 frogs

There are 9 flowers growing by the pond.  
Each flower has 2 leaves.  
How many leaves are there? \_\_\_\_\_ leaves

A tree had 7 squirrels playing in it.  
Then 8 more came along.  
How many squirrels are there in all? \_\_\_\_\_ squirrels

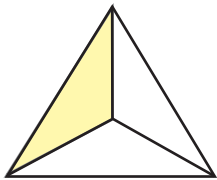
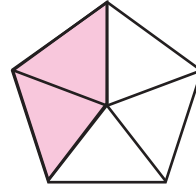
There were 27 birds living in the trees  
around the pond, but 9 flew away.  
How many birds are left? \_\_\_\_\_ birds

# Fractions

**Directions:** A fraction is a number that names part of a whole, such as  $\frac{1}{2}$  or  $\frac{1}{3}$ . Write the fraction that tells what part of each figure is colored. The first one is done for you.

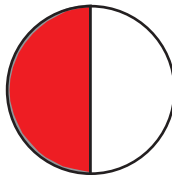
**Example:** 2 parts shaded  
5 parts in the whole figure

$$\frac{2}{5}$$

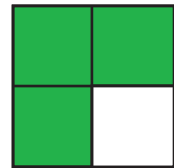


$$\frac{1}{3}$$

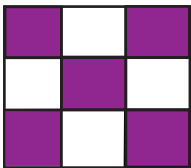
\_\_\_\_\_



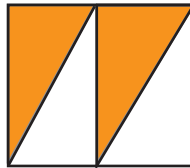
\_\_\_\_\_



\_\_\_\_\_



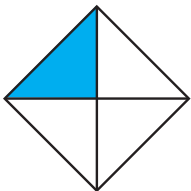
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

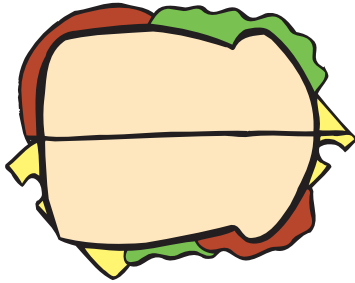


\_\_\_\_\_

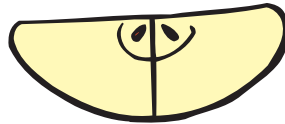


## Fraction Food

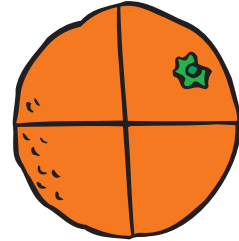
**Directions:** Count the equal parts. Circle the fraction that names one of the parts.



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



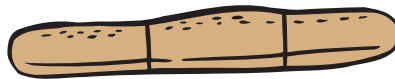
$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



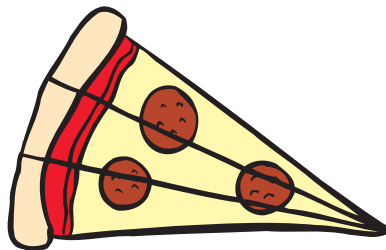
$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



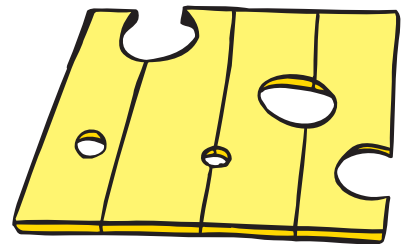
$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



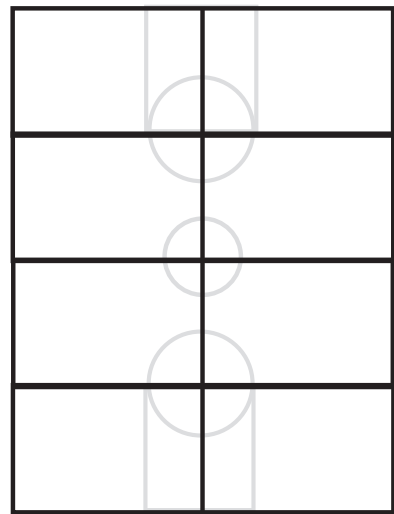
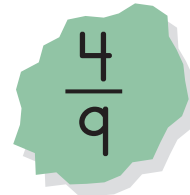
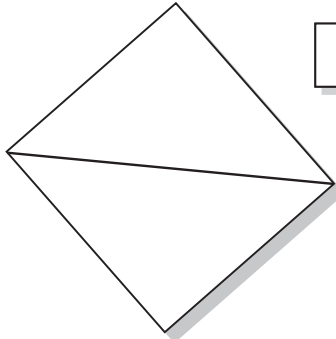
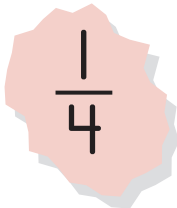
$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

# Fraction: A Part of the Whole

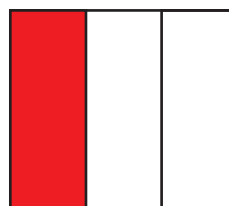
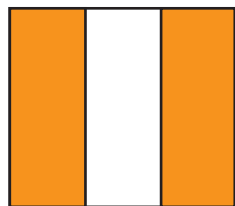
**Directions:** A member is part of the whole team. A fraction is part of a whole object. Color the fractional part for each object.



# Fractions: Comparing

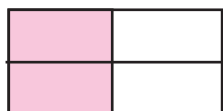
**Directions:** Circle the fraction in each pair that is larger.

**Example:**



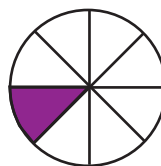
$$\textcircled{\frac{2}{3}}$$

$$\frac{1}{3}$$



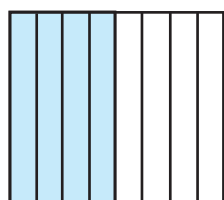
$$\frac{2}{4}$$

$$\frac{1}{4}$$



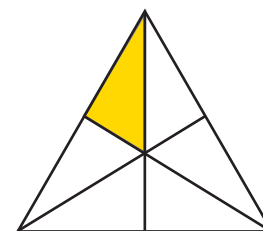
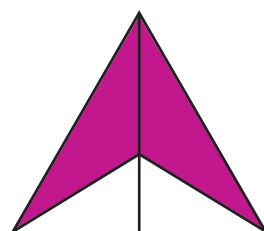
$$\frac{1}{8}$$

$$\frac{2}{8}$$



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

$$\frac{1}{3}$$



$$\frac{2}{3}$$

$$\frac{1}{6}$$

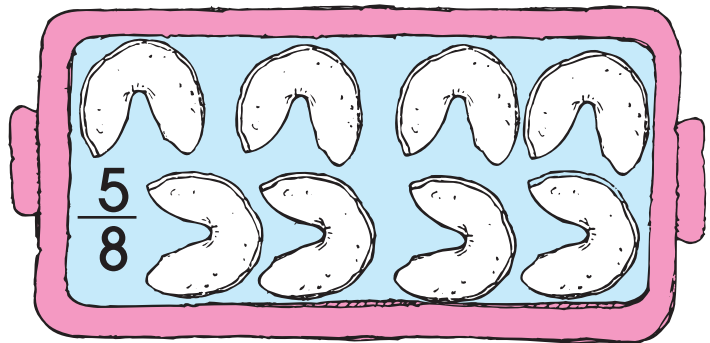
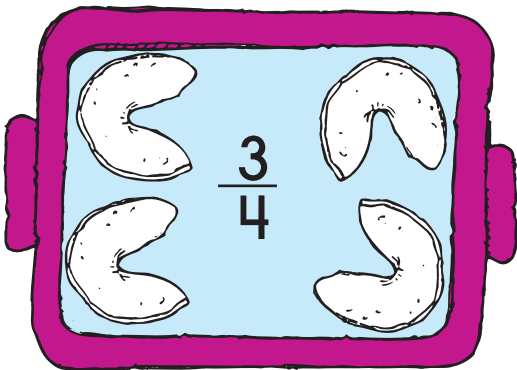
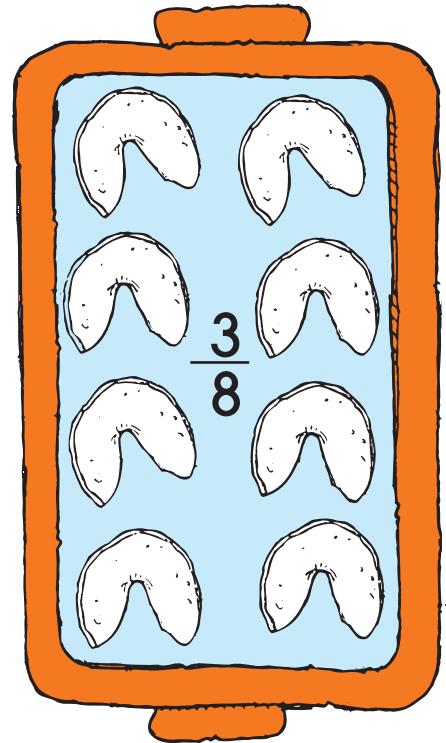
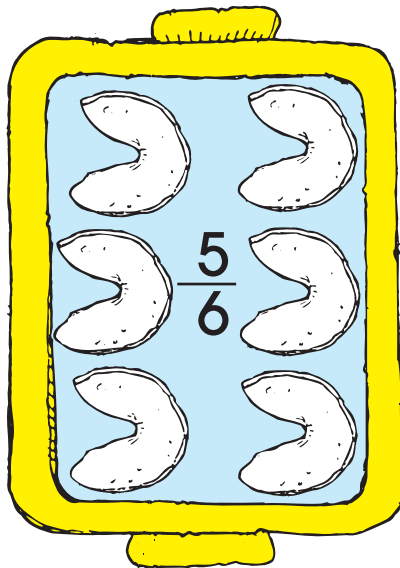
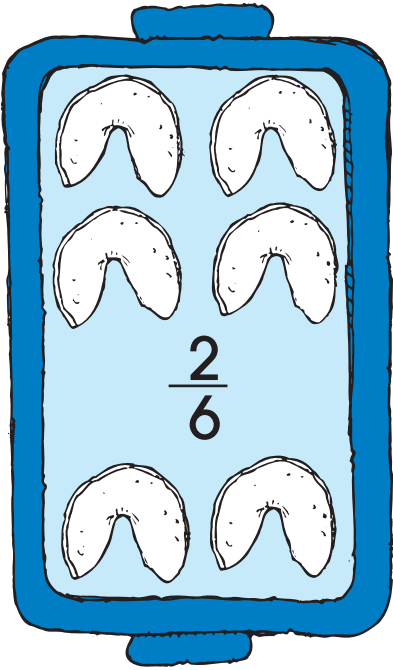
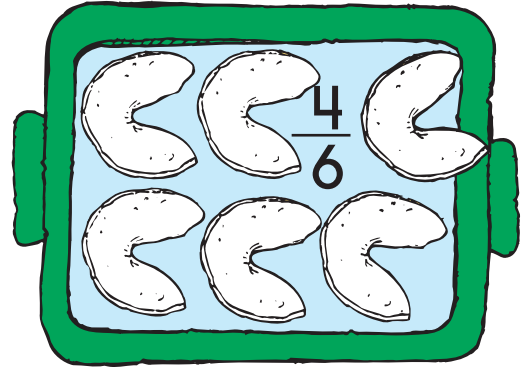
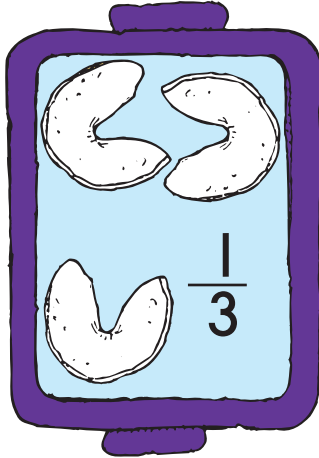
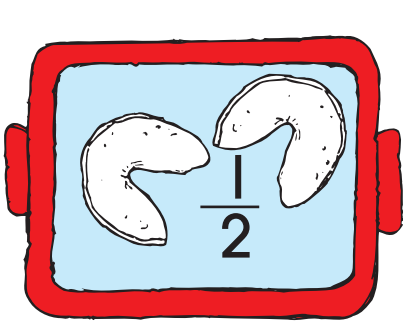
$$\frac{1}{4} \text{ or } \frac{1}{6}$$

$$\frac{1}{5} \text{ or } \frac{1}{7}$$

$$\frac{1}{8} \text{ or } \frac{1}{4}$$

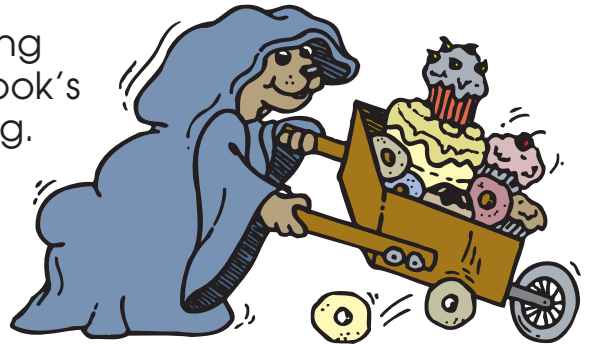
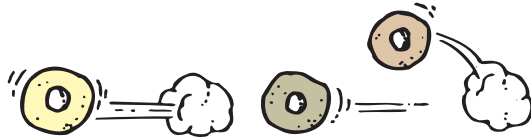
# Fortunate Fractions

**Directions:** Color the correct number of fortune cookies to show each fraction.

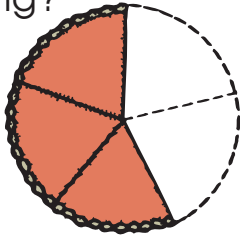


# Fraction Mysteries

**Directions:** Some mysterious person is sneaking away with pieces of desserts from Sam Sillicook's diner. Help him figure out how much is missing.

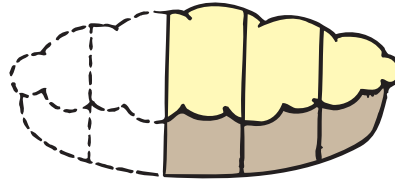


1. What fraction of Sam's Super Sweet Chocolate Cream Cake is missing?



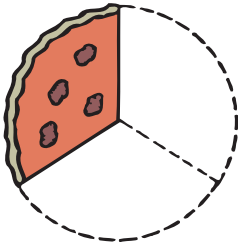
\_\_\_\_\_

2. What fraction of Sam's Heavenly Tasting Cherry Cream Tart is missing?



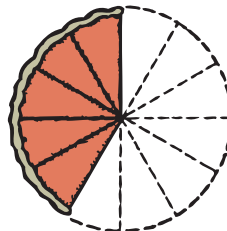
\_\_\_\_\_

3. What fraction of Sam's Tastee Toffee Coffee Cake is missing?



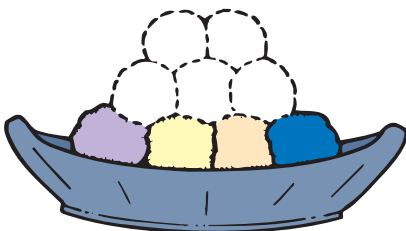
\_\_\_\_\_

4. What fraction of Sam's Luscious Licorice Candy Cake is missing?



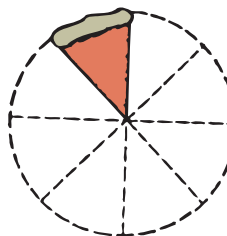
\_\_\_\_\_

5. What fraction of Sam's Tasty Tidbits of Chocolate Ice Cream is missing?



\_\_\_\_\_

6. Sam's Upside-Down Ice-Cream Cake is very famous. What fraction has vanished?

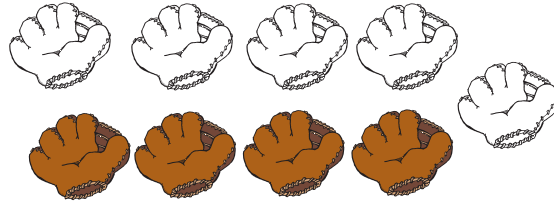


\_\_\_\_\_

# Fraction Fun

4 gloves are colored. 9 gloves in all.

$\frac{4}{9}$  of the gloves are colored.



**Directions:** Write the fractional part for each set.

What fraction of the balls are colored in the window? \_\_\_\_\_

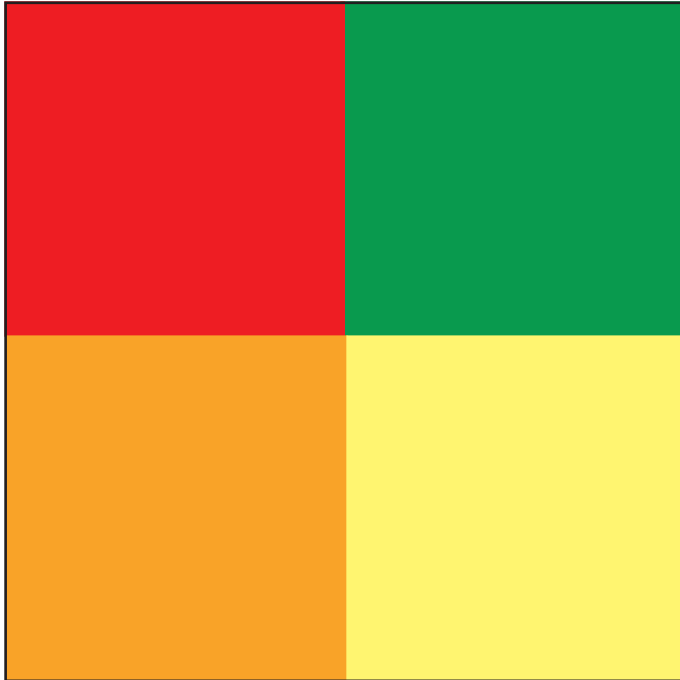
bottles? \_\_\_\_\_ paddles? \_\_\_\_\_ whistles? \_\_\_\_\_

bags? \_\_\_\_\_ pennants? \_\_\_\_\_ helmets? \_\_\_\_\_

skis? \_\_\_\_\_ shoes? \_\_\_\_\_ trophies? \_\_\_\_\_

# Shapes

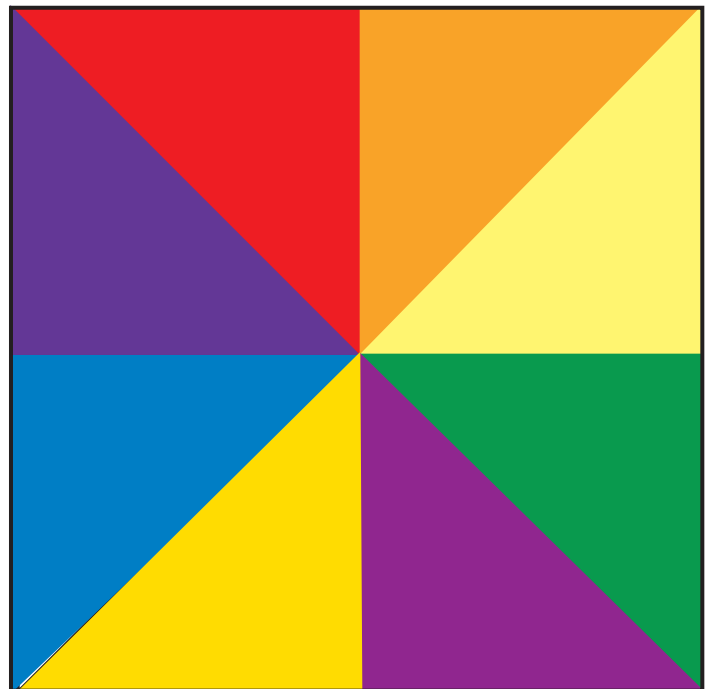
**Directions:** Look at the shapes and answer the questions.



How many s can you find? \_\_\_\_\_



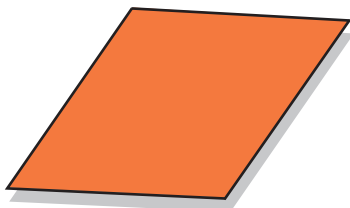
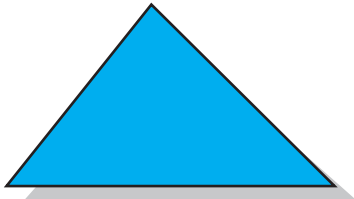
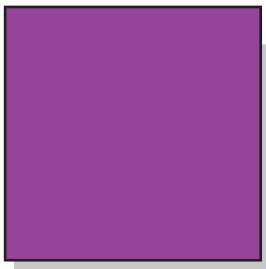
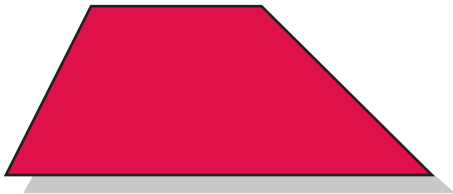
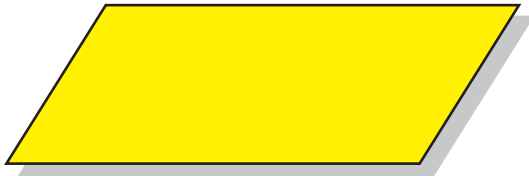
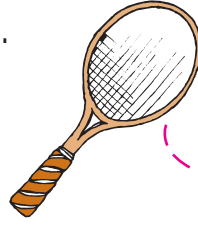
How many s can you find? \_\_\_\_\_





# Shapes: Set! Point! Match!

**Directions:** Match each polygon to its name.



triangle

square

trapezoid

rectangle

parallelogram

rhombus



# Shapes: Geometry

**Directions:** Draw a line from the word to the shape.

Use a red line for circles. 

Use a blue line for squares. 

Use a yellow line for rectangles. 

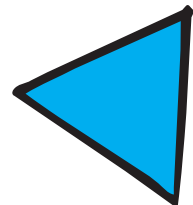
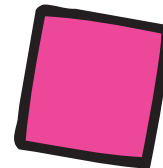
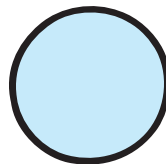
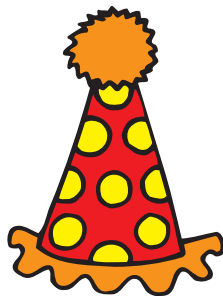
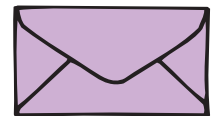
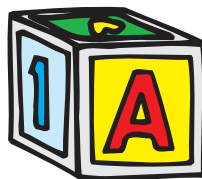
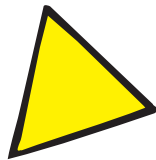
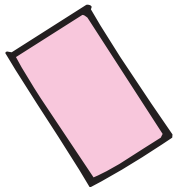
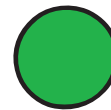
Use a green line for triangles. 

**Circle**

**Square**

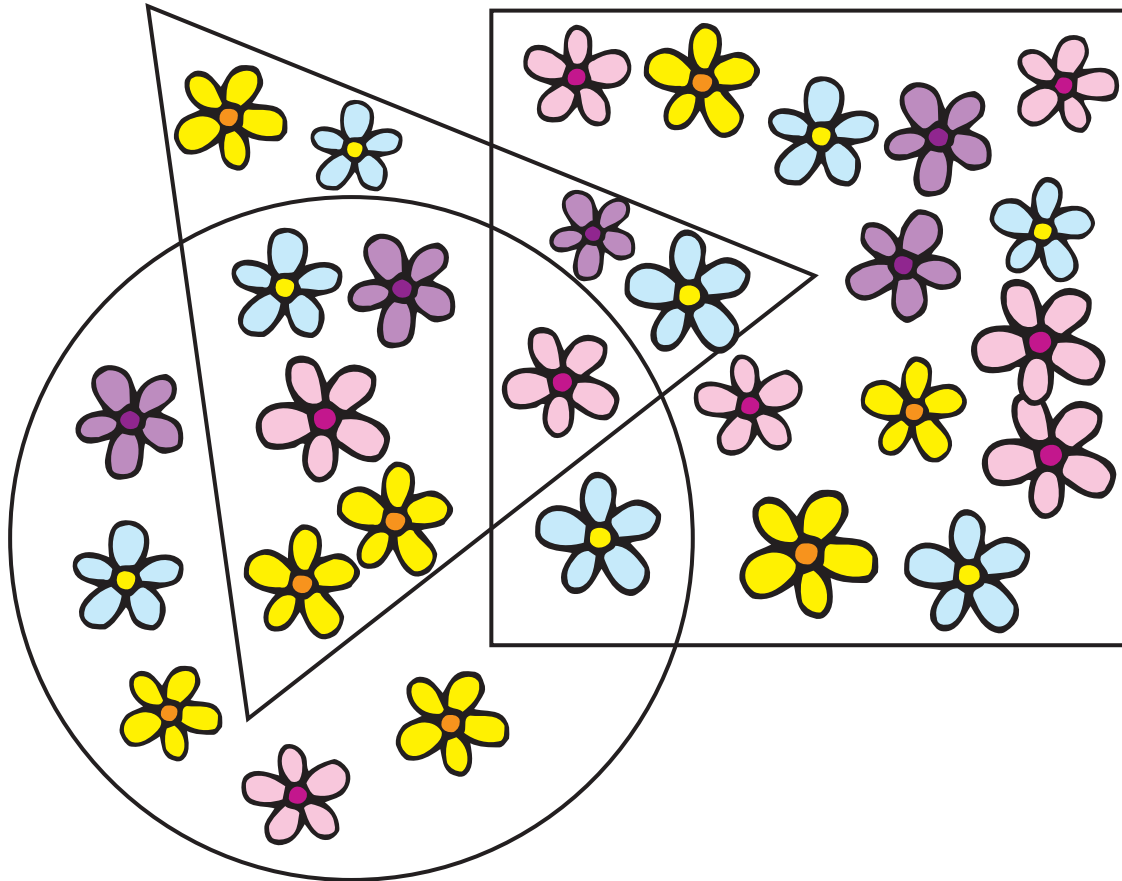
**Triangle**

**Rectangle**



## Shapes: Flower Power

**Directions:** Count the flowers and answer the questions.



How many  s are in the circle? \_\_\_\_\_

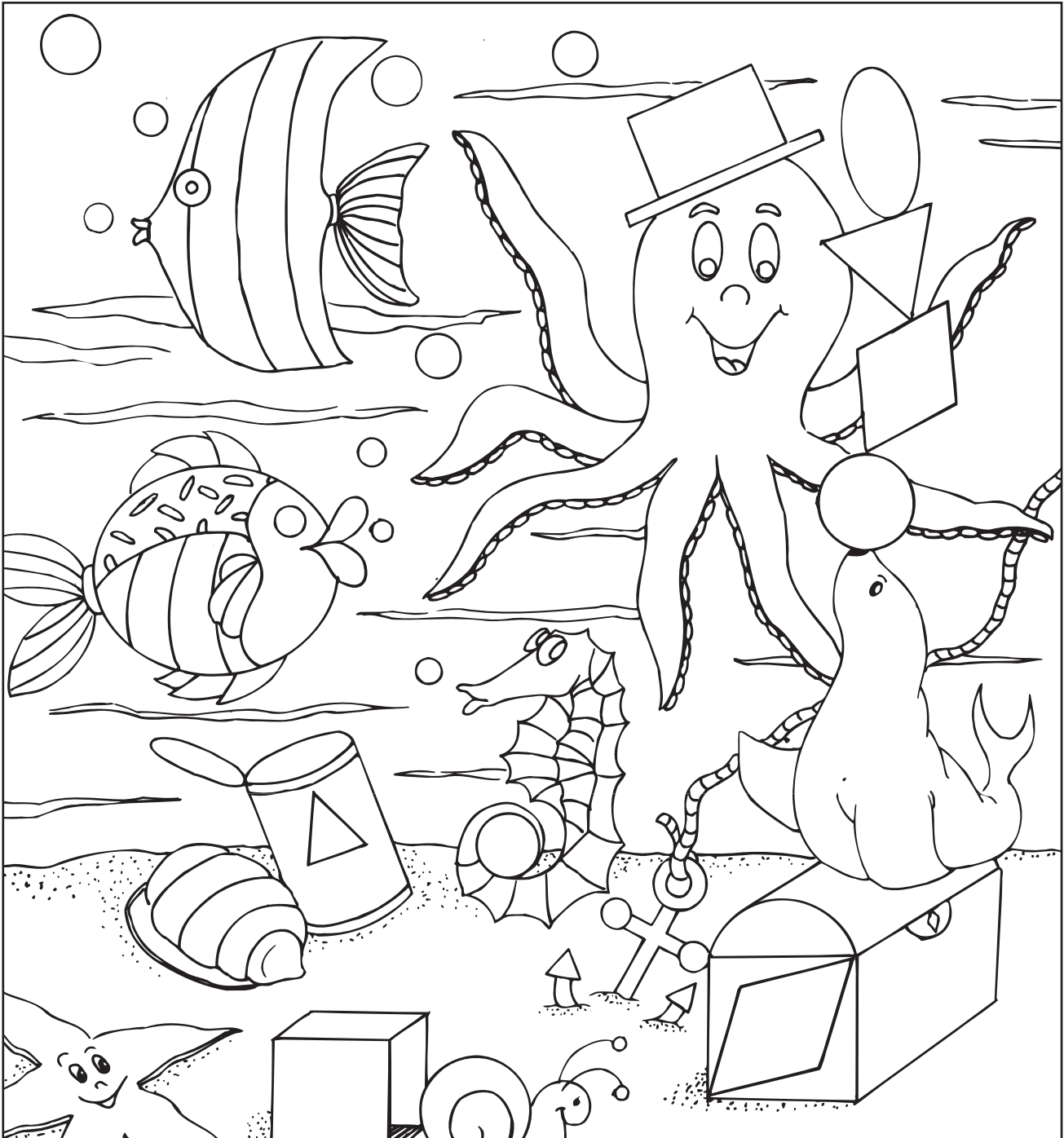
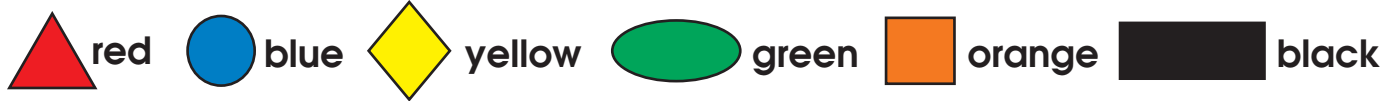
How many  s are in the triangle? \_\_\_\_\_

How many  s are in the square? \_\_\_\_\_

How many  s in all? \_\_\_\_\_

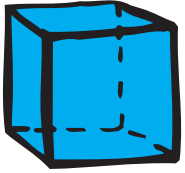
# How Many Shapes?

**Directions:** Find the shapes and color them using the code.



## Shapes: Geometry

Geometry is the branch of mathematics that has to do with points, lines, and shapes. These shapes are solid, not flat.



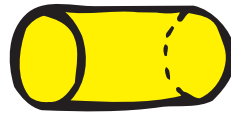
cube



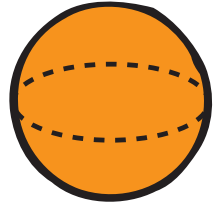
rectangular prism



cone



cylinder



sphere

**Directions:** Use the code to color the picture.

**Code:**

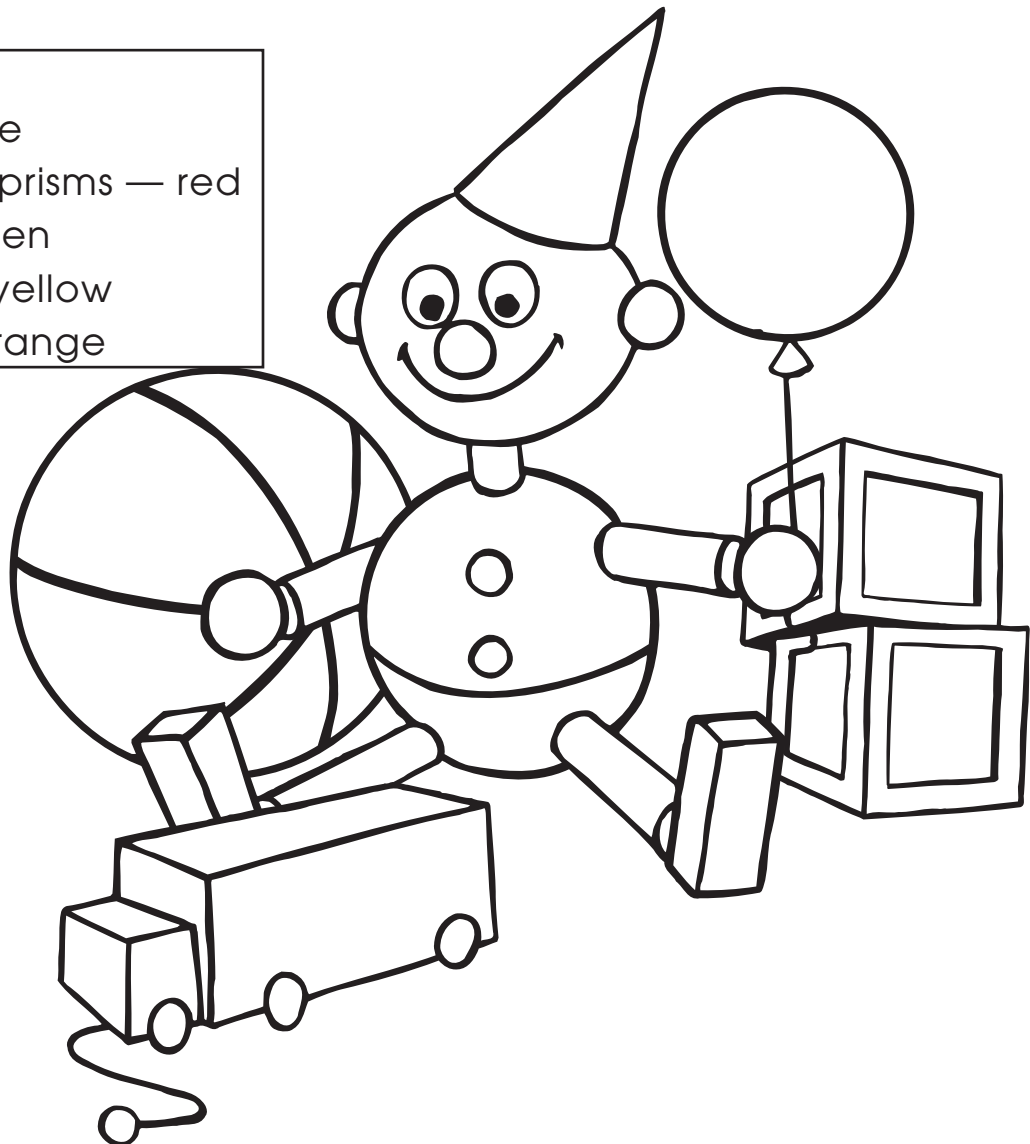
cubes — blue

rectangular prisms — red

cones — green

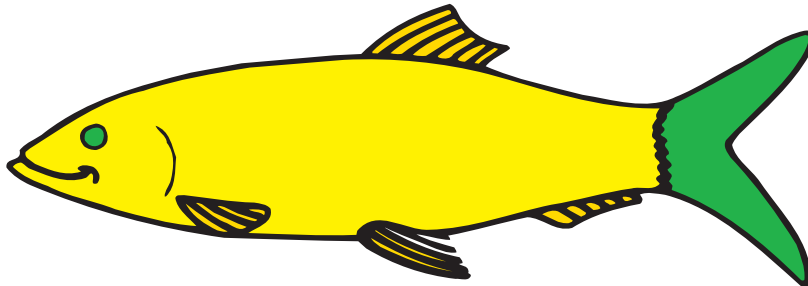
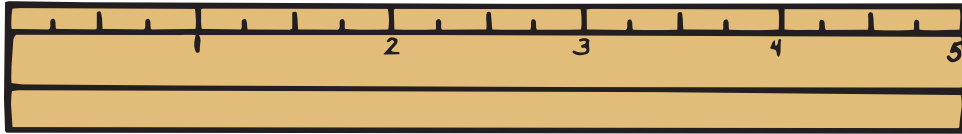
cylinders — yellow

spheres — orange

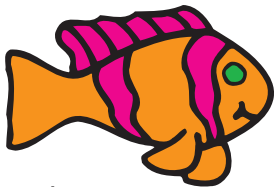


# Measurement: Inches

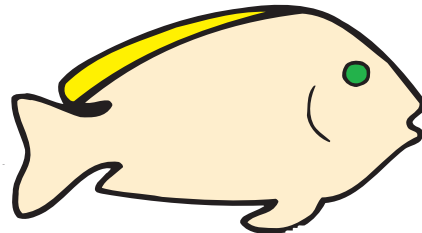
**Directions:** Use a ruler to measure the fish to the nearest inch.



about \_\_\_\_ inches



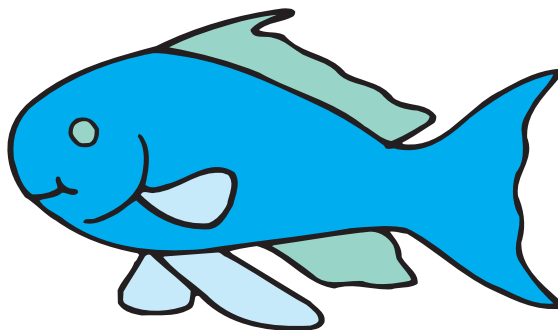
about \_\_\_\_ inches



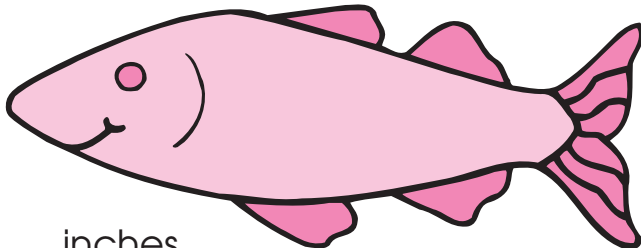
about \_\_\_\_ inches



about \_\_\_\_ inches



about \_\_\_\_ inches



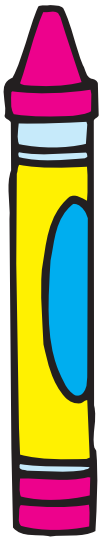
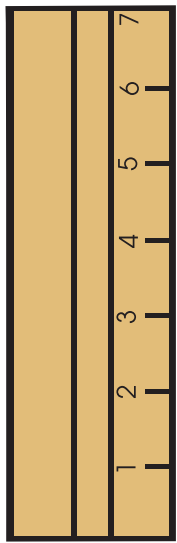
about \_\_\_\_ inches

## 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 \_\_\_\_ centimeters



about \_\_\_\_ centimeters



about \_\_\_\_ centimeters



about \_\_\_\_ centimeters



about \_\_\_\_ centimeters



## Measurement: Foot, Yard, Mile

**Directions:** Decide whether you would use foot, yard, or mile to measure each object.

1 foot = 12 inches

1 yard = 36 inches or 3 feet

1 mile = 1,760 yards

**Example:**

length of a river mile

height of a tree \_\_\_\_\_

width of a room \_\_\_\_\_

length of a football field \_\_\_\_\_

height of a door \_\_\_\_\_

length of a dress \_\_\_\_\_

length of a race \_\_\_\_\_

height of a basketball hoop \_\_\_\_\_

width of a window \_\_\_\_\_

distance a plane travels \_\_\_\_\_



**Directions:** Solve the problem.

Tara races Tom in the 100-yard dash. Tara finishes 10 yards in front of Tom. How many feet did Tara finish in front of Tom?

\_\_\_\_\_

## Measurement: Meter and Kilometer

Meters and kilometers are units of length in the metric system. A meter is equal to 39.37 inches. A kilometer is equal to about  $\frac{5}{8}$  of a mile.

**Directions:** Decide whether you would use meter or kilometer to measure each object.

1 meter = 100 centimeters

1 kilometer = 1,000 meters

**Example:**

length of a river kilometer

height of a tree \_\_\_\_\_

width of a room \_\_\_\_\_

length of a football field \_\_\_\_\_

height of a door \_\_\_\_\_

length of a dress \_\_\_\_\_

length of a race \_\_\_\_\_

height of a basketball pole \_\_\_\_\_

width of a window \_\_\_\_\_

distance a plane travels \_\_\_\_\_

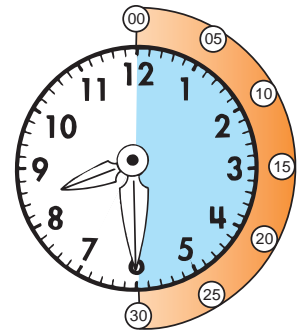


**Directions:** Solve the problem.

Anna races Lee in the 100-meter dash. Anna finishes 10 meters in front of Lee. How many centimeters did Anna finish in front of Lee? \_\_\_\_\_

## Time to the Half-Hour

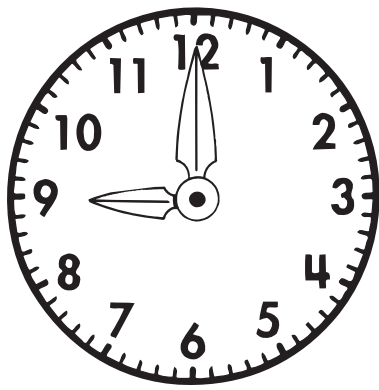
This clock face shows the time gone by since 8 o'clock. Thirty minutes or half an hour have gone by.



**Directions:** There are 3 ways to say time to the half-hour.

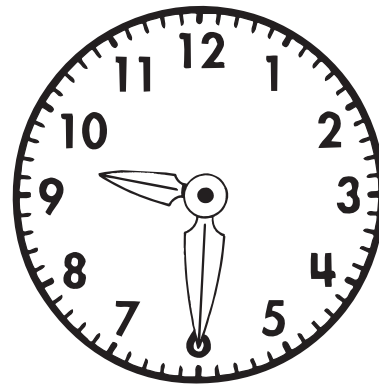
We say 7:30, thirty past the hour, or half past seven.

Write the times below. Draw the hands on the last clock.



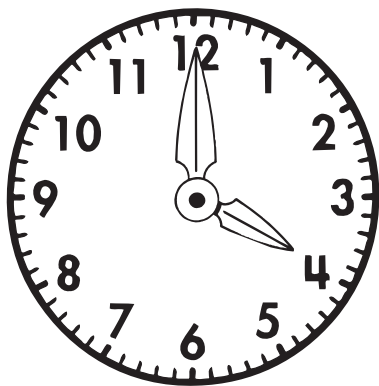
9:00

half-hour later



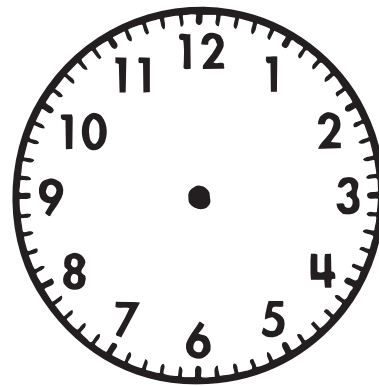
9:30

30 minutes past 9 o'clock



\_\_\_\_\_

half-hour later

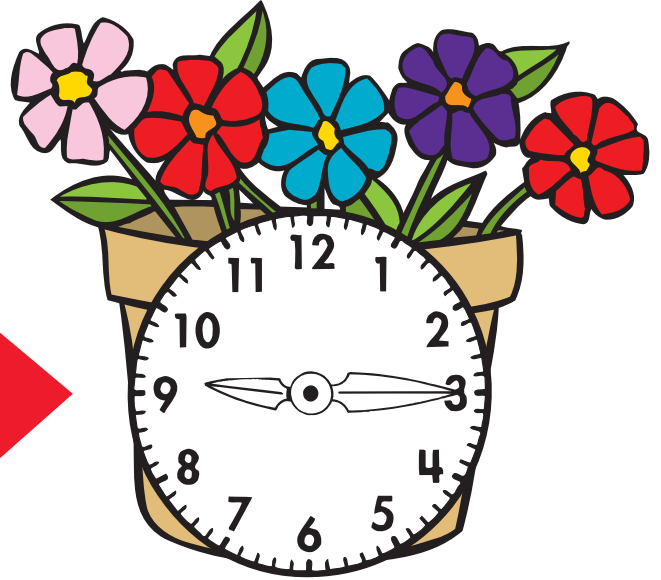


\_\_\_\_\_

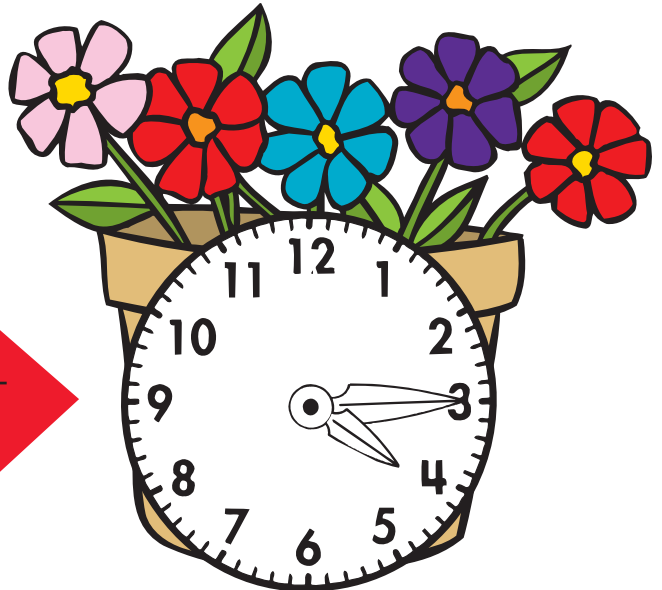
\_\_\_\_\_ minutes past \_\_\_\_\_ o'clock

# Growing Time

**Directions:** Each hour has 4 quarter hours. A quarter-hour is 15 minutes. Write the times below.



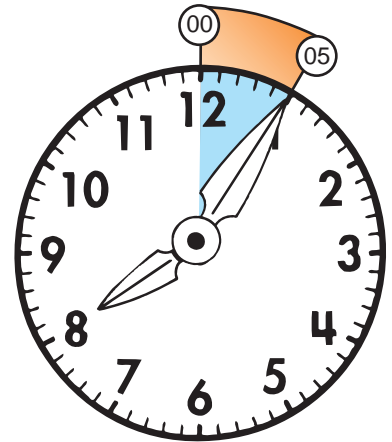
\_\_\_\_\_ minutes past \_\_\_\_\_ o'clock



\_\_\_\_\_ minutes past \_\_\_\_\_ o'clock

# Time to the Minute

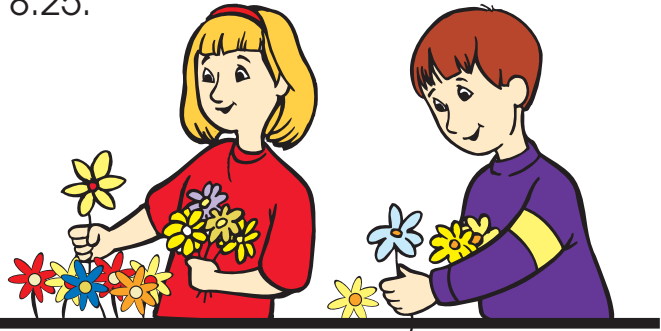
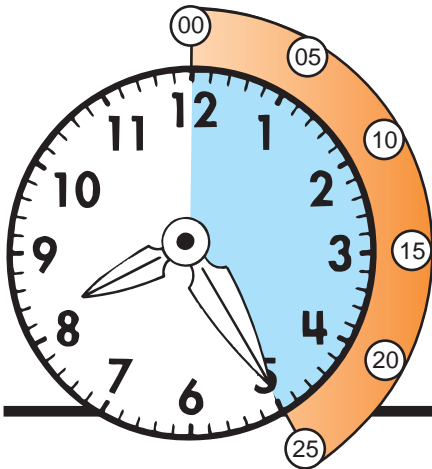
Each number on the clock face stands for 5 minutes.



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

00   05   10   15   20   25

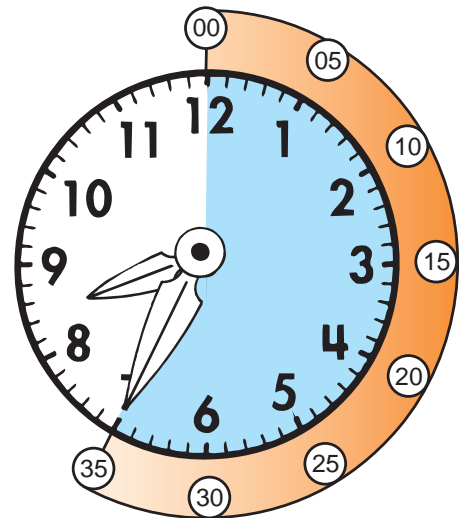
It is 25 minutes after 8 o'clock. It is written 8:25.



**Directions:** Count by 5's.

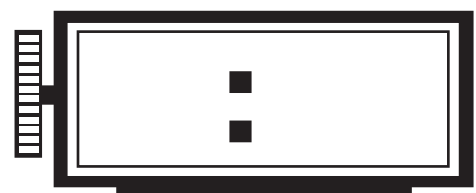
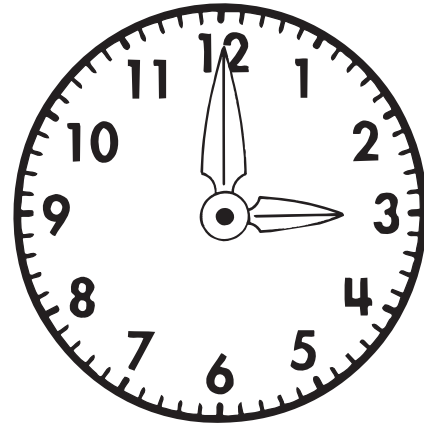
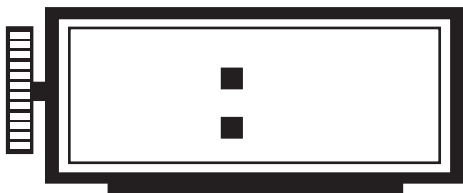
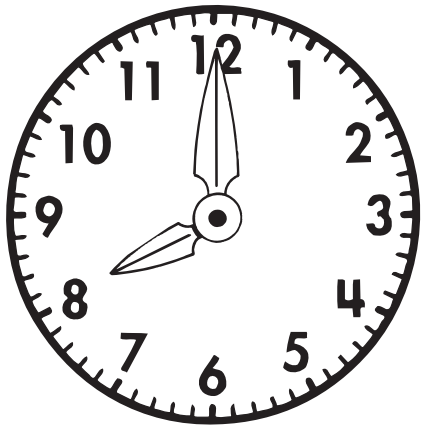
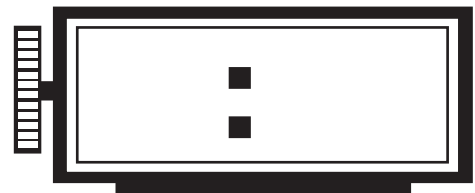
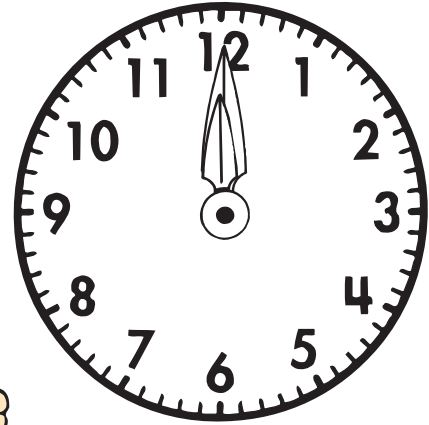
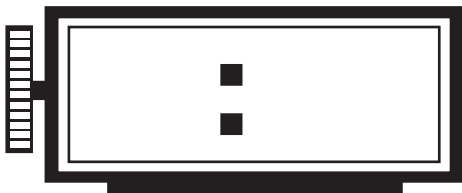
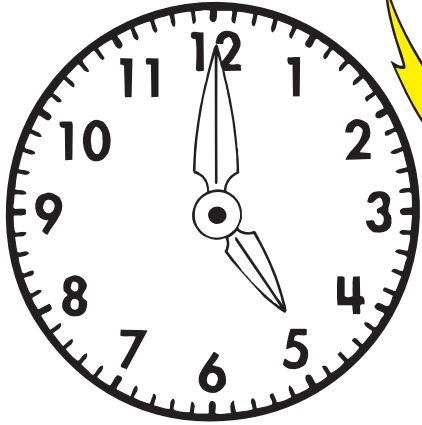
00   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_  
 \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

It is \_\_\_\_\_ minutes after \_\_\_\_\_ o'clock.  
 It is written 8:35.



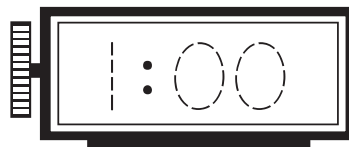
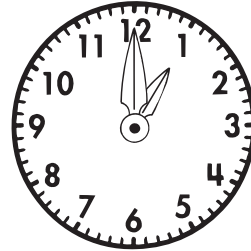
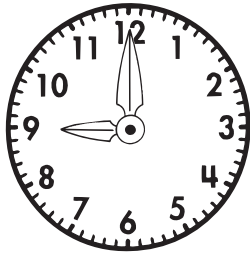
## Digital Magic

Directions: Write the time on the digital clocks.

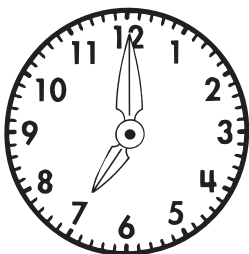
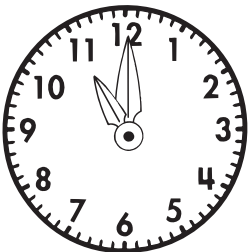
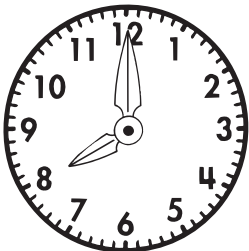


# Matching Digital and Face Clocks

**Directions:** Trace the time on the digital clocks.



**Directions:** Draw a line to match the clocks.

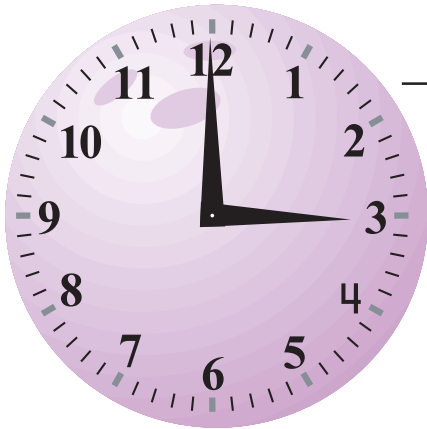




# Keeping "Track" of Time



**Directions:** Write the correct time by each clock.



\_\_\_\_\_



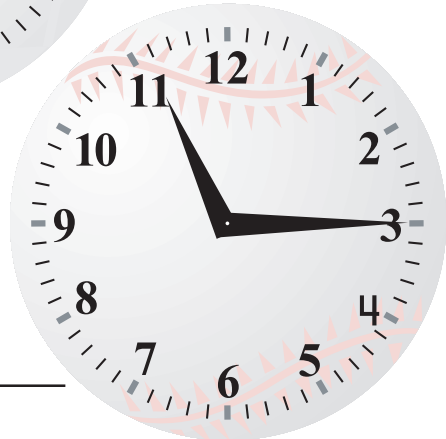
\_\_\_\_\_



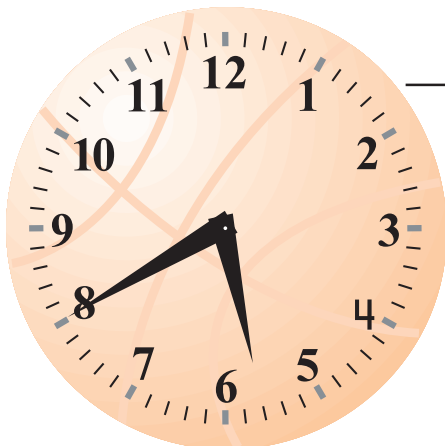
\_\_\_\_\_



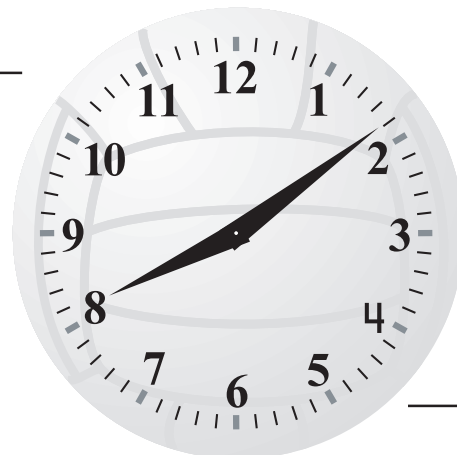
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

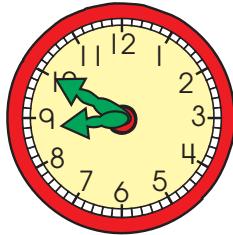


\_\_\_\_\_

# Monkeying Around

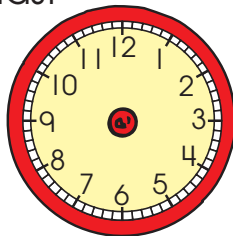
**Directions:** Nat can't tell time. He needs your help to solve these problems.

1. Nat is supposed to be at school in 10 minutes. What time should he get there?



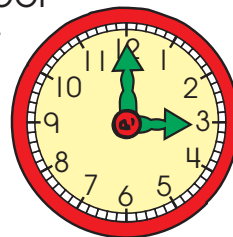
\_\_\_\_\_

2. Nat started breakfast at 7:10 A.M. It took him 15 minutes to eat. Mark the time he finished.



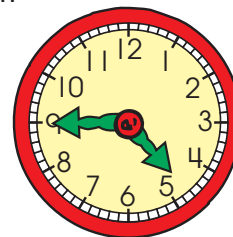
\_\_\_\_\_

3. Nat will leave school in 5 minutes. What time will it be then?



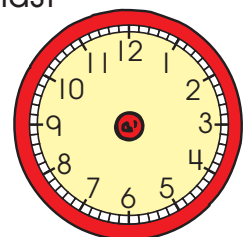
\_\_\_\_\_

4. Nat's family will eat dinner in 15 minutes. When will that be?



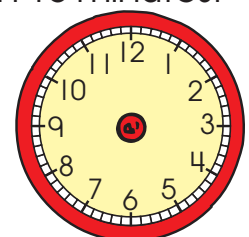
\_\_\_\_\_

5. It is now 6:45 P.M. Nat must start his homework in 5 minutes. Mark the starting time on the clock.



\_\_\_\_\_

6. Nat will go to the park in 15 minutes. It is now 1:25 P.M. Mark the time he will go to the park.



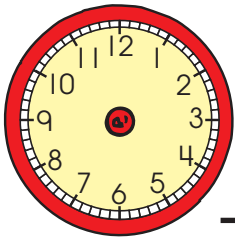
\_\_\_\_\_



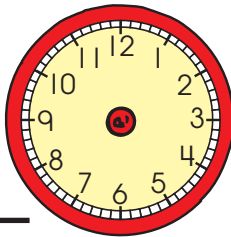
## Time Problems

**Directions:** Draw the hands on the clocks to show the starting time and the ending time. Then, write the answer to the question.

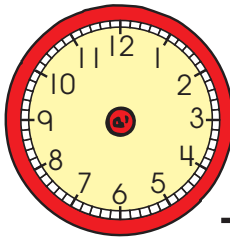
1. The bike race started at 2:55 P.M. and lasted 2 hours and 10 minutes. What time did the race end?



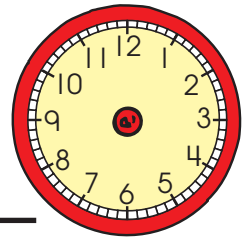
\_\_\_\_\_



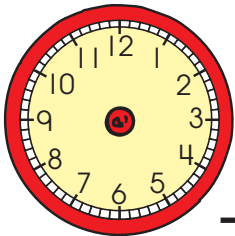
4. Sherry walked in the 12-mile Hunger Walk. She started at 12:30 P.M. and finished at 4:50 P.M. How long did she walk?



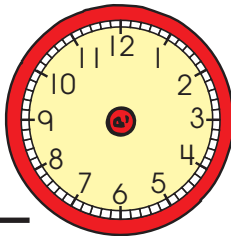
\_\_\_\_\_



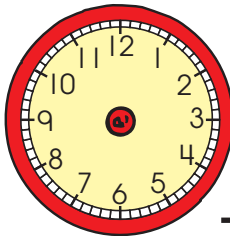
2. The 500-mile auto race started at 11:00 A.M. and lasted 2 hours and 25 minutes. What time did the race end?



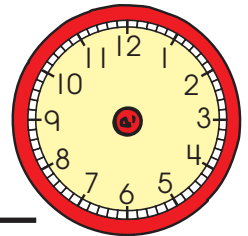
\_\_\_\_\_



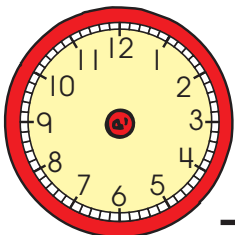
5. The chili cook-off started at 10:00 A.M., and all the chili was cooked by 4:30 P.M. How long did it take to cook the chili?



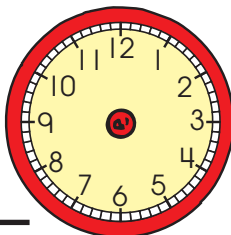
\_\_\_\_\_



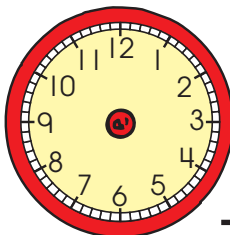
3. The train left Indianapolis at 7:25 A.M. and arrived in Chicago at 10:50 A.M. How long did the trip take?



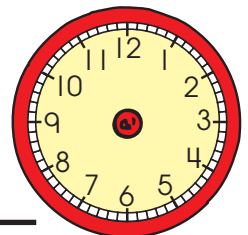
\_\_\_\_\_



6. The chili judging began at 4:30 P.M. After 3 hours and 45 minutes the chili had all been eaten. At what time was the chili judging finished?



\_\_\_\_\_



## Feeding Time

The abbreviations **A.M.** and **P.M.** help tell the time of day. At midnight, A.M. begins. At noon, P.M. begins. Ken and Angie enjoy watching the animals being fed at the zoo. However, when they arrived, they were a little confused by the signs. Help them figure out the feeding time for each kind of animal. Be sure to include if it's A.M. or P.M.

**Zebras:** Feeding time is 2 hours after the monkeys.

\_\_\_\_\_

**Tigers:** Feeding time is 2 hours after 9:00 A.M.

\_\_\_\_\_

**Elephants:** Feeding time is 1:00 P.M.

**Giraffes:** Feeding time is 1 hour before the lions.

\_\_\_\_\_

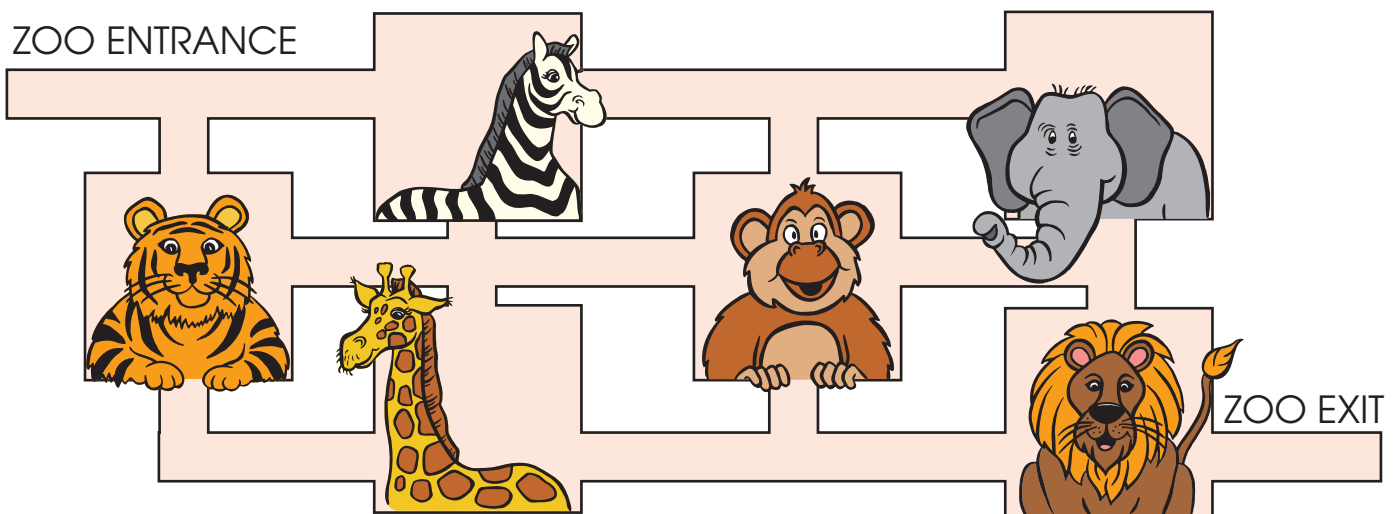
**Monkeys:** Feeding time is 3 hours before the giraffes.

\_\_\_\_\_

**Lions:** Feeding time is 3 hours after the elephants.

\_\_\_\_\_

**Directions:** Now, trace the path in the zoo that Ken and Angie would take so that they could see all the animals being fed.



# Counting With Nickels and Pennies

**Directions:** Count the money. Begin by saying 5 for the nickel and add 1 for each penny.

= \_\_\_\_\_ ¢

= \_\_\_\_\_ ¢

= \_\_\_\_\_ ¢

= \_\_\_\_\_ ¢

= \_\_\_\_\_ ¢



# Counting With Dimes and Nickels

**Directions:** Count the money. Begin by saying 10 for the dimes, then count the nickels. Write the amount.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

Total



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

= \_\_\_\_\_ ¢

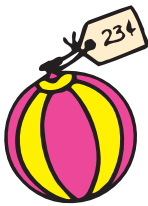
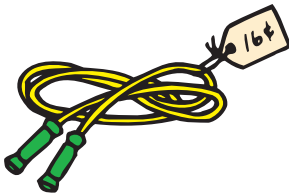
Solve this puzzle. What coins does the chicken have?

\_\_\_\_\_



# Money: Penny, Nickel, Dime

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





# Money: Coins and Dollars



dollar = 100¢ or \$1.00



penny =  
1¢ or \$.01



quarter =  
25¢ or \$.25



nickel =  
5¢ or \$.05



half-dollar =  
50¢ or \$.50



dime =  
10¢ or \$.10

**Directions:** Write the amount for each group of money shown. Use a dollar sign and decimal point. The first one is done for you.



\$.07

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# Adding Money

**Directions:** Write the amount of money using decimals. Then add to find the total amount.

**Example:**



$$\begin{array}{r}
 \$1.00 \\
 \quad .05 \\
 + \quad .02 \\
 \hline
 \$1.07
 \end{array}$$



$$\begin{array}{r}
 \$ \quad . \quad \_ \\
 \$ \quad . \quad \_ \\
 \$ \quad . \quad \_ \\
 + \$ \quad . \quad \_ \\
 \hline
 \_ \quad . \quad \_
 \end{array}$$



$$\begin{array}{r}
 \$ \quad . \quad \_ \\
 \$ \quad . \quad \_ \\
 \$ \quad . \quad \_ \\
 + \$ \quad . \quad \_ \\
 \hline
 \_ \quad . \quad \_
 \end{array}$$



$$\begin{array}{r}
 \$ \quad . \quad \_ \\
 \$ \quad . \quad \_ \\
 + \$ \quad . \quad \_ \\
 \hline
 \_ \quad . \quad \_
 \end{array}$$



$$\begin{array}{r}
 \$ \quad . \quad \_ \\
 \$ \quad . \quad \_ \\
 \$ \quad . \quad \_ \\
 + \$ \quad . \quad \_ \\
 \hline
 \_ \quad . \quad \_
 \end{array}$$

# Money Problems

**Directions:** Count the money on each tray. Write the name of the food that costs that amount.

<b>Example:</b> hamburger..\$2.45	hot dog..... \$1.77	sandwich.... \$1.55
milk .....\$ .64	soda pop..... \$1.26	milkshake.... \$1.89
cake..... \$2.85	pie.....\$2.25	sundae..... \$.95



# Money Combinations



**Directions:** You want to buy 3 different items in the hobby store. You have \$16.00. Write all the different combinations of items you can buy using the entire \$16.00.

1. \_\_\_\_\_ 1. \_\_\_\_\_ 1. \_\_\_\_\_ 1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_ 2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 3. \_\_\_\_\_ 3. \_\_\_\_\_ 3. \_\_\_\_\_

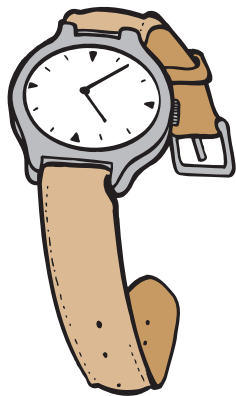
1. \_\_\_\_\_ 1. \_\_\_\_\_ 1. \_\_\_\_\_ 1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_ 2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 3. \_\_\_\_\_ 3. \_\_\_\_\_ 3. \_\_\_\_\_

## Money: How Many Coins?

**Directions:** Draw the fewest coins possible to equal the amount shown in each box.



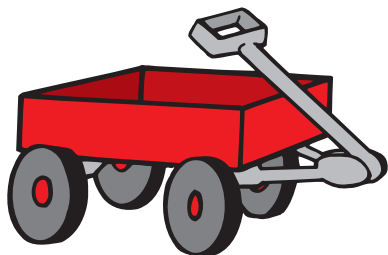
17¢



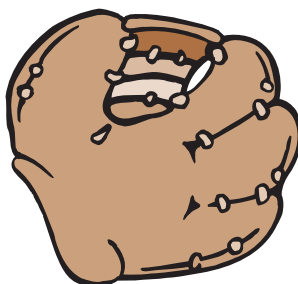
98¢



24¢



63¢



58¢



35¢



## Money: Earnings Add Up!



Wash dishes \$1.50



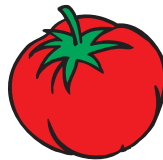
Feed cat \$.95



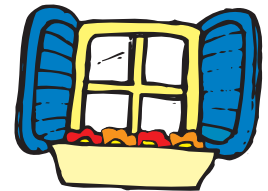
Mow lawn \$3.50



Mop floors \$1.25



Pick tomatoes \$2.75



Wash windows \$2.85

**Directions:** Use the pictures above to help you find out how much you can earn by doing each set of jobs. Write the total amount for each set on each wallet.

1. pick tomatoes \_\_\_\_\_
2. wash windows \_\_\_\_\_
3. mow the lawn \_\_\_\_\_



1. feed the cat \_\_\_\_\_
2. pick tomatoes \_\_\_\_\_
3. wash dishes \_\_\_\_\_



1. wash windows \_\_\_\_\_
2. mop floors \_\_\_\_\_
3. mow the lawn \_\_\_\_\_

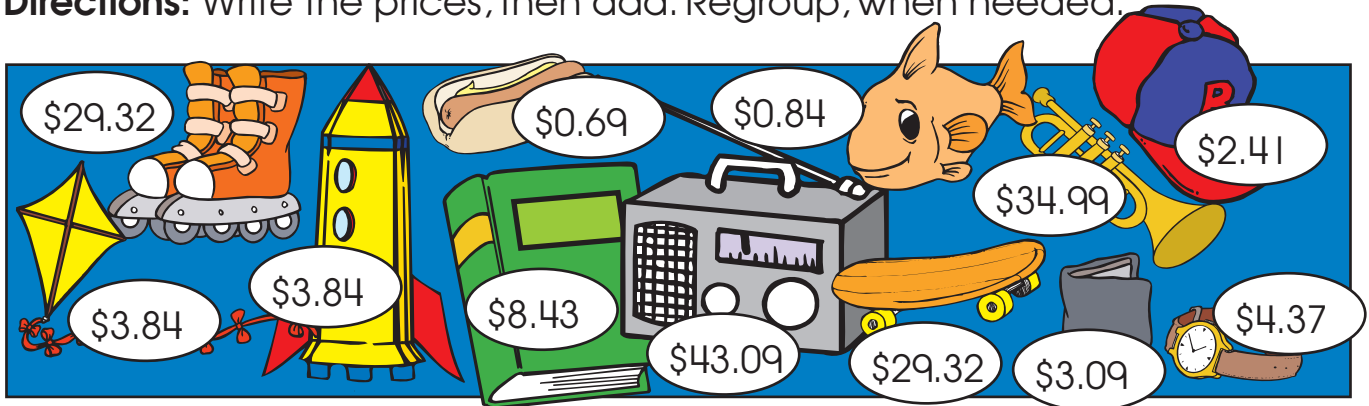


1. pick tomatoes \_\_\_\_\_
2. wash windows \_\_\_\_\_
3. feed the cat \_\_\_\_\_



# Money: Add 'Em Up!

**Directions:** Write the prices, then add. Regroup, when needed.



1.                      skateboard  
 +                      hat  
 \_\_\_\_\_

7.                      hot dog  
 +                      rocket  
 \_\_\_\_\_

2.                      dictionary  
 +                      radio  
 \_\_\_\_\_

8.                      skateboard  
 +                      goldfish  
 \_\_\_\_\_

3.                      wallet  
 +                      goldfish  
 \_\_\_\_\_

9.                      hat  
 +                      kite  
 \_\_\_\_\_

4.                      hot dog  
 +                      watch  
 \_\_\_\_\_

10.                     radio  
 +                      trumpet  
 \_\_\_\_\_

5.                      dictionary  
 +                      kite  
 \_\_\_\_\_

11.                     rocket  
 +                      goldfish  
 \_\_\_\_\_

6.                      in-line skates  
 +                      trumpet  
 \_\_\_\_\_

12.                     skateboard  
 +                      in-line skates  
 \_\_\_\_\_



## Money: Making Change

**Directions:** When you do not have the exact change to buy something at a store, the clerk must give you change. The first amount of money is what you give the clerk. The second amount is what the item costs. In the box, list the fewest number of coins and bills you will receive in change.



	Amount I Have	Cost of Item	Change
1	\$3.75	\$3.54	
2	\$10.00	\$5.63	
3	\$7.00	\$6.05	
4	\$7.25	\$6.50	
5	\$7.50	\$6.13	
6	\$0.75	\$0.37	
7	\$7.00	\$6.99	
8	\$15.00	\$12.75	



### Counting

Directions: Write the numbers that are:

<b>next in order</b>	<b>one less</b>	<b>one greater</b>
22, 23, <u>24</u> , <u>25</u>	<u>15</u> , 16	6, <u>7</u>
674, <u>675</u> , <u>676</u>	<u>246</u> , 247	125, <u>126</u>
227, <u>228</u> , <u>229</u>	<u>549</u> , 550	499, <u>500</u>
199, <u>200</u> , <u>201</u>	<u>332</u> , 333	750, <u>751</u>
329, <u>330</u> , <u>331</u>	<u>861</u> , 862	933, <u>934</u>

Directions: Write the missing numbers.

★ 13   ★ 14   ★ 15   ★ 16   ★ 17   ★ 18

163   164   165   166   167   168

821   822   823   824   825   826

### Counting by 2's

Directions: Each basket the players make is worth 2 points. Help your team win by counting by 2's to beat the other team's score.

2  
4  
6  
8  
10  
12  
14  
16  
18  
20  
22  
24  
26  
28  
30  
32

Final Score  
Home: **34**   Visitor: **30**

Winner! **34**

### Counting by 5's

Directions: Count by 5's. Color the correct number of nickels for each bag. Begin at the star.

25¢   35¢   40¢

### Counting by 10's

Directions: Count by 10's to complete each row.

20   30   40   50   60

50   60   70   80   90

40   50   60   70   80

30   40   50   60   70

### Patterns

Directions: Connect the dots in each row to continue the pattern.

### Patterns

Directions: Write or draw what comes next in the pattern.

Example: 1, 2, 3, 4, 5

● ★ ● ★ ●   ● ★ ● ★ ●

A, I, B, 2, C, 3

2, 4, 6, 8, 10

A, C, E, G, I

5, 10, 15, 20, 25

### Patterns

Directions: Write the one that would come next in each pattern.

0 2 0 4 0 6   0

1 3 5 7 9 11   13

5 10 20 40 80   160

▽ □ ▷ □ ▽ □   ▷

◇ □ ▽ ◇ □ ▽   ◇

○ ○ ● ● ○ ○   ●

1 A 2 B 3 C   4

A B C 1 2 3   D

▢ ▢ ▢ ▢ ▢ ▢   ▢

### Patterns: Shapes

Directions: Complete each row by drawing the correct shape.

### Place Value: Hundreds, 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 123, 1 has the place value of **hundreds**, 2 is **tens** and 3 is **ones**.

Directions: Study the examples. Then write the missing numbers in the blanks.

Examples:

2 hundreds + 3 tens + 6 ones =	1 hundreds + 4 tens + 9 ones =												
<table border="1"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td>2</td><td>3</td><td>6</td></tr></table> = 236	hundreds	tens	ones	2	3	6	<table border="1"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td>1</td><td>4</td><td>9</td></tr></table> = 149	hundreds	tens	ones	1	4	9
hundreds	tens	ones											
2	3	6											
hundreds	tens	ones											
1	4	9											

3 hundreds + 4 tens + 8 ones =	3	4	8	=	<u>348</u>
_ hundreds + _ ten + _ ones =	2	1	7	=	<u>217</u>
_ hundreds + _ tens + _ ones =	6	3	5	=	<u>635</u>
_ hundreds + _ tens + _ ones =	4	7	9	=	<u>479</u>
_ hundreds + _ tens + _ ones =	2	9	4	=	<u>294</u>
_ hundreds + 5 tens + 6 ones =	4	5	6	=	<u>456</u>
3 hundreds + 1 ten + 3 ones =	3	1	3	=	<u>313</u>
3 hundreds + _ tens + 7 ones =	3	5	7	=	<u>357</u>
6 hundreds + 2 tens + _ ones =	6	2	8	=	<u>628</u>

### Addition: 2-Digit

Directions: Study the example. Follow the steps to add.

Example:  $33 + 41 = 74$

Step 1: Add the ones.  
 $\begin{array}{r} 33 \\ +41 \\ \hline \end{array}$

Step 2: Add the tens.  
 $\begin{array}{r} 33 \\ +41 \\ \hline 74 \end{array}$

24	15	38	11	37	72	33	10
+62	+23	+61	+26	+42	+11	+51	+30
<b>86</b>	<b>38</b>	<b>99</b>	<b>37</b>	<b>79</b>	<b>83</b>	<b>84</b>	<b>40</b>
25	62	32	25	82	91	16	55
+42	+14	+44	+13	+6	+5	+71	+3
<b>67</b>	<b>76</b>	<b>76</b>	<b>38</b>	<b>88</b>	<b>96</b>	<b>87</b>	<b>58</b>

### Addition: 2-Digit

Directions: Add the total points scored in each game. Remember to add ones first and tens second.

Example:  $22 + 17 = 39$

HOME 28	HOME 55	HOME 14
VISITOR 30	VISITOR 21	VISITOR 33
Total <b>58</b>	Total <b>76</b>	Total <b>47</b>
HOME 24	HOME 46	HOME 83
VISITOR 13	VISITOR 32	VISITOR 06
Total <b>37</b>	Total <b>78</b>	Total <b>89</b>
HOME 30	HOME 17	HOME 24
VISITOR 20	VISITOR 42	VISITOR 45
Total <b>50</b>	Total <b>59</b>	Total <b>69</b>

### Addition: Raccoon Roundup

Directions: Solve the addition problems. Write your answers inside the ropes.

$26 + 43 = 69$	$43 + 31 = 74$
$34 + 10 = 44$	$48 + 20 = 68$
$57 + 20 = 77$	$52 + 34 = 86$
$43 + 55 = 98$	$67 + 22 = 89$

### 2-Digit Addition: Regrouping

Directions: Study the examples. Follow the steps to add.

Example:  $14 + 8 = 22$

Step 1: Add the ones.  
 $\begin{array}{r} 14 \\ +8 \\ \hline \end{array}$

Step 2: Regroup the tens.  
 $\begin{array}{r} 14 \\ +8 \\ \hline 22 \end{array}$

Step 3: Add the tens.  
 $\begin{array}{r} 14 \\ +8 \\ \hline 22 \end{array}$

28	32	54	19	44	25	29	79
+17	+38	+25	+55	+48	+64	+33	+15
<b>45</b>	<b>70</b>	<b>79</b>	<b>74</b>	<b>92</b>	<b>89</b>	<b>62</b>	<b>94</b>

### Addition: Just Like Magic

Directions: Add. Use the answers and the letter on each lamp to solve the code.

Code: **May all your wishes come true!**

### Subtraction: 2-Digit

Directions: Study the example. Follow the steps to subtract.

Example:  $28 - 14 = 14$

Step 1: Subtract the ones.  
 $\begin{array}{r} 28 \\ -14 \\ \hline \end{array}$

Step 2: Subtract the tens.  
 $\begin{array}{r} 28 \\ -14 \\ \hline 14 \end{array}$

24	61	77	85	57	87	59	96
-12	-30	-44	-24	-23	-33	-34	-16
<b>12</b>	<b>31</b>	<b>33</b>	<b>61</b>	<b>34</b>	<b>54</b>	<b>25</b>	<b>80</b>
29	74	46	69	95	33	78	22
-15	-51	-32	-35	-32	-33	-26	-11
<b>14</b>	<b>23</b>	<b>14</b>	<b>34</b>	<b>63</b>	<b>0</b>	<b>52</b>	<b>11</b>

### Subtraction: Cookie Craze!

Directions: Subtract to solve the problems. Circle the answers. Color the cookies with answers greater than 30.

$49 - 23 = 26$	$67 - 41 = 26$	$58 - 37 = 21$
$75 - 50 = 25$	$86 - 21 = 65$	$64 - 52 = 12$
$97 - 65 = 32$	$77 - 43 = 34$	$49 - 13 = 36$

### Subtraction: Prehistoric Problems

Directions: Solve the subtraction problems. Use the code to color the picture.

Code: 25—blue, 31—yellow, 21—brown, 14—orange, 11—red

$47 - 22 = 25$	$52 - 21 = 31$
$25 - 11 = 14$	$62 - 31 = 31$
$51 - 40 = 11$	$77 - 20 = 57$
$69 - 12 = 57$	$98 - 41 = 57$
	$55 - 34 = 21$

### Subtraction

Directions: Subtract.

Example:  $39 - 24 = 15$

$48 - 35 = 13$	$95 - 22 = 73$	$87 - 16 = 71$	$55 - 43 = 12$
$37 - 14 = 23$	$69 - 57 = 12$	$44 - 23 = 21$	$99 - 78 = 21$

$66 - 44 = 22$        $57 - 33 = 24$

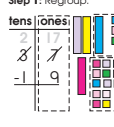
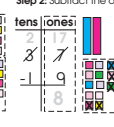

The yellow car traveled 87 miles per hour. The orange car traveled 66 miles per hour. How much faster was the yellow car traveling? **21 m.p.h.**

### 2-Digit Subtraction: Regrouping

Subtraction is "taking away" or subtracting one number from another to find the difference. Regrouping is using **one ten** to form **ten ones**, **one 100** to form **ten tens** and so on.

Directions: Study the examples. Follow the steps to subtract.


Example:  $37 - 19$

Step 1: Regroup.  Step 2: Subtract the ones.  Step 3: Subtract the tens. 

$28 - 19 = 9$	$46 - 18 = 28$	$12 - 8 = 4$	$30 - 12 = 18$	$52 - 25 = 27$	$47 - 35 = 12$	$21 - 13 = 8$	$45 - 25 = 20$
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### Subtraction: Just Like Magic...Again

Directions: Subtract.



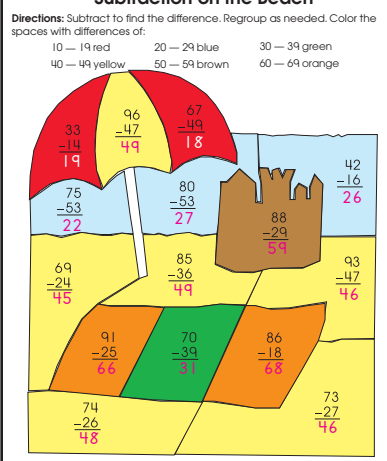
Use the answers and the letter on each lamp to solve the code.

Y o u r w i s h i s m y c o m m a n d!

### Subtraction on the Beach

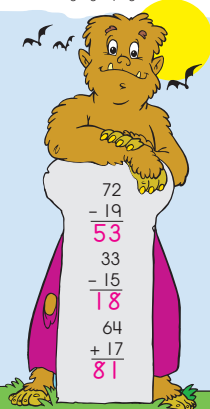
Directions: Subtract to find the difference. Regroup as needed. Color the spaces with differences of:

- 10 — 19 red
- 20 — 29 blue
- 30 — 39 green
- 40 — 49 yellow
- 50 — 59 brown
- 60 — 69 orange



### Monster Math

Directions: Add or subtract using regrouping.




$84 - 56 = 28$	$36 - 19 = 17$
$41 - 17 = 24$	$65 - 28 = 37$
$52 - 28 = 24$	$48 - 30 = 18$
$84 - 27 = 57$	$33 + 18 = 51$
$57 - 39 = 18$	$64 + 17 = 81$
	$25 + 35 = 60$

### 2-Digit Addition and Subtraction

Addition is "putting together" or adding two or more numbers to find the sum. Subtraction is "taking away" or subtracting one number from another to find the difference. Regrouping is using **one ten** to form **ten ones**, and so on.

Directions: Add or subtract using regrouping.


Example:  $25 + 5 = 30$



$56 - 27 = 29$	$40 - 16 = 24$	$35 + 27 = 62$	$42 - 14 = 28$	$53 + 38 = 91$	$97 - 48 = 49$	$44 + 27 = 71$	$93 - 39 = 54$
$56 - 17 = 39$	$44 + 28 = 72$	$68 - 49 = 19$	$73 - 24 = 49$	$33 + 18 = 51$	$49 + 32 = 81$	$77 - 68 = 9$	$27 + 19 = 46$

### 2-Digit Addition and Subtraction

Directions: Add or subtract using regrouping.

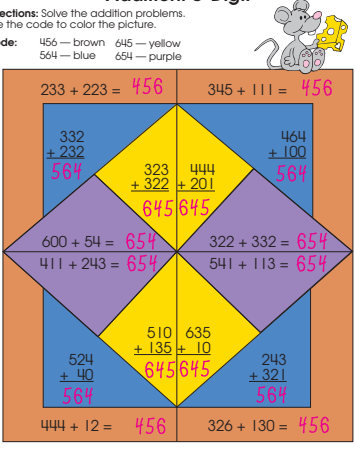


$23 + 48 = 71$	$84 - 56 = 28$	$69 + 29 = 98$	$41 - 17 = 24$
$52 - 28 = 24$	$73 + 18 = 91$	$84 - 27 = 57$	$57 - 39 = 18$
$33 - 15 = 18$	$64 + 17 = 81$	$37 + 58 = 95$	$36 - 19 = 17$
$65 - 28 = 37$	$48 - 30 = 18$	$33 + 18 = 51$	$25 + 35 = 60$

### Addition: 3-Digit

Directions: Solve the addition problems. Use the code to color the picture.

Code: 456 — brown, 645 — yellow, 584 — blue, 654 — purple

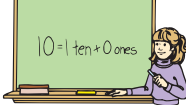


### 3-Digit Addition: Regrouping

Directions: Study the example. Follow the steps to add. Regroup when needed.

Step 1: Add the ones.  
Step 2: Add the tens.  
Step 3: Add the hundreds.

Example:  $348 + 454 = 802$

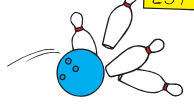


$348 + 214 = 562$	$172 + 418 = 590$	$575 + 329 = 904$	$623 + 268 = 891$	$369 + 533 = 902$	$733 + 229 = 962$
$411 + 299 = 710$	$423 + 169 = 592$	$639 + 177 = 816$	$624 + 368 = 992$	$272 + 469 = 741$	$393 + 418 = 811$

### 3-Digit Subtraction: Regrouping

Directions: Subtract. Circle the 7's that appear in the tens place.

Score: 2.57



$492 - 221 = 271$	$184 - 129 = 55$	$358 - 238 = 120$	$765 - 326 = 439$	$584 - 435 = 149$	$693 - 314 = 379$	$921 - 362 = 559$
$128 - 109 = 19$	$744 - 674 = 70$	$835 - 217 = 618$	$248 - 199 = 49$	$635 - 428 = 207$		



### Problem-Solving: Addition, Subtraction

Directions: Read and solve each problem. The first one is done for you.



The clown started the day with 200 balloons. He gave away 128 of them. Some broke. At the end of the day, he had 18 balloons left. How many of the balloons broke?

54

On Monday, there were 925 tickets sold to adults and 1,412 tickets sold to children. How many more children attended the fair than adults?

487

At one game booth, prizes were given out for scoring 500 points in three attempts. Sally scored 178 points on her first attempt, 149 points on her second attempt, and 233 points on her third attempt. Did Sally win a prize?

yes

The prize-winning steer weighed 2,348 pounds. The runner-up steer weighed 2,179 pounds. How much more did the prize steer weigh?

169 pounds

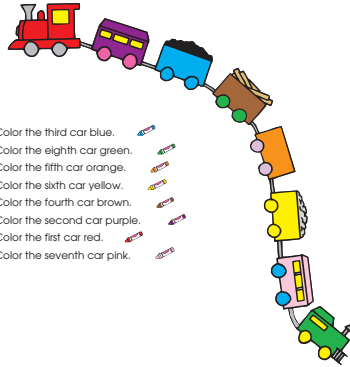
There were 3,418 people at the fair on Tuesday, and 2,294 people on Wednesday. What was the total number of people there for the two days?

5,712

### Ordinal Numbers

Ordinal numbers indicate order in a series, such as **first**, **second**, or **third**.

Directions: Follow the instructions to color the train cars. The first car is the engine.

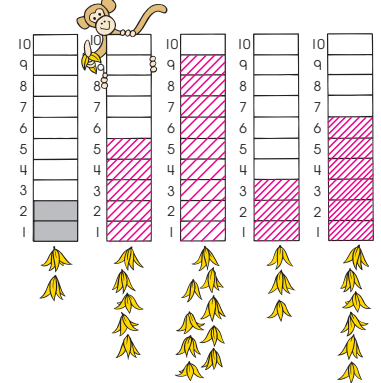


- Color the third car blue.
- Color the eighth car green.
- Color the fifth car orange.
- Color the sixth car yellow.
- Color the fourth car brown.
- Color the second car purple.
- Color the first car red.
- Color the seventh car pink.

### Graphs

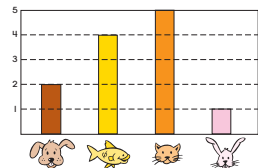
A graph is a chart that shows information about numbers.

Directions: Count the bananas in each row. Color the boxes to show how many have been eaten by the monkeys.



### Graphs

Directions: Answer the questions.



- Which animal is there the most of? cats
- Which animal is there the fewest of? bunnies
- How many animals altogether? 12

### Measurements

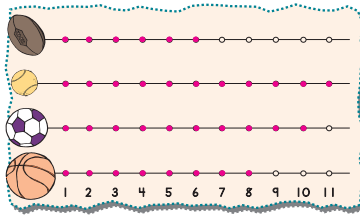
Directions: Answer the questions.

What unit of measure would you use to measure...

- Example: ...a cow? pound
- ...a mouse? ounce
- ...length of a pencil? inch or centimeter
- ...length of a semi-truck? feet, yards, or meters
- ...length of a river? miles or kilometers
- ...width of a river? feet or meters
- ...height of a flag pole? feet or meters

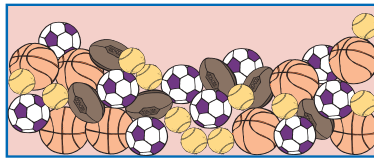
### Graphs

Directions: Use the chart to help you answer the questions below. Then, graph your results by coloring in the circles for each ball.



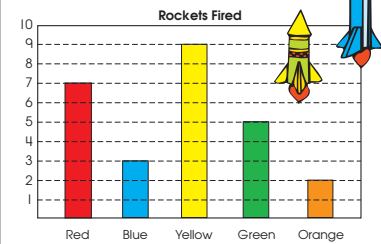
How many did you find?

- 6 footballs
- 10 soccer balls
- 11 tennis balls
- 8 basketballs



### Graphs

Directions: Answer the questions about the graph.



- How many rockets did the Red Club fire? 7
- How many rockets did the Green Club fire? 5
- The Yellow Club fired 9 rockets. How many more rockets did it fire than the Blue Club? 6
- How many rockets were fired in all? 26

### Graphs

Directions: A very simple type of code is called a grid. Simply use the coordinates of the letters to solve the riddle. For example, the letter A would be A1, and B would be A2. Use the coordinates to discover what baseball great Yogi Berra, said about the game.



### Graphs

Directions: Use the pictograph of the World Cup champions to answer the questions below.



- Which country won the most World Cups? Brazil
- Which countries won the fewest? England and France
- How many more World Cups did Brazil win than England? 3
- Which two teams are tied for second place in number of championships? Italy and Germany
- What is the total number of World Cup championships played? 16
- Brazil won the 1994 World Cup Championship. Before 1994, which three teams were tied for the most championships? Brazil, Italy, and Germany
- Which teams are from South America? Argentina, Brazil, and Uruguay
- How many championships were won by South American teams? 8

### Greater Than, Less Than

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

- 36 < 49
- 35 < 53
- 20 > 18
- 74 > 21
- 53 < 76
- 68 < 80
- 29 > 26
- 45 > 19
- 90 > 89
- 70 > 67

### Greater Than, Less Than

Directions: Circle the numbers in each line that make the sentence correct.

3 < 0 1 2 3 **4 5 6 7 8 9 10**

7 > **0 1 2 3 4 5 6** 7 8 9 10

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

8 < 0 1 2 3 4 5 6 7 8 **9 10**

2 > **0 1** 2 3 4 5 6 7 8 9 10


5 < 0 1 2 3 4 5 **6 7 8 9 10**

10 > **9 5 4**

1 > 9 4 **0**

0 < **2 7 10**

9 = 4 8 **9**



### Multiplication

Multiplication is a short way to find the sum of adding the same number a certain amount of times. For example,  $7 \times 4 = 28$  instead of  $7 + 7 + 7 + 7 = 28$ .

Directions: Study the example. Solve the problems.

**Example:**  
 $3 + 3 + 3 = 9$   
 $3 \text{ threes} = 9$   
 $3 \times 3 = 9$

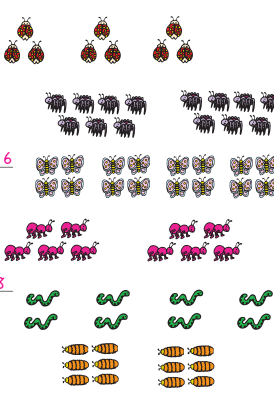
$7 + 7 = 14$   
 $2 \text{ sevens} = 14$   
 $2 \times 7 = 14$

$4 + 4 + 4 + 4 = 16$   
 $4 \text{ fours} = 16$   
 $4 \times 4 = 16$

$5 + 5 = 10$   
 $2 \text{ fives} = 10$   
 $2 \times 5 = 10$

$2 + 2 + 2 + 2 = 8$   
 $4 \text{ twos} = 8$   
 $4 \times 2 = 8$

$6 + 6 = 12$   
 $2 \text{ sixes} = 12$   
 $2 \times 6 = 12$



### Multiplication

Multiplication is repeated addition.

Directions: Draw a picture for each problem. Then write the missing numbers.

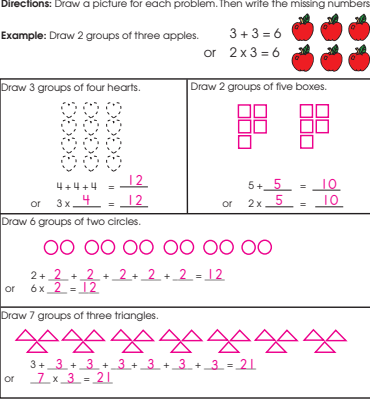
**Example:** Draw 2 groups of three apples.  $3 + 3 = 6$   
 or  $2 \times 3 = 6$

Draw 3 groups of four hearts.  $4 + 4 + 4 = 12$   
 or  $3 \times 4 = 12$

Draw 2 groups of five boxes.  $5 + 5 = 10$   
 or  $2 \times 5 = 10$

Draw 6 groups of two circles.  $2 + 2 + 2 + 2 + 2 + 2 = 12$   
 or  $6 \times 2 = 12$

Draw 7 groups of three triangles.  $3 + 3 + 3 + 3 + 3 + 3 + 3 = 21$   
 or  $7 \times 3 = 21$



### Multiplication

Directions: Solve the problems.

$9 \times 9 = 81$        $7 + 7 = 14$

$2 \text{ nines} = 18$        $2 \text{ sevens} = 14$

$2 \times 9 = 18$        $2 \times 7 = 14$

$4 + 4 + 4 + 4 = 16$        $8 + 8 + 8 + 8 = 40$

$4 \text{ fours} = 16$        $5 \text{ eights} = 40$

$4 \times 4 = 16$        $5 \times 8 = 40$

$5 + 5 + 5 = 15$        $9 + 9 = 18$        $6 + 6 + 6 = 18$

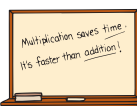
$3 \text{ fives} = 15$        $2 \text{ nines} = 18$        $3 \text{ sixes} = 18$

$3 \times 5 = 15$        $2 \times 9 = 18$        $3 \times 6 = 18$

$3 + 3 = 6$        $7 + 7 + 7 = 21$        $2 + 2 = 4$

$2 \text{ threes} = 6$        $4 \text{ sevens} = 28$        $2 \text{ twos} = 4$

$2 \times 3 = 6$        $4 \times 7 = 28$        $2 \times 2 = 4$



### Multiplying by 2 to 5

When multiplying, the first factor tells how many groups there are.

$5 \times 3 = 15$       There are 5 groups.

The second factor tells how many there are in each group.

$5 \times 3 = 15$       There are 3 in each group.

$3 + 3 + 3 + 3 + 3 = 15$

5 groups of 3 equal 15.

Mark, David, and Bill met at the park to launch rockets. They each launched their rocket 4 times! How many rocket launches were there altogether?

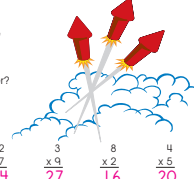
$3 \times 4 = 12$

Directions: Multiply.

$5 \times 2 = 10$        $3 \times 6 = 18$        $2 \times 7 = 14$        $3 \times 9 = 27$        $8 \times 2 = 16$        $4 \times 5 = 20$

$4 \times 9 = 36$        $4 \times 8 = 32$        $5 \times 7 = 35$

$6 \times 2 = 12$        $5 \times 3 = 15$        $5 \times 5 = 25$



### A Hole in One

Directions: Multiply. Score a "hole in one" for each multiplication fact you have learned.

$5 \times 3 = 15$        $7 \times 3 = 21$        $6 \times 1 = 6$        $9 \times 2 = 18$        $7 \times 7 = 49$        $1 \times 2 = 2$        $9 \times 9 = 81$        $2 \times 6 = 12$

$9 \times 4 = 36$        $8 \times 4 = 32$        $1 \times 2 = 2$        $7 \times 6 = 42$        $8 \times 8 = 64$        $3 \times 2 = 6$        $7 \times 5 = 35$        $1 \times 9 = 9$

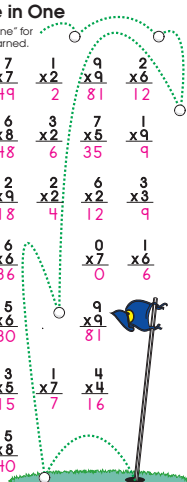
$4 \times 7 = 28$        $6 \times 4 = 24$        $5 \times 4 = 20$        $0 \times 2 = 0$        $2 \times 9 = 18$        $2 \times 2 = 4$        $2 \times 6 = 12$        $3 \times 3 = 9$

$8 \times 1 = 8$        $5 \times 5 = 25$        $1 \times 1 = 1$        $3 \times 3 = 9$        $6 \times 6 = 36$        $0 \times 7 = 0$        $0 \times 6 = 0$

$3 \times 4 = 12$        $6 \times 3 = 18$        $7 \times 4 = 28$        $6 \times 5 = 30$        $5 \times 6 = 30$

$1 \times 4 = 4$        $5 \times 7 = 35$        $0 \times 6 = 0$        $7 \times 4 = 28$        $3 \times 6 = 18$        $1 \times 7 = 7$        $4 \times 4 = 16$

$4 \times 6 = 24$        $6 \times 4 = 24$        $8 \times 7 = 56$        $1 \times 5 = 5$        $5 \times 8 = 40$



### Slam Dunk Multiplication

Directions: Solve each multiplication problem. If the product ends in an odd number, color the net yellow. If the product ends in an even number, color the net orange.

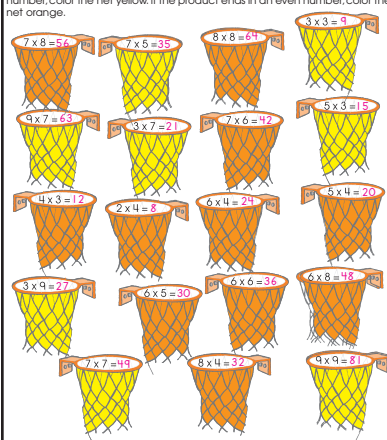
$7 \times 8 = 56$  (orange)       $7 \times 5 = 35$  (yellow)       $8 \times 8 = 64$  (orange)       $3 \times 3 = 9$  (yellow)

$9 \times 7 = 63$  (yellow)       $3 \times 7 = 21$  (yellow)       $7 \times 6 = 42$  (orange)       $5 \times 3 = 15$  (yellow)

$4 \times 3 = 12$  (orange)       $2 \times 4 = 8$  (orange)       $6 \times 4 = 24$  (orange)       $5 \times 4 = 20$  (orange)

$3 \times 4 = 12$  (orange)       $6 \times 5 = 30$  (orange)       $6 \times 6 = 36$  (orange)       $6 \times 8 = 48$  (orange)

$7 \times 7 = 49$  (yellow)       $8 \times 4 = 32$  (orange)       $4 \times 9 = 36$  (orange)



### Problem-Solving: Addition, Subtraction, Multiplication


Directions: Tell if you add, subtract, or multiply. Then write the answer.

**Example:** There were 12 frogs sitting on a log by a pond, but 3 frogs hopped away. How many frogs are left?  
 Subtract 9 frogs

There are 9 flowers growing by the pond. Each flower has 2 leaves. How many leaves are there?  
 multiply 18 leaves

A tree had 7 squirrels playing in it. Then 8 more came along. How many squirrels are there in all?  
 add 15 squirrels

There were 27 birds living in the trees around the pond, but 9 flew away. How many birds are left?  
 subtract 18 birds



### Fractions

Directions: A fraction is a number that names part of a whole, such as  $\frac{1}{2}$  or  $\frac{1}{3}$ . Write the fraction that tells what part of each figure is colored. The first one is done for you.

**Example:** 2 parts shaded out of 5 parts in the whole figure.  $\frac{2}{5}$

$\frac{1}{3}$  (triangle with 1 part shaded)

$\frac{1}{2}$  (circle with 1 part shaded)

$\frac{3}{4}$  (square with 3 parts shaded)

$\frac{5}{9}$  (square with 5 parts shaded)

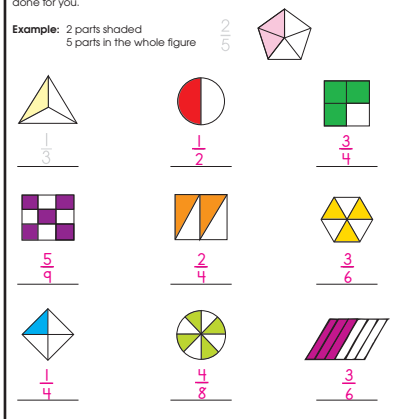
$\frac{2}{4}$  (square with 2 parts shaded)

$\frac{3}{6}$  (hexagon with 3 parts shaded)

$\frac{1}{4}$  (square with 1 part shaded)

$\frac{4}{8}$  (circle with 4 parts shaded)

$\frac{3}{6}$  (rectangle with 3 parts shaded)



### Fraction Food

Directions: Count the equal parts. Circle the fraction that names one of the parts.

$\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$      $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$      $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$   
 $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$      $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$      $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$   
 $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$      $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$      $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$

### Fraction: A Part of the Whole

Directions: A member is part of the whole team. A fraction is part of a whole object. Color the fractional part for each object.

$\frac{1}{4}$      $\frac{1}{2}$      $\frac{4}{9}$   
 $\frac{4}{6}$      $\frac{2}{3}$      $\frac{5}{8}$

### Fractions: Comparing

Directions: Circle the fraction in each pair that is larger.

Example:

### Fortunate Fractions

Directions: Color the correct number of fortune cookies to show each fraction.

### Fraction Mysteries

Directions: Some mysterious person is sneaking away with pieces of desserts from Sam Sillcock's diner. Help him figure out how much is missing.

1. What fraction of Sam's Super Sweet Chocolate Cream Cake is missing?  $\frac{2}{5}$
2. What fraction of Sam's Heavenly Tasting Cherry Cream Tart is missing?  $\frac{2}{5}$
3. What fraction of Sam's Toffee Coffee Cake is missing?  $\frac{2}{3}$
4. What fraction of Sam's Luscious Licorice Candy Cake is missing?  $\frac{7}{12}$
5. What fraction of Sam's Tasty Tidbits of Chocolate Ice Cream is missing?  $\frac{5}{9}$
6. Sam's Upside-Down Ice-Cream Cake is very famous. What fraction has vanished?  $\frac{7}{8}$

### Fraction Fun

4 gloves are colored. 9 gloves in all.  $\frac{4}{9}$  of the gloves are colored.

Directions: Write the fractional part for each set.

What fraction of the balls are colored in the window?  $\frac{2}{5}$

bottles?  $\frac{2}{7}$     paddles?  $\frac{1}{7}$     whistles?  $\frac{2}{3}$

bags?  $\frac{1}{7}$     pennants?  $\frac{1}{2}$     helmets?  $\frac{4}{4}$

skis?  $\frac{1}{7}$     shoes?  $\frac{2}{2}$     trophies?  $\frac{1}{4}$

### Shapes

Directions: Look at the shapes and answer the questions.

How many  $\square$ s can you find? 4

How many  $\triangle$ s can you find? 8

### Shapes: Set! Point! Match!

Directions: Match each polygon to its name.

### Shapes: Geometry

Directions: Draw a line from the word to the shape.

Use a red line for circles.    Use a yellow line for rectangles.    Use a blue line for squares.    Use a green line for triangles.



### Shapes: Flower Power

Directions: Count the flowers and answer the questions.

How many s are in the circle? 4

How many s are in the triangle? 2

How many s are in the square? 5

How many s in all? 5

### How Many Shapes?

Directions: Find the shapes and color them using the code.

red blue yellow green orange black

### Shapes: Geometry

Geometry is the branch of mathematics that has to do with points, lines, and shapes. These shapes are solid, not flat.

**cube** **rectangular prism** **cone** **cylinder** **sphere**

Directions: Use the code to color the picture.

**Code:**  
 cubes — blue  
 rectangular prisms — red  
 cones — green  
 cylinders — yellow  
 spheres — orange

### Measurement: Inches

Directions: Use a ruler to measure the fish to the nearest inch.

about 4 inches

about 1 inches

about 2 inches

about 1 inches

about 3 inches

about 3 inches

### 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 6 centimeters

about 1 centimeters

about 4 centimeters

about 2 centimeters

about 5 centimeters

### Measurement: Foot, Yard, Mile

Directions: Decide whether you would use foot, yard, or mile to measure each object.

1 foot = 12 inches  
 1 yard = 36 inches or 3 feet  
 1 mile = 1,760 yards

Example:

length of a river mile

height of a tree yard or foot

width of a room foot

length of a football field yard

height of a door foot

length of a dress foot

length of a race yard or mile

height of a basketball hoop foot

width of a window foot

distance a plane travels mile

Directions: Solve the problem.

Tara races Tom in the 100-yard dash. Tara finishes 10 yards in front of Tom. How many feet did Tara finish in front of Tom? 30 ft.

### Measurement: Meter and Kilometer

Meters and kilometers are units of length in the metric system. A meter is equal to 39.37 inches. A kilometer is equal to about  $\frac{1}{8}$  of a mile.

Directions: Decide whether you would use meter or kilometer to measure each object.

1 meter = 100 centimeters  
 1 kilometer = 1,000 meters

Example:

length of a river kilometer

height of a tree meter

width of a room meter

length of a football field meter

height of a door meter

length of a dress meter

length of a race meter or kilometer

height of a basketball pole meter

width of a window meter

distance a plane travels kilometer

Directions: Solve the problem.

Anna races Lee in the 100-meter dash. Anna finishes 10 meters in front of Lee. How many centimeters did Anna finish in front of Lee? 1,000

### Time to the Half-Hour

This clock face shows the time gone by since 8 o'clock. Thirty minutes or half an hour have gone by.

Directions: There are 3 ways to say time to the half-hour. We say 7:30, thirty past the hour, or half past seven. Write the times below. Draw the hands on the last clock.

9:00

9:30

30 minutes past 9 o'clock

4:00

4:30

30 minutes past 4 o'clock

### Growing Time

Directions: Each hour has 4 quarter hours. A quarter-hour is 15 minutes. Write the times below.

9:00

9:15

15 minutes past 9:00 o'clock

4:00

4:15

15 minutes past 4:00 o'clock



### Time to the Minute

Each number on the clock face stands for 5 minutes.

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

00 05 10 15 20 25


It is 25 minutes after 8 o'clock. It is written 8:25.

Directions: Count by 5's.

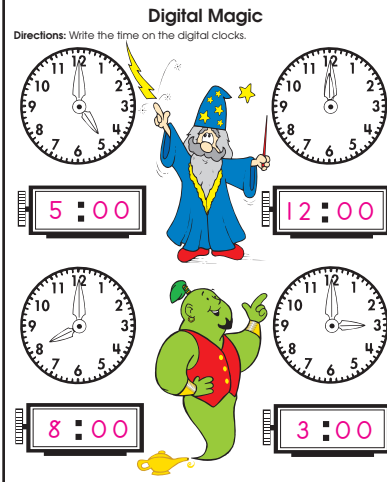
00 05 10 15 20  
25 30 35

It is 35 minutes after 8 o'clock. It is written 8:35.



### Digital Magic

Directions: Write the time on the digital clocks.

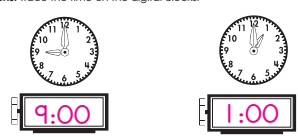


5:00      12:00

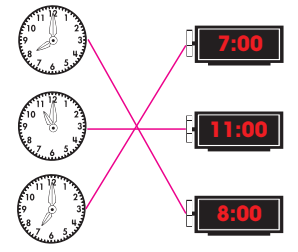
8:00      3:00

### Matching Digital and Face Clocks

Directions: Trace the time on the digital clocks.

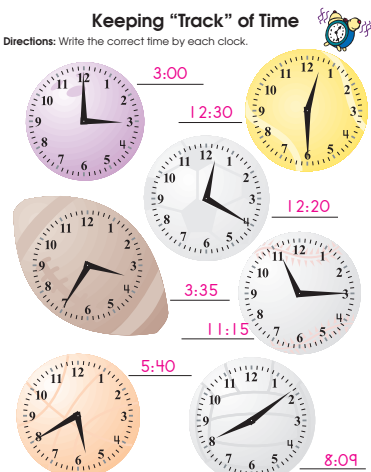


Directions: Draw a line to match the clocks.



### Keeping "Track" of Time

Directions: Write the correct time by each clock.




3:00, 12:30, 12:20, 3:35, 11:15, 5:40, 8:09

### Monkeying Around

Directions: Nat can't tell time. He needs your help to solve these problems.

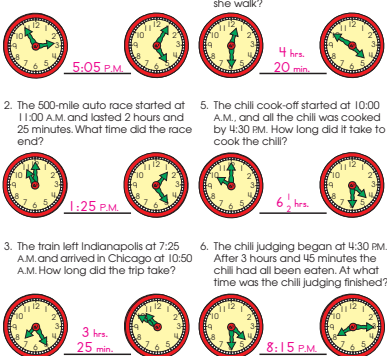
- Nat is supposed to be at school in 10 minutes. What time should he get there?  
9:00 A.M.
- Nat started breakfast at 7:10 A.M. It took him 15 minutes to eat. Mark the time he finished.  
7:25 A.M.
- Nat will leave school in 5 minutes. What time will it be then?  
3:05 P.M.
- Nat's family will eat dinner in 15 minutes. When will that be?  
5:00 P.M.
- It is now 6:45 P.M. Nat must start his homework in 5 minutes. Mark the starting time on the clock.  
6:50 P.M.
- Nat will go to the park in 15 minutes. It is now 1:25 P.M. Mark the time he will go to the park.  
1:40 P.M.



### Time Problems

Directions: Draw the hands on the clocks to show the starting time and the ending time. Then, write the answer to the question.

- The bike race started at 2:55 P.M. and lasted 2 hours and 10 minutes. What time did the race end?  
5:05 P.M.
- The 500-mile auto race started at 11:00 A.M. and lasted 2 hours and 25 minutes. What time did the race end?  
1:25 P.M.
- The train left Indianapolis at 7:25 A.M. and arrived in Chicago at 10:50 A.M. How long did the trip take?  
3 hrs. 25 min.
- Sherry walked in the 12-mile Hungar Walk. She started at 12:30 P.M. and finished at 4:50 P.M. How long did she walk?  
4 hrs. 20 min.
- The chili cook-off started at 10:00 A.M., and all the chili was cooked by 4:30 P.M. How long did it take to cook the chili?  
6 1/2 hrs.
- The chili judging began at 4:30 P.M. After 3 hours and 45 minutes the chili had all been eaten. At what time was the chili judging finished?  
8:15 P.M.

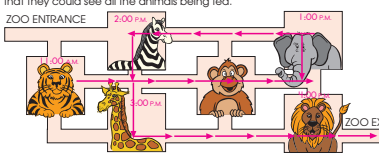


### Feeding Time

The abbreviations A.M. and P.M. help tell the time of day. At midnight, A.M. begins. At noon, P.M. begins. Ken and Angie enjoy watching the animals being fed at the zoo. However, when they arrived, they were a little confused by the signs. Help them figure out the feeding time for each kind of animal. Be sure to include if it's A.M. or P.M.


<b>Zebros:</b> Feeding time is 2 hours after the monkeys. <u>2:00 P.M.</u>	<b>Tigers:</b> Feeding time is 2 hours after 9:00 A.M. <u>11:00 A.M.</u>
<b>Elephants:</b> Feeding time is 1:00 P.M. <u>3:00 P.M.</u>	<b>Giraffes:</b> Feeding time is 1 hour before the lions. <u>3:00 P.M.</u>
<b>Monkeys:</b> Feeding time is 3 hours before the giraffes. <u>12:00 P.M.</u>	<b>Lions:</b> Feeding time is 3 hours after the elephants. <u>4:00 P.M.</u>

Directions: Now, trace the path in the zoo that Ken and Angie would take so that they could see all the animals being fed.



### Counting With Nickels and Pennies

Directions: Count the money. Begin by saying 5 for the nickel and add 1 for each penny.



= 7 c

= 9 c

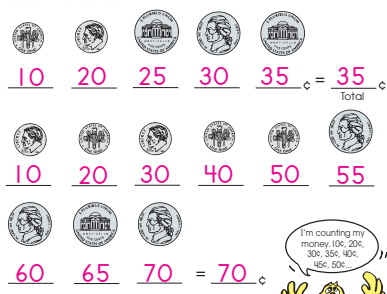
= 10 c

= 11 c

= 8 c

### Counting With Dimes and Nickels

Directions: Count the money. Begin by saying 10 for the dimes, then count the nickels. Write the amount.




10 20 25 30 35 c = 35 c Total

10 20 30 40 50 55

60 65 70 = 70 c

Solve this puzzle. What coins does the chicken have?

dimes and nickels



### Money: Penny, Nickel, Dime

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

### Money: Coins and Dollars

penny = 1¢ or \$0.01      quarter = 25¢ or \$0.25  
 nickel = 5¢ or \$0.05      half-dollar = 50¢ or \$0.50  
 dime = 10¢ or \$0.10

dollar = 100¢ or \$1.00

Directions: Write the amount for each group of money shown. Use a dollar sign and decimal point. The first one is done for you.

$\$0.07$  or 7¢  
 $\$1.11$  or 11¢  
 $\$3.36$  or 36¢  
 $\$3.32$  or 32¢  
 $\$2.55$   
 $\$1.16$

### Adding Money

Directions: Write the amount of money using decimals. Then add to find the total amount.

Example:

$\$1.00$   
 $-\$0.05$   
 $+\$0.02$   
 $\$1.07$

$\$3.00$   
 $-\$0.50$   
 $-\$0.20$   
 $+\$0.01$   
 $\$3.71$

$\$1.00$   
 $-\$0.75$   
 $-\$0.20$   
 $+\$0.05$   
 $\$2.00$

$\$2.00$   
 $-\$0.25$   
 $+\$0.40$   
 $\$2.65$

$\$1.00$   
 $-\$0.25$   
 $-\$0.30$   
 $+\$0.15$   
 $\$1.70$

### Money Problems

Directions: Count the money on each tray. Write the name of the food that costs that amount.

Example: hamburger: \$2.45      hot dog: \$1.77      sandwich: \$1.55  
 milk: \$0.64      soda pop: \$1.26      milkshake: \$1.89  
 cake: \$2.85      pie: \$2.25      sundae: \$0.95

milkshake  
 sandwich  
 hot dog  
 cake  
 sundae  
 hamburger

### Money Combinations

Directions: You want to buy 3 different items in the hobby store. You have \$16.00. Write all the different combinations of items you can buy using the entire \$16.00.

1. car    1. car    1. car    1. train  
 2. train    2. watch    2. stamp    2. stamp  
 3. coin    3. ball    3. clock    3. ball

1. puzzle    1. puzzle    1. watch    1. ball  
 2. watch    2. coin    2. coin    2. clock  
 3. clock    3. stamp    3. cap    3. cap

### Money: How Many Coins?

Directions: Draw the fewest coins possible to equal the amount shown in each box.

17¢      98¢      24¢  
 63¢      58¢      35¢

### Money: Earnings Add Up!

Directions: Use the pictures above to help you find out how much you can earn by doing each set of jobs. Write the total amount for each set on each wallet.

1. pick tomatoes  $\$2.75$   
 2. wash windows  $\$2.85$   
 3. mow the lawn  $\$3.50$

1. wash windows  $\$2.85$   
 2. mop floors  $\$1.25$   
 3. mow the lawn  $\$3.50$

1. feed the cat  $\$0.95$   
 2. pick tomatoes  $\$2.75$   
 3. wash dishes  $\$1.50$

1. pick tomatoes  $\$2.75$   
 2. wash windows  $\$2.85$   
 3. feed the cat  $\$0.95$

### Money: Add 'Em Up!

Directions: Write the prices, then add. Regroup, when needed.

1.  $\$29.32$  skateboard  
 $+\$2.41$  hat  
 $\$31.73$   
 2.  $\$8.43$  dictionary  
 $+\$43.09$  radio  
 $\$51.52$   
 3.  $\$3.09$  wallet  
 $+\$0.84$  goldfish  
 $\$3.93$   
 4.  $\$0.69$  hot dog  
 $+\$4.37$  watch  
 $\$5.06$   
 5.  $\$8.43$  dictionary  
 $+\$3.84$  kite  
 $\$12.27$   
 6.  $\$29.32$  in-line skates  
 $+\$34.99$  trumpet  
 $\$64.31$

7.  $\$0.69$  hat dog  
 $+\$3.84$  rocket  
 $\$4.53$   
 8.  $\$29.32$  skateboard  
 $+\$0.84$  goldfish  
 $\$30.16$   
 9.  $\$2.41$  hat  
 $+\$3.84$  kite  
 $\$6.25$   
 10.  $\$43.09$  radio  
 $+\$34.99$  trumpet  
 $\$78.08$   
 11.  $\$3.84$  rocket  
 $+\$0.84$  goldfish  
 $\$4.68$   
 12.  $\$29.32$  skateboard  
 $+\$29.32$  in-line skates  
 $\$58.64$

### Money: Making Change

Directions: When you do not have the exact change to buy something at a store, the clerk must give you change. The first amount of money is what you give the clerk. The second amount is what the item costs. In the box, list the fewest number of coins and bills you will receive in change.

	Amount I Have	Cost of Item	Change
1	\$3.75	\$3.54	2 dimes, 1 penny
2	\$10.00	\$5.63	four 1 dollar bills, 1 dime, 2 pennies
3	\$7.00	\$6.05	3 quarters, 2 dimes
4	\$7.25	\$6.50	3 quarters
5	\$7.50	\$6.13	1 dollar bill, 1 quarter, 1 dime, 2 pennies
6	\$0.75	\$0.37	1 quarter, 1 dime, 2 pennies
7	\$7.00	\$6.99	1 penny
8	\$15.00	\$12.75	two 1 dollar bills, 1 quarter



# Developmental Skills for Third 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.

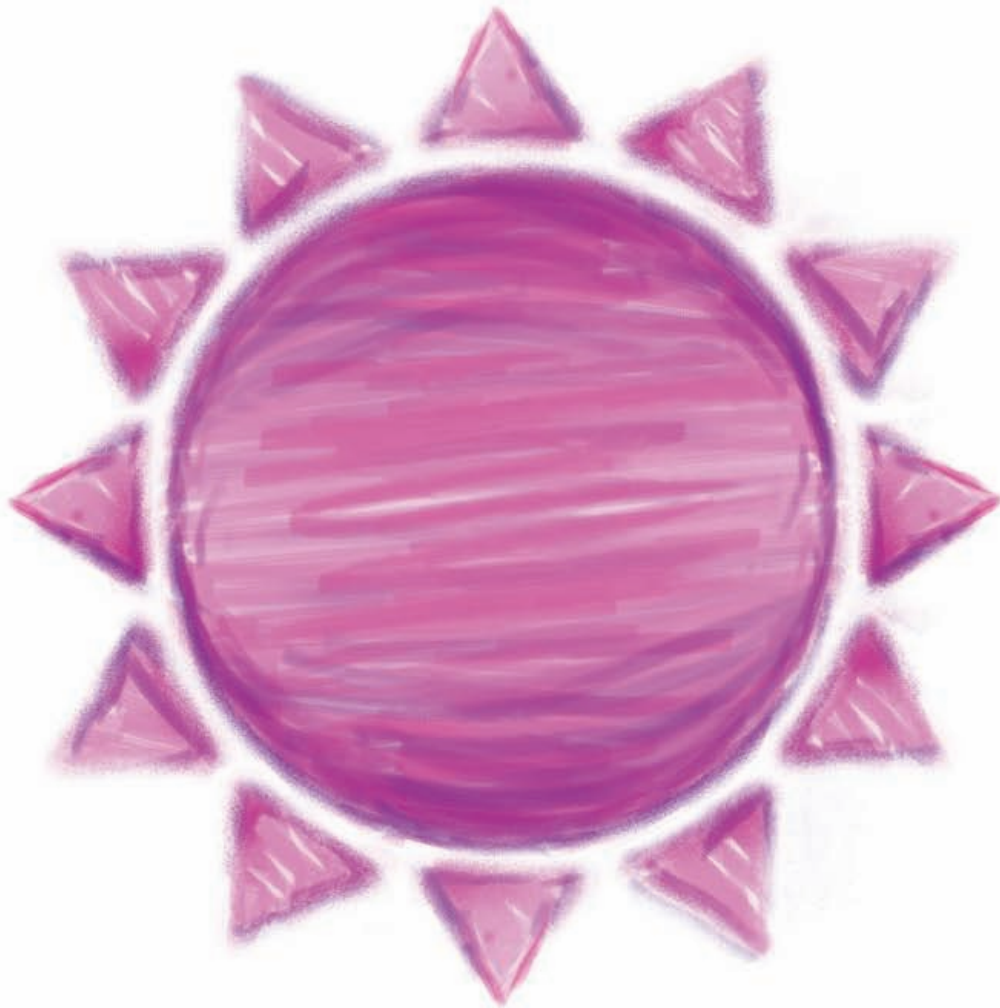
## Math Skills

- |  |  |
|--|--|
| <input type="checkbox"/> Counts by 2's to 100                                | <input type="checkbox"/> Completes two-digit subtraction; no regrouping  |
| <input type="checkbox"/> Counts by 5's to 100                                | <input type="checkbox"/> Completes two-digit subtraction with regrouping                                       |
| <input type="checkbox"/> Counts by 10's to 100                               | <input type="checkbox"/> Completes three-digit addition; no regrouping   |
| <input type="checkbox"/> Recognizes number symbols 0—1,000                   | <input type="checkbox"/> Completes three-digit subtraction; no regrouping                                      |
| <input type="checkbox"/> Completes simple patterns                           | <input type="checkbox"/> Performs (3 single digits) column addition  |
| <input type="checkbox"/> Names basic geometric shapes                        | <input type="checkbox"/> Knows values of coins in combination  |
| <input type="checkbox"/> Sort objects using at least one attribute           | <input type="checkbox"/> Can solve money addition problems   |
| <input type="checkbox"/> Can add up to 100                                   | <input type="checkbox"/> Can measure items using simple standard units   |
| <input type="checkbox"/> Can subtract from 100                               | <input type="checkbox"/> Understands basic concept of multiplication   |
| <input type="checkbox"/> Interprets and creates graphs                       | <input type="checkbox"/> Can tell time at various intervals  |
| <input type="checkbox"/> Indicates order using ordinal numbers               | <input type="checkbox"/> Makes estimations based on past experiences   |
| <input type="checkbox"/> Can identify > and < signs                          | <input type="checkbox"/> Can name fractions of objects using $\frac{1}{4}$ , $\frac{1}{3}$ , and $\frac{1}{2}$ |
| <input type="checkbox"/> Can write fractions from numeric pictures           | <input type="checkbox"/> Uses problem-solving strategies   |
| <input type="checkbox"/> Understands numbers having place values to 3 digits |  |
| <input type="checkbox"/> Completes two-digit addition; no regrouping         |  |
| <input type="checkbox"/> Completes two-digit addition with regrouping        |  |





SUMMER  
LINK  
READING

The logo features the word "SUMMER" in a stylized, orange, cursive font with a yellow sun icon above it. Below "SUMMER" is the word "LINK" in a bold, orange, blocky font with a white outline and a drop shadow. At the bottom is the word "READING" in a large, bold, teal font with a black outline and a drop shadow.



## Recommended Reading Summer Before Grade 3

- **Animal Close-Ups Series** Barbara Taylor
- **Araminta's Paint Box; Song and Dance Man** Karen Ackerman
- **The Arctic; The Desert; The Ocean; The Rain Forest** Alan Baker
- **Barn Dance!** Bill Martin, Jr.
- **Bird Watch: A Book of Poetry** Jane Yolen
- **Chester's Way; Julius, the Baby of the World** Kevin Henkes
- **Chickens Aren't the Only Ones** Ruth Heller
- **Dandelions; Fly Away Home** Eve Bunting
- **Eleanor, Ellatony, Ellencake, and Me!** C.M. Rubin
- **Emmett's Dream;**  
**Molly and Emmett's Camping Adventure;**  
**Molly and Emmett's Surprise Garden** Marilyn Hafner
- **Fox In Love** (first readers) Edward Marshall
- **Good Driving, Amelia Bedelia** Herman Parish
- **The Great Kapok Tree** Lynne Cherry
- **Henry and Mudge Series** (first readers) Cynthia Rylant
- **Ira Says Goodbye** Bernard Waber
- **Little Critter Series** (first readers) Mercer Mayer
- **Miss Rumphius** Barbara Cooney
- **The Napping House** Audrey and Don Wood
- **Noisy Nora** Rosemary Wells
- **The Ox-Cart Man** Donald Hall
- **Why Mosquitos Buzz in People's Ears** Verna Aardema
- **Wolves** R.D. Lawrence

# Consonant Teams

**Consonant teams** are two or three consonant letters that have a single sound.  
**Examples: sh** and **tch**

**Directions:** Write each word from the word box next to its picture. Underline the consonant team in each word. Circle the consonant team in each word in the box.

bench	match	shoe	thimble
shell	brush	peach	watch
whale	teeth	chair	wheel



\_\_\_\_\_

\_\_\_\_\_



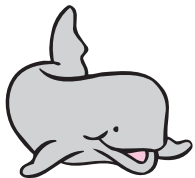
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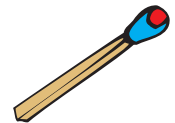
\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

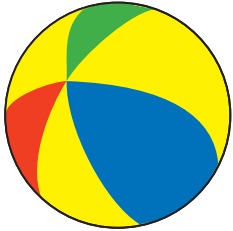
\_\_\_\_\_



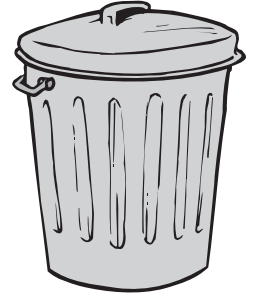


## Consonant Teams

**Directions:** Circle the consonant teams in each word in the word box. Write a word from the word box to finish each sentence. Circle the consonant teams in your words.



trash	splash	chain
shut	chicken	catch
ship	when	patch
	which	

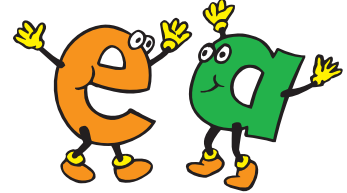


1. My \_\_\_\_\_ won't lay eggs.
2. I put a \_\_\_\_\_ on my bicycle so nobody can take it.
3. We watched the big \_\_\_\_\_ dock and let off its passengers.
4. It is my job to take out the \_\_\_\_\_ .
5. I have to wear a \_\_\_\_\_ over my eye until it is better.
6. The baby likes to \_\_\_\_\_ in the bathtub.
7. Can you \_\_\_\_\_ the ball with one hand?
8. Please \_\_\_\_\_ the windows before it rains.
9. \_\_\_\_\_ are we going to leave for school?
10. I don't know \_\_\_\_\_ of these books is mine.

## Double Vowel Words

Usually when two vowels appear together, the first one says its name and the second one is silent.

**Example:** bean



**Directions:** Unscramble the double vowel words below.  
Write the correct word on the line.



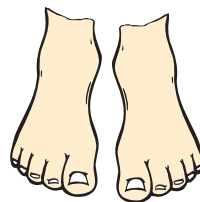
ocat \_\_\_\_\_



etar \_\_\_\_\_



mtea \_\_\_\_\_



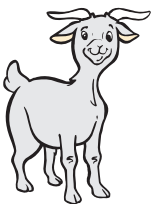
eetf \_\_\_\_\_



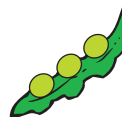
teas \_\_\_\_\_



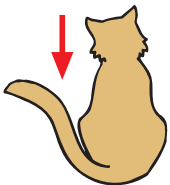
otab \_\_\_\_\_



ogat \_\_\_\_\_



spea \_\_\_\_\_



atli \_\_\_\_\_



apil \_\_\_\_\_

## Silent Letters

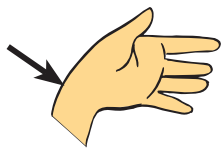
Some words have letters you can not hear at all, such as the **gh** in **night**, the **w** in **wrong**, the **l** in **walk**, the **k** in **knee**, the **b** in **climb**, and the **t** in **listen**.

**Directions:** Look at the words in the word box. Write the word under its picture. Underline the silent letters.

knife	light	calf	wrench	lamb	eight
wrist	whistle	comb	thumb	knob	knee



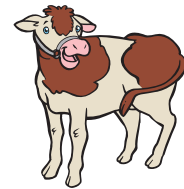
\_\_\_\_\_



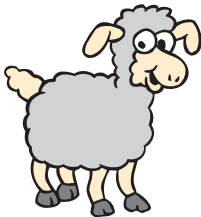
\_\_\_\_\_



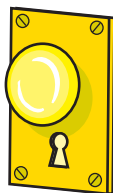
\_\_\_\_\_



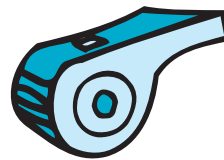
\_\_\_\_\_



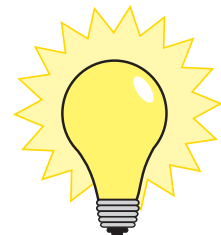
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Review

**Directions:** Read the story. Circle the consonant teams (two or three letters) and silent letters in the underlined words. Be sure to check for more than one team in a word! One has been done for you.

One day last spring, my family went on a picnic. My father picked out a pretty spot next to a stream. While my brother and I climbed a tree, my mother spread out a sheet and placed the food on it. But before we could eat, a skunk walked out of the woods! Mother screamed and scared the skunk. It sprayed us with a terrible smell! Now, we think it is a funny story. But that day, we ran!



**Directions:** Write the words with three-letter blends on the lines.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Review

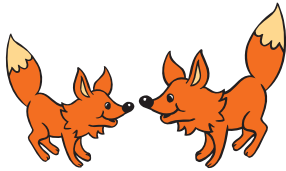
**Directions:** Look through a magazine. Cut out pictures of nouns and glue them below. Write the name of the noun next to the picture.

**NOUNS**

## 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 \_\_\_\_\_

resses \_\_\_\_\_

chairs \_\_\_\_\_

shoes \_\_\_\_\_

stories \_\_\_\_\_

puppies \_\_\_\_\_

matches \_\_\_\_\_

cars \_\_\_\_\_

glasses \_\_\_\_\_



balls \_\_\_\_\_

candies \_\_\_\_\_

wishes \_\_\_\_\_

boxes \_\_\_\_\_

ladies \_\_\_\_\_

bunnies \_\_\_\_\_

desks \_\_\_\_\_

dishes \_\_\_\_\_

pencils \_\_\_\_\_

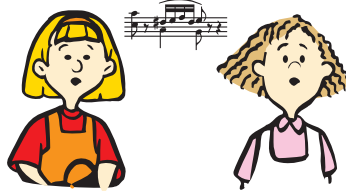
trucks \_\_\_\_\_

## Compound Subjects

Two similar sentences can be joined into one sentence if the predicate is the same. A **compound subject** is made up of two subjects joined together by the word **and**.

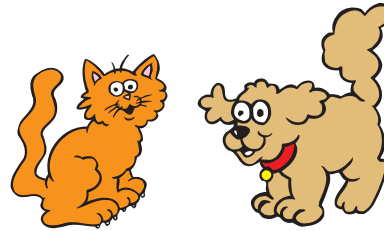
**Example:** Jamie can sing.  
Sandy can sing.

Jamie and Sandy can sing.

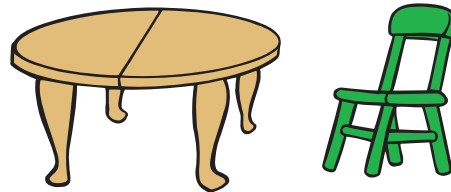


**Directions:** Combine the sentences. Write the new sentence on the line.

1. The cats are my pets.  
The dogs are my pets.



2. Chairs are in the store.  
Tables are in the store.



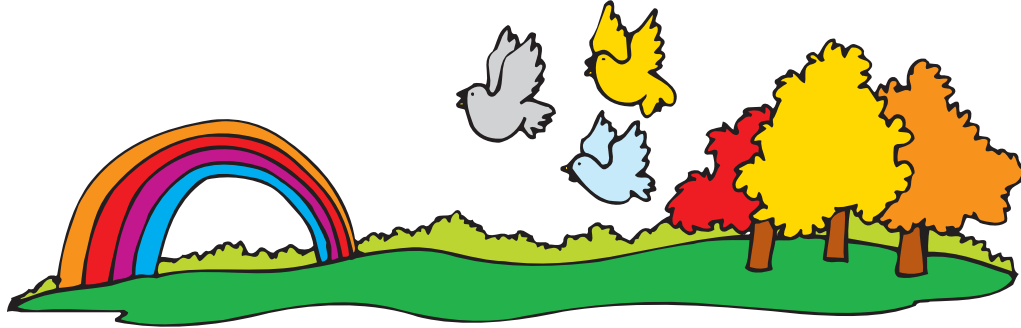
3. Tom can ride a bike.  
Jack can ride a bike.





## Verbs

**Directions:** Write each verb in the correct column.



rake

talked

look

hopped

skip

cooked

fished

call

clean

sewed

### Yesterday

### Today

---

---

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---

---

---

---

---

---

---

---

---

# Compound Subjects and Predicates

The following sentences have either a **compound subject** or a **compound predicate**.

**Directions:** If the sentence has a compound subject (more than one thing doing the action), **underline** the subject. If it has a compound predicate (more than one action), **circle** the predicate.

**Example:** Bats and owls like the night.

The fox slinks and spies.



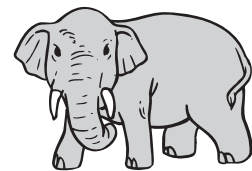
1. Raccoons and mice steal food.



2. Monkeys and birds sleep in trees.



3. Elephants wash and play in the river.



4. Bears eat honey and scratch trees.



5. Owls hoot and hunt.



## Ownership

**Directions:** Read the sentences. Choose the correct word and write it in the sentences below.



- |                                      |          |           |
|--------------------------------------|----------|-----------|
| 1. The _____ lunchbox is broken.     | boys     | boy's     |
| 2. The _____ played in the cage.     | gerbil's | gerbils   |
| 3. _____ hair is brown.              | Anns     | Ann's     |
| 4. The _____ ran in the field.       | horse's  | horses    |
| 5. My _____ coat is torn.            | sister's | sisters   |
| 6. The _____ fur is brown.           | cats     | cat's     |
| 7. Three _____ flew past our window. | birds    | bird's    |
| 8. The _____ paws are muddy.         | dogs     | dog's     |
| 9. The _____ neck is long.           | giraffes | giraffe's |
| 10. The _____ are big and powerful.  | lion's   | lions     |

# Synonyms

**Directions:** Read each sentence. Fill in the blanks with the synonyms.

friend      tired      story  
 presents      little



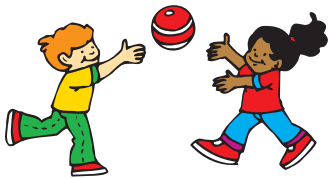
I want to go to bed because I am very sleepy.

\_\_\_\_\_



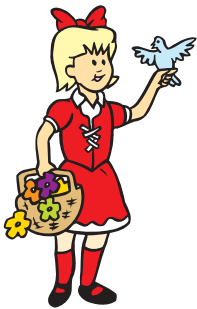
On my birthday I like to open my gifts.

\_\_\_\_\_



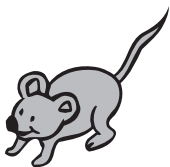
My pal and I like to play together.

\_\_\_\_\_



My favorite tale is Cinderella.

\_\_\_\_\_



The mouse was so tiny that it was hard to catch him.

\_\_\_\_\_

# Antonyms

**Antonyms** are words that are opposites.

**Directions:** Read the words next to the pictures. Draw a line to the antonyms.



dark

empty



hairy

dry



closed

happy



dirty

bald



sad

clean



full

light



wet

open



## Antonyms: Completing a Story

**Directions:** Write opposite words in the blanks to complete the story.

hot	hard	top	cold	bottom
soft	quickly	happy	slowly	sad

One day, Grandma came for a visit. She gave my sister Jenny and me a box of chocolate candy. We said, "Thank you!" Then Jenny \_\_\_\_\_ took the \_\_\_\_\_ off the box. The pieces all looked the same! I couldn't tell which pieces were \_\_\_\_\_ inside and which were \_\_\_\_\_ ! I only liked the \_\_\_\_\_ ones.

Jenny didn't care. She was \_\_\_\_\_ to get any kind of candy!

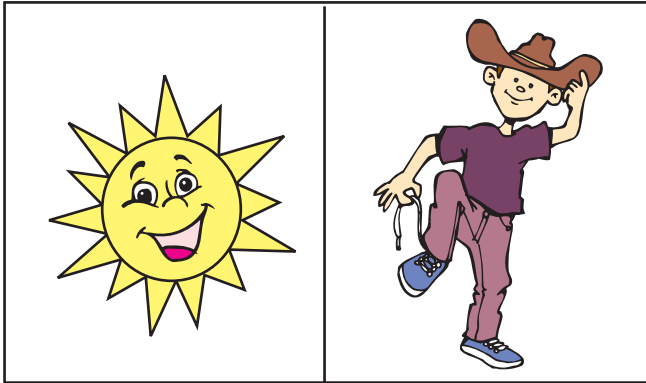
I \_\_\_\_\_ looked at all the pieces. I didn't know which one to pick. Just then Dad called us. Grandma was going home. He wanted us to say good-bye to her. I hurried to the front door where they were standing. Jenny came a minute later.

I told Grandma I hoped I would see her soon. I always feel \_\_\_\_\_ when she leaves. Jenny stood behind me and didn't say anything. After Grandma went home, I found out why. Jenny had most of our candy in her mouth! Only a few pieces were left in the \_\_\_\_\_ of the box! Then I was \_\_\_\_\_ ! That Jenny!

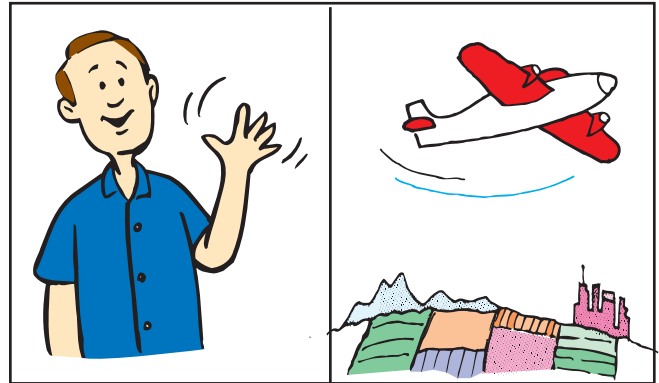
## Homophones

**Directions:** Read each word. Circle the picture that goes with the word.

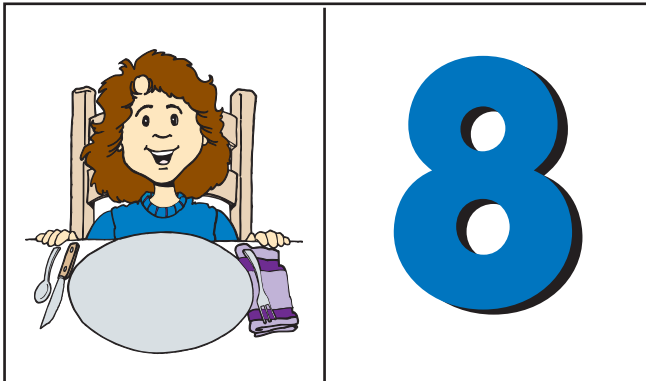
1. sun



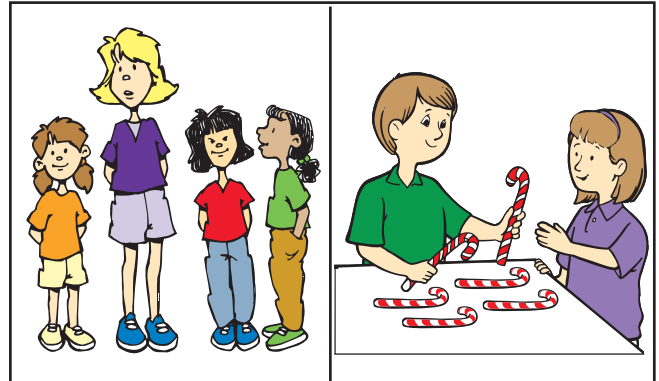
4. hi



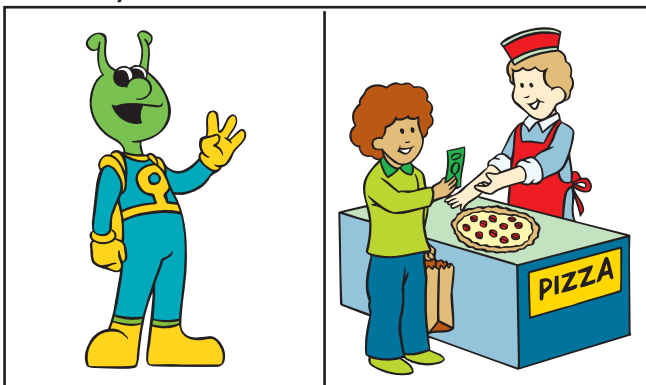
2. ate



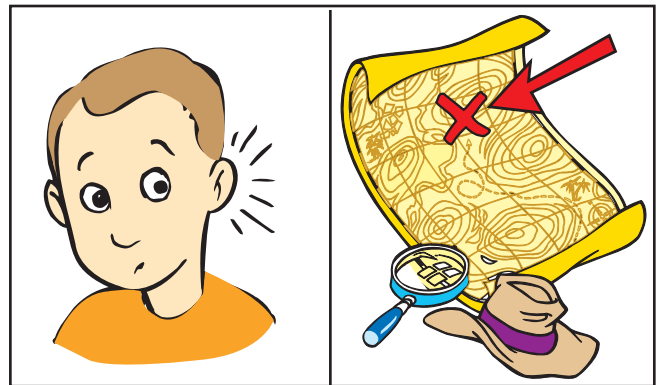
5. four



3. buy



6. hear





## Is, Are, and Am

**Is, are,** and **am** are special action words that tell us something is happening now.

Use **am** with **I**. **Example: I am.**

Use **is** to tell about one person or thing. **Example: He is.**

Use **are** to tell about more than one. **Example: We are.**

Use **are** with **you**. **Example: You are.**

**Directions:** Write **is, are,** or **am** in the sentences below.



1. My friends \_\_\_\_\_ helping me build a tree house.

2. It \_\_\_\_\_ in my backyard.

3. We \_\_\_\_\_ using hammers, wood, and nails.

4. It \_\_\_\_\_ a very hard job.

5. I \_\_\_\_\_ lucky to have good friends.

## Was and Were

**Was** and **were** tell us about something that already happened.

Use **was** to tell about one person or thing. **Example:** I **was**, he **was**. Use **were** to tell about more than one person or thing or when using the word you.

**Example:** We **were**, you **were**.

**Directions:** Write **was** or **were** in each sentence.



1. Lily \_\_\_\_\_ eight years old on her birthday.
2. Tim and Steve \_\_\_\_\_ happy to be at the party.
3. Megan \_\_\_\_\_ too shy to sing "Happy Birthday."
4. Ben \_\_\_\_\_ sorry he dropped his cake.
5. All of the children \_\_\_\_\_ happy to be invited.

## Go, Going, and Went

We use **go** or **going** to tell about now or later. Sometimes we use **going** with the words **am** or **are**. We use **went** to tell about something that already happened.

**Directions:** Write **go**, **going**, or **went** in the sentences below.

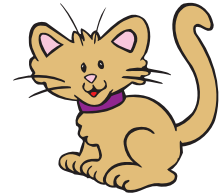
1. Today, I will \_\_\_\_\_ to the store.



2. Yesterday, we \_\_\_\_\_ shopping.



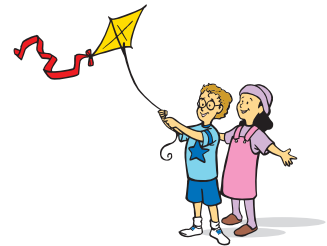
3. I am \_\_\_\_\_ to take Muffy to the vet.



4. Jan and Steve \_\_\_\_\_ to the party.



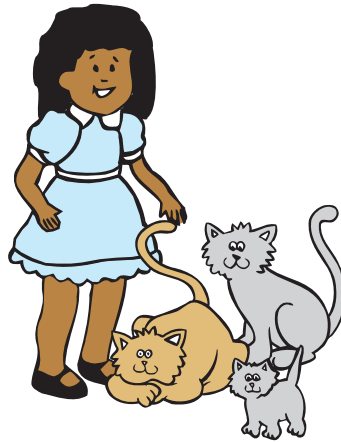
5. They are \_\_\_\_\_ to have a good day.



## Have, Has, and Had

We use **have** and **has** to tell about now. We use **had** to tell about something that already happened.

**Directions:** Write **has**, **have**, or **had** in the sentences below.

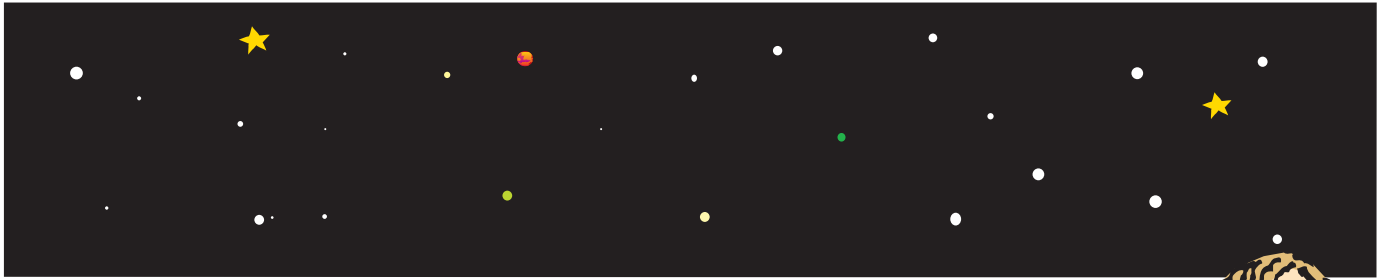


1. We \_\_\_\_\_ three cats at home.
2. Ginger \_\_\_\_\_ brown fur.
3. Bucky and Charlie \_\_\_\_\_ gray fur.
4. My friend Tom \_\_\_\_\_ one cat, but he died.
5. Tom \_\_\_\_\_ a new cat now.

## See, Saw, and Sees

We use **see** or **sees** to tell about now. We use **saw** to tell about something that already happened.

**Directions:** Write **see**, **sees**, or **saw** in the sentences below.

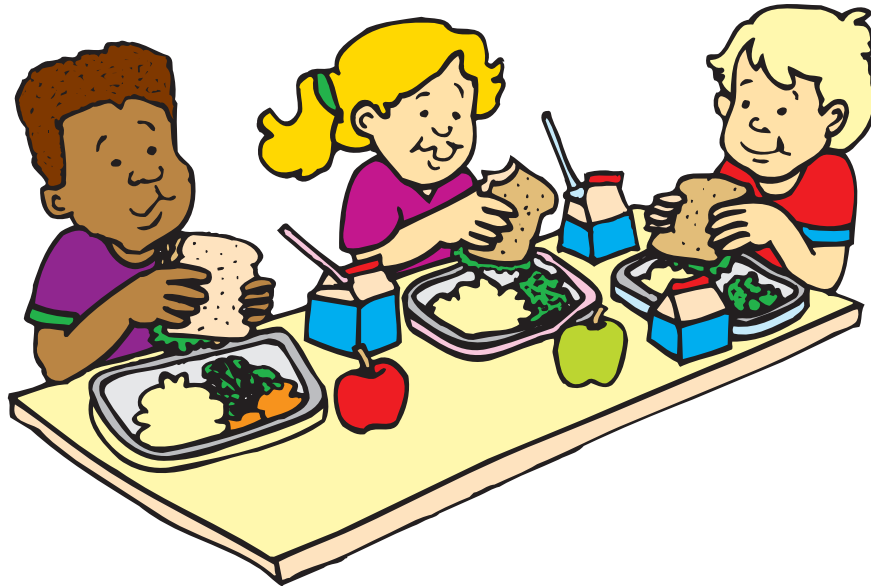


1. Last night, we \_\_\_\_\_ the stars.
2. John can \_\_\_\_\_ the stars from his window.
3. He \_\_\_\_\_ them every night.
4. Last week, he \_\_\_\_\_ the Big Dipper.
5. Can you \_\_\_\_\_ it in the night sky, too?
6. If you \_\_\_\_\_ it, you would remember it!
7. John \_\_\_\_\_ it often now.
8. How often do you \_\_\_\_\_ it?

## Eat, Eats, and Ate

We use **eat** or **eats** to tell about now. We use **ate** to tell about what already happened.

**Directions:** Write **eat**, **eats**, or **ate** in the sentences below.



1. We like to \_\_\_\_\_ in the lunchroom.
2. Today, my teacher will \_\_\_\_\_ in a different room.
3. She \_\_\_\_\_ with the other teachers.
4. Yesterday, we \_\_\_\_\_ pizza, pears, and peas.
5. Today, we will \_\_\_\_\_ turkey and potatoes.



## Leave, Leaves, and Left

We use **leave** and **leaves** to tell about now. We use **left** to tell about what already happened.

**Directions:** Write **leave**, **leaves**, or **left** in the sentences below.



1. Last winter, we \_\_\_\_\_ seeds in the bird feeder everyday.
2. My mother likes to \_\_\_\_\_ food out for the squirrels.
3. When it rains, she \_\_\_\_\_ bread for the birds.
4. Yesterday, she \_\_\_\_\_ popcorn for the birds.



Name \_\_\_\_\_

## Sentences

**Directions:** Write capital letters where they should appear in the sentences below.

**Example:** joe can play in january.

1. we celebrate thanksgiving on the third thursday in november.

---

---

2. in june, michelle and mark will go camping every friday.

---

---

3. on mondays in october, i will take piano lessons.

---

---

## Parts of a Sentence

**Directions:** Look at the pictures. Draw a line from the naming part of the sentence to the action part to complete the sentence.



The boy

delivered the mail.



A small dog

threw a football.



The mailman

fell down.



The goalie

chased the ball.

## Complete the Sentences

**Directions:** Write your own endings to make the sentences tell a complete idea.



**Example:**

The Wizard of Oz is a story about Dorothy and her dog, Toto.

1. Dorothy and Toto live on \_\_\_\_\_.
2. A big storm \_\_\_\_\_.
3. Dorothy and Toto are carried off to \_\_\_\_\_.
4. Dorothy meets \_\_\_\_\_.
5. Dorothy, Toto, and their friends follow the \_\_\_\_\_.
6. Dorothy tries to find \_\_\_\_\_.
7. The Wizard turns out to be \_\_\_\_\_.
8. A scary person in the story is \_\_\_\_\_.
9. The wicked witch is killed by \_\_\_\_\_.
10. The hot air balloon leaves without \_\_\_\_\_.
11. Dorothy uses her magic shoes to \_\_\_\_\_.

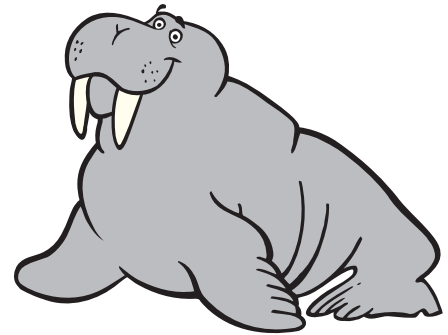
## Statements and Questions

**Statements** are sentences that tell about something. Statements begin with a capital letter and end with a period. **Questions** are sentences that ask about something. Questions begin with a capital letter and end with a question mark.

**Directions:** Rewrite the sentences using capital letters and either a period or a question mark.

**Example:** walrus live in the Arctic

Walrus live in the Arctic.



1. are walrus large sea mammals or fish

\_\_\_\_\_

2. they spend most of their time in the water and on ice

\_\_\_\_\_

3. are floating sheets of ice called ice floes

\_\_\_\_\_

4. are walrus related to seals

\_\_\_\_\_

5. their skin is thick, wrinkled, and almost hairless

\_\_\_\_\_

## Commands

**Commands** tell someone to do something. **Example:** "Be careful." It can also be written as "Be careful!" if it tells a strong feeling.

**Directions:** Put a period at the end of the command sentences. Use an exclamation point if the sentence tells a strong feeling. Write your own commands on the lines below.



1. Clean your room
2. Now
3. Be careful with your goldfish
4. Watch out
5. Be a little more careful

---



---



## Questions

**Questions** are sentences that ask something. They begin with a capital letter and end with a question mark.

**Directions:** Write the questions on the lines below. Begin each sentence with a capital letter and end it with a question mark.



1. will you be my friend

---

2. what is your name

---

3. are you eight years old

---

4. do you like rainbows

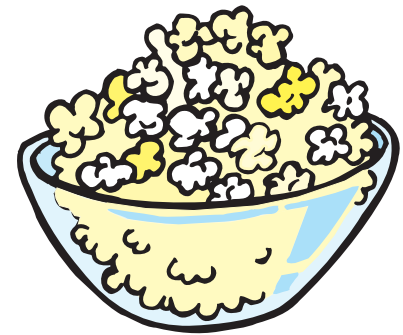
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## Main Idea

**Directions:** Circle the sentence in each paragraph that does not support the main idea.

The school picnic was so much fun! When we arrived, we each made a name tag. Then we signed up for the contests we wanted to enter. My best friend was my partner for every contest. The hen laid so many eggs that I needed a basket to carry them. All that exercise made us very hungry. We were glad to see those tables full of food.

The storm howled outside, so we stayed in for an evening of fun. The colorful rainbow stretched across the sky. The dining room table was stacked with games and puzzles. The delightful smell of popcorn led us into the kitchen where Dad led a parade around the kitchen table. Then we carried our bowls of popcorn into the dining room. We laughed so hard and ate so much, we didn't care who won the games. It was a great evening!



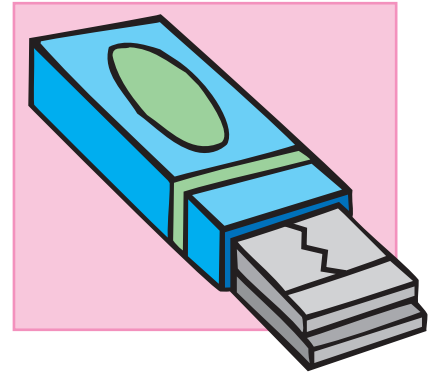
The city championship game would be played on Saturday at Brookside Park. Coach Metzger called an extra practice Friday evening. He said he knew we were good, because we had made it this far. He didn't want us to get nervous and forget everything we knew. School starts on Monday, but I'm not ready to go back yet. After working on some drills, Coach told us to relax, get lots of rest, and come back ready to play.



## Main Idea: Chewing Gum

**Directions:** Read about chewing gum, then answer the questions.

Thomas Adams was an American inventor. In 1870, he was looking for a substitute for rubber. He was working with **chicle** (chick-ul), a substance that comes from a certain kind of tree in Mexico. Years ago, Mexicans chewed chicle. Thomas Adams decided to try it for himself. He liked it so much he started selling it. Twenty years later, he owned a large factory that produced chewing gum.



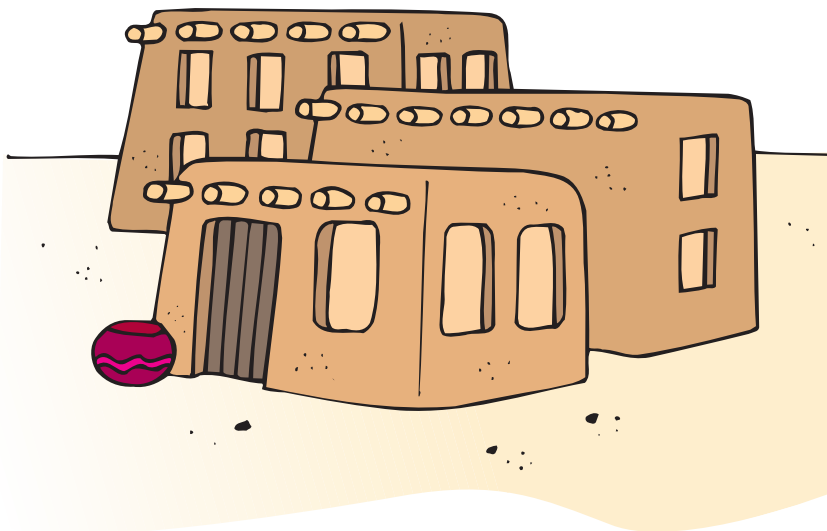
1. Who was the American inventor who started selling chewing gum? \_\_\_\_\_
2. What was he hoping to invent? \_\_\_\_\_
3. When did he invent chewing gum? \_\_\_\_\_
4. Where does the chicle come from? \_\_\_\_\_
5. Why did Thomas Adams start selling chewing gum? \_\_\_\_\_
6. How long was it until Adams owned a large factory that produced chewing gum? \_\_\_\_\_

## Main Idea: Clay Homes

**Directions:** Read about adobe houses, then answer the questions.

Pueblo Native Americans live in houses made of clay. They are called **adobe** (ah-doe-bee) **houses**. Adobe is a yellow-colored clay that comes from the ground. The hot sun in New Mexico and Arizona helps dry the clay to make strong bricks. The Pueblos have used adobe to build their homes for many years.

Pueblos use adobe for other purposes, too. The women in the tribes make beautiful pottery out of adobe. While the clay is still damp, they form it into shapes. After they have made the bowls and other containers, they paint them with lovely designs.



1. What is the subject of this story? \_\_\_\_\_
2. Who uses clay to make their houses? \_\_\_\_\_
3. How long have they been building adobe houses? \_\_\_\_\_
4. Why do adobe bricks need to be dried? \_\_\_\_\_
5. How do the Pueblos make pottery from adobe? \_\_\_\_\_

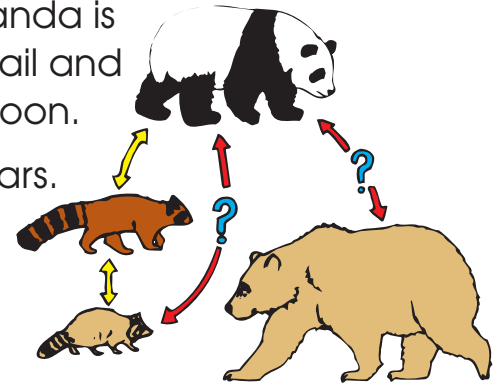
## Noting Details

**Directions:** Read the story. Then answer the questions.

The giant panda is much smaller than a brown bear or a polar bear. In fact, a horse weighs about four times as much as a giant panda. So why is it called "giant"? It is giant next to another kind of panda called the red panda.

The red panda also lives in China. The red panda is about the size of a fox. It has a long, fluffy, striped tail and beautiful reddish fur. It looks very much like a raccoon.

Many people think the giant pandas are bears. They look like bears. Even the word panda is Chinese for "white bear." But because of its relationship to the red panda, many scientists now believe that the panda is really more like a raccoon!



1. Why is the giant panda called "giant"?

---

2. Where does the red panda live?

---

3. How big is the red panda?

---

4. What animal does the red panda look like?

---

5. What does the word panda mean?

---

## Recalling Details: Nikki's Pets

**Directions:** Read about Nikki's pets, then answer the questions.

Nikki has two cats, Tiger and Sniffer, and two dogs, Spot and Wiggles. Tiger is an orange striped cat who likes to sleep under a big tree and pretend she is a real tiger. Sniffer is a gray cat who likes to sniff the flowers in Nikki's garden. Spot is a Dalmatian with many black spots. Wiggles is a big furry brown dog who wiggles all over when he is happy.

1. Which dog is brown and furry? \_\_\_\_\_
2. What color is Tiger? \_\_\_\_\_
3. What kind of dog is Spot? \_\_\_\_\_
4. Which cat likes to sniff flowers? \_\_\_\_\_
5. Where does Tiger like to sleep? \_\_\_\_\_
6. Who wiggles all over when he is happy? \_\_\_\_\_





## Reading for Details

**Directions:** Read the story about bike safety. Answer the questions below the story.

Mike has a red bike. He likes his bike. Mike wears a helmet. Mike wears knee pads and elbow pads. They keep him safe. Mike stops at signs. Mike looks both ways. Mike is safe on his bike.



1. What color is Mike's bike? \_\_\_\_\_

2. Which sentence in the story tells why Mike wears pads and a helmet? Write it here.

\_\_\_\_\_

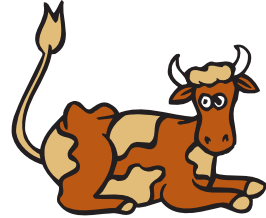
3. What else does Mike do to keep safe?

He \_\_\_\_\_ at signs and \_\_\_\_\_ both ways.

## Following Directions

**Directions:** Read the story. Answer the questions. Try the recipe.

### Cows Give Us Milk



Cows live on a farm. The farmer milks the cow to get milk. Many things are made from milk. We make ice cream, sour cream, cottage cheese, and butter from milk. Butter is fun to make! You can learn to make your own butter. First, you need cream. Put the cream in a jar and shake it. Then you need to pour off the liquid. Next, you put the butter in a bowl. Add a little salt and stir! Finally, spread it on crackers and eat!

1. What animal gives us milk? \_\_\_\_\_

2. What 4 things are made from milk?

\_\_\_\_\_

3. What did the story teach you to make? \_\_\_\_\_

4. Put the steps in order. Place 1, 2, 3, or 4 by the sentence.

\_\_\_\_\_ Spread the butter on crackers and eat!

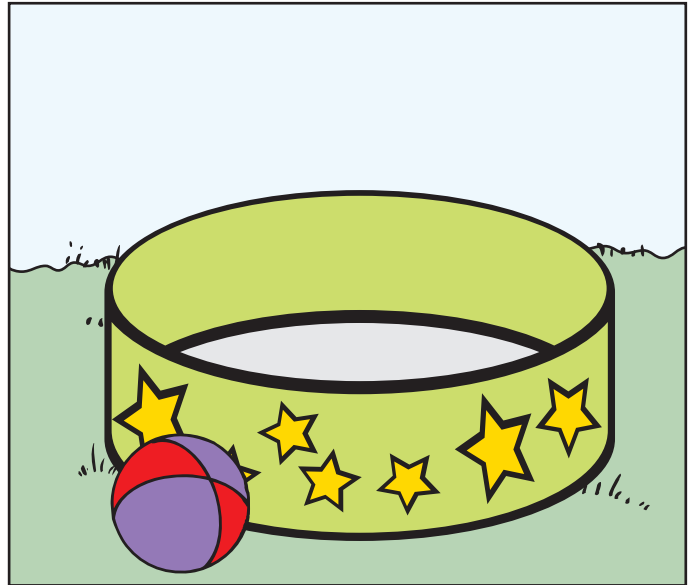
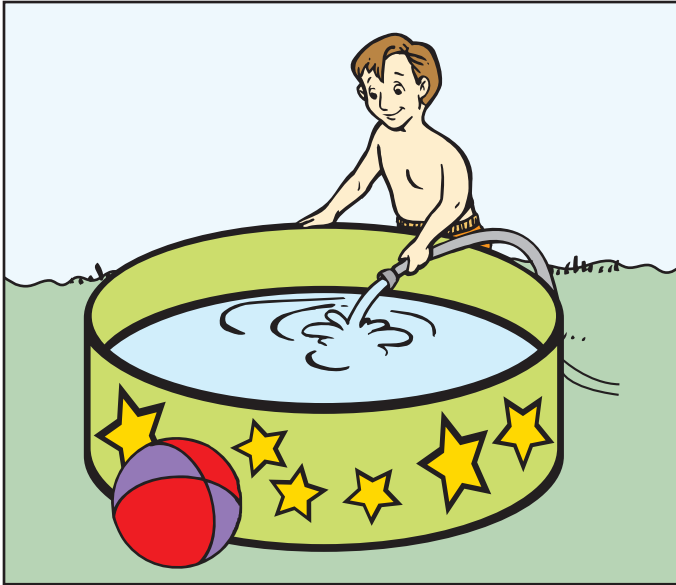
\_\_\_\_\_ Shake cream in a jar.

\_\_\_\_\_ Start with cream.

\_\_\_\_\_ Add salt to the butter.

## Sequencing: 1, 2, 3, 4!

**Directions:** Write numbers by each sentence to show the order of the story.



The pool is empty. \_\_\_\_\_

Ben plays in the pool. \_\_\_\_\_

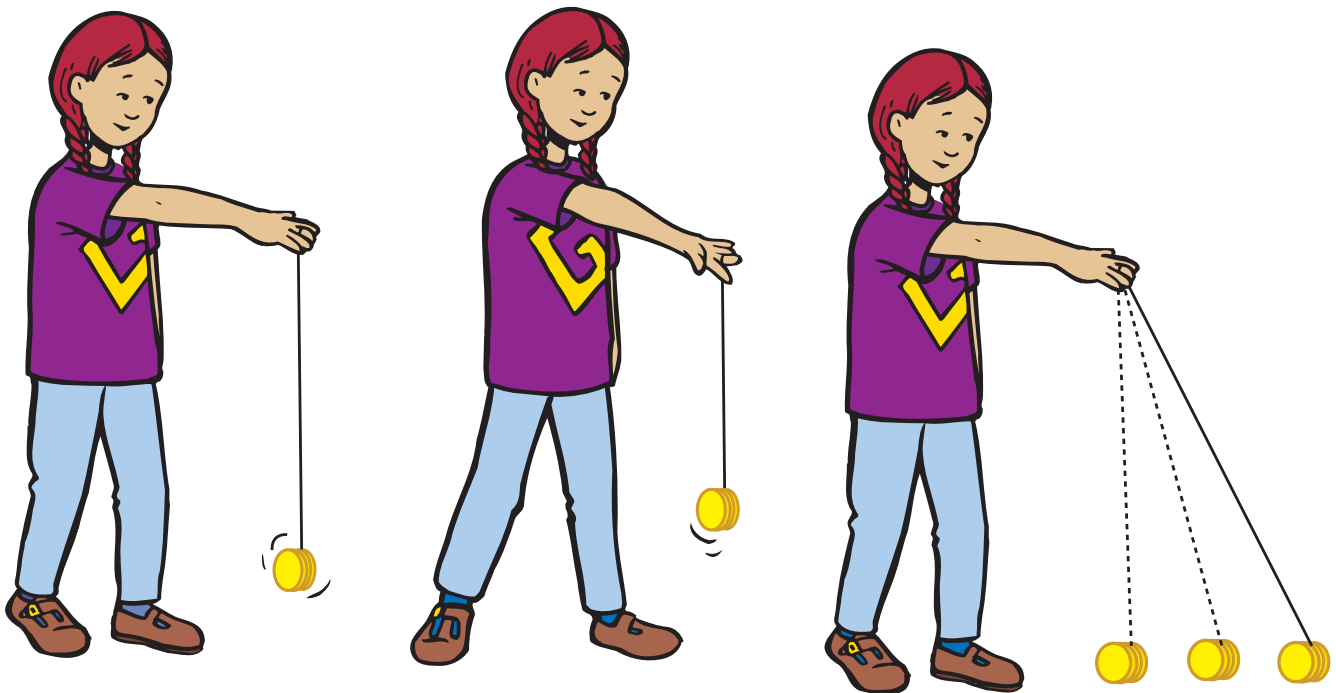
Ben gets out. \_\_\_\_\_

Ben fills the pool. \_\_\_\_\_

## Sequencing: Yo-Yo Trick

**Directions:** Read about the yo-yo trick.

Wind up the yo-yo string. Hold the yo-yo in your hand. Now, hold your palm up. Throw the yo-yo downward on the string. Hold your palm down. Now, swing the yo-yo forward. Make it “walk.” This yo-yo trick is called “walk the dog.”



**Directions:** Number the directions in order.

\_\_\_\_\_ Swing the yo-yo forward and make it “walk.”

\_\_\_\_\_ Hold your palm up and drop the yo-yo.

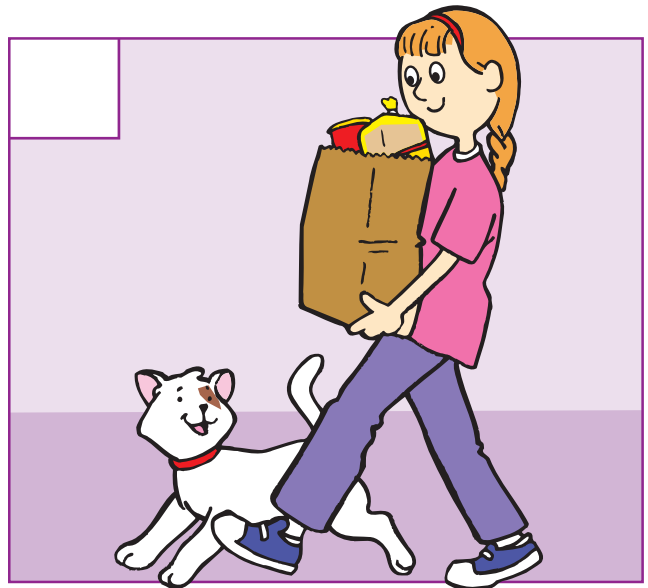
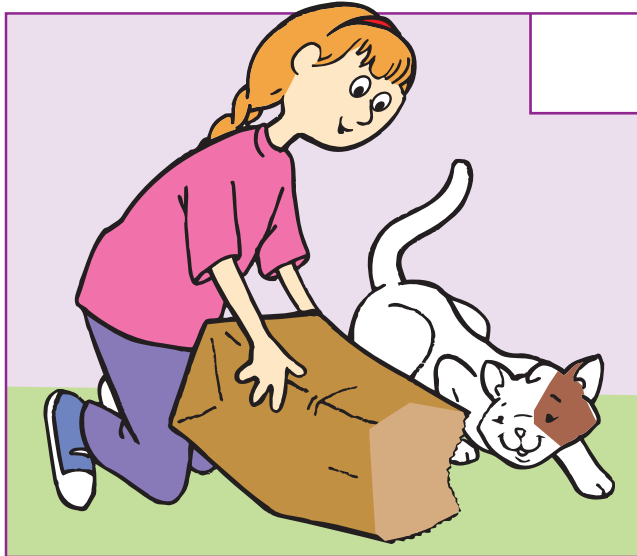
\_\_\_\_\_ Turn your palm down as the yo-yo reaches the ground.

## Sequencing/Predicting: A Game for Cats

**Directions:** Read about what cats like. Then follow the instructions.

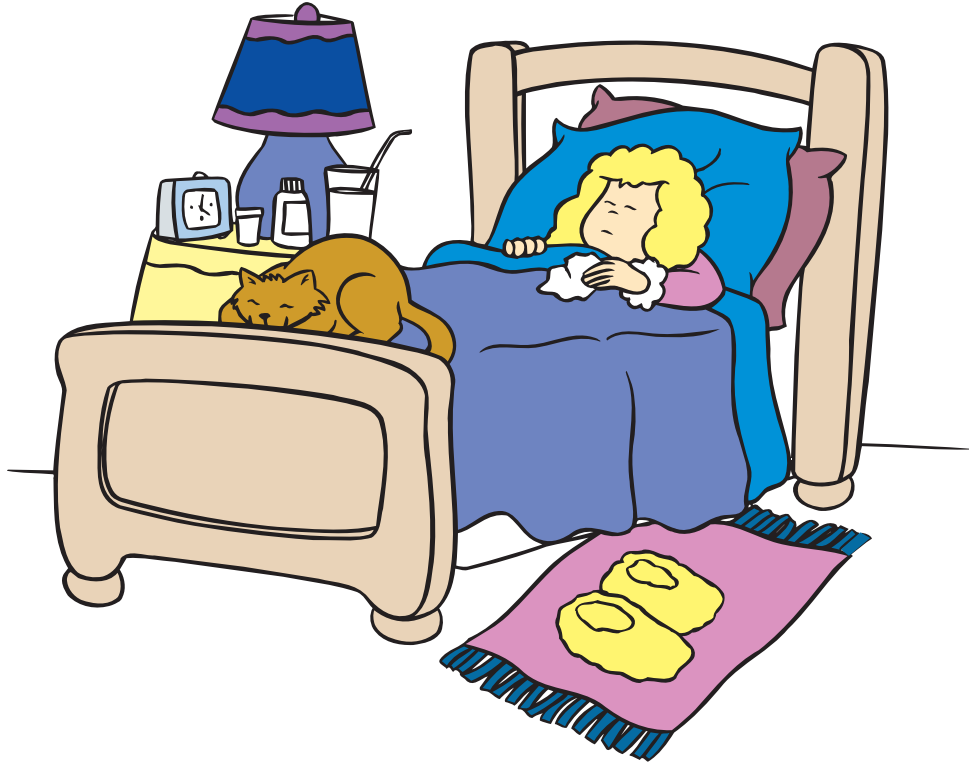
Cats like to play with paper bags. Pull a paper bag open. Take everything out. Now, lay it on its side.

1. Write 1, 2, and 3 to put the pictures in order.
2. In box 4, draw what you think the cat will do.



## Sequencing: Story Events

Mari was sick yesterday.



**Directions:** Number the events in 1, 2, 3 order to tell the story about Mari.

- \_\_\_ She went to the doctor's office.
- \_\_\_ Mari felt much better.
- \_\_\_ Mari felt very hot and tired.
- \_\_\_ Mari's mother went to the drugstore.
- \_\_\_ The doctor wrote down something.
- \_\_\_ The doctor looked in Mari's ears.
- \_\_\_ Mari took a pill.
- \_\_\_ The doctor gave Mari's mother the piece of paper.
- \_\_\_ Mari drank some water with her pill.



## Sequencing: Why Does It Rain?

**Directions:** Read about rain, then follow the instructions.

Clouds are made up of little drops of ice and water. They push and bang into each other. Then they join together to make bigger drops and begin to fall. More raindrops cling to them. They become heavy and fall quickly to the ground.



Write **first**, **second**, **third**, **fourth**, and **fifth** to put the events in order.

\_\_\_\_\_ More raindrops cling to them.

\_\_\_\_\_ Clouds are made up of little drops of ice and water.

\_\_\_\_\_ They join together and make bigger drops that begin to fall.

\_\_\_\_\_ The drops of ice and water bang into each other.

\_\_\_\_\_ The drops become heavy and fall quickly to the ground.

## Sequencing: A Story

This is a story from *The McGuffey Second Reader*. This is a very old book your great-great-grandparents may have used to learn to read.

**Directions:** Read the story on pages 141 and 142, then answer the questions on page 143.

### The Crow and the Robin

One morning in the early spring, a crow was sitting on the branch of an old oak tree. He felt very ugly and cross and could only say, "Croak! Croak!" Soon, a little robin, who was looking for a place to build her nest, came with a merry song into the same tree. "Good morning to you," she said to the crow.

But the crow made no answer; he only looked at the clouds and croaked something about the cold wind. "I said, 'Good morning to you,'" said the robin, jumping from branch to branch.

"I wonder how you can be so merry this morning," croaked the crow.

"Why shouldn't I be merry?" asked the robin. "Spring has come and everyone ought to be happy."

"I am not happy," said the crow. "Don't you see those black clouds above us? It is going to snow."

"Very well," said the robin, "I shall keep on singing until the snow comes. A merry song will not make it any colder."

"Caw, caw, caw," croaked the crow. "I think you are very foolish."



## Sequencing: A Story

### The Crow and the Robin

The robin flew to another tree and kept on singing, but the crow sat still and made himself very unhappy. "The wind is so cold," he said. "It always blows the wrong way for me."

Very soon the sun came out, warm and bright, and the clouds went away, but the crow was as cross as ever.

The grass began to spring up in the meadows. Green leaves and flowers were seen in the woods. Birds and bees flew here and there in the glad sunshine. The crow sat and croaked on the branch of the old oak tree.

"It is always too warm or too cold," said he. "To be sure, it is a little pleasant just now, but I know that the sun will soon shine warm enough to burn me up. Then before night, it will be colder than ever. I do not see how anyone can sing at such a time as this."

Just then the robin came back to the tree with a straw in her mouth for her nest. "Well, my friend," asked she, "where is your snow?"

"Don't talk about that," croaked the crow. "It will snow all the harder for this sunshine."

"And snow or shine," said the robin, "you will keep on croaking. For my part, I shall always look on the bright side of things and have a song for every day in the year."



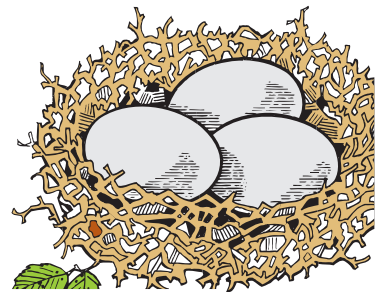
Which will you be like—the crow or the robin? \_\_\_\_\_

## Sequencing: The Story

These sentences retell the story of "The Crow and the Robin" but are out of order.

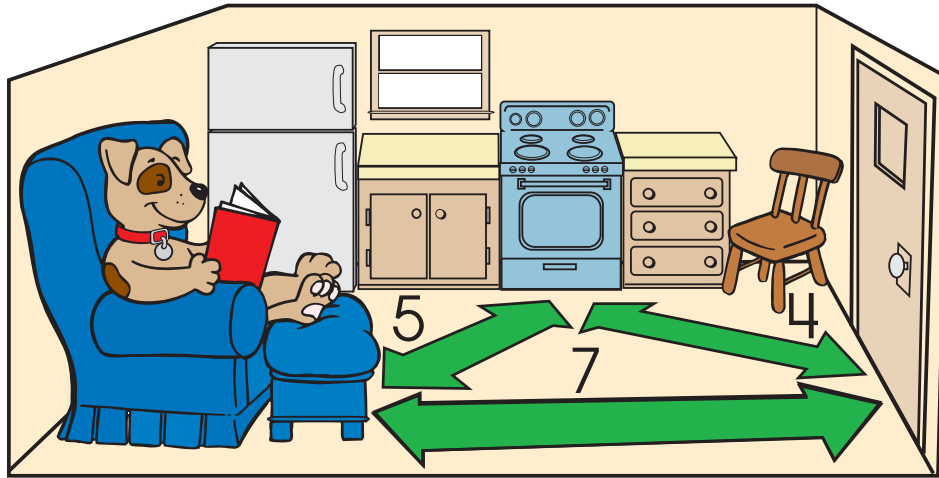
**Directions:** Write the numbers 1 through 10 on the lines to show the correct sequence. The first one has been done for you.

- \_\_\_ Although the sun came out and the clouds went away, the crow was still as cross as ever.
- \_\_\_ "I shall always . . . have a song for every day in the year," said the robin.
- 1 The crow sat on the branch of an old oak tree and could only say, "Croak! Croak!"
- \_\_\_ "This wind is so cold. It always blows the wrong way," the crow said.
- \_\_\_ The crow said, "It is going to snow."
- \_\_\_ The robin said good morning to the crow.
- \_\_\_ The crow told the robin that he thought she was very foolish.
- \_\_\_ The grass began to spring up in the meadows.
- \_\_\_ The robin was jumping from branch to branch as she talked to the crow.
- \_\_\_ The robin came back with straw in her mouth for her nest.



## Tracking: Alternate Paths

Look at Spotty Dog's home. Look at the paths he takes to the oven and the back door. The numbers by each path show how many steps Spotty must take to get there.



**Directions:** Follow the instructions.

1. Spotty Dog's cookies are done. Trace Spotty's path from his chair to the oven.
2. How many steps does Spotty take? \_\_\_\_\_
3. While Spotty is looking in his oven, he hears a noise in the backyard. Trace Spotty's path to the door.
4. How many steps has Spotty taken in all? \_\_\_\_\_
5. Spotty goes back to his chair. How many steps must he take? \_\_\_\_\_
6. How many steps has he taken in all? \_\_\_\_\_
7. Spotty's path has made a shape. What shape is it? \_\_\_\_\_



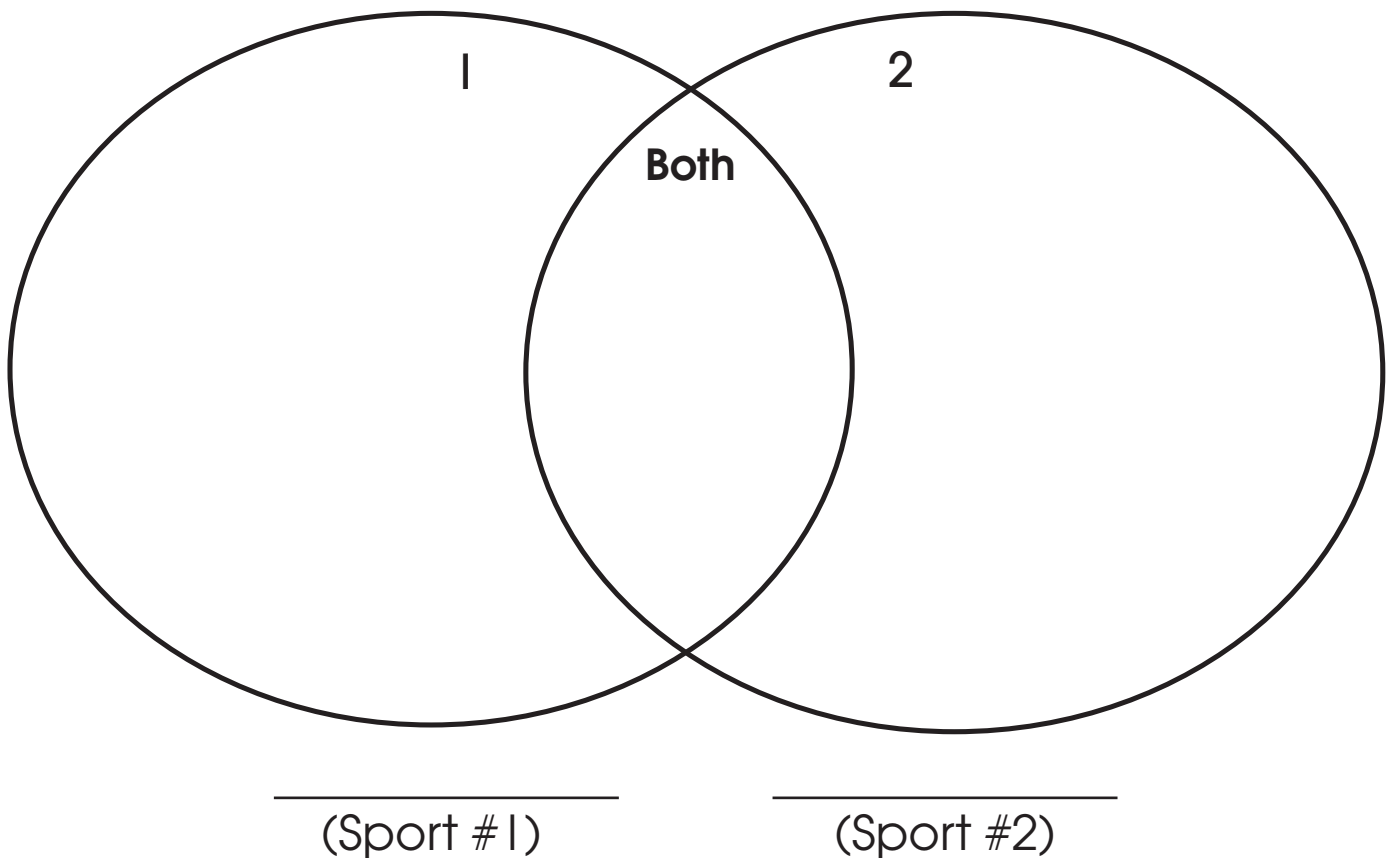
Name \_\_\_\_\_

## Same/Different: Venn Diagram

A **Venn diagram** is a diagram that shows how two things are the same and different.

**Directions:** Choose two outdoor sports. Then follow the instructions to complete the Venn diagram.

1. Write the first sport name under the first circle. Write some words that describe the sport. Write them in the first circle.
2. Write the second sport name under the second circle. Write some words that describe the sport. Write them in the circle.
3. Where the 2 circles overlap, write some words that describe both sports.

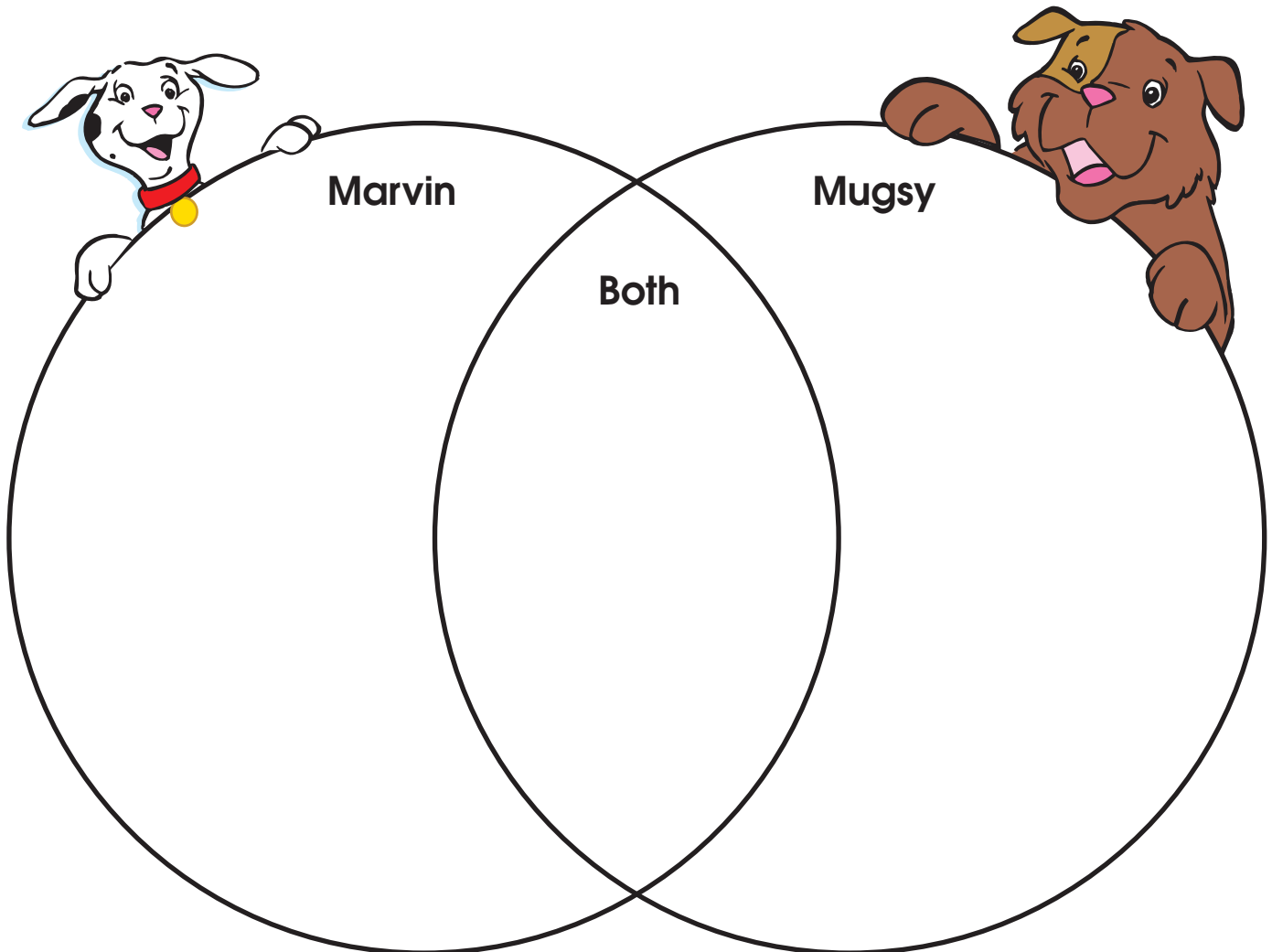




## Same/Different: Marvin and Mugsy

**Directions:** Read about Marvin and Mugsy. Then complete the Venn diagram, telling how they are the same and different.

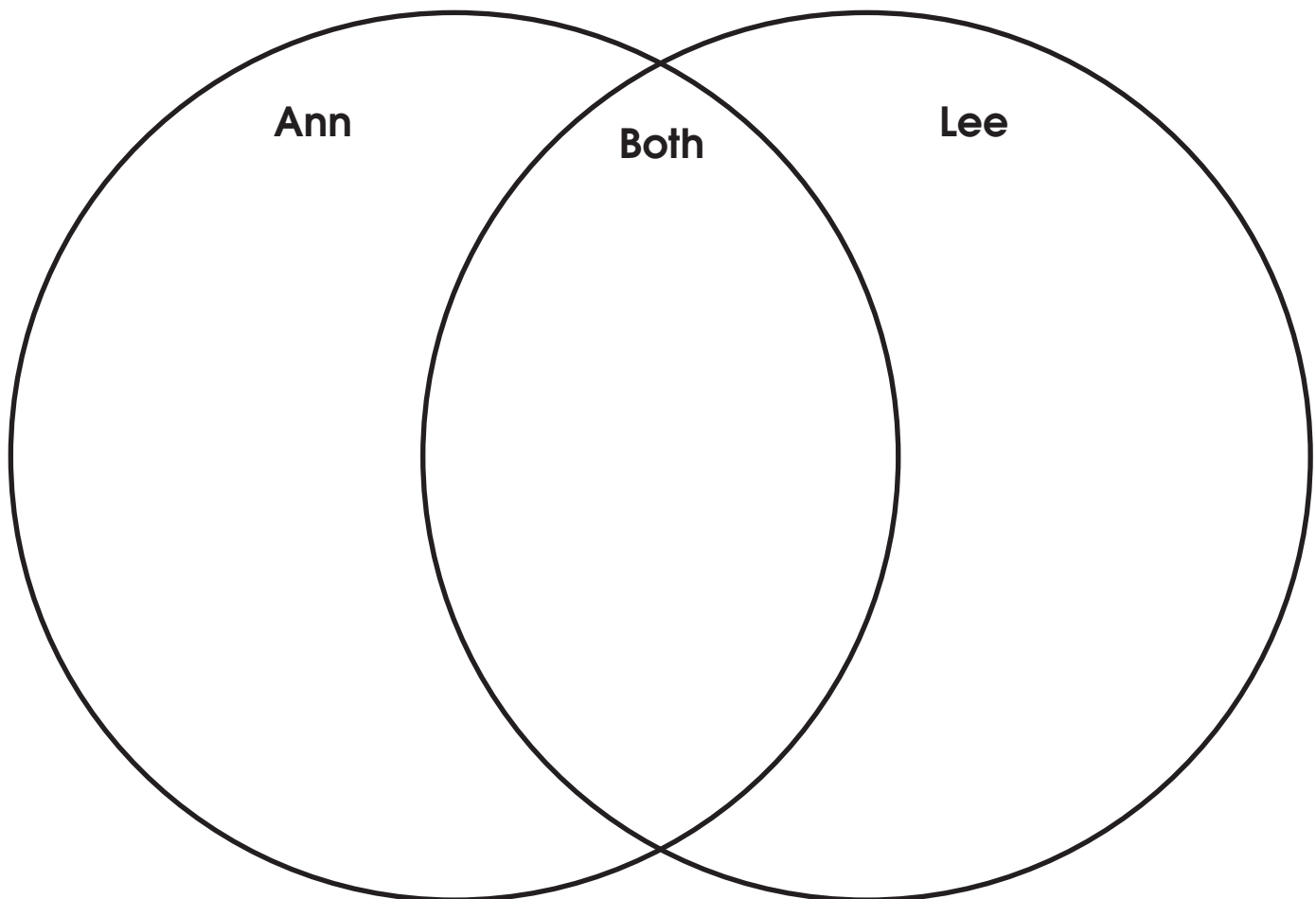
Marcy has two dogs, Marvin and Mugsy. Marvin is a black-and-white spotted Dalmatian. Marvin likes to run after balls in the backyard. His favorite food is Canine Crunchy Crunch. Marcy likes to take Marvin for walks, because dogs need exercise. Marvin loves to sleep in his doghouse. Mugsy is a big furry brown dog, who wiggles when she is happy. Since she is big, she needs lots of exercise. So Marcy takes her for walks in the park. Her favorite food is Canine Crunchy Crunch. Mugsy likes to sleep on Marcy's bed.



## Same/Different: Ann and Lee Have Fun

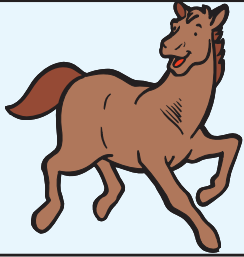
**Directions:** Read about Ann and Lee. Then write how they are the same and different in the Venn diagram.

Ann and Lee like to play ball. They like to jump rope. Lee likes to play a card game called "Old Maid." Ann likes to play a card game called "Go Fish." What do you do to have fun?



## Classifying

**Directions:** Read each animal story. Then look at the fun facts. Write an **H** for horse, **P** for panda, or **D** for dog next to each fact.



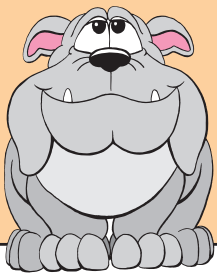
### Horses

Horses are fun to ride. You can ride them in the woods or in fields. Horses usually have pretty names. Sometimes, if they are golden, they are called Amber. Horses swish their tails when it is hot. That keeps the flies away from them.



### Pandas

Pandas are from China. They like to climb trees. They scratch bark to write messages to their friends in the trees. When pandas get hungry, they gnaw on bamboo shoots.



### Dogs

Dogs are good pets. People often call them by names like Spot or Fido. Sometimes they are named after their looks. For example, a brown dog is sometimes named Brownie. Some people have special, small doors for their dogs to use.

### Fun Facts

- \_\_\_\_\_ 1. My name is often Spot or Fido.
- \_\_\_\_\_ 2. I am from China.
- \_\_\_\_\_ 3. I make a good house pet.
- \_\_\_\_\_ 4. I like to carry people into the fields.
- \_\_\_\_\_ 5. My favorite food is bamboo.
- \_\_\_\_\_ 6. Flies bother me when I am hot.
- \_\_\_\_\_ 7. Amber is often my name when I am golden.
- \_\_\_\_\_ 8. I leave messages for my friends by scratching bark.
- \_\_\_\_\_ 9. Sometimes I have my own special door on a house.

# Classifying

**Classifying** is putting similar things into groups.

**Directions:** Write each word from the word box on the correct line.

baby	donkey	whale	family	fox
uncle	goose	grandfather	kangaroo	policeman

people

animal



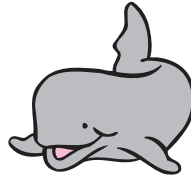
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



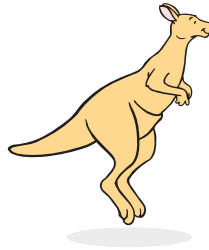
\_\_\_\_\_



\_\_\_\_\_



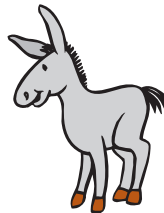
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\_\_\_\_\_



\_\_\_\_\_

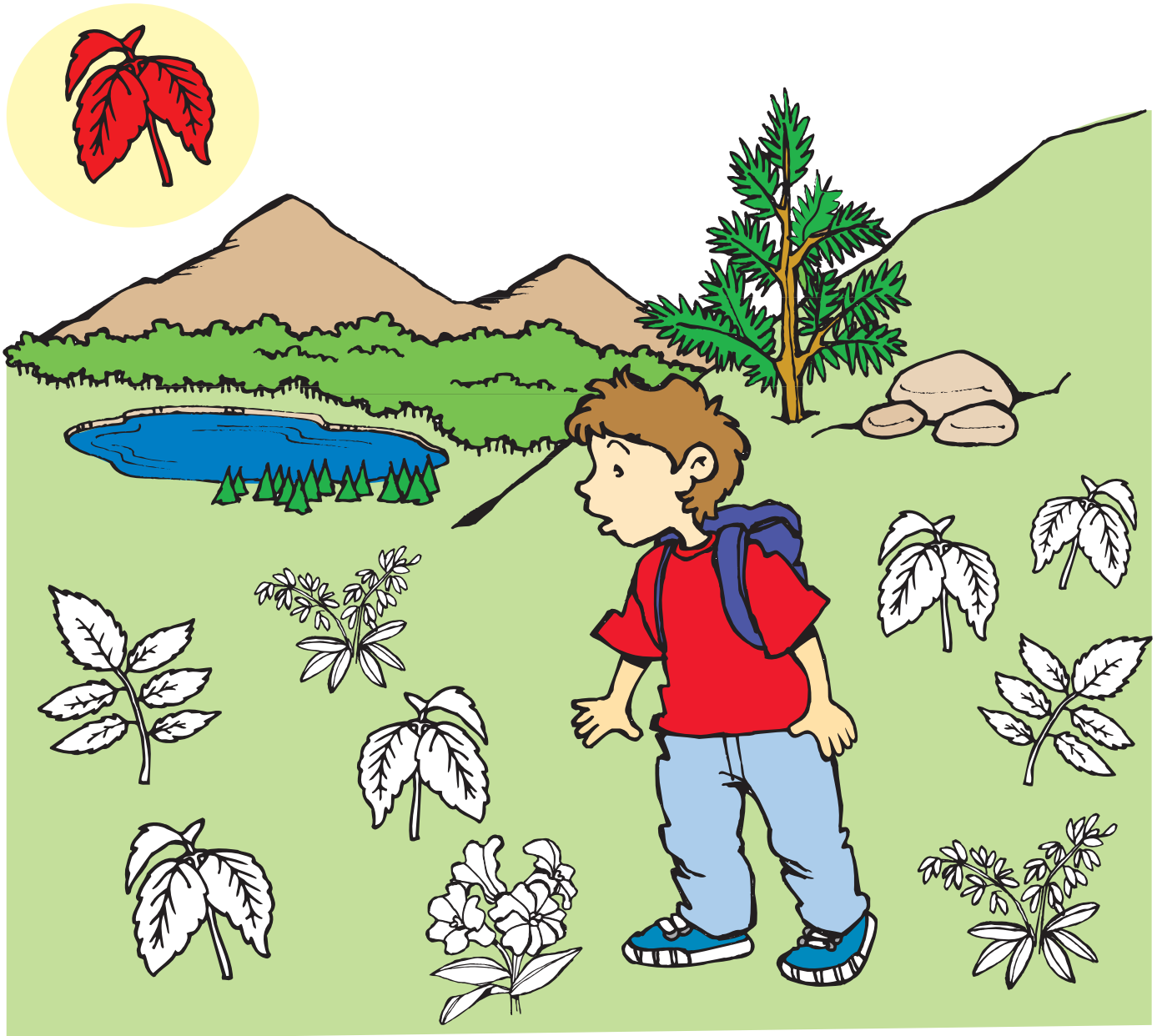


\_\_\_\_\_

## Classifying: Watch Out for Poison Ivy!

Poison ivy is not safe. If you touch it, it can make your skin red and itchy. It can hurt. It grows on the ground. It has three leaves. It can be green or red. Watch out, Jay! There is poison ivy in these woods.

**Directions:** Color the poison ivy leaves red. Then color the "safe" leaves other colors.



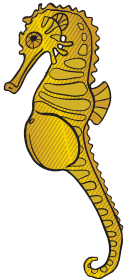
## Comprehension: Sea Horses Look Strange!

**Directions:** Read about sea horses. Then answer the questions.

Sea horses are fish, not horses. A sea horse's head looks like a horse's head. It has a tail like a monkey's tail. A sea horse looks very strange!

1. (Circle the correct answer.)

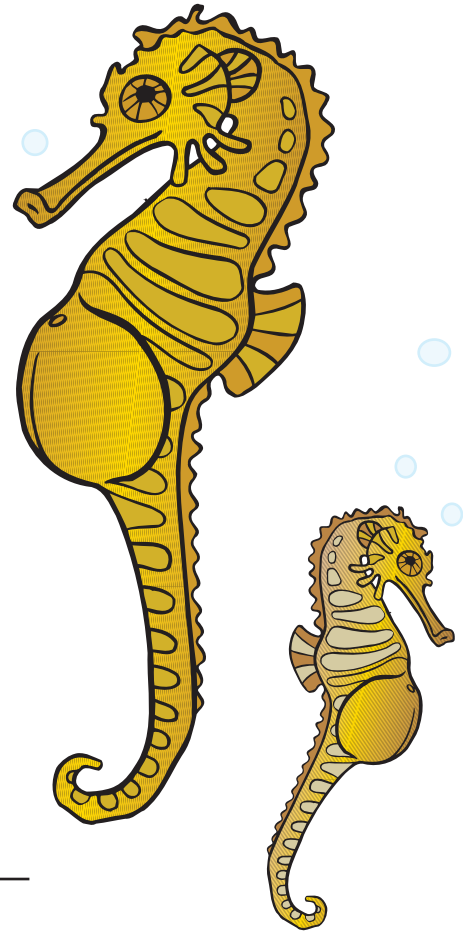
A sea horse is a kind of



horse.

monkey.

fish.



2. What does a sea horse's head look like?

---

---

3. What makes a sea horse look strange?

a. \_\_\_\_\_

b. \_\_\_\_\_



## Comprehension: How to Stop a Dog Fight

**Directions:** Read about how to stop a dog fight. Then answer the questions.

Sometimes dogs fight. They bark loudly. They may bite. Do not try to pull apart fighting dogs. Turn on a hose and spray them with water. This will stop the fight.



1. Name some things dogs may do if they are mad.

---

---

2. Why is it unwise to pull on dogs that are fighting?

---

---

3. Do you think dogs like to get wet?

---

## Comprehension: A Winter Story

**Directions:** Read about winter. Then follow the instructions.

It is cold in winter. Snow falls. Water freezes. Most kids like to play outdoors. Some kids make a snowman. Some kids skate. What do you do in winter?



1. Circle the main idea:

Snow falls in winter.

In winter, there are many things to do outside.

2. Write two things about winter weather.

1) \_\_\_\_\_

2) \_\_\_\_\_

3. Write what you like to do in winter.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

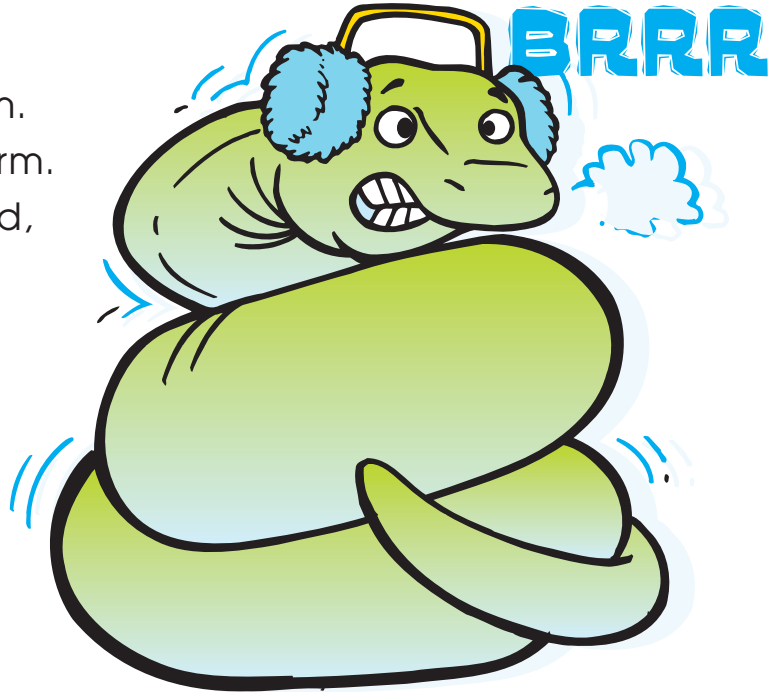
\_\_\_\_\_

\_\_\_\_\_

## Comprehension: More About Snakes!

**Directions:** Read more about snakes. Then follow the instructions.

Unlike people, snakes have cold blood. They like to be warm. They hunt for food when it is warm. They lie in the sun. When it is cold, snakes curl up into a ball.



1. What do snakes do when it is warm?

a. \_\_\_\_\_

b. \_\_\_\_\_

2. Why do you think snakes curl up when it is cold? \_\_\_\_\_

\_\_\_\_\_

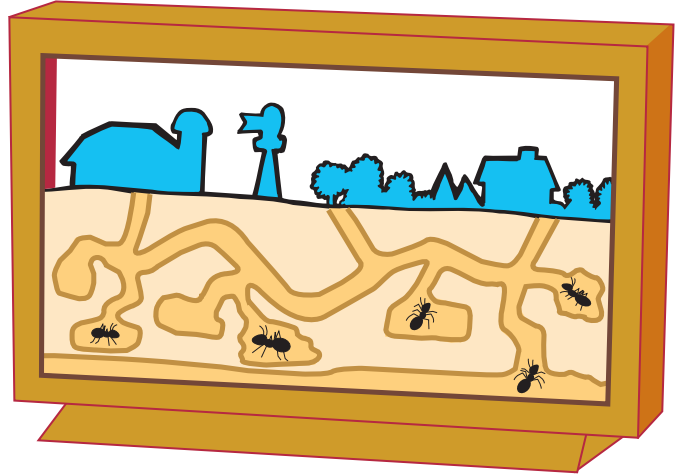
3. (Circle the correct answer.)

People have: (cold blood / warm blood).

## Comprehension: Ant Farms

**Directions:** Read about ant farms. Then answer the questions.

Ant farms are sold at toy stores and pet stores. Ant farms come in a flat frame. The frame has glass on each side. Inside the glass is sand. The ants live in the sand.



1. Where are ant farms sold? \_\_\_\_\_

2. The frame has \_\_\_\_\_ on each side.

Circle the correct answer.

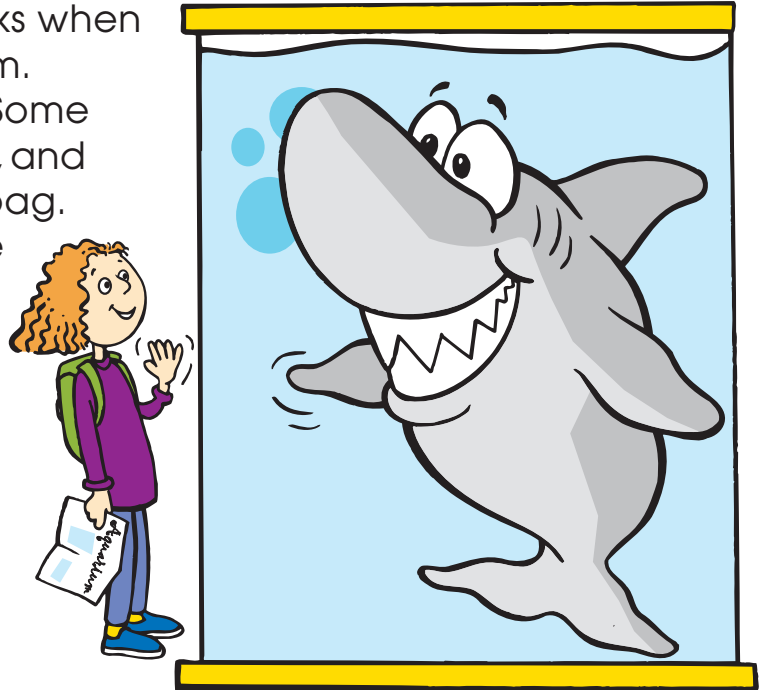
3. The ants live in (water / sand).

4. The ant farm frame is (flat / round).

## Comprehension: Sharks Are Fish, Too!

**Directions:** Read the story. Then follow the instructions.

Angela learned a lot about sharks when her class visited the city aquarium. She learned that sharks are fish. Some sharks are as big as an elephant, and some can fit into a small paper bag. Sharks have no bones. They have hundreds of teeth, and when they lose them, they grow new ones. They eat animals of any kind. Whale sharks are the largest of all fish.



1. Circle the main idea:

Angela learned a lot about sharks at the aquarium.

Some sharks are as big as elephants.

2. When sharks lose teeth, they \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_ are the largest of all fish.

4. Sharks have bones. (Circle the answer.)

Yes

No

## Comprehension: Outdoor/Indoor Games

**Directions:** Read the story. Then answer the questions.

Derrick likes to play outdoor and indoor games. His favorite outdoor game is baseball because he likes to hit the ball with the bat and run around the bases. He plays this game in the park with the neighborhood kids.

When it rains, he plays checkers with Lorenzo on the dining-room table in his apartment. He likes the game, because he has to use his brain to think about his next move, and the rules are easy to follow.



1. What is your favorite outdoor game? \_\_\_\_\_

2. Why do you like this game? \_\_\_\_\_

\_\_\_\_\_

3. Where is this game played? \_\_\_\_\_

4. What is your favorite indoor game? \_\_\_\_\_

5. Why do you like this game? \_\_\_\_\_

\_\_\_\_\_

6. Where is this game played? \_\_\_\_\_



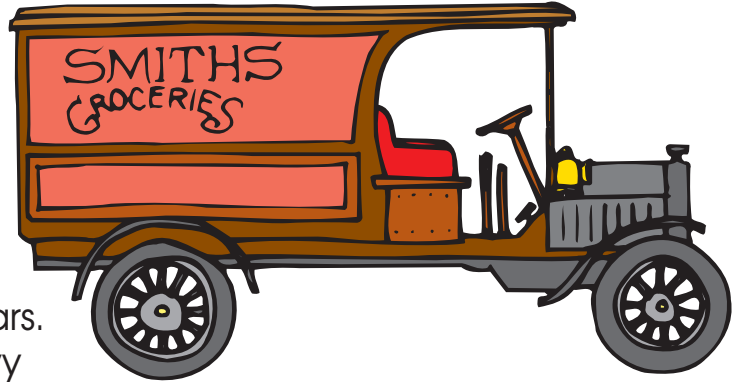
## Comprehension: Early Trucks

What would we do without trucks? Your family may not own a truck, but everyone depends on trucks. Trucks bring our food to stores. Trucks deliver our furniture. Trucks carry new clothes to shopping centers. The goods of the world move on trucks.

Trucks are harder to make than cars. They must be sturdy. They carry heavy loads. They cannot break down.

The first trucks were on the road in 1900. Like trains, they were powered by steam engines. They did not use gasoline. The first trucks did not have heavy wheels. Their engines often broke down.

Trucks changed when the U.S. entered World War I in 1917. Big, heavy tires were put on trucks. Gasoline engines were used. Trucks used in war had to be sturdy. Lives were at stake!



**Directions:** Answer these questions about the first trucks.

1. What powered the first trucks?

---

2. When did early trucks begin using gasoline engines?

---

3. How do trucks serve us?

---

---

4. Why did trucks used in war have to be sturdy?

---

## Predicting: A Rainy Game

**Predicting** is telling what is likely to happen based on the facts.

**Directions:** Read the story. Then check each sentence below that tells how the story could end.

One cloudy day, Juan and his baseball team, the Bears, played the Crocodiles. It was the last half of the fifth inning, and it started to rain. The coaches and umpires had to decide what to do.

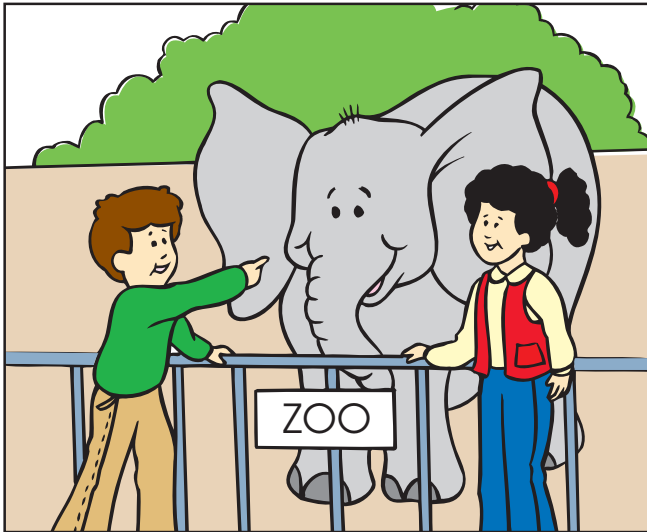


- \_\_\_\_\_ They kept playing until nine innings were finished.
- \_\_\_\_\_ They ran for cover and waited until the rain stopped.
- \_\_\_\_\_ Each player grabbed an umbrella and returned to the field to finish the game.
- \_\_\_\_\_ They canceled the game and played it another day.
- \_\_\_\_\_ They acted like crocodiles and slid around the wet bases.
- \_\_\_\_\_ The coaches played the game while the players sat in the dugout.

## Predicting Outcome

**Directions:** Read the story. Complete the story in the last box.

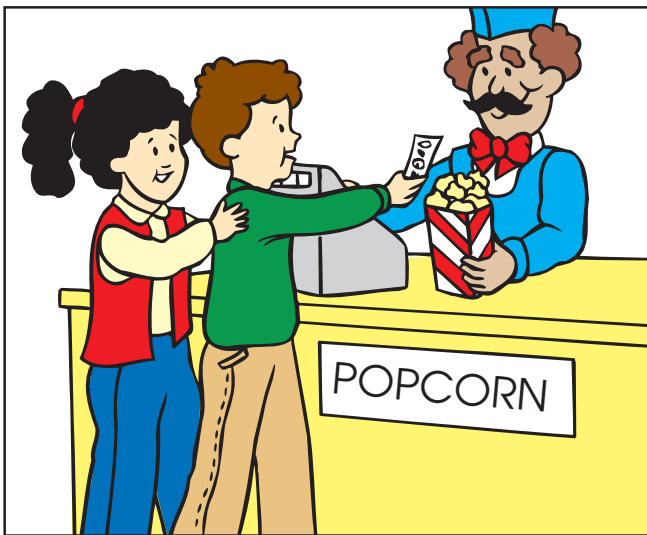
1. "Look at that elephant!  
He sure is big!"



3. "Stop, Amy! Look at that sign!"



2. "I'm hungry." "I bet that  
elephant is, too."

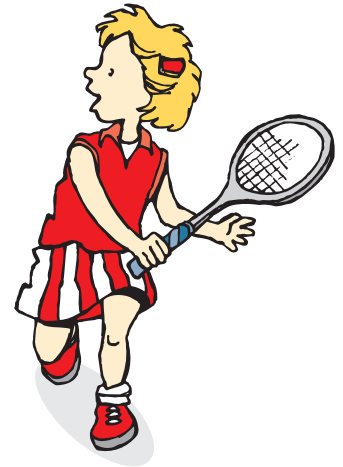


4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



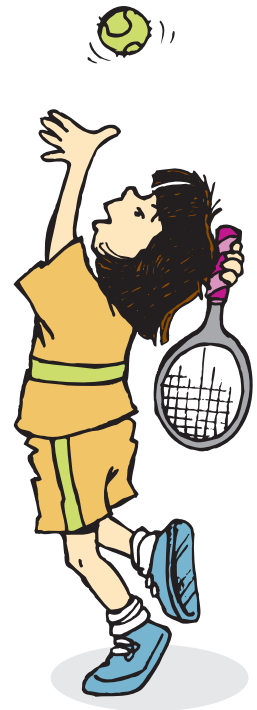
## Fact and Opinion

A **fact** is something that can be proven. An **opinion** is a feeling or belief about something and cannot be proven.



**Directions:** Read these sentences about different games. Then write **F** next to each fact and **O** next to each opinion.

- \_\_\_\_\_ 1. Tennis is cool!
- \_\_\_\_\_ 2. There are red and black markers in a Checkers game.
- \_\_\_\_\_ 3. In football, a touchdown is worth six points.
- \_\_\_\_\_ 4. Being a goalie in soccer is easy.
- \_\_\_\_\_ 5. A yo-yo moves on a string.
- \_\_\_\_\_ 6. June's sister looks like the queen on the card.
- \_\_\_\_\_ 7. The six kids need three more players for a baseball team.
- \_\_\_\_\_ 8. Table tennis is more fun than court tennis.
- \_\_\_\_\_ 9. Hide-and-Seek is a game that can be played outdoors or indoors.
- \_\_\_\_\_ 10. Play money is used in many board games.



## Fact and Opinion

**Directions:** Read the story. Then follow the instructions.

Tashi's family likes to go to the zoo. Her favorite animals are all the different kinds of birds. Tashi likes birds because they can fly, they have colorful feathers, and they make funny noises.

Write **F** next to each fact and **O** next to each opinion.

\_\_\_\_\_ 1. Birds have two feet.

\_\_\_\_\_ 2. All birds lay eggs.

\_\_\_\_\_ 3. Parrots are too noisy.

\_\_\_\_\_ 4. All birds have feathers and wings.

\_\_\_\_\_ 5. It would be great to be a bird and fly south for the winter.

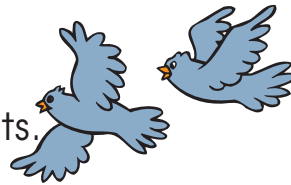
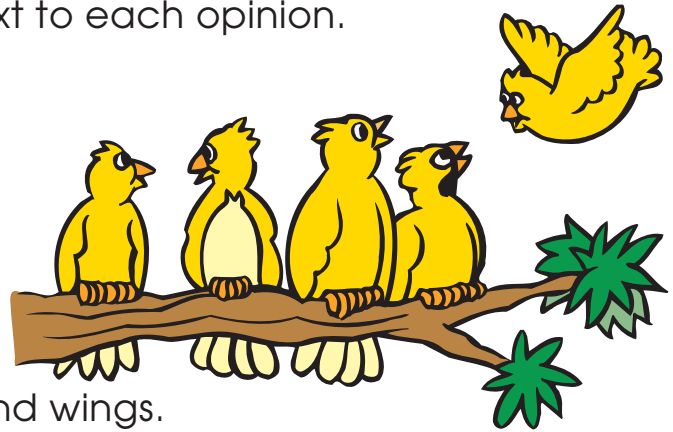
\_\_\_\_\_ 6. Birds have hard beaks or bills instead of teeth.

\_\_\_\_\_ 7. Pigeons are fun to watch.

\_\_\_\_\_ 8. Some birds cannot fly.

\_\_\_\_\_ 9. Parakeets make good pets.

\_\_\_\_\_ 10. A penguin is a bird.



## Making Inferences

**Directions:** Read the story. Then answer the questions.

Mrs. Sweet looked forward to a visit from her niece, Candy. In the morning, she cleaned her house. She also baked a cherry pie. An hour before Candy was to arrive, the phone rang. Mrs. Sweet said, "I understand." When she hung up the phone, she looked very sad.



1. Who do you think called Mrs. Sweet?

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2. How do you know that?

---

---

3. Why is Mrs. Sweet sad?

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---



## Making Inferences

Juniper has three problems to solve. She needs your help.

**Directions:** Read each problem. Write what you think she should do.



1. Juniper is watching her favorite TV show when the power goes out.

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2. Juniper is riding her bike to school when the front tire goes flat.

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3. Juniper loses her father while shopping in the supermarket.

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## Making Inferences

Help make a “doggie pizza” for Spotty Dog. The steps to follow are all mixed-up. Three of the steps are not needed.

**Directions:** Number the steps in order from 1 to 7. Draw a dog bone by the 3 steps that are not needed.

\_\_\_\_\_ Place the dough on a round pan.

\_\_\_\_\_ Cover the top with cheese.

\_\_\_\_\_ Take a nap.

\_\_\_\_\_ Make the pizza dough.

\_\_\_\_\_ Run out the door.

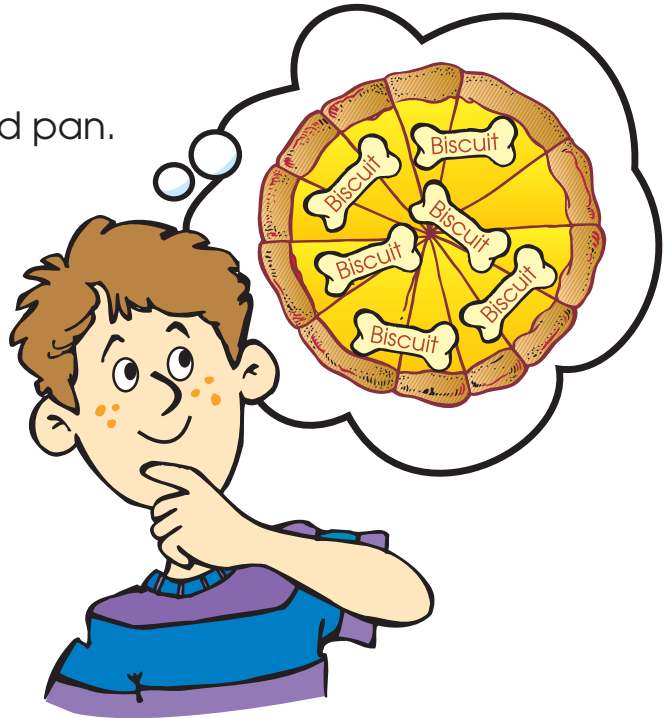
\_\_\_\_\_ Bake it in a hot oven.

\_\_\_\_\_ Roll the dough out flat.

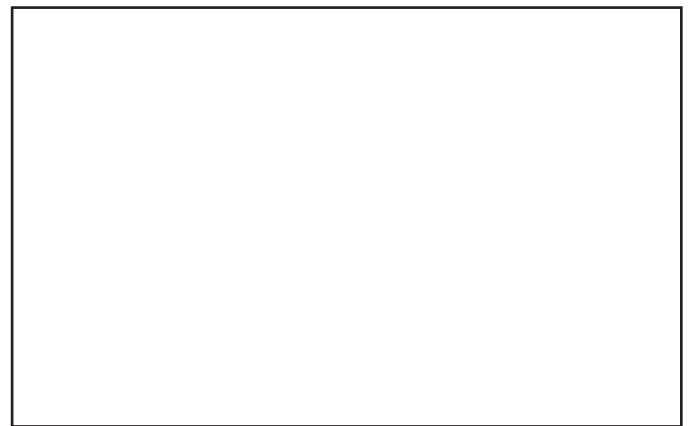
\_\_\_\_\_ Play ball with Spotty.

\_\_\_\_\_ Spread the sauce on the dough.

\_\_\_\_\_ Sprinkle bits of dog biscuits on top.



**Directions:** Draw Spotty Dog’s pizza in the box.



## Making Deductions

Dad is cooking dinner tonight. You can find out what day of the week it is.

**Directions:** Read the clues. Complete the menu. Answer the question.



### Menu

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

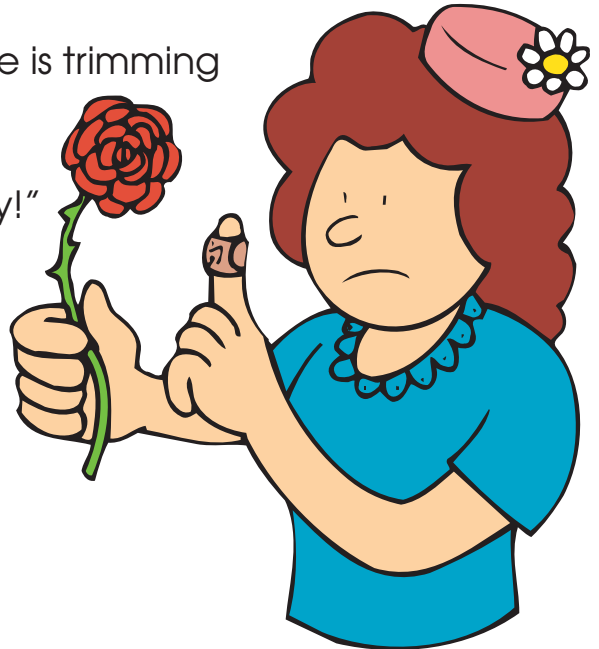
Sunday \_\_\_\_\_

1. Mom fixed pizza on Monday.
2. Dad fixed cheese rolls the day before that.
3. Tess made meat pie three days after Mom fixed pizza.
4. Tom fixed corn-on-the-cob the day before Tess made meat pie.
5. Mom fixed hot dogs the day after Tess made meat pie.
6. Tess cooked fish the day before Dad fixed cheese rolls.
7. Dad is making chicken today. What day is it? \_\_\_\_\_

## Drawing Conclusions: Mrs. Posy's Roses

**Directions:** Read more about Mrs. Posy, then answer the questions.

Mrs. Posy is working in her rose garden. She is trimming the branches so that the plants will grow better. Mrs. Posy is careful, because rose bushes have thorns on them. "Hello, Mrs. Posy!" calls Ann as she rides her bicycle down the street. "Hi, Ann!" replies Mrs. Posy. Then she yells, "Ouch!" She runs inside the house and stays there for a few minutes. When Mrs. Posy comes back outside, she has a bandage on one finger.



1. Why is Mrs. Posy careful when she works with rose bushes?

\_\_\_\_\_

2. Why does Mrs. Posy look up from her work?

\_\_\_\_\_

3. Why did Mrs. Posy yell, "Ouch!"?

\_\_\_\_\_

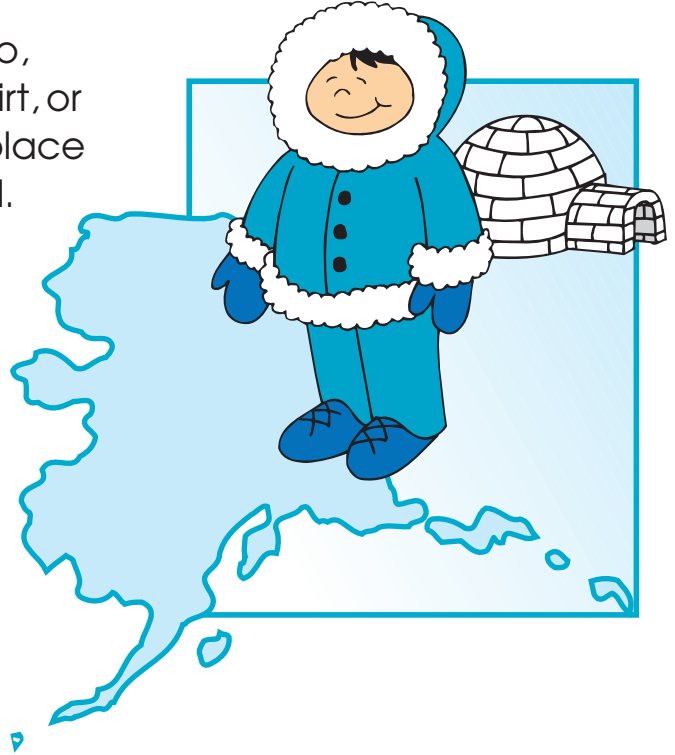
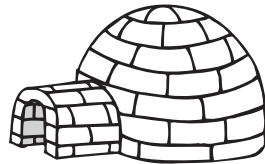
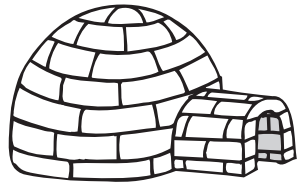
4. Why did Mrs. Posy run into the house?

\_\_\_\_\_

## Drawing Conclusions: Eskimos

**Directions:** Read about the traditional lives of Eskimos, then answer the questions.

Eskimos live in Alaska. A long time ago, Eskimos lived in houses made of snow, dirt, or animal skins. They moved around from place to place. The Eskimos hunted and fished. They often ate raw meat because they had no way to cook it. When they ate meat raw, they liked it dried or frozen. Eskimos used animal skins for their clothes. They used fat from whales, seals, and other animals to heat their houses.



1. Why did the Eskimos make houses out of snow? \_\_\_\_\_

\_\_\_\_\_

2. How did they prepare their raw meat? \_\_\_\_\_

\_\_\_\_\_

3. How might they use animal fat to heat their houses? \_\_\_\_\_

\_\_\_\_\_

## Review

**Directions:** Read the story. Then answer the questions.

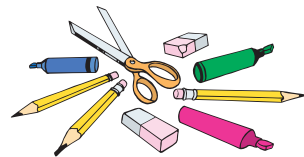
Randa, Emily, Ali, Dave, Liesl, and Deana all love to read. Every Tuesday, they all go to the library together and pick out their favorite books. Randa likes books about fish. Emily likes books about sports and athletes. Ali likes books about art. Dave likes books about wild animals. Liesl likes books with riddles and puzzles. Deanna likes books about cats and dogs.

1. Circle the main idea:

Randa, Emily, Ali, Dave, Liesl, and Deana are good friends.

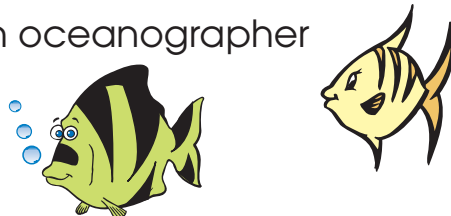
Randa, Emily, Ali, Dave, Liesl, and Deana all like books.

2. Who do you think might grow up to be an artist?



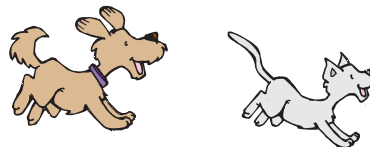
\_\_\_\_\_

3. Who do you think might grow up to be an oceanographer (someone who studies the ocean)?



\_\_\_\_\_

4. Who do you think might grow up to be a veterinarian (an animal doctor)?



\_\_\_\_\_

5. Who do you think might grow up to be a zookeeper (someone who cares for zoo animals)?



\_\_\_\_\_



## Cause and Effect

1. Our telephone was not working, so I called the doctor from next door.



2. The police officer began to direct traffic, since the traffic signal was not working.



3. The class will go out to recess when the room is cleaned up.

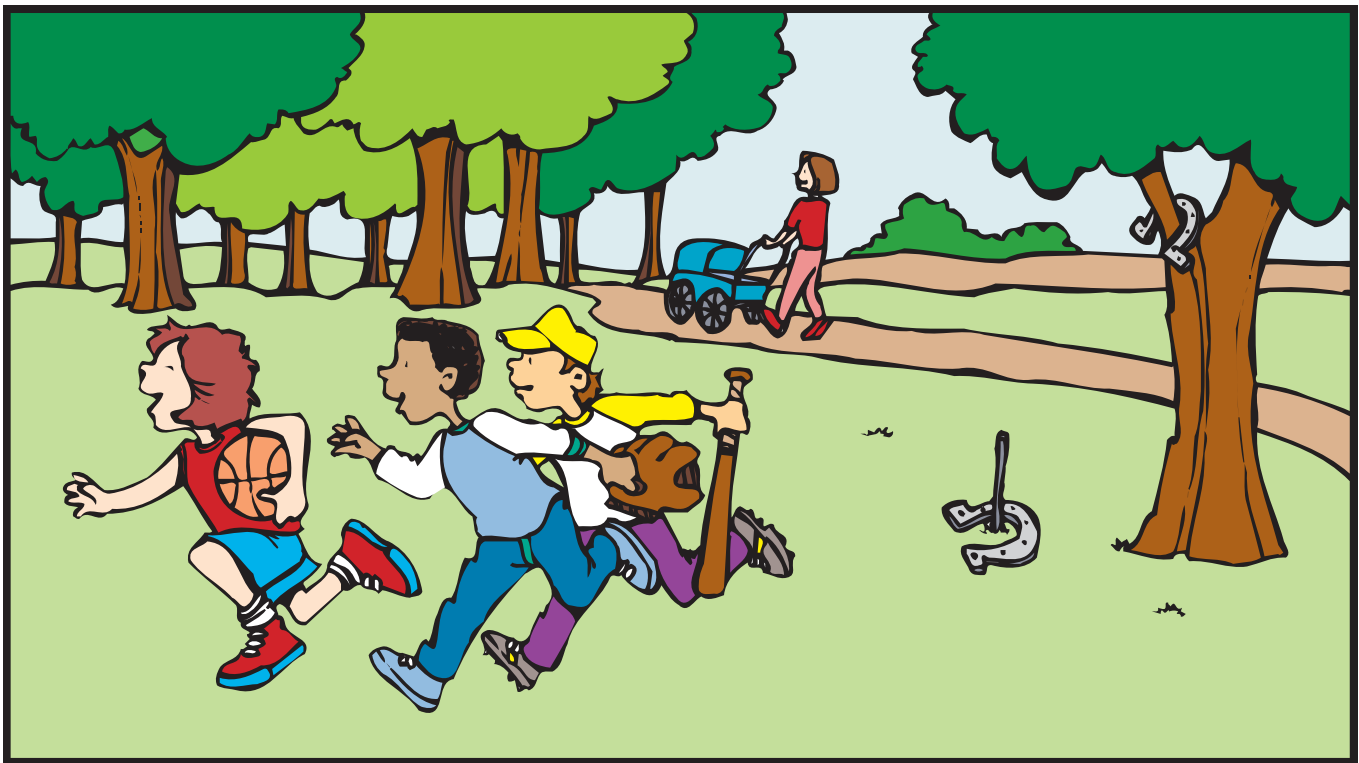
4. "I can't see you because the room is too dark," said Jordan.

5. He has to wash the dishes alone because his sister is sick.



6. Since the bus had engine trouble, several children were late to school.

7. Monday was a holiday, so Mom and Dad took us to the park.



## Compare and Contrast

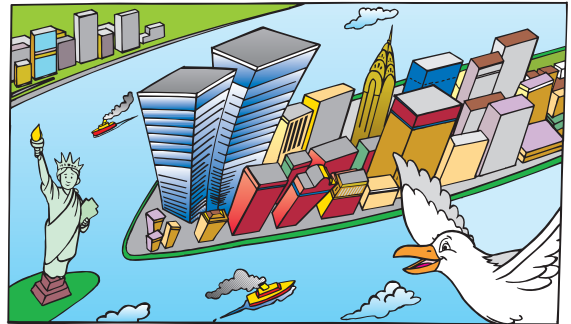
To **compare** means to discuss how things are similar. To **contrast** means to discuss how things are different.

**Directions:** Compare and contrast how people grow gardens. Write at least two answers for each question.

Many people in the country have large gardens. They have a lot of space, so they can plant many kinds of vegetables and flowers. Since the gardens are usually quite large, they use a wheelbarrow to carry the tools they need. Sometimes they even have to carry water or use a garden hose.



People who live in the city do not always have enough room for a garden. Many people in big cities live in apartment buildings. They can put in a window box or use part of their balcony space to grow things. Most of the time, the only garden tools they need are a hand trowel to loosen the dirt and a watering can to make sure the plant gets enough water.



1. Compare gardening in the country with gardening in the city.

---



---

2. Contrast gardening in the country with gardening in the city.

---



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## Fiction and Nonfiction

**Fiction** writing is a story that has been invented. The story might be about things that could really happen (realistic) or about things that couldn't possibly happen (fantasy). **Nonfiction** writing is based on facts. It usually gives information about people, places, or things. A person can often tell while reading whether a story or book is fiction or nonfiction.

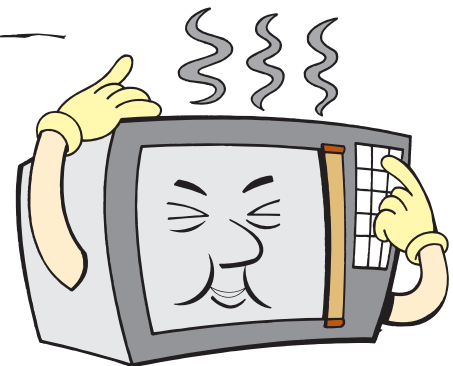
**Directions:** Read the paragraphs below and on page 77. Determine whether each paragraph is fiction or nonfiction. Circle the letter **F** for fiction or the letter **N** for nonfiction.

"Do not be afraid, little flowers," said the oak. "Close your yellow eyes in sleep and trust in me. You have made me glad many a time with your sweetness. Now, I will take care that the winter shall do you no harm." **F N**

The whole team watched as the ball soared over the outfield fence. The game was over! It was hard to walk off the field and face parents, friends, and each other. It had been a long season. Now, they would have to settle for second place. **F N**



Be careful when you remove the dish from the microwave. It will be very hot, so take care not to get burned by the dish or the hot steam. If time permits, leave the dish in the microwave for 2 or 3 minutes to avoid getting burned. It is a good idea to use a potholder, too. **F N**

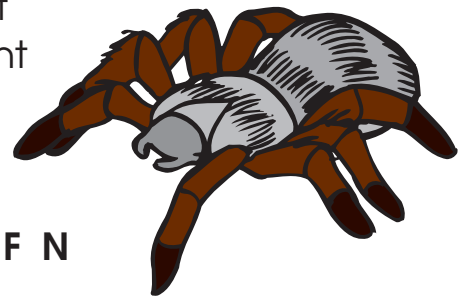


## Fiction and Nonfiction



Megan and Mariah skipped out to the playground. They enjoyed playing together at recess. Today, it was Mariah's turn to choose what they would do first. To Megan's surprise, Mariah asked, "What do you want to do, Megan? I'm going to let you pick since it's your birthday!" **F N**

It is easy to tell an insect from a spider. An insect has three body parts and six legs. A spider has eight legs and no wings. Of course, if you see the creature spinning a web, you will know what it is. An insect wouldn't want to get too close to the web or it would be stuck. It might become dinner! **F N**



My name is Lee Chang, and I live in a country that you call China. My home is on the other side of the world from yours. When the sun is rising in my country, it is setting in yours. When it is day at your home, it is night at mine. **F N**

Henry washed the dog's foot in cold water from the brook. The dog lay very still, for he knew that the boy was trying to help him. **F N**



Name \_\_\_\_\_

## Fantasy and Reality

Something that is **real** could actually happen. Something that is **fantasy** is not real. It could not happen.

**Examples:**   **Real:** Dogs can bark.  
                  **Fantasy:** Dogs can fly.

**Directions:** Look at the sentences below. Write **real** or **fantasy** next to each sentence.

1. My cat can talk to me. \_\_\_\_\_
2. Witches ride brooms and cast spells. \_\_\_\_\_
3. Dad can mow the lawn. \_\_\_\_\_
4. I ride a magic carpet to school. \_\_\_\_\_
5. I have a man-eating tree. \_\_\_\_\_
6. My sandbox has toys in it. \_\_\_\_\_
7. Mom can bake chocolate chip cookies. \_\_\_\_\_
8. Mark's garden has tomatoes and corn in it. \_\_\_\_\_
9. Jack grows candy and ice cream  
   in his garden. \_\_\_\_\_
10. I make my bed everyday. \_\_\_\_\_

Write your own **real** sentence. \_\_\_\_\_  
\_\_\_\_\_

Write your own **fantasy** sentence. \_\_\_\_\_  
\_\_\_\_\_

## Learning Dictionary Skills

A dictionary is a book that gives the meaning of words. It also tells how words sound. Words in a dictionary are in alphabetical order. That makes them easier to find. A picture dictionary lists a word, a picture of the word, and its meaning.

**Directions:** Look at this page from a picture dictionary, then answer the questions.

**baby**



A very young child.

**band**



A group of people who play music.

**bank**



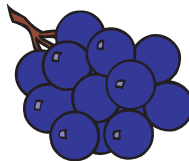
A place where money is kept.

**bark**



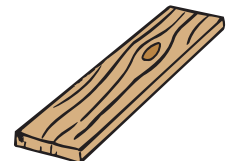
The sound a dog makes.

**berry**



A small, juicy fruit.

**board**



A flat piece of wood.

1. What is a small, juicy fruit? \_\_\_\_\_
2. What is a group of people who play music? \_\_\_\_\_
3. What is the name for a very young child? \_\_\_\_\_
4. What is a flat piece of wood called? \_\_\_\_\_



# Making Inferences: Dictionary Mystery

**Directions:** Below are six dictionary entries with pronunciations and definitions. The only things missing are the entry words. Write the correct entry words. Be sure to spell each word correctly.

**Entry word:**

\_\_\_\_\_

(rōz)

A flower that grows on bushes and vines.

**Entry word:**

\_\_\_\_\_

(ra bəf)

A small animal that has long ears.

**Entry word:**

\_\_\_\_\_

(fäks)

A wild animal that lives in the woods.

**Entry word:**

\_\_\_\_\_

(pē än ō)

A musical instrument that has many keys.

**Entry word:**

\_\_\_\_\_

(lāk)

A body of water that is surrounded by land.

**Entry word:**

\_\_\_\_\_

(bās bəl)

A game played with a bat and a ball.

**Directions:** Now write the entry words in alphabetical order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_





Name \_\_\_\_\_

## Reading for Information: Newspapers

A newspaper has many parts. Some of the parts of a newspaper are:

- banner — the name of the paper
- lead story — the top news item
- caption — sentences under the picture which give information about the picture
- sports — scores and information on current sports events
- comics — drawings that tell funny stories
- editorial — an article by the editor expressing an opinion about something
- ads — paid advertisements
- weather — information about the weather
- advice column — letters from readers asking for help with a problem
- movie guides — a list of movies and movie times
- obituary — information about people who have died

**Directions:** Match the newspaper sections below with their definitions.

banner

an article by the editor

lead story

sentences under pictures

caption

movies and movie times

editorial

the name of the paper

movies

information about  
people who have died

obituary

the top news item

## Library Skills: Alphabetical Order

Ms. Ling, the school librarian, needs help shelving books. Fiction titles are arranged in alphabetical order by the author's last name. Ms. Ling has done the first set for you.

3 Silverstein, Shel      1 Bridwell, Norman      2 Farley, Walter

**Directions:** Number the following groups of authors in alphabetical order.

\_\_\_\_\_ Bemelmans, Ludwig

\_\_\_\_\_ Perkins, Al

\_\_\_\_\_ Stein, R.L.

\_\_\_\_\_ Dobbs, Rose

\_\_\_\_\_ Sawyer, Ruth

\_\_\_\_\_ Baldwin, James

\_\_\_\_\_ Baum, L. Frank

\_\_\_\_\_ Kipling, Rudyard

The content of some books is also arranged alphabetically.

**Directions:** Circle the books that are arranged in alphabetical order.

T.V. guide

dictionary

encyclopedia

novel

almanac

science book

Yellow Pages

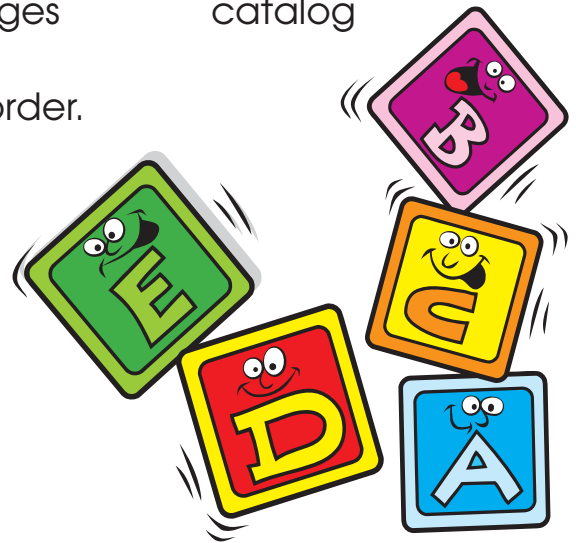
catalog

Write the books you circled in alphabetical order.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## Periodicals

Libraries also have periodicals such as magazines and newspapers. They are called **periodicals** because they are printed regularly within a set period of time. There are many kinds of magazines. Some discuss the news. Others cover fitness, cats, or other topics of special interest. Almost every city or town has a newspaper. Newspapers usually are printed daily, weekly, or even monthly. Newspapers cover what is happening in your town and in the world. They usually include sections on sports and entertainment. They present a lot of information.

**Directions:** Follow the instructions.

1. Choose an interesting magazine.

What is the name of the magazine? \_\_\_\_\_

List the titles of three articles in the magazine.

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2. Now, look at a newspaper.

What is the name of the newspaper? \_\_\_\_\_

The title of a newspaper story is called a headline.

What are some of the headlines in your local newspaper?

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## Reading a Schedule

Special Saturday classes are being offered to students of the county schools. They will be given the chance to choose from art, music or gymnastics classes.

**Directions:** Read the schedule, then answer the questions.

Saturday, November 13		
Art 	Music 	Gymnastics 
<b>8:00 A.M.</b> Watercolor—Room 350 Clay Sculpting—Room 250	Island Rhythms—Room 54 Orchestra Instruments—Stage	Floor Exercises—W. Gym Parallel Bars—E. Gym
<b>Break (10 minutes)</b>		
<b>10:00 A.M.</b> Painting Stills—Room 420 Watercolor—Room 350	Percussion—Room 54 Jazz Sounds—Stage	Uneven Bars—N. Gym _____
<b>Break (10 minutes)</b>		
<b>11:00 A.M.</b> Oils on Canvas—Room 258 _____	Island Rhythms—Room 54 Create Your Own Music— Room 40	Uneven Bars—N. Gym Balance Beam—W. Gym

- Where would you meet to learn about Jazz Sounds? \_\_\_\_\_
- Could a student sign up for Watercolor and Floor Exercises? \_\_\_\_\_  
 Explain your answer. \_\_\_\_\_
- Which music class would a creative person enjoy? \_\_\_\_\_  
 \_\_\_\_\_
- Could a person sign up for an art class at 11:00? \_\_\_\_\_
- What time is the class on clay sculpting offered? \_\_\_\_\_

### Consonant Teams

Consonant teams are two or three consonant letters that have a single sound. Examples: sh and tch.

Directions: Write each word from the word box next to its picture. Underline the consonant team in each word. Circle the consonant team in each word in the box.

bench shell whale	match cush teeth	shoe peach chair	thimble watch wheel
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shoe thimble  
wheel watch  
chair peach  
whale match  
bench shell  
brush teeth

### Consonant Teams

Directions: Circle the consonant teams in each word in the word box. Write a word from the word box to finish each sentence. Circle the consonant teams in your words.

chicken ship trash	chain catch patch
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- My chicken won't lay eggs.
- I put a chain on my bicycle so nobody can take it.
- We watched the big ship dock and let off its passengers.
- It is my job to take out the trash.
- I have to wear a patch over my eye until it is better.
- The baby likes to splash in the bathtub.
- Can you catch the ball with one hand?
- Please shut the windows before it rains.
- When are we going to leave for school?
- I don't know which of these books is mine.

### Double Vowel Words

Usually when two vowels appear together, the first one says its name and the second one is silent.

Example: bagan

Directions: Unscramble the double vowel words below. Write the correct word on the line.

ocat coat etar tear  
mtea meat eeff feet  
teas seat otab boat  
ogat goat spea peas  
atli tail apil pail

### Silent Letters

Some words have letters you can not hear at all, such as the gh in night, the w in wrong, the l in walk, the k in knee, the b in climb, and the t in listen. Underline the silent letters.

Directions: Look at the words in the word box. Write the word under its picture. Underline the silent letters.

knife wrist	light whistle	calf comb	wrench thumb	lamb knob	eight knee
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eight wrist knee calf  
lamb knob whistle light  
wrench comb thumb knife

### Review

Directions: Read the story. Circle the consonant teams (two or three letters) and silent letters in the underlined words. Be sure to check for more than one team in a word! One has been done for you.

One day last spring, my family went on a picnic. My father picked out a pretty spot next to a stream. While my brother and I climbed a tree, my mother spread out a sheet and placed the food on it. But before we could eat, a skunk walked out of the woods! Mother cleaned and scared the skunk. It sprayed us with a terrible smell! Now, we think it is a funny story. But that day, we ran!

Directions: Write the words with three-letter blends on the lines.

Spring stream spread  
screamed sprayed

### Review

Directions: Look through a magazine. Cut out pictures of nouns and glue them below. Write the name of the noun next to the picture.

**NOUNS**

Answers Will Vary

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

### Compound Subjects

Two similar sentences can be joined into one sentence if the predicate is the same. A **compound subject** is made up of two subjects joined together by the word **and**.

Example: Jamie can sing.  
Sandy can sing.  
Jamie and Sandy can sing.

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

- The cats are my pets.  
The dogs are my pets.  
The cats and dogs are my pets.
- Chairs are in the store.  
Tables are in the store.  
Chairs and tables are in the store.
- Tom can ride a bike.  
Jack can ride a bike.  
Tom and Jack can ride a bike.

### Verbs

Directions: Write each verb in the correct column.

rake cooked	talked fished	look call	hopped clean	skip sewed
----------------	------------------	--------------	-----------------	---------------

Yesterday	Today
<u>cooked</u>	<u>rake</u>
<u>talked</u>	<u>look</u>
<u>fished</u>	<u>call</u>
<u>hopped</u>	<u>clean</u>
<u>sewed</u>	<u>skip</u>



### Compound Subjects and Predicates

The following sentences have either a **compound subject** or a **compound predicate**.

**Directions:** If the sentence has a compound subject (more than one thing doing the action), **underline** the subject. If it has a compound predicate (more than one action), **circle** the predicate.

**Example:** Bats and owls like the night.  
The fox slinks and spies.

- Raccoons and mice steal food.
- Monkeys and birds sleep in trees.
- Elephants wash and play in the river.
- Bears eat honey and scratch trees.
- Owls hoot and hunt.

### Ownership

**Directions:** Read the sentences. Choose the correct word and write it in the sentences below.

- The boy's lunchbox is broken.
- The gerbils played in the cage.
- Ann's hair is brown.
- The horses ran in the field.
- My sister's coat is torn.
- The cat's fur is brown.
- Three birds flew past our window.
- The dog's paws are muddy.
- The giraffe's neck is long.
- The lions are big and powerful.

### Synonyms

**Directions:** Read each sentence. Fill in the blanks with the synonyms.

friend tired story  
presents little

I want to go to bed because I am very tired.

On my birthday I like to open my presents.

My pal and I like to play together. friend

My favorite tale is Cinderella. story

The mouse was so tiny that it was hard to catch him. little

### Antonyms

**Antonyms** are words that are opposites.

**Directions:** Read the words next to the pictures. Draw a line to the antonyms.

dark empty  
hairy dry  
closed happy  
dirty bald  
sad clean  
full light  
wet open

### Antonyms: Completing a Story

**Directions:** Write opposite words in the blanks to complete the story.

hot hard top cold bottom  
soft quickly happy slowly sad

One day, Grandma came for a visit. She gave my sister Jenny and me a box of chocolate candy. We said, "Thank you!" Then Jenny quickly took the top off the box. The pieces all looked the same! I couldn't tell which pieces were soft inside and which were hard! I only liked the soft ones. Jenny didn't care. She was happy to get any kind of candy! I slowly looked at all the pieces. I didn't know which one to pick. Just then Dad called us. Grandma was going home. He wanted us to say good-bye to her. I hurried to the front door where they were standing. Jenny came a minute later. I told Grandma I hoped I would see her soon. I always feel sad when she leaves. Jenny stood behind me and didn't say anything. After Grandma went home, I found out why. Jenny had most of our candy in her mouth! Only a few pieces were left in the bottom of the box! Then I was sad! That Jenny!

### Homophones

**Directions:** Read each word. Circle the picture that goes with the word.

1. sun  
2. ate  
3. buy  
4. hi  
5. four  
6. hear

### Is, Are, and Am

**is, are, and am** are special action words that tell us something is happening now.

Use **am** with I. **Example:** I am.  
Use **is** to tell about one person or thing. **Example:** He is.  
Use **are** to tell about more than one. **Example:** We are.  
Use **are** with you. **Example:** You are.

**Directions:** Write **is, are, or am** in the sentences below.

1. My friends are helping me build a tree house.

2. It is in my backyard.

3. We are using hammers, wood, and nails.

4. It is a very hard job.

5. I am lucky to have good friends.

### Was and Were

**Was and were** tell us about something that already happened.

Use **was** to tell about one person or thing. **Example:** I was, he was. Use **were** to tell about more than one person or thing or when using the word you. **Example:** We were, you were.

**Directions:** Write **was or were** in each sentence.

1. Lily was eight years old on her birthday.

2. Tim and Steve were happy to be at the party.

3. Megan was too shy to sing "Happy Birthday."

4. Ben was sorry he dropped his cake.

5. All of the children were happy to be invited.

### Go, Going, and Went

We use **go or going** to tell about now or later. Sometimes we use **going** with the words **am or are**. We use **went** to tell about something that already happened.

**Directions:** Write **go, going, or went** in the sentences below.

1. Today, I will go to the store.

2. Yesterday, we went shopping.

3. I am going to take Muffy to the vet.

4. Jan and Steve went to the party.

5. They are going to have a good day.

### Have, Has, and Had

We use **have** and **has** to tell about now. We use **had** to tell about something that already happened.

Directions: Write **has**, **have**, or **had** in the sentences below.



- We have three cats at home.
- Ginger has brown fur.
- Bucky and Charlie have gray fur.
- My friend Tom had one cat, but he died.
- Tom has a new cat now.

### See, Saw, and Sees

We use **see** or **sees** to tell about now. We use **saw** to tell about something that already happened.

Directions: Write **see**, **sees**, or **saw** in the sentences below.



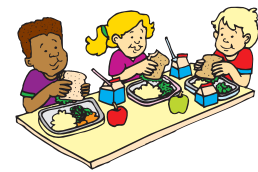
- Last night, we saw the stars.
- John can see the stars from his window.
- He sees them every night.
- Last week, he saw the Big Dipper.
- Can you see it in the night sky, too?
- If you saw it, you would remember it!
- John sees it often now.
- How often do you see it?



### Eat, Eats, and Ate

We use **eat** or **eats** to tell about now. We use **ate** to tell about what already happened.

Directions: Write **eat**, **eats**, or **ate** in the sentences below.



- We like to eat in the lunchroom.
- Today, my teacher will eat in a different room.
- She eats with the other teachers.
- Yesterday, we ate pizza, pears, and peas.
- Today, we will eat turkey and potatoes.

### Leave, Leaves, and Left

We use **leave** and **leaves** to tell about now. We use **left** to tell about what already happened.

Directions: Write **leave**, **leaves**, or **left** in the sentences below.



- Last winter, we left seeds in the bird feeder everyday.
- My mother likes to leave food out for the squirrels.
- When it rains, she leaves bread for the birds.
- Yesterday, she left popcorn for the birds.

### Sentences

Directions: Write capital letters where they should appear in the sentences below.

Example: joe can play in january.

- We celebrate thanksgiving on the third thursday in november.  
We celebrate Thanksgiving on the third Thursday in November.
- In June, michelle and mark will go camping every friday.  
In June, Michelle and Mark will go camping every Friday.
- on mondays in october, i will take piano lessons.  
On Mondays in October, I will take piano lessons.

### Parts of a Sentence

Directions: Look at the pictures. Draw a line from the naming part of the sentence to the action part to complete the sentence.

The boy delivered the mail.  
A small dog threw a football.  
The mailman fell down.  
The goalie chased the ball.

### Complete the Sentences

Directions: Write your own endings to make the sentences tell a complete idea.



- Example:  
The Wizard of Oz is a story about Dorothy and her dog, Toto.
- Dorothy and Toto live on \_\_\_\_\_.
  - A big storm \_\_\_\_\_.
  - Dorothy and Toto are carried off to \_\_\_\_\_.
  - Dorothy meets \_\_\_\_\_.
  - Dorothy, Toto, and their friends follow the \_\_\_\_\_.
  - Dorothy tries to find \_\_\_\_\_.
  - The Wizard turns out to be \_\_\_\_\_.
  - A scary person in the story is \_\_\_\_\_.
  - The wicked witch is killed by \_\_\_\_\_.
  - The hot air balloon leaves without \_\_\_\_\_.
  - Dorothy uses her magic shoes to \_\_\_\_\_.

Answers will vary.

### Statements and Questions

Statements are sentences that tell about something. Statements begin with a capital letter and end with a period. Questions are sentences that ask about something. Questions begin with a capital letter and end with a question mark.

Directions: Rewrite the sentences using capital letters and either a period or a question mark.

Example: walrus live in the Arctic

- Walrus live in the Arctic.
- are walrus large sea mammals or fish?  
Are walrus large sea mammals or fish?
  - they spend most of their time in the water and on ice.  
They spend most of their time in the water and on ice.
  - are floating sheets of ice called ice floes?  
Are floating sheets of ice called ice floes?
  - are walrus related to seals?  
Are walrus related to seals?
  - their skin is thick, wrinkled, and almost hairless.  
Their skin is thick, wrinkled and almost hairless.



### Commands

Commands tell someone to do something. Example: "Be careful." It can also be written as "Be careful!" if it tells a strong feeling.

Directions: Put a period at the end of the command sentences. Use an exclamation point if the sentence tells a strong feeling. Write your own commands on the lines below.




- Clean your room.
- Now !
- Be careful with your goldfish.
- Watch out !
- Be a little more careful.

Answers will vary.

### Questions

**Questions** are sentences that ask something. They begin with a capital letter and end with a question mark.

**Directions:** Write the questions on the lines below. Begin each sentence with a capital letter and end it with a question mark.



- Will you be my friend?  
Will you be my friend?
- What is your name?  
What is your name?
- Are you eight years old?  
Are you eight years old?
- Do you like rainbows?  
Do you like rainbows?



### Main Idea

**Directions:** Circle the sentence in each paragraph that does not support the main idea.

The school picnic was so much fun! When we arrived, we each made a name tag. Then we signed up for the contests we wanted to enter. My best friend was my partner for every contest. The hen laid so many eggs that I needed a basket to carry them. All that exercise made us very hungry. We were glad to see those tables full of food.

The storm howled outside, so we stayed in for an evening of fun. The colorful rainbow stretched across the sky. The dining room table was stacked with games and puzzles. The delightful smell of popcorn led us into the kitchen where Dad led a parade around the kitchen table. Then we carried our bowls of popcorn into the dining room. We laughed so hard and ate so much, we didn't care who won the games. It was a great evening!

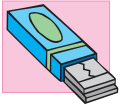
The city championship game would be played on Saturday at Brookside Park. Coach Metzger called an extra practice Friday evening. He said he knew we were good, because we had made it this far. He didn't want us to get nervous and forget everything we knew. School starts on Monday, but I'm not ready to go back yet. After working on some drills, Coach told us to relax, get lots of rest, and come back ready to play.

### Main Idea: Chewing Gum

**Directions:** Read about chewing gum, then answer the questions.

Thomas Adams was an American inventor. In 1870, he was looking for a substitute for rubber. He was working with **chicle** (chick-ul), a substance that comes from a certain kind of tree in Mexico. Years ago, Mexicans chewed chicle. Thomas Adams decided to try it for himself. He liked it so much he started selling it. Twenty years later, he owned a large factory that produced chewing gum.




- Who was the American inventor who started selling chewing gum? Thomas Adams
- What was he hoping to invent? a substitute for rubber
- When did he invent chewing gum? in 1870
- Where does the chicle come from? a tree in Mexico
- Why did Thomas Adams start selling chewing gum? He liked it so much.
- How long was it until Adams owned a large factory that produced chewing gum? 20 years

### Main Idea: Clay Homes

**Directions:** Read about adobe houses, then answer the questions.

Pueblo Native Americans live in houses made of clay. They are called **adobe** (ah-doe-bee) **houses**. Adobe is a yellow-colored clay that comes from the ground. The hot sun in New Mexico and Arizona helps dry the clay to make strong bricks. The Pueblos have used adobe to build their homes for many years.

Pueblos use adobe for other purposes, too. The women in the tribes make beautiful pottery out of adobe. While the clay is still damp, they form it into shapes. After they have made the bowls and other containers, they paint them with lovely designs.



- What is the subject of this story? adobe
- Who uses clay to make their houses? Pueblo Native Americans
- How long have they been building adobe houses? many years
- Why do adobe bricks need to be dried? to make the clay bricks strong
- How do the Pueblos make pottery from adobe? by forming damp clay


### Noting Details

**Directions:** Read the story. Then answer the questions.

The giant panda is much smaller than a brown bear or a polar bear. In fact, a horse weighs about four times as much as a giant panda. So why is it called "giant"? It is giant next to another kind of panda called the red panda.

The red panda also lives in China. The red panda is about the size of a fox. It has a long, fluffy striped tail and beautiful reddish fur. It looks very much like a raccoon.

Many people think the giant pandas are bears. They look like bears. Even the word panda is Chinese for "white bear." But because of its relationship to the red panda, many scientists now believe that the panda is really more like a raccoon!




- Why is the giant panda called "giant"? It is larger than the red panda.
- Where does the red panda live? in China
- How big is the red panda? about the size of a fox
- What animal does the red panda look like? a raccoon
- What does the word panda mean? "white bear"

### Recalling Details: Nikki's Pets

**Directions:** Read about Nikki's pets, then answer the questions.

Nikki has two cats, Tiger and Sniffer, and two dogs, Spot and Wiggles. Tiger is an orange striped cat who likes to sleep under a big tree and pretend she is a real tiger. Sniffer is a gray cat who likes to sniff the flowers in Nikki's garden. Spot is a Dalmatian with many black spots. Wiggles is a big furry brown dog who wiggles all over when he is happy.




- Which dog is brown and furry? Wiggles
- What color is Tiger? orange with stripes
- What kind of dog is Spot? Dalmation
- Which cat likes to sniff flowers? Sniffer
- Where does Tiger like to sleep? under a big tree
- Who wiggles all over when he is happy? Wiggles

### Reading for Details

**Directions:** Read the story about bike safety. Answer the questions below the story.

Mike has a red bike. He likes his bike. Mike wears a helmet. Mike wears knee pads and elbow pads. They keep him safe. Mike stops at signs. Mike looks both ways. Mike is safe on his bike.




- What color is Mike's bike? red
- Which sentence in the story tells why Mike wears pads and a helmet? Write it here.  
They keep him safe.
- What else does Mike do to keep safe?  
He stops at signs and looks both ways.

### Following Directions

**Directions:** Read the story. Answer the questions. Try the recipe.

#### Cows Give Us Milk

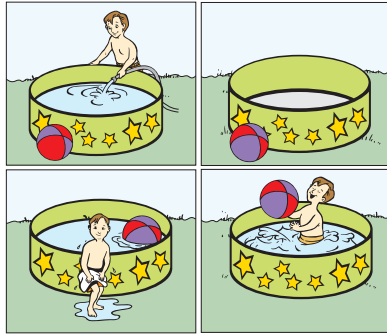


Cows live on a farm. The farmer milks the cow to get milk. Many things are made from milk. We make ice cream, sour cream, cottage cheese, and butter from milk. Butter is fun to make! You can learn to make your own butter. First, you need cream. Put the cream in a jar and shake it. Then you need to pour off the liquid. Next, you put the butter in a bowl. Add a little salt and stir! Finally, spread it on crackers and eat!

- What animal gives us milk? cow
- What 4 things are made from milk?  
ice cream, sour cream, cottage cheese, butter
- What did the story teach you to make? butter
- Put the steps in order. Place 1, 2, 3, or 4 by the sentence.
  - Spread the butter on crackers and eat! 4
  - Shake cream in a jar. 2
  - Start with cream. 1
  - Add salt to the butter. 3

### Sequencing: 1, 2, 3, 4!

**Directions:** Write numbers by each sentence to show the order of the story.



The pool is empty. 1 Ben plays in the pool. 3  
Ben gets out. 4 Ben fills the pool. 2

### Sequencing: Yo-Yo Trick

**Directions:** Read about the yo-yo trick.

Wind up the yo-yo string. Hold the yo-yo in your hand. Now, hold your palm up. Throw the yo-yo downward on the string. Hold your palm down. Now, swing the yo-yo forward. Make it "walk." This yo-yo trick is called "walk the dog."

**Directions:** Number the directions in order.

3. Swing the yo-yo forward and make it "walk."

1. Hold your palm up and drop the yo-yo.

2. Turn your palm down as the yo-yo reaches the ground.

### Sequencing/Predicting: A Game for Cats

**Directions:** Read about what cats like. Then follow the instructions.

Cats like to play with paper bags. Pull a paper bag open. Take everything out. Now, lay it on its side.

- Write 1, 2, and 3 to put the pictures in order.
- In box 4, draw what you think the cat will do.

Drawings will vary.

### Sequencing: Story Events

Mari was sick yesterday.

**Directions:** Number the events in 1, 2, 3 order to tell the story about Mari.

- She went to the doctor's office.
- Mari felt much better.
- Mari felt very hot and tired.
- Mari's mother went to the drugstore.
- The doctor wrote down something.
- The doctor looked in Mari's ears.
- Mari took a pill.
- The doctor gave Mari's mother the piece of paper.
- Mari drank some water with her pill.

### Sequencing: Why Does It Rain?

**Directions:** Read about rain, then follow the instructions.

Clouds are made up of little drops of ice and water. They push and bang into each other. Then they join together to make bigger drops and begin to fall. More raindrops cling to them. They become heavy and fall quickly to the ground.

Write first, second, third, fourth, and fifth to put the events in order.

fourth. More raindrops cling to them.

first. Clouds are made up of little drops of ice and water.

third. They join together and make bigger drops that begin to fall.

second. The drops of ice and water bang into each other.

fifth. The drops become heavy and fall quickly to the ground.

### Sequencing: A Story

#### The Crow and the Robin

The robin flew to another tree and kept on singing, but the crow sat still and made himself very unhappy. "The wind is so cold," he said. "It always blows the wrong way for me."

Very soon the sun came out, warm and bright, and the clouds went away, but the crow was as cross as ever.

The grass began to spring up in the meadows. Green leaves and flowers were seen in the woods. Birds and bees flew here and there in the glad sunshine. The crow sat and croaked on the branch of the old oak tree.

"It is always too warm or too cold," said he. "To be sure, it is a little pleasant just now, but I know that the sun will soon shine warm enough to burn me up. Then before night, it will be colder than ever. I do not see how anyone can sing at such a time as this."

Just then the robin came back to the tree with a straw in her mouth for her nest. "Well, my friend," asked she, "where is your snow?"

"Don't talk about that," croaked the crow. "It will snow all the harder for this sunshine."

"And snow or shine," said the robin, "you will keep on croaking. For my part, I shall always look on the bright side of things and have a song for every day in the year."

Which will you be like—the crow or the robin? Answers will vary.

### Sequencing: The Story

These sentences retell the story of "The Crow and the Robin" but are out of order.

**Directions:** Write the numbers 1 through 10 on the lines to show the correct sequence. The first one has been done for you.

- Although the sun came out and the clouds went away, the crow was still as cross as ever.
- "I shall always... have a song for every day in the year," said the robin.
- The crow sat on the branch of an old oak tree and could only say, "Croak! Croak!"
- "This wind is so cold. It always blows the wrong way," the crow said.
- The crow said, "It is going to snow."
- The robin said good morning to the crow.
- The crow told the robin that he thought she was very foolish.
- The grass began to spring up in the meadows.
- The robin was jumping from branch to branch as she talked to the crow.
- The robin came back with straw in her mouth for her nest.

### Tracking: Alternate Paths

Look at Spotty Dog's home. Look at the paths he takes to the oven and the back door. The numbers by each path show how many steps Spotty must take to get there.

**Directions:** Follow the instructions.

- Spotty Dog's cookies are done. Trace Spotty's path from his chair to the oven.
- How many steps does Spotty take? 5
- While Spotty is looking in his oven, he hears a noise in the backyard. Trace Spotty's path to the door.
- How many steps has Spotty taken in all? 9
- Spotty goes back to his chair. How many steps must he take? 7
- How many steps has he taken in all? 16
- Spotty's path has made a shape. What shape is it? triangle

### Same/Different: Venn Diagram

A **Venn diagram** is a diagram that shows how two things are the same and different.

**Directions:** Choose two outdoor sports. Then follow the instructions to complete the Venn diagram.

- Write the first sport name under the first circle. Write some words that describe the sport. Write them in the first circle.
- Write the second sport name under the second circle. Write some words that describe the sport. Write them in the circle.
- Where the 2 circles overlap, write some words that describe both sports.

Answers will vary.

(Sport #1) (Sport #2)

### Same/Different: Marvin and Mugsy

**Directions:** Read about Marvin and Mugsy. Then complete the Venn diagram, telling how they are the same and different.

Marcy has two dogs, Marvin and Mugsy. Marvin is a black-and-white spotted Dalmatian. Marvin likes to run after balls in the backyard. His favorite food is Canine Crunchy Crunch. Marcy likes to take Marvin for walks, because dogs need exercise. Marvin loves to sleep in his doghouse. Mugsy is a big furry brown dog, who wiggles when she is happy. Since she is big, she needs lots of exercise. So Marcy takes her for walks in the park. Her favorite food is Canine Crunchy Crunch. Mugsy likes to sleep on Marcy's bed.

**Marvin:** Black-and-white Dalmatian, Likes to run after balls, Likes to sleep in his doghouse.

**Both:** Eats Canine Crunchy Crunch, Likes to go for walks.


**Mugsy:** Big furry brown dog, Wiggles when happy, Needs lots of exercise, Sleeps on Marcy's bed.



### Same/Different: Ann and Lee Have Fun

**Directions:** Read about Ann and Lee. Then write how they are the same and different in the Venn diagram.

Ann and Lee like to play ball. They like to jump rope. Lee likes to play a card game called "Old Maid." Ann likes to play a card game called "Go Fish." What do you do to have fun?



Ann

Play "Go Fish"

Lee

Play "Old Maid"

Both

Jump rope  
Play ball

### Classifying

**Directions:** Read each animal story. Then look at the fun facts. Write an H for horse, P for panda, or D for dog next to each fact.

**Horses**  
Horses are fun to ride. You can ride them in the woods or in fields. Horses usually have pretty names. Sometimes, if they are golden, they are called Amber. Horses swish their tails when it is hot. That keeps the flies away from them.

**Pandas**  
Pandas are from China. They like to climb trees. They scratch bark to write messages to their friends in the trees. When pandas get hungry, they gnaw on bamboo shoots.

**Dogs**  
Dogs are good pets. People often call them by names like Spot or Fido. Sometimes they are named after their looks. For example, a brown dog is sometimes named Brownie. Some people have special, small doors for their dogs to use.

**Fun Facts**

1. My name is often Spot or Fido.
2. I am from China.
3. I make a good house pet.
4. I like to carry people into the fields.
5. My favorite food is bamboo.
6. Flies bother me when I am hot.
7. Amber is often my name when I am golden.
8. I leave messages for my friends by scratching bark.
9. Sometimes I have my own special door on a house.



### Classifying



**Classifying** is putting similar things into groups.



**Directions:** Write each word from the word box on the correct line.



baby	donkey	whale	family	fox	policeman
uncle	goose	grandfather	kangaroo	policeman	



people \_\_\_\_\_ animal \_\_\_\_\_

 baby  goose

 family  whale

 grandfather  fox

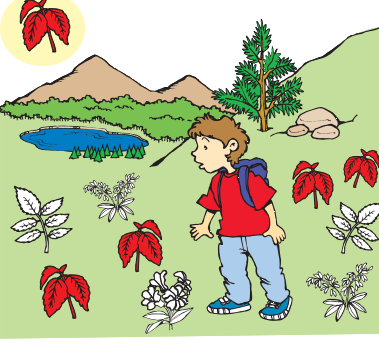
 policeman  kangaroo

 uncle  donkey

### Classifying: Watch Out for Poison Ivy!

Poison ivy is not safe. If you touch it, it can make your skin red and itchy. It can hurt. It grows on the ground. It has three leaves. It can be green or red. Watch out, Jay! There is poison ivy in these woods.

**Directions:** Color the poison ivy leaves red. Then color the "safe" leaves other colors.



### Comprehension: Sea Horses Look Strange!

**Directions:** Read about sea horses. Then answer the questions.

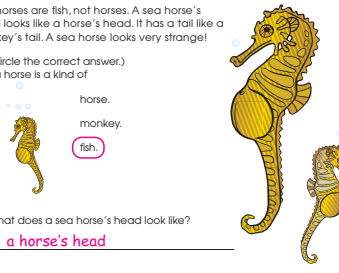
Sea horses are fish, not horses. A sea horse's head looks like a horse's head. It has a tail like a monkey's tail. A sea horse looks very strange!

1. (Circle the correct answer.)  
A sea horse is a kind of \_\_\_\_\_

horse.  
monkey.  
fish.

2. What does a sea horse's head look like?  
a horse's head


3. What makes a sea horse look strange?  
a. It's head looks like a horse's head.  
b. It has a tail like a monkey's tail.



### Comprehension: How to Stop a Dog Fight

**Directions:** Read about how to stop a dog fight. Then answer the questions.

Sometimes dogs fight. They bark loudly. They may bite. Do not try to pull apart fighting dogs. Turn on a hose and spray them with water. This will stop the fight.



1. Name some things dogs may do if they are mad.  
Answers may include: bark loudly, bite, fight

2. Why is it unwise to pull on dogs that are fighting?  
They might bite.

3. Do you think dogs like to get wet?  
No.

### Comprehension: A Winter Story

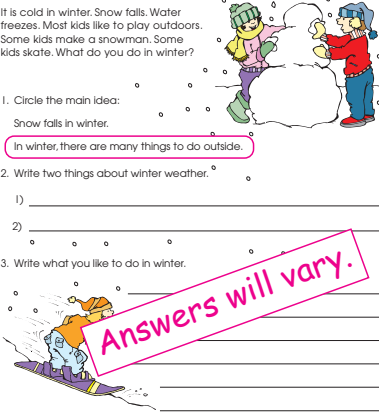
**Directions:** Read about winter. Then follow the instructions.

It is cold in winter. Snow falls. Water freezes. Most kids like to play outdoors. Some kids make a snowman. Some kids skate. What do you do in winter?

1. Circle the main idea.  
Snow falls in winter.  
In winter, there are many things to do outside.

2. Write two things about winter weather.  
1) \_\_\_\_\_  
2) \_\_\_\_\_

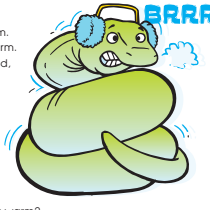
3. Write what you like to do in winter.  
Answers will vary.



### Comprehension: More About Snakes!

**Directions:** Read more about snakes. Then follow the instructions.

Unlike people, snakes have cold blood. They like to be warm. They hunt for food when it is warm. They lie in the sun. When it is cold, snakes curl up into a ball.



1. What do snakes do when it is warm?  
a. hunt for food  
b. lie in the sun

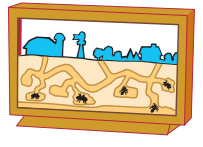
2. Why do you think snakes curl up when it is cold?  
Answers will vary.

3. (Circle the correct answer.)  
People have: (cold blood) (warm blood)

### Comprehension: Ant Farms

**Directions:** Read about ant farms. Then answer the questions.

Ant farms are sold at toy stores and pet stores. Ant farms come in a flat frame. The frame has glass on each side. Inside the glass is sand. The ants live in the sand.



1. Where are ant farms sold? at toy stores and pet stores

2. The frame has glass on each side.

Circle the correct answer.

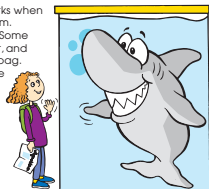
3. The ants live in (water) (sand)

4. The ant farm frame is (flat) round.

### Comprehension: Sharks Are Fish, Too!

**Directions:** Read the story. Then follow the instructions.

Angela learned a lot about sharks when her class visited the city aquarium. She learned that sharks are fish. Some sharks are as big as an elephant, and some can fit into a small paper bag. Sharks have no bones. They have hundreds of teeth, and when they lose them, they grow new ones. They eat animals of any kind. Whale sharks are the largest of all fish.




- Circle the main idea:  
 Angela learned a lot about sharks at the aquarium.  
 Some sharks are as big as elephants.
- When sharks lose teeth, they grow new ones.
- Whale sharks are the largest of all fish.
- Sharks have bones. (Circle the answer.)  
 Yes  No

### Comprehension: Outdoor/Indoor Games

**Directions:** Read the story. Then answer the questions.

Derrick likes to play outdoor and indoor games. His favorite outdoor game is baseball because he likes to hit the ball with the bat and run around the bases. He plays this game in the park with the neighborhood kids. When it rains, he plays checkers with Lorenzo on the dining-room table in his apartment. He likes the game, because he has to use his brain to think about his next move, and the rules are easy to follow.

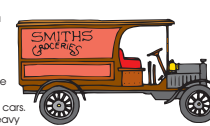


- What is your favorite outdoor game? \_\_\_\_\_
- Why do you like this game? \_\_\_\_\_
- Where is this game played? \_\_\_\_\_
- What is your favorite indoor game? \_\_\_\_\_
- Why do you like this game? \_\_\_\_\_
- Where is this game played? \_\_\_\_\_

Answers will vary.

### Comprehension: Early Trucks

What would we do without trucks? Your family may not own a truck, but everyone depends on trucks. Trucks bring our food to stores. Trucks deliver our furniture. Trucks carry new clothes to shopping centers. The goods of the world move on trucks. Trucks are harder to make than cars. They must be sturdy. They carry heavy loads. They cannot break down. The first trucks were on the road in 1900. Like trains, they were powered by steam engines. They did not use gasoline. The first trucks did not have heavy wheels. Their engines often broke down. Trucks changed when the U.S. entered World War I in 1917. Big, heavy tires were put on trucks. Gasoline engines were used. Trucks used in war had to be sturdy. Lives were at stake!



**Directions:** Answer these questions about the first trucks.


- What powered the first trucks?  
steam engines
- When did early trucks begin using gasoline engines?  
in 1917 during World War I
- How do trucks serve us?  
They deliver food, furniture and other goods of the world.
- Why did trucks used in war have to be sturdy?  
because lives were at stake

### Predicting: A Rainy Game

**Predicting** is telling what is likely to happen based on the facts.

**Directions:** Read the story. Then check each sentence below that tells how the story could end.

One cloudy day, Juan and his baseball team, the Bears, played the Crocodiles. It was the last half of the fifth inning, and it started to rain. The coaches and umpires had to decide what to do.

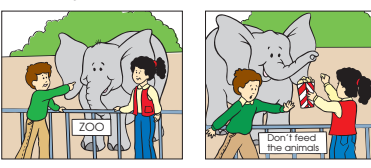



- They kept playing until nine innings were finished.
- They ran for cover and waited until the rain stopped.
- Each player grabbed an umbrella and returned to the field to finish the game.
- They canceled the game and played it another day.
- They acted like crocodiles and slid around the wet bases.
- The coaches played the game while the players sat in the dugout.

### Predicting Outcome

**Directions:** Read the story. Complete the story in the last box.

- Look at that elephant! He sure is big!
- "I'm hungry," I bet that elephant is, too.
- "Stop, Amy! Look at that sign!"
- Answers will vary.



Drawings will vary.

### Fact and Opinion

A **fact** is something that can be proven. An **opinion** is a feeling or belief about something and cannot be proven.

**Directions:** Read these sentences about different games. Then write **F** next to each fact and **O** next to each opinion.

- Tennis is cool.
- There are red and black markers in a Checkers game.
- In football, a touchdown is worth six points.
- Being a goalie in soccer is easy.
- A yo-yo moves on a string.
- June's sister looks like the queen on the card.
- The six kids need three more players for a baseball team.
- Table tennis is more fun than court tennis.
- Hide-and-Seek is a game that can be played outdoors or indoors.
- Play money is used in many board games.

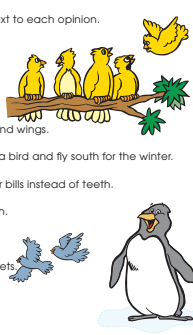
### Fact and Opinion

**Directions:** Read the story. Then follow the instructions.

Tashi's family likes to go to the zoo. Her favorite animals are all the different kinds of birds. Tashi likes birds because they can fly, they have colorful feathers, and they make funny noises.

Write **F** next to each fact and **O** next to each opinion.


- Birds have two feet.
- All birds lay eggs.
- Parrots are too noisy.
- All birds have feathers and wings.
- It would be great to be a bird and fly south for the winter.
- Birds have hard beaks or bills instead of teeth.
- Pigeons are fun to watch.
- Some birds cannot fly.
- Parakeets make good pets.
- A penguin is a bird.



### Making Inferences

**Directions:** Read the story. Then answer the questions.

Mrs. Sweet looked forward to a visit from her niece, Candy. In the morning, she cleaned her house. She also baked a cherry pie. An hour before Candy was to arrive, the phone rang. Mrs. Sweet said, "I understand." When she hung up the phone, she looked very sad.




- Who do you think called Mrs. Sweet?  
Candy called Mrs. Sweet.
- How do you know that?  
Mrs. Sweet probably said, "I understand," when Candy said she wouldn't visit today.
- Why is Mrs. Sweet sad?  
Her niece, Candy, probably can't come visit today.

### Making Inferences

Juniper has three problems to solve. She needs your help.

**Directions:** Read each problem. Write what you think she should do.

- Juniper is watching her favorite TV show when the power goes out.
- Juniper is riding her bike to school.
- Juniper loses her father while shopping in the supermarket.



Answers will vary.



### Making Inferences

Help make a "doggie pizza" for Spotty Dog. The steps to follow are all mixed-up. Three of the steps are not needed.

**Directions:** Number the steps in order from 1 to 7. Draw a dog bone by the 3 steps that are not needed.

- 3 Place the dough on a round pan.
- 5 Cover the top with cheese.
- Take a nap.
- 1 Make the pizza dough.
- Run out the door.
- 7 Bake it in a hot oven.
- 2 Roll the dough out flat.
- Play ball with Spotty.
- 4 Spread the sauce on the dough.
- 6 Sprinkle bits of dog biscuits on top.



**Directions:** Draw Spotty Dog's pizza in the box.

Drawings will vary.

### Making Deductions

Dad is cooking dinner tonight. You can find out what day of the week it is.

**Directions:** Read the clues. Complete the menu. Answer the question.



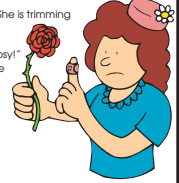
Menu	
Monday	<u>pizza</u>
Tuesday	<u>chicken</u>
Wednesday	<u>corn-on-the-cob</u>
Thursday	<u>meat pie</u>
Friday	<u>hot dogs</u>
Saturday	<u>fish</u>
Sunday	<u>cheese rolls</u>

- Mom fixed pizza on Monday.
- Dad fixed cheese rolls the day before that.
- Tess made meat pie three days after Mom fixed pizza.
- Tom fixed corn-on-the-cob the day before Tess made meat pie.
- Mom fixed hot dogs the day after Tess made meat pie.
- Tess cooked fish the day before Dad fixed cheese rolls.
- Dad is making chicken today. What day is it? Tuesday

### Drawing Conclusions: Mrs. Posy's Roses

**Directions:** Read more about Mrs. Posy, then answer the questions.

Mrs. Posy is working in her rose garden. She is trimming the branches so that the plants will grow better. Mrs. Posy is careful, because rose bushes have thorns on them. "Hello, Mrs. Posy!" calls Ann as she rides her bicycle down the street. "Hi, Ann!" replies Mrs. Posy. Then she yells, "Ouch!" She runs inside the house and stays there for a few minutes. When Mrs. Posy comes back outside, she has a bandage on one finger.



- Why is Mrs. Posy careful when she works with rose bushes? They have thorns on them.
- Why does Mrs. Posy look up from her work? Ann calls to her so she looks up.
- Why did Mrs. Posy yell, "Ouch!"? She hurt her finger on a thorn.
- Why did Mrs. Posy run into the house? She went to get a bandage for her finger.

### Drawing Conclusions: Eskimos

**Directions:** Read about the traditional lives of Eskimos, then answer the questions.

Eskimos live in Alaska. A long time ago, Eskimos lived in houses made of snow, dirt, or animal skins. They moved around from place to place. The Eskimos hunted and fished. They often ate raw meat because they had no way to cook it. When they ate meat raw, they liked it dried or frozen. Eskimos used animal skins for their clothes. They used fat from whales, seals, and other animals to heat their houses.



- Why did the Eskimos make houses out of snow? They had a lot of snow they could use and very little wood.
- How did they prepare their raw meat? They dried or froze their meat.
- How might they use animal fat to heat their houses? Answers will vary.

### Review

**Directions:** Read the story. Then answer the questions.

Randa, Emily, Ali, Dave, Liesl, and Deana all love to read. Every Tuesday, they all go to the library together and pick out their favorite books. Randa likes books about fish. Emily likes books about sports and athletes. Ali likes books about art. Dave likes books about wild animals. Liesl likes books with riddles and puzzles. Deana likes books about cats and dogs.

1. Circle the main idea:

Randa, Emily, Ali, Dave, Liesl, and Deana are good friends.

Randa, Emily, Ali, Dave, Liesl, and Deana all like books.

2. Who do you think might grow up to be an artist?

Ali



3. Who do you think might grow up to be an oceanographer (someone who studies the ocean)?

Randa



4. Who do you think might grow up to be a veterinarian (an animal doctor)?

Deana



5. Who do you think might grow up to be a zookeeper (someone who cares for zoo animals)?

Dave



### Cause and Effect

1. Our telephone was not working, so I called the doctor from next door.



2. The police officer began to direct traffic since the traffic signal was not working.



3. The class will go out to recess when the room is cleaned up.

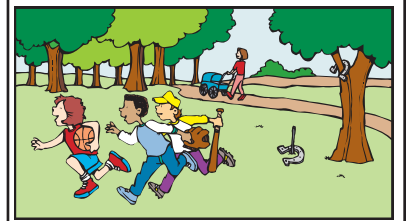
4. "I can't see you because the room is too dark," said Jordan.



5. He has to wash the dishes alone because his sister is sick.

6. Since the bus had engine trouble, several children were late to school.

7. Monday was a holiday, so Mom and Dad took us to the park.



### Compare and Contrast

To **compare** means to discuss how things are similar. To **contrast** means to discuss how things are different.

**Directions:** Compare and contrast how people grow gardens. Write at least two answers for each question.

Many people in the country have large gardens. They have a lot of space, so they can plant many kinds of vegetables and flowers. Since the gardens are usually quite large, they use a wheelbarrow to carry the tools they need. Sometimes they even have to carry water or use a garden hose.



People who live in the city do not always have enough room for a garden. Many people in big cities live in apartment buildings. They can put in a window box or use part of their balcony space to grow things. Most of the time, the only garden tools they need are a hand trowel to loosen the dirt and a watering can to make sure the plant gets enough water.



- Compare gardening in the country with gardening in the city. Both can plant vegetables and flowers. They both have to use tools and water.
- Contrast gardening in the country with gardening in the city. City gardeners usually have smaller gardens and do not need as many tools as the country gardeners.

### Fiction and Nonfiction

**Fiction** writing is a story that has been invented. The story might be about things that could really happen (realistic) or about things that couldn't possibly happen (fantasy). **Nonfiction** writing is based on facts. It usually gives information about people, places, or things. A person can often tell while reading whether a story or book is fiction or nonfiction.

**Directions:** Read the paragraphs below and on page 77. Determine whether each paragraph is fiction or nonfiction. Circle the letter F for fiction or the letter N for nonfiction.

"Do not be afraid, little flowers," said the oak. "Close your yellow eyes in sleep and trust in me. You have made me glad many a time with your sweetness. Now, I will take care that the winter shall do you no harm." **F**

The whole team watched as the ball soared over the outfield fence. The game was over! It was hard to walk off the field and face parents, friends, and each other. It had been a long season. Now, they would have to settle for second place. **F**



Be careful when you remove the dish from the microwave. It will be very hot, so take care not to get burned by the dish or the hot steam. If time permits, leave the dish in the microwave for 2 or 3 minutes to avoid getting burned. It is a good idea to use a potholder, too. **F**



### Fiction and Nonfiction

Megan and Mariah skipped out to the playground. They enjoyed playing together at recess. Today, it was Mariah's turn to choose what they would do first. To Megan's surprise, Mariah asked, "What do you want to do, Megan? I'm going to let you pick since it's your birthday!" **F**

It is easy to tell an insect from a spider. An insect has three body parts and six legs. A spider has eight legs and no wings. Of course, if you see the creature spinning a web, you will know what it is. An insect wouldn't want to get too close to the web or it would be stuck. It might become dinner! **F**



My name is Lee Chang, and I live in a country that you call China. My home is on the other side of the world from yours. When the sun is rising in my country, it is setting in yours. When it is day at your home, it is night at mine. **F**

Henry washed the dog's foot in cold water from the brook. The dog lay very still, for he knew that the boy was trying to help him. **F**

### Fantasy and Reality

Something that is **real** could actually happen. Something that is **fantasy** is not real. It could not happen.

**Examples:** **Real:** Dogs can bark.  
**Fantasy:** Dogs can fly.

**Directions:** Look at the sentences below. Write **real** or **fantasy** next to each sentence.

1. My cat can talk to me. fantasy
2. Witches ride brooms and cast spells. fantasy
3. Dad can mow the lawn. real
4. I ride a magic carpet to school. fantasy
5. I have a man-eating tree. fantasy
6. My sandbox has toys in it. real
7. Mom can bake chocolate chip cookies. real
8. Mark's garden has tomatoes and corn in it. real
9. Jack grows candy and ice cream in his garden. fantasy
10. I make my bed every day. real







Write your own **real** sentence. Answers will vary.

Write your own **fantasy** sentence. Answers will vary.

### Learning Dictionary Skills

A dictionary is a book that gives the meaning of words. It also tells how words sound. Words in a dictionary are in alphabetical order. That makes them easier to find. A picture dictionary lists a word, a picture of the word, and its meaning.

**Directions:** Look at this page from a picture dictionary, then answer the questions.

 <b>baby</b> A very young child.	 <b>band</b> A group of people who play music.	 <b>bank</b> A place where money is kept.
 <b>bark</b> The sound a dog makes.	 <b>berry</b> A small, juicy fruit.	 <b>board</b> A flat piece of wood.

1. What is a small, juicy fruit? berry
2. What is a group of people who play music? band
3. What is the name for a very young child? baby
4. What is a flat piece of wood called? board

### Making Inferences: Dictionary Mystery

**Directions:** Below are six dictionary entries with pronunciations and definitions. The only things missing are the entry words. Write the correct entry words. Be sure to spell each word correctly.

<b>Entry word:</b> <u>rose</u> (rōz) A flower that grows on bushes and vines.	<b>Entry word:</b> <u>rabbit</u> (rā bēt) A small animal that has long ears.
<b>Entry word:</b> <u>fox</u> (fōks) A wild animal that lives in the woods.	<b>Entry word:</b> <u>piano</u> (piāno) A musical instrument that has many keys.
<b>Entry word:</b> <u>lake</u> (lāk) A body of water that is surrounded by land.	<b>Entry word:</b> <u>baseball</u> (bāsbōl) A game played with a bat and a ball.

**Directions:** Now write the entry words in alphabetical order.

1. baseball
2. fox
3. lake
4. piano
5. rabbit
6. rose



### Reading for Information: Newspapers

A newspaper has many parts. Some of the parts of a newspaper are:

- banner — the name of the paper
- lead story — the top news item
- caption — sentences under the picture which give information about the picture
- sports — scores and information on current sports events
- comics — drawings that tell funny stories
- editorial — an article by the editor expressing an opinion about something
- ads — paid advertisements
- weather — information about the weather
- advice column — letters from readers asking for help with a problem
- movie guides — a list of movies and movie times
- obituary — information about people who have died

**Directions:** Match the newspaper sections below with their definitions.

banner	an article by the editor
lead story	sentences under pictures
caption	movies and movie times
editorial	the name of the paper
movies	information about people who have died
obituary	the top news item

### Library Skills: Alphabetical Order

Ms. Ling, the school librarian, needs help shelving books. Fiction titles are arranged in alphabetical order by the author's last name. Ms. Ling has done the first set for you.

- 3 Silverstein, Shel    1 Bridwell, Norman    2 Farley, Walter

**Directions:** Number the following groups of authors in alphabetical order.

- |                             |                           |
|-----------------------------|---------------------------|
| <u>2</u> Bernelmans, Ludwig | <u>4</u> Perkins, Al      |
| <u>4</u> Stein, R.L.        | <u>2</u> Dobbs, Rose      |
| <u>3</u> Sawyer, Ruth       | <u>1</u> Baldwin, James   |
| <u>1</u> Baum, L. Frank     | <u>3</u> Kipling, Rudyard |

The content of some books is also arranged alphabetically.

**Directions:** Circle the books that are arranged in alphabetical order.

- T.V. guide    dictionary    encyclopedia    novel  
 almanac    science book    Yellow Pages    catalog

Write the books you circled in alphabetical order.

1. dictionary
2. encyclopedia
3. Yellow Pages



### Periodicals

Libraries also have periodicals such as magazines and newspapers. They are called **periodicals** because they are printed regularly within a set period of time. There are many kinds of magazines. Some discuss the news. Others cover fitness, cats, or other topics of special interest. Almost every city or town has a newspaper. Newspapers usually are printed daily, weekly, or even monthly. Newspapers cover what is happening in your town and in the world. They usually include sections on sports and entertainment. They present a lot of information.

**Directions:** Follow the instructions.

1. Choose an interesting magazine.  
 What is the name of the magazine? \_\_\_\_\_  
 List the titles of three articles in the magazine.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Answers will vary.*

2. Now, look at a newspaper.  
 What is the name of the newspaper? \_\_\_\_\_  
 The title of a newspaper story is called a headline.  
 What are some of the headlines in your local newspaper?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### Reading a Schedule

Special Saturday classes are being offered to students of the county schools. They will be given the chance to choose from art, music or gymnastics classes.

**Directions:** Read the schedule, then answer the questions.

Saturday, November 13		
Art	Music	Gymnastics
<b>8:00 A.M.</b> Watercolor—Room 350 Clay Sculpting—Room 250	Island Rhythms—Room 54 Orchestra Instruments—Stage	Floor Exercises—W. Gym Parallel Bars—E. Gym
<b>Break (10 minutes)</b>		
<b>10:00 A.M.</b> Painting Skills—Room 420 Watercolor—Room 350	Percussion—Room 54 Jazz Sounds—Stage	Uneven Bars—N. Gym
<b>Break (10 minutes)</b>		
<b>11:00 A.M.</b> Oils on Canvas—Room 258	Island Rhythms—Room 54 Create Your Own Music—Room 40	Uneven Bars—N. Gym Balance Beam—W. Gym

1. Where would you meet to learn about Jazz Sounds? on the stage
2. Could a student sign up for Watercolor and Floor Exercises? yes  
 Explain your answer. They are offered at different times.
3. Which music class would a creative person enjoy? Create Your Own Music
4. Could a person sign up for an art class at 11:00? yes
5. What time is the class on clay sculpting offered? 8:00 A.M.



## Developmental Skills for Third 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.

### Language Arts Skills

- |  |   |
|--|---|
| <input type="checkbox"/> Recognizes uppercase letters                        | Recognizes parts of speech:   |
| <input type="checkbox"/> Recognizes lowercase letters                        | <input type="checkbox"/> nouns and proper nouns                           |
| <input type="checkbox"/> Knows difference between consonants and vowels      | <input type="checkbox"/> verbs  |
| <input type="checkbox"/> Knows the single letter sounds                      | <input type="checkbox"/> adjectives                                       |
| <input type="checkbox"/> Knows digraphs ch, sh, th, wh                       | <input type="checkbox"/> pronouns   |
| <input type="checkbox"/> Knows consonant and vowel blends                    | <input type="checkbox"/> articles   |
| <input type="checkbox"/> Knows beginning, ending, and middle sounds of words | <input type="checkbox"/> Knows how to create contractions                 |
| <input type="checkbox"/> Recognizes compound words                           | <input type="checkbox"/> Recognizes controlled vowels: er, ar, ir, ur, or |
| <input type="checkbox"/> Discriminates between antonyms and synonyms         | <input type="checkbox"/> Can break words into syllables                   |
| <input type="checkbox"/> Discriminates between homophones and other words    | <input type="checkbox"/> Can look up words in a dictionary                |
|  | <input type="checkbox"/> Correctly writes upper- and lowercase letters    |



## Language Arts Skills, continued

Uses writing strategies:

- Uses knowledge of letter sounds to create words
- Copies or traces words
- Writing shows a sequence of events or clear ideas
- Ability to use rhymes
- Identifies types of sentences
- Can identify prefixes and suffixes
- Recognizes meaning and use of possessives
- Recognizes various tenses of verbs
- Identifies types of sentences
- Recognizes subject/predicate of a sentence
- Recognizes complete and incomplete sentences
- Uses correction punctuation: ., ?, !
- Recognizes misspelled words

## Reading Skills

Uses reading strategies:

- Uses pictures to tell a story
- Follows text from left to right
- Uses story content and pattern to predict
- Uses grammar to help decipher words
- Sounds out words
- Can interpret characters in a story
- Recalls main events in a story
- Recalls conflict of a story
- Recalls setting of a story
- Recalls conclusion of a story
- Recalls or predicts a simple sequence of events
- Recognizes causes and effects of situations
- Recognizes forms of literature (poetry, nonfiction, etc.)



Name \_\_\_\_\_

## Cursive Handwriting

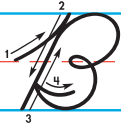
**Directions:** Practice by tracing the letter. Then write the letter.

*a a a a a*

*a a a a a*

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.



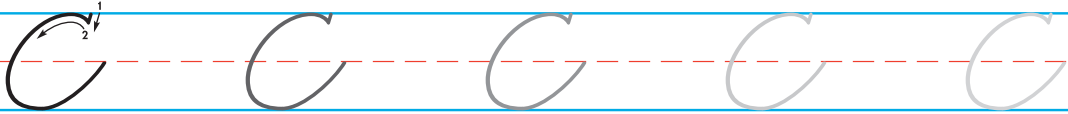




Name \_\_\_\_\_

# Cursive Handwriting

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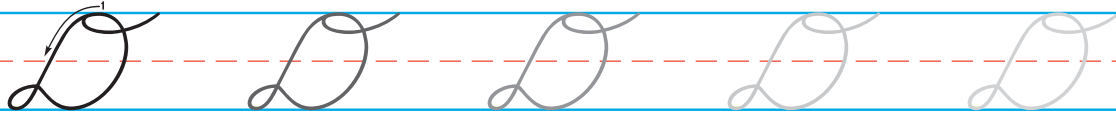




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.





Name \_\_\_\_\_

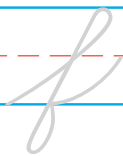
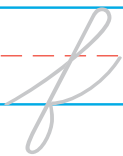
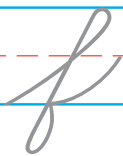
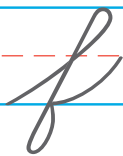
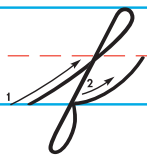
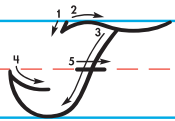
## Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.



# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.

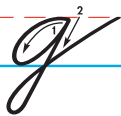
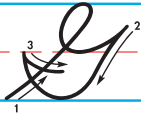




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.

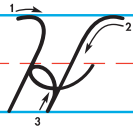




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.



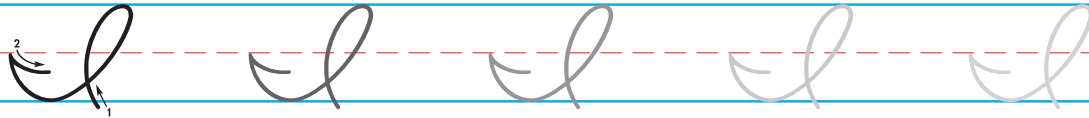




Name \_\_\_\_\_

# Cursive Handwriting

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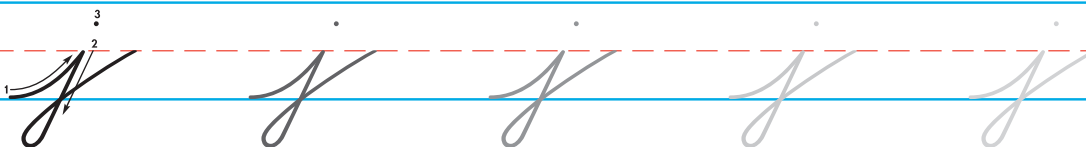
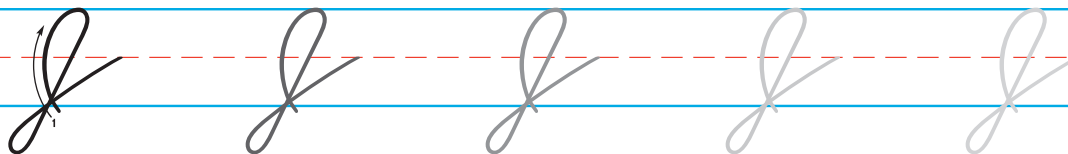




Name \_\_\_\_\_

# Cursive Handwriting

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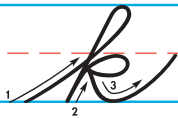
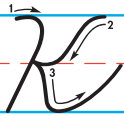




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.





Name \_\_\_\_\_

## Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.

L L L L L

l l l l l



Name \_\_\_\_\_

## Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.





Name \_\_\_\_\_

## Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.



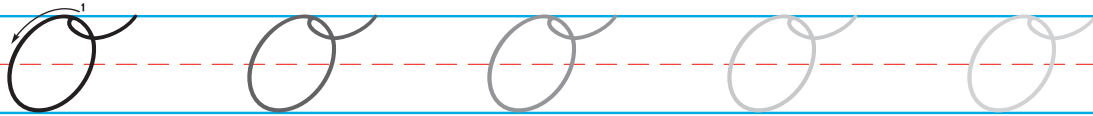




Name \_\_\_\_\_

# Cursive Handwriting

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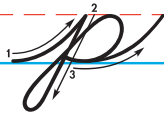
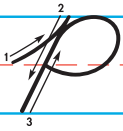




Name \_\_\_\_\_

# Cursive Handwriting

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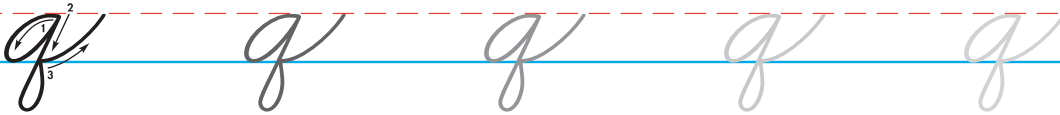
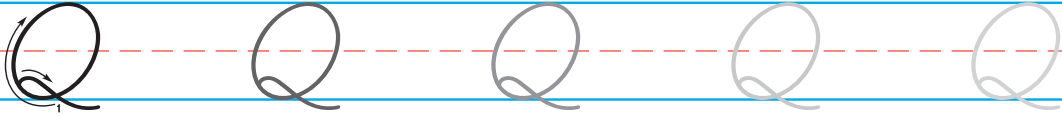




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.

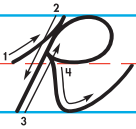




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.

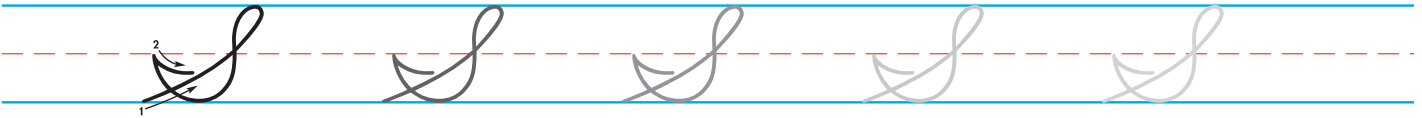




Name \_\_\_\_\_

# Cursive Handwriting

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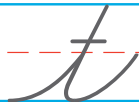
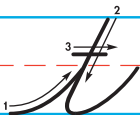
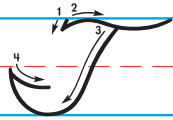




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.





Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.

u u u u u

w w w w w

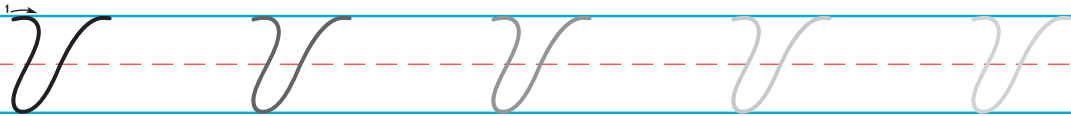




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.





Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.





Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.

*x* *x* *x* *x* *x*

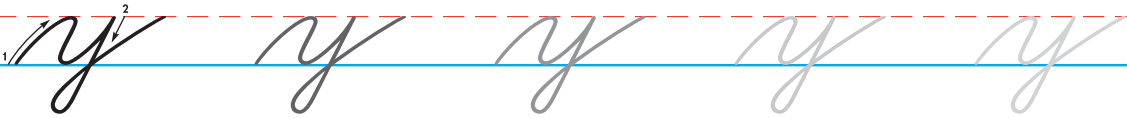
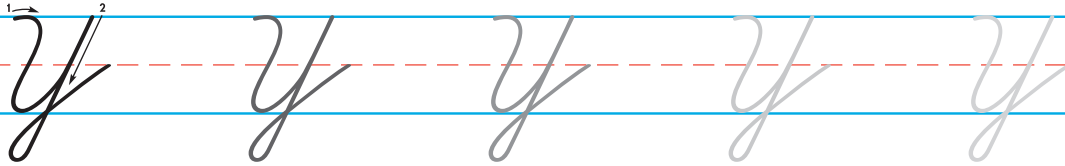
*w* *w* *w* *w* *w*



Name \_\_\_\_\_

# Cursive Handwriting

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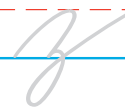
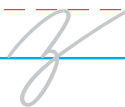
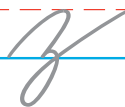
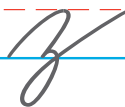
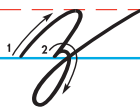
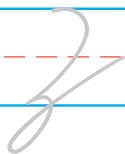
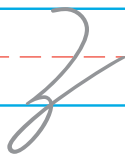
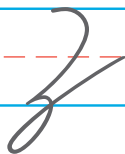
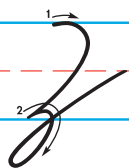




Name \_\_\_\_\_

# Cursive Handwriting

**Directions:** Practice by tracing the letter. Then write the letter.



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# Test Prep Table of Contents

## Just for Parents

About the Tests .....	220
How to Help Your Child Prepare for Standardized Testing .....	224

## For All Students

Taking Standardized Tests .....	226
Skills Checklists .....	228
Getting Ready All Year .....	232
What's Ahead in This Book? .....	236
Kinds of Questions .....	237

## Practice Test

### Unit 1: Reading and Language Arts

Lesson 1: Story Reading .....	255
Lesson 2: Reading a Poem .....	261
Lesson 3: Writing .....	265
Lesson 4: Review .....	267

### Unit 2: Basic Skills

Lesson 1: Word Analysis .....	272
Lesson 2: Vocabulary .....	273
Lesson 3: Language Mechanics .....	275
Lesson 4: Spelling .....	277
Lesson 5: Computation .....	278
Lesson 6: Review .....	279

### Unit 3: Mathematics

Lesson 1: Mathematics Skills .....	283
Lesson 2: Review .....	288

## Final Test

Unit 1: Reading and Language Arts .....	291
Unit 2: Basic Skills .....	297
Unit 3: Mathematics .....	301
Answer Key .....	306





## About the Tests

### 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 222 and 223 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

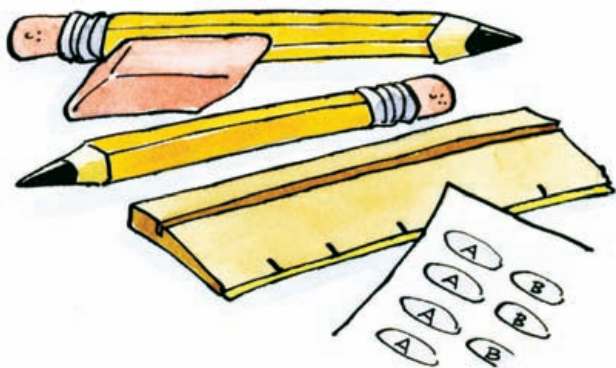
#### Math

- 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](http://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.

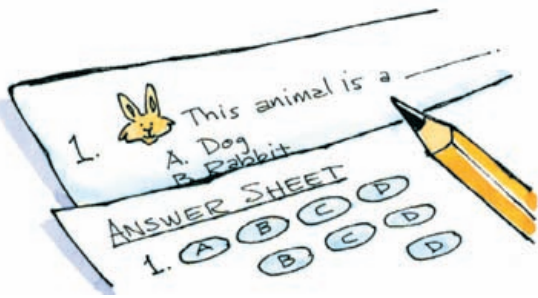
**Follow the test directions.** Listen carefully to the directions your teacher gives. Read all instructions carefully. Watch out for words such as *not*, *none*, *never*, *all*, and *always*. These words can change the meaning of the directions. You may want to circle words like these. This will help 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 2. 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 2

#### 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 understand similes.
- 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 the different parts of speech
  - common and proper nouns
  - plural nouns
  - pronouns
  - verbs
  - adjectives
- I can tell the difference between a complete sentence and an incomplete sentence.
- I can tell the difference between a correctly written sentence and an incorrectly written one.
- I use end punctuation correctly.
- I use capital letters correctly.
- I can tell the difference between a correctly spelled word and an incorrectly spelled one.



## 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 antonyms.
- I can find compound words.
- I can define words that have more than one meaning.
- I can form contractions for words.

## Mathematics: Grade 2

### Numeration

- I can read numbers to 1000.
- I can count objects to 1000.
- I can compare numbers.
- I can count on by 2s, 3s, 4s, 5s, and 10s.
- I understand place value to the hundreds place.
- I can put numbers in order.
- I can complete number patterns.



### Addition, Subtraction, and Multiplication

- I know addition and subtraction facts to 18.
- I can add and subtract two- and three-digit numbers with regrouping.
- I can multiply one-digit numbers by 2, 3, 4, 5, and 10.
- I can 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 understand a calendar.
- I can tell time on both kinds of clocks.
- I can use basic measuring tools.
- I can compare and measure lengths.
- I understand how much coins are worth.
- I know the basic shapes.
- I can match and complete shape patterns.
- I can find lines of symmetry.
- I understand basic fractions.

## 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 234–235 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.





	MONDAY	TUESDAY	WEDNESDAY
MATHEMATICS			
READING			
LANGUAGE ARTS			
OTHER			



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

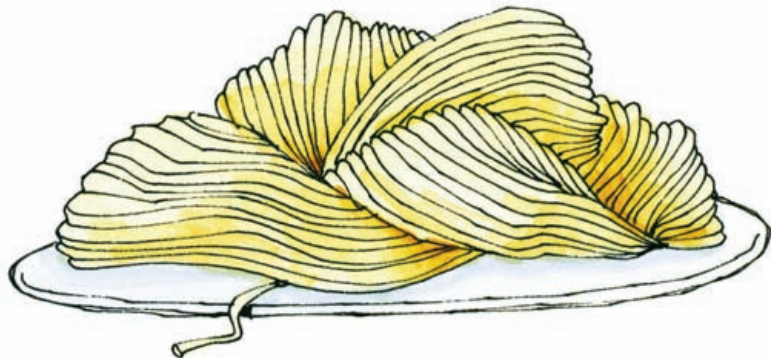
**Directions:** Find the word that rhymes with the underlined word. Fill in the circle next to your answer.

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 \_\_\_\_\_.

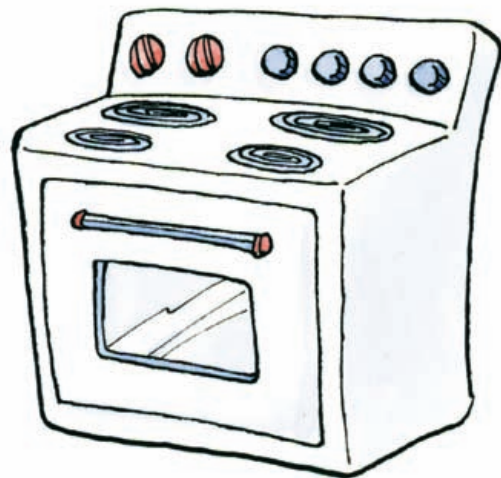
- chop wood
- sing songs
- drink water

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

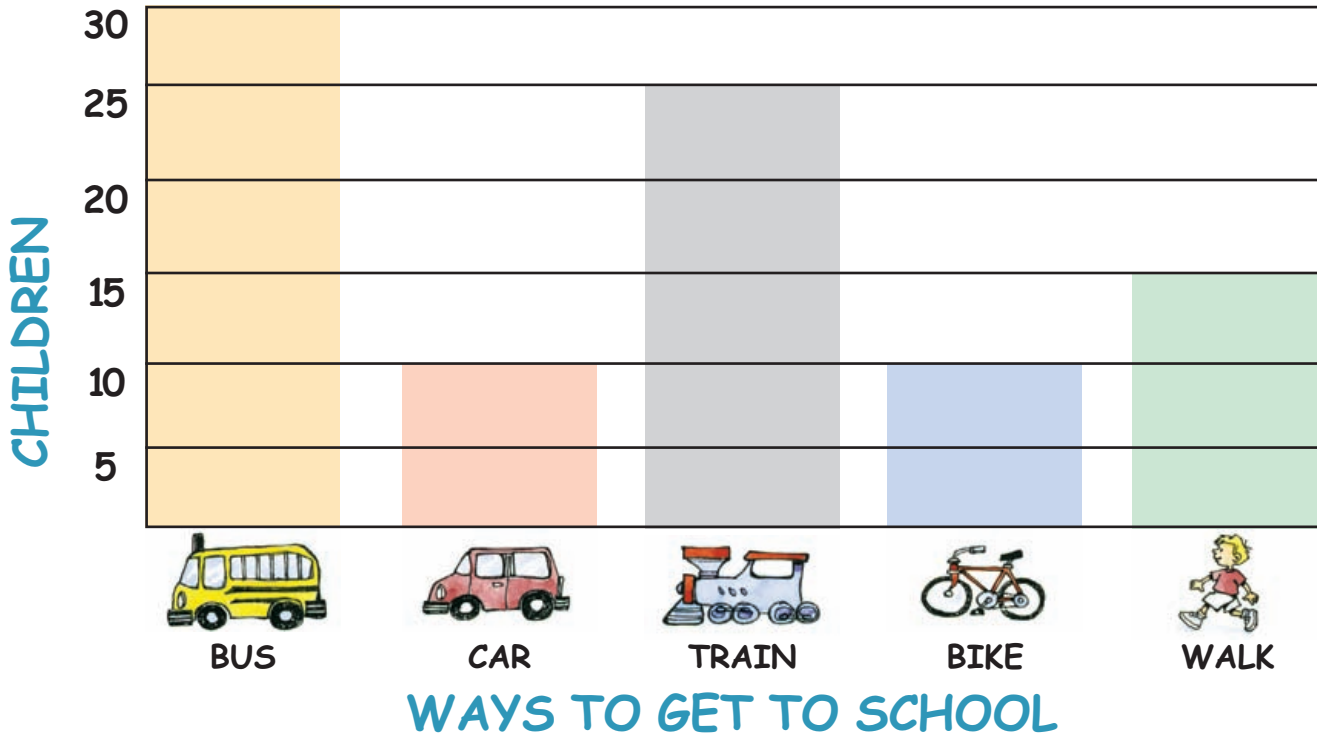
Now look at the sample question more closely.



**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.

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## Grade 2 Introduction to Practice Test and Final Test

The rest of this book is made up of two tests. On page 255, you will find Grade 2 Practice Test. On page 291, you will find Grade 2 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 3.

**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!





# Grade 2 Table of Contents

## Practice Test

### Unit 1: Reading and Language Arts

Lesson 1: Story Reading .....	.255
Lesson 2: Reading a Poem .....	.261
Lesson 3: Writing .....	.265
Lesson 4: Review .....	.267

### Unit 2: Basic Skills

Lesson 1: Word Analysis .....	.272
Lesson 2: Vocabulary .....	.273
Lesson 3: Language Mechanics .....	.275
Lesson 4: Spelling .....	.277
Lesson 5: Computation .....	.278
Lesson 6: Review .....	.279

### Unit 3: Mathematics

Lesson 1: Mathematics Skills .....	.283
Lesson 2: Review .....	.288

## Final Test

Unit 1: Reading and Language Arts .....	.291
Unit 2: Basic Skills .....	.297
Unit 3: Mathematics .....	.301
Answer Key .....	.306

# Reading and Language Arts

## Lesson 1 Story Reading

SAMPLE  
A

The wind was blowing hard and it was snowing. Because of the storm, school was closed. Pedro and Juanita could play outside.



in shorts



in a sweater



in warm clothes



SAMPLE  
B

Find the words that best complete the sentence.

The \_\_\_\_\_ has lots of apples.

big tree



small bush



green lawn



Listen carefully to the directions.

Look at each answer before marking the one you think is right.



Do you like to try things that are new and different? Turn the page to read some stories and a poem about new experiences.

**Directions:** This is a story about a family looking for something.  
Read the whole story and answer numbers 1–4.

# The Surprise Kitten



Mrs. Jennings heard a noise.  
She looked and looked around the house.  
She couldn't find anything.



Just then, Mr. Jennings came outside.  
“Do you hear something?” asked Mrs. Jennings.  
“Why, yes I do,” answered Mr. Jennings.  
Both of them looked and looked but still  
couldn’t find anything.



While they were looking, Jared came outside.  
“What are you looking for?” he asked.  
“We don’t know,” said his parents.  
“How will you know if you find it?”  
asked Jared.  
Everyone laughed, then  
Jared heard the sound.





They were all searching in the bushes when Lettie stuck her head through an open window. “What are you doing?” she wondered out loud. “We are looking for something that is making a strange noise,” said the three of them at once.

“Hmm,” replied Lettie, “I think you are all in for a surprise. Look behind you.” There on the lawn was a kitten. It said “meow” and walked up to the three of them. It wound its way among their legs and said “meow” again and again. Everyone laughed because they hadn’t found the sound. It had found them.



1 Who said, "How will you know if you find it?"



Mrs. Jennings



Jared



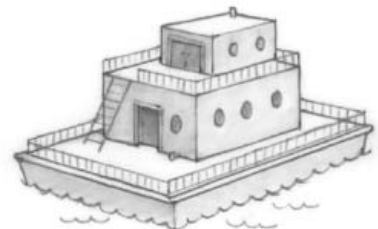
Lettie



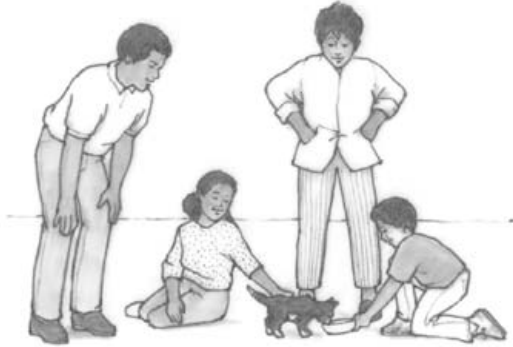
2 The kitten in this story

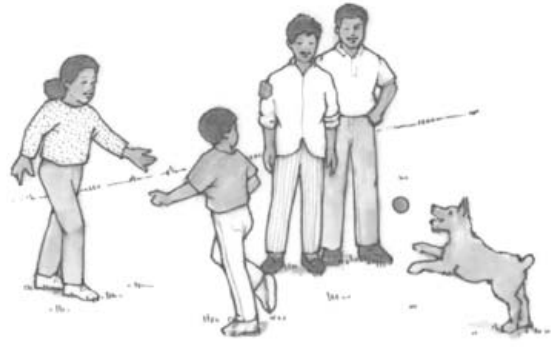
- is Jared's.
- is sleepy.
- is lost.

3 Find the picture that shows where the Jennings family lives.



4 Find the picture of what probably happened next.






**Directions:** For numbers 5 and 6, find the sentence that fits best in the blank.

5 Mr. Jennings went shopping.  
He bought food for dinner.

\_\_\_\_\_.

- Then he came home.
- Then he stayed at the store.
- Then he sold the food.

6 The kitten is hungry.  
Lettie knows what to do.

\_\_\_\_\_.

- The kitten runs away.
- She gives it a bath.
- She feeds the kitten.

**Directions:** For numbers 7 and 8, find the word that can take the place of the underlined word or words.

7 Ned and I visited Jared.

- He
- We
- They

8 Where is Lettie?

- he
- her
- she

STOP



## Lesson 2 Reading a Poem

SAMPLE  
A

A friend is someone you can trust  
And ask a favor, if you must.

The writer thinks a friend is someone you can

play with.

depend on.

complain to.



Look back at the poem to find the answer.

**Directions:** Here is a poem about a child who flies in a plane for the first time. Read the poem and then do numbers 1–9.



# Up and Away



I fasten my belt  
And close my eyes;  
The next time I look  
We're up in the skies!

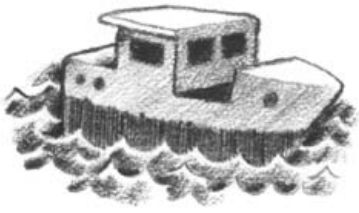
My very first chance  
To soar like a bird  
We're flying so high  
I can't say a word.

Blue sky above;  
White clouds below;  
In a window seat  
I enjoy the show.

Then the plane lands  
And I head for the door.  
I'm going to ask Mom  
When I can fly more.



1 How is this child traveling?



boat



car



plane

2 What does the child do first?



fix belt



eat food



read book

3 What does the child see below?



birds



clouds



stars

4 Look at your answer for number 3. Where must the child be sitting?



GO





- 5 If the child added a sentence to the poem about traveling with a relative, it might be

Beside me sat

\_\_\_\_\_ .

My best friend, Nat.

My sister, Pat.

A man with a hat.

- 6 The child in the poem says

To soar like a bird.

To soar like a bird is to



step.



land.



fly.

- 7 The child in the poem says

The next time I look  
We're up in the skies!

What does the child mean?

- The plane rose quickly.
- She saw the plane fly.
- The plane is landing.



8 In the poem, what is soaring?



train



plane



car

9 In this poem, the child fastens a belt. What is the opposite of fasten?

tighten

unfasten

attach

move

**Directions:** For numbers 10 and 11, find the sentence that best fits the blank.

- 10 People need clothes when they travel. \_\_\_\_\_.  
The suitcase is stored in the plane.
- Planes are faster than cars.
  - An airport is a large building.
  - They put clothes in a suitcase.

- 11 An airport is a busy place. \_\_\_\_\_ . Planes take off and land all day.
- You drive to get to the airport.
  - Many people come and go.
  - Sometimes a plane ride is long.

**Directions:** For numbers 12 and 13, choose the sentence that is written correctly.

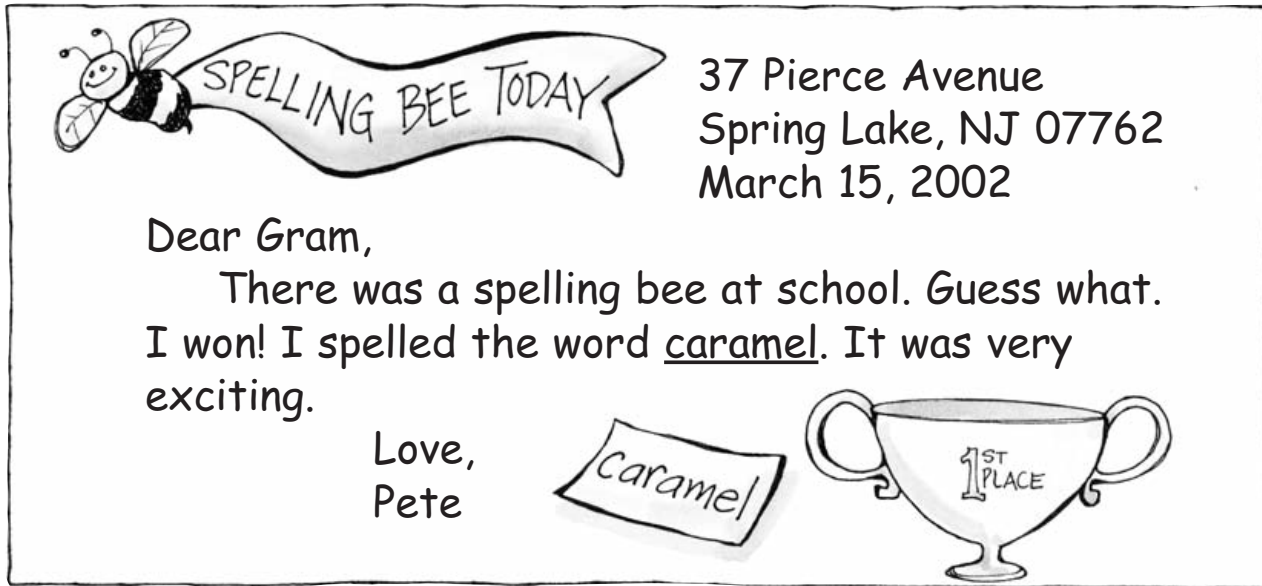
- 12  You need a ticket to fly in a plane.
- Some people for a plane.
- A seat belt for a bumpy plane ride.
- 13  This is my seat.
- Ticket in my pocket.
- With my sister.

STOP



**Lesson 3 Writing**

**Directions:** Read the letter that one boy wrote to his grandmother.



37 Pierce Avenue  
Spring Lake, NJ 07762  
March 15, 2002

Dear Gram,  
There was a spelling bee at school. Guess what.  
I won! I spelled the word caramel. It was very  
exciting.

Love,  
Pete

caramel

1<sup>ST</sup> PLACE

**Directions:** Think about what you would say in a friendly letter. Write it on the lines below.

---

---

---

---

---

---

---

---

**Directions:** Read the story one child wrote.

One morning Chris couldn't find his homework. He looked in his folder. But it wasn't there. He looked in the kitchen. It wasn't there, either. Chris looked every place he could think of. Then he looked at his dog Ruff and had a hunch. Ruff liked to hide things in his dog bed. Chris's hunch was right. Under a dog pillow was his homework. Chris looked at Ruff and just shook his head. The next time, Chris thought, he would make sure his homework was in a safe place.

**Directions:** Think about a story you would like to write. Fill in the story map.

**Beginning**

Who?

When and where?

What is the problem?

**Middle**

What is the problem?

**Ending**

What is the problem?

**Directions:** Use your story map to write your story.

---

---

---

STOP



## Lesson 4 Review

SAMPLE  
A

**Directions:** Mark the circle for the answer you think is correct.

Our neighbor is a gardener. One of her trees recently died. She said it was because of a bug.

From the story, you know that the neighbor's hobby is

gardening.

insects.

wood.

**Directions:** A new boy named Raj, who is deaf, came to Patsy's school. Raj was born in India, and he knows Sign Language, English, and Hindi, his family's language in India. This story is about Patsy's first experience with Raj. Read the story and then do numbers 1–7.



## A New Friend



“Can I sit here?” asked Raj in an unusual voice. He signed while he talked, and it was a little difficult to understand him.

“Sure,” answered Patsy. She was very nervous, and her words barely came out. “What am I supposed to do?” she asked herself. “I’ve never met a deaf person before.”

All that morning, Patsy kept looking over at Raj. He seemed to be able to understand what was going on in class. “How does he do that?” she wondered to herself.

That afternoon, Mrs. Martin took some time to let Raj and the other students get to know each other better. Patsy was surprised to find that her friend, Kyle, actually knew Sign Language. Soon, Patsy found she could understand most of what Raj was saying.

That afternoon, Raj and Patsy walked home together. Patsy learned some signs and told Raj about her family. By the time they reached Raj's house, she was able to sign “good-bye.”

- 1 Patsy said she was nervous.

Which of these words means the opposite of nervous?

calm

annoyed

frightened

- 2 Kyle actually knew Sign Language.

Which of these words means the same as actually?

rarely

really

seldom

- 3 From the story, you know that Raj is

embarrassed.

pleasant.

unfriendly.

- 4 What did Patsy do at the end of the story?



read a book



shake hands



sign "good-bye"

- 5 In a few weeks, Patsy will probably

- forget Sign Language.
- look for some other friends.
- know more Sign Language.

6 In the story, Raj has an unusual voice.

Which of these words means the opposite of unusual?

loud

regular

soft

7 People would probably agree that Raj

- makes new friends easily.
- has a hard time learning languages.
- was more frightened than Patsy.

8 Find the word that has the same vowel, or middle, sound as found.

road

flood

clown

9 Which of these is the root, or base, word of trying?

try

ing

ryin

\* A base word is a word from which other words are made.

10 Which of these is the root, or base, word of reached?

each

ched

reach



**11** Choose the sentence that uses capital letters and end marks correctly.

- Raj was born in India.
- he came to the United States last year.
- His Family visits him often?

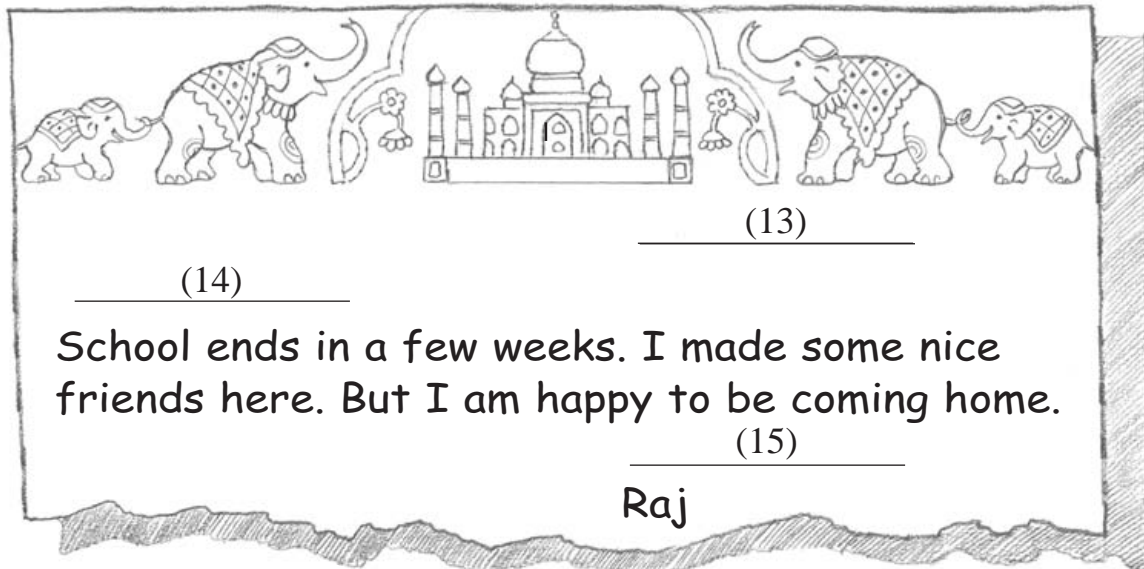
**12** Did Leo and Elaine finish the project?

he

they

them

**Directions:** For numbers 13–15, find the answer choices with the correct capital letters and end marks for each missing part.



- 13**
- May 5, 2001
  - May, 5, 2001
  - may 5, 2001

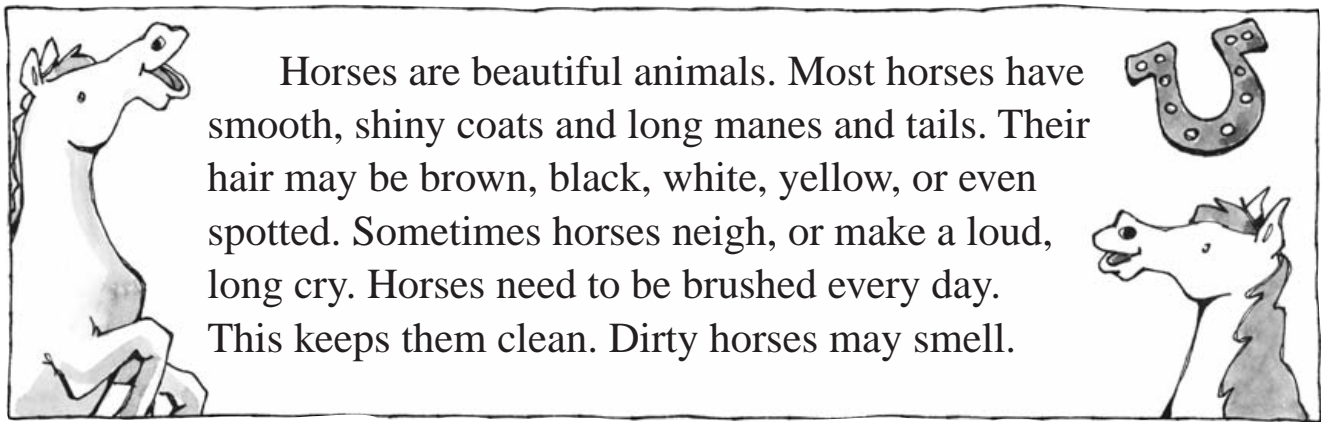
- 14**
- Dear Mom
  - dear Mom,
  - Dear Mom,

- 15**
- Your son,
  - your son
  - your Son,

STOP

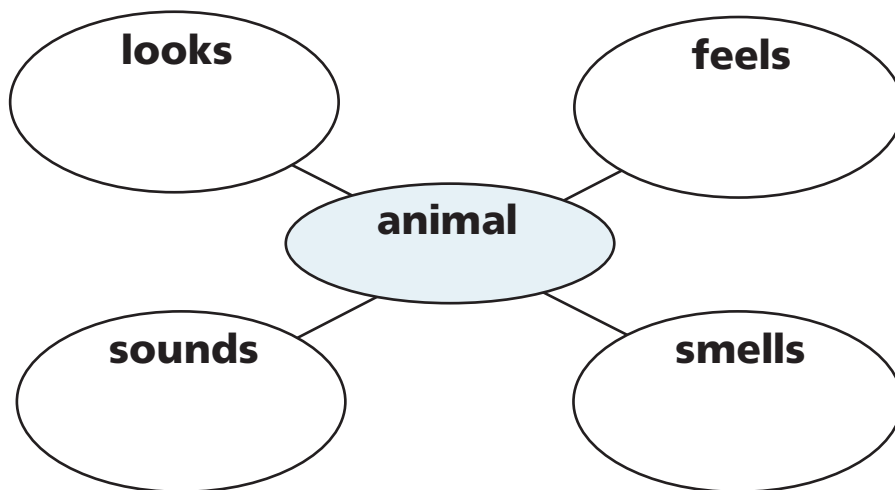


**Directions:** Read the paragraph that describes an animal.



Horses are beautiful animals. Most horses have smooth, shiny coats and long manes and tails. Their hair may be brown, black, white, yellow, or even spotted. Sometimes horses neigh, or make a loud, long cry. Horses need to be brushed every day. This keeps them clean. Dirty horses may smell.

**Directions:** Think about an animal. Write words in the web that describe it.



**Directions:** Write a paragraph that describes the animal.

Use the ideas in your web.

---

---

---

---

## Basic Skills

### Lesson 1 Word Analysis

**Directions:** Find the word that has the same beginning sound as drink.

SAMPLE  
A

desk

dry

done



Listen to the directions while you look at the answer choices.

1 Which word has the same beginning sound as block?

box

breeze

blink

2 Which word has the same ending sound as build?

bell

cold

hard

3 Which word has the same vowel sound as rock?

hop

rode

stick

rake

4 Which word has the same vowel sound as join?

spoil

joke

grin

tool

5 Find the words that say what don't means.

did it

drive in

do think

do not

STOP



## Lesson 2 Vocabulary

**Directions:** Which word means by yourself?

- SAMPLE A**
- |                       |       |                       |       |
|-----------------------|-------|-----------------------|-------|
| <input type="radio"/> | young | <input type="radio"/> | alone |
| <input type="radio"/> | busy  | <input type="radio"/> | tired |

**Directions:** Which answer means about the same as the underlined word?

- SAMPLE B**
- large room**
- |                       |        |                       |       |
|-----------------------|--------|-----------------------|-------|
| <input type="radio"/> | pretty | <input type="radio"/> | cold  |
| <input type="radio"/> | big    | <input type="radio"/> | noisy |

**1** Which word means choose?

- |                       |        |                       |          |
|-----------------------|--------|-----------------------|----------|
| <input type="radio"/> | decide | <input type="radio"/> | separate |
| <input type="radio"/> | sell   | <input type="radio"/> | fix      |

**2** Find the word that means lift up.

- |                       |       |                       |         |
|-----------------------|-------|-----------------------|---------|
| <input type="radio"/> | find  | <input type="radio"/> | release |
| <input type="radio"/> | raise | <input type="radio"/> | haul    |

**3** Find the word that means talk about.

- |                       |       |                       |         |
|-----------------------|-------|-----------------------|---------|
| <input type="radio"/> | write | <input type="radio"/> | enjoy   |
| <input type="radio"/> | chase | <input type="radio"/> | discuss |

**4** Find the word that means bend toward.

- |                       |      |                       |       |
|-----------------------|------|-----------------------|-------|
| <input type="radio"/> | lean | <input type="radio"/> | sleep |
| <input type="radio"/> | fall | <input type="radio"/> | turn  |

**Directions:** For numbers 5–8, mark the circle for the answer that means about the same as the underlined word.

**5** muddy clothes

- |                       |       |                       |       |
|-----------------------|-------|-----------------------|-------|
| <input type="radio"/> | loose | <input type="radio"/> | baggy |
| <input type="radio"/> | cheap | <input type="radio"/> | dirty |

**6** normal day

- |                       |         |                       |       |
|-----------------------|---------|-----------------------|-------|
| <input type="radio"/> | strange | <input type="radio"/> | usual |
| <input type="radio"/> | long    | <input type="radio"/> | funny |

**7** full bag

- |                       |        |                       |     |
|-----------------------|--------|-----------------------|-----|
| <input type="radio"/> | sack   | <input type="radio"/> | can |
| <input type="radio"/> | barrel | <input type="radio"/> | box |

**8** hidden place

- |                       |        |                       |          |
|-----------------------|--------|-----------------------|----------|
| <input type="radio"/> | open   | <input type="radio"/> | known    |
| <input type="radio"/> | secret | <input type="radio"/> | friendly |



Stay with your first answer.

**Directions:** Which word fits best in the blank?

SAMPLE  
C

The boat began to \_\_\_\_\_ .

climb

wait

sink

talk

**Directions:** For numbers 9 and 10, find the words that best complete the story.

The (9) was easy to enter. All you had to do was show up at the park. To win, you had to (10) how many jelly beans were in a jar.



**9**  door  tunnel  
 contest  room

**10**  play  guess  
 read  count

**Directions:** For Sample D and numbers 11 and 12, which word fits best in both blanks?

SAMPLE  
D

It was a \_\_\_\_\_ day. The speeder paid a \_\_\_\_\_ .

nice

fine

ticket

great

**11** \_\_\_\_\_ the light over here.  
The \_\_\_\_\_ on this pencil broke.

point  shine  
 eraser  top

**12** The puppy began to \_\_\_\_\_ .  
The car needs a new \_\_\_\_\_ .

sleep  light  
 run  tire



Use the meaning of the sentence to find the answer.

STOP





### Lesson 3 Language Mechanics

**Directions:** For Sample A and number 1, decide which part needs a capital letter. If no capital letter is missing, choose “None.”

**SAMPLE A**

Football practice

will start

on monday.

None

- 1**                      when did                      |                      you buy                      |                      that bike?                      |                      None
- |                                                                 |                                                                 |

**Directions:** For Sample B and number 2, decide which punctuation mark is needed. If no punctuation mark is needed, write “None.”

**SAMPLE B**

This book is very funny

?

.

None

- 2**    The phone is ringing

.

?

None

**Directions:** For Sample C and number 3, find the sentence that has correct capitalization and punctuation.

**SAMPLE C**

- Pass this roll to randy.
- Nothing is in the bag.
- Dont’ forget your coat.

- 3**     Lennie isn’t home
- She is upstairs.
- Who just called.





**Directions:** Which answer choice fits best in the blank?

**SAMPLE D**

Call \_\_\_\_\_ before you go.

- Jan miller
- Jan Miller
- jan Miller

**Directions:** Which answer choice shows the correct capitalization and punctuation, or is it “Best as it is”?

**SAMPLE E**

The bus is late today.

- late Today
- Late today
- Best as it is

**Directions:** For numbers 4–6, choose the answer that fits best in the blank.

(5) \_\_\_\_\_ (4) \_\_\_\_\_

Thank you for the basketball. I have used it already.  
My friends like playing with it, too.

(6) \_\_\_\_\_  
Sarah

- |  |   |   |
|--|---|---|
| <p><b>4</b> <input type="radio"/> January 5, 2001</p> <p><input type="radio"/> january 5, 2001</p> <p><input type="radio"/> january 5 2001</p> | <p><b>5</b> <input type="radio"/> dear dad</p> <p><input type="radio"/> Dear dad</p> <p><input type="radio"/> Dear Dad,</p> | <p><b>6</b> <input type="radio"/> with love</p> <p><input type="radio"/> With love,</p> <p><input type="radio"/> with love,</p> |
|--|---|---|

**Directions:** Choose the answer that shows the correct capitalization and punctuation. If it’s already correct, choose “Best as it is.”

The window was open When it started to rain, I ran to close it. I got there just in time. The same thing happened when it rained on Tuesday.

- |  |   |
|--|---|
| <p><b>7</b> <input type="radio"/> open when</p> <p><input type="radio"/> open. When</p> <p><input type="radio"/> Best as it is</p> | <p><b>8</b> <input type="radio"/> On Tuesday</p> <p><input type="radio"/> on tuesday</p> <p><input type="radio"/> Best as it is</p> |
|--|---|



**STOP**



## Lesson 4 Spelling

**Directions:** For Sample A and numbers 1–3, which word is spelled correctly and fits best in the blank?

SAMPLE  
**A**

Did you \_\_\_\_\_  
who was there?

- notise       notisce  
 notice       notis

**Directions:** For Sample B and numbers 4–6, find the word that is not spelled correctly. If all are spelled correctly, choose “All correct.”

SAMPLE  
**B**

- look around  
 hidden prize  
 never mind  
 All correct

**1** Our \_\_\_\_\_ run  
is about two miles.

- dailly       daley  
 dailey       daily

**2** The \_\_\_\_\_ is open.

- wendow       window  
 windo       windowe

**3** The \_\_\_\_\_ is on the table.

- butter       butterr  
 buter       budder

**4**  drop a spoon

- fly a plain  
 bunch of flowers  
 All correct

**5**  floating log

- windy day  
 many birds  
 All correct

**6**  hot paiyment

- strong branch  
 right answer  
 All correct



If an item is difficult, skip it and come back to it later.



## Lesson 5 Computation

**Directions:** For Sample A and numbers 1–3, solve the addition problems.

**SAMPLE A**

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

- 2  
 10  
 24  
 46

**Directions:** For Sample B and numbers 4–6, solve the subtraction or multiplication problems.

**SAMPLE B**

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

- 4  
 5  
 12  
 32



Pay attention to the operation sign so you know what to do.

**1**

$$40 + 10 =$$

30  
 40  
 50  
 60

**2**

$$\begin{array}{r} 28¢ \\ + 23¢ \\ \hline \end{array}$$

51¢  
 55¢  
 45¢  
 50¢

**3**

$$38 + 9 =$$

31  
 47  
 49  
 57

**4**

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

15  
 4  
 12  
 2

**5**

$$\begin{array}{r} 44¢ \\ - 26¢ \\ \hline \end{array}$$

22¢  
 18¢  
 28¢  
 12¢

**6**

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

1  
 5  
 6  
 23

STOP



## Lesson 6 Review

**Directions:** Find the word that has the same beginning sound as cry.

SAMPLE

**A**

crush

climb

chew

**Directions:** Find the word that has the same vowel sound as home.

SAMPLE

**B**

young

alone

busy

tired

**1** Which word has the same beginning sound as from?

float

farm

fry

**2** Which word has the same vowel sound as read?

round

rest

meet

late

**3** Look at the underlined word. Find the answer that tells what the contraction means.

they're

they rest

they care

they run

they are





**4** Which word is a compound word?

outside

repeat

follow

shopping

**5** Which word is a root word of faster?

fas

fast

aster

ster

**6** Which answer choice is the suffix of rested?

ted

rest

ed

sted



**Directions:** Which word is something hot?

- SAMPLE C**
- long       poor  
 fire       small

**7** Find the word that means something that flies.

- bird       worm  
 fish       dog

**8** Find the word that means part of a tree.

- shade       cool  
 leaf       moist



**Directions:** For numbers 11 and 12, find the words that best complete the story.

Each house on the block had a (11) backyard. There were small patches of lawn, flowers, and even some (12) gardens.

- 11**
- sloppy       lost  
 neat       loose
- 12**
- sand       vegetable  
 recent       unlikely

**Directions:** For Sample D and number 9, which answer means about the same as the underlined word?

- SAMPLE D** hard riddle
- job       puzzle  
 race       portion

**9** to be certain

- late       absent  
 worried       sure

**10** Find the word that best completes both sentences.

Hit the \_\_\_\_\_ with the hammer.

The \_\_\_\_\_ on my little finger is broken.

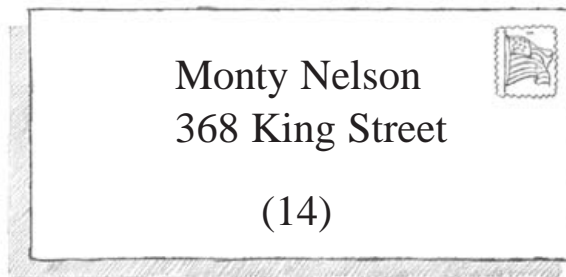
- tack       nail  
 skin       wood

**Directions:** For Sample E and number 13, which part of the sentence needs a capital letter? If no capital letter is missing, choose “None.”

**SAMPLE  
E**

The picnic	took place	last Saturday.	None
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>13</b> My friends	will visit us	on thanksgiving.	None
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**14** Choose the answer with correct capitalization and punctuation.

- |  |  |
|--|--|
| <input type="radio"/> Wilson Pennsylvania 18302  | <input type="radio"/> Wilson, Pennsylvania 18302 |
| <input type="radio"/> Wilson, pennsylvania 18302 | <input type="radio"/> wilson, Pennsylvania 18302 |

**Directions:** For numbers 15 and 16, choose the answer that shows the correct capitalization and punctuation for each underlined part. If it’s already correct, choose “Best as it is.”

One holiday is special to our  
 (15) family. It is Labor day. We volunteer  
 at a local hospital so some of the  
 (16) workers can take the day off. It doesnt  
 bother us to work on this holiday.



- |   |   |
|---|---|
| <b>15</b> <input type="radio"/> labor day | <b>16</b> <input type="radio"/> doesn't |
| <input type="radio"/> Labor Day           | <input type="radio"/> does'nt           |
| <input type="radio"/> labor Day           | <input type="radio"/> doesnt'           |
| <input type="radio"/> Best as it is       | <input type="radio"/> Best as it is     |



**Directions:** For Sample F and numbers 17 and 18, choose the correctly spelled word that best fits in the blank.

**SAMPLE F** The lake is \_\_\_\_\_ that hill.

- beyond       beyon  
 beyond       beyont

**17** We \_\_\_\_\_ arrive around two o'clock.

- usully       usuwally  
 usuelly       usually

**18** A \_\_\_\_\_ blocked the sun.

- clowd       cloud  
 clawd       claud

**Directions:** For number 19 choose the underlined word that is not spelled correctly. If all the words in the group are spelled correctly, choose "All correct."

- 19**     nice chare  
 apple tree  
 subtract numbers  
 All correct

**Directions:** For Sample G and numbers 20–23, solve each problem.

**SAMPLE G**

6	<input type="radio"/> 38
+ 32	<input type="radio"/> 39
	<input type="radio"/> 56
	<input type="radio"/> 92

**20**       390

415 + 25 =       430

440

467

**21**       34

11
21
+ 32

53

54

64

**22**       42¢

54¢
- 16¢

38¢

60¢

28¢

**23**       31

3 × 5 =       2

8

15

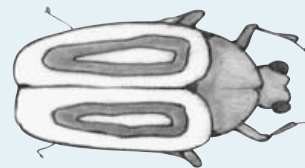
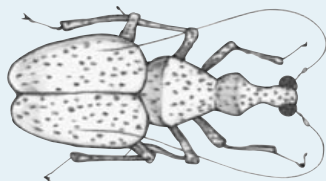
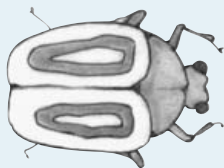


# Mathematics

## Lesson 1 Mathematics Skills

SAMPLE  
A

**Directions:** Choose the longest bug.



Listen carefully while you look at the problem and all the answer choices.



Listen for key words and numbers.



Mark the right answer as soon as you know which one it is.  
Then get ready for the next item.

1 What number is shown on the place value chart?



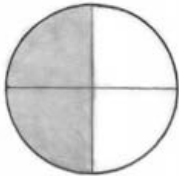
36

360

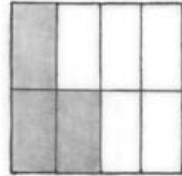
306

63

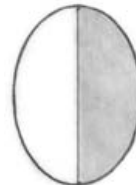
2 Find the shape that is one-third shaded.



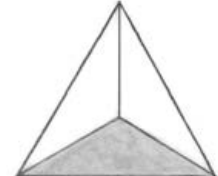
Shape 1



Shape 2

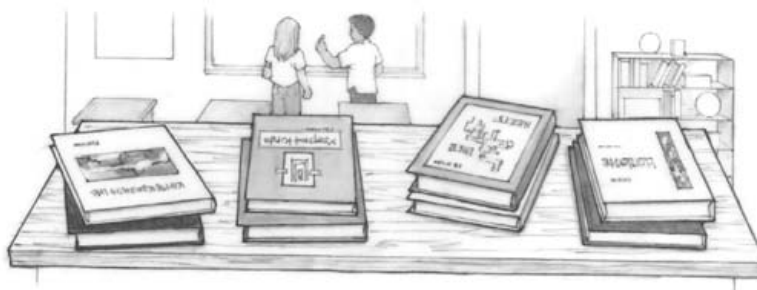


Shape 3



Shape 4

3 Which number sentence can be used to show the total number of books?



$4 + 2 = \square$

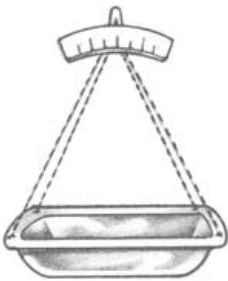
$2 + 2 + 2 + 2 = \square$

$4 + 4 + 4 + 4 = \square$

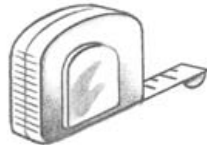
$4 + 4 = \square$



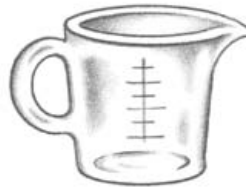
- 4 Which tool would students use to measure a pint of water from the stream?



hanging scale



tape measure



measuring cup



thermometer



- 5 Pablo has two quarters, one dime, and three nickels. How much money does he have in all?



75¢



65¢



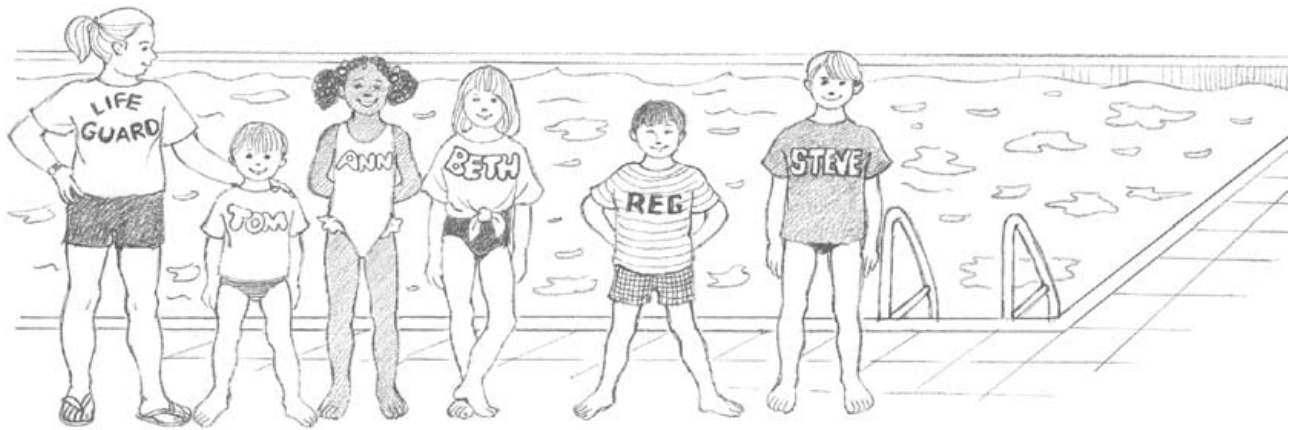
60¢



70¢



6 Which child is third from the lifeguard?



Ann

Tom

Reg

Beth

7 Which squares contain numbers that are all less than 19?









8 Which answer choice names a shape not in the circle?



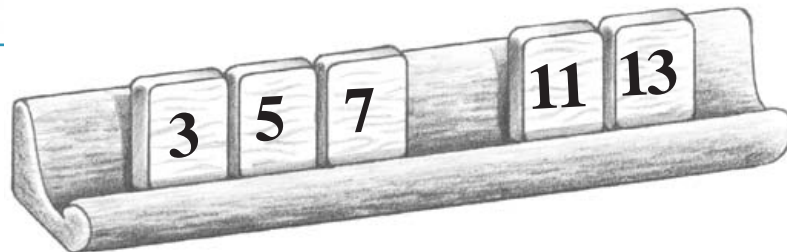
cone

box

can

ball

9 Which number is missing from the pattern?



6

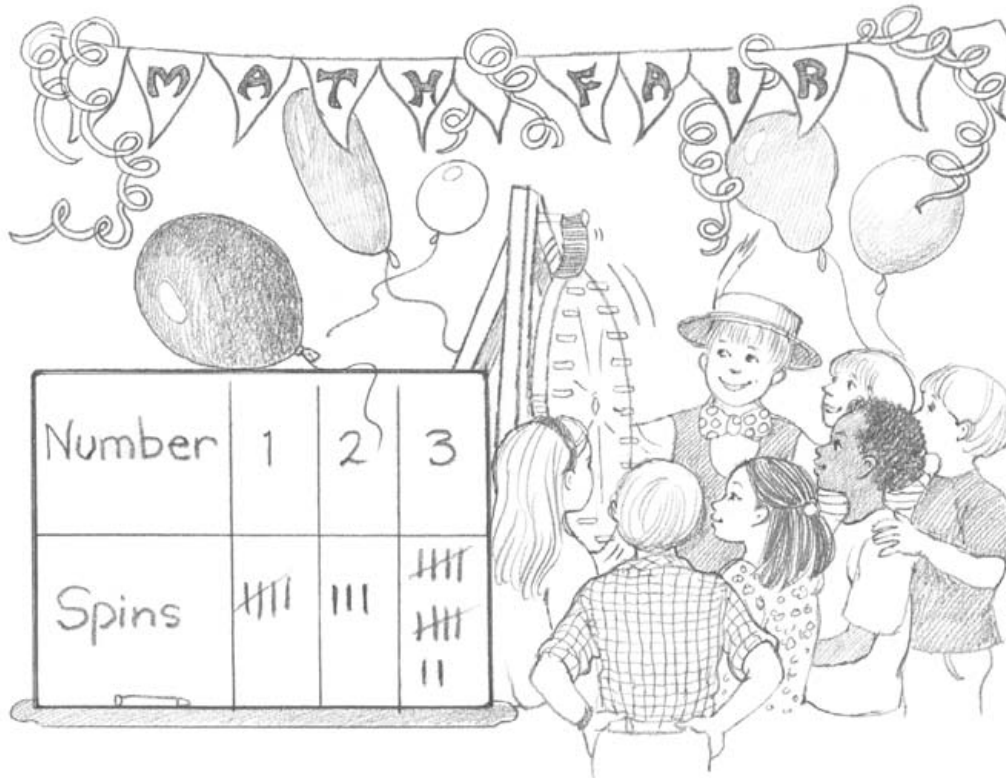
8

9

10



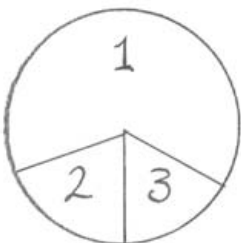
**Directions:** The students in Mr. Naldo's class are having a Math Fair. One of the games is a number wheel. The chart shows how many times the spinner landed on each number after 20 spins. Use the chart to do numbers 10 and 11.



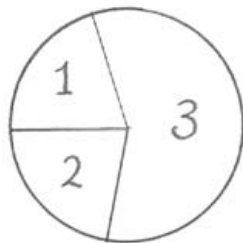
**10** How many times did the spinner land on the number 3?

- 3                       5                       7                       12

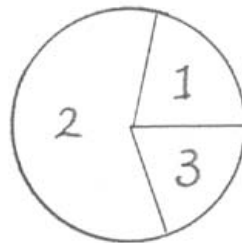
**11** Which spinner looks most like the one the students are using?



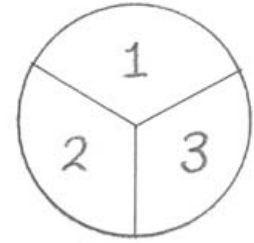
spinner 1



spinner 2



spinner 3



spinner 4

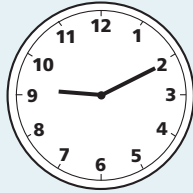


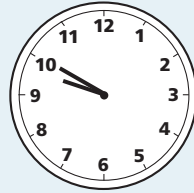
## Lesson 2 Review

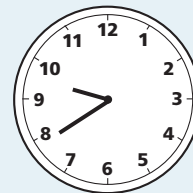
**SAMPLE  
A**

**Directions:** A train left the station at 9:30. It arrived in Sharon Hill twenty minutes later. Which clock shows the time the train arrived?



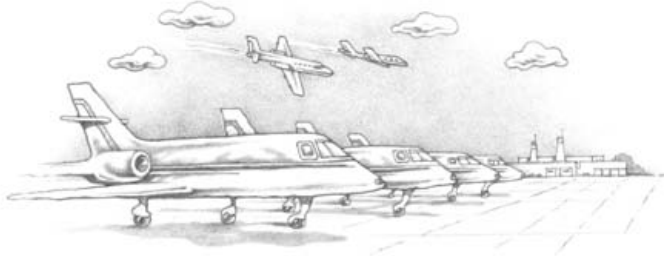







- 1** Four planes are on the ground at the airport. Two more planes land. How many planes are on the ground all together?

- 8  
 6  
 7  
 2



- 2** Find the calendar that has thirty-one days.

June						
S	M	T	W	T	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

June

September						
S	M	T	W	T	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

September

October						
S	M	T	W	T	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

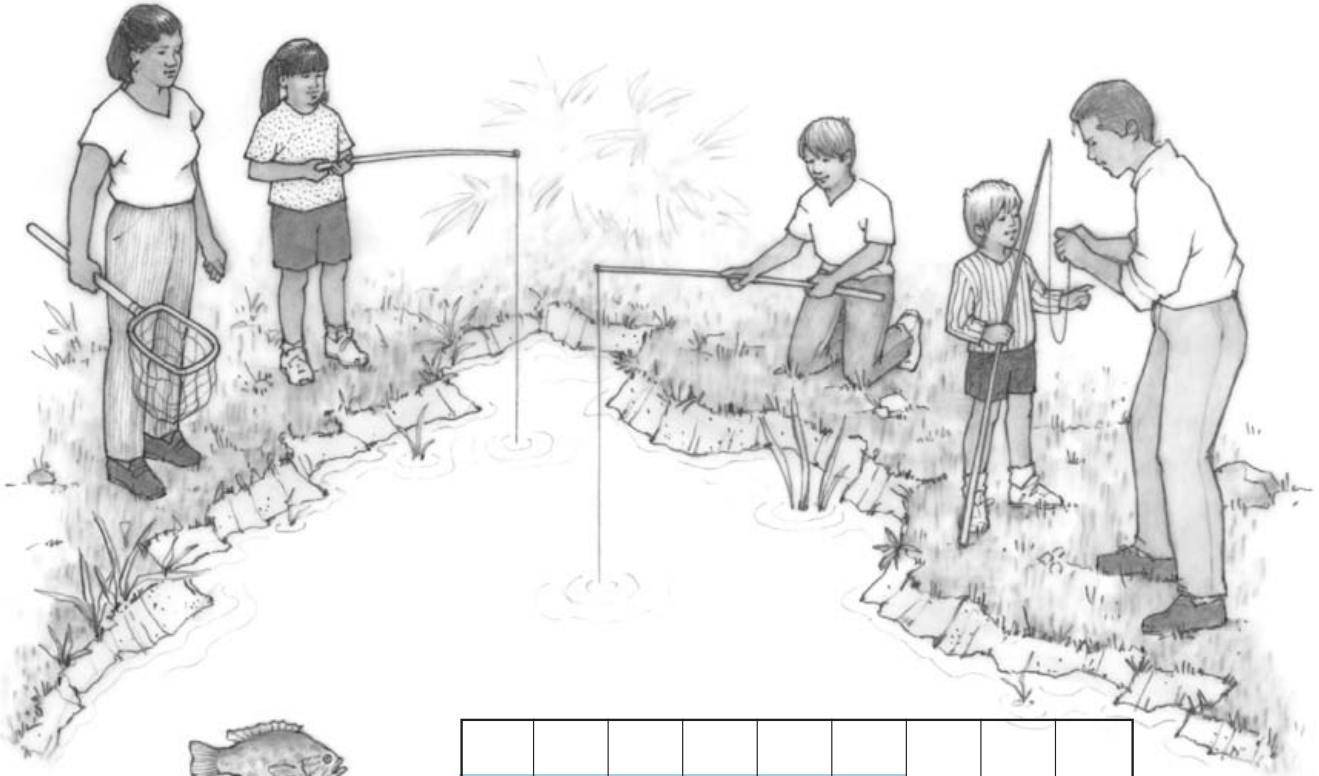
November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30





November

GO

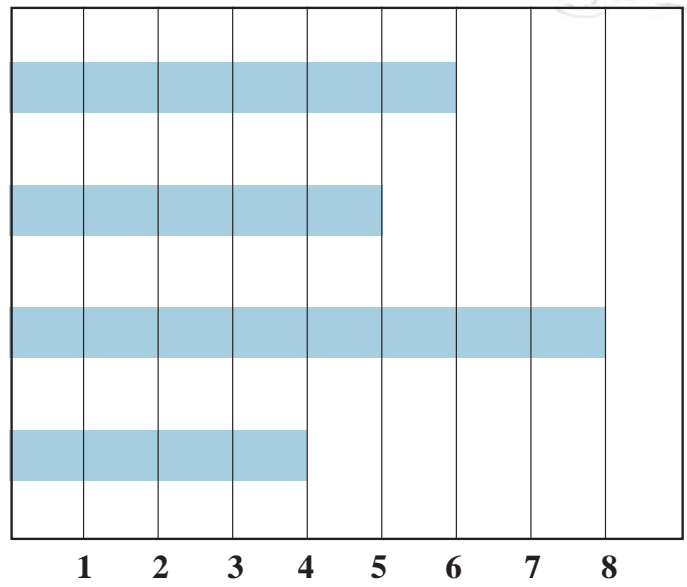


**Directions:** The bar graph shows how many fish are in a pond at a school's nature center. Use the graph to do numbers 3–5 on the next page.



-  Sunfish
-  Cattfish
-  Bluegill
-  Bass

**Kinds of Fish**

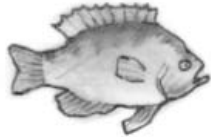


**Number of Fish**

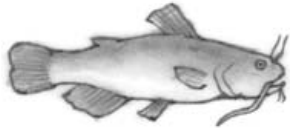
3 Look at the graph. What kind of fish are there fewest of in the pond?



Bass



Bluegill



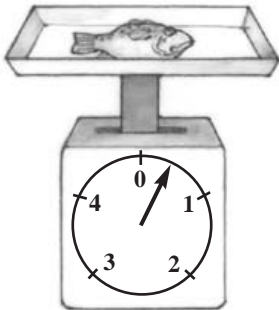
Catfish



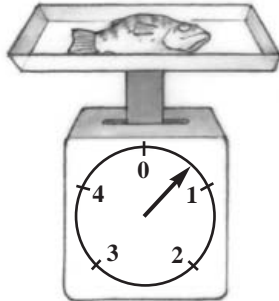
Sunfish



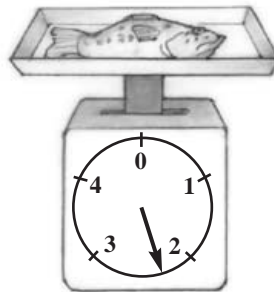
4 The average weight of the sunfish in the pond is six ounces. How much do the sunfish in the pond weigh all together?



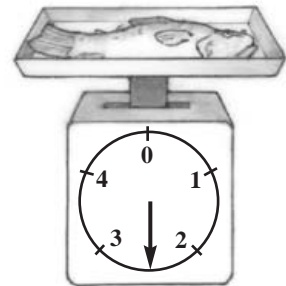
6 oz.



10 oz.



36 oz.



40 oz.



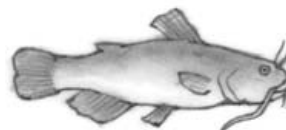
5 Nadia counted eight of this kind of fish in the pond. What kind of fish did she count?



Bass



Bluegill



Catfish



Sunfish



STOP



## Reading and Language Arts

**Directions:** Read the story and answer the questions.

SAMPLE  
A

Jawan sat down at the table. He was hungry and the food looked awfully good.

What will Jawan do next?

go outside

read a book

eat dinner

**Directions:** This is a poem about something we take for granted. Read the poem and then do numbers 1–5.

### WHY WHEELS?



Did you ever think  
How it would feel  
If nobody had  
Invented the wheel?

Boats we'd have,  
And rockets, too.  
Sleds would work,  
And a pair of shoes.



No bikes, no wagons,  
No trucks or trains,  
No cars to ride,  
Not even planes.

But life would  
Really be a bore,  
If wonderful wheels  
Were no more.





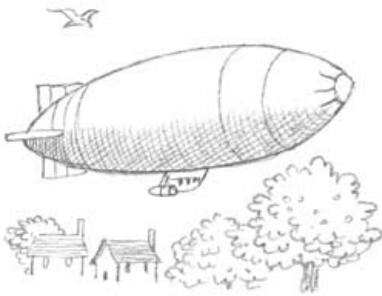
1 What does it mean to be a bore?

- to be exciting
  - to be no fun
  - to be enjoyable
- 

2 Which of these does the writer not mention?

- sledding on snow
  - riding a horse
  - riding in cars
- 

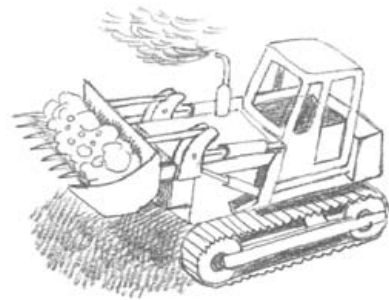
3 Which of these is something that can fly but doesn't need wheels?



blimp



boat



bulldozer

---

4 The writer of this poem thinks wheels are

important.

useless.

unnecessary.

**5 Why do planes need wheels?**

- to land and take off
- to fly high
- to let people on and off

**6 Find the sentence that completes the story.**

**My bike had a flat tire. \_\_\_\_\_ .  
Then we went for a ride.**

- The bike is red and white.
- I like to ride after school.
- My sister and I fixed it.



**7 Which one of these is a compound word?**

introduce



describe



overpass



**8 Find another compound word.**

automatic



driveway



repeat



**9 Find another word with the same vowel, or middle, sound as plane.**

stain



than

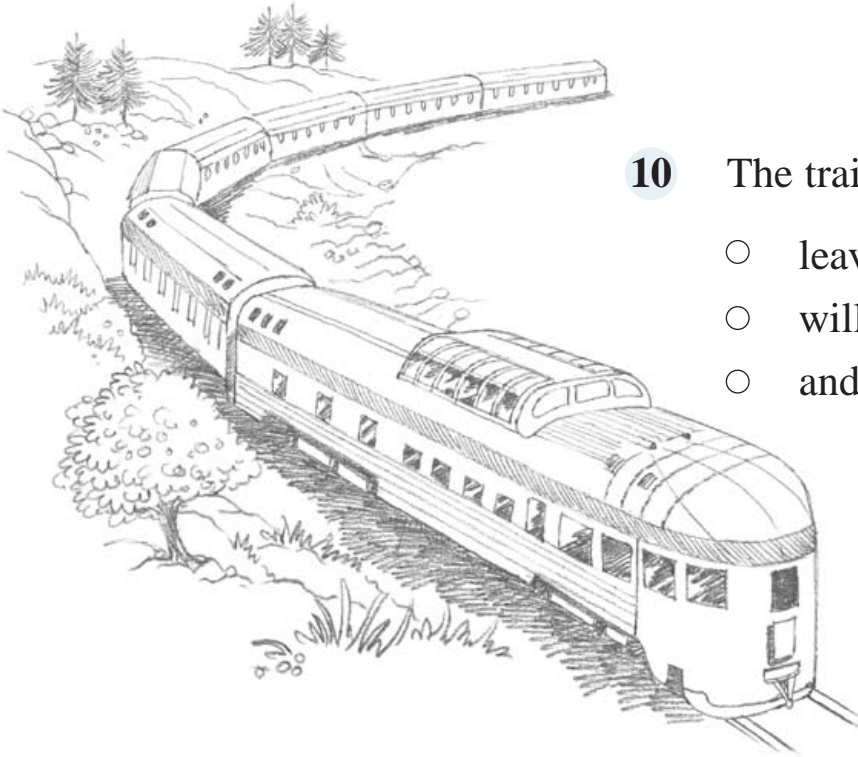


stand





**Directions:** Find the words that best complete the sentence.



- 10 The train \_\_\_\_\_ .
- leaving in a few minutes.
  - will arrive at the station soon.
  - and whistle very loud.

**Directions:** For numbers 11 and 12, find and then mark the part of the sentence that needs to be changed. If no part needs to be changed, mark “None.”


11                      My wagon                      |                      is in the garage                      |                      None

12                      Did your brother                      |                      go with you?                      |                      None

STOP



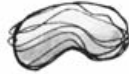





**Directions:** Read the paragraph below that tells how to make a peanut butter sandwich.



### How to Make a Peanut Butter and Jelly Sandwich

You will need peanut butter and two pieces of bread. First, spread peanut butter on one piece of bread. Next, spread jelly on the other piece. Then, put the two pieces of bread together. Last, cut the sandwich in half. Eat and enjoy!



**Directions:** Think of something you can do or make. Fill in the lines below to write a how-to paragraph.

**How to** \_\_\_\_\_

**You will need** \_\_\_\_\_

**Steps:** \_\_\_\_\_

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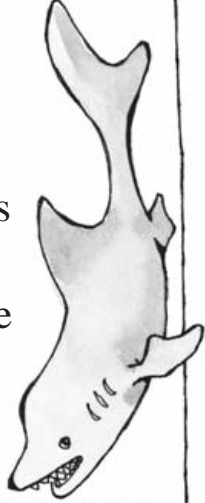
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**Directions:** Read the paragraph that compares.



Dolphins and sharks both live in the ocean, but they are very different. Dolphins are mammals, and sharks are fish. Both animals swim underwater. But sharks breathe through gills, and dolphins have lungs and breathe through a blowhole on their heads. Dolphins have smooth, slippery skin, but sharks have scales. Dolphins give birth to live young. Sharks lay eggs. When the eggs hatch, young sharks come out.



**Directions:** Think of two animals or plants you know a lot about. Write a paragraph that compares them. Answer these questions:

- **What do they look like?**
- **Where do they live?**
- **How are they alike?**
- **How are they different?**

---

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## Basic Skills

SAMPLE  
A

**Directions:** Find the word that has the same ending sound as camp.

dump                      trip                      dirt

SAMPLE  
B

**Directions:** Find the word that is a compound word, a word that is made up of two smaller words.

building              darkness              plumbing              sidewalk

1 Find the word that has the same ending sound as best.

loss                      salt                      most

2 Find the word that has the same vowel sound as same.

ham                      rain                      soar                      sand

3 What does the word aren't mean?

are not                      are late                      are most                      are then

4 Find the word that is a compound word.

footprint                      remember                      narrow                      explain

5 What is the root word of kindness?

in                      ness                      kind                      ind

6 What is suffix of careful?

are                      car                      reful                      ful

**Directions:** Which word means something that lights?

SAMPLE  
C

- chair                       hose  
 door                               bulb

**Directions:** Which word means nearly the same as grateful?

SAMPLE  
D

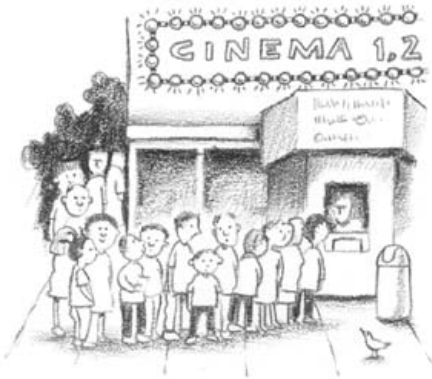
- thankful                       curious  
 busy                               finished

**7** Which word means to get better?

- trace                               sick  
 heal                                 find

**8** Which word means a note?

- message                       fashion  
 defeat                               container



**9** Which answer means about the same as narrow?

- not busy                       bumpy  
 long                               not wide

**10** Find the word that best completes both sentences.

Did you \_\_\_\_\_ your visitor well?  
My dog loves to get a \_\_\_\_\_ from me.

- feed                               enjoy  
 snack                               treat

The line for the movie (11) around the corner. This was a film that everyone wanted to see. Cindy (12) there would be seats for them.

- 11**    stood                       wound                      **12**    hoped                       bought  
        arose                       lowered                                 called                       assisted

**Directions:** In Sample E and number 13, decide which punctuation mark, if any, is needed in each sentence. If no punctuation is needed, choose “None.”

**SAMPLE  
E**

**Did you forget your hat**

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| .                     | ?                     | None                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**13 This week it rained every day**

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| .                     | ?                     | None                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Directions:** For numbers 14 and 15, find the sentence that has the correct capitalization and punctuation.

- |  |   |
|--|---|
| <b>14</b> <input type="radio"/> My birthday is in october. | <b>15</b> <input type="radio"/> The bridge is high. |
| <input type="radio"/> Last Fall it was awfully warm.       | <input type="radio"/> the road is new.              |
| <input type="radio"/> In June we plant our garden.         | <input type="radio"/> Where is the car              |
|  | <input type="radio"/> the keys are on the table     |

**Directions:** For numbers 16 and 17, choose the answer that shows the correct capitalization and punctuation for each underlined part. If the underlined part is correct, choose “Best as it is.”

- (16) We usually take our vacation in July.  
Mom and Dad rent a house at the beach.
- (17) Its not as big as our regular house, but everyone has a place to sleep.



- |  |  |
|--|--|
| <b>16</b> <input type="radio"/> vacation in july | <b>17</b> <input type="radio"/> It's not |
| <input type="radio"/> Vacation in July           | <input type="radio"/> it's not           |
| <input type="radio"/> Vacation in july           | <input type="radio"/> Its' not           |
| <input type="radio"/> Best as it is              | <input type="radio"/> Best as it is      |



**Directions:** For Sample F and numbers 18 and 19, choose the correctly spelled word.

**SAMPLE F** Be \_\_\_\_\_ near the pond.

- carefull       careful  
 cairful       careful

**18** Dad \_\_\_\_\_ some corn for dinner.

- rosted       rowsted  
 roasted       roastd

**19** Allan felt \_\_\_\_\_ in his new school.

- lonley       lonely  
 loanly       loanley

**Directions:** For number 20 choose the underlined word that is not spelled correctly.

- tasty sandwich  
 huge tiger  
 yellow bird  
 All correct

**Directions:** For Sample G and numbers 21–24, solve the problem.

**SAMPLE G**

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

- 0  
 1  
 19  
 90

**21**  62

$$14 + 21 =$$

65  
 36  
 35

**22**  34

$$\begin{array}{r} 21 \\ 7 \\ + 6 \\ \hline \end{array}$$

24  
 54  
 44

**23**  1046

$$\begin{array}{r} 874 \\ - 172 \\ \hline \end{array}$$

802  
 706  
 702

**24**  1

$$2 \times 3 =$$

5  
 6  
 23

STOP



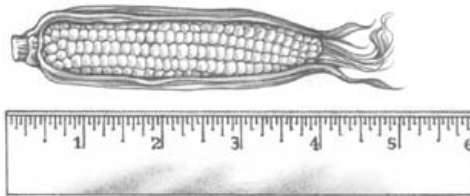
# Mathematics

**Directions:** If you are counting by ones, beginning with 42, find the empty box where 48 should be.

SAMPLE  
A

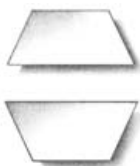
42	43	44				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 1 How many inches long is the ear of corn? (from stalk to silk)



- 6 inches       5 inches       4 inches       3 inches

- 2 Find the group of shapes that shows just one rectangle.



Pair 1



Pair 2



Pair 3



Pair 4

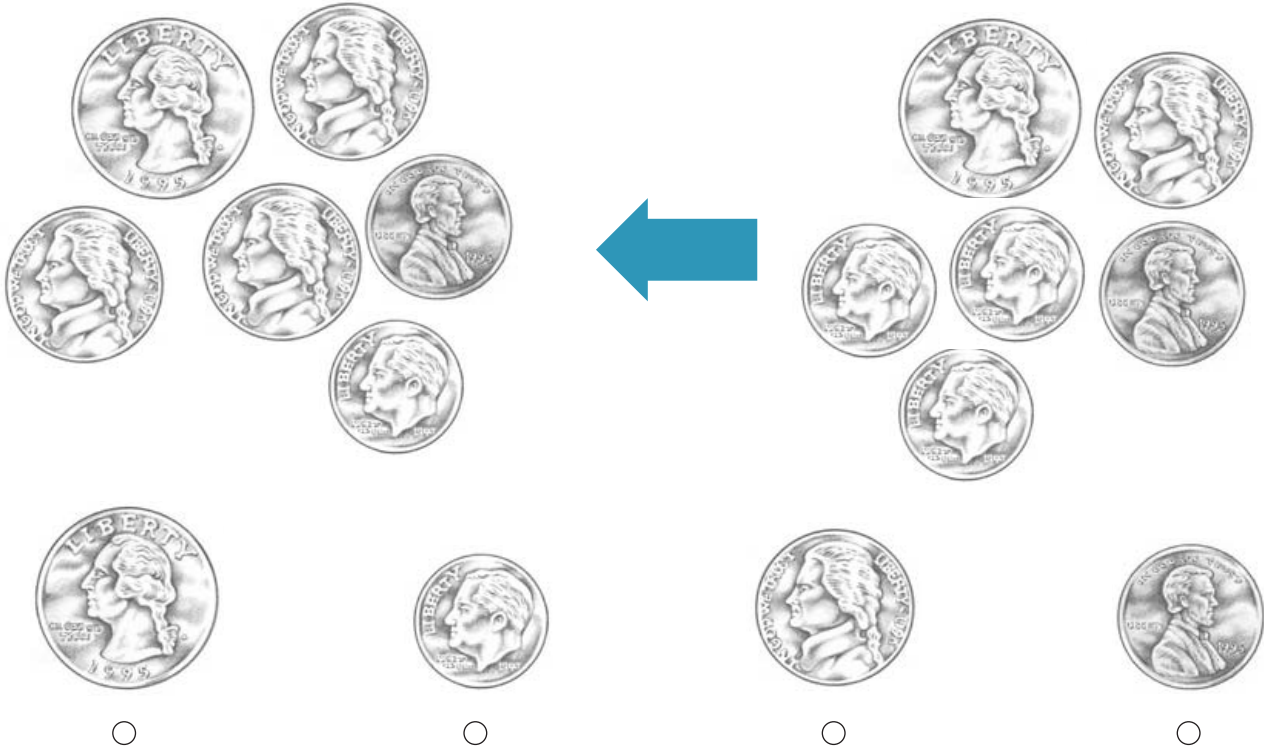
- 3 Rudy is hanging numbered keys on a board. Which numbered key should go in the box that is circled?

1	2	3	4	5	6	7	8	9	10
~	~	~	~	~	~	~	~	~	~
~	~	~	~	~	~	~	~	~	~
~	~	~	~	~	~	~	~	~	~
~	42	~	~	~	~	~	~	~	~
~	~	~	~	~	~	~	~	~	~
~	~	~	~	~	~	~	~	~	~
~	~	~	~	~	~	~	~	~	~
~	~	93	~	~	~	~	98	99	~

- 77  
 88  
 89  
 98

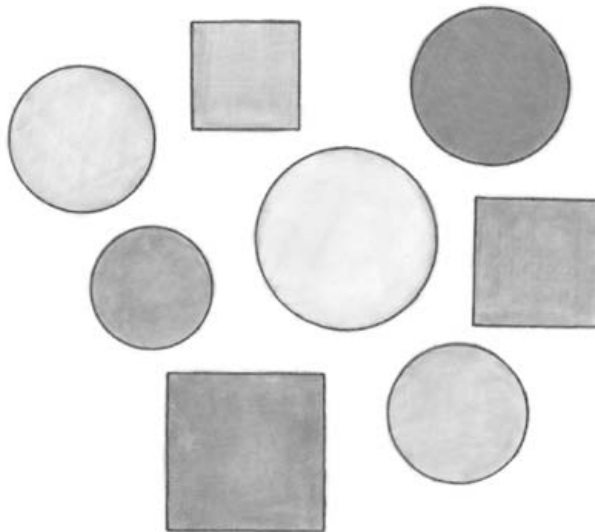


- 4 Which coin can be removed from the second group so both groups have the same amount of money?



- 5 Find the fraction that tells what part of the set is circles.

- $\frac{5}{8}$   
  $\frac{3}{8}$   
  $\frac{3}{5}$   
  $\frac{1}{5}$



6 Which number should the missing address be?



427



421



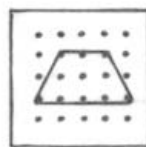
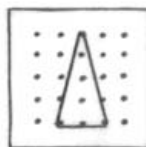
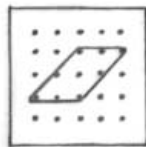
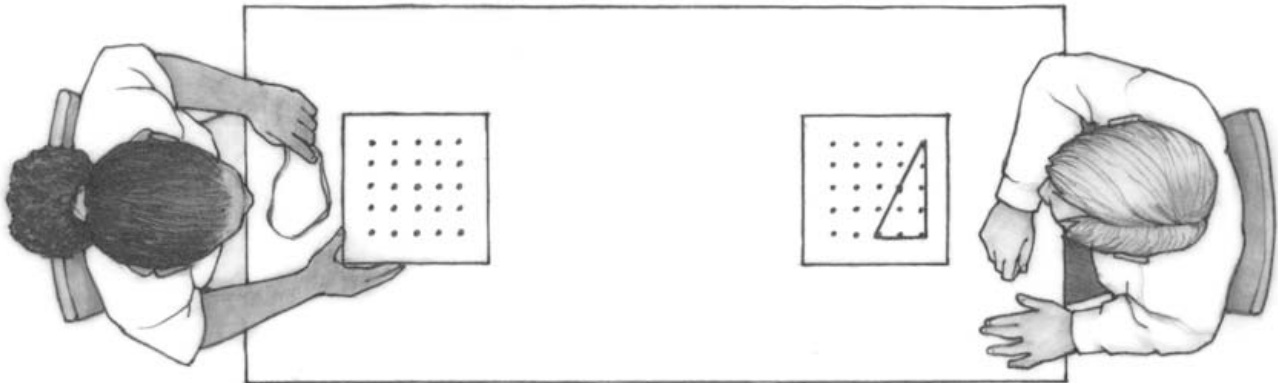
437



434



7 Toshi made a shape on his geoboard. Paula wants to make the same shape. What will her geoboard look like?



- 8 Elle saw that some t-shirts on a clothes line formed a pattern. If the pattern continued, which pair of the t-shirts would come next?



9

Cliff counted 3 .

Georgia counted 9 .

Cliff counted 3 hawks on bird watch day. Georgia counted 9 hawks. Which number sentence could be used to find how many hawks they counted in all?

$$9 - 3 = \square$$

$$3 + \square = 9$$

$$3 + 9 = \square$$

$$9 - \square = 3$$





## Grade 2 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: 36                      Number Correct \_\_\_\_\_

Unit 2 Basic Skills

Number of Questions: 60                      Number Correct \_\_\_\_\_

Unit 3 Mathematics

Number of Questions: 16                      Number Correct \_\_\_\_\_

### Final Test

Unit 1 Reading and Language Arts

Number of Questions: 12                      Number Correct \_\_\_\_\_

Unit 2 Basic Skills

Number of Questions: 24                      Number Correct \_\_\_\_\_

Unit 3 Mathematics

Number of Questions: 9                      Number Correct \_\_\_\_\_





## Grade 2 Answer Key

*Page 255*

- A.** in warm clothes
- B.** big tree

*Page 259*

- 1.** Jared
- 2.** is lost.
- 3.** first picture

*Page 260*

- 4.** first picture
- 5.** Then he came home.
- 6.** She feeds the kitten.
- 7.** We
- 8.** she

*Page 261*

- A.** depend on

*Page 262*

- 1.** plane
- 2.** fix belt
- 3.** clouds
- 4.** second picture

*Page 263*

- 5.** My sister, Pat
- 6.** fly
- 7.** The plane rose quickly.

*Page 264*

- 8.** plane
- 9.** unfasten
- 10.** They put clothes in a suitcase.
- 11.** Many people come and go.
- 12.** You need a ticket to fly in a plane.
- 13.** This is my seat.

*Page 265*

Child should write a friendly letter.

*Page 266*

Child should write a story using a story map.

*Page 267*

- A.** gardening

*Page 268*

- 1.** calm
- 2.** really
- 3.** pleasant.
- 4.** sign “good-bye”
- 5.** know more Sign Language.



## Grade 2 Answer Key

### Page 269

6. regular
7. makes new friends easily.
8. clown
9. try
10. reach

### Page 270

11. Raj was born in India.
12. they
13. May 5, 2001
14. Dear Mom,
15. Your son,

### Page 271

The paragraph should describe an animal and use the ideas written in a web.

### Page 272

- A.** dry
1. blink
  2. cold
  3. hop
  4. spoil
  5. do not

### Page 273

- A.** alone
- B.** big
1. decide
  2. raise
  3. discuss
  4. lean
  5. dirty
  6. usual
  7. sack
  8. secret

### Page 274

- C.** sink
9. contest
  10. guess
- D.** fine
11. point
  12. tire

### Page 275

- A.** on monday.
1. when did
- B.** period
2. period
- C.** Nothing is in the bag.
3. She is upstairs.



## Grade 2 Answer Key

### Page 276

- D.** Jan Miller
- E.** Best as it is
- 4.** January 5, 2002
- 5.** Dear Dad,
- 6.** With love,
- 7.** open. When
- 8.** Best as it is

### Page 277

- A.** notice
- 1.** daily
- 2.** window
- 3.** butter
- B.** All correct
- 4.** fly a plain
- 5.** All correct
- 6.** hot pavement

### Page 278

- A.** 10
- 1.** 50
- 2.** 51 cents
- 3.** 47
- B.** 4
- 4.** 2
- 5.** 18 cents
- 6.** 6

### Page 279

- A.** crush
- B.** alone
- 1.** fry
- 2.** meet
- 3.** they are
- 4.** outside
- 5.** fast
- 6.** ed

### Page 280

- C.** fire
- 7.** bird
- 8.** leaf
- D.** puzzle
- 9.** sure
- 10.** nail
- 11.** neat
- 12.** vegetable

### Page 281

- E.** None
- 13.** on thanksgiving.
- 14.** Wilson, Pennsylvania 18302
- 15.** Labor Day
- 16.** doesn't



## Grade 2 Answer Key

*Page 282*

- F.** beyond
- 17.** usually
- 18.** cloud
- 19.** nice chare
- G.** 38
- 20.** 440
- 21.** 64
- 22.** 38 cents
- 23.** 15

*Page 283*

- A.** last picture

*Page 284*

- 1.** 360
- 2.** Shape 4
- 3.**  $2 + 2 + 2 + 2 =$

*Page 285*

- 4.** measuring cup
- 5.** 75 cents

*Page 286*

- 6.** Beth
- 7.** 7 15 10 18
- 8.** box
- 9.** 9

*Page 287*

- 10.** 12
- 11.** spinner 2

*Page 288*

- A.** third picture
- 1.** 6
- 2.** October

*Page 290*

- 3.** Bass
- 4.** 36 oz.
- 5.** Bluegill

*Page 291*

- A.** eat dinner

*Page 292*

- 1.** to be no fun
- 2.** riding a horse
- 3.** blimp
- 4.** important

*Page 293*

- 5.** to land and take off
- 6.** My sister and I fixed it.
- 7.** overpass
- 8.** driveway
- 9.** stain



## Grade 2 Answer Key

### Page 294

10. will arrive at the station soon.
11. is in the garage
12. None

### Page 295

The child should write a how-to paragraph telling what is needed and what the steps are.

### Page 296

The child should write a paragraph that compares two animals or plants he or she knows a lot about.

### Page 297

- A. dump
- B. sidewalk
1. most
2. rain
3. are not
4. footprint
5. kind
6. ful

### Page 298

- C. bulb
7. heal
8. message
- D. thankful
9. not wide
10. treat
11. wound
12. hoped

### Page 299

- E. question mark
13. period
14. In June we plant our garden.
15. The bridge is high.
16. Best as it is
17. It's not

### Page 300

- F. Careful
18. roasted
19. lonely
20. tasty sandwich
- G. 1
21. 35
22. 34
23. 702
24. 6



## Grade 2 Answer Key

*Page 301*

- A.** last box
- 1.** 5 inches
- 2.** Pair 4
- 3.** 88

*Page 302*

- 4.** second picture (dime)
- 5.**  $\frac{5}{8}$

*Page 303*

- 6.** 427
- 7.** last picture

*Page 304*

- 8.** first pair
- 9.**  $3 + 9 =$



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# Test Practice Worksheet



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# Test Practice Worksheet





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# Test Practice Worksheet



# Test Practice Worksheet