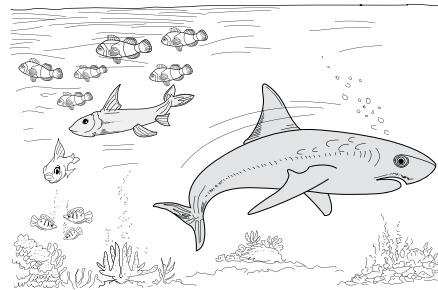


What's It About?

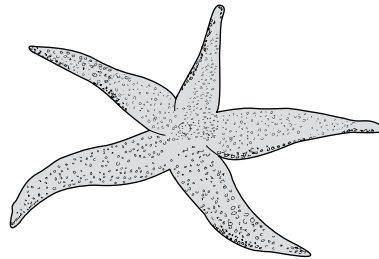
Let's read the story together. What is the story about? Then tell me a good title for the story. Write it on the line. How did you decide on your title? Now name two details that you learned from this story.

Title: _____

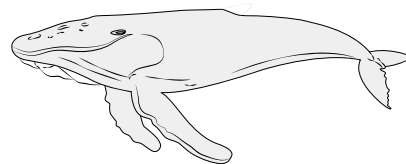
There are many kinds of fish in the sea.
Some can swim very fast.
Some have sharp teeth.



Other animals live in the sea, too.
Some can not swim.
Starfish live in the sea.



Some animals who live in the sea are very big.
Whales live in the sea.
You can see that many animals live in the sea.



Who Said It?

Think about the author's point of view as I read this story. Then we'll answer the questions together.

My sister Dena seemed very upset. She just sat on her bed with her head in her hands. She kept looking at a book. I knocked on her opened door to announce myself. "Is something wrong?" I asked. "You seem very upset."

"Nita, I have to come up with an idea for my book report. I just can't think of anything to make my book report exciting," Dena explained.

"What have you thought of so far?" I asked. Dena told me her ideas, and we both agreed they should be more exciting.

Suddenly I had an idea. "I've got it. I'll be right back," I said.

When I came back, I had a paper bag on each hand. "Let's make puppets for your report," I said. "You can do a puppet show."

"What a great idea!" Dena said. Dena gave me a big hug and thanked me.



1. Who are the characters in the story? _____
2. Where does the story take place? _____
3. Who had a problem? _____
4. How did Dena feel about her sister Nita helping her?

5. How does Nita feel about her younger sister? How do you know?

Name _____

Rewrite the sentences. Begin each proper noun with a capital letter.



1. My jet is from ann's toy hut.

2. It is on elm street.

3. Miss hill works at the shop.

4. todd and stan like to get blocks.

5. They shop at Ann's toy hut.

Name _____

Read the words in the box. Say each word.

key

bumpy

puppy

funny

penny

sandy

wash

would

Find the spelling words in the puzzle.**Draw a circle around each word.**

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

Name _____

Read the spelling words in the box.cart
yarnbarn
harmarm
fourart
none**Find the spelling words in the puzzle. Draw a circle around each word.**

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



Write an Informative Paragraph

Write a paragraph explaining how to take care of a new puppy.

Write a topic sentence, 2 key ideas, and a conclusion.

Topic (There are many...)

Key idea (First,)

Key idea (Next,)

Conclusion (Clearly,)

Use the chart to write your paragraph.

Handwriting practice lines for writing the paragraph. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 12 such sets of lines available for writing.

A Home for Bats

Not all bats spend their days in caves.

Bats can live in many places.

Some bats hang from big trees.

Other bats live in old rock mines.

Bats can also live in old houses.

They may hide under low bridges.

Some bats can make tents with leaves.

They make their tents high up in a tree.

They rest under the tent.

Then they do not get wet.

Some bats hide in homes of other animals.

Bats can find a home almost anywhere.

They will like it as long as it is dark.

Take a look around. Do you see any bats?

✓ Name three places where bats live.

✓ How do some bats make tents?

Name _____

**Fill in the Main Topic and Key Details Chart.
Use details from the story.**

Main Topic		
Detail	Detail	Detail

*Using complete sentences write a 3-5 sentence summary of "A Home for Bats". First, state the main topic. Then, use the details from your graphic organizer to support the main topic. Use the top of this page to illustrate your writing.

The page contains 12 rows of horizontal lines for writing. Each row consists of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.

Name _____

Every sentence begins with a capital letter.

Every sentence ends with a period, question mark, or exclamation mark.

Example: We call my new cat Puff.

Write each sentence correctly.

1. what does Nan have

2. that chick has a small beak



3. will the hens eat the grain

4. it is fun to feed the animals

Name _____

Read the spelling words in the box.

like

spike

ride

hide

bike

mine

water

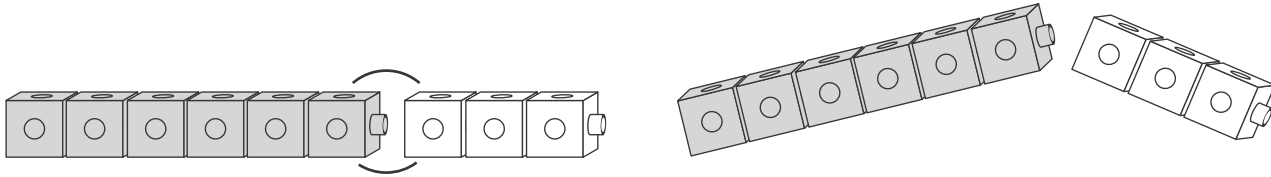
should

Find the spelling words in the puzzle. Draw a circle around each word.

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



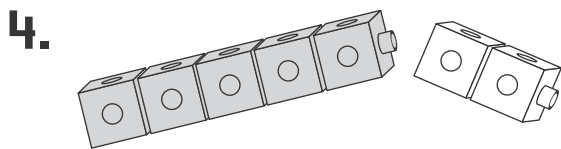
Relating Addition and Subtraction



1. $\underline{\quad 6 \quad} + \underline{\quad 3 \quad} = \underline{\quad 9 \quad}$

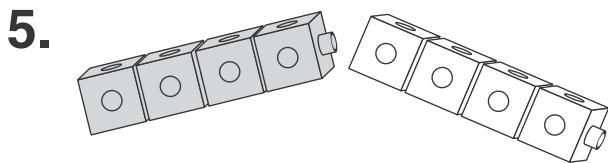
2. $\underline{\quad \quad} - \underline{\quad \quad} = \underline{\quad \quad}$

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



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

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



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

Materials: Connecting cubes, 6 of one color and 4 of another color for each student

1. Have students make a train of 6 connecting cubes, all the same color, and write the number 6. Have them make a train of 3 connecting cubes of a different color and write 3. Have them put the two trains together. Ask: **How long is the train?** Have students write 9. Say: **So, 6 plus 3 equals 9.**
2. Have students write 9 in the first blank of the first subtraction sentence. Have them break off the 3 cubes of a different color and write 3. Ask: **How many cubes are left?** Have them write 6.
3. Ask: **If we start with 9 and break off 6, how many cubes will be left?** Have students write the number sentence $9 - 6 = 3$.
4. Ask: **How are these number sentences alike?** They all use the same numbers. Say: **If you know 6 plus 3 equals 9, then you know 9 minus 3 equals 6 and 9 minus 6 equals 3.**
5. Have students form the other trains shown and write corresponding number sentences.

Name _____



Relating Addition and Subtraction (continued)

Write two subtraction sentences for each addition sentence. Use cubes if you like.

6. $3 + 4 = 7$
 $7 - 4 = 3$
 $7 - 3 = 4$

7. $1 + 7 = 8$
____ - ____ = ____
____ - ____ = ____

8. $4 + 2 = 6$
____ - ____ = ____
____ - ____ = ____

9. $4 + 5 = 9$
____ - ____ = ____
____ - ____ = ____

10. $2 + 7 = 9$
____ - ____ = ____
____ - ____ = ____

11. $6 + 1 = 7$
____ - ____ = ____
____ - ____ = ____

Write a number sentence.

12. Tonya saw 8 butterflies.
3 flew away. How many
butterflies are left?

____ - ____ = ____

13. Jerome found 5 fossils.
Kobe found 3 fossils.
How many fossils did
they find in all?

____ + ____ = ____

Name _____



Fact Families

12

--	--

1. $\begin{array}{c} 4 \\ | \\ 4 \end{array} + \begin{array}{c} 8 \\ | \\ 8 \end{array} = 12$ _____ - _____ = _____

_____ + _____ = _____ _____ - _____ = _____

2. _____ + _____ = _____ _____ - _____ = _____

Materials: Counters, 12 for each student

1. Say: **There are 12 counters in all.** Have students put 4 counters in the first box and 8 counters in the second box. Say: **Write two addition sentences for the counters.** Say: **Write two subtraction sentences.**
2. Ask: **How are these number sentences alike?** They all use the same numbers. Say: **When addition and subtraction sentences use the same numbers, it is a fact family.**
3. Say: **Write a fact family using 6 counters in one box and 6 in the other.** Do similarly as above.

Name _____



Fact Families (continued)

Write the fact family for the model.

3.

13	
7	6

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

4.

16	
7	9

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

5.

12	
5	7

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

6.

18	
9	9

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

7.

15	
7	8

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

Name _____



Using Addition to 18 to Subtract

13

--	--

1. $9 + \underline{\quad} = 13$ So $13 - 9 = \underline{\quad}$.

2. $5 + \underline{\quad} = 13$ So $13 - 5 = \underline{\quad}$.

3. $6 + \underline{\quad} = 13$ So $13 - 6 = \underline{\quad}$.

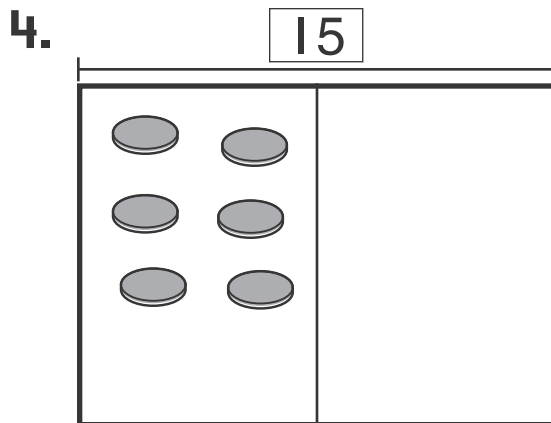
Materials: Counters, 13 for each student

1. Say: **There are 13 counters in all.** Have students put 9 of their 13 counters in the first box. Ask: **How many counters go in the second box?** Have students put the remaining 4 counters in the second box and write 4. Say: **Since 9 plus 4 equals 13, what is 13 minus 9?** Have students write 4.
2. Do the other problems similarly.



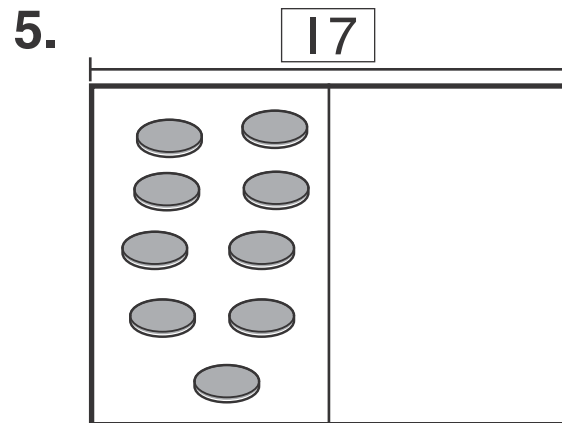
Using Addition to 18 to Subtract (continued)

Complete the model.
Then complete the number sentences.



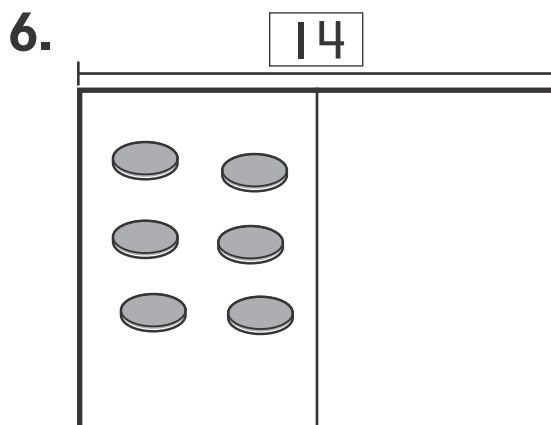
$$6 + \underline{\quad} = 15$$

$$\text{So } 15 - 6 = \underline{\quad}.$$



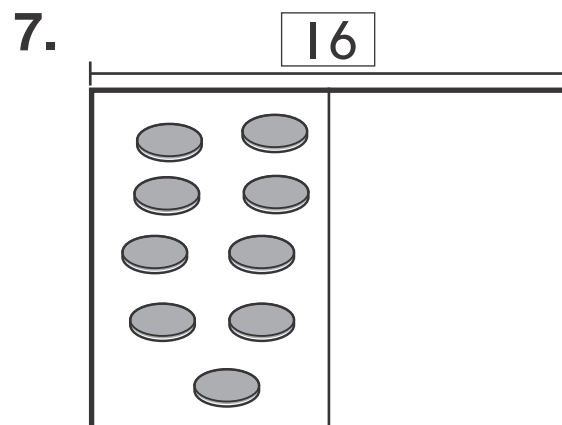
$$9 + \underline{\quad} = 17$$

$$\text{So } 17 - 9 = \underline{\quad}.$$



$$6 + \underline{\quad} = 14$$

$$\text{So } 14 - 6 = \underline{\quad}.$$



$$9 + \underline{\quad} = 16$$

$$\text{So } 16 - 9 = \underline{\quad}.$$

Reasoning Write the missing number.

8. $9 + \underline{\quad} = 15$ So $15 - 9 = \underline{\quad}$.



Using Subtraction Strategies

$$\begin{array}{r} 1. \quad 12 \\ - 6 \\ \hline \end{array}$$

Doubles

Count Back

Think Addition

$$\begin{array}{r} 2. \quad 9 \\ - 1 \\ \hline \end{array}$$

Doubles

Count Back

Think Addition

$$\begin{array}{r} 3. \quad 16 \\ - 9 \\ \hline \end{array}$$

Doubles

Count Back

Think Addition

$$\begin{array}{r} 4. \quad 14 \\ - 7 \\ \hline \end{array}$$

Doubles

Count Back

Think Addition

$$\begin{array}{r} 5. \quad 15 \\ - 8 \\ \hline \end{array}$$

Doubles

Count Back

Think Addition

$$\begin{array}{r} 6. \quad 11 \\ - 2 \\ \hline \end{array}$$

Doubles

Count Back

Think Addition

1. Say: **Until you memorize the subtraction facts, you can use doubles, counting back, or thinking addition to find the differences.** Have students solve $12 - 6$. Ask several students to explain how they solved the problem. Discuss as a class why "Doubles" is the easiest way to solve $12 - 6$. Have students circle "Doubles".
2. Have students solve $9 - 1$. Ask several students to explain how they solved the problem. Discuss as a class why "Counting Back" is the easiest way to solve $9 - 1$. Have students circle "Count Back".
3. Have students solve $16 - 9$. Ask several students to explain how they solved the problem. Discuss as a class why "Think Addition" is the easiest way to solve $16 - 9$. Point out that 9 is too much to count back and $9 + 7$ is not a double. Say: **When no other strategy works, think addition.** Have students circle "Think Addition".
4. Have students solve the other problems and circle which way they solved.

Name _____



Using Subtraction Strategies (continued)

Subtract.

Circle the easiest way to find the difference.

7. 10 Doubles
 – 2 Count Back
 Think Addition

8. 18 Doubles
 – 9 Count Back
 Think Addition

9. 15 Doubles
 – 9 Count Back
 Think Addition

10. 14 Doubles
 – 8 Count Back
 Think Addition

11. 10 Doubles
 – 5 Count Back
 Think Addition

12. 8 Doubles
 – 1 Count Back
 Think Addition

Subtract.

13. 9 10 15 12 13 12
 – 2 – 1 – 6 – 4 – 9 – 8

14. 16 17 12 11 15 6
 – 8 – 9 – 5 – 3 – 7 – 1

Name _____



Counting from any Number

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. 48, _____, _____, _____, _____ 2. 63, _____, _____, _____, _____

1. Have students point to the number 48 on the hundred chart. Ask: **What number comes after 48?** 49
What number comes after 49? 50; Continue to 52. Have students write the numbers.
2. Have students point to the number 63 on the hundred chart. Ask: What number comes before 63?
62 **What number comes before 62?** 61; Continue to 59. Have students write the numbers.

Name _____



Counting from any Number (continued)

Count by 1s.

Write the numbers.

3. 23, 24, _____, _____, _____

4. 74, _____, 76, _____, _____

5. 37, _____, 39, _____, _____

6. 19, _____, _____, _____, 23

7. 88, _____, _____, 91, _____

8. 94, _____, 96, _____, _____

Count back by 1s.

Write the numbers.

9. 43, 42, _____, _____, _____

10. 9, _____, _____, 6, _____

11. 80, _____, 78, _____, _____

12. 52, 51, _____, _____, _____

13. 60, _____, 58, _____, _____

14. 100, 99, _____, _____, _____

Reasoning Skip count by 2s.

Write the numbers.

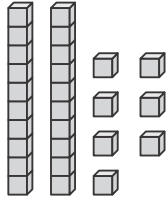
15. 72, 74, 76, _____, _____

16. 30, 28, 26, _____, _____



I More or I Less, 10 More or Less

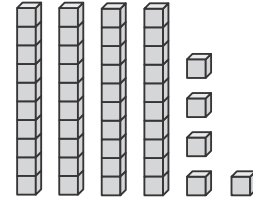
1. 27

I more is 2810 more is 37

I less is _____

10 less is _____

2. 45



I more is _____

10 more is _____

I less is _____

10 less is _____

3. 39

I more is _____

10 more is _____

I less is _____

10 less is _____

4. 16

I more is _____

10 more is _____

I less is _____

10 less is _____

Materials: Place-value blocks, 5 tens and 10 ones per pair or group

1. Have one student show 27 with the place-value blocks. Have another student in each pair or group add one more cube. Ask: **How much is 27 and 1 more?** Have students write 28.
2. Have students take away one cube so each pair or group has 27 again. If students are in groups, have a third student add a ten block. Ask: **How much is 27 and 10 more?** Have students write 37.
3. Repeat, having students take away 1 one cube and then 1 ten block to do 1 less and 10 less.
4. Have students show each of the numbers in the other three exercises with the blocks.

Name _____



I More or I Less, 10 More or Less (continued)

Write how many.
Use tens and ones if you like.

5. 36 I more is 37 6. 56 I less is 55

7. 29 10 more is _____ 8. 60 10 less is _____

9. 73 10 more is _____ 10. 41 I less is _____

11. 24 I less is _____ 12. 63 I less is _____

I more is _____

I more is _____

10 less is _____

10 less is _____

10 more is _____

10 more is _____

13. Reasoning Which digit in 75 changes when you find 10 more or 10 less? Why?

14. Reasoning Which digit in 32 changes when you find 1 more or 1 less? Why?

Getting Along

It is important to find ways to get along.



Think about a time you did not agree with a friend.

Tell a family member how you found a way to get along.



Draw and label a picture of the activity.

List some ways that friends can get along.



SOCIAL STUDIES

Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

People at Work

People do many kinds of jobs.

- Talk to a family member about jobs.
- Draw two pictures of people doing jobs.
- Write sentences that tells about each job. Tell how each job helps people.



SOCIAL STUDIES

Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

Help Your Community

You can help your community in many ways.

- Talk to a family member. Talk about ways you can help in your school or town.
- Draw a picture of how you would like to help in your community.
- Write sentences that describes your picture and how you would help.



SOCIAL STUDIES

Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

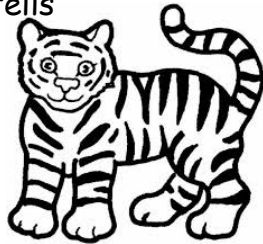
Animal Needs

Like us, animals need air, food, water, and shelter.



SCIENCE

- Draw an animal that you like.
- Talk to someone about the things this animal needs
- Write a sentence that tells what the animal eats.
- Write a sentence that tells about its home.

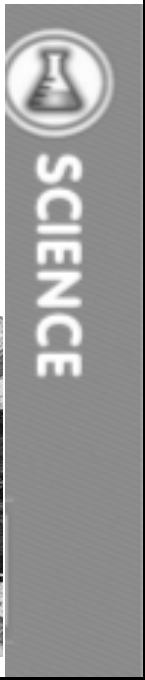


Handwriting practice area with multiple sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

What's in the Sky?

You can see some things in the sky at night. You can see different things in the sky during the day.

- Look out a window at the night.
- Draw a picture of what you see.
- Write about what you can see in the sky.



A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated ten times across the page.

Life Long Ago

Life today is different in many ways from life one ago.



Think about what it would be like to live long ago.

Fill in the sentence frame:
If I lived long ago, I would

_____.

Draw a picture to show what you wrote.



SOCIAL STUDIES

Handwriting practice area with ten sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

From Farm to Table

A farmer grows food. At the store we buy food that farmers grow.

- Think about foods a farmer grows.
- Draw a picture of a farmer growing food.



- Write about your picture and the food the farmer grows.



SOCIAL STUDIES

Handwriting practice area with ten sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Playing Music

- Draw people playing music.
- Tell what instruments they are playing.
- Write sentences to describe the sound each instrument makes.



SCIENCE

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

