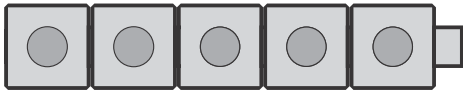


Name \_\_\_\_\_

Reteach to Build Understanding

**8-1**

1

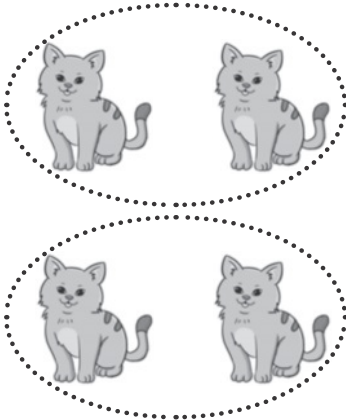


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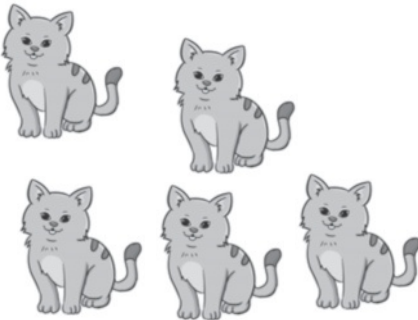
\_\_\_\_\_ and \_\_\_\_\_

2



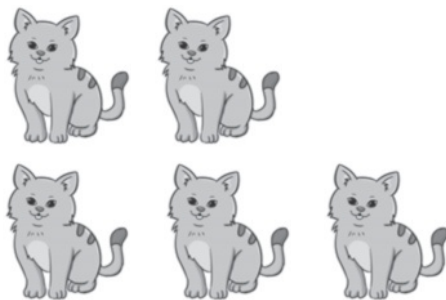
$$4 = \begin{array}{c} \text{---} \\ \text{2} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{2} \\ \text{---} \\ \text{---} \end{array}$$

3



$$5 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array}$$

4



$$5 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array}$$

**Directions** ★ Say: We can **break apart** numbers to show subtraction. Let's use the cube train to help us. How many cubes are in the train? Draw a circle around the first 2 cubes, and then draw a circle around the last 3 cubes. This shows one way to break apart 5. How many cubes are in each part? Write the numbers. 2 and 3 is a number pair for 5. ② Have students use red and yellow counters to help them break apart the group of cats. Say: Draw a circle around 2 cats, and then draw another circle around the last 2 cats. How many are in each group? This shows one number pair for 4. Write the numbers to complete the equation. ③ and ④ Have students draw a circle around two groups to show different number pairs for 5, and then complete each equation to show different ways to break apart 5. **On the Back!** Have students draw a group of 4 counters, draw a circle around two groups to show a different way to break apart 4, and then write the number in each group.

Name \_\_\_\_\_

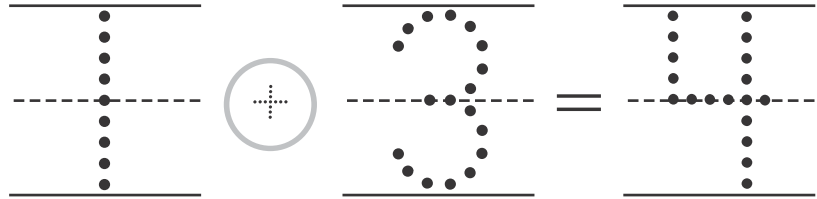
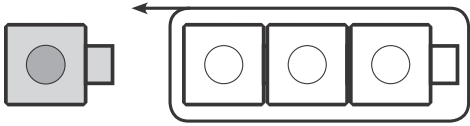
Reteach to Build Understanding

**8-2**

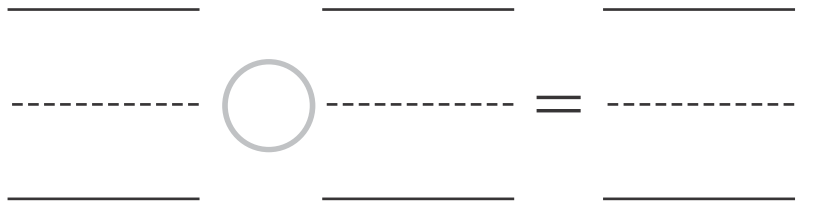
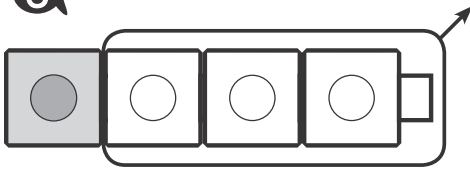
★  $2 + 2 = 4$

$4 - 2 = 2$

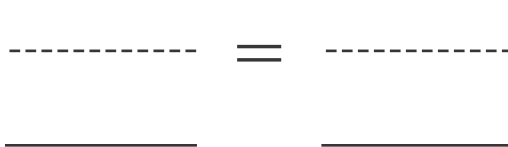
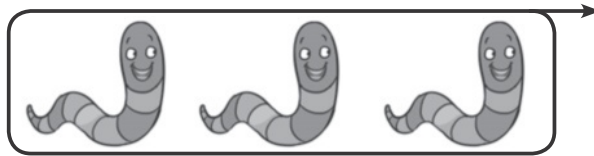
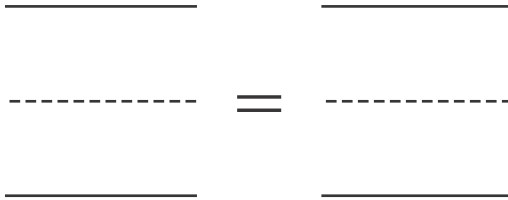
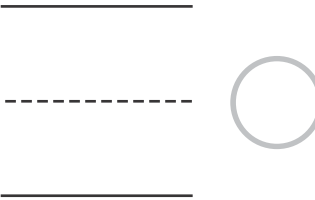
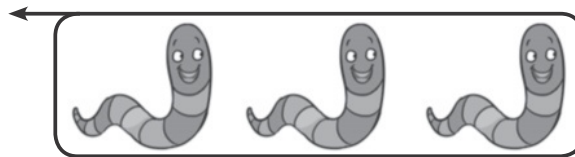
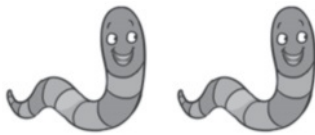
2



3



4



**Directions** Say: ★ Addition and subtraction are math **operations**. How are the equations alike? How are they different? These equations are related facts. Draw a circle around the operation that shows addition. Mark an X on the operation that shows subtraction; 2 You can use connecting cubes to help you write related facts. Look at the picture. Which operation is shown, addition or subtraction? How do you know? Use cubes to model the addition, and then write an equation to match; 3 Use cubes to model the operation shown, and then write an equation to match. This equation and the equation in Item 2 are related facts. 4 Have students listen to the story and use connecting cubes to help act out the story to choose an operation. Then have them complete the equations to tell the related facts. Say: 2 worms are in a group. 3 more join them. How many worms are there in all? Then say: 5 worms are in a group. 3 leave the group. How many worms are left? **On the Back!** Have students write an addition and related subtraction fact.

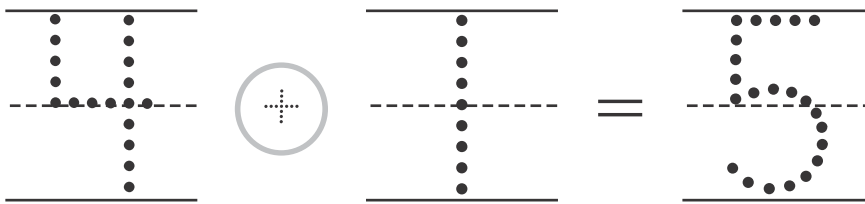
Name \_\_\_\_\_

Reteach to Build Understanding

**8-3**



**2**



**3**



**Directions** Say: ★ You can tell a story and draw a picture to show how many **in all** or how many are **left**. 4 bunnies play in a field. 1 bunny joins them. How many bunnies are there in all? Draw a picture to solve the problem. How many bunnies play in a field? Draw that number of bunnies in one group. How many bunnies join them? Draw that number in a different group; ② Do you need to find how many in all, or how many are left? How do you know? Write an equation to match the picture. What is  $4 + 1$ ? ③ Have students tell a story for  $4 - 1$ . Have them draw a picture to illustrate their story, and then write the equation to match. **On the Back!** Have students draw a picture for  $1 + 2 = 3$ , and then tell a friend a story for the drawing.

Name \_\_\_\_\_



\_\_\_\_\_

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4 - 3 = \_\_\_\_\_

.....

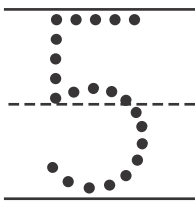


\_\_\_\_\_

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3 + 2 = \_\_\_\_\_

.....



\_\_\_\_\_

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5 - 1 = \_\_\_\_\_

.....



\_\_\_\_\_

-----

3 - 3 = \_\_\_\_\_

.....



\_\_\_\_\_

-----

2 + 1 = \_\_\_\_\_

**Directions** Say: You can choose different ways to solve an **equation**. Look at the subtraction problem. Let's draw a picture to solve this equation. Draw 4 marbles to show how many there are in all. How many marbles are taken away? Mark an X on that number of marbles. How many are left? Write the number to complete the equation. Have students share other ways to solve the problem; Look at the addition problem. Let's count on to solve the problem. Start at 3 and count two more: 3 ... 4, 5. Have students share other ways to solve the problem. Have students solve the equation any way they choose, and then tell how they solved the problem. **On the Back!** Have students write an addition problem, and then choose two different ways to solve it.

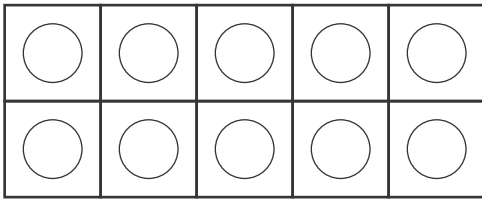


Name \_\_\_\_\_

Reteach to Build Understanding

**8-8**

1



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

2



$$9 = \begin{array}{c} \text{---} \\ \cdot \cdot \cdot \\ \cdot \cdot \cdot \\ \cdot \cdot \cdot \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \cdot \cdot \cdot \\ \cdot \cdot \cdot \\ \cdot \cdot \cdot \\ \text{---} \end{array}$$

3



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

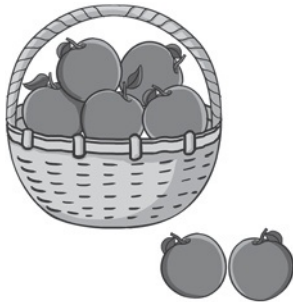
**Directions** Say: 1 You can use counters to **break apart** 10 and show the number pair. Look at the ten-frame. Color some counters red and some counters yellow. How many are red? How many are yellow? Write the number pair to complete the equation and show one way to break apart 10; 2 Listen to this story: Nicholas has 9 marbles. He wants to give some of them to Jason and some of them to Matt. How can he break apart the group of marbles? How many marbles does Nicholas have in all? Draw a circle around 3 marbles to show how many he could give to Jason. How many are left? Draw a circle around the marbles to show how many he could give to Matt. Complete the equation to show how many in each group. 3 Have students listen to the story, draw a circle around two groups to show breaking apart, and then complete the equation to match the groups. Have them explain how they know their answer is correct. Say: Megan has 7 beach balls. She wants to give some to Mia and some to Drew. How can she break apart the group of beach balls? **On the Back!** Have students draw 5 toys, draw a circle around two groups to show a way to break apart 5, and then write the number in each group.

Name \_\_\_\_\_

Reteach to Build  
Understanding

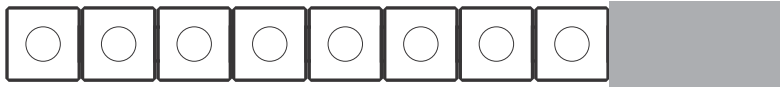
8-9

1



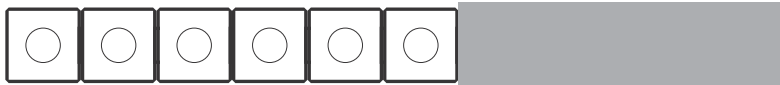
$$5 + 2 = 7$$

2



$$8 + 2 = 10$$

3



$$6 + 4 = 10$$

4



$$1 + 9 = 10$$

**Directions** Say: ★ There are 7 plums in all. There are 5 plums inside the basket and 2 plums outside of the basket. You can write an **equation** to show how many plums in all, and how many in each part. Draw a circle around the numbers that tell the parts in red and the number that tells the sum in blue; 2 You can use cubes to help find the missing part of 10. Look at the 10-cube train. Some of the cubes are covered. Let's find how many are covered to complete the equation. Use blue cubes to show how many cubes are NOT covered. How many cubes are NOT covered? Use red cubes and count on to find how many cubes are covered: 9, 10. How many red cubes are covered? Write the missing number in the equation to tell the parts of 10. 3 - 4 Have students count the cubes to find one part of 10, use red cubes to find how many are covered, and then write the missing number in the equation to tell the parts of 10. **On the Back!** Have students draw pictures to show parts of 10, and then write an equation to match the picture.

Name \_\_\_\_\_

Enrichment

8-1

# Making 4 and 5



5

3

and

2



4

1

and

3



5

2

and

3



4

2

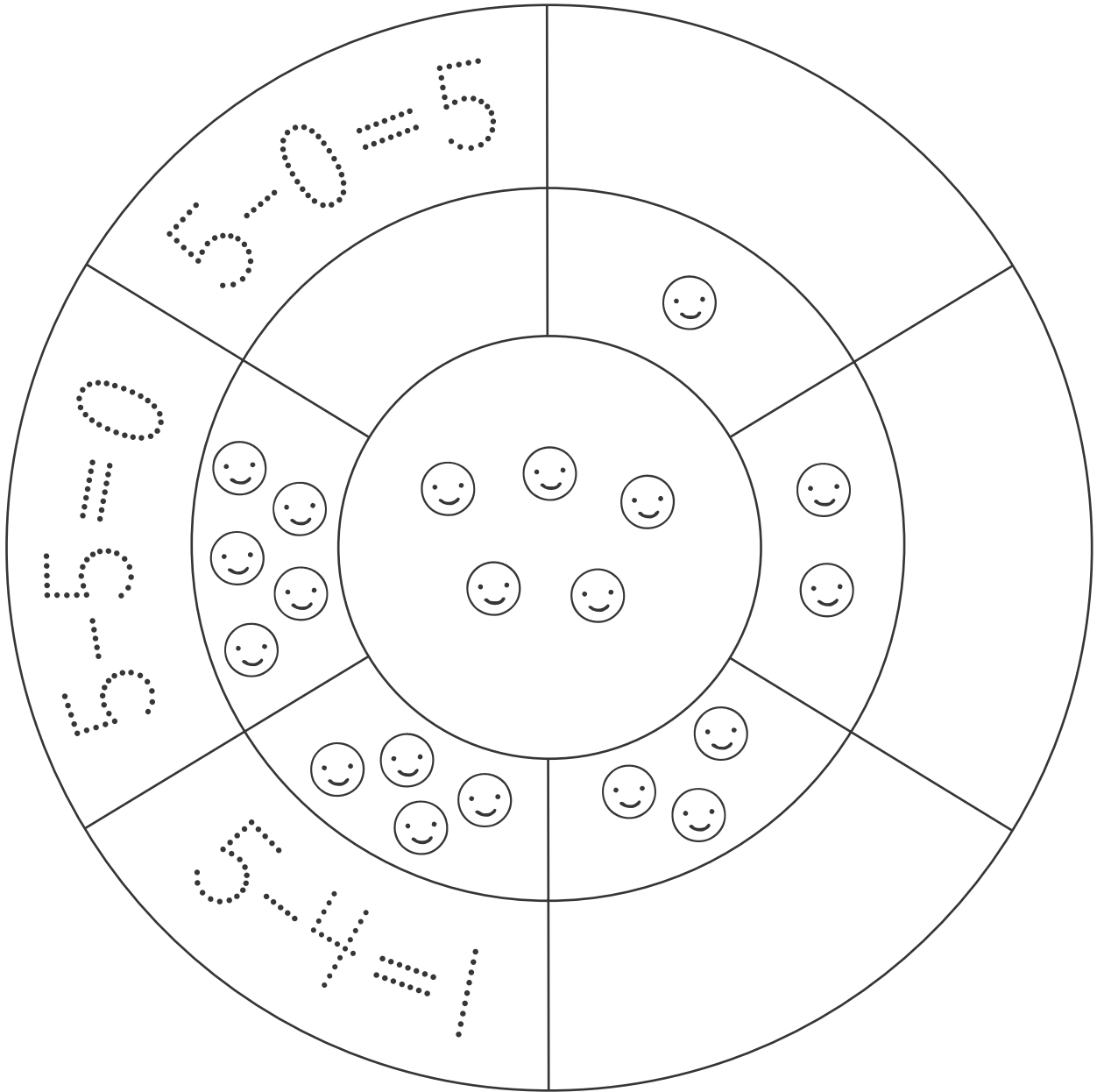
and

2

**Directions** Have children draw groups of 4 and 5 circles. Then have them show ways to make 4 and 5 by coloring the circles to match the numbers on the right side of the page.

Name \_\_\_\_\_

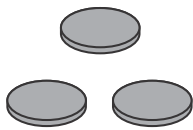
# It's a Number Wheel!



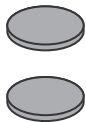
**Directions** Explain to children that this is a number wheel. Have them count the number of happy faces in the center circle. Then have them point to the set of 4 happy faces in the 2nd wheel. Explain that the number sentence  $5 - 4 = 1$  tells a story about the happy faces. Ask children to write a number sentence for each set of happy faces.

Name \_\_\_\_\_

Enrichment

**8-3****What Is the Missing Number?****1**

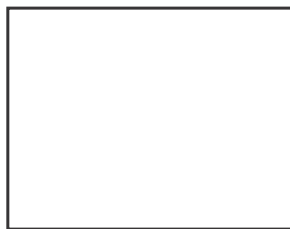
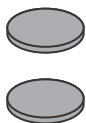
$$3 + \underline{\hspace{1cm}} = 4$$

**2**

$$2 + \underline{\hspace{1cm}} = 5$$

**3**

$$1 + \underline{\hspace{1cm}} = 5$$

**4**

$$2 + \underline{\hspace{1cm}} = 4$$

**Directions** Have children draw counters to find the missing addend in each number sentence and then write the missing number in the number sentence.

Name \_\_\_\_\_

# What's Missing?

★

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} + 2 = 4 \\ \underline{\hspace{2cm}} \end{array}$$

②

$$\begin{array}{r} \underline{\hspace{2cm}} \\ 5 - \text{-----} = 1 \\ \underline{\hspace{2cm}} \end{array}$$

③

$$\begin{array}{r} \underline{\hspace{2cm}} \\ 3 + \text{-----} = 5 \\ \underline{\hspace{2cm}} \end{array}$$

④

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} - 3 = 0 \\ \underline{\hspace{2cm}} \end{array}$$

⑤

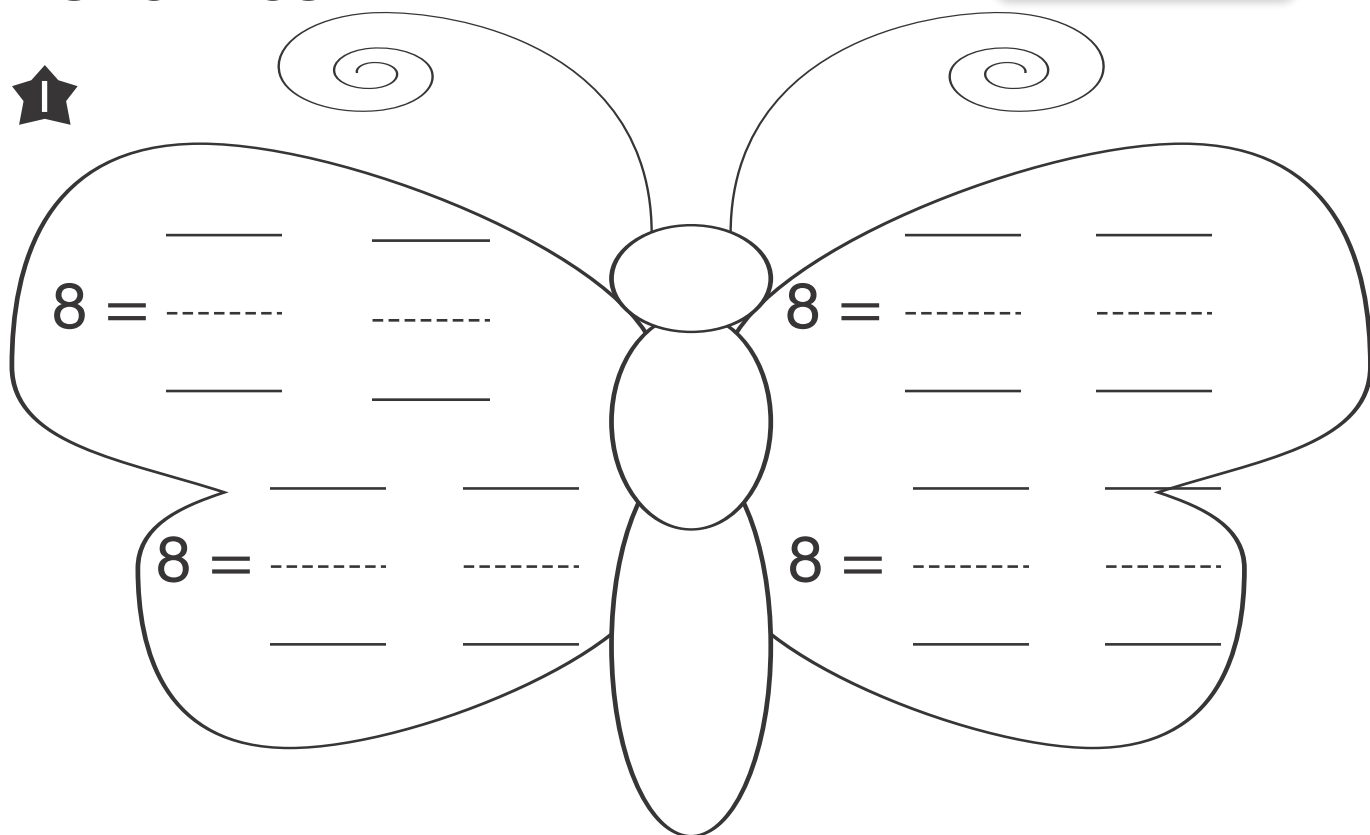
$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} + 1 = 1 \\ \underline{\hspace{2cm}} \end{array}$$

**Directions** ★ – ✋ Have students solve for the missing number in the equation any way they choose, and then tell how they solved the problem.

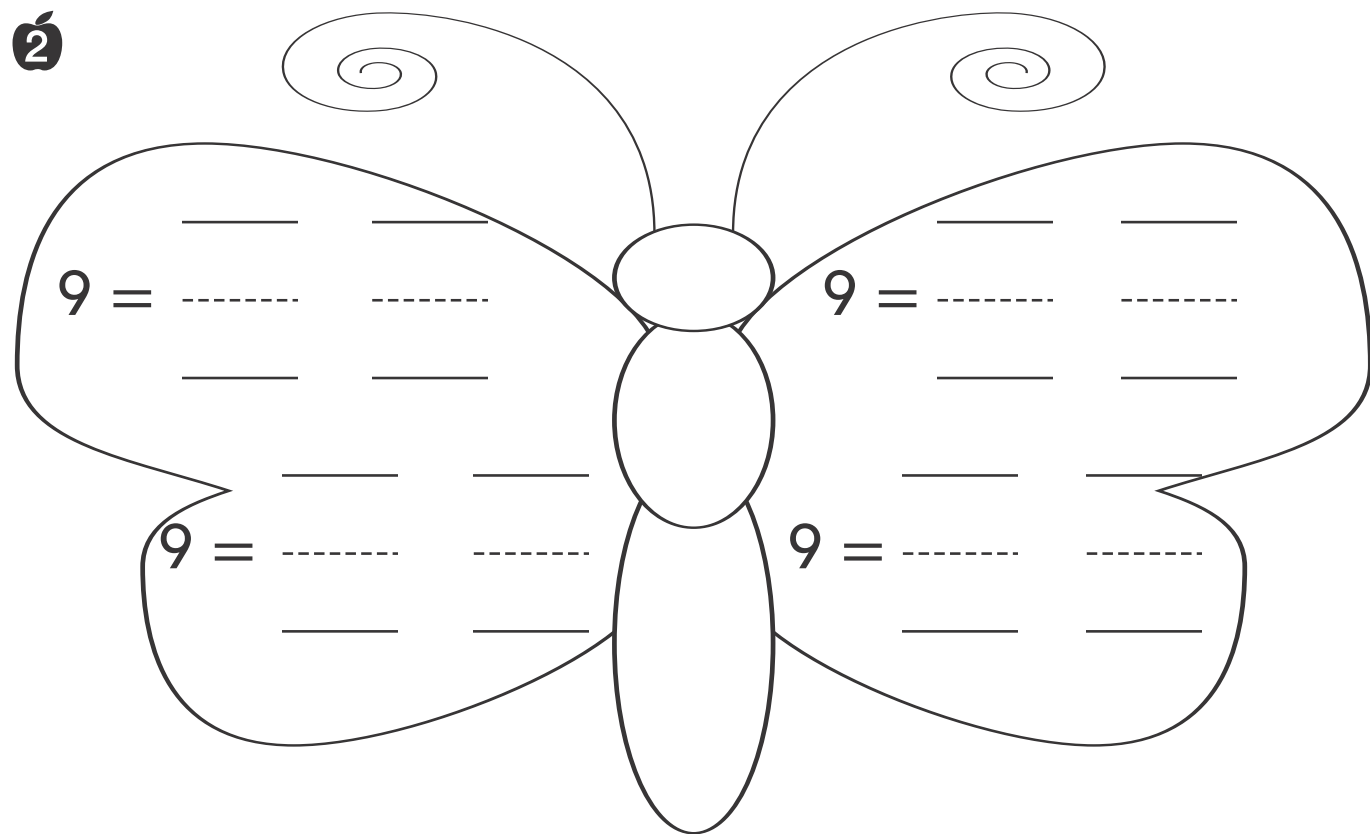
Name \_\_\_\_\_

# Butterflies!

1



2



**Directions** Have children complete each number sentence to show ways to make 8 and 9.

Name \_\_\_\_\_

Enrichment

**8-9****Which Ones Make 10?**


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

**Directions:** Have children shade the boxes for the expressions showing two parts that make 10. Encourage children to use counters and the ten frame above if they need help.



Name \_\_\_\_\_



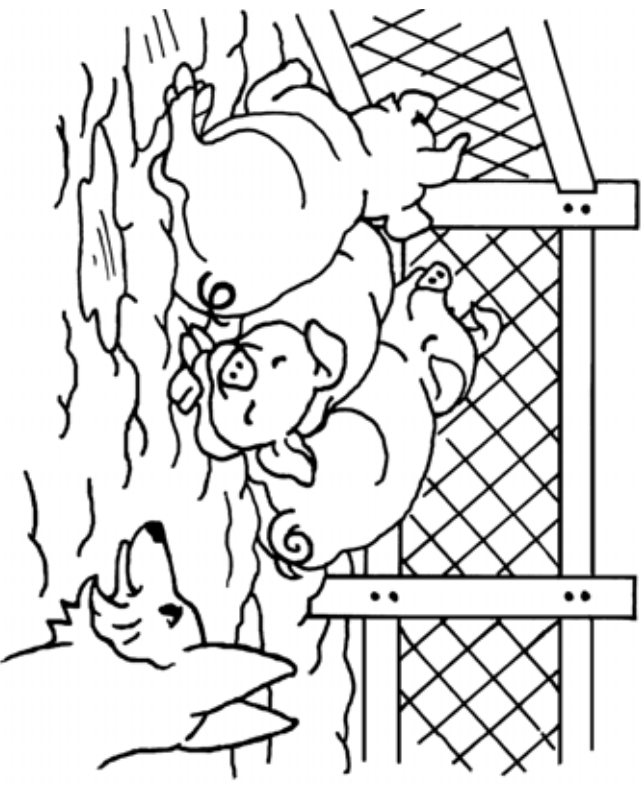
“I do fit,” said Fox.

“I want to nap!”

---

**High Frequency Words:** *said, want*  
Read the book aloud to a partner. Reread for fluency.

# A Bed for Fox



“I see a bed,” said Fox.

“I want to nap.”



“Mud!” said Fox.

“I do not like mud.”



“I see a den!” said Fox.

“I want to fit.”



Name \_\_\_\_\_



1.



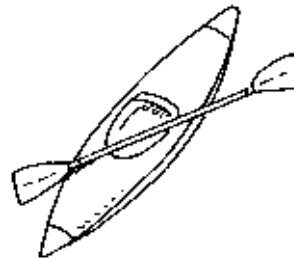
j



2.



3.



4.



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Phonics: /j/

Say the name of each picture. Write the letter *j* next to each picture whose name begins with the /j/ sound.



Name \_\_\_\_\_

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

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2.



\_\_\_\_\_

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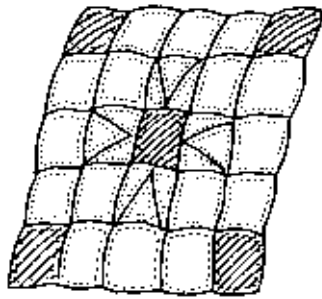
3.



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4.



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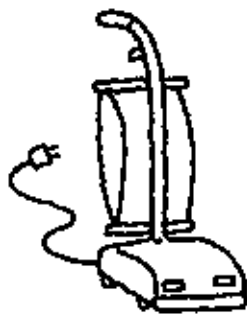
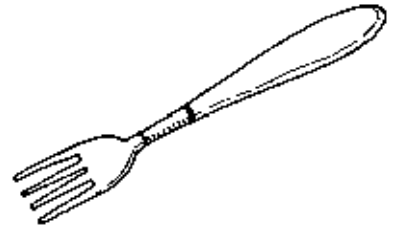
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Phonics: /kw/qu

Say the name of each picture. Write the letters *qu* next to each picture whose name begins with the /kw/ sound.



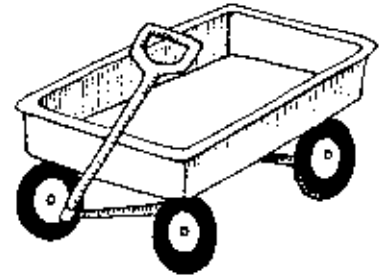
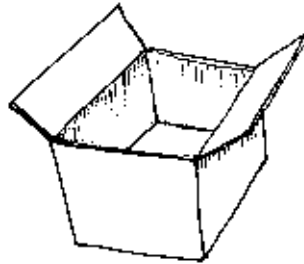
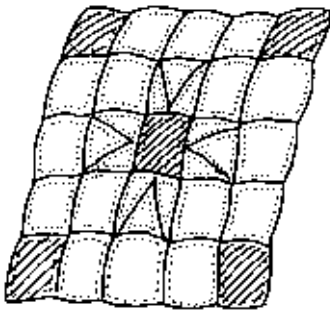
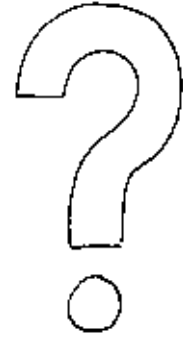
Name \_\_\_\_\_



**Phonemic Awareness: /j/**

Say the name of each picture. Put a marker on each picture if its name begins with the /j/ sound.

Name \_\_\_\_\_



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**Phonemic Awareness: /kw/**

Say the name of each picture. Put a marker on each picture if its name begins with the /kw/ sound.



Name \_\_\_\_\_

\_\_\_\_\_

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**Writing Fluency**

Have children reread *A Bed for Fox*. On their own, have children write for five minutes as much as they can, as well as they can, about what Fox in the story wants to do. Have children review their writing.

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

Today is:

Monday

Tuesday

Wednesday

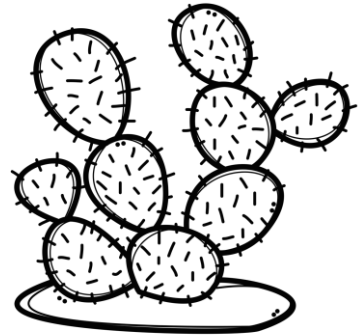
Thursday

Friday

Saturday

Sunday

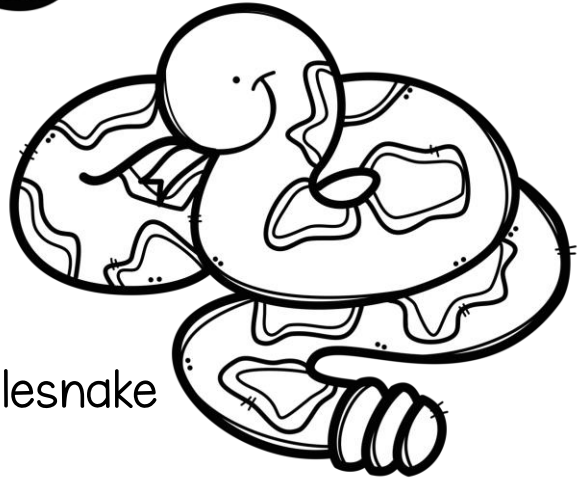
cactus



meerkat



rattlesnake



☆ I used capital letters. ☆ I used spaces. ☆ I used punctuation.



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

Today is:

Monday

Tuesday

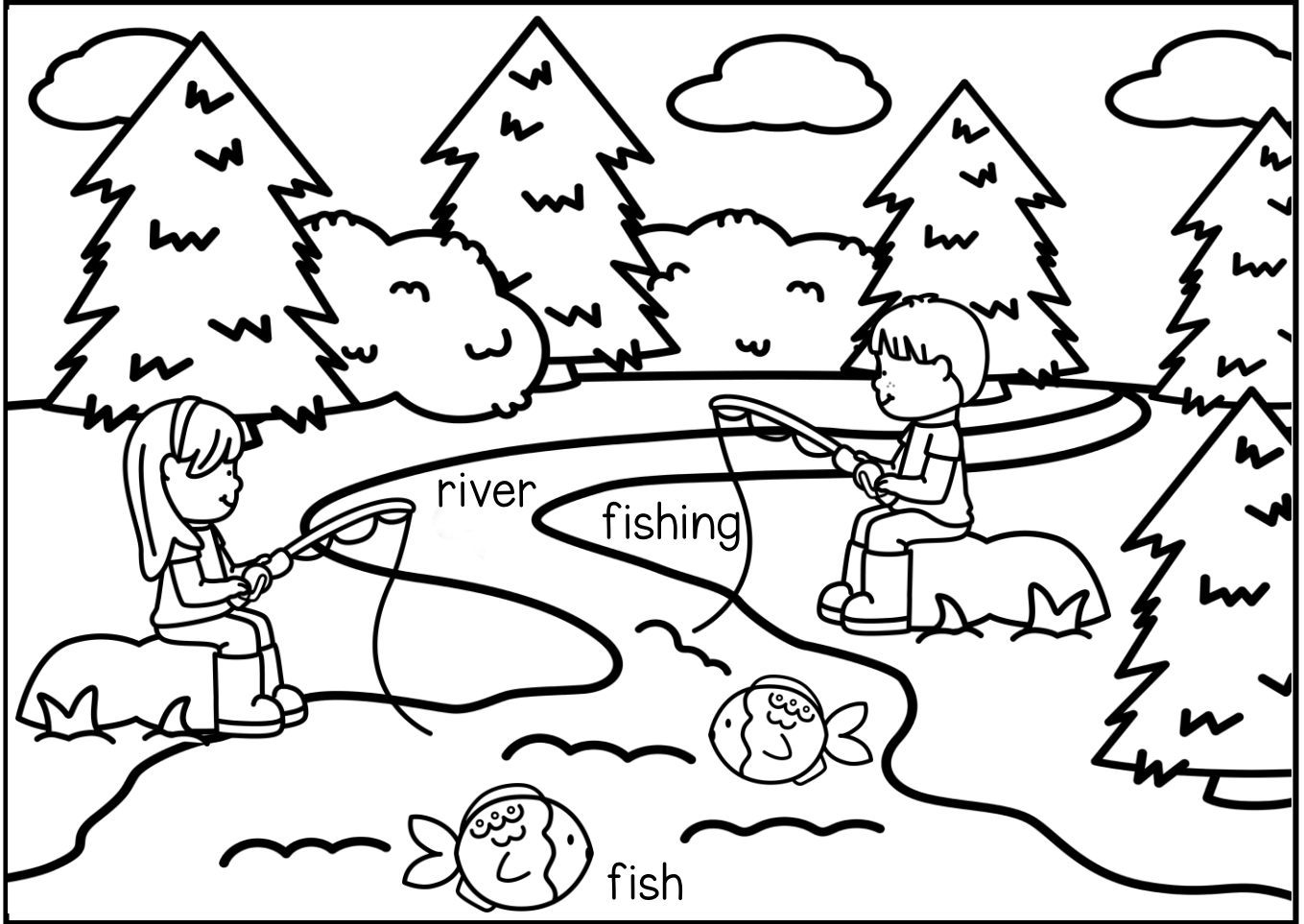
Wednesday

Thursday

Friday

Saturday

Sunday



-----

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☆ I used capital letters. ☆ I used spaces. ☆ I used punctuation.

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

Today is:

Monday

Tuesday

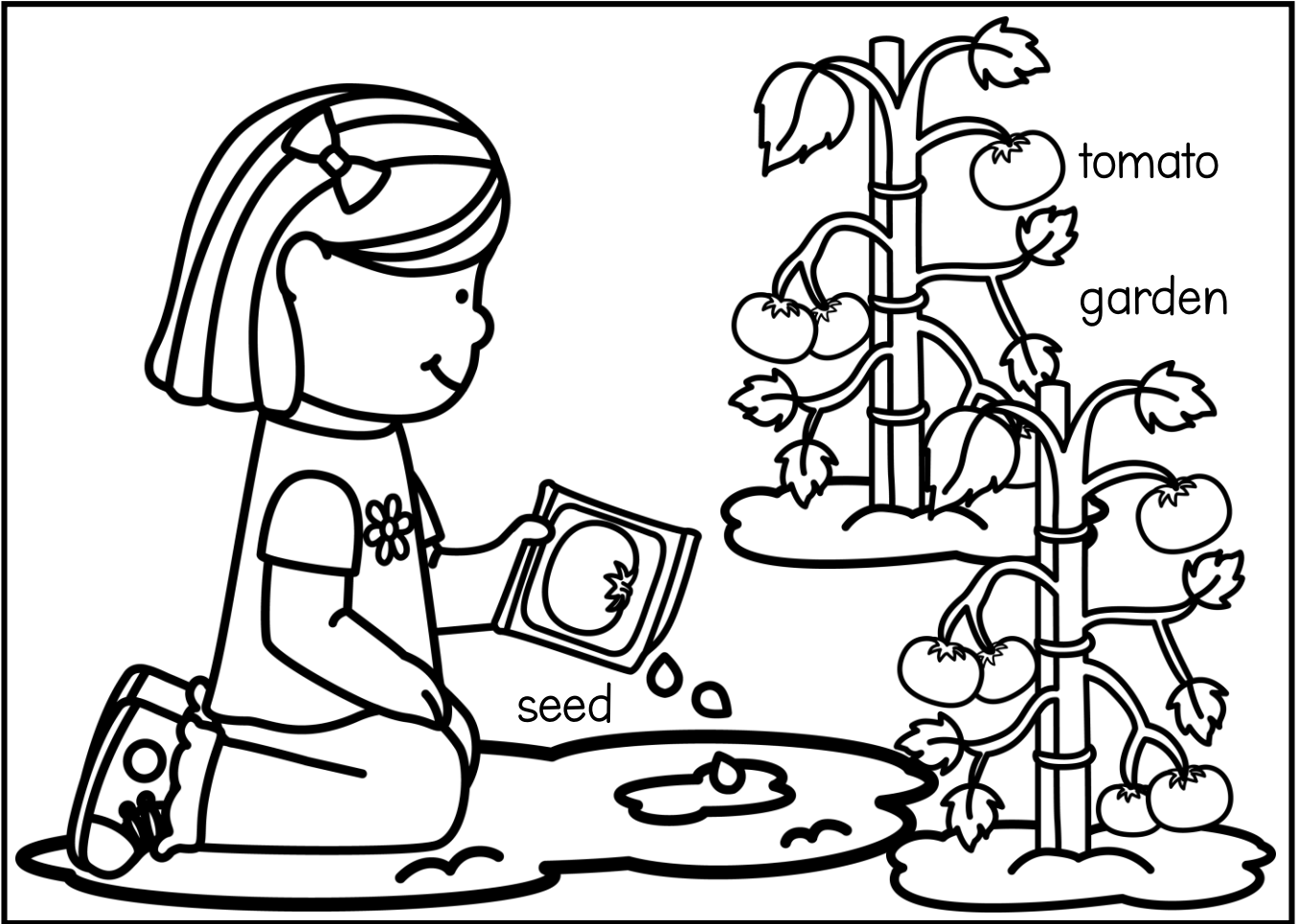
Wednesday

Thursday

Friday

Saturday

Sunday



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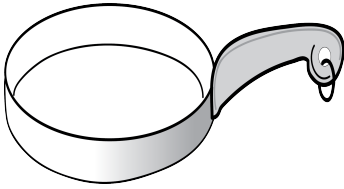
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☆ I used capital letters. ☆ I used spaces. ☆ I used punctuation.

Name: \_\_\_\_\_

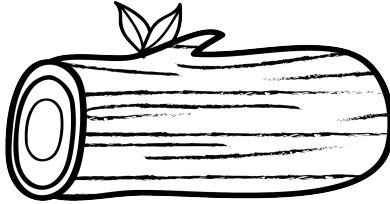
Look at each picture and say the word. Listen for each sound and write the letters on the line to spell each picture.



\_\_\_\_\_

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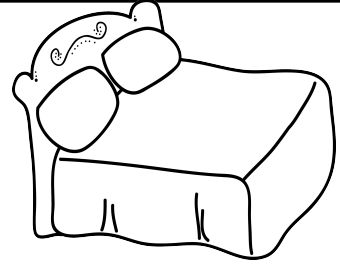
\_\_\_\_\_



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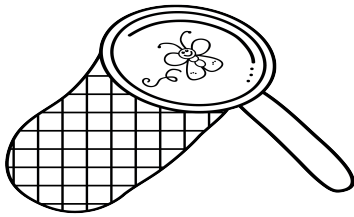
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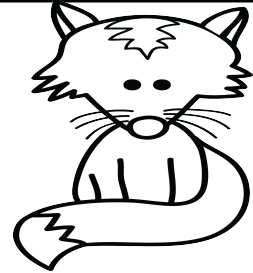
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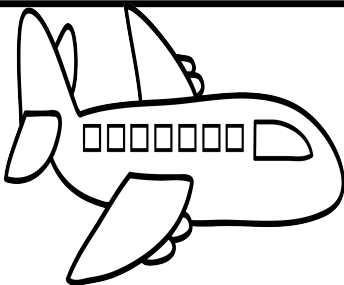
\_\_\_\_\_



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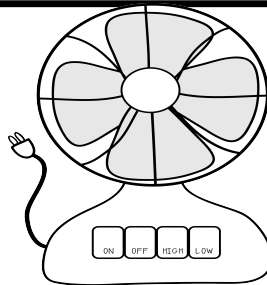
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\_\_\_\_\_



\_\_\_\_\_

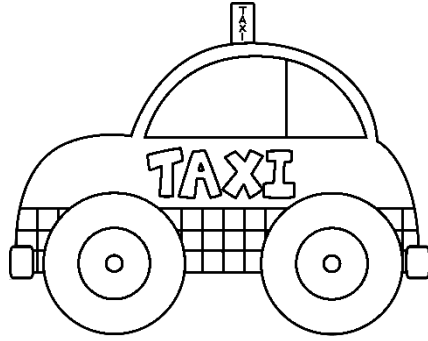
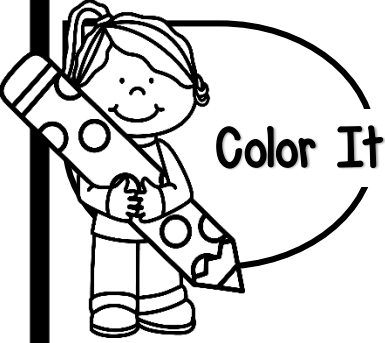
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\_\_\_\_\_

Name :

'ab'  
Family

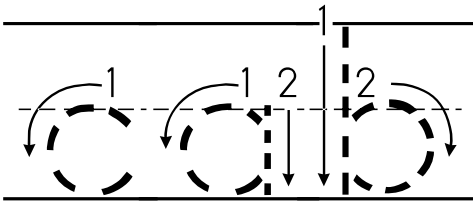
# CVC Words



cab

Trace It

Write It



\_\_\_\_\_

-----

\_\_\_\_\_

Color the  
"ab" family

cap

jam

lab

had

wag

dab

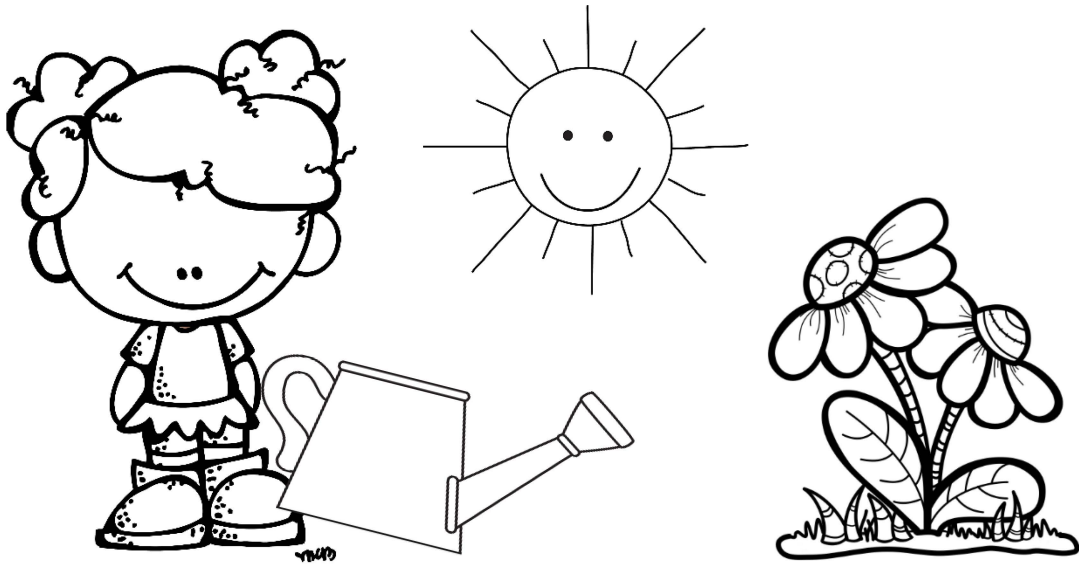
gag

tab

nap

cab

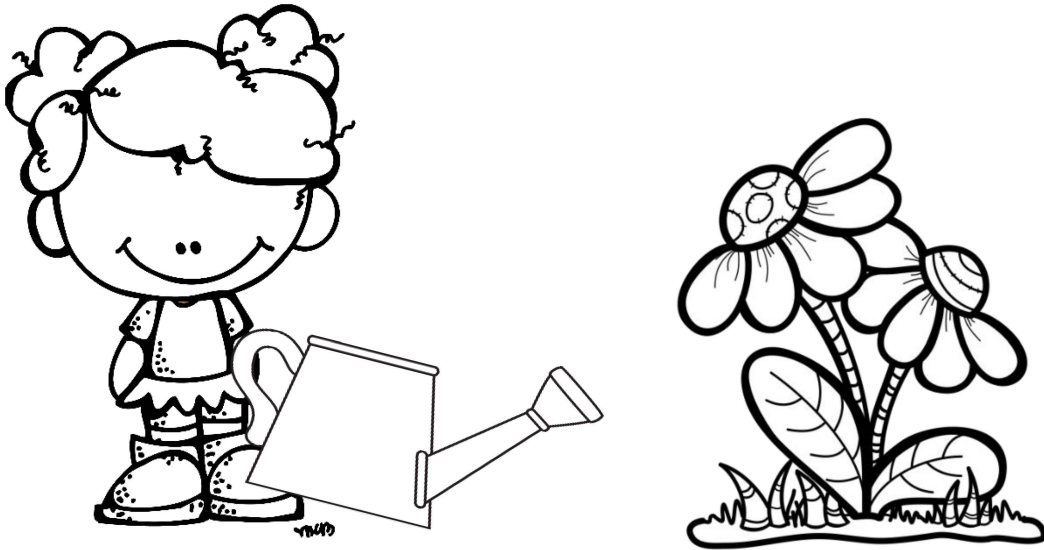
# What Do Plants Need?



Plants need \_\_\_\_\_



Plants need soil to grow.

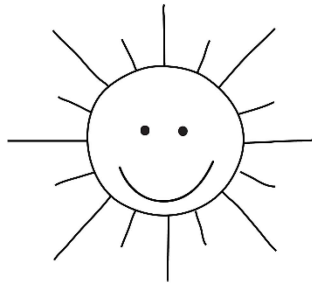


Plants need water to grow.

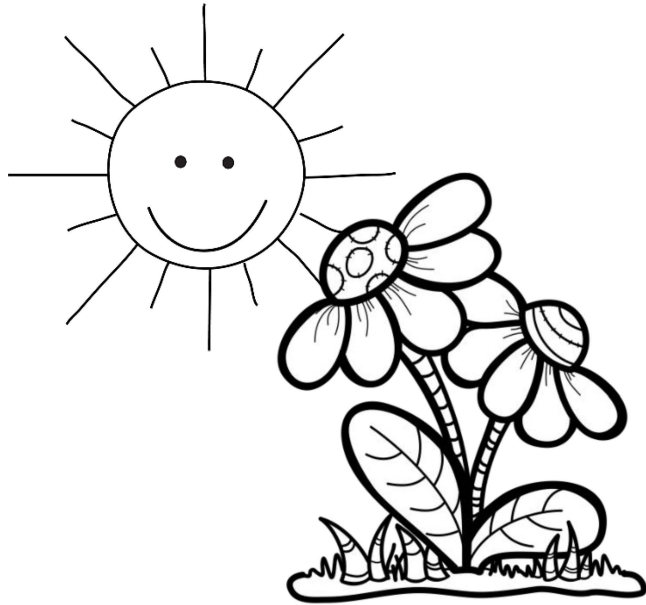




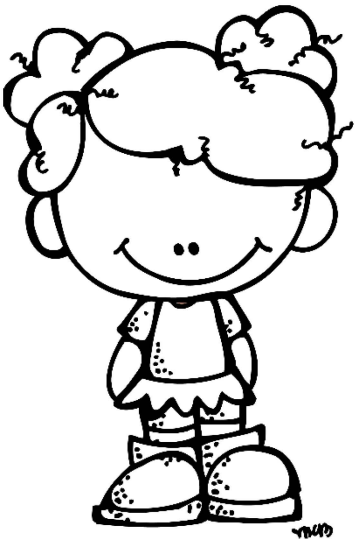
Plants need \_\_\_\_\_



Plants need \_\_\_\_\_



Plants need sunlight to grow.



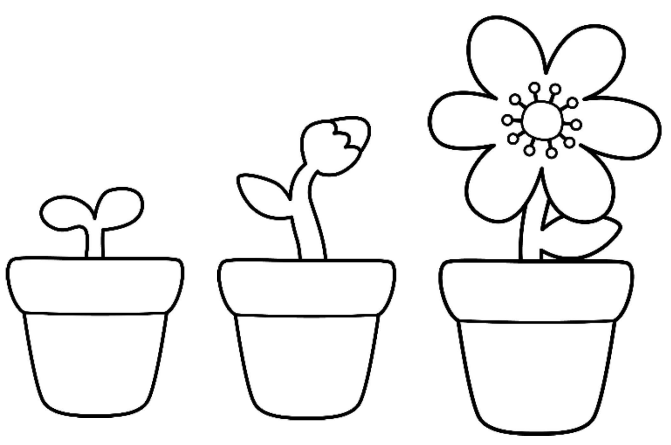
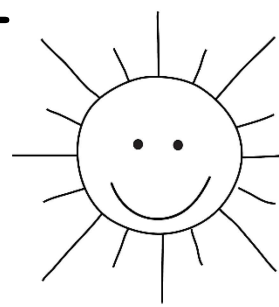
Plants need air to grow.





Plants need \_\_\_\_\_

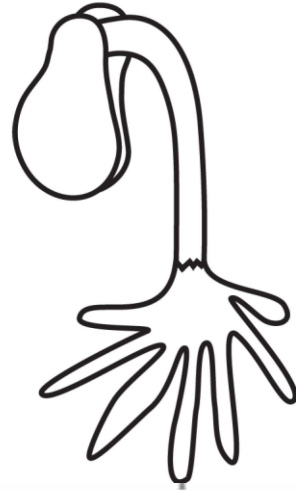
# The Life of a Plant



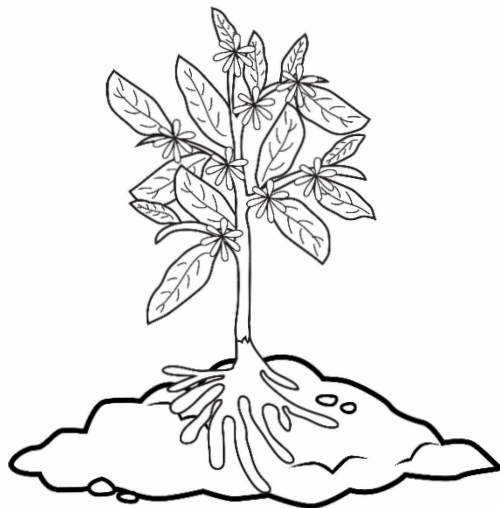
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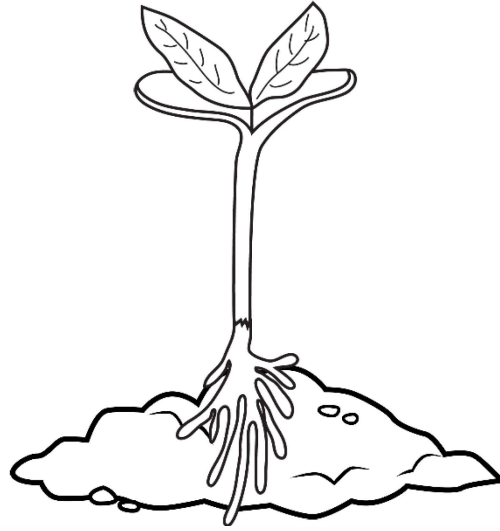
Plants begin life as a seed.



The seed will break open and sprout.  
It will grow roots.



The seedling will grow into a mature  
plant.



The seed will grow into a seedling.

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Write and illustrate about what plants need to grow after reading *What Do Plants Need?*

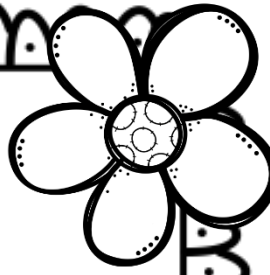
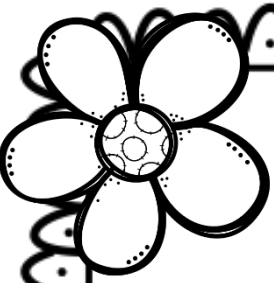
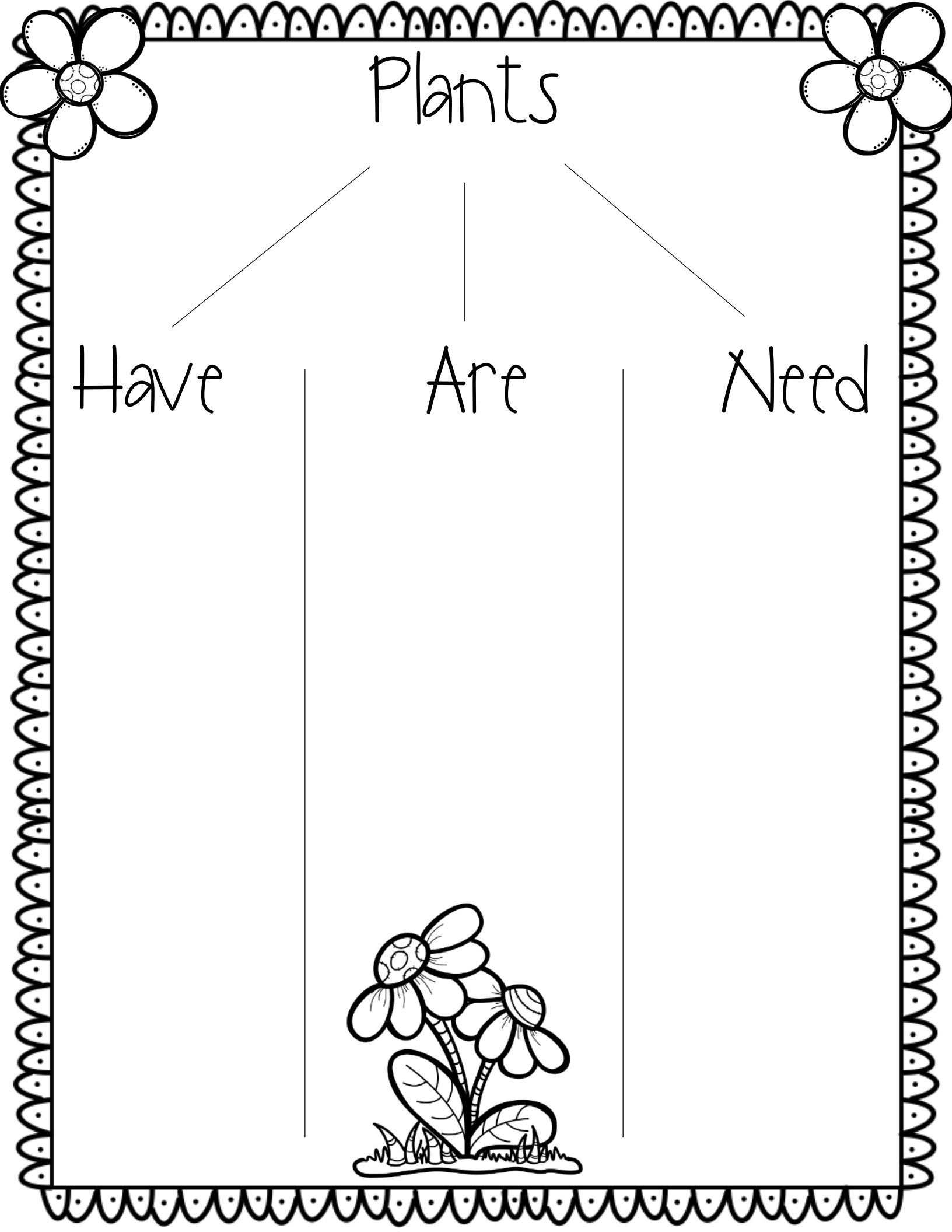


Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Write and illustrate about the life cycle of a plant after reading *The Life of a Plant*.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



# Plants

Have

Are

Need

