



**Summersill
Elementary
Summer Packet**

Rising 2nd Grader

Name: _____

Dear Parents/Guardians,

Can you believe it is time for summer vacation!? As the year comes to an end, we want to first thank you for sharing your student with us this year. They have worked so hard learning new things and making lots of treasured memories. To encourage our students in becoming lifelong learners, we have provided a summer activity packet for your student to complete during their time away from Summersill this summer.

Enclosed in this packet are activities that you can complete with your student throughout the summer to help review skills your child has learned during the school year. When it comes to summer reading, just do it! Having your student read 20 minutes every day will help protect them from the 'summer slide'.

Did you know? Studies show that children who do not practice their skills and read over the summer have a higher chance of digressing academically by the time they return for the next school year. Thank you for encouraging student learning at home. We can't wait to see you in the fall!

Sincerely,

Your Summersill Family

Bring your completed packet back to school in the fall and celebrate with an ice cream party!



EXCITING *VIRTUAL* FIELD TRIPS



& CHECK OUT SOME MORE
FUN RESOURCES FROM
MRS RHODES ON HER SITE!

What is

SOCIAL EMOTIONAL LEARNING?

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social emotional learning is “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

DID YOU KNOW?

- Research shows that SEL programming improves academic performance.
- SEL can decrease the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.
- SEL can improve students' behavior in the classroom and decrease their risk for experiencing depression and other mental health disorders.
- SEL can give students the social skills they need to excel both in the school environment and the workplace.

SOCIAL EMOTIONAL LEARNING BINGO CHALLENGE BOARD

SELF-MANAGEMENT	SELF-AWARENESS	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION MAKING
Set up a spot where you can go if you feel upset.	Do a feelings check in with yourself. How do you feel? How do you know?	Learn something about another culture.	Write a letter or make a card for a friend.	Work with your family to create a list of consequences for negative behaviors.
Journal, or talk to a family member about how you're feeling every day for a week.	Make a list of the things you love about yourself. Hang it where you can see it every day.	Notice when someone needs something, then meet their need.	Apologize for a mistake you made.	At the end of the day, talk to a family member about your behavior for the day. What went well. What could you have done better?
Set a goal for the week.	Spend two minutes trying to notice your thoughts.	Help a family member without being asked.	Introduce yourself to someone new.	Go out of your way to make someone else feel good.
Come up with a list of things you can do when you feel upset.	Come up with something you can repeat to yourself that helps you feel good about yourself.	Ask a family member how their day is going. Listen to their response.	Solve a disagreement or argument peacefully.	Do something that you are asked to do.

SOCIAL EMOTIONAL LEARNING BINGO IDEAS

SELF-AWARENESS

- Practice taking time to notice how you are feeling and what you are thinking. Slow down and listen to yourself.
- Self talk is the things that we tell ourselves. It's important that we are telling ourselves positive things, because our own voice is the one we hear most often. Come up with positive things you can tell yourself like, "I can do hard things!" or "I make the world a better place." Remember these things when you are feeling down about yourself.

SELF-MANAGEMENT

- All feelings are okay, it's what we do with them that matters! Thankfully, there are a lot of things we can do to help us feel calm.
- If you feel upset, here are some things to try: take deep breaths, count backward from 10, walk away, talk to an adult, think about things that make you happy, or write about your feelings.

SOCIAL AWARENESS

- Watch a video or read a book about another culture.
- Think about needs that your family members have. This could include chores that need to be done, someone who needs encouragement, or someone who needs help with a task.
- Notice how your friends and family members are feeling. Take their feelings into consideration when you interact with them.

RELATIONSHIP SKILLS

- Think about a friend that you want to encourage. A kind card or small gift can go a long way!
- When you have a disagreement with a friend, there are positive ways to handle it. Try calmly talking about it, making a compromise, sharing. You can also use an I-Statement: "I feel ____, when ____, I want ____."
- Being kind to people you don't know is a great way to make new friends. Try introducing yourself to someone you don't know. Ask questions to learn about him/her and find out what you have in common.

RESPONSIBLE DECISION MAKING

- We are responsible for our actions. Before we make a choice, it is important to think about the effects. How will this choice impact me? How will this choice impact others around me? Take time to think before you make decisions.
- Reflection is a powerful tool. You can reflect by talking to a friend or family member, by journaling, or just by thinking about what you have done. Reflecting gives us the opportunity to celebrate what we have done well and to consider what we can do better next time.

QUESTIONS TO HELP YOUR CHILD TALK ABOUT SOCIAL EMOTIONAL LEARNING

Self-Awareness:

- How are you feeling right now? How do you know?
- What are 3 things that are really important to you?
- What have you done that you are most proud of?
- What is your favorite thing about yourself?
- What is one thing you want to do when you are an adult?

Self-Management

- What is something that makes you upset?
- What are 3 things you can do when you are upset?
- Why is it important to think before you act?
- What is something you want to accomplish this week? What steps can you take to meet your goal?
- What can you tell yourself when you have to do something that you don't want to do?

Social-Awareness:

- Tell me about someone you know who is different than you. What do you think you can learn from this person?
- What can you do if you see someone being left out?
- Why do you think it's important to treat everyone with respect?
- Do you think it's good that everyone is different, or would it be better if everyone was the same?
- Do you feel like other people appreciate you for who you are, or do you feel pressured to fit in?

Relationship Skills:

- Do you think you are a good friend? Why or why not?
- Do you think your friends are good friends? Why or why not?
- What can you do if you have a disagreement or argument with a friend?
- What can you say if a friend is treating you in a way that you don't like?
- What do you like to do with your friends?

Responsible Decision Making:

- Why can it be helpful to think about multiple ways to solve a problem?
- Tell me about a poor choice you have made recently. What could have you done better?
- If you follow the rules, how do the people around you feel? If you don't follow the rules, how do the people around you feel?
- Why do you think rules exist?
- How can thinking about the consequences of your actions help you make better choices?

SOCIAL EMOTIONAL LEARNING BOOK IDEAS

SELF-AWARENESS

- Visiting Feelings by Lauren Rubenstein
- What Does It Mean To Be Present? by Rana DiOrio
- I Like Myself by Karen Beaumont
- Be Who You Are by Todd Parr
- Zero by Kathryn Otoshi
- The Way I Feel by Janan Cain
- In My Heart: A Book Of Feelings by Jo Witek

SELF-MANAGEMENT

- B Is For Breathe by Melissa Munro Boyd
- Soda Pop Head by Julia Cook
- How Do Dinosaurs Say I'm Mad? by Jane Yolen
- Your Fantastic Elastic Brain by JoAnn Deak
- Salt In His Shoes by Deloris and Roslyn Jordan
- After The Fall by Dan Santat

SOCIAL AWARENESS

- The Judgmental Flower by Julia Cook
- Janine by MaryAnn Cocca-Leffler
- Hey, Little Ant by Phillip and Hannah Hoose
- What's Wrong With Timmy by Maria Shriver
- Different Just Like Me by Lori Mitchell
- Whoever you Are by Mem Fox

RELATIONSHIP SKILLS

- Cliques, Phonies and Other Baloney by Trevor Romain
- Duck, Duck, Goose by Tad Hills
- Pink Tiara Cookies For Three by Maria Dismondy
- The Peace Rose by Alicia Jewell
- Matthew And Tilly by Rebecca Jones
- Little Blue Truck by Alice Schertle
- Enemy Pie by Derek Munson

RESPONSIBLE DECISION MAKING

- What If Everybody Did That? by Ellen Javernick
- Don't Squeal Unless It's A Big Deal by Jeanie Franz Ransom
- Monster, Be Good by Natalie Marshall
- What Do You Do With A Problem? by Kobi Yamada
- What Should Danny Do? by Adir and Ganit Levy
- What's The Problem?: A Story Teaching Problem Solving by Bryan Smith

ELECTRONIC RESOURCES TO ENCOURAGE SOCIAL EMOTIONAL LEARNING

Websites With Activities To Use For Kids:

www.wedolisten.com

www.thenedshow.com

www.emotionalabcs.com

www.randomactsofkindness.org

www.goodcharacter.com

Parent Resource Websites:

www.loveandlogic.com

www.additudemag.com

www.consciousdiscipline.com

www.confidentparentsconfidentkids.org

www.parenttoolkit.com

YouTube Channels:

- GoZenOnline
- HowardB Wigglebottom
- Captain McFinn and Friends
- Cosmic Kids Yoga
- ClassDojo

Apps:

Calming Bottle

Breathe, Think, Do With Sesame

Breathe2Relax

Calm

Mindful Powers

DOLCH Sight-Word Lists

Pre-Primer		Primer		List One	
a	look	all	out	after	let
and	make	am	please	again	live
away	me	are	pretty	an	may
big	my	at	ran	any	of
blue	not	ate	ride	as	old
can	one	be	saw	ask	once
come	play	black	say	by	open
down	red	brown	she	could	over
find	run	but	so	every	put
for	said	came	soon	fly	round
funny	see	did	that	from	some
go	the	do	there	give	stop
help	three	eat	they	going	take
here	to	four	this	had	thank
I	two	get	too	has	them
in	up	good	under	her	then
is	we	have	want	him	think
it	where	he	was	his	walk
jump	yellow	into	well	how	were
little	you	like	went	just	when
		must	what	know	
		new	white		
		no	who		
		now	will		
		on	with		
		our	yes		

List Two

always or
 around pull
 because read
 been right
 before sing
 best sit
 both sleep
 buy tell
 call their
 cold these
 does those
 don't upon
 fast us
 first use
 five very
 found wash
 gave which
 goes why
 green wish
 its work
 made would
 many write
 off your

List Three

about laugh
 better light
 bring long
 carry much
 clean myself
 cut never
 done only
 draw own
 drink pick
 eight seven
 fall shall
 far show
 full six
 got small
 grow start
 hold ten
 hot today
 hurt together
 if try
 keep warm
 kind

Nouns

apple home
 baby horse
 back house
 ball kitty
 bear leg
 bed letter
 bell man
 bird men
 birthday milk
 boat money
 box morning
 boy mother
 bread name
 brother nest
 cake night
 car paper
 cat party
 chair picture
 chicken pig
 children rabbit
 Christmas rain
 coat ring
 corn robin
 cow Santa Claus
 day school
 dog seed
 doll sheep
 door shoe
 duck sister
 egg snow
 eye song
 farm squirrel
 farmer stick
 father street
 feet sun
 fire table
 fish thing
 floor time
 flower top
 game toy
 garden tree
 girl watch
 goodbye water
 grass way
 ground wind
 hand window
 head wood
 hill

NAME: _____

DATE: _____

PP.20

Activity Page

Directions: Have students write the words with the /a/ sound under the mad header and the words with the /ae/ sound under the made header.

can	glade	fate	tape
cane	pan	glad	fat
pane	tap		

/a/ as in mad

/ae/ as in made

NAME: _____

DATE: _____

PP.19

Activity Page

Directions: Have students write the words with the /i/ sound under the bit header and the words with the /ie/ sound under the bite header.

kit	dim	fin	kite
quit	stripe	strip	quite
dime	fine		

/i/ as in bit

/ie/ as in bite

Handwriting practice area with two columns of lines for writing words.

NAME: _____

DATE: _____

Directions: Have students write the words with the /u/ sound under the cut header and the words with the /ue/ sound under the cute header.

cub

use

cut

cute

us

fuse

mute

mutt

fuss

cube

/u/ as in cut

/ue/ as in cute

NAME: _____

DATE: _____

PP.21

Activity Page

Directions: Have students write the words with the /o/ sound under the mop header and the words with the /oe/ sound under the mope header.

rob	robe	hope	cope
globe	glob	slope	hop
slop	cop		

/o/ as in mop

/oe/ as in mope

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

~~poet~~

~~sheek~~

tool

cook

hook

zoom

smooth

took



/oo/ as in boo



/oo/ as in book

Directions: Have students write the words with the /ue/ sound under the 'cute' header and the words with the /oo/ sound under the 'cool' header.

~~cute~~

room

~~hoop~~

soon

cube

mute

use

loop

/ue/ as in cute

/oo/ as in cool

cute

hoop

NAME: _____

DATE: _____

PP.3

Activity Page

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /er/ sound under the /er/ header and the words with the /ar/ sound under the /ar/ header.

her /er/

~~bar~~ /ar/

hard / /

bett·er / /

car·pet / /

lan·tern / /

herd / /

arm / /

dark·ness / /

per·fect / /

/er/

/ar/

herd

arm

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /ar/ sound under the /ar/ header and the words with the /or/ sound under the /or/ header.

bar**n** /ar/

hor**n** /or/

par**k**ed / /

for**k**s / /

yar**d** / /

pop·cor**n** / /

for**m**ed / /

gar·den / /

har·ves**t** / /

tor**ch** / /

/ar/

/or/

bar
n

hor
n

NAME: _____

DATE: _____

Sort the words by their spellings for /ae/.

airplane tray drained paying spray
driveway playground armchair mailbox grains

/ae/ → 'ai'

/ae/ → 'ay'

Handwriting practice lines consisting of two columns of ten horizontal lines each, for sorting the words.

NAME: _____

DATE: _____

Sort the words by their spellings for /oe/.

roads	charcoal	poke
soaked	joke	float

/oe/ → 'o_e'

/oe/ → 'oa'

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

NAME: _____

DATE: _____

PP.11

Activity Page

Sort the words by their spellings for /s/.

dance

bounce

blouse

prince

fence

rinse

voice

geese

dense

force

/s/ → 'ce'

/s/ → 'se'

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students write the words with the /oi/ sound under the 'oil' header and the words with the /ou/ sound under the 'shout' header.

~~boil~~ sound ~~loud~~ hoist
join moist round foul

/oi/ as in oil

/ou/ as in shout

boil

loud

NAME: _____

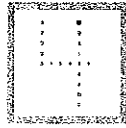
DATE: _____

PP.3

Activity Page

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box, and copy the word on the lines.

1. claws



claws

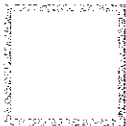
2. hoist



3. hoop



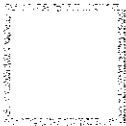
4. loud



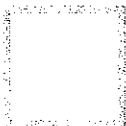
5. shook



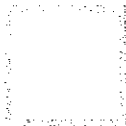
6. draw



7. oil



8. shout



NAME: _____

DATE: _____

PP.2

Activity Page

Count the sounds in the words. Print the number of sounds in the boxes and print the words on the lines.

1.

hammer

hammer

2.

born

born

3.

barns

barns

4.

dark·er

dark·er

5.

cool·er

cool·er

6.

pepp·er

pepp·er

7.

riv·er

riv·er

8.

sharks

sharks

9. horns

10. blister

11. cooked

12. carpet

13. chilled

14. letter

15. snoring

16. garlic

NAME: _____

PP.28

Activity Page

DATE: _____

Fill in the lines with the words from the box.

meet

skates

be

feels

vote

bride

1. She _____ fine.

2. Let's _____ on it!

3. When did you _____ him?

4. Where are your _____ ?

5. _____ quick!

6. Kate will be a _____ next week.

NAME: _____

PP.29

Activity Page

DATE: _____

Fill in the lines with the words from the box.

use	home	seen
life	spade	froze

1. We wish you a long _____!

2. To dig a hole they will need a _____.

3. There is no one at _____.

4. Have you _____ my bike?

5. He _____ in his tracks.

6. _____ your words!

NAME: _____

DATE: _____

PP.15

Activity Page

Fill in the _____ with the words in the box.

out·side

bark·ing

for·est

sing·ing

car·pet

1. Jen went _____ to the yard.

2. Brent was _____ a song.

3. There are lots of trees in a

_____ .

4. The dog was _____ all
morn·ing.

5. There is a red _____ in this
room.

Fill in the _____ with the words in the box.

ant·lers
tem·per
lunch·time

jump·ing
tool·box

1. Ben likes _____ on the bed.

2. Dad got his _____ so he could fix the pipe.

3. Mom lost her _____ and yelled at the dog.

4. The deer has sharp _____.

5. Is it _____ yet?

NAME: _____

DATE: _____

PP.16

Activity Page

Fill in the _____ with the words in the box.

blis·ters
matt·ress
sand·wich

park·ing
licked

1. Af·ter the hike I had _____
on my feet.

blisters

2. Fran ate her _____ .

3. Dad found a _____ spot
for the car.

4. I have a soft _____
on my bed.

5. The man was _____ by a
dog.

Fill in the _____ with the words in the box.

melt·ed
pop·corn
nos·trils

art·ist
sev·en

- _____
1. The flame _____ the wax.

 2. An _____ makes art.

 3. Af·ter six we count to _____.

 4. Is it fun to pop _____?

 5. Your nose has two _____.

NAME: _____

DATE: _____

PP.18

Activity Page

Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My wrist bends.

My wrist bends

2. The art·ist carves.

3. The dogs fetch.

4. Its hooves clop.

5. His skin itch·es.

6. Marge sings.

7. Men charge.

8. Her sleeve rips.

9. The man stretch-es.

10. Mom writes.

NAME: _____

DATE: _____

PP.20

Take-Home

Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

We Are TV Stars

We drove back to Nan's cabin and got there just in time to see ourselves on TV.

The TV man said, "This is Roger Fletcher. I'm standing here in the Badlands, where two children have found the bones of a T. rex."

Then Max and I saw ourselves on TV.

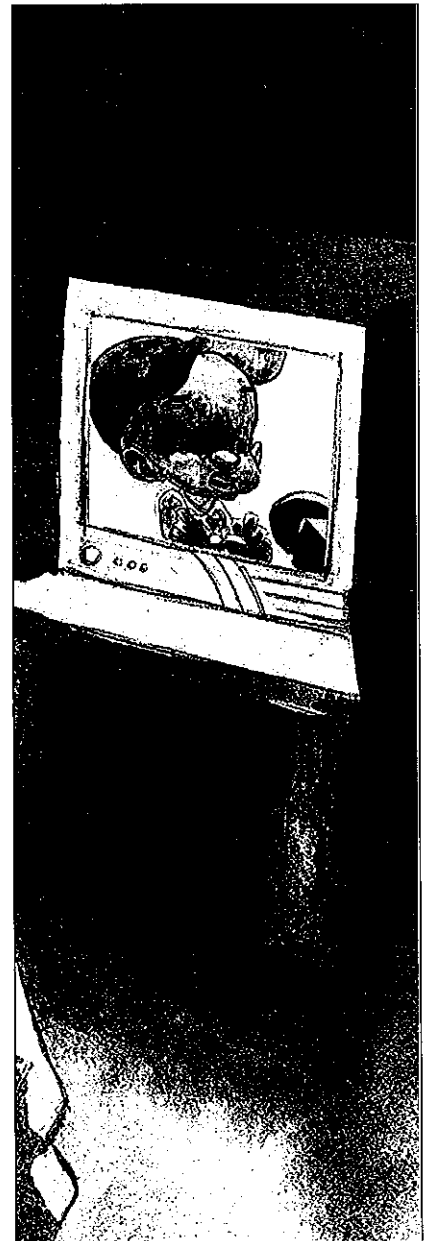
"Woo-hoo!" I shouted. "We are TV stars!"

Then came the part where the TV man asked Max his name, and Max looked like he was scared of the mike.

"Max, you goof!" I said. "Why did you jump back like that?"

Max just shrugged.

Next the TV man asked me my name.



I said, "I'm Kate." Then I waved.

"Max," said the TV man, "where did you spot the bone?"

Max said, "It was sticking out of the side of a cliff."

"What did you use to dig it out?"

"We used our forks!" said Max.

Then we saw the close-up of Max and me with our forks.

"So there you have it!" said the TV man. "I'm Roger Fletcher with a tale of two children, two forks, and one large T. rex!"



NAME: _____

PP.24

Activity Page

DATE: _____

We Are TV Stars

1. Where were Kate and Max when they saw themselves on TV?

Page _____

2. What did the TV man ask Kate?
- Where did you spot the coin?
 - What's your name?
 - Where is your Nan?

Page _____

Directions: Have students reread the story and answer the questions.

3. What did the TV man ask Max?

Page _____

4. Have you ever seen yourself or a pal on TV?

Page _____

NAME: _____

DATE: _____

PP.21

Take-Home

Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Nan's Book

Max and I and the T. rex were on TV six times. I was glad when it came to an end. Af·ter you smile and wave a fork six times, it gets to be less fun.

One morn·ing, Nan hand·ed me a book and said, "Let's drive to the book shop."

"Nan," I said, "why do you need to get a book at the book shop when you have this one?"

"I just fin·ished that one," Nan said, "I liked it a lot. And it just so happ·ens that the man who wrote it will be at the book shop to·day. I'd like to meet him."

In the car I looked at the book. It said "Dust Up, by Stan Bend·er."

"What sort of book is this?" I asked.

"It's a west·ern," said Nan.



“What’s a western?”

“It’s a book set out here in the West.”

“Is there an outlaw in the book like Bart?”

“There’s an outlaw,” said Nan, “but he’s not like Bart.”

“Why not?”

“He has bad manners!” said Nan.

I looked at the last page and saw the page number:
305.

“Yikes!” I said. “This is a long book!”

“It is,” said Nan. “But it felt short to me because I liked it so much. I was sad when I got to the end!”

I started to look inside the book, but just then Nan said, “Here we are!”



NAME: _____

DATE: _____

PP.25

Activity Page

Nan's Book

1. What sort of book did Nan have?
 - She had a pic·ture book.
 - She had a com·ic book.
 - She had a west·ern.

Page _____

2. How did Nan feel when she got to the end of the book?

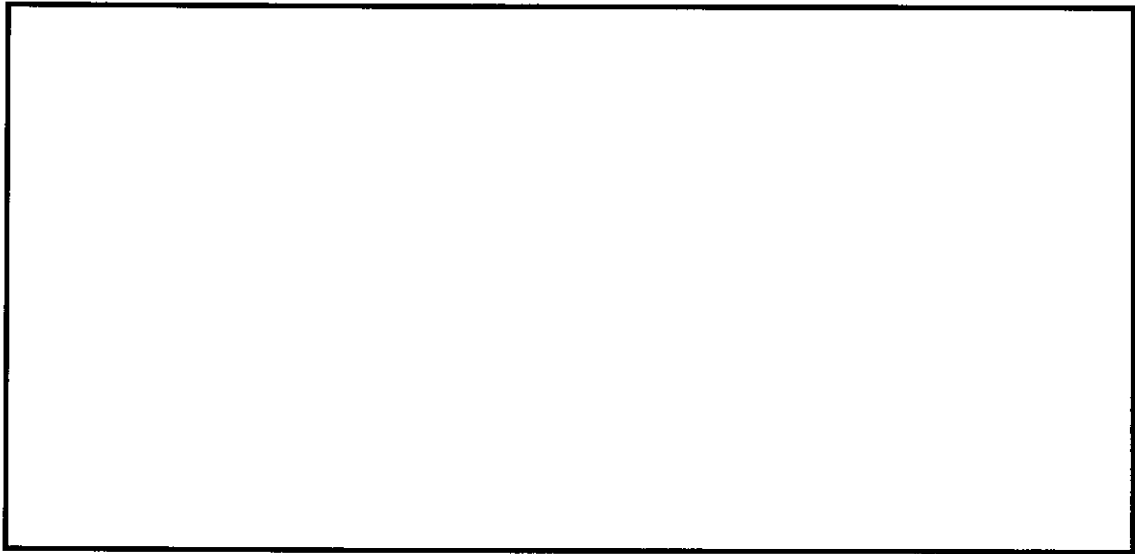
Page _____

Directions: Have students reread the story and answer the questions.

Directions: In the box, have students illustrate a part of the story and write a caption below.

3. Why did Nan take her book to the book shop?

Page _____



NAME: _____

DATE: _____

PP.22

Take-Home

Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Book Shop

In the book shop, there was a big stack of books. Next to the books sat Stan Bend·er, the man who wrote the books. He had a pen in his hand and a big smile on his lips.

“You’d smile too if your book were selling as well as his is!” Nan said.

Nan and I went and stood in line to meet Stan Bend·er.

Nan shook hands with him and said, “I’ve got twelve of your books. This one was your best book yet!”

The man smiled and said, “That’s sweet of you! I hope you will pick up my next one, too!”

“I will!” said Nan.

Then the man wrote, “Best wish·es, Stan Bend·er,” in Nan’s book.



"Mis·ter Bend·er," I asked, "how hard was it to write that book?"

"Well," he said, "this one was not all that hard. The last one I did was a lot hard·er."

As we got back in the car, I said, "Nan, I'd like to write a book."

"What sort of book would it be?" Nan asked.

"Well," I said, "Max and I found the T. rex."

"Yes, you did," said Nan.

"And you and I found that coin."

"Yes," said Nan.

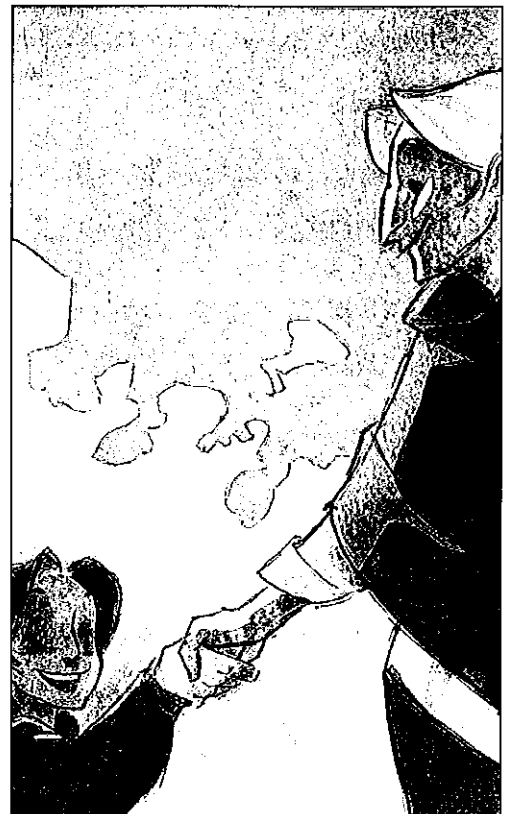
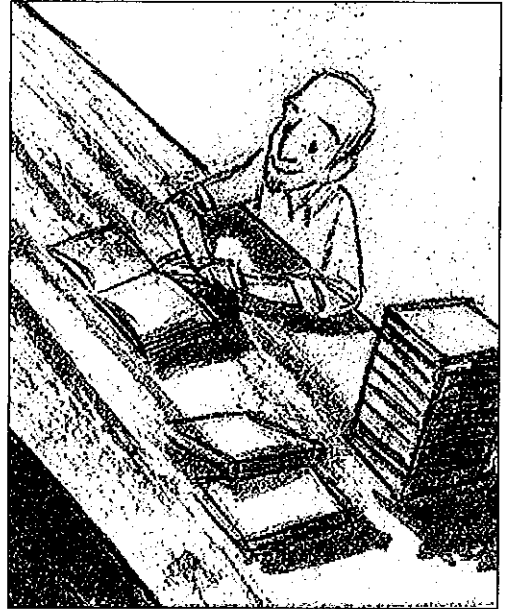
"And we are out here in the West."

"Yes."

"So it could be a bones and coins and west·ern sort of book."

"Why not?" said Nan. "If you write it, I will make the pic·tures."

I said, "Shake on it!" Then we shook hands.



NAME: _____

PP.26

Activity Page

DATE: _____

The Book Shop

1. Who is Stan Bend·er?
 - Stan Bend·er writes west·ern books.
 - Stan Bend·er is Nan's pal.
 - Stan Bend·er is a bone man.

Page _____

2. What did Kate ask Mis·ter Bend·er?

Page _____

Directions: Have students reread the story and answer the questions.

3. What sort of book would Kate like to make?

Page _____

4. Who will make the pic·tures for Kate's book?

- Kate will make the pic·tures.
- Stan will make the pic·tures.
- Nan will make the pic·tures.

Page _____

NAME: _____

DATE: _____

PP.23

Take-Home

Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

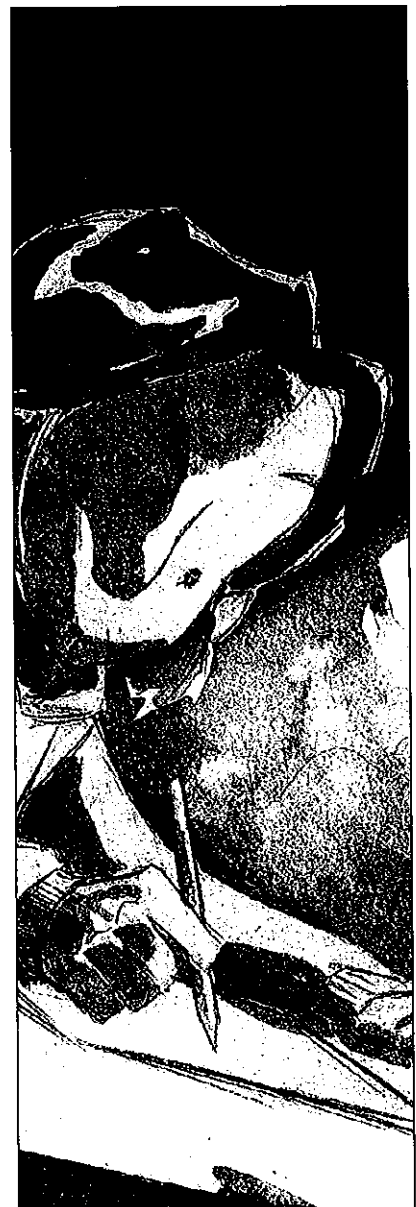
Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

We Make a Book

When we got back to Nan's, I start-ed to write the book. I wrote down all of the cool stuff that happ-ened to me out West. The hard-est part was gett-ing start-ed. Once I got started, it went fast.

Nan helped me pick out good words. Some-times when you write, you have to write things two or three times to get all of the best words and get them in the best or-der.

Max helped me out, too. He said, "I can help you with spelling. I am the best spell-er in my class." Max looked at what I had writt-en and fixed a lot of spelling mis-takes that I had made.



When I had written the words, Nan got out her brush and started to make the art. It took her a long time. She sent the pictures to me three weeks after I went home.

My dad took me and my book to a pal of his to see if he would publish the book.

The man looked at it and said, "This is well-written! Children out there will like this book. I'd like to print it!"

I was so glad, I shouted, "Yipp-ee!"

The man and his staff got the book all set to publish. Then they sent it to a printer.

I hope you liked the book.

If you'd like to write me a letter, you can send it to me at this address:

Kate Skipper
c/o Core Knowledge Foundation
801 East High Street
Charlottesville, Virginia 22902



NAME: _____

DATE: _____

PP.27

Activity Page

We Make a Book

1. Who helped Kate with her spelling?

Page _____

2. Who made the art for the book?

Page _____

Directions: Have students reread the story and answer the questions.

NAME: _____

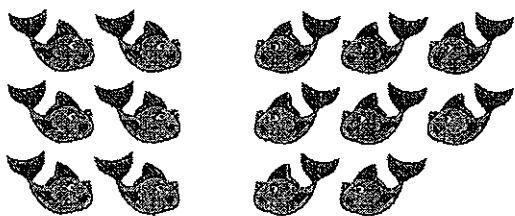
DATE: _____

Plan

Directions: Have students pick an object to describe. Then have students think about how they would describe the object, using as many senses as possible. Then have students write down words and/or phrases for each applicable sense.



1. There are 6 fish in the water.
Now there are 8 more fish in the water.



How many fish are in the water?

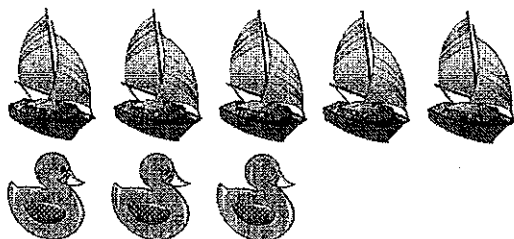
- 2 fish
- 8 fish
- 14 fish

3. Draw a picture for this equation.

$$9 - 4 = \underline{\quad}$$

Complete the equation.

2. There are 5 boats and 3 ducks on the pond.



Write an equation to show how many fewer ducks than boats are on the pond.

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

4. George goes to the beach.
He finds 17 shells in all.
He finds 9 white shells.
The rest are pink shells.

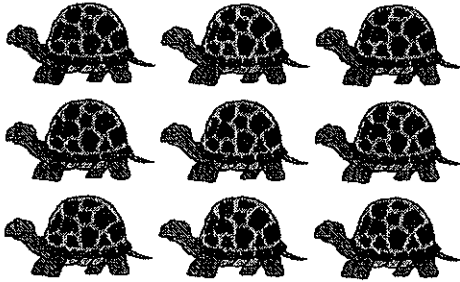
Which equation can be used to find the number of pink shells George finds?

- $17 + 9 = \square$
- $9 + \square = 10$
- $9 + \square = 17$

Concept Practice

1. There are 9 turtles walking.
Some turtles stop.
Now 6 turtles are walking.

How many turtles stop walking?



Write an equation for the story.

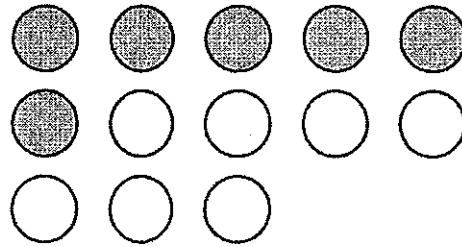
_____ ○ _____ = _____

2. Draw a picture for this equation.

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

Complete the equation.

3. Elena draws 13 circles.
She shades 6 circles gray.
The other circles are white.



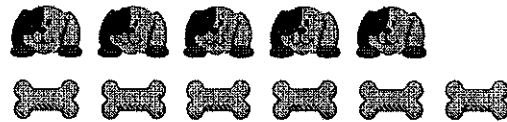
Which equation *best* shows Elena's circles.

$13 = \square - 6$

$13 = 6 + \square$

$13 = 15 - \square$

4. There are 5 dogs.
There are 6 bones.



How many more bones are there than dogs?

1 bone

5 bones

11 bones

1. Leo used cubes to build this train.



He wrote this equation.

$$4 + 9 + 5 = \square$$

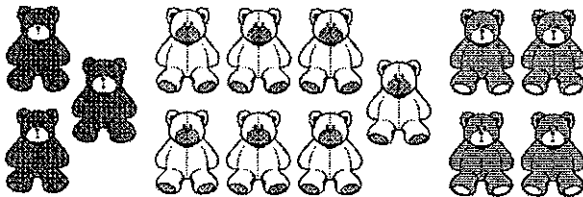
What is the sum?

$\square = 18$

$\square = 13$

$\square = 9$

2. Write an equation to show the total number of bears.



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

3. Liz has 9 eggs in all. She has 3 blue eggs and 2 pink eggs. The rest of the eggs are yellow.

How many yellow eggs does Liz have?

Answer _____

Write an equation for the problem.

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

4. Van made 4 ice cream cones. Tom made 2. Sam made 4.



Which equation tells how many ice cream cones the children made?

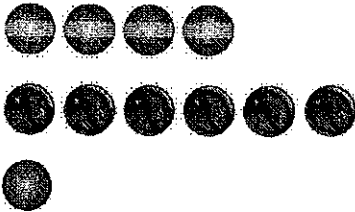
$4 + 4 + 4 = 12$

$4 + 2 + 2 = 8$

$4 + 2 + 4 = 10$

Concept Practice

1. Zoey has 4 striped marbles, 6 swirled marbles, and 1 plain marble.



How many marbles does Zoey have?

- 10 marbles
- 11 marbles
- 13 marbles

2. Ben saw 16 animals at the zoo. He saw 4 birds, 7 snakes, and some lions.

How many lions did Ben see? Solve the equation.

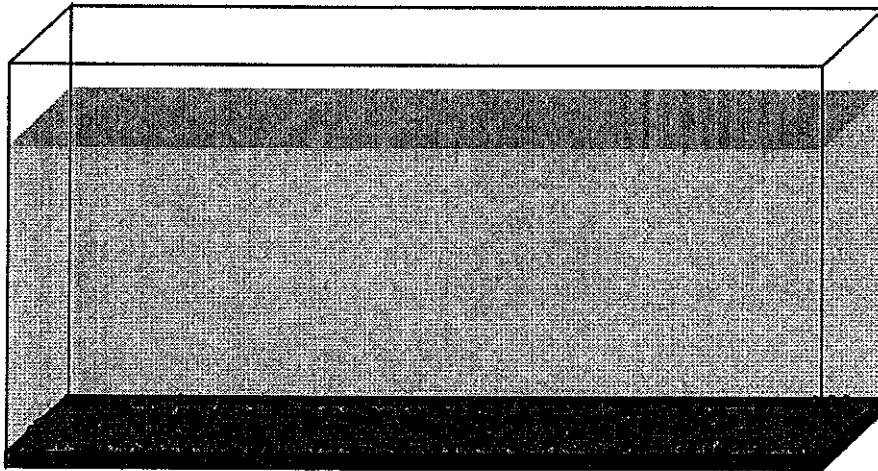
$$4 + 7 + \square = 16$$

$\square = 3$

$\square = 5$

$\square = 11$

3. Draw 17 fish in the tank. Color some of the fish green. Color some of the fish yellow. Color the rest of the fish purple.



Write the number for each color of fish. Write an equation to show how many fish are in the tank.

_____ green fish _____ yellow fish _____ purple fish

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

Name: _____

Instruction

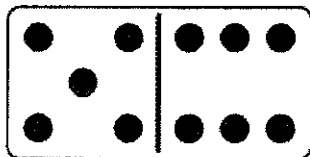
Unit 3 – Standard NC.1.OA.3

Concept Application

1. Write the unknown number in the equation.

$$3 + 6 + 7 = \underline{\quad} + 7$$

2. Which equation shows a way to add the numbers of dots?



$6 + 6 + 1 = \square$

$5 + 5 + 1 = \square$

$5 + 5 = \square$

3. Liam had some marbles. He dropped 7 marbles. Now he has 9 marbles. Liam wrote this model to show his marbles.

$$7 + 9 = \square$$

What is another equation that shows the marbles?

$9 + 9 = \square$

$9 + 7 = \square$

$\square + 7 = 9$

4. Jill has 4 bear stickers.

She has 2 turtle stickers.

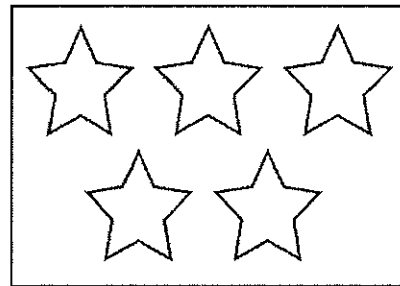
Jill also has 8 elephant stickers.

How many stickers does Jill have?

Show how to solve the problem.

_____ stickers

5. This picture can help solve some equations.



Which equation **cannot** be solved with the picture?

$3 + 2 = 5$

$2 + 3 = 5$

$2 + 1 + 3 = 5$

Concept Practice

1. What is the unknown number?

$$6 + 2 = \square$$

$$2 + 6 = \square$$

4

8

16

2. Write a related addition fact for
 $7 + 5 = 12$.

Answer _____

3. Lucy has 10 pennies.
She loses 4 pennies.
How many pennies does Lucy have now?

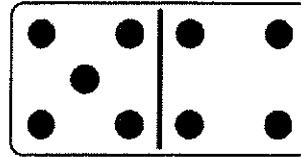
Which equation **cannot** be used to solve this problem?

$10 + 4 = \square$

$4 + \square = 10$

$\square + 4 = 10$

4. Look at the domino.



Bo wrote this equation to find the number of dots.

$$5 + 4 = 9$$

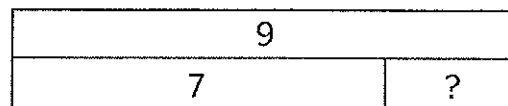
Which shows another way to add the number of dots?

$2 + 3 + 4$

$5 + 2 + 3$

$3 + 4 + 5$

5. Which equation matches the model?



$9 + 7 = ?$

$7 + ? = 9$

$7 + 9 = ?$

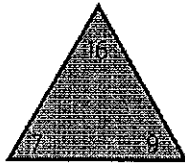
Name: _____

Instruction

Unit 4 – Standard NC.1.OA.4

Concept Application

1. Which equation does *not* match the fact triangle?

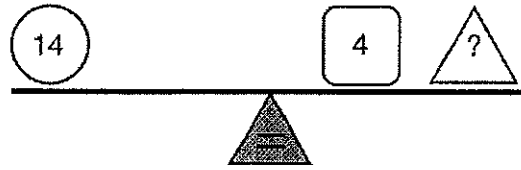


$16 - 7 = 9$

$7 + 9 = 16$

$9 - 7 = 2$

3. What number is missing from the balance?



$\triangle 4$

$\triangle 7$

$\triangle 10$

2. Write an addition equation to find the unknown number.

$$13 - \square = 6$$

Equation _____

$$\square = \underline{\hspace{2cm}}$$

4. Write a subtraction equation to find the unknown number.

$$7 + \square = 10$$

Equation _____

$$\square = \underline{\hspace{2cm}}$$

Concept Practice

1. Draw a line to match each subtraction equation to a related addition equation.

$10 - 6 = \square$

$8 + \square = 10$

$13 - 5 = \square$

$6 + \square = 10$

$10 - 8 = \square$

$5 + \square = 13$

2. John had 15 minutes to play. He has played 8 minutes. How many more minutes can John play?

Circle the equation that **cannot** be used to find the answer.

$15 - 8 = \square$

$15 + 8 = \square$

$8 + \square = 15$

3. Write an addition equation to find the unknown number.

$11 - 6 = \square$

Equation _____

$\square = \underline{\hspace{2cm}}$

4. Which addition equation can be used to find the unknown number?

$14 - 8 = \square$

$14 + 8 = \square$

$8 + \square = 14$

$8 + 14 = \square$

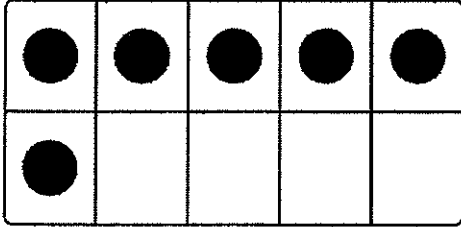
5. Carly has 8 stickers on a page in her sticker book. The page holds 12 stickers. How many more stickers does Carly need to fill the page?

3 stickers

4 stickers

12 stickers

1. How many more dots are needed to make 9?



- 4 dots
- 5 dots
- 3 dots

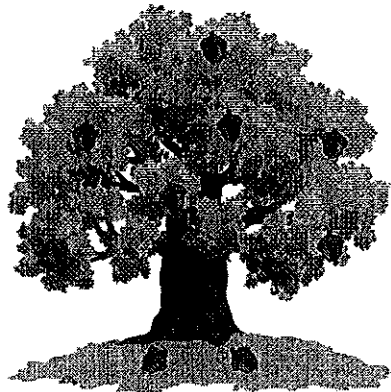
2. Campbell has 5 golf balls. He lost 2 in a game. How many golf balls does Campbell have now?

- $5 - 2 = 3$
- $2 + 3 = 2$
- $5 + 2 = 7$

3. The sum of an equation is 6. Which expression gives a sum of 6?

- $6 - 6 =$
- $3 + 6 =$
- $2 + 4 =$

4. Lu found 2 acorns on the ground. She saw 7 more acorns on the oak tree.



How many acorns does Lu see?

Answer _____

Which fact helps you solve this problem?

- $7 - 2$
- $2 + 7$
- $5 + 2$

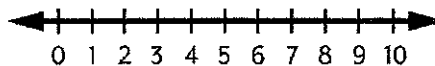
Concept Practice

1. Jerheme likes to play football. He has 4 friends meet him at the park to play a game.

How many people are playing football at the park?

- 4 friends
- 5 friends
- 3 friends

3. Kae ran 4 laps at recess. She ran 6 laps during PE.

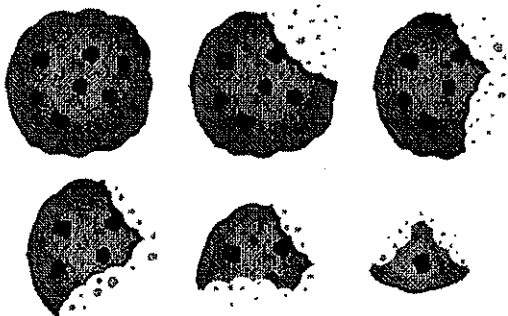


How many laps did Kae run in all?

Use the number line to help you solve the problem.

Answer _____

2. There were 6 cookies on a tray. Dawn ate a part of 5 of the cookies.



How many whole cookies are on the tray now?

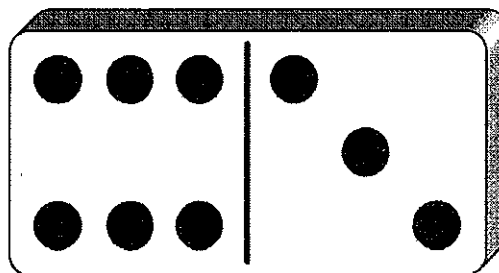
Circle the equation that shows the answer.

$6 - 5 = 1$

$6 + 5 = 1$

$6 - 1 = 5$

4. Don writes an equation to show the difference in the sides of his domino.



$6 - 3 = 3$

Which fact also has a difference of 3?

$8 - 2$

$9 - 5$

$7 - 4$

Name: _____

1. Lei has 6 striped shells.

She has 5 spotted shells.

How many shells does Lei have?

6 shells

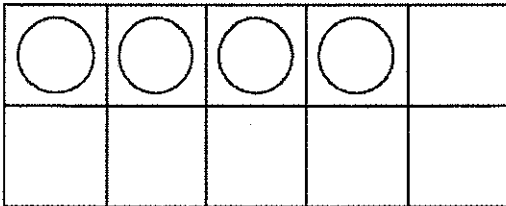
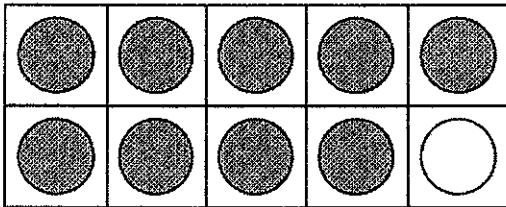
8 shells

11 shells

2. Ella found 9 gray rocks.

Then she found 5 white rocks.

Ella wants to make a ten to help her know how many rocks she found.



Which equation should Ella use?

$9 + 1 + 5 = 15$

$9 + 1 + 4 = 14$

$8 + 1 + 5 = 14$

3. Jim has 13 boats.

He has 7 red boats.

The rest of Jim's boats are blue.

Write an addition equation that shows the number of blue boats.

Answer _____

4. Allen has 6 red stickers.

He has 15 blue stickers.

How many more blue stickers than red stickers does Allen have?

9 stickers

8 stickers

7 stickers

Concept Practice

1. There are 14 goats in the barn.

Then 6 goats leave.

Which equation shows how many goats are still in the barn?

$14 - 6 = 8$

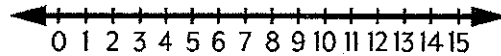
$15 - 6 = 9$

$14 - 10 = 4$

3. Use the number line to count on to find the sum.

Betty has 8 brown eggs.

She has 5 white eggs.



How many eggs does Betty have?

_____ eggs

2. Adam has 17 crackers.

He gives 9 away.

How many crackers does Adam have now?

Write an equation to solve.

Equation _____

4. There are 7 red hens at the farm.

There are 8 white hens.

Which equation shows how many hens are at the farm?

$7 + 7 = 14$

$7 + 7 + 1 = 15$

$7 + 1 + 8 = 16$

Name: _____

Instruction

Unit 7 – Standard NC.1.OA.7

Concept Application

1. What number makes the equation *true*?

$$2 + 8 = \square$$

8

9

10

3. Write a number in the blank to make a *true* equation.

$$7 + 3 = 9 + \underline{\quad}$$

2. Write = in a \bigcirc to make a *true* equation.

$$8 - 3 \bigcirc 4 + 1$$

$$16 - 8 \bigcirc 4 + 8$$

$$13 - 5 \bigcirc 8 + 5$$

4. Which equation is *not* true?

$7 + 1 = 4 + 4$

$9 - 3 = 12 - 6$

$10 - 3 = 6 + 2$

5. Tom wrote this equation.

$$6 + 4 = 10 - 1$$

Is Tom's equation *true*?

Answer _____

Explain how you know.

Concept Practice

1. Write a number in the blank to make a *true* equation.

$$16 - 9 = 5 + \underline{\quad}$$

2. Write a number in each blank to make the equation *true*.

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

3. Write = in a \bigcirc to make a *true* equation.

$$15 - 8 \bigcirc 7 + 8$$

$$12 - 4 \bigcirc 7 + 2$$

$$13 - 7 \bigcirc 4 + 2$$

4. What number makes the equation *true*?

$$5 + 7 = 8 + \square$$

7

5

4

5. Liz wrote this equation.

$$9 + 5 = 8 + 7$$

Explain why the equation is *not* true.

Name: _____

Instruction

Unit 8 – Standard NC.1.OA.8

Concept Application

1. What is the unknown number?

$$12 - \square = 4$$

6

8

10

3. Draw a picture to find the unknown number.

$$3 + \square = 8$$

Write the unknown number on the answer line.

Answer _____

2. What is the unknown number?

$$8 + \square = 17$$

Answer _____

4. Which equation can be used to find the unknown number?

$$10 - \square = 8$$

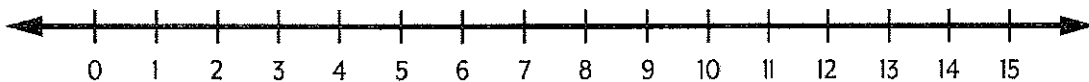
$10 + 8 = 18$

$10 - 4 = 6$

$8 + 2 = 10$

5. Use the number line to find the unknown number.

$$4 + \square = 9$$



Write the unknown number on the answer line.

Answer _____

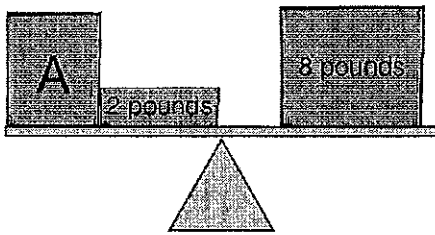
Concept Practice

1. What is the unknown number?

$$\square - 5 = 9$$

Answer _____

2. The box on the right side of the balance weighs 8 pounds. The small box on the left side weighs 2 pounds.



Write an equation to find how much box A weighs.

Answer _____

How much does box A weigh?

_____ pounds

3. Write the number that makes both equations *true*.

$$16 = \square + 9$$

$$13 - \square = 6$$

Answer _____

4. Which equation can be used to find the unknown number?

$$11 = 7 + \square$$

$11 - 7 = 4$

$11 + 4 = 15$

$11 + 7 = 18$

5. Use the numbers 5 and 10. Write an equation with an unknown number.

Draw a \square for the unknown number.

Answer _____

What is the unknown number?

Answer _____

Name: _____

Instruction

Unit 9 – Standard NC.1.NBT.1

Concept Application

1. What number comes between the numbers shown?

67, 68, 69, _____, 71

60

66

70

2. What is the number after 100?

99	100	
----	-----	--

98

110

101

3. What number comes next?

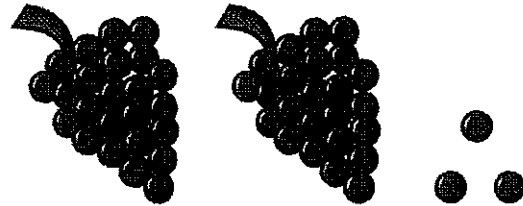
102, 103, 104, _____ ?

101

106

105

4. Madison counted 48 grapes. Then she counted 3 more grapes.



How many grapes did Madison count?

50 grapes

51 grapes

52 grapes

5. Circle each number that comes next when counting on by ones.

63	64 46	65	56 66	67 69	68
69	60 70	71	72	73	74 47

Concept Practice

1. What number is missing?

110, 111, 112, ? , 114

130

113

103

2. What number is one **more** than the number shown?

139, _____

138

140

141

3. Tom writes numbers in boxes for a game. He starts at 1 and stops at 68. Write an X in box 68.

1	2	3																		

4. What number comes before 109?

180

110

108

5. Wally had part of a hundred chart. He forgot to write some numbers. Which list shows the numbers Wally forgot to write?

1	2	3	4	5	6	7	8	9	
11	12	13	14		16	17	18	19	20
21	22	23	24	25	26		28		

10, 24, 27, 29, 32

10, 15, 27, 29, 31

10, 15, 27, 29, 30

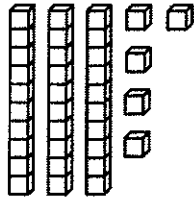
Name: _____

Instruction

Unit 10 – Standard NC.1.NBT.7

Concept Application

1. Erik made the following number with base 10 blocks.



What number did Erik model with his blocks?

39

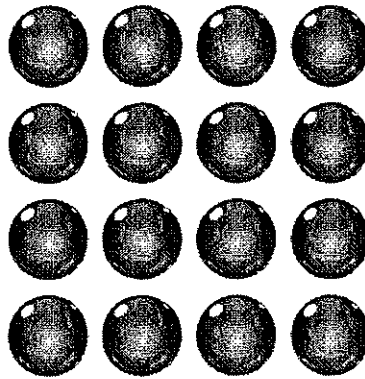
13

35

2. Show the number 13 in a different way.

3. Draw a model to show 40.

4. Look at the group of objects.



Which choice does *not* represent the group of objects?

6

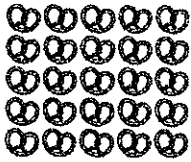
16

1 ten 6 ones

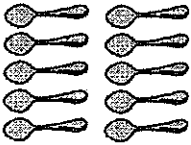
5. Draw a model to show 34.

Concept Practice

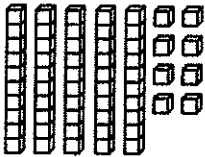
1. Draw a line to match each numeral to its model.



58



10



25

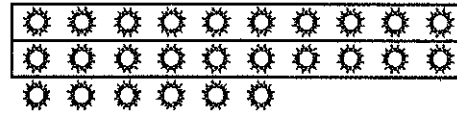
2. Show another way to represent 21.

Answer _____

3. Write the numeral for eighty-five.

Answer _____

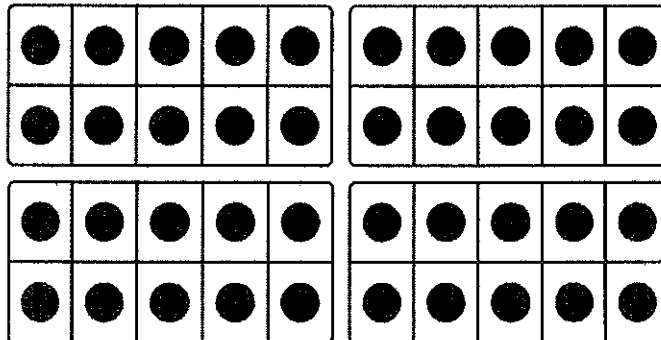
4. Mack organizes his sun stickers.



What is a different way to represent the stickers?

 62 26 36

5. Cam is using ten frames to show numbers.



How many dots does Cam have on his ten frames?

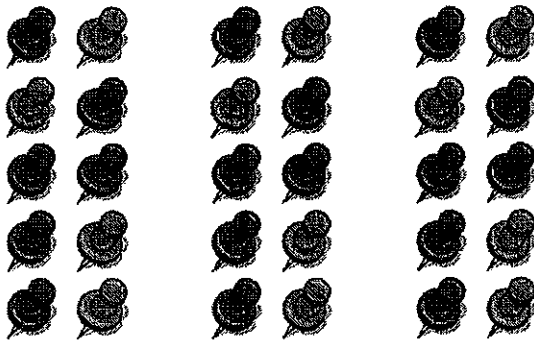
Answer _____

1. Which answer names the number of stars?



- 25 tens
- 20 + 50
- 2 tens 5 ones

2. Circle groups of 10 tacks.



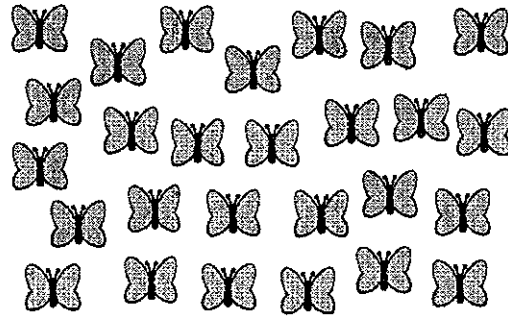
How many tens and ones are there?

_____ tens _____ ones

How many tacks are there?

_____ tacks

3. Circle groups of 10 butterflies.



How many groups of 10 are there?

_____ groups of 10

How many butterflies are left over?

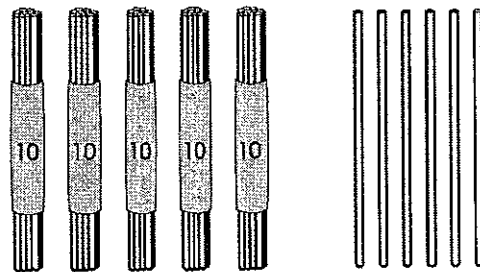
_____ butterflies

How many butterflies are there?

_____ butterflies

4. Zack organizes sticks in bundles of 10.

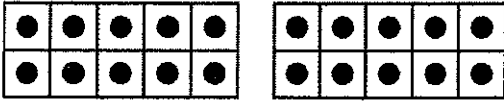
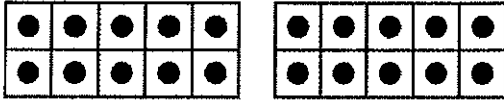
Some sticks are left over. Write the number of sticks below each group.



What is the total number of sticks?

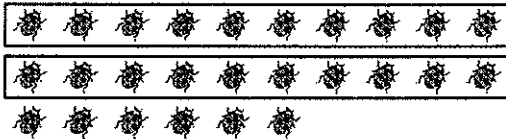
Concept Practice

1. How many tens are shown?



- 4 tens
- 10 tens
- 40 tens

2. A scientist organizes ladybugs into boxes of 10.



Which choice tells how many ladybugs there are?

- 2 tens 6 ones
- 26 tens
- 6 ones

3. Dylan has 1 ten and 3 ones.

Draw a model of Dylan's number.

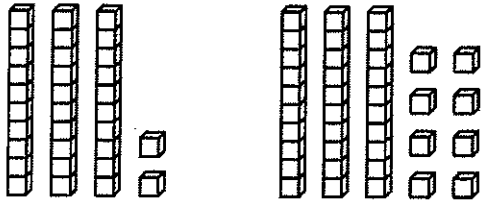
Write Dylan's number.

Answer _____

4. Draw a line from each number to its matching tens and ones.

- | | |
|----|---------------|
| 32 | 1 ten 0 ones |
| 42 | 2 tens 4 ones |
| 10 | 3 tens 2 ones |
| 23 | 4 tens 2 ones |
| 24 | 2 tens 3 ones |

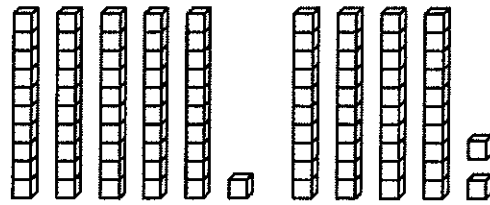
1. Write the numbers.



Which number is *greater*?

Answer _____

4. Write the numbers.



Which number is *less*?

Answer _____

2. Dan has 27 rocks.

Stan has 72 rocks.

Which is *true*?

- Dan has more rocks than Stan.
- Dan has fewer rocks than Stan.
- Dan and Stan have an equal number of rocks.

5. Jen saved 63 pennies.

Mark saved 63 pennies.

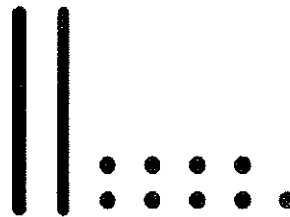
Which is *true*?

- $63 > 63$
- $63 < 63$
- $63 = 63$

3. Write $>$, $=$, or $<$ in the \bigcirc to compare the numbers.

50 \bigcirc 49

6. Which number is *less* than 29?



- 28
- 29
- 30

Concept Practice

1. How do you know 27 is **greater** than 22?

- There are the same number of tens, and 27 has more ones.
- There are the same number of tens, and 27 has fewer ones.
- There are the same number of ones, and 27 has more tens.

4. Kim has 84 red beads and 48 blue beads.

Which is **true**?

- $84 < 48$
- $84 = 48$
- $84 > 48$

2. Circle the numbers that are **less** than 32.

32
23
5
36
28

5. Draw a picture for each number.

64	59

Write $>$, $=$, or $<$ in the \bigcirc to compare the numbers.

64 \bigcirc 59

3. Emma has 26 stickers.

Reina has 36 stickers.

Which is **true**?

- Emma and Reina have an equal number of stickers.
- Reina has more stickers than Emma.
- Emma has more stickers than Reina.

6. Declyn scores 51 points in a game.

Rafe scores 54 points.

Write $>$, $=$, or $<$ in the \bigcirc to compare the numbers.

51 \bigcirc 54

1. There are 47 white moths and 20 brown moths.

How many moths are there?

- 57 moths
- 67 moths
- 77 moths

4. There are 32 people in a store. Then 20 more people come into the store. How many people are in the store now?

_____ people

2. There are 25 students in the art room. Then 4 more students join them.

How many students are in the art room now?

- 22 students
- 29 students
- 95 students

5. There are 27 big baskets and 30 little baskets.

How many baskets are there?

Draw tens and ones to solve.

Tens	Ones

3. Complete the equation.

$$24 + 6 = \underline{\hspace{2cm}}$$

Draw a picture for this equation.

- 37 baskets
- 47 baskets
- 57 baskets

Concept Practice

1. There are 35 ducks on the shore.
There are 40 ducks in the water.
How many ducks are there?

Write numbers in the place-value chart to solve.

Tens	Ones
+	

_____ ducks

3. Complete the equation.

$$38 + 10 = \underline{\quad}$$

Draw a picture for this equation.

2. Mary uses 18 beads to make a long necklace. She uses 9 beads to make a short necklace.
Which shows a way to add 18 and 9?

$$\begin{array}{r} 18 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 90 \\ \hline \end{array}$$

4. There are 58 boats in the lake. There are 30 boats at the dock.
What is the total number of boats?

Draw tens and ones to solve.

Tens	Ones

88 boats

86 boats

80 boats

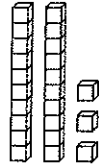
Name: _____

Instruction

Unit 14 – Standard NC.1.NBT.5

Concept Application

1. What number is 10 **more** than 23?



- 13
- 24
- 33

4. Rick has 24 shells. He finds 8 more shells. Then he gives his brother 10 shells.

How many shells does Rick have now?

_____ shells

2. I have 8 tens and 2 ones. I take away 1 ten. Now I have 72. Is this **true** or **not true**? Circle the correct answer.

True **Not True**

5. Todd takes 75 pictures on Monday. On Tuesday, he takes 10 fewer pictures than on Monday. On Wednesday, he takes 10 fewer pictures than on Tuesday. How many pictures does Todd take on Wednesday?

_____ pictures

3. This is part of a 100 chart. Write the missing numbers.

37	

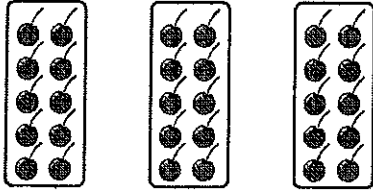
6. There are 17 snakes in the zoo. There are 10 more monkeys than snakes. There are 10 more birds than monkeys.

How many birds are in the zoo?

_____ birds

Concept Practice

1. Anna picked 30 cherries.



Cindy picked 10 *more* cherries than Anna.

How many cherries did Cindy pick?

15 cherries

20 cherries

40 cherries

2. Otto thinks of a number. It is 10 *less* than 58.

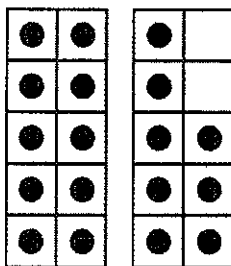
What is Otto's number?

48

57

68

3. What number is 10 *more* than the number shown?

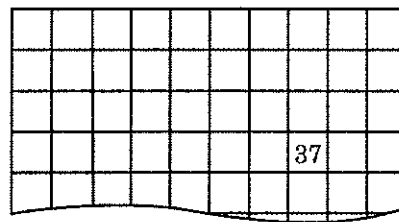


Answer _____

4. What numbers are missing? Write the numbers on the lines.

4	
?	
24	_____
?	
44	_____
?	
64	_____

5. What number is 10 *less* than 37?



27

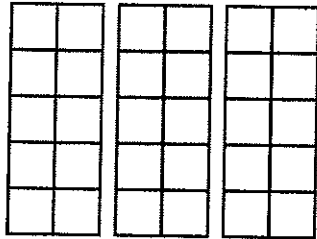
36

47

1. Mrs. Mason has 30 tacks. She used 20 tacks.

How many tacks does Mrs. Mason have left?

Use the ten frames to solve.



10 tacks

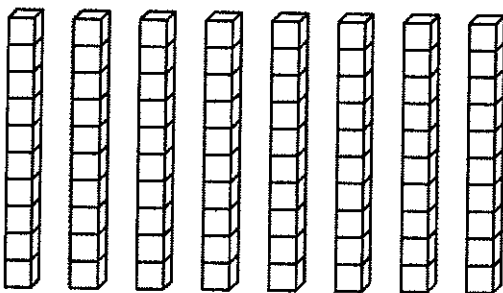
20 tacks

50 tacks

2. Waldo has 8 tens on his desk. He saw 3 tens fall on the floor.

How many tens are left on Waldo's desk?

Use the picture to solve the problem.



_____ tens

Complete the equation.

$80 - 30 = \underline{\hspace{2cm}}$

3. Write the unknown numbers.

$60 - 20 = \underline{\hspace{2cm}}$

$60 - \underline{\hspace{2cm}} = 20$

$20 + \underline{\hspace{2cm}} = 60$

$\underline{\hspace{2cm}} + 20 = 60$

4. There are 90 berries in a bowl.

Joel's family eats 50 berries.

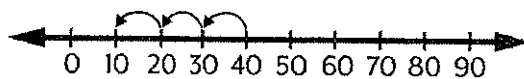
How many berries are left?

4

14

40

5. What subtraction equation does the number line show?

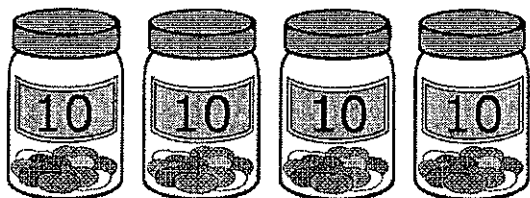


$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Concept Practice

1. Hilda has 40 jelly beans. She eats 10. How many jelly beans are left?

Use the picture to solve the problem.



- 3 jelly beans
- 10 jelly beans
- 30 jelly beans

3. Draw a model to show 50. Mark out 3 tens.

How many tens are left?

_____ tens

Complete the subtraction equation.

$$50 - \underline{\quad\quad} = \underline{\quad\quad}$$

2. What is $60 - 30$?

Draw a picture to show how to find the answer.

Answer _____

4. Alex has 30 stamps in his collection.

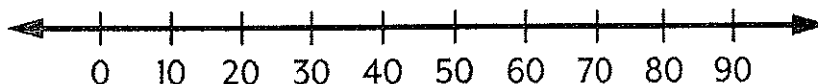
He puts 20 stamps in a book. How many stamps are *not* in the book?

- 1 stamp
- 10 stamps
- 50 stamps

5. There are 70 people at a movie. Before the movie starts, 40 people buy popcorn. How many people do *not* buy popcorn? Write a subtraction equation to find the answer.

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

Use the number line to show how to find the answer. Show the jumps.



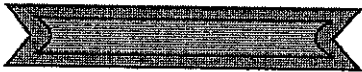
Name: _____

Unit 16 – Standard NC.1.MD.1

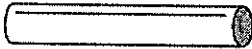
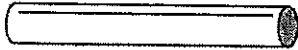
Instruction

Concept Application

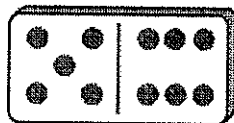
1. Allie has 3 ribbons.
Draw a ring around the ribbon that is the *longest*.



2. Color the *longest* piece of chalk red.
Color the *shortest* piece of chalk blue.



3. Which list names the objects in order from *shortest* to *longest*?

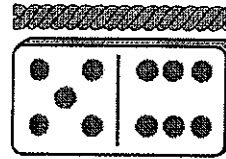


- bat, domino, paper clip
- paper clip, domino, bat
- paper clip, bat, domino

4. Sacha has 3 crayons. Which crayon is the *shortest*?



5. Carlos cuts a piece of yarn the same length as a domino.

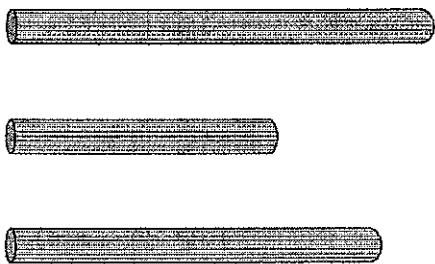


Which shell is the same length as the domino?

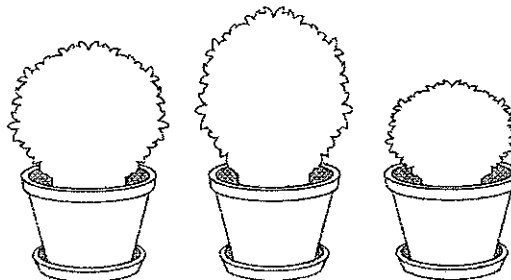


Concept Practice

1. Abe has 3 straws. Make an X on the *longest* straw. Draw a ring around the *shortest* straw.



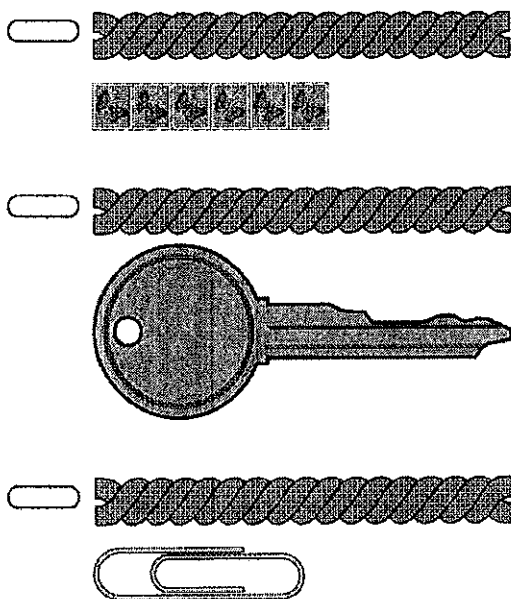
3. Yama draws three pictures of plants. Color the *tallest* plant green.



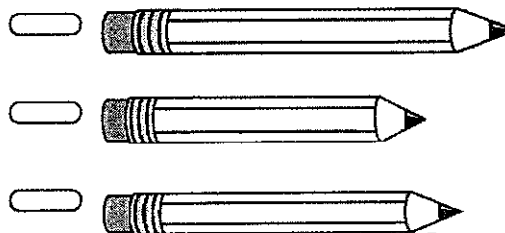
2. The yarn is the same length as the stick of gum.



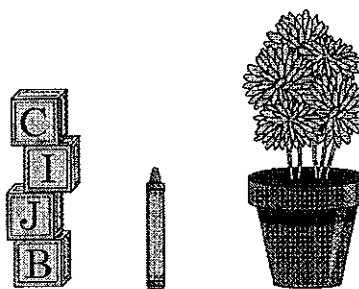
Which object is the same length as the gum?



4. Alberto has 3 pencils. Which pencil is the *longest*?

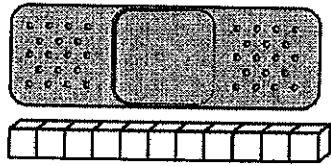


5. Which list names the objects in order from *tallest* to *shortest*?



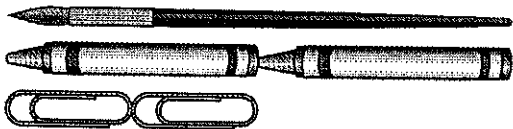
- crayon, blocks, plant
- plant, crayon, blocks
- plant, blocks, crayon

1. About how many cubes long is the Band-Aid®?



- 20 cubes
- 11 cubes
- 8 cubes

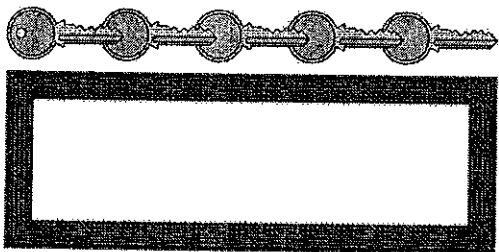
2. A paintbrush measures about 2 crayons long.



About how many paper clips long is the paintbrush?

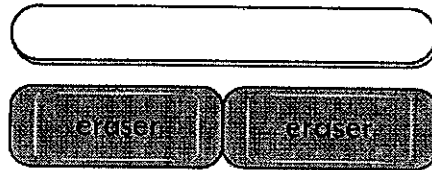
- 2 paper clips
- 3 paper clips
- 4 paper clips

3. Doug uses keys to measure a picture frame.



Explain Doug's mistake.

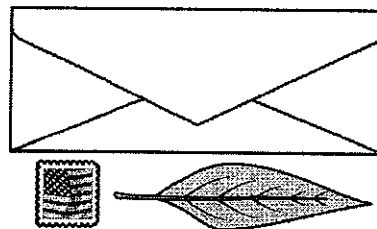
4. Sara measured the craft stick with erasers.



Which statement is *true* about the way Sara measured the craft stick?

- The erasers are turned in different directions.
- The erasers overlap at the ends.
- The erasers are laid end to end.

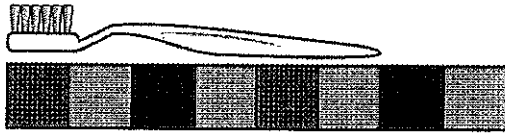
5. Su and Mick measure an envelope with a combination of stamps and leaves.



Can Su and Mick measure the envelope using stamps and leaves? Explain your answer.

Concept Practice

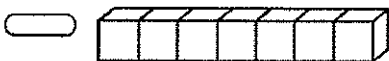
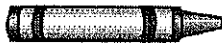
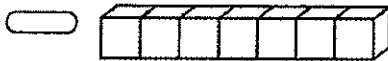
1. Leah measures her toothbrush with tiles.



How many tiles long is the toothbrush?

_____ tiles

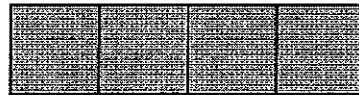
2. Mila measures crayons with cubes. Which crayon is *longer* than 6 cubes?



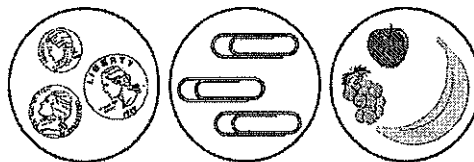
3. Circle the correct way to measure a worm with paper clips.



4. Which object is about 4 squares long?



5. Draw an X on the set of items that is *best* for measuring length.



Explain why.

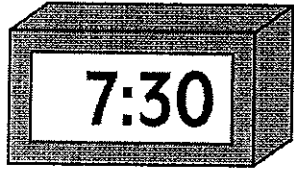
Name: _____

Instruction

Unit 18 – Standard NC.1.MD.3

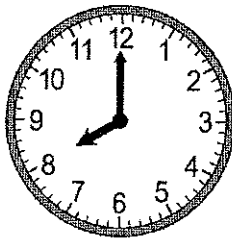
Concept Application

1. What time does the clock say?



- Seventy-three
- Seven thirty
- Seven

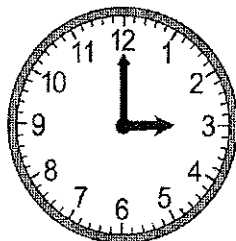
2. The clock shows Bob's bedtime.
Choose the time.



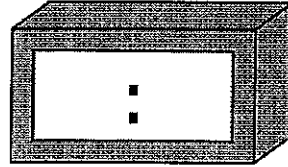
- 9:00
- 8:30
- 8:00

3. The time on the clock is

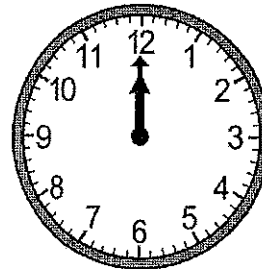
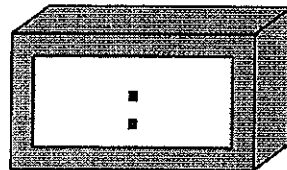
_____ : _____



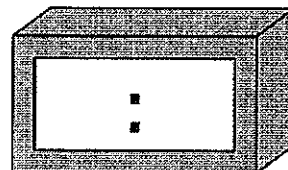
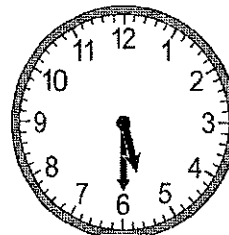
4. Show nine thirty on the digital clock.



5. Make the digital clock show the same time as the analog clock.

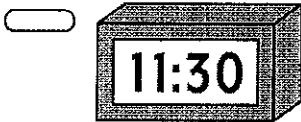
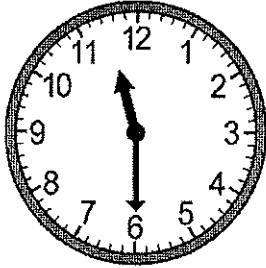


6. Make the digital clock show the same time as the analog clock.

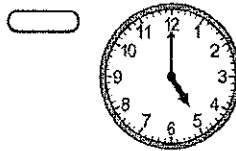
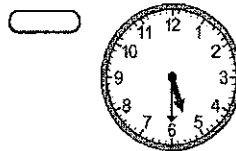
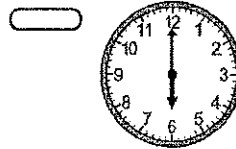
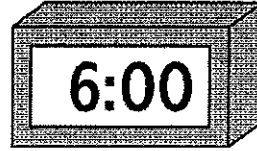


Concept Practice

1. Choose the digital clock that shows the same time.



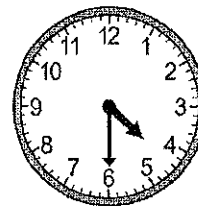
3. Which analog clock shows the same time?



2. Show 4 o'clock on the digital clock.



4. Write the time shown on the clock.



Circle all the ways that say the same time as the clock.

half past four

four o'clock

four thirty

past four

Name: _____

Instruction

Unit 19 – Standard NC.1.MD.5

Concept Application

1. Draw a line to match each coin with its value.



1¢



5¢



10¢



25¢

2. What is the value of the coins?



_____ ¢

Which coin has the same value?

Circle your answer.



3. Circle the coin with the greatest value.



4. Which coin is worth 10¢?

quarter

penny

dime

5. Write the value of each coin.

A penny = _____ ¢

A nickel = _____ ¢

A dime = _____ ¢

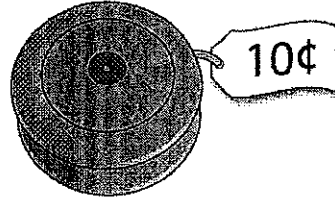
A quarter = _____ ¢

Concept Practice

1. Curtis has one dime. How many pennies would it take to equal the value of the dime?

- 1 penny
- 5 pennies
- 10 pennies

3. Pam wants to buy this yo-yo.



Circle the coin Pam can use to buy the yo-yo.



2. Look at the group of nickels.



How many pennies equal 2 nickels?

Choose the coin that has the same value as the pennies.

- 1 dime
- 1 penny
- 1 quarter

4. Write how many pennies you need to equal the coin.

A penny = _____

A nickel = _____

A dime = _____

A quarter = _____

5. Kanye has 1 nickel. He trades his nickel to his brother for three pennies. Was this an equal trade? Explain your answer.

1. Look at the tally chart.

Favorite Ice Cream Flavors

Flavor	Tally
Chocolate	
Vanilla	
Strawberry	

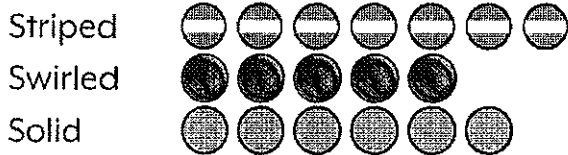
How many students chose vanilla? _____ students

How many students chose strawberry? _____ students

How many more students chose vanilla than strawberry? _____ students

2. Ryan sorted his marbles into the groups shown.

Marbles



How many swirled marbles are there?

- 5 swirled marbles
- 6 swirled marbles
- 7 swirled marbles

Use the table to answer questions 3 and 4.

Ms. Lee asked students to vote for their favorite subjects. This table shows how they voted.

Favorite Subjects

Subject	Number of Students
Reading	3
Math	5
Science	7

3. Complete the tally chart to show the information in the table.

Favorite Subjects

Subject	Tally
Reading	
Math	
Science	

4. How many more students voted for Science than Reading?

- 3 students
- 4 students
- 5 students

Concept Practice

1. Students placed a sticky note next to the way they like to draw.

Pencil 

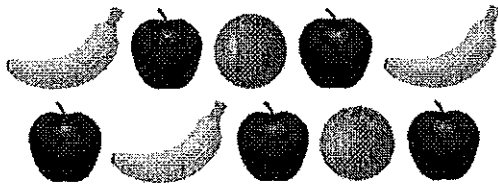
Crayon 

Marker 

How many students like to draw with crayons?

- 4 students
 6 students
 10 students

2. Ten students placed their favorite type of fruit on a desk. Write numbers in the table to show the data.



Favorite Type of Fruit

Type of Fruit	Number of Students
Banana	
Apple	
Orange	

3. Mimi's class votes on their favorite milk flavors.

White 

Chocolate 

Strawberry 

How many fewer students chose white milk than strawberry?

_____ students

How many more students chose chocolate milk than white milk?

_____ students

4. The table shows the types of shoes some of Cameron's friends wear.

Shoes

Type of Shoe	Number of Friends
Tennis Shoes	4
Boots	2
Sandals	4

Which is *true*?

- Fewer people wear tennis shoes than boots.
 Fewer people wear boots than tennis shoes.
 Fewer people wear sandals than boots.