



SUMMER SKILLS

FOR 1st GRADE



**TULSA PUBLIC
SCHOOLS**



NAME: _____



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Dear families,

I'm excited to officially launch **Summer Skills**, an initiative beginning at some of our schools to provide additional academic support opportunities over the summer break.

Summer learning loss is real - we know that students can experience a loss in what they've learned over this past school year in reading and math without consistent engagement and skills practice. With Summer Skills, you will be able to help your student avoid that summer slide, ensuring that they are ready and feel confident for the new school year in August!

Your student's Summer Skills Packet contains printed handouts as well as resources and lessons that can be completed on a Chromebook. We are loaning each family one Chromebook for the summer to support access to digital learning. **Chargers do not come with the Chromebooks; you may use any universal charger with the loaned devices.*

Summer can be a busy time, so this packet is designed to be simple and flexible. Students should bring their completed packets and Chromebooks to school during the first week of the 2026-27 school year, at which time they will be recognized and receive rewards to celebrate their participation and effort. Completion of the Summer Skills packet is optional for students who will be participating in our Summer Learning program in July or Extended School Year for special education students.

How to use this packet:

- Students should complete one math activity and one literacy activity each day. Activities can be completed in any order and repeated as often as desired.
- Students can also log into their digital platforms (Imagine Learning, Amira, Zearn) through Clever to continue practicing their skills. Visit www.tulsaschools.org/SummerSkills to get started.
- Students who receive services on an Individualized Education Plan (IEP): You may elect to use the "Supplemental/Remediation Support" section at the back of the packet. You may complete one math and one literacy activity from this section each day in any order and repeated as often as desired.

How families can help:

- Read together daily and talk about learning.
- Ask your child to explain their thinking.
- Encourage learning during everyday activities like cooking, shopping, traveling, and playing games.
- Visit the Tulsa City-County Library and join the summer reading program.
- Keep learning positive and fun!

For Summer Skills support this summer, call us at 918-746-7575 and ask to speak to an instructional coordinator. You can also receive technology support and help with your Chromebook by visiting us in person at either location listed below:

Parent Resource Center

525 E. 46th St. N.

Hours: Monday-Friday, 9am-4pm

Enrollment Center

2819 S. New Haven Ave.

Hours: Monday – Friday, 8am-5pm

Thank you for your continued partnership.

Warmly,

Dr. Ebony Johnson

Superintendent

Tulsa Public Schools



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Estimadas familias:

Me complace anunciar el lanzamiento de **Summer Skills**, una iniciativa que comenzará en algunas de nuestras escuelas para ofrecer oportunidades adicionales de apoyo académico durante las vacaciones de verano.

La pérdida de aprendizaje durante el verano es real -- sabemos que los estudiantes pueden perder parte de lo que aprendieron este año en lectura y matemáticas si no continúan practicando sus habilidades. Con Summer Skills, ¡usted podrá ayudar a su estudiante a evitar ese retroceso y asegurarse de que llegue al nuevo año escolar en agosto listo y con confianza!

Su hijo(a) llevará a casa un paquete de Summer Skills antes del último día de clases. Por favor esté pendiente. Este paquete incluirá materiales impresos y un Chromebook por familia para acceder a recursos digitales de aprendizaje. Los cargadores no se incluyen con los Chromebooks; puede utilizar cualquier cargador universal con los dispositivos prestados.

El paquete de Summer Skills de su estudiante incluye materiales impresos, así como recursos y lecciones que pueden completarse en un Chromebook. Estamos prestando un Chromebook por familia durante el verano para apoyar el acceso al aprendizaje digital. Sabemos que el verano puede ser una época ocupada, por lo que este paquete está diseñado para ser sencillo y flexible. Los estudiantes deben traer sus paquetes completados y su Chromebook durante la primera semana del año escolar 2026–27, momento en el que serán reconocidos y recibirán premios por su participación y esfuerzo. Completar el paquete es opcional para los estudiantes que participarán en el programa de aprendizaje de verano en julio o en el programa de Año Escolar Extendido (ESY) para estudiantes de educación especial. Sin embargo, están invitados a participar para poder ser elegibles a premios.

Cómo usar este paquete:

- Los estudiantes deben realizar una actividad de matemáticas y una de lectura cada día. Las actividades pueden hacerse en cualquier orden y repetirse tantas veces como se desee.
- Los estudiantes también pueden ingresar a sus plataformas digitales (Imagine Learning, Amira, Zearn) a través de Clever para seguir practicando. Visite www.tulsaschools.org/SummerSkills para comenzar.
- Estudiantes que reciben servicios bajo un Plan de Educación Individualizado (IEP): Pueden optar por utilizar la sección de «Apoyo Suplementario/Remedial» que se encuentra al final del paquete. Pueden completar una actividad de matemáticas y una de lectura de esta sección cada día, en cualquier orden y repitiéndolas tantas veces como deseen.

Cómo pueden ayudar las familias:

- Lean juntos todos los días y comenten sobre lo que aprenden.
- Pídale a su hijo(a) que explique su razonamiento.
- Fomente el aprendizaje durante actividades cotidianas como al cocinar, ir de compras, viajar o jugar.
- Visiten la Biblioteca de la Ciudad y el Condado de Tulsa y únanse al programa de lectura de verano.
- ¡Mantenga el aprendizaje positivo y divertido!

Para recibir apoyo para Summer Skills, llámenos al 918-746-7575 y pida hablar con un coordinador instruccional. También puede recibir apoyo tecnológico y ayuda con su Chromebook visitándonos en persona en cualquiera de las siguientes ubicaciones:

Centro de Recursos para Padres

525 E. 46th St. N.
Horario: lunes-viernes, 9am-4pm

Centro de Inscripción

2819 S. New Haven Ave.
Horario: lunes-viernes, 8am-5pm

Gracias por su continua colaboración.

Con aprecio,
Dra. Ebony Johnson
Superintendente
Escuelas Públicas de Tulsa

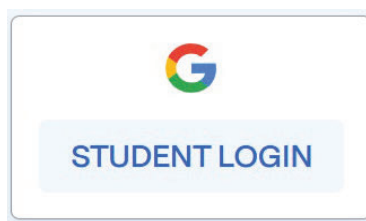
How to Login to Clever at Home

Clever is a free and secure digital platform that offers access to learning applications and resources in one place. Some applications may only be accessible through a laptop or tablet.

- Type www.clever.com/in/tulsa/student/portal into the URL
- Choose one from the two options:
 - **Option 1:** If the school sent home a Clever Badge. First, select **Clever Badge login** (you must have camera access on your device, and you must enable the camera). Next, hold the badge up to the camera.



- **Option 2:** Select **STUDENT LOGIN**.



- Select **Use another account**. Enter your student's Gmail account. If you do not know the Gmail, it is your **student's first name, last name initial, the month and day of birth**, and **@student.k12.tulsaschools.org**. For instance, Jane Smith was born on February 16, her Gmail account is janes0216@student.k12.tulsaschools.org



Choose an account

to continue to [Clever](#)

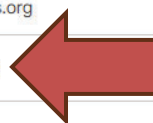


Jennifer Goodlow

goodlje@k12.tulsaschools.org



Use another account



Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

- Next, enter your student's **6-digit school ID number** for the password. Then select the blue **Next** button.



Welcome

Enter your password

☐ Show password



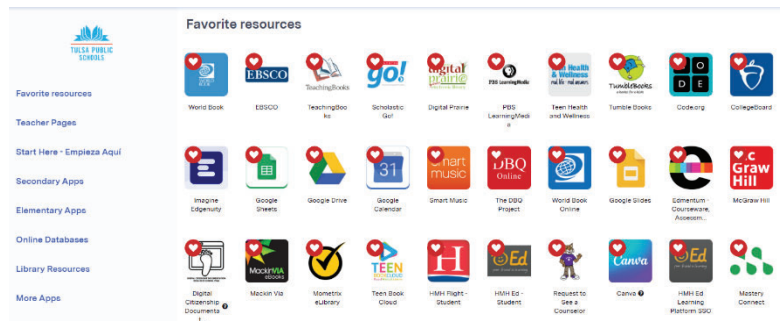
Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

[Forgot password?](#)

Next



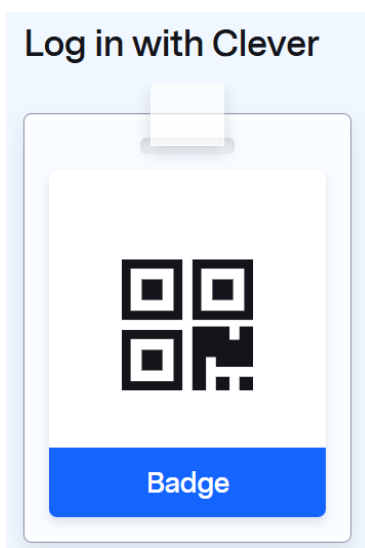
- Last, select the app of choice.



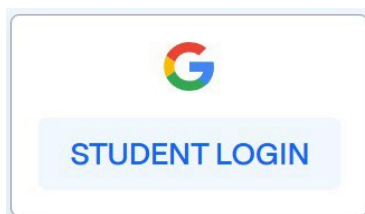
Cómo iniciar sesión en Clever desde casa

Clever es una plataforma digital gratuita y segura, que ofrece acceso a recursos y aplicaciones de aprendizaje en un solo lugar. Es posible que a algunas aplicaciones solo se pueda acceder a través de una computadora portátil o una tableta.

- Escriba www.clever.com/in/tulsa/student/portal en la barra de direcciones
- Elija una de las dos opciones:
 - **Opción 1:** Si la escuela ha enviado a casa un Clever Badge (Gafete de Clever). En primer lugar, seleccione **Clever Badge login** (Inicio de sesión con Clever Badge). Debe tener acceso a la cámara en su dispositivo y debe activar la cámara. A continuación, acerque el gafete a la cámara.



- **Opción 2:** Seleccione **STUDENT LOGIN** (INICIO DE SESIÓN PARA ESTUDIANTES).



- Seleccione **Use another account** (Usar otra cuenta). Introduzca la cuenta de Gmail de su hijo. Si no conoce la dirección de Gmail, esta se compone del **primer nombre de su hijo, la inicial de su apellido, el mes y el día de nacimiento, y @student.k12.tulsaschools.org**. Por ejemplo, Jane Smith nació el 16 de febrero y su cuenta de Gmail es janest0216@student.k12.tulsaschools.org



Choose an account

to continue to [Clever](#)

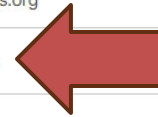


Jennifer Goodlow

goodlje@k12.tulsaschools.org



Use another account



Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

- A continuación, introduzca **el número de alumno de 6 dígitos** de su hijo como contraseña. A continuación, seleccione el botón azul **Next** (Siguiendo).



Welcome

Enter your password

☐ Show password



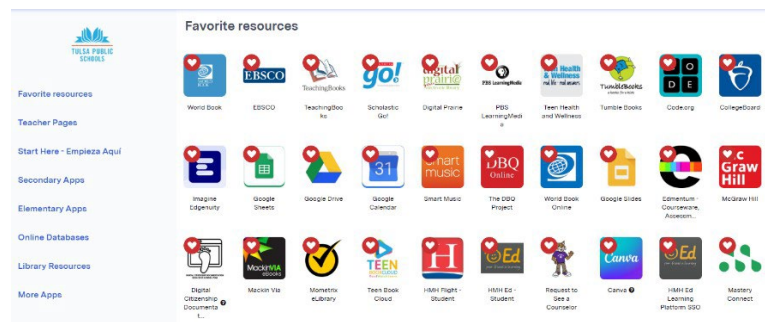
Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

[Forgot password?](#)

Next



- Por último, seleccione la aplicación que desee.





Summer Skills 2026

Check out the **Summer Skills Resource Hub** for access to digital resources and more information on how to continue learning during the summer!



Access the Summer Skills Resource Hub at
tulsaschools.org/summerskills
OR by using the QR above.



Summer Skills 2026

¡Visita el **Centro de Recursos de Habilidades de Verano** para acceder a recursos digitales y obtener más información sobre cómo seguir aprendiendo durante el verano!



Accede al Centro de Recursos de Habilidades de Verano utilizando el código QR o en:

tulsaschools.org/summerskills



MATH

1

FOR FAMILIES

FIRST GRADE

What to expect:

In first grade, children are becoming more independent. Their counting skills are improving, and they are beginning to learn addition and subtraction. As first-graders use math tools, ask questions and develop problem-solving strategies, they are gaining a deeper understanding of mathematical ideas by working in a classroom group, in smaller groups and on their own. Play is a developmentally appropriate method for young learners to explore the world and make sense of their environment. This information is a snapshot of learning in mathematics for Grade 1. For a complete set of mathematics standards, [click here](https://sde.ok.gov/oklahoma-academic-standards) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Count forward from any number up to 100 by 1's, 2's, 5's and 10's.
- Solve addition and subtraction problems up to 10.
- Identify coins and their values.
- Create and complete repeating and growing patterns. (For example, when we count forward, numbers get bigger by one, and we use this pattern frequently.)
- Identify trapezoids (four-sided shapes with one pair of parallel sides like a lampshade, table or clock) and hexagons (six-sided shapes like a honeycomb).
- Tell time to the hour and half-hour.

What to do at home:

- Ask your child what time it is, what day of the week it is, what day tomorrow is and what day yesterday was.
- Hand your child a few coins of the same value and ask them to tell you the total amount.
- Create math problems about things happening at home. (For example, ask your child, "If we started dinner with 6 pieces of bread but have eaten 3, how many are left?")
- Identify patterns found in the real world. (For example, ask your child, "If the clock chimes once at one o'clock and twice at two o'clock, what will happen at three o'clock?")
- Separate objects into equal groups. (For example, ask your child to cut a pizza into slices so every family member has the same number of slices.)

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support math learning at home. When schools and families work together as partners, it helps your child achieve academic success!



OKLAHOMA
Education



MATH

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to nurture curiosity in young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What are you interested in knowing more about?
- What else does that make you think of?
- Where do you think we can learn more about these things?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What patterns did you see today? Where did you see them?
- Did the day go quickly or slowly today? What made it seem that way and why?
- How much more _____ do you need? How much do you have right now? How do you know?
- Did you get to listen to someone else's math idea today? What was it, and did it make sense to you?

Fostering Comprehension

Comprehension in math can be thought of as making sense of a problem or real-world situation. Children often have difficulty seeing how math connects to the real world or struggle to be sure their answer makes sense. Help your child with math comprehension by asking if their solution actually answers the problem. Asking children, "Does your answer make sense to you?" helps them stop and think deeply about the solution.

BEFORE YOU SOLVE

- What do you notice about this math problem?
- What do you wonder about it?
- What do you think will happen?

WHILE YOU SOLVE

- What has happened so far in this problem?
- What do you think will happen next?
- What information do we already know?
- How can that help you solve the problem?

AFTER YOU SOLVE

- Could this have been solved in other ways? How?
- Where else would you see situations like this?

Join the conversation!

@oksde



MATEMÁTICAS

1

PARA FAMILIAS

PRIMER GRADO

Qué esperar:

En primer grado, los niños se vuelven más independientes. Sus habilidades de contar están mejorando y están comenzando a aprender a sumar y restar. A medida que los alumnos de primer grado usan herramientas matemáticas, hacen preguntas y desarrollan estrategias para resolver problemas, logran una comprensión más profunda de las ideas matemáticas al trabajar en un grupo de clase, en grupos más pequeños y por su cuenta. El juego es un método apropiado del desarrollo para que los jóvenes estudiantes exploren el mundo y den sentido a su entorno. Esta información es una instantánea del aprendizaje de matemáticas para el primer grado. Para obtener un listado completo de estándares de matemáticas, haga [clic aquí](http://sde.ok.gov/oklahoma-academic-standards) o visite sde.ok.gov/oklahoma-academic-standards.

Al final del año escolar, su hijo:

- Contará hacia adelante desde cualquier número hasta 100 de 1, 2, 5 y 10.
- Resolverá problemas de suma y resta hasta el 10.
- Identificará monedas y sus valores.
- Creará y completará patrones repetitivos y crecientes. (Por ejemplo, cuando contamos hacia adelante, los números aumentan en uno y usamos este patrón con frecuencia).
- Identificará trapezoides (formas de cuatro lados con un par de lados paralelos como una pantalla de lámpara, mesa o reloj) y hexágonos (formas de seis lados como un panel).
- Dará la hora a la hora y media hora.

Qué hacer en casa:

- Pregunte a su hijo qué hora es, qué día de la semana es, qué día es mañana y qué día fue ayer.
- Dé a su hijo algunas monedas del mismo valor y pídale que le diga la cantidad total.
- Cree problemas matemáticos sobre cosas que suceden en casa. (Por ejemplo, pregunte a su hijo: “Si comenzamos la cena con 6 piezas de pan pero hemos comido 3, ¿cuántas quedan?”).
- Identifiquen patrones en el mundo real. (Por ejemplo, pregunte a su hijo: “Si el reloj suena una vez a la una y dos veces a las dos, ¿qué sucederá a las tres?”).
- Separen objetos en grupos iguales. (Por ejemplo, pida a su hijo que corte una pizza en porciones para que cada miembro de la familia tenga la misma cantidad de porciones).

USTED ES el primer maestro de su hijo. Aprenda cómo apoyar las metas de los estándares académicos de Oklahoma y por qué son importantes para su hijo. Por favor, manténgase en comunicación regular con los maestros de su hijo y pregunte cómo puede apoyar el aprendizaje de matemáticas en casa. Cuando las escuelas y las familias trabajan juntas como socios, ¡ayuda a su hijo a lograr el éxito académico!



Educación
OKLAHOMA



MATEMÁTICAS

PARA FAMILIAS

Fomentar la curiosidad

Los niños son curiosos por naturaleza y están motivados para aprender sobre las cosas que les interesan. Dado que la curiosidad ayuda a los alumnos a tener éxito en el aula, es importante fomentarla en casa. El juego es una forma maravillosa de fomentar la curiosidad en los niños pequeños, así que asegúrese de dejar suficiente tiempo para jugar. Anime a su hijo a hacer preguntas, descubrir respuestas y explorar su mundo.

Apoye la curiosidad de su hijo con preguntas como éstas:

- ¿Sobre qué te interesa saber más?
- ¿En qué más te hace pensar eso?
- ¿Dónde crees que podemos aprender más sobre estas cosas?

Su hijo tendrá muchas preguntas. No importa si usted no siempre tiene la respuesta. La mejor respuesta siempre es: “Descubrámoslo juntos”.

Fomentar la comunicación

Desarrolle el vocabulario, la capacidad de pensar y la curiosidad de su hijo utilizando nuevas palabras y manteniendo conversaciones que incluyan preguntas que le hagan pensar. La comunicación con los demás da a los niños la oportunidad de ver y comprender que puede haber más de un punto de vista sobre un tema determinado. Aceptar ideas diferentes ayuda a los niños a aprender a llevarse bien con los demás, fomentando relaciones positivas con otros niños y una fuerte imagen de sí mismos.

Apoye las habilidades de comunicación de su hijo con preguntas como éstas:

- ¿Qué patrones viste hoy? ¿Dónde los viste?
- ¿El día fue rápido o lento hoy? ¿Qué lo hizo parecer así y por qué?
- ¿Cuánto _____ más necesitas? ¿Cuánto tienes ahora? ¿Cómo lo sabes?
- ¿Pudiste escuchar alguna idea matemática de otra persona hoy? ¿Qué fue y tuvo sentido para ti?

Fomentar la comprensión

La comprensión en matemáticas se puede considerar como dar sentido a un problema o situación del mundo real. Los niños a menudo tienen dificultad para ver cómo las matemáticas se conectan con el mundo real o luchan por asegurarse de que su respuesta tenga sentido. Ayude a su hijo con la comprensión matemática preguntando si su solución realmente responde al problema. Preguntar a los niños: “¿Tu respuesta tiene sentido para ti?” los ayuda a detenerse y pensar profundamente en la solución.

ANTES DE RESOLVER

- ¿Qué notas acerca de este problema?
- ¿Qué te preguntas al respecto?
- ¿Qué piensas que sucederá?

MIENTRAS SE RESUELVE

- ¿Qué ha pasado hasta ahora en este problema?
- ¿Qué crees que pasará después?
- ¿Qué información ya conocemos?
- ¿Cómo puede eso ayudarte a resolver el problema?

DESPUÉS DE RESOLVER

- ¿Se podría haber solucionado de otra manera? ¿Cómo?
- ¿Dónde más verías situaciones como ésta?

¡Únase a la conversación!

@oksde



K-2 MATH MENU

Pick an activity,
have fun, and be
a math explorer!

COUNT IT



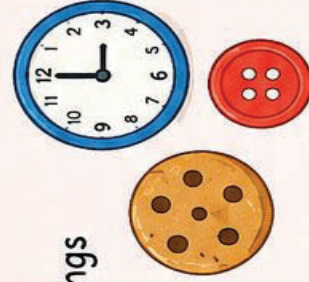
Count as many
socks as you
can find.



Count the
steps from
your bedroom
to the
kitchen.



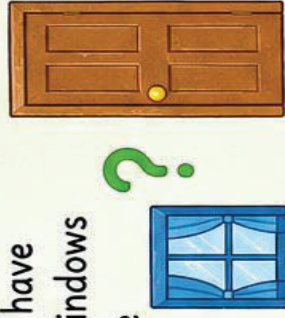
Find and
count things
that are
circles.



COMPARE IT



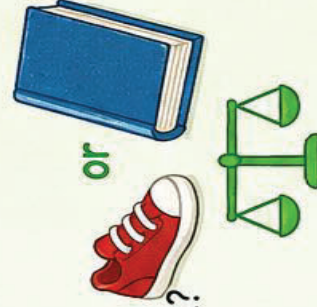
Do you have
more windows
or more
doors?



Which room
has more
chairs?



Which is
heavier:
a shoe
or a book?



PLAY IT

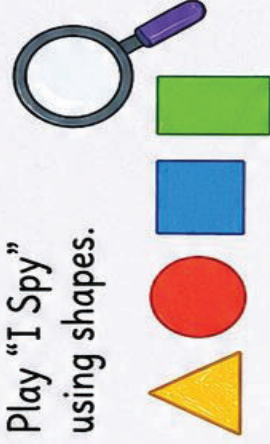


Roll dice and
add the
numbers
together.



$$3 + 4 = 7$$

Play "I Spy"
using shapes.



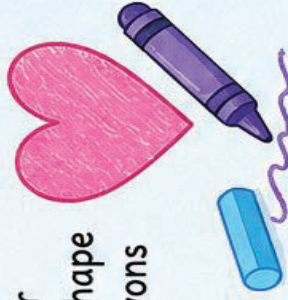
Toss coins
and count
heads and
tails.



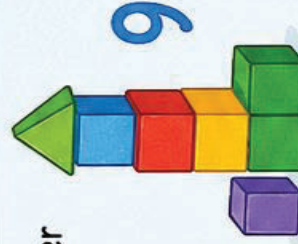
CREATE IT



Draw your
favorite shape
using crayons
or chalk.



Build a tower
with blocks
and count
how many
you used.



Make patterns
with snacks,
toys, or colors.





K-2 MATH MENU

Pick an activity, have fun, and be a math explorer!



COUNT IT

Count how many toys fit in a basket.



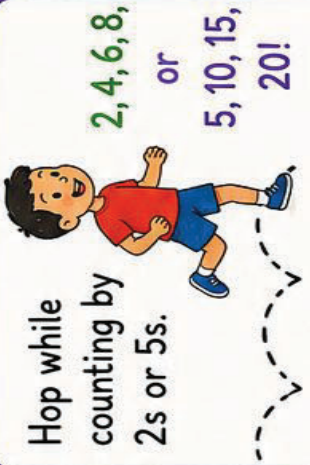
COMPARE IT

Compare the sizes of family members' shoes.



PLAY IT

Hop while counting by 2s or 5s.



CREATE IT

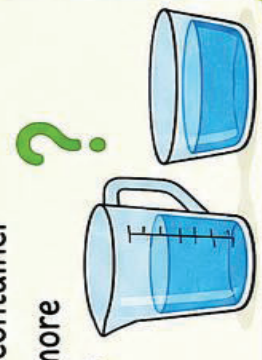
Draw a picture using only triangles and squares.



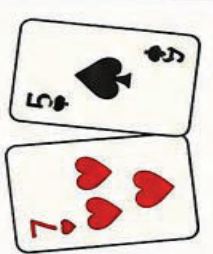
Count how many jumps you can do in 30 seconds.



Which container holds more water?



Play a card game and compare numbers.



7 is greater than 5!

Make a number line with sidewalk chalk.

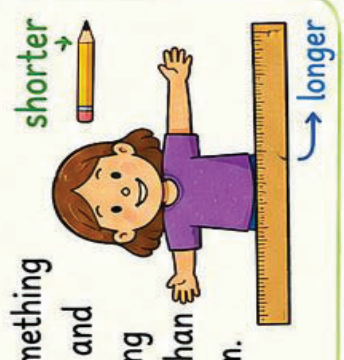


Count how many letters are in family names.

SMITH

5 letters!

Find something shorter and something longer than your arm.



Race to count objects the fastest.



Create your own counting game.



Math is all around you!



START!

FINISH!

TULSA
MATH
ADVENTURE

THE
GATHERING PLACE

TULSA ZOO

ROUTE
66



Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

1: Count to 120

Standard: 1.N.1.1 – Count to 120 starting at any number less than 120

Materials:
None

Time:
5–10 minutes

Activity:
Practice counting aloud to 120 while walking, clapping, or marching.

Example:
Start at 1 and count to 50 while marching.
Begin at 32 and count to 60 while clapping.
Start at 75 and keep counting to 120.

MY 120 CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Tips & Prompts to Extend Thinking:

- Start counting at a new number.
- Count backwards from 20.
- What number comes after 58?

2: Number Hunt to 120

Standard: 1.N.1.2 – Read and write numerals

Materials:
Paper, pencil

Time:
10 minutes

Activity:
Search your home or neighborhood for numbers. Read each number aloud and record the numbers you find on paper.

Example:
Let's take 5 steps. Now take 2 more.
You took 5 steps and 2 more steps.
How many steps altogether?

Show your work here!

Tips & Prompts to Extend Thinking:

- Find numbers around your house or outside.
- Read each number out loud.
- Find a number bigger than 50.
- Find a number smaller than 20.
- Write your favorite number you found.





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

3: Build Numbers with Tens & Ones

Standard: 1.N.1.3 – Represent numbers using tens and ones

Materials:

Linking cubes, straws, or small objects

Time:

10 minutes

Activity:

Build numbers using groups of ten and single objects.

Example:

Build the number 24. Make 2 groups of ten and 4 ones.
Use cubes to build 37. How many tens? How many ones?
Make the number 52 using straws or objects.
Build 46 and draw a picture of your tens and ones.

Show your work here!



4: Skip Count by 10s

Standard: 1.N.1.1 – Count and skip count

Materials:

Ball (optional)

Time:

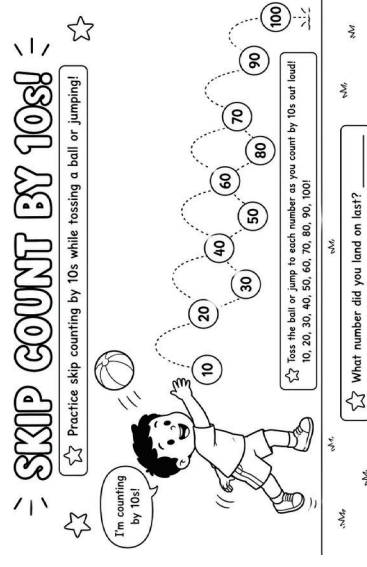
5–10 minutes

Activity:

Practice skip counting by 10s while tossing a ball or jumping.

Example:

Toss the ball and count by 10s. 10, 20, 30, 40...
Jump while skip counting to 100 by 10s.
Start at 30 and count by 10s. 30, 40, 50, 60...
Clap and say each number while counting by 10s.
Count by 10s backwards from 100.



Tips & Prompts to Extend Thinking:

- Make groups of 10.
- Count how many tens you made.
- Count the leftover ones.
- Say the number you made.
- Build the number another way.

Tips & Prompts to Extend Thinking:

- Count by 10s out loud.
- Look for patterns in the numbers.
- What number comes after 70?
- What number comes before 50?
- Try starting at a different number.





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

5: Compare Numbers

Standard: 1.N.1.4 – Compare and order numbers

Materials:

Number cards or paper slips

Time:

10 minutes

Activity:

Choose two numbers and decide which is greater or less.

Example:

Compare 24 and 42. Which number is greater?

Put 18 and 27 in order from least to greatest.

Compare 55 and 45. Which number is less?

Choose two numbers and use the words greater than or less than.

Show your work here!



Tips & Prompts to Extend Thinking:

- Count each number carefully.
- Circle the greater number.
- Put the numbers in order from least to greatest.
- Explain how you know which is bigger.
- Draw objects to match each number.



6: Number Line Hop

Standard: 1.N.1.5 – Use number lines

Materials:

Tape or paper numbers

Time:

10 minutes

Activity:

Create a floor number line and hop forward or backward.

Example:

Start on 12. Hop forward 5 spaces. What number did you land on?

Begin at 20. Hop backward 3 spaces.

Start at 7 and hop forward 10 spaces.

Begin at 35. Hop back 5 numbers on the number line.

Make your own hop challenge using forward or backward moves.

FLOOR NUMBER LINE!

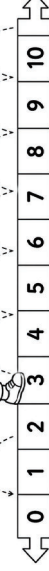
Use the floor number line to hop forward or backward!



I can hop forward or backward!

How to play:

- Choose a number to start on.
- Hop forward to a bigger number.
- Hop backward to a smaller number.
- Say each number out loud as you land on it!



Start on a number and hop!
Where did you start? _____ Where did you land? _____

Tips & Prompts to Extend Thinking:

- Start counting from the number you are on.
- Hop forward and count on.
- Say the number you landed on.
- Hop 2 more spaces.
- Count backwards as you hop back.





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

7: One More / One Less

Standard: 1.N.1.6 – Find one more and one less

Materials:

Counters or number cards

Time:

10 minutes

Activity:

Use objects or numbers to identify one more and one less.

Example:

Start with 14. One more is 15. One less is 13.
Use 20 counters. Add 1 more counter. Take 1 counter away.
Pick the number 36. Find one more and one less.
Build 52 with objects. What is one more? What is one less?

Show your work here!



Tips & Prompts to Extend Thinking:

- Find one more than a number.
- Find one less than a number.
- Count forward to check your answer.
- Count backward to check your answer.
- Look for patterns in the numbers.



8: Make a Number in Different Ways

Standard: 1.N.1.7 – Compose and decompose numbers

Materials:

Counters or blocks

Time:

10 minutes

Activity:

Show multiple ways to make the same number.

Example:

Make 10 using two groups. $6 + 4 = 10$
Find another way to make 10. $7 + 3 = 10$
Use blocks to make 15 in two different ways.
Build 12 with counters. Break it into two parts.

Show your work here!



Tips & Prompts to Extend Thinking:

- Use objects to make 10.
- Count how many are in each group.
- Find another way to make 10.
- Draw a picture to show your number.
- Say your number sentence out loud.





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

9: Addition Story Problems

Standard: 1.N.1.8 – Solve addition situations

Materials:

Toys or counters

Time:

10 minutes

Activity:

Create and solve simple addition stories.

Example:

There are 5 toy cars on the floor. 3 more cars join. How many cars are there altogether?
You have 7 counters. Add 2 more counters. How many do you have now?
Start with 10 blocks. Add 6 more blocks. Count the total.
Make your own addition story using toys or objects.

Show your work here!



Tips & Prompts to Extend Thinking:

- Act out the story with objects or toys.
- Count how many were there first.
- Count how many joined.
- Count how many altogether.
- Draw a picture to match the story.



10: Subtraction Stories

Standard: 1.N.1.9 – Solve subtraction situations

Materials:

Toys, counters, or snacks

Time:

10 minutes

Activity:

Create and solve subtraction stories using objects.

Example:

You have 8 crackers. Eat 3 crackers. How many are left?
There are 10 toy cars. 4 cars drive away. How many cars are left?
Start with 12 counters. Take away 5 counters. Count how many are left.
There were 7 stuffed animals on the bed. 2 fell off. How many are still on the bed?

Show your work here!



Tips & Prompts to Extend Thinking:

- Use objects to show the story.
- Count how many you started with.
- Take some away and count again.
- Count how many are left.
- Draw a picture to match the story.





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

12: Tens & Ones Hunt

Standard: 1.N.1.3 – Represent numbers using tens and ones

Materials:

Small household objects

Time:

10–15 minutes

Activity:

Find household items and group them into tens and ones.

Example:

Find 24 small objects. Make 2 groups of ten and 4 ones.

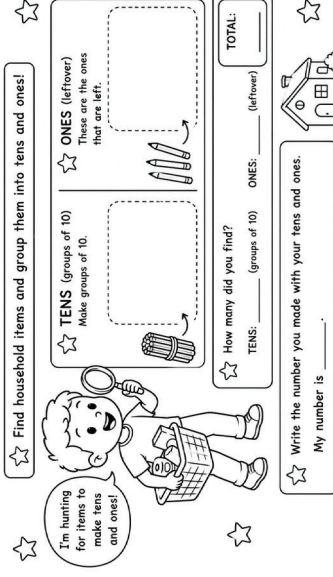
Collect 35 items like buttons or blocks. Group them into tens and ones.

Order the numbers 88, 72, 90, and 65.

Pick 5 number cards and race to put them in order.

Find the smallest and largest number in your set.

== TENS AND ONES HUNT! ==

[illegible]

Tips & Prompts to Extend Thinking:

- Make groups of 10 objects.
- Count how many groups of ten you made.
- Count the leftover ones.
- Say the number you built.
- Build a different number using tens and ones.



Math for Families!



Access engaging math resources, activities, and tips for students and families.



 Visit: bit.ly/MathForFamilies



Activities



Videos



Tips



Tools

¡Matemáticas para Families!



Acceda a recursos, actividades, y consejos de matemáticas atractivos para estudiantes y familias.



Actividades



Videos



Consejos
útiles



Herramientas



LANGUAGE ARTS

1

FOR FAMILIES

FIRST GRADE

What to expect:

Children in first grade will build on the skills learned in kindergarten to grow more confident reading and writing on their own. Many children begin the year with basic reading and writing skills. At first they read simple stories with common words and then move on to more complex stories with longer sentences and more challenging vocabulary. Their writing skills are also developing throughout the year, beginning with simple sentences and moving to more detailed sentences with correct capitalization and punctuation. This information is a snapshot of learning in English language arts (ELA) for Grade 1. For a complete set of ELA academic standards, [click here](https://sde.ok.gov/oklahoma-academic-standards) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Read words with short and long vowels like *cat*, *rope*, *week*, *boat*.
- Write words with correct letter formation.
- Write sentences using capital letters and punctuation, including detail words (colors, sizes or numbers, for example).
- Learn and use new words.
- Describe or retell a story that has been read aloud or on their own.
- Read grade-level texts aloud accurately and at the same pace as a conversation.
- Begin to use books and technology to answer questions and find information.
- Read more challenging books than in kindergarten.

What to do at home:

- Read a variety of books and ask your child how they can tell if it's a make-believe story or if it provides facts and information about something real.
- Read to your child, ask them to read to you or take turns reading pages.
- Encourage your child to explore magazines, newspaper articles and kid-friendly websites to find new information.
- Encourage your child to keep a notebook and write about their interests in different formats of their choosing (stories, lists, poems or songs, for example).

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic success!



OKLAHOMA
Education



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to develop curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What are you interested in knowing more about?
- What else does that make you think of?
- Where do you think we can learn more about these things?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- Who did you play with today? What did you play?
- What was your hardest rule to follow today? Why was it hard?
- What was your favorite part of the day? Why?
- Can you tell me an example of kindness you saw or showed today?

Fostering Comprehension

Children who are on their way to becoming confident readers need time to read alone and with others. Take time as a family to talk about books, magazines and other types of print with young readers. Use the following questions to help your child better understand what they are reading.

BEFORE READING

- What do you think this book is about?
- What do you think will happen?
- Why did you pick this book?

DURING READING

- What has happened so far?
- What do you think will happen next?
- Where and when does the story take place?

AFTER READING

- What happened in the beginning, middle and end?
- What did you learn from the book?
- Does it remind you of any other books you have read?

Join the conversation!

@oksde



ARTES DEL LENGUAJE

1

PARA FAMILIAS

PRIMER GRADO

Qué esperar:

Los niños de primer grado desarrollarán las habilidades aprendidas en el kindergarten para adquirir más confianza en la lectura y la escritura por sí mismos. Muchos niños comienzan el año con habilidades básicas de lectura y escritura. Al principio leen historias sencillas con palabras comunes y luego pasan a historias más complejas con oraciones más largas y un vocabulario más desafiante. Sus habilidades de escritura también se están desarrollando a lo largo del año, comenzando con oraciones sencillas y pasando a oraciones más detalladas con mayúsculas y puntuación correctas. Esta información es una instantánea del aprendizaje de lengua inglesa (ELA) para el primer grado. Para obtener un listado completo de los estándares académicos de ELA, haga [clic aquí](#) o visite sde.ok.gov/oklahoma-academic-standards.

Al final del año escolar, su hijo:

- Leerá palabras con vocales cortas y largas como *cat, rope, week, boat* [en inglés].
- Escribirá palabras con la formación correcta de letras.
- Escribirá oraciones usando letras mayúsculas y puntuación, incluyendo palabras detalladas (colores, tamaños o números, por ejemplo).
- Aprenderá y usará palabras nuevas.
- Describirá o volverá a contar una historia que se le ha leído en voz alta o que leyó por su cuenta.
- Leerá textos del nivel de su grado en voz alta con precisión y al mismo ritmo que una conversación.
- Comenzará a usar libros y tecnología para responder preguntas y encontrar información.
- Leerá libros más complejos que en el kindergarten.

Qué hacer en casa:

- Lea una variedad de libros y pregunte a su hijo cómo puede saber si es una historia imaginaria o si aporta hechos e información sobre algo real.
- Léale a su hijo, pídale que le lea a usted o túrnense para leer las páginas.
- Anime a su hijo a explorar revistas, artículos de periódicos y sitios web para niños para encontrar nueva información.
- Anime a su hijo a llevar un cuaderno y escribir sobre sus intereses en diferentes formatos de su elección (cuentos, listas, poemas o canciones, por ejemplo).

USTED ES el primer maestro de su hijo. Aprenda cómo apoyar las metas de los estándares académicos de Oklahoma y por qué son importantes para su hijo. Por favor, manténgase en comunicación regular con los maestros de su hijo y pregunte cómo puede apoyar el aprendizaje de artes del lenguaje en casa. Cuando las escuelas y las familias trabajan juntas como socios, ¡ayuda a su hijo a lograr el éxito académico!



Educación
OKLAHOMA



ARTES DEL LENGUAJE

PARA FAMILIAS

Fomentar la curiosidad

Los niños son curiosos por naturaleza y están motivados para aprender sobre las cosas que les interesan. Dado que la curiosidad ayuda a los alumnos a tener éxito en el aula, es importante fomentarla en casa. El juego es una forma maravillosa de desarrollar la curiosidad, así que asegúrese de permitirles mucho tiempo de juego. Anime a su hijo a hacer preguntas, ser creativo, descubrir respuestas y explorar su mundo.

Apoye la curiosidad de su hijo con preguntas como éstas:

- ¿Sobre qué te interesa saber más?
- ¿En qué más te hace pensar eso?
- ¿Dónde crees que podemos aprender más sobre estas cosas?

Su hijo tendrá muchas preguntas. No importa si usted no siempre tiene la respuesta. La mejor respuesta siempre es: “Descubrámoslo juntos”.

Fomentar la comunicación

Desarrolle el vocabulario, la capacidad de pensar y la curiosidad de su hijo utilizando nuevas palabras y manteniendo conversaciones que incluyan preguntas que le hagan pensar. La comunicación con los demás da a los niños la oportunidad de ver y comprender que puede haber más de un punto de vista sobre un tema determinado. Aceptar ideas diferentes ayuda a los niños a aprender a llevarse bien con los demás, fomentando relaciones positivas con otros niños y una fuerte imagen de sí mismos.

Apoye las habilidades de comunicación de su hijo con preguntas como éstas:

- ¿Con quién jugaste hoy? ¿A qué jugaste?
- ¿Cuál fue la regla más difícil de seguir hoy? ¿Por qué fue difícil?
- ¿Cuál fue tu parte favorita del día? ¿Por qué?
- ¿Puedes darme un ejemplo de bondad que viste o mostraste hoy?

Fomentar la comprensión

Los niños que están en proceso de convertirse en lectores más seguros de sí mismos necesitan tiempo para leer solos y con otros. Tómense un tiempo en familia para hablar sobre libros, revistas y otros tipos de materiales impresos con lectores jóvenes. Utilice las siguientes preguntas para ayudar a su hijo a entender mejor lo que está leyendo.

ANTES DE LEER

- ¿De qué crees que trata este libro?
- ¿Qué piensas que sucederá?
- ¿Por qué elegiste este libro?

DURANTE LA LECTURA

- ¿Qué ha pasado hasta ahora?
- ¿Qué crees que pasará después?
- ¿Dónde y cuándo tiene lugar la historia?

DESPUÉS DE LEER

- ¿Qué pasó al principio, en el medio y al final?
- ¿Qué aprendiste del libro?
- ¿Te recuerda algún otro libro que hayas leído?

¡Únase a la conversación!

@oksde

Elementary ELA At Home Resources

Directions: Read or listen to a **fiction** or **nonfiction** text for at least **20 minutes daily**. Read or listen to a book from home, the library, or a website (samples listed below). Complete at least two activities listed below **each day**.

Reading	Writing	Speaking & Listening	Foundational Skills	Language
Ask and answer who, what, when, where, why questions about the text	Summarize the beginning, middle, and end of the story	Retell the story in your own words	Practice writing the alphabet	Try to learn a new word every day
Tell about who the characters are and how they change over time	Rewrite the story in your own words	Ask and answer questions about a topic	Look for words and punctuation you know in a text	Use a new word in a conversation
List 3 facts you learned from the text	Write and illustrate your own fictional story	Speak in complete sentences	Figure out the meanings of new words	Make up your own tongue twister
Create your own illustrations to go with the story	Write and illustrate a how-to text	Create your own movie or play	Find objects in your home that begin with the same sound	Look for words with prefixes and suffixes
Compare and contrast 2 characters or settings OR Compare and contrast 2 different texts	Make a grocery list	Go on a high frequency word scavenger hunt	Count the syllables in words	
Read a book with a sibling, a grown up, a friend, or even a stuffed animal	Research a new topic		Think of as many rhyming words as you can	
Write a letter to a friend or your teacher.	Respond to the text in writing			
Make predictions about a text	Create a comic strip about the text you read			
	Keep a daily journal			

Recursos de alfabetización para practicar en casa

Menú de actividades de alfabetización

Instrucciones: Lea o escuche un texto de **ficción** o de **no ficción** durante al menos **20 minutos diarios**. Lea o escuche un libro de su casa, de la biblioteca o de un sitio web (a continuación se enumeran algunos ejemplos). Complete al menos una de las actividades que se enumeran a continuación **cada día**.

Lectura	Escritura	Hablar y escuchar	Destrezas fundamentales	Lenguaje
Formula y responde preguntas sobre quién, qué, cuándo, dónde y por qué sobre el texto. Describe quiénes son los personajes y cómo cambian a lo largo del tiempo. Enumera 3 datos que hayas aprendido del texto. Crea tus propias ilustraciones para acompañar la historia. Compara y contrasta a 2 personajes o escenarios. Compara y contrasta 2 textos diferentes. Lee un libro con un hermano, un adulto, un amigo o incluso un peluche. Haz predicciones sobre un texto.	Resume el principio, el desarrollo y el final de la historia. Reescribe la historia con tus propias palabras. Escribe e ilustra tu propia historia de ficción. Escribe e ilustra un texto instructivo. Haz una lista de la compra. Investiga un tema nuevo. Escribe una carta a un amigo o a tu maestra/o. Después de leer el texto, responde por escrito a las preguntas. Crea una tira cómica sobre el texto que leíste. Lleva un diario.	Vuelve a contar la historia con tus propias palabras. Formula y responde a preguntas sobre un tema. Habla utilizando oraciones completas. Crea tu propia película u obra de teatro. Realiza una búsqueda de palabras de alta frecuencia.	Practica escribiendo el abecedario. Busca palabras y signos de puntuación que conozcas en un texto. Averigua el significado de palabras nuevas. Encuentra objetos en tu casa que empiecen con el mismo sonido. Cuenta las sílabas de las palabras. Piensa en tantas palabras que rimen como puedas.	Intenta aprender una palabra nueva cada día. Utiliza una palabra nueva en una conversación. Inventa tu propio trabalenguas. Busca palabras con prefijos y sufijos.
Actividades adicionales: Elige y completa 5 páginas de tu cuaderno <i>Aprende y demuestra / Know It, Show It</i> . Vuelve a leer una historia de tu <i>Milibro / MyBook</i> .				

Sitios web y recursos digitales:

TCCL - Tulsa City County Library, La biblioteca pública de Tulsa, www.tulsalibrary.org

HMH Ed - Lee y escucha libros en inglés y español. Inicia sesión en Clever. www.clever.com

Colorín Colorado Recursos de alfabetización para familias bilingües www.colorincolorado.org/es/familias

Elementary ELA At Home Resources

Websites and Digital Resources for At Home Student Support	
Free books to read: Resources	Link
Free Kids Books - Free online access to children's books	https://bit.ly/42xFigF
Storynory - Free audio stories for kids	https://bit.ly/4fjtINJ
Storyline Online - Children's literacy website with free storytelling videos and resources	https://bit.ly/49tOgiM
National Geographic Kids - A fact-filled magazine for ages 6 and up	https://bit.ly/3PzjAWJ
Free Children's Stories - free online books sorted by grade level	https://bit.ly/4tBDX3s
Storyberries - Free bedtime stories, fairy tales, and online storybooks	https://bit.ly/4dnBpzQ
Games and resources for learning: Resources	Link
Florida Center for Reading Research - printable and digital games for students K-5	https://bit.ly/4tDZJ6J
Magic Tree House Kids - Games and activities based on the Magic Tree House book series	https://bit.ly/4wwT3Ko
PBS KIDS - PBS educational media content and games	https://bit.ly/4wK2bvp
Reading Rockets - Daily children's literature quiz, printables, quotes, etc.	https://bit.ly/4wHnzKS
ReadWriteThink - Online resource with interactive activities and lessons to improve reading and writing skills	https://bit.ly/3PmJBik
Scholastic Story Starters - Fun, interactive tool that generates writing prompts including direction on character, plot, and setting	https://bit.ly/4ntHxLx
TCCL Kids' Blog - Tulsa City County library's online kids' blog	https://bit.ly/4ttGdtt
Wonderopolis - Informational site that helps kids ask and answer interesting questions about the world	https://bit.ly/42xFzAd

FRY'S 300 INSTANT SIGHT WORDS

First Hundred

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

Second Hundred

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

Third Hundred

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

Name _____

Long i Patterns

You can spell the **long i** sound with **y**, as in **sky**,
ie, as in **pie**, and **igh**, as in **night**.

► Write the Spelling Word that names each picture.

1.



2.



3.



4.



5.



6.



Spelling Words

Basic

my
try
sky
fly
by
dry
pie
tie
night
light

Review

show
grow
blow
snow

► Which four Basic Spelling Words did you **not** use?
Circle them in the list. Write a sentence for each word.

Name _____

Suffix **-ly**

A **suffix** is a word part that comes at the end of a base word. The **suffix -ly** tells how or when something is done. It changes a word into an adverb.

► Write a word to finish each sentence. Use a dictionary to look up any words you do not know.

Word Bank

nice

nicely

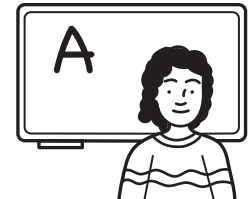
brave

bravely

1. John does _____ things for his friends.



2. Ana stood _____ in front of the class.



3. Patrick is _____ because he tries new foods.



4. Clara painted _____ during art class.



Name _____

Words to Know

Word Bank

bring

eyes

family

girl

move

soon

together

warm

► Write a word from the box to complete each sentence.

1. Eve and I play _____ in the park.

2. Did you _____ a ball, Eve?

3. It is very _____ out!

4. We soon _____ into some shade.

► Write a word from the box for each picture.

5.



6.



7.



Name _____

Sequence

First

Next

Last

Words and Phrases to Sequence

first

next

then

last

finally

Name _____

Phonics Review

The letters **ar** stand for the vowel sound in **car**.

Every syllable has a vowel sound. Break a long word into syllables to read it. First find the vowel spellings. Then divide between the two consonants.

car / pet

VC / CV

► Write a word from the box to name each picture.

Word Bank

shark

cactus

barn

kitten

yarn

magnet

1.



2.



3.



4.



5.



6.



Name _____

Characters

Title _____

A graphic organizer for character analysis. It features a large rectangular frame with a rounded top-left corner. Inside, there are four rounded rectangular boxes. The box 'Character Name' is at the top left. A horizontal line connects it to the box 'What Character Is Like' on the right. A vertical line descends from 'What Character Is Like' to the box 'What Character Does and Why' at the bottom center. A horizontal line connects 'What Character Does and Why' to the box 'What Character Looks Like' on the left. A vertical line descends from 'What Character Looks Like' to the bottom-left corner of the main frame.

Character Name

What Character Looks Like

What Character Is Like

What Character Does and Why

A duplicate of the character analysis graphic organizer diagram described above.

Character Name

What Character Looks Like

What Character Is Like

What Character Does and Why

Summer Reading Log

Name: _____

Color 1 ice cream object for every 20 minutes of reading.



Parent Signature: _____ Total Minutes: _____

SUPPLEMENTAL REMEDICATION SUPPORT

(*For students on an IEP)

Fluency Graph

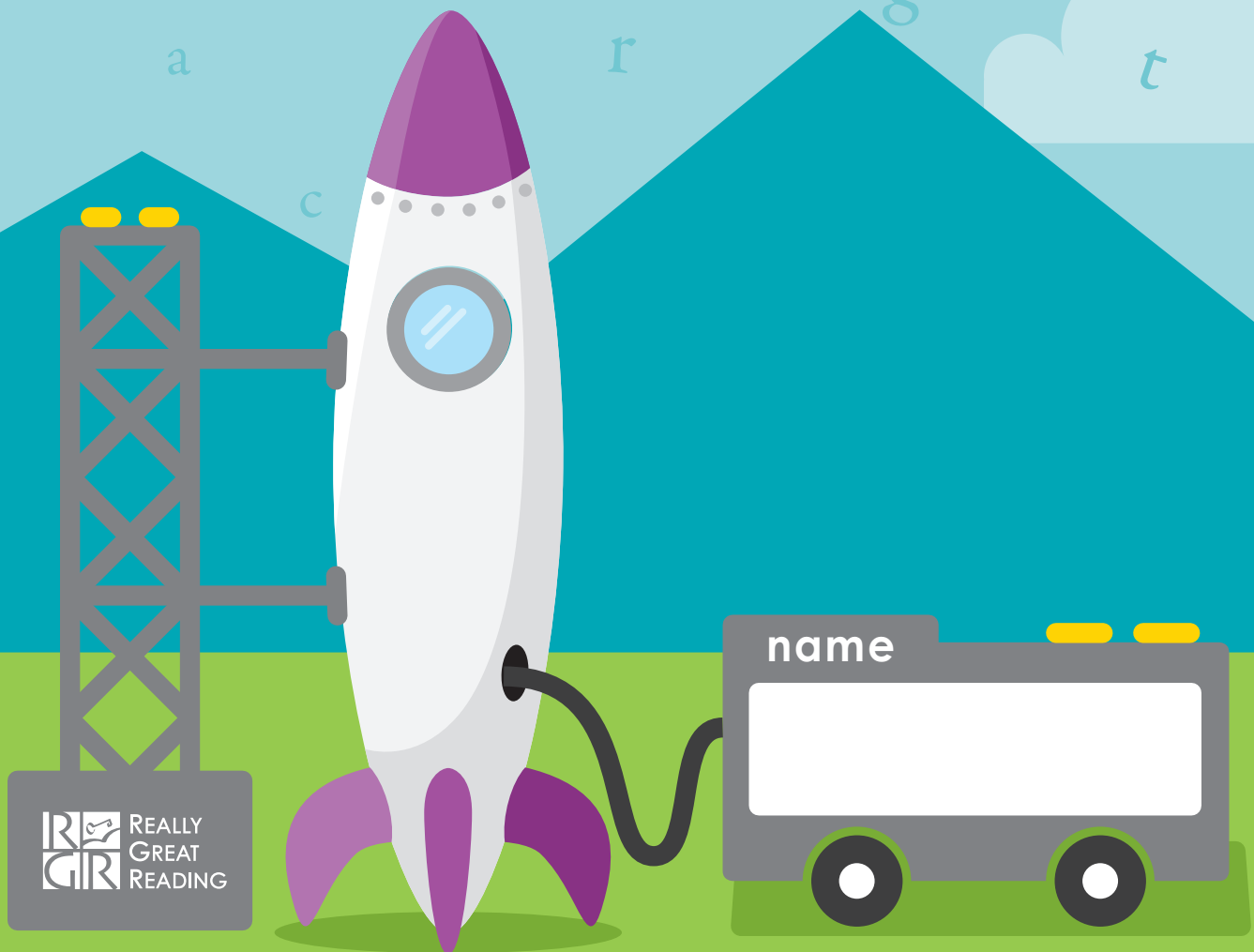
<i>Words Read</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
130					
125					
120					
115					
110					
105					
100					
95					
90					
85					
80					
75					
70					
65					
60					
55					
50					
45					
40					
35					
30					
25					
20					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

1. Set a time for one minute.
2. Have student read the same passage for five days for one minute.
3. Mark and date the ending word on the passage.
4. Count the words read correctly.
5. Graph correct words read.



COUNTDOWN

DIFFERENTIATED PASSAGES



Max and Sam

Max was in a red van. He had to get gas.
 The van hit a rut. A bag hit him in the rib. He
 got a rip on his hat, too. He got out and sat
 in the wet mud with the bag. He was sad.
 A man in a tan bus did help. The man is
 Sam. He got Max up, and he set the bag
 up on the van. He had a rag for Max to
 dab the mud. He got gas for Max.
 Max was sad, but it is not too bad. He can
 dab the mud, and he can fix the bad rip.
 He met a pal,
 Sam, too.
 Now, Max is
 not sad.



Underline the vowel
 and circle the
 consonant after the
 vowel. Then read
 the words.

Maaⓧ

red

van

had

get

gas

hit

rut

bag

him

rib

got

rip

on

his

hat



UNIT 17: Max and Sam

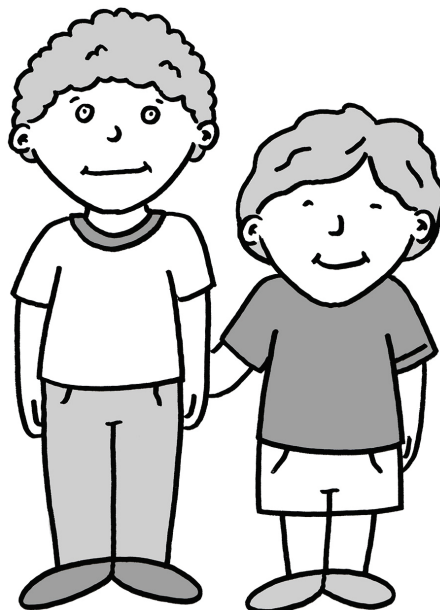
1. What hit Max in the rib?
2. *Why do you think Max was sad?
3. Who helped Max?
4. How did Max get gas for his van?

Tim and Ted

Tim is ten, and Ted is six. Tim and Ted like to have fun. They like to run, jog, and hop. Out in the sun, they play tag in the mud. Ted will not quit, but Tim will let Ted win.

Tim and Ted play with the big dog a lot. They play tug with the dog. They sit on the rug and play fit the hat on the dog. With the hat on, the dog will hop up to run. The dog is not mad. The dog will run to his bed to nap. Tim will hug the dog, and Ted will pet the dog.

Tim and Ted like to play and have fun!



Underline the vowel and circle the consonant after the vowel. Then read the words.

Tim

ten

Ted

six

fun

run

jog

hop

in

sun

tag

mud

quit

but

let

win



UNIT 18: Tim and Ted

1. What do Tim and Ted do for fun?
2. *Why do you think Tim will let Ted win?
3. Where do Tim and Ted play fit the hat on the dog?
4. Who hugs the dog?

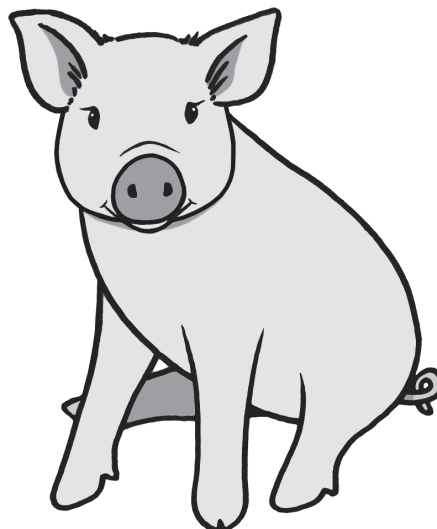
Kim the Pig

As a kid, I had a pet pig, Kim. Kim was my pet, and she was my pal. She was fat and tan. She dug and dug in the wet mud. She dug a big pit. Did Kim fit in the pit? Yes!

In the pit, she got a cut on the leg. Kim had to sit on the rim, and I had to dab the cut with a rag. She was sad. She had to nap in the pen for a bit.

At six, I had to lug the yam bag to the pen for Kim to eat. Kim did beg for jam, so I got jam in a cup too. She said, "Yum!"

Kim is a good pal and a fun pet!



Underline the vowel and circle the consonant after the vowel. Then read the words.

kii@

had

pet

pig

Kim

pal

fat

tan

dug

wet

mud

big

pit

fit

yes



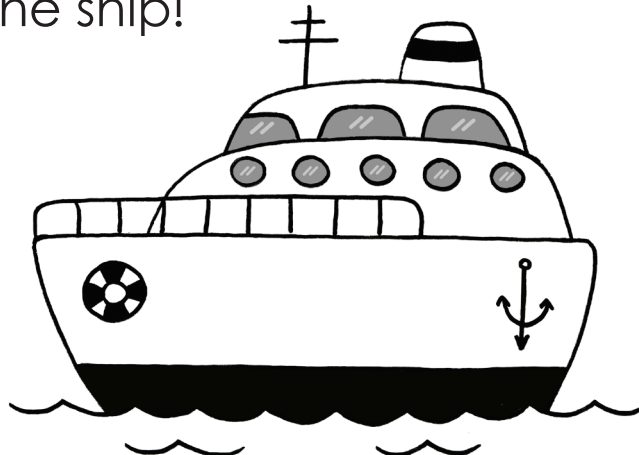
UNIT 19: Kim the Pig

1. What color is Kim the pig?
2. Where did Kim dig?
3. *Why do you think Kim was sad?
4. What time did Kim eat yams?

On the Ship

Sam, Dad, and I go on a ship. We look for a
cab to get to the ship. The ship is big, and
there is a lot to do. Sam and I shop for a hat.
Dad and I sit on a cot and fish.

I get a fish. It is too big for my rod. I can get
a new rod if I dash to the shop. Sam is at
the shop. Dad, Sam, and I all go have the
hot ham dish. We have hash, too. Sam has
the jam and now has a rash. The jam must
go in the can, and we can go fish with my
new rod. We like the ship!



Underline the digraph **sh** with one line. Then read the words.

ship

shop

fish

dash

dish

hash

rash



UNIT 20: On the Ship

1. How do they get to the ship?
2. What do they sit on while they fish?
3. What do they eat with the ham?
4. *Why do you think the jam had to go in the can?

The Rush Down the Path

Seth and Thad had to rush down the path.
 Dad said to rush to come pet the new pup.
 Seth and Thad had no cash for a cab. They
 had no cash to go on the bus. They had to
 run! Thad ran and went down in the mud on
 the path with a thud.

When they got to dad, dad saw the mud
 on Thad's hat. Thad said, "We had no cash,
 so we had to run in the hot sun. I went down
 in a rut, so I got mud on my
 hat." His dad was not mad.
 Dad ran to hug Thad and said
 to hop in the bath. When Thad
 did not have mud on his hat,
 they had fun with the new pup.

Underline the digraph
th with one line. Then
 read the words.

Sth

Thad

path

thud

bath

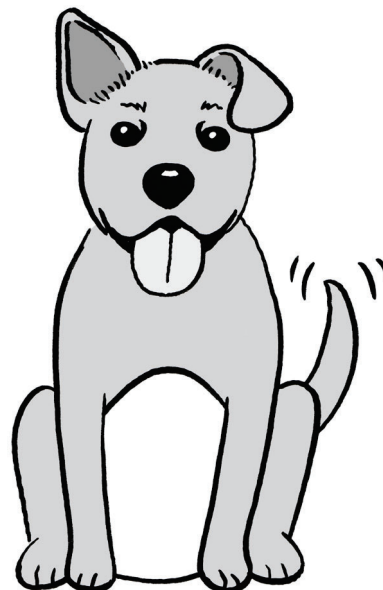


UNIT 21: The Rush Down the Path

1. Why didn't Seth and Thad take a cab or a bus?
2. What happened to Thad's hat when he fell?
3. *How do you think Thad knew his dad was not mad?
4. How did Thad get clean?

A Pet Dog

Shad has a wish for the tan dog at the shop.
 His mom said that a dog can be fun for a
 kid, but Shad will have to do a lot with the
 dog. Shad must jog with him on the path
 and get him to the vet. Shad will have to
 help the dog get in the tub for a hot bath,
 but not too hot. Shad will have to set mush
 in the dog dish. If not, the dog will get too
 thin. Shad must play with the dog. The dog
 will rush and dash, and
 then he will want a nap. He
 will want a bed on the rug
 to nap on. Shad will go to
 the shop with his mom to
 get the tan dog now.



Underline the digraphs **sh** and **th** with one line. Then read the words.

Shad
 wish
 shop
 path
 bath
 mush
 dish
 thin
 rush
 dash
 then



UNIT 22: A Pet Dog

1. What color is the dog Shad wished for?
2. Where will Shad have to jog with the dog?
3. What does Shad have to put in the dog dish?
4. *Why do you think the dog will want a nap?

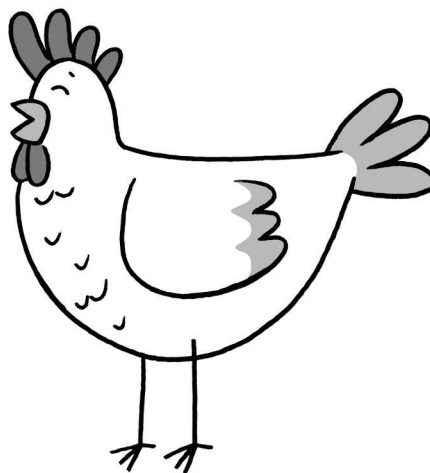
A Hen and a Pig

Chad has a hen and a pig. His hen is in a big pen. The hen will chat and yak in the pen and play in the sun. The pen has a shed in it. This is where the hen has a bed. When the sun is out, the hen can go in the shed to nap.

The pig pen has a mud pit in it. The pig will play and jog in the wet mud. The pig will eat the mush in the vat, but he will beg Chad for a rich fig and a yam.

Chad can pat his hen and pig, but they nip. Chad has a pet cat, Whit. Whit the cat is his chum and will go to the hen shed and the pig pen with Chad.

Then Whit will sit out in the sun with Chad, and they will nap.



Underline the digraphs **ch** and **sh** with one line. Then read the words.

Chad

chat

when

rich

Whit

chum

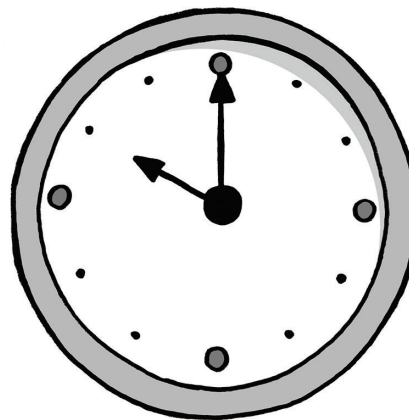


UNIT 23: A Hen and a Pig

1. Where is the hen's shed?
2. When does the hen nap?
3. *Why do you think the pig begs for a fig and a yam?
4. What do Chad and Whit do in the sun?

Tick Tock

Nick must get the duck and the chick to the vet at ten. Tick tock. Nick must be quick. He will run to the shack to find the duck. Nick must get the fish in his pack for the duck to lick so the duck will not quack so much. Then he must check the van. The van is in the thick muck. Nick can find Rick in the shed. Can Rick help? Yes, Rick can help tug the van out! They tug the van back to the shack. Now, Nick must get the duck in the van. Then they go down the path to pick up the chick. He can tuck the chick in a box. Tick Tock. It is ten! Nick and Rick get the duck and the chick to the vet.



Underline the digraph **-ck** with one line. Then read the words.

Nick
 duck
 chick
 tick
 tock
 quick
 shack
 pack
 lick
 quack
 check
 thick
 muck
 Rick
 back
 pick
 tuck



UNIT 24: Tick Tock

1. Where does Nick have to take the duck and the chick?
2. *Why do you think Nick needs help from Rick?
3. What does Nick put the chick in?
4. Did Nick and Rick get the duck and the chick to the vet on time?

The Fall

When I went to play ball, my mom said not to rush. She did not want me to fall. I did fall when I went to kick a ball to a pal. I went down in the tall thick mud. My chin had a gash, and I had mud in my sock.

I did not want to call for my mom. I did not wish my mom to come and say, "I said not to rush!" My pal did pull me up and help me to the wall. Then, my mom did come and sit with me on the wall. She sat me down with a hug and said the fall was not too bad.

She did dab the gash with a rag and rub the mud that was on my sock. Then, we went down the path to get my ball.



Underline the chunk **all**. Then read the words.

ball

fall

tall

call

wall



UNIT 25: The Fall

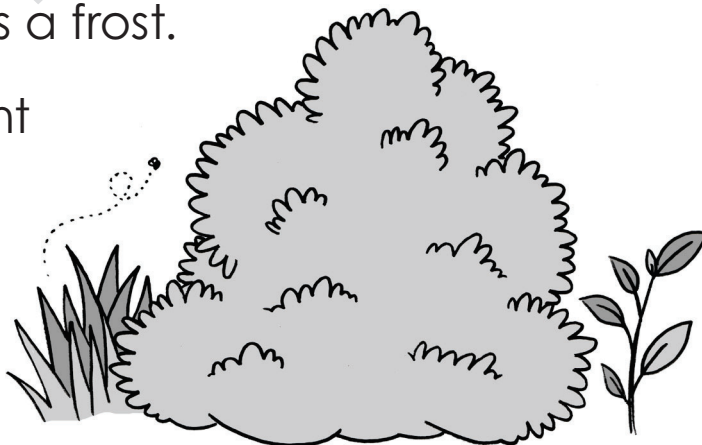
1. When did the girl fall?
2. Where did the girl get a gash?
3. What did mom dab the gash with?
4. *Do you think the mom was mad?

Our Land

When it is hot and the sun is up, I look for a lush plant on our land. There is a plant that is soft like a cloth, and there is a plant that has a thick stem, too. The plant at the pond must be kept damp. It can look like a thin twig in the wet sand. A frog can jump and snag the bug on the stem. At the west end, there is a grand plant. In the fall, the plant has a red speck on the stem. There is a nest with a small chick in that plant.

This plant is lush when it is hot and the sun is out, but this plant will not like frost. This plant is lost when there is a frost.

Then, a new plant can come back when the frost has left.



Underline each letter in the blends with a separate line. Then read the words.

p l a n t

l a n d

s o f t

c l o t h

s t e m

p o n d

k e p t

d a m p

t w i g

s a n d

f r o g

j u m p

s n a g

w e s t

e n d

g r a n d

s p e c k



UNIT 26: Our Land

1. Where is the plant that can look like a thin twig?
2. What is at the west end of the pond?
3. When does the plant have a red speck on the stem?
4. *Why do you think the plant would be lost when there is a frost?











Notes of interest to the classroom teachers and families of students participating in the **Do The Math** program



ADDITION & SUBTRACTION



Subtraction With Numbers up to 100

LESSONS 1–5

UPDATE: Students are introduced to subtraction by relating it to addition. They learn to subtract numbers 1 through 9 from two-digit numbers and then practice subtracting as they play the game *Six Rolls*.

Get Close to Zero With Cards

► Here is a game that gives your child practice with subtraction.

To play the game you will need paper, a pencil, and the Item Cards (cut the cards out). This is a game for two players.

- Mix the cards and place them face down.
- Each player starts the game with \$50.
- Take turns taking a card from the pile.
- Subtract the amount from \$50 for the first turn and from the remaining money on the other turns.
- Continue taking turns, choosing cards, and subtracting the amount on the card from the amount of money you have left after each turn.
- Stop after 6 turns.
- If you don't have enough money for an item before you reach 6 turns, stop, and the amount you have left is your score for the game.

Item Cards

DIRECTIONS: Cut out the cards below and use them to play Close to Zero with Cards

Paint Set \$4	Easel \$9	Paper-making Kit \$9	Paint Markers \$7
Color pencils \$5	Water color paper \$7	Photo boxes \$5	Sand art kit \$6
Paper airplane book \$6	Bead set \$8	Sticker sets \$4	Car Model kit \$8
Stamp book \$4	Bag of stamps \$7	Coin folder \$6	Baseball card book \$8
Package of baseball cards \$5	Photo Album \$9		

HOW TO PLAY

1

\$4



Turn over the top card.

2

$$50 - 4 = 46$$

Subtract.

3



The other player does the same.

4

\$7

$$46 - 7 = 39$$

When it is your turn, choose a card and subtract from the amount of money you have left from the last turn.

► The winner is the player whose final score is closest to zero without going below zero.



Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



SUMA Y RESTA



Resta con números hasta 100

LECCIONES 1-5

NOTA: Los estudiantes aprenden la resta, relacionándola con la suma. Aprenden a restar números del 1 al 9, de números de dos dígitos y después, practican la resta mientras juegan al juego *Seis turnos*.

Acércate al cero con las cartas

► Esta actividad le da a su niño la oportunidad de practicar la resta.

Se necesitan hojas de papel, un lápiz y las tarjetas de objetos (recorten las tarjetas). Se juega con dos jugadores.

- Mezclen las tarjetas y pónganlas boca abajo.
- Cada jugador empieza el juego con \$50.
- Tórnense para tomar una tarjeta.
- Resten la cantidad de la tarjeta de los \$50 en el primer turno y de la cantidad que les quede, en los turnos siguientes.
- Continúen tomando tarjetas por turnos y restando la cantidad que se especifica en la tarjeta, del dinero que les queda.
- Si no tienen suficiente dinero para un objeto antes de que completen los 6 turnos, deténgase y usen la cantidad que les queda como su puntuación en el juego.

Tarjetas de objetos

Direcciones: Recorten las siguientes tarjetas y úsenlas para jugar al juego *Acércate al cero con las cartas*.

Juego de pintura \$4	Caballero \$9	Juego de hacer papel \$9	Marcadores de pintura \$7
Lápices de colores \$5	Papel de acuarela \$7	Cajas de fotos \$5	Juego de arte de arena \$6
Libro de avión de papel \$6	Juego de abalorios \$8	Juego de pegatinas \$4	Kit de modelos de autos \$8
Libro de estampillas \$4	Bolsa de estampillas \$7	Carpeta de monedas \$6	Libro de tarjetas de beisbol \$8
Paquete de tarjetas de beisbol \$5	Álbum de fotos \$9		

CÓMO JUGAR

1

\$4



Levante la primera tarjeta de la pila.

2

$$50 - 4 = 46$$

Reste.

3



El otro jugador hace lo mismo.

4

\$7

$$46 - 7 = 39$$

Cuando sea su turno, escoja una tarjeta y reste el valor de la cantidad de dinero que le quede.

► Gana el jugador que tenga la puntuación final más próxima a cero, sin ser ésta de valor negativo.



Notes of interest to the classroom teachers and families of students participating in the *Do The Math* program



ADDITION & SUBTRACTION

Number Core

LESSONS 6–10

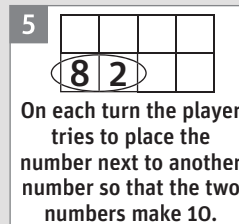
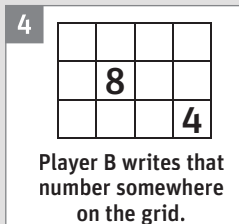
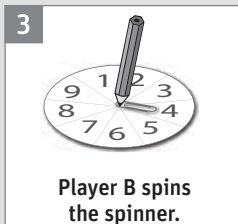
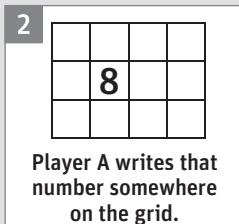
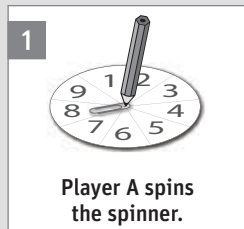
UPDATE: Students add numbers with sums of 10 and figure how many more to make 10.

Make 10

- Here is a game to play that gives your child practice identifying pairs of numbers that make 10.
You will need a spinner.

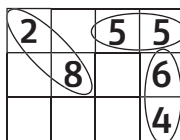
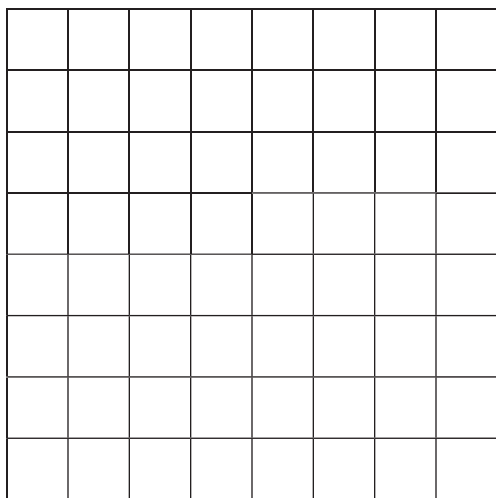
HOW TO PLAY

- Players take turns.



When two numbers that make 10 touch on a side or on a corner, the player whose turn it is draws a loop around the two numbers.

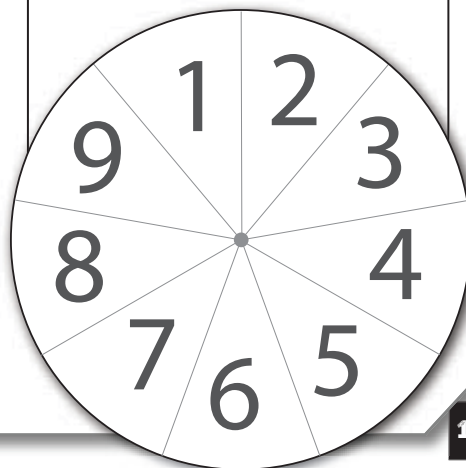
The player who draws a loop around two numbers gets 1 point.



Example

TRY THIS

To use a spinner, you need a paper clip and a pencil. Place the pencil point in the center of the circle and inside the curve of the paper clip. While holding the pencil in place, flick the paper clip with your finger.





Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



SUMA Y RESTA

Conocimiento básico de los números

LECCIONES 6–10

NOTA: Los estudiantes suman números que resulten en 10, también averiguan cuánto más necesitan para llegar a 10.

Llega a 10

► Este juego le da a su niño la oportunidad de identificar pares de números que sumen 10.

Necesita un hilandero.

CÓMO JUGAR

► Los jugadores se turnan.

1

El jugador A hace girar el clip.

2

	8		

El jugador A escribe el número en cualquier celda de la cuadrícula.

3

El jugador B hace girar el clip.

4

	8		
			4

El jugador B escribe ese número en algún lugar de la cuadrícula.

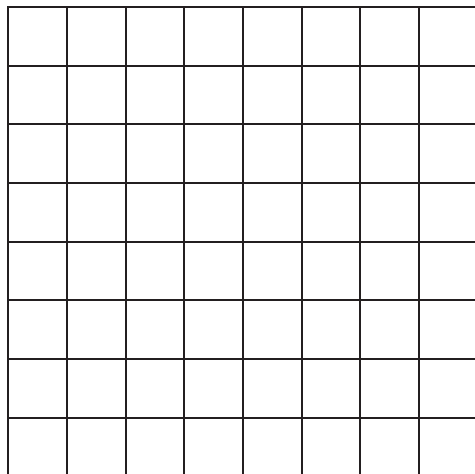
5

8	2		

En cada turno, el jugador trata de colocar el número junto otro, que al sumarlos, el resultado sea 10.

Cuando dos números que sumen 10 estén en los lados o en las esquinas de la cuadrícula, el jugador dibuja un círculo alrededor de los dos números.

Por cada círculo que un jugador dibuje, gana 1 punto.



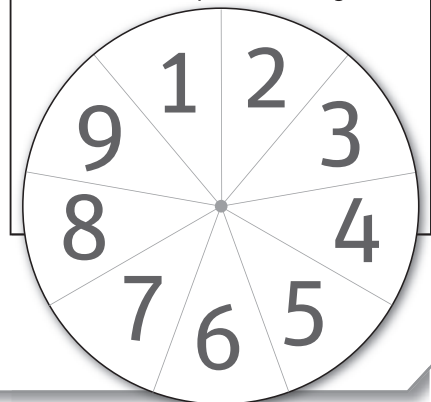
2	5	5
	8	6
		4

Ejemplo

Jueguen hasta completar la cuadrícula.
El que acumule más puntos es el ganador.

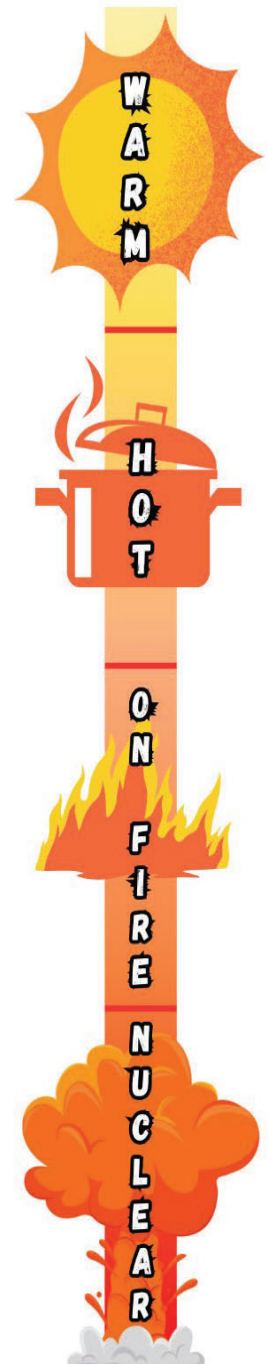
INTÉNTELO

Para usar una flecha giratoria, necesita un clip, un lápiz y la rueda que aparece a continuación. Coloque el lápiz con la punta hacia abajo en el centro del círculo, dentro de la curva del clip. Luego, haga girar el clip con el dedo mientras mantiene el lápiz en su lugar.



FACTS ON *Fire*

••		•		••		•••	
•		••		••		•••	
••		•••		•••		•••	
•••		••		•		•••	
•••		•••		•••		•••	
•••		•••		•••		•••	
•••		••		•••		•••	

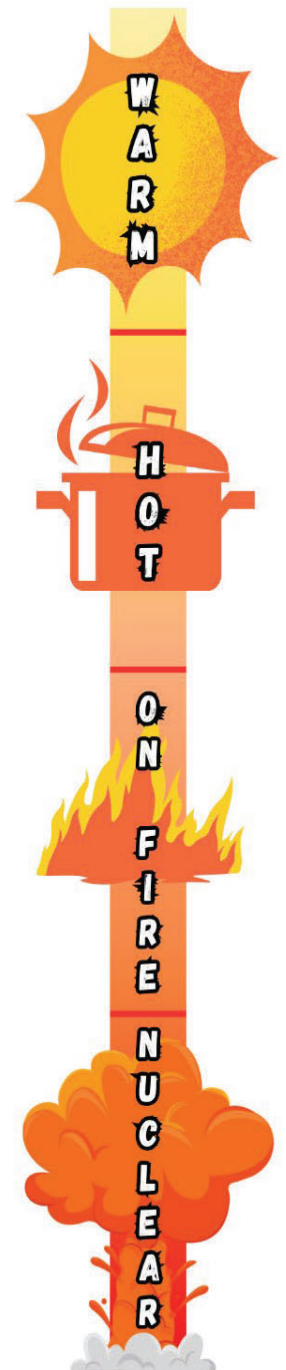


NUMBER CORRECT:

RATING:

FACTS ON Fire

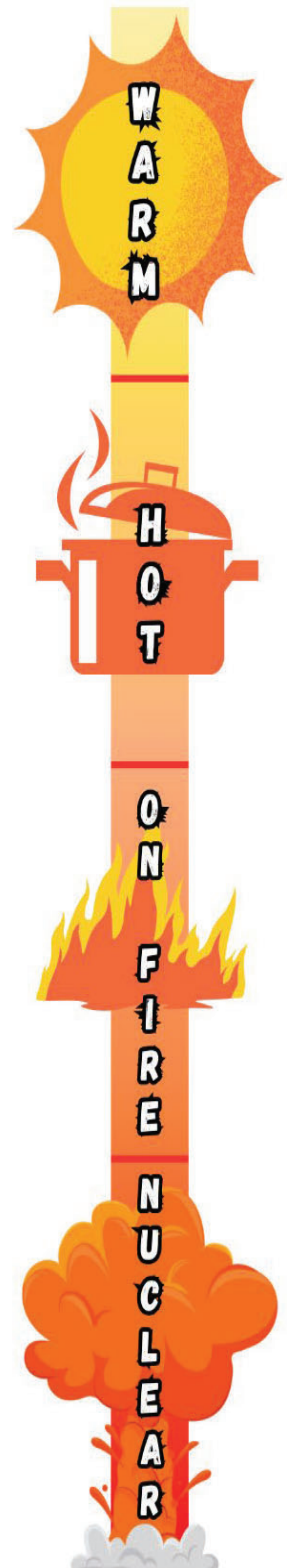
•• ••		•• ••		•• ••		•• ••	
•• ••		•• ••		•• ••		•• ••	
•• ••		•• ••		•• ••		•• ••	
•• ••		•• ••		•• ••		•• ••	
•• ••		•• ••		•• ••		•• ••	
•• ••		•• ••		•• ••		•• ••	
•• ••		•• ••		•• ••		•• ••	



NUMBER CORRECT:

RATING:

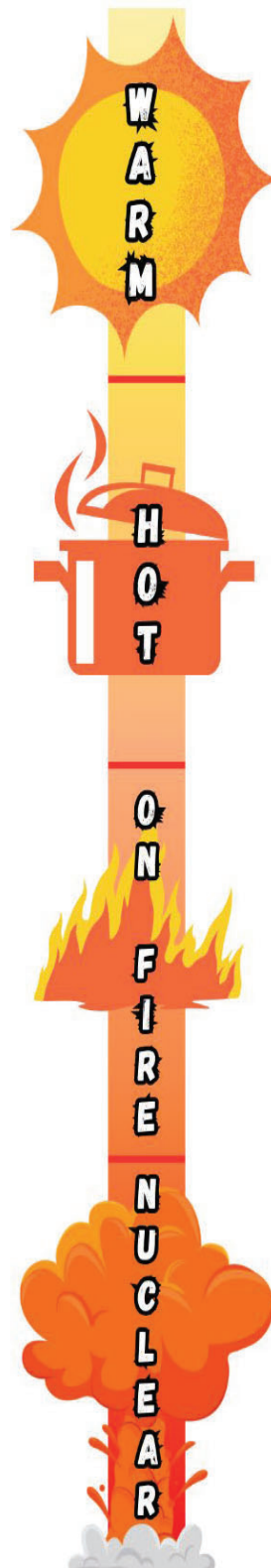
$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$ •••• ••	$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$ •••• •	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ • •
$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$ • ••••	$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$ ••
$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$ •• ••••	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$ •• ••	$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$ •
$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$ • •	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$ •••• ••••	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$ • ••••
$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$ •• ••	$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$ ••••	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$ •••• ••••



NUMBER CORRECT:

RATING:

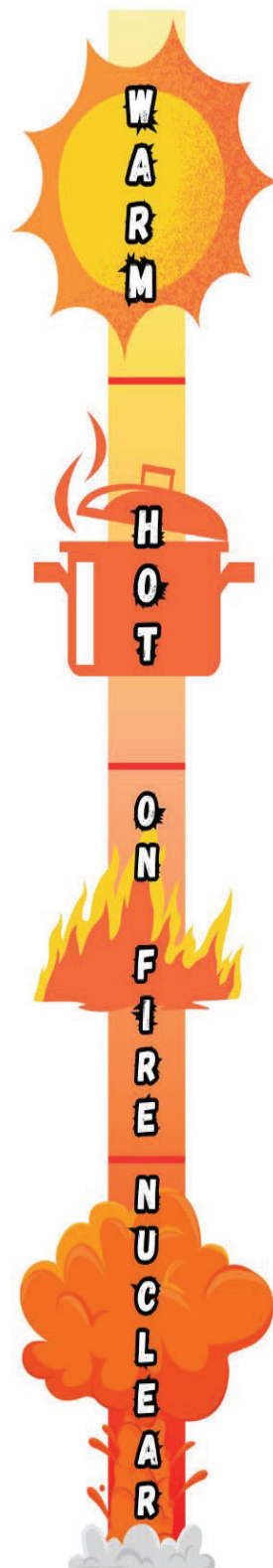
$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ • •	$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$ ••••	$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$ •• •
$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$ •	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$ • ••••	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$ •• ••
$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$ •••• •	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$ •• ••	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$ • ••••
$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$ •• •	$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$ •	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$ •• ••
$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$ ••	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$ •• •	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$ •••• ••



NUMBER CORRECT:

RATING:

$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$ • •	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$ • • • •	$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$ • • • •
$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$ • • • • • •	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$ • • • •	$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$ •
$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$ • • • •	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$ • • • • •	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ • • • •
$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$ • • • • • •	$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$ • •	$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$ • • •
$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$ • • • •	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$ • • • • • •	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$ • • • • • •



NUMBER CORRECT:

RATING: