



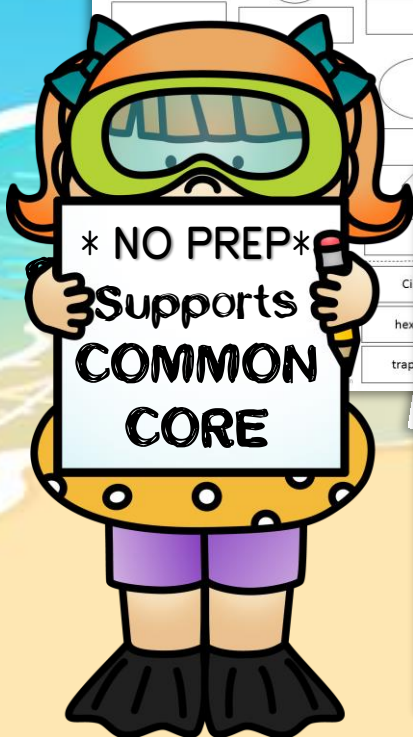
# SUMMER PRACTICE PACKET Kindergarten to 1st

Math

Reading

Writing

REVIEW

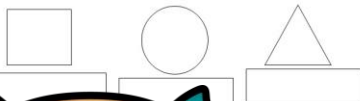


\* NO PREP \*  
Supports  
**COMMON  
CORE**

Name \_\_\_\_\_

## NAME THE SHAPE

Cut the names out at the bottom and glue them under the shape.



## 100 Chart

Fill in the missing numbers.

1									
				6					

## ABC ORDER

abcdefghijklmnopqrstuvwxyz

Name \_\_\_\_\_

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

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

## Rewrite the Sentence

Rewrite each sentence, adding capitalizing and punctuation where needed.

Name \_\_\_\_\_

1. Where is the cat

## RULES FOR PLURAL:

usually you just add -s

ends in y - drop the y and add -ies

ends in ch, s, sh, x,  
or z - add -es

If it ends in f or fe -  
drop the f and add -ves

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

Add.

$$\begin{array}{r} 2 \\ + 5 \\ \hline 7 \end{array}$$

Write a matching  
SUBTRACTION problem.  
7-2=5

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

Write a matching  
SUBTRACTION problem.

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

Write a matching  
SUBTRACTION problem.

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

Write a matching  
SUBTRACTION problem.



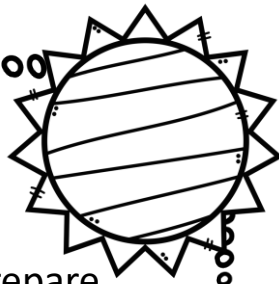
This was: EASY JUST RIGHT HARD

MATH  
ADDITION



# Table of Contents

Pg. 1	Cover
Pg. 2	Table of Contents
Pg. 3	How to use the packet and HOT TIPS for parents
Pg. 4	Oral and Physical Activities
Pg. 5	Progress Monitoring Sheet
Pg. 6	Summer Reading Log
Pg. 7	Kindergarten Sight Word List
Pg. 8	1st Grade Sight Word Lists
Pg. 9	Trace and Write the Alphabet
Pg. 10	Trace and Write the Numbers
Pg. 11-15	Sight Word Smash Game/ Worksheet
Pg. 16-23	Write, Read and Draw Word Families
Pg. 24-30	ABC ORDER
Pg. 31-34	Rewrite the Sentence Correctly
Pg. 35-40	Reading Comprehension Passages, Sequencing Events
Pg. 41-43	Verbs and Nouns
Pg. 44	Long and Short Vowel Words
Pg. 45-48	Singular and Plural
Pg. 49-51	Using Shapes to Draw and Write
Pg. 52	Sticker Story
Pg. 53 -58	OPINION, NARRATIVE and INFORMATIVE Writing
Pg. 59-68	SUMMER Journal (7 Pages) Re-print as needed
Pg. 69-72	Addition and Subtraction
Pg. 73	One More, One Less
Pg. 74	Counting On
Pg. 75	10 More, 10 LESS (This one may require parent help)
Pg. 76	Color 100 Gumballs
Pg. 77-78	100 Chart - Fill In What Is Missing
Pg. 79-80	Word Problem Solving
Pg. 81	Compare the Length
Pg. 82-85	Counting Coins
Pg. 86-92	Number Bonds
Pg. 93-98	Shapes
Pg. 99	Place Value Bracelets
Pg. 100	Roll and Dot Numbers 1-6
Pg. 101	Credits Page



## How to use this packet...

Each one of these activities in this packet is designed to prepare and review skills your child should know to enter 2<sup>nd</sup> grade. They relate to the Common Core Standards. On several pages, you can find the standard number, (e.g. "1.OA.4") to help you find more online support for the standard.

The activities can be explained by the adult, but most pages it should not be necessary since it is a review. Children should be able to complete most activities independently. If you are using this packet for a kindergartener, be prepared to spend a lot of one on one time with your child helping them with the concepts.

I recommend setting a 20 to 30-minute block of time for your child daily to work on these activities. They should enhance their vacation!

***Print out pages. 3-104 and as needed, reprint the Weekly Summer Journal.***



## HOT Parent TIPS...

- ➡ **The** best way to keep your child prepared for the next year of school is to have them actively engaged in educational activities all summer.
- ➡ **The** first tip is to use oral and physical activities in conjunction with this packet. Kids this age need to move and be verbal!
- ➡ **Encourage** your child to use the sight words in their writing and oral language. Get excited when they recognize a word that is from the list!
- ➡ **Print** out the summer journal each week. Use it to have your child describe their summer days. It makes for a great keepsake! Use suggested writing prompts, if they get "writer's block" and encourage using the sight word list to incorporate the words in their writing.
- ➡ **READ DAILY** with your child! This is the most important educational support you can give your child. Even if it is a short 5-minute reading of a cereal box. It shows you value reading, and models daily use for your child to follow.

# ORAL AND PHYSICAL ACTIVITIES

These are suggestions of ways to make learning fun this summer with your child:

1. Pudding Painting is one of my favorites for children to use to learn sight words. Spread pudding on the bottom of a cooking sheet pan. Call out a sight word and have them write it in the pudding. If they get it right, they get to lick their finger.
2. Have your child sort laundry by color or size before you wash them. Let them pour in the soap with your supervision as a reward.
3. Ask your child to skip count to 100. Then count by 5's to 100. Tell them this joke they can use with friends. "I bet you I can count to 100 in 10 seconds or less." When someone accepts the challenge, they can count by 10s to 100.
4. Teach your child to set the table. Have them count all the silverware. Reinforce the "game" by offering desert for the right answer. Continue with counting other objects, like plates, cups or placemats.
5. Children love to paint! Give them watercolors and paper outside. Let them go crazy with splattering/flicking paint on the paper. This gets their creative juices flowing! I used to let my kids pain their playhouse with watercolors. When it rains, it come right off.
6. Encourage your child to tell you the months of the year, and the days of the week in order. High five them for reinforcement.
7. Tell your child they can only watch TV or play a video game if they can tell you the time on the clock. (not digital ☺ )
8. What kid doesn't like to make things with dried pasta. Take a cup full of various pasta and first have them sort them into piles by shape. (You can use food coloring to make them different colors, if you are that kind of special parent.) Then have them glue the pasta on construction paper to create artwork.
9. Father's Day is often overlooked during the school year, so let your child use your iPad or phone to record their voice and send a special message to dad.
10. Encourage your child to produce words that rhyme with ones you say (e.g. cake, make, rake), then have them use the words to make a funny poem or song.
11. At bedtime, ask your child to sequence the events of their day.
12. Create a new dance move or handshake with your child.
13. Play a board game like Candy Land with your child.
14. Ask your child to show you a Jumping Jack, Push Up or Skipping.  
You would be surprised how many kids can't do these tasks.
15. Use chalk outside to make Hopscotch. Teach them how to play.



## LEARNING SHOULD BE FUN!

When it's fun, they are engaged.

When they are engaged, they can master any rigor thrown at them!

# Progress Monitoring Sheet

Check to see what you know! When you know the letter name, sound, color, number and shape, check them off.



Letter NAMES		Sound	Colors	Numbers	Shapes
A	a		yellow	0	circle
B	b		red	1	square
C	c		green	2	triangle
D	d		blue	3	trapezoid
E	e		purple	4	rectangle
F	f		blue	5	star
G	g		black	6	diamond
H	h		pink	7	heart
I	i		brown	8	oval
J	j		orange	9	hexagon
K	k			10	octagon
L	l			11	
M	m			12	
N	n			13	
O	o			14	
P	p			15	
Q	q			16	
R	r			17	
S	s			18	
T	t			19	
U	u			20	
V	v			21	
W	w			22	
X	x			23	
Y	y			24	
Z	z			25	

NOTES:

# Summer Reading Log

*Keep a record of all the great books you read over the summer.  
Share it with your teacher when you return to school.*

[illegible]

Name \_\_\_\_\_

# Kindergarten Sight Words

*Automatic words to know prior to 1<sup>st</sup> grade.*

see	go	make	one
I	down	say	two
the	saw	says	three
you	my	be	four
can	where	look	five
me	here	there	yellow
and	by	over	green
we	they	want	blue
on	little	water	purple
is	put	from	good
yes	what	for	does
are	do	find	other
no	like	people	woman
isn't	have	again	women
he	home	many	every
she	said	your	around
get	her	very	toward
can't	of	were	their
under	out	could	children
to	name	should	heard
was	some	would	give
wasn't	come	both	live (2)

# 1<sup>st</sup> Grade Sight Words

*Automatic words to know prior to 2<sup>nd</sup> grade.*

has	food	very	give
with	been	large	after
fly	carry	again	both
all	would	could	should
call	wild	child	friend
ball	school	pull	watch
day	were	don't	won't
way	good	most	move
our	read (2)	people	ready
gold	today	work	great
cold	who	push	done
does	gone	few	sure
many	word	because	love
bird	answer	nothing	once
goes	ago	kind	mind
their	should	ever	never
too	even	change	only
father	one	often	head
brother	beautiful	busy	built
mother	month	shoe	young
walk	climb	bought	brought
talk	thought	heart	enough



Trace and write the letter.

**Print upper and  
lowercase letters.**

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

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

Trace and write the number.

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

# Sight Words SMASH

Sight  
Words  
I

Cut out the sight words out below, spread on the floor or table, and when the word is called out, smash it with your hand or foot. Write the word in the space below.



Name \_\_\_\_\_

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



see	go	I	is	yes
we	and	by	no	the

# Sight Words SMASH

Sight  
Words  
2

Cut out the sight words out below, spread on the floor or table, and when the word is called out, smash it with your hand or foot. Write the word in the space below.



Name \_\_\_\_\_

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



one	two	three	four	five
yellow	green	blue	good	purple

# Sight Words SMASH

Sight  
Words  
3

Cut out the sight words out below, spread on the floor or table, and when the word is called out, smash it with your hand or foot. Write the word in the space below.



Name \_\_\_\_\_

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



under

is

isn't

to

was

wasn't

get

he

she

on

# Sight Words SMASH

Sight  
Words  
4

Cut out the sight words out below, spread on the floor or table, and when the word is called out, smash it with your hand or foot. Write the word in the space below.



Name \_\_\_\_\_

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



name

some

come

make

say

says

me

be

look

there

# Sight Words SMASH

Sight  
Words  
5

Cut out the sight words out below, spread on the floor or table, and when the word is called out, smash it with your hand or foot. Write the word in the space below.



Name \_\_\_\_\_

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



every

wasn't

women

give

people

both

again

know

should

woman

# Write, Read and Draw

-at  
CVC Word  
Family

DIRECTIONS: Use the letters in the LETTER BANK at the beginning of the -at family words. Write the new word, read the word, and draw it.

\_\_\_at



## LETTER BANK

c m b r h

1. \_\_\_at

2. \_\_\_at

3. \_\_\_at

4. \_\_\_at

5. \_\_\_at


Name \_\_\_\_\_



# Write, Read and Draw

-en  
CVC Word  
Family

DIRECTIONS: Use the letters in the LETTER BANK at the beginning of the -en family words. Write the new word, read the word, and draw it.

\_\_\_en



## LETTER BANK

p m t d h

1.

\_\_\_en

2.

\_\_\_en

3.

\_\_\_en

4.

\_\_\_en

5.

\_\_\_en

Name \_\_\_\_\_

# Write, Read and Draw

-ag  
CVC Word  
Family

DIRECTIONS: Use the letters in the LETTER BANK at the beginning of the -ag family words. Write the new word, read the word, and draw it.

\_\_ag



## LETTER BANK

b w t r n

1.

\_\_ag

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_ag

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_ag

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

\_\_ag

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.

\_\_ag

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

# Write, Read and Draw

-og  
CVC Word  
Family

DIRECTIONS: Use the letters in the LETTER BANK at the beginning of the -og family words. Write the new word, read the word, and draw it.

\_\_\_og



## LETTER BANK

d l f j h

1.

\_\_\_og

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_og

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_\_og

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

\_\_\_og

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.

\_\_\_og

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

# Write, Read and Draw

-ing  
CVCC

DIRECTIONS: Use the letters in the LETTER BANK at the beginning of the -ing family words. Write the new word, read the word, and draw it.

\_\_\_ing



## LETTER BANK

k r s w d

1. \_\_\_ing

2. \_\_\_ing

3. \_\_\_ing

4. \_\_\_ing

5. \_\_\_ing


Name \_\_\_\_\_

# Write, Read and Draw

-ock  
CVCC

DIRECTIONS: Use the letters in the LETTER BANK at the beginning of the -ock family words. Write the new word, read the word, and draw it.

\_\_\_ock



## LETTER BANK

r s m d l

1.

\_\_\_ock

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_ock

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_\_ock

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

\_\_\_ock

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.

\_\_\_ock

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

# Write, Read and Draw

-est  
CVCC

DIRECTIONS: Use the letters in the LETTER BANK at the beginning of the -est family words. Write the new word, read the word, and draw it.

\_\_est



## LETTER BANK

r p v t n

1.

\_\_est

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_est

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_est

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

\_\_est

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.

\_\_est

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

# Write, Read and Draw

-old  
CVCC

DIRECTIONS: Use the letters in the LETTER BANK at the beginning of the -old family words. Write the new word, read the word, and draw it.

\_\_\_old



## LETTER BANK

t f b c s

1.

\_\_\_old

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_old

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_\_old

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

\_\_\_old

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.

\_\_\_old

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

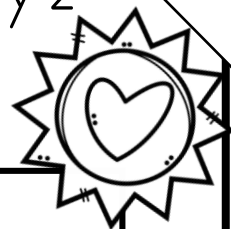


# ABC ORDER

using  
a letter

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

Name \_\_\_\_\_



1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

Cut out the words below and glue them in ABC order.

b

c

e

g

i

a

d

f

h

j

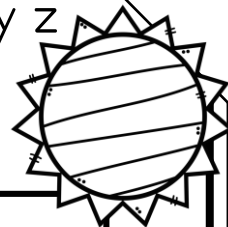




# ABC ORDER

using  
a letter

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



Name \_\_\_\_\_

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



Cut out the words below and glue them in ABC order.

k

m

n

o

p

q

r

s

t

l



# ABC ORDER

using  
a letter

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

Name \_\_\_\_\_

1.

6.

2.

7.

3.

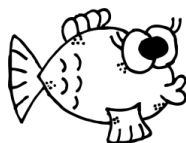
8.

4.

9.

5.

10.



Cut out the words below and glue them in ABC order.

u

v

y

a

c

x

w

z

b

d

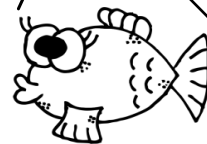


# ABC ORDER

using  
1<sup>st</sup> letter

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

Name \_\_\_\_\_



1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



Cut out the words below and glue them in ABC order.

apple

bee

frog

get

cat

hat

dog

eat

is

job



# ABC ORDER

using  
1<sup>st</sup> letter

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

Name \_\_\_\_\_

1.

6.

2.

7.

3.

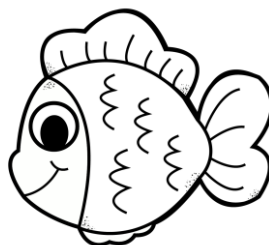
8.

4.

9.

5.

10.



Cut out the words below and glue them in ABC order.

ant

be

frog

easy

cot

hog

dot

goat

in

jet



# ABC ORDER

using  
1<sup>st</sup> letter

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

Name \_\_\_\_\_

1.

6.

2.

7.

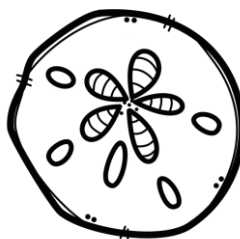
3.

8.

4.

9.

5.



10.

Cut out the words below and glue them in ABC order.

kit

love

of

rat

que

no

me

so

in

pie

# ABC ORDER

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

Read the words in each group.

Number the words 1,2, and 3 to put them in ABC order.

Name \_\_\_\_\_

1.

\_\_\_\_yellow  
\_\_\_\_blue  
\_\_\_\_pink

5.

\_\_\_\_said  
\_\_\_\_apple  
\_\_\_\_math

2.

\_\_\_\_see  
\_\_\_\_the  
\_\_\_\_buy

6.

\_\_\_\_would  
\_\_\_\_could  
\_\_\_\_should

3.

\_\_\_\_bat  
\_\_\_\_man  
\_\_\_\_dig

7.

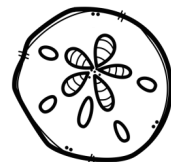
\_\_\_\_dog  
\_\_\_\_cat  
\_\_\_\_pigs

4.

\_\_\_\_there  
\_\_\_\_here  
\_\_\_\_where

8.

\_\_\_\_boat  
\_\_\_\_car  
\_\_\_\_train



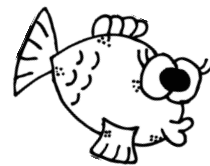


# Rewrite the Sentence

Rewrite each sentence, adding capitalizing and punctuation where needed.

Capitalization  
and punctuation  
**LITERACY** L.K.2.L.K.2

Name \_\_\_\_\_



1. Where is the fish

\_\_\_\_\_

2. i like to play

\_\_\_\_\_

3. how do i run

\_\_\_\_\_

4. that is my red hat

\_\_\_\_\_

5. where are we going

\_\_\_\_\_

6. the sea is beautiful

\_\_\_\_\_





# Rewrite the Sentence

Rewrite each sentence, adding capitalizing and punctuation where needed.

Capitalization  
and punctuation  
LITERACY.L.K.2.L.K.2

Name \_\_\_\_\_

1. what is your name

\_\_\_\_\_

2. i ran very fast

\_\_\_\_\_

3. have you ever played soccer

\_\_\_\_\_

4. those dogs are lost

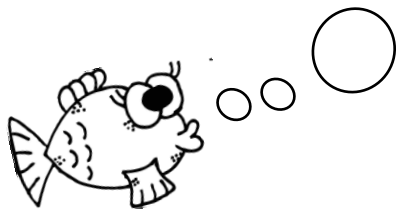
\_\_\_\_\_

5. why can't i

\_\_\_\_\_

6. the bugs will bite

\_\_\_\_\_





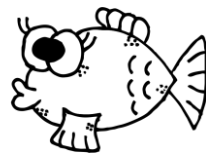


# Rewrite the Sentence

Rewrite each sentence, adding capitalizing and punctuation where needed.

Capitalization  
and punctuation  
**LITERACY.L.K.2.LK.2**

Name \_\_\_\_\_



1. how is sam

\_\_\_\_\_

2. i see green frog

\_\_\_\_\_

3. have you seen pam

\_\_\_\_\_

4. the car is purple

\_\_\_\_\_

5. do you love it

\_\_\_\_\_

6. the book is funny

\_\_\_\_\_





# Rewrite the Sentence

Rewrite each sentence, adding capitalizing and punctuation where needed.

Capitalization  
and punctuation  
**LITERACY.L.K.2.LK.2**

Name \_\_\_\_\_

1. why did you go

\_\_\_\_\_

2. i jumped in the lake

\_\_\_\_\_

3. have you heard of a red grasshopper

\_\_\_\_\_

4. run as fast as you can

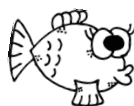
\_\_\_\_\_

5. some plants need more water

\_\_\_\_\_

6. who left the room

\_\_\_\_\_



# Bugs

Name \_\_\_\_\_

Read the passage 3 times. Color one shell each time you finish reading it. Then answer the questions with words and pictures.

I see a bug now. It is on the pot. The bug has yellow spots and wings. It bit my mom because she tried to hit it.



1. Who did the bug bite?

---

---

2. When did they see it?

---

---

3. Where was the bug?

---

---

4. What color was the spots?

---

---

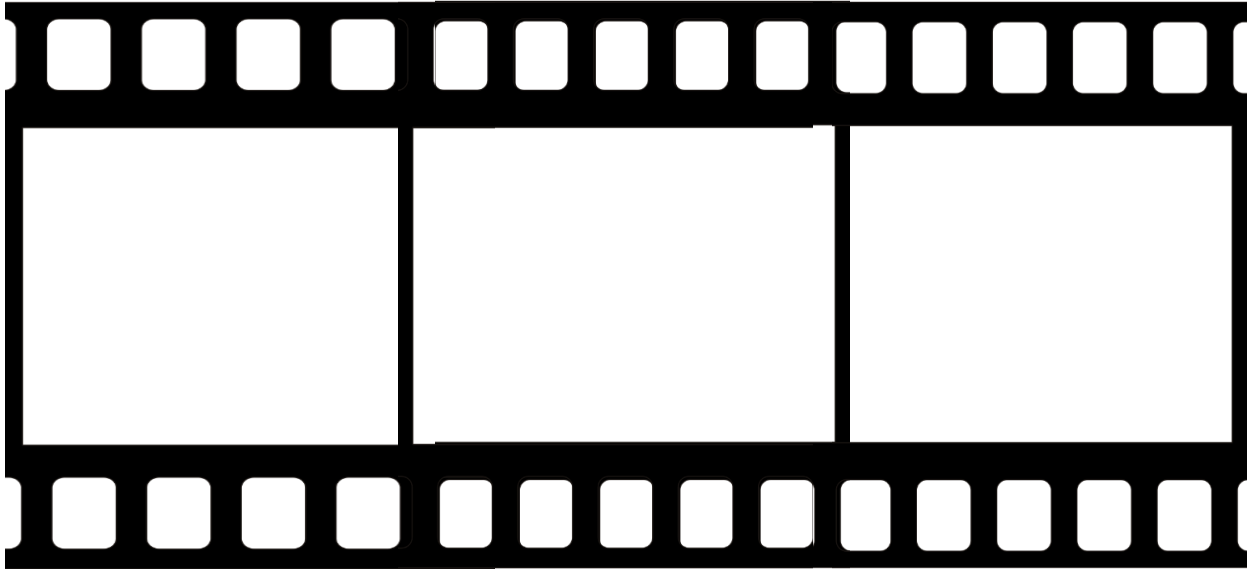
5. Why did the bug bite?

---

Name \_\_\_\_\_

## Sequencing **BUGS**

Draw a 3 events that happened in order from the passage.



Mini-Movie

Write a sentence describing each drawing.

**Drawing 1:**

---

---

**Drawing 2:**

---

---

**Drawing 3:**

---

---

This passage :  
(circle one)

**told a story**

**gave information**

Name \_\_\_\_\_

Read the passage 3 times. Color one shell each time you finish reading it. Then answer the questions with words and pictures.

The orange cat was a pet. It was my teacher's pet. She brought the cat to school yesterday. We all played with it.



The cat was friendly.

1. What was this passage mostly about?

---

---

2. When did the teacher bring it to school?

---

---

3. What did they do with it?

---

---

4. Who owned the cat?

---

---

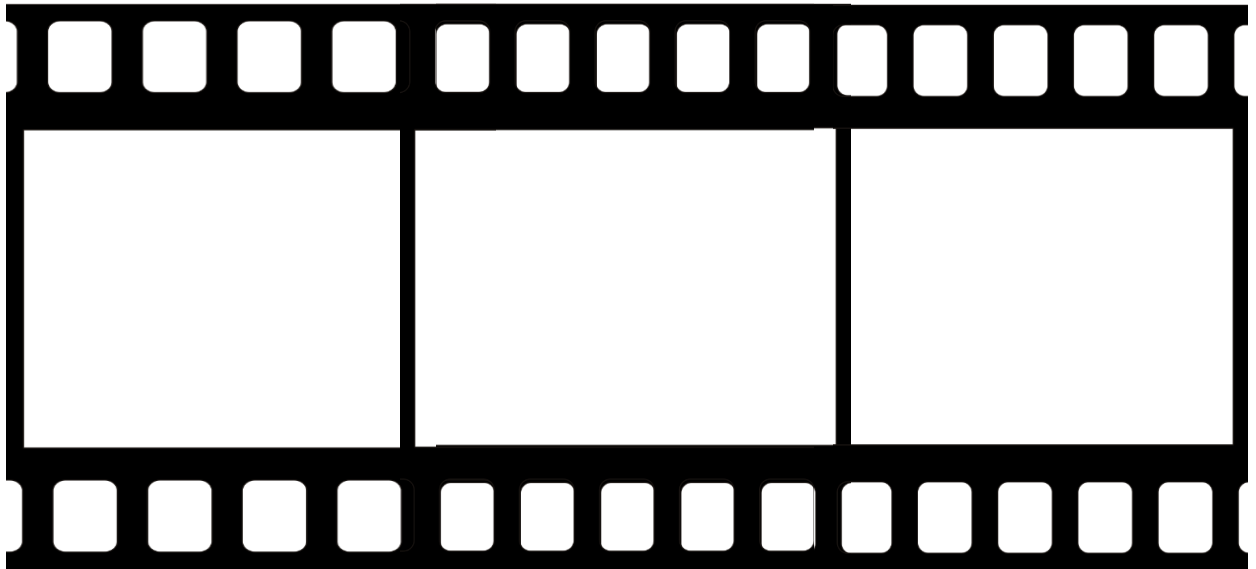
5. How does the writer feel about the cat?

---

Name \_\_\_\_\_

## Sequencing **Cat**

Draw a 3 points in order from the passage.



Mini-Movie

Write a sentence describing each drawing.

**Drawing 1:**

---

---

**Drawing 2:**

---

---

**Drawing 3:**

---

---

This passage :  
(circle one)

**told a story**

**gave information**

# Fish

Comprehension

Name \_\_\_\_\_

Read the passage 3 times. Color one shell each time you finish reading it. Then answer the questions with words and pictures.

Fish are colorful. Fish live in water. They can swim. Fish have gills, tails and fins. They are cold-blooded vertebrate animals. Vertebrates are animals who have a backbone.



1. What was this passage mostly about?

---

---

2. Where do fish live?

---

---

3. What do fish have?

---

---

4. What are fish?

---

---

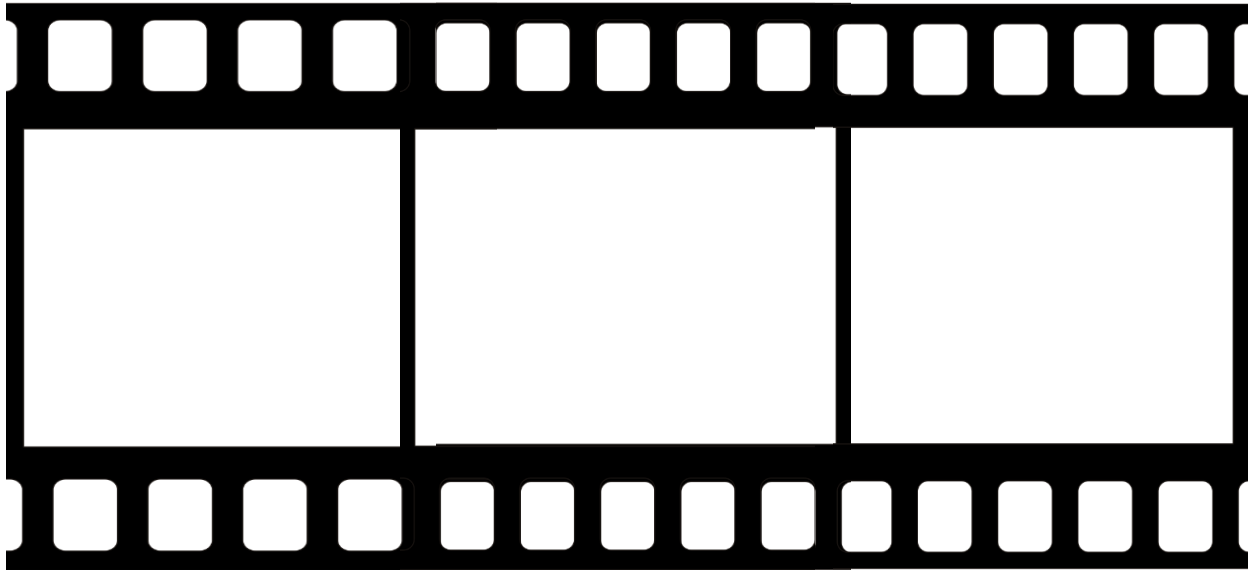
5. What does vertebrate mean?

---

Name \_\_\_\_\_

## Sequencing **FISH**

Draw a 3 facts discussed in order from the passage.



### Mini-Movie

Write a sentence describing each drawing.

**Drawing 1:**

---

---

**Drawing 2:**

---

---

**Drawing 3:**

---

---

This passage :  
(circle one)

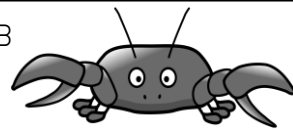
**told a story**

**gave information**



Name \_\_\_\_\_

ELA-Literacy L.K.I.B



# VERB or NOUN?

Verb

shows action

Noun

person, place, thing or animal



Read the words, cut and glue them in the correct area.

car

threw

frog

flower

skip

hit

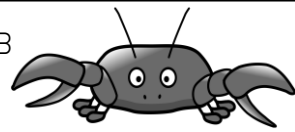
box

tree

kick

Name \_\_\_\_\_

ELA-Literacy L.K.I.B



# VERB or NOUN?

Verb

shows action

Noun

person, place, thing or animal



Read the words, cut and glue them in the correct area.

man

punch

door

smack

walk

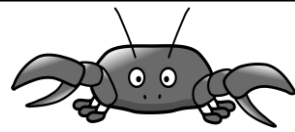
skate

paper

rock

dive

Name \_\_\_\_\_



# Verbs or Noun?

Verb

shows action

Noun

person, place, thing or animal



Read the words, cut and glue them in the correct area.

dog

jump

boy

plant

run

swim

store

ball

kick

Name \_\_\_\_\_

# LONG & SHORT VOWEL Words

Directions: Write the words from the word bank in the correct column to match the long or short vowel sound.

pig zip dog sun cake  
time cup rope kite mat  
rat hop hope cute cat  
bed make page dot

Long

Short

# RULES FOR PLURAL

- Usually you just add **-s**
- If it ends in **y** – drop the **y** and add **-ies**
- If it ends **in ch, s, sh, x,** or **z** – add **-es**
- If it ends in **f** or **fe** – drop the f and add **-ves**

Name \_\_\_\_\_



# Singular & Plural Nouns

Directions: Write the words from the word bank in the correct column to separate singular and plural nouns.

ball

balls

dog

dogs

rope

ropes

kite

kites

tree

trees

car

cars

toy

toys

frogs

frog

Singular

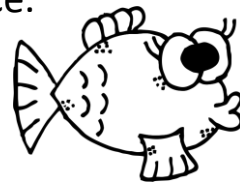
Plural



# Singular & Plural Nouns

Singular &  
Plural Nouns  
ELA-LIT.L.K.1.C

Circle the right verb to match the noun in each sentence.  
Rewrite the sentence.



Name \_\_\_\_\_

1. He **(hop, hops)** to the garden.

\_\_\_\_\_

2. We **(like, likes)** to play outside.

\_\_\_\_\_

3. They **(jump, jumps)** up high.

\_\_\_\_\_

4. Two dogs **(beg, begs)** for food.

\_\_\_\_\_

5. The girl **(ride, rides)** to the library.

\_\_\_\_\_

6. It **(rain, rains)** almost every day.

\_\_\_\_\_





# Singular & Plural Nouns

Singular &  
Plural Nouns  
ELA-LIT.L.K.1.C

Circle the right verb to match the noun in each sentence.  
Rewrite the sentence.

Name \_\_\_\_\_

1. He **(hop, hops)** to the garden.

\_\_\_\_\_

2. We **(like, likes)** to play outside.

\_\_\_\_\_

3. They **(jump, jumps)** up high.

\_\_\_\_\_

4. Two dogs **(beg, begs)** for food.

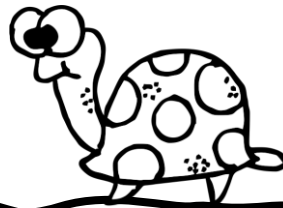
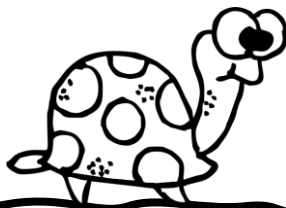
\_\_\_\_\_

5. The girl **(ride, rides)** to the library.

\_\_\_\_\_

6. It **(rain, rains)** almost every day.

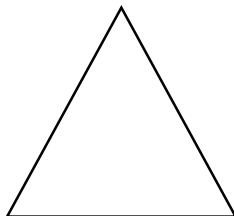
\_\_\_\_\_





# The Triangle

Add to the triangle to create a new picture.  
Write about it.



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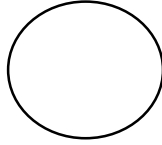
---

---

by \_\_\_\_\_

# The Circle

Add to the circle to create a new picture.  
Write about it.



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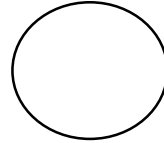
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by \_\_\_\_\_

# The Circle

Add to the circle to create a new picture. Write about it.



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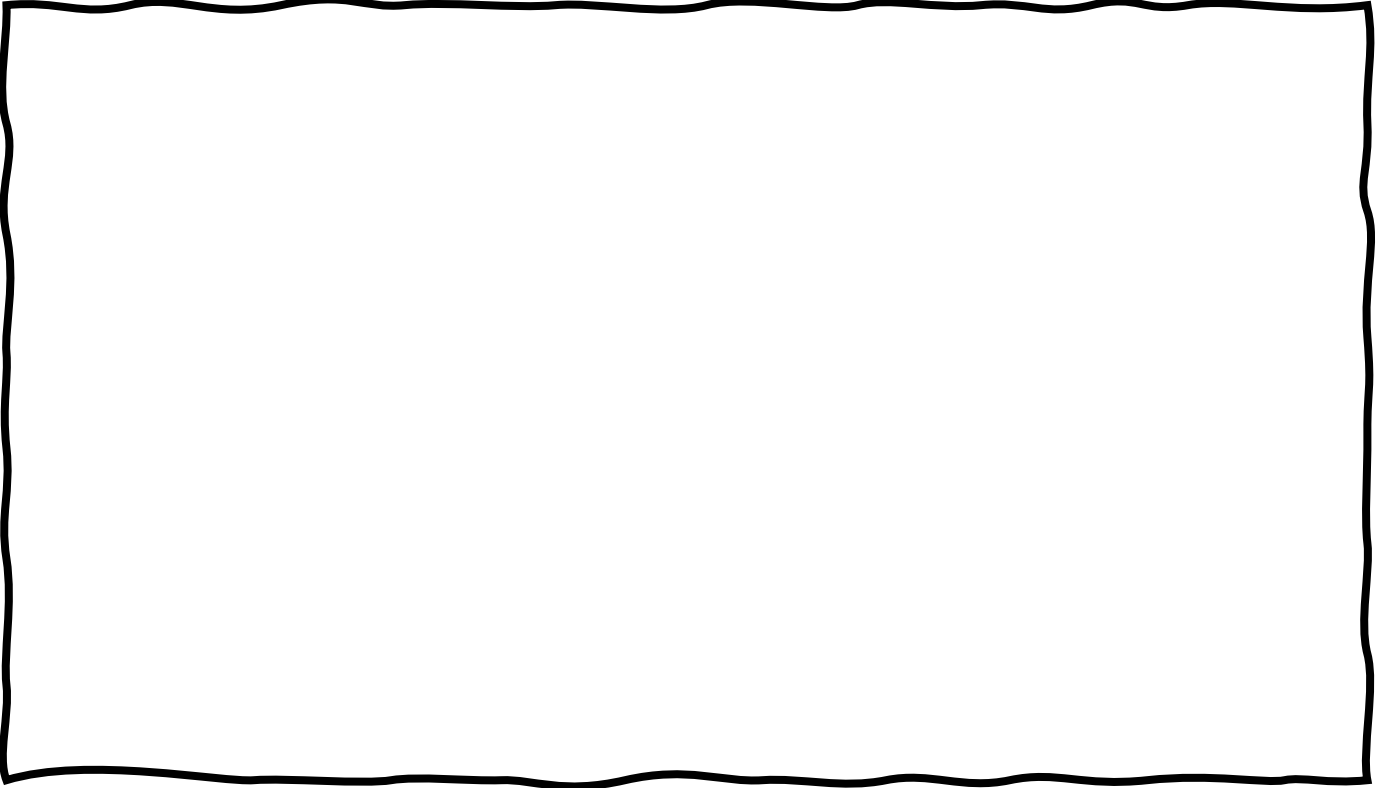
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by \_\_\_\_\_

# **Sticker Story**

Pick a sticker, draw a setting and write about it.



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by \_\_\_\_\_

Name \_\_\_\_\_

# Opinion Sandwich Organizer

Introduction

The best kind of sandwich is...

Reason 1

Reason 2

Reason 3

Closing

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ is the best  
kind of sandwich!

# OPINION Writing

Use the Sandwich Organizer to rewrite your opinion paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

by \_\_\_\_\_

# Writing a *narrative*

**Name** \_\_\_\_\_

Topic Sentence:

First,

Next,

Then,

Last,

Closing:

# My Narrative Story

Use the Narrative Organizer to rewrite your story.

Handwriting practice lines for the narrative story. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines provided for writing.

by \_\_\_\_\_





# INFORMATIVE WRITING

Title: \_\_\_\_\_

Topic Sentence \_\_\_\_\_

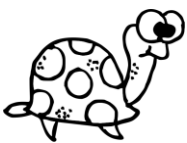
Fact #1 \_\_\_\_\_

Fact #2 \_\_\_\_\_

Fact #3 \_\_\_\_\_

Fact #4 \_\_\_\_\_

Conclusion \_\_\_\_\_



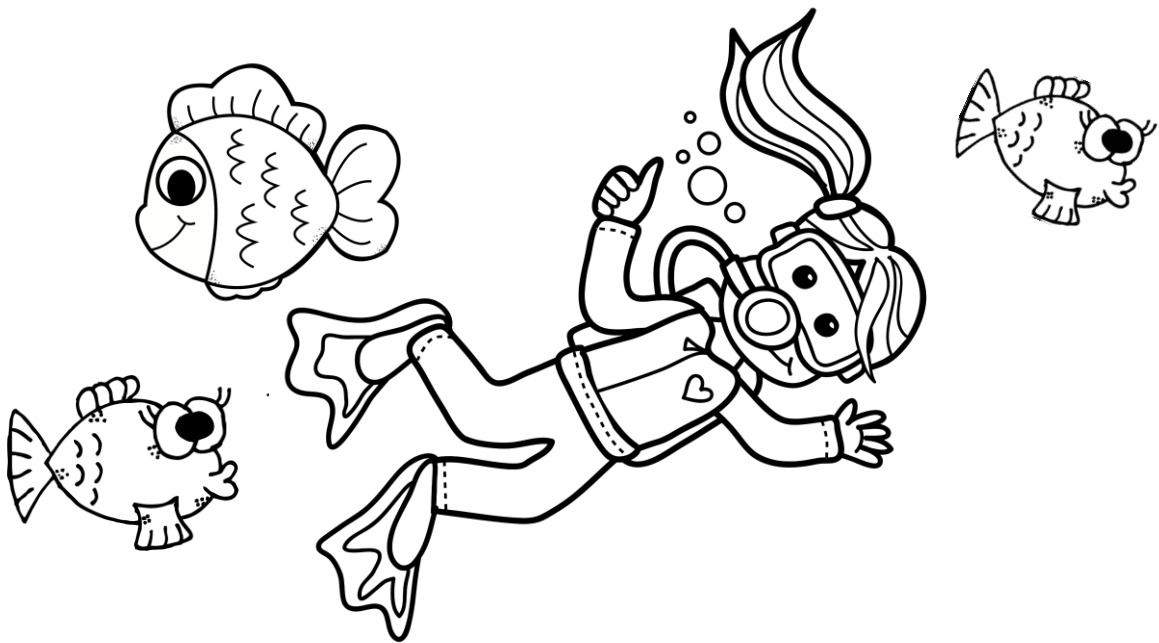


Use the Informative Organizer to rewrite your informational paper.

by \_\_\_\_\_



# Weekly Summer Journal



NAME \_\_\_\_\_

# Summer Journal

## Word Bank

vacation

games

movies

sleeping

hiking

fun

heat

sunscreen

ocean

playing

pool

summer

surf

sand

ball

swimming

beach

picnic

camping

sunglasses

fireworks

bathing suit

friends

Sun

barbeque

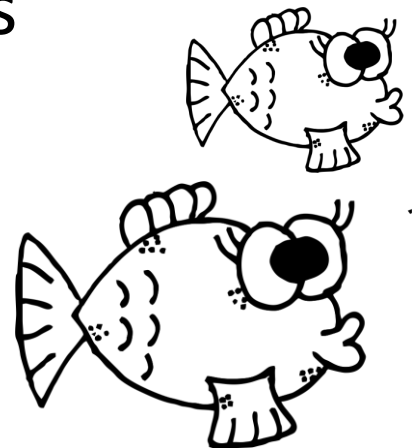
flip flops

June

July

August

family



# Summer Journal

## Optional prompts

1. Where is your favorite place to visit over the summer?
2. What is your favorite family tradition?
3. Plan your own vacation. Where would you go? What would you do? Who would be with you?
4. What is the best way to celebrate a sunny day?
5. How do you spend most of your time during the summer?
6. Do you miss anything about school? If so, what is it?
7. How did you spend the 4<sup>th</sup> of July?
8. Pretend you are stuck in another country. How would you get home? Describe it using details.
9. Do you think you should be able to do anything you want all summer? Why or why not?
10. What is your favorite summer food? Who makes it? Where is the best place to eat it?
11. If you could make your own rules this summer, what would they be?
12. Write a letter to a family member describing your summer. Ask them a question, so they must write you back.
13. List some FACTS about Summer.

# SUMMER JOURNAL

Draw and explain what you did today.

DATE \_\_\_\_\_

---

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---

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

**RATE YOUR DAY by circling one.**



# SUMMER JOURNAL

Draw and explain what you did today.

DATE \_\_\_\_\_

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---

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

**RATE YOUR DAY by circling one.**



# SUMMER JOURNAL

Draw and explain what you did today.

DATE \_\_\_\_\_

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

**RATE YOUR DAY by circling one.**





# Summer Journal

Draw and explain what you did today.

DATE \_\_\_\_\_

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

**RATE YOUR DAY by circling one.**



# Summer Journal

Draw and explain what you did today.

DATE \_\_\_\_\_

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

**RATE YOUR DAY by circling one.**



# Summer Journal

Draw and explain what you did today.

DATE \_\_\_\_\_

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

**RATE YOUR DAY by circling one.**



# Summer Journal

Draw and explain what you did today.

DATE \_\_\_\_\_

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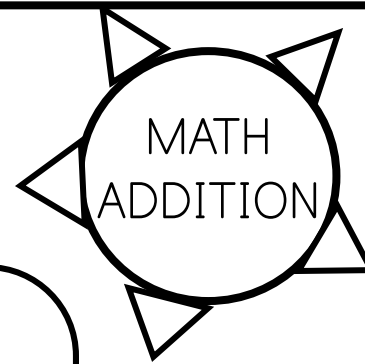
---

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

**RATE YOUR DAY by circling one.**



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



Add.

$$\begin{array}{r} 2 \\ + 5 \\ \hline 7 \end{array}$$

Write a matching  
SUBTRACTION problem.

$$7 - 2 = 5$$

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

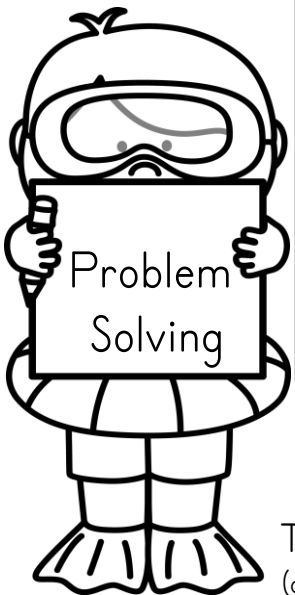
Write a matching  
SUBTRACTION problem.

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

Write a matching  
SUBTRACTION problem.

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

Write a matching  
SUBTRACTION problem.



This was:: **EASY**   **JUST RIGHT**   **HARD**  
(circle one)

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

MATH  
ADDITION

Add.

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

Write a matching  
SUBTRACTION problem.

$$8 - 4 = 4$$

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

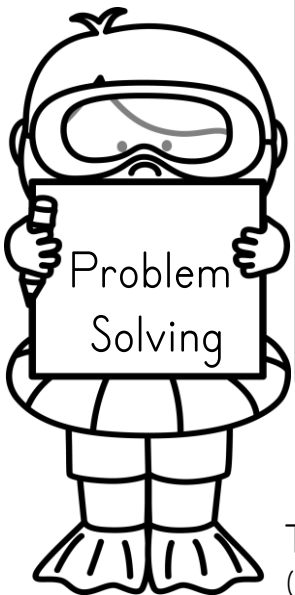
Write a matching  
SUBTRACTION problem.

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

Write a matching  
SUBTRACTION problem.

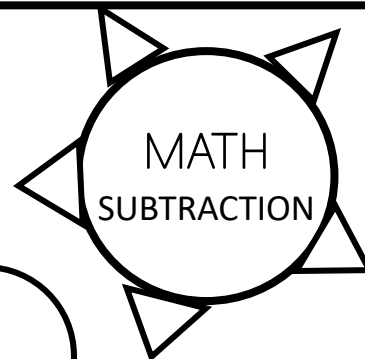
$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

Write a matching  
SUBTRACTION problem.



This was:: **EASY**   **JUST RIGHT**   **HARD**  
(circle one)

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



Subtract.

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

4

Write a matching  
ADDITION problem.

$$4 + 3 = 7$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

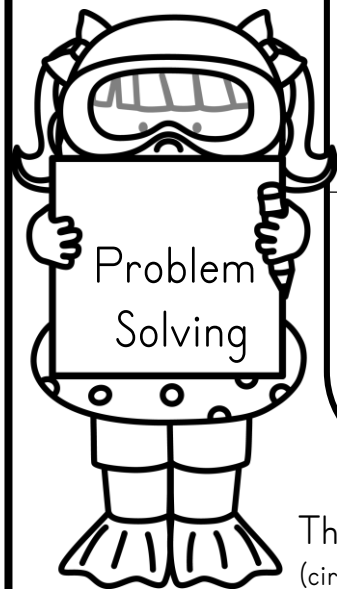
Write a matching  
ADDITION problem.

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

Write a matching  
ADDITION problem.

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

Write a matching  
ADDITION problem.



This was:: **EASY**   **JUST RIGHT**   **HARD**  
(circle one)

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

MATH  
SUBTRACTION

Subtract.

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

0

Write a matching  
ADDITION problem.

$$0 + 3 = 3$$

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

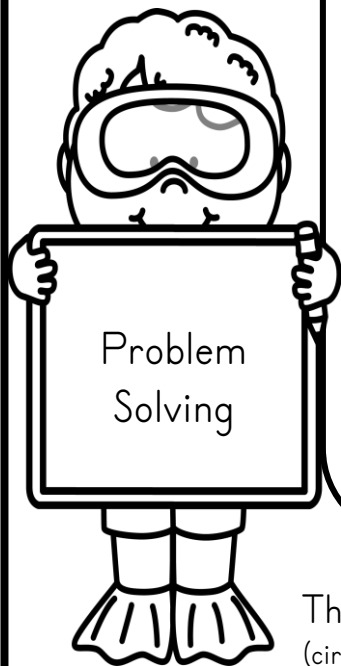
Write a matching  
ADDITION problem.

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

Write a matching  
ADDITION problem.

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

Write a matching  
ADDITION problem.

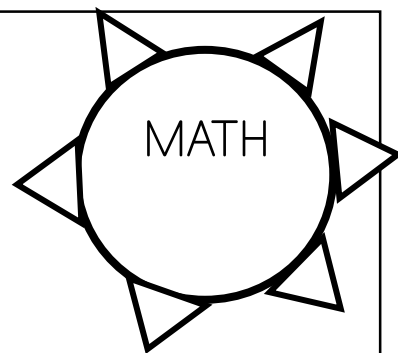


This was:: **EASY**   **JUST RIGHT**   **HARD**  
(circle one)



NAME \_\_\_\_\_

# | More | Less



Write what is | less before the number and | more  
after the number.

①. \_\_\_\_\_ 13 \_\_\_\_\_

①①. \_\_\_\_\_ 19 \_\_\_\_\_

②. \_\_\_\_\_ 11 \_\_\_\_\_

①②. \_\_\_\_\_ 14 \_\_\_\_\_

③. \_\_\_\_\_ 55 \_\_\_\_\_

①③. \_\_\_\_\_ 65 \_\_\_\_\_

④. \_\_\_\_\_ 72 \_\_\_\_\_

①④. \_\_\_\_\_ 62 \_\_\_\_\_

⑤. \_\_\_\_\_ 25 \_\_\_\_\_

①⑤. \_\_\_\_\_ 85 \_\_\_\_\_

⑥. \_\_\_\_\_ 49 \_\_\_\_\_

①⑥. \_\_\_\_\_ 73 \_\_\_\_\_

⑦. \_\_\_\_\_ 28 \_\_\_\_\_

①⑦. \_\_\_\_\_ 22 \_\_\_\_\_

⑧. \_\_\_\_\_ 21 \_\_\_\_\_

①⑧. \_\_\_\_\_ 59 \_\_\_\_\_

⑨. \_\_\_\_\_ 37 \_\_\_\_\_

①⑨. \_\_\_\_\_ 40 \_\_\_\_\_

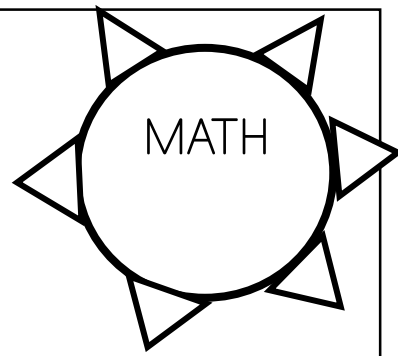
①⑩. \_\_\_\_\_ 51 \_\_\_\_\_

②⑩. \_\_\_\_\_ 28 \_\_\_\_\_

This was:: **EASY**    **JUST RIGHT**    **HARD**  
(circle one)

NAME \_\_\_\_\_

# Counting On



Write the number that comes next.

①. 7 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

②. 1 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

③. 6 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

④. 2 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

⑤. 9 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

⑥. 10 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

⑦. 8 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

⑧. 3 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

This was:: **EASY**   **JUST RIGHT**   **HARD**  
(circle one)

NAME \_\_\_\_\_

# 10 More 10 Less & 1 More 1 Less

Place a number more than 9 in the center square. Use the number chart to help you find 10 less, 10 more, 1 less, 1 more to fill in the blank squares.

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

①

10 Less

1 Less

45

1 More

10 More

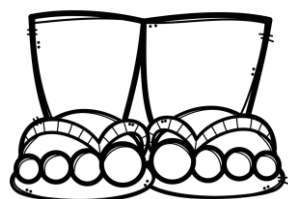
②

③

④

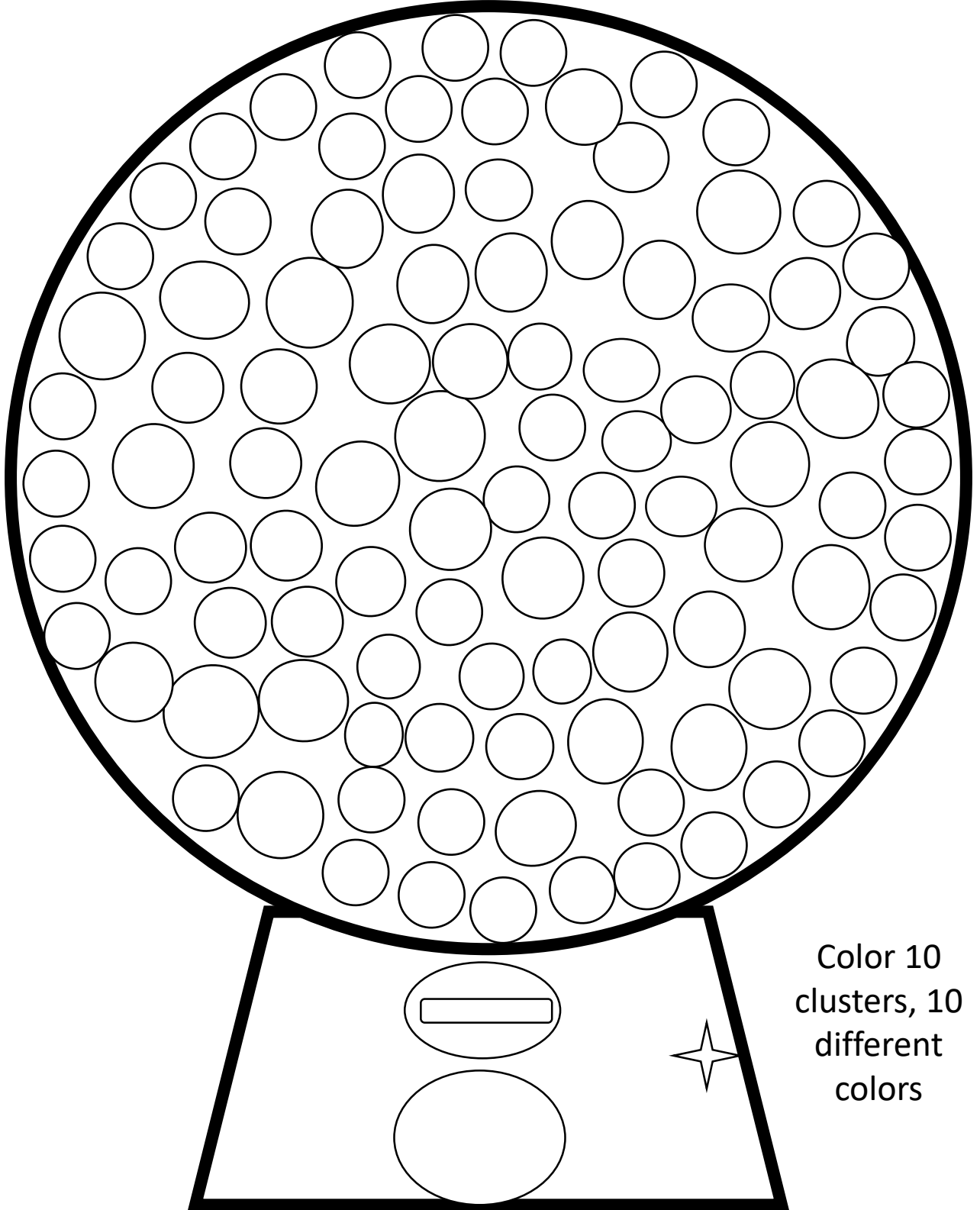
⑤

⑥



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

# 100 Gumballs



Color 10  
clusters, 10  
different  
colors

This was:: **EASY**   **JUST RIGHT**   **HARD**  
(circle one)

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

# 100 Chart

Fill in the missing numbers.

1					6				
									20
	32								
		63							
								99	

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

# 100 Chart

Fill in the missing numbers.

	2								
									30
					36				
		53							
									90
	92								



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

# Hungry Hippo

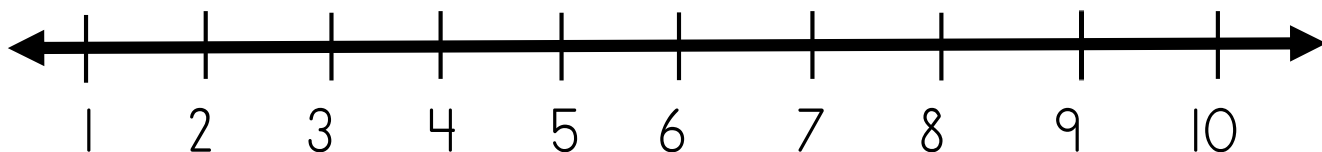
Helpful Hint:

Circle the  
Numbers

There were 5 hippos eating plants for lunch at the zoo. 2 hippos left to go swimming. How many hippos were left eating plants?

Draw It

Show It with a Number Line



Show the Answer with a Ten Frame


Show It with Tally Marks

Make an Equation

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



Difference



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

# Crazy Birds

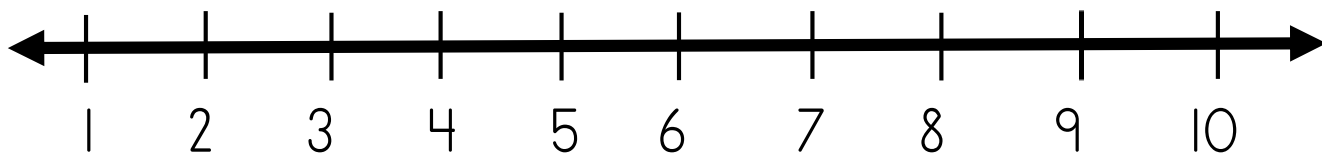
Helpful Hint:

Circle the  
Numbers

There were four crazy birds flying in the sky. Two birds sat on an alligator. How many crazy birds were left in the sky?

Draw It

Show It with a Number Line



Show the Answer with a Ten Frame


Show It with Tally Marks

Make an Equation

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

Difference

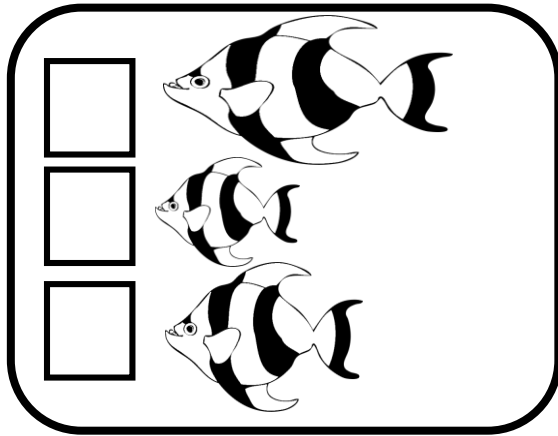
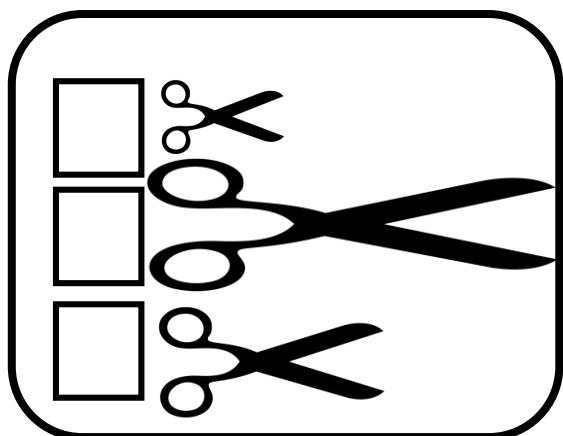
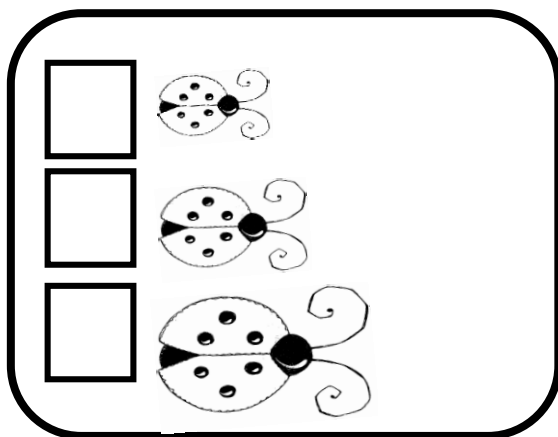
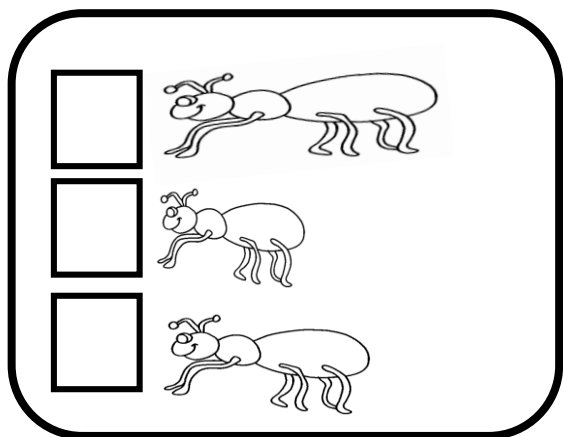
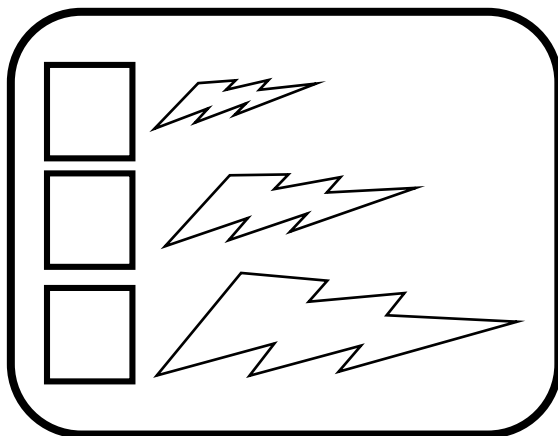
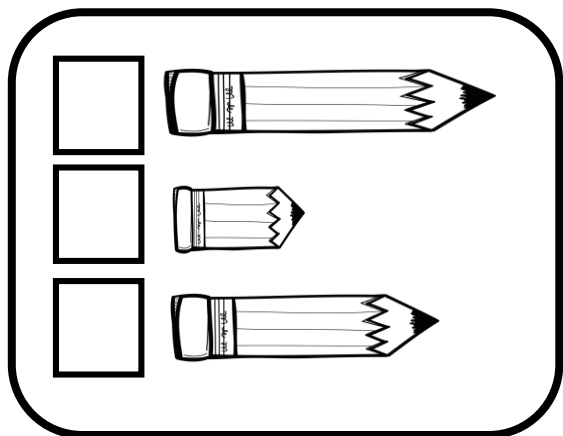




Name: \_\_\_\_\_

# Comparing Lengths

Write 1, 2, or 3 in each box to order the objects by length.



This was: **EASY** **JUST RIGHT** **HARD**  
(circle one)

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

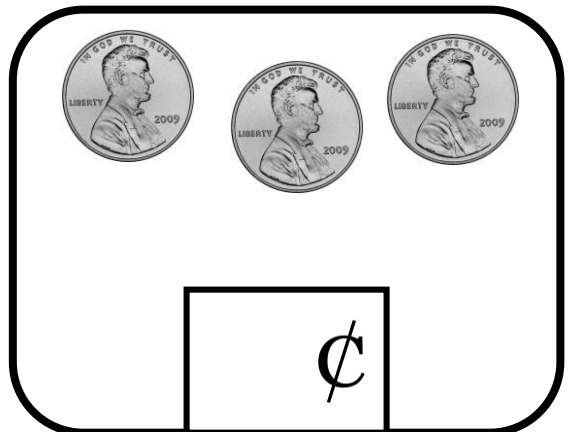
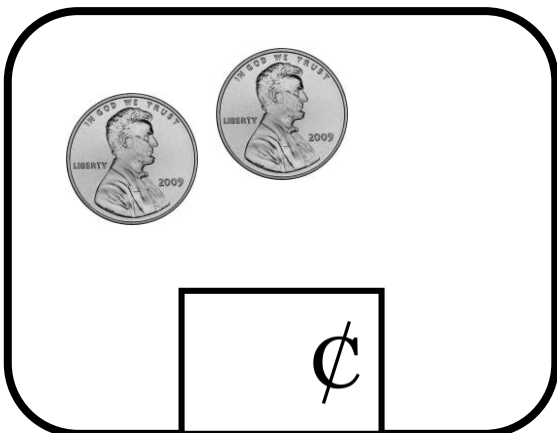
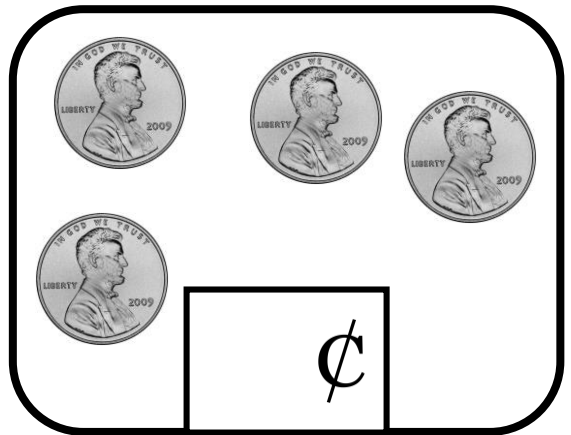
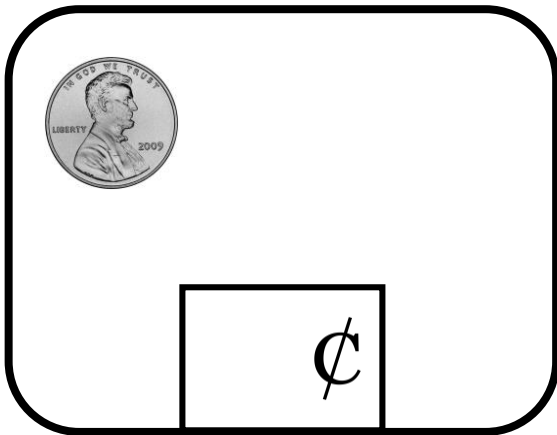
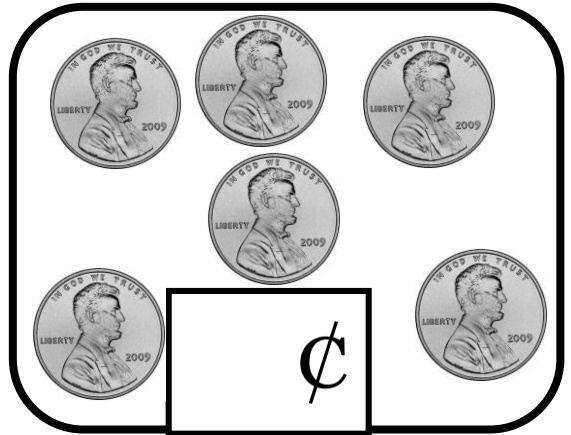
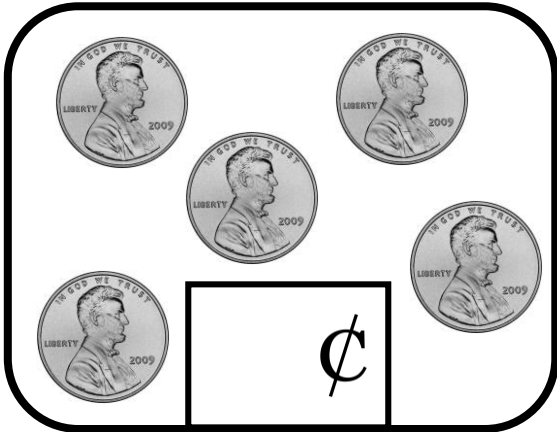


= 1 cent

pennies

# Counting Coins

Count each group of coins and write the total in the box.



This was:: **EASY**   **JUST RIGHT**   **HARD**  
(circle one)

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



= 1 cent




= 5 cents

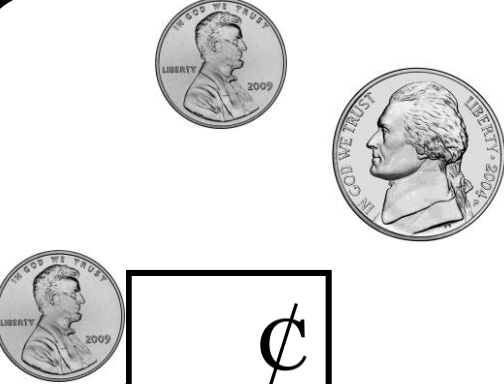
Pennies  
& Nickels

# Counting Coins


Count each group of coins and write the total in the box.




¢



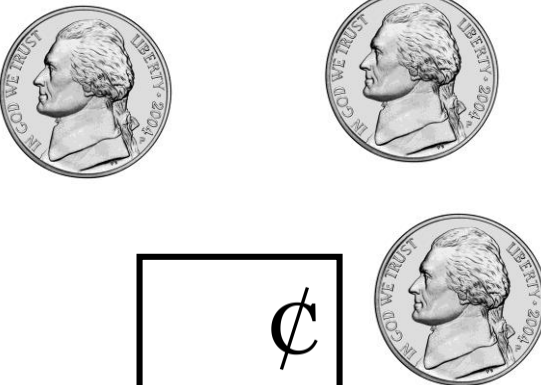
¢



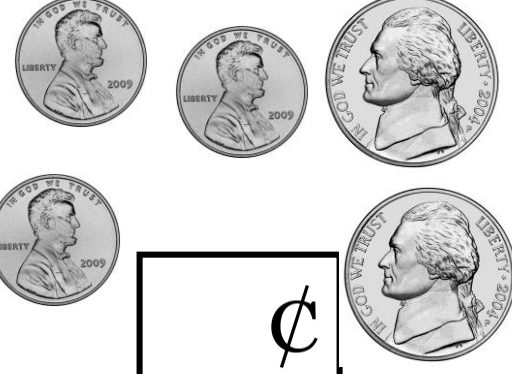
¢



¢



¢



¢

This was: **EASY** **JUST RIGHT** **HARD**  
(circle one)

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



= 1 cent



= 5 cents

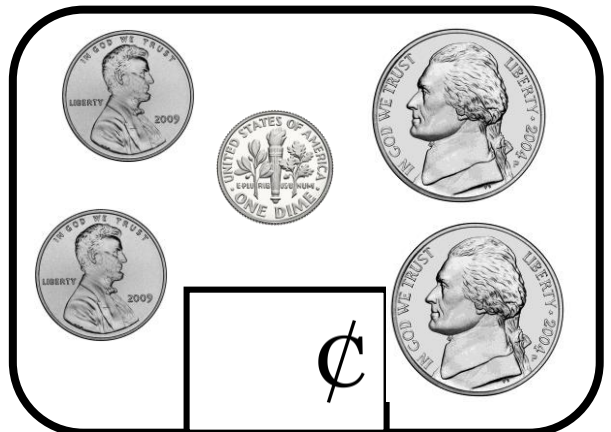
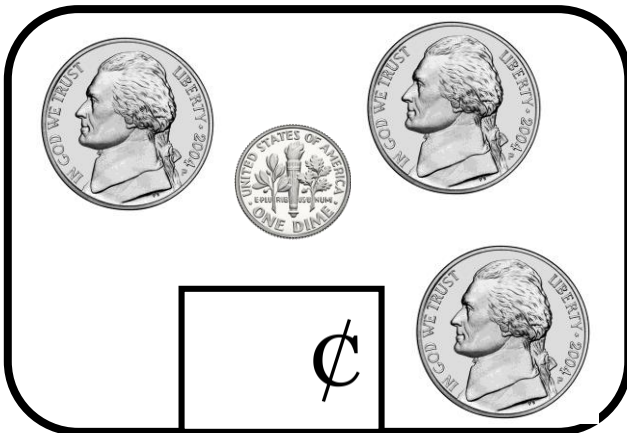
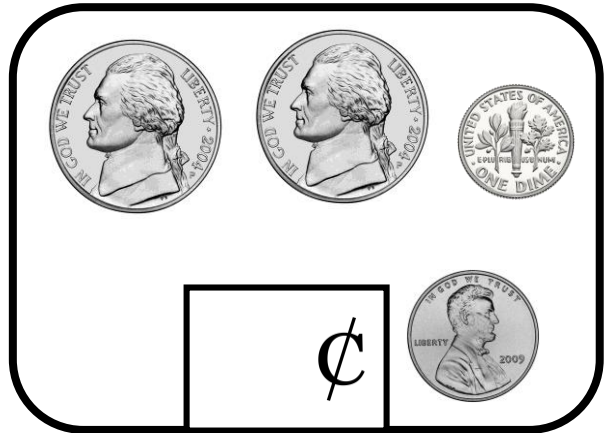
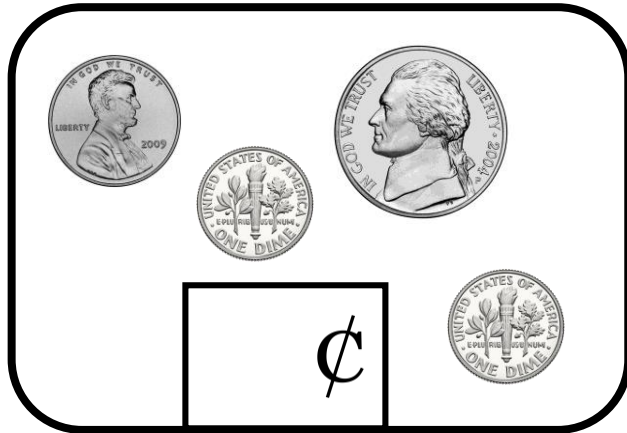
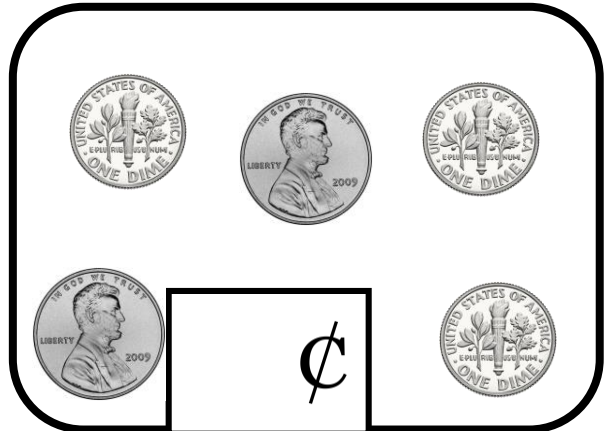
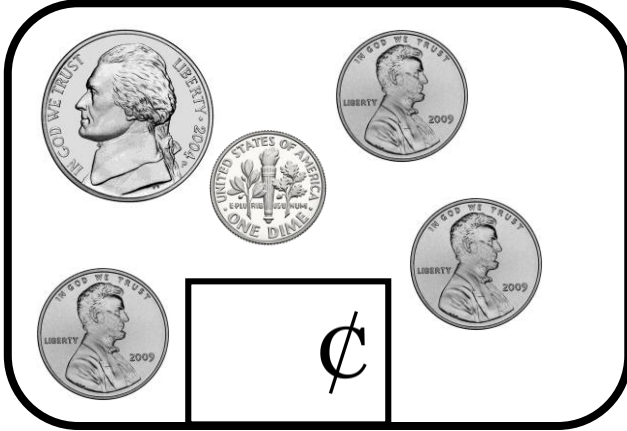


= 10 cents

Pennies,  
Nickels &  
dimes


# Counting Coins


Count each group of coins and write the total in the box.



This was: **EASY** **JUST RIGHT** **HARD**  
(circle one)

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


 = 25 cents

 = 10 cents



Quarters & dimes

# Counting Coins


Count each group of coins and write the total in the box.






¢








¢









¢







¢





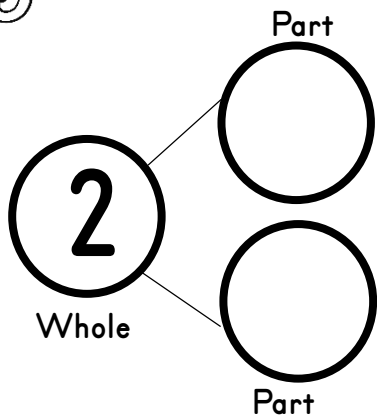
¢



¢

Bonus: How many quarters make a dollar ? \_\_\_\_\_

# Number Bonds 1-9



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

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

Write the math sentence.

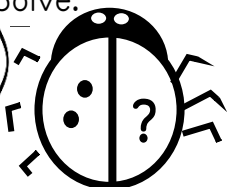


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

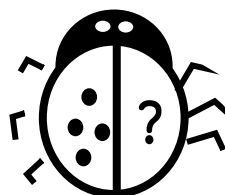


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Solve.

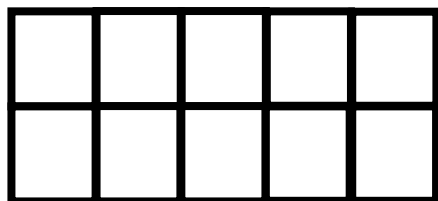


$$4 = 2 + \underline{\quad}$$

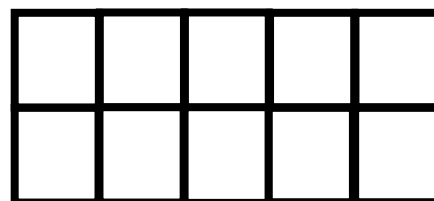


$$4 + \underline{\quad} = 5$$

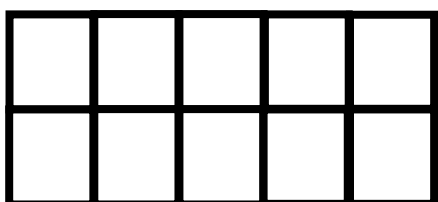
Show the number by coloring circles in the ten frame.



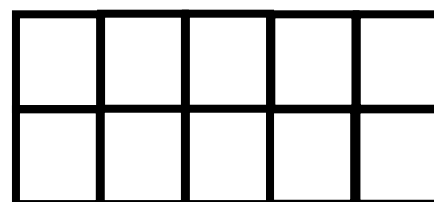
4



1

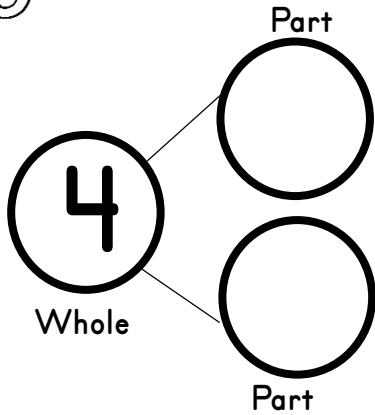


3



9

# Number Bonds 1-9



$$\begin{array}{r} 4 \\ \hline \end{array} = \begin{array}{r} \phantom{0} \\ \hline \end{array} + \begin{array}{r} \phantom{0} \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \\ \hline \end{array} + \begin{array}{r} \phantom{0} \\ \hline \end{array} = \begin{array}{r} 4 \\ \hline \end{array}$$

Write the math sentence.

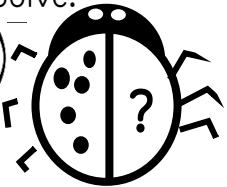


$$\begin{array}{r} \phantom{0} \\ \hline \end{array} + \begin{array}{r} \phantom{0} \\ \hline \end{array} = \begin{array}{r} \phantom{0} \\ \hline \end{array}$$

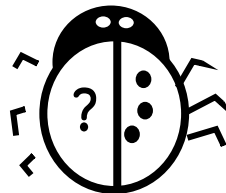


$$\begin{array}{r} \phantom{0} \\ \hline \end{array} + \begin{array}{r} \phantom{0} \\ \hline \end{array} = \begin{array}{r} \phantom{0} \\ \hline \end{array}$$

Solve.

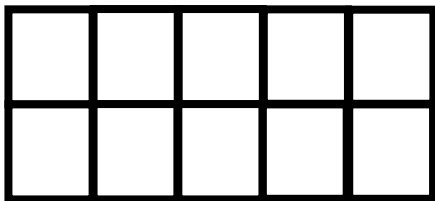


$$8 = 5 + \begin{array}{r} \phantom{0} \\ \hline \end{array}$$

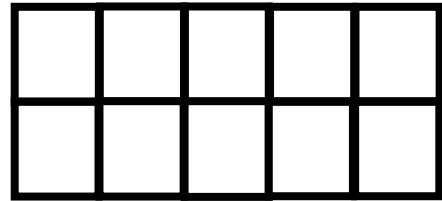


$$\begin{array}{r} \phantom{0} \\ \hline \end{array} + 3 = 5$$

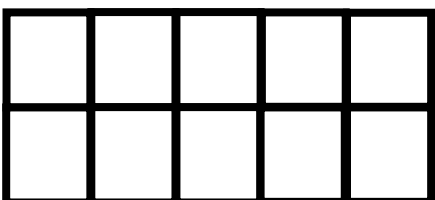
Show the number by coloring circles in the ten frame.



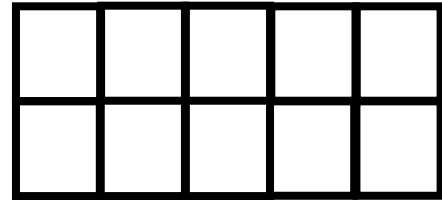
6



5

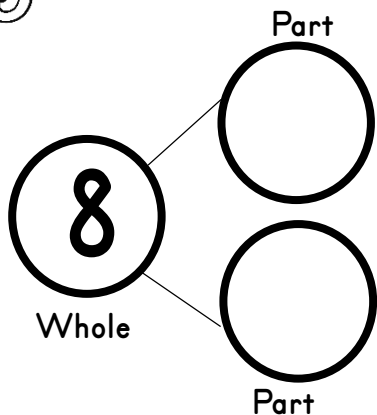


2



7

# Number Bonds 1-9



$$\begin{array}{c} 8 \\ \hline \end{array} = \begin{array}{c} \phantom{0} \\ \hline \end{array} + \begin{array}{c} \phantom{0} \\ \hline \end{array}$$

$$\begin{array}{c} \phantom{0} \\ \hline \end{array} + \begin{array}{c} \phantom{0} \\ \hline \end{array} = \begin{array}{c} 8 \\ \hline \end{array}$$

Write the math sentence.

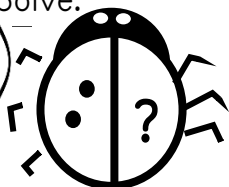


$$\begin{array}{c} \phantom{0} \\ \hline \end{array} + \begin{array}{c} \phantom{0} \\ \hline \end{array} = \begin{array}{c} \phantom{0} \\ \hline \end{array}$$

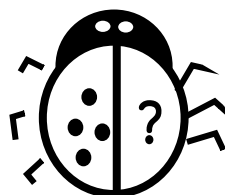


$$\begin{array}{c} \phantom{0} \\ \hline \end{array} + \begin{array}{c} \phantom{0} \\ \hline \end{array} = \begin{array}{c} \phantom{0} \\ \hline \end{array}$$

Solve.

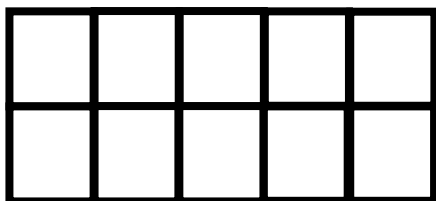


$$9 = 2 + \begin{array}{c} \phantom{0} \\ \hline \end{array}$$

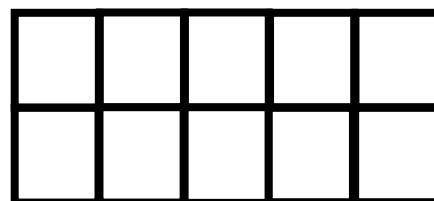


$$4 + \begin{array}{c} \phantom{0} \\ \hline \end{array} = 5$$

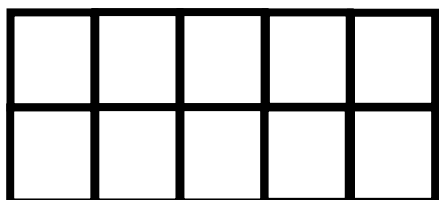
Show the number by coloring circles in the ten frame.



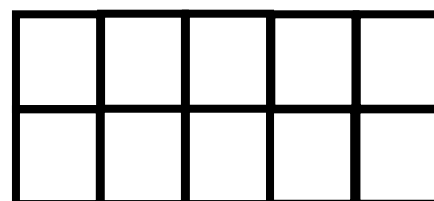
2



8



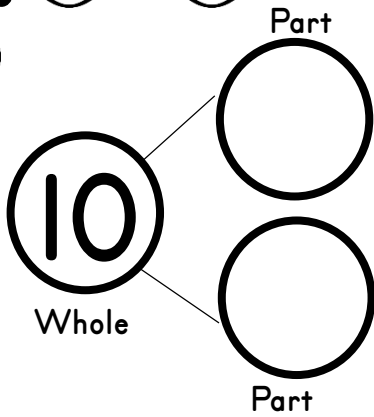
6



3



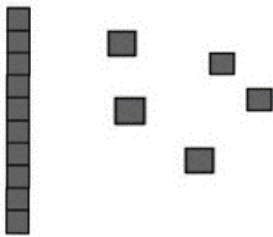
# Number Bonds 10-20



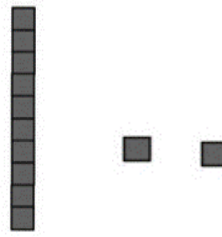
10 is made up of  
 \_\_\_\_\_ ten and  
 \_\_\_\_\_ ones.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Write the number of the tens and ones.

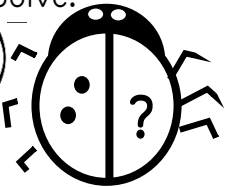


\_\_\_\_\_ ten + \_\_\_\_\_ ones = \_\_\_\_\_

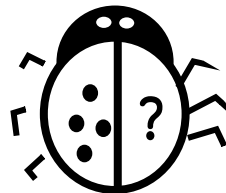


\_\_\_\_\_ ten + \_\_\_\_\_ ones = \_\_\_\_\_

Solve.

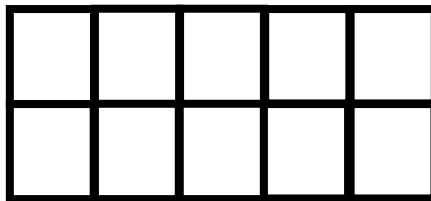
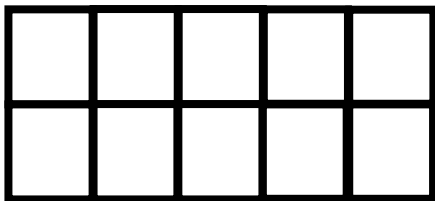


11 = 2 + \_\_\_\_\_

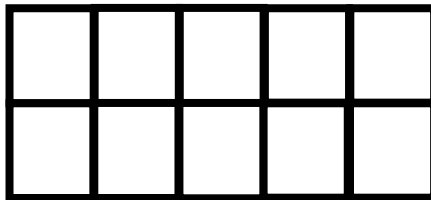
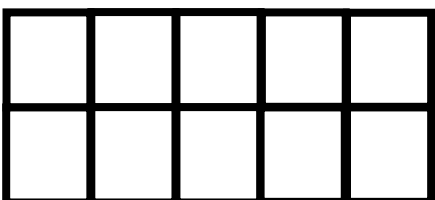


4 + \_\_\_\_\_ = 16

Show the number by coloring circles in the ten frame.



17



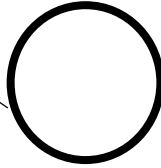
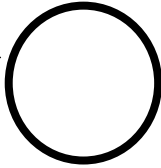
18

# Number Bonds 10-20

12

Whole

Part

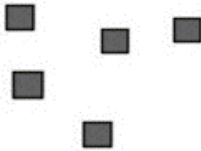


Part

12 is made up of  
       ten and  
       ones.

       +        =       

Write the number of the tens and ones.

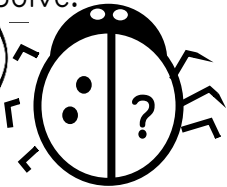


       ten +        ones =       

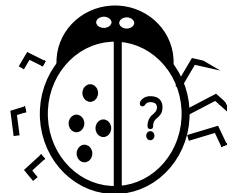


       ten +        ones =       

Solve.

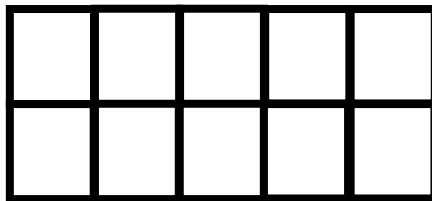
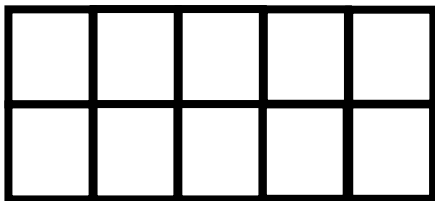


11 = 2 +       

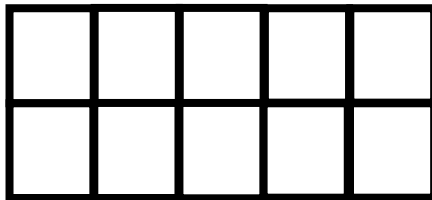
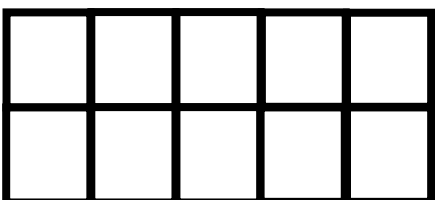


4 +        = 13

Show the number by coloring circles in the ten frame.



12

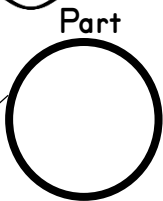


17

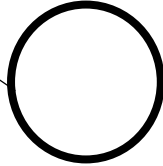
# Number Bonds 10-20



Whole



Part

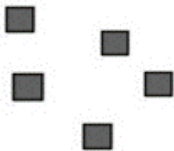


Part

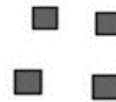
1<sup>4</sup> is made up of  
\_\_\_\_\_ ten and  
\_\_\_\_\_ ones.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Write the number of the tens and ones.

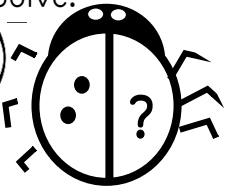


\_\_\_\_\_ ten + \_\_\_\_\_ ones = \_\_\_\_\_

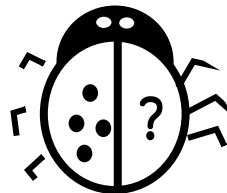


\_\_\_\_\_ ten + \_\_\_\_\_ ones = \_\_\_\_\_

Solve.

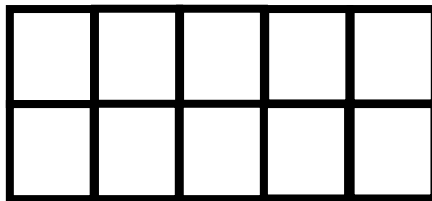
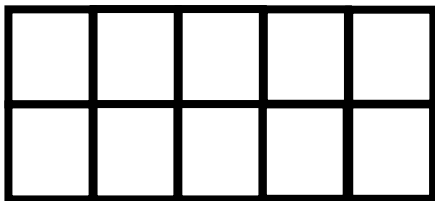


$$14 = 2 + \underline{\quad}$$

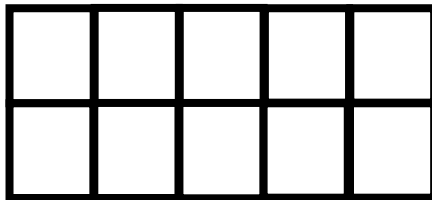
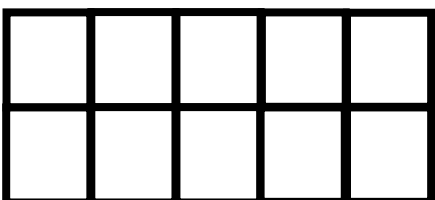


$$4 + \underline{\quad} = 14$$

Show the number by coloring circles in the ten frame.

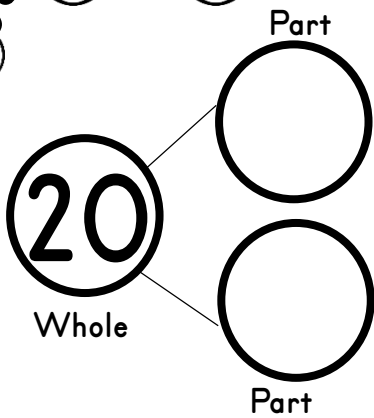


16



19

# Number Bonds 10-20



20 is made up of  
       ten and  
       ones.

       +        =       

Write the number of the tens and ones.

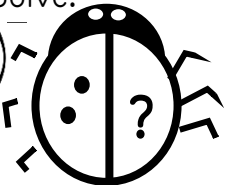


       ten +        ones =       

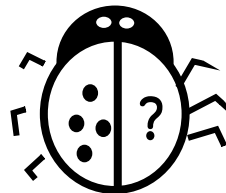


       ten +        ones =       

Solve.

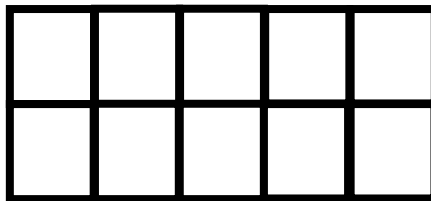
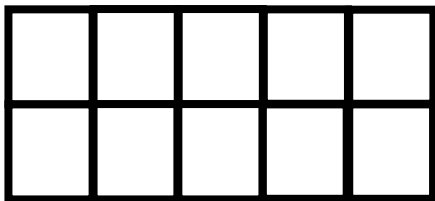


$$20 = 2 + \underline{\quad}$$

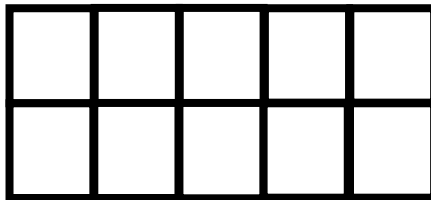
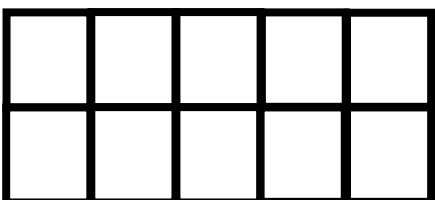


$$4 + \underline{\quad} = 20$$

Show the number by coloring circles in the ten frame.



20



15

# Shapes

MATH.CONTENT.1.G.A.2

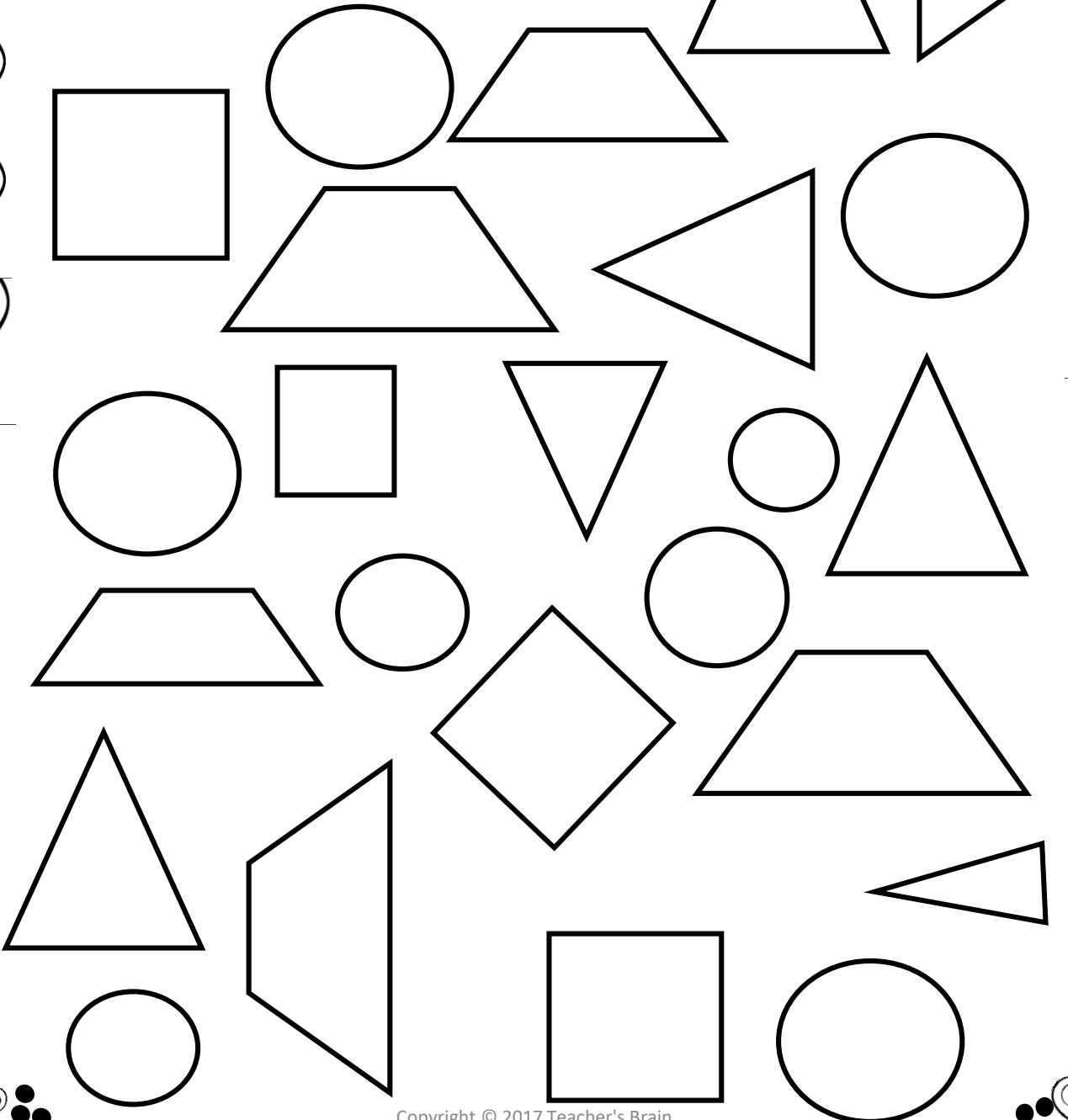
Name: \_\_\_\_\_

Color the circles blue. ○

Color the trapezoids red. ▤

Put an X on the triangles. ▴

Circle the squares. ◻



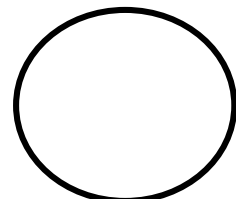
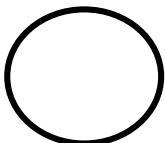
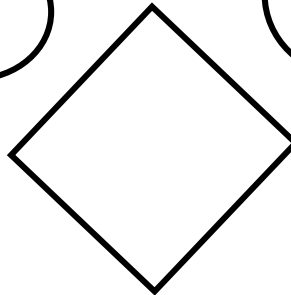
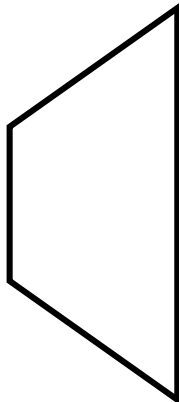
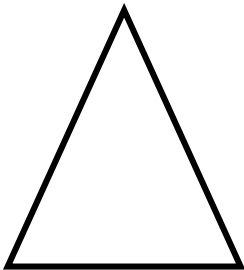
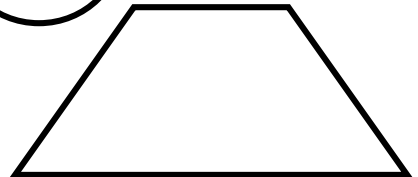
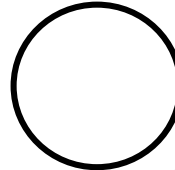
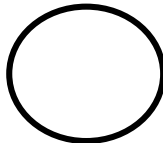
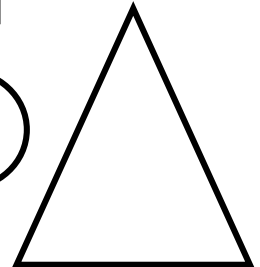
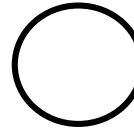
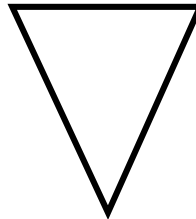
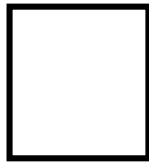
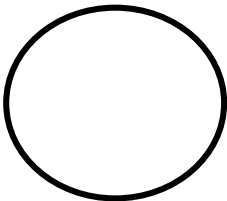
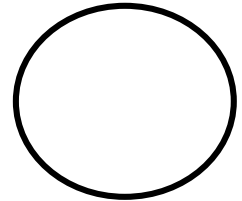
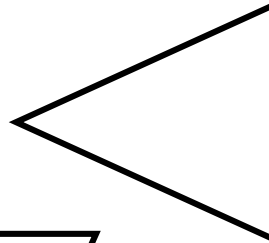
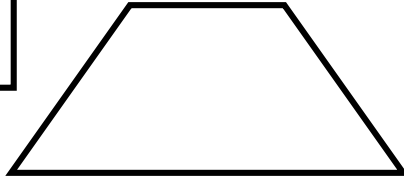
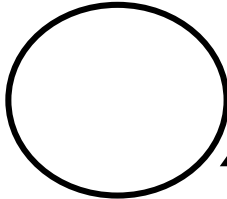
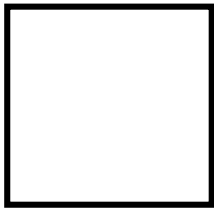
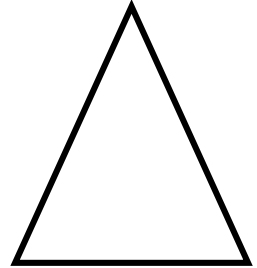
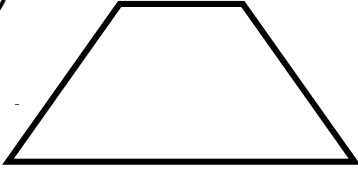
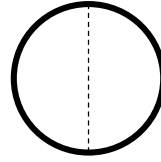
# Shapes

MATH.CONTENT.1.G.A.3

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

Draw a line to show each shape cut in half  
showing equal parts.

Example



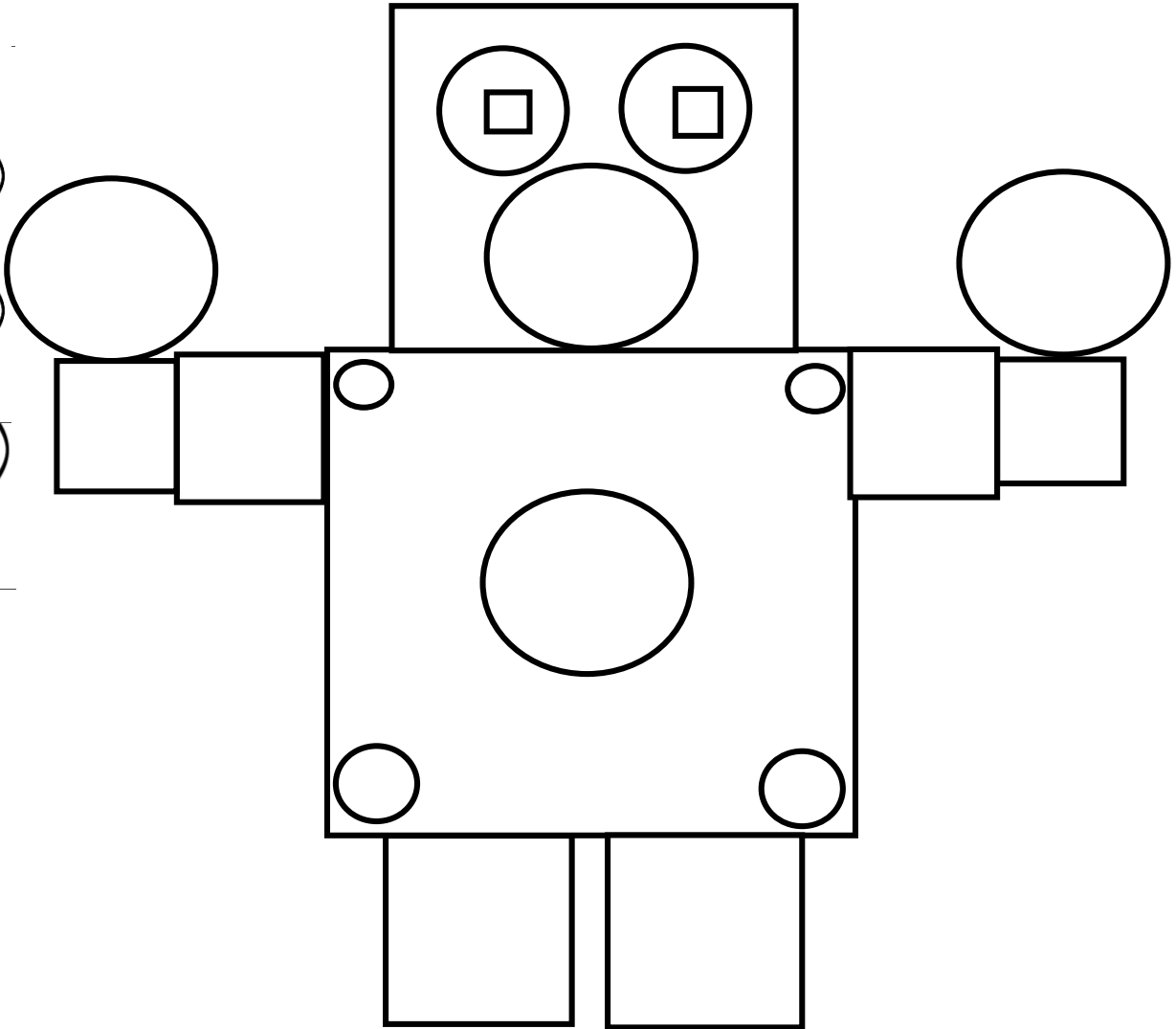
# Shapes

MATH.CONTENT.1.G.A.2

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

Color all the circles green. ○

Color all the squares yellow. □



How many circles did you find? \_\_\_\_\_

How many squares did you find? \_\_\_\_\_

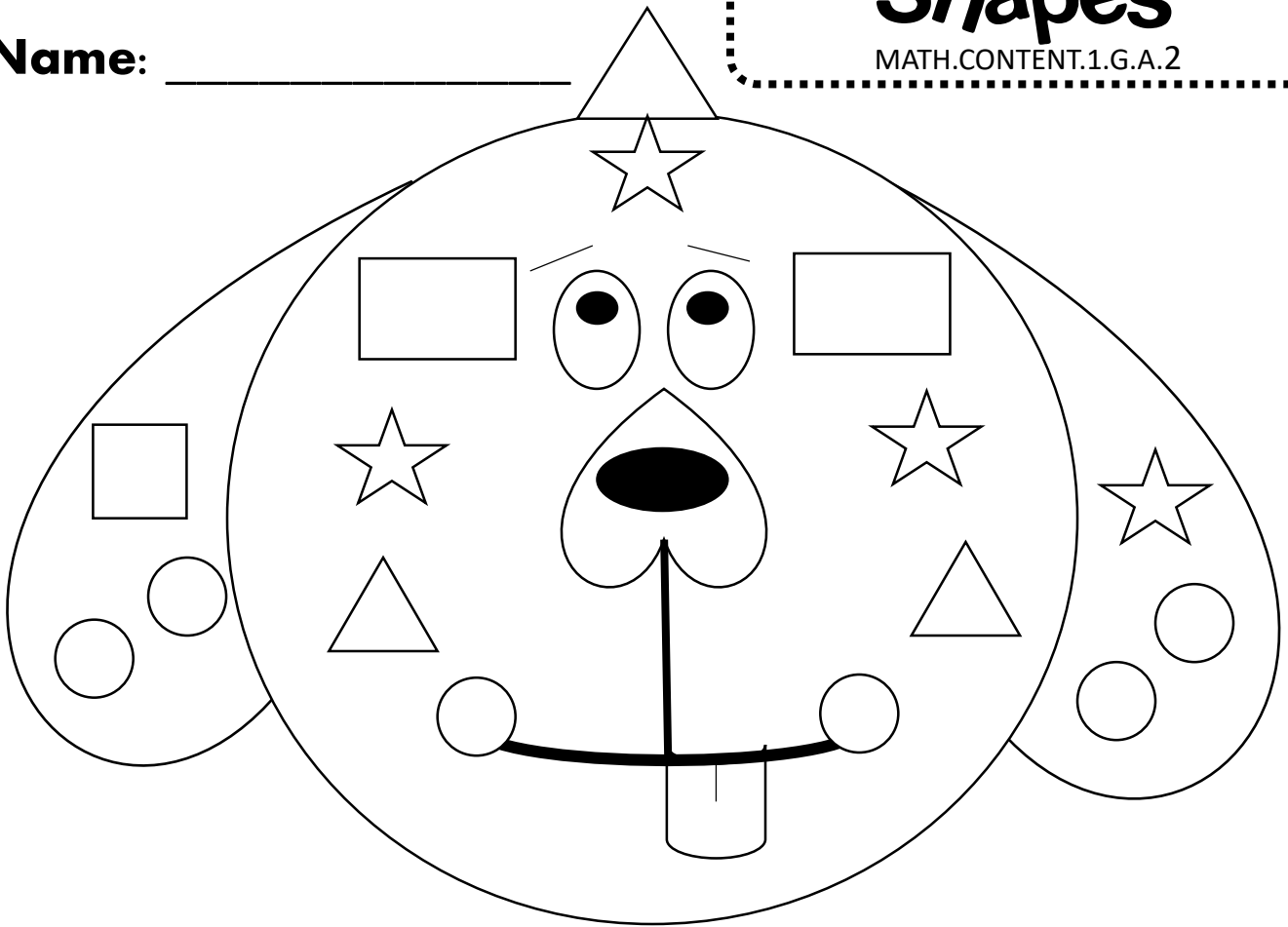
How many sides does a square have? \_\_\_\_\_

How many sides does a circle have? \_\_\_\_\_

# Shapes

MATH.CONTENT.1.G.A.2

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



**Color:**



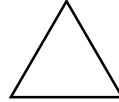
blue



yellow



red



green



orange

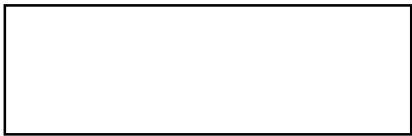
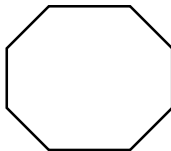
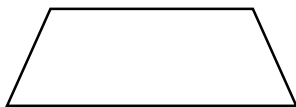
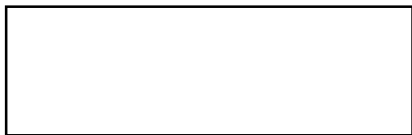
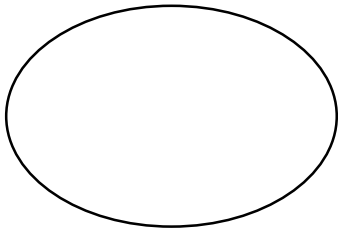
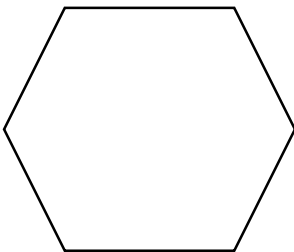
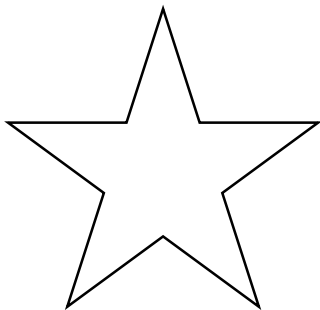
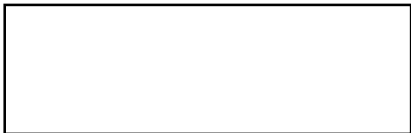
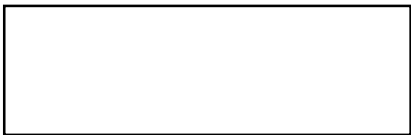
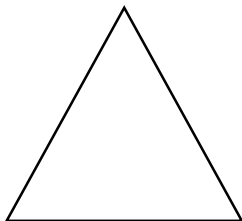
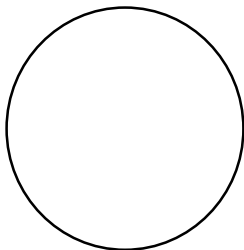

**Count the shapes on the dog, and color the graph.**



Name \_\_\_\_\_

# NAME THE SHAPE

Cut the names out at the bottom and glue them under the shape.



square

triangle

Circle

star

oval

hexagon

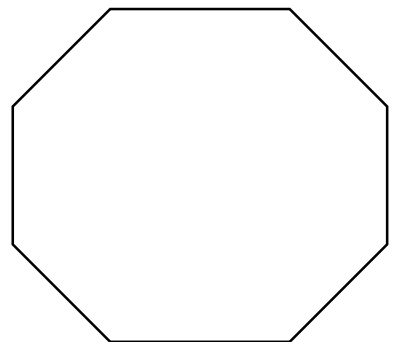
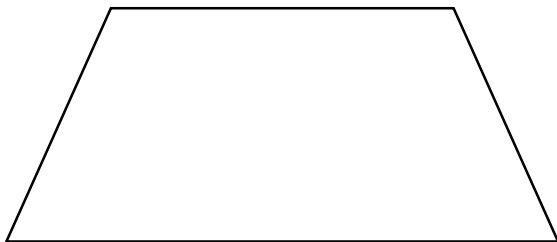
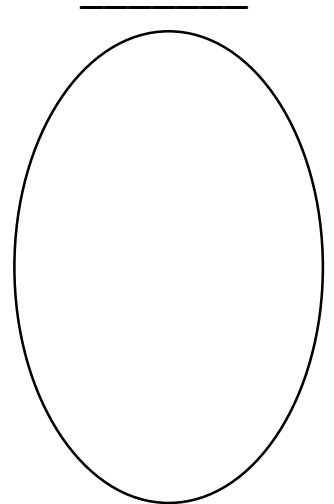
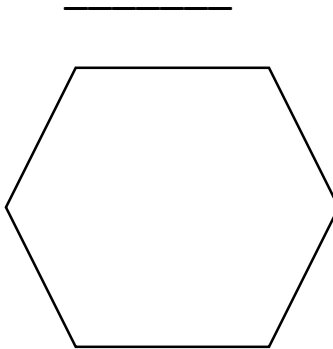
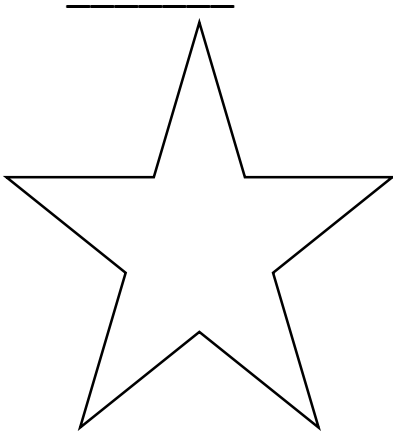
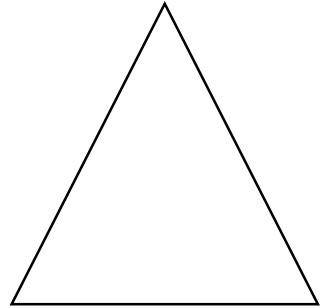
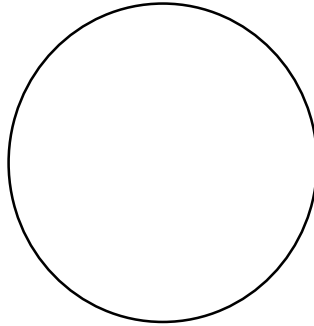
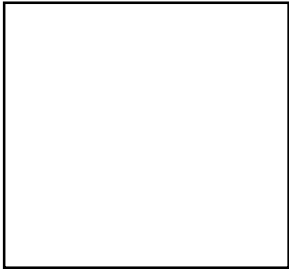
octagon

trapezoid

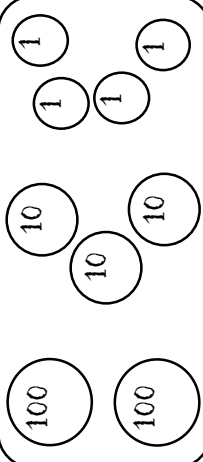
Name \_\_\_\_\_


## HOW MANY SIDES?


Count the sides of each shape and write the number on the line.




# Place Value Bracelets

Draw it		Hundreds	Tens	Ones	Write your number
		2	3	4	234
By Teacher's Brain					

Draw it		Hundreds	Tens	Ones	Write your number
					
By Teacher's Brain					

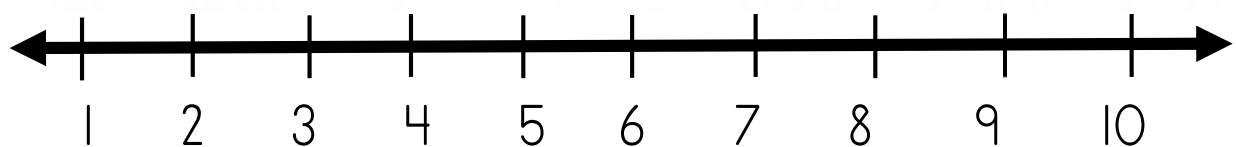
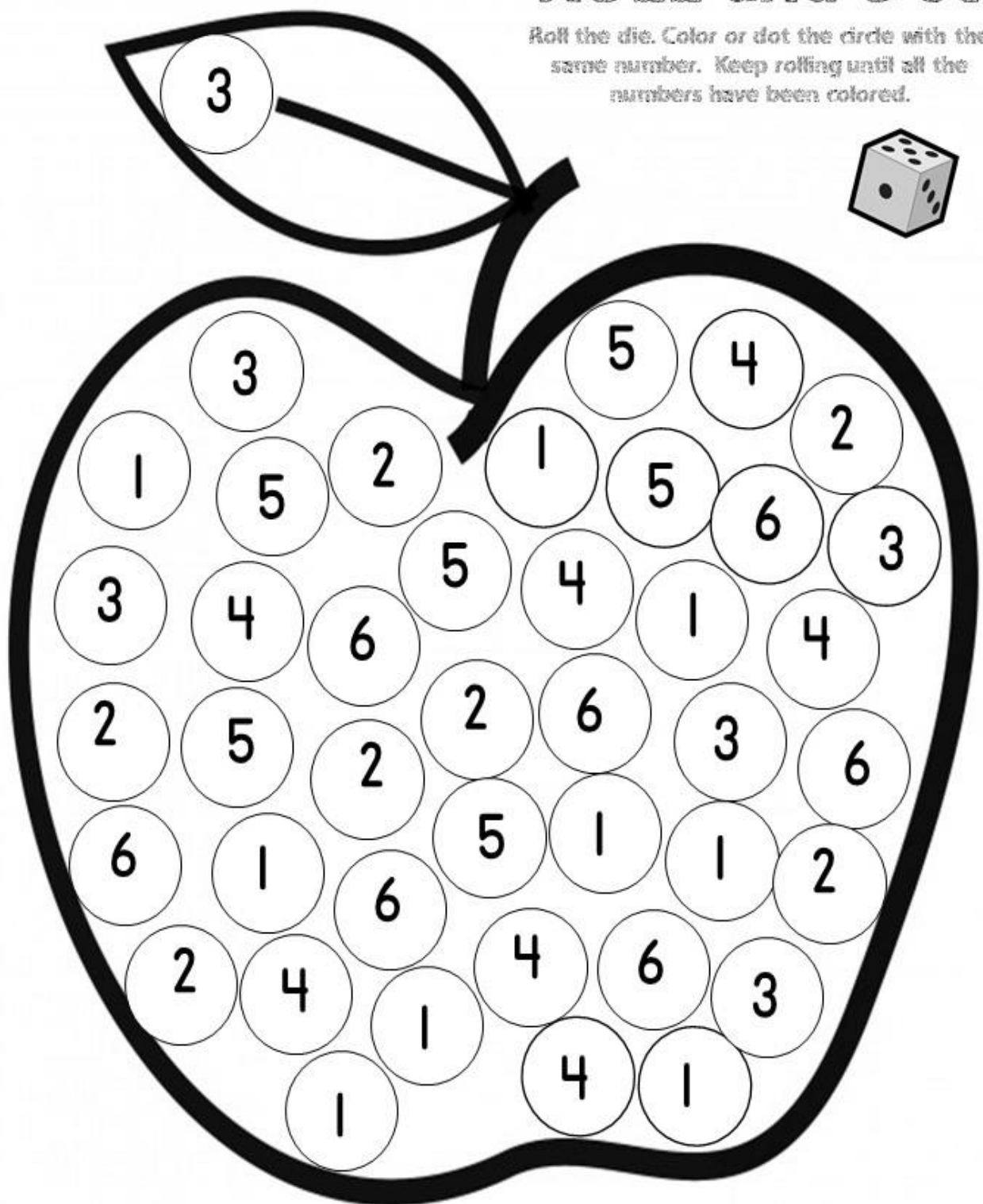
Draw it		Hundreds	Tens	Ones	Write your number
					
By Teacher's Brain					

Draw it		Hundreds	Tens	Ones	Write your number
					
By Teacher's Brain					

Name \_\_\_\_\_

# ROLL and Dot

Roll the die. Color or dot the circle with the same number. Keep rolling until all the numbers have been colored.



# Thank you for using your brain! Cindy

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