FIRST GRADE ENGLISH PACKET

Week One

Day One	• **Please read a book for 30 minutes and write or say a retell** • Please have your child circle the words he/she knows and practice writing the unknown words onto the Word Wall Sheets that are provided within this packet to create their own word wall. • Please choose 5 different words daily, and write a complete sentence for each sight word. ****Please practice reading and writing unknown sight words on a daily basis.**** • Asegúrese de que su hijo circule las palabras que conoce y practique escribir las palabras desconocidas en las hojas de la Pared de Mural. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • **Complete math sheets 1, 2 & 3** **Completa paginas 1, 2 & 3**
Day Two	• **Please read a book for 30 minutes and write or say a retell** • Please choose 5 different words daily, and write a complete sentence for each sight word. • Please work on the contraction words and fill in the blanks. Trabaje en las palabras de contracción y complete los espacios en blanco. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • **Complete math page 4 ,5,6** **Completa paginas 4 ,5,6**
Day Three	• **Please read a book for 30 minutes and write or say a retell** • Story: **The Muddy Mess** by Lynea Bowdish: Please read the story and answer the questions. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. Cuento: **The Muddy Mess** por Lynea Bowdish: Por favor lea la historia y responda las preguntas. • **Complete math 7,8 & 9** **Completa paginas 7, 8 & 9**
Day Four	• **Please read a book for 30 minutes and write or say a retell** • Story: **The Super Fox**: Please read the story and answer the questions. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Write a letter to a parent • Escribe una carta a sus padres

	• Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. **Cuento:** The Super Fox: Por favor lea la historia y responda las preguntas. • **Complete math 10,11, 12** **Completa paginas 10,11,12**
Day Five	• **Please read a book for 30 minutes and write or say a retell** • Please choose a book of your choice and answer the questions by filling in the blanks: Who are the characters in the book? What happened in the book? What was your favorite part? • Please choose 5 different words daily, and write a complete sentence for each sight word. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • Elija un libro de su elección y responda las preguntas y llena las lineas: ¿Quiénes son los personajes del libro? ¿Qué pasó en el libro? ¿Cuál fue tu parte favorita? • **Complete math 13, 14, 15** **Completa paginas 13, 14, 15**

1st 100 WORDS

a	each	it	out	to
about	find	like	part	two
all	first	long	people	up
an	for	look	said	use
and	from	made	see	was
are	get	make	she	water
as	go	many	sit	way
at	had	may	so	we
be	has	more	some	were
been	have	my	than	what
but	he	no	that	when
by	her	not	the	which
called	him	now	their	who
can	his	number	them	will
come	how	of	then	with
could	I	oil	there	words
day	if	on	these	would
did	in	one	they	write
do	into	or	this	you
down	is	other	time	your

2nd 100 WORDS

after	does	letter	over	such
again	end	line	page	take
air	even	little	picture	tell
also	follow	live	place	things
America	form	man	play	think
animal	found	me	point	three
another	give	means	put	through
answer	good	men	read	too
any	great	most	right	try
around	hand	mother	same	turn
ask	help	move	say	us
away	here	much	sentence	very
back	home	must	set	want
because	house	name	should	well
before	just	need	show	went
big	kind	new	small	where
boy	know	off	sound	why
came	land	old	spell	work
change	large	only	still	world
different	learn	our	study	years

FREE First Grade English Resources
(Recursos Gratis Para Inglés)

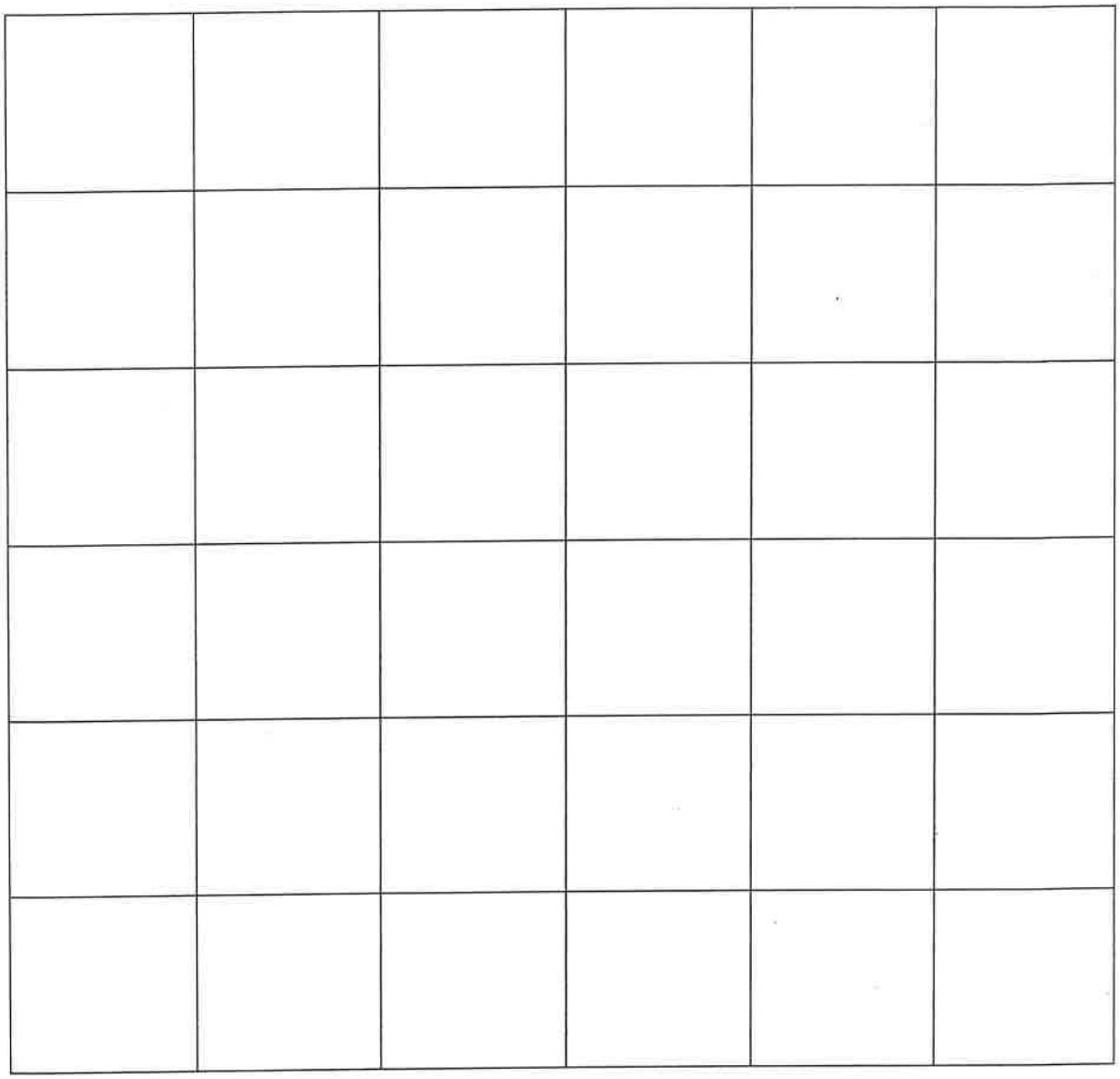
Directions:	**Direcciones:**
1) Please visit the school website at **sbcsica.org** 2) Click on the **Community** button 3) Then, click on the **Students** button 4) Lastly, click on the **Homework, First Grade** button	1) Visite el sitio web de la escuela en **sbcsica.org** 2) Haga clic en el botón **Community** 3) Luego, haga clic en el botón **Students** 4) Por último, haga clic en el botón **Homework, First Grade**

Subject Content	Website
ELA: Storyline Online	http://www.storylineonline.net
ELA: Read To Me	http://readtomely.com
ELA: Starfall	http://www.starfall.com/h/
ELA: Fun Brain	http://www.funbrain.com/
ELA: ABC YA	http://www.abcya.com/grades/1
ELA: We Give Books	http://www.wegivebooks.org
ELA: ABC Mouse	https://www.abcmouse.com
Science: National Geographic Young Explorers NatGeo for Kids	http://ngexplorer.cengage.com/ngyoungexplorer/index.html https://kids.nationalgeographic.com/
Science: Games and Quizzes	**https://www.ecosystemforkids.com › 1st-grade**
Science: Mystery science	https://mysteryscience.com/
Science: Games	https://pbskids.org/games/science/
Social Studies : History for Kids	https://www.historyforkids.net/
Science: Everyday Earth	https://www.everyday-earth.com/
Math: Khan Academy	https://www.khanacademy.org/math/arithmetic

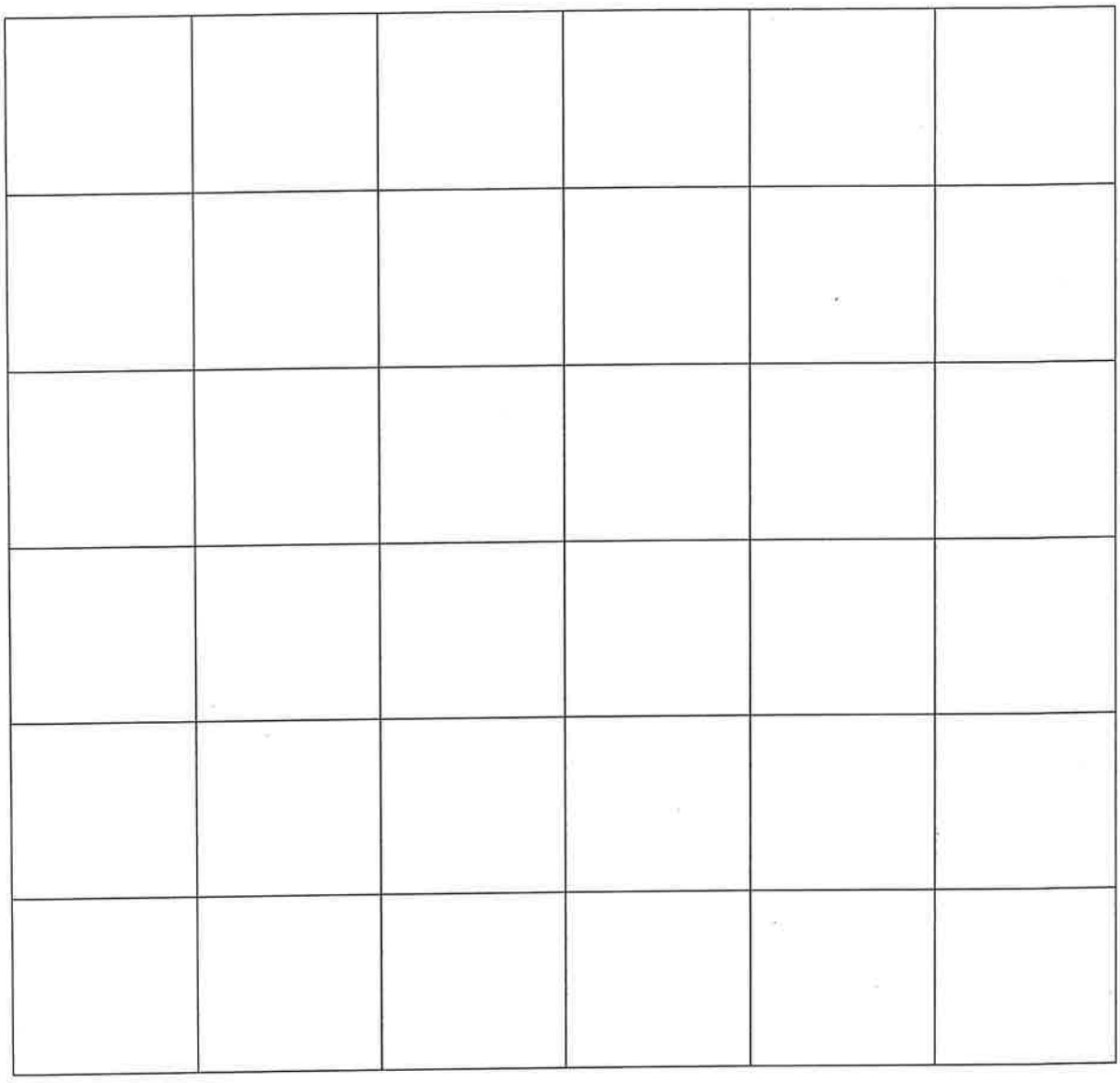
Math: Math Word Problems	https://www.youtube.com › watch
Math: Freckle	https://www.freckle.com/math/

Create your own word wall.
Please write words you know or don't know in the boxes.
Word wall for
Construye una pared de palabras.

Word wall for

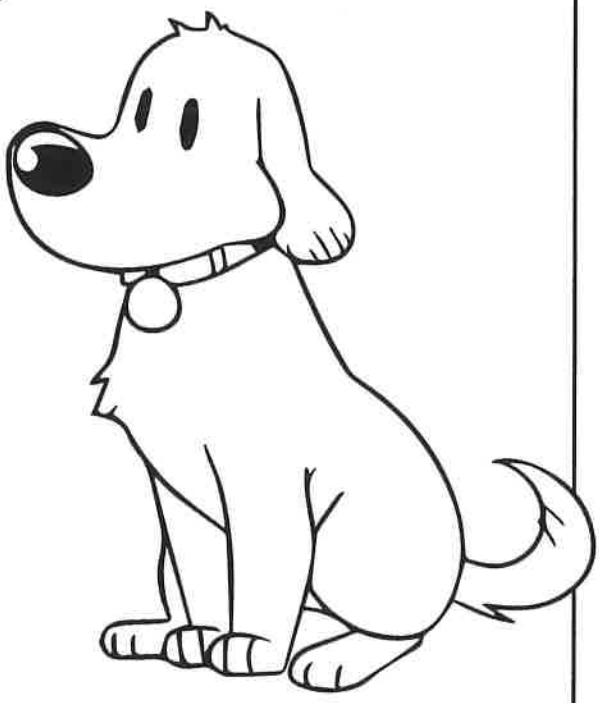


Word wall for



Name: _____

Addition



$9 + 3 =$ ____ $7 + 5 =$ ____

$5 + 8 =$ ____ $10 + 9 =$ ____

$9 + 9 =$ ____ $2 + 8 =$ ____

$4 + 7 =$ ____ $6 + 5 =$ ____

$9 + 8 =$ ____ $10 + 10 =$ ____

$6 + 4 =$ ____ $8 + 7 =$ ____

$1 + 9 =$ ____ $3 + 6 =$ ____

$8 + 8 =$ ____ $3 + 10 =$ ____

$10 + 6 =$ ____ $7 + 7 =$ ____

$6 + 6 =$ ____ $6 + 2 =$ ____

B

Number Correct: _____

Improvement: _____

Addition

1.	2 + 1 =	
2.	3 + 1 =	
3.	4 + 1 =	
4.	8 + 1 =	
5.	5 + 1 =	
6.	7 + 1 =	
7.	9 + 1 =	
8.	6 + 1 =	
9.	1 + 6 =	
10.	1 + 9 =	
11.	1 + 7 =	
12.	2 + 2 =	
13.	3 + 2 =	
14.	4 + 2 =	
15.	7 + 2 =	
16.	5 + 2 =	
17.	8 + 2 =	
18.	6 + 2 =	
19.	2 + 6 =	
20.	2 + 8 =	
21.	2 + 5 =	
22.	2 + 7 =	

23.	1 + 8 =	
24.	3 + 7 =	
25.	1 + 5 =	
26.	2 + 4 =	
27.	1 + 4 =	
28.	2 + 3 =	
29.	1 + 3 =	
30.	1 + 2 =	
31.	3 + 3 =	
32.	4 + 3 =	
33.	5 + 3 =	
34.	7 + 3 =	
35.	6 + 3 =	
36.	3 + 6 =	
37.	3 + 5 =	
38.	3 + 4 =	
39.	4 + 4 =	
40.	5 + 4 =	
41.	6 + 4 =	
42.	4 + 6 =	
43.	4 + 5 =	
44.	5 + 5 =	

EUREKA MATH™

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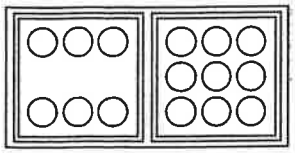
G1-M1-TE-BK1-1.3.1-01.2016

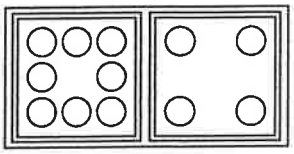
Name: _____ (3)

Add with Dominoes

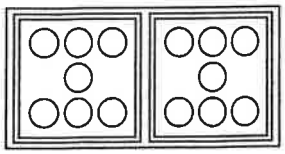
Sums up to 18

a. 

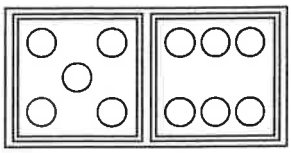
$6 + 9 = 15$

b. 

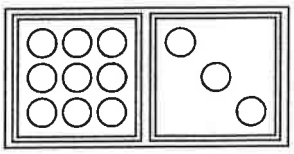
$8 + 4 =$ ____

c. 

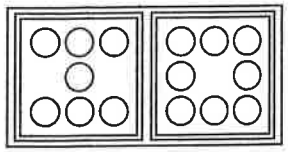
$7 + 7 =$ ____

d. 

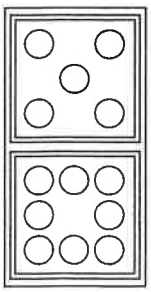
$5 + 6 =$ ____

e. 

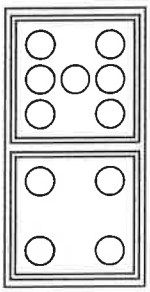
$9 + 3 =$ ____

f. 

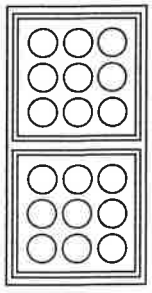
$7 + 8 =$ ____

g. 

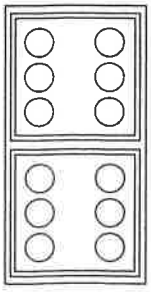
$$\begin{array}{r} 5 \\ +\ 8 \\ \hline 13 \end{array}$$

h. 

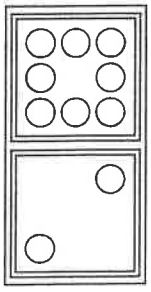
$$\begin{array}{r} 7 \\ +\ 4 \\ \hline \square \end{array}$$

i. 

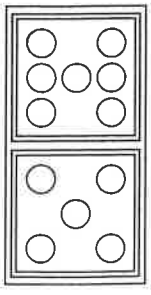
$$\begin{array}{r} 9 \\ +\ 9 \\ \hline \square \end{array}$$

j. 

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

k. 

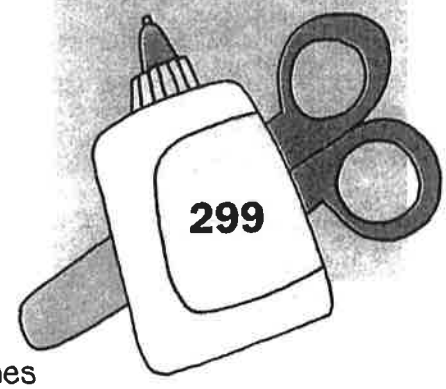
$$\begin{array}{r} 8 \\ +\ 2 \\ \hline \square \end{array}$$

l. 

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

Name _____

Handbook Link



Contractions

An **apostrophe** is used in the spelling of a contraction. The apostrophe takes the place of one or more letters.

Two Words	Contraction
did not	didn't
you are	you're
I am	I'm

apostrophes

1 Write a contraction for each word or word pair in the list. Then rewrite each sentence, replacing the words in bold letters with a contraction.

Two Words	Contraction
is not	_____
it is	_____
do not	_____
they are	_____
cannot	_____

1. Mary **cannot** sing. Mary can't sing.
2. Jake **is not** singing. _____
3. **They are** both not singing. _____
4. **It is** time for you to sing. _____
5. But I **do not** want to. _____

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2 Write contractions for the following word pairs. Then, in each sentence below, write a contraction to replace the words in bold.

Two Words	Contraction	Two Words	Contraction
it is; it has	_____	she will	_____
I will	_____	I would	_____
do not	_____	who is	_____
I am	_____	was not	_____
is not	_____		

1. **She will** be riding six white horses when she comes. _____
2. So long, **it has** been good to know you. _____
3. Good night, Irene, **I will** see you in my dreams. _____
4. If I had a hammer, **I would** hammer in the morning. _____
5. **Will not** you come home, Bill Bailey? _____
6. **I am** half crazy, all for the love of you. _____
7. **Who is** afraid of the big, bad wolf? _____
8. If they don't win, **it is** a shame. _____
9. It **is not** easy being green. _____

On Track **The sentences above are lines from songs. Can you sing any of them?**

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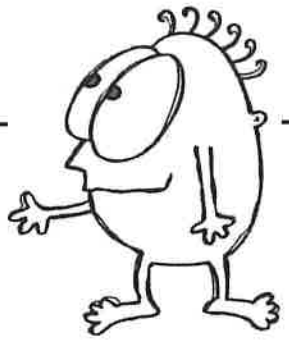
Name: _____

Contractions



Write the words that each contraction stands for.

1. don't _____

2. can't _____

3. won't _____

4. we'll _____

5. haven't _____

6. he's _____

7. isn't _____

8. she'll _____

9. I'm _____

10. you're _____

11. I'd _____

12. you'll _____

Write the correct contraction for each set of words.

13. did not _____

14. they will _____

15. they would _____

16. he would _____

17. were not _____

18. has not _____

19. had not _____

20. she is _____

21. I have _____

22. we have _____

23. he will _____

24. they had _____

Choose words from the box to make new words. On the lines, write the two words that make up the compound word, and the compound word itself. You may use each word more than once.

any	them	selves	some	thing	be	your	through	no	one	out	side	time
her	check	in	my	self	ways	how	where	it	body	him	every	with

_____	+	_____	=	_____		_____	+	_____	=	_____		
_____	+	_____	=	_____		_____	+	_____	=	_____		
_____	+	_____	=	_____		_____	+	_____	=	_____		
_____	+	_____	=	_____		_____	+	_____	=	_____		
_____	+	_____	=	_____		_____	+	_____	=	_____		
_____	+	_____	=	_____		_____	+	_____	=	_____		
_____	+	_____	=	_____		_____	+	_____	=	_____		
_____	+	_____	=	_____		_____	+	_____	=	_____		

Contractions not, will

Sort 13

couldn't	they'll
that'll	wouldn't
aren't	weren't
this'll	who'll
she'll	isn't
shouldn't	doesn't
you'll	he'll

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Contractions not, will

not	will

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Read each contraction. Write the two words that make up each contraction. Then circle the letters that are dropped when the contraction is formed.

they'll _____

wouldn't _____

that'll _____

this'll _____

aren't _____

who'll _____

weren't _____

isn't _____

she'll _____

shouldn't _____

you'll _____

he'll _____

doesn't _____

Contractions is, have

Sort 14

who's	could've
I've	there's
he's	here's
would've	should've
they've	she's
where's	what's
might've	you've

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Contractions is, have

is	have

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Read each contraction. Write the two words that make up each contraction. Then circle the letters that are dropped when the contraction is formed.

could've _____

I've _____

there's _____

he's _____

here's _____

would've _____

should've _____

she's _____

they've _____

where's _____

what's _____

might've _____

you've _____

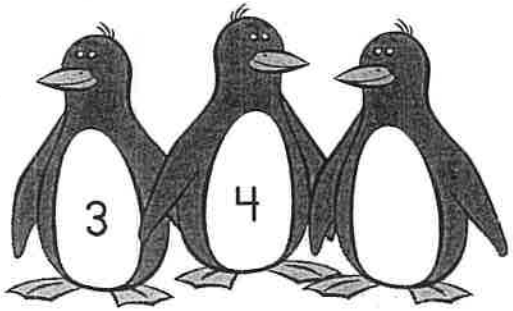
Name: _____

4

Counting Up to 30

Fill in the missing numbers for each group of penguins.

a.



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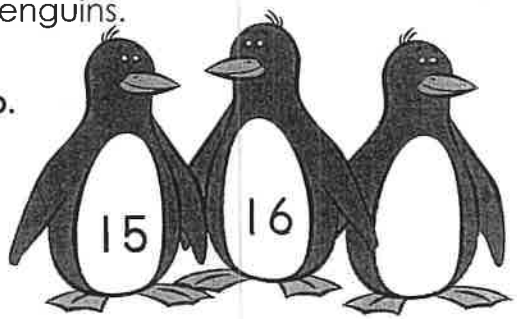
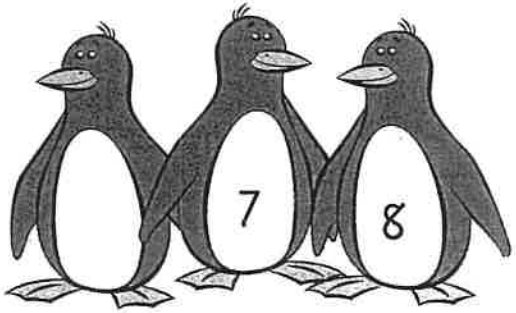


c.



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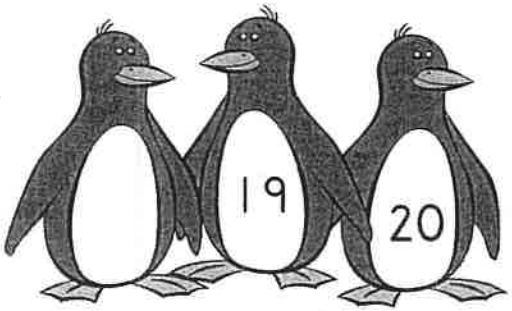
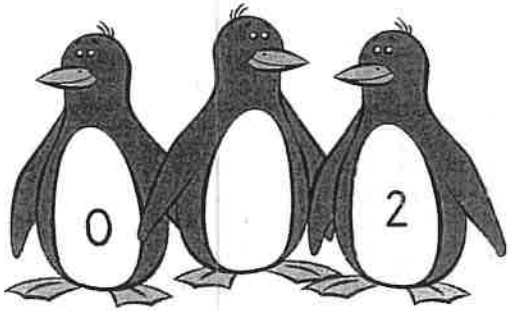
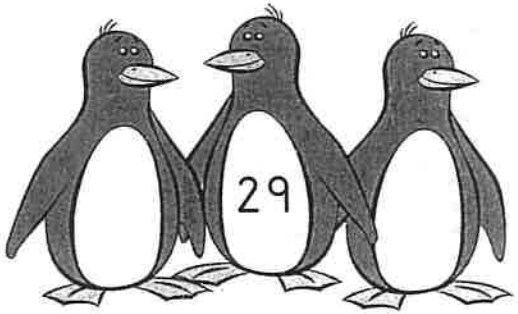


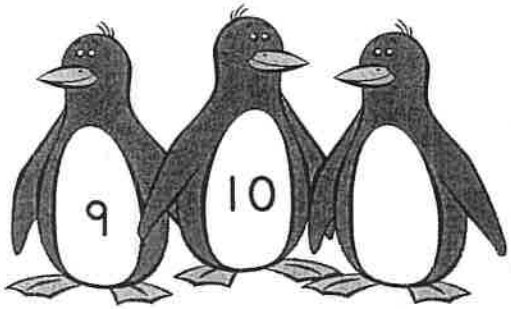
e.



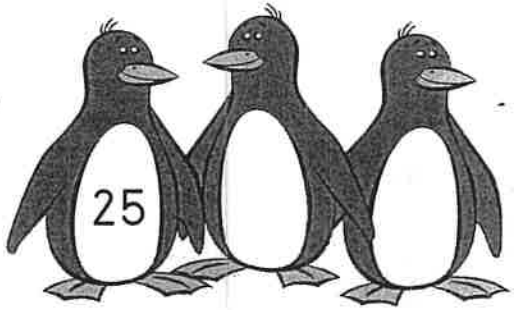
f.



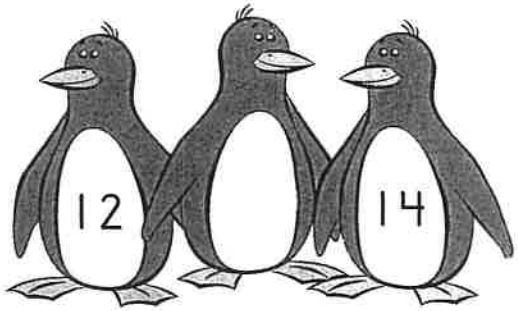
g.



h.



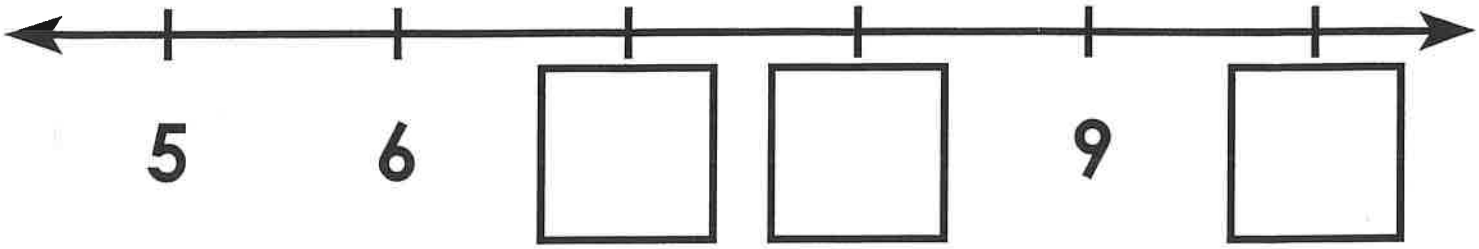
i.

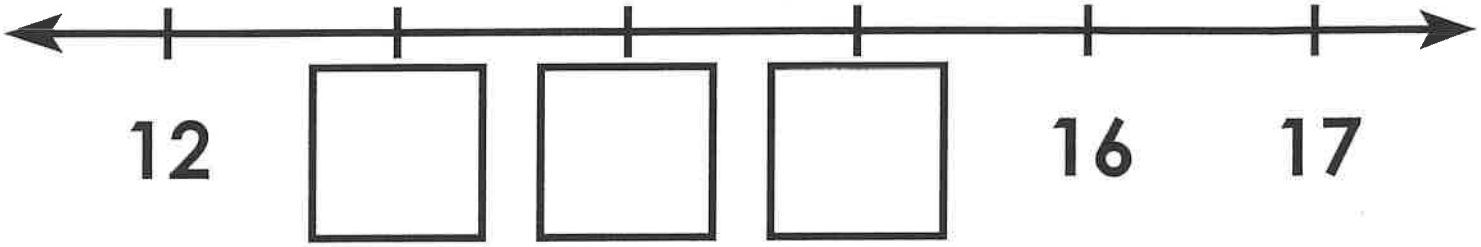


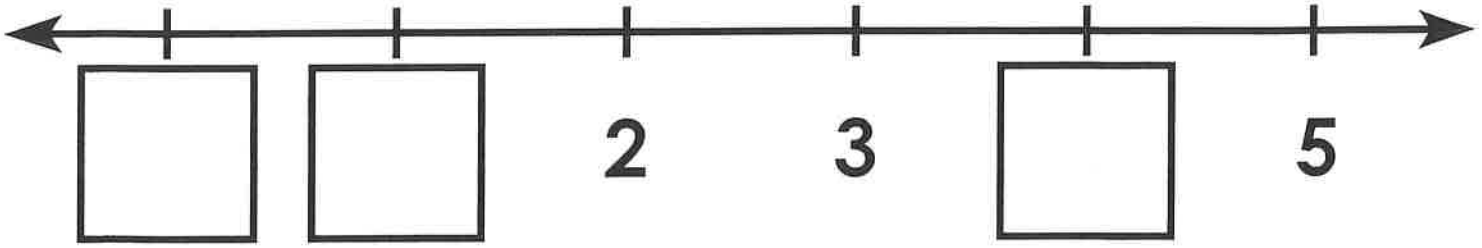
Name: _____ 5

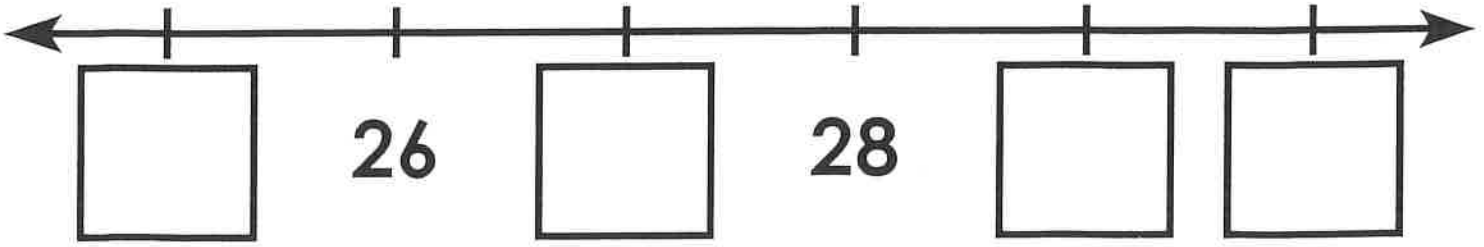
Number Line Counting

Complete each number line by filling in the missing numbers.









A

Number Correct: _____

Name _____ Date _____

*Write the missing number.

1.	9 + 2 = ☐		16.	4 + 8 = ☐	
2.	9 + 3 = ☐		17.	8 + 4 = ☐	
3.	9 + 5 = ☐		18.	7 + 4 = ☐	
4.	9 + 4 = ☐		19.	7 + 5 = ☐	
5.	8 + 2 = ☐		20.	7 + 6 = ☐	
6.	8 + 3 = ☐		21.	6 + 7 = ☐	
7.	8 + 5 = ☐		22.	9 + 9 = ☐	
8.	8 + 4 = ☐		23.	9 + ☐ = 18	
9.	9 + 4 = ☐		24.	☐ + 4 = 13	
10.	8 + 5 = ☐		25.	☐ + 4 = 12	
11.	9 + 5 = ☐		26.	12 = 3 + ☐	
12.	8 + 6 = ☐		27.	16 = 8 + ☐	
13.	9 + 6 = ☐		28.	9 + 4 = 8 + ☐	
14.	6 + 9 = ☐		29.	9 + 3 = 5 + ☐	
15.	9 + 6 = ☐		30.	☐ + 7 = 8 + 6	

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Name:_____ Date:_____

Please read the story and answer each comprehension question in complete sentences

The Muddy Mess

Write the important things that happened in the story?

_____

_____

_____

_____

What are some ways that Jake and Dad shared the work? Write some examples of how they helped each other.

_____

_____

_____

_____

How did Mom feel at the end of the story?

_____

_____

_____

_____

Is the title, The Muddy Mess, a good title for this book? Why do you think that?

_____

_____

_____

_____

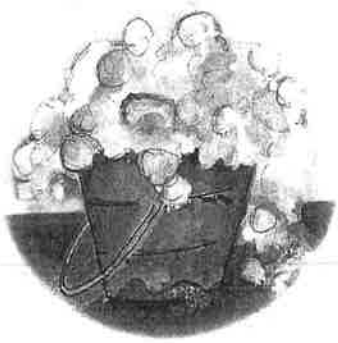
The Muddy Mess

by Lynea Bowdish

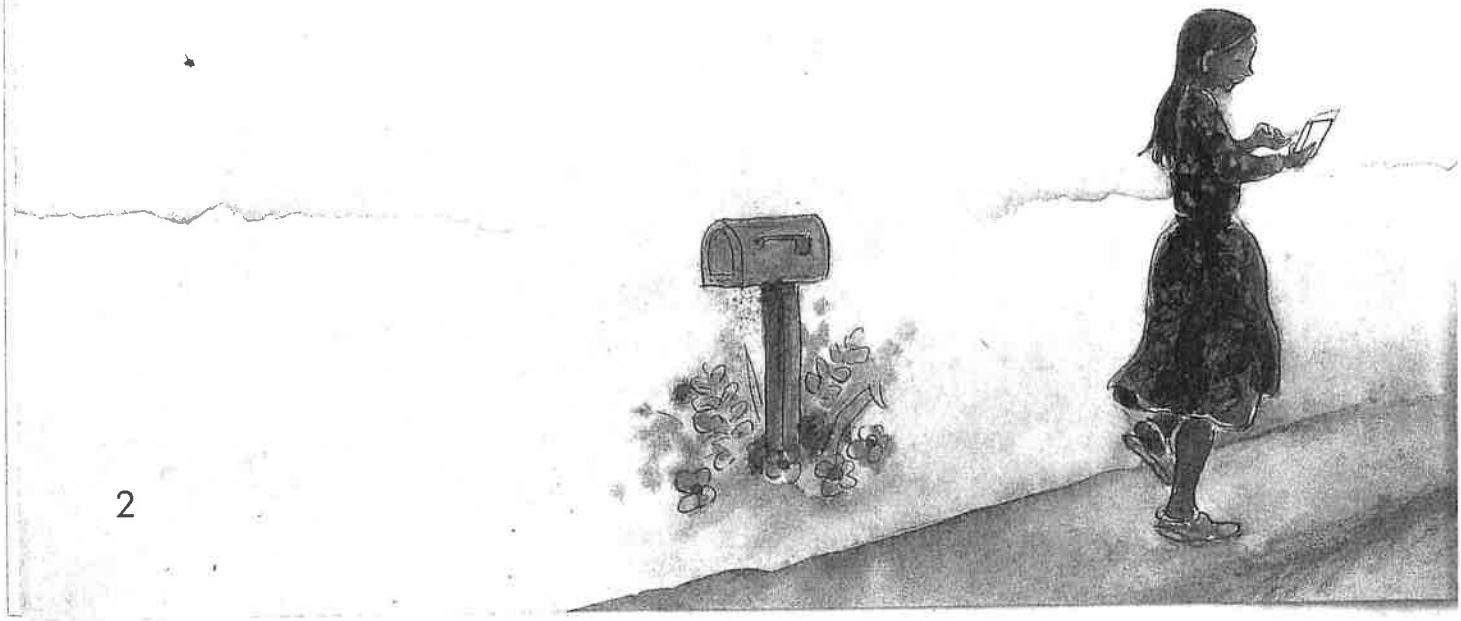
illustrated by Erik Brooks

The Muddy Mess

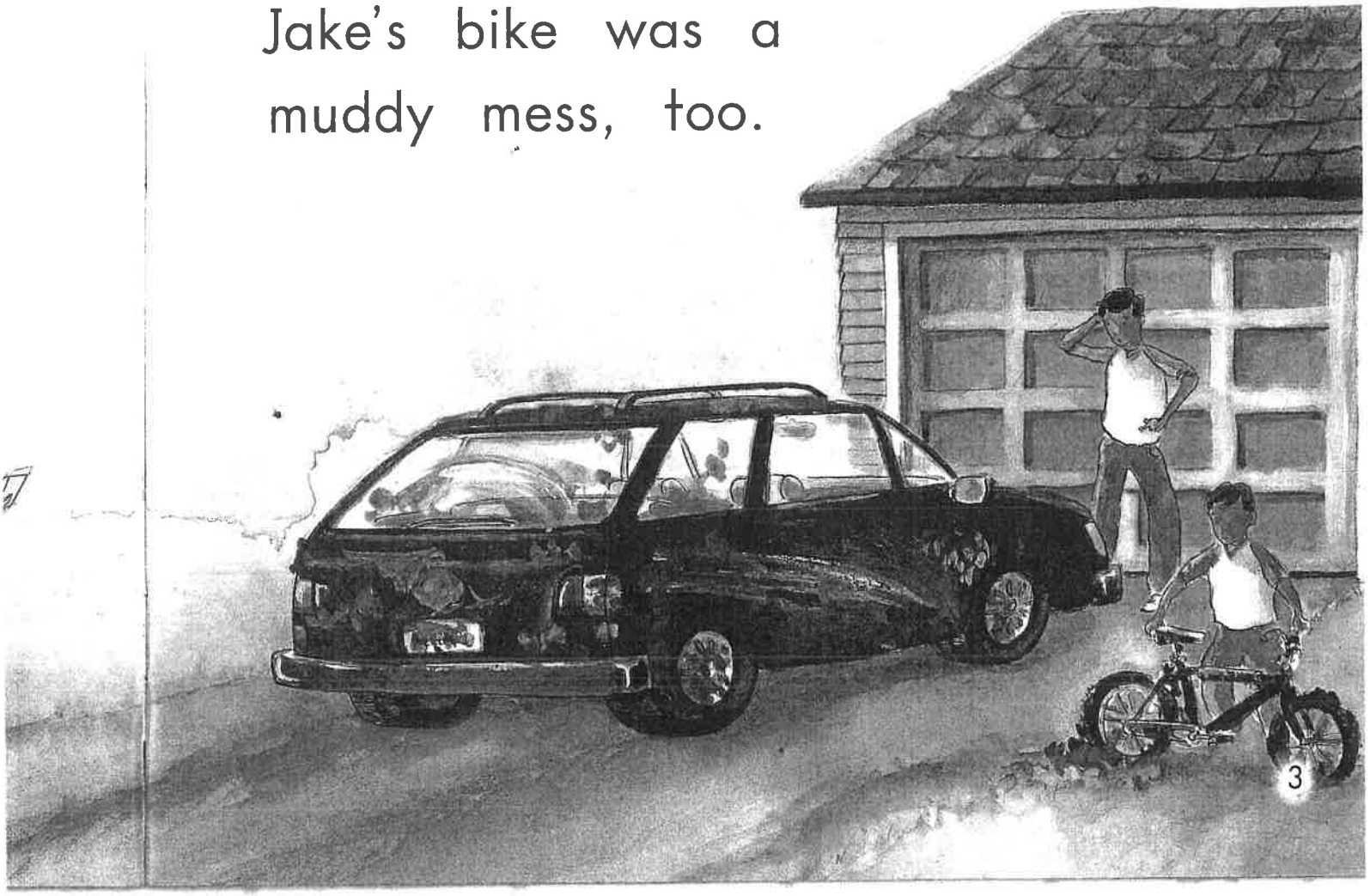
by Lynea Bowdish
illustrated by Erik Brooks



Dad's car was a muddy mess.
There was mud on the top.
There was mud on the tires.
There was mud everywhere!

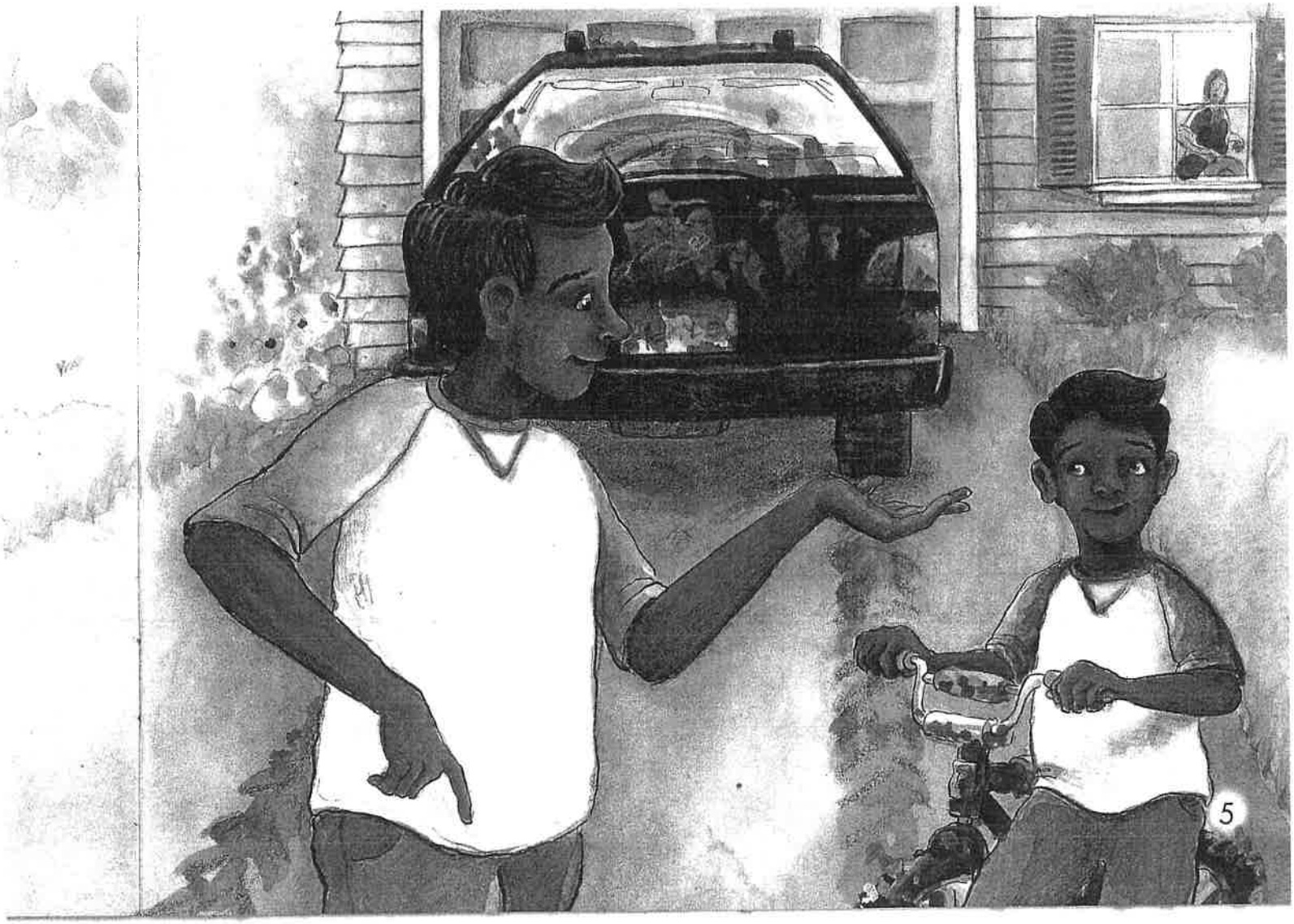


Jake's bike was a muddy mess, too.



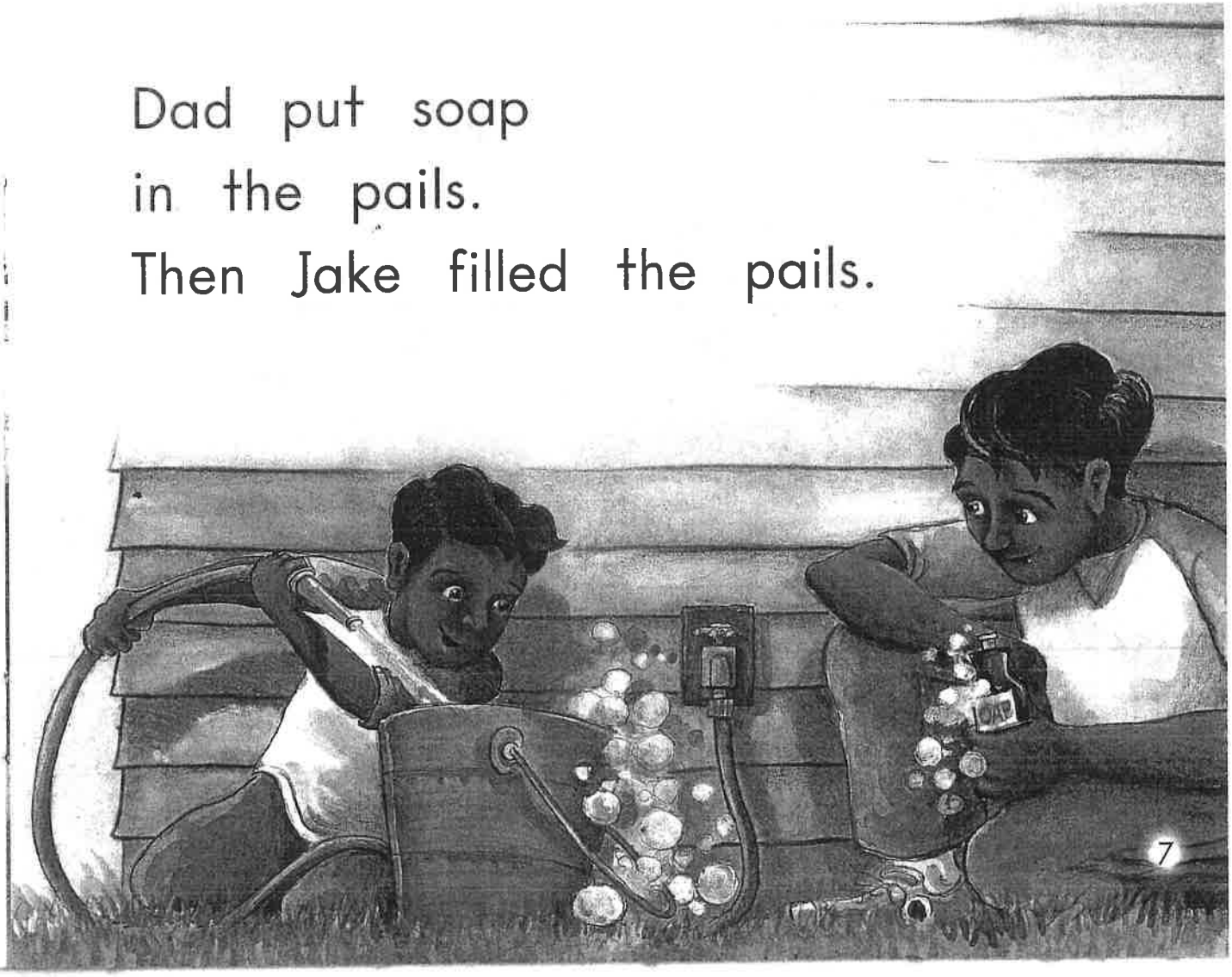
"Hey, Dad," Jake said.
"I can help you
clean your car.
Then you can help me
clean my bike."

"That is a good plan,"
Dad said.

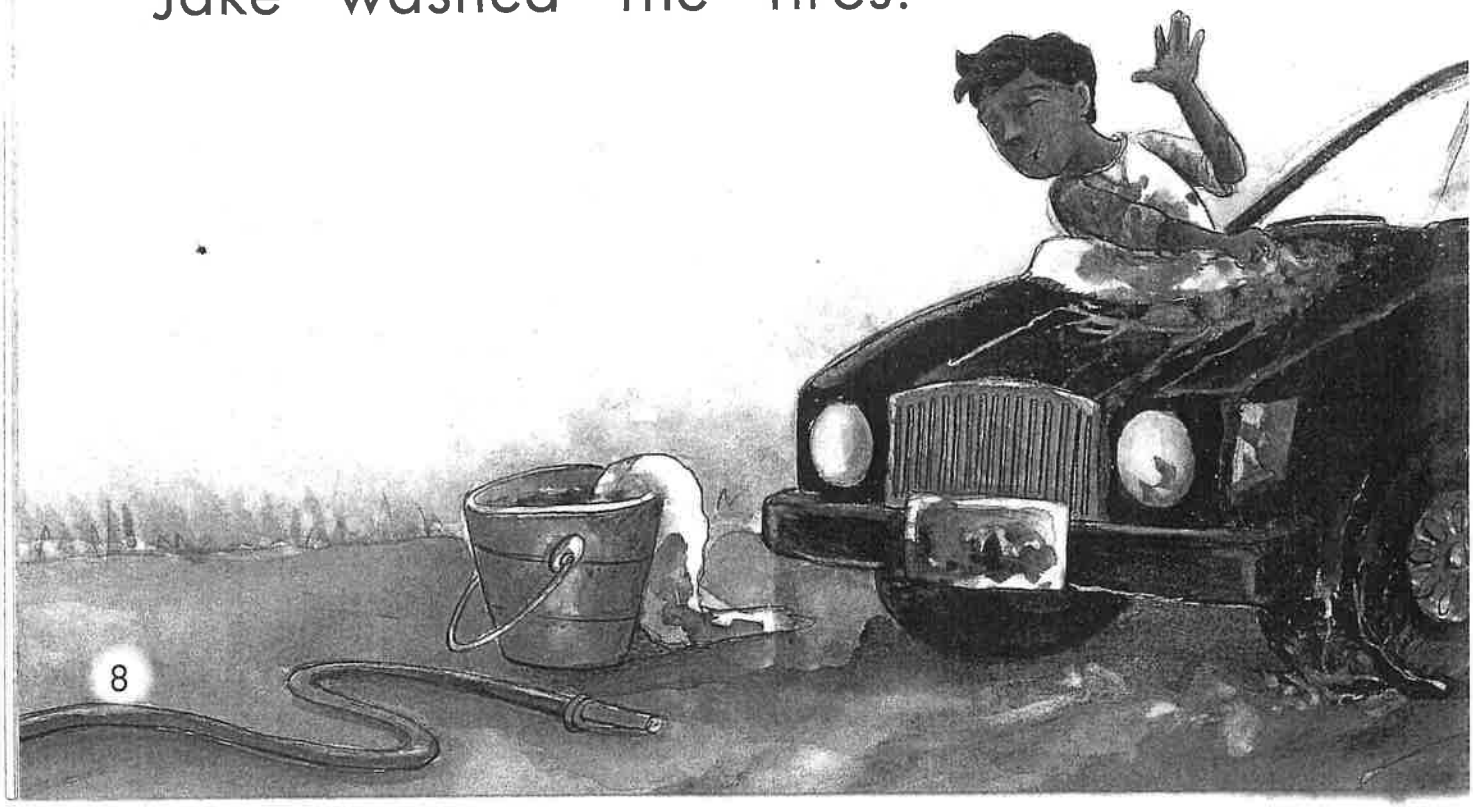

5

Dad got two pails.
He gave one pail to Jake.

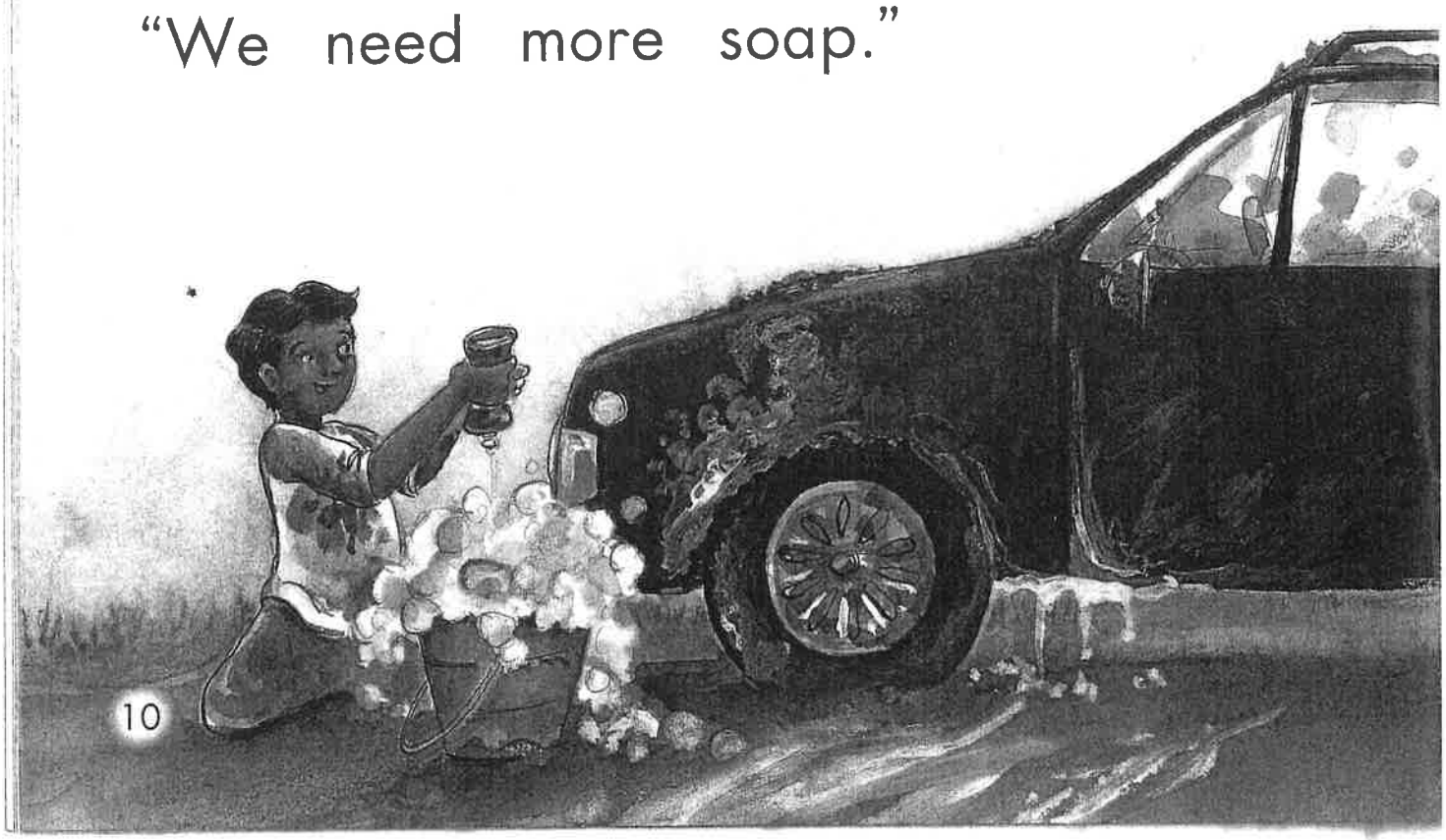
Dad put soap
in the pails.
Then Jake filled the pails.



Dad and Jake washed the car.
Dad washed the top.
Jake washed the tires.

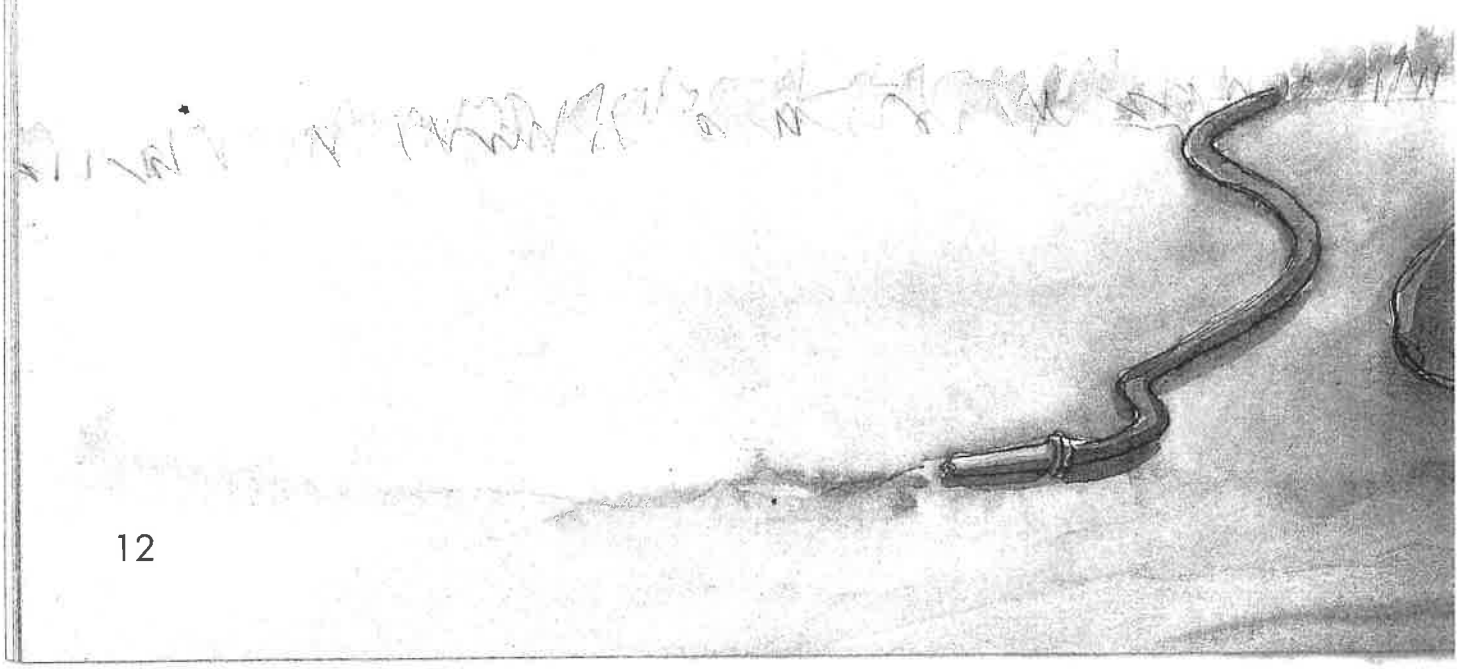


"Look at all this mud,"
said Jake.
"We need more soap."



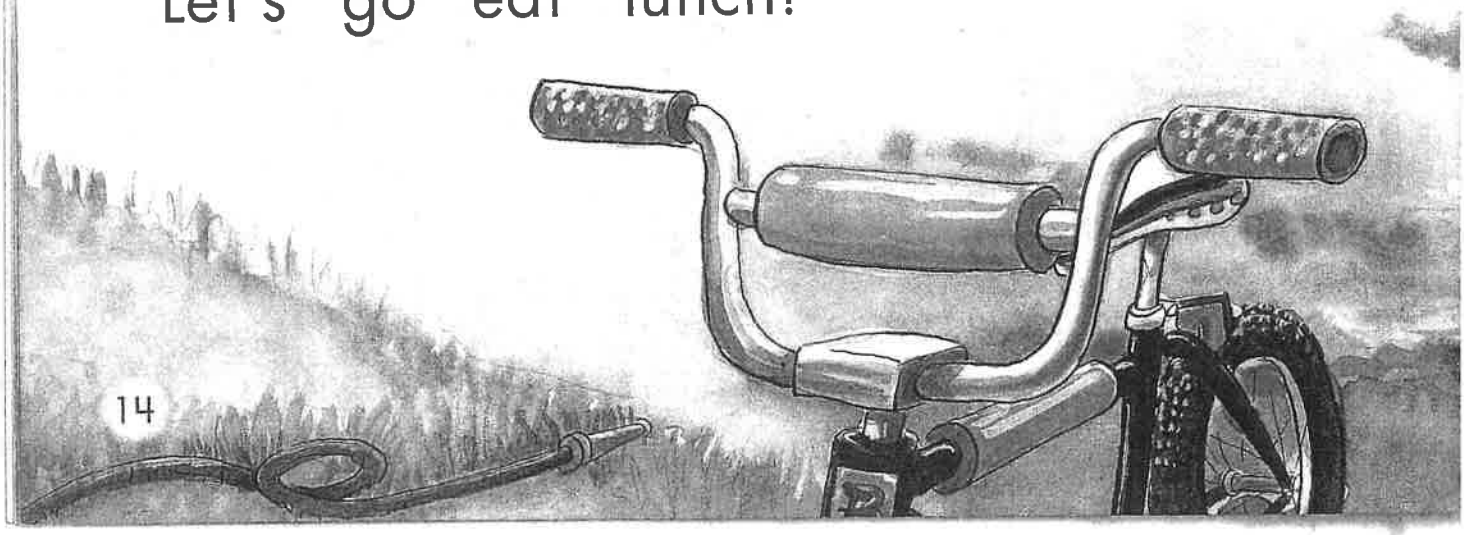
Jake and his dad washed the mud off the car.

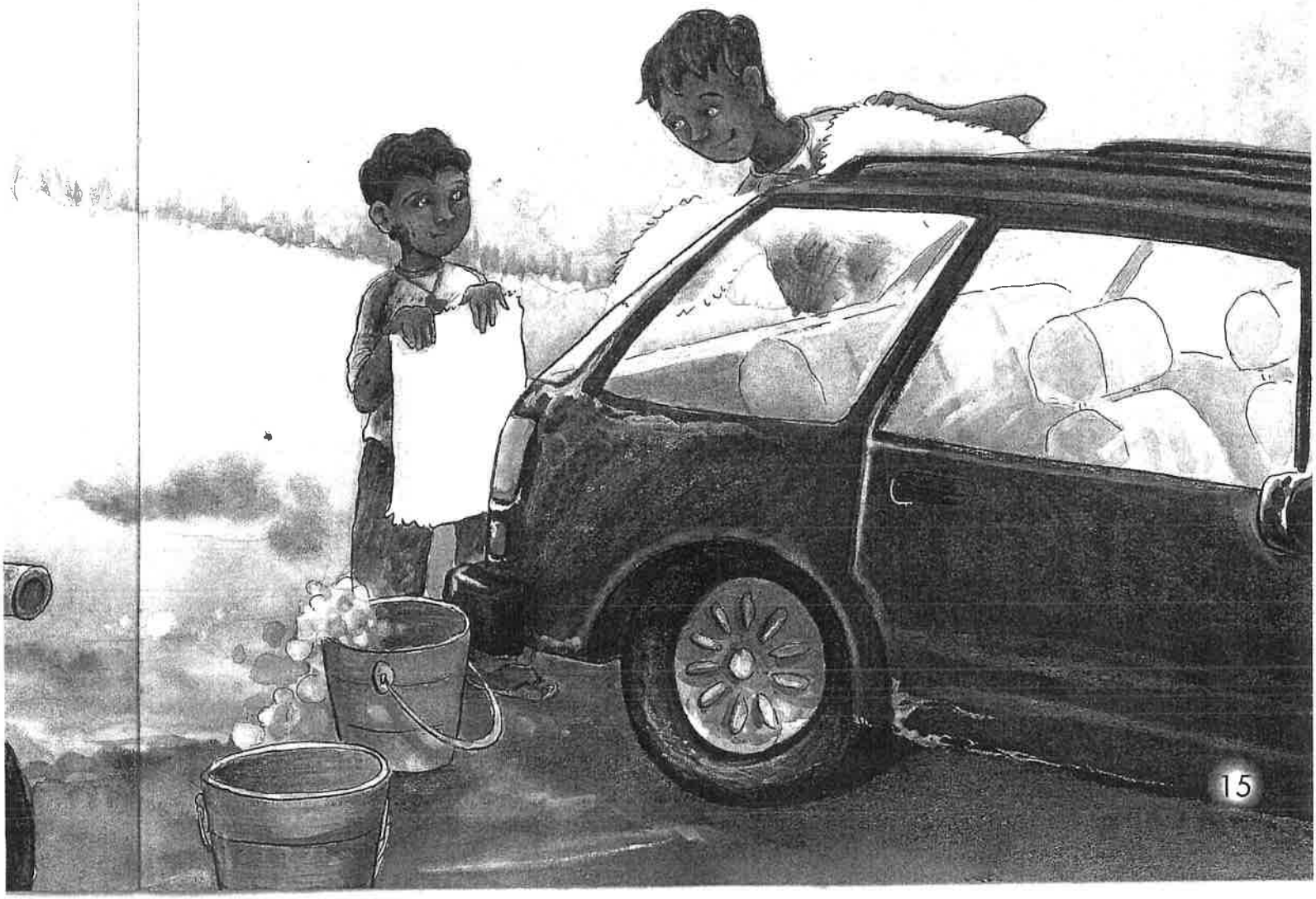
Then they washed the muddy bike.

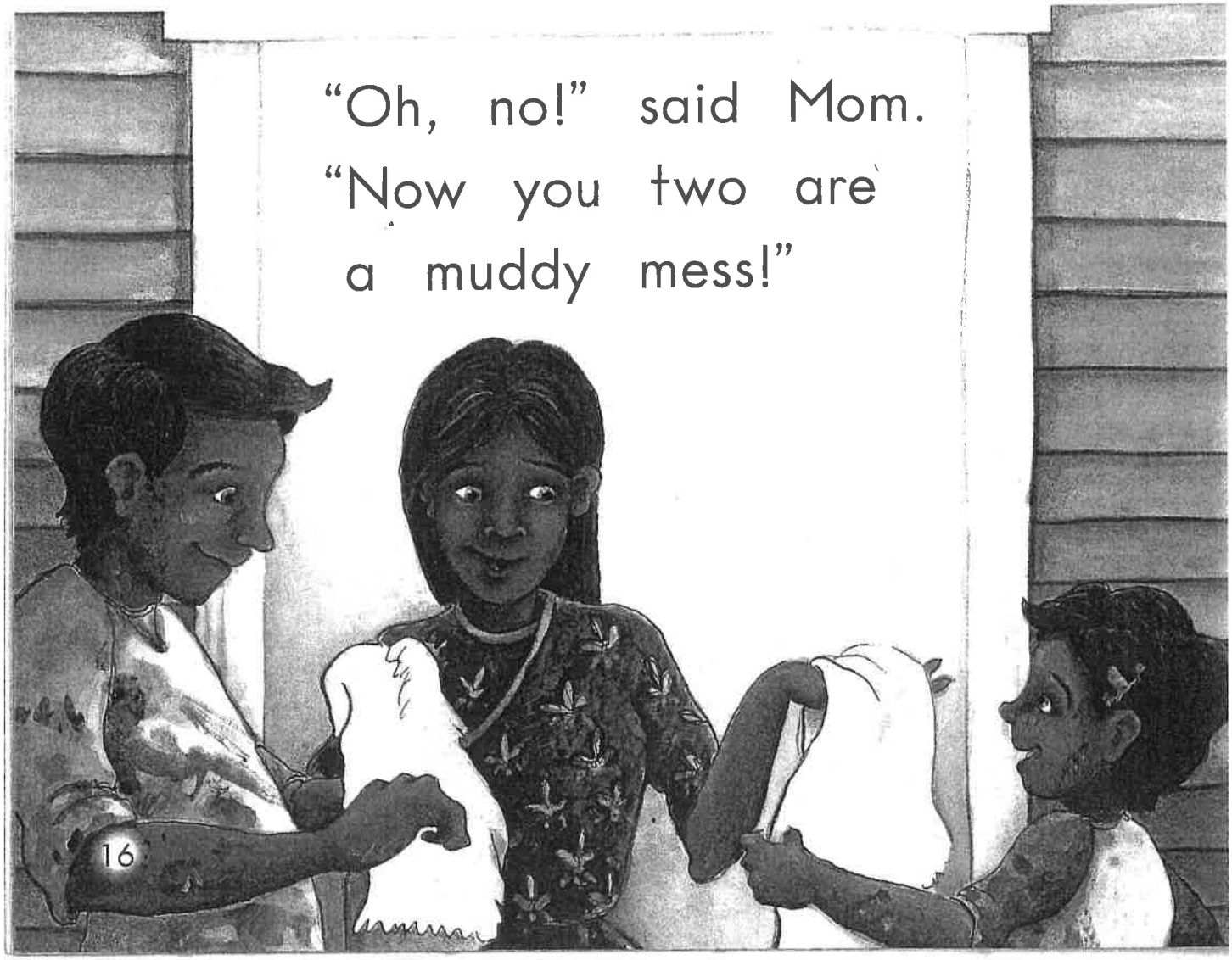


"My bike is nice and clean,"
said Jake.

"My car is clean, too,"
said Dad.
"Let's go eat lunch!"

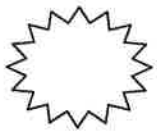



15


"Oh, no!" said Mom.
"Now you two are
a muddy mess!"

(7)

B

Number Correct: 

Name _____ Date _____

*Make a ten to add.

1.	5 + 5 + 4 = □		16.	6 + 4 + 2 = □	
2.	5 + 5 + 6 = □		17.	6 + 4 + 3 = □	
3.	5 + 5 + 5 = □		18.	4 + 6 + 3 = □	
4.	9 + 1 + 1 = □		19.	4 + 6 + 6 = □	
5.	9 + 1 + 2 = □		20.	4 + 7 + 6 = □	
6.	9 + 1 + 5 = □		21.	5 + 4 + 5 = □	
7.	1 + 9 + 5 = □		22.	8 + 5 + 5 = □	
8.	1 + 9 + 6 = □		23.	1 + 7 + 9 = □	
9.	8 + 2 + 4 = □		24.	9 + 1 + □ = 11	
10.	8 + 2 + 7 = □		25.	8 + 2 + □ = 12	
11.	2 + 8 + 7 = □		26.	□ + 3 + 4 = 14	
12.	7 + 3 + 7 = □		27.	3 + □ + 7 = 20	
13.	7 + 3 + 8 = □		28.	7 + 8 + □ = 17	
14.	7 + 3 + 9 = □		29.	16 = 3 + □ + 6	
15.	3 + 7 + 9 = □		30.	19 = 2 + □ + 7	

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Name: _____

Sledding Subtraction

Solve the subtraction problems.
Color by the code with the differences you found.

Color Code

2, 3, 4 RED
5, 6, 7 GREEN
8, 9, 10 GRAY
11, 12, 13 BLUE

(9)

Name:_____

SUBTRACTION QUIZ

5-2=	9-3=
10-1=	10-5=
8-5=	10-7=
7-4=	10-2=
6-3=	5-1=
9-6=	10-0=
6-1=	10-8=
2-0=	9-9=
7-1=	10-10=
4-2=	6-6=

Name:_____ Date:_____

Please read the story and answer each comprehension question in complete sentences

Super Fox

What are the important things that happened in the story?

_____
_____
_____
_____

Why did Roxy think of herself as Super Fox?

_____
_____
_____
_____

Why was Roxy so tired when she got to the park?

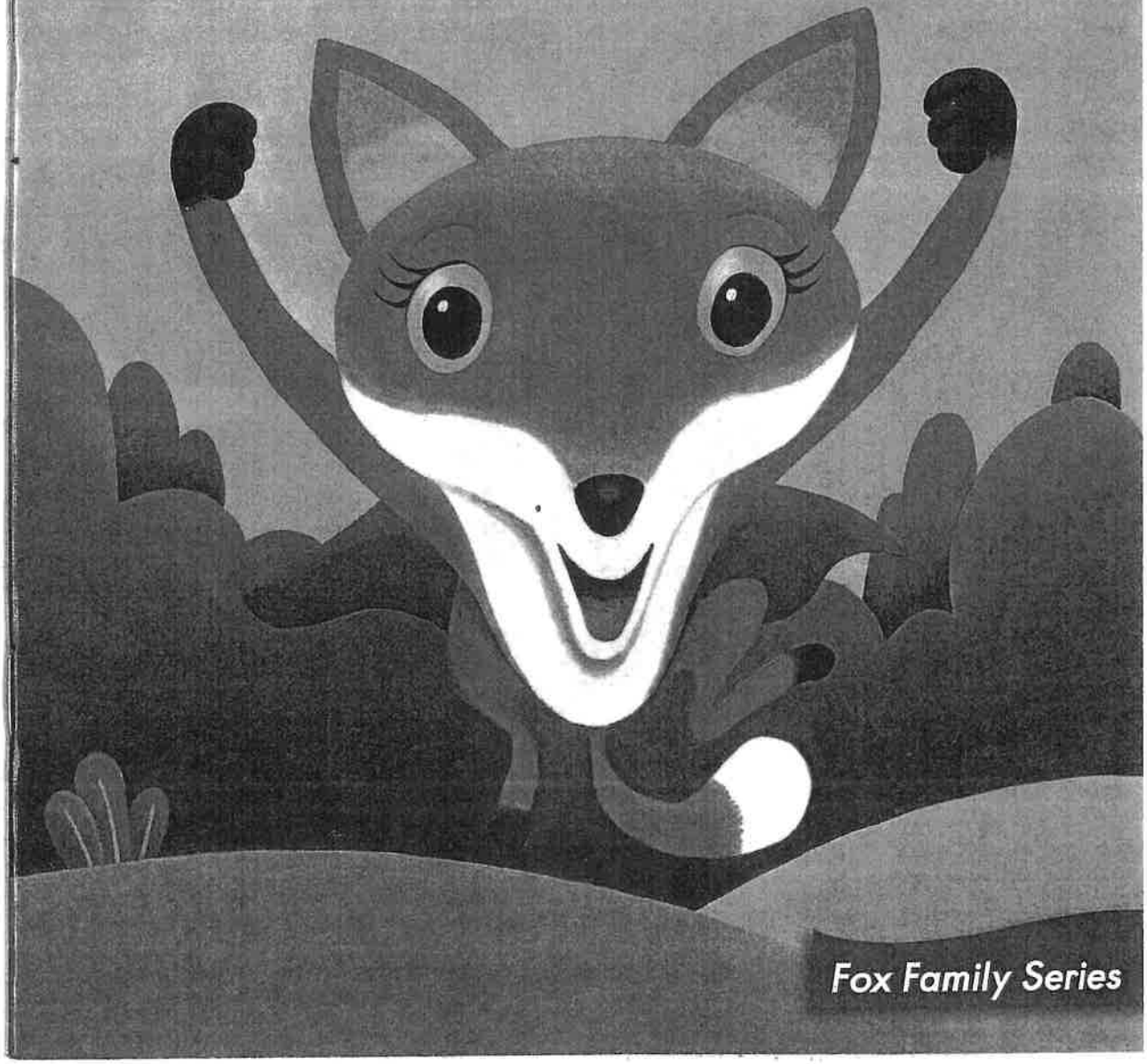
_____
_____
_____
_____

What part of the story did you like best? Why was that your favorite?

_____
_____
_____
_____

Super Fox

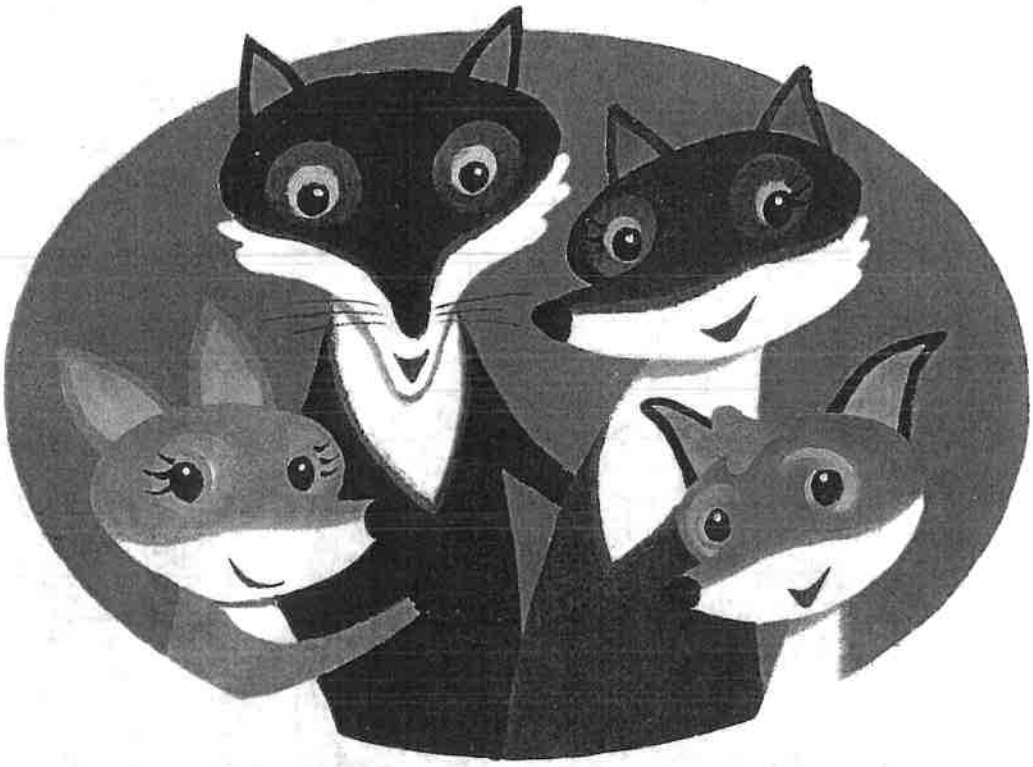
by Fay Robinson
illustrated by Barry Rockwell



Fox Family Series

Super Fox

by Fay Robinson
illustrated by Barry Rockwell



Roxy Father Mother Andy

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ıt permission
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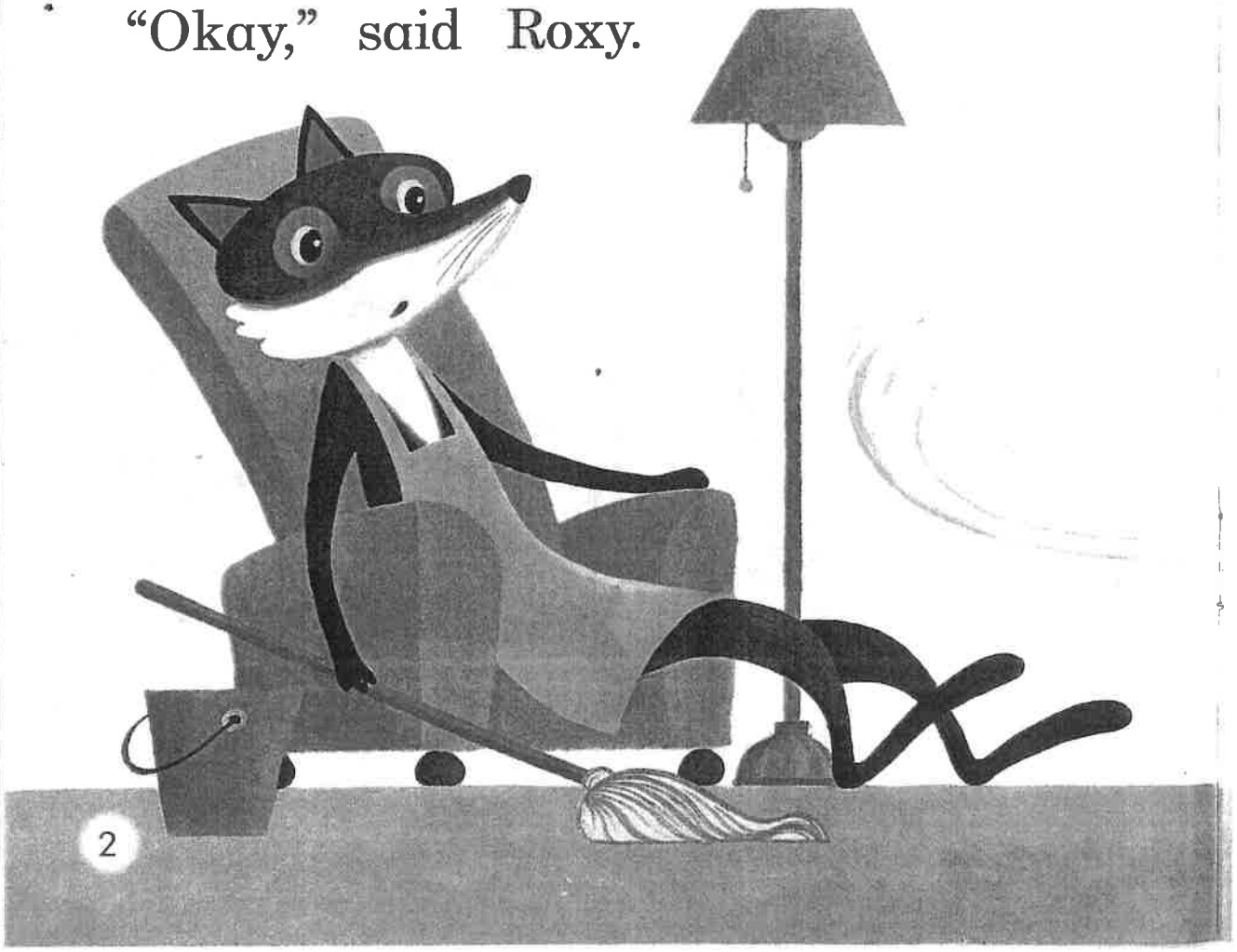
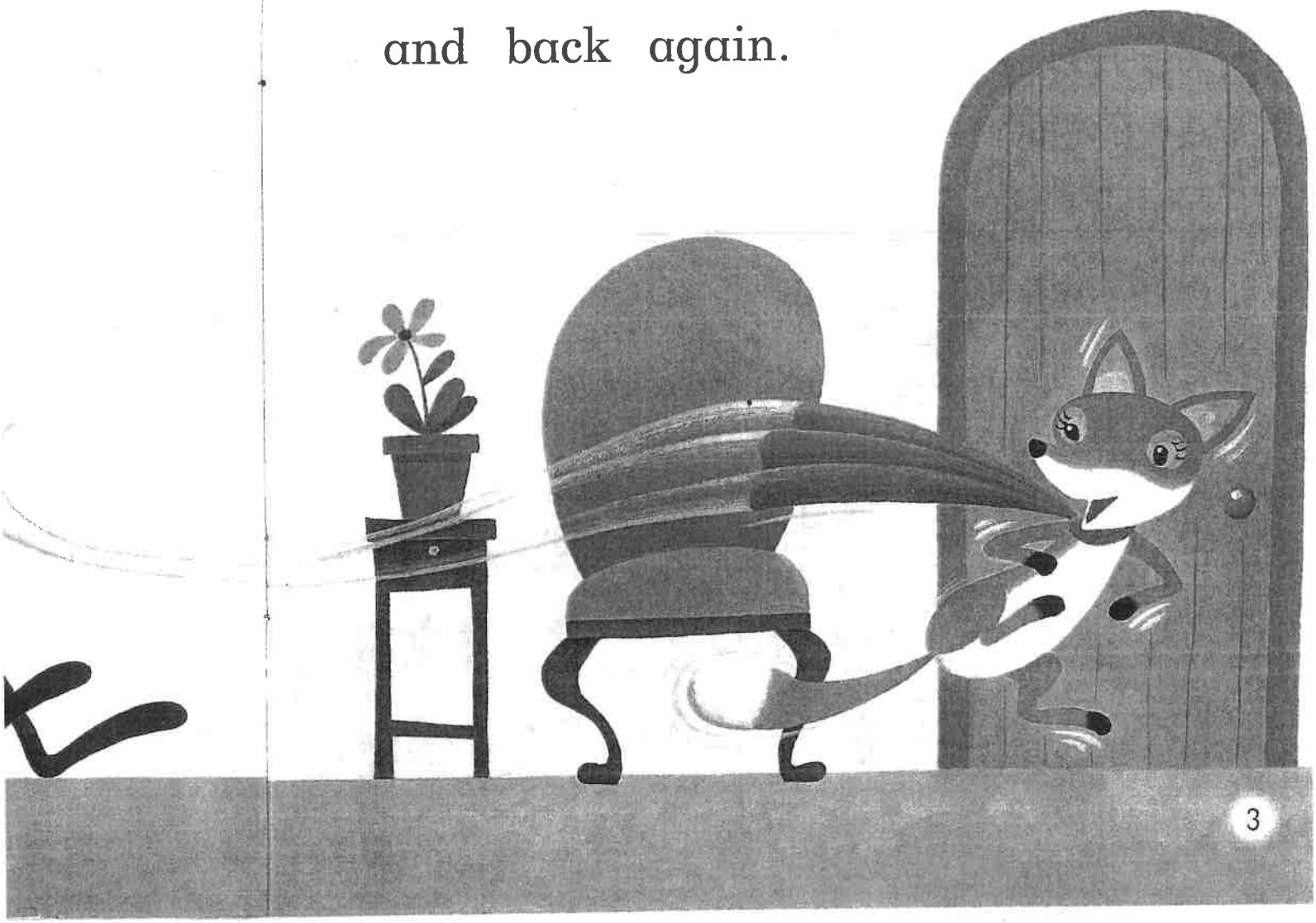
"I want to take a nap,"
said Father.
"I'm tired.
Go and play, Roxy."

"Okay," said Roxy.



Roxy ran as fast as she could.
She ran to the door and
she ran back.
Then she ran to the door
and back again.



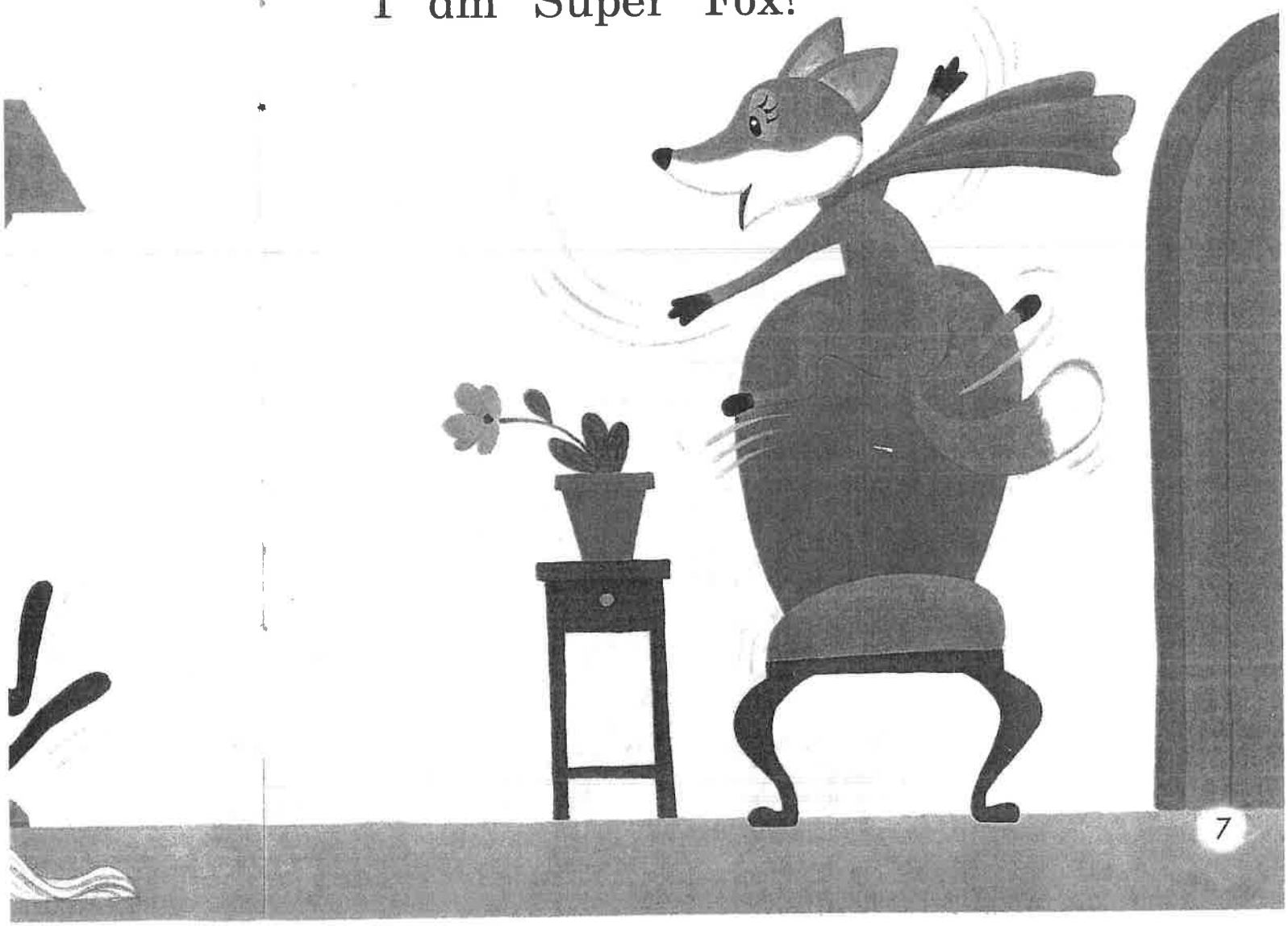
Roxy ran faster and faster.
"I can run faster than
any fox!" said Roxy.
"I am Super Fox!"

"Roxy," said Father.
"Please stop that.
We don't run inside."

"Okay," said Roxy.
"I won't run."

Roxy jumped on a chair.
She jumped up and down.
She jumped very high.

Roxy jumped higher and higher.
"I can jump higher
than any fox!" said Roxy.
"I am Super Fox!"



"Roxy," said Father.
"We don't jump inside.
Please stop that."

"Okay," said Roxy.
"I won't jump any more."

Roxy twirled next.
She twirled on her toes.
She twirled faster and faster.
She twirled around
and around and around.

"I can twirl faster than any fox.
I am Super Fox!" said Roxy.

y fox.

xy.

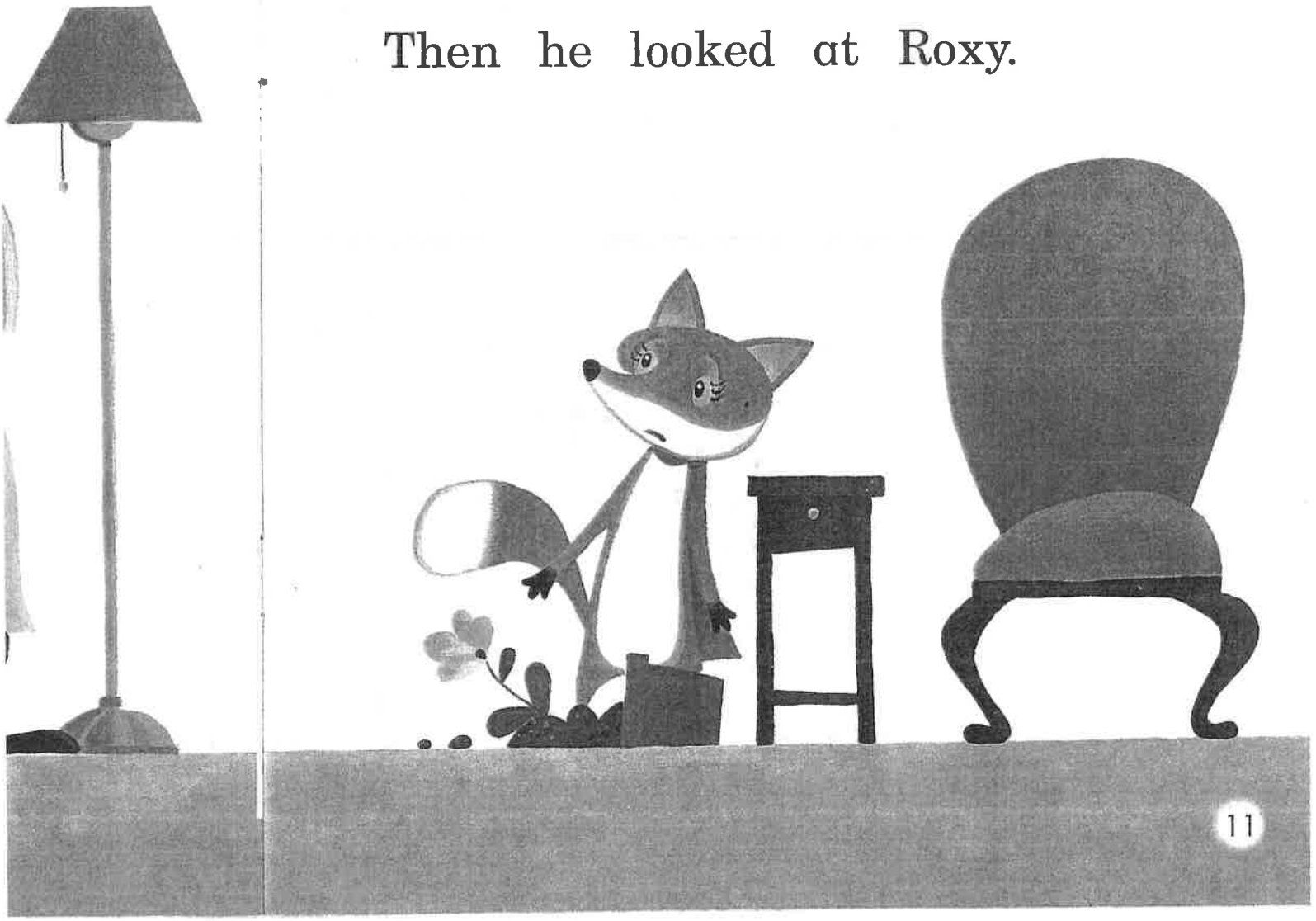
CRASH!

Down came the flower pot!

Father looked at the pot.

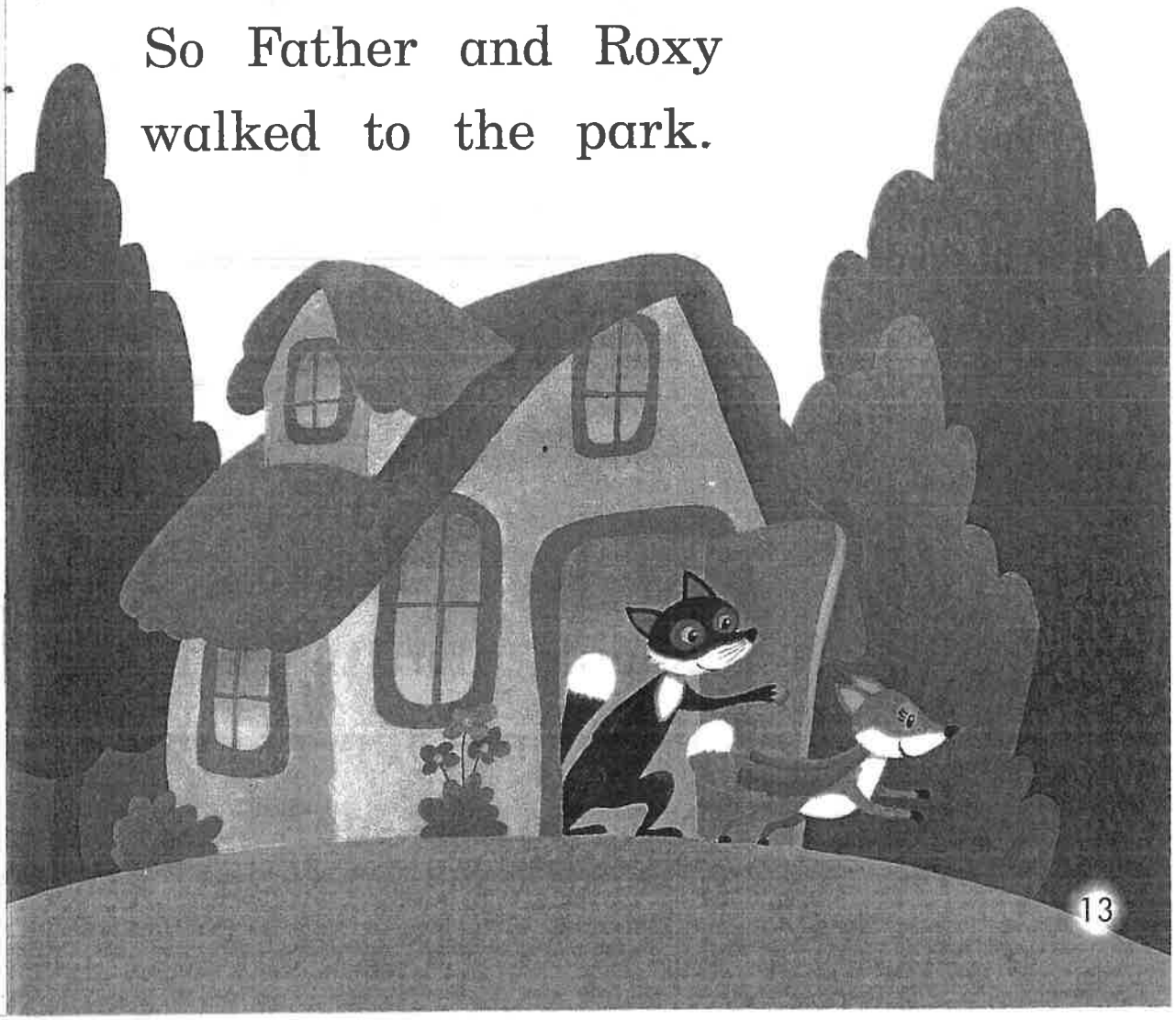
He looked at the mess.

Then he looked at Roxy.

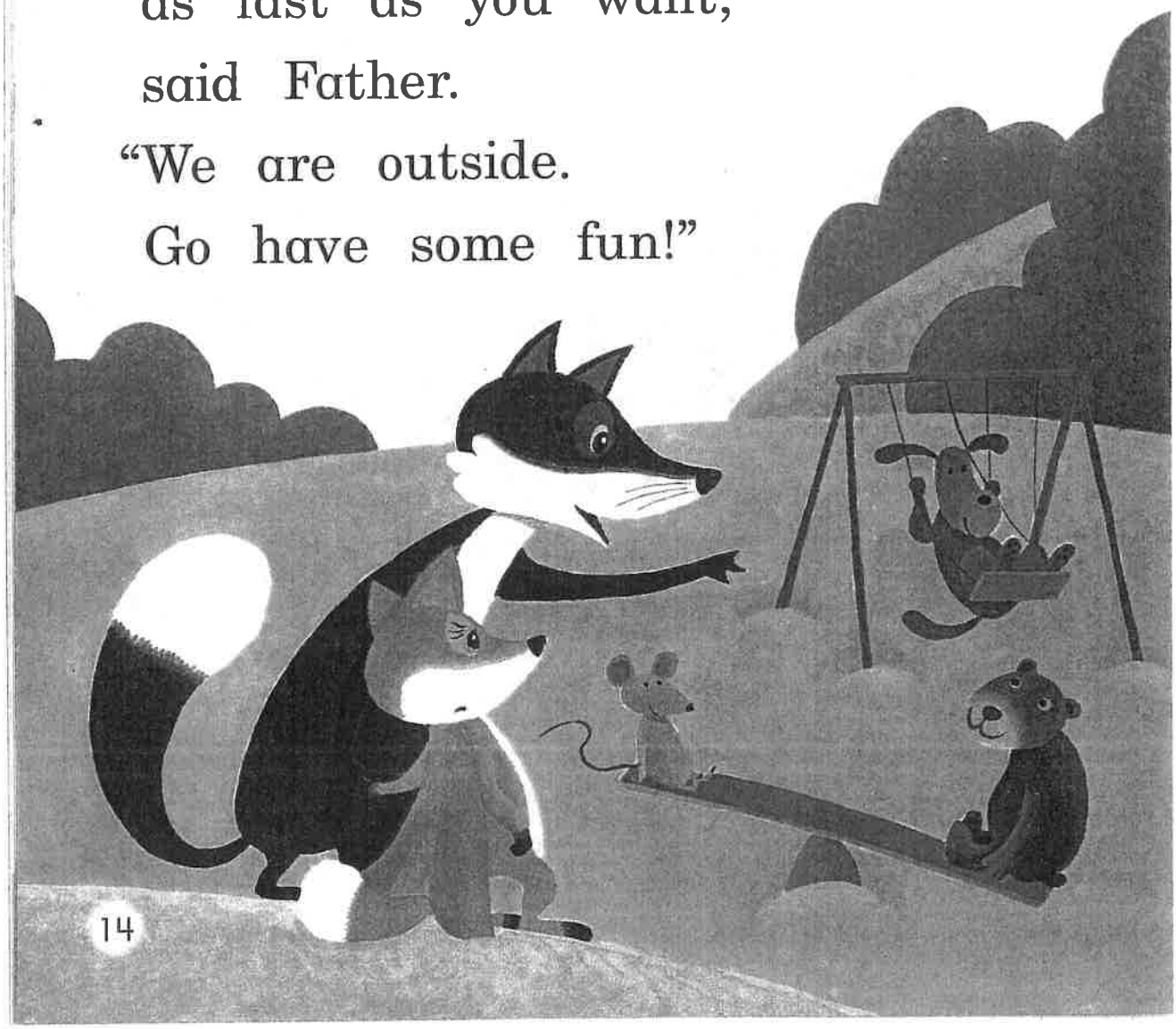


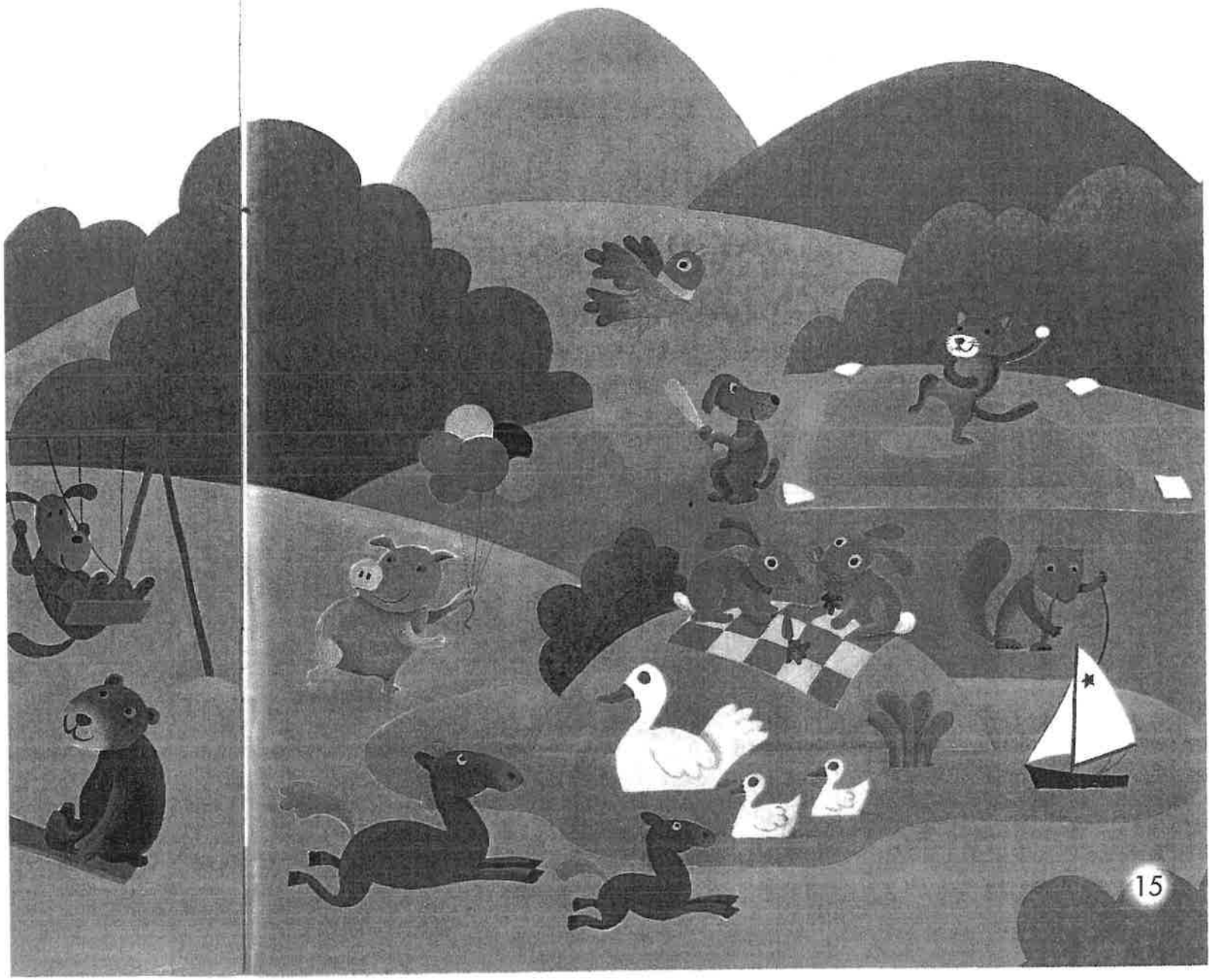
Roxy said, "I know, Father.
I should not twirl inside.
But I am Super Fox.
What **can** I do?"

"You are a super fox
who needs to go outside.
Let's go to the park,"
said Father.
So Father and Roxy
walked to the park.

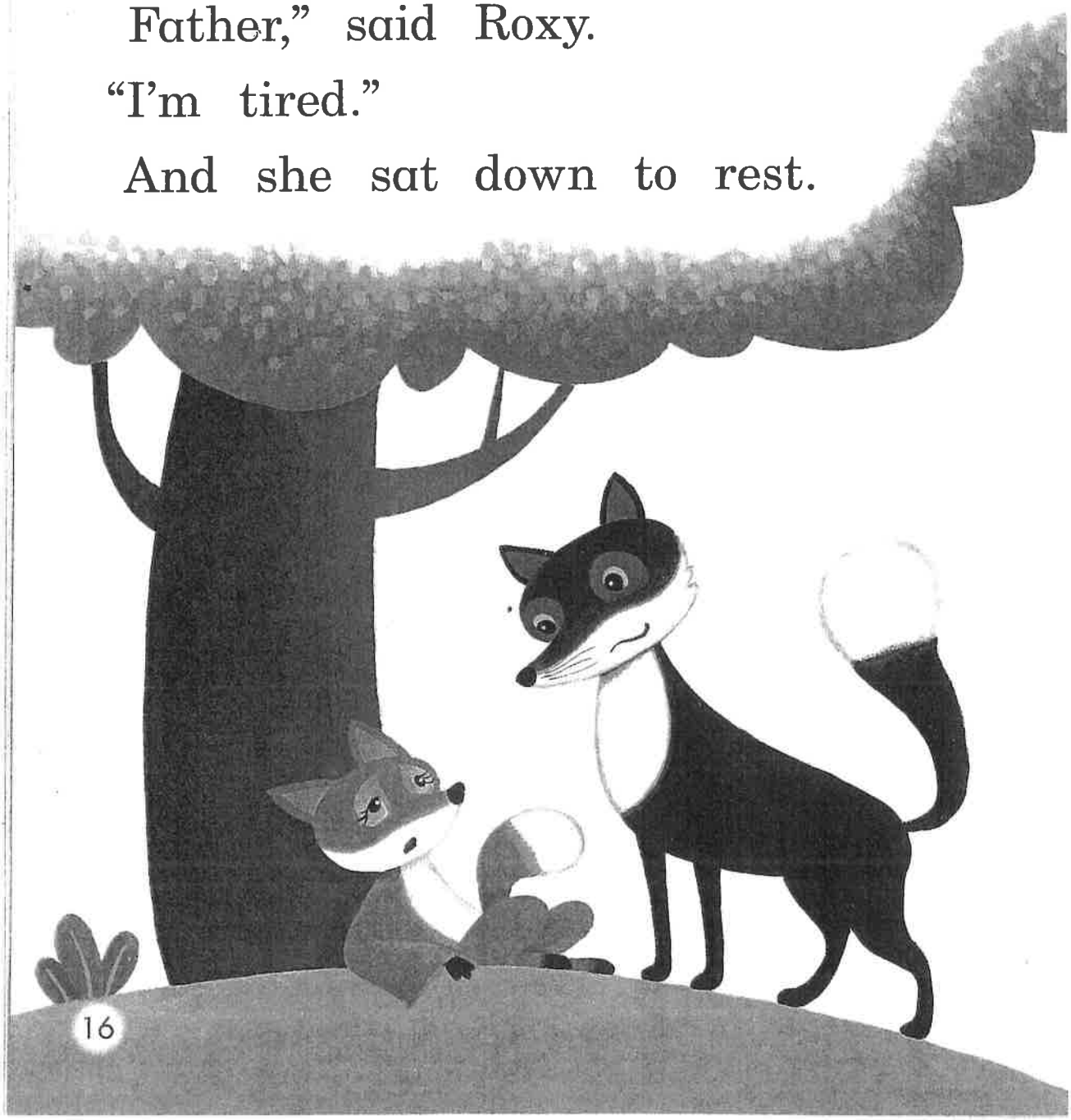


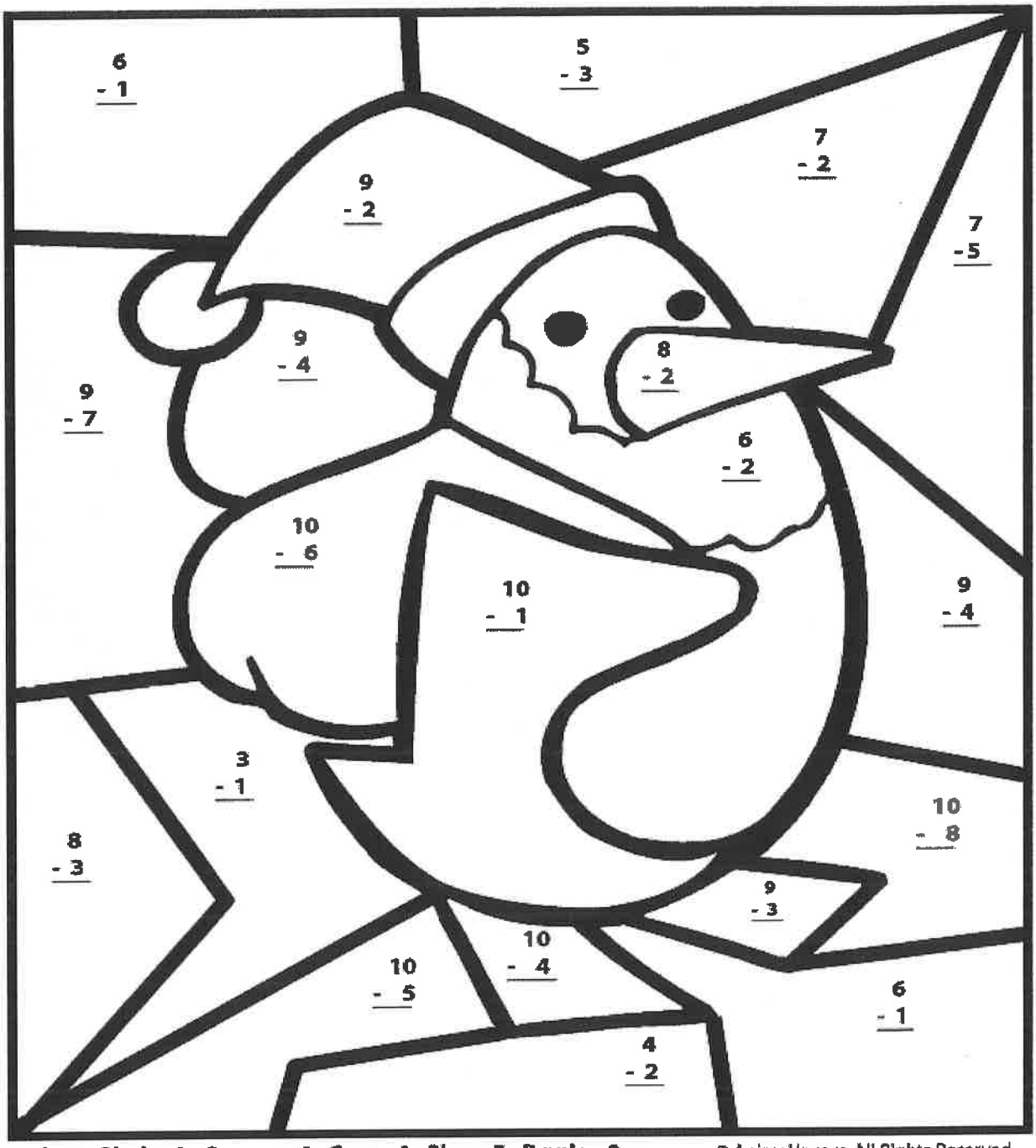
"Okay, Roxy.
Now you can run, jump,
and twirl
as fast as you want,"
said Father.
"We are outside.
Go have some fun!"





"I want to take a nap now,
Father," said Roxy.
"I'm tired."
And she sat down to rest.





Red = 7 Black = 9 Orange = 6 Gray = 4 Blue = 5 Purple = 2

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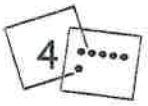
11

Name _____ Date _____

Use your



5-group cards

Fill in the missing numbers.

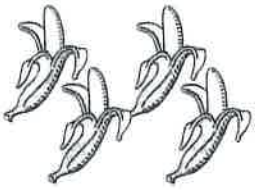
1.

3 + ____ = 5

2.

5 + ____ = 9

3.



4 + ____ = 10

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12

4. Kate and Bob had 6 balls at the park. Kate had 2 of the balls.

How many balls did Bob have?

_____ balls = _____ balls + _____ balls

Bob had _____ balls at the park.

5. I had 3 apples. My mom gave me some more. Then, I had 10 apples.

How many apples did my mom give me?

_____ apples + _____ apples = _____ apples

Mom gave me _____ apples.

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Name:_____

Title of
Book:_____

Who are the characters in the book?

What happened in the book?

What was your favorite part?

Name:_____

Title of
Book:_____

Who are the characters in the book?

What happened in the book?

What was your favorite part?

Name:_____

Title of
Book:_____

Who are the characters in the book?

What happened in the book?

What was your favorite part?

Name:_____

Title of
Book:_____

Who are the characters in the book?

What happened in the book?

What was your favorite part?

Name:_____

Title of
Book:_____

Who are the characters in the book?

What happened in the book?

What was your favorite part?

Name:_____

Title of
Book:_____

Who are the characters in the book?

_____

_____

_____

What happened in the book?

_____

_____

_____

_____

_____

_____

What was your favorite part?

_____

_____

_____

_____

_____

_____

Name:_____

Title of
Book:_____

Who are the characters in the book?

What happened in the book?

What was your favorite part?

Name:_____

Title of
Book:_____

Who are the characters in the book?

_____

_____

_____

What happened in the book?

_____

_____

_____

_____

_____

_____

What was your favorite part?

_____

_____

_____

_____

_____

_____

Name:_____

Title of
Book:_____

Who are the characters in the book?

What happened in the book?

What was your favorite part?

Name:_____

Title of
Book:_____

Who are the characters in the book?

_____

_____

_____

What happened in the book?

_____

_____

_____

_____

_____

_____

What was your favorite part?

_____

_____

_____

_____

_____

_____

Write a letter to your parents.
Escribe una carta a sus padres.

_____

_____:

_____

_____

_____

_____

_____

_____

_____

_____,

_____

13

Name _____ Date _____

Draw a picture, and count on to solve the math story.

Bob caught 5 fish. John caught some more fish. They had 7 fish in all. How many fish did John catch?

Write a number sentence to match your picture.

☐ + ☐ = ☐

John caught _____ fish.

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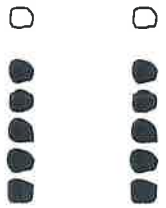
(14)

Name _____ Date _____

6 - 1 = 5
6 - 5 = 1

Solve the sets of number sentences. Look for easy groups to cross off.

1.



6 - 5 = ___

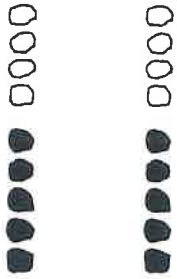
6 - 1 = ___

2.

8 - 3 = ___

8 - 5 = ___

3.

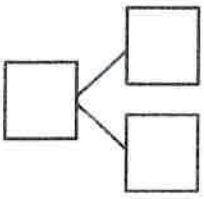


9 - 4 = ___

9 - 5 = ___

Subtract. Make a math drawing for each problem like the ones above. Write a number bond.

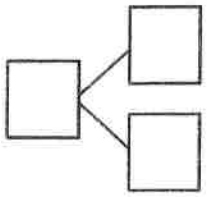
4.



7 - 5 = ___

7 - 2 = ___

5.



10 - 5 = ___

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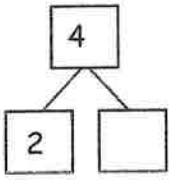
6. Solve. Visualize your 5-groups to help you.

a. 7 - 5 = ____ b. 7 - ____ = 5 c. 8 - 3 = ____

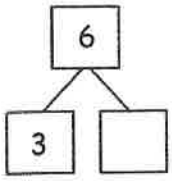
d. 9 - ____ = 4 e. 9 - ____ = 5 f. 8 - ____ = 3

Complete the number bond and number sentence for each problem.

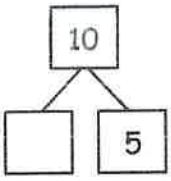
7. 4 - 2 = ____



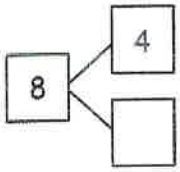
8. 6 - 3 = ____



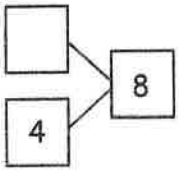
9. 10 - 5 = ____



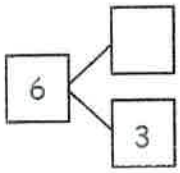
10. 8 - 4 = ____



11. 8 - 4 = ____



12. 6 - 3 = ____



13. Complete the number sentences below. Circle the strategy that can help.

a. 7 - 5 = ____ 5-groups doubles

b. 7 - 2 = ____ 5-groups doubles

c. 8 - 4 = ____ 5-groups doubles

d. 8 - 3 = ____ 5-groups doubles

e. 8 - 5 = ____ 5-groups doubles

f. 10 - 5 = ____ 5-groups doubles

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Week Two

Day One	• **Please read a book for 30 minutes and write or say a retell** • **Passages:** Snakes Are Everywhere and Robin's Nest: Please read the passage and answer questions 1,2,3. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Pasajes: Lea el pasaje Snakes Are Everywhere y Robin's Nest: responda las preguntas. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. Lea el pasaje y responda las preguntas 1, 2, 3. • **Complete math sheets 16 17, 18** **Completa paginas 16, 17, 18**
Day Two	• **Please read a book for 30 minutes and write or say a retell** • **Passages:** Sally's Snack and You've Got Mail. Please read the passage and answer the questions. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Pasajes: Lea el pasaje: Sally's Snack and You've Got Mail y responda las preguntas. • Write a letter to a friend • Escribe una carta a su amiga(0) • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. Lea el pasaje y responda las preguntas 1, 2, 3. • **Complete math sheets 19, 20 ,21** **Completa paginas 19, 20, 21**
Day Three	• **Please read a book for 30 minutes and write or say a retell** • Writing a short story: Please fill in the thinking bubble of something you will like to write about and write your short story on the lined paper. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Passage: The Nose Knows read and answer the questions • Pasajes: Lea el pasaje: The Nose Knows y responda las preguntas. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • Escribe una cuento: complete la burbuja de pensamiento de algo sobre lo que le gustaría escribir y escriba su cuento en el papel rayado. • **Complete math sheets 22, 23, 24** **Completa paginas 22, 23, 24**
Day Four	• **Please read a book for 30 minutes and write or say a retell** • Please write a letter to your friend. Make sure you have the correct date, salutation, and closure.

	• Please read the passage: **A Helper at the School Library** and answer the questions. • Read Passage: **Telephones: Then and Now:** Please read the passage and answer the questions. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • Pasaje:**Telephones: Then and Now::** Lea el pasaje y responda las preguntas. • Por favor, escribe una carta a tu amigo. Asegúrese de tener la fecha, el saludo y el cierre correctos. • Lea el pasaje: Un ayudante en la biblioteca de la escuela y responda las preguntas. • **Complete math sheets 25, 26, 27** **Completa paginas 25, 26, 27**
Day Five	• **Please read a book for 30 minutes and write or say a retell** • Please write about the services/goods provided in your community and draw about your favorite service/good and Needs/Wants. • Please write/draw about rules at home and in school. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Passage: Please read **Underground Town** and answer the questions. • Lea el pasaje **Underground Town** y responda las preguntas. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • Escriba sobre los servicios/bienes prestados en su comunidad y dibuje sobre su favorito servicio/biene y su necesidad/deseos. • Por favor escribe sobre las reglas en la escuela y en la casa. • **Complete math sheets 28, 29, 30** **Completa paginas 28, 29, 30**

Name _____ Date _____

Read the paragraph. Then answer the questions.

Snakes Are Everywhere!

Some snakes live in forests.
Some live in hot, dry deserts.
Others live in lakes or streams.
Some snakes even live in the sea!
Snakes live almost everywhere.
But they never live where
it is always freezing cold.

1. What is the main idea of this paragraph?

- ○ A. Snakes can live in trees.
- ○ B. Snakes live almost everywhere.
- ○ C. Snakes do not like freezing weather.

2. Which is a detail from the paragraph?

- ○ A. The author does not like snakes.
- ○ B. Some snakes live in the sea.
- ○ C. Snakes never go underground.

3. Snakes cannot live

- ○ A. where it is always very cold.
- ○ B. in forests.
- ○ C. in lakes or streams.

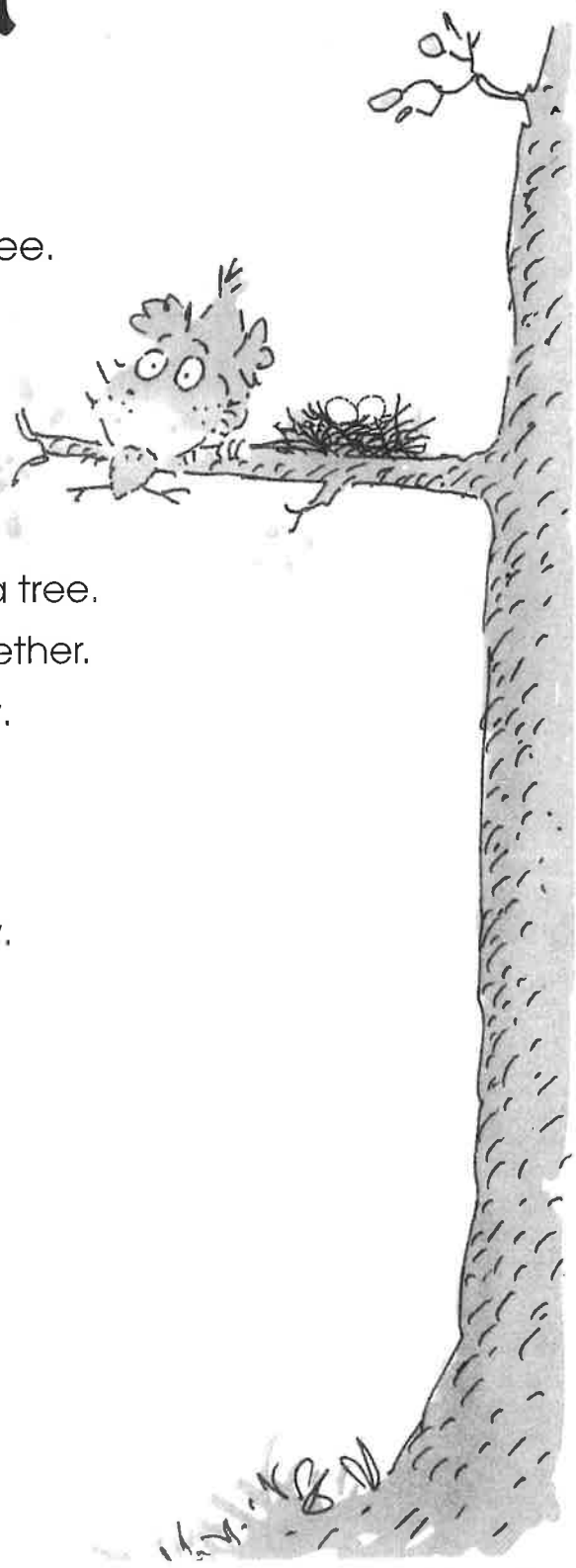
1. Main Idea 2. Details 3. Details

Name _____ Date _____

Read the paragraph. Then answer the questions.

The Robin's Nest

The robin wanted to build a nest.
First, she found some grass and straw.
Then she took the grass and straw to a tree.
Next, she put the grass and straw together to make a nest.
Finally, she laid her eggs in the nest.



1. What did the robin do first?

- ○ A. She took the grass and straw to a tree.
- ○ B. She put the grass and straw together.
- ○ C. She found some grass and straw.

2. What did the robin do last?

- ○ A. She laid her eggs.
- ○ B. She found some grass and straw.
- ○ C. She looked for food.

3. In the story, the word **finally** means

- ○ A. first.
- ○ B. last.
- ○ C. next.

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1. Sequence 2. Sequence 3. Context Clues

16

Name _____ Date _____

Solve the number sentences. Make a number bond.
Draw a picture or write a statement about the strategy that helped you.

Doubles helped me solve!

6 - 3 = 3

1. _____ - 5 = 5

2. 8 - _____ = 4

3. 9 - ____ = 4

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17

Name _____ Date _____

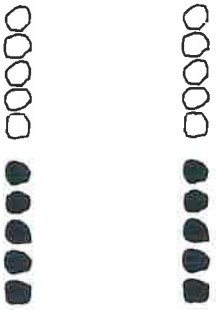
Solve the sets. Cross off on the 5-groups.
Use the first number sentence to help you solve the next.

1.

10 - 9 = ____

10 - 1 = ____

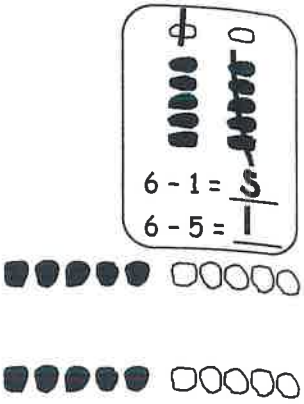
2.



10 - 6 = ____

10 - 4 = ____

3.



10 - 3 = ____

10 - 7 = ____

Make a math drawing and solve.

4.

10 - 4 = ____

10 - 6 = ____

5.

10 - 5 = ____

6.

10 - 8 = ____

10 - 2 = ____

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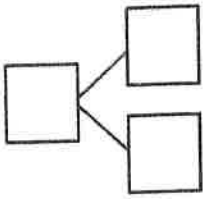
18

Subtract. Then, write the related subtraction sentence.
Make a math drawing if needed, and complete a number bond for each.

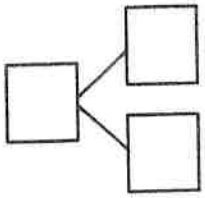
7.



10 - 8 = ____

_____

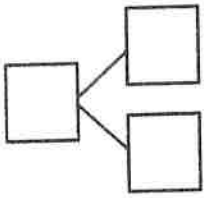
8.



10 - 9 = ____

_____

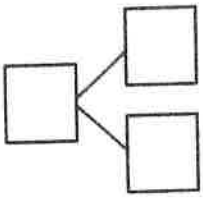
9.



10 - 3 = ____

_____

10.

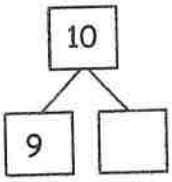


10 - 6 = ____

_____

11. Fill in the missing part. Write the 2 matching subtraction sentences.

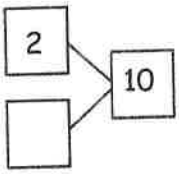
a.



_____

_____

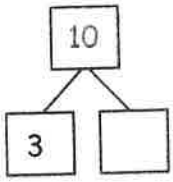
b.



_____

_____

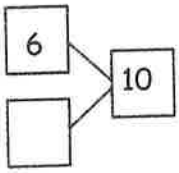
c.



_____

_____

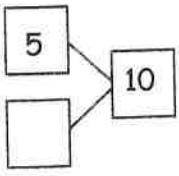
d.



_____

_____

e.



_____

_____

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Name _____ Date _____

Read the paragraph. Then answer the questions.

Sally's Snack

Sally **dashed** from the elevator.
She gave her grandma a quick hug
at the door. She dropped her
book bag on the table.
Then Sally headed for the kitchen.
Out came the bread.
Out came the jam.
In no time, Sally made a snack.

1. Which sentence is most likely true?

- ○ A. Sally does not have any homework.
- ○ B. Sally likes peanut butter on bread.
- ○ C. Sally is hungry after school.

2. What did Sally have for a snack?

- ○ A. peanut butter on bread
- ○ B. cookies
- ○ C. jam on bread

3. The word **dashed** in this story means

- ○ A. ran in a hurry.
- ○ B. stopped.
- ○ C. a little bit.

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Passage 2

Name _____ Date _____

Read the paragraph. Then answer the questions.

You've Got Mail!

Suki got an e-mail from her friend, Annie.
The e-mail made Suki happy.
She went to talk to her mom.
Then she looked at the calendar.
Suki wrote back to Annie.
The answer was "Yes!"

1. Which sentence is most likely true?

- ○ A. Annie sent an e-mail to Suki's mom.
- ○ B. Annie asked about homework.
- ○ C. Suki made a date to see her friend.

2. What happened last?

- ○ A. Suki talked to her mom.
- ○ B. Suki got an e-mail.
- ○ C. Suki wrote back to her friend.

3. Why do you think Suki talked to her mom?

- ○ A. to find out what was for dinner
- ○ B. to ask if she could make a date with Annie
- ○ C. to ask for a snack

1. Inference 2. Sequence 3. Inference

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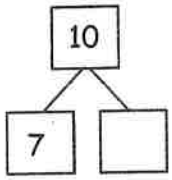
Name _____ Date _____

Fill in the missing part. Draw a math picture if needed. Write the 2 matching subtraction sentences.

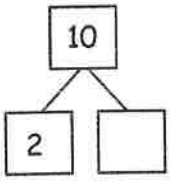
1.



_____

_____

2.



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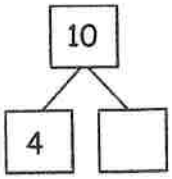
_____

3.



_____

_____

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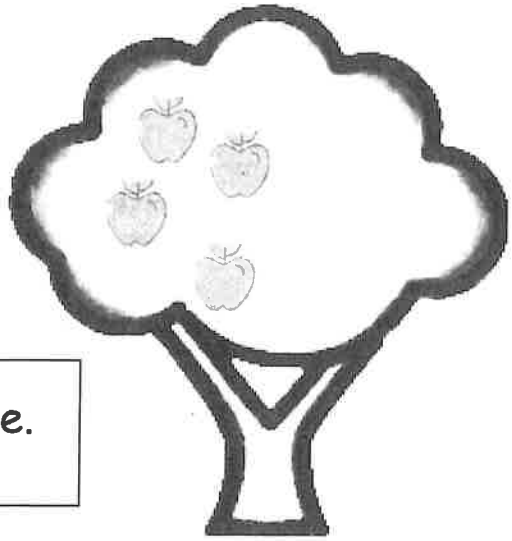
20

Name _____ Date _____

1. Draw more apples to solve 4 + ? = 6.



4 + ☐ = 6

I added _____ apples to the tree.

2. How many more to make 7?

5 + ☐ = 7

3. How many more to make 8?

6 + ☐ = 8

4. How many more to make 9?

7 + ☐ = 9

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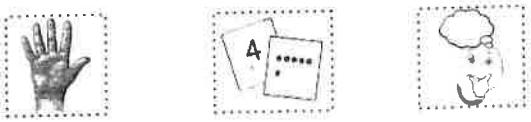
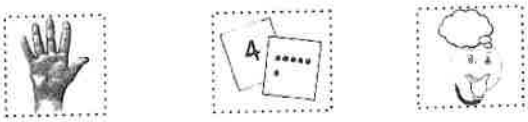
3 + ▭ = 4

5. Count on to add. Circle the strategy you used to keep track.

a. 4 + ☐ = 5

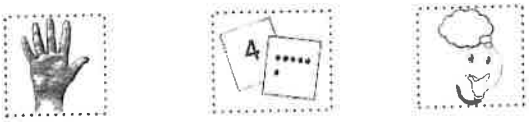


b. 4 + ☐ = 7



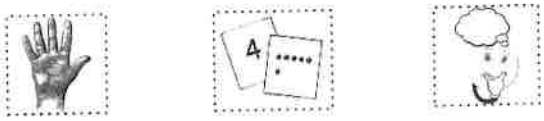
c. 8 = 5 + ☐

d. 10 = ☐ + 8



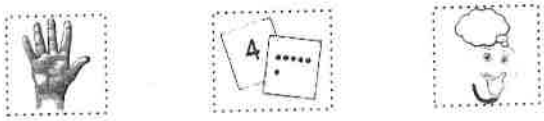
e. 7 + ☐ = 8

f. ☐ + 5 = 7



g. 8 = 6 + ☐

h. 10 = ☐ + 7



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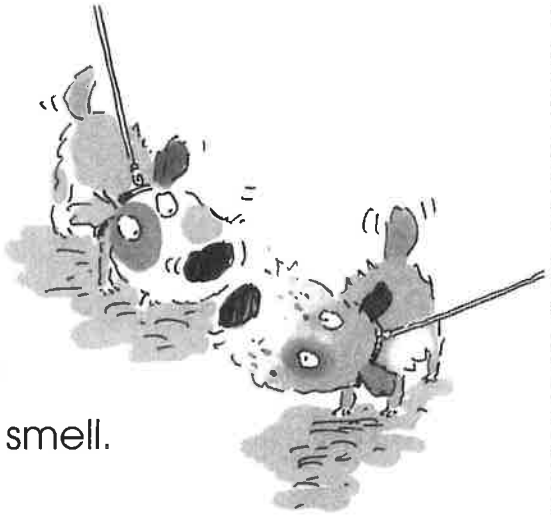
Name _____ Date _____

Read the paragraph. Then answer the questions.

The Nose Knows



When dogs meet, they sniff each other. Dogs use their sense of smell to learn about each other. Dogs can smell many things that people cannot smell. They **explore** the world with their noses. They can learn a lot through their sense of smell.

1. The main idea of this paragraph is

- ○ A. dogs do not have a good sense of smell.
- ○ B. dogs use their sense of smell in different ways.
- ○ C. dogs sniff each other.

2. A detail in this paragraph is

- ○ A. people can smell things that dogs can't smell.
- ○ B. dogs sniff each other when they meet.
- ○ C. dogs cannot smell well.

3. In this paragraph, the word **explore** means

- ○ A. run away.
- ○ B. go on a trip.
- ○ C. find out things.

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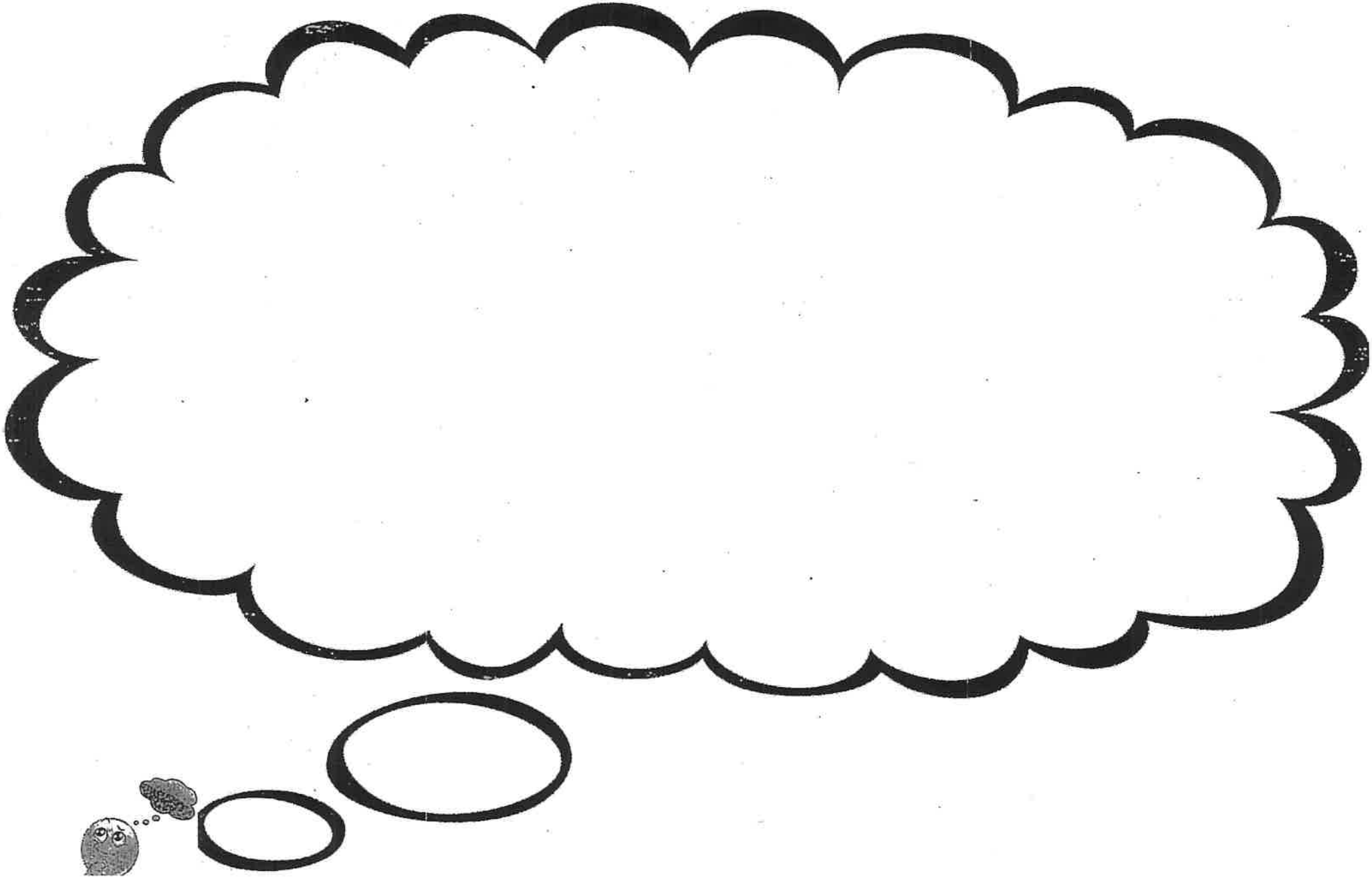
Name: _____

What can I write about?



Write your short story. Escribe un cuento.

Lesson 16 Exit Ticket 1•1

22

Name _____ Date _____

Solve the number sentences. Circle the tool or strategy you used.

a. $5 + \square = 7$

I counted on using

Or

I just knew

---

b. $6 + \square = 9$

I counted on using

Or

I just knew

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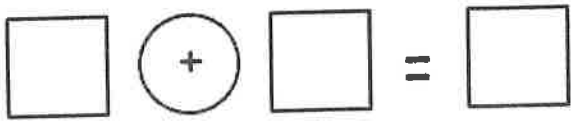
23

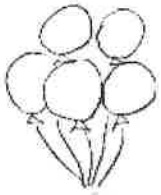
Name _____ Date _____

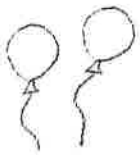
1. Count on to add.

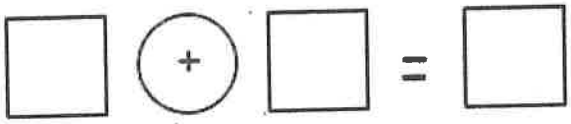
a.



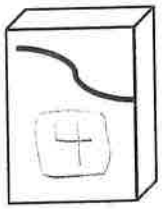
There are _____ crayons altogether.

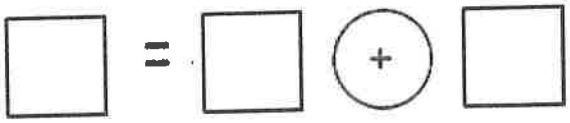
b. 





There are a total of _____ balloons.

c. 



In all, there are _____ pencils.

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24

2. What shortcut or efficient strategy can you find to add?

a. 4 + 1 = ☐

b. 4 + 3 = ☐

c. 7 + 1 = ☐

d. ☐ = 6 + 2

e. ☐ = 5 + 3

f. ☐ = 3 + 6

g. ☐ = 3 + 7

h. 2 + 5 = ☐

i. 7 + 2 = ☐

j. 7 + 3 = ☐

k. ☐ = 4 + 2

l. ☐ = 2 + 5

m. ☐ = 6 + 2

n. ☐ = 2 + 8

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Write a letter to yar friend.
Escribe una carta a su amigo(a).

_____

_____:

_____

_____

_____

_____

_____

_____

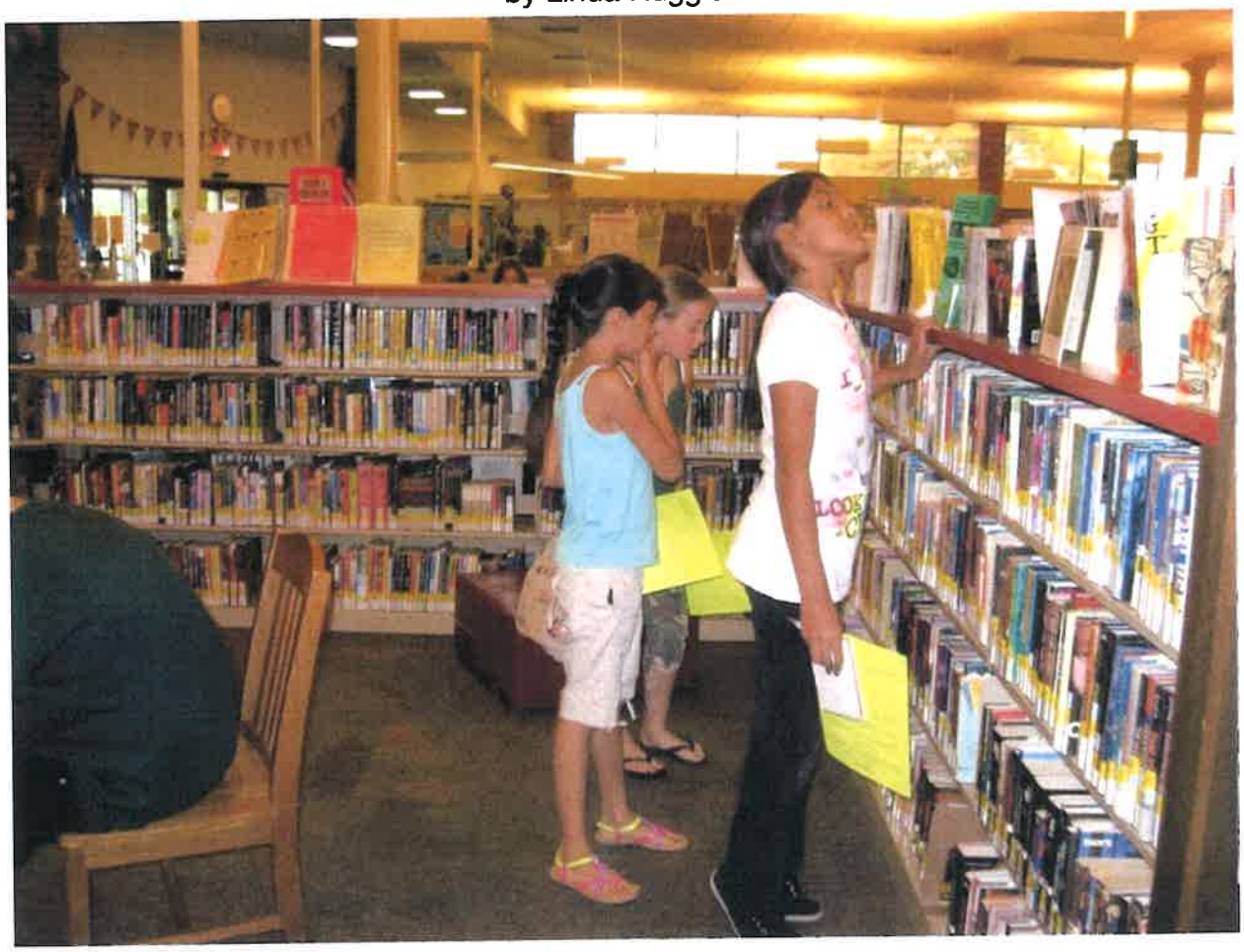
_____

_____,

_____

A Helper at the School Library

by Linda Ruggieri



Have you visited your school library? A special helper works there. He or she is the school librarian. Librarians make sure that the library is filled with information.

The librarian helps people learn. What are you interested in? The librarian can help you find out more about that topic. The librarian can help you find books and magazines. The librarian can help you search for information on a computer.

You can find librarians at public libraries, too. Talk to them. If you have questions, librarians will help you find answers!

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Name: _____ Date: _____

1. Where do librarians work?

A. public libraries only

B. school libraries and public libraries

C. school libraries only

2. The text describes the job of a librarian. What do librarians do?

A. Librarians teach people how to read and write.

B. Librarians keep the library clean and safe.

C. Librarians help people learn by helping them find information.

3. Librarians can help you find information in books, magazines, and on a computer. What does this tell us about how librarians help people?

A. Librarians help people learn.

B. Librarians help people sing.

C. Librarians help people write.

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4. What is the main idea of "A Helper at the School Library"?

A. Librarians work at public libraries and school libraries.

B. Librarians are always very nice people.

C. Librarians can help you find what you are looking for at a library.

5. What can librarians help you find that will teach you more about a topic?

Librarians can help you find

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6. What did you learn from "A Helper at the School Library"?

7. Class Discussion Question: Use information from the text to explain how librarians help people.

8. Draw a picture of a librarian helping a student.

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Telephones: Then and Now

by Rachelle Kreisman

The telephone was invented many years ago. Long ago, all telephones were as big as a lunchbox. They had to stay on a table or wall. Telephones had only one purpose. They were used to speak to other people.

Today many people use cellular phones. Cellular phones can be smaller than your hand. They can be moved anywhere.

These phones can do many things. You can use them to send text messages. You can use them to take photographs. You can use them to play games. There is something else you can use cell phones to do. You can still use them to speak to other people!

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Name: _____ Date: _____

1. When were telephones invented?

A. in the past

B. in the present

C. in the future

2. What is being compared in this passage?

A. text messages and picture messages

B. early telephones and cell phones

C. cordless telephones and cell phones

3. Cellular phones are very different from the first telephones but they do have one thing in common. What part of the passage shows us how cellular phones and telephones are the same?

A. "Cellular phones can be smaller than your hand."

B. "These phones can do many things."

C. "You can still use them to speak to other people!"

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4. What is "Telephones: Then and Now" mostly about?

A. how phones from the past are different from cellular phones

B. what you could do with telephones in the past

C. how people speak to other people

5. What does the passage say you can do with a cell phone?

6. What did you learn from "Telephones: Then and Now"?

7. Class Discussion Question: Describe how the first telephones are different from cellular phones.

8. Draw a person using a cell phone.

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B

Number Correct:

Name _____ Date 25

*Count on to add. Write the number.

1.	1 + 1 ● ●		16.	4 + 2 ●●	
2.	2 + 2 ●● ●●		17.	3 + 2 ●●	
3.	3 + 2 ●●● ●●		18.	5 + 2 ●●	
4.	2 + 2 ●● ●●		19.	7 + 2 ●●	
5.	2 + 1 ●● ●		20.	7 + 3 ●●●	
6.	3 + 1 ●●● ●		21.	6 + 3 ●●●	
7.	3 + 2 ●●● ●●		22.	6 + 2 ●●	
8.	3 + 2 ●●		23.	6 + 2	
9.	2 + 2 ●●		24.	5 + 2	
10.	4 + 2 ●●		25.	7 + 2	
11.	1 + 2 ●●		26.	6 + 2	
12.	2 + 1 ●		27.	2 + 6	
13.	3 + 1 ●		28.	2 + 7	
14.	5 + 1 ●		29.	3 + 7	
15.	7 + 1 ●		30.	4 + 7	

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Name _____ Date _____

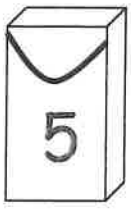
1. Count on to add.

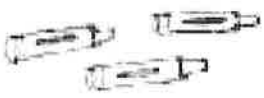
□ + □ = □ There are ____ flowers altogether.

2.

□ = □ + □ There are ____ oranges in all.

3.





□ = □ + □ There is a total of ____ crayons.

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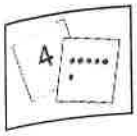


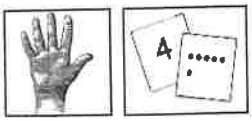
4. Use your 5-group cards to count on to add. Try to use as few dot cards as you can.

a. 6 + 1 = ☐

b. 6 + 3 = ☐

c. 7 + 2 = ☐

d. ☐ = 5 + 3



5. Use your 5-group cards, your fingers, or your known facts to count on to add.

a. 8 + 2 = ☐

b. ☐ = 4 + 1

c. 4 + 3 = ☐

d. ☐ = 6 + 3

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Write services in your community.
Escribe servicios en su communidad.

SERVICES

Write down the goods you use.
Escribe las cosas que usas en la escuela y casa.

Name:_____

GOODS

(goods are objects and items)

Escribe sus deseos y necesidades.
Write about your needs and wants.

Name:_____

NEEDS	WANTS

Name _____ Date _____

Read the paragraph. Then answer the questions.

Underground Town

Have you ever seen a prairie dog town?
That is where prairie dogs live.
But this town has no buildings or houses.
Prairie dogs live underground.
They dig deep into the earth
to make tunnels. Along the tunnels
are rooms for sleeping or storing food.
One room is lined with grass for the babies!

1. The main idea of this paragraph is

- ○ A. towns without buildings.
- ○ B. raising young prairie dogs.
- ○ C. tunnel homes for prairie dogs.

2. A detail in the paragraph is

- ○ A. underground town.
- ○ B. where prairie dogs live.
- ○ C. rooms for storing food.

3. You can guess that prairie dogs live

- ○ A. alone.
- ○ B. in pairs.
- ○ C. in groups.

28

Name _____ Date _____

1.

6 + 2 = ☐

6

I counted _____ hats in all.

2. Count on to solve the number sentences.

a. 7 + 3 = ☐

b. 8 + 2 = ☐

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A

29

Number Correct:

Name _____ Date _____

*Write the missing number.

1.	10 - 9 = ☐		16.	10 - ☐ = 5	
2.	10 - 8 = ☐		17.	9 - ☐ = 5	
3.	10 - 6 = ☐		18.	8 - ☐ = 5	
4.	10 - 7 = ☐		19.	10 - ☐ = 3	
5.	10 - 6 = ☐		20.	9 - ☐ = 3	
6.	10 - 5 = ☐		21.	8 - ☐ = 3	
7.	10 - 6 = ☐		22.	☐ - 6 = 4	
8.	10 - 4 = ☐		23.	☐ - 6 = 3	
9.	10 - 3 = ☐		24.	☐ - 6 = 2	
10.	10 - 7 = ☐		25.	10 - 4 = 9 - ☐	
11.	10 - 8 = ☐		26.	8 - 2 = 10 - ☐	
12.	10 - 2 = ☐		27.	8 - ☐ = 10 - 3	
13.	10 - 1 = ☐		28.	9 - ☐ = 10 - 3	
14.	10 - 9 = ☐		29.	10 - 4 = 9 - ☐	
15.	10 - 10 = ☐		30.	☐ - 2 = 10 - 4	

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B

Number Correct: 9

Name _____ Date 30

*Write the missing number.

1.	10 - 8 = □		16.	10 - □ = 0	
2.	10 - 9 = □		17.	9 - □ = 0	
3.	10 - 8 = □		18.	8 - □ = 0	
4.	10 - 9 = □		19.	10 - □ = 1	
5.	10 - 7 = □		20.	9 - □ = 1	
6.	10 - 9 = □		21.	8 - □ = 1	
7.	10 - 8 = □		22.	□ - 5 = 5	
8.	10 - 7 = □		23.	□ - 5 = 4	
9.	10 - 3 = □		24.	□ - 5 = 3	
10.	10 - 7 = □		25.	10 - 8 = 9 - □	
11.	10 - 6 = □		26.	8 - 6 = 10 - □	
12.	10 - 4 = □		27.	8 - □ = 10 - 2	
13.	10 - 3 = □		28.	9 - □ = 10 - 2	
14.	10 - 7 = □		29.	10 - 3 = 9 - □	
15.	10 - 5 = □		30.	□ - 1 = 10 - 3	

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Week Three

Day One	• **Please read a book for 30 minutes and write or say a retell** • Please choose 5 different words daily, and write a complete sentence for each sight word. • Passage: **Who Is A Good Citizen at School?**: Please read the passage and answer the questions. • Pasaje: **¿Quién es un buen ciudadano en la escuela ?:** Lea el pasaje y responda las preguntas. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • **Complete math sheets 31, 32, 33** **Completa paginas 31, 32, 33**
Day Two	• **Please read a book for 30 minutes and write or say a retell** • Please choose 5 different words daily, and write a complete sentence for each sight word. • Please write the rules at home and the rules at school. • Por favor escribe sobre las reglas en la casa y en la escuela. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • **Complete math sheets 34, 35, 36** **Completa paginas 34, 35, 36**
Day Three	• **Please read a book for 30 minutes and write or say a retell** • Passage: **How To See Sound:** Please read the passage and answer the questions. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • Pasaje:**How To See Sound:** Lea el pasaje y responda las preguntas. • **Complete math sheets 37, 38 , 39** **Completa paginas 37, 38 , 39**
Day Four	• **Please read a book for 30 minutes and write or say a retell** • Please choose 5 different words daily, and write a complete sentence for each sight word. • Passage: **A Loud Concert** read the passage and answer the questions. • Pasaje:**A Loud Concert** lea el pasaje y responda las preguntas. • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • **Complete math sheets 40, 41, 42** **Completa paginas 40, 41, 42**
Day Five	• **Please read a book for 30 minutes and write or say a retell** • Please write your original poem on a seperate sheet of paper. • Please choose 5 different words daily, and write a complete sentence for each sight word. • Science Test On Light

	• Passage: **How Your Ears Work** read the passage and answer the questions. • Write a letter to your teacher. • Escribe una carta a su maestra (o) • Pasaje: **How Your Ears Work** lea el pasaje y responda las preguntas. • Examen de ciencia sobre la luz • Elija 5 diferentes palabras diariamente e escriba una oración completa para cada palabra de alta frecuencia. • Por favor escribe su poema original en una hoja separada. • **Complete math sheets 43, 44, & 45** **Completa pagina 43, 44, 45**

Who Is a Good Citizen at School?

by ReadWorks

Good citizens at school help other people. They follow the class rules.

Good citizens do their school jobs. They talk nicely to one another. They do their best to answer the teacher's questions. They work together with other students.

Good citizens are kind. They do not make fun of others. Are you a good citizen at school?

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Name: _____ **Date:** _____

1. What do good citizens at school do?

They always yell and dance.

They follow the class rules.

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2. How do good citizens talk to one another?

nicely

angrily

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3. What kind of student does his or her best to answer the teacher's questions?

a troublemaker

a good citizen

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4. How do good citizens treat others?

They make fun of others.

They help others and are kind.

5. How do good citizens work with other students?

They work

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6. What did you learn from "Who is a Good Citizen at School?"

7. Draw a student who is a good citizen at school.

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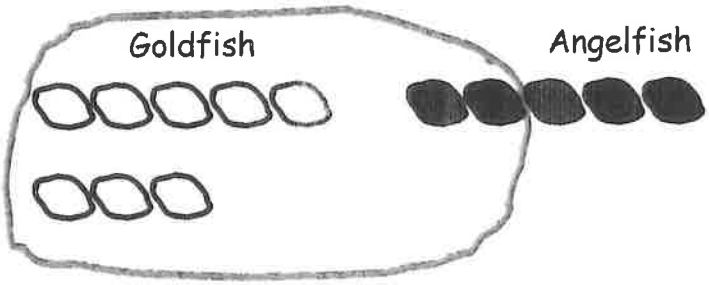
Name _____ Date 31

Circle to make ten. Write the 10+ number sentence and solve.

1. Tom only has 8 goldfish and 5 angelfish. How many fish does Tom have in all?



8 + 5 = _____

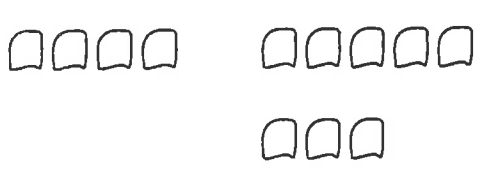
10 fish + _____ fish = _____ fish

Make ten by circling and solve.

2. 8 + 3 = ____

10 + _____ = _____

3. 4 + 8 = ____



10 + _____ = _____

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32

Name _____ Date _____

Draw, label, and circle to show how you made ten to help you solve.

Write the number sentences you used to solve.

Nick picks some peppers. He picks 5 green peppers and 8 red peppers. How many peppers does he pick in all?

8 and _____ make _____.

10 and _____ make _____.

Nick picks _____ peppers.

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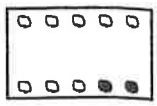
33

8 + 3 = 11 10 + 1 = 11

2 1



Solve. Make math drawings using the ten-frame to show how you made ten to solve.

4. 8 + 4 = ____ _____ + _____ = _____

5. 6 + 8 = ____ _____ + _____ = _____

6. 8 + 5 = ____ _____ + _____ = _____

Solve. Use a number bond to show how you made a ten.

7. 5 + 8 = _____

8. _____ = 8 + 7

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NAME: _____

RULES AND LAWS

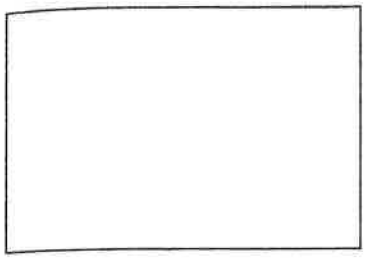
Draw/write a rule at home, a rule at school, or a law.
Escribe las reglas en la escuela y la casa.

Rules At Home	Laws	Rules at School
	What people do or rules they follow in the community.	

Name _____ Date 34

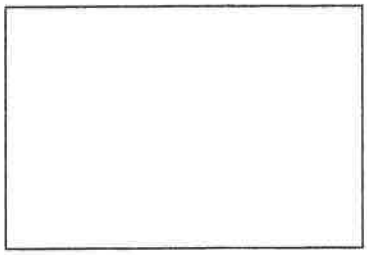
Make math drawings using the ten-frame to solve. Rewrite as a 10+ number sentence.

1. 6 + 8 = ____



10 + ____ = ____

2. ____ = 4 + 8



____ + ____ = ____

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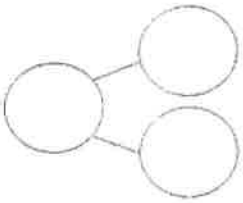
Name _____ Date 35

1. Seyla has 3 stamps in her collection. Her father gives her 8 more stamps. How many stamps does she have now? Show how you make ten, and write the 10+ fact.

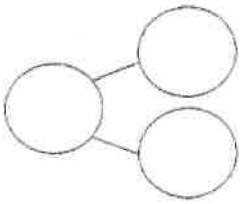
3 + 8 = _____ 10 + _____ = _____

2. Complete the addition sentences and the number bonds.

a. 8 + 6 = ____



b. 10 + ____ = 14



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Name _____ Date 36

Solve. Use number bonds or 5-group drawings if needed. Write the equal ten-plus number sentence.

1. 4 + 9 = ____

10 + ____ = ____

2. 6 + 8 = ____

10 + ____ = ____

3. 7 + 4 = ____

10 + ____ = ____

4. Match the equal expressions.

a. 9 + 3	10 + 1
b. 5 + 8	10 + 4
c. 9 + 6	10 + 2
d. 8 + 9	10 + 5
e. 4 + 7	10 + 7
f. 6 + 8	10 + 3

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How to See Sound

by ReadWorks

Sounds are all around. Sounds are inside and outside. Sounds can be loud or soft. Sound can make things vibrate, or move.

You can hear sounds, but can you see them? Yes! Try this to see how sounds can make things move.

First, tape a piece of thread onto the speaker of a radio. Let the thread hang down in front of the speaker. Next, turn on the radio. Watch the thread carefully.

Does the sound make the thread move? If not, turn up the volume to make the sound louder. The sound from the speaker should make the thread move.

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Name: _____ Date: _____

1. According to the passage, what can sound make things do?

A. vibrate, or move

B. break

C. make music

2. The passage describes sound. How is sound described?

A. Sound is only loud.

B. Sound can be loud or soft.

C. Sound is only soft.

3. An experiment is described in the passage. This experiment shows the sound from the speaker can make the thread move. Which evidence from the passage shows this is true?

A. The radio should be turned on.

B. Tape is used to place the piece of thread onto the speaker of the radio.

C. The volume of the sound can be turned up to make the thread move.

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4. What is "How to See Sound" mostly about?

A. what sound does

B. where you can hear sounds

C. an experiment that you can do to see sound

5. What can you do if you do not see the thread move when you turn on the radio?

6. What did you learn from "How to See Sound"?

7. Class Discussion Question: Explain how the sound makes the thread move.

8. Draw a picture of sound making the thread move.

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Complete the addition sentences to make them true.

	a.	b.	c.
5.	9 + 2 = ____	8 + 4 = ____	7 + 5 = ____
6.	9 + 5 = ____	8 + 3 = ____	7 + 6 = ____
7.	6 + 9 = ____	6 + 8 = ____	4 + 7 = ____
8.	7 + 9 = ____	5 + 8 = ____	7 + 7 = ____
9.	9 + ____ = 17	8 + ____ = 16	7 + ____ = 16
10.	____ + 9 = 15	____ + 8 = 15	____ + 7 = 17

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Name _____ Date 38

Solve. Use number bonds or 5-group drawings if needed. Write the equal ten-plus number sentence.

a.

9 + 5 = ____

10 + ____ = ____

b.

8 + 4 = ____

10 + ____ = ____

c.

7 + 6 = ____

10 + ____ = ____

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Name _____ Date _____

1. Match the pictures with the number sentences.

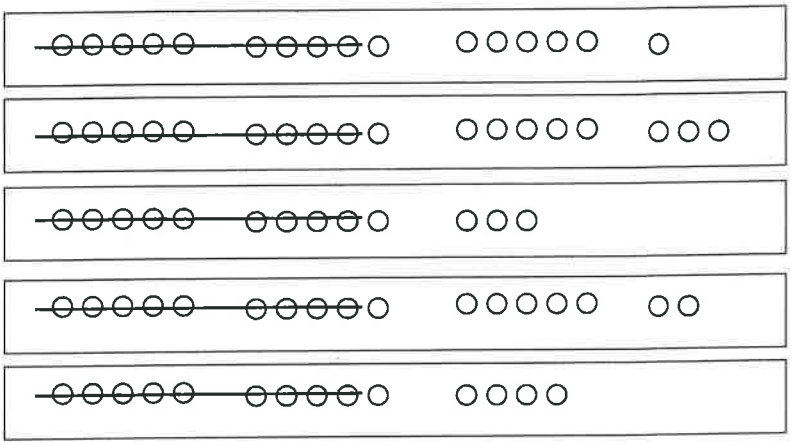
a. 13 - 9 = 4

b. 14 - 9 = 5

c. 17 - 9 = 8

d. 18 - 9 = 9

e. 16 - 9 = 7



Draw 5-group rows. Visualize and then cross out to solve. Complete the number sentences.

2. 11 - 9 = _____

3. 13 - 9 = _____

4. 16 - 9 = _____

5. 17 - 9 = _____

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A Loud Concert

by ReadWorks

Photo Credit: B.E. Merrill

Sam is going to a concert today. He is excited. His brother plays the guitar. Sam's family arrives at the school.

The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.

Sam's eardrums start to vibrate too. Then Sam hears the piano. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.

Sam's ears start to hurt. His mom gives him a pair of earplugs. Sam puts them in his ears. Ah! Now the sound is not too loud.

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Name: _____ Date: _____

1. Where is Sam going?

A. band practice

B. a concert

C. school

2. First, Sam hears his brother play the guitar. Then what instrument does Sam hear?

A. guitar

B. piano

C. drums

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3. When musicians play their instruments, the instruments vibrate and make sound waves. These sound waves hit Sam's ear. This makes Sam's eardrums vibrate and he hears music.

Why is Sam able to hear the music?

A. Sound waves from Sam's eardrum travel to the instruments. This makes the instruments create music.

B. Sound waves from the instruments travel to Sam's eardrum. This makes his eardrum vibrate.

C. Sam's eardrum creates sound waves that allows him to hear music.

4. What is "A Loud Concert" mostly about?

A. Sam's brother playing guitar

B. Sam and his family enjoying his brother's concert

C. why loud music and soft music are different

5. What does Sam use when the music gets too loud?

6. What did you learn from "A Loud Concert"?

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7. Class Discussion Question: Describe the problem that Sam has at the concert and how he solves his problem.

8. Draw a picture of Sam at the concert.

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6. 14 - 9 = _____

7. 13 - 9 = _____

8. 12 - 9 = _____

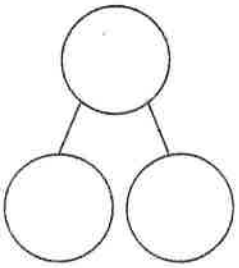
9. 15 - 9 = _____

10. Show making 10 and taking from 10 to complete the two number sentences.

a. 5 + 9 = ____

b. 14 - 9 = ____

11. Make a number bond for Problem 10. Write two additional number sentences that use this number bond.



_____ _____

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Name _____ Date _____

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

Remember to draw a box around your solution in the number sentence.

1. Some students in Mrs. See's class are walkers. There are 17 students in her class in all. If 8 students ride the bus, how many students are walkers?

2. I baked 13 loaves of bread for a party. Some were burnt, so I threw them away. I brought the remaining 8 loaves to the party. How many loaves of bread were burnt?

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Name _____ Date _____

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

1. Janet read 8 books during the week. She read some more books on the weekend. She read 12 books total. How many books did Janet read on the weekend?

2. Eric scored 13 goals this season! He scored 5 goals before the playoffs. How many goals did Eric score during the playoffs?

EUREKA MATH™

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Write a letter to yar teacher.
Escribe una carta a su maestra.

_____

_____:

_____

_____

_____

_____

_____

_____

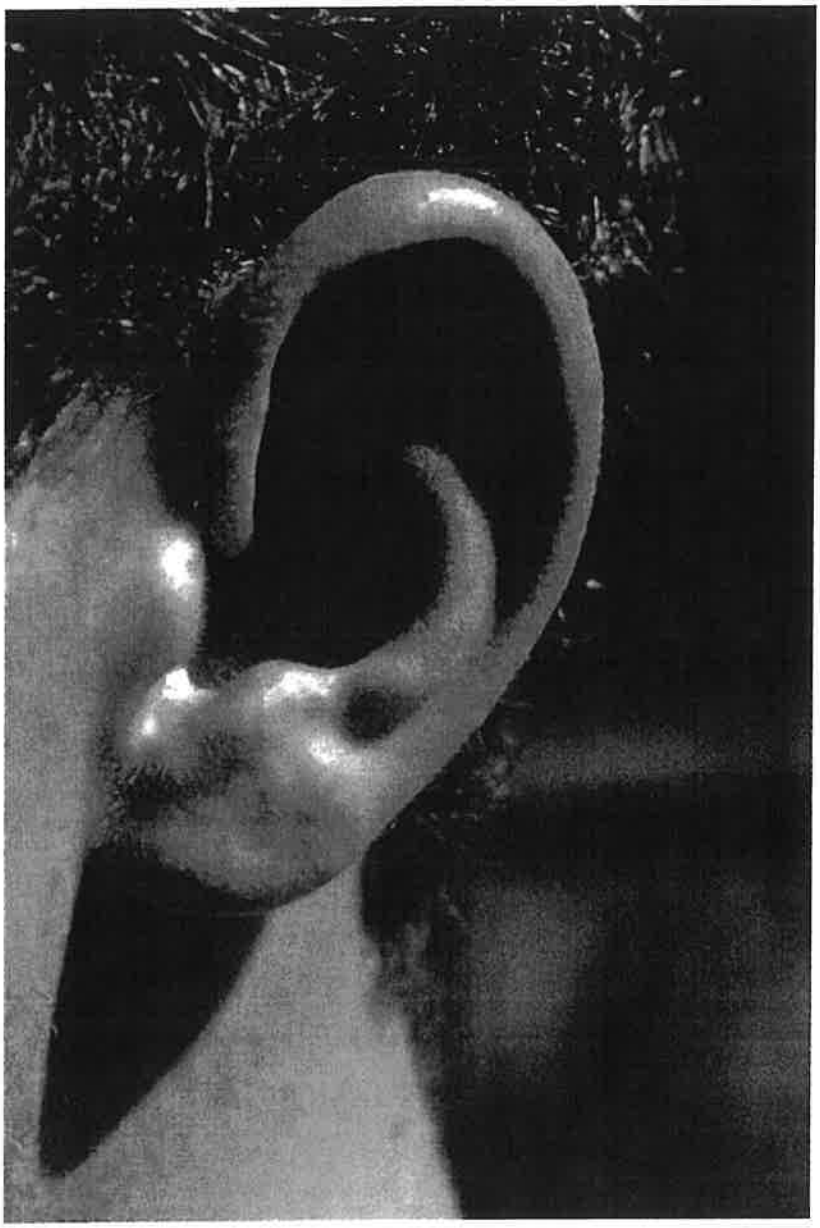
_____

_____,

_____

How Your Ears Work

by Rachelle Kreisman



What do you hear? You may hear people talking. You may hear a car or the wind or music. Your ears help you hear those sounds.

Sound travels in waves. The waves go into your outer ear. That is

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the part you see. Inside your ear, sound waves go through a tiny tunnel. It is called the ear canal.

Those waves hit stretched-out pieces of skin called eardrums. The eardrums vibrate. That means they shake back and forth.

Your inner ear turns those vibrations into a signal. That signal goes to your brain. The brain understands that the signal is a sound. What is the result? You hear something!

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Name: _____ Date: _____

1. What part of your body helps you hear?

A. your hands

B. your tongue

C. your ears

2. This text explains how your ears hear sounds. When sound waves reach your body, what part do they go into first?

A. the outer ear

B. the eardrum

C. the ear canal

3. When the eardrum in your inner ear vibrates, a signal goes to your brain. What does this information tell us about how our ears are connected to our brains?

A. The outer ear is connected to the brain.

B. The ear canal is connected to the brain.

C. The inner ear is connected to the brain.

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4. What is "How Your Ears Work" mostly about?

A. how we can hear sound

B. different things people can hear

C. how sound travels in waves

5. How does sound travel?

Sound travels in

6. What did you learn from "How Your Ear Works"?

7. Class Discussion Question: Use evidence from the text to explain what you make when you talk or make a sound.

8. Draw a picture of something mentioned in the text that makes sound waves that travel to your ears.

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Name:_____

SCIENCE TEST ON LIGHT

1.Light helps us to_____

a. See
b. Listen
c. Touch
d. Taste

2. A reflection is _____

a. When you hear sound
b. When light bounces off a shiny smooth surface
c. When you see a rainbow
d. When you see a squirrel

3. Most of our light comes from _____

a. The moon
b. The stars
c. The sun
d. The ground

4. Sunlight helps all living things to _____

a. Grow
b. Break
c. Die
d. Move

5. What light comes from the sky at night?

a. Fire
b. Stars
c. Lava
d. The clouds

6. Can some animals make their own light?

a. Yes
b. No

7. When people make light it is called _____?

a. Electricity
b. Light bulb
c. Light switch
d. A candle

8. When rays of light are bent, you can see a _____?

a. Cloud
b. Rainbow
c. Moon
d. Star

9. A natural source of light is _____?

a. Electricity
b. Lava
c. A flashlight
d. A tree

10. When light goes through an object it is _____?

a. A reflection
b. Transparent
c. Dark
d. Pretty

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3. There were 8 ladybugs on a branch. Some more came. Then, there were 15 ladybugs on the branch. How many ladybugs came?

4. Marco's friend gave him some baseball cards at school. If he was already given 9 baseball cards by his family, and he now has 19 cards in all, how many baseball cards did he get in school?

Meet with a partner and share your drawings and sentences. Talk with your partner about how your drawing matches the story.

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Name _____ Date _____

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

Shanika ate 7 mini-pretzels in the morning. She ate the rest of her mini-pretzels in the afternoon. She ate 13 mini-pretzels altogether that day. How many mini-pretzels did Shanika eat in the afternoon?

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Name _____ Date _____

Read the word problem.
Draw and label.
Write a number sentence and a statement that match the story.

1. Jose sees 11 frogs on the shore. Some of the frogs hop into the water. Now, there are 8 frogs on the shore. How many frogs hopped into the water?

2. Cameron gives some of his apples to his sister. He still has 9 apples left. If he had 15 apples at first, how many apples did he give to his sister?

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3. Molly had 16 books. She loaned some to Gia. How many books did Gia borrow if Molly has 8 books left?

4. Eighteen baby goats were playing outside. Some went into the barn. Nine stayed outside to play. How many baby goats went inside?

Meet with a partner and share your drawings and sentences. Talk with your partner about how your drawing tells the story.

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