First Grade
10 Days Plan
Day 1
Activities

- **Language Arts:** Fill in the blank with the word that makes sense.
- **Review Lesson**
- **Reading:** Read and answer the question for “My Ch Diagraph Book.”
- **Learn About:** A Stagecoach
- **Raz Kids Journal Writing:** Include an opening, three details, and a closing sentence.
- **Writing Prompt:** When I look in the mirror, I see...
- **Science:** Sea Turtles
- **Math:** Subtraction problems, before and after, and tens and ones
Name ______________________________________________

Fill in the blank with the word that makes most sense.
milk       lost       store       sleep

croak       pie        Chuck       sled

flap        creep

1. Did the mouse __________ across the floor?

2. I __________ my coat on the way to school.

3. My mom said, "Please go to __________?"

4. I love to eat __________ and cookies.

5. I went to the __________ and got some milk.

6. I would like some apple __________ please.

7. Can the bird __________ it's wings fast?

8. That frog can __________ very loud!

9. I went down the hill on the red __________.

10. __________ can't jump over that little bump.
<table>
<thead>
<tr>
<th>Lesson 9</th>
<th>Review Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>it.</td>
<td>shack, snake, shake</td>
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<tr>
<td></td>
<td>pack, junk, joke</td>
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<tr>
<td></td>
<td>witch, mash, match</td>
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<tr>
<td></td>
<td>ding-dong, sing-song, ping-pong</td>
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<tr>
<td>sack</td>
<td>snare, shape, shore</td>
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<td>snake</td>
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<td>which, whine, wind</td>
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<td>scare, skip, store</td>
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<tr>
<td></td>
<td>chase, check, case</td>
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<td></td>
<td>trace, from, froze</td>
</tr>
</tbody>
</table>
Write a Sentence

Write a sentence about the ch picture words below.

chimp
charm
inch

My CH Digraphs Book

Name______________________

Parent Connection

Using a ball that bounces, the parent will say a word that has the ch sound and bounces the ball to the child. The child then has to say another word with the ch sound. Keep playing until they can't come up with any more words for that sound.

Rainbow Write

Rainbow write the ch words below.

chimp each charm inch
Write, Write, and Color

Write each word and color the picture after you find them in the story.

Find, Write, and Color

1. What did they make?
2. Where did the cheese go?
1. What kind of pizza did they make?

Multiple Choice

Color a smiley face each time you practice the passage.

The Chewy Pizza

My pizza, I chopped on some chips on the chair too. After I munched on my chin and my chest, I got it. Cheese on my pizza. I got cheese. I made a chewy pizza. I put

Fill in the Blank/Short Answer

1. What did the author chop on?
2. Where did the cheese go?
3. Cheese got on the

Cheesy and Cherrises.
When I look in the mirror, I see
Learn About:
A Stagecoach

People have not always had cars. A stagecoach was once used to go from one town to another. A stagecoach was a coach pulled by horses. Some fancy stagecoaches were pulled by six horses. A stagecoach carried people and mail. The stagecoach would change horses during a long trip. This would rest the horses.

Write. (Look at story.)

A ___________________________ was a coach pulled by horses.

Circle.
Yes or No
A stagecoach would go from town to town. Yes  No
A stagecoach was a new truck. Yes  No
Some fancy stagecoaches had six horses. Yes No

Check.
What did a stagecoach carry?  □ people  □ animals  □ mail

Color.
Two words are in stagecoach. Color: first word - red
                               second word - blue

Write the name of your town on the sign above.

• Draw a picture of a fancy stagecoach with six horses.
Sea Turtles

Write something you know about sea turtles.

_________________________

_________________________

_________________________

Read about sea turtles.

Sea turtles have been on Earth for about 150 million years! There are seven species of sea turtles that live in tropical and temperate seas throughout the world. Female sea turtles come ashore to dig a nest and lay their eggs. When hatchlings emerge from the nest they must make their way to the water and begin their life in the sea. Sea turtles spend most of their time in the water and are strong swimmers and good divers. Some sea turtles eat plants, some eat meat, and some eat plants and meat.

Write something you learned about sea turtles.

_________________________

_________________________

_________________________
Solve each problem. Look for patterns.

1. 13
   - 0 = 13
   - ___ = 12
   - ___ = 11
   - ___ = 10
   - ___ = 9
   - 5 = ___
   - 6 = ___
   - 7 = ___
   - ___ = 5
   - ___ = 4
   - ___ = .3
   - 11 = ___
   - 12 = ___
   - ___ = 0

2. 14
   - ___ = 14
   - 1 = ___
   - ___ = 12
   - ___ = 11
   - 4 = ___
   - 5 = ___
   - 6 = ___
   - ___ = 7
   - ___ = 6
   - ___ = 5
   - ___ = 4
   - 11 = ___
   - 12 = ___
   - ___ = 1
   - ___ = 0

3. 15
   - 0 = ___
   - ___ = 14
   - 2 = ___
   - ___ = 12
   - 4 = ___
   - ___ = 10
   - ___ = 9
   - 7 = ___
   - 8 = ___
   - 9 = ___
   - ___ = 5
   - ___ = 4
   - ___ = 3
   - 13 = ___
   - 14 = ___
   - ___ = 0

☐ I can use addition facts to solve subtraction problems.
☐ I can use mental strategies to add and subtract within 20.
Rachel had 12 flowers. Nine were red and the rest were yellow. How many flowers were yellow?

Sometimes, it helps to draw a picture about a word problem.
Count 12 flowers, then subtract 9 flowers to get 3 flowers.

12 - 9 = 3

Draw a picture to solve each problem. Write the equation.

1. Cody had 12 pears in a basket. Four of the pears were ripe. How many pears were not ripe?

   _______ - _______ = _______

2. Chelsea had 7 marbles in a bag. She lost 5 marbles. How many marbles did she have left?

   _______ - _______ = _______

3. Jin had 9 cookies in his lunch box. He gave 4 of them to his best friend. How many cookies did Jin have left?

   _______ - _______ = _______

4. David checked out 12 books. He returned 6 books. How many books did he have left?

   _______ - _______ = _______

☐ I can solve subtraction word problems within 20.
☐ I understand the meaning of the equal sign.
Write the number that comes before, between, or after each number listed.

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<th>Before</th>
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☐ I can count from any number to 120.
☐ I can read and write numbers up to 120.
Complete each section from a hundreds board. Add and subtract ones left and right. Add and subtract tens up and down.

1. 21

2. 45

3. 62

4. 13

5. 59

6. 79

7. Choose one problem and explain how you completed the hundreds board.

☐ I can count from any number to 120 and read and write numbers up to 120.
☐ I can explain how to find 10 more or 10 less than a two-digit number.
Think about the number of tens in the numbers in each row and the number of ones in the numbers in each column. Think about the last row by itself. Answer the questions.

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<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

1. What numbers have 4 ones?
2. What numbers have 7 tens?
3. What numbers have no ones?
4. What numbers have no tens?
5. What numbers have 6 tens?
6. What numbers have 6 ones?
7. What numbers have 7 ones?
8. What number(s) have 3 tens and 5 ones?

☐ I understand that two-digit numbers contain tens and ones.
☐ I can tell how many tens and ones are in the multiples of 10.
To count large groups, it is easiest to make groups of 10. The number of groups is written in the tens place. The number of leftovers is written in the ones place.

Example:

1 group of 10

4 ones

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Circle each group of 10. Then, write the total number of tens and ones.

1. [Apples]

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

2. [Cherries]

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

3. [Bananas]

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

4. [Peaches]

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

5. [Pears]

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

6. [Strawberries]

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

☐ I understand that two-digit numbers contain tens and ones.
☐ I understand that a 10 is 10 ones, or a ten.
☐ I understand that the numbers 11–19 have a ten and some ones.
Day 2

Activities

- **Language Arts:** Pick a word to fit each sentence.
- **Read and X it.**
- **Reading Comprehension:** Read and answer the question for “My Ch Diagraph Book.”
- **Learn About:** Doctors
- **Raz Kids Journal Writing:** Include an opening, three details, and a closing sentence.
- **Writing Prompt:** My friend’s name is _______. I like my friend because _______.
- **Social Studies:** Clean Up
- **Math:** Addition Problems
Pick a word to fit each sentence:

mittens  store  cupcake  firemen
milk  lost  upstairs  inside
happy  basket

1. I went to the ________ for my mom.
2. I go __________ to go to bed.
3. We will play __________ if it rains.
4. The dog was ________ for two days.
5. Two ___________ helped put the fire out.
6. I am ____________ when I do good work.
7. Did you have a ____________ at the party?
8. I like to drink ____________ when I eat cookies.
9. The kitten was asleep in the ____________.
10. Jane wears ____________ when it is cold.
<table>
<thead>
<tr>
<th></th>
<th>check</th>
<th>chess</th>
<th>such</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Chessboard]</td>
<td><strong>check</strong></td>
<td><strong>chess</strong></td>
<td><strong>such</strong></td>
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<td>![Throne]</td>
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<tr>
<td>![Trash Can]</td>
<td><strong>crash</strong></td>
<td><strong>track</strong></td>
<td><strong>trash</strong></td>
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<tr>
<td>![Check]</td>
<td><strong>check</strong></td>
<td><strong>catch</strong></td>
<td><strong>chick</strong></td>
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<td>![Witch]</td>
<td><strong>itch</strong></td>
<td><strong>such</strong></td>
<td><strong>witch</strong></td>
</tr>
</tbody>
</table>
Write a Sentence
Write a sentence about the ch picture words below.

chalk

chime

rich

Parent Connection
Have your child find objects in the house that contain the ch sound.

Rainbow Write
Rainbow write the ch words below.

chalk such
chime rich
Multiple Choice

Write each word and color the picture after you find them in the story.

Find, Write, and Color

1. Who are the sweats?
2. What did they have to do to the cherries?

For?

C. Chief
B. Grandma
A. Teacher

What did Chief have to do to the cherries?

Fill in the Blank/Short Answer

After Church, I made a cherry pie.

Chief loves chewy chocolate chip cookies and chocolate chip cookies for the church.

Chief made sweet's after

She made sweet's after

When does Chief love to eat these?

Chief, I had to chop the cherries.

The chips were in the chest. The chips were in the chest.
Learn About:

Doctors

Doctors help many people. They help sick people get well. They help healthy people stay well. People go to special schools to learn to be doctors. There are many kinds of doctors. There are doctors for children, eye doctors, ear doctors, bone doctors and heart doctors. Would you like to be a doctor?

Check.

How does a doctor help people?
☐ A doctor helps sick people get well.
☐ A doctor helps people build houses.
☐ A doctor helps healthy people stay well.

Unscramble.

There are many kinds of _________. Some doctors are just for _________.

codors
3421576

Match.

eye doctor
ear doctor
bone doctor
heart doctor

Write.

Fill in the puzzle.

• Write a list of three things you do to stay healthy.
A Good Friend

Read the story starter. Finish the story in your own words. Then, draw a picture about your story.

My friend’s name is

I like my friend because
Clean up

A clean community is good for everyone.
Help clean up this community.
Draw an X through each piece of trash.
Community Helpers

Complete each sentence with the title of a community helper from the box.

teacher  mailman  doctor  parent
policeman  dentist  friend  fireman

Across
1. Sometimes you visit me when you are very sick. I am a ____________________.
3. I wear a badge and can help you if you are lost. I am a ____________________.
5. I wear a heavy coat, boots, and a red hat. I am a ____________________.
7. I love you very much. I am your ____________________.

Down
2. I help children learn to read and write. I am a ____________________.
4. I make sure you have a beautiful smile. I am a ____________________.
5. We play games and have lots of fun together. I am your ____________________.
6. I bring letters and packages to your home. I wear a uniform. I am a ____________________.

Use your answers to complete the puzzle.

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When adding three numbers, look for a problem you already know and add those numbers. Then, add the third number to their sum.

Example:

\[
\begin{align*}
7 + 3 & > 10 \\
+5 & \quad +5 \\
& \quad 15 \\
\end{align*}
\]

7 and 3 make 10
add 5 to 10
10 + 5 = 15

Add.

1. \[
\begin{align*}
6 + 4 & \\
+2 & \\
\end{align*}
\]

2. \[
\begin{align*}
5 + 2 & \\
+5 & \\
\end{align*}
\]

3. \[
\begin{align*}
5 + 4 & \\
+6 & \\
\end{align*}
\]

4. \[
\begin{align*}
7 + 2 & \\
+3 & \\
\end{align*}
\]

5. \[
\begin{align*}
4 + 3 & \\
+7 & \\
\end{align*}
\]

6. \[
\begin{align*}
8 + 6 & \\
+2 & \\
\end{align*}
\]

7. \[
\begin{align*}
2 + 8 & \\
+7 & \\
\end{align*}
\]

8. \[
\begin{align*}
1 + 8 & \\
+9 & \\
\end{align*}
\]

☐ I can use strategies to make it easier to add and subtract.
☐ I can fluently add within 10.
☐ I can use mental strategies to add within 20.
The nest had 3 eggs.
The mother bird laid 1 more egg.
How many eggs were there in all?

Sometimes, it helps to draw a picture
about a word problem.
So, 3 eggs plus 1 egg equals 4 eggs in all.

Draw a picture to solve each problem. Write the addition problem in the box.

1. Alexis had 4 fish. Brianna had 2 fish.
   How many fish did the girls have altogether?

2. Shane checked out 2 books. Tad checked out 3 books.
   How many books did they check out in all?

3. Miguel had 3 crayons. Ross had 4 crayons.
   How many crayons did they have altogether?

4. Jeff saw 1 rabbit. Soon, 4 more rabbits came.
   How many rabbits were there altogether?

☐ I can solve addition word problems within 20.
Some words in a word problem tell you whether to add or subtract. These key words tell you to add: altogether, total, in all, and combined. After you solve a problem, label the answer with the correct unit.

Example: Kim has 4 green rubber bands and 7 red rubber bands. How many rubber bands does she have in all?
4 + 7 = 11 rubber bands

Circle the key words in each word problem. Write an equation to find the answer. Label the answer with the correct units.

<table>
<thead>
<tr>
<th>1. Anna counted 6 red crayons and 2 blue crayons. How many total crayons did Anna count?</th>
<th>2. Lauren has 8 pencils and Keisha has 7 pencils. How many pencils do they have combined?</th>
</tr>
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<tbody>
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<tr>
<td>3. Clay found 5 small paper clips and 3 large paper clips. How many paper clips did he find altogether?</td>
<td>4. Delia counted 5 black pens, 2 red pens, and 1 blue pen. How many pens did she count in all?</td>
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<tr>
<td>5. Dante has 7 pink erasers and 2 green erasers. How many total erasers does Dante have?</td>
<td>6. Blake borrowed 3 blue markers, 4 yellow markers, and 3 green markers. How many markers did he borrow in all?</td>
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☐ I can solve addition word problems within 20.
☐ I can solve word problems by adding 3 numbers whose sum is less than or equal to 20.
Solve each problem. Write the equation across or in a column.

1. Lily ate 3 carrots on Friday, 4 carrots on Saturday, and 5 carrots on Sunday. How many carrots did she eat in all?

\[
\begin{array}{c}
+ \\
\end{array}
\]

\[
\underline{} + \underline{} = \underline{}
\]

3. Robert has 5 fish. His friend Alex has 9 fish. How many total fish do they have?

\[
\begin{array}{c}
+ \\
\end{array}
\]

\[
\underline{} + \underline{} = \underline{}
\]

2. Jayla has 6 pencils. Her brother has 7 pencils. How many pencils do they have altogether?

\[
\begin{array}{c}
+ \\
\end{array}
\]

\[
\underline{} + \underline{} = \underline{}
\]

4. Lori used 2 cans of paint on the doghouse, 8 cans of paint on the fence, and 3 cans of paint on the playhouse. How many cans of paint did Lori use altogether?

\[
\begin{array}{c}
+ \\
\end{array}
\]

\[
\underline{} + \underline{} = \underline{}
\]

5. Abbie walked 5 miles on Monday, 4 miles on Tuesday, and 8 miles on Wednesday. How many miles did she walk in all?

\[
\begin{array}{c}
+ \\
\end{array}
\]

\[
\underline{} + \underline{} = \underline{}
\]

6. Eight butterflies are on a bush. Seven more butterflies land on the bush. How many total butterflies are on the bush?

\[
\begin{array}{c}
+ \\
\end{array}
\]

\[
\underline{} + \underline{} = \underline{}
\]

☐ I can solve addition word problems within 20.

☐ I can solve word problems by adding 3 numbers whose sum is less than or equal to 20.
Start with the larger number and count on to add. Write the sum. Count the total shapes to check your answer.

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<td><strong>9</strong> + <strong>9</strong> = <strong>18</strong></td>
<td><strong>12</strong> + <strong>8</strong> = <strong>20</strong></td>
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<td><strong>9.</strong></td>
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<td><strong>10</strong> + <strong>9</strong> = <strong>19</strong></td>
<td><strong>11</strong> + <strong>9</strong> = <strong>20</strong></td>
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</tbody>
</table>
Solve each problem. Look for patterns.

1. 16
   16 + _____ = 16
   15 + _____ = 16
   14 + _____ = 16
   _____ + 3 = 16
   _____ + 4 = 16
   11 + _____ = 16
   10 + _____ = 16
   9 + _____ = 16
   _____ + 8 = 16
   7 + _____ = 16
   _____ + 10 = 16
   5 + _____ = 16
   _____ + 12 = 16
   3 + _____ = 16
   _____ + 14 = 16
   1 + _____ = 16
   _____ + 16 = 16

2. 17
   17 + _____ = 17
   16 + _____ = 17
   _____ + 2 = 17
   14 + _____ = 17
   _____ + 4 = 17
   12 + _____ = 17
   11 + _____ = 17
   _____ + 7 = 17
   9 + _____ = 17
   _____ + 9 = 17
   7 + _____ = 17
   _____ + 10 = 17
   6 + _____ = 17
   5 + _____ = 17
   _____ + 12 = 17
   3 + _____ = 17
   _____ + 13 = 17
   3 + _____ = 17
   1 + _____ = 17
   2 + _____ = 17
   1 + _____ = 17
   0 + _____ = 17

3. 18
   18 + _____ = 18
   _____ + 1 = 18
   _____ + 2 = 18
   _____ + 3 = 18
   14 + _____ = 18
   13 + _____ = 18
   _____ + 6 = 18
   _____ + 7 = 18
   10 + _____ = 18
   9 + _____ = 18
   8 + _____ = 18
   7 + _____ = 18
   _____ + 12 = 18
   _____ + 13 = 18
   _____ + 13 = 18
   3 + _____ = 18
   3 + _____ = 18
   2 + _____ = 18
   2 + _____ = 18
   _____ + 17 = 18
   0 + _____ = 18

☐ I can find a missing number in an addition equation.
Day 3
Activities

- **Language Arts:** Pick a word to fit each sentence.
- **Read, write and X it.**
- **Reading Comprehension:** Read and answer the question for "My Ph Diagraph Book."
- **Learn About:** Fire Fighters
- **Raz Kids Journal Writing:** Include an opening, three details, and a closing sentence.
- **Writing Prompt:** My favorite snack is __________.
- **Science:** Magnets
- **Math:** Addition Problems and Fact families.
Pick a word to fit each sentence:

toothbrush  bathtub  butterfly  fireman

cupcake  goldfish  raincoat  grandma

snowman  watermelon

1. The boy likes to blow bubbles in the ________________.

2. My ________________ loves me very much.

3. Did you see the pretty ________________ fly by?

4. Do you need a ________________ if it rains?

5. I like to eat ________________ in the summer time.

6. Will the ________________ swim in the water?

7. I will use my ________________ to clean my teeth.

8. Did the ________________ melt in the sunshine?

9. The ________________ put the fire out.

10. The ________________ had sprinkles on it.
<table>
<thead>
<tr>
<th>whine</th>
<th><img src="image1" alt="whine" /></th>
<th><img src="image2" alt="whine" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>shape</td>
<td><img src="image3" alt="shape" /></td>
<td><img src="image4" alt="shape" /></td>
</tr>
<tr>
<td>snake</td>
<td><img src="image5" alt="snake" /></td>
<td><img src="image6" alt="snake" /></td>
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<tr>
<td>tick-tock</td>
<td><img src="image7" alt="tick-tock" /></td>
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<tr>
<td>shine</td>
<td><img src="image9" alt="shine" /></td>
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<td>white</td>
<td><img src="image11" alt="white" /></td>
<td><img src="image12" alt="white" /></td>
</tr>
<tr>
<td>match</td>
<td><img src="image13" alt="match" /></td>
<td><img src="image14" alt="match" /></td>
</tr>
</tbody>
</table>
**My PH Digraphs Book**

**Write a Sentence**

Write a sentence about the **ph** picture words below.

- graph
- phone
- photo

**Parent Connection**

Write words with the **ph** sound on popsicle sticks. Add in 3-5 KABOOM sticks also. Playing with your child, take turns pulling out a stick and saying the word. If you pull a KABOOM, you must put all your sticks back in the cup.
Find, Write, and Color

Write each of the words and color the picture after you find them in the story.

1. Phone
2. Elephant
3. Giraffe
4. Lion
5. Elephant

Multiple Choice

Color a smiley face each time you pronounce the passage.

Going to the Zoo

Phoebe called me on the phone.
We wanted to go to the zoo.
We saw a dolphin and a gopher.
Phoebe gave the photo to her nephew.
They saw a swimming dolphin.

Fill in the Blank/Short Answer

1. c. text
2. b. email
3. c. phone
4. c. phone
5. c. elephant

1. How did Phoebe talk?
2. What was the photo of?
Learn About:

Fire Fighters

A fire fighter's job is to put out fires. This can be a very dangerous job. Fire fighters work at a fire station. When the alarm bell rings, the fire fighters rush to their truck. They drive to the fire. Fire fighters wear boots, hats and coats to protect themselves from the fire.

Check.

A fire fighter [ ] drives a bus. [ ] puts out fires.

Unscramble.

Fire fighters work at a _______ _______.

Write.

1, 2, 3, 4.

[ ] Fire fighters rush to their trucks. [ ] They drive to the fire.

[ ] They put out the fire. [ ] The alarm bell rings.

Circle.

What do fire fighters wear to protect themselves?

Color the big picture: boots - black coats - yellow hats - red

* Draw a red fire truck.

Reading Comprehension 1F8707
My Favorite Snack

Read the story starter. Finish the story in your own words. Then, draw a picture about your story.

My favorite snack is
Magnets

Circle the items that a magnet will attract.
Sometimes, addition sentences have missing numbers. Use a box for the missing number. Find the missing number. Use addition facts, counting on, or counting back.

Example: Patrick saw 6 patterned kites and some solid kites. He saw 15 kites in all. How many solid kites did he see?

\[6 + \square = 15\] kites; Think \(6 + 9 = 15\) or count on from 6 (7, 8, 9, 10, 11, 12, 13, 14, 15 = 9 numbers). The answer is 9 solid kites.

Find the missing number in the problem.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paul's towel has 3 stripes. Mario's towel also has some stripes. There are 8 stripes in all. How many stripes does Mario's towel have? (3 + \square = 8) stripes</td>
</tr>
<tr>
<td>2.</td>
<td>Some sand dollars and 5 starfish were in a tidal pool. There were 11 animals in the tidal pool altogether. How many sand dollars were in the pool? (\square + 5 = 11) animals</td>
</tr>
<tr>
<td>3.</td>
<td>Liv has 7 diving rings and Rose also has some diving rings. Combined, they have 15 diving rings. How many diving rings does Rose have? (7 + \square = 15) rings</td>
</tr>
<tr>
<td>4.</td>
<td>The Samson family has 9 drinks in their cooler. The Stone family brings some more drinks to put in the cooler. There is now a total of 16 drinks in the cooler. How many drinks did the Stone family bring? (9 + \square = 16) drinks</td>
</tr>
<tr>
<td>5.</td>
<td>There are some seagulls on the beach. Four more seagulls flew down to join them. Now, there are 12 seagulls on the beach. How many seagulls flew down? (\square + 4 = 12) seagulls</td>
</tr>
<tr>
<td>6.</td>
<td>Fourteen children are building sand castles. Eight children are using shovels and the rest are using buckets. How many children are using buckets? (8 + \square = 14) children</td>
</tr>
</tbody>
</table>

☐ I can solve addition word problems within 20.
☐ I can find a missing number in an addition equation.
Write the equations for each number family.

1. \[
\begin{align*}
3 & + 1 = 4 \\
\end{align*}
\]

2. \[
\begin{align*}
\_ & \_ \_ = \_ \_ \\
\_ & \_ \_ = \_ \_ \\
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\_ & \_ \_ = \_ \_ \\
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\end{align*}
\]

3. \[
\begin{align*}
\_ & \_ \_ = \_ \_ \\
\_ & \_ \_ = \_ \_ \\
\_ & \_ \_ = \_ \_ \\
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\end{align*}
\]

4. \[
\begin{align*}
\_ & \_ \_ = \_ \_ \\
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\end{align*}
\]

☐ I can fluently add and subtract within 10 and use mental strategies to add and subtract within 20.

☐ I can use addition facts to solve subtraction problems.
Write the equations for each number family.

1. 7
   10
   3
   ____ + ____ = ______
   ____ + ____ = ______
   ____ - ____ = ______
   ____ - ____ = ______

2. 8
   12
   4
   ____ + ____ = ______
   ____ + ____ = ______
   ____ - ____ = ______
   ____ - ____ = ______

3. 9
   13
   4
   ____ + ____ = ______
   ____ + ____ = ______
   ____ - ____ = ______
   ____ - ____ = ______

4. 6
   11
   5
   ____ + ____ = ______
   ____ + ____ = ______
   ____ - ____ = ______
   ____ - ____ = ______

5. 5
   13
   8
   ____ + ____ = ______
   ____ + ____ = ______
   ____ - ____ = ______
   ____ - ____ = ______

6. 4
   11
   7
   ____ + ____ = ______
   ____ + ____ = ______
   ____ - ____ = ______
   ____ - ____ = ______

☐ I can fluently add and subtract within 10 and use mental strategies to add and subtract within 20.
☐ I can use addition facts to solve subtraction problems.
There were 8 books. Take away 2 books. How many books were left? Eight books take away 2 books leaves 6 books. Six is the difference.

\[ 8 - 2 = 6 \]

Cross out and count the objects. Solve each problem.

1. There are 2 sailboats. Take away 1 sailboat. How many sailboats are left?

\[ 2 - 1 = \underline{1} \]

2. There are 5 birds. Take away 3 birds. How many birds are left?

\[ 5 - 3 = \underline{2} \]

3. There are 3 cookies. Take away 2 cookies. How many cookies are left?

\[ 3 - 2 = \underline{1} \]

4. There are 6 bananas. Take away 2 bananas. How many bananas are left?

\[ 6 - 2 = \underline{4} \]

5. There are 7 rabbits. Take away 4 rabbits. How many rabbits are left?

\[ 7 - 4 = \underline{3} \]

6. There are 8 flowers. Take away 3 flowers. How many flowers are left?

\[ 8 - 3 = \underline{5} \]

☐ I can solve subtraction word problems within 20.
☐ I can fluently subtract within 10.
Write a subtraction equation with a missing number. Solve for the missing number.

1. Nikki had 16 spelling words on her test. She got 13 right. How many did she miss?

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

2. Rico saw 14 monkeys. Six were brown. The others were gray. How many were gray?

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

3. Lauren had 13 balloons. Some of them blew away. She has 8 left. How many blew away?

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

4. Terrence had some math problems to do. He has done 9 and has 7 left to do. How many problems did he have to do at the beginning?

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

5. There were 14 oranges. My friends and I ate some of them. There are 9 oranges left. How many oranges did we eat?

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

6. The pet store had some rabbits. Eight have been sold. There are 7 left to sell. How many rabbits did the store have to start?

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

☐ I can solve subtraction word problems within 20.
☐ I can find a missing number in a subtraction equation.
Write the equations for each number family.

1. 7
   13 6

   ___ + ___ = ___
   ___ + ___ = ___
   ___ − ___ = ___
   ___ − ___ = ___

2. 8
   15 7

   ___ + ___ = ___
   ___ + ___ = ___
   ___ − ___ = ___
   ___ − ___ = ___

3. 9
   16 7

   ___ + ___ = ___
   ___ + ___ = ___
   ___ − ___ = ___
   ___ − ___ = ___

4. 6
   12 18

   ___ + ___ = ___
   ___ + ___ = ___
   ___ − ___ = ___
   ___ − ___ = ___

5. 9
   17 8

   ___ + ___ = ___
   ___ + ___ = ___
   ___ − ___ = ___
   ___ − ___ = ___

6. 8
   14 6

   ___ + ___ = ___
   ___ + ___ = ___
   ___ − ___ = ___
   ___ − ___ = ___

☐ I can use addition facts to solve subtraction problems.
☐ I can use mental strategies to add and subtract within 20.
Day 4 Activities

- **Language Arts:** Pick a word to fit each sentence.
- **Spell**
- **Reading Comprehension:** Read and answer the question for “My Sh Diagraph Book”.
- **Raz Kids Journal Writing:** Include an opening, three details, and a closing sentence.
- **Learn About:** A Falling Star
- **Writing Prompt:** My favorite thing to eat for breakfast is ______.
- **Social Studies:** Community Helpers Syllables.
- **Math:** Using Strategies to add.
Pick a word to fit each sentence:

| grasshopper | hospital | seventeen |
| butterfly   | basketball |              |
| jellyfish   | cucumbers  | electric    |

Kids on a team can play ________.

You may stay in a ________ if you are ill.

A lamp has a bulb, an ________ cord, and a plug.

I plant and grow ________ to put in salads.

We can see the planets with a ________.

A ________ is a green insect that jumps in the grass.

A ________ has big wings and can fly.
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<tr>
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<th>Write</th>
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<table>
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<tr>
<th>Spell</th>
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<td>🕳️</td>
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</tbody>
</table>

71
Learn About:

A Falling Star

Have you ever seen a falling star? Falling stars are not really stars. They are small pieces of rock. As falling stars fall, they get hot and burn. They look big because they give off so much light. That is why they are so bright in the night sky. Did you know that meteor is another name for a falling star?

Circle.
Yes or No
A falling star is really a star. Yes No
Falling stars are pieces of rock. Yes No
Falling stars burn as they fall. Yes No

Check.
Why does a falling star give off light?
☐ It gets hot and burns.
☐ It has a light bulb in it.

Unscramble.
Another name for a falling star is _________.

2 6 1 5 3 4

Color.
Draw two yellow falling stars in the picture.

• Write a poem about a falling star.
Write a Sentence

Write a sentence about the sh picture words below.

- ship
- shoes
- cash

My SH Digraphs Book

Name__________________________

Parent Connection

With a white crayon, write as many words as you can with the sh sound on a white piece of paper. Give your child colored markers and have them color over the words to “reveal” them. As they reveal a word, they need to read it.

Rainbow Write

Rainbow write the sh words below.

cash she ship shirt shoes
Find, Write, and Color

Write each in words and color the picture after you find them in the story:

a. Home  b. Beach  c. Popcorn
   a Park  b Shark  c. Shake

1. Where did they go?
2. What did they get at the snack shack?

Multiple Choice

Color a smiley face each time you practice the passage:

Snack Shack:

Finally, I got a shake at the snack shack. I saw a big ship. I took my shovel. I saw a big ship. I took my shovel. I saw a big ship... I saw a big ship...

I went shopping. I bought a toy... I went shopping. I bought a toy... I went shopping. I bought a toy... I went shopping. I bought a toy...

The Busy Day

Fill in the blank/short answer:

4. She found shells along the beach.

5. What did she bring to the beach?
My favorite thing to eat for breakfast is
## Community Helpers Syllables!

Use tally marks as you say each word aloud to count how many syllables it has!

<table>
<thead>
<tr>
<th>Word</th>
<th>Tallies</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policeman</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>Chef</td>
<td></td>
<td></td>
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<tr>
<td>Teacher</td>
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<td>Firefighter</td>
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<td>Mechanic</td>
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<td>Mailman</td>
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<tr>
<td>Farmer</td>
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<tr>
<td>Waiter</td>
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</tbody>
</table>

**BONUS:** How many syllables are there altogether?
Unit 6
Use Strategies to Add

Operations and Algebraic Thinking
Understand and apply properties of operations and the relationship between addition and subtraction.
1.OA.3 Apply properties of operations as strategies to add and subtract.

Add and subtract within 20.
1.OA.5 Relate counting to addition and subtraction.
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

- Draw this number line on the board with the following problem.

```
  1  2  3  4  5  6  7  8  9  10
```

4 + 1 =

- **Say:** Look at the number line. We will use it to help add by counting on it. Have students explore the number line and discuss the numbers on it, the order of the numbers, and the end arrows.

- **Ask:** Which is the greater number? (4) Have students circle it. Then help them find the 4 on the number line. **Say:** Next we have to add 1. Demonstrate how to move forward 1 to the next number, 5.

- **Ask:** What number did you land on? (5) We started at 4 and added 1 more. We ended at 5. 4 + 1 = 5. Help students understand that when they move to the right on the number line, the numbers increase by 1 each time. Explain that when they need to add, they need to move to the right.

- Assign students the appropriate practice page(s) to support their understanding of the skill. Some students may not need to use the number line.

Assess the Skill
Use the following problems to pre-/post-assess students' understanding of the skill.

2 + 4 + 1 = ___
2 + 3 + 5 = ___
8 + 6 = 10 + ___ = ___
Circle the greater number in each problem. Count on the number line to add.

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

2. $7 + 1 = \underline{\hspace{2cm}}$

3. $3 + 3 = \underline{\hspace{2cm}}$

4. $2 + 8 = \underline{\hspace{2cm}}$

☆ Circle the problem where you made 3 “jumps” on the number line.
Circle the greater number. Count on the number line to add.

16 + 1 = _____

2 + 17 = _____

3 + 13 = _____

15 + 5 = _____

11 + 3 = _____

12 + 4 = _____

Tell how you use the number line to add in Problem 5.
Use a ten-frame and counters to make 10. Fill in the missing numbers.

1. $9 + 3 = 10 + \_ = \_ \\
2. $9 + 7 = 10 + \_ = \_ \\

3. $8 + 6 = 10 + \_ = \_ \\
4. $4 + 7 = 10 + \_ = \_ \\

5. $6 + 5 = 10 + \_ = \_ \\
6. $5 + 8 = 10 + \_ = \_ \\

Tell how making 10 helps you add.
Add. Use counters and a ten-frame if you like.

1. Circle the number sentence that is equal to 8 + 7.
   
   \[ 6 + 10 = 16 \quad 5 + 10 = 15 \]

2. Circle the number sentence that is equal to 7 + 4.
   
   \[ 10 + 1 = 11 \quad 10 + 2 = 12 \]

3. Circle the number sentence that is equal to 9 + 7.
   
   \[ 10 + 6 = 16 \quad 10 + 5 = 15 \]

4. Circle the number sentence that is equal to 8 + 6.
   
   \[ 8 + 2 + 6 = 16 \quad 8 + 2 + 4 = 14 \]
Day 5
Activities

- Language Arts: Pick a word to fit each sentence.
- Yes or No
- Learn About: Astronauts
- Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
- Reading Comprehension: Read and answer the question for “My Ph Diagraph Book.”
- Writing Prompt: My favorite thing to have for dinner is _________
- Science: Match Your Five Senses.
- Math: Find the Missing Number
Pick a word to fit each sentence:

| windy | twenty | bunny |
| candy | swiftly | clumsy |
| happy | baby | ivy |

When you get a gift, you feel ____________.

Trees bend and blow on a ____________ day.

The Easter ____________ hides eggs and candy in a basket.

When I am late, I run ____________ to catch the train.

The number after nineteen is ____________.

My dentist tells me to eat just a tiny bit of ____________.

___________ is a vine with glossy leaves.
<table>
<thead>
<tr>
<th>Question</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will a stick whine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can a witch tell a joke?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can we drive to the joke shop?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a match glad to shave?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will a fish go tick-tock?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can I shake a leg?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will a bench chase a whale?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learn About:

Astronauts

An astronaut is a person who travels in space. Only a few people can become astronauts. They must be in very good health. They must be very smart. There are special schools to train astronauts. Some astronauts are scientists. Some are pilots. They must work hard to be ready to travel in space.

Unscramble.

A person who travels in space is an  ____astronaut____.

Check.

☐ Everyone can become an astronaut.
☐ An astronaut must be in very good health.
☐ An astronaut must be very smart.
☐ There are special schools to train astronauts.

Circle.

Some astronauts are: scientists judges pilots

Color.

Put a red circle around the space words.

* Draw a picture of where you would like to go in space.
Write a Sentence

Write a sentence about the **ph** picture words below.

- phonics
- trophy
- gopher

Parent Connection

With a white crayon, write as many words as you can with the **ph** sound on a white piece of paper. Give your child colored markers and have them color over the words to “reveal” them. As they reveal a word, they need to read it.

My PH Digraphs Book

Name ____________________________

Rainbow Write

Rainbow write the **ph** words below.

- phonics
- phase
- gopher
Find, Write, and Color

Write each word and color the picture after you find them in the story:

1. What person was in the attic?
2. What were in the attic?
3. The attic had many old things.
4. There was an old photo of dolphins and gophers.
5. What kind of things were in the attic?

Fill in the Blank/Short Answer

One day, I went to the attic.

Multiple Choice

Educate On

Color a smiley face each time you practice the passage:

- cars
- monkeys
- dolphins
- photo?
- nephew
- grandma
- mom

Answer the following questions:

1. What were in the attic?
2. The attic had many old things.

Passage:

One day, I went to the attic.
There was an old photo of dolphins and gophers.
There was a lot of cool stuff there.
There was an old photo of dolphins and gophers.
There was a lot of cool stuff there.

Answer:

1. What were in the attic?
2. The attic had many old things.

Passage:

One day, I went to the attic.

Fill in the Blank/Short Answer

One day, I went to the attic.

Multiple Choice

Educate On

Color a smiley face each time you practice the passage:

- cars
- monkeys
- dolphins
- photo?
- nephew
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Answer the following questions:

1. What were in the attic?
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There was an old photo of dolphins and gophers.
There was a lot of cool stuff there.
There was an old photo of dolphins and gophers.
There was a lot of cool stuff there.

Answer:

1. What were in the attic?
2. The attic had many old things.

Passage:

One day, I went to the attic.
There was an old photo of dolphins and gophers.
There was a lot of cool stuff there.
My favorite thing to have for dinner is pizza.
Match Your Five Senses

Which sense goes best with each picture? Draw a line from the picture to the sense.
Unit 8
Find the Missing Number

Standard

Operations and Algebraic Thinking
Work with addition and subtraction equations.
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Model the Skill

♦ Write the following equations on the board.

\[ 2 = 1 + 1 \quad 7 - 1 = 6 \]
\[ 3 = 4 + 1 \quad 8 - 3 = 4 \]
\[ 3 + 1 = 4 \quad 8 - 3 = 5 \]

♦ Explain that an equation shows two expressions, one on each side of an equal sign, that are equal. **Say:** Look at the equations. We will find which are true and which are false. Point to \( 2 = 1 + 1 \). Instruct students to find the equal sign and then look at both sides of it.

♦ **Ask:** Do both sides show the same amount? (yes) If both sides have the same amount, it is true. Ask what other equations on the board are true.

♦ Have students look at \( 3 = 4 + 1 \). **Ask:** Do both sides show the same amount? (no) If both sides do not have the same amount, it is false. Ask what other equations on the board are false.

♦ Assign students the appropriate practice page(s) to support their understanding of the skill. Point out that the equal sign can be in different places in an equation.

Assess the Skill

Use the following problems to pre-/post-assess students' understanding of the skill.

♦ **Say:** Look at each equation. Tell whether each one is true or false. Do both sides show the same amount?

\[ 12 = 12 \quad 7 + 6 = 6 + 7 \]
\[ 5 + 6 = 12 \quad 9 - 4 = 3 + 3 \]
Fill in the missing number.

1. $7 + \underline{\hspace{1cm}} = 10$

2. $11 - 2 = \underline{\hspace{1cm}}$

3. $7 = 3 + \underline{\hspace{1cm}}$

4. $5 = \underline{\hspace{1cm}} - 3$

Circle the counters that also show $5 + 3 = 8$. 
Fill in the missing number.

1. \(7 + 4 = \) ___
2. \(11 = \) ___ \(- 4\)

3. \(12 - 2 = \) ___
4. \(8 + 2 = \) ___

5. \(7 = 3 + \) ___
6. \(20 - \) ___ \(= 19\)

Tell how you solved Problem 5.
Fill in the missing number.

1. $3 + 4 = ___$
2. $6 - 4 = ___$
3. $12 - ___ = 9$
4. $11 - ___ = 7$
5. $___ + 7 = 15$
6. $___ + 5 = 13$
7. $13 = 6 + ___$
8. $3 = 6 - ___$

Tell how you could use subtraction to solve Problem 6.
Fill in the missing number.

1. Jill has 6 blocks.  
   Tyler has some blocks.  
   They have 15 blocks in all.  
   How many blocks does Tyler have?  
   \[6 + \_\_\_ = 15\]

2. Linda has 12 jars. She breaks some.  
   She has 9 left. How many jars broke?  
   \[12 - \_\_\_ = 9\]

3. You and I have 14 trucks.  
   You have 8 trucks.  
   How many trucks do I have?  
   \[8 + \_\_\_ = 14\]

4. There are 16 cupcakes.  
   We eat some. Then there are 9 left.  
   How many did we eat?  
   \[16 - \_\_\_ = 9\]
Day 6
Activities

- **Language Arts:** Pick the best word to finish each sentence.
- **X it**
- **Learn About:** The Five Senses
- **Reading Comprehension:** Read and answer the question for “My Sh Diagraph Book.”
- **Raz Kids Journal Writing:** Include an opening, three details, and a closing sentence.
- **Writing Prompt:** My favorite book is __________.
- **Social Studies:** North pole, South Pole and Equator
- **Math:** Interpret Data
Pick the best word to finish each sentence:

<table>
<thead>
<tr>
<th>teapot</th>
<th>oatmeal</th>
<th>raincoat</th>
</tr>
</thead>
<tbody>
<tr>
<td>peanuts</td>
<td>Sunday</td>
<td>speedboat</td>
</tr>
<tr>
<td>pillow</td>
<td>sneakers</td>
<td>shadow</td>
</tr>
</tbody>
</table>

1. It is fun to take a fast ride in a ____________.

2. You should have ____________ on your feet to play tennis.

3. If it rains, a ____________ can keep you dry.

4. When the sun shines, the tree has a long ____________.

5. ____________ comes at the end of the weekend.

6. At the baseball game it is fun to eat ____________.

7. A green blanket and a soft ____________ are on my bed.
<table>
<thead>
<tr>
<th>A match can smile.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mat can doze.</td>
</tr>
<tr>
<td>The cake froze in the cube.</td>
</tr>
<tr>
<td>The cube froze on the skate.</td>
</tr>
<tr>
<td>The pup will smile at lunch.</td>
</tr>
<tr>
<td>The pup swims to lunch.</td>
</tr>
<tr>
<td>A snake sits on the stove.</td>
</tr>
<tr>
<td>The white clock is on sale.</td>
</tr>
<tr>
<td>Jane will try to catch the pet.</td>
</tr>
<tr>
<td>Jane made a sketch of Pete.</td>
</tr>
<tr>
<td>The bike can chase the class.</td>
</tr>
<tr>
<td>The class will chase the kite.</td>
</tr>
<tr>
<td>A fish can tell a cute joke.</td>
</tr>
<tr>
<td>Tish can sell a fine rake.</td>
</tr>
</tbody>
</table>
Learn About:

The Five Senses

Your body has five senses. You can hear, see, touch, smell and taste with parts of your body. You see with your eyes. You hear with your ears. You smell with your nose. You taste with your tongue. You touch with your hands. Your five senses help you enjoy the world around you.

Circle.

How many senses do you have? 10 5 7

Write.

Circle the five senses in the puzzle above.

• Draw and color your favorite things to hear and taste.
Write a Sentence
Write a sentence about the \textit{sh} picture words below.

\begin{itemize}
  \item \textbf{shop}
  \item \textbf{shovel}
  \item \textbf{shake}
\end{itemize}

Parent Connection
Give your child a Q-tip and some paint. Using the Q-tip, they will paint as many words as they can that have the \textit{sh} sound.

Rainbow Write
Rainbow write the \textit{sh} words below.

\begin{itemize}
  \item \textbf{shop}
  \item \textbf{shovel}
  \item \textbf{shark}
  \item \textbf{shake}
\end{itemize}
Playing in the Mud

What a mess! I played in the mud and got dirt on my shirt, my shoes, and my shorts. I am going to take a shower, and then wash off my shoes so they are shiny clean again.

Fill in the Blank/Short Answer

3. He needs to wash his ____________________.

4. He needs to take a ____________________.

5. What does he want to happen to his shoes?

Find, Write, and Color

Write each sh word and color the picture after you find them in the story.

Multiple Choice

Answer the following questions.

1. Where did he play?  
   a. home  
   b. park  
   c. mud

2. What did he NOT get dirt on?
   a. shoes
   b. pants
   c. shirt
Read the story starter.
Finish the story in your own words.

**My favorite book is**
Name:

Directions: Use the words below to label the parts of the globe.

North Pole | South Pole | Equator
Unit 19
Interpret Data

Measurement and Data
Represent and interpret data.
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Model the Skill
- Hand out two colors of counters (4 red and 2 yellow) and draw a 6 x 2 picture graph on the board titled “How Many Counters?”

<table>
<thead>
<tr>
<th>How Many Counters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow</td>
</tr>
<tr>
<td>red</td>
</tr>
</tbody>
</table>

- **Say:** This is called a picture graph. It shows information using pictures. Read the title and point out the parts of the graph and explain their meanings.

- Instruct students to move the counters onto the graph. **Ask:** Where will you put the yellow counters? (In the first row) Tell students to always begin with the box next to the picture and that no boxes should be skipped. Repeat for the red counters.

- Explain that by looking at the graph, they can find information or data. **Ask:** How many yellow counters are there? (2) Tell students not to count the shaded counters at the head of each row.

- **Ask:** Which has more? (red) A longer row means that that object has more than a shorter row.

Assess the Skill
- Use the following activity to pre-/post-assess students’ understanding of the skill.

- **Say:** Take a handful of 3 different color counters. Then draw a pictograph that shows the counters you picked.
Place counters on the ones shown. Move them onto the picture graph. Record your work.

<table>
<thead>
<tr>
<th>How Many Counters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow</td>
</tr>
<tr>
<td>red</td>
</tr>
</tbody>
</table>

1. How many yellow are there? __________

2. Which one has more? red yellow

3. Which one has less? red yellow

4. How many more red than yellow? __________

☆ Write the number that shows how many red counters.
Use the graph to answer the questions.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>(\text{apple})</th>
<th>(\text{banana})</th>
<th>(\text{orange})</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Apple" /></td>
<td><img src="image" alt="Banana" /></td>
<td><img src="image" alt="Orange" /></td>
</tr>
</tbody>
</table>

1. How many oranges are there? ____________

2. Which fruit has the least? ![Orange](image) ![Banana](image) ![Apple](image)

3. How many more apples are there than bananas? ____________

4. How many fewer oranges are there than apples? ____________

☆ Tell how you found the total number of oranges.
Use the graph to answer the questions.

<table>
<thead>
<tr>
<th>Favorite Types of Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
</tr>
<tr>
<td>bus</td>
</tr>
<tr>
<td>plane</td>
</tr>
</tbody>
</table>

1. How many buses are there?__________

2. Which type has the most votes?  

3. How many fewer voted for trains than planes?________

4. How many votes were there in all?________

Tell how the pictograph helps you compare votes.
Day 7
Activities

• Language Arts: Pick a word to fit each sentence.
• Ee says /ɛ/ as in tree.
• Learn About: Money
• Raz Kids Journal Writing: Include an opening, three details, and a closing sentence.
• Reading Comprehension: Read and answer the question for “My Th Diagraph Book.”
• Writing Prompt: I like my neighborhood because ________.
• Science: The Sound of Music
• Math: Greater than, less than
Pick a word to fit each sentence:

<table>
<thead>
<tr>
<th>skyline</th>
<th>fishbone</th>
</tr>
</thead>
<tbody>
<tr>
<td>fishpond</td>
<td>sunshine</td>
</tr>
<tr>
<td>bedtime</td>
<td>bathtub</td>
</tr>
<tr>
<td>flagpole</td>
<td>campfire</td>
</tr>
</tbody>
</table>

Let's play a game of **baseball**.

It's fun to sit by the ________________.

You raise the flag on the ________________.

The ________________ melts the snow.

Put the plug and the soap in the ________________.

At the end of the day it is ________________.

See if you can catch a fish in the ________________.
**Lesson 10**

**ee says /ee/ as in tree.**

<table>
<thead>
<tr>
<th></th>
<th>feel</th>
<th>deep</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>heel</td>
<td>deer</td>
</tr>
<tr>
<td></td>
<td>feet</td>
<td>been</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>jeer</th>
<th>sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>peep</td>
<td>sheep</td>
</tr>
<tr>
<td></td>
<td>jeep</td>
<td>sheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>three</th>
<th>peel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>thrill</td>
<td>prick</td>
</tr>
<tr>
<td></td>
<td>tree</td>
<td>peek</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>steep</th>
<th>cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweep</td>
<td>cheer</td>
</tr>
<tr>
<td>sweet</td>
<td>chess</td>
</tr>
</tbody>
</table>
Learn About:

Money

Money has been used for many years to pay for things. Before people had money, they would trade one thing for another. Most people are paid money for their jobs. There are two kinds of money: paper money and coins. Can you count money?

Check.
Money is used to □ start a car.
□ pay for things.

Underline.
What did people do before they had money?
People would trade one thing for another.
People would sing songs.

Circle.
Most people are paid money for their jobs.

Salt

Match.
paper money
coins

Color.
paper money - green
coins - gray

• Draw a picture of people trading things before they had money.
Write a Sentence
Write a sentence about the th picture words below.

third

bath

thumb

My TH Digraphs Book
Name__________________________

Parent Connection
Have your child go through old magazine or newspaper ads and find words or pictures that contain the th sound.

Rainbow Write
Rainbow write the th words below.

third bath
thumb both
### Multiple Choice

1. What did the thief drink from?
   - a. glass
   - b. hole
   - c. thermos
   - d. cup

2. What did he see on his clothes?
   - a. dirt
   - b. stain
   - c. glass

### Find, Write, and Color

Write each word in the picture after you find them in the story.

- [ ] glass
- [ ] hole
- [ ] thermos
- [ ] cup

### Fill in the Blanks

There once was a thirsty thief. He got his thermos down with a glass. Then, he saw a hole in his clothes. He got his thermos for a drink. He threw them weeds and went home.

1. He heard a
2. He heard the
3. The thief was
4. He heard a
5. What happened after he heard thunder?

### Answer

Choose the correct option for each question:

1. What did the thief drink from?
   - d. cup

2. What did he see on his clothes?
   - c. glass

Complete the sentences:

1. He heard a
2. He heard the
3. The thief was
4. He heard a
5. What happened after he heard thunder?

---

Color a smiley face each time you pronounce the passage.
I like my neighborhood because
The sound of music

Observations
You can make sounds by plucking, beating, scraping, shaking, or blowing things.

Science activity
Draw a line joining each musical instrument to the word that describes how a sound is made on it.

- blow
- pluck
- scrape
- shake
- beat

Science exploration
Beat on pieces of wood, metal, and plastic with a wooden spoon. Describe the sounds.
Greater Than & Less Than

Directions: Compare the numbers by using a >, <, or =

2 0 4 2
8 9 2 5
9 0 3 7
1 5 7 9
1 1 2 2
5 6 9 4
4 8 2 1
Greater Than & Less Than

Directions: Compare the numbers by using a >, <, or =

0 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
**Greater Than & Less Than**

Directions: Write numbers in the blanks to make it a true >, <, or = sentence.

<table>
<thead>
<tr>
<th>9</th>
<th>&gt;</th>
<th>4</th>
<th>=</th>
<th></th>
<th>&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>___</th>
<th>&gt;</th>
<th>___</th>
<th>&lt;</th>
<th>___</th>
<th>&lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>___</th>
<th>&lt;</th>
<th>___</th>
<th></th>
<th>___</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>___</th>
<th>&lt;</th>
<th>___</th>
<th>&gt;</th>
<th>___</th>
<th>&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

0 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
Greater Than & Less Than

Directions: Read each greater than & less than sentence. If it’s true, color in the box with the T. If it’s false, color in the box with the F.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 &lt; 3</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>4 &gt; 1</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>1 = 1</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>3 &gt; 5</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>7 &lt; 2</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>1 &gt; 1</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>4 &lt; 6</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>3 &gt; 2</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>0 &lt; 4</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>8 = 8</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
Make your Own

< > = Problems!

Directions: Make your own greater than and less than problems by writing the numbers and symbols (< > =) below.

___  ___

___  ___

___  ___

___  ___

___  ___

___  ___

___  ___

___  ___
Thank you for downloading
Greater Than and
Less Than Pack!

I would love to know your feedback! Rate and comment by going to my TpT store:
http://www.teacherspayteachers.com/Store/Chelsea-Bradshaw

Big thanks to...
Day 8
Activities

- **Language Arts:** Pick a word to fit each sentence.
- **Read, write and X it.**
- **Reading Comprehension:** Read and answer the question for “My Th diagraph Book.”
- **Raz Kids Journal Writing:** Include an opening, three details, and a closing sentence.
- **Writing Prompt:** if I could design an uniform for students to wear to my school, I would __________.
- **Social Studies:** How are they good citizens?
- **Math:** Addition and Subtraction
Pick a word to fit each sentence:

<table>
<thead>
<tr>
<th>saddle</th>
<th>bottle</th>
<th>table</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>paddle</td>
<td>cradle</td>
</tr>
<tr>
<td>bugle</td>
<td>stumble</td>
<td>puzzle</td>
</tr>
</tbody>
</table>

We keep milk in a ________ .

You sit at the ________ when you eat.

If you trip on a rug, you ________ .

The baby sleeps in a ________ .

With a ________ you can play music.

Use the ________ to steer the boat.

You sit in a ________ to ride a pony.
<table>
<thead>
<tr>
<th>word(s)</th>
<th>icon 1</th>
<th>icon 2</th>
<th>icon 3</th>
</tr>
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<td></td>
<td></td>
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<td>teeth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wheel</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>queen</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>feet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read, write, and X it.
Find, Write, and Color

Write the word and color the picture after you find them in the story.

1. What is the Queen's name? 2. How many panthers?

Multiple Choice

Education

- Color a smiley face each time you practice the passage.
- Her thumb began to throb.
- She picked a rose with a big thorn.
- While she was there, she picked a rose with a big thorn.
- Queen Theda said, "I think I will walk through the garden."
- She walked through the garden.
- While she was there, she picked a rose with a big thorn.
- Queen Theda set on her throne with her thumb.

Fill in the blanks/short answer

- 3. She walked through the garden.
- 4. She picked a rose with a big thorn.
- 5. What began to throb?

- a. Thina
- b. Jenny
- c. Theda

- a. She has
- b. She does not have
- c. They have

- a. 10
- b. 3
- c. 5
If I could design a uniform for students to wear to my school, I would...
How Are They Good Citizens?

Use the words in the box to label the pictures.

Share
Care
Help
Take Turns

1.

2.

3.

4.

5.

6.

7.

8.
Directions: Draw pictures, use your number line, or count on to solve each problem. Write an addition and a subtraction equation for each problem. #24

1. John has 12 erasers. He gave some to his little brother. Now John has 9 erasers. How many erasers did John give to his little brother?

_____ + _____ = ___

_____ - _____ = ___

2. Mom baked 15 cookies yesterday. She made 6 in the morning and some more in the afternoon. How many cookies did mom make in the afternoon?

_____ + _____ = ___

_____ - _____ = ___
Directions: Draw pictures, use your number line, or count on to solve each problem. #25

1. The gym has 15 basketballs and 4 footballs. How many more basketballs are there than footballs?

2. Giomar had 10 Stickers. He gave some to Mathew. Now Giomar has 4 stickers. How many stickers did she give to Mathew?
Directions: Draw pictures, use your number line, or count on to solve each problem. #26

1. Danny had 15 markers. He gave some to Samuel. Now Danny has 6 markers. How many did he give to Samuel?

___ - ___ = ___  ___ + ___ = ___

2. Fanny bought 15 bananas. She gave some to Melannie. Now she has 9 bananas. How many bananas did Fanny give to Melannie?

___ - ___ = ___  ___ + ___ = ___
Directions: Draw pictures, use your number line, or count on to solve each problem. #27

1. Osvaldo has 8 candy canes. His mother gave him some more. Now he has 17 candy canes. How many candy canes did his mom give him?

2. Daphne had 15 ginger bread cookies. She ate some. Now she has 10 ginger cookies left. How many cookies did Daphne eat?
Day 9 Activities

- **Language Arts:** Pick a word to fit each sentence.
- **Ea can say /ē/ as in ear.**
- **Reading Comprehension:** Read and answer the question for "My Wh diagraph Book."
- **Learn About:** Months
- **Raz Kids Journal Writing:** Include an opening, three details, and a closing sentence.
- **Writing Prompt:** I am in a new country and do not speak the language. I decide to ________.
- **Science:** On the light side
- **Math:** Word Problems.
Pick a word to fit each sentence:

| traffic | tennis | happen |
| rabbits | ladder | pepper |
| button  | summer | attic  |

Is it fun to play _____________?

You keep big trunks in the ____________.

To reach the top shelf you need a ____________.

He has three soft pet ____________.

I lost a ____________ from my coat.

The cab will honk in the ____________.

You may use ____________ on your eggs.
**ea** can say /e/ as in **ear**.

<table>
<thead>
<tr>
<th>lead</th>
<th>leak</th>
<th>leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>drum</td>
<td>clean</td>
<td>dream</td>
</tr>
<tr>
<td>reap</td>
<td>read</td>
<td>real</td>
</tr>
<tr>
<td>bead</td>
<td>beak</td>
<td>deed</td>
</tr>
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<td>seal</td>
<td>seat</td>
<td>seed</td>
</tr>
<tr>
<td>stem</td>
<td>seam</td>
<td>steam</td>
</tr>
<tr>
<td>track</td>
<td>three</td>
<td>treat</td>
</tr>
<tr>
<td>seat</td>
<td>seem</td>
<td>eats</td>
</tr>
</tbody>
</table>
Write a Sentence

Write a sentence about the wh picture words below.

whistle

wheel

whip

My WH Digraphs Book

Name

Parent Connection

Write a variety of words with the wh sound on the inside of cups. Your child will toss a ball into the cup and then has to say that word.

Rainbow Write

Rainbow write the wh words below.

whistle
whip
what
wheel
Find, Write, and Color

Write each word and color the picture after you find them in the story.

1. What were they? 2. What did the NOT see?

Multiple Choice

Color a smiley face each time you practice the passage:

Further up the shore, could see a whirling Ferries wheel. I whirled around as if I floated along. I felt the whiskers on the whiskers. I could see a whale. When we were at the ocean, I saw...
Learn About:

Months

There are twelve months in a year. The first month is January. The last month is December. Some months have 31 days. Some months have 30 days. February is the shortest month with 28 days. Can you name the months of the year?

Check.
How many months are in a year?
☐ five
☐ nine
☐ twelve

Write.

__________ first month __________ last month

Circle.
Yes or No
Some months have 30 days. Yes No
Some months have 31 days. Yes No
February is the longest month. Yes No
February has 28 days. Yes No

Write 1-12 in the □’s to put the months in order.

• Write the names of the twelve months in the correct order.
I am in a new country and do not speak the language. I decide to
On the light side

Observations
*Light* comes from different places. You see light with your eyes. When there is no light coming into your eyes, it is dark. The Sun has a very bright light. You should never look directly at the Sun as it can damage your eyes.

Science activity
Look at each picture and color in the part of the picture where there is a light source.

Science exploration
Move a flashlight closer and then farther away from a wall. What happens to the lit part of the wall when you do this?
Directions: Draw pictures, use your number line, or count on to solve each problem. #28

1. There are 12 deer playing. Some more came to join them. Now there are 18 deer playing. How many more deer came to play?

2. There were 19 gifts under the tree. I opened some. Now there are 11 gifts under the tree. How many gifts did I open?
Directions: Draw pictures, use your number line, or count on to solve each problem. #30

1. Ashley earned 10 stickers this week. 3 of them are stars and the rest are balloons. How many are balloons?

2. Minoru ate 3 pieces of pizza. His brother ate more than he did. In all they ate 9 pieces of pizza. How many pieces did Minoru’s brother eat?

3. My mom brought 20 cupcakes for the class. 7 of them were vanilla and the rest were chocolate. How many cupcakes were chocolate?
Directions: Draw pictures, use your number line, or count on to solve each problem. #31

1. The leprechaun hid 12 pieces of gold. He hid 9 of them under a rock and the rest at the end of the rainbow. How many pieces of gold are at the end of the rainbow?

2. Uriel had 15 baseball cards. He gave some cards to his little brother. Now he has 7 cards left. How many baseball cards did he give to his brothers?

3. Justin had some shells. He went to the beach and found 8 more shells. Now he has 12 shells. How many shells did Justin have before he went to the beach?
Day 10
Activities

- **Language Arts:** Pick a word to fit each sentence.
- Match Picture and write it.
- **Reading Comprehension:** Read and answer the question for "My Wh Diagraph Book."
- **Raz Kids Journal Writing:** Include an opening, three details, and a closing sentence.
- **Writing Prompt:** Today, I found $100 at the playground and I decided to __________.
- **Social Studies:** If I could create one law for the classroom; what would it be? Why?
- **Math:** Adding Tens and Ones
Pick a word to fit each sentence:

<table>
<thead>
<tr>
<th>snowman</th>
<th>toaster</th>
<th>rainbow</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>pillow</td>
<td>yellow</td>
</tr>
<tr>
<td>mailbox</td>
<td>reading</td>
<td>painter</td>
</tr>
</tbody>
</table>

The ___________ explains the lesson to the class.

The ___________ needs a ladder and a paintbrush.

We make toast in the ___________.

A bed has a blanket and a ___________.

I went to my ___________ to get my letters.

On a snowy day we will make a big ___________.

After it rains, we may see a ___________.

<table>
<thead>
<tr>
<th>tree</th>
<th>speak</th>
<th>queen</th>
<th>steam</th>
<th>sweep</th>
</tr>
</thead>
<tbody>
<tr>
<td>read</td>
<td>deer</td>
<td>sheep</td>
<td>ear</td>
<td>dream</td>
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</table>

<table>
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<tr>
<th><img src="image1.png" alt="ear" /></th>
<th><img src="image2.png" alt="reading" /></th>
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<td><img src="image4.png" alt="queen" /></td>
<td><img src="image5.png" alt="sweeping" /></td>
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</tr>
<tr>
<td><img src="image6.png" alt="sheep" /></td>
<td><img src="image7.png" alt="deer" /></td>
<td><img src="image8.png" alt="dream" /></td>
</tr>
<tr>
<td><img src="image9.png" alt="sleeping" /></td>
<td><img src="image10.png" alt="steam" /></td>
<td><img src="image8.png" alt="dream" /></td>
</tr>
</tbody>
</table>
Write a Sentence
Write a sentence about the wh picture words below.

wheat

white

whisker

Parent Connection
Using a set of magnetic letters and a metal baking sheet, your child can build words that contain the wh sound. Have them write them down and read them to you. How many can they build?

Rainbow Write
Rainbow write the wh words below.

wheat white whisker whim
Mom was whipping up dinner. She got out a whisk and some wheat. My sister started to whine. I whispered to her and asked her why she was whining. She whistled while she worked. My mom was making dinner. She asked, "What was mom making?"

a. breakfast
b. lunch
c. dinner

2. Who started to whine?
a. the dog
b. the teapot
c. the sister

Color a smiley face each time you practice the passage:

3. She

4. She

5. What did mom get out?
Today, I found $100 at the playground

and I decided to
If you could create one law for the classroom; what would it be? Why?
Look at the tens and ones for each problem. Add the ones and write your answer on the line to make the addition sentence true.

\[
\begin{array}{ccc}
\text{\includegraphics[width=0.5\textwidth]{tens}} & + & \text{\includegraphics[width=0.2\textwidth]{ones}} \\
\end{array} = \text{34}
\]

\[
\begin{array}{ccc}
\text{\includegraphics[width=0.5\textwidth]{tens}} & + & \text{\includegraphics[width=0.2\textwidth]{ones}} \\
\end{array} = \\
\begin{array}{ccc}
\text{\includegraphics[width=0.5\textwidth]{tens}} & + & \text{\includegraphics[width=0.2\textwidth]{ones}} \\
\end{array} = \\
\begin{array}{ccc}
\text{\includegraphics[width=0.5\textwidth]{tens}} & + & \text{\includegraphics[width=0.2\textwidth]{ones}} \\
\end{array} = \\
\begin{array}{ccc}
\text{\includegraphics[width=0.5\textwidth]{tens}} & + & \text{\includegraphics[width=0.2\textwidth]{ones}} \\
\end{array} = \\
\end{array}
\]

I can add a two-digit number and a one-digit number. (1.NBT.C.4)
Look at the addends for each problem. Draw the tens and ones below the number sentence and write your answer for the addition sentence on the line.

23 + 4 = 27

51 + 7 = ___
98 + 1 = ___

22 + 5 = ___
67 + 3 = ___

74 + 3 = ___
12 + 2 = ___
Look at the addends for each problem. Add the ones and then add the tens to find the sum.

\[
\begin{array}{c}
| & 2 & 4 \\
+ & 3 & \hline
| & 2 & 7 \\
\end{array}
\quad 4 + 3 = 7  \\
\quad 20 + 0 = 20  \\
\quad 20 + 7 = 27
\]

\[
\begin{array}{c}
| & 3 & 7 \\
+ & 2 & \hline
| & 2 & \hline
\end{array}
\quad 3 + 2 = 5
\]

\[
\begin{array}{c}
| & 5 & 3 \\
+ & 3 & \hline
| & 3 & \hline
\end{array}
\quad 5 + 3 = 8
\]

\[
\begin{array}{c}
| & 1 & 2 \\
+ & 6 & \hline
| & 7 & 8 \\
\end{array}
\quad 1 + 6 = 7  \\
\quad 12 + 6 = 18  \\
\quad 17 + 6 = 23
\]

I can add a two-digit number and a one-digit number. (1.NBT.C.4)
Look at the addends for each problem. Add the ones and then add the tens to find the sum.

\[
\begin{array}{c}
2 \quad 4 \\
+ \quad 3 \\
\hline
2 \quad 7 \\
\end{array}
\]

\[
4 + 3 = 7 \\
20 + 0 = 20 \\
20 + 7 = 27
\]

\[
\begin{array}{c}
9 \quad 0 \\
+ \quad 9 \\
\hline
\end{array}
\]

\[
\begin{array}{c}
8 \quad 4 \\
+ \quad 5 \\
\hline
\end{array}
\]

\[
\begin{array}{c}
2 \quad 2 \\
+ \quad 3 \\
\hline
\end{array}
\]

\[
\begin{array}{c}
6 \quad 8 \\
+ \quad 1 \\
\hline
\end{array}
\]

I can add a two-digit number and a one-digit number. (1.NBT.C.4)