

RIVER CITY SCIENCE ACADEMY INNOVATION

Mr. Mesut Erdogan, Principal

(904) 855-8010



RCSAI's mission is to instill a love for learning in a structured and nurturing environment through engaging and stimulating learning opportunities

UPCOMING DATES

Aug 12 First Day of School

Aug 27 Picture Day

Sept 10 Curriculum Night

Oct 3 Picture Re-takes and
Group Photos

Oct 6 Welcome Picnic

Oct 7-11 Book Fair

Oct 10 STEM Night

Oct 10 PTO Meeting

Oct 28 Vision Screening

Oct 31 Fall Fest

Dear RCSAI Families,

I would like to welcome you to the 2019-2020 school year at River City Science Academy Innovation. We are excited to have so many returning families, and I extend a special welcome to the new families joining us. We are looking forward to a productive partnership with you to ensure our children reach their highest potential.

As partners, we share the responsibility for our children's success and we will do our very best to carry out our responsibilities. We ask that you guide and support your child's learning by ensuring that he/she:

- Attends school daily and arrives on time, ready for the day's learning experience
- Completes all homework assignments given by teachers
- Reads daily to develop a love for reading and to improve literacy skills
- Shares school experiences with you so that you are aware of his/her school life
- Informs you if he/she needs additional support in any area or subject
- Knows that you expect him/her to succeed in school

Through hard work, effective and creative teaching, and a strong school community partnership, we will reach our goal to provide a quality educational program that meets the needs of all of our students at RCSAI.

Thank you for your continued commitment and dedication to your child's education and RCSAI.

In Partnership,

Mesut Erdogan
Principal

Mark Your Calendars!
Orientation: Aug 7th
Kinder-5th grade 9-11 am
6th-8th grade 12-2 pm

CONNECT WITH US!

 @rcsa.innovation

 @rcsa.innovation

 @rcsa_innovation

#RCSAI

GENERAL SCHOOL INFORMATION



SCHOOL HOURS



School starts at 8:00. Students arriving for breakfast will have access to the cafeteria at 7:35. If not at breakfast, all students should head directly to their homeroom. Please plan accordingly so that your child can be seated and ready to learn promptly at 8:00. Our goal is to decrease our tardies and increase our learning time for all students.



BEFORE/AFTER CARE

Before care: 6:45–7:30 am
\$100 per child per session
\$50 per sibling per session
After care: 3:00–6:00 pm
\$150 per child per session
\$75 per sibling per session
Before & Aftercare:
\$220 per child per session
\$110 per child per session

Aftercare payments can be made at the Business Office or online through SchoolPay.com.



KISS AND DROP

Parents may not enter the school at drop off, but you may walk your child to the back entrance (cafeteria door) to say goodbye. Kindergarten will be meeting in the cafeteria before heading to homeroom. Drop off at the front entrance will be carline only.



UNIFORMS

All students are expected to be in full uniform everyday, which includes their ID lanyard.

Girls

Blue or Tan Khakis
Blue skort/skirt/jumper
Uniform emblem shirt
Sneakers
School jacket

Boys

Blue or Tan Khakis
Belt
Uniform emblem shirt
Sneakers
School jacket



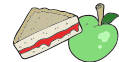
SUPPLIES

Your class supply list is attached in your information packet. Classroom supplies are intended to be communal. Please bring supplies to school during Orientation to help create a smooth first day for your child. Your supply bag should be labeled with your child's name, grade, and teacher's name. If you cannot attend Orientation you may bring supplies on the first day of school and we will help deliver them to your classroom.

TARDIES & ABSENCES

Please contact the front office by phone or email if your child will be absent. For an excused absence a parent or doctor's note must be provided. If tardy (after 8:00 am) a parent must sign in the student at the front office.

BREAKFAST & LUNCH



Breakfast is served 7:35–7:50 am. Lunch is served 10:45 am – 12:30 pm. Schedule will vary depending on grade level. A more specific lunch schedule will be available at Orientation. Parents may join their student for lunch any day as long as you have a background check cleared through the district. Lunch payments can be made at the Business Office or online through SLA.com. Breakfast costs \$1.75 and lunch costs \$3.25. Free and reduced lunch forms can be found online or at the front office.



WEEKLY E-NEWSLETTER

Please keep an eye out for our weekly newsletter sent out every Friday evening that contains information about everything going on at school. If you are not receiving emails please come by the front office and confirm your email.

CONNECT



Stay informed about your child's grades, behavior, events, etc. with real-time notifications. Connect with teachers through direct messaging and email. Download the SPARK app in your mobile app store and log in with your Connect username and password.

Please refer to the RCSA Student Handbook in your agenda for more specific details.

DISMISSAL PROCEDURES



During dismissal, parents have a few options to pick up their students. All families are required to complete a safety form that lists any adults authorized to pick up your child. Please be prepared to show photo ID as part of our pick up procedures. We cannot release a students to someone without direct permission from a parent or guardian. No child may be dismissed after 1:30 pm on a normal dismissal day or after 12:30 pm on an Early Release Day.

CARLINE

Carline begins promptly at 2:30 for elementary students and 2:45 for middle school students. During carline we ask that you do not park and come into the front office. Please follow the carline map on the next page to ensure a smooth pick up.

During Orientation you will receive a unique family code for our dismissal app called PikMyKid. PikMyKid will allow you to enter carline, mark that you are in the line and allow us to release your child to meet you.

WEST ENTRANCE

From 2:30 - 3:00 pm you have the option of parking in the back parking lot and walking to the cafeteria door to pick up your child. Using the PikMyKid app you can mark that you are choosing this method of pick up and we will have your child meet you.

AFTERCARE

Aftercare begins at 2:30 pm for elementary and 2:45 for middle school. Students who are not picked up in carline will be sent to aftercare. There is a 15 minute grace period for late carline pick ups. Students who are not enrolled in aftercare will be charged for the daily fee following the grace window.

Aftercare ends at 6:00 pm. Pick up is at the south entrance only.

CLUBS & TUTORING

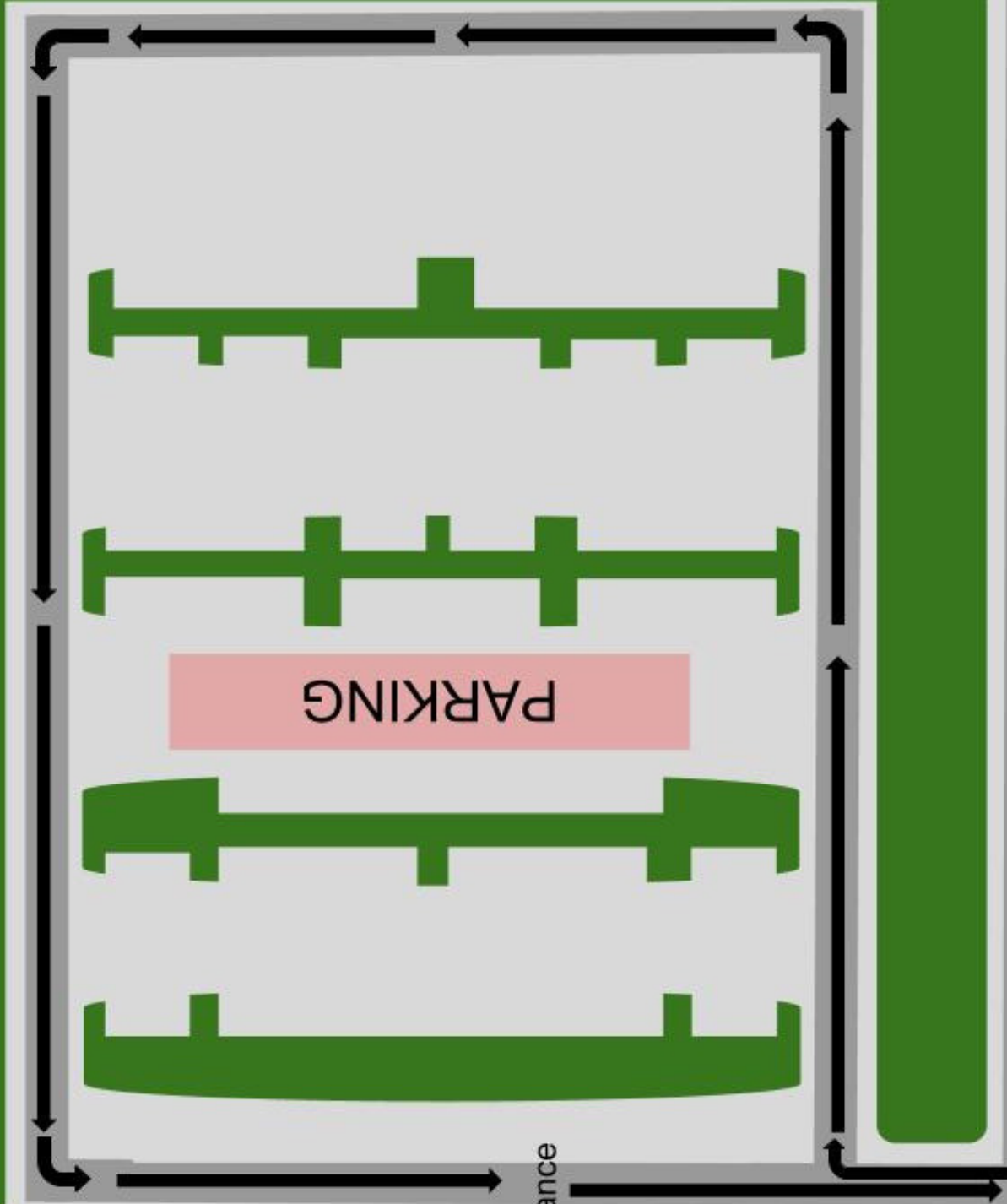
Each teacher will offer a different club throughout the year. Clubs meet once a week from 3:00 - 3:45 pm on Mondays, Tuesdays, or Thursdays. Following clubs, there will be another carline from 3:45 - 4:00pm for club dismissal. Students will be able to choose a Fall and a Spring club.

Teachers will offer after school tutoring at least once a week from 3:00 - 3:45pm. Tutoring students will also be dismissed in carline from 3:45 - 4:00pm.

SPORTS & TEAMS

Middle School students participating in a sport or competition team may have different practice hours dictated by their faculty advisor or coach. Games, meets, or competitions may take place at other campuses requiring a late pick up or pick up from other locations.

RCSAI Car Line Map



Baycenter Road

←To Phillips Highway

PARENT TEACHER ORGANIZATION



The goal of RCSAI's PTO is to enhance student's education through engagement with parents and guardians, who volunteer their skills, resources, expertise, and time. River City Science Academy – Innovation needs your active participation to help your student and their peers reach their full potential. Throughout the year, the PTO provides support to the teachers in the classroom, at special educational and extracurricular events, as well as raises funds for resources that will enhance each student's education.

Please consider joining the RCSAI PTO and volunteering your time, talents or resources to help support RCSAI this year. Enclosed you will find a Calendar of Events for this year, a Volunteer Opportunities Sign-Up sheet and Future School Goals.

Please sign up in your classroom today or come by the PTO booth in the atrium before you leave orientation. You may also join a committee by emailing our PTO Faculty Coordinator, Mrs. Sitchler.

PTO Faculty Coordinator:

Kristin Sitchler – ksitchler@rivercityscience.org

PTO Goals for the 2019-2020 School Year

- Design and build an outdoor classroom and garden
- Reach 1 to 1 ratio for classroom technology
- Purchase additional information signage for car line and walk-up - \$2000
- Digital camera equipment for student and club use
- Physical Education and playground equipment
- Continue to grow our school library with additional media resources

Pledge Your Time!

We want to see as much parent participation throughout the school year as possible! Please consider pledging 10 hours of your time this year to help out at school events.

If you can be more involved, we have several volunteer committees that you may be interested in, but you are always welcome to volunteer for any school event. Parents can bring a large range of talents to the school and we can't wait to see what you offer! Check out our PTO Committees on the next page! If you are interested in joining a committee please fill out the PTO form and return it to Mrs. Sitchler or bring it by the PTO table at Orientation.

PTO COMMITTEES



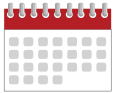
Room Parent: Each classroom needs a class parent to support their teacher. This volunteer helps keep other parents informed by working with the teacher and the Room Parent Coordinator, as well as coordinating events or projects throughout the school year either for the teacher or under the teacher's direction, including the year round Box Tops collection and counting.



Membership Committee: Your goal throughout the year is to engage parents through volunteer work and harness the multitude of skills that our parents can share with the school community. Encouraging parents to sign up and participate in events throughout the year is key.



Fundraising Committee: The school and PTO will host a multitude of fundraisers throughout the year to bring money into the school for supplies, trips, events and more. This committee helps orchestrate every aspect of the fundraisers from working with teachers to being present at the events and finding community partners for our school. Some events include Box Tops for Education, Pennies for Patients, and our annual silent auction.



Program Committee: The school has several large events throughout the year including the Talent Show, Winter Performances, STEM Night, and Graduations. Your roles in this committee would include working with teachers and administrators to see out the full process of these events from start to finish. Experience with backdrop design, carpentry, decorating and organization would be beneficial



Teacher Appreciation Committee: May is Teacher Appreciation Month and the PTO plans out a week of exciting and themed surprises for our teachers. Help us coordinate this week and make it extra special!



Student of the Month & Awards Committee: Each month the school celebrates students who have excelled in the classroom by awarding Students of the Month. Awards ceremonies take place each semester. These events require minimal decorations, printing of certificates, etc to run smoothly and be special celebrations for the students.



Grounds & Beautification Committee: Get involved and have fun with other volunteers for a few scheduled clean-up days or various small landscape projects to help keep our school looking good. One of the school's goals is to create a space for outdoor learning and exploration. Volunteers could design and create this space for the students.



Multimedia Committee: Volunteers are needed at each event to document student experiences through photography and video and share them with the rest of the school community. If you have an expertise in marketing or social media, you could be a great asset to this committee.



Health & Safety Committee: The goal of this committee is to create opportunities for students to learn about everyday health and safety. Possible projects include babysitter licensure class, working with 5th Grade Patrols, or bringing in educational and fun assembly.

PTO VOLUNTEER SIGN UP



Thank you for volunteering! Please complete this form so we know which committee(s) you would like to be a part of. You may join as many or as few committees as you like. If you are interested in being a Room Parent for your homeroom please note that your teacher may also ask for interest during Orientation. More than one parent can definitely take on this role for your homeroom if the interest exists. PTO meetings will be held at the end of each quarter during teacher inservice days. Attendance of these meetings is not required for committee members, but it is recommended.

Student Name(s): _____

Student's Grade(s)/Teacher(s): _____

Parent 1:

Name: _____

Email: _____

Phone: _____

- Membership Committee
- Fundraiser Committee
- Program Committee
- Teacher Appreciation Committee
- Student of the Month/Awards Committee
- Grounds & Beautification Committee
- Multimedia Committee
- Health & Safety Committee
- Room Parent Committee

Parent 2:

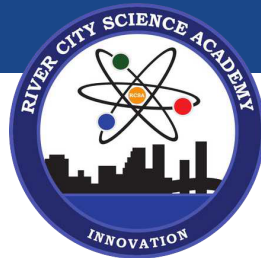
Name: _____

Email: _____

Phone: _____

- Membership Committee
- Fundraiser Committee
- Program Committee
- Teacher Appreciation Committee
- Student of the Month/Awards Committee
- Grounds & Beautification Committee
- Multimedia Committee
- Health & Safety Committee
- Room Parent Committee

** Please complete and return this page to your homeroom teacher, front office or the PTO booth. **



Please Join Us!

Wednesday, August 7th

Elementary School (K-5) 9 - 11 am

Middle School (6-8) 12 - 2 pm



- Meet your teachers
- See old friends
- Drop off supplies
- Sign up for Before/Aftercare
- Review class schedules
- Make lunch deposits
- Receive log in information
- Complete paperwork
- Sign up for PTO
- Meet ESE teachers
- Pick up agendas and spirit shirts
- Purchase uniforms

Have students in elementary and middle school? You can pick up all information and materials during one session. Please note that you may not be able to speak directly with your teachers if it is not that session.



River
City
Science
Academy
Innovation

For incoming
2nd Grade
students

Summer Packet and Supply List

Please return this completed packet to your teacher(s) the first week of school. This will be counted as a grade and included in the first nine weeks report card.

2019-2020
School
Year



Second Grade Supply List

- (1) pair of headphones (not earbuds)
- (1) 2-inch 3-ring binder
- (1) pack of 5-tab dividers
- (8) Durable pocket folders with 3 prongs/brads
 - 2 green
 - 2 blue
 - 2 red
 - 2 yellow
- (2) wide-ruled composition books
- (4) packs of #2 wooden pencils (**ALREADY SHARPENED!**)
- (2) packs of glue sticks
- (4) packs of erasers
- (1) pair of scissors
- (1) ruler
- (3) packs of **all BLACK** Expo markers
- (1) bottle of hand sanitizer
- (3) boxes of tissues
- (2) paper towel rolls
- (1) pack sandwich-sized Ziploc bags
- (1) container of Clorox/Lysol anti-bacterial wipes
- (1) box of 24-count Crayola crayons
- (1) box of class snack (Ex. goldfish, animal crackers, granola bars, fruit snacks, etc.)

Boys

- (1) pack of Crayola markers
- (2) packs of Post-its
- (1) pack gallon-sized Ziploc bags
- (1) pack of colorful flipchart markers (Sharpie or Mr. Sketch)

Girls

- (1) pack of Crayola colored pencils
- (1) pack of construction paper
- (1) pack quart-sized Ziploc bags
- (1) pack of wide-ruled paper

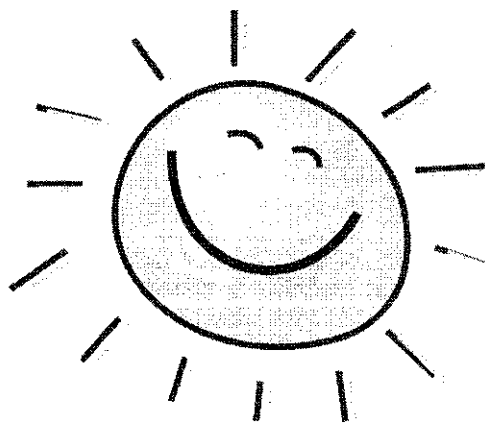
Students Entering 2nd Grade

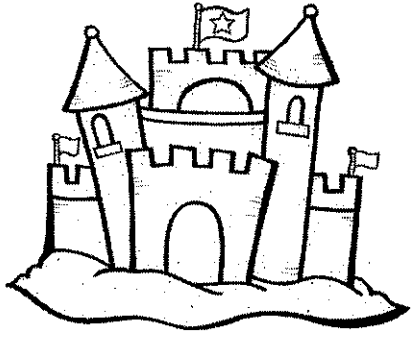
Summer Packet

To get prepared for the school year, each student is asked to read three books from the list provided and complete the grade-specific book reports.

When they return to school this year, they will bring their book reports and share with the class the books they read.

Students should complete all of the handouts in this packet. Students should spread out the work and try not to complete it all in a week. These will be collected the first week of school and will count as a grade.





10 FUN SUMMER LEARNING IDEAS

for your rising 2nd grader

Tip #1: Make learning fun! You definitely don't want summer practice to become a battle between you and your child. Keep things fun and light by using games, technology, and educational day trips to engage your child.

Tip #2: Use what's free and close by. The library is your best friend! Visit it every week or every two weeks so your child can check out new reading material and use the computers. Many libraries have summer reading programs with incentives (prizes!). Use the internet to search for other opportunities in your area. Local museums, planetariums, and even hardware stores may offer fun (and sometimes free) activities for children, especially during the summer.

Tip #3: Motivate your child with technology! Here are some helpful links that you and your child can visit over the summer:

- ABCya.com (variety of fun math and reading games)
- <http://blog.reallygoodstuff.com/11-free-reading-websites-for-kids/> (links to 11 different websites with stories for kids to read and listen to)
- <http://sheppardsoftware.com> (reading, math, science, and social studies games)

Tip #4: Use apps! Many families have smartphones, iPads, or other tablets. Turn playtime into learning time by downloading educational apps. Check out the links below for some reviews of age-appropriate apps for your rising first grader:

- <http://teacherswithapps.com/category/elementary-school/> (Teachers with Apps reviews of apps for elementary-aged kids)
- <http://www.smartappsforkids.com/ages-6-8-1/> (Smart Apps for Kids review of apps for kids ages 6-8)
- <http://bestappsforkids.com/category/apps-by-age-grade/1st-grade/> (Best Apps for Kids review of 1st grade apps)

Tip #5: Your child probably made a LOT of progress with her reading during first grade, and you certainly don't want those gains to be lost over the summer! When choosing books that are just right for your soon-to-be second grader, have your child read aloud the first 2 pages to you. On those first 2 pages, your child should be able to read all but about 2 of the words. If there are more than 2 tricky words on these two pages, this is a good indication that the book is too hard for your child and will frustrate him/her. You'll want to choose a variety of books, of course - some that are too hard for your child but that you can read aloud to her, and some that are just right for your child to read independently. Here are some fun books that may be appropriate for your child to read independently, or with just a little help:

Young Cam Jansen and the Baseball Mystery (David Adler)

Aunt Ester Loves a Mystery (Doug Cushman)

Fox and His Friends (Edward Marshall)

Poppleton Has Fun (Cynthia Rylant)

Shoo, Fly Guy! (Ted Arnold)

Will It Float or Sink? (Melissa Stewart)

The Sun (Melanie Chrismer)

Sea Turtles (Carol Lindeen)

Hammerhead Shark (Deborah Nuzzolo)

Neil Armstrong (Dana Rau)

Series books are always great, because once your child gets "into" the series, she'll want to read more and more of the books! I also really recommend checking out some nonfiction for your child to read. Kids at this age, especially boys, tend to enjoy nonfiction, and it's important for them to spend time reading informational texts. Your local librarian may have additional lists or suggestions for you, too. In many libraries, there is an "easy reader" section that you may want to check out.

Tip #6: Integrate learning into everyday activities. For example, your child can easily practice writing by helping you make a grocery list. You can dictate what you want on the list, and your child can write down the words. Don't focus too much on correct spelling, unless your child insists on it. What is most important is having your child practice listening for the sounds in words and then writing them down. Other fun summer writing ideas: have your child keep a daily or weekly journal, write a postcard to a friend or relative, write letters to his/her Kindergarten teacher, or write about a vacation trip.

Tip #7: Cook up something in the kitchen! Choose a simple recipe and have your child help you make it. You can incorporate reading skills (to read the recipe), math skills (measuring), and practical life skills. Here are some links to child-friendly recipes:

- <http://www.kraftrecipes.com/YourKids/main.aspx> (Kids' Recipes from Kraft)
- http://www.childrensrecipes.com/childrens_recipes_index.htm ([childrensrecipes.com](http://www.childrensrecipes.com))

Tip #8: Play car games! Here are some ideas:

- Play "Make My Sum." Choose a number from 2 to 20. Tell your child, "Can you make the number ___? Look for numbers on license plates or on signs that add up to make the number ___." For example, you might choose the number 14 as your sum. Your child might find the numbers 8 and 6, which make 14 when added together. Encourage your child to look for other ways to make that same number, such as by adding 10, 2, and 2. Then, give your child a different sum to search for, or have your child tell you a sum to search for.
- Have a sight word search. Have your child shout out any sight words he/she sees on billboards and recognizes instantly.

Tip #9: Take out the camera! Kids love working with pictures of themselves! There are lots of learning activities that you and your child can do with photos. Here are a few ideas:

- Take a series of pictures of your child doing a simple activity or chore (i.e. making a peanut butter sandwich). Then, print out the pictures - 1 per page - and have your child write a book to teach someone how to do the activity.
- Have your child make an alphabet book by taking pictures of things in your home / outside that start with each letter of the alphabet.
- After taking a vacation or special trip, print out photos (1 per page). Have your child write captions for the photos and staple them together to create a memory book.

Tip #10: Last but not least...don't forget to take time to relax! Summer camps, vacations, sports games, and summer homework are great, but don't forget to leave your child some "down time." When your child has free time, she'll have the opportunity to use her imagination, be creative, and get to know herself better. Even if your family has a busy schedule, be sure to build in some down time before the new school year begins. Enjoy the summer!!

**Suggestions for Summer Reading
Rising Second Graders**

Student's Name: _____

Title/Author	Title/Author
<i>A Kid's Guide to African American History</i> by Nancy Sanders	<i>Testing the Ice: A True Story About Jackie Robinson</i> by Sharon Robinson
<i>Alien Invaders</i> by Lynn Huggins-Cooper	<i>The Best Seat in Second Grade</i> by Katharine Kenah
<i>All About Sharks</i> and other titles by Jim Arnosky	<i>The Cazuela That the Farm Maiden Stirred</i> by Samantha Vamos
<i>Amelia Bedelia</i> books by Peggy Parish	<i>The True Story of the Three Little Pigs</i> by Jon Scieszka
<i>Animals Aslee</i> by Sneed Collard, III	<i>This is Not My Hat</i> by Jon Klassen
<i>Arthur</i> series by Marc Brown	<i>What Was I Scared Of?</i> by Dr. Seuss
<i>Blackout</i> by John Rocco	<i>Where Are the Night Animals</i> by Mary Ann Fraser
<i>Boot and Shoe</i> by Marla Frazee	<i>Zero the Hero</i> by Joan Holub
<i>Boy, Were We Wrong About Dinosaurs</i> by Kathleen Kudlinski	
<i>Click Clack Moo</i> by Doreen Cronin	
<i>Creepy Carrots</i> by Aaron Reynolds	Novels/Chapter Books for Reading Aloud
<i>Every Little Thing</i> by Cedella Marley	<i>Chocolate Fever</i> by Robert Smith
<i>Face to Face with Frogs</i> by Mark Moffett	<i>Clementine</i> by Sara Pennypacker
<i>A Fine, Fine School</i> by Sharon Creech	<i>Frindle</i> by Andrew Clements
<i>Frog and Toad</i> series by Arnold Lobel	<i>Gooney Bird</i> series by Lois Lowry
<i>Froggy</i> series by Jonathan London	<i>Half Magic</i> by Edward Eager
<i>Game Day</i> by Tiki Barber	<i>Indian in the Cupboard</i> by Lynn Banks
<i>Get Ready for Second Grade, Amber Brown</i> by Paula Danziger	<i>Matilda</i> by Roald Dahl
<i>Golly Sisters</i> series by Betsy Byars	<i>Mysterious Benedict Society</i> by Trenton Stewart
<i>Good Dog, Aggie</i> by Lori Ries	<i>The Great Gilly Hopkins</i> by Katherine Paterson
<i>Grandma's Smile</i> by Randy Siegel	<i>The Littles</i> by John Peterson
<i>Henry and Mudge</i> series by Cynthia Rylant	<i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo
<i>I Like Myself</i> by Karen Beaumont	<i>Where the Mountain Meets the Moon</i> by Grace Lin
<i>I Love My Hair!</i> by Natasha Tarpley	
<i>Ivy and Bean</i> series by Annie Barrows	
<i>Lemonade for Sale</i> by Stuart Murphy	On Line Resources:
<i>Library Lily</i> by Gillian Shields	Here you will find great reading materials such as Tumble Books, National Geographic Kids, and Britannica. See your school librarian for password information.
<i>Marvin Redpost</i> series by Louis Sachar	http://onesearch.henrico.k12.va.us
<i>Mercy Watson</i> series by Kate DiCamillo	Follett Shelf eBooks: Read from over 3,000 titles. See your school librarian for password information. https://wbb10060.folletshelf.com/shelf/servlet/presentshefform.do?site=10060
<i>My Mouth is a Volcano</i> by Julia Cook	Great Reading Websites
<i>Nate the Great</i> by Margorie Sharmat	http://en.childrenslibrary.org/
<i>Night School</i> by Loris Lesynski	http://www.storylineonline.net/
<i>One Cool Friend</i> by Toni Buzzeo	
<i>Poetry books</i> by Shel Silverstein	
<i>Randy Riley's Really Big Hit</i> by Chris Van Dusen	
<i>Silent Letters Loud and Clear</i> by Robin Pulver	



GRADE 2 BOOK REPORT

Name: _____

Title: _____

Author: _____

Where and when does the story take place?

List 3 characters. Then write 2 words to describe each character.

1. _____ : _____

2. _____ : _____

3. _____ : _____

What was the best part of the story? Why?

GRADE 2 BOOK REPORT

Name: _____

Title: _____

Author: _____

Where and when does the story take place?

List 3 characters. Then write 2 words to describe each character.

1. _____ : _____

2. _____ : _____

3. _____ : _____

What was the best part of the story? Why?

GRADE 2 BOOK REPORT

Name: _____

Title: _____

Author: _____

Where and when does the story take place?

List 3 characters. Then write 2 words to describe each character.

1. _____ : _____

2. _____ : _____

3. _____ : _____

What was the best part of the story? Why?

Dolch Sight Word Checklist

Level: Pre-Primer

___ a	___ come	___ help	___ jump	___ not	___ see	___ we
___ and	___ down	___ here	___ little	___ one	___ the	___ where
___ away	___ find	___ I	___ look	___ play	___ three	___ yellow
___ big	___ for	___ in	___ make	___ red	___ to	___ you
___ blue	___ funny	___ is	___ me	___ run	___ two	
___ can	___ go	___ it	___ my	___ said	___ up	

Level: Primer

___ all	___ but	___ have	___ on	___ say	___ too	___ who
___ am	___ came	___ he	___ our	___ she	___ under	___ will
___ are	___ did	___ into	___ out	___ so	___ want	___ with
___ at	___ do	___ like	___ please	___ soon	___ was	___ yes
___ ate	___ eat	___ must	___ pretty	___ that	___ well	
___ be	___ four	___ new	___ ran	___ there	___ went	
___ black	___ get	___ no	___ ride	___ they	___ what	
___ brown	___ good	___ now	___ saw	___ this	___ white	

Level: 1

___ after	___ by	___ giving	___ how	___ of	___ round	___ then
___ again	___ could	___ had	___ just	___ old	___ some	___ think
___ an	___ every	___ has	___ know	___ once	___ stop	___ walk
___ any	___ fly	___ her	___ let	___ open	___ take	___ were
___ as	___ from	___ him	___ live	___ over	___ thank	___ when
___ ask	___ give	___ his	___ may	___ put	___ them	

Level: 2

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

Level: 3

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

Nouns

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

* This list has been modified slightly from the original Dolch noun list.

Name: _____

Fireflies

by Faith Cormier

What are those little green lights on the grass and flying in the yard?

Are they monsters? Are they UFOs?



No, they aren't monsters and they aren't UFOs. They're fireflies.

Fireflies are little insects that glow with a cool green light. If you touch one it won't burn you.

Some fireflies glow to warn other animals that they don't taste good. Frogs, bats, and birds do not like to eat animals that glow. The glow helps keep fireflies safe.

Sometimes we call fireflies glowworms.

You can catch fireflies in a jar. Don't forget to let them go again.

Name: _____

Fireflies

by Faith Cormier



1. What color are fireflies when they glow?

2. Fireflies are sometimes called _____.

3. If you touch a firefly, will it burn you?

yes no

4. If you catch a firefly in a jar, you should...

- a. keep it in your bedroom
- b. let it go after you look at it
- c. put water in the jar
- d. shake the jar

5. When can you find fireflies?

- a. in the yard
- b. in the grass
- c. in the day
- d. at night

Name: _____

Fireflies



Write true or false.

1. Fireflies are hot. _____
2. Fireflies are called glowworms. _____
3. Fireflies glow with a red light. _____
4. Fireflies are monsters. _____
5. Fireflies are insects. _____
6. Fireflies can fly. _____
7. Fireflies glow to show other animals they don't taste good. _____

Name: _____

Fireflies



Draw lines to match words with their meanings.

- | | |
|------------|-------------------------|
| 1. insect | a. not hot |
| 2. monster | b. bug with six legs |
| 3. UFO | c. a space ship |
| 4. cool | d. scary creature |
| 5. glow | e. light up in the dark |

Now circle the words in the puzzle.

INSECT MONSTER UFO COOL GLOW

W	I	N	S	E	C	T	G
S	U	P	E	C	O	O	L
I	F	L	Z	E	D	C	O
M	O	N	S	T	E	R	W

Name: _____

The Rhyme Game

by Guy Belleranti

Bella and James sat on the grass.

"Let's play the rhyme game," Bella said. "First, you say a word. Then, I'll say a word that rhymes."

James nodded. "Truck," he said.

"Duck," Bella rhymed.

"House," James said.

"Mouse," Bella rhymed.

"Dog," James said.

"Frog," Bella rhymed.

"Can I do the rhyming now?" James asked.

"Yes," Bella said.

"Dress," James rhymed.

Bella laughed. "Wait. Yes wasn't my word. Here it is now."

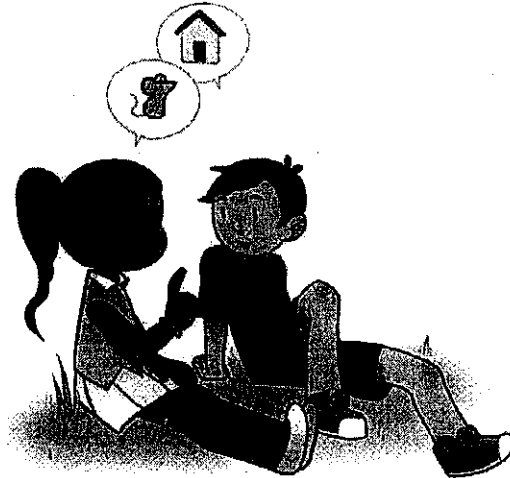
"Cow," James rhymed.

"No," Bella said, laughing harder. "No, no, no."

"Go." James rhymed. "Go, go, go."

Bella laughed so hard she rolled on the grass.

James rolled next to her. Rhyming was fun!

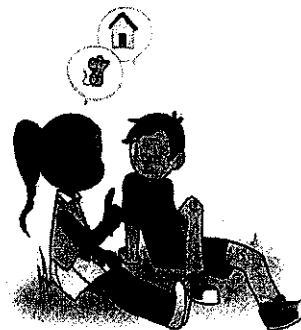


Name: _____

The Rhyme Game

by Guy Belleranti

1. Where does this story take place?
- a. on a sunny day
 - b. outside
 - c. at the beach
 - d. in the morning



2. Whose idea was it to play the rhyme game? _____

3. What word did Bella rhyme with dog?
- a. hog
 - b. fog
 - c. go
 - d. frog

4. Why did Bella keep laughing at James' rhymes?

Now try this: Play the rhyming game with a friend.

Name: _____

The Rhyme Game

by Guy Belleranti



Draw lines to match the words from the story with their meanings.

- | | | | |
|-----------|--------------------------|--------------------------|----------------------------------|
| 1. grass | <input type="checkbox"/> | <input type="checkbox"/> | small furry animal |
| 2. nodded | <input type="checkbox"/> | <input type="checkbox"/> | large animal that makes milk |
| 3. mouse | <input type="checkbox"/> | <input type="checkbox"/> | moved head up and down |
| 4. cow | <input type="checkbox"/> | <input type="checkbox"/> | green plants that make up a lawn |
| 5. laugh | <input type="checkbox"/> | <input type="checkbox"/> | opposite of stop |
| 6. go | <input type="checkbox"/> | <input type="checkbox"/> | Ha, ha, ha! |

Name: _____

The Rhyme Game

by Guy Belleranti



In the story, "The Rhyme Game," Bella and James think of rhyming words.

Write three sentences with rhyming words. Use a pair of rhymes in each.

examples: A mouse is in my house.

My dog chased a frog.

1.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Name: _____

First Airplane Trip

by Sara Matson

Jake is going on a trip. He and Mom take a taxi to the airport.

"It's my first plane trip," he tells the taxi driver.

"That's great!" the taxi driver says.

Jake rolls his suitcase onto the plane.

"It's my first plane trip," he tells the pilot.

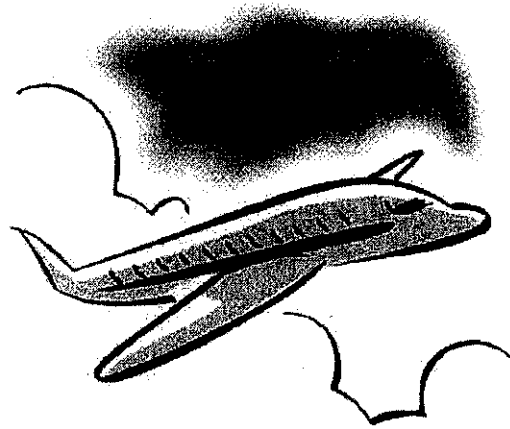
"Welcome aboard," the pilot says.

Jake finds his seat and buckles his seatbelt. The plane's engines rumble and roar. Jake opens his backpack and pulls out Panda.

"It's my first plane trip," he whispers. He holds Panda's paw.

The plane moves faster and faster. Then—*Whoosh!* On the ground, cars and houses look like toys.

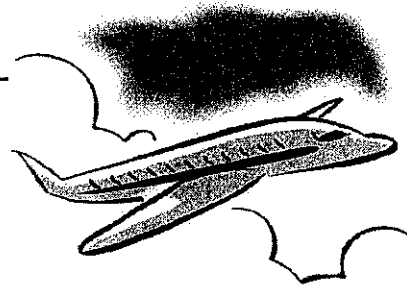
Jake smiles. "Guess what, Panda?" he says. "Flying is fun!"



Name: _____

First Plane Trip

by Sara Matson



1. How do Jake and his mom travel to the airport?
- a. in a plane
 - b. in their car
 - c. in a taxi
 - d. in a bus

2. What does a pilot do?

3. What does the pilot say to Jake?

4. Who is Panda?

- a. Jake's brother
- b. a large animal
- c. Jake's pet
- d. a stuffed animal

5. What does Jake whisper to Panda?

6. Read this sentence from the story:

On the ground, the cars and houses look like toys.

What does this mean?

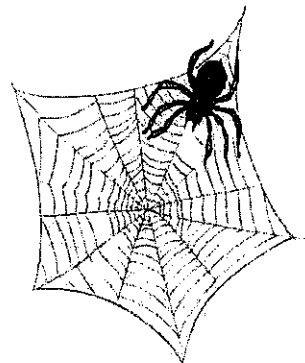
- a. The cars and houses looked very big.
- b. The cars and houses looked very small.
- c. The cars and houses did not move.
- d. Jake could not see the cars and houses.

Name: _____

The Spider Web

by Anifa Amin

Nina raced her brother Carlos down the sidewalk. "I'm going to win!" Nina laughed, peeking back at him.



Then Nina ran right into a spider web. She jumped around, screaming. "Is it on me? Get it off of me! Get the spider off of me!"

Nina slapped her hair. She pulled off the sticky web. "Where's the spider?" Nina cried.

Nina swiped at her face and arms. "I think it's crawling all over me. It must be huge! Do you see it?" She asked Carlos. "Do you see the spider?"

Carlos smiled. He pointed to the sidewalk. "There's your spider," he said.

They watched a baby spider hurry away.

"And guess what." Carlos laughed. He dashed past the finish line.

"I won!"

Name: _____

The Spider Web

by Anita Amin



1. Who are the main characters in this story?

_____ and _____

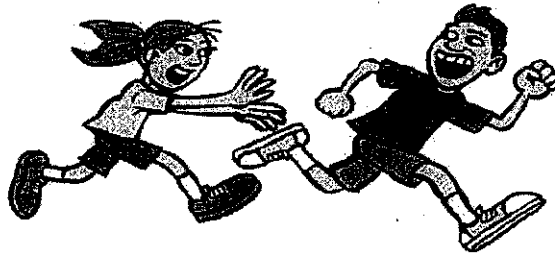
2. How does Nina feel when she runs into the web?

- a. tired
- b. hurt
- c. sad
- d. scared

3. When Nina runs into the web, how does it feel?

- a. soft
- b. furry
- c. sticky
- d. hard

4. Look at the picture below.



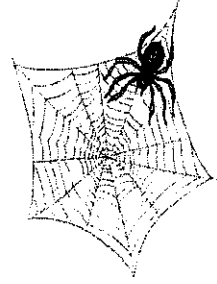
Is this a picture of the beginning of the story or the end of the story? _____

How can you tell?

Name: _____

The Spider Web

Vocabulary



Draw lines to match each word from the story to its meaning.

- | | |
|--------------|-----------------------|
| 1. dashed | a. looking |
| 2. screaming | b. animal with 8 legs |
| 3. spider | c. yelling |
| 4. peeking | d. ran |

Use a word from the box to complete each sentence.

spider

screaming

dashed

peeking

5. Sam _____ across the playground.
6. There is a gray _____ climbing on the wall.
7. A kitten was _____ at me from a hole in the fence.
8. My baby brother was _____ loudly because he was hungry.

Finding the Main Idea

Saturday at the Carnival

James and his sister, Anna, went to the carnival on Saturday. They rode the merry-go-round, the roller coaster and the Ferris wheel. James ate popcorn and a hot dog. Anna drank lemonade and ate an apple. They saw many exciting shows. They were tired when they went home.



What is the main idea? Circle the correct answer.

- A. James and Anna were hungry.
- B. James and Anna did many things at the carnival.
- C. The merry-go-round was broken.
- D. The carnival was on Saturday.

Write three details in the story in the boxes.

1

2

3

Name: _____

Sequencing

Number the sentences to show the correct order.

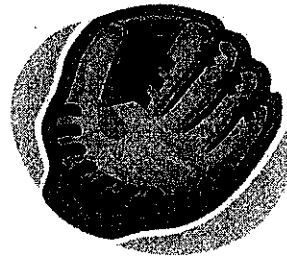
Kay Goes Fishing



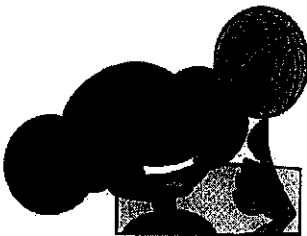
- _____ "I've got a fish," Kay yelled.
- _____ Dad started the engine and drove the boat to the other side of the lake.
- _____ Dad prepared the fishing pole, dropped the line in the water, and handed it to Kay.
- _____ Kay and her dad climbed into the small boat.

Mike and Tom Play Catch

- _____ Tom caught the ball and threw it back to Mike.
- _____ Mike reached up in the air for the ball, but missed.
- _____ Mike pulled a baseball out of his jacket pocket and tossed it to Tom.
- _____ The ball landed on the driveway and rolled toward the street.



Fran and the Basketball



- _____ She found a basketball in the garage and started dribbling it.
- _____ Fran went outside on a bright and sunny day.
- _____ She dribbled it down the driveway, turned toward the net, and threw the ball into the air.
- _____ Fran jumped excitedly as the ball went through the hoop.

Name: _____

Vowel Diphthongs

au, aw, oi, ou, and oy

Vowel Diphthong	Word
au	haul
aw	saw
oi	boil
ou	out
oy	toy

Directions: Write the missing letters on the lines.

1. Gary found a C _ _ N on the street.
2. I didn't do it. It's not my F _ _ L T.
3. The girl can D R _ _ pretty pictures.
4. I called my grandma B E C _ _ S E it was her birthday.
5. My aunt just had a baby B _ _.
6. I see a H _ _ K in the sky.
7. If you break the L _ _ , you can go to jail.
8. Peter wants to J _ _ N the club.
9. It's A B _ _ T time they came.
10. There is a gray rain C L _ _ D above us.
11. If you leave the milk _ _ T, it will S P _ _ L.
12. My brother can C _ _ N T to ten.

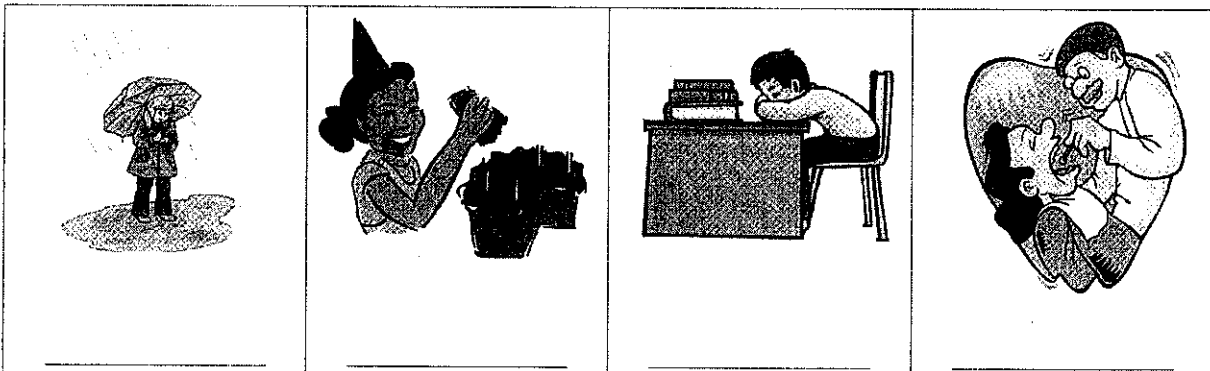
Name: _____

Cause and Effect

Read each sentence. Determine the cause and underline it in red and determine the effect and underline it in blue.

1. I got a tummy ache when I ate too much ice cream.
2. Anne had cake for dessert because it was her birthday.
3. Thomas was feeling sleepy because he stayed up late doing his homework.
4. Dee was hungry, so her mother made her a cheese sandwich.
5. Kevin went to dentist because he had a toothache.
6. Janice didn't eat her breakfast quickly, so she missed the school bus.
7. It was pouring rain, so the football game was canceled.
8. Leah wasn't watching where she was walking and she stepped in a puddle.
9. Cole wasn't feeling well, so he stayed home from school.
10. Jackson didn't go to school because it was Saturday.
11. My sister's room was messy, but I helped her clean it up.
12. The baby didn't like Cheerios, and she would not eat them.

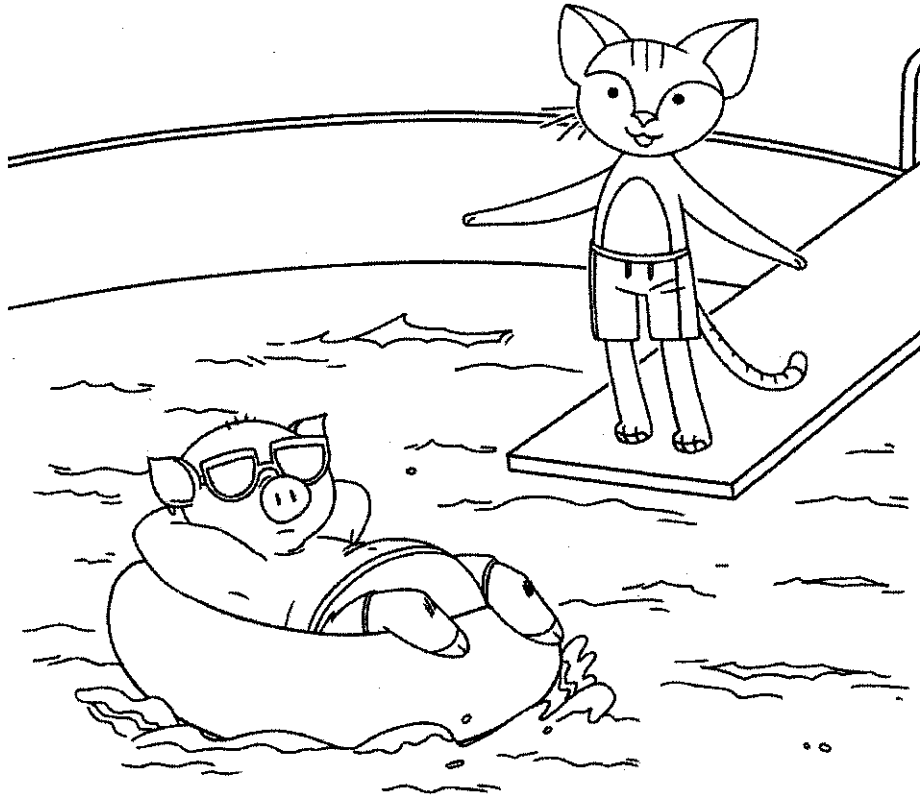
Re-read the sentences above to find the names of the people in these pictures.
Write each person's name on the line.



Directions: Write a creative story to go along with the picture.

_____ (title)

Written by: _____ (your name)



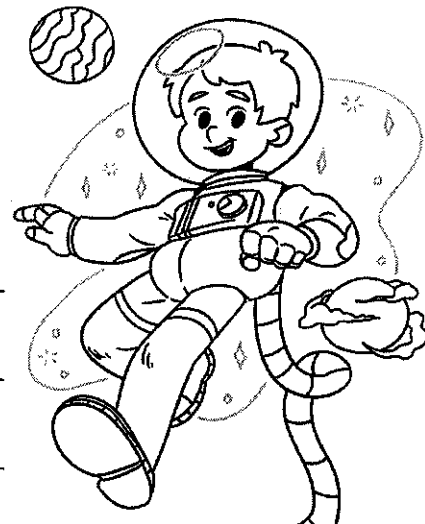
Page _____

Name: _____

Name: _____

Out of This World!

Imagine you were taking a trip to outer space. Describe what it's like and tell what kinds of things you do when you get there.



Name: _____

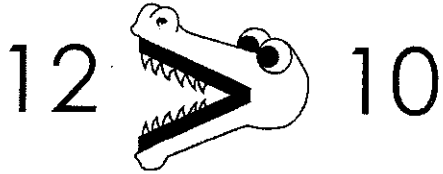
Out of This World!

Draw a picture to go along with your story.

Name: _____

The Hungry Alligators

"Greater Than" Alligator



12 is greater than 10

"Less Than" Alligator



17 is less than 22

Cut out the *greater than* and *less than* alligators on the next page and glue them in the correct boxes.

a. 7 15

b. 22 19

c. 36 28

d. 62 33

e. 25 49

f. 35 56

g. 70 73

h. 91 82

Name: _____

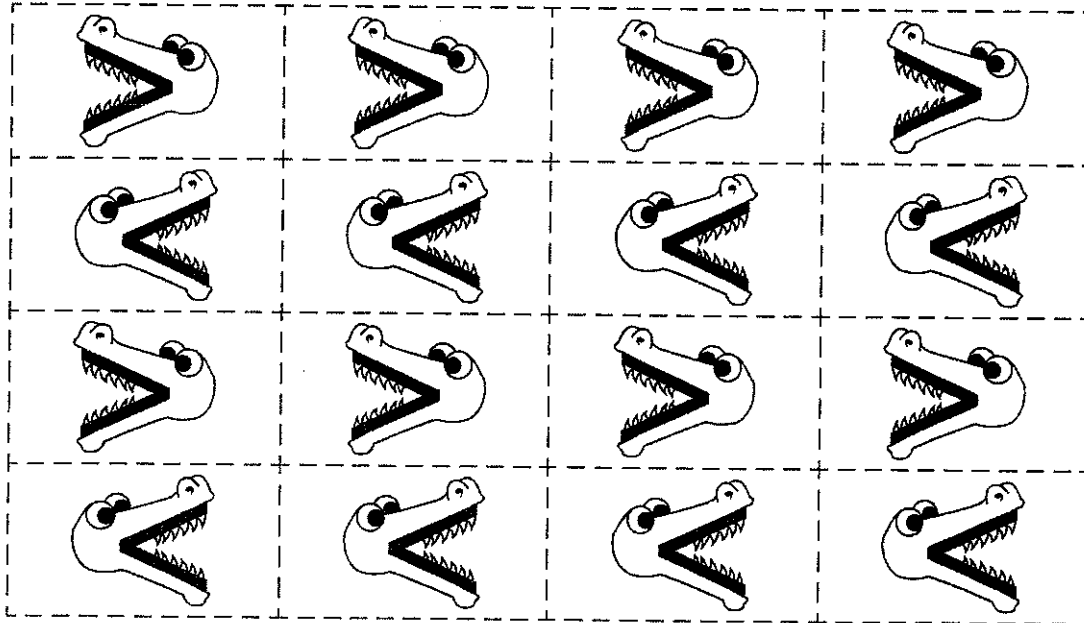
The Hungry Alligators

i. 42 36 j. 14 41

k. 59 60 l. 91 84

m. 74 79 n. 12 37

o. 45 42 p. 86 66



Name: _____

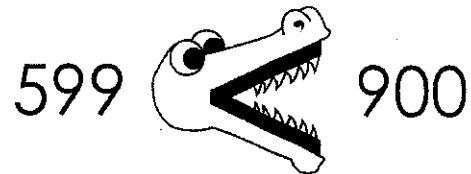
The Hungry Alligators

"Greater Than" Alligator



135 is greater than 104


"Less Than" Alligator



599 is less than 900


Cut out the *greater than* and *less than* alligators on the next page and glue them in the correct boxes.

a. 208  684

b. 450  248


c. 374  152

d. 768  565

e. 98  981

f. 609  904

g. 324  441

h. 156  77

Name: _____

















The Hungry Alligators

i. 642 349 j. 208 533

k. 84 117 l. 662 481

m. 409 555 n. 743 810

o. 267 231 p. 495 49

 greater than	 greater than	 greater than	 greater than
 less than	 less than	 less than	 less than
 greater than	 greater than	 greater than	 greater than
 less than	 less than	 less than	 less than

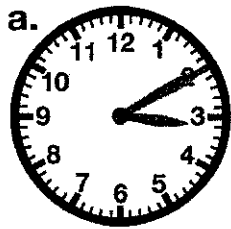
Name: _____

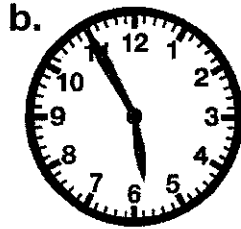
Time to the Nearest 5 Minutes

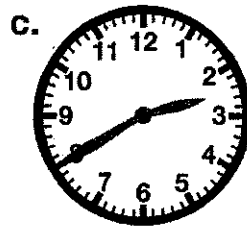
Telling Time

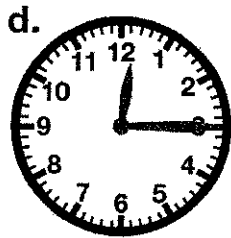
To the Nearest 5 Minutes

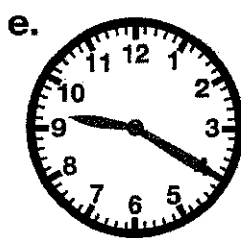
Write the time shown on each clock.

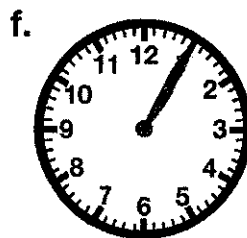




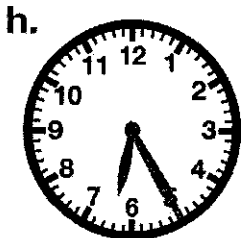


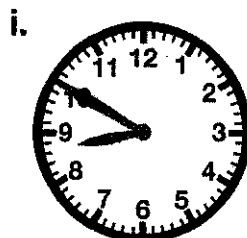












Name: _____

Addition Word Problems



Answer the questions. Show your work.

1. Leah sees 14 birds.
Abby sees 23 birds.
How many birds did they see in all?

Answer: _____

2. Dan has 27 pencils.
He buys 21 more.
How many pencils does he have in all?

Answer: _____

3. Pam has 33 keys.
She finds 4 more.
How many keys does she have now?

Answer: _____

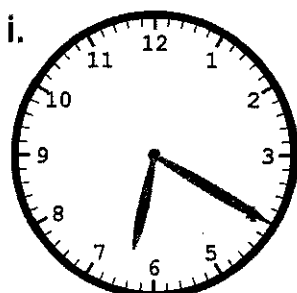
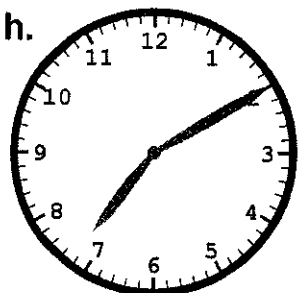
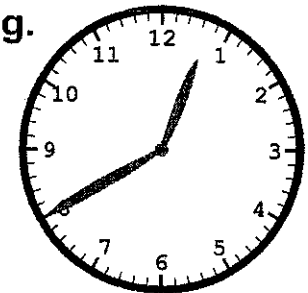
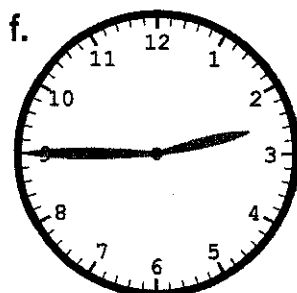
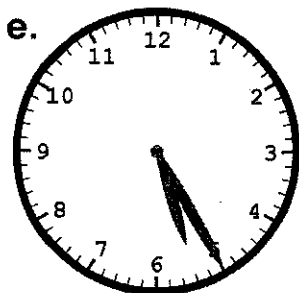
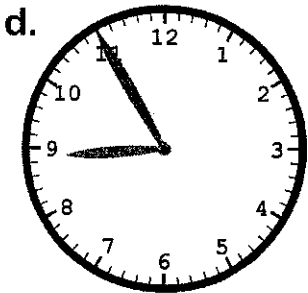
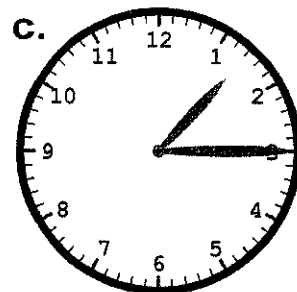
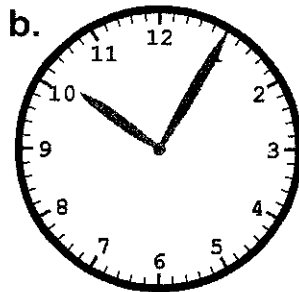
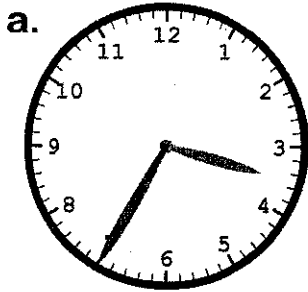
4. Ted picks 27 apples.
Pat picks 40 apples.
How many apples do they have in all?

Answer: _____

Name: _____

Telling Time

Write the time shown.



Name: _____

Write the answer for each problem. Then, color according to the key at the bottom.

8-6= $\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$ 13-9= 12-5=

4-2= 9-2= 14-5= 9-5=

3-1= 5-5= 14-8= 8-8=

$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$ $\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$ 12-3= 8-5= 11-5=

$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$ 7-3= 9-3= 15-6= 13-6=

$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$ 6-5= 12-9= 16-7=



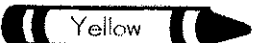
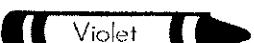
$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 17 \\ -9 \\ \hline \end{array}$ $\begin{array}{r} 11 \\ -3 \\ \hline \end{array}$ 14-9= $\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$ 9-6= 9-7=


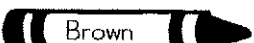
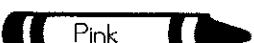
6-4= 7-5= $\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$

$\begin{array}{r} 11 \\ -9 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$ 14-6= 18-9= $\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$ $\begin{array}{r} 13 \\ -9 \\ \hline \end{array}$

$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$

8-4=

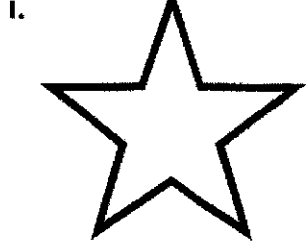
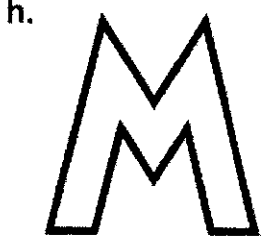
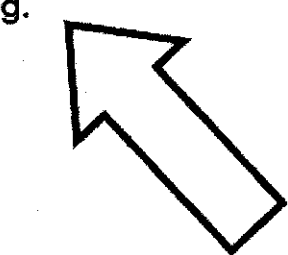
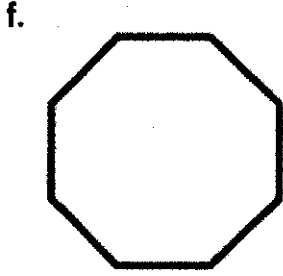
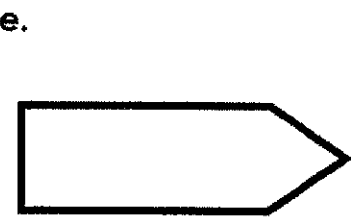
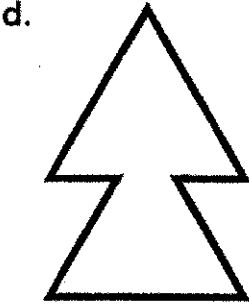
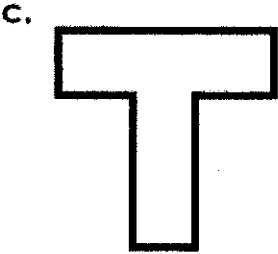
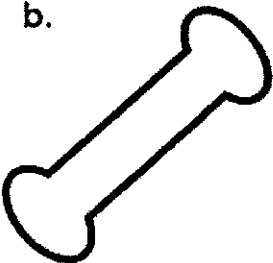
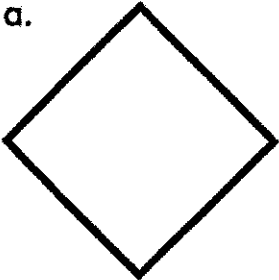
-  Blue 0, 4, 7
-  Red 3
-  Yellow 6
-  Violet 8

-  Green 1
-  Brown 2, 5
-  Pink 9

Name: _____

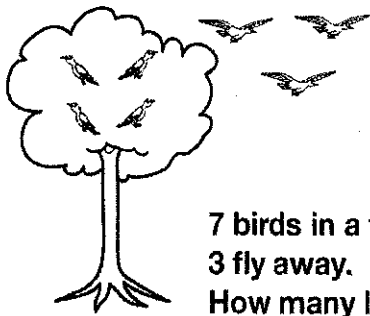
Symmetry

Draw lines of symmetry on the shapes below. Some shapes may have more than one line of symmetry.



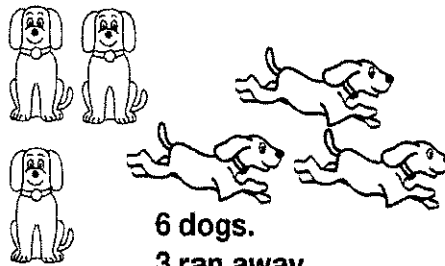
Name: _____

Subtract



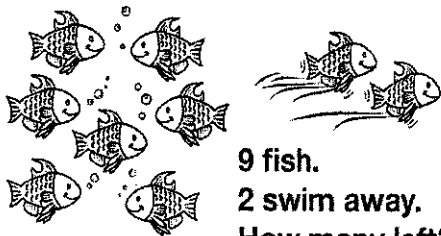
7 birds in a tree.
3 fly away.
How many left?

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



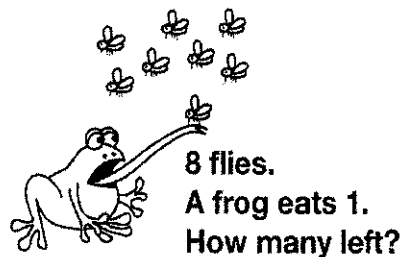
6 dogs.
3 ran away.
How many left?

$$\begin{array}{r} \\ - 3 \\ \hline \end{array} = \underline{\quad}$$



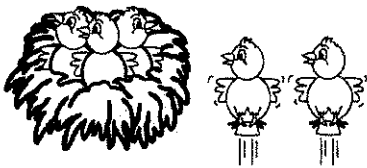
9 fish.
2 swim away.
How many left?

$$\begin{array}{r} \\ - 2 \\ \hline \end{array} = \underline{\quad}$$



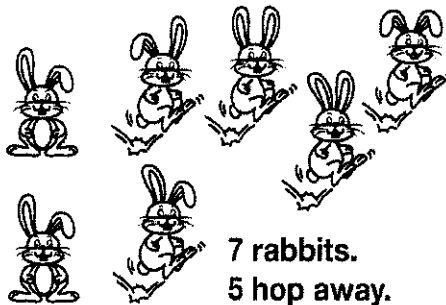
8 flies.
A frog eats 1.
How many left?

$$\begin{array}{r} \\ - 1 \\ \hline \end{array} = \underline{\quad}$$



5 baby birds in a nest.
2 jump out.
How many left?

$$\begin{array}{r} \\ - 2 \\ \hline \end{array} = \underline{\quad}$$



7 rabbits.
5 hop away.
How many left?

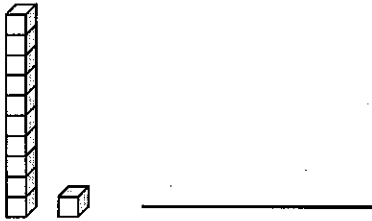
$$\begin{array}{r} \\ - 5 \\ \hline \end{array} = \underline{\quad}$$

Name: _____

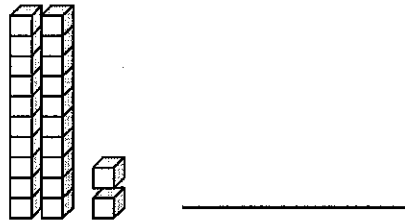
Place Value Blocks

Write each number in standard form.

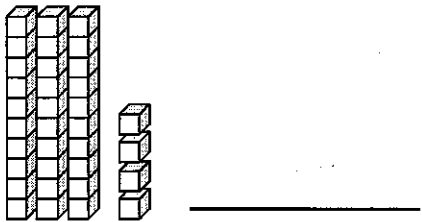
a.



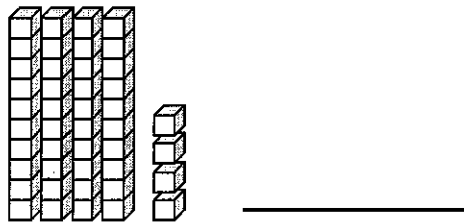
b.



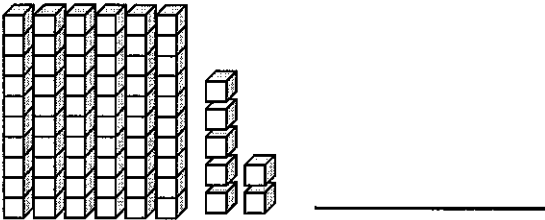
c.



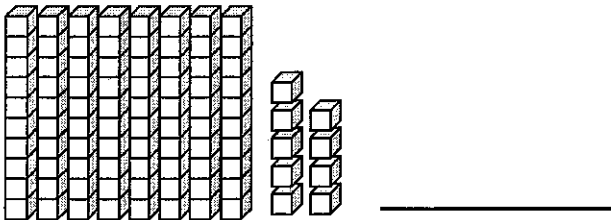
d.



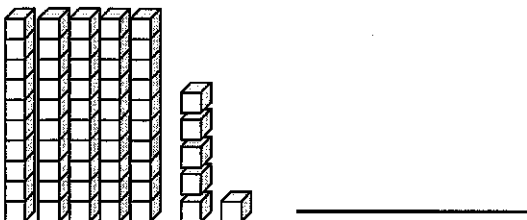
e.



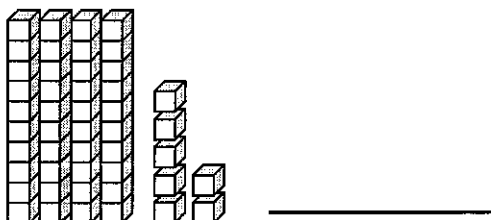
f.



g.



h.



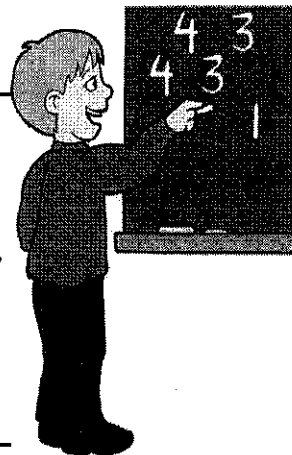
Name: _____

Digit Values

What is the value of the underlined digit?

34 - The value of the digit 3 is **3 tens**, or **30**.

67 - The value of the digit 7 is **7 ones**, or **7**.



Write the value of the underlined digit.

a. 72 - _____

b. 56 - _____

c. 91 - _____

d. 4 - _____

e. 89 - _____

f. 33 - _____

g. 52 - _____

h. 52 - _____

i. In the number 38, which digit has the largest value?

j. In the number 15, which digit has the smallest value?

Name: _____

Hundreds, Tens and Ones

a. 234 = _____ hundreds, _____ tens, _____ ones

b. 809 = _____ hundreds, _____ tens, _____ ones

c. 571 = _____ hundreds, _____ tens, _____ ones

d. 160 = _____ hundreds, _____ tens, _____ ones

e. 67 = _____ hundreds, _____ tens, _____ ones

f. _____ = 3 hundreds, 4 tens, 8 ones

g. _____ = 6 hundreds, 0 tens, 2 ones

h. _____ = 0 hundreds, 0 tens, 5 ones

i. _____ = 0 hundreds, 7 tens, 0 ones

j. _____ = 9 hundreds, 9 tens, 9 ones



Name: _____

Odd or Even?

Color the boxes with even numbers blue.

Color the boxes with odd numbers red.

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

Even numbers have a _____, _____, _____, _____, or _____ in the ones place.

Odd numbers have a _____, _____, _____, _____, or _____ in the ones place.

Circle the odd number in each group.

- a. 56 30 45 98 62
- b. 87 58 32 26 70
- c. 76 94 12 99 4
- d. 46 90 83 22 78

Circle the even number in each group.

- a. 31 27 49 1 28
- b. 90 43 85 69 3
- c. 49 57 62 33 79
- d. 91 77 35 73 4

Name: _____

Odd or Even?

Odd numbers end with these digits: 1, 3, 5, 7, or 9

Even numbers end with these digits: 0, 2, 4, 6, or 8

Tell whether each number is odd or even.

a. 6 _____

b. 36 _____

c. 23 _____

d. 74 _____

e. 54 _____

f. 0 _____

g. 98 _____

h. 952 _____

i. 100 _____

j. 500 _____

k. 41 _____

l. 67 _____

m. 20 _____

n. 89 _____

o. 72 _____

p. 58 _____

q. 41 _____

r. 714 _____

s. 9 _____

t. 1,378 _____

u. An apple tree has 62 apples on it.
Are there an odd or even number of apples on the tree? _____

v. Samantha has 17 cookies.
Does she have an odd or even number of cookies? _____

w. Is the sum of $7+3$ odd or even? _____

Name: _____

2-Digit Addition without Regrouping

Addition

Find the sums.



a.
$$\begin{array}{r} 32 \\ + 15 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 44 \\ + 34 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 41 \\ + 10 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 20 \\ + 29 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 62 \\ + 6 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 72 \\ + 26 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 34 \\ + 23 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 5 \\ + 61 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 54 \\ + 20 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 83 \\ + 16 \\ \hline \end{array}$$

- k. Ken has 25 toy cars.
Tim has 13 toy cars.
How many toy cars do they have altogether? _____

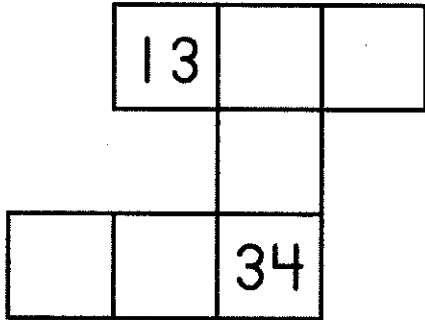
- l. Sara has 34 dolls.
She buys 3 more.
How many dolls does she have in all? _____

Name: _____

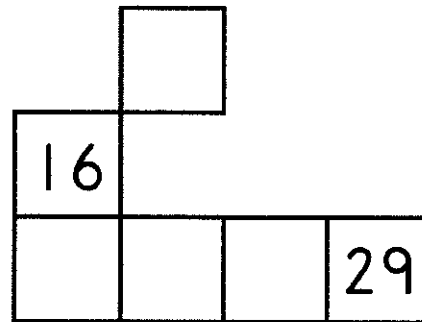
Hundreds Chart Puzzles

Using your hundreds chart, fill in the empty boxes on each puzzle.

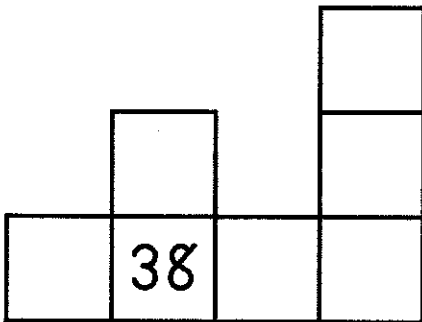
a.



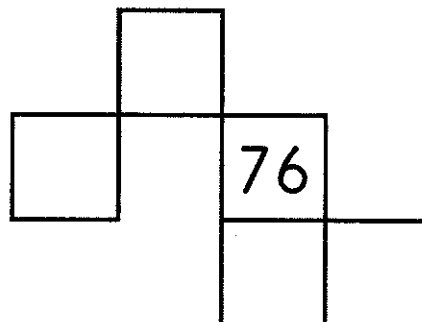
b.



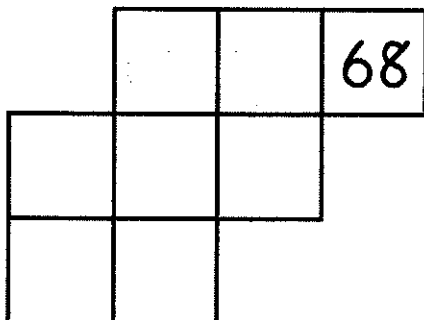
c.



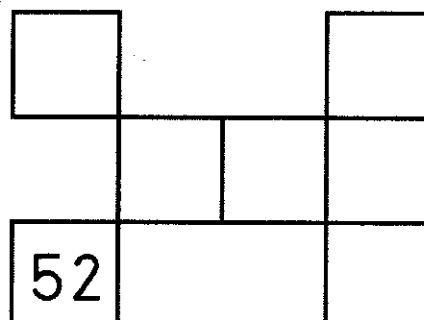
d.



e.



f.



Name: _____

In and Out Boxes

Fill in the empty boxes.

a.

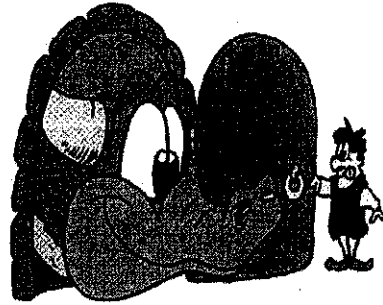
In	Out
1	3
3	
5	
7	

rule: add 2

b.

In	Out
1	
2	
5	
8	7

rule: subtract 1



c.

In	3	7	8	10
Out	1			

rule: subtract 2

d.

In	0	1	5	9
Out			10	

rule: add 5

e.

In	3	5	7	9
Out		15		

rule: add 10

f.

In	7	8	11	14
Out		4		

rule: subtract 4

Write the rule and fill in the empty boxes.

g.

In	3	5	7	13
Out	0	2	4	

rule:

h.

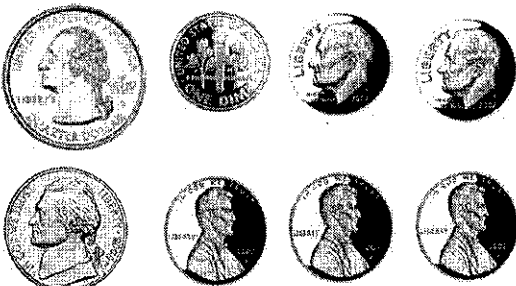
In	1	5	6	10
Out	5	9		

rule:


Name: _____

Counting Coins


Write the amount of money shown in each box.




total: _____




total: _____




total: _____



total: _____



total: _____

































total: _____

★ **Challenge:** Can you count all the coins on this page and find the total?

Name: _____

Counting Money Up to \$5

Counting Money

 <p>3</p>  <p>2</p>  <p>1</p>  <p>2</p>  <p>0</p> <p>How much money in all? _____</p>	 <p>2</p>  <p>0</p>  <p>2</p>  <p>0</p>  <p>8</p> <p>How much money in all? _____</p>	 <p>0</p>  <p>0</p>  <p>2</p>  <p>3</p>  <p>7</p> <p>How much money in all? _____</p>
 <p>4</p>  <p>1</p>  <p>4</p>  <p>0</p>  <p>4</p> <p>How much money in all? _____</p>	 <p>1</p>  <p>4</p>  <p>1</p>  <p>3</p>  <p>1</p> <p>How much money in all? _____</p>	 <p>1</p>  <p>1</p>  <p>5</p>  <p>5</p>  <p>9</p> <p>How much money in all? _____</p>

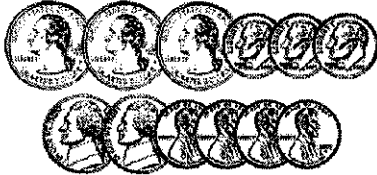
Name: _____

Mixed Coins

Counting Money

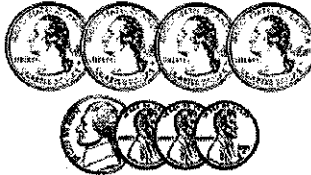
Count the coins and write the amount.

a.



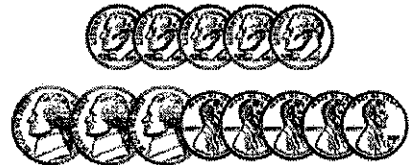
_____ ¢ or \$ _____

b.



_____ ¢ or \$ _____

c.



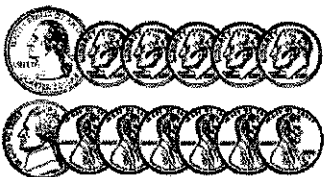
_____ ¢ or \$ _____

d.



_____ ¢ or \$ _____

e.



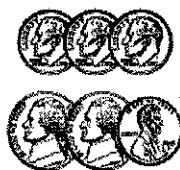
_____ ¢ or \$ _____

f.



_____ ¢ or \$ _____

g.



_____ ¢ or \$ _____

h.



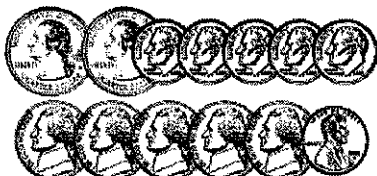
_____ ¢ or \$ _____

i.



_____ ¢ or \$ _____

j.



_____ ¢ or \$ _____

k.



_____ ¢ or \$ _____

l.



_____ ¢ or \$ _____

Name: _____

Comparing Money

Write the amount shown by each set of coins.
Then, compare the sets of coins using the symbols: $<$, $>$, or $=$.



Compare: $<$, $>$, or $=$



amount: _____

amount: _____



Compare: $<$, $>$, or $=$

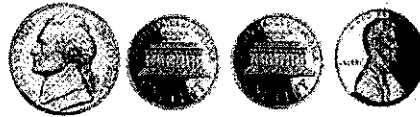


amount: _____

amount: _____



Compare: $<$, $>$, or $=$



amount: _____

amount: _____



Compare: $<$, $>$, or $=$



amount: _____

amount: _____

Name: _____

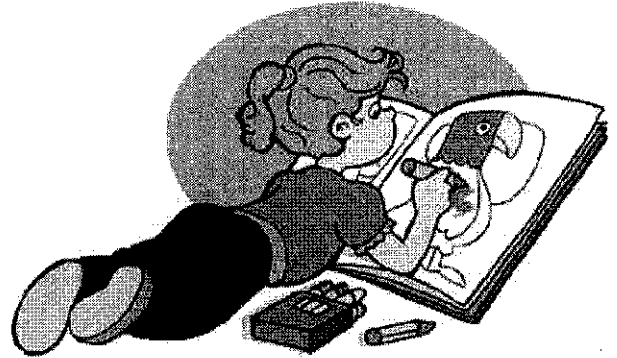
Subtraction (No Regrouping)

Subtraction

Subtract to find the differences.

a.
$$\begin{array}{r} 94 \\ - 13 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 72 \\ - 20 \\ \hline \end{array}$$



c.
$$\begin{array}{r} 81 \\ - 61 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 30 \\ - 20 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 99 \\ - 8 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 76 \\ - 31 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 88 \\ - 5 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 59 \\ - 59 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 43 \\ - 22 \\ \hline \end{array}$$

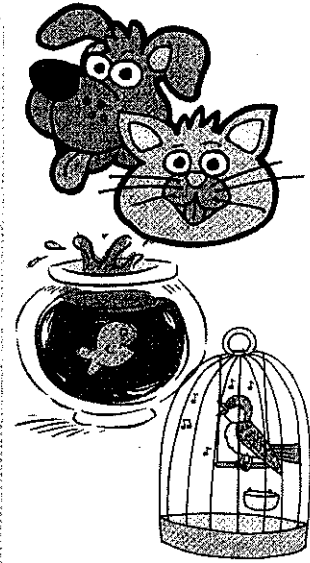
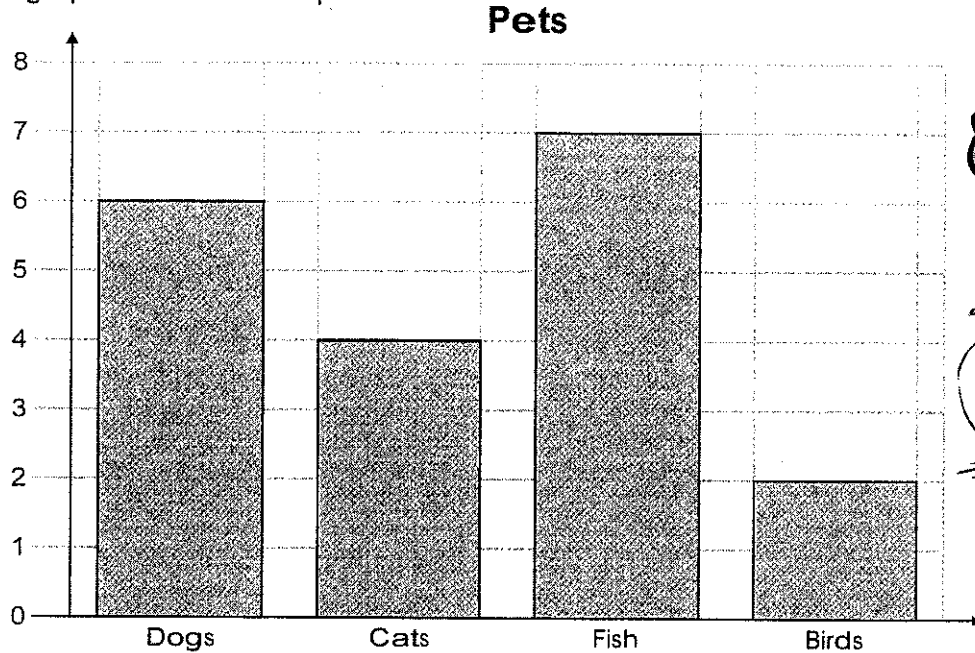
- k. Amy has 36 markers. 12 do not work.
How many markers do work? _____

- l. There are 25 kids in Mr. Ying's class.
13 are girls. How many are boys? _____

Name: _____

Bar Graph of Pets

This is a graph of pets that belong to the students of Miss Smith's class. Use the information from the graph to answer the questions.



1. How many dogs do the students have? 1. _____
2. How many birds do they have? 2. _____
3. How many cats do they have? 3. _____
4. How many fish do they have? 4. _____
5. Do they have more fish or cats? 5. _____