



River  
City  
Science  
Academy  
Innovation

For incoming  
**2nd Grade**  
students

# Summer Packet

Name \_\_\_\_\_

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.

2020-2021

School

Year



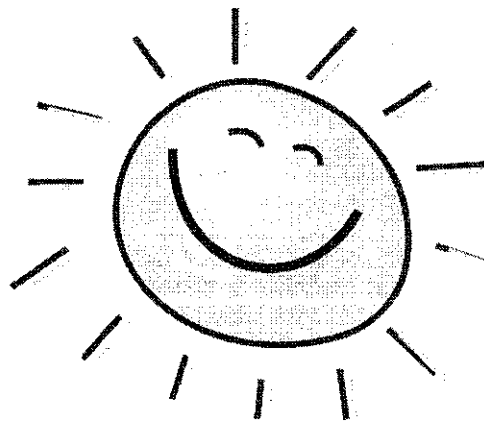
# Students Entering 2<sup>nd</sup> Grade

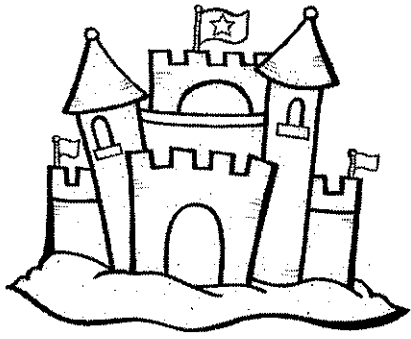
## Summer Packet

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](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	<b>Novels/Chapter Books for Reading Aloud</b>
<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	<b>On Line Resources:</b>
<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	<a href="http://onesearch.henrico.k12.va.us">http://onesearch.henrico.k12.va.us</a>
<i>Mercy Watson</i> series by Kate DiCamillo	Follett Shelf eBooks: Read from over 3,000 titles. See your school librarian for password information. <a href="https://wbb10060.folletshelf.com/shelf/servlet/presentshefform.do?site=10060">https://wbb10060.folletshelf.com/shelf/servlet/presentshefform.do?site=10060</a>
<i>My Mouth is a Volcano</i> by Julia Cook	Great Reading Websites
<i>Nate the Great</i> by Margorie Sharmat	<a href="http://en.childrenslibrary.org/">http://en.childrenslibrary.org/</a>
<i>Night School</i> by Loris Lesynski	<a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>
<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."

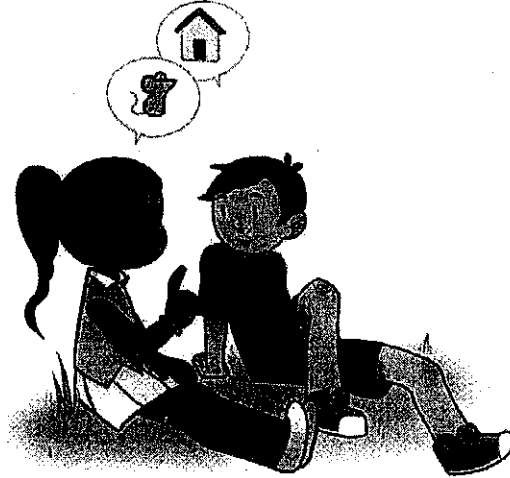
"Cow," James rhymed.

"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!



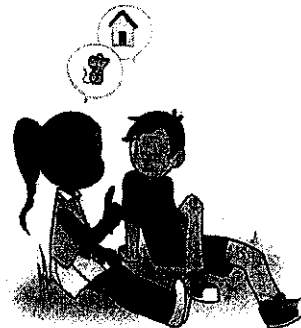


Name: \_\_\_\_\_

# 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



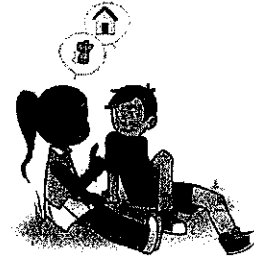
Draw lines to match the words from the story with their meanings.

- |           |                          |                          |                                  |
|-----------|--------------------------|--------------------------|----------------------------------|
| 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

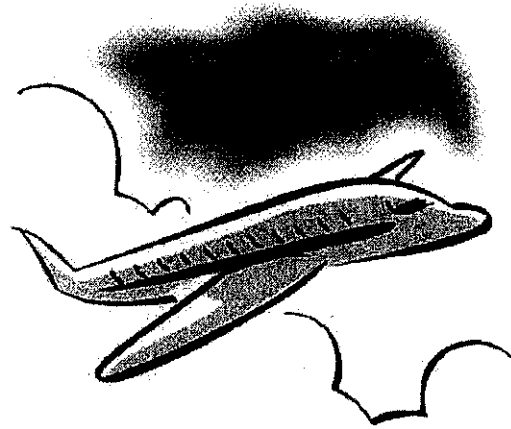
by Sara Matson

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.

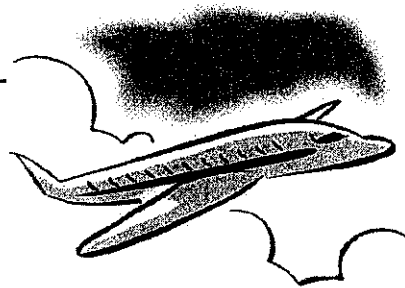
The plane moves faster and faster. Then—*Whoosh!* On the ground, cars and houses look like toys.

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?

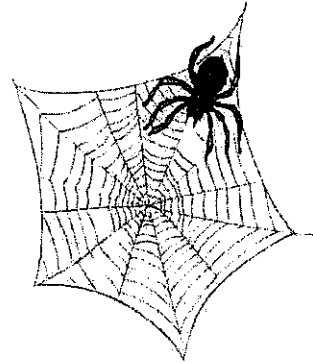
- a. The cars and houses looked very big.
- b. The cars and houses looked very small.
- c. The cars and houses did not move.
- d. Jake could not see the cars and houses.

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.

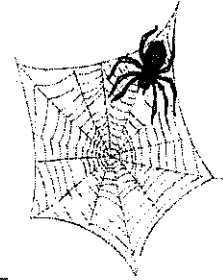
"And guess what." Carlos laughed. He dashed past the finish line.

"I won!"

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

# The Spider Web

by Anita Amin



1. Who are the main characters in this story?

\_\_\_\_\_ and \_\_\_\_\_

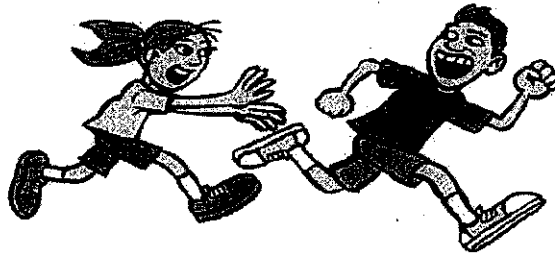
2. How does Nina feel when she runs into the web?

- 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.

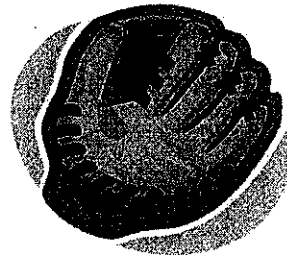
### Kay Goes Fishing



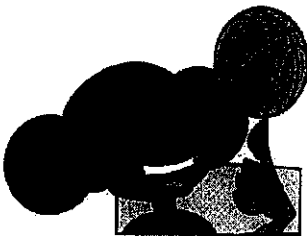
- \_\_\_\_\_ "I've got a fish," Kay yelled.
- \_\_\_\_\_ Dad started the engine and drove the boat to the other side of the lake.
- \_\_\_\_\_ Dad prepared the fishing pole, dropped the line in the water, and handed it to Kay.
- \_\_\_\_\_ Kay and her dad climbed into the small boat.

### 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.

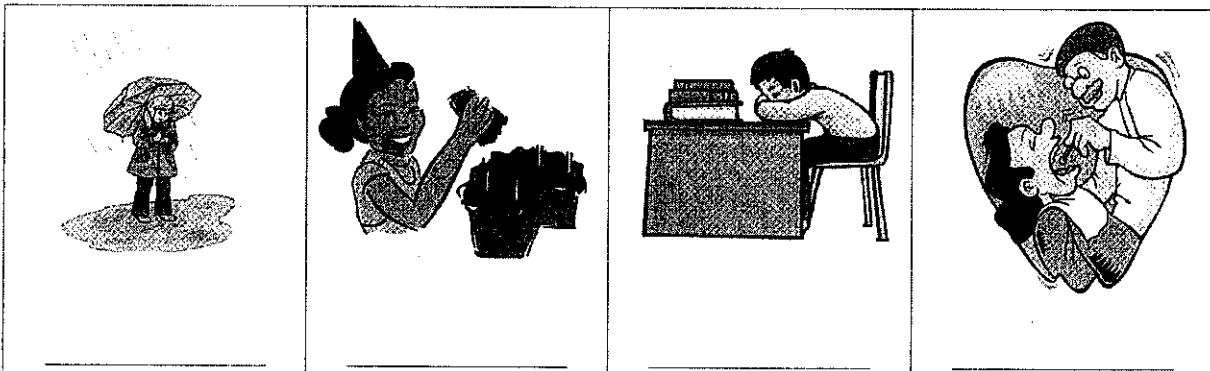
Name: \_\_\_\_\_

## 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.

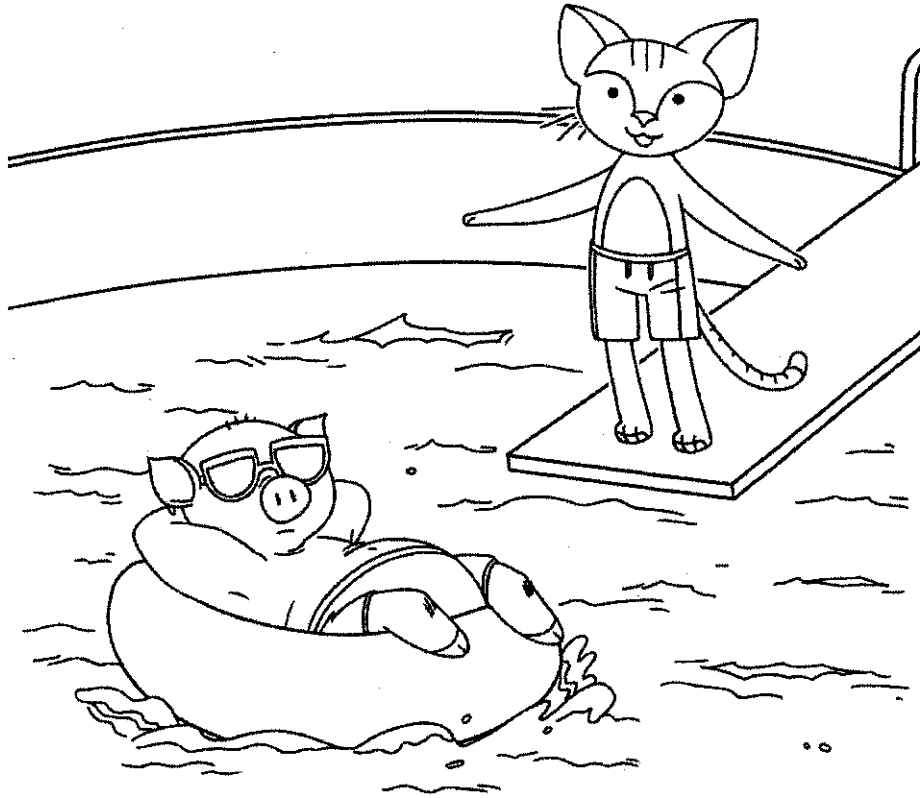
Re-read the sentences above to find the names of the people in these pictures.  
Write each person's name on the line.



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.

---

---

---

---

---

---

---

---

---

---

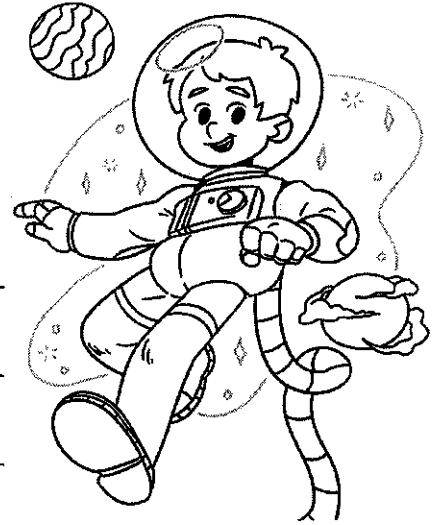
---

---

---

---

---



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

## Out of This World!

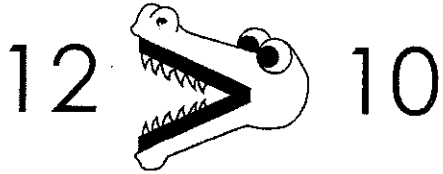
Draw a picture to go along with your story.



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: \_\_\_\_\_

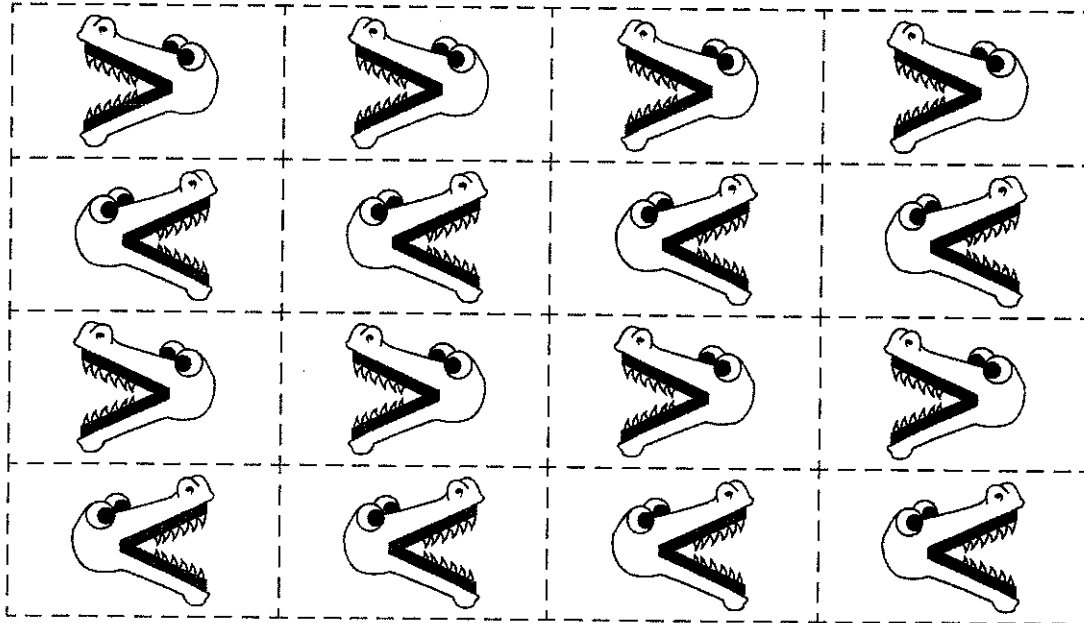
## The Hungry Alligators

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: \_\_\_\_\_

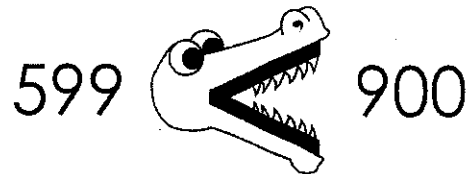
## The Hungry Alligators

"Greater Than" Alligator



135 is greater than 104

"Less Than" Alligator



599 is less than 900

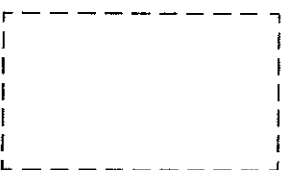
Cut out the *greater than* and *less than* alligators on the next page and glue them in the correct boxes.

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

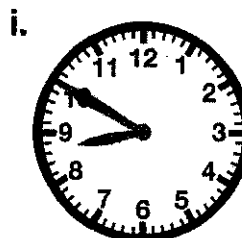
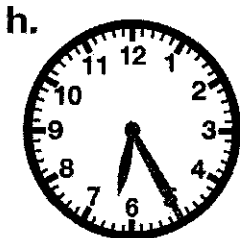
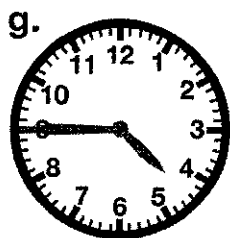
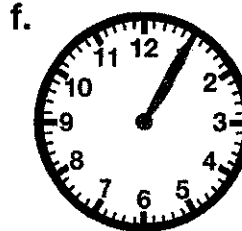
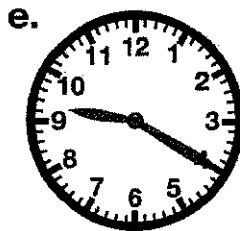
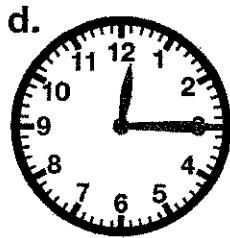
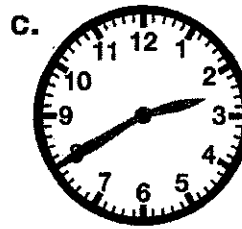
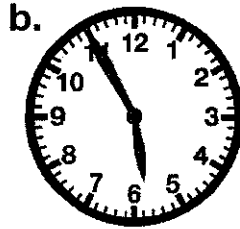
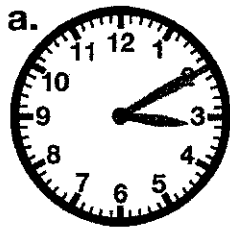
Name: \_\_\_\_\_

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: \_\_\_\_\_

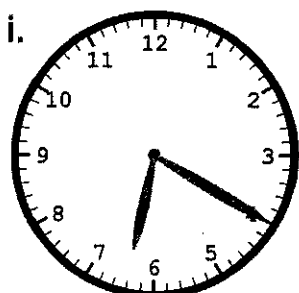
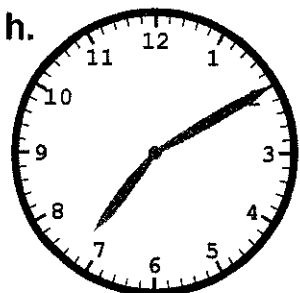
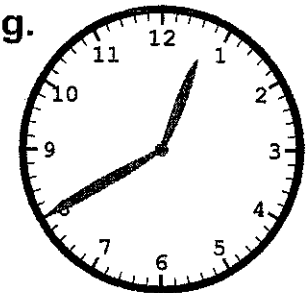
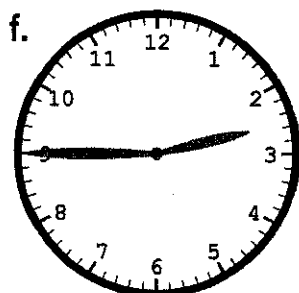
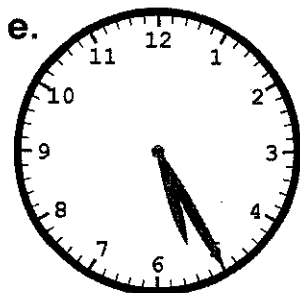
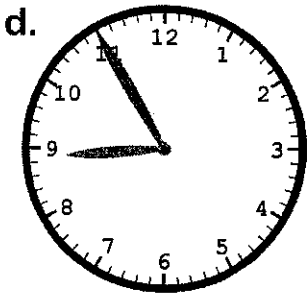
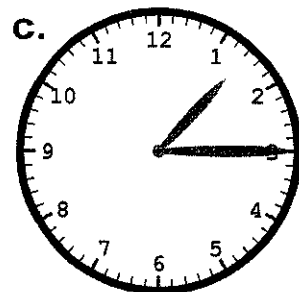
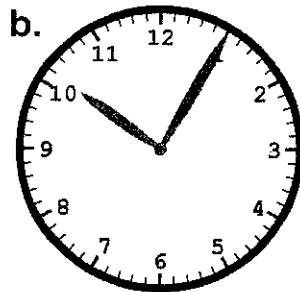
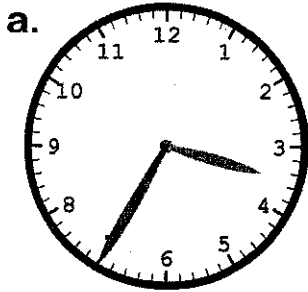
4. Ted picks 27 apples.  
Pat picks 40 apples.  
How many apples do they have in all?

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=    6-2=    8-7=    13-9=    12-5=

4-2=    9-2=    14-5=    9-5=

3-1=    5-5=    12-3=    8-5=    8-8=

9-7=    15-8=    9-3=    15-6=    13-6=



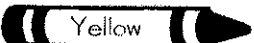
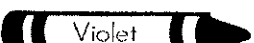
7-5=    7-3=    6-5=    12-9=    16-7=    10-9=


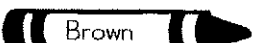
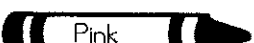
5-3=    4-4=    17-9=    11-3=    14-9=    9-9=

6-4=    12-6=    10-4=    15-9=    7-5=    7-1=    13-7=    8-2=    9-7=

11-9=    8-1=    14-6=    18-9=    12-4=    14-7=    9-8=    13-9=

9-7=    12-8=    6-6=    16-9=    8-4=

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

-  Green    1
-  Brown    2, 5
-  Pink    9

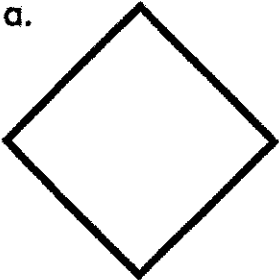


Name: \_\_\_\_\_

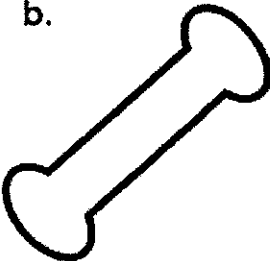
# Symmetry

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

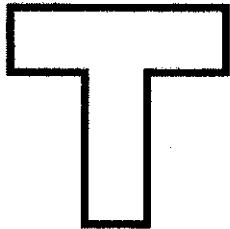
a.



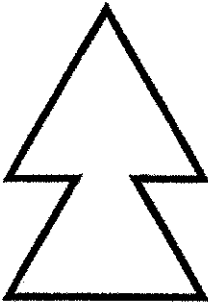
b.



c.



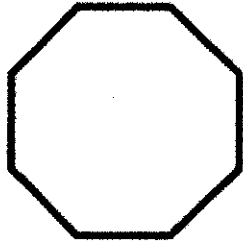
d.



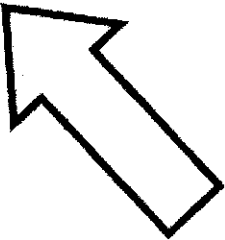
e.



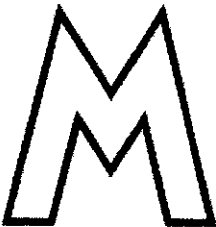
f.



g.



h.

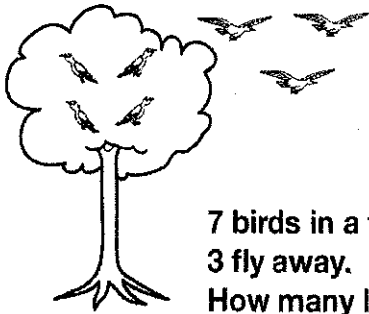


i.



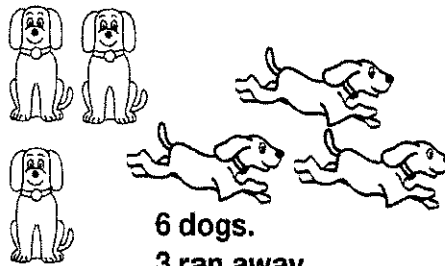
Name: \_\_\_\_\_

# Subtract



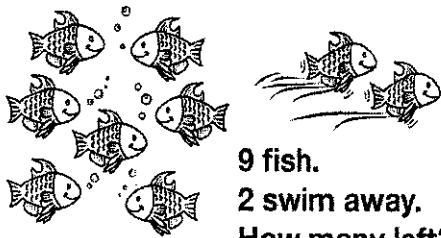
7 birds in a tree.  
3 fly away.  
How many left?

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



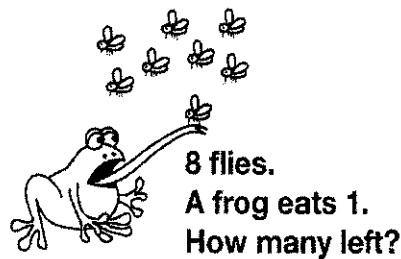
6 dogs.  
3 ran away.  
How many left?

$$\begin{array}{r} \phantom{6} \\ - 3 \\ \hline \end{array} = \underline{\quad}$$



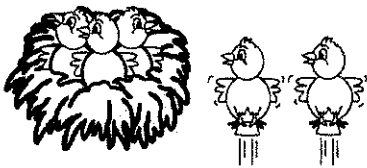
9 fish.  
2 swim away.  
How many left?

$$\begin{array}{r} \phantom{9} \\ - 2 \\ \hline \end{array} = \underline{\quad}$$



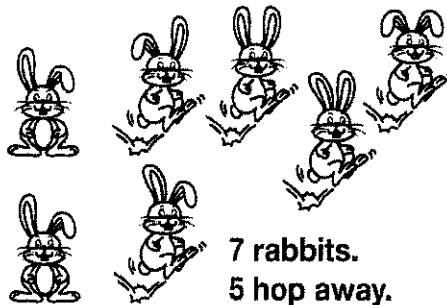
8 flies.  
A frog eats 1.  
How many left?

$$\begin{array}{r} \phantom{8} \\ - 1 \\ \hline \end{array} = \underline{\quad}$$



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

$$\begin{array}{r} \phantom{5} \\ - 2 \\ \hline \end{array} = \underline{\quad}$$



7 rabbits.  
5 hop away.  
How many left?

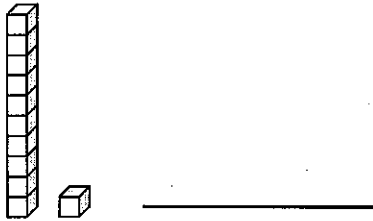
$$\begin{array}{r} \phantom{7} \\ - 5 \\ \hline \end{array} = \underline{\quad}$$

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

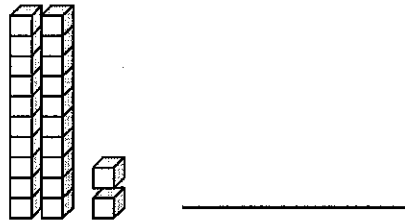
# Place Value Blocks

Write each number in standard form.

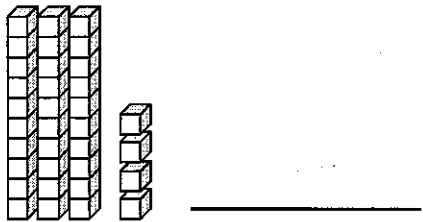
a.



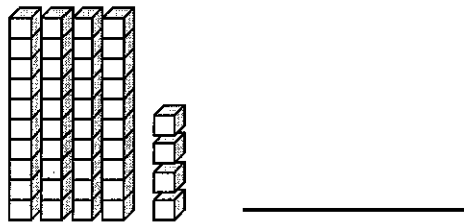
b.



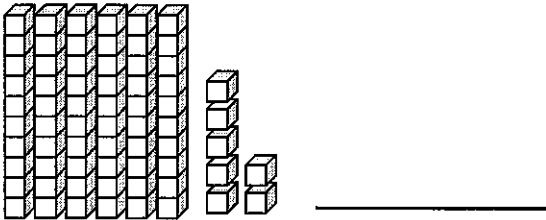
c.



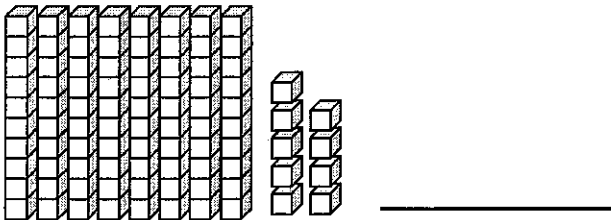
d.



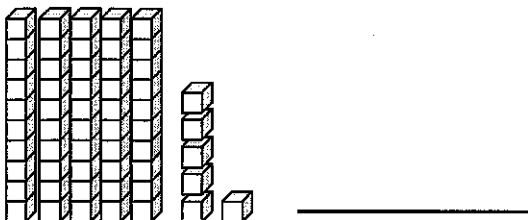
e.



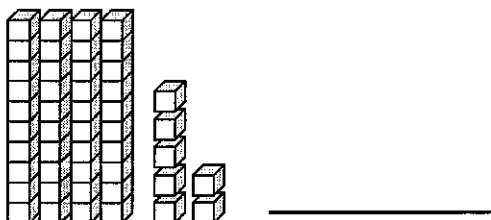
f.



g.



h.



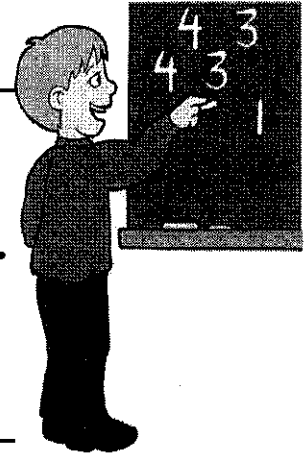
Name: \_\_\_\_\_

## 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? \_\_\_\_\_

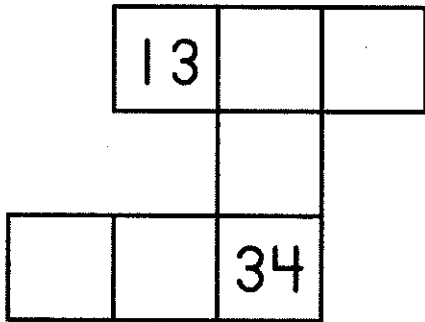


Name: \_\_\_\_\_

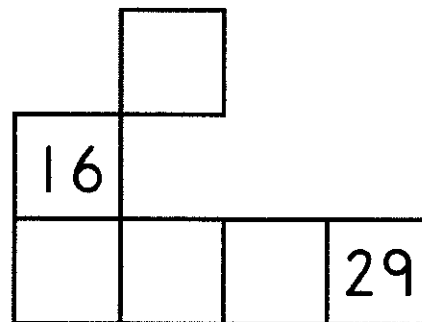
## Hundreds Chart Puzzles

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

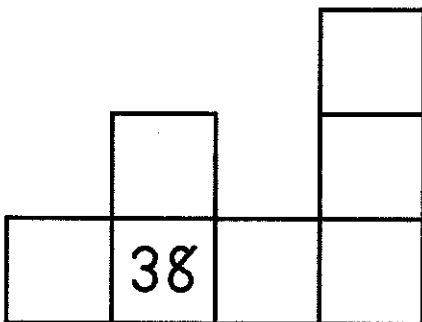
a.



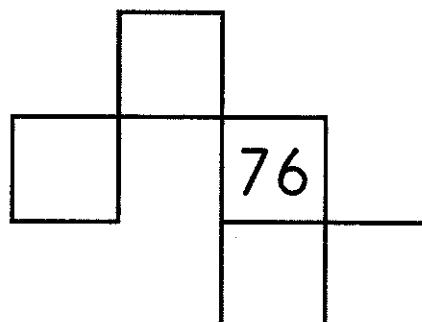
b.



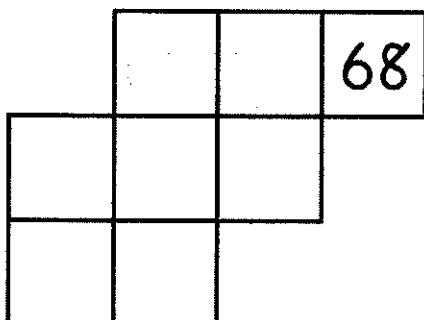
c.



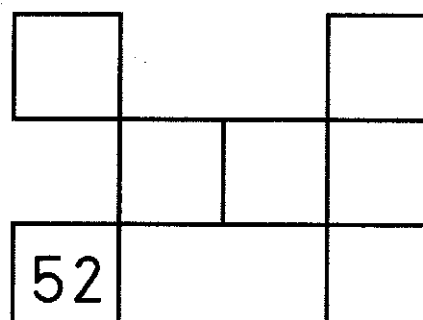
d.



e.



f.



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

## In and Out Boxes

Fill in the empty boxes.

a.

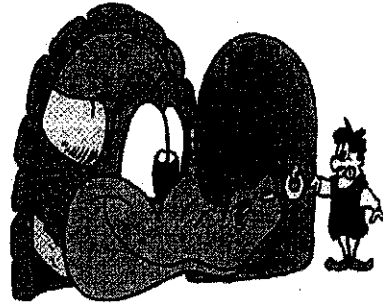
In	Out
1	3
3	
5	
7	

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>

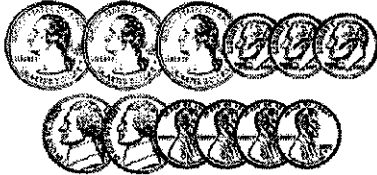
Name: \_\_\_\_\_

Mixed Coins

# Counting Money

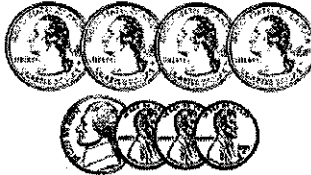
Count the coins and write the amount.

a.



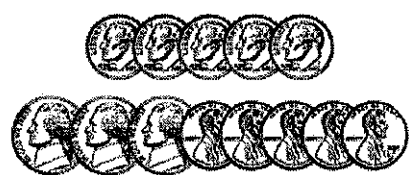
\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

b.



\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

c.



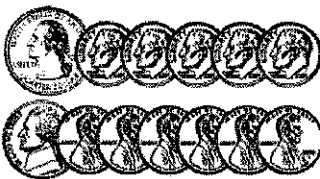
\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

d.



\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

e.



\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

f.



\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

g.



\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

h.



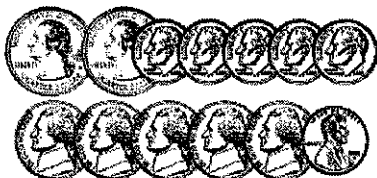
\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

i.



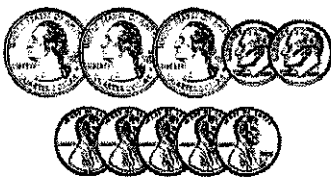
\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

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: \_\_\_\_\_

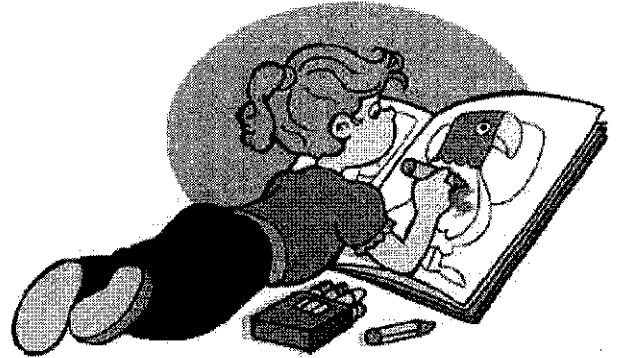
Subtraction (No Regrouping)

## 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?

\_\_\_\_\_

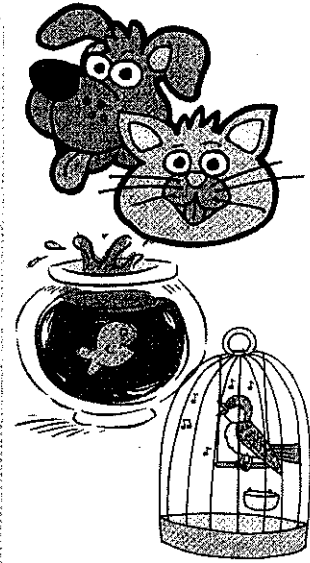
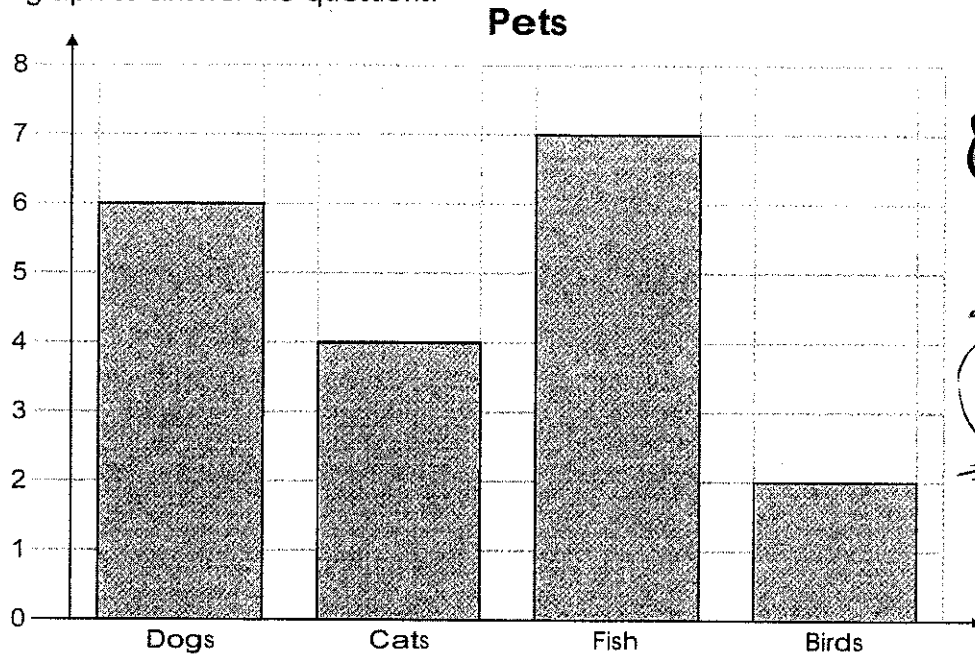
- l. There are 25 kids in Mr. Ying's class.  
13 are girls. How many are boys?

\_\_\_\_\_

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.



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