

SUMMER PRACTICE PACKET

From 1st to 2nd

Sight Words SMASH

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

Name: _____

1.

6.

7.

8.

9.

10.

ve come people
re said was

MATH
1.NBT.C.4

Name: _____

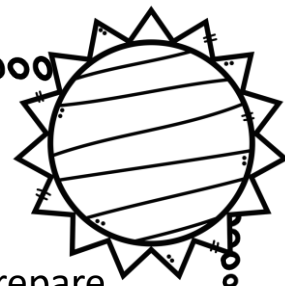
Add.

| | |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| $\begin{array}{r} 34 \\ + 4 \\ \hline 38 \end{array}$ <p>Write a matching SUBTRACTION problem. $38 - 34 = 4$</p> | $\begin{array}{r} 16 \\ + 10 \\ \hline \end{array}$ <p>Write a matching SUBTRACTION problem.</p> |
| $\begin{array}{r} 52 \\ + 7 \\ \hline \end{array}$ <p>Write a matching SUBTRACTION problem.</p> | $\begin{array}{r} 28 \\ + 12 \\ \hline \end{array}$ <p>Write a matching SUBTRACTION problem.</p> |

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

Problem Solving





How to use this packet...

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

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

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

Print out pages. 3-90 and as needed, reprint the Weekly Summer Journal.



HOT Parent TIPS...

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

ORAL AND PHYSICAL ACTIVITIES

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

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

LEARNING SHOULD BE FUN!

When it's fun, they are engaged.

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



1st Grade Sight Words

Automatic words to know prior to 2nd grade.

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

1st Grade Sight Words

Automatic words to know prior to 2nd grade.

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

Sight Words SMASH

Sight
Words

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



Name _____

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

like

your

live

come

people

go

look

here

said

was

Sight Words SMASH

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



Name _____

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



| | | | | |
|------|-----|-------|--------|------|
| down | you | could | mother | have |
| is | up | where | saw | were |

Sight Words SMASH

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



Name _____

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

because

they

from

eat

has

little

father

what

with

there

Sight Words SMASH

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



Name _____

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

a

it

then

by

after

my

me

he

she

why

Sight Words SMASH

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



Name _____

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

every

wasn't

women

give

people

going

again

know

should

woman

Write, Read and Draw

CVC Word
-at
Family

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

___at



LETTER BANK

c m b r h

1. ___at

2. ___at

3. ___at

4. ___at

5. ___at

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

Name _____

Write, Read and Draw

-en
CVC Word
Family

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

___en



LETTER BANK

p m t d h

1.

___en

2.

___en

3.

___en

4.

___en

5.

___en

Name _____

Write, Read and Draw

-ag
CVC Word
Family

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

___ag



LETTER BANK

b w t r n

1.

___ag

2.

___ag

3.

___ag

4.

___ag

5.

___ag

Name _____

Write, Read and Draw

-og
CVC Word
Family

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

___og



LETTER BANK

d l f j h

1.

___og

2.

___og

3.

___og

4.

___og

5.

___og

Name _____

Write, Read and Draw

-ing
CVCC

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

___ing



LETTER BANK
k r s w d

1. ing

2. ing

3. ing

4. ing

5. ing

Name _____

Write, Read and Draw

-ock
CVCC

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

___ock



LETTER BANK

r s m d l

1. ___ock _____

2. ___ock _____

3. ___ock _____

4. ___ock _____

5. ___ock _____

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

Name _____

Write, Read and Draw

-est
CVCC

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

___est



LETTER BANK
r p v t n

1. est



2. est



3. est



4. est



5. est



Name _____

Write, Read and Draw

-old
CVCC

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

___old



LETTER BANK

t f b c s

1.

___old

2.

___old

3.

___old

4.

___old

5.

___old

Name _____

ABC ORDER

using
1st letter

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

Name _____



1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

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

cat

apples

farm

red

tree

bat

map

dog

zoo

pig

ABC ORDER

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

Name _____

1.

6.

2.

7.

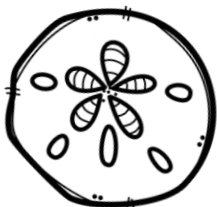
3.

8.


4.

9.

5.



10.

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

| | | | | |
|-------|------|---------|--------|--------|
| ape | bugs | insects | rose | orange |
| story | like | good | yellow | pig |

ABC ORDER

using
2nd & 3rd
letter

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

Name _____

1.

6.

2.

7.

3.

8.


4.

9.

5.

10.



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

crab

clear

cook

cake

cat

chair

curb

cent

city

corn

ABC ORDER

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

using
2nd & 3rd
letter

Name _____

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



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

crab

clear

cook

cake

cat

chair

curb

cent

city

corn

ABC ORDER

using
1st
letter

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

Read the words in each group.

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

Name _____

1.

___yellow
___blue
___pink

5.

___said
___apple
___math

2.

___see
___the
___buy

6.

___would
___could
___should

3.

___bat
___man
___dig

7.

___dog
___cat
___pigs

4.

___there
___here
___where

8.

___boat
___car
___train

Rewrite the Sentence

Rewrite each sentence, adding capitalizing and punctuation where needed.

Capitalization
and punctuation
L.1.2.A & L.1.2.B

Name _____

1. what is your name

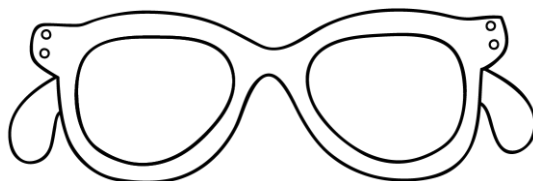
2. i like to play outside

3. how do i catch a bug

4. that is my black cat

5. where are we going today

6. the clouds look like it is going to rain



Rewrite the Sentence

Rewrite each sentence, adding capitalizing and punctuation where needed.

Capitalization
and punctuation
L.1.2.A & L.1.2.B

Name _____

1. what are you going to do

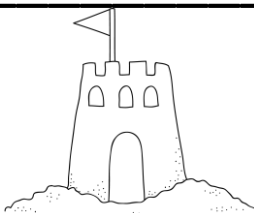
2. i ran to my friend's house

3. have you ever tried ice cream

4. those are the best kind of shoes

5. why are we going to the store

6. the ladybugs are different colors

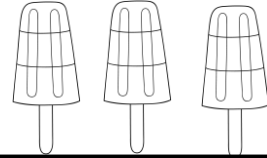


Salt Life

Name _____

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

Sam and I took our dog to the beach. It was a hot day. We ate chips. Our dog took the bag of chips and ran into the water. When we got the chips back, they were wet! We made a sandcastle. It was a fun Sunday.



1. Who went to the beach?

2. When did they go?

3. Where did they go?

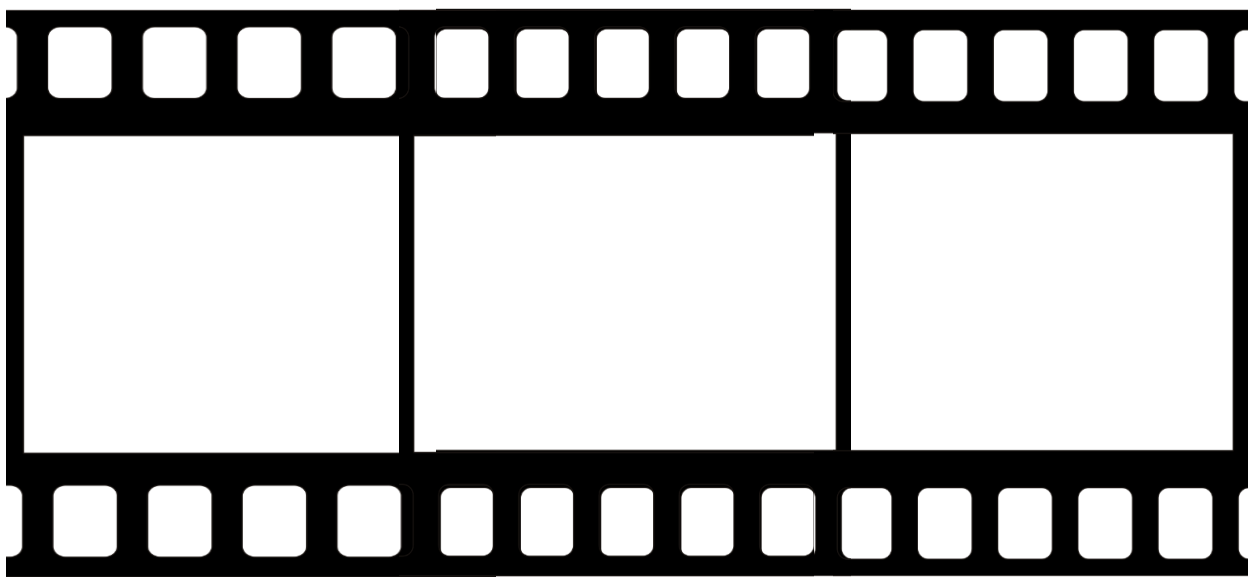
4. What did they do at the beach?

5. Why were the chips wet?

Name _____

Sequencing **SALT LIFE**

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



Mini-Movie

Write a sentence describing each drawing.

Drawing 1:

Drawing 2:

Drawing 3:

This passage : **told a story** **gave information**
(circle one)

Dinosaurs

Name _____

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

Dinosaurs lived a long time ago. They are not here anymore. Some ate meat. Some ate plants. Some had spikes. Some had long necks. Dinosaur eggs come in all shapes and sizes. A person who studies dinosaurs is called a paleontologist.

We know dinosaurs lived by studying their bones.



1. What was this passage mostly about?

2. When did they live?

3. What did they eat?

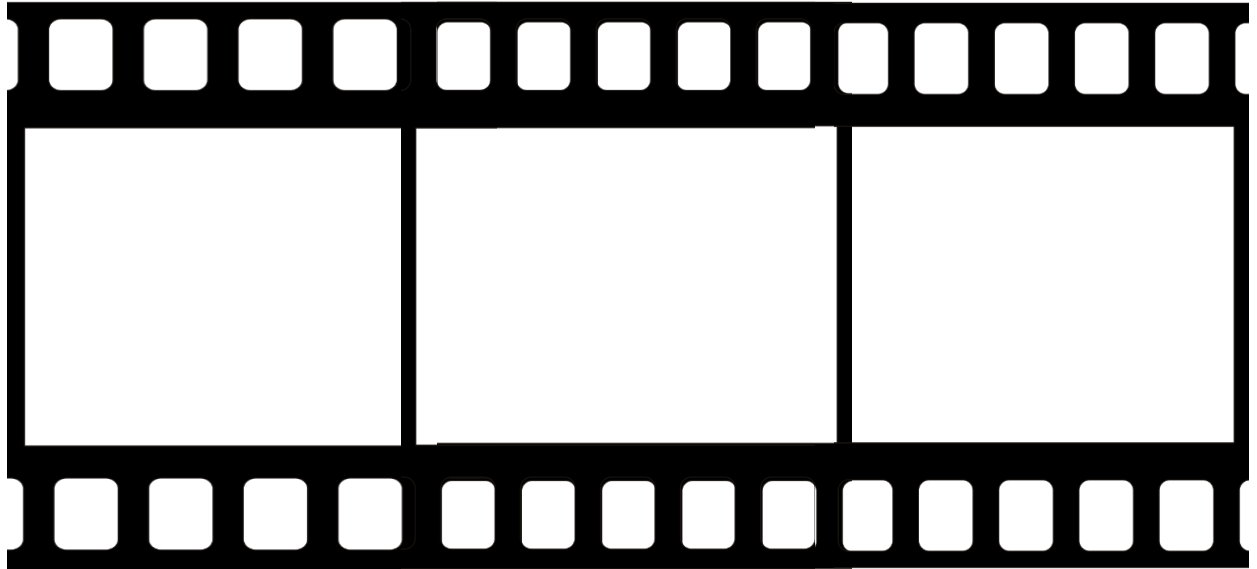
4. Who studies dinosaurs?

5. How do we know they lived a long time ago?

Name _____

Sequencing **Dinosaurs**

Draw a 3 points in order from the passage.



Mini-Movie

Write a sentence describing each drawing.

Drawing 1:

Drawing 2:

Drawing 3:

This passage : **told a story** **gave information**
(circle one)

TREEHOUSE

Name _____

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

My dad made me a treehouse in a tall tree. It had a rope ladder to climb. It was made from wood. I loved to hid in my treehouse with my friends. We would eat snacks my mom made us from the kitchen. Sometimes we would tell each other scary stories. I love playing with my friends in my treehouse.



1. What was this passage mostly about?

2. Who made the treehouse?

3. How did they get in?

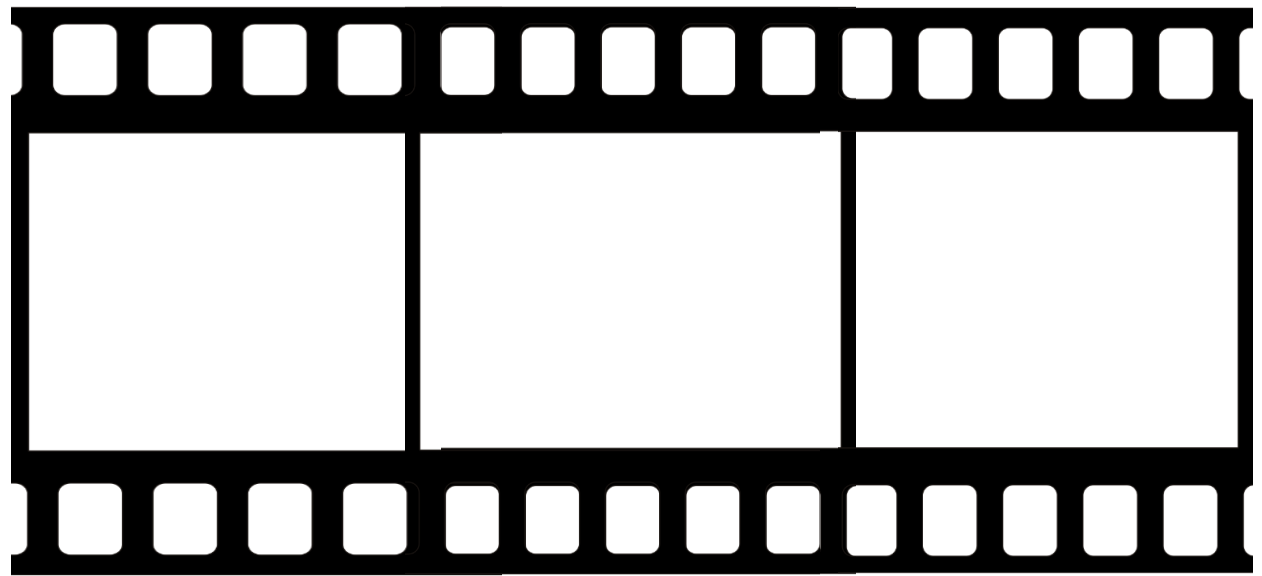
4. Where was the treehouse?

5. What did they do in the treehouse?

Name _____

Sequencing **TREEHOUSE**

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



Mini-Movie

Write a sentence describing each drawing.

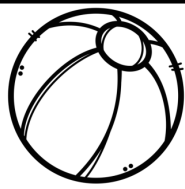
Drawing 1:

Drawing 2:

Drawing 3:

This passage : **told a story** **gave information**
(circle one)

Name _____



VERBS or NOUN?

Verb

shows action

Noun

person, place, thing or animal



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

dog

jump

boy

plant

run

swim

store

ball

kick

Name _____



Common Noun or Proper Noun?

Common Nouns

Common Names

Proper Nouns

Special Names



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

Fluffy

dog

boy

Max

candy

Snickers

toy

Barbie

car

Name _____

LONG & SHORT VOWEL Words

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

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

Long

Short

Name _____



Adjectives & Nouns

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

ball fast dog red big
tall cup rope kite tree
yellow fat cute car toy
mall tiny cool frog

Adjectives

Nouns

Name _____



Singular & Plural Nouns

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

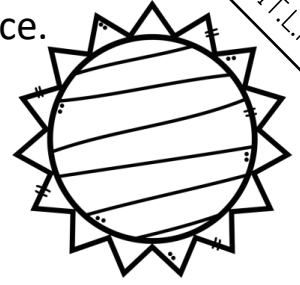
| | | | |
|------|-------|-------|-------|
| ball | balls | dog | dogs |
| rope | ropes | kite | kites |
| tree | trees | car | cars |
| toy | toys | frogs | frog |

Singular

Plural

Singular & Plural Nouns

Singular &
Plural Nouns
ELA-LIT.L.1.1.C



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

Name _____

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

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

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

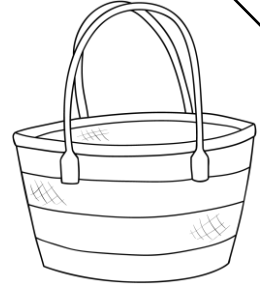
4. Two dogs (**beg, begs**) for food.

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

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

VERB Past Tenses

Post Tense
ELA-LIT.L.1.1.E



Circle the right past tense verb in each sentence.
Rewrite the sentence.

Name _____

1. She (**walk, walked**) to the park.

2. We (**like, liked**) the movie last week.

3. Monkeys (**jump, jumped**) up in the tree.

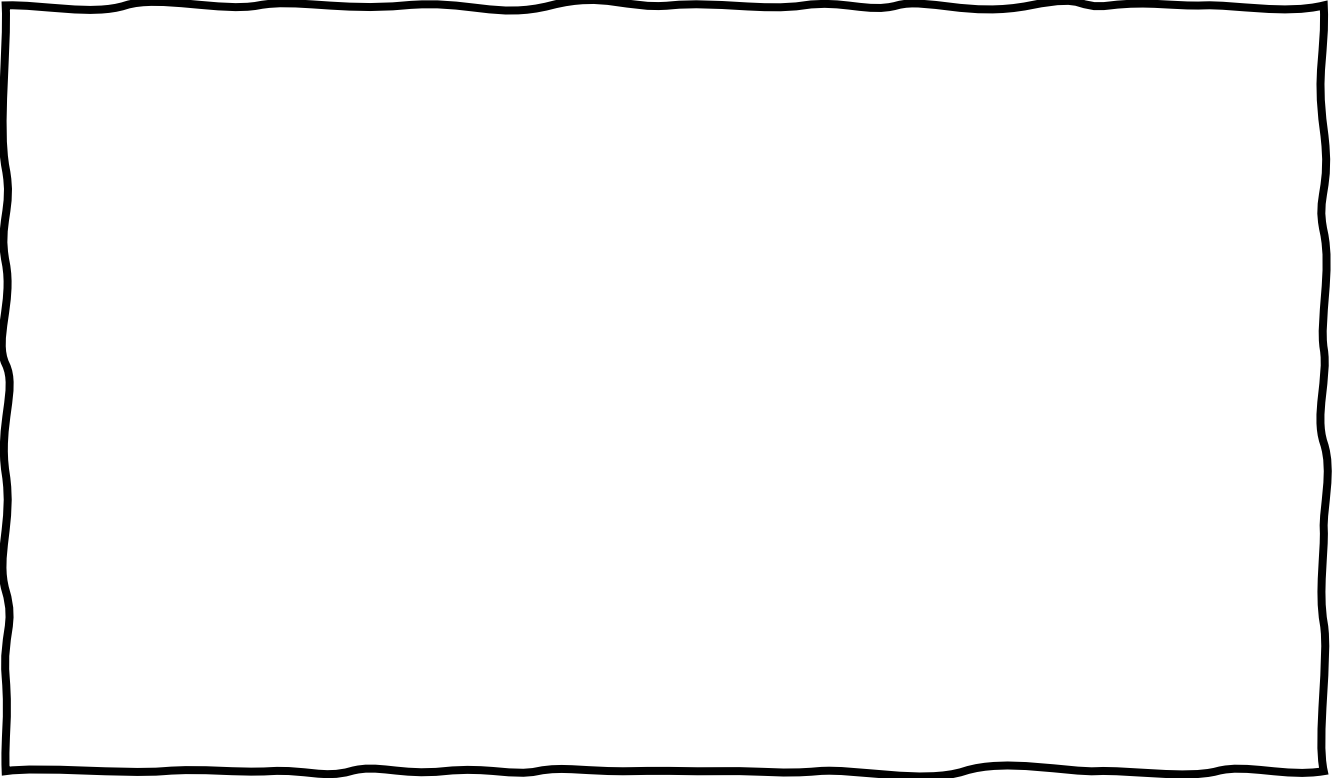
4. The lion (**beg, begged**) for food last night.

5. The man (**work, worked**) yesterday.

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

Sticker Story

Place a sticker on the paper. Draw a setting and write about it.



by _____

Opinion Sandwich Organizer

Name _____

Introduction

The best kind of sandwich is...

Reason 1

Reason 2

Reason 3

Closing

_____ is the best
kind of sandwich!

Writing a *Narrative*

Name _____

Topic Sentence:

First,

Next,

Then,

Last,

Closing:

My Narrative Story

Use the Narrative Organizer to rewrite your story.

Handwriting practice area consisting of 10 sets of lines. Each set includes a solid top line, a dashed midline, and a solid bottom line, with a thick solid line separating each set.

by _____

Narrative Writing

Use the Narrative Organizer to rewrite your story.

by _____



INFORMATIVE WRITING



Title: _____

Topic Sentence _____

Fact #1 _____

Fact #2 _____

Fact #3 _____

Fact #4 _____

Conclusion _____



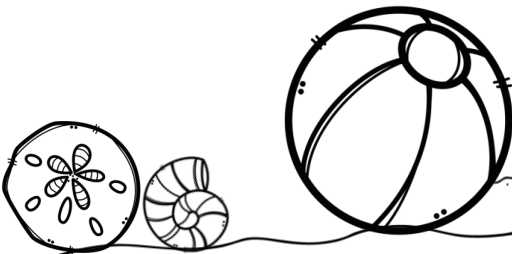
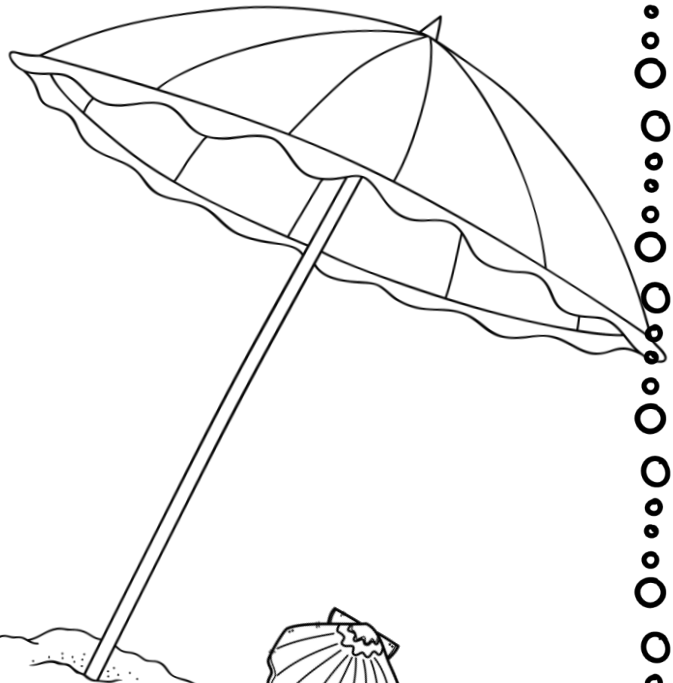
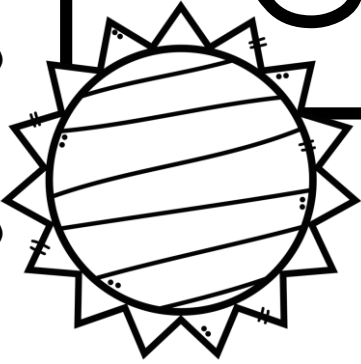
INFORMATIVE WRITING

Use the Informative Organizer to rewrite your informational paper.

by _____

Weekly

Summer Journal



NAME _____

SUMMER JOURNAL

WORD BANK

vacation

games

movies

sleeping

hiking

fun

heat

sunscreen

ocean

playing

pool

summer

surf

sand

ball

swimming

beach

picnic

camping

sunglasses

fireworks

bathing suit

friends

sunburn

barbeque

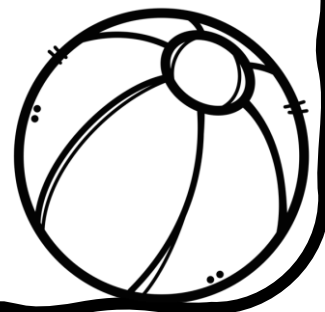
flip flops

June

July

August

family



SUMMER JOURNAL

Optional prompts

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

SUMMER JOURNAL

Draw and explain what you did today.

DATE _____

Name: _____

RATE YOUR DAY by circling one.



SUMMER JOURNAL

Draw and explain what you did today.

DATE _____

Name: _____

RATE YOUR DAY by circling one.



SUMMER JOURNAL

Draw and explain what you did today.

DATE _____

Name: _____

RATE YOUR DAY by circling one.



SUMMER JOURNAL

Draw and explain what you did today.

DATE _____

Name: _____

RATE YOUR DAY by circling one.



SUMMER JOURNAL

Draw and explain what you did today.

DATE _____

Name: _____

RATE YOUR DAY by circling one.



SUMMER JOURNAL

Draw and explain what you did today.

DATE _____

Name: _____

RATE YOUR DAY by circling one.



SUMMER JOURNAL

Draw and explain what you did today.

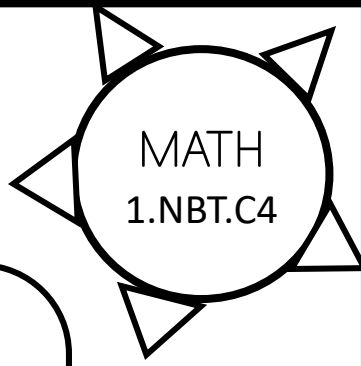
DATE _____

Name: _____

RATE YOUR DAY by circling one.



Name: _____



MATH
1.NBT.C4

Add.

$$\begin{array}{r} 22 \\ + 5 \\ \hline 27 \end{array}$$

Write a matching
SUBTRACTION problem.

$$27 - 22 = 5$$

$$\begin{array}{r} 18 \\ + 10 \\ \hline \end{array}$$

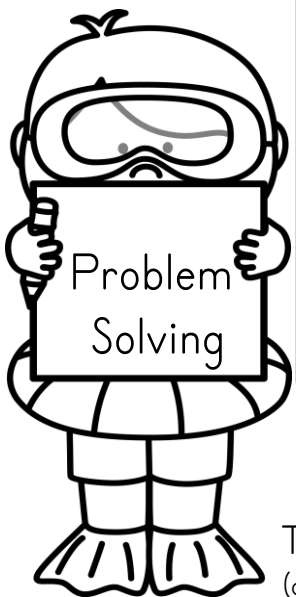
Write a matching
SUBTRACTION problem.

$$\begin{array}{r} 22 \\ + 4 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem.

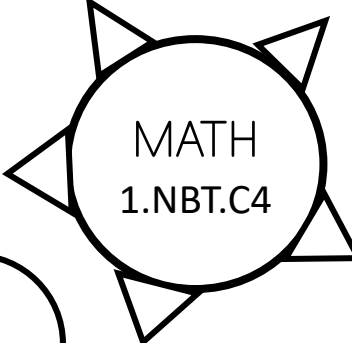
$$\begin{array}{r} 18 \\ + 10 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem.



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

Name: _____



MATH
1.NBT.C4

Add.

$$\begin{array}{r} 34 \\ + 4 \\ \hline 38 \end{array}$$

Write a matching
SUBTRACTION problem.

$$38 - 34 = 4$$

$$\begin{array}{r} 16 \\ + 10 \\ \hline \end{array}$$

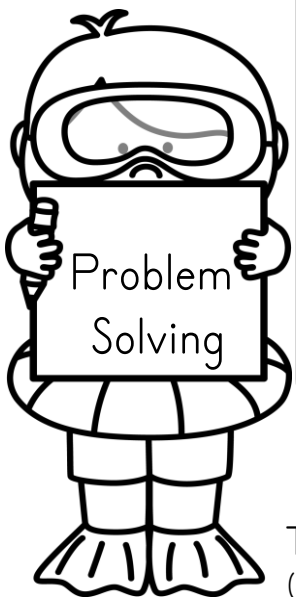
Write a matching
SUBTRACTION problem.

$$\begin{array}{r} 52 \\ + 7 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem.

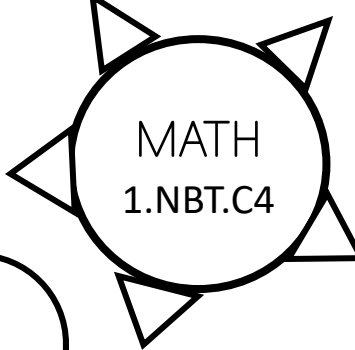
$$\begin{array}{r} 28 \\ + 12 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem.



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

Name: _____



MATH
1.NBT.C4

Subtract.

$$\begin{array}{r} 27 \\ - 3 \\ \hline 24 \end{array}$$

Write a matching
ADDITION problem.

$$24 + 3 = 27$$

$$\begin{array}{r} 19 \\ - 10 \\ \hline \end{array}$$

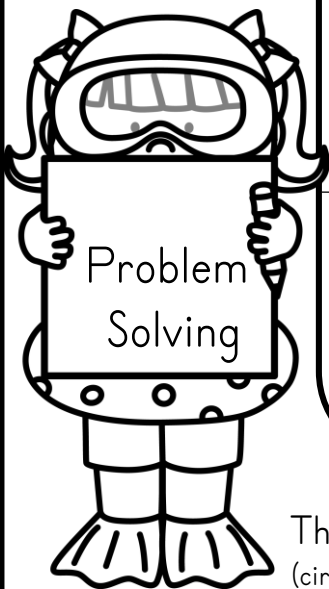
Write a matching
ADDITION problem.

$$\begin{array}{r} 25 \\ - 4 \\ \hline \end{array}$$

Write a matching
ADDITION problem.

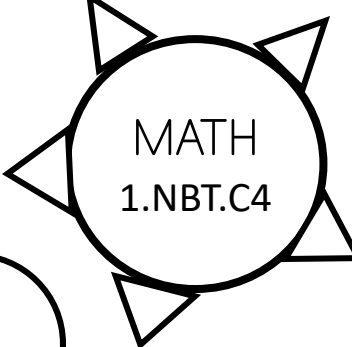
$$\begin{array}{r} 38 \\ - 10 \\ \hline \end{array}$$

Write a matching
ADDITION problem.



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

Name: _____



Subtract.

$$\begin{array}{r} 33 \\ - 3 \\ \hline \end{array}$$

30

Write a matching
ADDITION problem.

$$30 + 3 = 33$$

$$\begin{array}{r} 42 \\ - 10 \\ \hline \end{array}$$

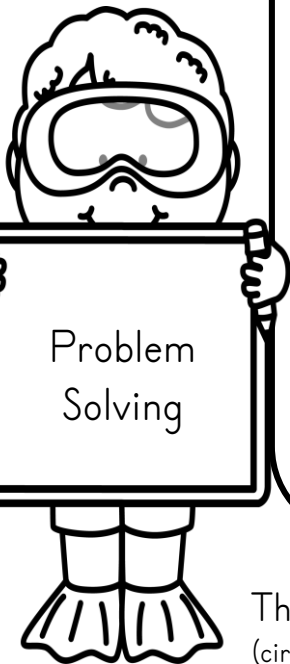
Write a matching
ADDITION problem.

$$\begin{array}{r} 28 \\ - 2 \\ \hline \end{array}$$

Write a matching
ADDITION problem.

$$\begin{array}{r} 50 \\ - 10 \\ \hline \end{array}$$

Write a matching
ADDITION problem.



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

NAME _____

10 More 10 Less & 1 More 1 Less

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

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

①

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | 45 | 1 More |
| | 10 More | |

②

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

③

| | | |
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| | | |

④

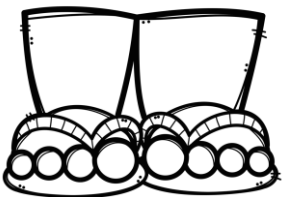
| | | |
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⑤

| | | |
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| | | |
| | | |
| | | |

⑥

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



NAME _____

10 More 10 Less & 1 More 1 Less

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

①

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

②

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

③

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

④

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

⑤

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

⑥

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

⑦

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

⑧

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

⑨

| | | |
|--------|---------|--------|
| | 10 Less | |
| 1 Less | | 1 More |
| | 10 More | |

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

NAME _____

10 More 10 Less & 1 More 1 Less

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

①

| | | |
|----|-----|----|
| | -10 | |
| | 68 | |
| -1 | 77 | +1 |
| | 78 | |
| | +10 | |
| | 88 | |

②

| | | |
|----|-----|----|
| | -10 | |
| | | |
| -1 | | +1 |
| | | |
| | +10 | |

③

| | | |
|----|-----|----|
| | -10 | |
| | | |
| -1 | | +1 |
| | | |
| | +10 | |

④

| | | |
|----|-----|----|
| | -10 | |
| | | |
| -1 | | +1 |
| | | |
| | +10 | |

⑤

| | | |
|----|-----|----|
| | -10 | |
| | | |
| -1 | | +1 |
| | | |
| | +10 | |

⑥

| | | |
|----|-----|----|
| | -10 | |
| | | |
| -1 | | +1 |
| | | |
| | +10 | |

⑦

| | | |
|----|-----|----|
| | -10 | |
| | | |
| -1 | | +1 |
| | | |
| | +10 | |

⑧

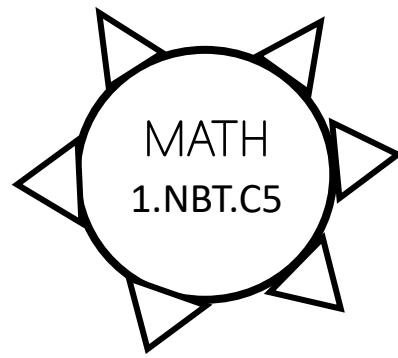
| | | |
|----|-----|----|
| | -10 | |
| | | |
| -1 | | +1 |
| | | |
| | +10 | |

⑨

| | | |
|----|-----|----|
| | -10 | |
| | | |
| -1 | | +1 |
| | | |
| | +10 | |

NAME _____

10 More 10 Less



Write what is 10 less in before the number and 10 more after the number.

①. _____ 13 _____

①①. _____ 19 _____

②. _____ 11 _____

①②. _____ 14 _____

③. _____ 55 _____

①③. _____ 65 _____

④. _____ 72 _____

①④. _____ 62 _____

⑤. _____ 25 _____

①⑤. _____ 85 _____

⑥. _____ 49 _____

①⑥. _____ 73 _____

⑦. _____ 28 _____

①⑦. _____ 22 _____

⑧. _____ 21 _____

①⑧. _____ 59 _____

⑨. _____ 37 _____

①⑨. _____ 40 _____

①⑩. _____ 51 _____

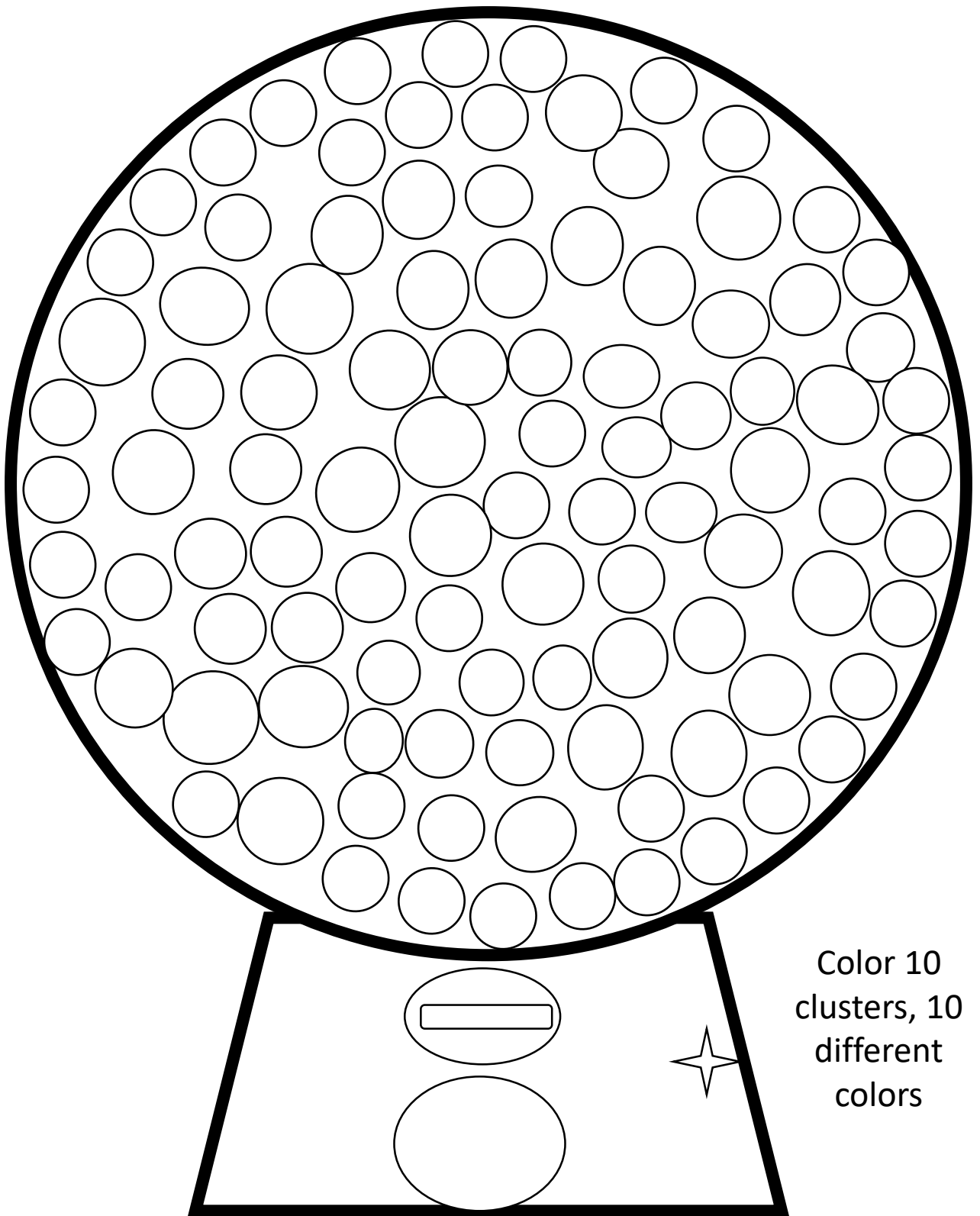
②⑩. _____ 28 _____

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

100 Gumballs

MATH
1.NBT.B.2.A

Name: _____



Color 10
clusters, 10
different
colors


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


Name: _____


Comparing Lengths


CCSS.Math.CONTENT.1.MD.A.1


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

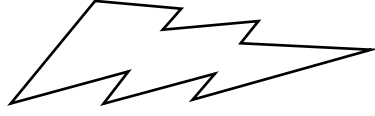





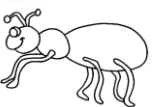


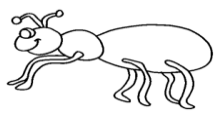


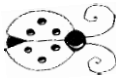


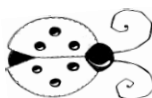


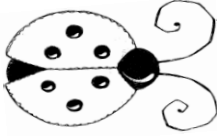





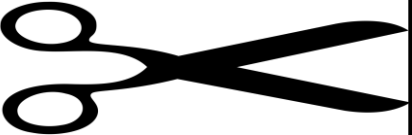
























This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____



= 1 cent

pennies

Counting Coins

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

☐ ¢

☐ ¢

☐ ¢

☐ ¢

☐ ¢

☐ ¢

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

Name: _____



= 1 cent



= 5 cents

Pennies
& Nickels

Counting Coins

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

☐ ¢

☐ ¢

☐ ¢

☐ ¢

☐ ¢

☐ ¢

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

Name: _____



= 1 cent



= 5 cents



= 10 cents

Pennies,
Nickels &
dimes

Counting Coins

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

☐ ¢

☐ ¢

☐ ¢

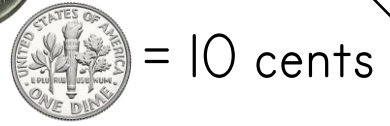
☐ ¢

☐ ¢

☐ ¢

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

Name: _____



Quarters
& dimes

Counting Coins

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

¢

¢

¢

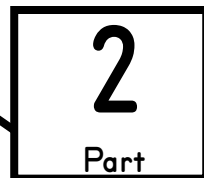
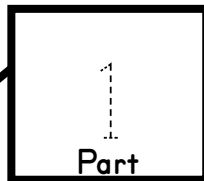
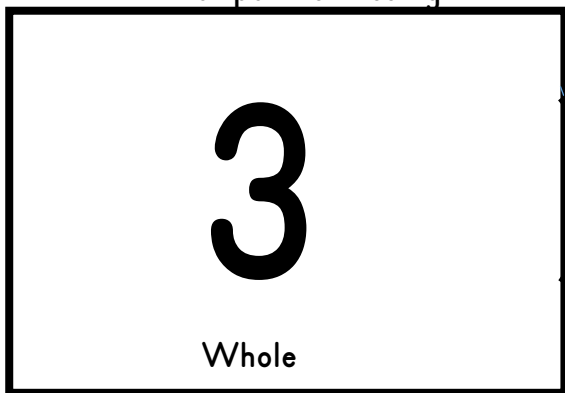
¢

¢

¢

Bonus: How many quarters make a dollar? _____

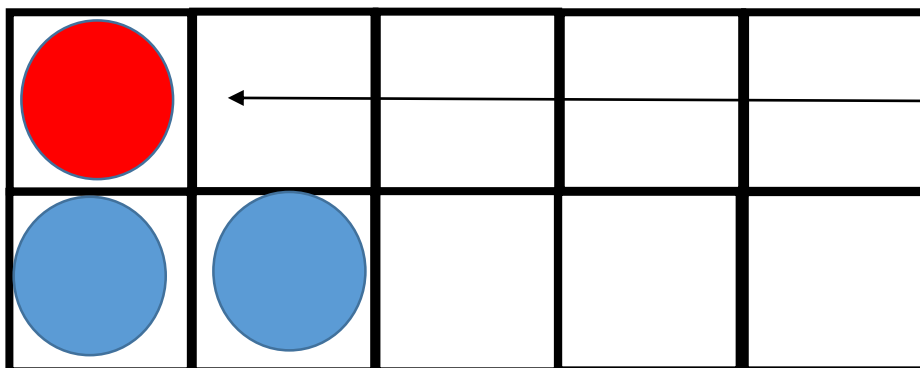
What part is missing?



EXAMPLE

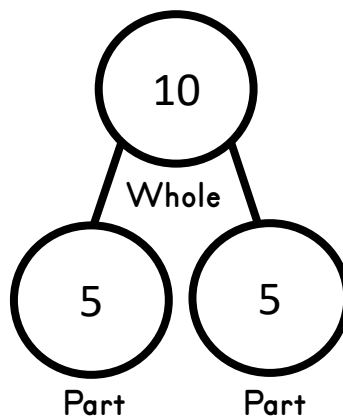
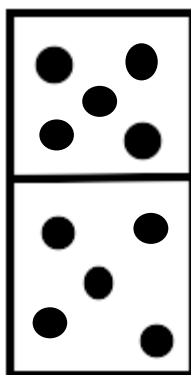
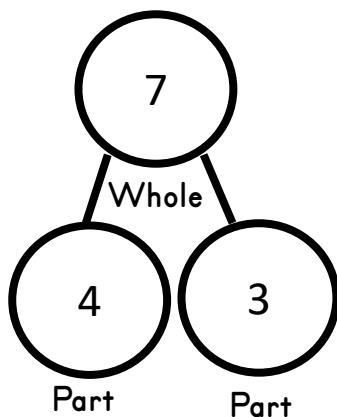
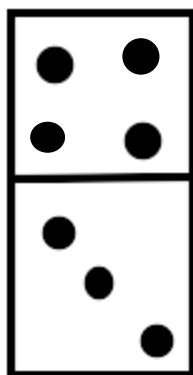
Hint
Show your work

Show Your Parts



Color 1 square red
Color 2 squares blue
This shows two parts equaling a whole number.

Domino Number Bonds



Make a math sentence using the dominos.

 3 + 4 = 7

 5 + 5 = 10

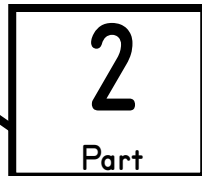
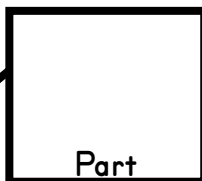
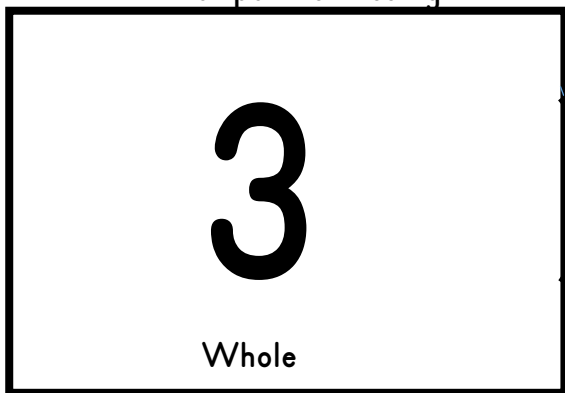
 - =

 - =

Hint

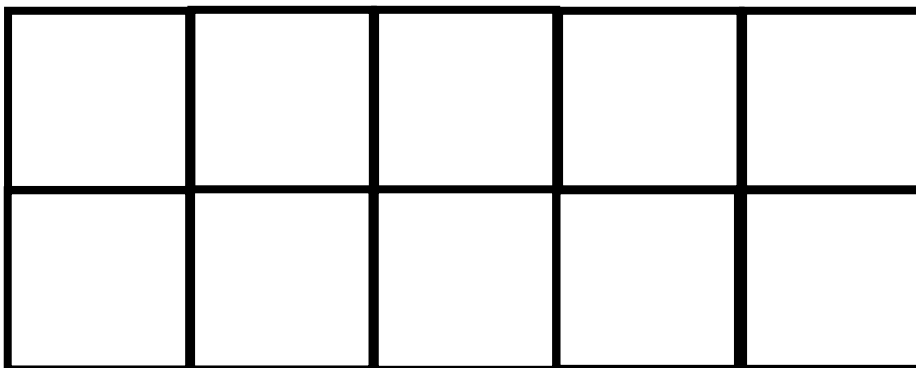
Show your work

What part is missing?

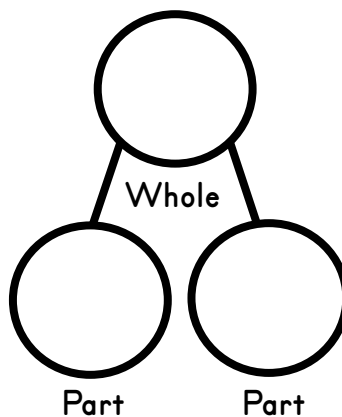
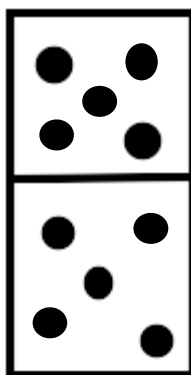
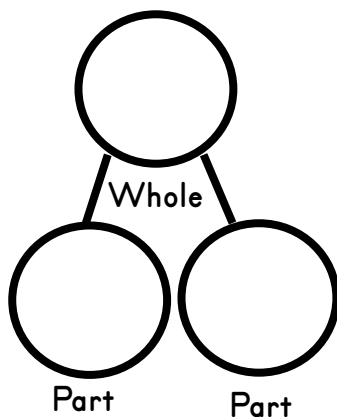
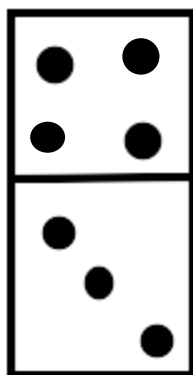


Number Bonds

Show Your Parts



Domino Number Bonds



Make a math sentence using the dominos.

_____ + _____ = _____

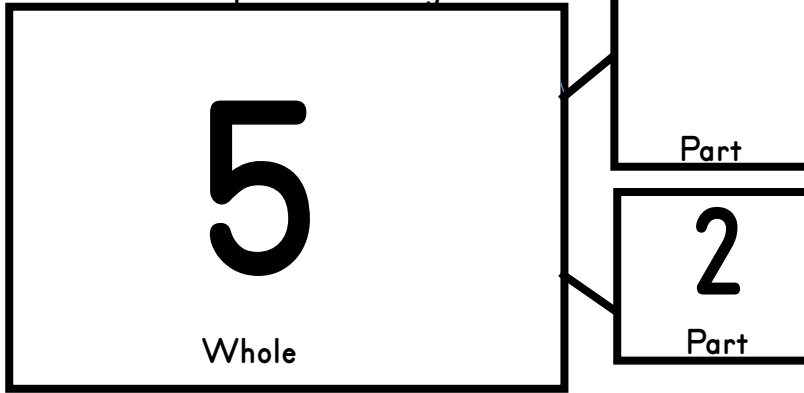
_____ + _____ = _____

_____ - _____ = _____

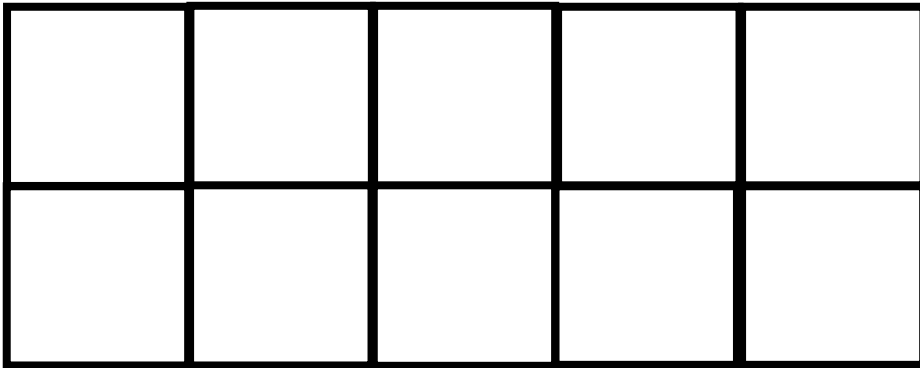
_____ - _____ = _____

Hint
Show your work

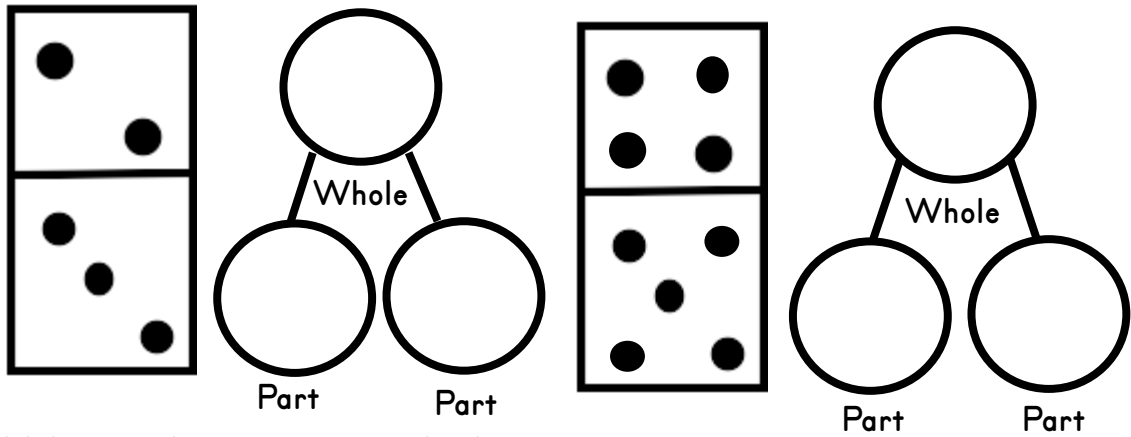
What part is missing?



Show Your Parts



Domino Number Bonds



Make a math sentence using the dominos.

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

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

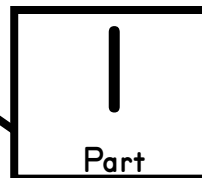
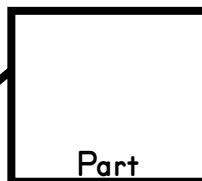
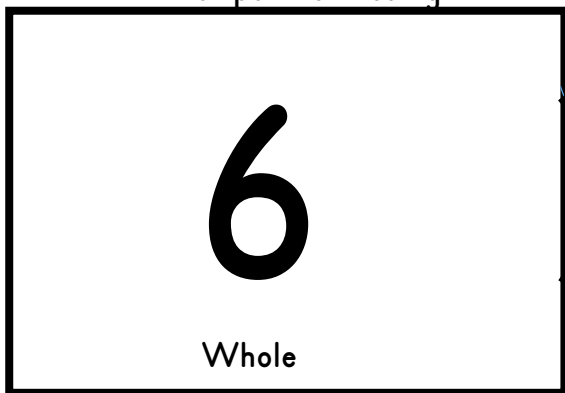
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

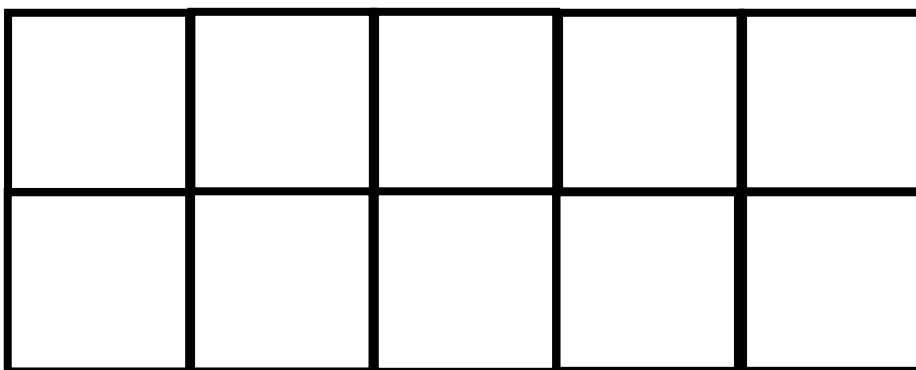
Hint

Show your work

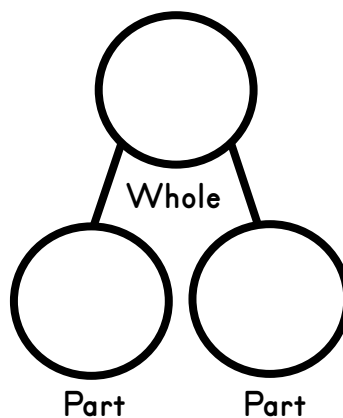
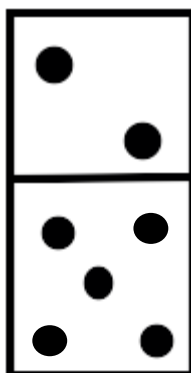
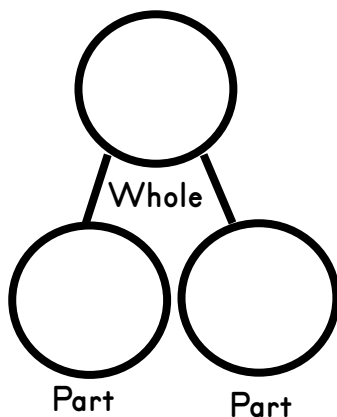
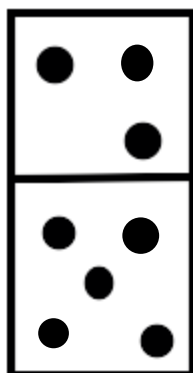
What part is missing?



Show Your Parts



Domino Number Bonds



Make a math sentence using the dominos.

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

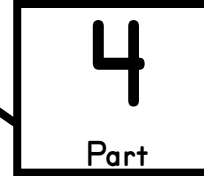
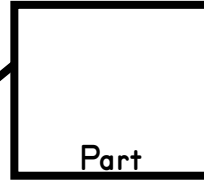
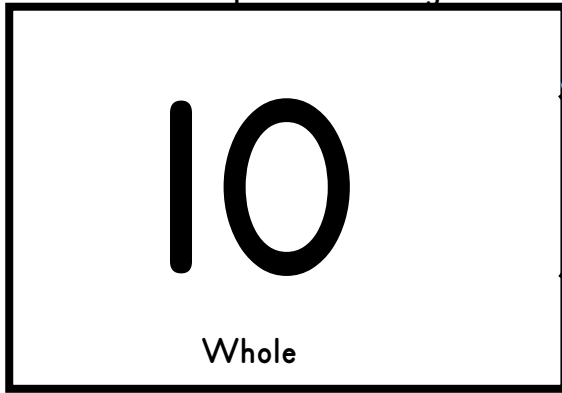
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

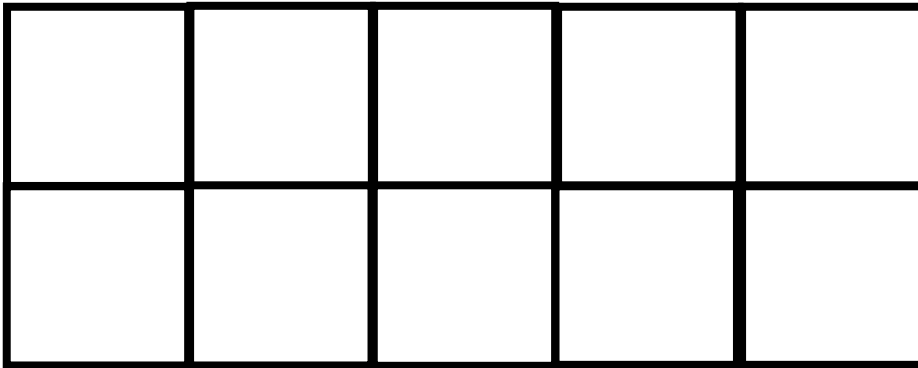
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Hint
Show your work

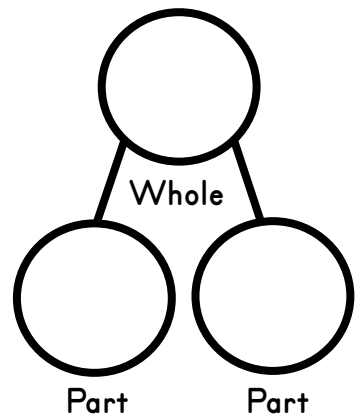
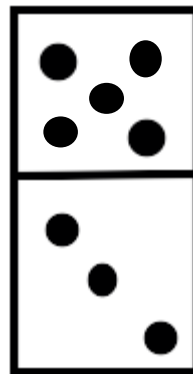
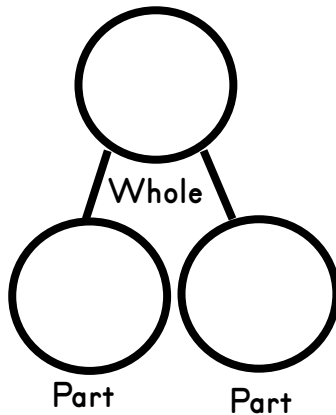
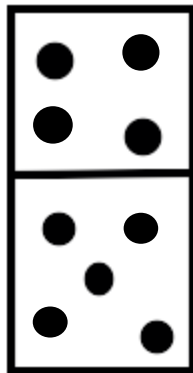
What part is missing?



Show Your Parts



Domino Number Bonds



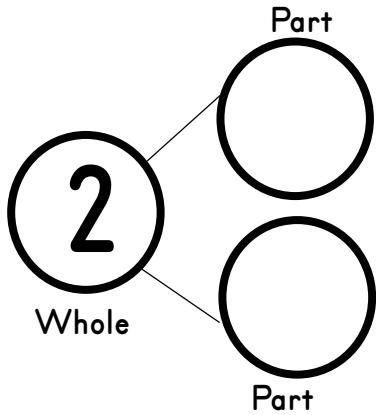
Make a math sentence using the dominos.

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

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

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



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

Write the math sentence.

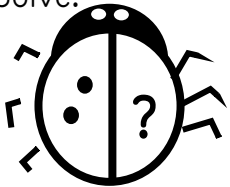
Three small dark gray squares are arranged in a 1-2 pattern: one square on the top left, and two squares on the bottom left and bottom right.

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

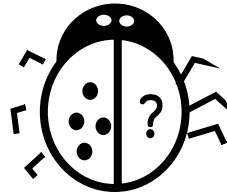
Four small dark gray squares are arranged in a 2-2 pattern: two squares on the top left and top right, and two squares on the bottom left and bottom right.

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

Solve.

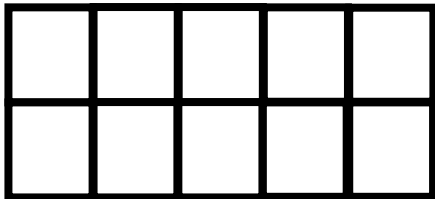


$$4 = 2 + \underline{\quad}$$

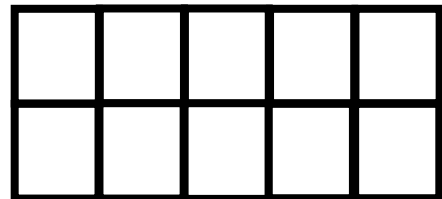


$$4 + \underline{\quad} = 5$$

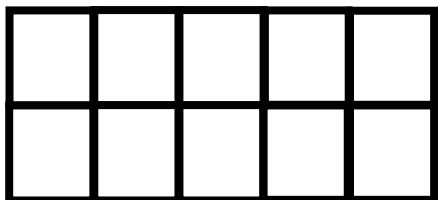
Show the number by coloring circles in the ten frame.



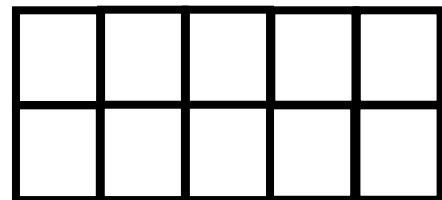
4



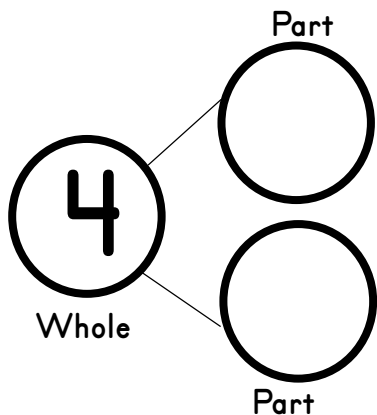
1



3



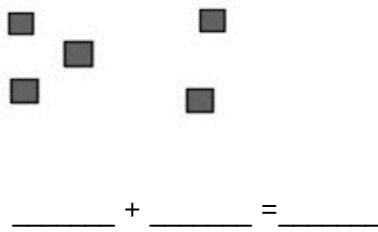
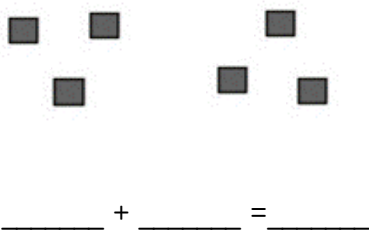
9



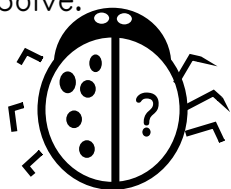
$$\begin{array}{r} 4 \\ \hline \end{array} = \underline{\quad} + \underline{\quad}$$

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

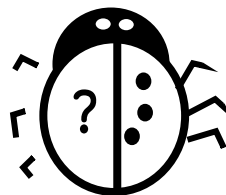
Write the math sentence.



Solve.

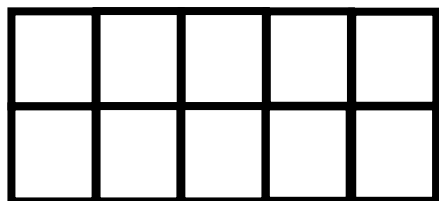


$$8 = 5 + \underline{\quad}$$

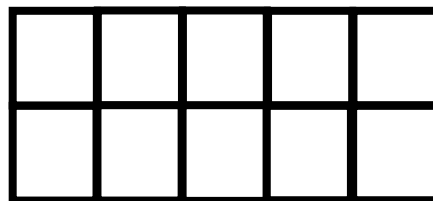


$$\underline{\quad} + 3 = 5$$

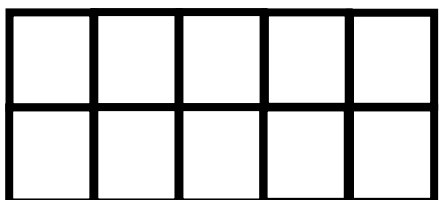
Show the number by coloring circles in the ten frame.



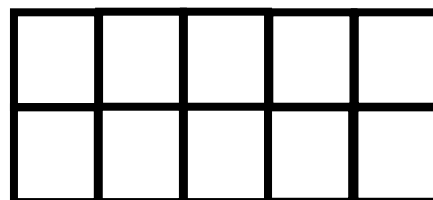
6



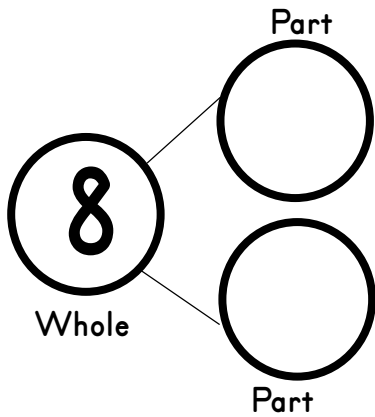
5



2



7



$$\begin{array}{r} 8 \\ \hline \end{array} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \begin{array}{r} 8 \\ \hline \end{array}$$

Write the math sentence.

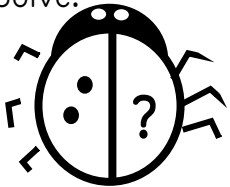


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

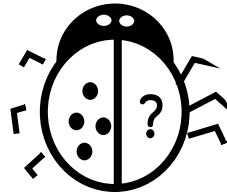


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Solve.

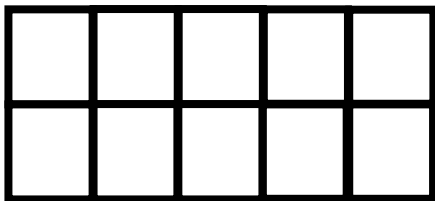


$$9 = 2 + \underline{\quad}$$

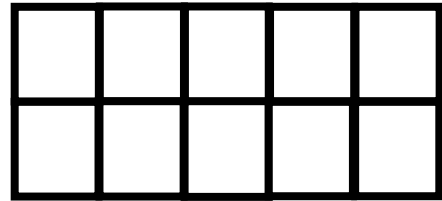


$$4 + \underline{\quad} = 5$$

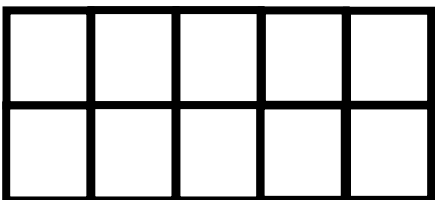
Show the number by coloring circles in the ten frame.



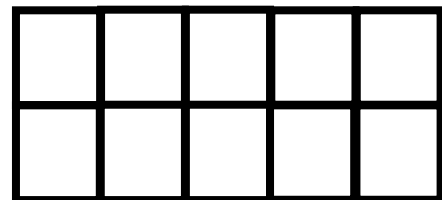
2



8

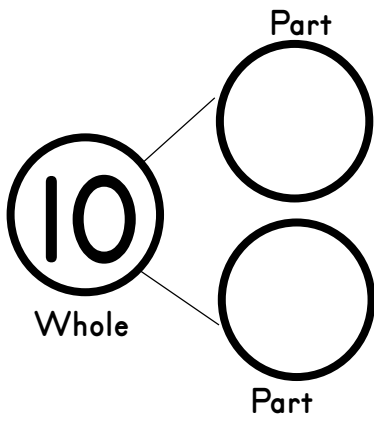


6



3

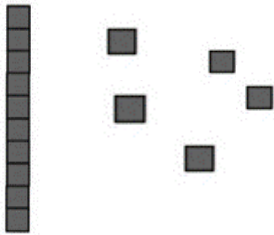
Number Bonds 10-20



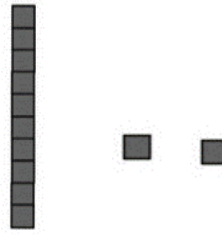
10 is made up of
 _____ ten and
 _____ ones.

_____ + _____ = _____

Write the number of the tens and ones.

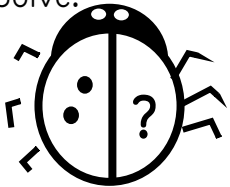


_____ ten + _____ ones = _____

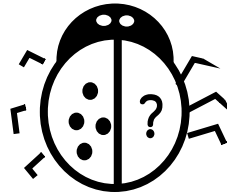


_____ ten + _____ ones = _____

Solve.

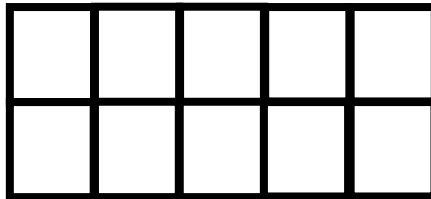
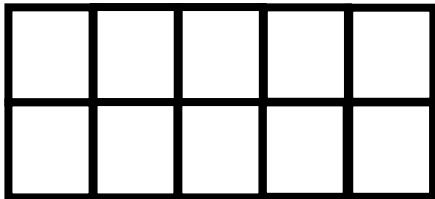


11 = 2 + _____

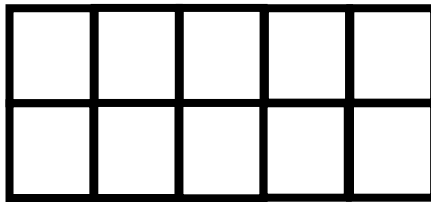
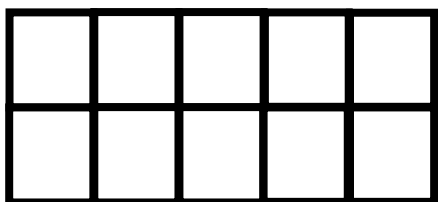


4 + _____ = 16

Show the number by coloring circles in the ten frame.

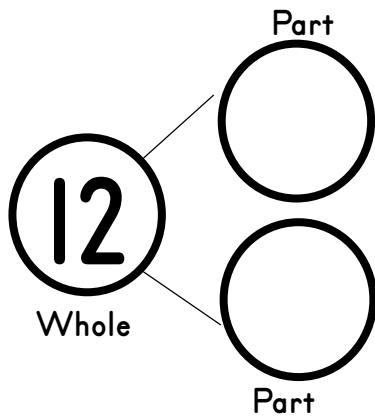


17



18

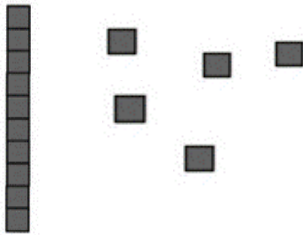
Number Bonds 10-20



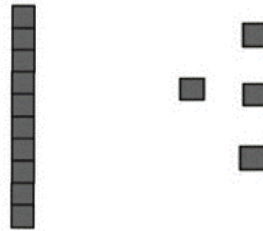
12 is made up of
 ten and
 ones.

 + =

Write the number of the tens and ones.

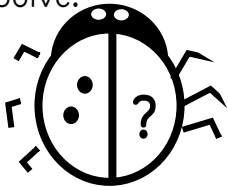


 ten + ones =

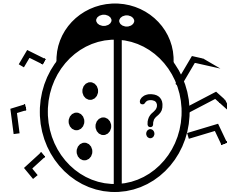


 ten + ones =

Solve.

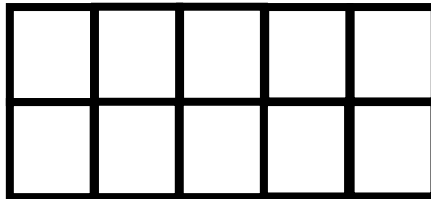
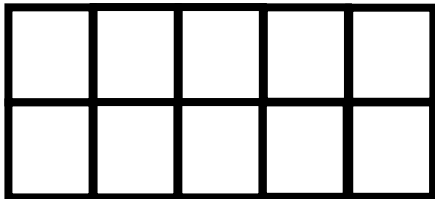


$11 = 2 + \underline{\quad}$

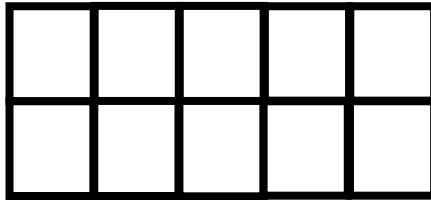
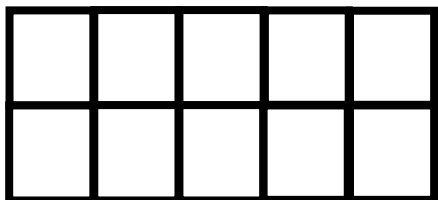


$4 + \underline{\quad} = 13$

Show the number by coloring circles in the ten frame.

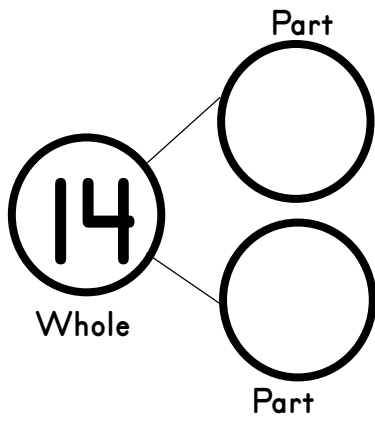


12



17

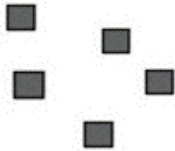
Number Bonds 10-20



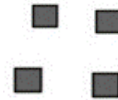
1⁴ is made up of
 _____ ten and
 _____ ones.

_____ + _____ = _____

Write the number of the tens and ones.

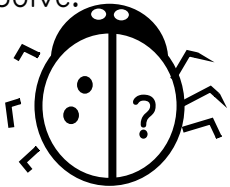


_____ ten + _____ ones = _____

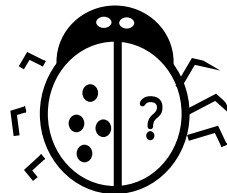


_____ ten + _____ ones = _____

Solve.

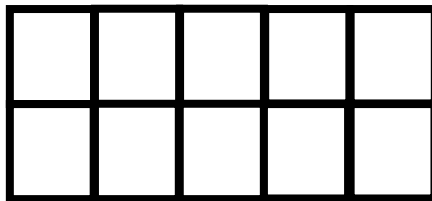
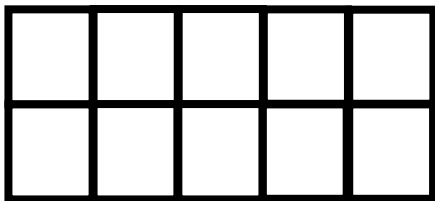


$14 = 2 + \underline{\quad}$

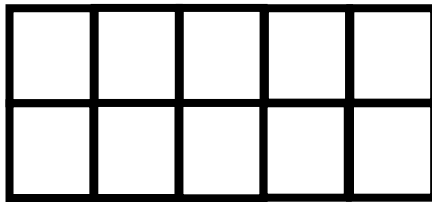
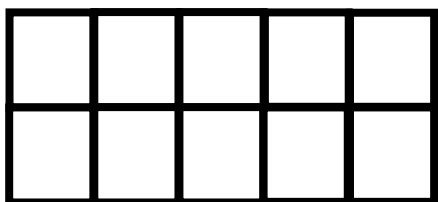


$4 + \underline{\quad} = 14$

Show the number by coloring circles in the ten frame.

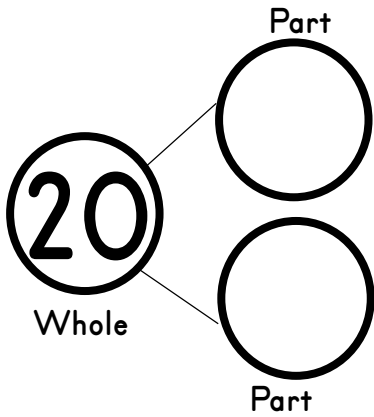


16



19

Number Bonds 10-20



20 is made up of
 ten and
 ones.

 + =

Write the number of the tens and ones.

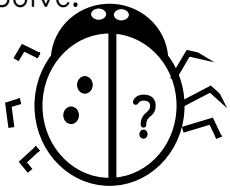


 ten + ones =

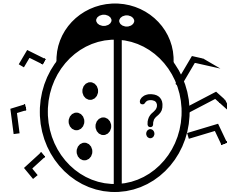


 ten + ones =

Solve.

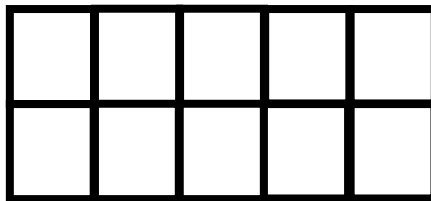
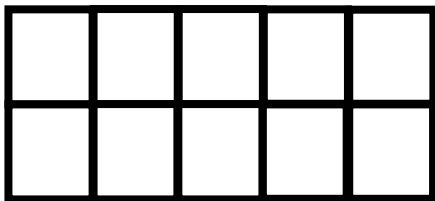


$20 = 2 + \underline{\quad}$

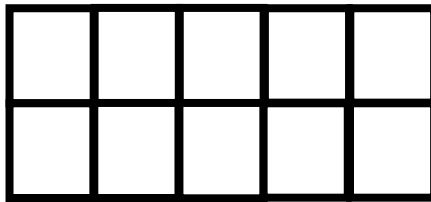
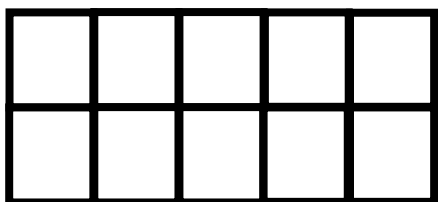


$4 + \underline{\quad} = 20$

Show the number by coloring circles in the ten frame.



20



15

Shapes

MATH.CONTENT.1.G.A.2

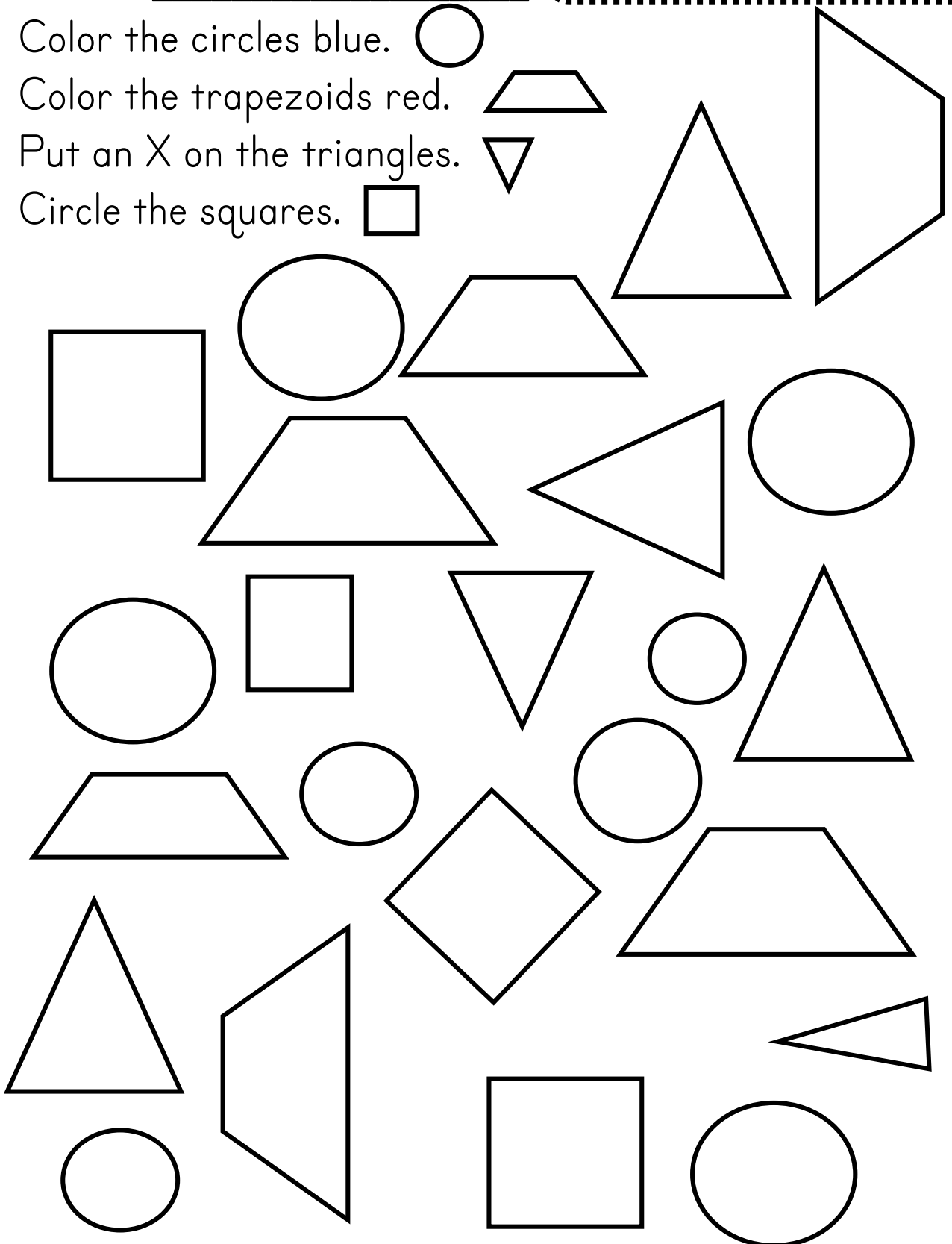
Name: _____

Color the circles blue. 

Color the trapezoids red. 

Put an X on the triangles. 

Circle the squares. 



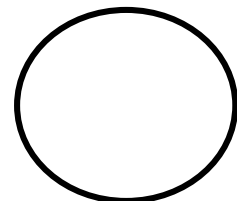
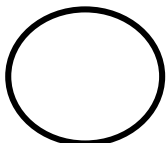
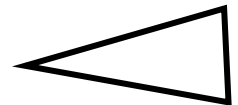
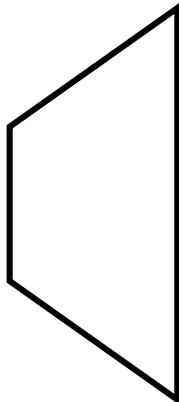
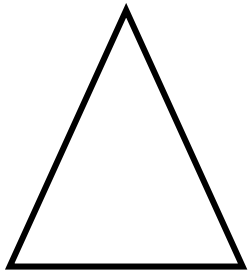
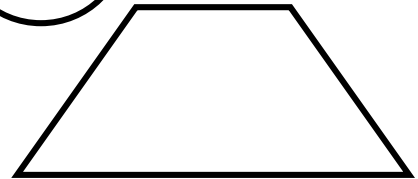
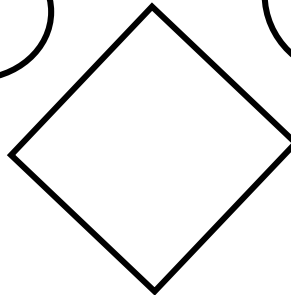
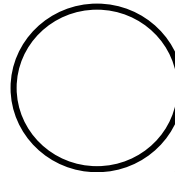
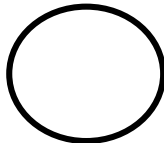
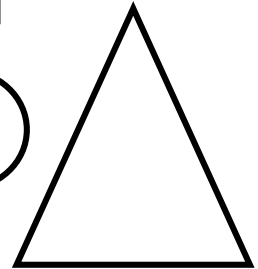
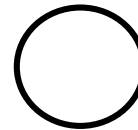
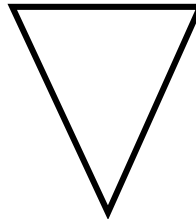
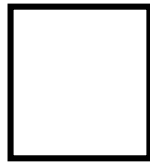
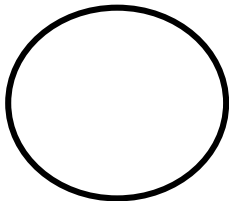
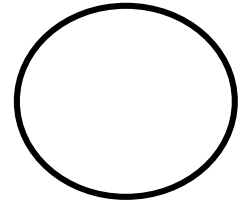
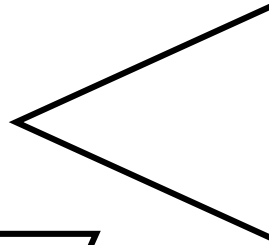
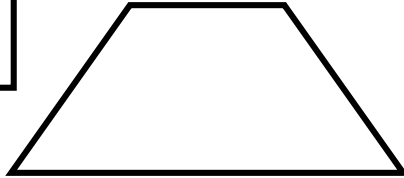
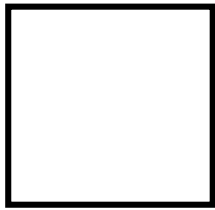
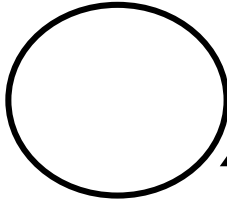
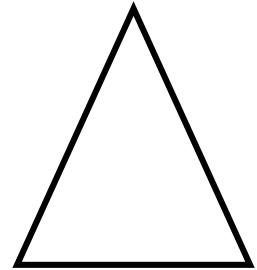
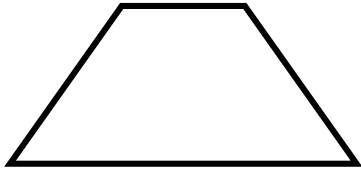
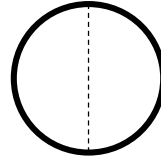
Shapes

MATH.CONTENT.1.G.A.3

Name: _____

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

Example



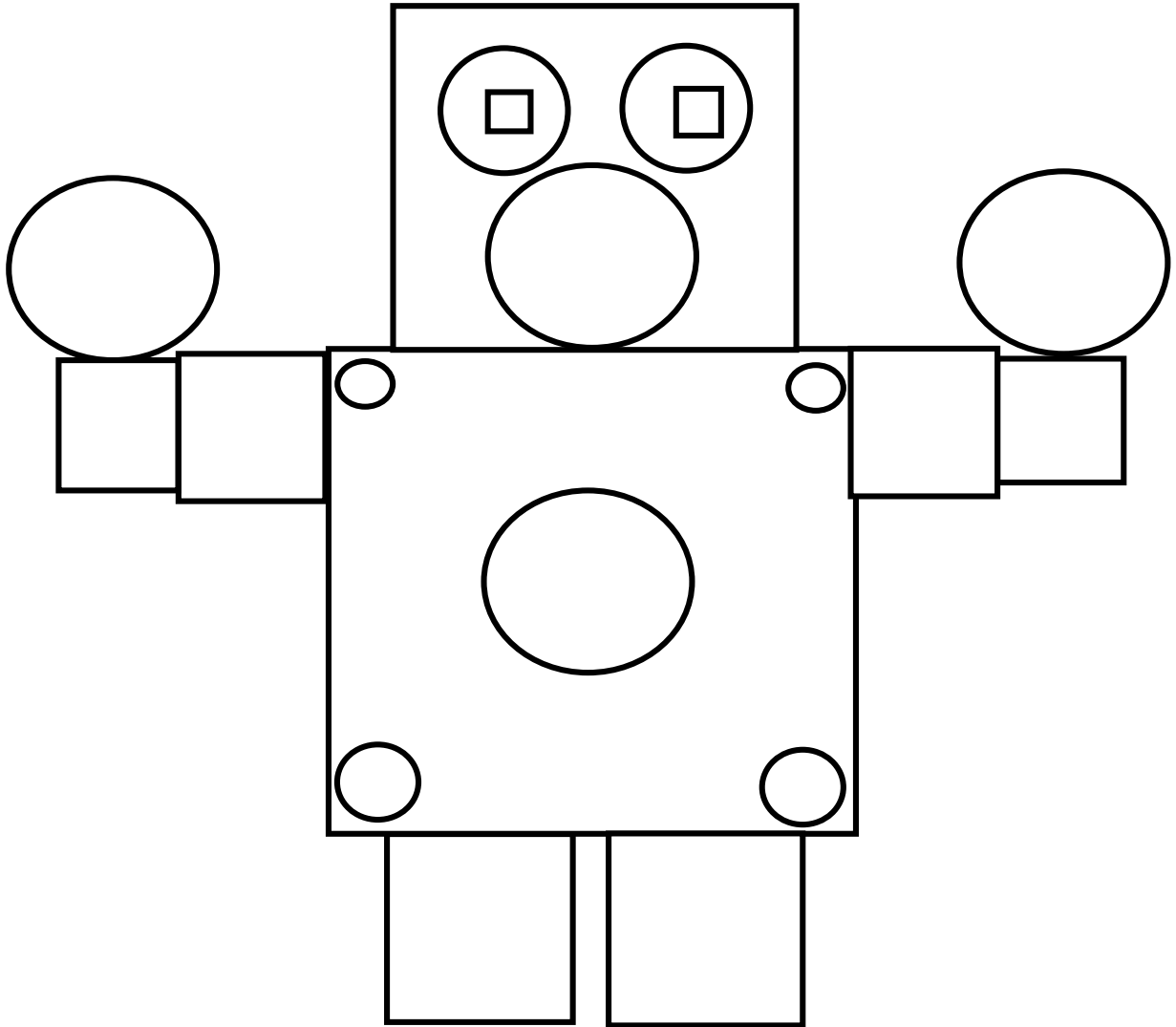
Shapes

MATH.CONTENT.1.G.A.2

Name: _____

Color all the circles green. ○

Color all the squares yellow. □



How many circles did you find? _____

How many squares did you find? _____

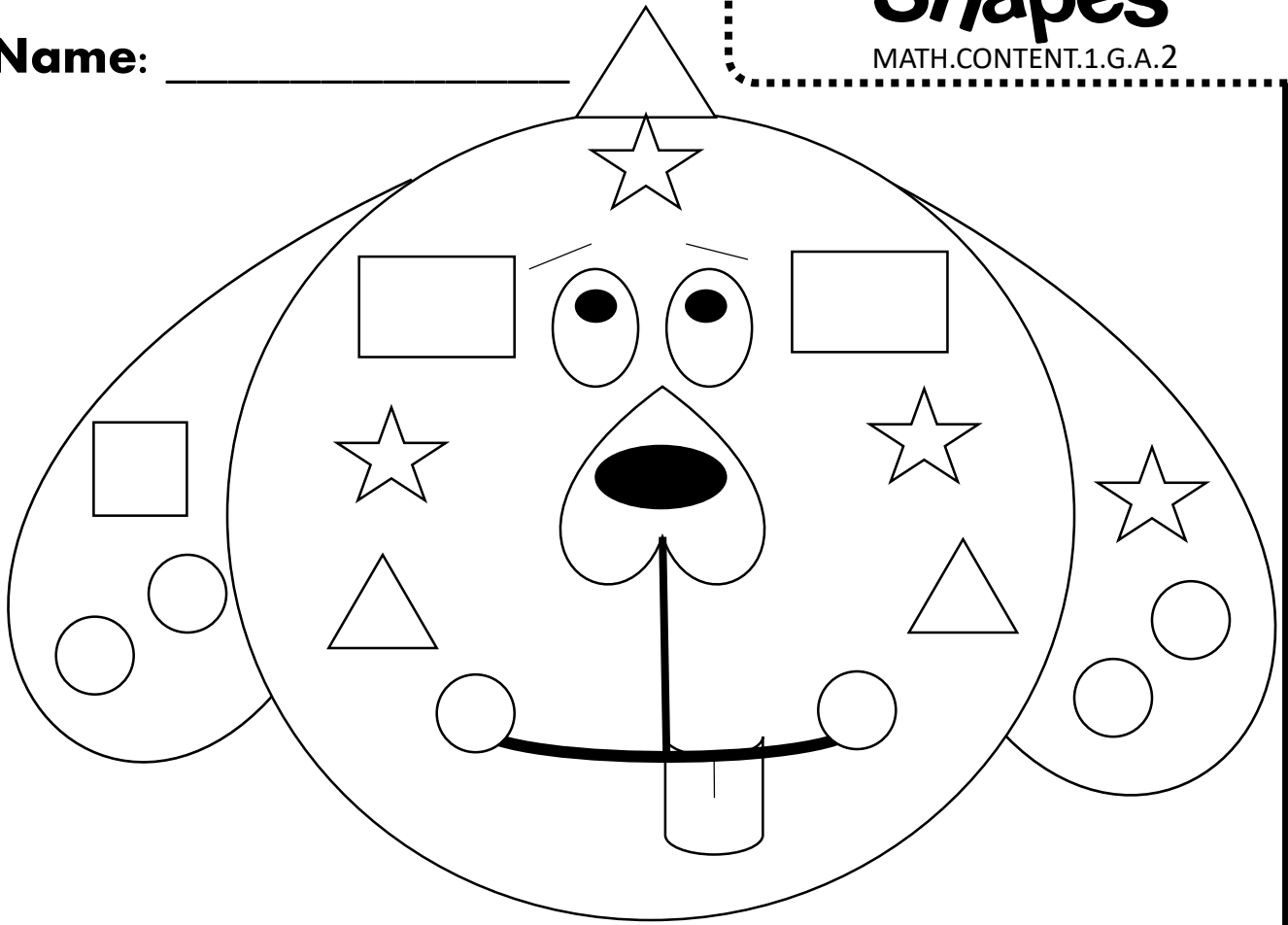
How many sides does a square have? _____




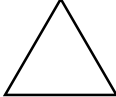

How many sides does a circle have? _____




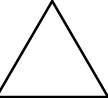
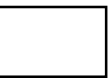
Shapes

MATH.CONTENT.1.G.A.2

Name: _____



Color:     
blue yellow red green orange

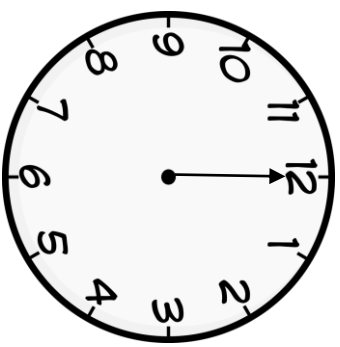
| | | | | | | |
|-------------------------------------------------------------------------------------|--|--|--|--|--|--|
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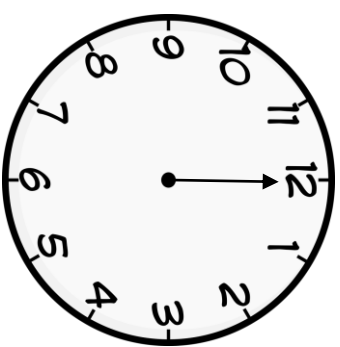
Count the shapes on the dog, and color the graph.

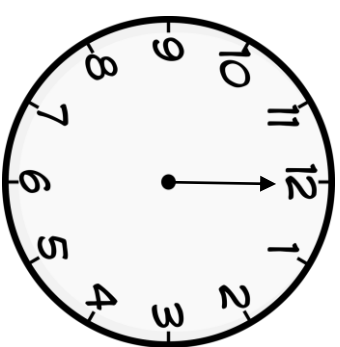
Telling Time

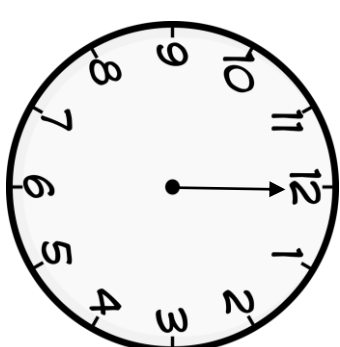
O'Clock
1.MD.B.3

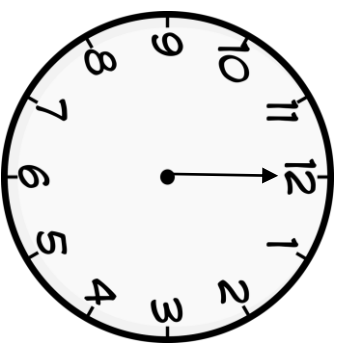
Name: _____

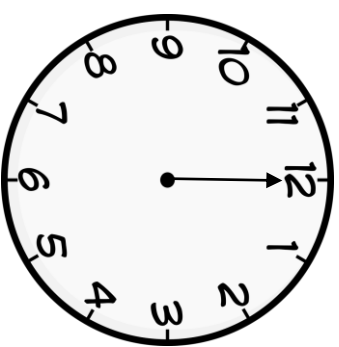


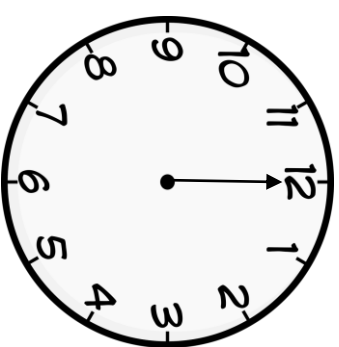


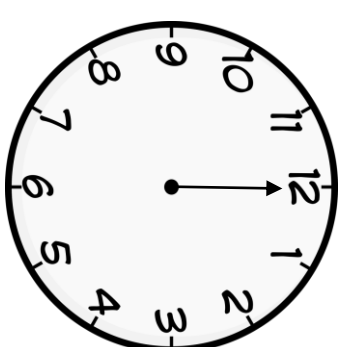










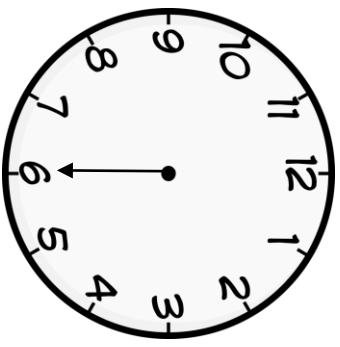


Directions: Draw in the hour hands and write the digital time.

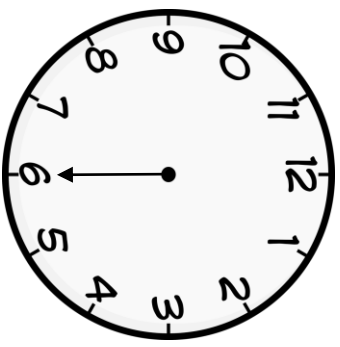
Telling Time

Half-Hour
1.MD.B.3

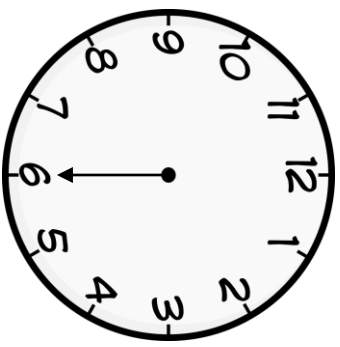
Name: _____



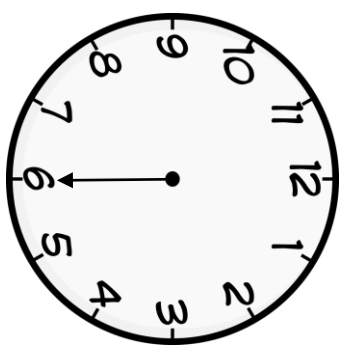
:



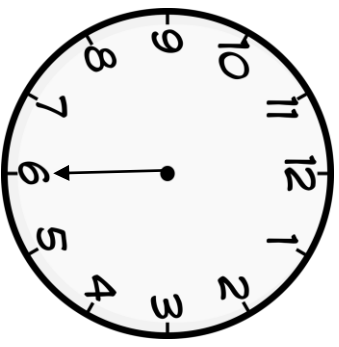
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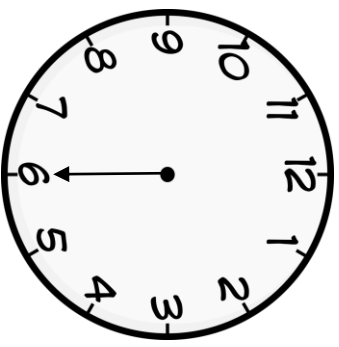
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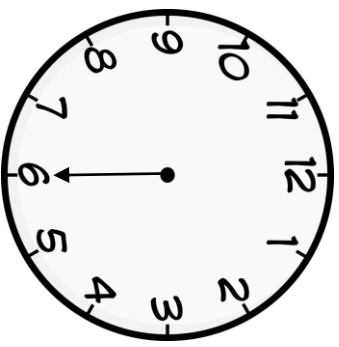
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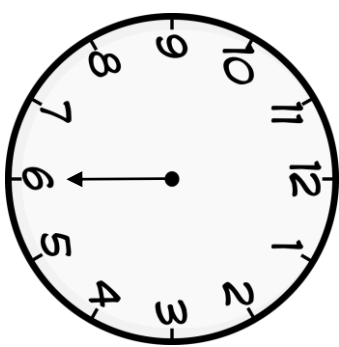
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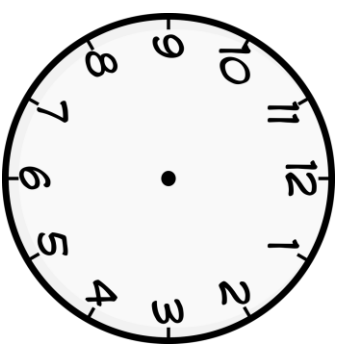
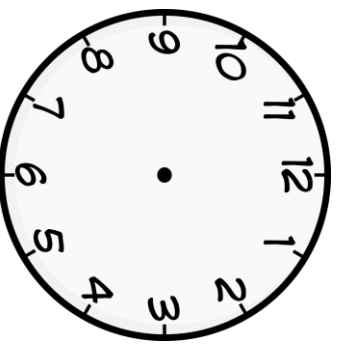
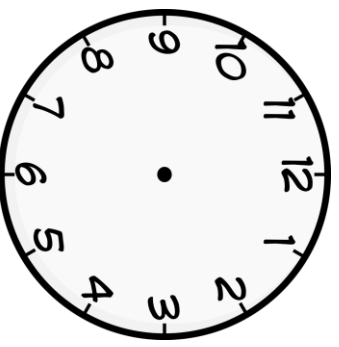
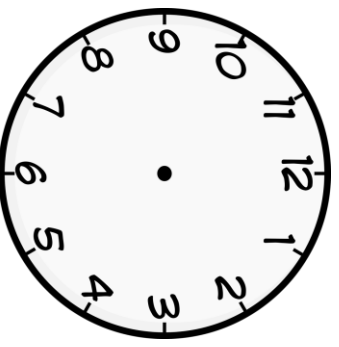
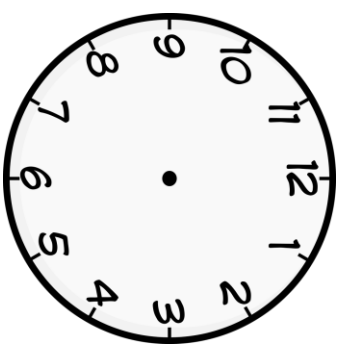
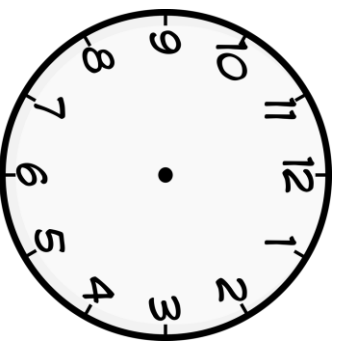
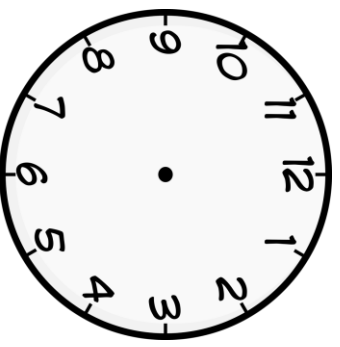
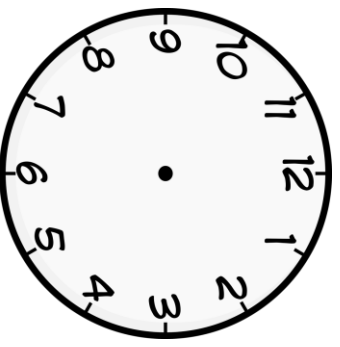
:

Directions: Draw in the hour hands and write the digital time.

Telling Time

Blank
1.MD.B.3

Name: _____



Directions: Draw in the hour and minute hands. Then, write the digital time.

Place Value Bracelets

Draw it

Write your number

Example

| Hundreds | Tens | Ones |
|----------|------|------|
| 2 | 3 | 4 |

By Teacher's Brain

Draw it

Write your number

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

By Teacher's Brain

Draw it

Write your number

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

By Teacher's Brain

Draw it

Write your number

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

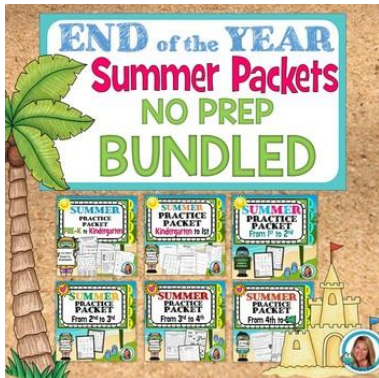
By Teacher's Brain

Thank you for using your brain! Cindy

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