



At-Home Learning Packet #4

Kindergarten — Grade 2

BELIEVE *in the*
CHANGE SM





BCPS Weekly Homework Calendar



**Parents: This packet was meant to span 3 grade levels (K, 1, and 2). If the activities are not the right fit for your child, feel free to modify it to make it work. If you need support, your child's teacher has office hours every week and would be more than*

Week of May 25 happy to help you and your child as needed.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p>Memorial Day</p> <p>No School Work due!</p>	<ul style="list-style-type: none"> • Read "Helping a Friend." Answer the questions 1-5. <p>Second grade: Write a short story that tells about the end of the race.</p> <ul style="list-style-type: none"> • Work on sight words. 	<ul style="list-style-type: none"> • Read "Helping a Friend" again. Use this story or a book you have read to do an activity from page 2. • Cut apart the words on page 18. Use them to make as many sentences as you can. Write the sentences you made. 	<ul style="list-style-type: none"> • Read from any book you have. Write, draw or tell someone your favorite part. Answer 2 questions from the Reading Log on page 2 • Complete page 20: Missing Letters. • Make and write sentences with the words you cut out on Tuesday. 	<ul style="list-style-type: none"> • Read: "Not Now, Pep." • Complete page 10: Questions 1-4. • Practice reading the words on page 22 (digraphs) • Bonus: Work on sight words.
	<p>Remember to read every day for 20 minutes and fill in your Reading Log!</p>				

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	<p>Complete the Journal on page 37. Free Write!</p>	<p>Write a story about a time you helped someone or when someone helped you.</p>	<p>Make a list of words that rhyme.</p> <p>2nd grade: Write a paragraph using as many rhyming words as you can.</p>	<p>Write all the words you know in 5 minutes!</p> <p>Put 5 of these words in sentences.</p> <p>2nd grade: Write a paragraph using 5 of these words.</p>	<p>Write about the best pet to have OR about the worst pet ever. This can be real or make believe.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	<p>Complete page 39: Numbers up to 20.</p> <p>Practice counting by 5's, 10's, and 2's.</p>	<p>Complete page 40: 100 Chart</p> <p>Bonus: Count backwards by 1's.</p>	<p>Complete page 43 and 44: Write the Partners.</p>	<p>Complete page 45: Plant Flowers</p> <p>Practice Subtraction flash cards if you saved</p>	<p>Kdg/1st: Practice counting by 1's, 5's and 10's.</p> <p>2nd: Practice counting by 2's and then by 3's.</p> <p>Finish any work</p>



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Week of May 25

				them from last week.	from this calendar that isn't done.
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	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional/Phys Ed.	Create a special handshake with someone in your house.	Do jumping jacks and sit ups. Keep track of how many you can do! Use your arms (one at a time) to make Figure 8s in front of your body.	Have you checked in with your teacher? Write them a note, text, or email for the next time you see them!	Read a book with someone. Talk about how the character is feeling and how you would feel if you were them.	March in place. While marching, touch your opposite knee (right hand touches left knee, and vice versa). Can you do this for 3 minutes?

- Find/make rhyming words: How many words can you think of that rhyme with **tick**? Name them. How about: red, car, pear, feet
- Practice sight words/every day words. Here are a few to get you started: (New words are at the top, words in gray are last week's words).

of	yes	who	are	how
were	was	from	any	so
like	us	went	no	am
away	in	we	big	said
not	to	play	here	for
blue	make	help	come	see
look	and	at	up	some
then	as	little	do	did
down	be	have	all	go
with	out	some	the	me
you	my	it	is	can



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Week of June 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<ul style="list-style-type: none"> Read "The Present." Answer the questions on page 13. Work on sight words. 	<ul style="list-style-type: none"> Read "The Present" again. Draw a map of your neighborhood. Cut out the CH and SH sorting cards. Put the cards into two piles (a CH pile and an SH pile). 	<ul style="list-style-type: none"> Read from any book you have. Write, draw or tell someone your favorite part. Answer 2 questions from the Reading Log on page 2 Practice reading the words with digraphs on page 22. Can you sound them out? Sort your CH/SH cards again. 	<ul style="list-style-type: none"> Read: "At the Zoo" and answer the questions on page 14. Complete page 23 and 24. Bonus: Work on sight words. 	<ul style="list-style-type: none"> Read "The Little Red Hen." Answer the questions on page 17. <p>Second grade: Cut out the letter cards on page 25. Make words and write them on page 27.</p>
Remember to read every day for 20 minutes and fill in your Reading Log!					

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	Complete the Journal on page 38. Write about your favorite place.	Write a story about a present that you have gotten.	Make a list of words that have a digraph (sh, th, ch, ph) 2 nd grade: Write a paragraph using as many words with digraphs as you can.	Write all the words you know in 5 minutes! Put 5 of these words in sentences. 2 nd grade: Write a paragraph using 5 of these words.	Pretend you helped The Little Red Hen. Write the story that tells what happened when you helped.

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Complete page 46: Story Problems. Practice counting by 5's, 10's, and 2's.	Complete page 47: Counting On. 1 st and 2 nd grade: also complete page 48. Bonus: Count forward by 1's starting at your	Kindergarten: Work on page 48. 1 st and 2 nd : Complete page 49. 2 nd grade: Work on page 52.	Kindergarten: Keep working on page 48. If you finish, work on page 49. 1 st and 2 nd : Complete page 50.	Kdg: Work on page 48, 49, or 50. 1 st and 2 nd : Complete Speed Math on page 51. Finish any work



BCPS Weekly Homework Calendar

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Week of June 1

		16.		2 nd grade: Try the work on page 53. Complete if you can.	from this calendar that isn't done.
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Social Emotional/Phys Ed.	Monday	Tuesday	Wednesday	Thursday	Friday
	Make up a nice poem or song about someone in your family.	Do jumping jacks and pushups. Keep track of how many you can do! Use your arms (one at a time) to make Figure 8s in front of your body.	Brain Break! Do a little dancing!!	Read a book with someone. Talk about how the character is feeling and how you would feel if you were them.	March in place. While marching, touch your opposite knee (right hand touches left knee, and vice versa). Can you do this for 3 minutes?

- Find/make rhyming words: How many words can you think of that rhyme with **fun**? Name them. How about: dish, joke, low, high
- Practice sight words/every day words. Here are a few to get you started: (New words are at the top, words in gray are last week's words).

of	yes	who	are	how
were	was	from	any	so
like	us	went	no	am
away	in	we	big	said
not	to	play	here	for
blue	make	help	come	see
look	and	at	up	some
then	as	little	do	did
down	be	have	all	go
with	out	some	the	me
you	my	it	is	can

Reading Literature Prompt Sheet

These questions can be used when reading picture books, short stories, chapter books, and novels. These are also appropriate for retelling fairy tales or folktales. Outside of reading, these questions fit with family drama and comedy shows, cartoons, or movies.

Before Reading

- What will this book be about? How do you know?
- What is the title of this story? What clues does the title give about the story?
- Who is the author? What does the author do? Who is the illustrator? What does the illustrator do?
- What do you think will happen in this story? What gave you that idea?

During Reading

- What do you think will happen next? How do you think (character) will react?
- How would you feel if that happened to you?
- What would you have done if you were the character?
- What pictures have you been seeing in your mind?
- Can you predict what will happen next?
- What does the main character want to happen?
- How do the illustrations explain what is happening in the story?

After Reading

- What is the most important thing that happened in the story (or the chapter)?
- Why did the author write this story? What did they want you to learn?
- Can you retell the story in your own words?
- What do you think will happen to the main character after this story is over?
- Were your predictions correct? Why or why not?
- How is this story/character like a different story/character?

Reading Information Prompt Sheet

These questions can be used when reading nonfiction books, articles, news stories, or information. They are also appropriate for reading flyers, invitations, recipes, or any functional text. Outside of reading, these questions fit with news programs, history shows, or factual animal shows.

Before Reading

- Why are you reading this? What are you hoping to learn or find out?
- What do you already know about this topic?
- What do you think you will learn by previewing the photos in this book?

During Reading

- Why does the author tell you _____?
- What is the most important idea?
- How do the pictures/maps/illustrations help you understand the words?
- Are there bold words? Italics? Why? What information does this add?
- Can you tell what the author feels about this topic? How do you know?
- Does this remind you of anything in your life? What?
- What does _____ mean? Can you show in the text where you learned that?


After Reading

- What was the most interesting thing to you about this topic? Why?
- What words or ideas do you still not understand?
- Now that you've read this, what do you want to learn about next?
- What would you re-title this book/article?
- Can you tell what happened in order? (if applicable)
- Did you agree or disagree with the ideas? Why?
- If you were going to share a fact from this with someone else, what would you tell them?
- What questions would you ask the author?

Reading Log to do

1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story?	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

Helping a Friend

by ReadWorks



Enzo and Zoe were running a race. Enzo fell. He hurt his knee.

Zoe looked back. She was almost at the finish line. She wanted to win. If she kept running, she would win.

Enzo was her friend. Zoe stopped. She ran back to Enzo. She helped him up.

"Thank you," said Enzo.

"You're welcome," said Zoe. "If I fell, I would want you to help me. I'm glad I could help you."

Name: _____ Date: _____

1. What are Zoe and Enzo doing at the beginning of this story?



Blank rectangular box for writing an answer.

Blank rectangular box for writing an answer.

2. What happened to Enzo?



He won the race.



He fell and hurt his knee.

3. What did Zoe *want* to do when she saw that Enzo had fallen?



win the race



help Enzo

4. What did Zoe *decide* to do when she saw that Enzo had fallen?



win the race



help Enzo

5. What happened to Enzo during the race?

Name: _____

Not Now, Pep

By Guy Belleranti

Lily and Mom wanted to exercise.

Their dog Pep wanted to play.

Pep brought his ball.

“Not now, Pep,” Lily said. “Mom and I need to run.”

Lily and Mom ran on the grass.

Pep brought his bone.

“Not now, Pep,” Lily said. “Mom and I need to jump.”

Lily and Mom jumped on the grass.

Pep brought his rope.

“Not now, Pep,” Lily said. “Mom and I need to dance.”

Lily and Mom danced on the grass.

Pep brought his leash.

Lily laughed. Mom laughed, too. “Yes now, Pep,” they both said.

Pep ran. Pep jumped. Pep danced.

Pep gave Lily and Mom wet kisses. Lily and Mom gave Pep big hugs. Then Lily, Mom, and Pep exercised together with a fun walk!



Name: _____

Not Now, Pep

By Guy Belleranti



1. What does Pep want to do?

2. Pep brings Lily and Mom four things. What are they?

_____, _____,
_____, and _____

3. Name three ways Lily and Mom exercise before they walk Pep.

They _____.

They _____.

They _____.

4. How is Pep feeling at the end of the story?

Circle the best answer.

scared happy sad tired mad

Name: _____

Not Now, Pep

By Guy Belleranti

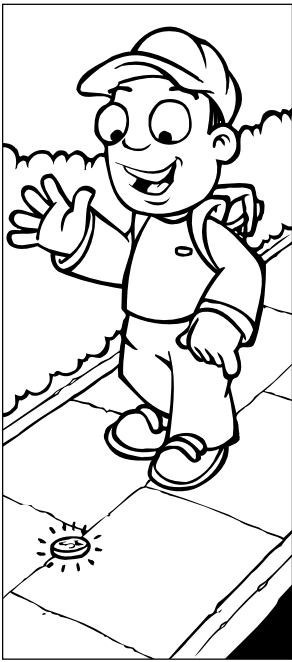
In the story, "Not Now, Pep," Lily and Mom have fun exercising. Then they take Pep for a walk. Even Pep has fun exercising!

How do you like to exercise? Write your answer on the lines below. Use complete sentences.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing.

The Present



My big brother had been very sick. I wanted to get him a present, because he was coming home from the hospital. I had saved lots of money—I had three dollars and five cents.

On the way to the store, I thought about what I would buy him.

“Maybe a yo-yo,” I thought.

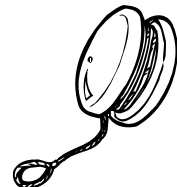
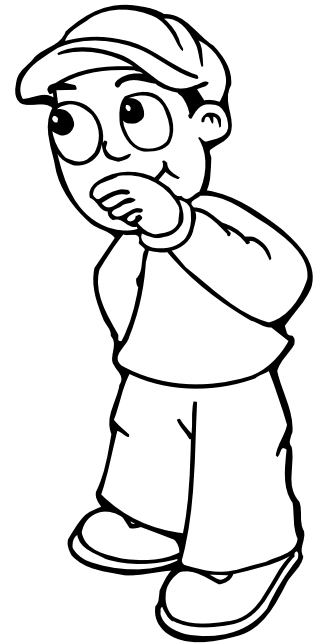
When I got to the store I found the yo-yos. They were three dollars and ten cents.

I walked home sadly, but just before I got home, guess what? On the sidewalk was five cents! Back to the store I ran with it.

My brother loves his yo-yo. He can play with it in his wheelchair. I love my brother Sam.

A. Fill in the circle that gives the best answer for each question or statement.

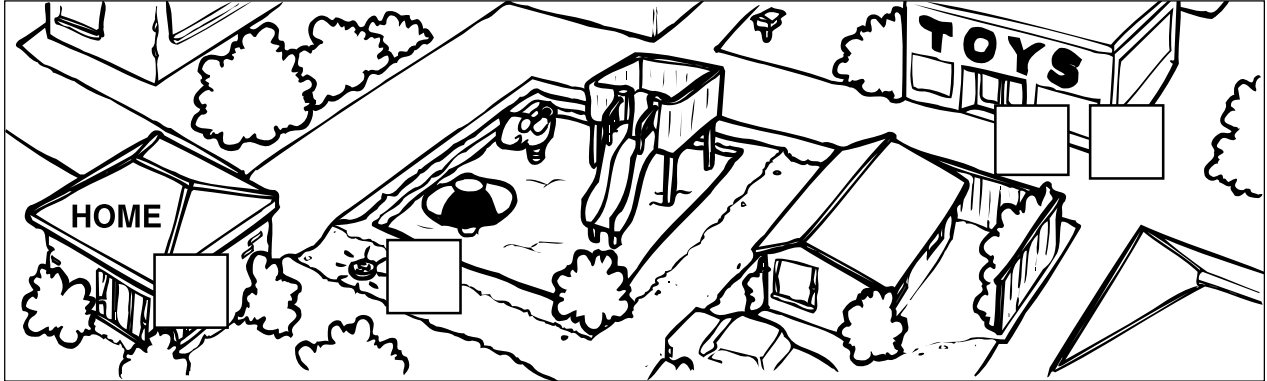
1. Why had Sam been away from home?
 - (a) He had been staying at Grandma's.
 - (b) He had been in the hospital.
 - (c) He had been shopping.
2. When the writer saw the five cents on the sidewalk ...
 - (a) he picked up the money and ran home.
 - (b) he ran back to the store with the money.
 - (c) he ran back to the store.
3. The writer is ...
 - (a) a child about 5 or 6 years old.
 - (b) a teenager.
 - (c) about 2 years old.
4. The writer was sad because ...
 - (a) his brother had been in the hospital.
 - (b) the man in the store was grumpy.
 - (c) he didn't have enough money to buy the yo-yo.



The Present

B. Complete each activity.

1. On the map, put the numbers 1–4 in the boxes to show the order of where the writer went (start at home).



2. Why do you think his brother was in a wheelchair?

3. Circle the words which describe the writer.

frightened

angry

jealous

caring

kind

tall

loving

younger

4. Do you think it is all right to keep money you find on the sidewalk?

5. Draw what you might buy your brother or sister as a present if he or she was very sick.



At the Zoo

William Makepeace Thackeray

First I saw the white bear, then I saw the black;
Then I saw the camel with a hump upon his back;
Then I saw the grey wolf, with mutton in his maw;
Then I saw the wombat waddle in the straw;
Then I saw the elephant a-waving of his trunk;
Then I saw the monkeys-mercy, how unpleasantly
they smelt!

What animal was white?

What animal had a hump on his back?

What animal was in the straw?

What animal was waving his trunk?

Name: _____

Date: _____

Little Red Hen

From Mother Goose's Treasury

Little Red Hen found a grain of wheat.

"Who will plant this?" She asked.

"Not I," said the cat.

"Not I," said the goose.

"Not I," said the rat.

"Then I will," said Little Red Hen.

So she buried the wheat in the ground. After a while it grew up yellow and ripe.

"The wheat is ripe now," said Little Red Hen. "Who will cut and thresh it?"

"Not I," said the cat.

"Not I," said the goose.

"Not I," said the rat.

"Then I will," said Little Red Hen.

So she cut it with her bill and threshed it with her wings. Then she asked, "Who will take this wheat to the mill?"

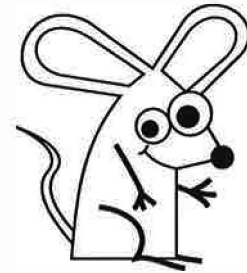
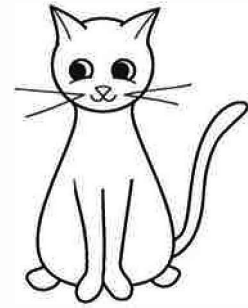
"Not I," said the cat.

"Not I," said the goose.

"Not I," said the rat.

"Then I will," said Little Red Hen.

So she took the wheat to the mill, where it was ground. Then she carried the flour home.



Little Red Hen

From Mother Goose's Treasury

"Who will make me some bread with this flour?"
She asked.

"Not I," said the cat.

"Not I," said the goose.

"Not I," said the rat.

"Then I will," said Little Red Hen.

So she made and baked the bread.

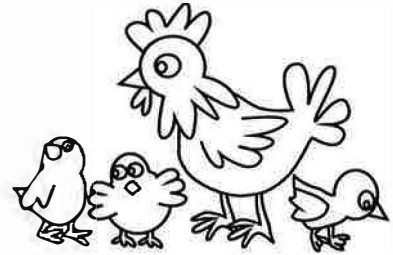
Then she said, "Now we shall see who will eat this bread."

"We will," said the cat, goose, and rat.

"I am quite sure you would," said Little Red Hen, "if you could get it."

Then she called her chicks, and they ate up all the bread.

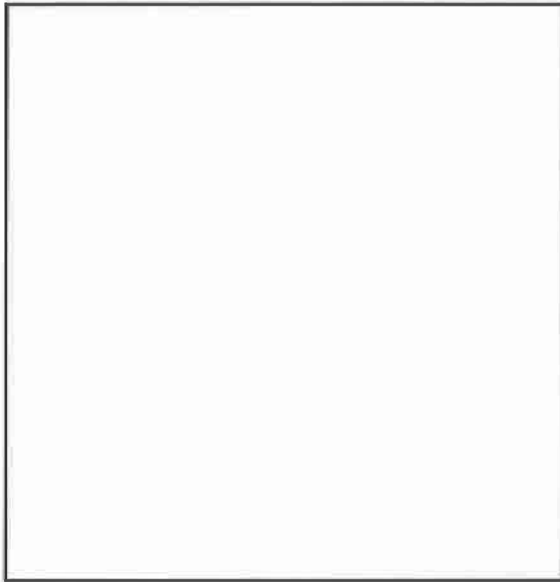
There was none left at all for the cat, or the goose, or the rat.



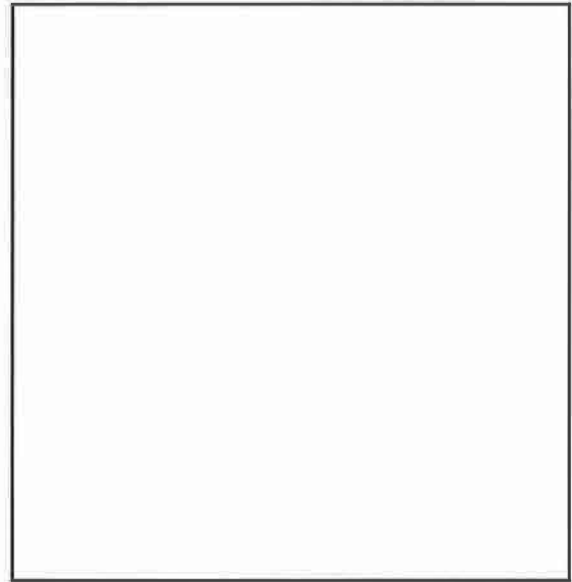
Little Red Hen

From Mother Goose's Treasury

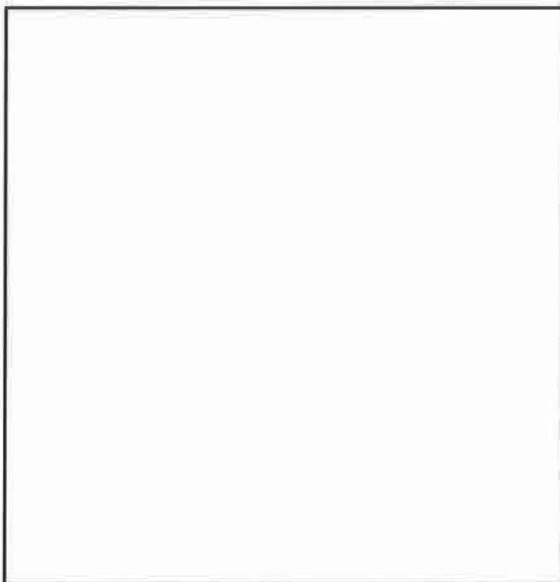
Directions: Draw a picture of what happened First, Second, Third, Fourth in the story.



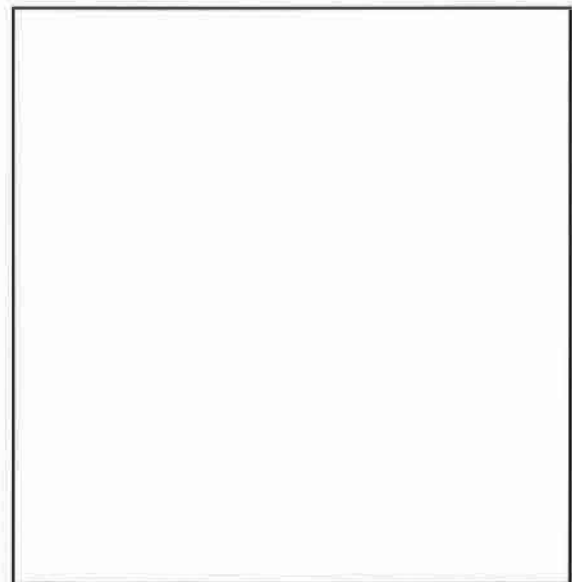
First



Second



Third



Fourth

Name: _____

Let's Make Sentences!

Theme: Three-Letter CVC Words

Cut out the words. Rearrange them on the table to make sentences. Write the sentences. Don't forget to begin each sentence with a capital letter and end it with a period.

sit	cat	saw	big	Sam
run	pig	fun	not	Ben
dig	hen	go	did	a
jog	map	with	I	the
hop	bag	can	we	was



Name: _____

Let's Make Sentences!

Use your word cards to make sentences. Write the sentences.
Begin each sentence with a capital letter and end it with a period.
How many sentences can you make?

1.

2.

3.

4.

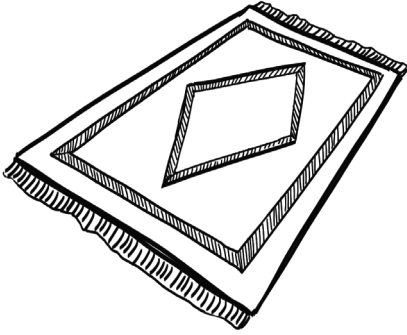
5.

6.

Name: _____

Missing Letters

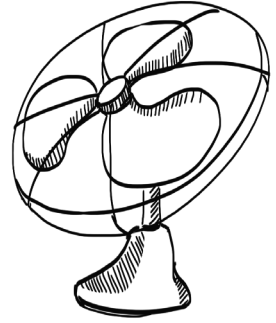
Write the missing letter for each word. Then write the word.



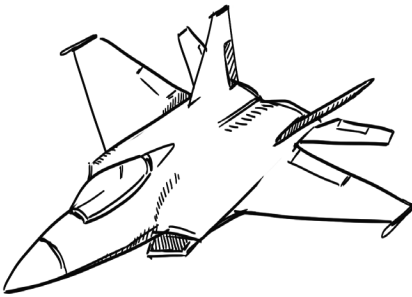
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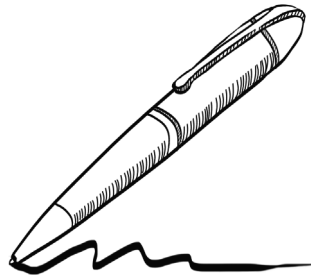
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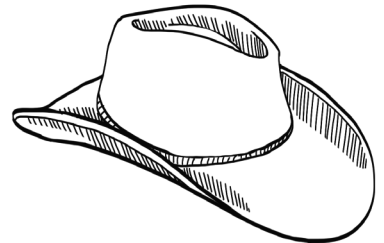
a n



j t



e n



h t

Name _____

Dear Family Member,

Your child has been learning to read the digraphs 'sh' and 'ch'.

Digraphs are spellings consisting of two letters. Both letters together stand for only one sound as in "chill" and "rash." Words with digraphs are difficult to read at first because the reader has to recognize that two letters combined stand for a single sound. Show the word cards below to your child and have your child read them. Notice the digraphs are printed in bold letters; if necessary, remind your child these two letters stand for just one sound. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards for future practice.

bench	chest	fish
chin	shrubs	shed
chips	splash	crunch
trash	crush	chimps

Name _____

Dear Family Member,

Your child is learning to read the digraphs 'sh', 'ch', 'qu', 'th', and 'ng'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound. Show the cards to your child and have your child read them. You may ask your child to copy the words onto a sheet of paper. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards and practice reading them each night.

wish	such	this
quilt	ship	bath
string	that	quiz
much	inch	thing
them	then	with

Name _____

Dear Family Member,

For each row on the front and back, have your child blend and read all three words and circle the word matching the picture. If necessary, identify the pictures for your child.

1.



champ

chomp

chimp

2.



punch

hunch

bunch

3.



shed

mush

sash

4.



chip


ship

shin

5.  **branch** **ranch** brand

6.  **lunch** **hunch** lump

7.  **shelf** **fish** **shrug**

8.  **crash** trap **trash**

9.  **ship** **shin** **chin**

Name _____

Dear Family Member,

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds. (You may also wish to review the letter names.) Additionally, you may arrange the cards to make the words “chin,” “chip,” “chop,” “pinch,” “quip,” “shin,” “ship,” “shop,” “thin,” “thing,” “ping,” and “pong,” and have your child read the words. You may have your child copy the words on a sheet of paper. Additional activity: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards.

ch	i	n
qu	sh	p
ng	th	o

Phonics Ch- and Sh- Sorting Cards

Objective:

Students sort words into groups, based on their initial blend sounds.

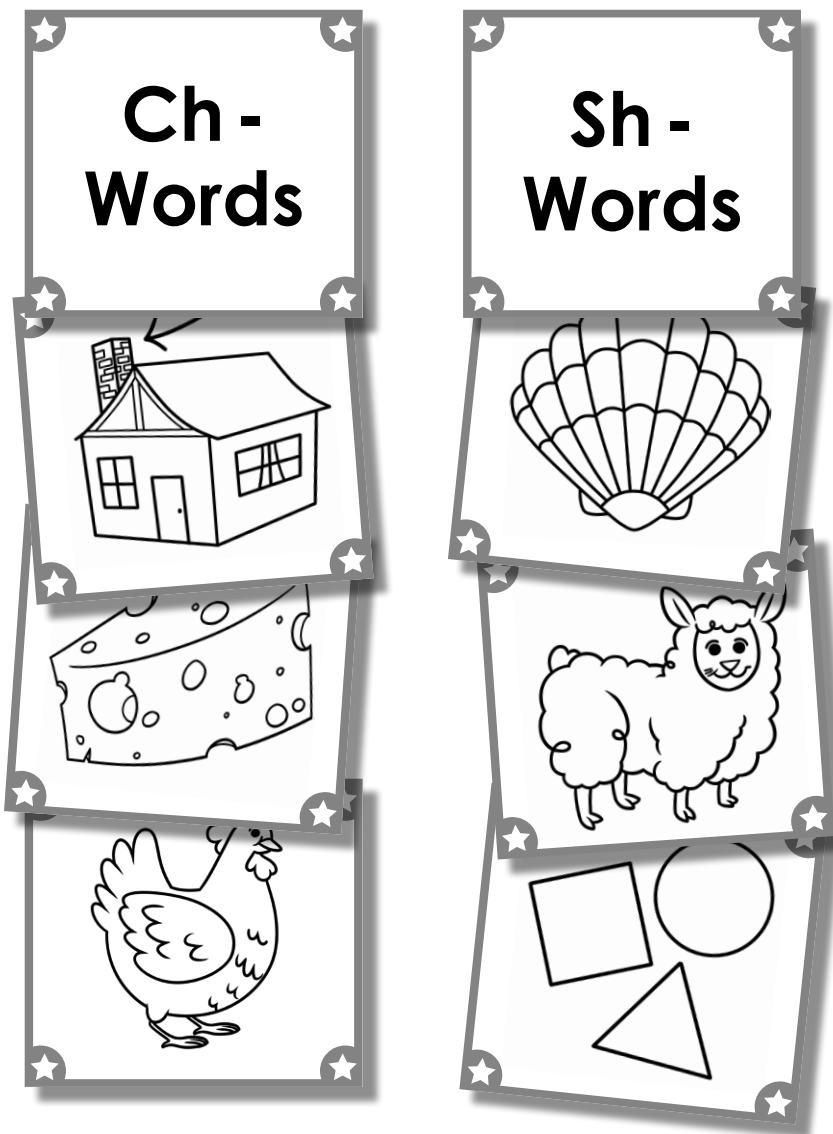
Set up:

Print the cards on thick paper or card stock.

Cut the cards on the dotted lines.

How to Play:

Students sort the picture cards into two initial sound groups: ch- and sh-.



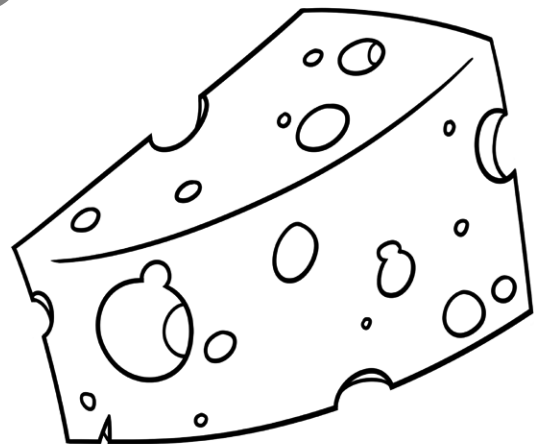
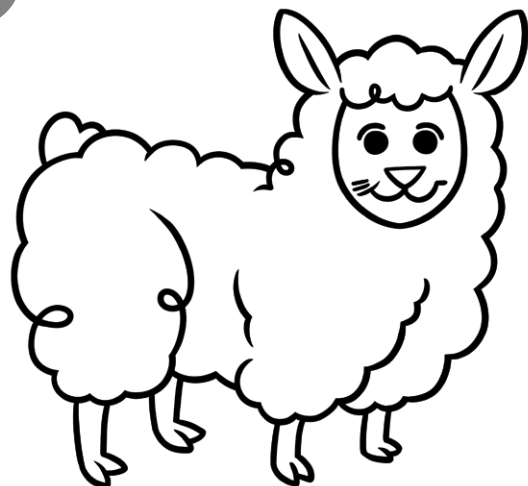
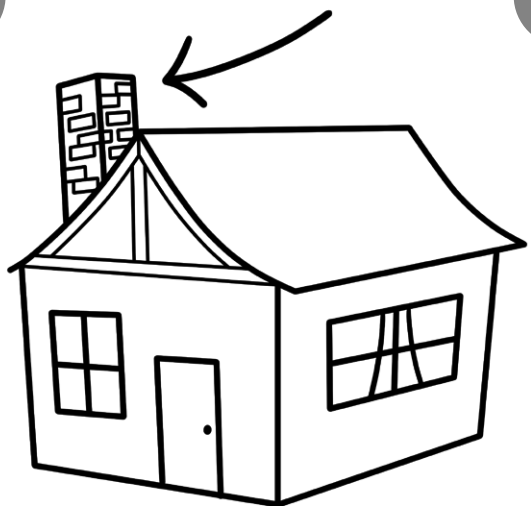
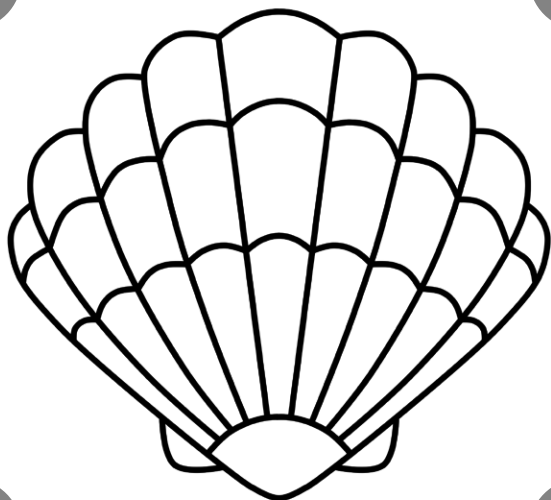
Ch- Words: chimney, cheese, chicken, cherries, chin, chess, church, chair

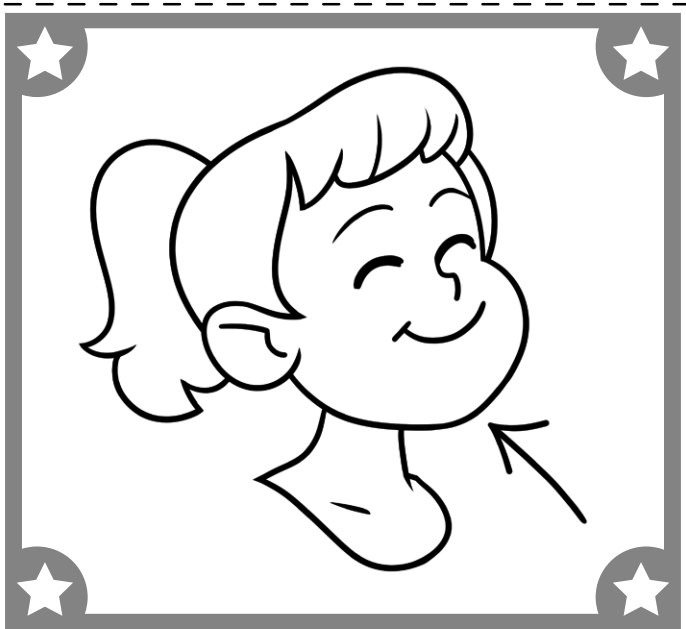
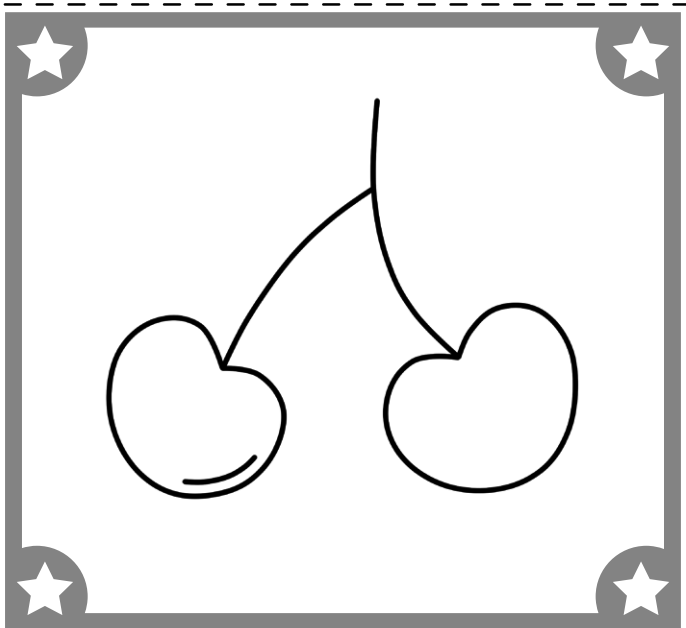
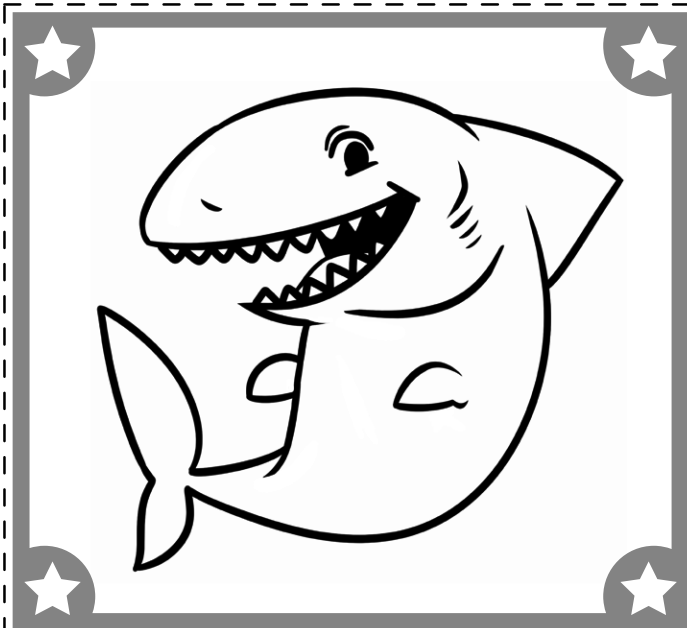
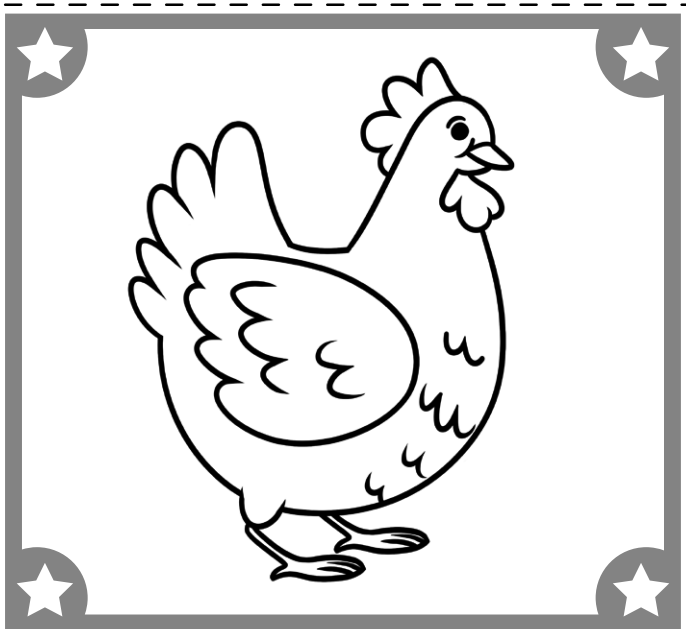
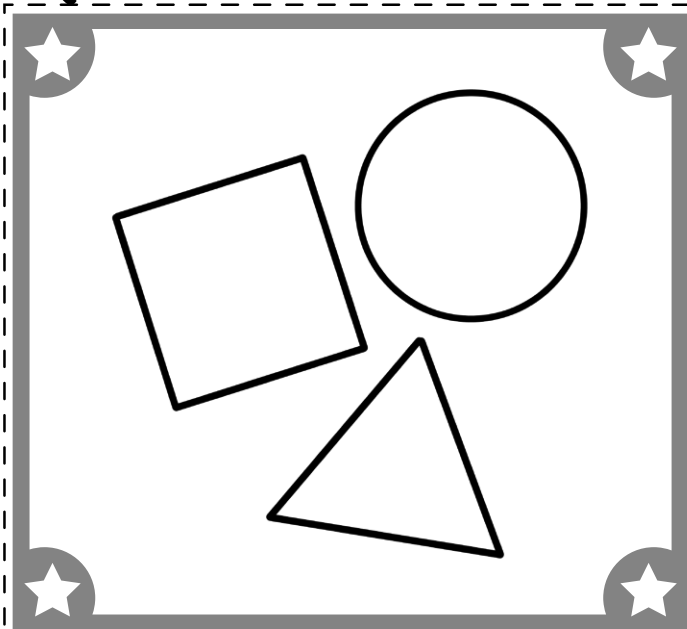
Sh- Words: shell, sheep, shapes, shark, shoes, shovel, ship, shorts, shirt

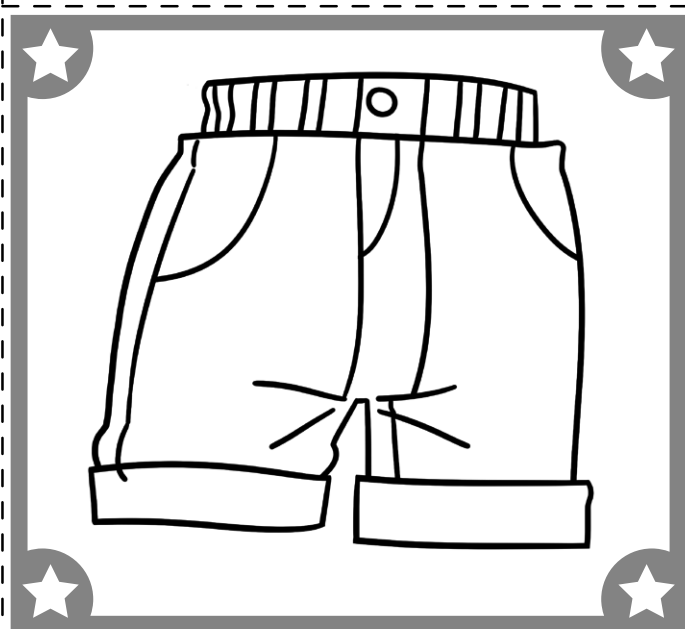
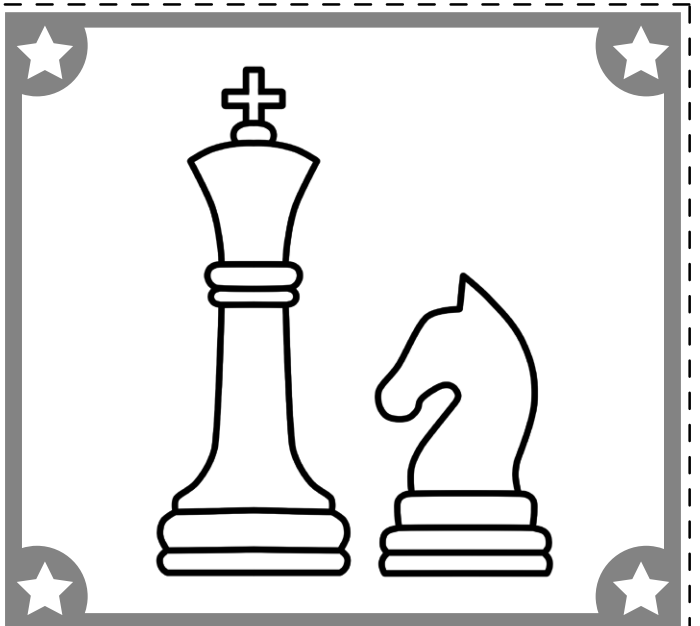
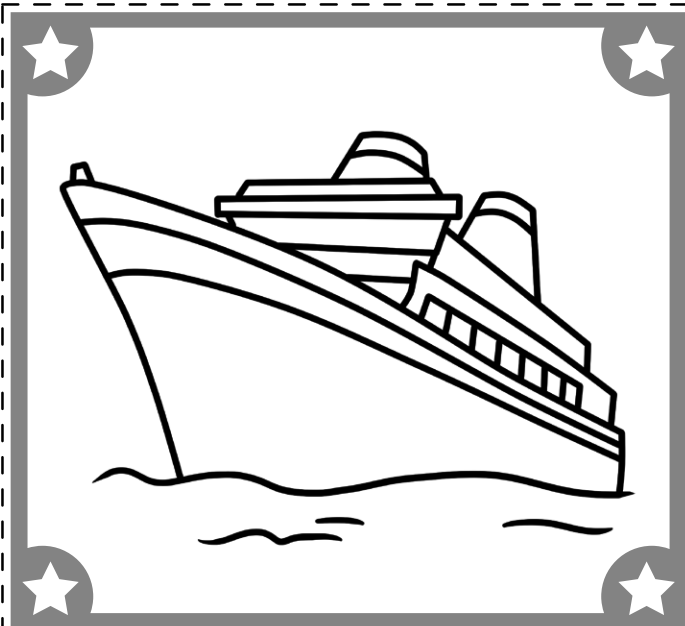
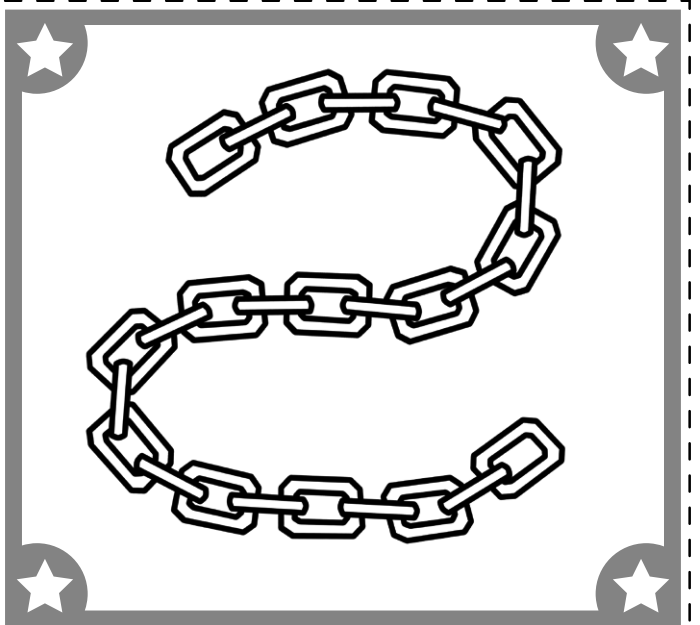
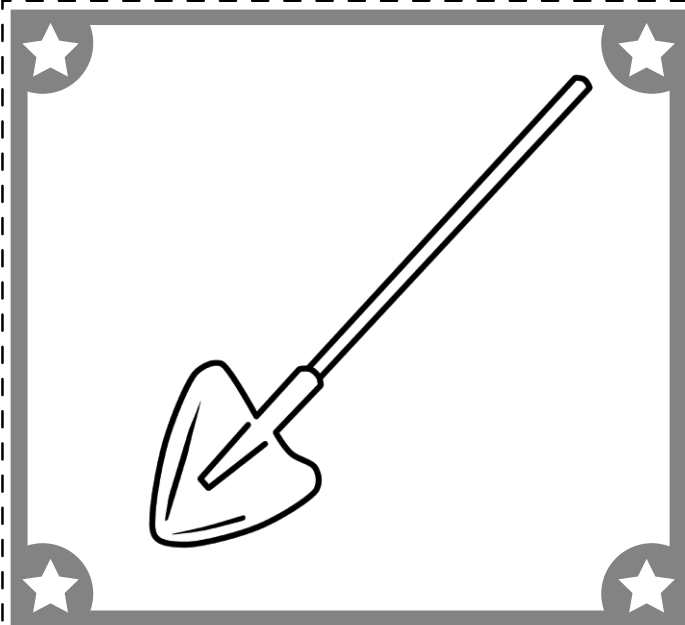


Ch - Words

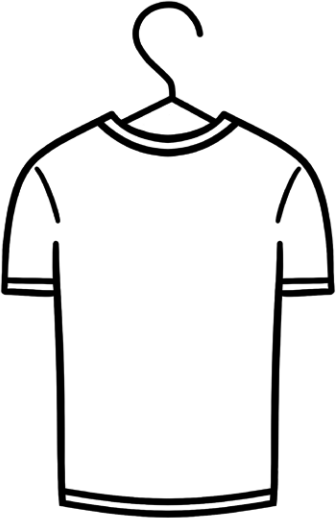
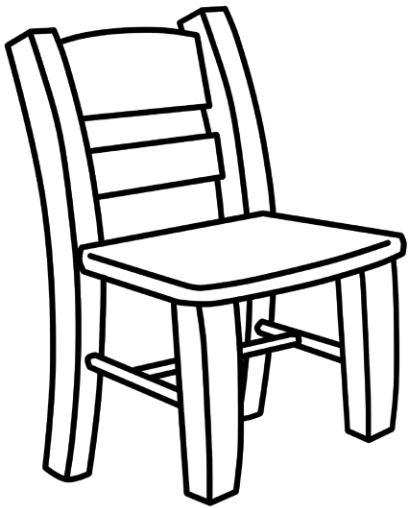
Sh - Words









Name: _____

Numbers up to 20

Write the numbers 0 to 20.

	1		3			6
			10			13
	15				19	

Color the square with 16 dots.

● ● ● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●
----------------------------------	--	--------------------------

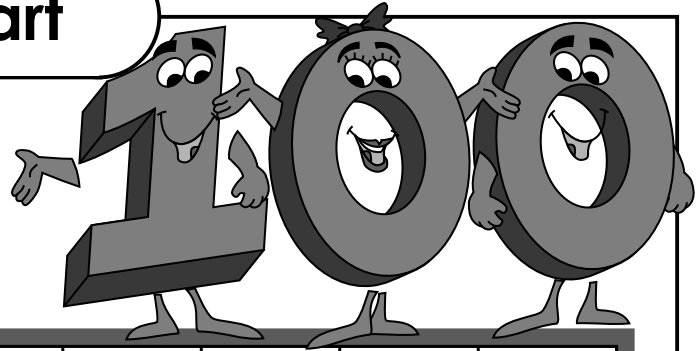
Color the square with 9 dots.

● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●
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Name: _____

100 Chart

Complete the 100 chart by filling in the empty boxes with the missing numbers.



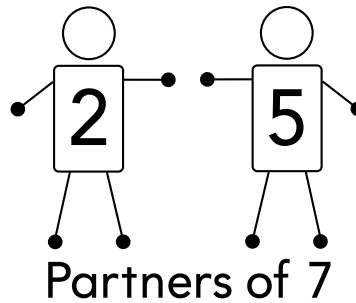
			4						
								19	
				25					
31									
						47			
		53							
							68		
									80
					86				
	92								

Dear Family:

Your child is learning to find the smaller numbers that are “hiding” inside a larger number. He or she will be participating in activities that will help him or her master addition, subtraction, and equation building.

To make the concepts clear, this program uses some special vocabulary and materials that we would like to share. Below are two important terms that your child is learning:

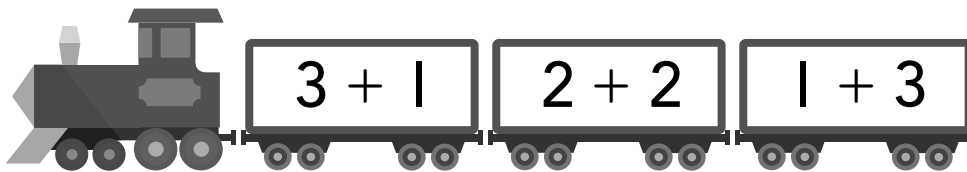
- **Partners:** Partners are two numbers that can be put together to make a larger number. For example, 2 and 5 are partners that go together to make the number 7.
- **Break Apart:** Children can “break apart” a larger number to form two smaller numbers. Your child is using objects and drawings to explore ways of “breaking apart” numbers of ten or less.



Children can discover the break-aparts of a number with circle drawings. They first draw the “Break-Apart Stick” and then color the circles to show the different partners, as shown below. Sometimes they also write the partners on a special partner train, which is also shown below.

Before		After	
	+		$3 + 1$
	+		$2 + 2$
	+		$1 + 3$

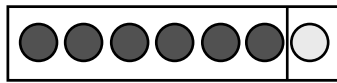
4-train



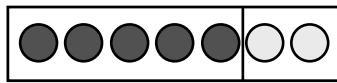
Later, children will discover that partners can change places without changing the total. This concept is called “switch the partners.” Once children understand switching partners, they can find the break-aparts of a number more quickly. They simply switch each pair of partners as they discover them.

Shown below are the break-aparts and switched partners of the number 7. Sometimes children also write this information on a double-decker train.

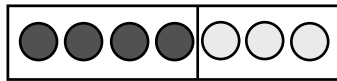
Break-Aparts of 7



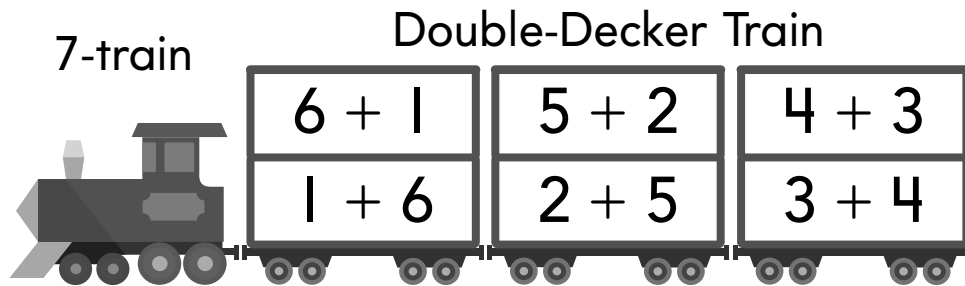
$$6 + 1 \quad \text{or} \quad 1 + 6$$



$$5 + 2 \quad \text{or} \quad 2 + 5$$



$$4 + 3 \quad \text{or} \quad 3 + 4$$



You will see the circle drawings and the partner trains on your child’s math homework. Be ready to offer help if it is needed.

If you have any questions or problems, please contact your child's teacher.



Write the partners.

1

● ● ● ● ○

5 = 4 + 1

● ● ● ○ ○

5 = _____

● ● ○ ○ ○

5 = _____

● ○ ○ ○ ○

5 = _____

2

○ ○ ○ ○

4 = 3 + 1

○ ○ ○ ○

4 = _____

○ ○ ○ ○

4 = _____

3

● ● ○

3 = 2 + 1

● ○ ○

3 = _____

4

● ○

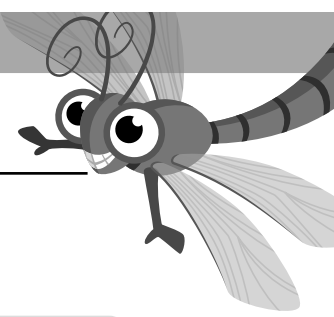
2 = _____

5

5	5	5	5

6

4	4	4



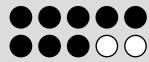
1 Discuss patterns.

Partners of 10



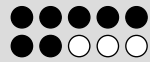
$9 + 1$

$1 + 9$



$8 + 2$

$2 + 8$



$7 + 3$

$3 + 7$



$6 + 4$

$4 + 6$



$5 + 5$

Write the 10-partners.

2

$10 = 9 + 1$

$10 = 8 + 2$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

$10 = \underline{\hspace{2cm}}$

3

10

$9 + 1$

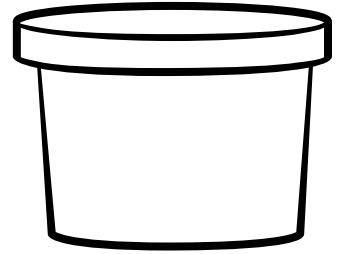
Plant Flowers

- 1 Draw 5 flowers growing in the pot.
Make some red. Make some yellow.

- 2 Write the 5-partners the flowers show.
Then switch the partners.

+

+

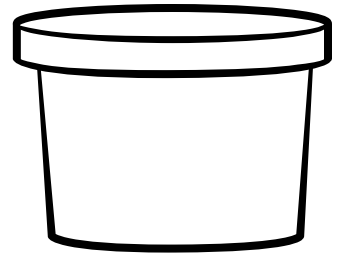


- 3 Draw 10 flowers growing in the pot.
Make some blue. Make some yellow.

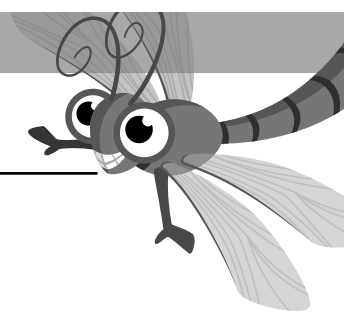
- 4 Write the 10-partners the flowers show.
Then switch the partners.

+

+



- 5 Can you show 10 with blue and yellow flowers
in other ways? Tell why or why not.
-
-



Make a circle drawing for the story problem.
Write the equation.

- 1 There are 4 elephants drinking from the river. Then 2 more elephants join them. How many elephants are there in all?

Equation

- 2 Teresa plants 5 roses in the garden. Hugo plants 4 roses. How many roses did they plant in all?

Equation

- 3 Henry played 6 outside games last week. Then he played 3 computer games. How many games did he play altogether?

Equation



Count on. Write the total.

1 $5 + 2 = \square$

5

2 $6 + 4 = \square$

6

3 $8 + 1 = \square$

8

4 $3 + 5 = \square$

3

5 $7 + 3 = \square$

7

6 $2 + 2 = \square$

2

7 $4 + 5 = \square$

4

8 $9 + 1 = \square$

9

9 $3 + 2 = \square$

3

10 $5 + 1 = \square$

5

Count on to find the total.

$15 \quad 6 + 3 = \square$

$16 \quad 5 + 2 = \square$

$17 \quad 7 + 2 = \square$

$18 \quad 7 + 3 = \square$

$19 \quad 4 + 3 = \square$

$20 \quad 4 + 5 = \square$

$21 \quad 8 + 2 = \square$

$22 \quad 5 + 2 = \square$

$23 \quad 4 + 2 = \square$

$24 \quad 5 + 3 = \square$

$25 \quad 7 + 2 = \square$

$26 \quad 7 + 3 = \square$

$27 \quad 6 + 2 = \square$

$28 \quad 6 + 4 = \square$

$29 \quad 3 + 4 = \square$

PATH to FLUENCY Add.

$1 \quad 7 + 0 = \square$

$2 \quad 1 + 8 = \square$

$3 \quad 0 + 8 = \square$

$4 \quad 9 + 0 = \square$

$5 \quad 7 + 1 = \square$

$6 \quad 10 + 0 = \square$

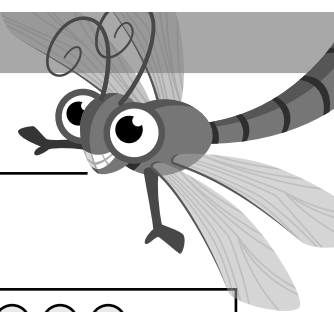
$7 \quad 6 + 1 = \square$

$8 \quad 8 + 0 = \square$

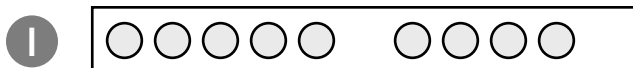
$9 \quad 8 + 1 = \square$

✓ Check Understanding

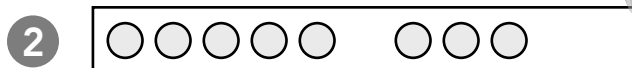
Draw dots to show how to count on to solve $6 + 4 = \square$.



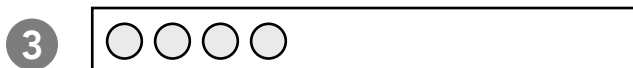
Use the picture to solve the equation.



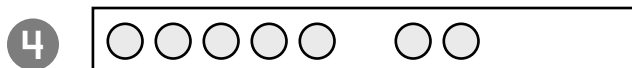
$$9 - 6 = \square$$



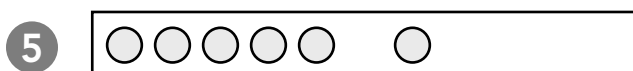
$$8 - 5 = \square$$



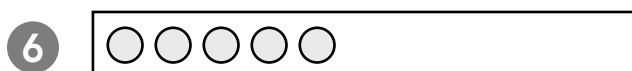
$$4 - 4 = \square$$



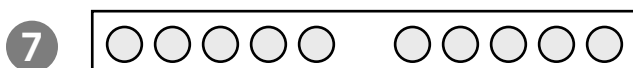
$$7 - 3 = \square$$



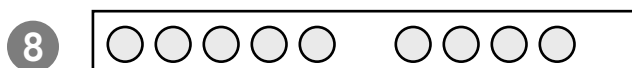
$$6 - 5 = \square$$



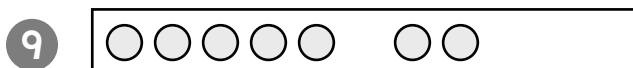
$$5 - 4 = \square$$



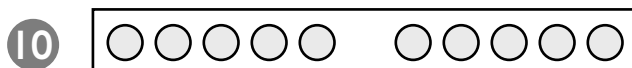
$$10 - 6 = \square$$



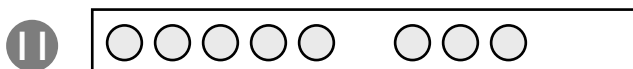
$$9 - 3 = \square$$



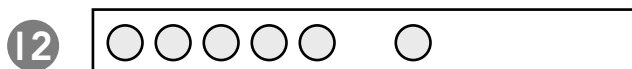
$$7 - 6 = \square$$



$$10 - 2 = \square$$



$$8 - 4 = \square$$



$$6 - 2 = \square$$

VOCABULARY
vertical form

Equations

$$5 + 3 = 8$$

$$8 - 5 = 3$$

Vertical Forms

$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array}$$

Solve the **vertical form**. Use any method.

7 $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$

8 $\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$

9 $\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$

10 $\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$

11 $\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$

Solve the vertical form. Think about addition.

12 $\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$

13 $\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$

14 $\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$

15 $\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$

16 $\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$

PATH to FLUENCY Subtract.

1 $4 - 0 = \square$

2 $6 - 1 = \square$

3 $4 - 2 = \square$

4 $9 - 1 = \square$

5 $5 - 2 = \square$

6 $8 - 0 = \square$

7 $3 - 2 = \square$

8 $9 - 0 = \square$

9 $7 - 1 = \square$

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✓ Check Understanding

Write the related subtraction equation for $5 + 4 = 9$. Write the vertical form.

Relate Addition and Subtraction

Name: _____

Math Facts 0 - 10

Speed Math

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

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

Time: _____ Score: _____

This activity may not be appropriate for kindergarten and some first grade students. Work on counting or other math skills instead.

(Addition With Regrouping)

7.

tens	ones
<input type="text"/>	
8	2
+	6
<input type="text"/>	<input type="text"/>

Did you regroup?
yes no

8.

tens	ones
<input type="text"/>	
2	4
+	7
<input type="text"/>	<input type="text"/>

Did you regroup?
yes no

9.

tens	ones
<input type="text"/>	
7	0
+	9
<input type="text"/>	<input type="text"/>

Did you regroup?
yes no

10. A seal ate 32 fish. Then it ate 9 more.
How many fish did the seal eat in all?

tens	ones
<input type="text"/>	
3	2
+	9
<input type="text"/>	<input type="text"/>



Name : _____

This activity may not be appropriate for kindergarten and many first grade students. Work on counting or other math skills instead.

$$\begin{array}{r} 78 \\ + 66 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ + 55 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 71 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ + 69 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 17 \\ \hline \end{array}$$

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

$$\begin{array}{r} 24 \\ + 79 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ + 82 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ + 71 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ + 53 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ + 69 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ + 70 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ + 66 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 16 \\ \hline \end{array}$$

