



# At-Home Learning Packet #3

Kindergarten — Grade 2

**BELIEVE**  
*in the*  
**CHANGE**<sup>SM</sup>





# BCPS Weekly Homework Calendar

**Read for 20 minutes every day and fill in your Reading Log!**

Week of May 11

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read "Ben's Hens." Answer Questions 1-6.  Work on sight words.	<ul style="list-style-type: none"> <li>Read "Ben's Hens" again.</li> <li>Cut apart the letters on page 12. Use them to make as many words as you can. Write the words you made.</li> </ul>	<ul style="list-style-type: none"> <li>Read from any book you have. Write, draw or tell someone your favorite part. Answer 2 questions from the Reading Log boxes</li> <li>Complete page 18: Short i words.</li> </ul>	<ul style="list-style-type: none"> <li>Read: "Friday Night with Mom" and answer questions 1-4.</li> <li>Complete page 19: Spelling: Words with R Blends</li> </ul>	<ul style="list-style-type: none"> <li>Read from any book you have. Answer 2 questions from the Reading Log boxes</li> <li>Work on sight words.</li> </ul>

\*If the stories are too hard, read with a sibling or a grown up.

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	Complete the first Journal Entry: The Best Day Ever!	Write a story about The Worst Day Ever!	Make a list of things that are fun and things that are not fun.  2 <sup>nd</sup> grade: Write a story about one of the things on this list.	Write about your best day of the week or about watching a movie with your family or friends.	Write all the words you know in 5 minutes!  *Put 5 of these words in sentences.  *2 <sup>nd</sup> grade: Write a paragraph using 5 of these words.

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Complete page 23: Hundreds Chart.  Kindergarten: Do half. 1 <sup>st</sup> and 2 <sup>nd</sup> : Whole page.  Bonus: Color all the even numbers	Complete page 24: Counting.  2 <sup>nd</sup> grade: Add greater than > or less than < for Problem 2 (a.b.c.d.).  Practice counting by 2's.	Kdg: Practice naming a penny, nickel, dime, and quarter. Count pennies and nickels. 1 <sup>st</sup> and second: Get some coins. Count to see how much money you have.	All: Practice Addition Flash Cards from last week. If you don't have the cards, use playing cards. Turn 2 cards over and add the numbers together.	Kdg/1 <sup>st</sup> : Practice counting by 1's, 5's and 10's. Bonus: Count backwards by 1's.  2 <sup>nd</sup> : Practice counting by 5's, 10's, 2's, and then 3's.



# BCPS Weekly Homework Calendar

Week of May 11

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Social Emotional/Phys Ed.</b>	Say at least 5 nice things to people today.	Do jumping jacks and pushups. Keep track of how many you can do!	Write a note, text, or email to your favorite person. Tell them why they are special to you.	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 5 minutes?

- Find/make rhyming words: How many words can you think of that rhyme with **sit**? Name them. How about: **box, cup, mug, and**
- Practice sight words/every day words. Read and write these words often!

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



# BCPS Weekly Homework Calendar

Week of May 18

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p>Read "The Rhyme Game." Answer the questions on page 13.</p> <p>Work on sight words.</p>	<ul style="list-style-type: none"> <li>Read "The Rhyming Game" again. Complete the matching sheet on page 14.</li> <li>Cut apart the letters on page 17. Use them to make as many words as you can. Write the words you made.</li> </ul>	<ul style="list-style-type: none"> <li>Read from any book you have. Write, draw or tell someone your favorite part. Answer 2 questions from the Reading Log boxes</li> <li>Complete page 20: Short O words.</li> </ul>	<ul style="list-style-type: none"> <li>Read: "The Rhyming Game."</li> <li>Complete page 15: Write sentences with Rhyming Words.</li> <li>Make and write words with the letters you cut out on Tuesday.</li> </ul>	<ul style="list-style-type: none"> <li>Read from any book you have. Answer 2 questions from the Reading Log boxes</li> <li>Practice reading the words on page 10 and 11.</li> <li>Bonus: Work on sight words.</li> </ul>

\*If the stories are too hard, read with a sibling or a grown up.

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	<p>Complete the Journal on page 22. Write a letter to someone to thank them.</p>	<p>Write a story about The Worst Day Ever!</p>	<p>Make a list of words that rhyme.</p> <p>2<sup>nd</sup> 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>2<sup>nd</sup> grade: Write a paragraph using 5 of these words.</p>	<p>Write a recipe for making some kind of food. This can be a real or a make believe recipe. Make sure you list the ingredients and amounts needed, the steps to make it, and how long to cook it.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	<p>Complete page 26: Two Groups and a Total.</p> <p>Cut out subtraction flash cards and practice subtraction.</p>	<p>Complete page 27: Coins</p> <p>Bonus: Kdg/1<sup>st</sup>: Practice counting by 1's, 5's and 10's. Bonus: Count backwards by 1's.</p>	<p>All: Practice Subtraction Flash Cards (Or use playing cards. Turn two cards over and subtract the smaller number from the bigger number).</p>	<p>Complete page 28: Picture Graphs</p> <p>Practice Subtraction flash cards. (Save these for next week!)</p>	<p>Kdg/1<sup>st</sup>: Practice counting by 1's, 5's and 10's. Bonus: Count backwards by 1's. 2<sup>nd</sup>: Practice counting by 2's and then by 3's.</p> <p>Finish any work from this calendar</p>



# BCPS Weekly Homework Calendar

Week of May 18

					that isn't done.
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	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional/Phys Ed.	Say at least 5 nice things to people today.	Do jumping jacks and pushups. Keep track of how many you can do!	Have you checked in with your teacher? Send them a note, text, or email!	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 5 minutes?

- Find/make rhyming words: How many words can you think of that rhyme with **black**? Name them. How about: sad, boo, see, lid
- Practice sight words/every day words. Here are a few to get you started: (words in gray are last week's words).

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!

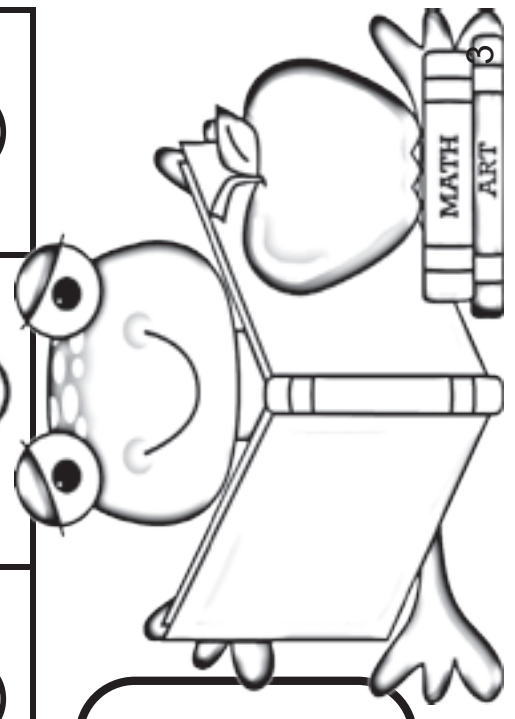


<p><b>How did the story end?</b></p>	<p><b>Who is your favorite character?</b></p> 	<p><b>Is this book like any other book you have read? Which one?</b></p>
<p><b>How does the main character feel in this book?</b></p>	<p><b>Which words in the book were tricky?</b></p>	<p><b>Where does the story take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

# My Reading Log

Date	Title	My Rating		
		😊	😐	☹️
		😊	😐	☹️
		😊	😐	☹️
		😊	😐	☹️
		😊	😐	☹️
		😊	😐	☹️

My favorite book was \_\_\_\_\_





# 1<sup>st</sup> & 2<sup>nd</sup> Grade Reading Log

1. Read 20 to 30 minutes each night for Homework.
2. Write a Summary about what you read.
3. Find at least 3 new or interesting vocabulary words.

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

Week of: \_\_\_\_\_

<b>Monday</b>	Title: _____ Summary: _____ _____ _____ _____ Minutes Read: _____ Parent Signature: _____	<b><u>Vocabulary:</u></b> 1. _____ 2. _____ 3. _____ 4. _____
<b>Tuesday</b>	Title: _____ Summary: _____ _____ _____ _____ Minutes Read: _____ Parent Signature: _____	<b><u>Vocabulary:</u></b> 1. _____ 2. _____ 3. _____ 4. _____
<b>Wednesday</b>	Title: _____ Summary: _____ _____ _____ _____ Minutes Read: _____ Parent Signature: _____	<b><u>Vocabulary:</u></b> 1. _____ 2. _____ 3. _____ 4. _____
<b>Thursday</b>	Title: _____ Summary: _____ _____ _____ _____ Minutes Read: _____ Parent Signature: _____	<b><u>Vocabulary:</u></b> 1. _____ 2. _____ 3. _____ 4. _____
<b>Friday</b>	Title: _____ Summary: _____ _____ _____ _____ Minutes Read: _____ Parent Signature: _____	<b><u>Vocabulary:</u></b> 1. _____ 2. _____ 3. _____ 4. _____

Read the story and answer the questions.

## Ben's Hens

Ben had a red hen.

Ben kept the hen in a pen. The hen sat on its eggs.

It sat and sat and sat.

When Ben got up, the hen was still on its eggs.

When Ben went to bed, the hen was still there.

Then the hen was a mom!

1. Ben had a:

dog

cat

hen

2. The hen was:

wet

red

mad

3. Ben kept the hen in a:

box

pen

pet

4. The hen sat on:

- a bed
- a mat
- its eggs

5. When Ben went to bed, the hen:

- sat and sat
- had a snack
- went with Ben

6. The hen sat and sat and was a:

- kid
- dad
- mom

## Dear Family Member:

Ask your child to cut out the letter cards. Arrange the cards to make the word cat. Have your child read the word, sound by sound. Repeat with the following words: *pat, pot, pit, nap, it, got, dog, dig, not*. If your child does well reading the words, read the words aloud one at a time, and ask him or her to spell the word by arranging the letter cards.

a	p	n
c	g	i
o	t	d



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

Date: \_\_\_\_\_

## Grade 1 Reading Comprehension Worksheet

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### Friday Night with Mom By Bruce Larkin

Read the passage.

"It's Friday," said Nathan. "Friday is the best day of the week!" "Yes," said Mom. "I will pick you up after school." "Good," said Nathan, "Tonight we can watch a movie together." "What do you want for dinner?" asked Mom. "Shrimp please," said Nathan. "I love shrimps!" That night, Nathan and Mom ate shrimps and watched a movie. "I love Fridays," said Nathan. "I do, too," said Mom.



Answer each question.

1. Which day is the best day for Nathan?

\_\_\_\_\_

2. Who will pick up Nathan after school?

\_\_\_\_\_

3. Which food Nathan like the most?

a. Fish   b. Shrimp   c. Chicken

4. Did Mom and Nathan watch a movie?

\_\_\_\_\_

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Directions: Sound out the words. Keep practicing until you can read the words fluently.

1. met man mat bat

2. zip zap sip vat

3. cut cot got gut

4. pet vet vat fat

5. rot rob rod red

6. fox fix fax fan

7. spill grab stop spit

8. clip drip drop drum

9. cabs dogs crabs crust

10. flint flag print flap

11. mess mass miss muss



12. kong king kin ken

13. wack wax wick wicks

14. ships chops chips chaps

15. chin shin shun sin

16. that fin this thin

17. chin jill chill spill

18. quest chest quill best

19. bus buzz boss buff

20. ebb edd odd bibb

# The Rhyme Game

by Guy Belleranti

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

James nodded. "Truck," he said. "Duck,"

Bella rhymed.

"House," James said. "Mouse," Bella

rhymed.

"Dog," James said. "Frog," Bella rhymed.

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

"Yes," Bella said.

"Dress," James rhymed.

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

now."

"Cow," James rhymed. "No," Bella said, laughing harder. "No, no, no."

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

Bella laughed so hard she rolled on the grass. James

rolled next to her. Rhyming was fun!



# The Rhyme Game

by Guy Belleranti



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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

# The Rhyme Game

by Guy Belleranti



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

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

# The Rhyme Game

by Guy Belleranti



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

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

examples:      A mouse is in my house.  
My dog chased a frog.

1. \_\_\_\_\_  
    \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_  
    \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_  
    \_\_\_\_\_

\_\_\_\_\_

## Dear Family Member,

Ask your child to cut out the letter cards and arrange the cards to make the word *sit*. Have your child read the word, sound by sound. Repeat with the following words: *sat, mat, man, van, hit, hat, fit, fan, in*. If your child does well reading the words, read the words aloud one at a time and ask your child to spell the word by arranging the letter cards.

s	m	f
<u>n</u>	i	t
a	h	v



## Dear Family Member,

Ask your child to cut out the letter cards. Have your child arrange the cards to make a series of real words and/or silly words (e.g. *shup*). Have your child read the words. Discuss whether each word is real or silly. Modification: Arrange the cards yourself and have your child read the words. Extension: Have your child copy the words onto a sheet of paper. Please keep the cards for future practice.

ch	<u>p</u>	i	s
m	a	j	z
u	sh	x	th
qu	<u>b</u>	t	o
w	e	ng	g





Name \_\_\_\_\_

**Read the spelling words.**

pin

win

hit

sit

miss

kiss

sad

map

be

ride

**Write the words that end with i.**

\_\_\_\_\_

— — — — —

1. \_\_\_\_\_

\_\_\_\_\_

— — — — —

2. \_\_\_\_\_

**Write the words that end with in.**

\_\_\_\_\_

— — — — —

3. \_\_\_\_\_

\_\_\_\_\_

— — — — —

4. \_\_\_\_\_

**Write the words that end with iss.**

\_\_\_\_\_

— — — — —

5. \_\_\_\_\_

\_\_\_\_\_

— — — — —

6. \_\_\_\_\_

**Write the words that end with the letter e.**

\_\_\_\_\_

— — — — —

7. \_\_\_\_\_

\_\_\_\_\_

— — — — —

8. \_\_\_\_\_



Name \_\_\_\_\_

**Read the words. Say each word.**

crib	crab	grab	grass	trap
trip	hit	win	that	good

**Complete each word with the letter a.**

- |                |               |
|----------------|---------------|
| 1. gr _____ ss | 2. th _____ t |
| 3. cr _____ b  | 4. tr _____ p |
| 5. gr _____ b  |               |

**Complete each word with the letter i.**

- |               |               |
|---------------|---------------|
| 6. h _____ t  | 7. cr _____ b |
| 8. tr _____ p | 9. w _____ n  |

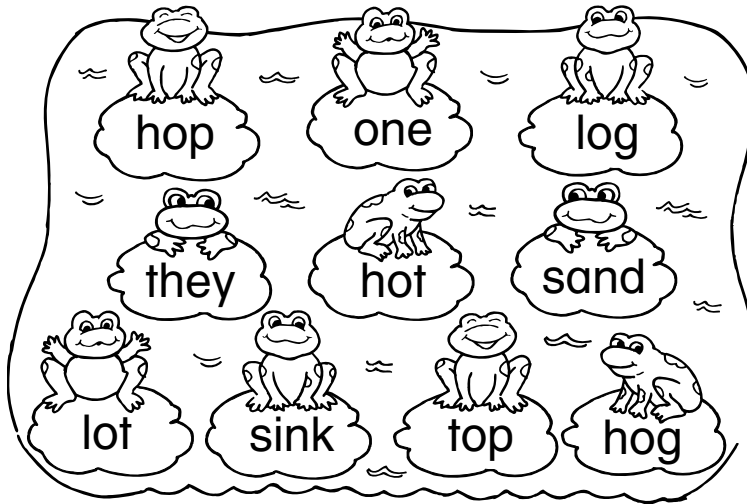
**Complete the word with oo.**

10. g \_\_\_\_\_ d

Name \_\_\_\_\_

hop top log hog hot  
lot sand sink one they

**Circle the words that have the short o sound.**

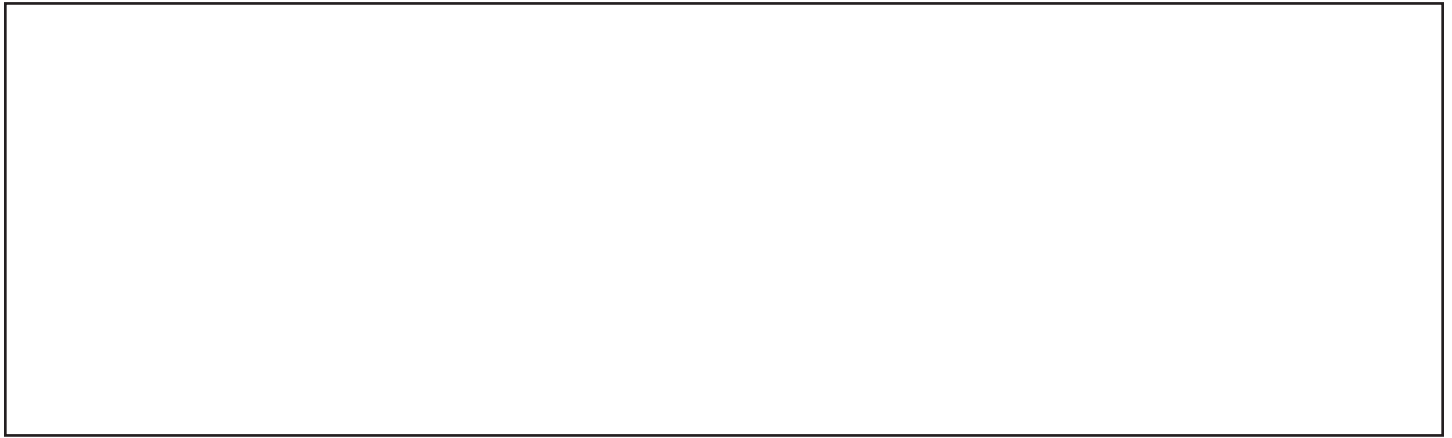


**Write the words you circled.**

_____	_____	_____
_____	_____	_____
1. _____	2. _____	3. _____
_____	_____	_____
_____	_____	_____
4. _____	5. _____	6. _____



# Journal Entry 11



Think about a really fun day you have had. Draw a picture of something that happened that day. Then write or tell a story about the best day ever.

The best day ever

was

Writing Checklist—I have checked my writing for:

Neat Handwriting

Spaces Between Words

Capital Letters

Punctuation

# Journal Entry

We all need help from others. Think about your time at home. Who or what has really helped you? Write a letter to that person or thing thanking them for helping you.

Dear \_\_\_\_\_,

Your friend,

Writing Checklist—I have checked my writing for:

Neat Handwriting

Spaces Between Words

Capital Letters

Punctuation

# Hundreds Chart

Fill in the missing numbers. (Kindergarten 1 -20, 1<sup>st</sup> and 2<sup>nd</sup>: All)

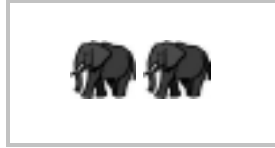
<b>1</b>					<b>6</b>		<b>8</b>		<b>10</b>
	<b>12</b>	<b>13</b>				<b>17</b>		<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>					<b>28</b>		<b>30</b>
	<b>32</b>	<b>33</b>				<b>37</b>	<b>38</b>	<b>39</b>	
<b>41</b>	<b>42</b>		<b>44</b>		<b>46</b>		<b>48</b>	<b>49</b>	<b>50</b>
	<b>52</b>	<b>53</b>		<b>55</b>		<b>57</b>			<b>60</b>
	<b>62</b>		<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>		<b>69</b>	
			<b>74</b>	<b>75</b>	<b>76</b>			<b>79</b>	
<b>81</b>	<b>82</b>	<b>83</b>			<b>86</b>			<b>89</b>	<b>90</b>
		<b>93</b>						<b>99</b>	

# Counting

1. Count. Write the number in the box.



a.



b.



c.



d.



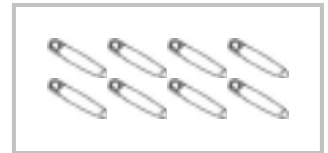
e.



f.



g.



h.







2. Count. Write the number. Then circle the number that is MORE.

<p>a.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <input style="width: 50px; height: 50px;" type="text"/> <input style="width: 50px; height: 50px;" type="text"/> </div>	<p>b.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <input style="width: 50px; height: 50px;" type="text"/> <input style="width: 50px; height: 50px;" type="text"/> </div>
<p>c.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <input style="width: 80px; height: 60px;" type="text"/> <input style="width: 80px; height: 60px;" type="text"/> </div>	<p>d.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <input style="width: 50px; height: 50px;" type="text"/> <input style="width: 50px; height: 50px;" type="text"/> </div>












## Two Groups and a Total

1. Make two groups.

<p>a. 4</p>  <p>1 and 3</p>	<p>b. 4</p>  <p>2 and 2</p>	<p>c. 4</p>  <p>3 and 1</p>
<p>d. 5</p>  <p>3 and 2</p>	<p>e. 5</p>  <p>2 and 3</p>	<p>f. 5</p>  <p>1 and 4</p>

2. Make two groups. Write how many are in the second group.

<p>a. 4</p>  <p>1 and _____</p>	<p>b. 4</p>  <p>2 and _____</p>	<p>c. 4</p>  <p>3 and _____</p>
<p>d. 5</p>  <p>4 and _____</p>	<p>e. 5</p>  <p>3 and _____</p>	<p>f. 5</p>  <p>2 and _____</p>
<p>g. 5</p>  <p>1 and _____</p>	<p>h. 5</p>  <p>5 and _____</p>	<p>i. 5</p>  <p>0 and _____</p>



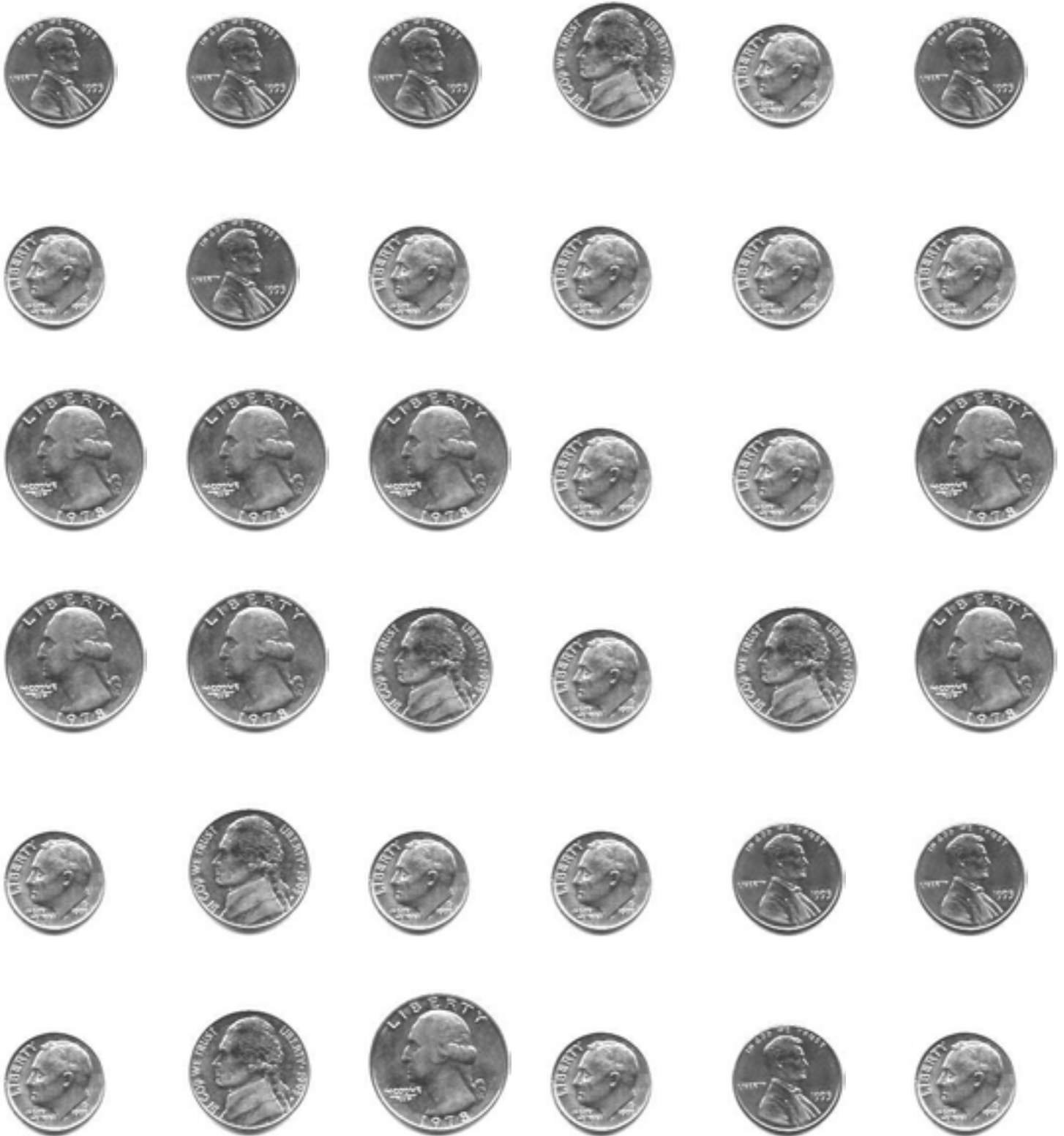
Name: \_\_\_\_\_

Label the Penny with a P Nickel with a N Dime with a D Quarter with a Q

Kindergarten: Label the coins. Find the total value of the pennies and of the nickels. (How much money?)

1st grade: Label the coins. Find the total value of the pennies, the nickels, and the dimes.

2nd grade: Label the coins. Find the total value of the pennies, the nickels, the dimes, and the quarters.



# Picture Graphs: Favorite Ice Cream

Read the picture graph to find out how many people like different kinds of ice cream!



Chocolate

Vanilla

Strawberry

Chocolate Chip

1. How many people like chocolate ice cream? \_\_\_\_\_
2. How many people like strawberry ice cream? \_\_\_\_\_
3. How many people like vanilla ice cream? \_\_\_\_\_
4. How many people like chocolate chip ice cream? \_\_\_\_\_
5. What is the least popular ice cream? \_\_\_\_\_
5. What is the most popular ice cream? \_\_\_\_\_

## Hundreds Chart

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

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

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



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

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

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

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

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

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

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

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

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

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

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



$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

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

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

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

