



# Grade 1

# My Summer Learning Packet







# 1st Grade Summer Learning Packet

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<b>Recommended Online Usage</b>	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



## COMPTON UNIFIED SCHOOL DISTRICT

Support Learning  
at Home



### MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

### EDUCATIONAL SERVICES

PHONE:  
(310) 639-3165

WEBSITE:  
[www.compton.k12.ca.us](http://www.compton.k12.ca.us)

### SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

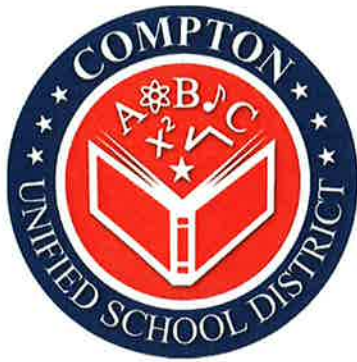
Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



## DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning  
at Home



### MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos ver a todos en agosto.

### SERVICIOS EDUCATIVOS

TELÉFONO:  
(310) 639-3165

SITIO WEB:  
[www.compton.k12.ca.us](http://www.compton.k12.ca.us)

### PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímelos a llevar libros de lectura a casa de la biblioteca de su salón de clases/biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.























Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!



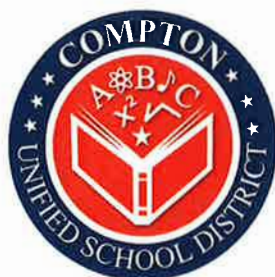
SUMMER ENRICHMENT

# Summer Reading Log

NUMBER	TITLE	RATING
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		







# Grade 1

E L A







Name \_\_\_\_\_

Read the words with the long a sound spelled a, ai, and ay. Write a word from the box to complete each sentence.

apron    clay    nail    train    day    paint

1. I will ride on a \_\_\_\_\_.



2. Kate made a vase out of \_\_\_\_\_.



3. Use the brush to \_\_\_\_\_.



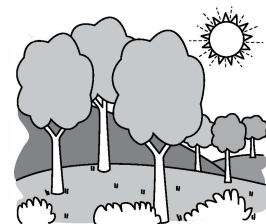
4. You can hang things with a \_\_\_\_\_.



5. Jan put on an \_\_\_\_\_.



6. It is a nice \_\_\_\_\_.



Name \_\_\_\_\_

**A. Read each sentence. Circle the words that have a long a sound. Write the words on the line.**

1. The dog wags his tail.

---



---



---

2. I will mail you the box.

---



---



---

3. A snail is not fast.

---



---



---

4. Today it will rain.

---



---



---

5. It is fun to play with clay.

---

**B. Write a sentence about the picture.  
Use a long a word.**



6.

---



---



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# A Fox Tail

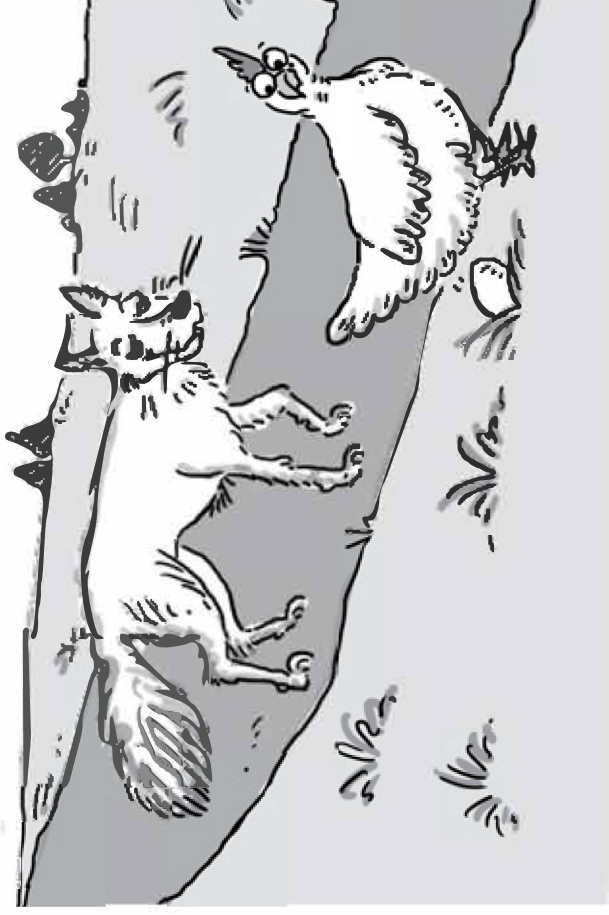


Fox asked Hen for an egg. Hen shook her head.

“Why not?” asked Fox.

“Ha!” said Hen. “You can not trick me, Fox. I see a fox tail!”

④



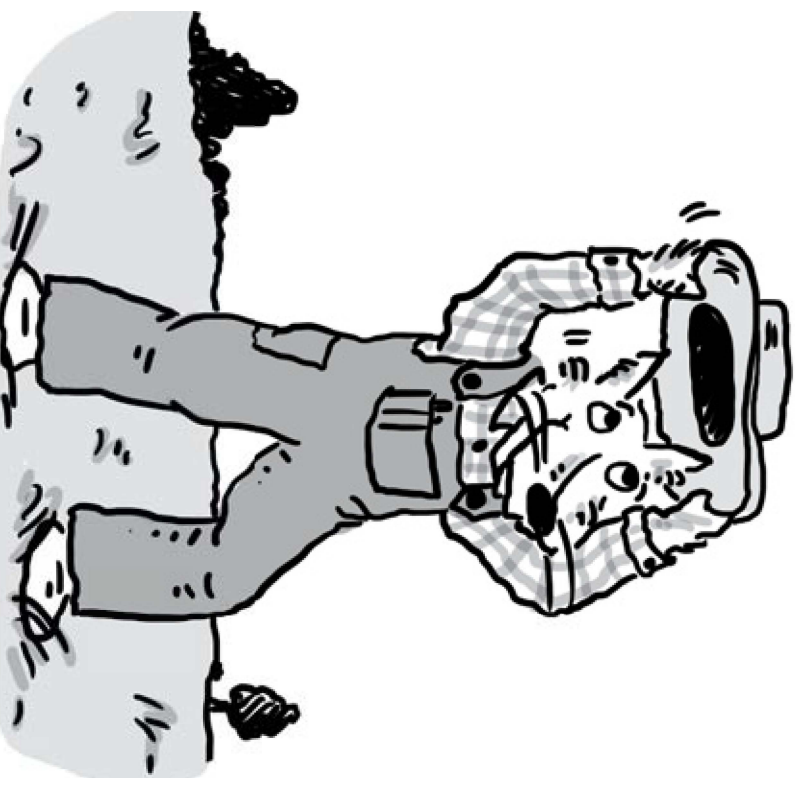
Fox loved to eat. He was always looking for good food.

“I see Hen,” Fox said. “I will ask her for an egg.”

①



“Good Day, Hen,” said Fox.  
“May I take that egg from you?”  
“Why would I give a fox one of my  
eggs?” asked Hen.



So Fox decided to play a trick.  
He dressed up as a farmer. He  
put on a hat and old clothes.  
“This will trick Hen,” said Fox.  
Then he went to visit Hen.

Name \_\_\_\_\_

**A. Reread “A Fox Tail.” Use the numbers to tell the order of the events.**

Write 1 if the sentence tells what happened first.

Write 2 if the sentence tells what happened next.

Write 3 if the sentence tells what happened then.

Write 4 if the sentence tells what happened last.

1. “Why would I give an egg to a fox?” -----  
asked Hen.” \_\_\_\_\_

\_\_\_\_\_  
-----

2. Fox got dressed up. \_\_\_\_\_

\_\_\_\_\_  
-----

3. “I see Hen,” Fox said. “I will ask for an egg.” \_\_\_\_\_

\_\_\_\_\_  
-----

4. “You can not trick me. I see a fox tail!” \_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

Complete each sentence using a word from the box.

about    animal    carry    eight    give    our

\_\_\_\_\_

-----

1. I like the book \_\_\_\_\_ a hen  
who makes bread.

\_\_\_\_\_

-----

2. The bug has \_\_\_\_\_ legs.

\_\_\_\_\_

-----

3. Can you \_\_\_\_\_ those boxes?

\_\_\_\_\_

-----

4. We take \_\_\_\_\_ dog for a walk.

\_\_\_\_\_

-----

5. I will \_\_\_\_\_ Mom a gift.

\_\_\_\_\_

-----

6. A pig is an \_\_\_\_\_.



Name \_\_\_\_\_

**A. Read the words and meanings from a dictionary.**

**special:** important.  
My pup is very **special** to me.

**splendid:** very good.  
I had a **splendid** time with Gram.

**B. Write the meaning for the word. Then write your own sentence using the word.**

\_\_\_\_\_

-----

**1. special** \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

**2. splendid** \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Name \_\_\_\_\_

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

To put words in ABC order, look at the first letter of each word. If words begin with the same letter, look at the second letter.



**Write the words in ABC order. Read the sentence.**

1. me                      help                      Ann                      can

---



---



---

2. like                      pals                      my                      I

---



---



---

3. three                      twigs                      Dan                      picks

---



---



---

4. up                      Bill                      jump                      can

---



---

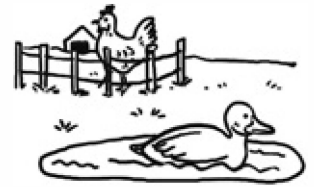


---

Name \_\_\_\_\_

**Use the chart to help you answer the questions.**

<b>Duck</b>	<b>Chicken</b>
wings	wings
long, flat beak	small beak
webbed feet	no webbed feet
lays eggs	lays eggs



1. Which animal has wings?

---



---



---

2. Which animal has a small beak?

---



---



---

3. Which animal has webbed feet?

---



---



---

4. Which animal can lay eggs?

---



---



---

5. Which parts of a duck and a chicken are different?

---



---



---

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add specific words.**

**Draft Model**

Frogs have legs that are good for hopping. Frogs use their legs to jump in the water. Frogs eat bugs, too.

1. What is the topic of the writing?
2. What specific words are in the writing?
3. What other specific words could you use to describe the frogs?

**B. Now revise the draft by adding more specific words to describe the frogs.**

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence. Write the words that have the long e sound.**

1. She is on a team.

_____	_____
-----	-----
_____	_____

2. He needs to sleep.

_____	_____	_____
-----	-----	-----
_____	_____	_____

3. Let's meet on the field.

_____	_____
-----	-----
_____	_____

4. The tree has one green leaf.

_____	_____	_____
-----	-----	-----
_____	_____	_____

**B. Write a sentence using a word you wrote above.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

\_\_\_\_\_

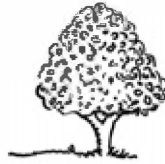
Name \_\_\_\_\_

**A. Write the letters e, ee, ea, or ie on the line to complete the word that names the picture.**

\_\_\_\_\_

-----

1. t r \_\_\_\_\_



\_\_\_\_\_

-----

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



\_\_\_\_\_

-----

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



**B. Write the letters e, ee, ea, or ie to complete the word that fits the clue.**

4. You put this on a bed. s h \_\_\_\_\_ t

\_\_\_\_\_

-----

5. People who play together in a game. t \_\_\_\_\_ m

\_\_\_\_\_

-----

6. This lives in a hive. b \_\_\_\_\_

\_\_\_\_\_

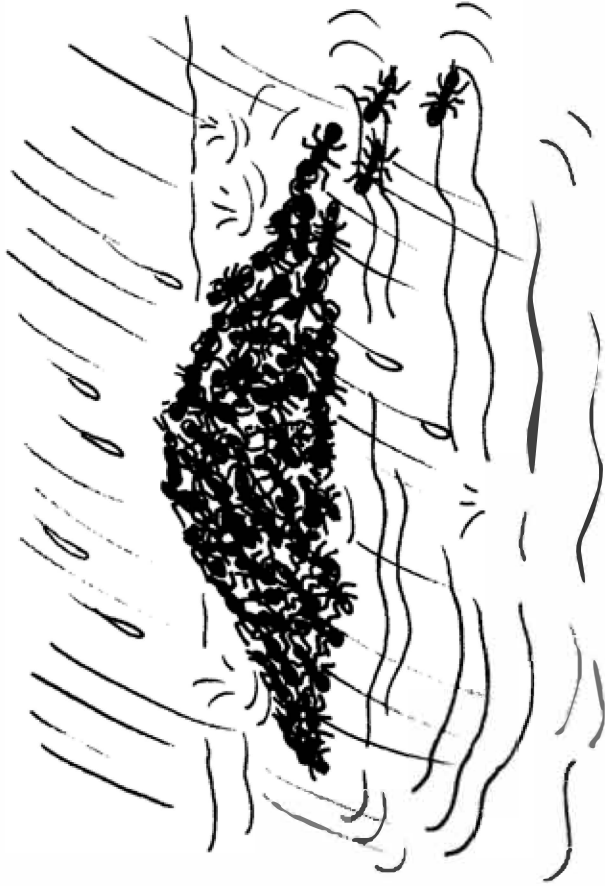
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7. This is a place to play a game. f \_\_\_\_\_ l d

\_\_\_\_\_

-----

# Ants Can Help



The ant raft stays on top of the water. The ants are safe while it rains. They may float to land. Now that's teamwork!

④



It is raining a lot. Water is rising. How can little ants stay safe? Fire ants have a way to keep from drowning. They do it by working in a team.

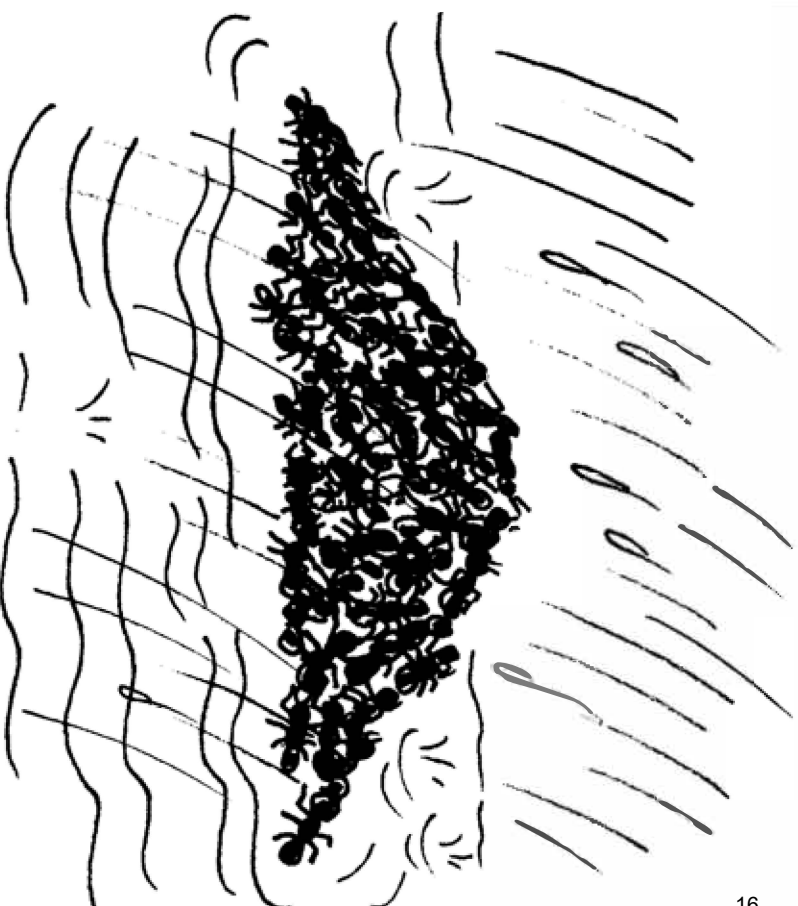
①





The ants make a circle. They weave their legs together. They get in very close to each other.

②



The circle is like a raft. It is a raft of ants! Now the ants can float. Without doing this, the little ants might sink to the bottom.

③

Name \_\_\_\_\_

**A. Reread “Ants Can Help” and follow the directions.****1. Why do the ants need to work together?**


---



---



---

**2. What do the ants do with their legs?**


---



---



---

**3. What do the ants make?**


---



---



---

**4. How does this help the ants stay safe?**


---



---



---

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

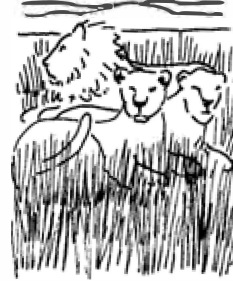
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

**A. Use the underlined clue to figure out the meaning of the word in bold. Write the meaning of the word.**

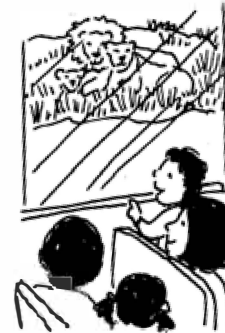
1. The lions sit and **relax** on the grass.

\_\_\_\_\_  
-----  
\_\_\_\_\_



2. Lee wants to go to the zoo. He **enjoys** seeing the lions.

\_\_\_\_\_  
-----  
\_\_\_\_\_



3. The **timid** lion cub hid behind his mother.

\_\_\_\_\_  
-----  
\_\_\_\_\_



**B. Write your own sentence. Use a word in bold.**

\_\_\_\_\_  
-----  
\_\_\_\_\_

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

Name \_\_\_\_\_

**Use the words from the box to complete the sentences.**

into    blue    or    small    other    because

\_\_\_\_\_

-----

1. Sam is a very \_\_\_\_\_ fish.

\_\_\_\_\_

-----

2. He swims in the \_\_\_\_\_ sea.

\_\_\_\_\_

-----

3. Sam can jump up in the waves \_\_\_\_\_ dive deep

down \_\_\_\_\_ the water.

\_\_\_\_\_

-----

4. Sam likes to swim with \_\_\_\_\_ fish, too.

\_\_\_\_\_

-----

5. The fish all swim together \_\_\_\_\_ they want to stay safe.



Name \_\_\_\_\_

**A. Add the prefix re-, un-, or pre- to the underlined word to rewrite the sentence.**

\_\_\_\_\_  
-----

1. The rope is not tied. The rope is \_\_\_\_\_.

\_\_\_\_\_

2. I made the crust before I baked the pie. I \_\_\_\_\_ the crust.

-----

\_\_\_\_\_

-----

3. I use the bag again. I \_\_\_\_\_ the bag.

\_\_\_\_\_

-----

4. She is not happy. She is \_\_\_\_\_.

**B. Write your own sentence using a word with a prefix.**

\_\_\_\_\_

-----

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

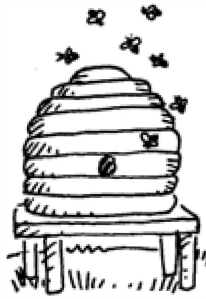
\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**A. Write a caption for each picture.**



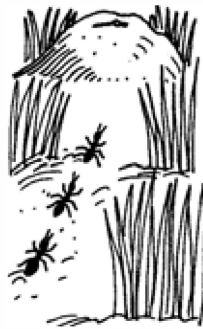
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

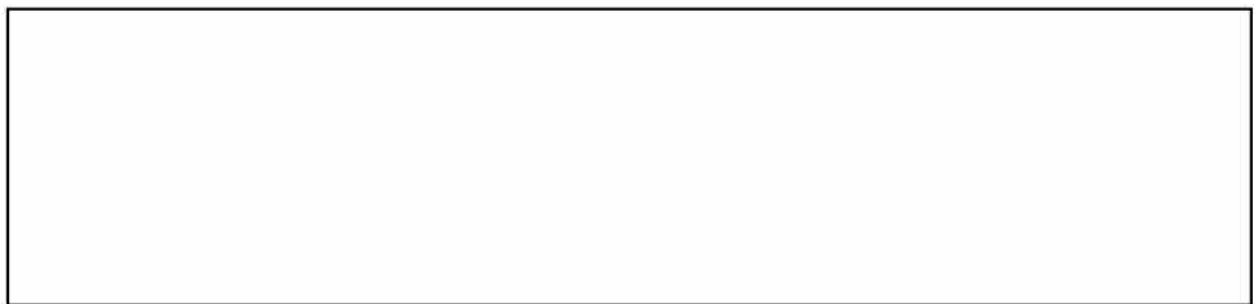
3.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

**B. Draw a picture of an animal. Write a caption.**



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add a topic to the writing.**

### Draft Model

Some fish help each other find food. Sometimes dogs team up to take care of their puppies. Zebras and wildebeests help keep each other safe in the wild.

1. Does the writing tell what the topic is?
2. What do the sentences tell about?
3. What sentence could you add at the beginning to tell the topic?

**B. Now revise the draft by adding a sentence about the topic.**

---



---



---



---



---



---



---



---



---



Name \_\_\_\_\_

**Circle the words that have the same vowel sound as crow. Write the word.**

1. block      bowl      cook

\_\_\_\_\_

-----

\_\_\_\_\_

2. float      flat      flop

\_\_\_\_\_

-----

\_\_\_\_\_

3. lead      lot      load

\_\_\_\_\_

-----

\_\_\_\_\_

4. shop      show      wish

\_\_\_\_\_

-----

\_\_\_\_\_

5. tow      took      top

\_\_\_\_\_

-----

\_\_\_\_\_

6. hog      heat      hold

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the sentence. Circle the words that have a long o sound, as in grow. Write the words.**

1. Joe and his class put on a show.

\_\_\_\_\_

-----

\_\_\_\_\_



2. The tug boat is slow.

\_\_\_\_\_

-----

\_\_\_\_\_



3. I put on my coat to play in the snow.

\_\_\_\_\_

-----

\_\_\_\_\_



4. It is so cold when the wind blows.

\_\_\_\_\_

-----

\_\_\_\_\_

**B. Write your own sentence. Use one or two words you wrote above.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

-----

\_\_\_\_\_

# Crows



How does a crow act? Can it be bold? Yes! A crow likes to take things it sees. It may bring them to its nest. This crow is bringing a shell home! Crows are busy birds.

④



Have you seen a crow? What did it look like? What did it do? Crows are big birds. They have black feathers. They live in many places.

①



What does a crow eat? Crows eat what they find, such as bugs, crops, and seeds. They may even eat things like fish and eggs.

②



Where does a crow live? It lives in a nest. Crows use things they find to make their nests, such as sticks and grass. This nest is open at the top.

③

Name \_\_\_\_\_

**A. Reread “Crows.” Then answer the questions.**

1. The main idea of a selection is what it is mainly about. What is the main idea of “Crows”?

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2. Key details tell you more about the main idea. You can find key details in the words or in photos and illustrations. What is a key detail you read?

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3. What is one more key detail you read?

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4. What is a key detail you saw in the illustrations?

---



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---

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

**A. Reread “Crows.” Then look for words that fit each category. Write the missing word.**

\_\_\_\_\_

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1. Things Crows Eat: bugs, crops, \_\_\_\_\_

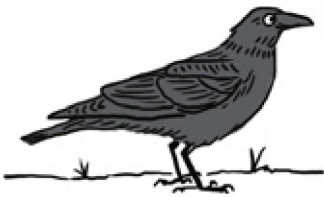
\_\_\_\_\_

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2. Things Crows Do: \_\_\_\_\_, make nests, eat

**B. Write a word category that tells how the words in each group are alike.**

3. wings, beak, legs, feet



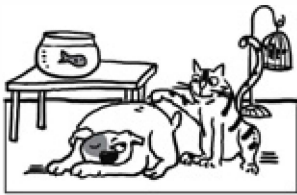
**Word Category:**

\_\_\_\_\_

-----

\_\_\_\_\_

4. dogs, cats, birds, fish



**Word Category:**

\_\_\_\_\_

-----

\_\_\_\_\_

**C. Write three words that fit the word category.**

5. Animals That Swim:

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

Use words from the box to complete the story.

find      food      more      over      start      warm

### A Fun Hike

\_\_\_\_\_

-----

1. We will \_\_\_\_\_ our hike on this path.

\_\_\_\_\_

-----

2. Then we will hike \_\_\_\_\_ the hill.

\_\_\_\_\_

-----

3. Next we must \_\_\_\_\_ a good  
place to camp.

\_\_\_\_\_

-----

4. We have a tent to keep us \_\_\_\_\_.

\_\_\_\_\_

-----

5. We have a lot of \_\_\_\_\_ to cook, too.

\_\_\_\_\_

-----

6. We will have \_\_\_\_\_ fun tomorrow.



Name \_\_\_\_\_

An **open syllable** is a syllable that ends in a vowel.

**A. Read each word. Write the word that has an open syllable. Draw a line between the syllables.**

1. begin

picnic

---



---



---



---

2. inside

silent

---



---



---



---

3. subway

locate

---



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---



---

4. sunset

beneath

---



---



---



---

5. maybe

mistake

---



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**B. Read the words. Write the open syllable.**

6. secret

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---



---

7. open

---



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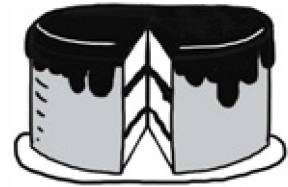
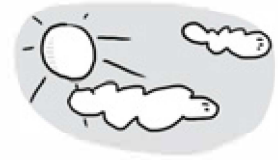


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Name \_\_\_\_\_

**A. Read the sentence. Circle the sensory words.**

1. The sun is bright.
2. The loud truck went down the street.
3. I pat the fluffy chick.
4. The cake has sweet frosting.



**B. Draw an animal you have seen. Then write sensory words to tell what the animal looks like, how it feels, and what it sounds like.**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add a topic to the writing.**

**Draft Model**

Songbirds fly to find food and look for seeds to eat. Dogs use their great noses to smell and find where the food is. Cats like to hunt for their food.

1. Does the writing tell about a topic?
2. What do the sentences tell about?
3. What sentence could you add to tell the topic?

**B. Now revise the draft by adding a sentence about the topic.**

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---

Name \_\_\_\_\_

The long i sound can be spelled with the letters i, y, igh, and ie. Read the long i words in the box. Write the word that fits the clue.

tie      fly      high      kind      child      night

1. This is not day.

\_\_\_\_\_

-----

2. A plane does this.

\_\_\_\_\_

-----

3. Dad can put this on.

\_\_\_\_\_

-----

4. A little girl is this.

\_\_\_\_\_

-----

5. It is way up there.

\_\_\_\_\_

-----

6. A person who is nice.

\_\_\_\_\_

-----

Name \_\_\_\_\_

**A. Write each word that has a long i sound.**

1. child cry chip

_____	_____
-----	-----
_____	_____
_____	_____

2. skip sky sight

_____	_____
-----	-----
_____	_____
_____	_____

3. fry fling fright

_____	_____
-----	-----
_____	_____
_____	_____

4. mind mist my

_____	_____
-----	-----
_____	_____
_____	_____

5. bright bring by

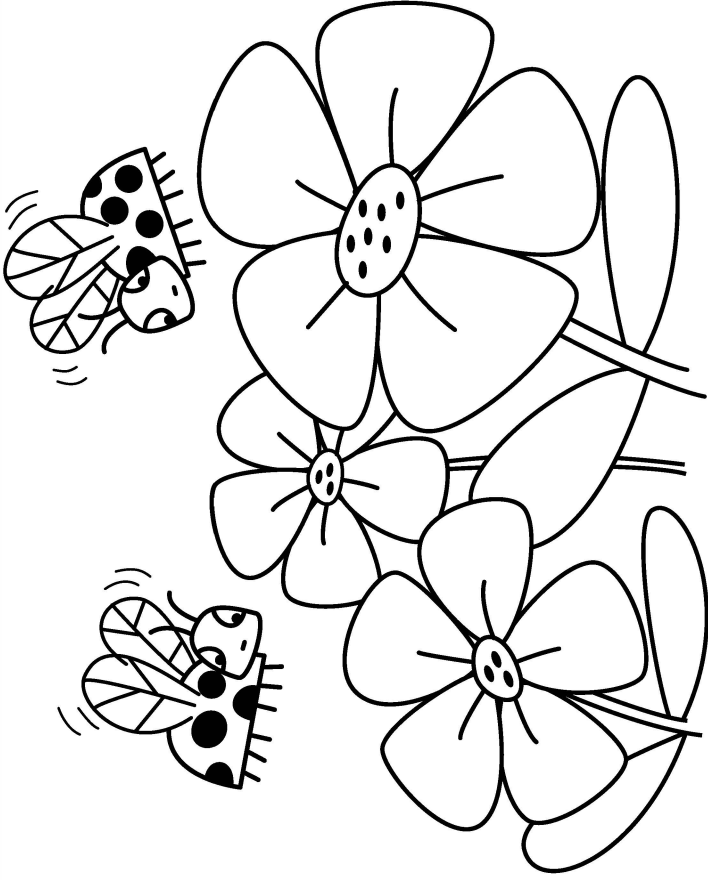
_____	_____
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_____	_____
_____	_____

**B. Write a sentence using a long i word you wrote.**

6.

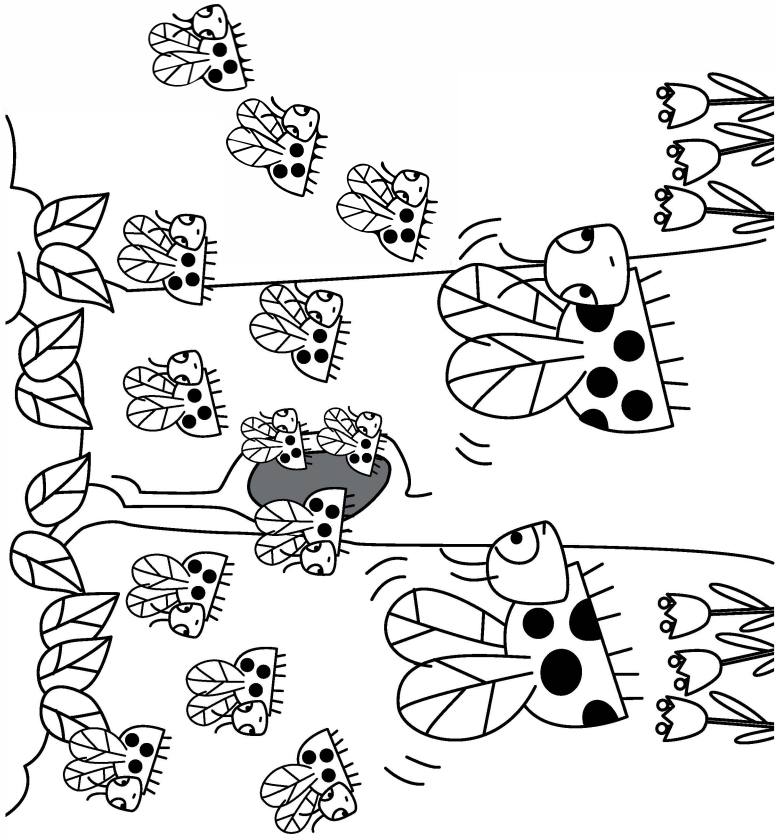
_____
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_____
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_____

# Eve and Pete



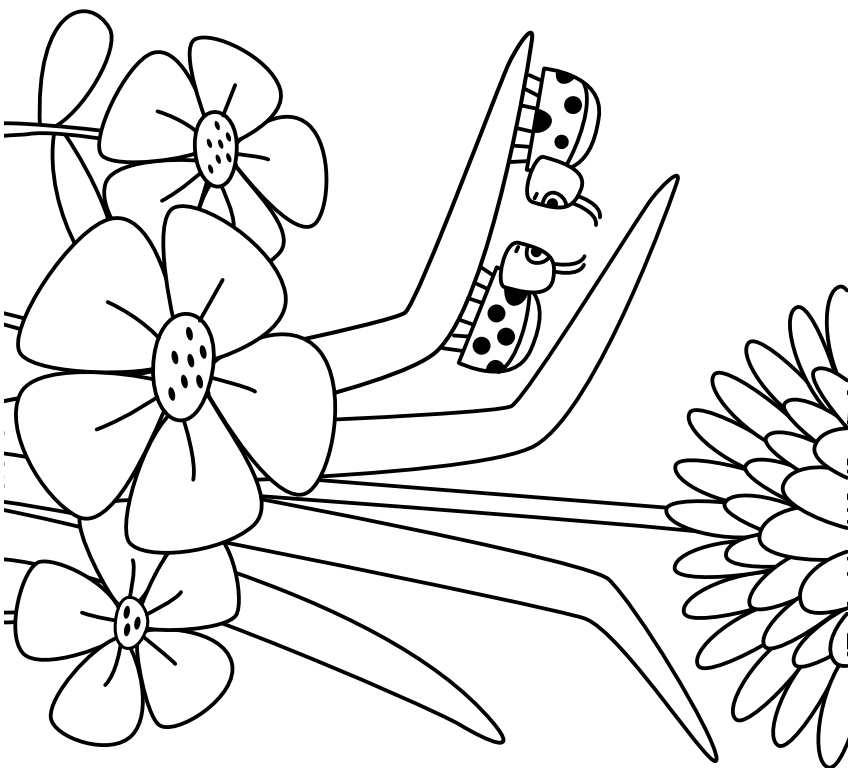
Eve and Pete were best friends.  
They flew everywhere together.  
They were always laughing and  
having fun.

①



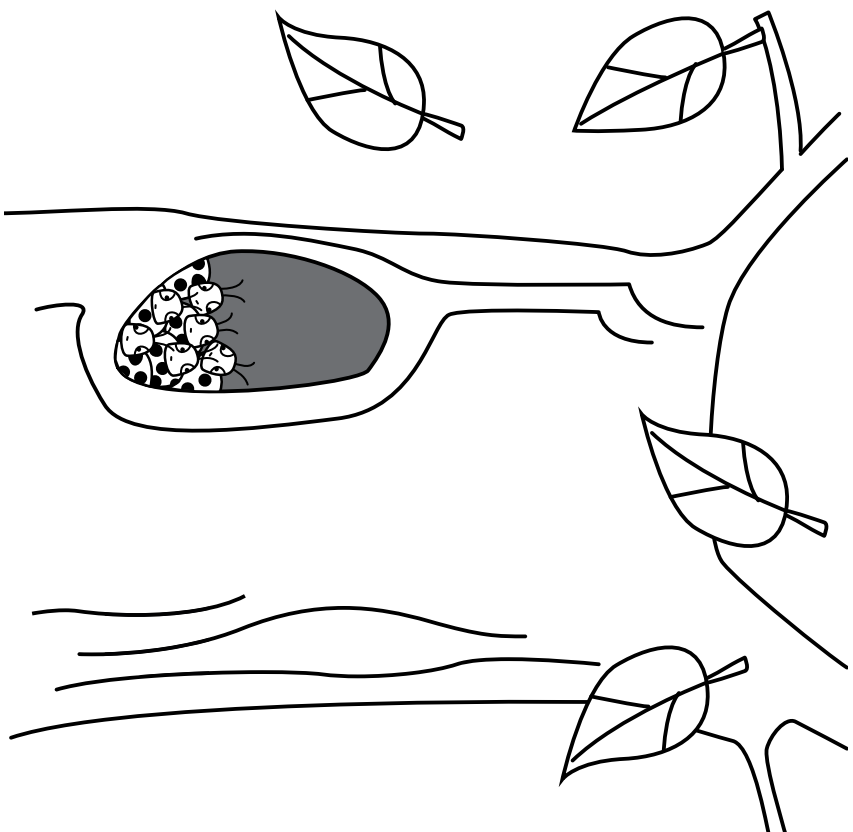
Then the bugs slept and slept.  
One day, the bugs woke up. It  
was spring. It was time to go.  
“Let’s fly!” said Pete and Eve.  
They waved and flew away.

④



Then one day, Pete said, "It's getting cold. We need to find a tree where we can sleep through the winter."  
 "Let's look for one," said Eve.

2



They spotted a huge tree. There were many bugs inside. "Come in and stay with us," said the bugs. "You will be warm all winter here."

3



Name \_\_\_\_\_

**A. Reread “Eve and Pete.” Write the answer to each question.**

1. What are all of the characters? \_\_\_\_\_

2. What did Eve and Pete want?

\_\_\_\_\_

-----

\_\_\_\_\_

3. What were the bugs they met like?

\_\_\_\_\_

-----

\_\_\_\_\_

4. What did all the bugs do in the tree?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

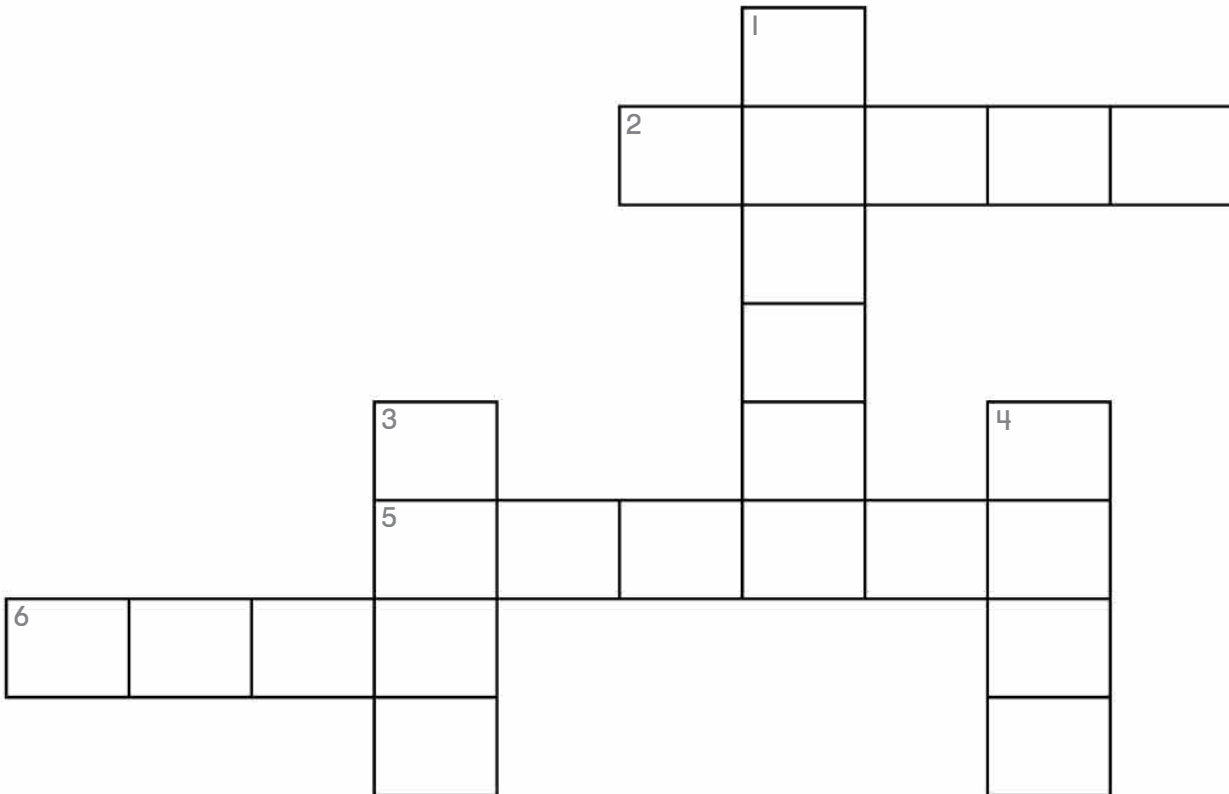
**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

Fill in the puzzle. Use the words in the box.

caught    flew    know    laugh    listen    were



**ACROSS**

- 2. I \_\_\_\_ at funny jokes.
- 5. You will \_\_\_\_ to a tale.
- 6. The bees \_\_\_\_ flying around the hive.

**DOWN**

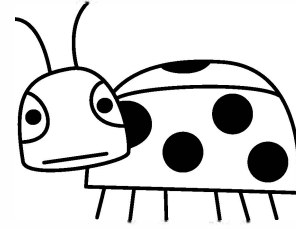
- 1. I \_\_\_\_ a bug in a net.
- 3. Then the bug \_\_\_\_ away.
- 4. Do you \_\_\_\_ how to fix the broken vase?

Name \_\_\_\_\_

**Use context clues in the sentence to figure out the meaning of the word in bold. Fill in the circle of the word's meaning.**

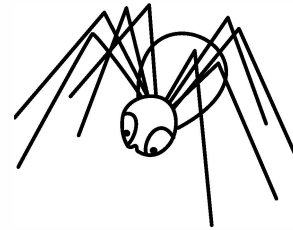
1. There are many kinds of bugs, but all **insects** have six legs.

- bugs  
 legs  
 kinds



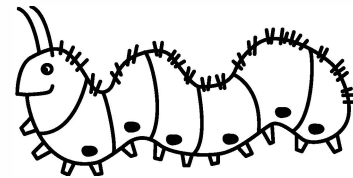
2. Most spiders are **harmless** and won't hurt you.

- fast  
 safe  
 dangerous



3. Some caterpillars have **bristles**, or short hairs on their bodies.

- legs  
 hairs  
 bodies



Name \_\_\_\_\_

**A. Add the ending -ed to each word. Write the new word.**

1. dry

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. try

\_\_\_\_\_  
-----  
\_\_\_\_\_

**B. Add the ending -es to each word. Write the new word.**

3. cry

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. spy

\_\_\_\_\_  
-----  
\_\_\_\_\_

**C. Add the ending -ing to each word. Write the new word.**

5. fry

\_\_\_\_\_  
-----  
\_\_\_\_\_

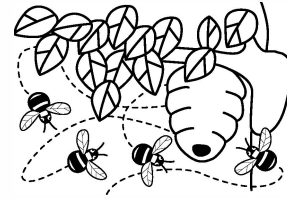
6. dry

\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

**Read the text. Follow the directions.**

## Honeybees



- A.** Honeybees live in a hive. There are many rooms in the hive. The rooms are made from wax. Bees store food in the wax rooms.
- B.** Most bees in the hive are worker bees. Worker bees fly to flowers. They get sweet nectar. Bees eat some of the nectar. They make the rest into honey.

**1.** Write a heading for section A.

---

---

---

**2.** Write a heading for section B.

---

---

---

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add a concluding statement.**

**Draft Model**

Ants are small but they are strong. They work together to build hills around their tunnels. A team of ants can move a large bug or leaf.

1. What is the topic of the writing?
2. What details tell about the topic?
3. What information could you include in a concluding statement?

**B. Now revise the draft by adding a strong conclusion to sum up the writing and tell the main idea.**

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

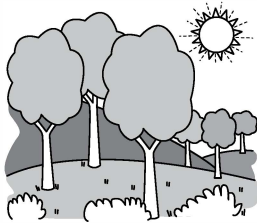
Name \_\_\_\_\_

The letters y and ey at the end of a word can make the long e sound as in baby.

Read the words in the box. Choose a word with a long e ending to complete each sentence.

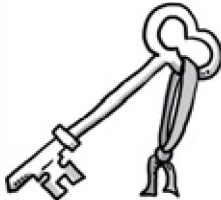
silly made city by lady sunny hay key tie

1.



It is a \_\_\_\_\_ day.

2.



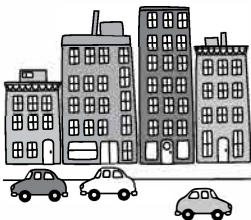
This old \_\_\_\_\_ will open the box.

3.



Jill is a \_\_\_\_\_.

4.



Molly lives in the \_\_\_\_\_.

5.



She is making a \_\_\_\_\_ face.



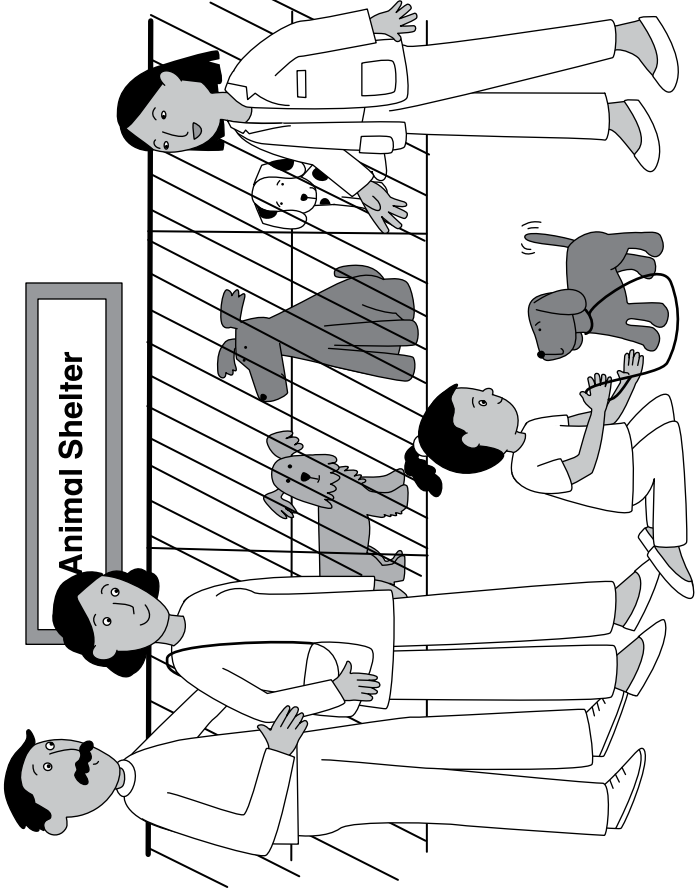
Name \_\_\_\_\_

**Read the story. Circle the words in which y or ey stands for the long e sound. Then write the words below.**

Billy helps his dad. They clean the messy shed. They work quickly. It is not easy. They move the heavy boxes and wipe the dusty shelf. Then dad hangs the keys. When they are done, the shed is tidy.

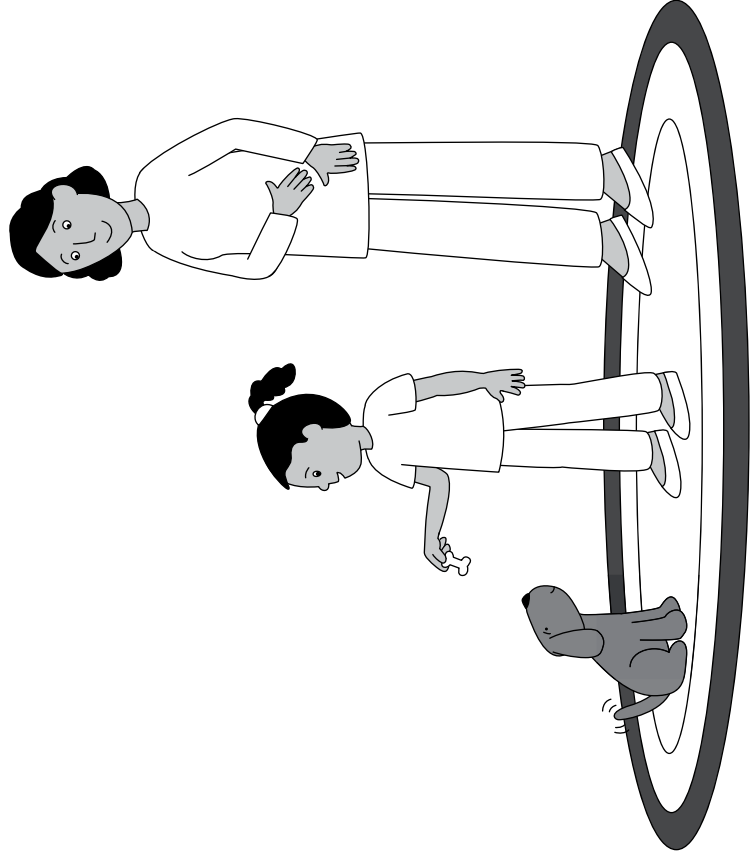
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____

# A New Puppy



Would you like a puppy? You can find one at an animal shelter. All the puppies are so cute! The woman will help you find the best one. She knows all the puppies.

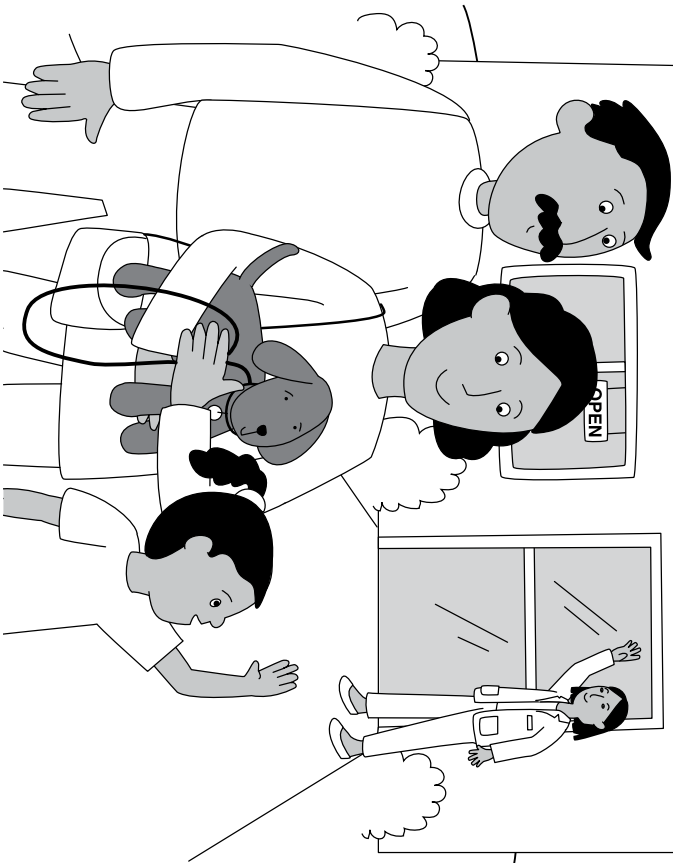
①



Show the puppy a treat. Hold the treat near its nose. Then say, "Sit." What will the puppy do? If you do it a lot, the puppy will sit. It is fun to train a pet!

④

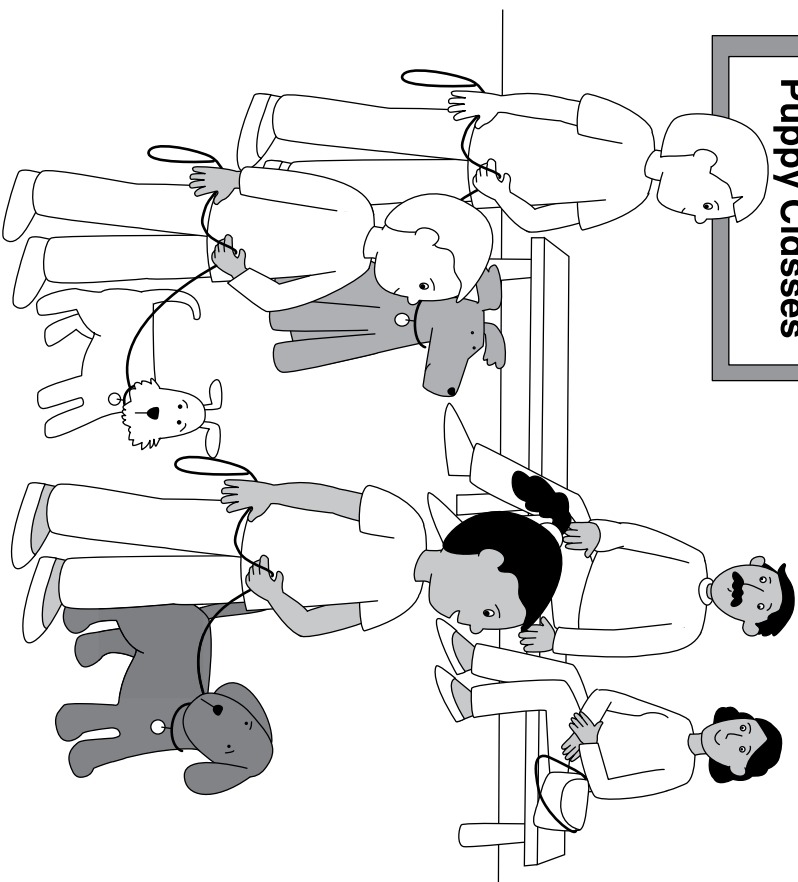
### Animal Shelter



You found a puppy! Now, you can take it home with you. You could bring a leash. Soon, you can play with your puppy. But a puppy can be hard work, too.

②

### Puppy Classes



Next, you have to train the puppy. You can teach it to sit. You can teach it to fetch and to roll over. Your puppy can go to a special school.

③

Name \_\_\_\_\_

**A. Reread “A New Puppy.” Think about what happens in the selection. Write what happens in order.**

\_\_\_\_\_

-----

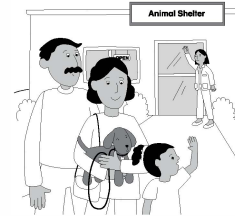


1. First, you \_\_\_\_\_ for a puppy.

\_\_\_\_\_

-----

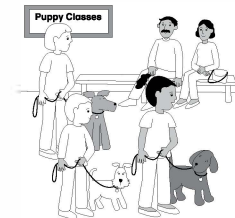
\_\_\_\_\_



2. Next, you find a \_\_\_\_\_ puppy and take it \_\_\_\_\_.

\_\_\_\_\_

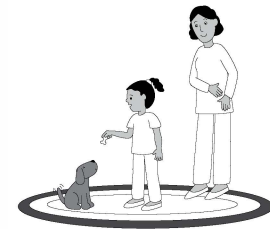
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3. Then, you \_\_\_\_\_ the puppy.

\_\_\_\_\_

-----



4. Last, the puppy \_\_\_\_\_ to sit.

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

**A. Read the sentence. Underline the word that has a root word. Write the root word. Match the sentence with the picture.**

1. He is cooking an egg.

\_\_\_\_\_

-----

\_\_\_\_\_



2. Who spilled the milk?

\_\_\_\_\_

-----

\_\_\_\_\_



3. They are filling the vase.

\_\_\_\_\_

-----

\_\_\_\_\_



4. They cleaned the car.

\_\_\_\_\_

-----

\_\_\_\_\_



**B. Write the root word. Write another word that has the same root word.**

\_\_\_\_\_

-----

5. looked

\_\_\_\_\_

-----

Name \_\_\_\_\_

**Read the question. Answer the question using the underlined word.**

1. What do you live near?

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. Where would you like to go?

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. What is hard for you to do?

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. What have you lost and then found?

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. What do you like to write?

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. Who is a woman you know?

\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Write a word next to a word below to make a compound word. Then write the compound word.**

	_____	_____
	-----	-----
1. home	_____	_____
	_____	_____
	-----	-----
2. rain	_____	_____
	_____	_____
	-----	-----
3. book	_____	_____

**B. Circle the compound word. Then draw a line between the two smaller words.**

- 4. someone                  singing
- 5. unpack                    backpack
- 6. basket                     baseball
- 7. floppy                     flagpole

**C. Add words to side to make as many compound words as you can.**

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

-----

\_\_\_\_\_

-----

\_\_\_\_\_

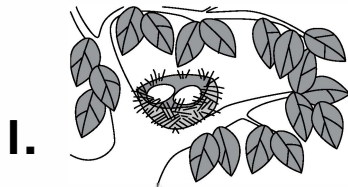
Copyright © McGraw-Hill Education



Name \_\_\_\_\_

**A. Write a caption for each picture. You can use words in the box to help you.**

nest      fish      pets



\_\_\_\_\_

-----

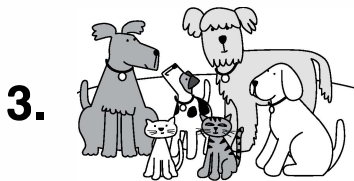
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

**B. Draw a picture of your favorite animal.  
Write a caption for the picture.**

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

-----

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add time-order words.**

### Draft Model

A puppy is chosen to be a guide dog. The puppy learns special tasks like how to carry things or walk with someone who cannot see. The puppy goes to live with someone who needs help.

1. What is the topic of the writing?
2. What happens first? What happens next?
3. What time-order words could you add to make the writing more clear?

**B. Now revise the draft by adding time-order words to make the writing more clear.**

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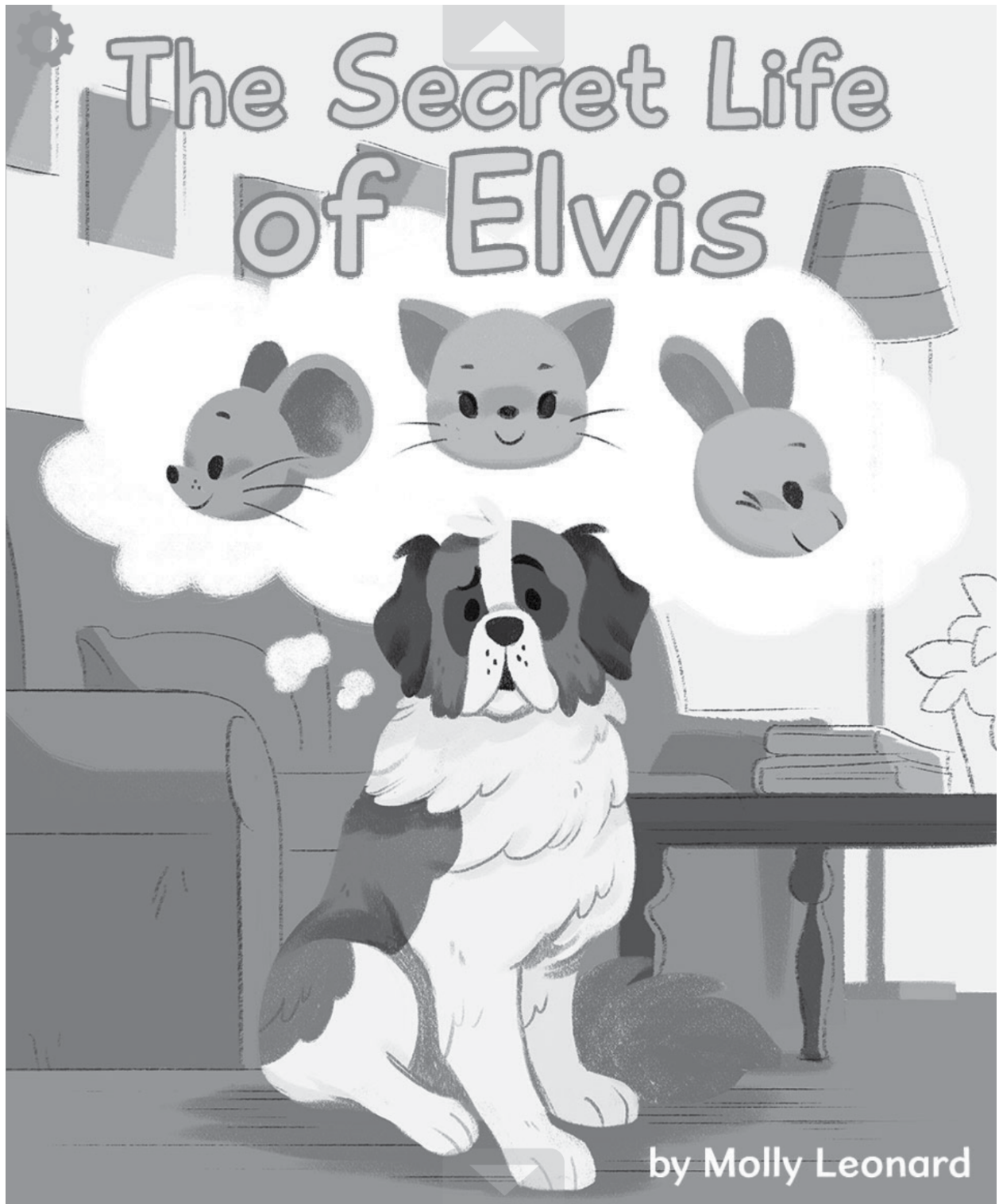
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People think it is so easy to be a dog.  
They scratch my head and say, “Elvis, your life  
is so easy.”

Boy, are they wrong. Being a dog is hard  
work! I don’t like what I do every day. I just  
can’t do it anymore!





I wake up on a cold, hard floor every day.  
I eat dry dog food for breakfast. Yuck!

Then I have to drag myself out the door to  
chase the mailman. I do NOT want to chase the  
mailman! He is a nice guy. He scratches my  
belly. He feeds me bananas.







What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, “Elvis! Come!” And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!





Finally, I talk to my best friend, Maxwell.  
“What should I do?” I ask him. Maxwell lives  
under the dishwasher. He is a mouse. He is also  
a painter! Today he is painting a banana.

I say, “I don’t want to be a dog anymore,  
Maxwell. I have no time alone. The food stinks.  
And people throw balls at me!”







“I know what you mean,” Maxwell says as he paints.

“You have to do what makes you happy. That is why I paint beautiful fruit. It makes me happy. Other mice look for crumbs all day. That makes them happy. You have to do what makes YOU happy, Elvis.”





I think about this. Then I say, “Well, I like licking my paws! I like winding around people’s feet so that they trip. And I love drinking milk.”

“I’ve got it!” Maxwell cries. “It sounds like you have spent too much time being a dog. Why don’t you try being ... a cat!”



**Question 1** (for p. 1 of passage)

Which character is telling this story?

a.



b.



c.



**Question 2** (for p. 2 of passage)

How is Elvis different from most dogs? Complete the sentence.

Elvis does not like to \_\_\_\_\_ the mailman.

- a. chase
- b. drag
- c. scratch

**Question 3** (for p. 3 of passage)



What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!



Look at the underlined text and the picture. What do you learn about Elvis?

- a. He does not want to eat the meatloaf.
- b. He does not want to hide in a closet.
- c. He does not want to come running.

**Question 4** (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

- a. Maxwell is a little mouse.
- b. Maxwell is his best friend.
- c. Maxwell is a good painter.

**Question 5** (for p. 5 of passage)

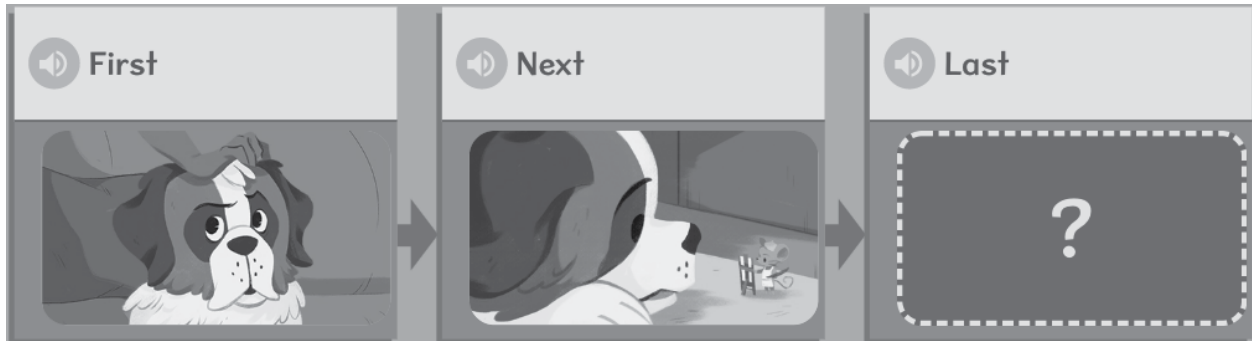
What does Maxwell tell Elvis to do? Complete the sentence.

Do what makes you \_\_\_\_\_.

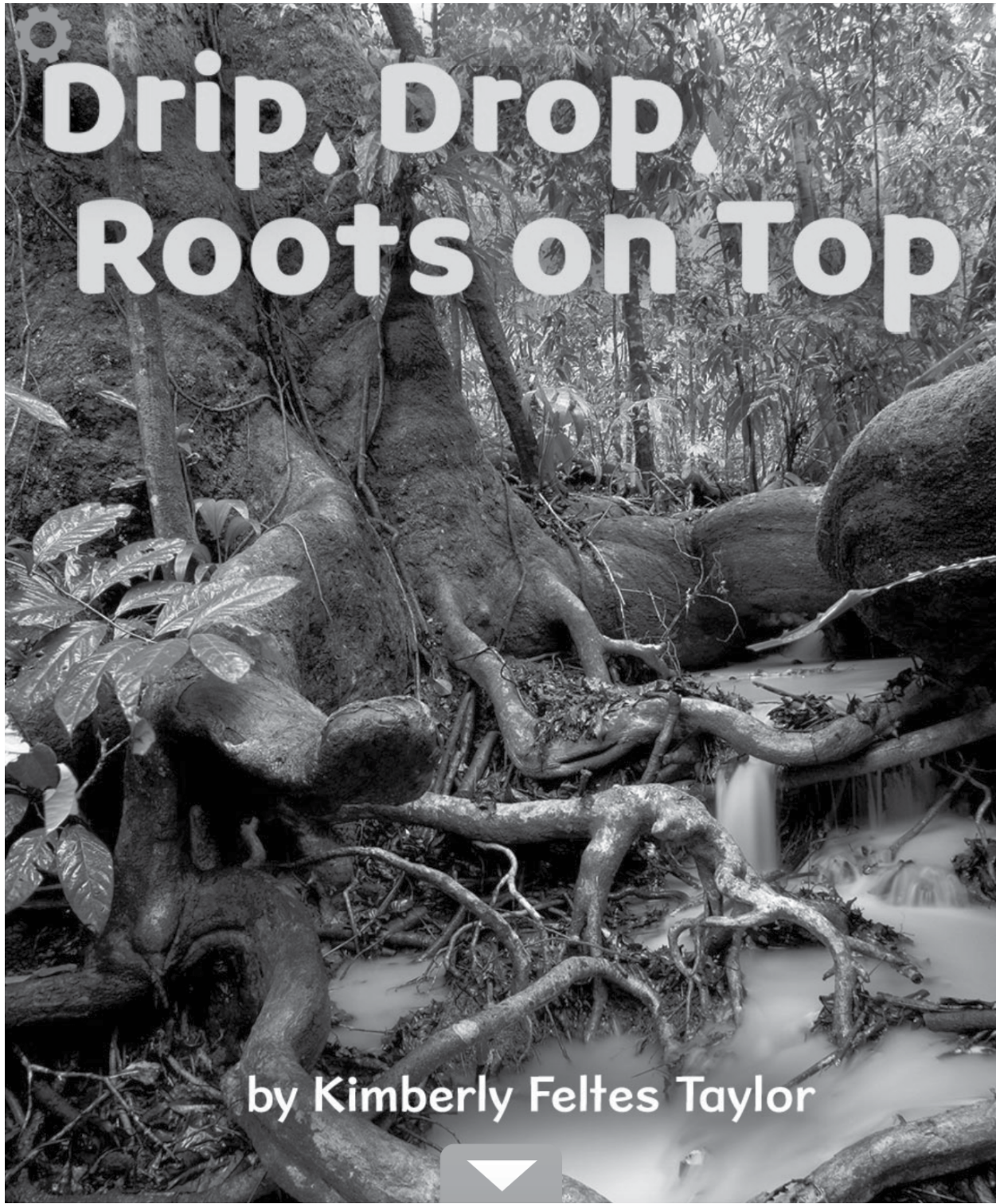
- a. beautiful
- b. you
- c. happy

**Question 6** (for p. 6 of passage)

Look at the events in the chart. What important event happens at the end? Choose the picture.







# Drip, Drop, Roots on Top

by Kimberly Feltes Taylor



© Roy Toft/Oxford Scientific/Getty Images



You are in a rainforest. The air is warm.  
Rain falls hard and fast. Soon, the rain stops.  
But the air still feels wet. Will it rain again? Yes,  
it will. This is life in the rainforest.



©Jason Bazzano/Alamy

A rainy day in a rainforest







## Drip Tips and Raincoats

Have you ever been **soaked** by the rain? Your clothes get wet. You need to dry off!

Plants need to dry off, too. Plants can die if they get too much rain. Drip tips can help. A drip tip is a pointy end on a leaf. Rain drips off the pointy part. The leaf dries off.



©iStock.com/olaser

Leaves with pointy drip tips





You can wear a raincoat to stay dry. Some plant leaves make a waxy coating. This coating is like a raincoat. It stops water from soaking into the leaf.

Splat, splat, splat! Rain falls. The drops roll across the smooth, shiny coating. They slip and slide off the leaf. The leaf dries off.



©mr.kittisak taweekitpinyo/Shutterstock

Raindrops rolling off a waxy coating





## Roots Get Food

Many plants have roots below the ground. The roots grow far down. They are hard to see.

The roots absorb, or soak up, food from the **soil**. The food is from dead plants and insects. The dead things fall apart and sink deep into the soil.



©mexrix/Shutterstock

Roots below ground





In a rainforest, roots peek out of the dirt. Some roots even stay above the ground. Why?

Roots stay on or near the top because the food is there. Dead plants and bugs wash away before they can sink into the soil. Roots need to stay on top of the soil to absorb this food.



©somnuk krobkum/Moment Collection/Getty Images

Roots above ground







Trees and plants live with a lot of rain in the rainforest. Plants stay dry with drip tips and waxy coatings. Roots soak up food before it washes away. Plants and trees survive in their rainy, rainforest home.



©iStock.com/bogdanhoria

Plants and trees in a rainforest



**Question 1** (for p. 1 of passage)

Which picture shows what the weather is like in a rainforest?



**Question 2** (for p. 2 of passage)

Which sentence tells how drip tips help a plant?

- a. Drip tips help rain soak the leaf.
- b. Drip tips are pointy ends of the leaf.
- c. Drip tips help water fall off the leaf.

**Question 3** (for p. 3 of passage)

How do a leaf's coating and tip help the plant survive in the rain?

- a. They dry off the plant.
- b. They slip and slide off the leaf.
- c. They stop rain from falling on the plant.

**Question 4** (for p. 4 of passage)

What does the word **absorb** mean?

- a. fall apart
- b. grow down
- c. take in

**Question 5** (for p. 5 of passage)

Why do roots grow above the ground in the rainforest? Complete the sentence.

Roots above the ground can get food before \_\_\_\_\_ moves it away.

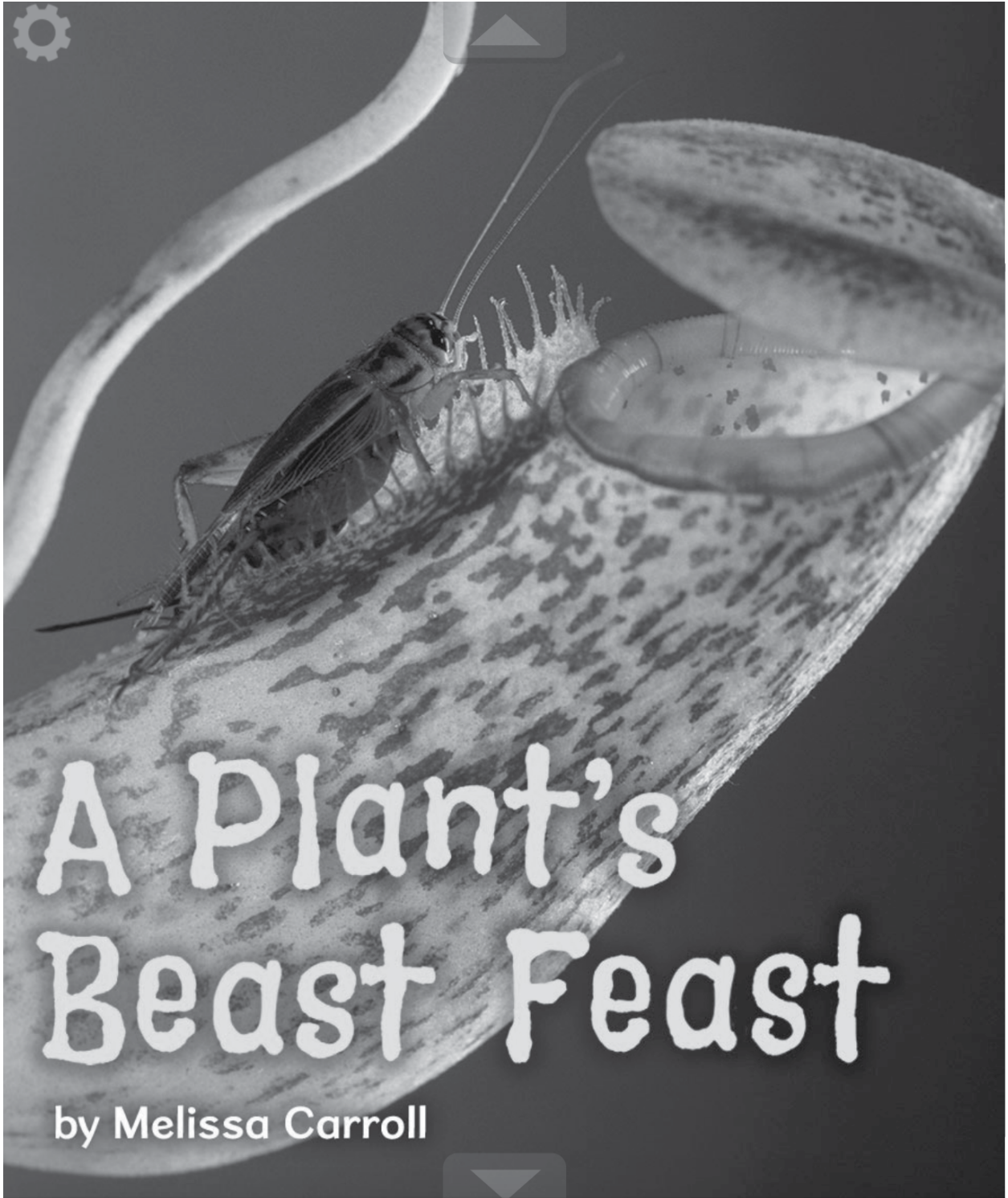
- a. the soil
- b. a forest
- c. the rain

**Question 6** (for p. 6 of passage)

How do roots on top help a plant survive in the rain?

- a. They get food deep in the soil.
- b. They wash away with the rain.
- c. They absorb food on the ground.





# A Plant's Beast Feast

by Melissa Carroll

©David Aubrey/Science Source



Many animals eat plants. And guess what? Some plants eat animals! The pitcher plant does this. It kills and eats bugs for food.

This plant lives in warm, rainy forests. It has a leaf that is shaped like a pitcher. The plant catches bugs in this special leaf.



©Fletcher & Baylis/Science Source

Colorful leaves with a pitcher shape





## Bringing in Bugs

Pitcher plants get bugs to come to them. The plants can be orange, pink, or red. Bugs like bright colors. They go to the plants because these colors **attract** them.



©Ray Reinhard/500px

Ant on a bright plant







Some pitcher plants are dark green or brown. These plants have a different way to bring in bugs. The plants have a smell. Bugs follow the smell. They go to the plant.



©M Solomon/Shutterstock

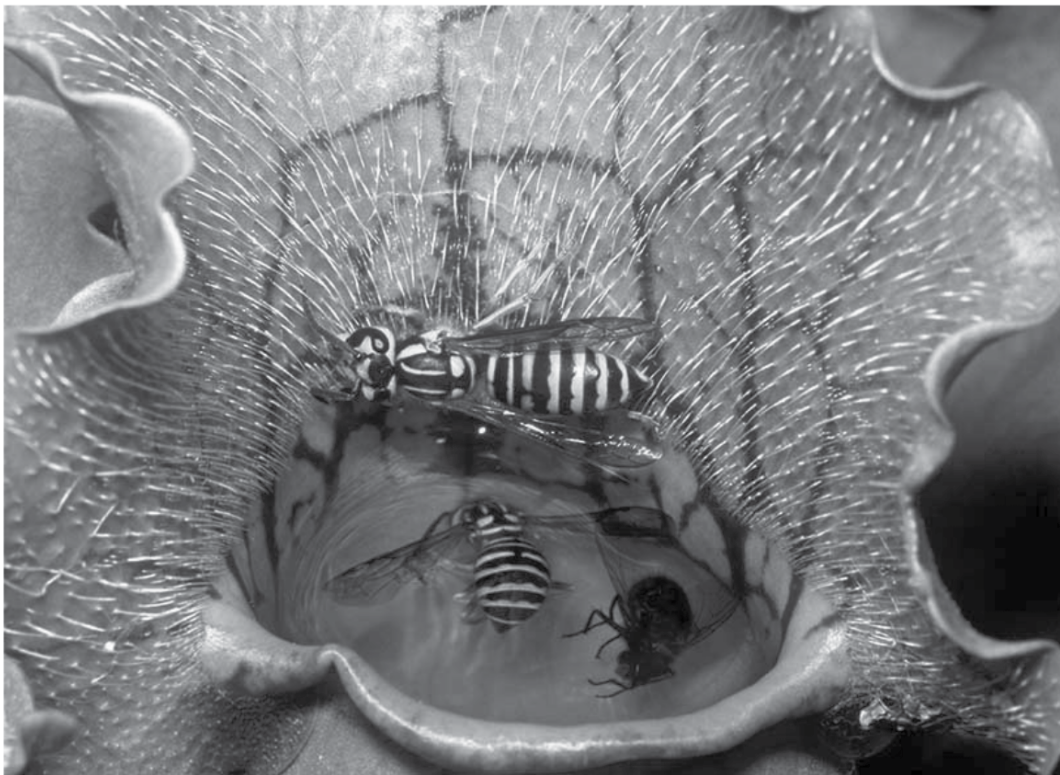
Fly on a smelly pitcher plant





## Eating Bugs

The bug lands on the plant. Pitcher plants have a special outside. The bug cannot hold on tight. It goes down inside the plant.



©Nature's Images/Science Source

Bug slipping into a pitcher plant





The plant is wet inside. It is so wet that the bug falls apart. It breaks into little bits. The plant takes in these parts of the bug. That is how a pitcher plant eats a bug.





A mouse or a frog can fall into a pitcher plant, too. The plant eats the animal, just like it eats a bug. A pitcher plant is always ready for its next meal.



Frog in a pitcher plant





**Question 1** (for p. 1 of passage)

What does a pitcher plant do with bugs?

- a. It feeds them to animals.
- b. It gives them a special leaf.
- c. It catches and eats them.

**Question 2** (for p. 2 of passage)

Why do bugs like pitcher plants?

- a. The plants have bright colors.
- b. The plants come to the bugs.
- c. The plants have ants on them.

**Question 3** (for p. 3 of passage)

How do brown and green pitcher plants bring in bugs? Complete the sentence.

Bugs like the \_\_\_\_\_ of the pitcher plants.

- a. smell
- b. shape
- c. feel

**Question 4** (for p. 4 of passage)

What happens when bugs sit on the plant?

- a. They fall down.
- b. They land nicely.
- c. They walk in.

**Question 5** (for p. 5 of passage)

What happens after a bug falls into a pitcher plant?

- a. It makes the plant wet.
- b. It drinks.
- c. It breaks up.

**Question 6** (for p. 5 of passage)

How does the pitcher plant eat a bug? Complete the sentence.

The plant \_\_\_\_\_ little bits of the bug.

- a. mixes with
- b. takes in
- c. bites into

**Question 7** (for p. 6 of passage)

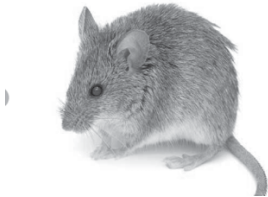
Which other animal might a pitcher plant eat?

a.



© Song Pin/Shutterstock

b.



© Tsekhmister/Shutterstock

c.



© StevenRussellSmithPhotos/Shutterstock

**Question 8** (for p. 6 of passage)

How does the pitcher plant get food?

- a. It catches bugs.
- b. It chases bugs.
- c. It falls on bugs.





# Grade 1

# MATH

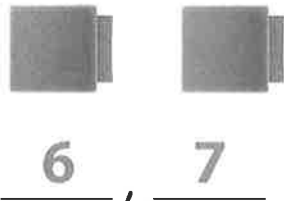
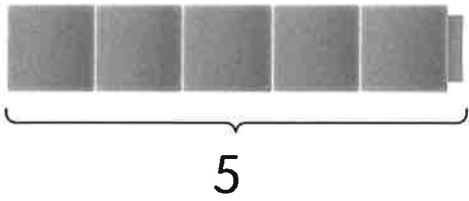






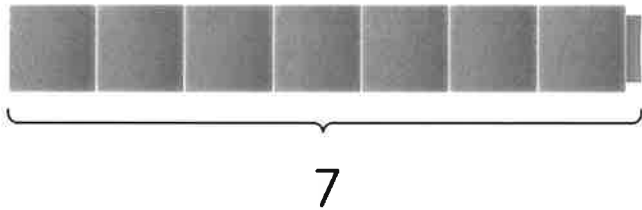
Count on to add.

Example



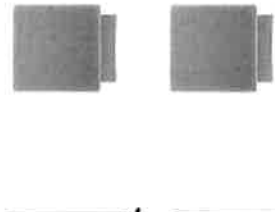
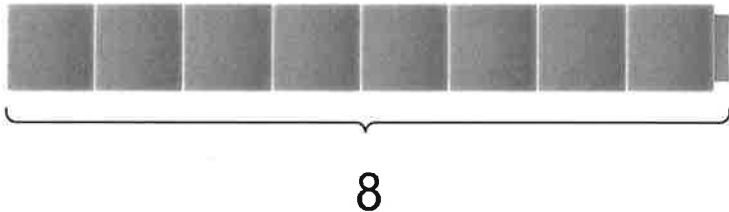
$$5 + 2 = 7$$

1

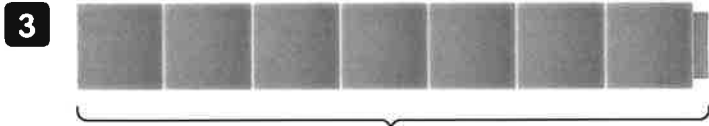


$$7 + 1 = \underline{\quad}$$

2



$$8 + 2 = \underline{\quad}$$

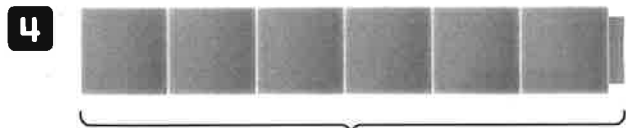


7



\_\_\_\_\_ , \_\_\_\_\_

7 + 2 = \_\_\_\_\_



6



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

6 + 3 = \_\_\_\_\_

### Discuss It

Did you always start at 1 when you counted? Explain.

Use what you know about doubles to solve.

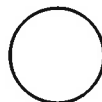
**Example**

1 black sticker. 1 white sticker.

How many stickers in all?

$$1 + 1 = \underline{2}$$

2 stickers

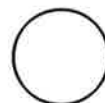
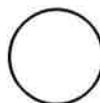


**1** 1 black sticker. 2 white stickers.

How many stickers in all?

$$1 + 2 = \underline{\quad}$$

     stickers

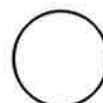
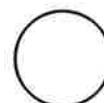
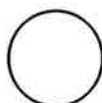


**2** 3 white stickers. 3 black stickers.

How many stickers in all?

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

     stickers

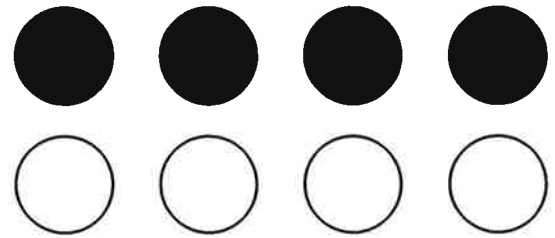


Name \_\_\_\_\_

- 3** 4 black stickers. 4 white stickers.  
How many stickers in all?

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

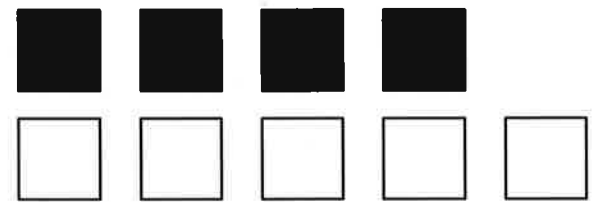
       stickers



- 4** 4 black squares.  
5 white squares.  
How many squares in all?

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

       squares



## Discuss It

How is  $3 + 3$  like  $3 + 4$ ? How is it different?

**Use the blocks. Complete the addition equations.**

**Example**



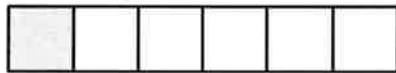
$$4 + \underline{2} = 6$$



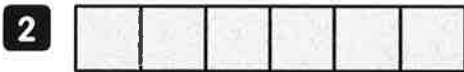
$$2 + \underline{4} = 6$$



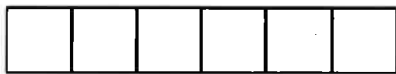
$$5 + \underline{\quad} = 6$$



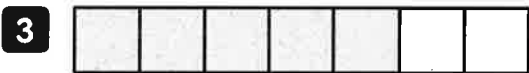
$$1 + \underline{\quad} = 6$$



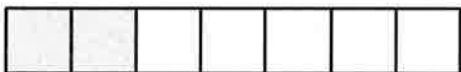
$$6 + \underline{\quad} = 6$$



$$0 + \underline{\quad} = 6$$



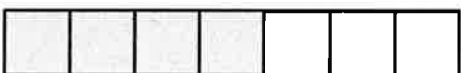
$$5 + \underline{\quad} = 7$$



$$2 + \underline{\quad} = 7$$



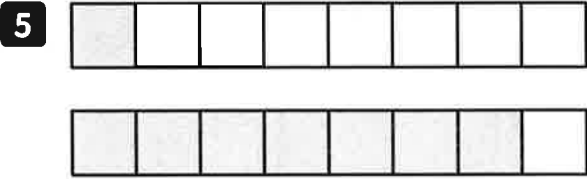
$$3 + \underline{\quad} = 7$$



$$4 + \underline{\quad} = 7$$

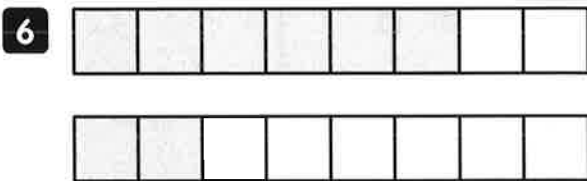
**Adding in Any Order**  
with Near Doubles *continued*

Name \_\_\_\_\_



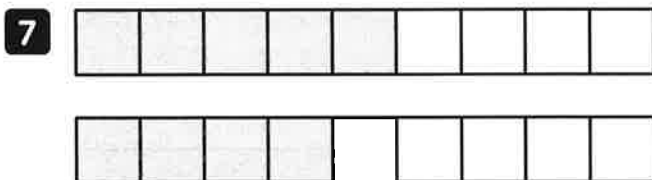
$1 + \underline{\quad} = 8$

$7 + \underline{\quad} = 8$



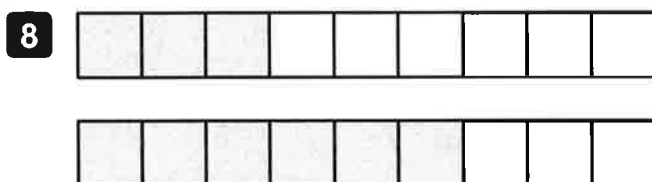
$6 + \underline{\quad} = 8$

$2 + \underline{\quad} = 8$



$5 + \underline{\quad} = 9$

$4 + \underline{\quad} = 9$



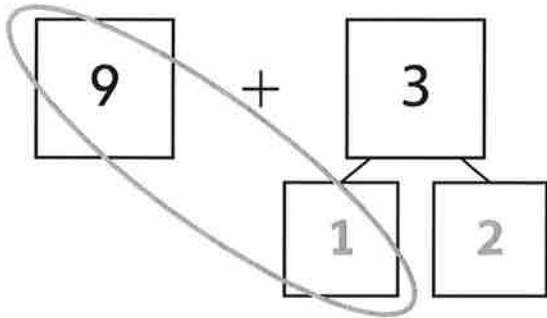
$3 + \underline{\quad} = 9$

$6 + \underline{\quad} = 9$



Fill in the number bonds to make a ten.

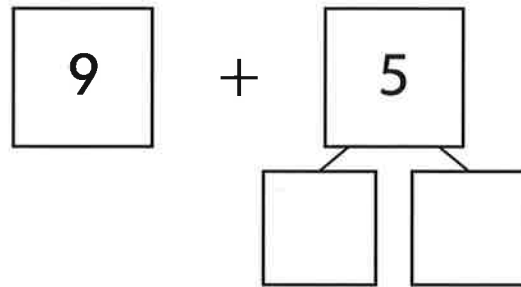
1 Find  $9 + 3$ .



$10 + 2 = \underline{\quad}$

$9 + 3 = \underline{\quad}$

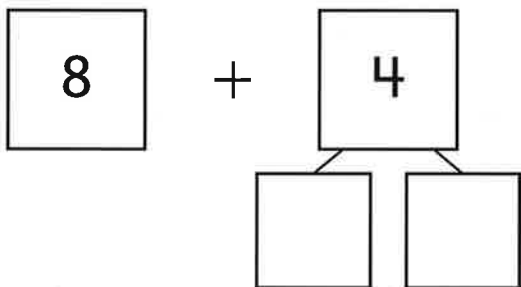
2 Find  $9 + 5$ .



$10 + 4 = \underline{\quad}$

$9 + 5 = \underline{\quad}$

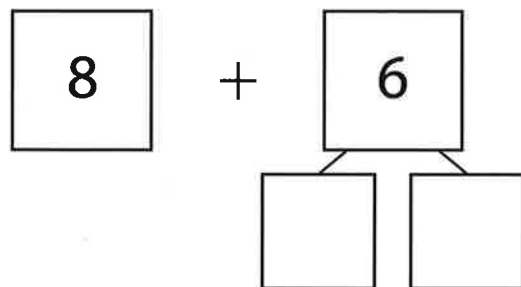
3 Find  $8 + 4$ .



$10 + 2 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

4 Find  $8 + 6$ .

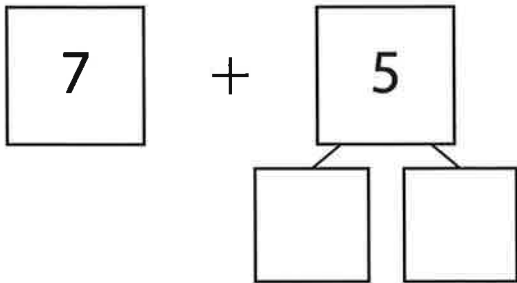


$10 + 4 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

Name \_\_\_\_\_

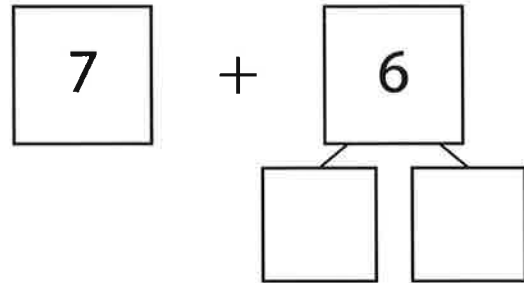
**5** Find  $7 + 5$ .



$$10 + 2 = \underline{\quad}$$

$$7 + 5 = \underline{\quad}$$

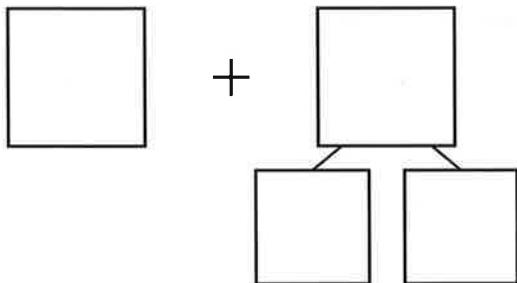
**6** Find  $7 + 6$ .



$$10 + 3 = \underline{\quad}$$

$$7 + 6 = \underline{\quad}$$

**7** Find  $7 + 4$ .



$$10 + 1 = \underline{\quad}$$

$$7 + 4 = \underline{\quad}$$

### Discuss It

How does making a ten help you add two numbers?

**Use addition to help you subtract.**

**1** Find  $6 - 5$ .

$$5 + \underline{1} = 6$$

$$6 - 5 = \underline{\quad}$$

**2** Find  $7 - 6$ .

$$6 + \underline{\quad} = 7$$

$$7 - 6 = \underline{\quad}$$

**3** Find  $5 - 2$ .

$$2 + \underline{\quad} = 5$$

$$5 - 2 = \underline{\quad}$$

**4** Find  $6 - 4$ .

$$4 + \underline{\quad} = 6$$

$$6 - 4 = \underline{\quad}$$

**5** Find  $8 - 4$ .

$$4 + \underline{\quad} = 8$$

$$8 - 4 = \underline{\quad}$$

**6** Find  $9 - 7$ .

$$7 + \underline{\quad} = 9$$

$$9 - 7 = \underline{\quad}$$

**7** Write an addition equation that helps you find  $6 - 3$ .  
Then complete the subtraction equation.

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

$$6 - 3 = \underline{\quad}$$

**Discuss It**

How can an addition equation help you solve a subtraction equation?

**Example**Find  $5 - 3$ .

Start at 3. Count on to 5.



$3 + \underline{2} = 5$

$5 - 3 = \underline{2}$

**1** Find  $6 - 4$ .

$4 + \underline{\quad} = 6$

$6 - 4 = \underline{\quad}$

**2** Find  $7 - 3$ .

$3 + \underline{\quad} = 7$

$7 - 3 = \underline{\quad}$

**3** Find  $8 - 6$ .

$6 + \underline{\quad} = 8$

$8 - 6 = \underline{\quad}$

**4** Find  $9 - 8$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$8 + \underline{\quad} = 9$

$9 - 8 = \underline{\quad}$

**5** Find  $6 - 5$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$5 + \underline{\quad} = 6$

$6 - 5 = \underline{\quad}$

**6** Find  $9 - 4$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$4 + \underline{\quad} = 9$

$9 - 4 = \underline{\quad}$

**7** Find  $8 - 2$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$2 + \underline{\quad} = 8$

$8 - 2 = \underline{\quad}$

### Discuss It

How is solving  $6 - 4$  the same as solving  $9 - 4$ ?

How is it different?

## Making a Ten to Subtract

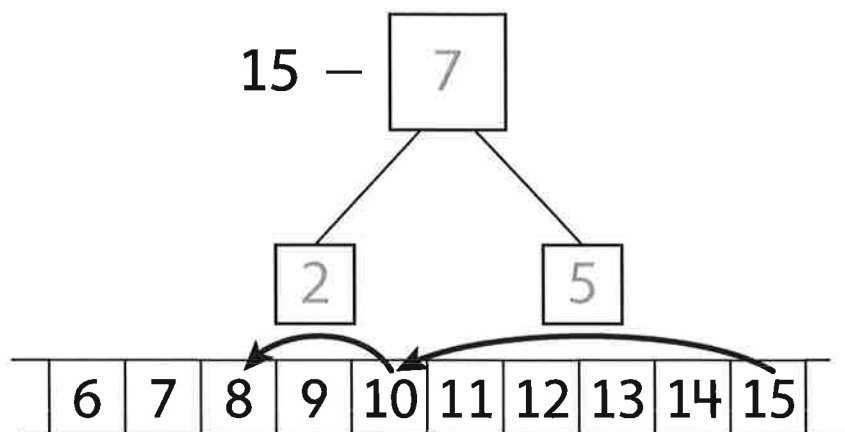
Name \_\_\_\_\_

1 Find  $15 - 7$ .

$$15 - \underline{5} = 10$$

$$10 - 2 = \underline{8}$$

$$15 - 7 = \underline{\quad}$$

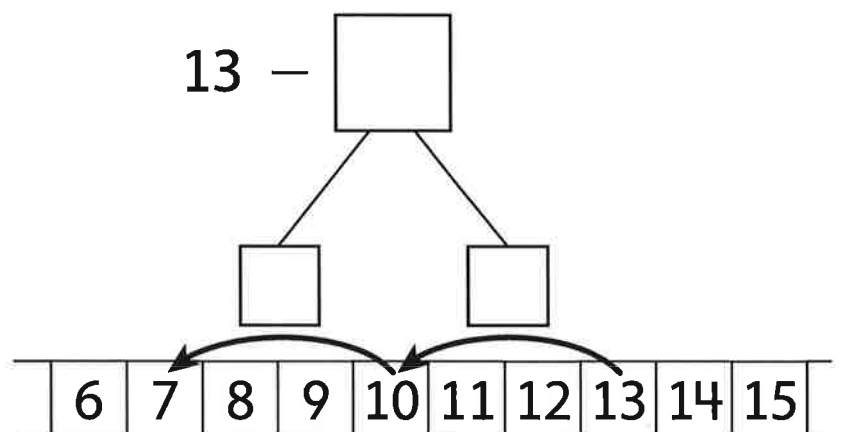


2 Find  $13 - 6$ .

$$13 - \underline{\quad} = 10$$

$$10 - 3 = \underline{\quad}$$

$$13 - 6 = \underline{\quad}$$

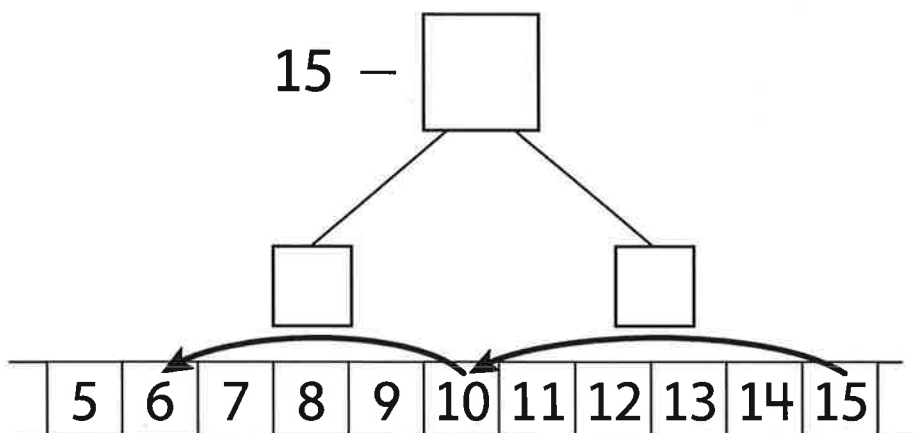


3 Find  $15 - 9$ .

$$15 - \underline{\quad} = 10$$

$$10 - 4 = \underline{\quad}$$

$$15 - 9 = \underline{\quad}$$



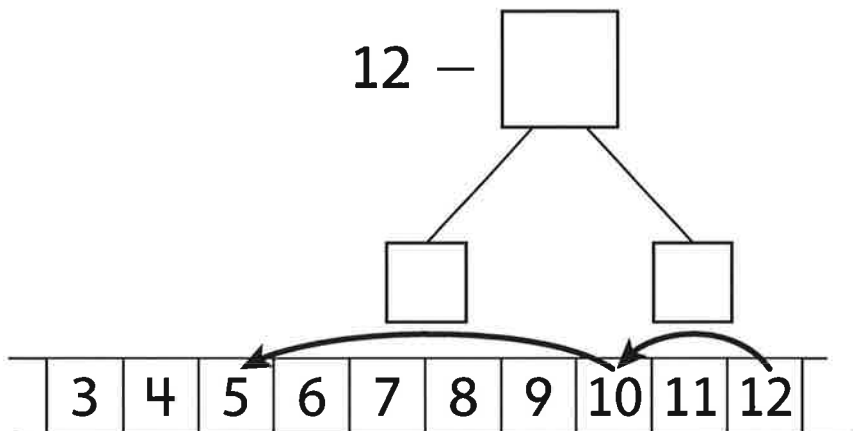


**4** Find  $12 - 7$ .

$$12 - \underline{\quad} = 10$$

$$10 - 5 = \underline{\quad}$$

$$12 - 7 = \underline{\quad}$$

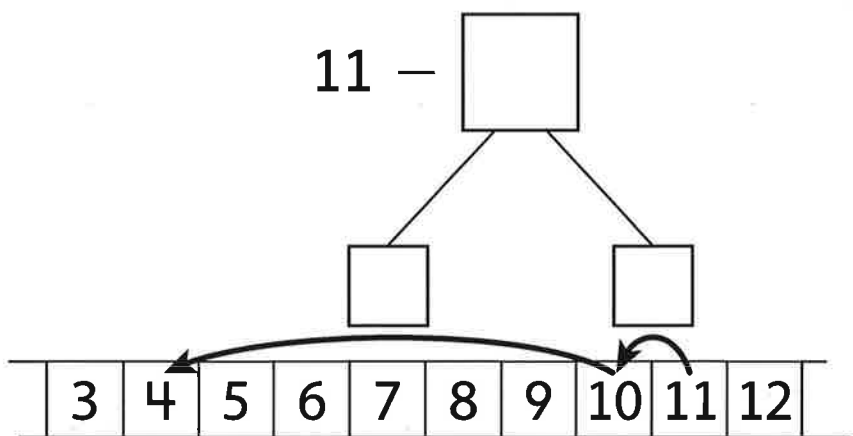


**5** Find  $11 - 7$ .

$$11 - \underline{\quad} = 10$$

$$10 - 6 = \underline{\quad}$$

$$11 - 7 = \underline{\quad}$$

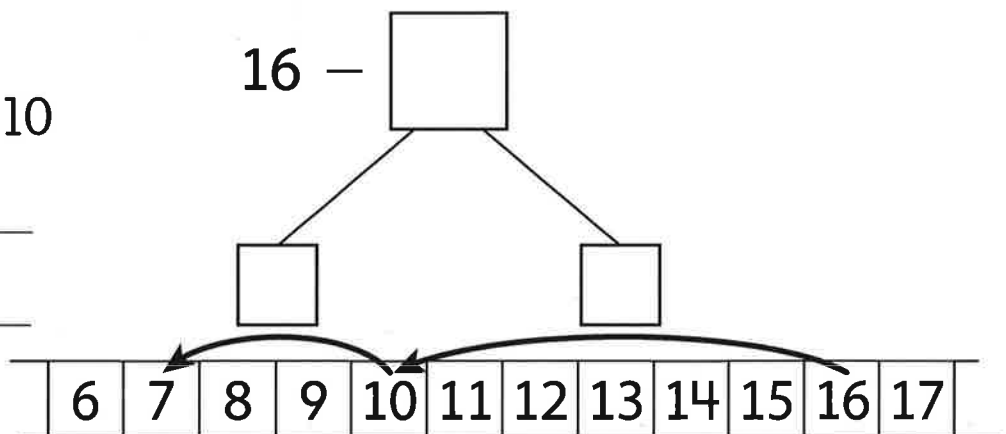


**6** Find  $16 - 9$ .

$$16 - \underline{\quad} = 10$$

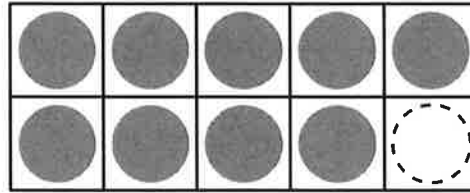
$$10 - 3 = \underline{\quad}$$

$$16 - 9 = \underline{\quad}$$

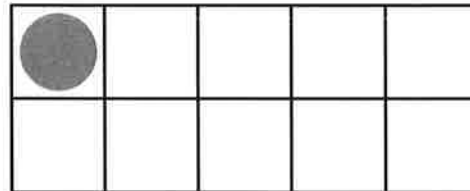


**Draw counters to make 10. Then complete the equation.**

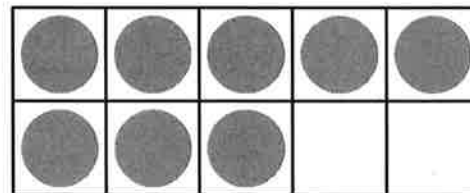
$10 = 9 + \underline{1}$



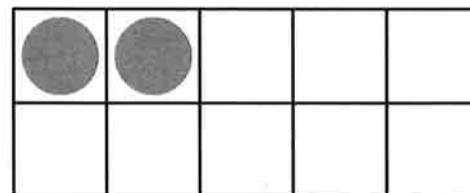
$10 = 1 + \underline{\quad}$



$10 = 8 + \underline{\quad}$



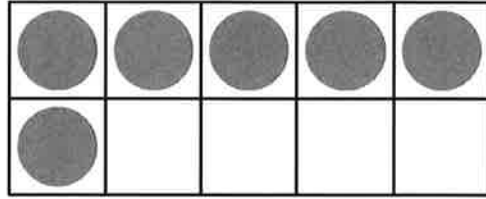
$10 = 2 + \underline{\quad}$



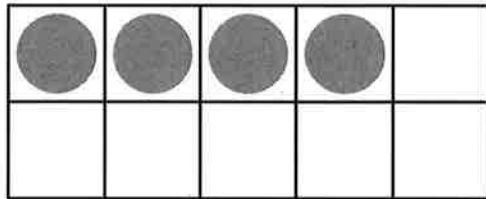
Number Partners for 10 *continued*

Name \_\_\_\_\_

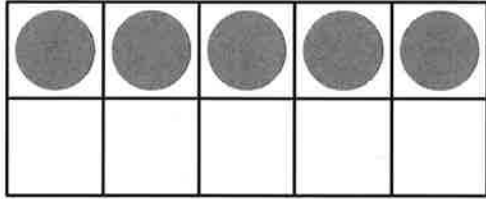
$10 = 6 + \underline{\quad}$



$10 = 4 + \underline{\quad}$



$10 = 5 + \underline{\quad}$



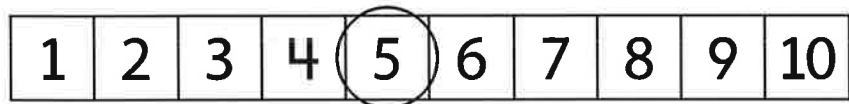
**Solve each problem.**

- 1** Marai sees 8 dogs at the park.

Some dogs go home.

Now Marai sees 5 dogs.

How many dogs go home?



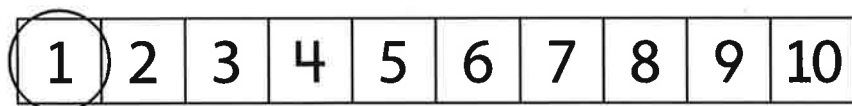
$$5 + \underline{\quad} = 8 \qquad 8 - \underline{\quad} = 5$$

       dogs go home.

- 2** Ben has 7 hats. 1 hat is red.

The rest are blue.

How many hats are blue?



$$7 = 1 + \underline{\quad} \qquad 7 - \underline{\quad} = 1$$

       hats are blue.

**3** Asia has 7 books. She buys more books.

Now Asia has 9 books.

How many books does she buy?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$7 + \underline{\quad} = 9 \qquad 9 - \underline{\quad} = 7$

Asia buys        books.

**4** Jake has 8 games. He gives some away.

Now he has 3 games.

How many games does Jake give away?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$3 + \underline{\quad} = 8 \qquad 8 - \underline{\quad} = 3$

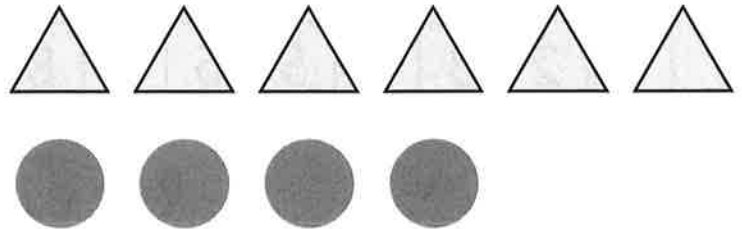
Jake gives        games away.

**Solve the subtraction problems.**

- 1** There are 6 triangles. There are 4 circles.  
How many more triangles are there?

$6 - 4 = \underline{\quad}$

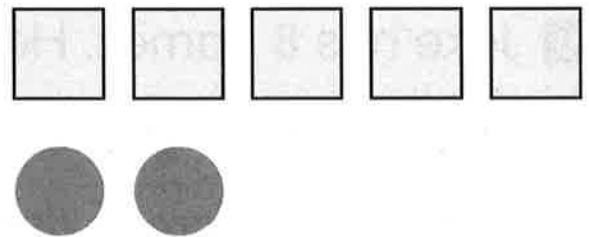
$\underline{\quad}$  more triangles



- 2** There are 5 squares. There are 2 circles.  
How many more squares are there?

$5 - 2 = \underline{\quad}$

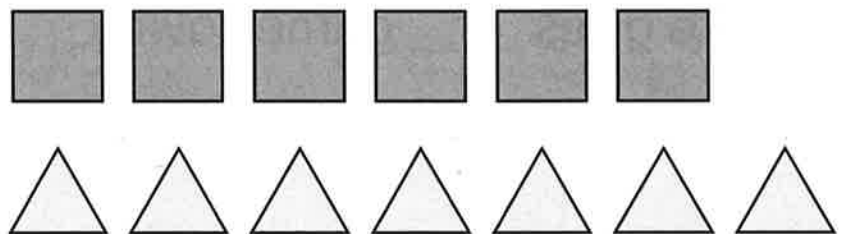
$\underline{\quad}$  more squares



- 3** There are 7 triangles. There are 6 squares.  
How many more triangles are there?

$7 - 6 = \underline{\quad}$

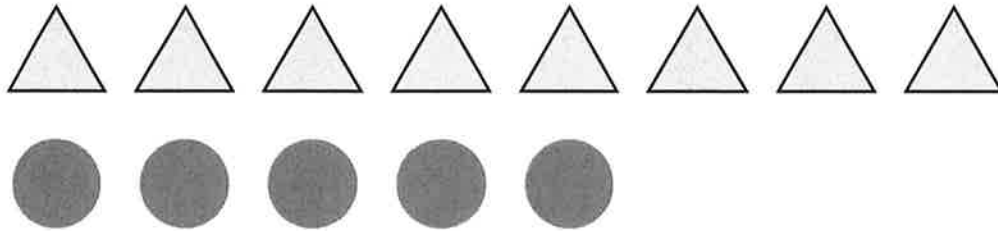
$\underline{\quad}$  more triangle





- 4** There are 8 triangles and 5 circles.

How many fewer circles than triangles are there?

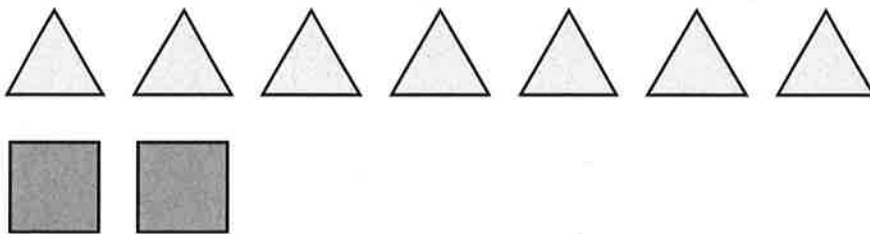


$$8 - 5 = \underline{\quad}$$

       fewer triangles

- 5** There are 2 squares and 7 triangles.

How many fewer squares than triangles are there?



$$7 - 2 = \underline{\quad}$$

       fewer squares

Choose a number from the box to complete the equation.

Example

0	1	2
---	---	---

$$2 + 0 = \underline{1} + 1$$

**1**

0	1	2
---	---	---

$$2 + 1 = 1 + \underline{\quad}$$

**2**

1	2	3
---	---	---

$$3 + 2 = \underline{\quad} + 3$$

**3**

1	2	3
---	---	---

$$3 + 2 = 4 + \underline{\quad}$$

**4**

0	1	2
---	---	---

$$6 + 0 = 5 + \underline{\quad}$$

**5**

4	5	6
---	---	---

$$3 + 3 = \underline{\quad} + 0$$

**6**

2	3	4
---	---	---

$$4 + 3 = 5 + \underline{\quad}$$

**7**

0	1	2
---	---	---

$$6 + 1 = 7 + \underline{\quad}$$

**8**

1	2	3
---	---	---

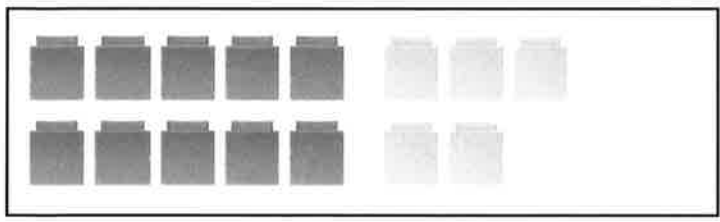
$$4 + 4 = 5 + \underline{\quad}$$

**9**

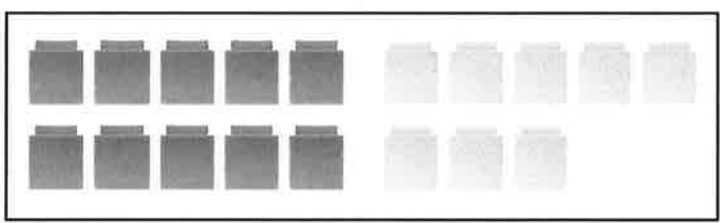
0	1	2
---	---	---

$$1 + 8 = 7 + \underline{\quad}$$

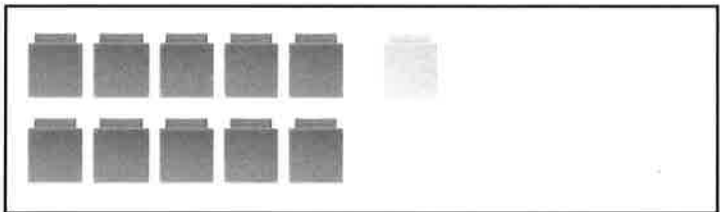
**Draw lines to match the numbers.**



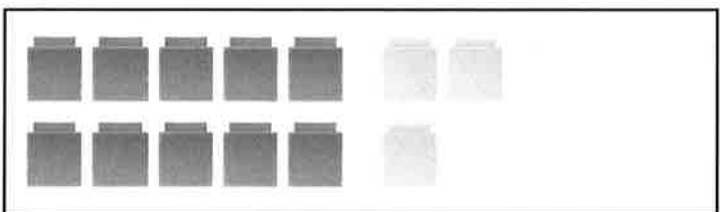
11



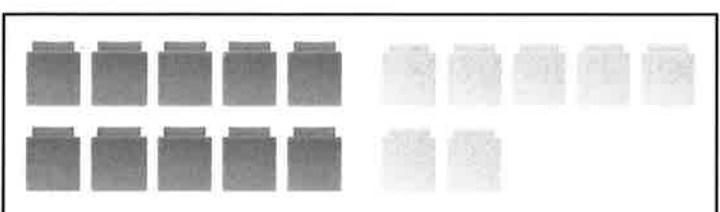
17



15



18



13

**Draw lines to match the numbers.**

1 ten and 4 ones

12

1 ten and 9 ones

16

1 ten and 2 ones

14

1 ten and 6 ones

11

1 ten and 1 one

19

### **Discuss It**

What is the same about each teen number? What is different?

**Add.**

**1**  $9 + 3 = \underline{12}$

**2**  $3 + 9 = \underline{\quad}$

**3**  $8 + 6 = \underline{\quad}$

**4**  $6 + 8 = \underline{\quad}$

**5**  $4 + 9 = \underline{\quad}$

**6**  $5 + 7 = \underline{\quad}$

**7**  $6 + 7 = \underline{\quad}$

**8**  $7 + 8 = \underline{\quad}$

**9**  $10 + 9 = \underline{\quad}$

**10**  $9 + 8 = \underline{\quad}$

**11**  $6 + 3 + 4 = \underline{\quad}$

**12**  $5 + 9 + 1 = \underline{\quad}$

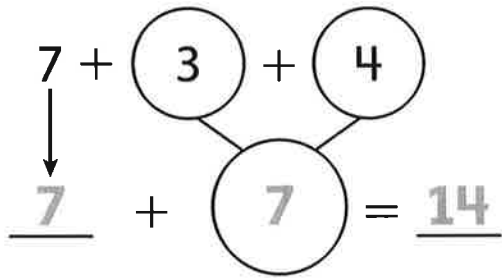
**Discuss It**

Explain how you solved Problem 11.

# Adding Three Numbers

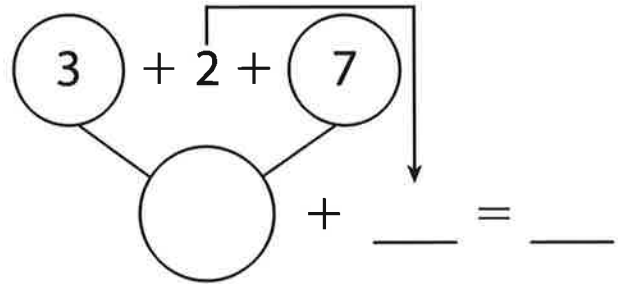
Name \_\_\_\_\_

**1** Find  $7 + 3 + 4$ .



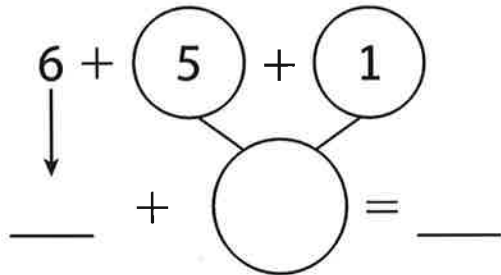
$$7 + 3 + 4 = \underline{14}$$

**2** Find  $3 + 2 + 7$ .



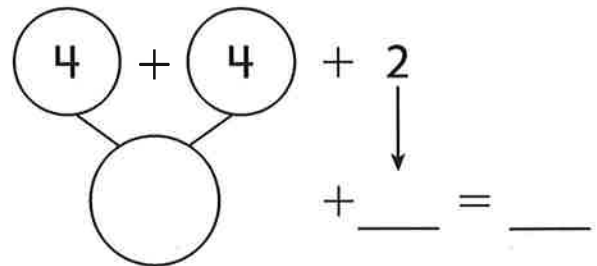
$$3 + 2 + 7 = \underline{\quad}$$

**3** Find  $6 + 5 + 1$ .



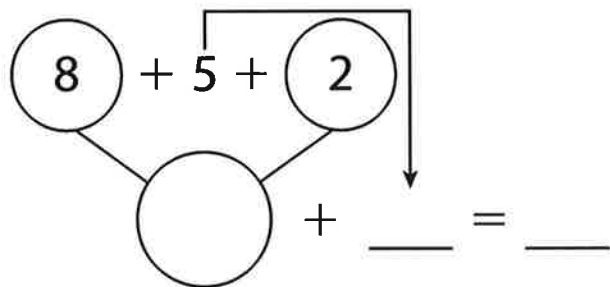
$$6 + 5 + 1 = \underline{\quad}$$

**4** Find  $4 + 4 + 2$ .



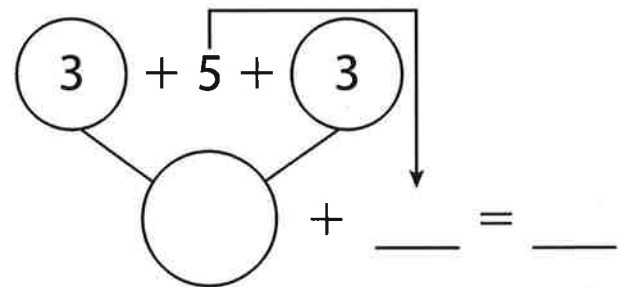
$$4 + 4 + 2 = \underline{\quad}$$

**5** Find  $8 + 5 + 2$ .



$$8 + 5 + 2 = \underline{\quad}$$

**6** Find  $3 + 5 + 3$ .

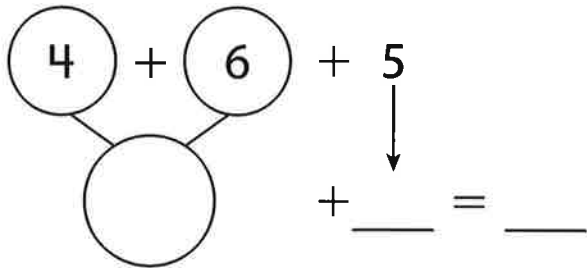


$$3 + 5 + 3 = \underline{\quad}$$



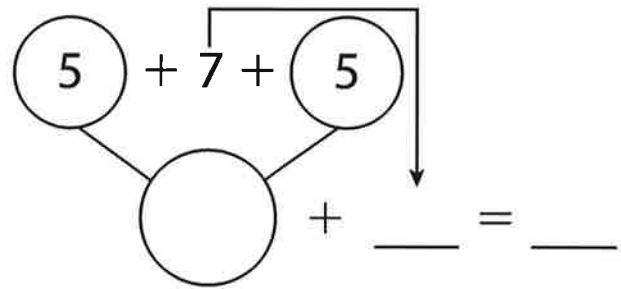
Name \_\_\_\_\_

**7** Find  $4 + 6 + 5$ .



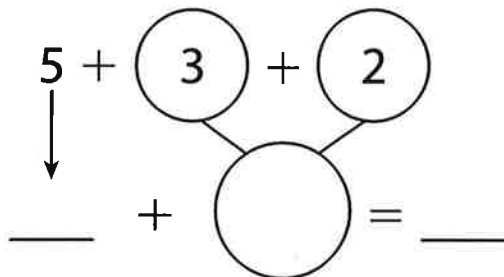
$$4 + 6 + 5 = \underline{\quad}$$

**8** Find  $5 + 7 + 5$ .



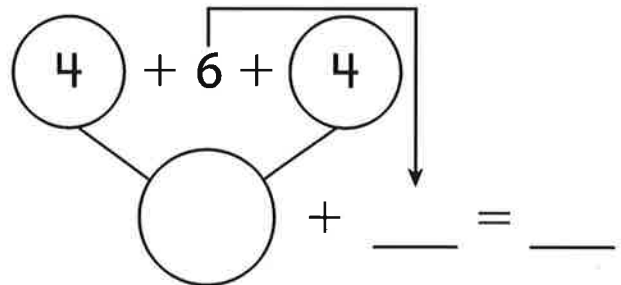
$$5 + 7 + 5 = \underline{\quad}$$

**9** Find  $5 + 3 + 2$ .



$$5 + 3 + 2 = \underline{\quad}$$

**10** Find  $4 + 6 + 4$ .

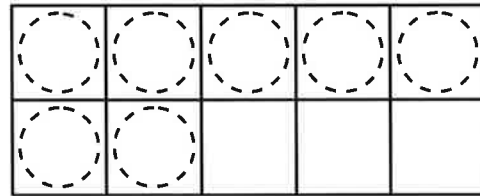
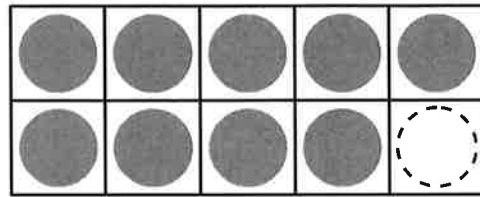


$$4 + 6 + 4 = \underline{\quad}$$

**11** When solving  $4 + 6 + 4$ , Ava adds  $4 + 6$  first. Rico adds  $4 + 4$  first. Who is correct? Why?

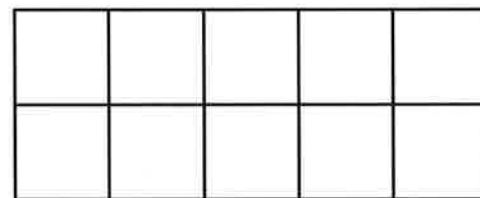
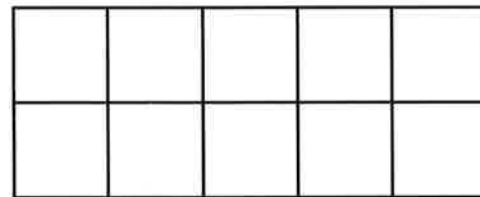
1 Find the missing number.

$$17 - \underline{\quad} = 9$$



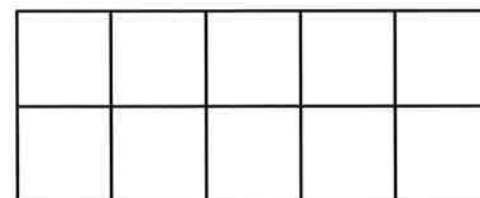
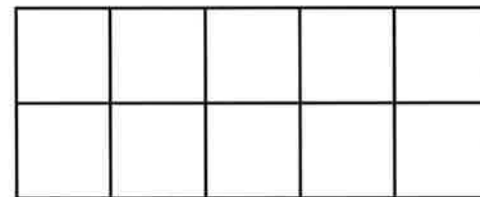
2 Find the missing number.

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



3 Find the missing number.

$$15 - \underline{\quad} = 6$$



Name \_\_\_\_\_

**4** Find the missing number.

$$7 = \underline{\quad} - 7$$



**5** Find the missing number.

$$8 = 12 - \underline{\quad}$$

**6** Find the missing number.

$$\underline{\quad} - 9 = 9$$

**7** Find the missing number.

$$16 - \underline{\quad} = 7$$

**8** Find the missing number.

$$15 - \underline{\quad} = 8$$

**9** Find the missing number.

$$5 = \underline{\quad} - 9$$

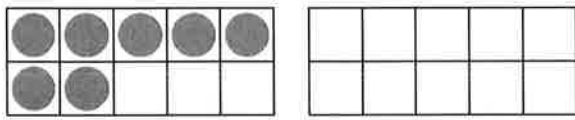
**10** Find the missing number.

$$\underline{\quad} - 7 = 10$$

### Discuss It

**11** How did you use the 10-frames to find the missing number in Problem 4?

- 1** Amy has some crayons.  
She finds 7 more crayons.  
Now she has 18 crayons.  
How many crayons did she have at the start?



$$\underline{11} + 7 = 18$$

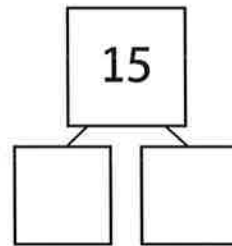
\_\_\_\_\_ crayons

- 3** Marco has 16 flowers.  
He gives some to Alex.  
Now Marco has 8 flowers.  
How many did he give to Alex?

$$16 - \underline{\quad} = \underline{\quad}$$

\_\_\_\_\_ flowers

- 2** There are 15 fish in a tank.  
7 of the fish are orange.  
The rest are white.  
How many are white?



$$15 - \underline{\quad} = \underline{\quad}$$

\_\_\_\_\_ white fish

- 4** There are 12 bagels in a box.  
Some bagels are eaten.  
Now there are 4 bagels.  
How many bagels were eaten?

$$12 - \underline{\quad} = \underline{\quad}$$

\_\_\_\_\_ bagels

Name \_\_\_\_\_

- 5** Mica eats 4 fewer pretzels than Wyatt.  
Wyatt eats 14 pretzels.  
How many pretzels did Mica eat?

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

\_\_\_\_\_ pretzels

- 6** Pete reads for 9 minutes.  
The next day he reads for 6 minutes.  
How many minutes did he read altogether?

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

\_\_\_\_\_ minutes





# Certificate of Completion

This Award Is Presented to

\_\_\_\_\_

for completing the

Summer Learning Packet

Signature

\_\_\_\_\_

Date









# Grade 1

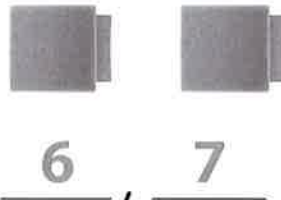
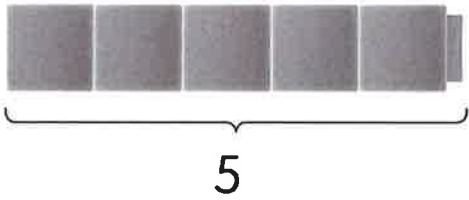
## Learning Packet Answer Key





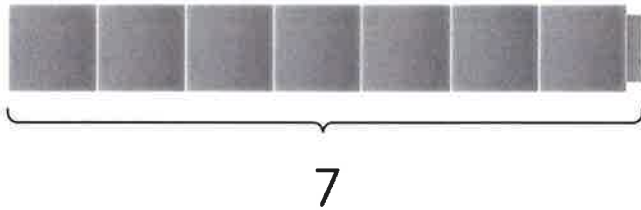
## Count on to add.

## Example



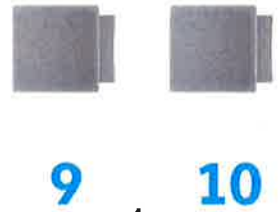
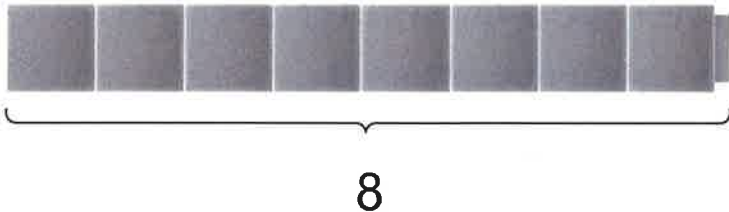
$$5 + 2 = 7$$

1



$$7 + 1 = 8$$

2



$$8 + 2 = 10$$

**3**

7

89

$$7 + 2 = \underline{9}$$

**4**

6

789

$$6 + 3 = \underline{9}$$

## Discuss It

Did you always start at 1 when you counted? Explain.

**Sample answer: No. I started with the first number of blocks and then counted on from that number.**

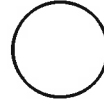
Name \_\_\_\_\_

**Use what you know about doubles to solve.****Example**

1 black sticker. 1 white sticker.

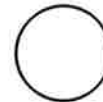
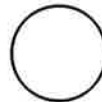
How many stickers in all?

$1 + 1 = \underline{2}$

2 stickers**1** 1 black sticker. 2 white stickers.

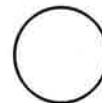
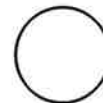
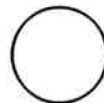
How many stickers in all?

$1 + 2 = \underline{3}$

3 stickers**2** 3 white stickers. 3 black stickers.

How many stickers in all?

$3 + 3 = \underline{6}$

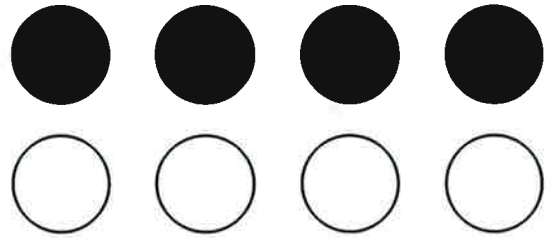
6 stickers

Name \_\_\_\_\_

- 3 4 black stickers. 4 white stickers.  
How many stickers in all?

$$4 + 4 = \underline{8}$$

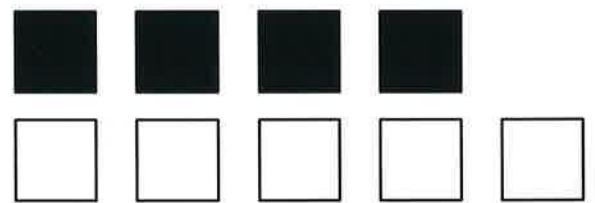
8 stickers



- 4 4 black squares.  
5 white squares.  
How many squares in all?

$$4 + 5 = \underline{9}$$

9 squares



## Discuss It

How is  $3 + 3$  like  $3 + 4$ ? How is it different?

**Answers will vary. Possible answer:  $3 + 3$  is a doubles fact and  $3 + 4$  is 1 more.**



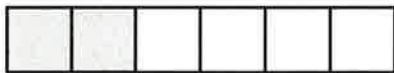
Name \_\_\_\_\_

Use the blocks. Complete the addition equations.

Example



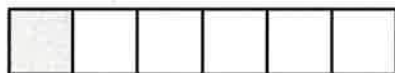
$$4 + \underline{2} = 6$$



$$2 + \underline{4} = 6$$



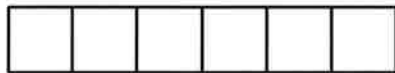
$$5 + \underline{1} = 6$$



$$1 + \underline{5} = 6$$



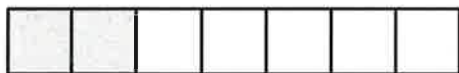
$$6 + \underline{0} = 6$$



$$0 + \underline{6} = 6$$



$$5 + \underline{2} = 7$$



$$2 + \underline{5} = 7$$



$$3 + \underline{4} = 7$$



$$4 + \underline{3} = 7$$

**Adding in Any Order**  
with Near Doubles *continued*

Name \_\_\_\_\_

**5**

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

$$1 + \underline{7} = 8$$

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

$$7 + \underline{1} = 8$$

**6**

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

$$6 + \underline{2} = 8$$

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

$$2 + \underline{6} = 8$$

**7**

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

$$5 + \underline{4} = 9$$

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

$$4 + \underline{5} = 9$$

**8**

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

$$3 + \underline{6} = 9$$

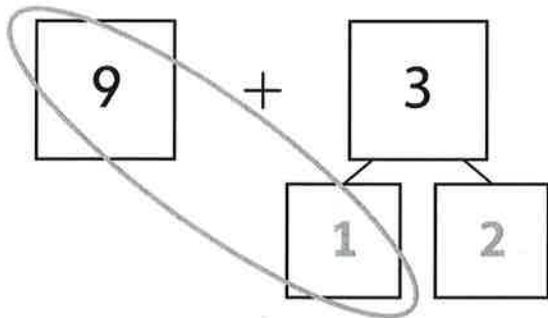
--	--	--	--	--	--	--	--	--	--

$$6 + \underline{3} = 9$$

Name \_\_\_\_\_

Fill in the number bonds to make a ten.

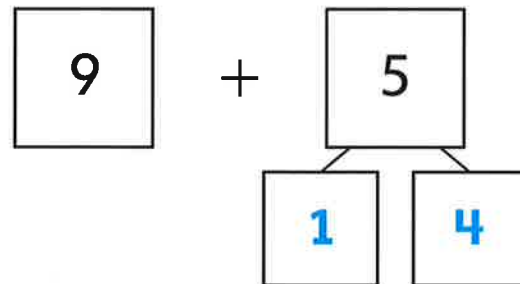
1 Find  $9 + 3$ .



$$10 + 2 = \underline{12}$$

$$9 + 3 = \underline{12}$$

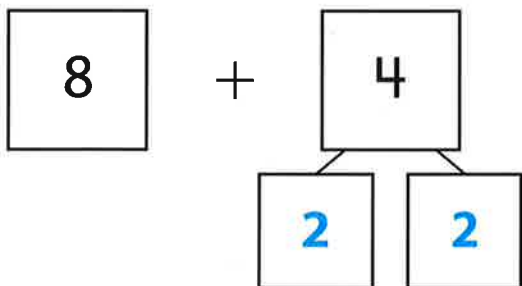
2 Find  $9 + 5$ .



$$10 + 4 = \underline{14}$$

$$9 + 5 = \underline{14}$$

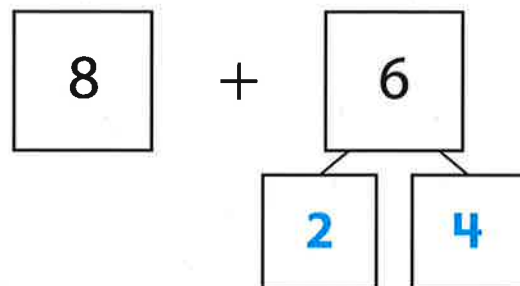
3 Find  $8 + 4$ .



$$10 + 2 = \underline{12}$$

$$8 + 4 = \underline{12}$$

4 Find  $8 + 6$ .

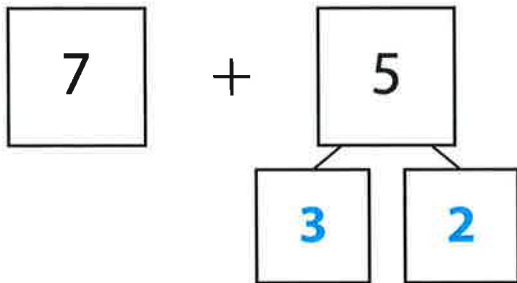


$$10 + 4 = \underline{14}$$

$$8 + 6 = \underline{14}$$

Name \_\_\_\_\_

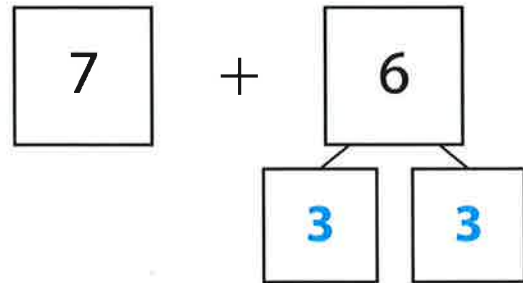
5 Find  $7 + 5$ .



$$10 + 2 = \underline{12}$$

$$7 + 5 = \underline{12}$$

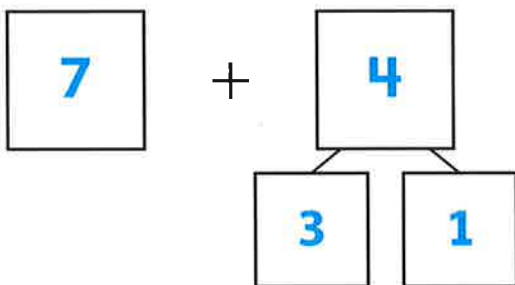
6 Find  $7 + 6$ .



$$10 + 3 = \underline{13}$$

$$7 + 6 = \underline{13}$$

7 Find  $7 + 4$ .



$$10 + 1 = \underline{11}$$

$$7 + 4 = \underline{11}$$

### Discuss It

How does making a ten help you add two numbers?

**Answers will vary. Possible answer: Adding two numbers is easier when one of the numbers is ten.**

Name \_\_\_\_\_

**Use addition to help you subtract.****1** Find  $6 - 5$ .

$$5 + \underline{1} = 6$$

$$6 - 5 = \underline{1}$$

**2** Find  $7 - 6$ .

$$6 + \underline{1} = 7$$

$$7 - 6 = \underline{1}$$

**3** Find  $5 - 2$ .

$$2 + \underline{3} = 5$$

$$5 - 2 = \underline{3}$$

**4** Find  $6 - 4$ .

$$4 + \underline{2} = 6$$

$$6 - 4 = \underline{2}$$

**5** Find  $8 - 4$ .

$$4 + \underline{4} = 8$$

$$8 - 4 = \underline{4}$$

**6** Find  $9 - 7$ .

$$7 + \underline{2} = 9$$

$$9 - 7 = \underline{2}$$

**7** Write an addition equation that helps you find  $6 - 3$ .  
Then complete the subtraction equation.

$$\underline{3} + \underline{3} = \underline{6}$$

$$6 - 3 = \underline{3}$$

**Discuss It**

How can an addition equation help you solve a subtraction equation? **Answers will vary. Possible answer: I can write a missing addend equation, and then count on to find the missing addend.**

**Example**Find  $5 - 3$ .

Start at 3. Count on to 5.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$3 + \underline{2} = 5$

$5 - 3 = \underline{2}$

**1** Find  $6 - 4$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$4 + \underline{2} = 6$

$6 - 4 = \underline{2}$

**2** Find  $7 - 3$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$3 + \underline{4} = 7$

$7 - 3 = \underline{4}$

**3** Find  $8 - 6$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$6 + \underline{2} = 8$

$8 - 6 = \underline{2}$

Name \_\_\_\_\_

- 4**
- Find
- $9 - 8$
- .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$8 + \underline{1} = 9$

$9 - 8 = \underline{1}$

- 5**
- Find
- $6 - 5$
- .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$5 + \underline{1} = 6$

$6 - 5 = \underline{1}$

- 6**
- Find
- $9 - 4$
- .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$4 + \underline{5} = 9$

$9 - 4 = \underline{5}$

- 7**
- Find
- $8 - 2$
- .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$2 + \underline{6} = 8$

$8 - 2 = \underline{6}$

## Discuss It

How is solving  $6 - 4$  the same as solving  $9 - 4$ ?

How is it different?

**I start at the number 4 for both problems. For Problem  $6 - 4$ , I count on to 6. For  $9 - 4$ , I count on to 9.**

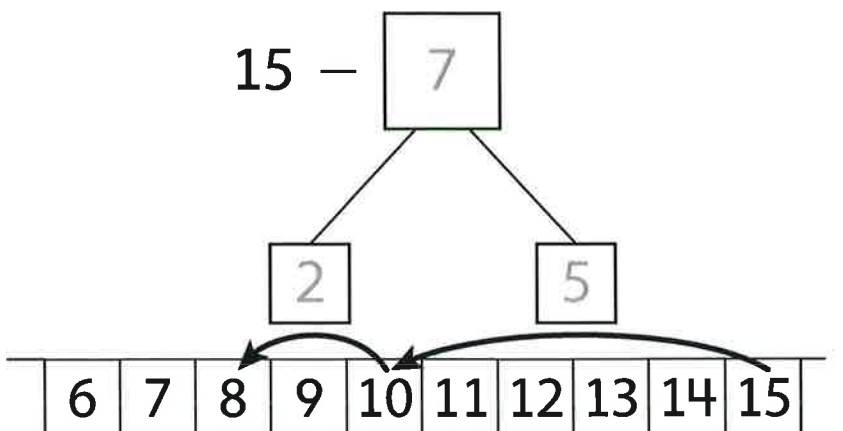
Name \_\_\_\_\_

1 Find  $15 - 7$ .

$$15 - \underline{5} = 10$$

$$10 - 2 = \underline{8}$$

$$15 - 7 = \underline{8}$$

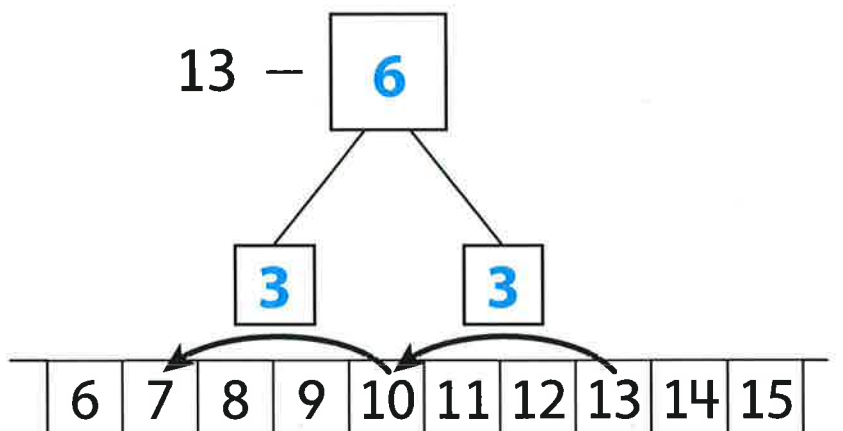


2 Find  $13 - 6$ .

$$13 - \underline{3} = 10$$

$$10 - 3 = \underline{7}$$

$$13 - 6 = \underline{7}$$

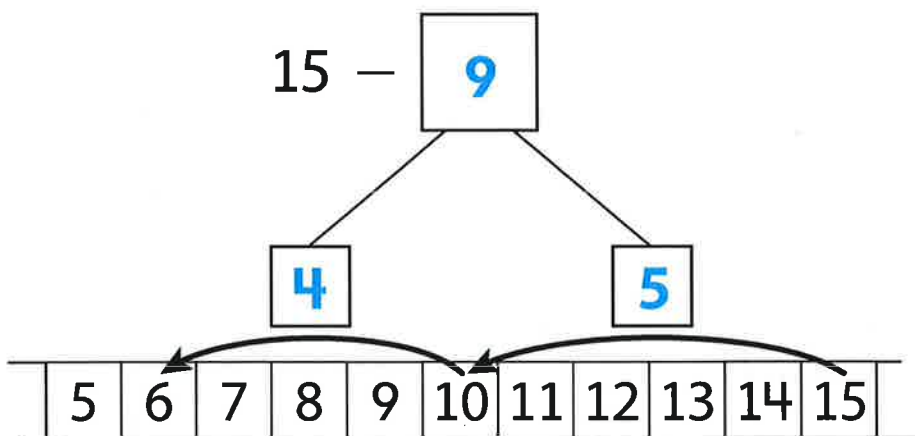


3 Find  $15 - 9$ .

$$15 - \underline{5} = 10$$

$$10 - 4 = \underline{6}$$

$$15 - 9 = \underline{6}$$





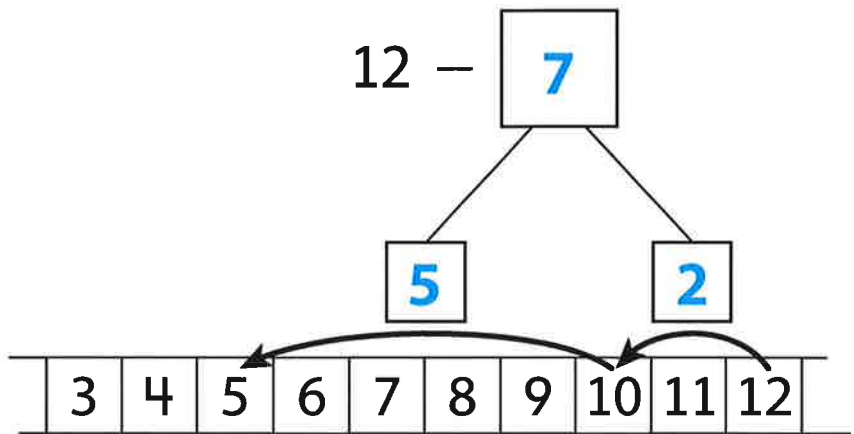
Name \_\_\_\_\_

4 Find  $12 - 7$ .

$$12 - \underline{2} = 10$$

$$10 - 5 = \underline{5}$$

$$12 - 7 = \underline{5}$$

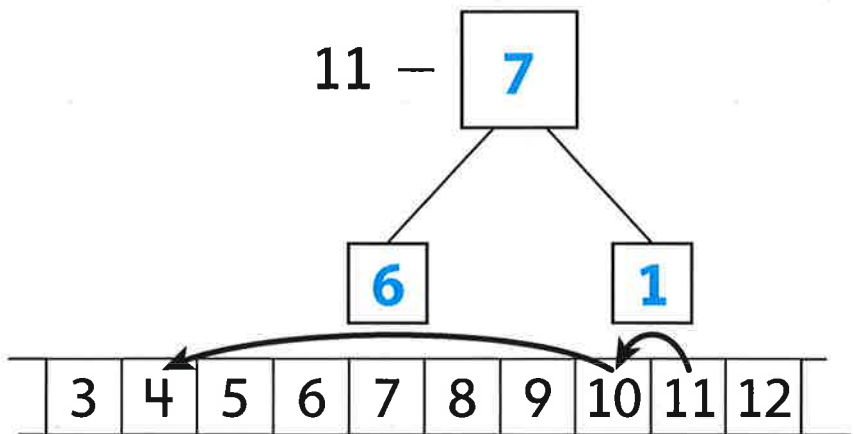


5 Find  $11 - 7$ .

$$11 - \underline{1} = 10$$

$$10 - 6 = \underline{4}$$

$$11 - 7 = \underline{4}$$

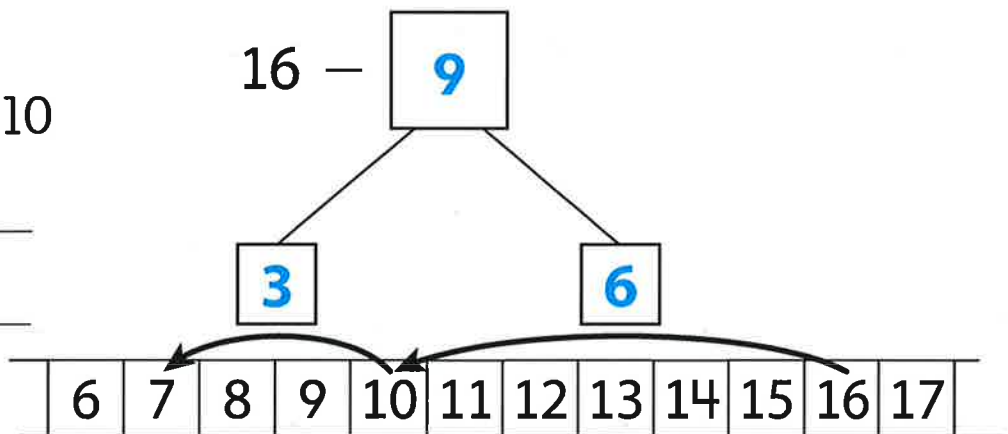


6 Find  $16 - 9$ .

$$16 - \underline{6} = 10$$

$$10 - 3 = \underline{7}$$

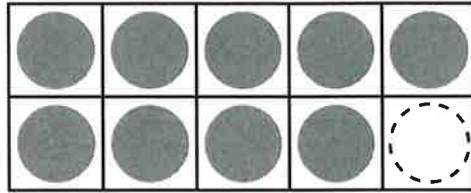
$$16 - 9 = \underline{7}$$



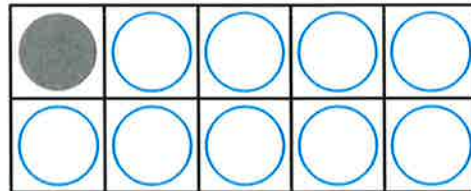
Name \_\_\_\_\_

Draw counters to make 10. Then complete the equation.

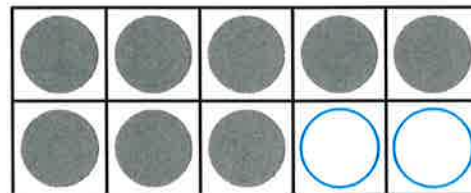
$$10 = 9 + \underline{1}$$



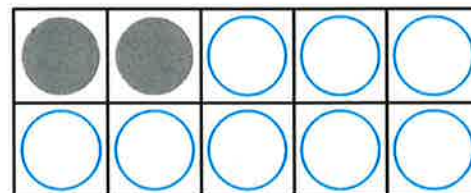
$$10 = 1 + \underline{9}$$



$$10 = 8 + \underline{2}$$

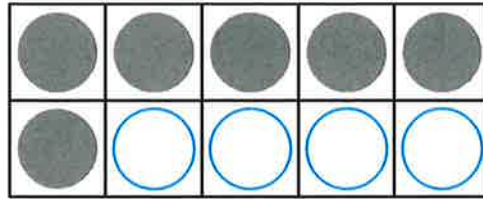


$$10 = 2 + \underline{8}$$

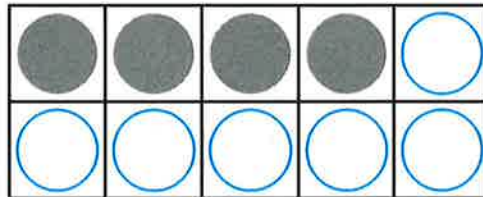


Name \_\_\_\_\_

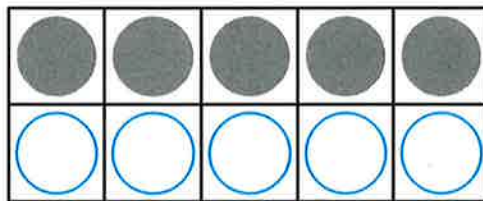
$$10 = 6 + \underline{4}$$



$$10 = 4 + \underline{6}$$



$$10 = 5 + \underline{5}$$



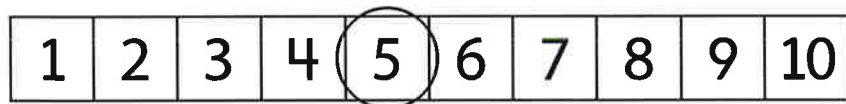
**Solve each problem.**

- 1** Marai sees 8 dogs at the park.

Some dogs go home.

Now Marai sees 5 dogs.

How many dogs go home?



$5 + \underline{3} = 8$

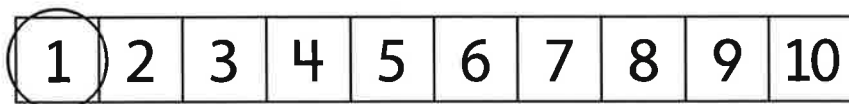
$8 - \underline{3} = 5$

3 dogs go home.

- 2** Ben has 7 hats. 1 hat is red.

The rest are blue.

How many hats are blue?



$7 = 1 + \underline{6}$

$7 - \underline{6} = 1$

6 hats are blue.

- 3** Asia has 7 books. She buys more books.

Now Asia has 9 books.

How many books does she buy?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$7 + \underline{2} = 9 \qquad 9 - \underline{2} = 7$$

Asia buys 2 books.

- 4** Jake has 8 games. He gives some away.

Now he has 3 games.

How many games does Jake give away?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$3 + \underline{5} = 8 \qquad 8 - \underline{5} = 3$$

Jake gives 5 games away.

Name \_\_\_\_\_

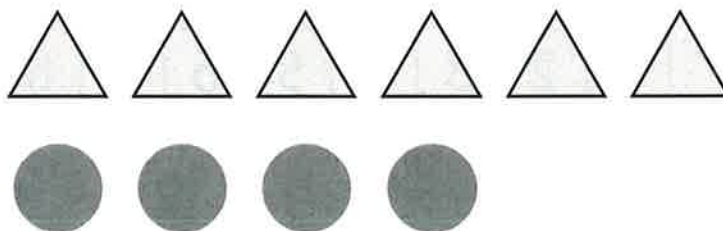
**Solve the subtraction problems.**

- 1** There are 6 triangles. There are 4 circles.

How many more triangles are there?

$$6 - 4 = \underline{2}$$

2 more triangles

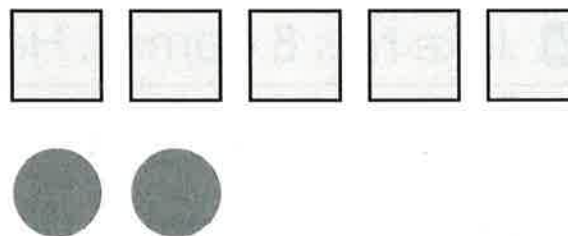


- 2** There are 5 squares. There are 2 circles.

How many more squares are there?

$$5 - 2 = \underline{3}$$

3 more squares

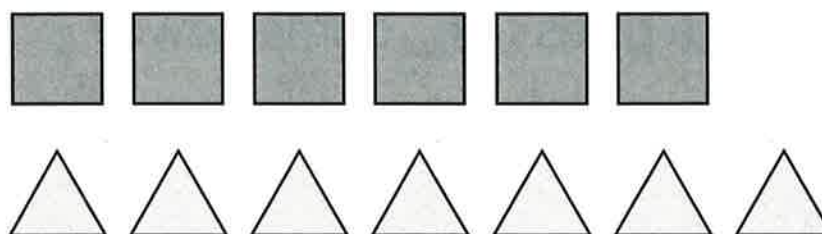


- 3** There are 7 triangles. There are 6 squares.

How many more triangles are there?

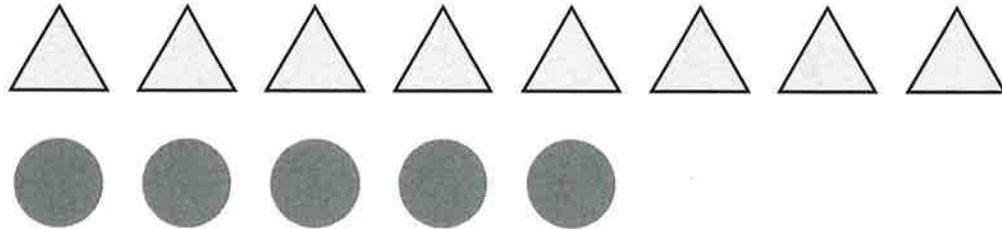
$$7 - 6 = \underline{1}$$

1 more triangle



- 4** There are 8 triangles and 5 circles.

How many fewer circles than triangles are there?

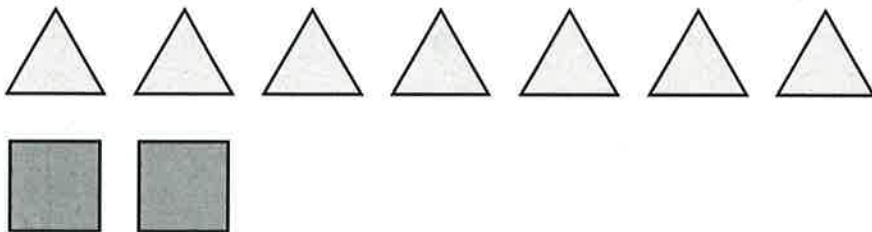


$$8 - 5 = \underline{3}$$

3 fewer triangles

- 5** There are 2 squares and 7 triangles.

How many fewer squares than triangles are there?



$$7 - 2 = \underline{5}$$

5 fewer squares

Name \_\_\_\_\_

Choose a number from the box to complete the equation.

**Example**

0	1	2
---	---	---

$2 + 0 = \underline{1} + 1$

**1**

0	1	2
---	---	---

$2 + 1 = 1 + \underline{2}$

**2**

1	2	3
---	---	---

$3 + 2 = \underline{2} + 3$

**3**

1	2	3
---	---	---

$3 + 2 = 4 + \underline{1}$

**4**

0	1	2
---	---	---

$6 + 0 = 5 + \underline{1}$

**5**

4	5	6
---	---	---

$3 + 3 = \underline{6} + 0$

**6**

2	3	4
---	---	---

$4 + 3 = 5 + \underline{2}$

**7**

0	1	2
---	---	---

$6 + 1 = 7 + \underline{0}$

**8**

1	2	3
---	---	---

$4 + 4 = 5 + \underline{3}$

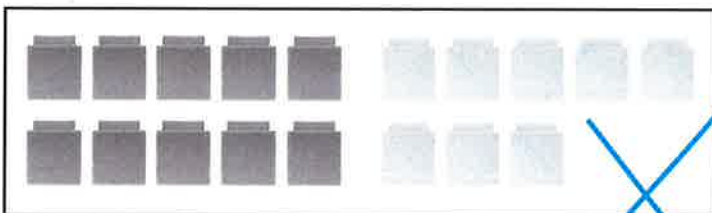
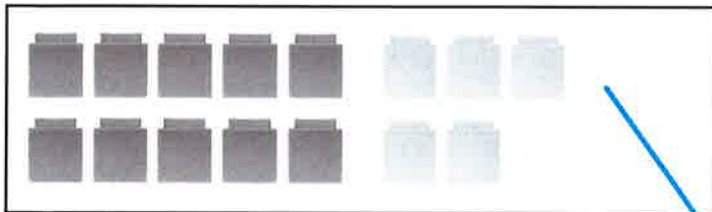
**9**

0	1	2
---	---	---

$1 + 8 = 7 + \underline{2}$



Draw lines to match the numbers.



11

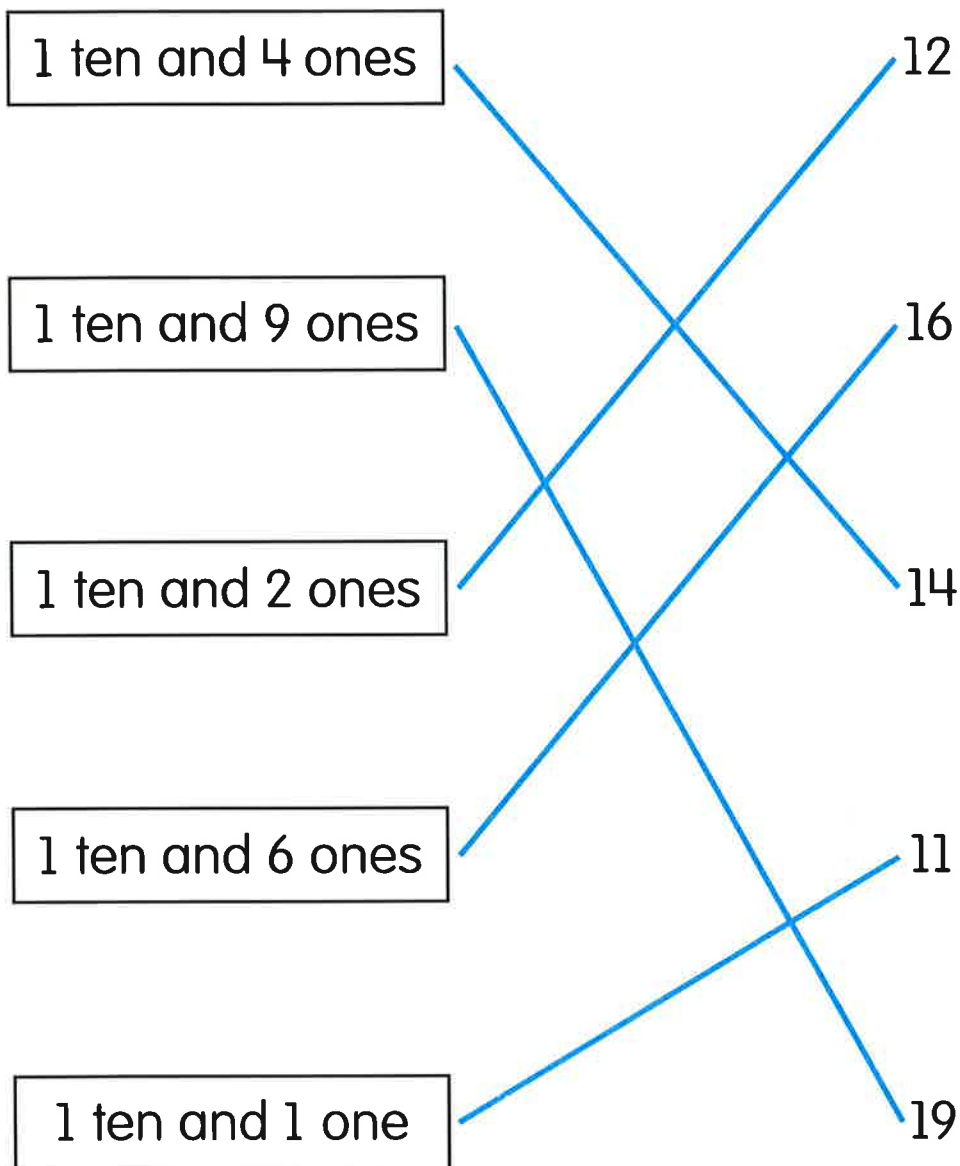
17

15

18

13

**Draw lines to match the numbers.**



### Discuss It

What is the same about each teen number? What is different? **Every teen number has one ten. The number of ones for each teen number is different.**

Name \_\_\_\_\_

**Add.**

1  $9 + 3 = \underline{12}$

2  $3 + 9 = \underline{12}$

3  $8 + 6 = \underline{14}$

4  $6 + 8 = \underline{14}$

5  $4 + 9 = \underline{13}$

6  $5 + 7 = \underline{12}$

7  $6 + 7 = \underline{13}$

8  $7 + 8 = \underline{15}$

9  $10 + 9 = \underline{19}$

10  $9 + 8 = \underline{17}$

11  $6 + 3 + 4 = \underline{13}$

12  $5 + 9 + 1 = \underline{15}$

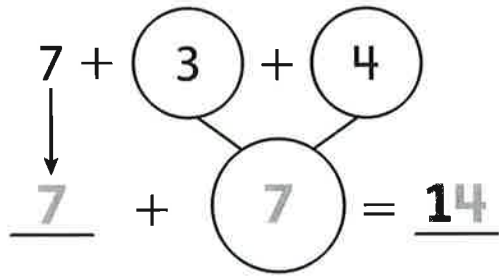
**Discuss It**

Explain how you solved Problem 11.

**Answers will vary. Possible answer: I used the Commutative Property to rewrite the problem as  $6 + 4 + 3$ . Then I added  $6 + 4$  to make 10 then added on the 3 to get 13.**

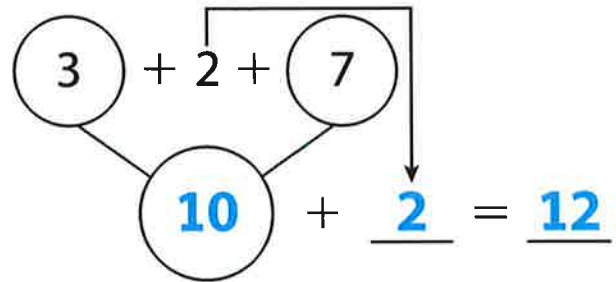
Name \_\_\_\_\_

1 Find  $7 + 3 + 4$ .



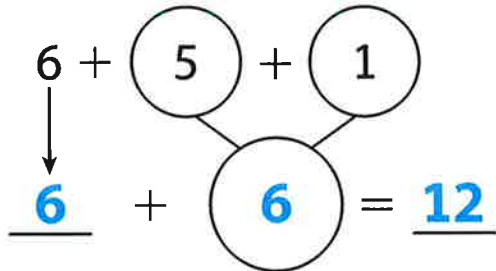
$7 + 3 + 4 = \underline{14}$

2 Find  $3 + 2 + 7$ .



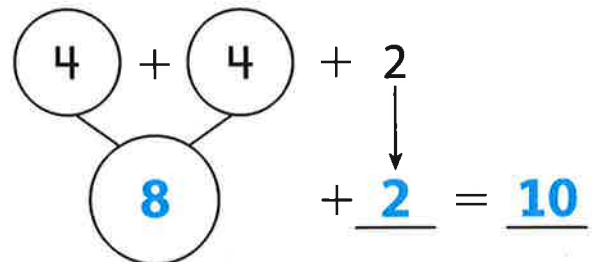
$3 + 2 + 7 = \underline{12}$

3 Find  $6 + 5 + 1$ .



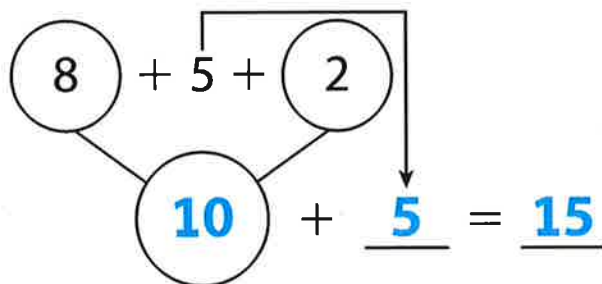
$6 + 5 + 1 = \underline{12}$

4 Find  $4 + 4 + 2$ .



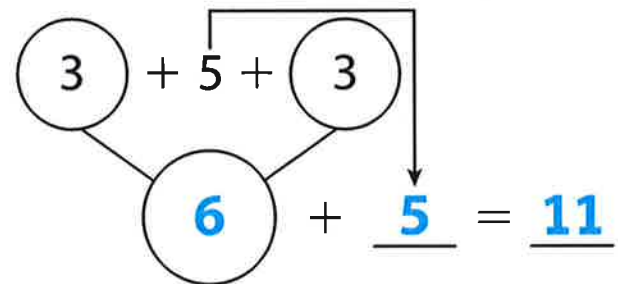
$4 + 4 + 2 = \underline{10}$

5 Find  $8 + 5 + 2$ .



$8 + 5 + 2 = \underline{15}$

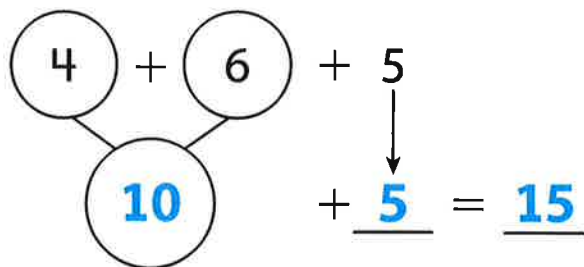
6 Find  $3 + 5 + 3$ .



$3 + 5 + 3 = \underline{11}$

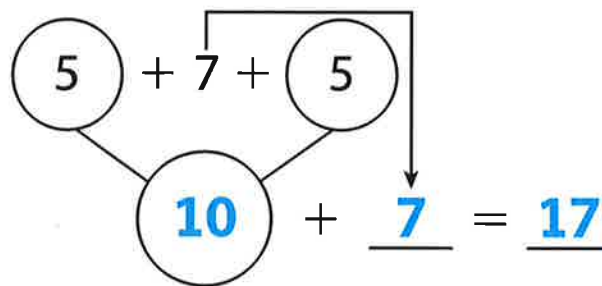
Name \_\_\_\_\_

7 Find  $4 + 6 + 5$ .



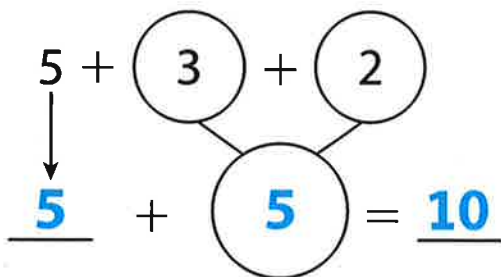
$$4 + 6 + 5 = \underline{15}$$

8 Find  $5 + 7 + 5$ .



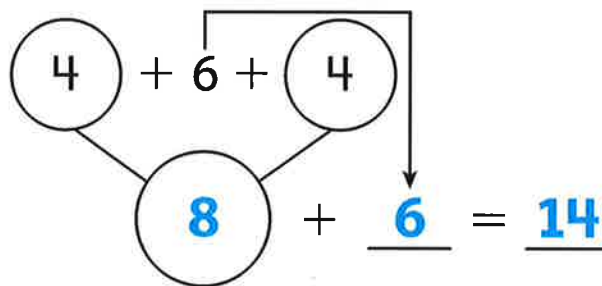
$$5 + 7 + 5 = \underline{17}$$

9 Find  $5 + 3 + 2$ .



$$5 + 3 + 2 = \underline{10}$$

10 Find  $4 + 6 + 4$ .



$$4 + 6 + 4 = \underline{14}$$

11 When solving  $4 + 6 + 4$ , Ava adds  $4 + 6$  first.

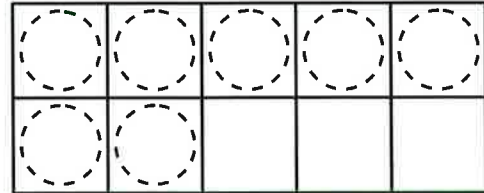
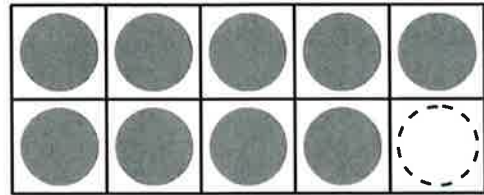
Rico adds  $4 + 4$  first. Who is correct? Why?

**Both are correct. Answers will vary. Possible answer: With the same 3 addends, you can add any two addends first and you will get the same total.**

Name \_\_\_\_\_

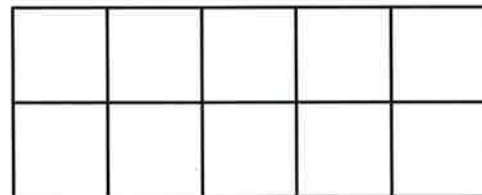
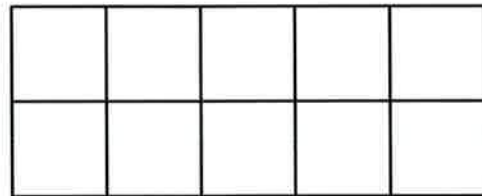
**1** Find the missing number.

$$17 - \underline{8} = 9$$



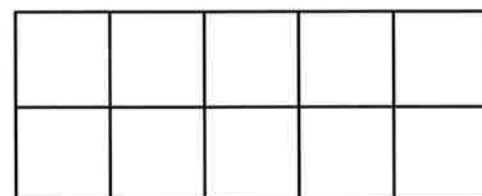
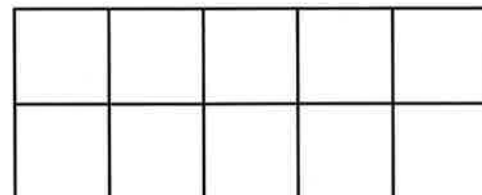
**2** Find the missing number.

$$\underline{13} - 8 = 5$$



**3** Find the missing number.

$$15 - \underline{9} = 6$$



Finding the Unknown Number *continued*

Name \_\_\_\_\_

- 4 Find the missing number.

$$7 = \underline{14} - 7$$



- 5 Find the missing number.

$$8 = 12 - \underline{4}$$

- 6 Find the missing number.

$$\underline{18} - 9 = 9$$

- 7 Find the missing number.

$$16 - \underline{9} = 7$$

- 8 Find the missing number.

$$15 - \underline{7} = 8$$

- 9 Find the missing number.

$$5 = \underline{14} - 9$$

- 10 Find the missing number.

$$\underline{17} - 7 = 10$$

## Discuss It

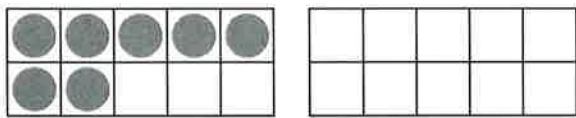
- 11 How did you use the 10-frames to find the missing number in Problem 4?

**Answers will vary. Possible answer:** First, I drew 7 circles because that is the answer. Then, I drew 7 more circles because that is how many I am subtracting. Finally, I counted the number of circles in the 10-frames. There are 14 circles, so the answer is 14.

## Solving Word Problems to 20

Name \_\_\_\_\_

- 1** Amy has some crayons.  
She finds 7 more crayons.  
Now she has 18 crayons.  
How many crayons did she have at the start?



$$\underline{11} + 7 = 18$$

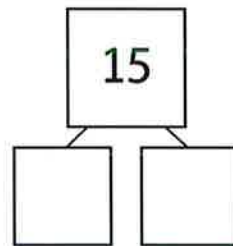
11 crayons

- 3** Marco has 16 flowers.  
He gives some to Alex.  
Now Marco has 8 flowers.  
How many did he give to Alex?

$$16 - \underline{8} = \underline{8}$$

8 flowers

- 2** There are 15 fish in a tank.  
7 of the fish are orange.  
The rest are white.  
How many are white?



$$15 - \underline{7} = \underline{8}$$

8 white fish

- 4** There are 12 bagels in a box.  
Some bagels are eaten.  
Now there are 4 bagels.  
How many bagels were eaten?

$$12 - \underline{8} = \underline{4}$$

4 bagels



Solving Word Problems to 20 *continued*

Name \_\_\_\_\_

- 5** Mica eats 4 fewer pretzels than Wyatt. Wyatt eats 14 pretzels. How many pretzels did Mica eat?

$$\underline{14} - \underline{4} = \underline{10}$$

10 pretzels

- 6** Pete reads for 9 minutes. The next day he reads for 6 minutes.

How many minutes did he read altogether?

$$\underline{9} + \underline{6} = \underline{15}$$

15 minutes

