



INTERACTIVE

Homework

NOTEBOOK

Grade Two

Created by Shelley Gray



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Join me on **Facebook** to become part of a collaborative teacher community.

<http://www.facebook.com/teachingresourcesbysheleygray>

Visit my blog, **Teaching in the Early Years**, for more great classroom ideas.

<http://www.teachingintheearlyyears.com>



**TEACHING IN THE
EARLY YEARS**

by Shelley Gray

About this Resource



Philosophy

Do you struggle with the ever-present “homework issue?” To give homework or not to give homework? I personally believe that kids should not have a lot of homework, especially in the younger grades. However, children DO need lots of home practice with **reading**, **writing** and **math**. I have always found that many parents simply don’t know how or what to reinforce at home, and we as teachers are often quick to say, “Read for 15 minutes and practice your math facts,” when assigning homework. When parents are provided with **support**, they will begin to feel more comfortable helping their children read, write and do math. That’s where this resource comes in! The **Interactive Homework Notebook** is a notebook that children will create at home, with the assistance of their parents (the level of assistance needed will vary based on age and skill level). The activities are all hands-on and can be completed in about 10-15 minutes. Each activity will provide parents with **specific learning goals**, **instructions**, and **ideas** for how they can help and support their child. Because parents and children can work together on these activities, parents will become involved in their child’s learning and gain a better understanding of how to provide assistance and support, and how to **extend** the learning past the assignment. Children will be involved in **engaging**, **hands-on** activities that reinforce essential skills.

Options for Use

There are many ways that this Interactive Homework Notebook can be utilized! I don’t recommend sending homework home every night, but you might choose specific days (for example, Monday and Thursday) to send home a fun homework assignment that **supports** the skills currently being taught in your classroom. The activities can also be used as extra practice for students who require it. Additionally, you as a **classroom teacher** can choose to use any of these activities in your own classroom. Any one of the 110+ curriculum-related activities included makes a great addition to any reading, writing or math-based interactive notebook!

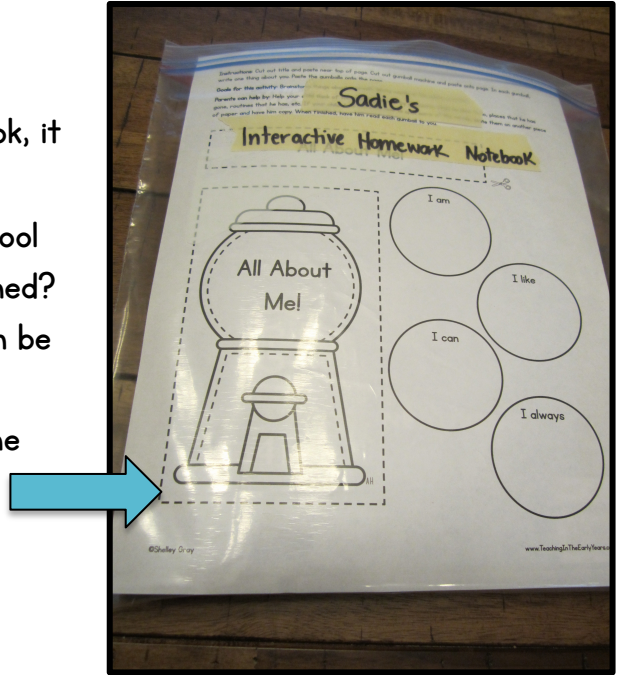
Assessment

Whether or not you assess these activities is your own personal choice. Personally, I do not recommend assessing every single homework assignment. You will be up to your ears in marking, and your time is better spent planning **engaging** activities and **interacting** with your students. Instead, think of these homework activities as extra practice and an opportunity for children and parents to work together to reinforce learned skills. That being said, it is important to check to ensure completion. You will need to integrate this practice into your classroom as you see fit, but there are a couple of options:

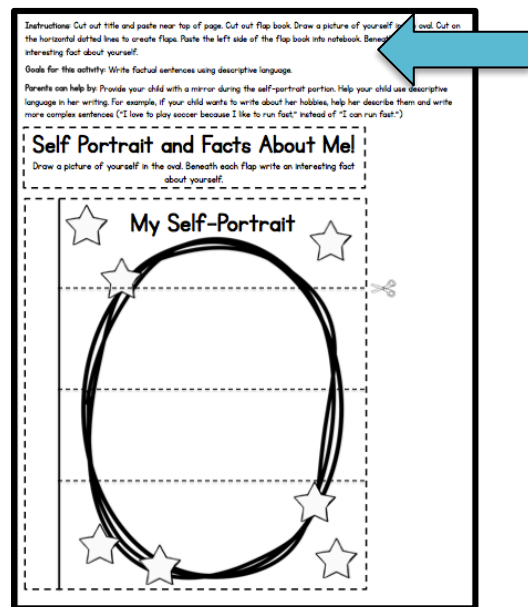
- Ask students to hand in their notebooks in the morning. Throughout the day take about 10 minutes to flip through each notebook, place a sticker or checkmark on the page to show that you have seen it, and hand notebooks back to students when the next homework assignment is given.
- Ask students to put their Homework Notebooks on their desks during morning work. Circulate the room, doing a quick check of each child’s notebook. Children are responsible for putting the notebook away once it has been checked.
- Have students join you in small-group format (similar to a guided reading group) to discuss the homework assignment and share their work and ideas with others. Do a quick completion check during this time.

Storage and Logistics

Before beginning the Interactive Homework Notebook, it is important to consider logistics. Where will the notebooks be stored? How will they travel from school to home with the activities? How will they be returned? Personally I love the large zip-loc bags. Journals can be placed into the zip-loc bag, along with the day's homework activity for safe traveling, as shown in the picture to the right:



Layout



Each Interactive Homework Notebook assignment includes simple instructions, learning goals and ways that parents can help. This predictable layout will serve to not only help parents during the activity, but also to provide ideas for extending the learning past the assignment.

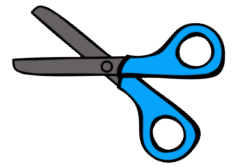
A limited variety of foldable templates are used in this interactive homework journal so that the templates become familiar to parents and students.

Recommended Glue and Notebook

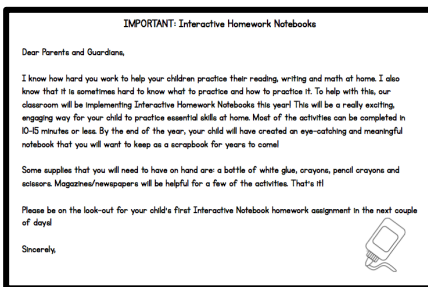
To assemble this notebook, white glue is recommended rather than a glue stick. It just sticks better! Additionally, try to use notebooks where the entire page is fastened into the bound area, rather than the spiral style. This will result in fewer pages falling/being ripped out.



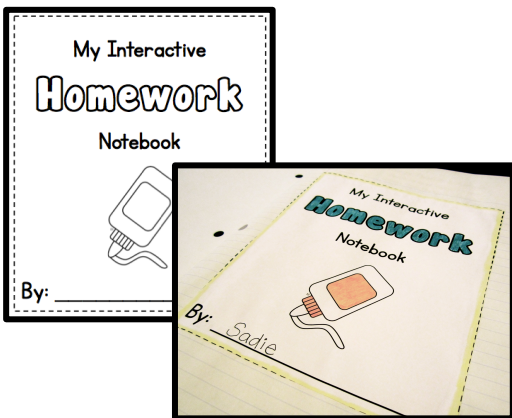
Section I: Notes and Instructions



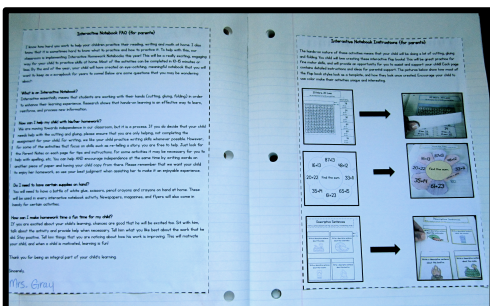
In this section you will find notes and instructions for introducing your Interactive Homework Notebook to students and their families. Please see below for instructions, or simply use as you see fit!



Introductory Note (page 7): sign and send this note home a couple of days before the initial Interactive Homework Notebook assignment. This will serve as a “heads-up” so that parents can have necessary supplies on hand.



Interactive Notebook Cover Page (page 6): Have students decorate this page. Then glue it to the cover or the first inside page of each student's Interactive Homework Notebook.

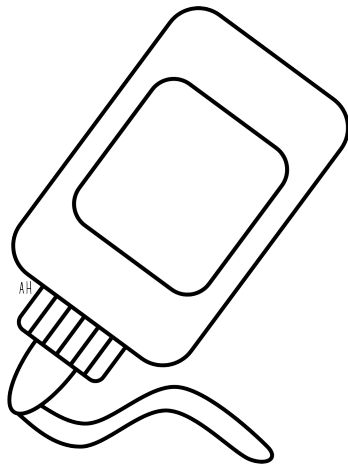


Interactive Notebook Instructions and Parent FAQ (pages 8 and 9): Paste these 2 notes into front of Interactive Homework Notebook as shown in picture to the left.

Interactive Notebook Cover Page

Have students decorate this page and paste it to the front cover or first inside page of notebook (as shown on page 5).

My Interactive Homework Notebook



By: _____

IMPORTANT: Interactive Homework Notebooks

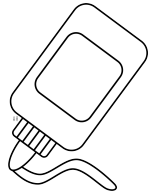
Dear Parents and Guardians,

I know how hard you work to help your children practice their reading, writing and math at home. I also know that it is sometimes hard to know what to practice and how to practice it. To help with this, our classroom will be implementing Interactive Homework Notebooks this year! This will be a really exciting, engaging way for your child to practice essential skills at home. Most of the activities can be completed in 10-15 minutes or less. By the end of the year, your child will have created an eye-catching and meaningful notebook that you will want to keep as a scrapbook for years to come!

Some supplies that you will need to have on hand are: a bottle of white glue, crayons, pencil crayons and scissors. Magazines/newspapers will be helpful for a few of the activities. That's it!

Please be on the look-out for your child's first Interactive Notebook homework assignment in the next couple of days!

Sincerely,



IMPORTANT: Interactive Homework Notebooks

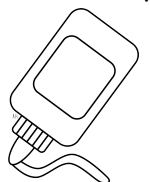
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I know how hard you work to help your children practice their reading, writing and math at home. I also know that it is sometimes hard to know what to practice and how to practice it. To help with this, our classroom will be implementing Interactive Homework Notebooks this year! This will be a really exciting, engaging way for your child to practice essential skills at home. Most of the activities can be completed in 10-15 minutes or less. By the end of the year, your child will have created an eye-catching and meaningful notebook that you will want to keep as a scrapbook for years to come!

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Sincerely,

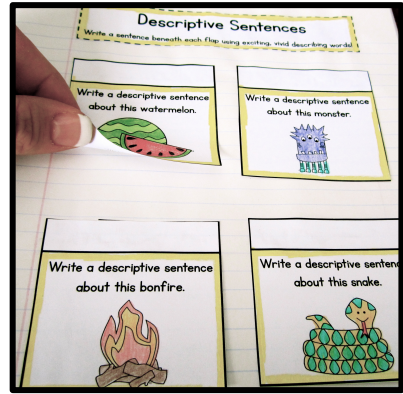
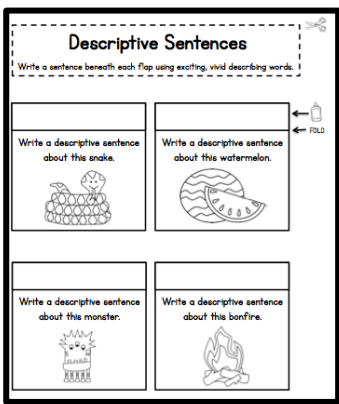
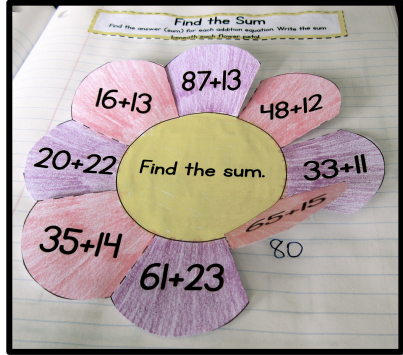
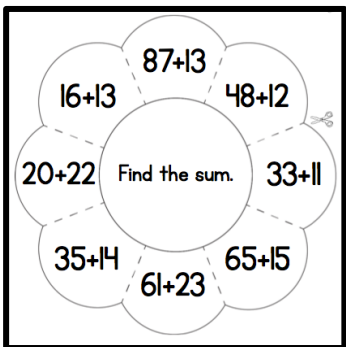
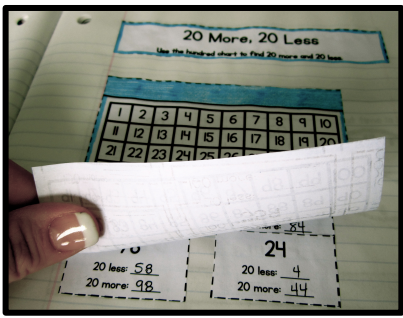
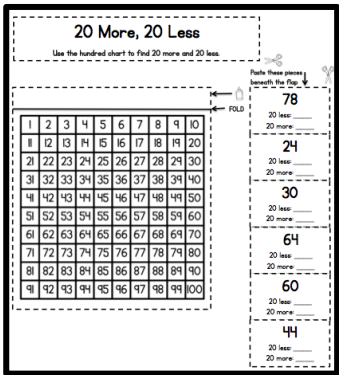


Interactive Notebook Instructions

Paste this note into front of interactive notebook as shown on page 5.

Interactive Notebook Instructions {for parents}

The hands-on nature of these activities means that your child will be doing a lot of cutting, gluing and folding. You child will love creating these interactive flap books! This will be great practice for fine motor skills, and will provide an opportunity for you to assist and support your child! Each page contains detailed instructions and ideas for parental support. The pictures below show how most of the flap book styles look as a template, and how they look once created. Encourage your child to use color to make their activities unique and interesting.



Parent FAQ

Paste this note into front of interactive notebook as shown on page 5.

Interactive Notebook FAQ {for parents}

I know how hard you work to help your children practice their reading, writing and math at home. I also know that it is sometimes hard to know what to practice and how to practice it. To help with this, our classroom is implementing Interactive Homework Notebooks this year! This will be a really exciting, engaging way for your child to practice skills at home. Most of the activities can be completed in 10-15 minutes or less. By the end of the year, your child will have created an eye-catching, meaningful notebook that you will want to keep as a scrapbook for years to come! Below are some questions that you may be wondering about:

What is an Interactive Notebook?

Interactive essentially means that students are working with their hands (cutting, gluing, folding) in order to enhance their learning experience. Research shows that hands-on learning is an effective way to learn, reinforce, and process new information.

How can I help my child with his/her homework?

We are moving towards independence in our classroom, but it is a process. If you do decide that your child needs help with the cutting and gluing, please ensure that you are only helping, not completing the assignment for your child. For the written activities, we like your child to practice neat and accurate printing as much as possible; however, for some of the activities that focus on skills such as re-telling a story, you are free to help. Just look for the Parent Notes on each page for tips and instructions. For some activities it may be necessary for you to help with spelling, etc. You can help AND encourage independence at the same time by writing words on another piece of paper and having your child copy from there. Please remember that we want your child to enjoy her homework, so use your best judgment when assisting her to make it an enjoyable experience.

Do I need to have certain supplies on hand?

You will need to have a bottle of white glue, scissors, pencil crayons and crayons on hand at home. These will be used in every interactive notebook activity. Newspapers, magazines, and flyers will also come in handy for certain activities.

How can I make homework time a fun time for my child?

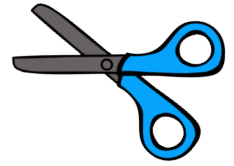
If you are excited about your child's learning, chances are good that he will be excited too. Sit with him, talk about the activity and provide help when necessary. Tell him what you like best about the work that he did. Stay positive. Tell him things that you are noticing about how his work is improving. This will motivate your child, and when a child is motivated, learning is fun!

Thank you for being an integral part of your child's learning.

Sincerely,

Section 2:

Interactive Templates



In this section you will find all of the Interactive Homework Notebook templates. These are organized by topic and can be sent home in any order. The table of contents below shows where you will find particular skills and activities:

Template Table of Contents

All About Me!	pages 11-16
Reading Response	pages 17-24
Counting/Skip-Counting	pages 25-27
Representing Numbers	pages 28-35
Problem Solving	pages 36-42
Addition/Subtraction	pages 43-65
Comparing Numbers	pages 66-69
Time	pages 70-72
Graphing	pages 73-74
Sight Words/Word Work	pages 75-89
Focus on Writing	pages 90-110
Newspaper/Magazine	
Cut-and-Paste	pages 111-120

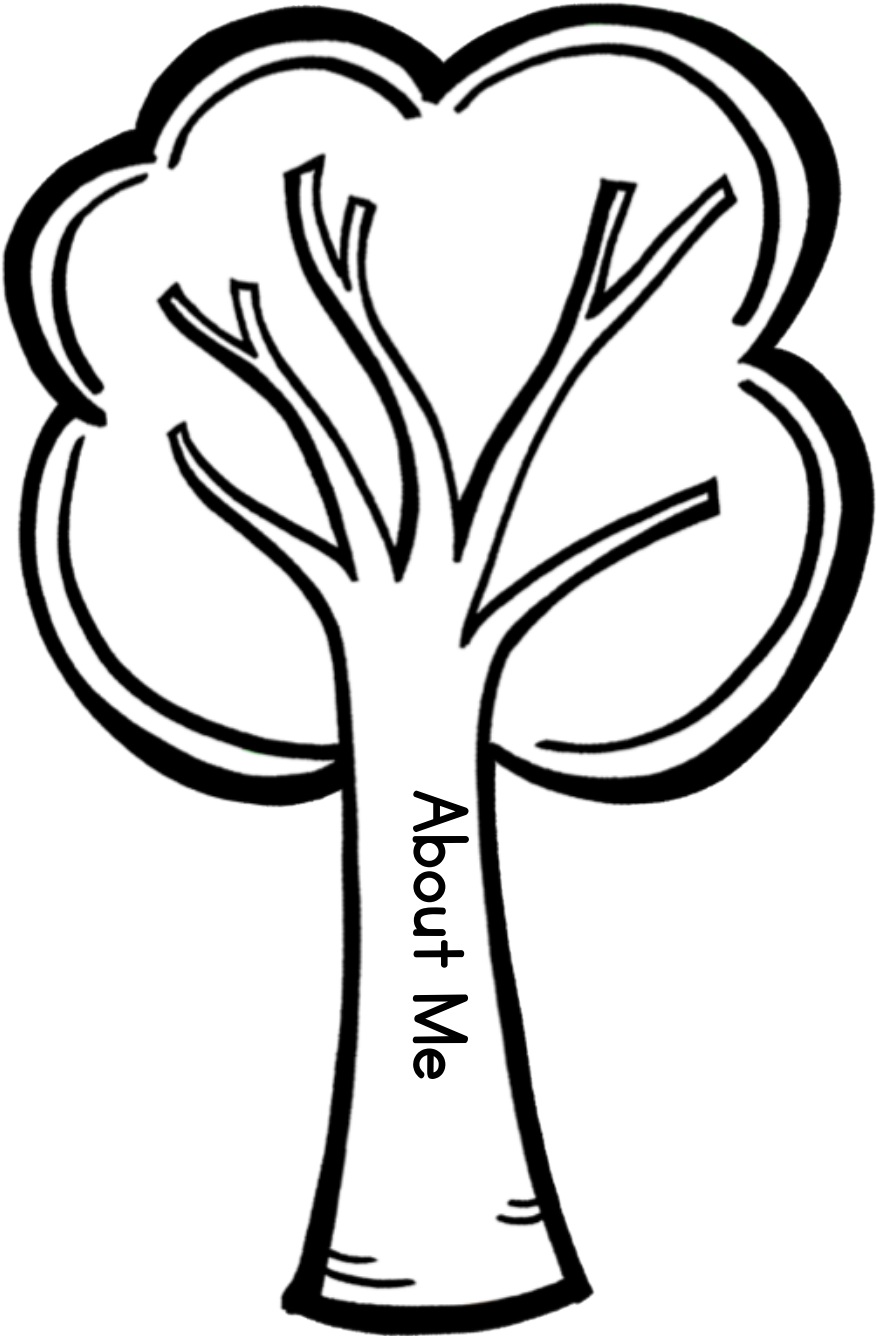
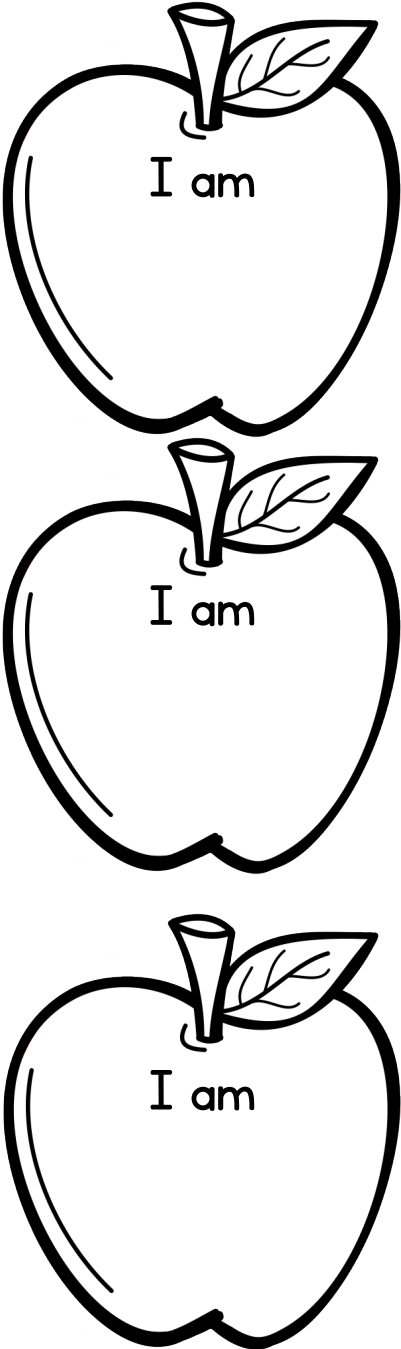
Instructions: Cut out title and paste near top of page. Cut tree and paste onto notebook page. On each apple, write a phrase that describes you. Paste the apples onto notebook page.

Goals for this activity: Complete a sentence with a word or phrase. Write neatly in the space provided.

Parents can help by: Encourage your child to write a phrase rather than just one word. For example, "I am...a 7 year old girl in Grade 2," rather than "I am...7." When finished, have your child read each apple to you.

About Me

Complete the sentence in each apple with facts about yourself.



Instructions: Cut out title and paste near top of page. Cut out gumball machine and paste onto page. In each gumball, write one thing about you. Paste the gumballs onto the page.

Goals for this activity: Complete a sentence. Write neatly in the space provided.

Parents can help by: Help your child think of things about himself by discussing what he likes to do, places that he has gone, routines that he has, etc. If your child does not know how to spell some of the words, write them on another piece of paper and have him copy. When finished, have him read each gumball to you.

All About Me!

In each gumball, tell a bit about yourself.



All About
Me!

I am

I like

I can

I always

AH

Instructions: Cut out title and paste near top of page. Cut out flap book. Draw a picture of yourself in the oval. Cut on the horizontal dotted lines to create flaps. Paste the left side of the flap book into notebook. Beneath each flap, write an interesting fact about yourself.


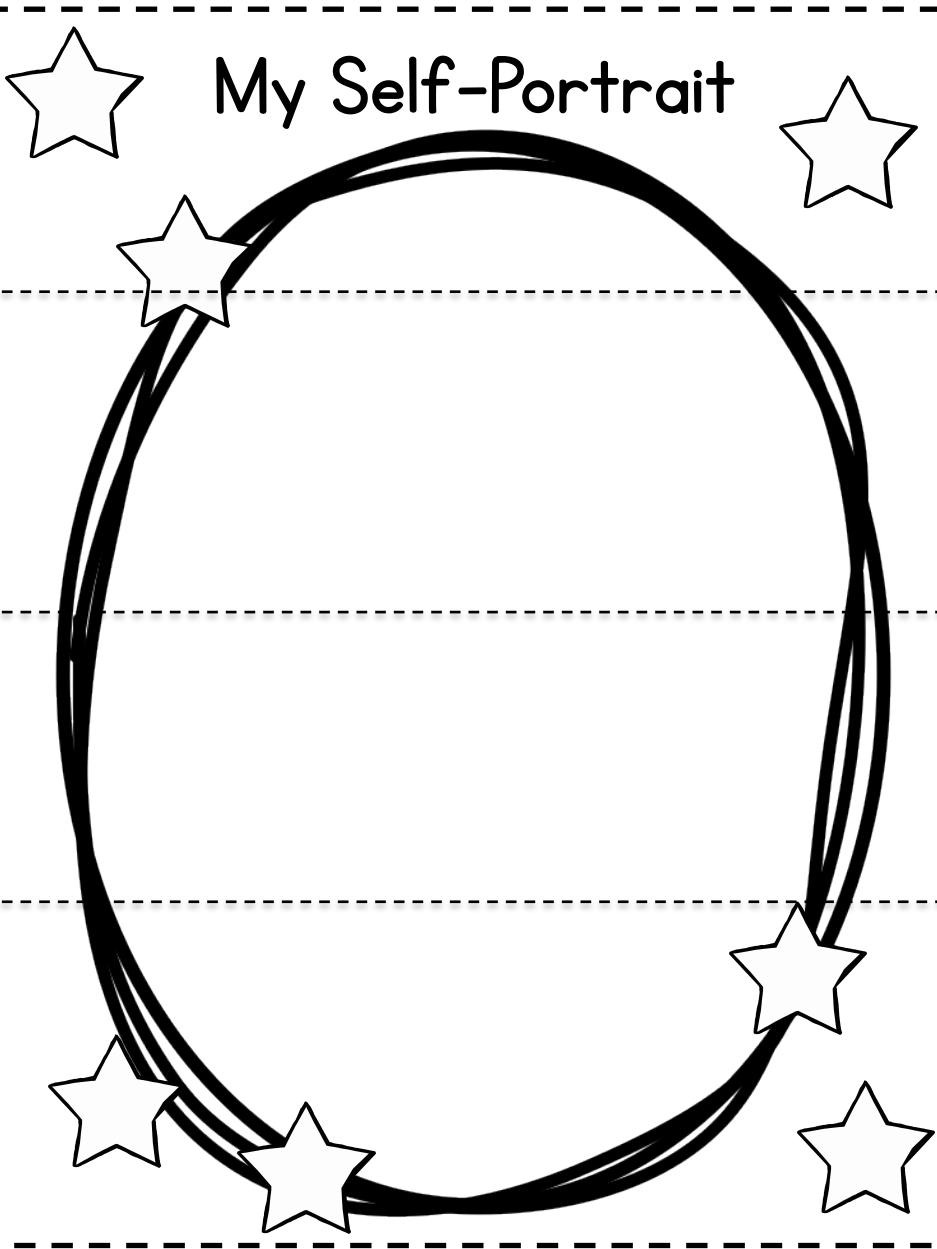
Goals for this activity: Write factual sentences using descriptive language.

Parents can help by: Provide your child with a mirror during the self-portrait portion. Help your child use descriptive language in her writing. For example, if your child wants to write about her hobbies, help her describe them and write more complex sentences (“I love to play soccer because I like to run fast,” instead of “I can run fast.”)

Self Portrait and Facts About Me!

Draw a picture of yourself in the oval. Beneath each flap write an interesting fact about yourself.

My Self-Portrait



Instructions: Complete the workspace with a picture and written details. Paste the workspace into notebook.

Goals for this activity: Write using factual information and memories. Write neatly in the space provided.

Parents can help by: Help your child think of things about your family by discussing stories, memories and the members of your family. If your child does not know how to spell some of the words, write them on another piece of paper and have him copy from it. When finished, have him read the information to you.



All About My Family

Write about your family and draw a picture in the box.

A large, empty rectangular box with a solid black border, intended for a child to draw a picture of their family.

The members of my family are _____

My family is _____


Sometimes, my family _____

One tradition that my family has is _____


Instructions: Cut out title and paste near top of page. Cut out each question flap. Paste top portion of each one into notebook, creating a lift-up flap. Beneath each flap, write the answer to the question(s).

Goals for this activity: Understand that a question mark means that a question is being asked. Read questions. Write an appropriate answer to each question.


Parents can help by: Help your child read each question. Point out the fact that they all end with a question mark. When finished, have your child read each question, lift up the flap and read each answer.




What is your full name?




How old are you and when is your birthday?




Where do you live and who do you live with?




What do you want to be when you grow up? Why?



Where is one place that you love to go?




What are some of your hobbies?


FOLD

Question and Answer

Answer each question beneath the flap.



Instructions: Cut out title and paste near top of page. Cut out the flap. Decorate the treasure chest and glue top portion of flap into notebook so that the treasure chest can be "lifted up." Beneath the flap draw a few of your favorite things. Write the name of each item beside it.

Goals for this activity: Think about your favorite things and use them to give a representation of yourself. Print neatly.

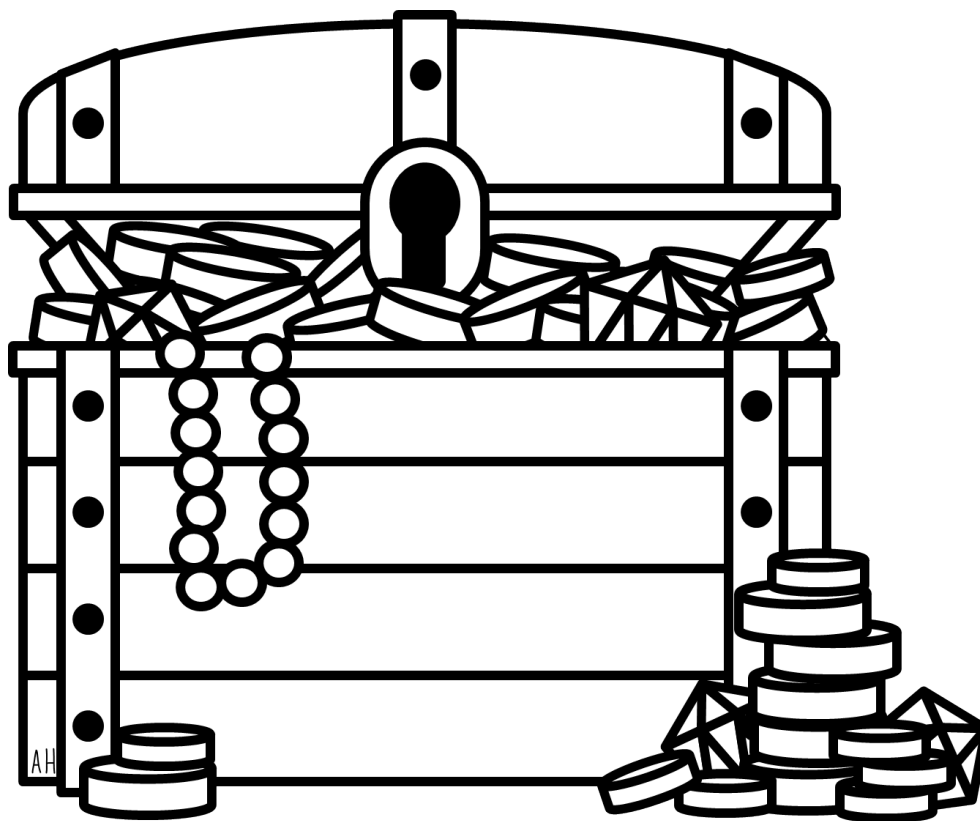
Parents can help by: Ask your child to tell you about some of her favorite things. Examples, include food, toys, stories, books, places to visit, school subjects, etc. This will help her get ideas for what she will draw beneath the flap. If she is unsure how to spell some of the words, write them on a separate piece of paper and have her copy it from there.

My Treasure Chest

These are some of my favorite things!



←
← FOLD



Instructions: Cut out title and paste near top of page. Cut out each question flap. Paste top portion of each one into notebook, creating a lift-up flap. Read a book and write the answer to each question beneath the flap.

Goals for this activity: Read a book (together with a parent) and recall the main details.

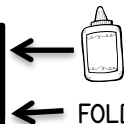
Parents can help by: Listen to your child read a book. Then read the questions together and discuss. Help your child write a concise but detailed answer to each question. When finished, have your child read each question, lift up the flap and read each answer aloud to you.

Main Details

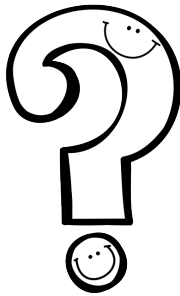
Read a book and write a detail beneath each flap.



What is the title of the book?



Who are the characters in the book?



What happens in the story?



Where does the story take place?



When does the story take place?

Instructions: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 4 lift-up flaps. Paste left side of flap book into notebook. Write a question beneath each flap.

Goals for this activity: Read a book (together with a parent) and ask questions that were not answered in the story.

Parents can help by: Listen to your child read a book. Talk about questions that they have after reading. For example, "Why did the main character.....?" or "What year did the story take place?" Encourage your child to ask questions by beginning a sentence with "I wonder..." Help your child write each question beneath a flap. When finished, have your child read each question to you.

Asking Questions

After reading a book, write a question that you have beneath each flap.



FOLD



A question that I have
about the main character...



A question that I have
about the setting (where
the story takes place)...



A question that I have
about the end of the
story...



Another question that I
have about this story...



Instructions: Cut out title and paste near top of page. Cut out flap book. Draw a picture of a book character in the oval. Cut on the horizontal dotted lines to create flaps. Paste the left side of the flap book into notebook. Beneath each flap, write a fact about the character.

Goals for this activity: Recall and write details about a book character.

Parents can help by: Re-read a book together with your child, stopping to discuss what you notice about the character. How does he/she act, dress or talk? What does he/she do or say? Help your child choose character details and write about them beneath each flap. Encourage your child to write complex descriptions using adjectives (describing words). For example, write, "She always seems to find mysterious things happening and loves to try to solve them," rather than, "She likes to solve mysteries."

Character Details

Draw a picture of a character from a story. Beneath each flap, write a fact about the character.



FOLD



Character Name: _____



Instructions: Complete the activity by choosing two book characters. Draw a picture of each one and write some character details.

Goals for this activity: Recall and write details about a book character. Make text-to-self connections.

Parents can help by: Re-read a book together with your child, stopping to discuss what you notice about the character. How does he/she act? What does he/she like to do? Help your child make connections between herself and the character.



Story Characters

Who are the characters in this story? Choose two characters. Draw a picture and write about each one.

Character name: _____

One fact about this character:

This character is like me because _____

This character is not like me because _____

Character name: _____

One fact about this character:

This character is like me because _____

This character is not like me because _____

Instructions: Complete the activity by describing the setting. Draw a picture and write some details below.

Goals for this activity: Recall and write details about the setting of a book. Make text-to-self connections.

Parents can help by: Re-read a book together with your child, stopping to discuss what you notice about the setting. Where does the story take place? When does it take place? Does the setting change throughout the story? When finished, have your child read the description to you.

Setting Details



Where and when does the story take place? Draw a picture and write a description of the setting.

A large, empty rectangular box with a solid black border, intended for a child to draw a picture of the setting described in the text above.

Where does the story take place? _____

When does the story take place? _____

What is one thing that you notice about the setting?

What does the setting remind you of? _____

Instructions: Cut out title and paste near top of page. Cut out flap book. Then cut each dotted line to create 3 flaps. Glue top section into notebook. Read a story and write details about the beginning, middle and end beneath each flap.

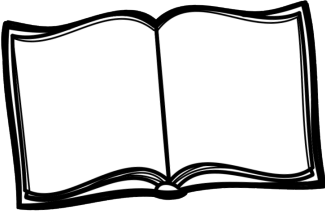
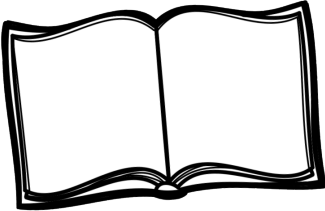
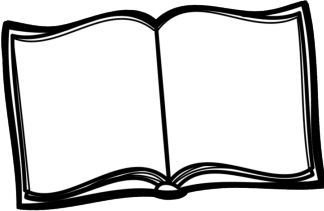


Goals for this activity: Read a book. Discuss and write details about the beginning, middle and end.

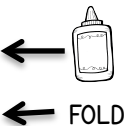
Parents can help by: Listen to your child read a book. After reading, discuss what happened at the beginning, middle and end of the story. How did the characters change? What events occurred? Help your child decide on two sentences to write beneath each flap.

Beginning, Middle and End

Read a story. Write 2 sentences beneath each flap to describe the events.



At the beginning of the story...	In the middle of the story...	At the end of the story...
		
		



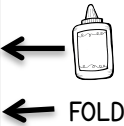
Instructions: Cut out title and paste near top of page. Cut out flap book. Then cut on the dotted line to create 2 flaps. Glue top section into notebook. Complete the first flap before reading, and the second flap after reading a story.

Goals for this activity: Make predictions based on pictures and title of a book. Read with a parent. Compare predictions to actual events.

Parents can help by: Have your child choose a book that he hasn't read before. Together, look at the title and the pictures. Talk about the book with your child using questions such as, "What do you think the title means? What is happening in this picture? What do you think this book will be about?" Help your child put his thoughts into words beneath the first flap. Help him complete the second flap after reading together.

Before and After Reading

Predict what you think the story is about. Then read it and write about what it was really about. Were you right?



Before Reading



What do you think this story will be about?

After Reading



What is the story about?
Were you right?

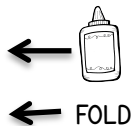


Instructions: Cut out title, complete it with the book title, and paste near top of page. Cut out flap book and cut on dotted line to create 2 flaps. Paste top portion into notebook. Beneath the first flap, write two facts about a book. Beneath the second flap, write two opinions about the same book.

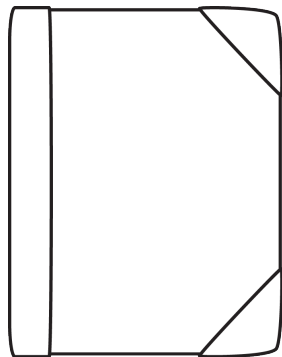
Goals for this activity: Recognize the difference between a fact and an opinion, and generate two of each. Write a complete sentence. Form opinions about a book.

Parents can help by: Explain to your child that a fact is something that is always true and can be proven. An opinion is simply what someone thinks and is not always true. Relate this to one of your child's interests. For example you might say, "A fact about baseball is that you need a bat and ball to play. An opinion about baseball is that it is the best sport to play." Once she is familiar with the meaning of fact/opinion, help her brainstorm facts and opinions about a book that she has read. Help your child write her facts and opinions in full sentences.

Facts and Opinions About The Book

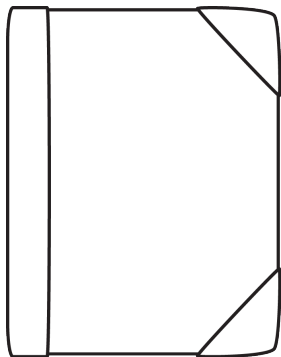


Two Facts
About My Book



A fact is something that is
always true.

Two Opinions
About My Book



An opinion is something that you
think. It is not always true.

Instructions: Fill in the missing numbers and paste the entire workspace into your notebook.

Goals for this activity: Count from random numbers up to 1000.

Parents can help by: If your child needs help understanding, ask questions such as: "What number comes before 997? How do you know? How can we figure out which number comes after 999?" When finished each sequence, have your child read the numbers aloud to you.



Counting Sequences

Fill in the missing numbers in each row.

450	451			454
-----	-----	--	--	-----

	997	998	999	
--	-----	-----	-----	--

15		17		
----	--	----	--	--

498				502
-----	--	--	--	-----

12	13			
----	----	--	--	--

	110			113
--	-----	--	--	-----

302		304		
-----	--	-----	--	--

100				104
-----	--	--	--	-----

Instructions: Cut and paste the title near top of page. Skip-count by 5's and paste numbers in order.

Goals for this activity: Skip-count by 5's from 5 to 90.

Parents can help by: If your child is struggling with correct order, encourage him to say the number sequence out loud. "What comes after 30? Let's say it out loud - 20, 25, 30....35!" When finished, have your child read the entire skip-counting sequence. Extend the learning by asking your child to skip-count by 5's starting at random multiples of 5, for example, "Now let's skip-count by 5's starting at 95!" (95, 100, 105...).

I Can Skip-Count by 5's!

Use the cut-outs to skip-count by 5's from 5 to 90.



50, 55, 60

20, 25, 30

80, 85, 90

35, 40, 45

5, 10, 15

65, 70, 75

Instructions: Cut and paste the title near top of page. Skip-count by 10's and paste numbers in order.

Goals for this activity: Skip-count by 10's from 100 to 270.

Parents can help by: If your child is struggling with correct order, encourage him to say the number sequence out loud. "What comes after 190? Let's say it out loud - 170, 180, 190.....200!" When finished, have your child read the entire skip-counting sequence. Extend the learning by asking your child to skip-count by 10's starting at other random multiples of 10, for example, "Now let's skip-count by 10's starting at 500!" (500, 510, 520...).

I Can Skip-Count by 10's!

Use the cut-outs to skip-count by 10's from 100 to 270.



190, 200, 210

130, 140, 150

100, 110, 120

220, 230, 240

250, 260, 270

160, 170, 180

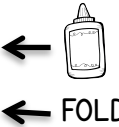
Instructions: Cut and paste the title near top of page. Place glue on top section of each piece and paste into notebook, creating 6 flaps. Write the number beneath each flap.

Goals for this activity: Count a group of items in a ten frame. Understand that a full ten frame represents 10. Write numbers.

Parents can help by: Help child count a group of items by pointing while he counts. Help child recognize that a full ten frame consists of 10 dots. When finished, have your child lift up each flap and say each number to you. If your child is comfortable with skip-counting by 10's you can encourage him to do so for the full ten frames, for example, "10, 20, 30, 40, 50." Also, help him recognize that a half-full ten frame represents 5.

Write the Number

Write the number under each flap.



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Instructions: Cut and paste the title near top of page. Place glue on top section of each piece and paste into notebook, creating 6 flaps. Write the number beneath each flap.

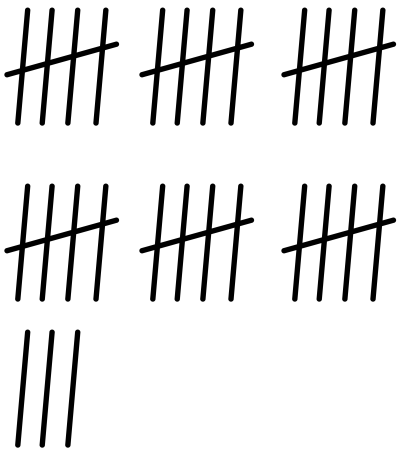
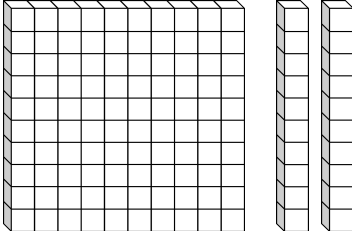
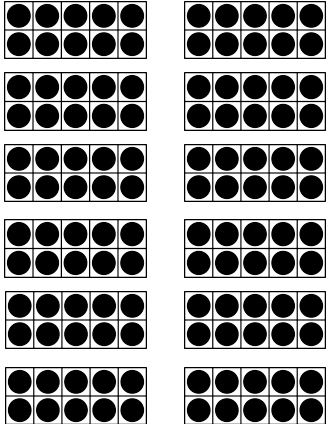
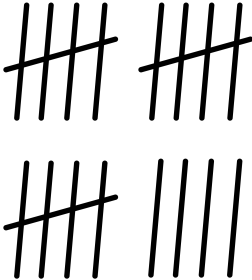
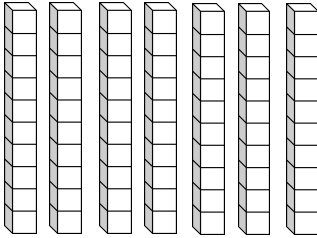
Goals for this activity: Determine the number that is being represented on each flap. Write the number under the flap.

Parents can help by: Help child count a group of items by pointing while she counts. Encourage your child to skip-count as she counts. For example, on the first flap (tally marks), your child can skip-count by 5's for the full sets: "5, 10, 15, 20..." For the ten frames on the third flap, your child can skip-count by 10's for the full ten frames: "10, 20, 30..." When finished, have your child lift up each flap and say each number to you.

Write the Number

Write the number under each flap.





		
<p>one- hundred eighty-two</p>		

Instructions: Cut and paste the title near top of page. Cut out flap books. Paste the top section of each one into notebook. Beneath the flap, write the number that is represented by the base 10 blocks.


Goals for this activity: Recognize that the hundreds block=100 and the tens block=10. Use addition and counting by 100's and 10's to calculate the total value.

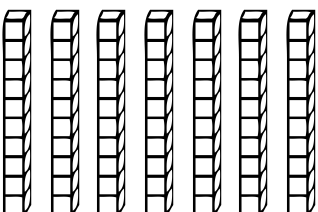
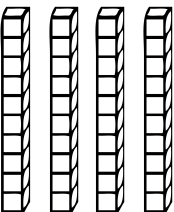
Parents can help by: Help your child decide on a strategy for counting the blocks. Ask questions such as, "How could we find the value without counting each block one-by-one? Could we count by 10's? Or by 100's?" For a set of blocks like on the first flap, counting by 10's would work well. For a question like on the second flap, count the 100 first, and then count up by 10's: "100...110, 120, 130."

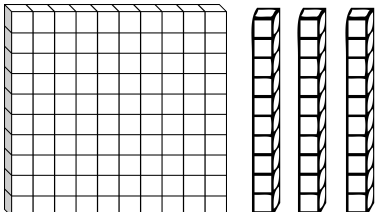
Place Value (Multiples of 10) with Base 10 Blocks

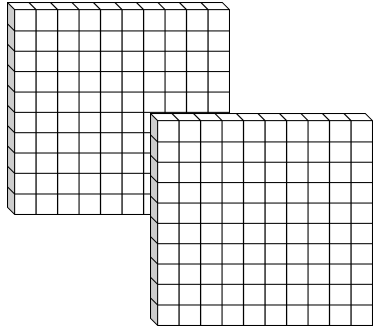
 = 100  = 10

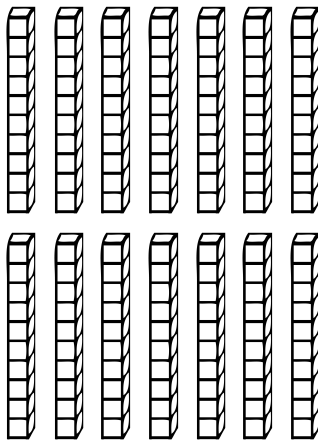
Write the value beneath each flap.

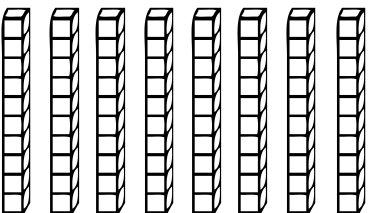


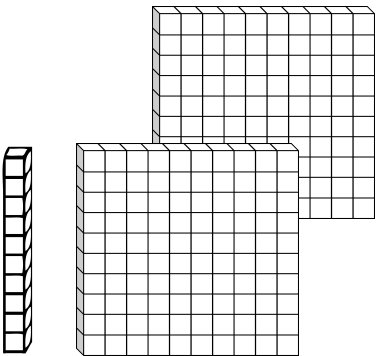






















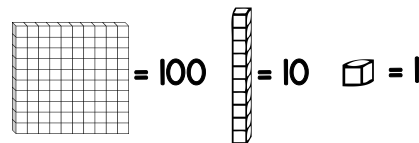
FOLD

Instructions: Cut and paste the title near top of page. Cut out flap books. Paste the top section of each one into notebook. Beneath the flap, write the number that is represented by the base 10 blocks.

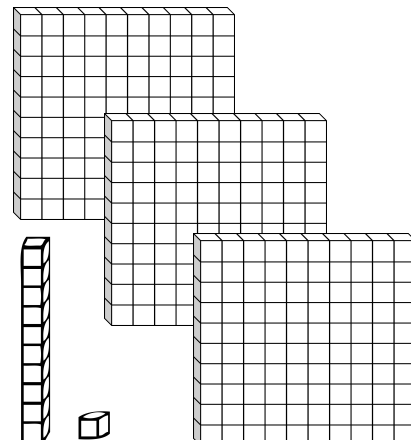
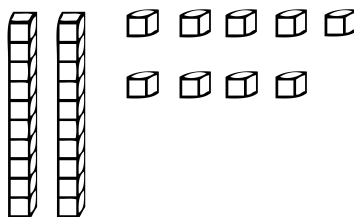
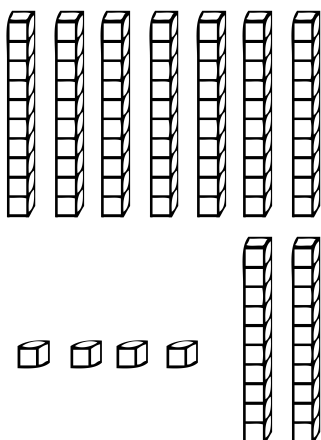
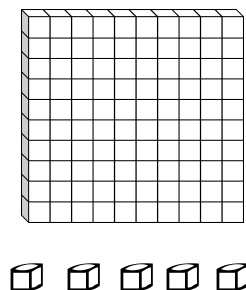
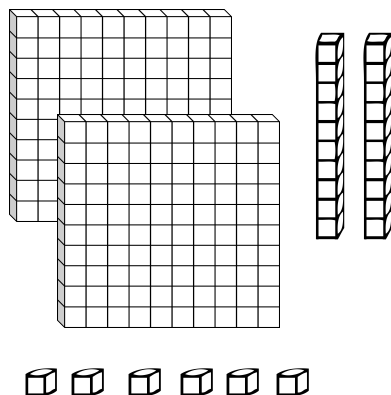
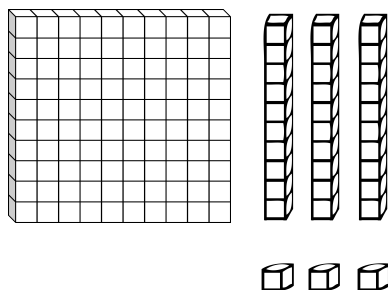
Goals for this activity: Recognize that the hundreds block=100, the tens block=10, and the ones block=1. Use addition and counting by 100's, 10's and 1's to calculate the total value.

Parents can help by: Help your child decide on a strategy for counting the blocks. Ask questions such as, "How could we find the value without counting each block one-by-one? Could we count by 10's? Or by 100's?" Encourage your child to begin with the hundreds, then count the tens, and lastly the ones. For example, to count the first flap, say: "100...110, 120, 130...131, 132, 133."

Place Value with Base 10 Blocks



Write the value beneath each flap.



Instructions: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the expanded number form on each flap. Write the number that is represented beneath each flap. For example, the expanded form $300+20+4$ represents the number 324. The expanded form $800+60+3$ represents the number 863.

Goals for this activity: Recognize that a 3-digit number is made up of hundreds, tens and ones. Understand that the number in the hundreds place represents a group of hundreds. For example, in the number 214, the number 2 means '200.' Understand that the number in the tens place represents a group of tens. For example, in the number 214, the number 1 means '10.' Convert expanded form to regular number form.

Parents can help by: When your child is finished the activity, expand on it by looking at other 3-digit numbers. Ask questions such as, "In the number 457, what does the 4 mean?" (In 457, the 4 means 400, the 5 means 50 and the 7 means 7.)

Expanded Form

Write the number that is represented by each expanded form.

100+30+6

500+10+1

300+40+2

200+90+7

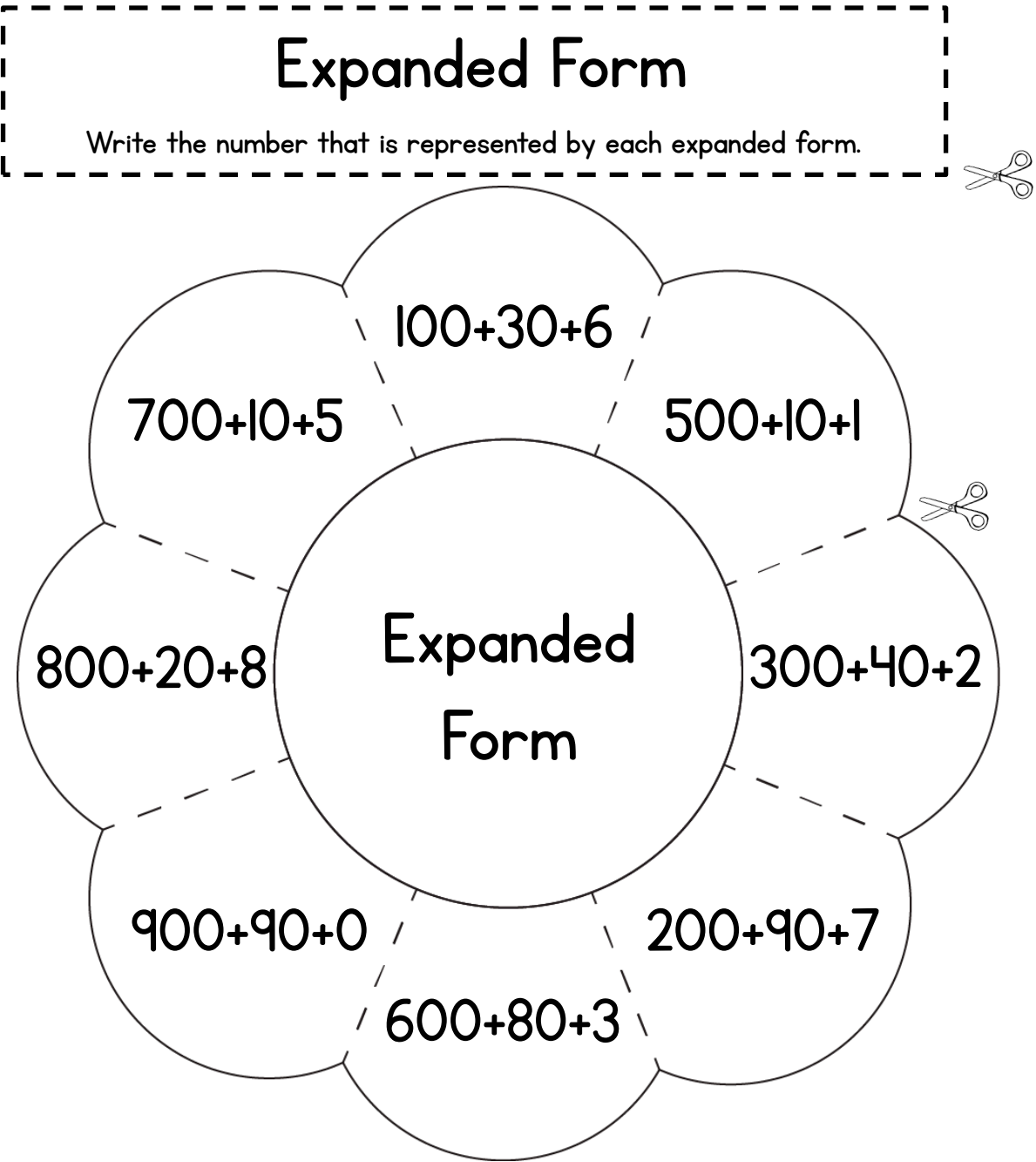
600+80+3

900+90+0

800+20+8

700+10+5

Expanded Form



Instructions: Cut out title and paste near top of page. Write each number in expanded form and paste into notebook.

Goals for this activity: Recognize that a 3-digit number is made up of hundreds, tens and ones. Write a 3-digit number in expanded form. For example, 532 can be written as 500+30+2.

Parents can help by: As your child works, ask him what each number means, for example, "What does the number 3 mean in 436? Does it mean 300, 30, or 3?" (The number 3 in 436 means 30).

Expanded Form

Write each number in expanded form.



248=

___ + ___ + ___

739=

___ + ___ + ___

132=

___ + ___ + ___

805=

___ + ___ + ___

217=

___ + ___ + ___

352=

___ + ___ + ___

884=

___ + ___ + ___

699=

___ + ___ + ___

369=

___ + ___ + ___

981=

___ + ___ + ___

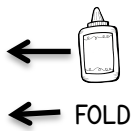
Instructions: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Beneath each flap, write the number word. For example, for the number 231, write “two-hundred thirty-one.”

Goals for this activity: Represent numbers in words.

Parents can help by: If your child needs help spelling each number word, write it on a separate piece of paper and have him copy it. Help your child remember that there is no “and” in a number word. For example, 231 should be written as “two-hundred thirty-one,” NOT “two-hundred and thirty-one.”

Write the Number Word

Write the number word beneath each flap.



Write the number word for:		
563	771	604



Write the number word for:		
986	888	340

Instructions: Cut and paste the title near top of page. Cut out flap books. Paste the top section of each one into notebook. Beneath the flap, write the number that is represented by the hundreds, tens and ones description. For example, the first flap, 5 hundreds, 3 tens and 4 ones, represents the number 534.

Goals for this activity: Recognize that a three-digit number is made up of hundreds, tens and ones. The number in the hundreds place shows how many groups of 100 there are. The number in the tens place shows how many groups of 10 there are. The number in the ones place shows how many 1's there are.

Parents can help by: Ask your child questions such as, "What does 5 hundreds represent?" (500), "What does 3 tens represent?" (30).

Hundreds, Tens and Ones

Write the number beneath each flap.



FOLD

5 hundreds

3 tens

4 ones

9 hundreds

1 ten

8 ones

0 hundreds

7 tens

5 ones

1 hundred

0 tens

9 ones

3 hundreds

2 tens

0 ones

4 hundreds

9 tens

4 ones

Instructions: Complete the workspace by drawing a picture to solve the problem. Then glue into notebook.

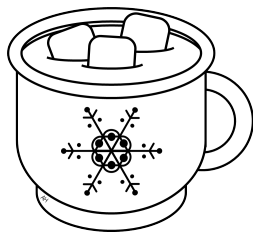
Goals for this activity: Solve an addition problem using the “draw a picture” strategy.

Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and discuss how each part could be represented. For example, say “How can we show that there are 10 cups of hot chocolate with 3 marshmallows each? How could we find the total amount of marshmallows?” When finished, have your child read the answer sentence to you.

Solve the Addition Problem

Draw a picture to solve the problem.

There are 3 marshmallows in a cup of hot chocolate. If there are 10 cups of hot chocolate, how many marshmallows are there in all?



There are ____ marshmallows in all.

Instructions: Complete the workspace by drawing a picture to solve the problem. Then glue it into notebook.

Goals for this activity: Solve an addition problem using the “draw a picture” strategy.

Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and discuss how each part could be represented. For example, say “How can we show that there are 3 classes? How can we show the number of students in each class?” When finished, have your child read the answer sentence to you.



Solve the Addition Problem

Draw a picture to solve the problem.

There are three Grade 2 classes. The first class has 24 students. The second class has 25 students, and the third class has 22 students. How many Grade 2 students are there in all?

In all there are ____ Grade 2 students.



Instructions: Complete the workspace by drawing a picture to solve the problem. Then glue it into notebook.

Goals for this activity: Solve a subtraction problem using the “draw a picture” strategy.

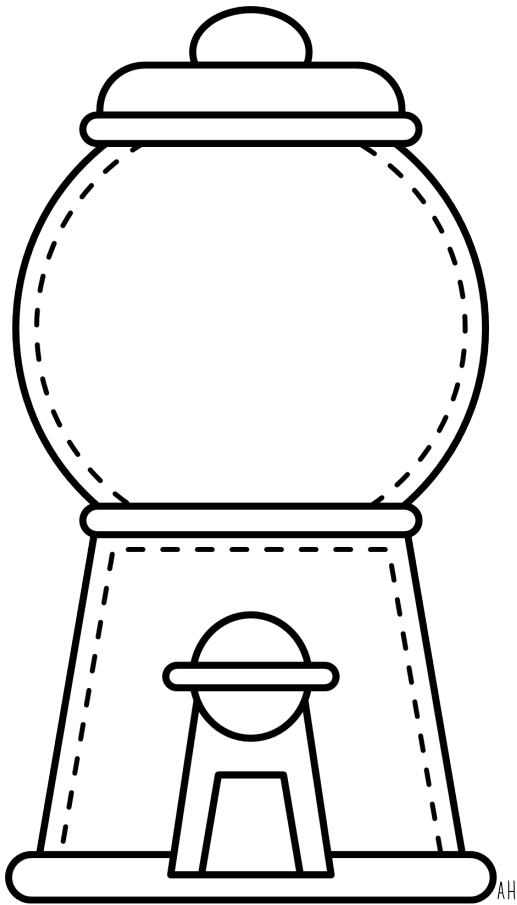
Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and discuss how he could represent each part. For example, say “How can we show that there are 37 gumballs? Now 15 kids have bought one. How could we show that?” When finished, have your child read the answer sentence to you.



Solve the Subtraction Problem

Draw a picture to solve the problem.

There are 37 gumballs in the gumball machine. 15 kids buy a gumball. Now how many are left?



There are ____ gumballs left.



Instructions: Complete the workspace by drawing a picture to solve the problem. Then glue it into notebook.

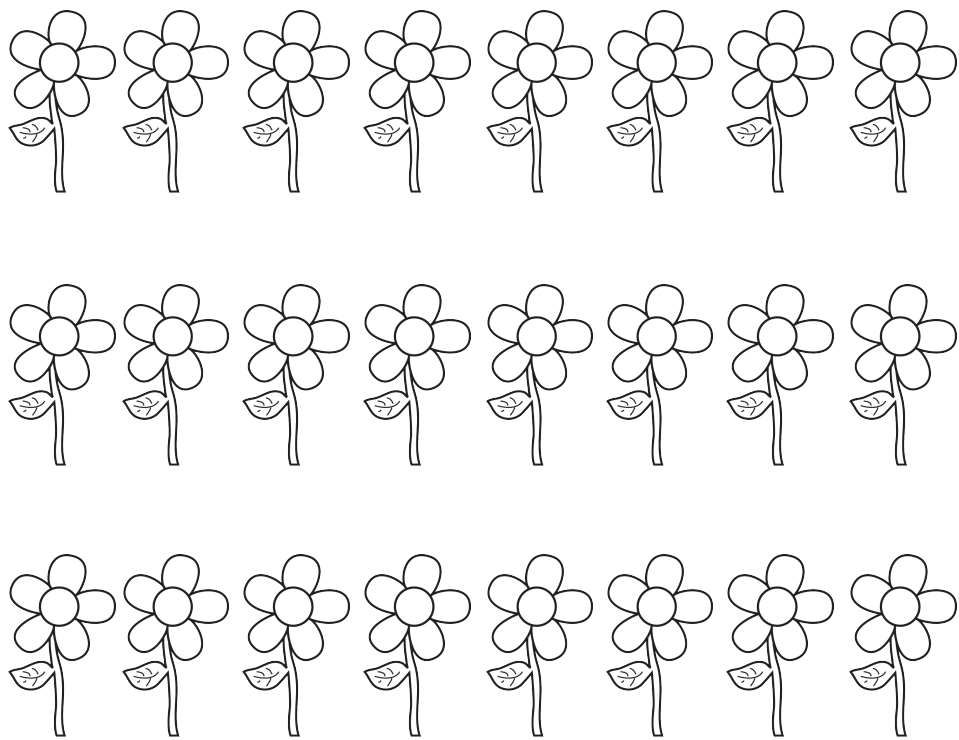
Goals for this activity: Solve a subtraction problem using the “draw a picture” strategy.

Parents can help by: Listen to your child read the problem. Then have her read it one sentence at a time and discuss how she could represent each part. For example, say “How can we show that there are 11 yellow flowers? Now how can we figure out how many pink flowers there are?” When finished, have your child read the answer sentence to you.

Solve the Subtraction Problem

Use the picture to solve the problem.

There are 24 flowers in the garden. 11 of them are yellow and the rest are pink. How many flowers are pink?



There are _____ pink flowers.

Instructions: Complete the workspace by drawing a picture to solve the problem. Then glue it into notebook.

Goals for this activity: Solve a subtraction problem using the “draw a picture” strategy.

Parents can help by: Listen to your child read the problem. Then have her read it one sentence at a time and discuss how she could represent each part. For example, say “How can we show that the total minutes should be 28? How can we show that 10 minutes have already passed?” When finished, have your child read the answer sentence to you.

Solve the Subtraction Problem

Draw a picture to solve the problem.

The cake needs to bake for 28 minutes. So far it has been in the oven for 10 minutes. For how many more minutes should the cake stay in the oven?

The cake needs to stay in the oven for ____ more minutes.

Instructions: Complete the workspace by drawing a picture to solve the problem. Then glue it into notebook.

Goals for this activity: Solve a subtraction problem using the “draw a picture” strategy.

Parents can help by: Listen to your child read the problem. Then read it one sentence at a time and discuss how each part could be represented. This is a tough problem, so your child may need some assistance. For example, say, “How can we show that Lucy has 3 dimes and 4 pennies? Let’s find out how many cents that makes in total. How can we show that Dexter has 2 quarters? Let’s find out Dexter’s total. Now how can we find the difference between the two amounts?”

Assist your child with the answer sentence, and then have him read it to you.

Solve the Money Problem

Draw a picture to solve the problem.

Lucy has 3 dimes and 4 pennies. Dexter has 2 quarters.

How many more cents does Dexter have than Lucy?

Lucy

Total - _____

Dexter

Total - _____

Dexter has _____ more cents than Lucy.



Instructions: Complete the workspace by drawing a picture to solve the problem. Then glue it into notebook.

Goals for this activity: Solve an addition problem using the “draw a picture” strategy.

Parents can help by: Listen to your child read the problem. Then read it one sentence at a time and discuss how you could represent each part using the organizer. For example, “How can we show that there are 3 quarters? Now how can we figure out the total amount? How can we show that there is 1 dime? What is the total amount?” Assist your child with the final answer, if needed, and have him read the answer sentence to you.



Solve the Money Problem

Draw a picture to solve the problem.

If Reggie has 3 quarters, 1 dime, 2 nickels, and 2 pennies, how much money does he have?

Quarters (25¢)

Total - _____

Dimes (10¢)

Total - _____

Nickels (5¢)

Total - _____

Pennies (1¢)

Total - _____

Reggie has _____.




Instructions: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal and use the “counting on” strategy to solve. Start with the number, then count up using the apples. For example, for the 22+3 equation, help your child start with the 22 and count up: “23, 24, 25.” Write the answer (sum) beneath the flap.


Goals for this activity: Solve a 2-digit plus 1-digit addition equation using the counting on strategy.




Parents can help by: Help your child use the “counting on” strategy as explained above.



Counting On to Add


Write the sum (answer) beneath each flap.







83+




22+




48+

20+


79+

15+

97+

58+

Counting On is
an addition
strategy.



Instructions: Cut out title and paste near top of page. Cut out flap book. Then cut each dotted line to create 3 flaps. Glue top section into notebook. Beneath the flap, write at least 5 equations.



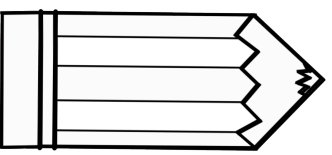
Goals for this activity: Create different equations for the same sum (answer). Understand that a number can be made in many different ways.

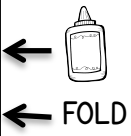
Parents can help by: Encourage your child to be creative with his equations. For example, try creating an equation with 3 addends (ex. $10+15+25=50$). If your child struggles with the task of creating an equation, encourage him to begin with one number. Then figure out what needs to be added to make the sum. Using something that your child can manipulate, such as pennies or paper clips, may be helpful for children that are hands-on learners.

Writing Addition Equations

Write **at least 5** equations under each flap.



<p>Addition Equations That Equal 25</p> 	<p>Addition Equations That Equal 50</p> 	<p>Addition Equations That Equal 75</p> 



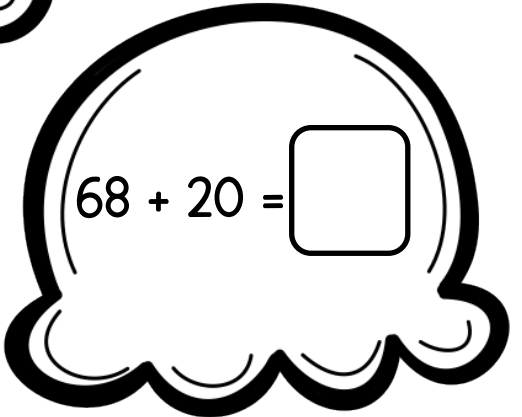
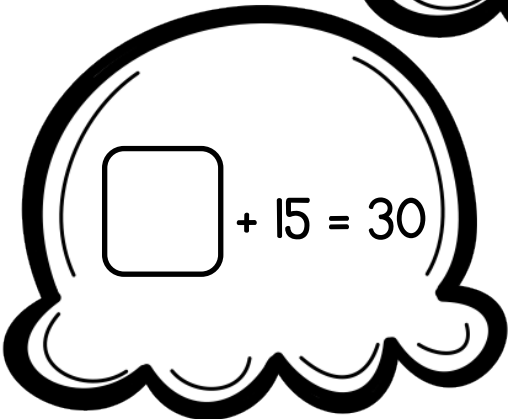
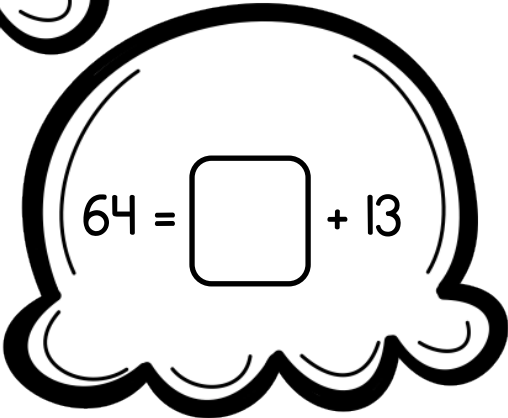
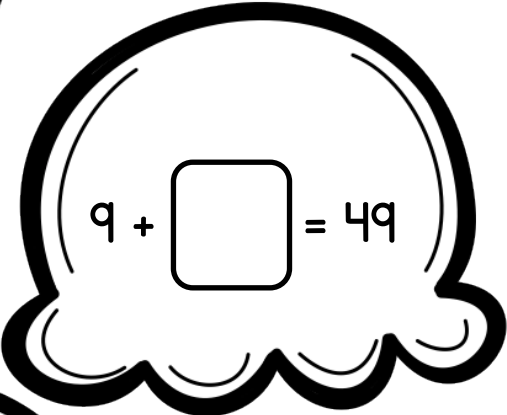
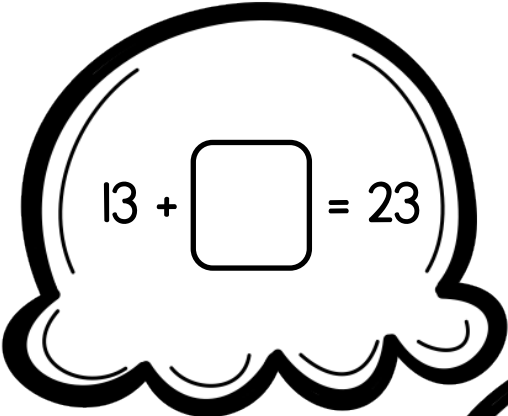
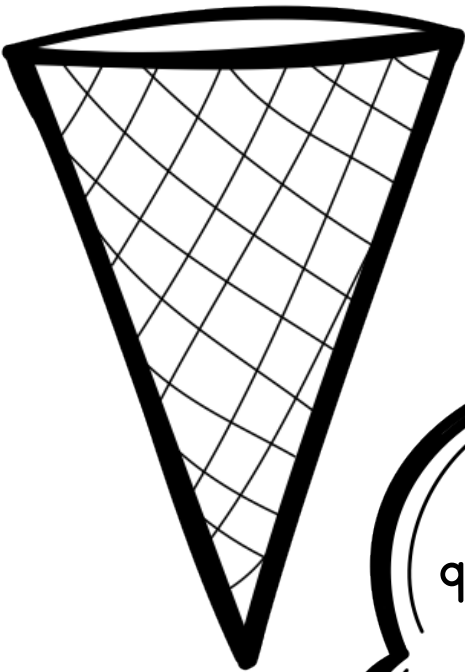
Instructions: Cut out title and paste near top of page. Cut out ice cream cone and paste near bottom of page. Find the missing number in each equation. Cut out each scoop of ice cream and paste onto the page.

Goals for this activity: Use strategies to find the missing numbers.

Parents can help by: Help your child use strategies to solve for the missing unknown. Some strategies include drawing a picture or using something to manipulate. Other strategies include adding groups of 10 (for example, in $13 + __ = 23$ or $68 + 20 = __$). Encourage your child to think logically about each equation. For example, for $9 + __ = 49$, say, "What could you add to 9 to make 49," or "If you have 49 and take 9 away, what are you left with?"

Find the Missing Unknowns (Addition)

Find the missing number in each equation.



Instructions: Cut and paste title near top of page. Cut out all pieces. Read the equation and find the missing unknown on a ten frame. Paste the pieces beside one another in your notebook.

Goals for this activity: Find the missing unknown in an addition equation. Work with ten frame representations.

Parents can help by: Help your child use the tens place to find the missing unknown (since the ones places are all the same). For example, in the question $13 + ___ = 33$, the difference between 10 and 30 (the numbers in the tens places) is 20, so the missing unknown is 20. In $57 + ___ = 67$, say to your child, "Let's look at the tens place. In the number 57, then tens place is 50. In the number 67 the tens place is 60. What is the difference between 50 and 60?" (The difference is 10).

Missing Unknown Cut-and-Paste (Addition)

Match each equation to a ten frame.



$13 + ___ = 33$

$57 + ___ = 67$

$___ + 2 = 42$

$25 + 5 = ___$

$48 + ___ = 58$

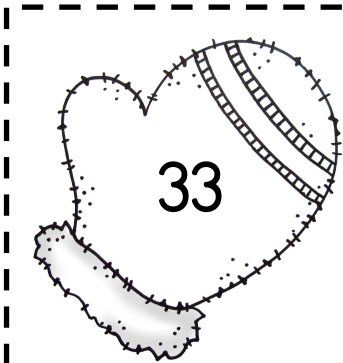
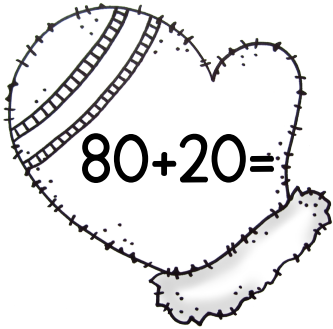
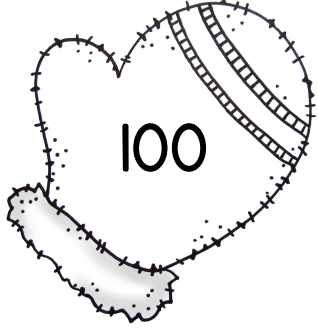
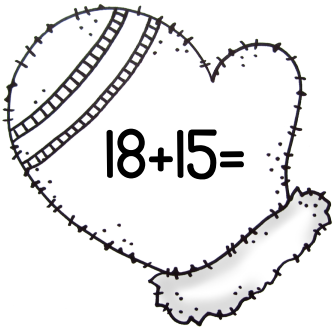
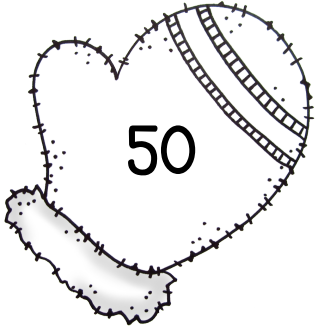
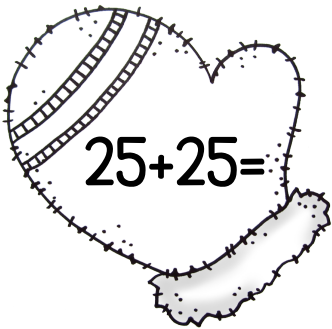
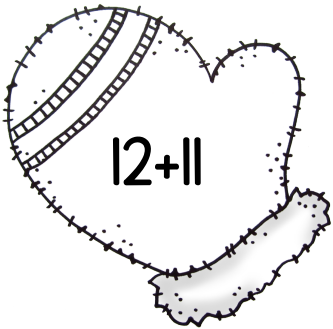
Instructions: Cut and paste title near top of page. Cut out all of the mittens. Match an addition equation to its sum (answer). Paste the pieces beside one another. Then circle the equation with the highest sum (answer).

Goals for this activity: Solve the addition equations. Recognize the equation with the highest sum.

Parents can help by: If your child has trouble with the addition, help him use the place value representations to help by adding the tens first and then the ones. For example, in $12+11$, he could add the tens ($10+10$) to make 20, then add the ones ($2+1$) to make 3. Lastly, he can add $20+3$ to make 23. This method will ensure that he understands what the numbers in each place really mean.

Addition Mittens

Match the mittens. Then circle the equation with the highest sum.



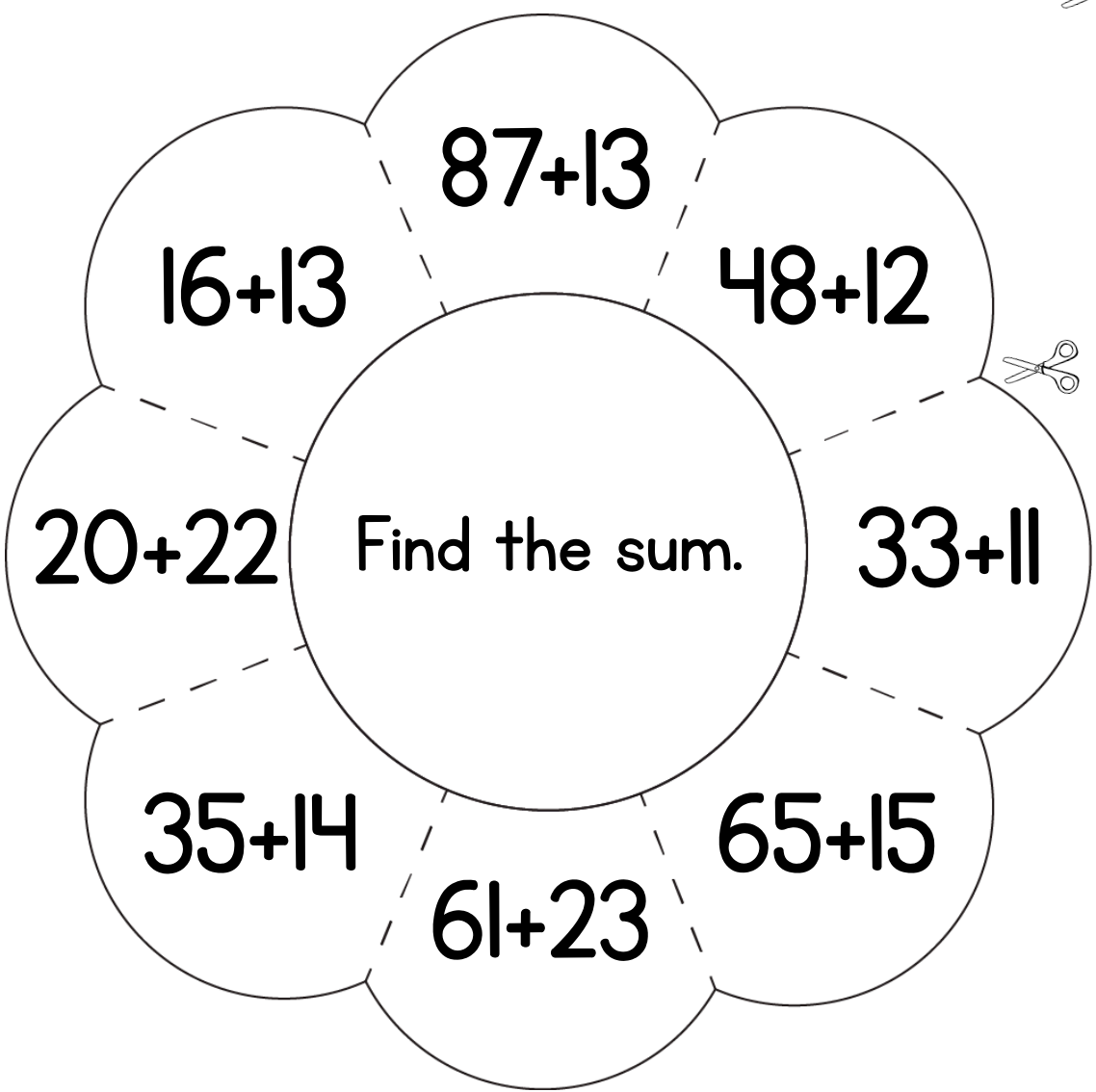
Instructions: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal. Write the answer (sum) beneath each flap.

Goals for this activity: Solve addition equations with sums up to 100, using mental math strategies.

Parents can help by: Help your child add these numbers mentally by breaking the second number in each equation into tens and ones. For example, for $16+13$, think $16+10$, then add another 3. For $61+23$, first add $61+20$, then add another 3. For $33+11$, first add $33+10$, then add another 1. If this is too confusing for you or your child, use any strategy that works (drawing pictures, using objects to manipulate, etc.). The important thing is that your child is using some sort of strategy that does not involve counting on fingers.

Find the Sum

Find the answer (sum) for each addition equation. Write the sum beneath each flower petal.



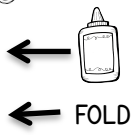
Instructions: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Complete each task beneath the flap.

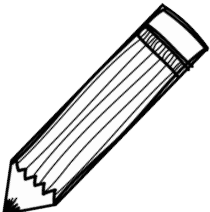
Goals for this activity: Complete a variety of addition tasks. Use the word “sum” to refer to the answer to an addition equation.

Parents can help by: As your child works, ask questions such as, “How do you know?” or “What would you do here?” Help your child understand that the word ‘sum’ means the answer to an addition equation. When your child is finished, check his addition to see if it is right. If not, have him try again, with your assistance if necessary. As an extension, talk about how you use addition in your everyday life/work.

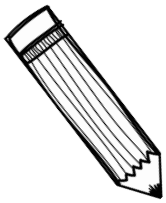
Complete the Addition Tasks

Complete the task beneath each flap.



<p>Write an addition equation using these numbers:</p> <p>18, 28, 10</p>	<p>Add these two numbers and write the sum (answer):</p> <p>55 and 25</p>	<p>Write your own definition for 'addition.'</p> 
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<p>Write 2 examples of where you might use addition in real life.</p> 	<p>Write 3 addition equations that equal</p> <p>34.</p>	<p>Write 1 addition equation with a sum (answer) less than 100, and write 1 addition equation with a sum that is greater than 100.</p>
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Instructions: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal. Start with the number, then count back using the apples. For example, for the 31-3 equation, help your child to start with the 31 and then count back using the apples: "30, 29, 28." Write the answer (difference) beneath each flap.

Goals for this activity: Solve a 2-digit minus 1-digit subtraction equation using the "counting back" strategy.

Parents can help by: Help your child use the "counting back" strategy as explained above.

Counting Back to Subtract

Use the apples to help you count back.

31-3

96-2

50-1

18-2

15-3

67-2

28-3

43-1

Counting Back is a subtraction strategy.

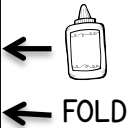
Instructions: Cut out title and paste near top of page. Cut out flap book. Then cut each dotted line to create 3 flaps. Glue top section into notebook. Beneath the flap, write at least 5 equations.

Goals for this activity: Create different equations for the same difference (answer). Understand that the same number can be made in many different ways.

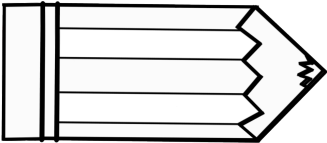
Parents can help by: Encourage your child to be creative with her equations. For example, try taking away multiple numbers (ex. $35-9-1=25$). If your child struggles with the task of creating an equation, encourage her to begin with a big number. Then figure out what she has to subtract to get the desired difference. Using something that your child can manipulate, such as pennies or paper clips, may be helpful for children that are hands-on learners. Another strategy to use with subtraction is backwards addition. For example, for an equation with a difference of 25, you could start with 25 in an addition equation (ex. $25+5=30$). Then turn that equation backwards to create a subtraction equation: $30-5=25$.

Writing Subtraction Equations

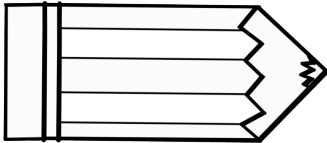
Write **at least 5** equations under each flap.



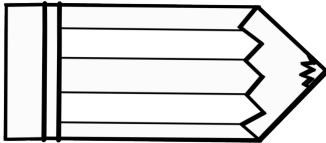
Subtraction
Equations
That Equal 25



Subtraction
Equations
That Equal 50



Subtraction
Equations
That Equal 75



Instructions: Cut out title and paste near top of page. Cut out ice cream cone and paste near bottom of page. Find the missing number in each equation. Cut out each scoop of ice cream and paste onto the page.

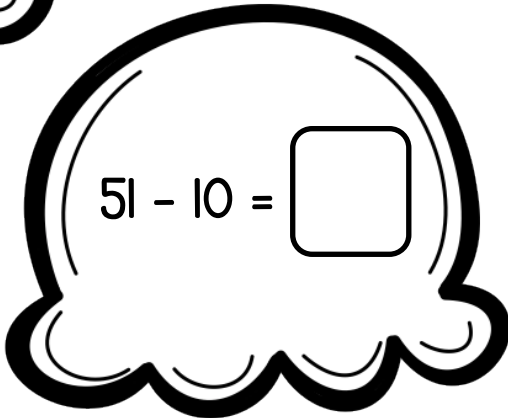
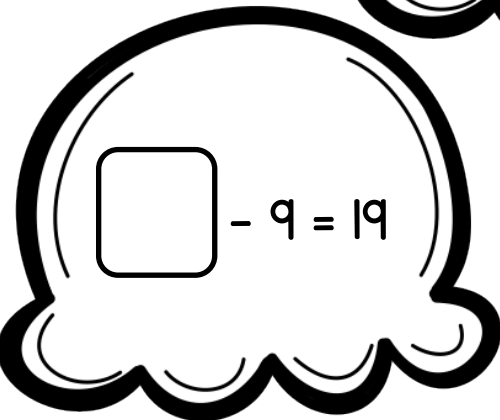
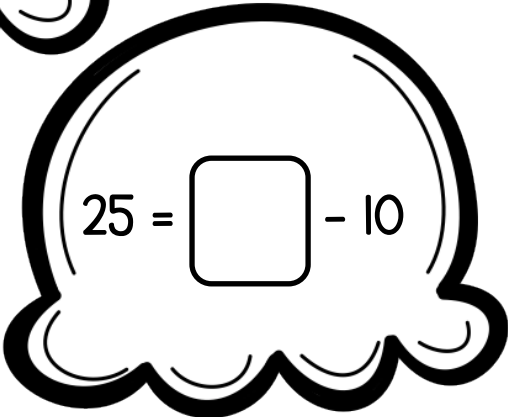
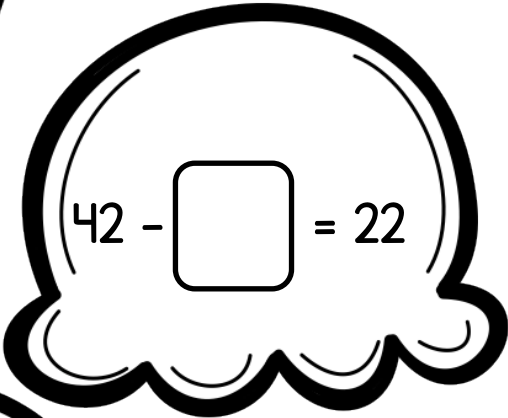
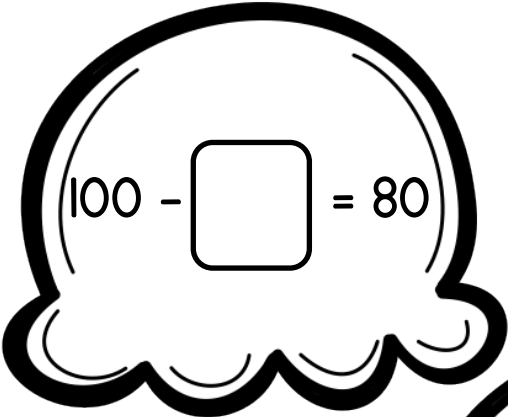
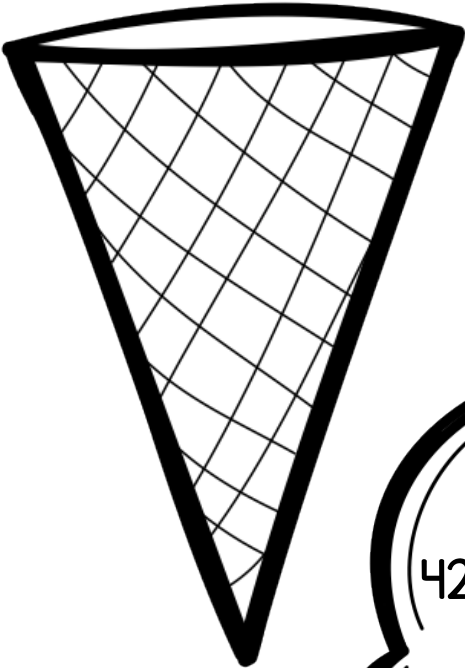
Goals for this activity: Use strategies to find the missing numbers.

Parents can help by: Help your child use strategies to solve the missing unknown. Some strategies include drawing a picture or using something to manipulate. Other strategies include subtracting groups of 10 (for example, in $100 - \square = 80$ or $42 - \square = 22$). Encourage your child to think logically about each equation. For example, for $25 = \square - 10$, say, "What could you add to 10 to make 25," or "If you start with 25 and have 10 left, how many did you take away?"

Finding Missing Unknowns (Subtraction)

Find the missing number in each equation.





Instructions: Cut and paste title near top of page. Cut out all pieces. Read the equation and find the missing unknown on a ten frame. Paste the pieces beside one another in your notebook.

Goals for this activity: Find the missing unknown in a subtraction equation. Represent each unknown with a ten frame picture.

Parents can help by: Help your child use the tens place to find the missing unknown (since the ones places are mostly all the same). For example, in the question $93 - ___ = 63$, the difference between 90 and 60 (the numbers in the tens places) is 30, so the missing unknown is 30. In $57 - ___ = 47$, say to your child, "Let's look at the tens place. In the number 57, then tens place is 50. In the number 47 the tens place is 40. What is the difference between 50 and 40?" (The difference is 10). For the equation $___ - 2 = 38$, this approach will not work, but backwards addition is a good strategy. Turn the equation around to make $38 + 2 = ___$.

Missing Unknown Cut-and-Paste (Subtraction)

Match each equation to a ten frame.



$40 - ___ = 20$

$93 - ___ = 63$

$___ - 2 = 38$

$80 - 40 = ___$

$57 - ___ = 47$

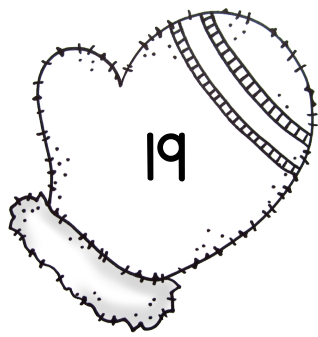
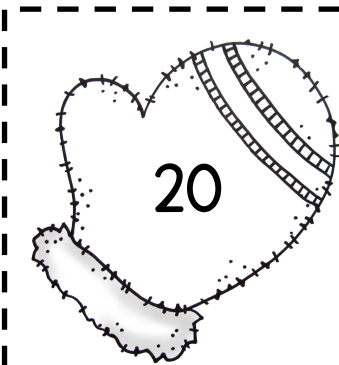
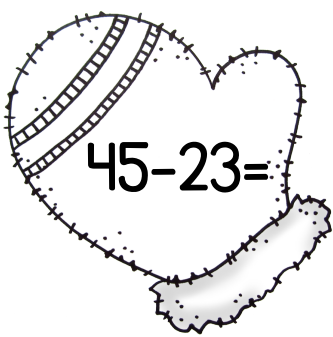
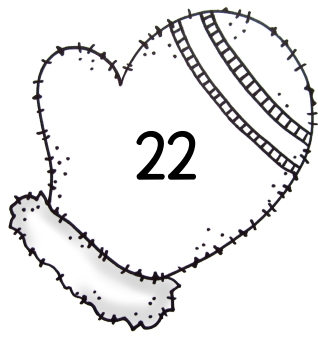
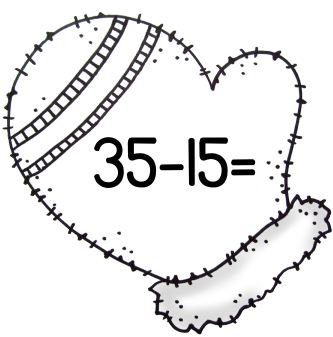
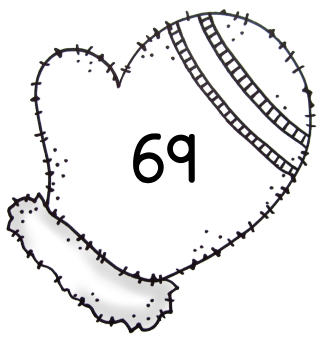
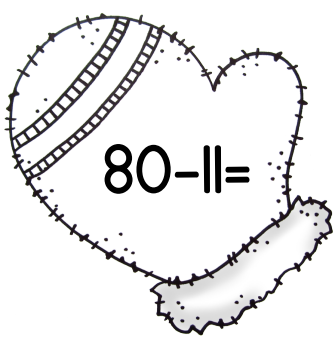
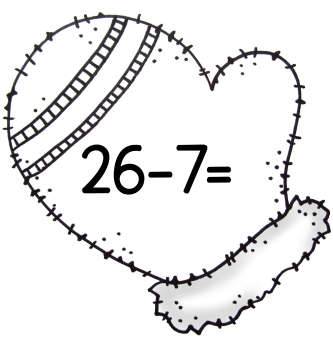
Instructions: Cut and paste title near top of page. Cut out all of the mittens. Match a subtraction equation to its difference (answer). Paste the pieces beside one another. Then circle the equation with the highest difference (answer).

Goals for this activity: Solve the subtraction equations. Recognize the equation with the greatest difference.

Parents can help by: If your child has trouble with the subtraction, help him use the strategy of subtracting the tens first. For example, in 80-11, first subtract 80-10 to make 70. Then subtract the extra 1 to make 69. In 35-15, first subtract 35-10 to make 25. Then subtract the extra 5 to make 20. If this is too difficult, use any strategy (such as drawing pictures or manipulating coins) to help your child understand the concept of subtraction.

Subtraction Mittens

Match the mittens. Then circle the equation with the greatest difference (answer).



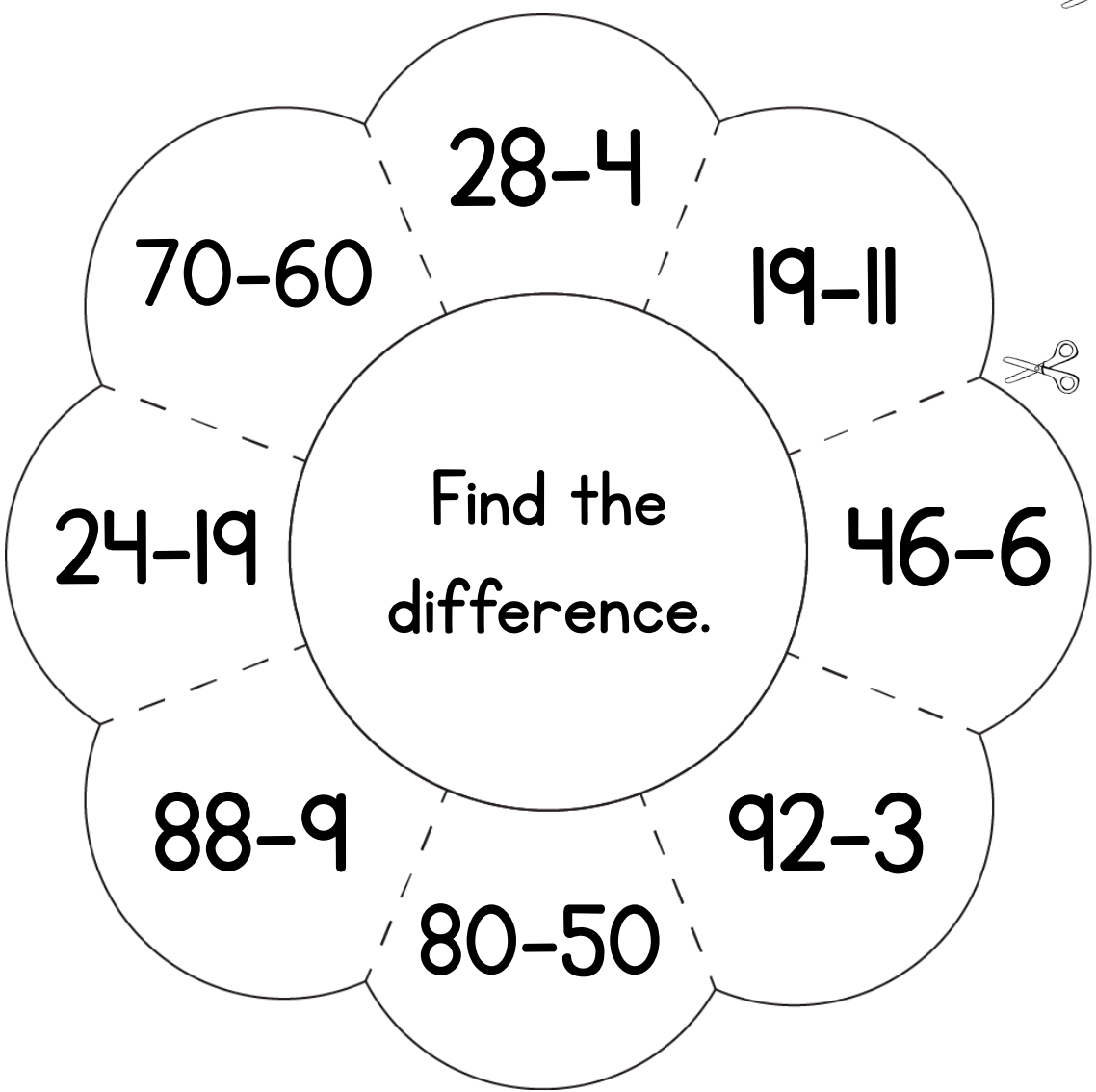

Instructions: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal. Write the answer (difference) beneath each flap.

Goals for this activity: Solve two-digit subtraction equations.

Parents can help by: Help your child subtract these numbers mentally by encouraging the use of strategies (rather than counting on fingers). One useful strategy is to use addition. To do this, turn the equation backwards (since addition and subtraction are opposites). For example, for $19-11=$ __, turn it around to make $__+11=19$ and ask your child, "What could we add to 11 to make 19?" For $70-60=$ __, turn it around to make $__+60=70$ and ask, "What could we add to 60 to make 70?" If this is too hard, encourage your child to draw a picture or use any other strategy that makes sense for him.

Find the Difference

Find the answer (difference) for each subtraction equation and write it beneath the flower petal.



Instructions: Cut and paste the title near top of page. Cut out flap book. Paste the top section into notebook to create a lift-up flap. Complete the 20 more, 20 less pieces and paste them into notebook beneath the flap.

Goals for this activity: Use a hundred chart to calculate 20 more and 20 less. Recognize that to make 20 more, you simply move two rows down from the number and for 20 less, you move two rows up.

Parents can help by: Help your child discover that to find 20 more than a number, you can move two rows down (seeing as each row has 10 numbers). To find 20 less, move two rows up.

20 More, 20 Less

Use the hundred chart to find 20 more and 20 less.



Paste these pieces
beneath the flap ↓



FOLD

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

78

20 less: _____

20 more: _____

24

20 less: _____

20 more: _____

30

20 less: _____

20 more: _____

64

20 less: _____

20 more: _____

60

20 less: _____

20 more: _____

44

20 less: _____

20 more: _____

Instructions: Complete the workspace and paste it into notebook.

Goals for this activity: Understand the significance of the hundreds place (in 354, the '3' is in the hundreds place and means '300'.)

Parents can help by: Encourage your child use the hundreds place for this activity. For 100 less, simply subtract 100 from the hundreds place. For 100 more, add 100 to the hundreds place. For example, in the number 354, 3 is in the hundreds place. This means 300. For 100 less, subtract 300-100 to make 200. Now the number becomes 254. For 100 more, take 300+100 to make 400. Now the number becomes 454.



100 More, 100 Less

For each number, write the number that is 100 less and 100 more.

354

100 less: _____

100 more: _____

208

100 less: _____

100 more: _____

810

100 less: _____

100 more: _____

742

100 less: _____

100 more: _____

129

100 less: _____

100 more: _____

461

100 less: _____

100 more: _____

774

100 less: _____

100 more: _____

300

100 less: _____

100 more: _____

456

100 less: _____

100 more: _____

505

100 less: _____

100 more: _____

359

100 less: _____

100 more: _____

231

100 less: _____

100 more: _____

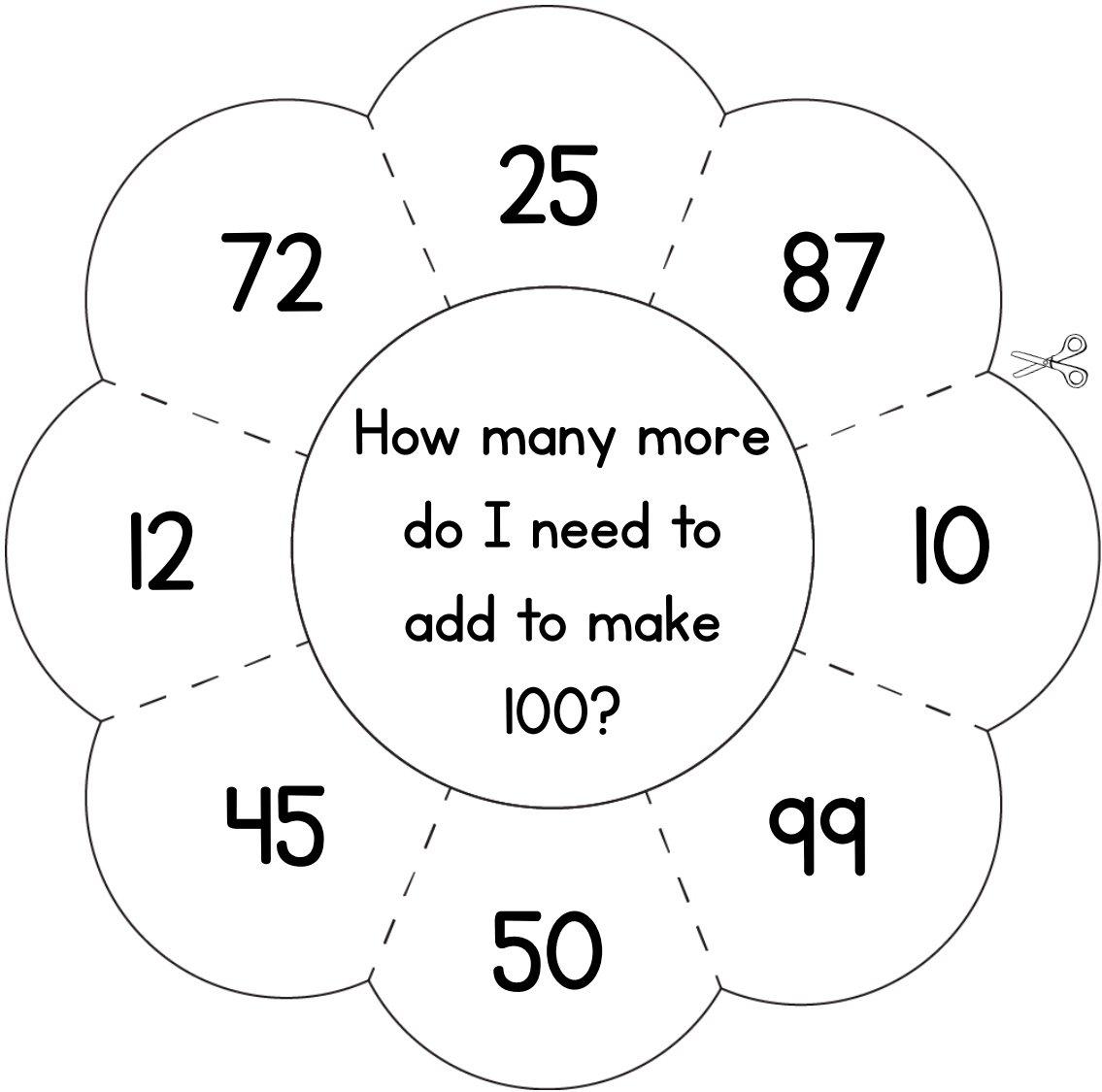
Instructions: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Read the number on each petal. Beneath the petal, write how many more are needed to make 100. For example, if there is a 25 on the petal, 75 more are needed to make 100, so the number 75 is written beneath the petal.

Goals for this activity: Use addition or subtraction to calculate the amount needed to make 100.

Parents can help by: Help your child use addition or subtraction to calculate the amount needed to make 100. For example, for the number 25, help your child to create an equation like this: $25 + ___ = 100$ or $100 - 25 = ___$. If your child has another strategy that works, and that she understands well, encourage her to use it.

Making One Hundred

Under each flap, write the number that needs to be added to make 100.



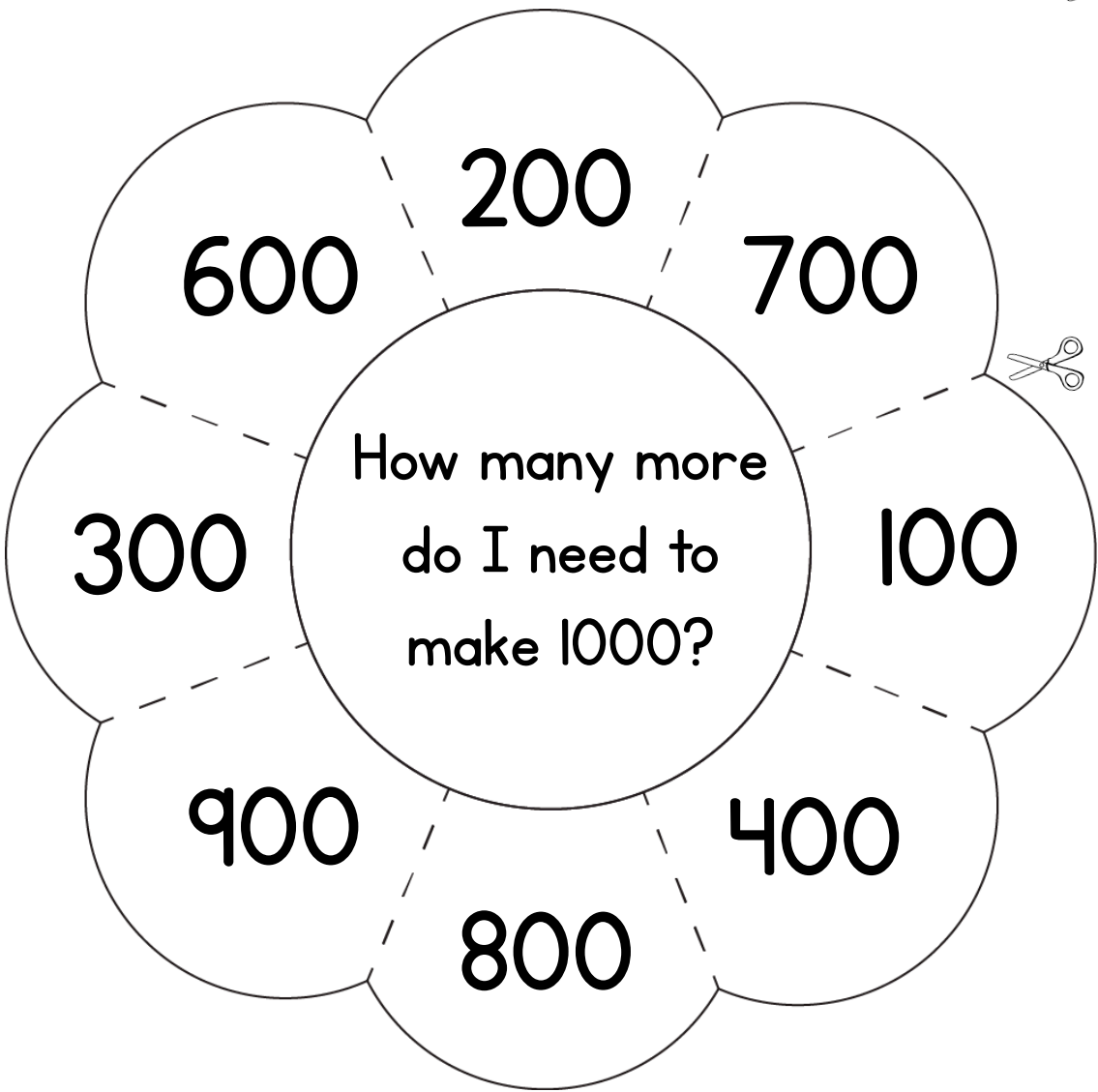
Instructions: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Read the number on each petal. Beneath the petal, write how many more are needed to make 1000. For example, if there is a 200 on the petal, 800 more are needed to make 1000, so the number 800 is written beneath the petal.

Goals for this activity: Use addition or subtraction to calculate the amount needed to make 1000.

Parents can help by: Help your child use addition or subtraction to calculate the amount needed to make 1000. For example, for the number 200, help your child to create an equation like this: $200 + ___ = 1000$ or $1000 - 200 = ___$. If your child has another strategy that works, and that she understands well, encourage her to use it.

Making One Thousand

Under each flap, write the number that needs to be added to make 1000.



Instructions: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Complete each task beneath the flap.

Goals for this activity: Complete a variety of subtraction tasks. Use the word “difference” to refer to the answer to a subtraction equation.

Parents can help by: As your child works, ask questions such as, “How do you know?” or “What would you do here?” Help your child understand that the word ‘difference’ means the answer to a subtraction equation. When your child is finished, check his subtraction to see if it is right. If not, have him try again, with your assistance if necessary. As an extension, talk about how you use subtraction in your everyday life/work.

Complete the Subtraction Tasks

Complete the task beneath each flap.



← FOLD

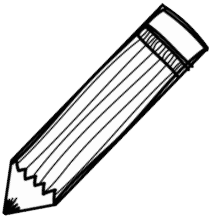
Write a subtraction equation using these numbers:

32, 12, 20

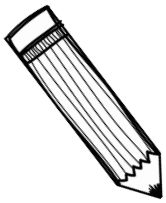
Subtract the smaller number from the larger number and write the difference (answer):

80, 100

Write your own definition for ‘subtraction.’



Write 2 examples of where you might use subtraction in real life.



Write 3 subtraction equations that equal

25.

Write 1 subtraction equation with a difference (answer) less than 100, and write 1 subtraction equation with a difference that is greater than 100.

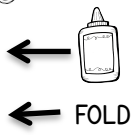
Instructions: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Write a complete fact family (2 addition equations and 2 subtraction equations) beneath each flap.

Goals for this activity: Understand the meaning of “fact family.” Understand that when 2 numbers are added, order does not matter. Given 3 numbers, form a complete fact family.

Parents can help by: Help your child see that 3 numbers can be used to create a fact family (4 related equations - 2 addition and 2 subtraction). For example, if you are given the numbers 3, 4 and 7, the following equations make up the fact family: $3+4=7$, $4+3=7$, $7-4=3$ and $7-3=4$. Reinforce the following knowledge: addition and subtraction are opposites; when adding 2 numbers it does not matter which number goes first.

Write the Fact Family

Write 2 addition equations and 2 subtraction equations beneath each flap.



Write a fact family using these numbers:	Write a fact family using these numbers:	Write a fact family using these numbers:
5, 15, 10	18, 5, 23	100, 25, 75



Write a fact family using these numbers:	Write a fact family using these numbers:	Write a fact family using these numbers:
1000, 1, 999	12, 25, 13	19, 28, 9

Instructions: Cut out title/price list and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Calculate the cost for each set of items and write total amount beneath the flap.

Goals for this activity: Work with money amounts. Add more than two numbers.

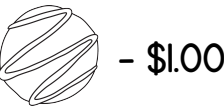
Parents can help by: Encourage your child to write the cost for each item beside the item on the flap. Help show your child that it is easier to add the large amounts first. For example, add the \$5 items before the \$1 items.

Bake Sale

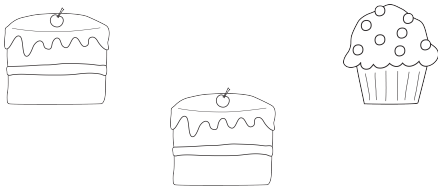
Eric and Stella are having a bake sale. See the costs of the items below.

Then use the prices to calculate the cost of the items on each flap.

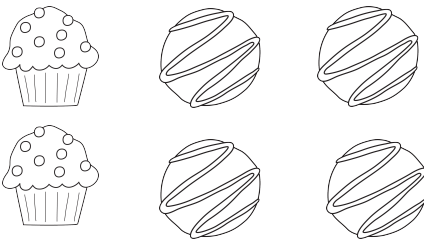
Write the total cost beneath the flap.



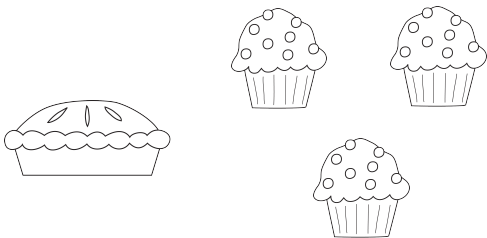
How much does this cost?



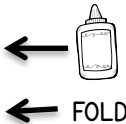
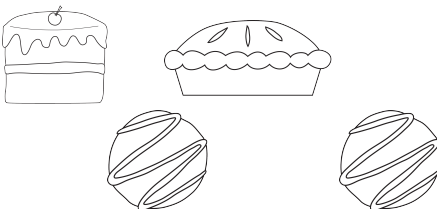
How much does this cost?



How much does this cost?



How much does this cost?



Instructions: Cut out title/price list and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Calculate the cost for each set of items and write total amount beneath the flap.

Goals for this activity: Work with money amounts. Add more than two numbers.

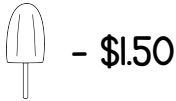
Parents can help by: Encourage your child to write the cost for each item beside the item on the flap. Help show your child that it is easier to add the large amounts first. For example, add the \$3.50 items before the \$1.50 items.

Ice Cream Sale

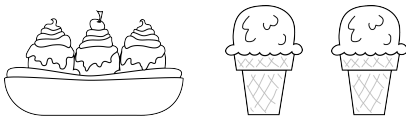
The school is having an ice cream sale. See the costs of the items below.

Then use the prices to calculate the cost of the items on each flap.

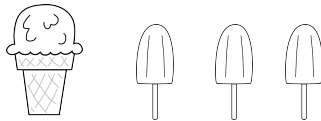
Write the total cost beneath the flap.



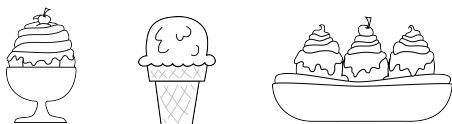
How much does this cost?



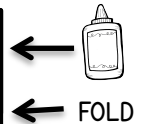
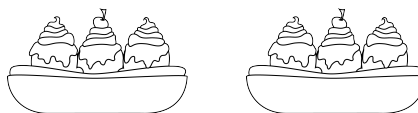
How much does this cost?



How much does this cost?



How much does this cost?



Instructions: Cut out title and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Beneath the flap, write about how each worker uses math in his/her job.

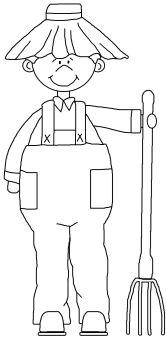
Goals for this activity: Make connections between math and real life. Write neatly in point-form format.

Parents can help by: Discuss with your child how he thinks the various workers use math in real life. Once you begin discussing, your child will probably realize that math is used more than she thinks! Help your child decide how to write the information beneath the flaps. To extend the learning, discuss how you use math every day in your life.


Math at Work

Beneath each flap, write about how these workers use math in real life.

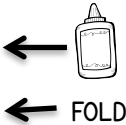


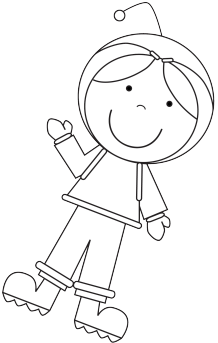


How does a farmer use math?

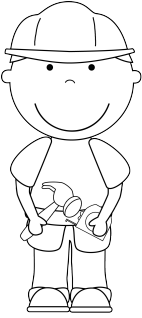


How does a chef use math?





How does an astronaut use math?



How does a carpenter use math?

Instructions: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Beneath each flap, write an equation to represent the array.

Goals for this activity: Calculate the amount of objects in an array (an array is a number representation organized in rows and columns) by adding the rows together. For example, for the first arrangement, your child should write $3+3+3+3=12$.

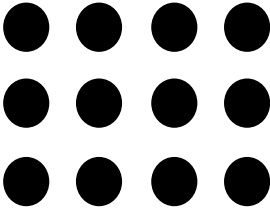
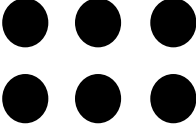
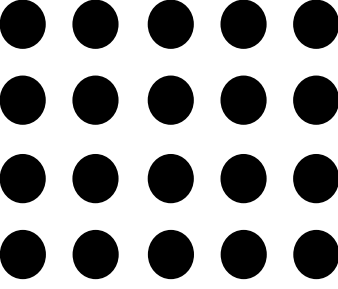
Parents can help by: Help your child recognize that each column/row contains the same amount and that counting by 1's is not an efficient way of finding the total. Help your child write an equation for each array based on the number of objects in each row/ column. For example, the first array can be represented by this equation: $3+3+3+3=12$. If your child needs this activity to be more visual, circle each row or column to show the number of groups of dots.

Write an Equation

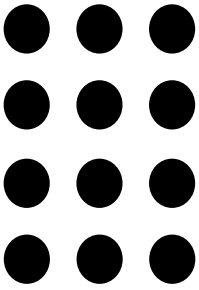
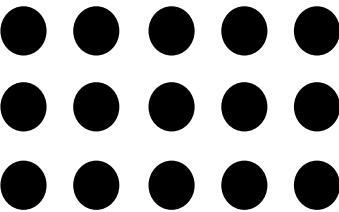
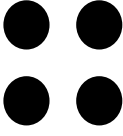
Beneath each flap, write an equation for the total number of objects in the array.



FOLD

How many? 	How many? 	How many? 



How many? 	How many? 	How many? 

Instructions: Complete the workspace and paste it into your notebook.

Goals for this activity: Understand the difference between even and odd. See and describe a pattern on a 120 chart.

Parents can help by: Explain that odd numbers are 1, 3, 5, 7, and 9. Therefore any number that has one of those numbers in the ones place is an odd number. 2, 4, 6, 8 and 10 are even. Help your child look for and describe the pattern that emerges on the chart. Extend this activity by looking for even and odd numbers around your house, for example, the channel on the TV or the time on the clock.



Even and Odd

Shade the even numbers red. Shade the odd numbers yellow. Do you see a pattern?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

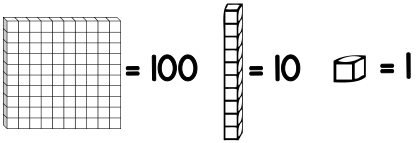
Describe the pattern that you see: _____

Instructions: Cut out title and paste near top of page. Paste each rectangle into notebook. Write more or less on each line.

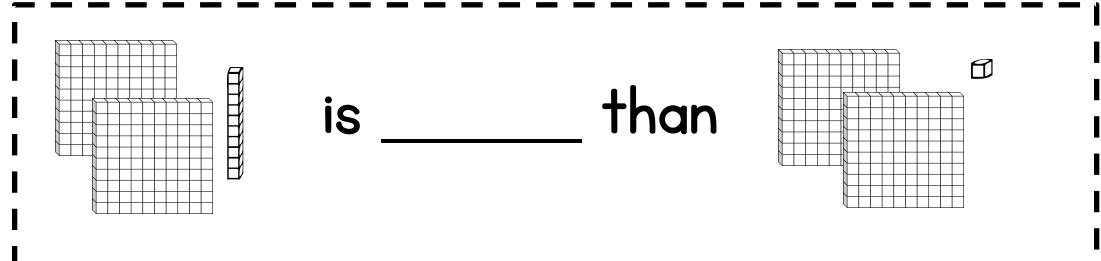
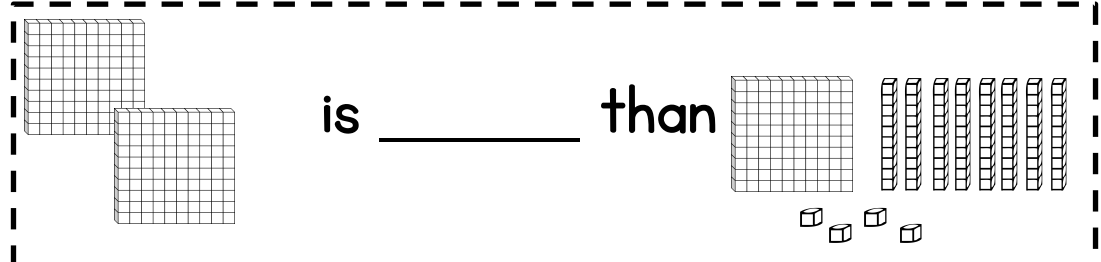
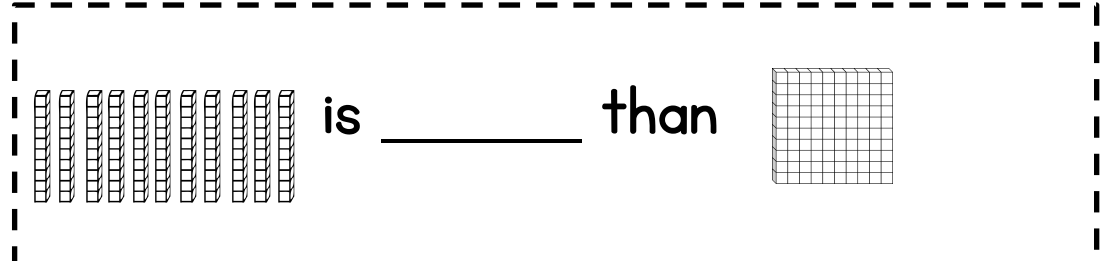
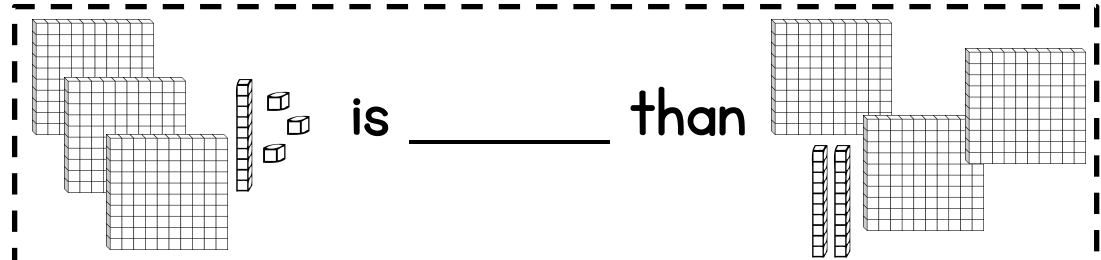
Goals for this activity: Use “more” and “less” in correct contexts. Count quantities represented by base 10 blocks.

Parents can help by: Ask your child to count each representation of base 10 blocks. Encourage her to start with the hundreds, then count the tens, and then the ones. For example, if there are 2 hundreds, 3 tens and 2 ones, count like this: “100, 200... 210, 220, 230...231, 232.” After your child counts the blocks, have her write the number beside the blocks so that she doesn’t forget while she counts the other ones. If your child uses other strategies to figure out more or less, such as recognizing that one quantity has more hundreds blocks than the other, that is fine too!

More or Less?



Write “more” or “less” on each line.



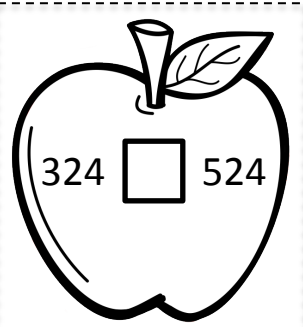
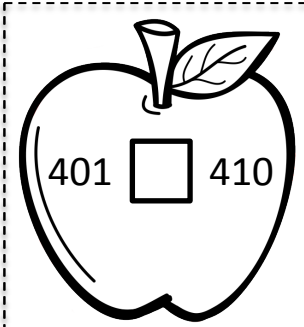
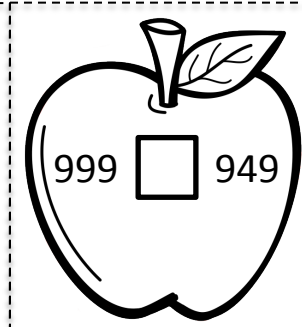
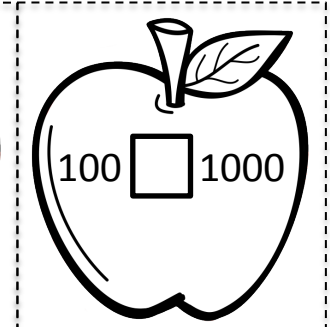
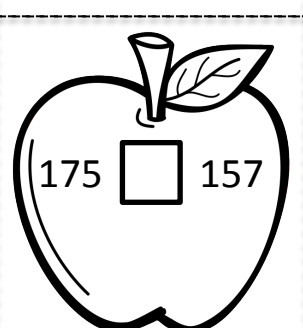
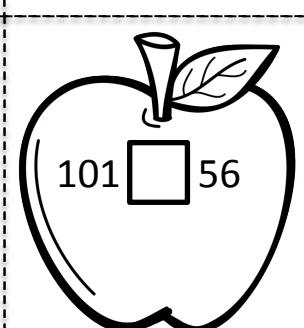
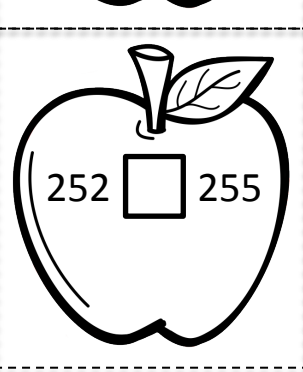
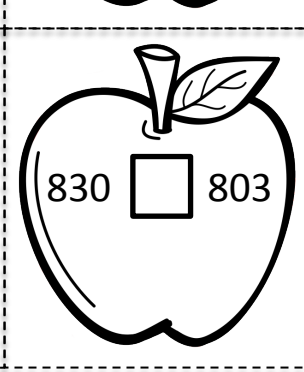
Instructions: Cut and paste the title near top of page. Color apple tree and paste into notebook. Complete each apple by writing a greater than (>) or less than (<) sign in the space. Glue the apples on the page around the tree.

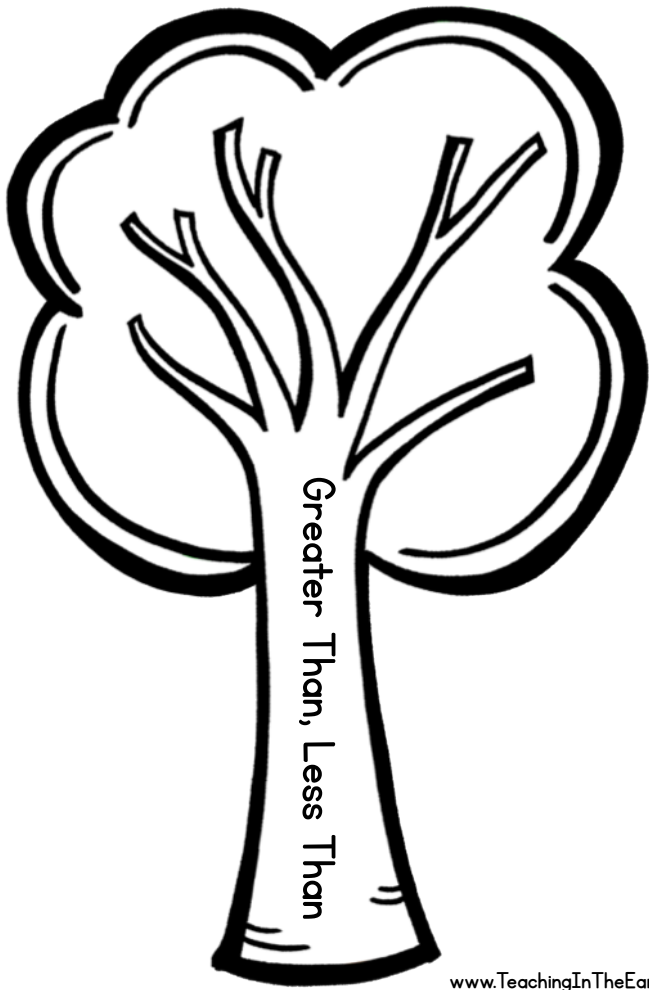
Goals for this activity: Compare numbers to 1000. Use place value principals when comparing (ex. There are more hundreds in this number, so it is greater than that number).

Parents can help by: Help your child understand how many hundreds, tens and ones are in each number. For example, in 324 there are 3 hundreds, 2 tens and 4 ones. When I compare this to the number 524, I know that 524 is higher because there are more hundreds. If both numbers have the same amount of hundreds, which one has more tens?

Greater Than or Less Than

Fill in each box with a greater than (>) or less than (<) symbol.

 <p>324 <input type="text"/> 524</p>	 <p>401 <input type="text"/> 410</p>	 <p>999 <input type="text"/> 949</p>	 <p>100 <input type="text"/> 1000</p>
 <p>175 <input type="text"/> 157</p>	 <p>101 <input type="text"/> 56</p>		
 <p>252 <input type="text"/> 255</p>	 <p>830 <input type="text"/> 803</p>		

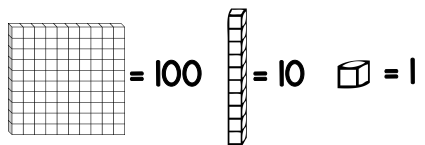


Instructions: Cut and paste the title near top of page. Complete each rectangle by writing a greater than (>), less than (<), or equal (=) sign in the space. Glue the rectangles into notebook.

Goals for this activity: Compare a number to a base 10 representation using >, <, or =. Use place value concepts when comparing, for example: "There are more hundreds in this number, so it is greater than that number."

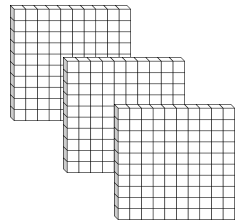
Parents can help by: Help your child understand how many hundreds, tens and ones are in each number. For example, in 255 there are 2 hundreds, 5 tens and 5 ones. When I compare this to the number 300, I know that 300 is higher because there are more hundreds. If both numbers have the same amount of hundreds, which one has more tens?

Greater Than, Less Than, or Equal To

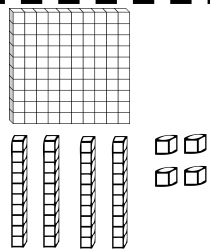


Fill in each box with a greater than (>), less than (<), or equal (=) sign.

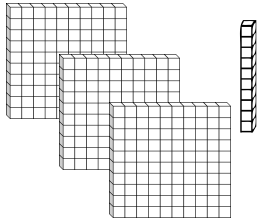
255



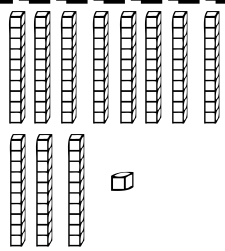
154



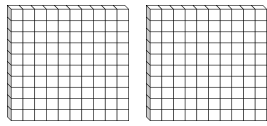
301



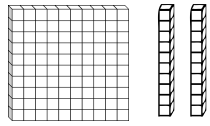
111



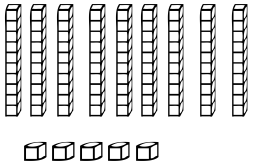
185



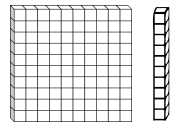
220



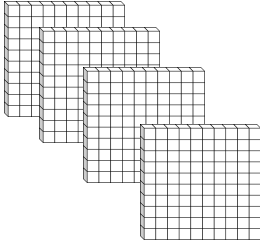
85



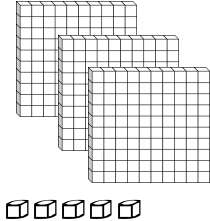
101



1000



305



Instructions: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Beneath each flap, write the time that is shown on the clock.


Goals for this activity: Tell time to the nearest 5 minutes. Write time in digital format (example - 3:10). Understand that the long hand represents minutes and the short hand represents the hour.

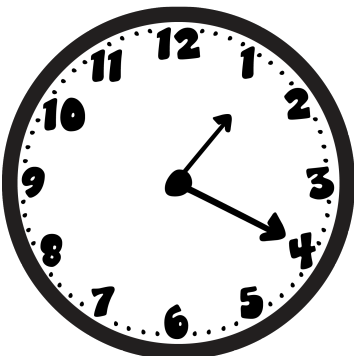
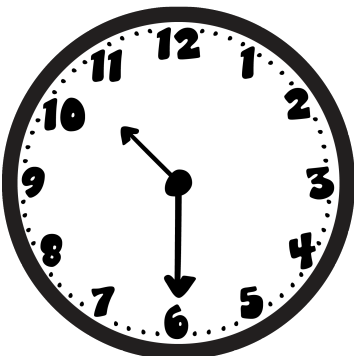
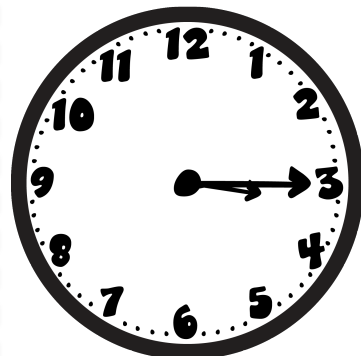
Parents can help by: Help your child understand that if the hour hand is between two numbers, the smaller number is the hour that is represented. Encourage your child to count by 5's to figure out the minute. For example, to get to the "4," count "5, 10, 15, 20." Extend the learning by discussing the time on your home clock: "What time is it? What time will it be in 5 minutes? What time will it be in 1 hour?"



What Time Is It?




Write the time beneath each flap.




← FOLD

<p>What time is it?</p> 	<p>What time is it?</p> 	<p>What time is it?</p> 
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<p>What time is it?</p> 	<p>What time is it?</p> 	<p>What time is it?</p> 
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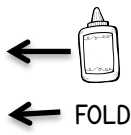
Instructions: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Beneath each flap, write the time that is shown on the clock.

Goals for this activity: Tell time to the nearest 5 minutes. Write time in digital format (example - 3:10). Understand that the long hand represents minutes and the short hand represents the hour.

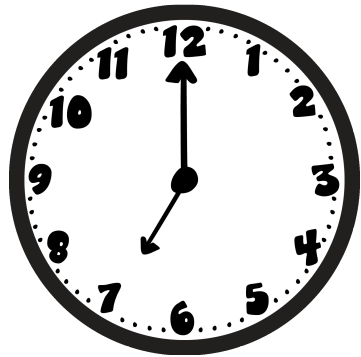
Parents can help by: Help your child understand that if the hour hand is between two numbers, the smaller number is the hour that is represented. Encourage your child to count by 5's to figure out the minute. For example, to get to the "4," count "5, 10, 15, 20." Extend the learning by discussing the time on your home clock: "What time is it? What time will it be in 5 minutes? What time will it be in 1 hour?"

What Time Is It?

Write the time beneath each flap.



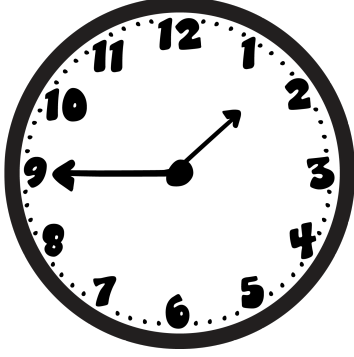
What time is it?



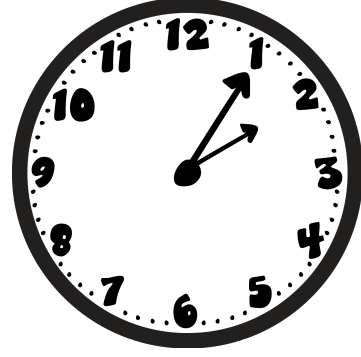
What time is it?



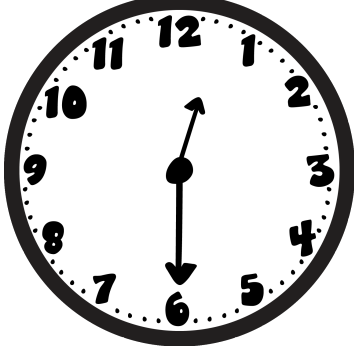
What time is it?



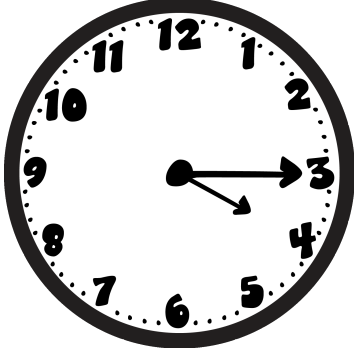
What time is it?



What time is it?



What time is it?



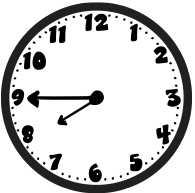
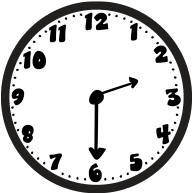
Instructions: Cut and paste the title near top of page. Cut and paste the workspace into notebook. Read each analog clock. Then find the matching digital time and paste it into the rectangle beside the clock.

Goals for this activity: Read and match analog and digital clocks.

Parents can help by: Encourage your child to do one part at a time. Start with the first clock. What does the hour hand represent? What does the minute hand represent? Now find the matching digital time. Extend this activity by discussing the time on your home clock: "What time is it? What time will it be in 5 minutes? How would this time look on a digital clock?"

Time Match

Match each digital time to an analog clock.



5:15

11:40

3:10

7:45

1:50

7:40

9:55

2:30

Instructions: Complete the graph and paste it into your notebook.

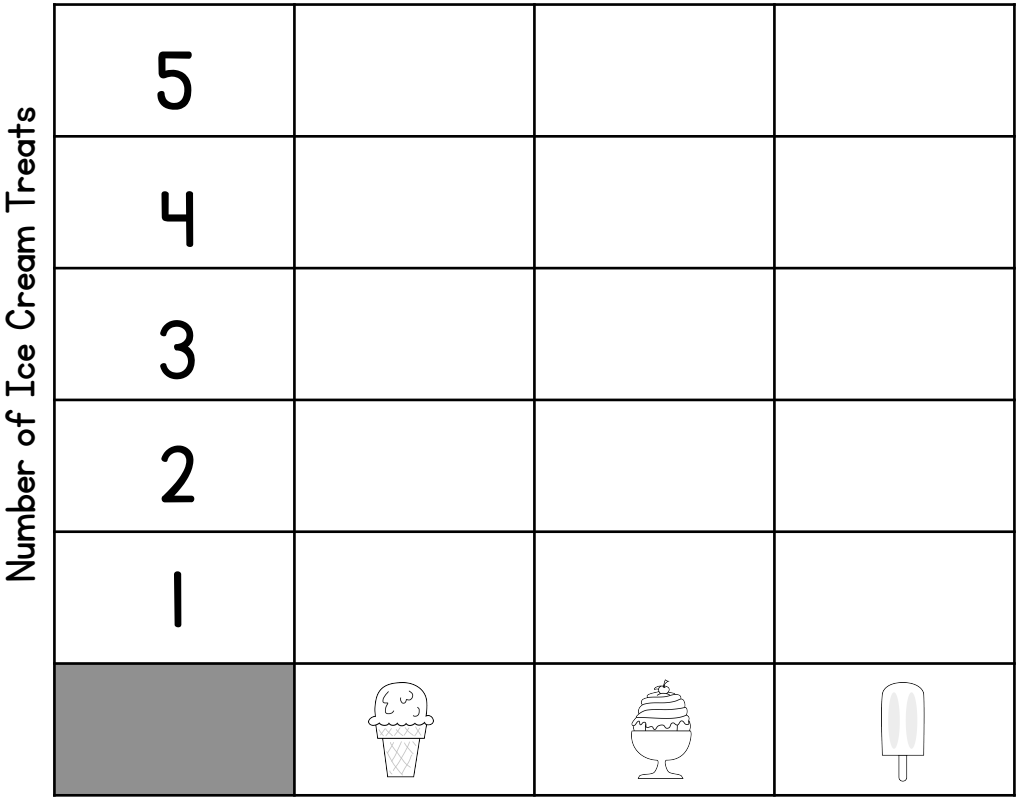
Goals for this activity: Create and interpret a bar graph. Read a description of the data and represent it on the graph.

Parents can help by: Listen to your child read the data. Then read through it again, this time sentence-by-sentence. Discuss how each part could be displayed: "Taylor sells 3 ice cream cones - where is the ice cream cone column? How can we show 3? She sells 2 more sundaes than she does cones? Where is the sundae column? How can we show this data?"...



Ice Cream Graphing

Today there is an ice cream sale at school. Taylor sells 3 ice cream cones. She sells 2 more sundaes than she does cones. She sells only 1 fudgesicle. Use the graph to show the data.



Taylor sold _____ sundaes.

Altogether, Taylor sold _____ ice cream treats.

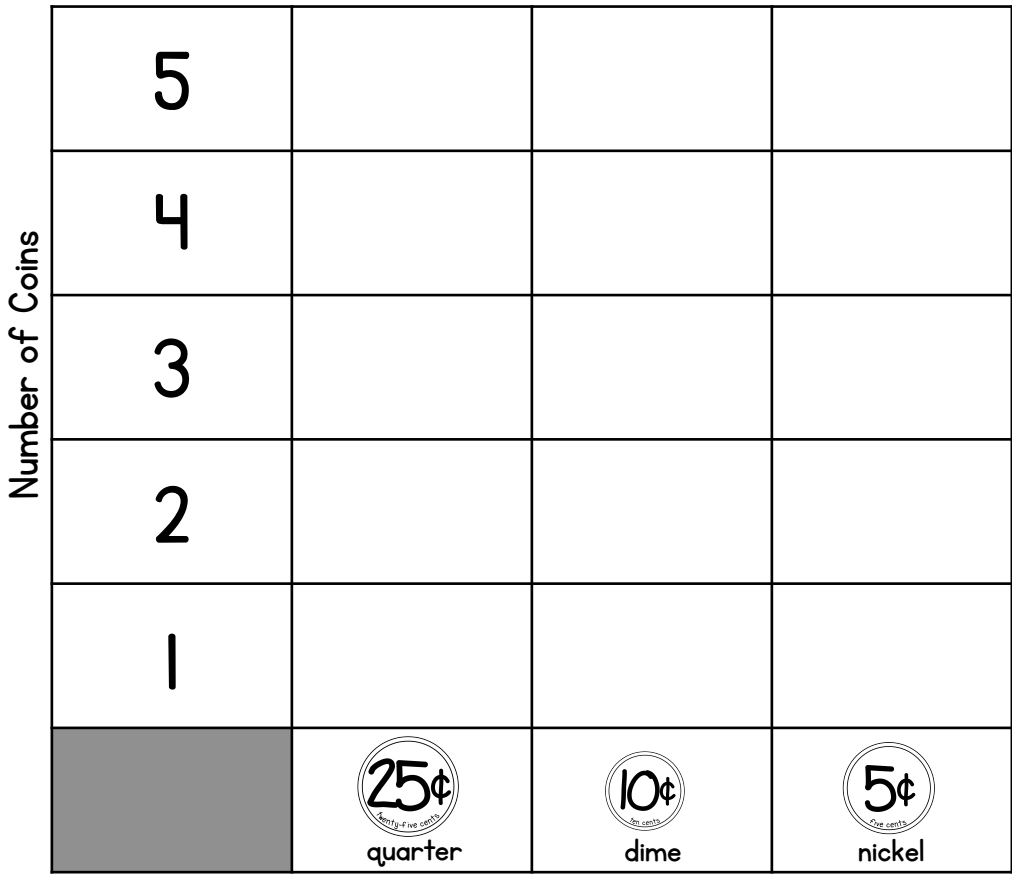
Instructions: Complete the graph and paste it into your notebook.

Goals for this activity: Create and interpret a bar graph. Read a description of the data and represent it on the graph.
Work with money.

Parents can help by: Listen to your child read the data. Then read through it again, this time sentence-by-sentence. Discuss how each part could be displayed: "Jake has 4 dimes. How can we show that? Where is the dimes column? He has 25 cents in nickels. How much is one nickel? How can we figure out how many nickels we need to make 25 cents?"...

Coin Graphing

Jake has 4 dimes in his wallet. He also has 25 cents in nickels and 50 cents in quarters. Use the graph to show the data.



Jake has _____ nickels.
Jake has _____ quarters.
Altogether (in dollars and cents), Jake has \$_____._____

Instructions: Cut out title and paste near top of page. Cut out the months and paste them into your notebook in the correct order. Then write the months in your notebook, using the cut-outs for correct spelling. When finished, complete the "My favorite month" sentence and paste into your notebook.

Goals for this activity: Read the months of the year and put them in the correct order. Spell months correctly and with an uppercase letter.

Parents can help by: Help your child read each month, if needed. Help him order them by reciting the months in order, for example, "January, February, March....which one says March?" When finished, have your child read the months and his sentence to you.

Months of the Year

Paste the months in the correct order. Then write the months in order.

October

May

June

September

February

December

January

April

November

August

July

March

My favorite month is _____ because _____

Instructions: Cut out title and paste near top of page. Cut out the days and paste them into your notebook in the correct order. Then write them in order, using the cut-outs for correct spelling. When finished, complete the "I like _____ the best because..." sentence and paste into your notebook.

Goals for this activity: Read the days of the week and put them in the correct order. Spell days of the week correctly and with uppercase letters.

Parents can help by: Help your child read each day, if needed. Help him order them by reciting the days in order, for example, "Sunday, Monday, Tuesday....which one says Tuesday?" When finished, have your child read the days and his sentence to you.

Days of the Week

Paste the days of the week in the correct order. Then write them in order.

Tuesday

Thursday

Friday

Sunday

Monday

Saturday

Wednesday

I like _____

the best because _____

Instructions: Cut out graph and paste into notebook. Cut out small graphing pieces and paste them onto the appropriate space on the graph. For example, the word "because" should be pasted into the "because" column.

Goals for this activity: Create and interpret a bar graph. Recognize sight words.

Parents can help by: Talk about the graph with your child. "What do you think the numbers mean? What do the words mean? Where should this piece go?" When your child finishes, extend learning by discussing the results: "How many times was the word "because" written? How many MORE times was the word "right" written?"



Sight Word Graphing

Which word appears the most?

5			
4			
3			
2			
1			
	because	cold	right

The word that is written the most is _____.

because	right	right	because	right
right	cold	because	because	right

Paste these pieces onto the graph.

Instructions: Cut out graph and paste into notebook. Cut out small graphing pieces and paste them onto the appropriate space on the graph. For example, the word "those" should be pasted into the "those" column.

Goals for this activity: Create and interpret a bar graph. Recognize sight words.

Parents can help by: Talk about the graph with your child. "What do you think the numbers mean? What do the words mean? Where should this piece go?" When your child finishes, extend learning by discussing the results: "How many times was the word "those" written? How many MORE times was the word "don't" written?"



Sight Word Graphing

Which word appears the most?

5			
4			
3			
2			
1			
	write	those	don't

The word that is written the most is _____.

those	don't	write	those	those
don't	write	don't	don't	don't

Paste these pieces onto the graph.

Instructions: Cut out title and paste near top of page. Rearrange each group of words to form a complete sentence. Paste the sentence into your notebook.

Goals for this activity: Use the words to create a sentence. Recognize that uppercase letters and punctuation marks signify the beginning and the end of a sentence.

Parents can help by: Encourage your child to focus on one set of words at a time. Ask questions such as, "How do you know which word goes first?" (uppercase letter) "How do you know what the last word in the sentence is?" (punctuation mark). "Now how could you arrange the words in the middle of the sentence so that they make sense?"

Cut-and-Paste Sentences



Rearrange each group of words to create a sentence.

ground.

the

found

those

He

on

is

one

best?

Which

the

always

fast!

You

too

go

Instructions: Cut out title and paste near top of page. Rearrange each group of words to form a complete sentence. Paste the sentence into your notebook.

Goals for this activity: Use the words to create a sentence. Recognize that uppercase letters and punctuation marks signify the beginning and the end of a sentence.

Parents can help by: Encourage your child to focus on one set of words at a time. Ask questions such as, "How do you know which word goes first?" (uppercase letter) "How do you know what the last word in the sentence is?" (punctuation mark). "Now how could you arrange the words in the middle of the sentence so that they make sense?"



Cut-and-Paste Sentences

Rearrange each group of words to create a sentence.

always

It

in

is

cold

there.



Many

the

of

green.

candies

are



those

gave

ones.

She

us



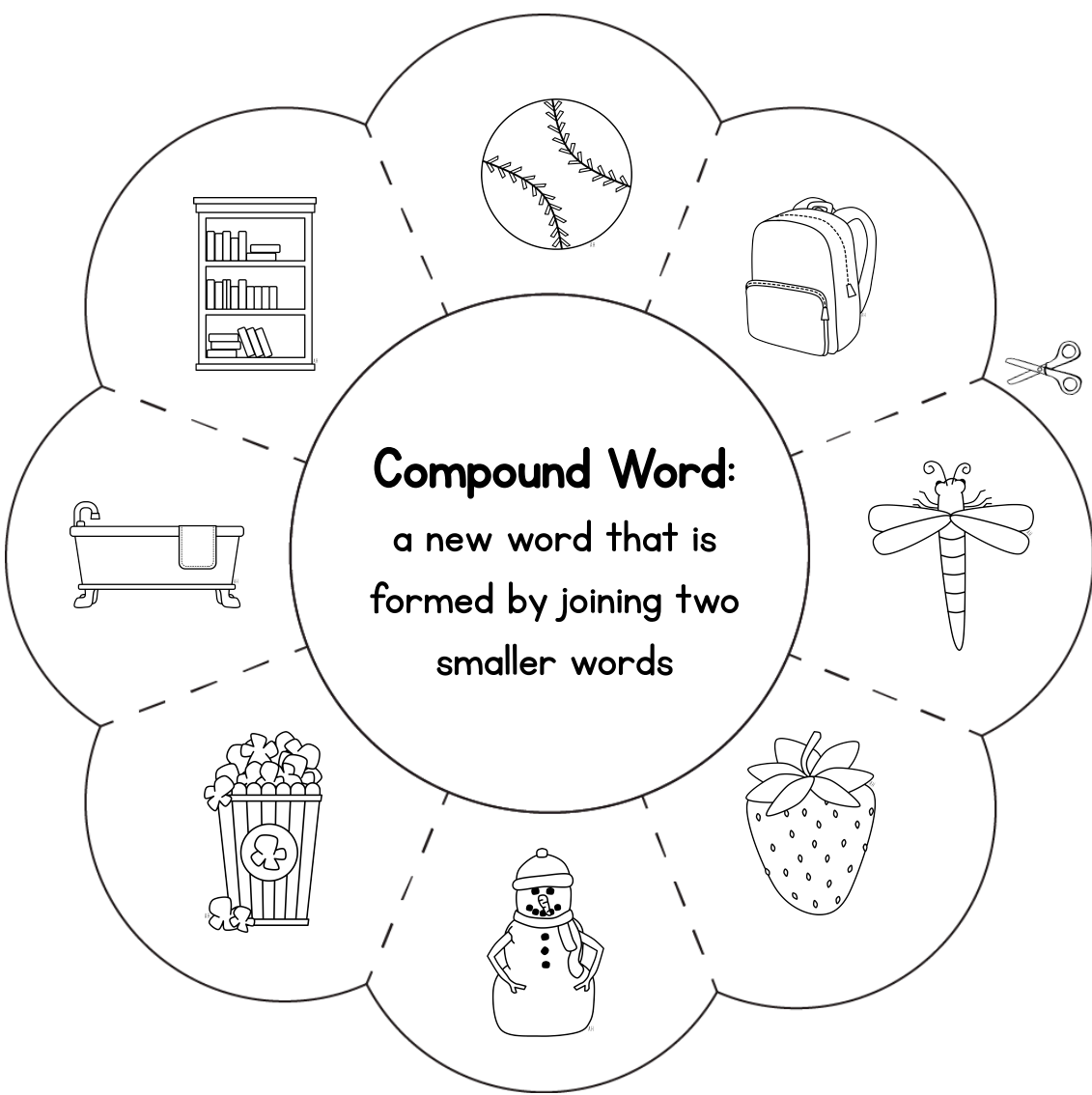

Instructions: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at each compound word picture and write the word beneath the flap.

Goals for this activity: Understand that a compound word is formed when two smaller words are put together.

Parents can help by: As your child works, ask him what the two smaller words in each compound word are. For example, in the word baseball, the two smaller words are "base" and "ball." Extend the learning by brainstorming for other compound words.

Compound Words

Write each compound word beneath the flap.



Instructions: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 4 flaps. Paste left side of flap book into notebook. Write a sentence beneath each flap that uses alliteration (a sentence where most of the words begin with the same sound or letter).

Goals for this activity: Understand the meaning of alliteration. Write an interesting sentence using alliteration.

Parents can help by: Talk about the meaning of alliteration, explaining that it occurs when most of the words in a sentence begin with the same letter or sound, for example "She sells sea shells by the sea shore." Help your child use the pictures on the top of each flap to form a sentence using alliteration. For example, "The alligator ate Anna's apple on the amazing airplane."

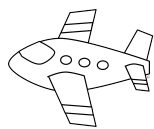
Alliteration

Beneath each flap, write a sentence using alliteration (when most of the words in a sentence begin with the same letter or sound).

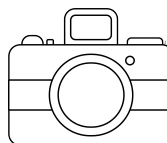


FOLD

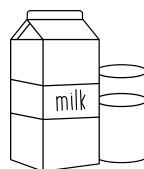
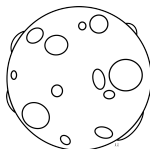
Write a sentence that includes alliteration. Use these pictures to help you:



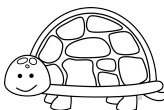
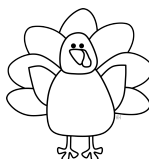
Write a sentence that includes alliteration. Use these pictures to help you:



Write a sentence that includes alliteration. Use these pictures to help you:



Write a sentence that includes alliteration. Use these pictures to help you:



Instructions: Cut and paste the title near top of page. Create each flap book by cutting on the dotted lines and pasting the top section into notebook. Each flap book should have three flaps. Read the contraction on each flap. Write a sentence beneath the flap that uses that contraction.


Goals for this activity: Use contractions in a sentence. Understand the meaning of contractions.

Parents can help by: Together with your child, read the contractions on the flaps and discuss them. Discuss when they might be used. As your child forms sentences to write under the flaps, ensure that he is using the contraction in the proper context. When finished, have him read the sentences aloud to you. As an extension activity, brainstorm some other contractions that weren't included here.

Contractions

Beneath each flap, write a sentence using the contraction.



			 ← FOLD
can't cannot	don't do not	she's she is	

they're they are	it's it is	wouldn't would not

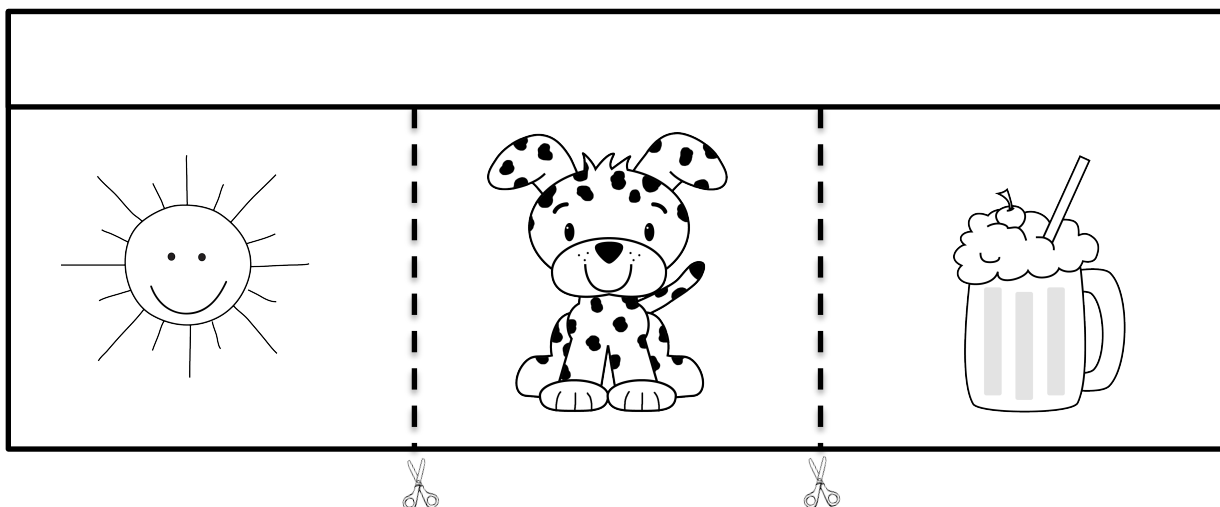
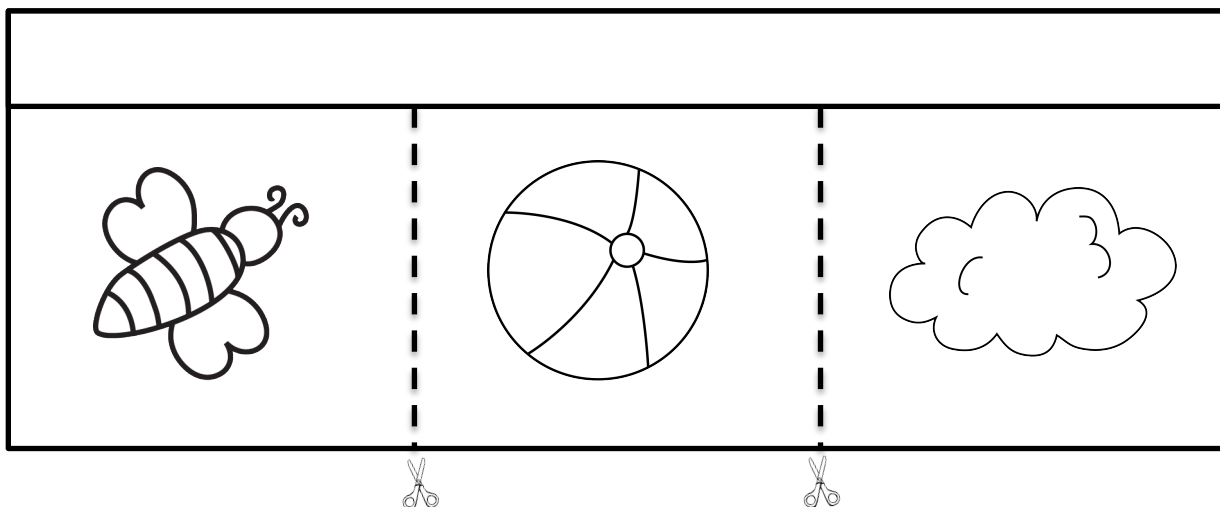
Instructions: Cut and paste the title near top of page. Create each flap book by cutting on the dotted lines and pasting the top section into notebook. Each flap book should have three flaps. Look at the picture on each flap. Write 2 or 3 adjectives (describing words) beneath each flap.

Goals for this activity: Understand that an adjective is a word that describes a noun. Use different adjectives to describe the same object.

Parents can help by: Ask your child questions such as, "What words can you think of to describe a beach ball? What does it look like? What does it feel like?"

Using Adjectives

Beneath each flap, write two or three adjectives (describing words) for each object.



Instructions: Cut out title and paste near top of page. Cut out flap book. Cut on each horizontal dotted line to create 3 flaps. Paste left side of flap book into notebook. Read the words on the top of each flap. Beneath the flap, write a sentence using at least three of those words.

Goals for this activity: Understand the meaning of noun, verb and adjective. Use nouns, verbs and adjectives in sentences.

Parents can help by: Help your child understand the meaning of each part of speech: nouns are people, places or things; verbs are action words; adjectives are describing words. When your child is finished writing sentences, have him read them aloud to you. Extend the learning by discussing other nouns that you see around you, adjectives to describe those nouns, and verbs that the people and things around you are doing.

Parts of Speech

Write a sentence beneath each flap.



FOLD

Write a sentence using at least three of these nouns:

airplane

grass

Hollywood

house

school

birthday

Write a sentence using at least three of these verbs:

jump

run

go

talk

swim

spill

Write a sentence using at least three of these adjectives:

delicious

big

cold

purple

quick

funny

Instructions: Complete the work space with the word endings. For each word that you write, say a sentence out loud to your parent, using that word.

Goals for this activity: Recognize that different endings change the context of a word. Use words in a sentence, in the correct context. Practice using the “change the y to an i” rule.

Parents can help by: When your child has completed the chart (or as he completes each row), have him say a sentence for each word. For example, “I tried to do a cartwheel. I am trying to do a cartwheel. She tries to do a cartwheel.” Point out how the context changes slightly in each sentence.



Word Endings

Complete the chart with the word endings. Say a sentence for each word.

Word	Change the “y” to an “i” and add -ed	Add -ing	Change the “y” to an “i” and add -es
try	tried	trying	tries
cry			
deny			
hurry			
carry			
fry			
apply			

Instructions: Paste the title near the top of the page. Create an “ee” section and an “ea” section on your notebook page. Paste the words into the correct section. Then write two sentences in your notebook, using at least 2 of the ee/ea words.

Goals for this activity: Distinguish between words that use “ee” and words that use “ea.” Write sentences using uppercase letters and proper punctuation.

Parents can help by: Check your child’s sorting to ensure that the words are in the proper category. Have her read the sentences to you. Extend the learning by brainstorming other words that use “ee” or “ea.”

Spelling Patterns



Create 2 sections on your notebook page: “Words with ee,” and “Words with ea.” Paste each word in the correct section on your page. Then write two sentences in your notebook that use at least 2 of the ee/ea words.

week

feel

each

queen

peach

sea

screen

seat

seen

been

bean

teach

three

bee

hear

dream

leaf

peek

Instructions: Cut and paste the title near top of page. Cut out words and put them in alphabetical order. Then paste them into your notebook in alphabetical order.

Goals for this activity: Understand alphabetical order and perform an alphabetical order task.

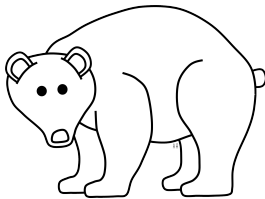
Parents can help by: If child is struggling with correct order, help her by writing the alphabet on a separate piece of paper. Then work letter-by-letter: "Are there any 'A' words? Are there any 'B' words?"

Alphabetical Order

Paste the words in alphabetical order in your notebook.



bear



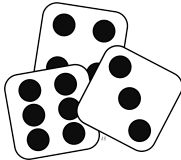
socks



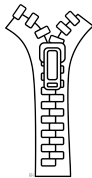
mail



dice



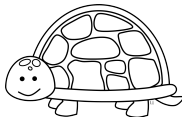
zipper



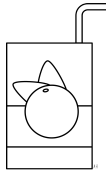
owl



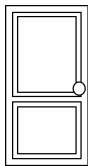
turtle



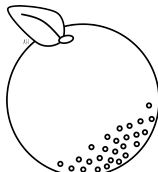
juice



door



orange



Instructions: Cut out title and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Write the plural form of each noun below the flap.

Goals for this activity: Recognize that irregular plural nouns do not follow a predictable pattern.

Parents can help by: Encourage your child to use each word in a sentence to see what sounds right. For example, "There is one child. There are two.....childs? Children? Which one sounds right?"

Irregular Plural Nouns

Write the plural form of each verb below the flap.



foot

one foot, two...

child

one child, two...



FOLD

tooth

one tooth, two...

mouse

one mouse, two...

fish

one fish, two...

deer

one deer, two...


Instructions: Cut out title and paste near top of page. Cut out flap book and cut on dotted line to create two flaps. Paste top portion into notebook. Beneath the first flap, write three facts about your community. Beneath the second flap, write three opinions about your community.

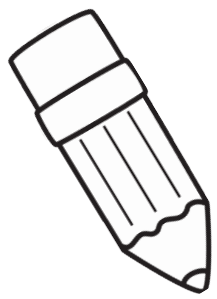

Goals for this activity: Recognize the difference between a fact and an opinion, and generate three of each. Write a complete sentence. Discuss your community.

Parents can help by: Explain to your child that a fact is something that is always true and can be proven. An opinion is simply what someone thinks and is not always true. Relate this to one of your child's interests. For example you might say, "A fact about baseball is that you need a bat and ball to play. An opinion about baseball is that it is the best sport to play." Once she is familiar with the meaning of fact/opinion, help her brainstorm facts and opinions about your community. Help your child write her facts and opinions in full sentences.

Facts and Opinions About My Community

Write 3 facts and 3 opinions about your community.


← FOLD

<h2>Three Facts About My Community</h2>  <p>A fact is something that is always true.</p>	<h2>Three Opinions About My Community</h2>  <p>An opinion is something that you think. It is not always true.</p>
---	--

Instructions: Cut out title and paste near top of page. Draw family picture in the rectangle on the flap book. Cut out flap book and then cut each dotted line to create 3 flaps. Glue top section into notebook.

Goals for this activity: Use neat printing to describe your family.

Parents can help by: Discuss family traditions, details and other things that you have done together. Using your discussion as a basis for the writing, help your child choose a few pieces of information to write beneath the flaps. When finished, have your child read the sentences aloud to you.

All About My Family

Draw a picture of your family. Then write details about your family beneath each flap.

My family always...

My family sometimes...

In my family...

My family always...

My family sometimes...

In my family...

My family always...

My family sometimes...

In my family...

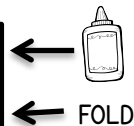
Instructions: Cut out title and paste near top of page. Cut out flap book and cut on dotted line to create a flap. Paste top portion into notebook. Beneath each flap, write about your likes and dislikes in a point-form list.

Goals for this activity: Reflect about likes and dislikes. Write a point-form list.

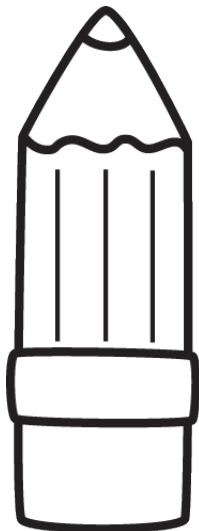
Parents can help by: Discuss likes and dislikes with your child. Then relate these terms to school. Ask, "What do you like about school? What is the best part of the day?" and "What do you not like about school? What do you wish you could change?" Help your child write about his likes and dislikes beneath each flap in list format.

My Feelings About My School

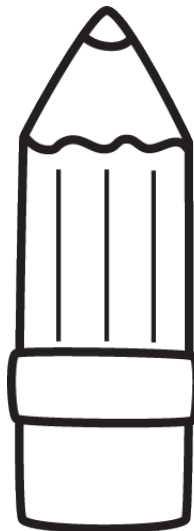
Beneath each flap, write your likes and dislikes.



Things I like
about my
school:



In my school, I
wish that...



Instructions: Complete the work space and paste it into notebook.

Goals for this activity: Use creativity and descriptive language.

Parents can help by: Encourage your child to use vivid descriptive language. Say, "How can we make this sentence more exciting and interesting?" For example, instead of "I live in a big house with a back yard," you could say, "I live in a humongous house with a back yard, where we play on our play structure for hours and hours." When finished, have your child read the sentences aloud to you.



Write and Draw!

Write about your home. Draw a picture.

Write 2-4 sentences to describe your home. Then draw a picture in the box.

Draw a picture:

A large, empty rectangular box with a solid black border, intended for the child to draw a picture of their home.

Instructions: Complete the work space and paste it into notebook.

Goals for this activity: Use creativity and descriptive language.

Parents can help by: Encourage your child to use vivid descriptive language. Say, "How can we make this sentence more exciting and interesting?" For example, instead of "My toy is fun," you could say, "In the past 4 years I have spent so much time playing with this toy because it is so much fun!" When finished, have your child read the sentences aloud to you.



Write and Draw!

Write about a special toy. Draw a picture.

Write 2-4 sentences to describe a special toy. Then draw a picture in the box.

Draw a picture:

A large, empty rectangular box with a solid black border, intended for the child to draw a picture of their special toy.

Instructions: Complete the work space and paste it into notebook.

Goals for this activity: Use creativity and descriptive language.

Parents can help by: Encourage your child to use vivid descriptive language. Say, "How can we make this sentence more exciting and interesting?" For example, instead of "My walls are pink and purple," say, "My walls are bright pink and dark purple, with lots of neat pictures on them." When finished, have your child read the sentences aloud to you.



Write and Draw!

Write about your bedroom. Draw a picture.

Write 2-4 sentences to describe your bedroom. Then draw a picture in the box.

Draw a picture:

A large, empty rectangular box with a solid black border, intended for the child to draw a picture of their bedroom.

Instructions: Cut out title and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Write a descriptive sentence beneath each flap.

Goals for this activity: Use vivid describing words. Use prior knowledge to write a description.

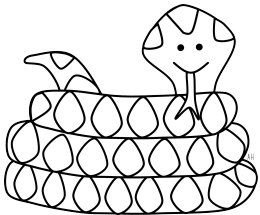
Parents can help by: Encourage your child to make his sentence even better by adding interesting describing words. For example, instead of, "The lemonade was cold," you could write, "The yellow lemonade was ice-cold and perfect for this scorching hot day!"

Descriptive Sentences

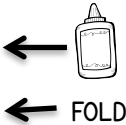
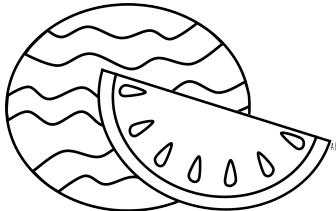
Write a sentence beneath each flap using exciting, vivid describing words.



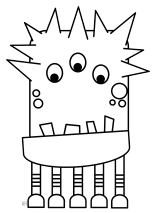
Write a descriptive sentence about this snake.



Write a descriptive sentence about this watermelon.



Write a descriptive sentence about this monster.



Write a descriptive sentence about this bonfire.



Instructions: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 4 flaps. Paste left side of flap book into notebook. Write a new sentence beneath each flap.

Goals for this activity: Understand that a new sentence can be formed when two shorter sentences are joined. Create a new sentence using two short sentences.

Parents can help by: Listen to your child read the sentence on each flap to you. Ask, "How could we join these to make one sentence rather than two? Are there any words that we should add or take out to make it sound better?" For example, in the first sentence, your child might choose to write, "Tina likes apples and bananas."

Joining Sentences

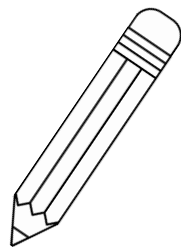
Join the two sentences on each flap to create one new sentence. Write the new sentence beneath the flap.



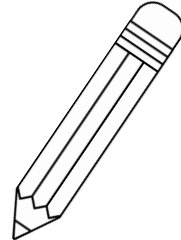
FOLD



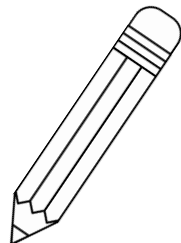
Tina likes apples. Tina likes bananas.



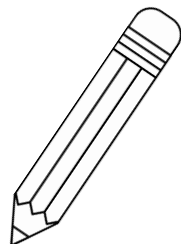
They went to the baseball game.
After the baseball game they went
to a restaurant for supper.



The bus arrived too late. The kids
were late getting to school.



The movie was really loud. Alex had
to cover his ears for some parts!



Instructions: Cut out title and paste near top of page. Cut out flap and paste the top section into your notebook. On the flap, draw a place that you have visited. Beneath the flap, write a description of the place using the 5 W's: who, what, when, where and why.

Goals for this activity: Write 4-8 sentences about a past experience. Use uppercase letters and proper punctuation.

Parents can help by: With your child, discuss some of the places that you have visited. This might be a fun event in your town, a trip to another country or even a friend's house. Talk about the place. Where was it? What did you do? When did you go? Who did you go with? Why did you choose that place? What other interesting memories come to mind? Help your child put his thoughts into words to write the description beneath the flap. Encourage him to use an uppercase letter at the beginning of each sentence and a proper punctuation mark at the end.

A Place I've Visited

Draw a picture of a place you've visited. Beneath the flap, write about it. Use the 5 W's: who, what, when, where, why?



← FOLD

Instructions: Cut out title and paste near top of page. Cut out flap and paste the top section into your notebook. Go for a nature walk outside and draw your observations on the flap. Beneath the flap, write a description of what you observed.

Goals for this activity: Write 4-8 sentences about a nature walk. Use uppercase letters and proper punctuation.

Parents can help by: Go for an outdoor nature walk with your child. Try to notice the little things that are sometimes missed. What does it smell like? What sounds do you hear? What do you see around you? Look for the little details. Help your child decide what to write about in her notebook. Encourage her to use an uppercase letter at the beginning of each sentence and a proper punctuation mark at the end.

A Nature Walk



Go for a walk and observe the things around you. Draw a picture of your observations on the flap below. Beneath the flap, write a description of what you saw on your walk.



FOLD

Instructions: Cut out title and paste near top of page. Cut out flap and paste the top section into your notebook. On the top of the flap, draw a picture of yourself when you were young. Beneath the flap, write a description.

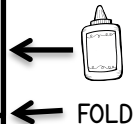
Goals for this activity: Write 4-8 sentences about yourself when you were young. Use uppercase letters and proper punctuation.

Parents can help by: With your child, discuss memories of when she was young. What did she look like? What did she act like? What were some funny things that she used to do? Ask your child to tell you a few memories that she has: "I remember when _____." Help your child use the memories to draw a picture on the flap and write a description beneath it. Encourage her to use uppercase letters at the beginning of sentences and proper punctuation at the end.

When I Was Young...



Draw a picture on the flap and write a description under the flap. When you were little what did you look like? What did you like to do? Where did you live?



Instructions: Cut out title and paste near top of page. Cut out flaps and paste the top section of each one into your notebook. Go for a nature walk outside and make observations about what you see, hear, feel and wonder. Write one observation beneath each flap.

Goals for this activity: Observe nature. Use neat printing, uppercase letters and proper punctuation.

Parents can help by: Go for an outdoor nature walk with your child. Try to notice the little things that are sometimes missed. What does it smell like? What sounds do you hear? What do you see around you? Look for the little details. Help your child decide what to write about in her notebook. Encourage her to use an uppercase letter at the beginning of each sentence and a proper punctuation mark at the end.

My Outdoor Observations

Go outside for a walk and make some observations as you go. What do you see, hear and feel? Write each observation underneath a flap.



Observation #1



Observation #2



FOLD



Observation #3



Observation #4



Observation #5



Observation #6

Instructions: Cut and paste the title near top of page. Cut out flap book. Cut on dotted lines to create 3 flaps and paste into notebook. Read the top of each flap and write two sentences for each one beneath the flap.

Goals for this activity: Understand how punctuation is used to end a sentence. Write examples of sentences using a period, question mark and exclamation mark.

Parents can help by: Help your child read the top of each flap. Explain what each type of sentence is. Together, brainstorm additional examples for each type of sentence. Show your child how a sentence can change based on the punctuation used. For example, listen to how this sentence changes: "It is really dark outside. It is really dark outside? It is really dark outside!" When finished, have your child read his sentence from beneath each flap to you.

Ending a Sentence

A sentence can end with a period, an exclamation mark or a question mark. Write two sentences beneath each flap.



FOLD



Two sentences that end with a

Period



Two sentences that end with an

Exclamation Mark



Two sentences that end with a

Question Mark



Instructions: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 3 flaps. Paste left side of flap book into notebook. Write a question beneath each flap.

Goals for this activity: Use commas in various situations: lists, dates and names of places.

Parents can help by: Look at the flap book together with your child and discuss the different situations where commas are used. After discussing one usage, help your child think of two of her own sentences that use commas in that same way. When finished, have your child read the sentences aloud to you.

Using Commas

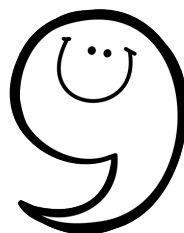
Commas are used in lists, dates, and names of places. Beneath each flap, write two sentences that use commas.



FOLD

Commas are used when writing

lists.



Example: He likes baseball, soccer, hockey and basketball.



Commas are used when writing

dates.



Example: She was born on September 4, 2001.

Commas are used when writing

names of places.



Example: They visited Dallas, Texas.

Instructions: Cut out title and paste near top of page. Cut out flap book. Cut on each horizontal dotted line to create 3 flaps. Paste left side of flap book into notebook. Read the top of each flap. Beneath each flap, complete the sentence.

Goals for this activity: Write a neat, thoughtful response to each sentence starter.

Parents can help by: With your child, discuss different jobs and what he would like to be when he grows up. Talk about what that job will be like. "What will you do each day? What will the hardest part be?" After discussing, help your child complete the sentences. Encourage him to write a detailed response to each question. For example, beneath the first flap he might write, "When I grow up I want to be a fireman, because I like challenges and I like helping people" instead of "When I grow up I want to be a fireman."

When I Grow Up...

Complete each sentence under the flap.



FOLD

When I grow up I want
to be a...

This is an important job
because...

Some things that I will
have to do in this job are...



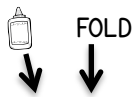
Instructions: Cut out title and paste near top of page. Cut out flap book. Cut on each horizontal dotted line to create 3 flaps. Paste left side of flap book into notebook. Read the top of each flap. Beneath each flap, write 1-2 interesting sentences.

Goals for this activity: Write sentences using interesting words and descriptions. Use uppercase letters at the beginning and punctuation at the end.

Parents can help by: Before beginning the activity, have a discussion with your child about the zoo. Have you ever been there? What did you see? What did you hear? What are some interesting experiences that you had. If your child has never been to a zoo, what does he think it would look like and sound like? When finished, have your child read his writing to you.

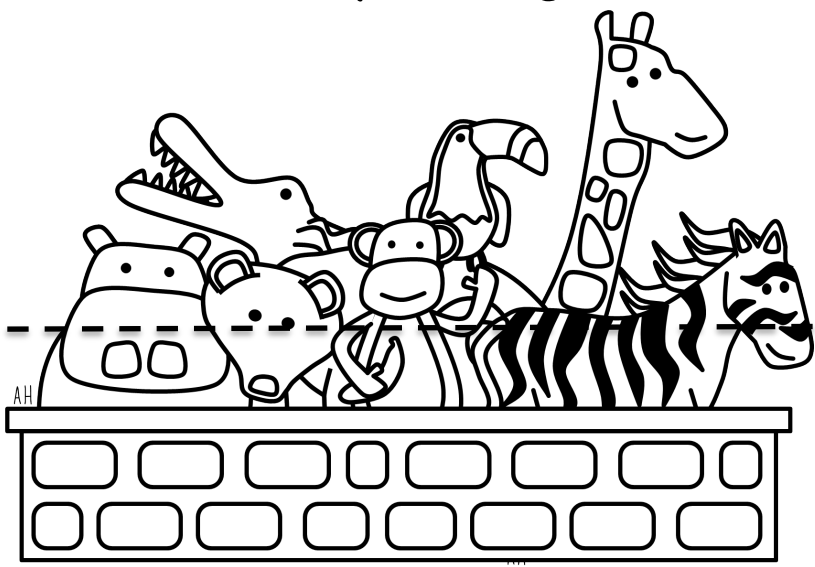
At the Zoo

Write 1-2 sentences beneath each flap. Use exciting words and descriptions.



At the zoo you might see...

At the zoo you might hear...



If I went to the zoo I would...

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Goals for this activity: Write sentences using interesting words and descriptions. Use uppercase letters at the beginning and punctuation at the end.

Parents can help by: Before beginning the activity, have a discussion with your child about our Earth. What do you do to help take care of it? What can others do? Why is it important to take care of the Earth? When finished, have your child read his writing to you.

Our Earth



Write 1-2 sentences beneath each flap. Use exciting words and descriptions!



FOLD

It is important to take care of our
Earth because...

Some things that I can do to help our
Earth are...



Some things that my family can do are...



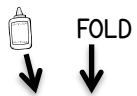
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Parents can help by: Before beginning the activity, have a discussion with your child about if you were a superhero. What do you think life as a superhero would be like? What would you do? What would your powers be? How could you help people? When your child is finished writing, have her read the sentences to you.

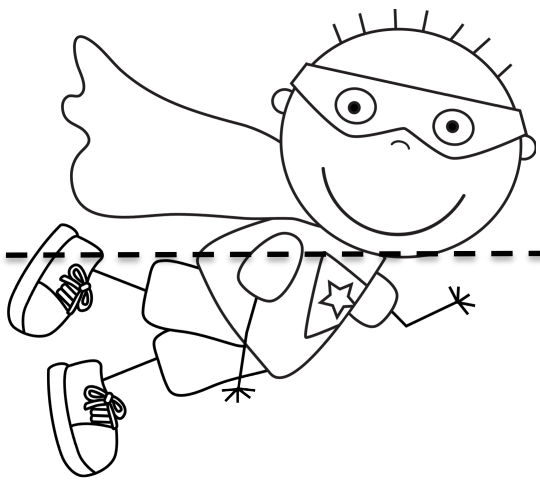
If I Were a Superhero

Write 1-2 sentences beneath each flap. Use exciting words and descriptions!



If I were a superhero my name would be...

If I were a superhero I would do exciting things, such as...



If I were a superhero I would help people by...



Instructions: Cut out title and paste near top of page. Cut out each question flap. Paste top portion of each one into notebook, creating a lift-up flap. Choose a family member to interview. Ask the questions from each flap and write the answer beneath the flap.

Goals for this activity: Conduct an interview. Write answers based on interview questions. Take interest in another person.

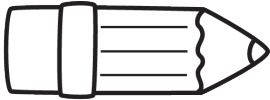
Parents can help by: Help your child turn answers into concise written responses. When finished, have your child read each question and answer aloud to you.

Interview with a Family Member

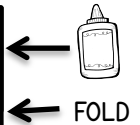
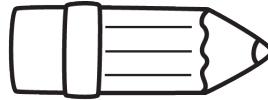
Interview a family member. Write the answer to each question beneath the flap.



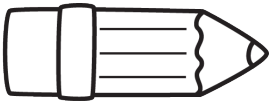
What is your full name?



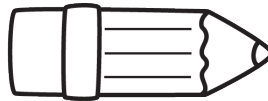
When and where were you born?



What are your hobbies?



Where do you live?



Who is your hero and why?



Where do you work or go to school?



Instructions: Cut out title and paste near top of page. Cut out flap book and cut on dotted line to create two flaps. Paste top portion into notebook. Beneath each flap, write about what you know about and what you wonder about.

Goals for this activity: Reflect about dinosaurs using prior knowledge. Write neatly in statment/question format.

Parents can help by: Begin this activity with a discussion about dinosaurs. Has your child read any books about dinosaurs? Has he seen any movies? What are some things that he knows about dinosaurs? Then hold a discussion about things that you wonder: "I wonder if dinosaurs..." When finished the discussion, help your child turn his thoughts into words beneath the flaps. When finished, have him read the sentences aloud to you.



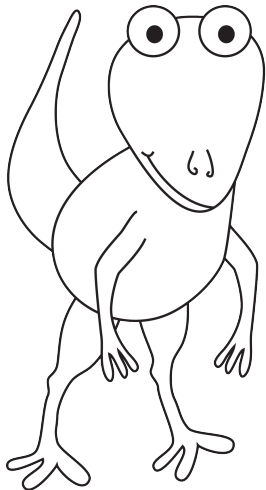
Dinosaurs: Know and Wonder Chart

Write 2-4 statements or questions beneath each flap.

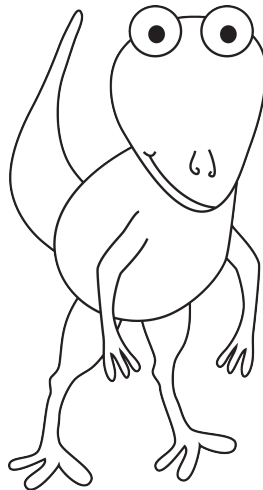


FOLD

Things I KNOW



Things I
WONDER About



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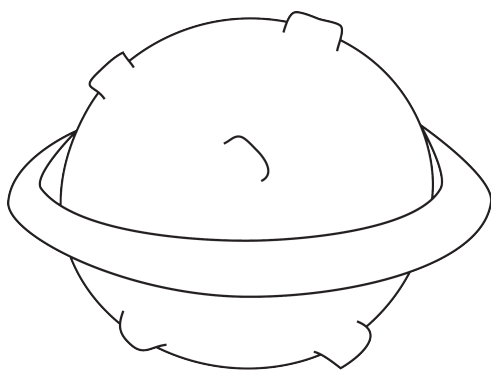
Goals for this activity: Reflect about outer space using prior knowledge. Write neatly in statment/question format.

Parents can help by: Begin this activity with a discussion about outer space. Has your child read any books about outer space? Has he seen any movies? What are some things that he knows about outer space? Then hold a discussion about things that you wonder: "I wonder if outer space is..." When finished the discussion, help your child turn his thoughts into words beneath the flaps. When finished, have him read the sentences aloud to you.

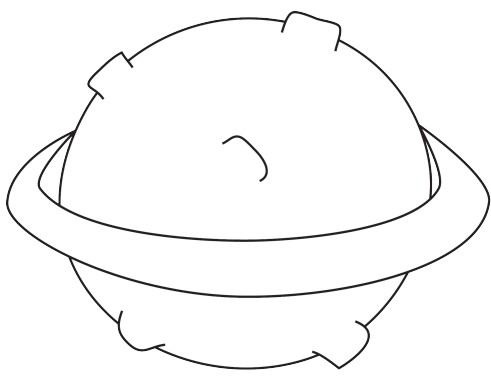
Outer Space: Know and Wonder Chart



Write 2-4 statements or questions beneath each flap.

Things I KNOW



Things I WONDER About




 FOLD

Words that Begin with a Vowel

Find pictures of things that begin with a vowel (A, E, I, O or U). Paste them onto the page and write the name of each item beside the picture.

Instructions: Cut out title and paste near top of page. Draw or find magazine/newspaper pictures that fit the description. Write each word beside the picture.

Goals for this activity: Recognize and write words that begin with vowels.

Parents can help by: Help your child spell the words if needed. When finished, extend the learning by using each word in a sentence.

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Words that Begin with a Consonant

Find pictures of things that begin with a consonant (any letter except A, E, I, O or U). Paste them onto the page and write the name of each item.

Instructions: Cut out title and paste near top of page. Draw or find magazine/newspaper pictures that fit the description. Write each word beside the picture.

Goals for this activity: Recognize and write words that begin with consonants. Understand the meaning of consonant.

Parents can help by: Help your child spell the words if needed. When finished, extend the learning by using each word in a sentence.

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Things That Cost Less Than \$10.00

Find pictures of things (with prices) that cost less than \$10.00. Paste them onto the page.

Instructions: Cut out title and paste near top of page. Draw or find magazine/newspaper pictures that fit the description. Write each word beside the picture.

Goals for this activity: Read dollar amounts and categorize them as more or less than \$10.00.

Parents can help by: Extend learning by discussing the items with your child, for example, "How many of these could I buy with \$10.00?"

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Goals for this activity: Read dollar amounts and categorize them as more or less than \$10.00.

Parents can help by: Extend learning by discussing the items with your child, for example, "How many of these could I buy with \$100.00?" or "How much more than \$10 does this cost?"

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Headings

Find "headings" in a newspaper or magazine.

Headings are like a title and tell what the article will be about. Paste them onto the page.

Instructions: Cut out title and paste near top of page. Find magazine/newspaper headings. Paste them into your notebook.

Goals for this activity: Recognize that a heading is usually a title or sub-title for an article. Recognize that headings usually look different than the text in the article (ex. bold, larger fonts, underlined...)

Parents can help by: Extend learning by asking, "After reading the heading, what do you think the article will be about?"

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Proper Nouns

Find proper nouns (names of people, places or things that start with an uppercase letter) and paste them into your notebook.

Instructions: Cut out title and paste near top of page. Find proper nouns in a magazine/newspaper and paste them into your notebook.

Goals for this activity: Scan an article to look for something specific. Recognize a proper noun as a name of a person, place or thing that starts with an uppercase letter (ex. Sarah, Woodview Elementary School, Baltimore...).

Parents can help by: Question your child as she finds the proper nouns, "How do you know that this is a proper noun? Does it start with an uppercase or lowercase letter? Is it a name?"

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Adjectives

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Instructions: Cut out title and paste near top of page. Find adjectives in a magazine/newspaper and paste them into your notebook.

Goals for this activity: Scan an article to look for something specific. Recognize an adjective as a word that describes a person, place or thing. Ex. big, yellow, strong, cold...

Parents can help by: Question your child as she finds the adjectives: "What does this adjective describe? What is another adjective that could describe this person, place or thing?"

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Parents can help by: Question your child as she finds the adjectives: "What does this adjective describe? What is another adjective that could describe this person, place or thing?"

Adjectives

Find adjectives (describing words) in a newspaper or magazine and paste them into your notebook.

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Verbs

Find verbs (action words) in a newspaper or magazine and paste them into your notebook.

Instructions: Cut out title and paste near top of page. Find verbs in a magazine/newspaper and paste them into your notebook.

Goals for this activity: Scan an article to look for something specific. Recognize a verb as an action word. Ex. run, jump, laughing, crying, go, talk...

Parents can help by: Question your child as she looks for and finds the verbs: "Which word in this sentence shows an action? Who is performing the action?"

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Describe a Picture

Find an interesting picture in a magazine or newspaper. Paste it into your notebook. Then write a description of the picture. Use the 5 W's in your description - who, what, when, where, why?

Instructions: Cut out title and paste near top of page. Find an interesting picture in a magazine/newspaper and write a description for it.

Goals for this activity: Describe a picture using the 5 W's: who, what, when, where, why. Base the description on actual facts or on observations/assumptions.

Parents can help by: Question your child as he looks at the picture: "What do you think is happening? Why is it happening? Where is this? When do you think it happened? Why?" Help your child put his thoughts into words.

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Find an Advertisement

Find an advertisement in a magazine or newspaper. Paste it into your notebook. Then write a description of the advertisement. What are they selling? How are they selling it to customers?

Instructions: Cut out title and paste near top of page. Find an advertisement in a magazine/newspaper and paste it into your notebook. Write a description of the ad.

Goals for this activity: Critically examine an advertisement and write a thoughtful description.

Parents can help by: Question your child as he looks at the advertisement: "What is this company selling? Are they using any special language to try to sell it to us? Is it eye-catching?" Help your child put her thoughts about the advertisement into words.

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Shelley

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