



INTERACTIVE

Homework

NOTEBOOK

Grade One

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!

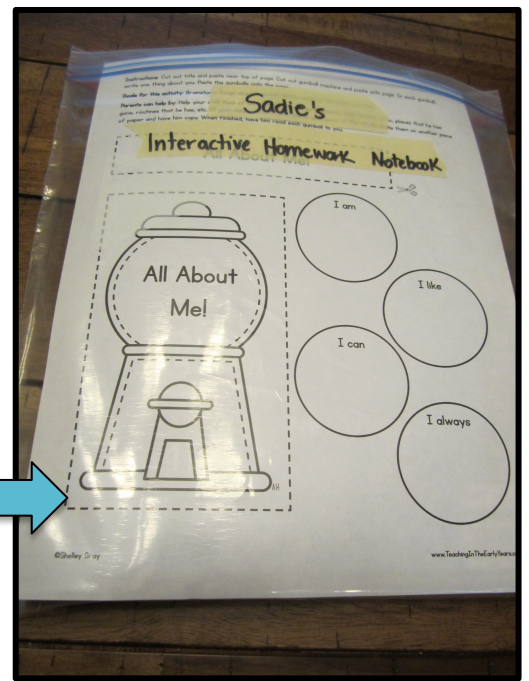
## Assessment

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:

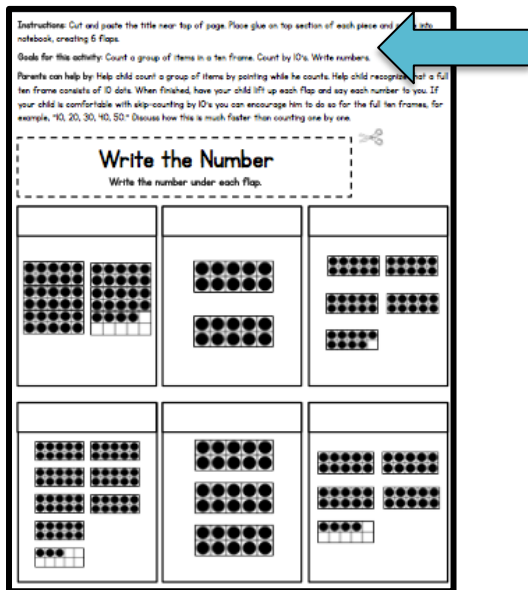
- Ask students to hand in their notebooks in the morning. Throughout the day take about 10 minutes to flip through each notebook, place a sticker or checkmark on the page to show that you have seen it, and hand notebooks back to students when the next homework assignment is given.
- Ask students to put 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.

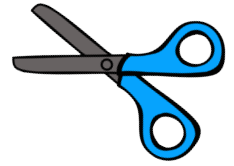
## Recommended Glue and Notebook

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.

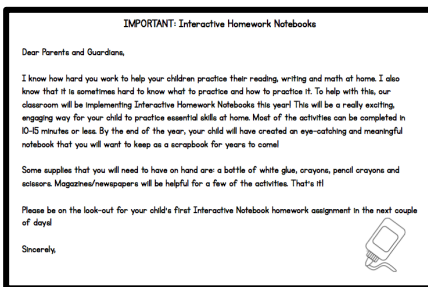


# Section 1:

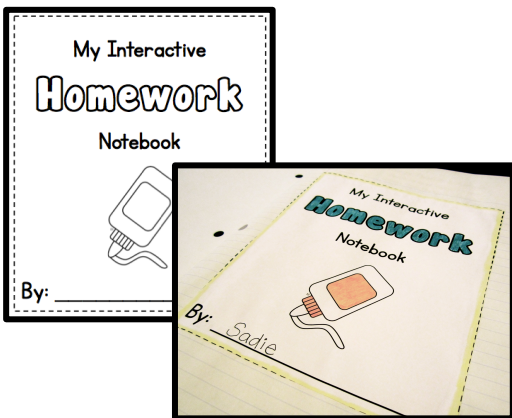
## Notes and Instructions



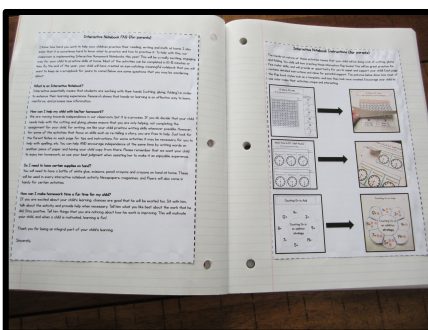
In this section you will find notes and instructions for introducing your Interactive Homework Notebook to students and their families. Please see below for instructions, or simply use as you see fit!



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.

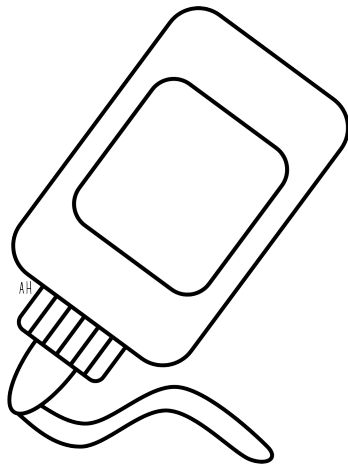


Interactive Notebook Instructions and Parent FAQ (pages 8 and 9): Paste these 2 notes into front of Interactive Homework Notebook as shown in picture to the left.

# 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

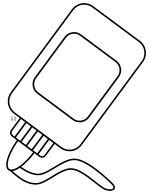
Dear Parents and Guardians,

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,



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## IMPORTANT: Interactive Homework Notebooks

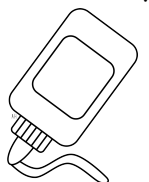
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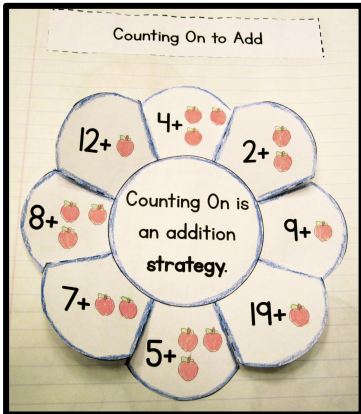
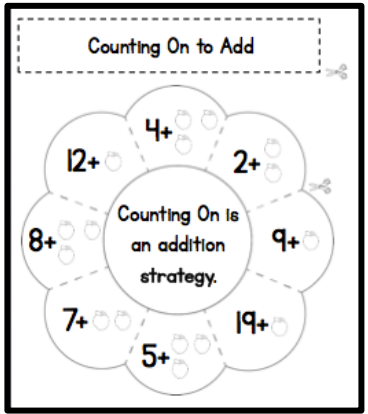
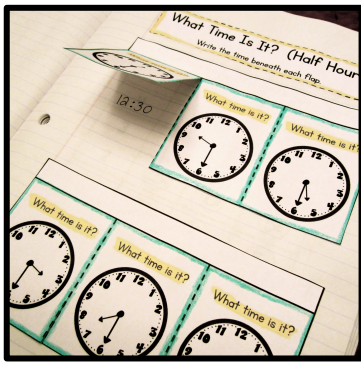
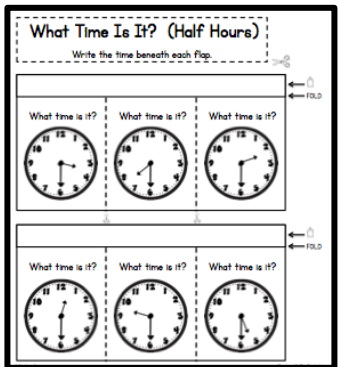
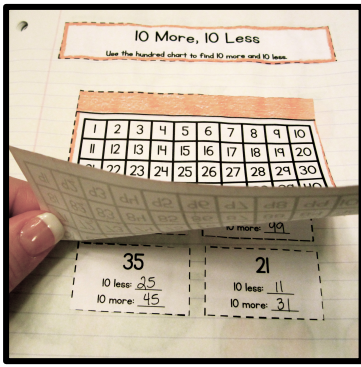
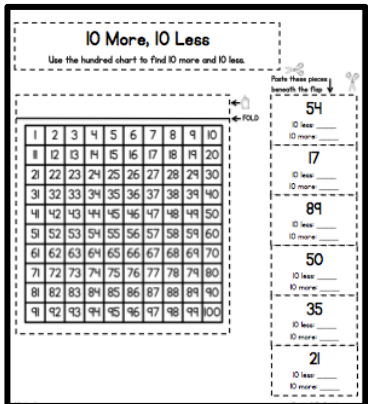


# Interactive Notebook Instructions

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?

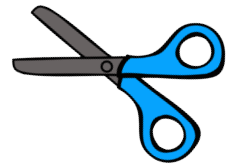
If you are excited about your child's learning, chances are good that he will be excited too. Sit with him, talk about the activity and provide help when necessary. Tell him what you like best about the work that he did. Stay positive. Tell him things that you are noticing about how his work is improving. 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   |
| Alphabet              | pages 17-42   |
| Reading Response      | pages 43-50   |
| Skip-Counting         | pages 51-52   |
| Representing Numbers  | pages 53-59   |
| Problem Solving       | pages 60-64   |
| Addition/Subtraction  | pages 65-79   |
| Comparing Numbers     | pages 80-82   |
| Time                  | pages 83-85   |
| Graphing              | pages 86-88   |
| Sight Words/Word Work | pages 89-103  |
| Focus on Writing      | pages 104-112 |
| Newspaper/Magazine    |               |
| Cut-and-Paste         | pages 113-122 |



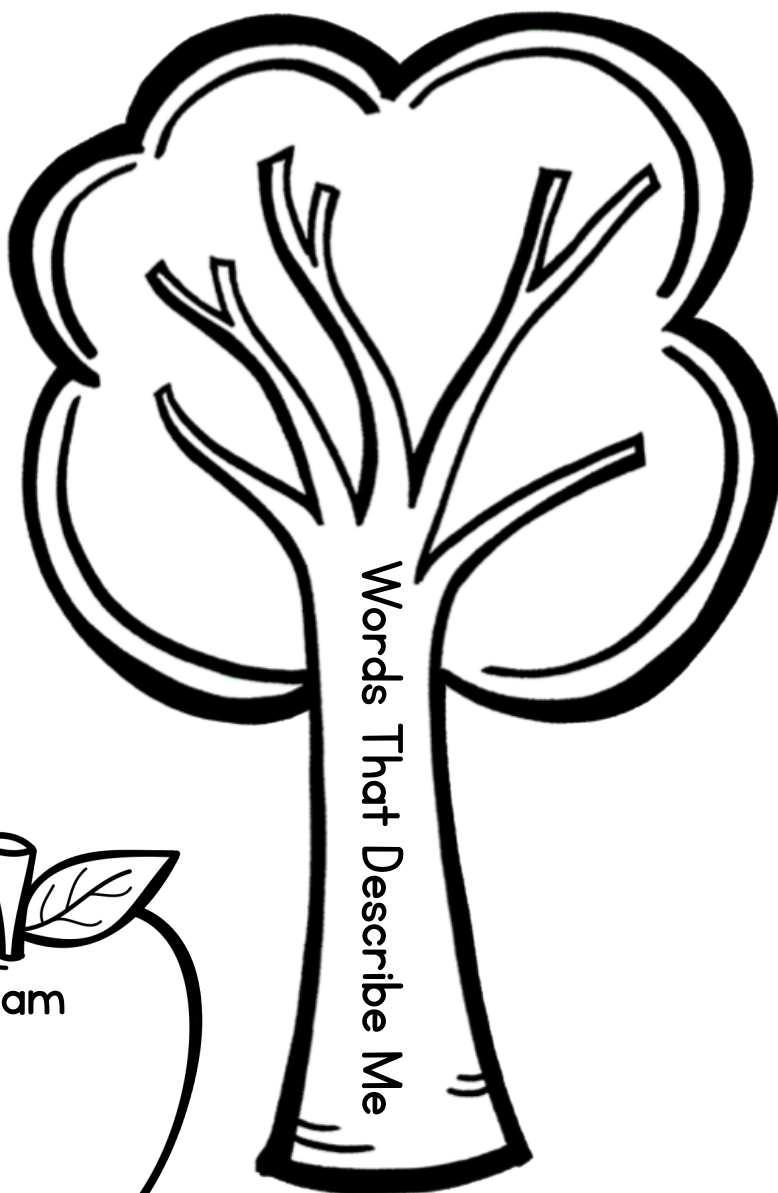
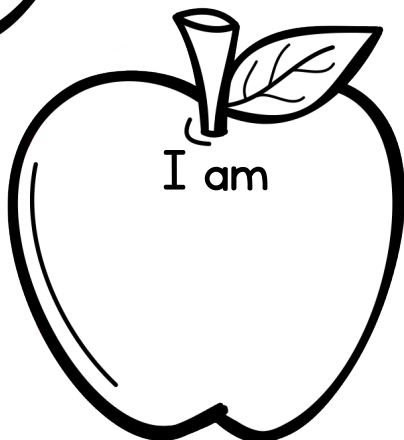
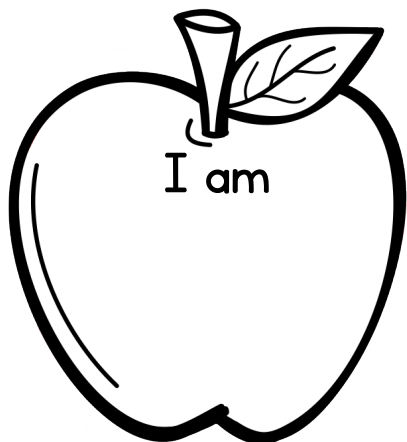
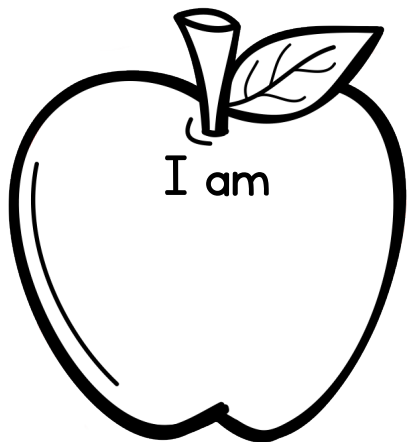
**Instructions:** Cut out title and paste near top of page. Cut tree and paste onto notebook page. On each apple, write a word or phrase that describes you. Paste the apples onto notebook page.

**Goals for this activity:** Use descriptive words and phrases. Write neatly in the space provided.

**Parents can help by:** Help your child think of words that describe her by linking them to her actions, for example, "You like to help me bake cookies and you like to help your dad outside. What word could we use to describe that?" (helpful). When finished, have your child read each apple to you.

## Words That Describe Me

In each apple, write a word or phrase to describe you.



**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:** Brainstorm things about yourself. 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 from there. When finished, have him read each gumball to you, pointing to the words as he reads.

# All About Me!

In each gumball, tell something 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 flip book into notebook. Beneath each flap, write a fact about yourself.

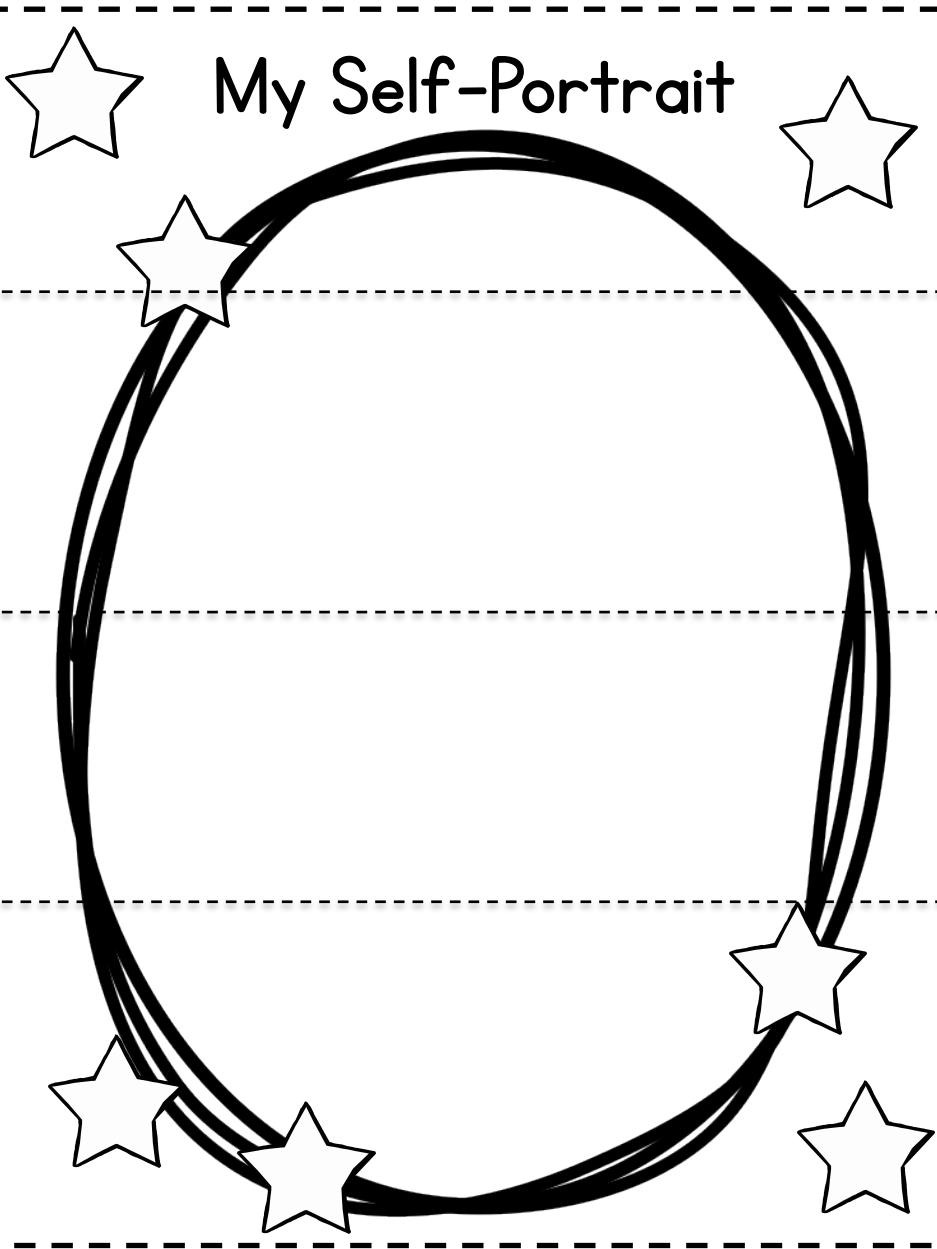
**Goals for this activity:** Understand the word “fact.” Draw a personal representation. Write fact sentences using uppercase letters and punctuation.


**Parents can help by:** Provide your child with a mirror during the self-portrait portion. Help your child brainstorm some facts about herself by asking questions such as: “What do you like to do? What would you like people to know about you?” If she struggles with writing the sentences, write them on another sheet of paper so that she can copy from it.

# Self Portrait and Facts About Me!

Draw a picture of yourself in the oval. Beneath each flap write a 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 factual information about your family. 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 “story” to you.



# My Family

Write about your family and draw a picture.

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

These are the people in my family: \_\_\_\_\_

\_\_\_\_\_

My family is \_\_\_\_\_


Sometimes, my family \_\_\_\_\_


\_\_\_\_\_


**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.


**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 (pointing to the words as she reads), lift up the flap and read each answer. If your child needs an extra challenge, encourage her to write in full sentences (for example: "I am 6," instead of "6").


What is your name?

How old are you?

Where do you live?

Who do you live with?

Where do you like to go?

When is your birthday?

What is your name?

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Where do you like to go?

**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. Alternatively, you may find pictures in a magazine to glue under the flap.

**Goals for this activity:** Think about your favorite things. Draw (or find) a representation of each.

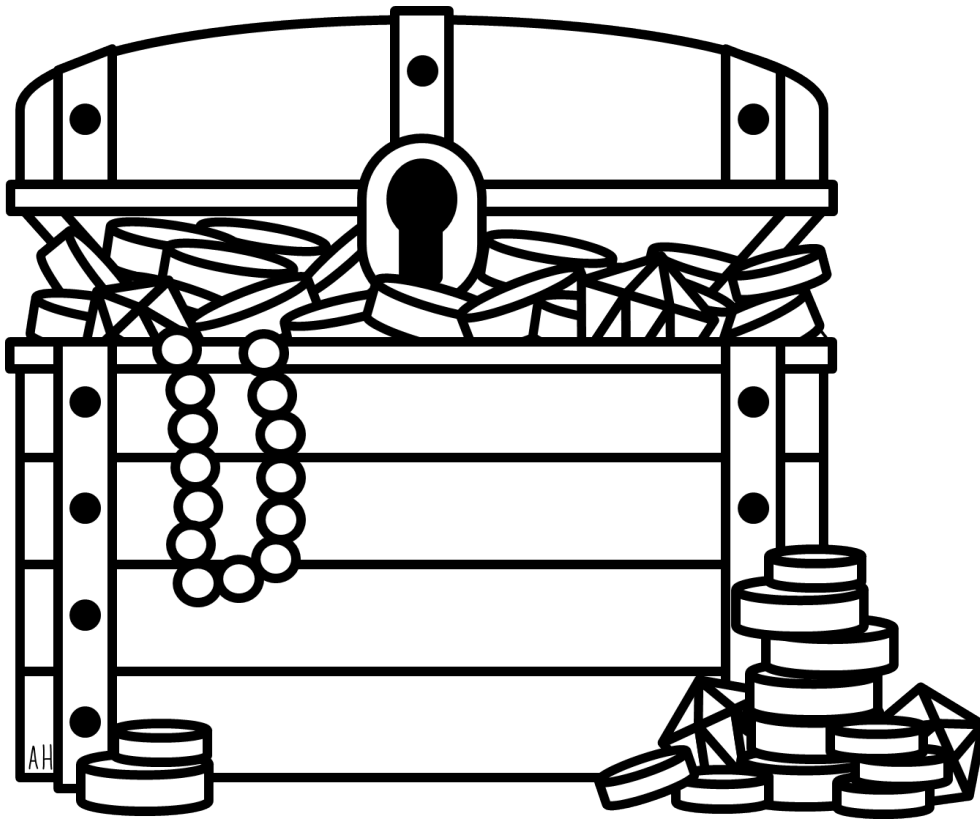
**Parents can help by:** Ask your child to tell you about some of her favorite things. Examples, include food, toys, stories, books, places to visit, school subjects, etc.

# My Treasure Chest

These are some of my favorite things!



FOLD



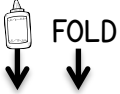
**Instructions:** Cut and paste the title near top of page. Cut out flap book, cut on dotted line to create 2 flaps, and paste left side into notebook. Read sentence on the top of each flap and copy it on the lines. Then draw a corresponding picture beneath the flap.

**Goals for this activity:** Read and write a complete sentence. Draw a picture that illustrates the sentence.

**Parents can help by:** Help your child read the sentence (if needed). Point out the uppercase letter at the beginning and the period at the end of each sentence. When finished, have your child read each sentence to you again, and show you his picture beneath the flap.

# The Letter "A"

Copy the sentence. Then draw a picture beneath each flap to match the sentence.



An ant is crawling on the apple.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Alan is asleep again.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Instructions:** Cut and paste the title/word box near top of page. Write each word from the box with the corresponding picture. Then cut and paste each picture/word into notebook.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds as clues when matching each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'bear'? Now look at the words. Which word ends with that sound?"

## The Letter "B"

Write a word from below in each space. Paste the picture square into your notebook.

balloons

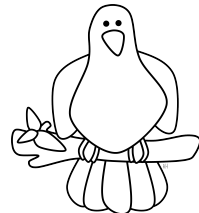
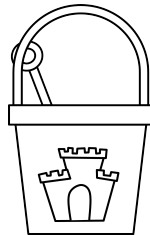
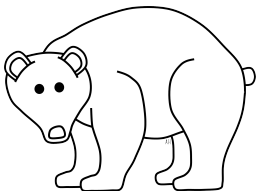
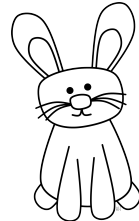
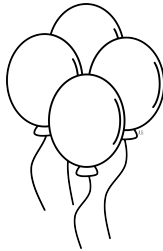
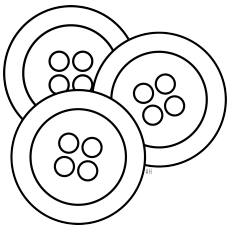
bird

bunny

bear

buttons

bucket





**Instructions:** Cut and paste the title/word box 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 the matching word beneath the flap.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds to help match each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'clipboard'? Now look at the words. Which word ends with that sound?"

## The Letter "C"

Write a word from below beneath each flap.

clipboard

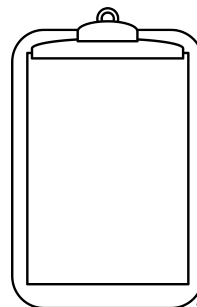
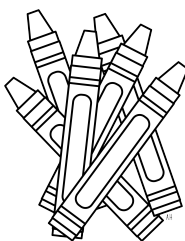
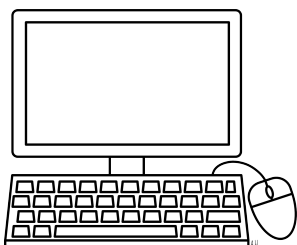
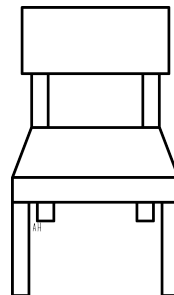
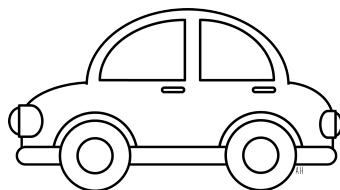
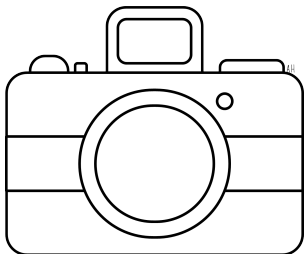
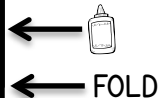
chair

crayons

camera

computer

car



**Instructions:** Cut and paste the title near top of page. Cut out flap book, cut on dotted line to create 2 flaps, and paste left side into notebook. Read sentence on the top of each flap and copy it on the lines. Then draw a corresponding picture beneath the flap.

**Goals for this activity:** Read and write a complete sentence. Draw a picture that illustrates the sentence.

**Parents can help by:** Help your child read the sentence (if needed). Point out the uppercase letter at the beginning and the period at the end of each sentence. When finished, have your child read each sentence to you again, and show you his picture beneath the flap.

# The Letter "D"

Copy the sentence. Then draw a picture beneath each flap to match the sentence.



FOLD



It is a hot day in the desert.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



The dog danced in the dirt.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Instructions:** Cut and paste the title/word box near top of page. Write each word from the box with the corresponding picture. Then cut and paste each picture/word into notebook.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds as clues when matching each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'ear'? Now look at the words. Which word ends with that sound?"

## The Letter "E"

Write a word from below in each space. Paste the picture square into your notebook.

egg

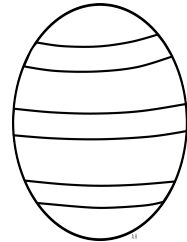
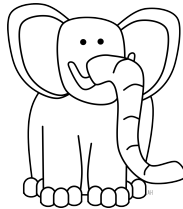
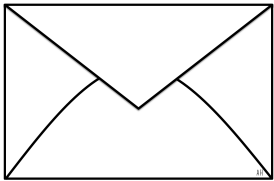
eagle

Earth

envelope

elephant

ear



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## The Letter "F"

Write a word from below beneath each flap.

flower

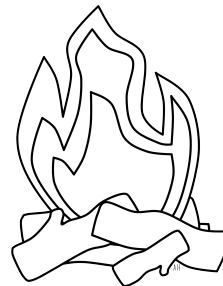
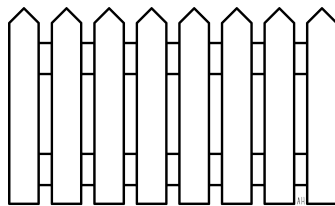
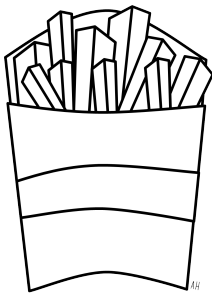
fire

fan

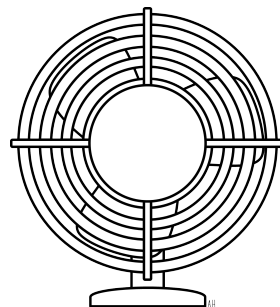
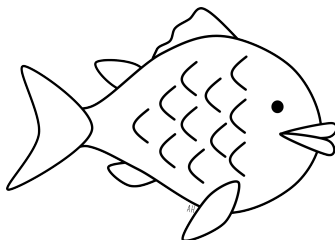
fence

fries

fish



FOLD



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# The Letter "G"

Copy the sentence. Then draw a picture beneath each flap to match the sentence.



FOLD



The girl in green goes through  
the gate.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Grass is growing in the garden.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Instructions:** Cut and paste the title/word box near top of page. Write each word from the box with the corresponding picture. Then cut and paste each picture/word into notebook.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds as clues when matching each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'hand'? Now look at the words. Which word ends with that sound?"

# The Letter "H"

Write a word from below in each space. Paste the picture square into your notebook.

hot dog

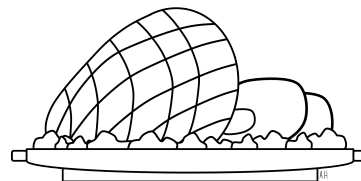
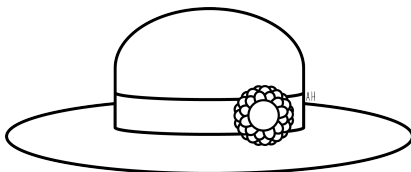
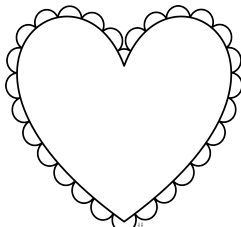
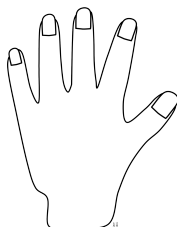
hand

hat

house

ham

heart



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**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'ink'?" Now look at the words. Which word ends with that sound?"

# The Letter "I"

Write a word from below beneath each flap.

igloo

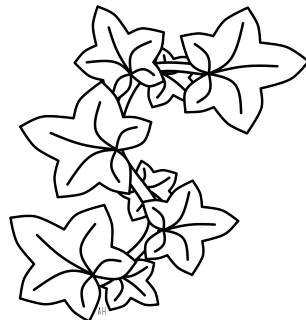
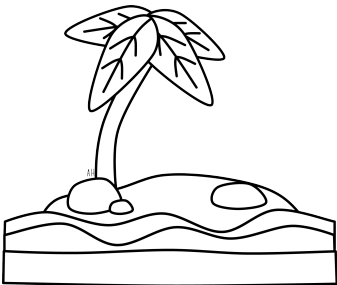
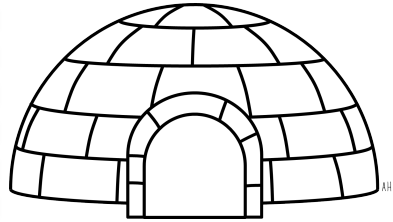
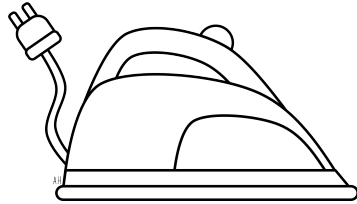
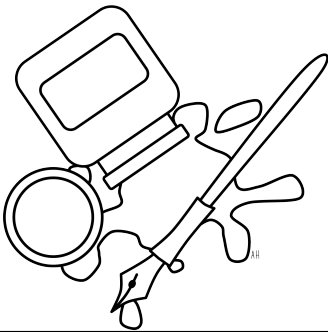
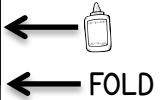
island

ice cream

ink

iron

ivy



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# The Letter "J"

Copy the sentence. Then draw a picture beneath each flap to match the sentence.



FOLD



Jack jogs through the jungle.

Handwriting practice lines for the sentence "Jack jogs through the jungle." consisting of two sets of three lines (top solid, middle dashed, bottom solid).



The jar is full of jam.

Handwriting practice lines for the sentence "The jar is full of jam." consisting of two sets of three lines (top solid, middle dashed, bottom solid).



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**Goals for this activity:** Correctly print lowercase letters. Use ending sounds as clues when matching each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'keyboard'? Now look at the words. Which word ends with that sound?"

## The Letter "K"

Write a word from below in each space. Paste the picture square into your notebook.

kitten

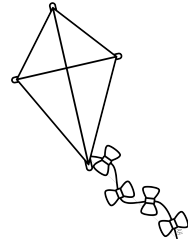
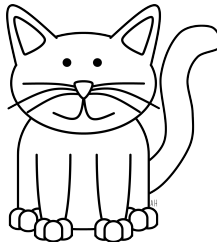
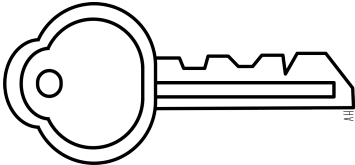
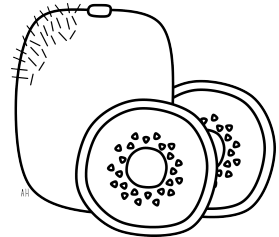
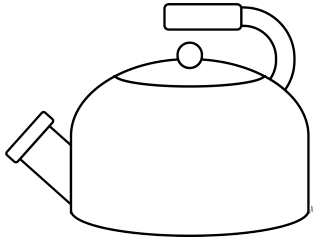
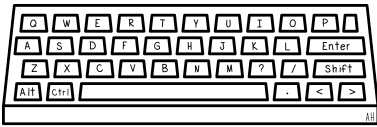
kiwi

kettle

keyboard

key

kite



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## The Letter "L"

Write a word from below beneath each flap.

letter

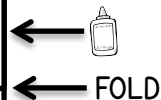
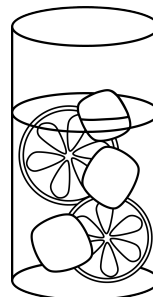
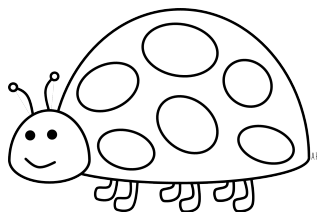
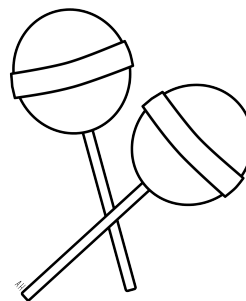
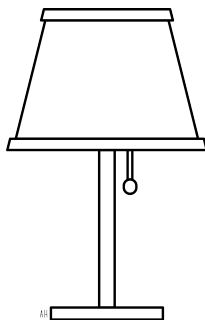
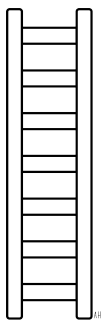
lamp

lollipop

lemonade

ladder

ladybug



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# The Letter "M"

Copy the sentence. Then draw a picture beneath each flap to match the sentence.



FOLD



The monkey ate many muffins.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



My mom is drinking milk.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'nail'? Now look at the words. Which word ends with that sound?"

## The Letter "N"

Write a word from below in each space. Paste the picture square into your notebook.

necklace

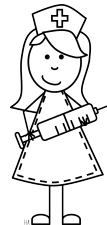
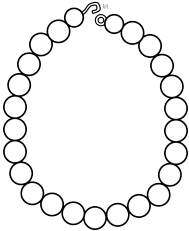
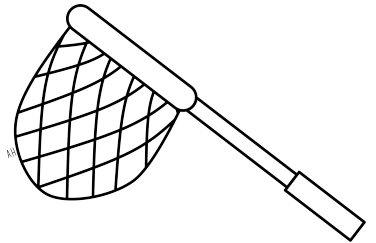
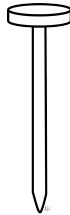
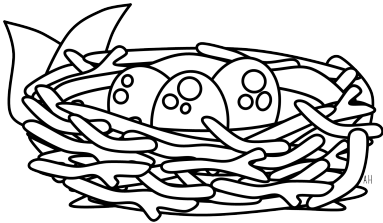
nurse

nail

net

note

nest



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## The Letter "O"

Write a word from below beneath each flap.

onions

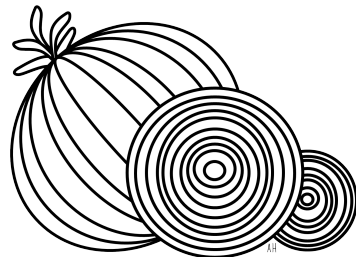
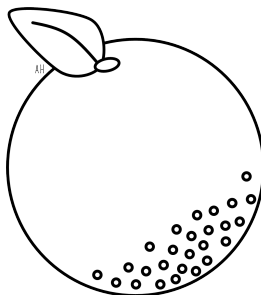
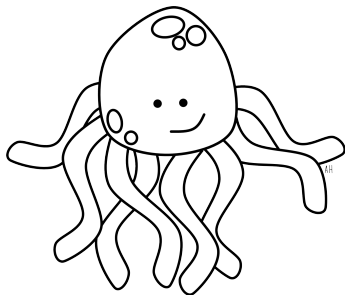
owl

octopus

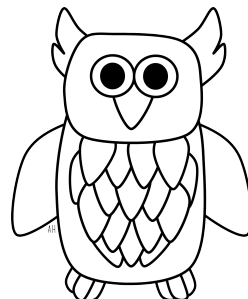
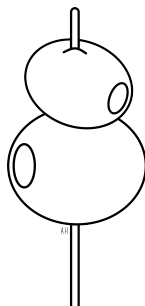
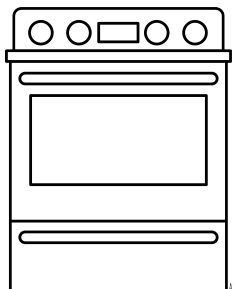
oven

orange

olives



FOLD



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# The Letter "P"

Copy the sentence. Then draw a picture beneath each flap to match the sentence.



FOLD



I painted purple polka dots.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Paul's pets drank water from a  
pail.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Goals for this activity:** Correctly print lowercase letters. Use ending sounds as clues when matching each word to a picture.

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## The Letter "Q"

Write a word from below in each space. Paste the picture square into your notebook.

quarter

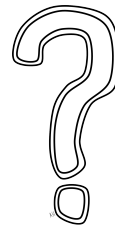
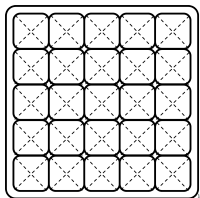
quail

question mark

quilt

queen

quill



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**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'rug'? Now look at the words. Which word ends with that sound?"

# The Letter "R"

Write a word from below beneath each flap.

rug

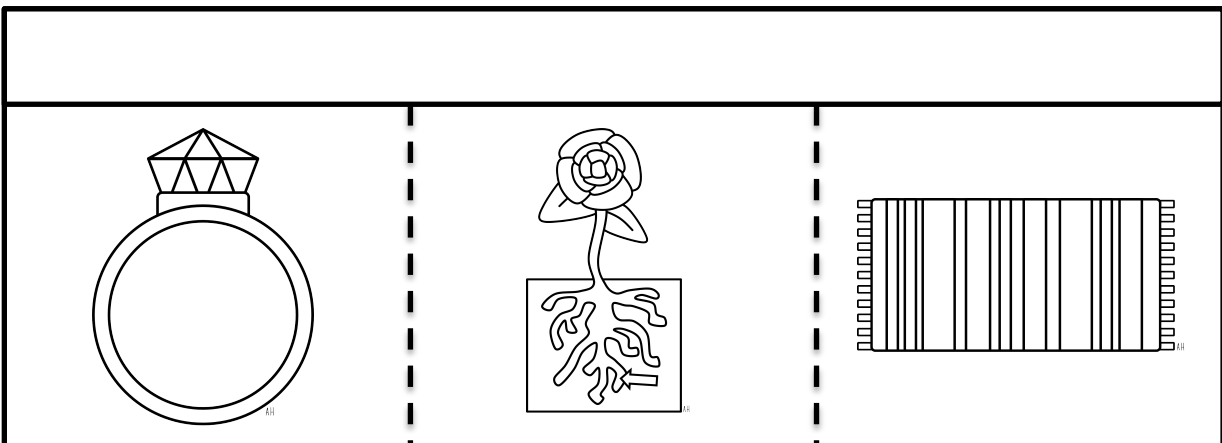
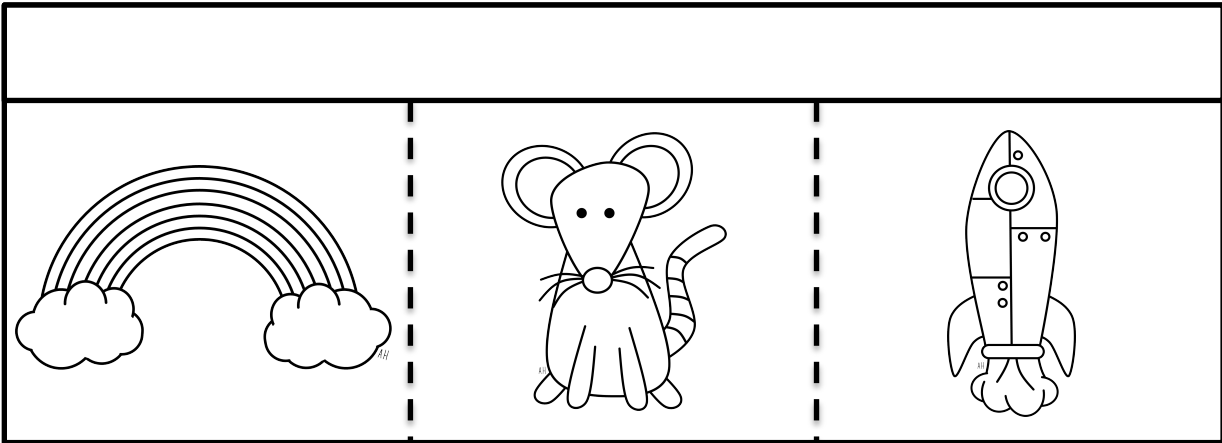
rainbow

ring

rat

root

rocket





**Instructions:** Cut and paste the title near top of page. Cut out flap book, cut on dotted line to create 2 flaps, and paste left side into notebook. Read sentence on the top of each flap and copy it on the lines. Then draw a corresponding picture beneath the flap.

**Goals for this activity:** Read and write a complete sentence. Draw a picture that illustrates the sentence.

**Parents can help by:** Help your child read the sentence (if needed). Point out the uppercase letter at the beginning and the period at the end of each sentence. When finished, have your child read each sentence to you again, and show you his picture beneath the flap.

# The Letter "S"

Copy the sentence. Then draw a picture beneath each flap to match the sentence.



FOLD



Can you see that sailboat?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Sam has seven striped socks.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Instructions:** Cut and paste the title/word box near top of page. Write each word from the box with the corresponding picture. Then cut and paste each picture/word into notebook.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds as clues when matching each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'tomato'? Now look at the words. Which word ends with that sound?"

## The Letter "T"

Write a word from below in each space. Paste the picture square into your notebook.

tiger

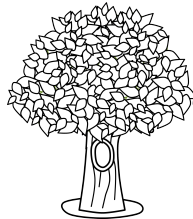
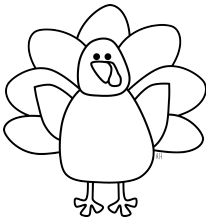
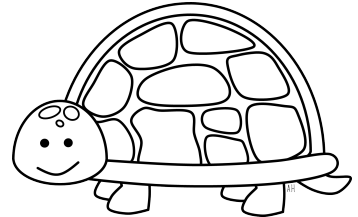
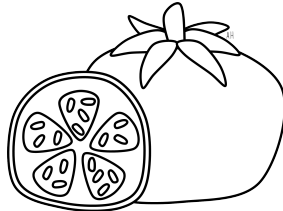
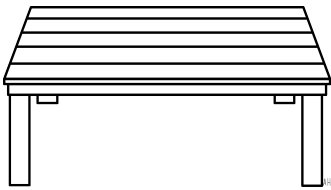
tomato

table

turkey

tree

turtle



**Instructions:** Cut and paste the title/word box 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 the matching word beneath the flap.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds to help match each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'up'? Now look at the words. Which word ends with that sound?"

## The Letter "U"

Write a word from below beneath each flap.

up

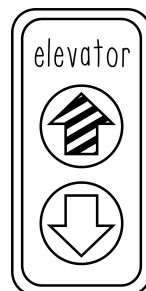
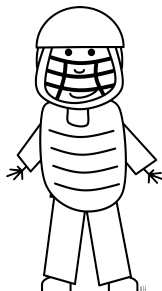
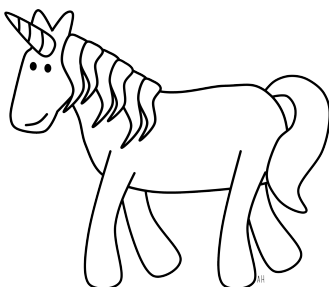
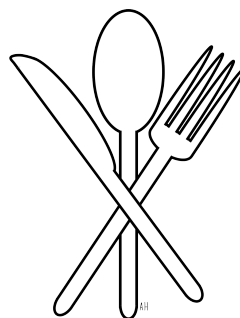
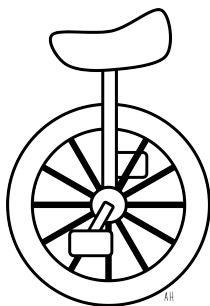
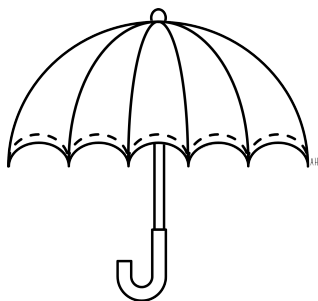
unicycle

utensils

umbrella

umpire

unicorn



FOLD

**Instructions:** Cut and paste the title near top of page. Cut out flap book, cut on dotted line to create 2 flaps, and paste left side into notebook. Read sentence on the top of each flap and copy it on the lines. Then draw a corresponding picture beneath the flap.

**Goals for this activity:** Read and write a complete sentence. Draw a picture that illustrates the sentence.

**Parents can help by:** Help your child read the sentence (if needed). Point out the uppercase letter at the beginning and the period at the end of each sentence. When finished, have your child read each sentence to you again, and show you his picture beneath the flap.

# The Letter "V"

Copy the sentence. Then draw a picture beneath each flap to match the sentence.



FOLD



A volcano is very hot.

Handwriting practice lines for the sentence "A volcano is very hot." consisting of two sets of three lines (top solid, middle dashed, bottom solid).



Vegetables are very healthy.

Handwriting practice lines for the sentence "Vegetables are very healthy." consisting of two sets of three lines (top solid, middle dashed, bottom solid).

**Instructions:** Cut and paste the title/word box near top of page. Write each word from the box with the corresponding picture. Then cut and paste each picture/word into notebook.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds as clues when matching each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'wagon'? Now look at the words. Which word ends with that sound?"

## The Letter "W"

Write a word from below in each space. Paste the picture square into your notebook.

wagon

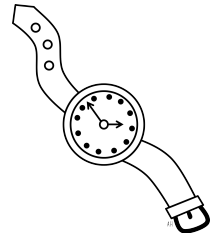
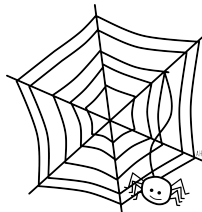
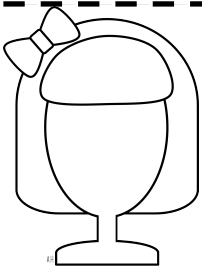
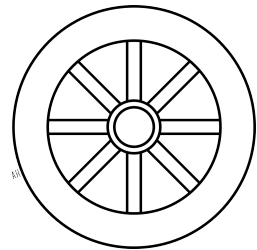
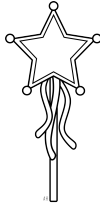
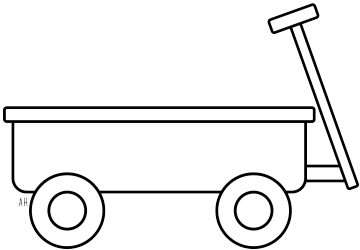
watch

wheel

web

wig

wand



**Instructions:** Cut and paste the title/word box 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 the matching word beneath the flap.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds to help match each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use beginning and ending sounds. For example: "In the word, 'box,' does the x sound come at the beginning or the end? What is the beginning sound? Which word begins with that sound?"

## The Letter "X"

Write a word from below beneath each flap.

xylophone

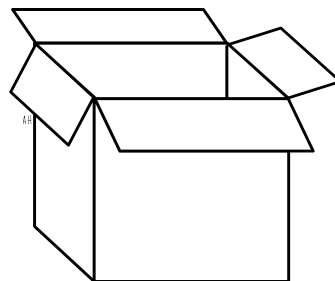
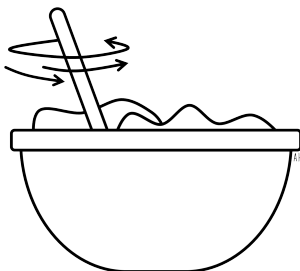
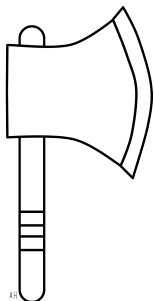
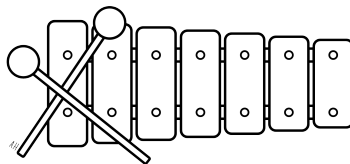
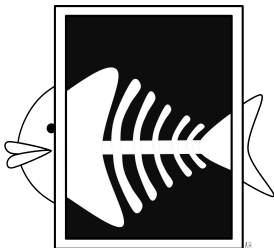
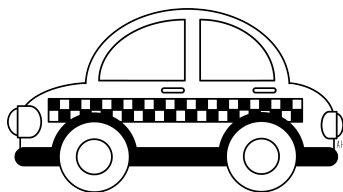
axe

x-ray

box

taxi

mix



**Instructions:** Cut and paste the title/word box near top of page. Write each word from the box with the corresponding picture. Then cut and paste each picture/word into notebook.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds as clues when matching each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'yarn'? Now look at the words. Which word ends with that sound?"

## The Letter "Y"

Write a word from the box below in each space. Paste the picture square into your notebook.

yo-yo

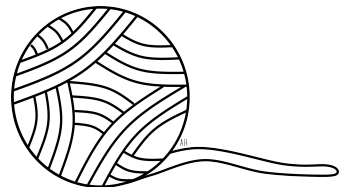
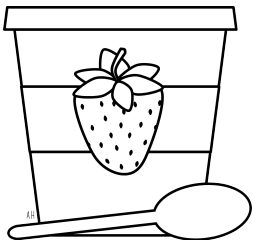
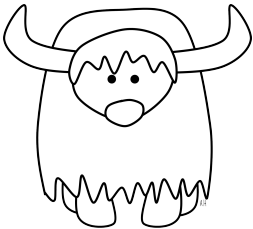
yam

yellow

yogurt

yak

yarn



**Instructions:** Cut and paste the title/word box 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 the matching word beneath the flap.

**Goals for this activity:** Correctly print lowercase letters. Use ending sounds to help match each word to a picture.

**Parents can help by:** Before completing activity, help child read each word in the box. When matching a word to each picture, encourage your child to use ending sounds. For example: "What is the ending sound in the word 'zoo'? Now look at the words. Which word ends with that sound?"

# The Letter "Z"

Write a word from below beneath each flap.

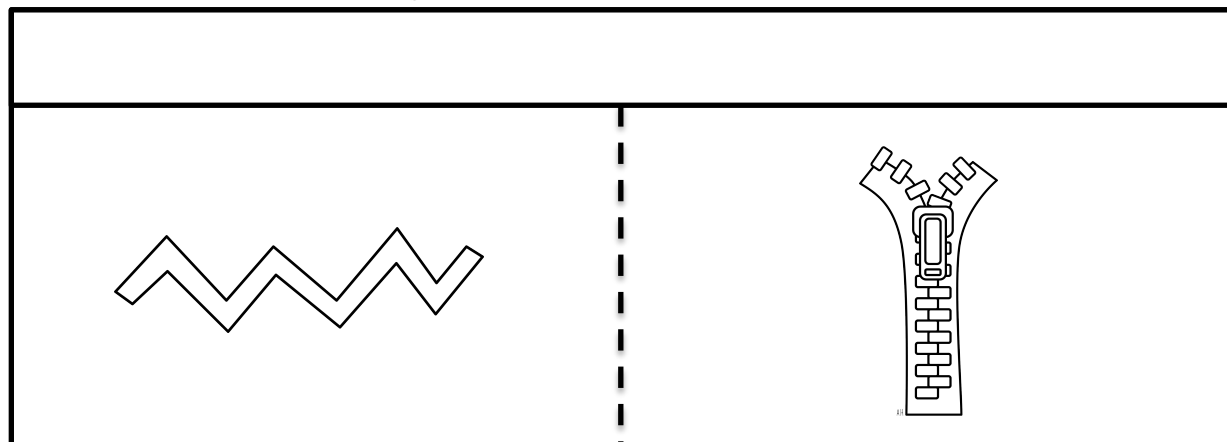
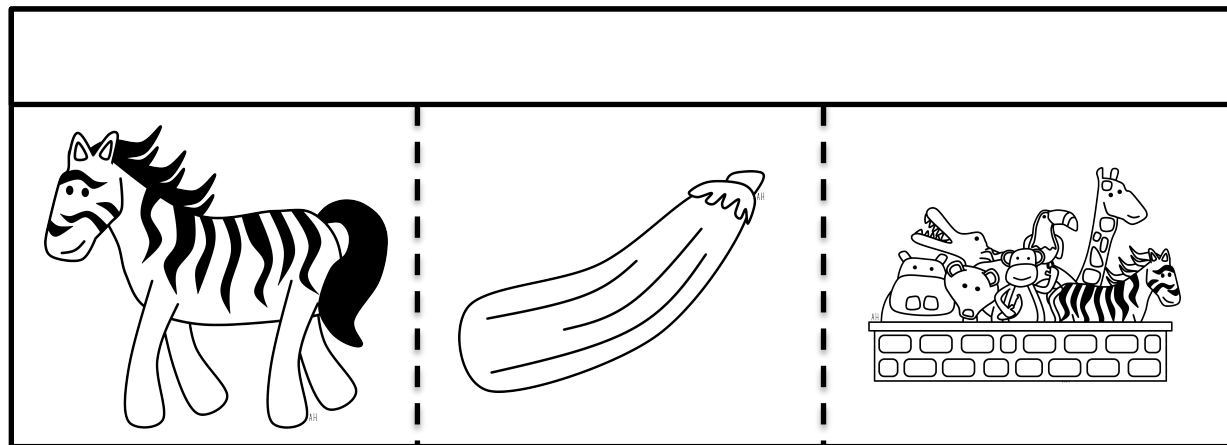
zipper

zebra

zig zag

zucchini

zoo





**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.

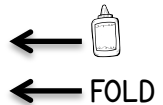
**Parents can help by:** Help your child read a book and answer each question. Point out the fact that they all end with a question mark. When finished, have your child read each question, lift up the flap and read each answer.

## Main Details

Read a book and write a detail beneath each flap.



What is the title of the book?



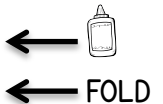
FOLD



Who are the characters in the book?



What happens in the story?



FOLD



Where does the story take place?



When does the story take place?

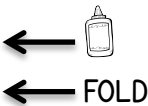
**Instructions:** Cut out title and paste near top of page. Cut out each question flap. Paste top portion of each one into notebook, creating a lift-up flap. Read a book. Beneath each flap, write a question that you have about the story, characters or events.

**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:** Help your child read a book. Talk about questions that they have or things that they are wondering about after reading. For example, "Why did the main character.....?" or "What year did the story take place?" 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.



**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. Print neatly.

**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 them beneath each flap.

# Character Details

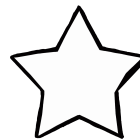
Draw a picture of a character from a story. Beneath each flap, write a fact about the character.



FOLD



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



**Instructions:** Cut out work space. Choose 3 characters. For each one write the name, one fact, and draw a picture.

**Goals for this activity:** Recall and write details about a book character. Write neatly on the lines.

**Parents can help by:** Re-read a book together with your child, stopping to discuss what you notice about the characters. How do they act, dress or talk? What do they do or say? Help your child choose three characters and complete a section for each one.



# Story Characters

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

Character name: \_\_\_\_\_  
\_\_\_\_\_

One fact about this character:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Character name: \_\_\_\_\_  
\_\_\_\_\_

One fact about this character:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Character name: \_\_\_\_\_  
\_\_\_\_\_

One fact about this character:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Instructions:** Complete the work space with setting details and paste it into your notebook.

**Goals for this activity:** Recall and write details about the setting of a book.

**Parents can help by:** Re-read a book together with your child, stopping to discuss what you notice about the setting. "Where and when does the story take place? How do you know?" Help your child write 1-2 sentences about the setting.



# Setting Details

Where 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 and write a description of the story's setting.

This story takes place \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Instructions:** Cut out title and paste near top of page. Cut out flap book. Then cut each dotted line to create 3 lift-up 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:** Read a book together with your child. 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 a sentence to write beneath each flap. If the writing is difficult, write out the sentence on another piece of paper and have your child copy it into their notebook.

Beginning, Middle and End

Read a story. Write details beneath each flap.

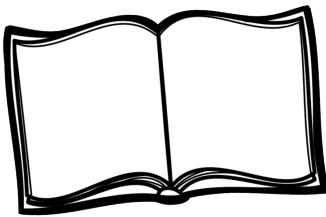
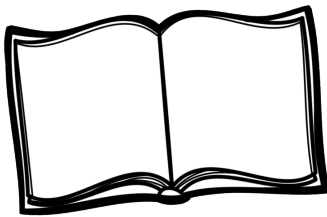
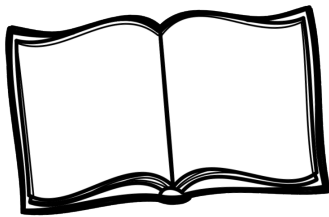


FOLD

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 each circle. Paste the top portion of each one into notebook to create 4 flaps. Read a story. During reading, find 4 words that you are unsure about. Write each word on a flap. Beneath the flap, write what you think the word means.


**Goals for this activity:** Read a story together with a parent. Use the context of the sentence to guess what each word means. Print neatly.




**Parents can help by:** Read a favorite story with your child. As you read, have your child identify words that are difficult or confusing. Help him write each word on a flap, and write what he thinks each one means beneath the flap. Ask questions such as, "What do you think this word means? Why do you think so?"




# Words That I Am Not Sure About

In your book, find 4 words that you are unsure about. Beneath each flap, write what you think they mean.



 FOLD

Word:



Word:

Word:

Word:

**Instructions:** Choose a book and complete the work space. Paste it into your notebook.

**Goals for this activity:** Read a story, together with a parent. Make predictions before reading and decide whether they were right or not.

**Parents can help by:** Together with your child, choose a story that she has not read before. Look at the pictures together and talk about what the book might be about. Help your child complete the “Before Reading” section. Then read the book together and discuss it. Were the predictions right?



# Before and After Reading

Before reading, use the pictures to predict what the story will be about. After reading, check to see if you were right.

Book Title: \_\_\_\_\_

## Before Reading

I have looked at the pictures and think that this story is about

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

I wonder if \_\_\_\_\_

\_\_\_\_\_

## After Reading

This story is about \_\_\_\_\_

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

My prediction was \_\_\_\_\_

\_\_\_\_\_



**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. Count the objects on each flap. Beneath each flap, write a sentence to answer the question, for example: "There are 13 cookies altogether."

**Goals for this activity:** Recognize that each group contains the same number of objects. Write complete sentences to answer the question, "How many?"

**Parents can help by:** Help your child see that there are different ways to count the objects. For example, a child could count each object by 1's or he could skip-count since there are the same number of objects in each group. For the first flap, your child would count by 5's: "5, 10, 15." Help your child write a complete sentence to answer the question, "How many?" If he has trouble writing the sentence, write it on another piece of paper and have him copy from it.

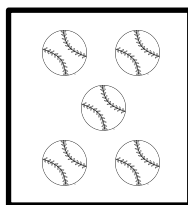
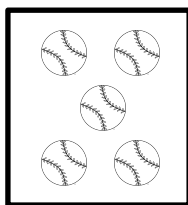
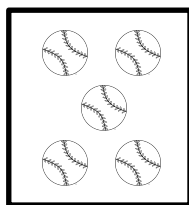
# Counting Sets

How many objects altogether?

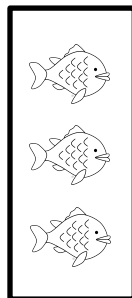
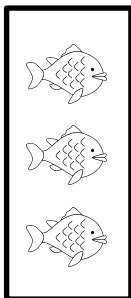
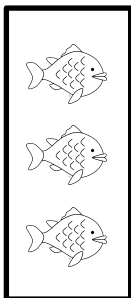
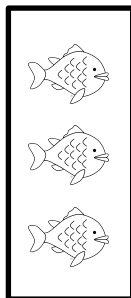


FOLD

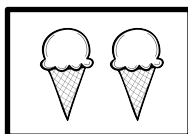
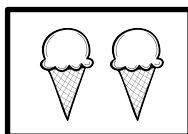
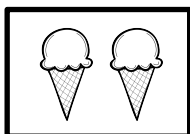
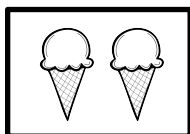
How many baseballs altogether?



How many fish altogether?



How many ice cream cones altogether?



**Instructions:** Cut and paste the title near top of page. Skip-count by 2's (from 2 to 36) and paste numbers in order.

**Goals for this activity:** Skip-count by 2's from 2 to 36.

**Parents can help by:** If child is struggling with correct order, encourage him to say the number sequence out loud. "What comes after 12? Let's say it out loud - 6, 8, 10, 12.....14!" Another idea is to write out the numbers from 1 to 36 on a piece of paper. Help your child see that when he counts by 2's, he says every second number. As you explain this to your child, cross out the 1, say "2", cross out the 3, say "4", cross out the 5, say "6", etc. The more visual, the better! When finished, have your child say the entire skip-counting sequence to you, pointing to the numbers as he counts.

I Can Skip-Count by 2's!

Skip-count by 2's from 2 to 36.



14, 16, 18

26, 28, 30

32, 34, 36

2, 4, 6

8, 10, 12

20, 22, 24

**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.

**Goals for this activity:** Count a group of items in a ten frame. Count by 10's. 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." Discuss how this is much faster than counting one by one.



# Write the Number

Write the number under each flap.

|        |        |
|--------|--------|
| ●●●●●● | ●●●●●● |
| ●●●●●● | ●●●●●● |

|        |        |
|--------|--------|
| ●●●●●● | ●●●●●● |
| ●●●●●● | ●●●●●● |

|        |        |
|--------|--------|
| ●●●●●● | ●●●●●● |
| ●●●●●● |        |

|        |
|--------|
| ●●●●●● |
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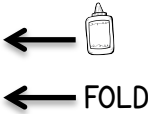
**Instructions:** Cut and paste the title near top of page. Place glue on top section of each piece and paste into notebook, creating 6 flaps.

**Goals for this activity:** Count a group of items in tally mark formation. Count by 5's. Write numbers.

**Parents can help by:** Help child count a group of items by pointing while he counts. Help child recognize that a full set of tally marks equals 5. When finished, have your child lift up each flap and say each number to you. If your child is comfortable with skip-counting by 5's you can encourage him to do so for the full sets of tally marks, for example, "5, 10, 15, 20..." Discuss how this is much faster than counting one by one.

# Write the Number

Write the number under each flap.



**Instructions:** Cut and paste the title near top of page. Color gumball machine and paste on the page. Look at each gumball. Cut out ONLY the gumballs that represent 20 and paste anywhere on notebook page.

**Goals for this activity:** Recognize representations of the number 20.

**Parents can help by:** Help each child with each gumball. Ask, "Does this represent 20? How do you know?" Extend the learning by discussing where else you might see the number 20 in daily life.

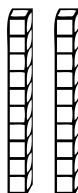
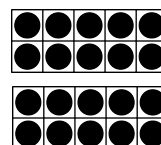
# The Number 20

Cut and paste the gumballs that represent 20.



I can  
represent the  
number 20.

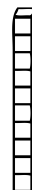
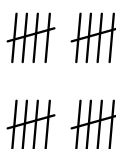
$10+10$



25¢  
Twenty-five cents



twenty



**Instructions:** Cut and paste the title near top of page. Color gumball machine and paste on the page. Look at each gumball. Cut out ONLY the gumballs that represent 30 and paste anywhere on notebook page.

**Goals for this activity:** Recognize representations of the number 30.

**Parents can help by:** Help each child with each gumball. Ask, "Does this represent 30? How do you know?" Extend the learning by discussing where else you might see the number 30 in daily life.

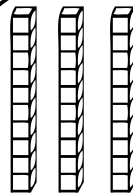
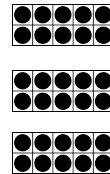
# The Number 30

Cut and paste the gumballs that represent 30.

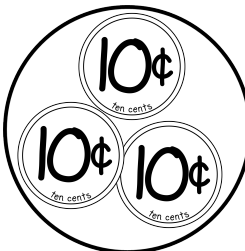


I can  
represent the  
number 30.

$15+10$



thirty



25¢  
twenty-five cents



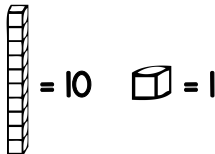
$20+10$

**Instructions:** Cut and paste the title near top of page. Cut out flaps. 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 tens block represents 10, and each ones block represents 1. Begin counting at 10 and count up by 1's.


**Parents can help by:** Help your child begin at 10 with the tens block and then count up. For example, on the first flap, your child should count like this: "10...11, 12, 13."

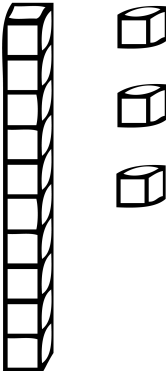
Place Value (10-20) with Base 10 Blocks

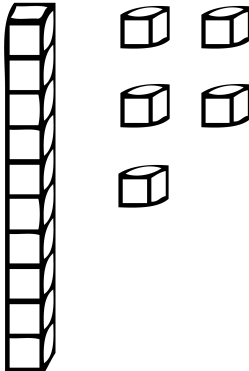


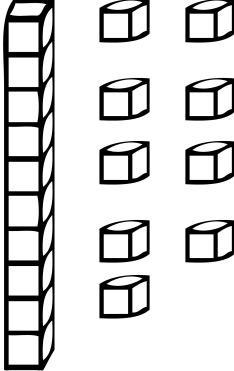
= 10    = 1

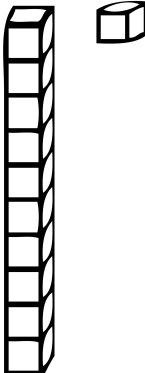
Write the value beneath each flap.

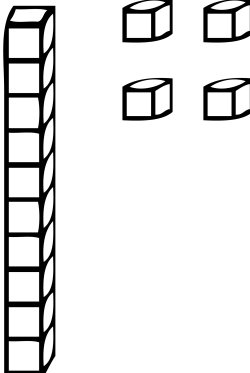


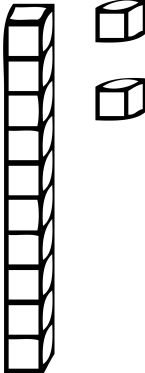















←

FOLD

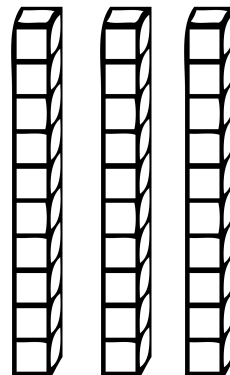
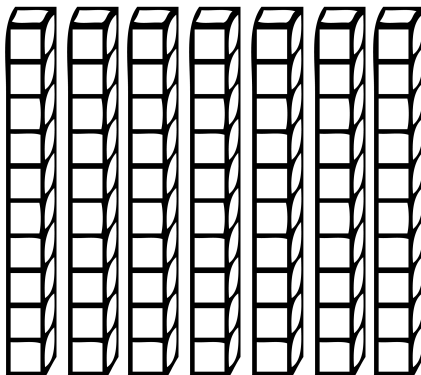
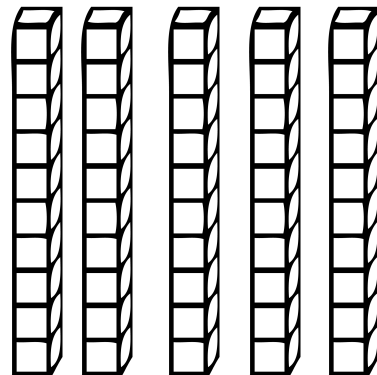
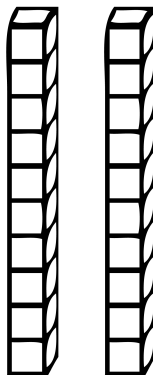
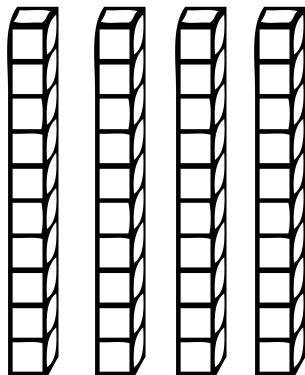
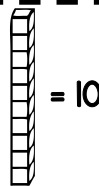
**Instructions:** Cut and paste the title near top of page. Cut out flaps. Paste the top section of each one into notebook. Beneath the flap, write the number that is represented by the base 10 blocks.

**Goals for this activity:** Recognize that each tens block represents 10. Count by 10's to find the total value.

**Parents can help by:** Help your child count by 10's (10, 20, 30...) to find the total value on each flap. When counting by 10's encourage your child to see patterns (the second digit is always 0; the first digit goes up by 1 each time).

## Place Value (Multiples of 10) with Base 10 Blocks

Write the value beneath each flap.





**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 tens and ones description. For example, the first flap, 3 tens and 7 ones, represents the number 37.

**Goals for this activity:** Recognize that a two-digit number is made up of tens and ones. 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:** If your child struggles with this concept, help him by gathering groups of ten objects, such as straws or popsicle sticks. Group each group of ten together with a string or ribbon. Then use the groups of objects to make each number. For example, for the first flap, your child would need 3 groups of ten and 7 ones (a single straw or popsicle stick) to make a total of 37. The more visual, the better!

# Tens and Ones

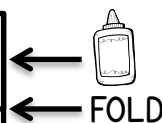
Write the number beneath each flap.



3 tens  
7 ones

1 ten  
5 ones

8 tens  
8 ones



2 tens  
9 ones

4 tens  
0 ones

1 ten  
2 ones

**Instructions:** Cut and paste title near top of page. Read the problem and 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.

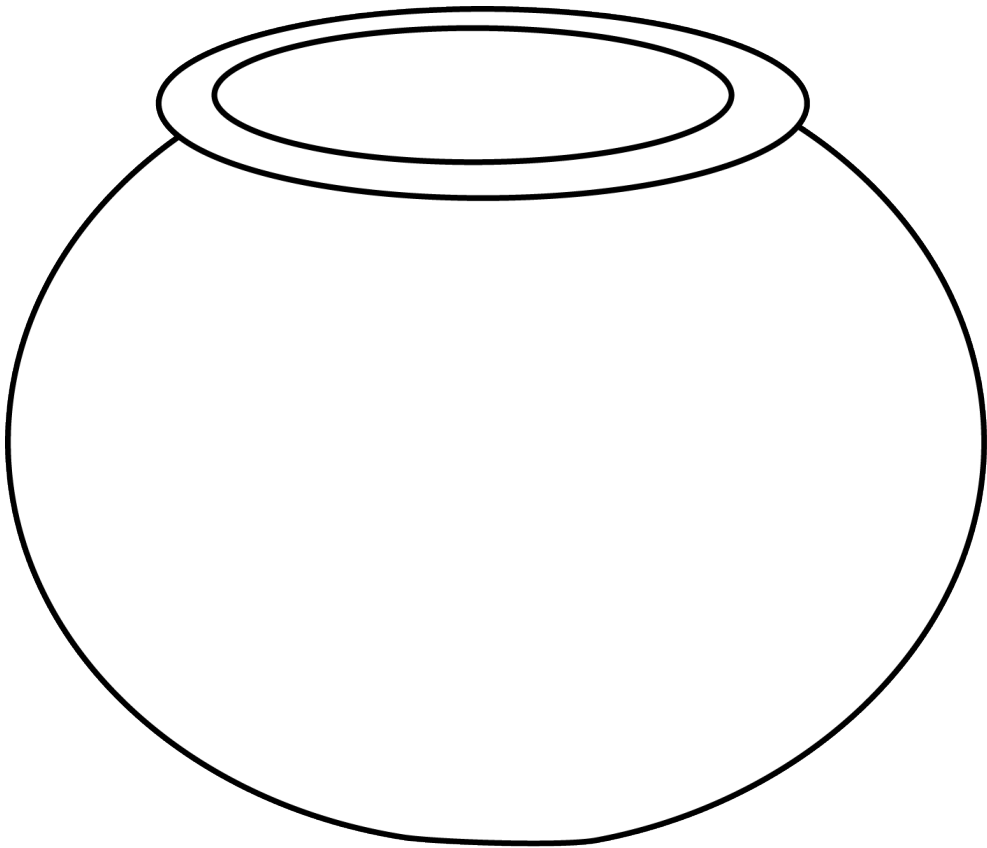
**Parents can help by:** Help your child read the problem. Then read it one sentence at a time and discuss how you could represent each part. For example, “How can we show that there are 5 fish in the aquarium? Now Kyla added 6 more. How can we show that?” Assist your child with the answer sentence, and then have him read it to you. When finished, have your child read the entire problem and answer to you once more, pointing to each word as he reads.

# Solve the Addition Problem

Draw a picture to solve the problem.



There are 5 fish in the aquarium. Kyla buys 6 more fish and adds them to the aquarium. Now how many fish are in the aquarium?



Now there are \_\_\_\_\_ fish in the aquarium.

**Instructions:** Cut and paste title near top of page. 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.

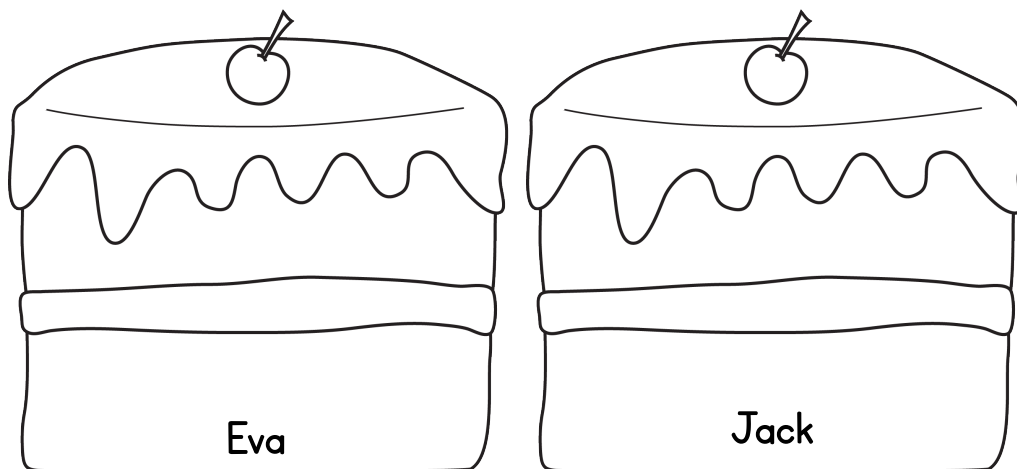
**Parents can help by:** Help your child read the problem. Then read it one sentence at a time and discuss how you could represent each part. For example, “How can we show that there are 8 candles on Eva’s cake? Now how can we show that there are 6 candles on Jack’s cake? How could we find the total number of candles?” Assist your child with the answer sentence. When finished, have your child read you the entire problem and answer sentence, pointing to each word as she reads.

## Solve the Addition Problem

Draw a picture to solve the problem.



Eva and Jake both have a birthday today. There are 8 candles on Eva’s cake and 6 candles on Jack’s cake. How many candles are there altogether?



There are \_\_\_\_\_ candles altogether.

**Instructions:** Cut and paste title near top of page. 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.

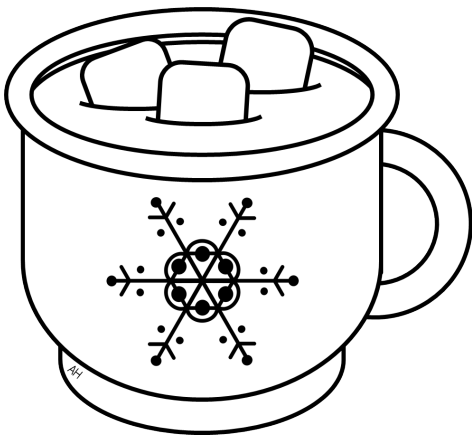
**Parents can help by:** Help your child read the problem. Then read it one sentence at a time and discuss how you could represent each part. For example, “How can we show that there are 3 cups of hot chocolate with 3 marshmallows each? How could we find the total amount of marshmallows?” Assist your child with the answer sentence. When finished, have your child read the entire problem and answer out loud, pointing to each word as he reads.

# Solve the Addition Problem

Draw a picture to solve the problem.



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



There are \_\_\_\_\_ marshmallows in 3 cups of hot chocolate.

**Instructions:** Cut and paste title near top of page. Complete the workspace by drawing a picture to solve the problem. Then glue into notebook.

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

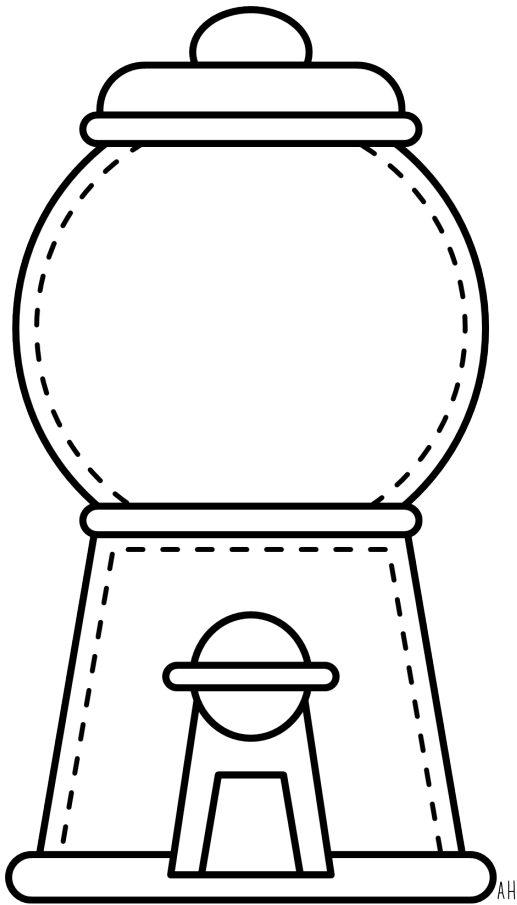
**Parents can help by:** Help your child read the problem. Then read it one sentence at a time and discuss how you could represent each part. For example, “How can we show that there are 17 gumballs? Now 5 kids have bought one. How could we show that?” Assist your child with the answer sentence. When finished, have your child read the entire problem and answer to you, pointing to each word as she reads.

# Solve the Subtraction Problem

Draw a picture to solve the problem.



There are 17 gumballs in the gumball machine. 5 kids buy a gumball. Now how many are left?



There are \_\_\_\_\_ gumballs left.

**Instructions:** Cut and paste title near top of page. Complete the workspace by drawing a picture to solve the problem. Then glue into notebook.

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

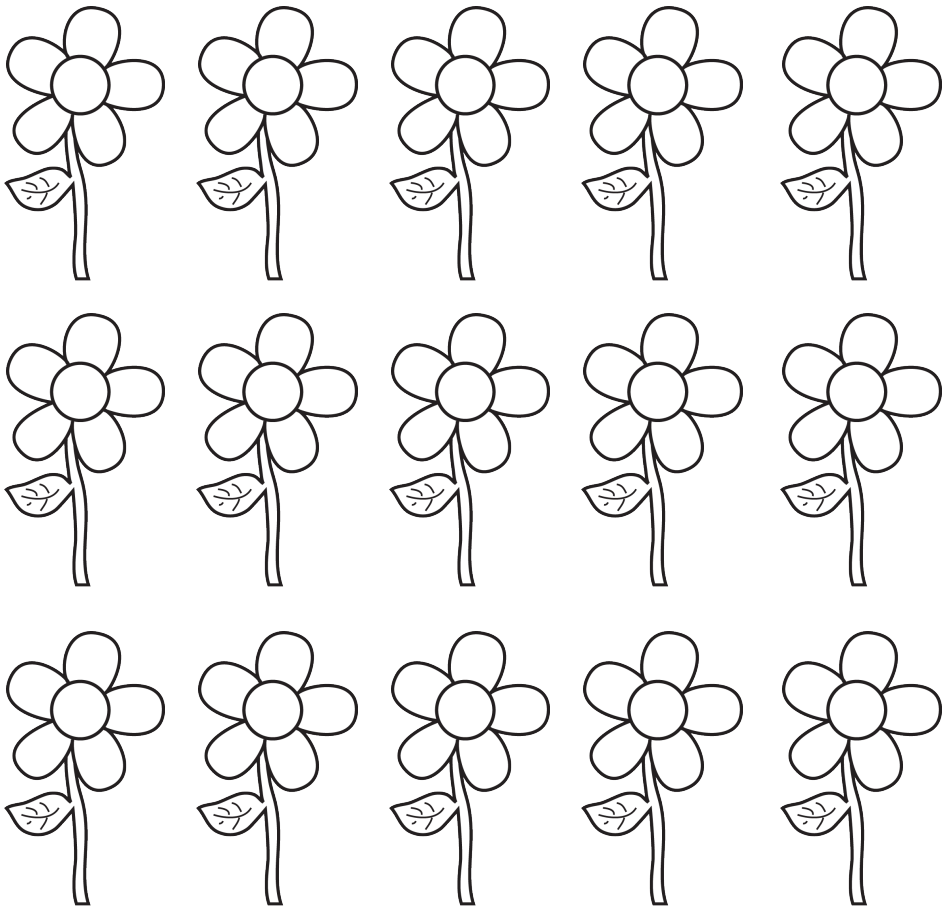
**Parents can help by:** Help your child read the problem. Then read it one sentence at a time and discuss how you could represent each part. For example, “How can we show that there are 11 yellow flowers? Now how can we figure out how many pink flowers there are?” Assist your child with the answer sentence. When finished, have your child read the problem and answer out loud to you, pointing to each word as he reads.

# Solve the Subtraction Problem

Use the picture to solve the problem.



There are 15 flowers in the garden. 11 of them are yellow and the rest are pink. How many flowers are pink?



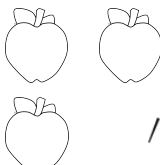
There are \_\_\_\_\_ pink flowers.


**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 each equation and write the sum beneath the petal.


**Goals for this activity:** Use the “counting on” strategy to solve an addition equation.


**Parents can help by:** Help your child use the counting on strategy to solve each equation. To do this, start with the number, then count up using the apples. For example, for the 4+3 equation, help your child to start with the 4 and count up: “5, 6, 7,” pointing to each apple as she counts.

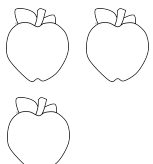
Counting On to Add

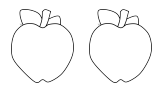
4+

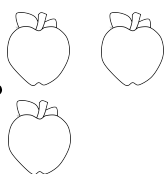
2+


9+

19+



5+

7+

8+

12+

Counting On is an addition strategy.







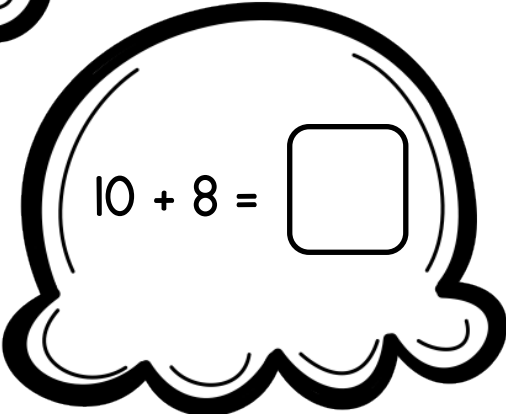
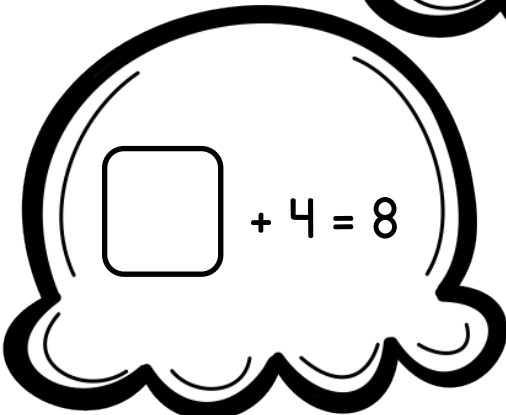
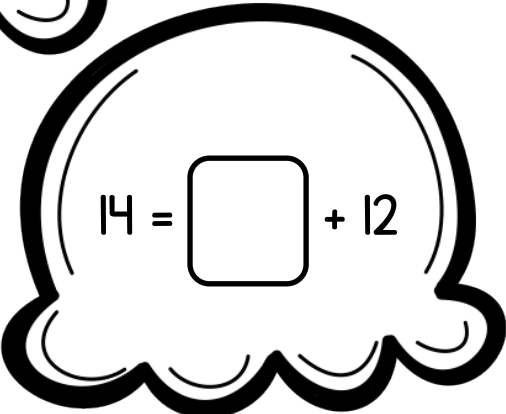
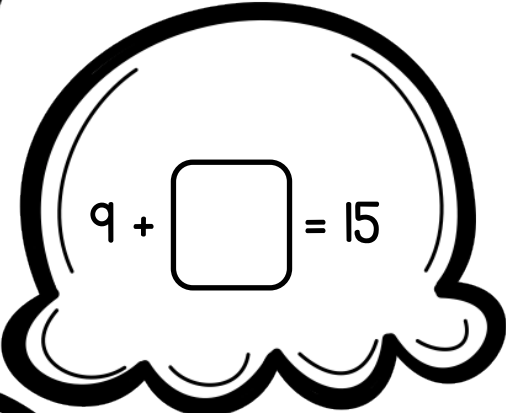
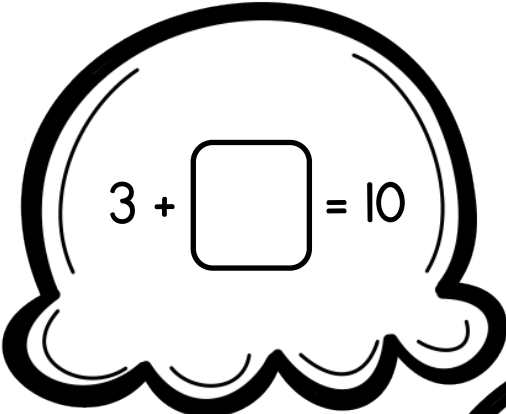
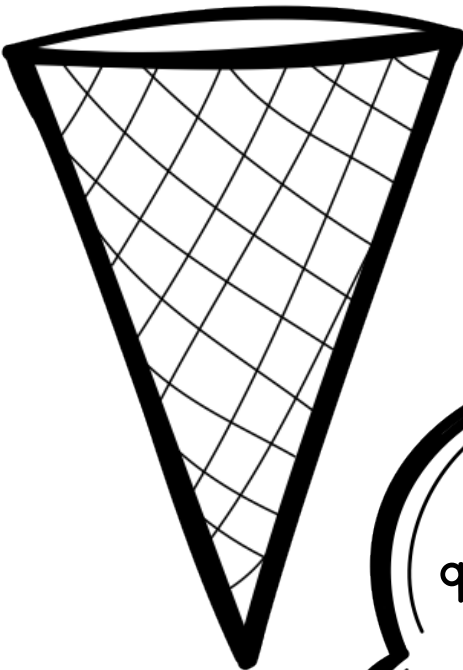
**Instructions:** Cut out title and paste near top of page. Cut out ice cream cone and paste near bottom of page. Find the missing number in each equation. Cut out each scoop of ice cream and paste anywhere on the page.

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

**Parents can help by:** Help your child count to figure out what the missing number is. For example, in  $2 + \_\_\_ = 6$ , count up from 2: "3, 4, 5, 6." Since you counted up by 4 numbers, the missing number is 4. If your child likes to do hands-on activities, consider using pennies or paper clips for him to manipulate. For example, for the equation  $2 + \_\_\_ = 6$ , she could take 2 pennies and figure out how many more she needs to make 6 pennies. The more hands-on you can make this activity, the better!

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 sum (answer) on a ten frame. Paste the pieces beside one another in your notebook.

**Goals for this activity:** Find the answer to an addition equation. Represent each answer with a ten frame.

**Parents can help by:** If your child needs help adding the numbers, have her draw pictures to represent each equation. For example, 3+4 could be represented by drawing 3 dots, then adding 4 more to make 7. If she draws dots on a paper to help her calculate the equation, encourage her to draw them in a similar formation to the ten frame (rows of 5).

# Cut-and-Paste Addition

Match each equation to a ten frame sum (answer).



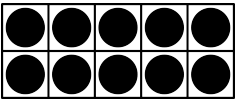
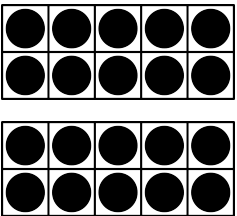
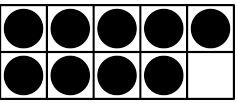
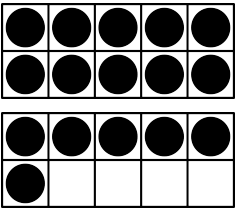
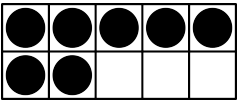
$13+7=$

$3+4=$

$14+2=$

$5+5=$

$6+3=$



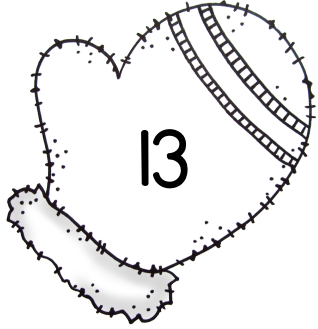
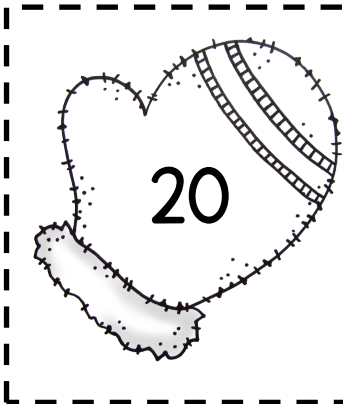
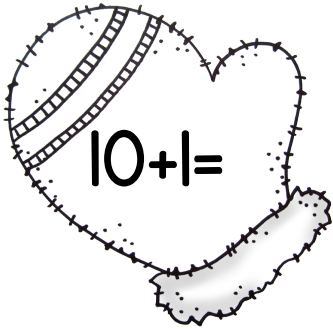
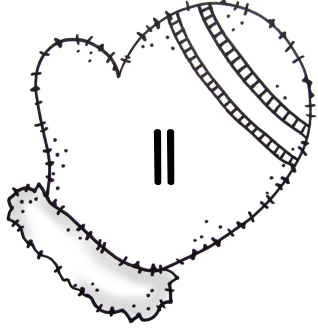
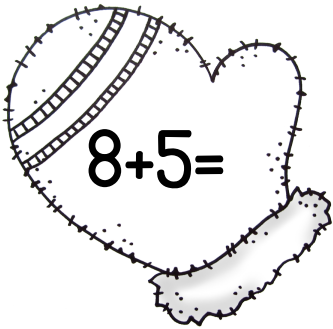
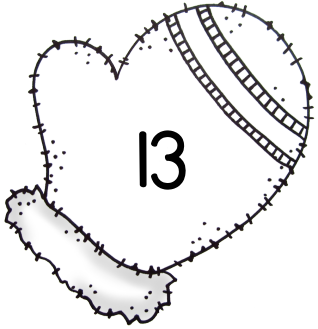
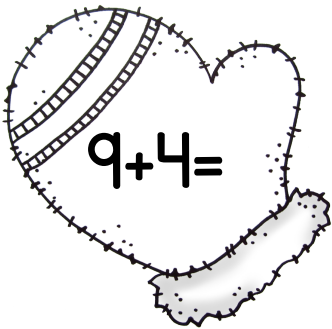
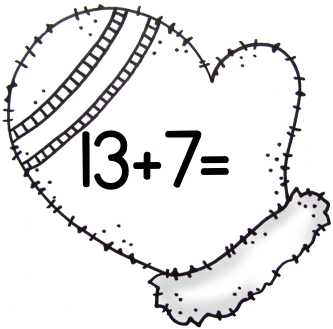
**Instructions:** Cut and paste title near top of page. Cut out all of the mittens. Match an addition equation to its sum (answer). Paste the pieces beside one another.

**Goals for this activity:** Solve the addition equations.

**Parents can help by:** If you child has trouble with the addition, help him draw pictures to represent each equation. For example,  $9+4$  could be represented by drawing 9 dots, and then adding 4 more. The more visual, the better!

# Addition Mittens

Match the mittens.



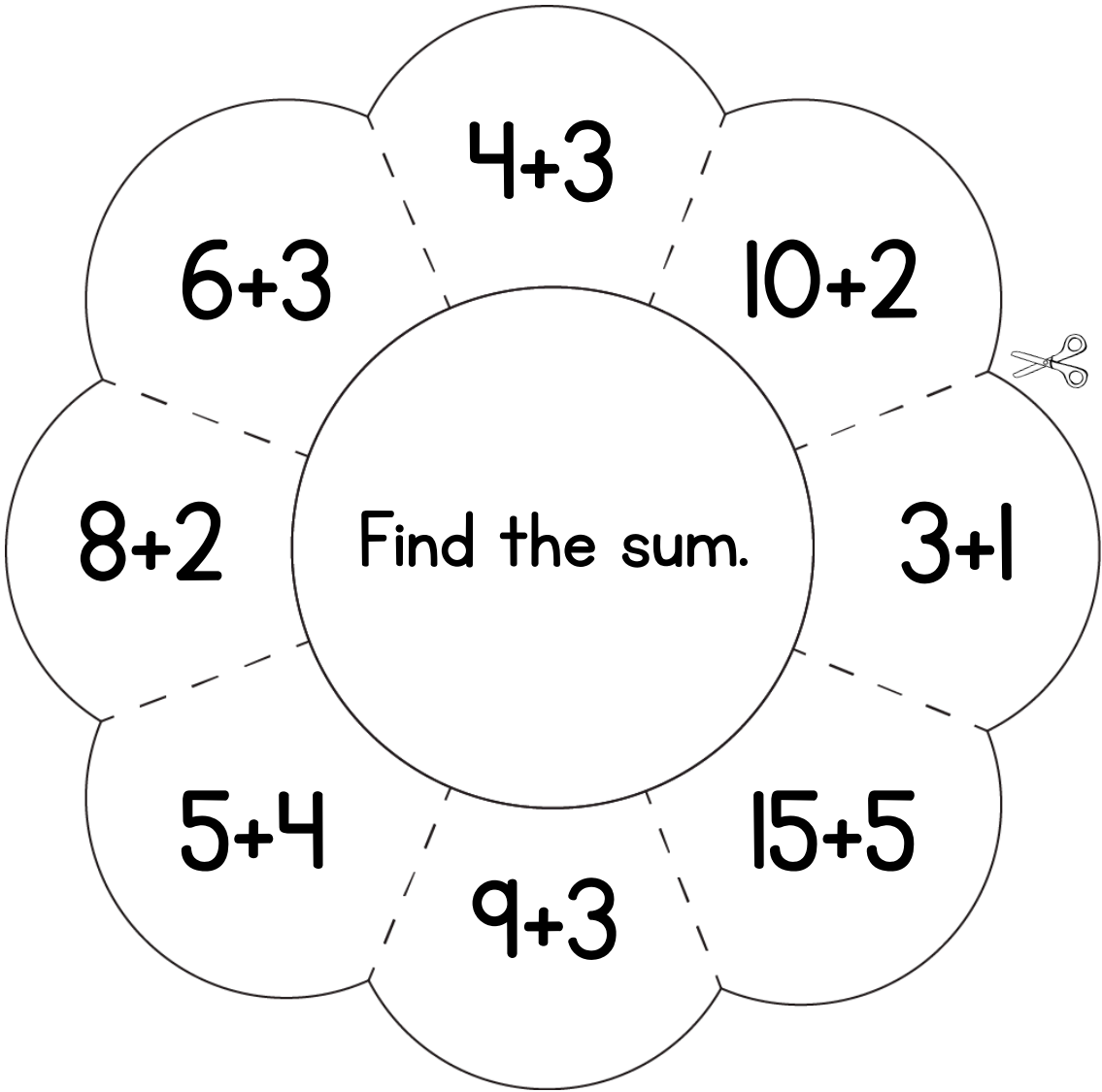
**Instructions:** Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal. Write the answer (sum) beneath each flap.

**Goals for this activity:** Solve addition equations with sums up to 20. Understand that the word “sum” means the answer to an addition equation.

**Parents can help by:** Help your child remember that adding means putting 2 quantities together. Encourage your child to start with the higher number and then count up to find the answer. For example, for 6+3, start with 6 and then count up: “7, 8, 9.” If this is too difficult, have your child draw a picture to figure out the answer. For example, for 4+3, your child could draw 4 dots, and then draw 3 more to make a sum of 7.

Find the Sum

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



**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. Solve each equation. Beneath the flap, draw a picture to represent the equation.

**Goals for this activity:** Solve a subtraction equation and represent it with a picture.

**Parents can help by:** Have your child draw the picture beneath the flap before solving the equation. Ask her questions such as, "How could we represent the number 6? How can we show that 3 of them are being taken away?" Then use the picture to find the difference (answer) and write it on top of the flap.

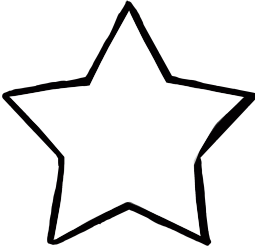
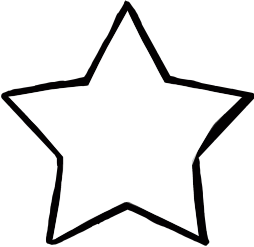
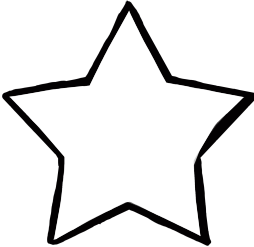
Representing Subtraction with Pictures

Draw a picture under each flap to represent the equation.



FOLD



|  |   |  |
|--|---|--|
|  |   |  |
| $6-3=$ _____   | $11-9=$ _____   | $10-5=$ _____  |
|  |  |  |



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

**Goals for this activity:** Find the answer to a subtraction equation. Represent each answer with a ten frame.

**Parents can help by:** If your child needs help subtracting the numbers, have her draw pictures to represent each equation. For example, 10-5 could be represented by drawing 10 dots, then crossing out or “taking away” 5 of them to make 5. If she is drawing dots to help her, encourage her to draw them in the same formation as the ten frames (rows of 5).

# Cut-and-Paste Subtraction

Match each equation to a ten frame difference (answer).



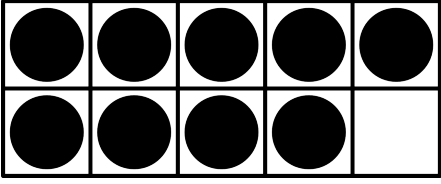
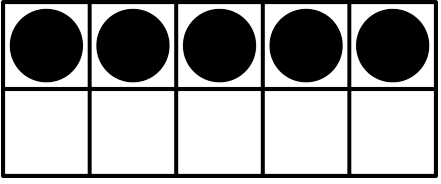
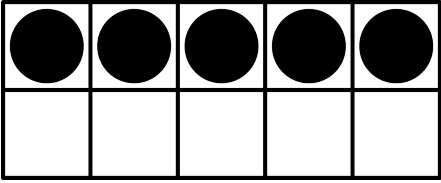
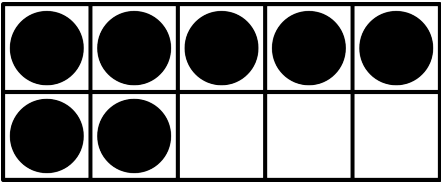
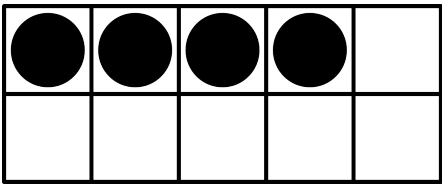
$10-5=$

$19-10=$

$12-8=$

$10-5=$

$14-7=$



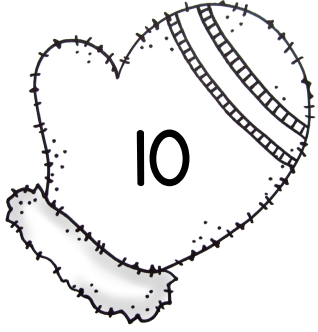
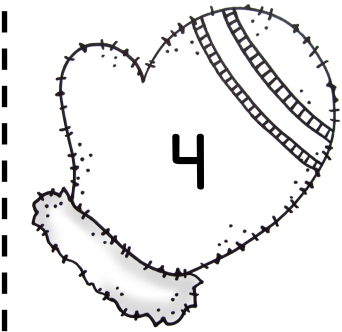
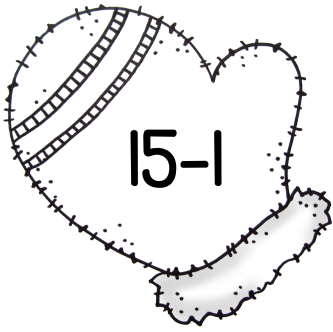
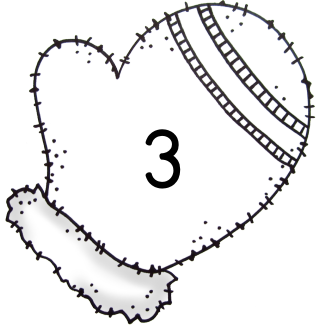
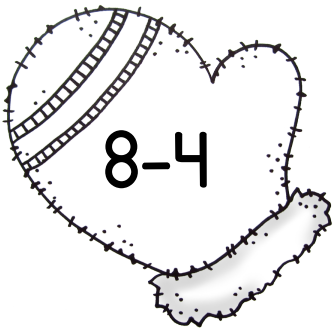
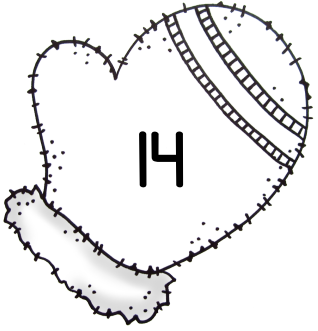
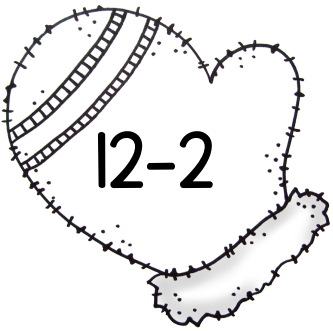
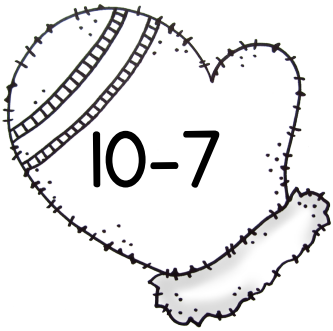
**Instructions:** Cut and paste title near top of page. Cut out all of the mittens. Match a subtraction equation to its difference (answer). Paste the pieces beside one another.

**Goals for this activity:** Solve subtraction equations.

**Parents can help by:** If your child has trouble with the subtraction, help him draw pictures to represent each equation. For example, 10-2 could be represented by drawing 10 dots, crossing out 2 of them and counting the remaining dots. The more visual, the better!

# Subtraction Mittens

Match the mittens.



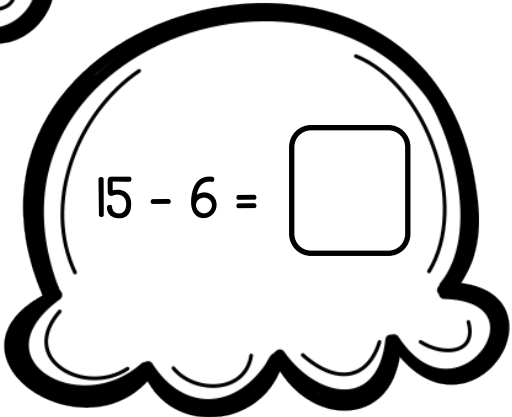
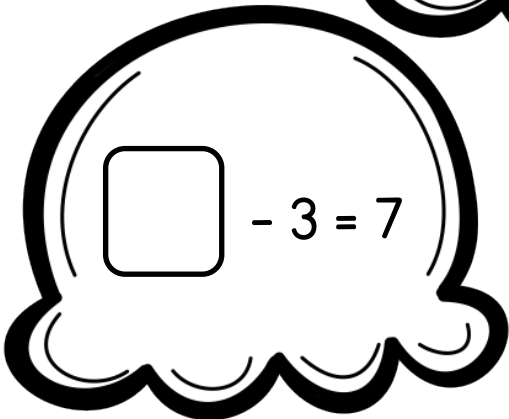
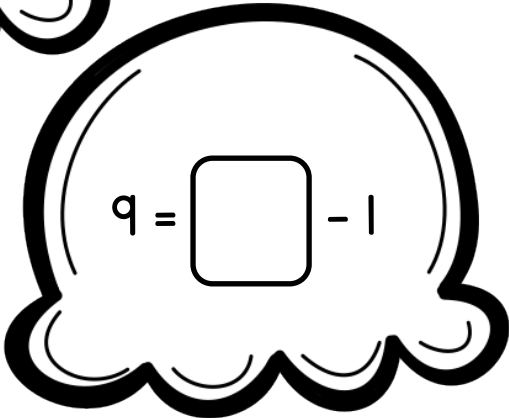
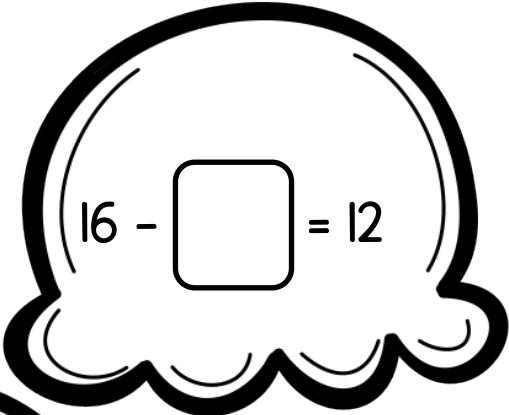
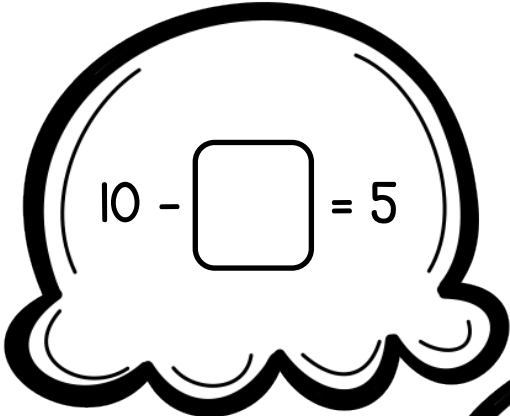
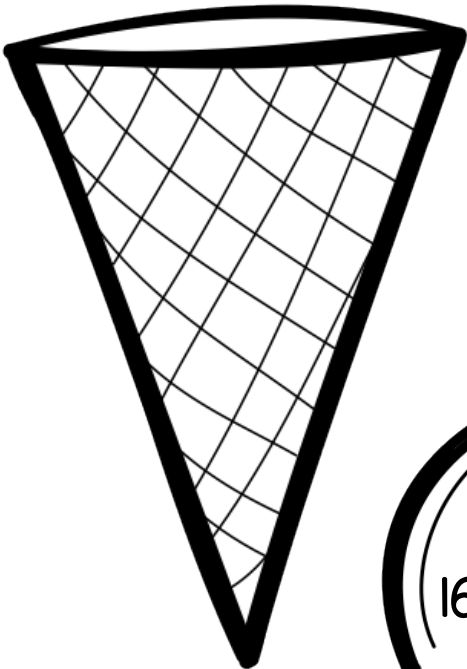
**Instructions:** Cut out title and paste near top of page. Cut out ice cream cone and paste near bottom of page. Find the missing number in each equation. Cut out each scoop of ice cream and paste anywhere on the page.

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

**Parents can help by:** Help your child count to figure out what the missing number is. For example, in  $5 - \_\_\_ = 3$ , count back from 5: "4, 3." Since you counted back by 2 numbers, the missing number is 2. If your child likes to do hands-on activities, consider using pennies or paper clips for him to manipulate. For example, for the equation  $5 - \_\_\_ = 3$ , she could take 5 pennies and then figure out how many she needs to take away to make 3.

# Find the Missing Unknowns (Subtraction)

Find the missing number in each equation.





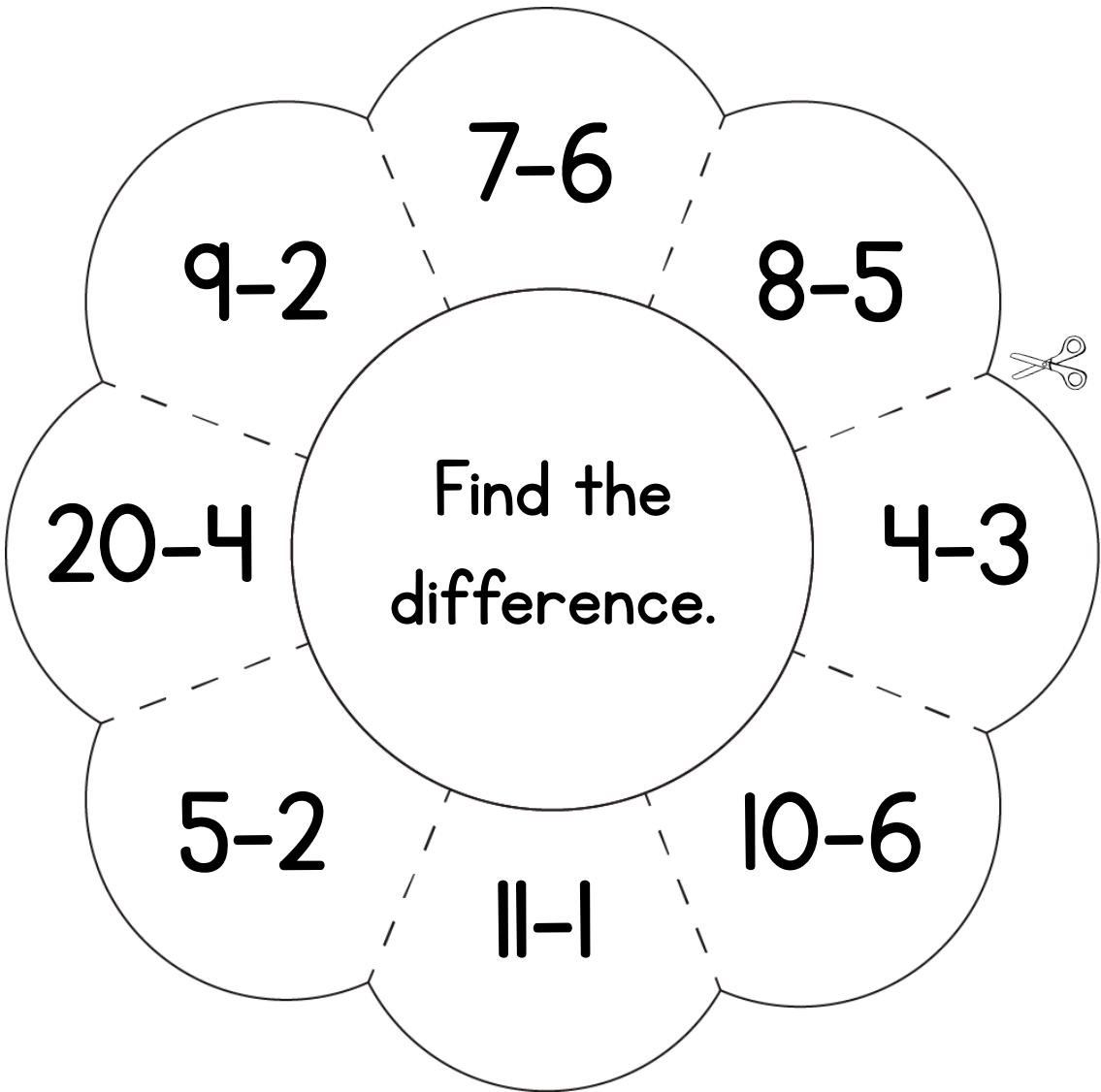
**Instructions:** Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal. Write the answer (difference) beneath each flap.

**Goals for this activity:** Solve subtraction equations with numbers up to 20. Understand that the word “difference” means the answer to a subtraction equation.

**Parents can help by:** Help your child remember that subtraction means taking something away from a total amount. If your child struggles with this concept, use pennies, paperclips or some other type of object to make the equation visual. For example, for the equation  $4-3$ , you could start with 4 pennies and then take away 3. Your child will see that there is only 1 left over; therefore the difference (answer) is 1.

**Find the Difference**

Find the answer (difference) for each subtraction equation. Write the difference beneath each flower petal.

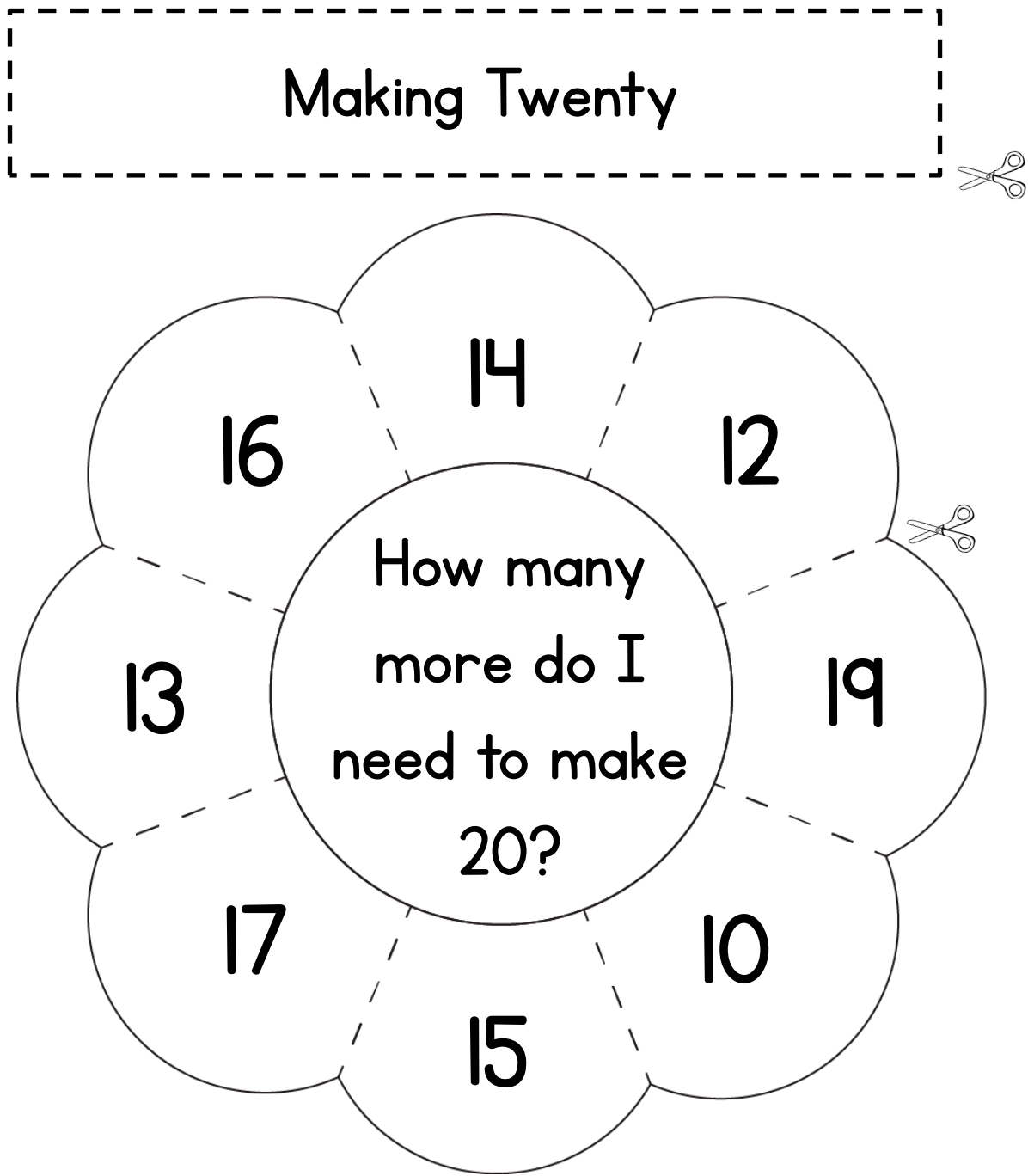


**Instructions:** Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Read the number on each petal. Beneath the petal, write how many more are needed to make 20. For example, if there is a 12 on the petal, 8 more are needed to make 20, so the number 8 is written beneath the petal.

**Goals for this activity:** Calculate the amount needed to make 20.

**Parents can help by:** This may be a difficult concept for your child. If she is struggling to figure out how many more are needed to make 20, use something that she can manipulate, such as coins or paperclips. For example, if there is a 12 on the flap, take 12 coins. Then count additional coins to get to 20. How many more were added?

Making Twenty



**Instructions:** Cut and paste the title near top of page. Fill in the missing numbers. Paste the 120 chart into notebook.

**Goals for this activity:** Read numbers from 1-120. Use the numbers before and after to figure out the numbers that are missing.

**Parents can help by:** If your child is confused, help him count to figure out the numbers. For example, for the missing "11," start a few numbers before - "7, 8, 9, 10 - what comes next?" When finished, have your child read the entire 120 chart to you. As an extension, point to a specific number and have him tell you what the number is. Also, encourage your child to look for patterns in the 120 Chart. For example, in the last column, the numbers count up by 10's beginning at 10. Look for horizontal and vertical patterns.



# Counting on a 120 Chart

Fill in the missing numbers.

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

**Instructions:** Cut and paste the title near top of page. Cut out number chart flap. Paste the top section into notebook to create a lift-up flap. Complete the 10 more, 10 less pieces and paste them into notebook beneath the flap.

**Goals for this activity:** Use a hundred chart to calculate 10 more and 10 less. Recognize that to make 10 more, you simply move one row down from the number. For 10 less, you move one row up.

**Parents can help by:** Help your child discover that to find 10 more than a number, you can move one row down on the number chart. To find 10 less, move one row up.

# 10 More, 10 Less

Use the hundred chart to find 10 more and 10 less.

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



FOLD



Paste these pieces  
beneath the flap ↓



54

10 less: \_\_\_\_\_

10 more: \_\_\_\_\_

17

10 less: \_\_\_\_\_

10 more: \_\_\_\_\_

89

10 less: \_\_\_\_\_

10 more: \_\_\_\_\_

50

10 less: \_\_\_\_\_

10 more: \_\_\_\_\_

35

10 less: \_\_\_\_\_

10 more: \_\_\_\_\_

21

10 less: \_\_\_\_\_

10 more: \_\_\_\_\_

**Instructions:** Cut and paste the title near top of page. Cut out number chart flap. 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. 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 ↓

25

20 less: \_\_\_\_\_

20 more: \_\_\_\_\_

43

20 less: \_\_\_\_\_

20 more: \_\_\_\_\_

31

20 less: \_\_\_\_\_

20 more: \_\_\_\_\_

79

20 less: \_\_\_\_\_

20 more: \_\_\_\_\_

50

20 less: \_\_\_\_\_

20 more: \_\_\_\_\_

68

20 less: \_\_\_\_\_

20 more: \_\_\_\_\_



← 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 |


**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. Figure out numbers that are 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 a “10” and then count up, for example: “10...11, 12, 13, 14.” For the groups of 10, encourage counting by 10’s if she can, for example: “10, 20, 30.” If it helps, your child may write the number beside the base 10 blocks.

# More or Less?

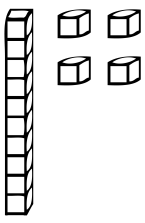
Write “more” or “less” on each line.



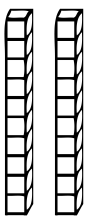
= 10

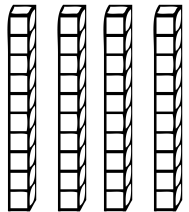


= 1

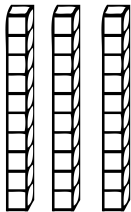


is \_\_\_\_\_ than





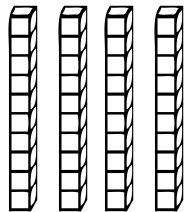
is \_\_\_\_\_ than



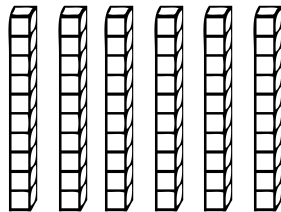


is \_\_\_\_\_ than





is \_\_\_\_\_ than



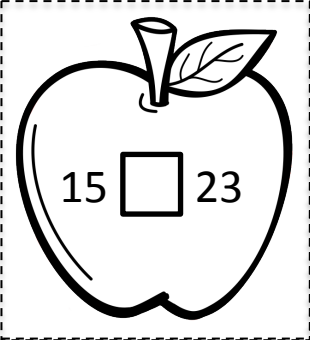
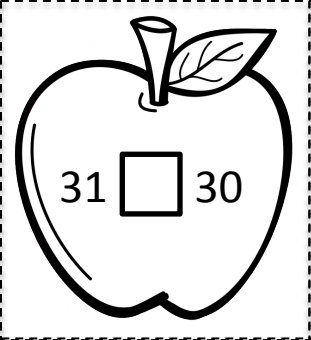
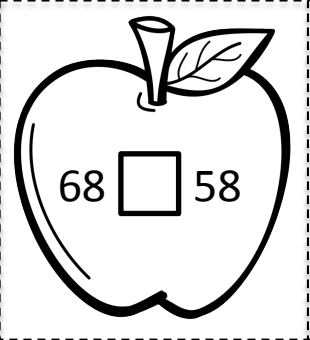
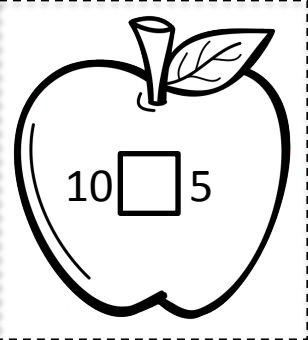
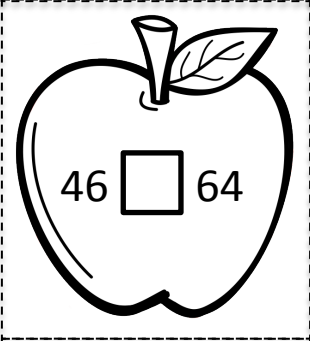
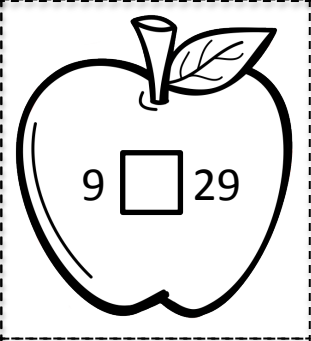
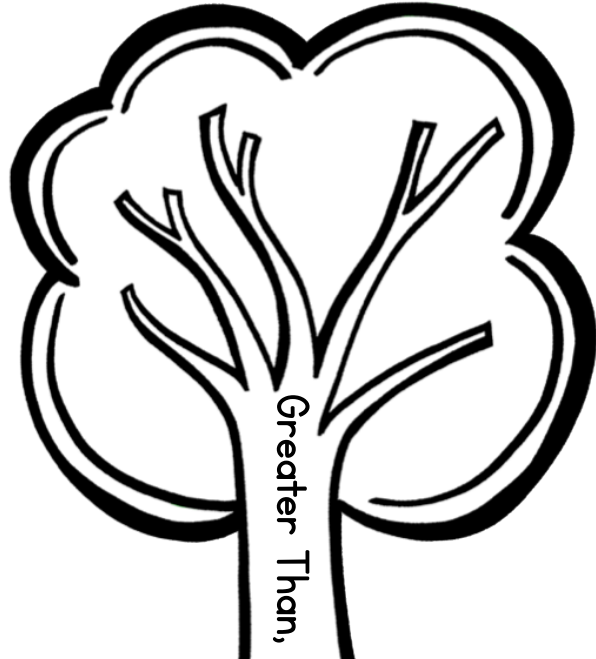
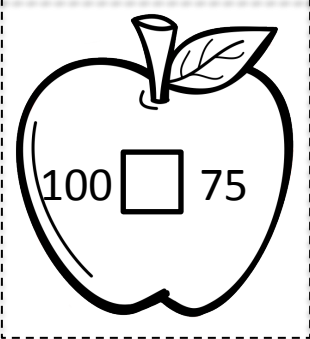
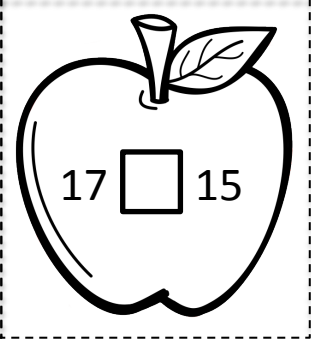
**Instructions:** Cut and paste the title near top of page. Color apple tree and paste into notebook. Complete each apple by writing a greater than (>) or less than (<) sign in the space. For example: 45 < 55 means that 45 is less than 55. 71 > 20 means that 71 is greater than 20. Glue the apples on the page around the tree.

**Goals for this activity:** Compare numbers between 1 and 100 using > or <. When comparing, consider the number of tens and ones in each number.

**Parents can help by:** Help your child see how many tens and how many ones are in each number. For example, in 15 there is 1 ten and 5 ones. 23 has 2 tens and 3 ones. 23 is greater because there are more groups of 10. If both numbers have the same amount of tens, which one has more ones? Ask your child questions such as, "Which number has more tens? Is that number greater than or less than the other number?"

# Greater Than or Less Than

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

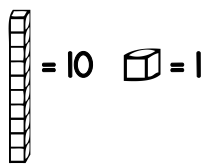
|   |   |   |   |
|---|---|---|---|
|  <p>15 <input type="text"/> 23</p>    |  <p>31 <input type="text"/> 30</p>   |  <p>68 <input type="text"/> 58</p> |  <p>10 <input type="text"/> 5</p> |
|  <p>46 <input type="text"/> 64</p>   |  <p>9 <input type="text"/> 29</p>   |                                 |   |
|  <p>100 <input type="text"/> 75</p> |  <p>17 <input type="text"/> 15</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 =.

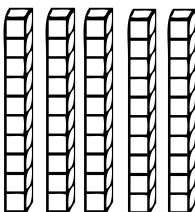
**Parents can help by:** Help your child see how many tens and how many ones are in each number. For example, in 22 there are 2 tens and 2 ones. Compare this to the base 10 representation by focusing on the amount of tens blocks. If there are fewer than 2 tens blocks, 22 is greater than the representation. For example, in the first rectangle, 22 is greater than the base 10 representation because there is only 1 group of ten shown.

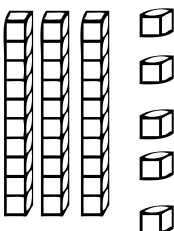
Greater Than, Less Than, or Equal To

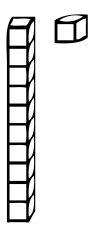


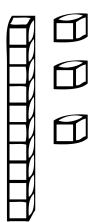
Fill in each box with a greater than (>), less than (<), or equal (=) sign.

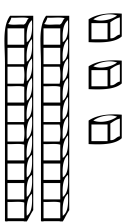
22      

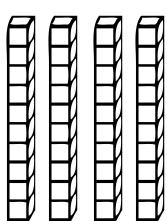
80      

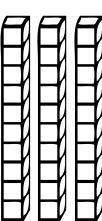
35      

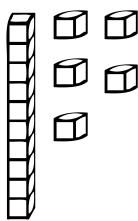
11      

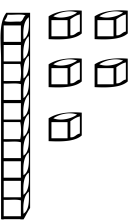
18      

20      

47      

40      

15      

25      



**Instructions:** Cut and paste the title near top of page. Cut out each flap book. 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 hour. Write time in digital format (example - 3:00).

**Parents can help by:** Show your child that the short hand points to the "hour." Help him to see the similarity between all 6 clocks (the minute hand points to the 12, resulting in an even hour on all of the flaps). Extend this activity by discussing the time on your home clock.

What Time Is It? (Hours)

Write the time beneath each flap.



What time is it?

What time is it?

What time is it?



FOLD

What time is it?

What time is it?

What time is it?



FOLD

**Instructions:** Cut and paste the title near top of page. Cut out each flap book. 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 half hour. Write time in digital format (example - 3:30).

**Parents can help by:** Show your child that the short hand points to the "hour" and the long hand points to the "minute." Help him see that when the hour hand is between two numbers, the lower number is the hour. For example, on the first clock, the hour hand is between the 3 and the 4. This means that the time is 3:30, not 4:30. Extend this activity by discussing the time on your home clock.

What Time Is It? (Half Hours)

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?

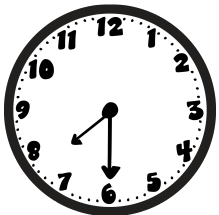
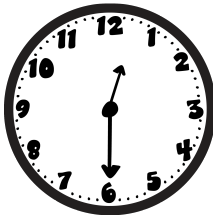
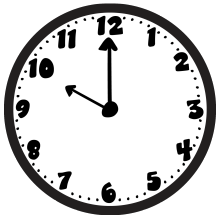
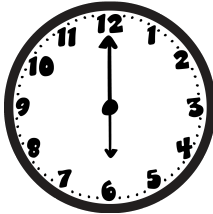
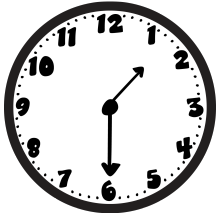
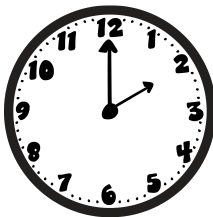
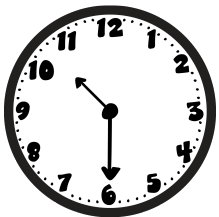
**Instructions:** Cut and paste the workspace into notebook. Read each analog clock. Then find the matching digital time and paste it beside the clock.

**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.

## Time Match

Match each digital time to an analog clock.



2:00

8:00

12:30

10:00

10:30

6:00

1:30

7:30




**Instructions:** Cut out graph and paste it into notebook. Cut out small graphing pieces and paste them onto the appropriate space on the graph. For example, the ice cream cones should be placed in the ice cream cone column.

**Goals for this activity:** Create and interpret a bar graph. Talk about what each column means.


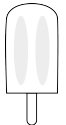
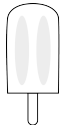



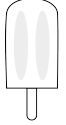



**Parents can help by:** Talk about the graph with your child. "What do you think the numbers mean? What do the pictures mean? Where should this piece go?" When your child finishes, extend learning by discussing the results: "How many people preferred this type of ice cream? Which ice cream treat is the least popular?"

# Ice Cream Graphing

Which ice cream treat is the most popular?

|   |   |   |   |
|---|---|---|---|
| 5 |   |   |   |
| 4 |   |   |   |
| 3 |   |   |   |
| 2 |   |   |   |
| 1 |   |   |   |
|   |  |  |  |

The most popular ice cream treat is the \_\_\_\_\_.

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

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 circles should be placed in the circle column.

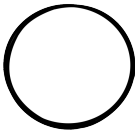
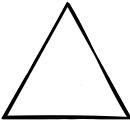

**Goals for this activity:** Create and interpret a bar graph. Talk about what the graph means.

**Parents can help by:** Talk about the graph with your child. "What do you think the numbers mean? What do the pictures mean? Where should this piece go?" When your child finishes, extend the learning by discussing the results: "How many triangle shapes are there? How many more triangles would we need to make 5? Which shape appears the fewest times?"

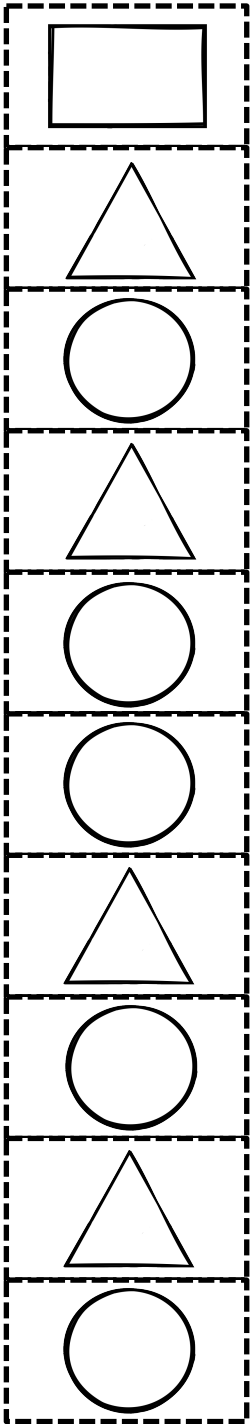


# Shape Graphing

How many of each shape are there?

|   |   |   |   |
|---|---|---|---|
| 5 |   |   |   |
| 4 |   |   |   |
| 3 |   |   |   |
| 2 |   |   |   |
| 1 |   |   |   |
|   |  |  |  |

There are \_\_\_\_\_ triangles.  
There are \_\_\_\_\_ rectangles.  
There are \_\_\_\_\_ circles.  
Most of the shapes are \_\_\_\_\_.



↑ 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 quarters should be placed in the quarter column.




**Goals for this activity:** Create and interpret a bar graph. Talk about what each column on the graph means.

**Parents can help by:** Talk about the graph with your child. "What do you think the numbers mean? What do the pictures mean? Where should this piece go?" When your child finishes, extend learning by discussing the results: "How many dimes are there? How many more dimes would we need to make 5?" etc.





# Coin Graphing


How many coins are there?


|   |  |   |   |
|---|--|---|---|
| 5 |  |   |   |
| 4 |  |   |   |
| 3 |  |   |   |
| 2 |  |   |   |
| 1 |  |   |   |
|   | <br>quarter | <br>dime | <br>nickel |


There are \_\_\_\_\_ quarters.  
There are \_\_\_\_\_ dimes.  
There are \_\_\_\_\_ nickels.  
Most of the coins are \_\_\_\_\_.


























↑ Paste these pieces onto the graph.

**Instructions:** Cut out title and paste near top of page. Cut out the months and paste them into your notebook in the correct order. 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. Recognize that the months of the year always begin 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. To make this a more independent activity, you may also choose to give your child a calendar and have him use it to order the months.

# Months of the Year

Paste the months in the correct 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. 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. Recognize that the days of the week always begin with an uppercase letter.

**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. Alternatively, provide your child with a calendar, show him where the days are written, and have him use it to order the days.

# Days of the Week

Paste the days of the week in the correct order.

Tuesday

Thursday

Friday

Sunday

Monday

Saturday

Wednesday

I like \_\_\_\_\_ the best because \_\_\_\_\_



**Instructions:** Complete the workspace. Cut out and paste into notebook.

**Goals for this activity:** Read commonly used words. Realize that each sentence should begin with an uppercase letter and end with a punctuation mark (period, question mark or exclamation mark).

**Parents can help by:** Encourage your child to choose the proper punctuation mark for the end of each sentence by reading the sentences using the different options. For example say, "It is a hot day! It is a hot day? It is a hot day. Which one sounds right to you?"



## Write the Sentences

Re-write each sentence with an uppercase letter at the beginning and punctuation at the end.

it is a hot day

---

---

---

do you want to go to school

---

---

---

---

---

i am cold can we go inside

---

---

---

---

---

we are going to the zoo

---

---

---

**Instructions:** Complete the workspace. Cut out and paste into notebook.

**Goals for this activity:** Read commonly used words. Realize that each sentence should begin with an uppercase letter and end with a punctuation mark (period, question mark or exclamation mark).

**Parents can help by:** Encourage your child to choose the proper punctuation mark for the end of each sentence by reading the sentences using the different options. For example say, "Is it Monday tomorrow! Is it Monday tomorrow? Is it Monday tomorrow. Which one sounds right to you?"



## Write the Sentences

Re-write each sentence with an uppercase letter at the beginning and punctuation at the end.

is it Monday tomorrow

i don't know how to do a cartwheel

there are 5 people in my family

i am so excited

**Instructions:** Complete the workspace. Cut out and paste into notebook.

**Goals for this activity:** Read commonly used words. Realize that each sentence should begin with an uppercase letter and end with a punctuation mark (period, question mark or exclamation mark).

**Parents can help by:** Encourage your child to choose the proper punctuation mark for the end of each sentence by reading the sentences using the different options. For example say, "Which one do you like! Which one do you like? Which one do you like. Which one sounds right to you?"



## Write the Sentences

Re-write each sentence with an uppercase letter at the beginning and punctuation at the end.

which one do you like

there is a bug sitting on the wall

my birthday is in January

what time is it

**Instructions:** Cut out title and paste near top of page. Cut out each complete sentence strip and paste it into notebook. Then cut out the words and create the sentence again. Paste it below the sentence strip.

**Goals for this activity:** Read sentences. Match and order the words to create a sentence. Recognize that punctuation marks (periods, question marks) go at the end of the sentence.

**Parents can help by:** Help child focus on one sentence at a time. When finished, have your child read each sentence to you. Discuss the punctuation marks at the end (period, question mark) and what they mean.

## Cut-and-Paste Sentences



We went there after school.



there

went

school.

We

after

Please put it over there.



there.

Please

it

put

over

She will stop and ask.



will

stop

ask.

She

and

**Instructions:** Complete work space by re-writing the sentence and drawing a picture. Paste workspace into notebook.

**Goals for this activity:** Read and write sentences. Practice correct letter formation. Represent the sentence with a picture.

**Parents can help by:** Encourage proper letter formation. Encourage your child to add lots of detail to his picture.



# Write and Draw!

Write the sentence. Draw a picture.

They will walk home after school.

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Draw a picture:

A large, empty rectangular box with a solid black border, intended for the child to draw a picture related to the sentence above.

**Instructions:** Cut out title and paste near top of page. Cut out each complete sentence strip and paste it into notebook. Then cut out the words and create the sentence again. Paste it below the sentence strip.

**Goals for this activity:** Read sentences. Match and order the words to create a sentence. Recognize that punctuation marks (periods, question marks) go at the end of the sentence.

**Parents can help by:** Help child focus on one sentence at a time. When finished, have your child read each sentence to you. Discuss the punctuation marks at the end (period, question mark) and what they mean.

## Cut-and-Paste Sentences



We know when to stop.



We

when

know

stop.

to

How could this happen?



happen?

could

How

this

Stop and open the door.



door.

Stop

open

and

the

**Instructions:** Complete work space by re-writing the sentence and drawing a picture. Paste workspace into notebook.

**Goals for this activity:** Read and write sentences. Practice correct letter formation. Represent the sentence with a picture.

**Parents can help by:** Encourage proper letter formation. Encourage your child to add lots of detail to his picture.



# Write and Draw!

Write the sentence. Draw a picture.

I have an umbrella because it is raining.

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Draw a picture:

A large, empty rectangular box with a solid black border, intended for the child to draw a picture related to the sentence above.

**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 "could" should be pasted into the "could" 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 "think" written? Which word was written the most? Which word was written the least?"



# Sight Word Graphing

Which word is written the most?

|   |       |       |       |
|---|-------|-------|-------|
| 5 |       |       |       |
| 4 |       |       |       |
| 3 |       |       |       |
| 2 |       |       |       |
| 1 |       |       |       |
|   | could | about | think |

The word that is written the most is \_\_\_\_\_.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| about | could | about | could | about |
| could | think | about | think | about |

Paste these pieces onto the graph.



**Instructions:** Cut and paste the title near top of page. 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 “your” should be pasted into the “your” 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 “walk” written? Which word was written the most? Which word was written the least?”



# Sight Word Graphing

Which word is written the most?

|   |      |      |      |
|---|------|------|------|
| 5 |      |      |      |
| 4 |      |      |      |
| 3 |      |      |      |
| 2 |      |      |      |
| 1 |      |      |      |
|   | them | walk | your |

The word that is written the most is \_\_\_\_\_.

|      |      |      |      |      |
|------|------|------|------|------|
| walk | them | your | them | your |
| walk | walk | walk | your | walk |

Paste these pieces onto the graph.

**Instructions:** Cut out title and headings and paste near top of page. Cut out words and paste into notebook below the correct heading.

**Goals for this activity:** Read commonly used words. Understand the meaning of "syllable."

**Parents can help by:** Explain that a syllable is a unit of sound. For example, there is 1 syllable in the word "go," 2 syllables in the word "water," and 3 syllables in the word "Saturday." (Your child will already have some prior knowledge of this from school.) Encourage your child to clap for each syllable to make this activity more hands-on. For example, in the word "water" you would clap 2 times: "wa-ter." The word Saturday would get 3 claps: "Sat-ur-day."

# Syllable Sort

Sort the words into 2 categories: "Words with 1 Syllable" and "Words with 2 Syllables."

Words with 1 Syllable

Words with 2 Syllables

Paste these headings into notebook.



Paste these words under the correct heading.



going

there

round

any

again

when

was

has

stop

some

over

them



**Instructions:** Cut out flap book and cut on horizontal dotted line to create 2 flaps. Paste left side into notebook. Write the words from the word list beneath the appropriate flap.

**Goals for this activity:** Read commonly used words. Understand the meaning of "syllable."

**Parents can help by:** Explain that a syllable is a unit of sound. For example, there is 1 syllable in the word "go," 2 syllables in the word "water," and 3 syllables in the word "Saturday." (Your child will already have some prior knowledge of this from school.) Encourage your child to clap for each syllable to make this activity more hands-on. For example, in the word "water" you would clap 2 times: "wa-ter." The word Saturday would get 3 claps: "Sat-ur-day."

# Syllable Sort

Sort the words into 2 categories: "Words with 1 Syllable" and "Words with 2 Syllables."



Words With 1 Syllable

Words With 2  
Syllables



Write the words from this list beneath the appropriate flap:

- know
- just
- other
- this
- could
- let
- water
- many
- live
- thank
- have
- going
- said
- then
- from
- like
- made
- number

**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 are appropriate in different sentences. Use words in a sentence, in the correct context.

**Parents can help by:** If your child struggles, think of a sentence for each word by asking questions. For example, you could say, "Let's think of a sentence for 'looked.' 'I am looked at the TV.' Does that sound right? How about 'I looked at the TV.' " When finished, have your child read each word in the chart to you.

## Word Endings

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

| Word  | Add -ed | Add -ing | Add -s |
|-------|---------|----------|--------|
| look  | looked  | looking  | looks  |
| walk  |         |          |        |
| pull  |         |          |        |
| play  |         |          |        |
| paint |         |          |        |
| talk  |         |          |        |
| climb |         |          |        |

**Instructions:** Cut out title and paste near top of page. Cut out puzzle pieces. Join 2 pieces to form a compound word. Beside each pair of puzzle pieces, write a sentence that includes that compound word, for example, "I see a birdhouse outside."

**Goals for this activity:** Strategically join words to form a new, compound word. Understand the meaning of compound word. Write a complete sentence using a compound word.

**Parents can help by:** Assist your child using questions such as, "bird-plane...does that sound right? How about bird-berry? Birdhouse?" Then help your child think of a sentence using that word. If she needs help with spelling the words in the sentence, write them on a separate piece of paper and have her copy them from there. To extend this activity, think of some other compound words, for example: goldfish, horseshoe, sunshine, etc.

## Compound Words

Connect the puzzle pieces to form 4 compound words.



bird

base

plane

air

house

straw

ball

berry

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

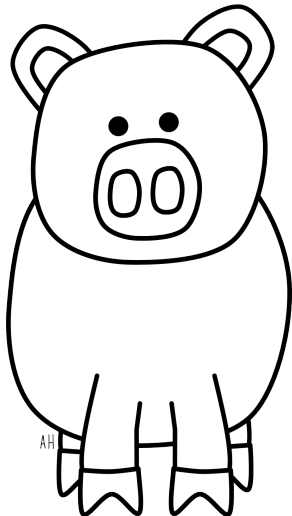
**Goals for this activity:** Recognize the difference between a fact and an opinion, and generate two of each. Write a complete sentence.

**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 pigs. Help your child write her facts and opinions in full sentences.

## Facts and Opinions About Pigs

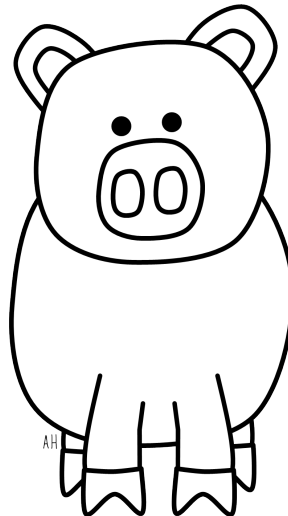
Write 2 facts and 2 opinions about pigs.

### Two Facts About Pigs



A fact is something that is  
always true.

### Two Opinions About Pigs



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



← FOLD

**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 the first flap, write two facts about pizza. Beneath the second flap, write two opinions about pizza.

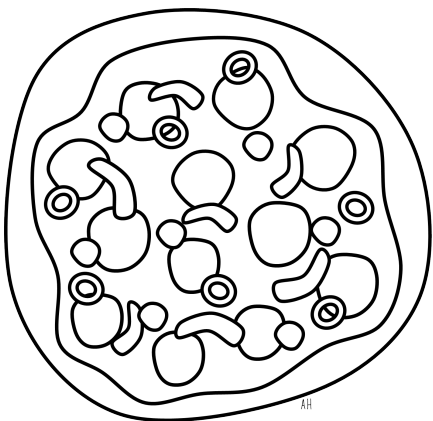
**Goals for this activity:** Recognize the difference between a fact and an opinion, and generate two of each. Write a complete sentence.

**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 pizza. Help your child write her facts and opinions in full sentences.

## Facts and Opinions About Pizza

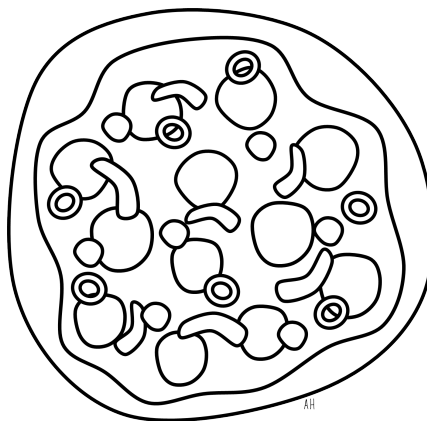
Write 2 facts and 2 opinions about pizza.

### Two Facts About Pizza



A fact is something that is  
always true.

### Two Opinions About Pizza



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



← FOLD

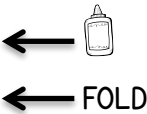
**Instructions:** Cut out title and paste near top of page. Cut out flap book and cut on dotted line to create two lift-up flaps. Paste top portion into notebook. Beneath each flap, write about your likes and dislikes in a point-form list.

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

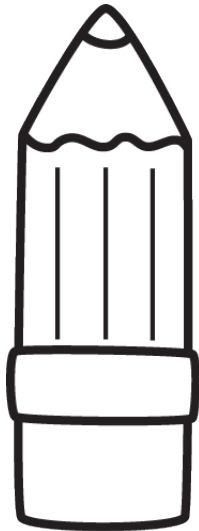
**Parents can help by:** Discuss what “likes” and “dislikes” mean. Then relate these terms to school. Ask, “What do you like about school? What is the best part of the day?” and “What do you wish you could change about school?” Help your child write about his likes and dislikes beneath each flap in list format.

# My Feelings About My School

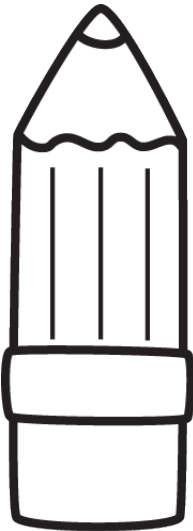
Beneath each flap, write your likes and dislikes.



Things I like  
about my  
school:



In my school, I  
wish that...





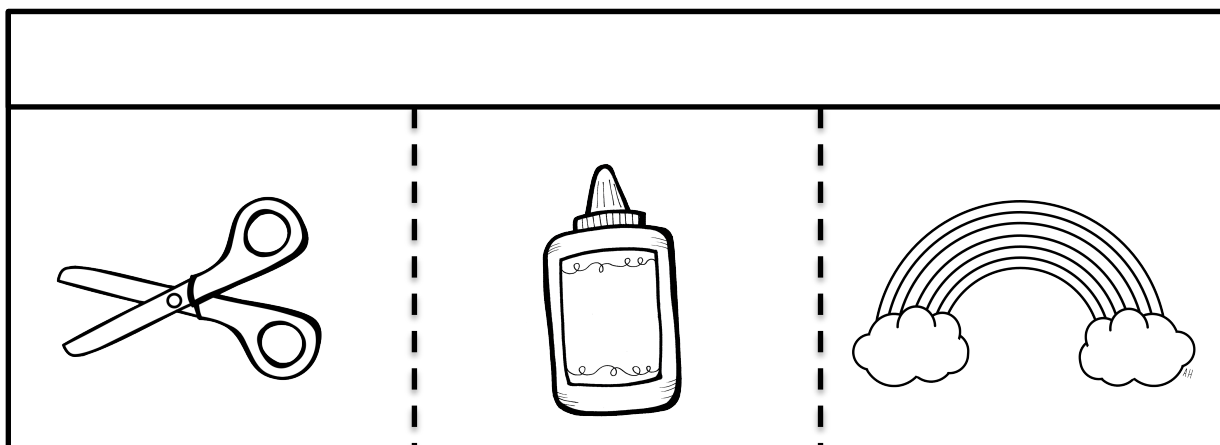
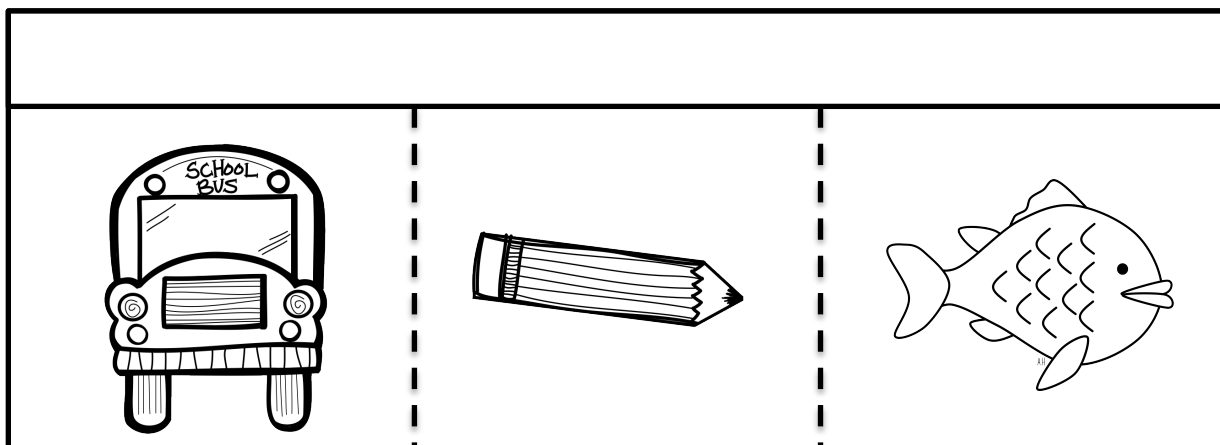
**Instructions:** Cut and paste the title near top of page. Create each flap book by cutting on the dotted lines and pasting the top section into notebook. Each flap book should have three flaps. Look at the picture on each flap. Write one adjective (describing word) beneath each flap.

**Goals for this activity:** Print lowercase letters. Brainstorm words that describe each picture.

**Parents can help by:** Ask your child questions such as, "What words can you think of to describe a school bus? What does it look like? What does it sound like?" Help your child spell each describing word correctly.

## Using Adjectives (Describing Words)

Beneath each flap, write one adjective (describing word)  
for each object.



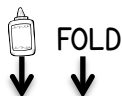
**Instructions:** Cut and paste the title near top of page. Cut out flap book. Cut on dotted lines to create 3 flaps and paste into notebook. Read the top of each flap and write a sentence for each one beneath the flap.

**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.

# Ways to End a Sentence

Write a sentence beneath each flap.



## Period.

Sentences end with a period when they tell you something.

Example: "I have a dog."

Write your own sentence with a period under this flap.



## Question Mark?

Sentences end with a question mark when they ask a question.

Example: "Do you like dogs?"

Write your own question under this flap.

## Exclamation Mark!

Sentences end with an exclamation mark when they exclaim something!

Example: "Get back here, Rover!"

Write your own exclamatory sentence under this flap.

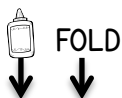
**Instructions:** Cut out title and paste near top of page. Cut out flap book. Cut on each horizontal dotted line to create 3 flaps. Paste left side of flap book into notebook. Read the top of each flap. Beneath each flap, complete the sentence.

**Goals for this activity:** Think about how to finish each sentence. Read the sentence starter on each flap. Write neatly.

**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.

## When I Grow Up...

Complete each sentence under the flap.



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...



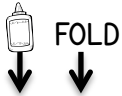
**Instructions:** Cut out title and paste near top of page. Cut out flap book. Cut on each horizontal dotted line to create 3 flaps. Paste left side of flap book into notebook. Read the top of each flap. Beneath each flap, complete the sentence or use point form details.

**Goals for this activity:** Read the words on each flap. Use imagination and descriptive language. Print neatly.

**Parents can help by:** Help your child use her imagination and memories to describe a cupcake. Encourage her to use vivid language, for example, 'delicious' instead of 'good.' When finished, have your child read each sentence to you.

# All About Cupcakes

How do cupcakes look, feel and taste?



Cupcakes look...



Cupcakes taste...

Cupcakes feel...



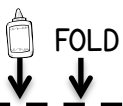
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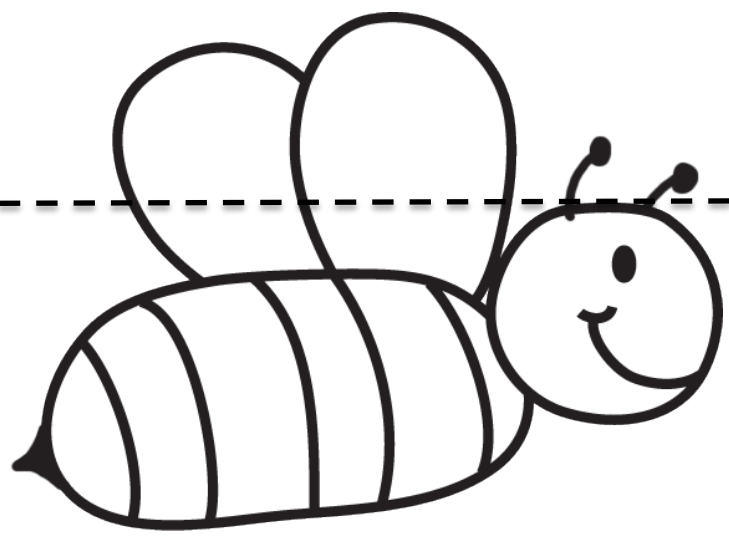
**Parents can help by:** Help your child use her imagination and knowledge to discuss bees. Encourage her to write more than one word under each flap, for example "Sometimes bees...buzz around you and sting," rather than just "sting." When finished, have your child read each sentence to you.

# All About Bees

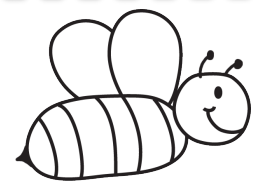
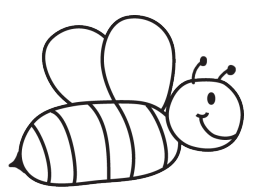
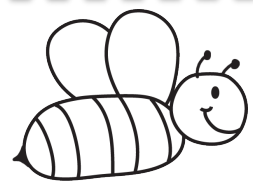
Let's talk about bees!



Sometimes bees...



Bees like to...



In a bee hive it sounds...



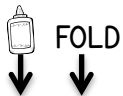
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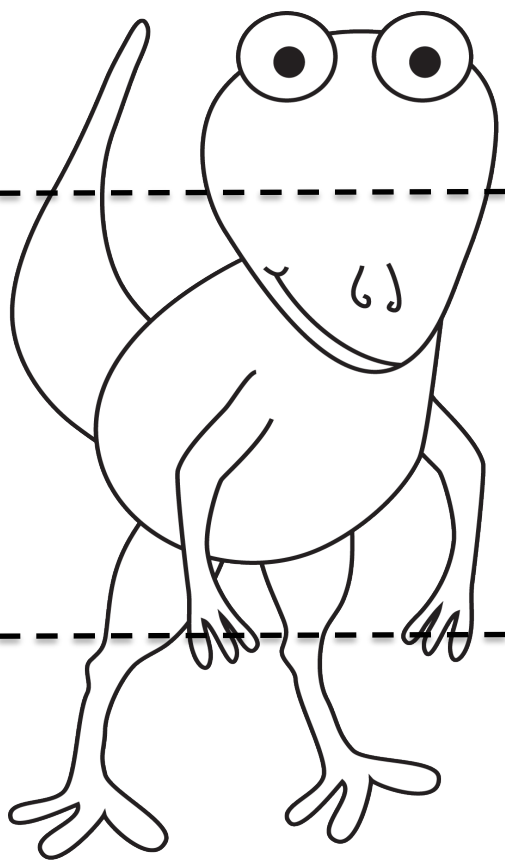
**Parents can help by:** Help your child use her imagination and knowledge to describe dinosaurs. Encourage her to use vivid language, for example, 'gigantic' instead of 'big.' When finished, have your child read each sentence to you.

# All About Dinosaurs

Let's talk about dinosaurs!



Dinosaurs were...



Dinosaurs  
could...

When dinosaurs were alive...



## "C" Words

Find pictures of things that begin with C. 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:** Recognize and write C words.

**Parents can help by:** Help your child recognize the C sound, for example, "Does cat start with C? How do you know?" Help your child recognize words that begin with ch- such as chair or child.

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**Parents can help by:** Help your child recognize the R sound, for example, "Does rocket start with R? How do you know?"

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**Parents can help by:** Help your child recognize the E sound, for example, "Does egg start with E? How do you know?"

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# Numbers

Find numbers in a magazine or newspaper. 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.

**Goals for this activity:** Recognize numbers in print sources.

**Parents can help by:** Extend learning by asking your child about each number, for example, "How many 0's are in that number? Do you think it is greater or less than 100? Let's say this number together."

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## Things You Would Find at a Birthday Party

Find pictures of things that might be at a birthday party. Paste them onto the page and write the name of the item.

**Instructions:** Cut out title and paste near top of page. Draw or find magazine/newspaper pictures that fit the description.

**Goals for this activity:** Categorize items based on whether or not they would be found at a birthday party. Print neatly.

**Parents can help by:** Help your child as he writes the name of the item. Extend learning by asking your child to tell you details about a couple of the items. "What would this be used for at a birthday party? Have you seen it before?"

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## Packing for a Trip

Find pictures of things that you would need to take with you on a trip. 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.

**Goals for this activity:** Use imagination and creativity. Print neatly.

**Parents can help by:** Help your child as he writes the name of each item. Extend learning by asking your child to tell you details about a couple of the items. Why would you need this? What letter does it begin/end with?

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# Things That Are Blue

Find pictures of things that are blue. Paste them onto the page and write the name of each item.

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Draw or find magazine/newspaper pictures that fit the description.

**Goals for this activity:** Categorize items based on color.  
Write neatly.

**Parents can help by:** Extend learning by asking your child to tell you details about a couple of the items. What letter does the item start with? Where has she seen it before?

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Find pictures of things that are small. 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.

**Goals for this activity:** Categorize items based on size. Print neatly.

**Parents can help by:** Extend learning by asking your child to tell you details about a couple of the items. What letter does the item start with? Where has she seen it before? Which item is the smallest?

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## Gifts That I Would Like to Give

Find pictures of things that you would like to give to someone. Paste them onto the page. Write the person's name beside the gift.

**Instructions:** Cut out title and paste near top of page. Draw or find magazine/newspaper pictures that fit the description.

**Goals for this activity:** Think of others' interests and consider the perspectives of others. Print neatly.

**Parents can help by:** Extend learning by asking your child to tell you details about a couple of the items. Why would this make a good gift? Who would it be good for?

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# Things That Are Hot

Find pictures of things that are hot. Paste them onto the page and write the word.

**Instructions:** Cut out title and paste near top of page. Draw or find magazine/newspaper pictures that fit the description.

**Goals for this activity:** Categorize items based on whether or not they are hot. Print neatly.

**Parents can help by:** Extend learning by asking your child to tell you details about a couple of the items. What letter does the item start with? Where has your child seen it?

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**Goals for this activity:** Categorize items based on whether or not they are hot. Print neatly.

**Parents can help by:** Extend learning by asking your child to tell you details about a couple of the items. What letter does the item start with? Where has your child seen it?

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# thank-YOU!

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*Have a wonderful day!*

Shelley

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