

# STORY PROBLEMS

Always read the story problem very carefully to find if you need to add or subtract.

Show your work!

1. Aunt Bessie planted 7 tulips in her garden in the morning. She then planted 8 tulips in the afternoon. How many tulips did she plant in all?

She planted \_\_\_\_\_ tulips.

2. Sophie baked 18 chocolate chip cookies. Chris ate 10 of the cookies. How many cookies are left?

\_\_\_\_\_ cookies are left.

3. Tracy has 3 cats and 5 hamsters. How many pets does she have in all?

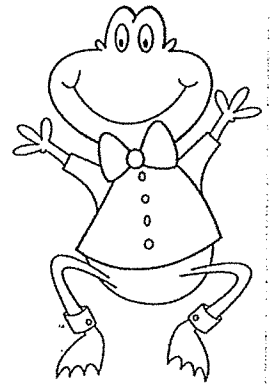
Tracy has \_\_\_\_\_ pets.

4. George scored 8 goals at the hockey game. Ari scored 2 goals at hockey game. How many more goals did George score than Ari?

George scored \_\_\_\_\_ more goals.

# ADDITION RIDDLE

What do stylish frogs wear?  
Solve the math riddle to find out!



<p>A</p> $\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$	<p>S</p> $\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$	<p>Z</p> $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	<p>R</p> $\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$	<p>P</p> $\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$
<p>V</p> $\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$	<p>B</p> $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	<p>M</p> $\begin{array}{r} 0 \\ + 12 \\ \hline \end{array}$	<p>G</p> $\begin{array}{r} 3 \\ + 10 \\ \hline \end{array}$	<p>L</p> $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$
<p>T</p> $\begin{array}{r} 7 \\ + 10 \\ \hline \end{array}$	<p>F</p> $\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	<p>D</p> $\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$	<p>U</p> $\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	<p>C</p> $\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$
<p>W</p> $\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$	<p>J</p> $\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	<p>Q</p> $\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	<p>B</p> $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	<p>I</p> $\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$

18    8    12    5    /    9    8    15    17

# Directions for Language Arts

## DIRECTIONS FOR STUDENTS

Read all the words in the little boxes. Ask someone to help you if there is a word you cannot figure out.

1. **Word Families** Name the pictures so they rhyme. Write the words.
2. **Special Vowel Sounds** Fill in the missing letters.  
(Teach the sounds of *ar, er, ir, or, oo, oa, old, ay, ee, ea, oy, ow, ou.*)
3. **Beginning Consonants** Pick the word with the beginning consonant(s) that fit(s) in the sentence.
4. **Ending Consonants** Pick the word with the ending consonant(s) that fit(s) in the sentence.
5. **Singular or Plural** Finish the sentence with the word in the box by itself or add *-s* or *-es*.  
(Teach these two rules: Some words like *deer* and *fish* do not change in the plural form. Use *-es* to form the plural of words ending in *s, x, ch, or sh.*)
6. **Pronouns** Pick the right pronoun to finish the sentence.
7. **Compound Words** Put two of the words together to make a word to finish the sentence.
8. **Word Endings** Finish the sentence with the word in the box by itself or add *-s, -ed, -ing, -er, or -est*.  
(Teach these two rules: Drop silent *e* when adding an ending that starts with a vowel. If a word ends in CVC, double the last letter before adding endings like *-ed, -ing, -er, -est.*)
9. **Homonyms** Use both words. Put them in the right sentences.
10. **Is it real?** Answer *yes* or *no*. Sometimes both answers may be the same.

## Extras for Experts

Here are suggestions for additional assignments. There is space to do the suggestions for skills 1, 2, and 10 on the back of the paper. All of the other assignments can be done in the little box with the skill name.

- Skill 1 Write more words in the word family. Start an illustrated book of word families.
- Skill 2 Cover the words and learn to spell them. Make up a sentence that uses all three words.
- Skill 1&2 Find the words in the dictionary. Write the dictionary page number beside each picture.
- Skill 1&2 Put the six words into an alphabetical list.
- Skill 3 Illustrate one of the answer choices that was not used.
- Skill 4 Illustrate one of the answer choices that was not used.
- Skill 5 Write a word that rhymes with the one in the box.
- Skill 6 Write another pronoun in the box, or write all the pronouns you can fit in the box.
- Skill 7 Make another compound word from the little words in the box.
- Skill 8 Think of another word that could finish the sentence.
- Skill 9 Write another pair of homonyms. Keep a list of all the homonyms you think of.
- Skill 10 Use one of the sentences as the basis of a real or make-believe story, song, or skit.

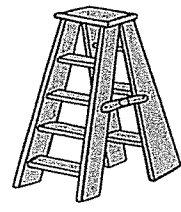
As a warm-up or as a reward for completing work, your class may play, "I am thinking of a word." The leader selects one of the words in any box and, without telling the word, gives a clue to its identity. The student who correctly names the word is the new leader.

Here's a way for partners to practice reading the words in the boxes. First, alternating words, read them from the top down, then from the bottom up. Then, as your partner points to a box, you read all the words in that box quietly aloud as fast as you can. Take turns.

Name \_\_\_\_\_

**1** Word Families - Regular Vowels

**2** Special Vowel Sounds



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

h \_\_\_

c \_\_\_ k

ladd \_\_\_

Beginning Consonants

**3** Pat can swim in the \_\_\_\_\_.

lake  
bake  
cake

Ending Consonants

**4** Will Ted fly his \_\_\_\_\_?

king  
kit  
kite

Singular or Plural

**5** I'll look in all of the \_\_\_\_\_.

box

Pronouns

**6** I can run faster than you can.  
You cannot catch \_\_\_\_\_.

me  
her  
your

Compound Words

**7** We have toys in our \_\_\_\_\_.

sand  
man  
box

Word Endings

**8** My tan cat is \_\_\_\_\_ than the black one.

fat

Homonyms

**9** Pam lit \_\_\_\_\_ lamps.  
They are \_\_\_\_\_ far away to see.

too  
to  
two

Is it real?

**10** Do ducks moo? \_\_\_\_\_  
Do ducks swim and quack? \_\_\_\_\_

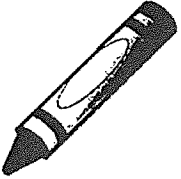
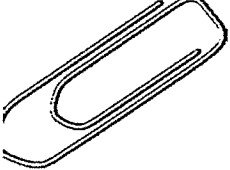


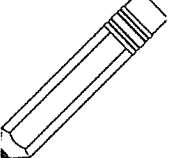
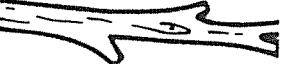

yes  
no

# What Do You Think Will Float?

- Key Question: What objects will float? What objects will sink?
- Materials
  - Large glass container of water
  - water
  - objects for testing: crayon, paper clip, marble, rubber band, pencil, wooden stick, cotton ball
  - student page (attached)
  - crayons
  - paper towels
- Procedure
  1. Gather materials listed above
  2. Ask the key question above. Ask your child to predict which objects will sink and which will float. Have them use one color of crayon to color in a box on the student page next to each item with their prediction.
  3. Let your child test each item by placing it in the container of water. With a different color of crayon, he/she should color in the result for each object under either sink or float on the student page.
  4. Have your child compare his/her predictions to the results. Ask: "Are your predictions the same as the actual results? What result was the most surprising?"
- Discussion:
  1. Why did some of these objects float?
  2. Why did some of these objects sink?
  3. If you had a boat, what would you want it to be made of...metal or wood? Why?
- Extensions: Let your child choose other items to predict if they sink or float.

# Sink or Float?

Name \_\_\_\_\_

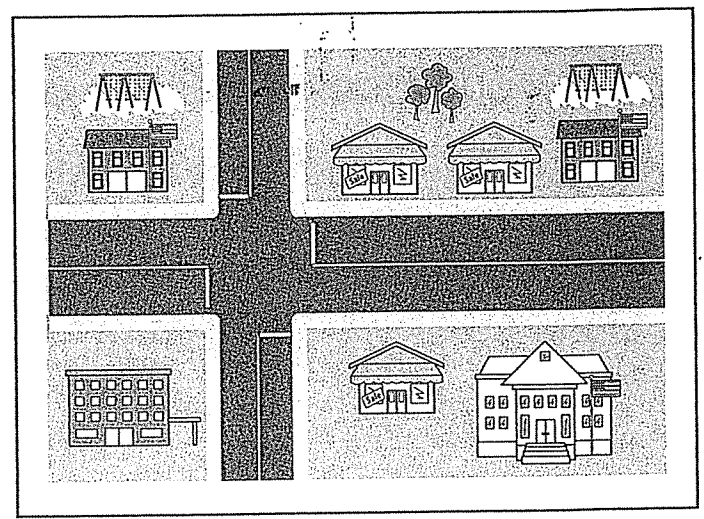
Object	Sink	Float
crayon 		
paper clip 		
marble 		
rubber band 		
pencil 		
wooden stick 		
cotton ball 		

**Unit Activity**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Our Town

draw a map of a new town. Here are some things to think about as you draw.



1. What is the name of your town?
2. How many streets does it have?
3. Does it have houses or apartment buildings?
4. Where do people go to play outside?
5. Where do children go to learn?
6. Where do people buy their food?
7. Where do people go to buy gas?
8. What else might your town need?