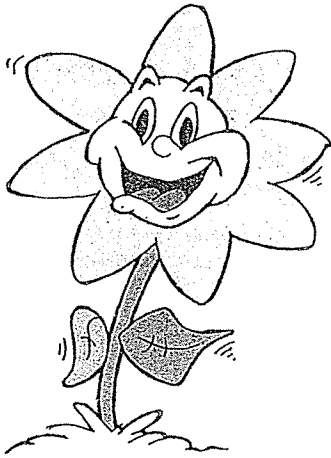


## STORY PROBLEMS



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

Show your work!

1. There were 15 girls and 17 boys in the class. How many children were in the class in all?

There were \_\_\_\_\_ children in the class.

2. Jane and Stan picked 67 apples. 23 apples were used to make some pies. How many apples were left over?

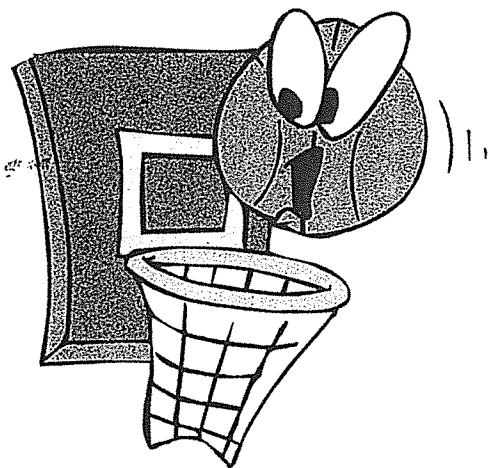
\_\_\_\_\_ apples were left over.

3. Andrea read 23 pages of a book. She then read 13 pages the next day. How many pages of the book did she read in all?

Angela read \_\_\_\_\_ pages in all.

# SUBTRACTION FUN

Fill in the missing number to complete the subtraction fact.



1. $\begin{array}{r} 13 \\ - \square \\ \hline 4 \end{array}$	2. $\begin{array}{r} 17 \\ - \square \\ \hline 9 \end{array}$	3. $\begin{array}{r} 4 \\ - \square \\ \hline 1 \end{array}$		
4. $\begin{array}{r} 9 \\ - \square \\ \hline 3 \end{array}$	5. $\begin{array}{r} \square \\ - 9 \\ \hline 3 \end{array}$	6. $\begin{array}{r} 20 \\ - \square \\ \hline 10 \end{array}$	7. $\begin{array}{r} \square \\ - 2 \\ \hline 6 \end{array}$	8. $\begin{array}{r} 8 \\ - \square \\ \hline 4 \end{array}$
9. $\begin{array}{r} 3 \\ - \square \\ \hline 3 \end{array}$	10. $\begin{array}{r} \square \\ - 5 \\ \hline 7 \end{array}$	11. $\begin{array}{r} 7 \\ - \square \\ \hline 3 \end{array}$	12. $\begin{array}{r} \square \\ - 1 \\ \hline 7 \end{array}$	13. $\begin{array}{r} 3 \\ - \square \\ \hline 1 \end{array}$
14. $\begin{array}{r} 5 \\ - \square \\ \hline 5 \end{array}$	15. $\begin{array}{r} 10 \\ - \square \\ \hline 6 \end{array}$	16. $\begin{array}{r} \square \\ - 6 \\ \hline 10 \end{array}$	17. $\begin{array}{r} 2 \\ - \square \\ \hline 1 \end{array}$	18. $\begin{array}{r} \square \\ - 8 \\ \hline 7 \end{array}$

# 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.

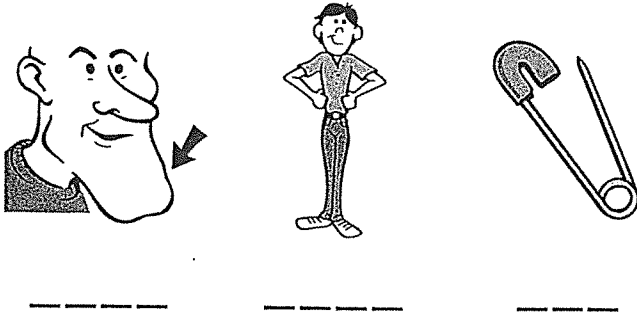
- Skill 1 Write more words in the word family. Start an illustrated book of word families.
- Skill 2 Cover the words and learn to spell them. Make up a sentence that uses all three words.
- Skill 1&2 Find the words in the dictionary. Write the dictionary page number beside each picture.
- Skill 1&2 Put 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



Beginning Consonants

**3** \_\_\_\_\_ I come in, please?

May  
Say  
Day

Ending Consonants

**4** I got some red ink on my left \_\_\_\_\_.

hat  
hand  
hang

Singular or Plural

**5** Do you have a box of \_\_\_\_\_?

match

Pronouns

**6** The pig has a house of bricks.  
\_\_\_\_\_ will not fall down.

He  
It  
We

Compound Words

**7** Can we rent a boat on \_\_\_\_\_?

Sun  
day  
time

Word Endings

**8** Today is the \_\_\_\_\_ day of all.

hot

Homonyms

**9** I \_\_\_\_\_ it was a book!  
It's a \_\_\_\_\_ cookbook for kids.

new  
knew

Is it real?

**10** Can a cat sit on someone's lap? \_\_\_\_\_  
Can a cat cook fish for you? \_\_\_\_\_

yes  
no

## Mapping the Tongue

Science Day 3

- Key Question: Where on your tongue do you taste sweet, salty, sour, and bitter?
- Materials:
  - Student pages (attached)
  - Various foods in each category (examples below)
    - Sweet: strawberries, marshmallows, small candy, banana, honey
    - Salty: popcorn, pretzel, chips, bacon
    - Sour: dill pickle, lemon, vinegar, Granny Smith apple
    - Bitter: coffee, unsweetened cocoa, citrus peel, uncured olives
  - 4 different colors of crayon
- Procedure:
  1. Ask the key question above. Explain that there are different areas on your tongue to help you taste different types of flavors.
  2. Distribute first type of food. Ask your child to predict if it will be sweet, salty, sour, or bitter. Then allow him/her to taste it. Repeat this with several different foods, discussing the flavor of each, and where on the tongue it is tasted.
  3. After you have finished tasting all the foods, have him/her choose a color to represent that flavor and color in the areas on the appropriate drawing of a tongue where that flavor was strongly tasted.

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

# Mapping the Tongue.

The diagram consists of two large, vertically oriented U-shaped outlines, one on the left and one on the right, representing the tongue. Each U-shape has a small rectangular tab at its top (the back of the tongue). Below each tab, the text "back of tongue" is written. To the right of each U-shape, the word "taste:" is written, followed by a blank line for a handwritten answer.

back of tongue

taste: salty

back of tongue

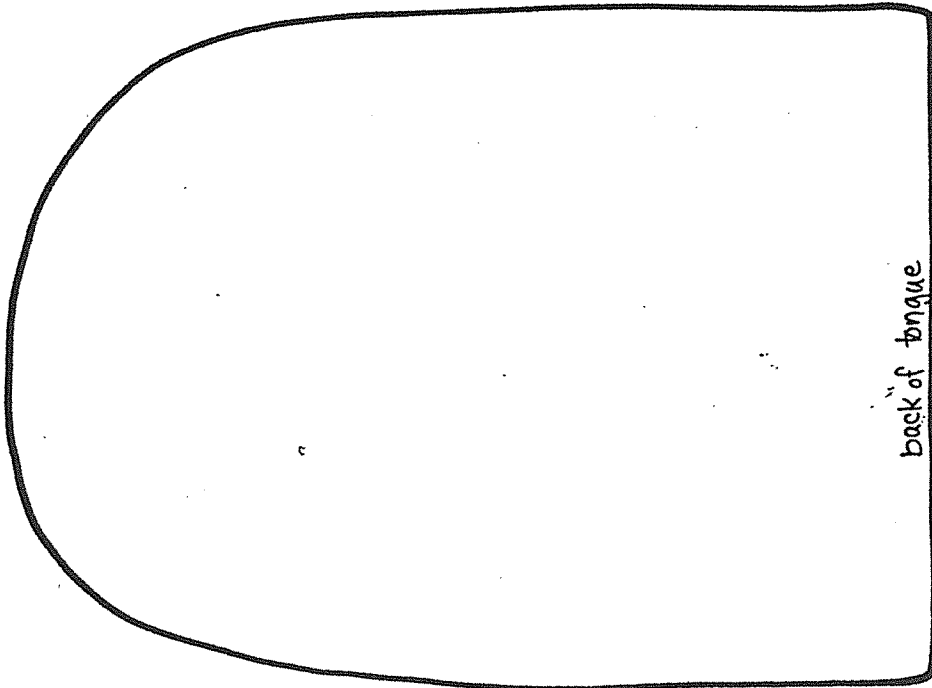
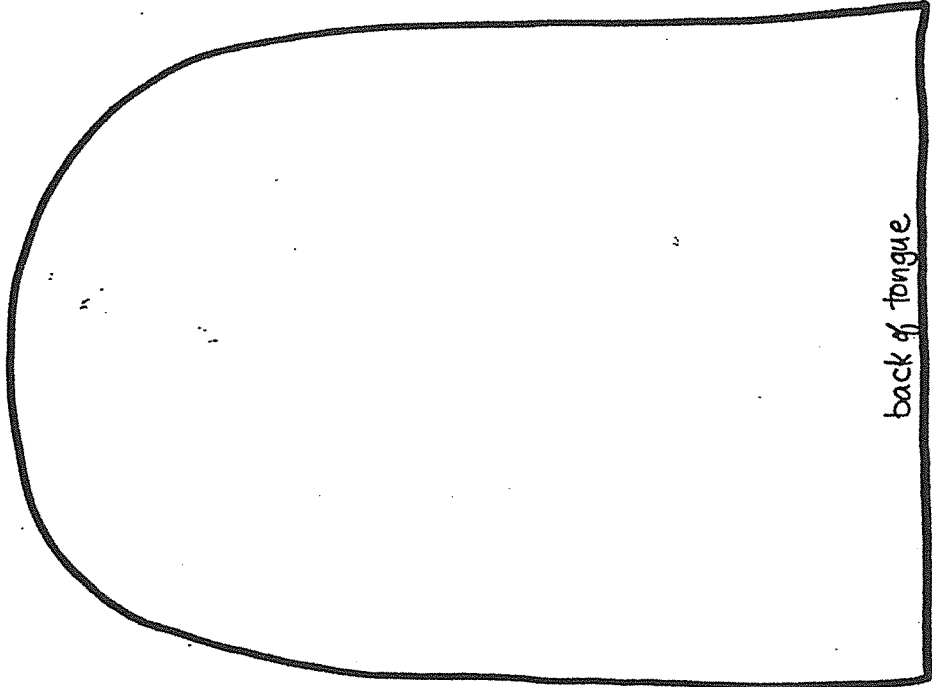
taste: sweet

Taste something that is sweet, sour, salty, and bitter. Color in where you think you taste each one on your tongue. Use a different color for each taste.

Name \_\_\_\_\_

# Mapping the Tongue



 <p>back of tongue</p> <p>taste: <u>SOUR</u></p>	 <p>back of tongue</p> <p>taste: <u>bitter</u></p>
--	--

Taste something that is sweet, sour, salty, and bitter. Color in where you think you taste each one on your tongue. Use a different color for each taste.

**Unit  
Activity**

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

## Make a Stamp

The stamp below is missing a picture.

1. Draw a symbol of the United States on the stamp. You can draw a symbol you learned about in your textbook. You can also make up your own United States symbol.
2. On a separate piece of paper write what symbol you drew and what the symbol stands for.

