

STORY PROBLEMS

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

Show your work!

1. Rayanne has 21 dolls in her doll collection. She added 6 more dolls to her collection. How many dolls does she have in all?

Rayanne has _____ dolls in all.

2. Adam has 28 hockey cards. He traded 14 hockey cards for a toy car. How many hockey cards does he have left?

Adam has _____ hockey cards left.

3. Melissa has 37 shells and collected 22 more shells. How many shells does she have in all?

Melissa has _____ shells in all.

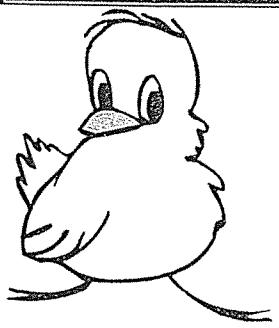
4. David had 17 stickers and gave 11 stickers to Steve. How many stickers does David have left?

David has _____ stickers left.

SUBTRACTION REVIEW

1. $10 - 2 =$	2. $16 - 9 =$	3. $5 - 1 =$
4. $11 - 6 =$	5. $7 - 6 =$	6. $4 - 3 =$
7. $9 - 8 =$	8. $5 - 0 =$	9. $15 - 7 =$
10. $4 - 2 =$	11. $1 - 0 =$	12. $6 - 3 =$
13. $14 - 6 =$	14. $6 - 1 =$	15. $8 - 0 =$
16. $3 - 2 =$	17. $17 - 8 =$	18. $18 - 9 =$
19. $5 - 1 =$	20. $6 - 4 =$	21. $8 - 4 =$
22. $1 - 0 =$	23. $11 - 7 =$	24. $7 - 0 =$
25. $10 - 2 =$	26. $12 - 4 =$	27. $9 - 8 =$
28. $15 - 6 =$	29. $5 - 1 =$	30. $16 - 8 =$

SCORE: _____



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 <i>ar, er, ir, or, oo, oa, old, ay, ee, ea, oy, ow, ou.</i>) |
| 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 <i>-s</i> or <i>-es</i> .
(Teach these two rules: Some words like <i>deer</i> and <i>fish</i> do not change in the plural form. Use <i>-es</i> to form the plural of words ending in <i>s, x, ch, or sh.</i>) |
| 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 <i>-s, -ed, -ing, -er, or -est</i> .
(Teach these two rules: Drop silent <i>e</i> when adding an ending that starts with a vowel. If a word ends in CVC, double the last letter before adding endings like <i>-ed, -ing, -er, -est.</i>) |
| 9. Homonyms | Use both words. Put them in the right sentences. |
| 10. Is it real? | Answer <i>yes</i> or <i>no</i> . 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.

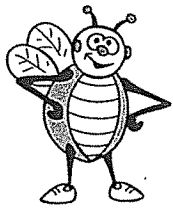
- | | |
|-----------|---|
| Skill 1 | Write more words in the word family. Start an illustrated book of word families. |
| Skill 2 | Cover the words and learn to spell them. Make up a sentence that uses all three words. |
| Skill 1&2 | Find the words in the dictionary. Write the dictionary page number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

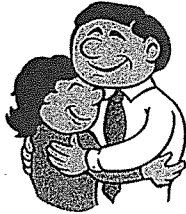
As a warm-up or as a reward for completing work, your class may play, "I am thinking of a word." The leader selects one of the words in any box and, without telling the word, gives a clue to its identity. The student who correctly names the word is the new leader.

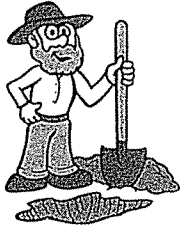
Here's a way for partners to practice reading the words in the boxes. First, alternating words, read them from the top down, then from the bottom up. Then, as your partner points to a box, you read all the words in that box quietly aloud as fast as you can. Take turns.

Name _____

1 Word Families - Regular Vowels







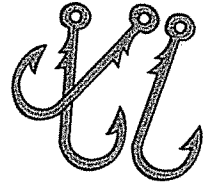
2 Special Vowel Sounds



moth __



s __



h __ ks

Beginning Consonants

3 May I have the _____ one, please?

other
mother
brother

Ending Consonants

4 Will you please fix the hem of my _____ dress.

pin
pit
pink

Singular or Plural

5 I can see lots better with these new _____.

glass

Pronouns

6 I will dig in the sand with Meg and Bill.
I'll dig with _____.

they
them

Compound Words

7 Meg stayed _____ the tent.

side
in
ways

Word Endings

8 That is the _____ book I have read.

sad

Homonyms

9 Miss Black made _____ new dresses.
These fine dresses are _____ Mother.

for
four

Is it real?

10 Can fish get wet? _____
Can dogs lap up milk? _____

yes
no

The Phantom's Portrait Parlor

Size of Atoms

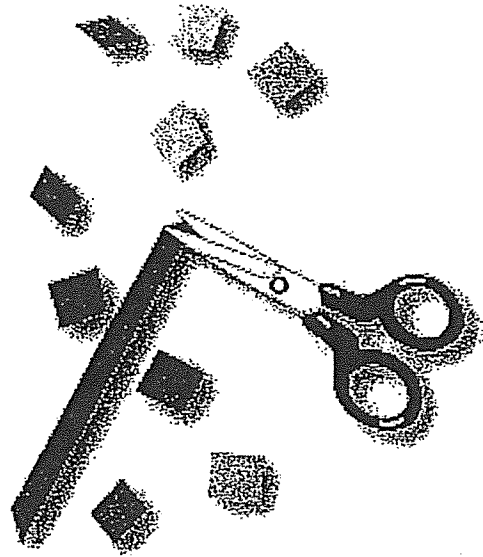
- Key Question: How small are atoms?
- Materials (see attached)
- Procedure
 1. Remind your child that everything in the universe - all matter - is made of atoms. Tell him/her that atoms are so small, you cannot see them with just your eyes...you would need a very powerful microscope. Ask the key question.
 2. Follow the directions on the following two pages. As you complete the activity, read the comparisons under "so what?" on the pages.
 3. Discuss how far your child was able to get, and how much farther he/she would have to go to get a paper the size of an atom.



The Phantom's Portrait Parlor Paper Cutting

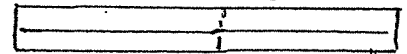
Guess What?

The Phantom wants to create life sized models of atoms, and he wants your help! Help the Phantom investigate the world of the very small by cutting a 28 centimeter strip of paper in half as many times as you can. If you can cut the strip of paper in half 31 times you will end up with a piece of paper the size of an atom.



What you'll need:

- 1 strip of paper 28 centimeters long (11" inches) Draw a line the length of the paper
- 1 pair of scissors



instruct the students to cut across the line with each cut.



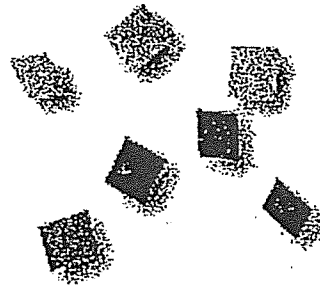
What to do:

Take your strip of paper and cut it into equal halves. Make each cut across the line running the length of the paper.

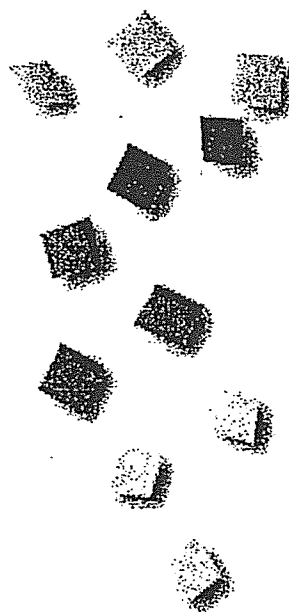
Cut one of the remaining pieces of paper into equal halves. Discard the other half.

Continue to cut the strip into equal halves as many times as you can. Discard the other half each time.

Make all cuts parallel to the first one. When the width gets longer than the length, you may cut off the excess, but that does not count as a cut.



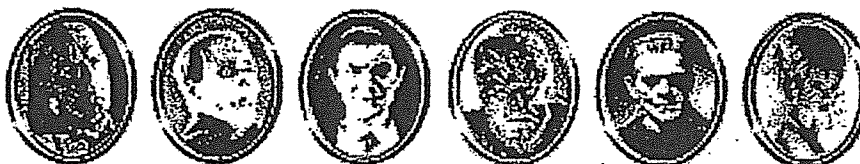
Is there anything smaller? Yes, the size of an atom nucleus would take about 41 cuts!
 Scientists use advanced technology to explore the world of electrons and quarks that are at least 9,000 times smaller than a nucleus.



We can not see anything smaller than an atom with our eyes, even with the electron microscope. Physicists study much smaller things without seeing them directly.

Is there an end to the quest for the smallest and most basic elements in our world? The search began with the Greeks and continues as scientists search for the Building Blocks of the universe. These things are far beyond the range of sensory perception but not beyond the range of human understanding.

THE ATOMS FAMILY

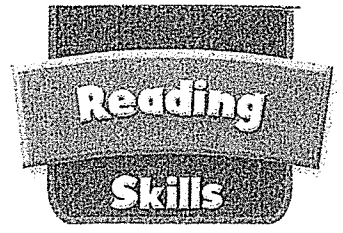


So what?

How far did you get? Here are some comparisons to think about!

Cut 1	14.0 cm	5.5"	Child's hand, pockets
Cut 2	7.0 cm	2.75"	Fingers, ears, toes
Cut 3	3.5 cm	1.38"	Watch, mushroom, eye
Cut 4	1.75 cm	.69"	Keyboard keys, rings, insects
Cut 6	.44 cm	.17"	Poppy seeds
Cut 8	1 mm	.04"	Thread. Congratulations if your still in!
Cut 10	.25 mm	.01"	Still cutting? Most have quit by now
Cut 12	.06 mm	.002"	Microscopic range, human hair
Cut 14	.015 mm	.006"	Width of paper, microchip components
Cut 18	1 micron	.0004"	Water purification openings, bacteria
Cut 19	.5 micron	.000018"	Visible light waves
Cut 24	.015 micron	.0000006"	Electron microscope range, membranes
Cut 31	.0001 micron	.0000000045"	The size of an Atom!

Now what?



What Happened First?

Read the paragraph. Write the events in the correct order in a chart like the one below.



Maxine loved to hear her mother's stories. Maxine wanted to share stories of her childhood, too. When she grew up, she became a writer.

Put Thing in Order	
First	
Next	
Last	