

Dear Families,

As you know, Re-Education Services will be closed for 3 weeks and resuming classes on Monday, April 6, 2020, so I have prepared some materials for your children so they can continue to learn from home. This packet includes two weeks of classwork for your children to complete. Please attempt to do what you can with your children and return the packet with your child when he/she returns on Monday April 6, 2020. If you have any questions or concerns, don't hesitate to reach out to through the Remind app or by email at [mlerer@re-edserv.com](mailto:mlerer@re-edserv.com).

I have attached a daily schedule for room 12 just to give you an idea of how our day is run. I will break down each day for you by subject and individual assignment/worksheet. The dates will show for this week: March 16- 20<sup>th</sup>, no classwork during Spring Break, and then classwork starting March 30- April 3<sup>rd</sup>.

Attached below is a chart that breaks down what should be completed for each week and for each subject matter. Thank you for your help at home and let me know if you have any questions.

Ms. McKenzie

	Week of March 16-20th	Week of March 30-April 3rd
<b>Monday</b>	<b>Language Arts:</b> Read out loud Carlos Goes to School <ul style="list-style-type: none"> <li>Color picture that begins with H worksheet</li> </ul> <b>Math:</b> subtraction worksheet	<b>Language Arts:</b> Read Out Loud Carlos Counts Kittens <ul style="list-style-type: none"> <li>Initial Consonant Cc worksheet</li> </ul> <b>Math:</b> Shopping w/Dimes worksheet
<b>Tuesday</b>	<b>Language Arts:</b> Read Out Loud Carlos Goes to School <ul style="list-style-type: none"> <li>Sequencing events worksheet</li> </ul> <b>Math:</b> Addition worksheet <b>Social Studies:</b> Leprechaun Language Poem w/4 questions	<b>Language Arts:</b> Read Out Loud Carlos Counts Kittens <ul style="list-style-type: none"> <li>Record problem in complete sentence &amp; draw picture solution</li> </ul> <b>Math:</b> Can you find the Quarters worksheet <b>Social Studies:</b> Cut & Paste Label a Leprechaun
<b>Wednesday</b>	<b>Language Arts:</b> Read Out Loud Carlos Goes to School <ul style="list-style-type: none"> <li>Cut out picture cards and categorize</li> </ul> <b>Math:</b> cut & paste time to ½ hour worksheet	<b>Language Arts:</b> Read Out Loud Carlos Counts Kittens <ul style="list-style-type: none"> <li>Exclamation mark and 1 complete sentence worksheet</li> </ul> <b>Math:</b> Money in the Bank #7 worksheet
<b>Thursday</b>	<b>Language Arts:</b> Read Out Loud Carlos Goes to School  <b>Spelling List A-25 (1<sup>st</sup> grade)</b> <b>Spelling List B-25 (2<sup>nd</sup> grade):</b> your choice of worksheet/s  <b>Math:</b> write the times to the hour worksheet  <b>Science: Nature Scavenger Hunt- Have Fun Outside!!</b>	<b>Language Arts:</b> Read Out Loud Carlos Counts Kittens <b>Math:</b> Present Math worksheet #1 worksheet <b>Spelling List A-26 (1<sup>st</sup> grade)</b> <b>Spelling List B-26(2<sup>nd</sup> grade):</b> your choice of worksheet/s  <b>Science:</b> Spring – Draw & color a Springtime picture and write 1 complete sentence on lined paper provided that describes your picture.
<b>Friday</b>	<b>Language Arts:</b> Read Out Loud Carlos Goes to School <b>Spelling List A-25 (1<sup>st</sup> grade)</b> <b>Spelling List B-25 (2<sup>nd</sup> grade):</b> your choice of worksheet/s  <b>Math:</b> write the times to the ½ hour worksheet	<b>Language Arts:</b> Read Out Loud Carlos Counts Kittens <b>Spelling List A-26 (1<sup>st</sup> grade)</b> <b>Spelling List B-26(2<sup>nd</sup> grade):</b> your choice of worksheet/s  <b>Math:</b> Present math #2 worksheet

## Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 – 8:00	Arrival	Arrival	Arrival	Arrival	Arrival
8:00 – 8:15	Breakfast/Go Noodle	Breakfast/Go Noodle	Breakfast/Go Noodle	Breakfast/Go Noodle	Breakfast/Go Noodle
8:15 – 8:45	Morning Meeting Nathan (8:30 w/Ms. Molly Bryan (9:00 w/Ms. Molly)	Morning Meeting Ms. Jen - (8:30) self – regulation skills	Morning Meeting	Morning Meeting	Morning Meeting
8:45 – 9:30	Language Arts (Group Lesson)	Language Arts (Group Lesson)	Language Arts (Group Lesson)	Language Arts (Group Lesson)	Language Arts (Group Lesson)
9:30 – 9:45	Bathroom/snack	Bathroom/snack	Bathroom/snack	Bathroom/snack	Bathroom/snack
9:45-10:00	Read-A-Loud	Read-A-Loud	Read-A-Loud	Read-A-Loud	Read-A-Loud
10:00-10:30	Language Arts (You Choose) Tech, listen to reading, handwriting	Language Arts (You Choose) Tech, listen to reading, handwriting Ms. Beth- (Music 10:15-10:45) in Music room	Computer (Classroom)	Language Arts (You Choose) Tech, listen to reading, handwriting	Language Arts (You Choose) Tech, listen to reading, handwriting
10:30 – 11:00	Gym	Math (Group Lesson and Technology)	Language Arts (You Choose) Tech, listen to reading, handwriting	Math (Group Lesson and Technology)	Cooking
11:00-11:45	Math (Group Lesson and Technology)	Social Studies	Math (Group Lesson and Technology)	Library (15 min) Science (30 min)	Art
11:45-12:15	Lunch	Lunch Ms. Tracey – therapy w/Alex	Lunch	Lunch	Lunch Ms. Tracey – therapy w/Alex
12:15-12:45	Recess	Recess Ms.Beth/Ms.Jen 12:30 - 1 with Nathan in OT room	Recess	Recess	Recess
12:45-1:15	Group w/Ms. Jen & Ms. Molly	Social Skills	Social Skills	Social Skills	Social Skills
1:15-1:30	Jobs/Pack-up	Jobs/Pack-up	Jobs/Pack-up	Jobs/Pack-up	Jobs/Pack-up
1:30 - 2:00	Choice	Choice	Choice	Choice	Choice

## Spelling List A-25

Digraphs sh & ch

### Spelling Words

1. shell
2. chair
3. chop
4. show
5. chat
6. sheep



### Review Words

7. may
8. rain

### ★ Star Words ★

9. chick
10. shovel

### About Your Spelling Words

Each of this week's spelling words begins with the /sh/ or /ch/ sound.

- Can you think of two things you wear that begin with the /sh/ sound?
- Read the tongue twisters below. Say them aloud as quickly as you can.

She sells sea shells.

Charley chooses new shoes.



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

Spelling Unit A-25

## Spelling Practice

shell chair chop show chat  
sheep may rain chick shovel



1. Which two words end with P? \_\_\_\_\_ and \_\_\_\_\_  
-----
2. Which two words end with L? \_\_\_\_\_ and \_\_\_\_\_  
-----
3. Write the word that is a baby bird. \_\_\_\_\_  
-----
4. Write the word that is something you sit on. \_\_\_\_\_  
-----
5. Write the word that is a type of weather. \_\_\_\_\_  
-----
6. Which word rhymes with SNOW? \_\_\_\_\_  
-----
7. Which word rhymes with MAT? \_\_\_\_\_  
-----
8. Write the word that begins with M. \_\_\_\_\_  
-----

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

Spelling Unit A-25

## Spelling

shell

sheep

chick

shovel

chair

show



1. The \_\_\_\_\_ had white wool.

2. Margaret sat in a \_\_\_\_\_.

3. Will you \_\_\_\_\_ me where the bathroom is?

4. Brian found a \_\_\_\_\_ on the sandy beach.

5. I used a \_\_\_\_\_ to remove snow from the sidewalk.

6. The fuzzy yellow \_\_\_\_\_ said, "Peep!"

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

## Spelling List A-25



Write each word twice.

1. shell

2. chair

3. chop

4. show

5. chat

6. sheep

❖ Review Words ❖

7. may

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8. rain

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★ Star Words ★

9. chick

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10. shovel

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**Writing**

Write a sentence with a spelling word in it.

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

## Word Hunt

Spelling Unit A-25



Circle the words.

1. shell      h   s   h   e   l   l   s   h   l   l
2. chair      a   i   r   h   c   h   a   i   r   c
3. chop      h   o   p   c   h   o   p   c   o   p
4. show      s   h   o   w   o   h   s   n   o   v
5. chat      c   h   o   t   a   h   c   h   a   t
6. sheep      e   p   s   h   e   e   p   s   h   e
7. may      m   o   y   y   a   m   a   y   m   a
8. rain      i   r   a   i   n   i   a   r   a   n
9. chick      k   c   i   h   c   h   i   c   k   h
10. shovel      o   s   h   o   v   e   l   s   h   l

## Spelling List A-26

Words with th

### Spelling Words

1. this
2. thick
3. that
4. then
5. both
6. with



### Review Words

7. find
8. some

### ★ Star Words ★

9. these
10. cloth

### About Your Spelling Words

The letters **th** can make two different sounds. The words *both* and *path* have a **quiet th** sound. The words *they* and *then* have a **buzzing th** sound.

- Which spelling words have a **quiet th** sound?
- Which spelling words have the **buzzing th** sound?

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

Spelling Unit A-26

## Spelling Practice

this    thick    that    then    both  
with    find    some    these    cloth



1. Which two words do NOT have the TH sound? \_\_\_\_\_ and \_\_\_\_\_  
-----
2. Which two words come first in ABC order? \_\_\_\_\_ and \_\_\_\_\_  
-----
3. Write the word that rhymes with MISS. \_\_\_\_\_  
-----
4. Write the word that rhymes with PEAS. \_\_\_\_\_  
-----
5. Which word rhymes with MEN? \_\_\_\_\_  
-----
6. Which word rhymes with RAT? \_\_\_\_\_  
-----
7. Write the word that rhymes with BRICK. \_\_\_\_\_  
-----
8. Write the word that begins with W. \_\_\_\_\_  
-----

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

Spelling Unit A-26

## Spelling

**thick**

**then**

**both**

**with**

**these**

**cloth**



1. Do you like \_\_\_\_\_ ones or those ones?

2. Can I go \_\_\_\_\_ you to the store?

3. The soup is \_\_\_\_\_ and creamy.

4. If Jay does his homework, \_\_\_\_\_ he can play.

5. I cleaned my glasses with a \_\_\_\_\_.

6. Anna wants \_\_\_\_\_ carrots and celery.



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

## Scrambled Sentences



Unscramble the sentences.

1. girls are Both pink wearing shirts.

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

2. you me? Will come with

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

3. picture. is That a pretty

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

4. your Is this coat?

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

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



## Word Hunt

Spelling Unit A-26

Circle the words.

1.        this        i   s   t   h   i   s   t   h   l   s
2.        thick        c   k   t   h   i   t   h   i   c   k
3.        that        t   h   a   t   t   h   t   a   h   t
4.        then        t   h   n   t   h   e   n   e   t   h
5.        both        h   b   o   t   h   b   a   t   h   b
6.        with        w   i   h   t   h   w   i   t   h   i
7.        find        n   d   f   i   n   d   f   l   n   d
8.        some        s   o   n   e   s   o   s   o   m   e
9.        these        h   t   h   e   s   e   t   e   s   e
10.        cloth        t   h   c   o   c   l   o   t   h   l

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

## Spelling List A-26



Write each word twice.

1. this

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. thick

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. that

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. then

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. both

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. with

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

❖ Review Words ❖

7. find

_____	_____
-----	-----
_____	_____

8. some

_____	_____
-----	-----
_____	_____

★ Star Words ★

9. these

_____	_____
-----	-----
_____	_____

10. cloth

_____	_____
-----	-----
_____	_____

**Writing**

Write a sentence with a spelling word in it.

_____
-----
_____
_____
-----
_____

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

## Scrambled Spelling



Unscramble the spelling words from list A-25.

1. l e l s h

6. w h o s

2. p e s e h

7. k h c i c

3. t c a h

8. n i r a

4. y a m

9. o v h e l s

5. h c o p

10. a i c r h

### Word Box

shell

chair

chop

show

chat

sheep

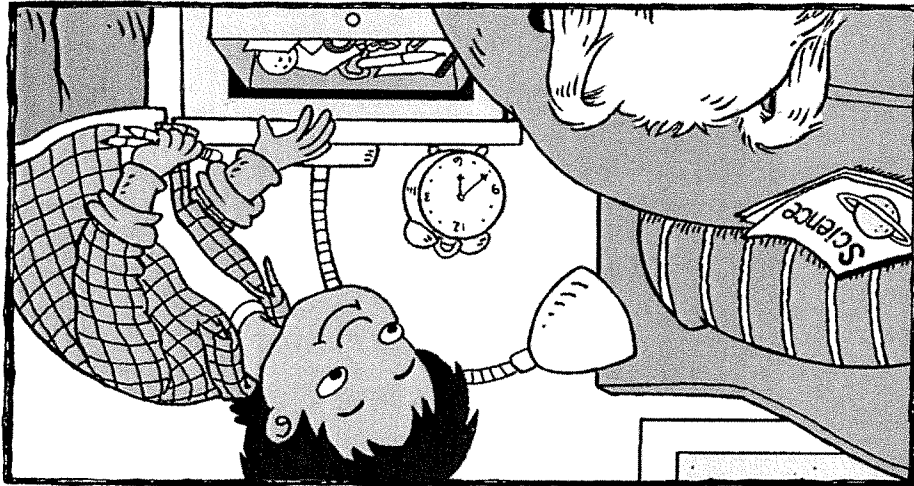
may

rain

chick

shovel

## Reading A-Z

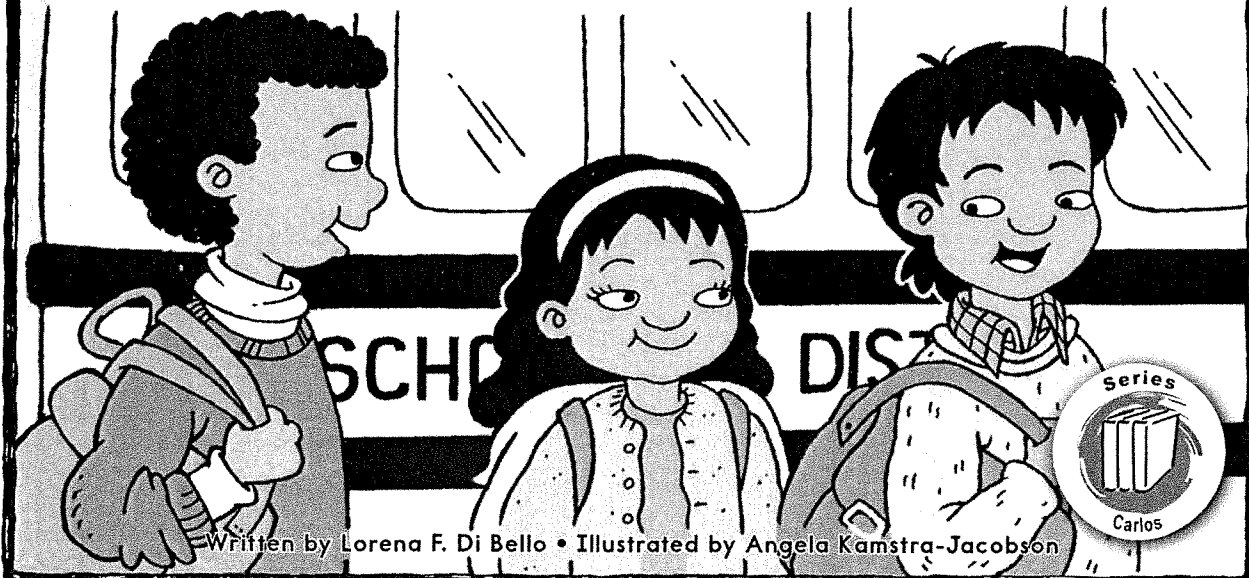


A Reading A-Z Level A Leveled Book • Word Count: 40

# Carlos Goes to School

LEVELED BOOK • A

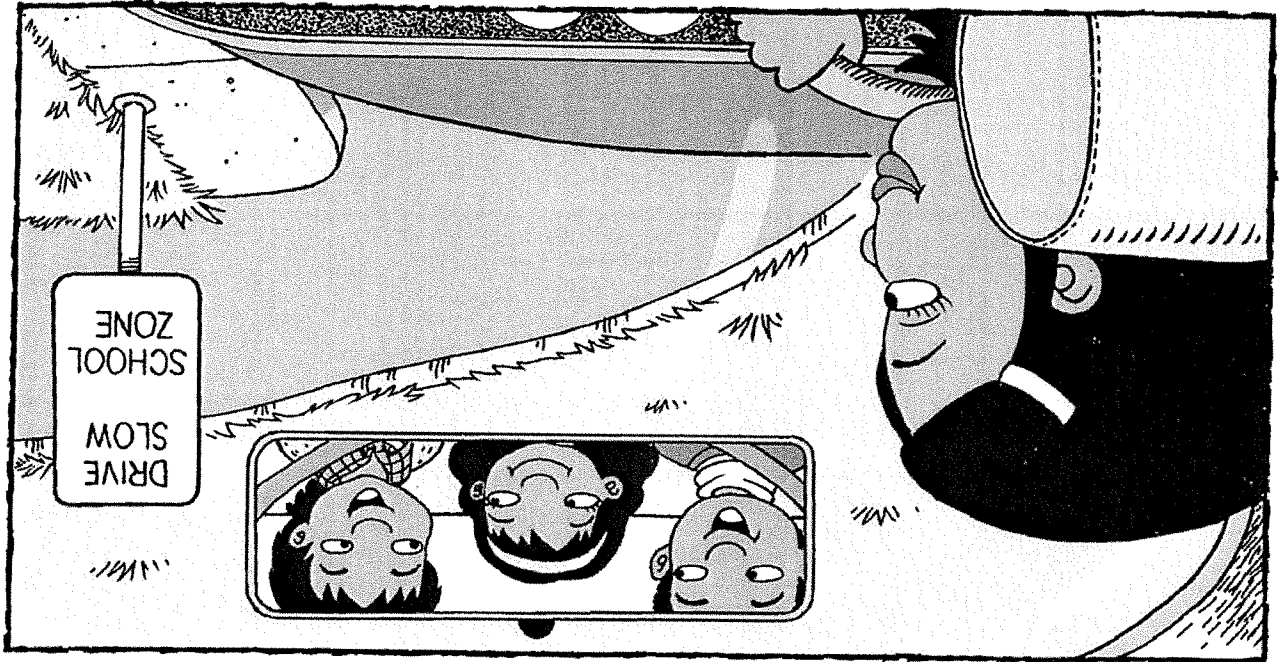
# Carlos Goes to School



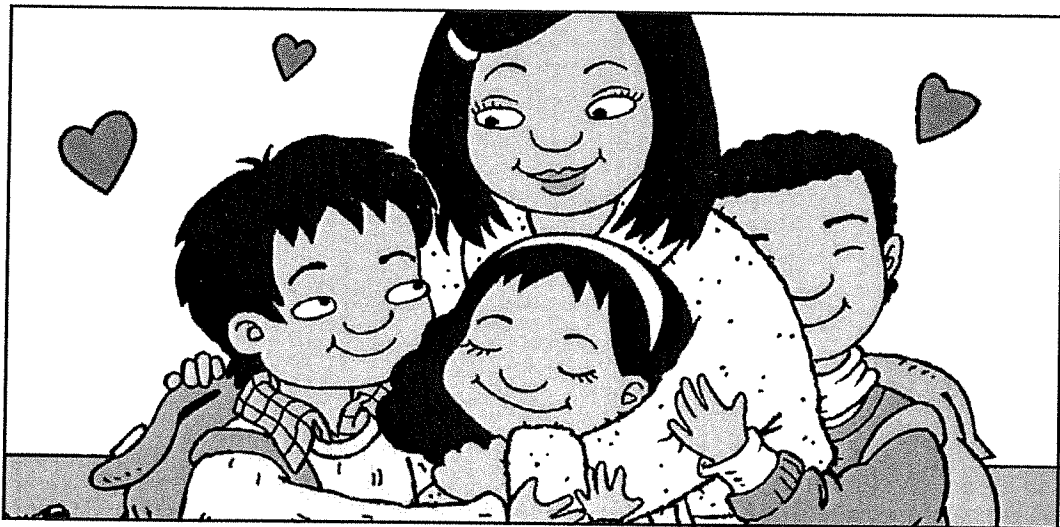
Written by Lorena F. Di Bello • Illustrated by Angela Kamstra-Jacobson



I get my ride.



# Carlos Goes to School



Written by Lorena F. Di Bello  
Illustrated by Angela Kamstra-Jacobson

[www.readinga-z.com](http://www.readinga-z.com)



I get my hug.



Carlos Goes to School  
 Level A Leveled Book  
 © Learning A-Z  
 Written by Lorena F. Di Bello  
 Illustrations by Angela Kamstra-Jacobson

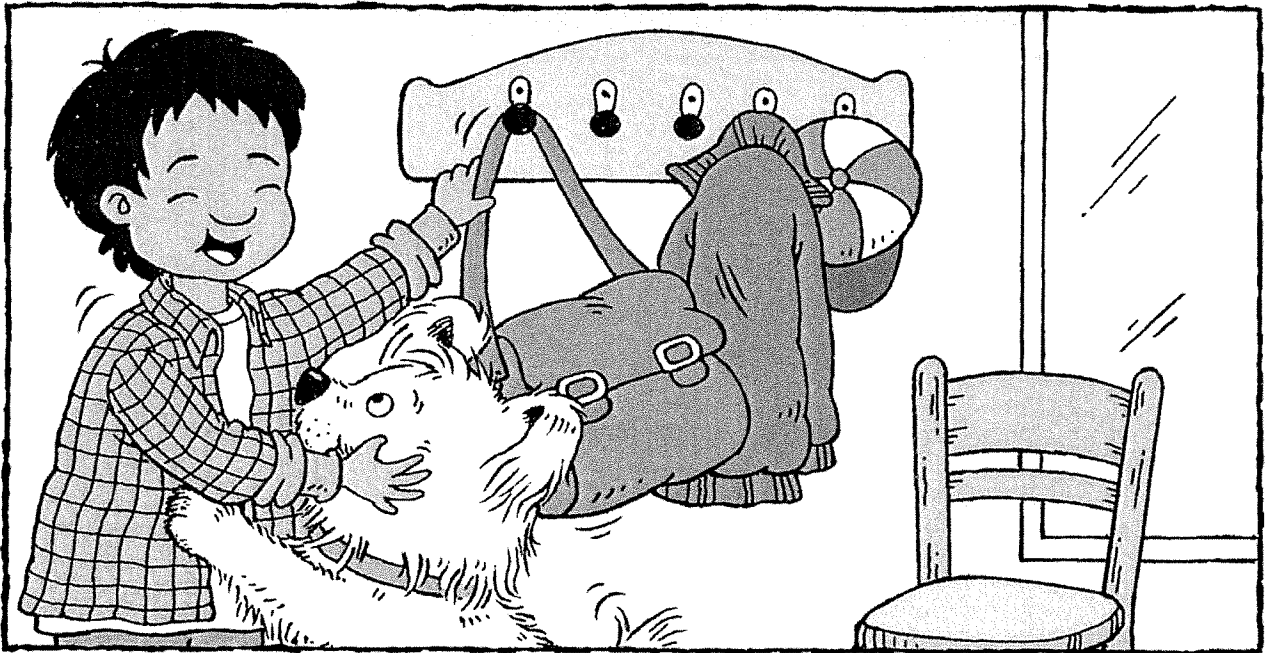
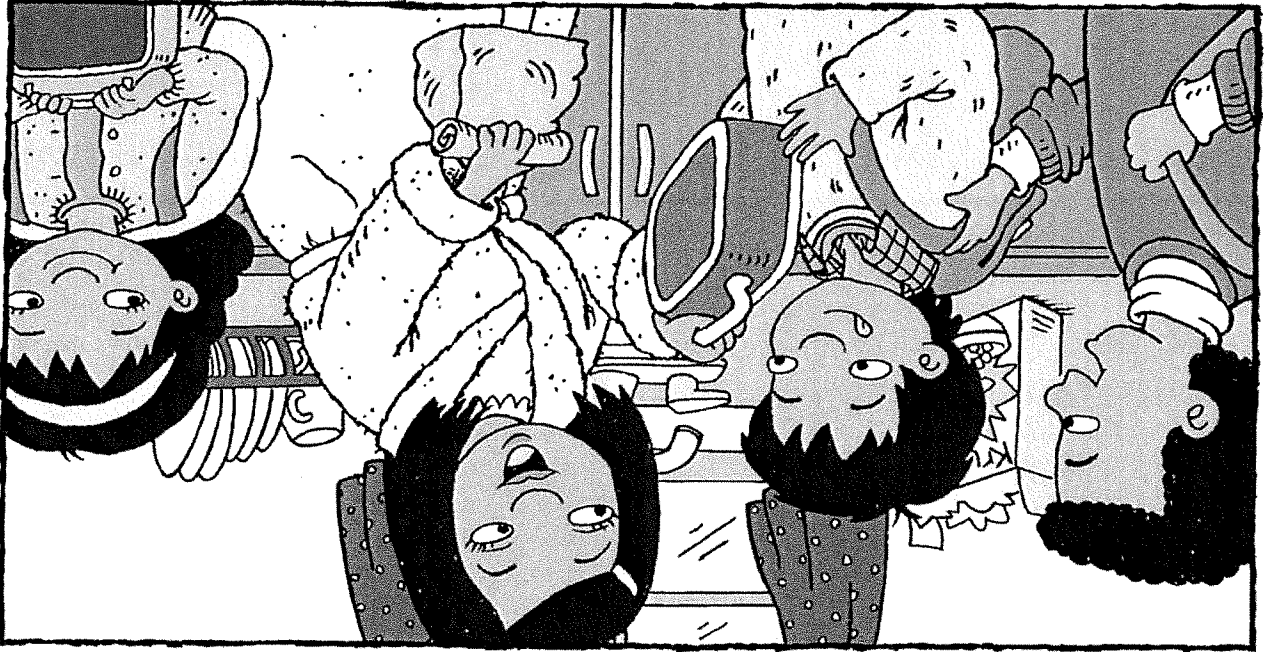
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#### Correlation

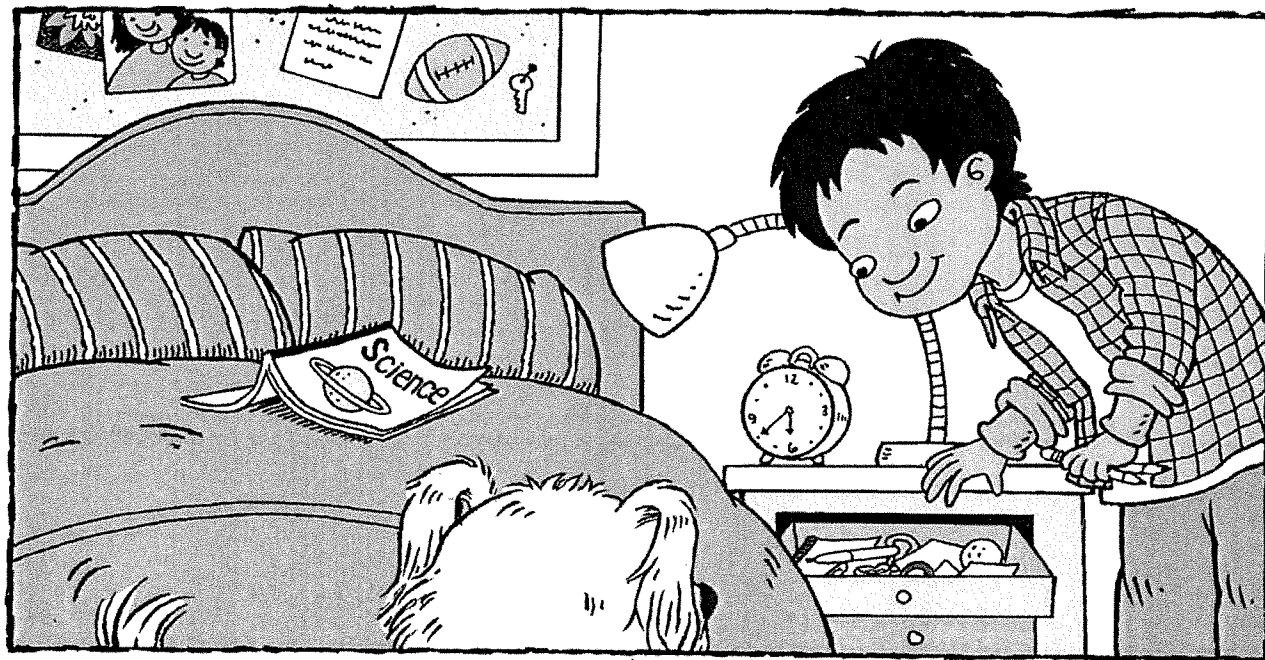
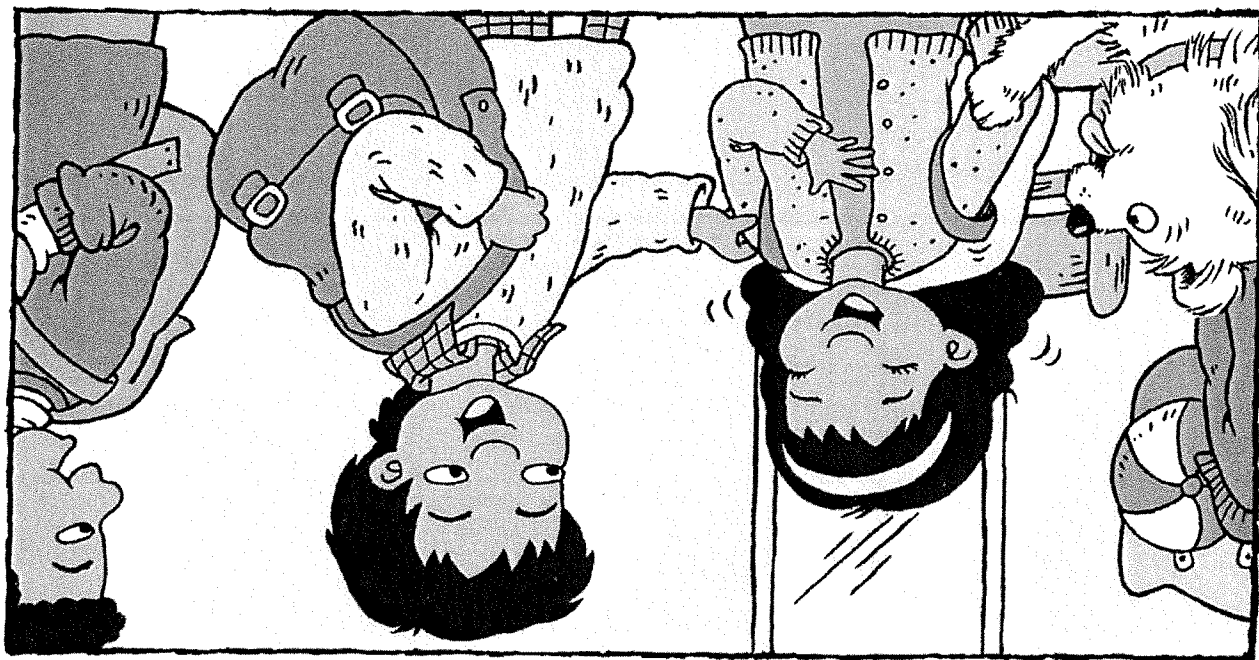
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1

I get my lunch.



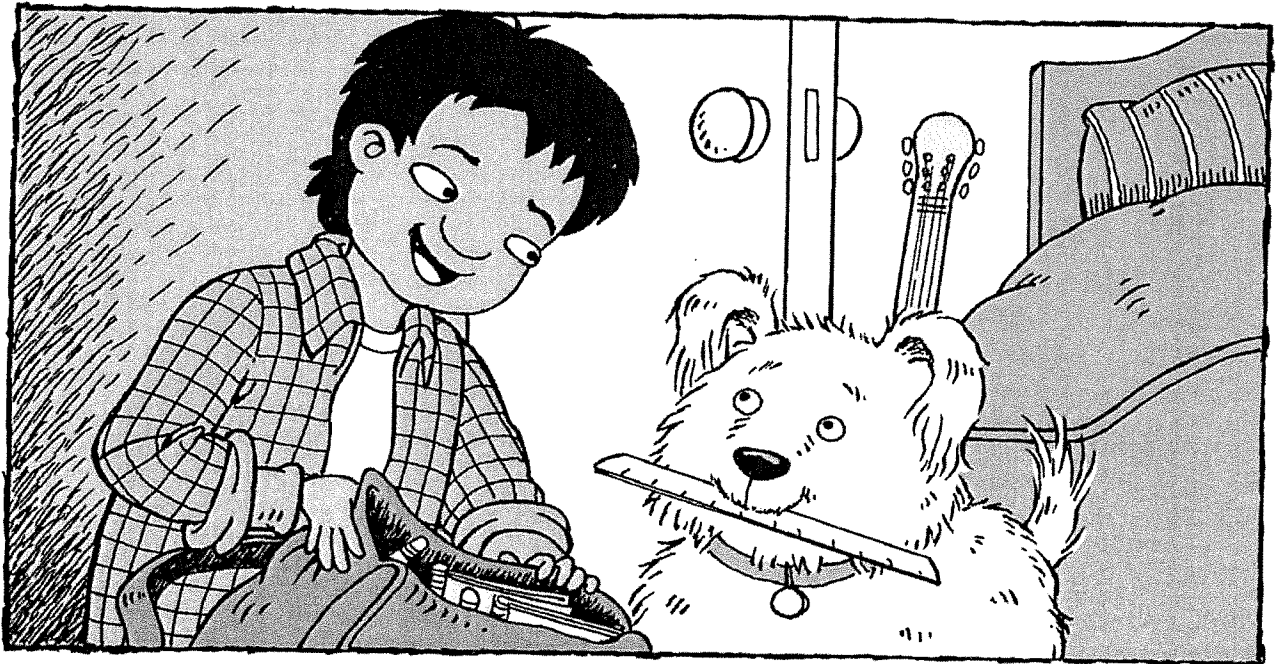
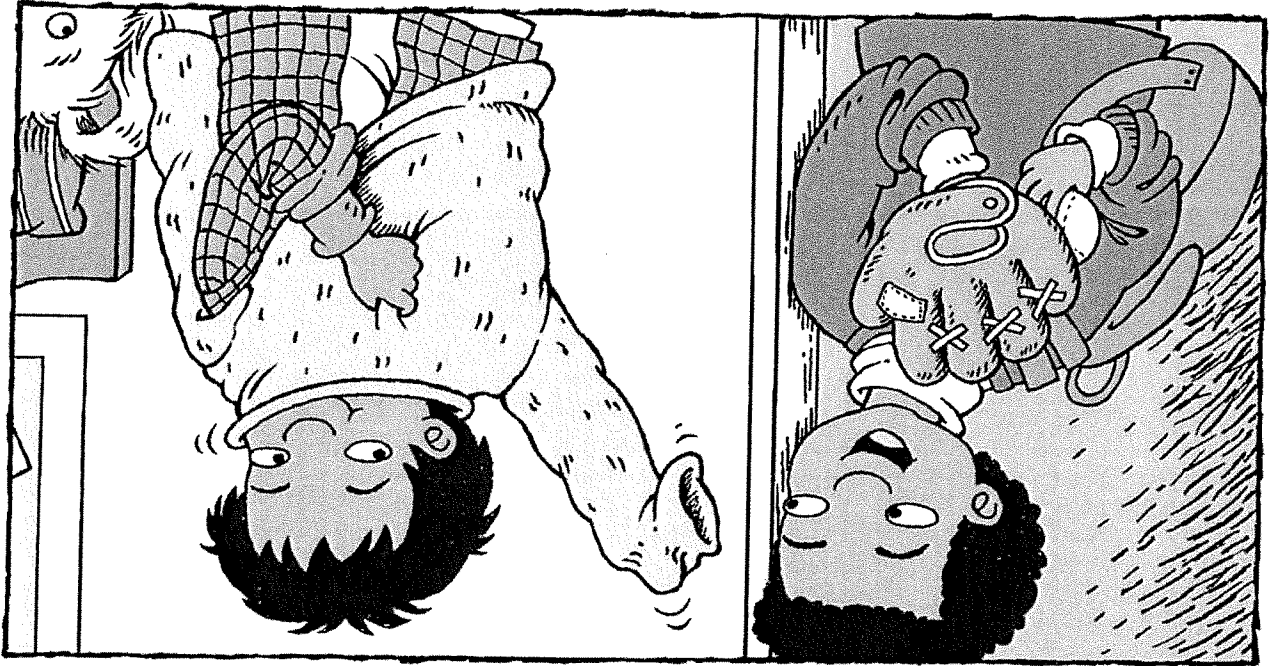
I get my backpack.

I get my sister.



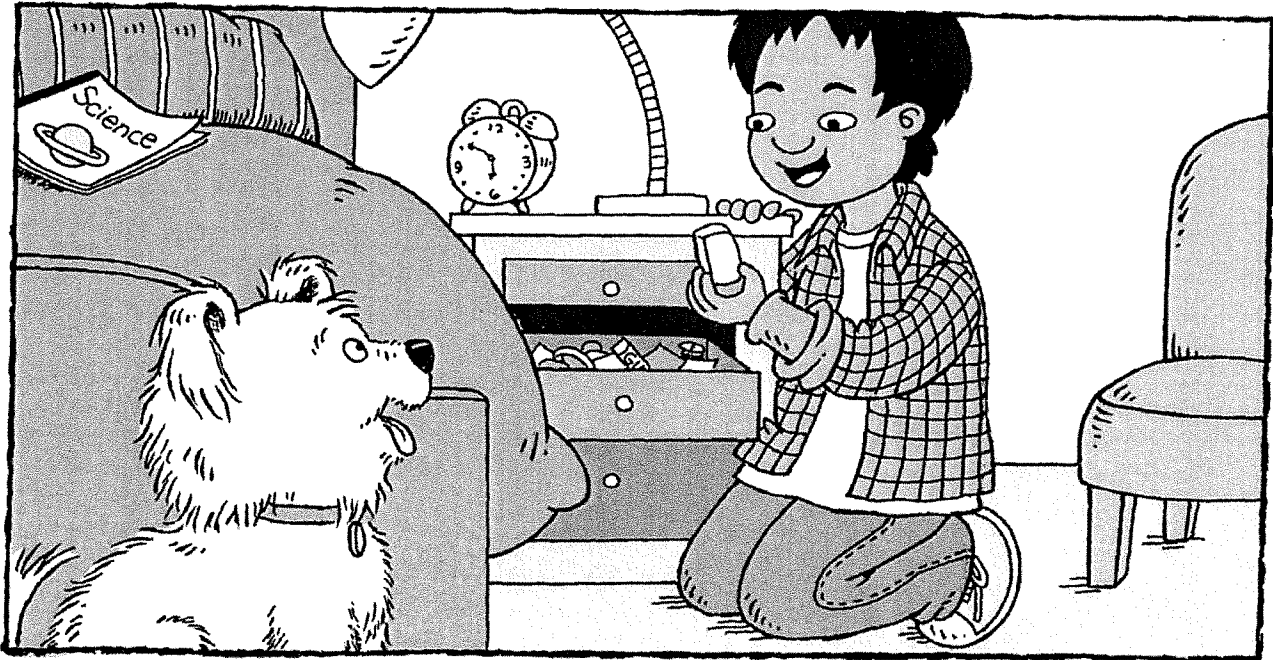
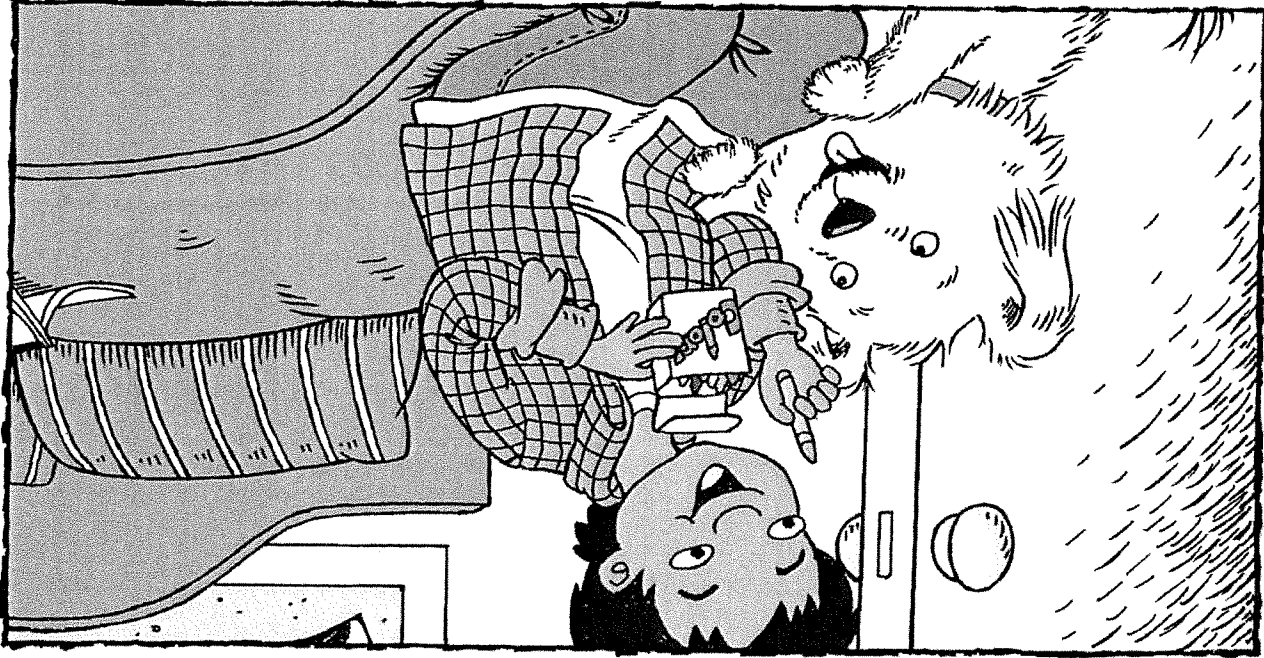
I get my pencils.

I get my sweater.



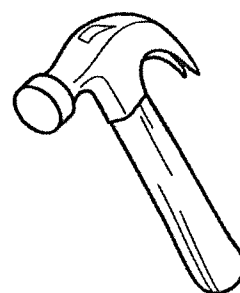
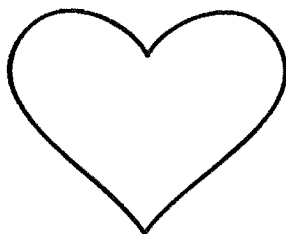
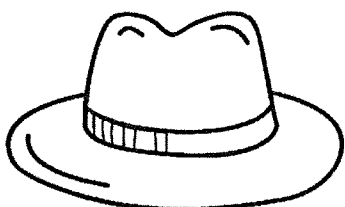
I get my ruler.

I get my crayons.

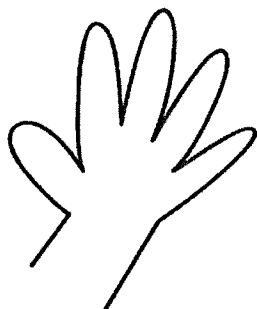
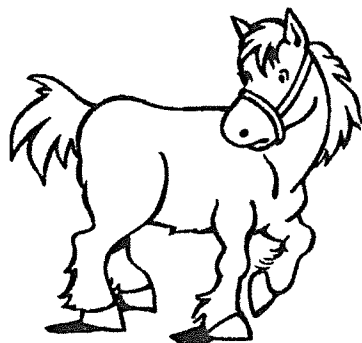
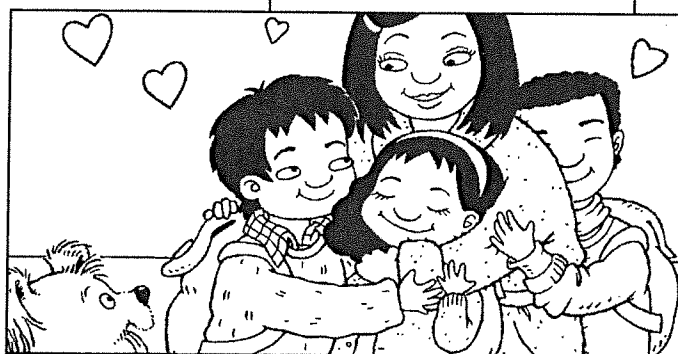


I get my eraser.

Name \_\_\_\_\_



Hh hug



**Instructions:** Have students color the pictures that have *h* as the first letter.



Name \_\_\_\_\_

1	2	3
4	5	6
7	8	9

CARLOS GOES TO SCHOOL • LEVEL A • 1

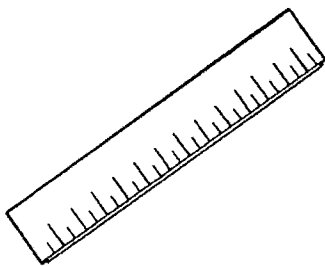
SKILL: SEQUENCE EVENTS

**Instructions:** Have students write or draw the things Carlos gets before going to school in the order he got them.

Name \_\_\_\_\_



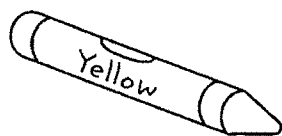
dog



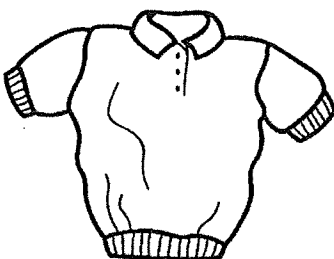
ruler



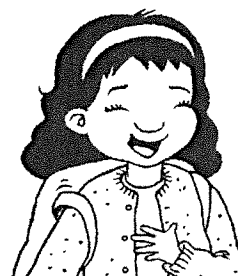
umbrella



crayon



sweater



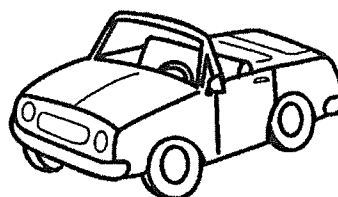
sister



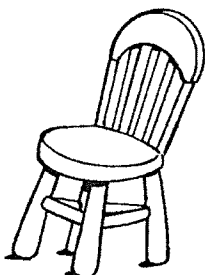
lunch



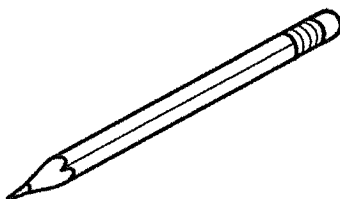
hug



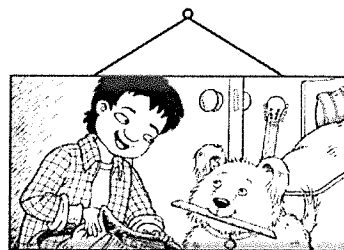
ride



chair



pencil



picture

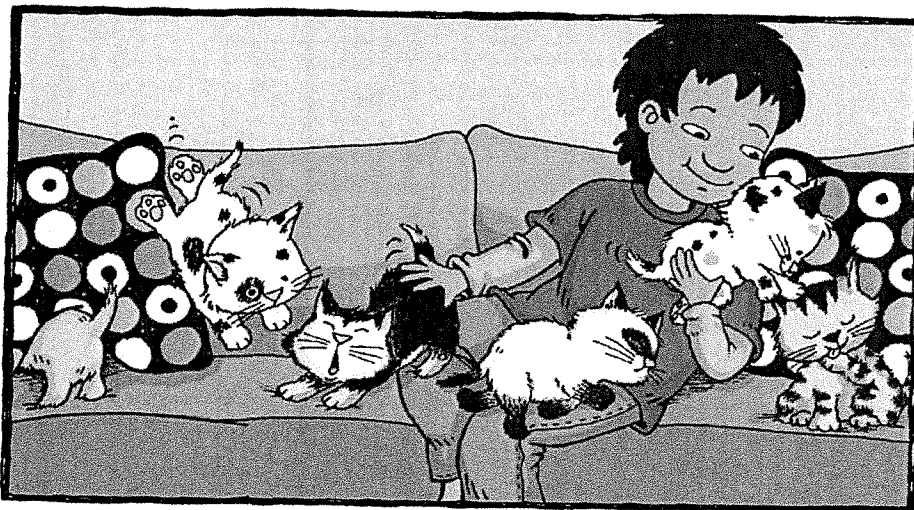
**Instructions:** Have students cut out the picture cards and sort them according to things that will fit in a backpack and things that will not fit in a backpack. Then have them sort the items into other groups of their choosing and tell what the groups are.





# Carlos Counts Kittens

*A Reading A-Z Level A Leveled Book • Word Count: 33*

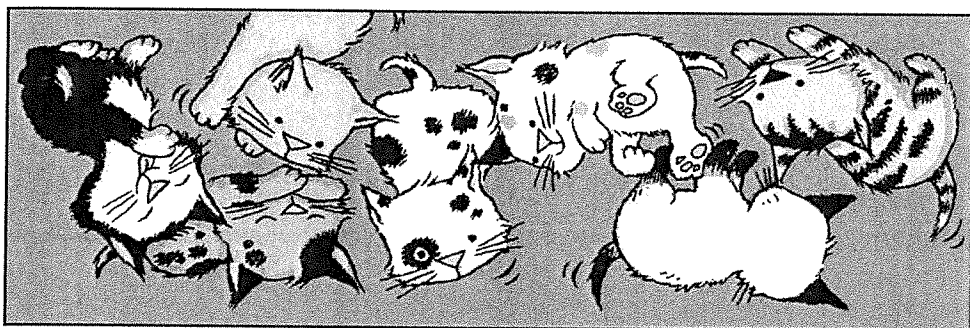


Reading a-z

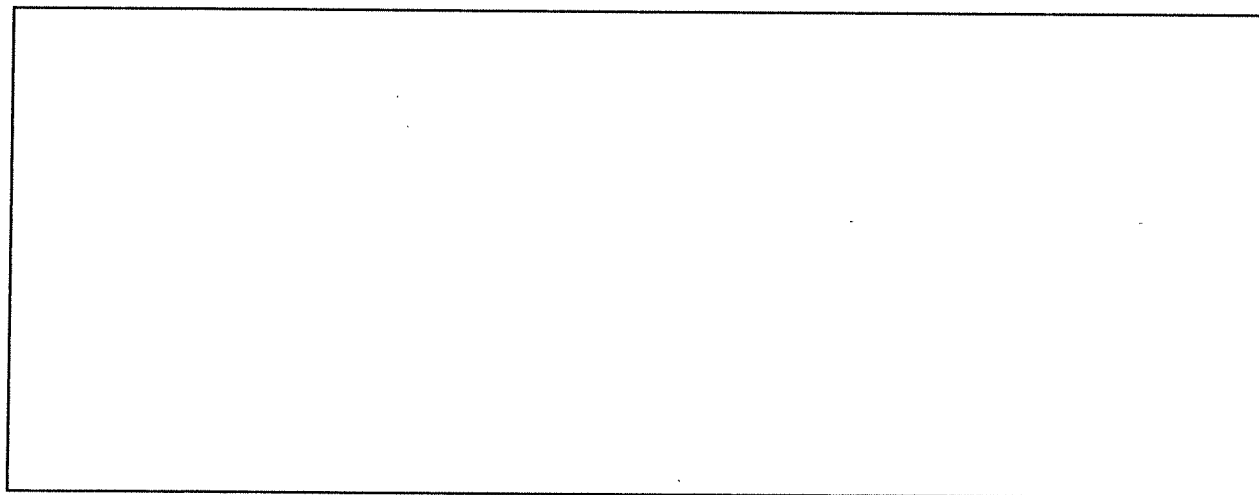
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Written by Lorena F. Di Bello  
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# Carlos Counts Kittens

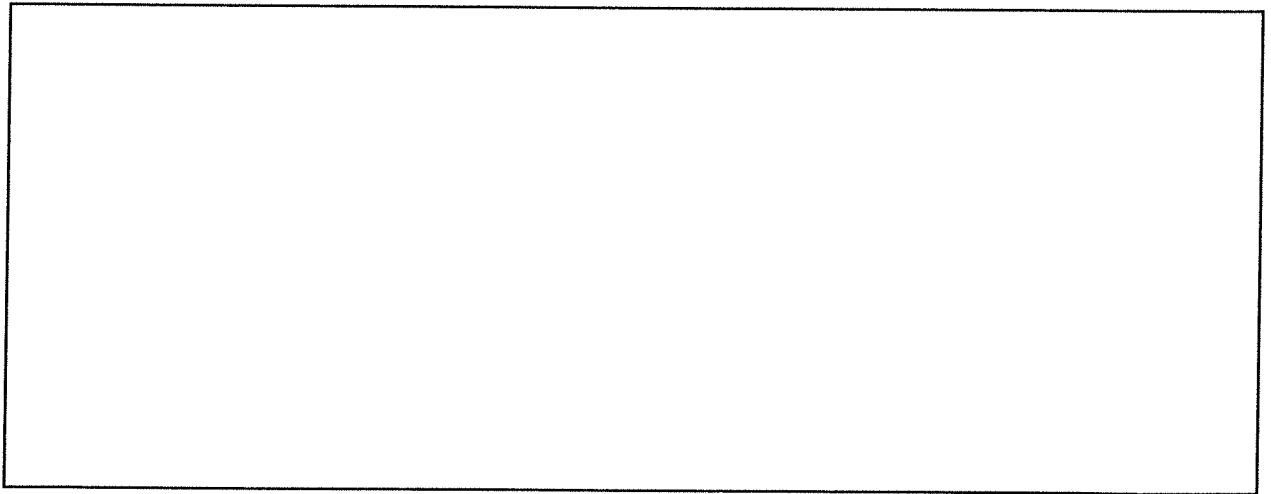


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Correlation		
LEVEL A	Fountas & Pinnell	Reading Recovery
	A	1
		A-1

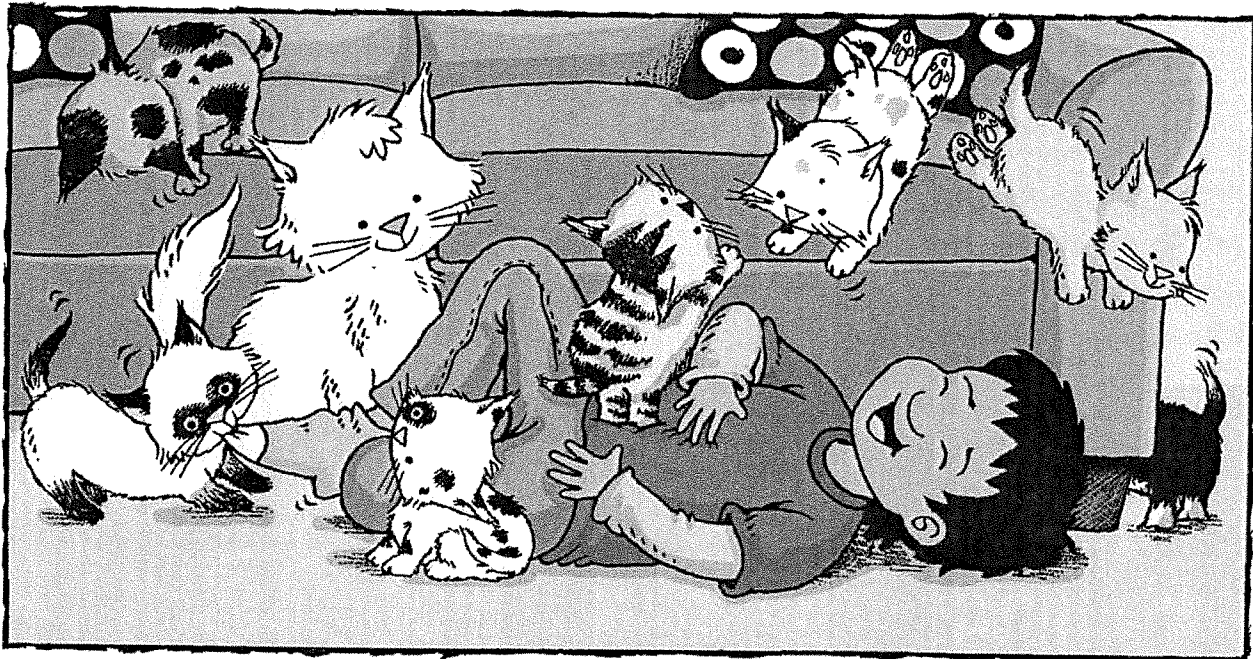
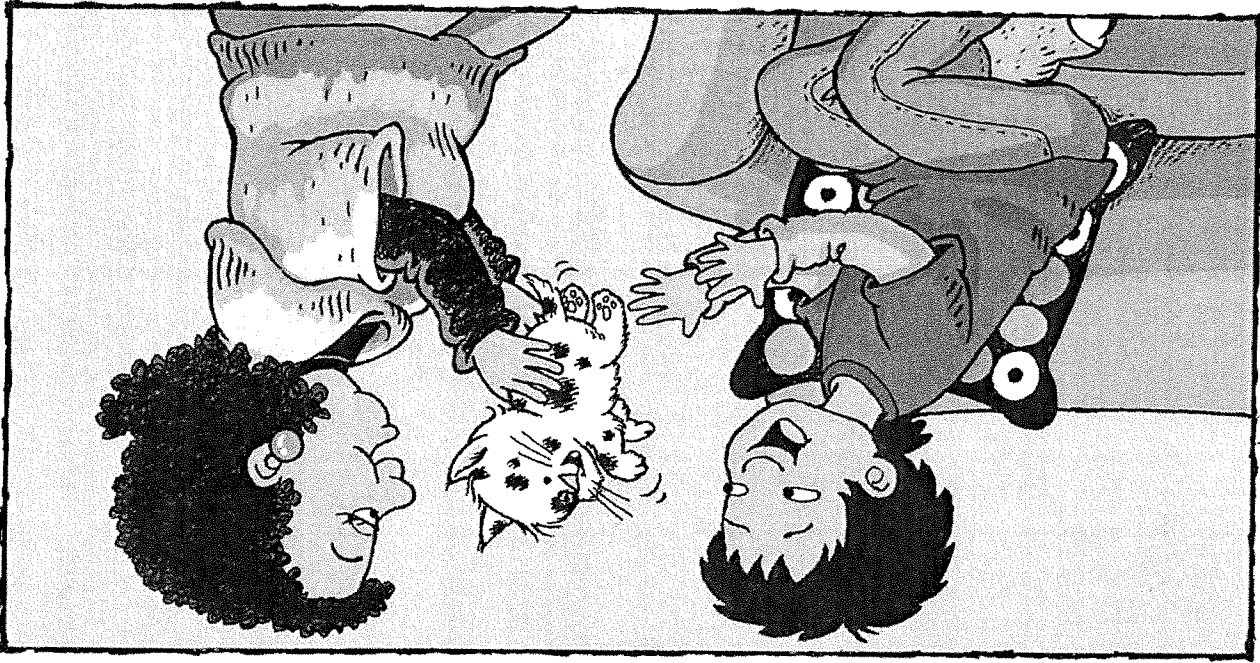


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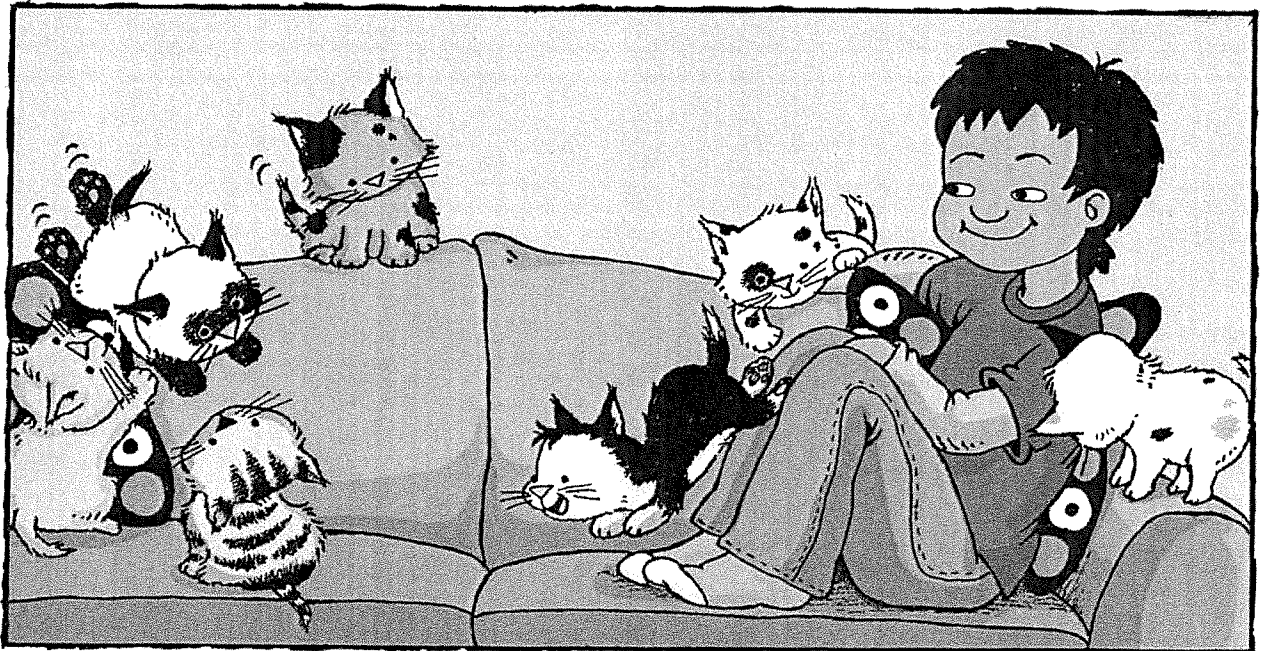
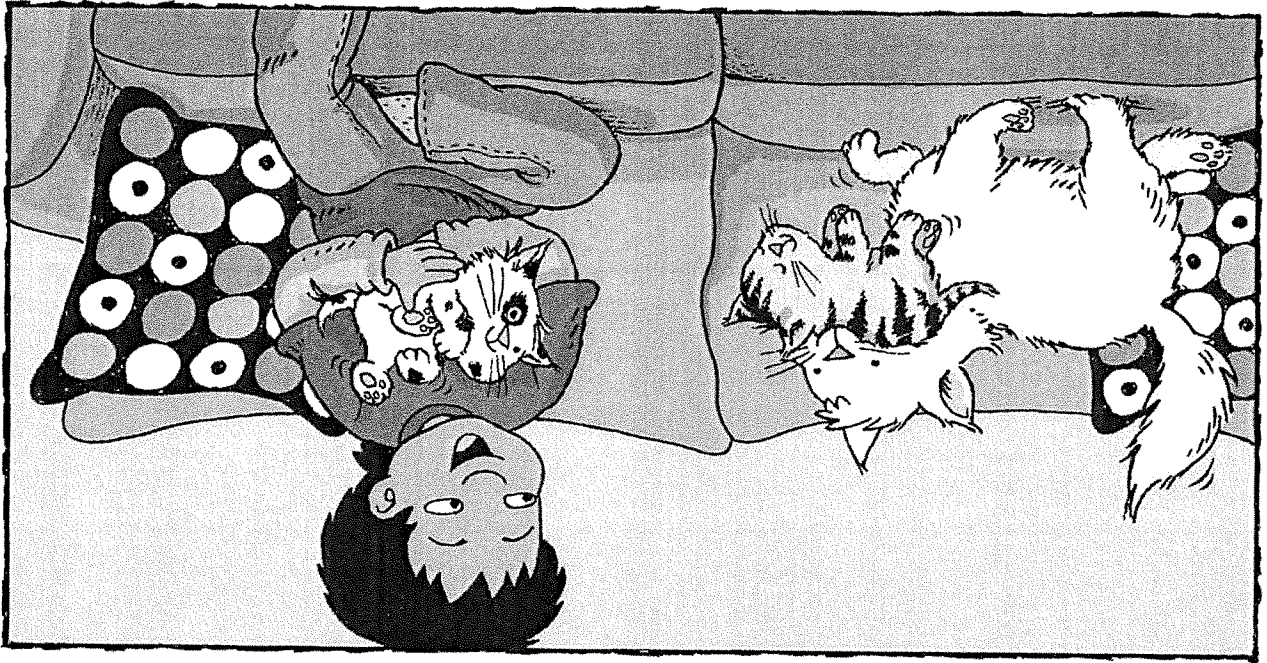
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Carlos has one kitten.



Carlos has too many kittens!

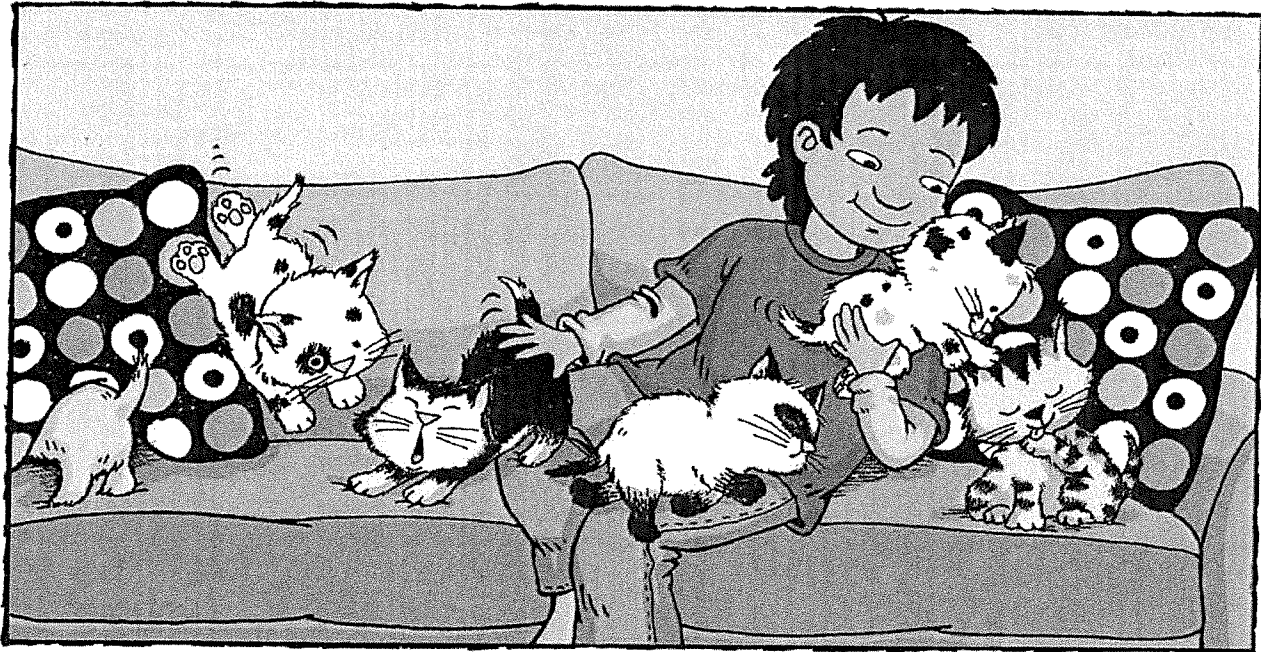
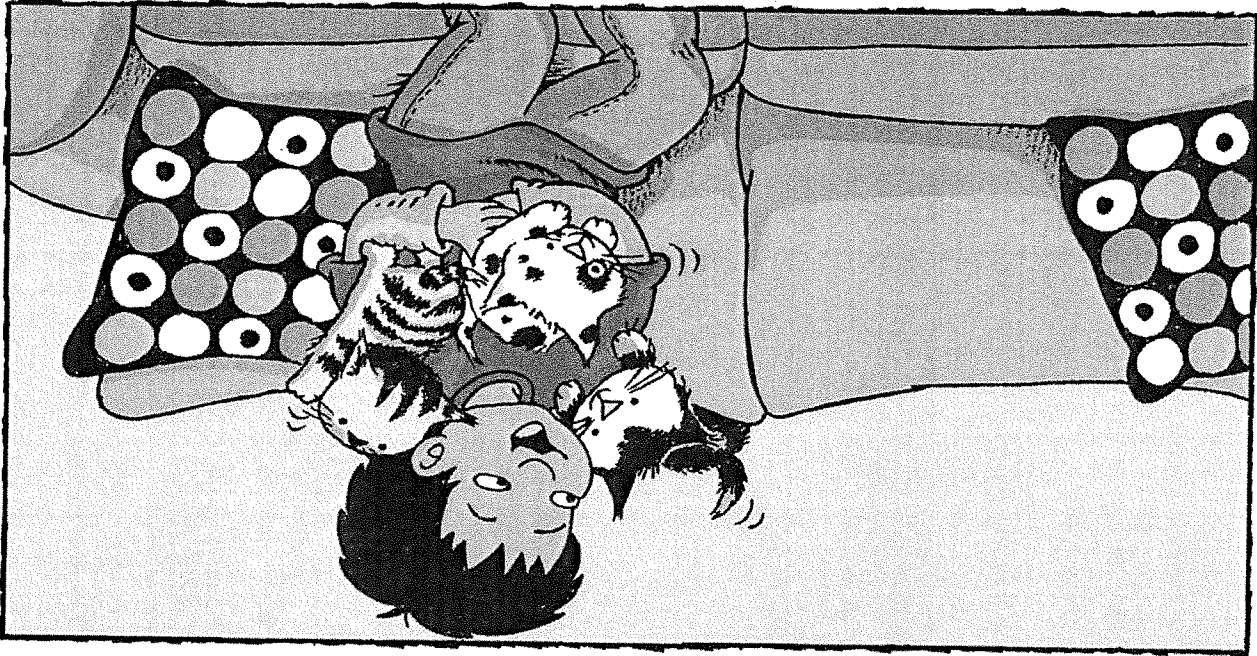
Carlos has two kittens.



Carlos has seven kittens.

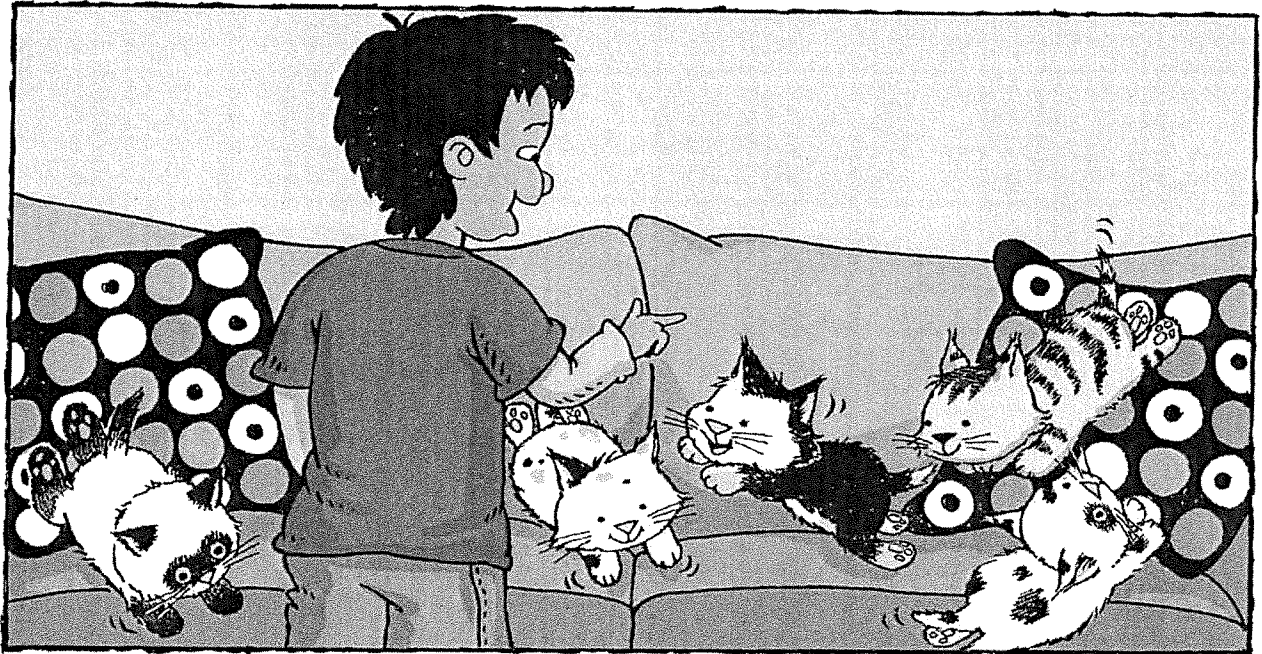
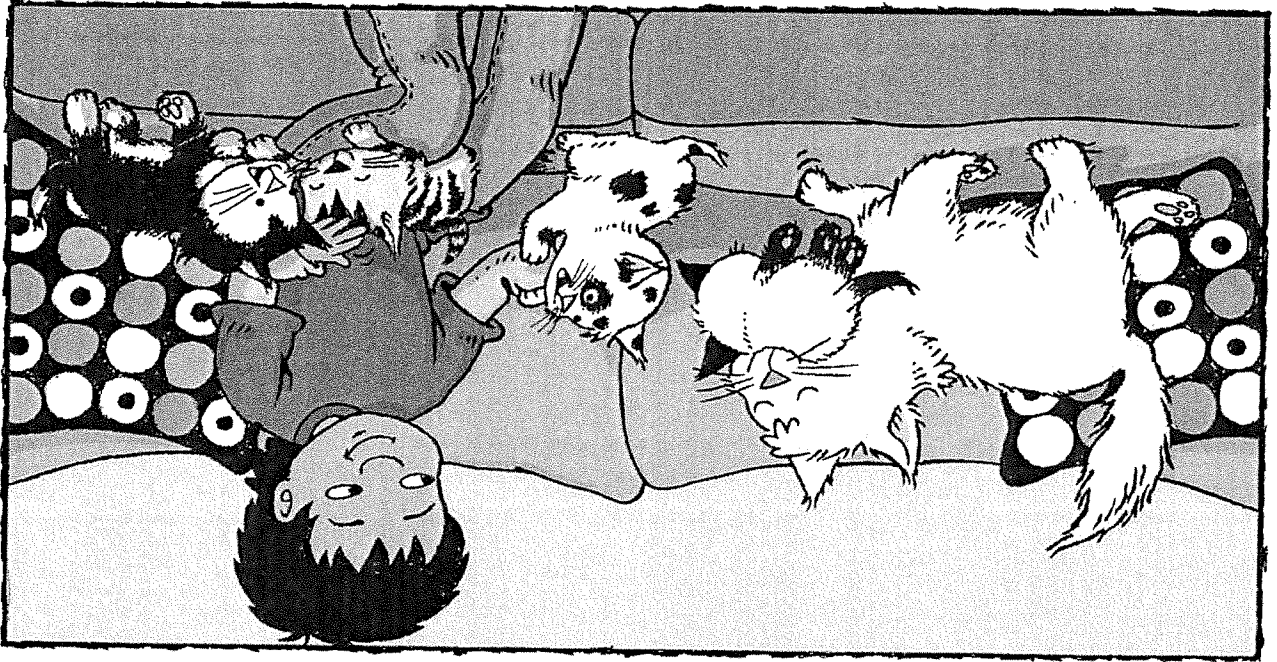


Carlos has three kittens.



Carlos has six kittens.

Carlos has four kittens.



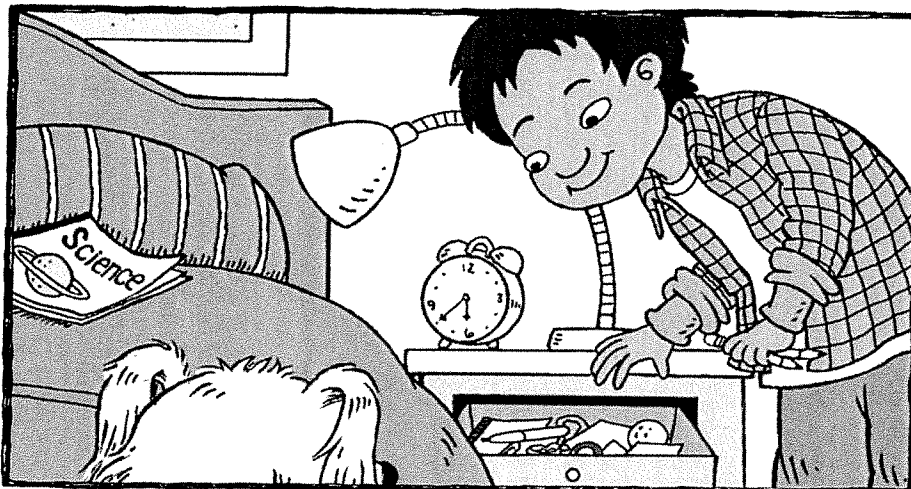
Carlos has five kittens.





# Carlos Goes to School

A Reading A-Z Level A Leveled Book • Word Count: 40

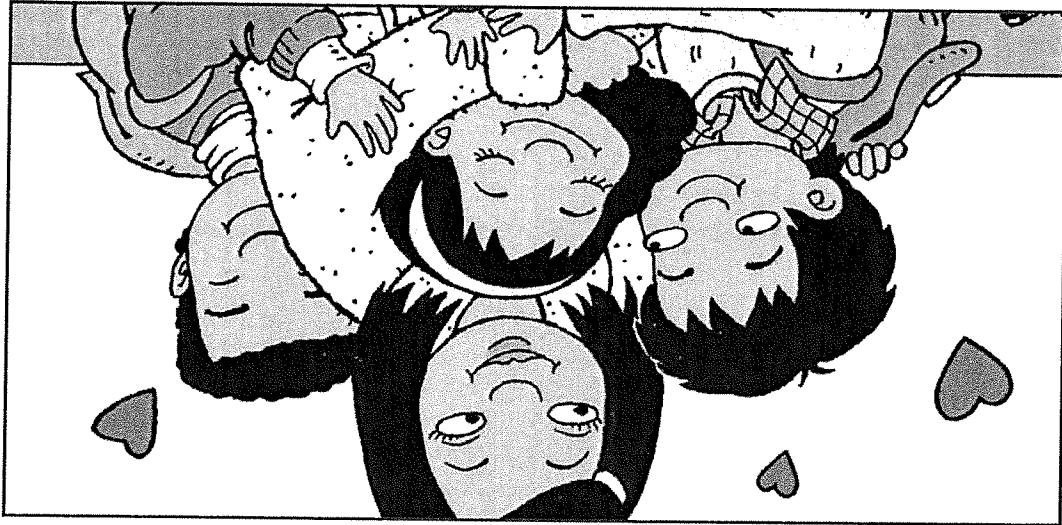


## Reading A-Z

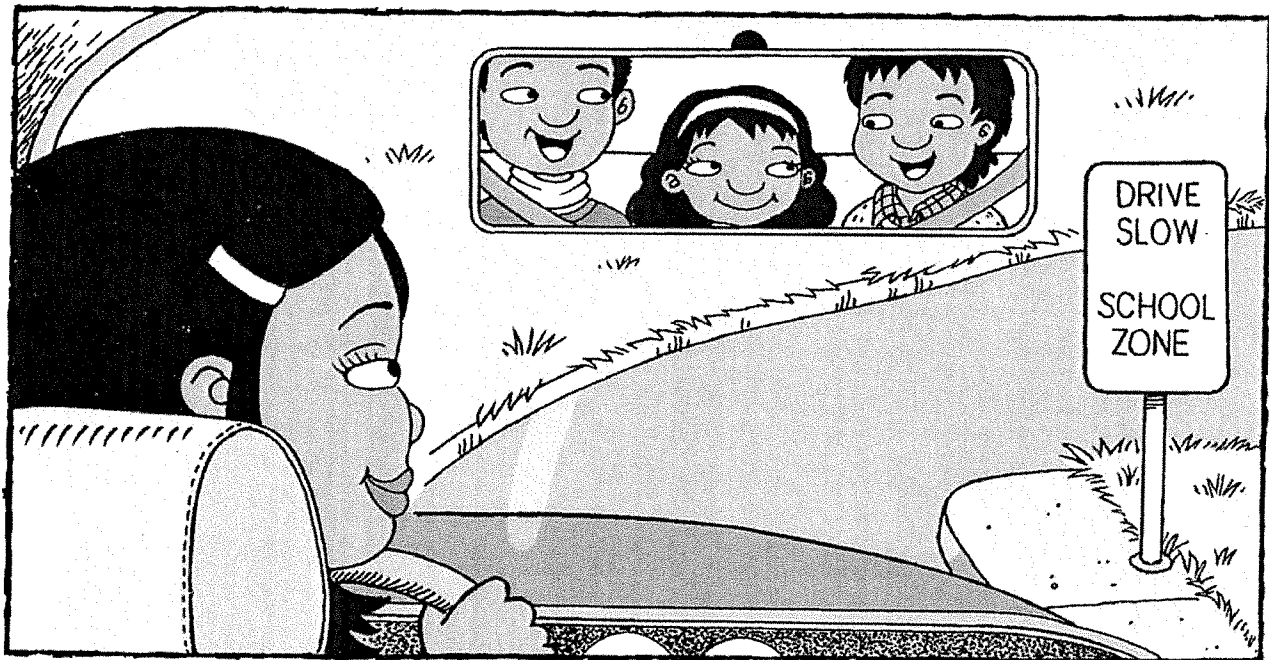
Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.



Written by Lorena F. Di Bello  
Illustrated by Angela Kamstra-Jacobson

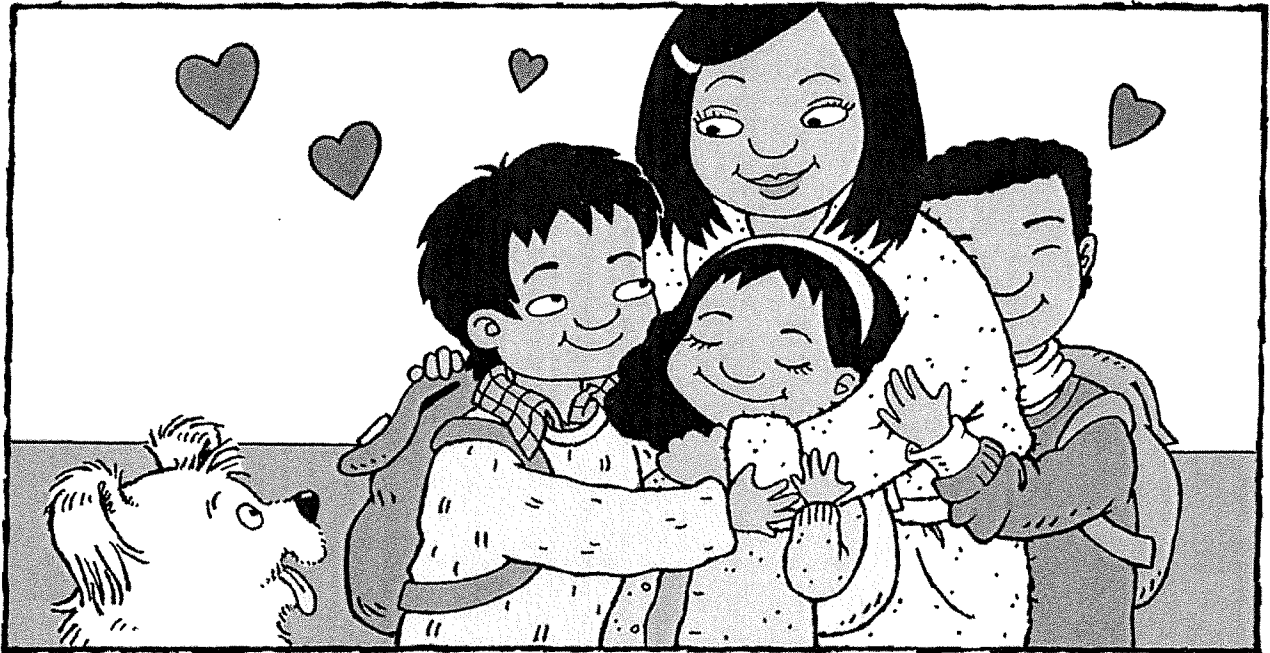


# Carlos Goes to School



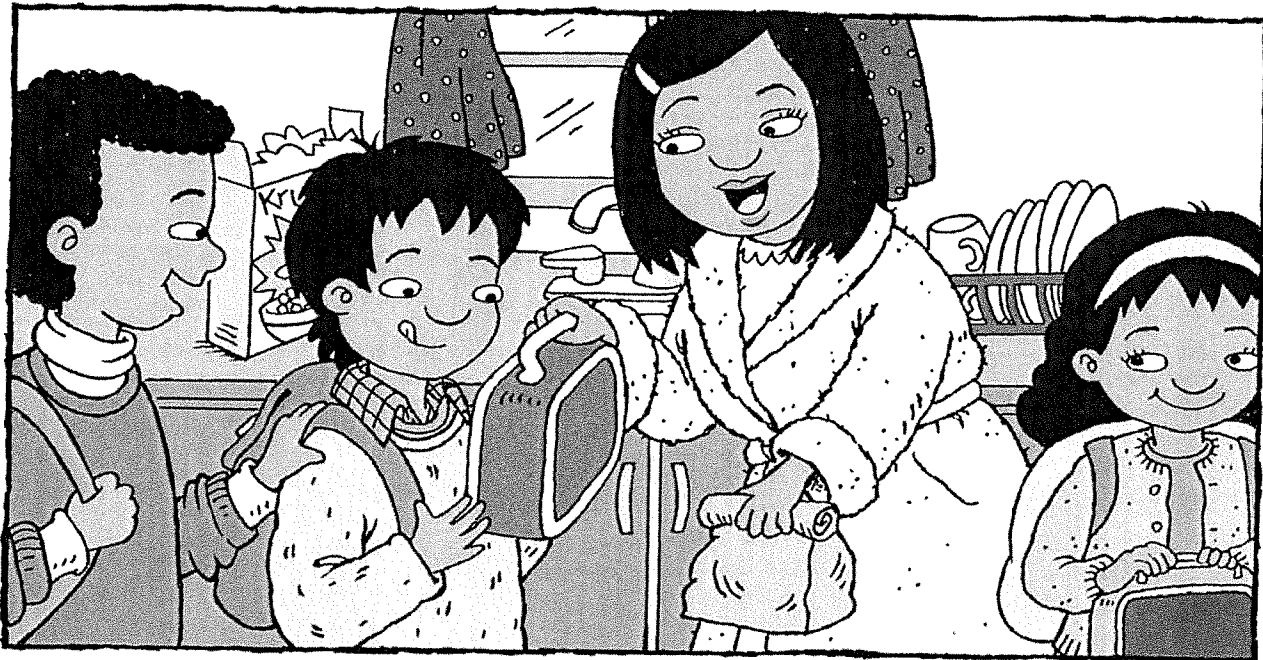
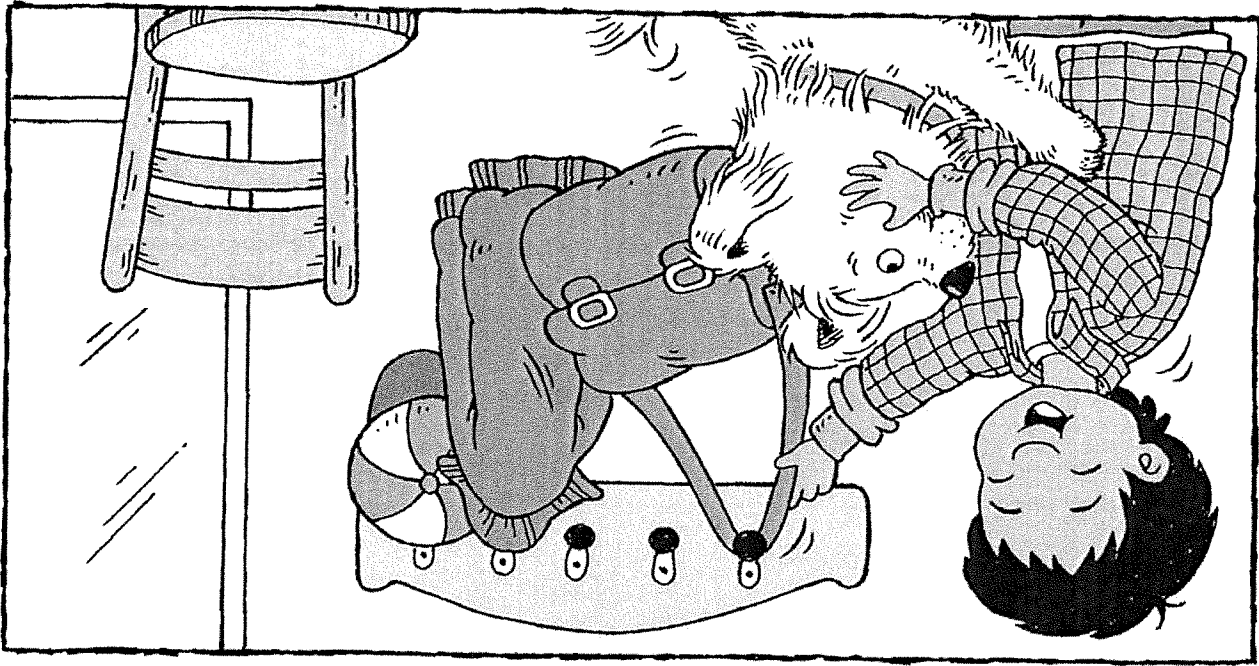
I get my ride.

Correlation	
LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



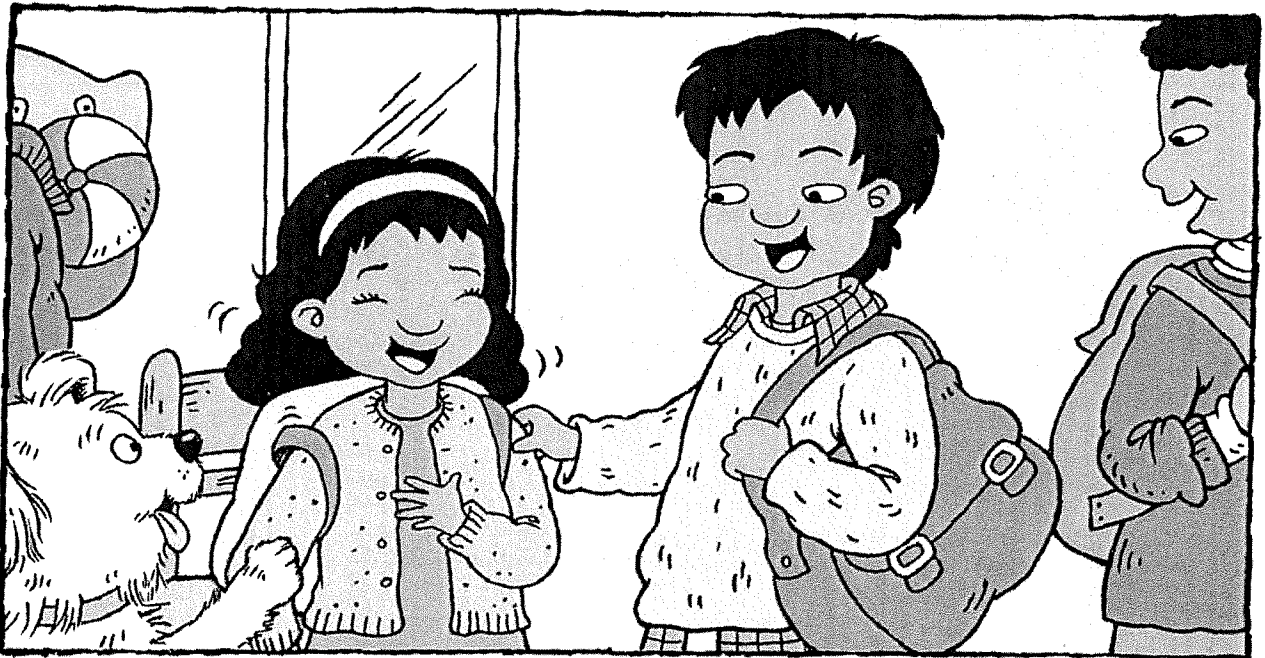
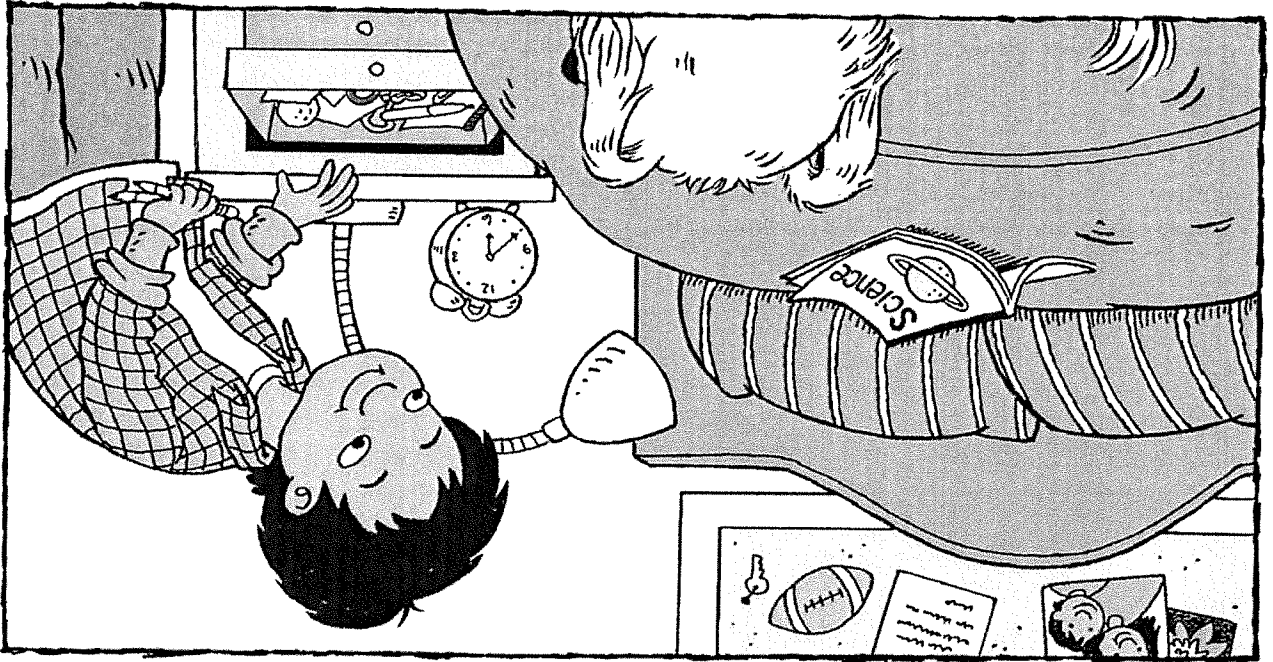
I get my hug.

I get my backpack.



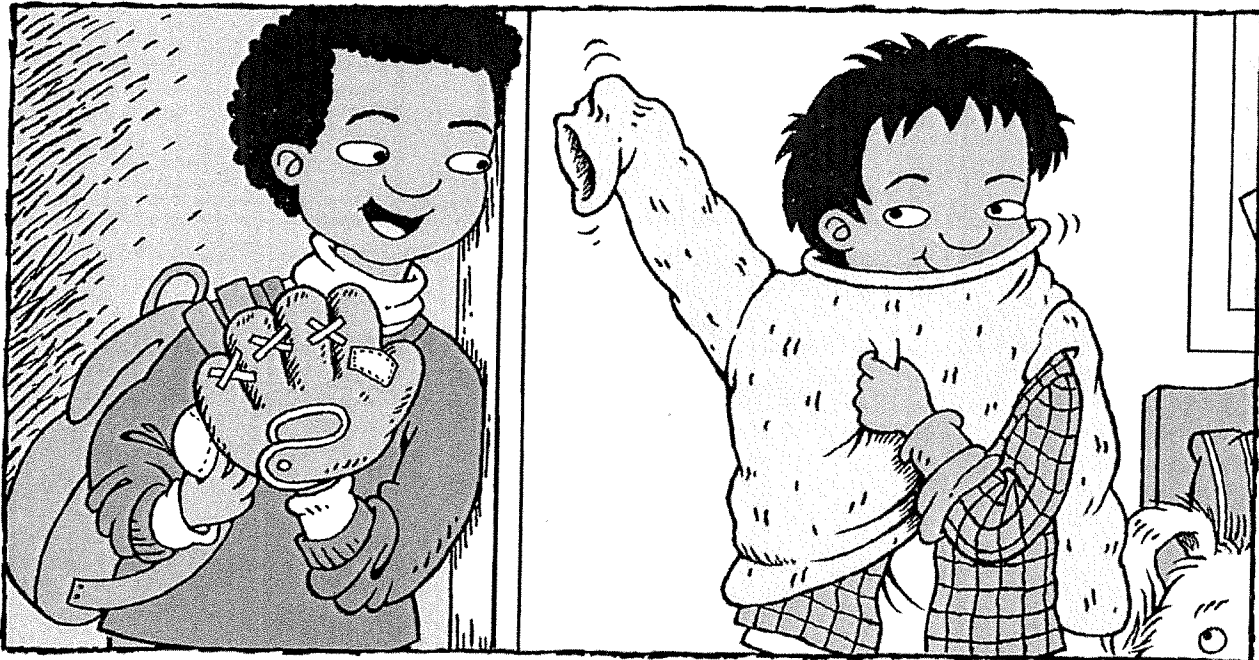
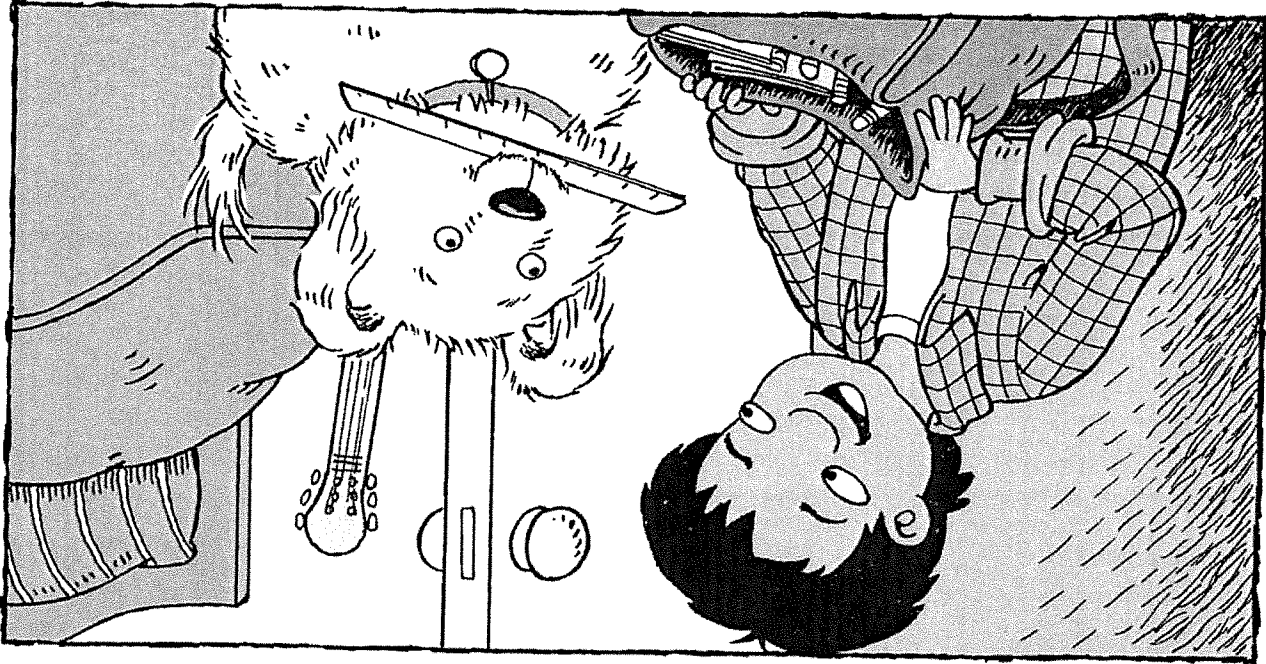
I get my lunch.

I get my pencils.



I get my sister.

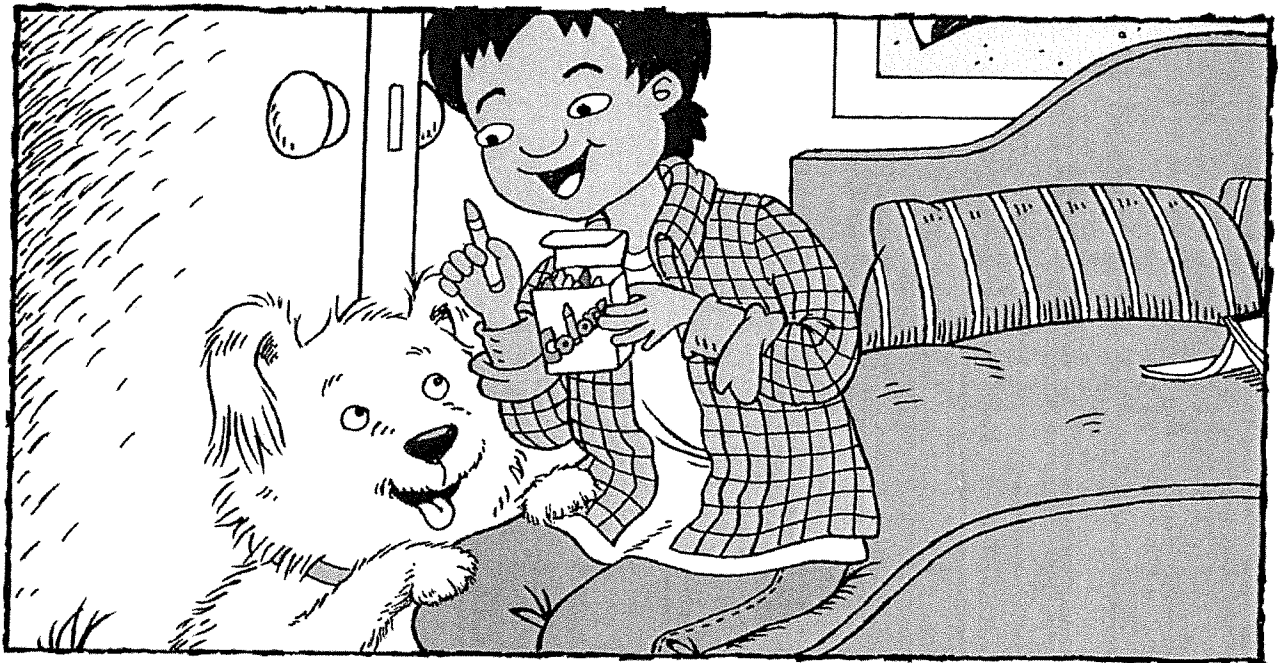
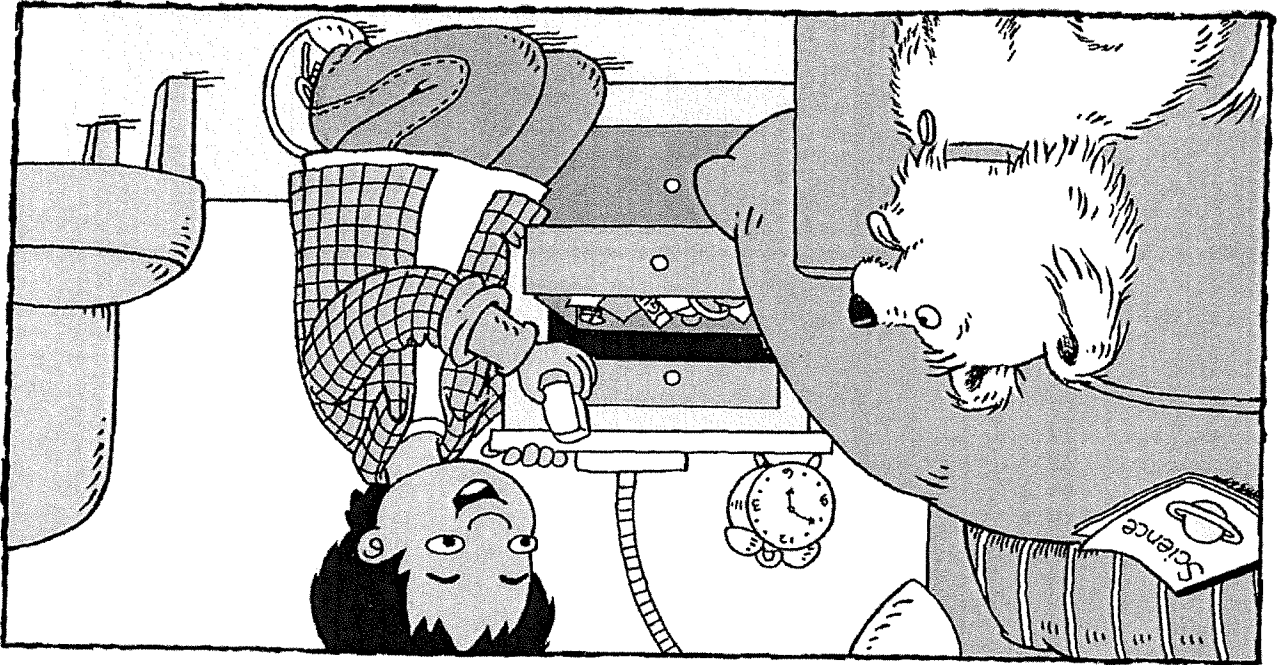
I get my ruler.



I get my sweater.



I get my eraser.



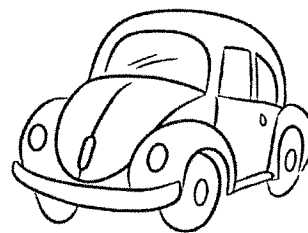
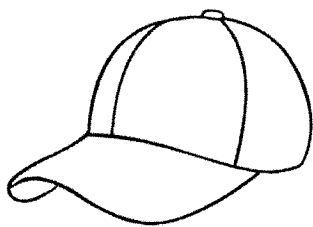
I get my crayons.



Name \_\_\_\_\_



Cc



**Instructions:** Name the pictures with students. Have them write the upper- and lowercase Cc under each picture that begins with the /k/ sound.

Name \_\_\_\_\_

Problem

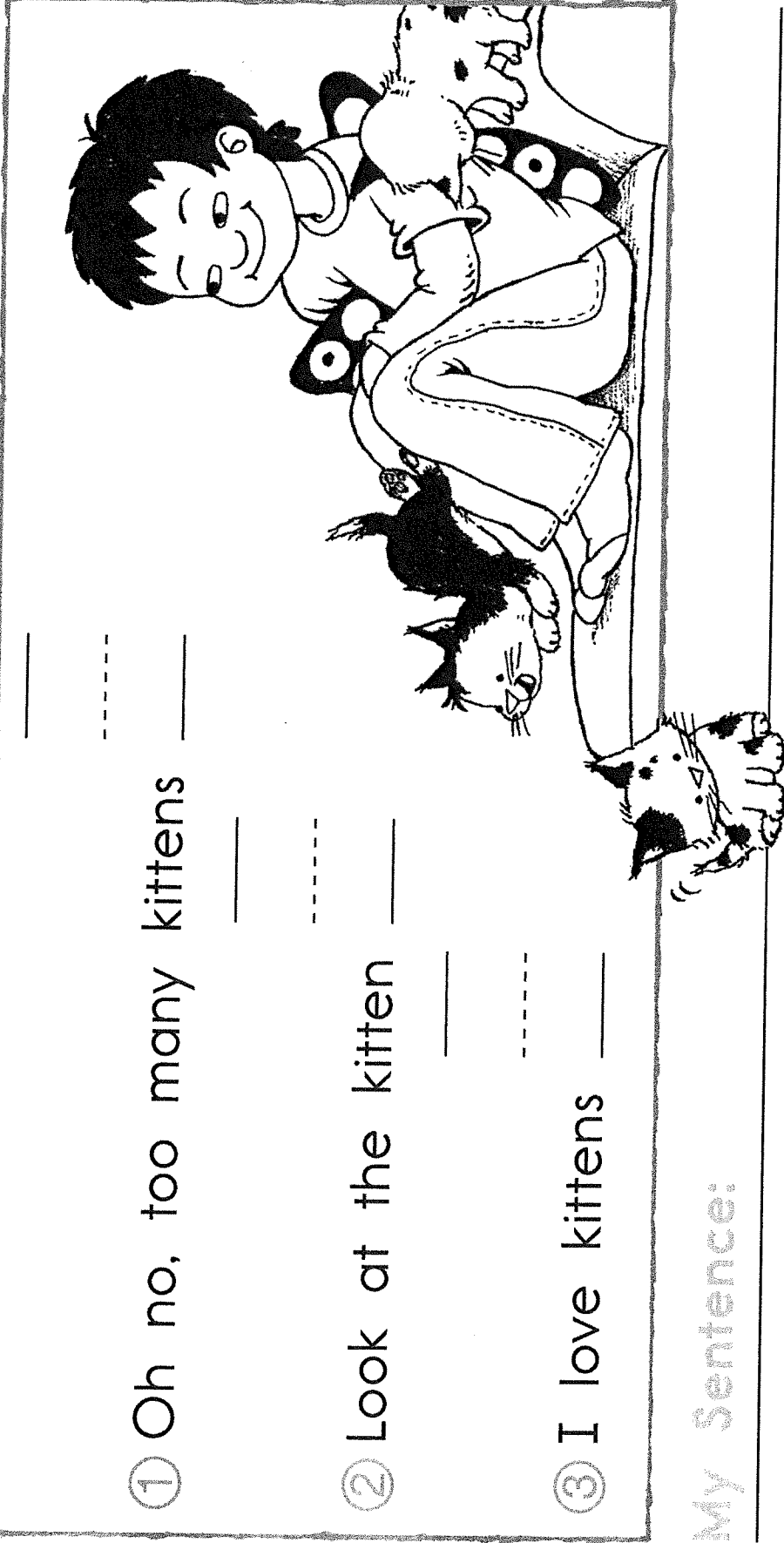
Solution

**Instructions:** Have students record the problem and possible solutions in word and pictures.

Name \_\_\_\_\_

## Reading A-Z

Carlos Counts Kittens • Level A • 3



① Oh no, too many kittens \_\_\_\_\_  
\_\_\_\_\_

② Look at the kitten \_\_\_\_\_  
\_\_\_\_\_

③ I love kittens \_\_\_\_\_  
\_\_\_\_\_

My sentence: \_\_\_\_\_  
\_\_\_\_\_

**Instructions:** Read the sentences aloud with students. Have students place an exclamation mark at the end of each sentence. Then, have students write their own sentence.

Skill: Exclamation Marks

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



# Leprechaun Language

by Alice Knisley Matthias

I couldn't believe what I stumbled upon,  
There he was before me- a real leprechaun.  
He said "I just woke from my long morning nap,"  
Stretching his arms, he fixed his giant black cap.

"I didn't see you there when I first woke up,  
I'm making some tea now, would you like a cup?"

He had bright blue eyes and a rather long nose  
With emerald green shoes that turned up at the toes

We chatted together while drinking our tea

Just the two of us- the leprechaun and me

He said "You know that soon it's St. Patrick's Day?

I'll share with you, friend, something the Irish say.

They have a saying that is oh, so clever,

*Erin Go Bragh means Ireland forever!"*

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

# Leprechaun Language

by Alice Knisley Matthias



1. What did the leprechaun do right after he woke up?

- a. stretched his legs
- b. made some tea
- c. sang a song
- d. danced a jig

2. What does the Irish phrase "Erin Go Bragh" mean?

\_\_\_\_\_

3. Which piece of information is **not** mentioned in the poem?

- a. The leprechaun has blue eyes.
- b. The leprechaun had a green hat.
- c. The leprechaun had emerald shoes.
- d. The leprechaun had a long nose.

4. Which word best describes the leprechaun in this poem?

clever

sneaky

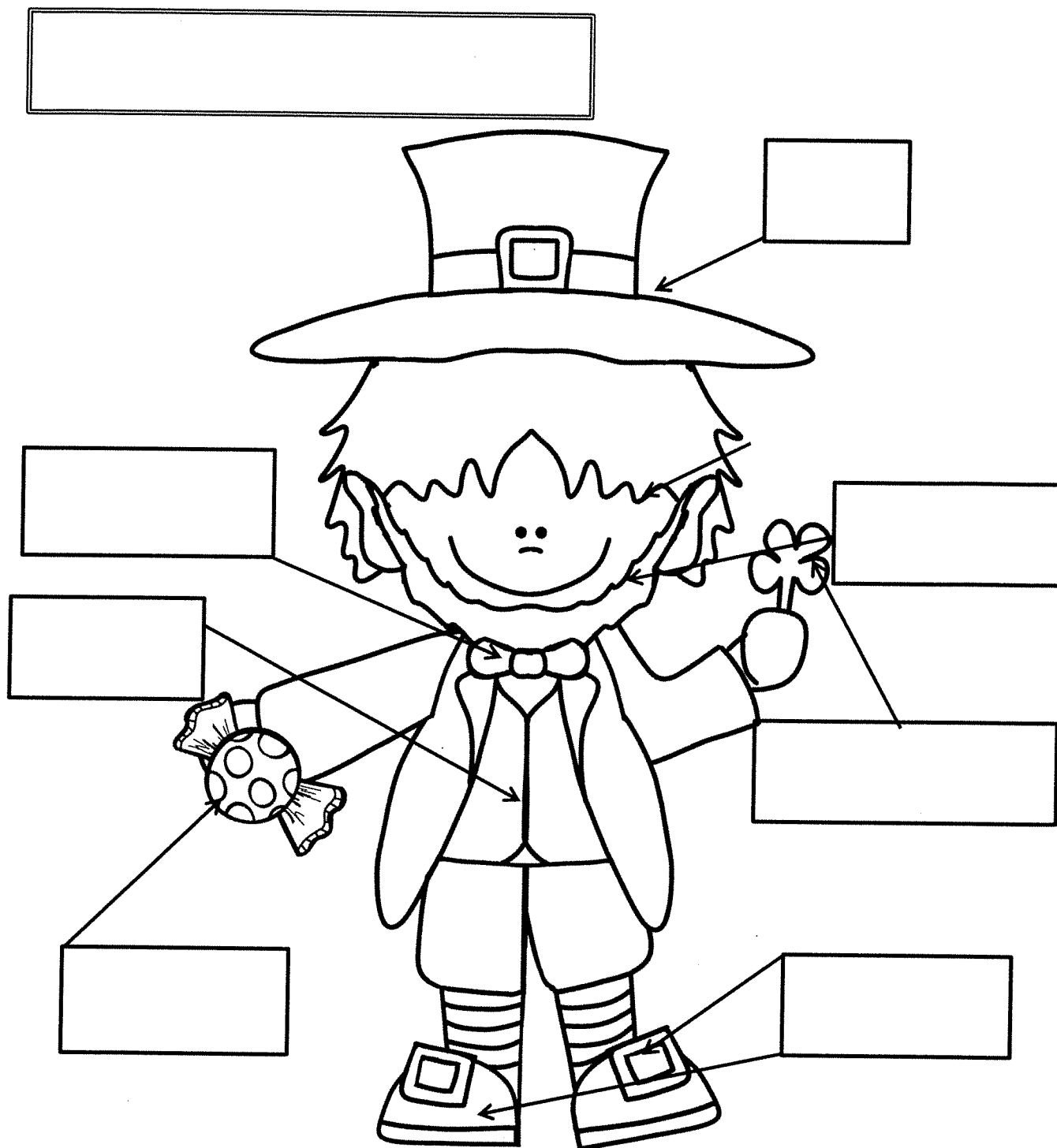
friendly

Tell why you chose this word. \_\_\_\_\_

\_\_\_\_\_

## Challenge:

On a separate sheet of lined paper, write your own poem about a leprechaun. Draw an illustration to go along with your poem.



shamrock | beard | candy | bow tie



Liam Leprechaun | vest | shoes | hat

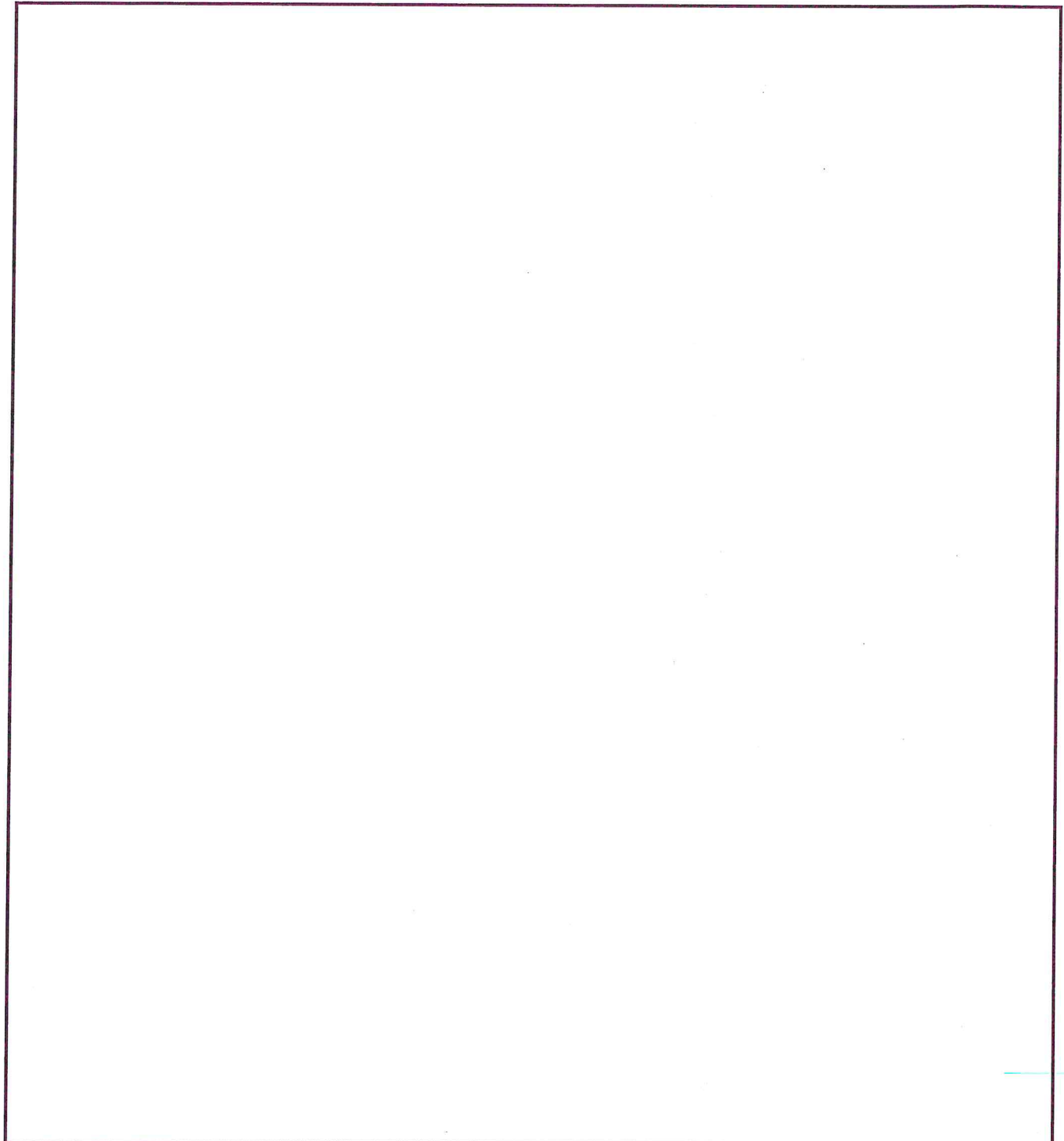


# Spring

## Drawing Fun

Draw a springtime picture.

It can be kites, flowers, baby animals or anything that makes you think of spring.



Handwriting practice lines (solid top and bottom lines with a dashed midline).

Handwriting practice lines (solid top and bottom lines with a dashed midline).

Handwriting practice lines (solid top and bottom lines with a dashed midline).

Handwriting practice lines (solid top and bottom lines with a dashed midline).



## **Nature Scavenger Hunt:**

- A rock
- Acorn
- Something fuzzy
- Something rough
- Something straight
- 3 types of leaves
- 2 pieces of litter
- Something that makes noise
- Pinecone
- Chewed leaf
- 2 different seeds
- A chirping bird
- A feather
- A stick shaped like a feather
- Something green
- Something yellow
- A piece of mulch

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

Basic Subtraction  
(Minuends up to 20)

## Subtract

$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$



$$11 - 5 = \underline{\quad}$$

$$15 - 6 = \underline{\quad}$$

$$20 - 10 = \underline{\quad}$$

$$14 - 7 = \underline{\quad}$$

$$16 - 7 = \underline{\quad}$$

$$12 - 9 = \underline{\quad}$$

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

Addition (Sums to 20)

## Addition

$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$



$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

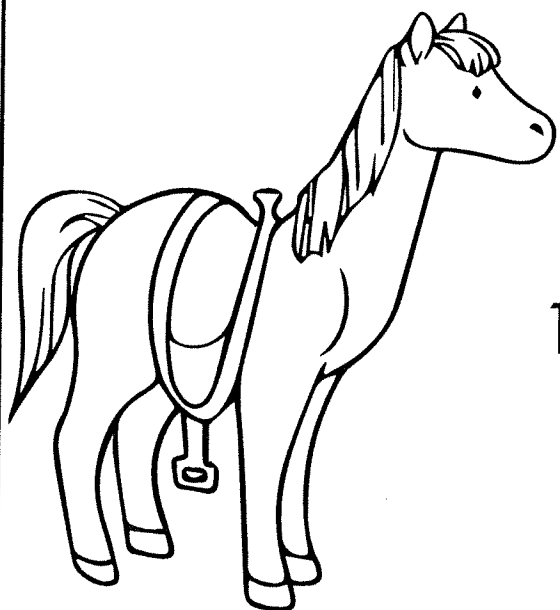
$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$



$$2 + 8 = \underline{\quad}$$

$$8 + 7 = \underline{\quad}$$

$$10 + 6 = \underline{\quad}$$

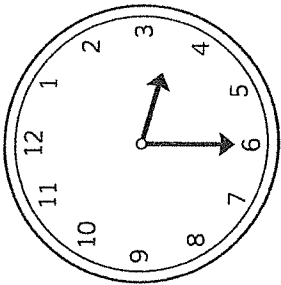
$$3 + 6 = \underline{\quad}$$

$$7 + 4 = \underline{\quad}$$

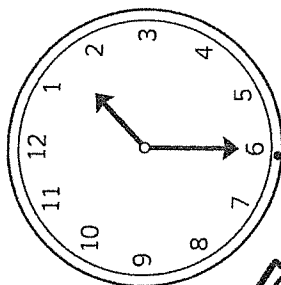
$$9 + 8 = \underline{\quad}$$

Name \_\_\_\_\_

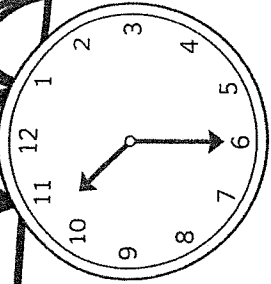
Write the times.



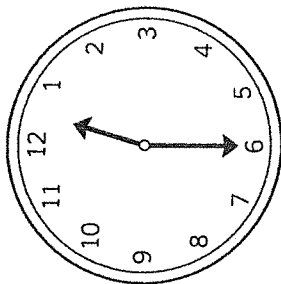
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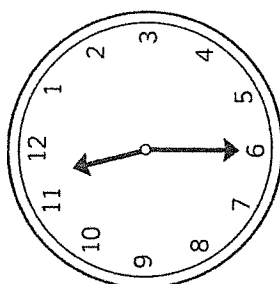
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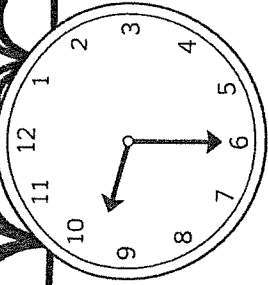
• : —



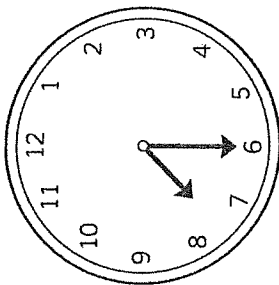
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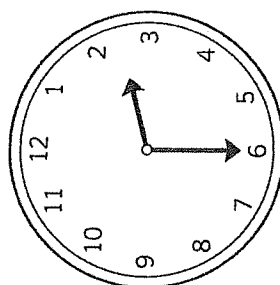
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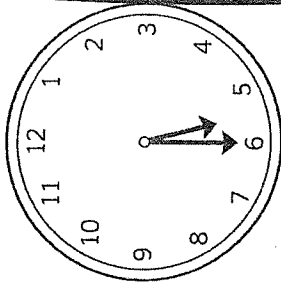
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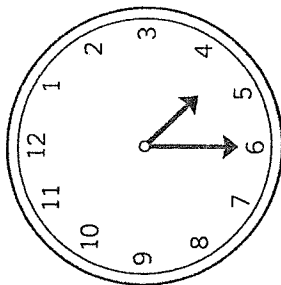
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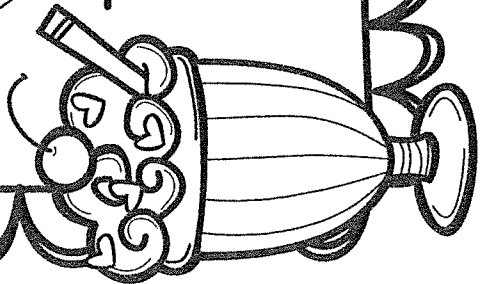
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• : —



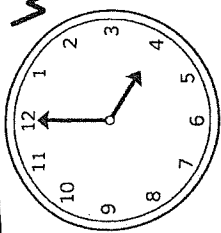
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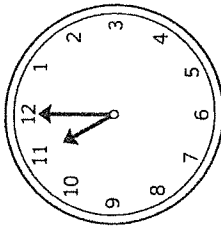
Name \_\_\_\_\_

Write the times.

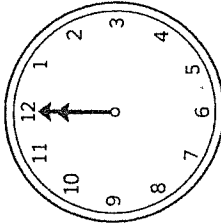
Time to the hour



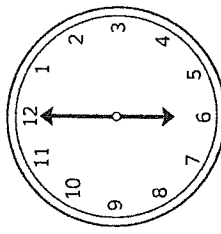
\_\_\_\_ : \_\_\_\_



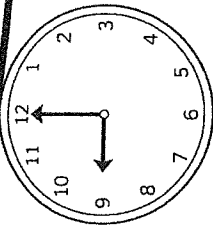
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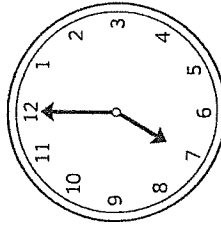
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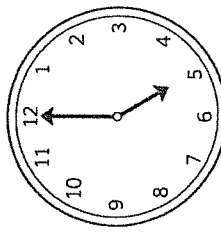
\_\_\_\_ : \_\_\_\_



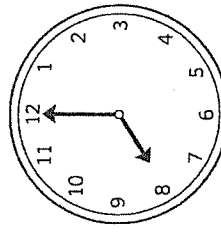
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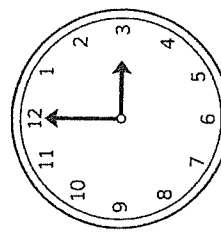
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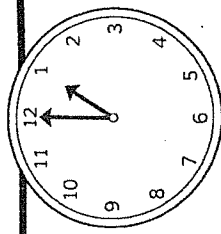
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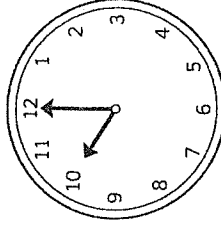
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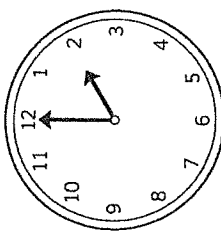
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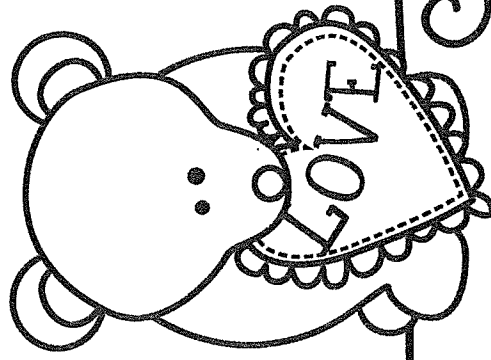
\_\_\_\_ : \_\_\_\_



\_\_\_\_ : \_\_\_\_

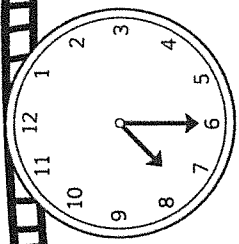


\_\_\_\_ : \_\_\_\_

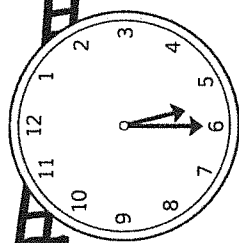


Name \_\_\_\_\_

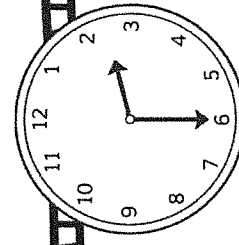
Time to the half-hour



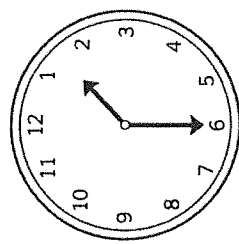
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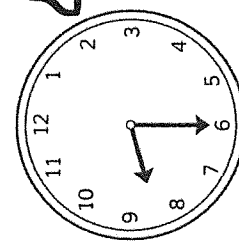
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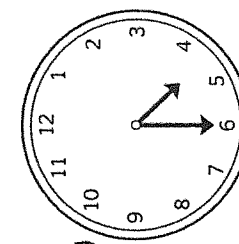
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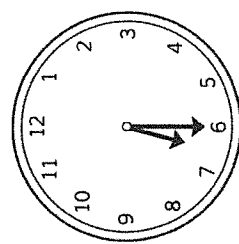
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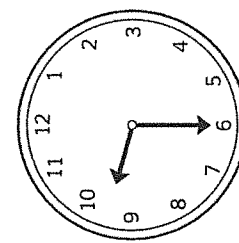
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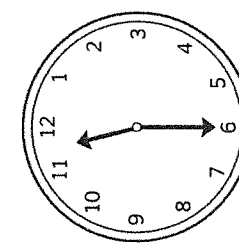
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Cut and glue

8:30

6:30

2:30

7:30

11:30

1:30

4:30

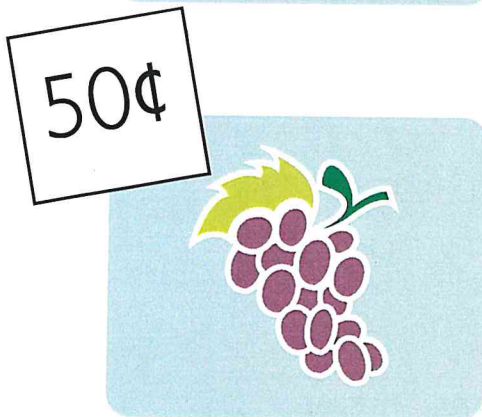
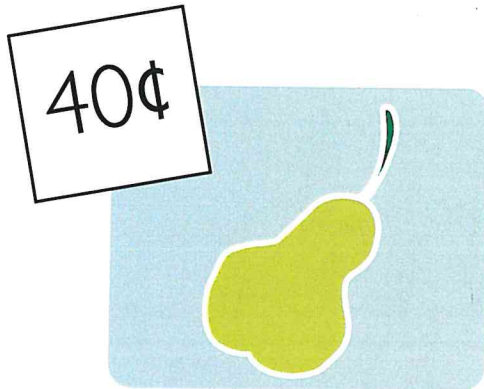
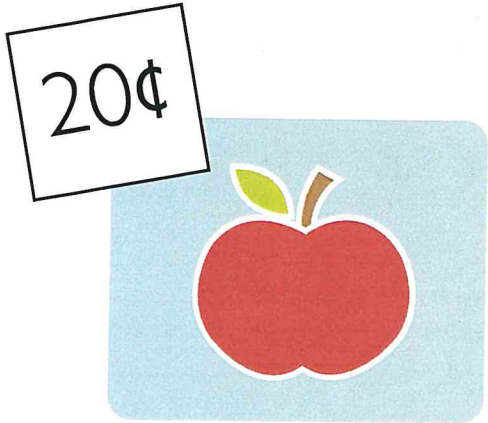
5:30

9:30

# Shopping with Dimes

How many dimes do you need to buy each piece of fruit?

Draw a line to match the dimes to the fruit.

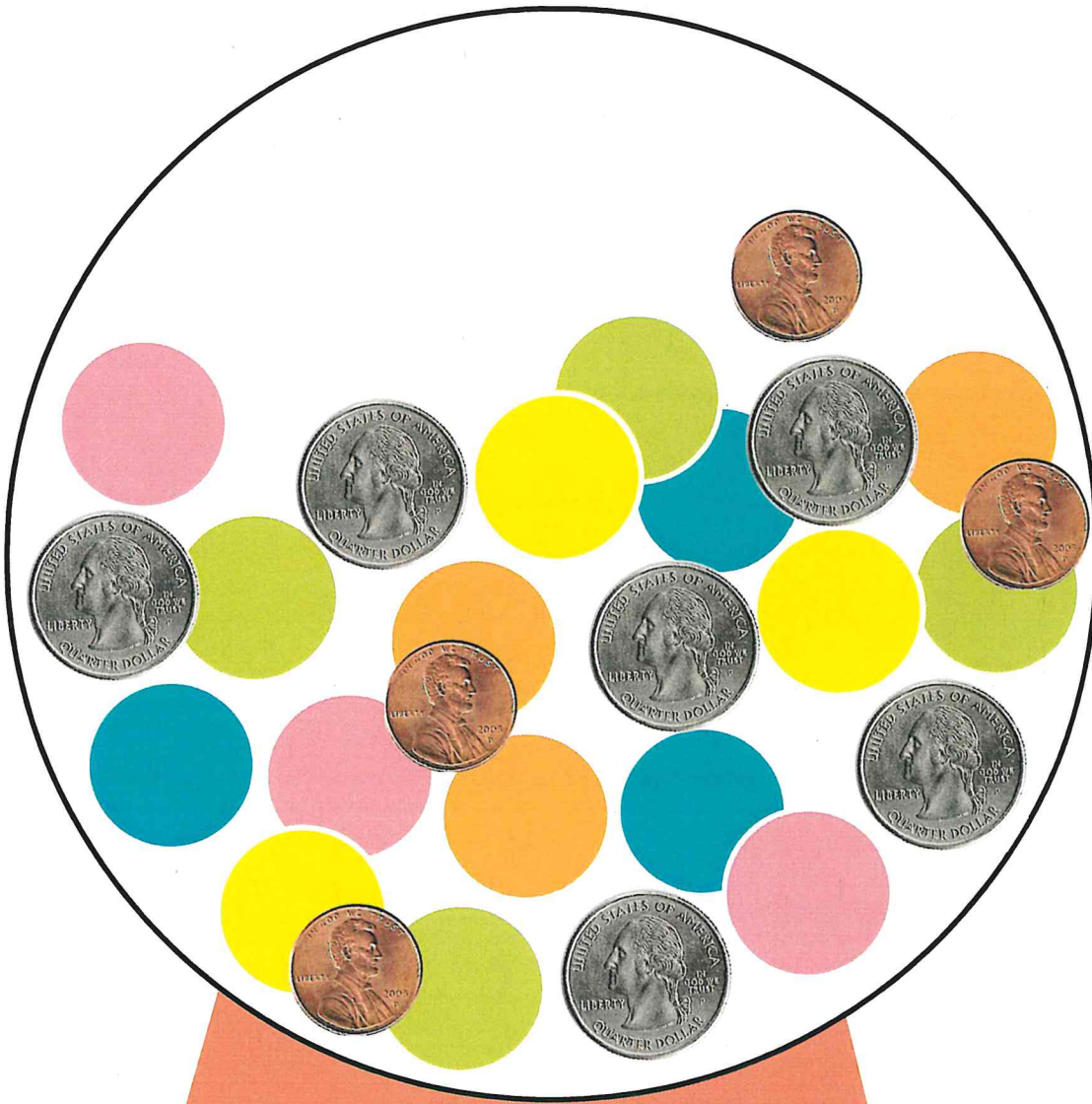


Circle the fruit that costs the least. Underline the fruit that costs the most.



# Can You Find the Quarters?

This coin  is called a **QUARTER**. Circle all of the **QUARTERS** in this picture.



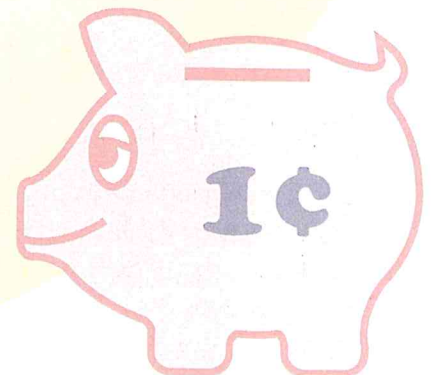
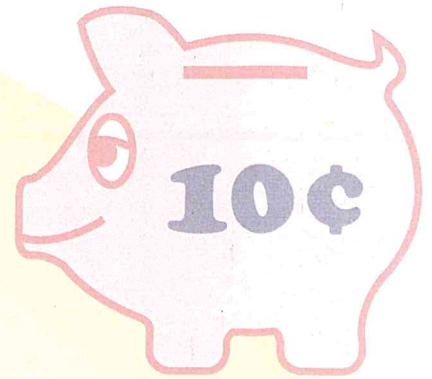
How many **QUARTERS** did you find? Write the number below.



# Money in the Bank

Deposit the coins below by drawing an arrow from each coin to the piggy bank showing its amount.

# #7



# 1st Grade Present Math

Circle the coins you need to equal  
the number on the present.

COUNTING COINS



=



=



=





# 1st Grade Present Math

Circle the coins you need to equal  
the number on the present.

COUNTING COINS



=



=



=

