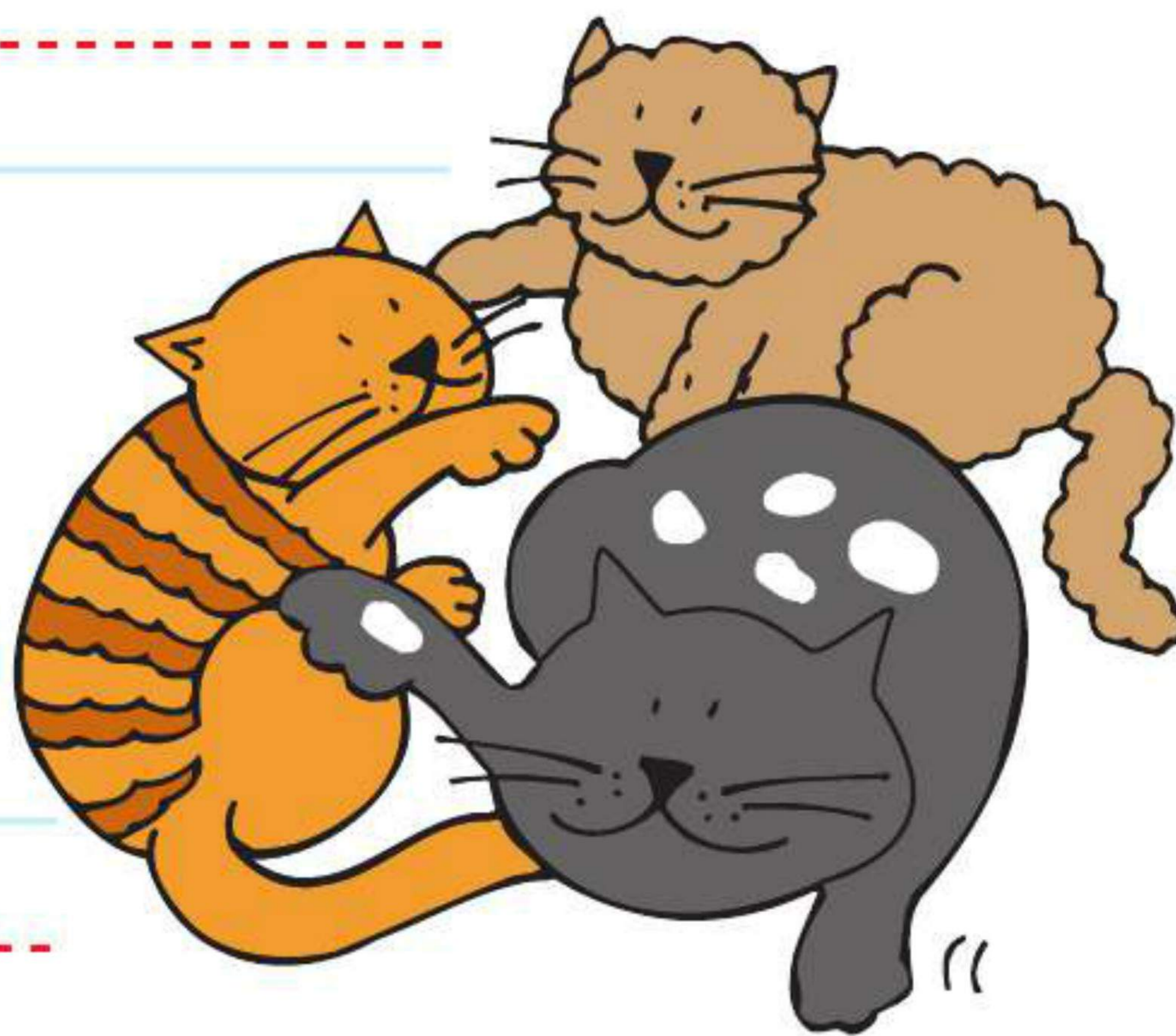


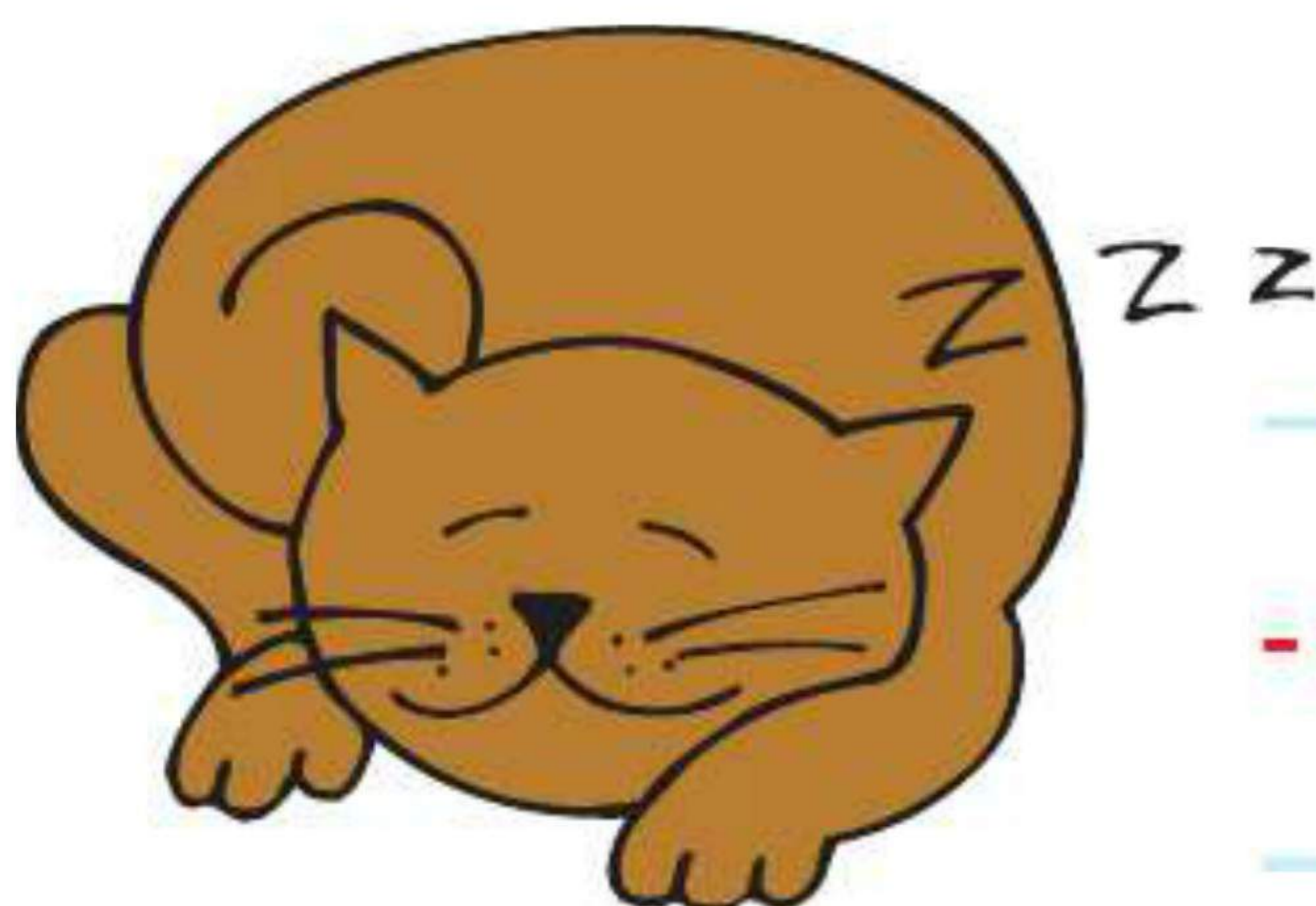


Comprehension: Cats

Directions: Look at the pictures and read about four cats. Then, write the correct name beside each cat.

Fluffy, Blackie, and Tiger are playing. Tom is sleeping. Blackie has spots. Tiger has stripes.







Comprehension: Tigers

Directions: Read about tigers. Then, write the answers.

Tigers sleep during the day. They hunt at night. Tigers eat meat. They hunt deer. They like to eat wild pigs. If they cannot find meat, tigers will eat fish.



1. When do tigers sleep?

2. Name two things tigers eat.

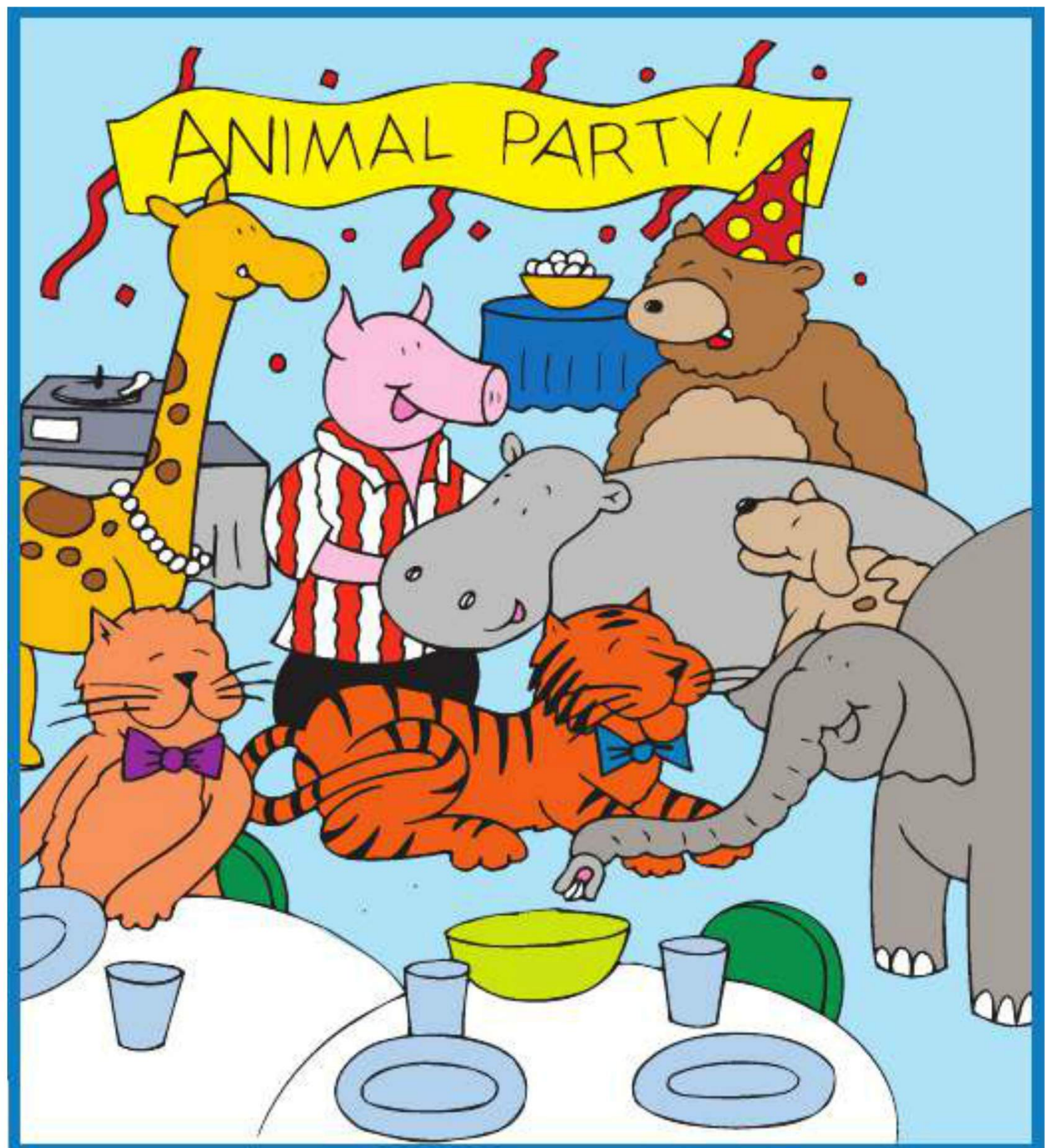
3. When do tigers hunt?



Comprehension: An Animal Party

Directions: Use the picture for clues. Write words from the box to answer the questions.

bear	cat
dog	elephant
giraffe	hippo
pig	tiger



1. Which animals have bow ties?

2. Which animal has a hat?



3. Which animal has a striped shirt?



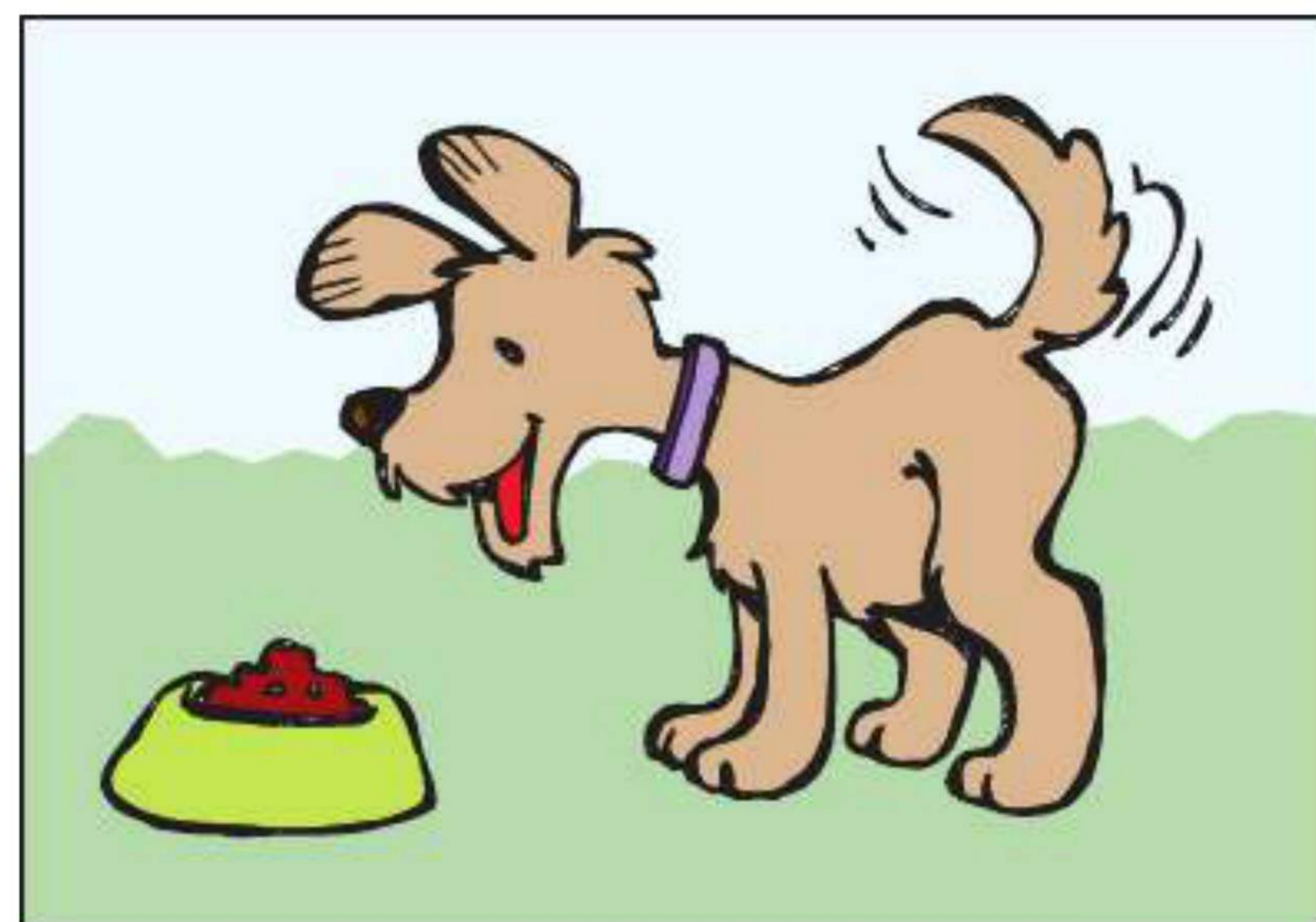
Predicting: Words and Pictures

Directions: Complete each story by choosing the correct picture. Draw a line from the story to the picture.

1. Shawnda got her books. She went to the bus stop. Shawnda got on the bus.



2. Marco planted a seed. He watered it. He pulled the weeds around it.



3. Abraham's dog was barking. Abraham got out the dog food. He put it in the dog bowl.



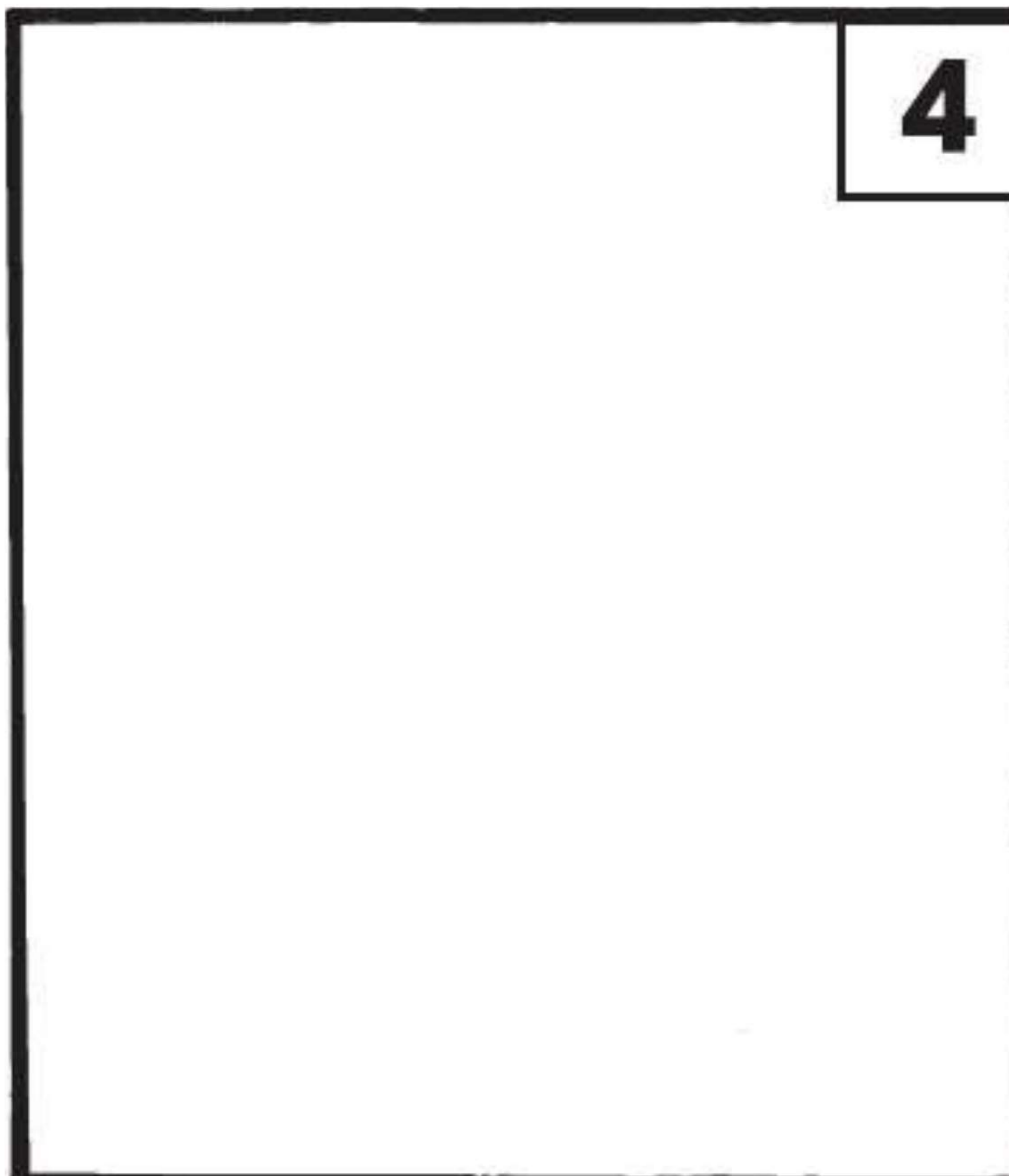


Predicting: Story Ending

Directions: Read the story. Draw a picture in the last box to complete the story.

That's my ball.

I got it first.



It's mine!

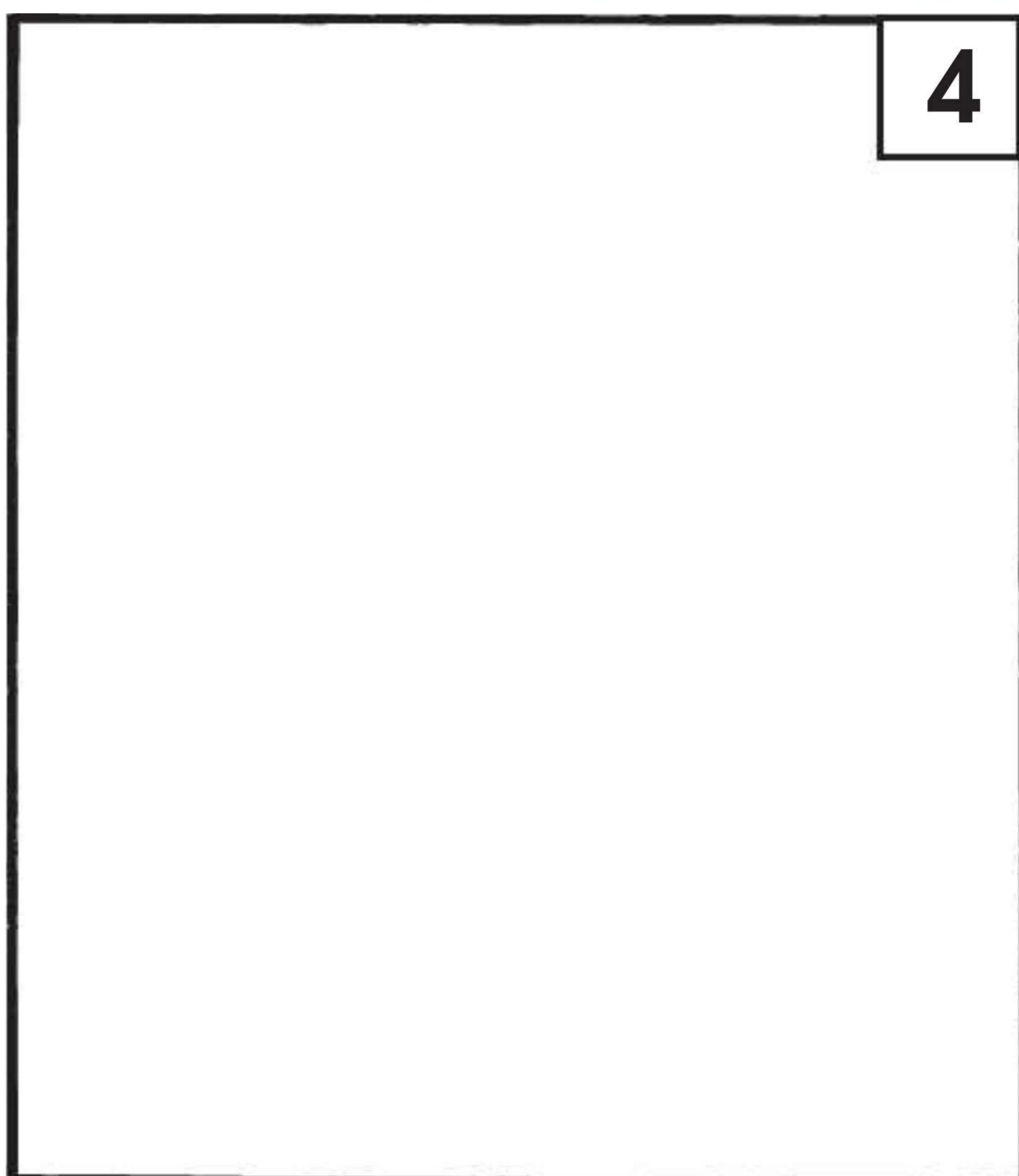
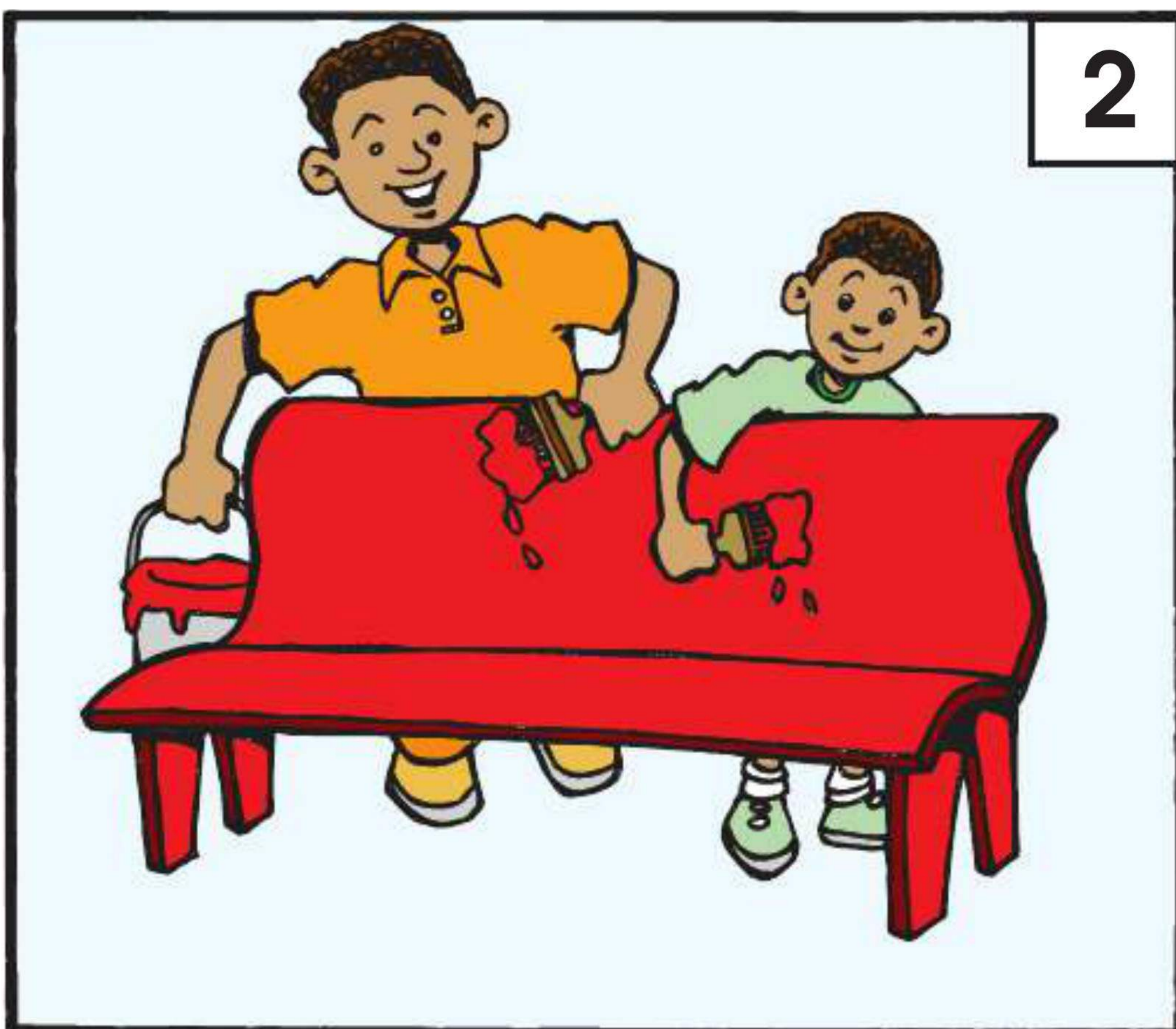


Predicting: Story Ending

Directions: Read the story. Draw a picture in the last box to complete the story.

Marco likes to paint.

He likes to help his dad.



He is tired when he's finished.



Predicting: Story Ending

Directions: Read the story. Circle the sentence that tells how the story will end.

Ann was riding her bike. She saw a dog in the park. She stopped to pet it. Ann left to go home.

The dog went swimming.

The dog followed Ann.

The dog went home with a cat.

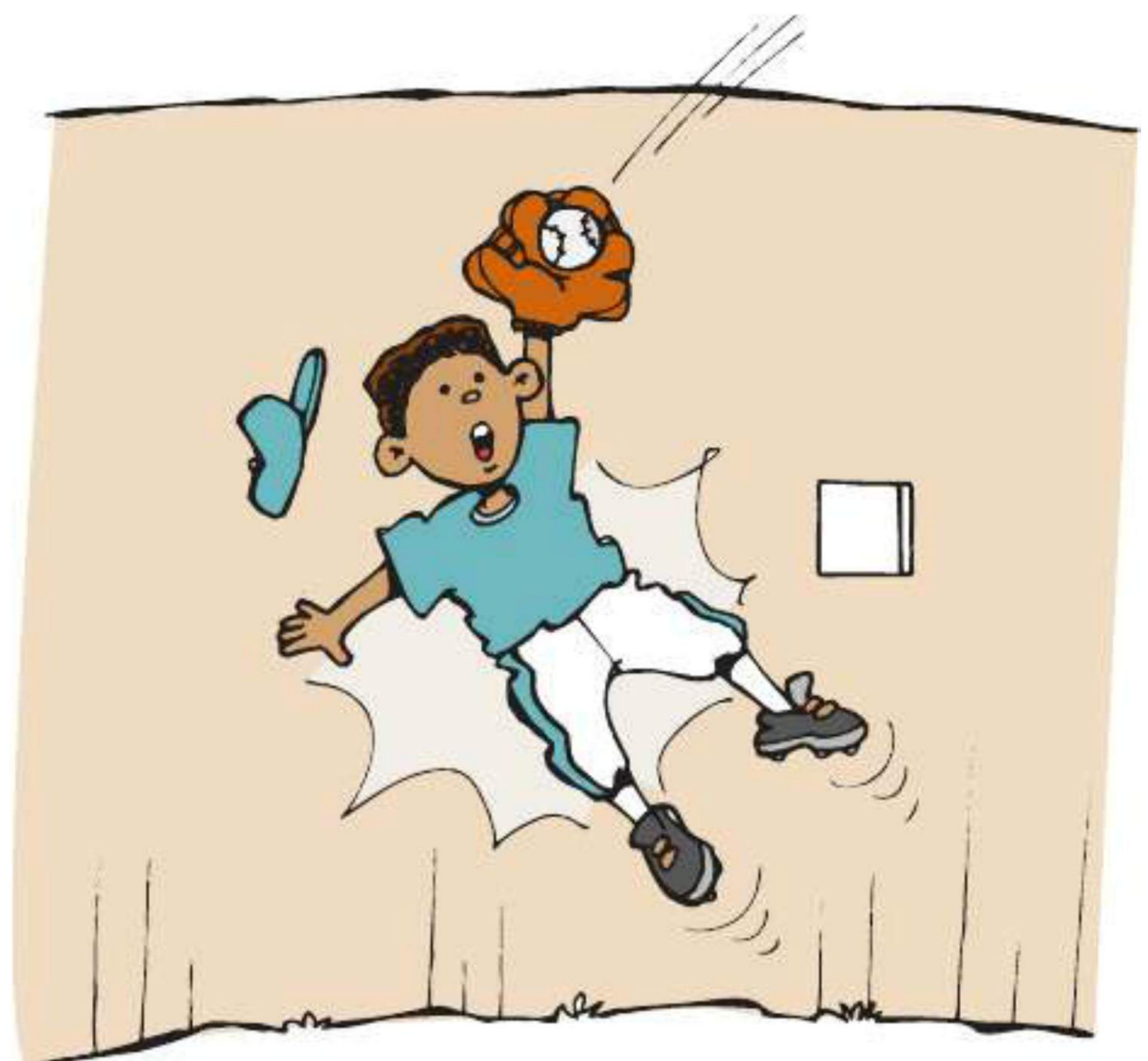


Antonio went to a baseball game. A baseball player hit a ball toward him. He reached out his hands.

The player caught the ball.

The ball bounced on a car.

Antonio caught the ball.



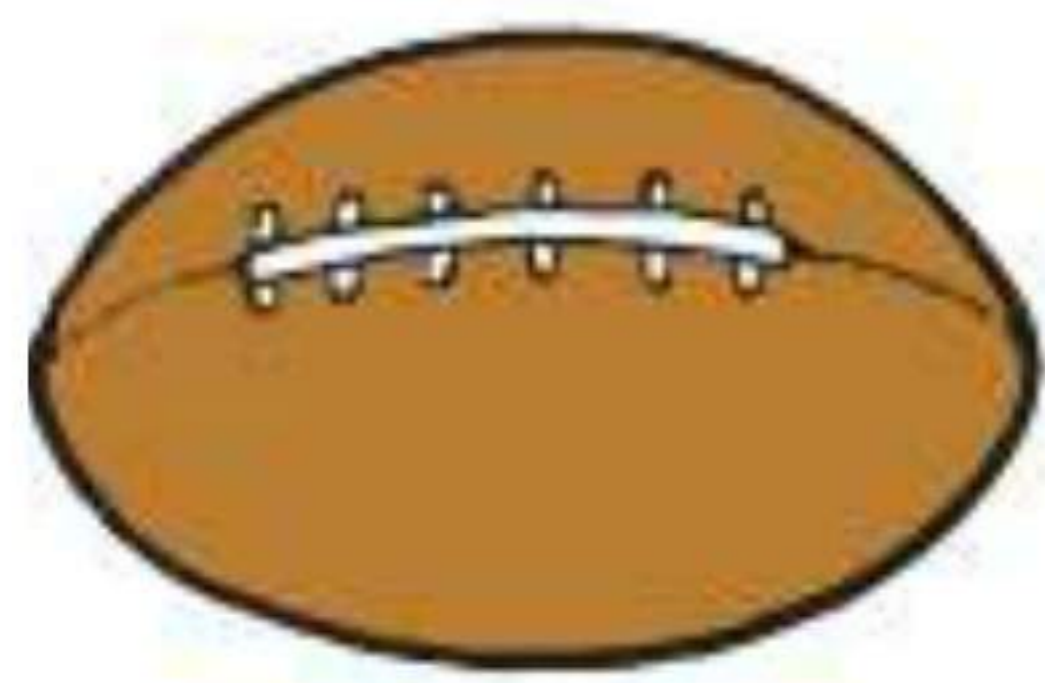


Making Inferences: Baseball

Traci likes baseball. She likes to win. Traci's team does not win.

Directions: Circle the correct answers.

1. Traci likes



football.



soccer.



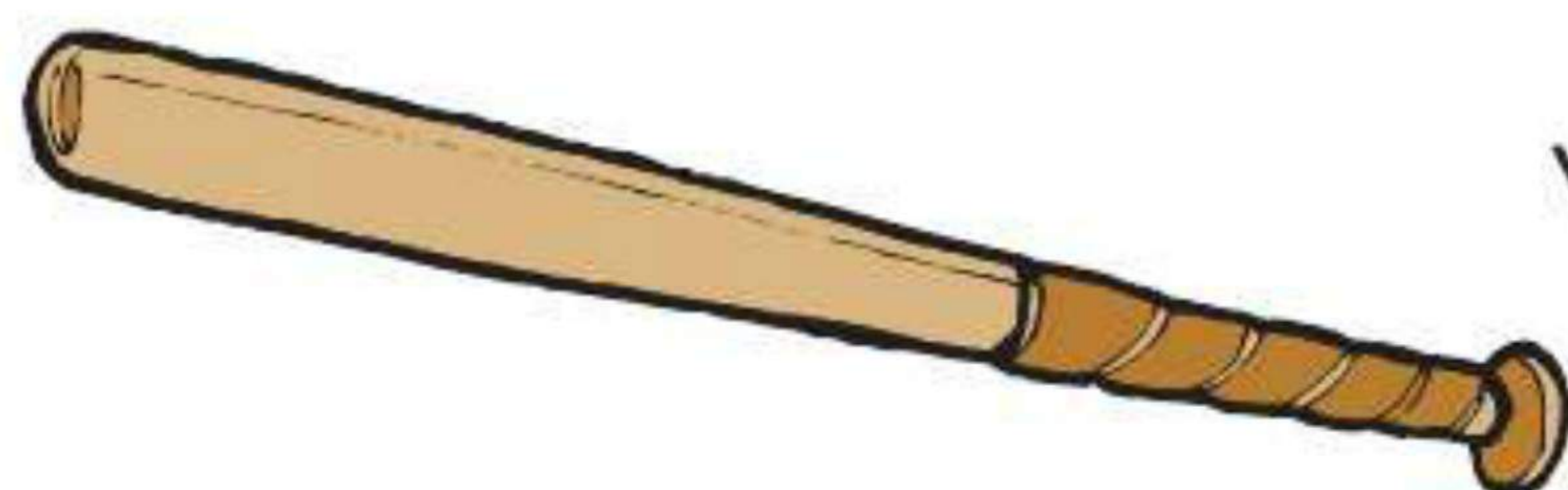
baseball.



2. Traci likes to



3. Traci uses a bat.



Yes

No

4. Traci is



happy.



sad.



Making Inferences: The Stars

Lynn looks at the stars. She sings a song about them. She makes a wish on them. The stars help Lynn sleep.

Directions: Circle the correct answers.

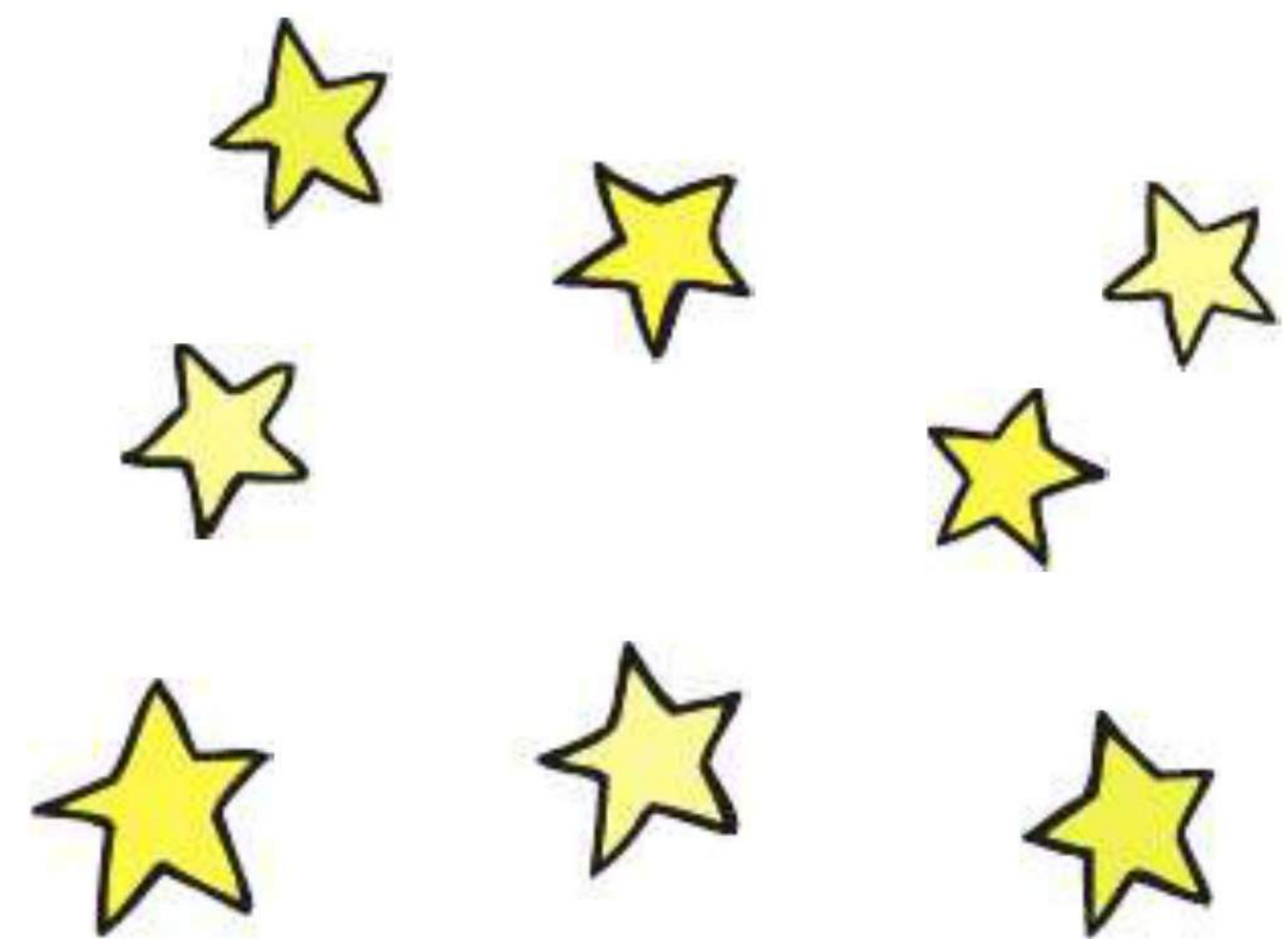
1. Lynn likes the



moon.



sun.



stars.

2. What song do you think she sings?

Row, Row, Row Your Boat

Twinkle, Twinkle Little Star

Happy Birthday to You



3. What does Lynn "make" on the stars?

a wish

a spaceship

lunch



Making Inferences: Feelings

Directions: Read each story. Choose a word from the box to show how each person feels.

happy

excited

sad

mad

1. Andy and Sam were best friends. Sam and his family moved far away. How does Sam feel?



2. Deana could not sleep. It was the night before her birthday party. How does Deana feel?



3. Jacob let his baby brother play with his teddy bear. His brother lost the bear. How does Jacob feel?



4. Kia picked flowers for her mom. Her mom smiled when she got them. How does Kia feel?





Nouns

A **noun** is a word that names a person, place, or thing. When you read a sentence, the noun is what the sentence is about.

Directions: Complete each sentence with a noun.

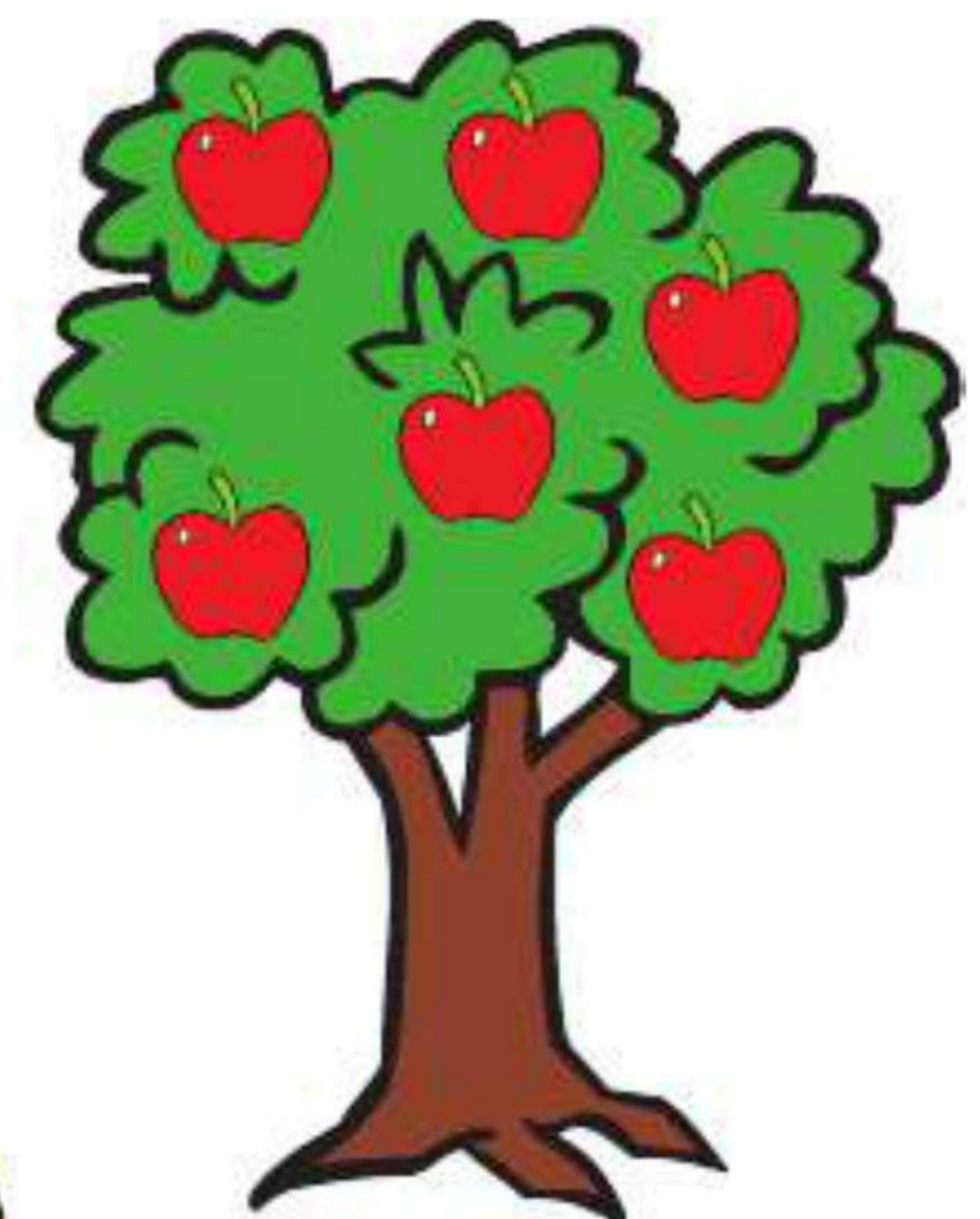
The _____ is fat.



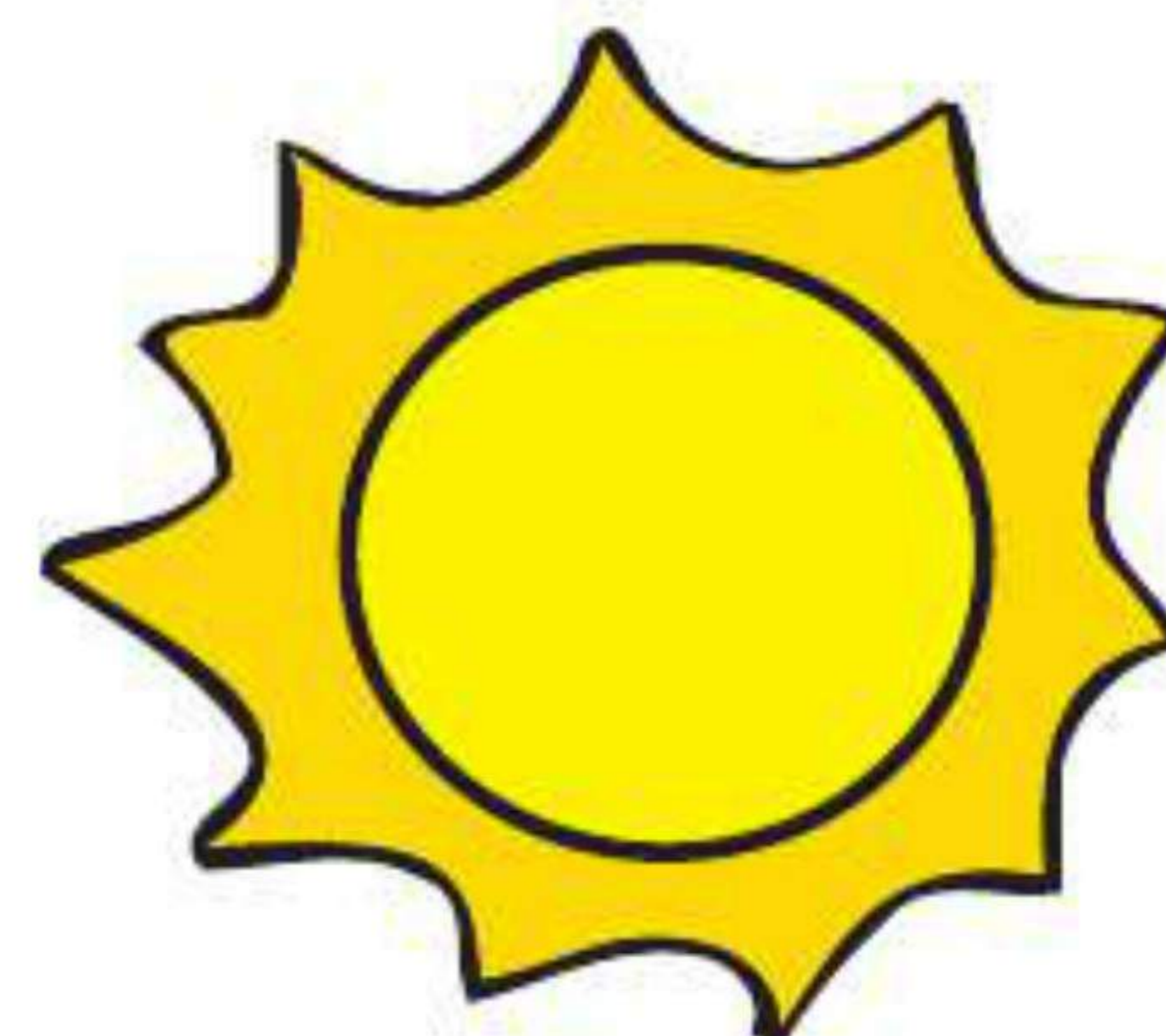
My _____ is blue.



The _____ has apples.



The _____ is hot.






Name _____

NOUNS



Nouns

Directions: Write these naming words in the correct box.

store cat	zoo park	child gym	baby woman	teacher sock	table horse
 Person	_____	_____	_____	_____	_____
 Place	_____	_____	_____	_____	_____
 Thing	_____	_____	_____	_____	_____



Verbs

Verbs are words that tell what a person or a thing can do.

Example: The girl pats the dog.

The word **pats** is the verb. It shows action.

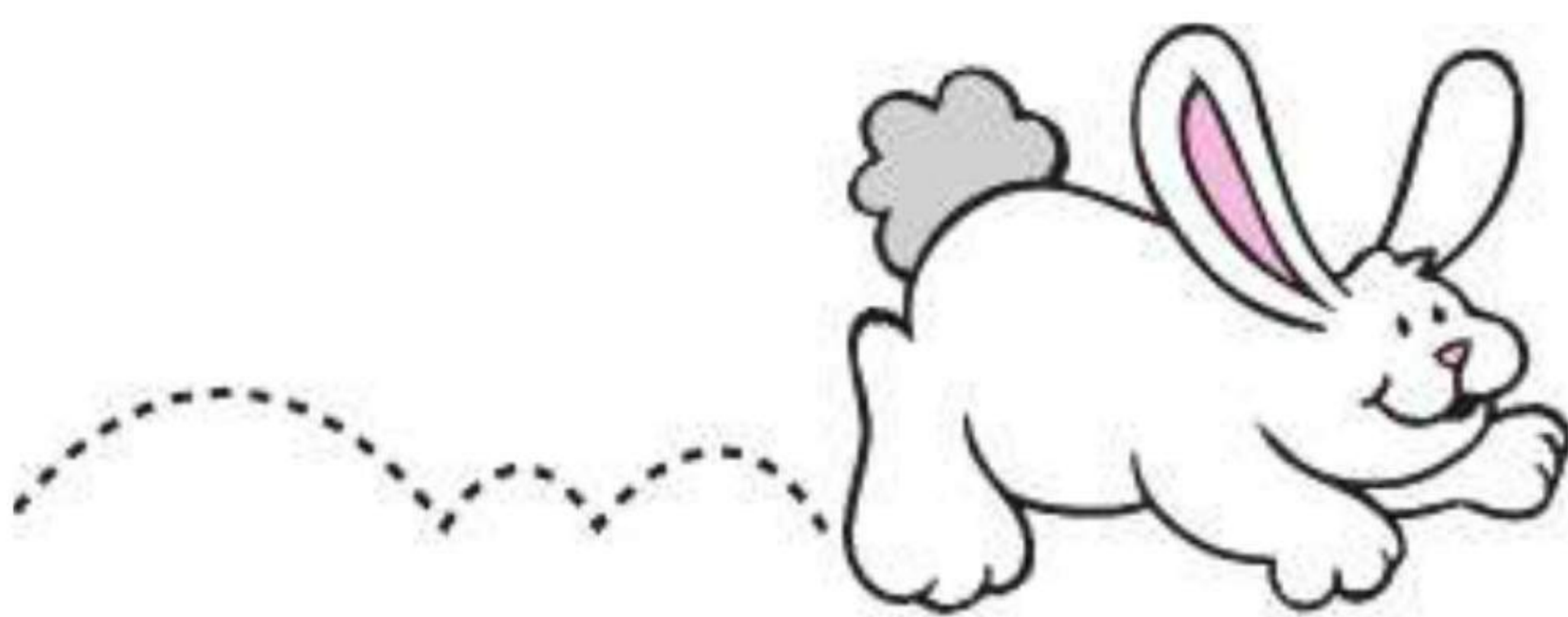
Directions: Draw a line between the verbs and the pictures that show the action.



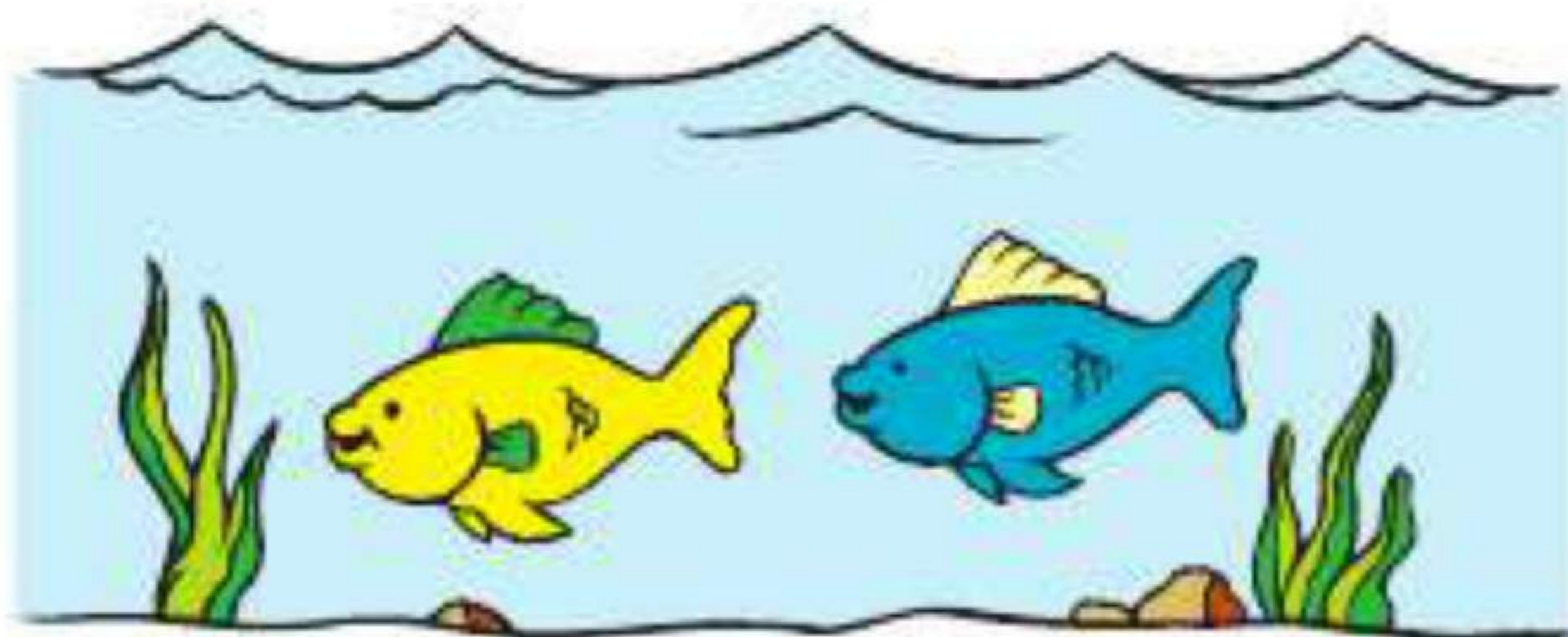
eat



run



sleep



swim



sing



hop



Is and Are

We use **is** in sentences about one person or one thing. We use **are** in sentences about more than one person or thing.

Example: The dog **is** barking.
The dogs **are** barking.

Directions: Write **is** or **are** in the sentences below.



1. Jim _____ playing baseball.



2. Fred and Sam _____ good friends.



3. Cupcakes _____ my favorite treat.



4. Lisa _____ a good soccer player.



Is and Are

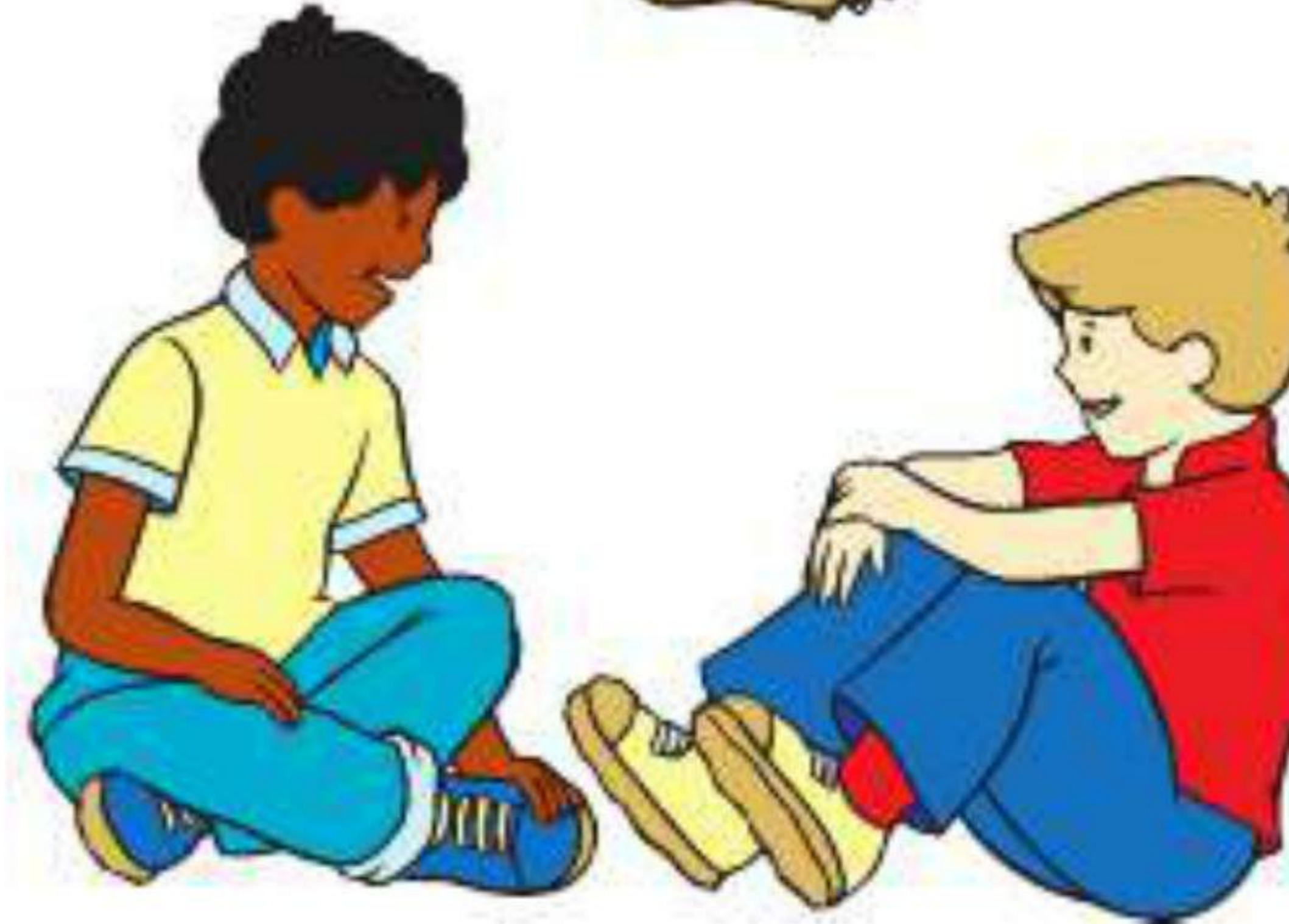
Directions: Write **is** or **are** in the sentences below.

Example: Lisa is sleeping.

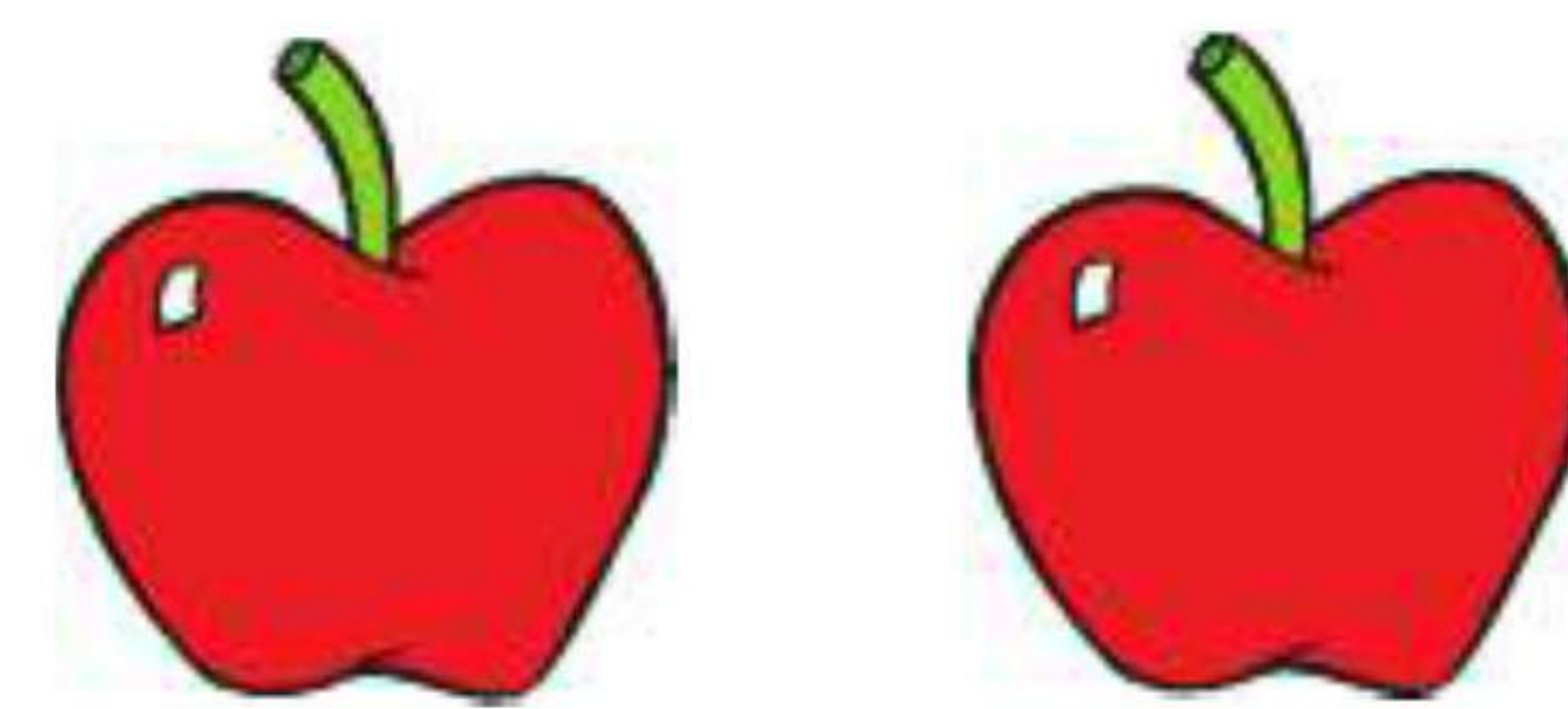
1. Cats and dogs _____ good pets.



2. Bill _____ my best friend.



3. Apples _____ good to eat.



4. We _____ going to the zoo.



5. Pedro _____ coming to my house.



6. When _____ you all going to the zoo?



Verbs

Directions: Trace the letters to write each action word. Then, write the action word again by yourself.

Example:



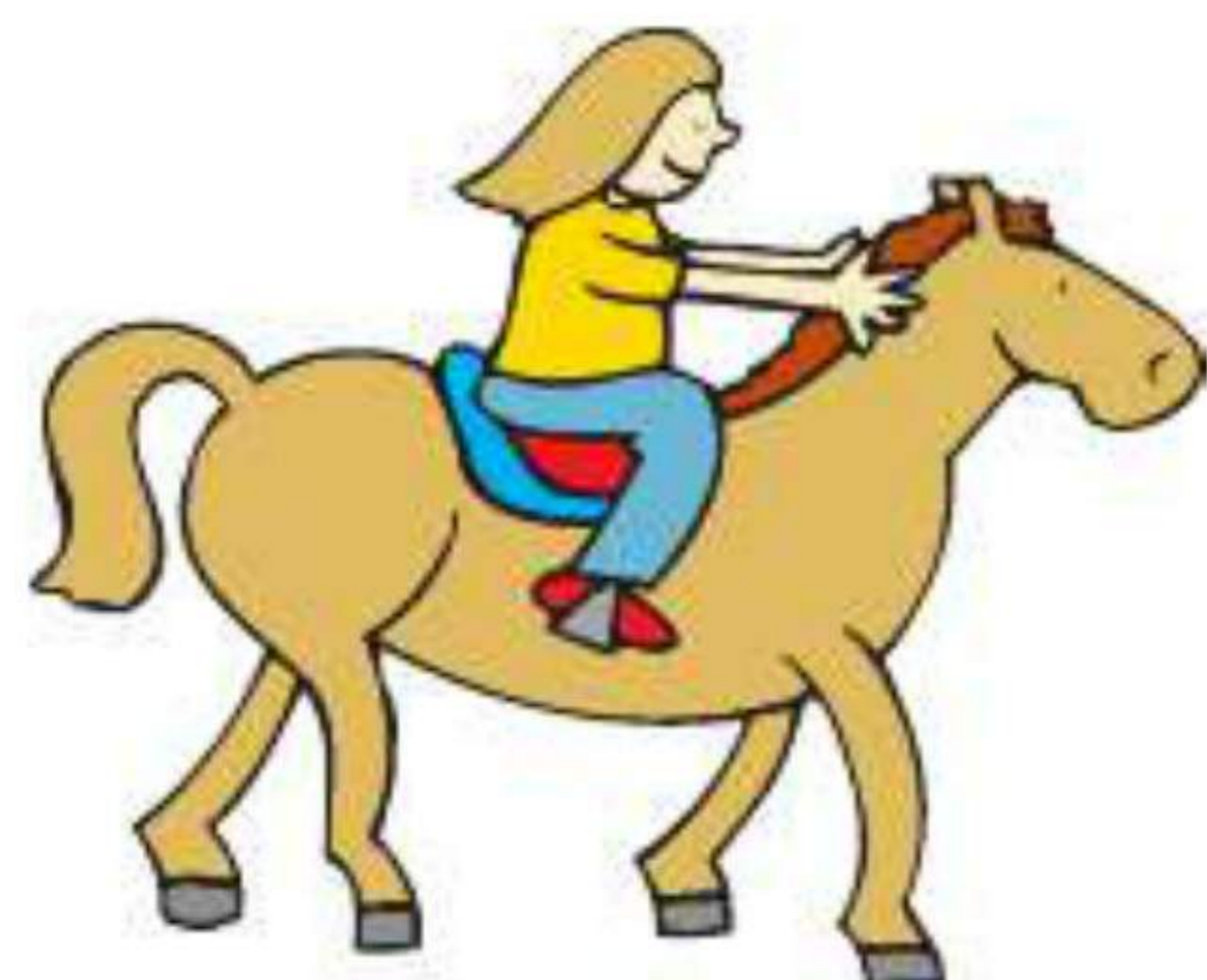
sleep sleep



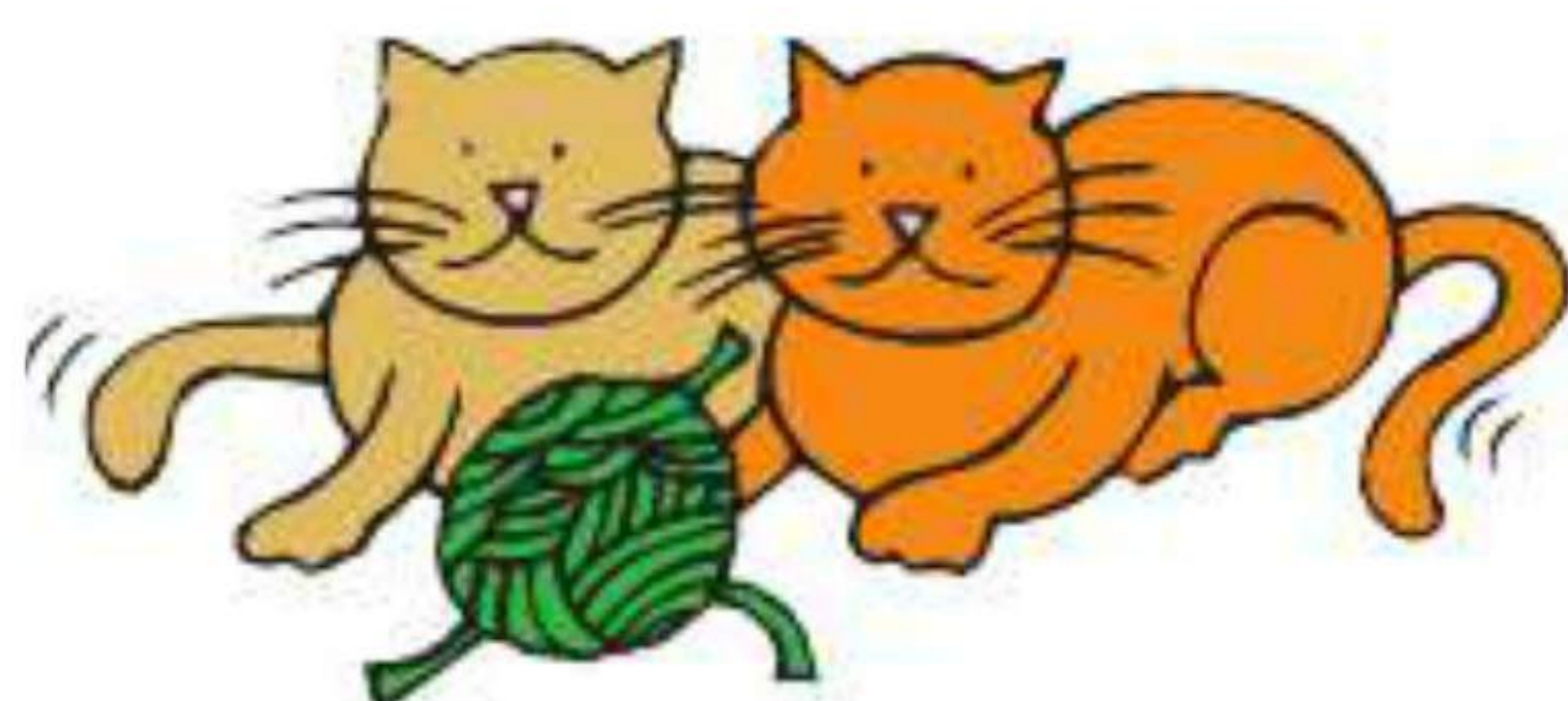
run



make



ride



play

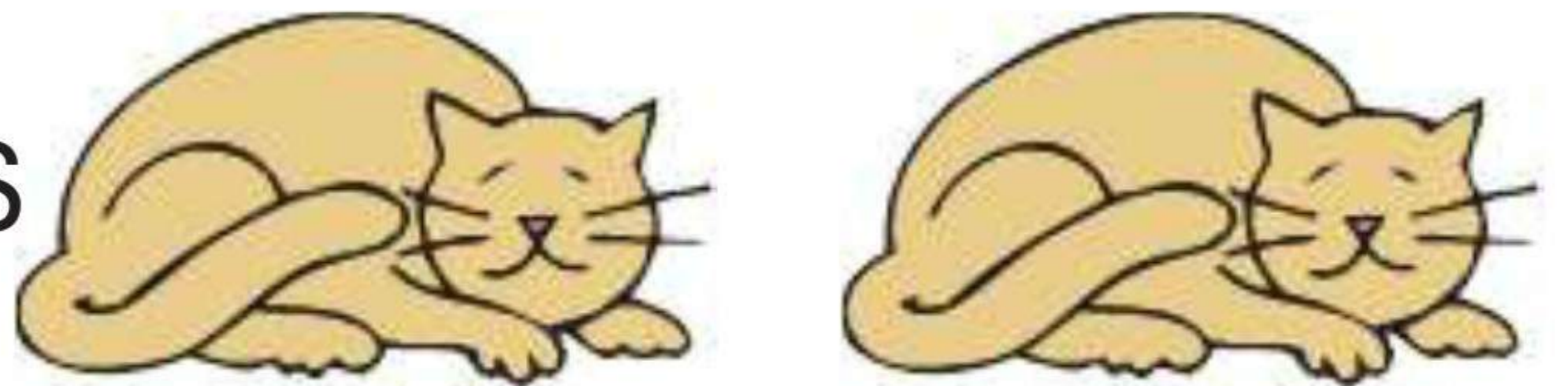


stop



Verbs: More Than One

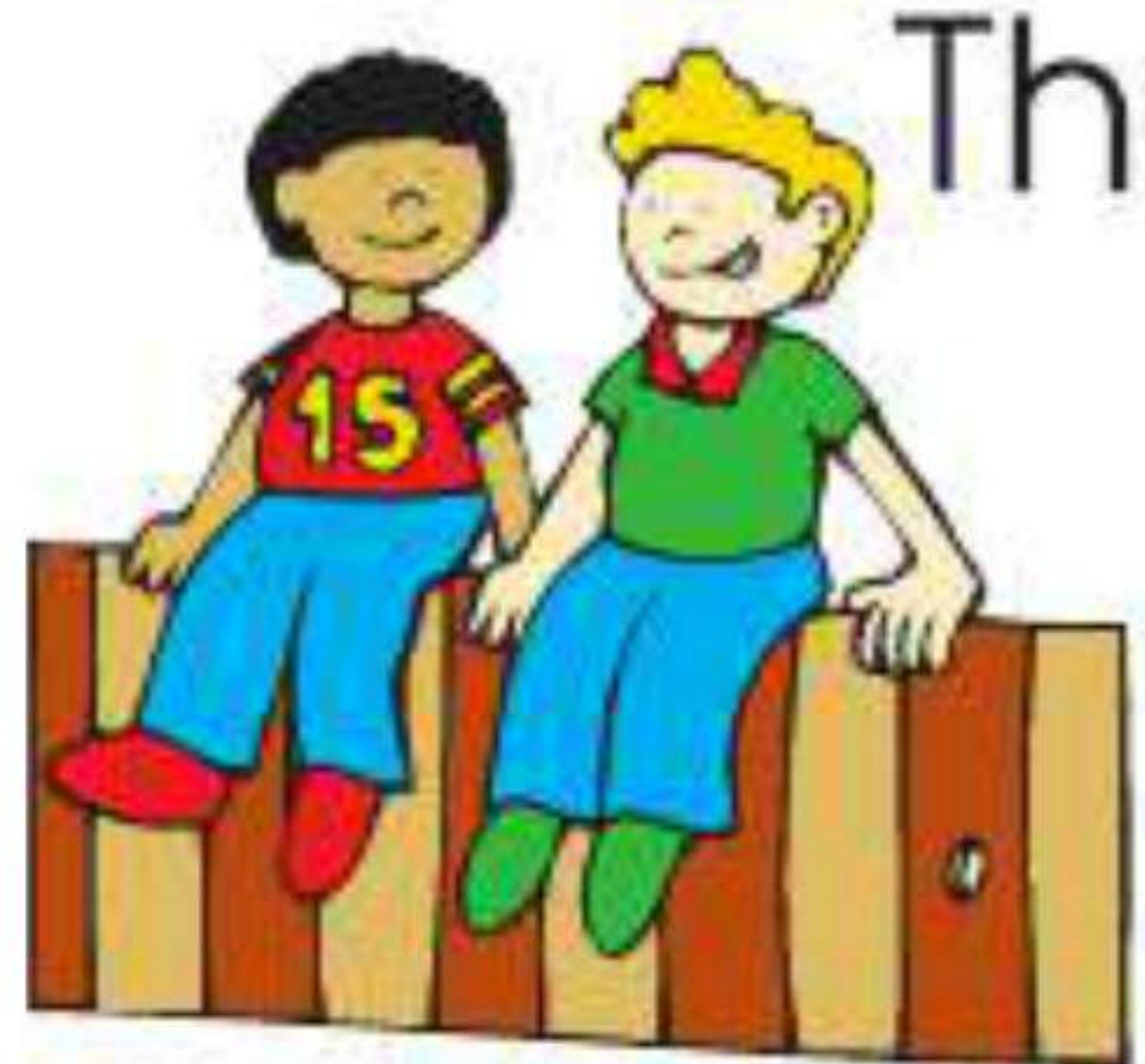
To show more than one of something, add **s** to the end of the word.

Example: one cat  two cats 

Directions: In each sentence, add **s** to show more than one. Then, write the action word that completes each sentence.

sit jump stop ride

Example:



The frog

s

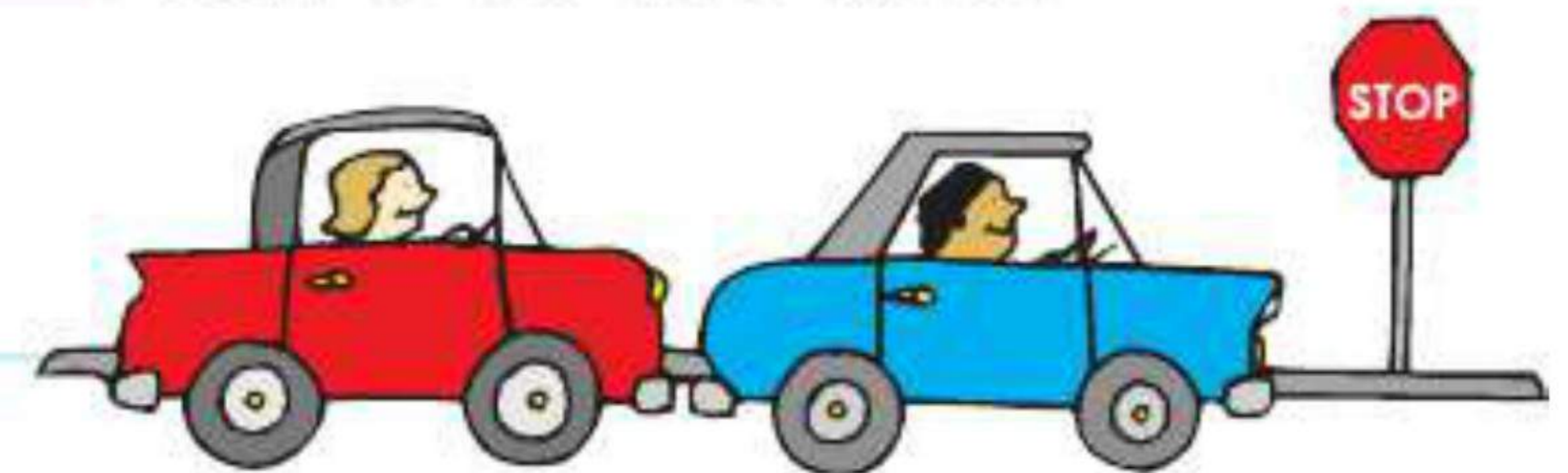
sleep

in the sun.



1. The boy

_____ on the fence.



2. The car

_____ at the sign.



3. The girl

_____ in the water.



4. The dog

_____ in the wagon.

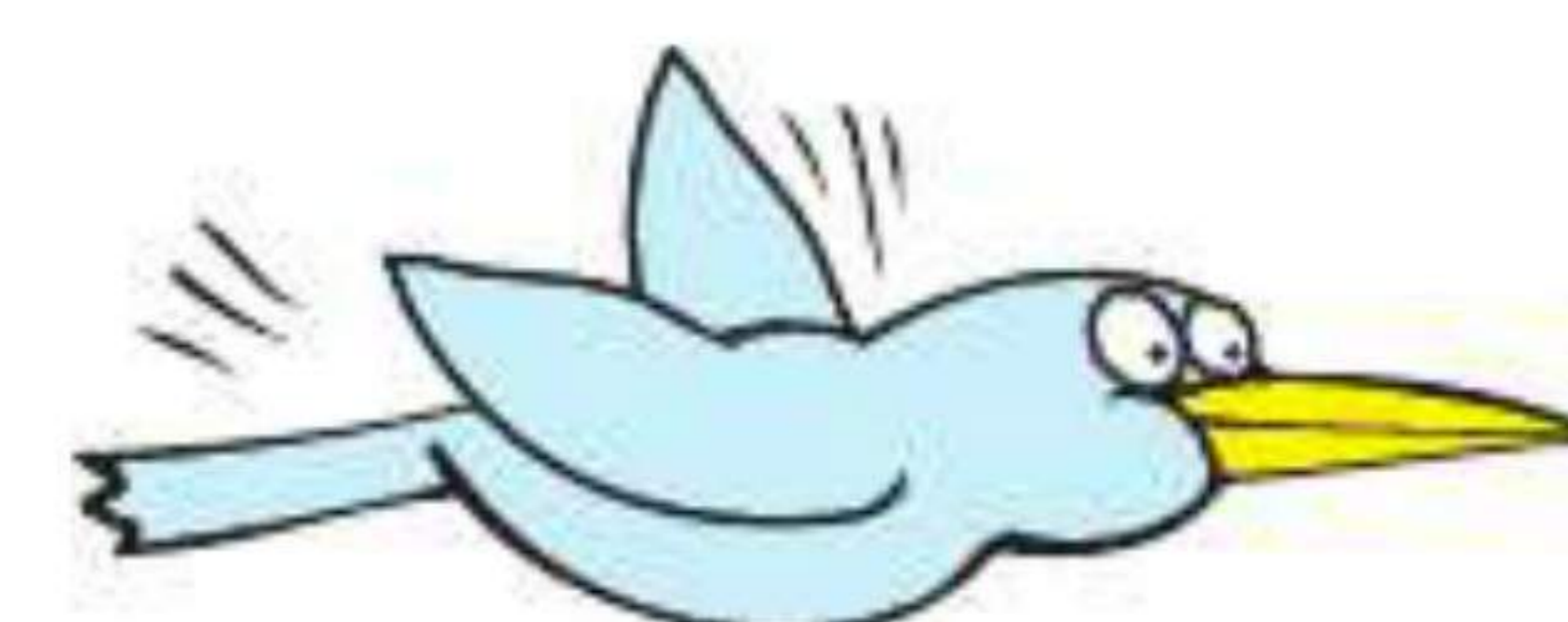


Adjectives

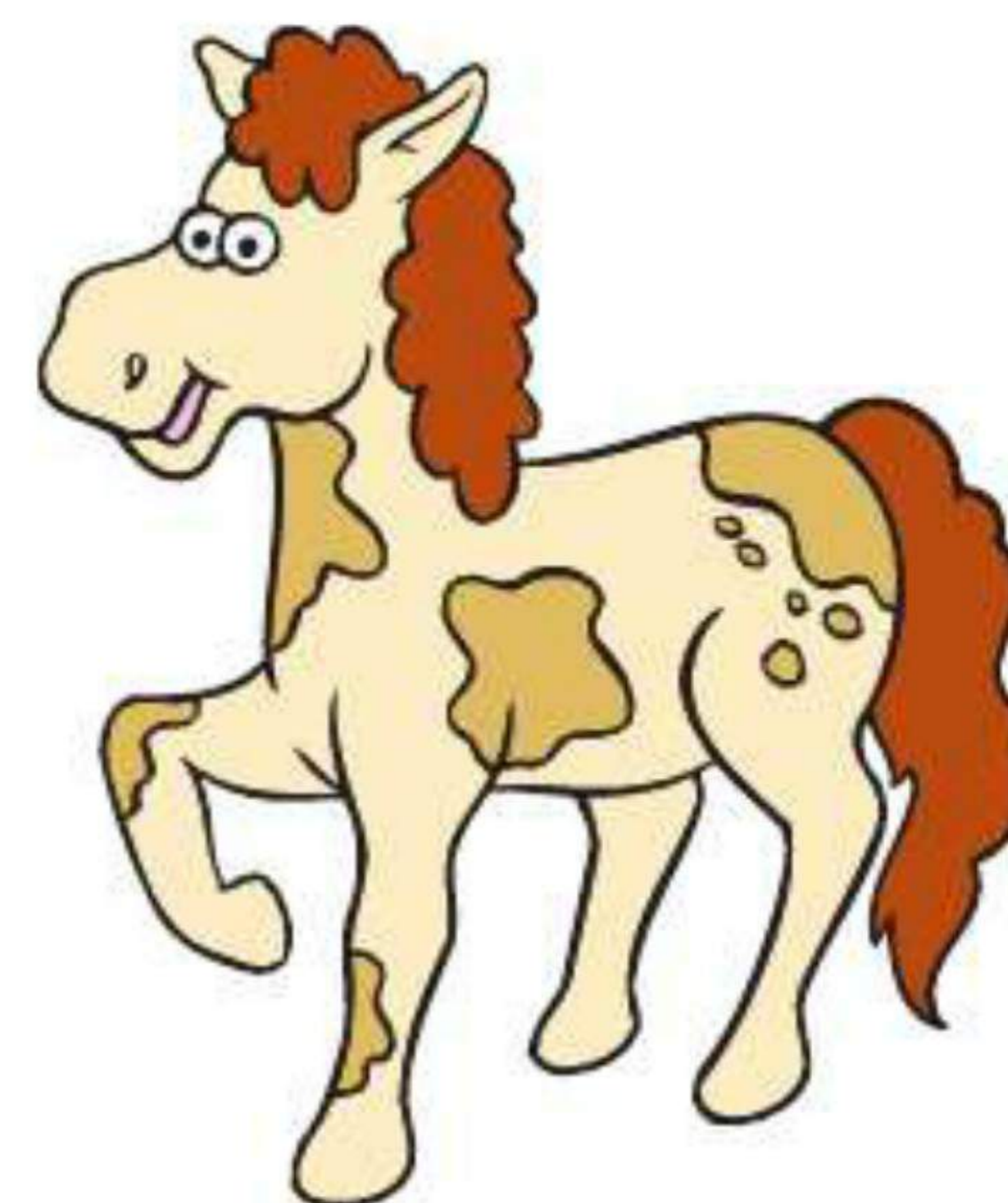
Adjectives describe nouns.

Directions: Circle the describing words in each sentence. Draw a line from the sentence to the picture.

1. The hungry dog is eating.



2. The tiny bird is flying.



3. Horses have long legs.



4. She is a fast runner.



5. The little boy was lost.





Adjectives

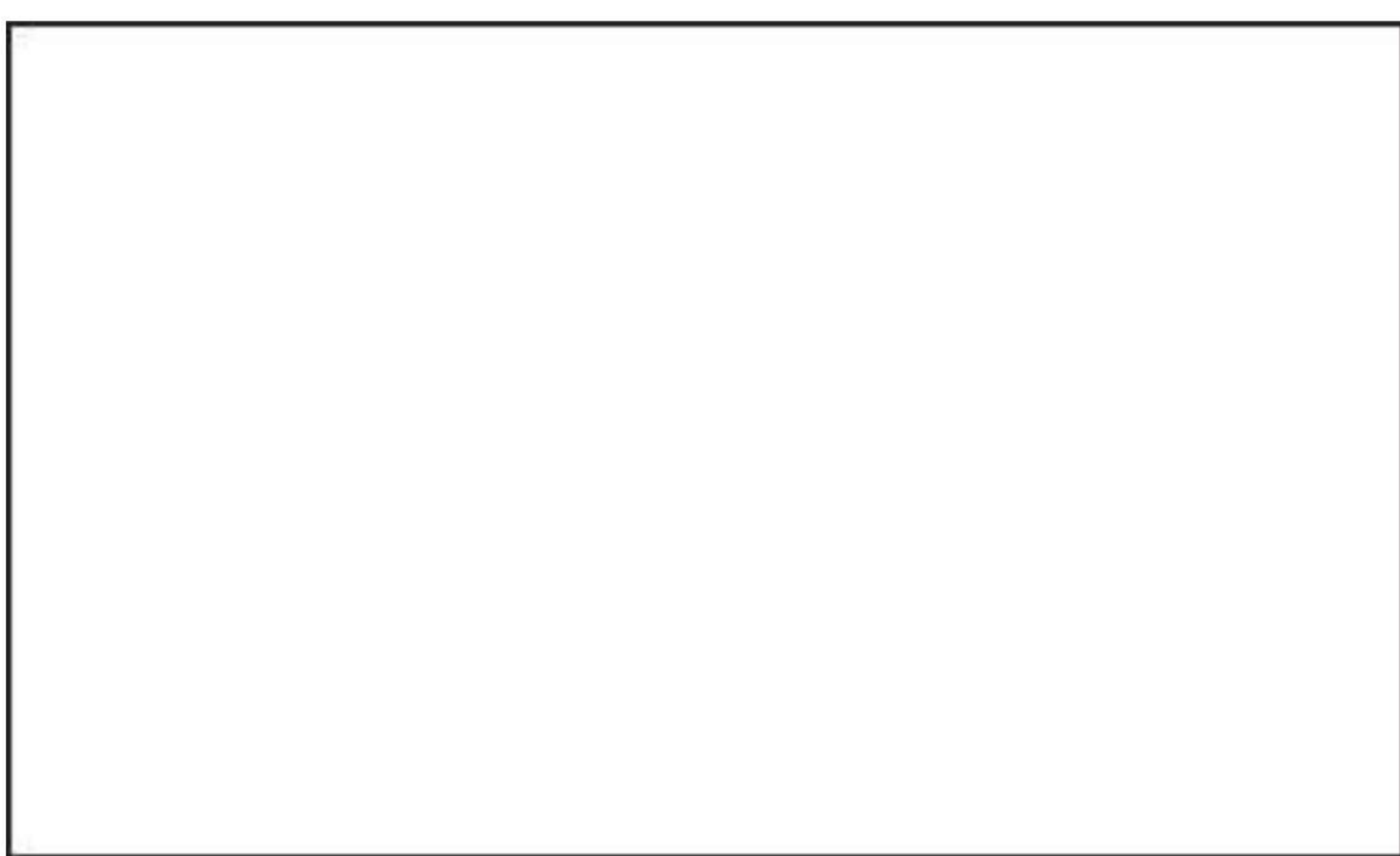
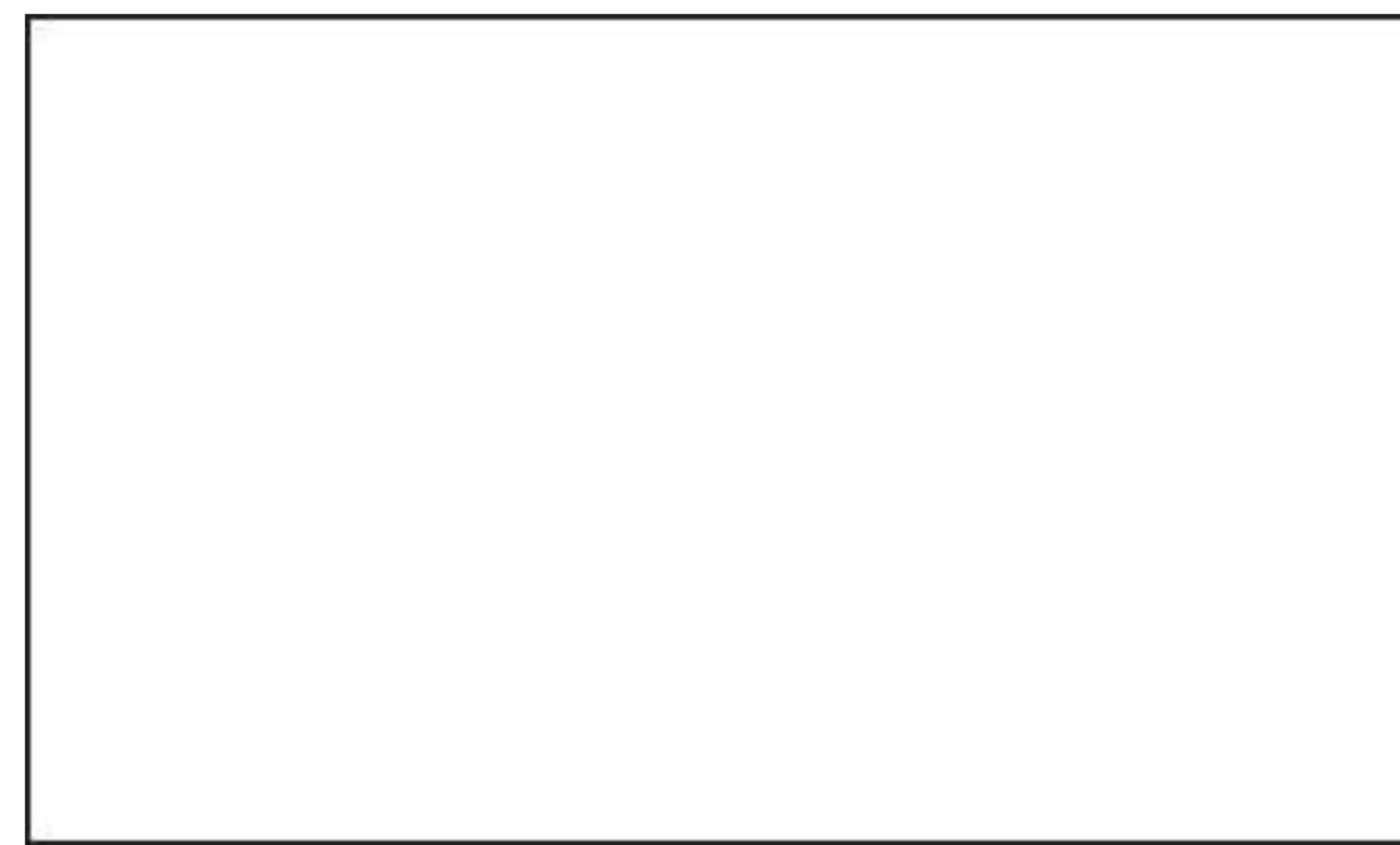
Colors and numbers can describe nouns.

Directions: Underline the describing word in each sentence.
Draw a picture to go with each sentence.

A yellow moon was in the sky.



Two worms are on the road.



The tree had red apples.



The girl wore a blue dress.



Comparative Adjectives

Directions: Look at each group of pictures. Write **1**, **2**, or **3** under the picture to show where it should be.

Example:



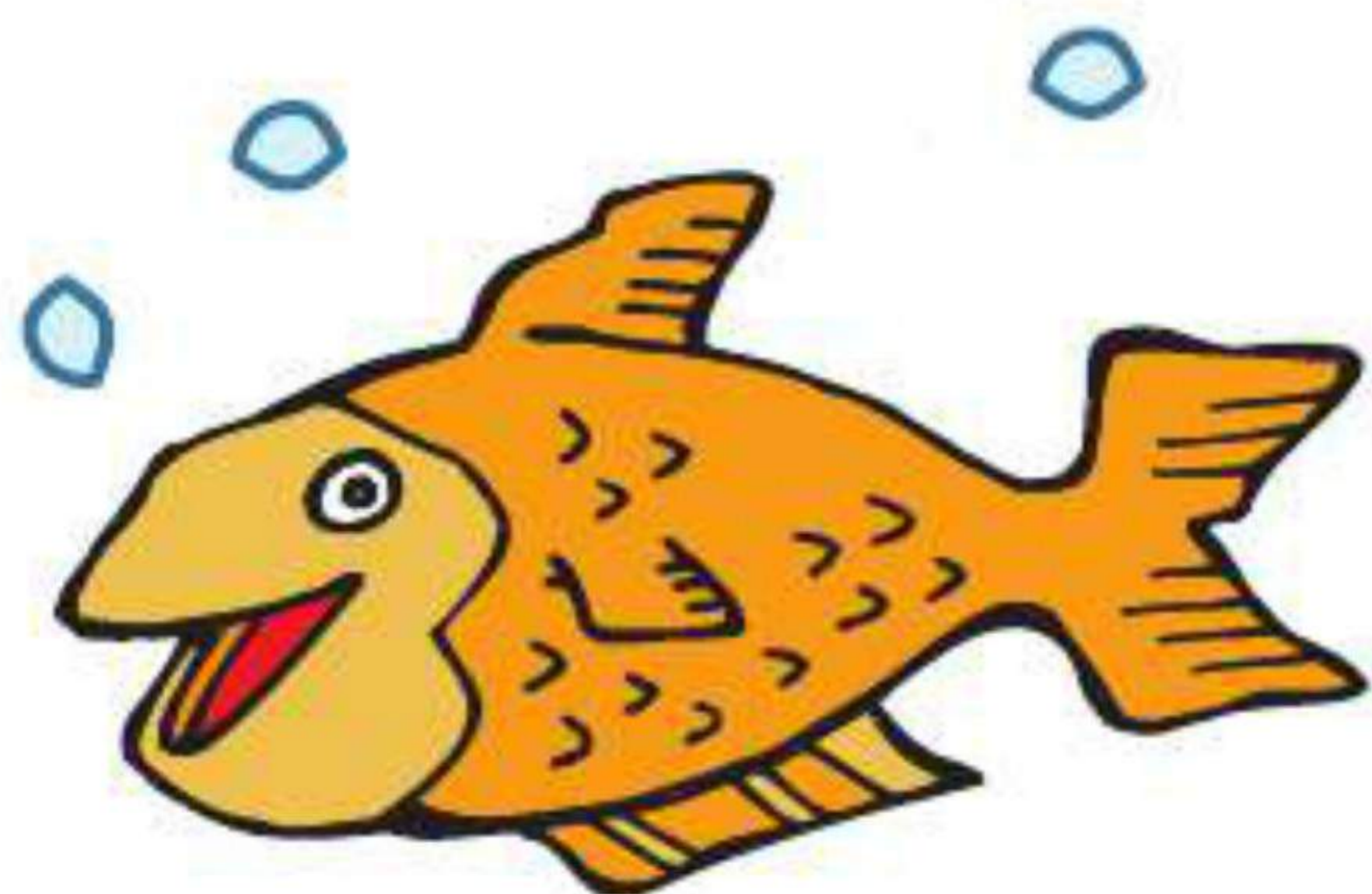
tallest 3



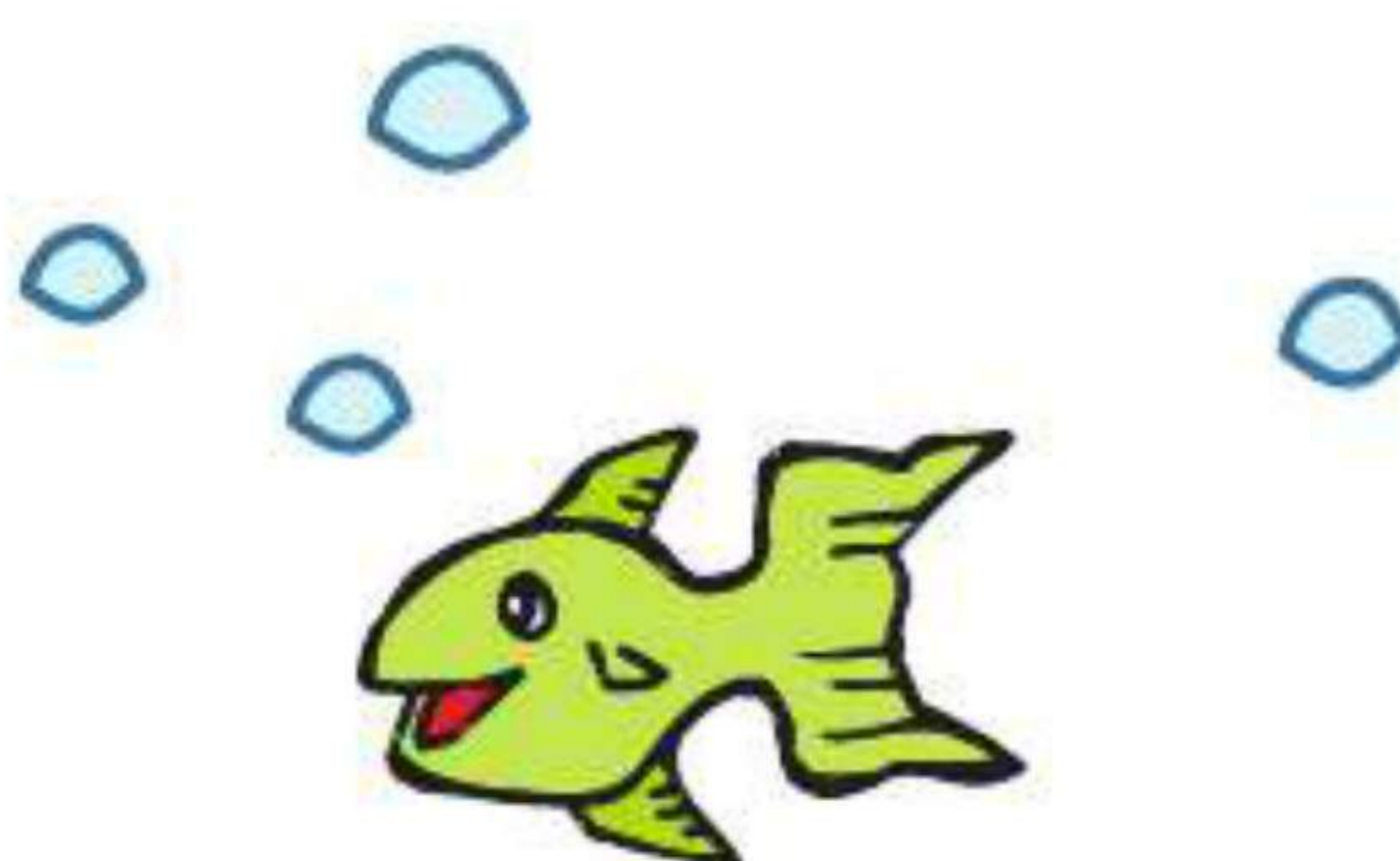
tall 1



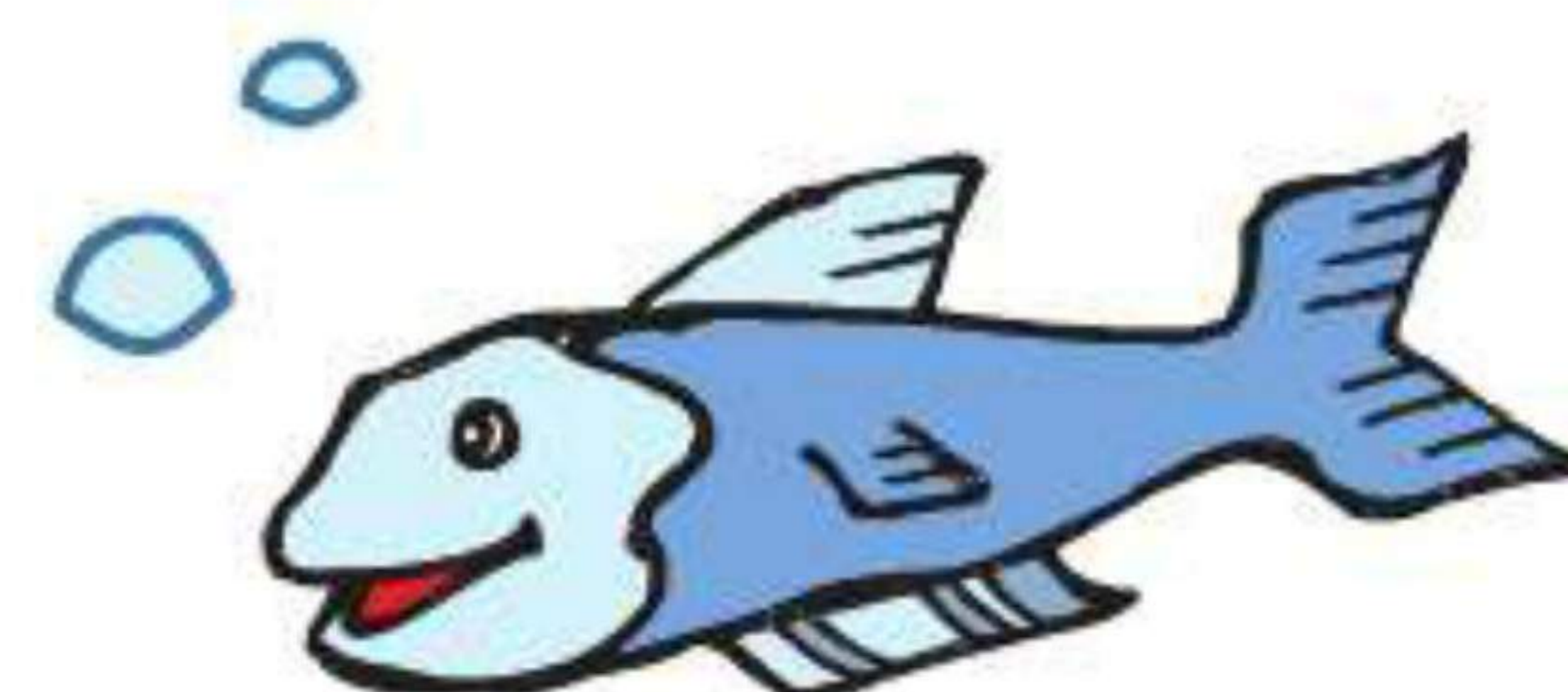
taller 2



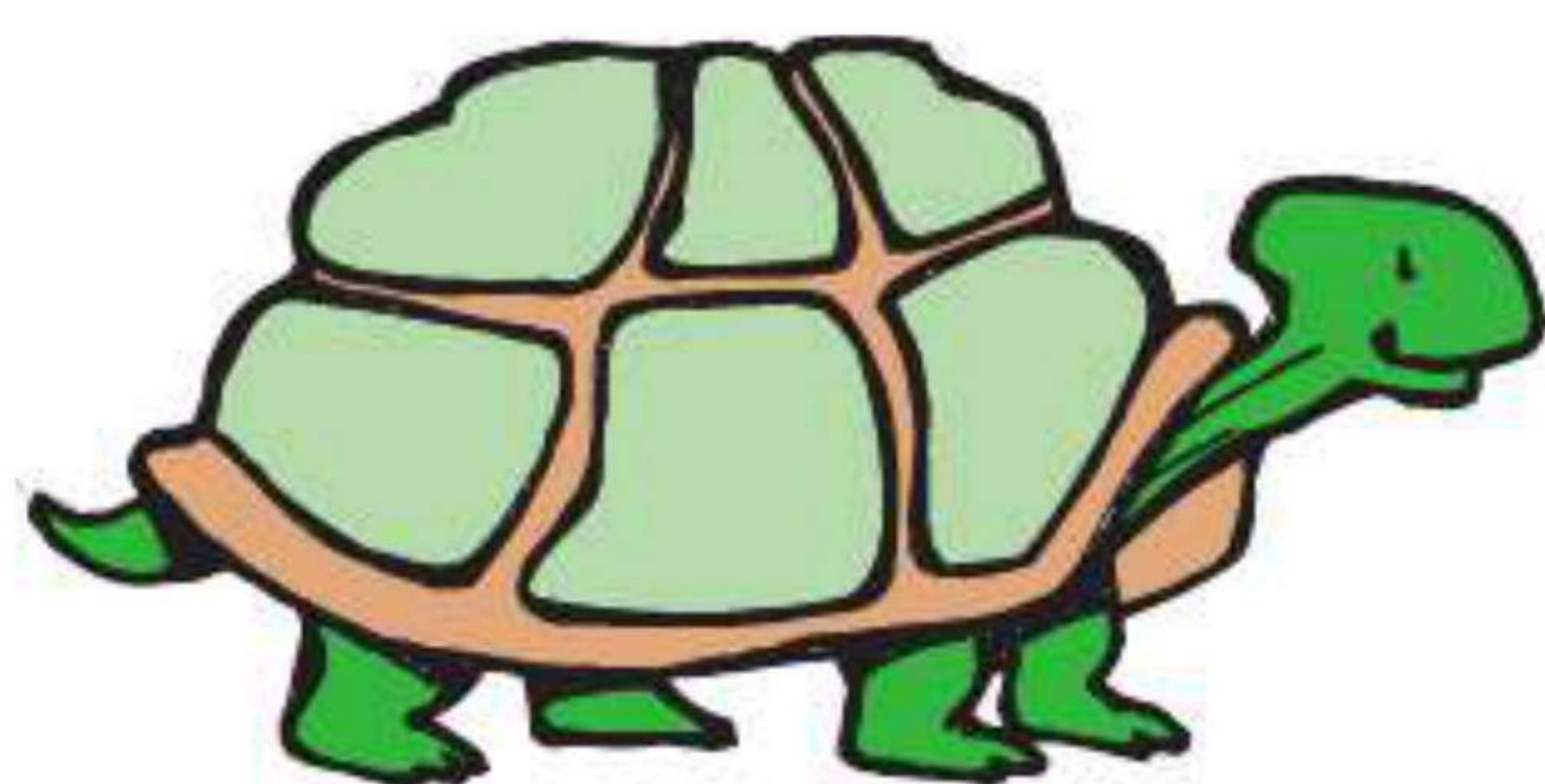
small _____



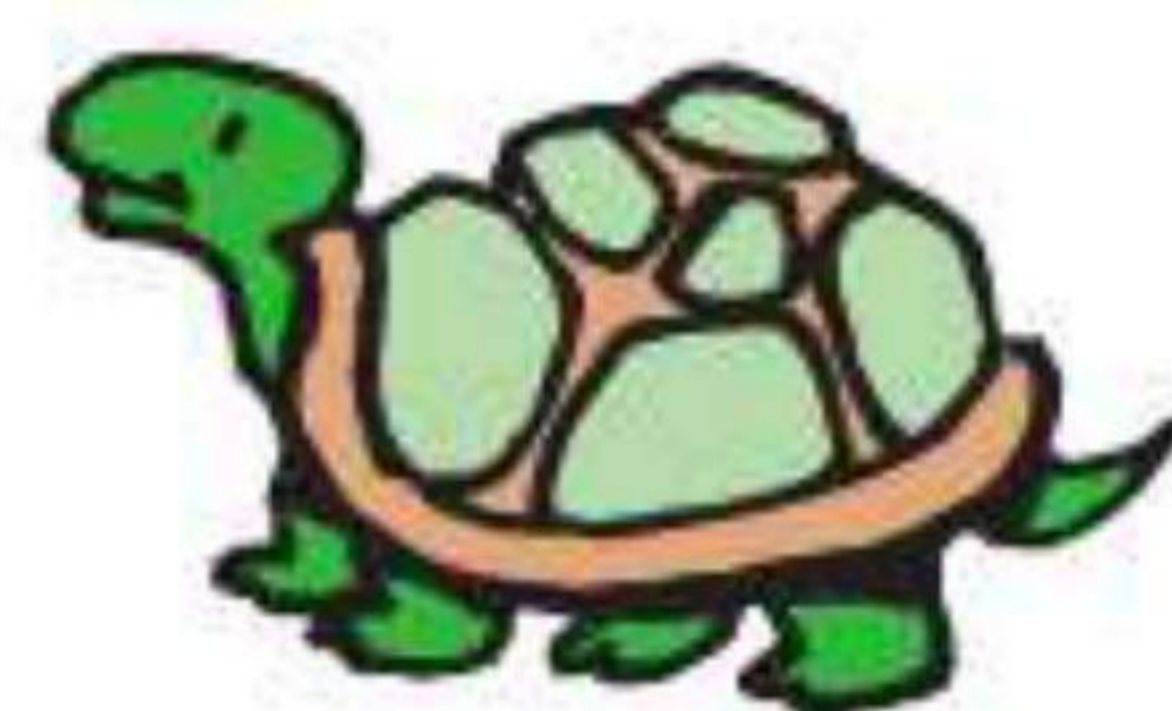
smallest _____



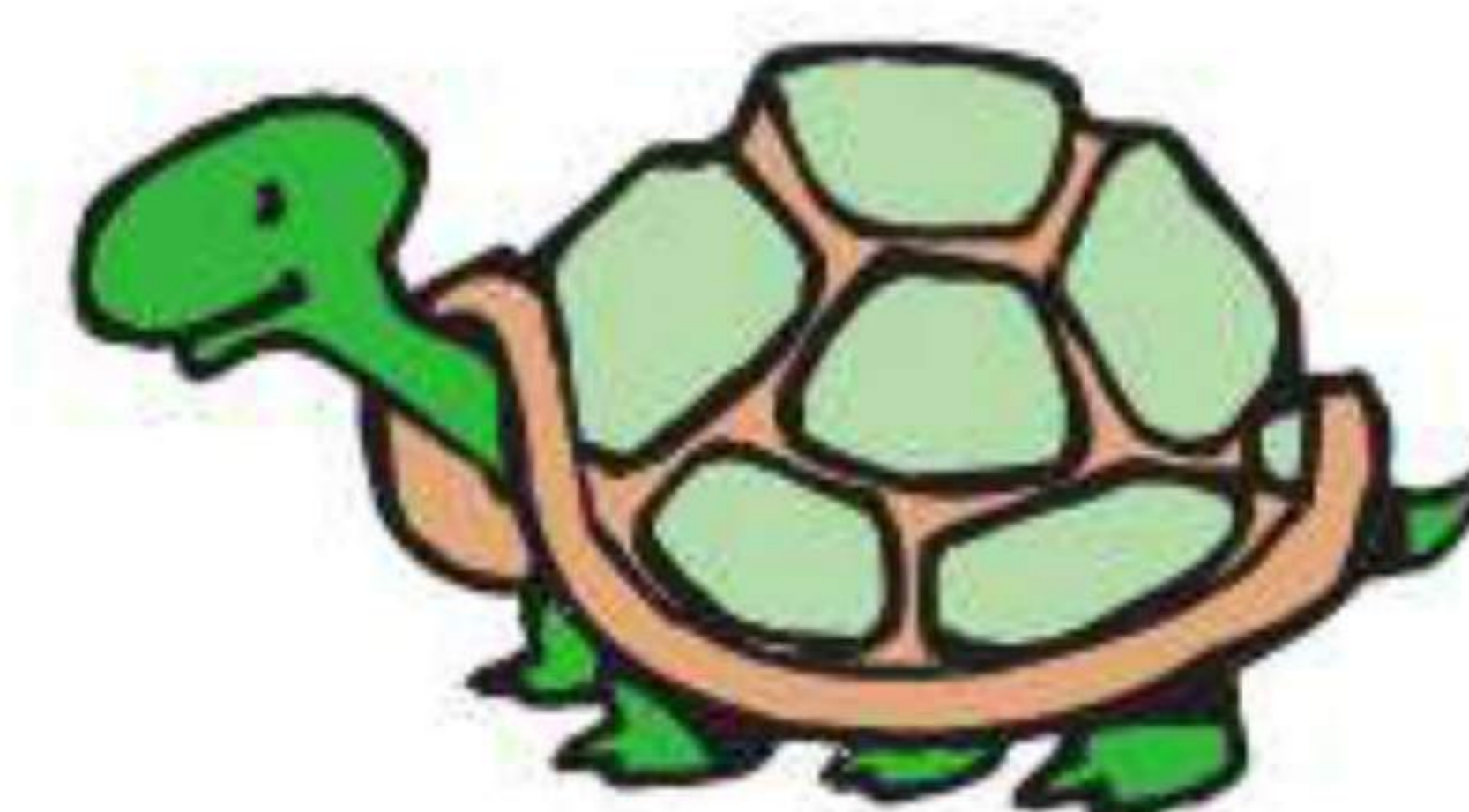
smaller _____



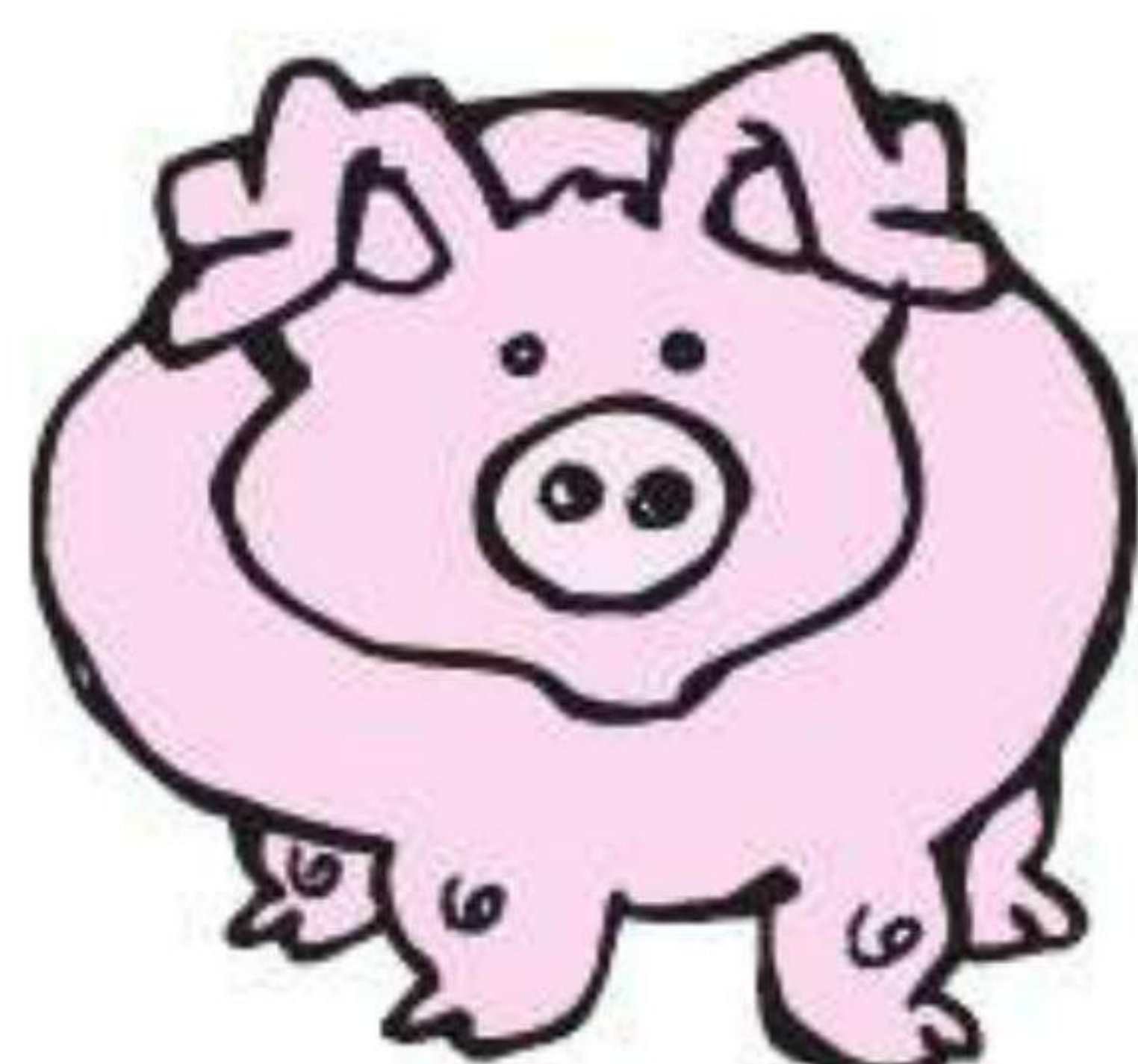
biggest _____



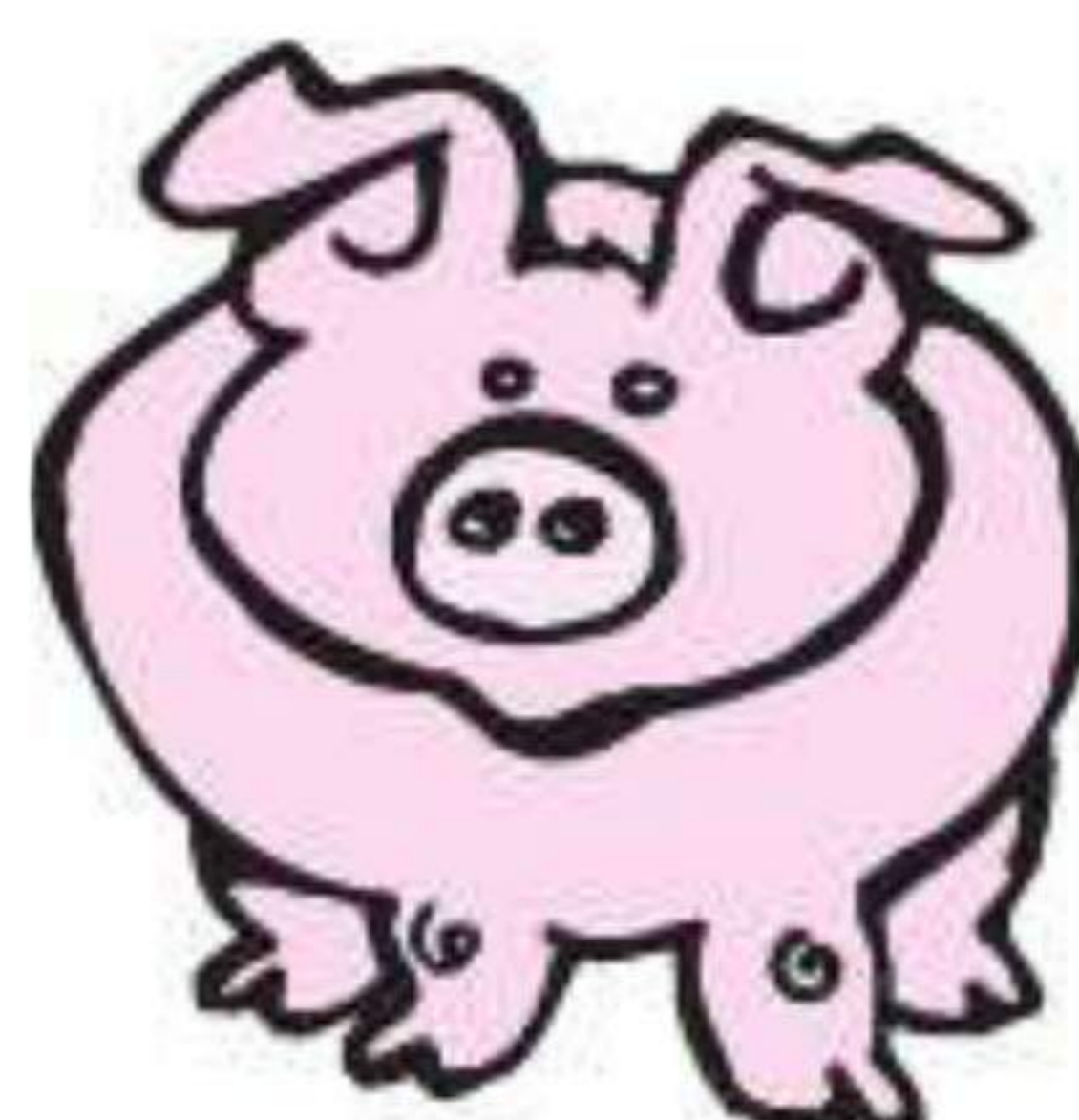
big _____



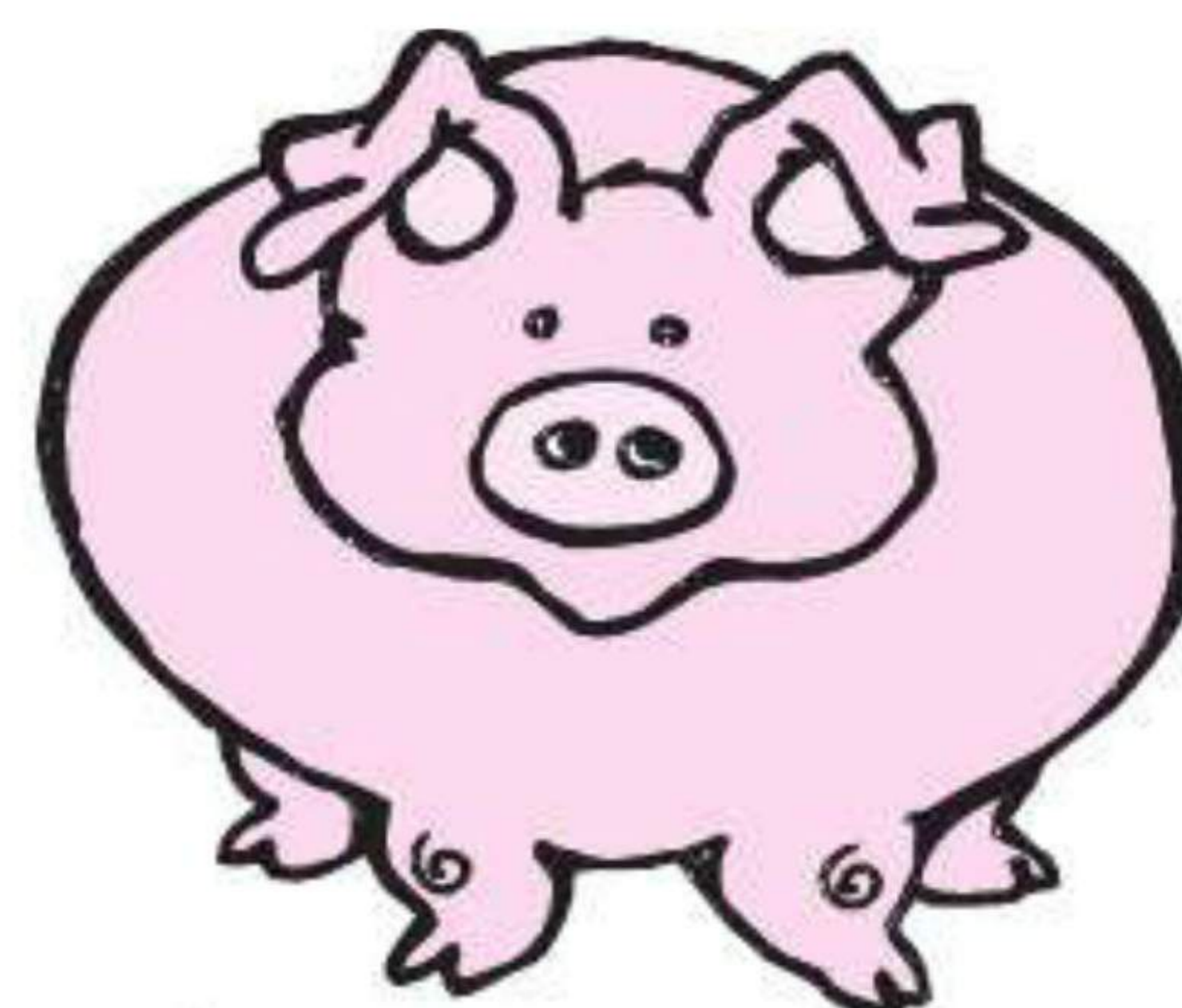
bigger _____



wider _____



wide _____

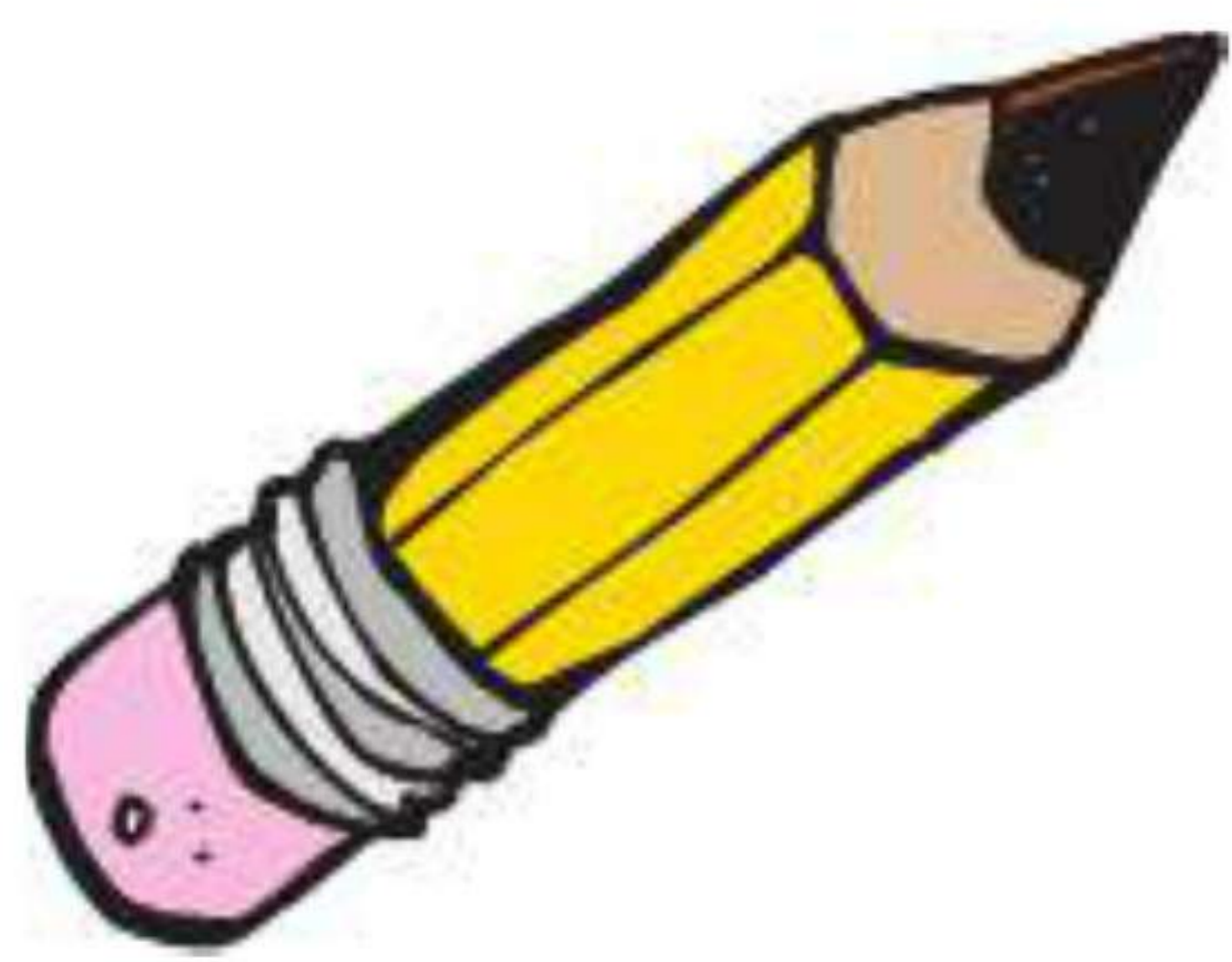


widest _____

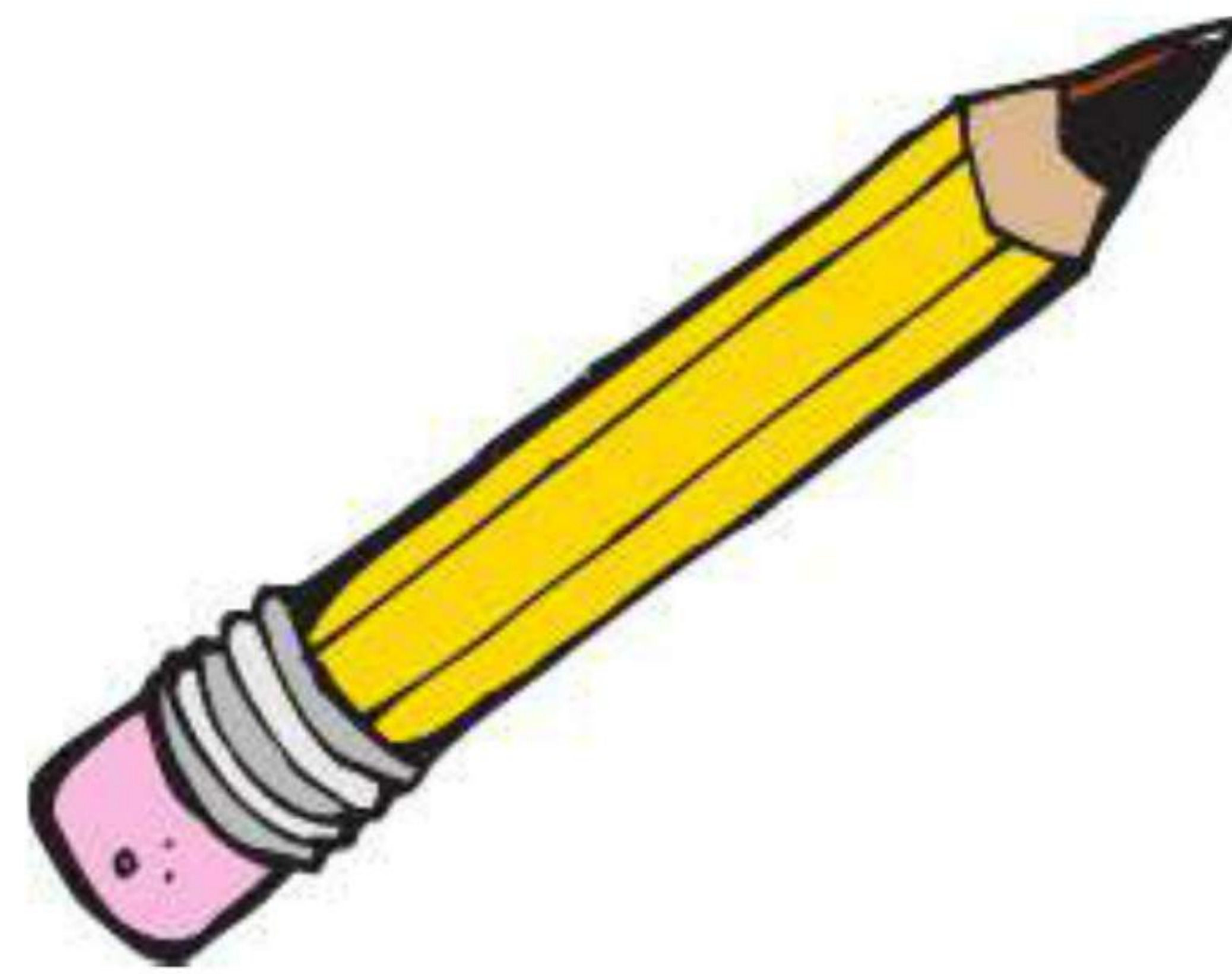


Comparative Adjectives

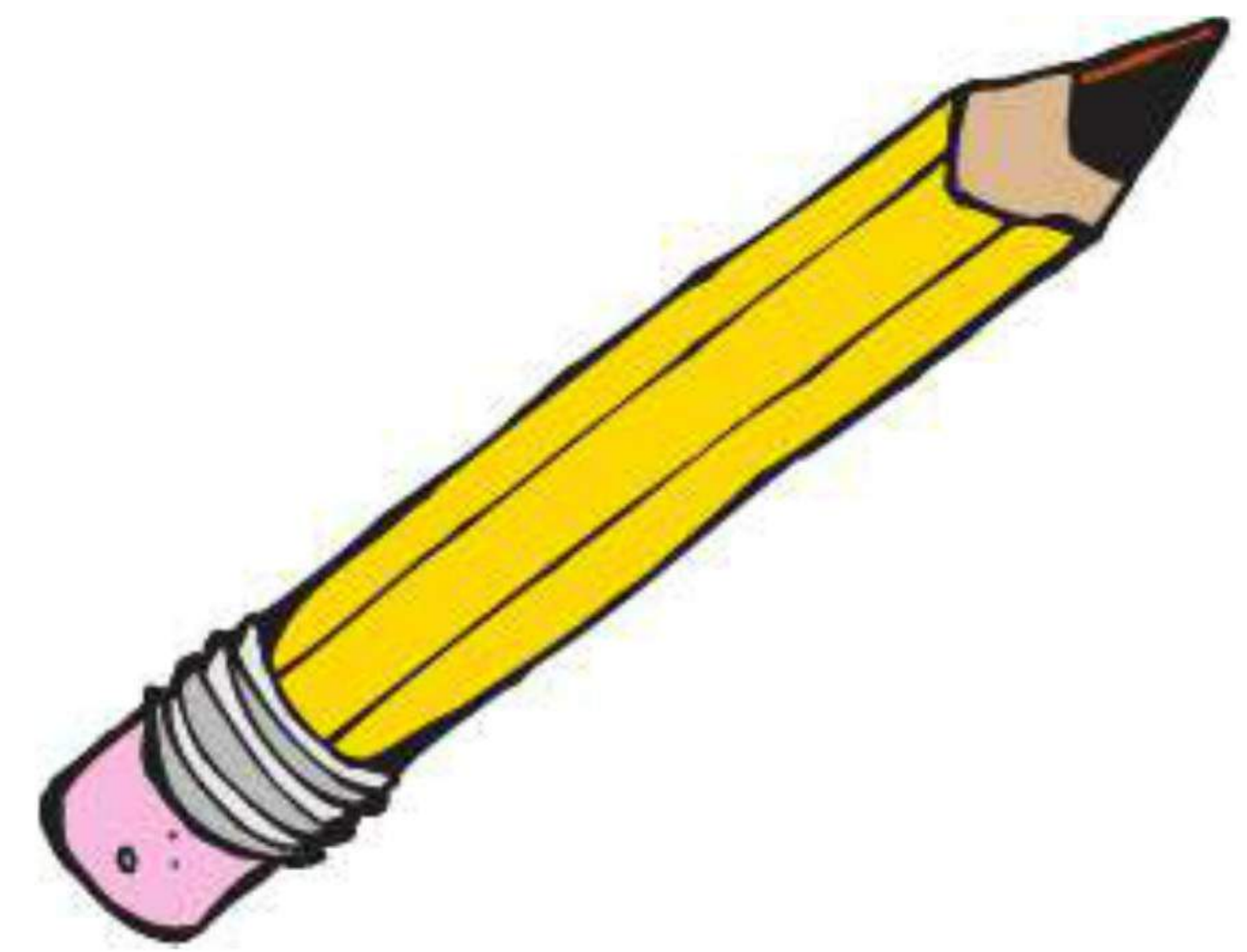
Directions: Look at each group of pictures. Write 1, 2, or 3 under the picture to show where it should be.



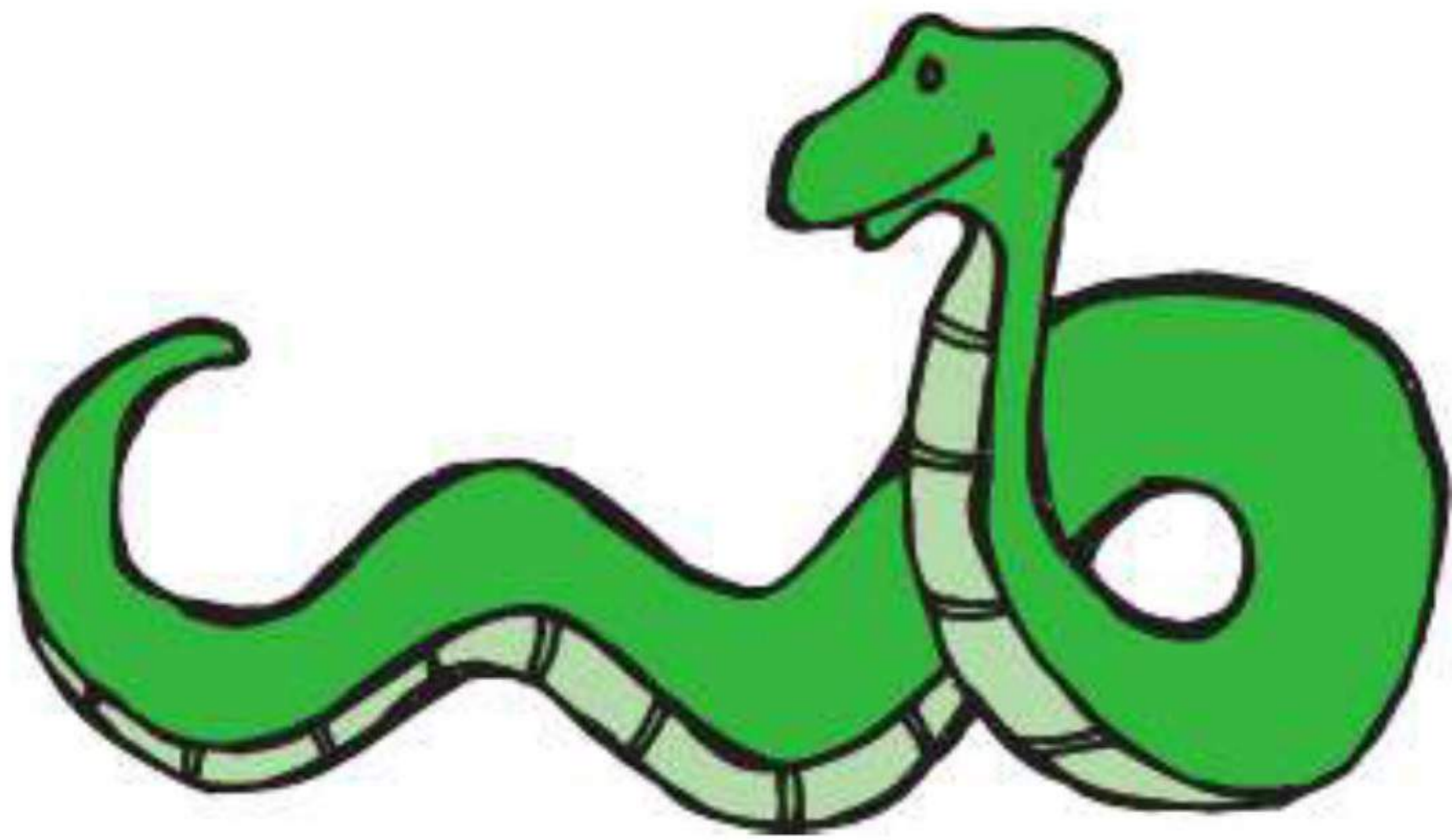
shortest _____



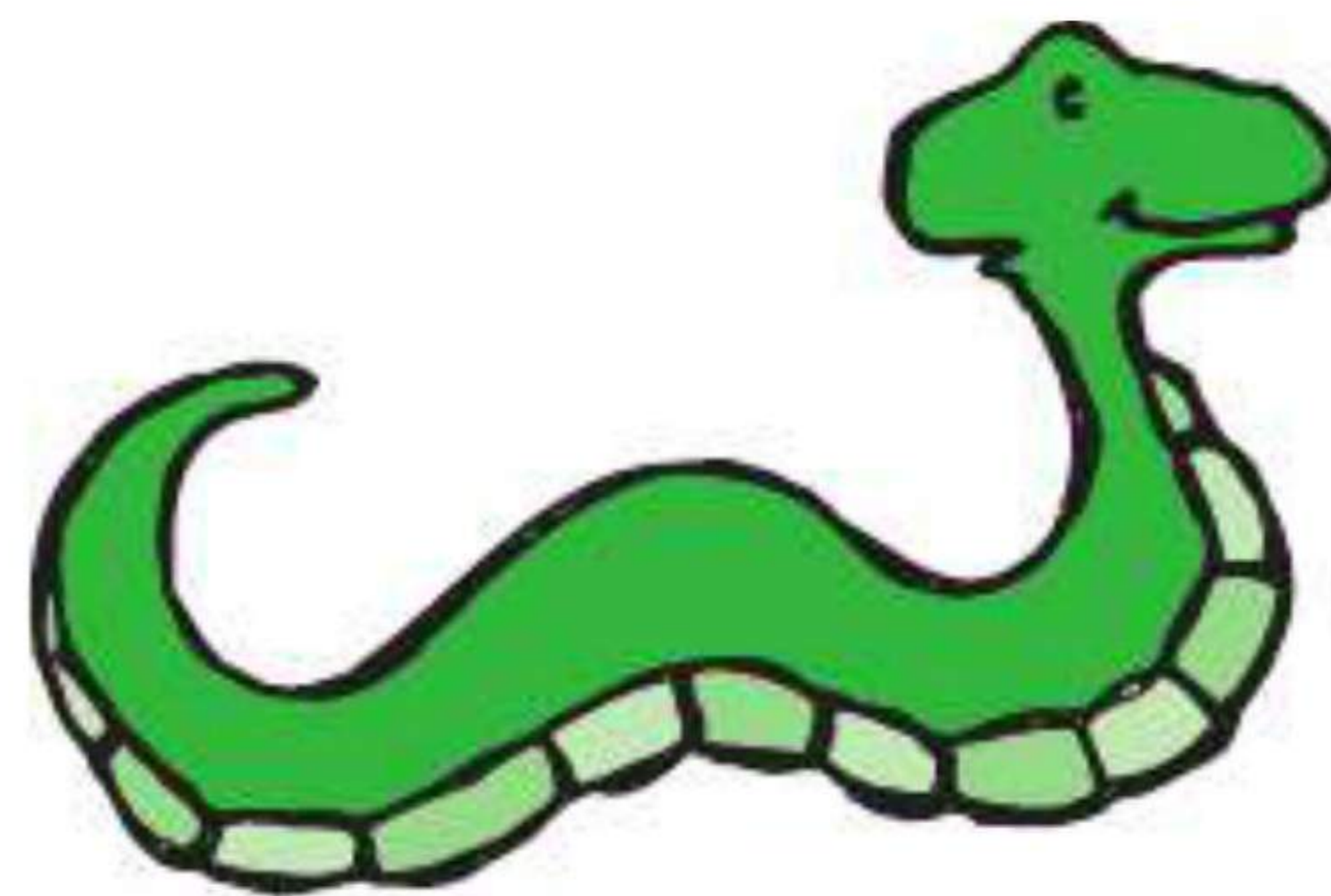
shorter _____



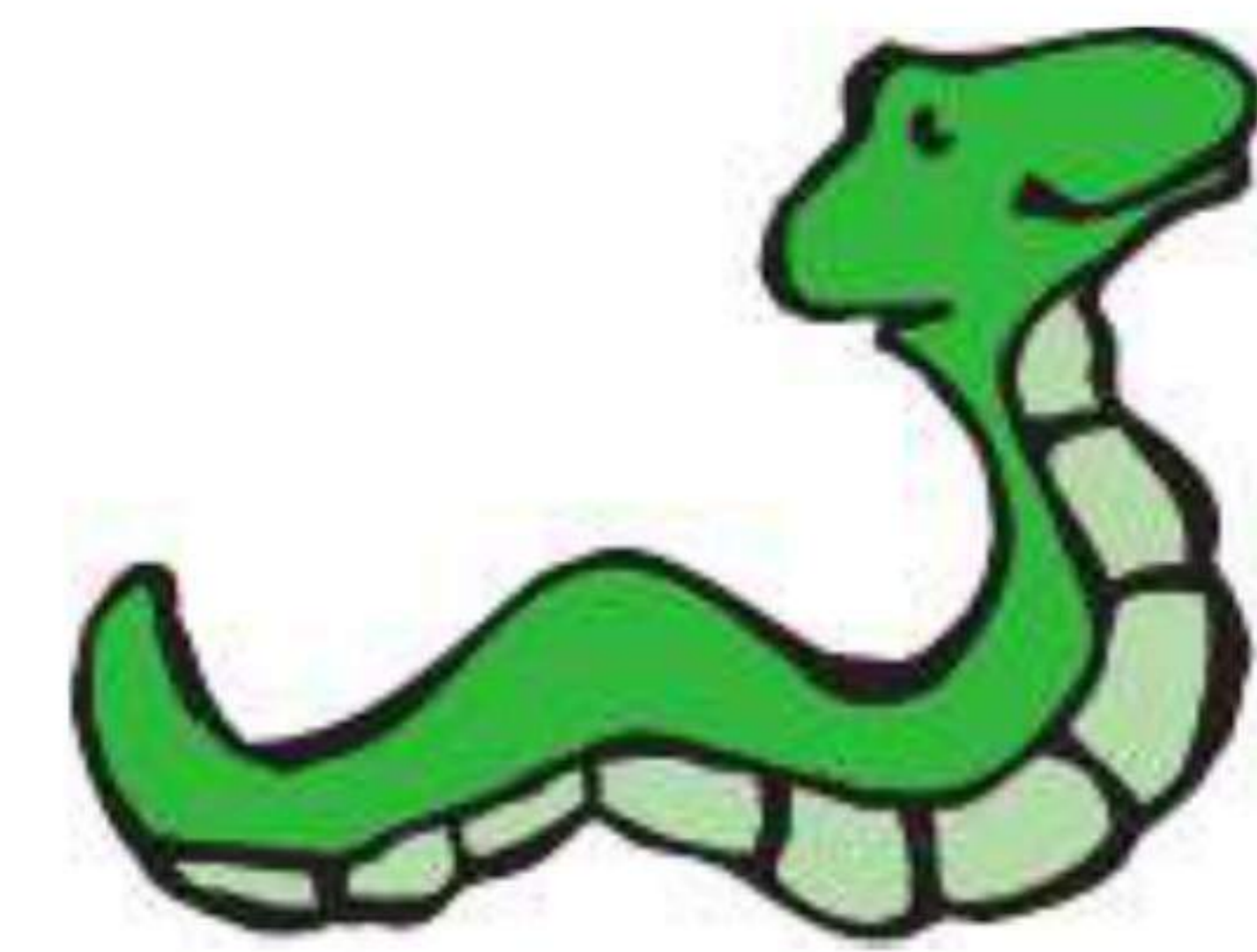
short _____



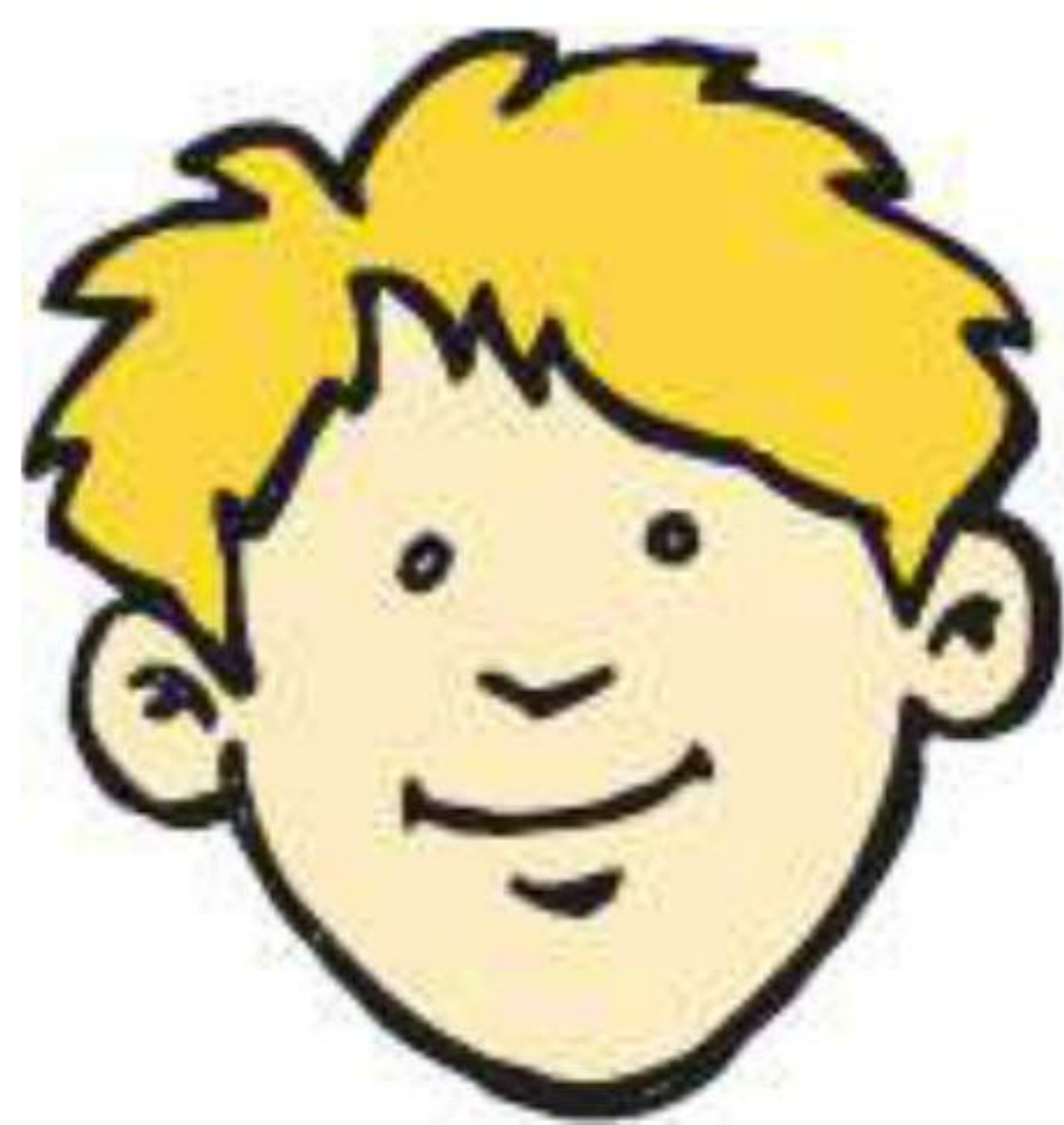
longest _____



longer _____



long _____



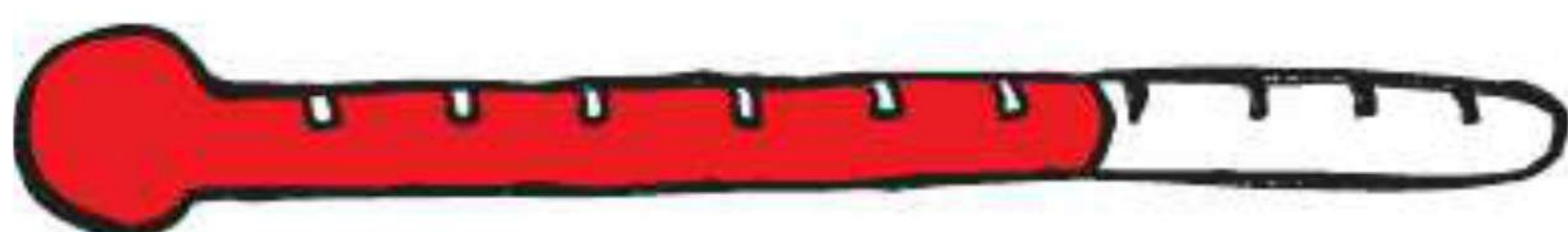
happy _____



happier _____



happiest _____



hotter _____



hot _____



hottest _____



Synonyms

Synonyms are words that mean almost the same thing. **Start** and **begin** are synonyms.

Directions: Find the synonyms that describe each picture. Write the words in the boxes below the picture.

small funny large sad silly little big unhappy	



Synonyms

Directions: Circle the word in each row that is most like the first word in the row.

Example:

grin



smile

frown

mad

bag



jar

sack

box

cat



fruit

animal

flower

apple



rot

cookie

fruit

around



circle

square

dot

brown



tan

black

red

bird



dog

cat

duck

bee



fish

ant

snake



Synonyms

Directions: Read each sentence and look at the underlined word. Circle the word that means the same thing. Write the new words.

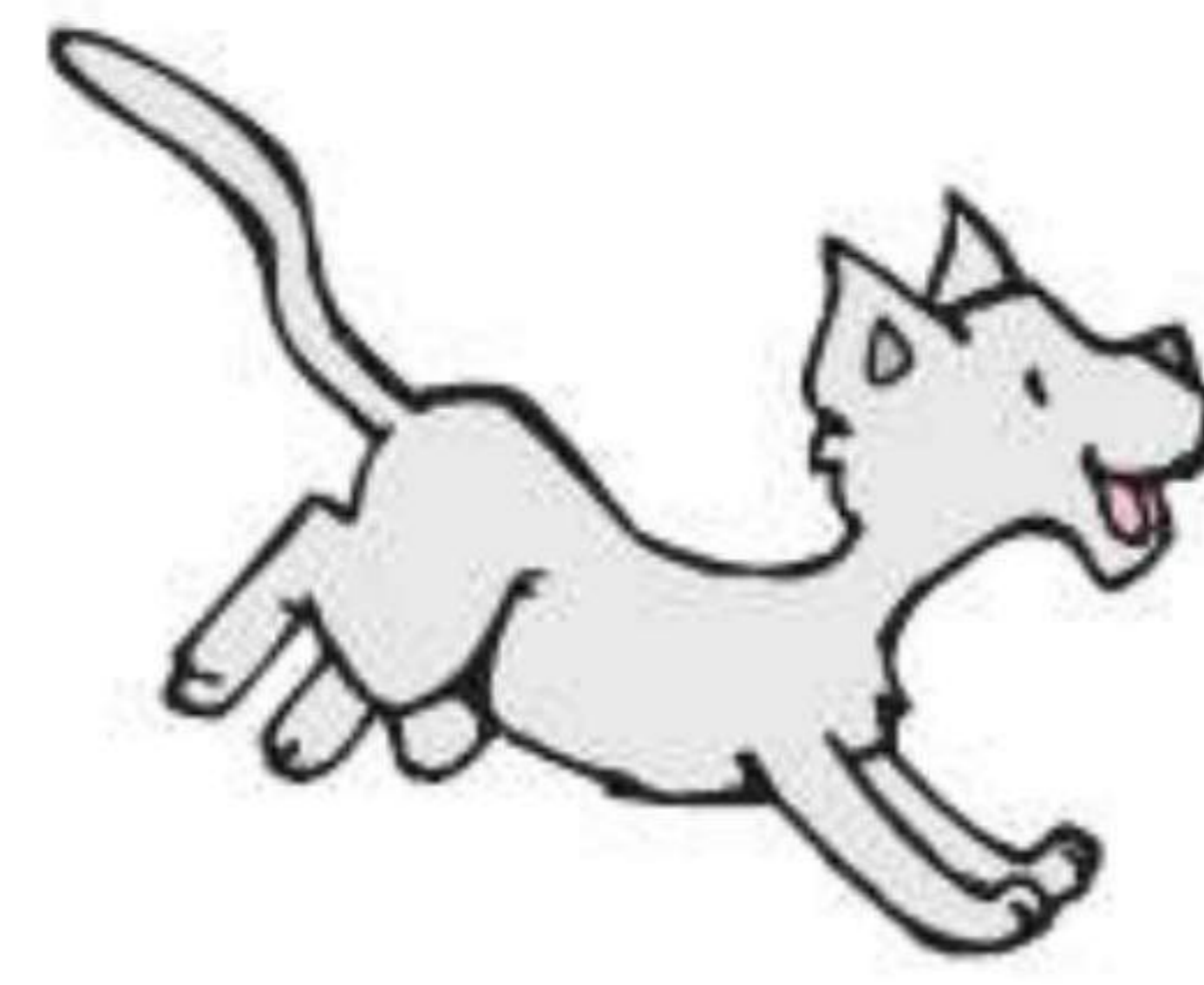
- | | | | |
|------------------------------|-------|-------|-------|
| 1. The boy was <u>mad</u> . | happy | angry | pup |
| 2. The <u>dog</u> is brown. | pup | cat | rat |
| 3. I like to <u>scream</u> . | soar | mad | shout |
| 4. The bird can <u>fly</u> . | soar | jog | warm |
| 5. The girl can <u>run</u> . | sleep | jog | shout |
| 6. I am <u>hot</u> . | warm | cold | soar |

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



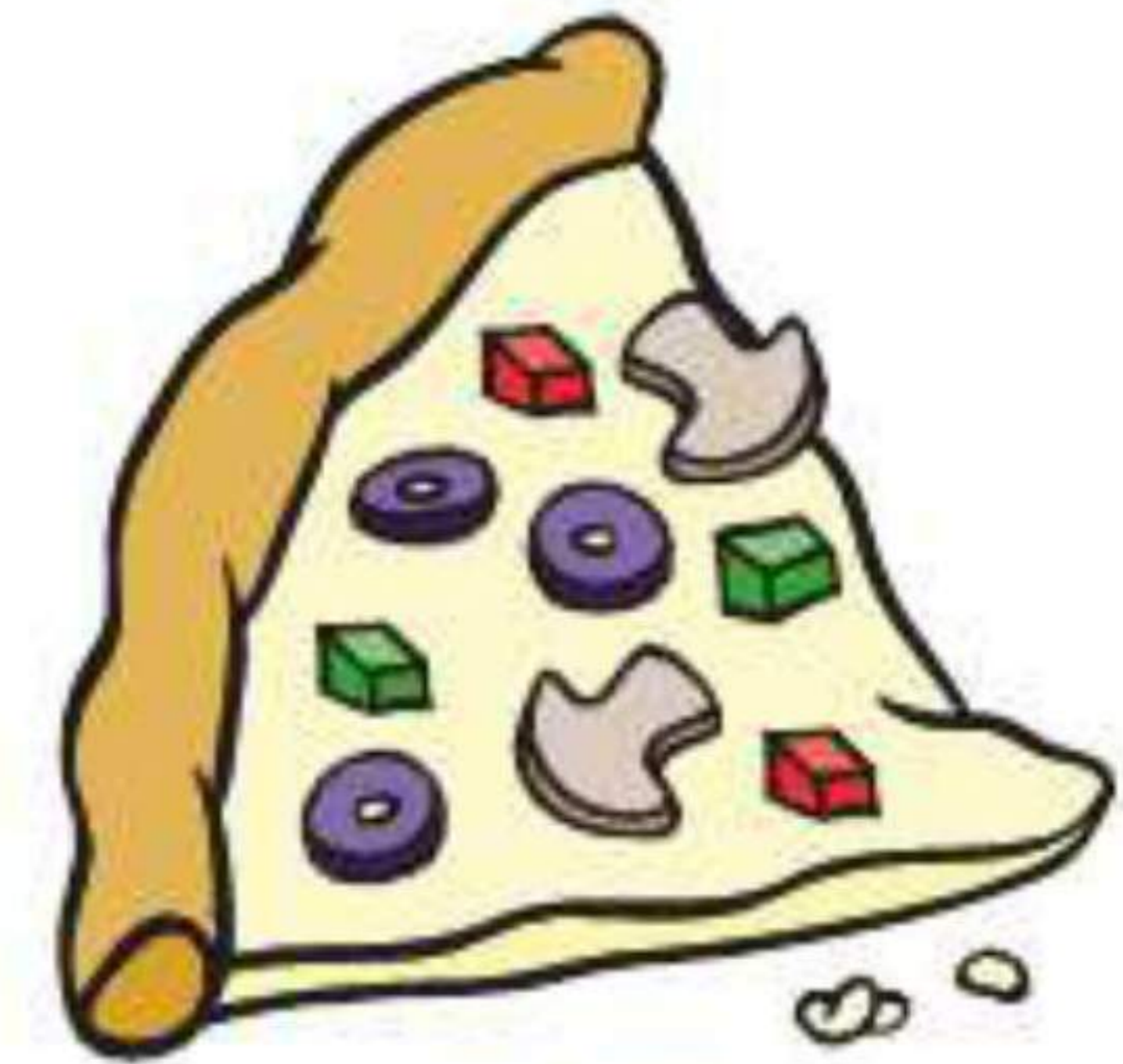
Synonyms

Directions: Read the story. Write a word on the line that means almost the same as the word under the line.



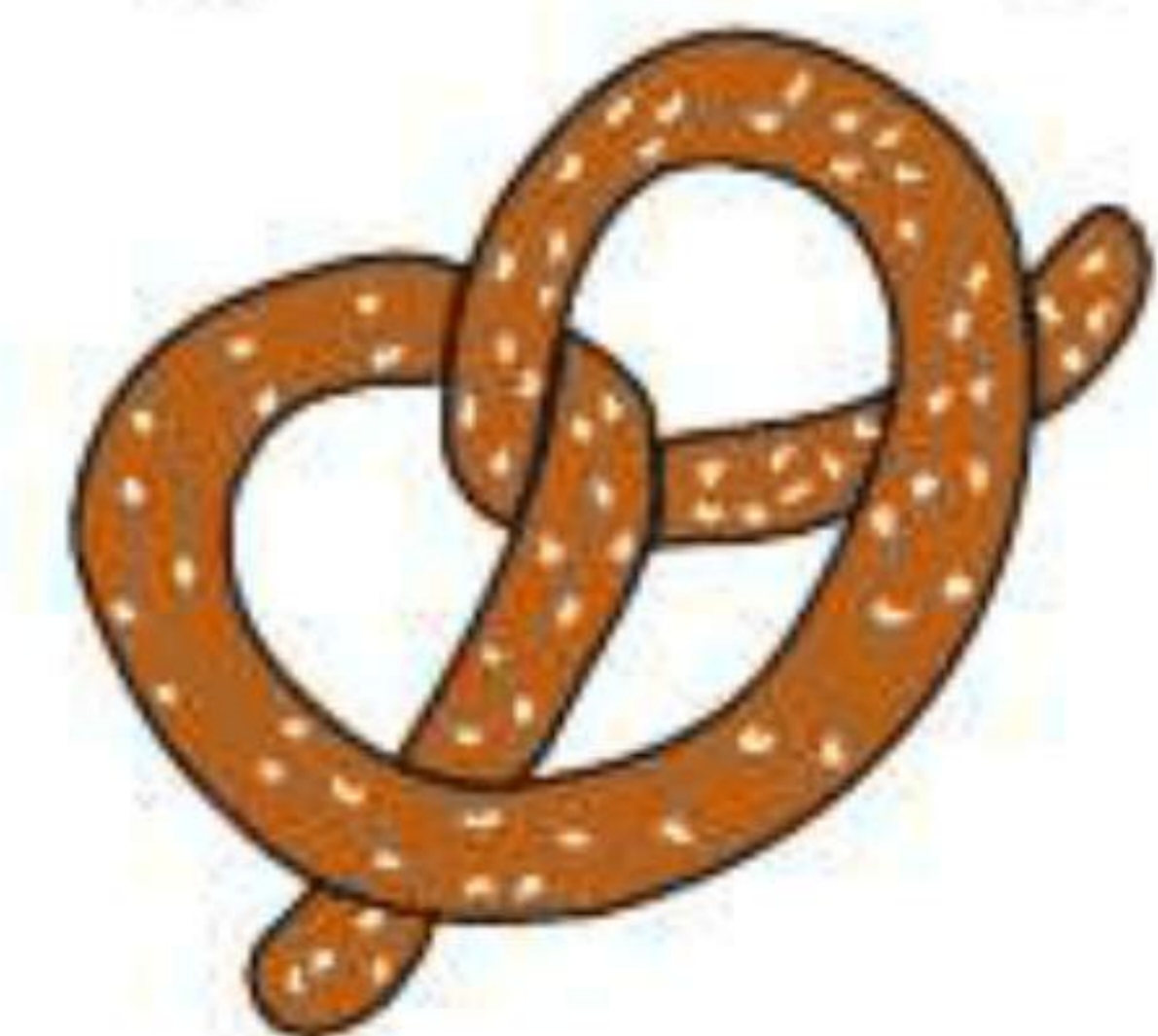
Dan went to the _____

store



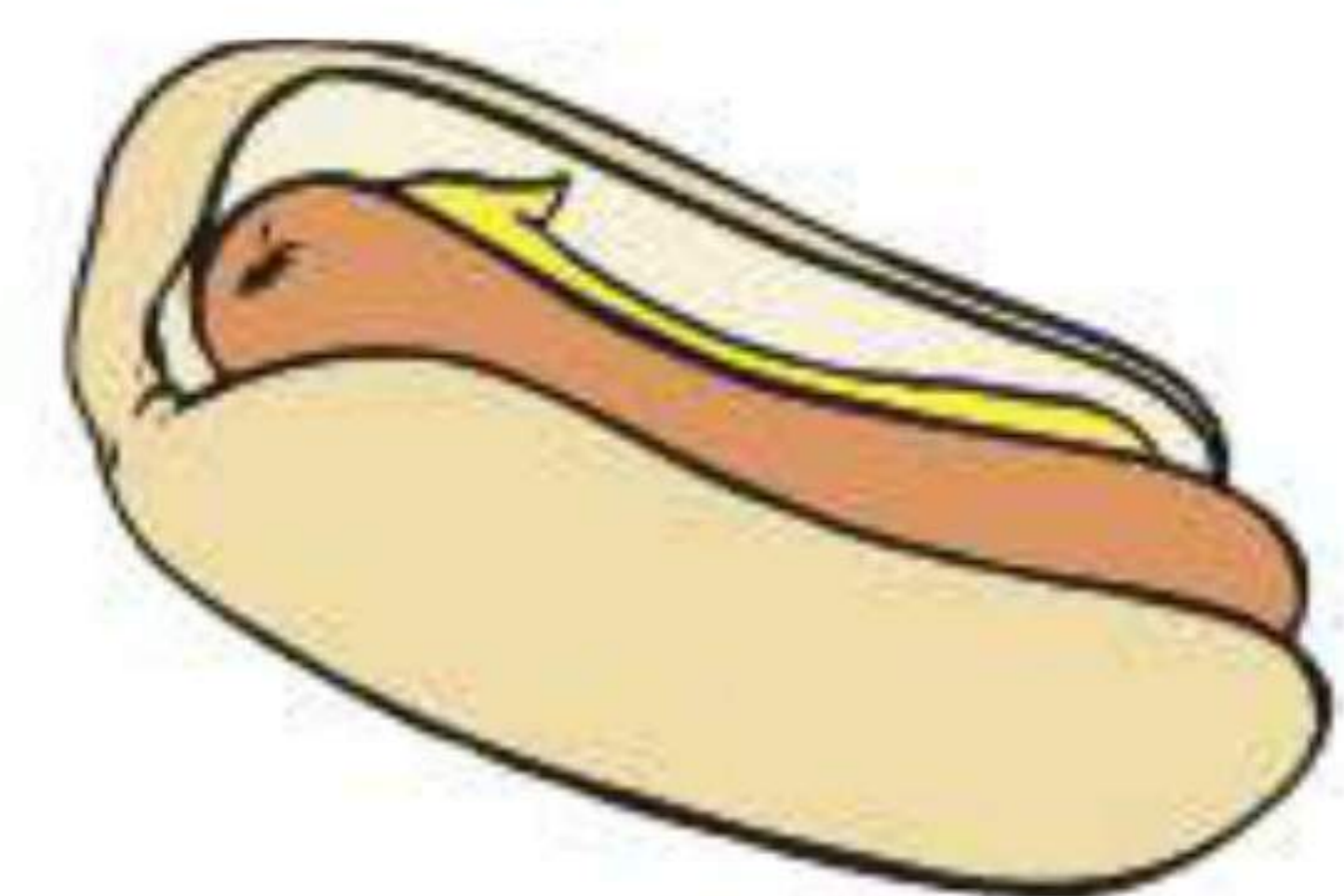
He wanted to buy _____

food



He walked very _____

quickly



The store had what he wanted.



He bought it using _____

dimes



Instead of walking home, Dan _____

jogged



Antonyms

Antonyms are words that are opposites. **Hot** and **cold** are antonyms.

Directions: Draw a line between the antonyms.



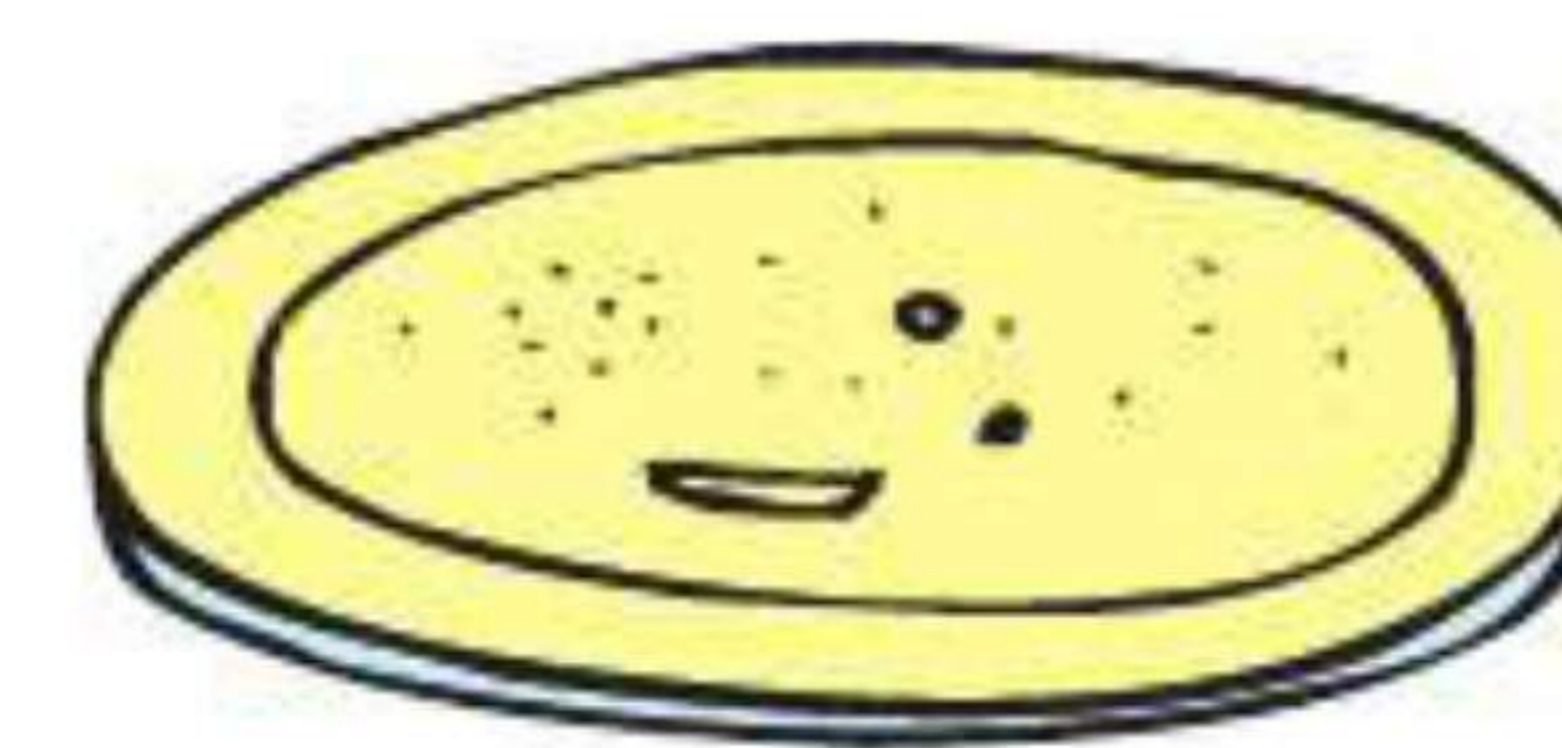
closed



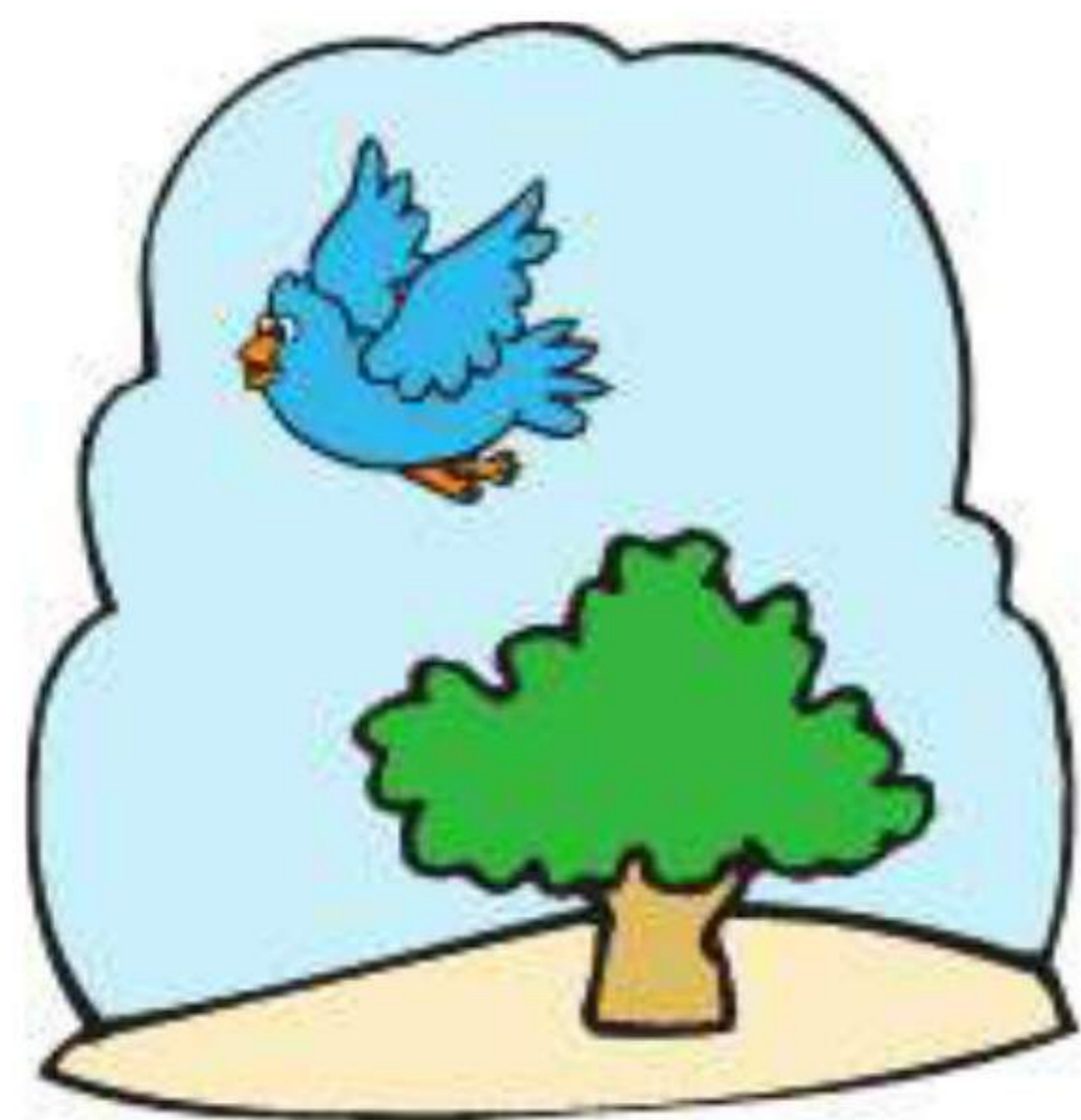
below



full



empty



above



old



new



open



Antonyms

Directions: Draw lines to connect the words that are antonyms.



up

wet

over

down

dry

dirty

clean

under



Antonyms

Directions: Draw a line between the antonyms.



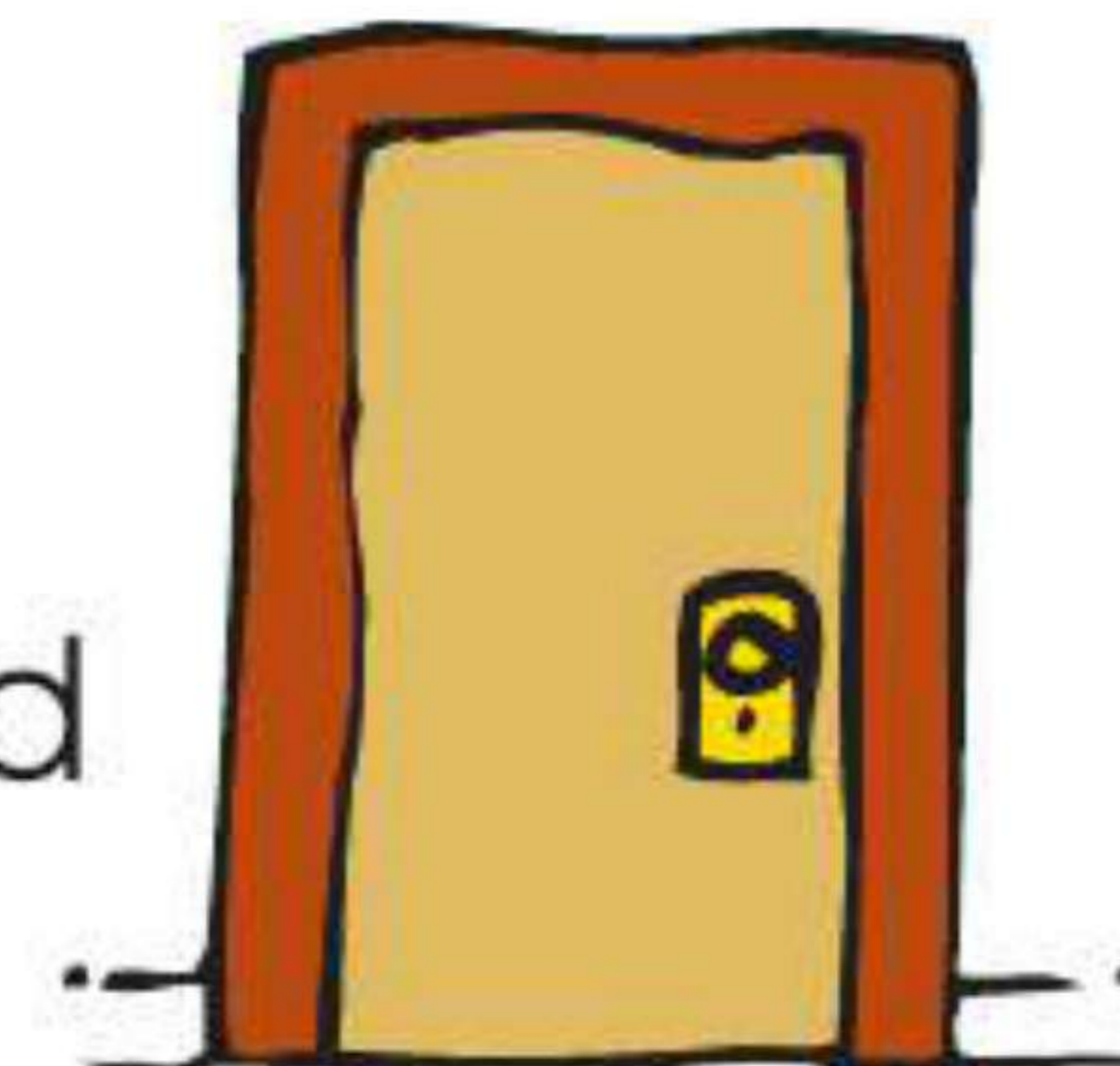
day



little



happy



closed



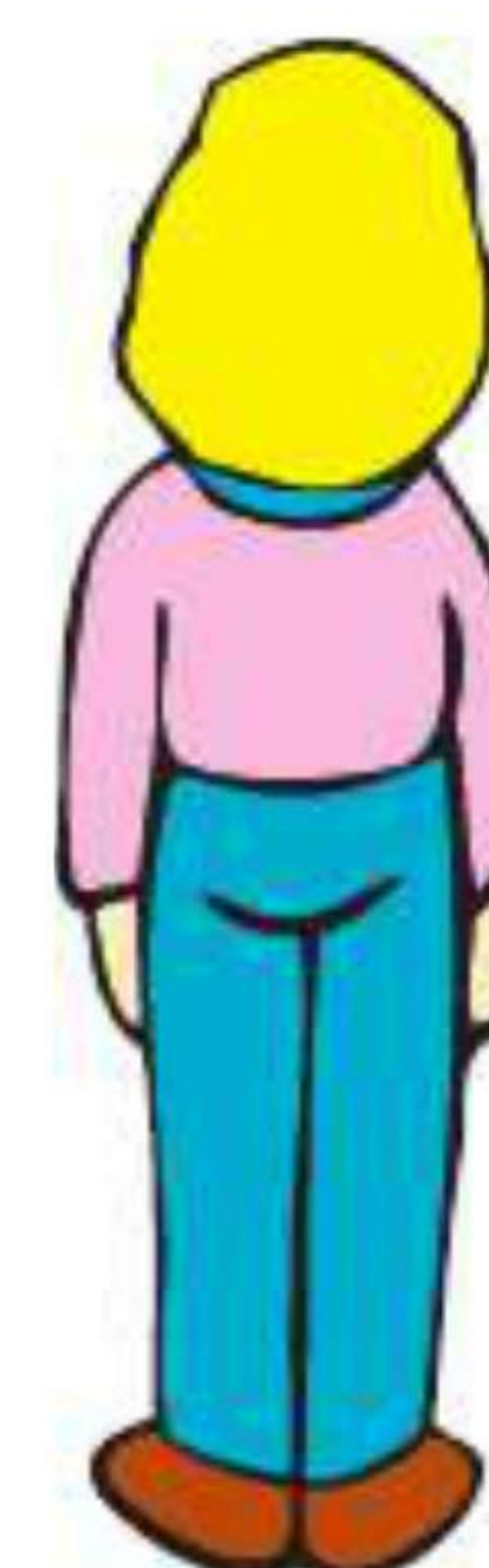
big



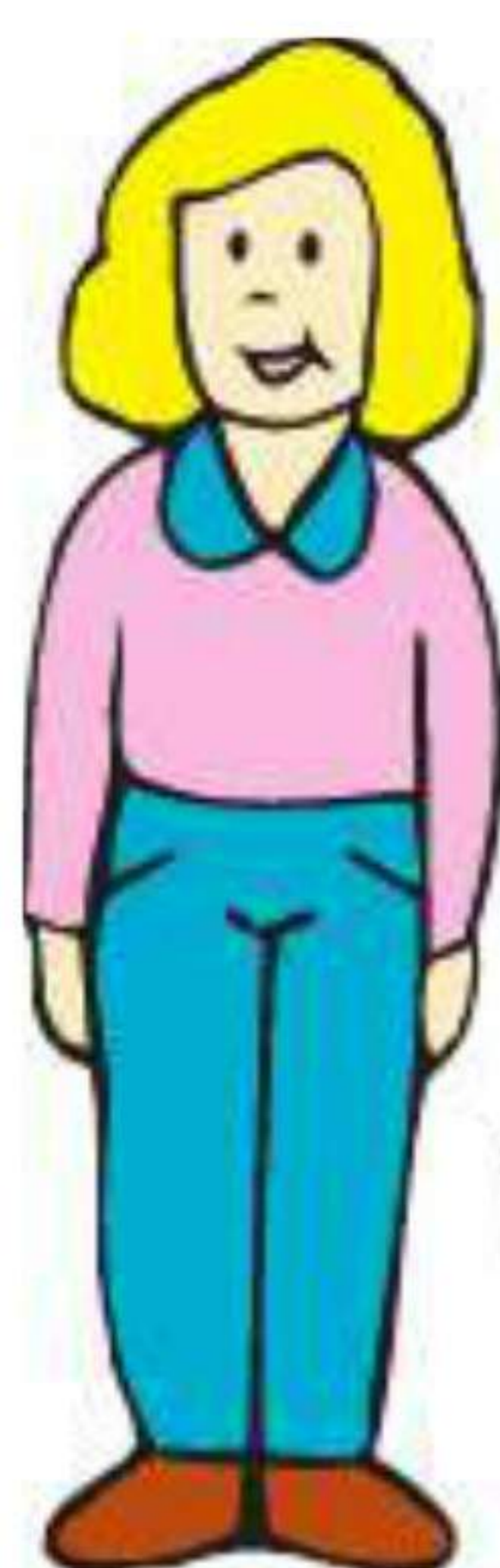
night



open



back



front

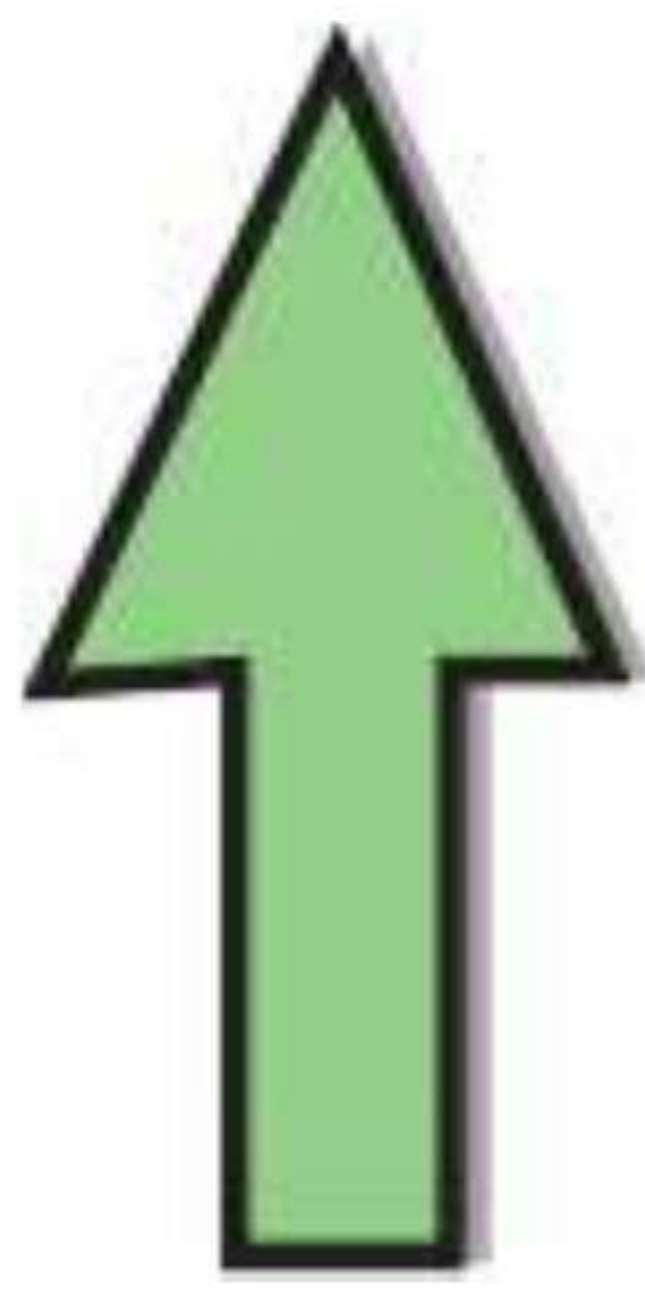


sad

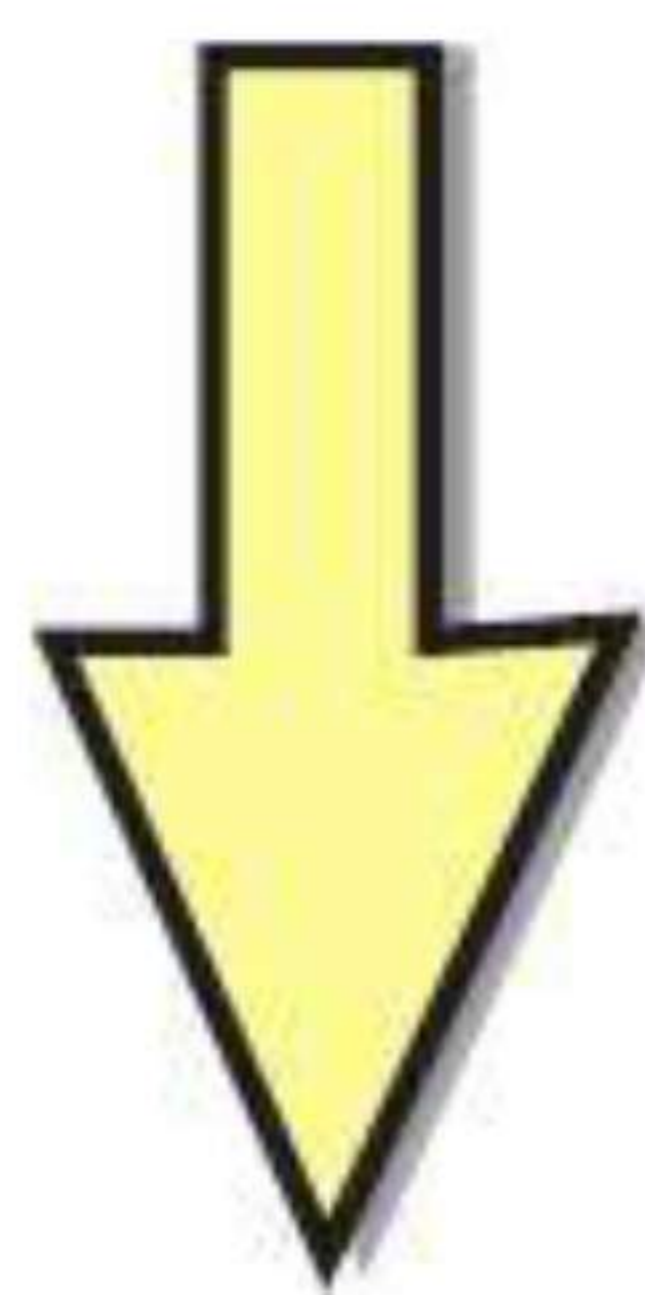


Antonyms

Directions: Circle the picture in each row that is the opposite of the first picture.



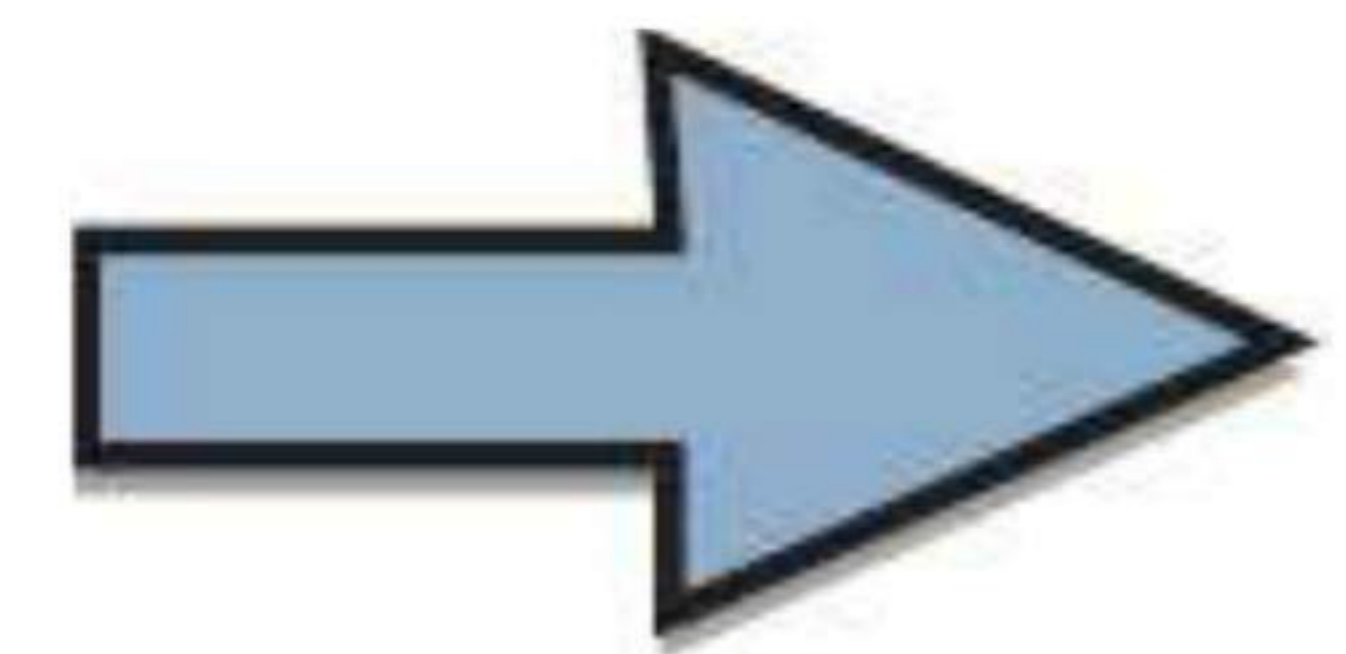
up



down



over



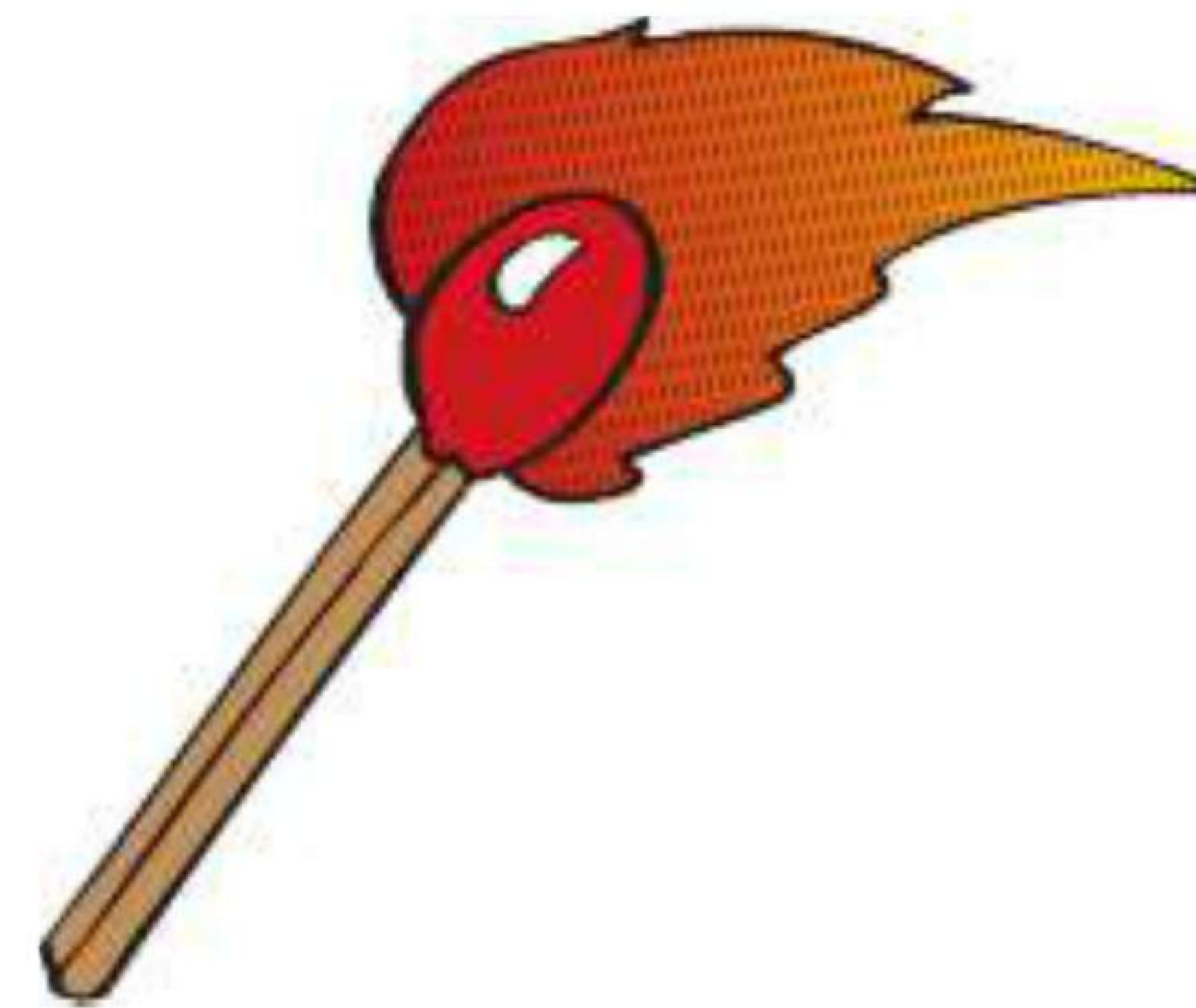
across



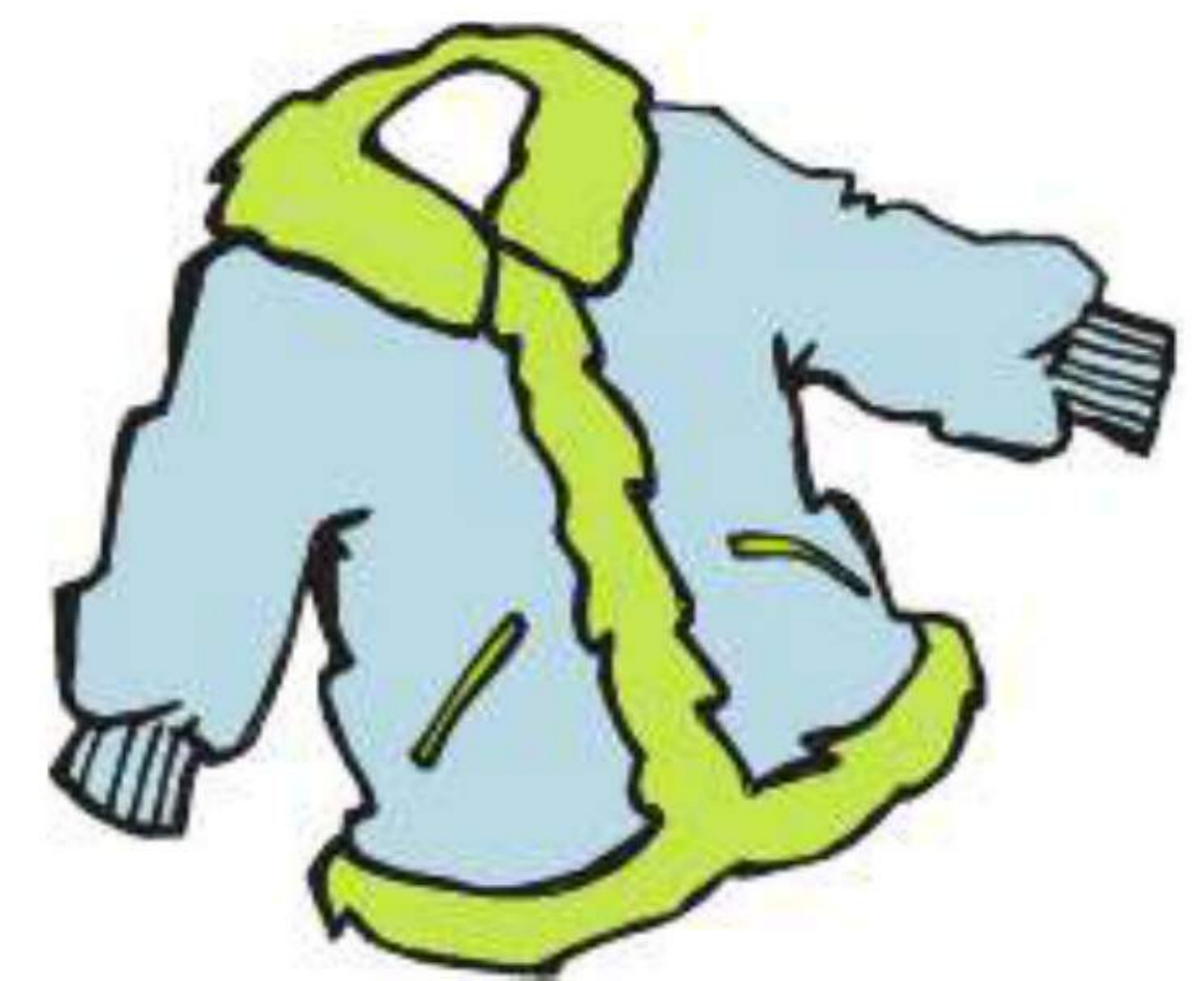
cold



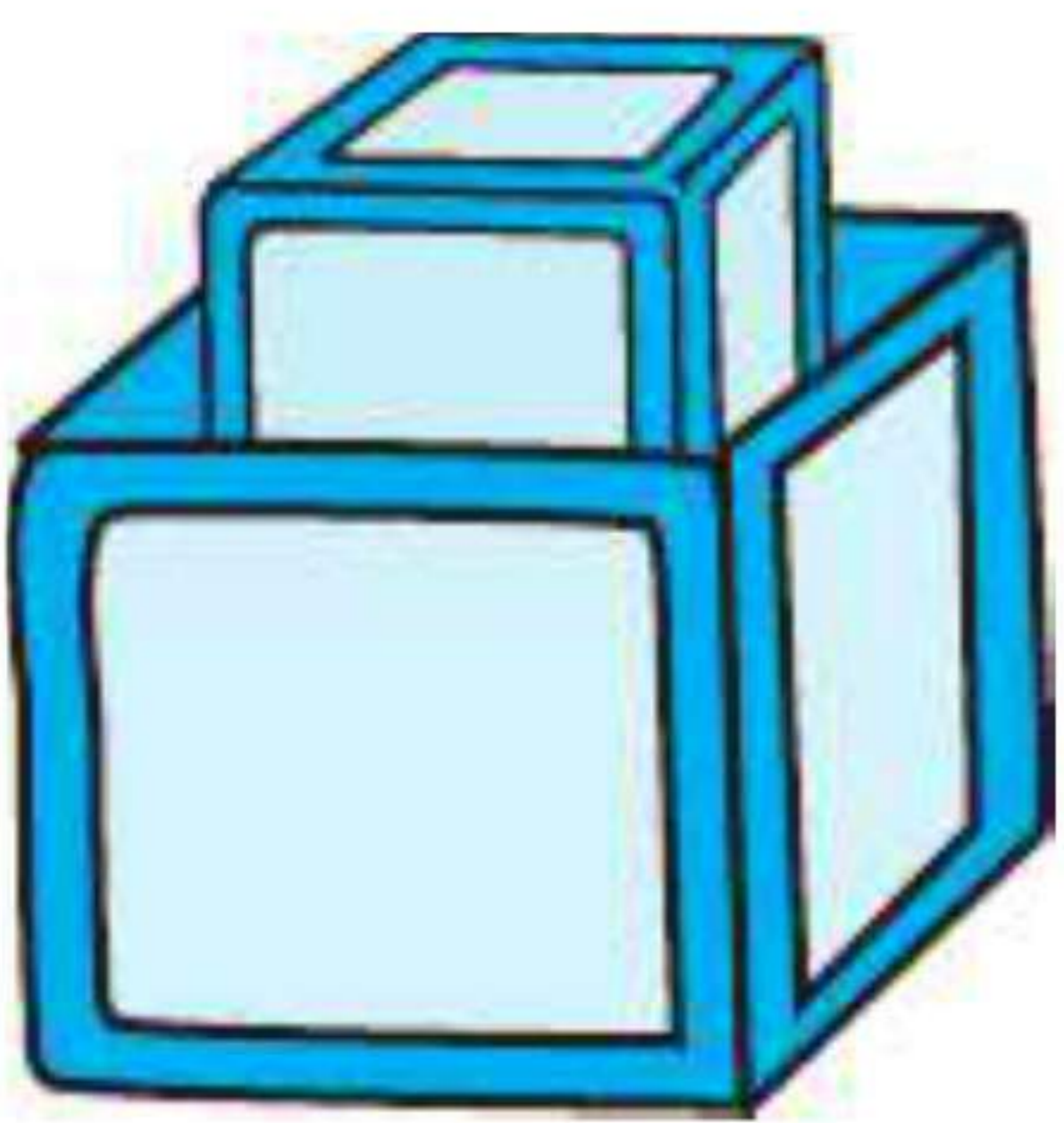
frozen



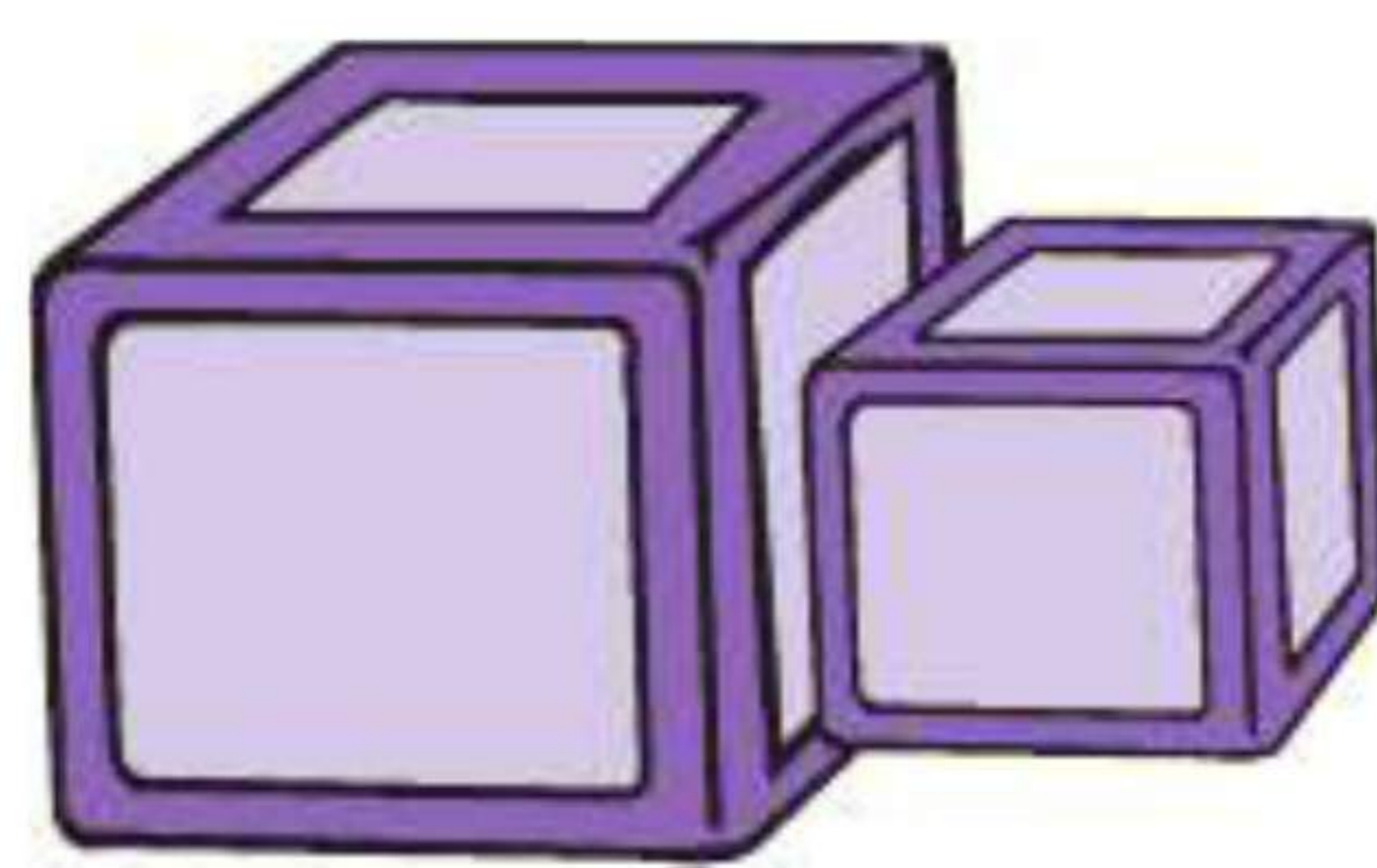
hot



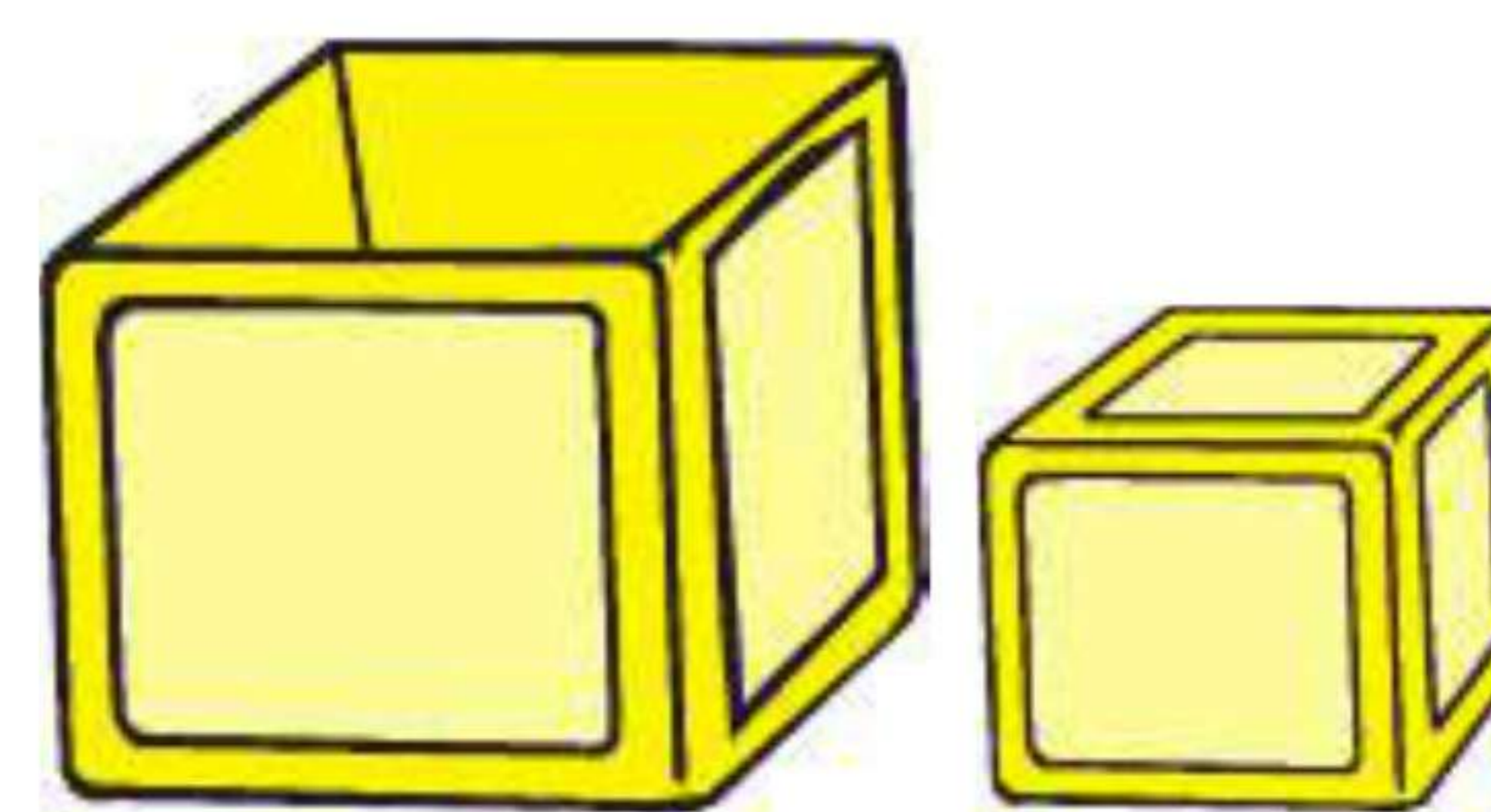
warm



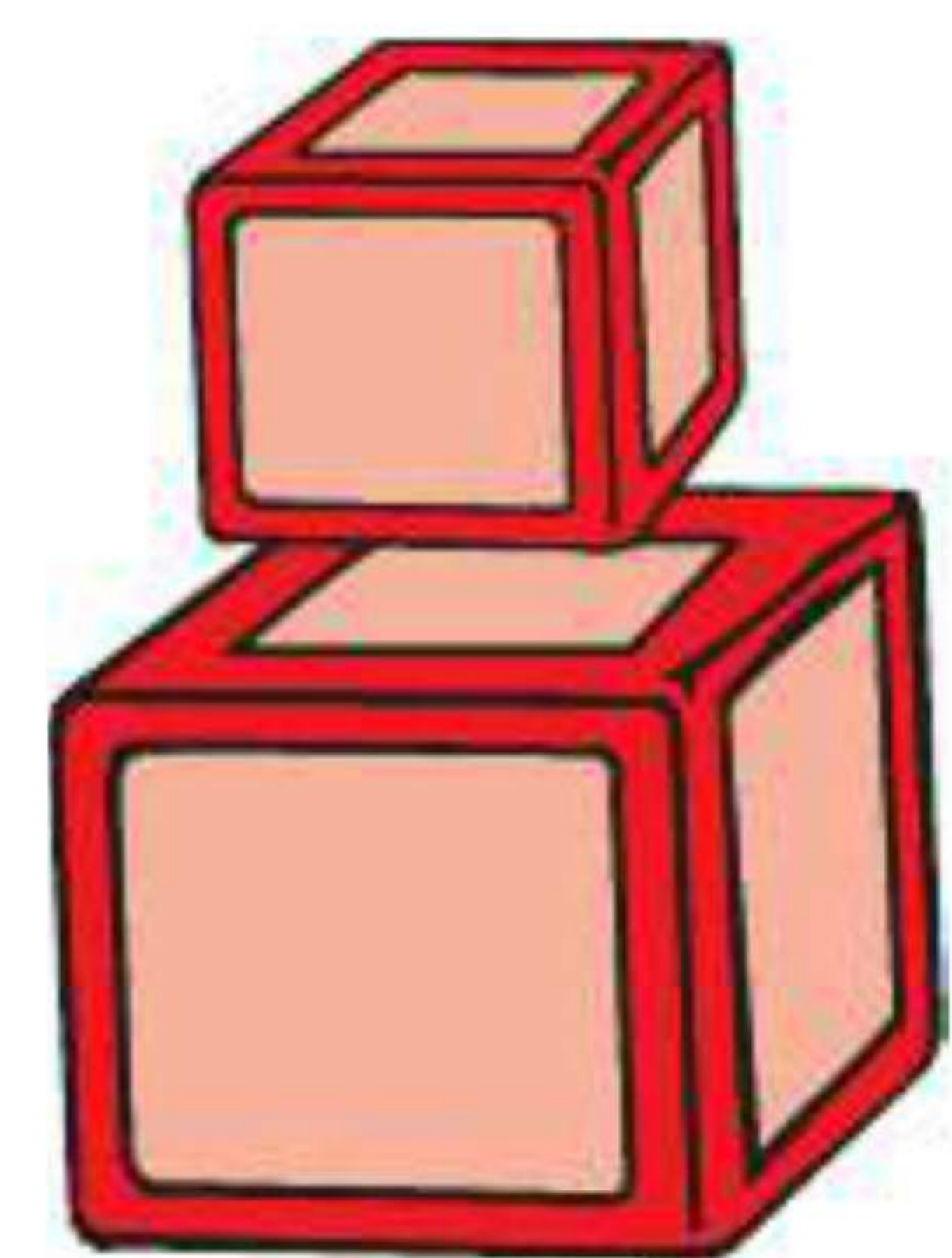
in



beside



out



over



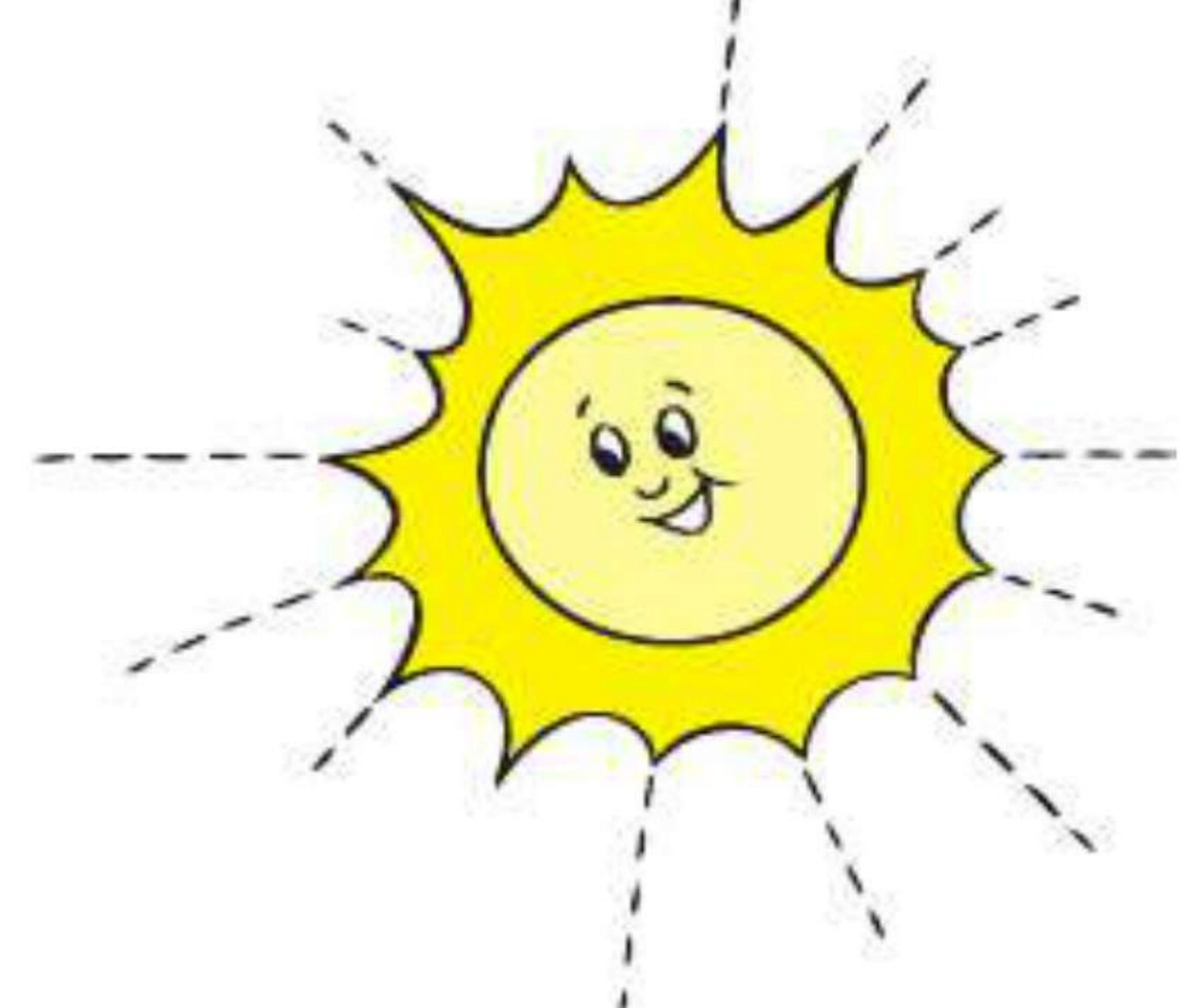
cloud



rain



storm

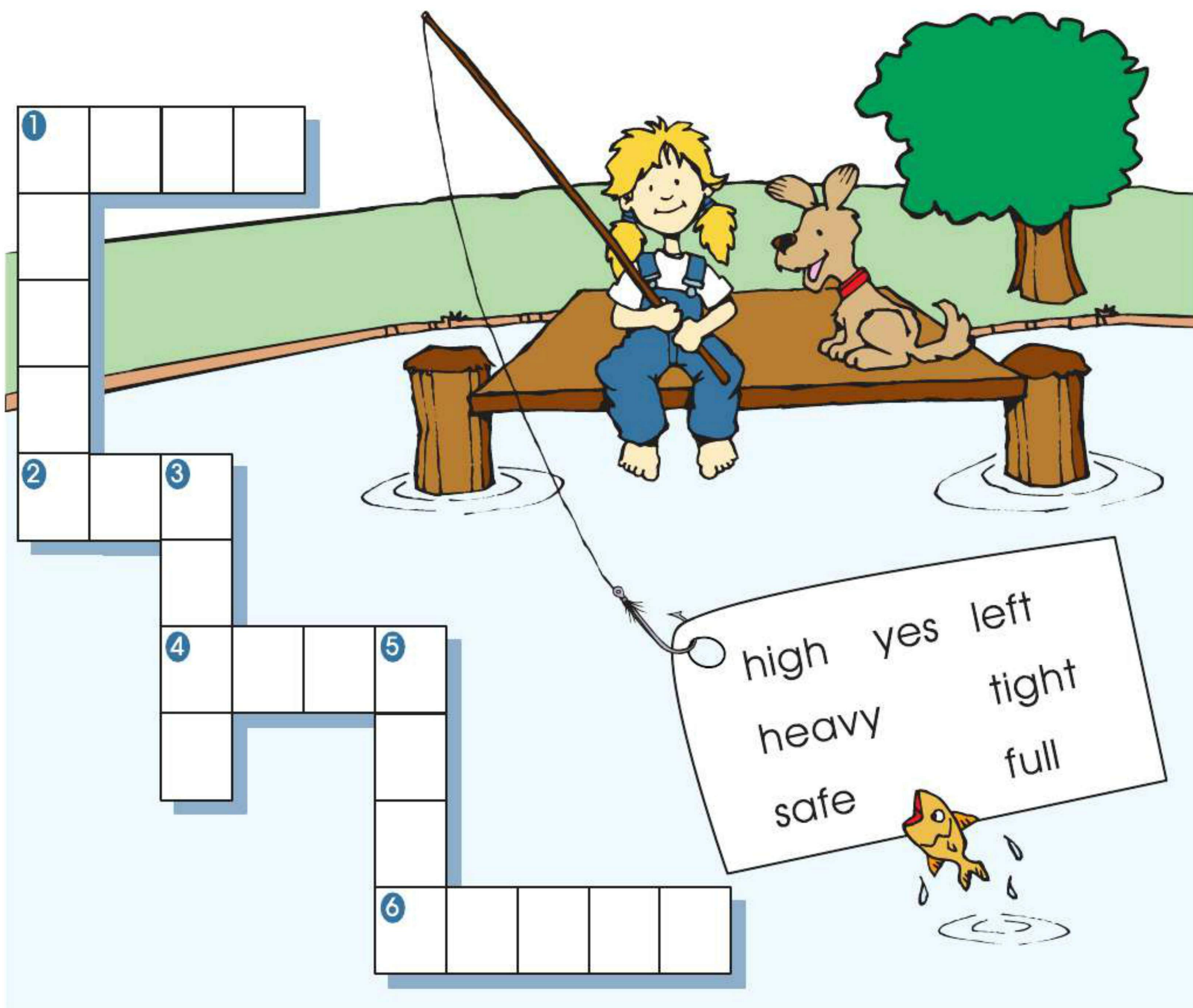


sun



Antonyms

Directions: Read each clue. Write the answers in the puzzle.



Across:

- 1. Opposite of **low**
- 2. Opposite of **no**
- 4. Opposite of **empty**
- 6. Opposite of **loose**

Down:

- 1. Opposite of **light**
- 3. Opposite of **dangerous**
- 5. Opposite of **right**



Homophones

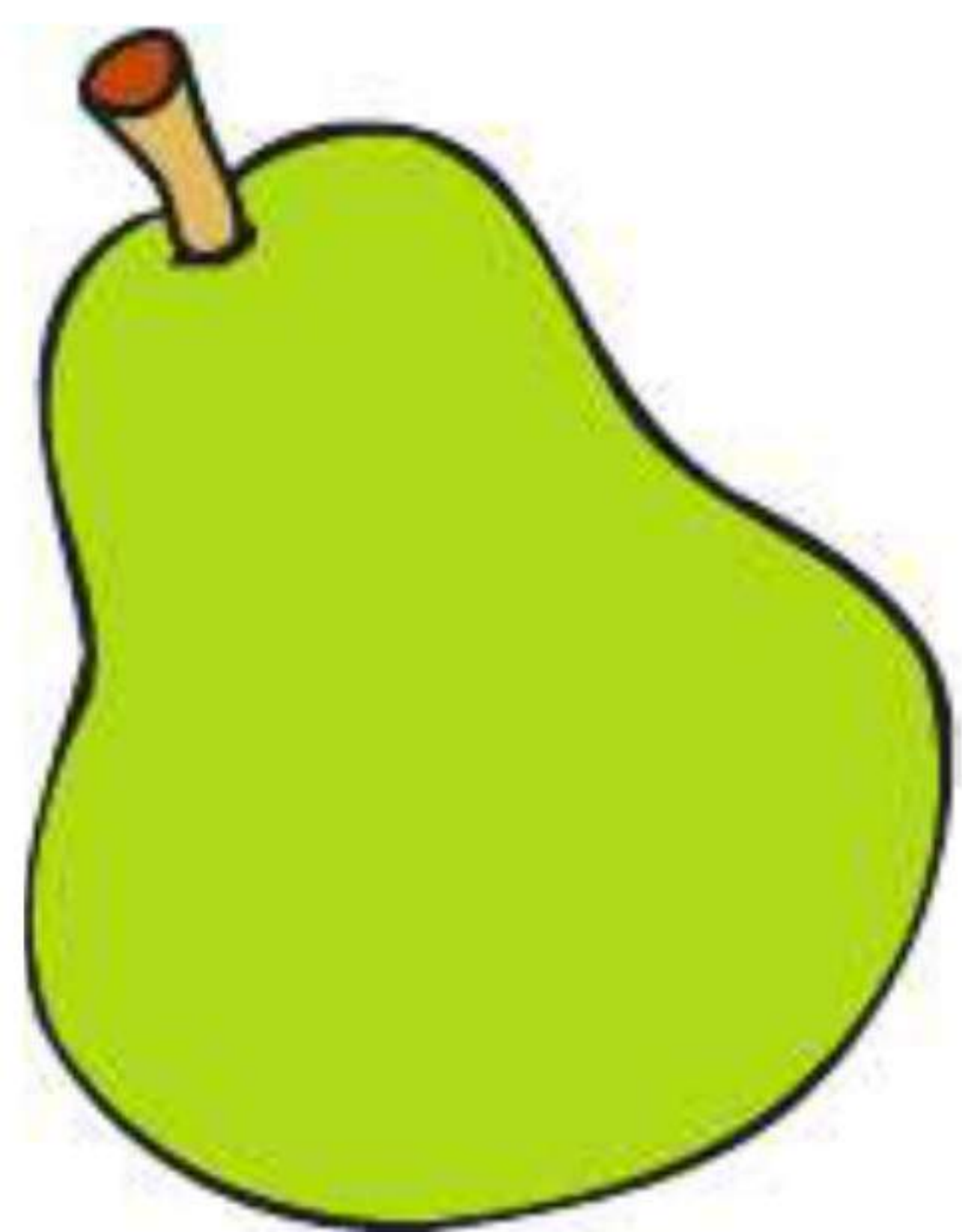
Homophones are words that sound the same but are spelled differently and mean something different. **Blew** and **blue** are homophones.

Directions: Look at the word pairs. Choose the word that describes the picture. Write the word on the line next to the picture.



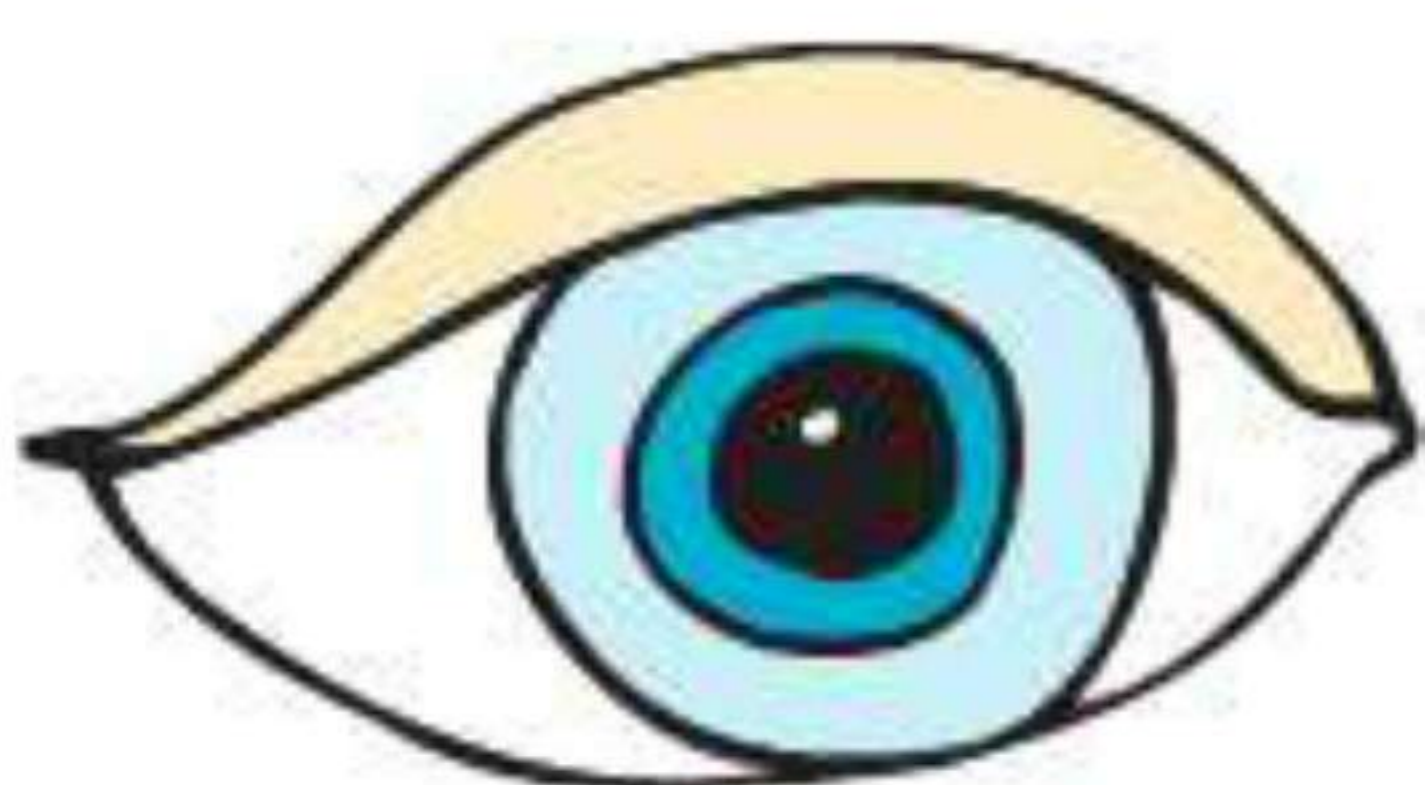
1. sew

so



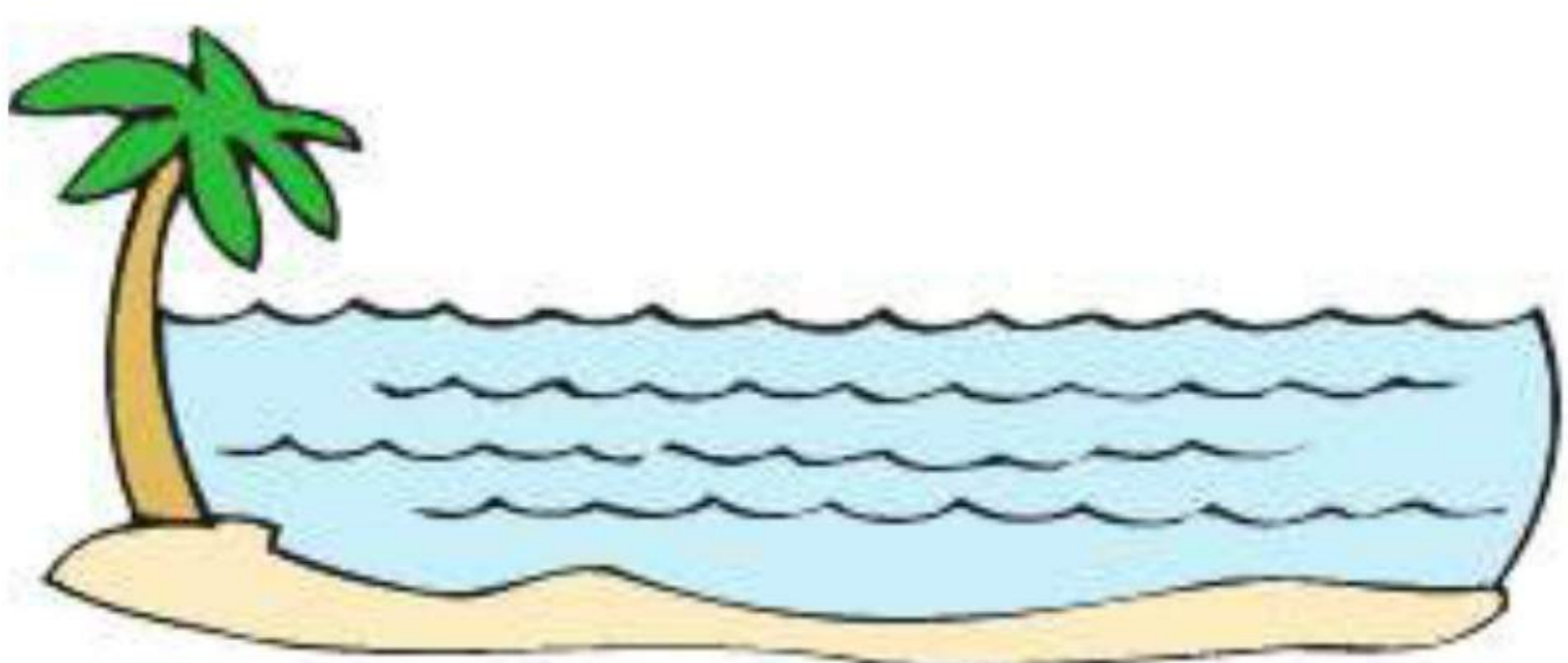
2. pair

pear



3. eye

I



4. see

sea



Homophones

Directions: Read each sentence. Underline the two words that sound the same but are spelled differently and mean something different.

1. Tom ate eight grapes.



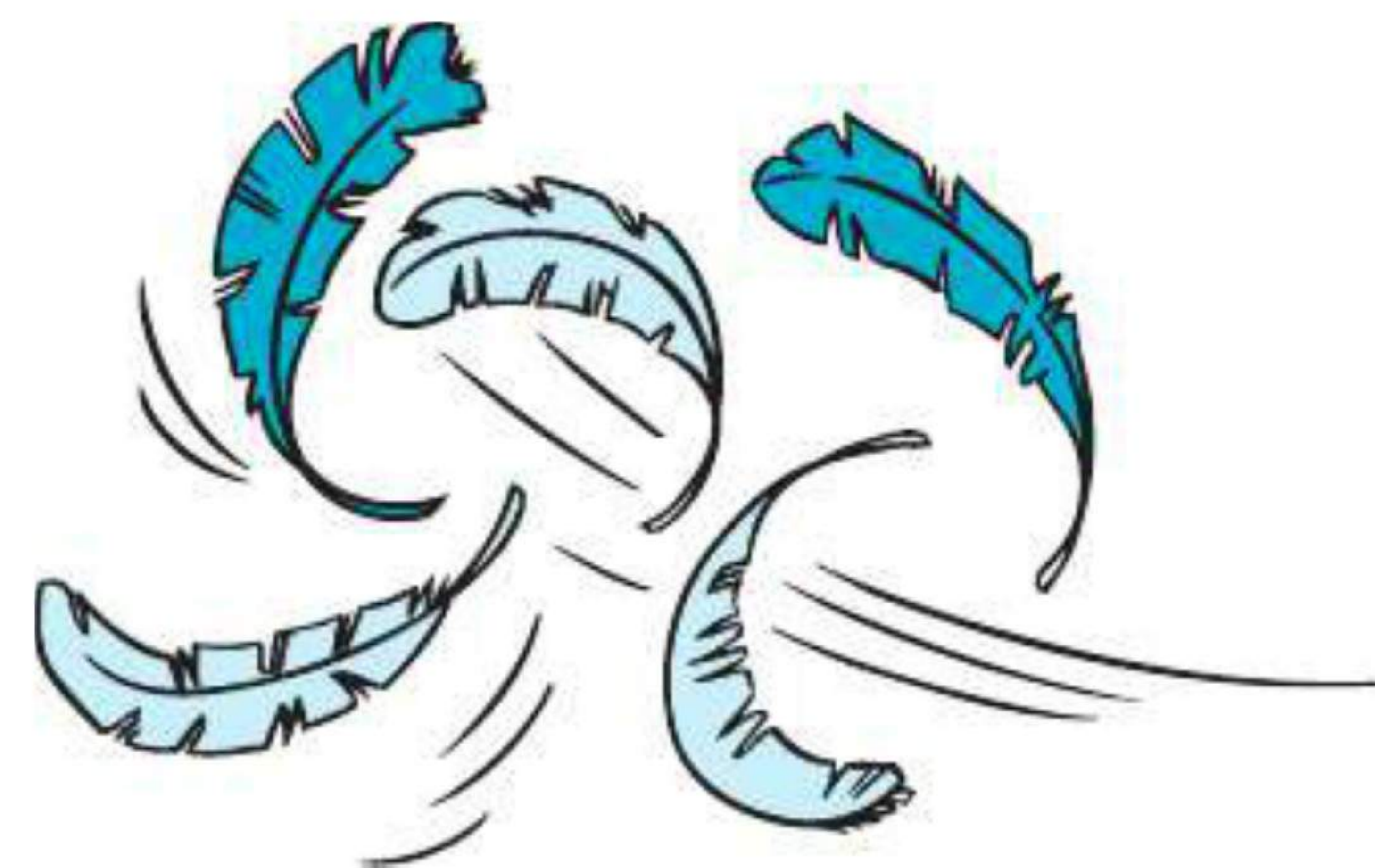
2. Becky read *Little Red Riding Hood*.



3. I went to buy two dolls.



4. Five blue feathers blew in the wind.



5. Would you get wood for the fire?





Sentences

Sentences begin with capital letters.

Directions: Read the sentences and write them below. Begin each sentence with a capital letter.

Example: the cat is fat.

The cat is fat.



my dog is big.



the boy is sad.



bikes are fun!



dad can bake.





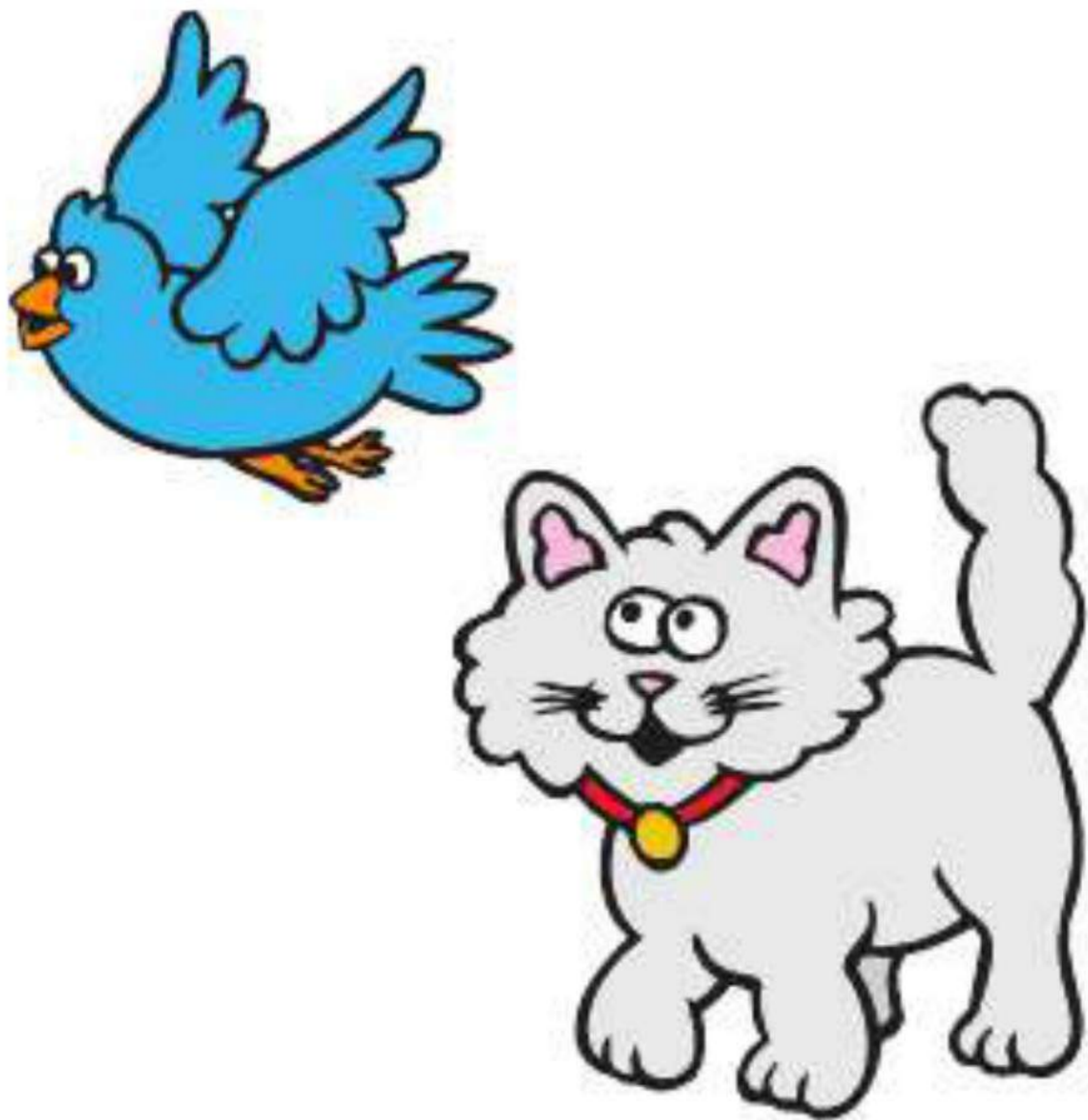
Word Order

If you change the order of the words in a sentence, you can change the meaning of the sentence.

Directions: Read the sentences. Draw a circle around the sentence that describes the picture.

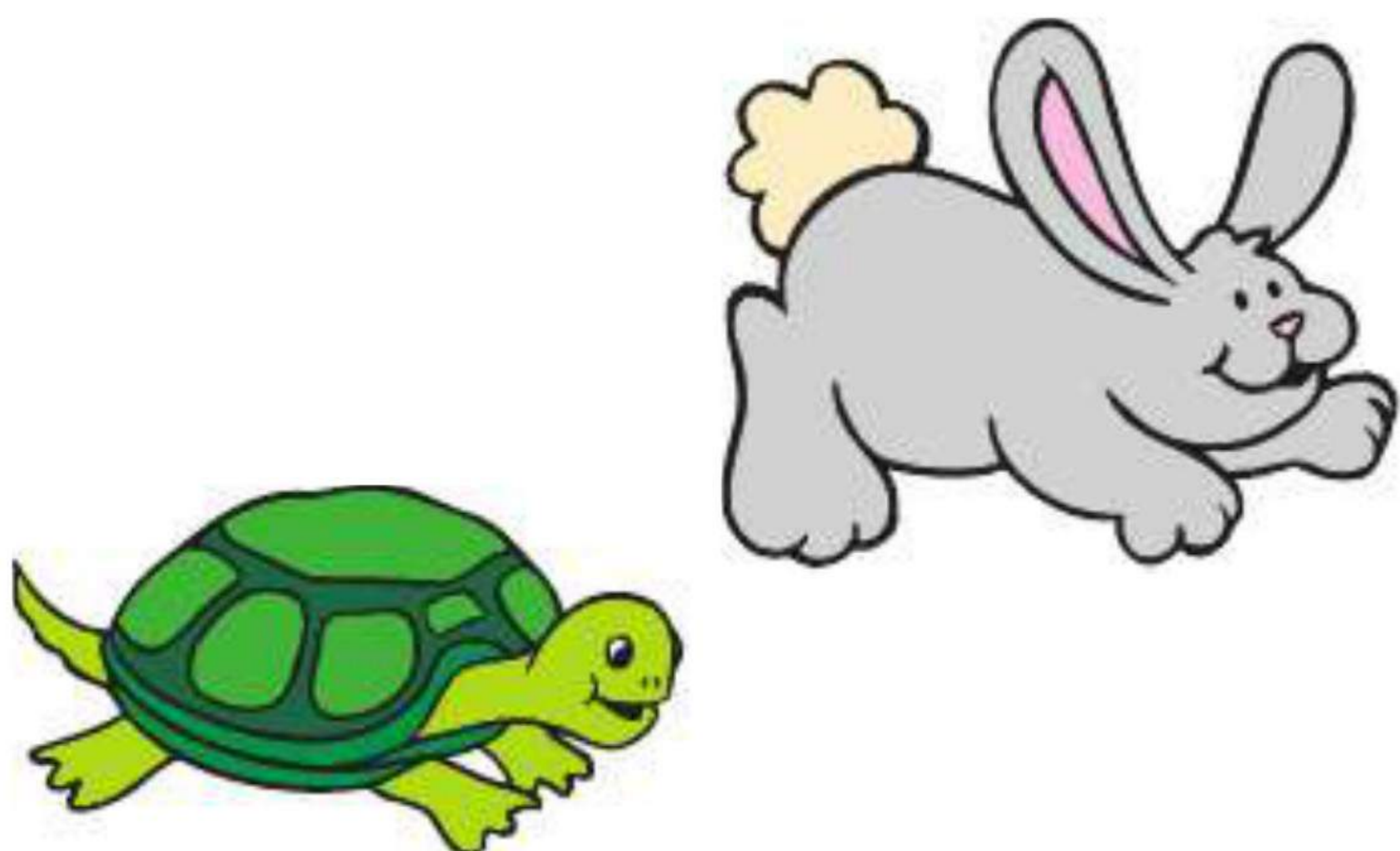
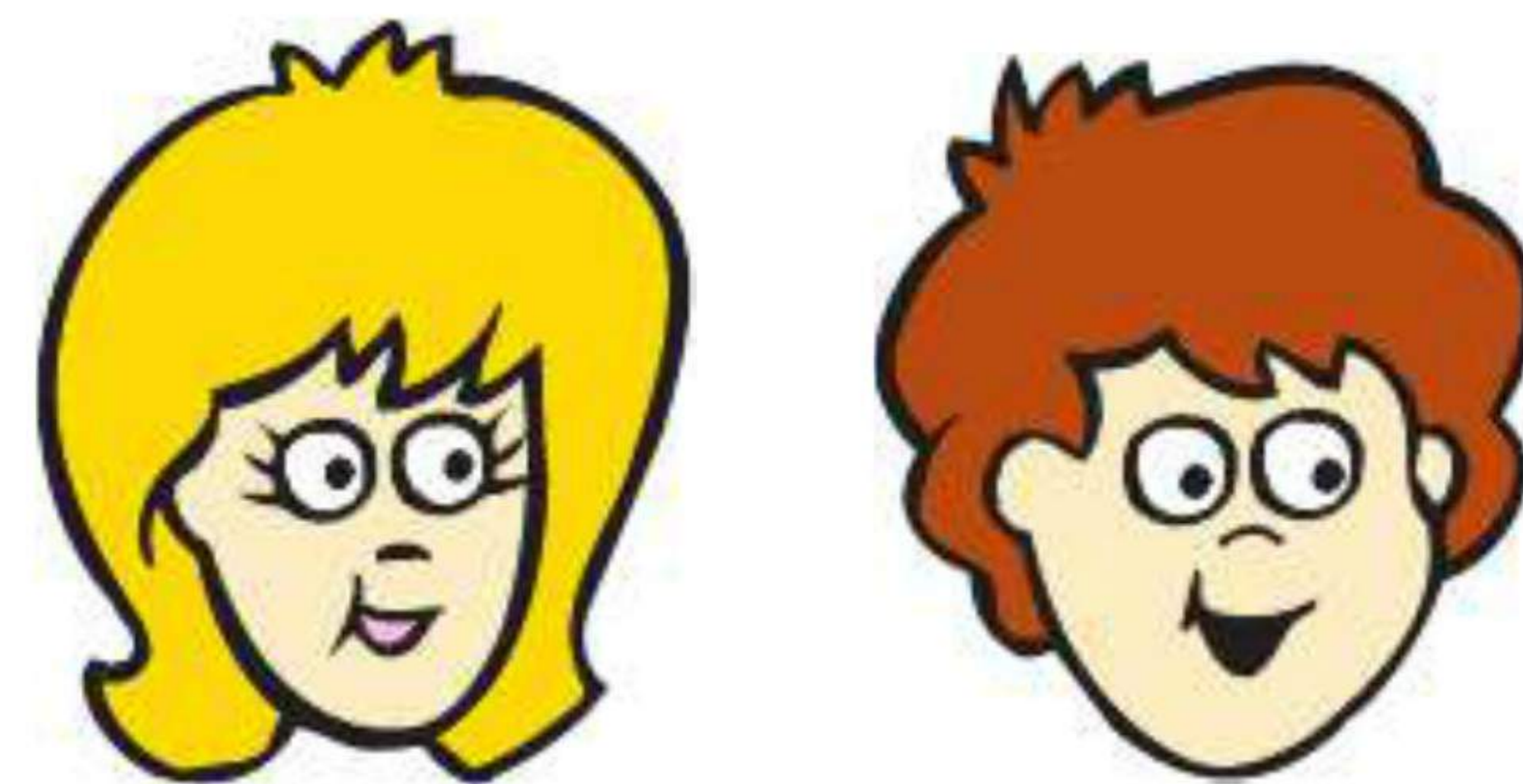
Example:

The fox jumped over the dogs.
The dogs jumped over the fox.



1. The cat watched the bird.
The bird watched the cat.

2. The girl looked at the boy.
The boy looked at the girl.



3. The turtle ran past the rabbit.
The rabbit ran past the turtle.



Word Order

Directions: Look at the picture. Put the words in order. Write the sentences on the lines below.

1. We made lemonade. some
2. good. It was
3. We the sold lemonade.
4. cost It five cents.
5. fun. We had



1. _____

2. _____

3. _____

4. _____

5. _____



Telling Sentences

Directions: Read the sentences and write them below. Begin each sentence with a capital letter. End each sentence with a period.

1. most children like pets
2. some children like dogs
3. some children like cats
4. some children like snakes
5. some children like all animals



1.

2.

3.

4.

5.



Telling Sentences

Directions: Read the sentences and write them below. Begin each sentence with a capital letter. End each sentence with a period.

1. i like to go to the store with Mom
2. we go on Friday
3. i get to push the cart
4. i get to buy the cookies
5. i like to help Mom



1. _____

2. _____

3. _____

4. _____

5. _____



Telling Sentences

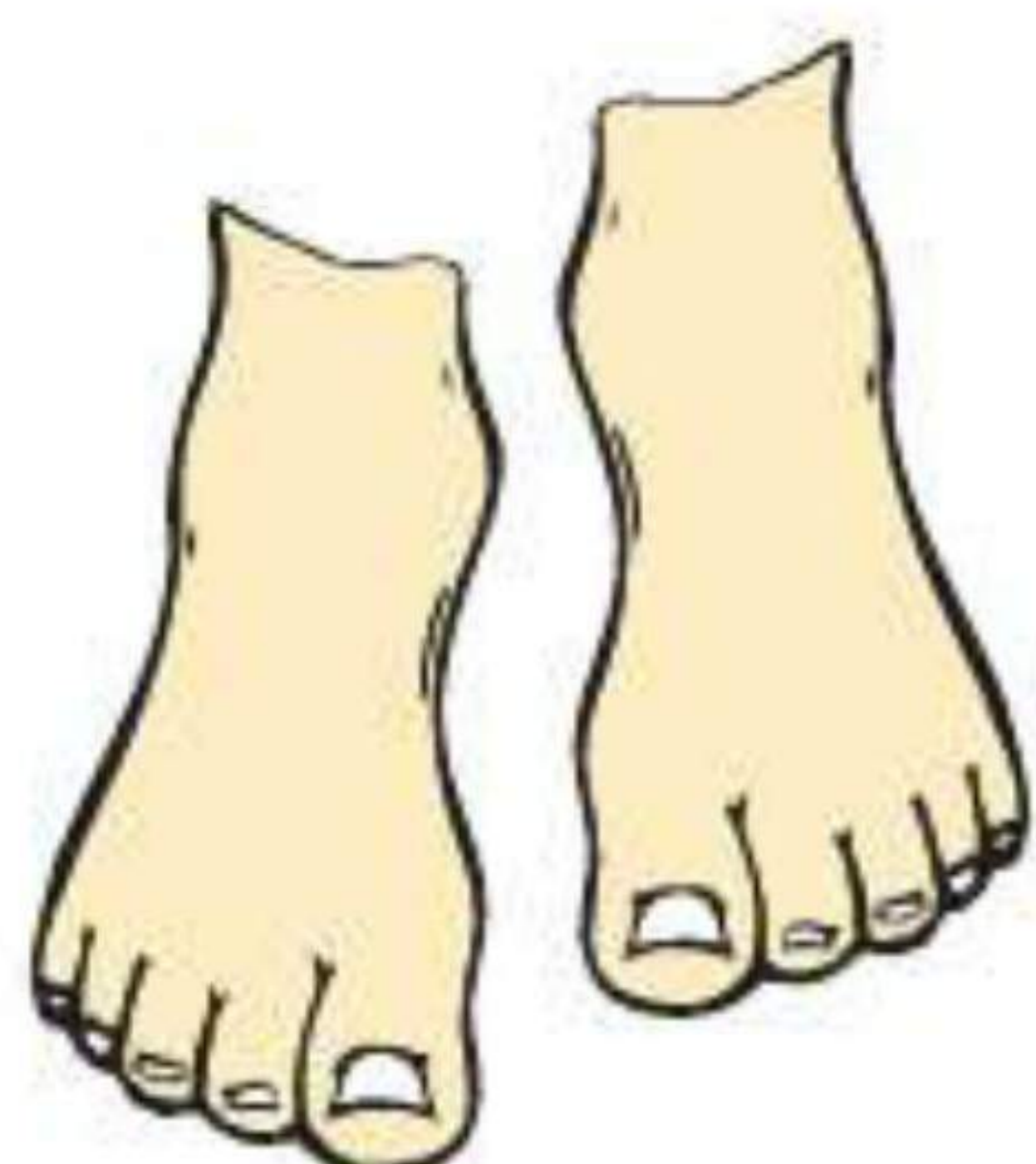
Directions: Read the sentence parts below. Draw a line from the first part of the sentence to the second part that completes it.



1. I give big hugs

with my arms.

with my car.



2. My feet

drive the car.

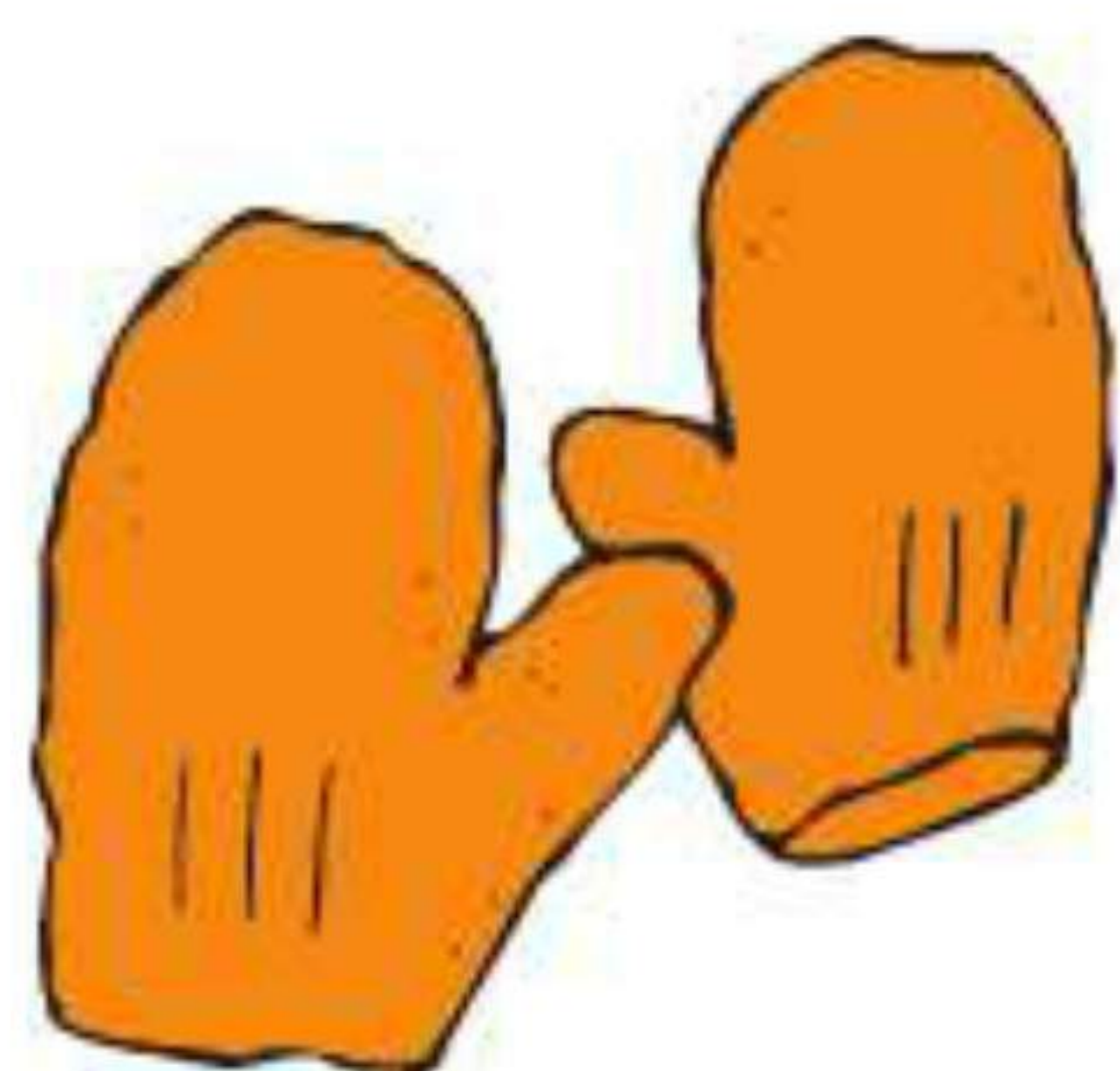
got wet in the rain.



3. I have a bump

on my head.

on my coat.



4. My mittens

keep my arms warm.

keep my hands warm.



5. I can jump high

using my legs.

using a spoon.



Telling Sentences

Directions: Read each sentence and write the correct words in the blanks.

Example:

taste
mouth

I can

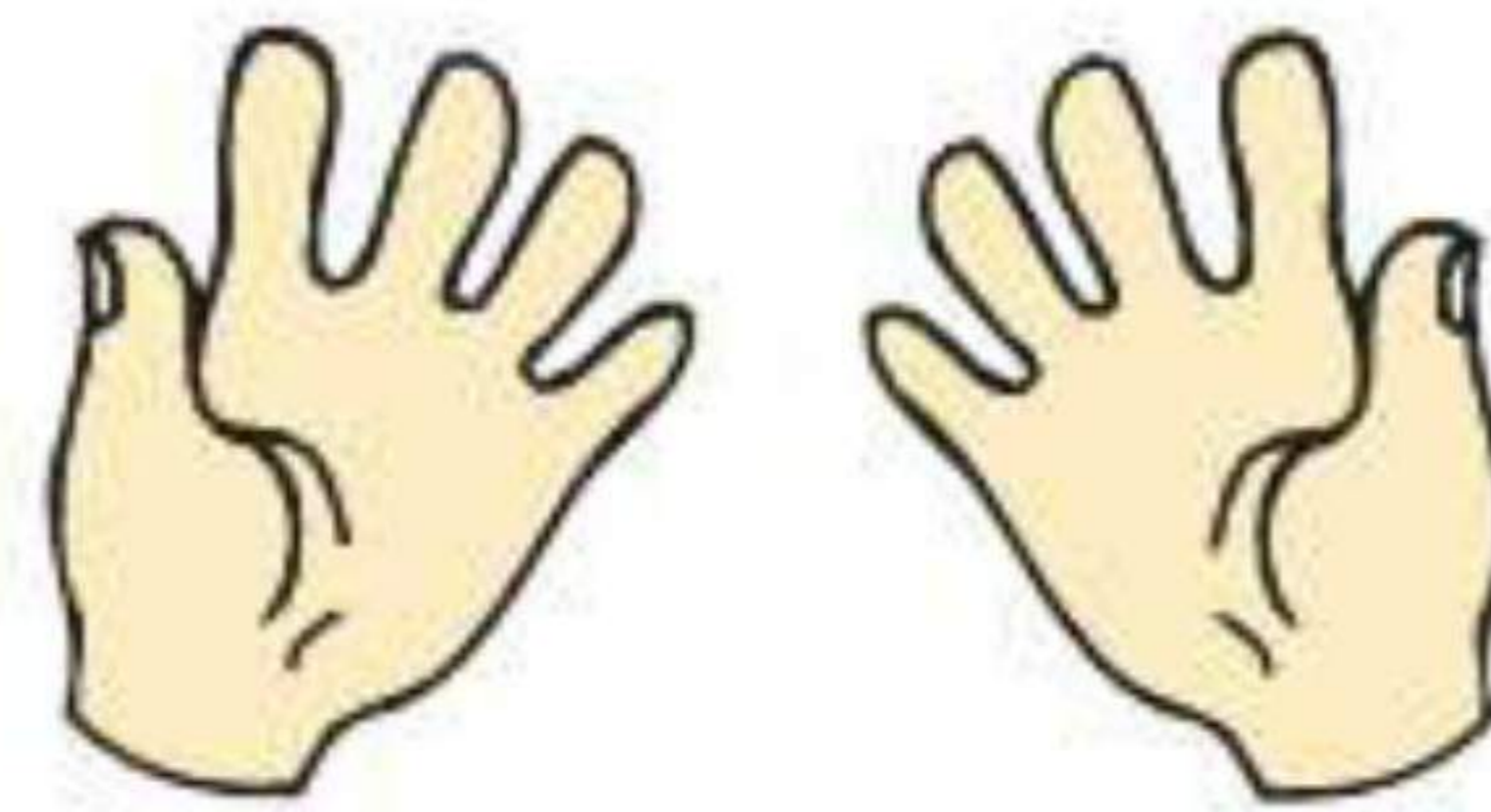
taste

things with my

mouth.

touch
hands

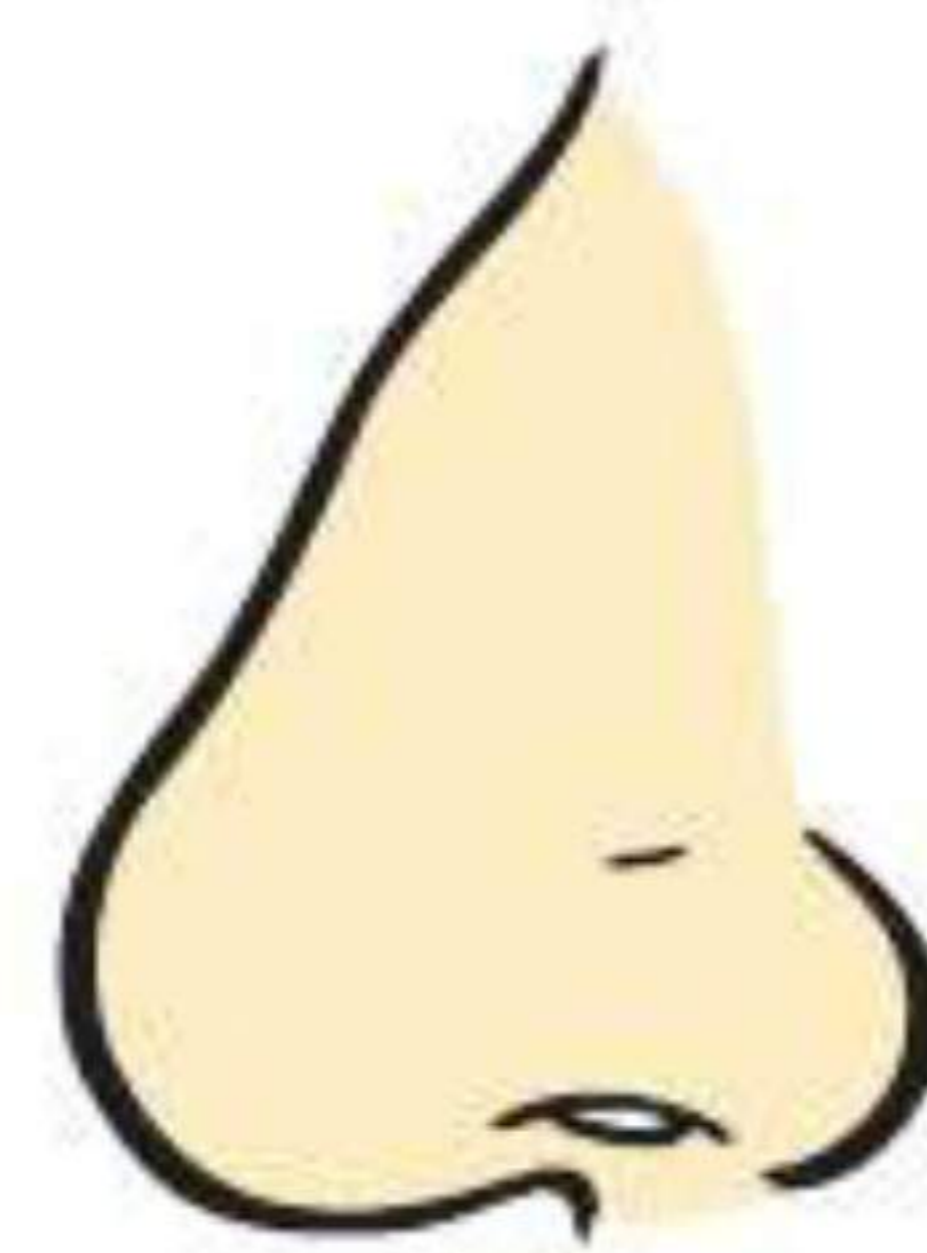
1. I can



things with my

nose
smell

2. I can



things with my

hear
ears

3. I can



with my

see
eyes

4. I can



things with my



Telling Sentences

Directions: Some of these sentences tell a whole idea. Others have something missing. If something is missing, draw a line to the word that completes the sentence. Put a period at the end of each sentence.

Example:

She is wearing a polka-dot

holes



1. The baseball player wore a

2. His pants were torn.

dress



3. The socks had

4. The jacket had blue buttons.

hat



5. The shoes were brown.



Telling Sentences

Directions: These sentences tell about animals. Write the word that completes each sentence.

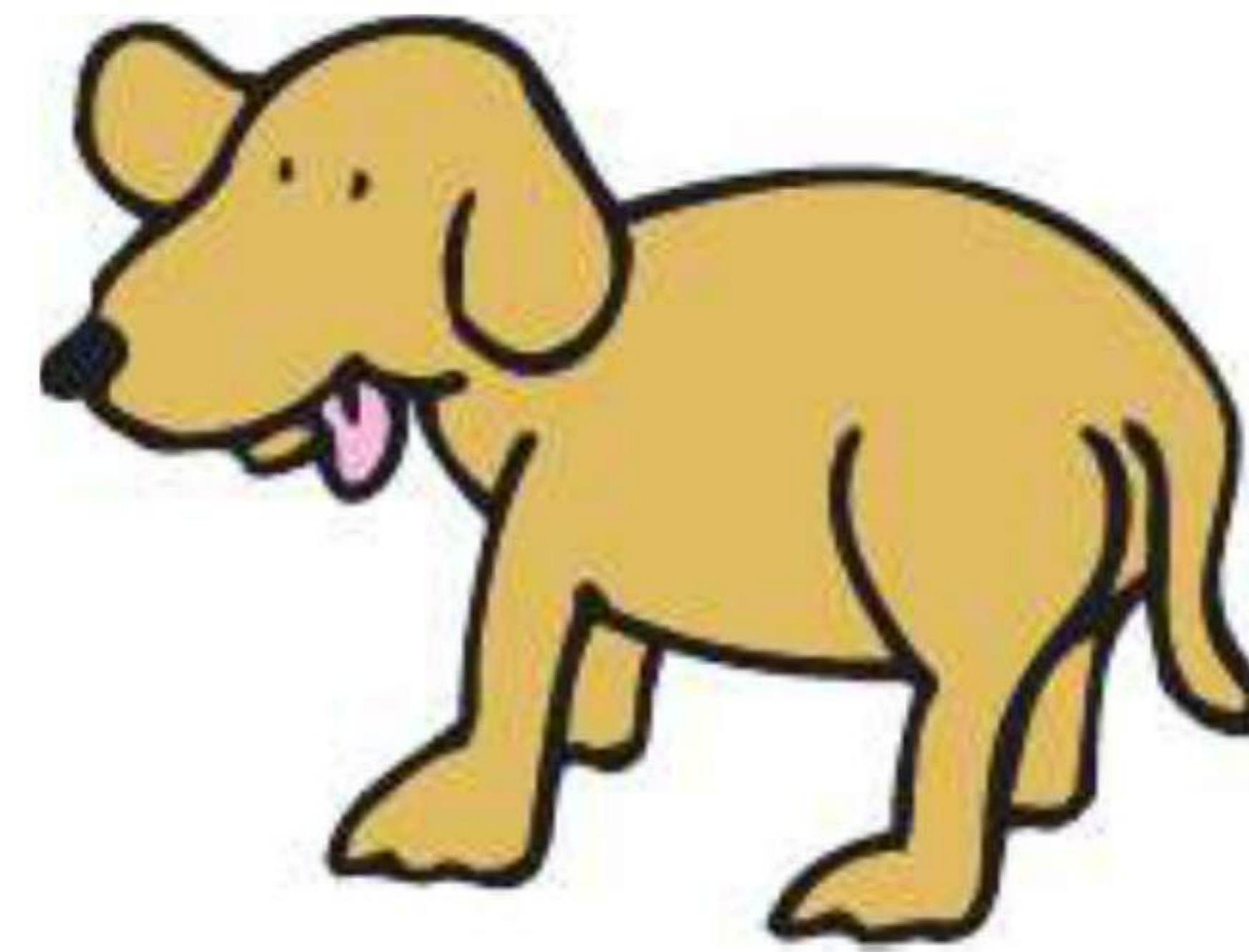
Example:

My
 frog



jumps high.

1. I take my



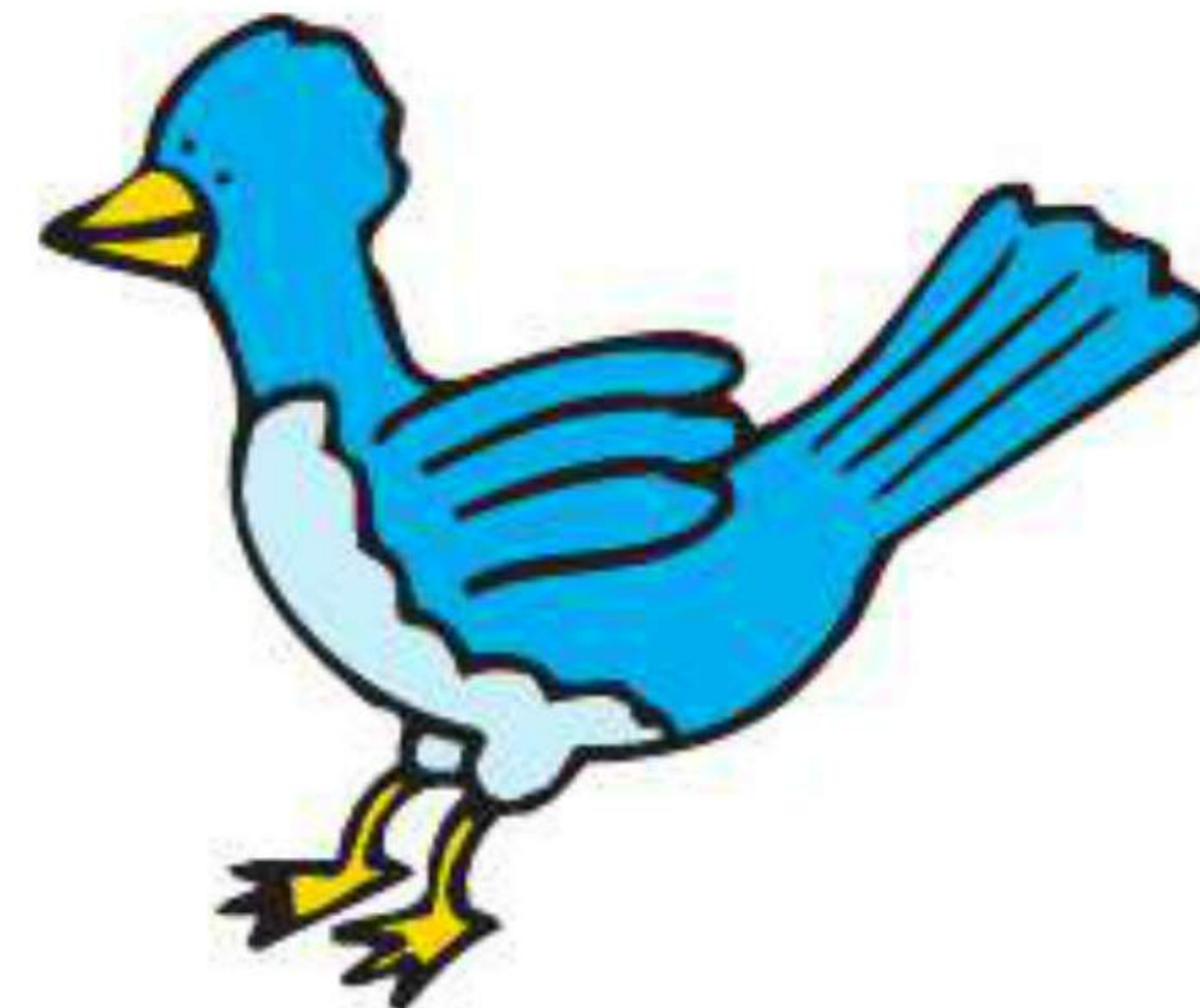
for a walk.

2. My



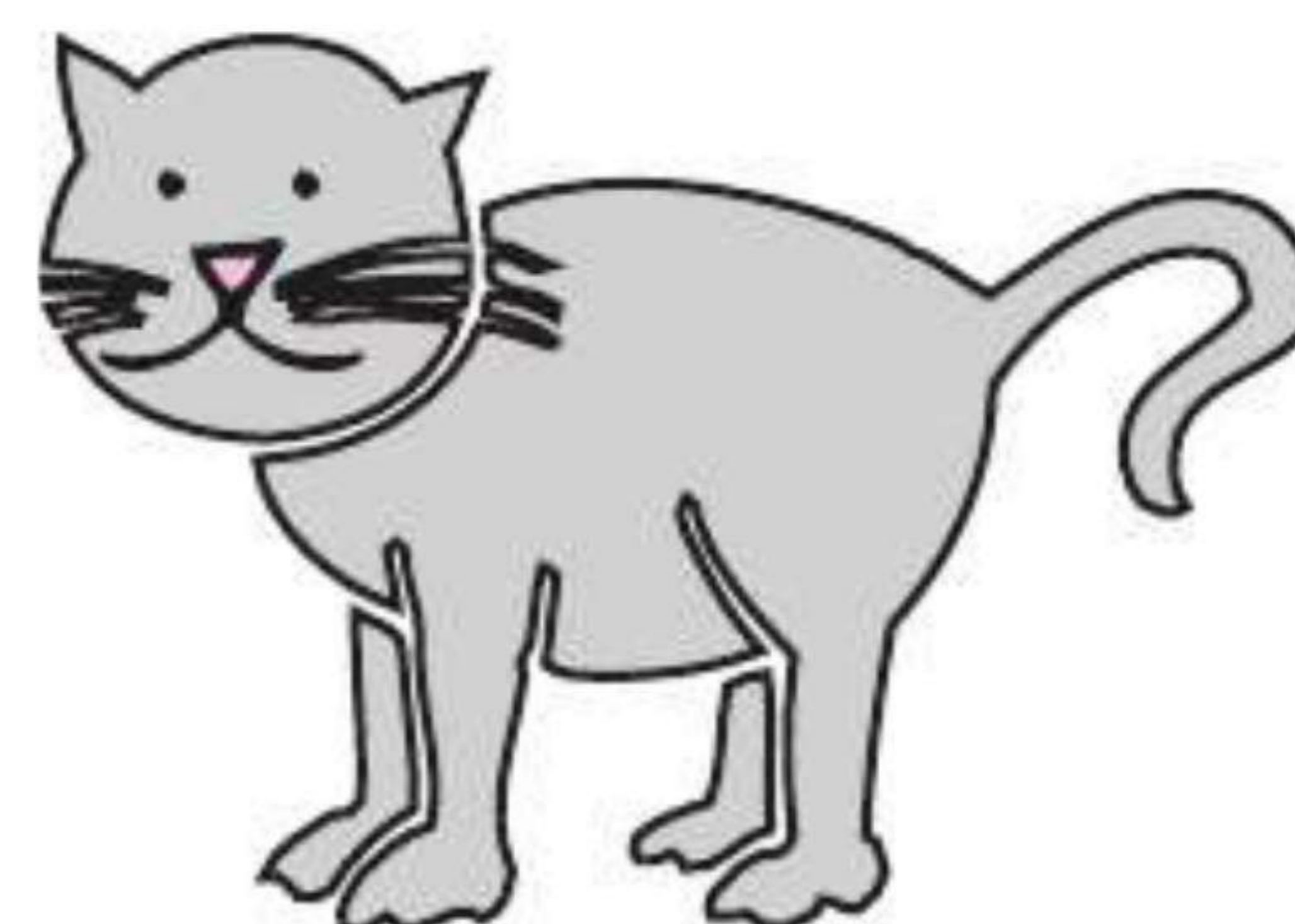
lives in water.

3. My



can sing.

4. My



has a long tail.



Asking Sentences

An **asking sentence** asks a question. Asking sentences end with a question mark.

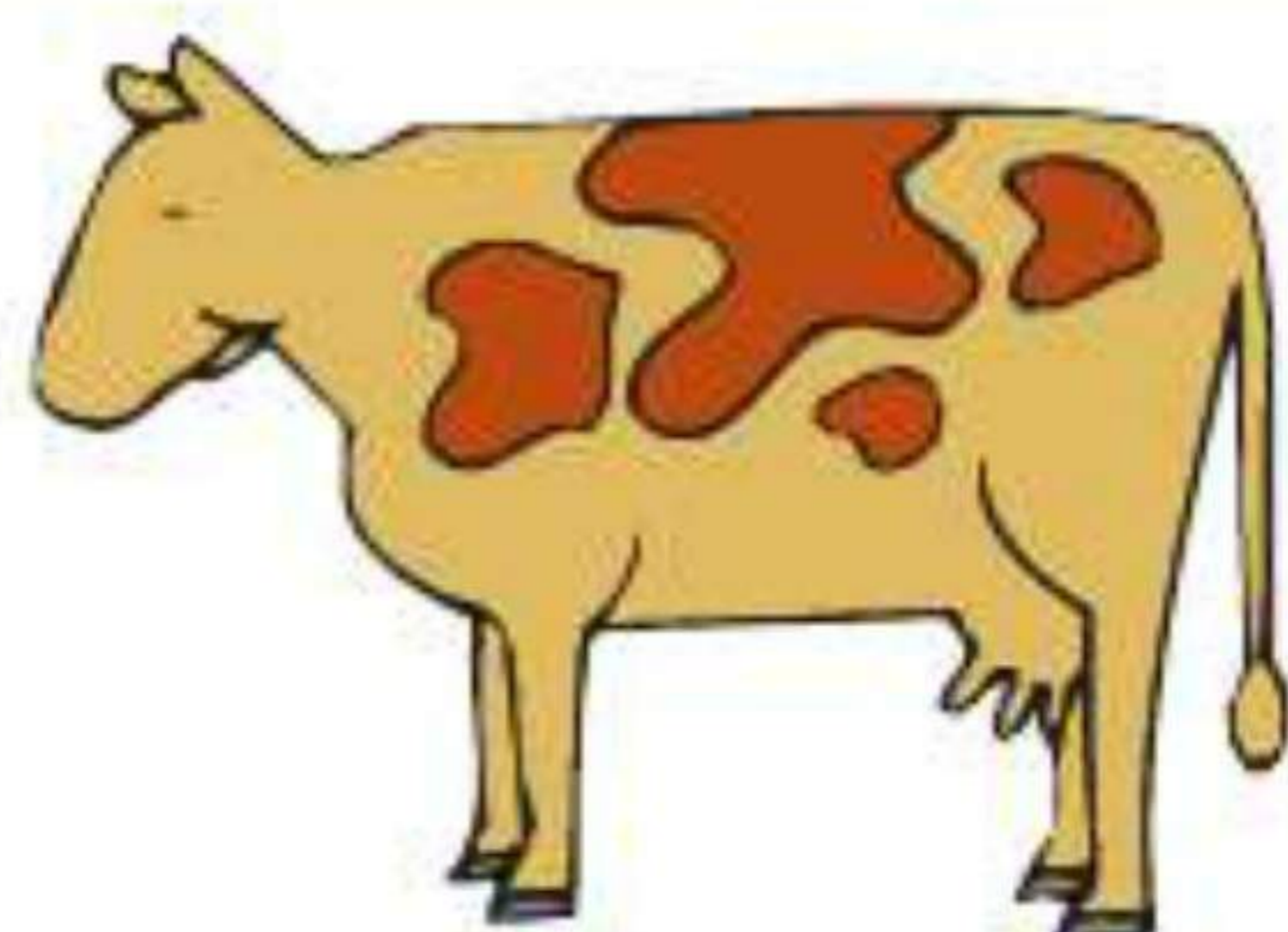
Directions: Write each sentence on the line. Begin each sentence with a capital letter. Put a period at the end of the telling sentences and a question mark at the end of the asking sentences.

Example: do you like cake

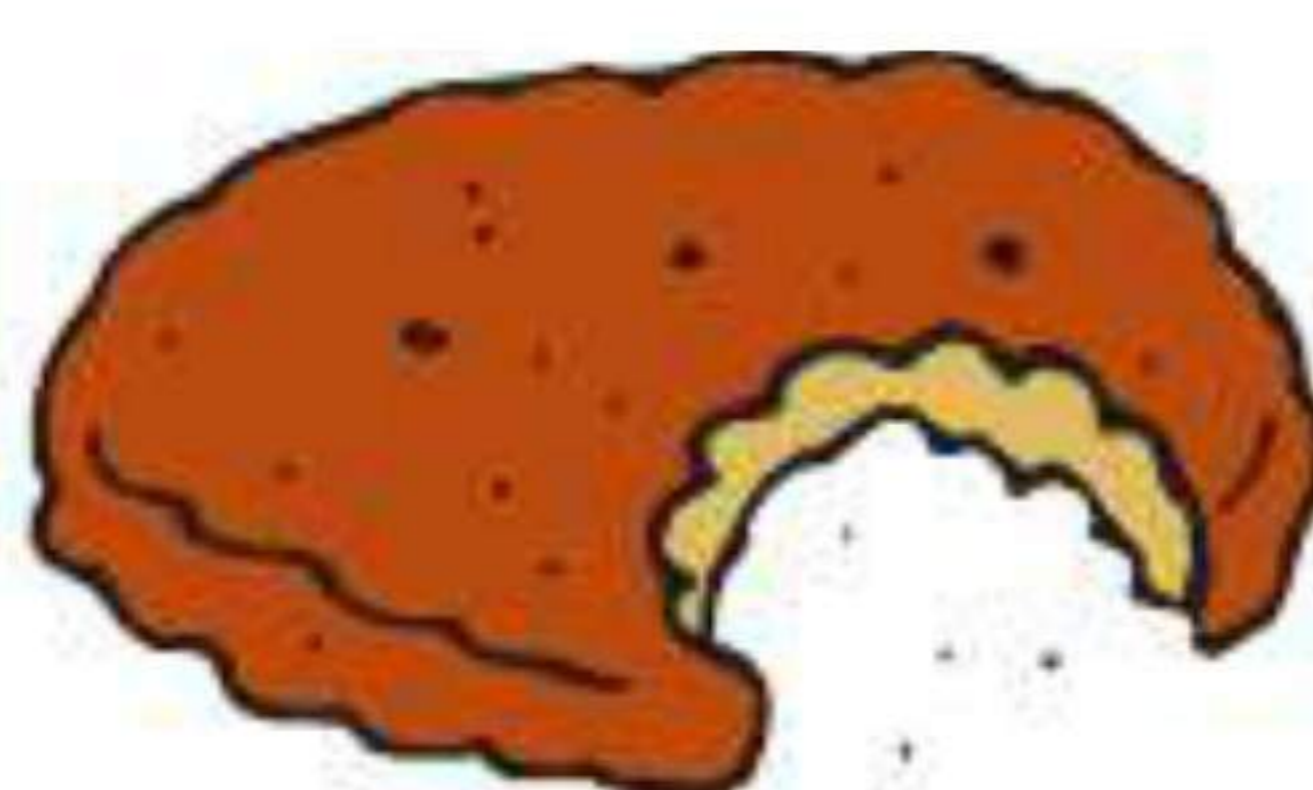


Do you like cake?

1. the cow has spots



2. is that cookie good



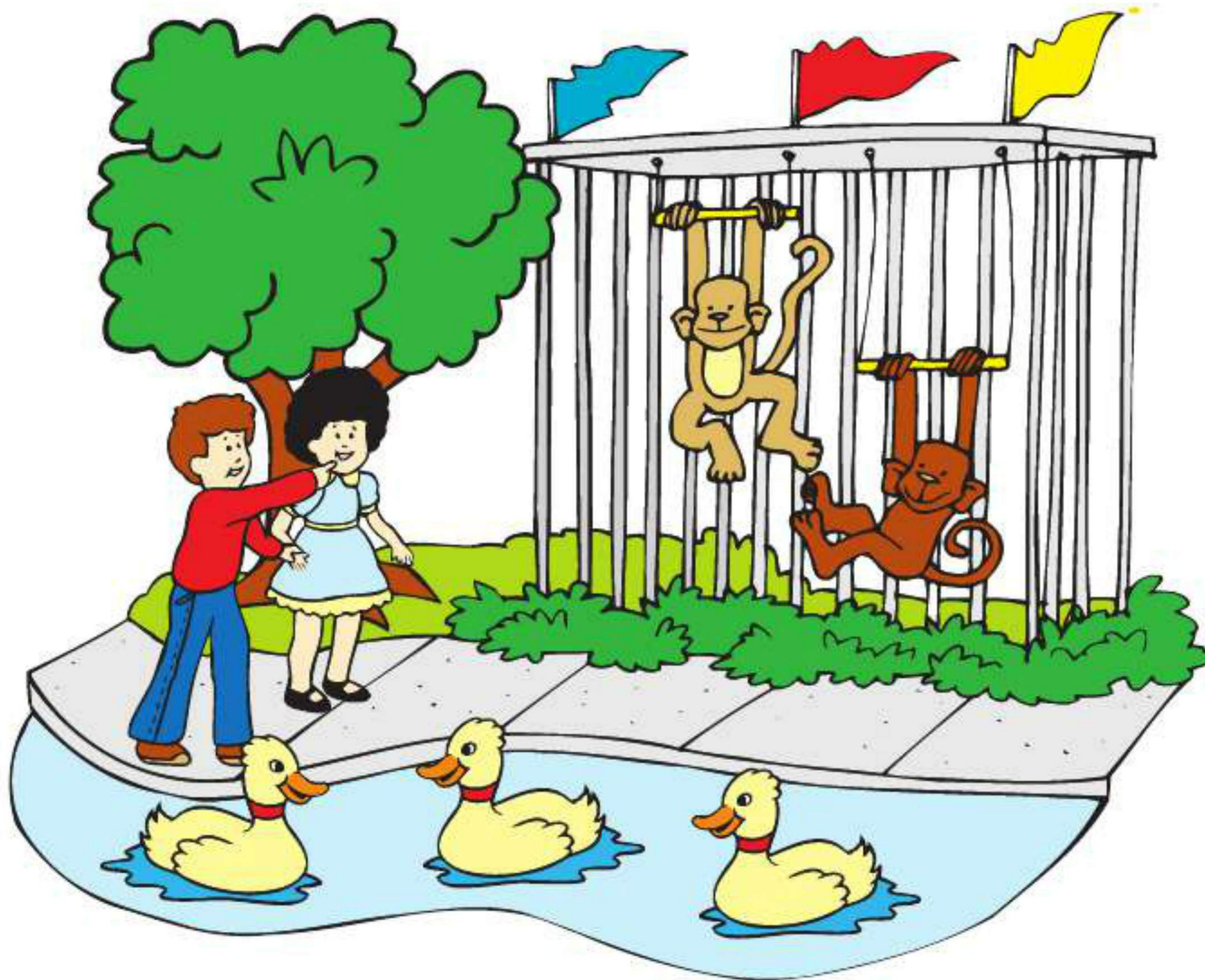
3. she ate the apple





Asking Sentences

Directions: Write the first word of each asking sentence. Be sure to begin each question with a capital letter. End each question with a question mark.



1. _____ you like the zoo **do**
2. _____ much does it cost **how**
3. _____ you feed the ducks **can**
4. _____ you see the monkeys **will**
5. _____ time will you eat lunch **what**



Asking Sentences

Directions: Read the asking sentences. Write the sentences below. Begin each sentence with a capital letter. End each sentence with a question mark.

1. what game will we play
2. do you like to read
3. how old are you
4. who is your best friend
5. can you tie your shoes

1.

2.

3.

4.

5.



Asking Sentences

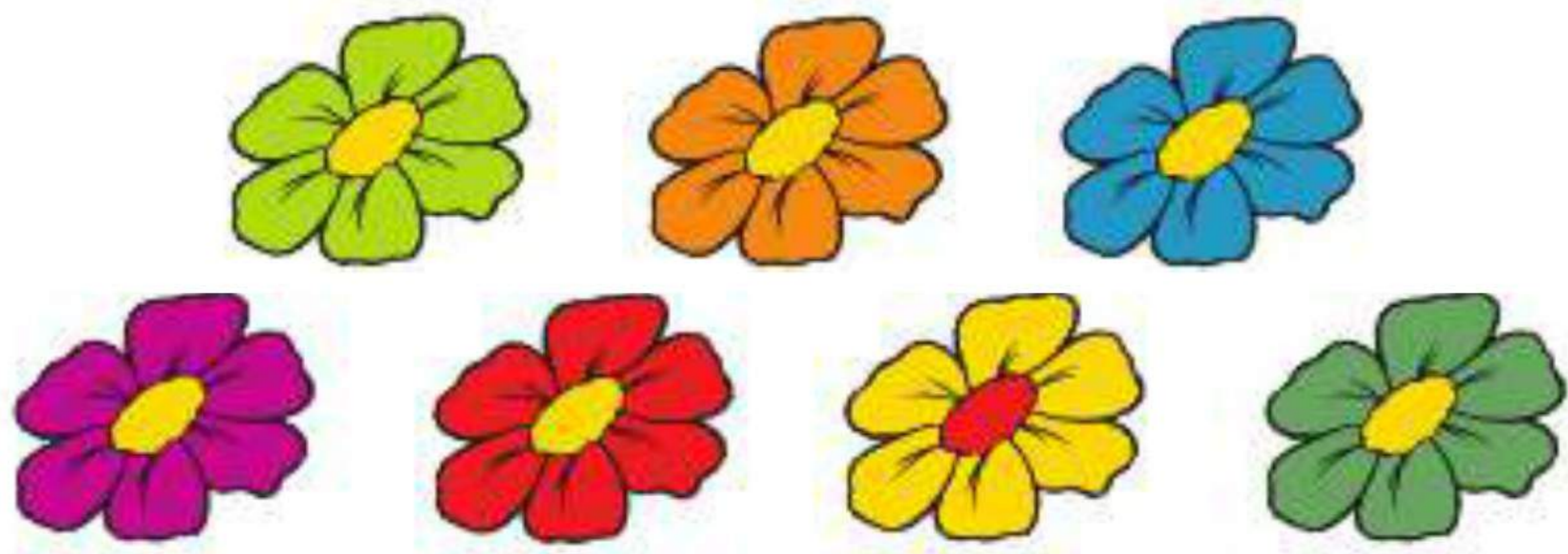
Directions: Use a number word to answer each question.

one five seven three eight

1. How many trees are there?



2. How many flowers are there?



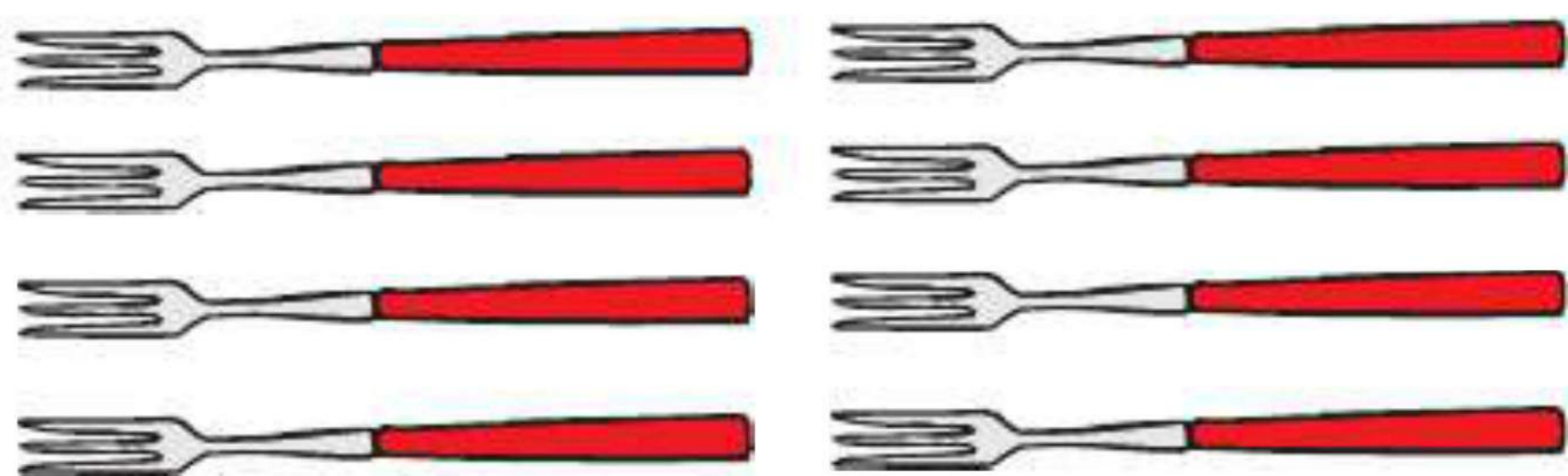
3. How many presents are there?



4. How many clocks are there?



5. How many forks are there?





Asking Sentences

Directions: Write an asking sentence about each picture. Begin each sentence with **can**. Add an action word. Begin each asking sentence with a capital letter and end it with a question mark.

Example:

I with you can



Can I sit with you?

she can



with you can I



can she fast





Telling and Asking Sentences

Directions: Write the word that completes each sentence. Put a period at the end of the telling sentences and a question mark at the end of the asking sentences.

Example: Does the sun shine on the flowers?

tree

grass

pond

sand

sky



1. The _____ was full of dark clouds

2. Can you climb the _____



3. Did you see the duck in the _____

4. Is the child playing in the _____



5. The _____ in the yard was tall





Periods and Question Marks

Directions: Put a period or a question mark at the end of each sentence below.



1. Do you like parades
2. The clowns lead the parade
3. Can you hear the band
4. The balloons are big
5. Can you see the horses



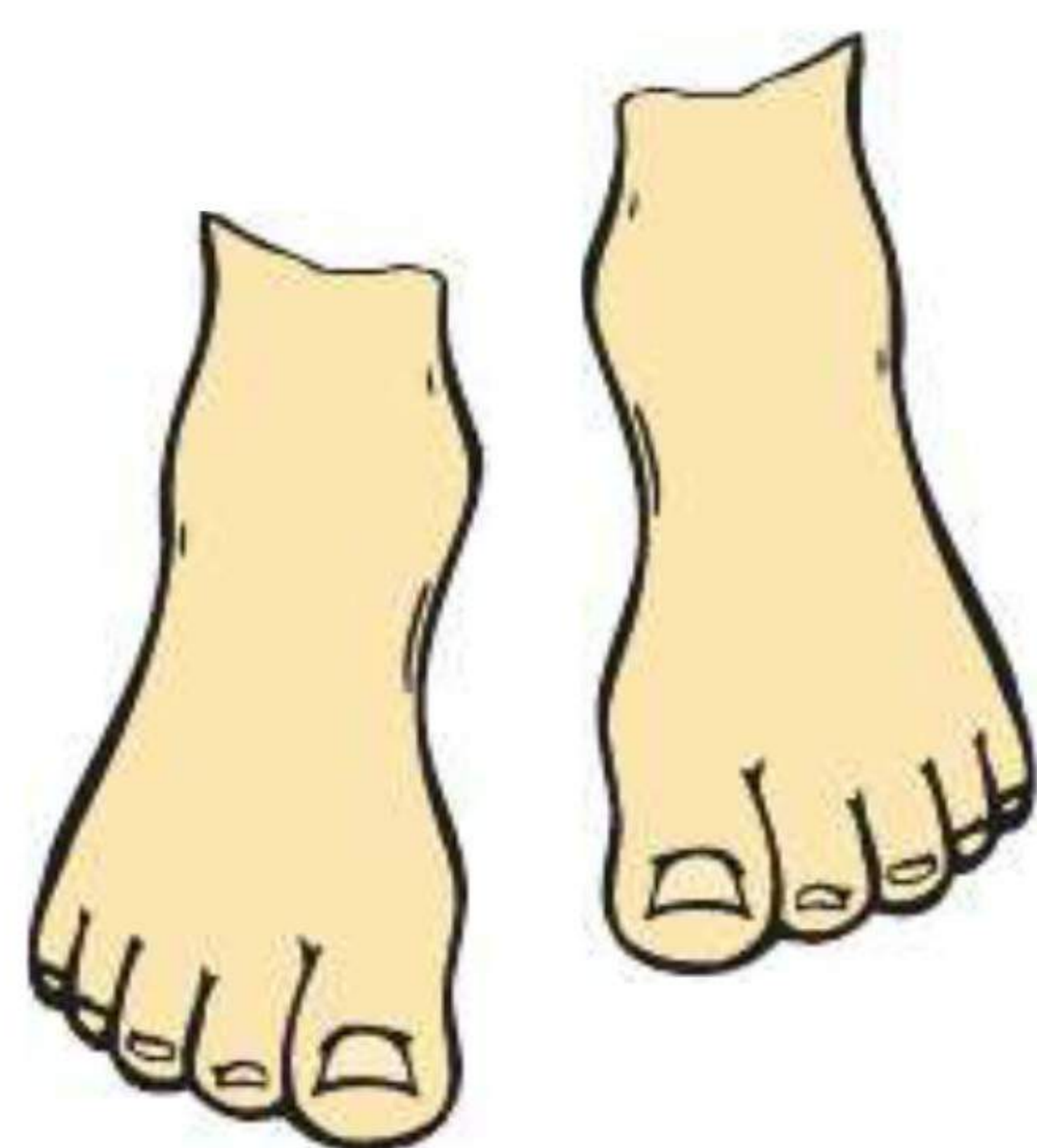
Periods and Question Marks

Directions: Write the word that completes each sentence. Put a period at the end of the telling sentences and a question mark at the end of the asking sentences.

Example:  I wear my hat on my head.

arms legs feet hands

 1. How strong are your _____

 2. You wear shoes on your _____

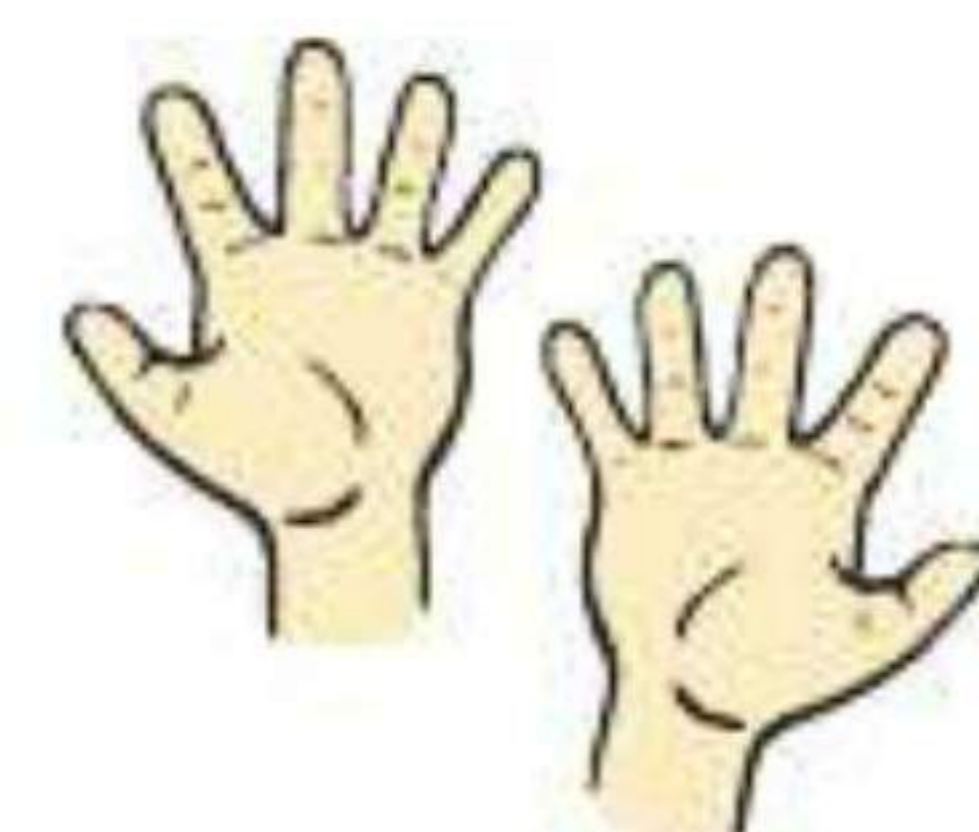
3. If you're happy and you know it, clap your _____

 4. My pants covered my _____



Periods and Question Marks

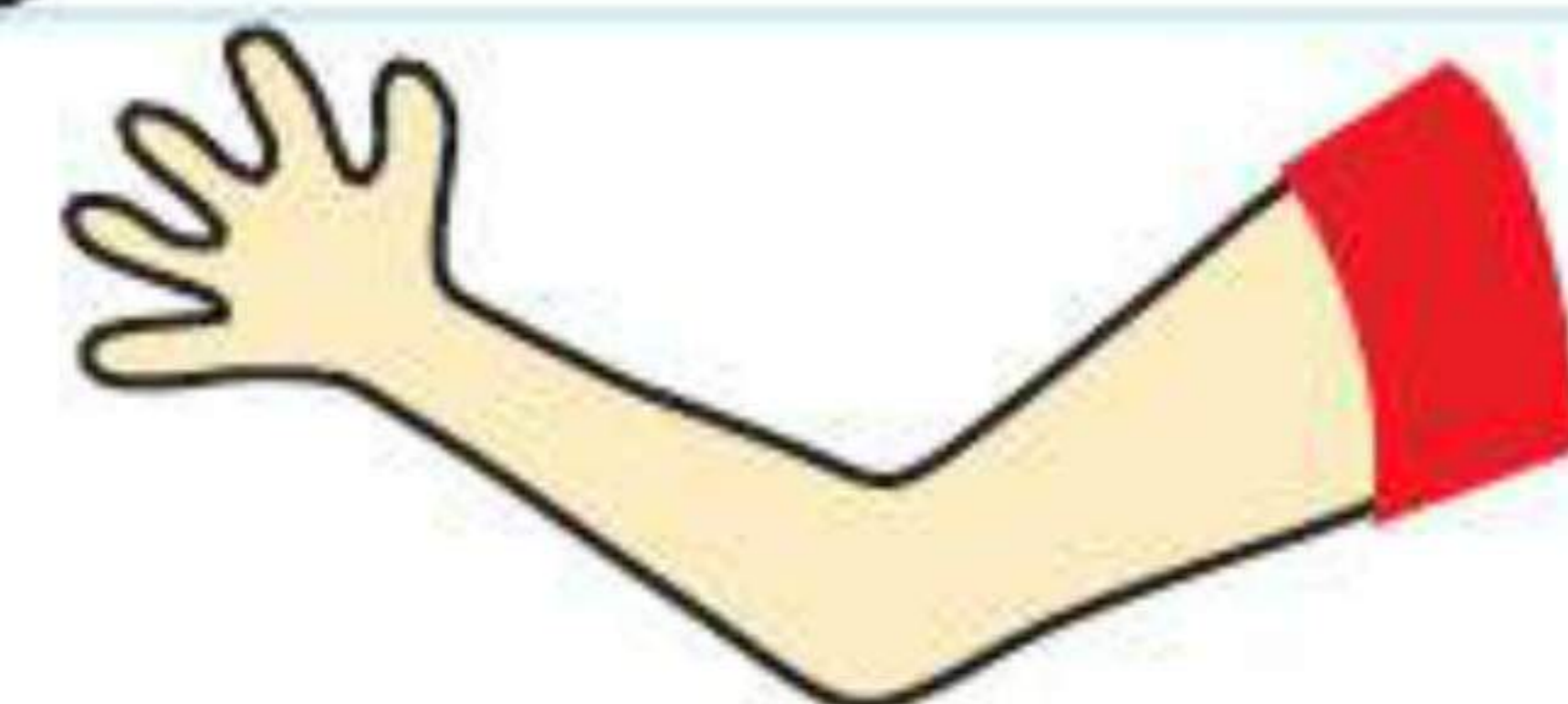
Directions: Read the two sentences on each line and draw a line between them. Then, write each sentence again on the lines below. Begin each sentence with a capital letter, and end each one with a period or a question mark.



Example: wash your hands|they are dirty

Wash your hands.

They are dirty.



1. you have big arms are you very strong

2. I have two feet I can run fast





Periods and Question Marks

Directions: Write the weather word that completes each sentence. Put a period at the end of the telling sentences and a question mark at the end of the asking sentences.

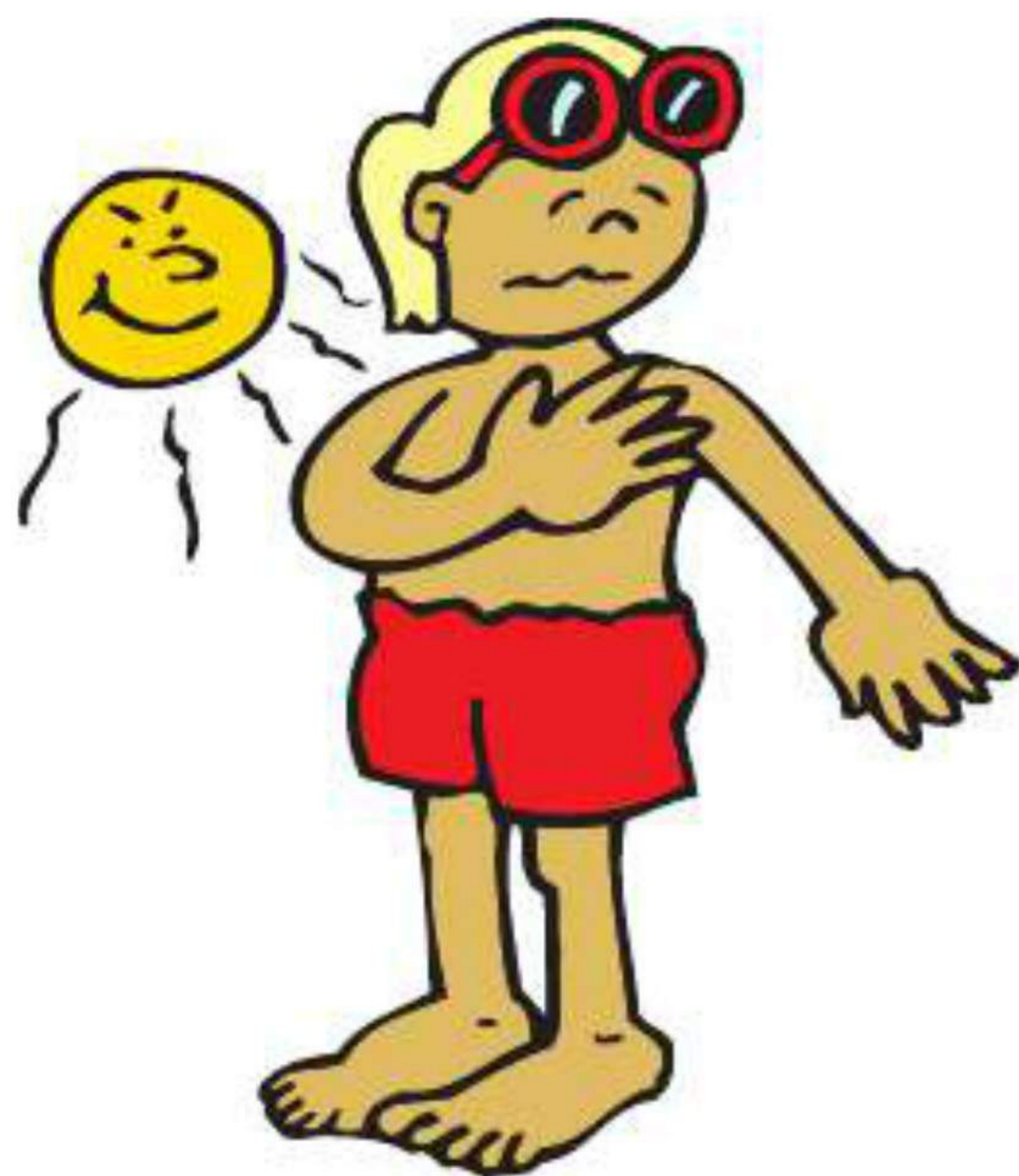
Example:

Do flowers grow in the

_____ **sun** _____ ?



rain water wet hot



1. The sun makes me _____

2. When it rains, the grass gets _____

3. Do you think it will _____

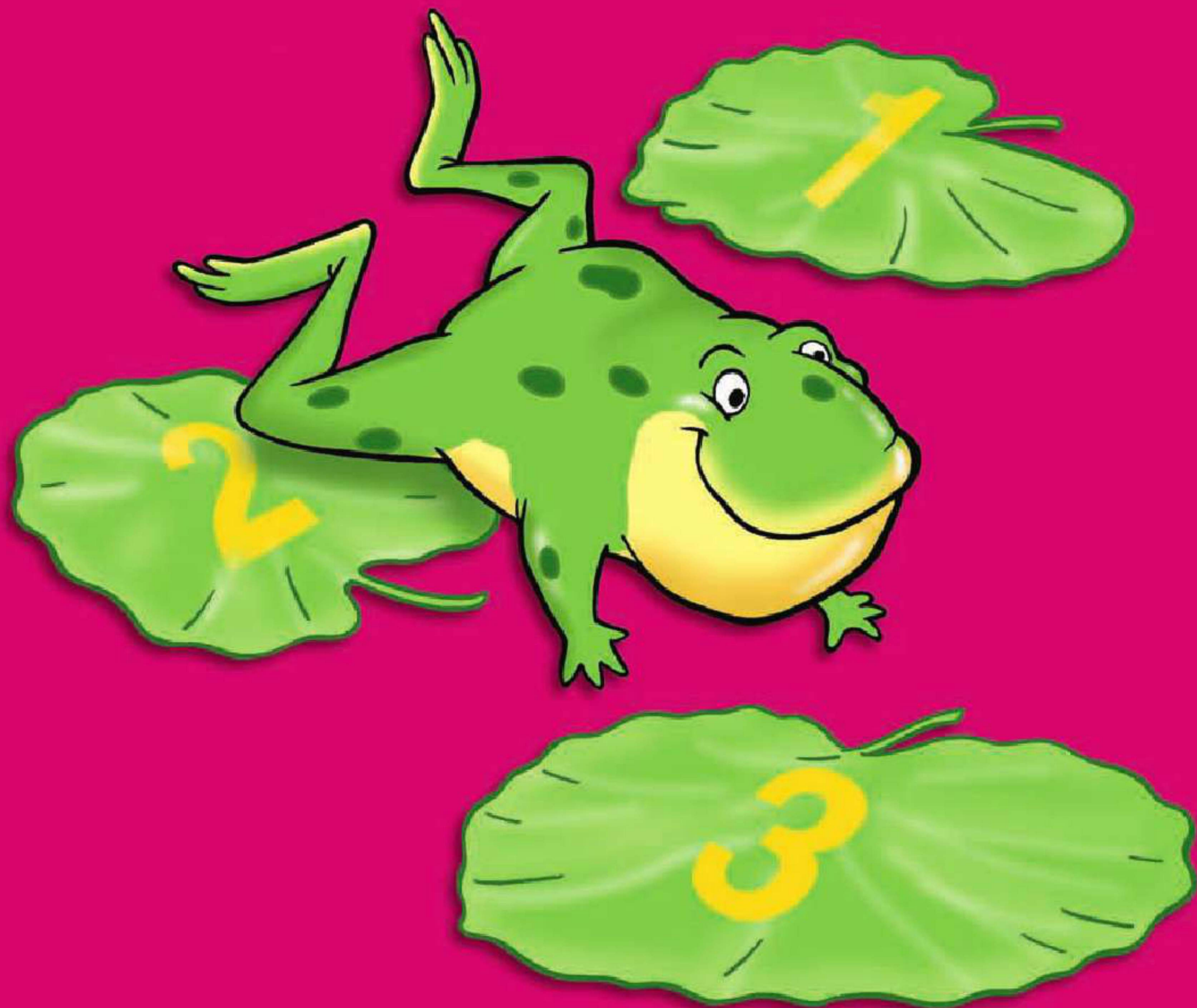
on our picnic



4. Should you drink the _____

from the rain

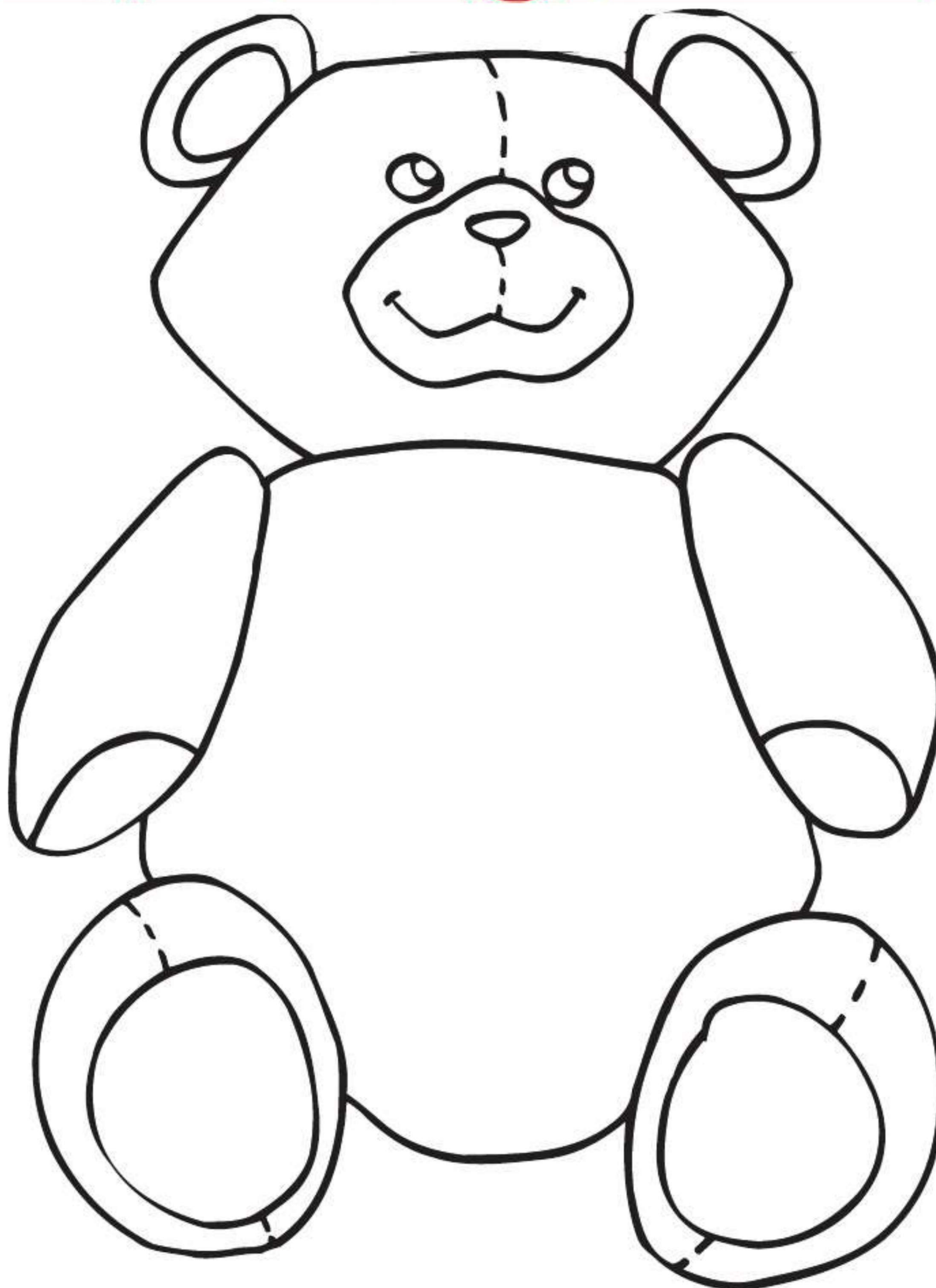
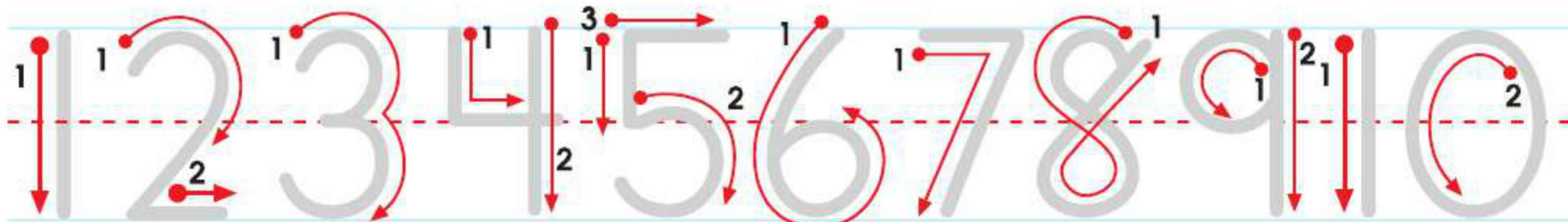
MATH





Number Recognition

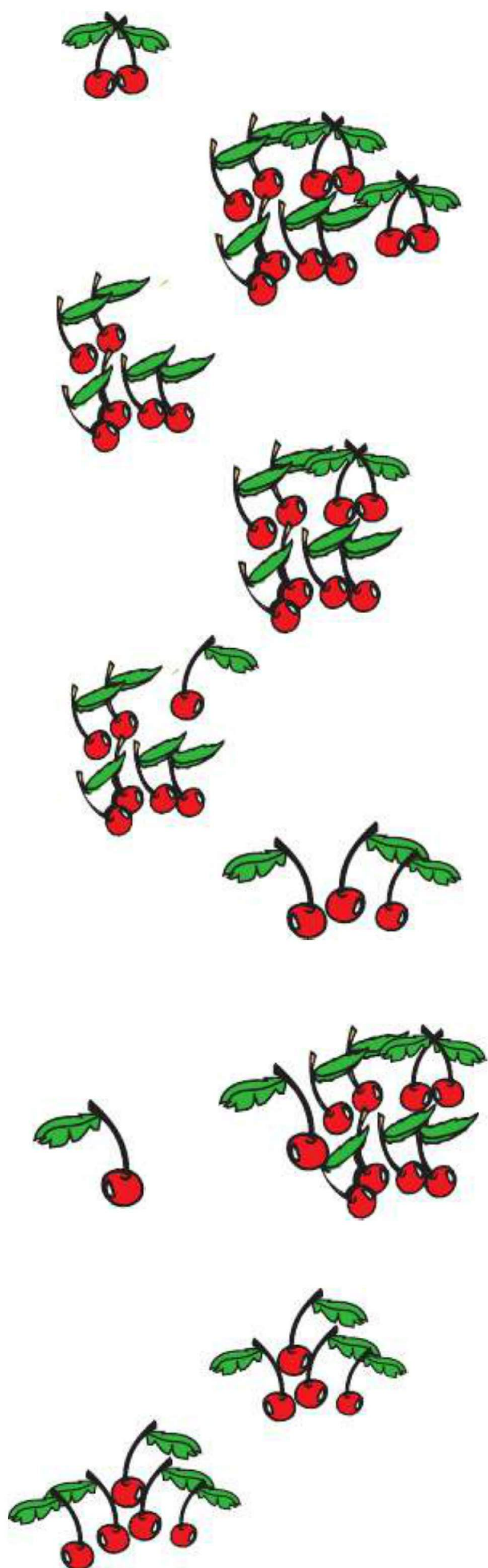
Directions: Trace the numbers 1 through 10. Color the bear.





Number Recognition

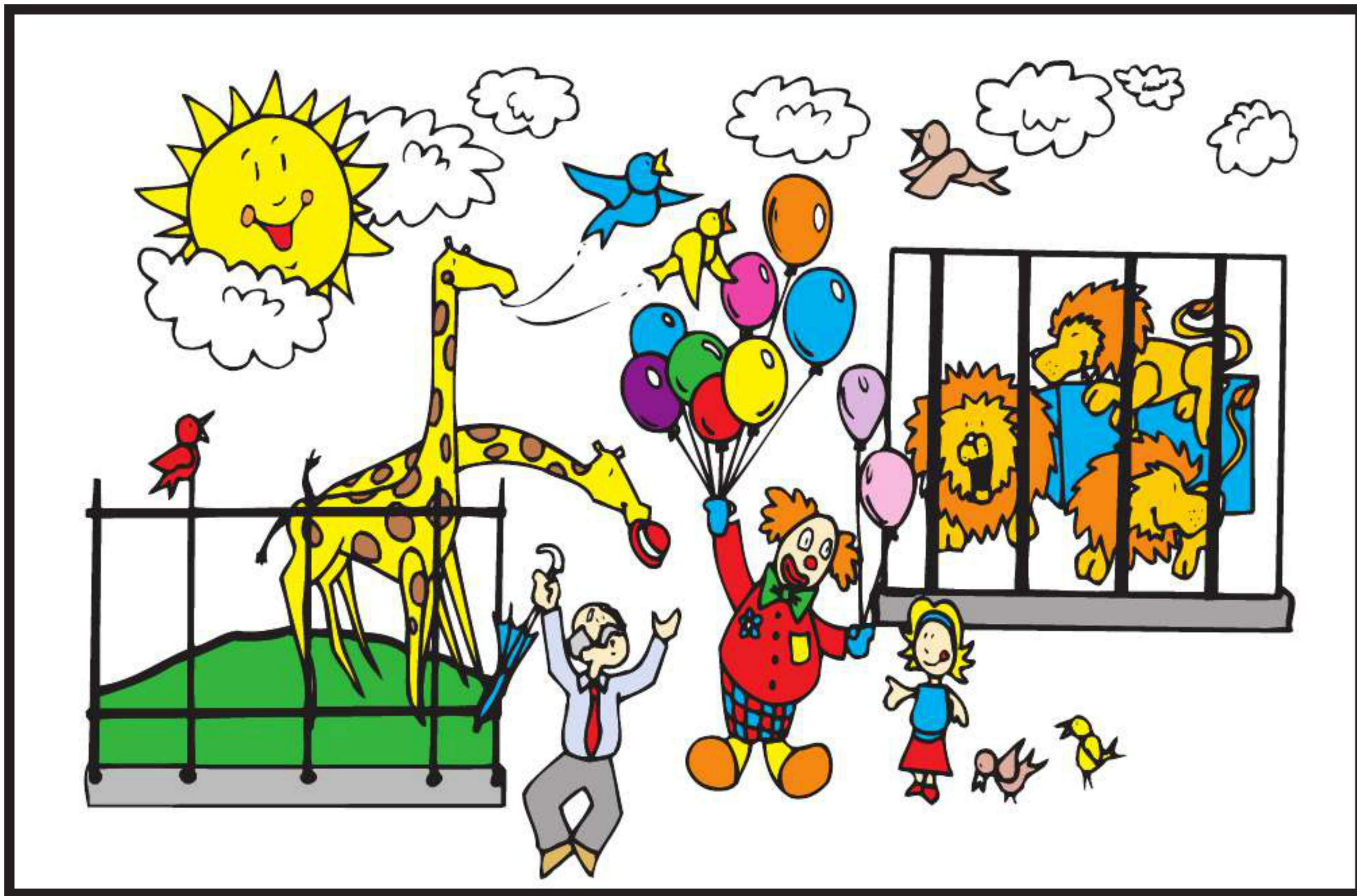
Directions: Match the correct number of objects with the number. Then, match the number with the word.







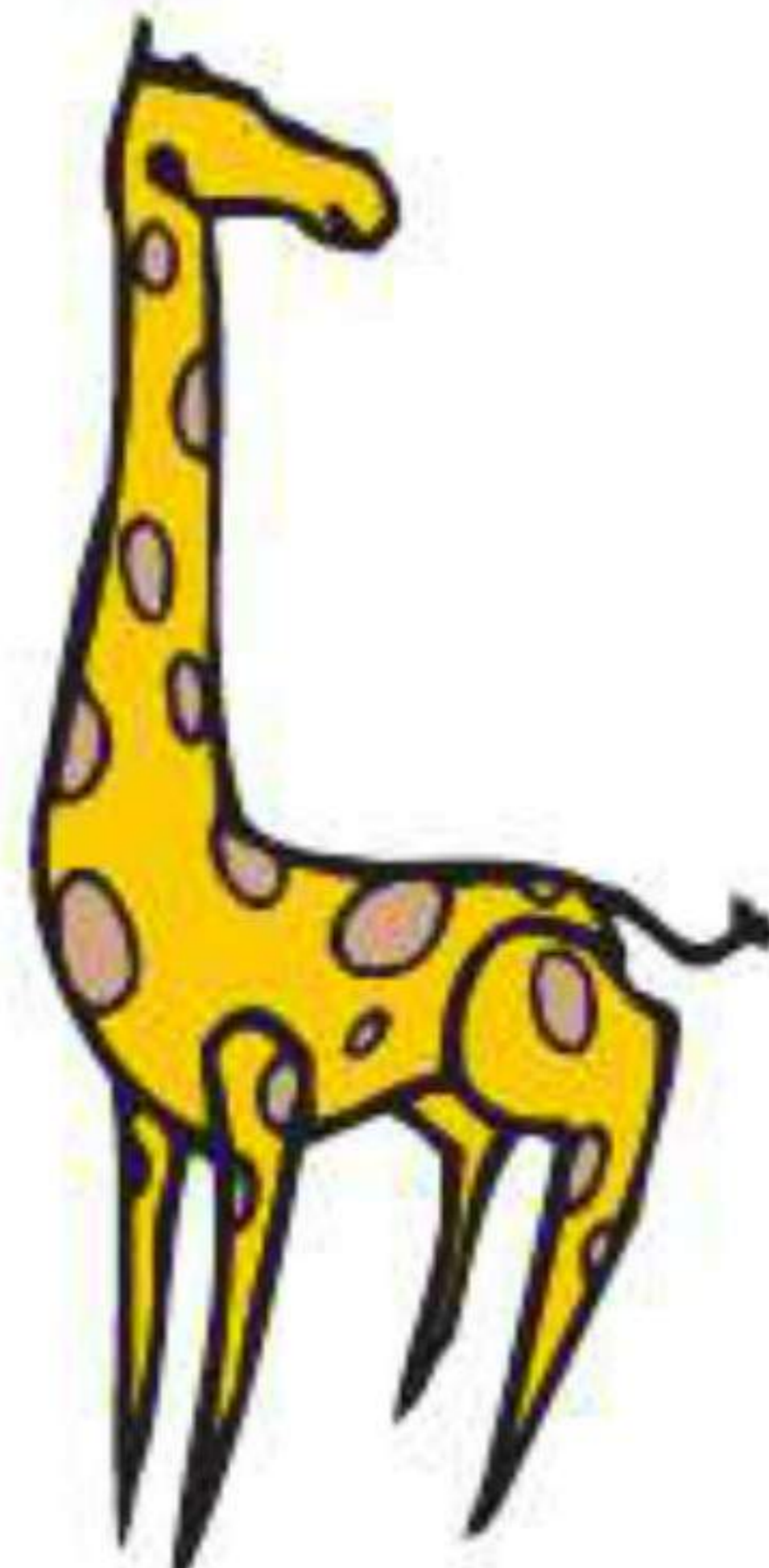


1		four
2		ten
3		two
4		six
5		one
6		nine
7		three
8		eight
9		five
10		seven

Counting

Directions: How many are there of each object? Write the answers in the boxes. The first one is done for you.

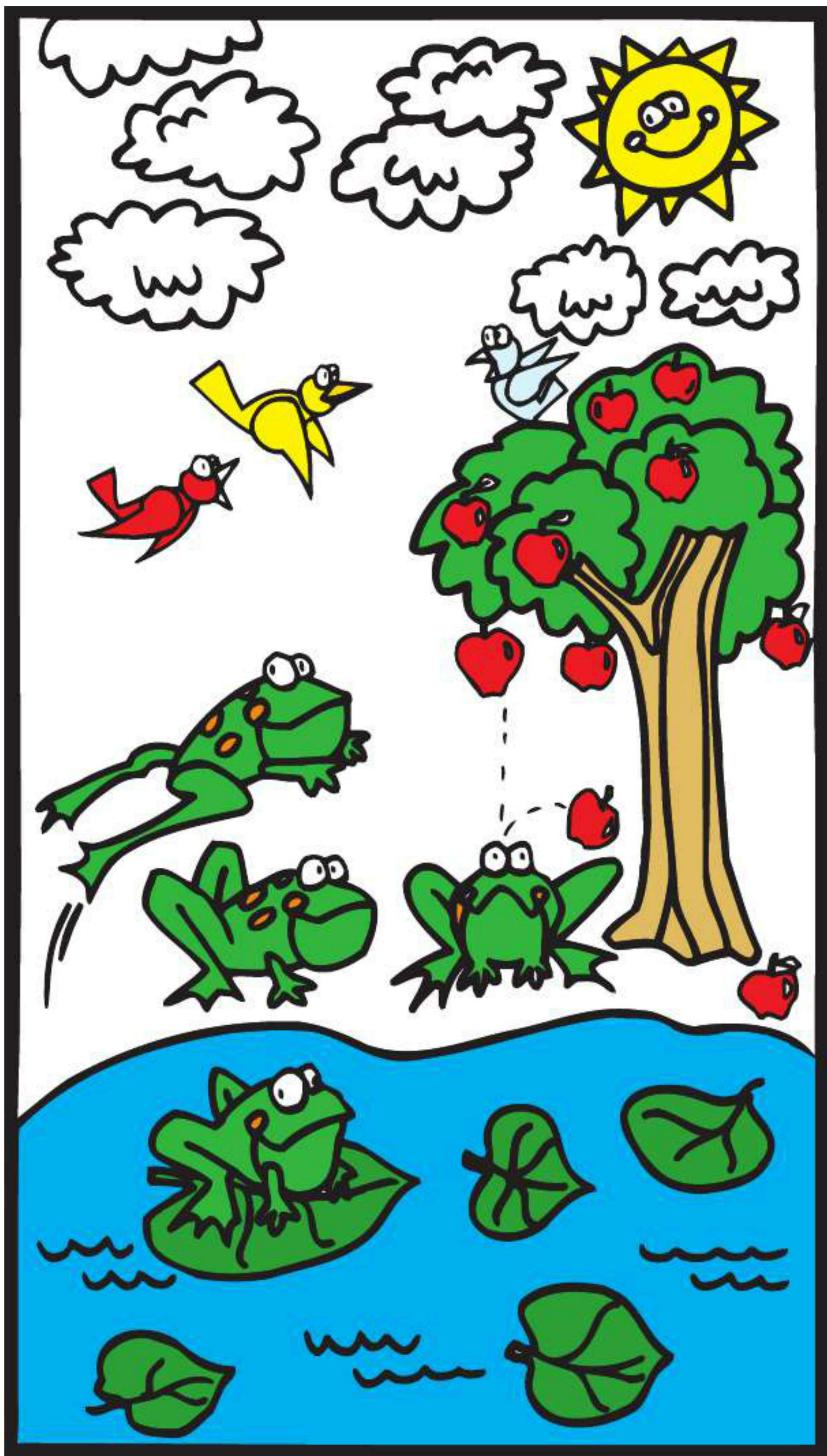



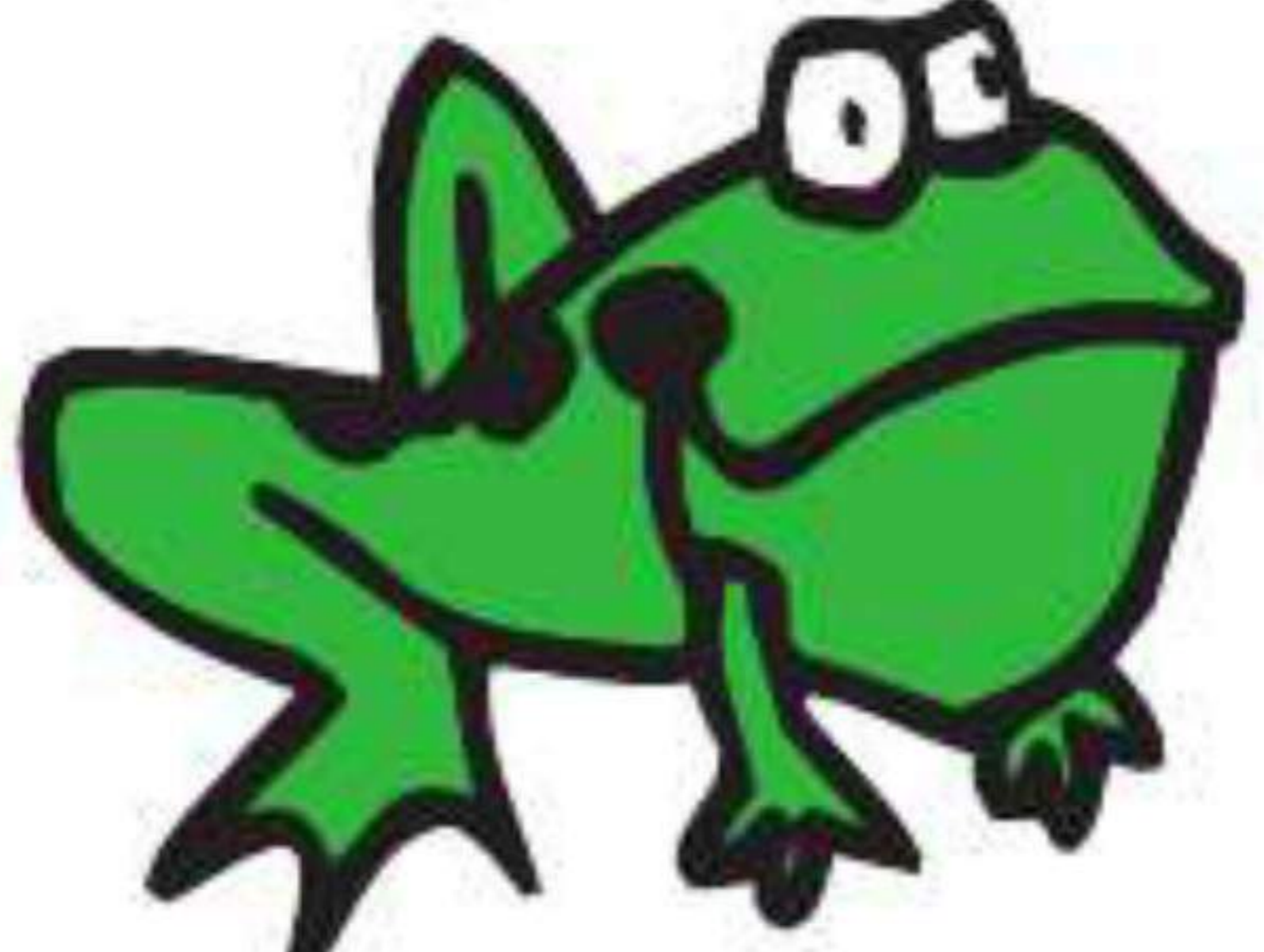


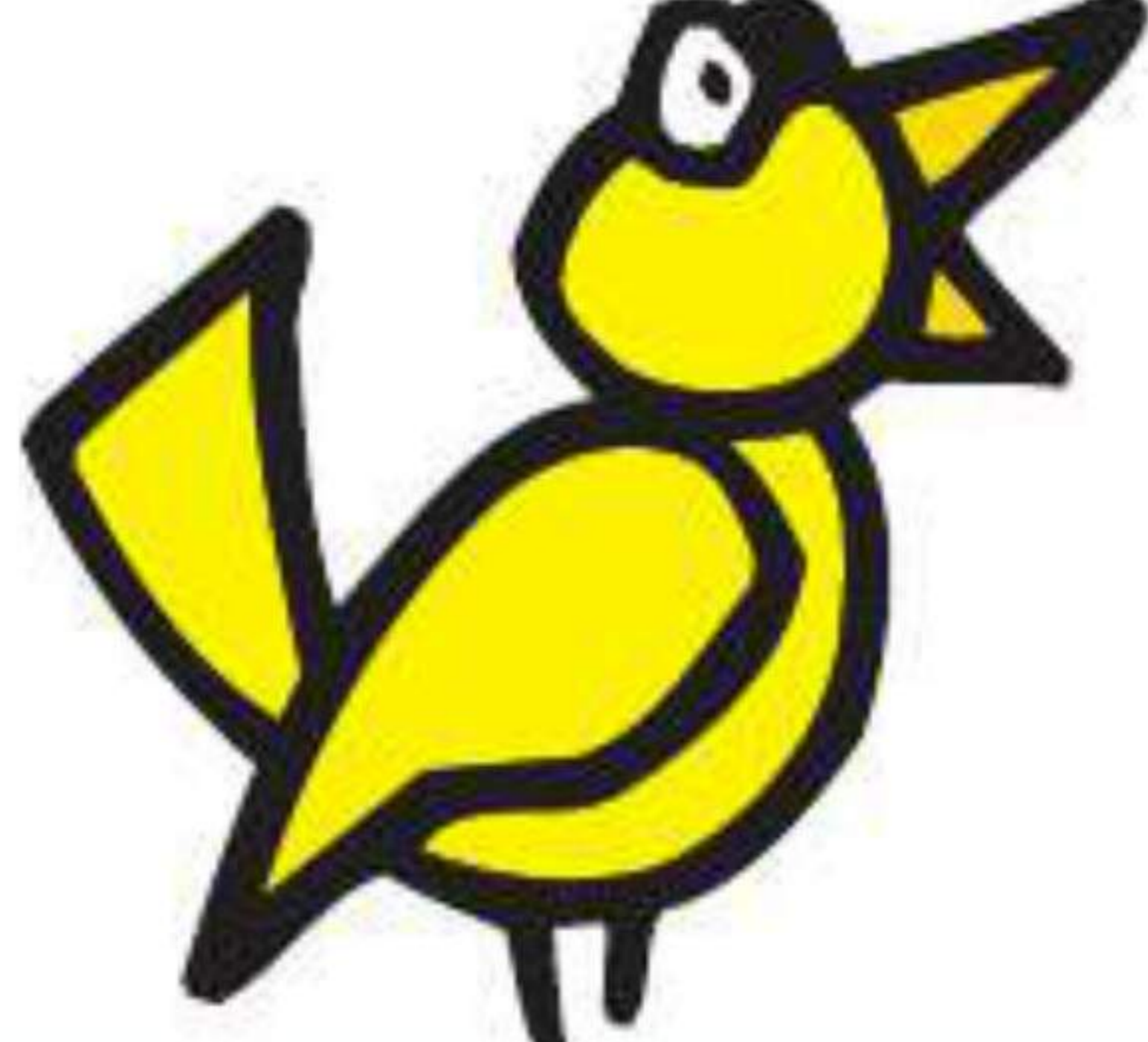
 		
		



Counting

Directions: How many are there of each object? Write the answers in the boxes. The first one is done for you.



	7
	
	
	
	

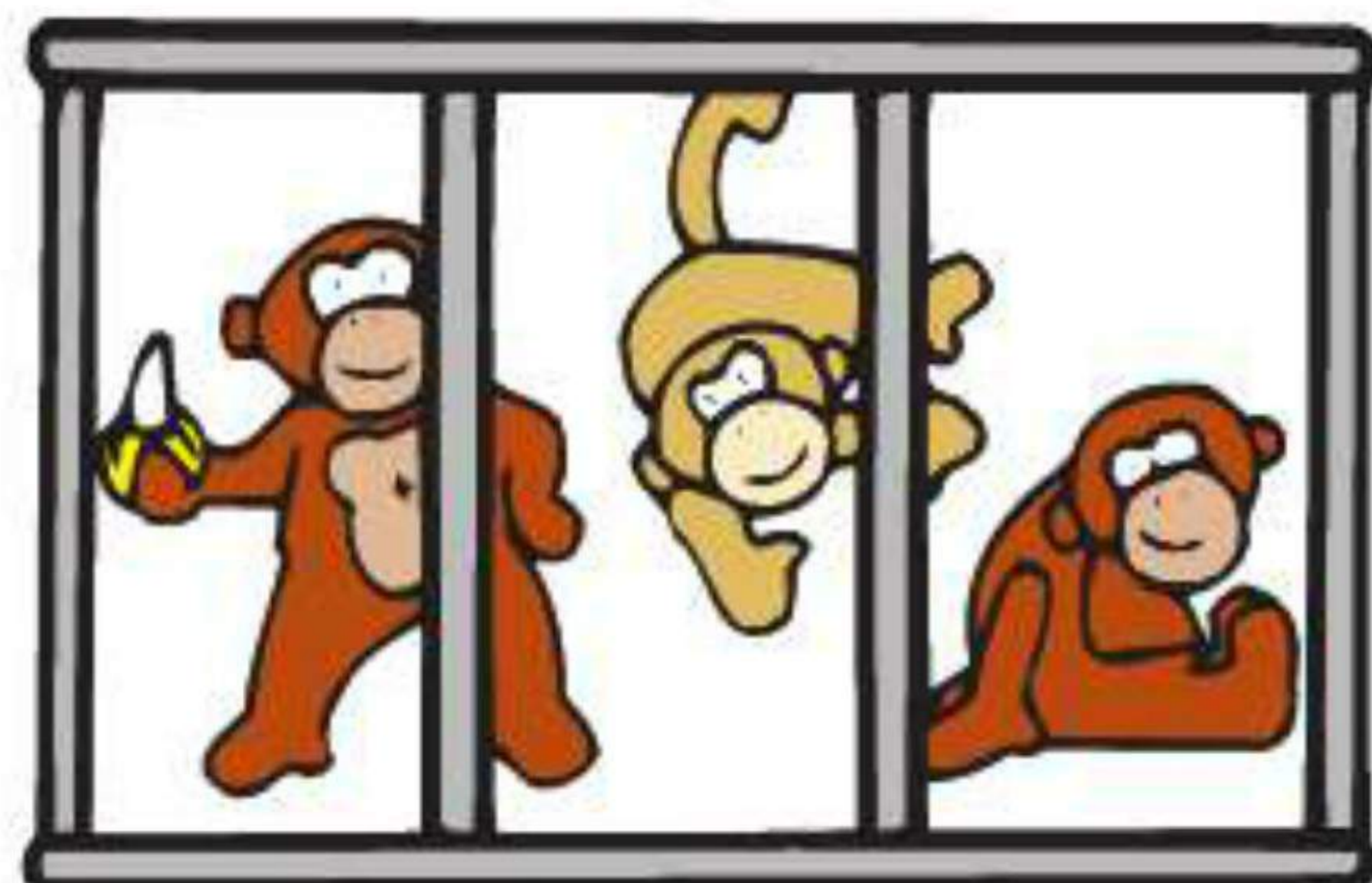


Zero

Directions: Count. Write the number that tells how many.

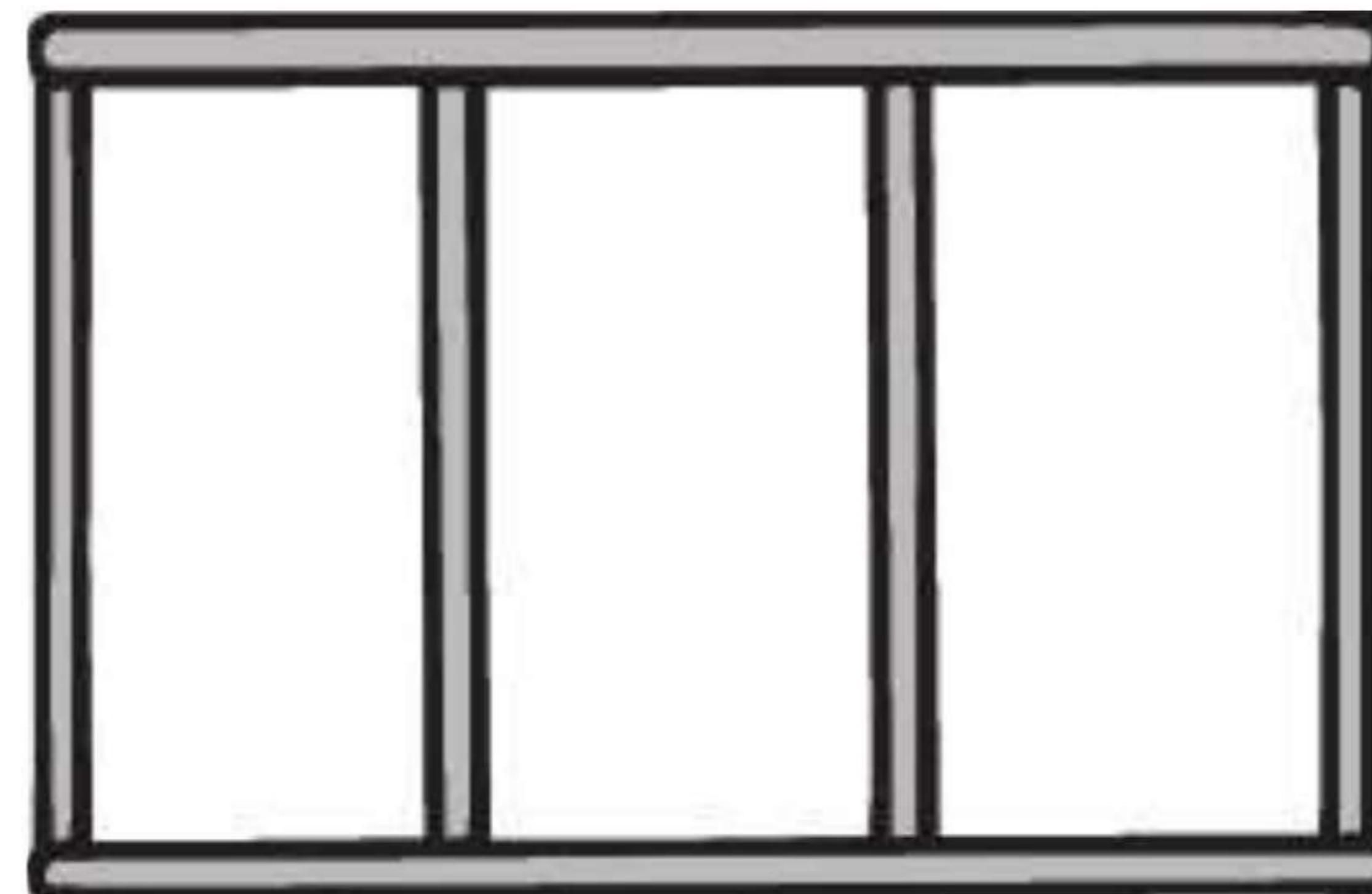
Example:

How many monkeys?



3

How many monkeys?

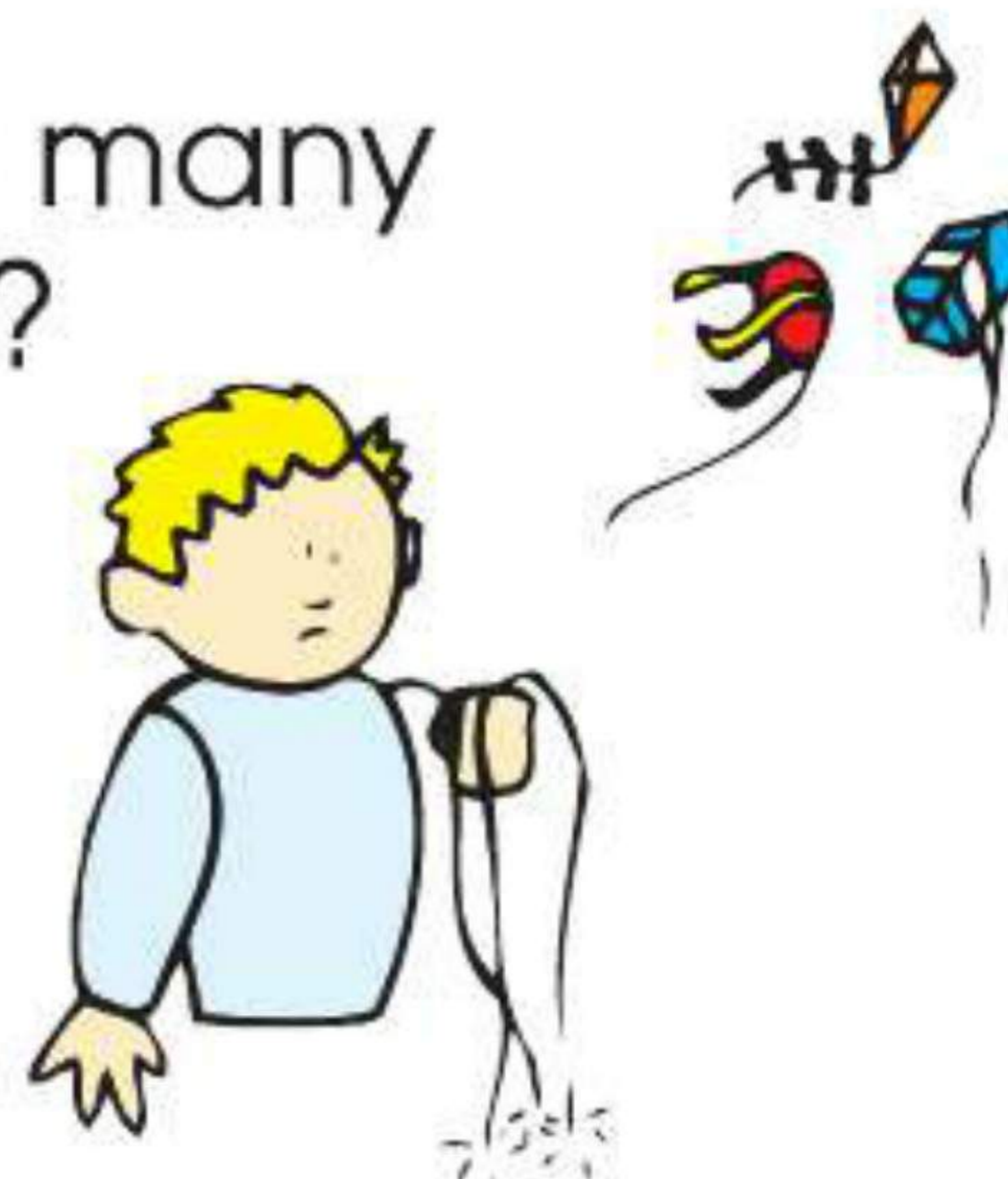


0

How many kites?



How many kites?



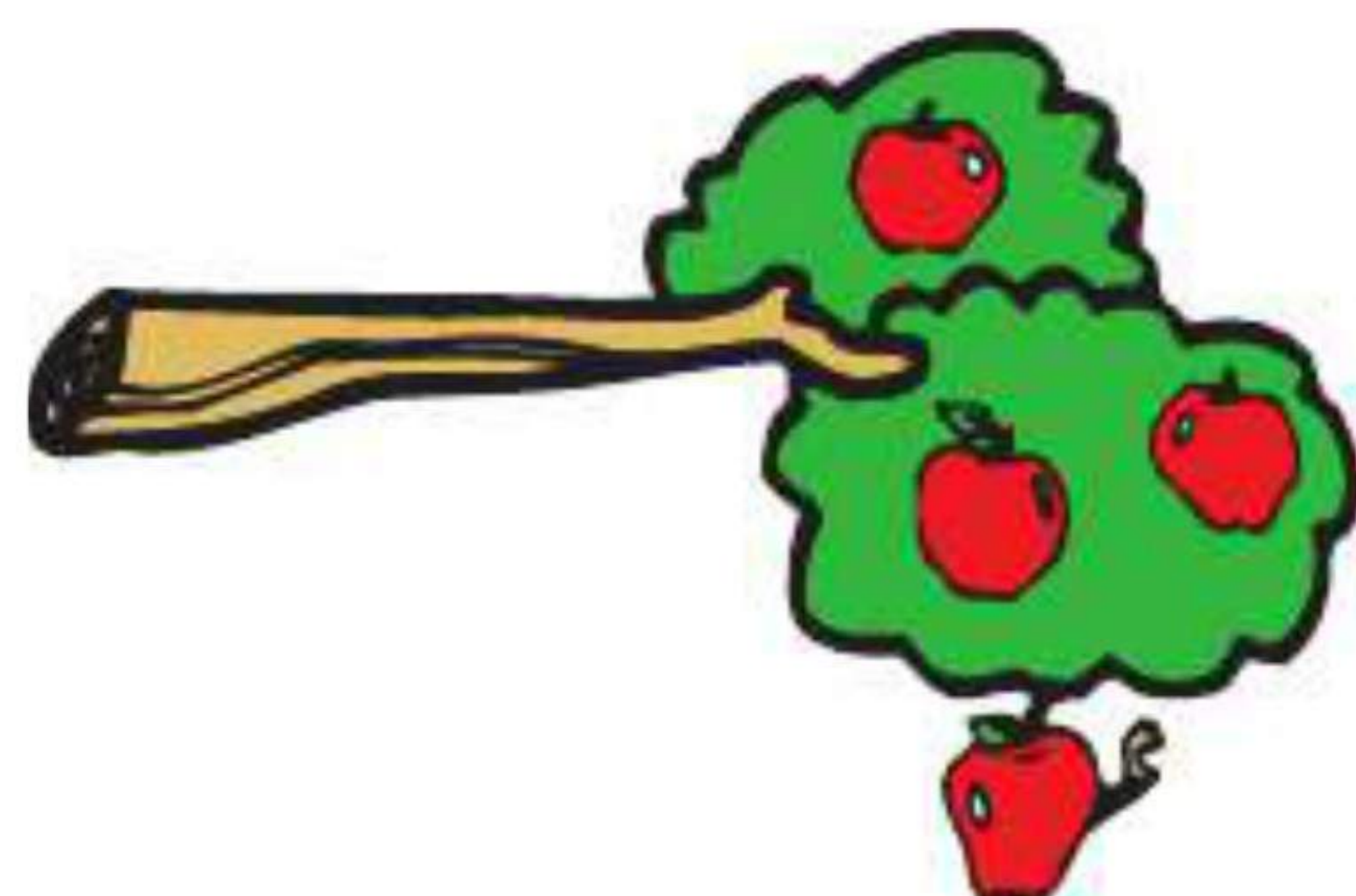
How many flowers?



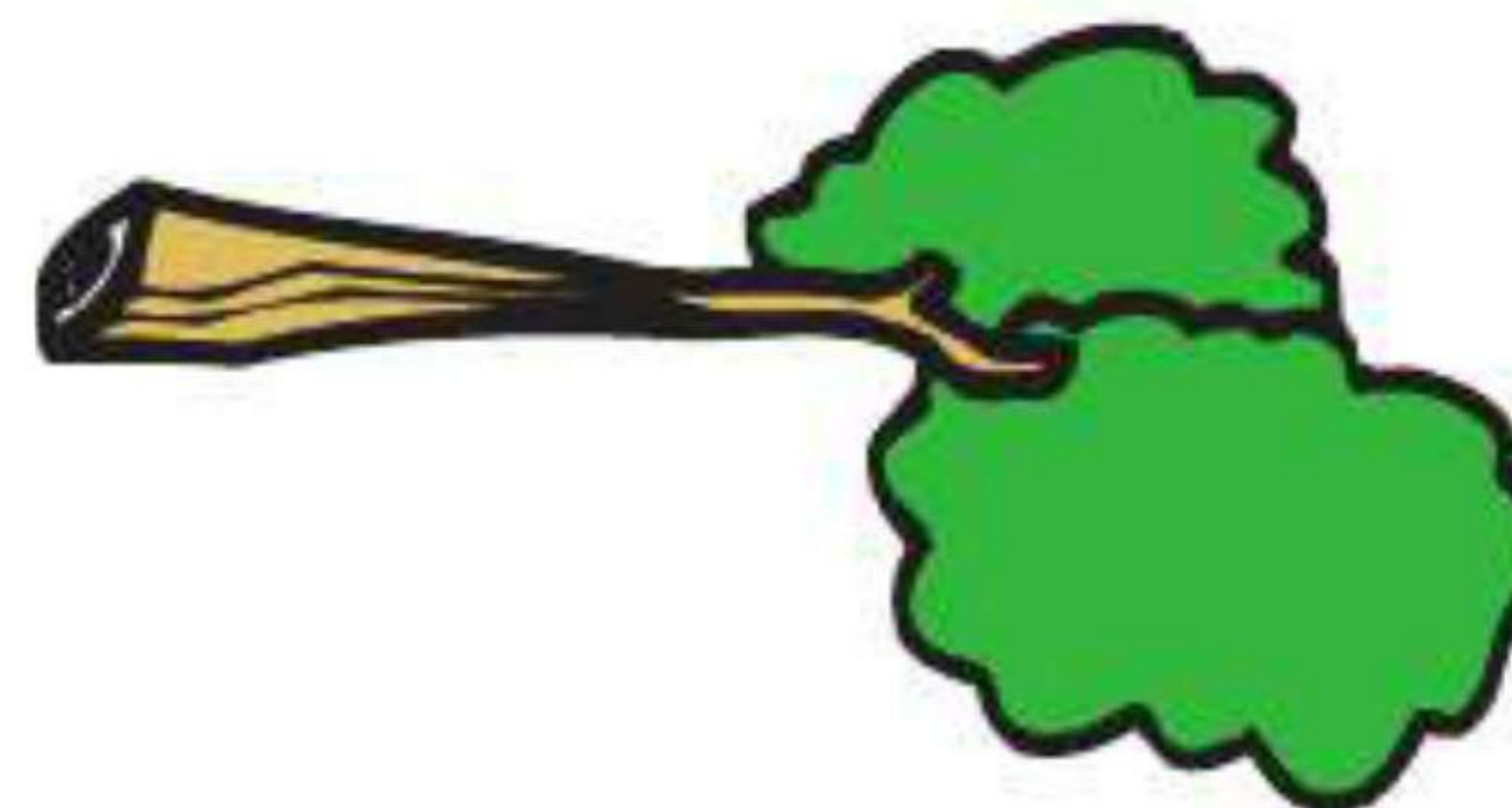
How many flowers?



How many apples?



How many apples?

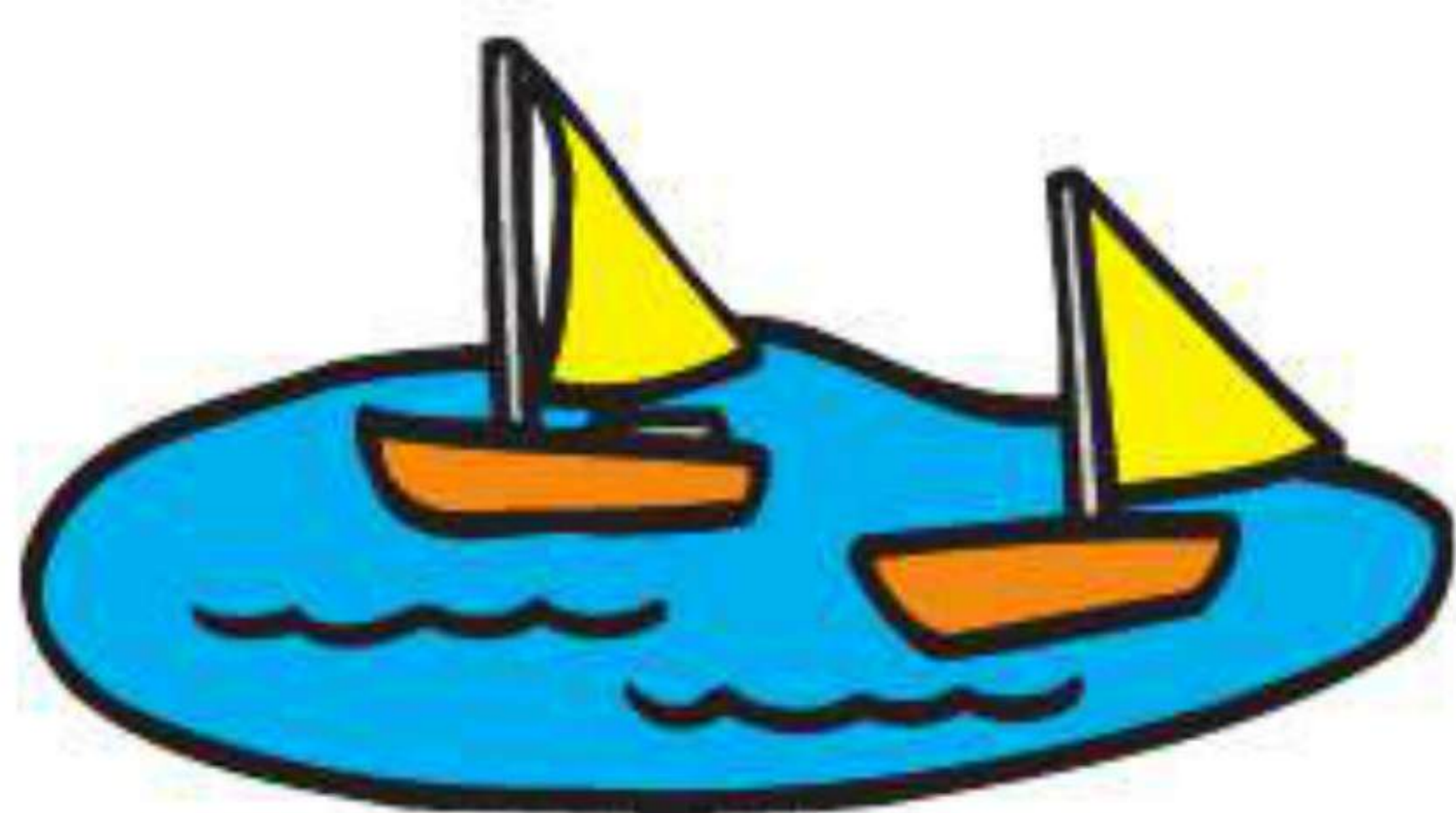




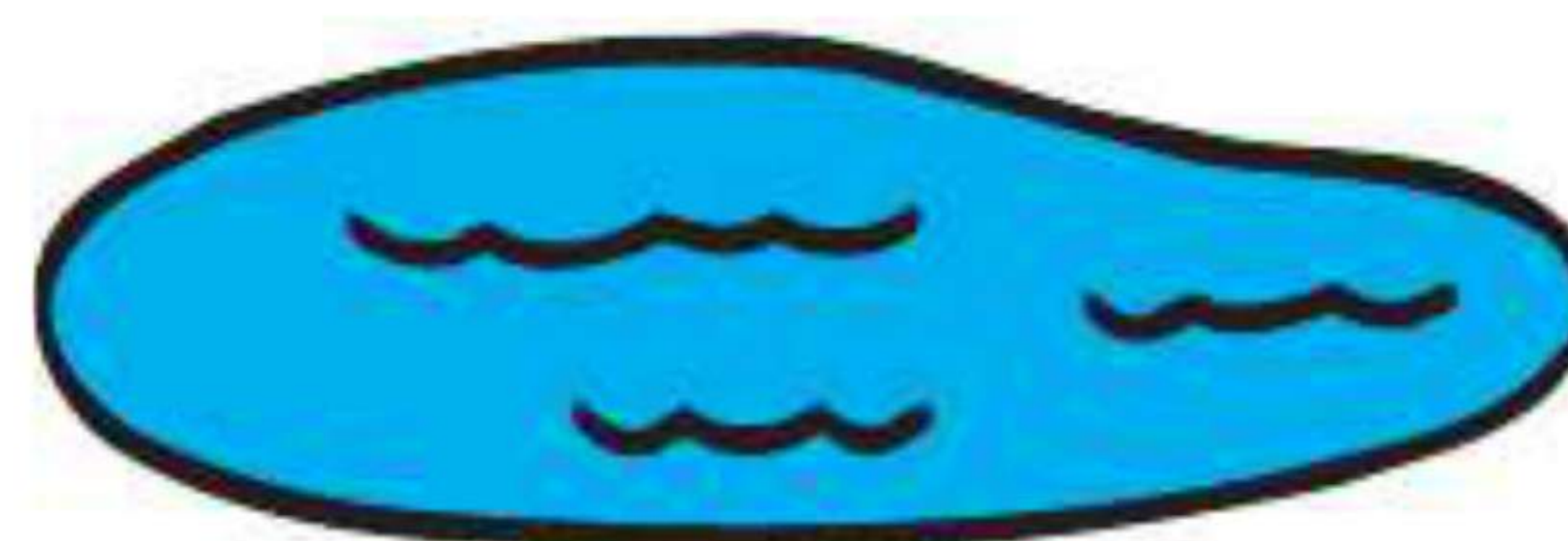
Zero

Directions: Count. Write the number that tells how many.

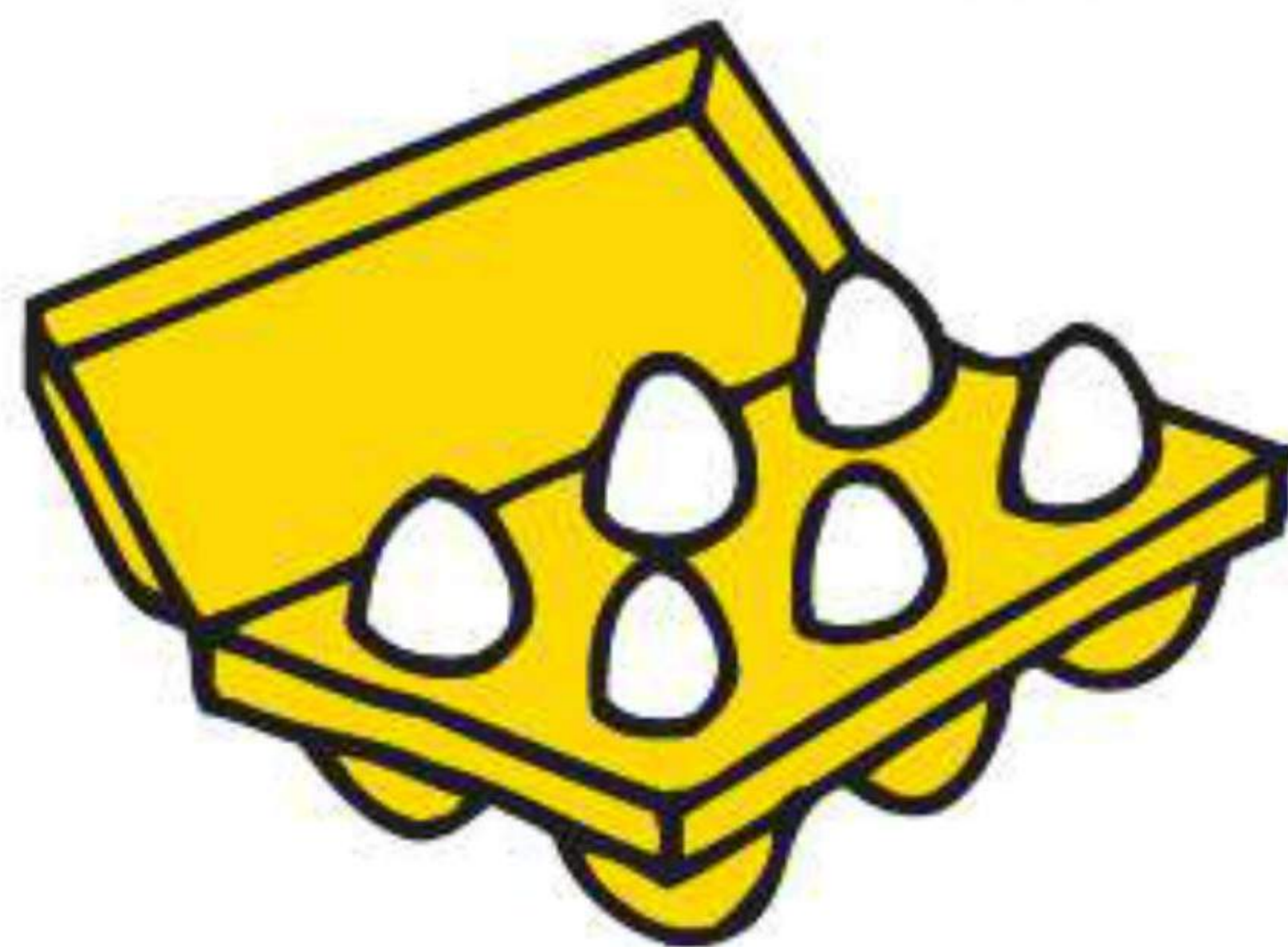
How many sailboats?



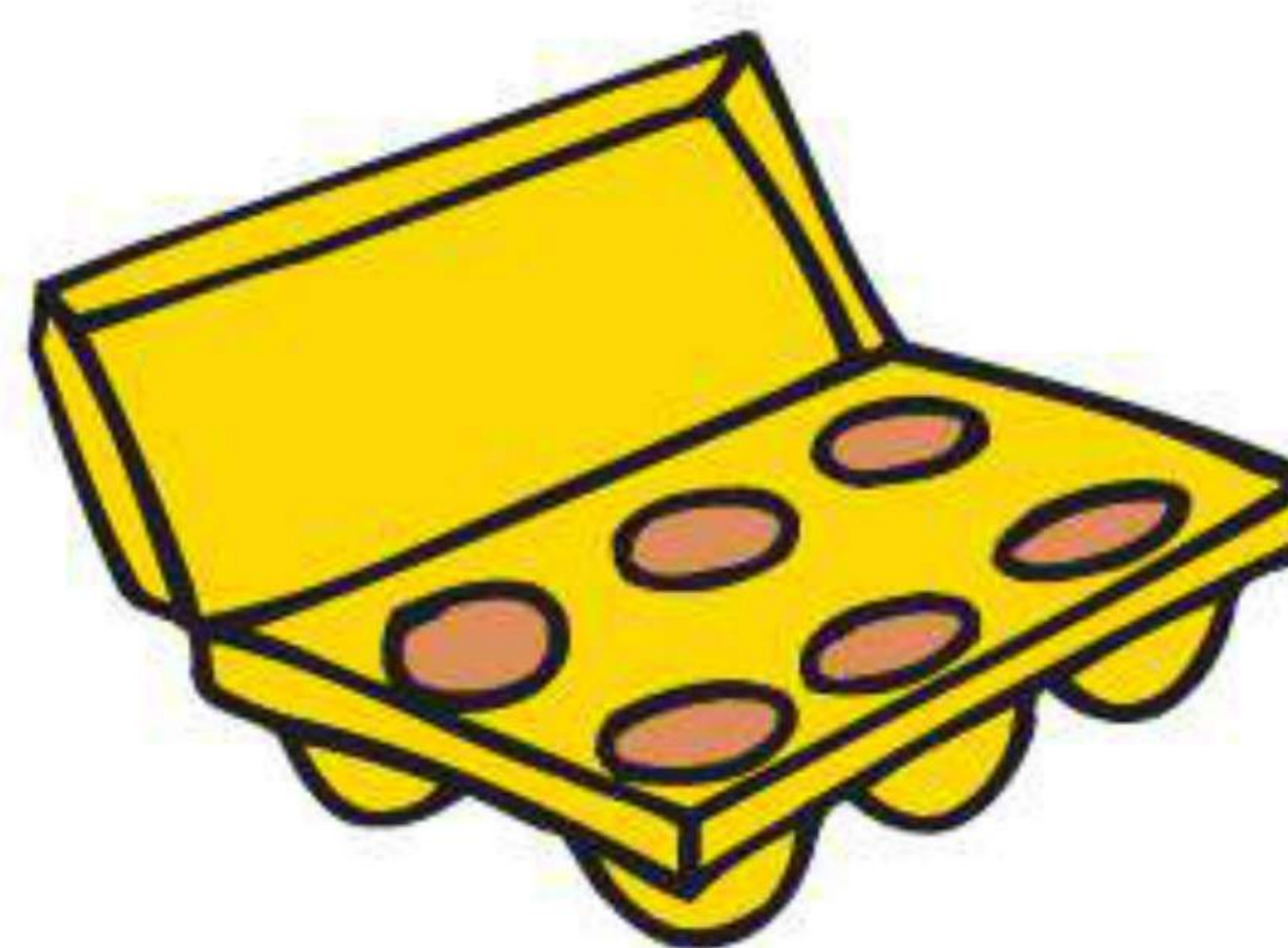
How many sailboats?



How many eggs?



How many eggs?



How many marshmallows?



How many marshmallows?



How many candles?



How many candles?





Ordinal Numbers

Ordinal numbers are used to indicate order in a series, such as **first**, **second**, or **third**.

Directions: Draw a line to the picture that corresponds to the ordinal number in the left column.

eighth



third

sixth



ninth

seventh

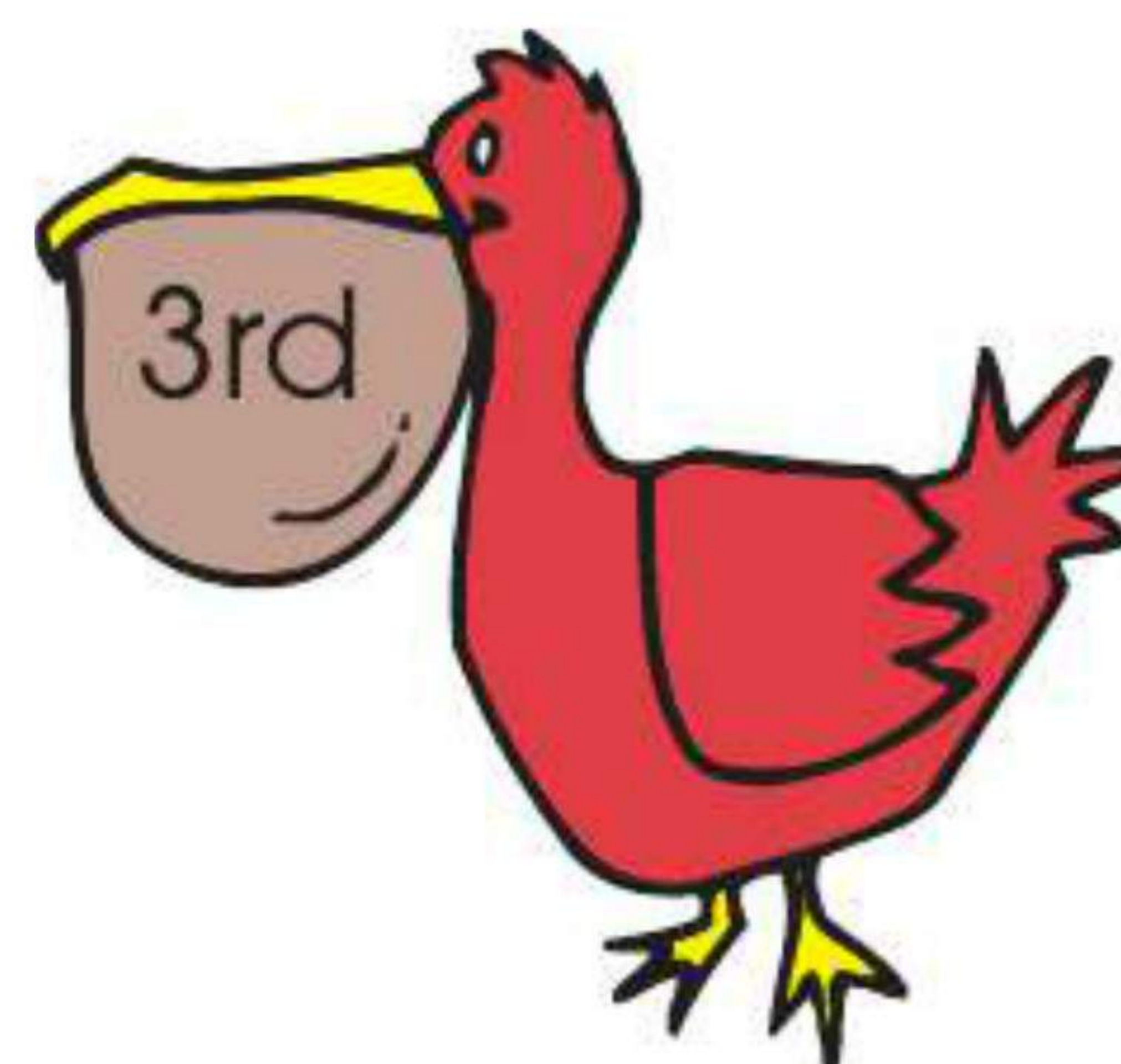


second



fourth

first



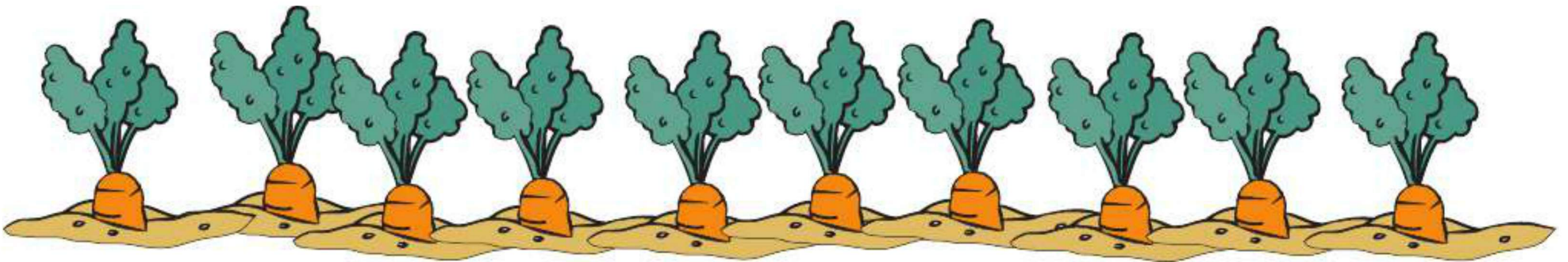
fifth

tenth

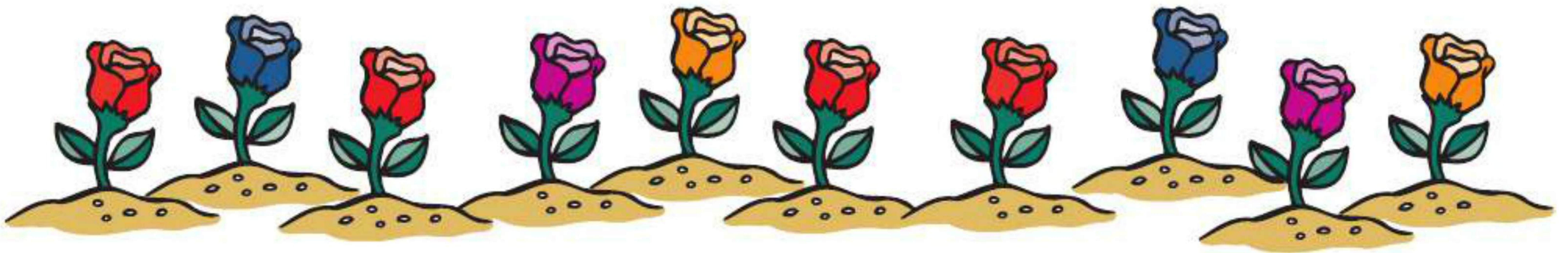


Ordinal Numbers

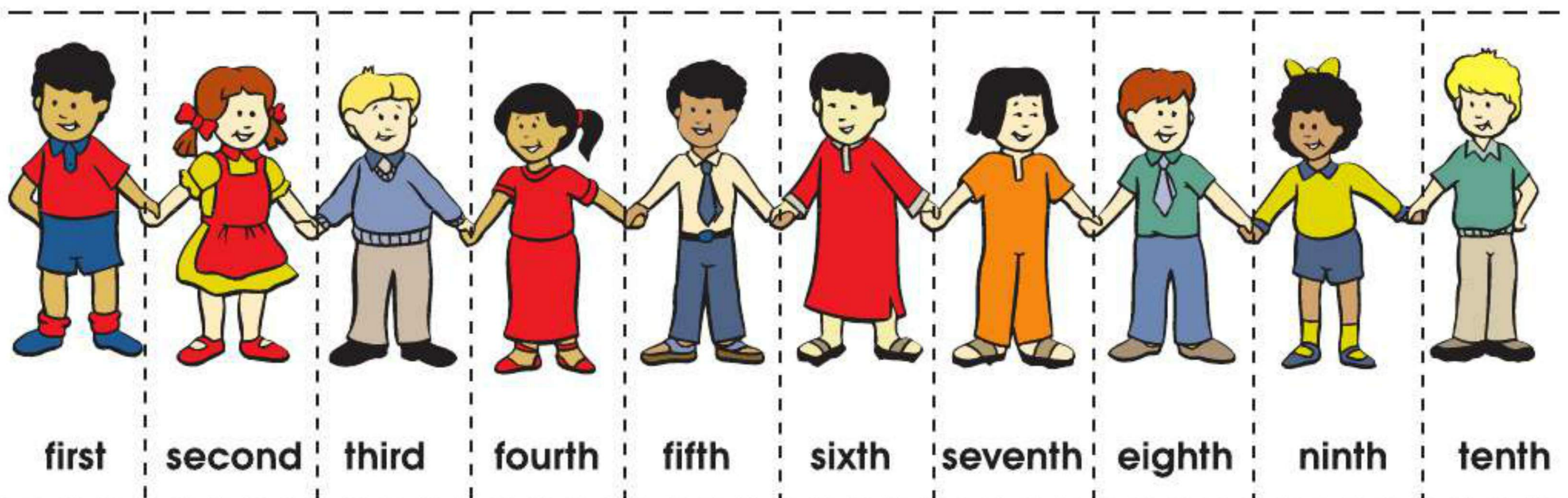
Directions: Draw an **X** on the first vegetable, draw a circle around the second vegetable, and draw a square around the third vegetable.



Directions: Write the ordinal number below the picture.



✂ **Cut** the children apart. Mix them up. Then, put them back in the correct order.

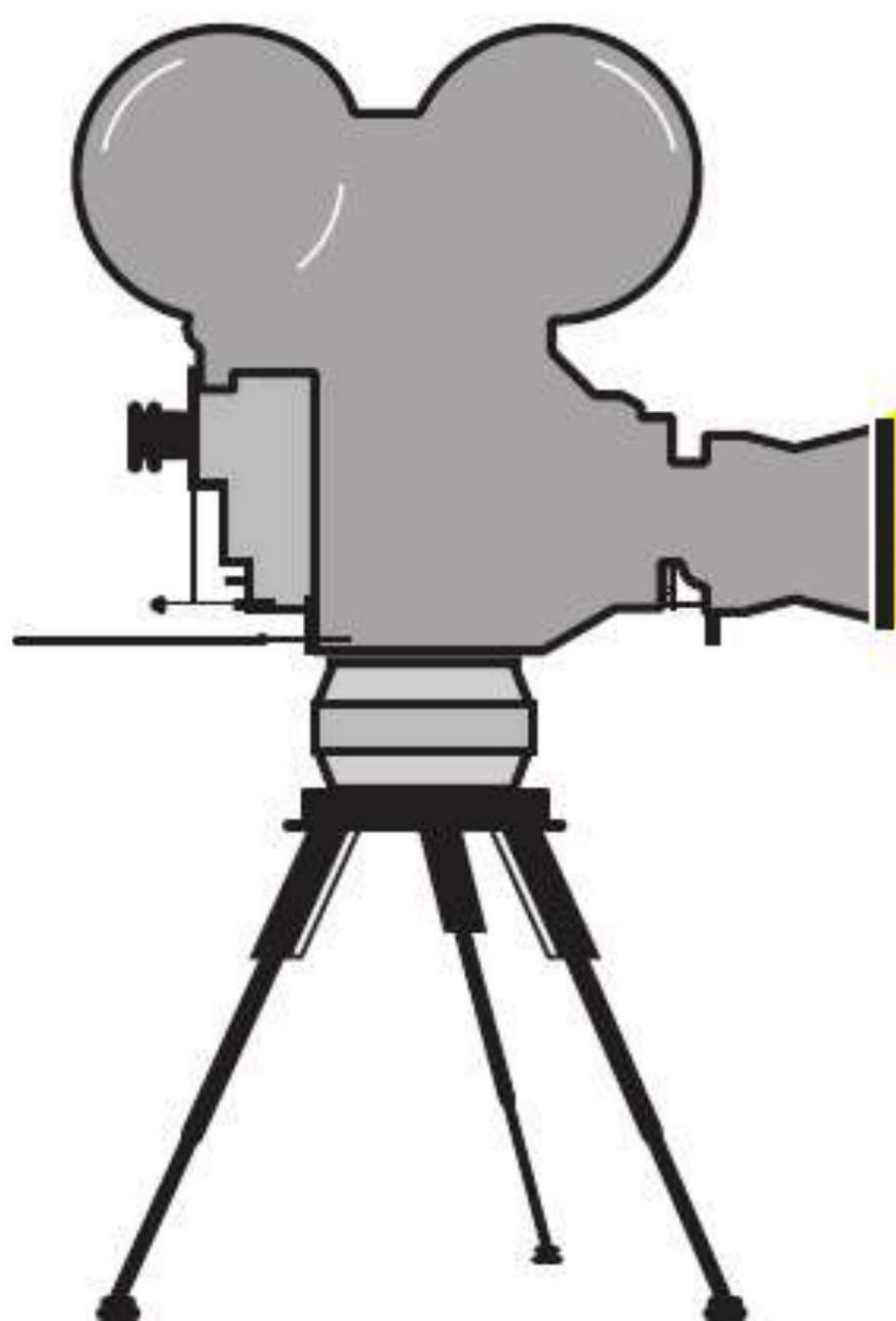


Ordinal Numbers: At the Movies

Directions: The children are watching a movie. Read the sentences. Cut out the pictures below. Glue them where they belong in the picture.

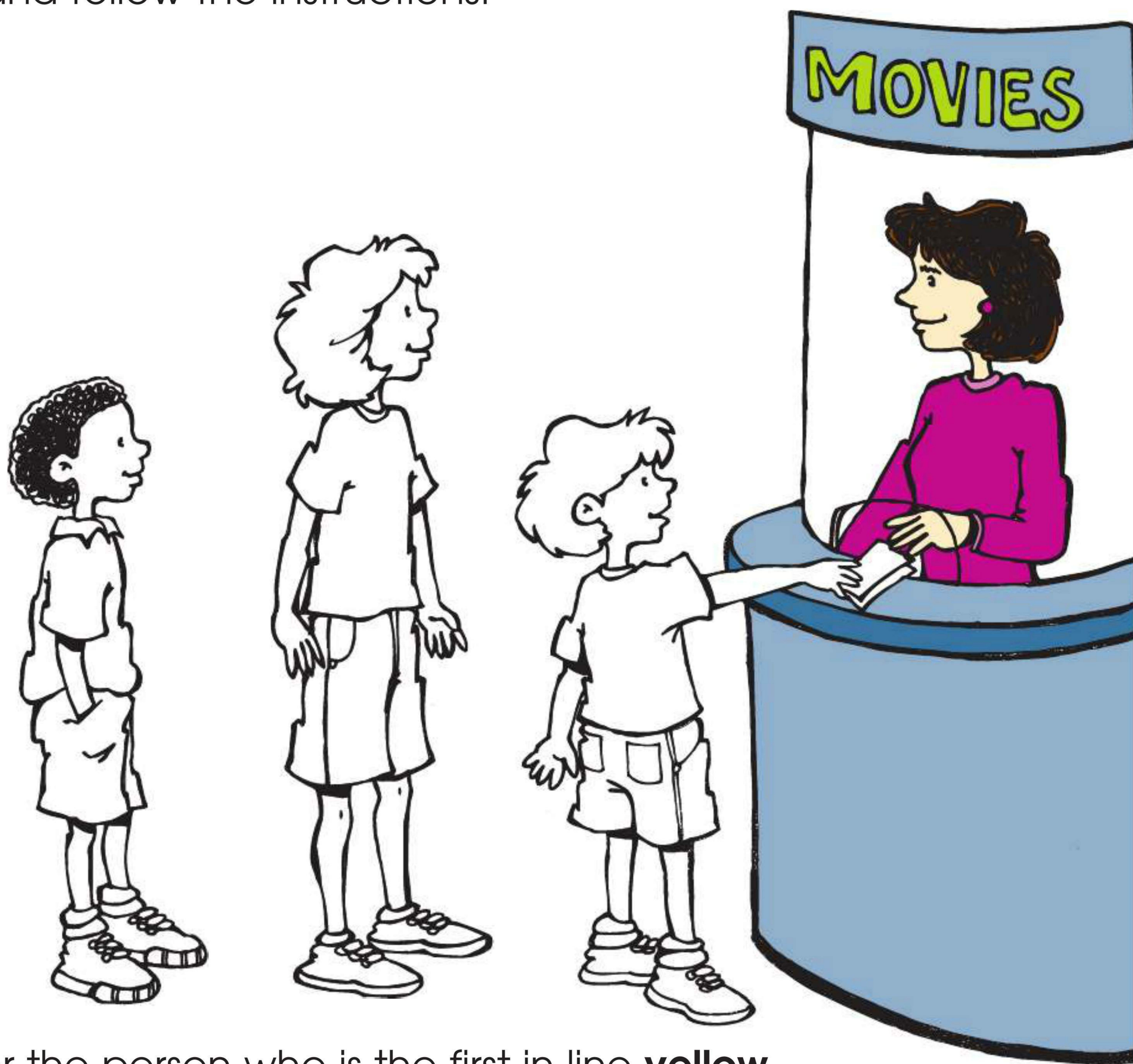


1. The first child is eating popcorn.
2. The third child is eating candy.
3. The fourth child has a cup of fruit punch.
4. The second child is eating a big pretzel.



Ordinal Numbers: Standing in Line

Directions: These children are waiting to see a movie. Look at them and follow the instructions.



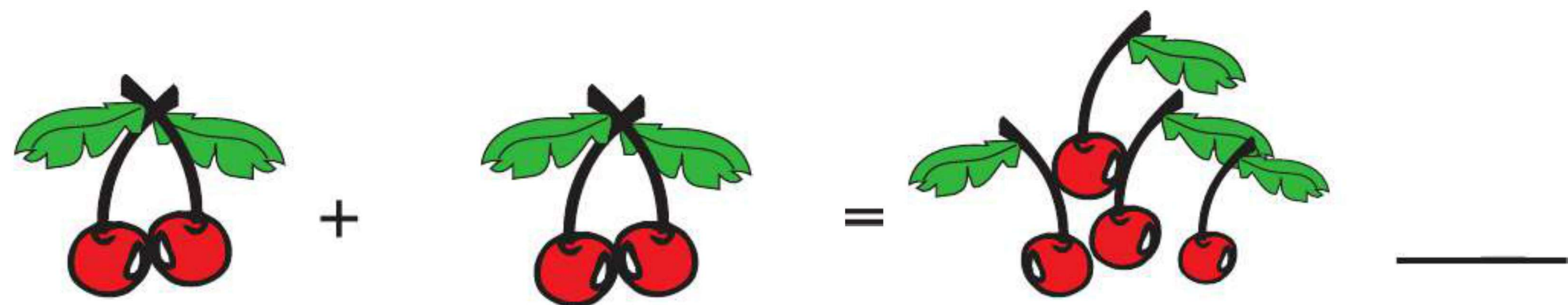
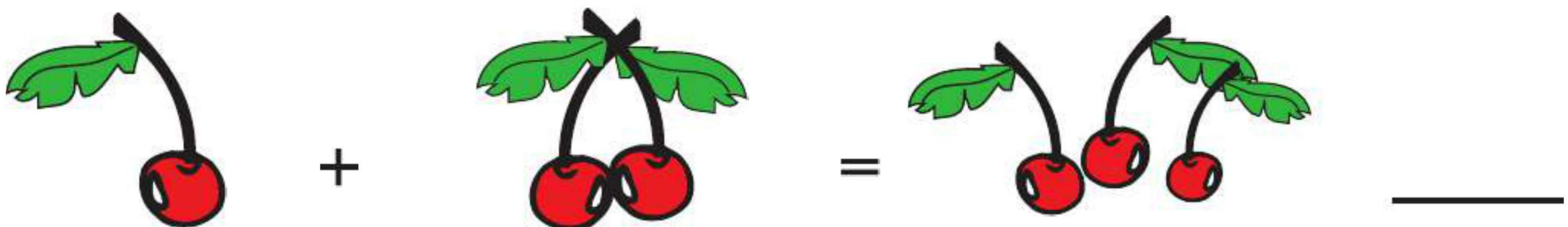
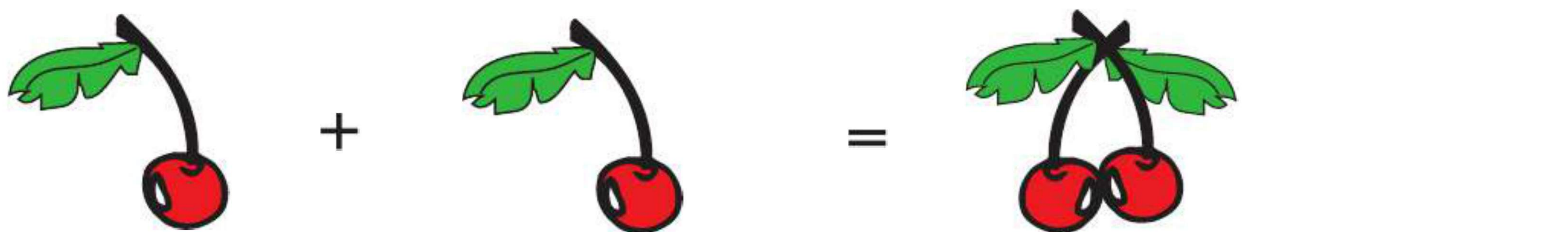
1. Color the person who is the first in line **yellow**.
2. Color the person who is third in line **blue**.
3. Color the person who is second in line **pink**.
4. Circle the person who is at the end of the line.



Addition

Addition means “putting together” or adding two or more numbers to find the sum. “+” is a plus sign. It means to add the 2 numbers. “=” is an equal sign. It tells how much they are together.

Directions: Count the cherries and tell how many.





Addition

Directions: Count the shapes and write the numbers below to tell how many in all.

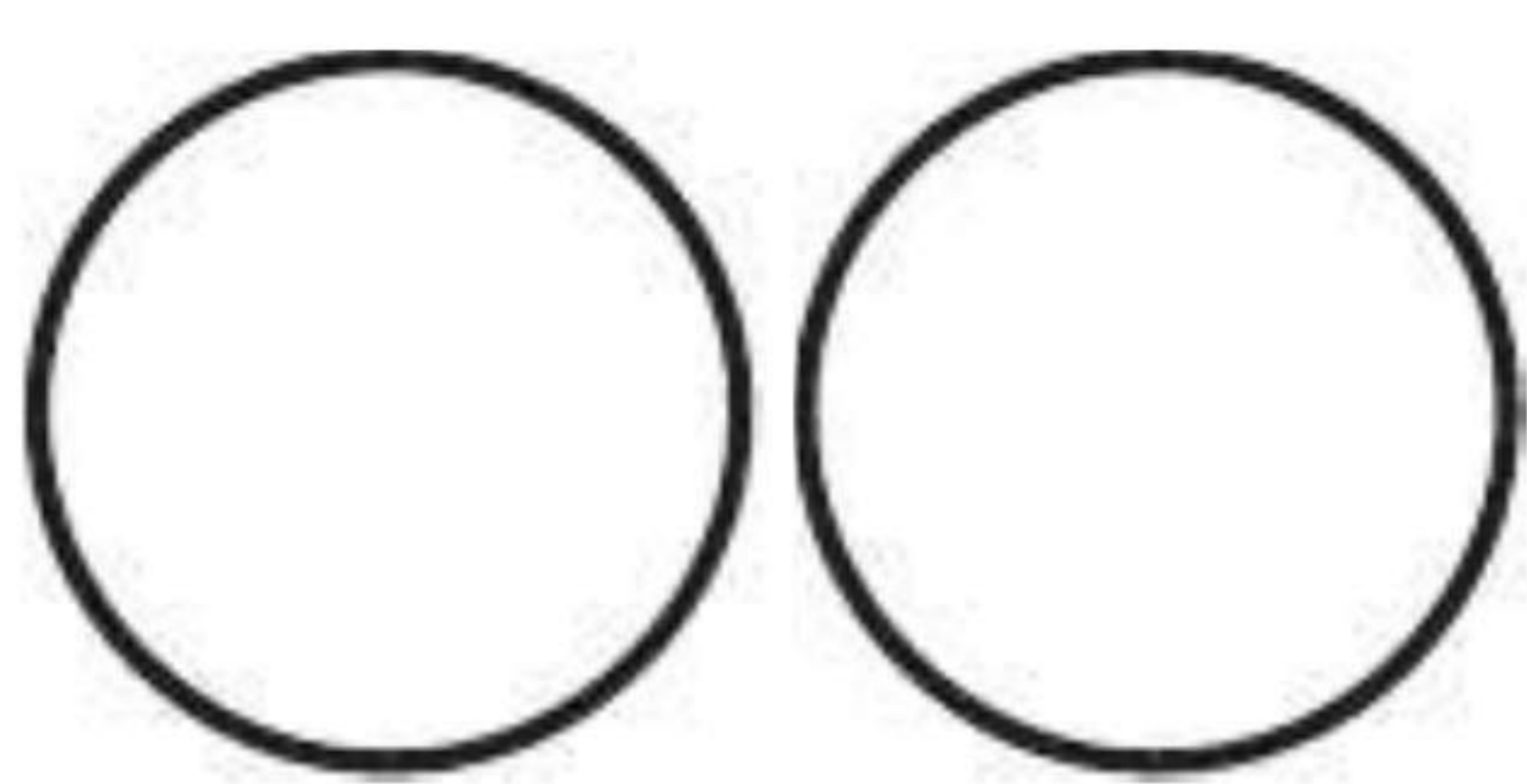


+



=

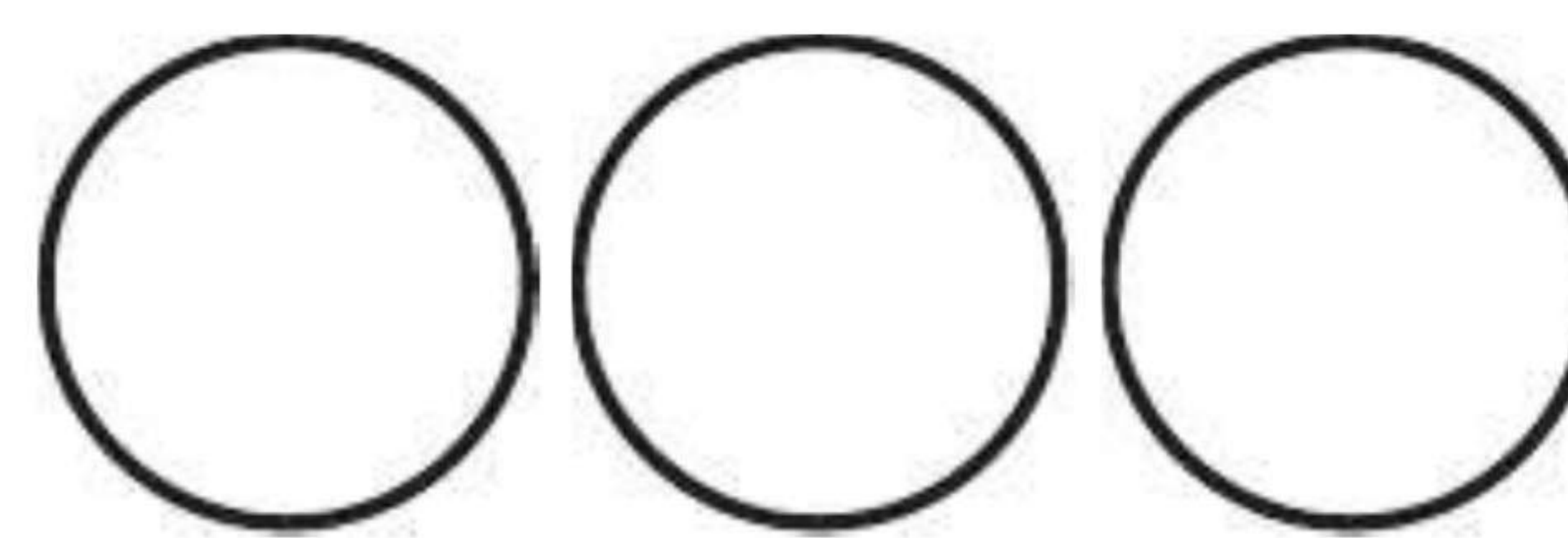


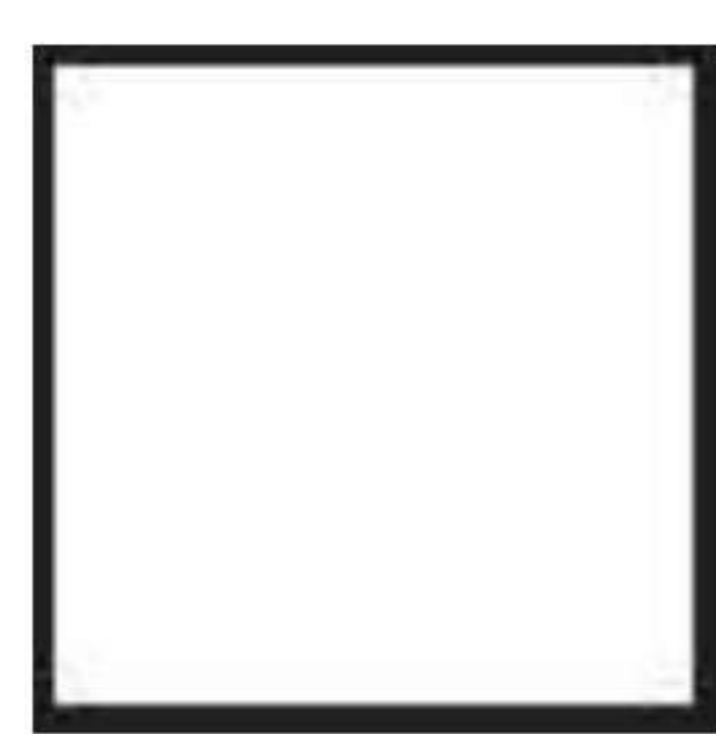


+



=

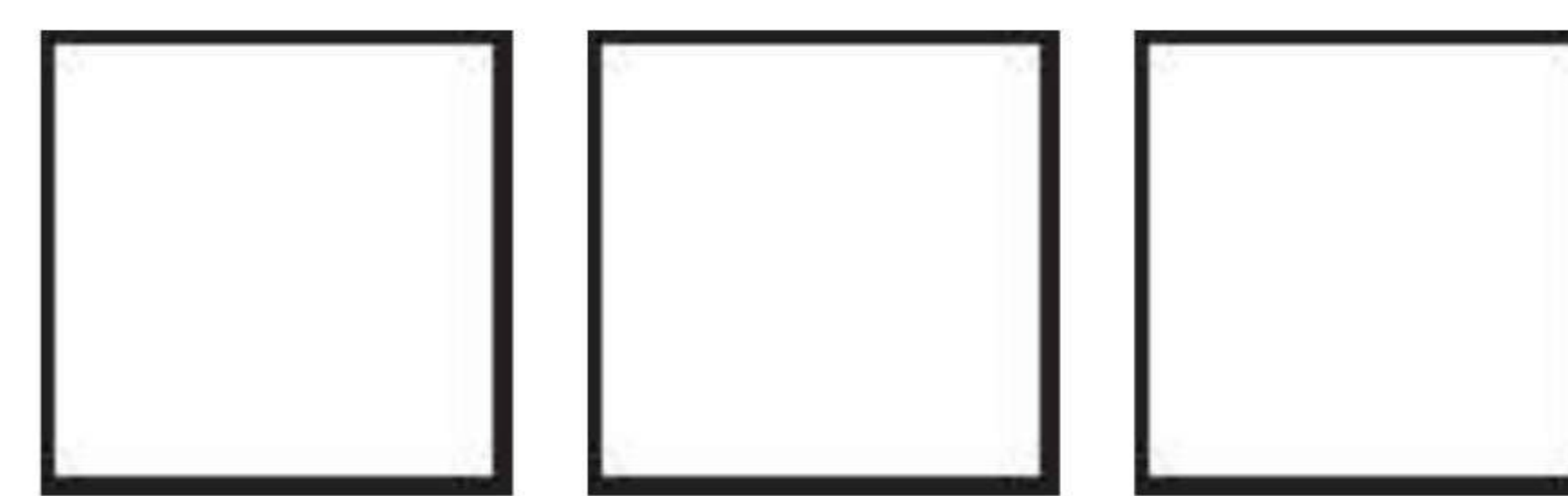




+



=





+



=









Addition 1-5

Directions: Look at the red numbers and draw that many more flowers in the pot. Count them to get your total.

Example: $3 + 2 = \underline{5}$



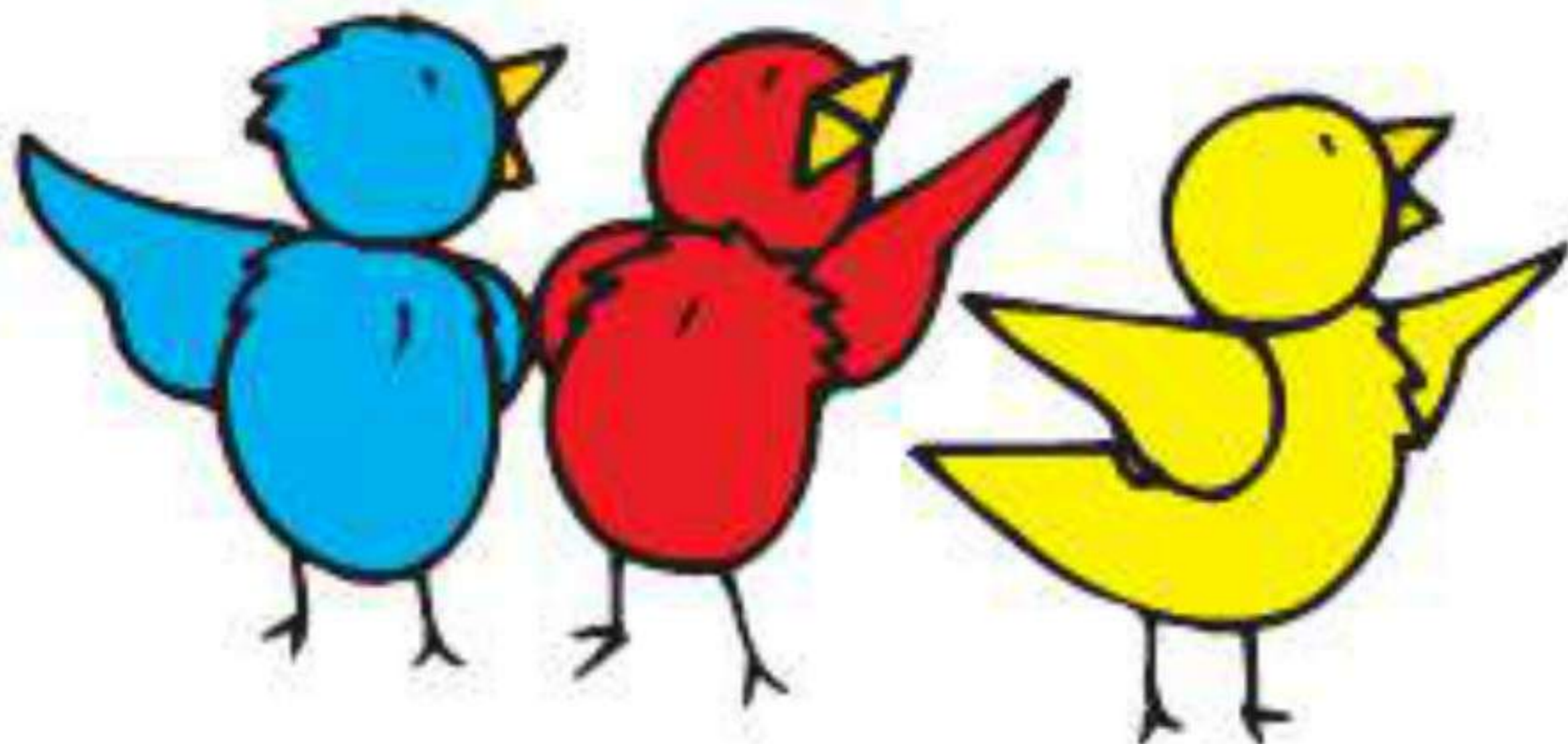

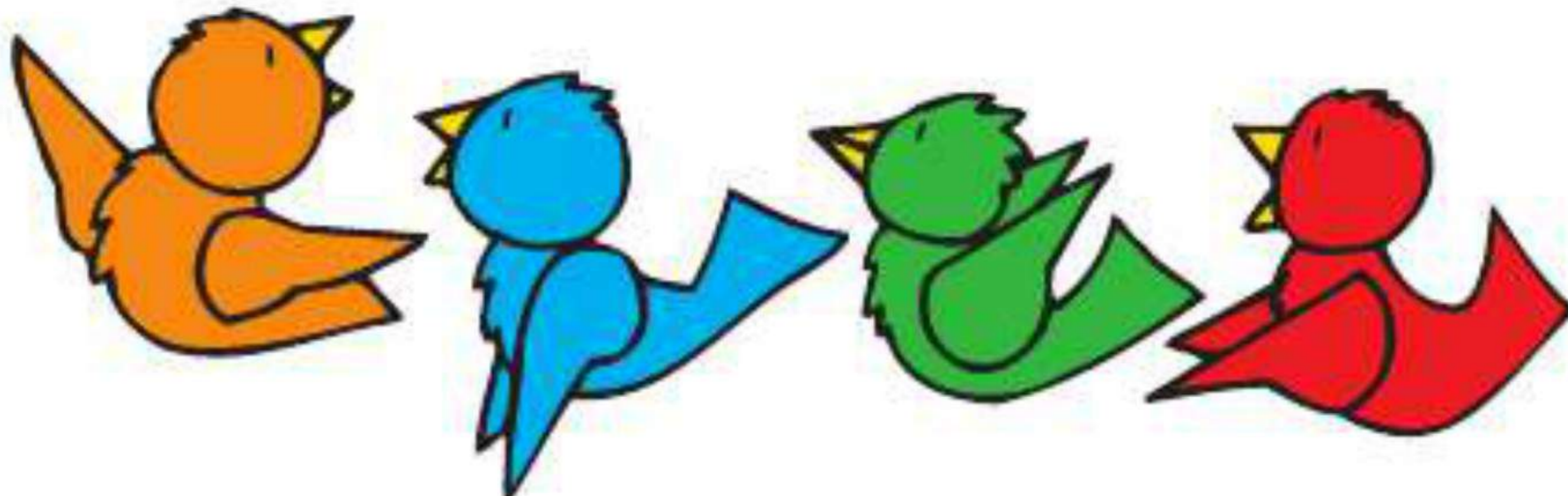
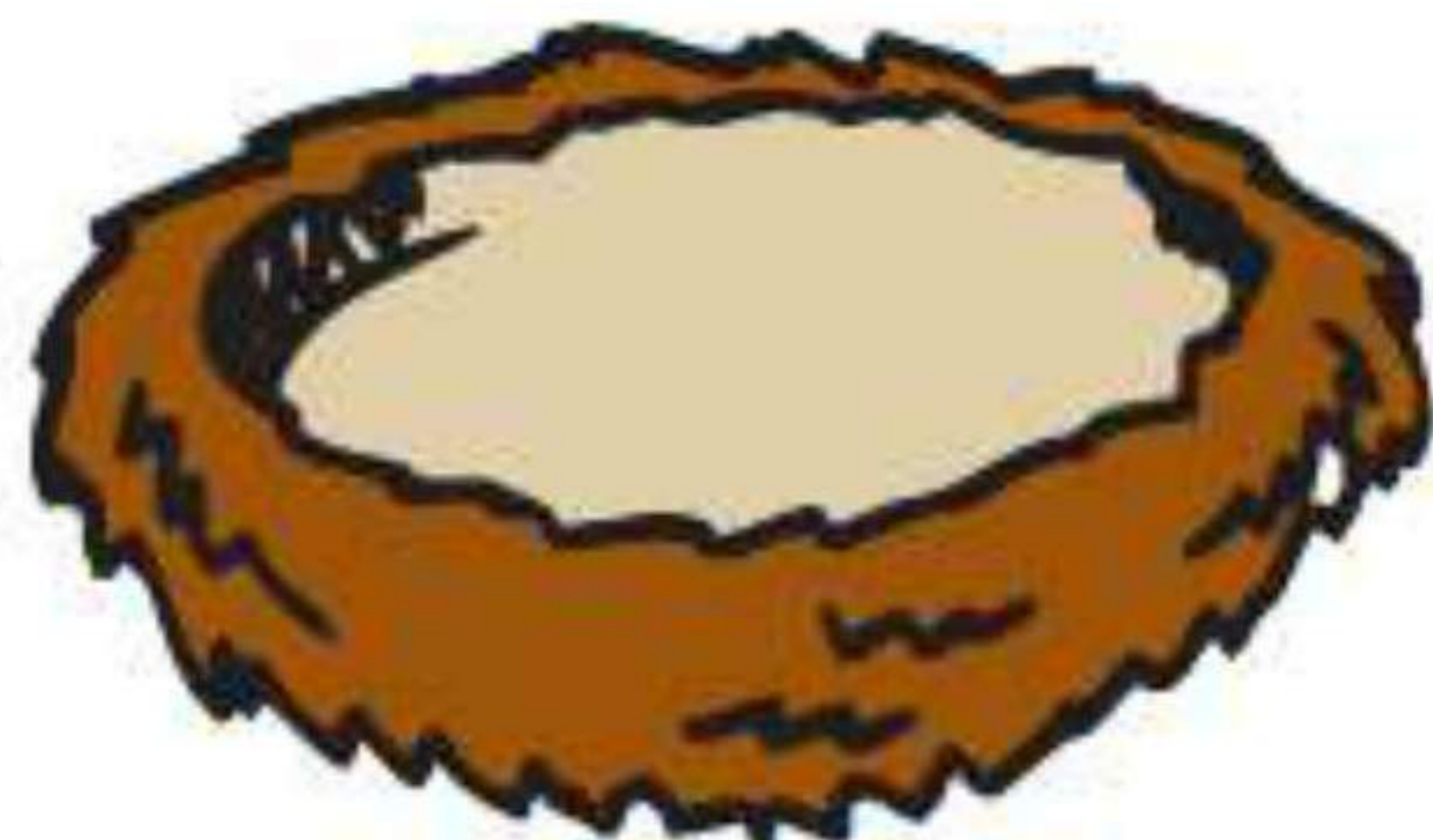


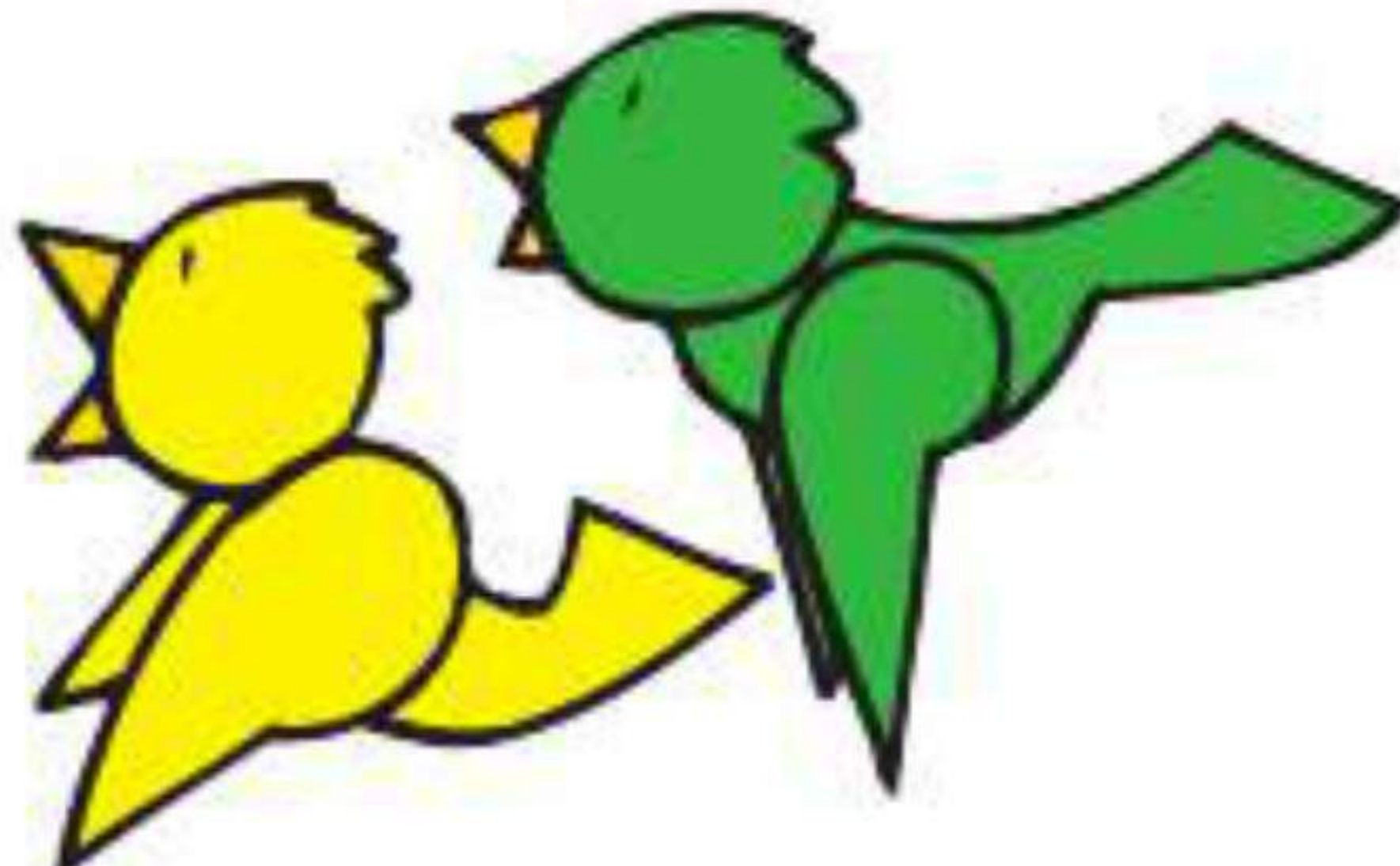

 $1 + 4 = \underline{\quad}$	$\begin{array}{r} \\ + \\ \hline \end{array}$ 
$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$ 	 $3 + 1 = \underline{\quad}$



Addition 1-5

Directions: Add the numbers. Put your answers in the nests.

Example: $2 + 3 =$  

 $1 + 2 =$ 	 $1 + 3 =$ 
 $4 + 1 =$ 	 $1 + 1 =$ 



Addition

Directions: Draw the correct number of dots next to the numbers in each problem. Add up the number of dots to find your answer.

Example:

$$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 2 + 2 = \\ \hline 4 \end{array}$$

$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	$2 + 5 = \underline{\quad}$
$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$4 + 3 = \underline{\quad}$
$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	$5 + 3 = \underline{\quad}$



Addition 3, 4, 5, 6

Directions: Add. Draw dots to help, if needed.

$$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$
$$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$
$$\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$$



Name _____

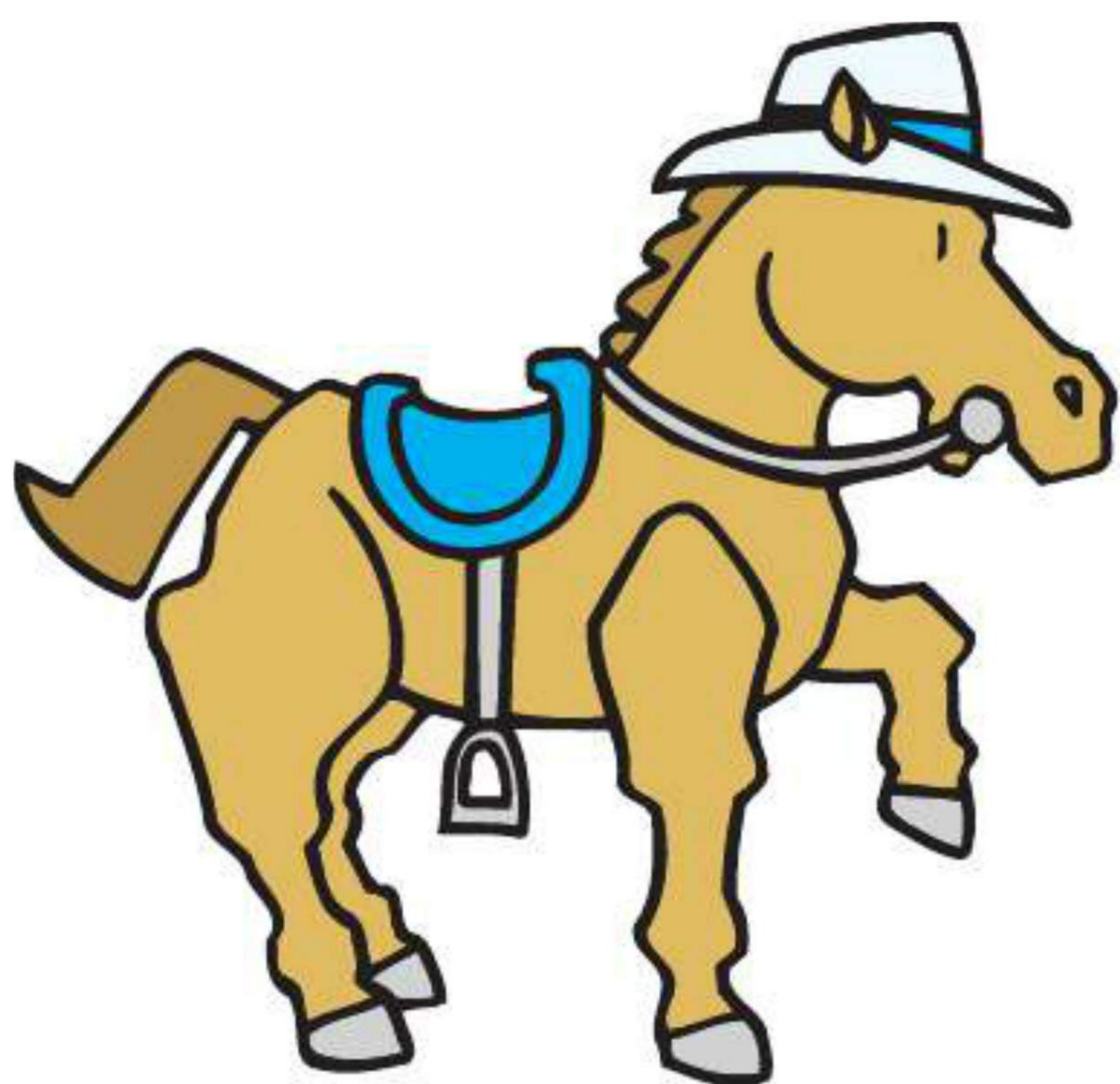
ADDITION



Addition 4, 5, 6, 7

Directions: Add. Draw dots to help, if needed.

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$$



$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$



Addition 6, 7, 8

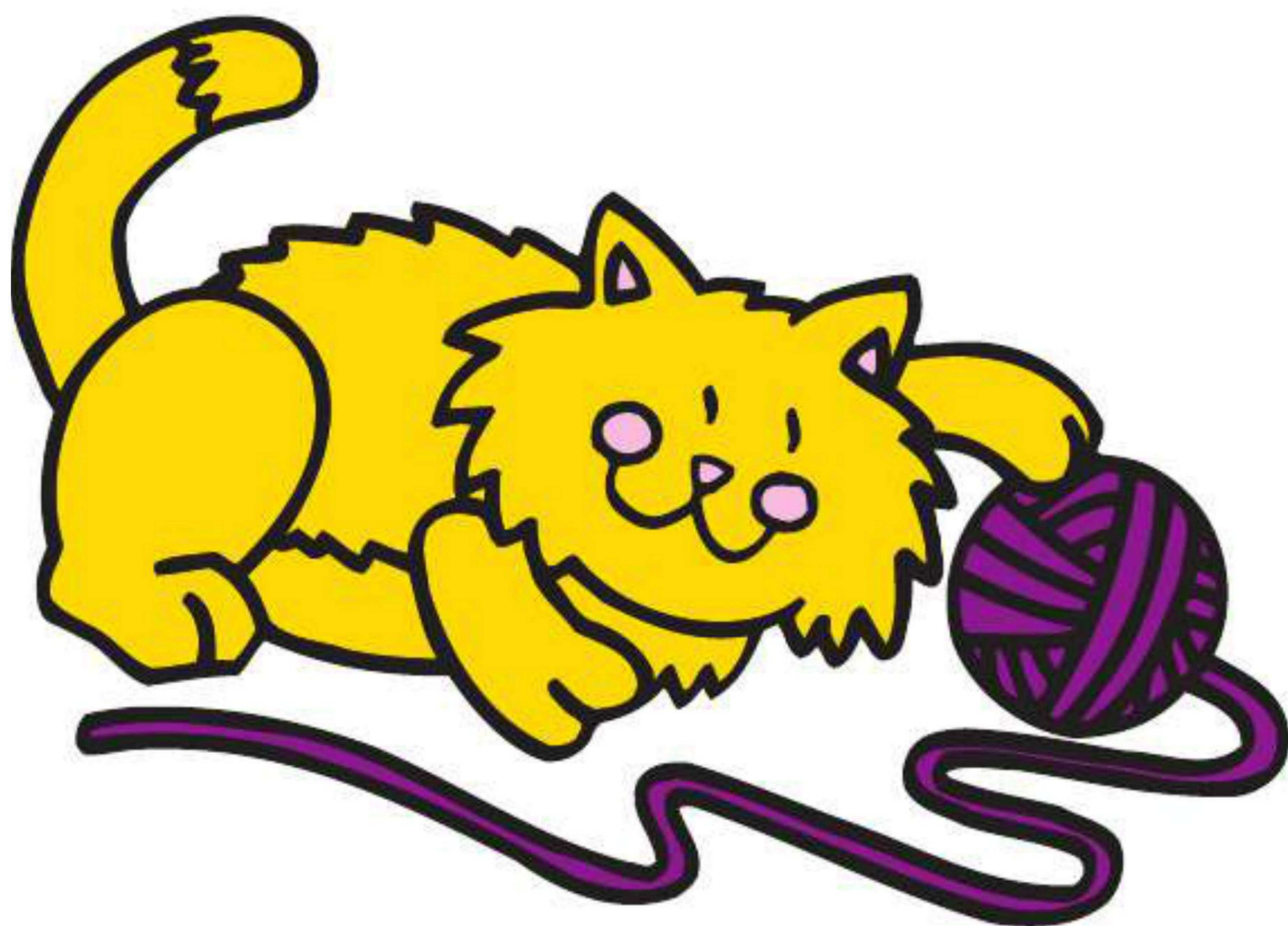
Directions: Add. Draw dots to help, if needed.

$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$



$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

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

Name _____

ADDITION



Addition 7, 8, 9

Directions: Add. Draw dots to help, if needed.

6	1	8	3
+2	+7	+1	+5
<hr/>	<hr/>	<hr/>	<hr/>



2	6
+7	+1
<hr/>	<hr/>

Addition 6–10

Directions: Add the numbers. Put your answers in the doghouses.

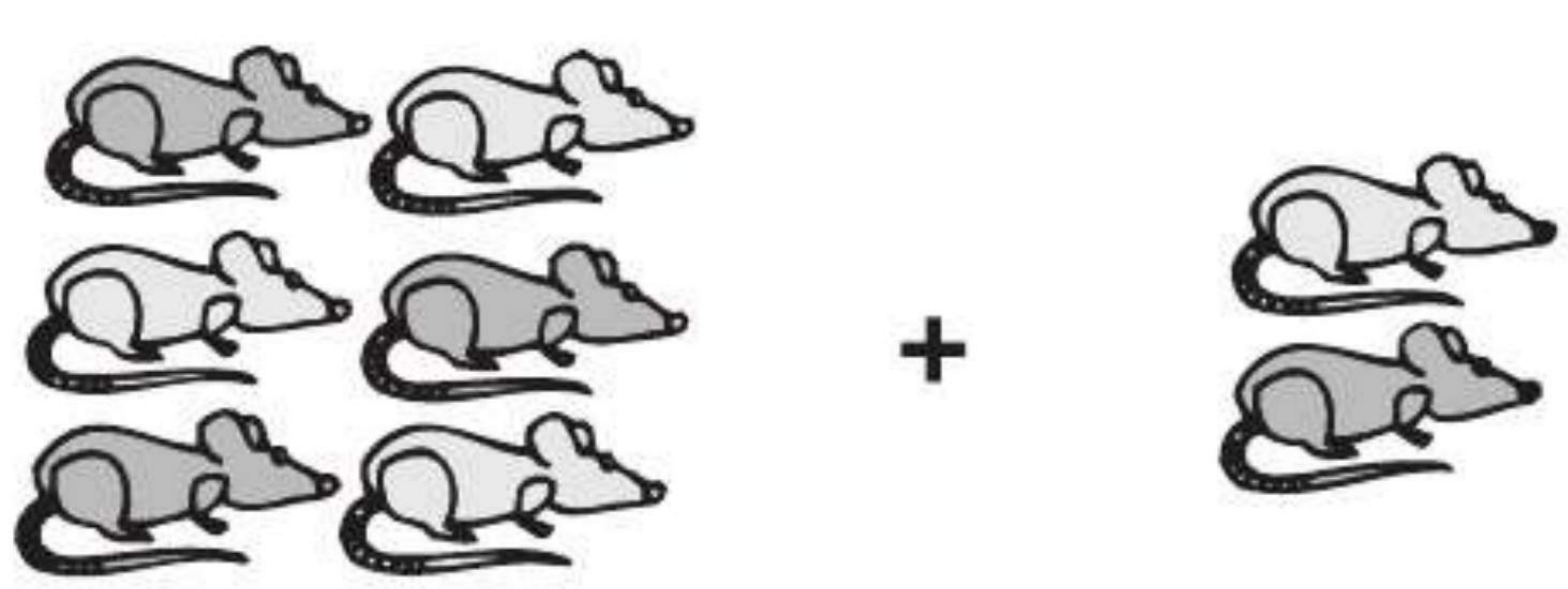
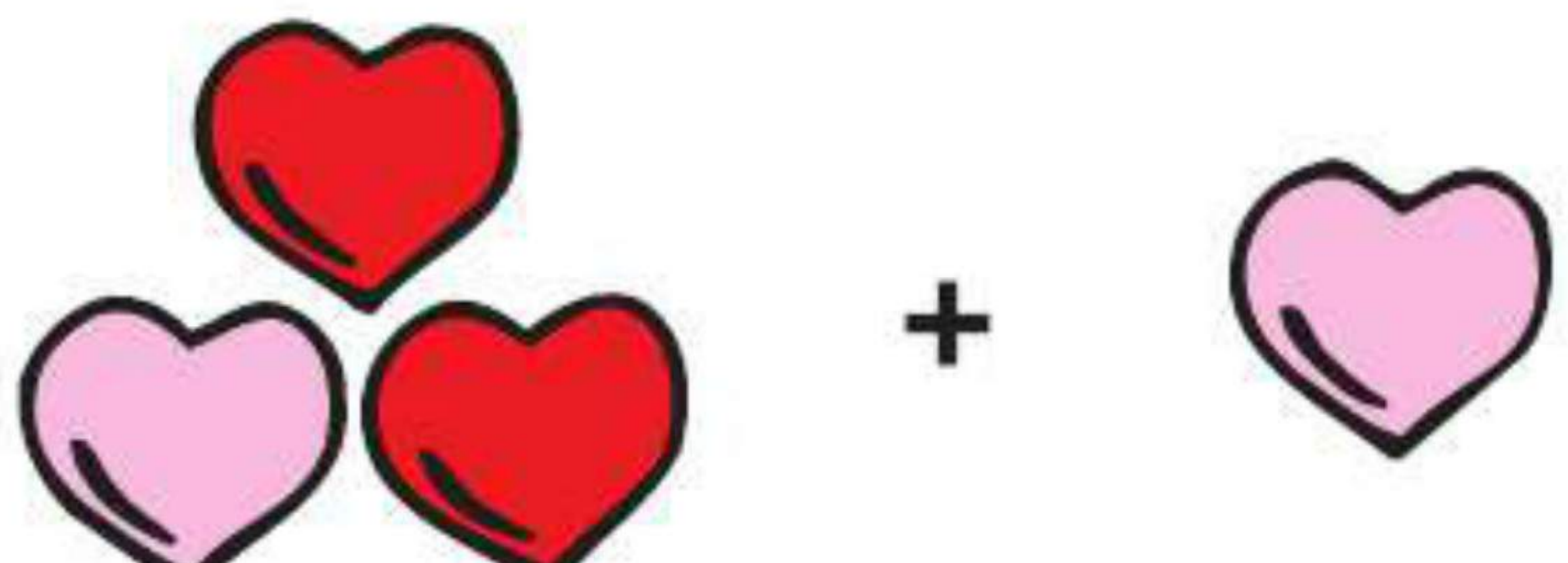
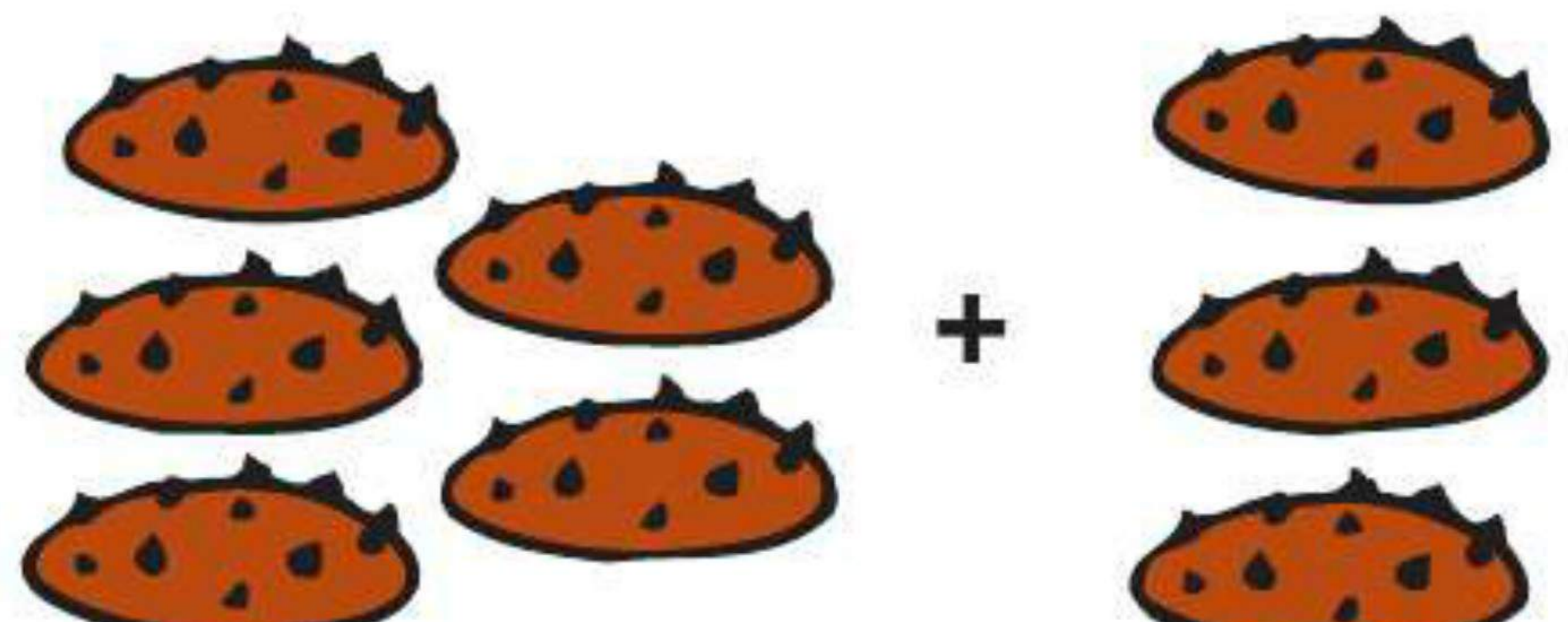
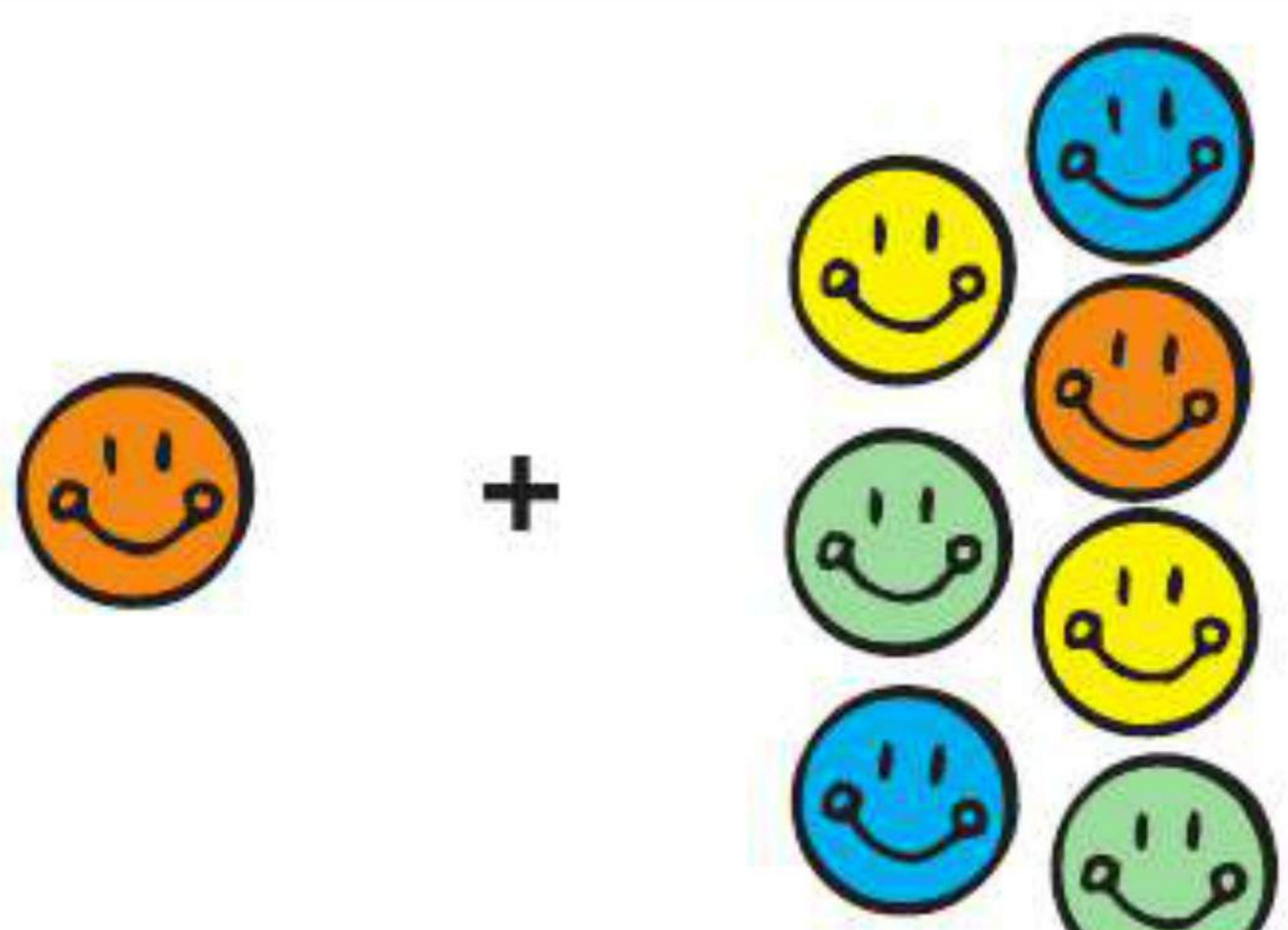
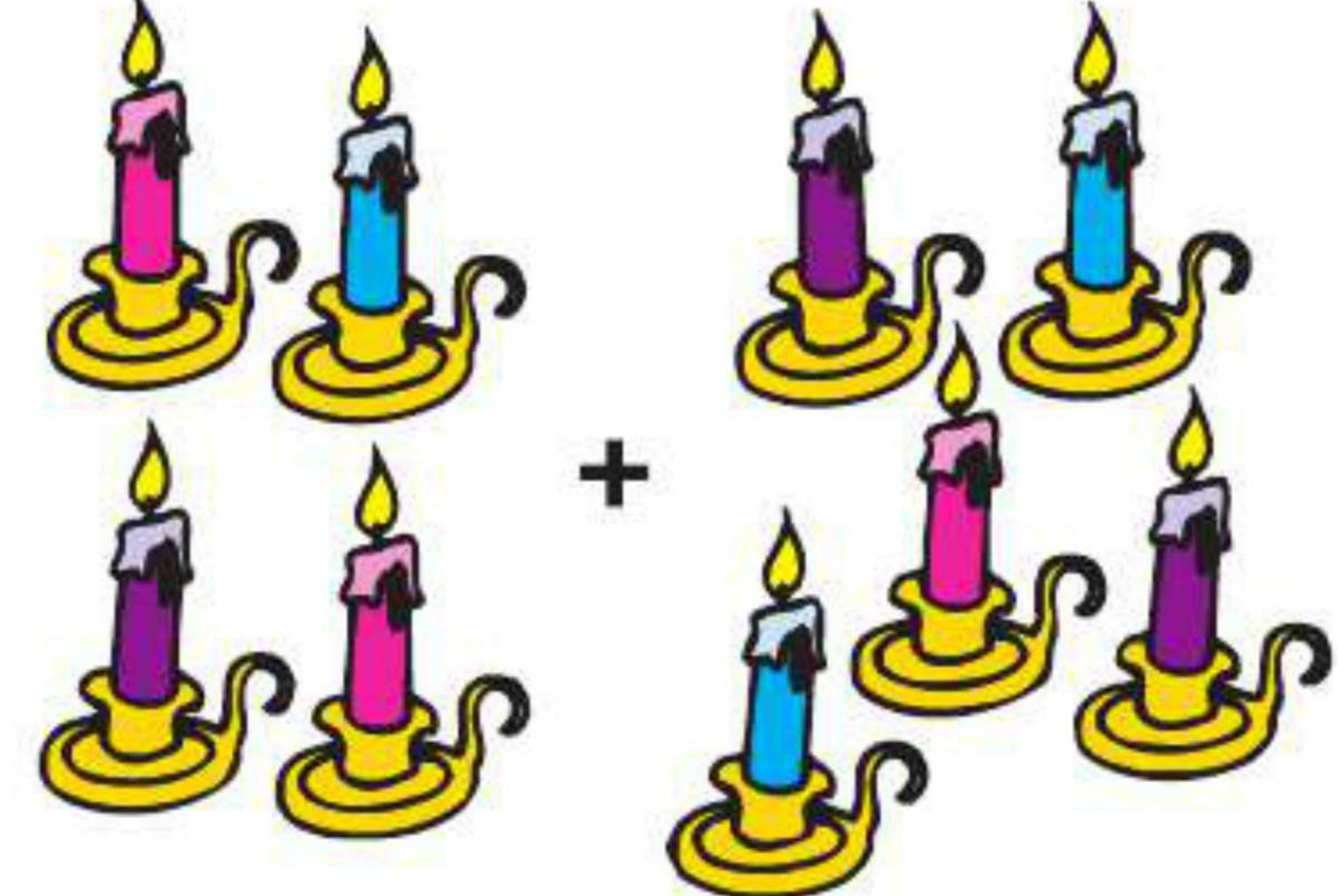
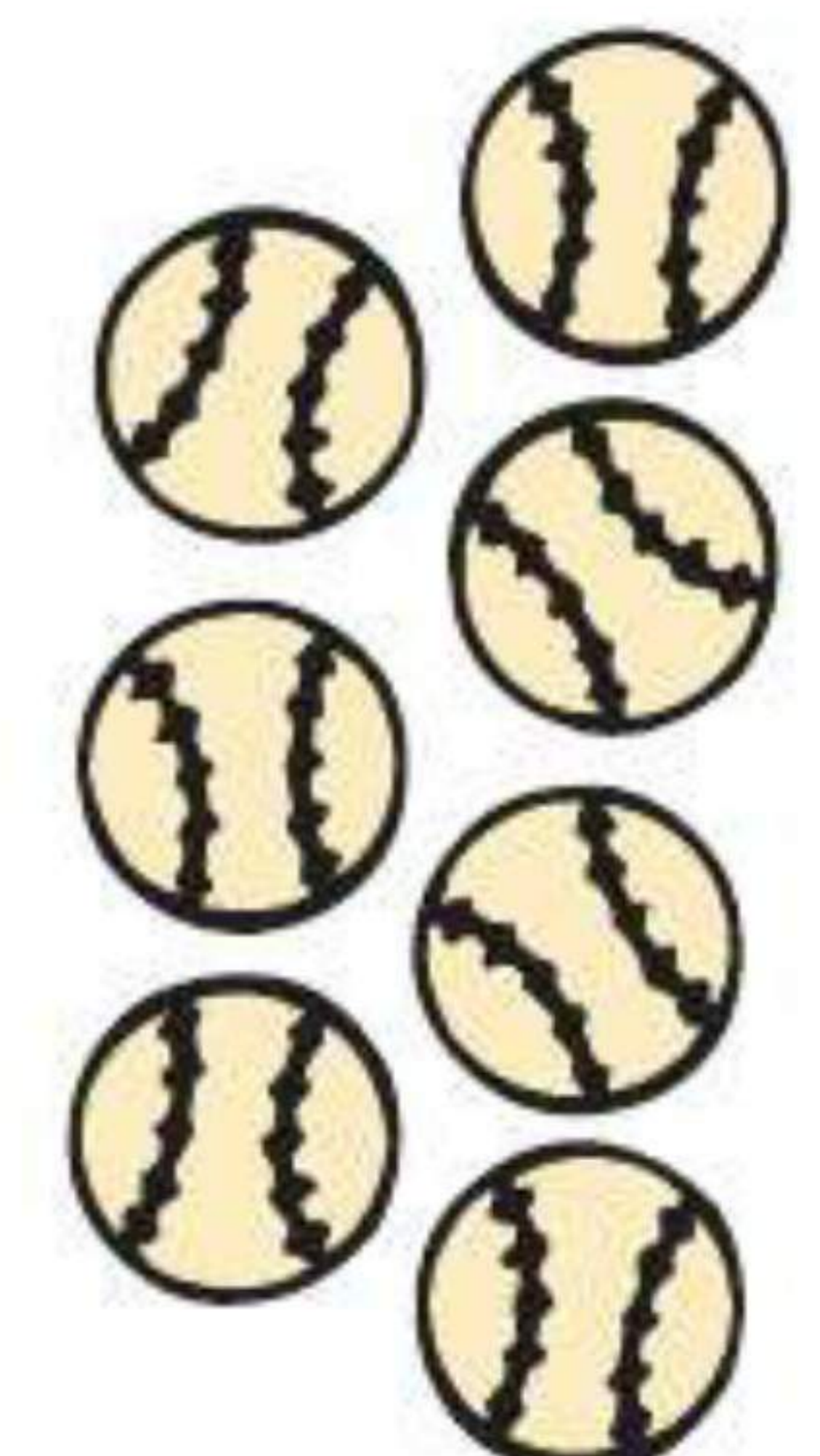
Example: $4 + 2 = 6$

<p>$2 + 6 =$</p>	<p>$7 + 3 =$</p>
<p>$6 + 1 =$</p>	<p>$4 + 5 =$</p>
<p>$6 + 2 =$</p>	<p>$7 + 2 =$</p>



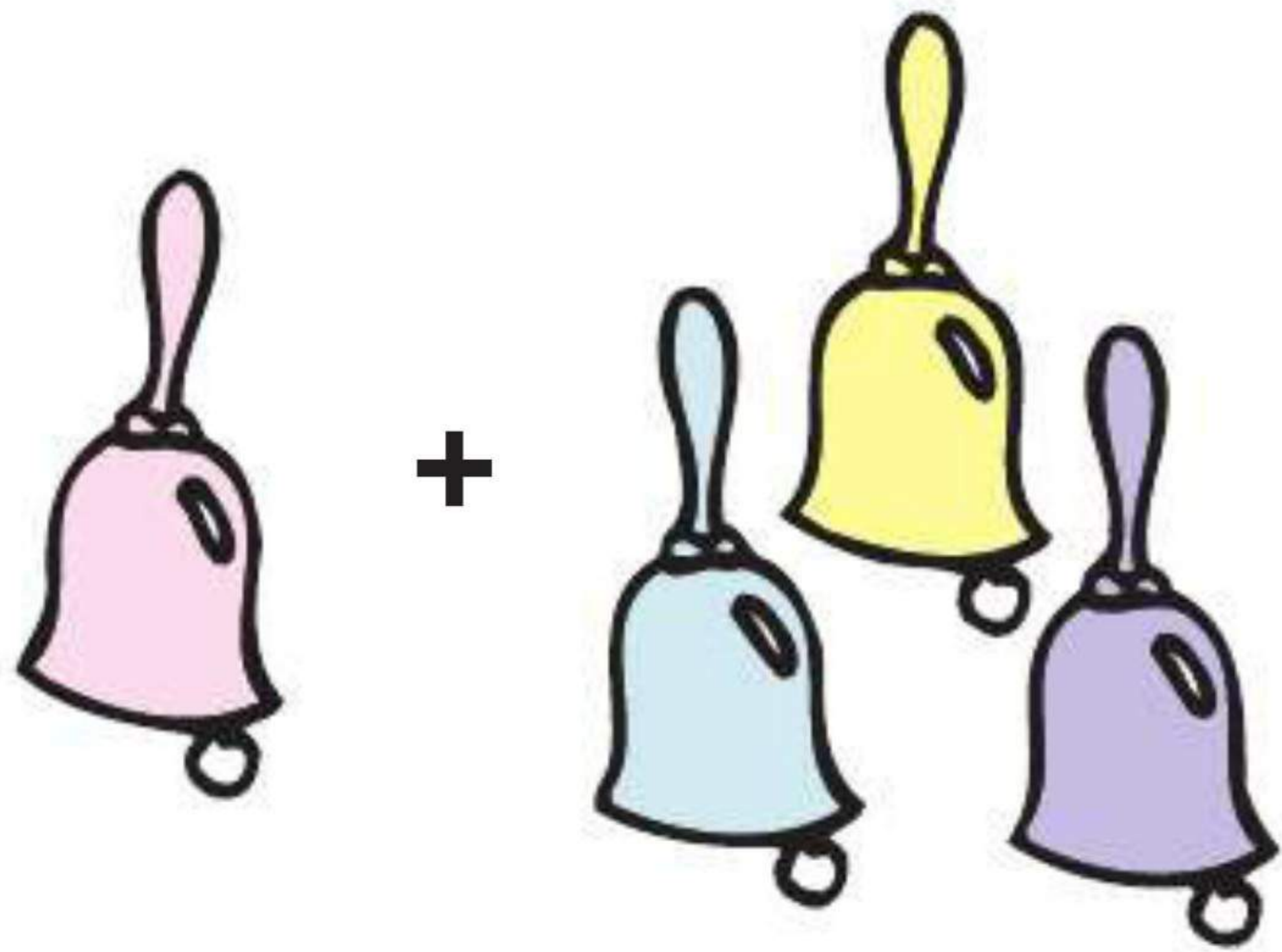
Picture Problems: Addition

Directions: Solve the number problem under each picture.

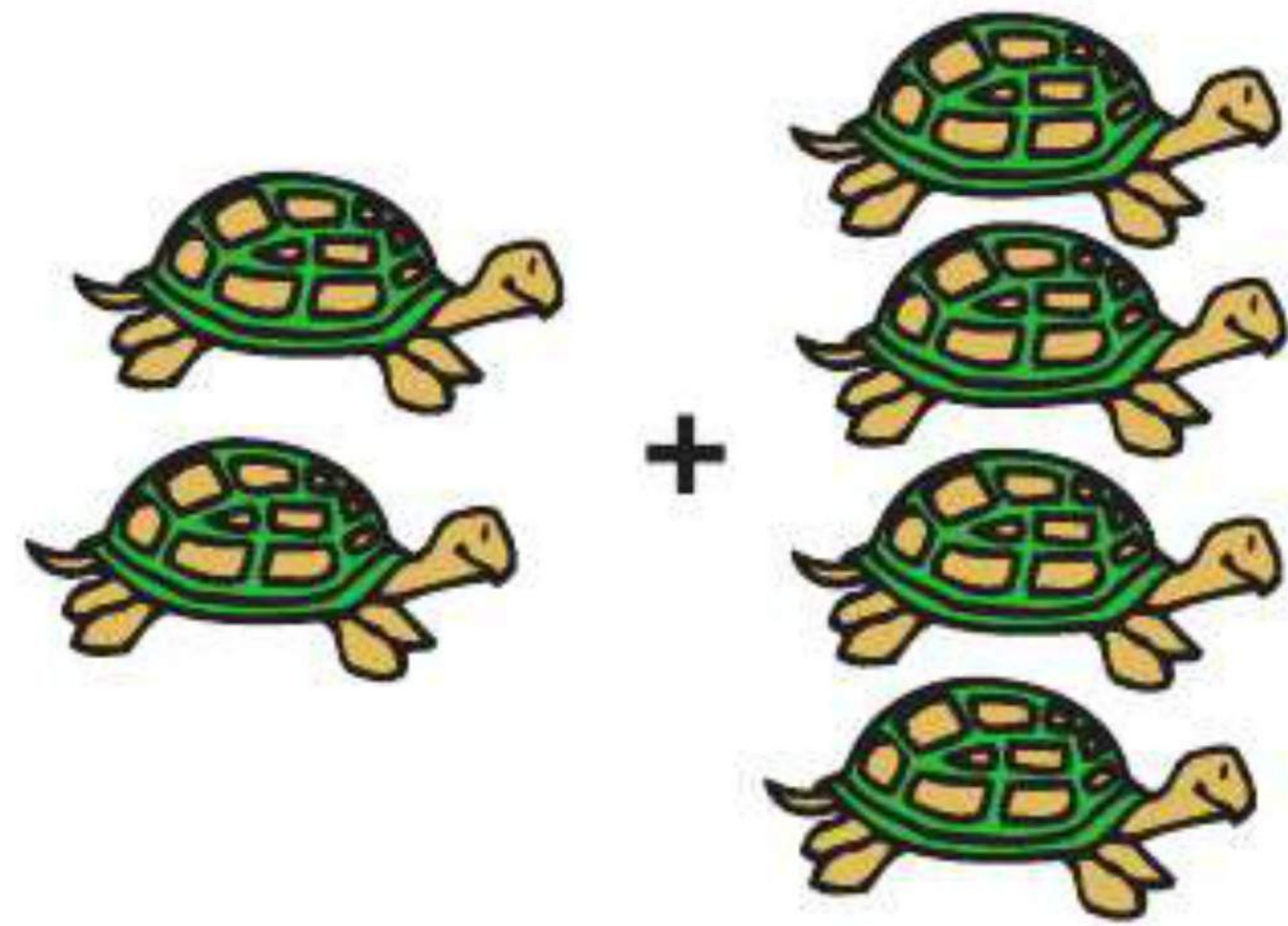
 $6 + 2 = \underline{\quad}$	 $3 + 1 = \underline{\quad}$
 $5 + 3 = \underline{\quad}$	 $1 + 7 = \underline{\quad}$
 $4 + 5 = \underline{\quad}$	 $0 + 7 = \underline{\quad}$

Picture Problems: Addition

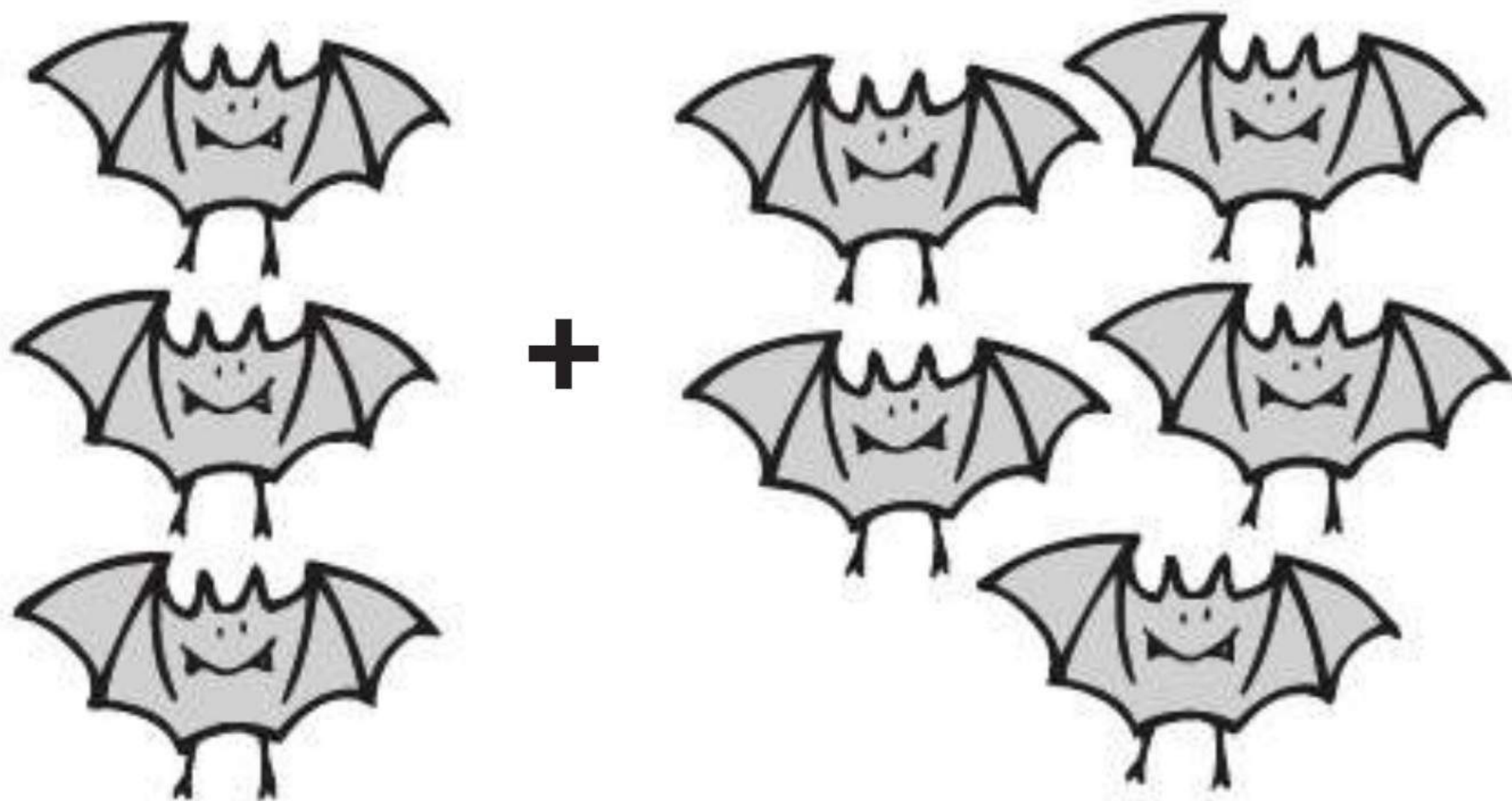
Directions: Solve the number problem under each picture.



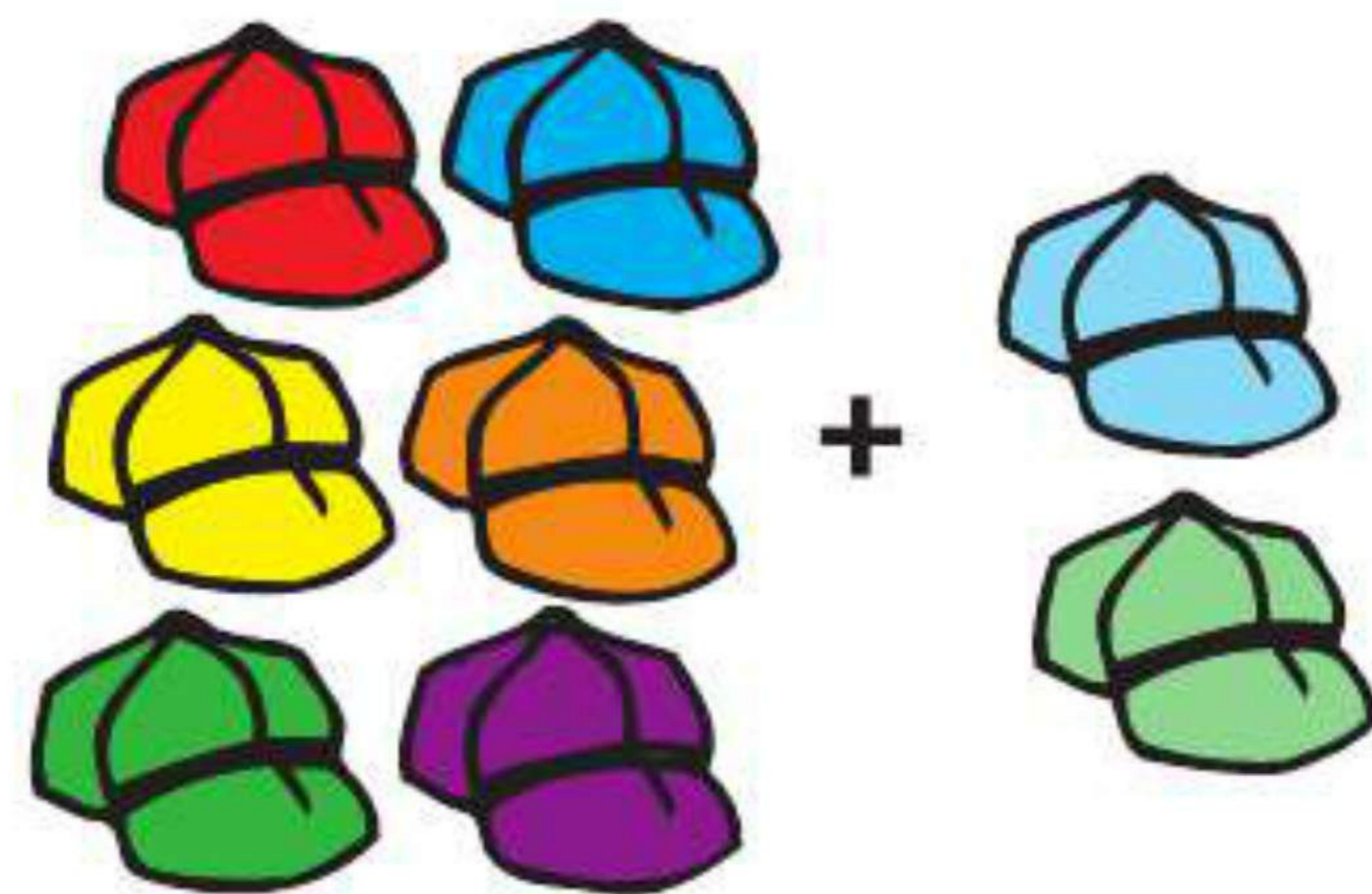
$$1 + 3 = \underline{\quad}$$



$$2 + 4 = \underline{\quad}$$



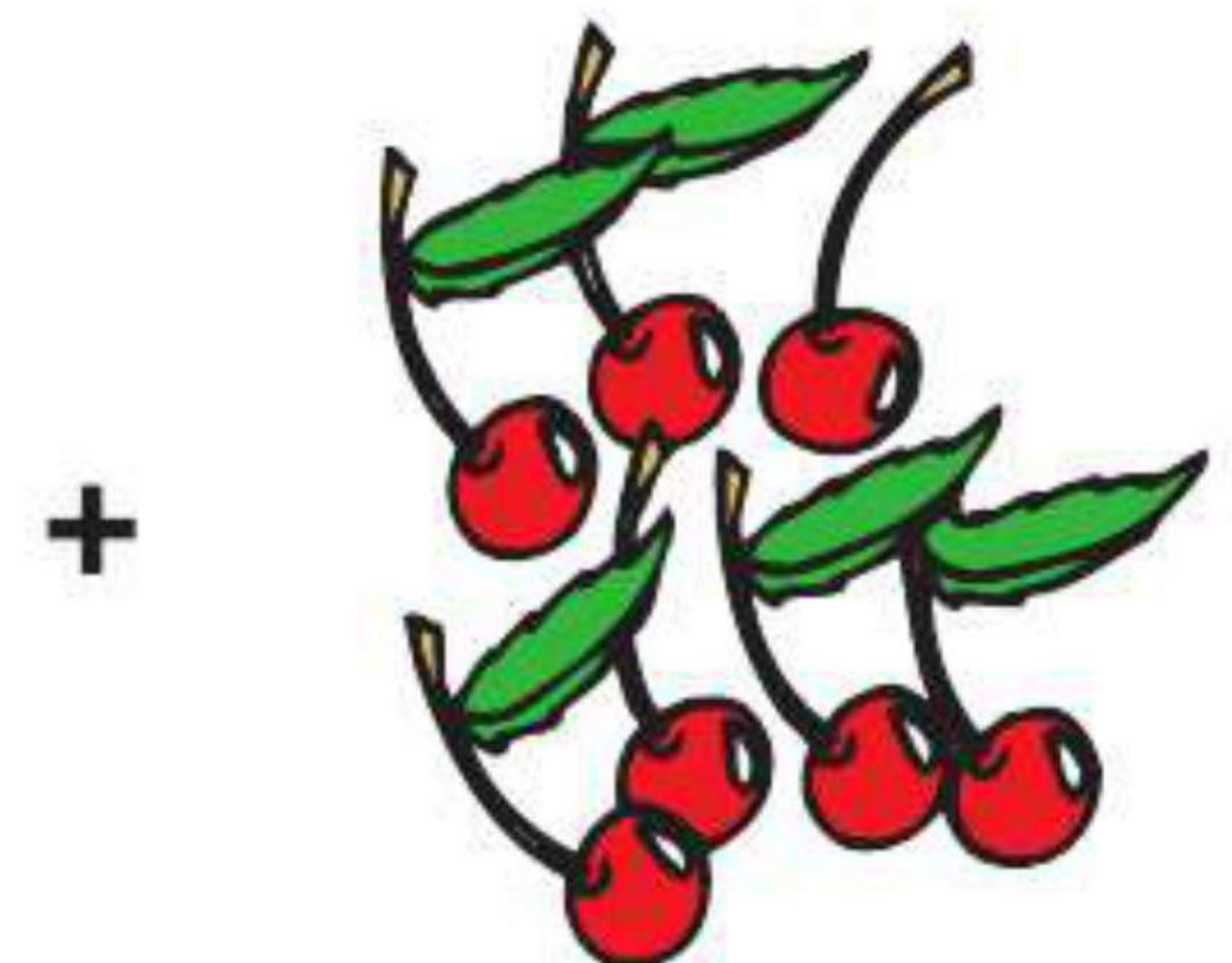
$$3 + 5 = \underline{\quad}$$



$$6 + 2 = \underline{\quad}$$



$$8 + 1 = \underline{\quad}$$









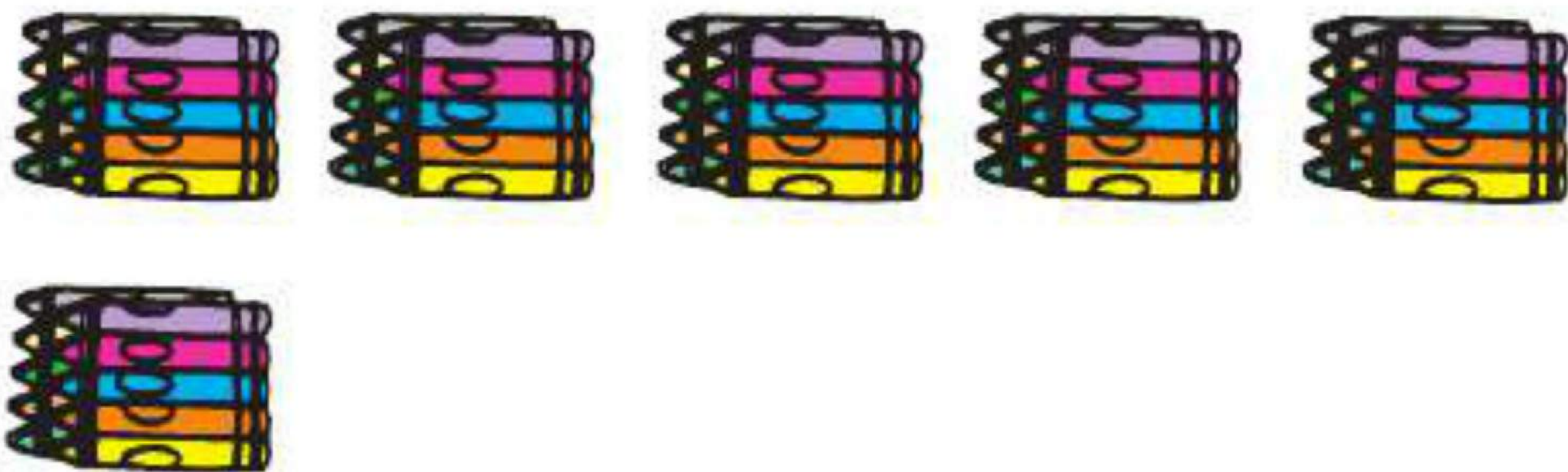







$$0 + 7 = \underline{\quad}$$



Addition 10–15

Directions: Circle groups of ten crayons. Add the remaining ones to make the correct number.

		tens	ones
	+		
	+		= <u> 3 </u> <u> 9 </u>
	+		= <u> </u> <u> </u>
	+		= <u> </u> <u> </u>
	+		= <u> </u> <u> </u>
	+		= <u> </u> <u> </u>
	+		= <u> </u> <u> </u>
$6 + 6 = \underline{\quad}$ $8 + 4 = \underline{\quad}$ $9 + 5 = \underline{\quad}$			



Subtraction 1, 2, 3

Subtraction means “taking away” or subtracting one number from another. “-” is a minus sign. It means to subtract the second number from the first.

Directions: Subtract. Draw dots and cross them out, if needed.

$\begin{array}{r} 3 \\ -1 \\ \hline 2 \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$
--	--	--	--



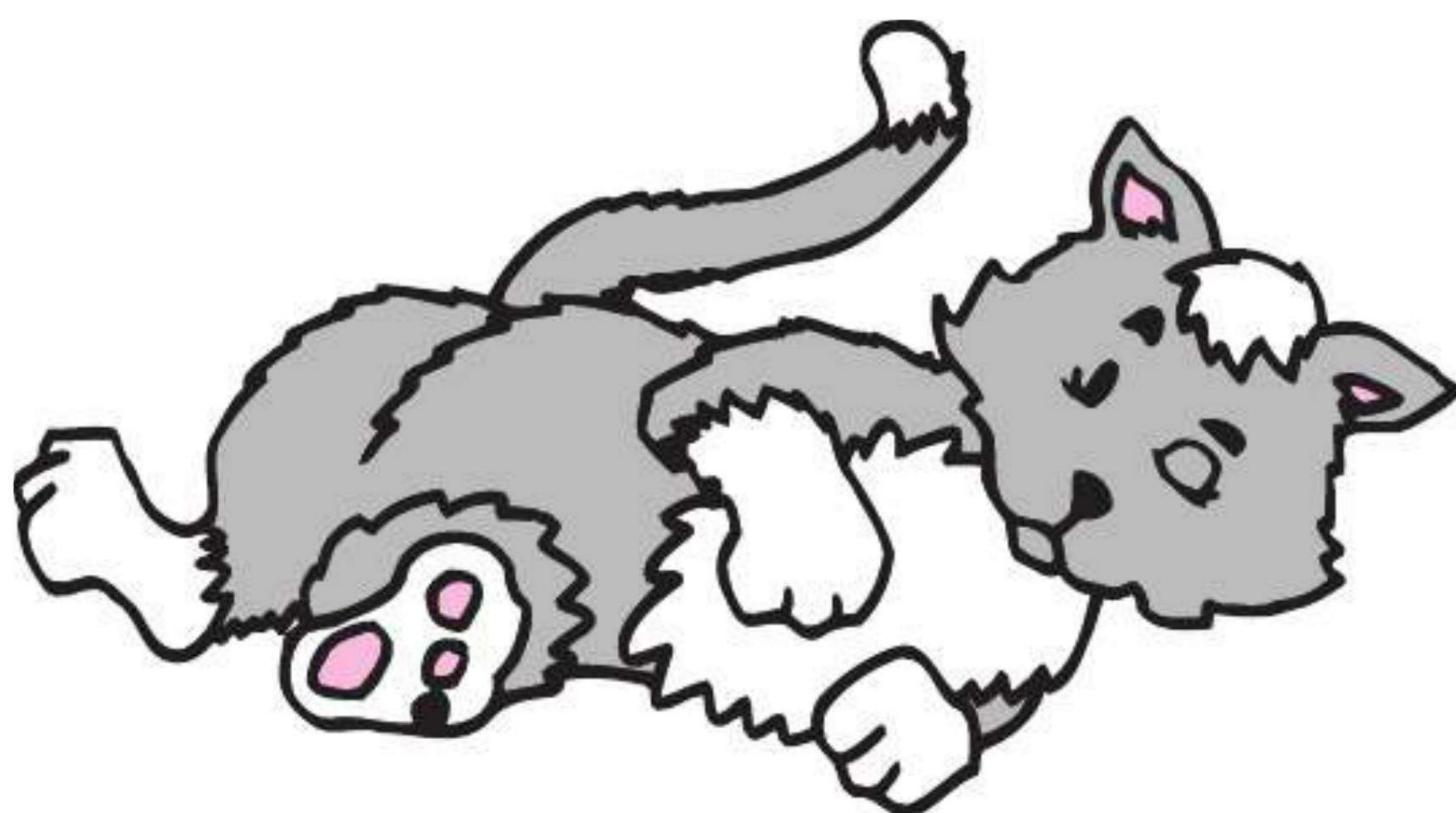
$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$
--	--



Subtraction 3, 4, 5, 6

Directions: Subtract. Draw dots and cross them out, if needed.

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$$



$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$



Subtraction

Directions: Draw the correct number of dots next to the numbers in each problem. Cross out the ones subtracted to find your answers.

Example:

$$\begin{array}{r} 5 \quad \bullet \bullet \bullet \\ -2 \quad \times \times \\ \hline 3 \end{array}$$

$$\begin{array}{r} 2 - 1 = 1 \\ \bullet \quad \times \end{array}$$

$$4 - 2 = \underline{\quad}$$

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

$$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$$

$$3 - 1 = \underline{\quad}$$

$$9 - 6 = \underline{\quad}$$

$$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$$







Subtraction 1-5

Directions: Subtract the red numbers by crossing out that many flowers in the pot. Count the ones not crossed out to get the total.

Example:

$$2 - 1 = \underline{\quad}$$

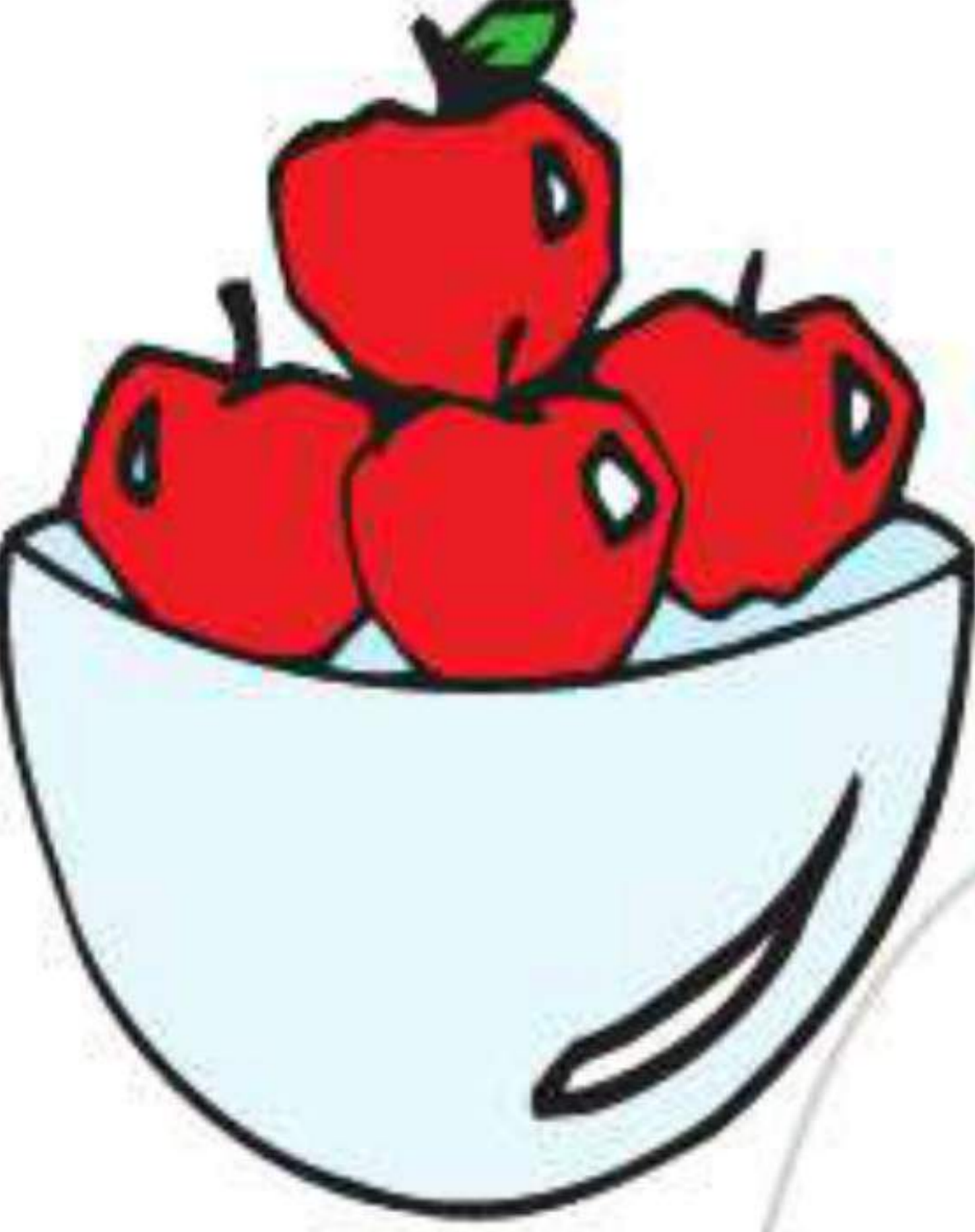
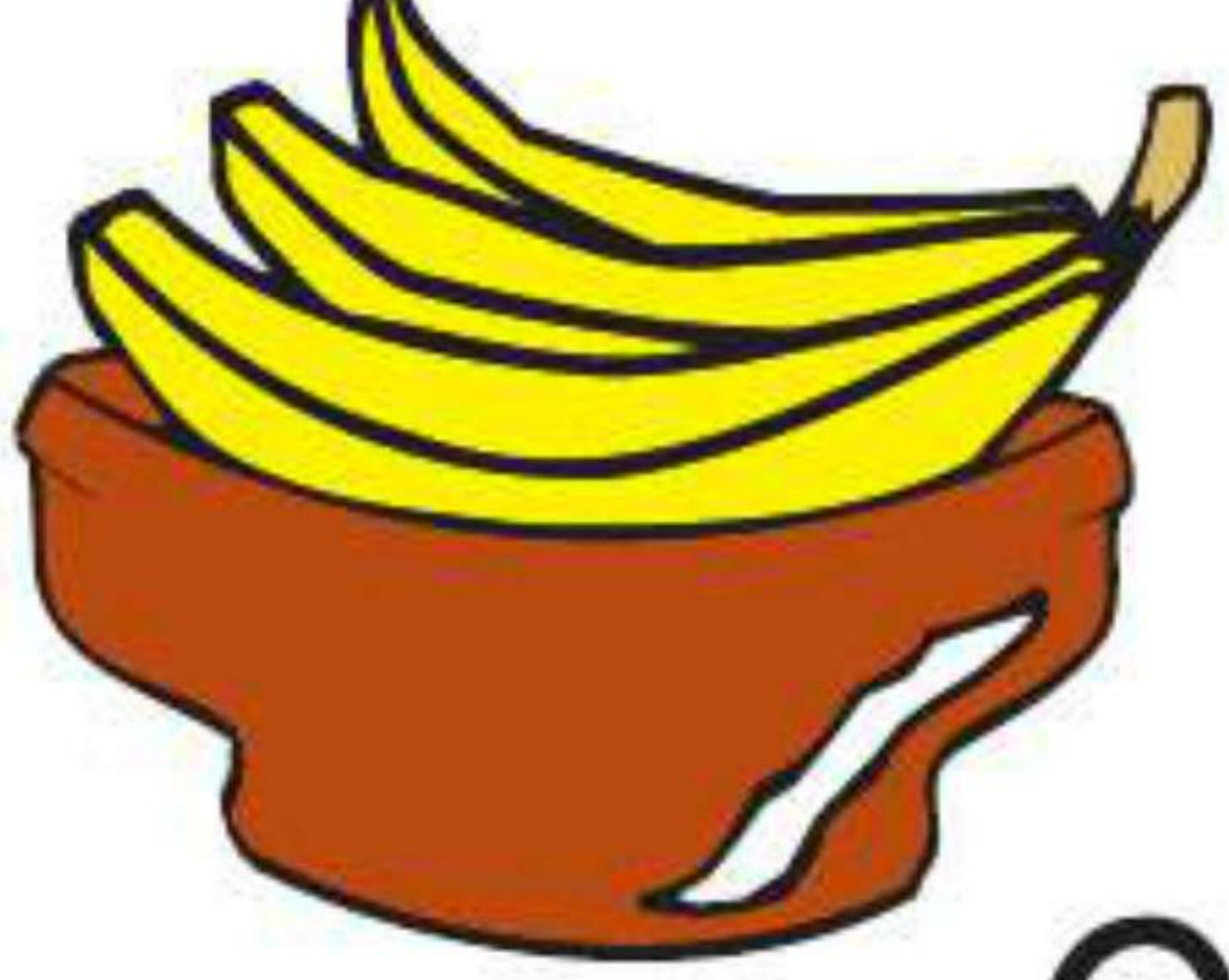

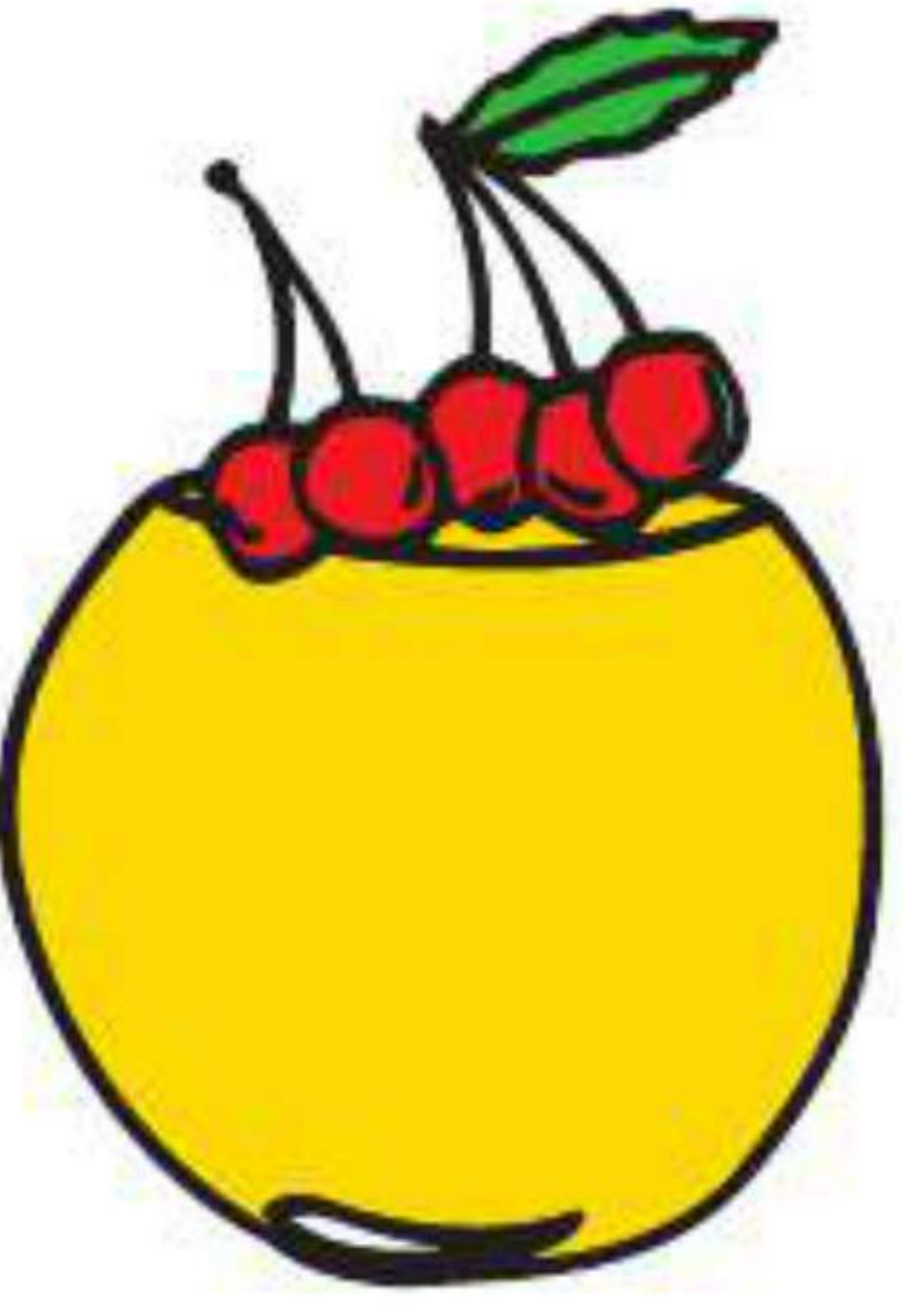


$5 - 2 = \underline{\quad}$ 	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$ 
$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$ 	$4 - 3 = \underline{\quad}$ 



Subtraction 1–5

Directions: Count the fruit in each bowl. Write your answer on the blank. Circle the problem that matches your answer.

 4 5 -1	 _____ 3 -0
 _____ 5 -1	 _____ 3 -2



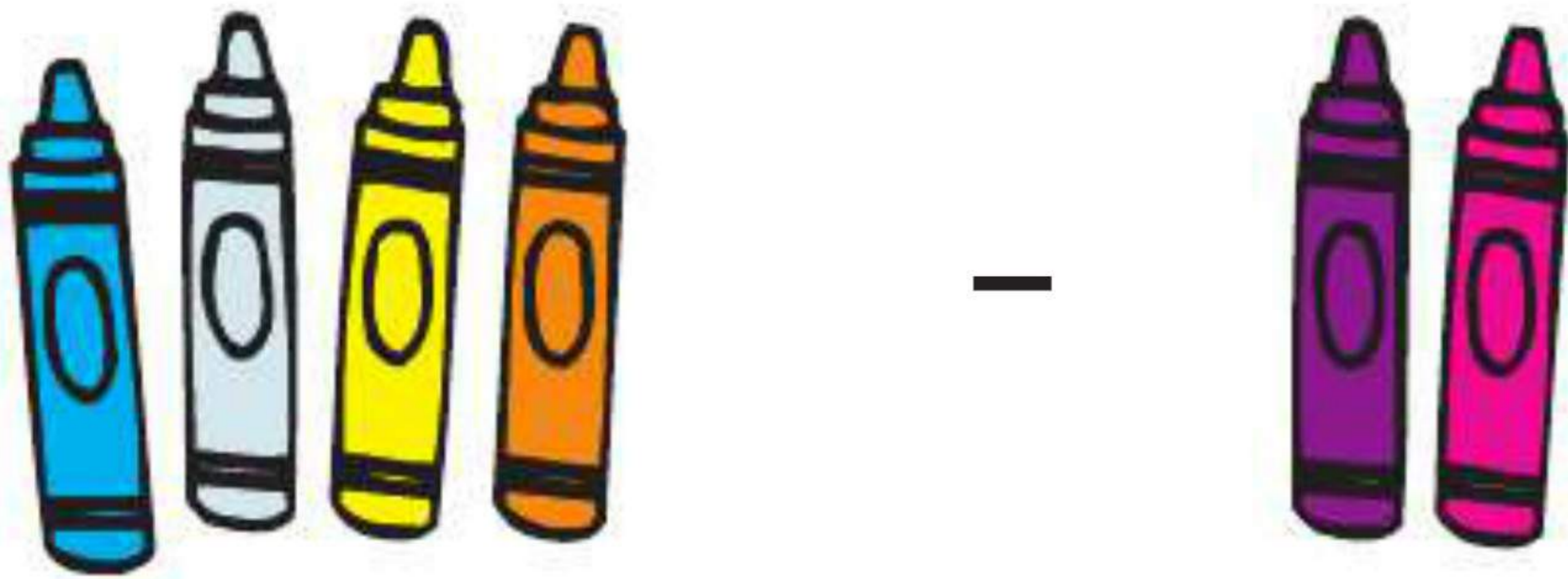
Subtraction 6–10

Directions: Count the flowers. Write your answer on the blank. Circle the problem that matches your answer.

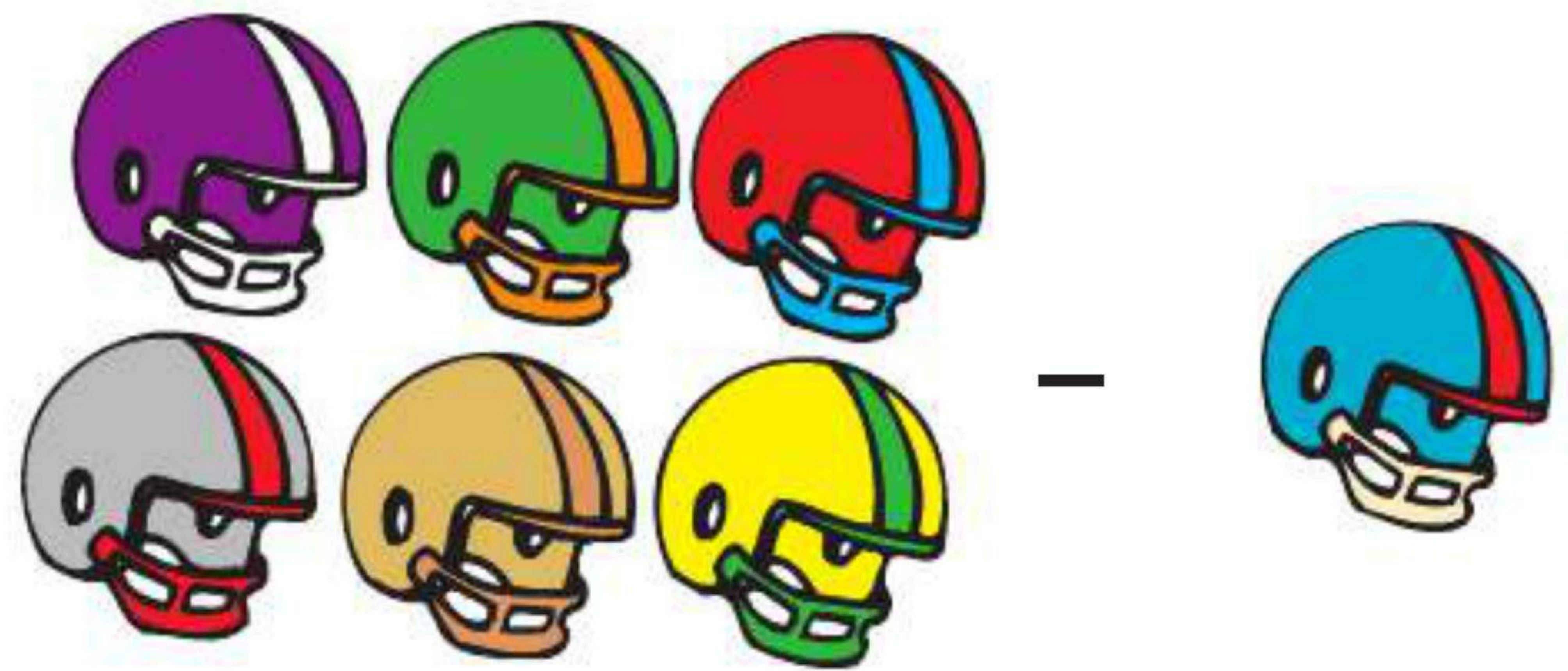
<p>_____</p> <p>10 9</p> <p>- 1 - 1</p>	<p>_____</p> <p>7 9</p> <p>- 2 - 3</p>
<p>_____</p> <p>9 8</p> <p>- 6 - 0</p>	<p>_____</p> <p>10 8</p> <p>- 2 - 1</p>

Picture Problems: Subtraction

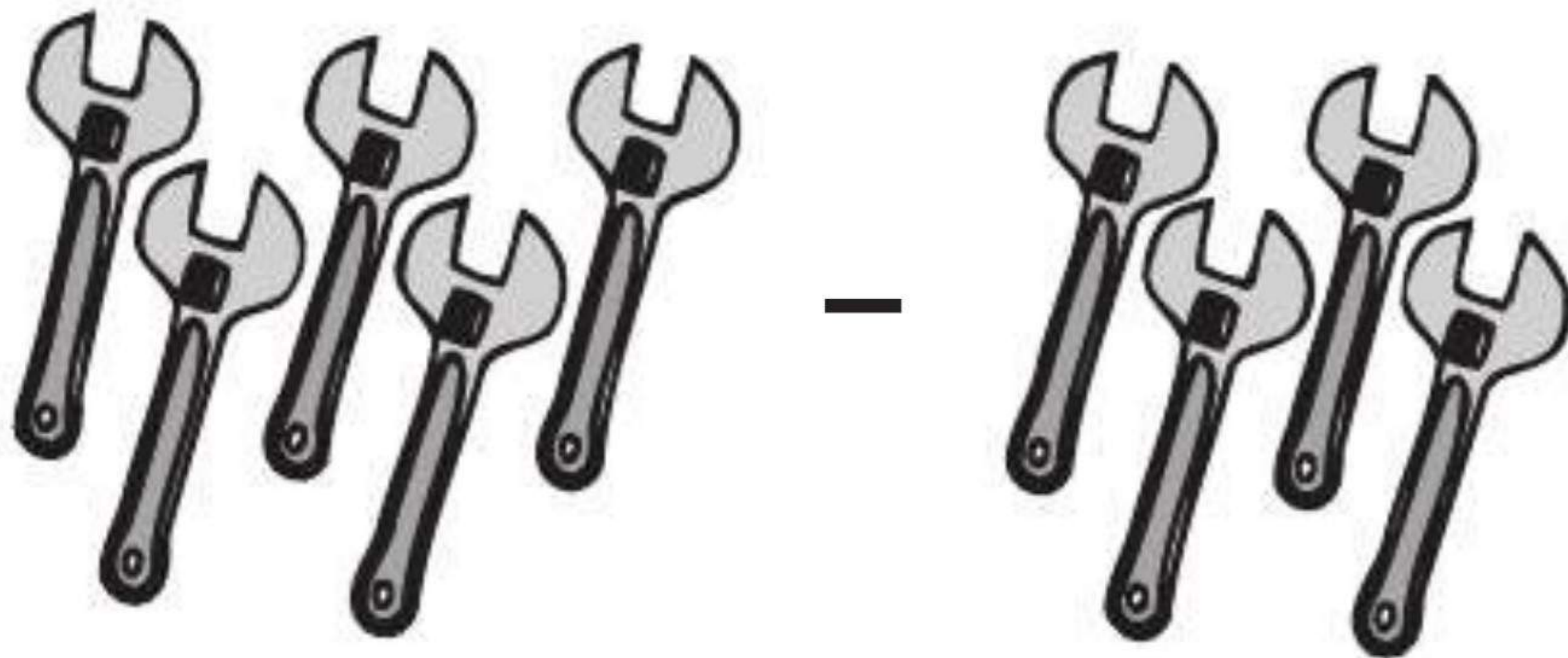
Directions: Solve the number problem under each picture.



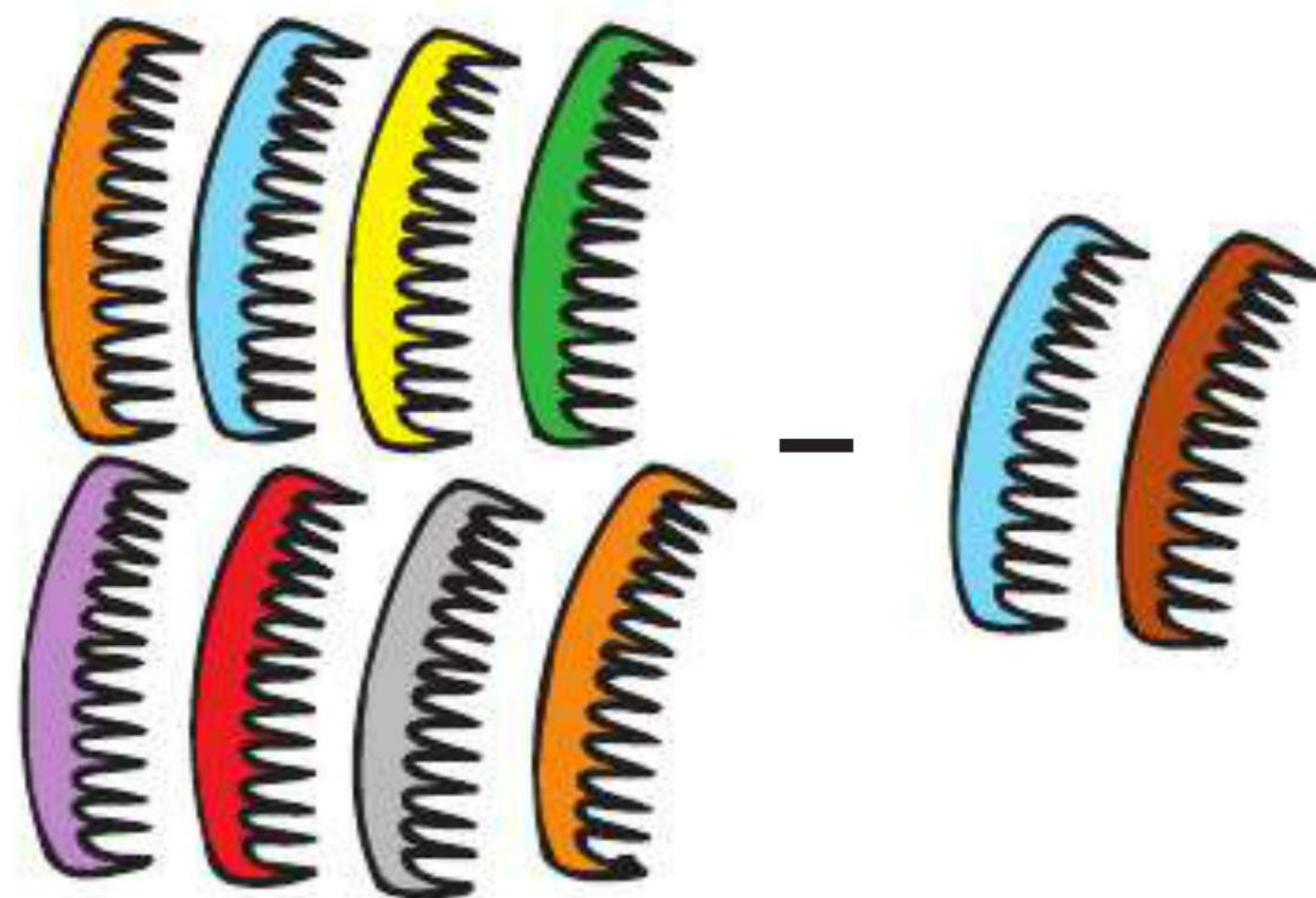
$$4 - 2 = \underline{\quad}$$



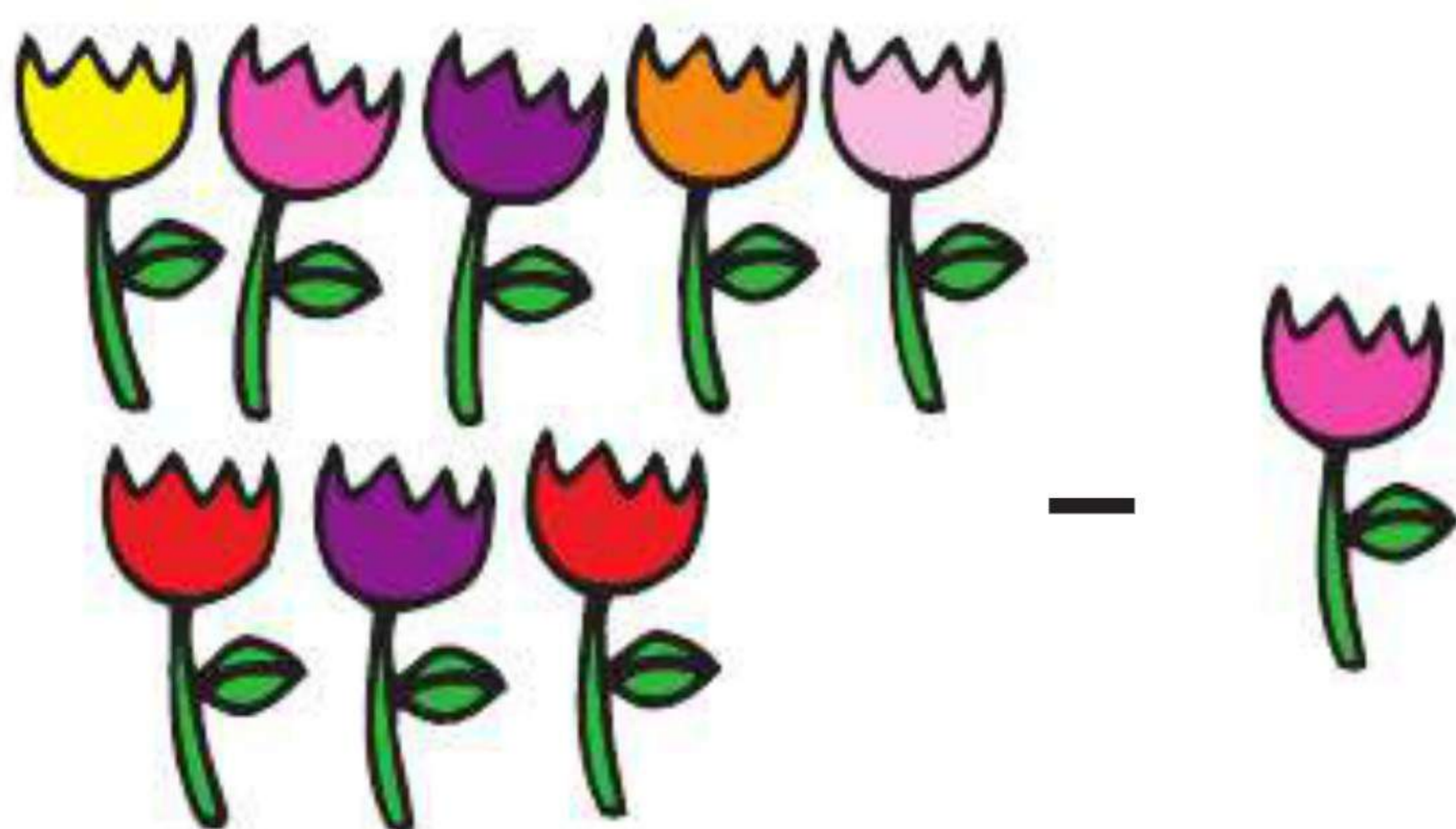
$$6 - 1 = \underline{\quad}$$



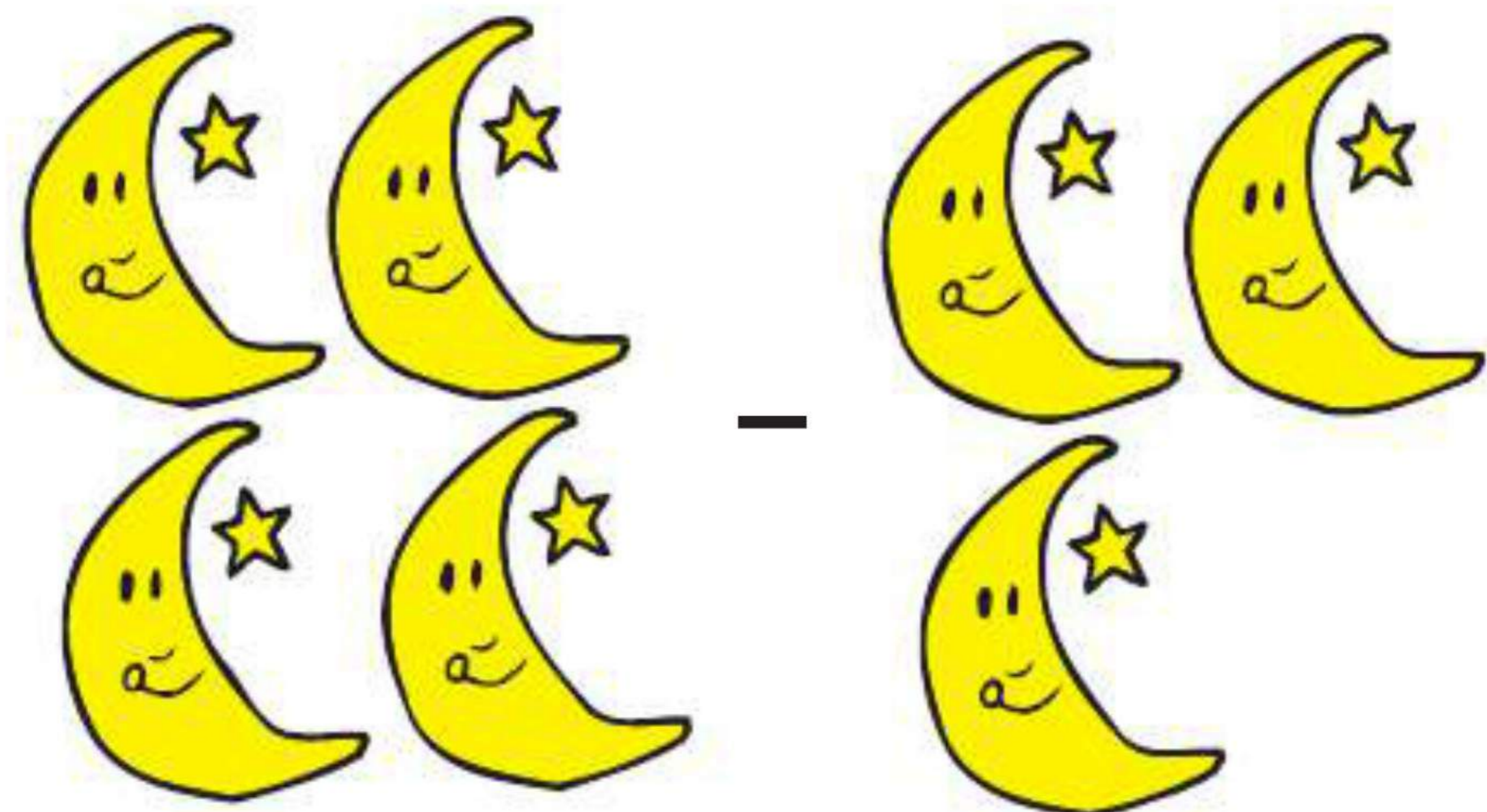
$$5 - 4 = \underline{\quad}$$



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



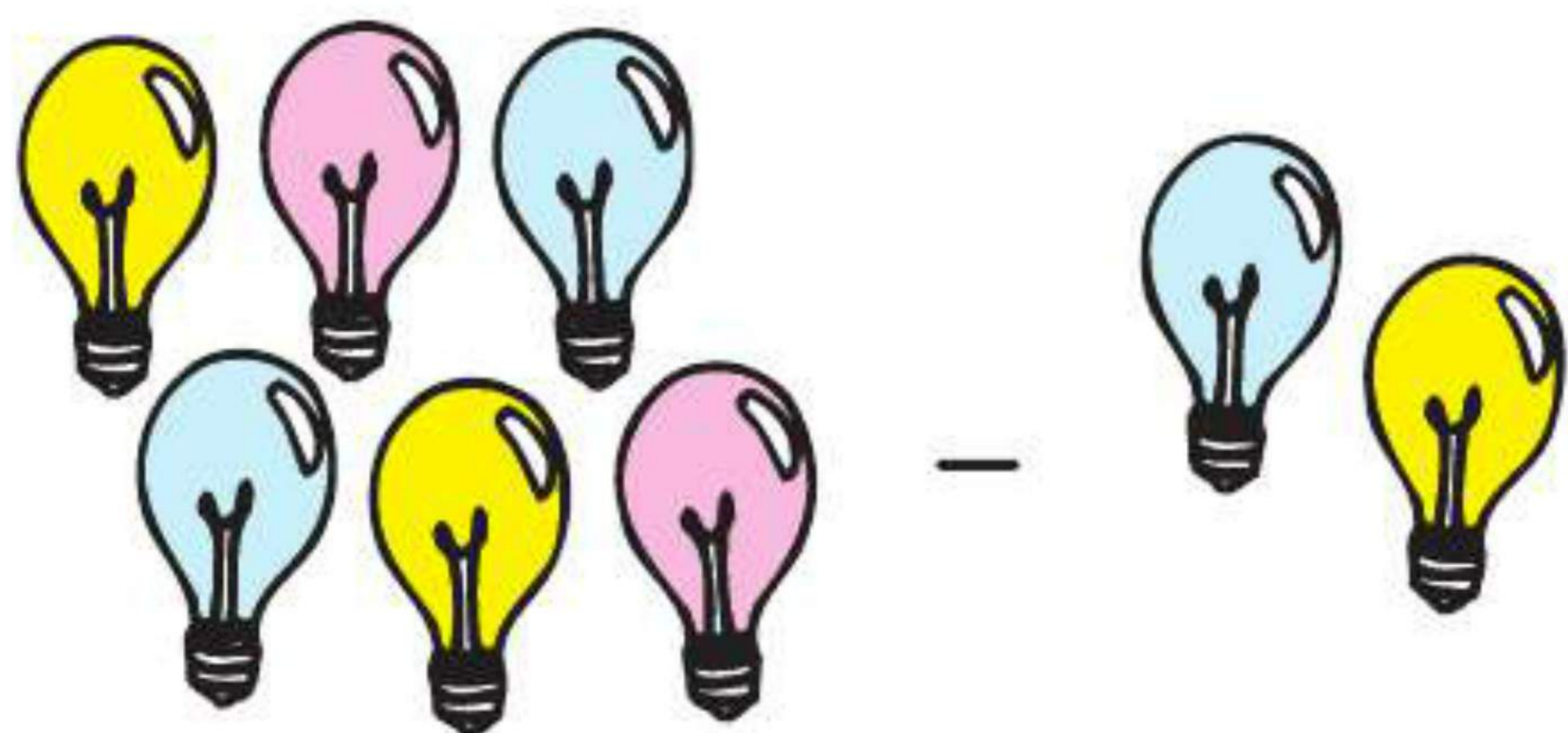
$$8 - 1 = \underline{\quad}$$



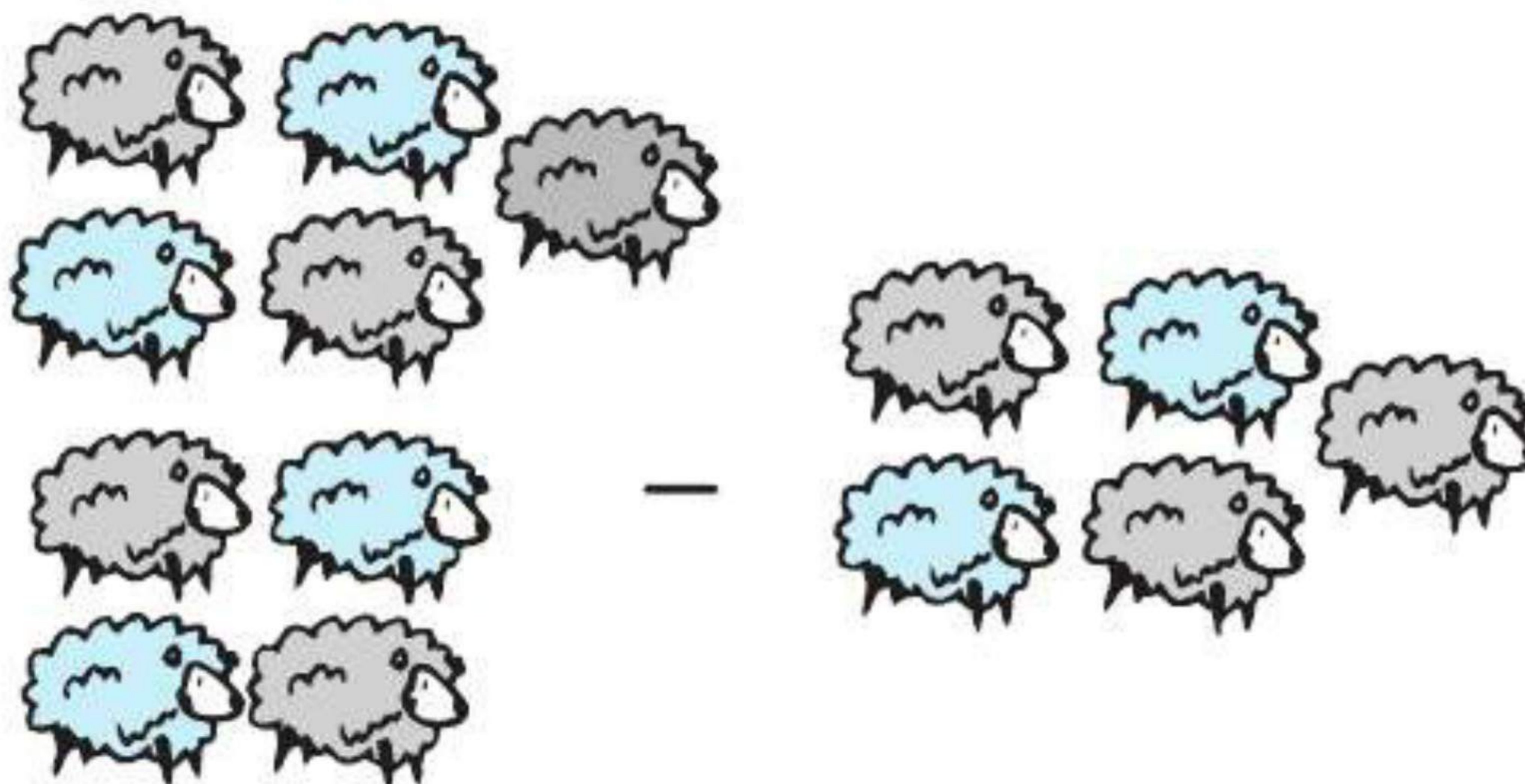
$$4 - 3 = \underline{\quad}$$

Picture Problems: Subtraction

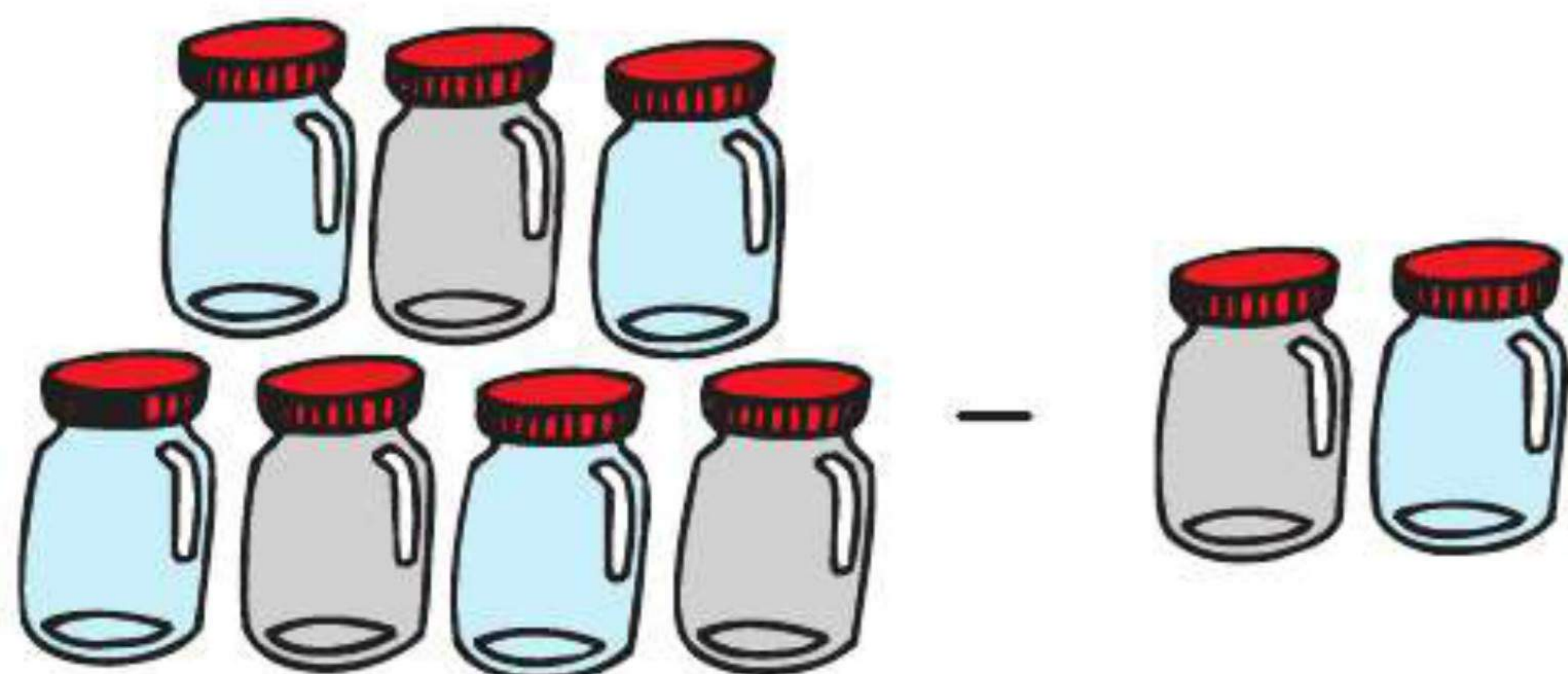
Directions: Solve the number problem under each picture.



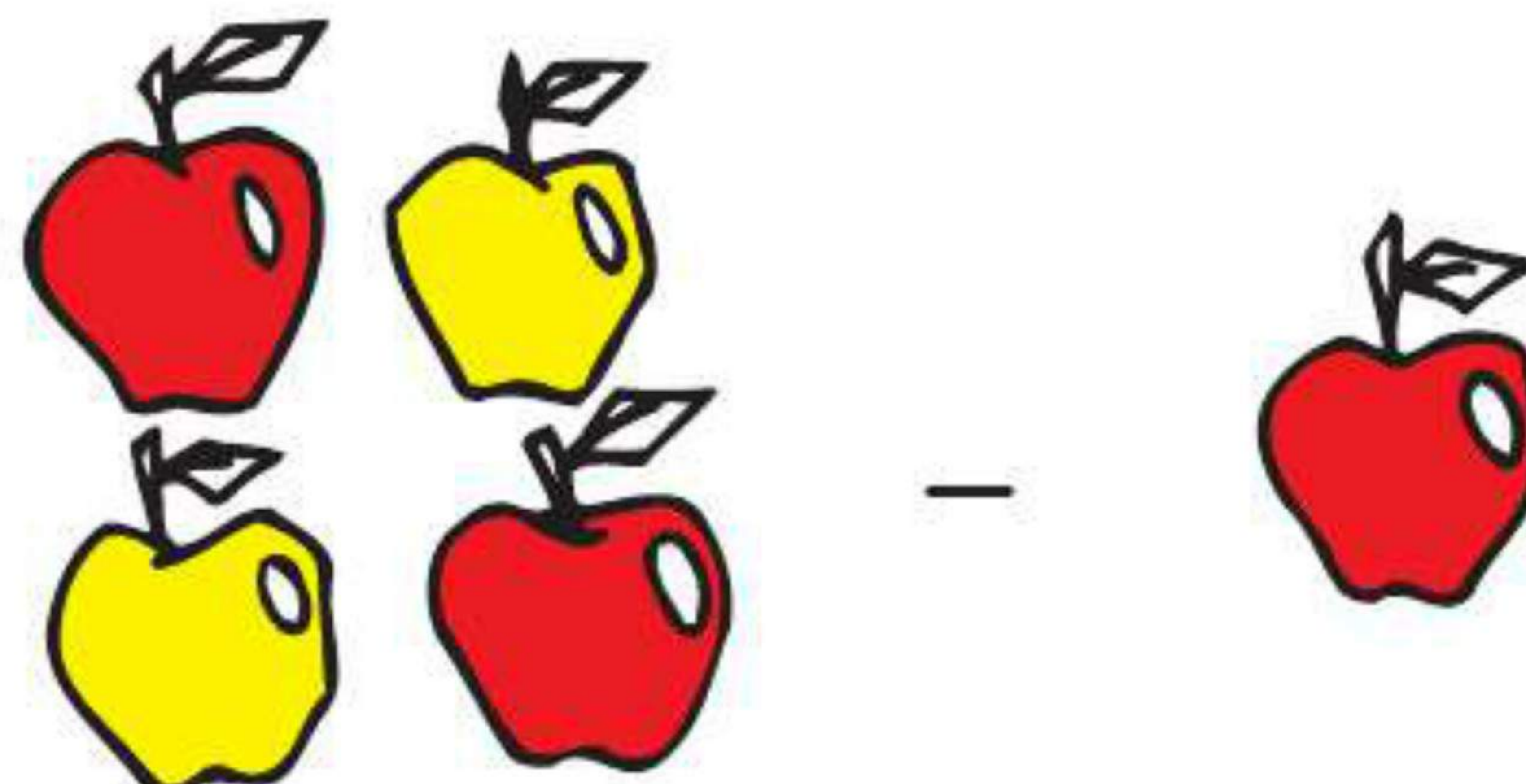
$$6 - 2 = \underline{\quad}$$



$$9 - 5 = \underline{\quad}$$



$$7 - 2 = \underline{\quad}$$



$$4 - 1 = \underline{\quad}$$



$$8 - 1 = \underline{\quad}$$



$$4 - 0 = \underline{\quad}$$



Subtraction 10–15

Directions: Count the crayons in each group. Put an **X** through the number of crayons being subtracted. How many are left?

		-	5	=	<u>10</u>
		-	4	=	_____
		-	7	=	_____
		-	6	=	_____
		-	5	=	_____
		-	8	=	_____

13 - 8 = _____

11 - 5 = _____

12 - 9 = _____

14 - 7 = _____

10 - 7 = _____

13 - 3 = _____

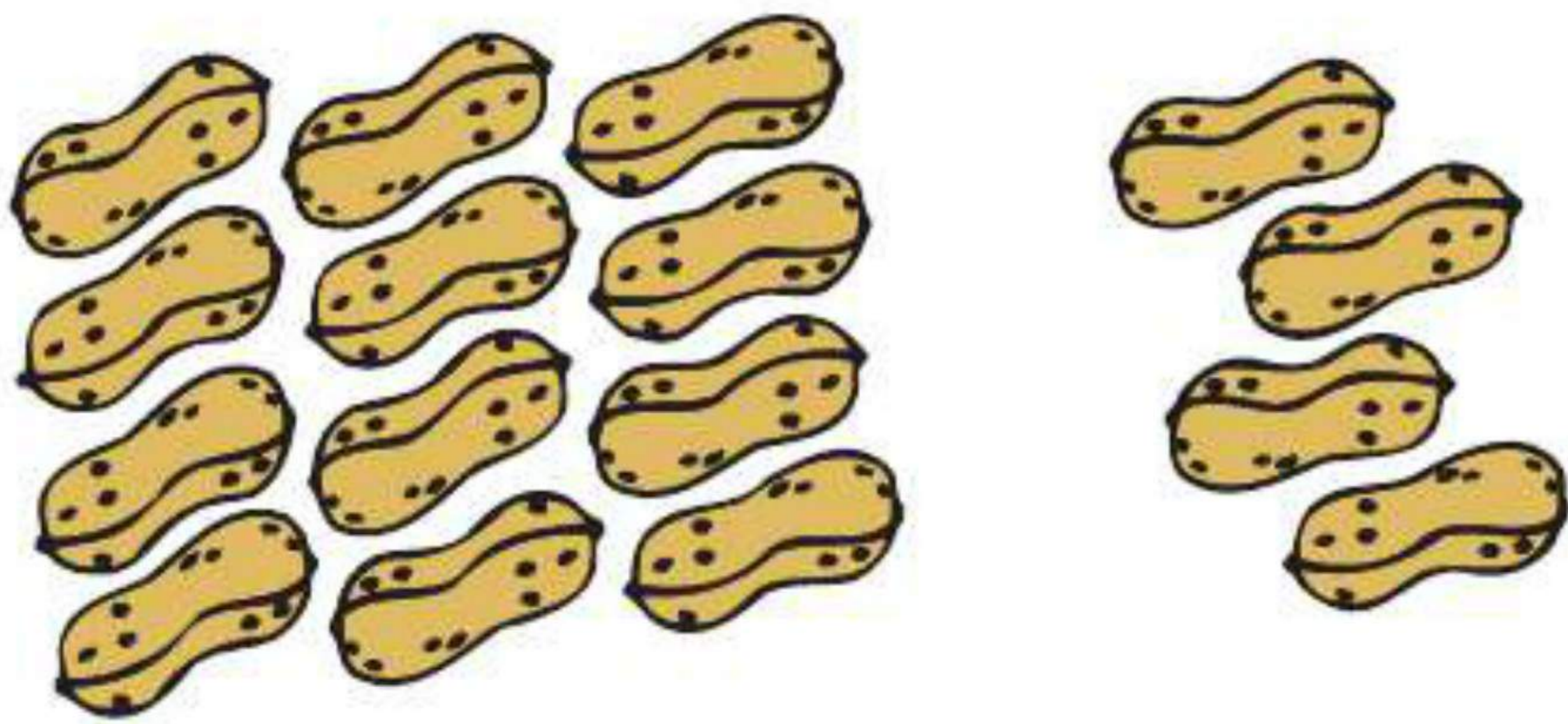
15 - 9 = _____

11 - 8 = _____

12 - 10 = _____

Picture Problems: Addition & Subtraction

Directions: Solve the number problem under each picture. Write + or - to show if you should add or subtract.



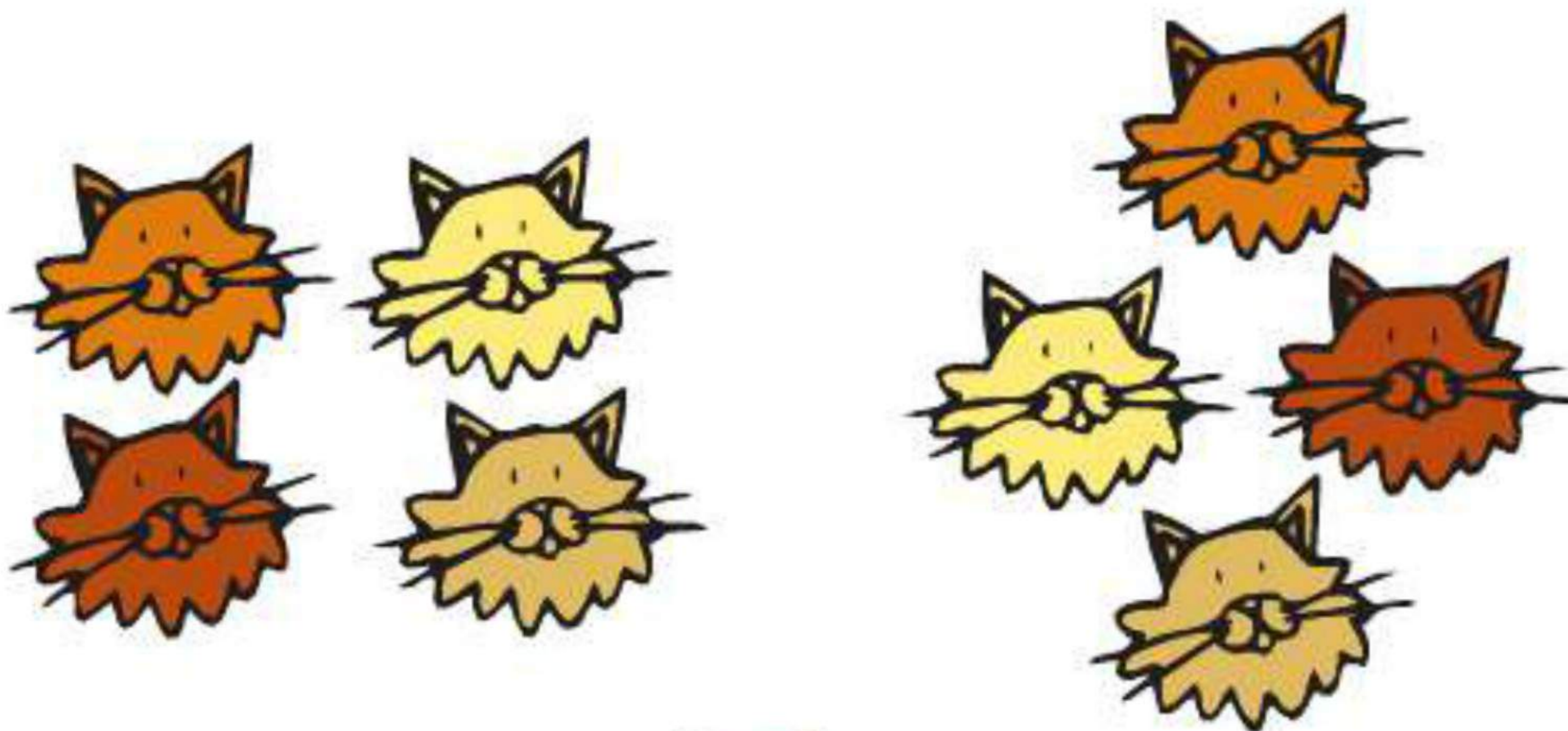
How many s are left?

$$12 - 4 = \underline{\quad}$$



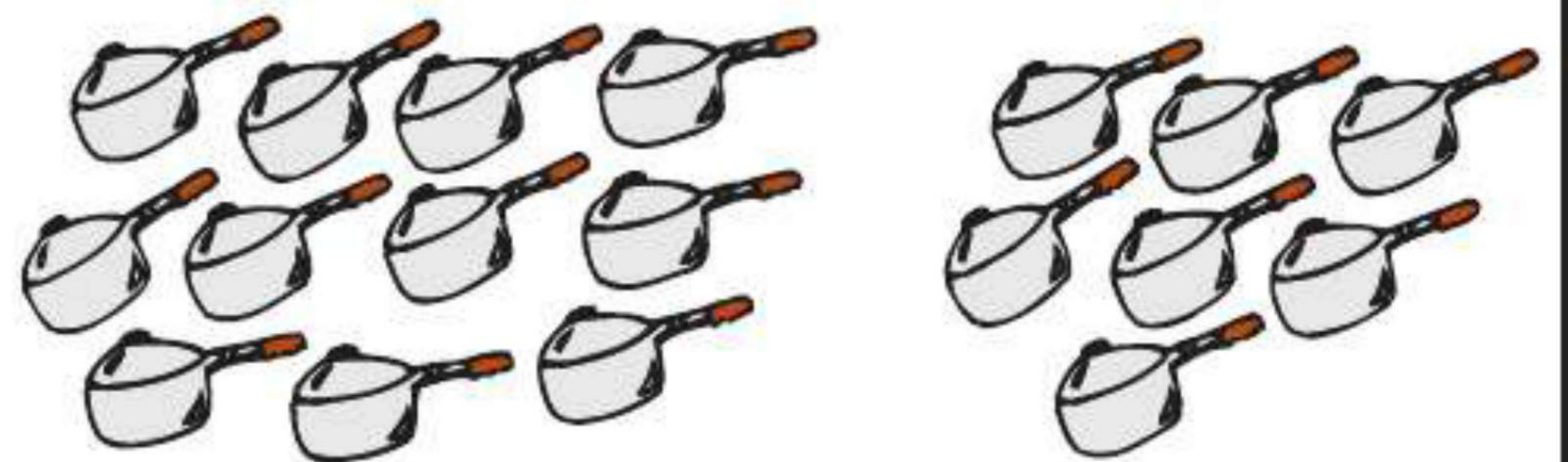
How many s in all?

$$6 + 8 = \underline{\quad}$$



How many s are left?


$$4 - 4 = \underline{\quad}$$



How many s are left?

$$11 - 7 = \underline{\quad}$$



How many s in all?

$$9 + 3 = \underline{\quad}$$



How many s in all?

$$10 + 0 = \underline{\quad}$$



Addition and Subtraction

Directions: Solve the problems. Remember, addition means “putting together” or adding two or more numbers to find the sum. Subtraction means “taking away” or subtracting one number from another.

$2 + 4 = \underline{\quad}$

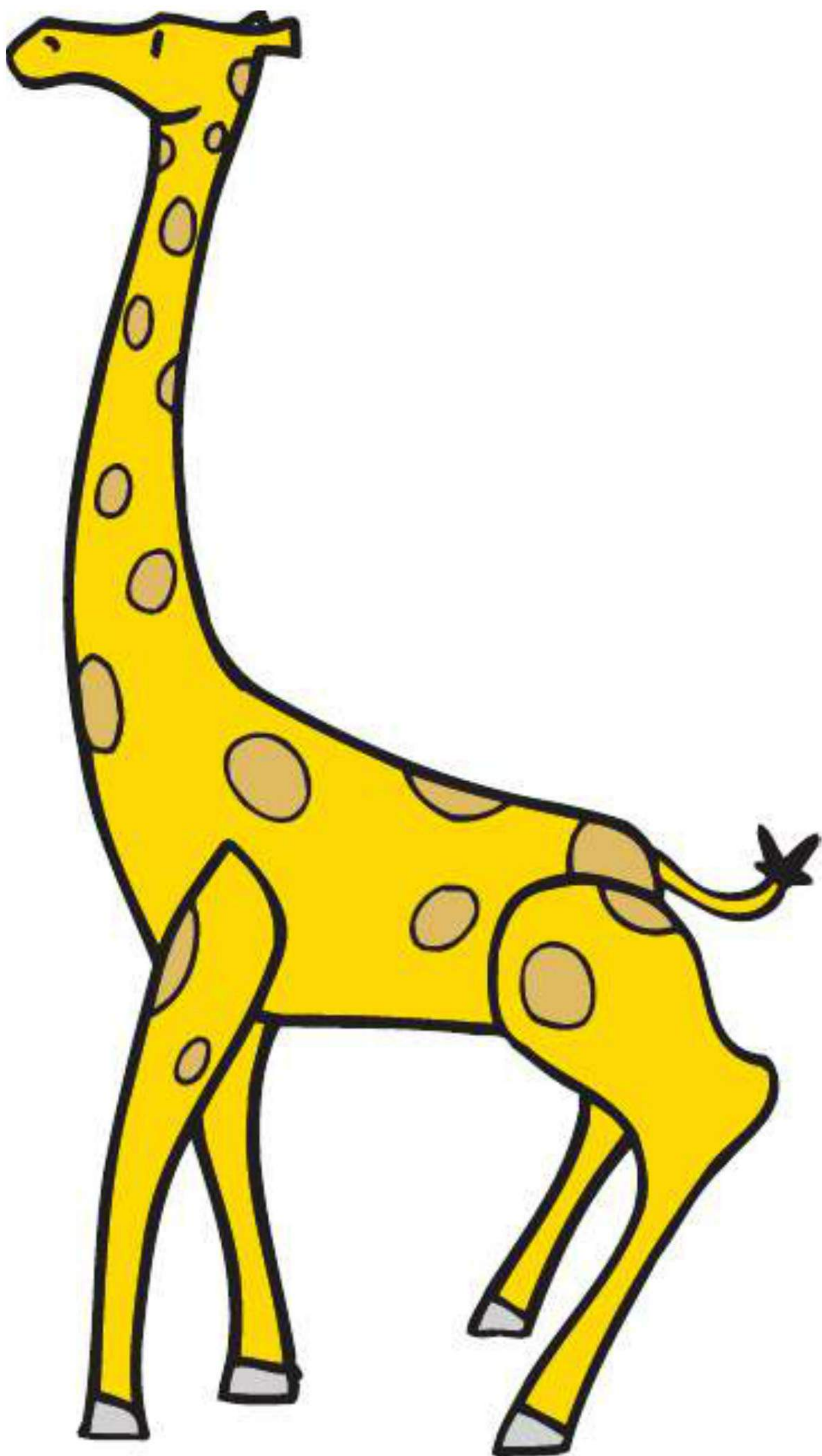
$5 - 1 = \underline{\quad}$

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

$6 + 2 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

$8 - 5 = \underline{\quad}$



$9 - 1 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

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

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

$5 + 2 = \underline{\quad}$



Addition and Subtraction

Directions: Solve the problems. From your answers, use the code to color the quilt.

Color:

- 6 = blue
- 7 = yellow
- 8 = green
- 9 = red
- 10 = orange

