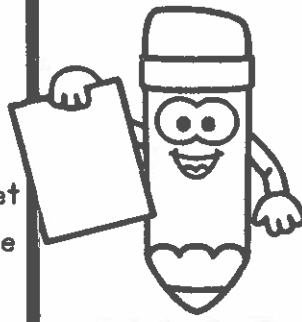


SPELLING PRACTICE

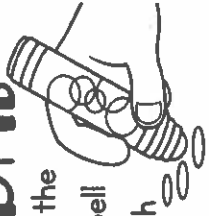
Look at a word and practice spelling it aloud. When you are ready fold the side of the sheet on the gray line, so that you can no longer see the words. Write your word on the line from memory. Peek to see if you are correct. Then, repeat for the other words.



FOLD + PEEK

- | | |
|-----------|-----------|
| 1. _____ | 1. cake |
| 2. _____ | 2. shape |
| 3. _____ | 3. wide |
| 4. _____ | 4. pine |
| 5. _____ | 5. like |
| 6. _____ | 6. Pete |
| 7. _____ | 7. these |
| 8. _____ | 8. eve |
| 9. _____ | 9. home |
| 10. _____ | 10. bone |
| 11. _____ | 11. off |
| 12. _____ | 12. every |

SPELL & DAB



Dab your word with the color listed below. Spell your word aloud each time you dab.

red



orange



yellow



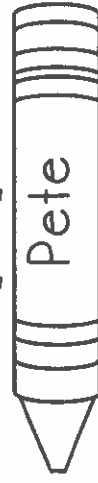
green



blue



purple



cake	pine	like	wide	Pete	shape
wide	Pete	cake	wide	like	cake
like	shape	pine	Pete	shape	pine
pine	like	wide	cake	like	Pete
cake	pine	shape	Pete	wide	shape
Pete	shape	like	cake	wide	pine

Letter Boxes

WRITE THE CORRECT SPELLING WORDS IN THE BOXES BELOW

1. cake

5. like

9. home

2. shape

6. Pete

10. bone

3. wide

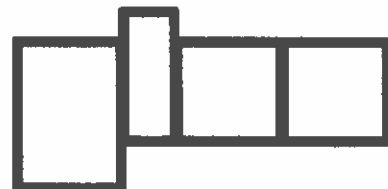
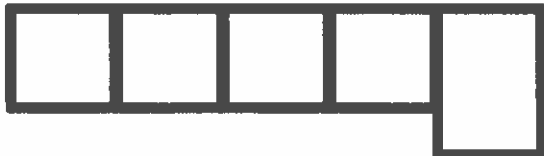
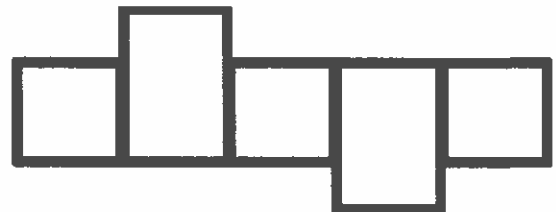
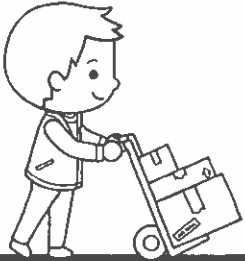
7. these

11. off

4. pine

8. eve

12. every



a = 10
b = 1
c = 2
d = 3
e = 10
f = 4
g = 5
h = 1
i = 10
j = 2
k = 3
l = 4
m = 5
n = 1
o = 10
p = 2
q = 3
r = 4
s = 5
t = 1
u = 10
v = 2
w = 3
x = 4
y = 5
z = 1

TARGET WORD PRACTICE



Write your word on the line. Calculate the value of your word using the number chart. Write that number on the target board.

cake

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

shape

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

wide

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

pine

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

like

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

Pete

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

these

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

eve

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

home

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

bone

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

off

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

every

Handwriting lines (top, middle dashed, bottom) and a target board (rectangle with a circle and crosshair).

A. Words for Fluency Practice

- | | | | | | |
|----------|------|-------|------|------|-------|
| 1. shave | gate | theme | zone | made | chime |
| 2. cute | June | mute | tube | pure | rude |
| 3. mule | fume | tune | dune | lube | jute |
| 4. yule | nude | rule | cube | lute | dude |
| 5. fire | wire | tire | hire | sire | dire |

B. Sentences for Fluency Practice

1. This fire is hot.
2. Do you own a lute?
3. Can you sing a cute tune?
4. Did you catch fish in June?
5. Hire a vet to watch the mule.
6. Use the wire to make a cube.
7. Why was a tire off the hotrod?
8. She made a fire with the yule log.



- **Go Fish/Memory/Tic-Tac-Toe:** (use the Dictation Word cards on **Page 7**)
 - **Go Fish:** (Make two copies of the Dictation Word Cards on **Page 7**) Mix the Dictation Word cards, deal 5 to each player, and place the rest face down on the desk. When playing “Go Fish”, students ask for the match to one of the cards in their hand. If the other player has it, he/she must hand it over. The first player lays that pair to the side and it is the other person’s turn. If the other player does not have it, the person who asked picks a card from the card pack. (For a shorter game, copy any two-three columns.)
 - **Challenge:** Use the word in a sentence or define.
 - **Memory:** (Make two copies of the Dictation Word Cards on **Page 7**) Place cards face down on the table. Students take turns flipping over two cards. Students say each word. If the cards are a match, the student keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced and it is the next person’s turn. (For a shorter game, copy any two columns.)
 - **Challenge:** Use the word in a sentence or define.
 - **Sound Memory:** (Make one copy of the first two columns of the Dictation Word Cards on **Page 7**) Place cards face down on the table. Students take turns flipping over two cards. Students say each word. If the cards are a match (have the same sound – ire, ū, or oo), the student keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced and it is the next person’s turn.
 - **Challenge:** Use the word in a sentence or define.
 - **Tic-Tac-Toe:** Play “Tic-Tac-Toe” by placing the cards face down in a pile and choosing two different colored markers (anything except red). The first student would pick a card from the pile, read the word, and their partner would write the word in one of the squares with their marker. Then they would switch roles until all nine squares are filled. The students could also check spelling by showing the card after the word was written. The object of the game is to write three words in a row of your color.



Dictation Words Cards:

cute	June	mute	tube	pure
rude	mule	jute	tune	dune
lube	fume	yule	nude	rule
cube	lute	dude	fire	wire
fire	hire	sire	dire	admire



Dictation Words:

- **Word Sort:** *(Sort Charts and Dictation Words on Page 7)* Sort word cards into categories (Magic-e sounds; noun/verb/both, etc.)
- **Sentence Savvy:** Students select a Dictation word card (**Page 7**) and create a sentence using that word. Students then write the sentence* on lined paper while gluing the word card into the sentence.
- **Challenge:** Ask students to use 2 or more words in one sentence*
 - Ask students to use these words in questions*, exclamations*, titles*, quotes*, etc.
**Remember to only make corrections on phonetic words and Red Words which have already been taught.*



Dictation Words Sorts:

u_e (ū)	u_e (oo)	ire

More Dictation Words Sorts:

Noun	Verb	Both

Spring Hills Camp

Kate and Dad went to Spring Hills Camp for a fun time. It was not quite June when they went. Ben and Mom did not come with them. When Kate and Dad got to camp, they saw a lot of fun things to do. They unpacked all of their things, then went to the gate to look about. By the gate, they saw a cute mule. She was in a wire pen.

"I hope I can ride her," Kate did say.

Just then, there was a bell chime, so Kate and Dad ran to the big camp tent.

"Hi! I am Ted the Camp Dude! I am glad you came to Spring Hills Camp. We will have a lot of fun. We can tube on the lake, swing on the tire swing, sing songs at the camp fire and even ride June, our mule."

"The theme of Spring Hills is 'have fun' and our one rule is 'be kind, not rude'." Ted told all about the camp, and then Kate and Dad went to have some fun. They did all of the things Ted told them about. They even rode the mule!

When Kate and Dad got back home, they told Mom and Ben all about the camp and Kate did say, "I want a job just like Camp Dude Ted. I hope Spring Hills Camp will hire me next June!"



Name _____ Date _____

where

Write the Red Word three times in RED:



1. _____

2. _____

3. _____

(fold) ----- (fold)

Write the Red Word from memory:



Write the sentences in pencil. Underline the Red Words:



1. _____

2. _____

The Note

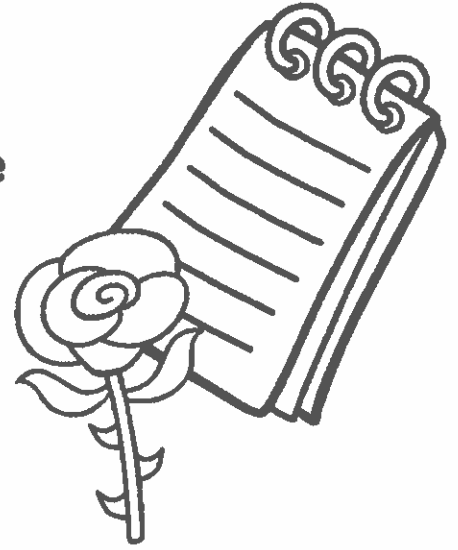
Today I broke a bone. The bone is in my nose, so I broke my nose!

I got on the phone to tell Sam

about my nose. When I got home,

I saw a note. Sam wrote me a note. It said, "I hope you feel better!" There was a rose with the note.

Sam is such a good friend!



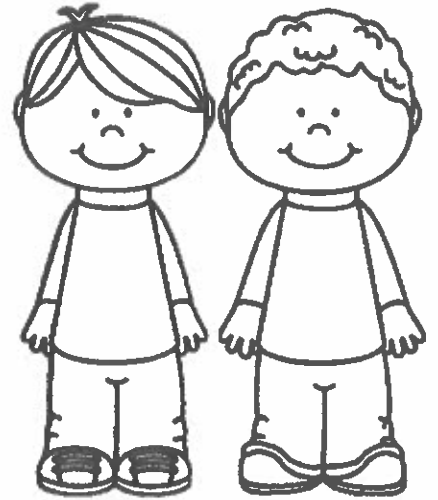
① What bone did she break?

② How did she tell Sam she broke her nose?

③ What was with the note?

My Friend Mike

This is Mike Price. I met Mike at the park. He was so nice. He had a shirt just like mine! At the park, we rode our bikes. We went down the slide. Mike and I also played with white kites. Then we had a slice of cake. It was so fun to be in the sunshine with my friend Mike!



① Where did the two friends meet?

② What is one thing they did at the park?

③ What color were the kites?

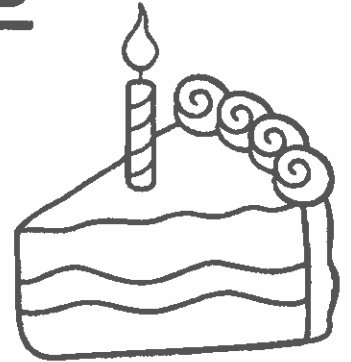
a_e

Name: _____

Cake at the Lake

Dave and Jake went to the lake.

Jane was at the lake, too. Jane's
mom gave her a cake to take to the



lake. Dave, Jake, and Jane looked for a place to
have cake. They found a cave. They got out of the
sun in the shade of the cave. They put the cake on
plates and ate. You could see frosting on Jake's
face!



① Who went to the lake?

② What did Jane take to the lake?

③ Why did they eat cake in a cave?

Name: _____

Contraction with 's

it	+	is	=	it's	_____
she	+	is	=	_____	_____
we	+	is	=	_____	_____
there	+	is	=	_____	_____
where	+	is	=	_____	_____
that	+	is	=	_____	_____

Name _____

The verbs **has** and **have** mean “to own something.”

We use **has** to tell about one person, place, or thing.

Clay **has** a pet.

We use **have** to tell about more than one person, place, or thing.

We also use **have** with the words **I** and **you**.

Jan and Tim **have** pet fish.

I **have** a dog.

You **have** a cat.

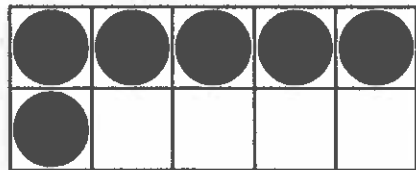
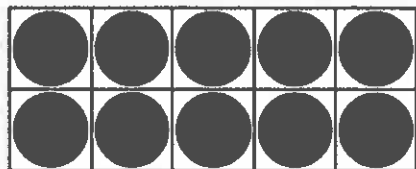
Circle the verb that belongs in the sentence.

1. Nick (has, have) a big dog.
2. Mike and Cal (has, have) small dogs.
3. I (has, have) water for the pets.
4. Kim (has, have) many pretty fish.
5. Zack and Lin (has, have) some cats.
6. We (has, have) lots of fun on Pet Day.

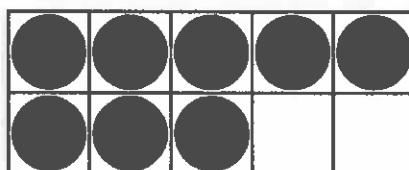
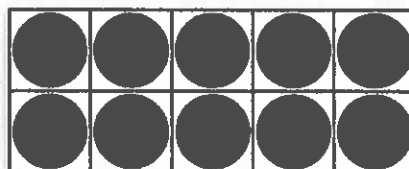


Fluency: Place Value

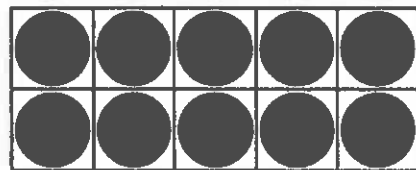
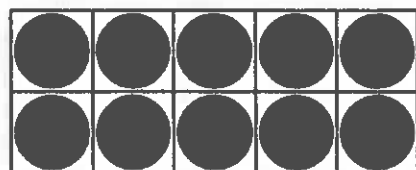
Directions: Write the tens and ones for each.



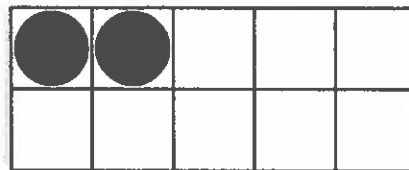
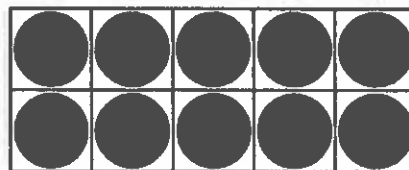
_____ tens _____ ones



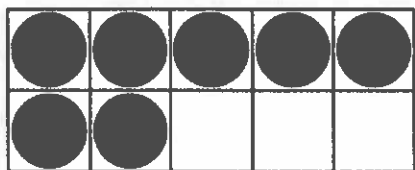
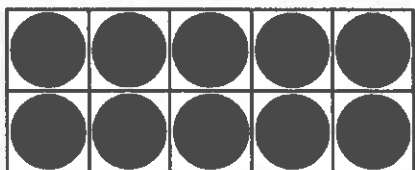
_____ tens _____ ones



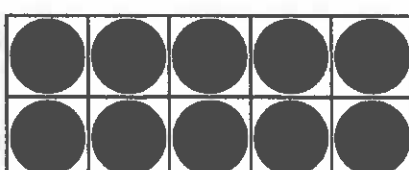
_____ tens _____ ones



_____ tens _____ ones



_____ tens _____ ones



_____ tens _____ ones

Lesson **5.4**

Name: _____

Fluency: Place Value

Directions: Write the tens and ones for each number given.

12

_____ tens _____ ones

20

_____ tens _____ ones

19

_____ tens _____ ones

14

_____ tens _____ ones

11

_____ tens _____ ones

15

_____ tens _____ ones

LESSON **5.3**

Name: _____

Place Value

Directions: Illustrate the number with tens and one. Then, describe the tens and ones.

18

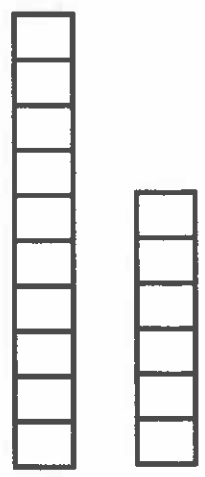
_____ tens

_____ ones

20

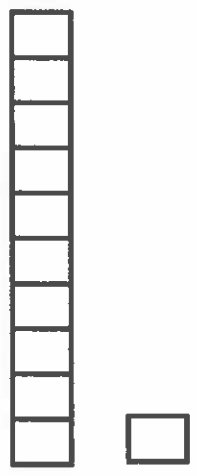
_____ tens

_____ ones



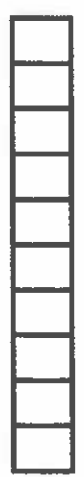
_____ tens

_____ ones



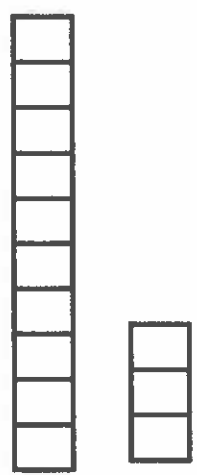
_____ tens

_____ ones



_____ tens

_____ ones



_____ tens

_____ ones

Review

Vocabulary

Write vocabulary words to complete the sentences.

Vocabulary
ones
ten

1 I _____ is the same as 10 _____.

2 The number 15 has 15 _____.

3 The number 15 has 1 _____.

Concepts and Skills

4 Luis has 10 books. He gets 7 more books. How many books does Luis have now? Write the number three ways.

_____ + _____

_____ ten _____ ones

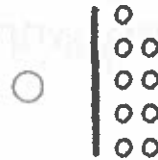
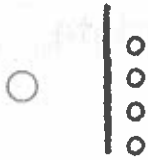
_____ books

5 Ava sees 8 horses by the barn and 5 horses by the fence. How many horses does she see? Draw a quick picture to show the number.

_____ horses

Fill in the bubble next to the correct answer.

6 Which quick picture shows 14?



7 Which is the same as $10 + 8$?

9

13

18

8 Which is the same as $10 + 2$?

1 ten 0 ones

1 ten 2 ones

1 ten 5 ones

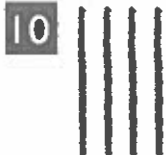
9 Sean has 7 bags of marbles. There are 10 marbles in each bag. How many marbles does Sean have?

10

17


70

Write the number shown by the quick picture.




On Your Own

Draw a quick picture to solve.


- 3  Use **Draw** Jose packs soup into 2 boxes. Each box holds 10 cans of soup. How many cans does Jose pack in the boxes?

cans

- 4  Use **Draw** There are 70 books in a bookcase. There are 10 books on each shelf. How many shelves are there?

shelves

Write the number shown by the quick picture.

- 5  tens ones =



I'm in a Learning Mindset!

How will understanding tens help me?



Are You Ready?

Complete these problems to review prior concepts and skills you will need for this module.

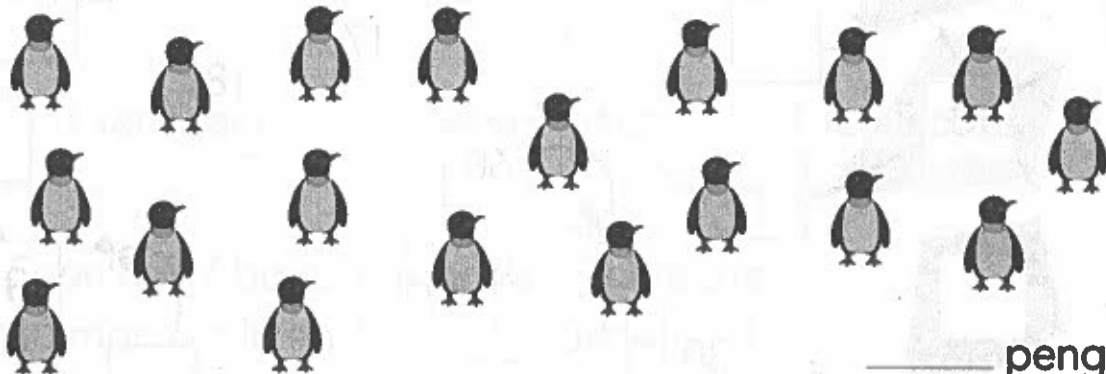
Explore Numbers 6 to 9

1 Represent the number with ●. Draw the ●.

8


Count Groups to 20


2 Circle groups of 10. Write how many penguins in all.



_____ penguins

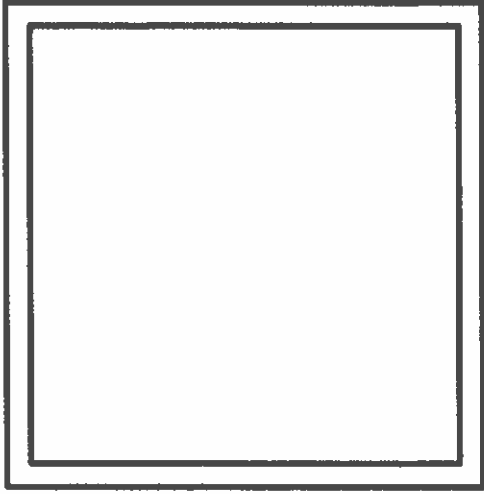
Use a Hundred Chart to Count

3 Start at 1 and count to 18.
Use  to color the numbers you counted.

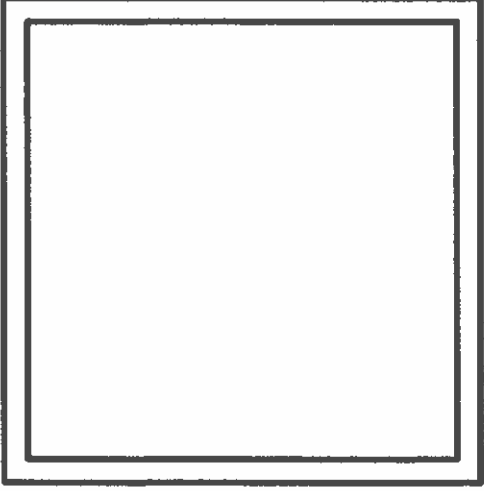
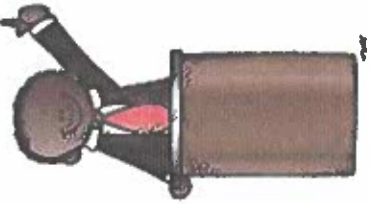
4 Start at 54 and count to 75.
Use  to color the numbers you counted.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

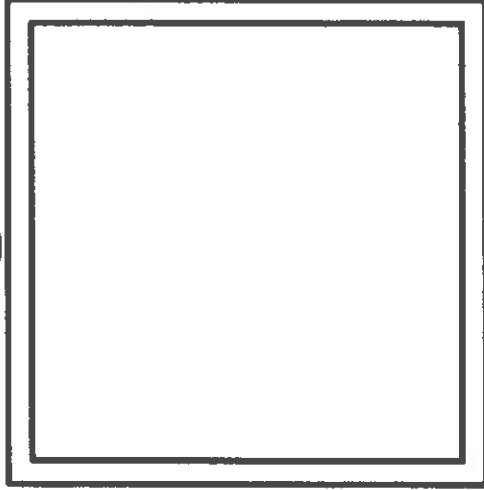
Martin Luther King Jr. Timeline



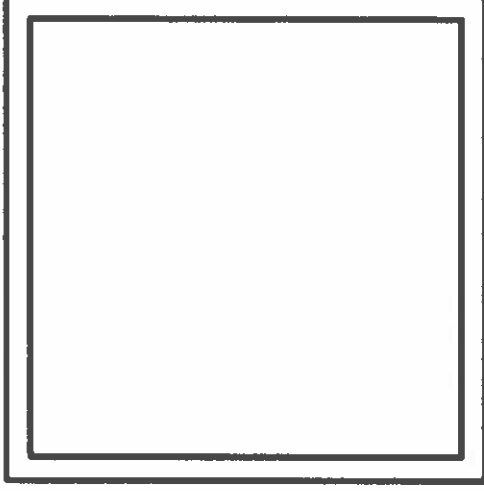
1963



1964



1968



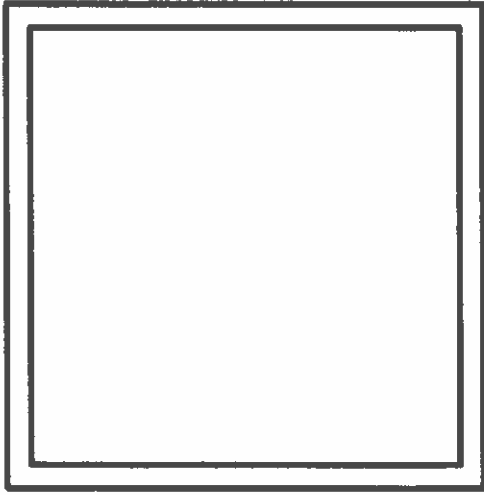
MLK

1983



Name _____

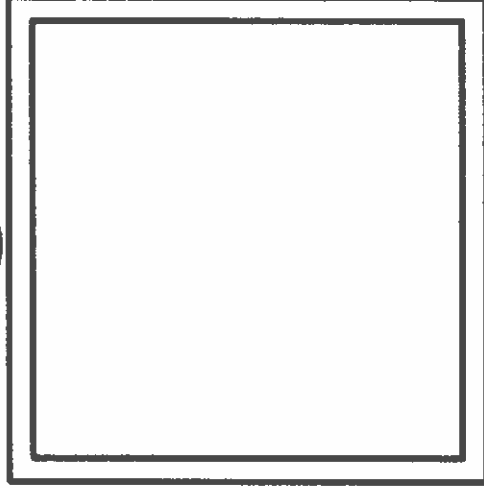
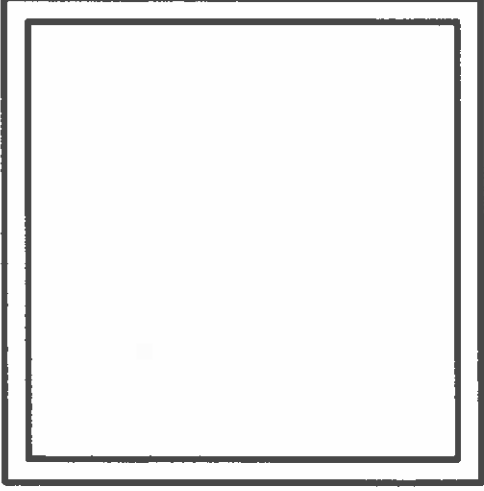
Martin Luther King Jr. Timeline



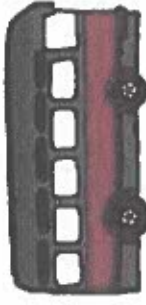
1929



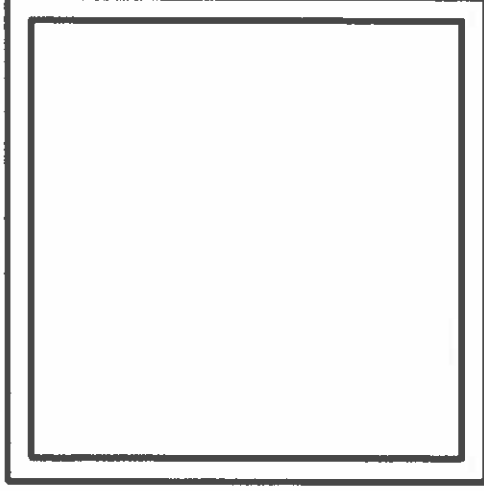
1948



1953



1955



Name _____

Born on Jan.
15th
in Atlanta,
Georgia

Ordained a
minister

Married
Coretta Scott
in Marion,
Alabama

Led boycott
of
Montgomery,
Alabama
buses

Was
awarded the
Nobel Peace
Prize

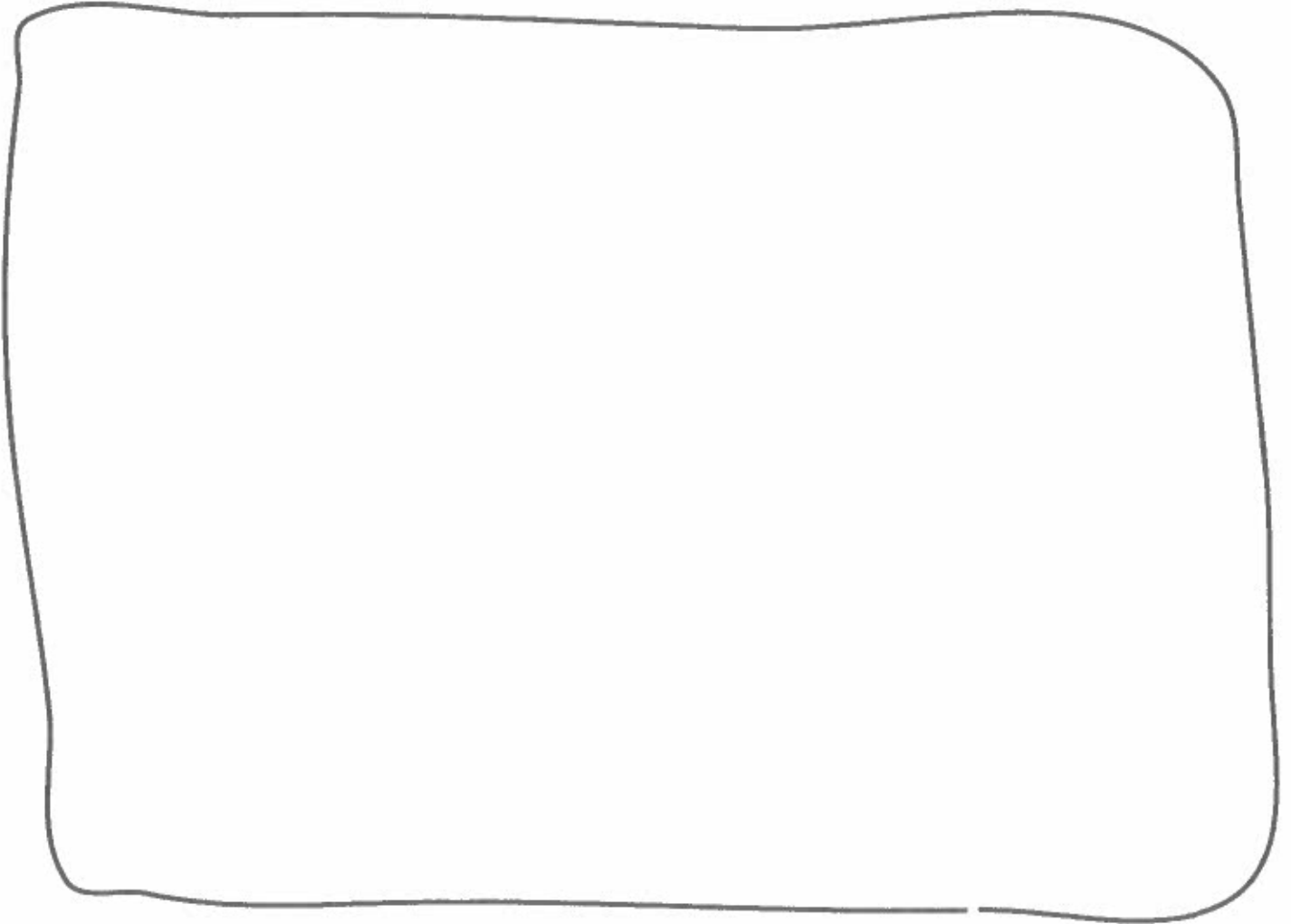
Assassinated
on April 4th in
Memphis,
Tennessee

Led the March on
Washington on Aug.
28th and gave his "I
have a Dream"
speech from the
steps of the Lincoln
Memorial.

The third Monday in
January was declared
an annual federal
holiday by the United
States Congress to
honor the life and
ideals of Martin Luther
King Jr.

Name:

1. Draw a musical instrument making sounds.



2. The instrument makes sounds by...

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.