

Webster County School District

1st Grade ELA



At Home Learning Packet

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10 Free Learning Websites

- **Sitcheroo Zoo**
 - www.switcheroozoo.com
 - Watch, listen, and play games to learn all about amazing animals!
- **Nat Geo for Kids**
 - www.kids.nationalgeographic.com
 - Learn all about geography and fascinating animals!
- **Into the Book**
 - www.reading.ecb.org
 - Go “into the book” to play games that practice reading strategies!
- **Suessville**
 - www.seussville.com
 - Read, play games, and hang out with Dr. Seuss and his friends!
- **ABC YA**
 - www.abcya.com
 - Practice math and reading skills all while playing fun games!
- **Fun Brain**
 - www.funbrain.com
 - Play games while practicing math and reading skills!
- **PBS Kids**
 - www.pbs.org
 - Hang out with your favorite characters all while learning!
- **Star Fall**
 - www.starfall.com
 - Practice your phonics skills with these read-along stories!
- **Storyline Online**
 - www.storylineonline.com
 - Have some of your favorite stories read to you by movie stars!
- **Highlights Kids**
 - www.highlightskids.com
 - Read, play games, and conduct cool science experiments!

Daily Routine – First Grade

There are 5 key components to reading. This packet is designed for you to **pick one activity from each area each day**. These are skills your child should already have and are intended to help them not lose those skills over the break.

Area	Definition
Phonological Awareness	Knowing what sounds each letter makes. (Some letters make more than one sound.)
Phonics (Letters)	Knowing each letter by sight.
Fluency	How quickly a student can recall what they know. (The faster a student can remember what they know the better they understand what they're reading.)
Vocabulary	Knowing a variety of words. (Includes both sight words and words that need to be sounded out.)
Comprehension	Understanding what is read.

Additional Activities

Writing activities are provided as well. **Students should complete ONE of these per day.**

Phonological Awareness Activities

Phonological Awareness Activity 1

Objective

The student will match beginning sounds in words.

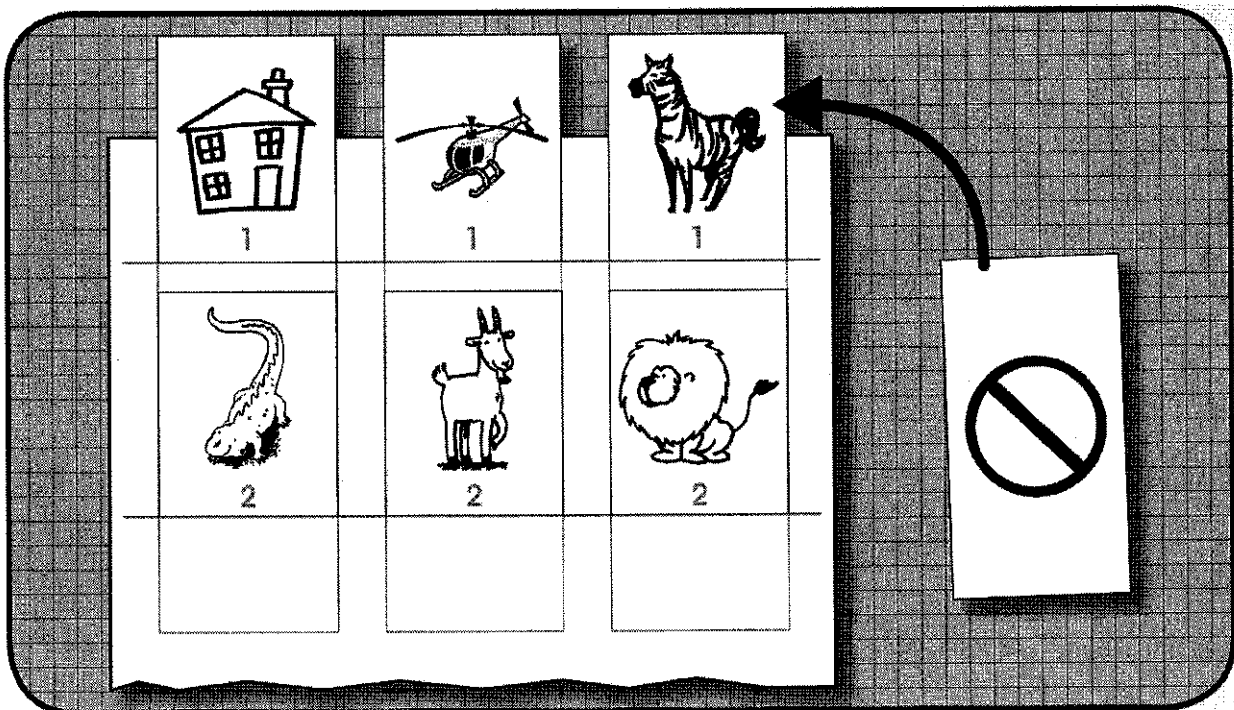
Materials

- Initial sound picture cards (Activity Master PA.025.AM1a - PA.025.AM1e)
- ∅ card (Activity Master PA.025.AM2)

Activity

Students determine which words have the same initial sound and place a picture that does not.

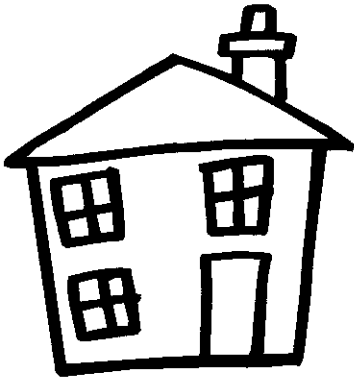
1. Place initial sound picture cards with the same numbers in separate rows on the pocket chart.
2. The student says the name the pictures in a given row and say each initial sound (e.g., "house /h/, helicopter /h/, zebra /z/").
3. Place the ∅ card over the picture that does not have the same initial sound as the other two cards (i.e., zebra).
4. Continue until one picture on each row is covered by a card.



Phonological Awareness

One Card Out

PA.025.AM1a



1



1



1



2



2



2

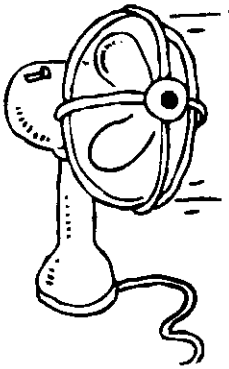
initial sound picture cards: house, zebra, helicopter, lion, goat, lizard



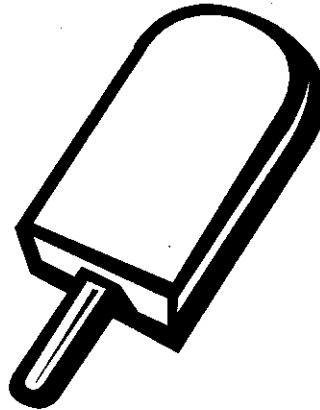
Phonological Awareness

PA.025.AM1b

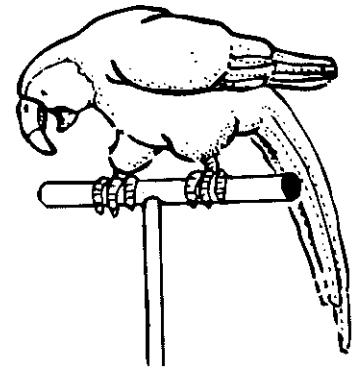
One Card Out



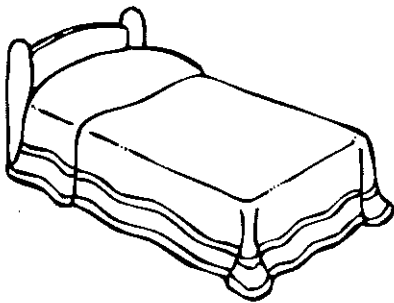
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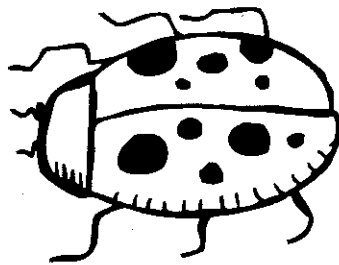
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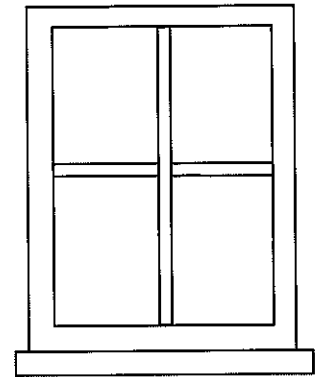
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4

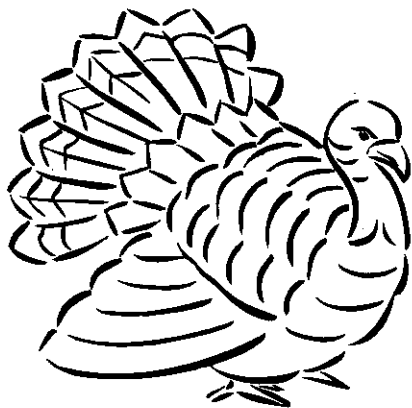
initial sound picture cards: fan, popsicle, parrot, bed, bug, window



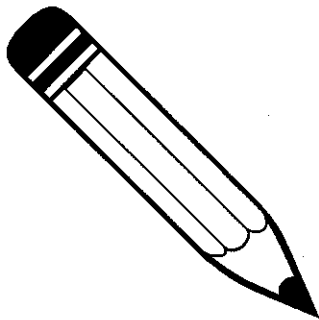
Phonological Awareness

One Card Out

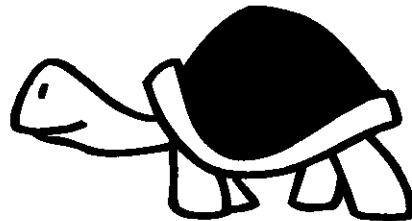
PA.025.AM1c



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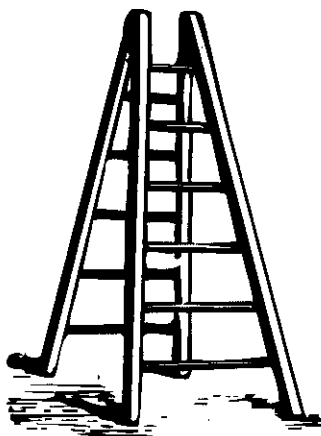
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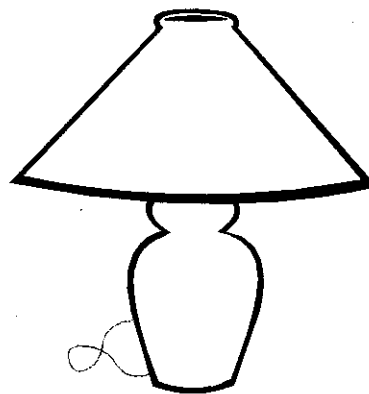
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6



6

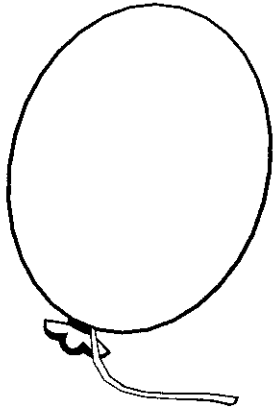
initial sound picture cards: turkey, pencil, turtle, hand, ladder, lamp



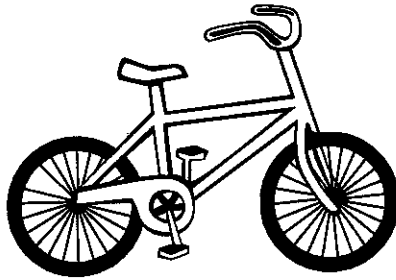
Phonological Awareness

PA.025.AMI d

One Card Out



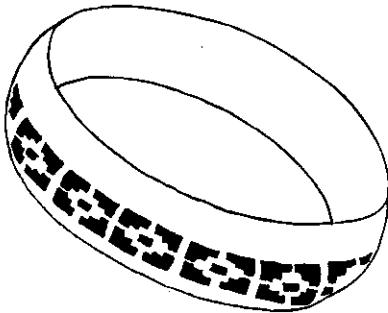
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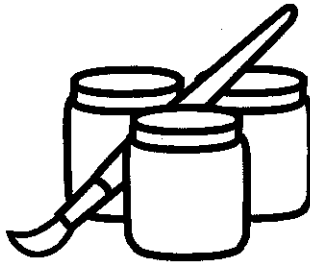
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7



8



8



8

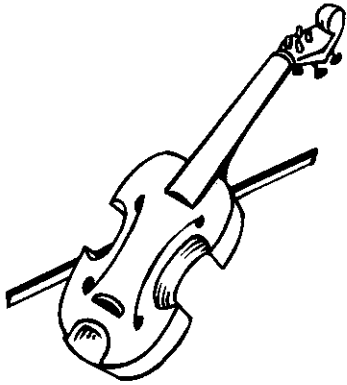
initial sound picture cards: balloon, bike, clown, bracelet, paint, penny



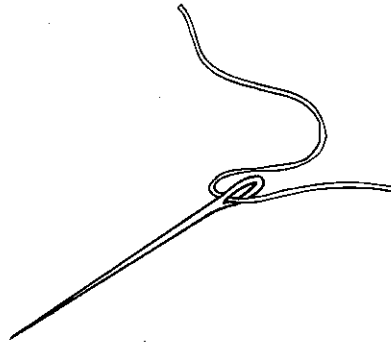
Phonological Awareness

One Card Out

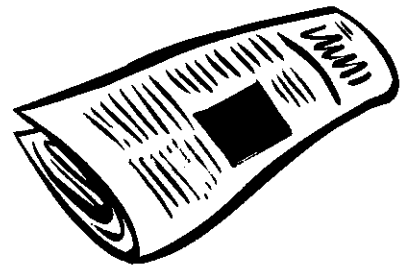
PA.025.AMI e



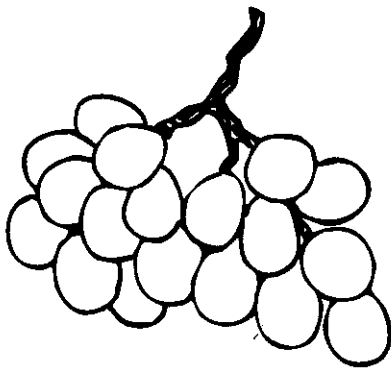
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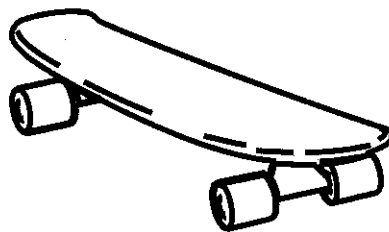
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9



10



10



10

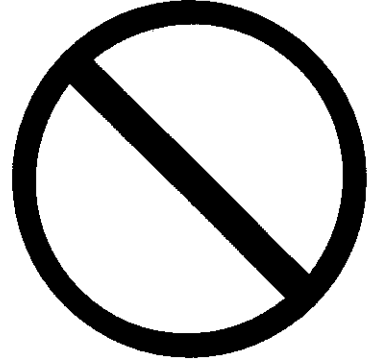
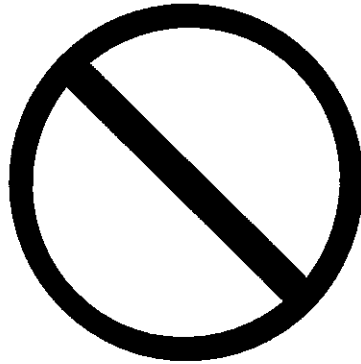
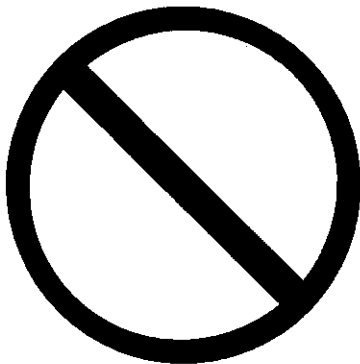
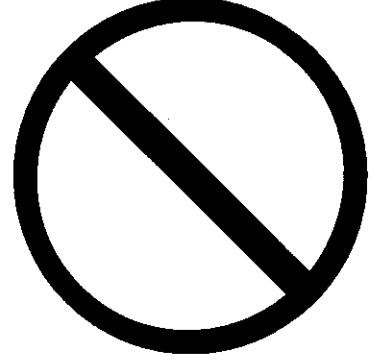
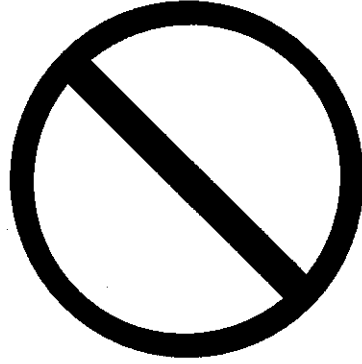
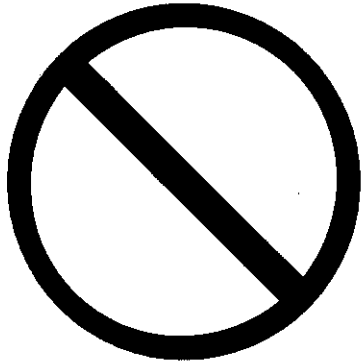
initial sound picture cards: violin, needle, newspaper, grapes, skateboard, grass



Phonological Awareness

PA.025.AM2

One Card Out



6 cards





Sound Snacker – Sound Smacker

Objective

The student will match **initial phonemes** in words.

Parents: Initial phonemes are the beginning sounds.

Materials

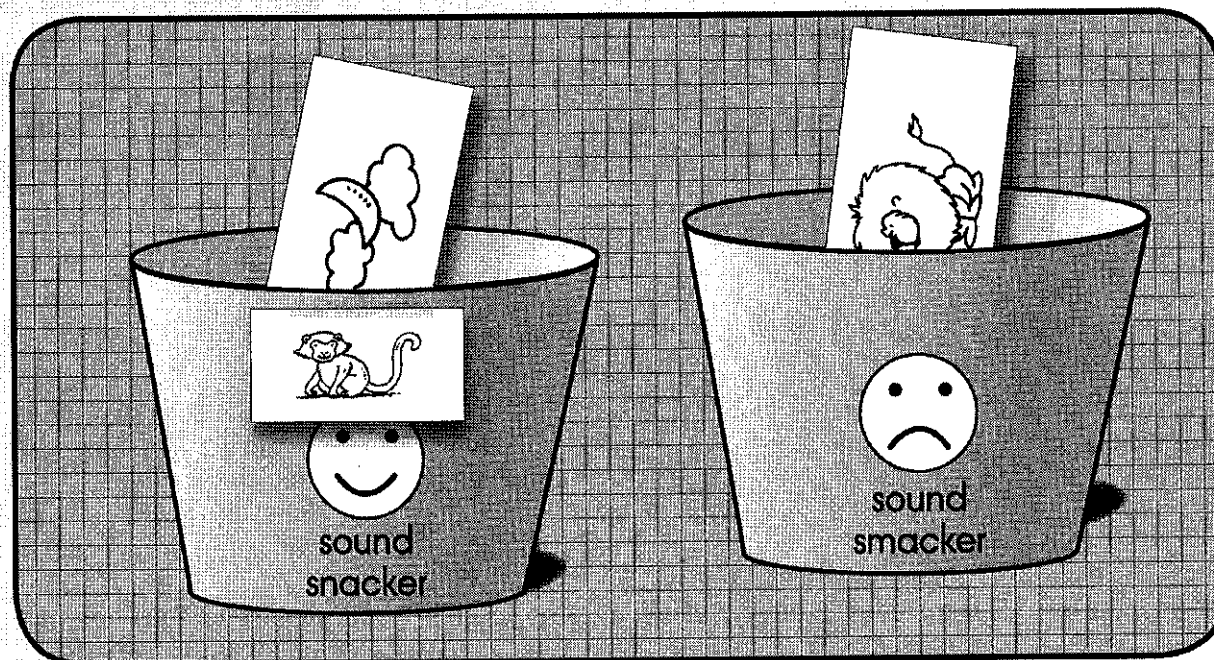
- ▶ Construction paper
*Make two "faces" – one happy and one sad.
Label the happy face "Sound Snacker" (target sound) and label the sad face "Sound Smacker."*
- ▶ Two plastic containers, baskets, or trash cans with swinging lids
Attach a face to the front of each container.
- ▶ Initial sound picture cards (Activity Master PA.026.AM1a - PA.026.AM1b)
Choose a target picture (e.g., monkey) and attach it to the "Sound Snacker" container.
- ▶ Non-target initial sound picture cards (Activity Master PA.026.AM2)

Activity

Students sort objects by initial sounds into containers.

1. Place the sorting containers and picture cards face down in a stack at the center.
2. Taking turns, students select the top card, name it, and say its initial sound (e.g., "moon, /m/"). Determine if initial sound matches target sound (i.e., /m/).
3. If it matches, place picture card in Sound Snacker container. If it does not match, place in Sound Smacker container.
4. Continue until all picture cards are sorted.

~~5. Peer evaluation~~



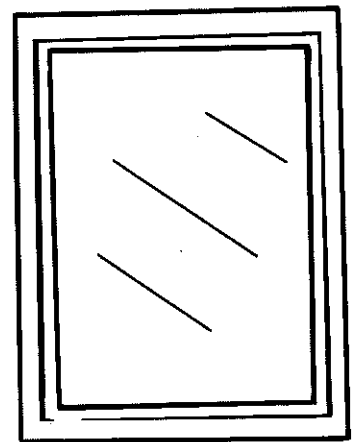
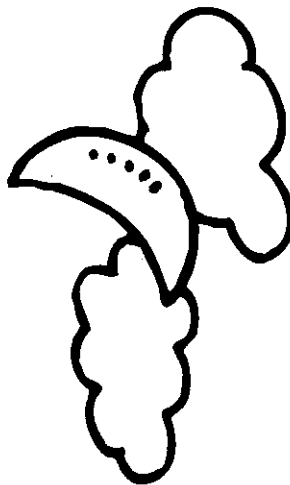
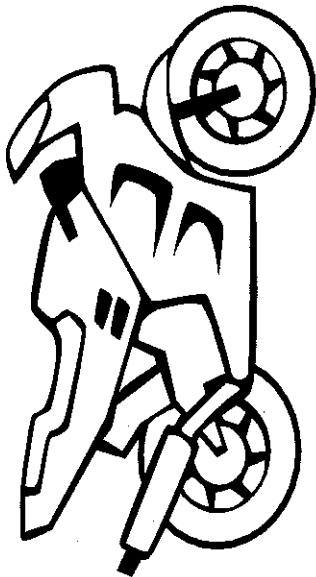
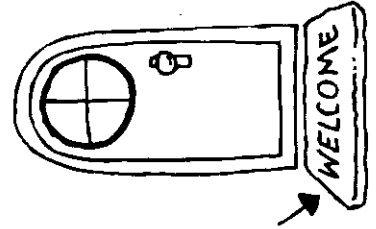
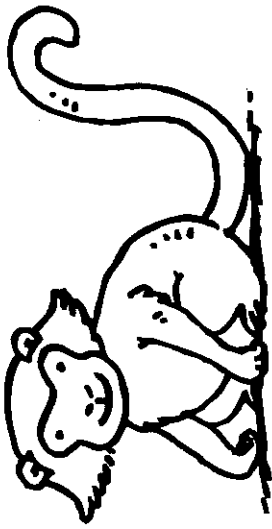
Extensions and Adaptations

- ▶ Use target and non-target initial sound objects.
- ▶ Use final and medial target and non-target sound objects.
- ▶ Sort objects that do and do not have the same rime.

Phonological Awareness

PA.026.AM1a

Sound Snacker – Sound Snacker



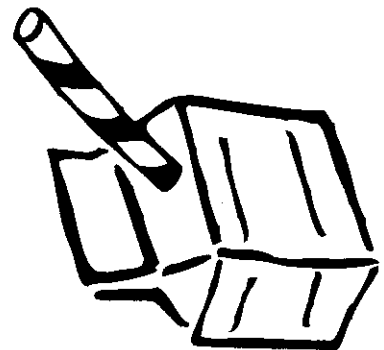
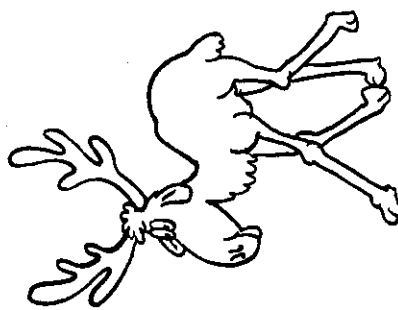
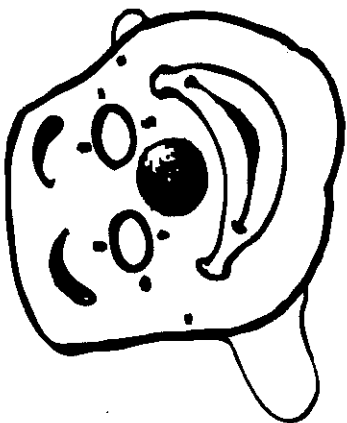
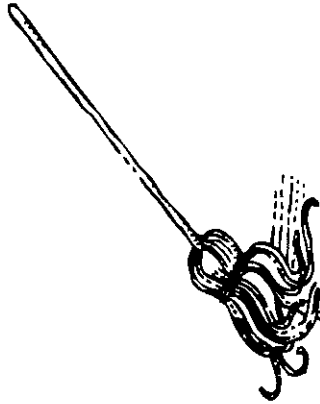
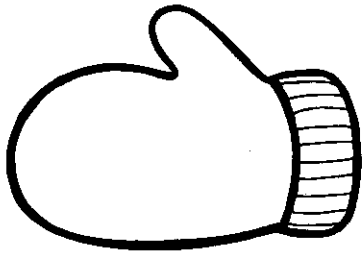
initial sound picture cards: monkey, mice, mat, motorcycle, moon, mirror



Phonological Awareness

Sound Snacker – Sound Smacker

PA.026.AM1b



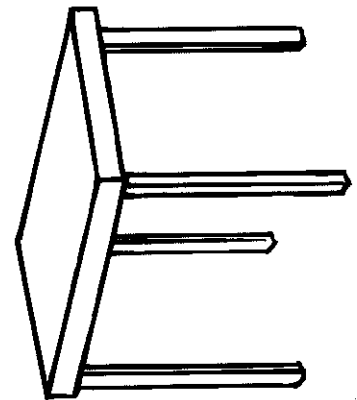
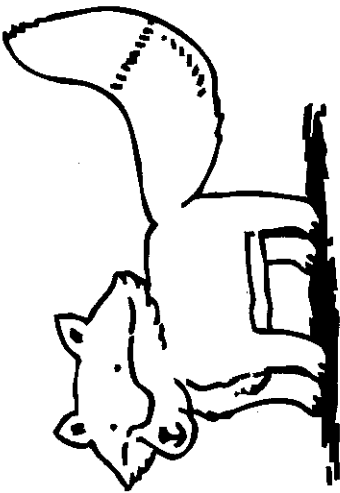
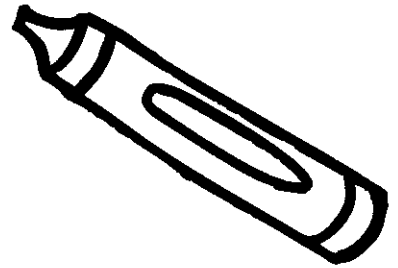
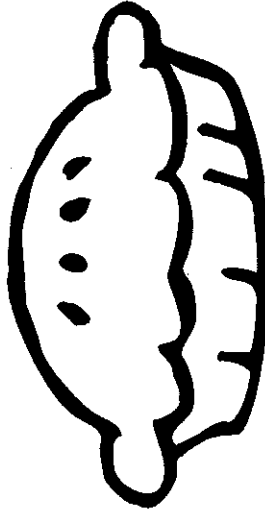
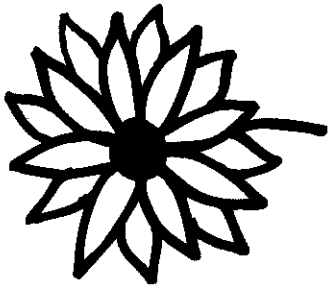
initial sound picture cards: mitten, mop, marble, mask, moose, milk



Phonological Awareness

PA.026.AM2

Sound Snacker – Sound Smacker



non-target initial sound picture cards: flower, pie, crayon, fox, lion, table





Sound Train

Objective

The student will match **initial phonemes** in words.

Parents: Initial phonemes are the beginning sounds.

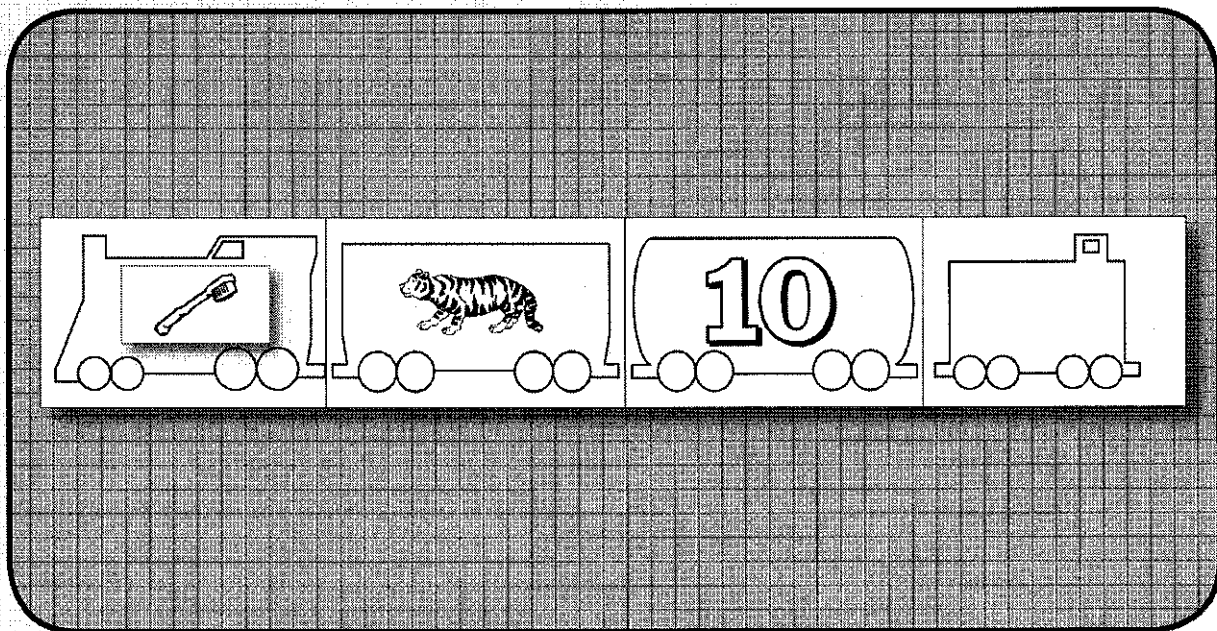
Materials

- ▶ Sound Train engine and caboose (Activity Master PA.027.AM1)
- ▶ Sound Train cars (Activity Master PA.027.AM2)
Copy five times.
- ▶ Construction paper
Use as the platform.
- ▶ Initial sound objects or picture cards (Activity Master PA.027.AM3a - PA.027.AM3b)
Choose a target picture (e.g., toothbrush) and attach it to the train engine.
- ▶ Non-target initial sound objects or picture cards (Activity Master PA.027.AM4)

Activity

Students sort objects by target initial sound on the sound train.

1. Place the engine, cars, and caboose in a line on a flat surface. Place the platform and objects at the center.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., "tiger, /t/"). Determine if initial sound matches target sound (i.e., /t/).
3. If it matches, place object on a train car. If it does not match, place on the platform.
4. Continue until all objects are sorted.
5. Peer evaluation



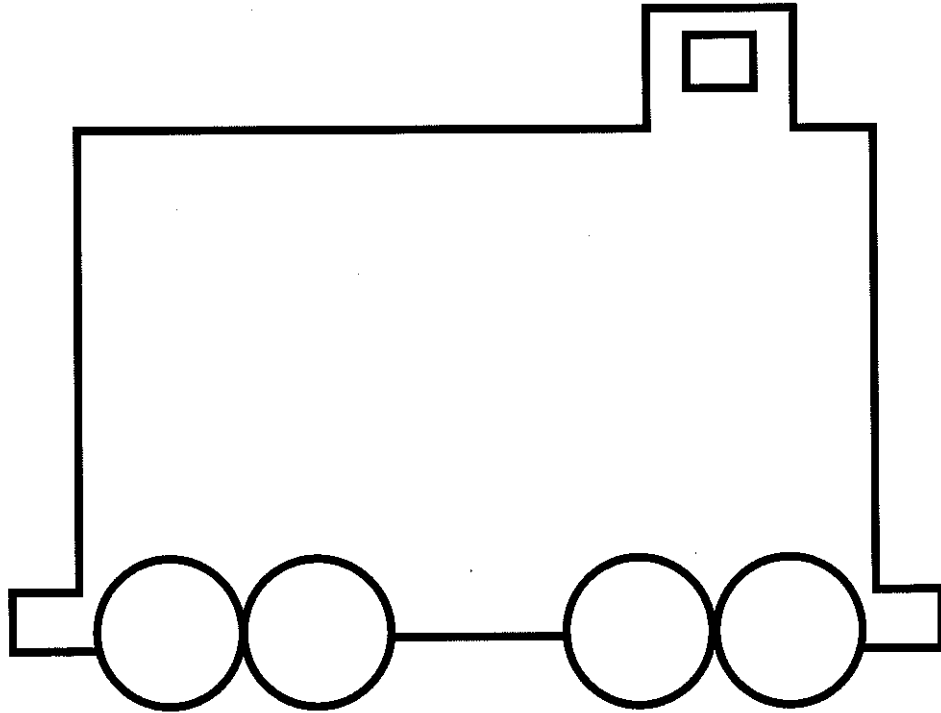
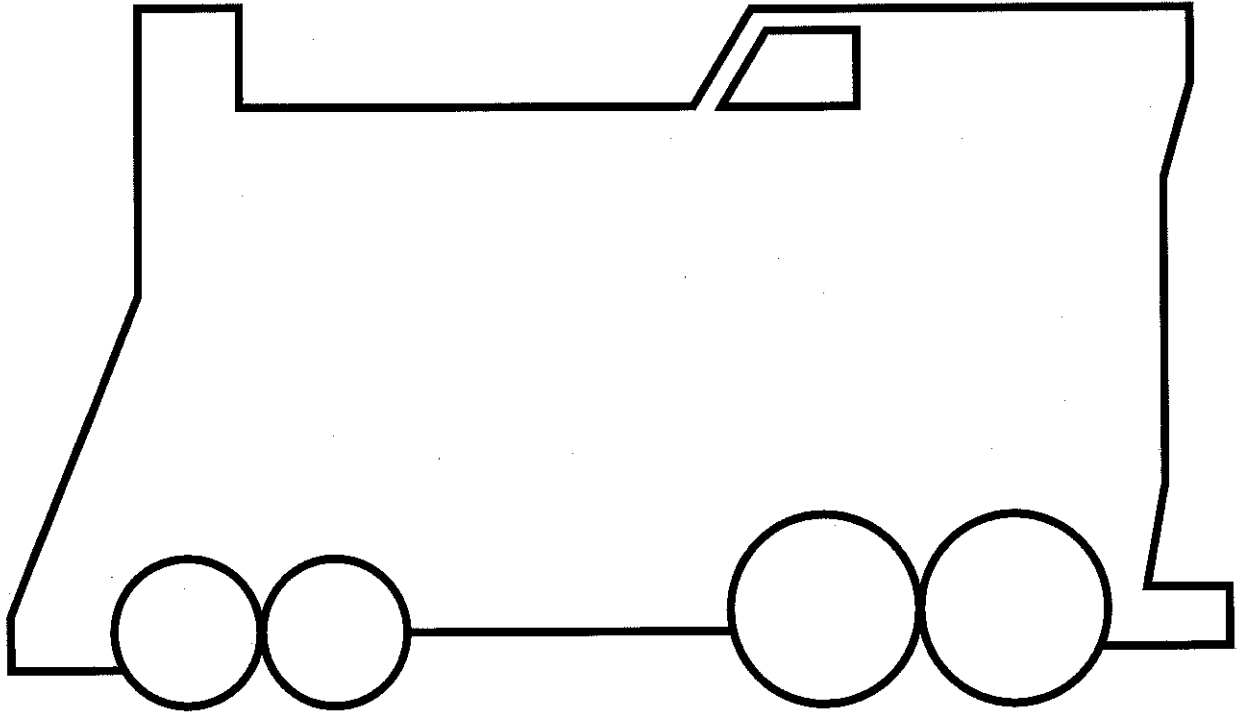
Extensions and Adaptations

- ▶ Include objects with digraphs as initial sounds.
- ▶ Use final or medial target and non-target sound picture cards (Activity Master PLSC-M.1 - PLSC-M.13 or PLSC-F.1 - PLSC-F.16).

Phonological Awareness

PA.027.AMI

Sound Train



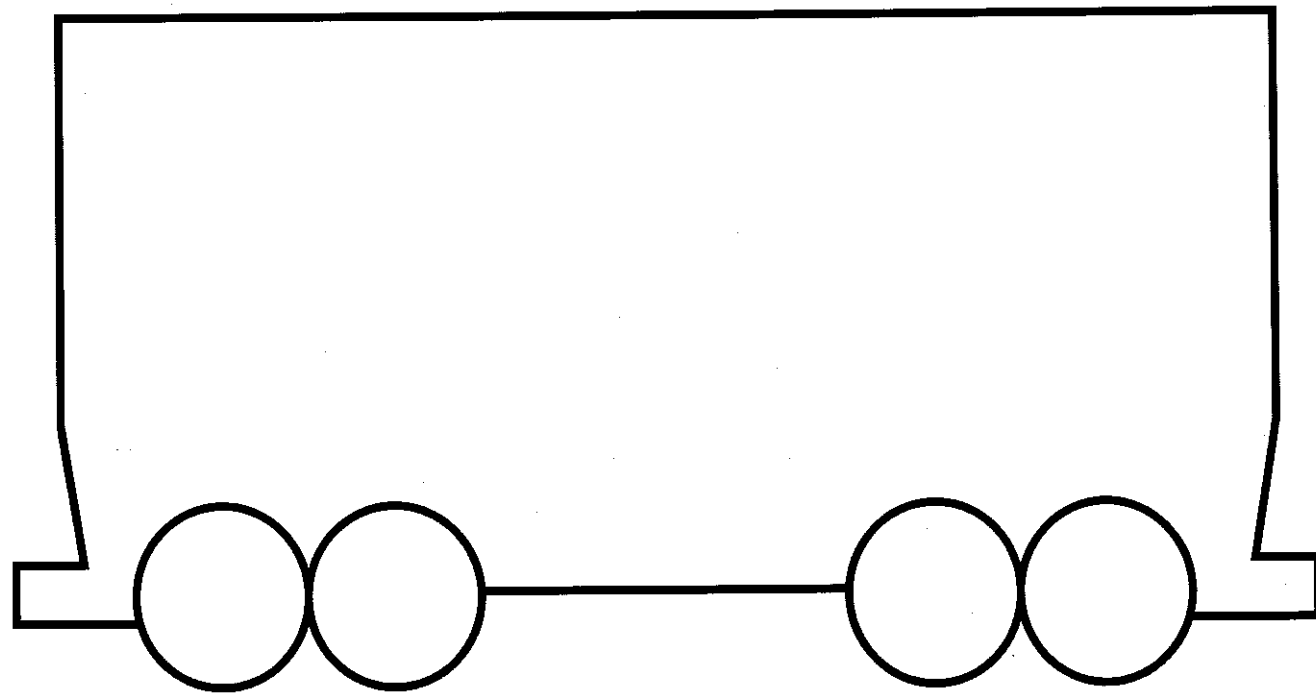
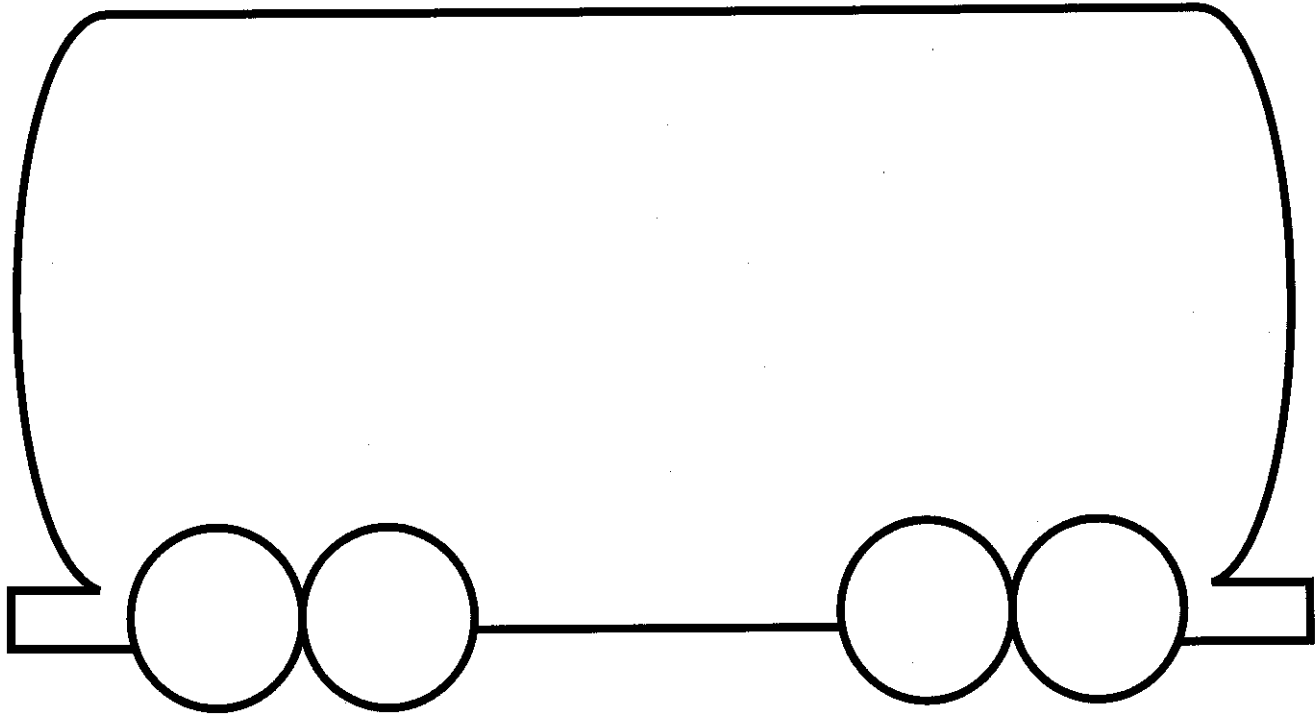
sound train engine and caboose



Phonological Awareness

Sound Train

PA.027.AM2



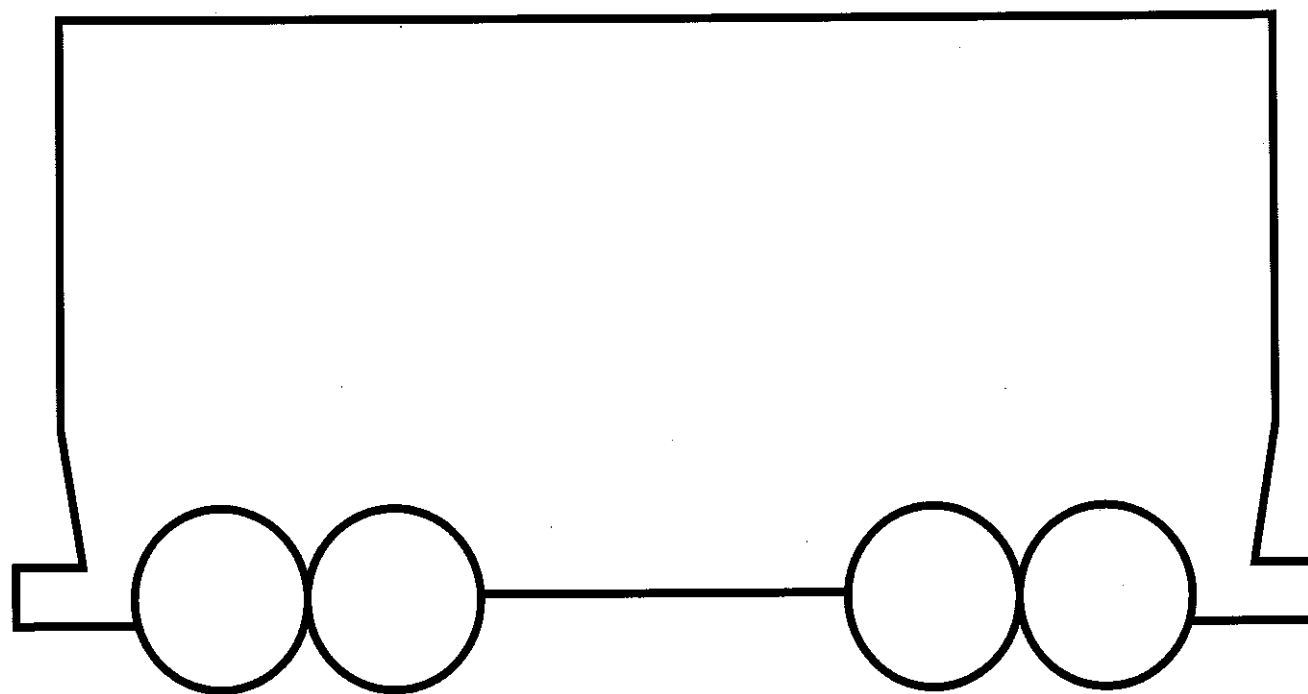
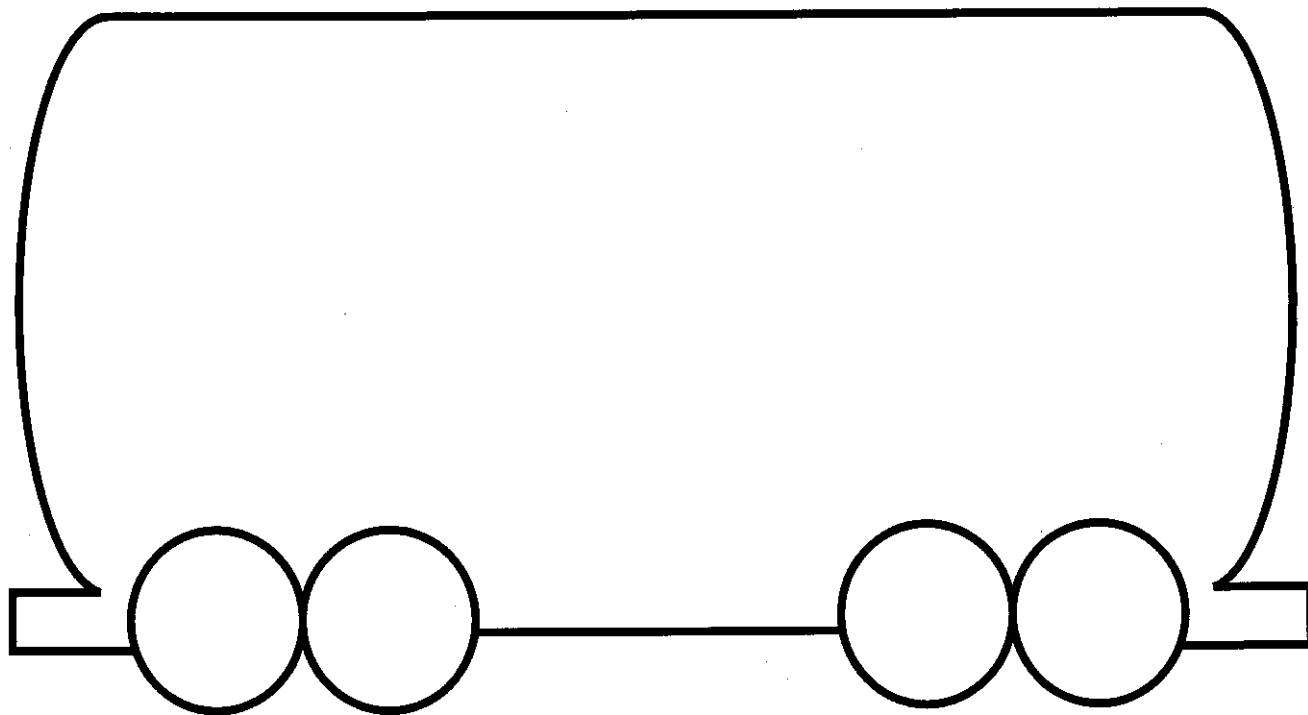
sound train cars



Phonological Awareness

Sound Train

PA.027.AM2



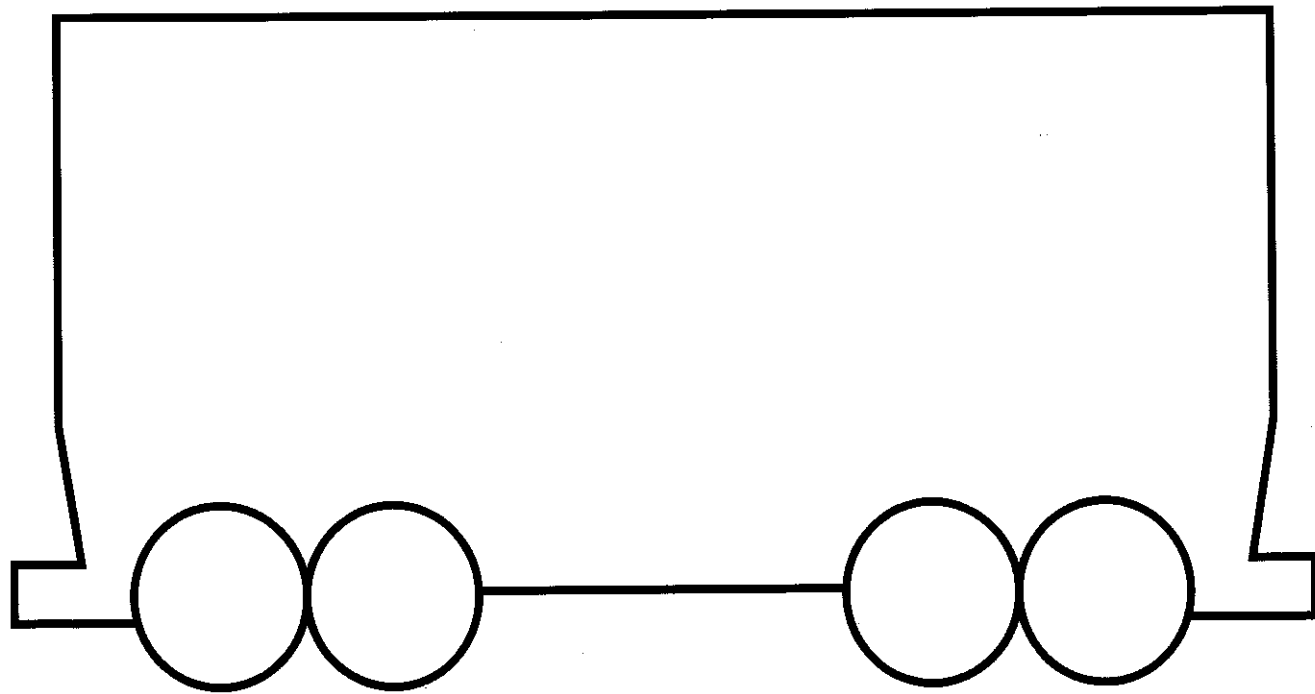
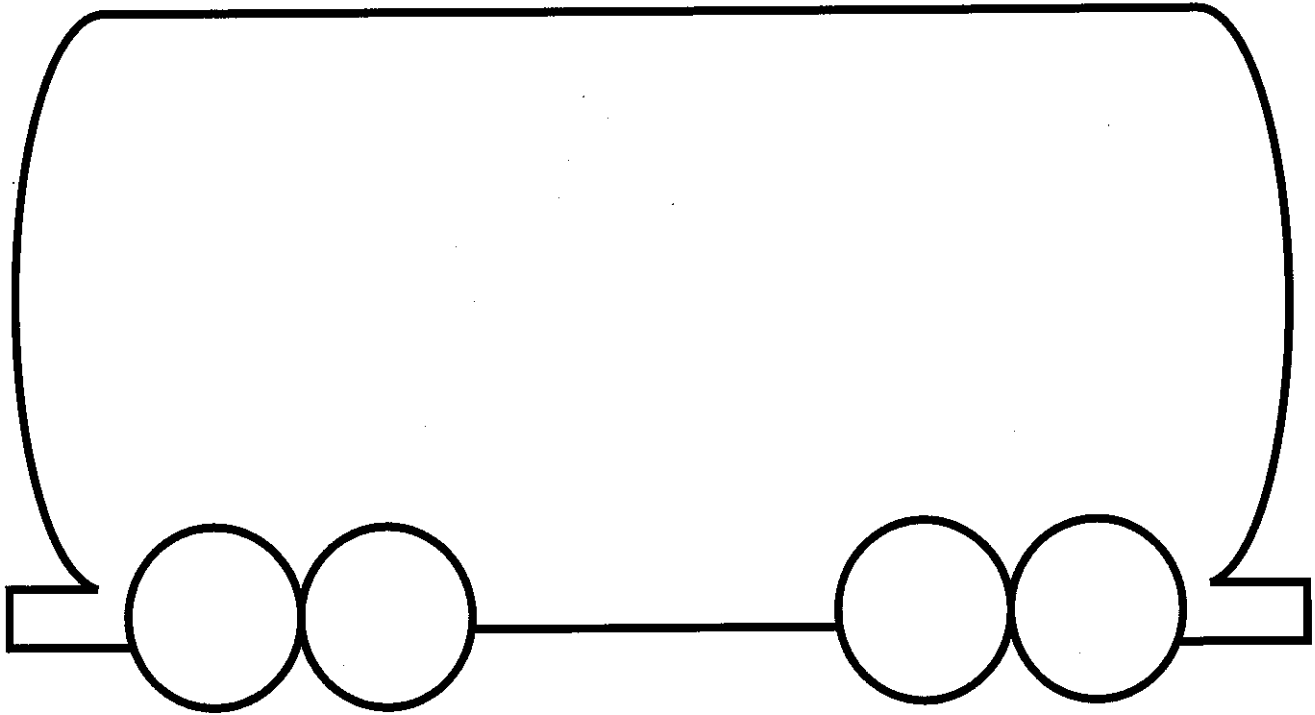
sound train cars



Phonological Awareness

Sound Train

PA.027.AM2



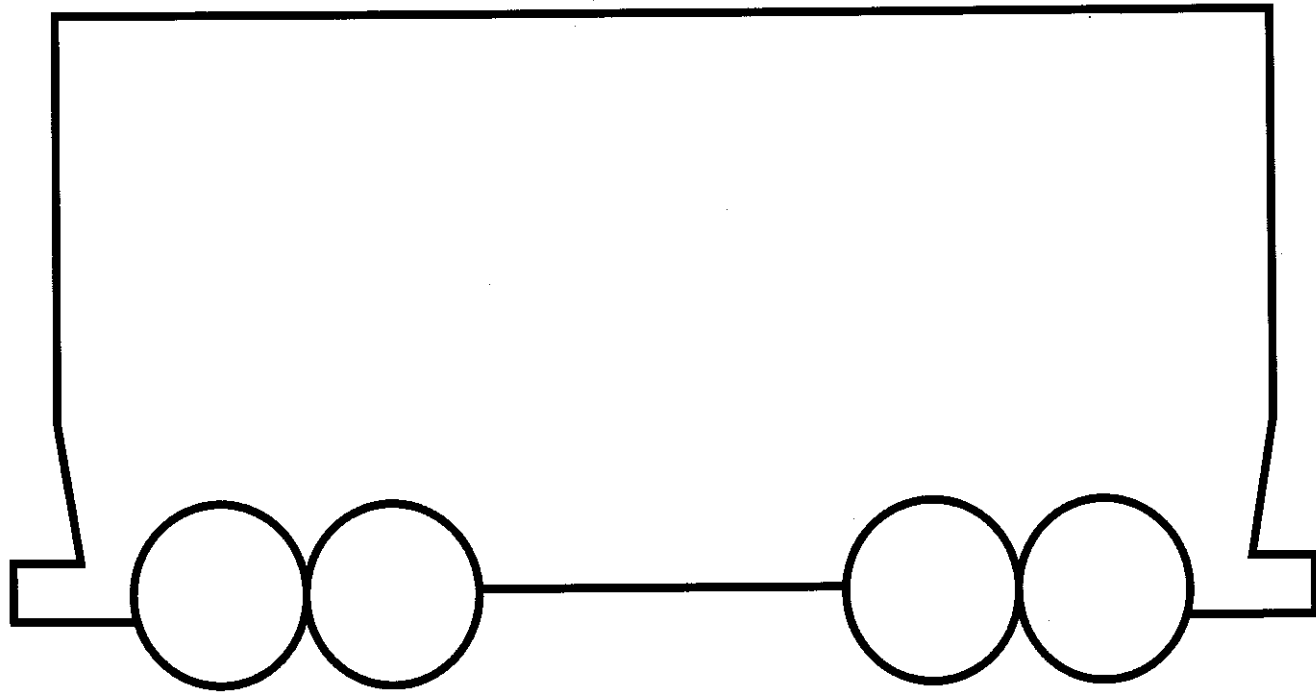
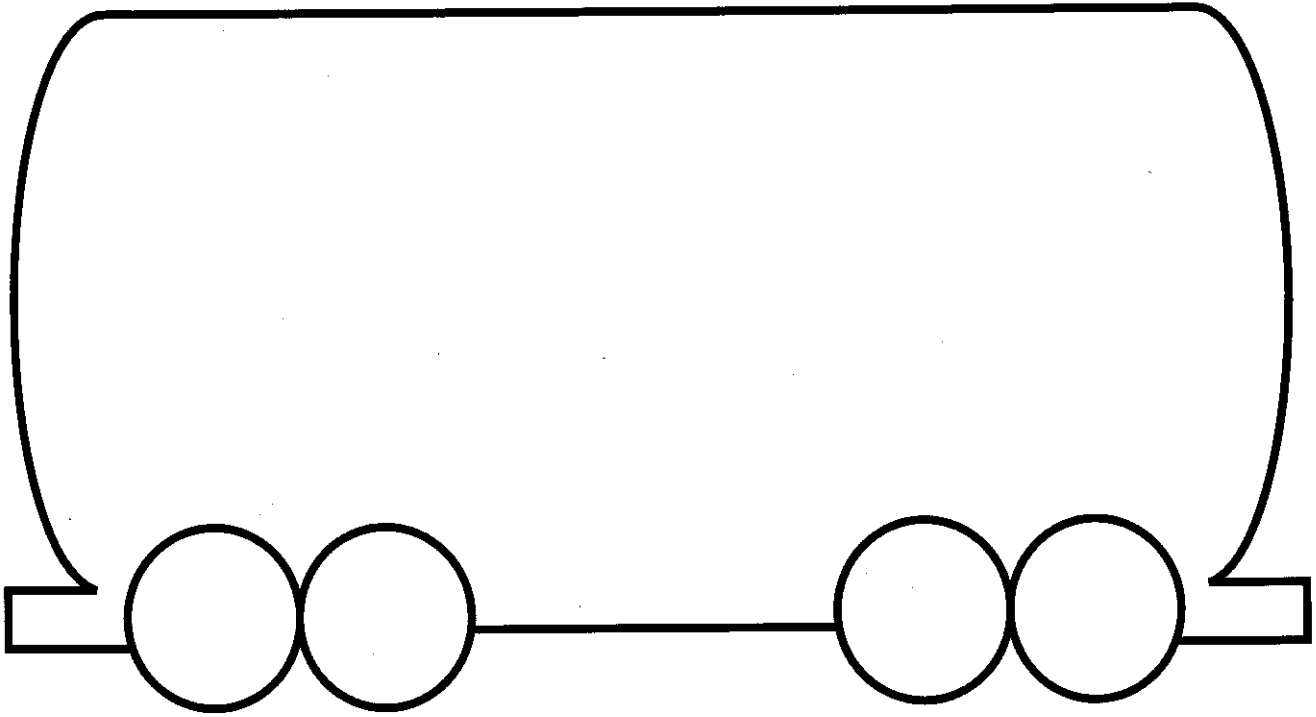
sound train cars



Phonological Awareness

Sound Train

PA.027.AM2



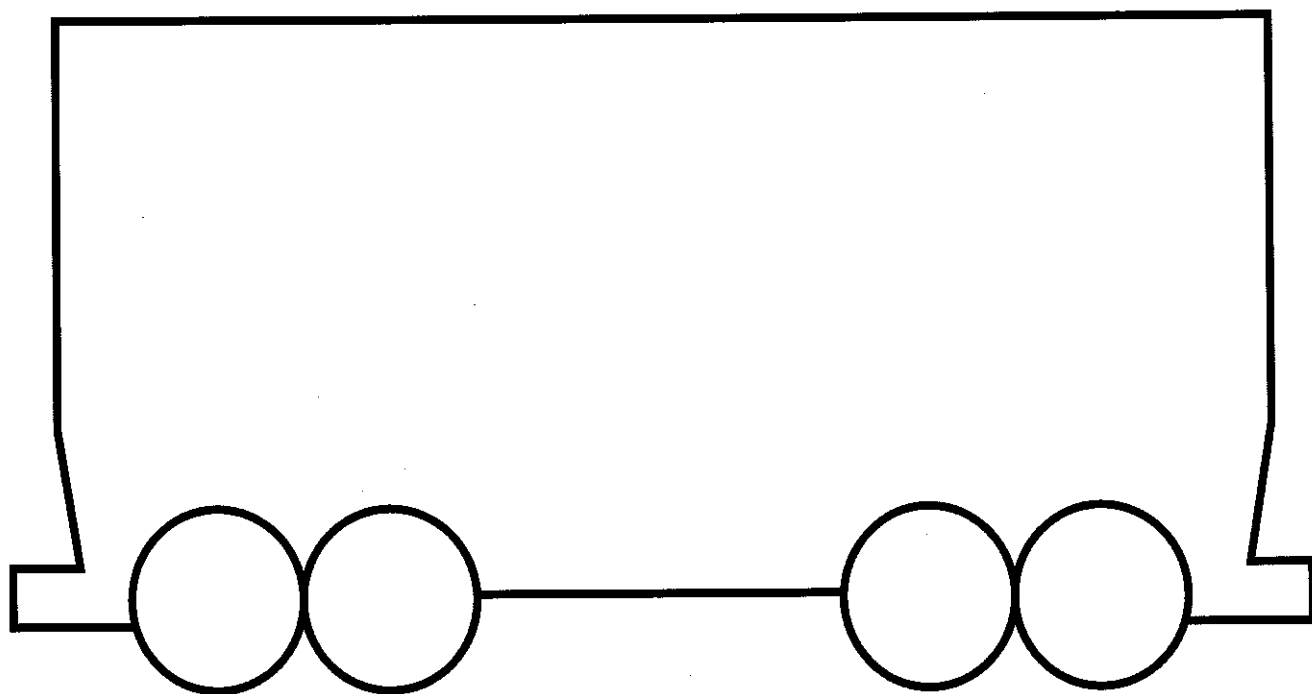
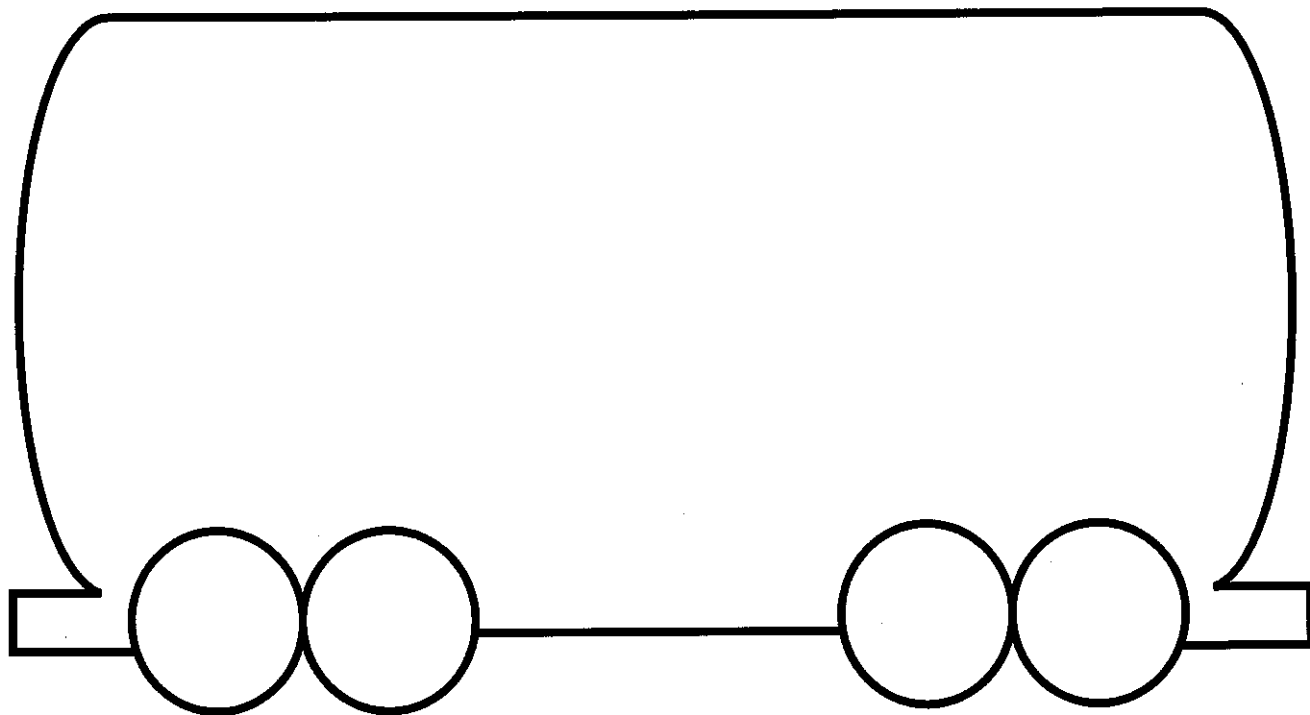
sound train cars



Phonological Awareness

Sound Train

PA.027.AM2



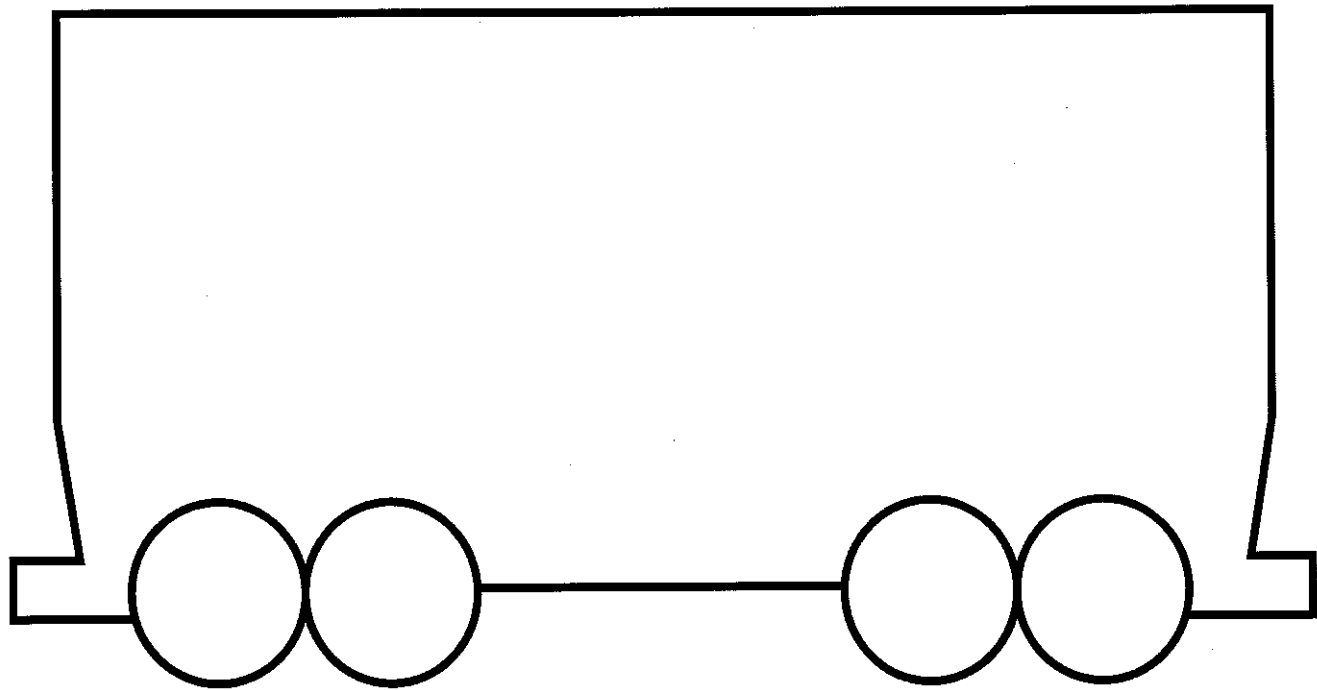
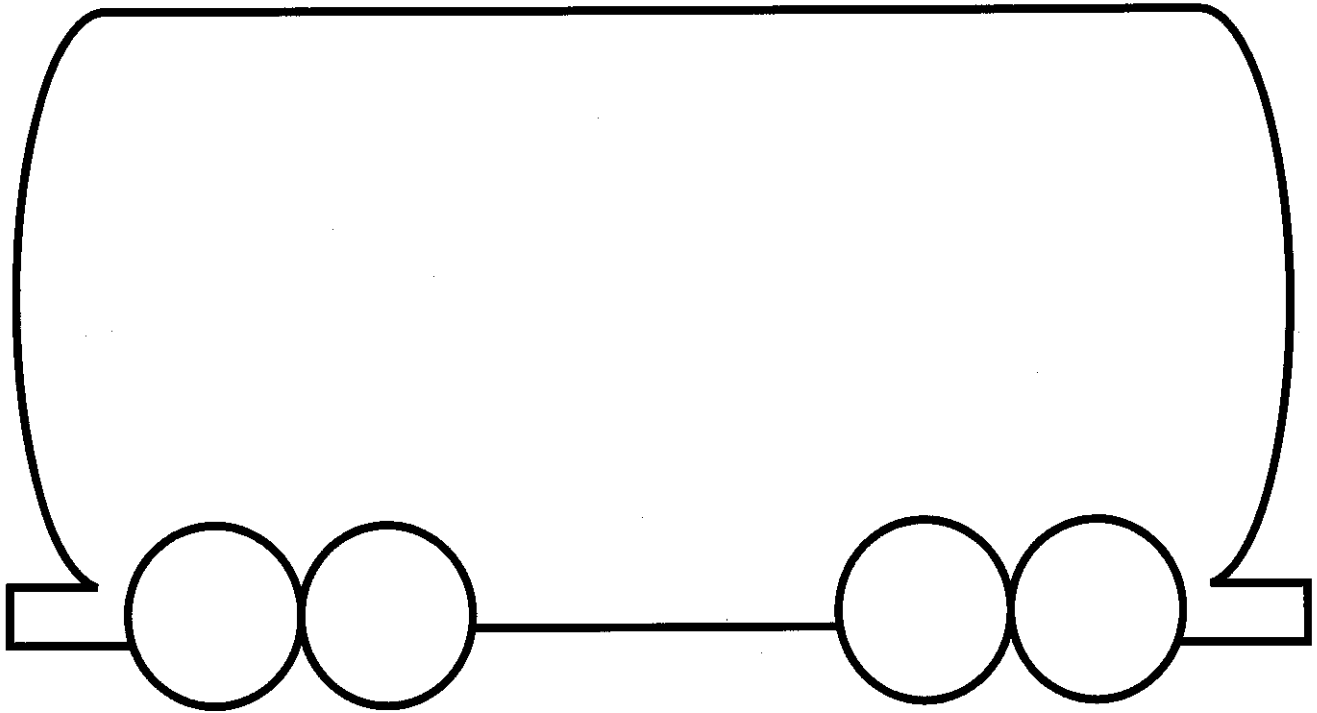
sound train cars



Phonological Awareness

Sound Train

PA.027.AM2



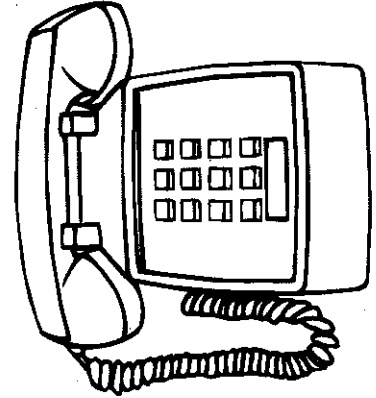
sound train cars



Phonological Awareness

PA.027.AM3a

Sound Train



2

10

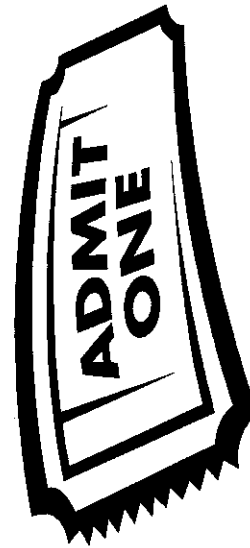
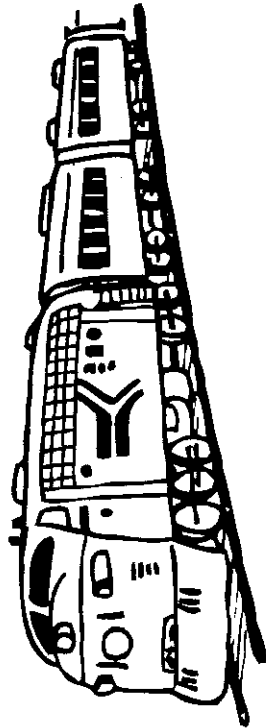
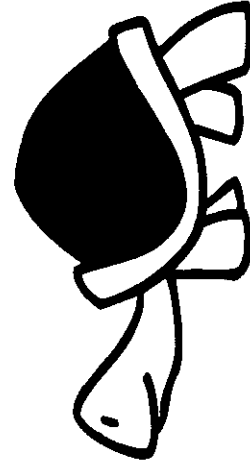
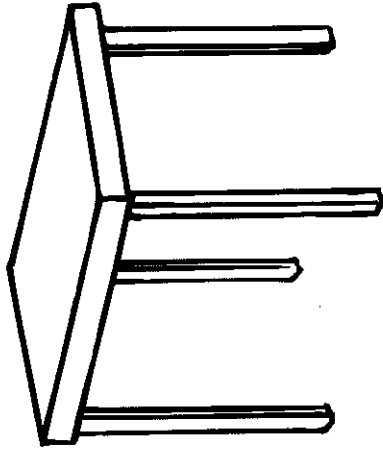
initial sound picture cards: tiger, toothbrush, telephone, tie, two, ten



Phonological Awareness

Sound Train

PA.027.AM3b



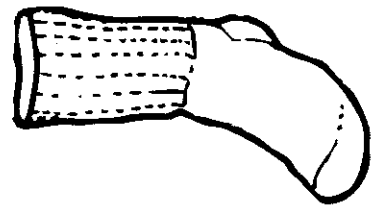
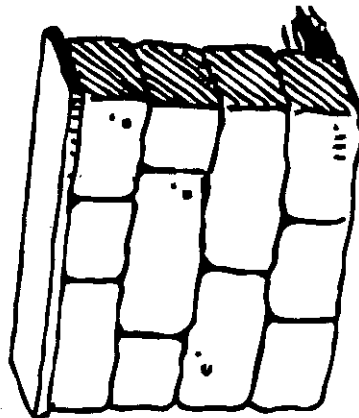
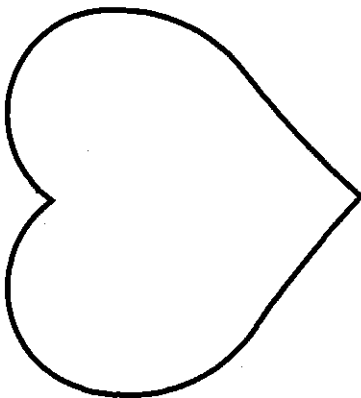
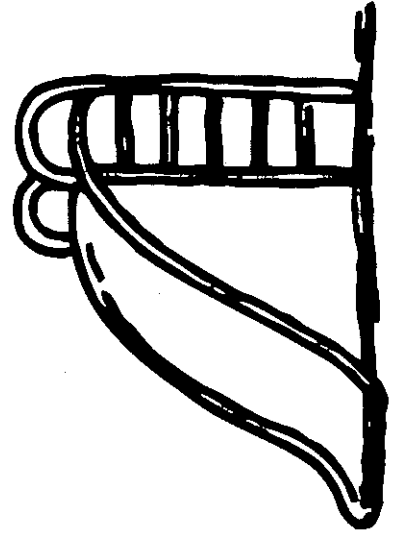
initial sound picture cards: tree, table, turtle, toothpaste, train, ticket



Phonological Awareness

PA.027.AM4

Sound Train



non-target initial sound picture cards: six, fish, slide, heart, wall, sock





Phonological Awareness

PA.016

Syllables

Clapping Names

Objective

The student will segment syllables in words.

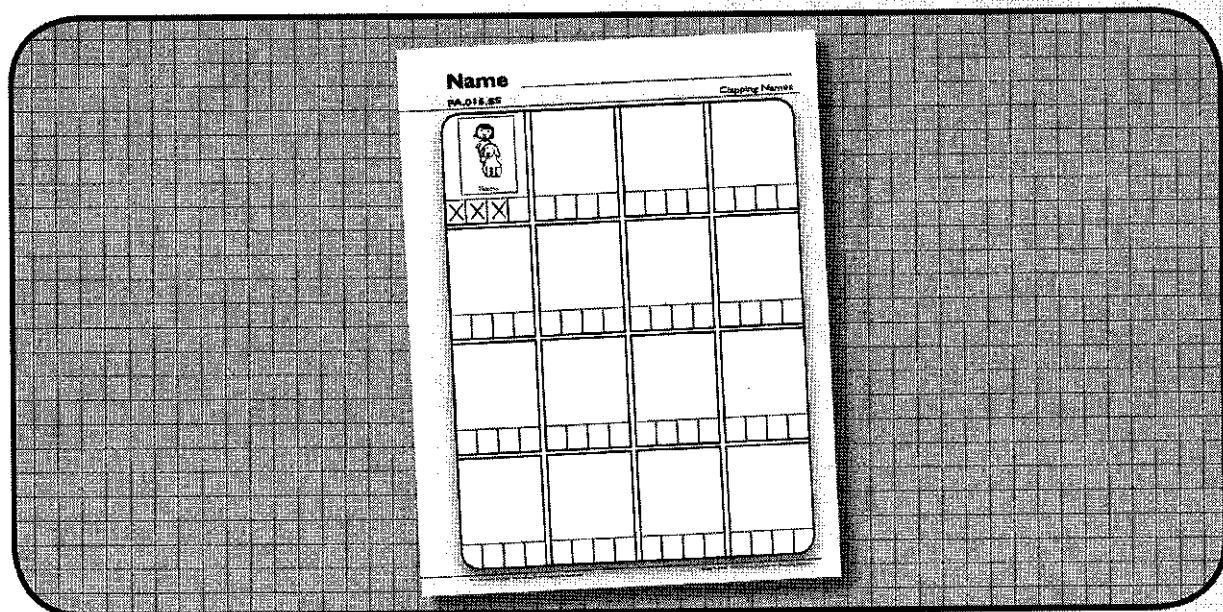
Materials

- ▶ Student photographs
Make multiple copies.
- ▶ Clapping hands (Activity Master PA.016.AM1)
Copy twice, cut, attach to popsicle sticks, and decorate.
- ▶ Student sheet (Activity Master PA.016.SS)
- ▶ Glue
- ▶ Pencils

Activity

Students clap and chart the number of syllables in classmates' names.

1. Place student photographs, glue, and clapping hands at the center. Provide each student with a student sheet.
2. Taking turns, students name a classmate, find the classmate's photograph, and glue it on his student sheet.
3. Use the "clapping hands" to count the syllables in the name.
4. Say the name again while segmenting each syllable. Make an "X" in each box for every corresponding syllable.
5. Continue activity until student sheets are complete.
6. Teacher evaluation



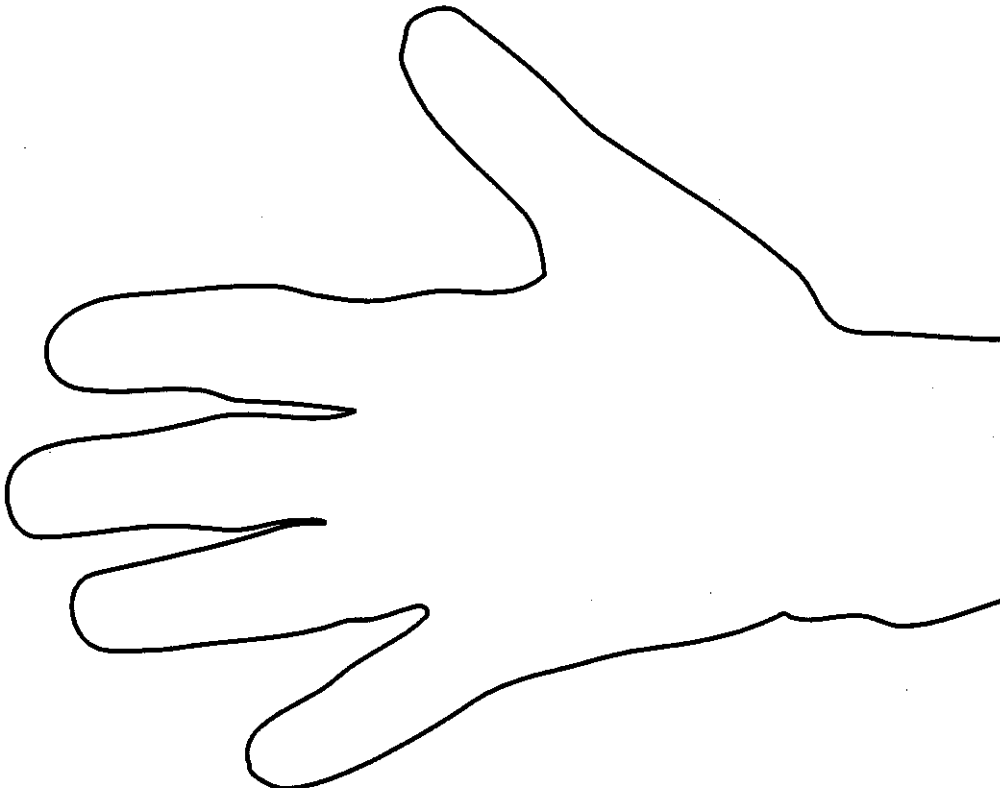
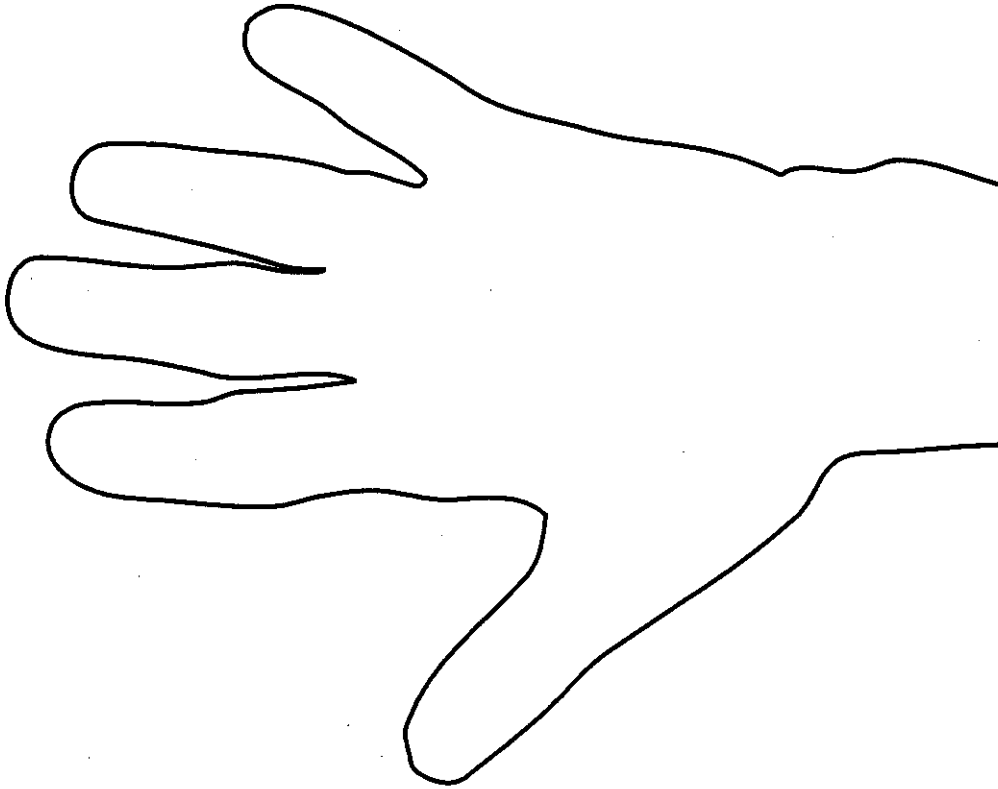
Extensions and Adaptations

- ▶ Use interlocking cubes to count syllables.
- ▶ Use pictures of animals.

Phonological Awareness

Clapping Names

PA.016.AMI



clapping hands



Name _____

PA.016.SS

Clapping Names



Feed the Animals

Objective

The student will segment syllables in words.

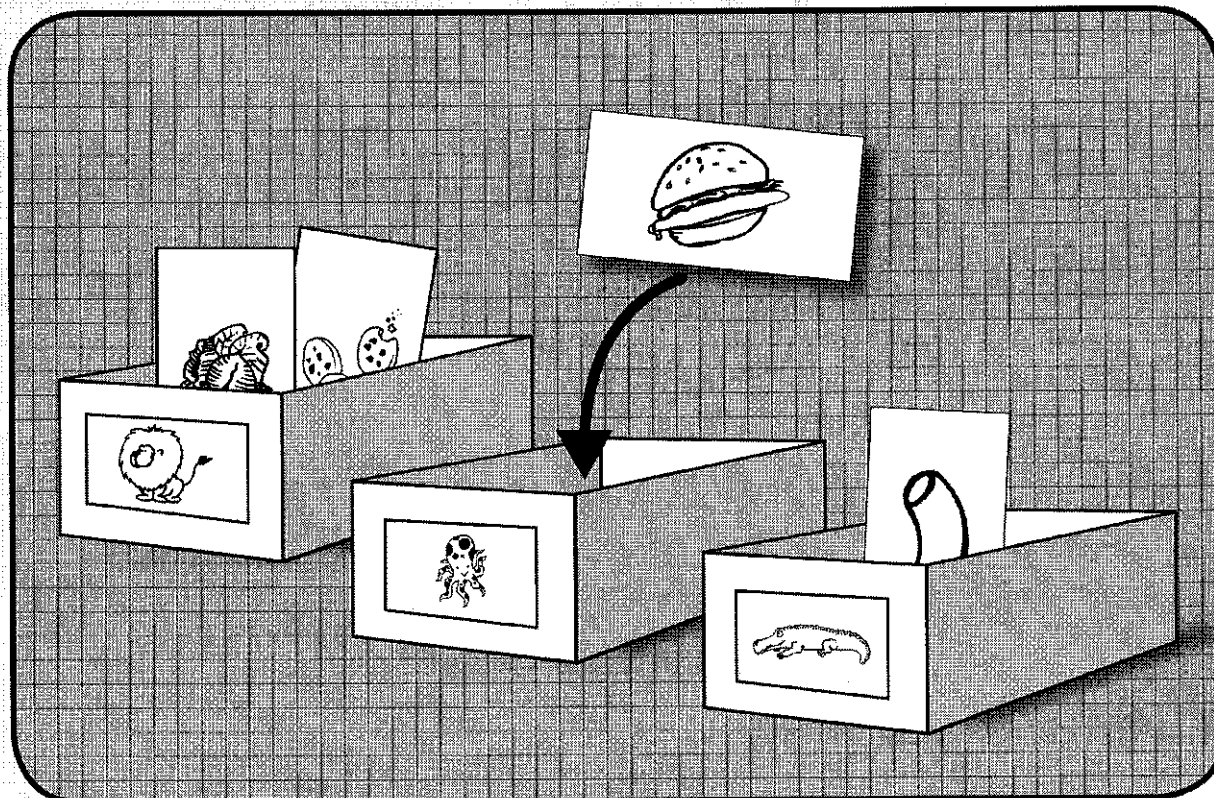
Materials

- ▶ Animal picture header cards (Activity Master PA.017.AM1)
- ▶ Three shoeboxes or containers
Attach each animal picture header card to a shoebox.
- ▶ Two-to-four syllable picture cards (Activity Master PA.017.AM2a – PA.017.AM2c)

Activity

Students count the syllables in words and place cards in corresponding boxes.

1. Place the shoeboxes left to right (i.e., lion, octopus, alligator) at the center. Place the two-to-four syllable picture cards face down in a stack.
2. Taking turns, students select the top card, name the picture, and clap the syllables.
3. “Feed” the picture card to the “hungry animal” with the same number of syllables (e.g., place the picture of the hamburger in the octopus box).
4. Continue until all picture cards are fed to the animals.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make and use other two-to-four syllable picture cards.

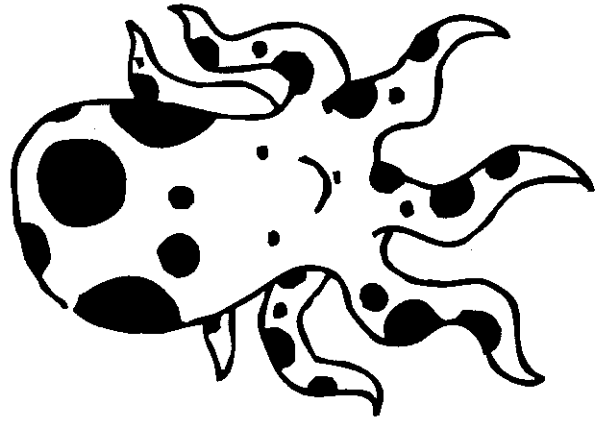
Phonological Awareness

PA.017.AMI

Feed the Animals



header



header



header

header

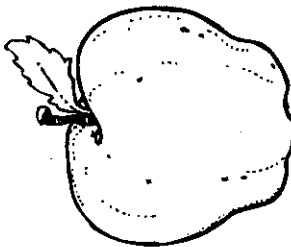
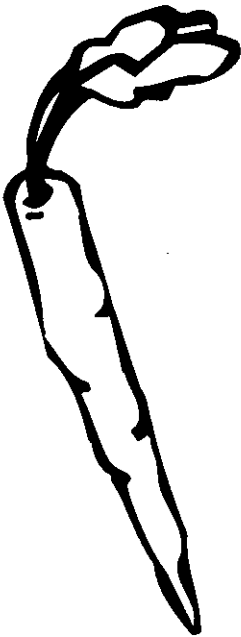
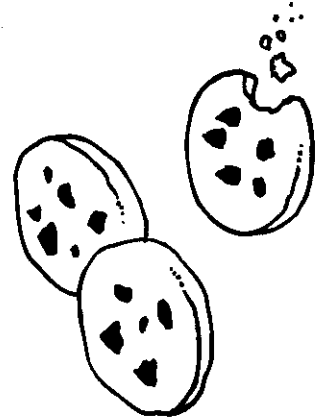
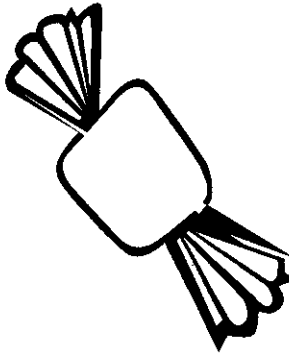
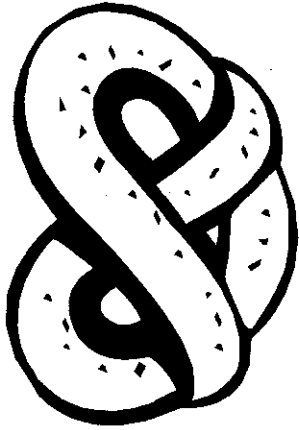
animal picture header cards



Phonological Awareness

Feed the Animals

PA.017.AM2a



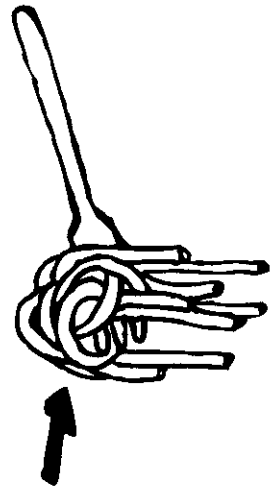
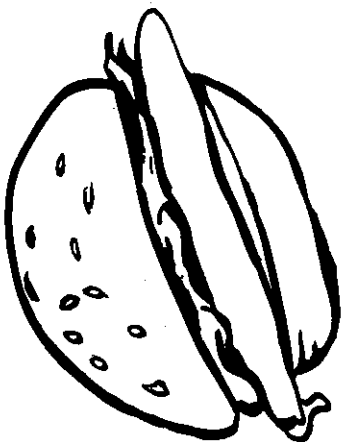
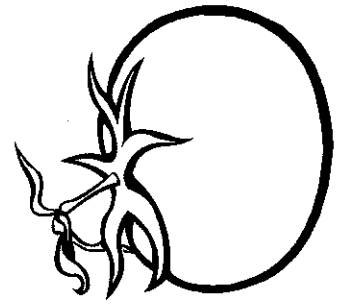
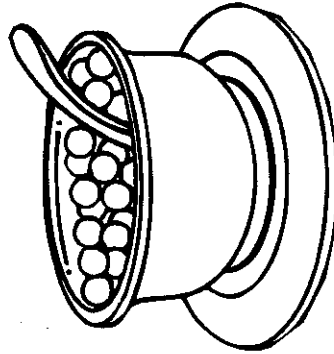
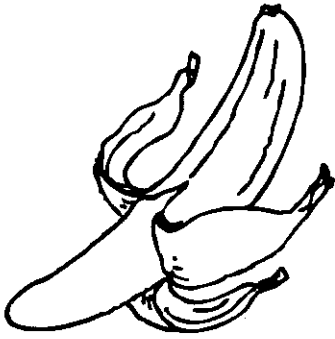
syllable picture cards: pretzel-2, candy-2, cookies-2, carrot-2, apple-2, lettuce-2



Phonological Awareness

PA.017.AM2b

Feed the Animals



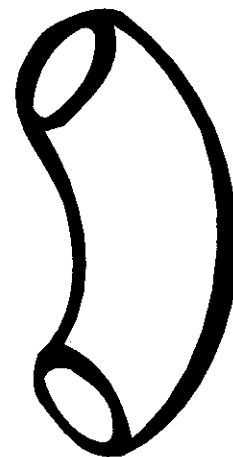
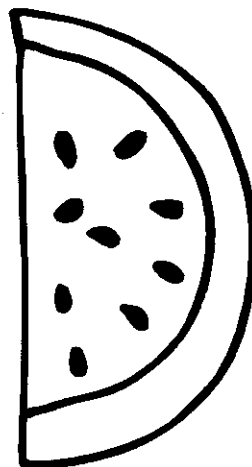
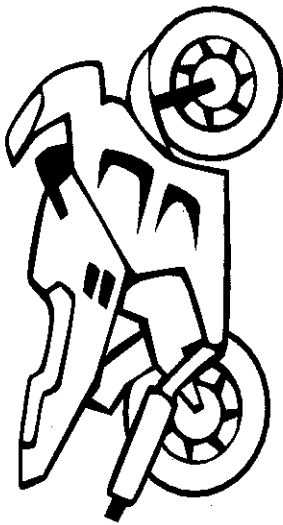
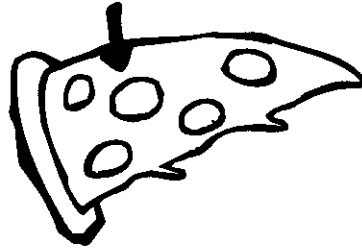
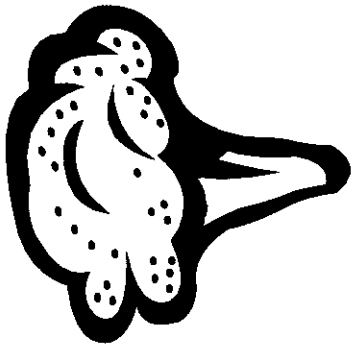
syllable picture cards:
banana-3, cereal-3, tomato-3, hamburger-3, lollipop-3, spaghetti-3



Phonological Awareness

Feed the Animals

PA.017.AM2c



syllable picture cards:

cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4





Phonological Awareness

PA.018

Syllables

Syllable Hopscotch

Objective

The student will segment syllables in words.

Materials

▶ Hopscotch board

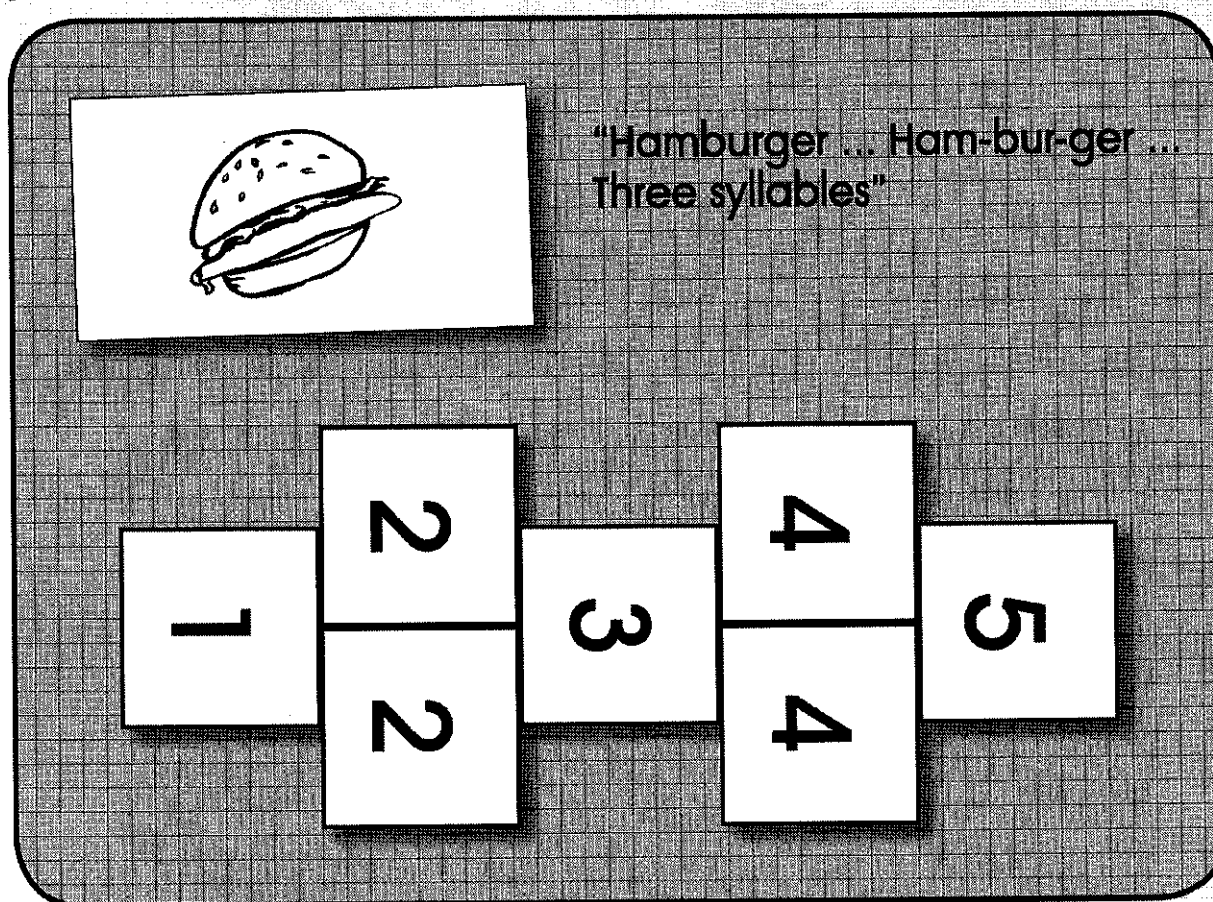
Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.

▶ One-to-five syllable picture cards (Activity Master PA.018.AM1a - PA.018.AM1d)

Activity

Students segment the syllables in a word and hop to the corresponding number.

1. Place the cards face down in a stack. Arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into syllables, and counts the number of syllables (e.g., "hamburger...ham-bur-ger...three syllables").
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation



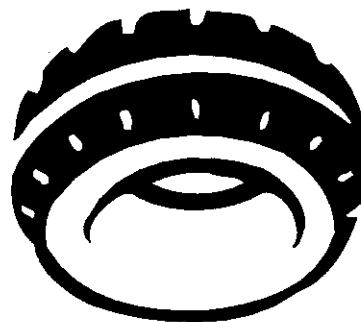
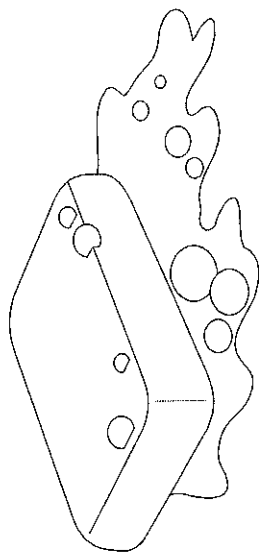
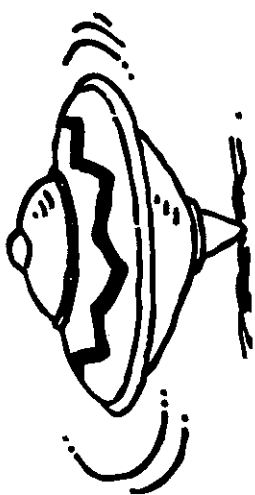
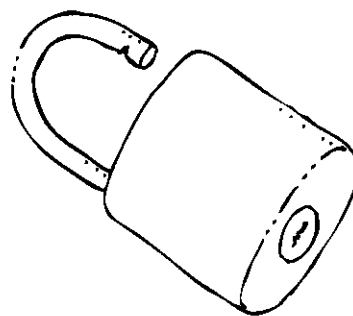
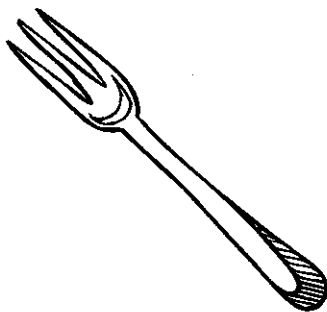
Extensions and Adaptations

▶ Use other one-to-five syllable picture cards.

Phonological Awareness

Syllable Hopscotch

PA.018.AM1a



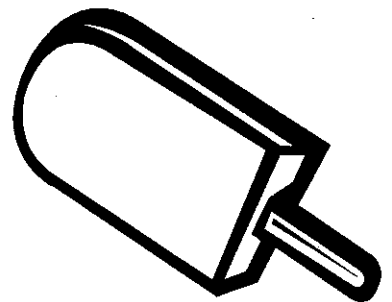
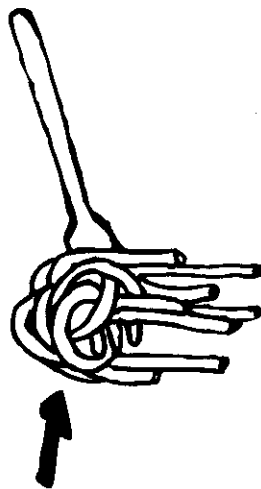
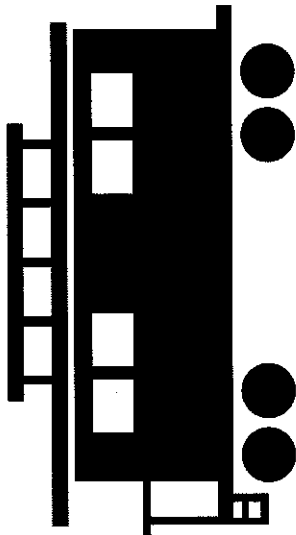
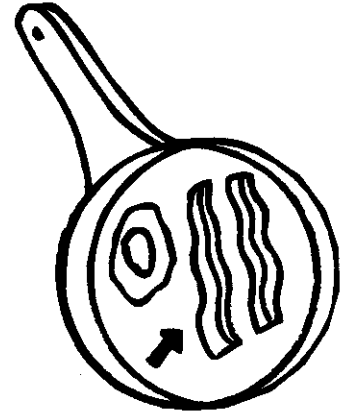
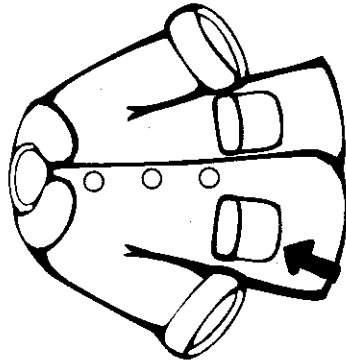
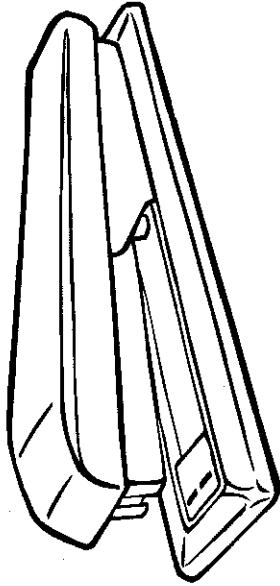
syllable picture cards: king-1, fork-1, lock-1, top-1, soap-1, tire-1



Phonological Awareness

PA.018.AM1b

Syllable Hopscotch



syllable picture cards:

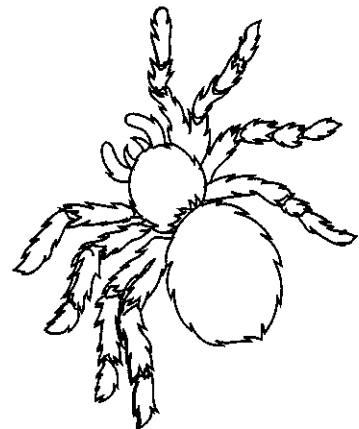
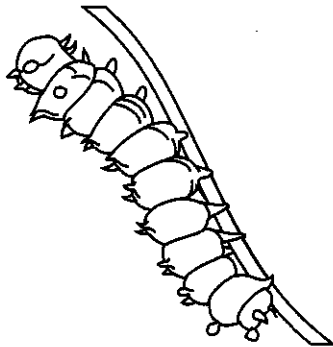
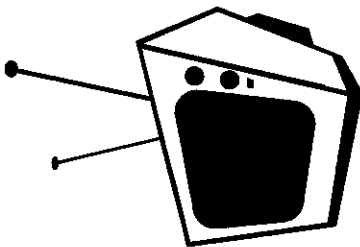
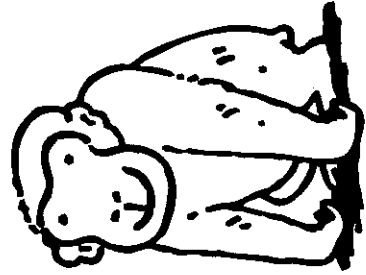
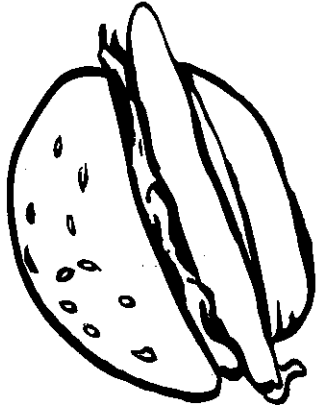
stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3



Phonological Awareness

Syllable Hopscotch

PA.018.AM1c



syllable picture cards:

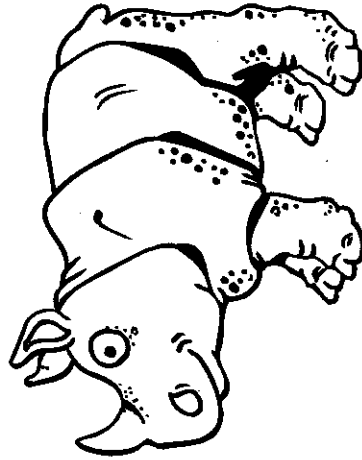
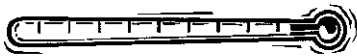
hamburger-3, tornado-3, gorilla-3, television-4, caterpillar-4, tarantula-4



Phonological Awareness

PA.018.AM1d

Syllable Hopscotch



syllable picture cards: thermometer-4, rhinoceros-4, hippopotamus-5



Phonological Awareness



Syllables

PA.019

Syllable Graph

Objective

The student will segment syllables in words.






Materials

- ▶ One-to-four syllable picture cards (Activity Master PA.019.AM1)
- ▶ Student sheet (Activity Master PA.019.SS)
- ▶ Scissors
- ▶ Glue

Activity

Students count syllables in words and graph them.

1. Place scissors and glue at the center. Provide the student with a student sheet and picture cards page.
2. The student cuts apart the pictures and places them in a stack.
3. Selects the top card from the stack and names it. Says it again while finger tapping to count the syllables in the word.
4. Glues the picture above the corresponding number on the graph.
5. Continues until student sheet is complete.
6. Teacher evaluation

Name _____			
Syllable Graph		PA.019.SS	
			
			
1	2	3	4

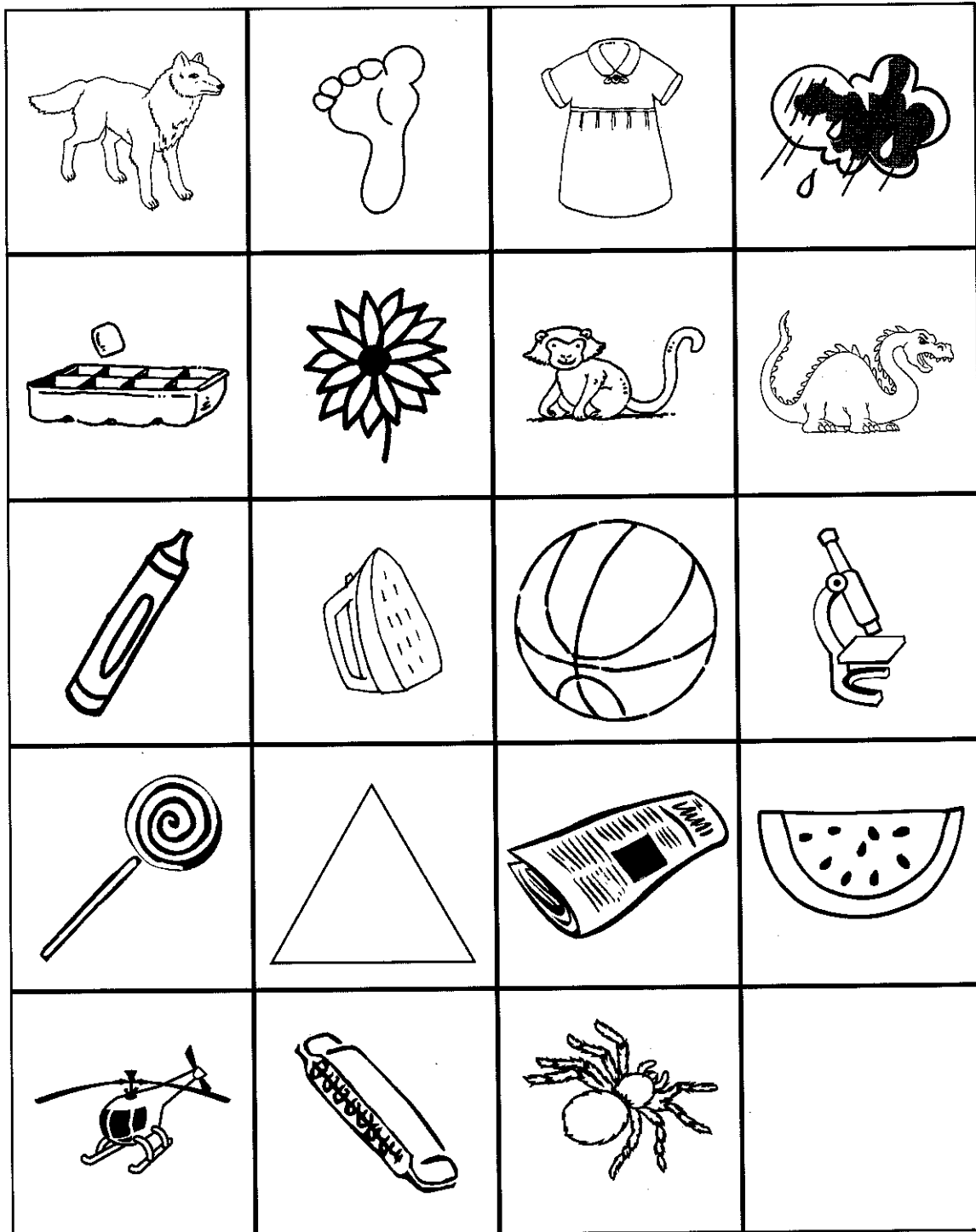
Extensions and Adaptations

- ▶ Sort words by number of phonemes.
- ▶ Make other syllable pictures to graph.
- ▶ Use student pictures to graph.

Phonological Awareness

PA.019.AMI

Syllable Graph



syllable picture cards: wolf-1, foot-1, dress-1, cloud-1, ice-1, flower-2, monkey-2, dragon-2, crayon-2, iron-2, basketball-3, microscope-3, lollipop-3, triangle-3, newspaper-3, watermelon-4, helicopter-4, harmonica-4, tarantula-4

Name _____

Syllable Graph

PA.019.SS

1	2	3	4

Phonological Awareness

PA.020

Syllables
Syllable Say

Objective

The student will segment and blend syllables in words.

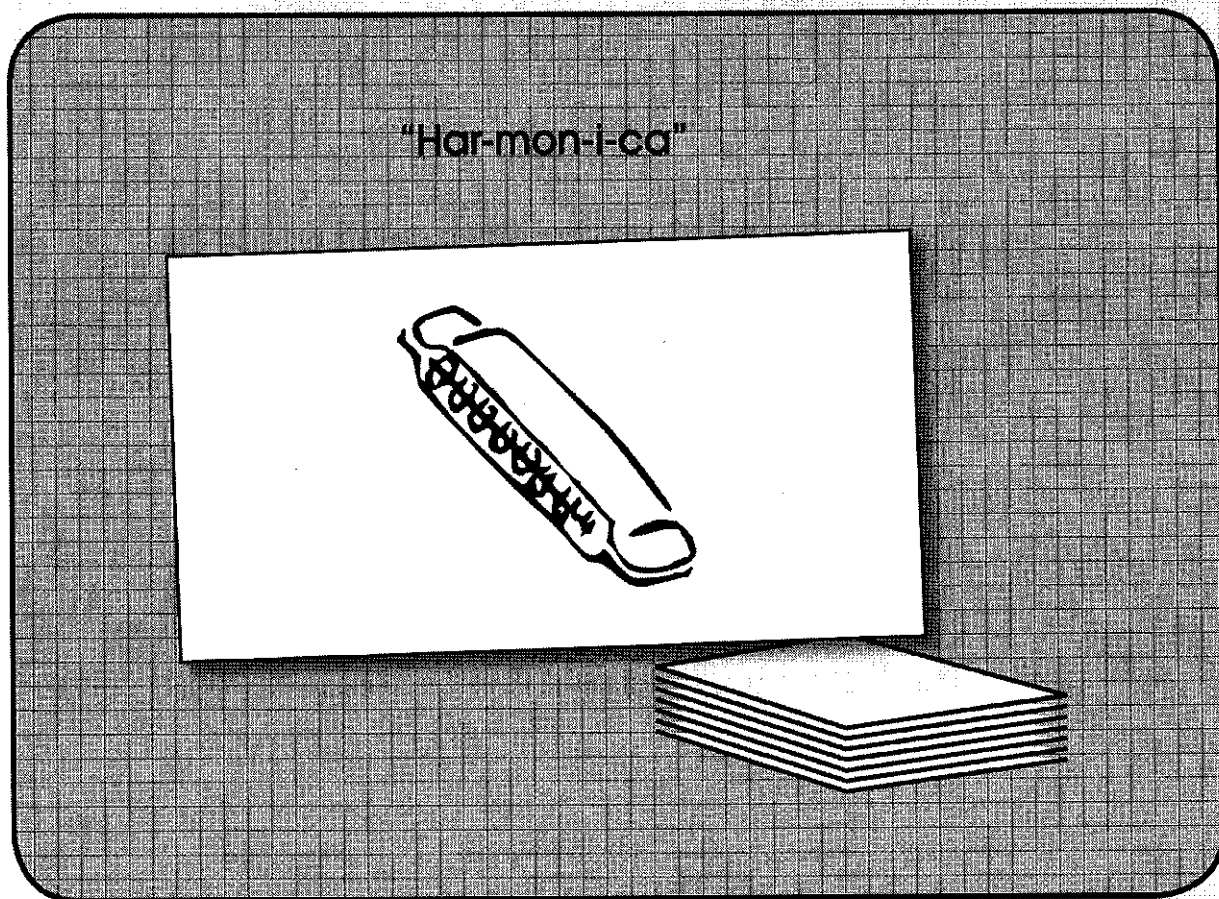
Materials

- ▶ One-to-four syllable picture cards (PA.020.AM1a - PA.020.AM.1d)

Activity

Students segment and blend syllables in words using picture cards.

1. Place the picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card and names the picture. Says the word again, pausing between syllables, while student two holds a finger up for each syllable (e.g., student one says “har-mon-i-ca” and student two raises four fingers).
3. Student two says how many syllables the word has and blends the word (e.g., “four syllables – harmonica”).
4. Reverse roles and continue until all cards are used.
5. Peer evaluation



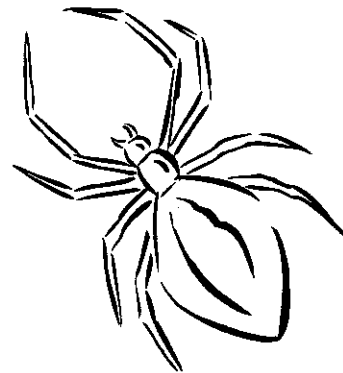
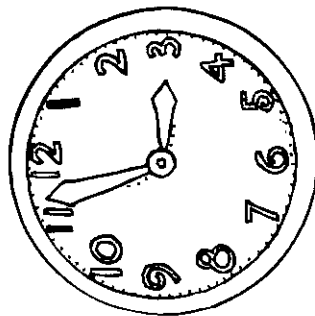
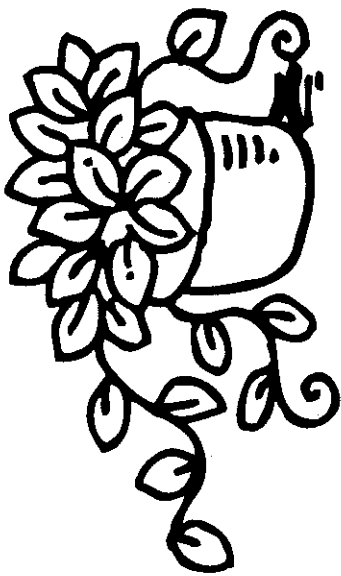
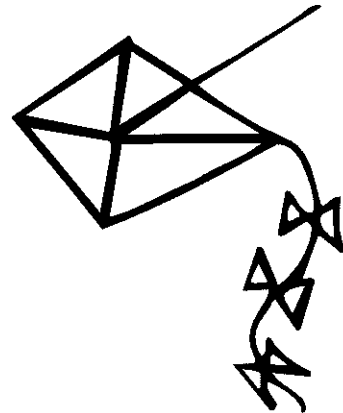
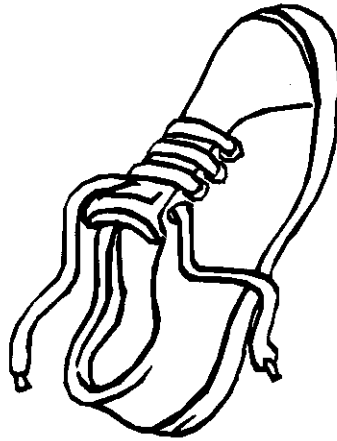
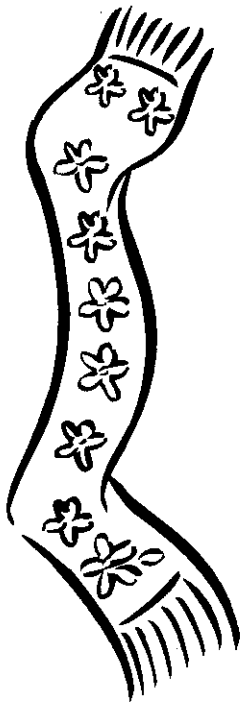
Extensions and Adaptations

- ▶ Use phonic phones or make small construction paper megaphones to segment sounds.
- ▶ Use simple puppets (e.g., made out of paper bags or socks) to say syllables in words.
- ▶ Graph or categorize the picture cards by number of syllables.

Phonological Awareness

Syllable Say

PA.020.AM1a



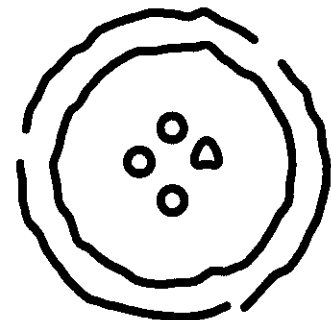
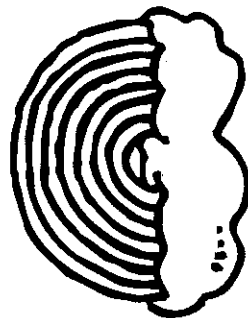
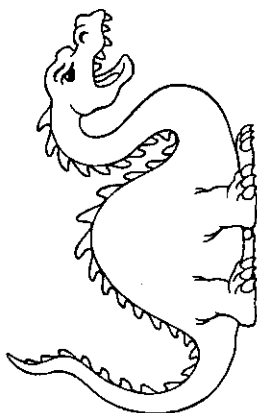
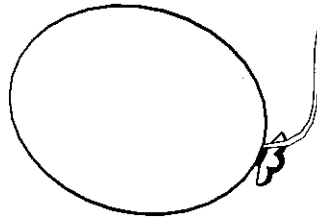
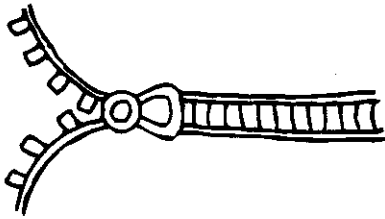
syllable picture cards: scarf-1, shoe-1, kite-1, plant-1, clock-1, spider-2



Phonological Awareness

PA.020.AM1b

Syllable Say



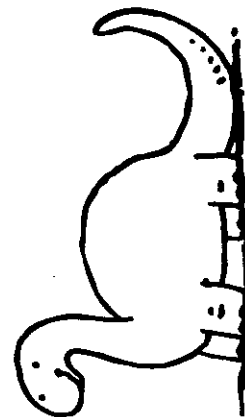
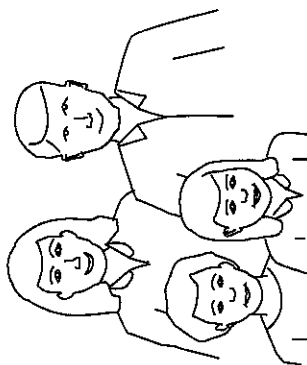
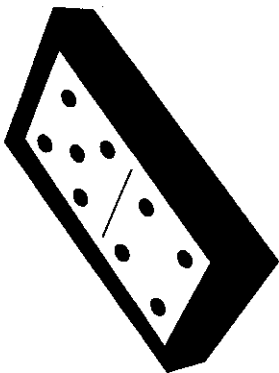
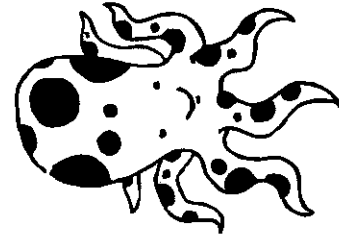
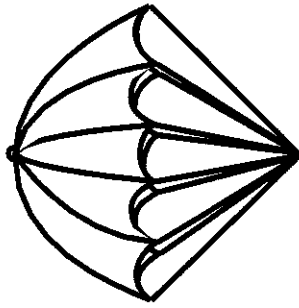
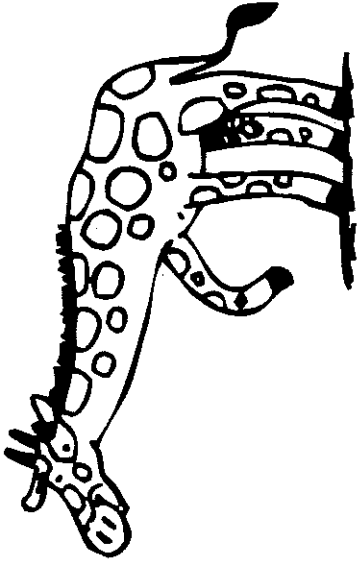
syllable picture cards: zipper-2, balloon-2, peanut-2, dragon-2, rainbow-2, button-2



Phonological Awareness

Syllable Say

PA.020.AM1c

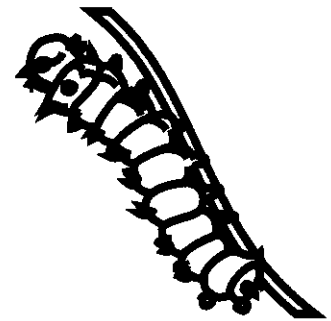
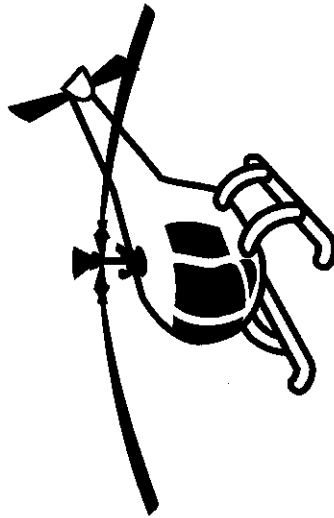
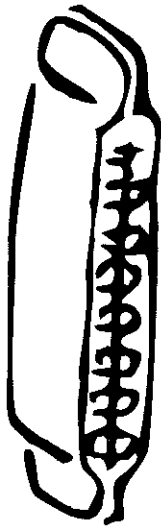
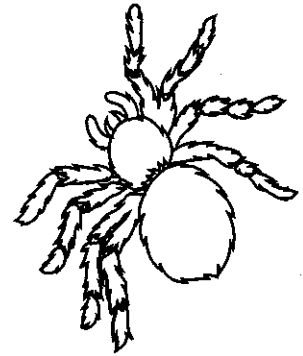
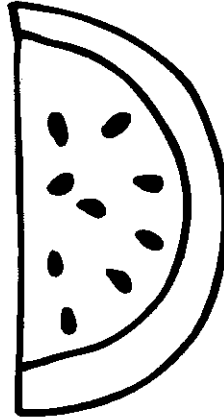
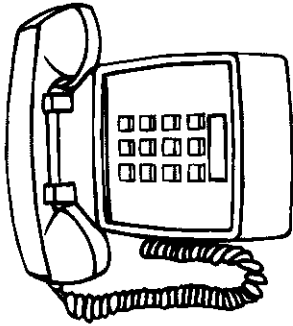


syllable picture cards: giraffe-2, parachute-3, octopus-3, domino-3, family-3, dinosaur-3 ✂

Phonological Awareness

PA.020.AM1d

Syllable Say



syllable picture cards:

telephone-3, watermelon-4, tarantula-4, harmonica-4, helicopter-4, caterpillar-4





Objective

The student will name and match letters of the alphabet.

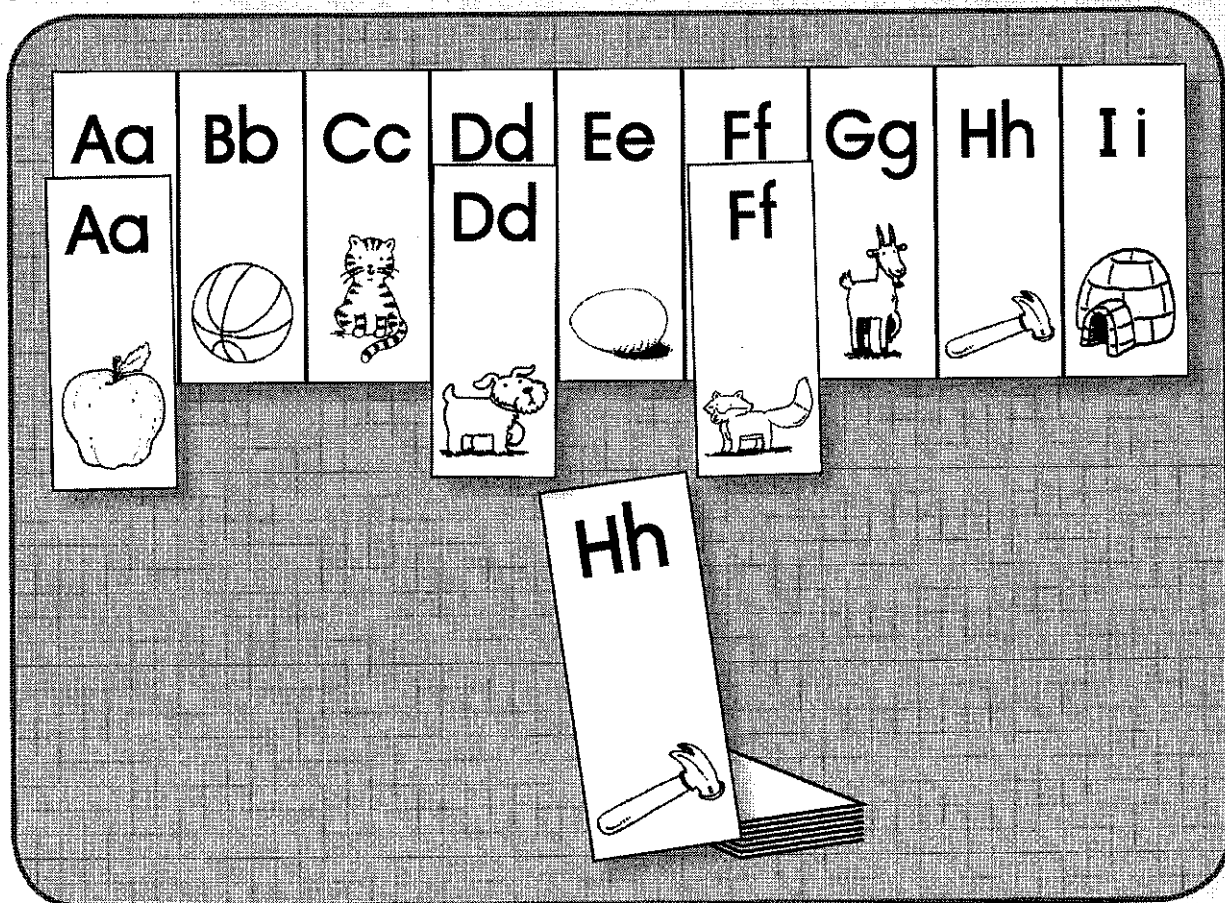
Materials

- ▶ Alphabet bulletin board borders or letter-picture strip (Activity Master P.001.AM1)
Cut one alphabet border or letter-picture strip into individual cards.
Leave one border or strip uncut.

Activity

Students match letter cards to an alphabet border.

1. Place the uncut alphabet bulletin board on a flat surface. Place the border cards face up in a stack.
2. Taking turns, student one selects a card, holds it up, and says the name of the letter (e.g., "h").
3. Student two matches the card to the letter on the alphabet border.
4. Continue until all cards are matched on the uncut border.
5. Peer evaluation



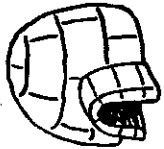
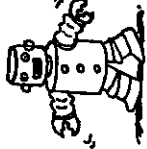








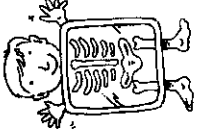








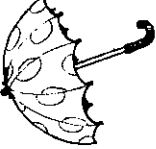



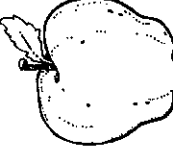

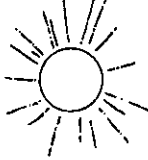
Extensions and Adaptations

- ▶ Match alphabet cards to letters on an alphabet chart (Activity Master P.001.AM2).
Copy chart twice. Enlarge one copy and cut the other into individual cards.
- ▶ Glue alphabet cereal to corresponding letters on an alphabet chart (Activity Master P.001.AM2).

Phonics

Alphabet Borders

P.001.AMI

glue		glue			
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

letter-picture strip



Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz		

alphabet chart





Letter Cards



Objective

The student will name and match letters of the alphabet.



Materials

- ▶ Die-cut letters

Make two matching sets of lowercase letters.

- ▶ Index cards

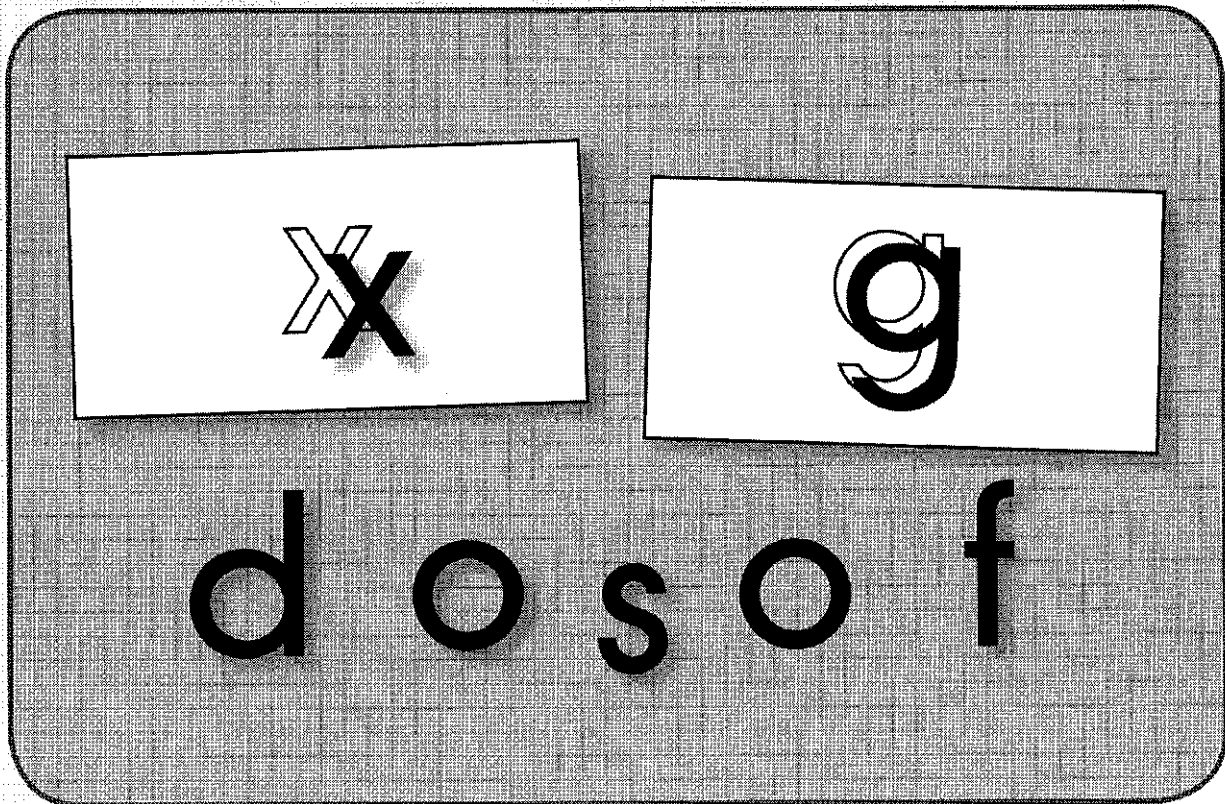
Make one set of "a-z" letter cards by gluing die-cut letters to individual index cards.



Activity

Students match alphabet letters to letters on cards.

1. Place the letter cards face up in a stack on a flat surface. Place the die-cut letters face up in rows.
2. The student selects a card and names the letter (e.g., "x").
3. Finds the corresponding die-cut letter and places it on the card.
4. Continues until all die-cut letters are matched to the letter cards.
5. Self-check



Extensions and Adaptations

- ▶ Alphabetize the letters.
- ▶ Use uppercase die-cut letters.
- ▶ Match the letters using a magnetic board (e.g., cookie sheet), the uppercase or lowercase letter grids (Activity Master P.002.AM1a - P.002.AM1b), and magnetic letters.

Attach grids to magnetic board using double-sided tape.

G	N	U	
F	M	T	Z
E	L	S	Y
D	K	R	X
C	J	Q	W
B	I	P	V
A	H	O	

uppercase letter grid



Phonics

Letter Cards

P.002.AM1b

g	n	u	
f	m	t	z
e	l	s	y
d	k	r	x
c	j	q	w
b	i	p	v
a	h	o	

lowercase letter grid





Objective

The student will name and match letters of the alphabet.

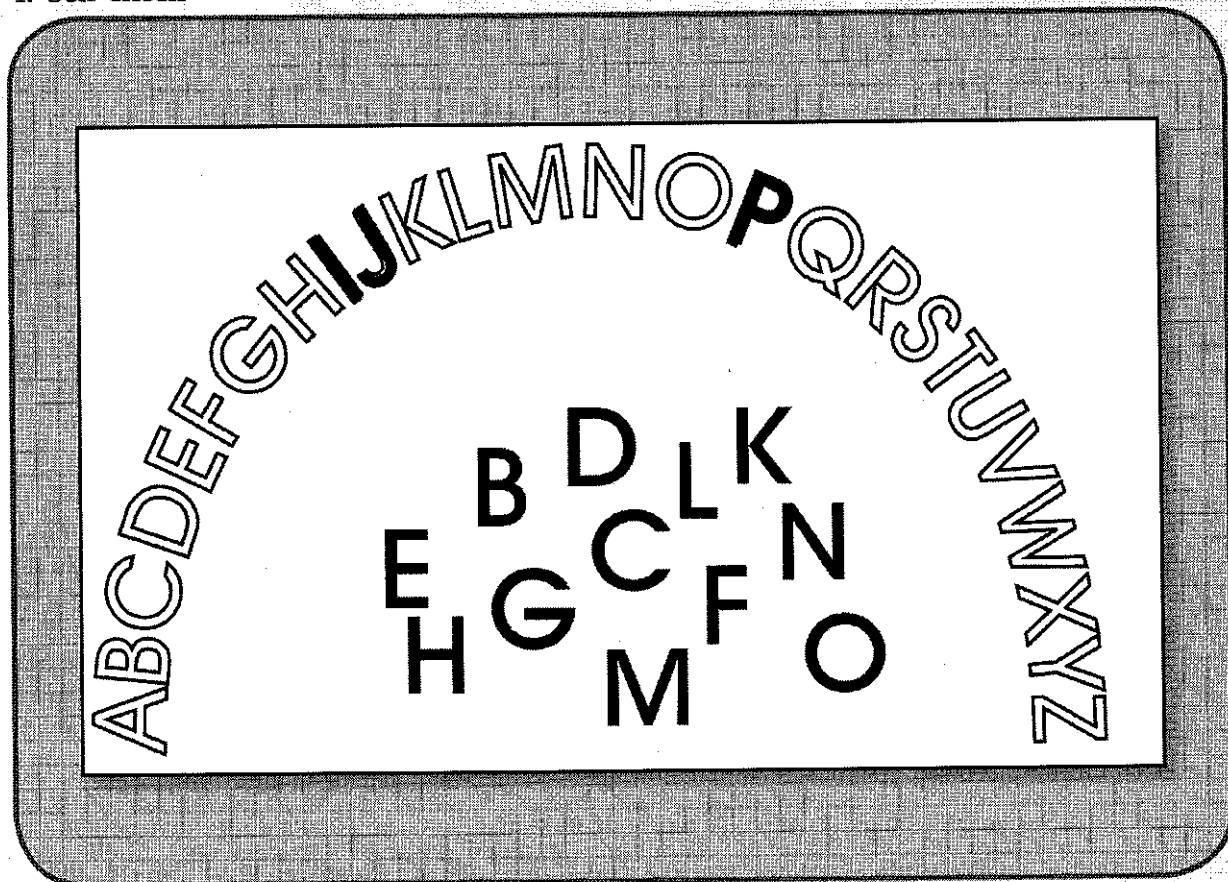
Materials

- ▶ Alphabet Arc (Activity Master P.003.AM1)
- ▶ 12" x 18" construction paper
Enlarge Alphabet Arc and glue to 12" x 18" construction paper.
- ▶ Set of uppercase letters (e.g., foam or plastic)

Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check



Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Arc.
- ▶ Complete partial Alphabet Arc (Activity Master P.003.AM2).
- ▶ Select a letter with eyes closed, attempt to identify it by its shape, and then place it on the corresponding letter on the Alphabet Arc.

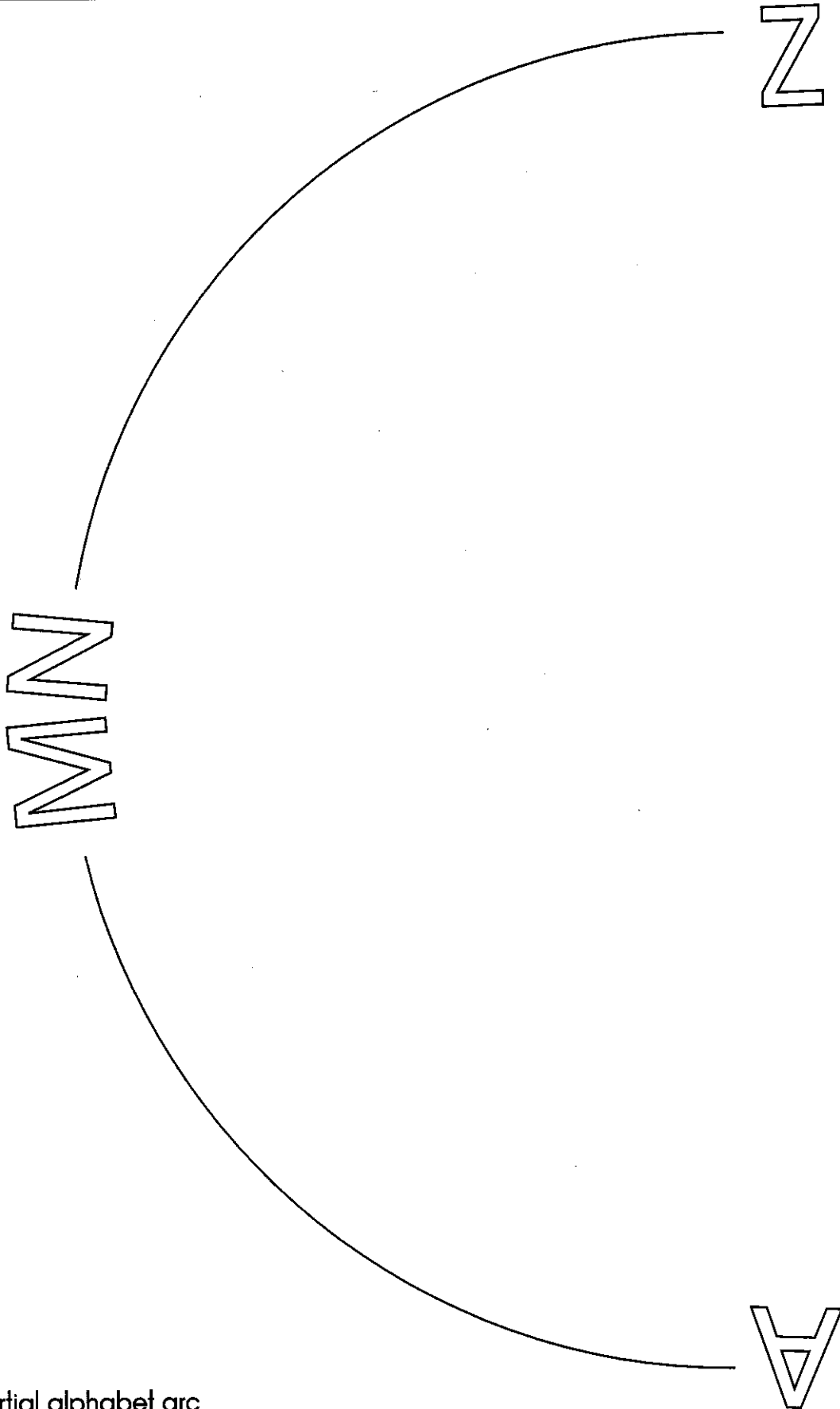
Phonics

Alphabet Arc

P.003.AMI



alphabet arc



partial alphabet arc



Clip-A-Letter

Objective

The student will name and match letters of the alphabet.

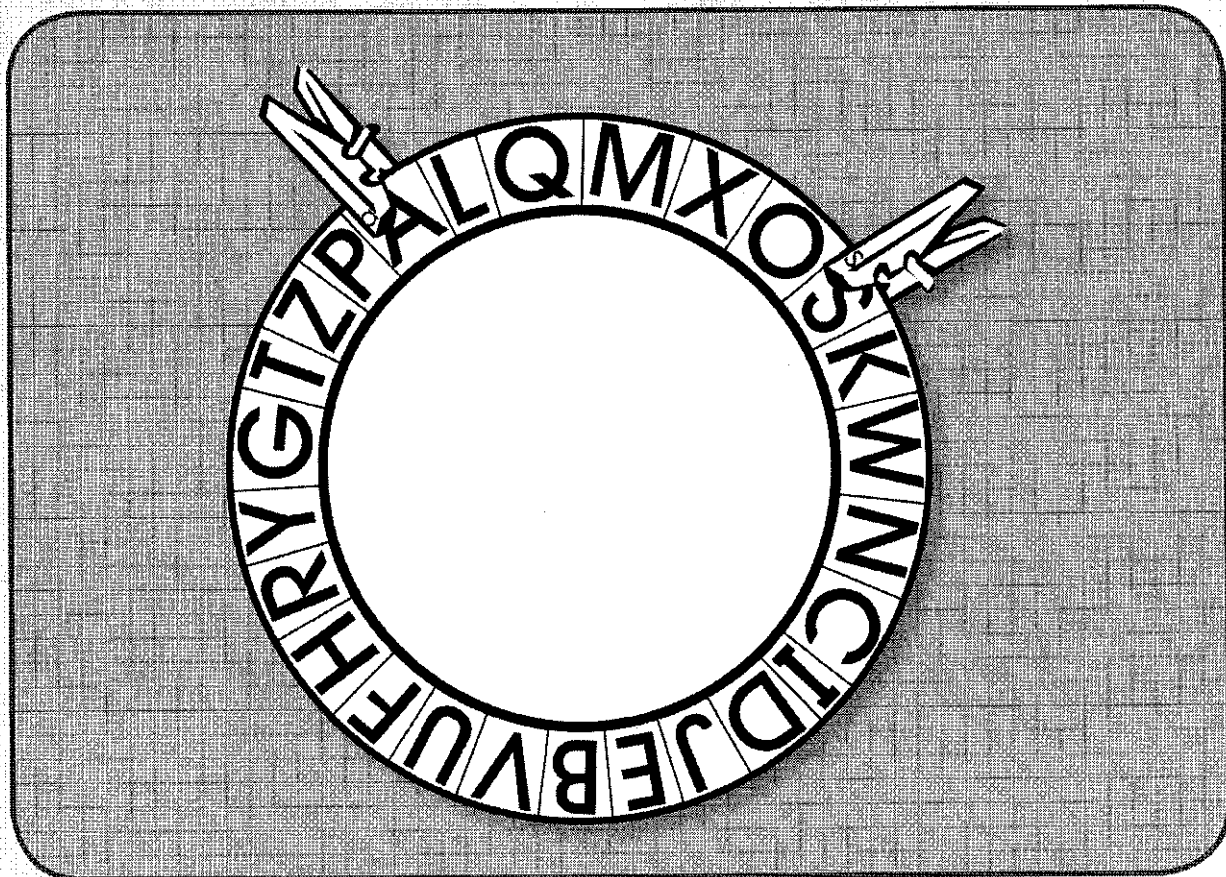
Materials

- ▶ Uppercase letter circle (Activity Master P.004.AM1)
Copy on card stock, cut out, and laminate.
- ▶ Clothespins
Write lowercase letters on clothespins.

Activity

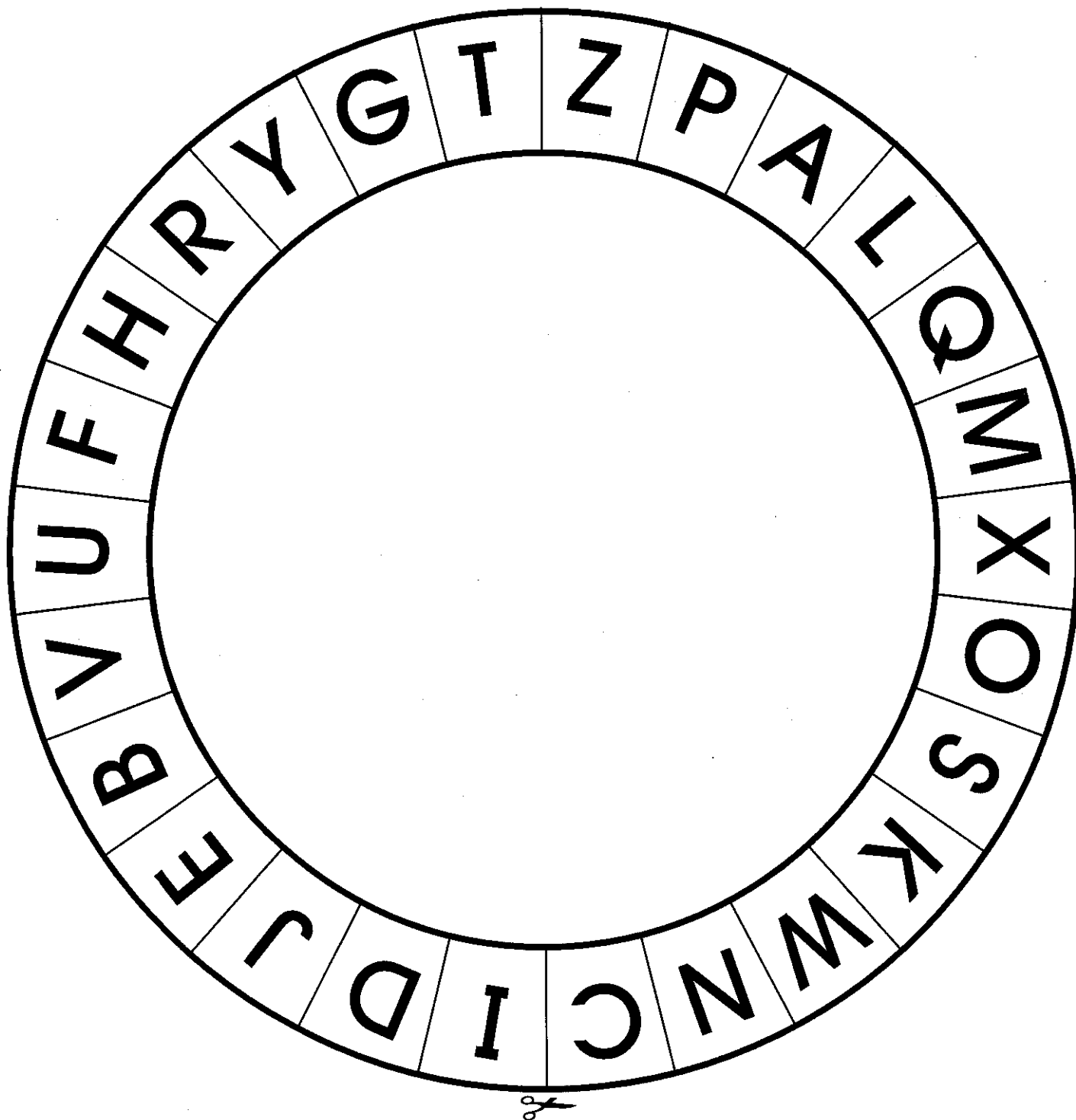
Students match lowercase letters on clothespins to uppercase letters on a circle.

1. Place the uppercase letter circle and clothespins on a flat surface.
2. Taking turns, students choose a clothespin, name the letter (e.g. "a"), and place it on the corresponding uppercase letter on the circle.
3. Continue until all letters are matched.
4. Peer evaluation



Extensions and Adaptations

- ▶ Match uppercase clothespin letters to the uppercase letter circle.
- ▶ Match lowercase clothespin letters to the lowercase letter circle (Activity Master P.004.AM2).
- ▶ Match clothespin letters to the initial sound picture circle (Activity Master P.004.AM3).

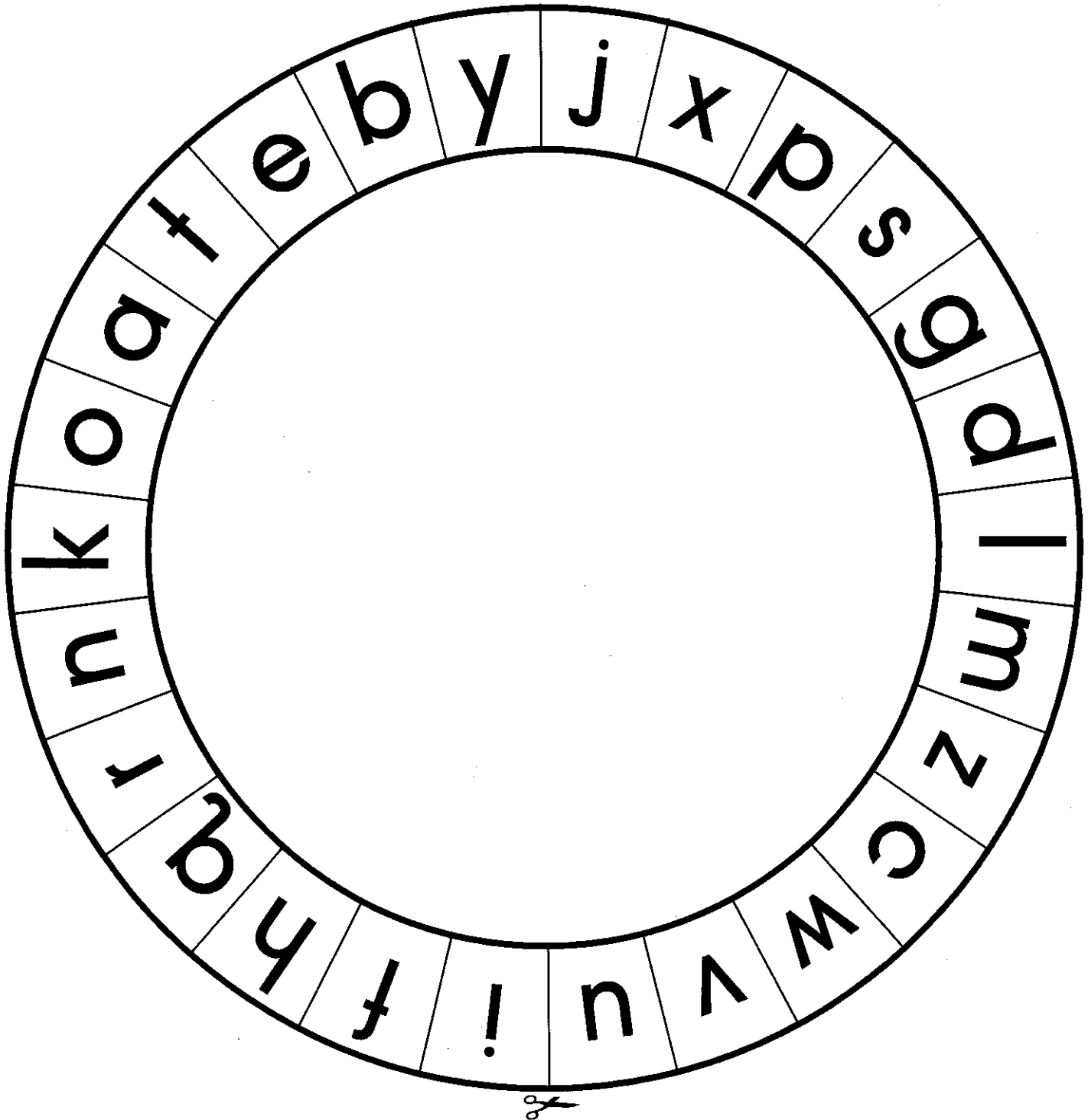


uppercase letter circle

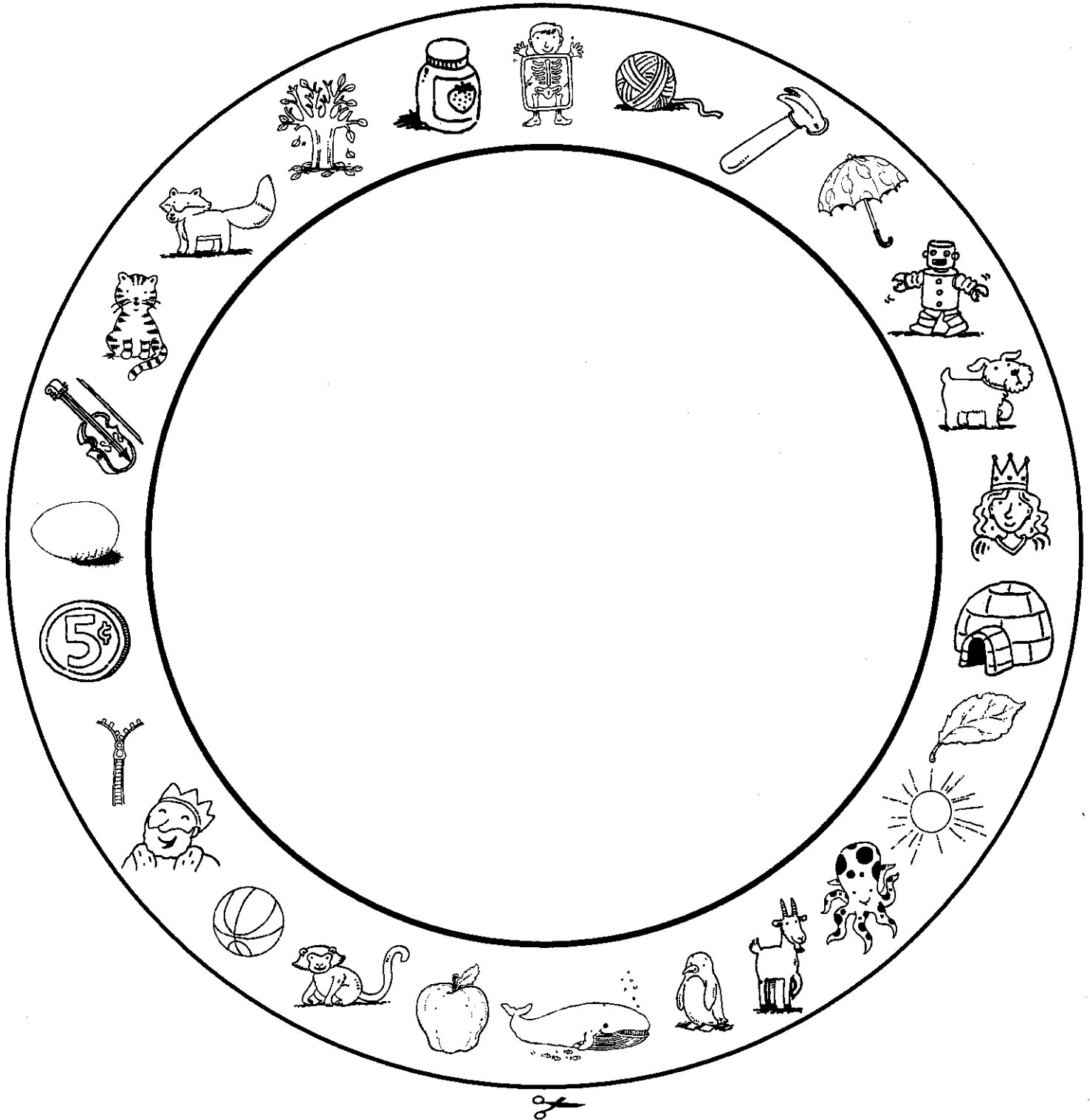
Phonics

Clip-A-Letter

P.004.AM2



lowercase letter circle



initial sound picture circle (starting at top): x-ray, yarn, hammer, umbrella, robot, dog, queen, igloo, leaf, sun, octopus, goat, penguin, whale, apple, monkey, basketball, king, zipper, nickel, egg, violin, cat, fox, tree, jam

Frog Feels Sick

One day in summer Frog was not feeling well.

Toad said, "Frog, you are looking quite green."

"But I always look green," said Frog. "I am a frog."

"Today you look very green even for a frog," said Toad.

"Get into bed and rest."

Toad made Frog a cup of hot tea. Frog drank the tea, and then he said, "Tell me a story while I am resting."

"All right," said Toad. "Let me think of a story to tell you."

Toad thought and thought. But he could not think of a story to tell Frog.

"I will go out on the front porch and walk up and down," said Toad. "Perhaps that will help me think of a story."

Whipping the Eggs

“Come here, Huey!” my father said. Huey walked toward him, his hands behind his back.

“See these eggs?” my father said. He cracked them and put the yolks in a pan and set the pan on the counter. He stood a chair by the counter.

“Stand up here,” he said to Huey. Huey stood on the chair by the counter.

“Now it’s time for your beating!” my father said.

Huey started to cry. His tears fell in with the egg yolks.

“Take this!” my father said. My father handed him the egg beater. “Now beat those eggs,” he said. “I want this to be a good beating!”

“Oh!” Huey said. He stopped crying. And he beat the egg yolks.

The Lost Button

“Don’t worry,” said Frog. “We will go back to all the places where we walked. We will soon find your button.”

They walked to the large meadow. They began to look for the button in the tall grass.

“Here is your button!” cried Frog.

“That is not my button,” said Toad. “That button is black. My button was white.”

Toad put the black button in his pocket.

A sparrow flew down.

“Excuse me,” said the sparrow. “Did you lose a button? I found one.”

“That is not my button,” said Toad. “That button has two holes. My button had four holes.”

Toad put the button with two holes in his pocket. They went back to the woods and looked on the dark paths.

Making Pudding

It was hot by the stove. My father loosened his collar and pushed at his sleeves. The stuff in the pan was getting thicker and thicker. He held the beater up high in the air.

“Just right,” he said, and sniffed in the smell of the pudding. He whipped the egg whites and mixed them into the pudding. The pudding looked softer and lighter than air.

“Done!” he said. He washed all the pots, splashing water on the floor, and wiped the counter so fast his hair made circles around his head.

“Perfect!” he said. “Now I am going to take a nap. If something important happens, bother me. If nothing important happens, don’t bother me. And – the pudding is for your mother. Leave the pudding alone!”

He went to the living room and was asleep in a minute, sitting straight up in his chair. Huey and I guarded the pudding.

“Oh, it’s a wonderful pudding,” Huey said.

“With waves on the top like the ocean,” I said.

The Pretty White Fox

At the park, Louise had quite a bit of fun. She played in the sandbox. She hung upside down. She played on the slide. And she played on the swings.

“This is dumb,” said Fox. “Let’s go home and watch TV.”

Just then they saw a pretty white fox. She was all alone. And she was having a fine time.

“Wow!” said Fox. “She looks like a movie star!”

“Hi!” said the pretty white fox. “My name is Raisin.”

All of a sudden Fox could not speak. He forgot his own name.

“Hi!” said Louise. “I’m Louise. And this is my brother Fox.”

Fox and Louise got on the merry-go-round.

Be Careful

It was a fine summer day, and after breakfast Frances said, "I am going to play with Thelma."

"Be careful," said Mother.

"Why do I have to be careful?" said Frances.

"Remember the last time?" said Mother.

"Which time was that?" said Frances.

"That was the time you played catch with Thelma's new boomerang," said Mother. "Thelma did all the throwing, and you came home with lumps on your head."

"I remember that time now," said Frances.

"And do you remember the other time last winter?" said Mother.

"I remember that time too," said Frances. "That was the first time there was ice on the pond. Thelma wanted to go skating, and she told me to try the ice first."

A Special Garden

She looked surprised. “Your garden must be big.”

“It is,” he said.

And he had plans to make it bigger. He took the ladder out of the garage. He set it up in the garden room. When he was on the ladder, he could reach the top of the walls. Now he could have trees in his garden. He made a pear tree and a walnut tree. He made vines to hang from the branches. He made birds’ nests in the trees. It rained one night, and he lay awake. My garden will be gone, he thought.

But it was not gone. Only a few vegetables were washed away.

A Good-bye Party

Mother Bear baked a cake. Little Bear made lemonade.

Mother Bear said, "Let us eat up all the cake. If we do, then it will not rain tomorrow."

"Let it rain," said Little Bear. "Emily will not be here tomorrow to play with me."

"Anyhow," said Emily, "We can eat up the cake. And we can drink the lemonade."

So they ate the cake, and drank the lemonade, and talked and talked. Then it was time for Emily to go home.

Father Bear said, "Don't let Lucy break any more arms."

"Oh no," said Emily.

Emily hugged her doll, and said, "Lucy wants to say good-bye, too. Say good-bye to Little Bear, Lucy." Emily made Little Bear hold Lucy.

He ran into his room and came back with a pretty toy boat.

The Best Pictures

Ivy had brought her leather case to school. She didn't answer Miss Perry. She stood up and came straight to Gregory. She put the case down on his desk and went back to her seat. The room was still. Miss Perry looked puzzled.

She asked, "Do you want Gregory to use your paints and brushes?"

"They're not mine," said Ivy.

"Of course they are," said Miss Perry.

"No," said Ivy. "They're Gregory's."

"How could they be Gregory's?" asked Miss Perry.

"Because-because his pictures are better than mine," said Ivy. "I saw them on the walls. And they're better!"

Miss Perry looked more puzzled than ever.

"What walls? Gregory, do you know what she means?"

Flying a Kite

Toad ran across the meadow again. He waved the kite over his head. He jumped up and down. The kite went up in the air and crashed down into the grass.

“That kite is junk,” said the robins. “Throw it away and go home.”

Toad ran back to Frog. “This kite is junk,” he said. “I think we should throw it away and go home.”

“Toad,” said Frog, “we need one more try. Wave the kite over your head. Jump up and down and shout ‘UP KITE UP’.”

Toad ran across the meadow. He waved the kite over his head. He jumped up and down. He shouted, “UP KITE UP.”

The kite flew into the air. It climbed higher and higher.

“We did it!” cried Toad.

“Yes,” said Frog. “If a running try did not work, and a running and waving try did not work, and a running, waving, jumping try did not work, I knew that a running, waving, jumping, and shouting try just had to work.”

Old Dark Frog

“When I was small,” said Frog, “my mother and father and I went out for a picnic. On the way home we lost our way. My mother was worried. ‘We must get home,’ she said. ‘We do not want to meet the Old Dark Frog.’”

‘Who is that?’ I asked.

‘A terrible ghost,’ said my father. ‘He comes out at night and eats little frog children for supper.’”

Toad sipped his tea. “Frog,” he asked, “are you making this up?”

“Maybe yes and maybe no,” said Frog.

“My mother and father went to search for a path,” said Frog. “They told me to wait until they came back. I sat under a tree and waited. The woods became dark. I was afraid. Then I saw two huge eyes. It was the Old Dark Frog. He was standing near me.”

“Frog,” asked Toad, “did this really happen?”

“Maybe it did and maybe it didn’t,” said Frog.

Looking for a Partner

One day Fox decided to enter THE BIG DANCE CONTEST.

“Who will be my partner?” he asked.

“Don’t look at me,” said Carmen. “I don’t dance.”

“Why not ask Raisin?” said Dexter. “She’s a great dancer.”

“She’s mad about something,” said Fox.

“Ask her anyway,” said Carmen. “Here she comes now.”

“Uh,” said Fox.

“Yes, what is it?” said Raisin.

“Will you be my partner in THE BIG DANCE CONTEST?” asked Fox.

“Are you sure you are good enough?” said Raisin.

“Don’t worry about *that!*” said Fox.

Every day Fox and Raisin practiced hard for THE BIG DANCE CONTEST. They did the waltz. They did the boogie. They did the stomp. They even did The Fox Trot. Raisin was very good. But she was still mad about something.

“I’m sure they will win first prize,” said Dexter.

On the day of THE BIG DANCE CONTEST Fox went to Raisin’s house.

“Sorry, Fox,” said Raisin’s mom. “Raisin has the mumps.”

“Oh, no!” cried Fox.

Fox went home. He sat down in front of the TV. But he didn’t even turn it on. He was too upset. Suddenly he had an idea.

“Come here, Louise!” he cried.

“What did I do?” said Louise.

Rosamond and the Lost Present

Rosamond is strange most of the time. Today was one of those times. She was pulling her four cats, Super Hex, Big Hex, Little Hex, and Plain Hex, on a sled. She went up to the snow detective.

“I lost your birthday present,” she said to him.

The snow detective did not answer. I did.

“That detective is one hour old. Why are you giving him a birthday present?” Rosamond looked at me.

“Oh, it’s for you,” she said.

“My birthday is July 12,” I said. “This is the middle of winter.”

“I believe in giving early,” Rosamond said. She pointed to her sled. “I was pulling your present and my cats on the sled, but the present fell off along the way.”

“Do you know when and where it happened?” I asked.

“Yes,” Rosamond said. “I was feeling drippy. Snow from the tree was falling on me. Then all of a sudden the sled felt lighter. I turned around and looked at it.”

Guessing the Present

“I saw an ugly birthday card at a store this morning,”
Claude said. “Rosamond was buying it.”

“Aha!” I said. “What else did Rosamond buy?”

“She bought six cartons of milk,” Claude said.

I, Nate the Great, was sorry to hear that. “Six cartons of
milk?” I said. I, Nate the Great, did not want a birthday present
that was cold and white and wet. I was already colder and
whiter and wetter than I had ever been. I said good-bye to
Claude. “Enjoy your castle,” I said. “Don’t lose it.”

“How can I lose a castle?” Claude asked.

“Only you know how,” I said.

Sludge and I went to Rosamond’s house. I said, “I do not
know where my birthday present is, but I know what it is.
Please open your refrigerator.” Rosamond opened her
refrigerator. I saw tuna fish, cat food, and a melting snow cat
inside.

“Aha!” I said. “No milk! You bought six cartons of milk
this morning, but now you have none.”

Little Bear's Friend

He could hear the wind sing. And he could feel the wind on his fur, on his eyes, on his little black nose.

He shut his eyes, and let the wind brush him. He opened his eyes, and saw two little squirrels.

"Play with us," they said.

"No time," said Little Bear. "I have to go home for lunch."

He began to climb down, and saw four little birds.

"Look at us," they said, "we can fly."

"I can, too," said Little Bear. "But I always fly down. I can't fly up or sideways."

He climbed down some more, and saw a little green worm.

"Hello," said the little green worm. "Talk to me."

"Some other time," said Little Bear. "I have to go home for lunch."

He climbed all the way down, and there he saw a little girl.

"I think I am lost," said the little girl. "Could you see the river from the treetop?"

"Oh, yes," said Little Bear. "I could see the river. Do you live there?"

"Yes," said the little girl. My name is Emily. And this is my doll Lucy."

"I am Little Bear, and I can take you to the river. What is in that basket?"



Another Word

Objective

The student will identify antonyms in context.

Materials

- ▶ Sentence strips (Activity Master V.023.AM1a - V.023.AM1b)
Copy on card stock, laminate, and cut apart.
- ▶ Antonym word cards (Activity Master V.023.AM1b)
Copy on card stock, laminate, and cut apart.

Activity

Students exchange antonyms for the underlined word in sentences.

1. Place sentence strips face down in a stack and antonym word cards face up in rows on a flat surface.
2. Working in pairs, student one selects a sentence, reads it, and repeats the underlined word (e.g., "It is cold outside today. Cold").
3. Student two reads the word cards, finds the antonym for the underlined word, places it over the underlined word, and reads the new sentence (i.e., "It is hot outside today").
4. Reverse roles and continue until all the antonyms are correctly matched to sentences.
5. Peer evaluation

It is cold outside today.

hot

Extensions and Adaptations

- ▶ Use synonyms to change words in sentences (Activity Master V.023.AM2).
- ▶ Make other sentences, antonym, and synonym word cards.

Sam was happy when he got his new puppy.

My homework was very easy.

I helped my friend carry a heavy package.

It is cold outside today.

Sometimes my classroom is very noisy.



Vocabulary

Another Word

V.023.AM1b

The candy tastes sweet.

My jump rope is too long.

I watched the beautiful sunrise.

I saw a big dog running in the park.

hot

short

sad

sour

little

light

quiet

sunset

hard

sentence strips and antonym word cards



glad

simple

hefty

chilly

loud

sugary

lengthy

dawn

huge





Word Fill-In

Objective

The student will identify the meaning of words in context.

Materials

▶ Sentence strips

Write sentences using selected target vocabulary with one word missing. For example, Mary brushed her _____ before she went to bed.

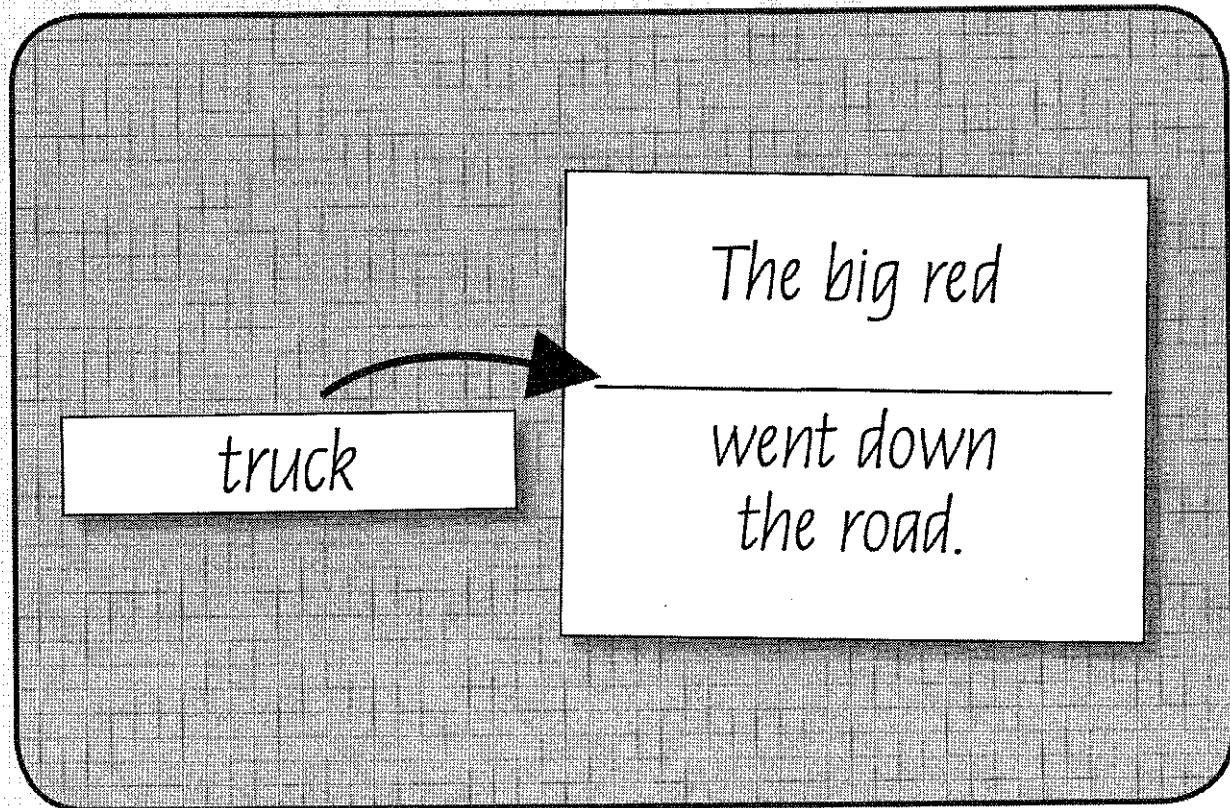
▶ Index cards or construction paper rectangles

Write the missing words from the sentences on the cards.

Activity

Students choose words to complete sentences.

1. Place sentence strips face down in a stack and index cards face up in rows on a flat surface.
2. Taking turns, student one selects a sentence, and reads it saying “blank” for the missing word.
3. Student two reads the index cards, finds the missing word, places it over the blank, and reads the sentence.
4. Reverse roles and continue until all the words are correctly matched to sentences.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make other word cards that complete the sentences. For example, The big red car went down the road.
- ▶ Use other sentence (Activity Master V.024.AM1a- V.024.AM1b) and word cards (Activity Master V.024.AM2).

We must

_____ so we don't miss the bus.

He was

_____ to be in the parade.

Mary brushed her

_____ before going to bed.

All the students were in school.

No one was _____.



Vocabulary

Word Fill-In

V.024.AM1b

The jar was _____,
but we filled it
up quickly with
cookies.

she
_____ at the funny joke.

Everyone makes
mistakes. No one is
_____.

My brother is
_____ than me. I am
ten and he is
twelve.

sentence cards



teeth

hurry

absent

excited

perfect

empty

older

laughed





If the Word Fits

Objective

The student will identify the meaning of words in context.

Materials

- ▶ Sentence cards (Activity Master V.025.AM1a - V.025.AM1b)

If words in this activity are not appropriate for your students, make and use sentence cards that are more applicable.

Note: The first underlined word is the target word and the second underlined word is the answer.

Activity

Students identify the meaning of target words by using the context of the sentence.

1. Place sentence cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two without showing the card (e.g., "The cloud was so enormous it seemed to cover the whole sky. Was it huge or little?").
3. Student two states the answer (i.e., "it was huge"). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two. If incorrect, student one states the correct answer, shows the card to student two, and places it at the bottom of the stack.
5. Reverse roles and continue until all cards are read.
6. Peer evaluation

"The cloud was so enormous that it seemed to cover the whole sky. Was the cloud huge or little?"

The cloud was so enormous
it seemed to cover the
whole sky.

Was the cloud huge or little?

Extensions and Adaptations

- ▶ Make and use other sentence cards (Activity Master V.025.AM2).

Vocabulary

V.025.AM1a

If the Word Fits

The cat was very curious
and tried to discover what
was making the noise.

Did the cat want to find out
what was making the noise
or want to go to sleep?

The bike gained speed
as it went down the hill.

Did the bike lose
or add speed?

The cloud was so enormous
it seemed to cover the
whole sky.

Was the cloud huge or little?

I can't find my dog.
He just disappeared.

Is the dog eating or
unable to be seen?

sentence cards



Vocabulary

If the Word Fits

V.025.AM1b

The girl's reply to the question was right.

Did she repeat or answer the question?

I need to go to sleep now because I am very drowsy.

Am I thirsty or tired?

He was eager to go downstairs and open his gifts.

Was he scared or excited?

Autumn is the season before winter when the weather turns cooler.

Is the season fall or spring?

sentence cards



Vocabulary

V.025.AM2

If the Word Fits

blank cards



Fry's First 100 Words

- | | | | | |
|----------|-----------|-----------|------------|------------|
| 1. the | 21. at | 41. there | 61. some | 81. my |
| 2. of | 22. be | 42. use | 62. her | 82. than |
| 3. and | 23. this | 43. an | 63. would | 83. first |
| 4. a | 24. have | 44. each | 64. make | 84. water |
| 5. to | 25. from | 45. which | 65. like | 85. been |
| 6. in | 26. or | 46. she | 66. him | 86. called |
| 7. is | 27. one | 47. do | 67. into | 87. who |
| 8. you | 28. had | 48. how | 68. time | 88. am |
| 9. that | 29. by | 49. their | 69. has | 89. its |
| 10. it | 30. words | 50. if | 70. look | 90. now |
| 11. he | 31. but | 51. will | 71. two | 91. find |
| 12. was | 32. not | 52. up | 72. more | 92. long |
| 13. for | 33. what | 53. other | 73. write | 93. down |
| 14. on | 34. all | 54. about | 74. go | 94. day |
| 15. are | 35. were | 55. out | 75. see | 95. did |
| 16. as | 36. we | 56. many | 76. number | 96. get |
| 17. with | 37. when | 57. then | 77. no | 97. come |
| 18. his | 38. your | 58. them | 78. way | 98. made |
| 19. they | 39. can | 59. these | 79. could | 99. may |
| 20. I | 40. said | 60. so | 80. people | 100. part |

Fry's First 100 Words

Name: _____

Date: _____

Score: _____

/100

- | | | | | |
|------------|-------------|-------------|--------------|--------------|
| 1. __the | 21. __at | 41. __there | 61. __some | 81. __my |
| 2. __of | 22. __be | 42. __use | 62. __her | 82. __than |
| 3. __and | 23. __this | 43. __an | 63. __would | 83. __first |
| 4. __a | 24. __have | 44. __each | 64. __make | 84. __water |
| 5. __to | 25. __from | 45. __which | 65. __like | 85. __been |
| 6. __in | 26. __or | 46. __she | 66. __him | 86. __called |
| 7. __is | 27. __one | 47. __do | 67. __into | 87. __who |
| 8. __you | 28. __had | 48. __how | 68. __time | 88. __am |
| 9. __that | 29. __by | 49. __their | 69. __has | 89. __its |
| 10. __it | 30. __words | 50. __if | 70. __look | 90. __now |
| 11. __he | 31. __but | 51. __will | 71. __two | 91. __find |
| 12. __was | 32. __not | 52. __up | 72. __more | 92. __long |
| 13. __for | 33. __what | 53. __other | 73. __write | 93. __down |
| 14. __on | 34. __all | 54. __about | 74. __go | 94. __day |
| 15. __are | 35. __were | 55. __out | 75. __see | 95. __did |
| 16. __as | 36. __we | 56. __many | 76. __number | 96. __get |
| 17. __with | 37. __when | 57. __then | 77. __no | 97. __come |
| 18. __his | 38. __your | 58. __them | 78. __way | 98. __made |
| 19. __they | 39. __can | 59. __these | 79. __could | 99. __may |
| 20. __I | 40. __said | 60. __so | 80. __people | 100. __part |

Fry's First 100 Words

List 1A

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I

List 1B

at
be
this
have
from
or
one
had
by
words
but
not
what
all
were
we
when
your
can
said

List 1C

there
use
an
each
which
she
do
how
their
if
will
up
other
about
out
many
then
them
these
so

List 1D

some
her
would
make
like
him
into
time
has
look
two
more
write
go
see
number
no
way
could
people

List 1F

my
than
first
water
been
called
who
am
its
now
find
long
down
day
did
get
come
made
may
part

Fry's First 100 Words

List 1A

the
of
and
a
to
in
is
you
that
it

List 1C

at
be
this
have
from
or
one
had
by
words

List 1E

there
use
an
each
which
she
do
how
their
if

List 1G

some
her
would
make
like
him
into
time
has
look

List 1I

my
than
first
water
been
called
who
am
its
now

List 1B

he
was
for
on
are
as
with
his
they
I

List 1D

but
not
what
all
were
we
when
your
can
said

List 1F

will
up
other
about
out
many
then
them
these
so

List 1H

two
more
write
go
see
number
no
way
could
people

List 1J

find
long
down
day
did
get
come
made
may
part

1

the

2

of

3

and

4

a

5

to

6

in

7

is

8

you

9

that

10

it

11

he

12

was

13

for

14

on

15

are

16

as

17

with

18

his

19

they

20

I

21

at

22

be

23

this

24

have

25

from

26

or

27

one

28

had

29

by

30

words

31

but

32

not

33

what

34

all

35

were

36

we

37

when

38

your

39

can

40

said

41

there

42

use

43

an

44

each

45

which

46

she

47

do

48

how

49

their

50

if

51

will

52

up

53

other

54

about

55

out

56

many

57

then

58

them

59

these

60

so

61

some

62

her

63

would

64

make

65

like

66

him

67

into

68

time

69

has

70

look

71

two

72

more

74

go

76

number

78

way

73

write

75

see

77

no

79

could

80

people

81

my

82

than

83

first

84

water

85

been

86

called

87

who

88

am

89

its

90

now

91

find

92

long

93

down

94

day

95

did

96

get

97

come

98

made

99

may

100

part

Webster County School District

1st Grade Math



At Home Learning Packet

10 Free Math Learning Websites

- **ABC YA**
 - www.abcya.com
 - Practice math and reading skills all while playing fun games!
- **IXL**
 - <https://www.ixl.com/inspiration/family-learning>
 - Math practice on each and every math skill.
- **Khan Academy**
 - <https://www.khanacademy.org/signup?isparent=1>
 - Math practice and interactive videos to help your child learn math.
- **Eureka Math**
 - <https://gm.greatminds.org/en-us/knowledgeonthegeo>
 - Content videos and student practice on math skills.
- **Fun Brain**
 - www.funbrain.com
 - Play games while practicing math and reading skills!
- **Star Fall**
 - <https://teach.starfall.com/lv/>
 - Math practice and interactive games to keep you child learning while having fun!
- **Cool Math**
 - <https://www.coolmathgames.com/>
 - Cool math games for learning!
- **Hooda Math**
 - <https://www.hoodamath.com/>
 - Math games by grade level for math learning fun!
- **Splash Learn**
 - <https://www.splashlearn.com/>
 - Math games for kids that make learning fun.
- **Cool Math 4 Kids**
 - <https://www.coolmath4kids.com/>
 - Math games with learning.

Student Name _____

1st Grade Math Fluency

1.OA.6 Add and Subtract within 10

ADDITION:

$0 + 1 =$	$2 + 1 =$	$4 + 5 =$
$0 + 2 =$	$2 + 2 =$	$4 + 6 =$
$0 + 3 =$	$2 + 3 =$	$5 + 0 =$
$0 + 4 =$	$2 + 4 =$	$5 + 1 =$
$0 + 5 =$	$2 + 5 =$	$5 + 2 =$
$0 + 6 =$	$2 + 6 =$	$5 + 3 =$
$0 + 7 =$	$2 + 7 =$	$5 + 4 =$
$0 + 8 =$	$2 + 8 =$	$5 + 5 =$
$0 + 9 =$	$3 + 0 =$	$6 + 0 =$
$0 + 10 =$	$3 + 1 =$	$6 + 1 =$
$1 + 0 =$	$3 + 2 =$	$6 + 2 =$
$1 + 1 =$	$3 + 3 =$	$6 + 3 =$
$1 + 2 =$	$3 + 4 =$	$6 + 4 =$
$1 + 3 =$	$3 + 5 =$	$7 + 0 =$
$1 + 4 =$	$3 + 6 =$	$7 + 1 =$
$1 + 5 =$	$3 + 7 =$	$7 + 2 =$
$1 + 6 =$	$4 + 0 =$	$7 + 3 =$
$1 + 7 =$	$4 + 1 =$	$8 + 0 =$
$1 + 8 =$	$4 + 2 =$	$8 + 1 =$
$1 + 9 =$	$4 + 3 =$	$8 + 2 =$
$2 + 0 =$	$4 + 4 =$	$9 + 0 =$

ADDITION KEY:

$0 + 1 = 1$	$2 + 1 = 3$	$4 + 5 = 9$
$0 + 2 = 2$	$2 + 2 = 4$	$4 + 6 = 10$
$0 + 3 = 3$	$2 + 3 = 5$	$5 + 0 = 5$
$0 + 4 = 4$	$2 + 4 = 6$	$5 + 1 = 6$
$0 + 5 = 5$	$2 + 5 = 7$	$5 + 2 = 7$
$0 + 6 = 6$	$2 + 6 = 8$	$5 + 3 = 8$
$0 + 7 = 7$	$2 + 7 = 9$	$5 + 4 = 9$
$0 + 8 = 8$	$2 + 8 = 10$	$5 + 5 = 10$
$0 + 9 = 9$	$3 + 0 = 3$	$6 + 0 = 6$
$0 + 10 = 10$	$3 + 1 = 4$	$6 + 1 = 7$
$1 + 0 = 1$	$3 + 2 = 5$	$6 + 2 = 8$
$1 + 1 = 2$	$3 + 3 = 6$	$6 + 3 = 9$
$1 + 2 = 3$	$3 + 4 = 7$	$6 + 4 = 10$
$1 + 3 = 4$	$3 + 5 = 8$	$7 + 0 = 7$
$1 + 4 = 5$	$3 + 6 = 9$	$7 + 1 = 8$
$1 + 5 = 6$	$3 + 7 = 10$	$7 + 2 = 9$
$1 + 6 = 7$	$4 + 0 = 4$	$7 + 3 = 10$
$1 + 7 = 8$	$4 + 1 = 5$	$8 + 0 = 8$
$1 + 8 = 9$	$4 + 2 = 6$	$8 + 1 = 9$
$1 + 9 = 10$	$4 + 3 = 7$	$8 + 2 = 10$
$2 + 0 = 2$	$4 + 4 = 8$	$9 + 0 = 9$

FLASH CARDS FOR ASSESSMENTS

$0 + 1$

$2 + 1$

$4 + 5$

$0 + 2$

$2 + 2$

$4 + 6$

$0 + 3$

$2 + 3$

$5 + 0$

$0 + 4$

$2 + 4$

$5 + 1$

$0 + 5$

$2 + 5$

$5 + 2$

$0 + 6$

$2 + 6$

$5 + 3$

$0 + 7$

$2 + 7$

$5 + 4$

$0 + 8$

$2 + 8$

$5 + 5$

$0 + 9$

$3 + 0$

$6 + 0$

$0 + 10$

$3 + 1$

$6 + 1$

$1 + 0$

$3 + 2$

$6 + 2$

$1 + 1$

$3 + 3$

$6 + 3$

$1 + 2$

$3 + 4$

$6 + 4$

$1 + 3$

$3 + 5$

$7 + 0$

$1 + 4$

$3 + 6$

$7 + 1$

$1 + 5$

$3 + 7$

$7 + 2$

$1 + 6$

$4 + 0$

$7 + 3$

$1 + 7$

$4 + 1$

$8 + 0$

$1 + 8$

$4 + 2$

$8 + 1$

$1 + 9$

$4 + 3$

$8 + 2$

$2 + 0$

$4 + 4$

$9 + 0$

SUBTRACTION:

$1 - 1 =$	$3 - 1 =$	$9 - 5 =$
$2 - 2 =$	$4 - 2 =$	$10 - 6 =$
$3 - 3 =$	$5 - 3 =$	$5 - 0 =$
$4 - 4 =$	$6 - 4 =$	$6 - 1 =$
$5 - 5 =$	$7 - 5 =$	$7 - 2 =$
$6 - 6 =$	$8 - 6 =$	$8 - 3 =$
$7 - 7 =$	$9 - 7 =$	$9 - 4 =$
$8 - 8 =$	$10 - 8 =$	$10 - 5 =$
$9 - 9 =$	$3 - 0 =$	$6 - 0 =$
$10 - 10 =$	$4 - 1 =$	$7 - 1 =$
$1 - 0 =$	$5 - 2 =$	$8 - 2 =$
$2 - 1 =$	$6 - 3 =$	$9 - 3 =$
$3 - 2 =$	$7 - 4 =$	$10 - 4 =$
$4 - 3 =$	$8 - 5 =$	$7 - 0 =$
$5 - 4 =$	$9 - 6 =$	$8 - 1 =$
$6 - 5 =$	$10 - 7 =$	$9 - 2 =$
$7 - 6 =$	$4 - 0 =$	$10 - 3 =$
$8 - 7 =$	$5 - 1 =$	$8 - 0 =$
$9 - 8 =$	$6 - 2 =$	$9 - 1 =$
$10 - 9 =$	$7 - 3 =$	$10 - 2 =$
$2 - 0 =$	$8 - 4 =$	$9 - 0 =$

SUBTRACTION KEY:

$1 - 1 = 0$	$3 - 1 = 2$	$9 - 5 = 4$
$2 - 2 = 0$	$4 - 2 = 2$	$10 - 6 = 4$
$3 - 3 = 0$	$5 - 3 = 2$	$5 - 0 = 5$
$4 - 4 = 0$	$6 - 4 = 2$	$6 - 1 = 5$
$5 - 5 = 0$	$7 - 5 = 2$	$7 - 2 = 5$
$6 - 6 = 0$	$8 - 6 = 2$	$8 - 3 = 5$
$7 - 7 = 0$	$9 - 7 = 2$	$9 - 4 = 5$
$8 - 8 = 0$	$10 - 8 = 2$	$10 - 5 = 5$
$9 - 9 = 0$	$3 - 0 = 3$	$6 - 0 = 6$
$10 - 10 = 0$	$4 - 1 = 3$	$7 - 1 = 6$
$1 - 0 = 1$	$5 - 2 = 3$	$8 - 2 = 6$
$2 - 1 = 1$	$6 - 3 = 3$	$9 - 3 = 6$
$3 - 2 = 1$	$7 - 4 = 3$	$10 - 4 = 6$
$4 - 3 = 1$	$8 - 5 = 3$	$7 - 0 = 7$
$5 - 4 = 1$	$9 - 6 = 3$	$8 - 1 = 7$
$6 - 5 = 1$	$10 - 7 = 3$	$9 - 2 = 7$
$7 - 6 = 1$	$4 - 0 = 4$	$10 - 3 = 7$
$8 - 7 = 1$	$5 - 1 = 4$	$8 - 0 = 8$
$9 - 8 = 1$	$6 - 2 = 4$	$9 - 1 = 8$
$10 - 9 = 1$	$7 - 3 = 4$	$10 - 2 = 8$
$2 - 0 = 2$	$8 - 4 = 4$	$9 - 0 = 9$

SUBTRACTION - FLASH CARDS FOR ASSESSMENTS

$1 - 1$

$3 - 1$

$9 - 5$

$2 - 2$

$4 - 2$

$10 - 6$

$3 - 3$

$5 - 3$

$5 - 0$

$4 - 4$

$6 - 4$

$6 - 1$

$5 - 5$

$7 - 5$

$7 - 2$

$6 - 6$

$8 - 6$

$8 - 3$

$7 - 7$

$9 - 7$

$9 - 4$

$8 - 8$

$10 - 8$

$10 - 5$

$9 - 9$

$3 - 0$

$6 - 0$

$10 - 10$

$4 - 1$

$7 - 1$

$1 - 0$

$5 - 2$

$8 - 2$

$2 - 1$

$6 - 3$

$9 - 3$

$3 - 2$

$7 - 4$

$10 - 4$

$4 - 3$

$8 - 5$

$7 - 0$

$5 - 4$

$9 - 6$

$8 - 1$

$6 - 5$

$10 - 7$

$9 - 2$

$7 - 6$

$4 - 0$

$10 - 3$

$8 - 7$

$5 - 1$

$8 - 0$

$9 - 8$

$6 - 2$

$9 - 1$

$10 - 9$

$7 - 3$

$10 - 2$

$2 - 0$

$8 - 4$

$9 - 0$