



LA MESA-SPRING VALLEY SCHOOLS

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La Mesa, CA 91942
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www.lmsvschools.org

**HOME
INDEPENDENT
WORK PACKET

SDC BLUE GROUP

PACKET 1
APRIL 13 - APRIL 24**

Blue Group

Please check with your child's teacher to determine the most appropriate level for your child. Work at your child's pace.

English Language Arts and Math

Week One: April 13, 2020 – April 17, 2020

	Level A	Level B	Level C
Reading	Read a book ○ Pages 3-4 Complete a Reading Log ○ Pages 3 and 4: Complete 2 book reports this week	Read a book ○ Pages 3-4 Complete a Reading Log ○ Pages 60-61: Complete 2 book reports this week.	Read a book ○ Pages 3-4 Complete a Reading Log ○ Pages 103-104 Complete 2 book reports this week
Decoding, Sight Words and Writing	Page 7: Practice Sounds and Sight Words Pages 8-21: Practice Writing, Sounds and Sight Words (2-3 pages a day) Page 22: Write a story about your week.	Pages 64-65: Practice Sounds and Sight Words Pages 66-69: Practice Writing, Sounds and Sight Words Pages 70-72: Writing practice- follow the directions on the page or write a story about the picture.	Page 107: Practice Sight Words Pages 108-110: Practice Writing and Reading Sight Words Page 111: Decorate the cover of your April Writing Journal Pages 112-115: Writing practice- Write a story everyday. You may write about your day or write a made up story. Page 116: Practice writing silly sentences.
Math	Pages 39-49: Complete 2 pages a day.	Pages 81-92: Complete 2-3 pages a day.	Pages: 125-131: Complete 1 page a day.

Blue Group

English Language Arts and Math

Week Two: April 20, 2020 – April 24, 2020

	Level A	Level B	Level C
Reading	Read a book ○ Pages 3-4 Complete a Reading Log ○ Pages 5 and 6: Complete 2 book reports this week	Read a book ○ Pages 3-4 Complete a Reading Log ○ Pages 62-63: Complete 2 book reports this week.	Read a book ○ Pages 3-4 Complete a Reading Log ○ Pages 105-106 Complete 2 book reports this week
Decoding, Sight Words and Writing	Page 7: Practice Sounds and Sight Words Pages 23-37: Practice Writing, Sounds and Sight Words (2-3 pages a day) Page 38: Write a story about your week.	Page 64-65: Practice Sounds and Sight Words Pages 73-76: Practice Writing, Sounds and Sight Words Pages 77-80: Writing practice- follow the directions on the page or write a story about the picture.	Page 107: Practice Sight Words Pages 117-118: Practice Writing and Reading Sight Words Page 119: Writing practice- write about finding a pot of gold. Pages 120-122: Write a story about your day, a letter to your teacher, a letter to a classmate, or a make believe story. Page 123: Write some silly sentences. Page 124: Write words that begin with each letter on the page to create a poem about flowers.
Math	Pages 50-59: Complete 2 pages a day.	Pages 93-102: Complete 2 pages a day.	Pages 132-138: Complete 1 page a day.

Blue Group

Weeks 1 and 2: Choices

Science/Social Science Ideas:

- Go on a nature walk
 - Look for things that fly, crawl, are alive but don't move
 - Pages 156-164: Go on a Scavenger Hunt
- Talk about your community
- Observe the weather and keep a journal
- Do a lesson on Mystery Science
 - <https://mysteryscience.com/mini-lessons/cute-animals?code=069c623219de250bcb804533d7276f86>
 - <https://mysteryscience.com/mini-lessons/syrup?code=846dfd70b22789b1e513cac45c08ae6e#slide-id-6957>
 - <https://mysteryscience.com/mini-lessons/germs-sanitizer?code=d1220d5754c6fab7c9de53d6654f41d6>

Technology

- Listen to stories by visiting storylineonline.net

Physical Activities

- Move your body
- Some great indoor activities can be found at mommypoppins.com/newyorkcitykids/25-exercise-games-indoor-activities-for-kids

Music and Art

- Have a dance party
- Sing
- Create a work of art

Optional Activities:

Social Emotional Learning: Pages 139-141

Sensory Activities: Pages 142-143

Cooking Fun: Pages 146-155

Fun Activities/Scavenger Hunts: Pages 156-164

April Reading Log

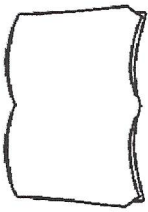
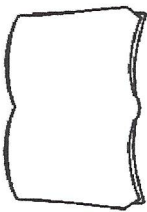
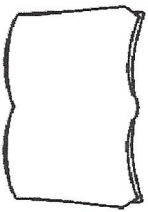
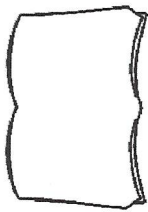
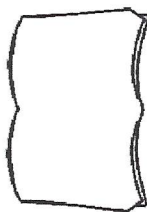
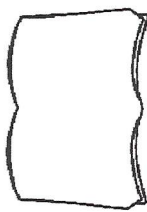
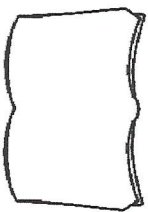
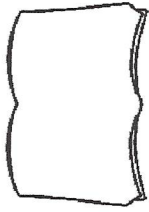
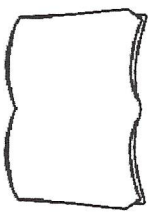
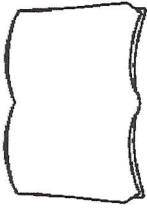
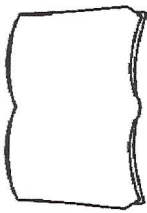
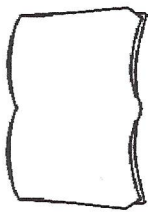
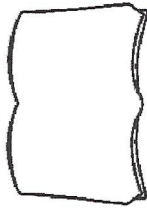
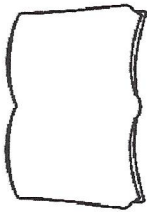
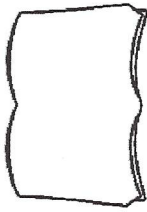


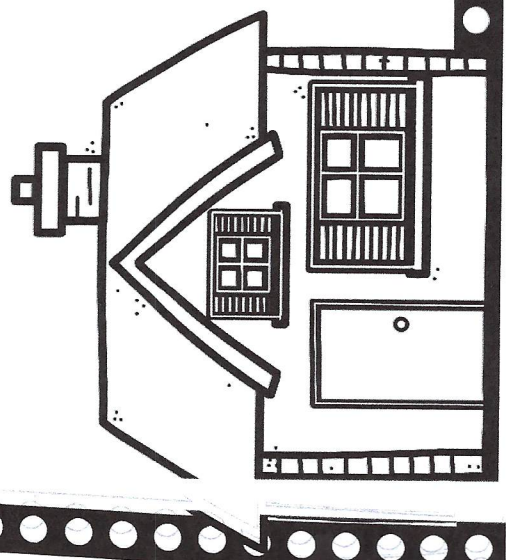
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Name: _____ Parent Signature: _____

Reading Log

Read daily. Reading can be a combination of listening to reading, reading to self, or shared reading. Color a book for each day's completed reading.



Date _____

Title of book: _____

Who are the characters?



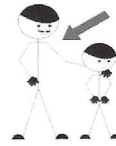
boy



girl



mom/lady



dad/man



an animal

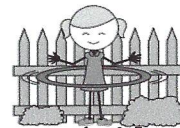
What is the setting?



home

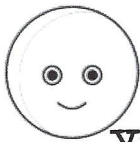


school

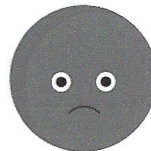


outside

Did you like this book?



yes



no

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Date _____

Title of book: _____

Who are the characters?



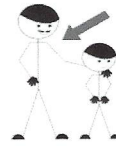
boy



girl



mom/lady



dad/man



an animal

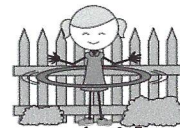
What is the setting?



home

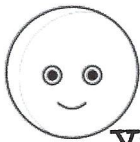


school

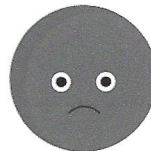


outside

Did you like this book?



yes



no

©TotallyAutism2018

Date _____

Title of book: _____

Who are the characters?



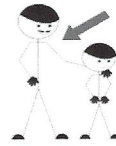
boy



girl



mom/lady



dad/man



an animal

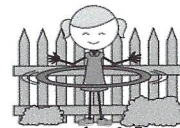
What is the setting?



home

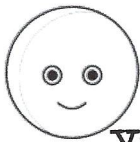


school

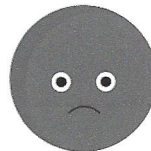


outside

Did you like this book?



yes



no

©TotallyAutism2018

Date _____

Title of book: _____

Who are the characters?



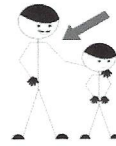
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girl



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an animal

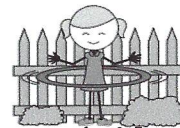
What is the setting?



home

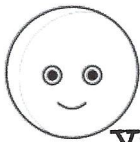


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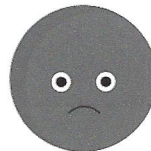


outside

Did you like this book?



yes



no

©TotallyAutism2018

UNIT 3 DECODING PRACTICE 4
(See Daily Lesson Planning for story suggestions)



1. SOUND REVIEW Demonstrate an appropriate pace. Have students read the sounds in each row.

 Pacing	m	ee	s	e	M
---	---	----	---	---	---

	m	s	e	M	ee	S	6
	s	e	m	ee	M	e	12
	M	ee	S	e	m	s	18
	ee	m	e	s	M	ee	24

2. STRETCH AND SHRINK Have students orally Stretch and Shrink, then use each word in a sentence.

sad-sssaad-sad
sat-sssaat-sat
dad-daaad-dad



Do not have students read the words.

3. SOUND COUNTING Have students orally say and count each sound.

sad-/sss/+/aaa/+/d/-sad (3)
sat-/sss/+/aaa/+/t/-sat (3)
dad-/d/+/aaa/+/d/-dad (3)



Do not have students read the words.

4. SOUNDING OUT SMOOTHLY For each word, have students sound out the word in one smooth breath, then read the word. Demonstrate if needed.


see

I'm

eee

Me


me

see

I'm

5. DAILY STORY READING



UNIT 3 SKILL WORK ACTIVITY 1
SOUND PAGE: For use after Story 1

Name _____

M m



M M M



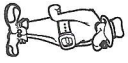
m m m



m m m

UNIT 3 COMPREHENSION WORK ACTIVITY 2
For use after Story 2

Sentence Tracing



See me.



See me.

Sentence Illustration

Have students read and trace "See me." Then have students draw a picture of themselves doing something.

Name _____

Sentence Tracing



See me.



See me.

Sentence Illustration

Have students read and trace "See me." Then have students draw a picture of themselves doing something.

Letter Formation

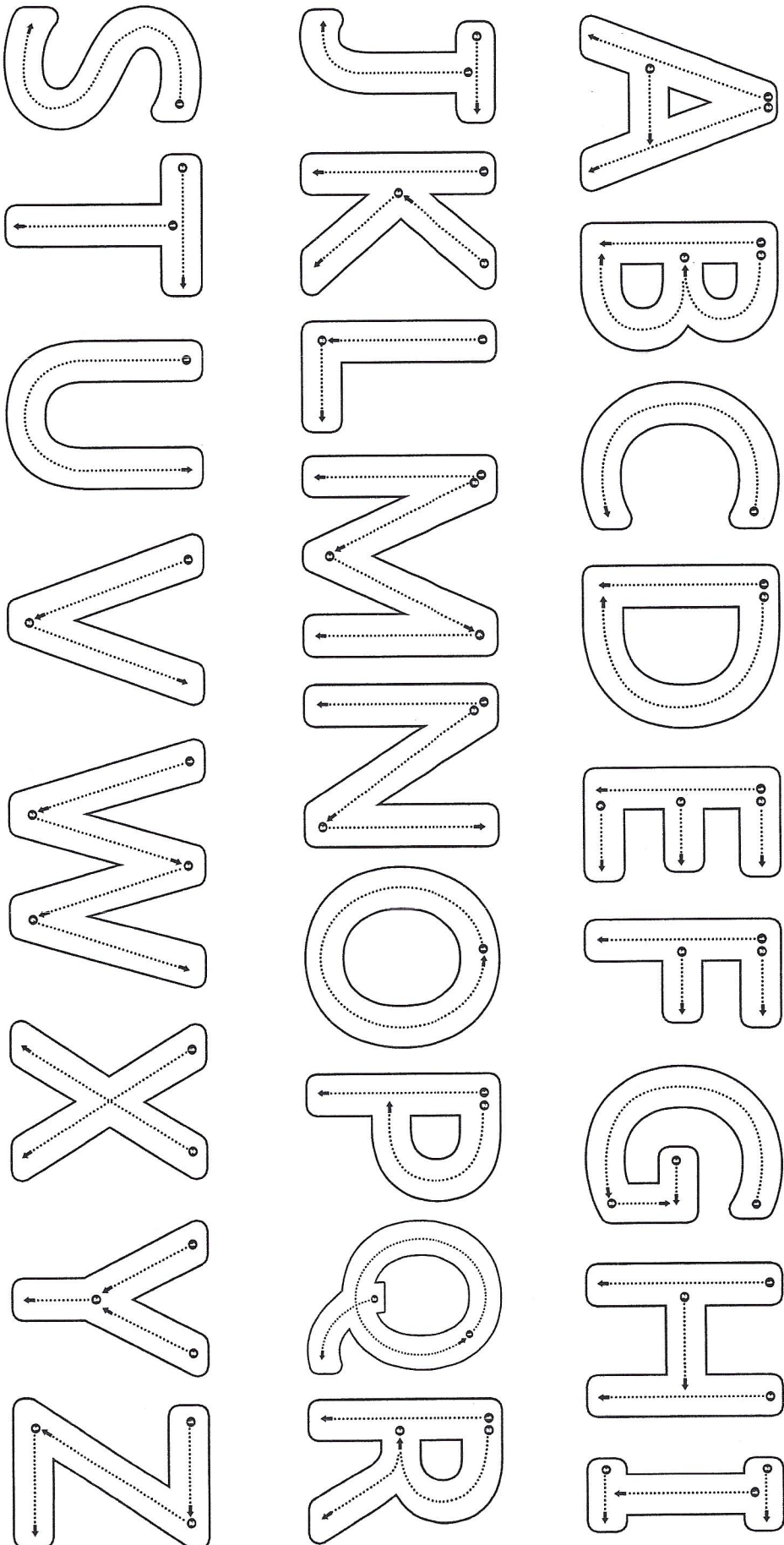
Follow the instructions on the letters below to correctly form the alphabet.



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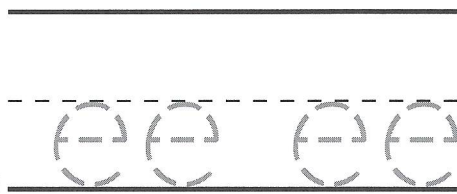
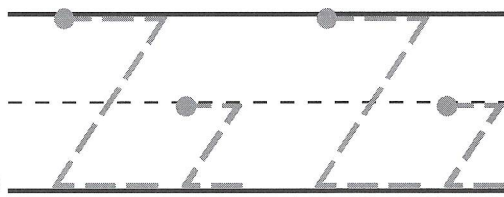
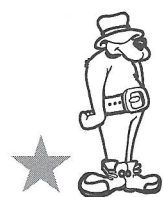
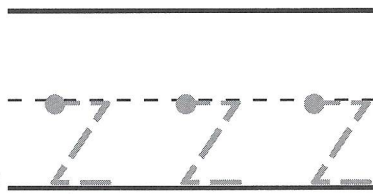
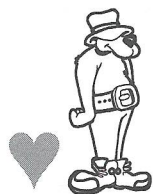
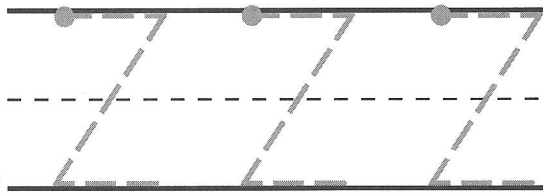
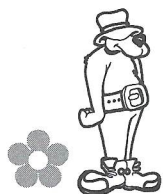
Letter Formation

Follow the instructions on the letters below to correctly form the alphabet.



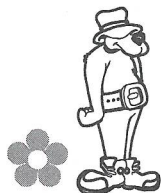


I m

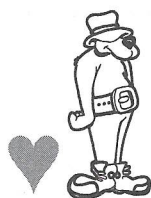




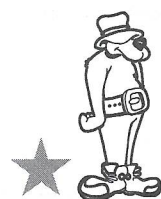
I'm



z z z z



he he



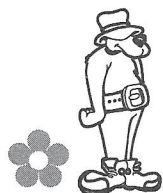
we we



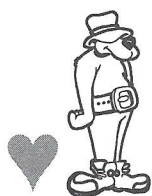
he we



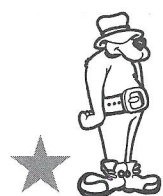
I'm



he



we



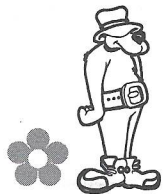
WwZz



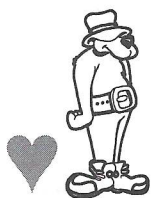
WwZz



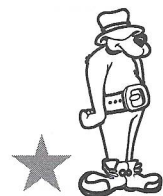
I'm



Aa Ee



Hh Kk



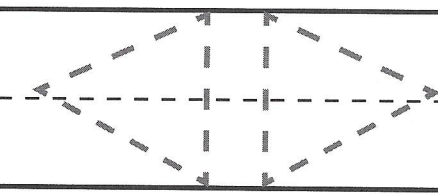
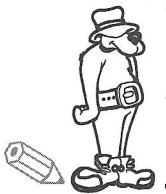
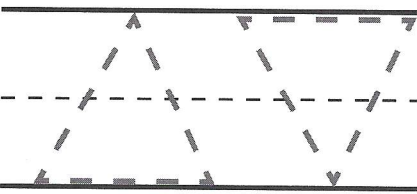
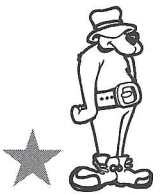
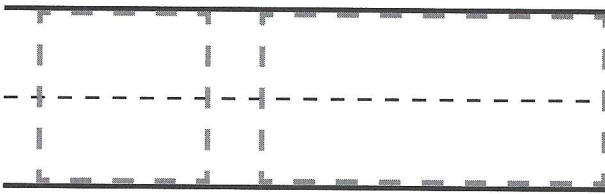
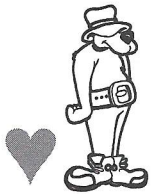
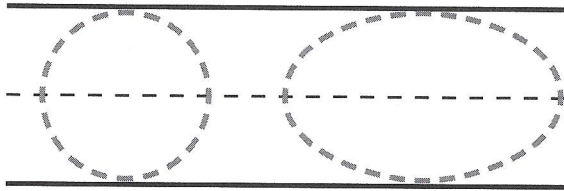
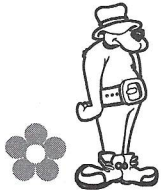
Mm Rr



Ss Vv Ww

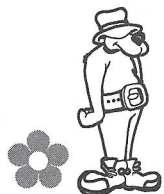


I m

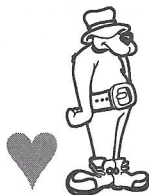




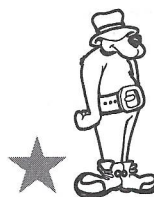
I'm



ee ee



he he



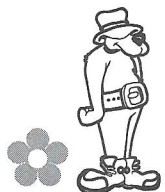
we we



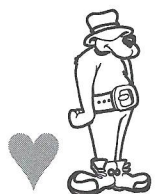
me me



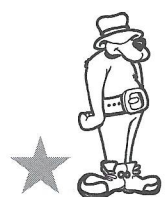
I m



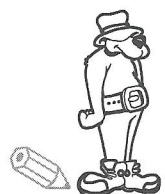
c c c



c c c

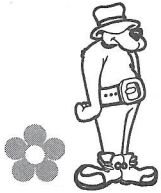


C c C c

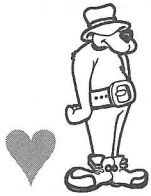




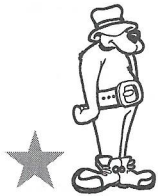
I'm



I'm I'm



am am



I'm am



he me



I'm



I'm am



he we



o o



Cc Zz

Name: _____

Uppercase & Lowercase

Trace the letters.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

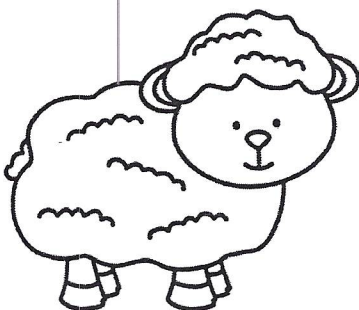
Tt

Uu

Vv

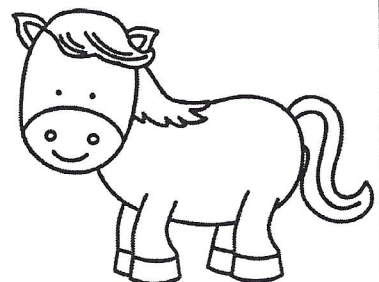
Ww

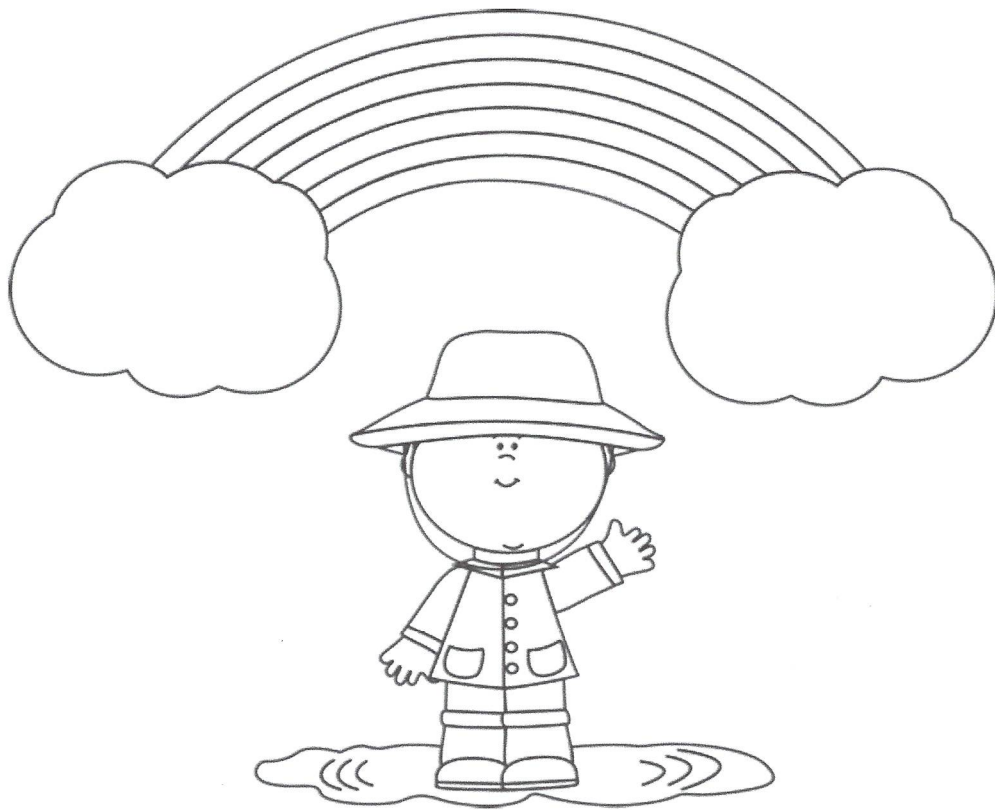
Xx



Yy

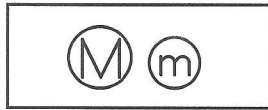
Zz





By _____

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M as in Mouse,
M as in Monkey

Capital letter M, small letter m,
M says mmm.

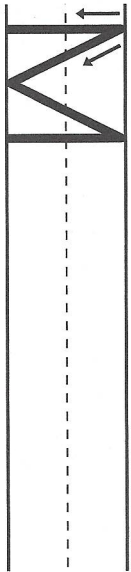
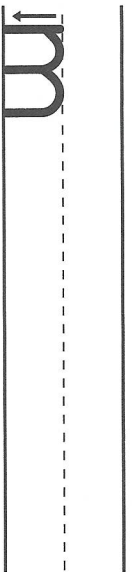
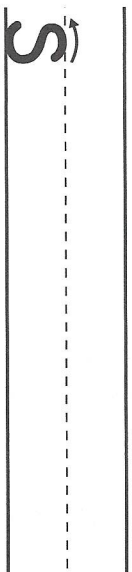
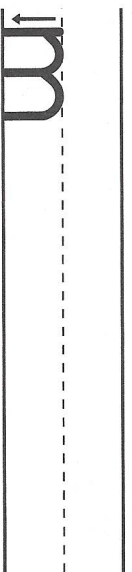
Mouse on a monkey,
M, m, mmm.

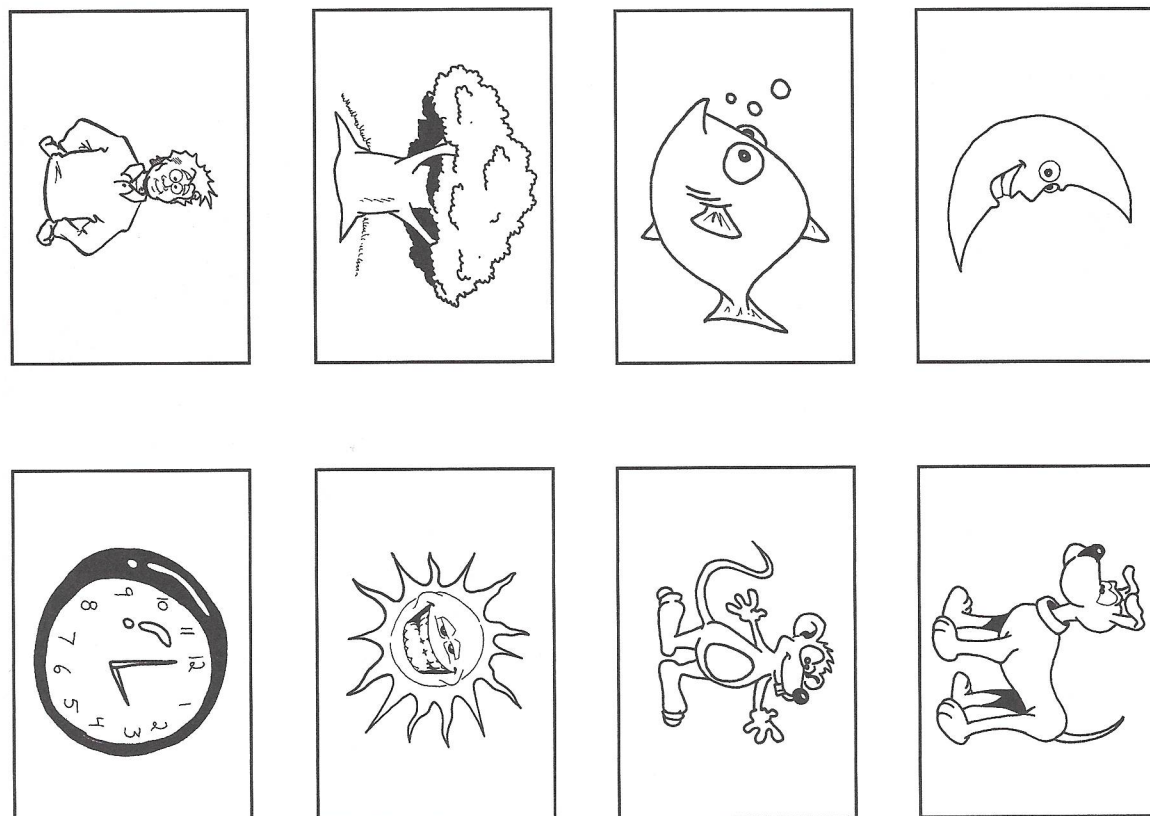


Beginning Sound

Name _____

For each row, have students write the sound. Then have them color or circle the picture that BEGINS with that sound.

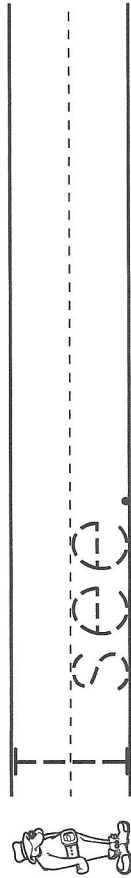
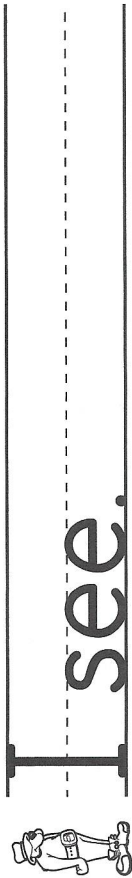


UNIT 3 COMPREHENSION WORK ACTIVITY 5
For use after Story 5

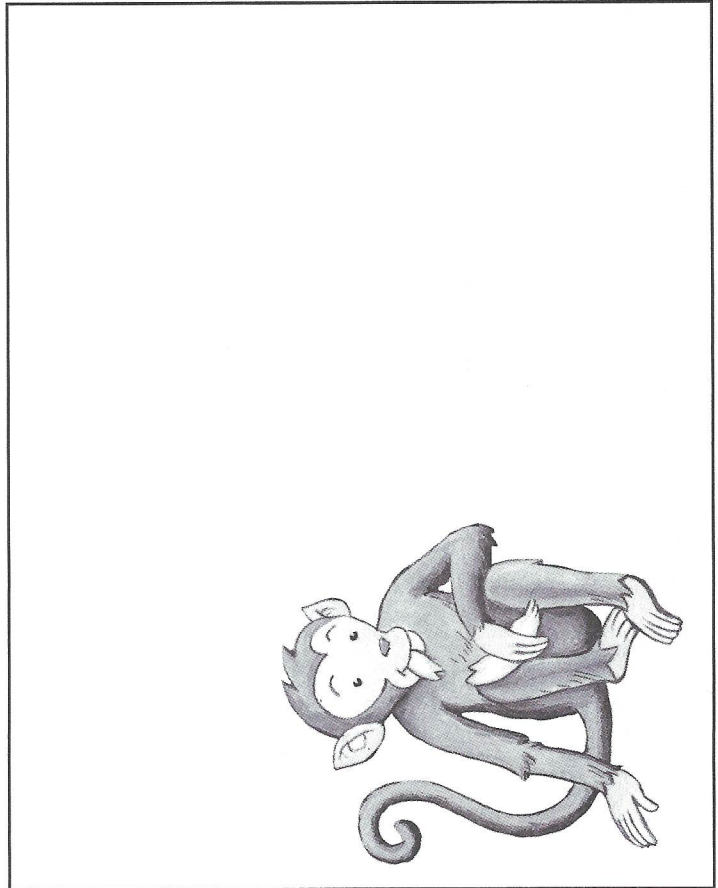
Name _____



Sentence Tracing

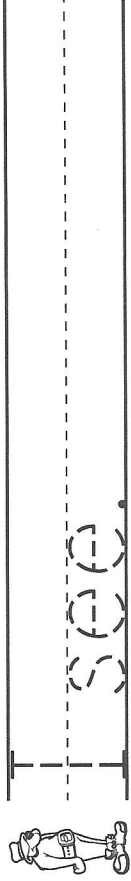
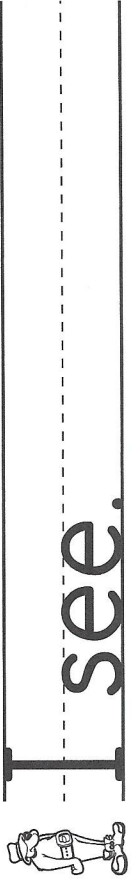


Sentence Illustration

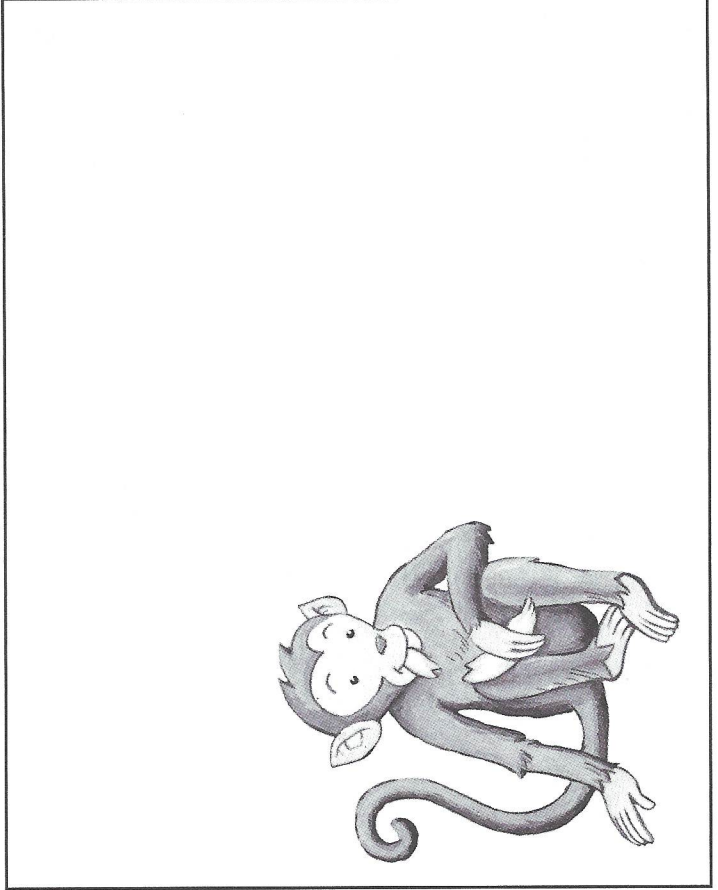


Have students read and trace "I see." Then have students draw a picture of something the monkey sees to eat.

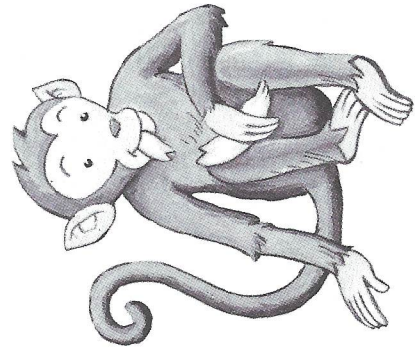
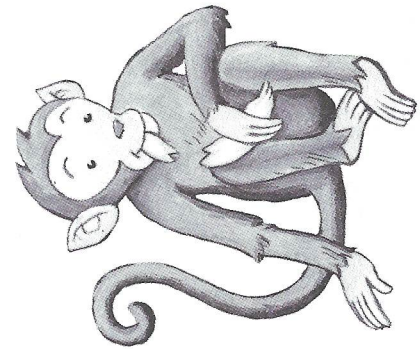
Sentence Tracing



Sentence Illustration



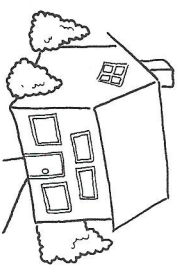
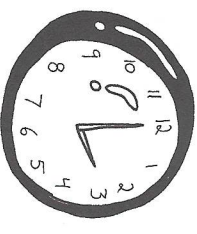
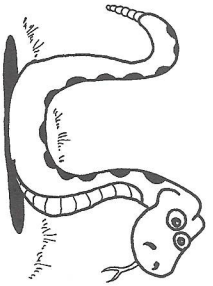
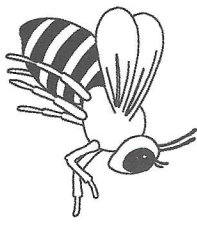
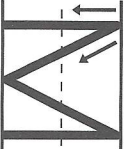
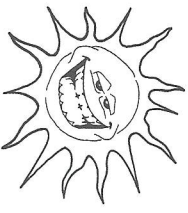
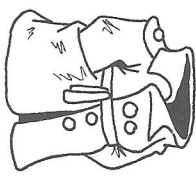
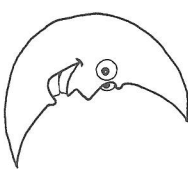
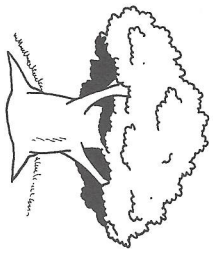
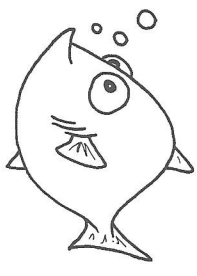
Have students read and trace "I see." Then have students draw a picture of something the monkey sees to eat.



Beginning Sound

Name _____

For each row, have students write the sound. Then have them color or circle the picture that BEGINS with that sound.





I'm



D D D



d d d



D d D d





I'm



See



the



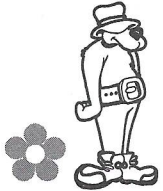
See the



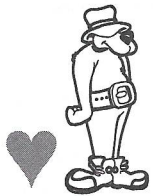
I'm am



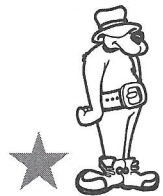
I'm



See the



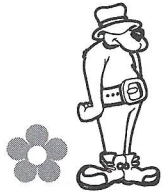
I'm am



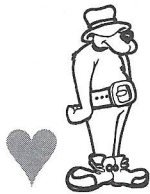
Cc Dd



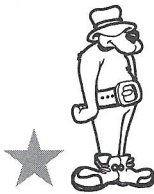
I m



I I I



i i i



I i I i





I'm



Dad



See



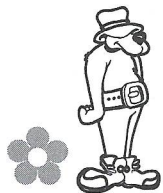
the



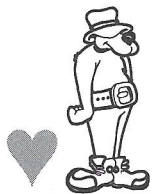
See Dad



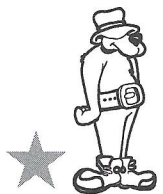
I'm



Dad



See the



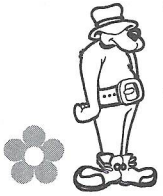
X



Dd Ii



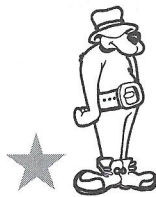
I'm



J J J



j j j

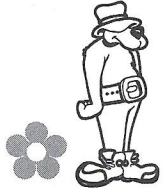


J j J j

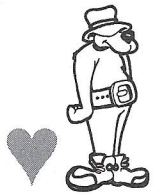




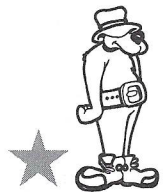
I'm



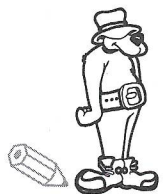
did



see



did see



See Dad.



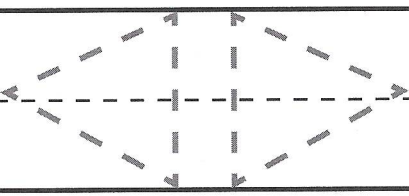
I'm



did see



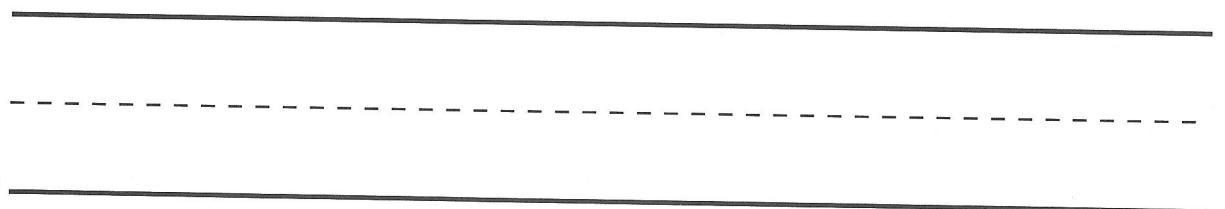
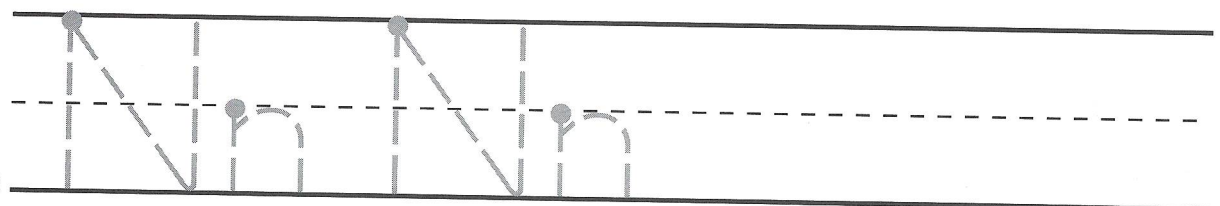
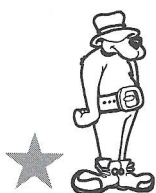
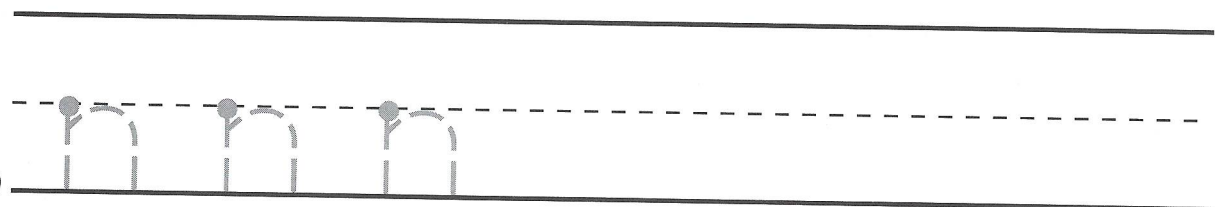
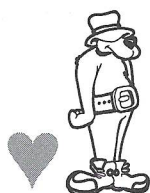
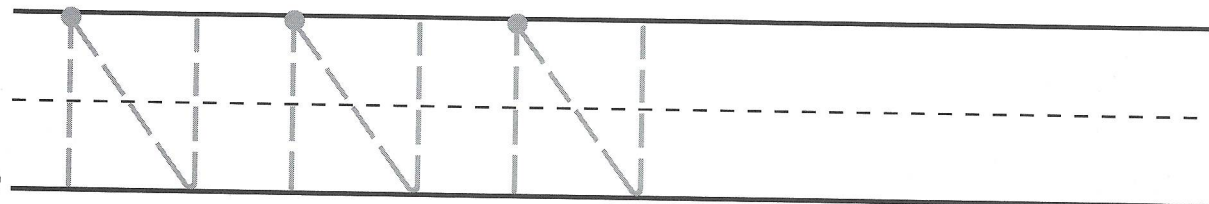
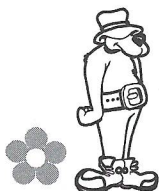
See Dad.



Ii Jj

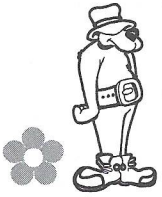


I'm





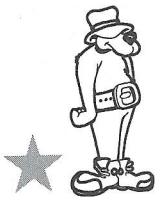
I'm



mad



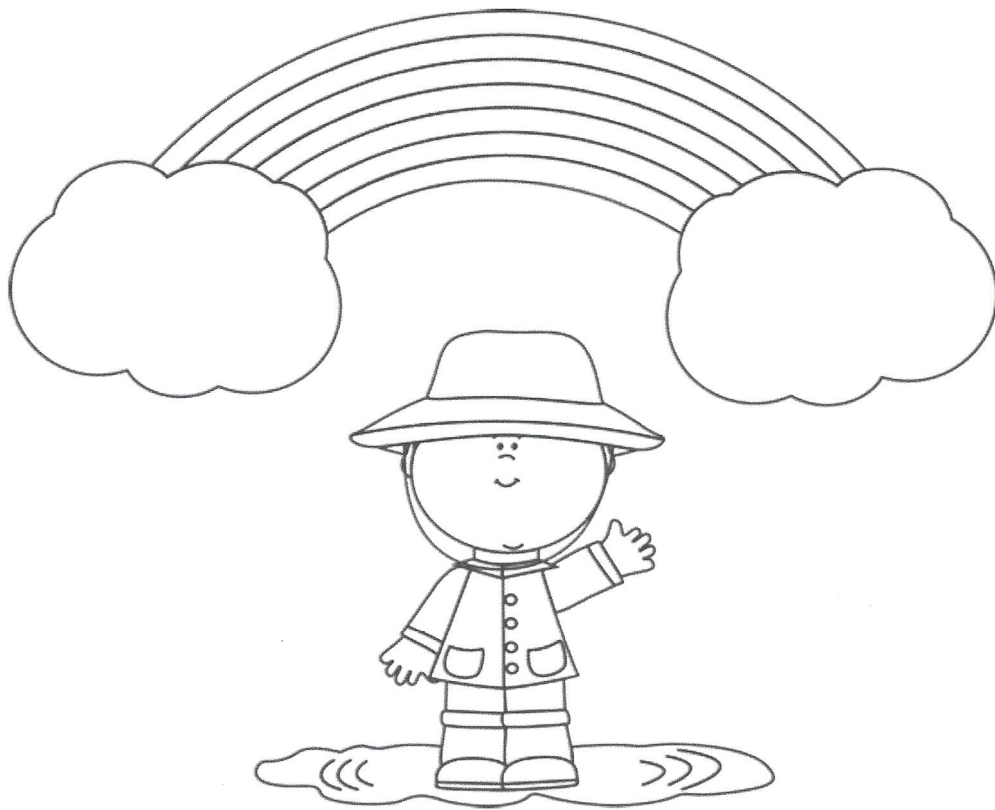
is



sad



is sad



By _____

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Name: _____

Trace the numbers.

1 2 3 4 5 6 7 8 9 10 11 12

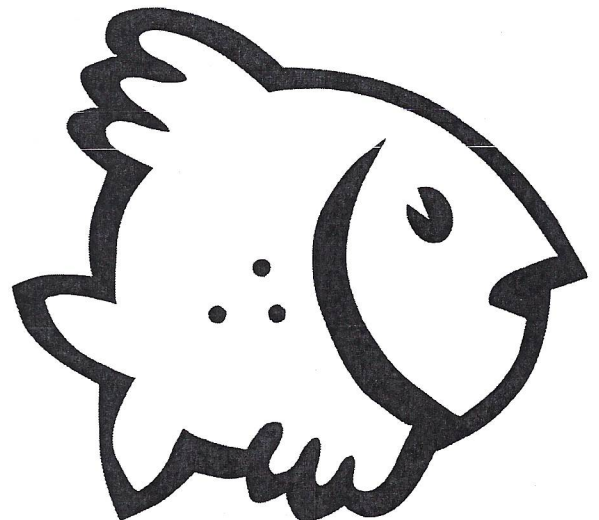
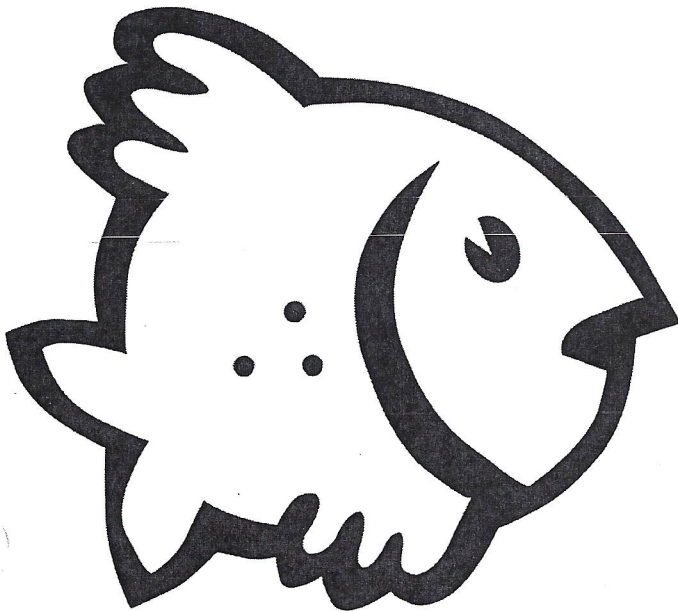
13 14 15 16 17 18 19 20

Highlight odd numbers red.

1 2 3 4 5 6 7 8 9 10 11 12 13 14

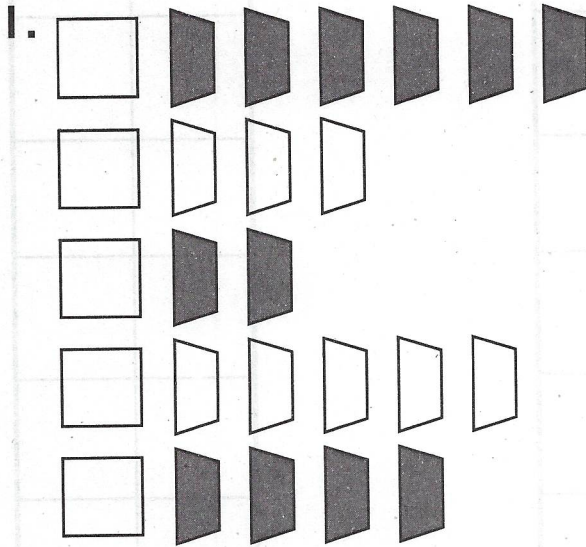
Highlight even numbers blue.

Color the fish.

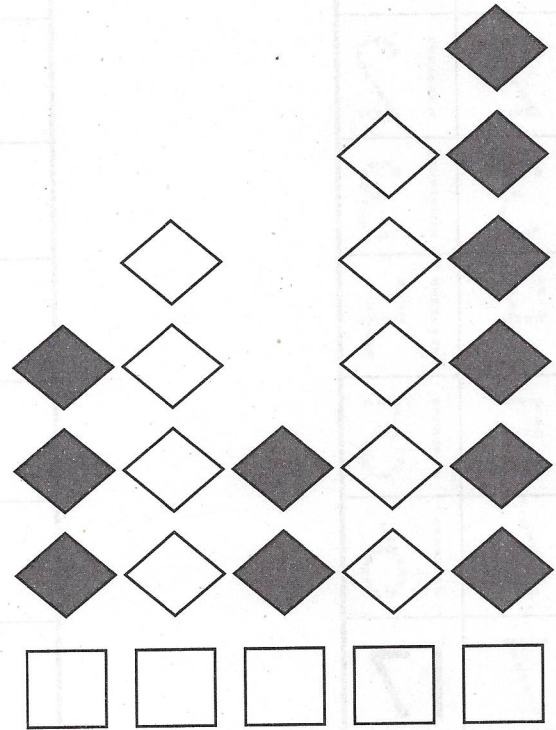


Homework

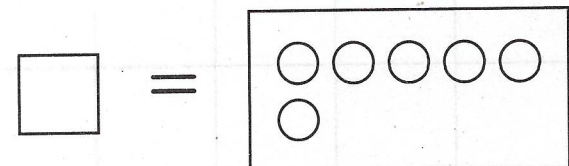
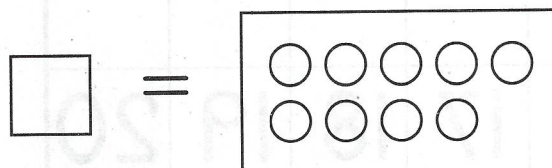
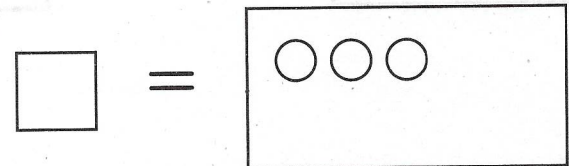
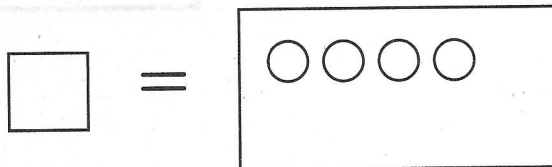
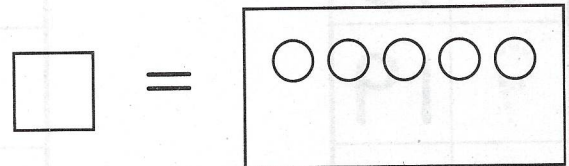
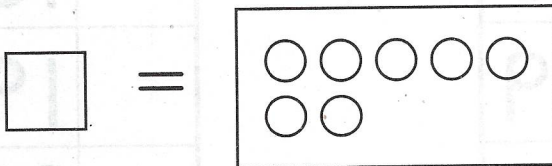
Write the number.



2.



3. Write the number.



Name _____

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

	17
	18
	19
10	20

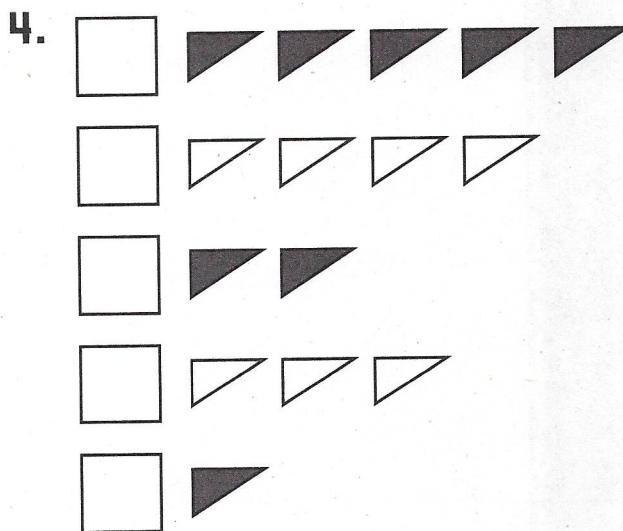
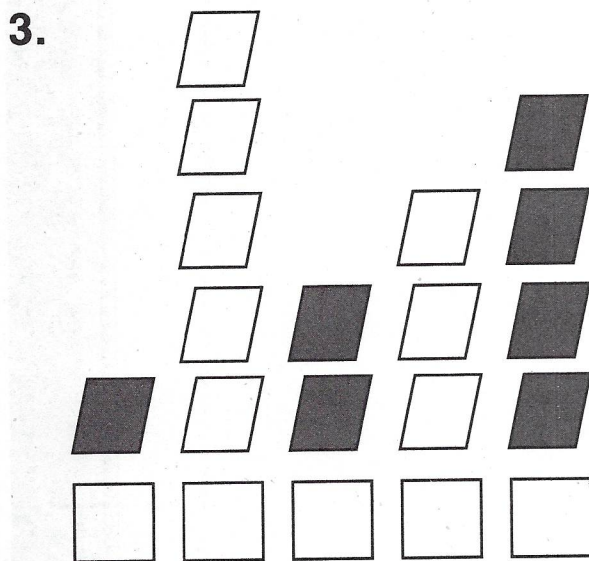
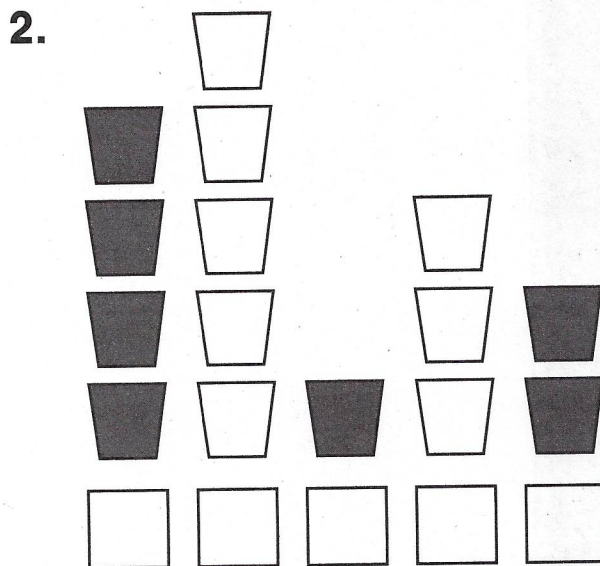
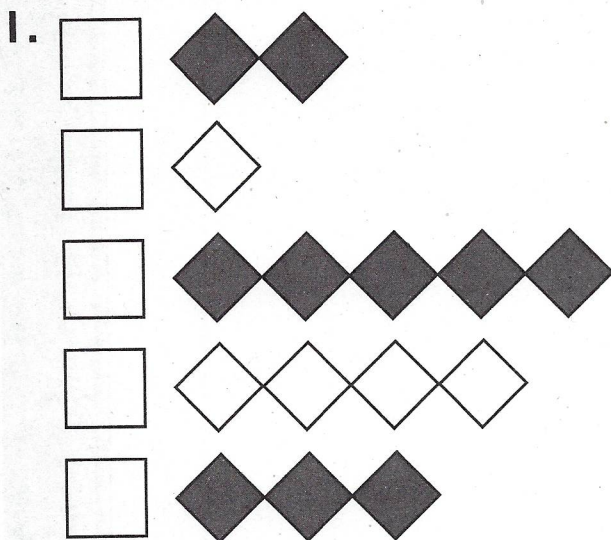
	17
	18
	19
	20

						17	18	19	20

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Homework

Write the number.



5. Fill in numbers 1–20.

			4	5					
	12					17	18	19	20

**On the Back** Draw 15 crackers.

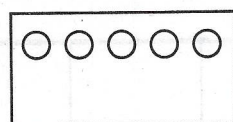
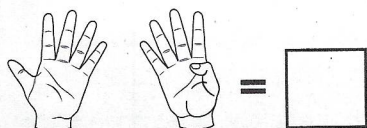
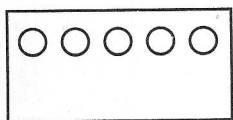
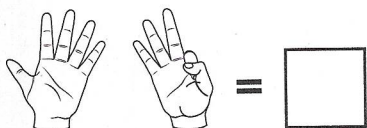
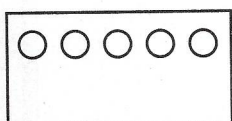
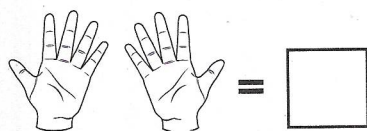
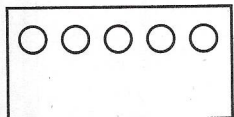
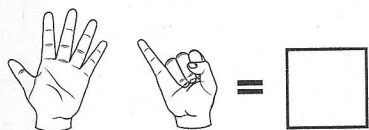
Name _____



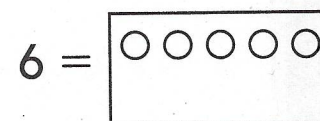
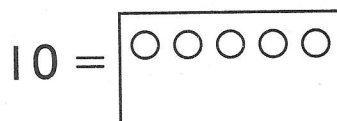
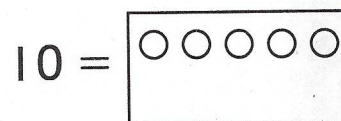
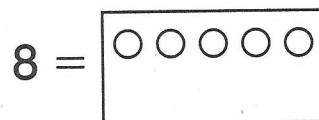
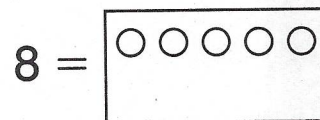
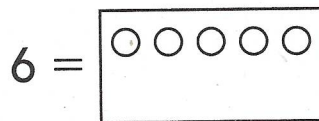
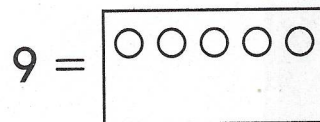
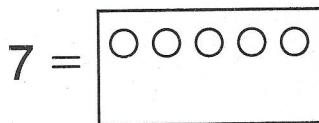
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Homework

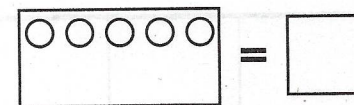
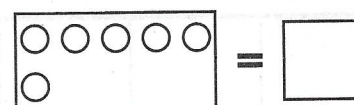
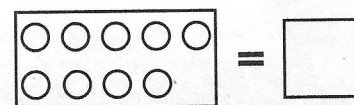
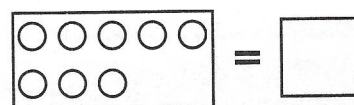
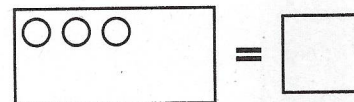
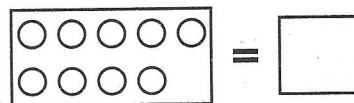
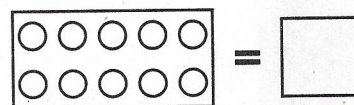
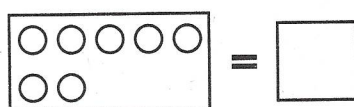
1. Write the number. Draw it using the 5-group.



2. Use the 5-group. Draw to show the number.



3. Write the number.



On the Back Draw 16 bananas. Then write the numbers 1 to 16.

Name _____

Name _____

Write the number.



= 5



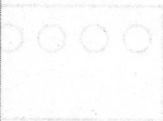
= 5



= 5



= 5



= 5



= 5



= 5



= 5



=



=



=



=

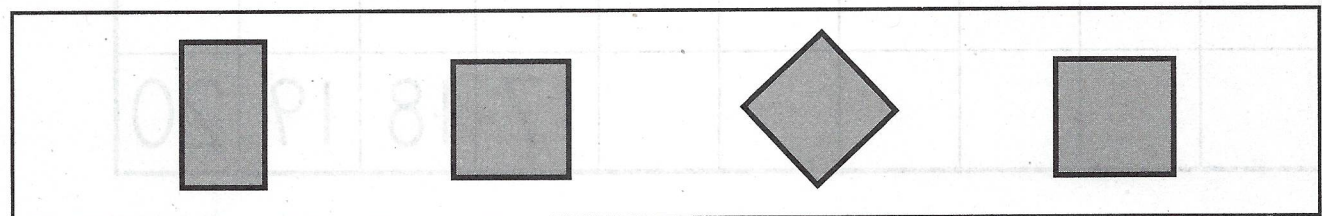
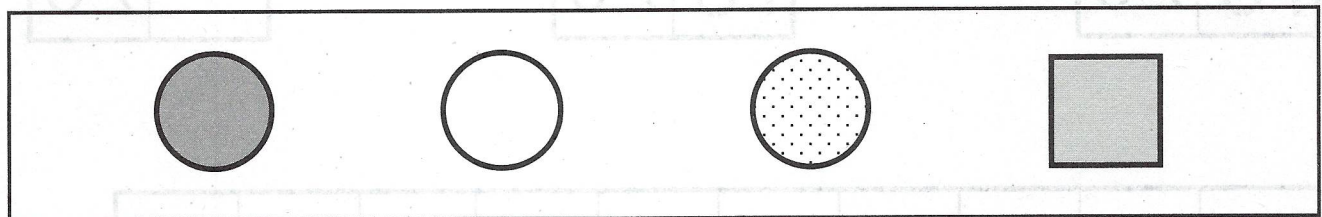
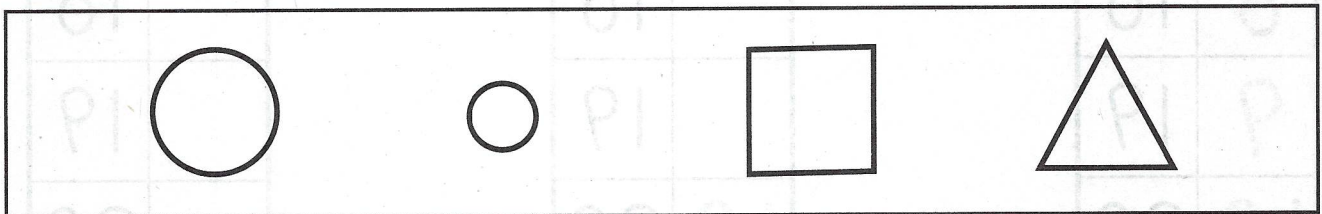
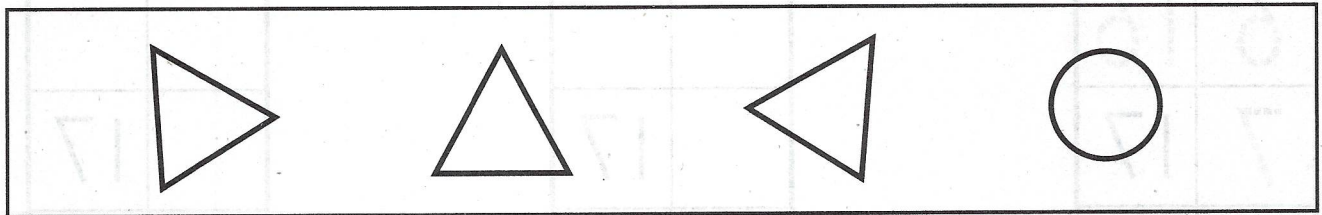
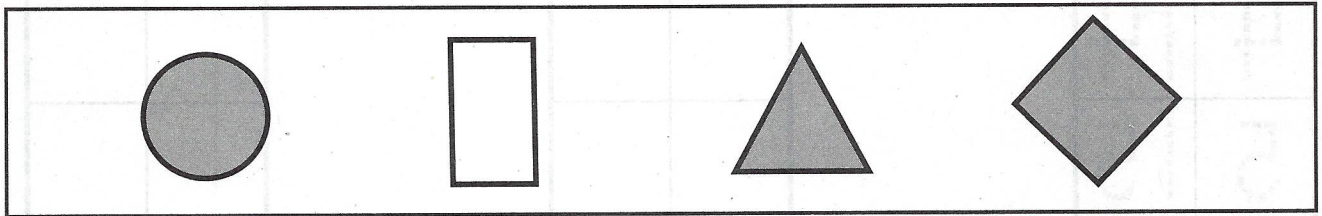
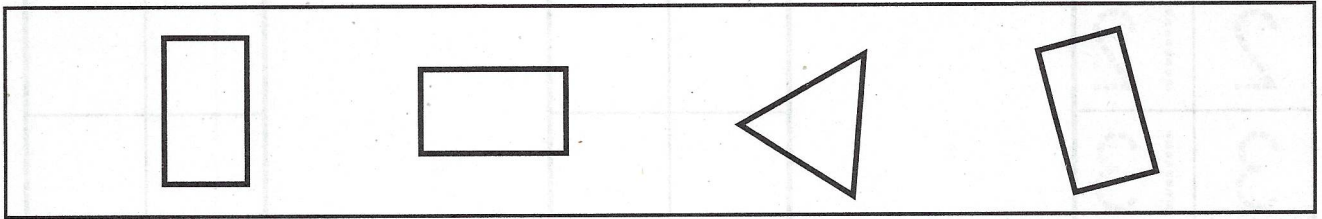


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						17	18	19	20

Homework

Draw an X over the shape that does not belong.



On the Back Write the numbers 1–16.

Name _____

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

1	11
	17
	18
	19
10	20

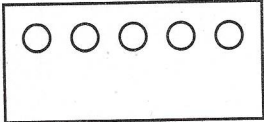
	17
	18
	19
	20

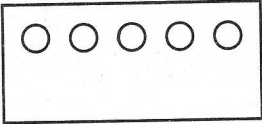
						17	18	19	20

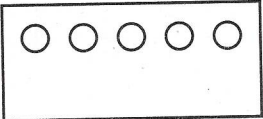
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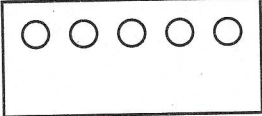
Homework

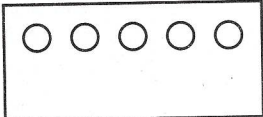
1. Use the 5-group. Draw to show the number.

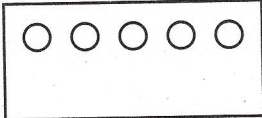
$10 =$ 

$7 =$ 

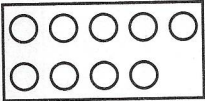
$8 =$ 

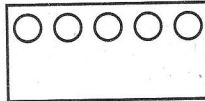
$5 =$ 

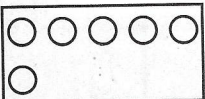
$6 =$ 

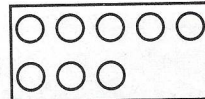
$9 =$ 

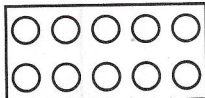
2. Write the number.

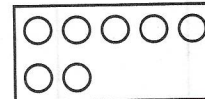
 $=$ 

 $=$ 

 $=$ 

 $=$ 

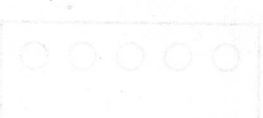
 $=$ 

 $=$ 



On the Back Show a 5-group by drawing a hand with 5 fingers.
Then write the numbers 1–16.

Name _____

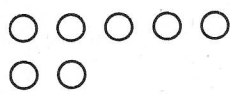
	
	
	
	

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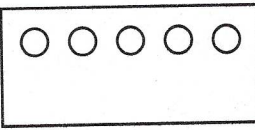
						17	18	19	20

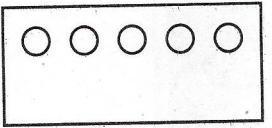
Homework

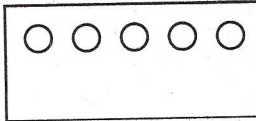
1. Draw circles for 1–10.
Show the 5-groups.

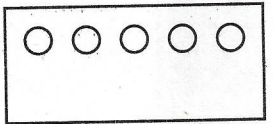
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

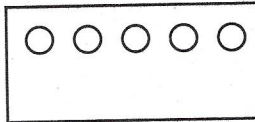
2. Use the 5-group. Draw to show the number.

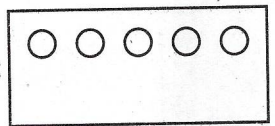
$6 =$ 

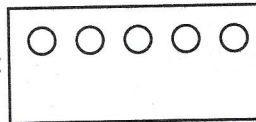
$8 =$ 

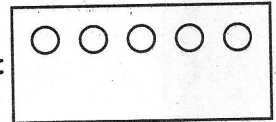
$8 =$ 

$9 =$ 

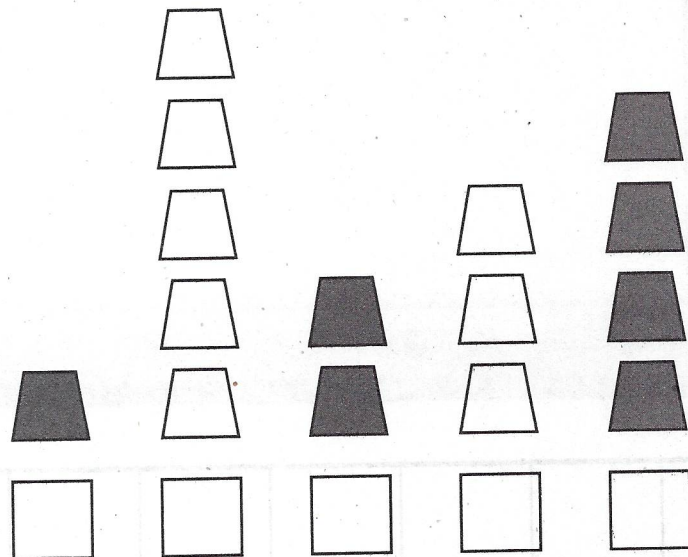
$10 =$ 

$7 =$ 

$9 =$ 

$10 =$ 

3. Write the number.



4. On the Back Draw 7 different rectangles. Then write the numbers 1–16.

Name _____

Name _____

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						17	18	19	20

Homework

Write the number.

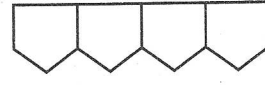
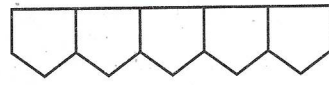
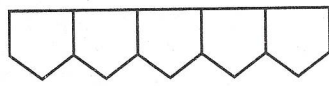
1.



2.



3.



4. Write the numbers 1–20.

1						7			
		13				17	18	19	20

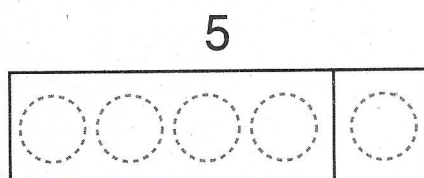
**On the Back** Draw 14 socks.

Name _____

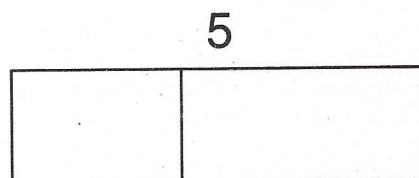
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Homework

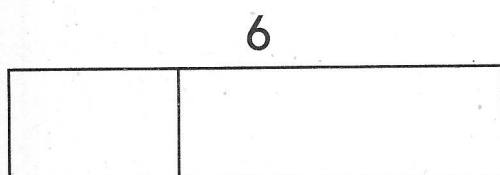
Draw circles to show the partners.



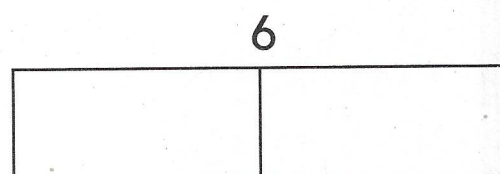
$$\boxed{4} + \boxed{1}$$



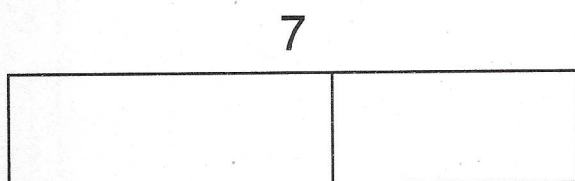
$$\boxed{2} + \boxed{3}$$



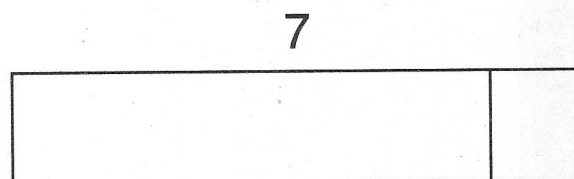
$$\boxed{2} + \boxed{4}$$



$$\boxed{3} + \boxed{3}$$



$$\boxed{4} + \boxed{3}$$



$$\boxed{6} + \boxed{1}$$

**On the Back** Write the numbers 1–10 in all different sizes.

2

--	--

$$\boxed{3} + \boxed{5}$$

2

--	--

$$\boxed{1} + \boxed{4}$$

6

--	--

$$\boxed{3} + \boxed{3}$$

6

--	--

$$\boxed{4} + \boxed{2}$$

7

--	--

$$\boxed{1} + \boxed{6}$$

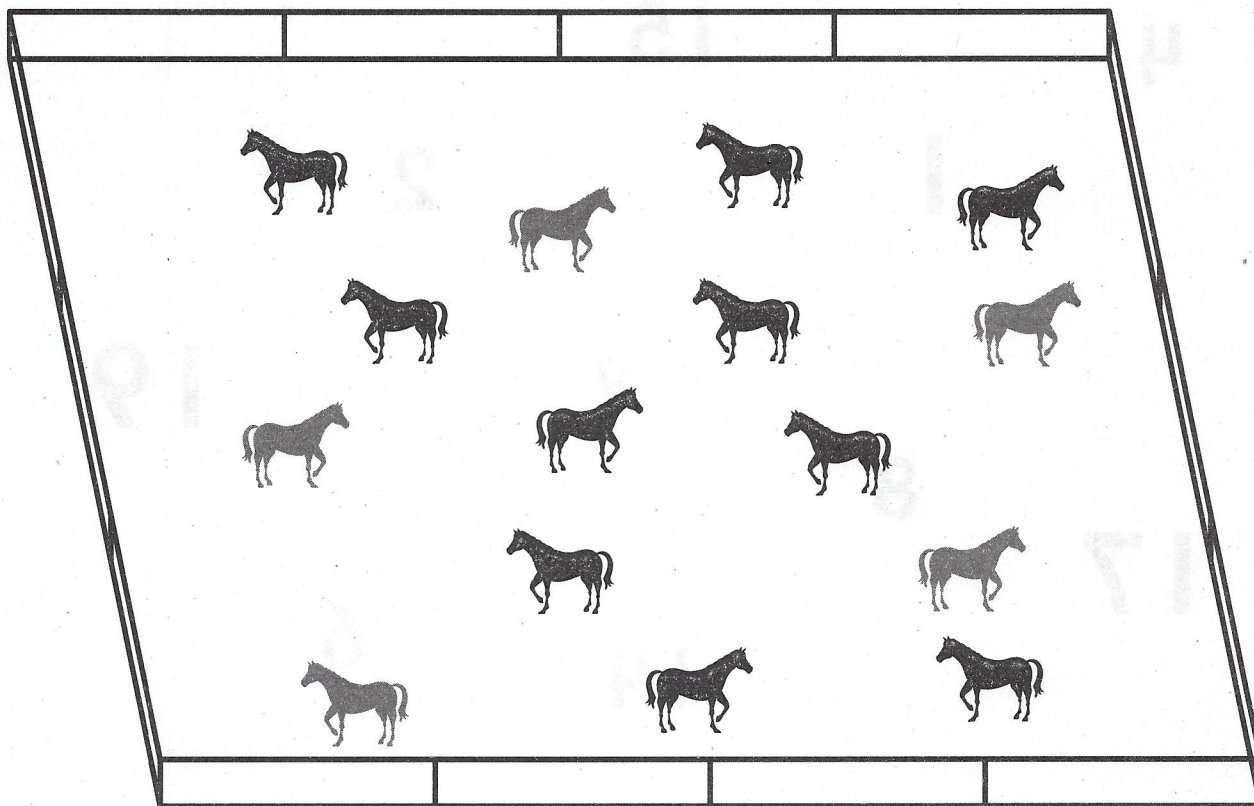
7

--	--

$$\boxed{3} + \boxed{4}$$

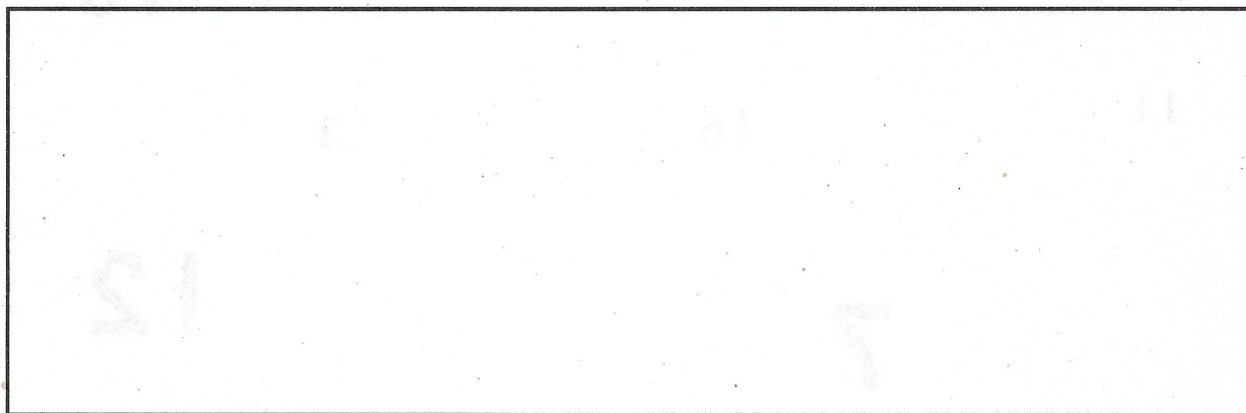
Homework

1. Draw a circle around a group of 10.



Count how many in all. _____

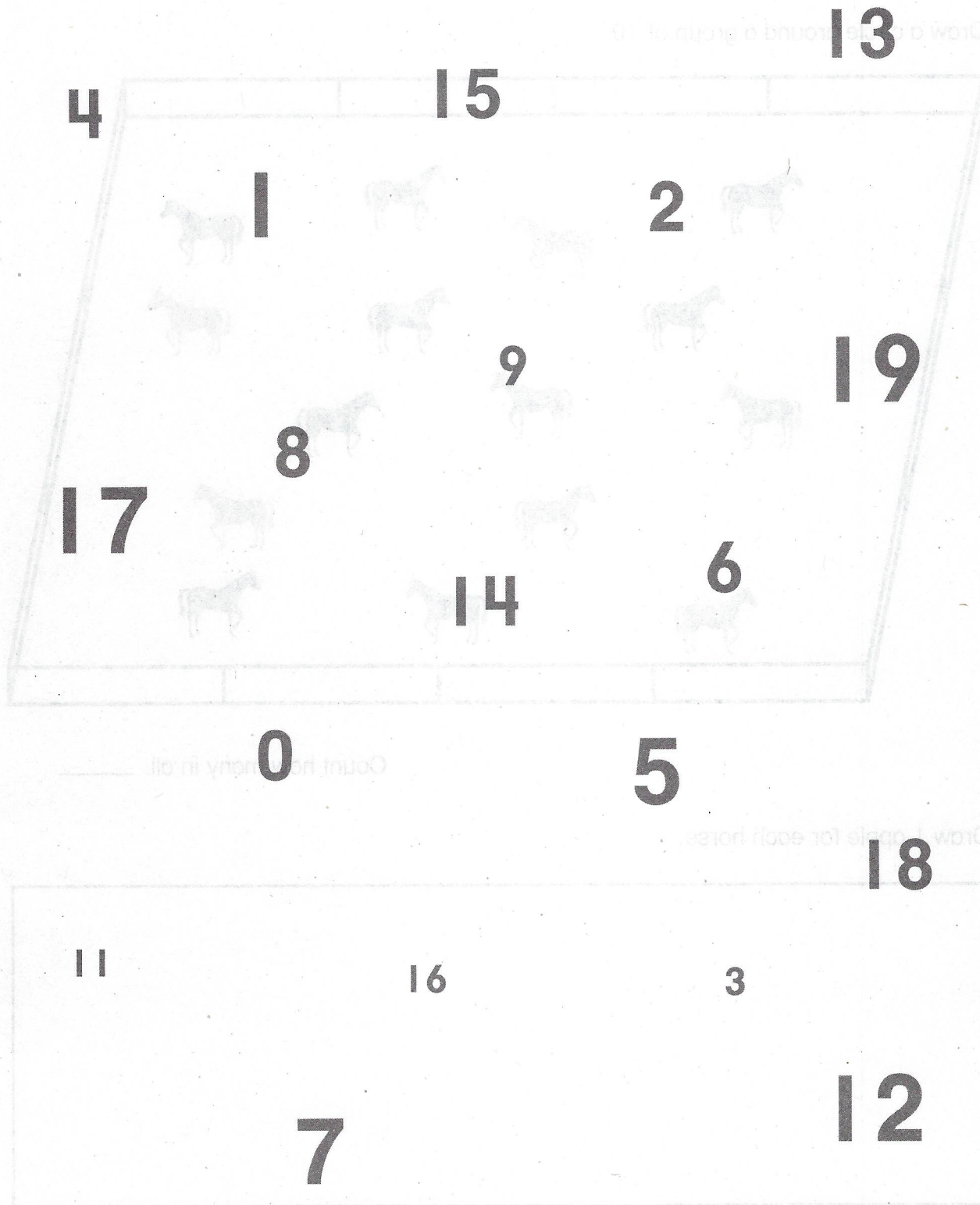
2. Draw 1 apple for each horse.



On the Back Draw a circle around every teen number.

Name _____

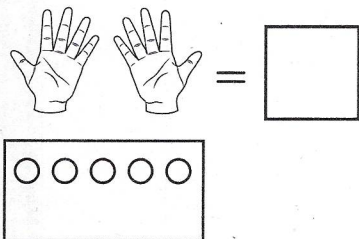
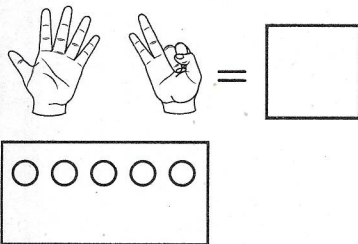
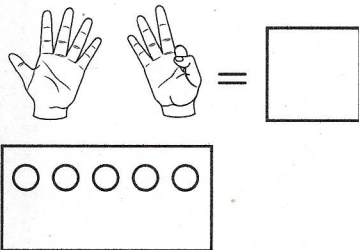
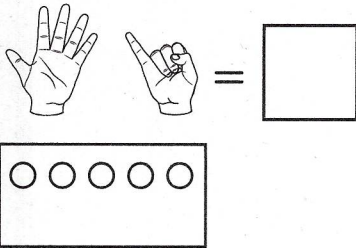
Name _____



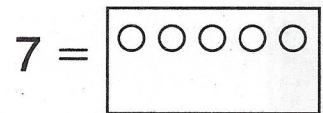
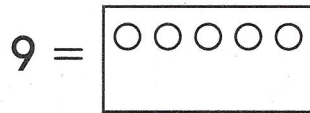
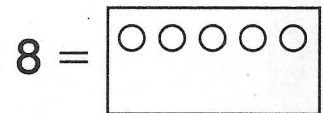
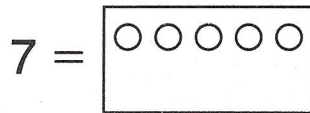
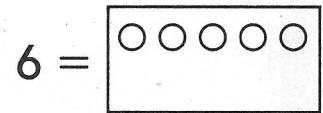
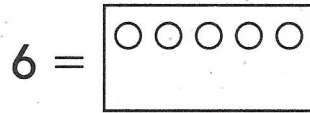
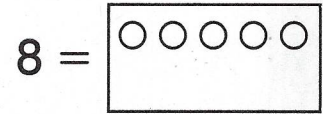
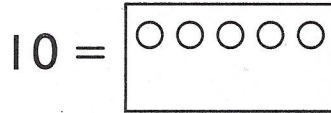
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Homework

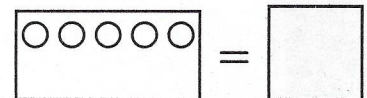
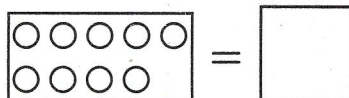
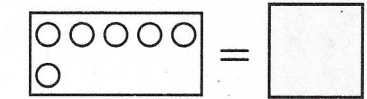
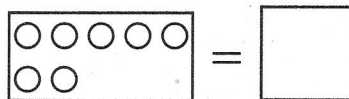
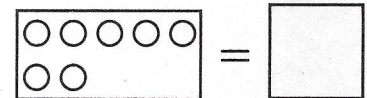
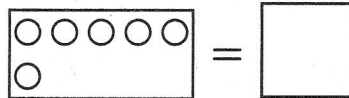
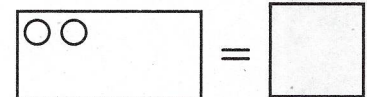
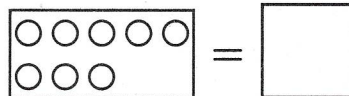
1. Write the number. Draw it using the 5-group.



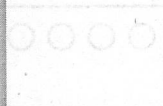
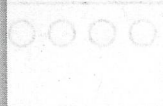
2. Use the 5-group. Draw to show the number.



3. Write the number.



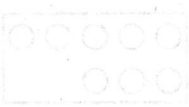
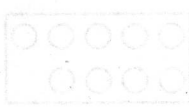
On the Back Use shapes to make a picture.

 = 5	 = 5
 = 5	 = 5
 = 5	 = 5
 = 5	 = 5

Using the 5-group.

 = 	
 = 	

3. Write the number.

 =	 =
 =	 =
 =	 =
 =	 =

 = 	
 = 	

Date _____

Title of book:

Author of book:

Who are the characters?



boy



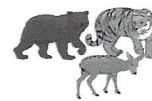
girl



mom/lady



dad/man



an animal

What is the setting?



home



school

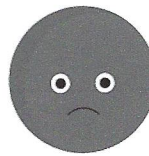


outside

Did you like this book?



yes



no

©TotallyAutism2018

Date _____

Title of book:

Author of book:

Who are the characters?



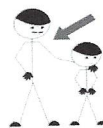
boy



girl



mom/lady



dad/man



an animal

What is the setting?



home



school

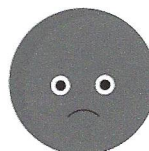


outside

Did you like this book?



yes



no

©TotallyAutism2018

Date _____

Title of book:

Author of book:

Who are the characters?



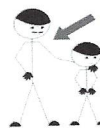
boy



girl



mom/lady



dad/man



an animal

What is the setting?



home



school

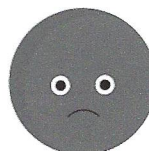


outside

Did you like this book?



yes



no

©TotallyAutism2018

Date _____

Title of book:

Author of book:

Who are the characters?



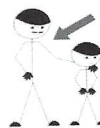
boy



girl



mom/lady



dad/man



an animal

What is the setting?



home



school

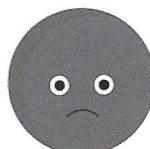


outside

Did you like this book?



yes



no

©TotallyAutism2018

UNIT 9 DECODING PRACTICE 4
(See Daily Lesson Planning for story suggestions.)



1. SOUND REVIEW Demonstrate an appropriate pace. Have students read the sounds in each row.

■	W	ee	s	w	t	a
✿	th	n	d	A	w	T
♥	e	W	m	t	ee	w
●	N	a	th	e	w	D

2. SOUNDING OUT SMOOTHLY For each word, have students sound out the word in one smooth breath, then read the word. Demonstrate if needed.

☆	me	see	we	weed
☆☆	need	Nat	at	that
☆☆☆	tan	Dan	Dee	we
☆☆☆	add	and	ant	ants

3. TRICKY WORDS Have students silently figure out each word and then read it aloud.

✈	was	said	the	was
---	-----	------	-----	-----

4. DAILY STORY READING

Dolch Sight Words: Preprimer Word Lists

Preprimer List A

- + 1. a
- + 2. I
3. run
4. and
5. in
6. said
7. away
8. is
- + 9. see
10. big

Preprimer List B

1. it
2. the
3. blue
4. jump
5. three
6. can
7. little
- + 8. to
9. come
10. look

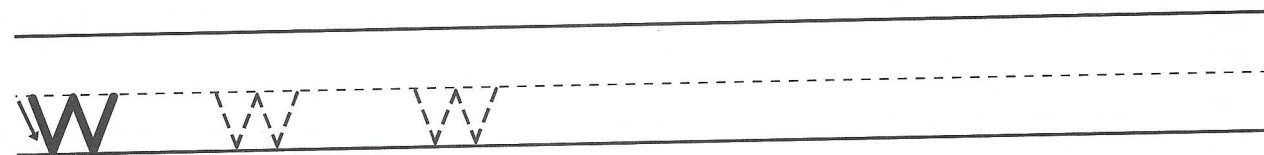
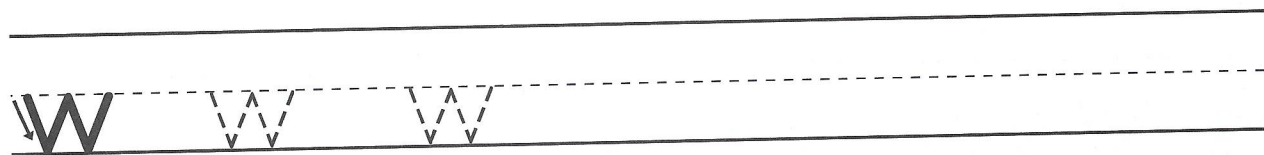
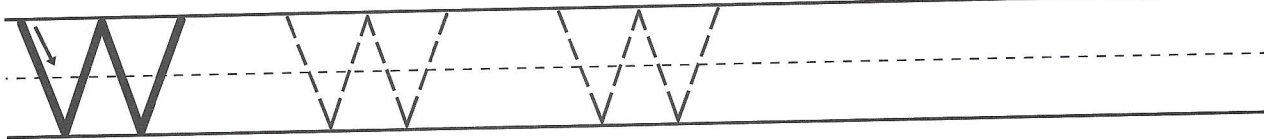
Preprimer List C

1. two
2. down
3. make
4. up
5. find
6. me
7. we
8. for
9. my
10. where

Preprimer List D

1. funny
2. not
3. yellow
4. go
5. one
6. you
7. help
8. play
9. here
10. red

W w





Sentence Comprehension

We see the seeds.

We see the weeds.



1. _____ see the seeds.

☐ We

☐ I

2. We see the _____.

☐ ants

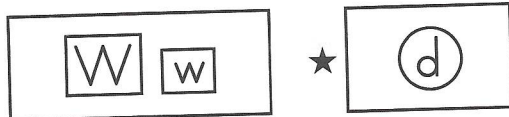
☐ weeds

Sentence Copying



We see weeds.





W as in Wind

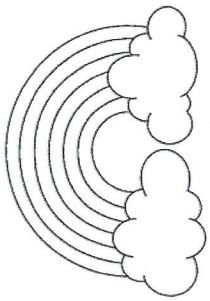
Capital letter W, small letter w,

W says www.

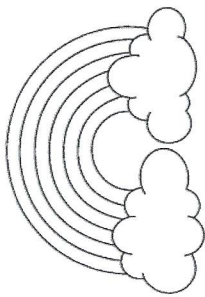
Wild, wild wind,

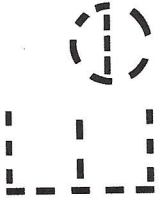
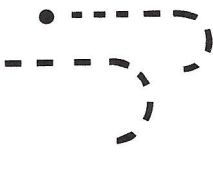
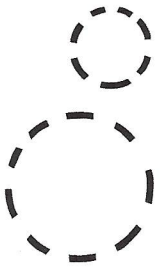
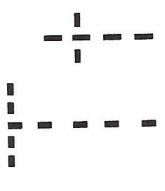
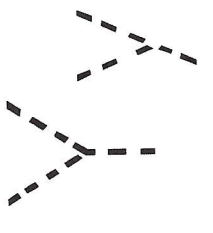
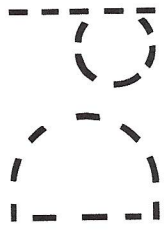
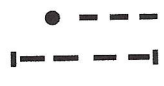
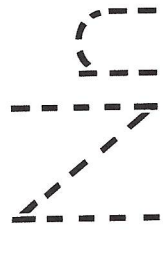
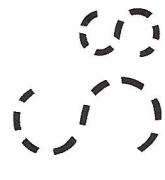
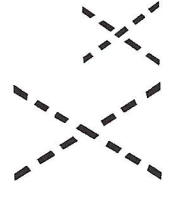
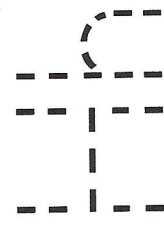
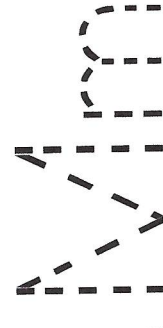
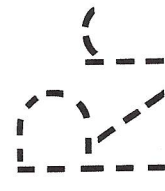
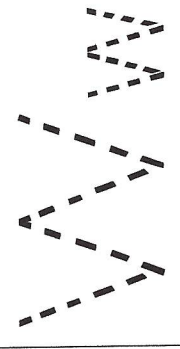
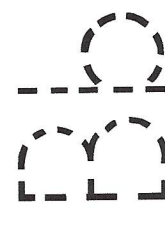
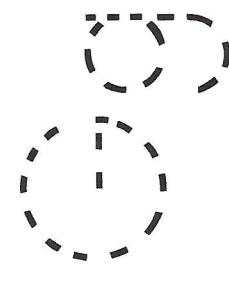
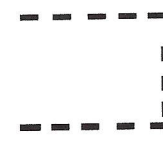
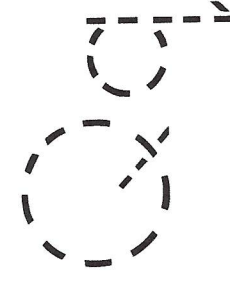
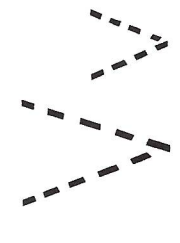
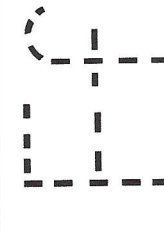
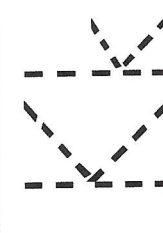
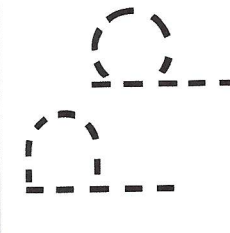
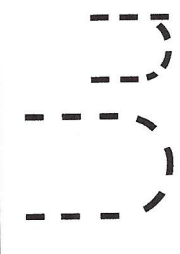
W, w, www.





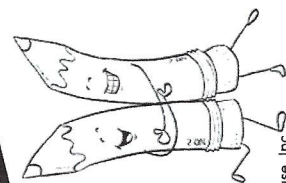
Rainbow Letters



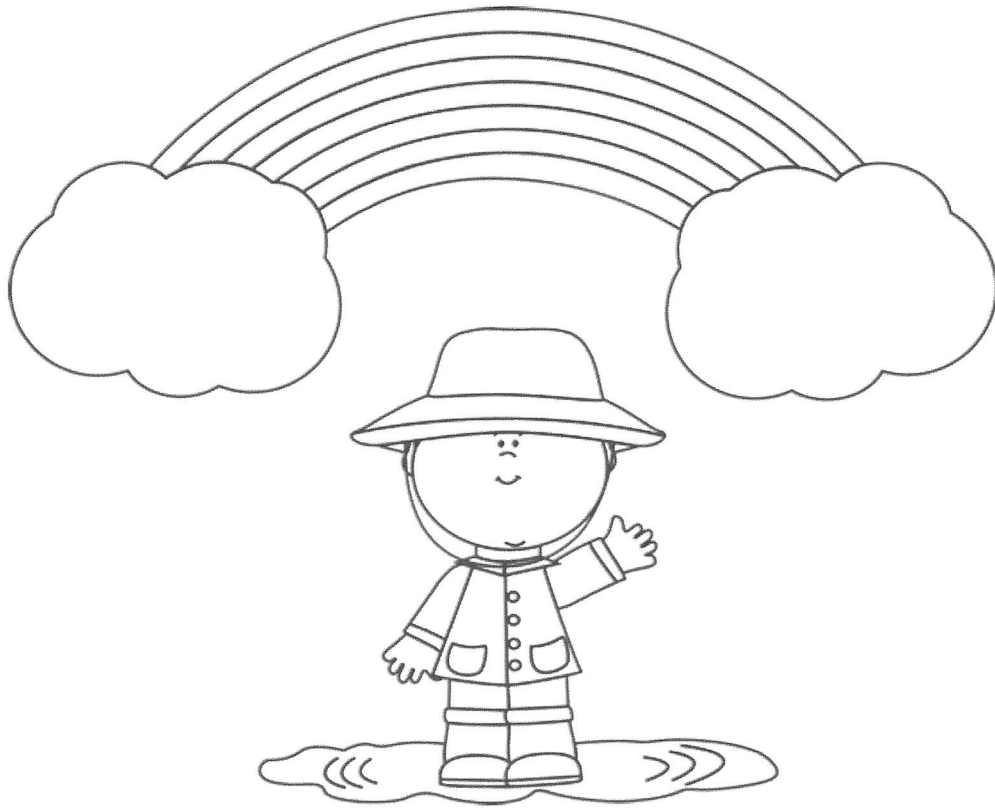
				
				
				
				
				

Name: _____

Pick a color for each part of the rainbow. List as many things as you can think of that are always or usually that color. Which color has the best ideas? Use that to write your poem.



Writing a Rainbow



By _____

©Teaching K (TPT)



By _____

©Teaching K (TPT)

Sentence Illustration

See sad Dan and mad Nat.



Sentence Completion

Nat was mad at Ann.



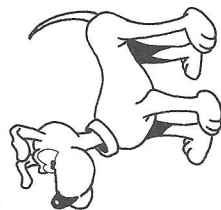
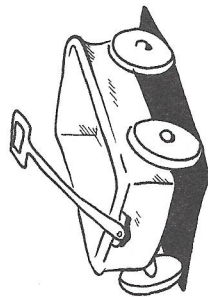
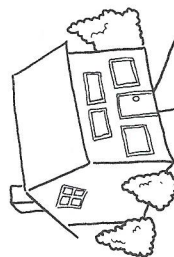
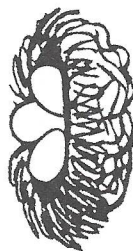
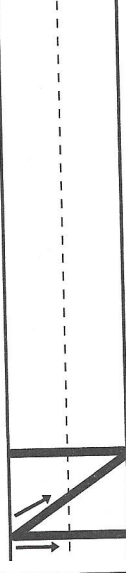
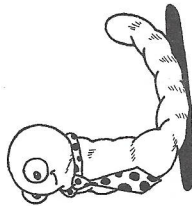
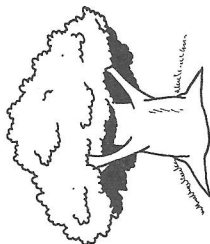
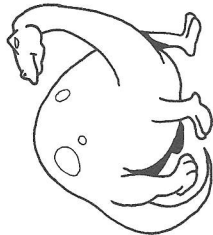
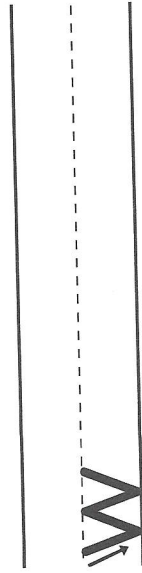
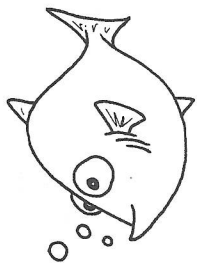
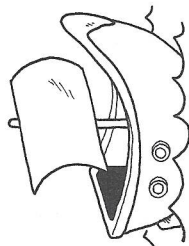
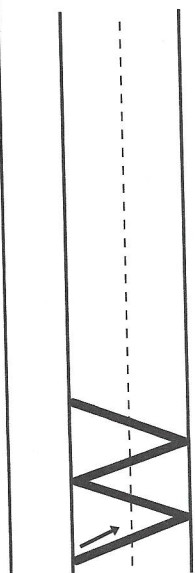
Nat was mad



Name _____

Beginning Sound

For each row, have students write the sound. Then have them color or circle the picture that BEGINS with that sound.





-e

M

W

w

am

d

S

m

an

m

D

N

at

s

th

m

eed

n

w

d

ad

s

m

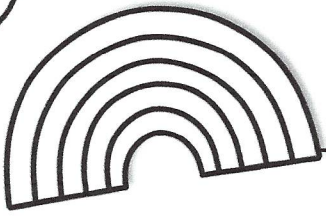
D

A B C D E F G

H I J K L M N O

P Q R S T U

V W X Y Z



R

A

I

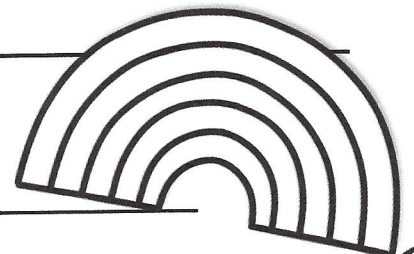
N

B

O

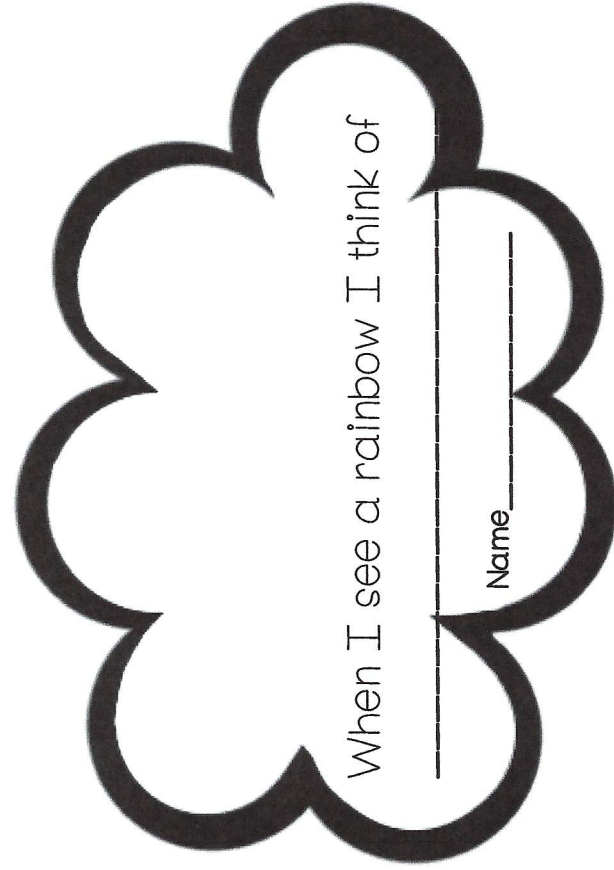
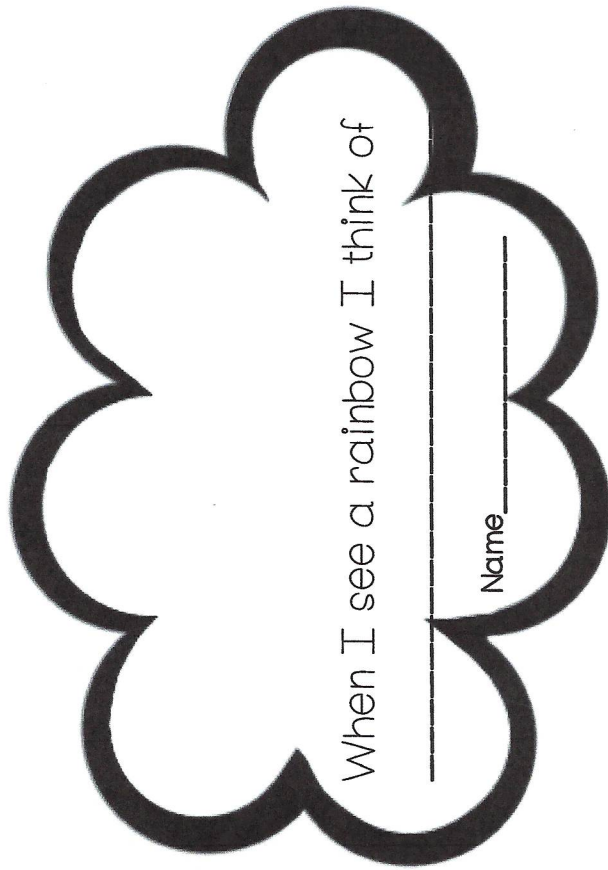
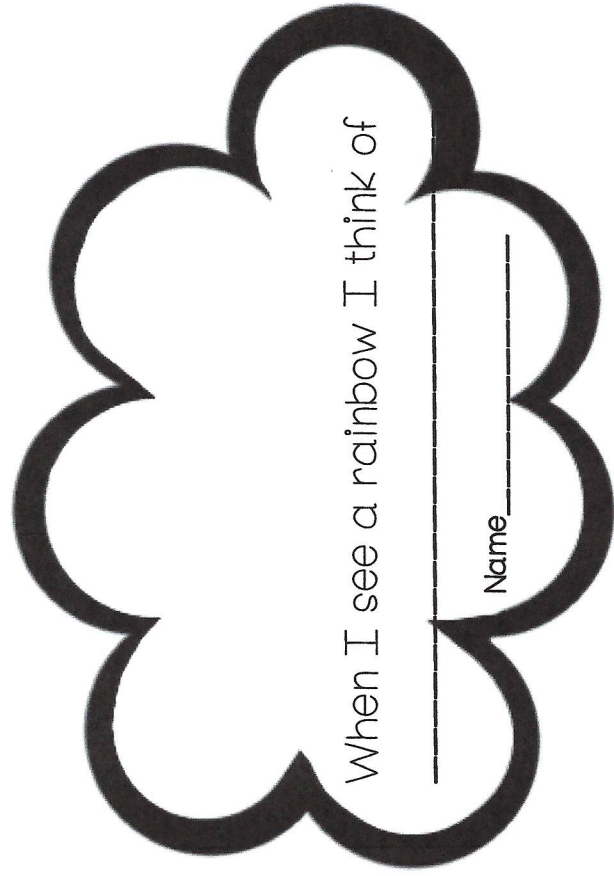
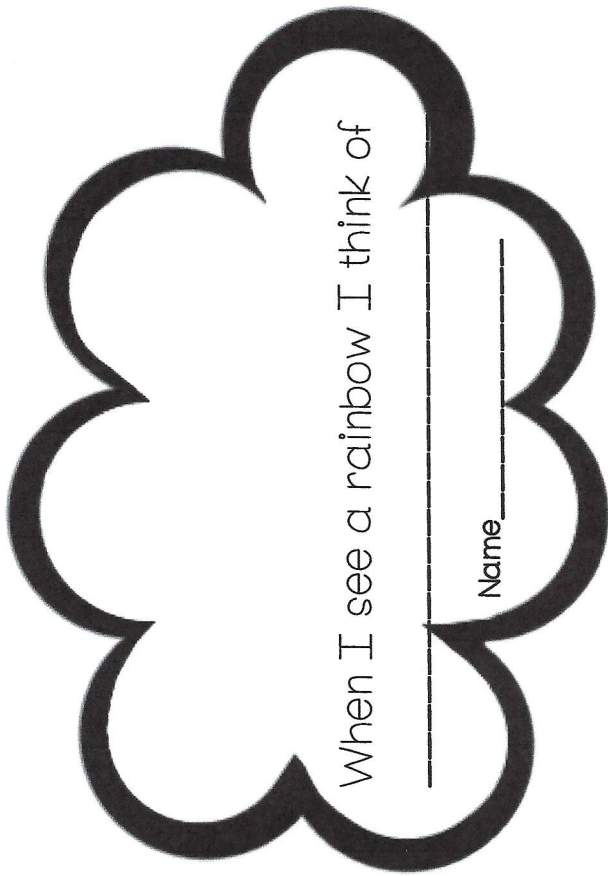
W

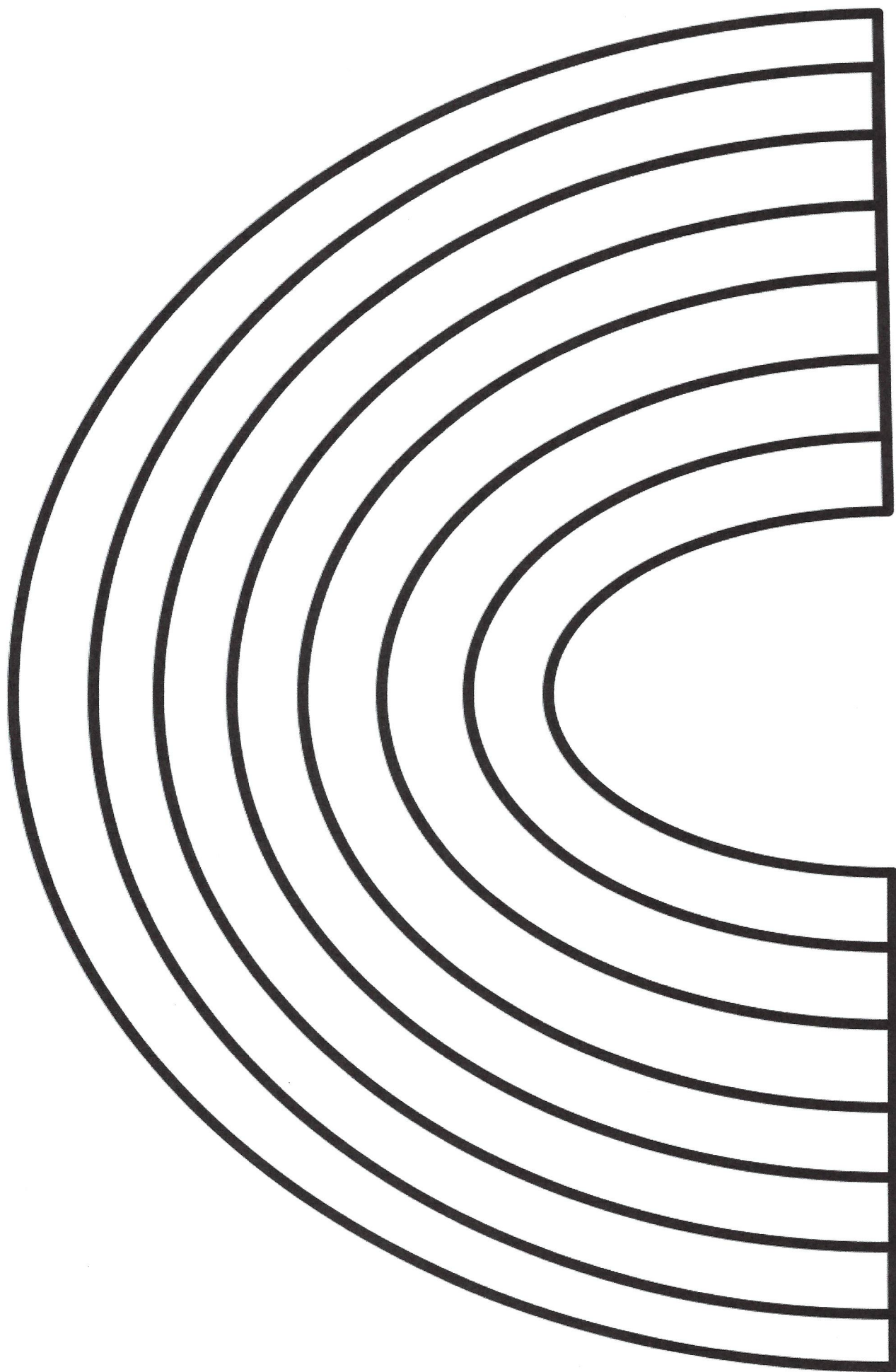
By





By _____

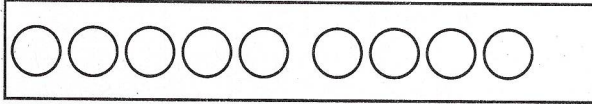




Homework

Subtract and write the equation.

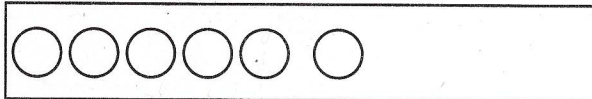
1.



Subtract 3

Equation

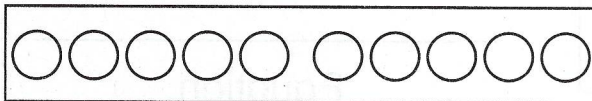
2.



Subtract 5

Equation

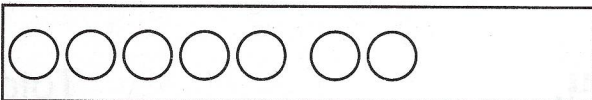
3.



Subtract 3

Equation

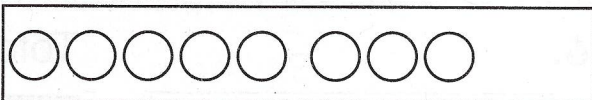
4.



Subtract 4

Equation

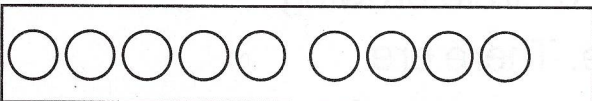
5.



Subtract 4

Equation

6.



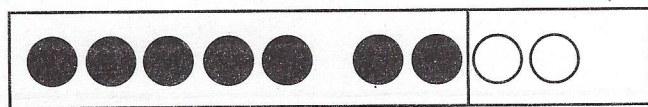
Subtract 6

Equation

Remembering

Write the partners and the total. Then write the equation.

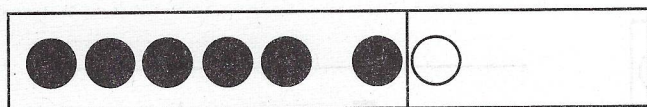
1. $\square + \square$



Equation

Total $\square$

2. $\square + \square$



Equation

Total $\square$

Count on. Write the total.

3. $5 + \square = \square$

4. $7 + \square = \square$

5. $3 + \square = \square$

6. $6 + \square = \square$

7. **Stretch Your Thinking** Make a circle drawing.

Then write the equation to solve. There are 6 butterflies. 4 fly away. How many are left?

Equation

Homework

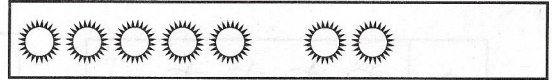
Use the picture to solve the equation.

1.



$$10 - 7 = \square$$

2.



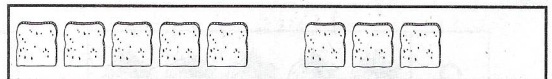
$$7 - 2 = \square$$

3.



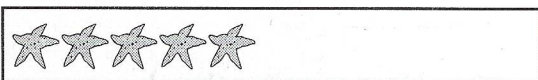
$$9 - 6 = \square$$

4.



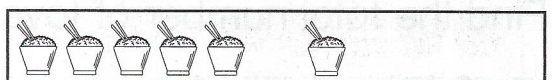
$$8 - 4 = \square$$

5.



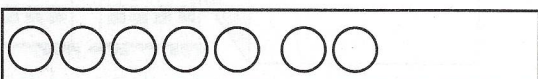
$$5 - 3 = \square$$

6.



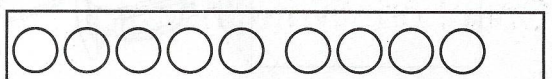
$$6 - 2 = \square$$

7.



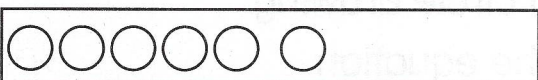
$$7 - 4 = \square$$

8.



$$9 - 4 = \square$$

9.



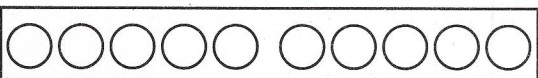
$$6 - 4 = \square$$

10.



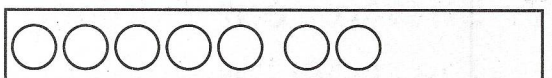
$$8 - 5 = \square$$

11.



$$10 - 8 = \square$$

12.



$$7 - 7 = \square$$

Remembering

Count on. Write the total.

1.

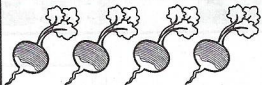
3	
---	---

 =

--

 Total

2.

5	
---	--

 =

--

 Total

3.

2	
---	---

 =

--

 Total

4.

4	
---	--

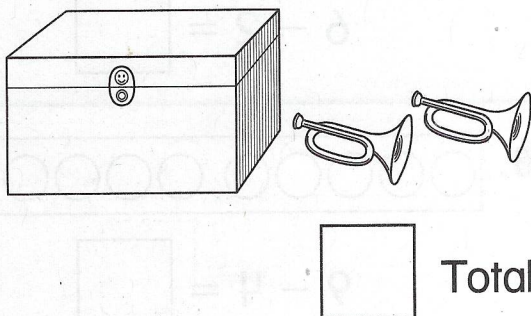
 =

--

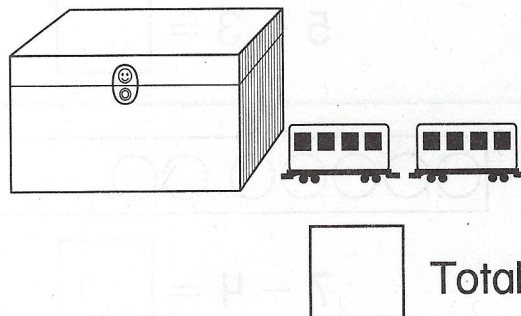
 Total

Find the total number of toys.

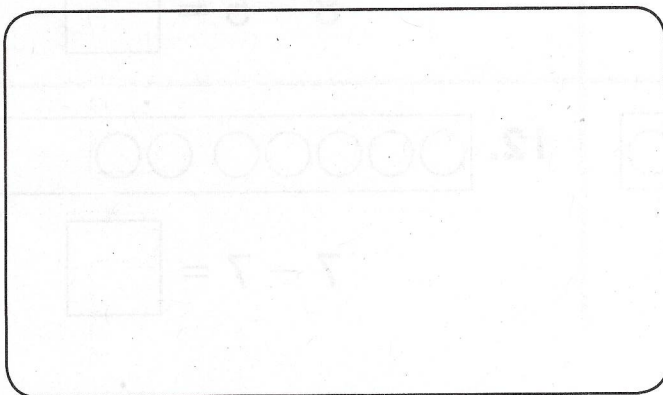
5. 8 horns in the box



6. 7 train cars in the box



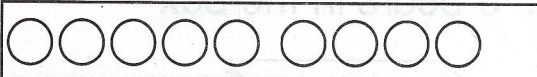
7. **Stretch Your Thinking** Make a circle drawing to show subtraction. Then write the equation.



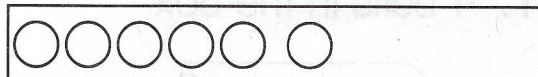
Equation

Homework

Use the circles to solve the equation.

1. 

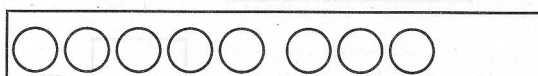
$9 - 5 = \square$

2. 

$6 - 2 = \square$

3. 

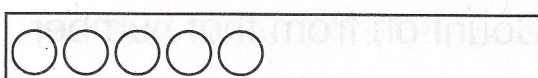
$10 - 8 = \square$

4. 

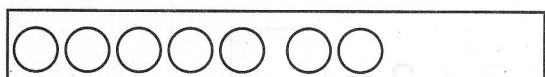
$8 - 5 = \square$

5. 

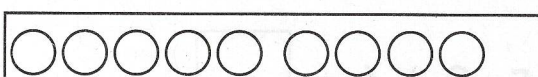
$6 - 3 = \square$

6. 

$5 - 2 = \square$

7. 

$7 - 3 = \square$

8. 

$9 - 6 = \square$

Solve the equation.

9. $6 - 4 = \square$

10. $8 - 6 = \square$

11. $10 - 2 = \square$

12. $7 - 1 = \square$

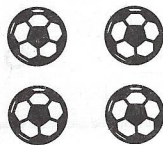
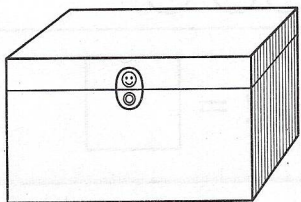
13. $9 - 7 = \square$

14. $8 - 4 = \square$

Remembering

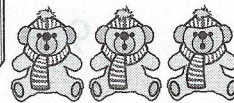
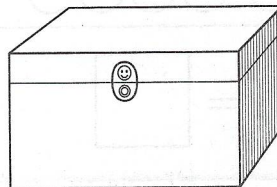
Find the total number of toys.

1. 4 balls in the box



Total

2. 6 bears in the box



Total

Underline the greater number.

Count on from that number.

3. 6 + 3 =

4. 2 + 5 =

5. 2 + 6 =

6. 7 + 2 =

7. 3 + 7 =

8. 3 + 5 =

9. **Stretch Your Thinking** Use a circle drawing to solve this equation. Show your work.

$$8 - 5 = 3$$

Homework

Use addition to solve subtraction.

1. $5 + 5 = 10$, so I know $10 - 5 = \boxed{}$.

2. $6 + 4 = 10$, so I know $10 - 4 = \boxed{}$.

3. $3 + 6 = 9$, so I know $9 - 3 = \boxed{}$.

Solve the vertical form. Use any method.

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

5.
$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

Solve the vertical form. Think about addition.

14.
$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

Remembering

Underline the greater number.

Count on from that number.

$$1. \overset{\bullet\bullet\bullet}{3} + \underline{7} = \square$$

$$2. 6 + \overset{\bullet\bullet}{2} = \square$$

$$3. 2 + 5 = \square$$

$$4. 5 + 4 = \square$$

$$5. 6 + 3 = \square$$

$$6. 2 + 8 = \square$$

$$7. 9 + 1 = \square$$

$$8. 4 + 3 = \square$$

$$9. 2 + 6 = \square$$

$$10. 7 + 2 = \square$$

$$11. 3 + 4 = \square$$

$$12. 5 + 3 = \square$$

$$13. 4 + 6 = \square$$

$$14. 1 + 7 = \square$$

15. Stretch Your Thinking Write the addition you can use to solve the subtraction. Then solve.

$$10 - 3 = \square \quad \square + \square = \square$$

Homework

Count on to add.

1. $4 + 2 = \square$

2. $3 + 5 = \square$

3. $6 + 2 = \square$

4. $\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$

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

6. $\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$

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

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

Subtract. Make a circle drawing if you wish.

9. $9 - 2 = \square$

10. $7 - 5 = \square$

11. $6 - 3 = \square$

12. $\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$

13. $\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$

14. $\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$

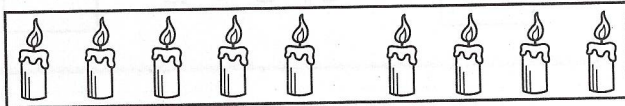
15. $\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$

16. $\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$

Remembering

Solve. Write how many are left.

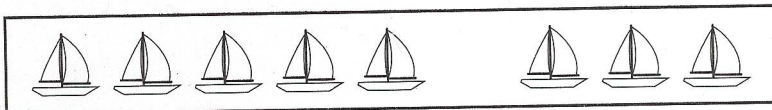
1. There are 9 candles.



$$9 - 7 = \boxed{}$$

Then 7 go out.

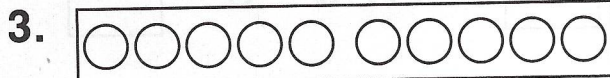
2. There are 8 boats.



$$8 - 4 = \boxed{}$$

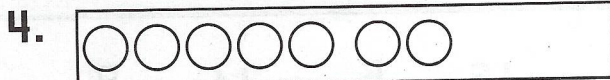
Then 4 sail away.

Subtract and write the equation.



Subtract 4

Equation _____



Subtract 2

Equation _____

5. **Stretch Your Thinking** Write numbers to complete the subtraction.

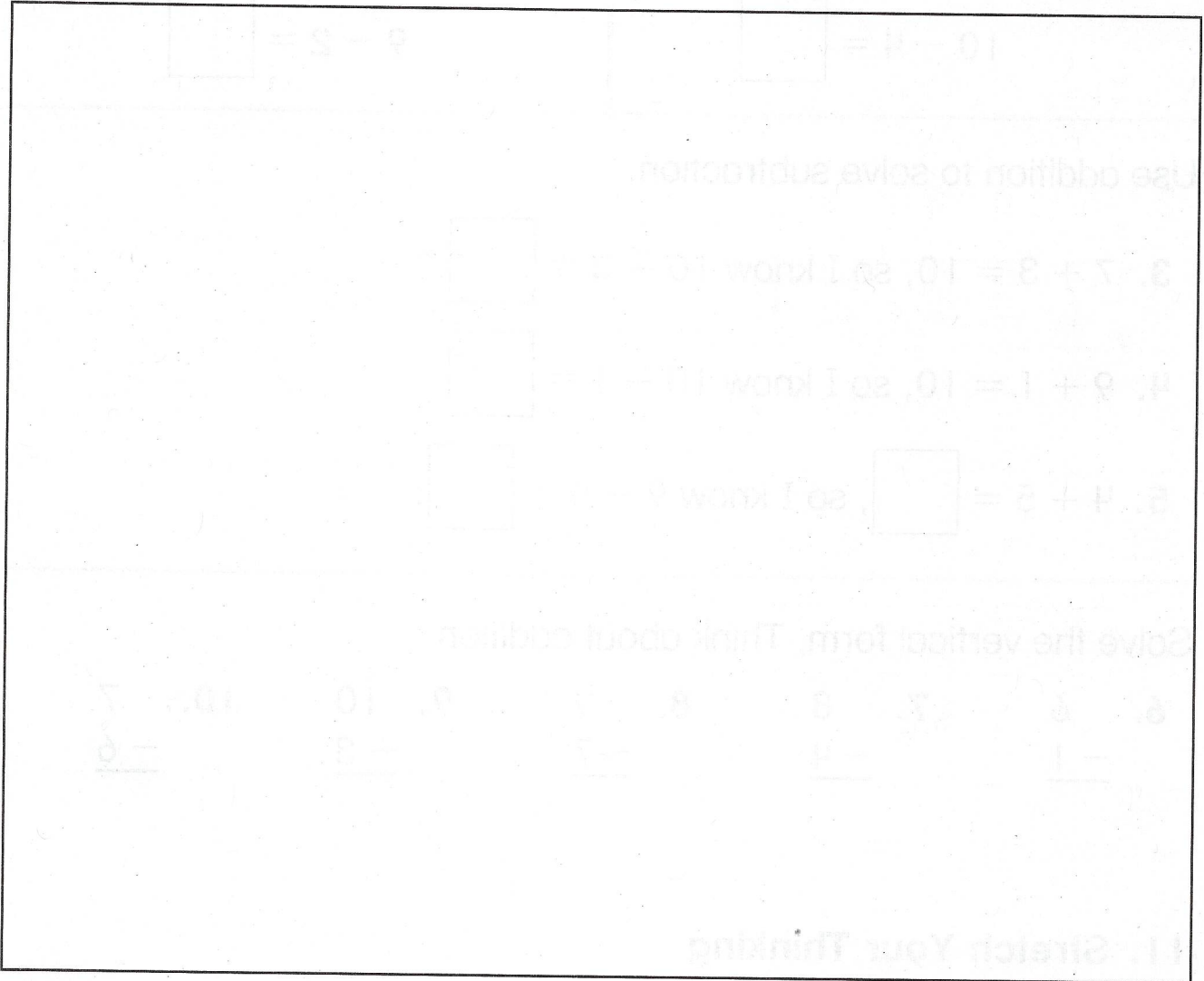
$$\boxed{} - \boxed{} = 5$$

Homework

Draw a picture to show the story.

Write and solve the equation.

Karl sees 2 owls and 5 eagles in a park.



How many birds does he see?

$$2 + 5 = \square$$

Remembering

Use the circles to solve the equation.

1. 

$10 - 4 = \square$

2. 

$9 - 2 = \square$

Use addition to solve subtraction.

3. $7 + 3 = 10$, so I know $10 - 3 = \square$.

4. $9 + 1 = 10$, so I know $10 - 1 = \square$.

5. $4 + 5 = \square$, so I know $9 - 4 = \square$.

Solve the vertical form. Think about addition.

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

7.
$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$

11. Stretch Your Thinking

Solve.

If I know $7 - 4 = \square$,

then I know $\square + \square = \square$.

Homework

Find the unknown partner.

1.
$$\begin{array}{c} 8 \\ \swarrow \quad \searrow \\ 4 \quad + \quad \square \end{array}$$

2.
$$\begin{array}{c} 7 \\ \swarrow \quad \searrow \\ 5 \quad + \quad \square \end{array}$$

3.
$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ \square \quad + \quad 6 \end{array}$$

4.
$$\begin{array}{c} 6 \\ \swarrow \quad \searrow \\ 5 \quad + \quad \square \end{array}$$

5.
$$\begin{array}{c} 9 \\ \swarrow \quad \searrow \\ 4 \quad + \quad \square \end{array}$$

6.
$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ \square \quad + \quad 7 \end{array}$$

7.
$$\begin{array}{c} 7 \\ \swarrow \quad \searrow \\ 1 \quad + \quad \square \end{array}$$

8.
$$\begin{array}{c} 8 \\ \swarrow \quad \searrow \\ 6 \quad + \quad \square \end{array}$$

9.
$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ 2 \quad + \quad \square \end{array}$$

10.
$$\begin{array}{c} 6 \\ \swarrow \quad \searrow \\ 2 \quad + \quad \square \end{array}$$

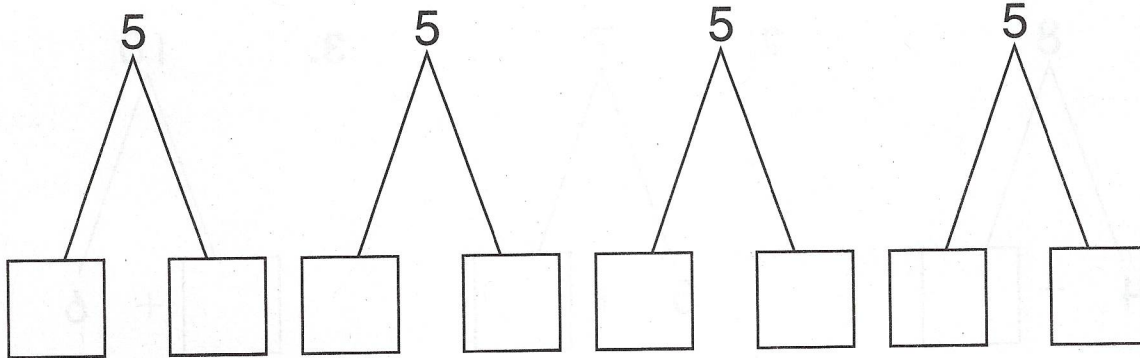
11.
$$\begin{array}{c} 9 \\ \swarrow \quad \searrow \\ \square \quad + \quad 3 \end{array}$$

12.
$$\begin{array}{c} 5 \\ \swarrow \quad \searrow \\ 4 \quad + \quad \square \end{array}$$

Remembering

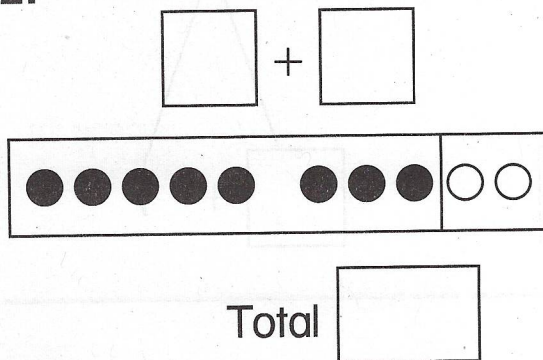
Write the partners.

1.

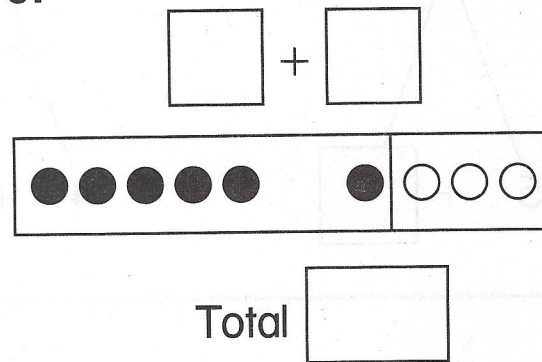


Write the partners and total for each circle drawing.

2.

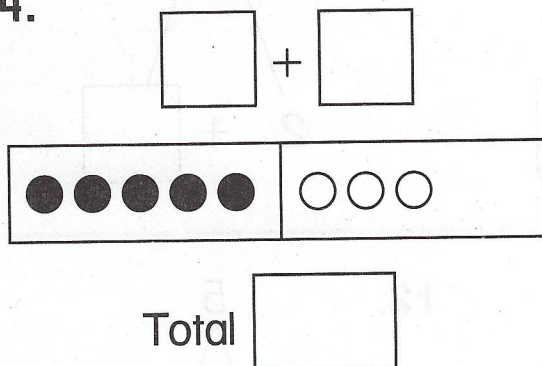


3.



Write the partners and the total. Then write the equation.

4.



Equation _____

5. **Stretch Your Thinking** Write an addition equation to help solve $9 - 2 = \square$.

Homework

Solve the story problem.

Show your work. Use drawings, numbers, or words.

1. I see 8 bees in the sky.

5 fly low. The others fly high.

How many bees fly high?

label



bee

2. 7 cars are in the parking lot.

Then more cars come.

Now there are 9.

How many more cars come?

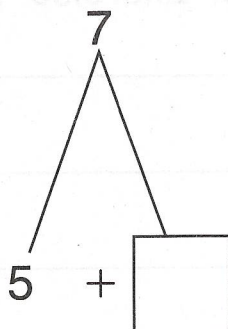
label



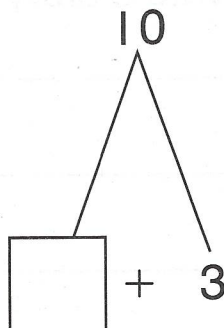
parking lot

Find the unknown partner.

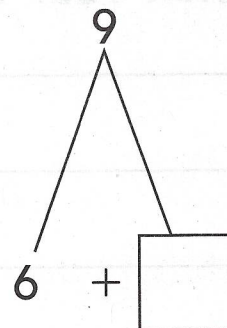
3.



4.



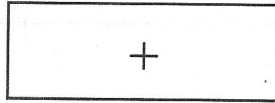
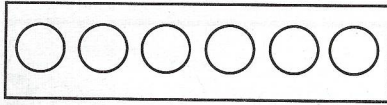
5.



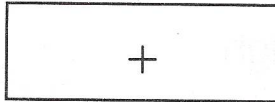
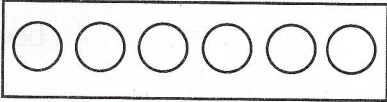
Remembering

Show and write the 6-partners.

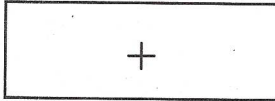
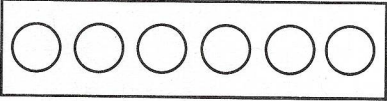
1.



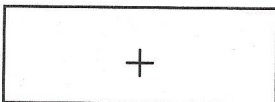
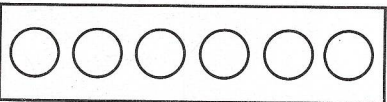
$$6 = 5 + 1$$



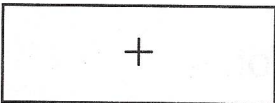
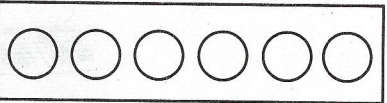
$$6 = \underline{\hspace{2cm}}$$



$$6 = \underline{\hspace{2cm}}$$



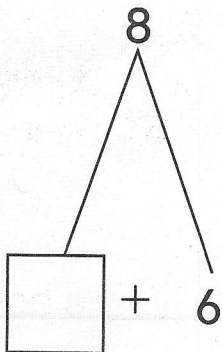
$$6 = \underline{\hspace{2cm}}$$



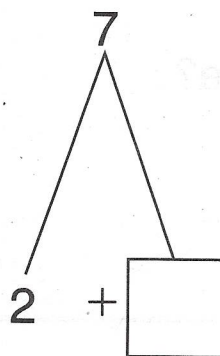
$$6 = \underline{\hspace{2cm}}$$

Find the unknown partner.

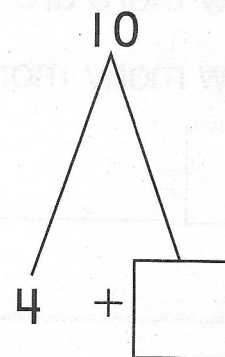
2.



3.



4.



5. **Stretch Your Thinking** Write a story problem for Exercise 4.

Homework

Count on to find the unknown partner.

1. $3 + \square = 7$

2. $5 + \square = 10$

3. $2 + \square = 6$

4. $4 + \square = 8$

5. $7 + \square = 9$

6. $5 + \square = 9$

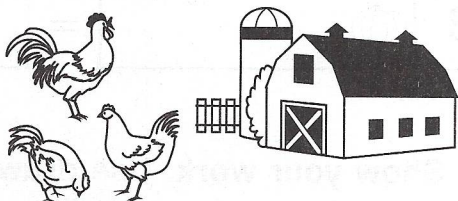
7. $6 + \square = 9$

8. $4 + \square = 10$

9. $4 + \square = 7$

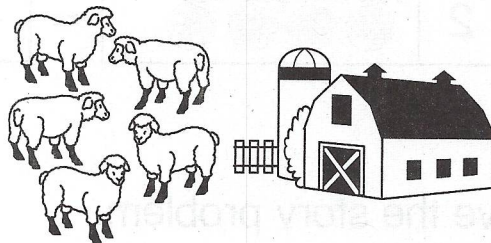
Count on to find the number of animals in the barn.

10. 8 total



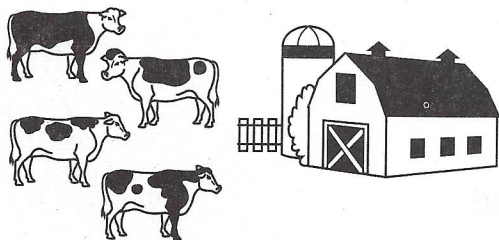
in the barn

11. 9 total



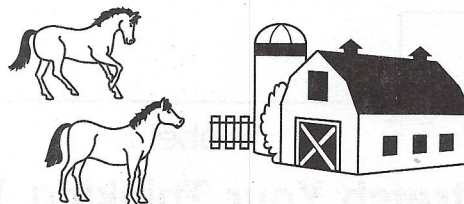
in the barn

12. 10 total



in the barn

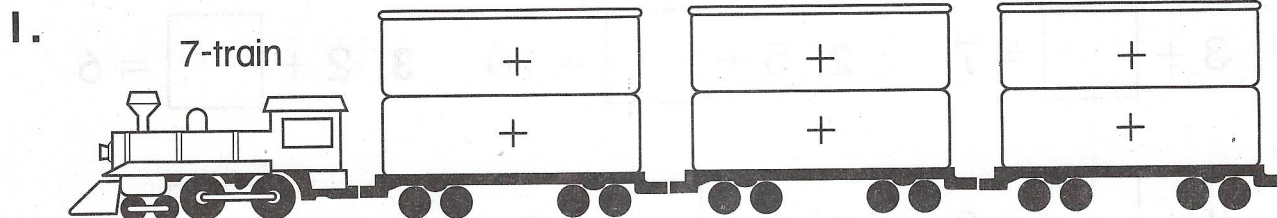
13. 7 total



in the barn

Remembering

Write the partners and the switched partners.



Count on. Write the total.

2.

7	
---	---

 =

--

 Total

3.

5	
---	--

 =

--

 Total

4.

2	
---	--

 =

--

 Total

5.

8	
---	---

 =

--

 Total

Solve the story problem.

Show your work. Use drawings, numbers, or words.

6. Ben sees 9 ducks in the pond.
3 are white. The others are black.
How many ducks are black?

--

label



7. **Stretch Your Thinking** Write three addition equations with a total of 10.
- _____

Homework

Count on to find the unknown partner.

1. $6 + \square = 9$

2. $5 + \square = 7$

3. $8 + \square = 9$

4. $3 + \square = 8$

5. $7 + \square = 10$

6. $4 + \square = 8$

Solve the story problem.

Show your work. Use drawings, numbers, or words.

7. We make 10 pumpkin pies today.

6 pies are hot.

The rest are cold.

How many pies are cold?

_____ label



pumpkin

8. I have 4 kites.

Then I buy more.

Now I have 7 kites.

How many kites do I buy?

_____ label

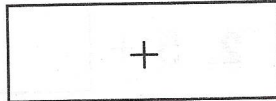
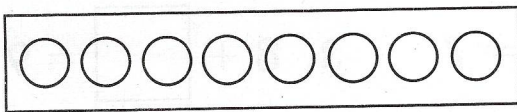


kite

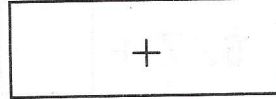
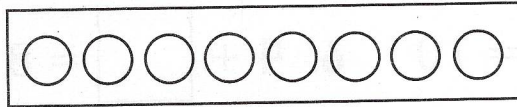
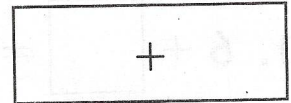
Remembering

Show the 8-partners and switch the partners.

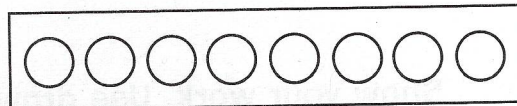
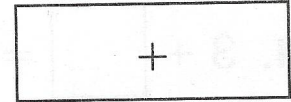
1.



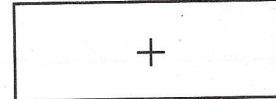
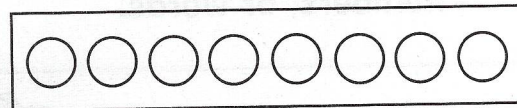
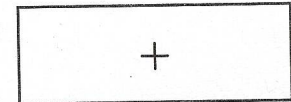
and



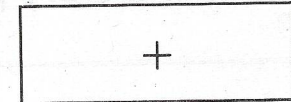
and



and



and



Add.

2. $2 + 5 = \square$

3. $2 + 4 = \square$

4. $8 + 2 = \square$

5. $2 + 8 = \square$

6. $7 + 2 = \square$

7. $5 + 2 = \square$

Subtract.

8. $5 - 2 = \square$

9. $9 - 2 = \square$

10. $7 - 2 = \square$

11. $8 - 2 = \square$

12. $6 - 2 = \square$

13. $10 - 2 = \square$

14. **Stretch Your Thinking** Write an addition equation with 3 as the unknown partner.

Homework

Count on to find the unknown partner.

1. $5 + \square = 7$

2. $3 + \square = 9$

3. $4 + \square = 7$

4. $4 + \square = 8$

5. $6 + \square = 10$

6. $5 + \square = 9$

Solve the story problem.

Show your work. Use drawings, numbers, or words.

7. Amanda picks 2 melons at the farm.



farm

Rosa also picks some.

Together they pick 7 melons.

How many does Rosa pick?

label

8. I have 10 masks.

7 masks are black.

The others are white.

How many masks are white?



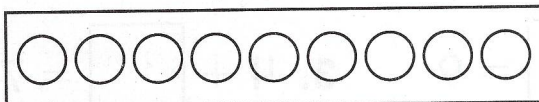
mask

label

Remembering

Show the 9-partners and switch the partners.

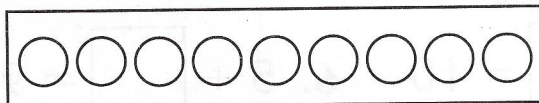
1.



+

and

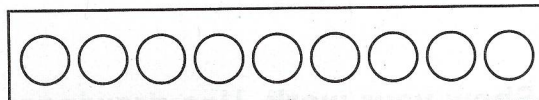
+



+

and

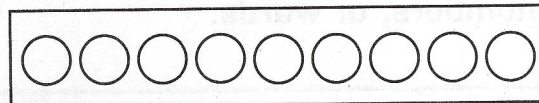
+



+

and

+



+

and

+

Underline the greater number.

Count on from that number.

2. $3 + 7 =$

3. $5 + 3 =$

4. $7 + 2 =$

5. $3 + 6 =$

Count on to find the unknown partner.

6. $3 +$ $= 10$

7. $4 +$ $= 6$

8. $2 +$ $= 9$

9. $4 +$ $= 7$

10. $3 +$ $= 8$

11. $4 +$ $= 10$

12. Stretch Your Thinking Sal has 6 balloons.

He buys some more. Then he has 10 balloons.

How many balloons does Sal buy?

_____ balloons

Date _____

Title of book:

Author of book:

Who are the characters and what was the setting?

How did the story end?

©TotallyAutism2018

Date _____

Title of book:

Author of book:

Who are the characters and what was the setting?

How did the story end?

©TotallyAutism2018

Date _____

Title of book:

Author of book:

Who are the characters and what was the setting?

How did the story end?

©TotallyAutism2018

Date _____

Title of book:

Author of book:

Who are the characters and what was the setting?

How did the story end?

©TotallyAutism2018

SOUNDS

ě	Th	r	k	oo	E	ar	wh
i	sh	ee	Wh	a	ě	H	ea

VOWEL DISCRIMINATION

set	sat	sit	seat
Mark	Mick	Mack	meek

BEGINNING QUICK SOUNDS

dent	hand	test	dark
hit	tent	Kim	dash

BLENDS AND WORD ENDINGS

Trish	snack	creek	kitten
scoot	wham	drink	scat

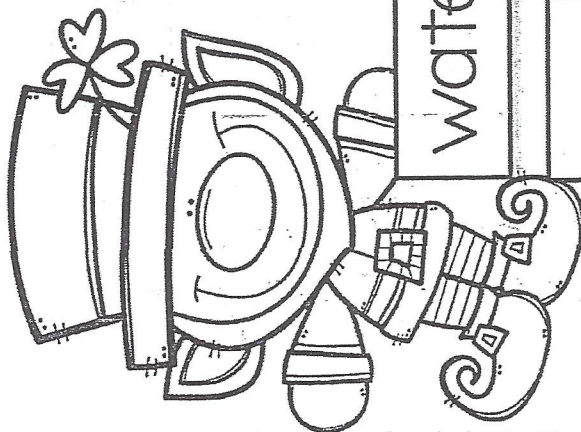
TRICKY WORDS

where	into	as	wouldn't
what	to	There	are

NAME: _____

Sentence Leprechaun Mix-Up!

Some pesky leprechauns mixed up
our sentences! Can you help put
them back in order? Write the
correct words in the boxes.



play will me? with you

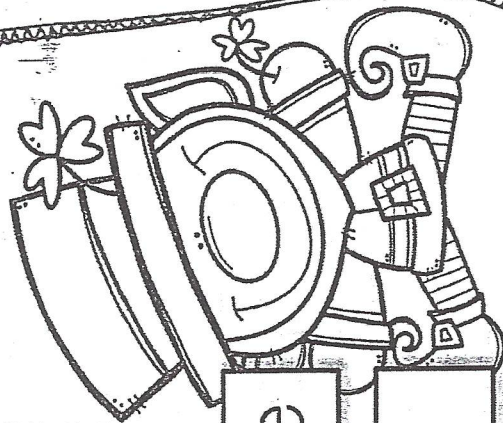
--	--	--	--	--

water. in I swim deep

--	--	--	--	--

boat is The bay. in the

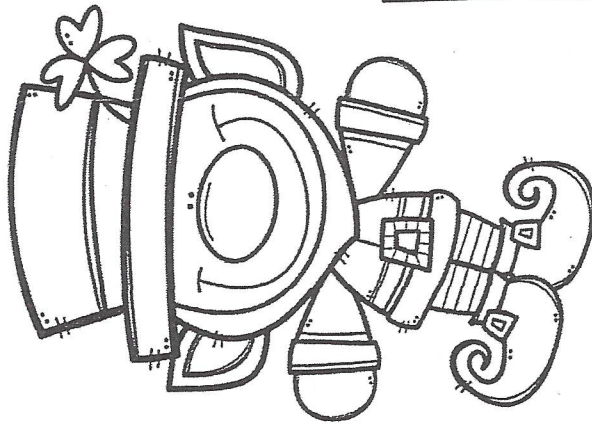
--	--	--	--	--



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NAME: _____

sentence leprechaun Mix-UP!

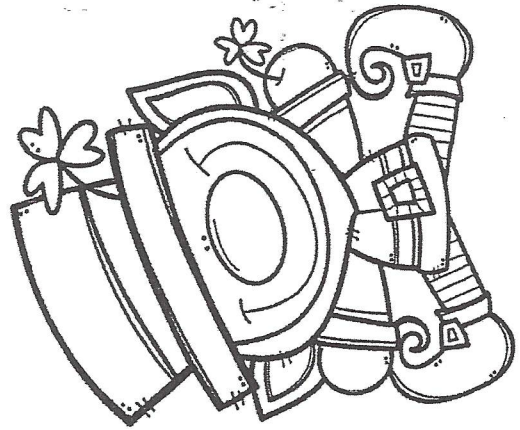


Some pesky leprechauns mixed up
our sentences! Can you help put
them back in order? Write the
correct words in the boxes.

jump.	can	I

cat.	see	I	the

are	my	You	friend.



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Name: _____



Read, Trace, Write, Rainbow Write

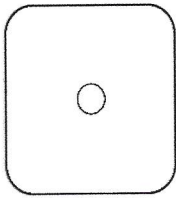
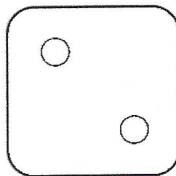
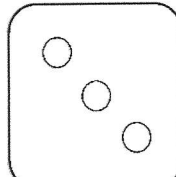
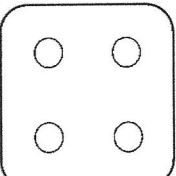
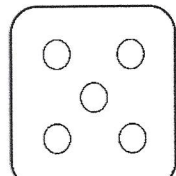
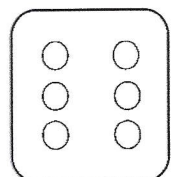
Directions: Roll a dice. The first time you land on a number, read it. The second time you land on the same number, trace it. The third time you land on the same number, write it. The fourth time you land on a number, rainbow write it. Do this until the entire board is filled.

Read

Trace

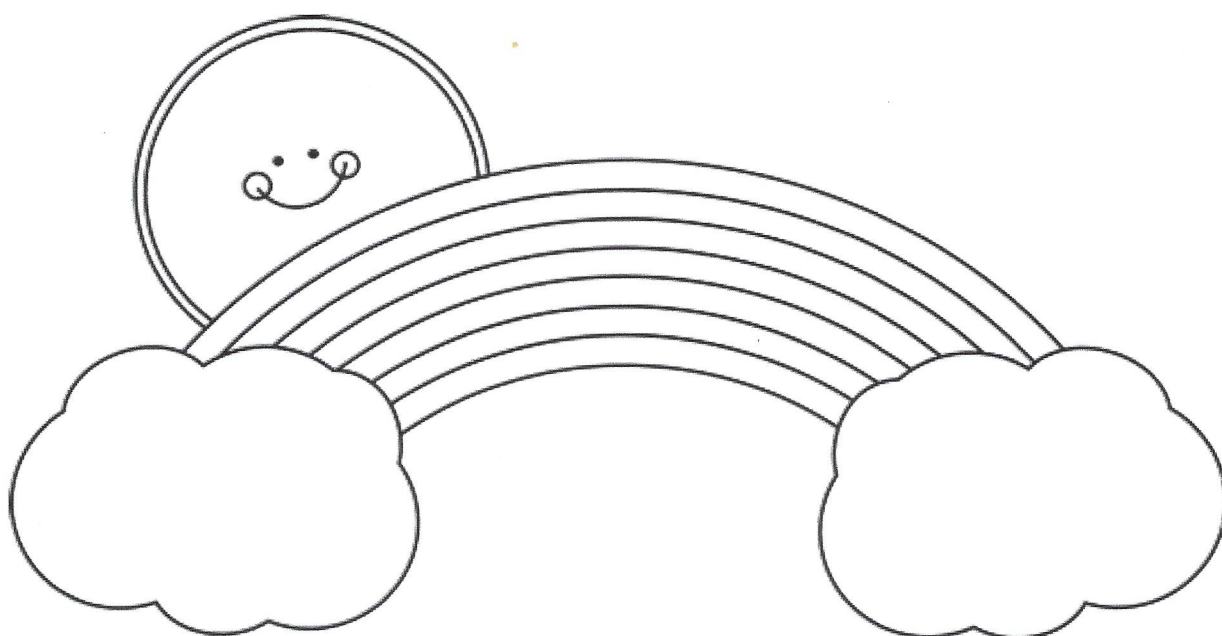
Write

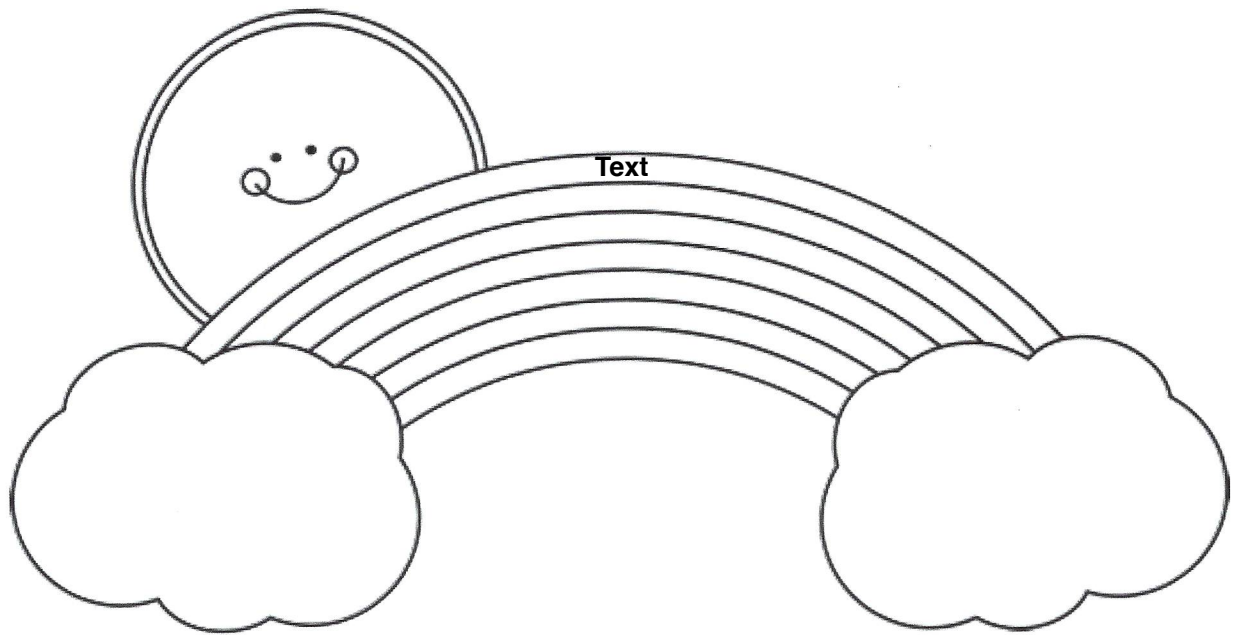
Rainbow
Write

	the	the		
	to	to		
	look	look		
	for	for		
	me	me		
	ran	ran		

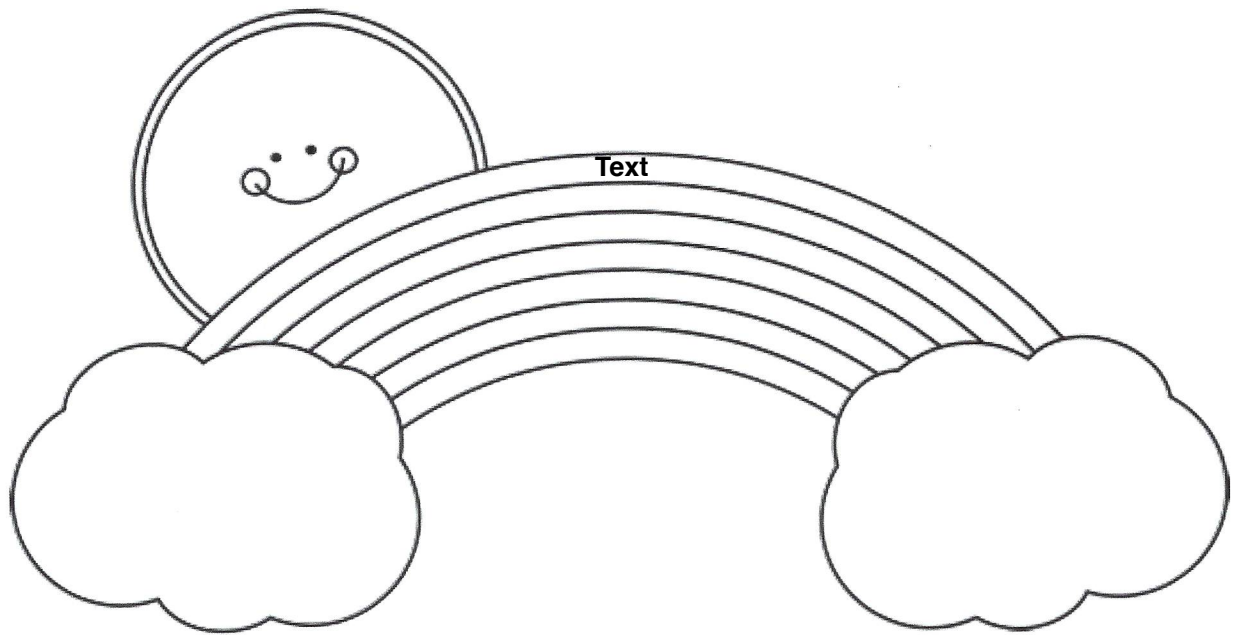
_____ 'S

APRIL WRITING JOURNAL

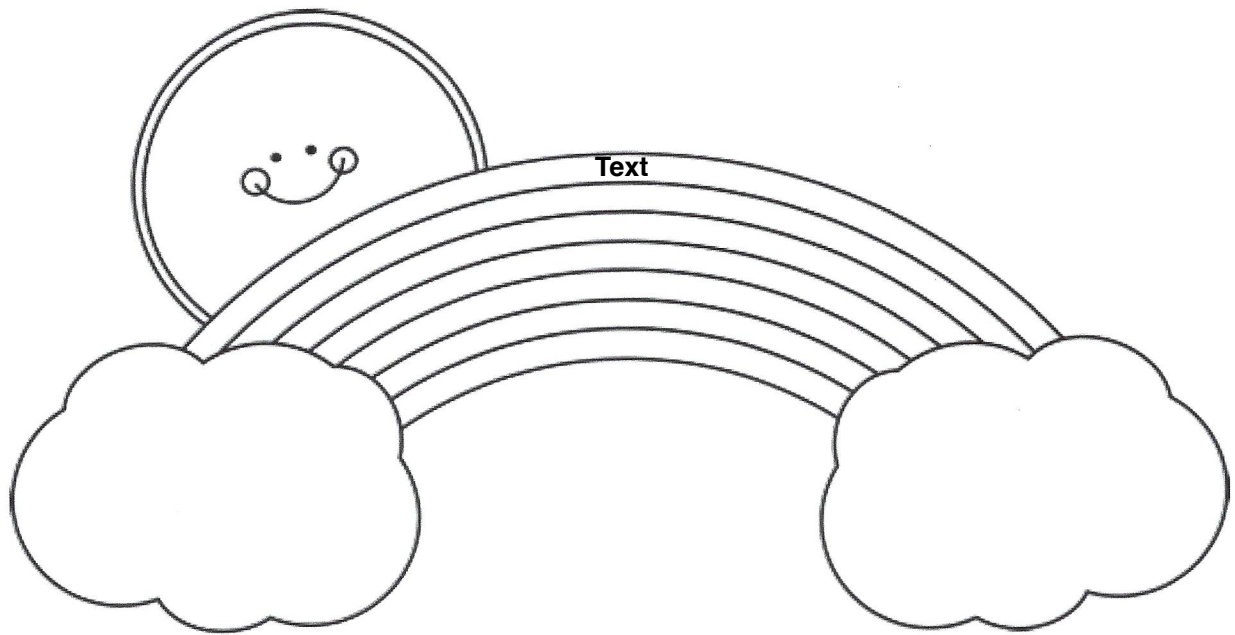




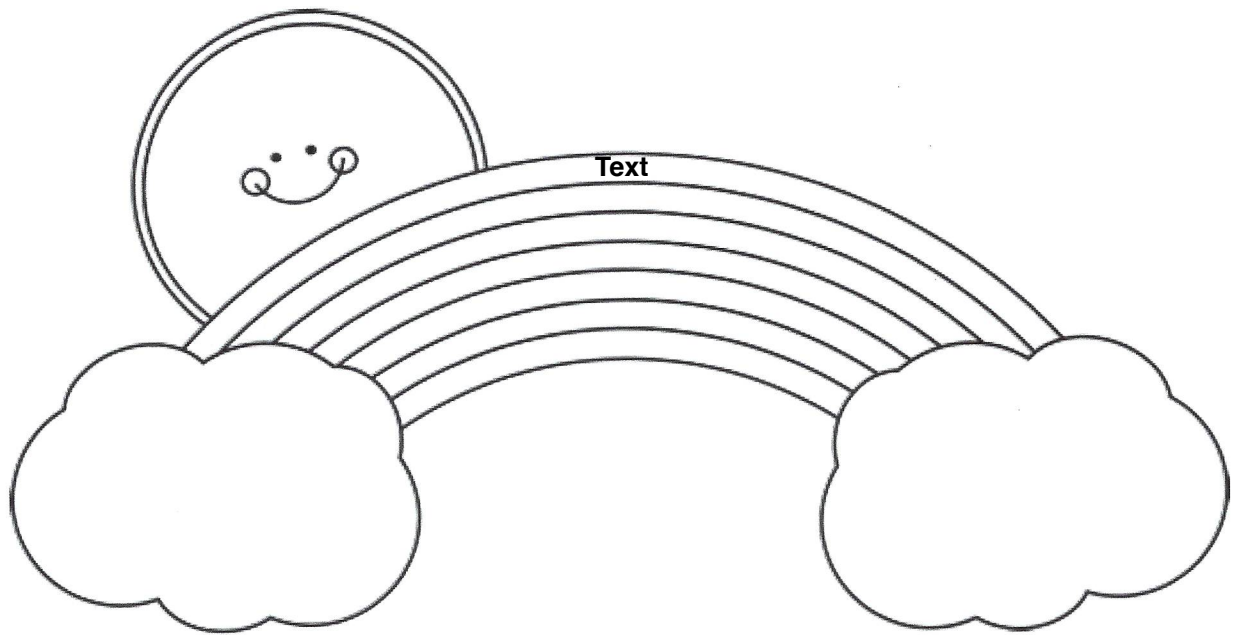
By _____



By _____



By _____



By _____

Name _____

SILLY RAINBOW SENTENCES

1.

2.

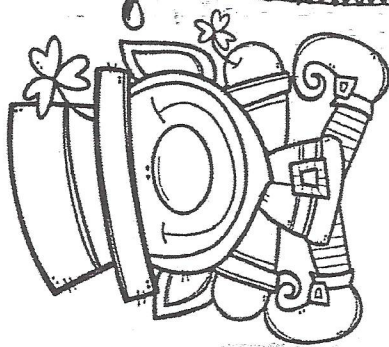
3.

NAME: _____

Sentence

LEPRECHAUN MIX-UP!

Some pesky leprechauns mixed up our sentences! Can you help put them back in order? Write the correct words in the boxes.



plane

The

can

fly

rain.

in

the

team

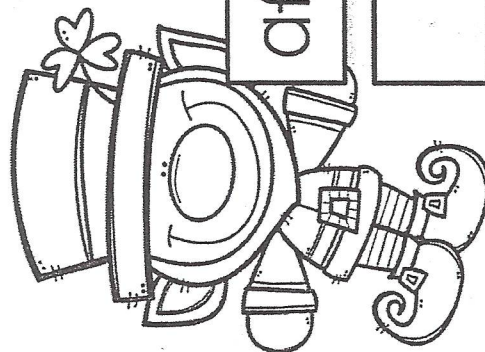
the

My

in

plays

game.



afraid

I

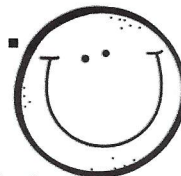
am

rain.

it

will

Name: _____



Read, Trace, Write, Rainbow Write

Directions: Roll a dice. The first time you land on a number, read it. The second time you land on the same number, trace it. The third time you land on the same number, write it. The fourth time you land on a number, rainbow write it. Do this until the entire board is filled.

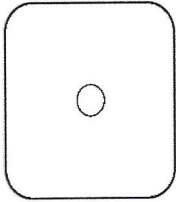
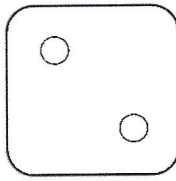
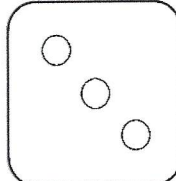
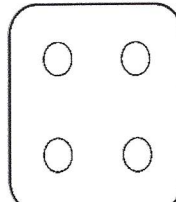
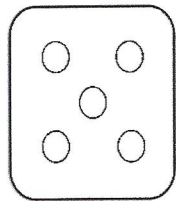
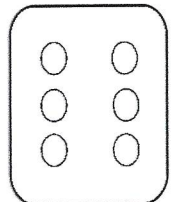
Read

Trace

Write

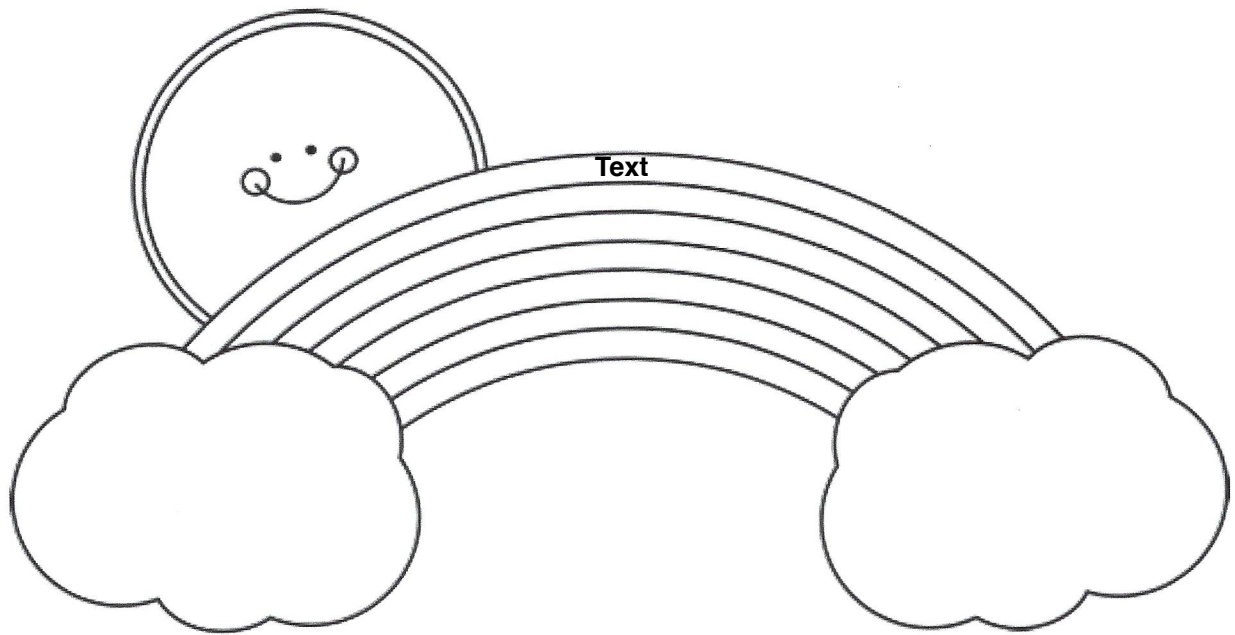
Rainbow

Write

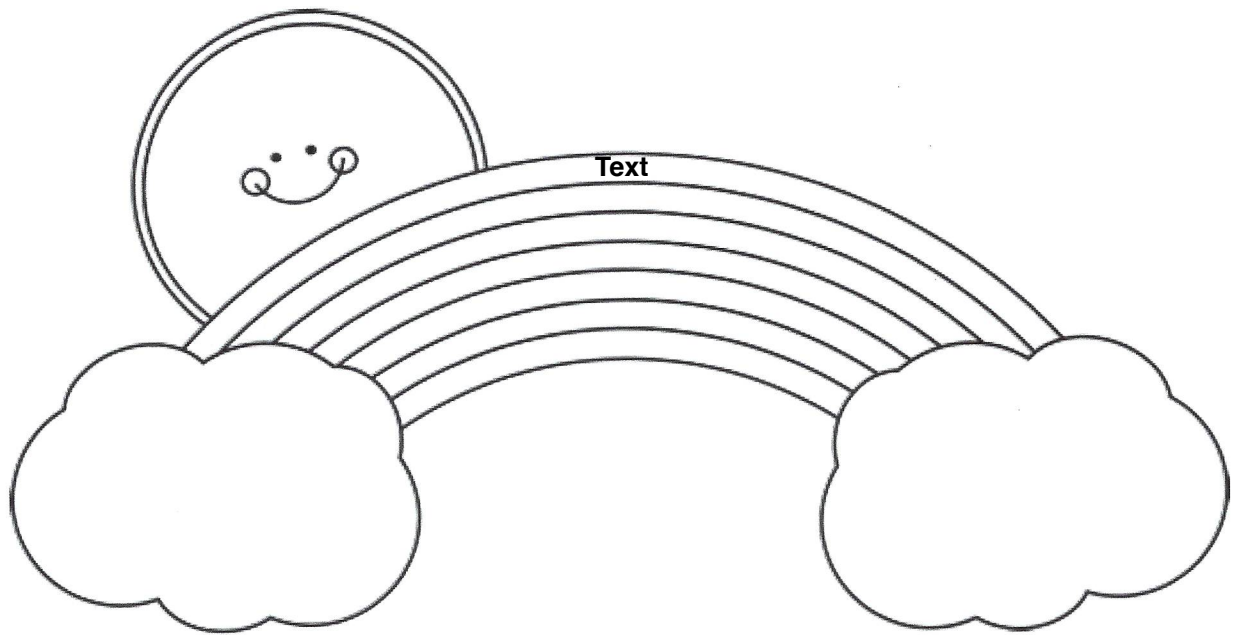
	said	said		
	a	a		
	in	in		
	up	up		
	and	and		
	that	that		

What would you do with a pot of gold?

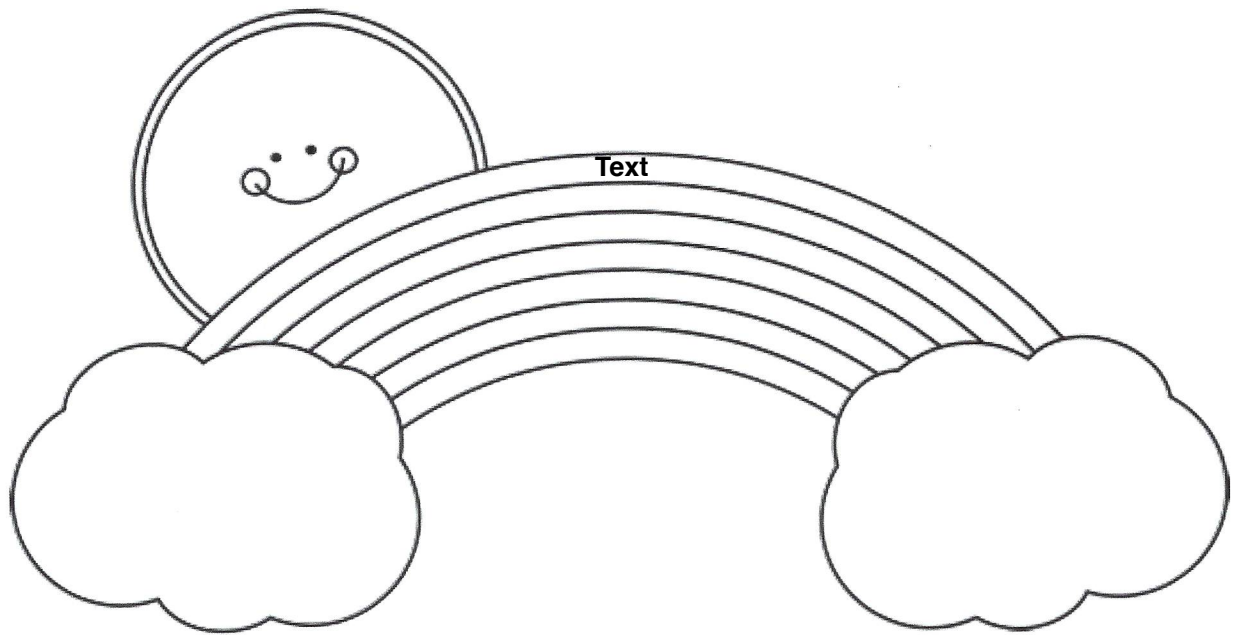
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By _____



By _____



By _____

Name _____

SILLY RAINBOW SENTENCES

1.

2.

3.



B

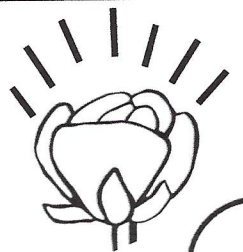
L

O

O

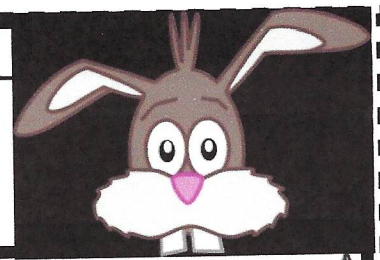
M

By



Name: _____

Date: _____



Double Digit

Addition (No Regrouping)

$$\begin{array}{r} 15 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 22 \\ \hline \end{array}$$

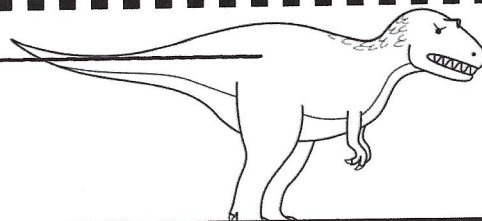
$$\begin{array}{r} 20 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ + 42 \\ \hline \end{array}$$

Name: _____

Date: _____



Double Digit

Addition (With REGROUPING)

$$\begin{array}{r} 15 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ +48 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ +24 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ +44 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ +58 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +97 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ +29 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ +66 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ +88 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ +38 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ +99 \\ \hline \end{array}$$

Name _____

Date _____

Directions: Trace the ones place in green then add. Trace the tens place in red then add.

$$\begin{array}{r} 14 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ + 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 24 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 12 \\ \hline \end{array}$$

Name _____

Double-Digit Addition

Solve each two-digit addition problem.

5	4
+	2

3	1
+	7

2	2
+	3

4	0
+	5

6	3
+	3

8	4
+	4

7	1
+	3

5	5
+	2

3	6
+	1

8	0
+	9

4	2
+	3

9	5
+	2

Name _____

Double-Digit Addition

Solve each two-digit addition problem.

1	4
+1	
—	
	5

7	1
+2	
—	
	7

3	2
+1	
—	
	0

5	6
+3	
—	
	2

4	3
+1	
—	
	2

8	4
+1	
—	
	3

1	1
+8	
—	
	3

6	1
+2	
—	
	2

3	6
+3	
—	
	0

1	7
+2	
—	
	1

5	3
+2	
—	
	5

1	7
+4	
—	
	2

Name _____

Double-Digit Addition

Solve each two-digit addition problem.

3	2
+	1

5	0
+	7

6	3
+	1

9	0
+	3

5	4
+	1

8	8
+	1

6	7
+	1

7	1
+	2

3	6
+	3

4	0
+	5

2	2
+	3

8	2
+	2

Double Digit Addition With Regrouping

Name _____ Date _____

Regroup? Yes No

☐

$$\begin{array}{r} 53 \\ + 27 \\ \hline \end{array}$$



Regroup? Yes No

☐

$$\begin{array}{r} 47 \\ + 25 \\ \hline \end{array}$$



Regroup? Yes No

☐

$$\begin{array}{r} 72 \\ + 15 \\ \hline \end{array}$$



Regroup? Yes No

☐

$$\begin{array}{r} 24 \\ + 14 \\ \hline \end{array}$$



Regroup? Yes No

☐

$$\begin{array}{r} 81 \\ + 11 \\ \hline \end{array}$$



Regroup? Yes No

☐

$$\begin{array}{r} 43 \\ + 39 \\ \hline \end{array}$$



Name: _____

Add.

Color.

10

18

22

46

86

+23

+41

+37

+81

+72

29

77

25

64

90

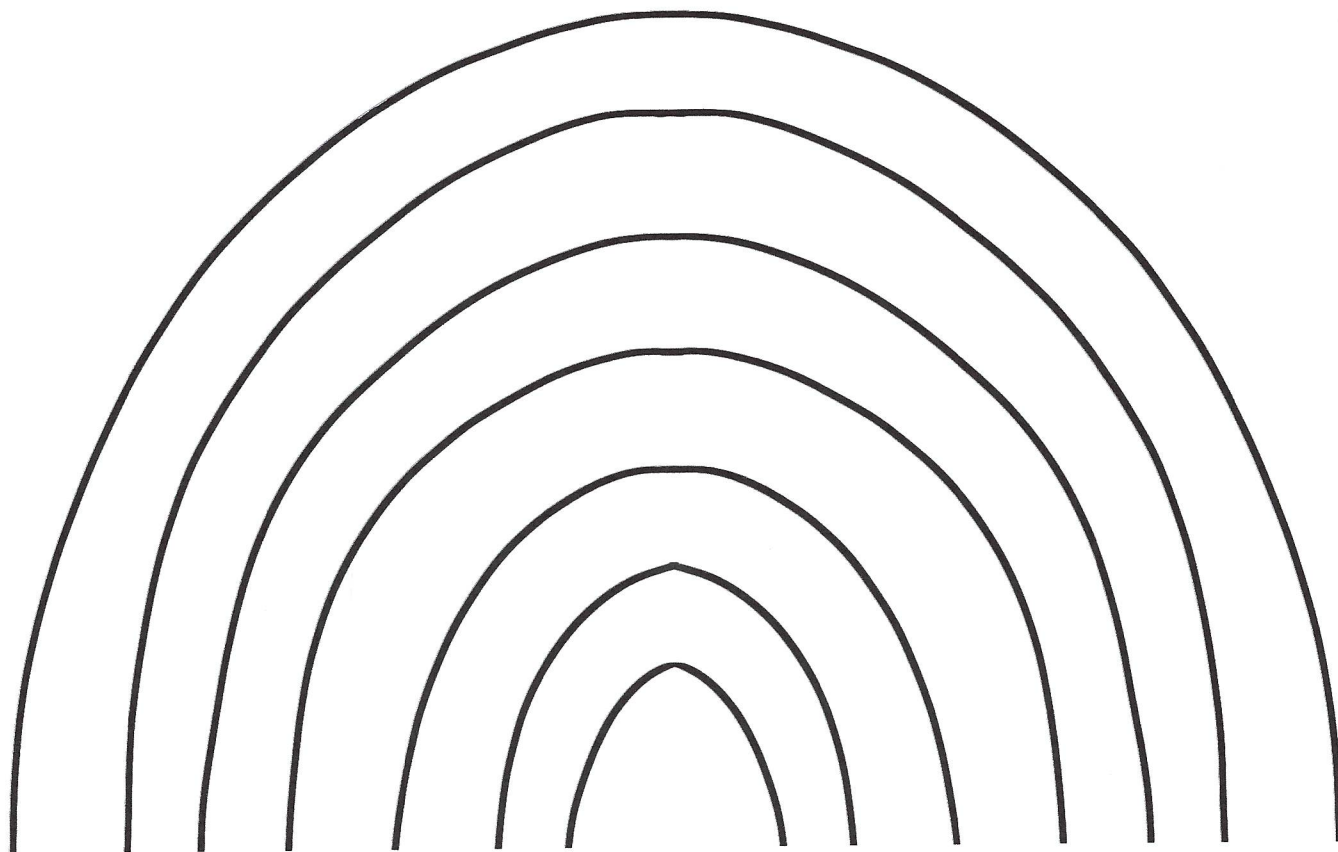
+30

+10

+44

+13

+10



Name: _____ #: _____

2-Digit Addition Practice (No Regrouping)

1.
$$\begin{array}{r} 45 \\ +32 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 24 \\ +13 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 11 \\ +56 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 75 \\ +22 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 62 \\ +26 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 16 \\ +43 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 47 \\ +10 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 51 \\ +42 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 18 \\ +81 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 27 \\ +40 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 42 \\ +34 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 91 \\ + 5 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 72 \\ +20 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 68 \\ +21 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 15 \\ +23 \\ \hline \end{array}$$



$$\begin{array}{r} 32 \\ -10 \\ \hline \end{array}$$



$$\begin{array}{r} 45 \\ -10 \\ \hline \end{array}$$



$$\begin{array}{r} 84 \\ -10 \\ \hline \end{array}$$



$$\begin{array}{r} 29 \\ -10 \\ \hline \end{array}$$



$$\begin{array}{r} 63 \\ -10 \\ \hline \end{array}$$



$$\begin{array}{r} 71 \\ -10 \\ \hline \end{array}$$



$$\begin{array}{r} 21 \\ -10 \\ \hline \end{array}$$



$$\begin{array}{r} 57 \\ -10 \\ \hline \end{array}$$



$$\begin{array}{r} 48 \\ -10 \\ \hline \end{array}$$



Name: _____ #: _____

2-Digit Addition Practice (Regrouping)

1.
$$\begin{array}{r} 57 \\ +23 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 42 \\ +39 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 68 \\ +36 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 55 \\ +37 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 26 \\ +48 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 75 \\ +16 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 59 \\ +14 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 45 \\ +46 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 18 \\ +62 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 27 \\ +59 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 74 \\ +16 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 54 \\ +18 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 74 \\ +16 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 68 \\ +22 \\ \hline \end{array}$$

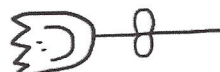
15.
$$\begin{array}{r} 18 \\ +23 \\ \hline \end{array}$$



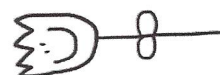
$$\begin{array}{r} 72 \\ -20 \\ \hline \end{array}$$



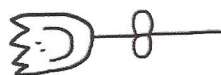
$$\begin{array}{r} 40 \\ -20 \\ \hline \end{array}$$



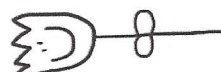
$$\begin{array}{r} 51 \\ -10 \\ \hline \end{array}$$



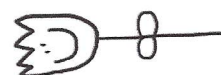
$$\begin{array}{r} 39 \\ -20 \\ \hline \end{array}$$



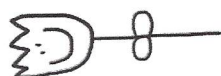
$$\begin{array}{r} 63 \\ -20 \\ \hline \end{array}$$



$$\begin{array}{r} 88 \\ -20 \\ \hline \end{array}$$



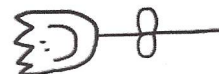
$$\begin{array}{r} 27 \\ -20 \\ \hline \end{array}$$



$$\begin{array}{r} 56 \\ -20 \\ \hline \end{array}$$



$$\begin{array}{r} 94 \\ -20 \\ \hline \end{array}$$



Name: _____ #: _____

2-Digit Addition Practice (Regrouping)

1.
$$\begin{array}{r} 79 \\ +13 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 46 \\ +36 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 29 \\ +14 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 65 \\ +27 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 26 \\ +48 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 75 \\ +16 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 59 \\ +14 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 47 \\ +46 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 64 \\ +26 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 59 \\ +37 \\ \hline \end{array}$$

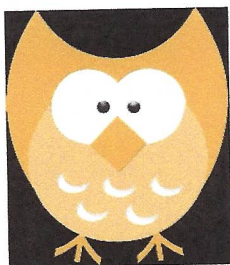
11.
$$\begin{array}{r} 58 \\ +13 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 49 \\ +12 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 47 \\ +16 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 86 \\ +25 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 57 \\ +43 \\ \hline \end{array}$$



$$\begin{array}{r} 68 \\ -34 \\ \hline \end{array}$$



$$\begin{array}{r} 48 \\ -16 \\ \hline \end{array}$$



$$\begin{array}{r} 29 \\ -17 \\ \hline \end{array}$$



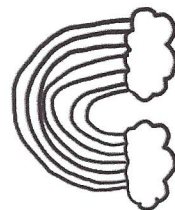
$$\begin{array}{r} 82 \\ -21 \\ \hline \end{array}$$



$$\begin{array}{r} 53 \\ -11 \\ \hline \end{array}$$



$$\begin{array}{r} 21 \\ -20 \\ \hline \end{array}$$



$$\begin{array}{r} 66 \\ -25 \\ \hline \end{array}$$



$$\begin{array}{r} 76 \\ -55 \\ \hline \end{array}$$



$$\begin{array}{r} 39 \\ -14 \\ \hline \end{array}$$



LOOKING FOR FREE LAUGHS FROM

FIFTHISMYJAM

TEAR HERE AND ASK ME
TO TELL YOU A KNOCK
KNOCK JOKE.

TEAR HERE AND ASK ME
TO MAKE THE FUNNIEST
FACE I KNOW.

TEAR HERE AND ASK ME
TO MAKE A MEME OF
YOUR FAVORITE PICTURE.

TEAR HERE AND ASK ME TO
PLAY A GAME OF FREEZE
TAG WITH YOU WHERE
YOU DECIDE WHAT
CHARACTER WE FREEZE AS.

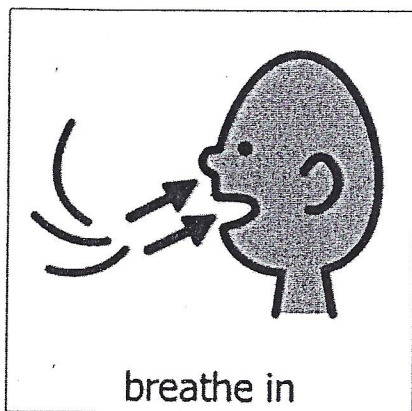
TEAR HERE AND ASK ME TO
REPLACE A WORD I SAY
OFTEN WITH ANOTHER
WORD OF YOUR
CHOOSING FOR THE DAY.

HOW BIG IS MY PROBLEM?

5	Emergency -Earthquake, tornado, fire, or other danger -Broken bone -Someone's hurting you	I can: cry, scream, call for help, feel worried or scared
4	Gigantic -Hurt or bleeding -Parents are divorcing -Grandparent is very sick -Pet passed away	I can: cry, tell a teacher, go to the nurse, feel sad, worried or scared
3	Big -Someone didn't respect your personal space -Feel really sick -Someone is destroying your or classroom property	I can: tell a teacher, go to the nurse, feel frustrated or disappointed
2	Medium -Forgot homework -Argued with a friend -Someone was mean to you or is bugging you -Lost recess time	I can: take a break, use an i-message or a meaningful apology, feel irritated, frustrated or disappointed
1	Small -Got a toy taken away -Someone cut in front of you in line -Stuck on a problem or assignment -Working with someone you don't like	I can: take a deep breath, take a break, use an i-message, try a different strategy, feel irritated, frustrated or disappointed
0	Glitch -Don't have a pencil -The teacher didn't call on me -Not first in line	I can: borrow a pencil, feel disappointed

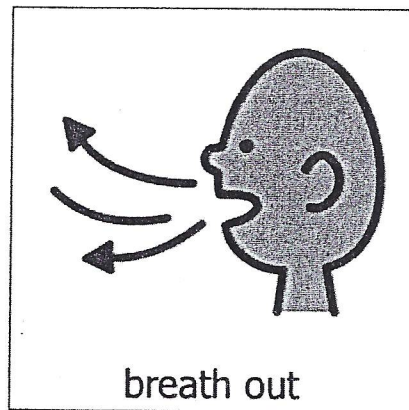
How to Relax

1



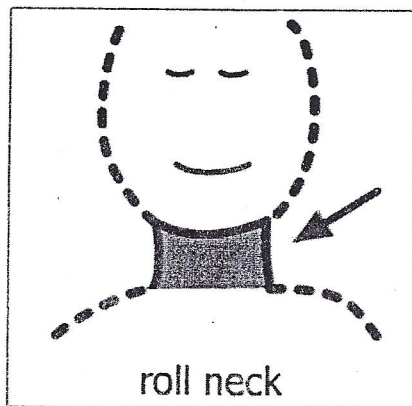
breathe in

2



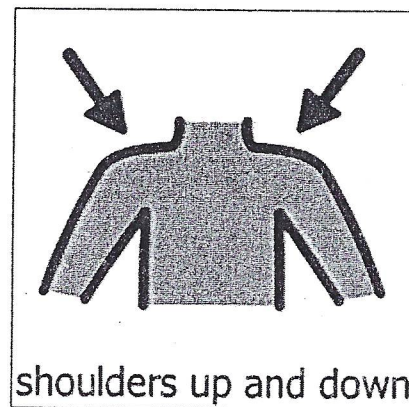
breath out

3



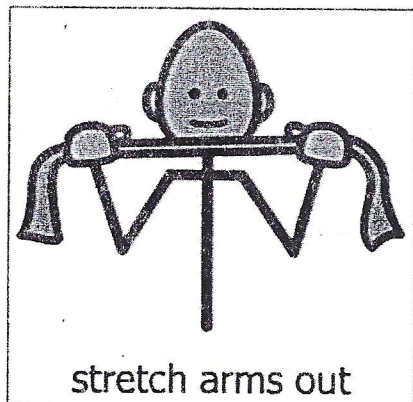
roll neck

4



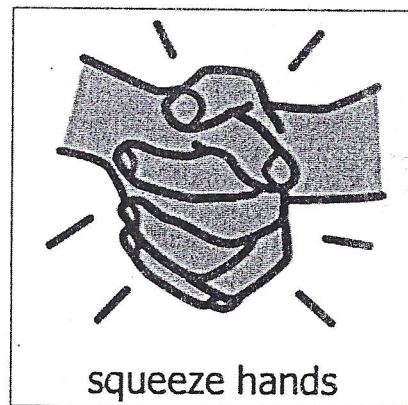
shoulders up and down

5



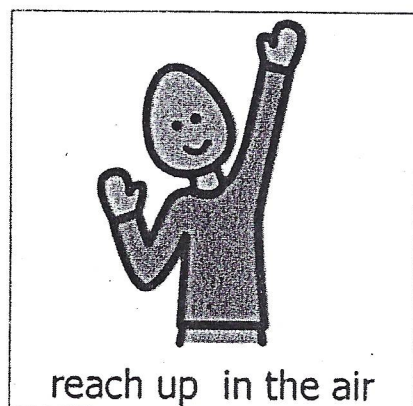
stretch arms out

6



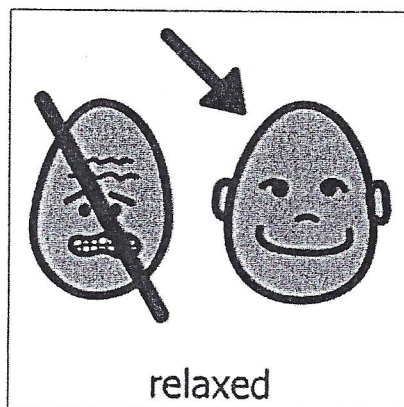
squeeze hands

7



reach up in the air

8



relaxed

Sensory Activities

These activities are great for improving fine motor skills, practicing creativity, and learning through play.

Water Bead Play

Okay, if you don't know about water beads, you should try them because most kids LOVE them. When you buy the beads, they're little and dry, but when you add water, they become the most interesting thing to toddlers and preschoolers. Fill a bin with them and watch your child play, play, play.

At Home Beach

Add flour and oil (ratio is 8 cups of flour to 1 cup of oil) to a bin and mix together. Add beach materials, such as seashells, plastic sea creatures, shovels, and buckets and explore the beach while sitting in your home. It's also a taste-safe activity.

Chocolate Cereal Exploration

For a great taste-safe sensory activity, add chocolate cereals to a bin—you can use just one kind of chocolate cereal or multiple, it's up to you. Throw in a few plastic dinosaur toys and let your child explore this new land! Or, add in a few toy trucks, and your child can bulldoze dirt to his/her heart's content.

Sensory Finger Painting

1-2 year olds aren't going to have much control when using utensils such as paintbrushes or markers, so encourage them to use their fingers and hands to paint! We love painting on different textures—think tinfoil, Styrofoam, cardboard, mirrors, plastic wrap, newspaper, etc.

Shaving Cream Building

Blocks are so fun for 1-2 year olds, even if playing with them simply means you building towers and your 1-2 year old knocking them down. But, you can add a new element that will excited them (and make them messy): shaving cream. Squirt a couple of cans of shaving cream into a bin (we use dollar store shaving cream) and add blocks. Your child can search through the shaving cream to find the blocks or you can build towers with the shaving cream acting as mortar.

Pasta Bins

Dry pasta or cooked pasta—both provide different experiences. Fill a bin with dry pasta and add different toys, such as cars or measuring cups, for sensory fun. Or, fill a bin with cooked pasta and watch your child explore the new sensations! Plus, pasta is taste-safe!



Sticker Art

Stickers are going to be a hit for your child as he/she grows, so start practicing now! The child may not be able to peel off the stickers yet, but he/she will be able to stick them onto paper. Use stickers from the dollar store or try the labeling circle stickers from an office supply store.

Bin Painting

Sit the child in a clear bin (obviously with no lid) and give him/her paint to use in the bin. The child can paint himself/herself, the bottom of the bin, or the sides of the bin. Rinse off the child and the bin when he/she is finished.

Chocolate Chip Cookie Dough Play

Using an egg-less recipe, make edible chocolate chip cookie dough, and, when it's finished, let your child play with it. They can roll it, squish it, break it, etc. And, it's taste-safe.

Magnet Play

Grab a cookie sheet and child-friendly magnets (letters, numbers, animals, shapes, etc.) for some fun learning. The child can explore the concept of magnets (yay science), as well as begin the early stages of recognizing letters, numbers, animals, or shapes.

Mess-Free Painting

Add paint to gallon-size plastic bags, let out the extra air, seal them and tape them to a wall or table. Then, let the child move the paint by pushing their fingers across the surfaces of the bags. You can even add a science element and put two primary colors in the bags and explore color mixing!

Sticky Wall Art

Tape a large piece of contact paper to the wall—sticky side out. Encourage the child to stick paper shapes onto the contact paper. It's like playing with stickers, and playing on the vertical space is good for children's brain development.

Soap and Water

Kids love to play with water, so add water to a shallow tub, squirt in some dish soap, and let your child play! Add some whisks, plastic cups, or toys to extend the play.

Ocean Exploration

Prepare a package of blue jello, but before putting the liquid into the fridge to harden, add plastic sea creatures and/or seashells to the child-safe pan or container. When the jello hardens, it will "trap" the toys inside. Your child can dig through the jello to uncover the toys, and then he/she can play with the toys and the jello.

Painting With Blocks

Paint is a great go-to when spending time with 1-2 year olds. To add an element of extra fun, use plastic blocks or bricks as paintbrushes. Set out paper, paint, and blocks, and show the child how to stamp the blocks into the paint and then onto the paper. It may not be the most beautiful painting you've ever seen, but it's about the process of creating it.

Flour Land

For an even simpler version of the At Home Beach, just put flour in a sensory bin, and let your child use whatever toys he/she would like to explore and play in. Kids love flour!

APRIL

NAME: _____

SIGNATURE: _____

TIC-TAC-TOEWORK

CHOOSE 3 BOXES TO MAKE A "TIC-TAC-TOE" HORIZONTALLY, VERTICALLY, OR DIAGONALLY.

DRAW WITH
SIDEWALK CHALK

READ A
NONFICTION BOOK
ABOUT INSECTS

WRITE A POEM
ABOUT RAIN

COUNT HOW MANY
TREES/PLANTS YOU
HAVE IN YOUR YARD

PICK UP TRASH
AROUND YOUR
NEIGHBORHOOD

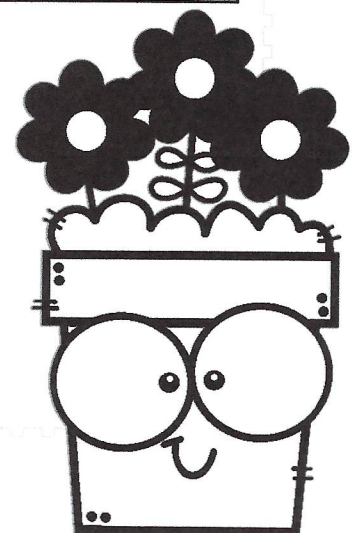
DRAW A
SPRING PICTURE
EX: BUNNIES, CHICKS,
FLOWERS, BUTTERFLIES

TELL A JOKE TO A
FRIEND, OR MAKE
ONE UP YOURSELF!

GO THROUGH
YOUR BACKPACK
AND RECYCLE ANY
OLD PAPERS

HAVE A PICNIC LUNCH
IN YOUR BACKYARD OR
PRETEND IN YOUR
LIVING ROOM

GO ON AN EVENING WALK TOGETHER	WASH THE FAMILY CAR	VISIT YOUR LOCAL LIBRARY
MAKE A FORT OUT OF SHEETS AND BLANKETS AND WATCH A MOVIE TOGETHER	PLAY HIDE AND SEEK	WATCH THE SUNSET
LEARN TO MAKE PAPER AIRPLANES AND RACE THEM	WRITE A LETTER TO A RELATIVE YOU HAVEN'T SEEN IN A WHILE	KEEP THE TV OFF FOR A NIGHT



Cooking Activities

Cooked Play Dough

1 cup flour



1 tablespoon oil



1 cup water



$\frac{1}{2}$ cup salt



2 teaspoons cream
of tartar



food coloring



or

flavored Kool-Aid

Combine all ingredients
in a sauce pan.



Cook over medium heat.



Stir constantly until

mixture forms a ball.



Knead until smooth.



Store in a covered container.



First:

wash hands



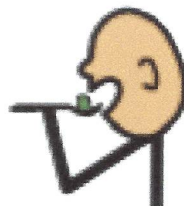
Then:

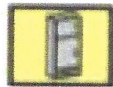
cooking



Last:

eat





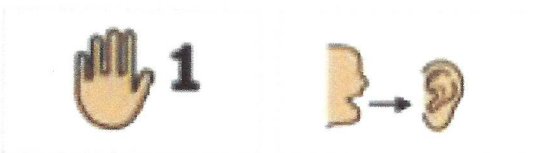
Kitchen Rules



1. Before you cook, wash your hands.



2. Sit in your chair while you cook.



3. Wait for your teacher and listen.



5. Don't touch things that are hot.



6. Don't touch things that are sharp



7. Follow the recipe.

How to Make Applesauce

Ingredients:

10 apples

1/4 cup sugar

1 1/2 cups water

1 teaspoon cinnamon

Step 1: Gather the ingredients.

Step 2: Peel the apples.

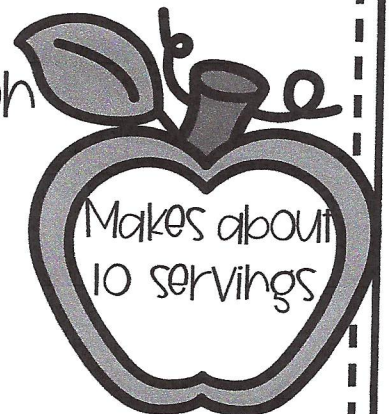
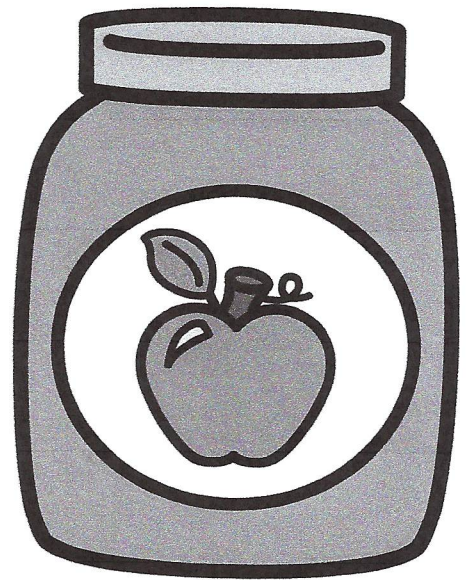
Step 3: Cut the apples.

Step 4: Put apple slices into pot.

Step 5: Add water, sugar, and cinnamon and stir.

Step 6: Cook on stove for 30 minutes.

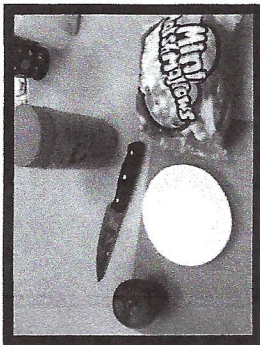
Step 7: Eat the applesauce.



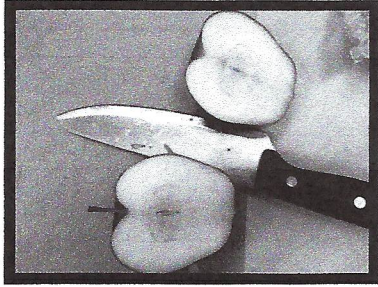
© The Brisky Girls

How to Make Apple Smiles

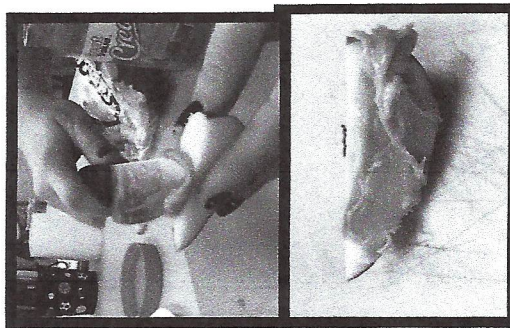
Step 1: Gather ingredients and materials



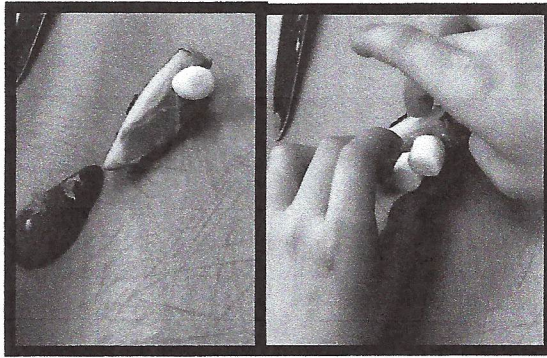
Step 2: Cut apple into 4 slices



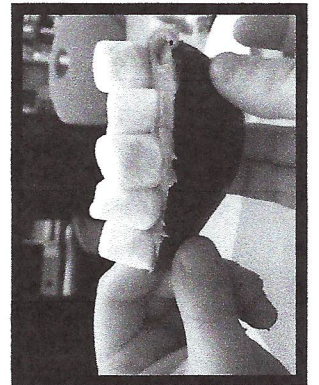
Step 3: Spread Peanut Butter with a knife

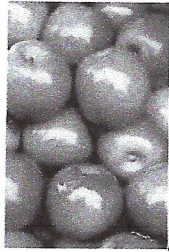


Step 4: Put 5 marshmallows on your peanut butter



Step 5: Look at your awesome smiles.
Eat and enjoy! We are all done.

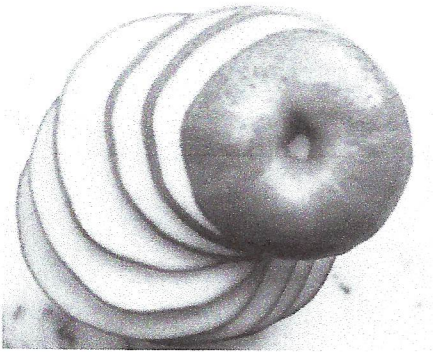




Apple Pizza



1. Teacher will cut the apple

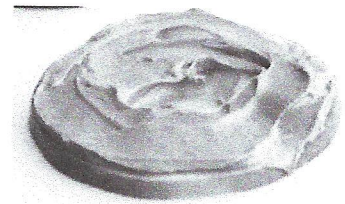


Open
peanut butter.



2. Open peanut butter

Spread
peanut
butter.



3. Spread peanut butter onto apple

Chocolate Cookies

What You Need:



In a bowl



1 cup



of Nutella



$\frac{1}{2}$ cup



of sugar



1 cup

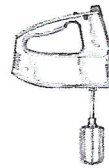


of flour



1 egg

Mix



Roll into balls and put them on the cookie sheet.



Flatten each ball with your hand



Bake at 350 degrees for 7-8 minutes

Fruit Smoothies

1

Add to blender



Frozen
mangoes



Frozen
Strawberries



Frozen
bananas



Ice cubes



2

Fill



$\frac{1}{2}$ of blender
with
Orange juice



$\frac{1}{2}$ of blender
with water



3

Blend



and enjoy!



Mini Pizzas

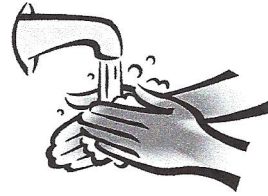
Start by putting on

your apron.

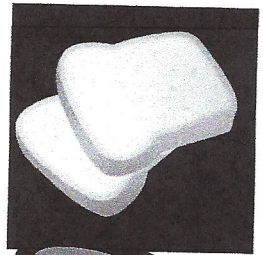


Wash your hands for

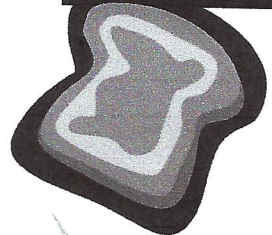
30 seconds.



Start with 2 slices of bread.



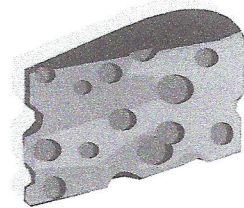
Spread both slices of bread
with tomato paste.



Cut ham into small pieces.

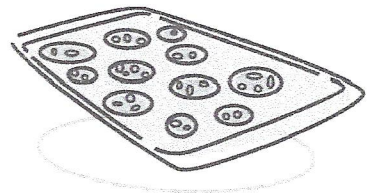


Sprinkle cheese over pizza.



Put pizza onto baking tray.

Grill pizza until cheese is
melted and bread is crunchy.



Fun Activities

SPRING SCAVENGER HUNT

🌸 Find a yellow flower.

🌸 Find 3 different shaped leaves.

🌸 Find something that is red.

🌸 Find a spider web.

🌸 Find something that flies.

🌸 Name 2 things you see in the sky.

🌸 Find something that is long.

🌸 Find something that grows that is green.

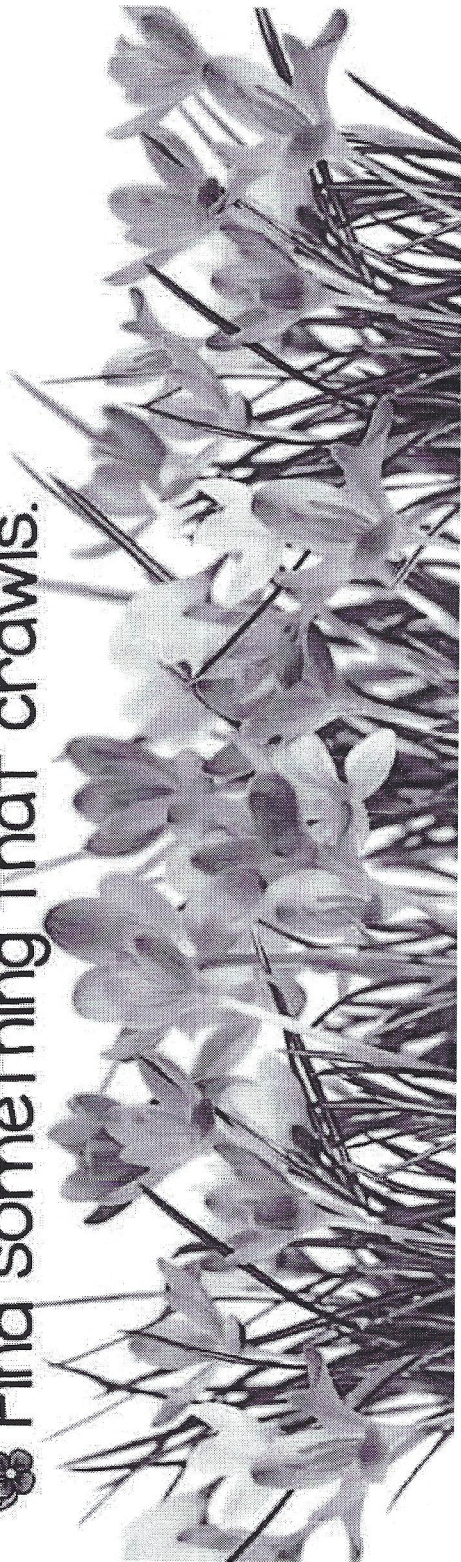
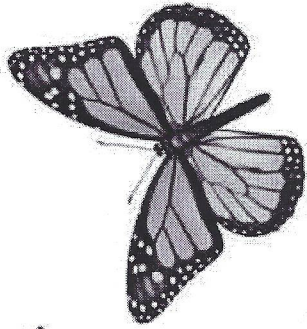
🌸 Find 2 birds.

🌸 Find some water.

🌸 Find something purple.

🌸 Find something that crawls.

primary playground



BOOK SCAVENGER HUNT

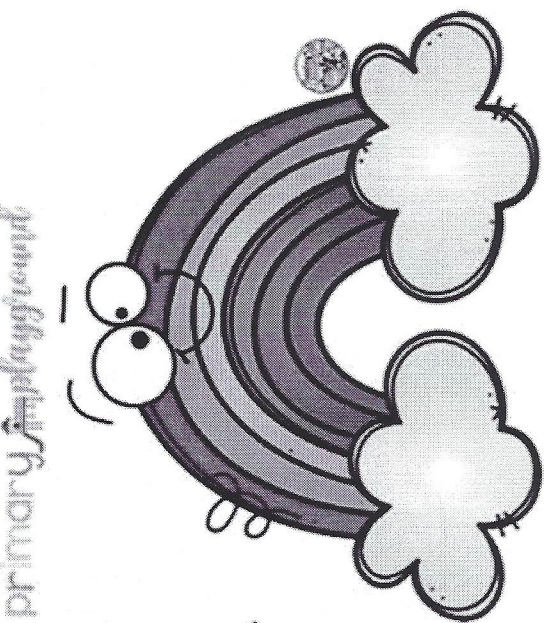
primary / *Appropriate*

- Find an animal in a book.
- Find the word spring in a book.
- Find someone helping someone in a book.
- Find a picture of a sun in a book.
- Find a book that makes you laugh.
- Find a bug in a book.
- Find someone sleeping in a book.
- Find a character eating in a book.
- Find a pet in a book.
- Find a cat in a book.
- Find a superhero in a book.
- Find a bike in a book.

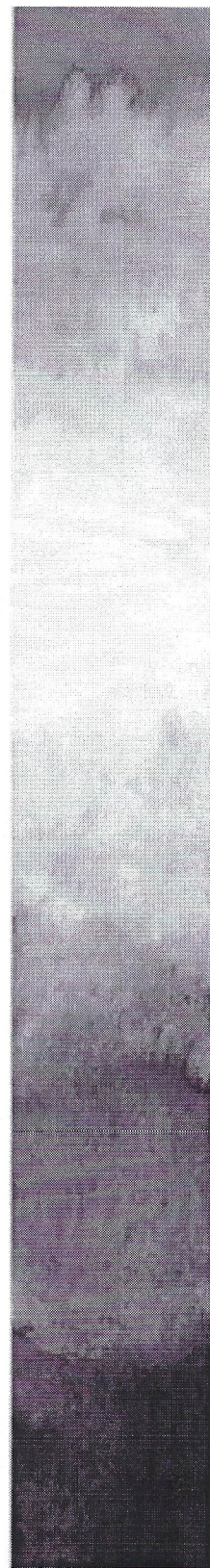


RAINBOW SCAVENGER HUNT

primary Applegate



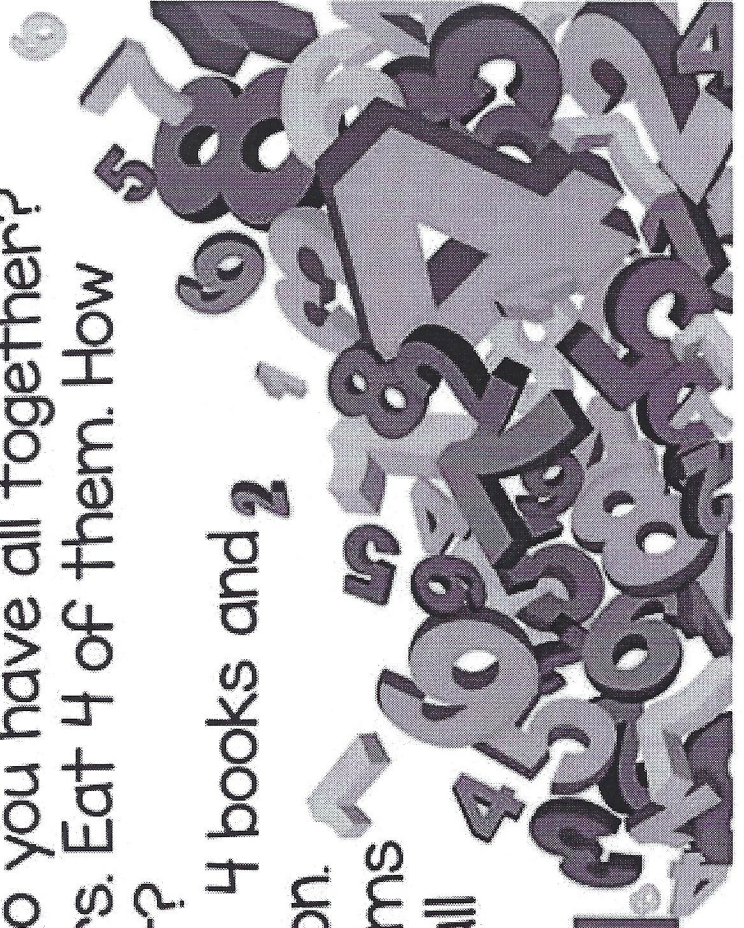
-  Find something red.
-  Find something yellow.
-  Find something orange.
-  Find something green.
-  Find something blue.
-  Find something purple.
-  Name a fruit that is red.
-  Name an animal that is yellow.
-  Name a vegetable that is orange.
-  Name a plant that is green.
-  Name a flower that is purple.
-  Name something outside that is blue.



MATH SCAVENGER HUNT

primary/intermediate

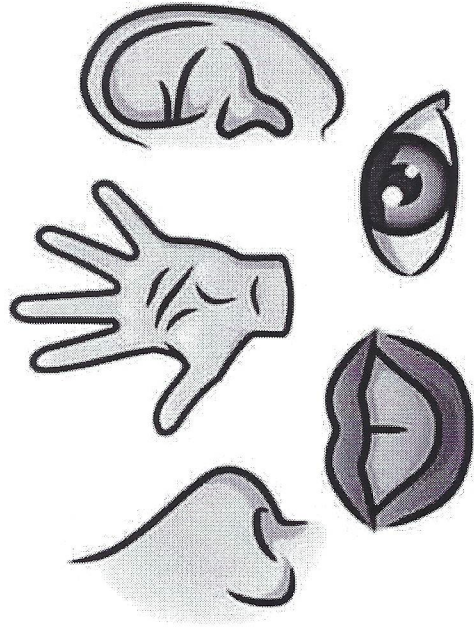
- Find 2 pencils and 1 blue crayon. How many items do you have now?
- Find 5 blocks and 2 pennies. How many items do you have now? Take away 3 blocks. How many items are left?
- Find 4 socks and 2 stuffed animals. How many items do you have all together?
- Find 8 crackers. Eat 4 of them. How many are left?
- Find 3 spoons, 4 books and 2 orange crayon.
How many items do you have all together?



5 SENSES SCAVENGER HUNT

primary playground

- Find something that makes a crunch sound.
- Find something that tastes sour.
- Find something that smells good.
- Find something smooth.
- Find 3 of the same thing.
- Find something that smells bad.
- Find something that tastes sweet.
- Find something loud.
- Find something long.
- Find something soft.
- Find something white.
- Find something quiet.
- Find something rough.



INDOOR SCAVENGER HUNT

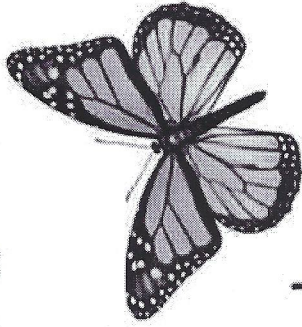
primary playground

- Find a fork.
- Find something that is red.
- Find a tissue box.
- Find 3 things that have wheels.
- Find an orange crayon.
- Find something that is very soft.
- Find a band-aid.
- Find a key.
- Find 2 socks that match.
- Find something round.
- Find a sticker.
- Find a rubber band.
- Find a pair of glasses.
- Find an envelope.



BACKYARD SCAVENGER HUNT

primary



- ☁ Find 3 kinds of leaves..
- ☁ Find something yellow.
- ☁ Name a bug that is red.
- ☁ Find 2 sticks.
- ☁ Find something that smells good.
- ☁ Name something you see in the sky.
- ☁ Find something that is round.
- ☁ Find something that grows that is green.
- ☁ Find a bird.
- ☁ Find 3 different colored rocks.
- ☁ Find something purple.
- ☁ Find a bug.



INVENTOR SCAVENGER HUNT

primary playground

- Find something that you can turn.
- Find something that is bumpy.
- Find something that is metal.
- Find something you put together.
- Find 3 things that are round.
- Find something you twist.
- Find something shiny.
- Find something you can roll.
- Find a tube.
- Find 3 things that are squishy.
- Find something clear.
- Find something that can bounce.

