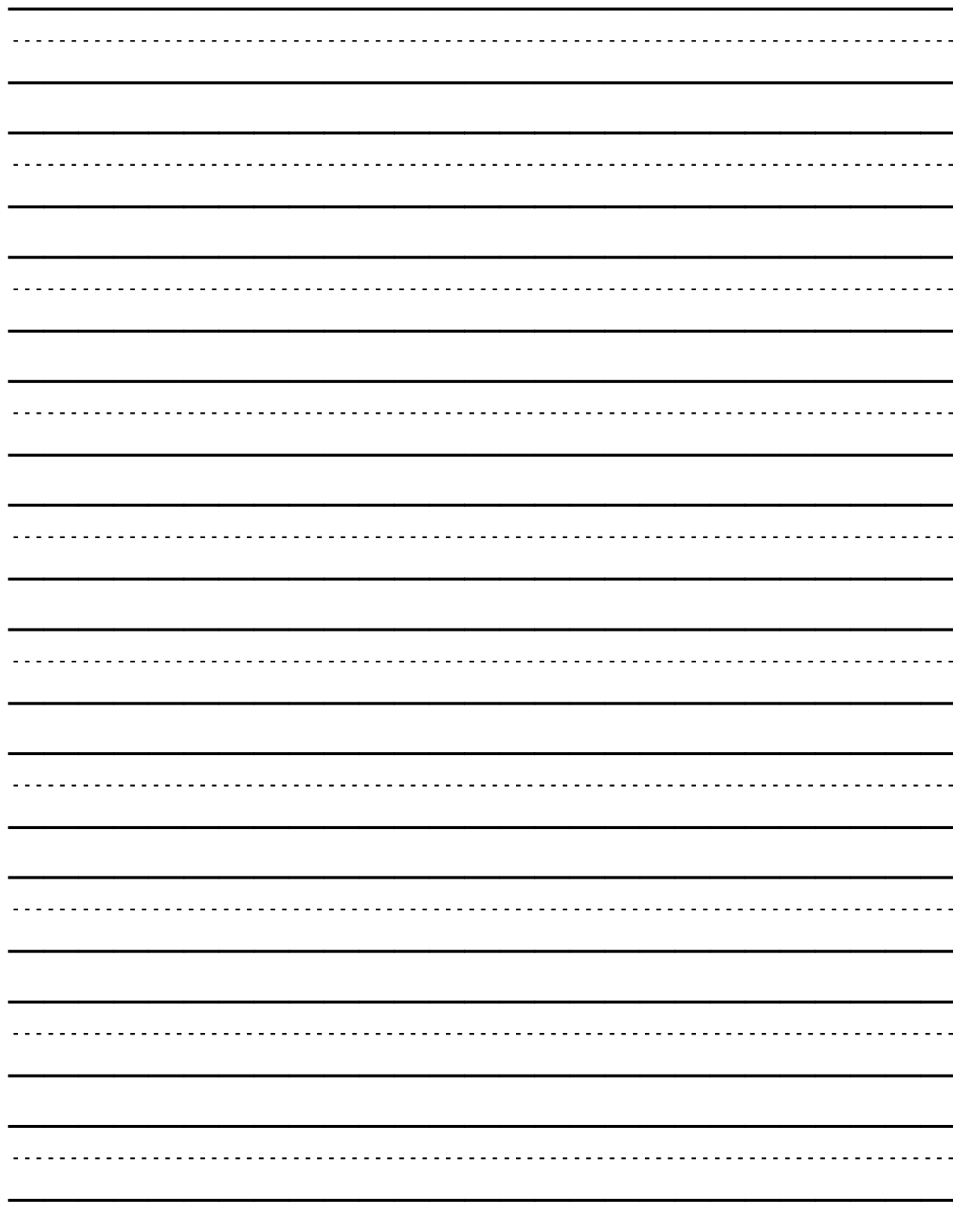


**Current Grade K,  
Rising Grade 1<sup>st</sup>  
Summer Life's Work  
2020**

Name \_\_\_\_\_

Practice writing your name below:

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

# READING Log



***Current K Rising 1<sup>st</sup> Grade  
Summer Life's Work***

Every Élan Academy student must read or have a book read to him or her for at least **twenty (20) minutes each night--** including holidays and weekends.

<b>Date</b>	<b>Title</b>	<b>Author</b>	<b>Minutes</b>	<b>Family Signature</b>
<b>6/8</b>				
<b>6/9</b>				
<b>6/10</b>				
<b>6/11</b>				
<b>6/12</b>				
<b>6/13</b>				
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<b>6/29</b>				
<b>6/30</b>				
<b>7/1</b>				
<b>7/2</b>				
<b>7/3</b>				

*Current K Rising 1<sup>st</sup> Grade*  
*Summer Life's Work*

<b>Date</b>	<b>Title</b>	<b>Author</b>	<b>Minutes</b>	<b>Family Signature</b>
<b>7/5</b>				
<b>7/6</b>				
<b>7/7</b>				
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<b>7/30</b>				
<b>7/31</b>				

Trace and rewrite the following:

I am excited to  
attend Elan Academy.

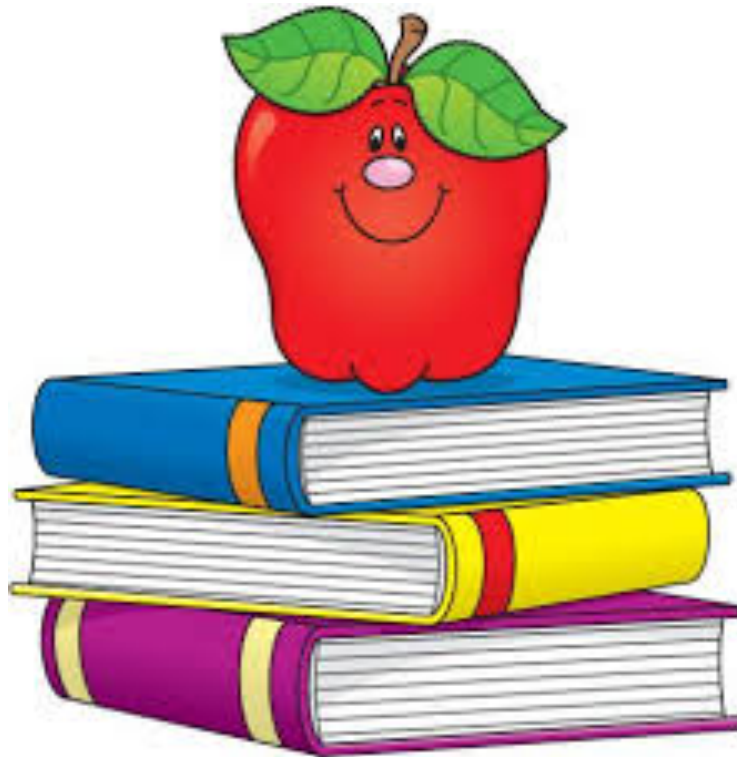


Trace and rewrite the following:

I am excited to  
attend Elan Academy.



# READING COMPREHENSION



# The Sunflower Hut



Written by Racheal Rice  
Illustrated by Virginia Allyn

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

## Focus Question

What are the steps for making  
a sunflower hut?

## Words to Know

enough	roof
hut	seeds
plant	sunflower

The Sunflower Hut  
Level F Leveled Book  
© Learning A-Z  
Written by Racheal Rice  
Illustrated by Virginia Allyn

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

## Correlation

### LEVEL F

Fountas & Pinnell	F
Reading Recovery	9-10
DRA	9



Here is how to make  
a sunflower hut.



First, get sunflower seeds  
to make your hut.  
Get seeds for other small and  
big flowers and mix them.



Next, find a sunny place  
to plant the seeds.

The Sunflower Hut • Level F

5

Then, find sticks to make  
a circle.  
Make a circle for the shape  
of the hut.



6





Make a circle big enough  
to fit friends inside.  
Put two sticks farther apart  
in the circle to make a door.

The Sunflower Hut • Level F

7



Then, dig around the circle  
of sticks.  
Make sure you dig an inch  
into the dirt.

8



After you dig, plant the seeds  
into the dirt.  
Put dirt over the seeds  
and water them.

Water them more when the  
dirt over the seeds gets dry.  
Soon, some flowers will grow.







Some flowers will grow taller  
than you.  
A grownup can tie some  
taller flowers together  
to make a roof.

The Sunflower Hut • Level F

11



Last, play inside  
your sunflower hut!

12

**1. Where is the setting where the story takes place?**

### Restate Question ☐

**Answer Question** ☐

**Cite Evidence** ☐

**Picture** 

[illegible][illegible]



**2. What should you do right after you dig around the circle of sticks?**

**Restate Question** ☐

**Answer Question** ☐

**Cite Evidence** ☐

**Picture** 

[illegible]This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The background is white, and the lines are black.

**3. Circle the word that means a small simple building?**

- a. Castle
- b. Hut
- c. Roof

**4. What is another good title for this book?**

- a. Playing with Friends
- b. Growing a Playhouse
- c. Different Types of Huts

**5. What did you like about this story and why?**

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# Writing



# Rising 1<sup>st</sup> Grade Summer Writing

## Life's Work Checklist



Please use the Writing Assignment Check List (located on the next page) to keep track of your scholar's completed writing assignments. In order for each assignment to be considered complete the following components must be done to a high quality:

- ☐ **Parent Checklist** (The Parent Check list must be completed for each writing assignment—6 total)
- ☐ **Picture** (Scholars must draw a picture for each story that includes a beginning, middle, and ending picture for each assignment)
- ☐ **Kid Writing** (Scholars must write a story that includes a beginning, middle, and end for each assignment)
- ☐ **Adult Writing** (Please allow your scholar to spell independently. Then correct his/her spelling after he/she is finished by using Adult Writing underneath)

Parts of A Story Chant	
Beginning	Where do I begin? <b><u>Catchy opening</u></b> , <b><u>Setting</u></b> , What happened <b><u>before</u></b> the <b><u>main event</u></b> ?
Middle	Now I have to tell you about my <b><u>main event</u></b> . Who are the <b><u>characters</u></b> ? Is there a <b><u>problem</u></b> ? What <b><u>happened next</u></b> ?
End	Now it's time to wrap it up. What <b><u>happened last</u></b> ? Was there a <b><u>solution</u></b> ? How did it <b><u>feel</u></b> ?



## Writing Assignment Checklist

#	Writing Assignment	All Parts Complete
1.	Tell about where you would go if you had a magic carpet.	<input type="checkbox"/> Parent Checklist <input type="checkbox"/> Picture <input type="checkbox"/> Kid Writing <input type="checkbox"/> Adult Writing
2.	Tell about your favorite birthday party (it can be your party or someone else's party).	<input type="checkbox"/> Parent Checklist <input type="checkbox"/> Picture <input type="checkbox"/> Kid Writing <input type="checkbox"/> Adult Writing
3.	Tell about something funny that happened to you over the summer.	<input type="checkbox"/> Parent Checklist <input type="checkbox"/> Picture <input type="checkbox"/> Kid Writing <input type="checkbox"/> Adult Writing
4.	Tell about one place you visited over the summer. What did you see? How did you feel?	<input type="checkbox"/> Parent Checklist <input type="checkbox"/> Picture <input type="checkbox"/> Kid Writing <input type="checkbox"/> Adult Writing

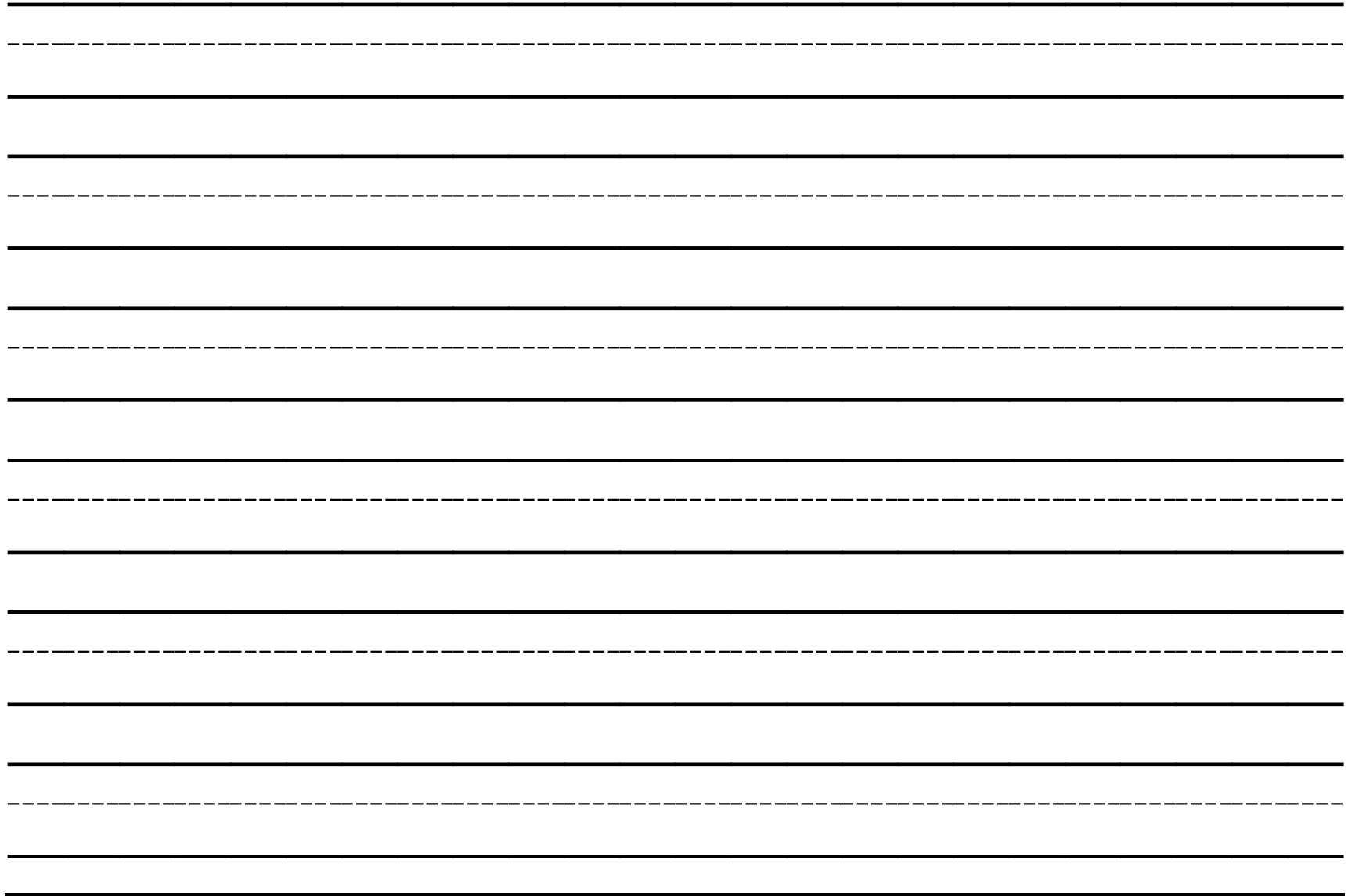
## Parent Checklist (Assignment 1)

	Includes setting, characters, and character feelings in picture.
	Says story 5 times before writing anything.
	Only writes the sounds he/she hears in words (focusing on beginning, ending, and middle sounds)
	Spells sight words accurately using a sight word list.
	Writes the beginning, middle, and end of his or her story.

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

Tell about where you would go if you had a magic carpet.





The page contains ten sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



## Parent Checklist (Assignment 2)

	Includes setting, characters, and character feelings in picture.
	Says story 5 times before writing anything.
	Only writes the sounds he/she hears in words (focusing on beginning, ending, and middle sounds)
	Spells Pre-K and K sight words accurately using a sight word list.
	Writes the beginning, middle, and end of his or her story.

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

Tell about your favorite birthday party (it can be your party or someone else's party).

--	--	--


Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The page contains 10 sets of these three-line guides.

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

Let's practice our handwriting! Trace the letters. Trace the sentence. Write the sentence.

I I I I A A A A a a a

M M m m m S S S s s

R R r r r r T T t t t

I am smart.

Directions: Trace w.



Directions: Print w/ on each line.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Directions: Trace d.



Directions: Print d/ on each line.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Directions: Trace d.

[illegible]

# EDITING





Directions: Edit the sentences for capitalization and punctuation.  
Rewrite the sentence correctly below. Use a period (.) question mark (?) or exclamation mark (!).

1. the water park was fun

---

---

---

2. will maddy and kayla be able  
to sleep over tonight

---

---

---

---

---

---

3. the beach is too hot today

Handwriting practice lines for sentence 3. The first line is a solid top line, followed by a dashed midline, and a solid bottom line. The second line is a solid top line, followed by a dashed midline, and a solid bottom line.

4. make sure that you  
turn off the light later

Handwriting practice lines for sentence 4. The first line is a solid top line, followed by a dashed midline, and a solid bottom line. The second line is a solid top line, followed by a dashed midline, and a solid bottom line. The third line is a solid top line, followed by a dashed midline, and a solid bottom line. The fourth line is a solid top line, followed by a dashed midline, and a solid bottom line.

### Editing Rules Chant

We always start our sentence with an uppercase letter, and end with a punctuation mark. If it is telling, period. If it is asking, use a questions mark? If it is expressing, exclamation mark!

### Capitalization Rules

- Beginning of Sentence
- Lonely “I” (i.e. My sister and I went to the park)
- Names
- Names of Places (i.e. Red Lobster)
- Days of the Week
- Months of the Year
- Holidays

Directions: Identify where the complete thought is in the run-on sentences. Edit each sentence with an uppercase letter and the correct punctuation mark (. ! ?).

on a rainy saturday, my mom  
took me to the store we got  
new umbrellas it was a super  
fun day

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines provided for practice.

on a sunny summer day i put  
on my bathing suit and went  
to the beach with my mom  
we wore matching sunhats  
and sunglasses

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are five sets of these lines provided for practice.

# Math



# Measurement

Directions: Measure the objects using the Ten Sticks. Which object is the longest? Which object is the shortest? How do you know?

1.



--	--	--	--	--	--	--	--	--	--

The bat is \_\_\_\_\_ cubes long.

2.



--	--	--	--	--	--	--	--	--	--

The pencil is \_\_\_\_\_ cubes long.

3.



--	--	--	--	--	--	--	--	--	--

The crayon is \_\_\_\_\_ cubes long.

4. Which item is the longest? How do you know?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

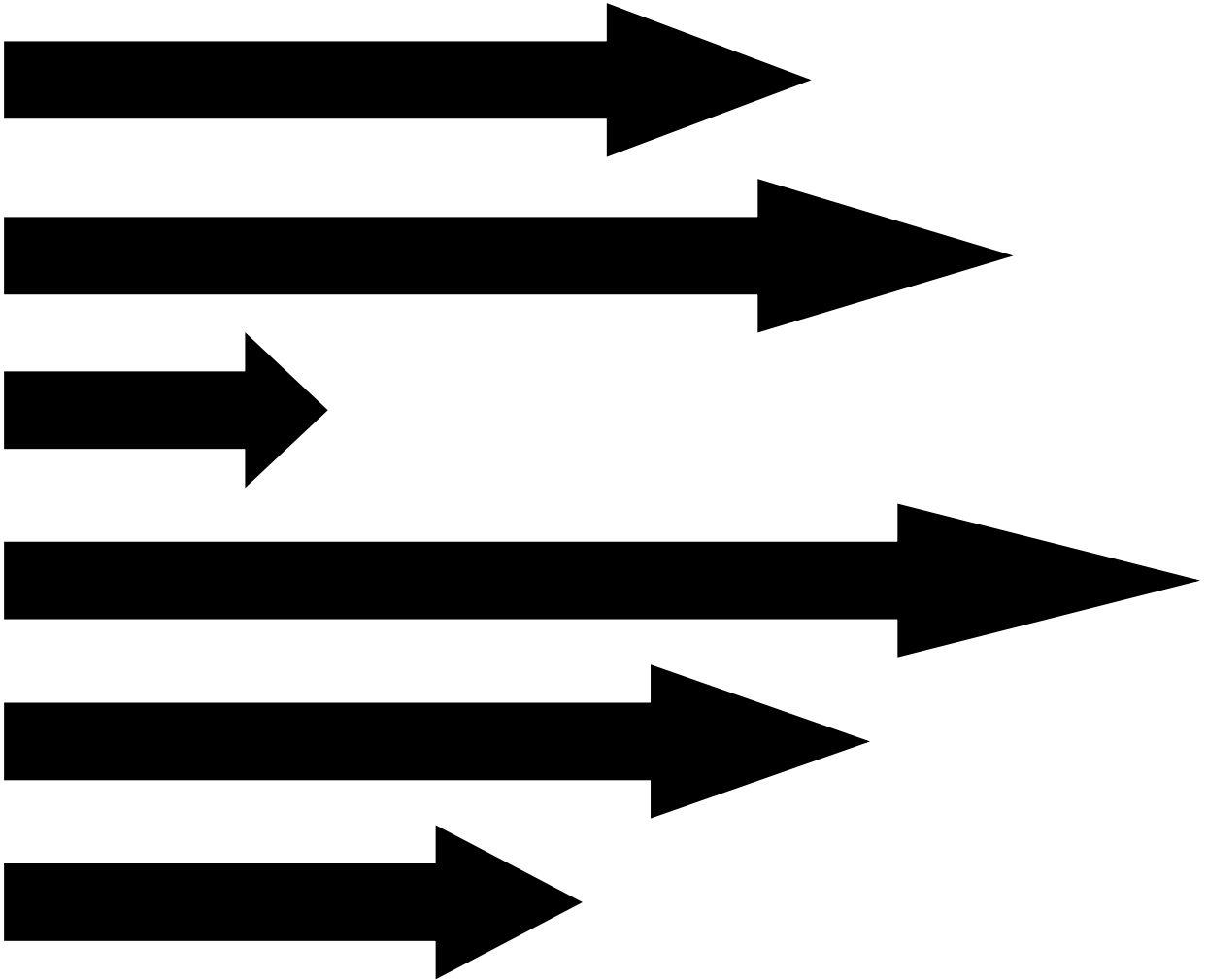
5. Which item is the shortest? How do you know?

Handwriting practice lines for question 5, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



# Measurement

Directions: Look at the arrows below. Circle the arrow that is the longest. Put an X on the arrow that is the shortest.



Directions: Look at the line of ants below. Which line of ants is longer?  
How much longer?



It is \_\_\_\_\_ ants longer.

How do you know? Write your explanation on the lines below.

Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Directions: Look at the characters below. Which character is the tallest? Write the name of the tallest character on the line below.



Scooby is \_\_\_\_ clips long.



Spongebob is \_\_\_\_ clips long.



Dora is \_\_\_\_ clips long.

\_\_\_\_\_

is the tallest character. I

know because \_\_\_\_\_

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

## Number Patterns

Directions: Fill in the missing numbers.

1.	<u>    </u> , <u>45</u> , <u>46</u> , <u>    </u> , <u>48</u> , <u>    </u> , <u>    </u>
2.	<u>6</u> , <u>8</u> , <u>    </u> , <u>12</u> , <u>    </u> , <u>16</u> , <u>    </u> , <u>    </u>
3.	<u>20</u> , <u>25</u> , <u>    </u> , <u>    </u> , <u>40</u> , <u>    </u> , <u>    </u>
4.	<u>    </u> , <u>50</u> , <u>60</u> , <u>    </u> , <u>80</u> , <u>    </u> , <u>    </u>
5.	<u>26</u> , <u>28</u> , <u>    </u> , <u>32</u> , <u>34</u> , <u>    </u> , <u>    </u>
6.	<u>90</u> , <u>    </u> , <u>110</u> , <u>    </u> , <u>    </u> , <u>    </u>
7.	<u>45</u> , <u>50</u> , <u>    </u> , <u>60</u> , <u>    </u> , <u>    </u> , <u>    </u>
8.	<u>72</u> , <u>74</u> , <u>76</u> , <u>    </u> , <u>    </u> , <u>    </u>
9.	<u>150</u> , <u>151</u> , <u>    </u> , <u>153</u> , <u>    </u> , <u>    </u>
10.	<u>90</u> , <u>    </u> , <u>100</u> , <u>105</u> , <u>    </u> , <u>    </u>

## **Greater Than, Less Than**

1. Write a number that is greater than 25 but less than 36 on the line below.

2. \_\_\_\_\_  
Write a number that is less than 92 on the line below.

3. \_\_\_\_\_  
Write a number that is greater than 150 on the line below.

4. \_\_\_\_\_  
Fill in the circle under the number that is greater than 49 but less than 53.

49

☐

53

☐

25

☐

51

☐

## **One More, One Less**

1. Ms. Gray has 42 stickers. How many stickers would she have if Ms. Gray gave her 1 more sticker? Write the number on the line below.

\_\_\_\_\_ stickers

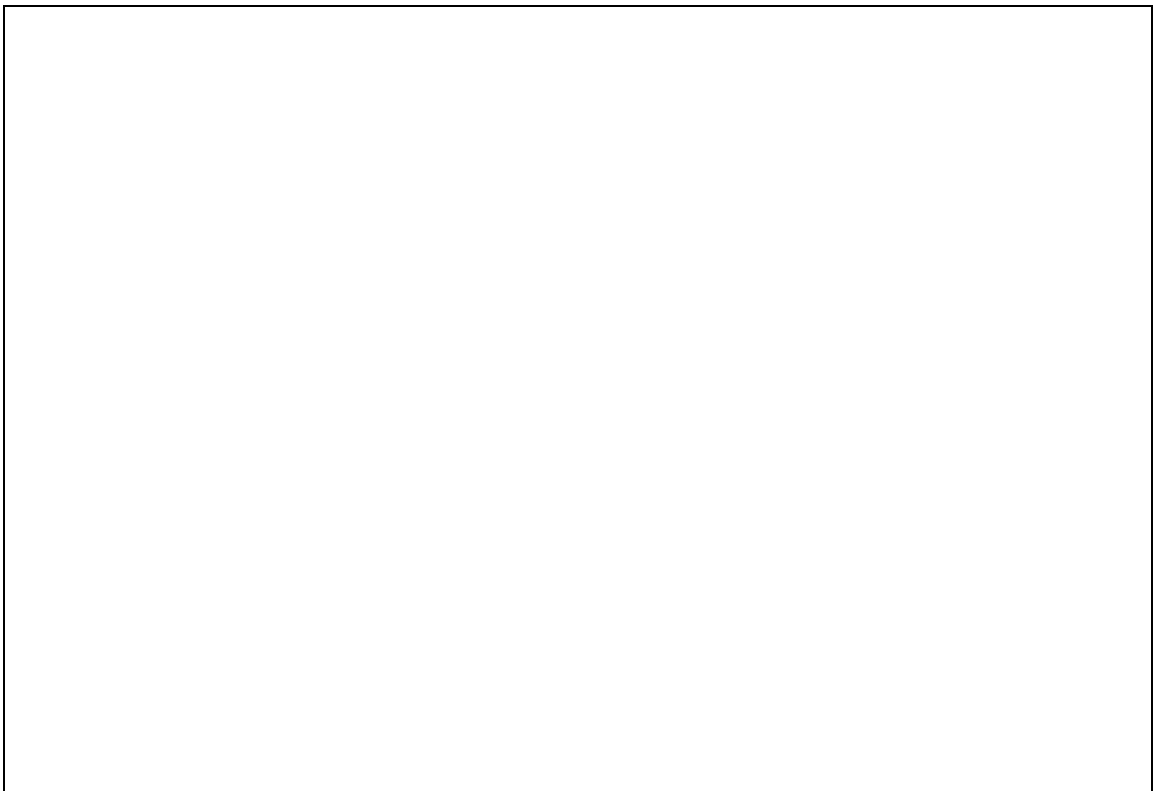
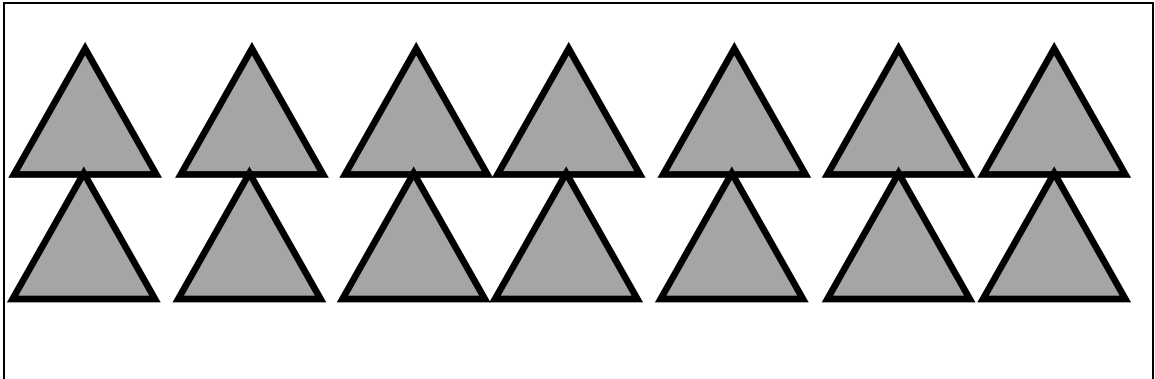
2. Clark brought in 57 cookies for her class, but she dropped 1 cookie. How many cookies does she have now? Write the number on the line below.

\_\_\_\_\_ cookies

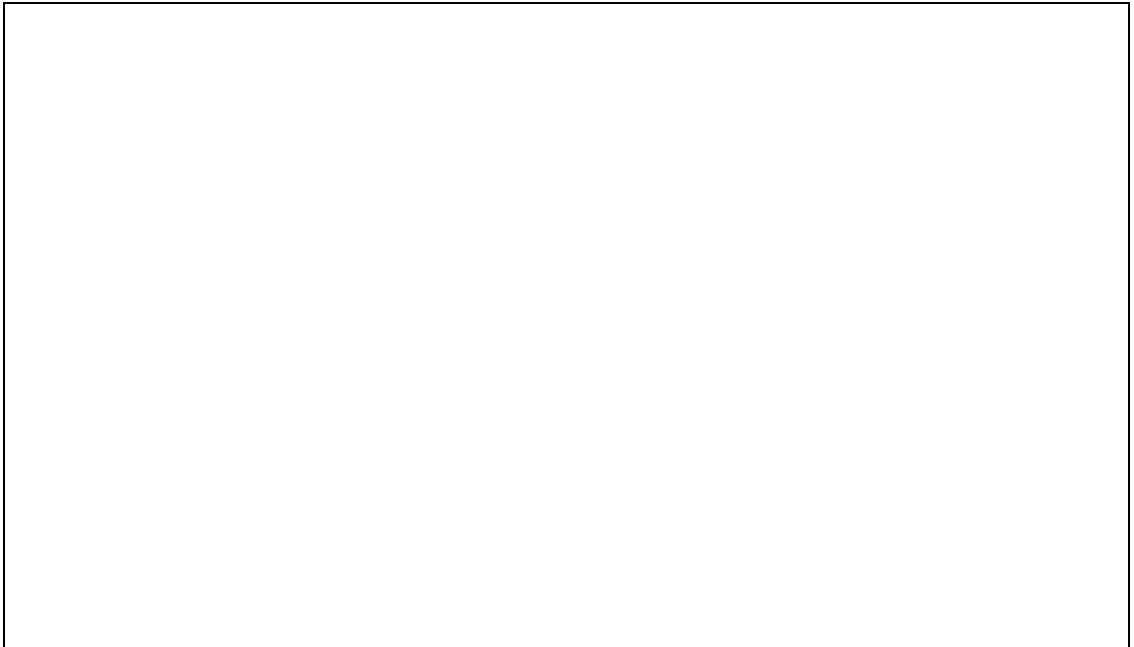
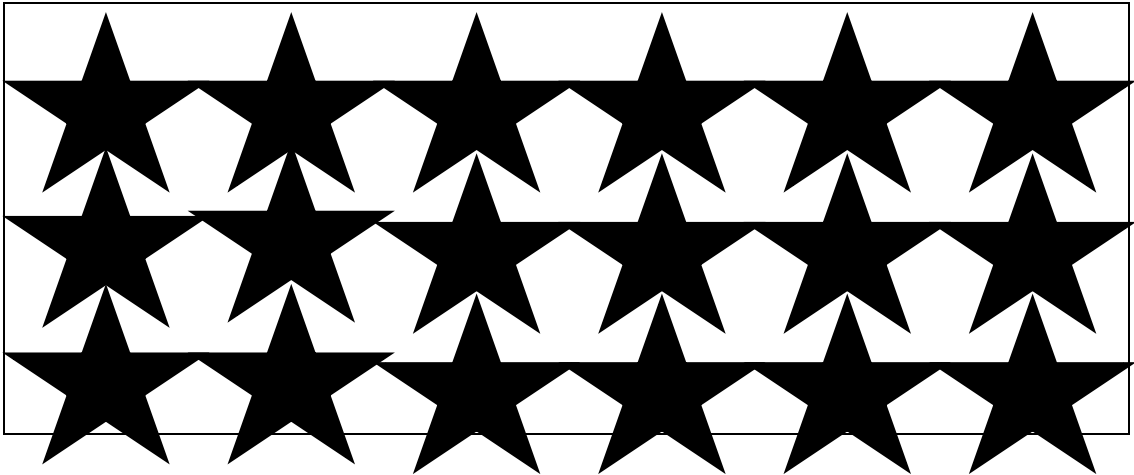
3. What is one less than 99? Write the number in the box below.

--

4. Ms. Bergeron had some shapes. Draw a set of circles that has one more than the number of shapes Ms. Bergeron had. Show how you counted.



5. Ms. Bergeron had some shapes. Draw a set of squares that has one less than the number of shapes Ms. Bergeron had. Show how you counted.





## **How Many More**

1. Jada had 8 crayons. How many more crayons does she need to have 10 crayons? Write the number on the line below.

\_\_\_\_\_ **more crayons**

2. Orion had 3 crackers. How many more crackers does she need to have 14 crackers? Write the number on the line below.

\_\_\_\_\_ **more crackers**

3. Jayda had 12 gummy bears. How many more gummy bears does she need to have 20 gummy bears? Write the number on the line below.

\_\_\_\_\_ more gummy bears

4. Daniel had 25 star stickers. How many more star stickers does he need to have 30 star stickers?

\_\_\_\_\_ more star stickers

## Double Compare

**Directions:** Look at the sets of number cards below. On the line write a number sentence to find the total of each set of cards. Circle the set of cards that has the greatest amount. Put an X on the set of cards that has the least amount.

1.

4	5
---	---

---

2.

8	7
---	---

---

3.

3	9
---	---

---

## Double Compare

**Directions:** Look at the sets of number cards below. On the line write a number sentence to find the total of each set of cards. Circle the set of cards that has the greatest amount. Put an X on the set of cards that has the least amount.

1.

9

2

---

2.

6

4

---

3.

3

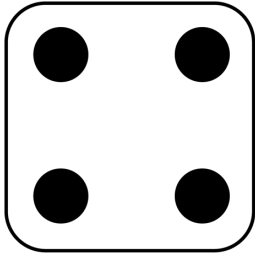
9

---

## Double Compare

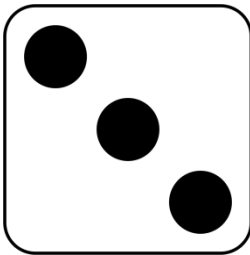
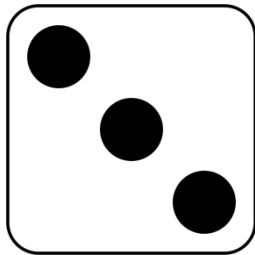
**Directions:** Look at the sets of dice below. On the line write a number sentence to find the total of each set of dice. Circle the set of dice that has the greatest amount. Put an X on the set of dice that has the least amount.

1.



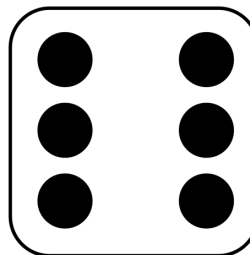
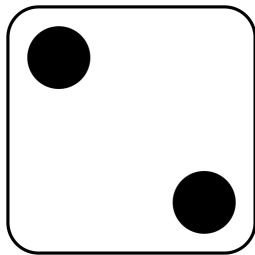
\_\_\_\_\_

2.



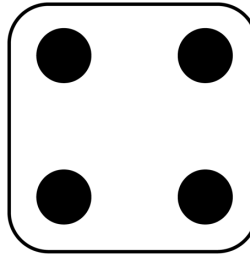
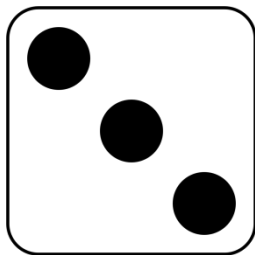
\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

## Number Sentences

**Directions:** Solve the number sentences below.

1.  **$12 + 9 =$**  \_\_\_\_\_

2.  **$21 - 12 =$**  \_\_\_\_\_

3.  **$30 - 10 =$**  \_\_\_\_\_

4.  **$15 + 11 =$**  \_\_\_\_\_

5.  **$19 + 6 =$**  \_\_\_\_\_

6.  **$5 + 23 =$**  \_\_\_\_\_

7.  **$14 + 12 =$**  \_\_\_\_\_

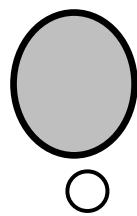
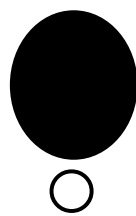
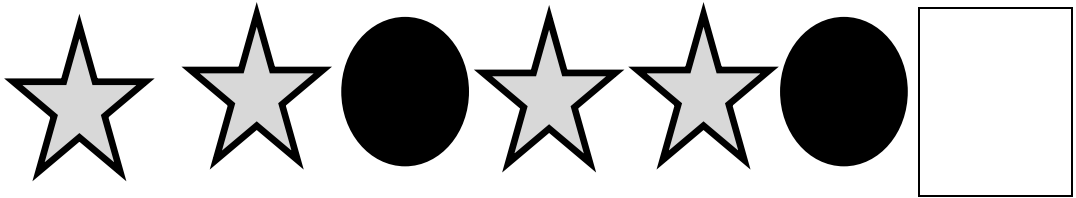
8.  **$25 - 13 =$**  \_\_\_\_\_

9.  **$18 - 9 =$**  \_\_\_\_\_

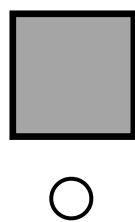
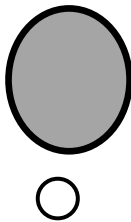
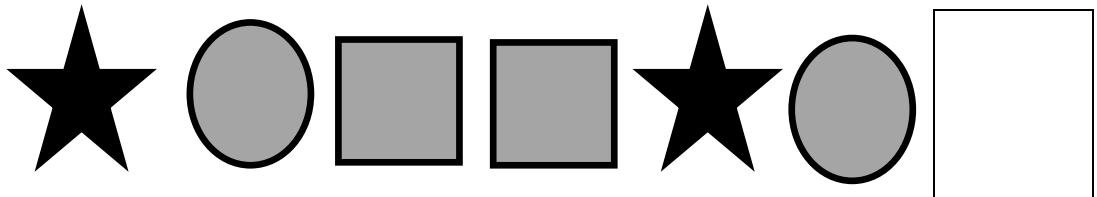
# Patterns

**Directions:** What comes next in the pattern? Fill in the circle under the shape that comes next in the pattern.

1.



2.





## Patterns

1. Use crayons to make an ABB pattern.

--	--	--	--	--	--	--	--	--

2. Use crayons to make an ABCC pattern

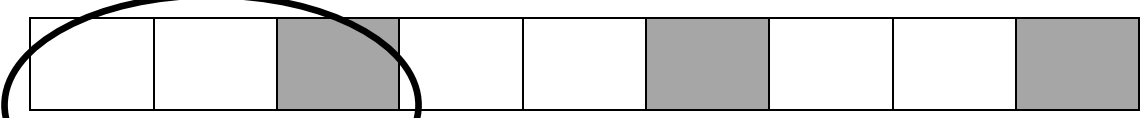
--	--	--	--	--	--	--	--

3. Use crayons to make an ABCD pattern.

--	--	--	--	--	--	--	--

# Patterns

**Directions:** Name the pattern using letters. Circle the unit. The first one has been done for you.

1.   
A A B A A B A A B  
Pattern Type: AAB

2. 

Pattern Type: \_\_\_\_\_

3. 

Pattern Type: \_\_\_\_\_

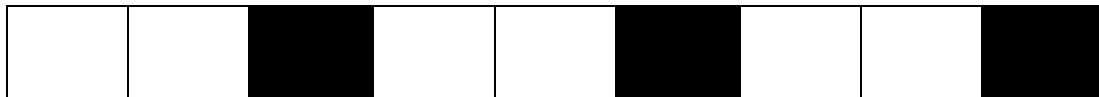
4. 

Pattern Type: \_\_\_\_\_

# Patterns

**Directions:** Name the pattern using numbers. Use the first one as an example.

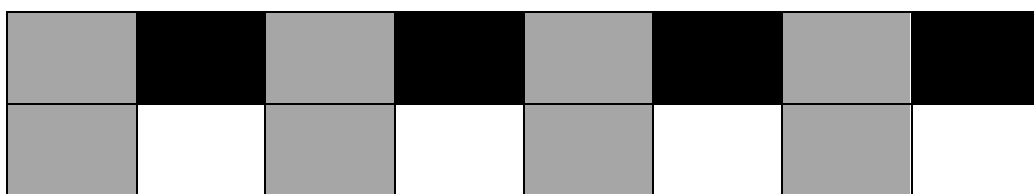
1.



2      1      2      1      2      1

Pattern Type: 2,1,2,1

2.



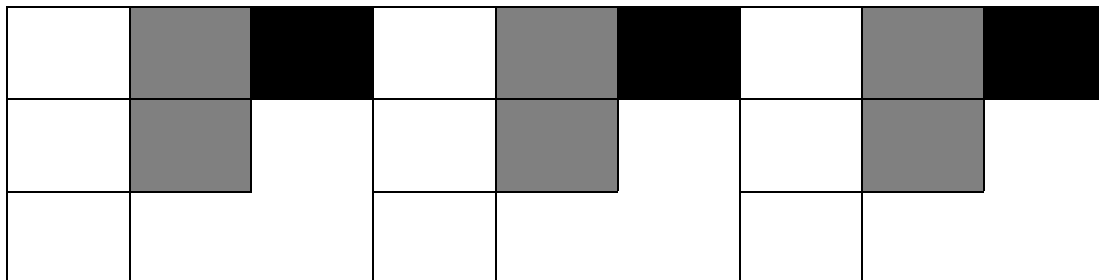
Pattern Type: \_\_\_\_\_

3.



Pattern Type: \_\_\_\_\_

4.



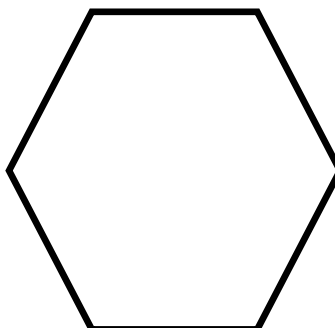
Pattern Type: \_\_\_\_\_

## Name the 2D Shapes

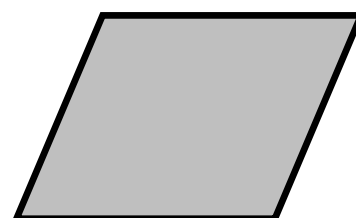
Word Bank		
Circle	Triangle	Trapezoid
Rectangle	Rhombus	Hexagon



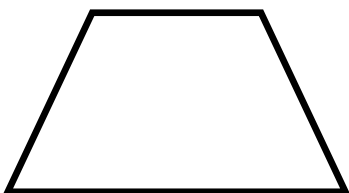
\_\_\_\_\_



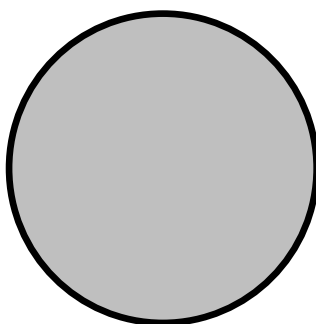
\_\_\_\_\_



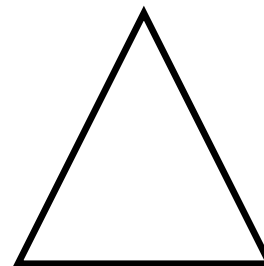
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Guess the 2D Shape

Word Bank		
Circle	Triangle	Trapezoid
Rectangle	Rhombus	Hexagon

- 1.** I have four vertices and four straight sides. My opposite sides are equal in length. What shape am I?

I am a \_\_\_\_\_.

- 2.** I have three sides and 3 vertices. What shape am I?

I am a \_\_\_\_\_.

- 3.** I have four vertices and four sides. Two of my sides are straight lines and two of my sides are slant lines. All of my sides are equal in length. What shape am I?

I am a \_\_\_\_\_.

Word Bank		
Circle	Triangle	Trapezoid
Rectangle	Rhombus	Hexagon

**4. I have a single curve that goes all the way around. What shape am I?**

I am a \_\_\_\_\_.

**5. I have six sides and six vertices. All of my sides are equal in length. What shape am I?**

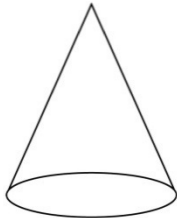
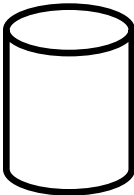
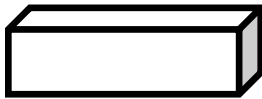
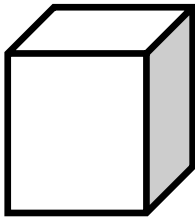
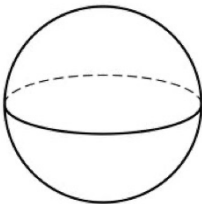
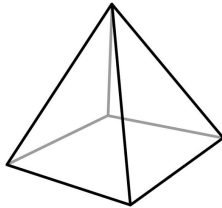
I am a \_\_\_\_\_.

**6. I have four vertices and four sides. Two of my sides are straight lines and two of my sides are slant lines. One of my straight sides is long and the other is short. What shape am I?**

I am a \_\_\_\_\_.

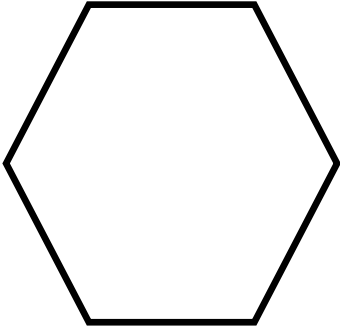
# Name the 3D Shape

Word Bank		
<b>Cone</b>	<b>Pyramid</b>	<b>Cube</b>
<b>Rectangular</b>	<b>Sphere</b>	<b>Cylinder</b>
<b>Prism</b>		

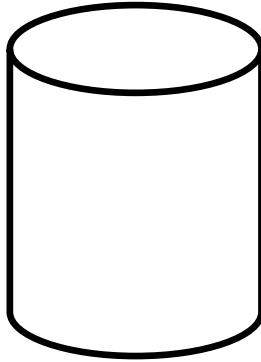
 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>

## 2D and 3D Shapes

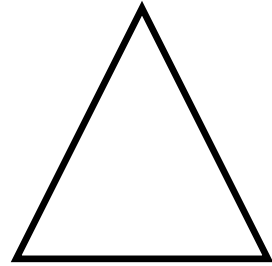
**Directions:** Identify whether the shape is 2D or 3D by writing 2D or 3D on the line below each shape.



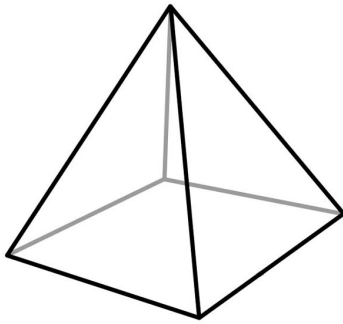
\_\_\_\_\_



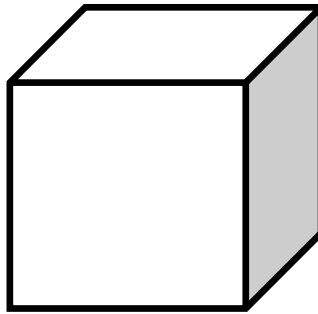
\_\_\_\_\_



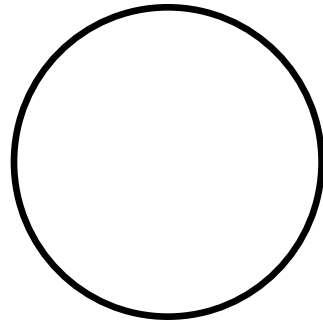
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

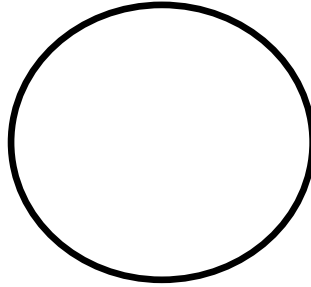


\_\_\_\_\_

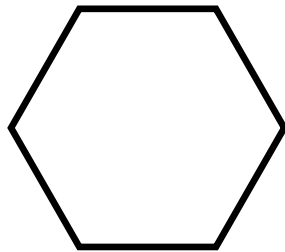


## Half and Whole

1. Color in half of the circle below.



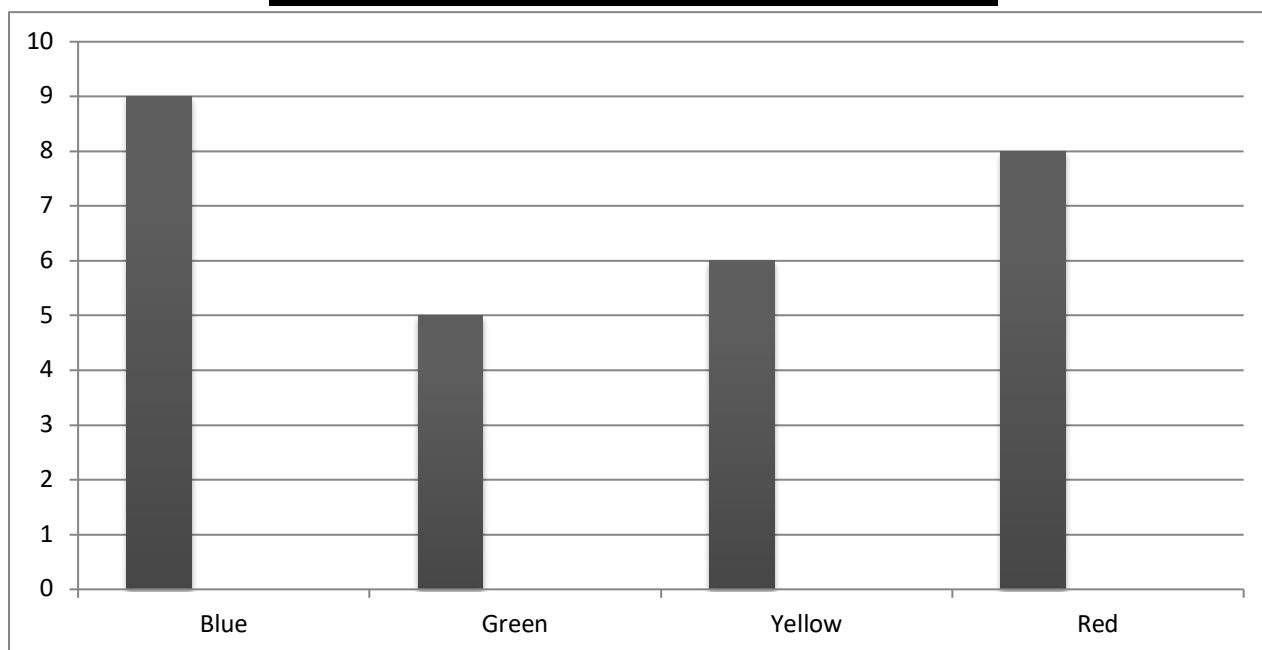
2. Color in the whole hexagon.



3. Ms. Gray had 8 cookies. She wanted to give Lyric half of her cookies. How many should she give to Lyric? Write the number on the line.

\_\_\_\_\_ cookies

## Xavier's Favorite Colors



1. Look at the graph. How many scholars like red?

---


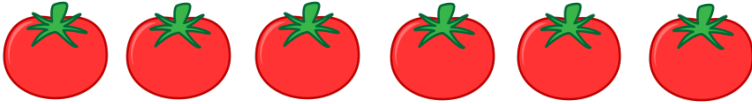

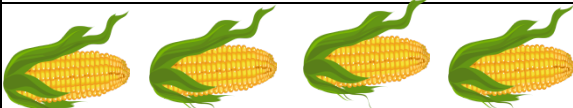
2. How many scholars like yellow and red? Write a number sentence to match.

---

3. How many more scholars like yellow than green?

---

## Dillard's Favorite Vegetables

Carrots	
Tomatoes	
Broccoli	
Corn	

4 How many scholars picked tomatoes as their favorite vegetable? \_\_\_\_\_

5 How many scholars like carrots and broccoli?  
Write a number sentence to match.

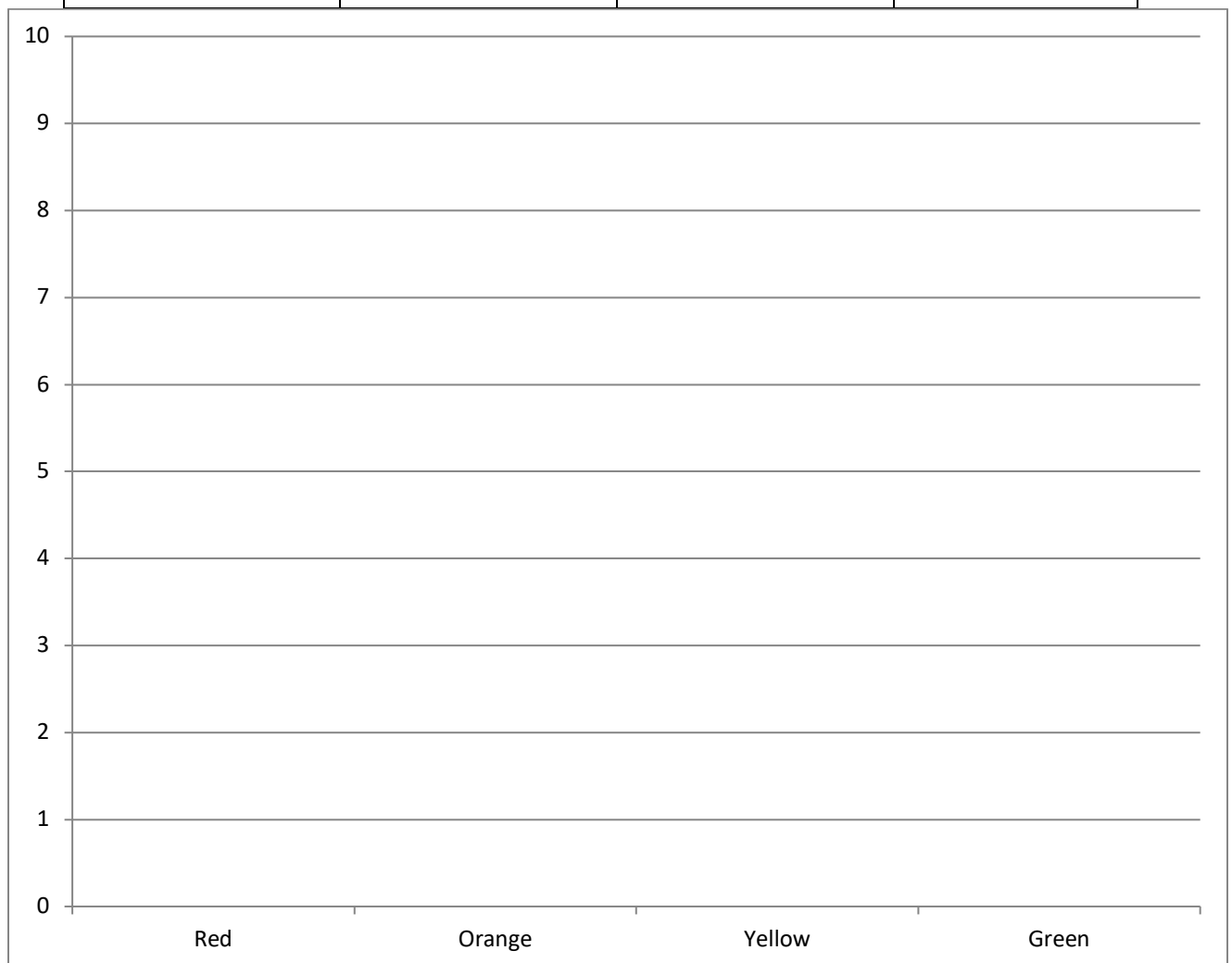
6 Which vegetable did scholars like the least?

# Graph It


**Directions:** Use the data in the table chart below to make your own bar graph.

## Louisiana's Favorite Starburst Flavors

Red	Orange	Yellow	Green
Elizi Mackenzie	Luna	Eric Kaycee Willie	Sinaj Morgan Khloe James



## May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22		24	25	26	27	28
29	30	31				

- 1 Ms. Gray put a black dot on the calendar. Write the date that Ms. Gray covered with the black dot.

---

- 2 Ms. Bergeron told the scholars that they were going to have pizza on the first Tuesday of the month. What is the date of the first Tuesday? Write it on the line below.

---

- 3 What month will come after the month on the calendar? Write the name of the month on the line below.

---








## **Fill in the Missing Months**

<b>January</b>
<b>March</b>
<b>April</b>
<b>June</b>
<b>August</b>
<b>September</b>
<b>November</b>

**What month comes after December?**

--

## June 2017

S	M	T	W	TH	F	S
				2	3	
5	6		8	9	10	11
12	13	14	15		17	18
19		21	22	23	24	
26	27	28		30		

1. How many times are scholars going to play basketball in June?

---

2. Which Tuesday will scholars have a cookie party? Write the date of the Tuesday cookie party on the line below.

---

3. Mr. Maher's birthday is on June twenty-second. What day of the week is Mr. Maher's birthday?

---

## **Story Problems**

<b>1.</b>	<b>Kyi had 17 stickers. Her mom gave her 15 more stickers. How many stickers does Kyi have altogether? Circle your answer.</b>
<b>2.</b>	<b>Michael had 33 dog treats. His dog ate 20 of the treats. How many treats does Michael have left? Circle your answer.</b>



<b>3.</b>	<b>There were 18 girls and 12 boys in Karate. How many scholars are in karate? Circle your answer.</b>
<b>4.</b>	<b>There were 30 shapes on Luna's paper. 22 of the shapes were triangles and the rest were squares. How many of Luna's shapes are squares. Circle your answer.</b>

<b>5.</b>	<b>Gabriel had 22 ninja turtle toys. His sister, Zoey, has 9 ninja turtle toys. How many more ninja turtle toys does Gabriel have than Zoey? Circle your answer.</b>
<b>6.</b>	<b>Jordyn had 12 cupcakes. Lauryn had 10 more cupcakes than Jordyn. How many cupcakes does Lauryn have? Circle your answer.</b>

# Coin Identification

Draw a line from the picture of the coin to its correct name.



Nickel



Dime



Penny



Quarter

# Coin Identification

Draw a line from the picture of the coin to its correct name.



Nickel



Dime



Penny



Quarter

# Coin Identification

**Directions:** Use the key below to identify and color the coins.



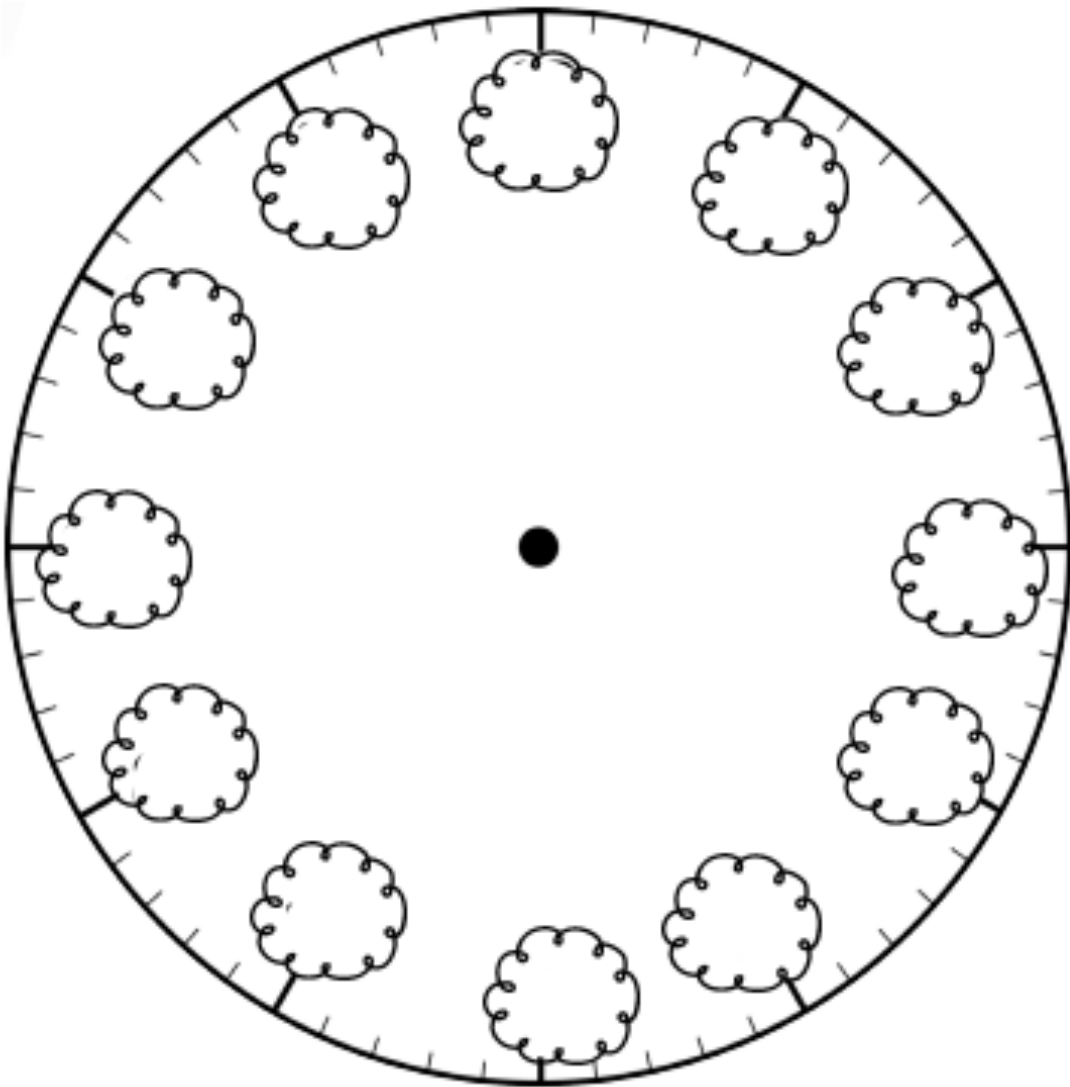
## Count the Coins

**Directions:** Color the coins you can use to make the amount on the piggy banks.



# Time

**Directions:** Fill in the numbers on the clock. Then make it say 5 o'clock.



# Time

1. How long does sledding with your friend take?



1 minute

1 hour

2. How long does blowing a bubble take?



1 minute

1 hour

Write the correct time.

3.



4.



5.





Draw hands on the clock.to show the time.

6.



2:00

7.



9:30

8.



4:30

9. Pete goes to soccer practice at 4:00. Circle the clock that shows 4:00.



10. Mary eats breakfast at 7:30. Circle the clock that shows 7:30.



# Time



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock

# Time

**Directions:** Write the time on the digital clock that the analog clock shows.





1<sup>st</sup> Grade  
Dolch  
Sight Word  
List

after

again

an

any

as

ask

by

could

every

fly

from

give

**Intentionally Left Blank**

going

had

has

her

him

his

how

just

know

let

live

may

# **Intentionally Left Blank**



of

old

once

open

over

put

round

some

stop

take

thank

them

# **Intentionally Left Blank**

then	think
walk	were
when	

2<sup>nd</sup> Grade  
Dolch  
Sight Word  
List



always	around
because	been
before	best
both	buy
call	cold
does	don't
fast	first



five

found

gave

goes

green

its

made

many

off

or

pull

read

right

sing

sit

sleep

# **Intentionally Left Blank**



tell

their

these

those

upon

us

use

very

wash

which

why

wish

work

would

write

your