

Dear Parents,

Thank you for your cooperation and understanding during this very different time in all of our lives. As I have shared before, I truly miss having the opportunity to be with your child each school day and I very much miss watching them learn.

With this new material, I am referring to April 14<sup>th</sup> – April 17<sup>th</sup> as Week 1, April 20<sup>th</sup> – April 24<sup>th</sup> as Week 2 and April 27<sup>th</sup> – May 1<sup>st</sup> as Week 3.

I realize that some workbook pages may be out of order of corresponding weeks, but that is correct, not a mistake. Therefore, please look carefully for the required assignments that will be for minimum and additional.

Please remember handwriting will be evaluated from their daily work. Even with that being said, if there are workbook pages that require your child to circle and write the answer, I will accept just circling, since there are many other pages that will not have that option and will require your child to write.

Also, due to some printer issues, directions for the weekly assignments will be appearing on the pdf (minimum). Sorry for any confusion.

Once again, please do not hesitate to contact me.

Blessings,

Mrs. Klingensmith

# READING

WEEK 1:

***\*The Puddle (Big Sail Book) 62-83***

T- Adult reads story to child 2X

W- Child repeats story after adult 2X

TH-F Child reads story 2x DAILY to an adult (more if needed)

***\*Feeding Wild Birds(Little Sail Book) 21-28***

T-Adult reads story to child 2X

TW Child repeats story after adult 2X

TH-F Child reads story 1x DAILY to an adult (more if needed)

***\*Ginger the Gerbil(Little Sail Book) 29-36 (Optional)***

***\*Vocabulary Booklet: I Go Out in the Rain to Play*** –Read 2X and review vocabulary words Daily from the back of the booklet. ( Located on pdf (Add.) )

\*Complete School-Home Connection worksheet

\*Complete Reading Workbook pages (Min.) 23-24, 27-28, 31-32 (Add.) 25-26, 29-30

\*Complete Phonics Workbook pages (Min.) 215-216, 234-235 (Add.) 221 NO Need to Complete 222

\*Complete Language (Duck Book) Nothing Assigned this Week

\*Complete Spelling Workbook pages 63-64

\*On Friday- Complete reading story TEST on story above. Questions should be read to your child. This will be graded upon return therefore, please DO NOT let your child use his/her book.

# READING

WEEK 2:

***\*Poppleton (Big Sail Book)88-109***

M- Adult reads story to child 2X

T- Child repeats story after adult 2X

W-F Child reads story 2x **DAILY to an adult** (more if needed)

***\*Gp, Yo-Yo-, Go!(Little Sail Book) 37-44***

M-Adult reads story to child 2X

T- Child repeats story after adult 2X

W-F Child reads story 1x **DAILY to an adult** (more if needed)

**\*Vocabulary Booklet: *Farm Yard Beds***—Read 2X and review vocabulary words **Daily** from the back of the booklet. ( Located on pdf (Add.) )

\*Complete School-Home Connection worksheet

\*Complete Reading Workbook pages (Min.) 33-38, 40,42  
(Add.) 39, 41, 43

\*Complete Phonics Workbook pages (Min.) 217-220,  
236-237 (Add.) 221 No Need to do 222

\*Complete Language (Duck Book) 144-145

\*Complete Spelling Workbook pages 65-66

\*On Friday- Complete reading story TEST on story above.  
Questions should be read to your child. This will be  
graded upon return therefore, please DO NOT let your  
child use his/her book.

# READING

WEEK 3:

***\*Moon Rope (Big Sail Book) 112-137***

M- Adult reads story to child 2X

T- Child repeats story after adult 2X

W-F Child reads story 2x **DAILY to an adult** (more if needed)

***\*Duke and June (Little Sail Book) 45-52***

M-Adult reads story to child 2X

T- Child repeats story after adult 2X

W-F Child reads story 1x **DAILY to an adult** (more if needed)

**\*Vocabulary Booklet:** *Not Available*

\*Complete School-Home Connection worksheet

\*Complete Reading Workbook pages (Min.) 46-49, 52  
(Add.) 44-45, 50-51

\*Complete Phonics Workbook pages (Min.) 227-232, 238-  
239 (Add.) 233 No Need to do 240

\*Complete Language (Duck Book) 118-119

\*Complete Spelling Workbook pages 67-68

\*On Friday- Complete reading story TEST on story above.  
Questions should be read to your child. This will be  
graded upon return therefore, please DO NOT let your  
child use his/her book.

# MATH

## (Weeks 1-3)

Each daily lesson is divided into a front page and a back page. The front page includes the concept/lesson that needs to be taught and the back page is used for independent practice. After the independent work is completed, it should be checked by an adult. If there are any errors, the errors should be circled, corrected, and rechecked.

**Please continue with Subtraction of Facts 13 to 20.**

**\*See attached list of (+) (-) families**

**Week 1 :** Workbook pages 411-418 (Min.)

Practice flashcards for 0-20 Family (Add.)

**Week 2 :** Workbook pages 419-430 (Min.)

Practice flashcards for 0-20 Family (Add.)

**Week 3 :** Workbook pages 431-434 & Practice flashcard for 0-20 Family (Min.)

Workbook pages 437-438, 441-442 (Add.)



# Bible

(Week 1 – 3)

## Miracles of Jesus

This is only a partial list of the miracles Jesus performed while living on earth. As John 21:25 states even the miracles listed in the Bible is an incomplete account of all He performed.

During the next 3 weeks, daily read a miracle from the list below. For those looking for additional assignments, please see how many more miracles you can find in your Bible. It is always fun to draw pictures to illustrate!

1. Jesus turned water into wine...John 2:1-11
2. Jesus healed the nobleman's son...John 4:46-47
3. The great haul of fishes...Luke 5: 1-11
4. Jesus cast out an unclean spirit...Mark 1:23-28
5. Jesus healed a leper...Mark 1:40-45
6. Jesus stilled the storm...Matthew 8:23-27
7. Jesus raised the ruler's daughter from the dead...Matthew 9:18-26
8. Jesus opened the eyes of two blind men...Matthew 9:27-31
9. Jesus fed at least 5 thousand people...Matthew 14:15-21
10. Jesus fed at least 4 thousand people...Matthew 15:32-39
11. Jesus cleansed 10 lepers...Luke 11-19
12. Jesus raised Lazarus from the dead... John 11:1-46
13. The second great haul of fish...John 21:1-14
14. Jesus rose from the dead...Luke 24:5-6

# Science

Week 1-3

Read and Discuss pages 94-109

Workbook pages 106, 108, 109 (Min.)

(please remember not to write in your books)

Packet on Plants (Add.)

# Social Studies

(Week 1-3)

Read and Discuss pages:

62-65, 70-71 (Neighbors to our North and South), 92-93 (Min.)

Find these countries on a map. Review the 7 continents and 4 oceans (Add.)

**DO NOT WRITE IN THESE BOOKS**



# School-Home Connection 3

## Family Involvement Activities

"The Puddle," the story your child has just read, is a tale of a boy who ventures out on a rainy day to sail his boat in a puddle. He meets many unusual characters at the puddle.

Have your child try some of the activities.

Student: \_\_\_\_\_

Family Member: \_\_\_\_\_

Comments/Suggestions: \_\_\_\_\_

\_\_\_\_\_

You may want to do some of these activities with your child.

care
course
different
told
largest
listen

## Words, Words, Words

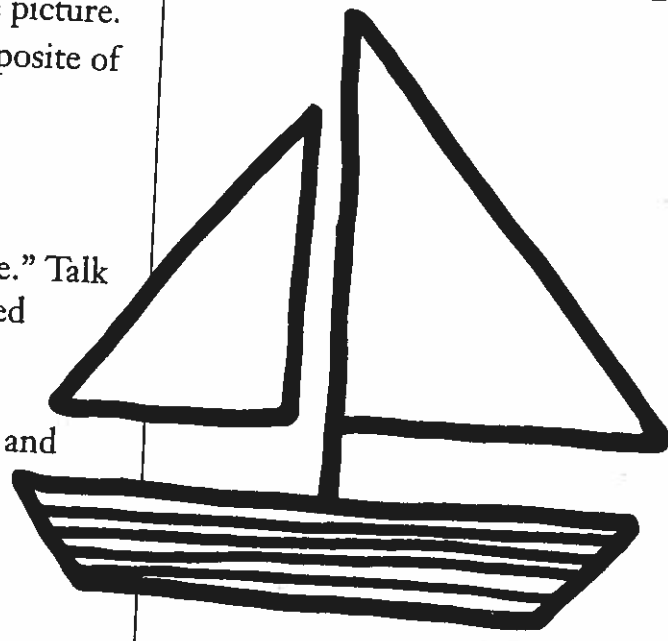
Have your child cut out the word cards and read each word.

Help your child use each word in a sentence to tell a story. Write each sentence for your child on cards or paper. Ask your child to draw a picture that shows what happens in the story. Display the story and the picture.

Have your child find the words that are the opposite of *time* and *smallest*. (different, largest)

## All Kinds of Sailboats

Ask your child to tell you the story "The Puddle." Talk about the kind of boat the boy in the story played with (sailboat). How does a sailboat move in the water? Find pictures of sailboats in magazines, books, or newspapers and compare them by size and number of sails. Visit the library to find other stories about sailboats and sailing or pictures of boats.



I sailed my boat in the \_\_\_\_\_ puddle.

A frog wouldn't \_\_\_\_\_ as he took my boat.

The frog didn't \_\_\_\_\_ that he had crashed into a turtle.

My boat looked \_\_\_\_\_ when I got it back.

My mother \_\_\_\_\_ me it was time for a bath.

Of \_\_\_\_\_ I can sail my boat in the tub.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Puddle

**Directions:** Fill in the circle in front of the correct answer.

1. What does the boy want to do on a rainy day?

splash outside in the puddles

stay inside and play

sail his boat in the puddles

2. Who does the little boy see first?

an alligator

a frog

a turtle

3. The turtle wants to \_\_\_\_\_.

have teatime

jump in the boat

sail the boat

4. When the turtle is hit by the boat she \_\_\_\_\_.

thinks it is funny

is angry

jumps on it

Name \_\_\_\_\_ Date \_\_\_\_\_

5. Who gets the boat away from the frog?

- the turtle
- the pig
- the alligator

6. Why does the boat look different than it did before?

- The frog had gotten it very wet.
- The alligator had bitten it.
- The pig had stepped on it.

7. The elephant \_\_\_\_\_.

- swims in the puddle
- drinks the water in the puddle
- sails the boat in the puddle

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Draw or write the answer to each question.

**8.** What happens to the boy when the pig jumps in the puddle?

**9.** What dries up the puddle at the end of the story?

**10.** Where does the boy get to sail his boat?



# School-Home Connection 4

## Family Involvement Activities

Your child has been reading "Poppleton Everyday: The New Bed." It tells the story of a pig in search of the best grown-up bed he can find. Poppleton uses many tests to be sure that the bed he finds is perfect for him.

I have tried some of the activities.

Student: \_\_\_\_\_

Family Member: \_\_\_\_\_

Comments/Suggestions: \_\_\_\_\_

You may want to do some of these activities with your child.

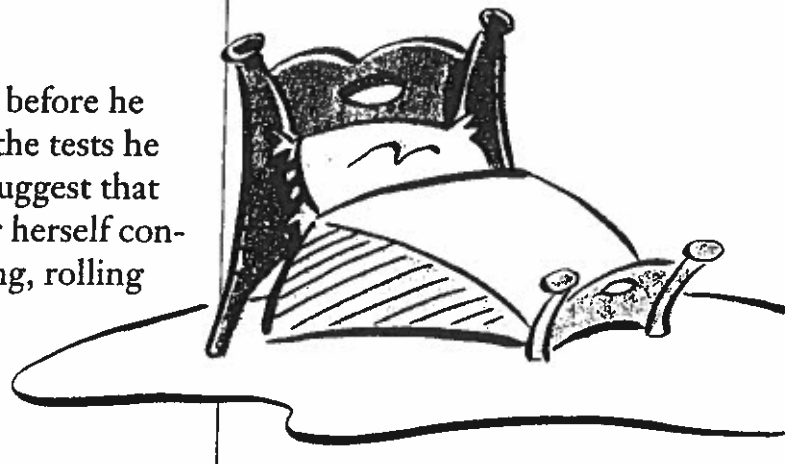
## Words, Words, Words

- Have your child cut out the word cards and read each card.
- Have your child lay the word cards on the table. Then think of a sentence and have your child supply the missing word by identifying the word card and saying the word. For example, "It is good to take a walk and breathe fresh \_\_\_\_\_." (*air*)
- Have your child use the words in sentences and place the word cards in his or her word box.

## The Right Bed for Me

Ask your child how Poppleton tested a bed before he bought it. Then ask your child to describe the tests he or she would do before purchasing a bed. Suggest that your child draw pictures to show himself or herself conducting the tests (sleeping, jumping, standing, rolling on the bed, watching TV, and so on).

air
brought
few
both
edge
boy



Visit [The Learning Site!](#)



Name \_\_\_\_\_ Date \_\_\_\_\_

## *Poppleton Everyday*

**Directions:** Fill in the circle in front of the correct answer.

1. Why does Poppleton want to buy a new bed?

- He wants a grown-up bed.
- He doesn't like his old bed.
- He broke his old bed.

2. The first bed the saleslady shows Poppleton is the \_\_\_\_\_.

- hardest bed in the store
- biggest bed in the store
- softest bed in the store

3. What two words in the story mean "a great size"?

- enormous and vast
- vast and size
- heavy and biggest

4. Where does most of the story take place?

- in Poppleton's bedroom
- in the saleslady's house
- in a bed store

Name \_\_\_\_\_ Date \_\_\_\_\_

5. "Poppleton wants to test the bed" means he wants to \_\_\_\_\_.

- give the bed a letter grade
- take a test on the bed
- see if the bed is right for him

6. How many ways does Poppleton say he can sleep?

- about twenty
- about four
- only one

7. Why does the saleslady keep asking Poppleton if he is going to buy the bed?

- She wants to go home.
- She wants to read.
- She wants to make the sale.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Draw or write the answer to each question.**

**8.** What is the first thing Poppleton asks the saleslady to bring him?

**9.** What does the saleslady do to show she is running out of time?

**10.** What is the last thing Poppleton asks for before he buys the bed?



# School-Home Connection 5

## Family Involvement Activities

Your child has been reading "Moon Rope," a Peruvian folktale that explains why Mole prefers to come out after dark.

I have tried some of the activities.

Student: \_\_\_\_\_

Family Member: \_\_\_\_\_

Comments/Suggestions: \_\_\_\_\_

You may want to do some of these activities with your child.

## Words, Words, Words

- Have your child cut out the word cards and read each word.
- Give your child a sentence clue about each word. Ask your child to identify the word card and read the answer. For example, "I am a word that means *to come out*. My name is \_\_\_\_\_." (appear) "I am a word that means *to rest*. My name is \_\_\_\_\_." (break)
- Have your child use the words in sentences and place the word cards in his or her box.

appear

break

clear

idea

quietly

## Ropes and Knots

Ask your child to tell the story of "Moon Rope." Ask if it would be possible to reach the moon with a rope made of grass. Help your child make a braided rope using string or yarn. Cut the yarn or string into three pieces and knot them at one end. Braid the three pieces to create a rope. If you know how to tie different knots, show them to your child.



Fox had an \_\_\_\_\_ to get to the moon.

Mole took a \_\_\_\_\_ to listen to Fox.

Fox waited for the crescent moon to \_\_\_\_\_.

Mole fell from the rope.

Now Mole moves \_\_\_\_\_ at night away from the others.

On a \_\_\_\_\_ night Fox is seen on the full moon.

Name \_\_\_\_\_ Date \_\_\_\_\_

## *Moon Rope*

**Directions:** Fill in the circle in front of the correct answer.

1. What is Mole doing when Fox first comes by?

- running through the grass
- digging for worms
- taking a break

2. What does Fox want more than anything in the world?

- to go to the moon
- to run through the grass
- worms, worms, and more worms

3. How does Fox think of making a rope?

- by talking to Mole
- by running in the grass
- by making a loop

4. Fox tells Mole that the worms on the moon are \_\_\_\_\_.

- fat
- little
- huge

Name \_\_\_\_\_ Date \_\_\_\_\_

5. How do Mole and Fox make a rope out of grass?

- by braiding the grass
- by tying long pieces together
- by twirling it high overhead

6. Why do Mole and Fox wait for a crescent moon?

- A crescent moon has a tip.
- A crescent moon gives light.
- A crescent moon is large.

7. Mole's claws slip on the rope because he doesn't \_\_\_\_\_.

- keep his eyes on the moon
- hold onto the rope tightly
- know how to climb ropes

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Draw or write the answer to each question.

**8.** How does Mole get back to Earth?

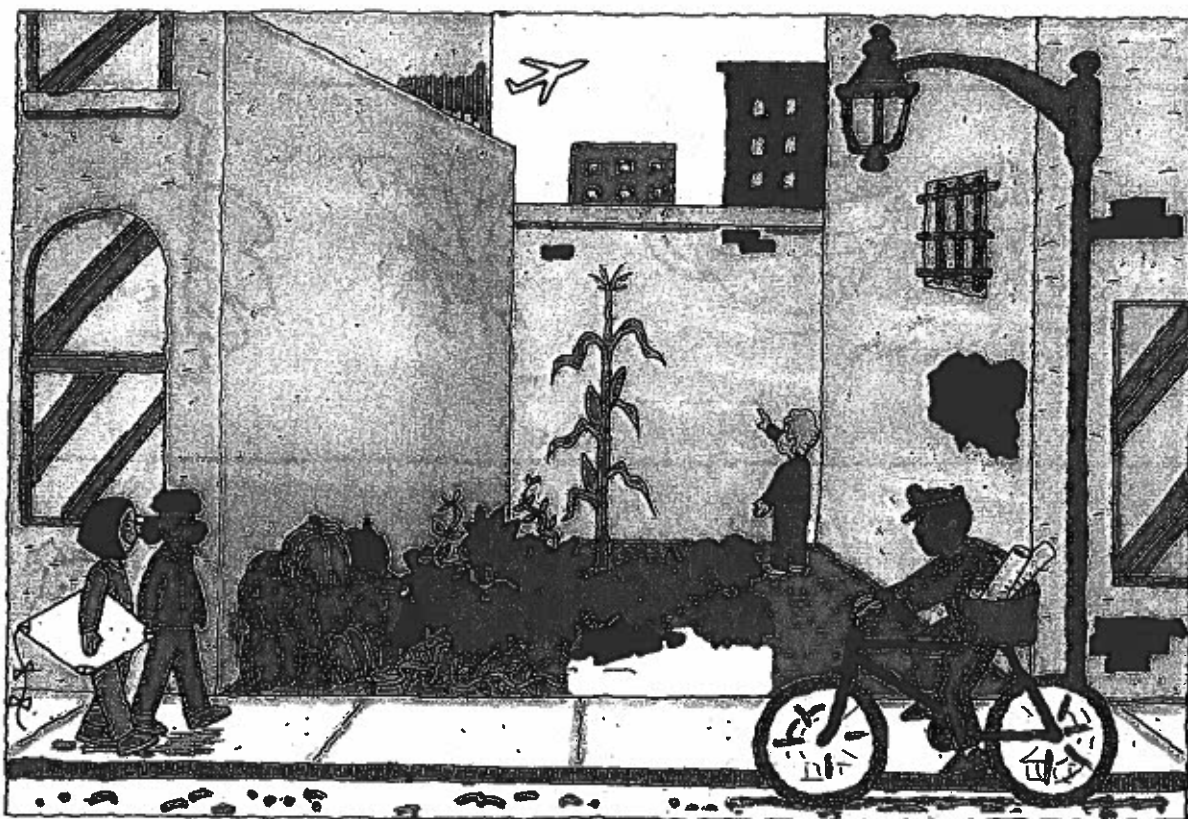
**9.** What does Mole do after all the creatures laugh at him?



**10.** How do you know that the birds think Fox got to the moon?



Name \_\_\_\_\_

Do what the sentences tell you.



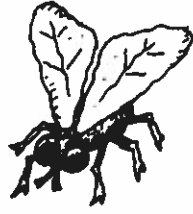
1. Mr. Miles rides a bike. Make a box around Mr. Miles.
2. What is a mile up?  Color it.
3. Do you see a kite?  Make it the same color as the vine.
4. Find the pile. Add one to make nine.
5. Swipe the cat likes to hide. Make a line under Swipe.
6. Put another cat by Swipe's side. This cat has stripes.

Now circle the words that have the sound /i/.

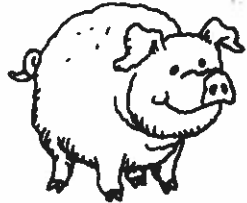
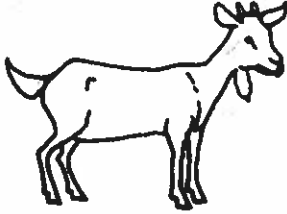
Name \_\_\_\_\_

Say the names of the pictures in each row. Color the pictures whose names rhyme.

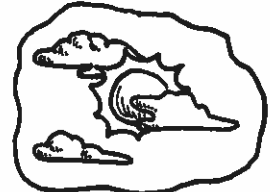
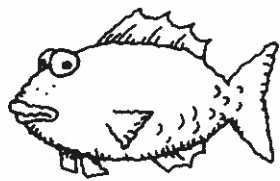
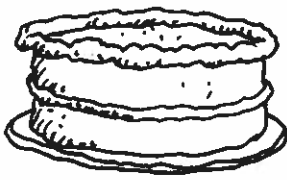
1



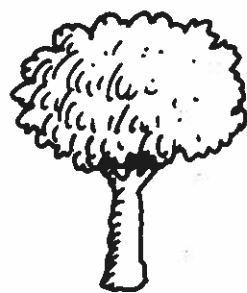
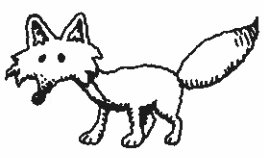
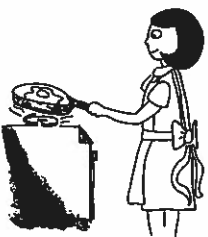
2



3




4




Horcoun

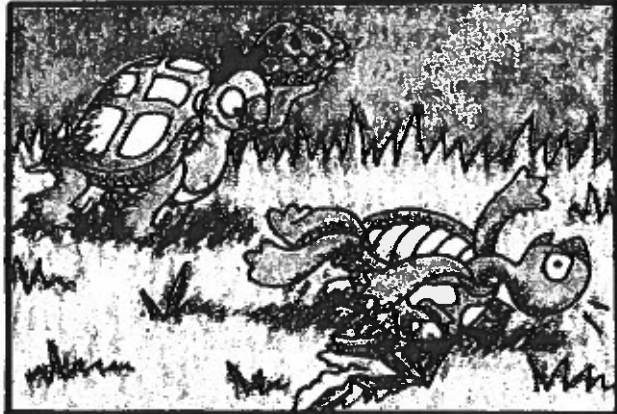
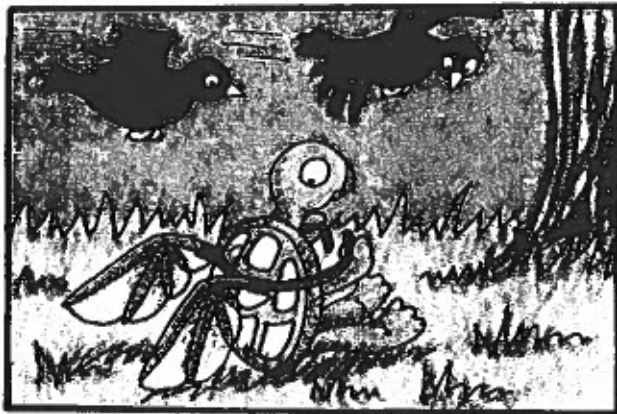
Name \_\_\_\_\_

  
**shy**

The **y** in **shy** and the **ie** in **lie** both stand for the long **i** sound. Write the word that completes each sentence.

  
**lie**

**tie**      **fly**      **pie**      **try**      **sky**



\_\_\_\_\_

-----

1. Birds can \_\_\_\_\_.

\_\_\_\_\_

-----

2. They go up in the \_\_\_\_\_.

\_\_\_\_\_

-----

3. I'll \_\_\_\_\_ these wings to my shell.

\_\_\_\_\_

-----

4. Then I'll give it a \_\_\_\_\_.

\_\_\_\_\_

-----

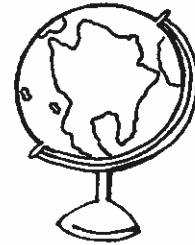
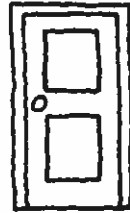
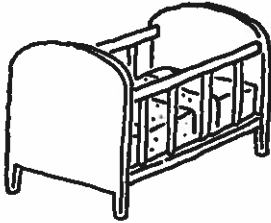
5. Oh my! Don't cry. Have some \_\_\_\_\_.

Harcourt

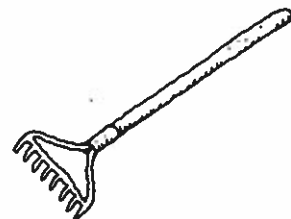
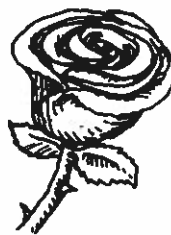
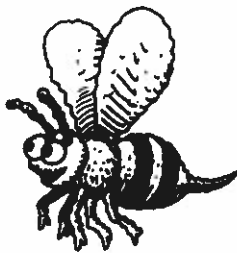
Name \_\_\_\_\_

Say the names of the pictures in each row. Color the pictures whose names rhyme.

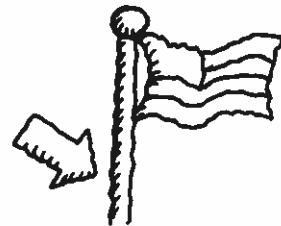
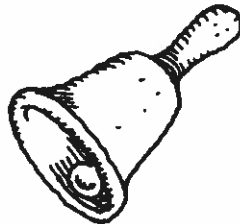
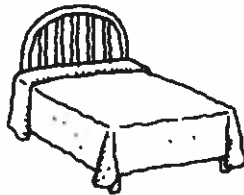
1



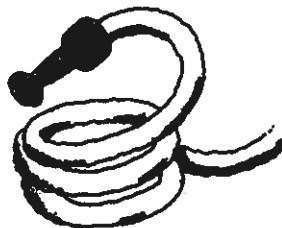
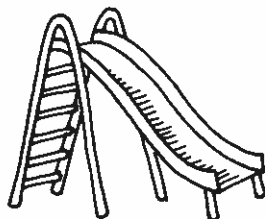
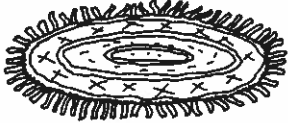
2



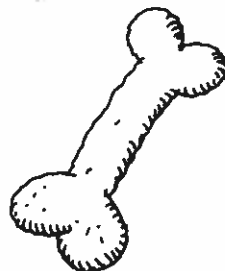
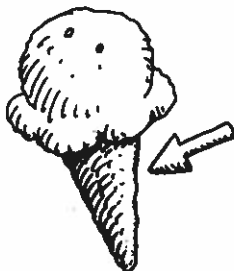
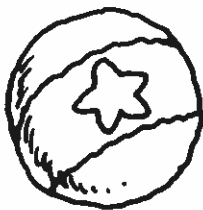
3



4



5



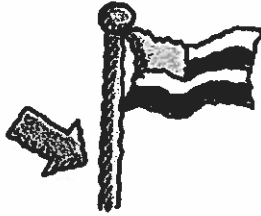
Name \_\_\_\_\_

The picture names in each row rhyme. Write the rhyming words.

1



mole



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



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

2



hose



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

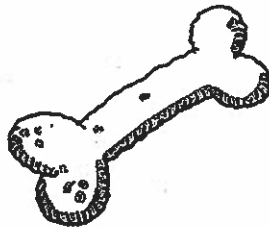


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3



stone



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



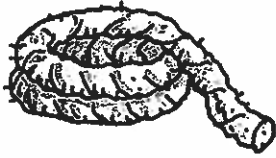
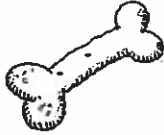
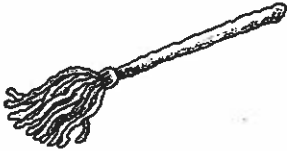
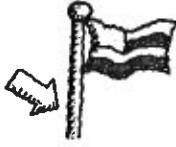






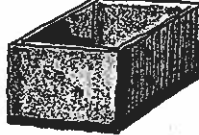

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_



**rope**

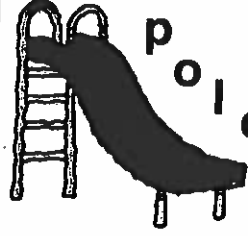

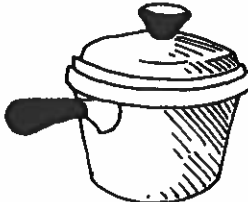
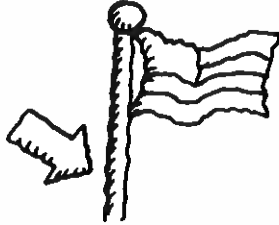
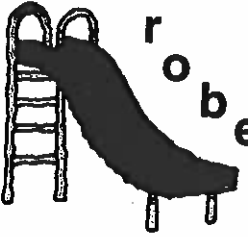


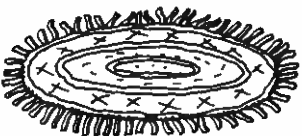
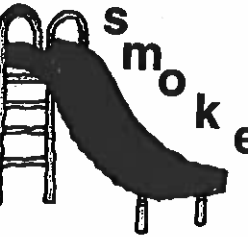

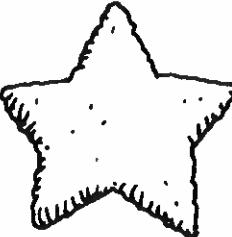
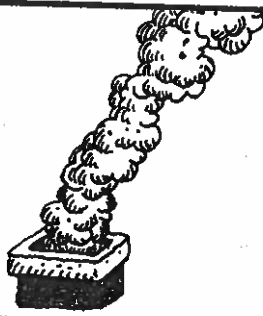
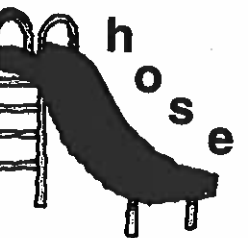

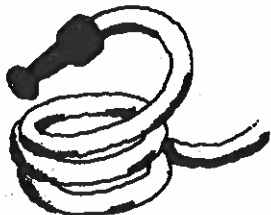



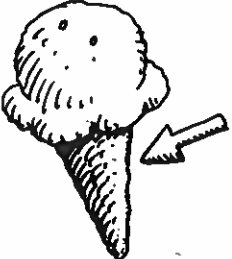

**Rope** has the long **o** sound. Write **o** in the middle and **e** at the end of each word that has the sound /ō/. Then trace the rest of the word.

1  r p	2  b n	3  m p
4  p t	5  p t	6  r s
7  t p	8  r o	9  c n
10  n s	11  b x	12  h t

Harcourt

Name \_\_\_\_\_

Slide and read each word. Color the picture it names.

1  pole	  
2  robe	  
3  smoke	  
4  hose	  
5  cone	  

Name \_\_\_\_\_

Circle the name of each picture. Then write the word.

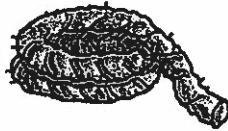
1



nod  
nest  
nose

nose

2



rope  
rock  
row

3



meal  
mole  
mop

4



not  
net  
note

5



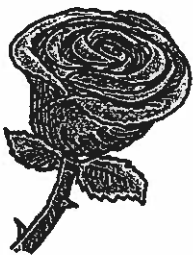
can  
cone  
cane

6



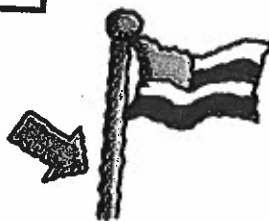
rob  
robe  
rub

7



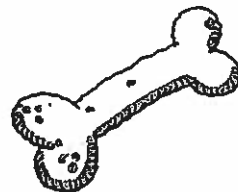
rods  
road  
rose

8



pal  
pole  
pill

9



bean  
bun  
bone

Harcourt



Name \_\_\_\_\_

Write the word that completes each sentence.

**hose bone joke**  
**mole hope hole**



\_\_\_\_\_

1. I have a big \_\_\_\_\_ .

\_\_\_\_\_

2. I will put it in this \_\_\_\_\_ .

\_\_\_\_\_

3. Joan went to get the \_\_\_\_\_ .

\_\_\_\_\_

4. I \_\_\_\_\_ she does not see me.

\_\_\_\_\_

5. I'll say a \_\_\_\_\_ did it.

\_\_\_\_\_

6. Will she laugh at my \_\_\_\_\_ ?

Name \_\_\_\_\_



Write the word that names each picture.

kite  
field

pie  
dry

bow  
me

team  
happy

rope  
bee

cake  
boat

1



2



3



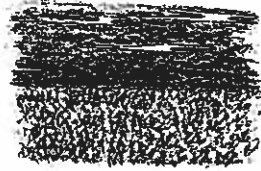
4



5



6



7



8



9



10



11





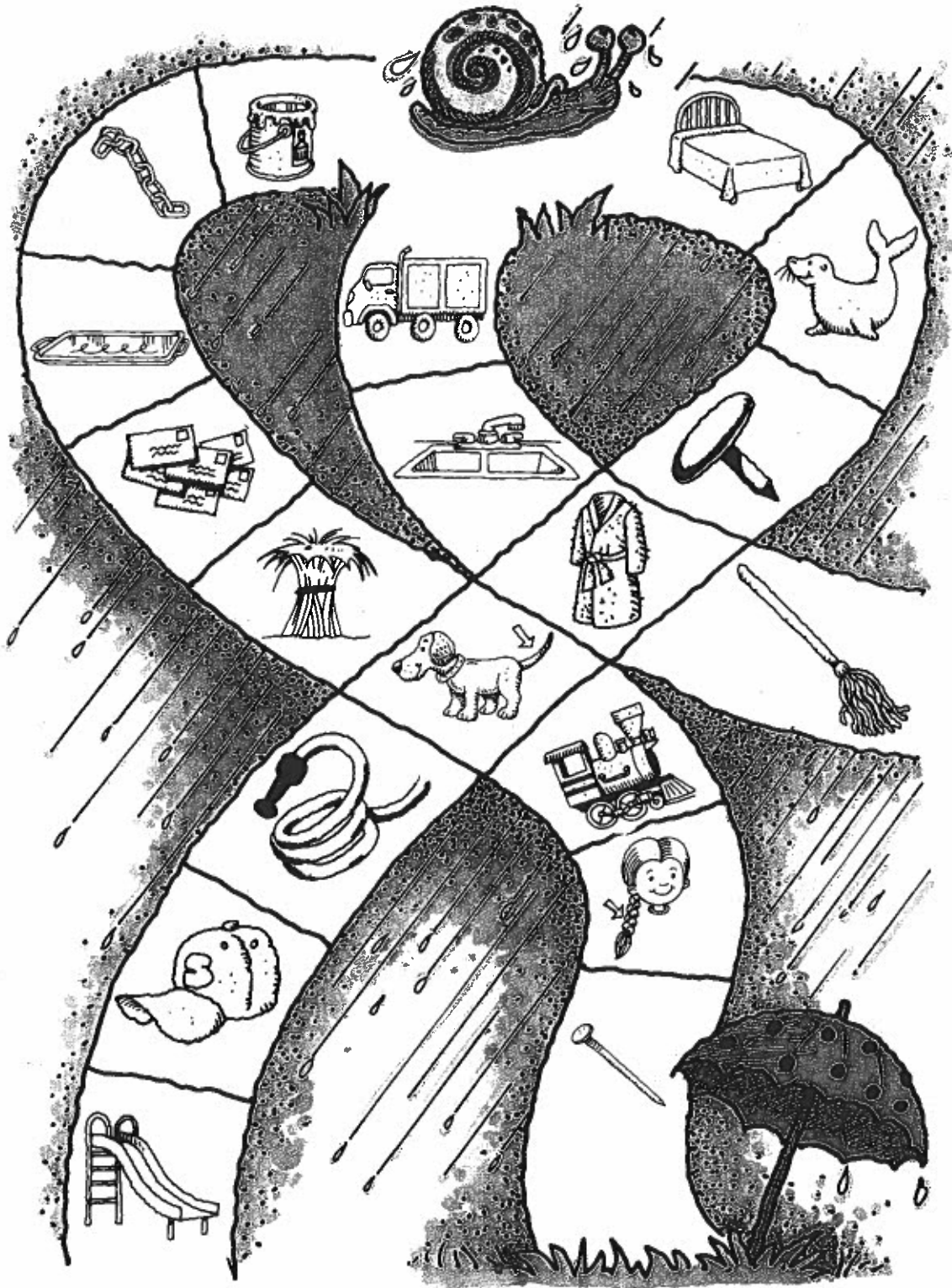
12



Horcourt

Name \_\_\_\_\_

Help the  get out of the . Color the pictures whose names have the vowel sound /ā/.



Name \_\_\_\_\_

The picture names in each row rhyme. Write the rhyming words.

1



mail

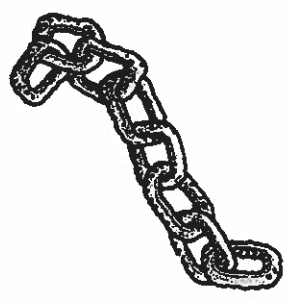


\_\_\_\_\_  
-----  
\_\_\_\_\_



\_\_\_\_\_  
-----  
\_\_\_\_\_

2



chain

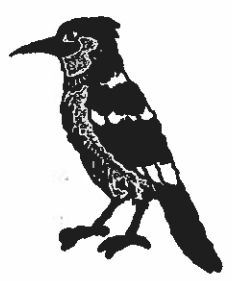


\_\_\_\_\_  
-----  
\_\_\_\_\_



\_\_\_\_\_  
-----  
\_\_\_\_\_

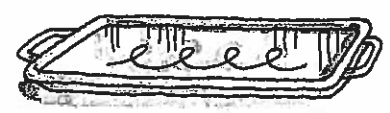
3



jay



\_\_\_\_\_  
-----  
\_\_\_\_\_




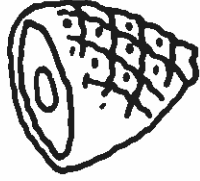




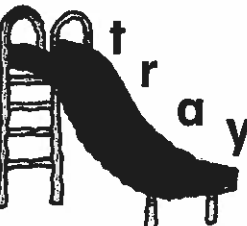
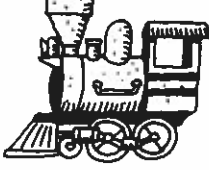
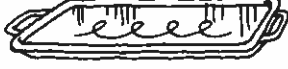
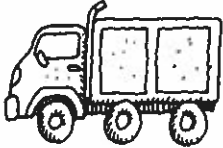

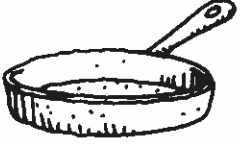
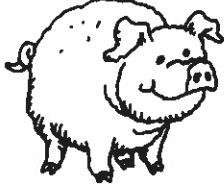


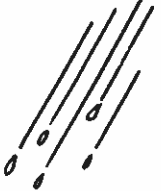

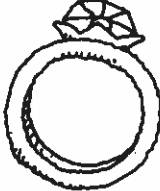


\_\_\_\_\_  
-----  
\_\_\_\_\_

Harcourt

Name \_\_\_\_\_

Slide and read each word. Color the picture it names.







1 	  
2 	  
3 	  
4 	  
5 	  

Name \_\_\_\_\_



**mail**

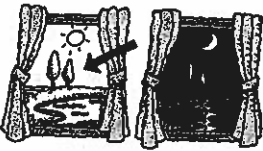
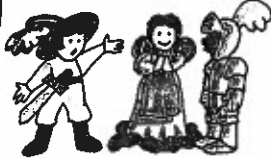
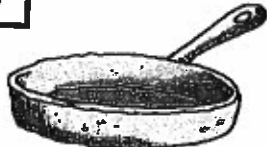
**Mail** has the long **a** sound. Write **ai** to complete each word that has the sound /ā/. Then trace the rest of the word.

1  p <u>ai</u> l	2  c <u>ai</u> n	3  v <u>ai</u> n
4  b <u>ai</u> t	5  p <u>ai</u> nt	6  s <u>ai</u> l



**jay**




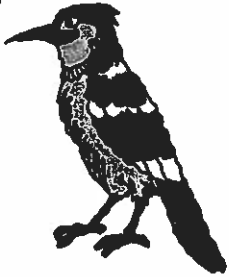
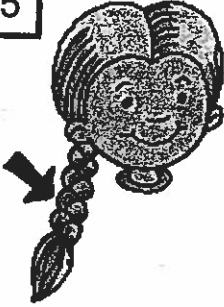




**Jay** has the long **a** sound. Write **ay** to complete each word that has the sound /ā/. Then trace the rest of the word.

7  d <u>ay</u>	8  pl <u>ay</u>	9  p <u>an</u>
---	--	--

Harcourt

Name \_\_\_\_\_

Circle the name of each picture. Then write the word.

<p>1</p>  <p>pan pole pail</p> <p>pail</p>	<p>2</p>  <p>chain chin chart</p>	<p>3</p>  <p>hay hat how</p>
<p>4</p>  <p>jam jay jar</p>	<p>5</p>  <p>braid branch brick</p>	<p>6</p>  <p>rang ran rain</p>
<p>7</p>  <p>mail mile meal</p>	<p>8</p>  <p>trap trick train</p>	<p>9</p>  <p>soap say see</p>

Name \_\_\_\_\_

Circle the sentence that tells about the picture.

1



This is the day to play with Kay.  
This is the way to Main Street.  
This is the mail for Ray Green.

2



Gail has a braid.  
Gail has a pain.  
Gail has some clay.

3



Ray stays away.  
Ray waits all day.  
Ray pays for the nails.

4



The snail makes a trail.  
The pail may sail away.  
The chain is on a train.

5



Let's pay for this tray.  
Let's play in this hay.  
Let's paint this gray.

6




He may bring in the mail!  
He got paint on his tail!  
He put grain in his pail!



Name \_\_\_\_\_

Do what the sentences tell you. Then circle the words that have the sound /ā/.



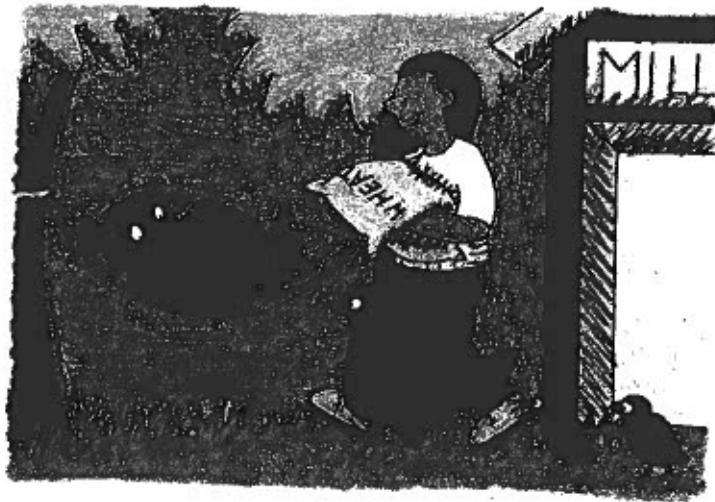
1. Give the painter a pail of paint.
2. Find the tray.  Color the plain cake on the tray.
3. Kay has braids and likes to play. Write **Kay** next to her.
4. Mrs. Day brings the mail. Write **Mrs. Day** next to her.
5. Jay has a boat. Put a sail on it.
6. Find the gray dog that waits. Put a tail on him.

Name \_\_\_\_\_



The **i** in **hi** stands for the sound /i/. Write the word that completes each sentence.

find child I grind kind



1. Who will help me \_\_\_\_\_ this wheat?

\_\_\_\_\_ ”  
\_\_\_\_\_

2. “Not \_\_\_\_\_, said the pig.

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

3. Can the hen \_\_\_\_\_ some help?

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

4. A \_\_\_\_\_ helps the hen.

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

5. “You are very \_\_\_\_\_, says the hen.

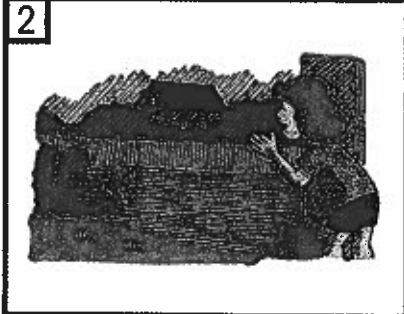
Name \_\_\_\_\_

Write the word that completes each sentence.

**find      I      wild      kind      behind**



My cat Spike \_\_\_\_\_  
\_\_\_\_\_ is a little bit \_\_\_\_\_.



He likes to hide \_\_\_\_\_  
\_\_\_\_\_ things.



Other cats always \_\_\_\_\_  
\_\_\_\_\_ him!



One time, \_\_\_\_\_  
\_\_\_\_\_ saw that Spike was sick.



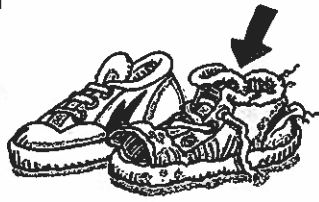


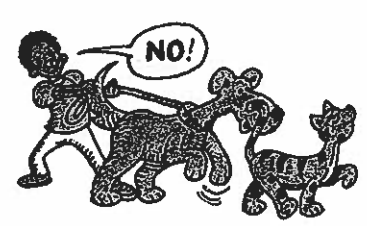


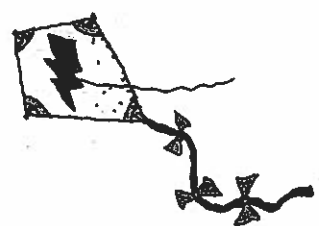


The vet was \_\_\_\_\_  
\_\_\_\_\_ very \_\_\_\_\_ to him.

Name \_\_\_\_\_



old




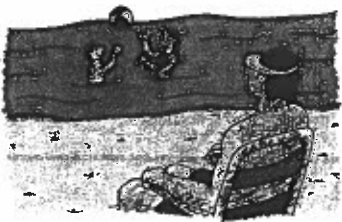

**Old** has the sound /ō/. Write **o** to complete each word that has the sound /ō/. Then trace the rest of the word.

1  o l d	2  p p l e	3  c l d
4  n	5  f o d	6  f x
7  k t e	8  s o d	9  g o d

Harcourt

Name \_\_\_\_\_

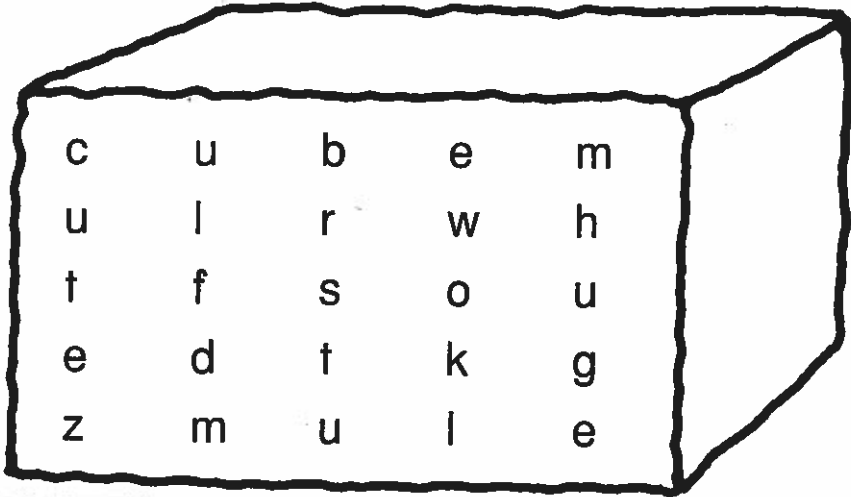
Circle and write the word that completes each sentence.

<p>1</p> 	<p>_____</p> <p>-----</p> <p>Can we _____ for a swim?</p>	<p>got go game</p>
<p>2</p> 	<p>_____</p> <p>-----</p> <p>I will _____ mine.</p>	<p>feed fog fold</p>
<p>3</p> 	<p>_____</p> <p>-----</p> <p>I like to _____ it up.</p>	<p>roll rock rail</p>
<p>4</p> 	<p>_____</p> <p>-----</p> <p>The water is _____.</p>	<p>cot cake cold</p>
<p>5</p> 	<p>_____</p> <p>-----</p> <p>Now _____ of us are warm!</p>	<p>box both bay</p>

Name \_\_\_\_\_


Find the words in the puzzle. Circle them. Some words go across. Some words go down.

mule    cute    huge    cube



Now write the word that names each picture.

1




\_\_\_\_\_

-----

\_\_\_\_\_

2




\_\_\_\_\_

-----

\_\_\_\_\_

3

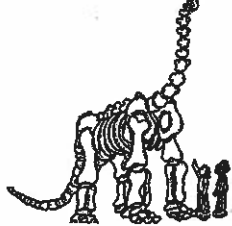


\_\_\_\_\_

-----

\_\_\_\_\_

4



\_\_\_\_\_

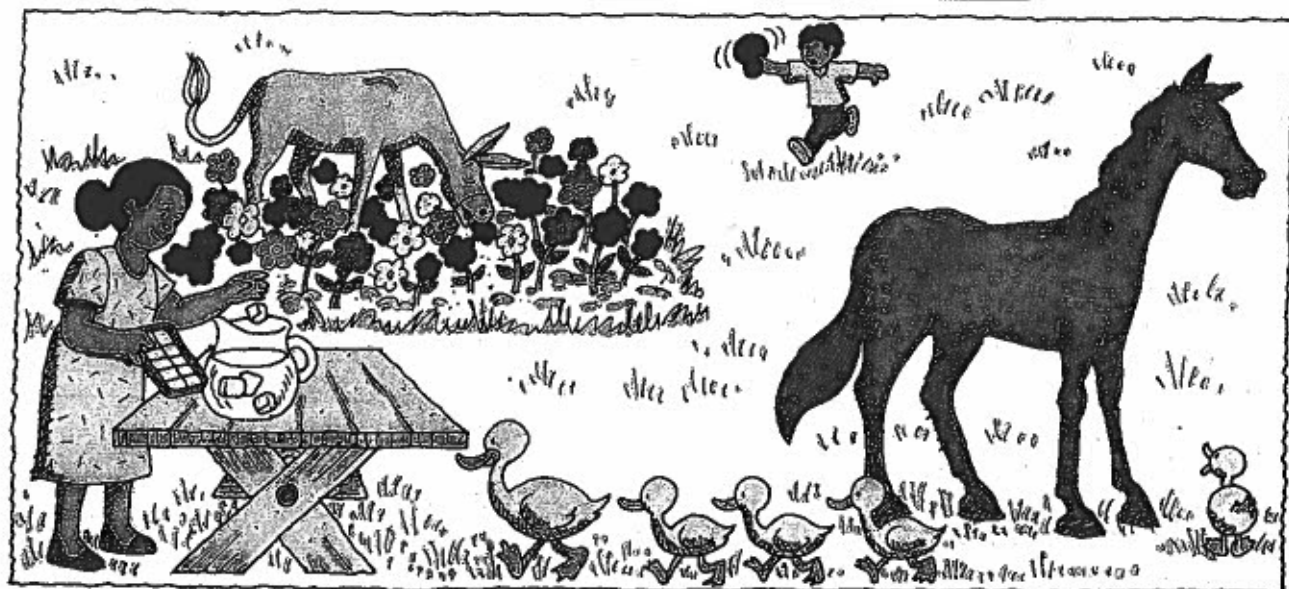
-----

\_\_\_\_\_

Name \_\_\_\_\_

Write the word that completes each sentence.

huge      use      cute  
mule      cube



\_\_\_\_\_  
-----  
1. The \_\_\_\_\_ is in the flowers.

\_\_\_\_\_  
-----  
2. The boy will \_\_\_\_\_ his cap to chase it out.

\_\_\_\_\_  
-----  
3. The baby ducks are \_\_\_\_\_.

\_\_\_\_\_  
-----  
4. That baby duck thinks the horse is \_\_\_\_\_.

\_\_\_\_\_  
-----  
5. Mother puts an ice \_\_\_\_\_ in the water.

Name \_\_\_\_\_



Write the word that names each picture.

mule light find night rain gold cube tray mail

1

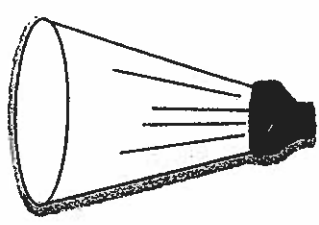


\_\_\_\_\_

-----

\_\_\_\_\_

2

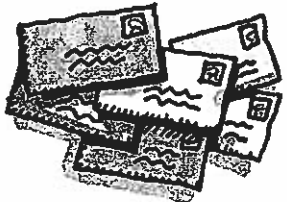


\_\_\_\_\_

-----

\_\_\_\_\_

3

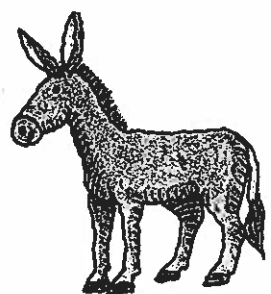


\_\_\_\_\_

-----

\_\_\_\_\_

4

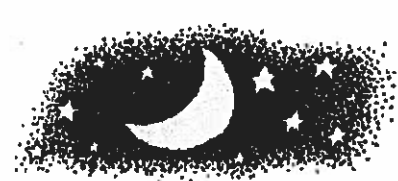


\_\_\_\_\_

-----

\_\_\_\_\_

5




\_\_\_\_\_

-----

\_\_\_\_\_

6




\_\_\_\_\_

-----

\_\_\_\_\_

7




\_\_\_\_\_

-----

\_\_\_\_\_

8




\_\_\_\_\_

-----

\_\_\_\_\_

9



\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

**SPELLING WORDS**

mild      kind  
child      wild  
find

# Words with Long i

► **Unscramble the letters to make three Spelling Words that rhyme.**

1. mlid _____ ----- _____	2. wldi _____ ----- _____	3. hdlic _____ ----- _____
------------------------------------	------------------------------------	-------------------------------------

► **Circle the two Spelling Words in the sentence. Then draw a picture to go with the sentence.**

4. What kind of surprise did you find?

► **Circle the words that are spelled wrong. Write them correctly.**



5. This chlid is very knid.

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

Harcourt

**SPELLING WORDS**

mild	kind
child	wild
find	

Name \_\_\_\_\_

**Words with Long i**

► Write the three Spelling Words that end with ild.

1.

---



---



---

2.

---



---



---

3.

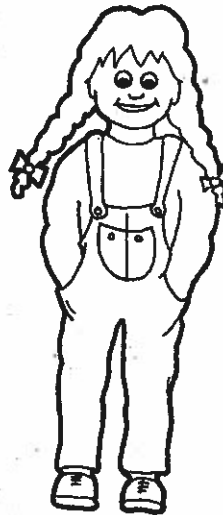
---



---



---



► Write Spelling Words to complete the sentences.

4. I am a \_\_\_\_\_ of bird.

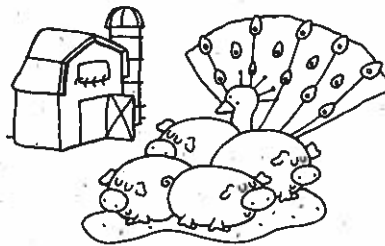
---



---



---



5. Can you \_\_\_\_\_ me?

---



---



---

► Write a sentence using one of the Spelling Words.

6.

---



---



---

Name \_\_\_\_\_

### SPELLING WORDS

both	no
go	oh
old	

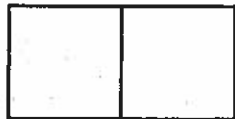
## Words with Long o

► Circle the Spelling Word hidden in each word. Then write the words in their shapes.

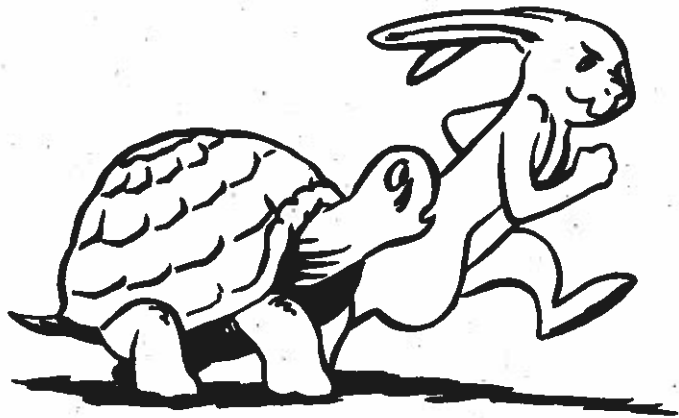
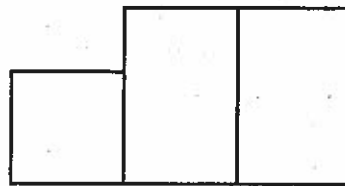
1. got



2. now



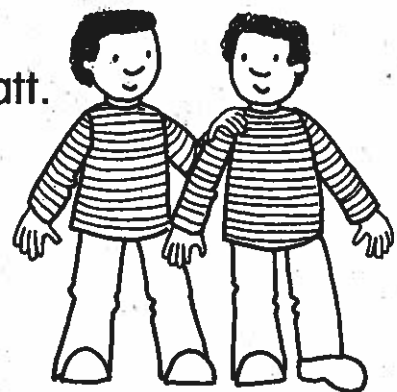
3. cold



► Write a Spelling Word that completes each sentence.

4. I like \_\_\_\_\_ Carl and Matt.

5. \_\_\_\_\_! Who is who?



## SPELLING WORDS

both      no  
go        oh  
old

Name \_\_\_\_\_

## Words with Long o

► Write the three Spelling Words that rhyme.

1.

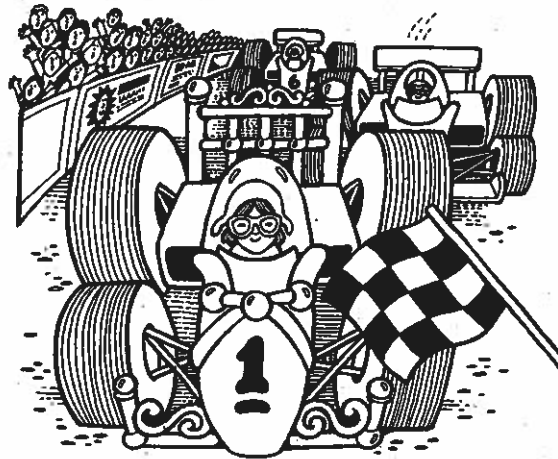
\_\_\_\_\_  
-----  
\_\_\_\_\_

2.

\_\_\_\_\_  
-----  
\_\_\_\_\_

3.

\_\_\_\_\_  
-----  
\_\_\_\_\_



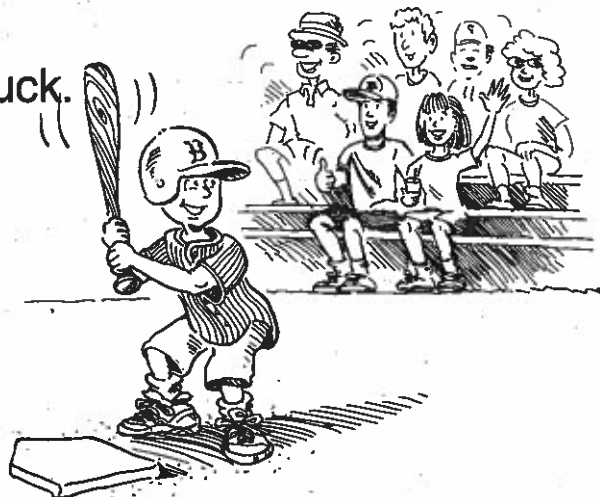
► Circle the word that is spelled wrong. Then write it correctly.

4. I see tbho my mom and dad.

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. I have my odl bat for good luck.

\_\_\_\_\_  
-----  
\_\_\_\_\_



Harcourt

Name \_\_\_\_\_

**SPELLING WORDS**



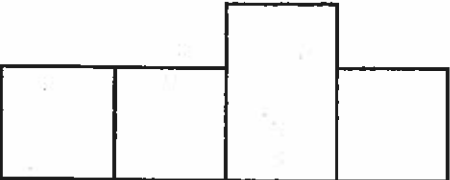
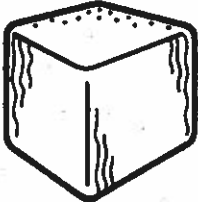
use            mule

cube          rude

cute

**Words with Long u**

► Write the Spelling Word that names the picture.

1. 	
2. 	

► Unscramble the letters. Write the words.

3. <b>ucte</b> _____ ----- _____	4. <b>ues</b> _____ ----- _____	5. <b>reud</b> _____ ----- _____
---	--	---

► Write a sentence using two Spelling Words.

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

**SPELLING WORDS**

use            mule  
cube          rude  
cute

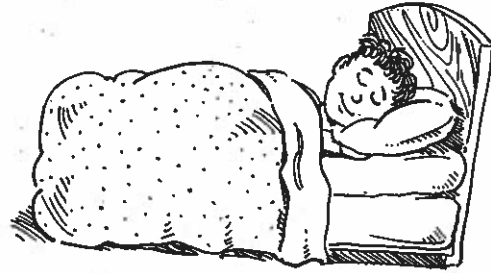
Name \_\_\_\_\_

**Words with Long u**

► Use Spelling Words to complete the story.

1. Alex dreams of his \_\_\_\_\_ pet named Sam.

\_\_\_\_\_  
-----  
\_\_\_\_\_

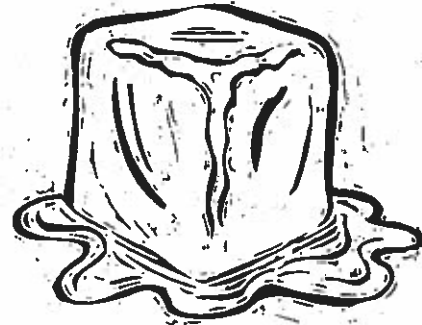


2. Sam is never \_\_\_\_\_.

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. He might eat an ice \_\_\_\_\_.

\_\_\_\_\_  
-----  
\_\_\_\_\_



4. Alex will \_\_\_\_\_ a hose to wash him.

\_\_\_\_\_  
-----  
\_\_\_\_\_



5. Look! Sam is a \_\_\_\_\_!

\_\_\_\_\_  
-----  
\_\_\_\_\_

Harcourt

Name \_\_\_\_\_



► Choose a word in the box that rhymes with each underlined word and makes sense. Write it on the line.

find                      behind                      wild

1. Do you mind? There's a large

\_\_\_\_\_  
-----

frog \_\_\_\_\_ us.



2. At the zoo, a child read a sign. It said,

\_\_\_\_\_  
-----

“Do not feed our \_\_\_\_\_ animals.”



3. You need to wind this toy.

\_\_\_\_\_  
-----

The baby will \_\_\_\_\_

it and play with it.



Make your own pair of sentences with two words from the box or other words that rhyme with them.



Name \_\_\_\_\_



► Write the verb that best completes each sentence.

drink      find      help      make      fill

\_\_\_\_\_

-----

1. I \_\_\_\_\_ the birdbath.

\_\_\_\_\_

-----

2. Birds \_\_\_\_\_ from it.

\_\_\_\_\_

-----

3. They come and \_\_\_\_\_ seeds in our feeder.

\_\_\_\_\_

-----

4. We \_\_\_\_\_ birds because we like them.

\_\_\_\_\_

-----

5. I \_\_\_\_\_ bird feeders for my friends.



Work with a friend to read a news story about a sports team. Together, find the verbs that tell about now.





Name \_\_\_\_\_



► Choose the word from the box to best complete each sentence.

find    behind    wild    blind    mind

1. It can see.

\_\_\_\_\_

-----

It is not \_\_\_\_\_.

2. It is not tame.

\_\_\_\_\_

-----

It is \_\_\_\_\_.

3. It is not lost.

\_\_\_\_\_

-----

I can \_\_\_\_\_ it.

4. A tadpole's tail is not in front.

\_\_\_\_\_

-----

It is \_\_\_\_\_.

5. A tadpole doesn't think like we do.

\_\_\_\_\_

-----

It has a \_\_\_\_\_ of its own.



**SCHOOL-HOME CONNECTION** Ask your child to show you the finished page. Together use the sentences to make up a definition for each word in the box.

Name \_\_\_\_\_



► Circle the words in the puzzle. Then use them to answer the questions.

child      wild      wild      mild

s	o	w	i	l	d	k	n	d
s	i	n	g	c	h	i	l	d
m	i	l	d	n	a	n	e	s
a	c	x	f	i	n	d	o	p

1. This \_\_\_\_\_ plays in the rain.

2. It is a soft, \_\_\_\_\_ rain.

3. He jumps like a \_\_\_\_\_ animal.

4. What \_\_\_\_\_ of animal is he?

5. I will \_\_\_\_\_ out!



Name \_\_\_\_\_



► Write the word from the box that best completes each sentence.

large      age      bridge      edge



1. I came to a \_\_\_\_\_ puddle.

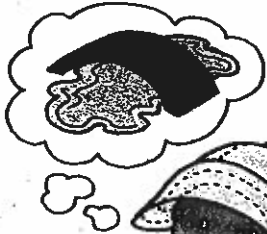
2. An alligator sat by the \_\_\_\_\_

\_\_\_\_\_ of the puddle.



3. I wanted a \_\_\_\_\_ so

I could get over the puddle.



4. Kids my \_\_\_\_\_

like puddles.



Make a chart about the ages of your classmates.  
Give your chart a title that uses the word age.



**SCHOOL-HOME CONNECTION** Ask your child to read you the finished page. Together, think of as many words as you can that have the soft *g* sound.

Name \_\_\_\_\_



► Look at the picture. Write the word to complete the sentence. Remember to double the last letter before you add ed or ing.

step + ed

1. Marco \_\_\_\_\_ outside.

slip + ing

2. He began \_\_\_\_\_ and fell!

stop + ed

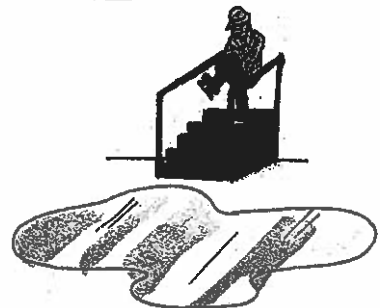
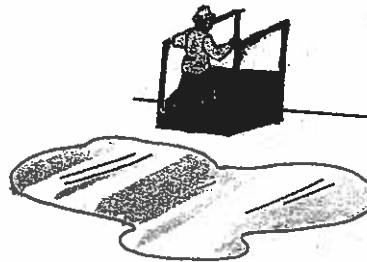
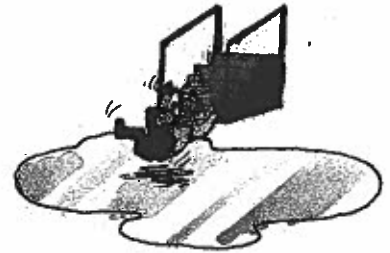
3. Marco \_\_\_\_\_ to think.

snap + ed

4. He \_\_\_\_\_ his fingers and went back inside.

step + ing

5. Marco is \_\_\_\_\_ into his skates.



Harcourt



Name \_\_\_\_\_

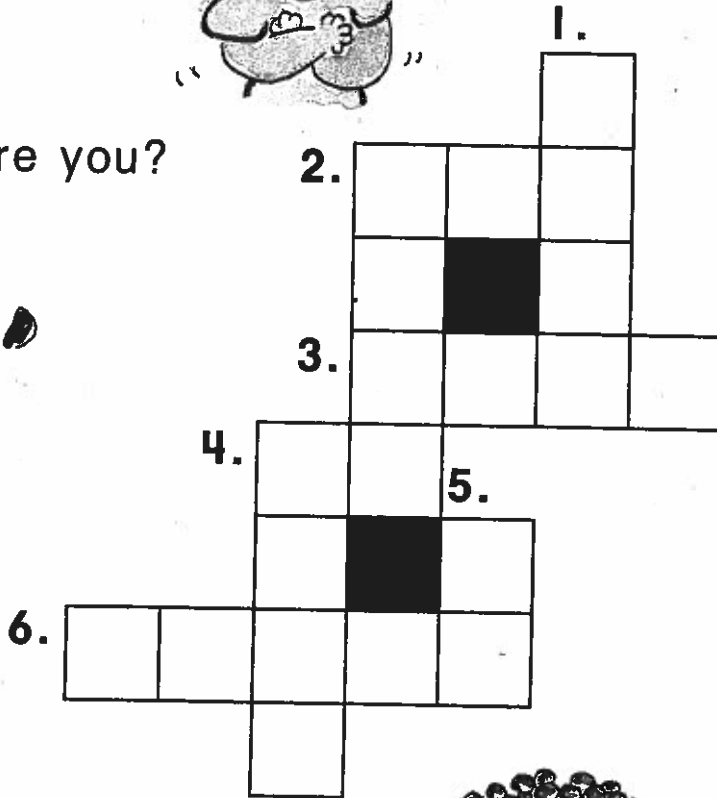


► Read the numbered clues. Use the words from the box to complete the puzzle.

hello      gold      no      also  
ago      cold      soda      go

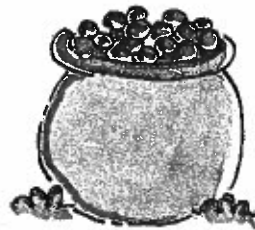
**Across**

- 2. a long time \_\_\_\_\_
- 3. \_\_\_\_\_ pop
- 4. stop and \_\_\_\_\_
- 6. \_\_\_\_\_, how are you?



**Down**

- 1. icy \_\_\_\_\_
- 2. me \_\_\_\_\_ (too)
- 4. silver and \_\_\_\_\_
- 5. \_\_\_\_, thanks



**SCHOOL-HOME CONNECTION** Ask your child to share the completed page. Then work together to list some words that rhyme with *old*, and to write some clues for these words. See if a friend can guess the words.

Name \_\_\_\_\_



► Write am, is, or are to finish each sentence.

1. What \_\_\_\_\_ you doing?

\_\_\_\_\_  
-----

2. I \_\_\_\_\_ playing with a yo-yo.

\_\_\_\_\_  
-----

3. \_\_\_\_\_ you good at it?

\_\_\_\_\_  
-----

4. My sister \_\_\_\_\_ better.

\_\_\_\_\_  
-----

5. She \_\_\_\_\_ helping me.

\_\_\_\_\_  
-----

6. I \_\_\_\_\_ taking lessons from her.



Work with a partner to answer the question "What are you doing?" Answer two ways—beginning with "I am" and with "We are."

Harcourt



Name \_\_\_\_\_

Vocabulary

Poppletan  
Everyday

► Choose the word that best completes each sentence. Write it on the line.

boy

buy

but

1. I need to find the \_\_\_\_\_.



and

air

at

2. Is he up in the \_\_\_\_\_?

both

buy

best

3. I can't see \_\_\_\_\_ near and far.

flew

few

five

4. Do you see a \_\_\_\_\_ boys down the street?

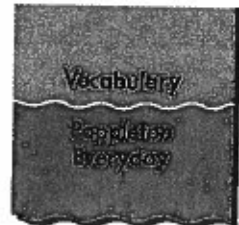
edge

egg

each

5. They are on the \_\_\_\_\_ of the puddle.

Name \_\_\_\_\_



**bought**      **brought**

6. I \_\_\_\_\_ my glasses.



**edge**      **eggs**

7. It scares me to look over the \_\_\_\_\_.

► Look for the vocabulary words in this puzzle.

1.	c	a	r	a	i	r	c	a	t
2.	t	h	b	r	o	u	g	h	t
3.	g	o	o	d	e	d	g	e	l
4.	b	o	t	h	m	e	m	i	t
5.	f	i	v	e	f	e	w	m	e



Harcourt



Make a list of the things a squirrel might want to find in a bed.





Name \_\_\_\_\_



► Choose the word that best completes each sentence. Write it on the line.

fold   old   told

1. Mr. Rabbit is stuck in his \_\_\_\_\_ bed.

go   so   got

2. Mr. and Mrs. Rabbit \_\_\_\_\_ get a new bed.

soda   spot   sofa

3. Mr. Rabbit sees a nice \_\_\_\_\_.



Old   Sold   Socks

4. Mr. and Mrs. Rabbit say, "\_\_\_\_\_!"



Make up some rhyming sentences using the words old, old, and told. Say your sentences to the class.



**SCHOOL-HOME CONNECTION** Have your child find the long o words that were not used as answers. Ask him or her to read them aloud and explain why they weren't the answers.

Name \_\_\_\_\_

Spelling  
Words with  
Long Vowels *o/o*

► Write the word that best completes each sentence.

both      go      old      no      Oh

1. " \_\_\_\_\_!" said Bear.



2. "My hat is so \_\_\_\_\_."



3. "You have \_\_\_\_\_ hat at all."



4. "We must \_\_\_\_\_ to the hat store."

5. "We \_\_\_\_\_ will go."

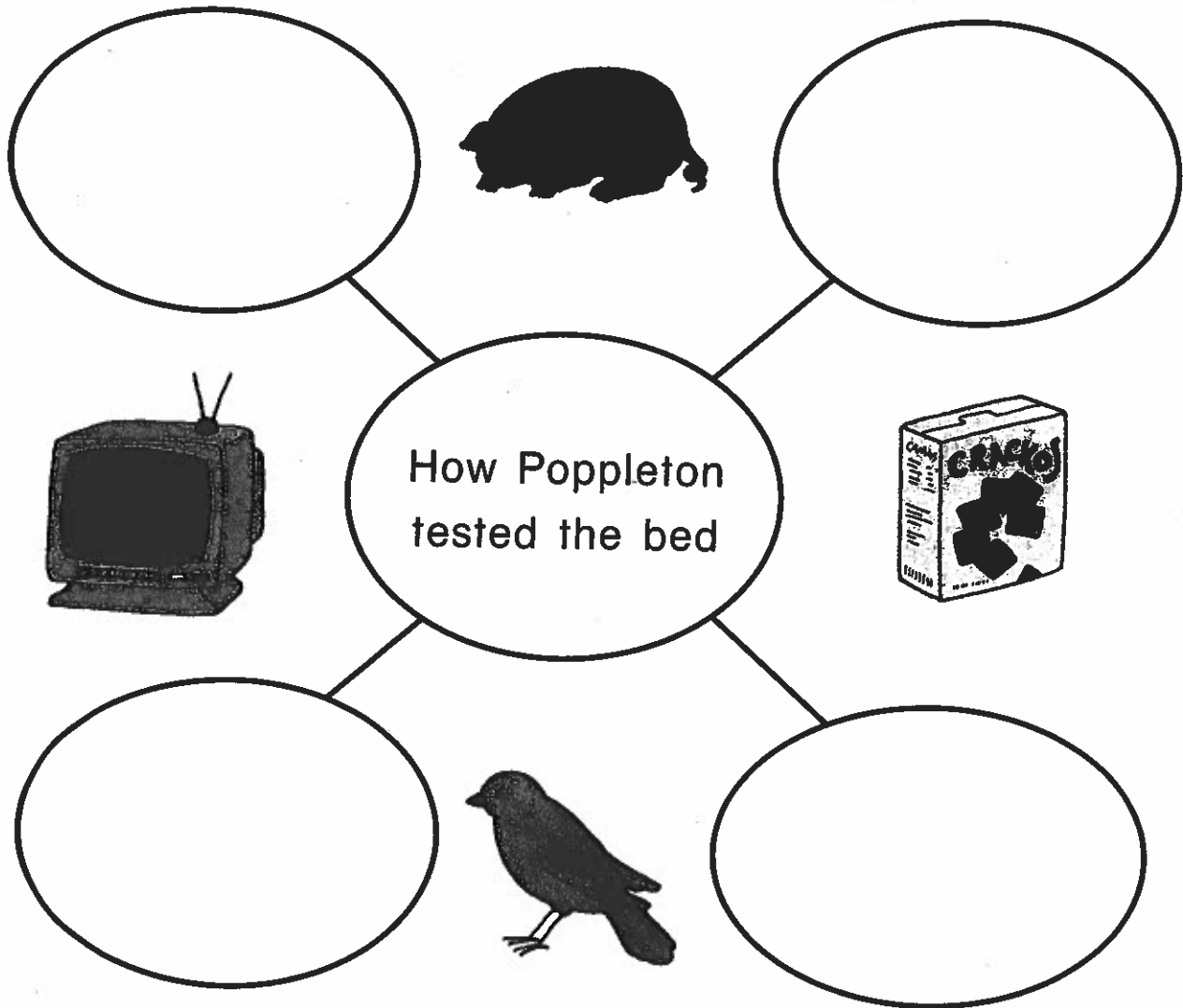


Name \_\_\_\_\_

Retell and Summarize  
Poppleton's Bed

► Think about how Poppleton shopped for a new bed. Fill in the web to show what he did.

# BED STORE



Think about your favorite place. Make a list of things you like to do there.



**SCHOOL-HOME CONNECTION** Read the finished page together with your child. Discuss how people make good choices about the things they buy.

Name \_\_\_\_\_

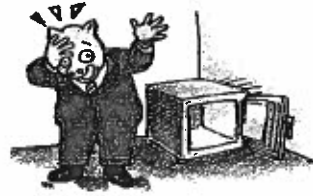


► Circle the sentence that tells about each picture.

1. "Let's go!" said the colt.  
"No!" said the girl.  
"Hello!" said the ant.



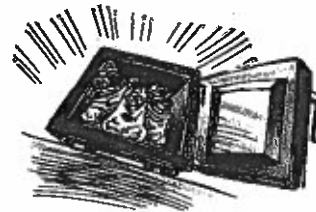
2. A pig thinks he is cold.  
A pig thinks he has lost his gold.  
A pig thinks he has lost his tie.



3. I am opening the house now.  
I am over on the sofa.  
I am holding the gold in this safe.



4. I have a total of 3 bags.  
I have a total of 3 cans.  
I have a folded coat.



5. "Have no fear! Cold soda is here!"  
"Have no fear! Your sofa is here!"  
"Have no fear! Colt and the gold are here!"



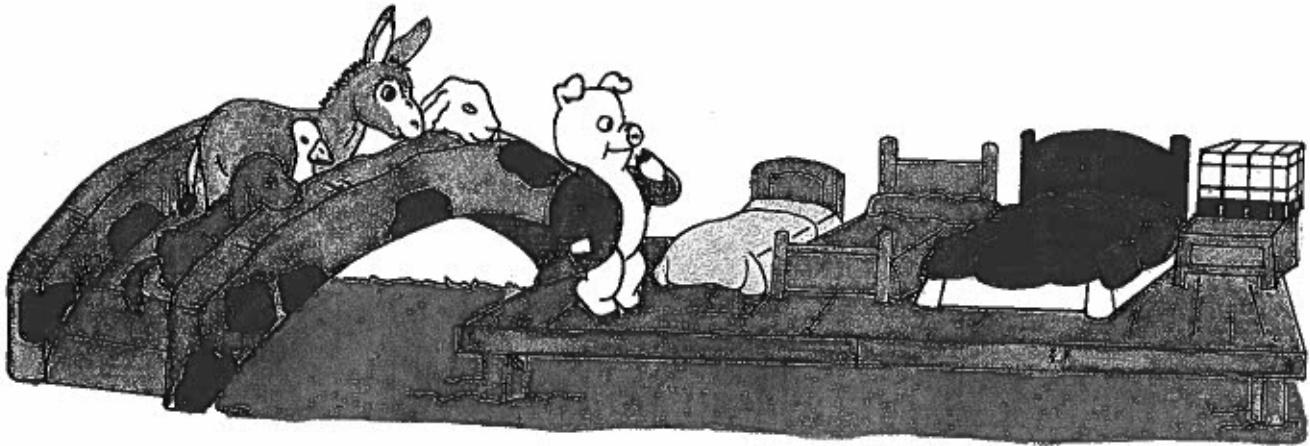
6. The pig holds his gold.  
The colt keeps the gold.  
The colt calls the pig.



Name \_\_\_\_\_



► Look at the picture. Then do what the sentences tell you to do.



1. Make the pig on stage pink.
2. Give the pig a huge hat.
3. Find the largest bed. Put a badge on it.
4. Draw a huge pillow on one edge of the bed.
5. Find the cage next to the largest bed. Draw a pet gerbil inside the cage.
6. A large crowd is watching from the bridge. Draw a ring around the large crowd.



Write a sentence about this picture. Use some of the words from the sentences under the picture.



**SCHOOL-HOME CONNECTION** Go over the completed page with your child. Then have your child circle the words that contain the /j/ sound.

Name \_\_\_\_\_



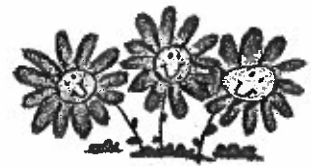
► Finish each sentence. Write the contraction for the two words above each sentence.

They've    You've    You'd    We'd    We're

We are

\_\_\_\_\_  
-----

1. \_\_\_\_\_ in our new bed.



We would

\_\_\_\_\_  
-----

2. \_\_\_\_\_ love you to come see.

You have

\_\_\_\_\_  
-----

3. \_\_\_\_\_ been here before.



They have

\_\_\_\_\_  
-----

4. \_\_\_\_\_ got their own bed.

Make a list of things you would like. Begin each item on your list with the words I'd like.



Name \_\_\_\_\_



► Add the ending ed and ing to each word. Remember to drop the final e.

	ed	ing
close	_____ ----- _____	_____ ----- _____
scare	_____ ----- _____	_____ ----- _____
snore	_____ ----- _____	_____ ----- _____

► Write the correct word from the chart to finish each sentence.

1. Why am I \_\_\_\_\_ this door?

2. The pig is \_\_\_\_\_ in  
his sleep.



Harcourt



**SCHOOL-HOME CONNECTION** Read your child's completed sentences aloud. Have him or her say "stop" each time you get to a word with an *-ed* or an *-ing* ending. If your child has difficulty identifying the ending by hearing it, have him or her point to the word on the page.

Name \_\_\_\_\_



► Circle the word that best completes each sentence. Then write the word.



1. "The moon is \_\_\_\_\_,"  
said the cat.

hand  
huge  
tube

2. "It smells like \_\_\_\_\_,"  
said the mule.

perfume  
cute  
perform

3. The cat sniffed but could not smell  
the \_\_\_\_\_.

purple  
perfume  
huge

4. "\_\_\_\_\_ me, but it has  
no smell," said the cat.

Every  
Excuse  
Cube

5. "Oh! \_\_\_\_\_ me!" said  
the mule. "I was sniffing the flowers."

Empty  
Plume  
Excuse





Name \_\_\_\_\_

► Write the word that best completes each sentence.

spilled      filled      needed      cleaned

1. Luke \_\_\_\_\_ to make ice cubes.

2. He \_\_\_\_\_ the ice tray with water.

3. The water \_\_\_\_\_ all over.

4. Luke \_\_\_\_\_ up  
the mess.



Take turns with a partner reading the sentences and acting them out.



**SCHOOL-HOME CONNECTION** Have your child read the completed page to you. Ask him or her to tell you what the words would be if they were action words about the present time.

Name \_\_\_\_\_

Vocabulary  
Moon Rope

► Read each clue and look at the picture. Then write the clue word that best completes each sentence.

appear break clear idea quietly

1. Don't yell or shout.

\_\_\_\_\_

\_\_\_\_\_

Be sure to talk \_\_\_\_\_



2. This starts inside your mind.

\_\_\_\_\_

\_\_\_\_\_

It's an \_\_\_\_\_



3. It's not there.

\_\_\_\_\_

\_\_\_\_\_

Can you make it \_\_\_\_\_?



4. The stars shine bright. The sky

\_\_\_\_\_

\_\_\_\_\_

is very \_\_\_\_\_ tonight.



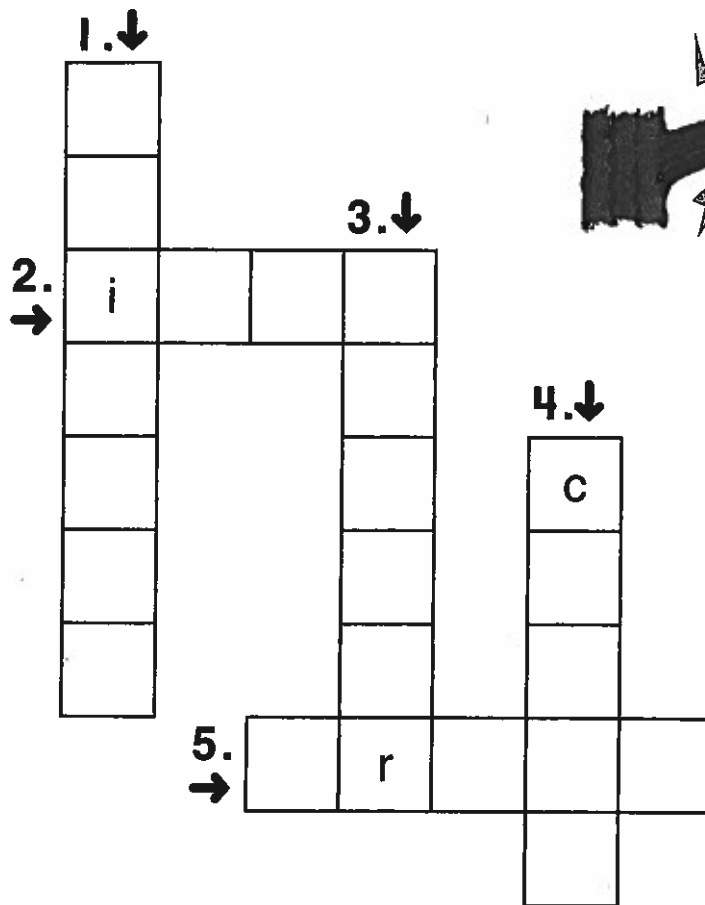
Harcourt

Name \_\_\_\_\_

5. Rabbit and Mole were tired.

They took a \_\_\_\_\_.

► Look at the letters on the puzzle. Then write each vocabulary word where it fits on the puzzle.



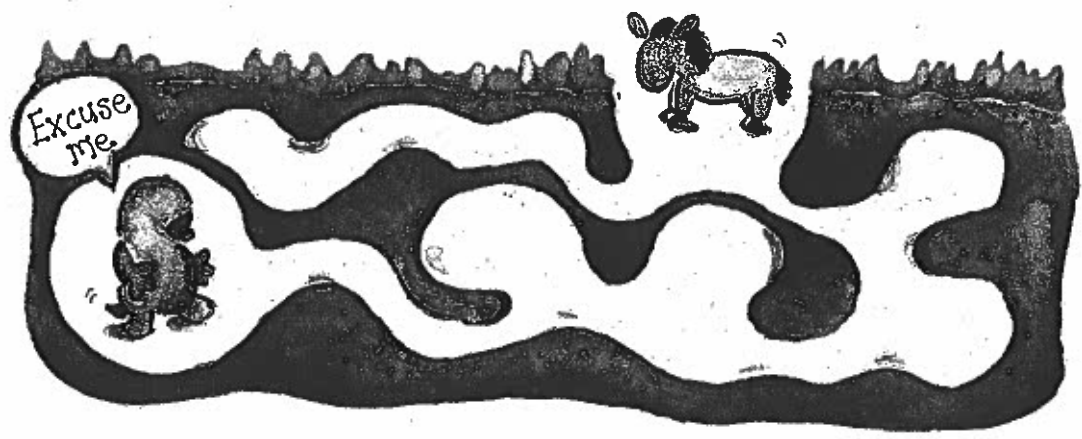
**TRY THIS** Make up your own clues and sentences for each word. See if a partner can answer them.

Name \_\_\_\_\_



► Write the words in the box that will finish the story.

cube      huge      Excuse      cute



\_\_\_\_\_  
\_\_\_\_\_  
"\_\_\_\_\_ me," said Mole. "I am never coming

out! I am small, but I want to be \_\_\_\_\_"  
\_\_\_\_\_  
\_\_\_\_\_

I want my den to be shaped like a \_\_\_\_\_"  
\_\_\_\_\_  
\_\_\_\_\_

"Please come out! You are \_\_\_\_\_,"

Mule said. "You are my good friend, too."



Name \_\_\_\_\_



► Write the word in the box that best completes each sentence.

cute      use      rude      mule      cube

1. My \_\_\_\_\_ is on the moon.



2. Is the moon a \_\_\_\_\_?



3. Can you \_\_\_\_\_ your ears to hear the moon?



4. Is it \_\_\_\_\_ to stare at the moon?



5. Do you see a \_\_\_\_\_ face in the moon?



**SCHOOL-HOME CONNECTION** Ask your child which questions have answers that are true and which questions have a false answer. Ask your child to write a true sentence about the moon.

Name \_\_\_\_\_



► Think about the story. Then fill in the story map.

**Title:**  
Moon Rope

**Characters:**

**What is the first problem?**

**How is it solved?**



**What is the second problem?**

**How is it solved?**



**What do we learn about Fox and Mole?**



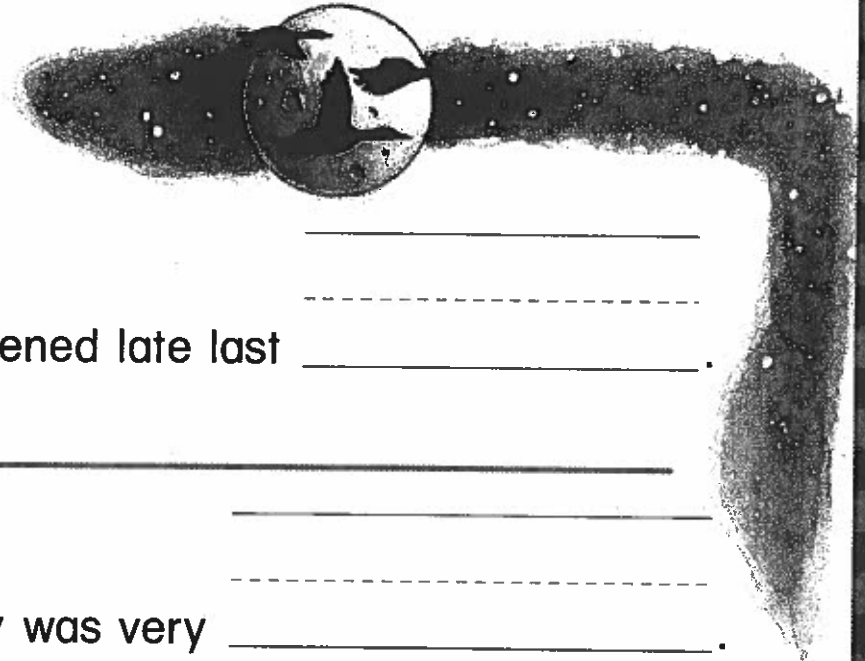
Harcourt



Name \_\_\_\_\_



► Circle and write the word that best completes each sentence.



night

noise

new

1. It happened late last \_\_\_\_\_

built

bright

brother

2. The sky was very \_\_\_\_\_

rolled

right

ready

3. The birds flew \_\_\_\_\_ over us.

should

sight

shout

4. This \_\_\_\_\_ was a big surprise.

mother

mixed

might

5. You \_\_\_\_\_ see it too.



**SCHOOL-HOME CONNECTION** With your child, recite the poem that begins "Star light, star bright." Ask your child to identify the words that end in *ight*. Write the words to the poem on paper and have your child circle the *ight* words.

Name \_\_\_\_\_



► Write the word from the box that best completes each sentence.

We've      You're      We're      I'd

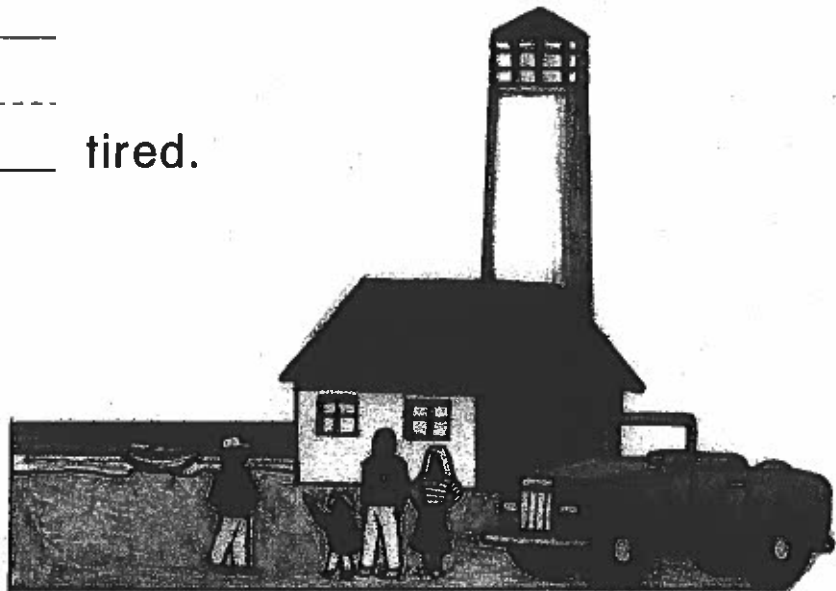
1. \_\_\_\_\_ here!

2. \_\_\_\_\_ been riding so long!

3. \_\_\_\_\_ like to take your bags.

4. \_\_\_\_\_ tired.

Come on in.



Harbour



Write a poem about a day at the beach. Use words with 've, 'd, and 're.





# 6

# Use Doubles to Subtract

## Learn About It

Think about addition doubles to help you subtract.

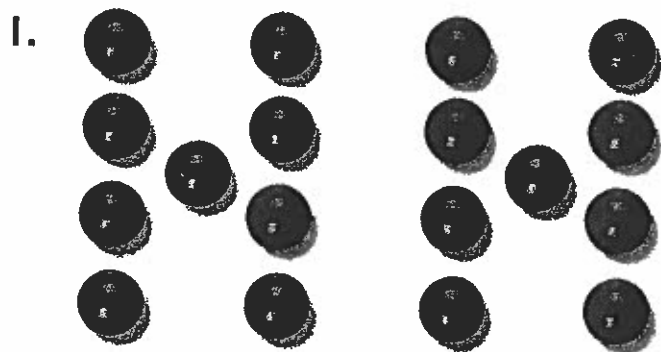
Find  $14 - 7$ .



You know  $7 + 7 = 14$ . So  $14 - 7 = \underline{7}$ .

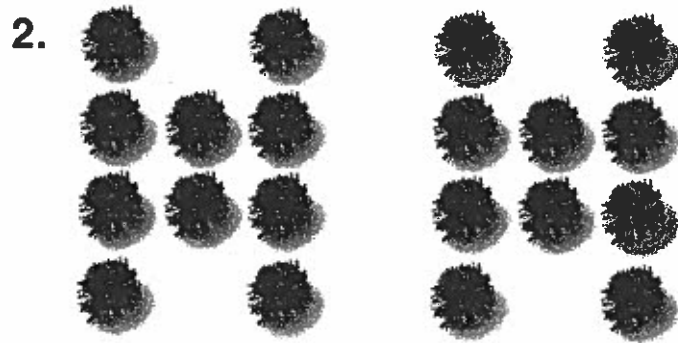
## Guided Practice

Add. Then subtract.



$$9 + 9 = \underline{18}$$

$$18 - 9 = \underline{9}$$



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

$$20 - 10 = \underline{\quad}$$

$$\begin{array}{r} 3. \quad 8 \quad 16 \\ +8 \quad -8 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 6 \quad 12 \\ +6 \quad -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5 \quad 10 \\ +5 \quad -5 \\ \hline \end{array}$$

**Explain Your Thinking** Why are  $5 + 5 = 10$  and  $10 - 5 = 5$  related?

Add. Then subtract.

$$\begin{array}{l} 1. \quad 1 + 1 = \underline{2} \\ \quad \quad 2 - 1 = \underline{1} \end{array}$$

$$\begin{array}{l} 2. \quad 2 + 2 = \underline{\quad} \\ \quad \quad 4 - 2 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 3. \quad 3 + 3 = \underline{\quad} \\ \quad \quad 6 - 3 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 4. \quad 4 + 4 = \underline{\quad} \\ \quad \quad 8 - 4 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 5. \quad 5 + 5 = \underline{\quad} \\ \quad \quad 10 - 5 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 6. \quad 6 + 6 = \underline{\quad} \\ \quad \quad 12 - 6 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 7. \quad 7 + 7 = \underline{\quad} \\ \quad \quad 14 - 7 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 8. \quad 8 + 8 = \underline{\quad} \\ \quad \quad 16 - 8 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 9. \quad 9 + 9 = \underline{\quad} \\ \quad \quad 18 - 9 = \underline{\quad} \end{array}$$

$$\begin{array}{r} 10. \quad 5 \quad 10 \\ \quad +5 \quad - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 6 \quad 12 \\ \quad +6 \quad - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 7 \quad 14 \\ \quad +7 \quad - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 8 \quad 16 \\ \quad +8 \quad - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 9 \quad 18 \\ \quad +9 \quad - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 10 \quad 20 \\ \quad +10 \quad -10 \\ \hline \end{array}$$

## Problem Solving • Reasoning

### Write About It

16. Bonnie has these coins.  
What other coins does she  
need to have 41¢?



Review  
Vocabulary  
difference

## Learn About It

A related fact can help you find the **difference**.

The numbers 8, 5, and 13 are used for all three facts.


$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$		$\begin{array}{r} 13 \\ - 5 \\ \hline 8 \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline 5 \end{array}$
--	--	--	--

## Guided Practice

Add. Then write each difference.

$\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$		$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$
--	---	--	--

$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$		$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$
---	--	--	--

$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$		$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$
---	--	--	--

$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$		$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$
---	--	--	--

**Explain Your Thinking** What addition fact can help you find  $13 - 3$ ?

Add. Then write each difference.

Use counters if you want.

$$\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 13 \\ -7 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 13 \\ -6 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 14 \\ -8 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 14 \\ -6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 14 \\ -9 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 14 \\ -5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 5 \\ +8 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 13 \\ -8 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 13 \\ -5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 4 \\ +9 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 13 \\ -9 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 13 \\ -4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 10 \\ +3 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 13 \\ -3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 13 \\ -10 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 4 \\ +8 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 12 \\ -4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 12 \\ -5 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 12 \\ -7 \\ \hline 5 \end{array}$$

### Problem Solving • Reasoning

Write an addition sentence to match the picture.

Write 2 subtraction sentences.



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



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

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



## Learn About It

You can use an addition fact to help you subtract.

$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$		$\begin{array}{r} 15 \\ - 7 \\ \hline 8 \end{array}$	$\begin{array}{r} 15 \\ - 8 \\ \hline 7 \end{array}$
--	--	--	--

## Guided Practice

Add. Then subtract.

$\begin{array}{r} 1. \quad 9 \\ + 7 \\ \hline 16 \end{array}$		$\begin{array}{r} 16 \\ - 7 \\ \hline 9 \end{array}$	$\begin{array}{r} 16 \\ - 9 \\ \hline 7 \end{array}$
---	--	--	--

$\begin{array}{r} 2. \quad 9 \\ + 6 \\ \hline \end{array}$		$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$
--	--	--	--

$\begin{array}{r} 3. \quad 10 \\ + 5 \\ \hline \end{array}$		$\begin{array}{r} 15 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$
---	--	--	---

$\begin{array}{r} 4. \quad 10 \\ + 6 \\ \hline \end{array}$		$\begin{array}{r} 16 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 10 \\ \hline \end{array}$
---	--	--	---

**Explain Your Thinking** If you know  $7 + 9 = 16$ , what 2 related subtraction facts do you know?

Add. Then subtract.

Use counters if you want.

$$\begin{array}{r} 1. \quad 7 \\ +9 \\ \hline 16 \end{array} \quad \begin{array}{r} 16 \\ -9 \\ \hline 7 \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 2. \quad 7 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 6 \\ +10 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -10 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 6 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5 \\ +10 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -10 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 5 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 5 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -5 \\ \hline \end{array}$$

## Problem Solving • Reasoning

### Using Vocabulary

9. Write the word name for the number that completes the sentence.

Fifteen minus seven equals \_\_\_\_\_.

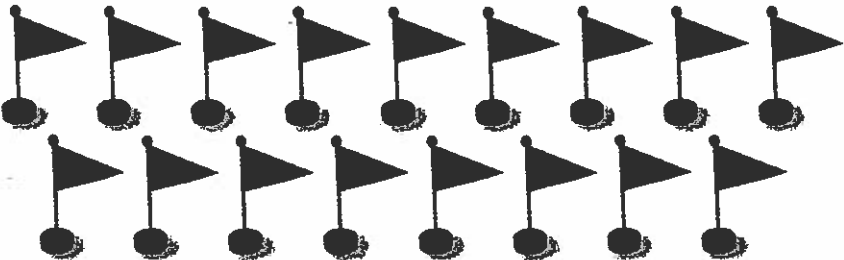
Sixteen minus nine equals \_\_\_\_\_.



# 9 Subtract From 17 Through 20

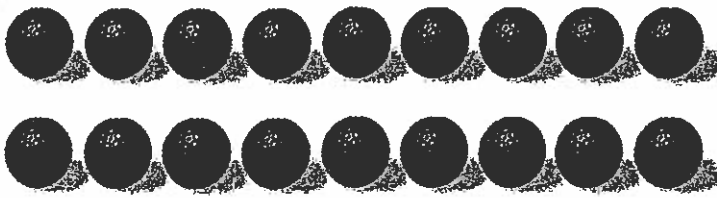
## Learn About It

Knowing an addition fact can help you subtract.

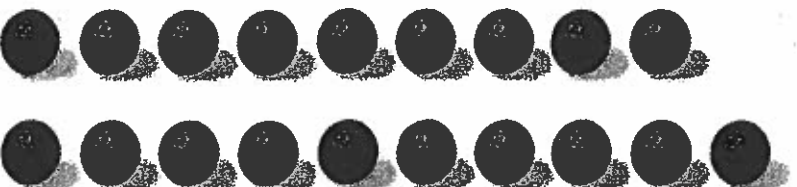
$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array}$		$\begin{array}{r} 17 \\ - 8 \\ \hline 9 \end{array}$	$\begin{array}{r} 17 \\ - 9 \\ \hline 8 \end{array}$
<p><math>9 + 8 = 17</math>, so <math>17 - 8 = 9</math> and <math>17 - 9 = 8</math>.</p>			

## Guided Practice

Add. Then subtract.

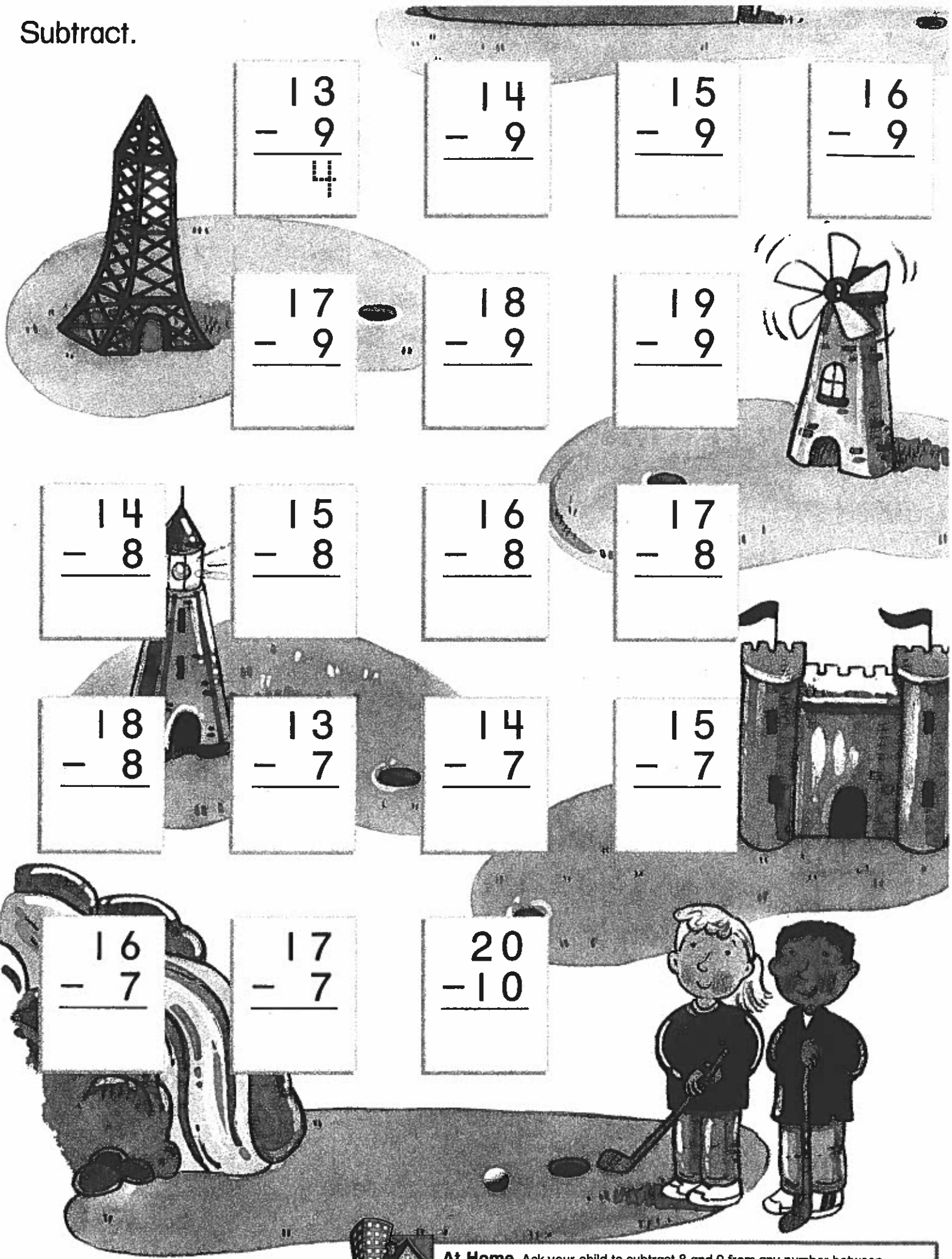
1.	$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$		$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$
----	--	---	--

2.	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$		$\begin{array}{r} 20 \\ - 10 \\ \hline \end{array}$
----	---	--	---

3.	$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$		$\begin{array}{r} 19 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ - 9 \\ \hline \end{array}$
----	--	--	---	--

**Explain Your Thinking** Why is it easy to add and subtract with 10?

Subtract.



$$\begin{array}{r} 13 \\ - 9 \\ \hline 4 \end{array}$$

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

$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 20 \\ - 10 \\ \hline \end{array}$$



**At Home** Ask your child to subtract 8 and 9 from any number between 10 and 18.

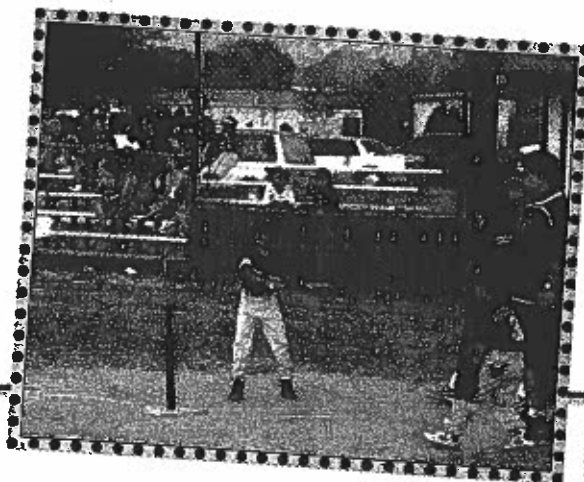


LESSON  
**10**

# Problem Solving: Write a Number Sentence

You can write a number sentence to help you solve problems.

The Bluebirds and the Cardinals are playing baseball. Each team has 9 players. How many players are there in all?



Understand

What do you already know?

\_\_\_\_\_ Bluebirds

\_\_\_\_\_ Cardinals

Plan

Circle how you would solve this problem.

add

subtract

Solve

Write a number sentence.

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_ players in all

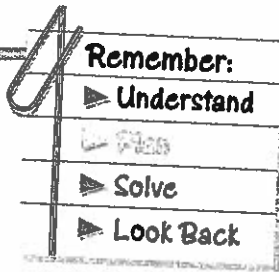
Look Back

Did you answer the question?  
Explain how you know.

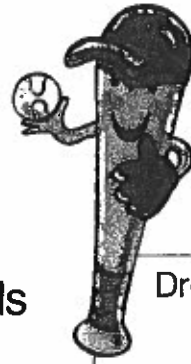
## Guided Practice

Solve.

Write a number sentence.



Remember to use the 4 steps.



- ① The Cardinals score 2 runs. The Bluebirds score 2 runs. Then the Bluebirds score 1 more run. How many runs are scored in all?

Draw or write to explain.

**Think:**  
Do I add or subtract?

$$\underline{2} \oplus \underline{2} \oplus \underline{1} = \underline{\quad} \text{ runs}$$

- ② The Bluebirds scored 10 runs. The Cardinals scored 5 runs. How many more runs did the Bluebirds score than the Cardinals?

**Think:**  
How can I find out how many more?

$$\underline{\quad} \ominus \underline{\quad} = \underline{\quad} \text{ more runs}$$

- ③ 6 Cardinals bat in the first inning.  
3 Cardinals bat in the second inning.  
3 Cardinals bat in the third inning. How many Cardinals bat in all?

**Think:**  
What do I need to find out?

$$\underline{\quad} \oplus \underline{\quad} \oplus \underline{\quad} = \underline{\quad} \text{ in all}$$

## Choose a Strategy

Solve.

- ① The pitcher throws 6 fastballs.  
Then he throws 6 curve balls.  
How many balls does he throw  
in all?

\_\_\_\_\_ balls

Draw or write to explain.



- ② A fielder throws 9 balls  
to the catcher and 10 balls  
to the shortstop. How many  
balls does she throw?

\_\_\_\_\_ balls

Blank box for drawing or writing an explanation.



- ③ Ari is at bat 8 times.  
He gets on base 4 times.  
How many times does he  
not get on base?

\_\_\_\_\_ times

Blank box for drawing or writing an explanation.



- ④ Harry catches 8 balls. Tara  
catches 9 balls. How many  
balls do they catch in all?

\_\_\_\_\_ balls in all

Blank box for drawing or writing an explanation.



# Mixed Practice



Find each sum or difference.

1.  $8 + 3 = \underline{\quad}$

2.  $13 - 3 = \underline{\quad}$

3.  $7 + 7 = \underline{\quad}$

4.  $9 - 5 = \underline{\quad}$

5.  $18 - 9 = \underline{\quad}$

6.  $4 + 8 = \underline{\quad}$

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

8. 
$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

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

11. 
$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 7 \\ +10 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

21. 
$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

22. 
$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

23. 
$$\begin{array}{r} 20 \\ -10 \\ \hline \end{array}$$

24. 
$$\begin{array}{r} 17 \\ - 7 \\ \hline \end{array}$$



## Brain Teaser Number Search

Add across and down.  
Circle two or more numbers  
next to each other that have  
a sum of 13.

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

Safe Site



Internet Brain Teasers

Visit [www.eduplace.com/kids/mhm](http://www.eduplace.com/kids/mhm)  
for more Brain Teasers.

Copyright © Harcourt Mifflin Company. All rights reserved.

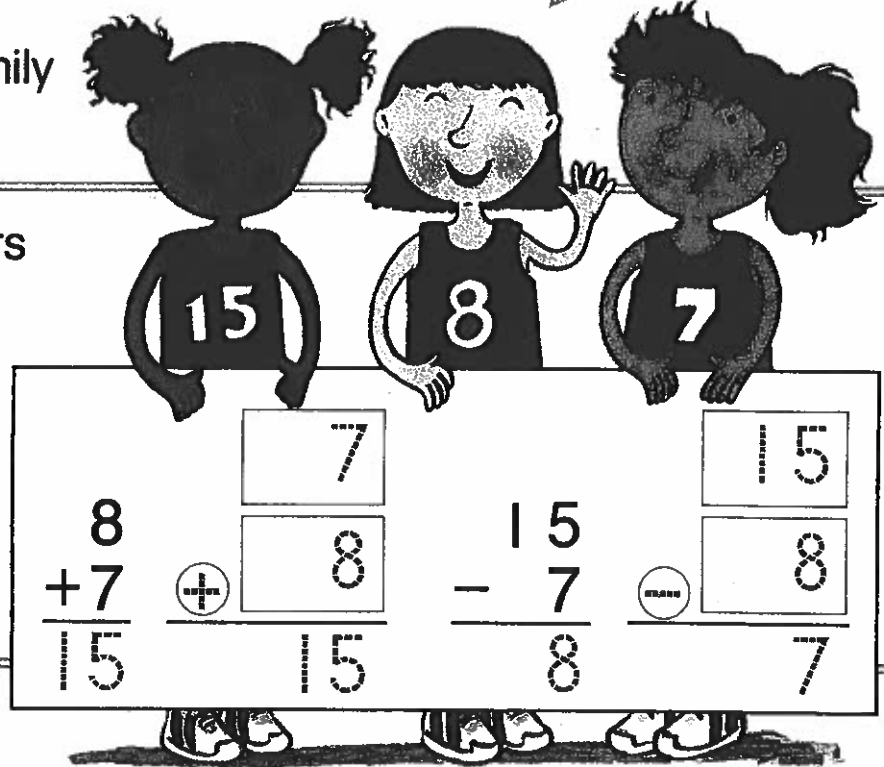
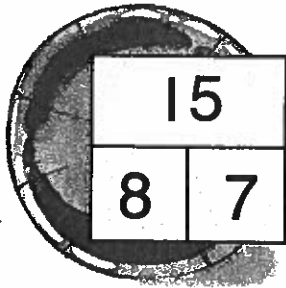
# 11 Fact Families

A fact family uses the same numbers.

## Learn About It

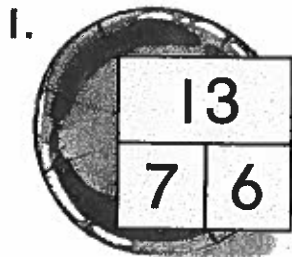
You can make a fact family by writing related facts.

These four related facts make a fact family.



## Guided Practice

Complete each fact family.

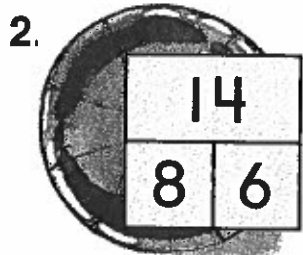


$$\begin{array}{r} 7 \\ +6 \\ \hline 13 \end{array}$$

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

$$\begin{array}{r} 13 \\ - 6 \\ \hline 7 \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline 7 \end{array}$$



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

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

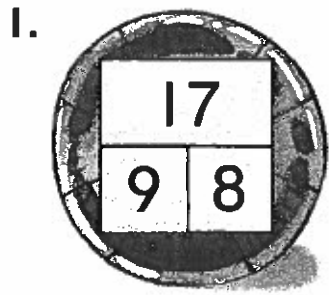
$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \end{array}$$

**Explain Your Thinking** What is the fact family for  $8 + 9 = 17$ ?

# Independent Practice

Write each fact family.

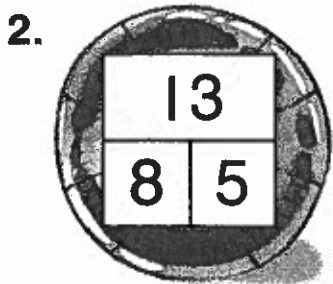


$$\begin{array}{r} \square \\ + \square \\ \hline 17 \end{array}$$

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

$$\begin{array}{r} \square \\ - \square \\ \hline 9 \end{array}$$

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

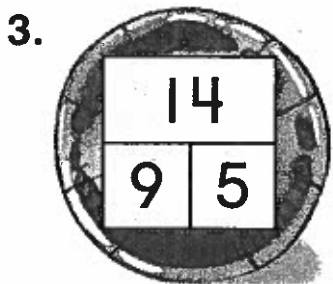


$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$



$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

## Problem Solving • Reasoning

### Logical Thinking

4. Use the code. Complete each number sentence.

Code

= 8     = 9

+ = \_\_\_\_\_

+ = \_\_\_\_\_



# 12 Relate Addition and Subtraction

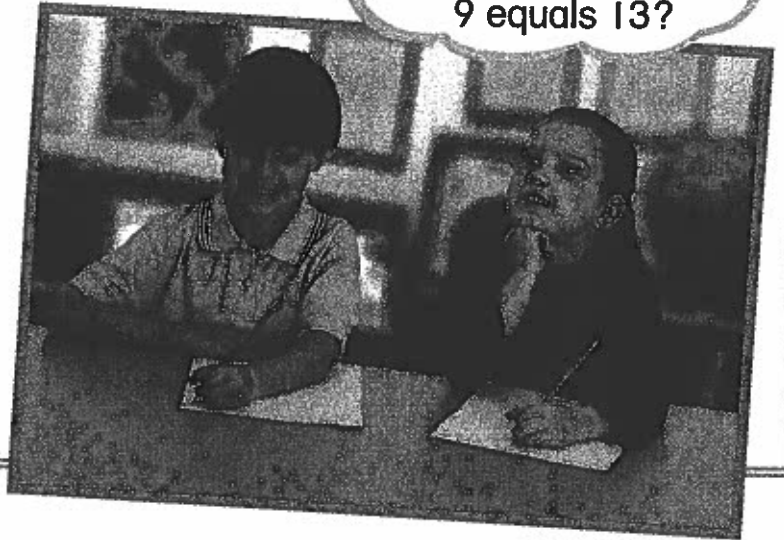
## Learn About It

Addition and subtraction are related. You can use addition to help you subtract.

Find  $13 - 9$ .

$$\begin{array}{l} 9 + 4 = 13, \\ \text{so} \\ 13 - 9 = 4. \end{array}$$

Think:  
What number plus  
9 equals 13?



## Guided Practice

Write the missing numbers.

1.  $15 - 7 = \underline{8}$

Think:  
What number can I  
add to 7 to get 15?

$$7 + \underline{8} = 15$$

2.  $13 - 8 = \underline{\quad}$

Think:  
What number can I  
add to 8 to get 13?

$$8 + \underline{\quad} = 13$$

3. $16 - 9 = \underline{\quad}$	4. $16 - 8 = \underline{\quad}$	5. $15 - 9 = \underline{\quad}$
$9 + \underline{\quad} = 16$	$8 + \underline{\quad} = 16$	$9 + \underline{\quad} = 15$

**Explain Your Thinking** What number can you add to 7 to get 13? Name a related subtraction fact.

Write the missing numbers.

1.  $18 - 9 = \underline{9}$  | 2.  $17 - 8 = \underline{\quad}$  | 3.  $16 - 7 = \underline{\quad}$   
 $9 + \underline{9} = 18$  |  $8 + \underline{\quad} = 17$  |  $7 + \underline{\quad} = 16$

4.  $15 - 8 = \underline{\quad}$  | 5.  $14 - 9 = \underline{\quad}$  | 6.  $13 - 7 = \underline{\quad}$   
 $8 + \underline{\quad} = 15$  |  $9 + \underline{\quad} = 14$  |  $7 + \underline{\quad} = 13$

7.  $11 - 7 = \underline{\quad}$  | 8.  $12 - 6 = \underline{\quad}$  | 9.  $12 - 4 = \underline{\quad}$   
 $7 + \underline{\quad} = 11$  |  $6 + \underline{\quad} = 12$  |  $4 + \underline{\quad} = 12$

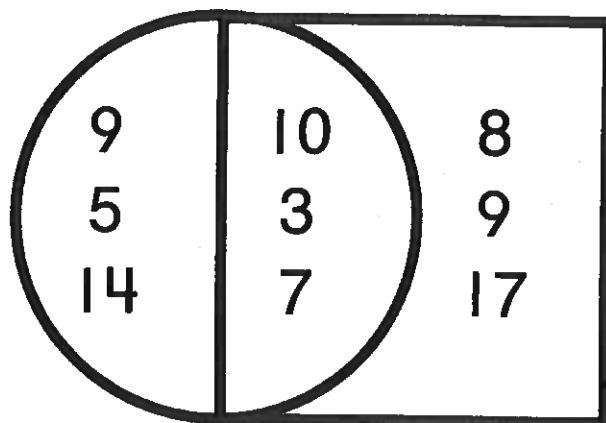
10.  $20 - 10 = \underline{\quad}$  | 11.  $15 - 5 = \underline{\quad}$  | 12.  $12 - 9 = \underline{\quad}$   
 $10 + \underline{\quad} = 20$  |  $5 + \underline{\quad} = 15$  |  $9 + \underline{\quad} = 12$

### Problem Solving • Reasoning

#### Visual Thinking

13. Write a fact family by using the numbers outside the circle but inside the square.

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

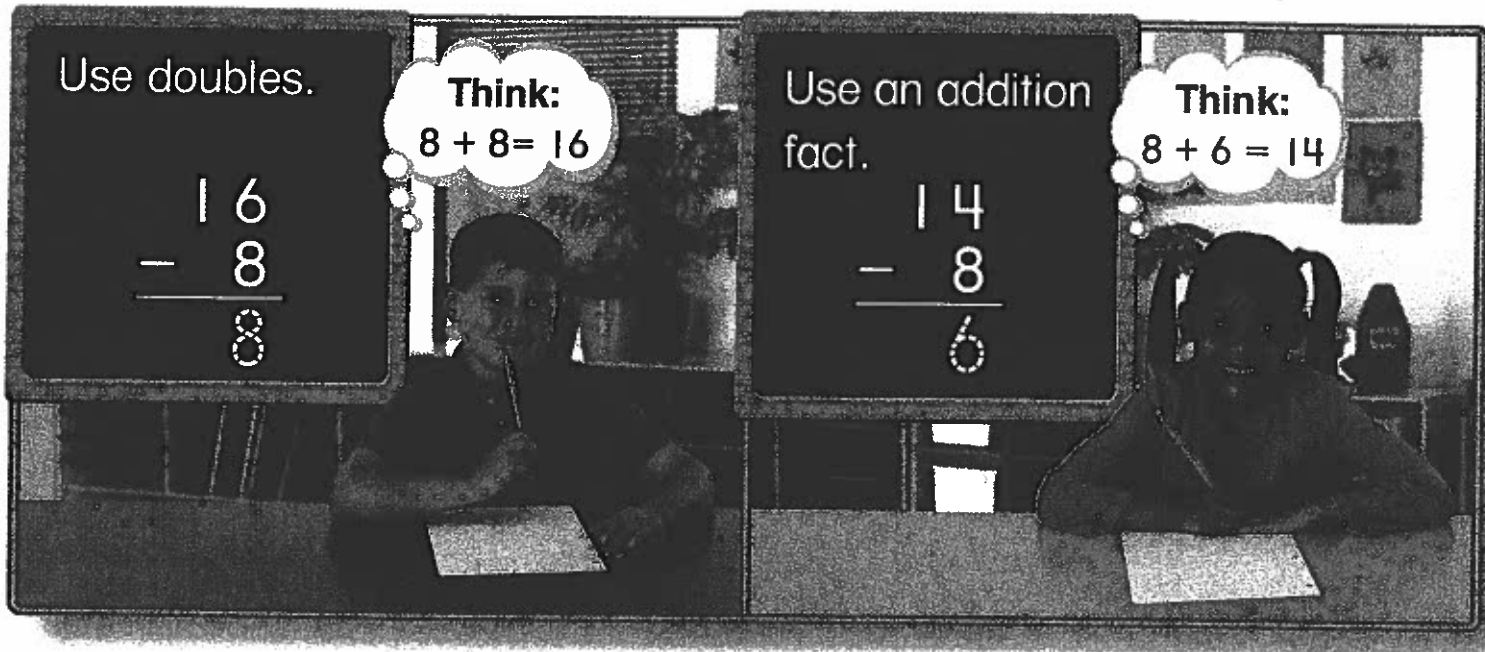




# 13 Different ways to subtract

## Learn About It

You can subtract in different ways.



## Guided Practice

Write each difference.

1. 
$$\begin{array}{r} 13 \\ - 7 \\ \hline 6 \end{array}$$

2. 
$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 17 \\ - 10 \\ \hline \end{array}$$

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

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

11. 
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 13 \\ - 3 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 18 \\ - 10 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

**Explain Your Thinking** Describe a way to find  $20 - 10$ .

Write each difference.

$$\begin{array}{r} 1. \quad 13 \\ - 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 2. \quad 14 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 15 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 16 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 13 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 14 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 18 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 16 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 16 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 19 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 15 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 17 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 14 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 18 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 13 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 19 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 15 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 14 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 16 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 17 \\ - 8 \\ \hline \end{array}$$

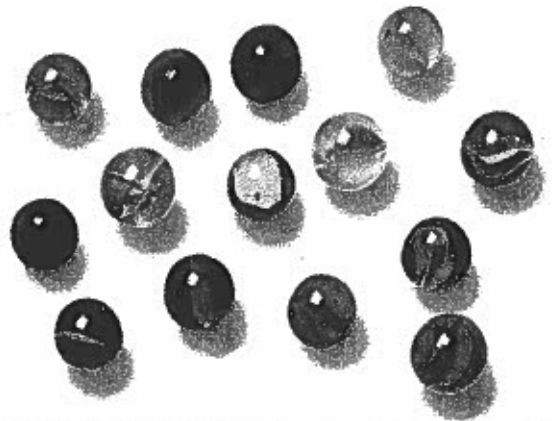
$$\begin{array}{r} 25. \quad 18 \\ - 8 \\ \hline \end{array}$$

## Problem Solving • Reasoning

### Write About It

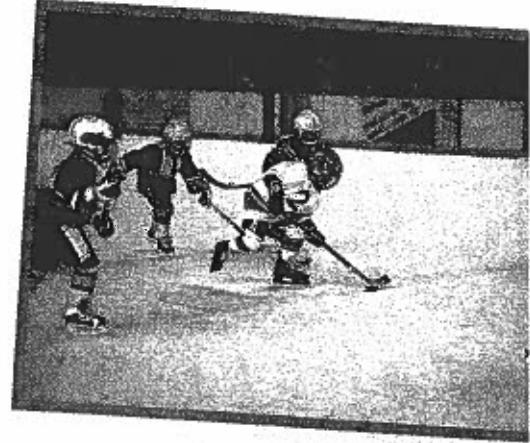
26. Half the marbles are John's.  
Half the marbles are Mary's.  
How many are John's? \_\_\_\_\_

Explain how you know you are right.



# Problem Solving: Choose the Operation

Ice hockey is an exciting game. Each team tries to score by shooting at the other team's goal.



You can use addition to help you solve problems.

Chad shoots at the goal 7 times in the first game. He shoots 6 times in the next game. How many times does he shoot in all?

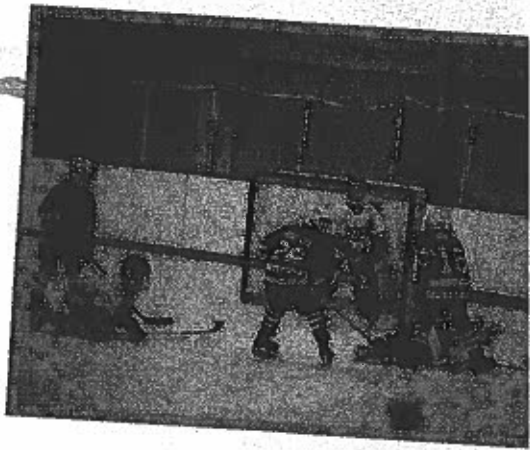
times

times

---

times in all

**Think:**  
Find the numbers in the problem. Add to find the total.



You can use subtraction to help you solve problems.

The Wings shoot at the goal 11 times. The Flyers shoot at the goal 7 times. How many more times do the Wings shoot at the goal?

times

times

---

times

**Think:**  
Find the numbers in the problem. Subtract to find the difference.

Write the number sentence.

Add or subtract to solve.

- ① The Wings play 9 games. They win 5 games. How many games do they lose?

4 games

**Think:**  
How can I solve the problem?

Draw or write to explain.

- ② The Flyers play 10 games in December. They play 5 games in January. How many games do they play in all?

\_\_\_\_\_ games

**Think:**  
What do I need to find out?

- ③ The Flyers play 17 games. They lose 8 games. How many games do they win?

\_\_\_\_\_ games

**Think:**  
What do I already know?

- ④ The Wings scored 8 goals. The Flyers scored 6 goals. How many goals did they score altogether?

\_\_\_\_\_ goals

**Think:**  
Do I add or subtract?



**Choose a Strategy**

Solve.

- ① There are 12 gloves on the hockey shelf. Barb puts 4 gloves on the shelf. How many gloves are on the shelf now?

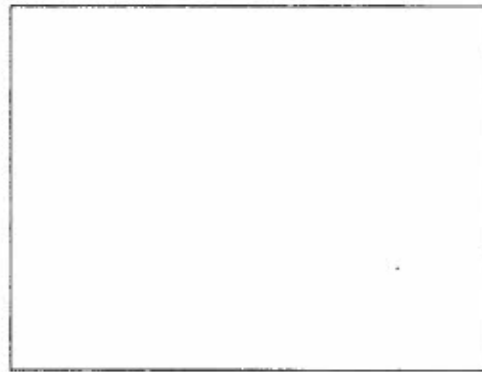
\_\_\_\_\_ gloves

Draw or write to explain.



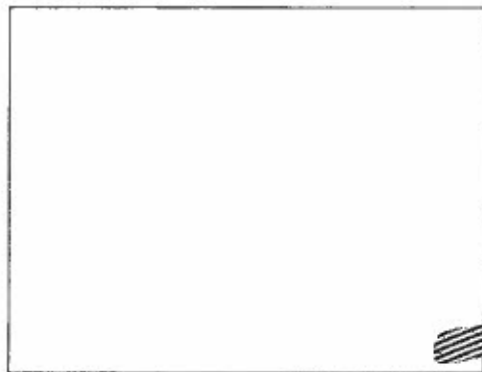
- ② The team has 18 helmets. There are nine blue helmets. The rest are white. How many helmets are white?

\_\_\_\_\_ white helmets



- ③ 4 sticks have black tape. 6 have red tape. How many more sticks have red tape?

\_\_\_\_\_ more sticks



- ④ There are 4 skates with red stripes, 2 with white stripes, and 6 with green stripes. How many skates are there in all?

\_\_\_\_\_ skates



# Mixed Practice



Add or subtract.

1.  $12 - 5 = \underline{\quad}$     2.  $6 + 8 = \underline{\quad}$     3.  $5 + 9 = \underline{\quad}$

4.  $13 - 6 = \underline{\quad}$     5.  $15 - 8 = \underline{\quad}$     6.  $8 + 6 = \underline{\quad}$

7.  $\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$     8.  $\begin{array}{r} 11 \\ -9 \\ \hline \end{array}$     9.  $\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$     10.  $\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$     11.  $\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$     12.  $\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$

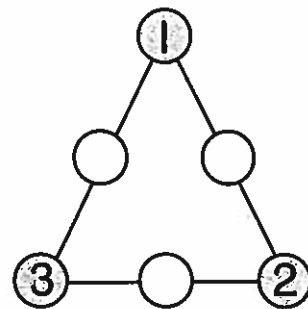
13.  $\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$     14.  $\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$     15.  $\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$     16.  $\begin{array}{r} 17 \\ -9 \\ \hline \end{array}$     17.  $\begin{array}{r} 14 \\ -6 \\ \hline \end{array}$     18.  $\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$



## Brain Teaser Magic Triangle

This is a magic triangle.  
When you add the numbers along  
each side, you get the same sum.

Fill in the missing numbers.



Safe Site



**Internet Brain Teasers**  
Visit [www.eduplace.com/kids/mhm](http://www.eduplace.com/kids/mhm)  
for more *Brain Teasers*.

# Chapter Review

1. Write the **addends** for the double fact that has a sum of 12.

\_\_\_\_\_

2. The answer in a subtraction sentence is called the \_\_\_\_\_.

3. Write two related facts.

\_\_\_\_\_

Write each sum. Circle the double facts.

4. 
$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$$

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

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

8. 
$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

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

Write each sum. Circle each double-plus-one fact.

10. 
$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$$

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

14. 
$$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

Add. Then write each difference.

16. 
$$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 9 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ -10 \\ \hline \end{array}$$

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

1.  $9 + 9 = \underline{\quad}$

$18 - 9 = \underline{\quad}$

2.  $\underline{\quad} = 10 + 10$

$\underline{\quad} = 20 - 10$

Add.

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

4. 
$$\begin{array}{r} 8 \\ 3 \\ +2 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 6 \\ 4 \\ +2 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 3 \\ 7 \\ +7 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 9 \\ 6 \\ +1 \\ \hline \end{array}$$

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

Write the missing numbers.

9.  $14 - 8 = \underline{\quad}$

10.  $16 - 9 = \underline{\quad}$

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

$9 + \underline{\quad} = 16$

11. The pitcher throws 18 pitches in the first inning. Seven of the pitches are curve balls. How many are not curve balls?

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

Draw or write to explain.

12. The Wings play 2 games the first week, 4 games the second week, and 3 games the third week. How many games do they play in all?

$\underline{\quad}$  games in all

Draw or write to explain.



# Fun-Filled Facts

Players



2

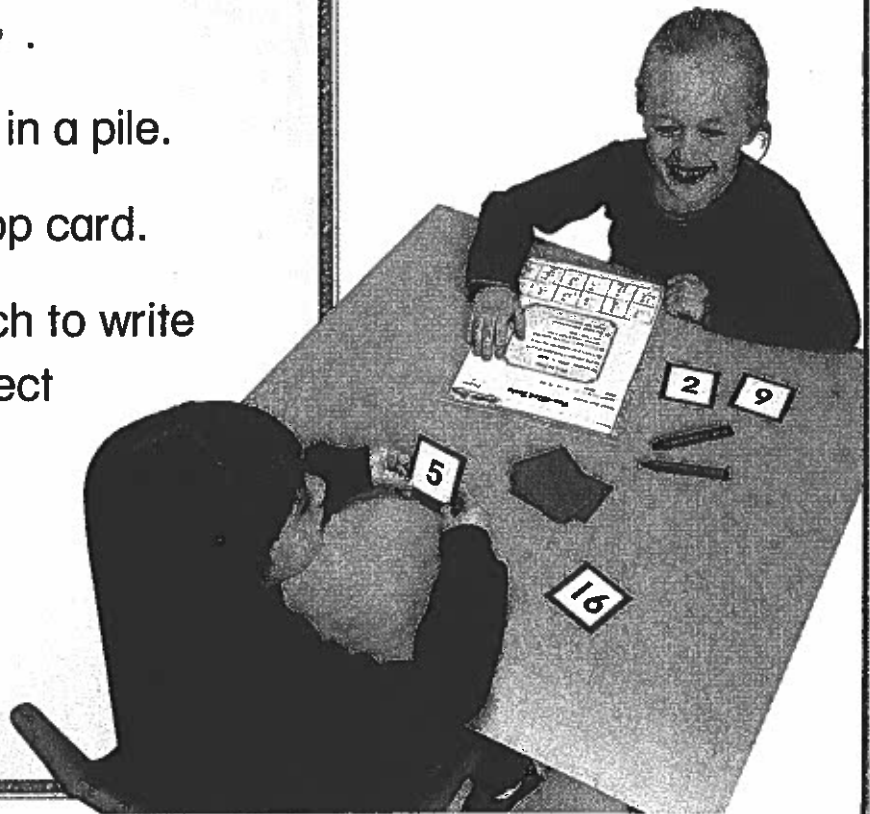
## What You Need

number cards 1–12, 14, 16, 18, and 20



## How to Play

- 1 Choose  or .
- 2 Put the cards facedown in a pile.
- 3 Take turns picking the top card.
- 4 Find a box below in which to write that number as the correct answer. Lose a turn if you can't find a box.
- 5 The player with the most boxes with correct answers wins.



$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$

# Enrichment

## Fractions of a Group

You can use a fraction to name a part of a group.



$\frac{1}{4}$  ← part blue  
 $\frac{4}{4}$  ← parts in all

Circle which part of the group is blue.

1.



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

2.



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

3.



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

4.



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

5.



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

6.



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

## Addition and Subtraction Families

### One Family

$$\begin{array}{ll} 0 + 1 = 1 & 1 - 0 = 1 \\ 1 + 0 = 1 & 1 - 1 = 0 \end{array}$$

### Two Family

$$\begin{array}{ll} 0 + 2 = 2 & 2 - 2 = 0 \\ 1 + 1 = 2 & 2 - 1 = 1 \\ 2 + 0 = 2 & 2 - 0 = 2 \end{array}$$

### Three Family

$$\begin{array}{ll} 0 + 3 = 3 & 3 - 3 = 0 \\ 1 + 2 = 3 & 3 - 2 = 1 \\ 2 + 1 = 3 & 3 - 1 = 2 \\ 3 + 0 = 3 & 3 - 0 = 3 \end{array}$$

### Four Family

$$\begin{array}{ll} 0 + 4 = 4 & 4 - 4 = 0 \\ 1 + 3 = 4 & 4 - 3 = 1 \\ 2 + 2 = 4 & 4 - 2 = 2 \\ 3 + 1 = 4 & 4 - 1 = 3 \\ 4 + 0 = 4 & 4 - 0 = 4 \end{array}$$

### Five Family

$$\begin{array}{ll} 0 + 5 = 5 & 5 - 5 = 0 \\ 1 + 4 = 5 & 5 - 4 = 1 \\ 2 + 3 = 5 & 5 - 3 = 2 \\ 3 + 2 = 5 & 5 - 2 = 3 \\ 4 + 1 = 5 & 5 - 1 = 4 \\ 5 + 0 = 5 & 5 - 0 = 5 \end{array}$$

### Six Family

$$\begin{array}{ll} 0 + 6 = 6 & 6 - 6 = 0 \\ 1 + 5 = 6 & 6 - 5 = 1 \\ 2 + 4 = 6 & 6 - 4 = 2 \\ 3 + 3 = 6 & 6 - 3 = 3 \\ 4 + 2 = 6 & 6 - 2 = 4 \\ 5 + 1 = 6 & 6 - 1 = 5 \\ 6 + 0 = 6 & 6 - 0 = 6 \end{array}$$

### Seven Family

$$\begin{array}{ll} 0 + 7 = 7 & 7 - 7 = 0 \\ 1 + 6 = 7 & 7 - 6 = 1 \\ 2 + 5 = 7 & 7 - 5 = 2 \\ 3 + 4 = 7 & 7 - 4 = 3 \\ 4 + 3 = 7 & 7 - 3 = 4 \\ 5 + 2 = 7 & 7 - 2 = 5 \\ 6 + 1 = 7 & 7 - 1 = 6 \\ 7 + 0 = 7 & 7 - 0 = 7 \end{array}$$

### Eight Family

$$\begin{array}{ll} 0 + 8 = 8 & 8 - 8 = 0 \\ 1 + 7 = 8 & 8 - 7 = 1 \\ 2 + 6 = 8 & 8 - 6 = 2 \\ 3 + 5 = 8 & 8 - 5 = 3 \\ 4 + 4 = 8 & 8 - 4 = 4 \\ 5 + 3 = 8 & 8 - 3 = 5 \\ 6 + 2 = 8 & 8 - 2 = 6 \\ 7 + 1 = 8 & 8 - 1 = 7 \\ 8 + 0 = 8 & 8 - 0 = 8 \end{array}$$

### Nine Family

$$\begin{array}{ll} 0 + 9 = 9 & 9 - 9 = 0 \\ 1 + 8 = 9 & 9 - 8 = 1 \\ 2 + 7 = 9 & 9 - 7 = 2 \\ 3 + 6 = 9 & 9 - 6 = 3 \\ 4 + 5 = 9 & 9 - 5 = 4 \\ 5 + 4 = 9 & 9 - 4 = 5 \\ 6 + 3 = 9 & 9 - 3 = 6 \\ 7 + 2 = 9 & 9 - 2 = 7 \\ 8 + 1 = 9 & 9 - 1 = 8 \\ 9 + 0 = 9 & 9 - 0 = 9 \end{array}$$

### Ten Family

$$\begin{array}{ll} 0 + 10 = 10 & 10 - 10 = 0 \\ 1 + 9 = 10 & 10 - 9 = 1 \\ 2 + 8 = 10 & 10 - 8 = 2 \\ 3 + 7 = 10 & 10 - 7 = 3 \\ 4 + 6 = 10 & 10 - 6 = 4 \\ 5 + 5 = 10 & 10 - 5 = 5 \\ 6 + 4 = 10 & 10 - 4 = 6 \\ 7 + 3 = 10 & 10 - 3 = 7 \\ 8 + 2 = 10 & 10 - 2 = 8 \\ 9 + 1 = 10 & 10 - 1 = 9 \\ 10 + 0 = 10 & 10 - 0 = 10 \end{array}$$

### Eleven Family

$0 + 11 = 11$	$11 - 11 = 0$
$1 + 10 = 11$	$11 - 10 = 1$
$2 + 9 = 11$	$11 - 9 = 2$
$3 + 8 = 11$	$11 - 8 = 3$
$4 + 7 = 11$	$11 - 7 = 4$
$5 + 6 = 11$	$11 - 6 = 5$
$6 + 5 = 11$	$11 - 5 = 6$
$7 + 4 = 11$	$11 - 4 = 7$
$8 + 3 = 11$	$11 - 3 = 8$
$9 + 2 = 11$	$11 - 2 = 9$
$10 + 1 = 11$	$11 - 1 = 10$
$11 + 0 = 11$	$11 - 0 = 11$

### Thirteen Family

$0 + 13 = 13$	$13 - 13 = 0$
$1 + 12 = 13$	$13 - 12 = 1$
$2 + 11 = 13$	$13 - 11 = 2$
$3 + 10 = 13$	$13 - 10 = 3$
$4 + 9 = 13$	$13 - 9 = 4$
$5 + 8 = 13$	$13 - 8 = 5$
$6 + 7 = 13$	$13 - 7 = 6$
$7 + 6 = 13$	$13 - 6 = 7$
$8 + 5 = 13$	$13 - 5 = 8$
$9 + 4 = 13$	$13 - 4 = 9$
$10 + 3 = 13$	$13 - 3 = 10$
$11 + 2 = 13$	$13 - 2 = 11$
$12 + 1 = 13$	$13 - 1 = 12$
$13 + 0 = 13$	$13 - 0 = 13$

### Twelve Family

$0 + 12 = 12$	$12 - 12 = 0$
$1 + 11 = 12$	$12 - 11 = 1$
$2 + 10 = 12$	$12 - 10 = 2$
$3 + 9 = 12$	$12 - 9 = 3$
$4 + 8 = 12$	$12 - 8 = 4$
$5 + 7 = 12$	$12 - 7 = 5$
$6 + 6 = 12$	$12 - 6 = 6$
$7 + 5 = 12$	$12 - 5 = 7$
$8 + 4 = 12$	$12 - 4 = 8$
$9 + 3 = 12$	$12 - 3 = 9$
$10 + 2 = 12$	$12 - 2 = 10$
$11 + 1 = 12$	$12 - 1 = 11$
$12 + 0 = 12$	$12 - 0 = 12$

### Fourteen Family

$0 + 14 = 14$	$14 - 14 = 0$
$1 + 13 = 14$	$14 - 13 = 1$
$2 + 12 = 14$	$14 - 12 = 2$
$3 + 11 = 14$	$14 - 11 = 3$
$4 + 10 = 14$	$14 - 10 = 4$
$5 + 9 = 14$	$14 - 9 = 5$
$6 + 8 = 14$	$14 - 8 = 6$
$7 + 7 = 14$	$14 - 7 = 7$
$8 + 6 = 14$	$14 - 6 = 8$
$9 + 5 = 14$	$14 - 5 = 9$
$10 + 4 = 14$	$14 - 4 = 10$
$11 + 3 = 14$	$14 - 3 = 11$
$12 + 2 = 14$	$14 - 2 = 12$
$13 + 1 = 14$	$14 - 1 = 13$
$14 + 0 = 14$	$14 - 0 = 14$



### Fifteen Family

$0 + 15 = 15$	$15 - 15 = 0$
$1 + 14 = 15$	$15 - 14 = 1$
$2 + 13 = 15$	$15 - 13 = 2$
$3 + 12 = 15$	$15 - 12 = 3$
$4 + 11 = 15$	$15 - 11 = 4$
$5 + 10 = 15$	$15 - 10 = 5$
$6 + 9 = 15$	$15 - 9 = 6$
$7 + 8 = 15$	$15 - 8 = 7$
$8 + 7 = 15$	$15 - 7 = 8$
$9 + 6 = 15$	$15 - 6 = 9$
$10 + 5 = 15$	$15 - 5 = 10$
$11 + 4 = 15$	$15 - 4 = 11$
$12 + 3 = 15$	$15 - 3 = 12$
$13 + 2 = 15$	$15 - 2 = 13$
$14 + 1 = 15$	$15 - 1 = 14$
$15 + 0 = 15$	$15 - 0 = 15$

### Sixteen Family

$0 + 16 = 16$	$16 - 16 = 0$
$1 + 15 = 16$	$16 - 15 = 1$
$2 + 14 = 16$	$16 - 14 = 2$
$3 + 13 = 16$	$16 - 13 = 3$
$4 + 12 = 16$	$16 - 12 = 4$
$5 + 11 = 16$	$16 - 11 = 5$
$6 + 10 = 16$	$16 - 10 = 6$
$7 + 9 = 16$	$16 - 9 = 7$
$8 + 8 = 16$	$16 - 8 = 8$
$9 + 7 = 16$	$16 - 7 = 9$
$10 + 6 = 16$	$16 - 6 = 10$
$11 + 5 = 16$	$16 - 5 = 11$
$12 + 4 = 16$	$16 - 4 = 12$
$13 + 3 = 16$	$16 - 3 = 13$
$14 + 2 = 16$	$16 - 2 = 14$
$15 + 1 = 16$	$16 - 1 = 15$
$16 + 0 = 16$	$16 - 0 = 16$

### Seventeen Family

$0 + 17 = 17$	$17 - 17 = 0$
$1 + 16 = 17$	$17 - 16 = 1$
$2 + 15 = 17$	$17 - 15 = 2$
$3 + 14 = 17$	$17 - 14 = 3$
$4 + 13 = 17$	$17 - 13 = 4$
$5 + 12 = 17$	$17 - 12 = 5$
$6 + 11 = 17$	$17 - 11 = 6$
$7 + 10 = 17$	$17 - 10 = 7$
$8 + 9 = 17$	$17 - 9 = 8$
$9 + 8 = 17$	$17 - 8 = 9$
$10 + 7 = 17$	$17 - 7 = 10$
$11 + 6 = 17$	$17 - 6 = 11$
$12 + 5 = 17$	$17 - 5 = 12$
$13 + 4 = 17$	$17 - 4 = 13$
$14 + 3 = 17$	$17 - 3 = 14$
$15 + 2 = 17$	$17 - 2 = 15$
$16 + 1 = 17$	$17 - 1 = 16$
$17 + 0 = 17$	$17 - 0 = 17$

### Eighteen Family

$0 + 18 = 18$	$18 - 18 = 0$
$1 + 17 = 18$	$18 - 17 = 1$
$2 + 16 = 18$	$18 - 16 = 2$
$3 + 15 = 18$	$18 - 15 = 3$
$4 + 14 = 18$	$18 - 14 = 4$
$5 + 13 = 18$	$18 - 13 = 5$
$6 + 12 = 18$	$18 - 12 = 6$
$7 + 11 = 18$	$18 - 11 = 7$
$8 + 10 = 18$	$18 - 10 = 8$
$9 + 9 = 18$	$18 - 9 = 9$
$10 + 8 = 18$	$18 - 8 = 10$
$11 + 7 = 18$	$18 - 7 = 11$
$12 + 6 = 18$	$18 - 6 = 12$
$13 + 5 = 18$	$18 - 5 = 13$
$14 + 4 = 18$	$18 - 4 = 14$
$15 + 3 = 18$	$18 - 3 = 15$
$16 + 2 = 18$	$18 - 2 = 16$
$17 + 1 = 18$	$18 - 1 = 17$
$18 + 0 = 18$	$18 - 0 = 18$



### Nineteen Family

$0 + 19 = 19$	$19 - 19 = 0$
$1 + 18 = 19$	$19 - 18 = 1$
$2 + 17 = 19$	$19 - 17 = 2$
$3 + 16 = 19$	$19 - 16 = 3$
$4 + 15 = 19$	$19 - 15 = 4$
$5 + 14 = 19$	$19 - 14 = 5$
$6 + 13 = 19$	$19 - 13 = 6$
$7 + 12 = 19$	$19 - 12 = 7$
$8 + 11 = 19$	$19 - 11 = 8$
$9 + 10 = 19$	$19 - 10 = 9$
$10 + 9 = 19$	$19 - 9 = 10$
$11 + 8 = 19$	$19 - 8 = 11$
$12 + 7 = 19$	$19 - 7 = 12$
$13 + 6 = 19$	$19 - 6 = 13$
$14 + 5 = 19$	$19 - 5 = 14$
$15 + 4 = 19$	$19 - 4 = 15$
$16 + 3 = 19$	$19 - 3 = 16$
$17 + 2 = 19$	$19 - 2 = 17$
$18 + 1 = 19$	$19 - 1 = 18$
$19 + 0 = 19$	$19 - 0 = 19$

### Twenty Family

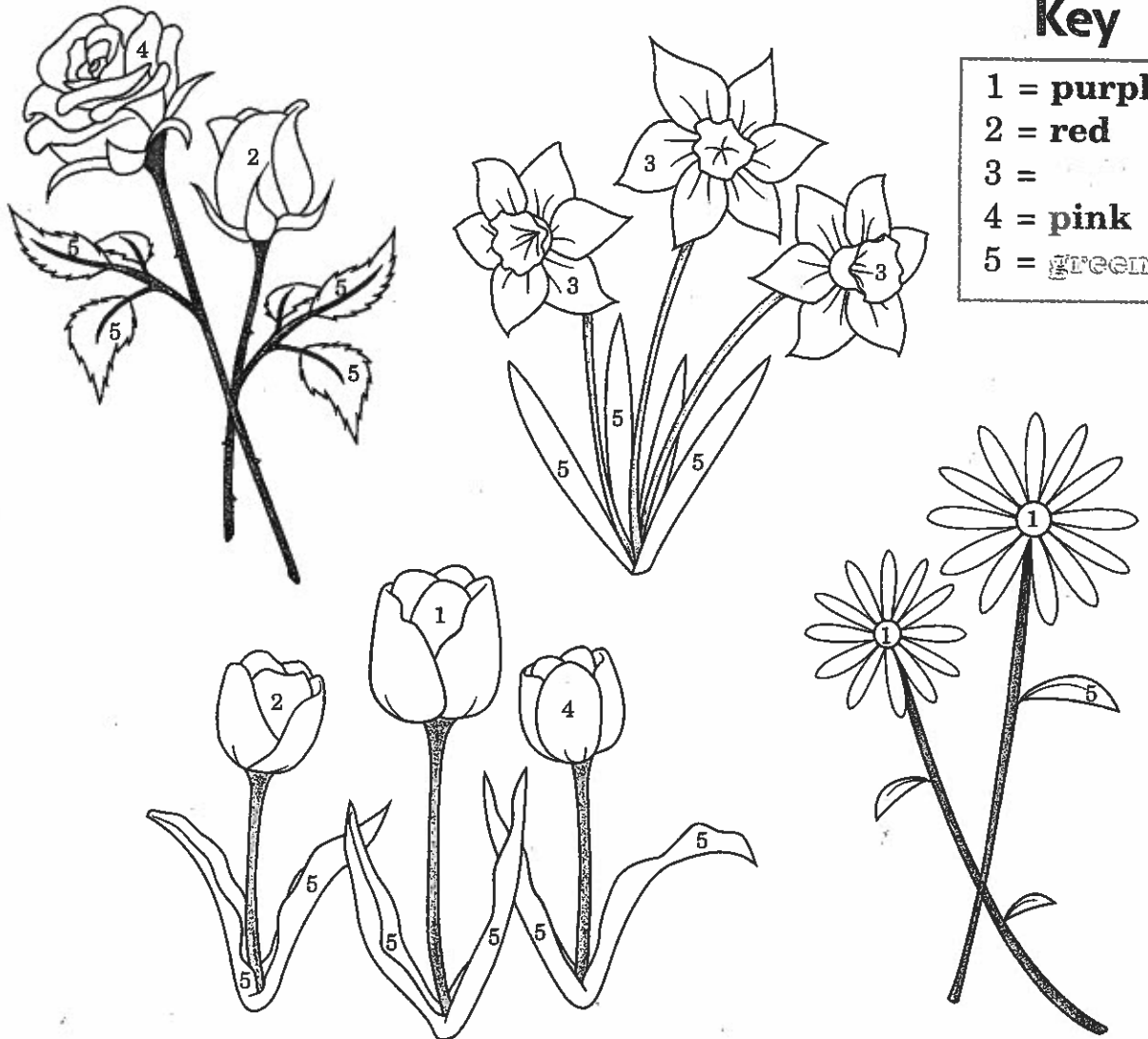
$0 + 20 = 20$	$20 - 20 = 0$
$1 + 19 = 20$	$20 - 19 = 1$
$2 + 18 = 20$	$20 - 18 = 2$
$3 + 17 = 20$	$20 - 17 = 3$
$4 + 16 = 20$	$20 - 16 = 4$
$5 + 15 = 20$	$20 - 15 = 5$
$6 + 14 = 20$	$20 - 14 = 6$
$7 + 13 = 20$	$20 - 13 = 7$
$8 + 12 = 20$	$20 - 12 = 8$
$9 + 11 = 20$	$20 - 11 = 9$
$10 + 10 = 20$	$20 - 10 = 10$
$11 + 9 = 20$	$20 - 9 = 11$
$12 + 8 = 20$	$20 - 8 = 12$
$13 + 7 = 20$	$20 - 7 = 13$
$14 + 6 = 20$	$20 - 6 = 14$
$15 + 5 = 20$	$20 - 5 = 15$
$16 + 4 = 20$	$20 - 4 = 16$
$17 + 3 = 20$	$20 - 3 = 17$
$18 + 2 = 20$	$20 - 2 = 18$
$19 + 1 = 20$	$20 - 1 = 19$
$20 + 0 = 20$	$20 - 0 = 20$

# Flowers—For Our Enjoyment

We cannot eat all plants. God made some of them just for us to enjoy.



Use the key to finish coloring these flowers.





**DO YOU  
REMEMBER?**

*Circle the correct answer.*

1. The \_\_\_?\_\_\_ drinks water from the soil and keeps the plant from falling over.

**root      stem      leaves      flower**

2. The \_\_\_?\_\_\_ moves water from the roots to the leaves.

**root      stem      leaf      flower**

3. The \_\_\_?\_\_\_ make the plant's food.

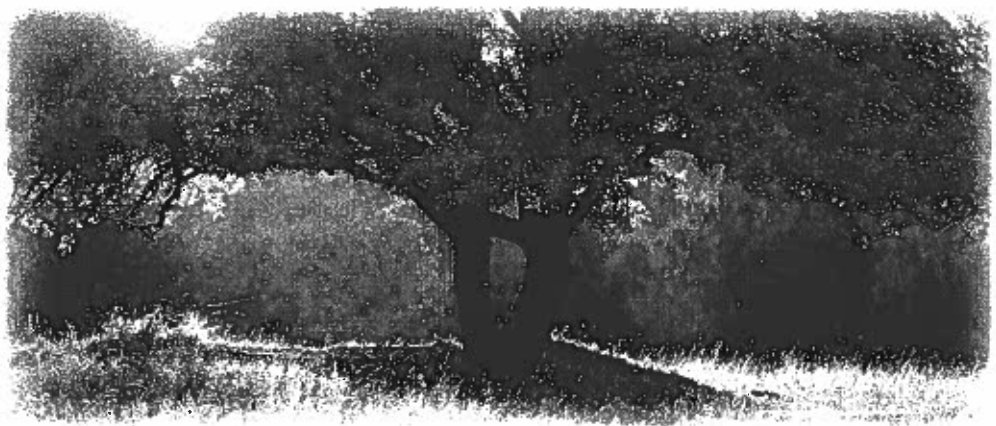
**root      stem      leaves      flower**

4. The \_\_\_?\_\_\_ makes the seeds.

**root      stem      leaves      flower**

5. A peach seed becomes a \_\_\_?\_\_\_.

**apple tree      peach tree      rose**



# Something to do!

Write the names of the parts on the lines.

