

Dear Parents,

With God's help, I am blessed that we have been able to complete this together! My prayers will continue for each child and family. Thank you for your support and cooperation.

With this new material, I am referring to May 18th – May 22nd as Week 1 and May 26th – May 29th as Week 2 and June 1st -5th as grace days.

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.

Please remember to have your child write his/her name or number on all pages.

Since we will not be returning to school for the remainder of the year, please be aware these next two weeks of assignments do include TESTS. The TEST pages are listed within the assignments. I am expecting the children to complete the TESTS independently. Parents are permitted to read the directions for each section of the TESTS. Please do not correct the tests prior to returning them.

Once again, please do not hesitate to contact me with any concerns or suggestions.

Blessings,

Mrs. Klingensmith

READING

WEEK 1:

****Planets (Big Sail Book) 190-207***

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)

NO PHONICS STORY THIS WEEK

Vocabulary Booklet: *Little Star—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.)

74,76,78,80,81,82,84 (Add.) 75,77,79,83

*Complete Phonics Workbook pages (Min.) Review or,ar,ir,ur,er and complete pgs. 273-276 and administer TEST (277-279) and complete 292-293 (ed), 294-296 (ing), 297-300 (double consonants) *No (Add.) this time*

*Complete Language (Duck Book) (Min.) 126-129
(No Add.)

*Complete Spelling Workbook pages 73-74

*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:

Stories are Finished for the Year

*Complete Phonics Workbook pages (Min.) 301-302 (es), 306-307 (y to i), 308-311 (drop silent e) and administer **TEST 313-314** (Add. 305 & 312)

*Complete Language (Duck Book) 130-133

*Spelling - Administer **TEST workbook pages 57-58 and 75-76**

MATH

(Weeks 1 & 2)

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.

Week 1 & 2: TIME:

Workbook pages 499-502, 503-504, 505-506, 509-512, 513-514, 515-516, 523-526, (507,521,531-Review) and TEST pgs. 533-534 (Min.)

(Add.) 491-498, 508,522,532,537-538

Bible

Since these will be our last Bible lessons, I would like the children to understand and appreciate how much God loves them and how He will continue to care about them forever. I would also like them to realize that because we are children of God, we can show others that He lives in us by our own actions and our actions toward others.

Week 1:

Child of God

*Story and Workbook page 71 (Min.)

*Word Search and Maze (Add.)

Armor of God

*Story and Workbook page 77 (fill in words using picture clues), Crossword Puzzle (Min.)

*Maze (Add.)

Week 2:

Fruit of the Spirit

*Story ,Workbook page 73,Crossword Puzzle (Min.)

*Maze and Word Search (Add.)

Science

Week 1 & 2

Read and Discuss pages 78-93 & Workbook page 83-84, 93
(Min.)

Packet- (Add.)

Social Studies

Sadly, I never imagined that we would not return to school before the year ended. Unfortunately, we did not complete our unit on America. The incomplete packets that were still in the desks are being sent home. The corresponding pages in their books are 14-19,29-33.

Read and discuss the above pages (Min.)

Complete packet (Add.)

DO NOT WRITE IN THESE BOOKS

LAST DROP OFF

Please Remember to Return:

Hard Back Readers: Bee and Sailboat

Soft Phonics Readers: Bee and Sailboat

Science Book

Social Studies Book

Language (Duck) Books

All other completed assignments

HAVE A SAFE AND FUN SUMMER!

:)

DLTK's Bible Stories for Children - Psalm 139

A Child of God (You are special to God)

by Sharla Guenther

This week you won't be hearing a story about someone from the Bible. Instead we're going to tell a story about you and God.

In the Bible there is a book called Psalms. David wrote some of the chapters in this book when he was feeling happy, sad and scared. In the story of David and Goliath you might remember that David was a shepherd and when he was out in the fields he would play music and write some of these songs and poems to God.

This psalm was added to the Bible (like all the other books of the Bible) because what he wrote was given to him from God. God gave David a talent for writing songs and He gave David the words and thoughts to write it down.

This psalm tells us a lot about God and how powerful He is. It also shows us just how much God is involved and cares for us.

David starts the psalm by praising God for always being there for him. He knows that God knows him inside and out and even what he's feeling, thinking and what he's going to do before he does it!

David knows that God is all around him cheering for him and giving him a hand along the way.

Knowing how much God cares about him and everyone else this way, David feels like smiling and crying at the same time because he can't believe how great God is.

Have you ever seen your mom or dad crying at a kindergarten graduation or after you did something really great? This was how David was feeling and I can imagine him thinking these things and crying big happy tears!

Next David thinks about where he could go to get away from God. He's not trying to get away but he's trying to think if there's any place that God wouldn't be able to find him.

Do you think there is a place you could go where God wouldn't be able to find you?

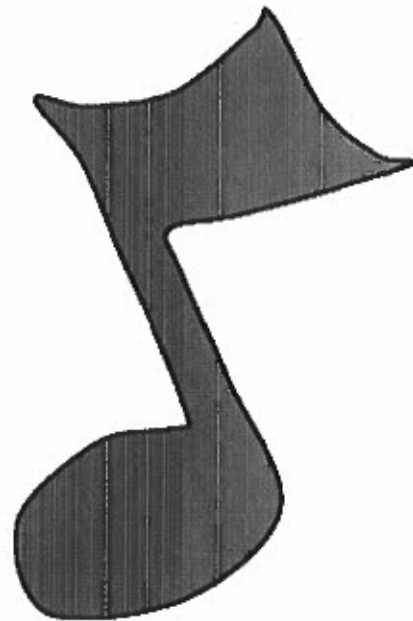
The way David describes it, I think of superheroes. Imagine you could fly as high as the moon or even higher; God would be there. Imagine if you could drill a deep, deep hole right to the middle of the earth, God would be there too!

What if you hid in your darkest closet. Would God find you? Yes! We might think it's dark and no one can see us but God is light, He doesn't see the darkness at all!

There is no place on earth or beyond that you could hide that God wouldn't find you. He is always keeping track of you! Hide and seek won't work with God, He knows where you're going to hide before you get there!

The next part David discusses is about before we were born! Do you think God knew you **BEFORE** you were born? The answer is yes!

God put you together when you were as tiny as a marble and even smaller! He had big plans for how you would look, what you would be like; He was part of it all.



He knew all about you when you were still inside your mother's tummy. Every tiny freckle, the color of your hair, even that one funny birthmark that you have that no one else has, is all the work of God.

Even now God knows how your growing and changing, what you like and don't like. He has big plans for your life and He's hoping you'll keep looking to Him so you can be the very best you can be.

And another thing, God doesn't make junk! He made you beautiful and precious and in His perfect way. So don't let anyone make you think that you're not good enough or smart enough or pretty enough. You were planned and made by the God of the universe who made you special and different from everyone else!

God is amazing! David started to think about all of God's thoughts. How many thoughts He must have. If you took all the sand from all the world and counted each small grain of it; God would still have more thoughts than all of that!

As David gets closer to the end he starts talking about the wicked people in the world. I think it bothers him more and more because he understands how much God loves us, how wonderful and amazing He is, but there are still such wicked people that hate God.

David wants all the wicked people that make fun of God and the people that don't use God's name in a nice way to be taken off the earth. He doesn't want to be near them.

The last two verses David asks God to do some things for him. He asks God to search his thoughts and his desires. He wants God to see his loyalty and love for Him.

David wants to stay strong and be challenged by God. When we face difficult times these challenges can make us grow stronger and count on God more. David welcomed these times so he could have a better relationship with God.

The last thing he asks God is that if there's any bad thought or sin in him that God would lead him away from doing that and help him find his way to God in heaven.

Throughout this chapter David talks about God's knowledge about every part of us from beginning to end. Realizing this, he accepts and asks God to search him and to keep him true and on the path to knowing and seeking God.

So whenever you're feeling bad about yourself or alone remember Psalm 139 and how you can never get away from God, He is always with us, cheering for us along the way.

Take Care of God's Creation: Your Body!

Directions: Make an X in the boxes that show us how to take great care of our bodies.

Brush your teeth.

Get plenty of sleep.

Smoke cigarettes.



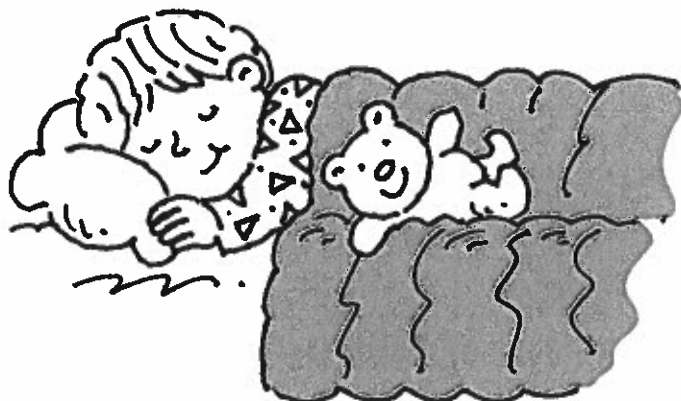
Eat vegetables.

Play safely.



Exercise every day.

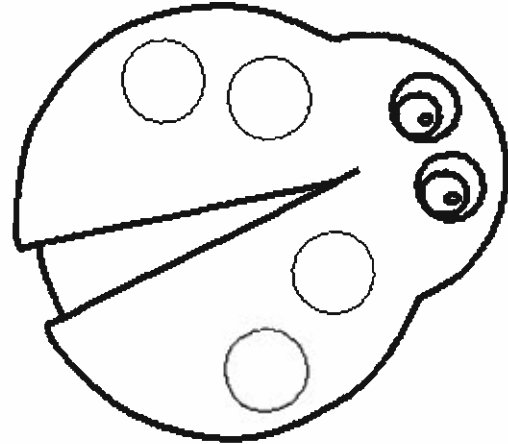
Play with matches.



Drink plenty of milk.

Say NO to drugs.

I am Special



(sing to the tune of "Frere Jacques")

I am special (point to yourself)

I am special

Don't you see? (make binoculars with your fingers)

Don't you see?

Someone very special (hands out to the side, palms up)

Someone very special

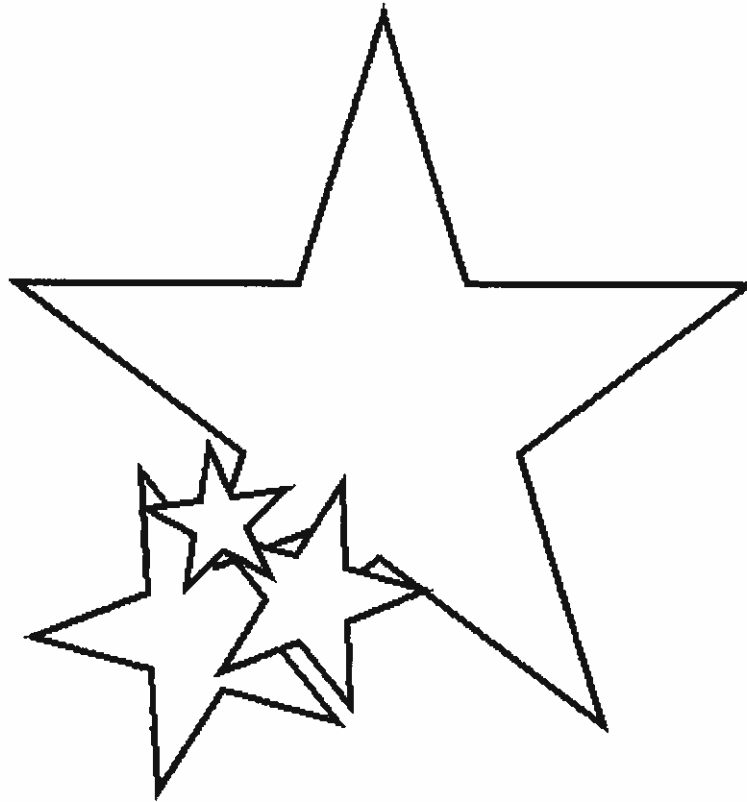
'Cause God (point to heaven) made me (point to yourself)

God made me!

Jesus Loves You As You Are

To the tune of "Twinkle Twinkle Little Star."

Twinkle twinkle precious star, Jesus loves you as you are.
He loves your smile he loves your voice
He thinks you are pretty choice.
Twinkle twinkle precious star, Jesus loves you as you are.



Twinkle twinkle precious star, Jesus loves you as you are.
He loves your smile, He loves your face,
He wants to save you by His Grace.
Twinkle twinkle precious star, Jesus loves you as you are.

The Armor of God

In biblical times soldiers would wear very heavy armor. In fact, when David went to fight the giant Goliath he couldn't wear the armor because it was too heavy. These days, soldiers don't wear armor, but you might find it interesting to know that many Christians wear armor everyday and it would be a good idea if you did too.

How can you wear armor? This armor is so neat; it's like having special powers that are invisible! When you imagine yourself putting on the armor of God each day it will help you against the devil as well as the things you shouldn't do. However, the only way this armor will work is if Jesus lives inside you.

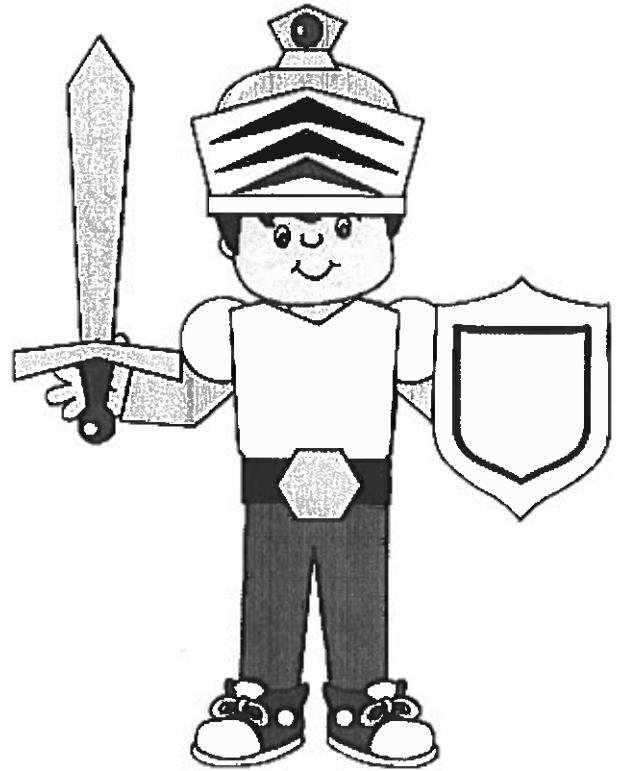
The devil wants us to mess up and do things God doesn't want us to do. He might try to do that by getting you interested in violent video games, shows on TV or movies that show people doing things that are sinful and try to make them look like fun. You might also be pressured by other kids to do things that we know God wouldn't want us to do.

These are some of the ways that the devil tries to trick you into doing things you shouldn't (this is called sin). By putting on the armor of God, you will be able to stand up to these things and do what is right. The armor will give you God's help to fight against the bad in the world.

We are going to start with the **Belt of Truth**. We need to put this on first to be truthful and remember the truth we know about God. We can know the truth by reading the Bible, the Spirit telling us (giving us a conscience), or learning from other people who believe in God the same as us.

Next is the **Breastplate of Righteousness**. If you play hockey you probably have something that protects the part between your neck and tummy. This piece also protects your heart. We can protect our heart by confessing any sin we have, or saying sorry to God for things we've done wrong.

Now we put on the **Sandals of Peace**. First, we need to protect our feet and go where God would want us to go. Our feet would get sore if we walked around with no shoes on, so we need to avoid places we know we shouldn't go to keep our protective sandals on. Second, we need to be peaceful with others. If there is someone you're fighting with or if you've hurt someone's feelings you need to go ask for their forgiveness, or forgive those who have wronged you. Third, if you find things are a little hectic God is the peacemaker, and if you ask He can give you all the peace you need.



The next piece of armor you don't have to wear; instead, you hold it.

It's the **Shield of Faith**. Just think of what you could do with a real shield. If someone throws a snowball at you, you can lift the shield so it doesn't hit you at all. We can use the shield in the same way when bad things come our way like temptations or doubt.

Sometimes the devil will try to make us think that there isn't a God, or that he doesn't love us because we've done something wrong. We need to hold up our shield and stop these thoughts when this happens and remember that God loves us no matter what.

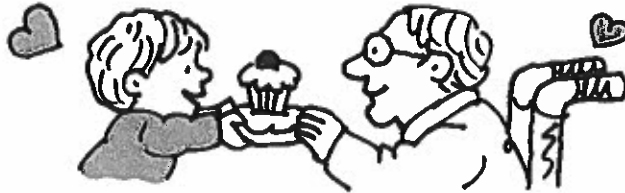
The **Helmet of Salvation** is the next piece. This is what we use to protect our minds. Sometimes we need to remember that we're God's children and He loves us and will help us. We also need to remember what we've read in the Bible and learned from our parents and church about God. That will help us make the right decisions.

The next piece of armor that we hold is the **Sword of the Spirit**. The sword is both the Bible and having the Spirit of God work in us. We can cut anything off that isn't good in our lives. By remembering God's word (the Bible) we will be able to tell what is good and what is bad.

Prayer is the last piece of armor. This isn't a particular piece of armor but kind of holds all our armor together. By talking to God we can do amazing things. Nothing is too big or impossible with prayer because God can do anything that He wants to. That doesn't mean that he will always answer the way we want him to, but he will answer the way He knows is best.

When we pray, we need to remember that we don't always need to ask for things. God also wants us to pray for others (for people that don't know Him, for people we don't like, for people that are sick, etc.). He also wants us to thank Him for whatever we are thankful for (being good at something, family, friends, toys, etc.) He blesses us with these things so we should thank Him.

A good way to help you remember the armor is to put it on each day when you get out of bed or before you go to school. Pray that God will help you remember that the armor is there and what it's used for so you can fight the bad with the good.



I will worship and serve the Lord with my actions.



1. _____



2. _____



3. _____



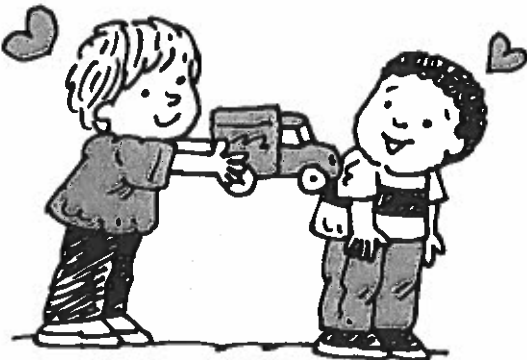
4. _____



5. _____

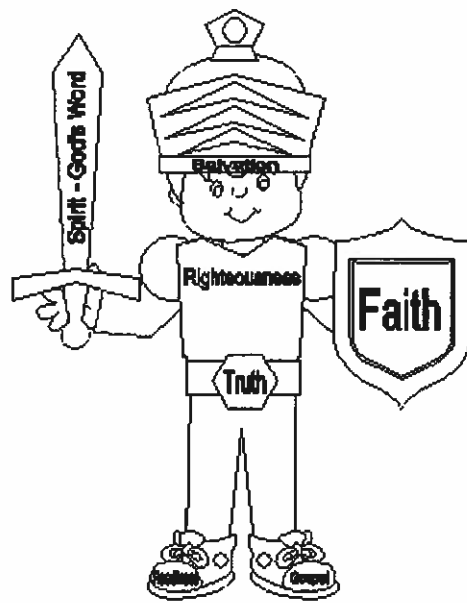
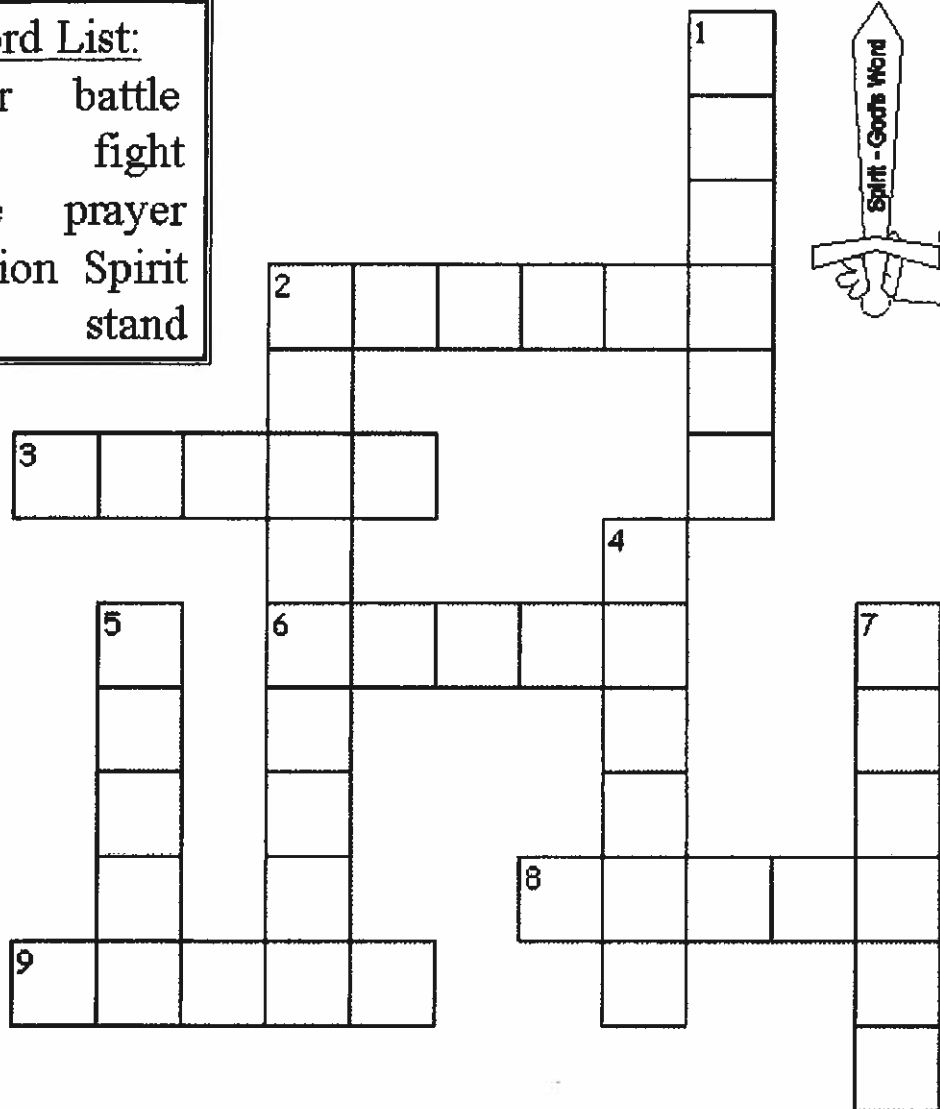


"Jesus answered, 'It is written: "Worship the Lord your God and serve him only"' (Luke 4:8).



Armor of God Crossword

Word List:	
armor	battle
Bible	fight
peace	prayer
salvation	Spirit
shield	stand



Across

- 2. With the sword of the _____ we have a special part of God work in us.
- 3. It is important to fill our minds with the words of this book.
- 6. This is invisible to others but each piece will protect us in a special way.
- 8. Sandals of _____ help us ask for forgiveness and get along with others.
- 9. With the armor we can _____ strong and know we are protected from evil.

Down

- 1. There is a constant _____ between good and evil and we should be ready.
- 2. The helmet of _____ protects our minds so we make good decisions.
- 4. This holds all the armor together and makes it work.
- 5. We win the _____ when we wear the armor of God.
- 7. This piece of armor we hold and it protects us against temptations and doubt.

The Fruit of the Spirit

Today we are going to talk about fruit. Do you like fruit? What is your favorite fruit? All fruit is different. It tastes different, it looks different and it feels different in your mouth (sometimes fruit is crunchy, sometimes soft, sometimes juicy, etc.)

The Bible talks about fruit but its a different kind of fruit, it's called the fruit of the Spirit. The fruit of the Spirit is a little like real fruit because they are each special and different too.

It's really neat because when we ask Jesus to live in us his Spirit stays with us and He will give us some of this special fruit. As we grow and learn more about Jesus, the Spirit will give us more and more fruit and become more Christ-like.

I will tell you in a minute what this special fruit is but first I want to explain how God can be God, Jesus (His son) and the Spirit all at the same time.

The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control. All of these fruits are good to have and the Spirit wants to give them to us.

God wants us to try to be good and have the fruit of the spirit in us. We can try to have love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self control but the Spirit will give us the kind of gifts he wants us to have. It's hard to do it on our own, we need the Spirit to help us with each of these things.

Just in case you don't know what each of the fruit of the spirit means I'm going to try to explain them. I think the easiest fruit of the spirit to explain is love. Think of someone that loves you no matter what. You can make mistakes and it doesn't matter what you look like, but they still love you. God loves us too, no matter what, he even loves you more than your parents! He can help us love others the way we should.

The next fruit is joy. Joy is like being very, very happy, it's being happy inside even when things aren't going great. Again, we can try to be joyful but only God can give us the kind of happiness that makes us joyful, we can't just be joyful on our own.

When we think of peace, we usually think of no more fighting or war. That is right, but the peace of the spirit is a bit different. This is the peace we get when we get to know God really well (by reading the Bible, praying, asking questions, etc). If we have this peace we will feel a calmness inside and know that all our sins are confessed and that God forgives us.

Patience is the next one and I'm sure we know what this means. Have you ever been told to have patience? The patience God is talking about is for those little things like waiting to open your Christmas presents or being patient to go to the park. But it also means to be patient for answers to prayer that might take years to be answered.

Next is kindness and it should be easy although sometimes it's not. Is it easy to be kind to someone who has been mean to you or to a beggar on the street? When God gives us this gift, its more than just being kind to others. He might help us be kind to someone who really needs it and we're not even aware of it. For example, maybe you feel like you should write a letter or call a grandparent. God might be urging you to do that because they are having a bad day and that's exactly what they need to cheer them up. Sometimes your kind deed to someone else is all they need to remember that someone special loves them.

Being good or goodness is the next fruit of the spirit. Having the gift of goodness means God can depend on me to be honest, repent of my sins, and turn away from bad things. We also need to try to act this way towards others through our actions so they can see the fruit in us. The only true goodness we have is the goodness of God living in us.

Faithfulness is next and this one might be a little trickier to understand. Being faithful is keeping your promises, being a loyal friend even when times get tough, being trustworthy and doing the things you said you would do. When I think

of faithfulness I think of my grandma who prayed for me every single day of her life. She was faithful in praying for me, which also meant that she prayed everyday.

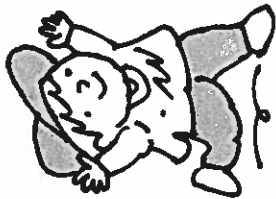
When I think of gentleness I think of holding a brand new baby. For some reason we think they might break if we don't hold them so carefully. The kind of gentleness God is talking about is similar to this. No matter what situation comes up we are supposed to be gentle. That doesn't mean we shouldn't stick up for ourselves, if someone is doing something you know is wrong you should still tell an adult or tell them to stop. Just do it in a gentle way like Jesus would do it.

The last fruit is self control and is a very important one, it means to be in control of what we say and do. Without self control we can't do the things we should. To be able to live the way God wants we have to be in control of the things we do. Just like when a brother or sister bugs you so much you just want to hit them, we know that we have to control ourselves and not hit them. We know we just can't do whatever we feel like sometimes because its not right and we'd be punished.

Just remember that with all these gifts we need help from God to be able to use the gifts properly. We need to remember that God made us and he is perfect. If you want the fruit of the spirit first you need to ask God to live in you, and then the more you get to know him the more fruit or gifts he will help you have.



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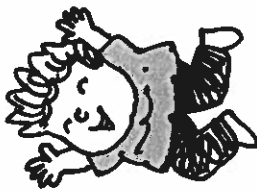
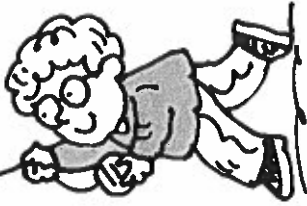
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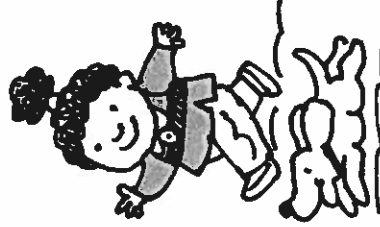
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vobae

(_____ 3:2).

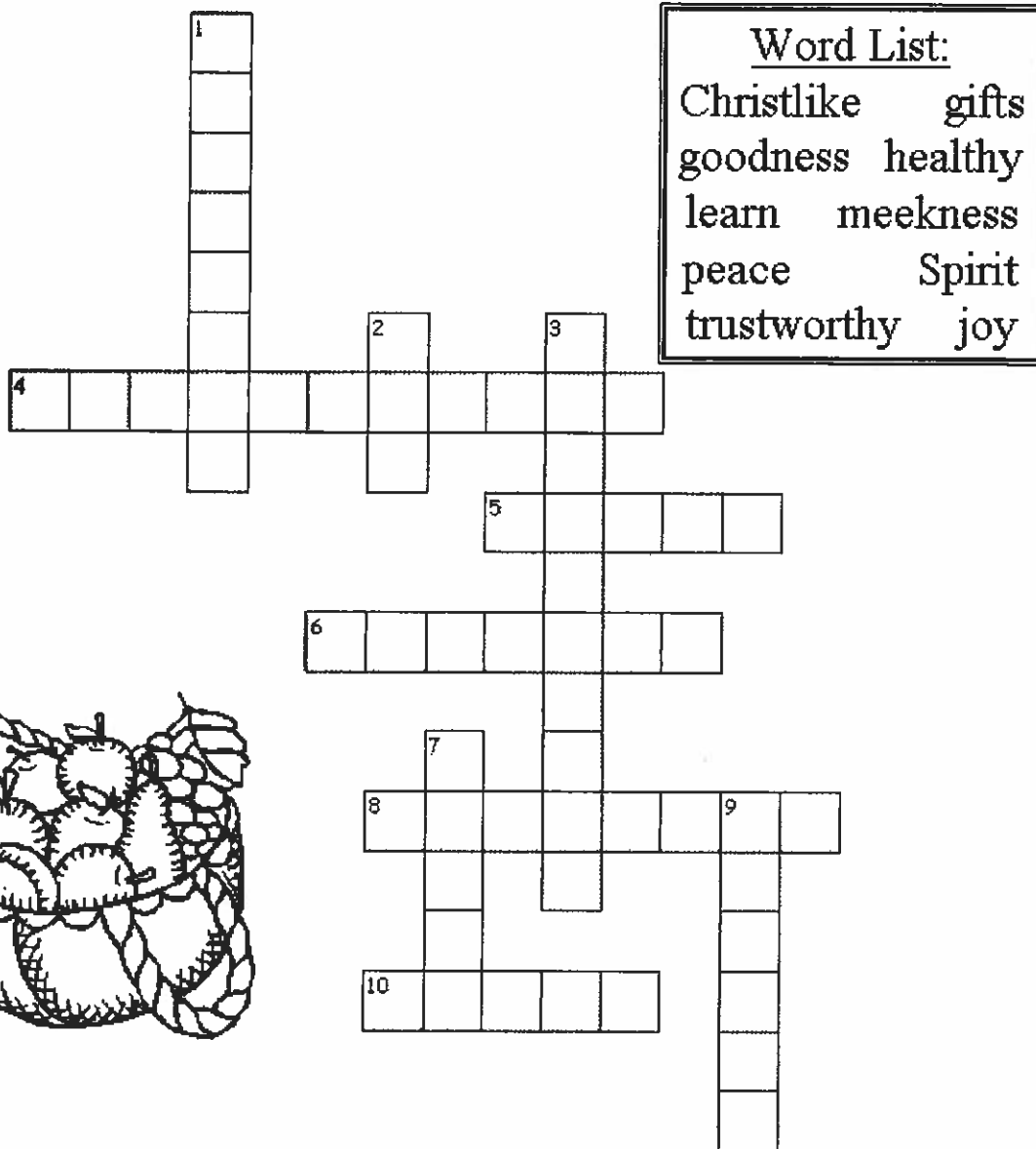
sssooliaCn



Directions: Unscramble these words to find out what this week's memory verse says. Find these words:

- minds
- Set
- Colossians
- on
- above
- your
- things

Fruit of the Spirit Crossword



Across

4. This fruit of the spirit is a bit like faithfulness or being dependable.
5. God will give us these fruit or ____ if we ask and work on it.
6. Just like real fruit, the fruit of the Spirit also makes us this inside.
8. This is another word for gentleness.
10. If we try to ____ by reading the Bible we will understand how to become more fruitful.

Down

1. Having this fruit means you will turn away from bad choices.
2. This fruit of the Spirit is about being more than just happy.
3. When we have more fruit of the Spirit we become more ____.
7. Being full of this means that you don't worry but believe God to take care of things.
9. This part of God helps us develop the different fruit in our lives.



School-Home Connection 8

Family Involvement Activities

Your child has just finished reading the final selection in this level, "Planets." This nonfiction selection about the planets is illustrated with photographs taken by the *Voyager* spacecraft.

I have tried some of the activities.

Student: _____

Family Member: _____

Comments/Suggestions: _____

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

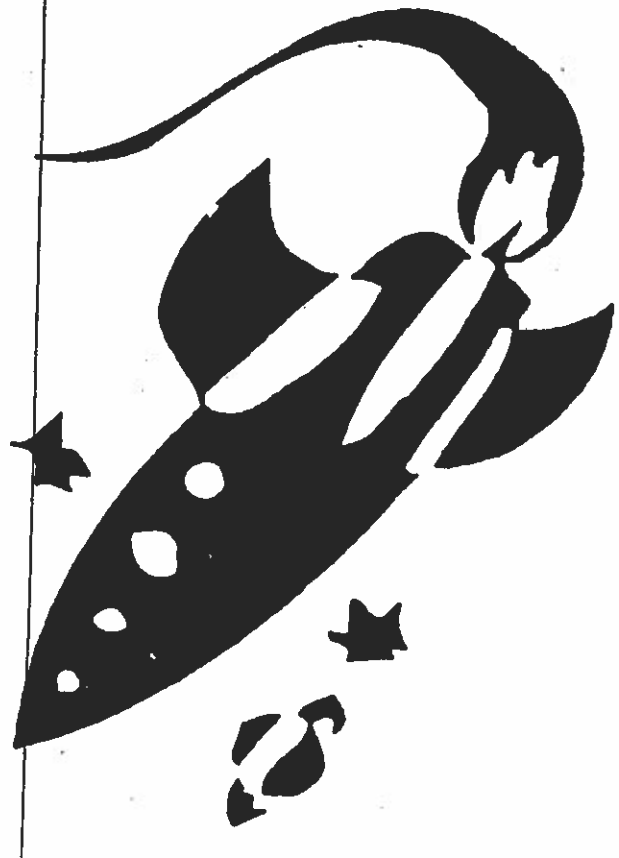
Words, Words, Words

- Have your child cut out the word cards and read each word.
- Give your child a sentence clue and have him or her supply the missing word. For example, "We live on the ____ Earth." (*planet*) Then have your child use the word in a new sentence.
- Have your child draw pictures showing a *planet*, *space*, a *rocket*, and *spacecraft* and label them.

What's in Space?

Encourage your child to tell you what he or she has learned about planets and space in "Planets." Ask your child what other questions he or she has about the planets. Look for books about the planets and space. Read them together and help your child find the answers to his or her questions. If you are near a science museum, visit to see the space exhibits.

planet
space
rocket
spacecraft
pictures



Visit The Learning Site!

www.harcourtschool.com

Our world is a _____ named Earth.

We can send a _____ into space to learn about planets.

A spacecraft was sent into _____ on a rocket.

This _____ took pictures of Earth.

Then it took _____ of the other planets and stars.

Name _____ Date _____

Planets

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

1. How many planets move around the sun?

- nine
- eleven
- seven

2. The sun is a _____ .

- planet
- moon
- star

3. Why is Mercury so hot?

- It is a red planet.
- It is close to the sun.
- It is a bright planet.

4. From Earth which planet looks like a star?

- Mars
- Saturn
- Venus

5. The planet with two moons is _____ .

- Mars
- Mercury
- Jupiter

6. The planet that has both rings and moons is _____ .

- Mars
- Earth
- Uranus

7. The rings around Saturn are made of _____ .

- rock and moons
- ice and rock
- suns and moons

Directions: Draw or write the answer to each question.

8. What is one fact you know about Pluto?

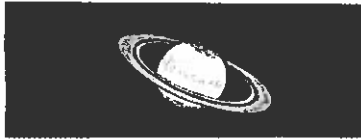
9. What gives Earth heat and light?

10. How did *Voyager* get into space?

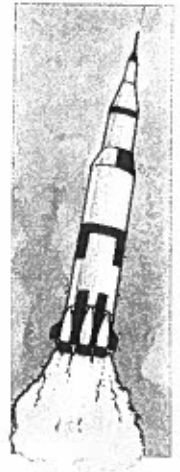
► Write the word that best completes each sentence.

planet spacecraft rocket space pictures

1. I wonder what's in _____.



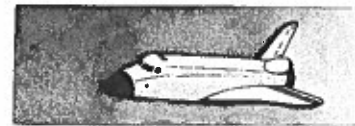
2. Saturn is a _____ with rings.



3. The _____ lifted off the ground.

4. Stars and planets are in _____.

5. The _____ flew to the satellite.



6. The satellite takes _____.

Name _____

Phonics
 Long Vowel: /ō/o

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

cold So ago go old

1. The first trip to space took place over

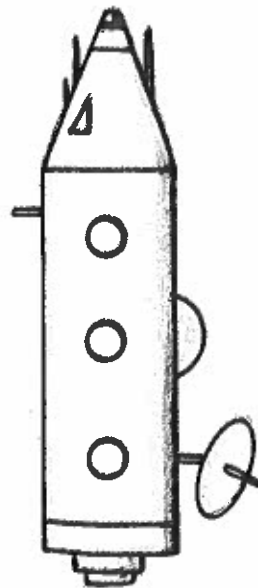
40 years _____.

2. Space is very _____.

3. Those who _____ up are brave.

4. John Glenn was 77 years _____
when he made his second trip.

5. _____ would you go if you could?



Harcourt



Pretend you are looking at Earth from space. Write a sentence describing what you see.



Name _____

Grammar

Contractions
With Not

► Write the word to finish each sentence.

isn't don't hasn't

1. The spacecraft _____
landed yet.

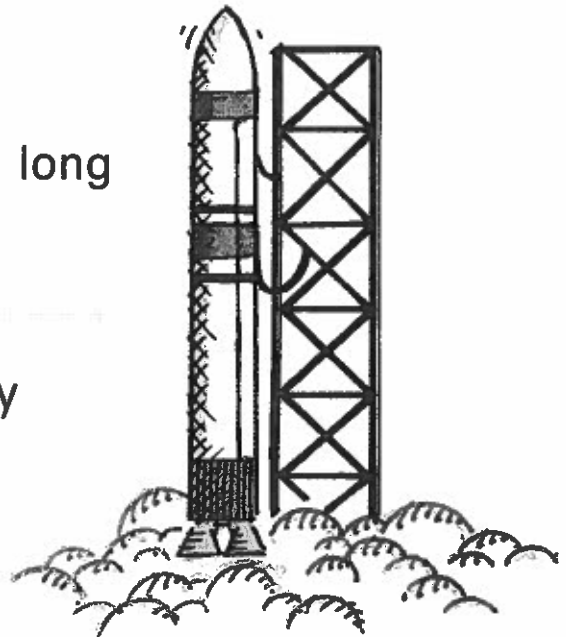
aren't isn't don't

2. We _____ have long
until we reach Mars.

3. Mars has two moons, but they

don't isn't aren't

_____ very big.



don't hasn't doesn't

4. Mars _____ have water.

Harcourt



Make two lists. Call one list "Things I Like" and the other list "Things I Don't Like." Which list is longer?



Name _____

Spelling

Words with Long
Vowel: /ō/o

► Read the clues. Write the words to complete the puzzle.

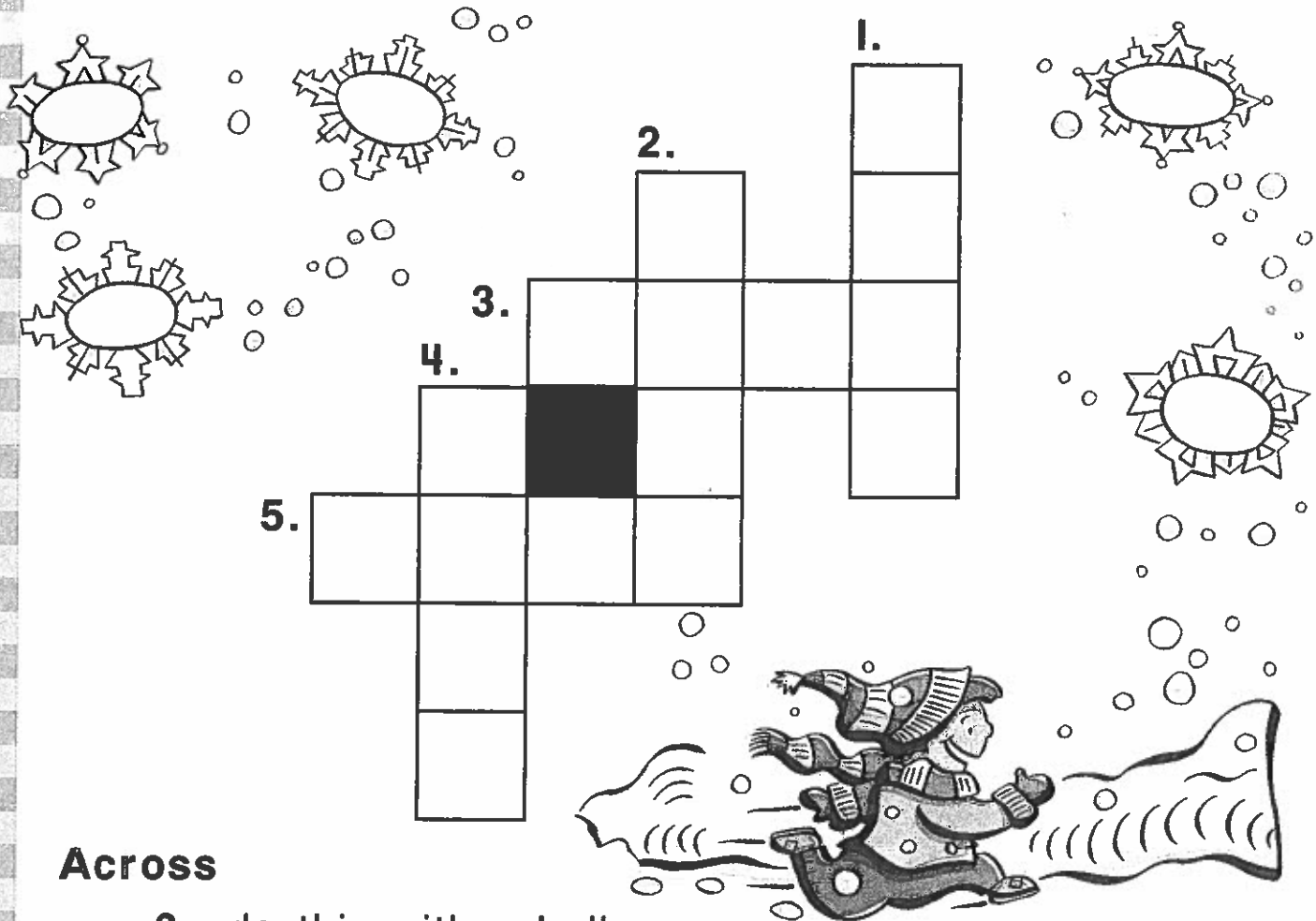
cold

fold

most

roll

hold



Across

- 3. do this with a ball
- 5. make something small and neat

Down

- 1. keep something in your hand
- 2. not hot
- 4. greatest amount

Harcourt

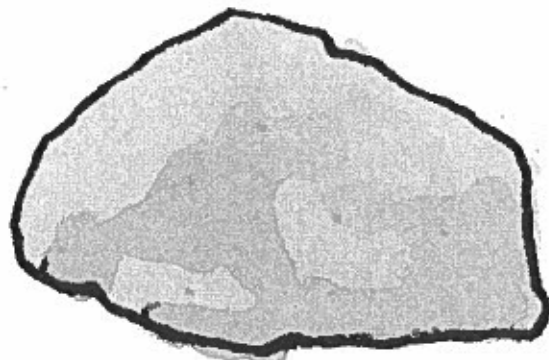
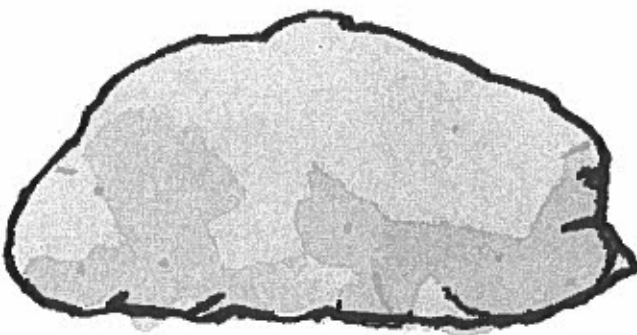
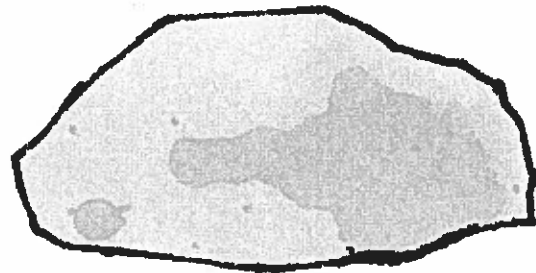
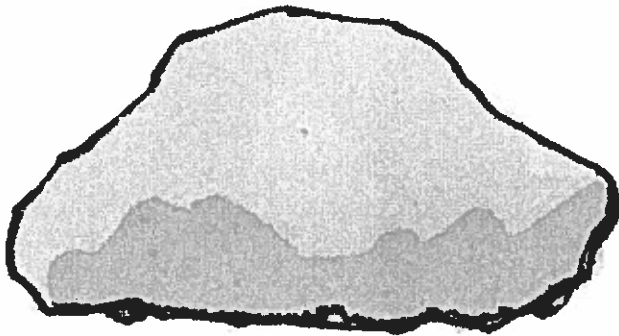
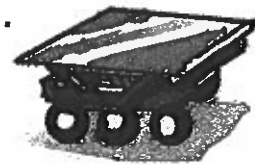


Name _____

► Read the paragraph. Circle the main idea and write four details about the paragraph on the rocks.

In 1997, people learned a lot about Mars from a robot. A robot car called Rover traveled to Mars. The Rover's job was to collect facts about Mars. The Rover picked up rocks. It took pictures. It collected facts about the weather on Mars.

Things the Rover Did



TRY THIS Use the main idea to make up a title for the paragraph.



Name _____

Phonics

Long Vowel:
/u/ u-e

► Complete each sentence. Write the word on the lines.

huge mule cube tune use

1. All planets are in the shape of a ball.

Not one is a _____.

2. Planets are very, very big.

Planets are _____.

3. So far, we see no life on other planets.

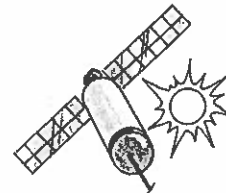
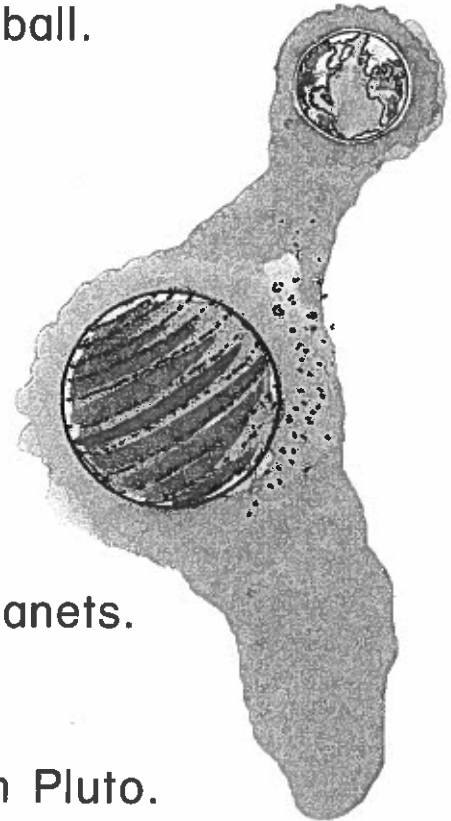
A _____ could not live on Pluto.

4. Spacecraft run on batteries.

These _____ the sun's light for power.

5. There is no air in space, so it is silent.

If you play a _____, no one will hear.



Harcourt



Name _____

Phonics

Phonogram: -eat

► Find these words in the puzzle. Circle them. The words go across and down.

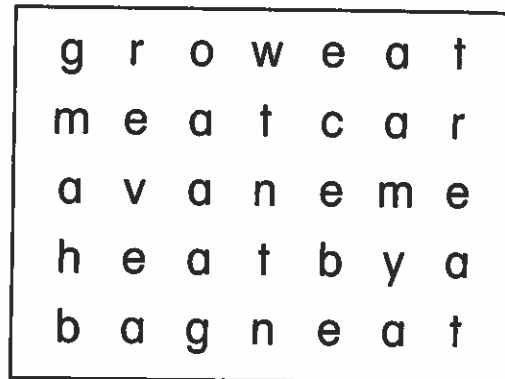
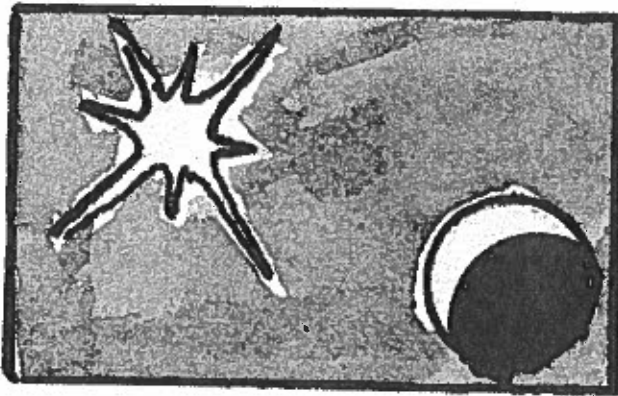
eat

treat

heat

neat

meat



► Complete each sentence.

1. People in space have to _____.



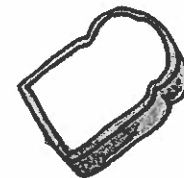
2. They _____ special food.



3. Peanuts make a good _____.



4. Still, it is hard to stay _____.



5. Chicken and beef are two kinds of _____.

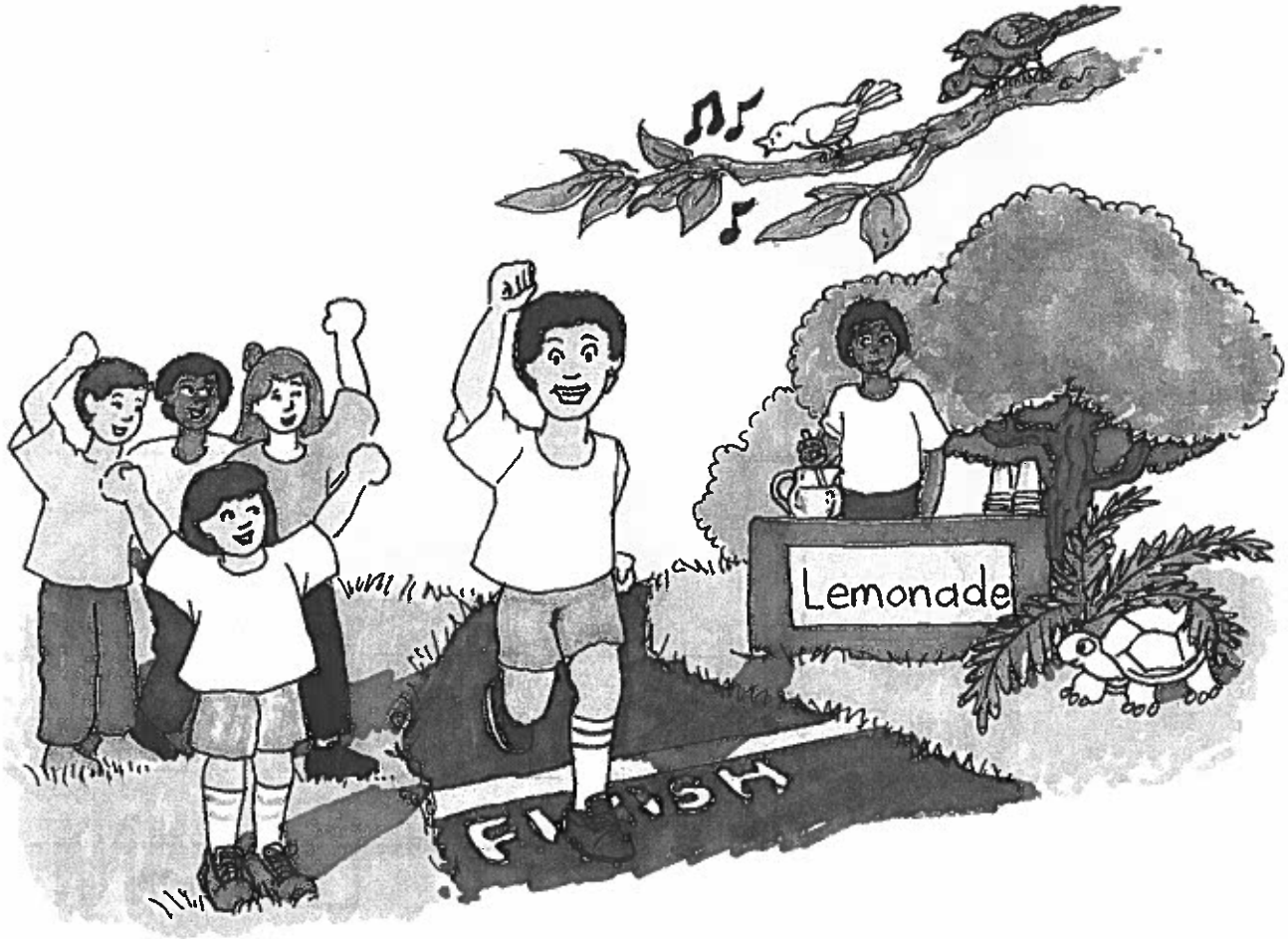





Harcourt



Name _____

Do what the sentences tell you.















1. Kurt got there first. Put a **1** on Kurt's shirt.
2. Do you see the turtle in the ferns?  Color the turtle.
3.  Color the girl's shirt purple.
4.  Color the bird that chirps.
5. Herb stirs. Put an **H** on Herb's shirt.

Name _____



Write the word that names each picture.

star herd curl cart fern card
dirt bird arm barn girl turn

<p>1</p>  <p>_____</p> <p>-----</p> <p>_____</p>	<p>2</p>  <p>_____</p> <p>-----</p> <p>_____</p>	<p>3</p>  <p>_____</p> <p>-----</p> <p>_____</p>
<p>4</p>  <p>_____</p> <p>-----</p> <p>_____</p>	<p>5</p>  <p>_____</p> <p>-----</p> <p>_____</p>	<p>6</p>  <p>_____</p> <p>-----</p> <p>_____</p>
<p>7</p>  <p>_____</p> <p>-----</p> <p>_____</p>	<p>8</p>  <p>_____</p> <p>-----</p> <p>_____</p>	<p>9</p>  <p>_____</p> <p>-----</p> <p>_____</p>
<p>10</p>  <p>_____</p> <p>-----</p> <p>_____</p>	<p>11</p>  <p>_____</p> <p>-----</p> <p>_____</p>	<p>12</p>  <p>_____</p> <p>-----</p> <p>_____</p>

Harcourt

Circle and write the word that completes each sentence.




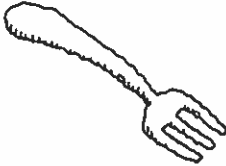



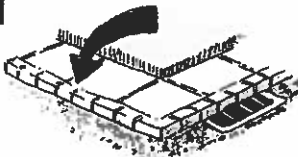


1		<p>This is for my _____ _____ _____ !</p>	<p>bark bird bed</p>
2		<p>Put it in the _____ _____ _____ .</p>	<p>cart cat curl</p>
3		<p>It's our _____ _____ _____ next.</p>	<p>tar turn ten</p>
4		<p>Carl is the _____ _____ _____ .</p>	<p>class click clerk</p>
5		<p>I'll put it in the _____ _____ _____ .</p>	<p>corn car can</p>
6		<p>It is getting _____ _____ _____ out.</p>	<p>dirt dark desk</p>

Name _____



Underline the word that answers the question. Then write the word.

1		Hurt or a horn?	_____ _____ _____
2		Stir or a star?	_____ _____ _____
3		A fort or a fern?	_____ _____ _____
4		A fork or a farm?	_____ _____ _____
5		A shirt or a shark?	_____ _____ _____
6		A storm or a start?	_____ _____ _____
7		A bird or a barn?	_____ _____ _____
8		Corn or a curb?	_____ _____ _____

Harcourt

Read the story, and answer the questions.



A Long Walk

Mark and his dad started to walk along a path.

At first they saw a lot of ferns. They saw birds and a

big turtle. Mark's shirt got torn on a sharp thorn, but the

thorn did not hurt his arm. A storm started, so they ran into an old barn.

At last they got back to where the car was parked. By then it was getting dark. They had walked far! Mark and his dad had some popcorn and looked at the stars.



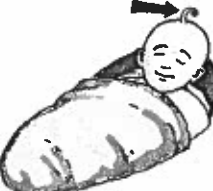
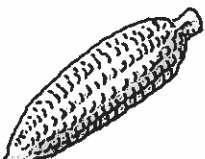




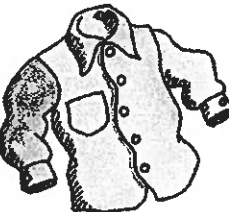



1. What did Mark and his dad see?

2. What did they do when the storm started?

3. What did they look at when they had popcorn?



Fill in the circle next to the name of the picture.







<p>1</p>  <p> <input type="radio"/> star <input type="radio"/> stir <input type="radio"/> stop </p>	<p>2</p>  <p> <input type="radio"/> bit <input type="radio"/> bark <input type="radio"/> bird </p>	<p>3</p>  <p> <input type="radio"/> curl <input type="radio"/> cart <input type="radio"/> cork </p>
<p>4</p>  <p> <input type="radio"/> curb <input type="radio"/> corn <input type="radio"/> car </p>	<p>5</p>  <p> <input type="radio"/> port <input type="radio"/> park <input type="radio"/> pick </p>	<p>6</p>  <p> <input type="radio"/> fern <input type="radio"/> farm <input type="radio"/> fort </p>
<p>7</p>  <p> <input type="radio"/> bed <input type="radio"/> bat <input type="radio"/> bar </p>	<p>8</p>  <p> <input type="radio"/> torn <input type="radio"/> tar <input type="radio"/> turn </p>	<p>9</p>  <p> <input type="radio"/> short <input type="radio"/> shirt <input type="radio"/> sharp </p>
<p>10</p>  <p> <input type="radio"/> card <input type="radio"/> cork <input type="radio"/> cot </p>	<p>11</p>  <p> <input type="radio"/> gas <input type="radio"/> get <input type="radio"/> girl </p>	<p>12</p>  <p> <input type="radio"/> stamp <input type="radio"/> storm <input type="radio"/> start </p>

Handcut

Name _____







Fill in the circle next to the sentence that tells about the picture.



<p>1</p> 	<ul style="list-style-type: none"><input type="radio"/> They find forks in a barn.<input type="radio"/> They pick corn on a farm.<input type="radio"/> They see cars by the curb.
<p>2</p> 	<ul style="list-style-type: none"><input type="radio"/> The dogs see a cart in the yard.<input type="radio"/> The dogs start going north.<input type="radio"/> The dogs bark at the stars.
<p>3</p> 	<ul style="list-style-type: none"><input type="radio"/> This bird can see in the dark.<input type="radio"/> This shirt got torn.<input type="radio"/> The storm will start now.
<p>4</p> 	<ul style="list-style-type: none"><input type="radio"/> The thorns are purple.<input type="radio"/> The bird has no horns.<input type="radio"/> The turtle has no fur.
<p>5</p> 	<ul style="list-style-type: none"><input type="radio"/> Make a mark on the chart.<input type="radio"/> Turn the short one now.<input type="radio"/> Stir this with your fork.
<p>6</p> 	<ul style="list-style-type: none"><input type="radio"/> That cork goes back and forth.<input type="radio"/> They march in the ferns.<input type="radio"/> The first one has a horn.

Fill in the circle next to the sentence that tells about the picture.



<p>1</p> 	<ul style="list-style-type: none"> <input type="radio"/> They find forks in a barn. <input type="radio"/> They pick corn on a farm. <input type="radio"/> They see cars by the curb.
<p>2</p> 	<ul style="list-style-type: none"> <input type="radio"/> The dogs see a cart in the yard. <input type="radio"/> The dogs start going north. <input type="radio"/> The dogs bark at the stars.
<p>3</p> 	<ul style="list-style-type: none"> <input type="radio"/> This bird can see in the dark. <input type="radio"/> This shirt got torn. <input type="radio"/> The storm will start now.
<p>4</p> 	<ul style="list-style-type: none"> <input type="radio"/> The thorns are purple. <input type="radio"/> The bird has no horns. <input type="radio"/> The turtle has no fur.
<p>5</p> 	<ul style="list-style-type: none"> <input type="radio"/> Make a mark on the chart. <input type="radio"/> Turn the short one now. <input type="radio"/> Stir this with your fork.
<p>6</p> 	<ul style="list-style-type: none"> <input type="radio"/> That cork goes back and forth. <input type="radio"/> They march in the ferns. <input type="radio"/> The first one has a horn.

Name _____

Now

I pick an apple.



Past

I picked an apple.

Add **ed** to each word to make it tell about the past. Then trace the rest of the word.

1



call

2



kick

3



pack

4



look


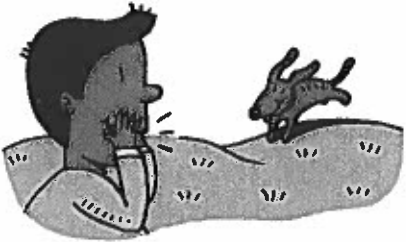
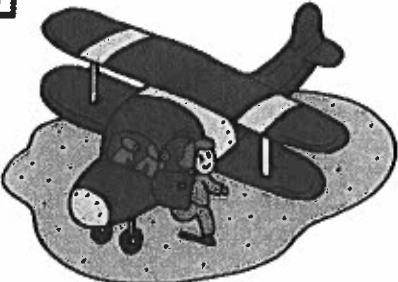
Harcourt

Now write two sentences about something that happened in the past. Use words with **ed**.

Name _____

Find three words in the puzzle that end in **ed** and tell about the past. Circle the words. Then write the word from the puzzle that completes each sentence.

h	c	a	l	l	e	d
k	a	m	a	s	p	a
i	l	a	n	d	e	d
c	l	i	d	h	t	s
k	i	c	k	e	d	m

<p>1</p> 	<p>_____</p> <p>_____</p> <p>You _____ it.</p>
<p>2</p> 	<p>_____</p> <p>_____</p> <p>Tim _____</p> <p>the dog.</p>
<p>3</p> 	<p>_____</p> <p>_____</p> <p>It _____ here.</p>

Name _____

I kick.



I am kicking.

Add **ing** to each word to make a new word. Then trace the rest of the word.

1



pick

2



look

3



call

4








pack

Harcourt

Now write two sentences that use **ing** words.

Name _____





Circle and write the word that completes each sentence.

<p>1</p> 	<p>Do you see me _____ _____ _____ it?</p>	<p>kicks kicking kicked</p>
<p>2</p> 	<p>_____</p> <p>Tim is _____ .</p>	<p>picking picks picked</p>
<p>3</p> 	<p>Tim is _____ _____ _____ .</p>	<p>packs packed packing</p>
<p>4</p> 	<p>_____</p> <p>Pam is _____ _____ for the cat.</p>	<p>look looking looks</p>
<p>5</p> 	<p>_____</p> <p>Pam is _____ _____ the cat.</p>	<p>calling calls called</p>

Name _____



Circle and write the word that completes each sentence.

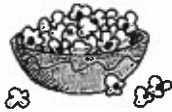
<p>1</p> 	<p>_____</p> <p>_____</p> <p>The _____ had Nat's cap.</p>	<p>cat</p> <p>cats</p> <p>can</p>
<p>2</p> 	<p>_____</p> <p>_____</p> <p>Nat _____ for the cap.</p>	<p>looking</p> <p>look</p> <p>looks</p>
<p>3</p> 	<p>_____</p> <p>_____</p> <p>Pam _____ Nat.</p>	<p>calling</p> <p>comes</p> <p>called</p>
<p>4</p> 	<p>_____</p> <p>_____</p> <p>Pam is _____</p> <p>on Nat's cap!</p>	<p>sit</p> <p>sits</p> <p>sitting</p>

Harcourt







Name _____

Double the final letter of most words with short vowels before adding **ed**.

Double the final consonant and add **ed** to each word. Then trace the rest of the word.







pop + p + ed = popped

<p>1</p>  <p>hopped</p>	<p>2</p>  <p>pat</p>
<p>3</p>  <p>mop</p>	<p>4</p>  <p>tag</p>
<p>5</p>  <p>stop</p>	<p>6</p>  <p>skip</p>

Name _____

Circle the word that completes the sentence. Then write the word.

<p>1</p> 	<p>_____</p> <p>_____</p> <p>Dan _____</p> <p>Tip. _____</p>	<p>pat</p> <p>patted</p> <p>packed</p>
<p>2</p> 	<p>_____</p> <p>_____</p> <p>Tip _____</p> <p>up on Dan.</p>	<p>hopped</p> <p>hop</p> <p>here</p>
<p>3</p> 	<p>Dan _____</p> <p>_____</p> <p>_____</p>	<p>slip</p> <p>sit</p> <p>slipped</p>
<p>4</p> 	<p>Dan and Tip _____</p> <p>_____</p> <p>_____</p> <p>for a dip.</p>	<p>stopped</p> <p>stops</p> <p>stack</p>

Harcourt


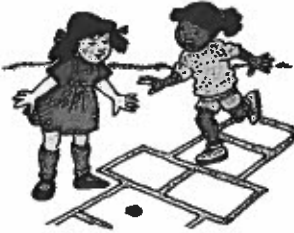
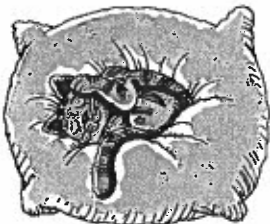



Name _____

Double the final consonant of most words with short vowels before adding **ing**.

Double the final consonant and add **ing** to each word. Then trace the rest of the word.



pop + p + ing = popping

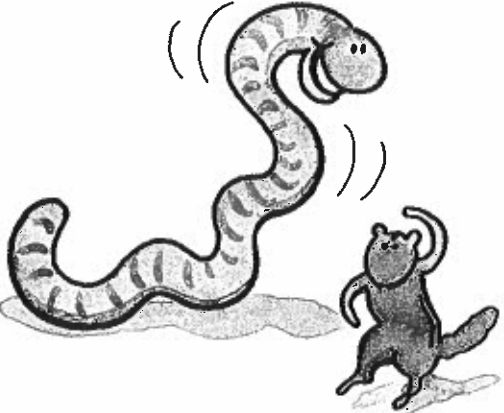
<p>1</p>  <p>_____</p> <p>sitting</p>	<p>2</p>  <p>_____</p> <p>hop</p>
<p>3</p>  <p>_____</p> <p>nap</p>	<p>4</p>  <p>_____</p> <p>pat</p>
<p>5</p>  <p>_____</p> <p>hit</p>	<p>6</p>  <p>_____</p> <p>dig</p>

Name _____

Read the rhyme. Then answer the question.

Go, Friends, Go!

Friends are nodding
and tapping.
Hands are snapping
and clapping.
Friends are spinning
and dipping.
Friends are tipping
and skipping.
We are hopping.
We are not stopping!



What are the friends doing?



Name _____

SPELLING WORDS

cold	roll
fold	hold
most	

Words with Long o

► Write the three Spelling Words that rhyme.

1. _____

2. _____

3. _____

► Write a Spelling Word that completes the sentence.

4. Ken will _____ in to win the race!

5. Ken had the _____ fun of all!"



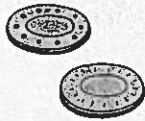
► Write another sentence using the word most.

6. _____

Name _____

two dishes

He dishes out popcorn.


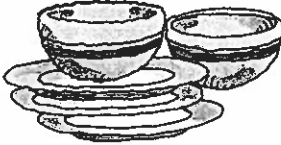

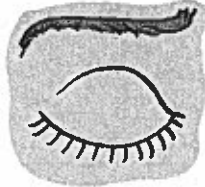


dish + es = dishes



If a word ends with **sh** or **ss**, add **es** to tell about more than one or to tell about now.

Write **es** to make each picture name tell about more than one. Then trace the rest of the word.



1 	2 
glass	dish
3 	4 
ash	lash

Write the word that completes each sentence.

dashes

kisses

crashes

5 	_____ _____ Mom _____ him.
6 	_____ _____ She _____ home.

Name _____

Add **es** to the words. Then use the words you wrote to complete the sentences.

glass

wish

dish

pass

1. Ann put milk in the _____

2. Ron gets the _____


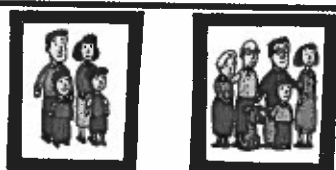


3. Ann _____ the cookies.

4. Tag _____ he could eat one.







Name _____

Add **es** to some words to tell about more than one. If a word ends with **y**, change the **y** to **i** before adding **es**.
Look at the word that tells about one. Change the **y** to **i** and add **es** to write a word that tells about more than one.

1  family	 _____ families _____
2  baby	 _____ _____ _____

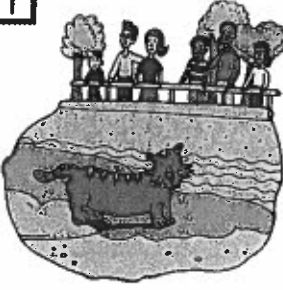



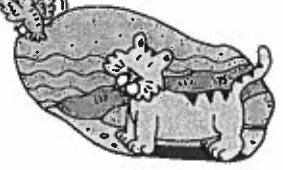
Add **es** to some words that tell about now. If a word ends with **y**, change the **y** to **i** before adding **es**.
Look at the word that tells about now. Change the **y** to **i** and add **es** to write a word that tells about now.

3  They fly.	 _____ _____ It _____.
4  They try.	 _____ _____ He _____.

Herouart

Name _____

Circle and write the word that completes each sentence.

<p>1</p> 	<p>_____</p> <p>-----</p> <p>Two _____</p> <p>see the tiger.</p>	<p>family</p> <p>families</p> <p>fast</p>
<p>2</p> 	<p>Two of them are</p> <p>_____</p> <p>-----</p> <p>_____.</p>	<p>babies</p> <p>bats</p> <p>baby</p>
<p>3</p> 	<p>_____</p> <p>-----</p> <p>A bird _____ to land</p> <p>on one cub.</p>	<p>tried</p> <p>try</p> <p>trying</p>
<p>4</p> 	<p>The baby tiger</p> <p>_____</p> <p>-----</p> <p>_____.</p>	<p>jump</p> <p>jumps</p> <p>jumping</p>
<p>5</p> 	<p>_____</p> <p>-----</p> <p>The bird _____ away.</p>	<p>fly</p> <p>flies</p> <p>finds</p>

Name _____

When a word ends with **e**, drop the **e** before adding **ed**.
Write words that tell about the past. Drop the **e** and add **ed** to each word.



chase – e + ed = chased

<p>1</p> <p>chase</p> <p>chased</p>	<p>2</p> <p>wave</p>	<p>3</p> <p>close</p>
<p>4</p> <p>like</p>	<p>5</p> <p>hope</p>	<p>6</p> <p>joke</p>
<p>7</p> <p>dance</p>	<p>8</p> <p>skate</p>	<p>9</p> <p>trade</p>

Herouart

Name _____

Add **ed** to the words below to make them tell about the past.

move

hope

surprise

dance

Now use the words you wrote to complete the story.

The Day of the Ducks

1. One day some ducks _____ into a house.

2. That _____ me!



3. Three little ducks _____ together.

4. I _____ we could all be friends.

Name _____

When a word ends with **e**, drop the **e** before adding **ing**.
Write new words that tell about now. Drop the **e** and add **ing** to each word.



chase – e + ing = chasing

<p>1</p> <p>chase</p> <p>chasing</p>	<p>2</p> <p>trade</p>	<p>3</p> <p>ride</p>
<p>4</p> <p>wave</p>	<p>5</p> <p>joke</p>	<p>6</p> <p>come</p>
<p>7</p> <p>dance</p>	<p>8</p> <p>close</p>	<p>9</p> <p>give</p>

Harcourt

Name _____

Add **ing** to the words below. Then use the words you wrote to complete the sentences.

dance _____ ----- _____	ride _____ ----- _____
come _____ ----- _____	chase _____ ----- _____

1. Look! My book friends are _____ out.

2. One is _____ a horse.




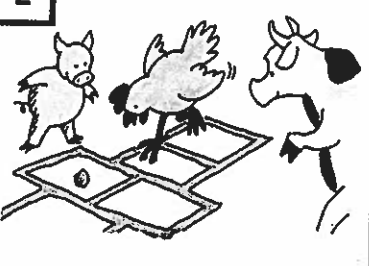
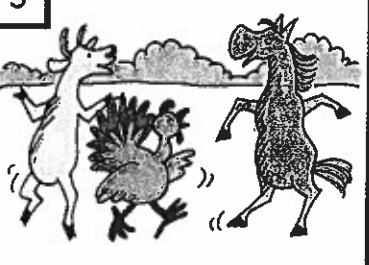
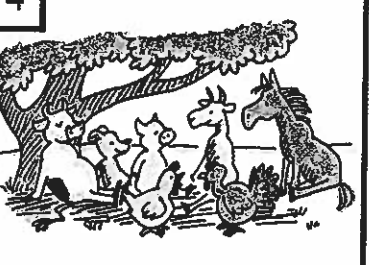
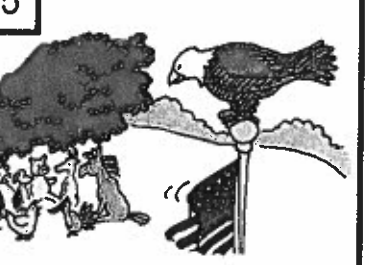
3. One is _____ her sheep.

4. One is _____ with a mouse.

Name _____

Circle and write the word that completes each sentence.



<p>1</p> 	<p>The friends _____ ----- _____ all day.</p>	<p>planted put played</p>
<p>2</p> 	<p>Some of them _____ ----- _____ .</p>	<p>hoped hopped helped</p>
<p>3</p> 	<p>And some of them _____ ----- _____ .</p>	<p>danced drilled dripped</p>
<p>4</p> 	<p>Then they were _____ ----- _____ down.</p>	<p>sitting sliding stopping</p>
<p>5</p> 	<p>This one is the _____ ----- _____ .</p>	<p>houses helps highest</p>



Fill in the circle next to the word that completes each sentence. Then write the word.

<p>1</p>	<p>_____</p> <p>-----</p> <p>We are _____</p> <p>snacks.</p>	<p><input type="radio"/> makes</p> <p><input type="radio"/> make</p> <p><input type="radio"/> making</p>
<p>2</p>	<p>Why is mine</p> <p>_____</p> <p>-----</p> <p>_____ than yours?</p>	<p><input type="radio"/> thinner</p> <p><input type="radio"/> thinking</p> <p><input type="radio"/> thin</p>
<p>3</p>	<p>_____</p> <p>-----</p> <p>I am _____</p> <p>more in mine.</p>	<p><input type="radio"/> put</p> <p><input type="radio"/> puffs</p> <p><input type="radio"/> putting</p>
<p>4</p>	<p>Now mine is the</p> <p>_____</p> <p>-----</p> <p>_____ of all.</p>	<p><input type="radio"/> thick</p> <p><input type="radio"/> thickest</p> <p><input type="radio"/> tighter</p>
<p>5</p>	<p>_____</p> <p>-----</p> <p>You _____</p> <p>to get too much in there.</p>	<p><input type="radio"/> try</p> <p><input type="radio"/> tripping</p> <p><input type="radio"/> tried</p>
<p>6</p>	<p>Oh no! It all</p> <p>_____</p> <p>-----</p> <p>_____ out!</p>	<p><input type="radio"/> pop</p> <p><input type="radio"/> popped</p> <p><input type="radio"/> poking</p>

SPELLING WORDS

cold	roll
fold	hold
most	

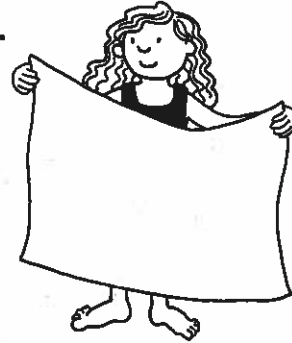
Name _____

Words with Long o

► Use Spelling Words to complete the story.

1. Jenny has the _____ fun at the beach.

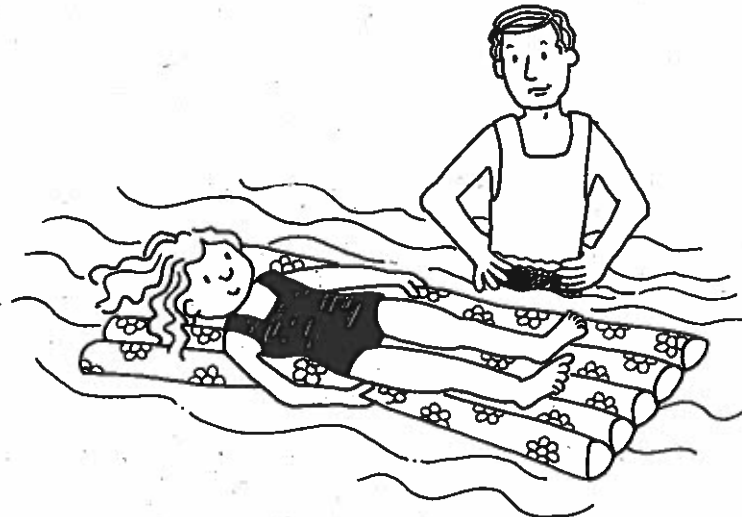
2. She will _____ her blanket.



3. The water feels _____.

4. Jenny likes to _____ with the waves.

5. She has to _____ on tight!



Harcourt

Practice Test

► Read each pair of sentences. Look at how the underlined words are spelled. Then fill in the oval next to the correct sentence.

SAMPLE: Molly has many kittens.
 Molly has maney kittens.

1. We made a soft bed for Molly.
 We mad a soft bed for Molly.
2. She likes this hoam.
 She likes this home.
3. How many kittens do you see?
 Hou many kittens do you see?
4. We see nyne kittens in all.
 We see nine kittens in all.
5. They will have fun watching mice!
 They will have fun watching mise!



Practice Test

► Read each sentence. Look at how the two words are spelled. Fill in the oval next to the correct word.

SAMPLE: A marching band ____ to town.

came cam



1. We had a lot to _____. eet eat
2. We saw a ____ drummer boy. funny funney
3. He did a ____! danse dance
4. Look at the clown on a ____! bike byke
5. We all had a good ____! tyme time

Harcourt

Name _____

Practice Test

► Read each sentence. Look at how the two words are spelled. Fill in the oval next to the correct word.

SAMPLE: Carla likes _____ flowers. real reel



1. She knows they need lots of _____.
 lite light
2. Flowers like the _____.
 rane rain
3. Carla will _____ a watering can.
 use uze
4. Flowers do not like the _____ weather.
 cold clod
5. They _____ warm, sunny days.
 nead need

Practice Test

- Read each pair of sentences. Look at how the underlined words are spelled. Then fill in the oval next to the correct sentence.

SAMPLE: Brad paints every day.
 Brad paints every dai.



1. He is ready to paint something.
 He is redy to paint something.
2. He will paint a bird hih in the sky.
 He will paint a bird high in the sky.
3. He will also paint fish in the se.
 He will also paint fish in the sea.
4. After he paints, he will eat some bread.
 After he paints, he will eat some bred.
5. Then he and his pet dog will plai outside.
 Then he and his pet dog will play outside.

1 Order Events

Review
Vocabulary
before
after

Learn About It

Some events happen **before** others.

Some events happen **after**.

We make the pizza before we bake it.

We bake the pizza.

We eat the pizza after we bake it.

1 2 3

Guided Practice

Write 1, 2, and 3 to show the correct order.

1.

2

1

3

2.

Explain Your Thinking What do you do before lunch at school? What do you do after lunch?

Write 1, 2, and 3 to show the correct order.

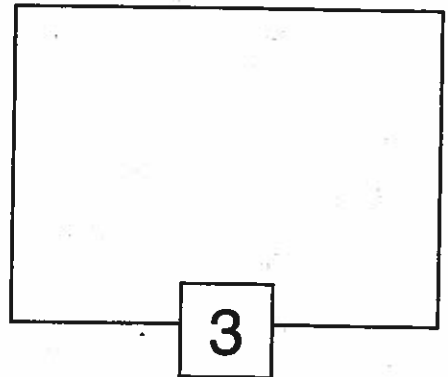
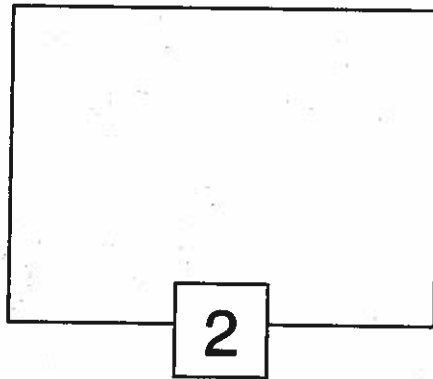
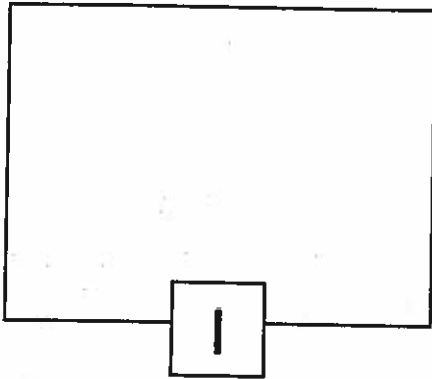
1.



2.



3. Draw 3 pictures in order to show something you did today.



Problem Solving • Reasoning

Jake brushed his teeth.

Next, he read a story.

Then he went to bed.

4. What did Jake do before he read a story? _____

5. What did Jake do after he read a story? _____



New Vocabulary
minute
hour

Learn About It

Some activities take about a **minute**.
Other activities take about an **hour**.

It takes about a minute to wash your hands.



A minute is short.

It takes about an hour to wash clothes.



An hour is longer.

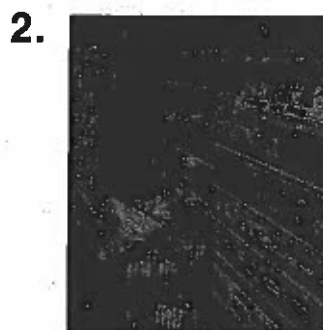
Guided Practice

Circle the time it takes to do each activity.



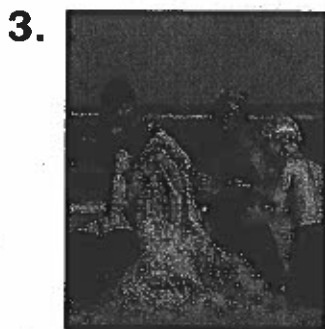
about a minute

about an hour



about a minute

about an hour



about a minute

about an hour



about a minute

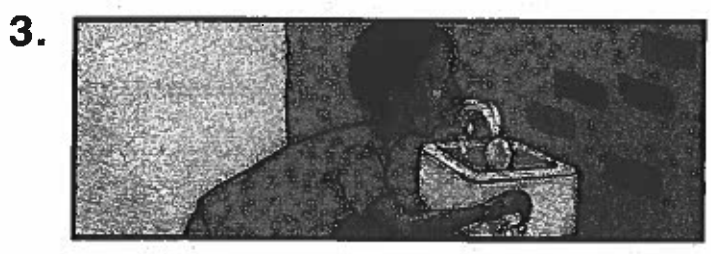
about an hour

Explain Your Thinking What are some things that take more than an hour to do?

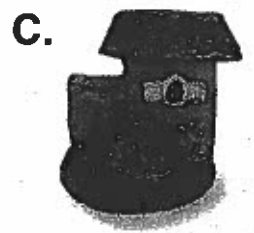
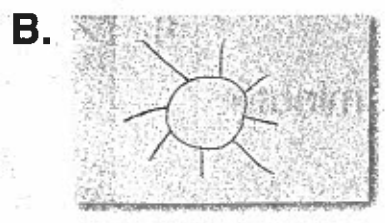
Circle the activity that takes a shorter time to do.



Circle the activity that takes a longer time to do.



Problem Solving • Reasoning



5. Which project took the longest time to make? _____

6. Which project took the shortest time to make? _____



At Home Name two activities and discuss with your child which one takes a shorter time to do. Then discuss about how much time each one takes.

New Vocabulary
hour hand
minute hand
o'clock

Learn About It

The **hour hand** and **minute hand** show time on a clock.

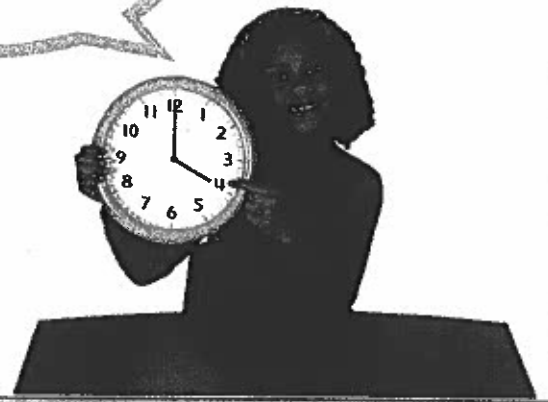
It is 4 o'clock.

The shorter hand is the hour hand.

The **minute hand** points to 12.



The **hour hand** points to 4.



Guided Practice

Draw the hour hand to show each time.

1.



8 o'clock

2.



2 o'clock

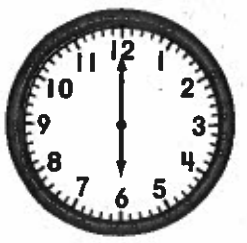
3.



9 o'clock

Write each time.

4.



_____ o'clock

5.



_____ o'clock

6.



_____ o'clock

Explain Your Thinking Where do the hands point on a clock showing 7 o'clock?

1.



___ o'clock

2.



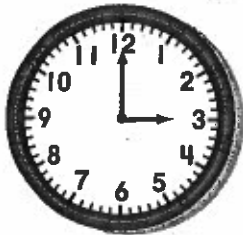
___ o'clock

3.



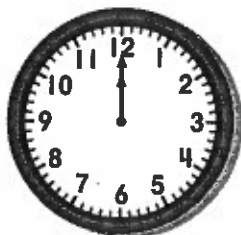
___ o'clock

4.



___ o'clock

5.



___ o'clock

6.

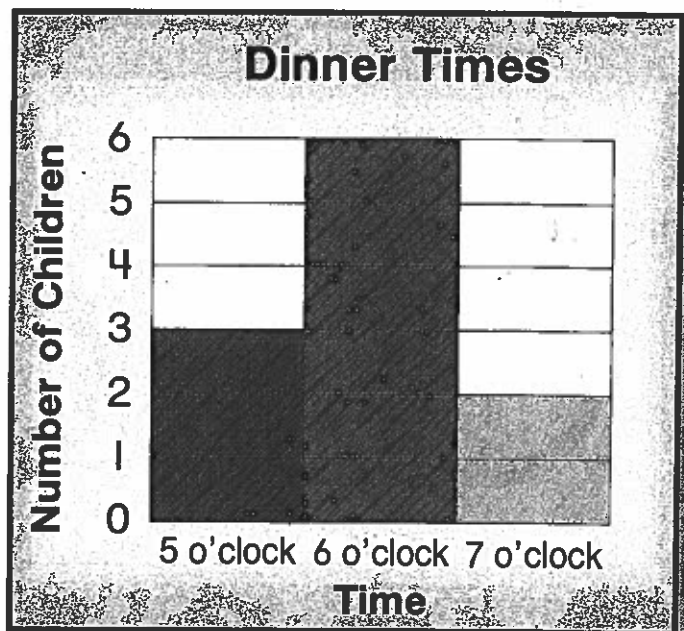


___ o'clock

Problem Solving • Reasoning

Using Data


7. How many children eat dinner at 5 o'clock? ___ children
8. How many more children eat dinner at 6 o'clock than at 7 o'clock? ___ children
9. **Write Your Own** Write a question about this graph.




New Vocabulary
half-hour

Learn About It

When the minute hand points to the 6, it shows time on the **half-hour**.




2 o'clock




half past 2


The minute hand has gone halfway around the clock.





Guided Practice


Write each time.


1. 
half past 6

2. 
half past _____

3. 
half past _____

4. 
half past _____

5. 
half past _____

6. 
half past _____

Explain Your Thinking If the hour hand is halfway between 4 and 5 and the minute hand points to 6, what time is it?

Write each time.

1.



half past 4

2.



half past _____

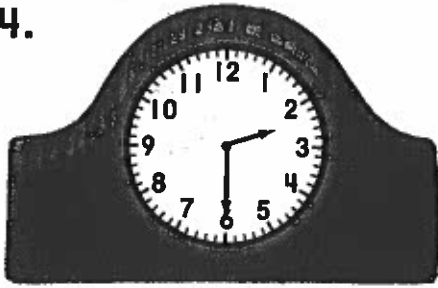
3.



half past _____

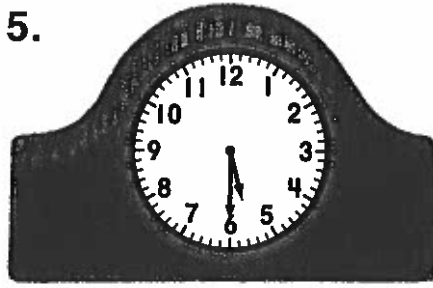
moved past?

4.



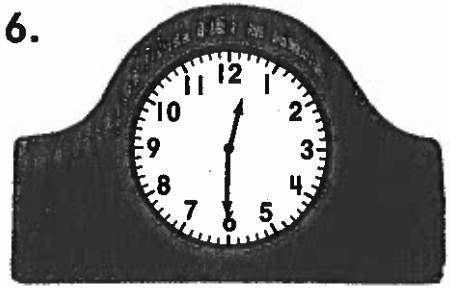
half past _____

5.



half past _____

6.



half past _____

7.



half past _____

8.



half past _____

9.



half past _____

Problem Solving • Reasoning

Using Vocabulary

Circle the correct answer.

10. It takes about _____
to comb your hair.

a minute an hour

11. When it is 3 o'clock, the _____
points to 12.

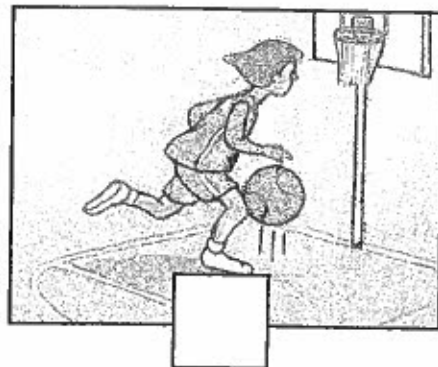
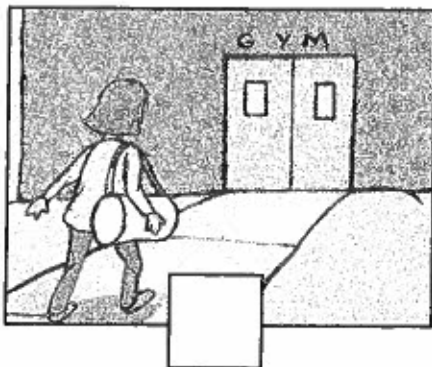
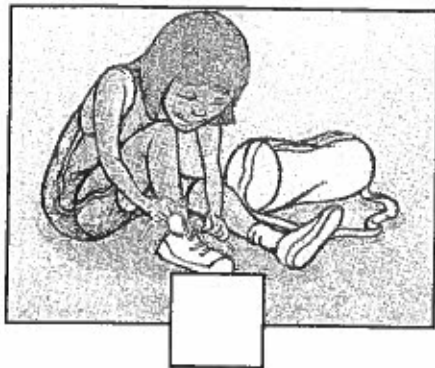
minute hand hour hand

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Check Your Understanding of Lessons 1-4

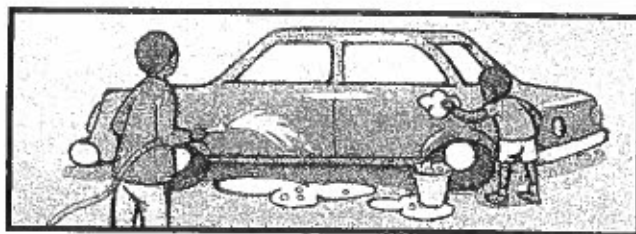
Write 1, 2, and 3 to show the correct order.



Circle the time it takes to do each activity.



Circle the activity that takes a longer time.



Write each time.



___ o'clock



half past ___



___ o'clock

Maintaining the Standards

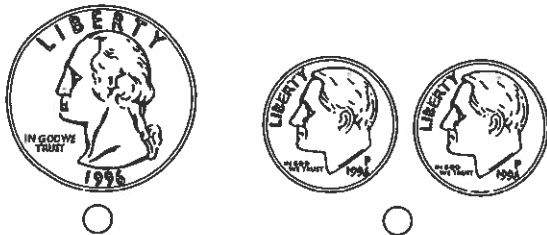
Fill in the for the correct answer.

Which one is correct?

$23 = 32$ $32 > 23$

$22 > 23$ $32 < 23$

Which group of coins has the same value as this group?



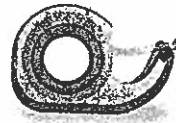


Mark the missing number.

55, 60, ____, 70

61 62 65 69

Which is heaviest?



Explain how you can use an addition fact to solve $17 - 8$.



Review
Vocabulary
minute

Learn About It

You can use numbers to write the time.

An hour has 60 minutes.



8:00

A half-hour has 30 minutes.



8:30

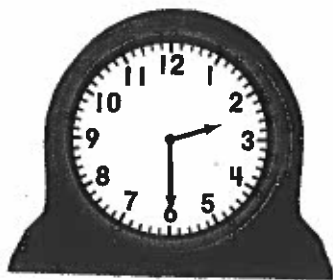
Half past
8 o'clock
is 8:30.



Guided Practice

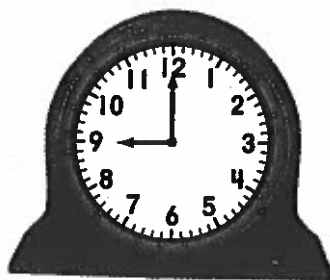
Write each time two ways.

1.



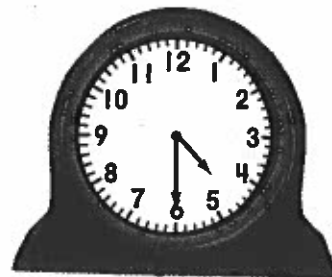
half past 2
2:30

2.



 o'clock
 :

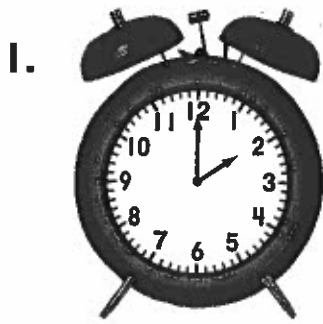
3.



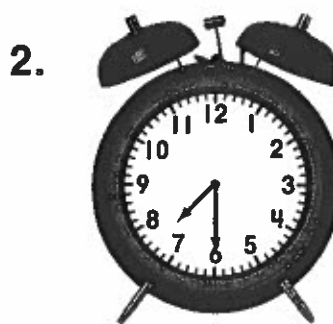
half past
 :

Explain Your Thinking If the minute hand is pointing to 6, is the clock showing the time on the hour or half-hour?

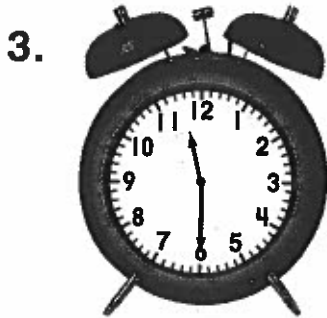
Write each time two ways.



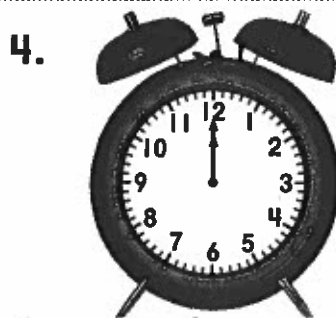
2:00
2 o'clock



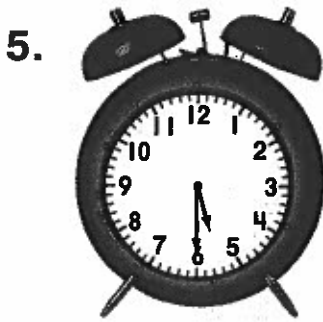
____ : ____
half past ____



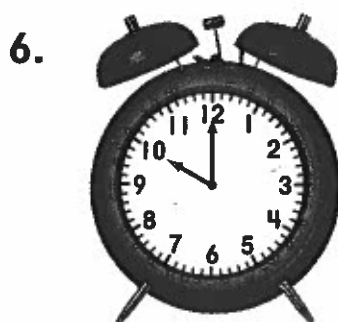
____ : ____
half past ____



____ : ____
____ o'clock



____ : ____
half past ____



____ : ____
____ o'clock

Problem Solving • Reasoning

Patterns

7. Write the time each clock shows.



____ : ____



____ : ____



____ : ____



____ : ____

8. Write About It Write about the pattern you see above.



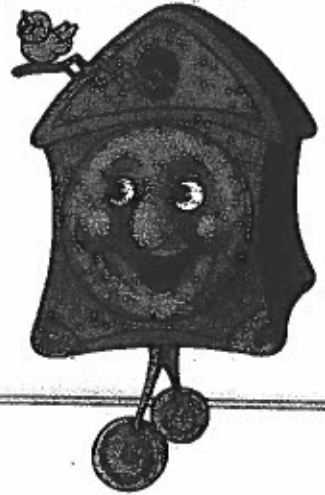
Learn About It

Some clocks show time in a different way.

The two kinds of clocks tell the same time.

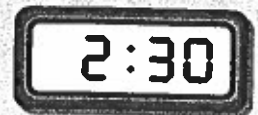
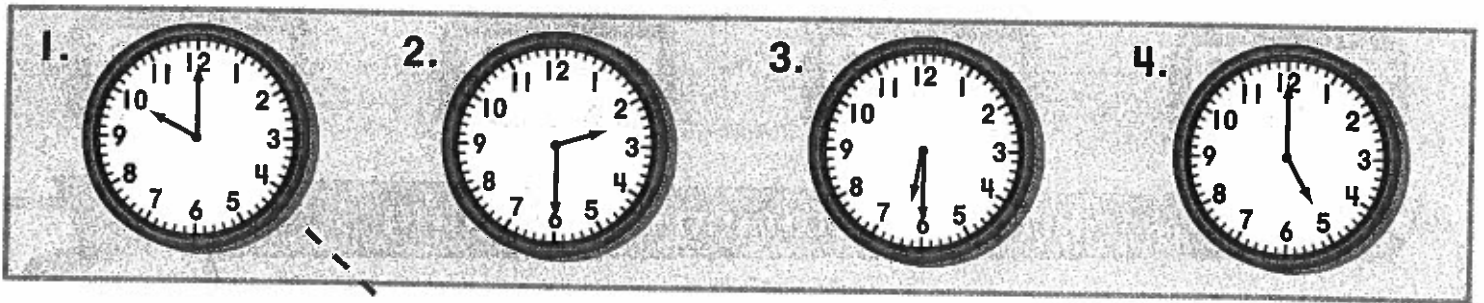


Digital clocks have numbers but no hands.



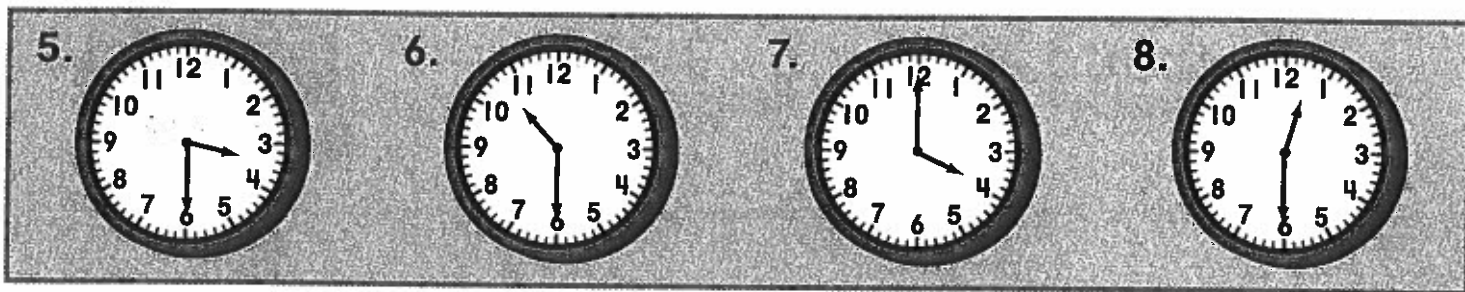
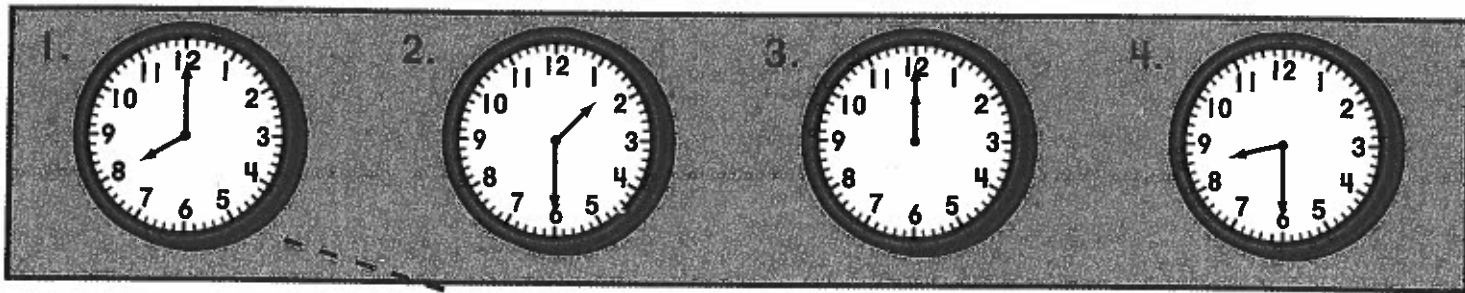
Guided Practice

Draw lines to match the clocks.



Explain Your Thinking Do you think it is easier to tell time on a digital clock? Why?

Draw lines to match the clocks.



Problem Solving • Reasoning

The clocks show when the children eat lunch.



Beatriz



Tyler



Ana

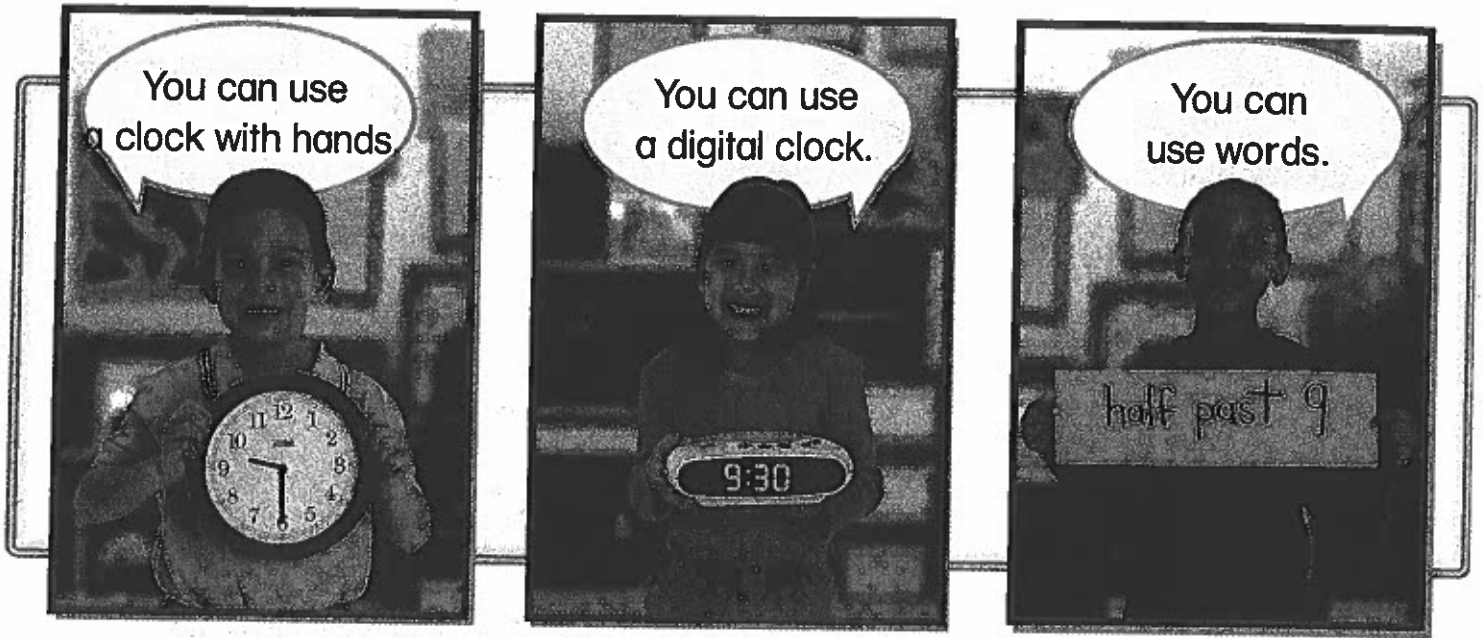


9. Who eats lunch before Ana? _____



Learn About It

You can show the same time in different ways.



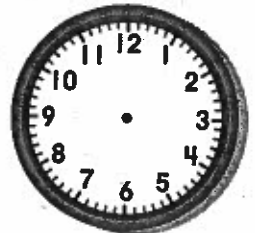
Guided Practice

Show each time on the two clocks.

1. 8 o'clock



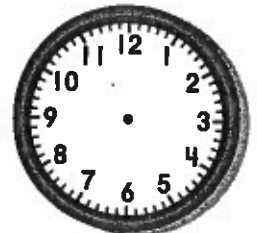
2. half past 1



3. 11 o'clock

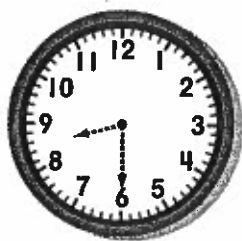


4. half past 5



Explain Your Thinking Why is it important for you to be able to tell time on different kinds of clocks?

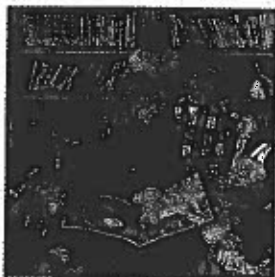
1. School starts at 8:30.



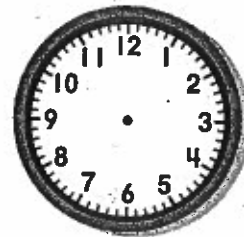
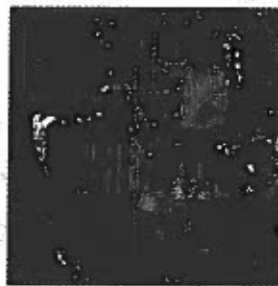
2. Math class starts at 9:00.



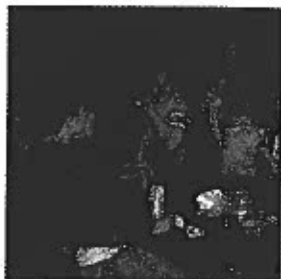
3. We read a story at 10:30.



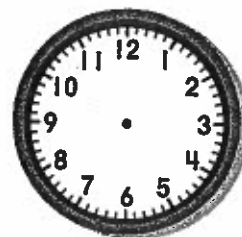
4. We play at 11:30.



5. Lunchtime is at 12:00.



6. School is over at 3:30.



Problem Solving • Reasoning

7. Fill in the times on the schedule.

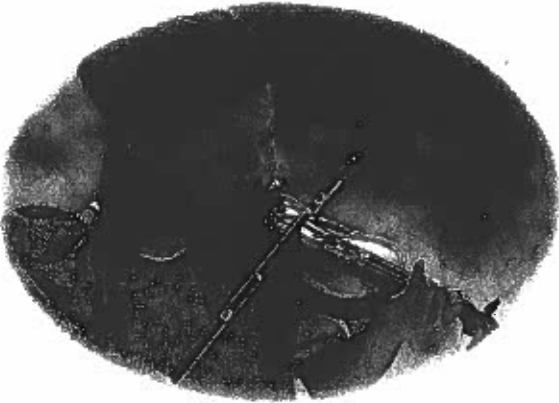

spelling	: _____
music	: _____
science	: _____




Learn About It

A clock can help you find out how long an activity lasts.

Start



End



You practice for 1 hour.

Guided Practice

Use a clock. Move the hands to show each time.

Write how long the activity lasts.

1. Start



_____ hour

End



2. Start



_____ hours

End



3. Start



_____ hours

End



4. Start



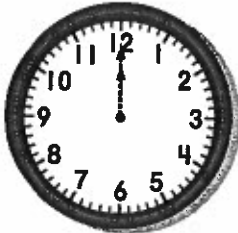











_____ hours

End



Explain Your Thinking How does moving the hands on a clock help you find out how long an activity lasts?

Use a clock if you want.

	Start	How long?	End
1.		 1 hour swimming	
2.		 2 hours on the boat	
3.		 1 hour finding shells	
4.		 1 hour flying a kite	

Problem Solving • Reasoning

Write About It

5. Susie has these coins.
Can she buy a toy that costs 45¢? Explain.



Problem Solving: Use Models to Act It Out

You can use models to act out problems.

The children do many activities at Field Day.
The sack race starts at 1:00. It lasts for
1 hour. What time does the sack race end?



Understand

What do you already know?

Race starts ____ : ____

Lasts how long? _____

Plan

Circle what you would use
to act out this problem.

A clock

Counters

Solve

Start at ____ : ____.

Move the minute hand ____ hour.

The sack race

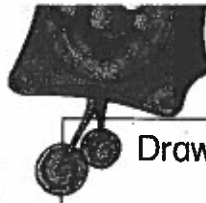
ends at ____ : ____.

Look Back

Explain why your answer makes sense.

Use a clock if you want.

▶ Look Back



- 1 The ball toss starts at 12:30. It lasts for 1 hour. What time does it end?

1 : 30

Think:
Will the hour hand move one hour or one half-hour?

Draw or write to explain.

- 2 The Wheelbarrow race starts at 9:00. It ends at 11:00. How long does the race last?

_____ hours

Think:
How many times does the minute hand go around the clock?

- 3 The hoop contest takes 2 hours. It ends at 4:00. What time does it start?

_____ :

Think:
How many hours do I go back?

- 4 Field Day starts at 12:00. It ends at 4:00. How many hours does it last?

_____ hours

Think:
How many hours are between 12 and 4?



Choose a Strategy

Use Logical Thinking

Solve.

- ① 10 teams are in the jump-rope contest. It starts at 10:30 and ends at 11:30. How long does it last?

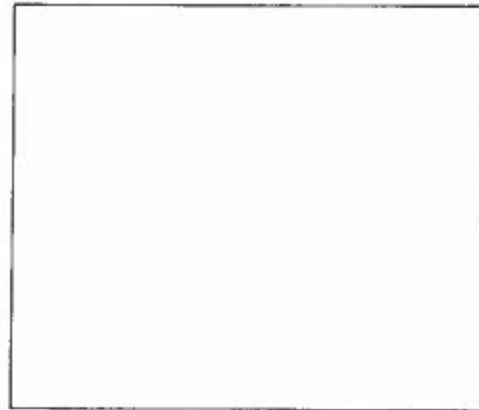
_____ hour

Draw or write to explain.



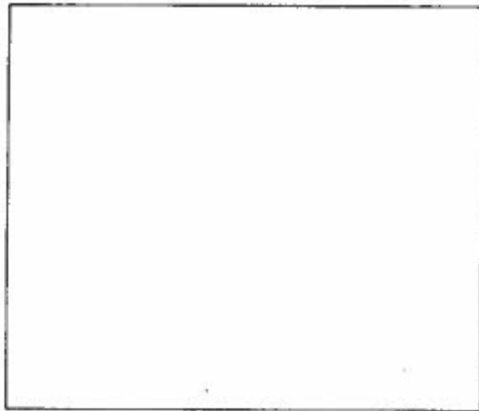
- ② A team must sign up for the relay race one hour before it starts. The race starts at 3:00. At what time should Courtney's team sign up?

_____ :



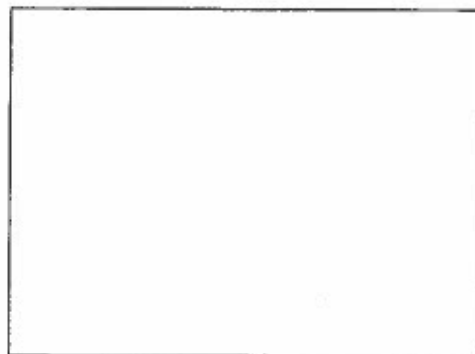
- ③ 18 children are on 2 teams in the long jump. There are 4 more children on Team 1 than on Team 2. How many children are on each team?

_____ Team 1 _____ Team 2



- ④ The ring toss starts 1 hour before 10:00. It ends at 11:00. How long does the ring toss last?

_____ hours



Find each sum or difference.

1. $8 + 6 = \underline{\quad}$ 2. $13 - 7 = \underline{\quad}$ 3. $9 + 4 = \underline{\quad}$

4. $14 - 5 = \underline{\quad}$ 5. $15 - 5 = \underline{\quad}$ 6. $10 + 7 = \underline{\quad}$

7. $\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$ 8. $\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$ 9. $\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$ 10. $\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$ 11. $\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$ 12. $\begin{array}{r} 17 \\ -9 \\ \hline \end{array}$

13. $\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$ 14. $\begin{array}{r} 10 \\ +9 \\ \hline \end{array}$ 15. $\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$ 16. $\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$ 17. $\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$ 18. $\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$

19. $\begin{array}{r} 10 \\ +10 \\ \hline \end{array}$ 20. $\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$ 21. $\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$ 22. $\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$ 23. $\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$ 24. $\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$



Brain Teaser Movie Time

Judy has dance class at 2:00.
Class is 1 hour long.
Which movies could Judy go
to see after dance class?

Movie	Start Time
THE STAR	2:30
SCHOOL DAYS	3:30
SPRING	4:00



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Safe Site



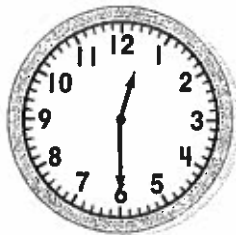
Internet Brain Teasers
Visit www.eduplace.com/kids/mhm
for more *Brain Teasers*.

Check Your Understanding of Lessons 5–9

Write each time two ways.

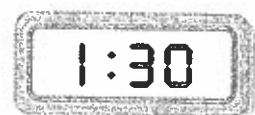
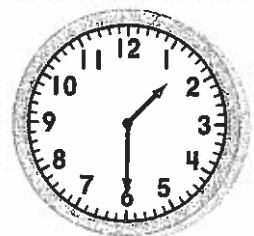
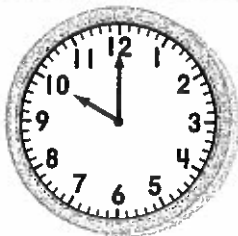


____ : ____
 ____ o'clock

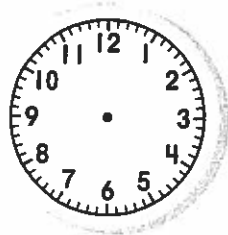


____ : ____
 half past ____

Draw lines to match the clocks.



Show half past 3 on two clocks.



Write how long the activity lasts.

Start

End

5:30

7:30

____ hours

The movie starts at 5:00.
 It lasts 3 hours.
 What time does it end?

____ : ____

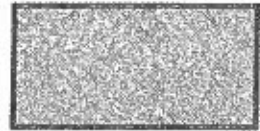
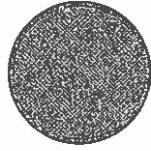
Draw or write to explain.

Test Prep • Cumulative Review

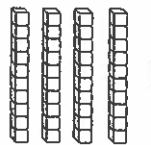
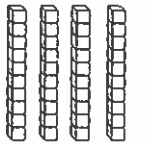
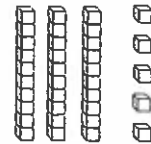
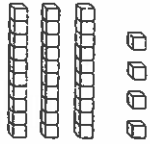
Maintaining the Standards

Fill in the for the correct answer.

- Which shape has 4 corners?



- Which one shows 34?



- Which number is the same as $90 + 6$?

66 69 96 906

- Mark the number seventy-two.

2 72 77 82

- Which numbers are in order from least to greatest?

32, 33, 34

33, 32, 34

34, 33, 32

34, 32, 33

- Explain how to find 10 less than 63.



Learn About It

A **calendar** shows months, weeks, and days.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

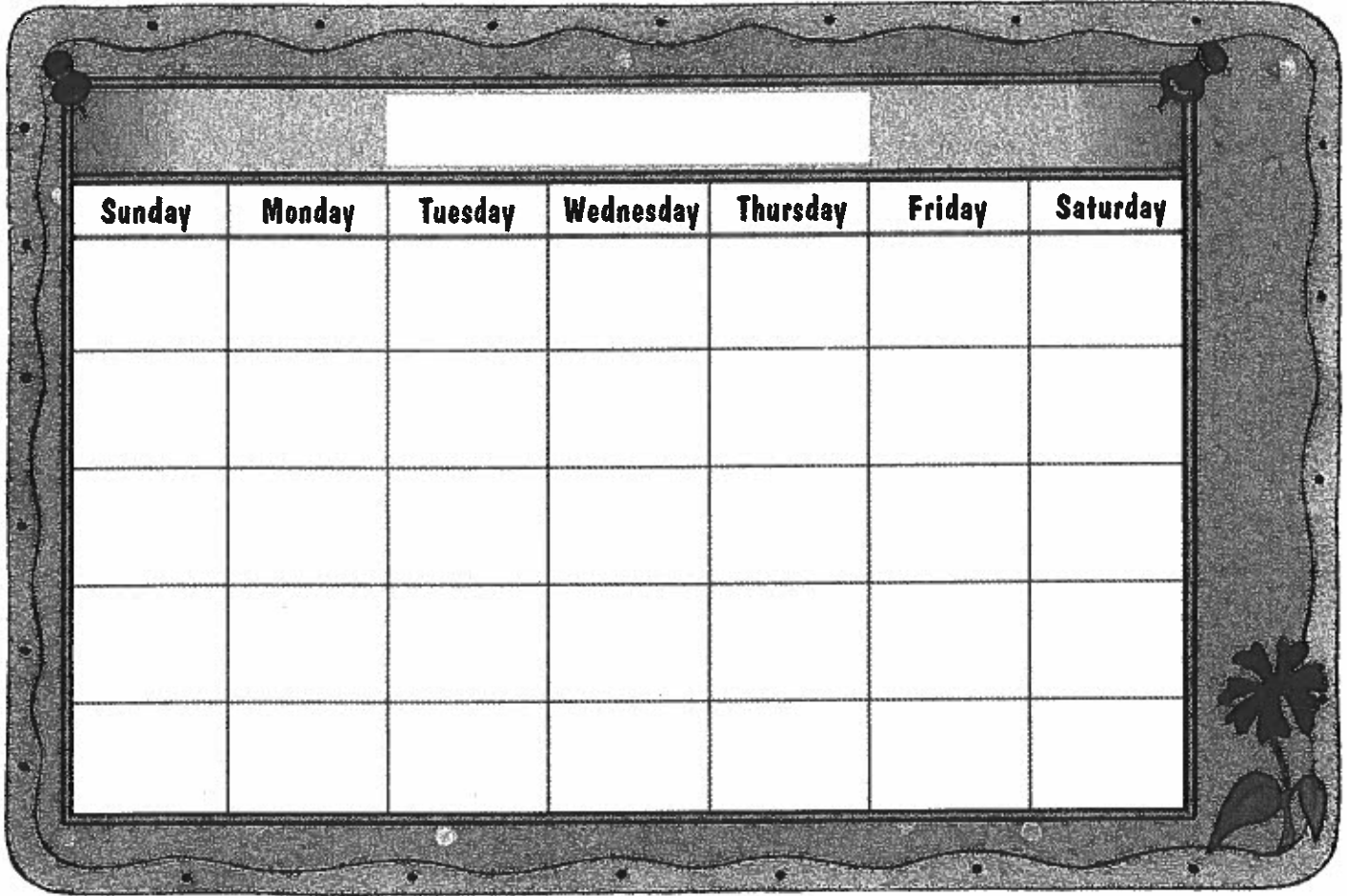
Guided Practice

- The name of the month is March.
- How many days are in a week? _____
- What day of the week is March 12? _____
- The date of the fourth Thursday in March is _____.
- What is the date of the last Tuesday in March? _____

Explain Your Thinking Are there more Tuesdays or Fridays on this calendar?

Fill in the calendar for this month.

Answer the questions.



1. Color today .

2. Color yesterday .

3. Color tomorrow .

4. Color the first Sunday .

5. How many Mondays are in this month? _____

6. What day of the week is the ninth? _____

7. What is the date on the second Friday? _____

8. How many days are in this month? _____

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Learn About It

There are 12 months in each year.

Here are the months of the year in order.



Guided Practice

Use the calendar and list of months.

Answer the questions.





1. What day of the week is April 11? Friday
2. How many Tuesdays are in this month? _____
3. What is the last month of the year? _____
4. What month comes before June? _____

Explain Your Thinking What months come between August and December?

May						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Which of these months has the fewest days? June
- Which month has 5 Wednesdays? _____
- Field Day is June 6. Color it .
- Cinco de Mayo is May 5. Color it .
- Color all Fridays in July .
- Color May 26 .

Problem Solving • Reasoning

Number Sense

Use the calendar to find each sum.

Then write the addends.

7. $\underline{\quad} + \underline{\quad} = \boxed{\quad}$ ← Second Friday in May

8. $\underline{\quad} + \underline{\quad} = \boxed{\quad}$ ← First Wednesday in June



Problem Solving: Use a Table

The Wilsons are having a family reunion. People are coming from all over the country to meet and have fun.

Arrival Schedule	
Person	Time
Grandma	12:00
Uncle Ken	1:30
Aunt Nora	3:00
Cousin Eva	6:00

You can use a table to get information.

Dan picks up Grandma at the airport. How many hours will they have to wait to pick up Aunt Nora?

Grandma _____ :

Aunt Nora _____ : _____ hours

Think: Find the times in the table. Use a clock to show the times.

You can use a table to help you solve problems.

Molly picks up Cousin Eva at the train station. It takes them 1 hour to drive to the reunion. When will they get to the reunion?

Cousin Eva _____ :

1 hour later _____ :

Think: Find the time on the table. Add 1 hour to that time.

each problem.

Boat trip	9:00
Lunch	12:00
Soccer game	2:00
Dinner	6:00

- ① Cathy signs in at 8:00.
How much time does she
have until the boat trip?

_____ hour

Think:
What time is
the boat trip?

Draw or write to explain.

- ② What activity starts
3 hours before lunch?

Think:
What time
is lunch?

- ③ How many hours
are there between
lunch and dinner?

_____ hours

Think:
What time should
you start with?

- ④ What activity begins
4 hours before dinner?

Think:
What time
is dinner?



Choose a Strategy

Solve. Use the table if you need to.

How Family Arrived	
Airplane	8
Car	9
Bus	15
Train	12

Use Logical Thinking

- ① The Dorfs traveled by airplane. They left at 2:00. They arrived at 5:00. How long was their flight?

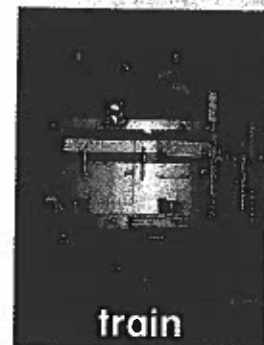
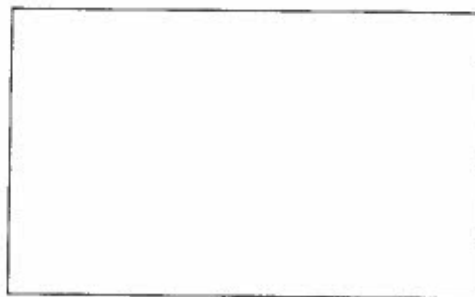
_____ hours

Draw or write to explain.



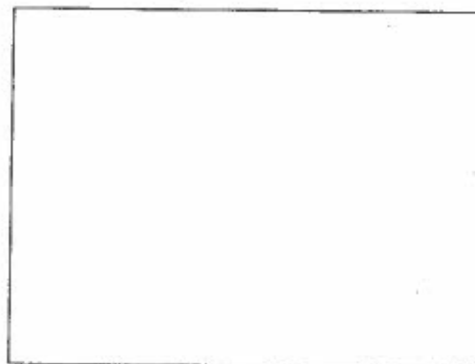
- ② Eight children traveled by train. How many adults did they travel with on the train?

_____ adults

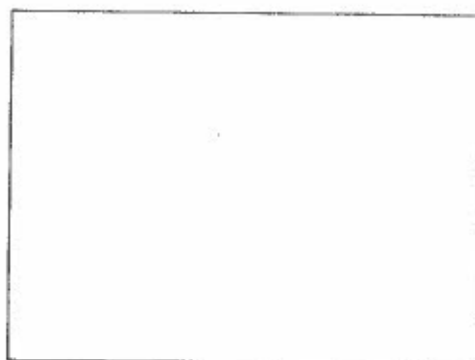


- ③ The Smiths traveled by bus. The Andersons traveled by car. How many more people traveled by bus than by car?

_____ more people



- ④ Sue's aunt arrived before her uncle. Her cousin arrived after her uncle and before her brother. Who arrived second?



Add or subtract.

1. $16 - 7 = \underline{\quad}$ 2. $9 + 6 = \underline{\quad}$ 3. $8 + 7 = \underline{\quad}$

4. $12 - 3 = \underline{\quad}$ 5. $19 - 9 = \underline{\quad}$ 6. $6 + 10 = \underline{\quad}$

7. $\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$ 8. $\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$ 9. $\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$ 10. $\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$ 11. $\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$ 12. $\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$

13. $\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$ 14. $\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$ 15. $\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$ 16. $\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$ 17. $\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$ 18. $\begin{array}{r} 9 \\ +5 \\ \hline \end{array}$

19. $\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$ 20. $\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$ 21. $\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$ 22. $\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$ 23. $\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$ 24. $\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$



Brain Teaser What Day Is It?

April 14 is a Monday.
What date will Saturday be?

May 20 is a Friday.
What day of the week is May 17?

Safe Site



Internet Brain Teasers

Visit www.eduplace.com/kids/mhm
for more *Brain Teasers*.

Check Your Understanding of Lessons 10-12

September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Use the calendar for Exercises 1-4.

What month is shown? _____

How many Saturdays are there? _____

What month comes after this month? _____

What is the date of the second Monday? _____

Use the schedule for Exercises 5 and 6.

When does Fish class start?

_____:

It is 12:00. How many hours does Tamika have to wait for Shark class to begin?

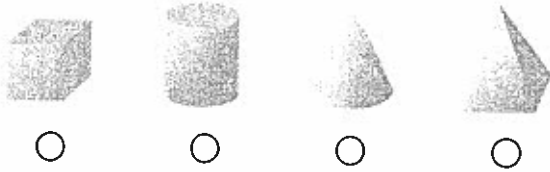
_____ hours

Swimming	
Class	Time
Tadpole	1:00
Fish	1:30
Shark	2:00

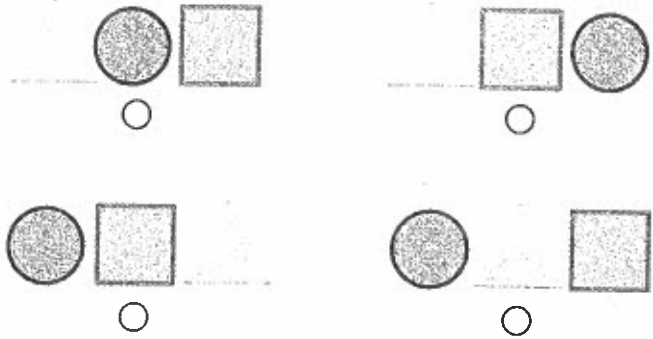
Maintaining the Standards

Fill in the for the correct answer.

- Mark what is likely to come next in the pattern.

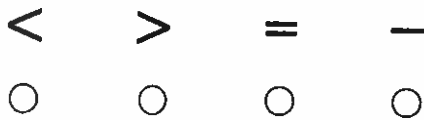


- Mark the one in which the circle is to the right of the square.

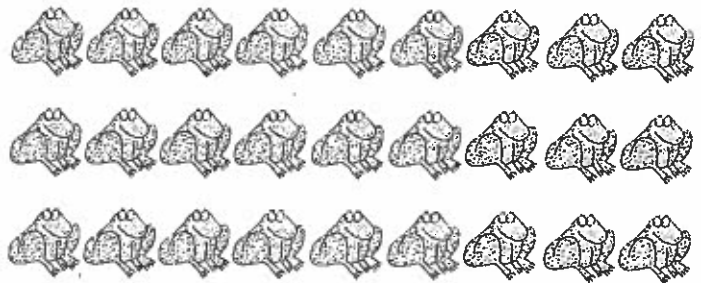


- Choose a sign to make this sentence true.

$$64 \bigcirc 84$$



- Explain how you can estimate how many frogs are shown.



- Mark the related addition fact.

$$14 - 6 = 8$$

- $8 - 6 = 2$
- $14 + 6 = 20$
- $8 + 6 = 14$
- $14 - 8 = 20$

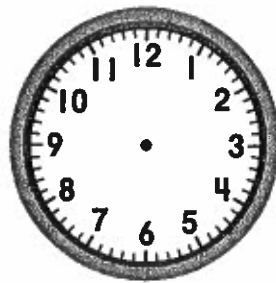


Chapter ~~Review~~ TEST

1. Show 4 o'clock.

Draw the minute hand .

Draw the hour hand .



2. Circle the time it takes.



about a minute

about an hour

3. Write the time.



half past _____

4. Write 1, 2, and 3 to show the correct order.







Write each time two ways.

5.



_____ : _____
_____ o'clock

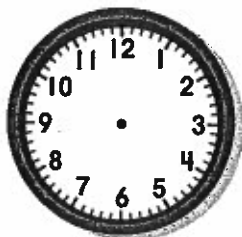
6.



_____ : _____
half past _____

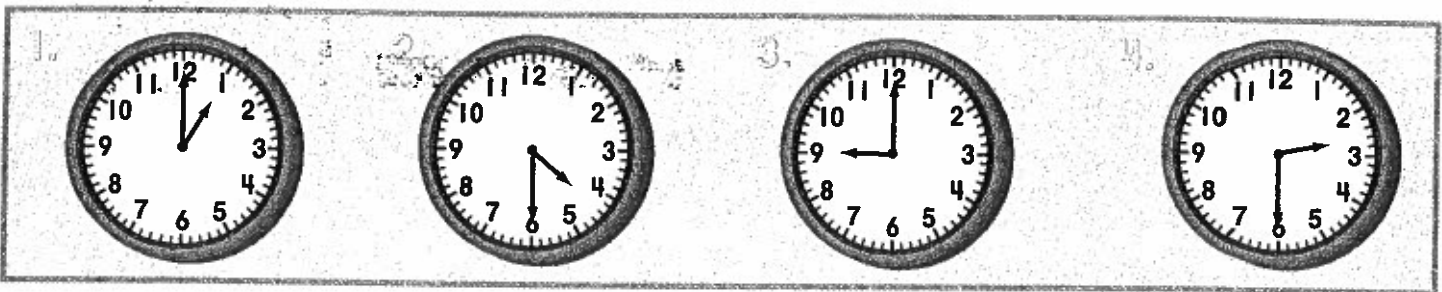
Show each time on the two clocks.

7. half past 6



8. 11 o'clock





5. On what day of the week is January 8?

6. What is the date of the third Thursday?

January						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Write how long the activity lasts.

7. Start End

_____ hours

8. Start End

_____ hours

Use the schedule.

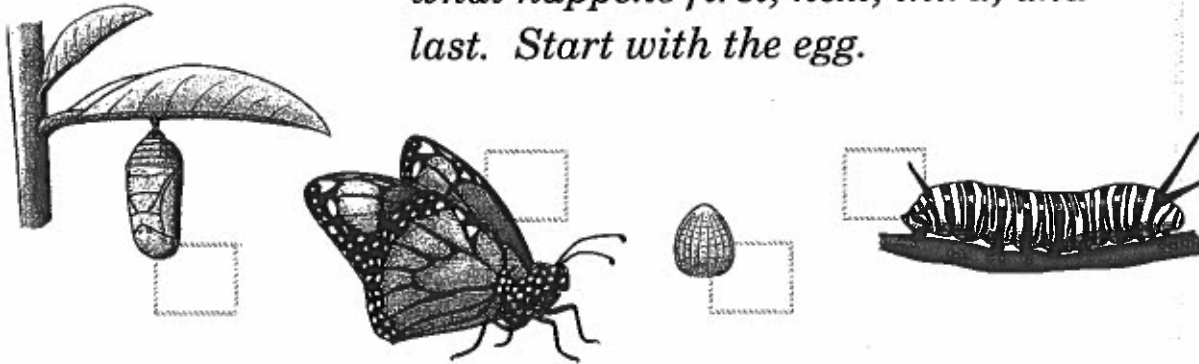
9. Dance class is for one hour. When does it end? _____ :

10. Holly plays for 1 hour before bed. What time does she start playing?
_____ :

Holly's Afternoon	
Activity	Time
Dance	4:00
Homework	6:30
Bedtime	8:30

Something to do!

Number the pictures 1, 2, 3, 4 to show what happens first, next, third, and last. Start with the egg.



Something to try!

Make an insect zoo.

Can you have a zoo small enough to keep in your room? Try this and see!

What you need:

- jars with lids
- field guide to insects
- hand lens

What to do:

1. Ask an adult to punch holes in the jar lids for you.
2. Look for insects outside.
3. Put one in each jar, along with leaves from the plant it was on.
4. Put the lid on quickly.
5. Try to find your insects in the field guide.
6. Watch your insects for a day or two, and then let them go where you found them.

Something to do!

Draw a line from the insect to its name.



butterfly



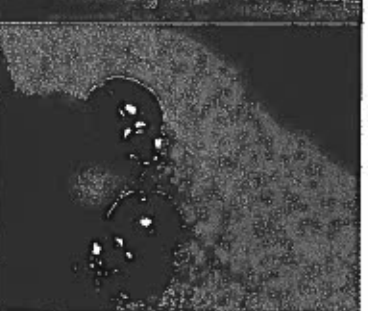
praying mantis



grasshopper



ladybugs



ant

DO YOU REMEMBER?

Circle the correct answer.

1. An insect is an animal.

Yes No

2. A spider is an insect.

Yes No

3. All insects are black.

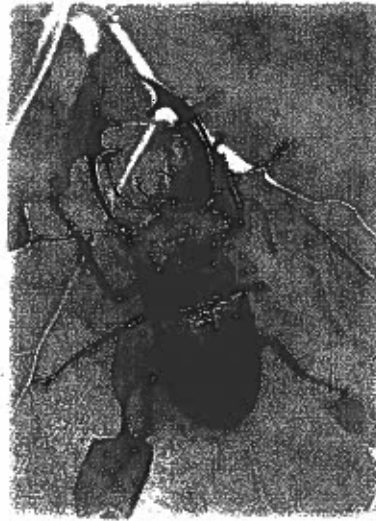
Yes No

4. Some insects are helpful. Some are harmful.

Yes No

5. The queen ant tells the workers what to do.

Yes No



Fill in the blanks.

1. An insect has only _____ legs.

2. A spider has _____ legs. He is not an insect.

3. The worker ants do all the _____.

4. The queen ant lays all the _____.