Stretch It!
Directions: Add words to make this sentence longer and better.

**Sentence:** He came to work at three.

1. __________________________________________

2. __________________________________________

3. __________________________________________

Fix It!
Directions: This sentence is not right. Please fix it on the lines below.

we would like you to come back and see us another time.

Sort It!
Directions: Sort these words in some way.

<table>
<thead>
<tr>
<th>came</th>
<th>some</th>
<th>cane</th>
</tr>
</thead>
<tbody>
<tr>
<td>same</td>
<td>come</td>
<td>plane</td>
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</tbody>
</table>

Created by Ann Gardner
Add It!
Directions: How are these words alike? Add more.

three, each, me, ...

Finish It!
Directions: Finish the sentence. Then tell more.

I looked around. There was another one! Then I saw three more. I ________.

Find It!
Directions: Find and write the words.

Number words

twenty-five

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________

Created by Ann Gardner
## Unit 18

<table>
<thead>
<tr>
<th>another</th>
<th>came</th>
<th>come</th>
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<tbody>
<tr>
<td>work</td>
<td>three</td>
<td></td>
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</tbody>
</table>

words I need to work on...

<p>| | | |</p>
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</table>
1. One number from each family is lost! Write the missing number in the triangle. Use the pictures to help. Then write 2 addition and 2 subtraction equations to match.

   \[ 5 + 7 = 12 \quad 12 - 5 = 7 \]
   \[ 7 + 5 = 12 \quad 12 - 7 = 5 \]

2. Fill in the missing numbers to solve these equations.

   \[ 6 + 7 + 3 = \underline{} \quad 8 + 1 + \underline{} = 18 \quad 5 + \underline{} + 2 = 13 \]
   \[ 13 - \underline{} = 8 \quad 12 - \underline{} = 7 \quad 12 - 4 = \underline{} \]

3. **Challenge** Fill in the missing numbers to solve these equations.

   \[ 40 + 18 + 23 = \underline{} \quad 60 + 47 + \underline{} = 126 \quad \underline{} + 67 + 26 = 131 \]

   (continued on next page)
**Missing Numbers** page 2 of 2

4. Draw a line to match each problem with its equation. Then find the answers.

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<table>
<thead>
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<tbody>
<tr>
<td><strong>a</strong></td>
<td>The pet shop owner had 14 hamsters. She sold 5 of them on Monday and 3 of them on Tuesday. How many hamsters does she have left?</td>
<td>(9 - 2 + 8 = ) __________</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>There were 12 puppies in the pen. The pet shop owner sold some of them. Now there are 7 puppies in the pen. How many puppies did she sell?</td>
<td>(14 - 5 - 3 = ) __________</td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>The pet shop owner got 9 rabbits yesterday. A family came in and bought 2 of them. Then the shop owner got 8 more rabbits. How many rabbits does she have now?</td>
<td>(6 + ) __________ = 13</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>There were 16 fish in the big tank. The shop owner moved some of them. Now there are only 9 fish in the big tank. How many did the shop owner move?</td>
<td>(12 - ) __________ = 7</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>The shop owner had 6 kittens. Then she got some more kittens. Now she has 13 kittens. How many kittens did she get?</td>
<td>(16 - ) __________ = 9</td>
</tr>
</tbody>
</table>

5. **Challenge** Solve these equations.

\[
\begin{align*}
2 + 5 - 4 + 8 &= \quad 8 + 12 + 34 &= \quad 20 + 30 - \_ &= 30 - 5 \\
90 + 170 + 64 &= \quad 30 - 20 + \_ &= 25 \\
\_ + 5 &= 21 \\
250 + 48 + 2 &= \quad 350 + 118 + 6 &= \quad \\
\end{align*}
\]
Three-Dimensional Shape Hunt page 1 of 2

Note to Families
We recently started a new unit on geometry. We are using pattern blocks, geoboards, and paper shapes to investigate many different two- and three-dimensional shapes. Besides learning to recognize and name these shapes, we’ll explore how they’re alike and different and what happens when we cut them up, put them together, and move them around by sliding, turning, and flipping them. We’ll learn how to measure the area of some of them, and how to use others to create symmetrical designs. We’ll also consider the shapes that are all around us, both human-made and those occurring in nature. This assignment reinforces what we are learning about geometry.

Have you ever thought about why things are the shape they are? Ever wondered why a cup is round and the rooms in most houses are square or rectangular instead of round? Why dice and ice are cube-shaped and why we eat ice cream out of cones instead of pyramids? Shapes are fun to find and fun to think about! This week, you’re going to go on a three-dimensional shape hunt. All you have to do is search around your house for things that are shaped like cubes, spheres, cylinders, and rectangular prisms (boxes), and list them below. Happy hunting!

Here are some of things we found that are cylindrical:

Here are some of things we found that are spherical:

Here are some of the things we found that are shaped like rectangular prisms:

Here are some of the things we found that are shaped like cubes:

(continued on next page)
Three-Dimensional Shape Hunt

Note to Families
This exercise asks your child to count and sketch the faces of two different three-dimensional shapes. "Face" is the term mathematicians use for a flat surface on a three-dimensional shape. The triangular prism pictured to the left has 5 faces: 2 triangles and 3 rectangles. Your child will need a cube and a rectangular prism to do this exercise. One of a pair of dice and a cereal box would be great.

Materials
- Three-Dimensional Shape Hunt, page 2
- a cube, such as one of a pair of dice
- a rectangular prism, such as a cereal box

Instructions
Take a good look at some of the shapes you found to answer the following questions.

How many faces does your cube have? ________

Are they all the same shape? ________

Make a sketch of each of the cube's faces right here:

How many faces does your rectangular prism have? ________

What shape(s) are they? _____________________________

Please sketch each of the rectangular prism’s faces here:
Last Shape In Wins page 1 of 2

Note to Families
Last Shape In Wins is an easy and fun strategy game that gives children a chance to see the results of combining some familiar shapes. We play it at school with pattern blocks, but you’ll be coloring in the shapes instead. Have fun!

Materials
- Last Shape In Wins, pages 1–2
- crayons, markers, or colored pencils in the following colors: yellow, green, blue, and red

Instructions

1. With your partner, decide who will go first and who will go second.

2. Take turns coloring in shapes on the first game board.
    
    a. You may color in one or more triangles to form one of the shapes shown below.

       ![a triangle](triangle.png)  ![a rhombus](rhombus.png)  ![a trapezoid](trapezoid.png)  ![a hexagon](hexagon.png)

       a triangle  color it green
       a rhombus  color it blue
       a trapezoid color it red
       a hexagon  color it yellow

   b. You can color in any one of the four shapes anywhere on the game board each time it’s your turn. It is a good idea to outline the shape first before you start coloring.

   c. You must take your turn every time.

3. The winner is the player who gets to complete filling in the game board (the big hexagon) by coloring in the last shape.

4. **CHALLENGE** Try to use the fewest number of shapes to fill in the big hexagon.
   See if you can use even fewer the second time you play.

5. When you have time, play the game a second time.

(continued on next page)
Shapes

- **a triangle**
  - color it green

- **a rhombus**
  - color it blue

- **a trapezoid**
  - color it red

- **a hexagon**
  - color it yellow
Today's date is: ________________

Days of the Week: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Today's digital date is:

Today is: ________________

Yesterday was: ________________

Tomorrow will be: ________________

Draw the money in the bank.

Q: __________
N: __________
D: __________
P: __________

Total? __________

We have been in school for _____ days.

Hundreds Tens Ones

Tally Mark the number of days in school

Is the number of days odd or even? Circle.

odd   even

Finish the pattern of the day.

_____________________  ____________________  ____________________
Calender Math
Months: January February March April May June July August September October November December

Today's date is:

_____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

Today's digital date is:

_____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

Days of the Week: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Today is:

_____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

Yesterday was:

_____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

Tomorrow will be:

_____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

We have been in school for _____ days.

Q: __
N: __
D: __
P: __

Total? _____

Draw the money in the bank.

Draw the hands on the clock.

Write the digital time.

_____: _____

Tally Mark the number of days in school

Is the number of days odd or even? Circle.
odd  even

Finish the pattern of the day.

_____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____
Calendar Math

Months: January February March April May June July August September October November December

Today's date is:


Today's digital date is:


Days of the Week: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Today is:

Yesterday was:

Tomorrow will be:

We have been in school for ____ days.

Complete the fact family problems.

____ + ____ = ____

____ + ____ = ____

____ - ____ = ____

____ - ____ = ____

Draw the money in the bank.

Q: ____

N: ____

D: ____

P: ____

Total? ____

Tally Mark the number of days in school.

Hundreds

Tens

Ones

Is the number of days odd or even? Circle.

odd
even

Finish the pattern of the day.

____  ____  ____  ____  ____  ____  ____  ____

©amybethschulz2014
Calendar Math

Today's date is:

Today's digital date is:

Days of the Week: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Today is:

Yesterday was:

Tomorrow will be:

We have been in school for ____ days.

Complete the fact family problems.

____ + ____ = ____

____ + ____ = ____

____ - ____ = ____

____ - ____ = ____

Tally Mark the number of days in school.

Is the number of days odd or even? Circle.

odd even

Draw the money in the bank.

Q: ____

N: ____

D: ____

P: ____

Total? ____

Draw the hands on the clock.

Write the digital time.

____: ____
Calendar Math With Number of the Day!

Today's date is:

Today's digital date is: ___________________

Days of the Week: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Today is: _________________

Yesterday was: _________________

Tomorrow will be: _________________

The number of the day is ____________.

Complete the fact family problems.

____ + ____ = _____

____ + ____ = _____

____ - ____ = _____

____ - ____ = _____

Tally Mark the number of the day.

Hundreds Tens Ones

Is the number of the day odd or even? Circle.

odd even

Draw the money in the bank.

Q: _____

N: _____

D: _____

P: _____

Total? _____

Finish the pattern of the day.

____ ___________ ___________ ___________ ___________
Calendar Math With Number of the Day!

Today’s date is:

Today’s digital date is:

Draw the money in the bank.

Q: __

N: __

D: __

P: __

Total? __

Draw the hands on the clock.

Write the digital time.

___ : ___

Tally Mark the number of the day.

Is the number of the day odd or even? Circle.

odd  even

Write the number of the day below the star. Fill out the rest of the number line.

© amyboehm 2014
Today's date is: ____________________________

Today's digital date is: __________

Fact Family

Complete the fact family problems.

_____ + _____ = _____
_____ + _____ = _____
_____ - _____ = _____
_____ - _____ = _____

Number of the Day = __________
1 more = __________ 10 more = __________
1 less = __________ 10 less = __________

Draw the money in the bank.
Q: ______
N: ______
D: ______
P: ______
Total? ______

Draw the hands on the clock.

Write the digital time. ______ : ______
Spelling

I can independently edit writing using the Kettle Falls Elementary conventions checklist. This means: End marks (periods/question marks), Capitals (beginning of sentence/I/names/days-months), Handwriting (neat/online/finger spaces), Spelling (word wall words, 1st grade priority words, Expedition words).

another, another

came, came

came, come

work, work

three, three

A faster and easier way to teach reading. Watch video at - www.ReadingKEY.com

Materials provided from your friends at www.handwritingworksheets.com
The Pot of Gold

One bright day, a little boy was walking down the street. It began to rain, and a rainbow formed in the sky. The little boy was amazed when he saw that there was a pot of gold at the bottom of the rainbow. At first, he thought he should keep the pot of gold, but then he remembered that it would be considered stealing, so he gave the pot of gold to the police so that they could find its rightful owner.

1. Who did the boy give the pot of gold to? ____________

2. What did the boy find? _________________

3. When did the boy go for a walk? _________________

4. Where was the pot of gold? ___________________

5. Why did the boy not keep the pot of gold? ________________
Rainbows

One sunny day, Sally was playing in her front yard. Suddenly, it began to rain.
When sunlight and rain mix, rainbows form in the sky. Sally saw the prettiest colors in the rainbow. She saw red, orange, yellow, green, blue, and purple colors in the rainbow. She was so excited to see the pretty rainbow that she went inside her house to tell her brother so that he could go outside to see the rainbow, too!

1. Who saw a rainbow in the sky?

2. What colors are in a rainbow?

3. When do rainbows form?

4. Where do rainbows appear?

5. Why did Sally go inside her house?
Wolves

Wolves are interesting animals. These animals have strong muscles. A wolf can run for hours. They can run 40 miles per hour. They do this when chasing their prey. Usually wolves move at a slower pace. This slower pace is called loping.

Have you ever seen a wolf?

A story with a wolf that I like is
Penguins

Penguins are beautiful birds. I love to watch them walk. There are seventeen different types of penguins. All penguins have black backs and white bellies. These birds cannot fly. They can dive and swim very fast. Penguins dive for fish when they are in the water. They have to be watch for sharks and whales because they are penguins’ enemies.

Word Work

Words that include: -ird

Draw It

Answer It

Connection
Guinea Pigs

My sister, Bess, has a pet guinea pig. Her guinea pig is named Hazel. Yesterday, my sister’s guinea pig had two babies. Guinea pig babies are called piglets. One of the piglets is tan with a white stripe on its nose. The other piglet is black. We love to watch them.
Read aloud "Compost" to your child.

Recall:
"What type of text is this?" (nonfiction; informational)

"How do you know?" (Answers will vary.)

"How does the author define a 'compost'?" (mixture of garden scraps and kitchen vegetable scraps that rot and make your soil better)

Vocabulary and Language:
"The author says to 'sprinkle a handful of fertilizer' on top of the compost. What is 'fertilizer'?" (nutrition for the soil)

"The author says turning the compost with a shovel to get air in with 'speed up the decaying process.' What does 'decay' mean?" (break down)

Digging Deeper: Extension Questions:
"What are the benefits of composting?" (Answers will vary.)

"What kinds of scraps from the kitchen and scraps from the garden can be used to compost?" (Answers will vary.)
Engagement Text: “Compost”

Compost

Also called “gardeners’ gold,” compost is a mixture of garden scraps and kitchen vegetable scraps that rot and makes your soil better. Some gardeners make compost piles, and you might want to start one if you have room. If not, you can usually buy compost, or some towns have it available for free.

A compost pile is built in layers like a fancy birthday cake. Start off with about 6–8 inches of garden scraps. Then sprinkle a handful of fertilizer on top. This helps feed the organisms that will break the scraps down. Add a two inch layer of soil. The soil gets organisms into a pile. Build up several layers. To speed up the decaying process, after several weeks turn the pile with a shovel to get air in the compost pile. Compost is ready when it is crumbly and has that “earthy” smell. It may take several months before compost is ready, but the wait will be worth it and your garden will thank you with the best looking flowers and vegetables.
Book: Compost

- In this cycle students are introduced to the patterns -able and -ible. As you work with your child have them find and circle the words that have the -able and -ible pattern.
- Write the words you circled in the back of the book
- With the words they wrote have students read it, say it, write it, and read it again
- Use high-frequency words in sentences (oral and written)
- Read the list of high-frequency words and time yourself on fluency (keep running list)
- Search for high frequency words in sentences in the book
- High-Frequency Words to read and practice:
  
  although     available    birthday
  helpful      vegetable    buy