Complete one assignment for reading, writing, and math each day.

**Reading:** Read the selection and answer the questions. When you are finished, be sure to read a great book!

**Writing:** Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

**Math:** Complete the standards practice page. Draw pictures or use objects to help you.
In Europe, there is a big city called Prague. Prague is a beautiful and old city. Many people go there.

One thing people can see there is the Charles Bridge. This bridge goes over a big river in Prague. It connects the two sides of the city. People who visit the bridge get great views!

The Charles Bridge was built hundreds of years ago. It is made of stone. It is held up by arches. An arch is a round shape that goes over an open space. This bridge has 16 of them! It also has 30 statues on it. It is a beautiful bridge!
1. Where is Prague?
   A. Europe
   B. North America
   C. Asia

2. The text describes the Charles Bridge. How does the text describe the Charles Bridge?
   A. It is a beautiful bridge.
   B. It is a scary bridge.
   C. It is a tall bridge.
3. Read the following sentences:

"One thing people can see there is the Charles Bridge. This bridge goes over a big river in Prague. It connects the two sides of the city."

What does this information tell us about how the Charles Bridge helps people in Prague?

A. People can grow food on the Charles Bridge that they cook and eat.
B. People can fly on the Charles Bridge to go from one side of Prague to the other side of Prague.
C. People can cross the Charles Bridge to go from one side of Prague to the other side of Prague.

4. What is the main idea of this text?

A. The Charles Bridge is made of stone.
B. The Charles Bridge is a beautiful bridge in Prague.
C. Prague is a beautiful city in Europe that many people visit.

5. What does the Charles Bridge go over?

The Charles Bridge goes over a big __________.
6. What did you learn from "A Stone Bridge in Prague"?

7. **Class Discussion Question:** Describe the Charles Bridge. Use information from the text to support your answer.

8. Draw a picture of an arch.
Some animals eat earthworms.

Many birds eat earthworms. A robin is a bird with an orange breast. It flies to the ground and searches for something to eat. The robin stays still. It looks for an earthworm or the opening to its tunnel in the ground.

The robin moves into action when it sees an earthworm. It grabs the earthworm with its beak and eats it.

Fish eat earthworms. That is why some people going fishing attach earthworms to their fishing lines.

Spiders, snakes, turtles, and toads eat earthworms, too.
1. What do many birds eat?

- **earthworms**
- **spiders**

2. Where do earthworms live?

- **in the ground**
- **in a tree**
3. What does a robin do while it is looking for an earthworm or for an earthworm's tunnel?

- It stays still.
- It moves fast.

4. What does a robin use to grab and eat an earthworm?

- its beak
- its feet
5. What do some people attach to their fishing lines to catch fish?

Some people attach

6. What did you learn from "Animals Eat Earthworms"?

7. Draw an animal eating an earthworm.
One day a grasshopper hopped along a road and saw an ant. The ant was carrying a big ear of corn.

"Hey, stop and talk to me," Grasshopper said.

"I am getting food for the winter," Ant said. "You should too."

"It is summer. I have food," said Grasshopper.

Soon winter came. Grasshopper had no food. Ant and his friends had corn to eat. Grasshopper learned a lesson: it is wise to get ready for the future.
1. Who is this story about?

- an ant and a grasshopper
- a mouse

2. What was Ant doing at the beginning of the story?

- playing
- getting food (for winter)
3. Did Grasshopper get food during the summer?
   A. yes
   B. no

4. What is the lesson of this story?

   Play as much as possible.
   
   Get ready for the future.

5. What did Ant and his friends have in the winter that Grasshopper did not have?

6. What did you learn from "Ant and Grasshopper"?

7. Draw a picture of ant and grasshopper in the winter.
An arch is a round shape over an open space. You may have seen one in a doorway. Or you may have seen one on a bridge.

There are also arches in nature. In Utah, there is an area full of arches. These arches are made from stone. But people didn't make them. Water and nature did!

Here's how the arches were made. Rain went into the rocky ground. The water wore some rock away. When it got cold, it became ice. Ice takes up more space than water. The ice made spaces between rocks. Over time, the spaces got bigger. Those rocks became arches!
Arches of Stone - Comprehension Questions

Name: ___________________________ Date: _______________

1. What do we call a round shape over an open space?

- an arch
- a door

2. What made the stone arches in Utah?

- people
- water
3. What does water become when it gets cold?

4. What does ice make between rocks?

5. Where might you have seen an arch?

You might have seen an arch in a __________.

6. What did you learn from "Arches of Stone"?

7. Draw a stone arch.
Jimmy had a problem with his bicycle. He had a flat tire. Maybe he could ride on one good tire? That didn't work. The bike went bump bump bump.

Well, he could buy a new tire. But how could he get to the store? His bike didn't work!

Then Lashona came along with an idea. She showed Jimmy how to take off the flat tire. She had a patch to fix a hole in the tire.

Jimmy put the tire back on the bike. Then he used Lashona's pump to fill the tire with air again. Now his bike was ready to go!
1. What problem does Jimmy have with his bicycle?

He had a flat tire.

2. Can Jimmy ride his bike with one good tire?
   
   A. No
   B. Yes
3. Why can't Jimmy buy a new tire?

- He doesn't have money.
- He can't get to the store.

4. How does Lashona want to solve Jimmy's problem?

- buy him a new bike
- patch the flat tire
5. What do Jimmy and Lashona use to fix the hole in Jimmy's tire?

6. What did you learn from "The Bicycle Problem"?

Name__________________________________

Draw what you like to do with a friend. Write words to go with your picture.
Name_____________________________________

Draw things you like to do. Write words to go with your picture.
Name__________________________________

Draw a big pig. Then draw a little big. Draw a big goat. Then draw a little goat. Write a story about farm animals.
Name__________________________________

Draw something special you can do. Write a story to go with your picture.
Name__________________________________

Draw and write about something you know how to use. How did you learn to use it?
Lesson 5.1

Common Core Standard: CC.K.OA.1
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Directions 1. There are four red counters in the five frame. One yellow counter is added. R is for red, and Y is for yellow. How many of each color counter? Write the numbers. 2. Write the number that shows how many counters are in the five frame now.

Chapter 5
Lesson Check (CC.K.OA.1)

1. Which shows the gray counters being added to the five frame? Mark under your answer. (Lesson 5.1)

2. Count and tell how many balloons. Mark under your answer. (Lesson 4.2)

3. Mark under the number that is less than the number of shells. (Lesson 2.5)

Spiral Review (CC.K.CC.3, CC.K.CC.6)

DIRECTIONS

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**H O N D S  O N**

**Lesson 5.2**

**Addition: Put Together**

COMMON CORE STANDARD  CC.K.OA.1
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. **Directions**
   Roy has three yellow counters and five red counters. How many counters does he have in all? 1. Place counters in the ten frame to model the sets that are put together. Y is for yellow, and R is for red. Write the numbers and trace the symbol. Write the number to show how many in all.

Chapter 5  
eighty-three  P83
Lesson Check (CC.K.OA.1)

1. Which numbers show the sets that are put together? Mark under your answer. (Lesson 5.3)

   5 + 2  5 + 3  7 + 1  7 + 2
   □    □    □    □

Spiral Review (CC.K.CC.2, CC.K.CC.6)

2. Count forward. Mark the number that fills the space. (Lesson 4.4)

   5  6  7  8  □  10
   □  □  □  □  □

3. Meg has seven counters. Paul has a number of counters two less than seven. Mark under the number that shows how many counters Paul has. (Lesson 3.9)

   5  6  7  9
   □  □  □  □

DIRECTIONS

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Problem Solving • Act Out
Addition Problems

DIRECTIONS  1–2. Tell an addition word problem about the children. Trace the numbers and the symbols. Write the number that shows how many children in all.

COMMON CORE STANDARD  CC.K.OA.1
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Lesson Check  (CC.K.OA.1)

3 + 2 = ____

5  4  3  2

Spiral Review  (CC.K.CC.3, CC.K.CC.6)

three  four  five  six

DIRECTIONS  1. How many cats are there in all? Mark under your answer. (Lesson 5.3)
2. Count and tell how many tigers. Mark under your answer. (Lesson 3.2)  3. Mark under the set that has the same number of objects. (Lesson 2.1)

P86  eighty-six
Algebra • Model and Draw
Addition Problems

DIRECTIONS 1–2. Place cubes as shown. B is for blue, and Y is for yellow. Tell an addition word problem. Model to show the cubes put together. Draw the cube train. Trace and write to complete the addition sentence.
Lesson Check (CC.K.OA.5)

1. Fill in the correct answer:
   - $2 + 1 = 3$
   - $3 + 1 = 4$
   - $2 + 3 = 5$
   - $3 + 2 = 5$

Spiral Review (CC.K.CC.3, CC.K.CC.5)

- Combine the groups of dots to make 4.

Directions
1. Which addition sentence shows the cubes being put together? Mark beside your answer. (Lesson 5.4)
2. How many more counters would you place to model a way to make 7? Mark under your answer. (Lesson 3.3)
3. Mark under the set that shows the number. (Lesson 1.4)

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**Lesson 5.5**

**Algebra • Write Addition Sentences for 10**

**COMMON CORE STANDARD CC.K.OA.4**
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

**DIRECTIONS 1–3.** Look at the cube train. How many gray cubes do you see? How many blue cubes do you need to add to make 10? Use blue to color those cubes. Write and trace to show this as an addition sentence.

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Chapter 5

eighty-nine P89
Lesson Check \((\text{CC.K.OA.4})\)

1. \(8 + \underline{} = 10\)
   - \(2\)
   - \(3\)
   - \(4\)
   - \(5\)

Spiral Review \((\text{CC.K.CC.6, CC.K.CC.7})\)

1. \(5\)
   - \(4\)
   - \(6\)
   - \(8\)
   - \(9\)

DIRECTIONS
1. Mark under the number that makes 10 when put together with the given number. \((\text{Lesson 5.5})\)
2. Which number is less than 5? Mark under your answer. \((\text{Lesson 4.7})\)
3. Which cube train has the same number of cubes? Mark under your answer. \((\text{Lesson 2.4})\)

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