READING, WRITING, & MATH

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.
The day was hot. The sunshine was warm. Ava's mother filled the wading pool.

"May I get in?" Ava asked.

She jumped into her pool. Brrrr! It felt cold. This was not fun! Ava's mother called her for lunch. Later, Ava got back into her pool. Now the water felt warm. Ava splashed and laughed.
1. What is the weather like in the story?

- cool and cloudy
- hot and sunny

2. What is Ava doing today?

- swimming in her pool
- playing at the park
3. How did the water feel when Ava jumped into her pool in the morning?

- warm
- cold
4. How did the water feel when Ava got back into her pool after lunch?

- warm
- cold

5. When does Ava have fun splashing and laughing in her pool?

6. What did you learn from "A Cool Pool"?

7. Draw a picture of Ava splashing and laughing in her pool.
Do you know how to dance? Play some music. Then move your body to the music's beat! There you go! You're dancing!

Different dances go with different music.

People from different places around the world do different dances.

Some dances are slow. Some dances are fast.

Sometimes people wear a costume when they dance. They can tell a story with their dance.

People can dance together. They can also dance by themselves.

There aren't real rules in dancing. You've just got to have fun!
1. What do you play when you dance?

- soccer
- music

2. Are all dances the same?

- no
- yes
3. Are all dances slow?

- no
- yes

4. What do some people wear when they dance?

- a warm coat
- a costume
5. Who can you dance with?

People can dance __________.

6. What did you learn from "Dance Time"?

7. Draw people dancing.
Many people think deserts are hot places. Deserts can also be cold.

The Sahara in Africa is a hot desert. The temperature there gets up to 122 degrees Fahrenheit!

The Gobi desert in Asia is a cold desert. So is Antarctica. The temperature in Antarctica has fallen as low as -129 degrees Fahrenheit.

All deserts have one thing in common. They are very dry places. Deserts get less than 10 inches of rain each year. Some deserts are so dry that the plants there go without fresh water for years.
1. Deserts do not get a lot of
   A. sunshine
   B. rain

2. The Gobi desert is what kind of desert?
   A. hot desert
   B. cold desert

3. Where is the Sahara desert?
   A. Africa
   B. Asia

4. Is Antarctica a desert?
   A. no
   B. yes

5. How much rain do deserts get?
   A. less than 10 inches of rain each year
   B. less than 10 inches of rain each month
Drums are very fun to play! You can play a drum by hitting its surface with your hand or sticks.

Drums have a round shape. Here are some facts about different drums.

Bass drums are large. They can be played by hitting either side.

Snare drums have strings or wires stretched across one side. These strings and wires shake when you hit the other side. They make sounds.
Kettledrums are made of a large metal bowl. Animal skin is stretched over the open end of a kettledrum. That's the part the musician hits to make music.

Which drum would you like to play?
Different Drums - Comprehension Questions

Name: ___________________________________ Date: _______________

1. What can you use to hit a drum?

- a baseball bat
- your hand or sticks

2. What shape are drums?

- round
- like a box
3. What kind of drum has strings or wires stretched across one side?

- a bass drum

4. What kind of drum is made with animal skin?

- the kettledrum

- the snare drum
5. How can a bass drum be played?

A bass drum can be played by hitting the drum's ________.

6. What did you learn from "Different Drums"?

7. Draw a picture of yourself playing a bass drum.
Save Your Paper, Help Earth

by ReadWorks

Do you throw away pieces of paper after you use them? You can do something better: Recycle! When you throw things away, they become trash. Too much trash hurts our planet. Also, we would have to cut down more trees to make new paper. That would hurt Earth too.

Today many people recycle paper. When used paper is recycled, it is turned into new paper. Less paper is put in the trash. Fewer trees are cut down. Recycling is helpful to Earth!
1. What do your things become when you throw them away?

- trash
- dirt
2. Why is trash a problem?

- It smells bad.
- It hurts Earth.

3. What do we need to cut down to make new paper?

- trees
- grass
4. What can we make out of recycled paper?

- new paper
- trash

5. What is the best thing to do with your paper after you use it?

6. What did you learn from "Save Your Paper, Help Earth"?

7. Draw a picture of how recycling helps Earth.
Name__________________________________

Draw things you do at school. Write words to go with your pictures.
Name__________________________________

Draw a pet you would like to have. Write words to go with your pictures. Write a story about playing with your pet.
Name_____________________________________

What do you want to be someday? Draw yourself at work. Tell someone about your drawing. Write a sentence about your work.
Name__________________________________

Draw a picture for each sense. I can see, I can hear, I can taste, I can feel, I can smell.
Name__________________________________

Draw a picture of how you get to school. Write words to go with your picture.
Algebra • Number Pairs for 9

COMMON CORE STANDARD  CC.K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

DIRECTIONS  Use two colors of cubes to make a cube train to show the number pairs that make 9.  1–4. Complete the addition sentence to show a number pair for 9. Color the cube train to match the addition sentence in Exercise 4.

Chapter 5
Lesson Check (CC.K.OA.3)

- $5 = 4 + 1$
- $7 = 4 + 3$
- $8 = 5 + 3$
- $9 = 5 + 4$

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

- 8
- 7
- 6
- 5

DIRECTIONS
1. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.11)
2. Count how many birds. Mark under your answer. (Lesson 3.6)
3. Mark under the number that is less than the number of counters. (Lesson 2.3)

P102 one hundred two
Algebra • Number Pairs for 10

COMMON CORE STANDARD CC.K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

DIRECTIONS Use two colors of cubes to build a cube train to show the number pairs that make 10. 1-4. Complete the addition sentence to show a number pair for 10. Color the cube train to match the addition sentence in Exercise 4.
Lesson Check  (CC.K.OA.3)

1. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.12)
   - 7 = 3 + 4
   - 7 = 5 + 2

Spiral Review  (CC.K.CC.4c, CC.K.OA.4)

- 5, 3, 4, 1, 2
- 1, 2, 3, 4, 5

3. Which cube train shows a way to make 10? Mark beside your answer. (Lesson 4.3)
   - one hundred four
Subtraction: Take From

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. Tell a subtraction word problem about the children. Write the number that shows how many children in all. Write the number that shows how many children are leaving. Write the number that shows how many children are left.

Chapter 6
Lesson Check (CC.K.OA.1)

3 take away 1

1  2  3  4

Spiral Review (CC.K.CC.5, CC.K.OA.2)

[Diagram of birds]

2  3  4  5

Directions:
1. Which number shows how many frogs are left? Mark under your answer. (Lesson 6.1)
2. Which number completes the addition sentence about the sets of birds? Mark under your answer. (Lesson 5.7)
3. How many more counters would you place to model a way to make 8? Mark under your answer. (Lesson 3.5)

P110 one hundred ten
Name __________________________________________

**Subtraction: Take Apart**

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. Listen to the subtraction word problem. Jane has nine counters. Three of her counters are red. The rest of her counters are yellow. How many are yellow? Place nine counters in the ten frame. Draw and color the counters. Write the number that shows how many in all. Write the number that shows how many are red. Write the number that shows how many are yellow.

Chapter 6

one hundred eleven
Lesson Check (CC.K.OA.1)

1. 8 - 2

5  6  7  8

Spiral Review (CC.K.CC.6)

2. 3  4  5

DIRECTIONS 1. Clyde has eight counters. Two of his counters are yellow. The rest of his counters are red. How many are red? Mark under your answer. (Lesson 6.2) 2. Mark under the number that is greater than the number of objects. (Lesson 2.5) 3. Compare the cube trains. Mark under the cube train that has a greater number of cubes. (Lesson 4.5)

P112 one hundred twelve
Problem Solving • Act Out Subtraction Problems

1. Tell a subtraction word problem about the beavers. Trace the numbers and the symbols. Write the number that shows how many beavers are left. 2. Draw to show what you know about the subtraction sentence. Write how many are left. Tell a friend about your drawing.

DIRECTIONS

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

3 - 2 =

4 - 3 =

Chapter 6
Lesson Check (CC.K.OA.1)

5 - 4 = ___

1  2  3  4

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

6  7  8  9

DIRECTIONS 1. Which number shows how many birds are left? Mark under your answer. (Lesson 6.3)  
2. Count and tell how many bees. Mark under your answer. (Lesson 3.8)  
3. How many more counters would you place to model a way to make 7? Mark under your answer. (Lesson 3.3)

P114 one hundred fourteen