

 SCHOLASTIC



Between  
Grades  
**2-3**

# Summer

**Stay-on-Track  
PACK**



Compiled by Mary Rose

## Dear Teacher:

You have worked all year to instill the joy of learning in your students. By now, the standards have been met and summer is just around the corner. Here is a wonderful product that will keep that enthusiasm alive and help your students be prepared for the next step in their education: **Scholastic Teachables Summer Stay-on-Track Packs**.

These packs have been carefully compiled to present your students with a wide range of activities to assure that the skills you worked so hard to teach them during the school year will not be lost in the heat of the summer. Each activity is only one page long and all are matched to the Common Core State Standards for reading comprehension and math.

This packet is intended to be a review of skills presented during the regular school session, not new material, for the following reasons:

- These pages will be fun and easy for your students. We want them to enjoy this project and even to “play school” this summer.
- These lessons will evoke recall of your classroom instruction, which strengthens concepts you have already taught.
- Families will look at what the child is doing and be able to see how much he or she has learned. They will recognize how well you have taught these skills and will not be asked to teach brand-new skills to their child.
- Students will return to school ready to build on what you have already taught and what the summer activities have reinforced.

The Table of Contents divides the activities into a suggested week-by-week structure. We included 5 lessons each for weeks 1, 2, 3, 8, 9, and 10 and 6 lessons for weeks 4, 5, 6, and 7, thus putting the bulk of the work in the middle of the summer. This structure is intended to vary the targeted skills within each week and to maintain the child’s interest and engagement over the entire summer.

The Standards and Skills pages provide short “family-friendly” explanations of each standard and tips to help them help their children. Some families may decide to focus on particular skills and standards, so pages that support each standard and skill are also listed with the standard for flexibility of use.

Because of the wide range of student abilities, it is likely that some pages will be quite easy for a given student and some may be a little challenging, but it is certain that every page has been selected for its fun factor, its appropriateness for the standards, and for its appeal to children.

Thank you for choosing Scholastic and Scholastic Teachables, and for all that you do for your students!

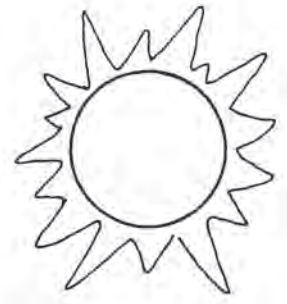


.....

# Welcome to the **Summer Stay-on-Track Pack!**

## Between Grades 2-3

.....



### **Dear Families,**

We hope you will enjoy helping your child with these delightful pages from Scholastic Teachables' website. Each page in this booklet has been especially selected to provide a review of almost every reading comprehension standard and math standard that your child's teacher likely covered in the past school year. Because this resource is designed to provide review and practice, we did not insert new concepts that you would have to introduce and explain to your child. There is great value to having your child practice and gain confidence on "secure skills."

We know that this material will be used in many ways: for children to play school, as rainy day fun, as serious "at-a-desk" lessons, and as independent work. We have suggested a week-by-week order, but you may choose to use the pages in any order that makes the most sense for you and your child. Because children have varied skills and school experiences, there are no strict guidelines for how much you should or should not help your child. The rule, however vague, is to help as much as the child needs and to help where he or she needs it. Some pages will be quite easy; others will need some guidance. In many cases you will need to read the directions aloud to your child as they may be written at a higher reading level. We have listed each standard and have provided a "Tip" to explain the standard or offer a suggestion for further learning.

You may want to consider sending this completed booklet back to school in the fall. It will give your child's new teacher an idea of his or her skills and will help set the stage for upcoming instruction.

We wish you and your child a wonderful, fun, and productive summer!

**Mary Rose and the Editors at Scholastic Teachables**



# Table of Contents

		Completed
<b>Week 1</b>		
Gorillas (Domain-Specific Words) .....	8	<input type="checkbox"/>
What a Nose! (Details) .....	9	<input type="checkbox"/>
Magic Squares (Addition) .....	10	<input type="checkbox"/>
Colorful Fish (Place Value) .....	11	<input type="checkbox"/>
Great Graphing (Graphs & Charts) .....	12	<input type="checkbox"/>
<b>Week 2</b>		
Call the Police! (Main Topic) .....	13	<input type="checkbox"/>
A Pencil Sandwich? (Illustrations: Nonfiction).....	14	<input type="checkbox"/>
A Noun Puzzle (Foundations of Language Arts: Nouns) .....	15	<input type="checkbox"/>
Dot-to-Dot Skip Counting (Foundations for Multiplication).....	16	<input type="checkbox"/>
Fishing Season (Add and Subtract Within 20) .....	17	<input type="checkbox"/>
<b>Week 3</b>		
That Chilly Feeling (Author’s Purpose) .....	18	<input type="checkbox"/>
My Monster (Illustrations: Fiction) .....	19	<input type="checkbox"/>
Numerical Order (Place Value).....	20	<input type="checkbox"/>
Piggy Banks and Pennies (Graphs & Charts).....	21	<input type="checkbox"/>
America’s Favorite Pastime (Addition and Subtraction) .....	22	<input type="checkbox"/>
<b>Week 4</b>		
Our Flag (Illustrations: Nonfiction) .....	23	<input type="checkbox"/>
Remembering Stories (Details) .....	24	<input type="checkbox"/>
Synonyms (Foundations of Language Arts) .....	25	<input type="checkbox"/>
The Opposite Of. . . (Foundations of Language Arts: Antonyms) .....	26	<input type="checkbox"/>
Addition and Subtraction (Add and Subtract Within 20) .....	27	<input type="checkbox"/>
Curves Ahead! (Measurement) .....	28	<input type="checkbox"/>
<b>Week 5</b>		
A Mark on the Wall (Connections) .....	29	<input type="checkbox"/>
Frogs and Toads (Compare/Contrast) .....	30	<input type="checkbox"/>
How Unusual! (Foundations of Language Arts: Prefixes) .....	31	<input type="checkbox"/>
Who Cleans the Fish’s Room? (Place Value) .....	32	<input type="checkbox"/>
Clock Work (Time).....	33	<input type="checkbox"/>
Shape Sleuth (Shapes) .....	34	<input type="checkbox"/>

	Completed
<b>Week 6</b>	
Bandit Birds (Main Topic) .....	35 <input type="checkbox"/>
Lunch Lady (Characters) .....	36 <input type="checkbox"/>
Owl Mask (Just for Fun) .....	37 <input type="checkbox"/>
Skip Counting Caterpillars (Foundations for Multiplication) .....	38 <input type="checkbox"/>
Learning Nickels (Money) .....	39 <input type="checkbox"/>
Dot-to-Dot Polar Bear (Just for Fun).....	40 <input type="checkbox"/>
<b>Week 7</b>	
What Is Cotton? (Domain-Specific Words) .....	41 <input type="checkbox"/>
Curious Creature (Characters) .....	42 <input type="checkbox"/>
Limericks (Poetry) .....	43 <input type="checkbox"/>
Place-Value Puzzler (Place Value/Order of Operations) .....	44 <input type="checkbox"/>
Hour and Half Hour Review (Time) .....	45 <input type="checkbox"/>
Pete’s Chores (Graphs & Charts).....	46 <input type="checkbox"/>
<b>Week 8</b>	
Miss Maple (Text Features) .....	47 <input type="checkbox"/>
Goats as Firefighters (Main Idea and Details) .....	48 <input type="checkbox"/>
Word Search (Foundations of Language) .....	49 <input type="checkbox"/>
Adding Coins (Money) .....	50 <input type="checkbox"/>
Riddle Teller (Shapes).....	51 <input type="checkbox"/>
<b>Week 9</b>	
Sioux Life (Text Features) .....	52 <input type="checkbox"/>
Reading Comprehension-Reasoning (Details) .....	53 <input type="checkbox"/>
Pig Patterns (Foundations for Multiplication) .....	54 <input type="checkbox"/>
Counting on Good Manners (Place Value/Order of Operations) .....	55 <input type="checkbox"/>
Measuring Gorillas (Graphs & Charts) .....	56 <input type="checkbox"/>
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What’s in My Pocket? (Details).....	58 <input type="checkbox"/>
Different Friends (Point of View) .....	59 <input type="checkbox"/>
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## Grade 2 Standards and Skills

### READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...know the meanings of domain-specific words and phrases in a typical second grade subject area text.	<ul style="list-style-type: none"> <li>Gorillas (Week 1)</li> <li>What Is Cotton? (Week 7)</li> </ul>	“Domain-specific” words are those that are integral to certain topics (for instance, baseball words like <i>error</i> , <i>single</i> , and <i>foul</i> ). They may be challenging to read, spell, and understand, and they may have a far different meaning in a different context. Help your child use context to understand these words.
...show understanding of details in an informational text and answer who, what, where, when, why, and how questions.	<ul style="list-style-type: none"> <li>What a Nose! (Week 1)</li> <li>Remembering Stories (Week 4)</li> </ul>	Gauge the level of your child’s comprehension by asking questions. You don’t need to ask these questions of everything your child has read, and often you can ask in a conversational way that does not make your child feel grilled or tested. You can also ask questions after watching a movie or television show.
...know the main topic of a text and the topics of paragraphs in the body of the article.	<ul style="list-style-type: none"> <li>Call the Police! (Week 2)</li> <li>Bandit Birds (Week 6)</li> </ul>	Even in a short passage, most nonfiction writers follow the pattern of having a definite topic followed by details that further explain that topic. After your child reads a passage, ask him or her to identify the main topic and tell you one or two things about it.
...know how illustrations and/or photographs help readers to understand what they are reading.	<ul style="list-style-type: none"> <li>A Pencil Sandwich? (Week 2)</li> <li>Our Flag (Week 4)</li> </ul>	Nonfiction graphics and text features (photographs, maps, charts) provide important information that is often not in the body of the text. Call your child’s attention to every illustration and graphic and help him or her see how each one promotes understanding of the topic.
...build foundations of Language Arts.	<ul style="list-style-type: none"> <li>A Noun Puzzle (Week 2)</li> <li>Synonyms (Week 4)</li> <li>The Opposite Of... (Week 4)</li> <li>How Unusual! (Week 5)</li> <li>Word Search (Week 8)</li> </ul>	These pages target some of the foundations of language arts like nouns, synonyms and antonyms, and prefixes. Building a strong foundation will help your child’s overall literacy and aid in both reading and writing.
...know the main purpose of a text.	<ul style="list-style-type: none"> <li>That Chilly Feeling (Week 3)</li> <li>Night Life (Week 10)</li> </ul>	Authors write for one of three purposes: to persuade, to inform, or to entertain. But there is more to the idea of “author’s purpose” than that. After reading a piece of nonfiction text, ask your child what the author was trying to explain, warn about, or instruct the reader to do.
...use illustrations and words together to understand the characters, setting and/or plot of a story.	<ul style="list-style-type: none"> <li>My Monster (Week 3)</li> </ul>	Always call attention to the illustrations, where your child can get clues to the genre, the setting of the story, the personality of the characters, or even the plot. Sometimes you can judge a book by its cover.
...see the connection between events, ideas, concepts, or steps in a process in a text.	<ul style="list-style-type: none"> <li>A Mark on the Wall (Week 5)</li> </ul>	Draw connections between the beginnings of ideas or concepts and the progression of inventions or historical events. For instance, Alexander Graham Bell’s telephone connects to the invention of smartphones. Help your child see these kinds of connections when he or she is reading historical or scientific texts.

## READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...see the similarities and differences in two different informational texts on the same topic.	<ul style="list-style-type: none"> <li>Frogs and Toads (Week 5)</li> </ul>	Once your child has shown an interest in a subject, try to find several books or online articles on that subject. Help him or her read and explore the different facets of the topic and become an “expert” on it. Make sure you help your child compare and contrast the information from different sources.
...describe how the characters in a story reacted to the events and challenges they faced.	<ul style="list-style-type: none"> <li>Lunch Lady (Week 6)</li> <li>Curious Creature (Week 7)</li> </ul>	Children usually describe only the physical characteristics of characters. Encourage your child to also describe the actions of the main character.
...know terms used in poetry, such as rhythm, rhyme, alliteration, and stanza.	<ul style="list-style-type: none"> <li>Limericks (Week 7)</li> </ul>	Children love funny limericks. These short poems are a great chance to review and discuss rhythm (the cadence of a poem), rhyme (sound-alike words), alliteration (words that begin with the same letter or sound), and stanza (a group of lines in a poem).
...use text features like bold print, captions, headings, graphs, and charts to locate facts and interpret information in an article.	<ul style="list-style-type: none"> <li>Miss Maple (Week 8)</li> <li>Sioux Life (Week 9)</li> </ul>	Text features may be relatively new to your child, which can make them intimidating. Help your child discover that text features can be exciting places to find interesting information (and answers on tests) by asking questions about information that can only be found in these places, then challenge your child to ask YOU similar questions.
...describe how the details in a text support the main ideas the author is making.	<ul style="list-style-type: none"> <li>Goats as Firefighters (Week 8)</li> </ul>	Look at this example: <i>Hummingbirds are remarkable creatures. (topic sentence) They can fly upside down and backwards. They are only as big as a bumblebee. Their hearts beat at over 1000 beats a minute. (three details)</i> To meet this standard, students would be asked about these three detail sentences.
...answer who, what, where, when, why, and how questions to show understanding of the details in a story.	<ul style="list-style-type: none"> <li>Reading Comprehension-Reasoning (Week 9)</li> <li>What’s in My Pocket? (Week 10)</li> </ul>	One of the best ways to improve your child’s comprehension and fluency is to have him or her read out loud. If your child makes an error, do not correct him or her immediately. If you allow the child to read to the end of the sentence, it is very likely that he or she will self-correct the error.
...recognize different points of view of the characters. The student will vary his or her voice inflections when switching characters.	<ul style="list-style-type: none"> <li>Different Friends (Week 10)</li> </ul>	You model this idea for your child every time you read aloud to him or her and change your voice as different characters speak, or as the pace or tone of the story changes. Encourage your child to change his or her voice in these same ways when he or she is reading out loud to you.

## MATH

The student will...	Activity	Tip
...represent and solve problems involving addition and subtraction.	<ul style="list-style-type: none"> <li>• Magic Squares (Week 1)</li> <li>• America's Favorite Pastime (Week 3)</li> </ul>	Encourage your child to "represent" the problems by drawing simple illustrations, then add more for addition problems or mark them off for subtraction.
...understand place value.	<ul style="list-style-type: none"> <li>• Colorful Fish (Week 1)</li> <li>• Numerical Order (Week 3)</li> <li>• Who Cleans the Fish's Room? (Week 5)</li> </ul>	Place value is the basis of our mathematical system. It basically means that a numeral has a different value depending on the order in which the numbers are written. Hence, the number 123 has a very different value from the number 321.
...represent and interpret data.	<ul style="list-style-type: none"> <li>• Great Graphing (Week 1)</li> <li>• Piggy Banks and Pennies (Week 3)</li> <li>• Pete's Chores (Week 7)</li> <li>• Measuring Gorillas (Week 9)</li> </ul>	Students will be exposed to graphs and charts throughout their lives. These activities allow students not just to interpret what they see, but also to create their own graphs. Because bar graphs are the easiest, that is what we use in the lower grades.
...work with equal groups of objects to gain foundations for multiplication.	<ul style="list-style-type: none"> <li>• Dot-to-Dot Skip Counting (Week 2)</li> <li>• Skip Counting Caterpillars (Week 6)</li> <li>• Pig Patterns (Week 9)</li> </ul>	<p>Multiplication can be thought of as a quick form of addition. Your child is not yet expected to be able to multiply, but you can lay the foundations for it by helping him or her create "arrays" of pennies or objects like this representation of <math>2 \times 3</math>, which is also <math>3 \times 2</math>.</p> $\begin{array}{ccc} x & x & x \\ x & x & x \end{array}$ <p>The more your child plays with objects and sees patterns in numbers, the easier multiplication will be.</p>
...add and subtract within 20.	<ul style="list-style-type: none"> <li>• Fishing Season (Week 2)</li> <li>• Addition and Subtraction (Week 4)</li> </ul>	By the end of grade two, simple addition and subtraction facts should be automatic. If they are not, practice by using pennies or other objects to show how numbers work, like showing two lines of even and odd amounts; different ways to make 10 or 20; equivalent sets; counting one more; and how to skip count (count by 2s, 3s, 4s, 5s), etc.
...measure and estimate lengths in standard units.	<ul style="list-style-type: none"> <li>• Curves Ahead! (Week 4)</li> </ul>	Students across all grade levels often struggle with measurement problems on standardized tests. For this page, one way to measure the lines is to lay a string on the lines and then pick it up and measure the length of the string. Another way to give your child's skills a boost is to provide lots of practice, like inviting your child to weigh things (toys, books) on your bathroom scale, to play with cup, pint, quart and gallon containers (a great water activity!), and to measure household objects using a ruler, yardstick or tape measure.
...work with time.	<ul style="list-style-type: none"> <li>• Clock Work (Week 5)</li> <li>• Hour and Half Hour Review (Week 7)</li> </ul>	If your child only knows electronic devices that give the time with digits (e.g., 10:17), he or she will have only a vague understanding of how time works. Make a clock out of a paper plate, some paper "hands," and a brass fastener. Work together to match the time shown by digital numbers to the placement of hands on the clock face, or move the clock hands to show the time for lunch or bedtime.



## MATH

The student will...	Activity	Tip
...reason with shapes and their attributes.	<ul style="list-style-type: none"><li>• Shape Sleuth (Week 5)</li><li>• Riddle Teller (Week 8)</li><li>• Amount Counter (Week 10)</li></ul>	The term “attributes” is another word for “characteristics.” As an example, the attributes of a triangle are that it has three sides, is a closed figure, and has three angles that add to 180 degrees. Other attributes might include numerical representations (like 8 inches long) or colors.
...work with money.	<ul style="list-style-type: none"><li>• Learning Nickels (Week 6)</li><li>• Adding Coins (Week 8)</li><li>• Vacation Time (Week 10)</li></ul>	With today’s reliance on debit cards and electronic payments, children sometimes have a very difficult time understanding money. Our monetary system is a base-10 system (10 cents in a dime; 10 dimes in a dollar). Allow your child to play with real coins and pay in cash for small items in stores to help “number sense.”
...use place value understanding and properties of operations to add and subtract.	<ul style="list-style-type: none"><li>• Place-Value Puzzler (Week 7)</li><li>• Counting on Good Manners (Week 9)</li></ul>	At this grade level, the main property your child needs to know is how addition and subtraction are related in what we call “fact families”: $4 + 3 = 7$ ; $3 + 4 = 7$ ; $7 - 3 = 4$ ; $7 - 4 = 3$ . Use pennies to help your child see these relationships and to help him or her memorize facts and solve problems quickly and with confidence.

## JUST FOR FUN!

Activity	Tip
<ul style="list-style-type: none"><li>• Owl Mask (Week 6)</li><li>• Dot-to-Dot Polar Bear (Week 6)</li></ul>	Glue the mask onto sturdy paper (even the inside of a cereal box will do!) and help cut out the eyes. Help your child add a string or piece of yarn through the holes. If you have a copy machine, make enough for the whole family! You may have to help with cutting if you use a heavy cardboard.



# Gorillas



Details are parts of a story. Details help you understand what the story is about.

Gorillas are the largest apes. They live in the rain forests of Africa. Every morning, they wake up and eat a breakfast of leaves, fruit, and bark. During most of the day, the adult gorillas take naps. Meanwhile, young gorillas play. They wrestle and chase each other. They swing on vines. When the adults wake up, everyone eats again. When there is danger, gorillas stand up on their hind legs, scream, and beat their chests. Every night before it gets dark, the gorillas build a new nest to sleep in. They break off leafy branches to make their beds, either on the ground or in the trees. Baby gorillas snuggle up to their mothers to sleep.

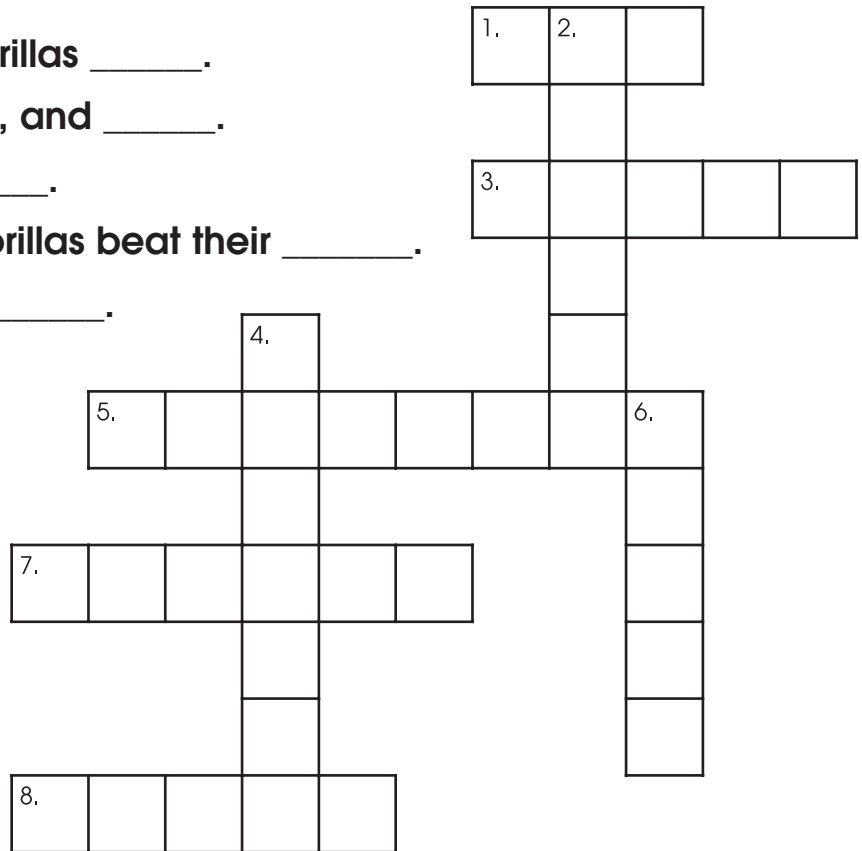
Find the answers to the puzzle in the story. Write the answers in the squares with the matching numbers.

## Across

1. During the day, adult gorillas \_\_\_\_\_.
3. Gorillas eat leaves, bark, and \_\_\_\_\_.
5. The largest apes are \_\_\_\_\_.
7. When there's danger, gorillas beat their \_\_\_\_\_.
8. Young gorillas swing on \_\_\_\_\_.

## Down

2. The continent where gorillas live is \_\_\_\_\_.
4. When young gorillas play, they \_\_\_\_\_ and chase each other.
6. Baby gorillas snuggle up to their mothers to \_\_\_\_\_.



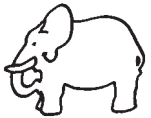
On another piece of paper, write two things gorillas do that people also do.



## What a Nose!

An elephant's trunk is probably the most useful nose in the world. Of course, it is used for breathing and smelling, like most noses are. However, elephants also use their trunks like arms and hands to lift food to their mouths. They suck water into their trunks and pour it into their mouths to get a drink. Sometimes they spray the water on their backs to give themselves a cool shower. An adult elephant can hold up to four gallons of water in its trunk. Elephants can use their trunks to carry heavy things, such as logs that weigh up to 600 pounds! The tip of the trunk has a little knob on it that the elephant uses like a thumb. An elephant can use the "thumb" to pick up something as small as a coin. Trunks are also used for communication. Two elephants that meet each other touch their trunks to each other's mouth, kind of like a kiss. Sometimes a mother elephant will calm her baby by stroking it with her trunk. Can your nose do all those things?

Find the statement below that is the main idea of the story. Write *M.I.* in the elephant next to it. Then find the details of the story. Write *D* in the elephant next to each detail. Be careful! There are two sentences that do not belong in this story.



Elephants use their trunks to greet each other, like giving a kiss.



Elephants use their trunks to give themselves a shower.



Some people like to ride on elephants.



Elephants can carry heavy things with their trunks.



Mother elephants calm their babies by stroking them with their trunks.



Elephants use their trunks to eat and drink.



Elephants use their noses for smelling and breathing.



Elephants have very useful noses.



Giraffes are the tallest animals in the world.



On another piece of paper, finish this story: When I was on safari, I looked up and saw a herd of elephants. Underline the main idea.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Magic Squares

In these magic squares, fill in the missing numbers so that every row—vertical, horizontal and diagonal—adds up to the sum in the star. Use the numbers in each answer box to help you.

EXAMPLE:  18

9	4	5
2	6	10
7	8	3

1.  15

		2
	5	
8		6

Answers

1 4 7 9 3

2.  12

	4	8
7	2	

Answers

1 5 0 6 3

3.  21

	5	6
	7	

Answers

11 4 8 3  
10 9

 Bonus!

 18

5	10	
	6	

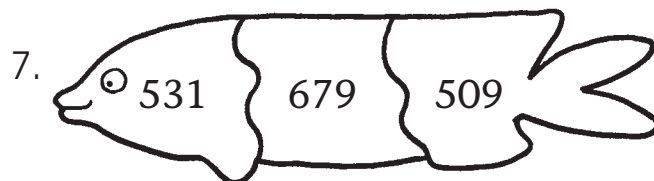
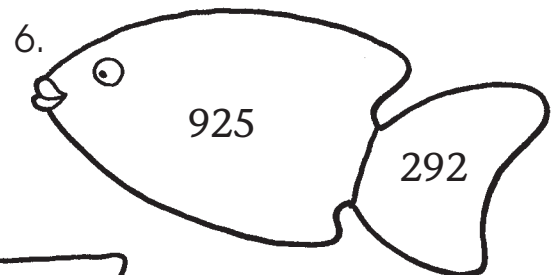
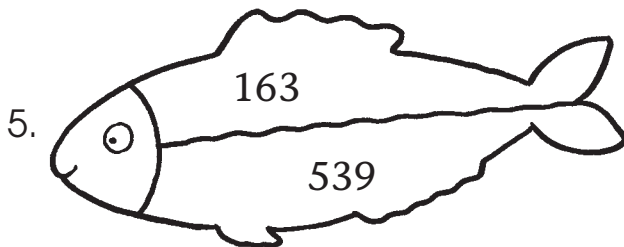
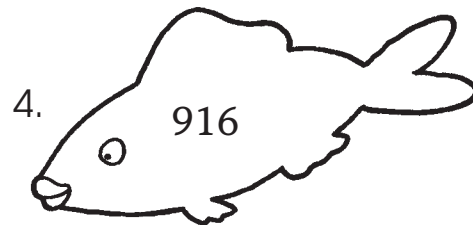
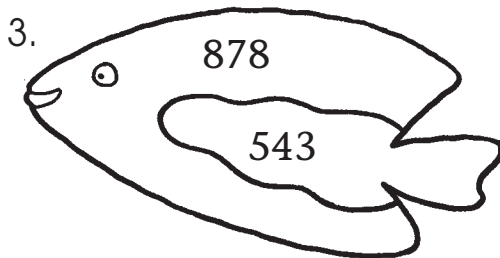
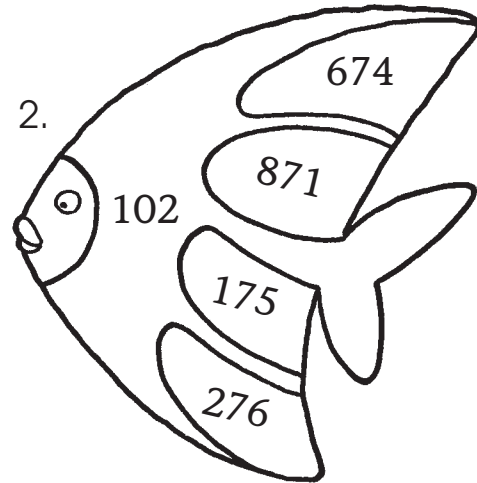
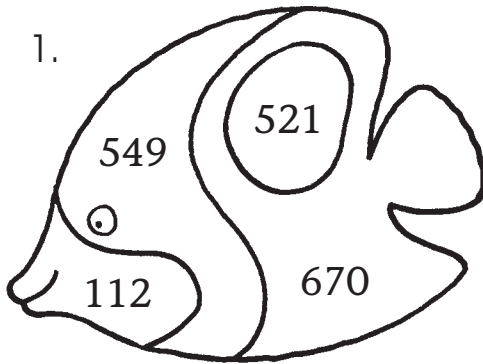


## Colorful Fish

Look at the numbers in the shapes inside the fish.

Use the information in the key at right to color the shapes.

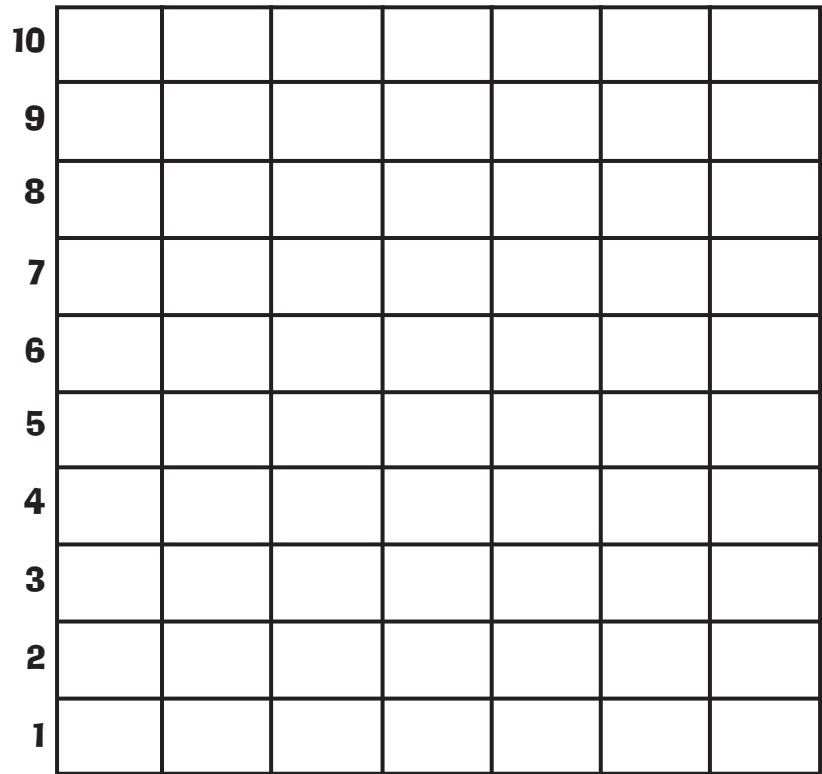
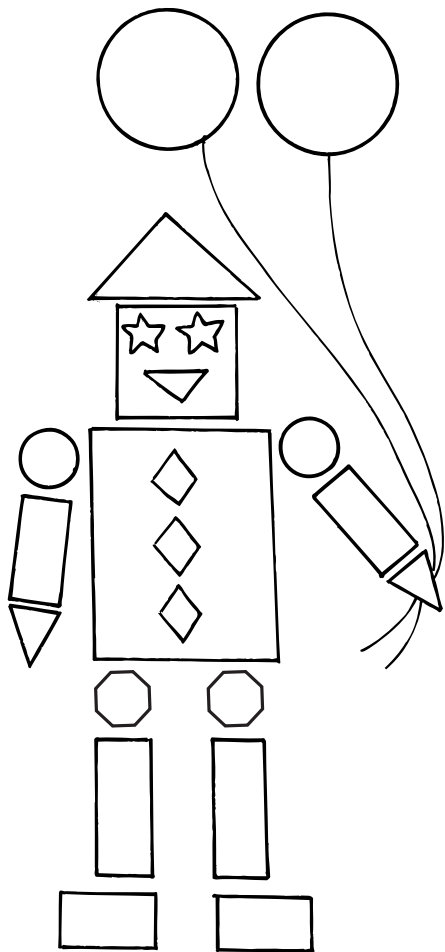
If there is a ...	Color the space ...
6 in the tens place	green
5 in the hundreds place	blue
2 in the ones place	yellow
7 in the tens place	orange
9 in the hundreds place	red










# Great Graphing

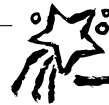
Name \_\_\_\_\_ Date \_\_\_\_\_

The picture was made with 7 different shapes. How many of each shape was used? Color in the shapes, following the instructions. Then color in the boxes on the chart, 1 box for each shape used.



Color the  red.    Color the  green.    Color the  blue.  
 Color the  black.    Color the  orange.    Color the  yellow.  
 Color the  purple.

Which shape was used the most? \_\_\_\_\_



# Call the Police!

It is good to know that you can call a police officer when you need help. You should not be afraid of the police. Their job is to help people. Police officers help find lost children. They direct traffic when there is a problem on the roads. They arrest criminals so that our towns are safe. When people have been in car accidents, police officers come quickly to help them. During floods, fires, and tornadoes, they take people to safe places. Sometimes they rescue people who are in danger. Police officers have saved many lives. Think of a police officer as your best friend!

What do you think the main idea of this story is? To find out, read the letters that are connected in the puzzle. Write the letters in order beside the matching shapes.

STOP

POLICE

HELP

STOP

NYPD

H

Police

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Write a letter to your town's police officers. Make sure the letter's main idea is to thank them for keeping your town safe. Ask an adult to mail it for you.



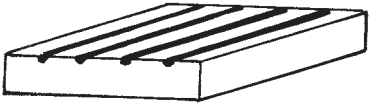

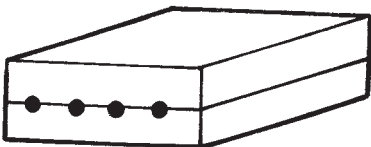

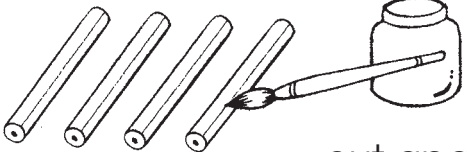

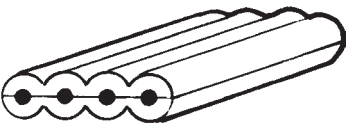
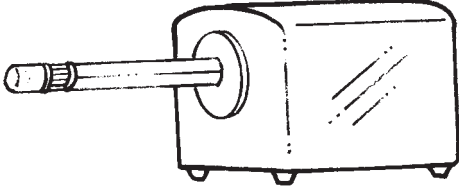
# A Pencil Sandwich?

How does the lead get inside a wooden pencil? Pencils are made out of strips of wood cut from cedar trees. Then grooves are cut in the strips. A mixture of graphite and clay is laid into the grooves. (We call it lead, but it is really a graphite mixture.) Then another strip of wood is glued on top of the first one, making a pencil sandwich! The wood is rounded in rows on the top strip of wood and the bottom strip. Then the pencils are cut apart and painted. An eraser is added on the end and held in place by a metal ring. When you buy a pencil, you sharpen it, and then you are ready to write.

Look at the pictures. Number them in the order that they happen in the story.



Use a pencil to practice writing the alphabet, uppercase and lowercase.

<input type="checkbox"/>		graphite mixture added
<input type="checkbox"/>		strips of wood
<input type="checkbox"/>		pencil sandwich
<input type="checkbox"/>		grooves
<input type="checkbox"/>		cut apart and painted
<input type="checkbox"/>		eraser added
<input type="checkbox"/>		rounded on top and bottom
<input type="checkbox"/>		sharpen





## A Noun Puzzle

A **noun** is a word that names a person, place, or thing.

Can you find the hidden picture?

Use the color code to color the spaces that have nouns.

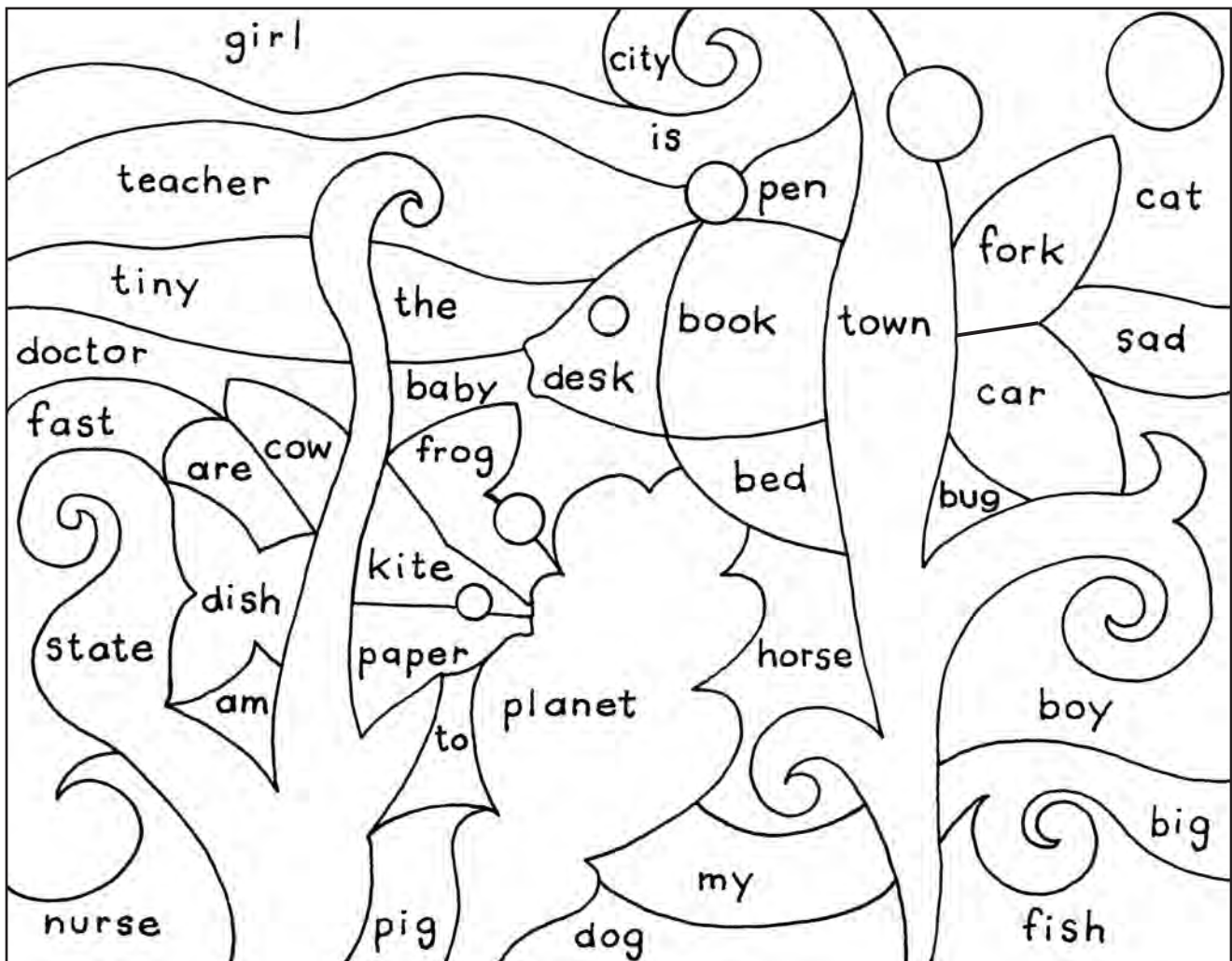
### Color Code

Nouns that name things = orange

Nouns that name places = green

Nouns that name people or animals = blue

Other words = light blue



Write a sentence using one of the nouns you found.

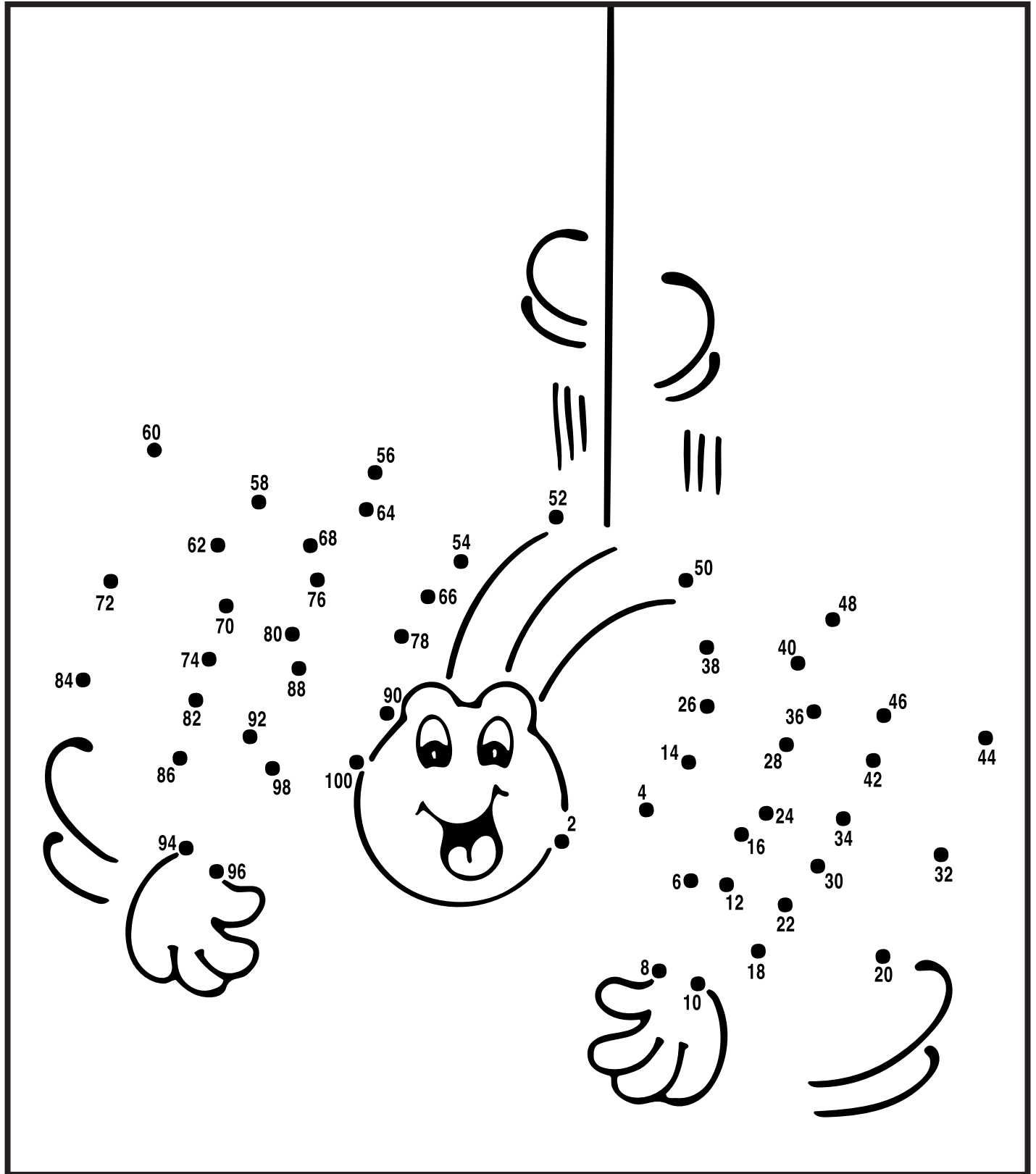
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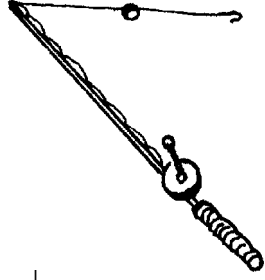
Name \_\_\_\_\_

Skill: Dot-to-dot—Counting by twos

Connect the dots.



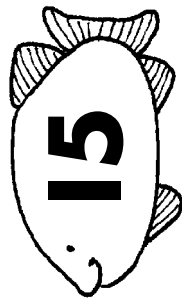
Name \_\_\_\_\_



# Fishing Season

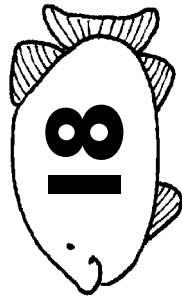
Look at the number on the fish.  
Circle all the problems with answers that match this number.

1



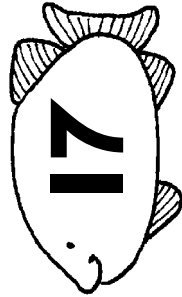
$$\begin{array}{l} 8 + 7 \\ 6 + 9 \\ 16 - 1 \\ 17 - 0 \end{array}$$

2



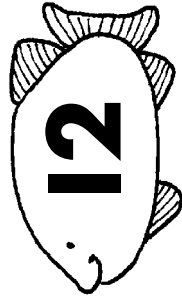
$$\begin{array}{l} 18 - 0 \\ 9 + 9 \\ 5 + 13 \\ 10 + 9 \end{array}$$

3



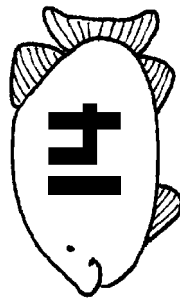
$$\begin{array}{l} 11 + 6 \\ 9 + 8 \\ 5 + 10 \\ 16 - 3 \end{array}$$

4



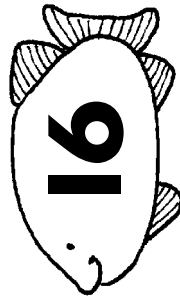
$$\begin{array}{l} 19 - 7 \\ 18 - 7 \\ 12 - 6 \\ 6 + 6 \end{array}$$

5



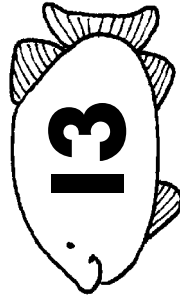
$$\begin{array}{l} 4 + 11 \\ 9 + 4 \\ 7 + 7 \\ 19 - 5 \end{array}$$

6



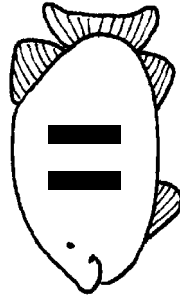
$$\begin{array}{l} 8 + 8 \\ 18 - 2 \\ 3 + 13 \\ 19 - 3 \end{array}$$

7



$$\begin{array}{l} 5 + 8 \\ 7 + 7 \\ 14 - 4 \\ 12 + 1 \end{array}$$

8



$$\begin{array}{l} 17 - 6 \\ 6 + 6 \\ 5 - 5 \\ 1 + 1 \end{array}$$

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

Read the paragraph. Then answer the questions.

# That Chilly Feeling

As you climb out of the swimming pool, a breeze blows up. You can't find your towel. You are chilly. You begin to shiver. What makes you shiver? When your body temperature drops, a part of your brain quickly **reacts**. It takes control of your muscles and makes you shiver. When you shiver, you make extra body heat. This helps you warm up.



1. The main idea of this paragraph is
  - A. how your body warms up
  - B. what happens when you lose your towel
  - C. how your muscles work
2. In this paragraph, the word **reacts** must mean
  - A. warms up
  - B. shuts down
  - C. acts in response
3. What happens to your body when you shiver?

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4. Why do you think the author wrote this paragraph?

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# My Monster



Be sure to read directions carefully. Look for key words like circle, underline, and color.

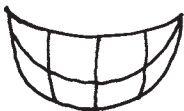
I saw a scary monster who lived in a cave. He had shaggy fur and a long, striped tail. He had ugly, black teeth. His three horns were shaped like arrows. His nose was crooked. One of his feet was bigger than the other three. “Wake up! Time for breakfast,” Mom said. Oh, good! It was only a dream.

Follow the directions.

1. What did the monster’s tail look like? Circle it.



2. What did the monster’s teeth look like? Draw a box around them.



3. What did the monster’s horns look like? Color them green.



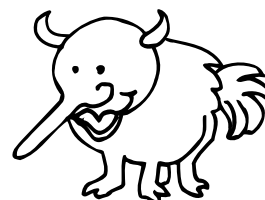
4. What did the monster’s nose look like? Underline it.



5. What did the monster’s feet look like? Color them red.



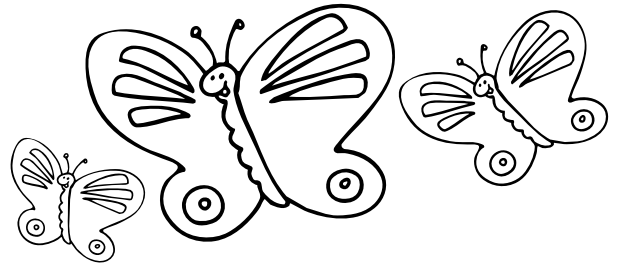
6. Which one of these is the correct picture of the monster? Draw a cave around him.



Name \_\_\_\_\_

Skill: Numerical order

**Put the following numbers in order from smallest to largest.**



1.    32            109            1,907            235            45            627            78  
\_\_\_\_\_

2.    104            1,562            1,270            25            317            43            89  
\_\_\_\_\_

3.    72            9,543            575            18            1,260            378            7,698  
\_\_\_\_\_

4.    624            532            12            957            369            167            2,230  
\_\_\_\_\_

5.    4,078            178            5,078            1,078            2,078            78            3,078  
\_\_\_\_\_

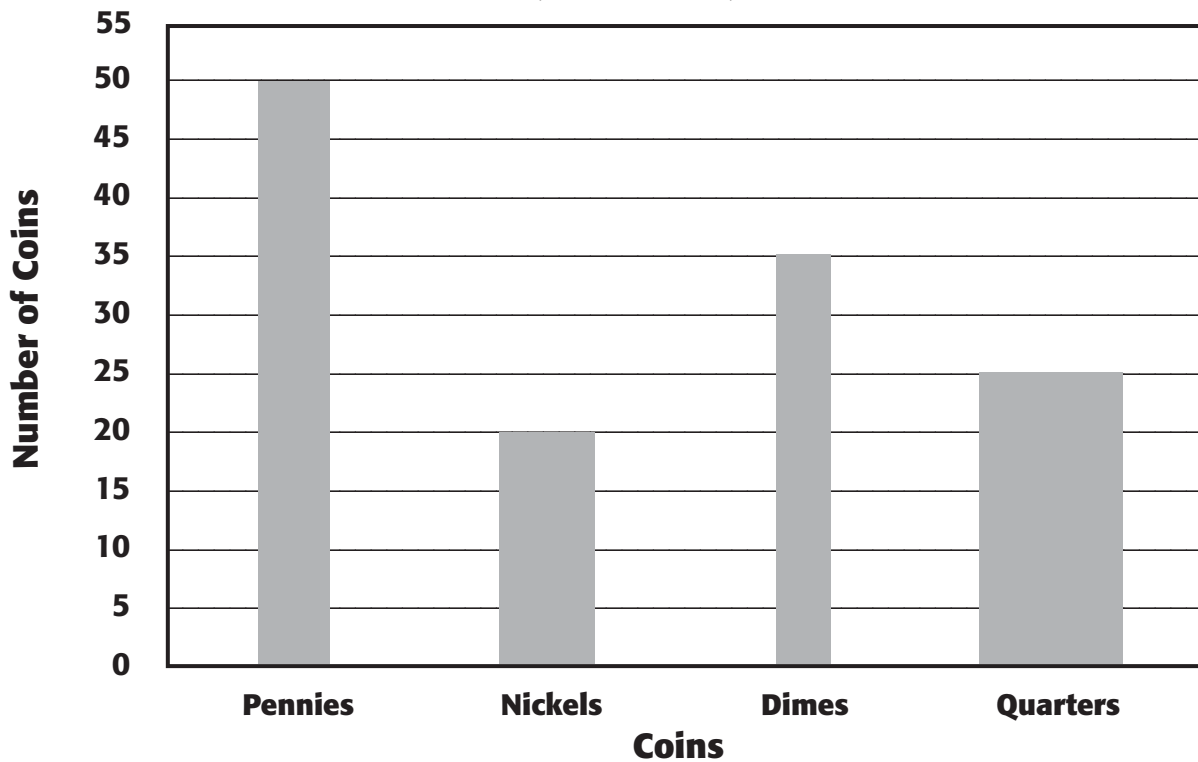
6.    856            823            675            909            1,050            772            1,083  
\_\_\_\_\_

# Piggy Banks and Pennies

## Bar Graph

Penny has been saving her pennies and her quarters, and dimes and nickels, too! Now it's time to crack open her piggy bank. Study the bar graph below to learn how much money she has saved.

### Penny's Piggy Bank



Use the information in the bar graph to answer the questions.

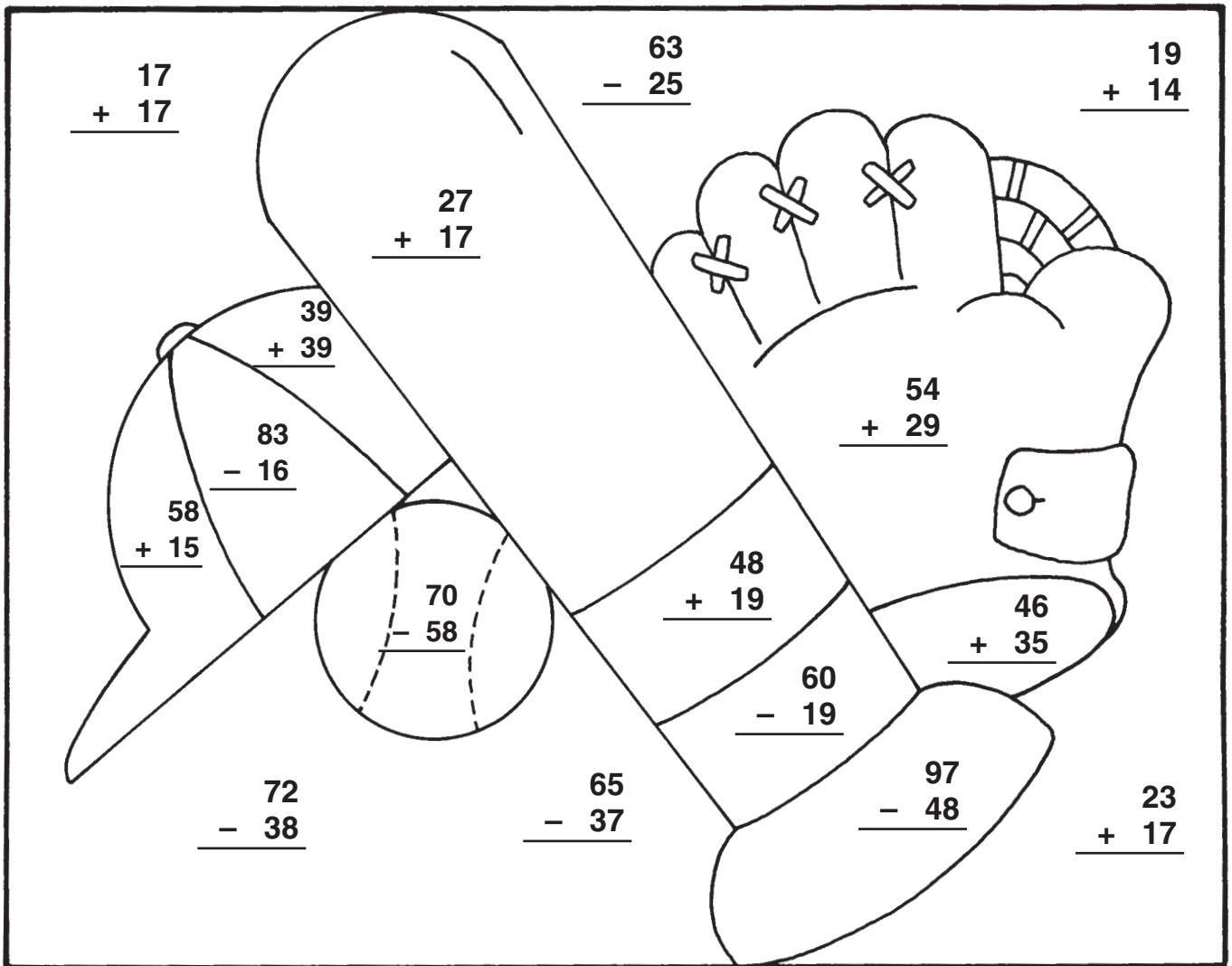
- 1 How many dimes does Penny have? \_\_\_\_\_
- 2 Look at the number of pennies. How many quarters is that worth?  
\_\_\_\_\_
- 3 Look at the number of quarters. How many dollars and cents is that worth? \_\_\_\_\_
- 4 How much are the pennies and nickels worth all together? \_\_\_\_\_
- 5 Count all the money. How much is it worth all together? \_\_\_\_\_

Name \_\_\_\_\_

# America's Favorite Pastime

Add or subtract. Use the chart to color the picture.

white	blue	brown	red	yellow
0-20	21-40	41-60	61-80	81-100



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

$$\begin{array}{r} 63 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 17 \\ \hline \end{array}$$



Finish the pattern.

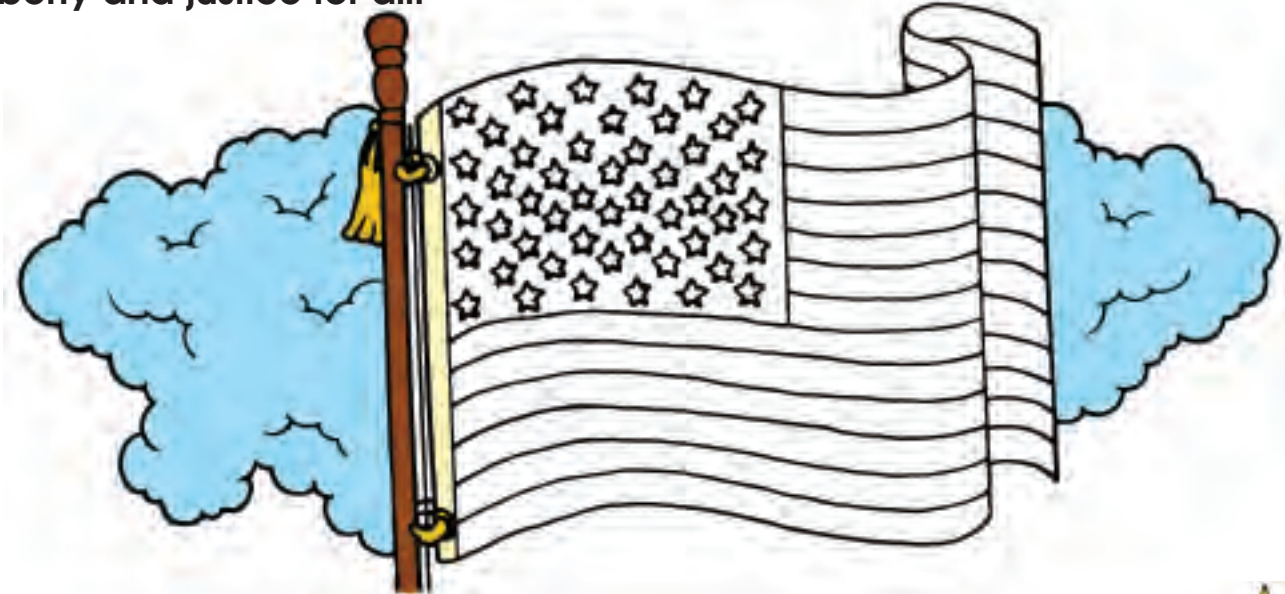






# Our Flag

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.



Follow the directions given in each of the following sentences.



1. There is one star for every state in the nation. Count the stars. Write the number in the star.
2. Write the name of your state. \_\_\_\_\_
3. Color the area around the stars blue. The stars should be white, so do not color them.
4. Write the total number of stripes. \_\_\_\_\_
5. Seven stripes are red. Beginning with the top stripe, color it and every other stripe red. The six stripes in between should be white, so do not color them.
6. Write these letters in reverse to make two words that tell another name for the flag.    D    L    O            Y   R   O   L   G  
\_\_\_\_\_
7. Draw a box around every word in the Pledge of Allegiance that has more than six letters.



*Design a flag with four stars and three stripes for a make-believe country. Draw and color it.*

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

Read the paragraph. Then answer the questions.

# Remembering Stories

The earliest people did not have a written language. Instead, people learned things by telling and listening to stories. How did storytellers recall everything? Some drew pictures on cave walls to help them remember. Some made up chants to the **rhythm** of drums. Other storytellers made belts or necklaces. Colored threads, beads, and special knots stood for different events.



1. The main idea of the paragraph is
  - A. long-ago drawings on cave walls.
  - B. why there were no books or magazines.
  - C. different ways storytellers recalled events.
  
2. A detail that tells more about the main idea is
  - A. which people became storytellers.
  - B. beads on belts helped recall things.
  - C. what kinds of stories people told.
  
3. In this paragraph, the word **rhythm** means
  - A. rocking.
  - B. singing.
  - C. musical beat.

Name \_\_\_\_\_

Skill: Synonyms

Read each sentence. Circle the word that means almost the same as the underlined word.

1. Tom was outside for just five minutes.

after only over

2. Please save this seat for me.

bring buy keep

3. The three bears lived in the woods.

forest house tent



4. Pam went to bed because she was sleepy.

quiet tired awake

5. I am glad to see that you have done your work.

angry asking happy

6. First the cat sniffed the food, then she ate it.

smelled pulled pushed

7. Mary tore her best dress.

mended ripped broke

8. The teacher spoke in a soft voice.

cheered screamed talked



## The Opposite Of . . .

Circle the correct word to complete each sentence and write it on the line.



1. Rich is the opposite of poor, and weak is the opposite of \_\_\_\_\_.  
A. strong                      B. day                      C. frail
2. Give is the opposite of take, and ask is the opposite of \_\_\_\_\_.  
A. get                      B. answer                      C. teacher
3. Help is the opposite of harm, and work is the opposite of \_\_\_\_\_.  
A. hurt                      B. try                      C. play
4. Good is the opposite of bad, and rough is the opposite of \_\_\_\_\_.  
A. smooth                      B. bumpy                      C. mean
5. Over is the opposite of under, and near is the opposite of \_\_\_\_\_.  
A. middle                      B. far                      C. here
6. Warm is the opposite of cool, and safe is the opposite of \_\_\_\_\_.  
A. afraid                      B. cold                      C. unsafe
7. Cloudy is the opposite of sunny, and early is the opposite of \_\_\_\_\_.  
A. late                      B. day                      C. timely
8. Top is the opposite of bottom, and front is the opposite of \_\_\_\_\_.  
A. whole                      B. back                      C. side



**Discuss with someone why you did not choose the other words.**

Name \_\_\_\_\_

Skill: Addition and subtraction

**Find the sum or difference in each of the squares. Use the color key to color the squares.**

7 = red

9 = brown

11 = brown

8 = green

10 = black

12 = black

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

# Curves Ahead!

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

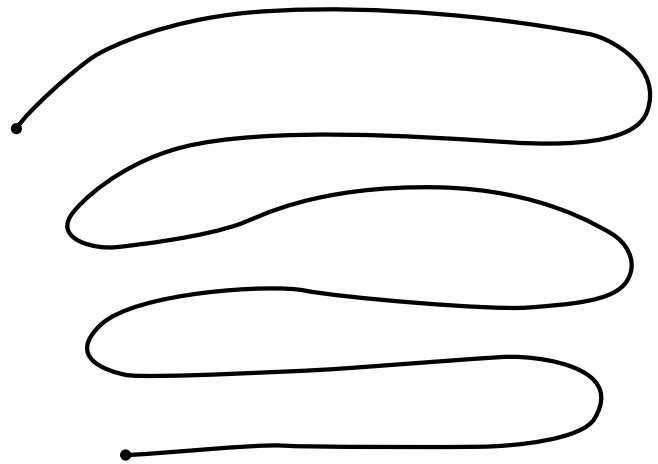
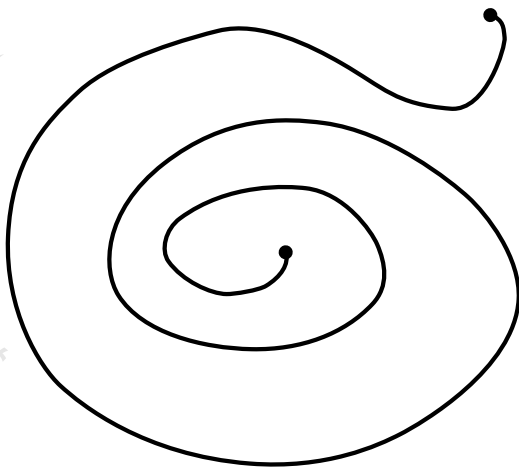
How long is each curved line? Guess. Then check by measuring.

1. My guess \_\_\_\_\_

2. My guess \_\_\_\_\_

Actual length \_\_\_\_\_

Actual length \_\_\_\_\_

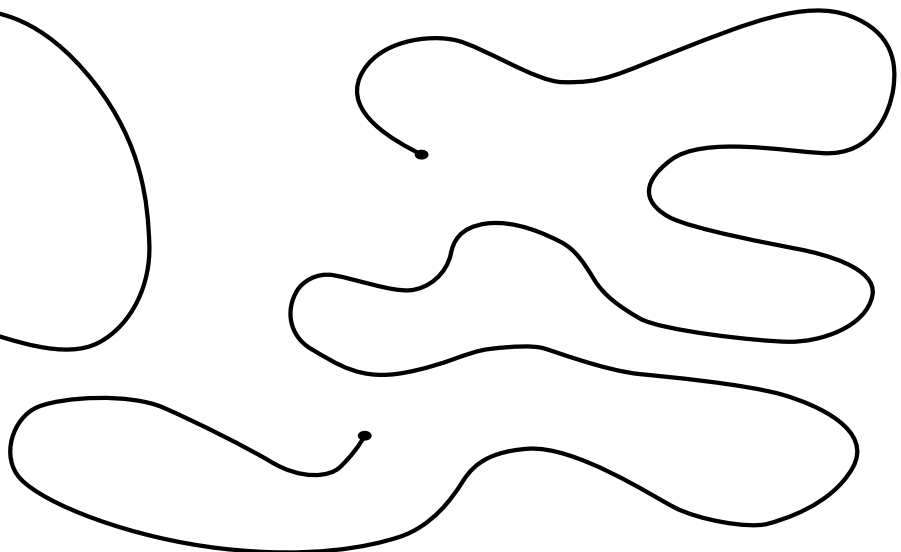
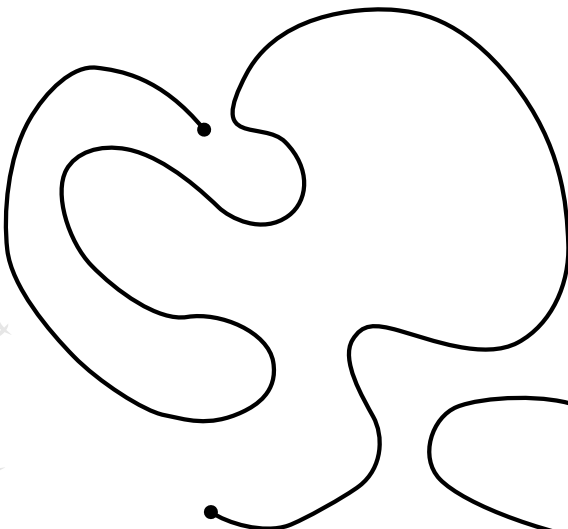


3. My guess \_\_\_\_\_

4. My guess \_\_\_\_\_

Actual length \_\_\_\_\_

Actual length \_\_\_\_\_



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

Read the paragraph. Then answer the questions.

# A Mark on the Wall

Anna took off her shoes. She stood straight with her back against the wall. Anna's mother put the ruler on Anna's head and made a little mark on the wall. It was two inches above another mark. Next to the new mark, Anna's mother wrote the date. "Wow!" she said. "No wonder your jeans are too short."



1. Which sentence is most likely true?
  - A. Anna's mother is measuring Anna's head.
  - B. Anna's mother is mad at Anna.
  - C. Anna has grown two inches taller.
  
2. You can guess that the next mark will be
  - A. the same.
  - B. lower.
  - C. higher.
  
3. Most likely Anna's mother will
  - A. buy Anna new jeans.
  - B. give Anna old jeans.
  - C. make Anna stop growing.

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

Read the paragraph. Then answer the questions.

# Frogs and Toads

by Linda Ward Beech

People often confuse frogs and toads. Both are amphibians. This means they are cold-blooded; their temperature stays the same as their surroundings. Frogs and toads have four legs and no tails. They use their back legs for jumping. The legs on frogs are longer. Toads have drier, lumpier skin. Most adult frogs live in or near water. Most adult toads live on land.

## Frogs and Toads by Mary Rose

Froggie in the water  
Toad upon the land  
Much alike but different  
Isn't it grand?

Froggie says "CROAK"  
And Toad is mute  
Frog is on the lily pad  
Isn't he cute?

Toad is dry and warty  
Frog so slick and sleek  
You're looking in the bushes  
Is it Toad you seek?



1. What can you learn in the first passage that is not in the poem?

\_\_\_\_\_

2. What can you learn in the poem that is not in the passage?

\_\_\_\_\_

3. What is the same in both pieces?

\_\_\_\_\_



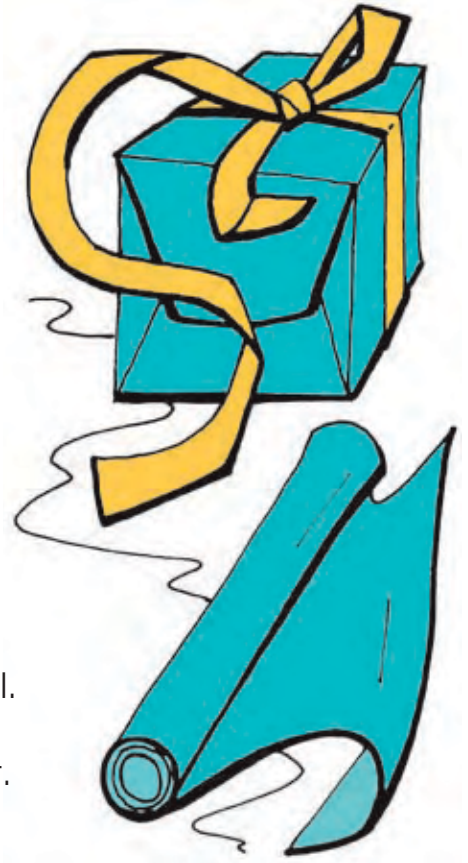


## How Unusual!

The prefix **un-** means either “not” or “do the opposite of” the base word. Circle each base word in the puzzle. The words go →, ↓, ↗, and ↘. We did the first one for you.

<del>unpack</del>	untie	unload	unlock	unwind	undo
unknown	unfold	unable	unfair	unusual	unwise

R	A	I	L	I	M	A	F	X
N	E	E	O	F	F	O	L	D
I	W	E	A	W	A	X	L	E
A	I	X	D	L	I	I	O	T
T	S	K	N	O	W	N	R	N
R	E	V	O	C	Z	R	D	I
E	P	A	C	K	X	E	A	A
C	A	B	L	E	S	Y	Z	P
D	N	I	K	U	S	U	A	L

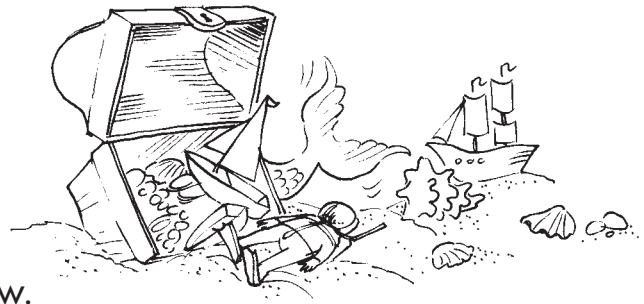


Write a word from the list to complete each sentence.

1. It is \_\_\_\_\_ for James to be late for school.
2. It took me ten minutes to \_\_\_\_\_ the knot.
3. You need a key to \_\_\_\_\_ the trunk.
4. We grew more concerned as the story began to \_\_\_\_\_.
5. It is \_\_\_\_\_ to wait until the last minute to do your homework.
6. Bill thought the umpire’s call was \_\_\_\_\_.

# Riddle

## Who cleans the fish's room?



Add.

Solve the riddle using your answers below.

$\begin{array}{r} 217 \\ + 124 \\ \hline \end{array}$ <p>I</p>	$\begin{array}{r} 128 \\ + 145 \\ \hline \end{array}$ <p>R</p>	$\begin{array}{r} 229 \\ + 266 \\ \hline \end{array}$ <p>T</p>	$\begin{array}{r} 193 \\ + 183 \\ \hline \end{array}$ <p>B</p>	$\begin{array}{r} 279 \\ + 313 \\ \hline \end{array}$ <p>E</p>	$\begin{array}{r} 138 \\ + 116 \\ \hline \end{array}$ <p>D</p>
$\begin{array}{r} 144 \\ + 294 \\ \hline \end{array}$ <p>H</p>	$\begin{array}{r} 182 \\ + 180 \\ \hline \end{array}$ <p>O</p>	$\begin{array}{r} 260 \\ + 261 \\ \hline \end{array}$ <p>P</p>	$\begin{array}{r} 126 \\ + 139 \\ \hline \end{array}$ <p>A</p>	$\begin{array}{r} 284 \\ + 153 \\ \hline \end{array}$ <p>S</p>	$\begin{array}{r} 392 \\ + 161 \\ \hline \end{array}$ <p>M</p>

**Solve the Riddle!**

Write the letter that goes with each number.

$\frac{495}{\quad}$

$\frac{438}{\quad}$

$\frac{592}{\quad}$

$\frac{553}{\quad}$

$\frac{592}{\quad}$

$\frac{273}{\quad}$

-

$\frac{553}{\quad}$

$\frac{265}{\quad}$

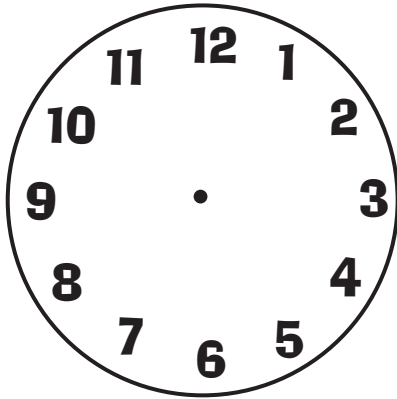
$\frac{341}{\quad}$

$\frac{254}{\quad}$

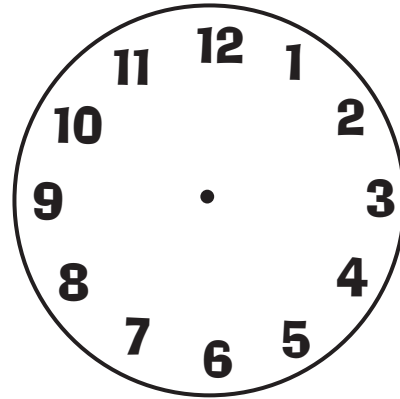


## Clock Work

Draw the hands on the clock so it shows 4:00.



Draw the hands on the clock so it shows 4:30.

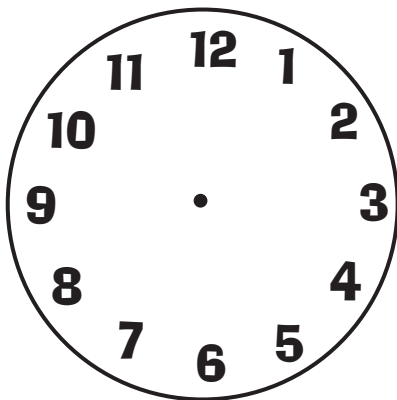


What do you do at 4:00 in the afternoon? Write about it on the lines below.

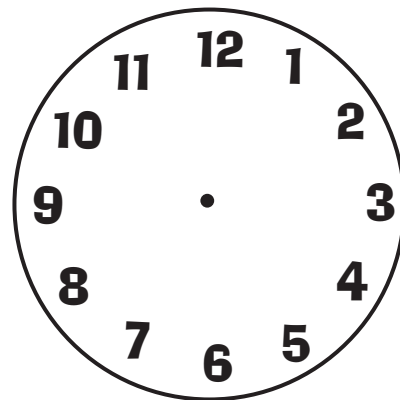
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Draw the hands on the clock so it shows 6:00.



Draw the hands on the clock so it shows 6:30.



What do you do at 6:00 in the evening? Write about it on the lines below.

---

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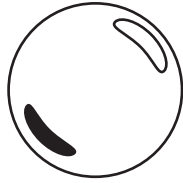


## Shape Sleuth

Read the riddle. Then circle the answer.

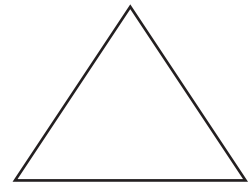
1. I have no corners. I look more like a baseball than a dime.

- a. square
- b. circle
- c. sphere



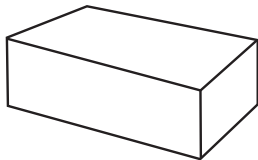
2. I have three corners and three sides. I look like a sail on a small boat.

- a. pentagon
- b. cylinder
- c. triangle



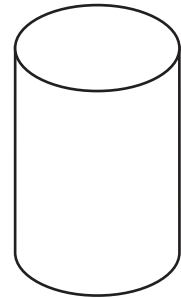
3. I have six sides. I look more like a gift box than a newspaper.

- a. pyramid
- b. hexagon
- c. rectangular prism



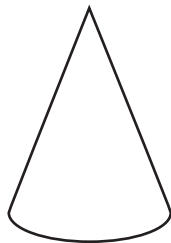
4. Put me on my side and I can roll. I look like a soup can.

- a. cylinder
- b. cube
- c. circle



5. I look like a party hat and something that stops traffic.

- a. square
- b. cone
- c. sphere



6. I have four sides. I look more like a door than a building.

- a. triangle
- b. octagon
- c. rectangle



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

Read the paragraph. Then answer the questions.

# Bandit Birds

Crows are the robbers of the bird world. Crows especially like to steal food from other birds. Sometimes they are very bold about taking things. They might chase another bird, cackle at it, or even bump into it. At other times crows are sneaky. They get close and then snatch food away when another bird isn't looking.



1. The main idea of the paragraph is
  - A. why crows like to take food.
  - B. the kind of food that crows eat.
  - C. how crows act like thieves.
  
2. A detail that tells about the main idea is
  - A. how crows can be sneaky.
  - B. how other birds fight crows.
  - C. where crows make their nests.
  
3. Which sentence is most likely true?
  - A. Other birds really like crows.
  - B. Other birds try to stay away from crows.
  - C. Other birds learn to act like crows.



The writing assignment in Ms. Daniels's class was to write about someone you admire. Read what one student wrote.

## Lunch Lady

by Karen Jackson

I don't know her name. She is one of the workers in our school cafeteria. I just call her Lunch Lady. She's my friend. There are several nice ladies in the cafeteria, but the Lunch Lady is the nicest of all. Every day she smiles at me when I go through the line. She says things like, "Hi Karen! Are you having a good day?" Lunch Lady always remembers that I like chicken nuggets the best. Whenever that is what is being served, she hands me the chicken nuggets and says, "Look, your favorite!" One day, I tripped and dropped my tray. Food went all over the floor. I was so embarrassed, but Lunch Lady came to my rescue. She helped me pick up the mess, and she told me, "Don't worry about it. It's okay." That made me feel better. Another time, I was at the shoe store with my mom and I saw Lunch Lady. She gave me a big hug. The reason I admire Lunch Lady is because she is friendly and kind.

Read each sentence. Find the words that are wrong and cross them out. Then above them write the correct word or words that make the sentence true.

1. Karen wrote about Lunch Man.



2. Karen's favorite food is hot dogs.



3. Lunch Lady frowns when Karen comes through the line.



4. When Karen dropped her tray, Miss Daniels helped her.



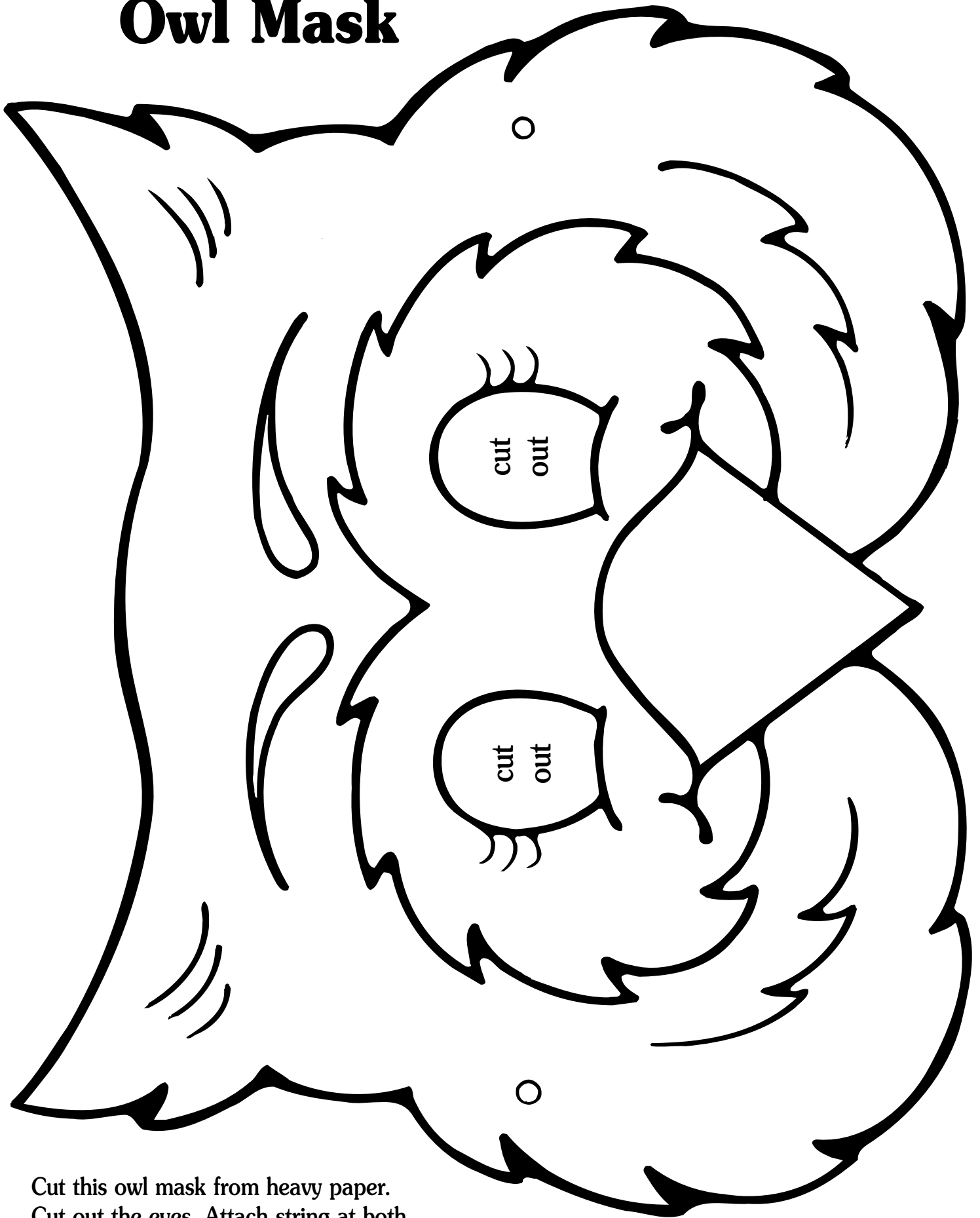
5. One time, Karen saw the Lunch Lady at the hardware store.

6. Karen admires Lunch Lady because she is friendly and mean.



Write a paragraph about someone you admire.

# Owl Mask



Cut this owl mask from heavy paper.  
Cut out the eyes. Attach string at both  
sides to tie around your head.

Name \_\_\_\_\_

Date \_\_\_\_\_

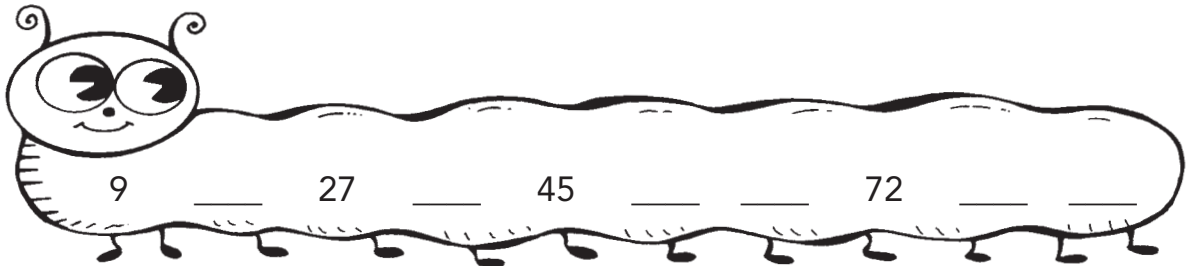
## Skip Counting Caterpillars

Each of these caterpillars is skip counting by a different number. Can you figure out what each one is counting by? Fill in the numbers that they have missed.

1.  4 8 12 \_\_\_\_\_ 32 \_\_\_\_\_ 40

2.  6 \_\_\_\_\_ 18 24 \_\_\_\_\_ 42 \_\_\_\_\_ 60


3.  \_\_\_\_\_ 14 21 \_\_\_\_\_ 49 56 \_\_\_\_\_ 70

4.  9 \_\_\_\_\_ 27 \_\_\_\_\_ 45 \_\_\_\_\_ 72 \_\_\_\_\_

5.  \_\_\_\_\_ 16 24 \_\_\_\_\_ 56 \_\_\_\_\_ 72 80



Add the nickels and fill in the blanks.

1.  one nickel = \_\_\_\_\_ ¢

2.  two nickels = \_\_\_\_\_ ¢

3.  three nickels = \_\_\_\_\_ ¢

Write the number of cents in each row.

4.  \_\_\_\_\_ ¢

5.  \_\_\_\_\_ ¢

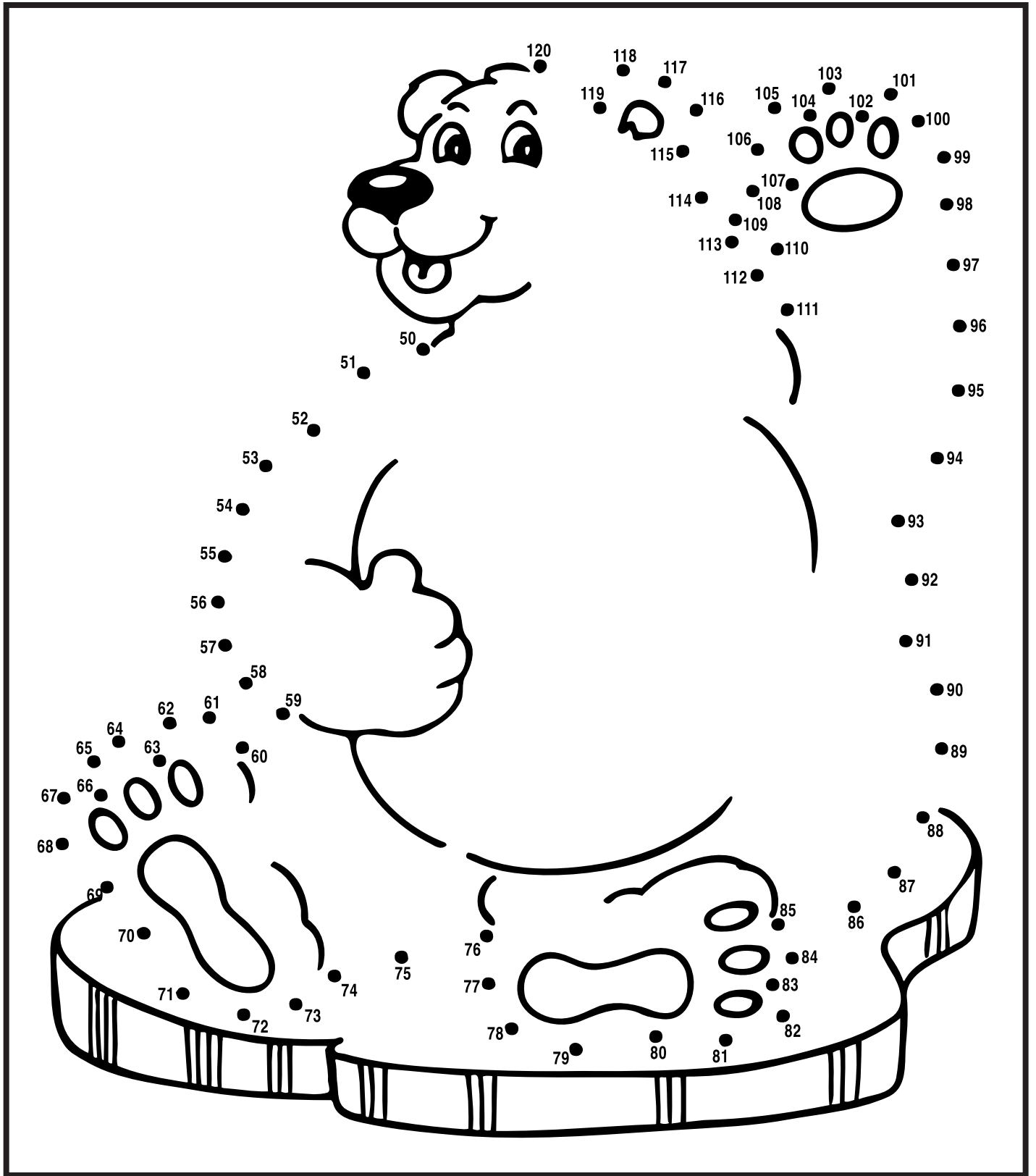
6.  \_\_\_\_\_ ¢

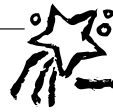
7.  \_\_\_\_\_ ¢

Name \_\_\_\_\_

Skill: Dot-to-dot-Counting by ones

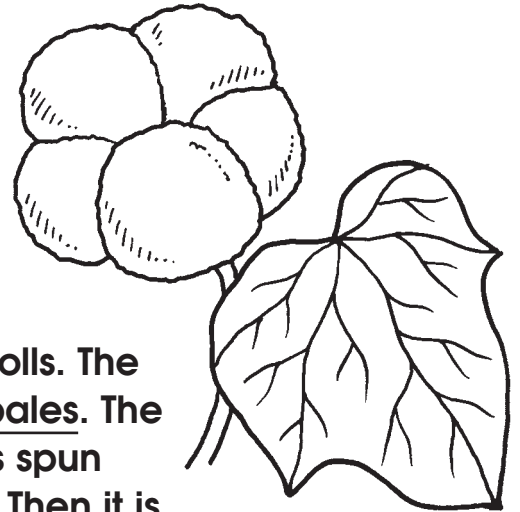
Connect the dots.





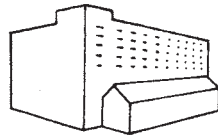
# What Is Cotton?

Cotton is a very useful plant. Farmers plant cotton in the spring. The plants grow and make white flowers. When a flower falls off, a boll grows in its place. The boll is the seed pod, which looks kind of like a walnut. When the boll dries, it splits open. Inside is the fluffy, white cotton. Farmers take the cotton to a gin. Machines at the gin take the cotton out of the bolls. The cotton is pressed into wrapped bundles called bales. The bales are sent to cotton mills where the cotton is spun into yarn. The yarn is woven into fabric, or cloth. Then it is made into clothes, sheets, curtains, towels, and many other things.



Draw a line from the word to its picture. The story will help you.

flowers •



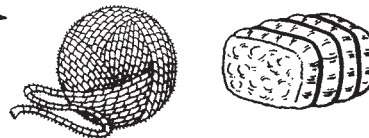
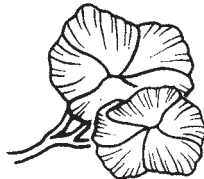
• bales

boll •



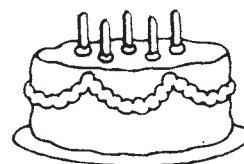
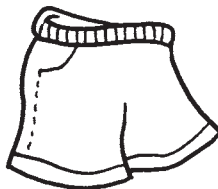
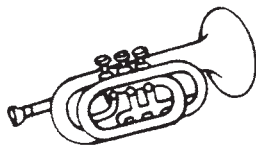
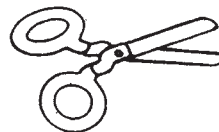
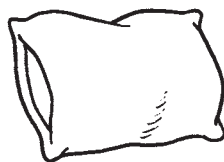
• yarn

gin •



• fabric

Color the things below that could be made from cotton. Put an X on things that are not made of cotton.



Draw and color the clothes that you are wearing today. Put an X on the ones made of cotton.



## Curious Creature



Use story details to help you make decisions about what has happened in the story.

Zolak boarded his spaceship and blasted off from the planet Vartog. He was on a special mission to learn about Earthlings. His spaceship landed gently in a desert. Zolak walked around looking for Earthlings, but all he could see were rocks and sand. Then he looked down and saw a dark creature lying down right next to him. In fact, the creature's feet were touching Zolak's feet. Zolak was scared and tried to run away, but everywhere he went, the creature followed him. At noon, Zolak realized that the creature had shrunk to a very small size but was still right next to his feet. However, during the afternoon, the dark creature grew longer and longer! Then the strangest thing happened. Night came and the dark creature completely disappeared!

1. Who do you think the dark creature was? \_\_\_\_\_
2. Was the dark creature an Earthling?            yes            no
3. Do you think Zolak will give a true report about Earthlings when he returns to Vartog?    yes            no

Why or why not?



4. Draw a line to match the object to its correct shadow.



On a piece of paper, write the story you think will appear in Vartog newspapers under the headline "Zolak Discovers a Curious Creature on Earth."





# Limericks



A **limerick** is a poem that has five lines in it. It is usually funny and has a special order of rhyming words. The first two lines rhyme. Then the next two lines rhyme. Then the last line rhymes with the first two lines. Read the limerick below.



There once was a fellow named Jed  
 Who spent too much time in his bed.  
 He slept for so long  
 That something went wrong,  
 His hair grew long on his head.

In the limerick above, draw a red circle around the three words that rhyme. Draw a green box around the two words that rhyme.

Help finish the limerick below by filling in the blanks with a word from the Word Bank.

### Word Bank

class    lazy    pass    crazy    Daisy

There once was a student named \_\_\_\_\_

Who wouldn't work because she was \_\_\_\_\_.

She slept during \_\_\_\_\_.

No way she could \_\_\_\_\_.

Her poor teacher finally went \_\_\_\_\_.



Work with a partner and write a limerick. It helps to start with three rhyming words and two other rhyming words, then make up the sentences.

# Place-Value Puzzler

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

What is *too much fun for one, enough for two, and means nothing to three?*

Find the answer to this riddle by using place value! Take a look at each number below. One digit in each number is underlined. Circle the word in each line that tells the place value of the underlined number. Write the letters next to each correct answer in the blanks below. The first one is done for you.

A. 15,209      a thousands      i hundreds

B. 4,729      n hundreds      s tens

C. 425      e hundreds      o tens

D. 7,618      c tens      g ones

E. 1,112      p thousands      r hundreds

F. 8,636      a hundreds      e ones

G. 222      t tens      m ones

**a**

A

B

C

D

E

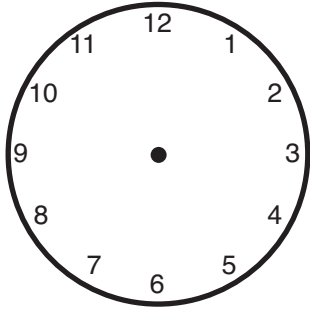
F

G

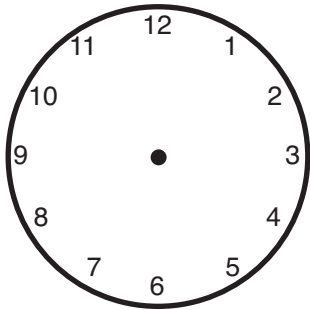
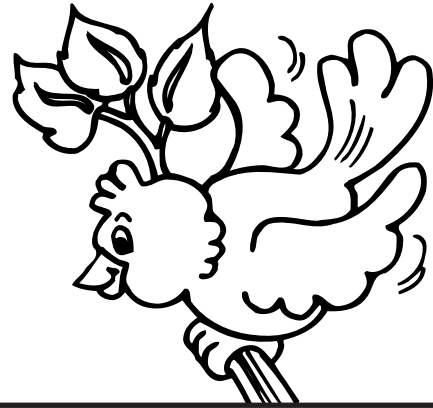
Name \_\_\_\_\_

Skill: Hour and Half Hour Review

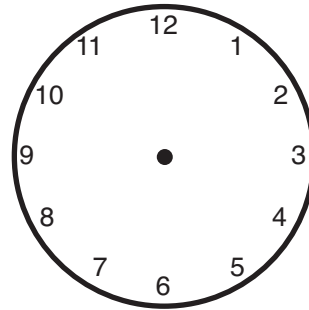
Fill in the hands on each clock to show the correct time.



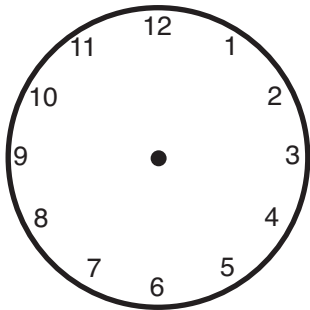
**It is 5:30.**



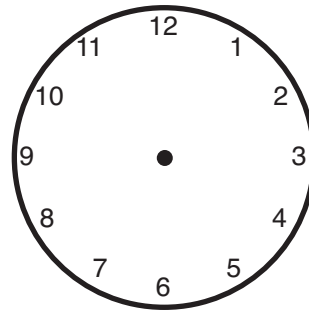
**It is 2:00.**



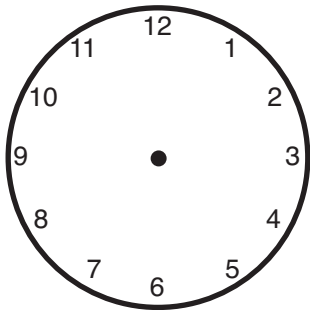
**It is 4:00.**



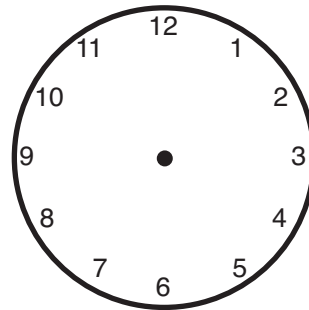
**It is 8:30.**



**It is 7:00.**



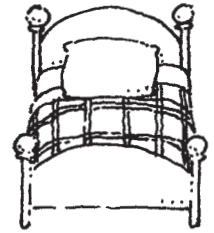
**It is 11:30.**



**It is 1:30.**

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

# Pete's Chores



Pete made this tally chart to show how often he did chores around the house. He recorded his chores for one week. Use the chart to choose the best answer to each question below.

MY WEEKLY RECORD	
CHORE	NUMBER OF TIMES
Making bed	✓✓✓✓✓✓✓
Taking out trash	✓
Setting table	✓✓✓✓✓
Picking up toys	✓✓✓✓
Feeding cats	✓✓✓

- 1 Which chore did Pete do most often?
  - (a) making bed
  - (c) picking up toys
  - (b) setting table
  - (d) feeding cats
  
- 2 How many times did Pete take out the trash?
  - (a) 5
  - (c) 3
  - (b) 4
  - (d) 1
  
- 3 How many times did Pete set the table?
  - (a) 4
  - (c) 6
  - (b) 5
  - (d) 7
  
- 4 How many times in all did Pete do chores?
  - (a) 13
  - (c) 17
  - (b) 14
  - (d) 20

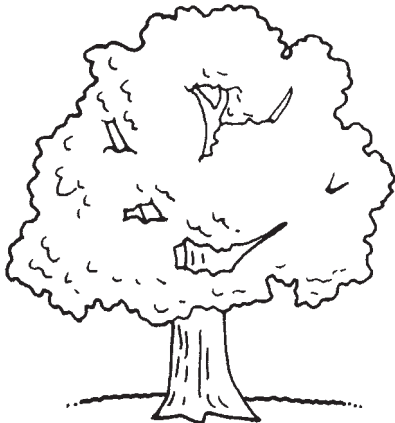

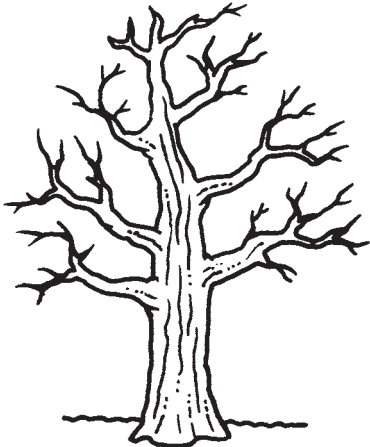
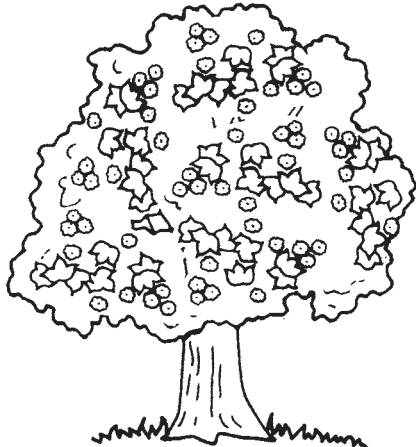




# Miss Maple

I am a sugar tree. I live in Vermont. In the summer, my green leaves make a cool, shady place for people to rest. Every fall, my leaves turn brilliant colors of yellow, red, and orange. Some people think it looks like my leaves are on fire! In the winter, my leaves are all gone. I stretch my empty arms out to the falling snow. In the spring, little flowers appear along with my new leaves. That's when the sweet sap inside me begins to rise. People drill holes in my trunk and put a spout in me to drain the sap. Then they boil the sap and make maple syrup!

Add to and color each picture the way it is described in the story.

<p style="text-align: center;"><b>Summer</b></p> 	<p style="text-align: center;"><b>Fall</b></p> 
<p style="text-align: center;"><b>Winter</b></p> 	<p style="text-align: center;"><b>Spring</b></p> 



Do you like maple syrup? Draw a picture of the kind of food that you would put maple syrup on.

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

Read the paragraph. Then answer the questions.

# Goats as Firefighters

Goats help prevent fires in California.

In parts of the state, the fall season is very dry. Hot winds blow over the land. The smallest spark can start a fire. The fires spread easily through grasses and bushes. So people use goats to eat the plants as a form of fire control. The goats eat anything, even plants with thorns. Many people rent the goats until the rains come and the danger is over.



1. What is the main idea of this paragraph?

---

2. What do the goats eat?

---

3. How do the goats stop the fires?

---

4. Where do people get the goats to help them?

---

# • Word Search •

w	r	o	n	t	i	d	e	t	w
e	a	c	h	o	p	u	m	s	i
l	n	w	c	p	r	i	d	e	v
l	i	f	a	e	f	f	a	m	g
q	m	o	p	e	l	p	b	f	l
e	c	m	a	l	p	z	e	i	i
s	n	a	c	k	a	h	l	a	d
e	q	a	l	g	c	m	l	t	e
l	n	e	m	j	k	l	p	c	n
l	e	i	r	k	t	r	a	c	k

**How many -ack, -ell, -ide, and -op words can you find?  
Circle them and write them on the lines. (Hint: There are 12!)**

---



---



---



---

Name \_\_\_\_\_

Date \_\_\_\_\_

## Adding Coins

Add the coins in each picture. Draw a line to match each sum on the left with one on the right.

LEFT

RIGHT



### TRIPLE MATCH Challenge

Rachel bought a pack of gum. She paid with a dollar and received two quarters and a nickel in change. How much did the gum cost? \_\_\_\_\_

Circle the answers that match above.

# Riddle Teller

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

Read the riddle. Then draw the shape it describes.

**I have 3 sides and 3 corners. One of my corners is at the top.**

1

**I have no corners. One half of me is like the other half.**

2

**I have 4 corners and 4 sides. You can draw me by joining 2 triangles.**

3

**I have 5 sides and 5 corners. Draw a square and a triangle together.**

4

**I am not a square, but I have 4 sides and 4 corners.**

5

**I have 4 sides and 4 corners. My 2 opposite sides are slanted.**

6



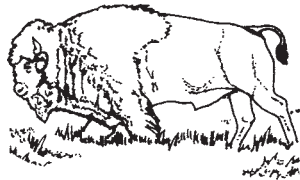
# Sioux Life

Many years ago, the Sioux tribes lived on the grasslands, called the plains. They killed bison for meat. Some called these animals buffalo. The Sioux cut the meat in strips and dried it in the sun to make jerky. Buffalo hides were used to make tepees. The hides were wrapped around long poles, making tall tents. The tepees could be taken down and moved around from place to place to follow the buffalo herds. Canoes were used for traveling down a river or crossing a lake. The Sioux made buckskin clothing out of deer hides. Sometimes they decorated their clothes with colorful beads. A group of Sioux living together was called a tribe. The leader of the tribe was called the chief. The chief often wore a long headdress of eagle feathers.

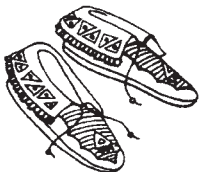


Draw a line from each word to the picture that matches it.

- plains
- buffalo
- jerky
- tepee
- canoe
- buckskin clothing
- chief
- headdress



Circle the things below that the early Sioux tribes might have had. Put an X on the things they didn't have.



Name \_\_\_\_\_

Skill: Reading comprehension-reasoning

Read the story and answer the questions.

The score was tied 6-6. We only needed one more point to win the baseball game. It was all up to me. I took hold of the bat. The pitcher threw the ball. I swung. I hit the ball. I ran and ran. I made a home run! my team clapped and shouted, "Hooray!" They told me they could not have won without me.



1. What game were we playing?

---

2. How did we win the game?

---

3. What was the final score?

---

4. Why was my team happy?

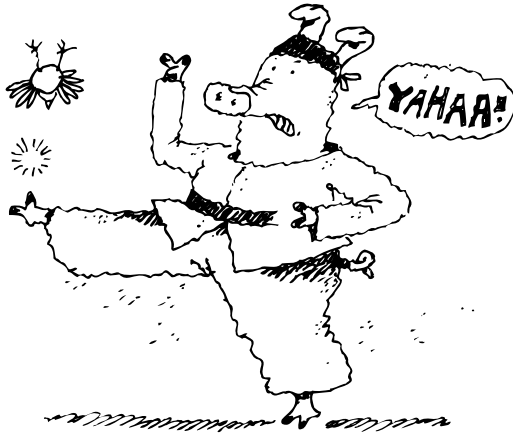
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5. How does my team feel about me?

---

# Pig Patterns

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



**Riddle: What would you get if a pig learned karate?**

Find the answer by completing the next step in the pattern. Then use the Decoder to solve the riddle by filling in the blanks at the bottom of the page.

- 1 2, 4, 6, 8, \_\_\_\_\_
- 2 1, 3, 5, 7, \_\_\_\_\_
- 3 3, 7, 11, 15, \_\_\_\_\_
- 4 5, 10, 15, 20, \_\_\_\_\_
- 5 10, 20, 40, 80, \_\_\_\_\_
- 6 1, 5, 3, 7, 5, 9, \_\_\_\_\_
- 7 15, 25, 20, 30, 25, \_\_\_\_\_
- 8 0, 1, 3, 6, 10, \_\_\_\_\_
- 9 9, 18, 36, 72, \_\_\_\_\_
- 10 100, 200, 100, 300, 100, \_\_\_\_\_

## Decoder

12 .....	<b>D</b>
160 .....	<b>P</b>
96 .....	<b>T</b>
10 .....	<b>R</b>
20 .....	<b>F</b>
400 .....	<b>H</b>
40 .....	<b>G</b>
25 .....	<b>O</b>
35 .....	<b>S</b>
19 .....	<b>C</b>
500 .....	<b>B</b>
11 .....	<b>K</b>
7 .....	<b>E</b>
16 .....	<b>W</b>
9 .....	<b>O</b>
21 .....	<b>A</b>
15 .....	<b>P</b>
30 .....	<b>I</b>
144 .....	<b>K</b>

**SOM** \_\_\_\_\_  
 6            8            4            1            9            3            10            2            5            7

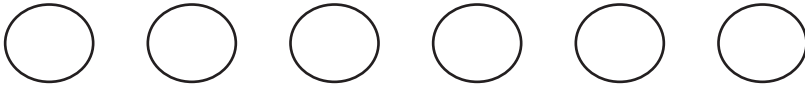




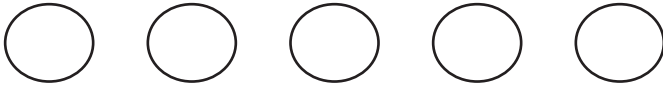
# Counting on Good Manners

Add. Then use the code to write a letter in each oval to find the "good manner" words.

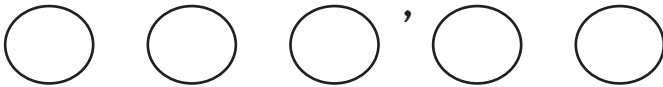
$11$ $+ 10$	$62$ $+ 31$	$44$ $+ 34$	$41$ $+ 5$	$13$ $+ 31$	$35$ $+ 43$



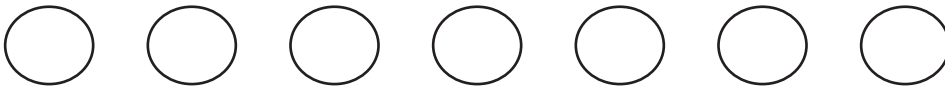
$40$ $+ 10$	$43$ $+ 24$	$42$ $+ 4$	$54$ $+ 25$	$41$ $+ 42$



$54$ $+ 5$	$21$ $+ 4$	$41$ $+ 25$	$21$ $+ 11$	$26$ $+ 52$



$50$ $+ 30$	$70$ $+ 8$	$50$ $+ 43$	$11$ $+ 7$	$15$ $+ 10$	$31$ $+ 4$	$17$ $+ 61$

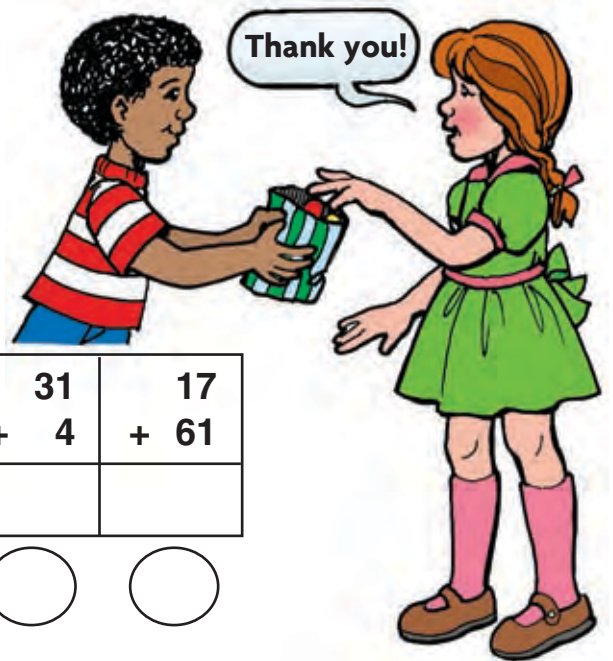
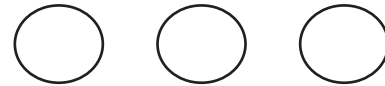


Code

<b>18</b> C	<b>21</b> P	<b>25</b> O	<b>32</b> R	<b>35</b> M	<b>44</b> S	<b>46</b> A	<b>50</b> T
<b>59</b> Y	<b>66</b> U	<b>67</b> H	<b>78</b> E	<b>79</b> N	<b>80</b> W	<b>83</b> K	<b>93</b> L



$57$ $+ 2$	$22$ $+ 3$	$34$ $+ 32$

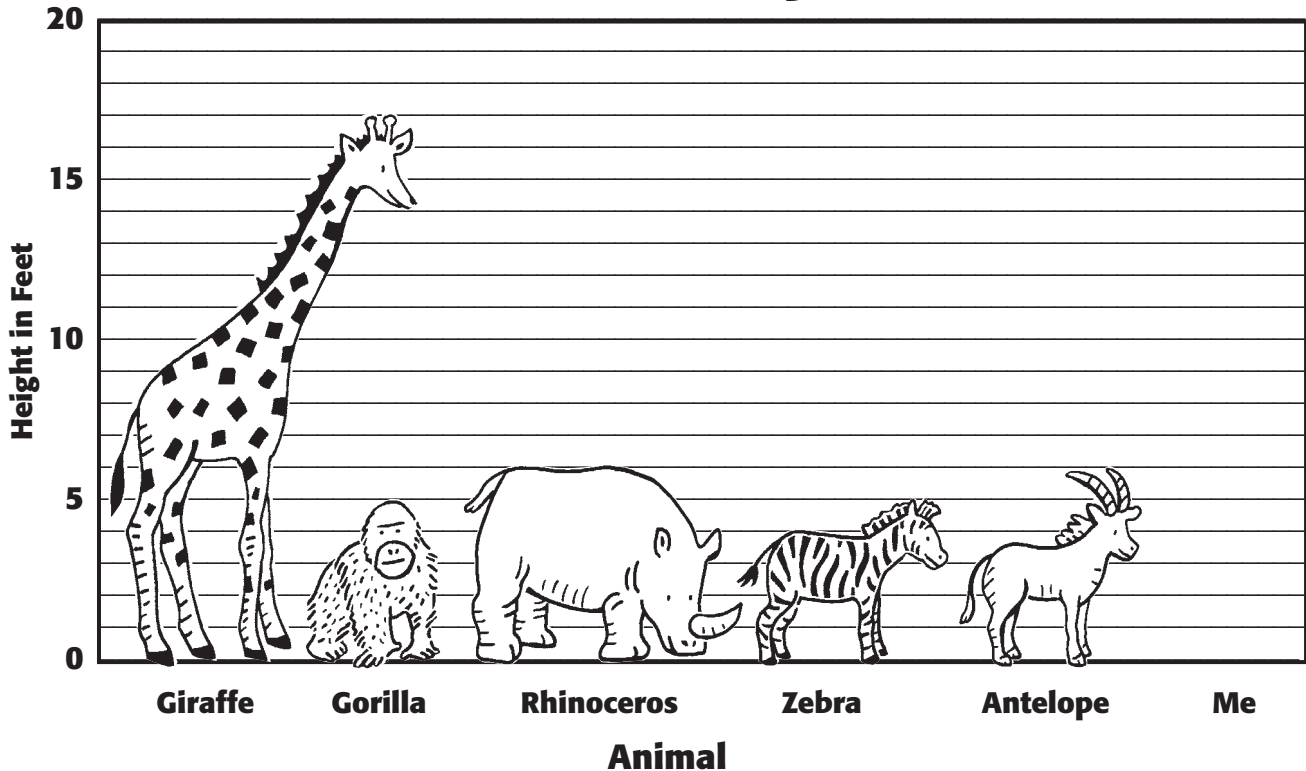


# Measuring Gorillas

**Graph**

Could you measure a gorilla? Just how tall might he or she be?  
If you're wild about animals of all sizes, study the chart below.

## Animal Heights



**Use the information on the graph to answer the questions.**

- 1 How tall is the giraffe? \_\_\_\_\_
- 2 How tall is the rhinoceros? \_\_\_\_\_
- 3 How much taller is the giraffe than the gorilla? \_\_\_\_\_
- 4 How much shorter is the zebra than the rhinoceros?  
\_\_\_\_\_
- 5 How tall are you? \_\_\_\_\_ Draw a picture of yourself on the chart and mark your height.

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

Read the paragraph. Then answer the questions.

# Night Life

Most people do their sleeping during the night.

But many wild creatures do not.

Mice do much of their roaming at night.

It's harder for foxes to hunt them in the dark.

When otters live near people, they are more active at night. A dragonfly sheds its skin at night.

It takes a few hours for the new adult's wings to grow strong.

By morning the dragonfly is ready to fly away.



1. Which sentence is most likely true?

- A. Otters like to live near people.
- B. It is safer for some animals to stay awake at night.
- C. Wild animals have more fun at night.

2. Write one way that otters and mice are alike.

---

---

3. Why did the author write this passage?

---

---



# What's in My Pocket?

What does Brian have in his pocket?  
Fill in the blanks in this story to find out.

One day, Brian asked his parents, "Can you \_\_\_\_\_ what's in my pocket?"

His mom asked, "Is it pink like the nose of a kitten?  
Or blue like your \_\_\_\_\_?"

Brian shook his head. His dad asked, "Is it soft like a  
bunny's tail? Or hard like a \_\_\_\_\_  
and pail?"

Brian shook his head. Dad asked, "Can it \_\_\_\_\_  
or crawl? Can it roll like a ball?"

Brian laughed and said, "No! Give up?"

"Yes," they \_\_\_\_\_. "Just TELL us!"

Brian said, "It's not pink or blue. It's not soft or hard. It can't crawl  
or roll . . . because it's a great big HOLE!"

## Word List

guess  
mittens  
noddod  
shovel  
wiggle

### Think About It!

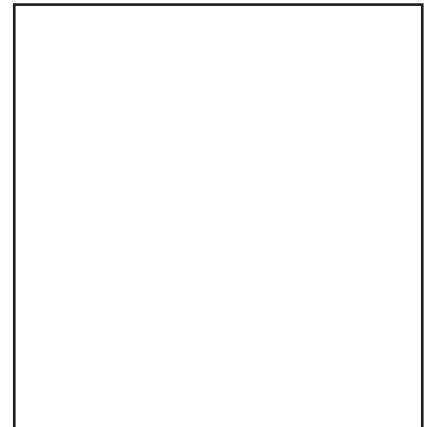
What can you tell about Brian from reading this story?



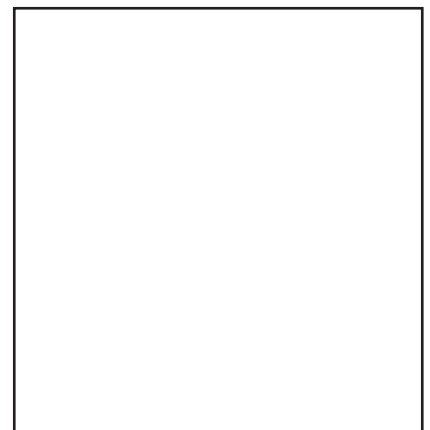
## Different Friends

When Ty was four years old, he had two make-believe friends named Mr. Go-Go and Mr. Sasso. They lived in Ty's closet. When there was no one else around, Ty talked to Mr. Go-Go while he played with his toys. Mr. Go-Go was a good friend. He helped put Ty's toys away. Mr. Sasso was not a good friend. Some days he forgot to make Ty's bed or brush Ty's teeth. One day he even talked back to Ty's mother. Another day Dad said, "Oh my! Who wrote on the wall?" Ty knew who did it . . . Mr. Sasso!

Read the phrase inside each crayon. If it describes Mr. Go-Go, color it green. If it describes Mr. Sasso, color it red. If it describes both, color it yellow.



Draw Mr. Go-Go.



Draw Mr. Sasso.



Write something you think Mr. Sasso and Mr. Go-Go might do.



# Vacation Time

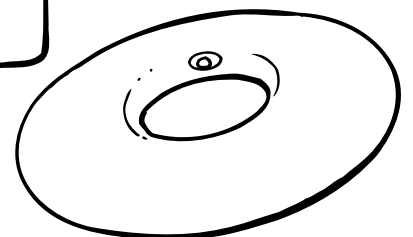
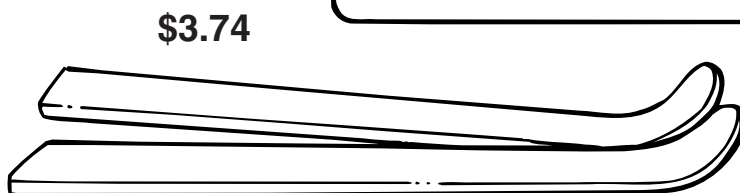
Write the name and the price of each item in the correct suitcase. Add the prices.



<b>Beach</b>	
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total	\$ _____



<b>Mountains</b>	
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total	\$ _____

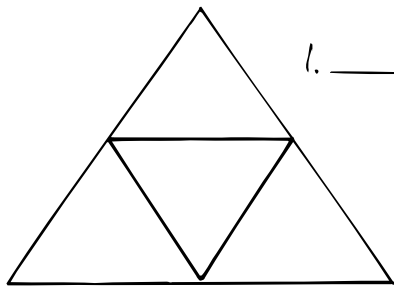


How much more does it cost to fill the mountain suitcase than the beach suitcase?  
Show your work on another piece of paper.

# Amount Counter

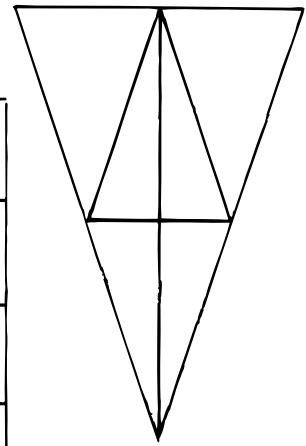
Name \_\_\_\_\_ Date \_\_\_\_\_

How many triangles and squares can you count in these geometric figures?

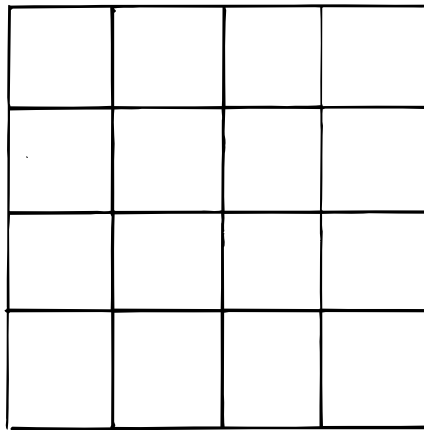


1. \_\_\_\_\_ TRIANGLES

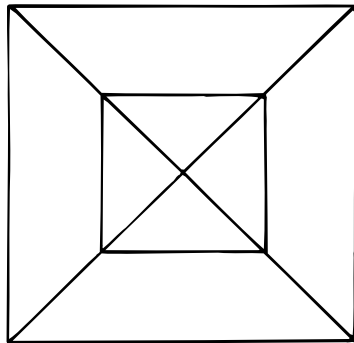
2. \_\_\_\_\_ TRIANGLES



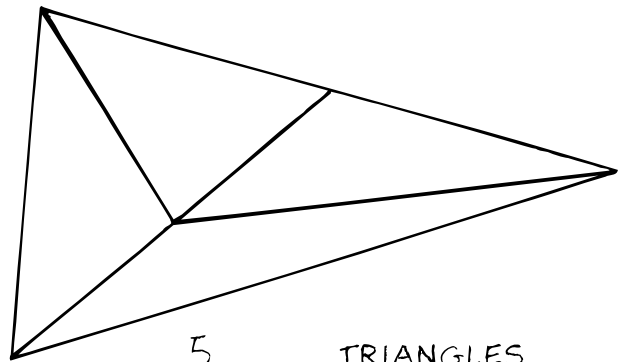
Can you believe this?



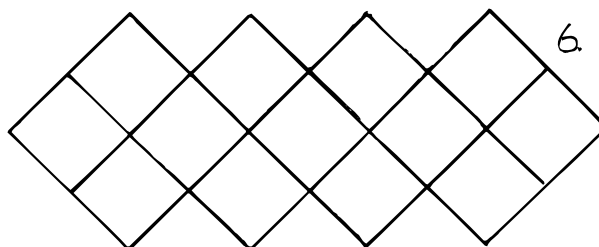
3. \_\_\_\_\_ SQUARES



4. \_\_\_\_\_ TRIANGLES



5. \_\_\_\_\_ TRIANGLES

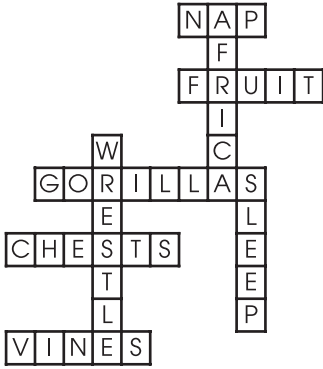


6. \_\_\_\_\_ SQUARES

# Answer Key

## WEEK 1

### Gorillas, Page 8



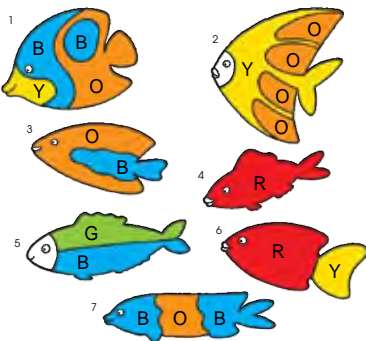
### What a Nose!, Page 9

Main Idea: Elephants have very useful noses.; Sentences that do not belong: Some people like to ride on elephants.; Giraffes are the tallest animals in the world.; (The rest of the sentences are details.)

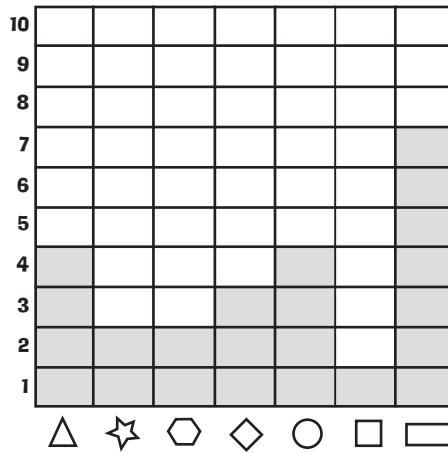
### Magic Squares, Page 10

1.	2.																		
<table border="1"> <tr><td>4</td><td>9</td><td>2</td></tr> <tr><td>3</td><td>5</td><td>7</td></tr> <tr><td>8</td><td>1</td><td>6</td></tr> </table>	4	9	2	3	5	7	8	1	6	<table border="1"> <tr><td>5</td><td>6</td><td>1</td></tr> <tr><td>0</td><td>4</td><td>8</td></tr> <tr><td>7</td><td>2</td><td>3</td></tr> </table>	5	6	1	0	4	8	7	2	3
4	9	2																	
3	5	7																	
8	1	6																	
5	6	1																	
0	4	8																	
7	2	3																	
3.	BONUS!																		
<table border="1"> <tr><td>10</td><td>5</td><td>6</td></tr> <tr><td>3</td><td>7</td><td>11</td></tr> <tr><td>8</td><td>9</td><td>4</td></tr> </table>	10	5	6	3	7	11	8	9	4	<table border="1"> <tr><td>5</td><td>10</td><td>3</td></tr> <tr><td>4</td><td>6</td><td>8</td></tr> <tr><td>9</td><td>2</td><td>7</td></tr> </table>	5	10	3	4	6	8	9	2	7
10	5	6																	
3	7	11																	
8	9	4																	
5	10	3																	
4	6	8																	
9	2	7																	

### Colorful Fish, Page 11



### Great Graphing, Page 12



Which shape was used the most?  
the rectangle

## WEEK 2

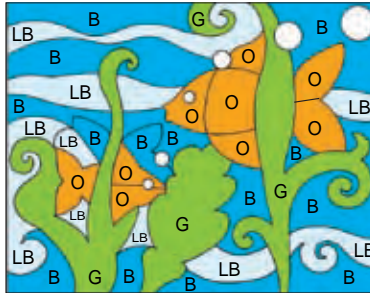
### Call the Police!, Page 13

Police officers help people.

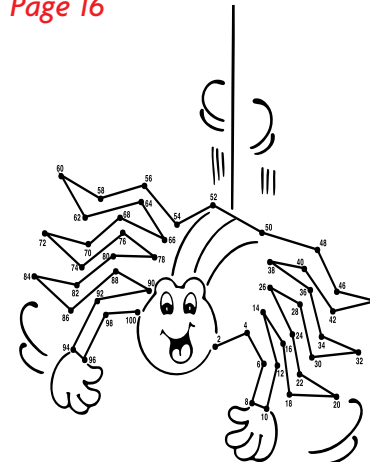
### A Pencil Sandwich?, Page 14

3, 1, 4, 2, 6, 7, 5, 8

### A Noun Puzzle, Page 15



### Dot-to-Dot Skip Counting, Page 16



### Fishing Season, Page 17

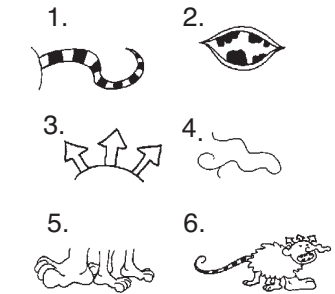
1.  $8 + 7, 6 + 9, 16 - 1$
2.  $18 - 0, 9 + 9, 5 + 13$
3.  $11 + 6, 9 + 8$
4.  $19 - 7, 6 + 6$
5.  $7 + 7, 19 - 5$
6.  $8 + 8, 18 - 2, 3 + 13, 19 - 3$
7.  $5 + 8, 12 + 1$
8.  $17 - 6$

## WEEK 3

### That Chilly Feeling, Page 18

1. A
2. C
3. Your body makes extra heat to warm you
4. To explain why people shiver

### My Monster, Page 19



### Numerical Order, Page 20

1. 32; 45; 78; 109; 235; 627; 1,907
2. 25; 43; 89; 104; 317; 1,207; 1,562
3. 18; 72; 378; 575; 1,260; 7,698; 9,543
4. 12; 167; 369; 532; 624; 957; 2,230
5. 78; 178; 1,078; 2,078; 3,078; 4,078; 5,078
6. 675; 772; 823; 856; 909; 1,050; 1,083

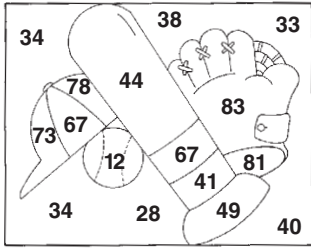
### Piggy Banks and Pennies, Page 21

1. 35
2. 2
3. \$6.25
4. \$1.50
5. \$11.25



**Answers, continued**

**America's Favorite Pastime, Page 22**



Check students' coloring.  
32, 34, 36, 38, 40, 42, 44  
46, 48, 50

**WEEK 4**

**Our Flag, Page 23**

1. 50; 2. (your state); 4. 13; 6. Old Glory; 7. allegiance, America, Republic, indivisible, liberty, justice

**Remembering Stories, Page 24**

1. C
2. B
3. C

**Synonyms, Page 25**

- |           |            |
|-----------|------------|
| 1. only   | 5. happy   |
| 2. keep   | 6. smelled |
| 3. forest | 7. ripped  |
| 4. tired  | 8. talked  |

**The Opposite Of..., Page 26**

- |      |      |
|------|------|
| 1. A | 5. B |
| 2. B | 6. C |
| 3. C | 7. A |
| 4. A | 8. B |

**Addition and Subtraction, Page 27**

- Row 1: 7/red, 7/red, 7/red, 7/red  
7/red, 7/red
- Row 2: 8/green, 10/black, 10/black,  
10/black, 10/black, 10/black
- Row 3: 8/green, 11/brown, 12/black,  
12/black, 12/black, 10/black
- Row 4: 8/green, 11/brown, 12/black,  
12/black, 12/black, 9/brown
- Row 5: 8/green, 11/brown, 11/brown,  
11/brown, 11/brown, 9/brown
- Row 6: 8/green, 8/green, 9/brown,  
9/brown, 9/brown, 9/brown

**Curves Ahead!, Page 28**

The actual measurements will vary somewhat, but they should be close to the following:

1. 14 1/2 inches
2. 19 inches
3. 13 1/2 inches
4. 21 inches

**WEEK 5**

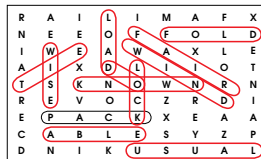
**A Mark on the Wall, Page 29**

1. C
2. C
3. A

**Frogs and Toads, Page 30**

1. Answers may include: Frogs and toads are both amphibians/ cold-blooded. They both have four legs and no tails and they both use their legs for jumping.
2. A frog says "croak" and toads do not make a sound. A frog's skin is slick.
3. Frogs live in the water; toads live on land; toads have dry, lumpy skin.

**How Unusual, Page 31**



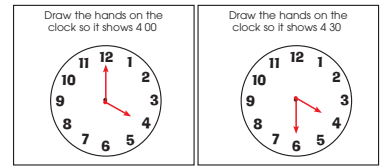
- |            |           |
|------------|-----------|
| 1. unusual | 4. unfold |
| 2. untie   | 5. unwise |
| 3. unlock  | 6. unfair |

**Who Cleans the Fish's Room?, Page 32**

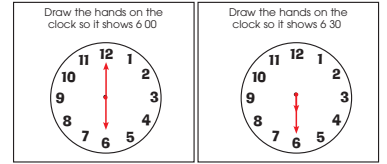
I-341, R-273, T-495, B-376  
E-592, D-254, H-438, O-362,  
P-521, A-265, S-437, M-553

the mer-maid

**Clock Work, Page 33**



What do you do at 4:00 in the afternoon? Write about it on the lines below.  
**Answers will vary.**



What do you do at 6:00 in the evening? Write about it on the lines below.  
**Answers will vary.**

**Shape Sleuth, Page 34**

- |      |      |
|------|------|
| 1. C | 4. A |
| 2. C | 5. B |
| 3. C | 6. C |

**WEEK 6**

**Bandit Birds, Page 35**

1. C
2. A
3. B

**Lunch Lady, Page 36**

1. ~~Man~~; Lady; 2. ~~hot dogs~~;  
chicken nuggets; 3. ~~frowns~~; smiles;
4. ~~Miss Daniels~~; Lunch Lady;
5. ~~hardware~~; shoe; 6. ~~mean~~; kind

**Skip Counting Caterpillars, Page 38**

1. 16, 20, 24, 28; 36
2. 12; 30, 36; 48, 54
3. 7; 28, 35, 42; 63
4. 18; 36; 54, 63; 81, 90
5. 8; 32, 40, 48; 64

**Answers, continued**

**Learning Nickels, Page 39**

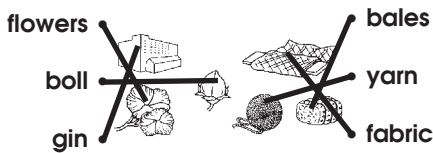
1. 5
2. 10
3. 15
4. 25
5. 15
6. 30
7. 20

**Dot-to-Dot Polar Bear, Page 40**



**WEEK 7**

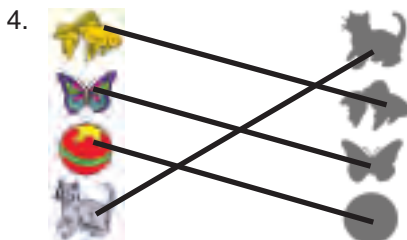
**What Is Cotton?, Page 41**



Things made of cotton: shirt, pillow, sock, shorts, towel.  
 Things not made of cotton: scissors, pitcher, trumpet, cake

**Curious Creature, Page 42**

1. Zolak's shadow; 2. No; 3. No; He didn't see any real earthling, only his own shadow.



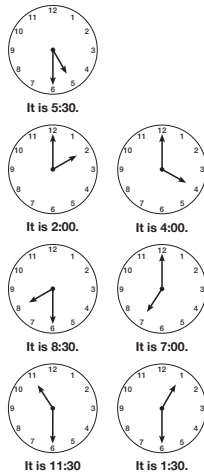
**Limericks, Page 43**

Circling the rhyming words:  
 Red circles should be around Jed, bed, and head.  
 Green boxes should be around long and wrong.  
 Finish the limerick lines:  
 Daisy, lazy, class, pass, crazy

**Place-Value Puzzler, Page 44**

- A. thousands
  - B. tens
  - C. hundreds
  - D. tens
  - E. hundreds
  - F. ones
  - G. tens
- The answer to the secret riddle is "a secret."

**Hour and Half Hour Review, Page 45**



**Petes Chores, Page 46**

1. A
2. D
3. B
4. D

**WEEK 8**

**Miss Maple, Page 47**

Each tree would be illustrated as described in the story.

**Goats as Firefighters, Page 48**

1. Goats help prevent fires.
2. The goats eat anything, including brush and grass.
3. When there is no grass to burn, the fires stop.

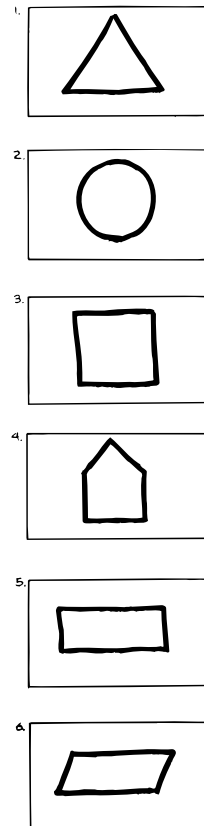
**Word Search, Page 49**

well, sell, top, pack, bell, glide, tide, chop (or hop), pride (or ride), omop, snack, track (or rack)

**Adding Coins, Page 50**

- |       |       |
|-------|-------|
| 1. 11 | A. 11 |
| 2. 51 | B. 30 |
| 3. 45 | C. 51 |
| 4. 30 | D. 50 |
| 5. 76 | E. 76 |
| 6. 50 | F. 45 |
- TMC; 45 cents

**Riddle Teller, Page 51**

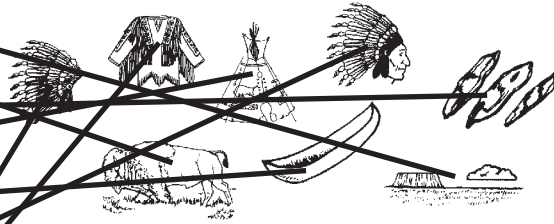


Answers, continued

WEEK 9

Sioux Life, Page 52

- plains
- buffalo
- jerky
- tepee
- canoe
- buckskin clothing
- chief
- headdress



Children should put an X on the pictures of the computer, the helicopter, and the car. Other pictures should be circled.

Reading Comprehension-Reasoning, Page 53

1. baseball
2. I hit a home run.
3. 6-7
4. I had only been on base one time all year.
5. The team thinks I am a hero.

Pig Patterns, Page 54

1. 10; 2. 9; 3. 19; 4. 25; 5. 160
  6. 7; 7. 35; 8. 15; 9. 144; 10. 400
- What would you get if a pig learned karate? Some pork chops

Counting on Good Manners, Page 55

21, 93, 78, 46, 44, 78, PLEASE  
 50, 67, 46, 79, 83, THANK;  
 59, 25, 66, YOU  
 59, 25, 66, 32, 78, YOU'RE  
 80, 78, 93, 18, 25, 35, 78, WELCOME

Measuring Gorillas, Page 56

1. 17 feet
2. 6 feet
3. 12 feet
4. 1 foot
5. Answers will vary.

Amount Counter, Page 61

1. 5; 2. 11; 3. 30; 4. 12;
5. 8; 6. 17

WEEK 10

Night Life, Page 57

1. B
2. They are more active at night.
3. To show why some animals are active at night

What's in My Pocket?, Page 58

guess, mittens, shovel, wiggle, nodded  
 Think About It!: [answers may vary]  
 Brian likes riddles; Brian is a fun person; Brian is silly.

Different Friends, Page 59

1. green; 2. red; 3. red;
4. yellow; 5. red; 6. yellow
7. green

Vacation Time, Page 60

Beach  
 sandals \$2.10  
 swimsuits \$6.89  
 sand toys \$1.23  
 + swim ring \$1.46  
 Total \$11.68

Mountains  
 mittens \$ .77  
 coat \$7.14  
 hat \$1.23  
 + skis \$3.74  
 Total \$12.88

$\$12.88 - \$11.68 = \$1.20$

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