

Building solid foundations for scholastic success

1

# SKILL-BUILDING WORKPAD

Grade 1

READY TO LEARN™

The  
Canadian  
Curriculum  
Series

Wipe-clean  
board included  
for practising  
again and again!



Includes  
Wipe-Clean  
Practice Pad!

## Practice Workpad

### READING STRATEGIES

When you get stuck on a word, use a reading strategy to help you.

#### STRATEGY #3: STRETCH OUT THE SOUNDS

Write the missing sounds to complete the words.

h \_\_\_\_\_ p

c \_\_\_\_\_ w

b \_\_\_\_\_ t

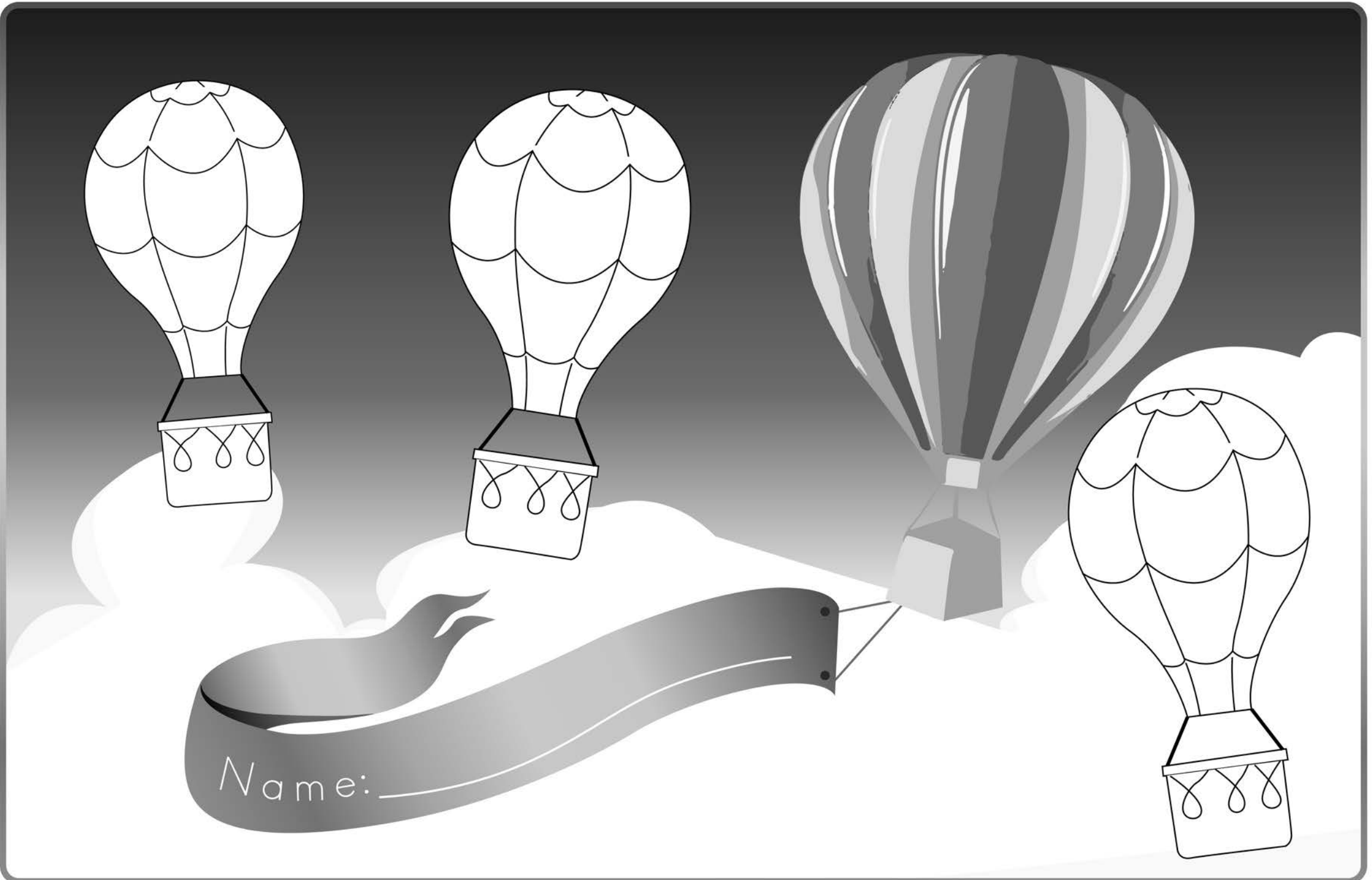
b \_\_\_\_\_ s

Tammy K. Hayes, EdD

Concept development and skill building in  
reading, writing, and math

# MY GRADE 1 WORKPAD

Write your name on the banner. Then colour the hot-air balloons.



# WHAT DO GOOD READERS DO?

Read the list below to find out what good readers do. Then follow these simple steps to choose a book that is the right fit for you.

## Good Readers...

1. **Read every day.**
2. Read everything around them.
3. Choose “Just Right” books.
4. **Use strategies to help with words they don’t know.**
5. **Think about what they read.**
6. **Make connections to what they read.**
7. Make predictions about what they read.
8. Ask questions when they read.

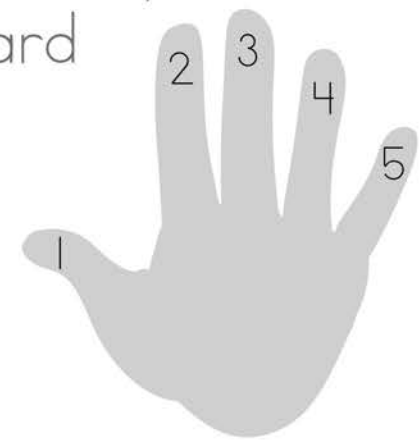


## Pick a Just Right Book

### Five Finger Rule

Choose a book. Open it to any page.  
Put one finger up for each  
word you don't know.

0–1 Too easy  
2–3 **Just Right**  
4 Give it a try  
5+ Too hard



# READING STRATEGIES

When you get stuck on a word, use a reading strategy to help you.

## STRATEGY #1: LOOK AT THE PICTURE

Read the sentences with missing words and use the pictures as a clue to help you determine what the missing word is. Circle the correct missing word and write it in the sentence.

I love to play with my doll. (doll, ball)



I can tie my shoes. (shops, shoes)



I am riding in a car. (plane, car)

The cat is in the tree. (cat, sky)

The boy ate a sandwich. (boy, cat)

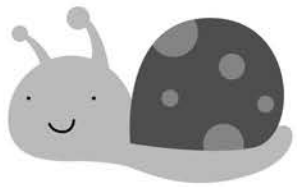


# READING STRATEGIES

When you get stuck on a word, use a reading strategy to help you.

## STRATEGY #2: SAY THE BEGINNING SOUND

Write the missing sounds to complete the words.



\_\_\_\_\_  
\_\_\_\_\_  
s n a i l



\_\_\_\_\_  
\_\_\_\_\_  
s t a r f i s h



\_\_\_\_\_  
\_\_\_\_\_  
o w l



\_\_\_\_\_  
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b e e



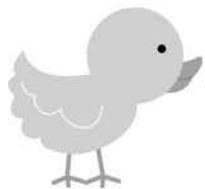
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l i o n



\_\_\_\_\_  
\_\_\_\_\_  
r o c k e t



\_\_\_\_\_  
\_\_\_\_\_  
c r a b



\_\_\_\_\_  
\_\_\_\_\_  
d u c k



\_\_\_\_\_  
\_\_\_\_\_  
f i s h



\_\_\_\_\_  
\_\_\_\_\_  
f i r e



\_\_\_\_\_  
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b u n n y

# READING STRATEGIES

When you get stuck on a word, use a reading strategy to help you.

## STRATEGY #3: STRETCH OUT THE SOUNDS

Write the missing sounds to complete the words.



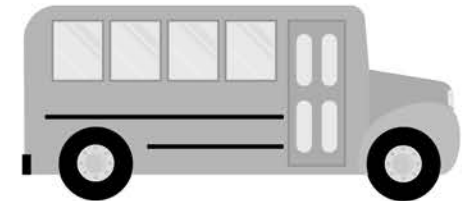
h \_ o \_ p



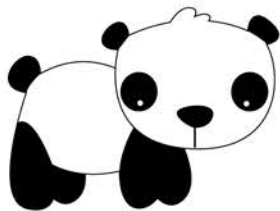
c \_ o \_ w



b \_ a \_ t



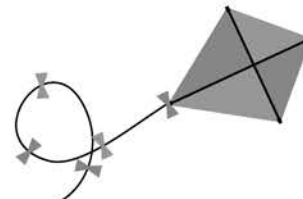
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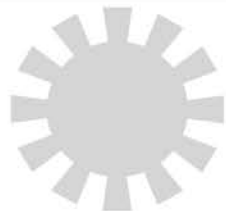
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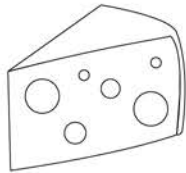
# READING STRATEGIES

Recognizing parts of words can help you sound out words faster. Look for "chunks" in the words you read.

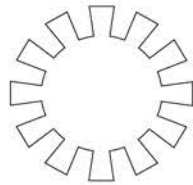
## STRATEGY #4: LOOK FOR CHUNKS

Roll a die and find chunks in the words below. When you find a word with the chunk you landed on, colour it in or circle it. If you land on the same chunk twice, roll again. Roll until you get to the end.

START	un	all	ip	ick	ig	all	an	en	ch	ick	at	ut	un	ack	END	
ick	at															
et	an	th	sh	en	th	ick	ip	op	ut	et	all	ick	ack	th	en	
ut															at	
un	ip	ig	ut	at	op	sh	all	ch	op	et	us	en	ig	et	sh	ch



mop

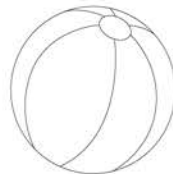
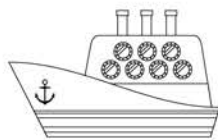


man

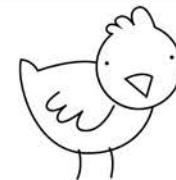


10

sack

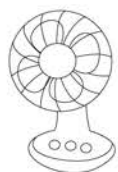


bat

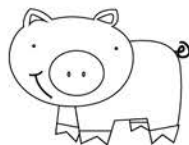


wall

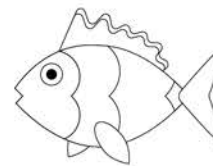
cut



bath



hen



rip

# READING STRATEGIES

If you have trouble sounding out a word, try flipping the vowel. Say the short vowel sound and if it doesn't fit, say the long vowel sound.

## STRATEGY #5: FLIP THE VOWEL

Write the missing short and long vowels to complete each story. Then read the stories.

My name is Jon.  
I have new shoes.  
My shoes are red.



I have flowers.  
I like to smell them.



I have a dog.  
Her name is Pat.  
Can you see Pat run?



I like the park.  
Do you want to play?  
Let's go and slide!

# VOWEL TEAM RULE

When two vowels go walking, the first vowel does the talking and says its name. The second vowel is silent and says nothing.  
Roll 2 dice and find a word that matches the number you rolled. Read the word and then draw a picture of that word in the box beside it.  
Don't forget the vowel team rule! Roll until you fill the chart below.

7 seat	2 rain	10 treat	
3 seal	5 snail	2 sea	
6 sail	7 meat	4 soap	
10 goat	9 team	12 tree	
4 boat	8 chain	7 bee	
12 wheel	5 train	11 coat	
11 leaf	3 pail	11 read	
8 jail	6 tail	9 seed	

# READING STRATEGIES

Sometimes the strategies don't work when sounding out a word. If this happens, try skipping the word and reading the rest of the sentence.

## STRATEGY #6: SKIP IT

Read the sentences below with missing words. Use the other words in the sentence and the pictures to help you find the missing word. Write the missing words on the lines.

My cat has a hat.  The bus is yellow. 

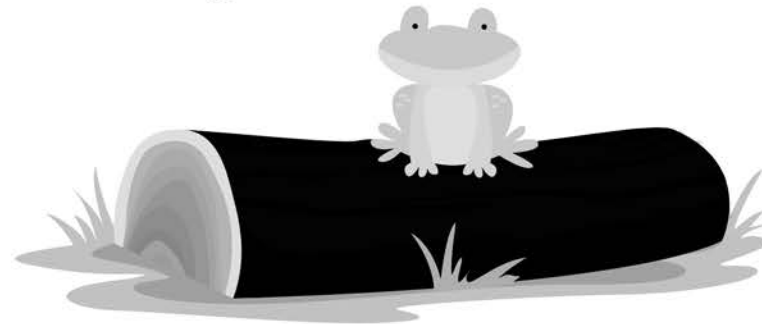


I like to run.  My new shoes are orange.

I climbed up a tree.  The frog is on a log.



The cake is yummy.



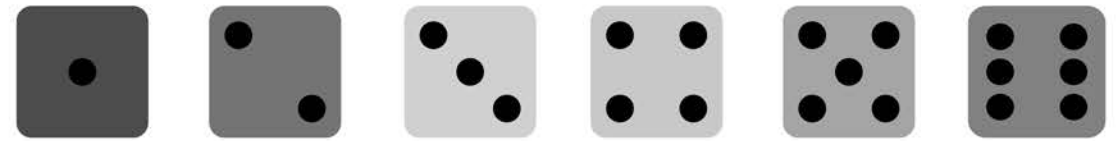
I want to eat an apple. 

I see a red barn.



# SUPER SIGHT WORDS

Some words are difficult to sound out and do not have picture clues.  
Reading and remembering them can make reading easier.  
Practise reading the sight words below.




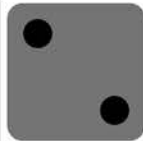
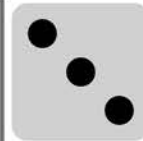
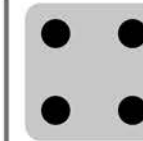
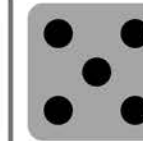
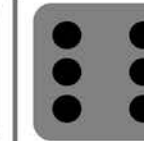
down went many about from saw

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was  
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by

no  
like  
my  
what  
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when  
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into  
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as  
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and  
of  
or

look  
so  
do  
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an  
said  
can  
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but  
up  
here  
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make  
yes  
then  
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will  
go  
if  
there






came  
down  
them  
would  
could  
went  
her  
am  
get  
want  
your  
will  
about  
many  
look  
very  
has  
from  
use  
first

Roll a Sight Word					
					

Roll a die and use the key to write the corresponding sight words in the correct column. Roll until the grid is full.

# SUPER SIGHT WORDS

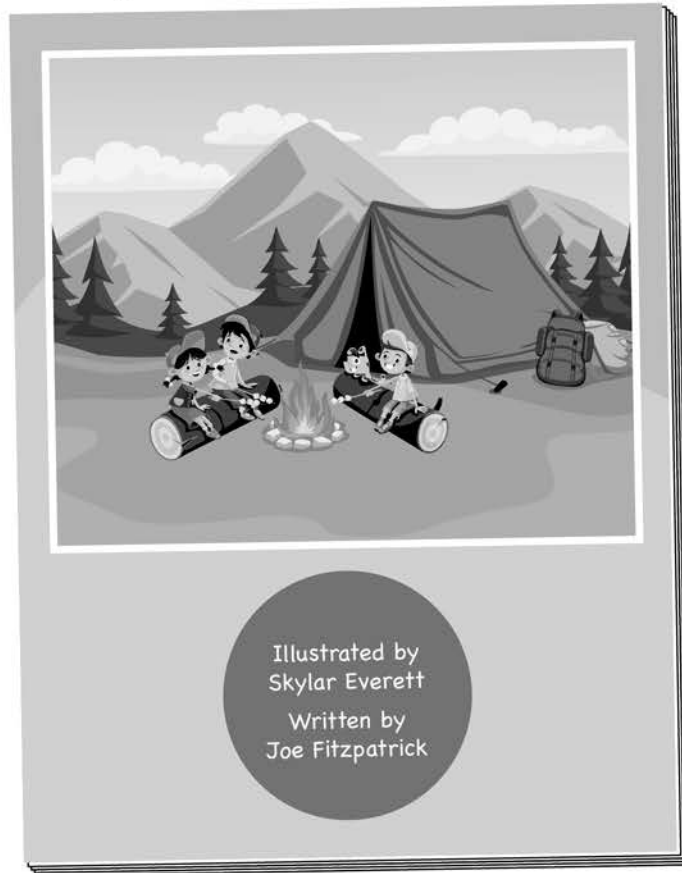
Read the sight words. Then colour the apples below using the key.

what=  come=  make=  said=  little= 



# GET READY TO READ

Let's predict! Good readers think about what they read before, during, and after the story.  
Before you read, look at the picture on the cover and think about what the book might be about. Circle the correct answer.



a. a boat in the ocean

b. a camping trip

c. a trip to the store

d. violin lessons

Now think about what might be in the story. When you think of camping, what words come to mind? What do you do when you go camping?  
What does it look like the friends are doing on the cover? Write what you think might happen in the story on the lines below.

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# THINK ABOUT WHAT YOU READ

Good readers stop and ask questions while they read.

Read the story and answer the questions on the lines below. Then colour the picture.

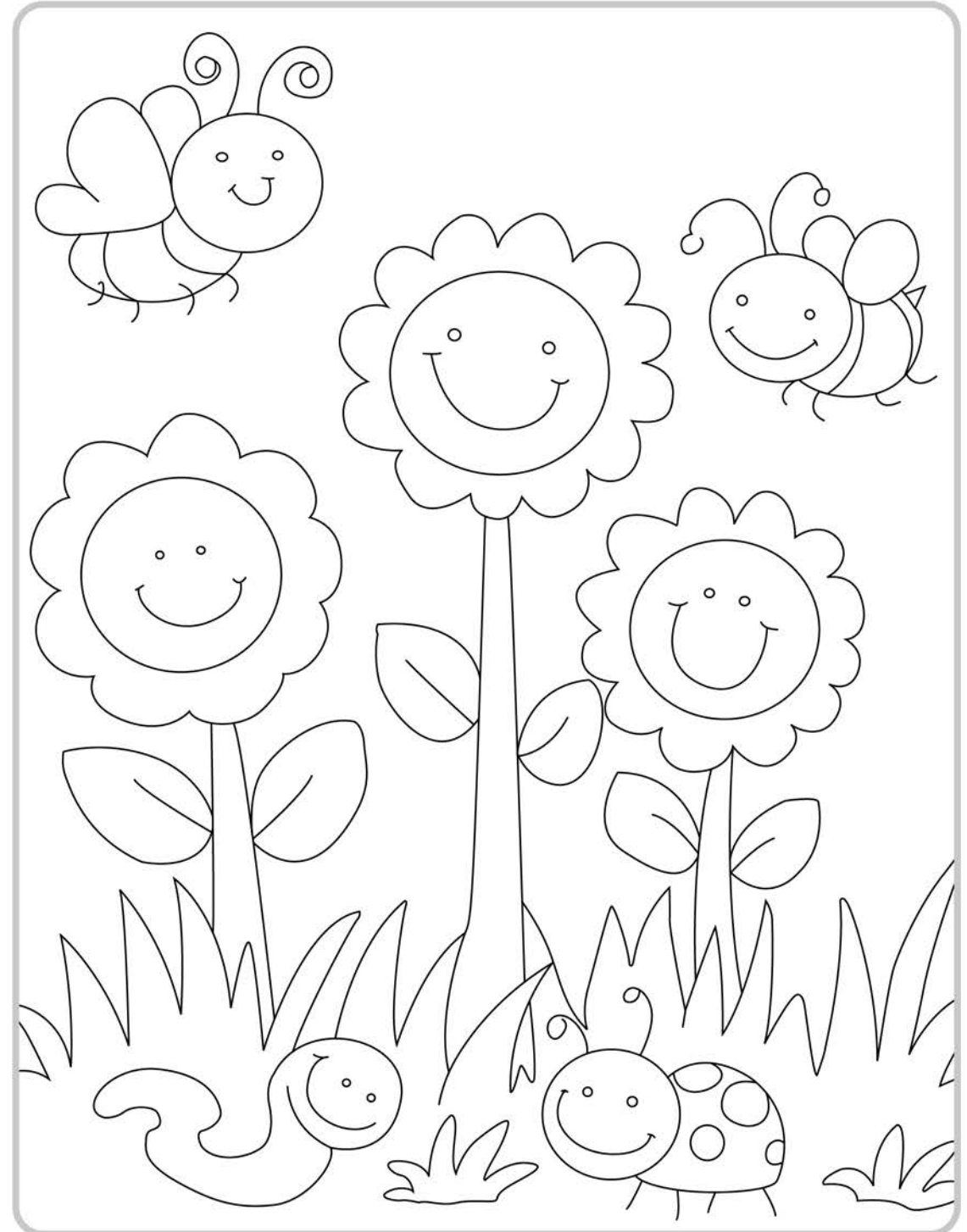
The bees were out buzzing around the garden when they realized that they were very hungry. They looked around and saw lots of different flowers they could have for a snack. There were so many flowers that they couldn't decide which one to try. They decided to try each one! After that, the bees weren't hungry anymore!

What is the problem in the story?

The bees couldn't decide which flower they wanted to try.

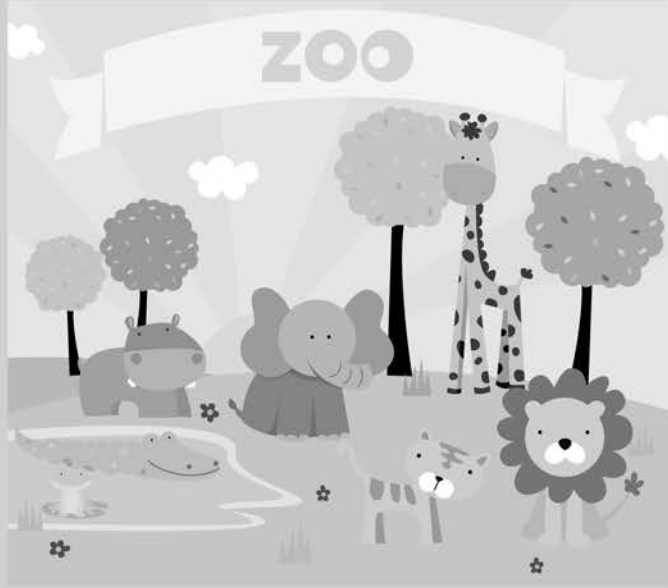
How was it solved?

The bees decided to try all of the flowers.



## MAKING CONNECTIONS

Good readers make connections to what they read. When what you read reminds you of something that happened to you, that is called making a connection. Read the story below and think about what it reminds you of.



My mom and I went to the zoo. We saw elephants and lions. We ate popcorn and walked all over the zoo. We even got to feed the giraffe! My favourite part was seeing the monkeys. They were so funny! They were swinging on trees and making noises. I got a toy monkey from the gift shop to remember our trip to the zoo.

Do you feel a connection to the story? Does it remind you of something that happened to you? Have you been to a zoo? Have you been on another trip that you enjoyed? Write about it on the lines below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# RETELLING WHAT YOU READ

Good readers retell stories after they read them. Telling the events of the story in the right order is important.  
Read the story below and label each picture 1-4 to put the events in order. 1 is what happened first and 4 is what happened last.

## Our Day at the Park!

My friend and I walked to the park. We played tag. We played on the swings. We played on the slides. What a great day at the park!

3



2



1



4



Write the events from the story in the correct order.

First, my friend and I walked in the park.

Next, we played tag.

Then, we played on the swings.

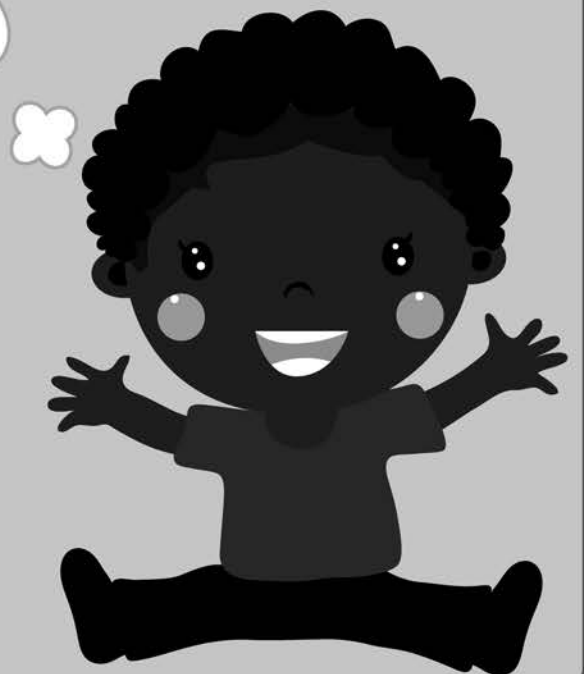
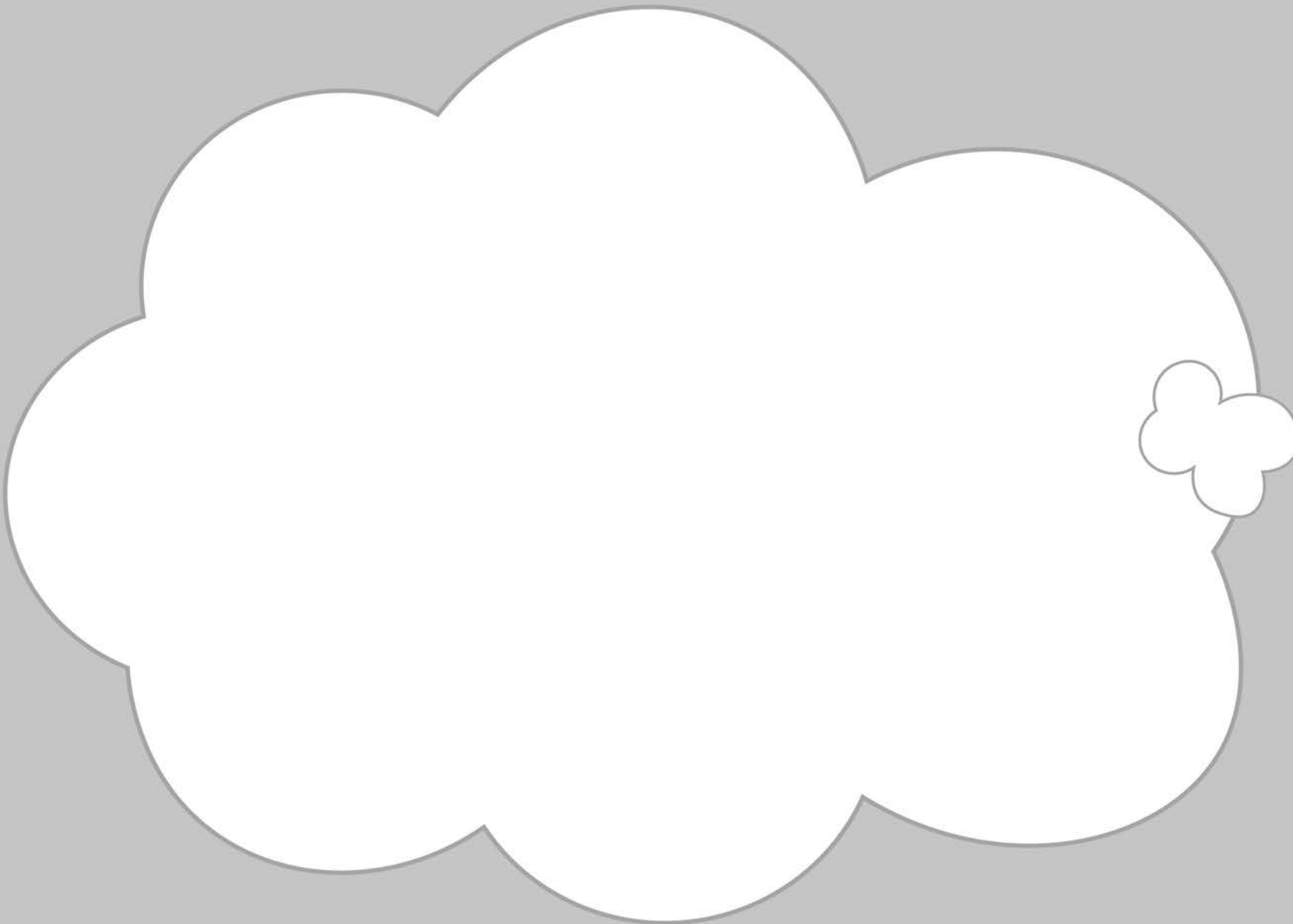
Last, we had a great day at the park!

# PAINT A PICTURE

Good readers paint a picture in their minds while they read.

Read the story below and then draw a picture of what you saw in your mind while you were reading.

Today is my birthday. I am so excited about my party!  
I have been waiting for weeks!



# I CAN READ

Read the story below and then colour the picture.

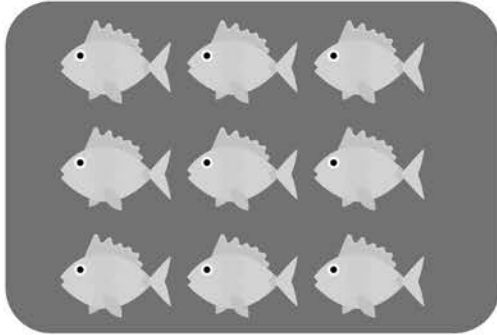
## Soccer

Helen played soccer today. She was very happy. She likes to play soccer. After the game began, it started to rain. Helen kept playing anyway. It got very muddy! It was a lot of fun!

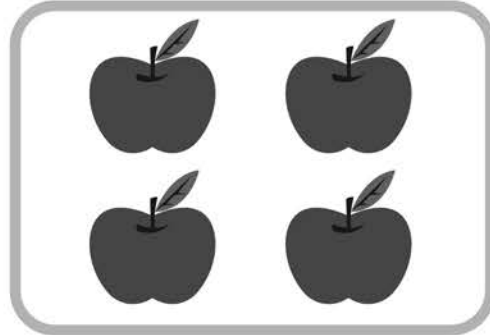


# KNOW YOUR NUMBERS

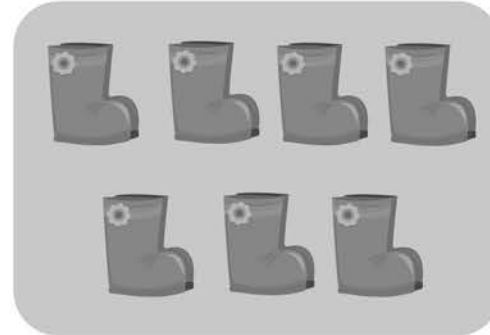
Count the objects below and write the number below each group. Be a careful counter!  
Touch each object as you count it to be sure you don't miscount!



9



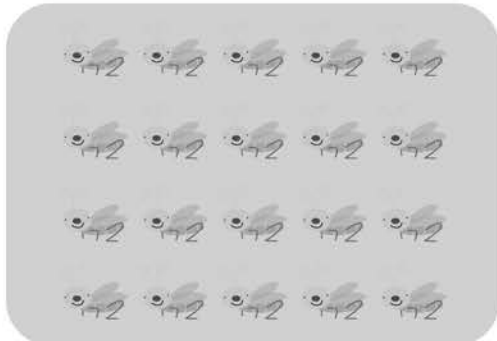
4



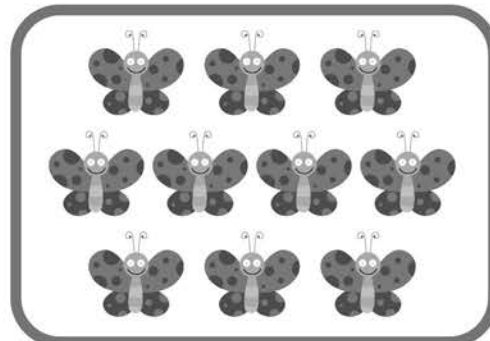
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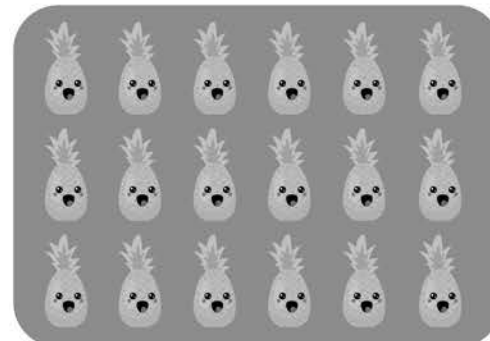
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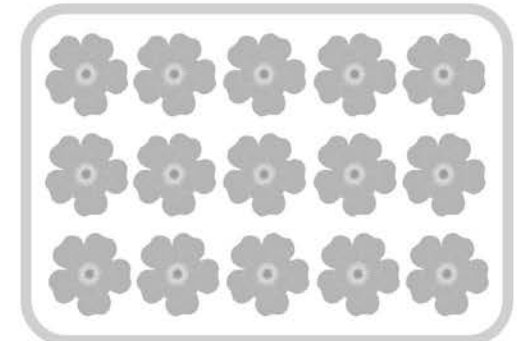
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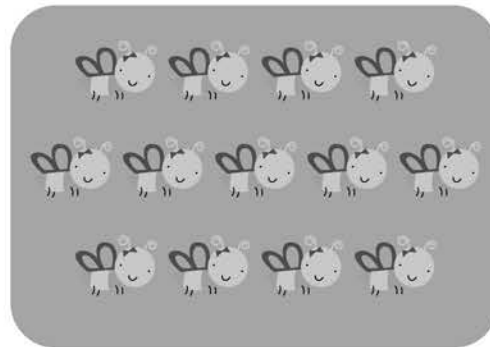
18



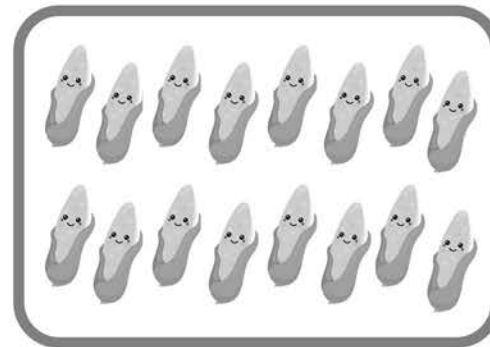
15



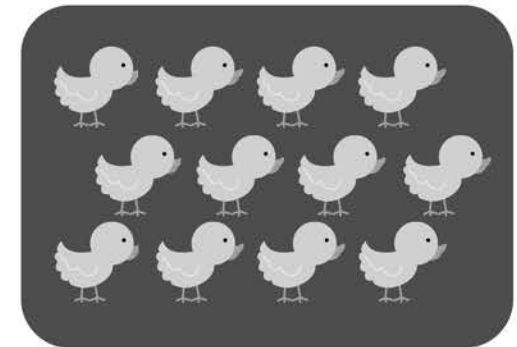
1



13



16



12

# SNAKE SPOT COUNTING

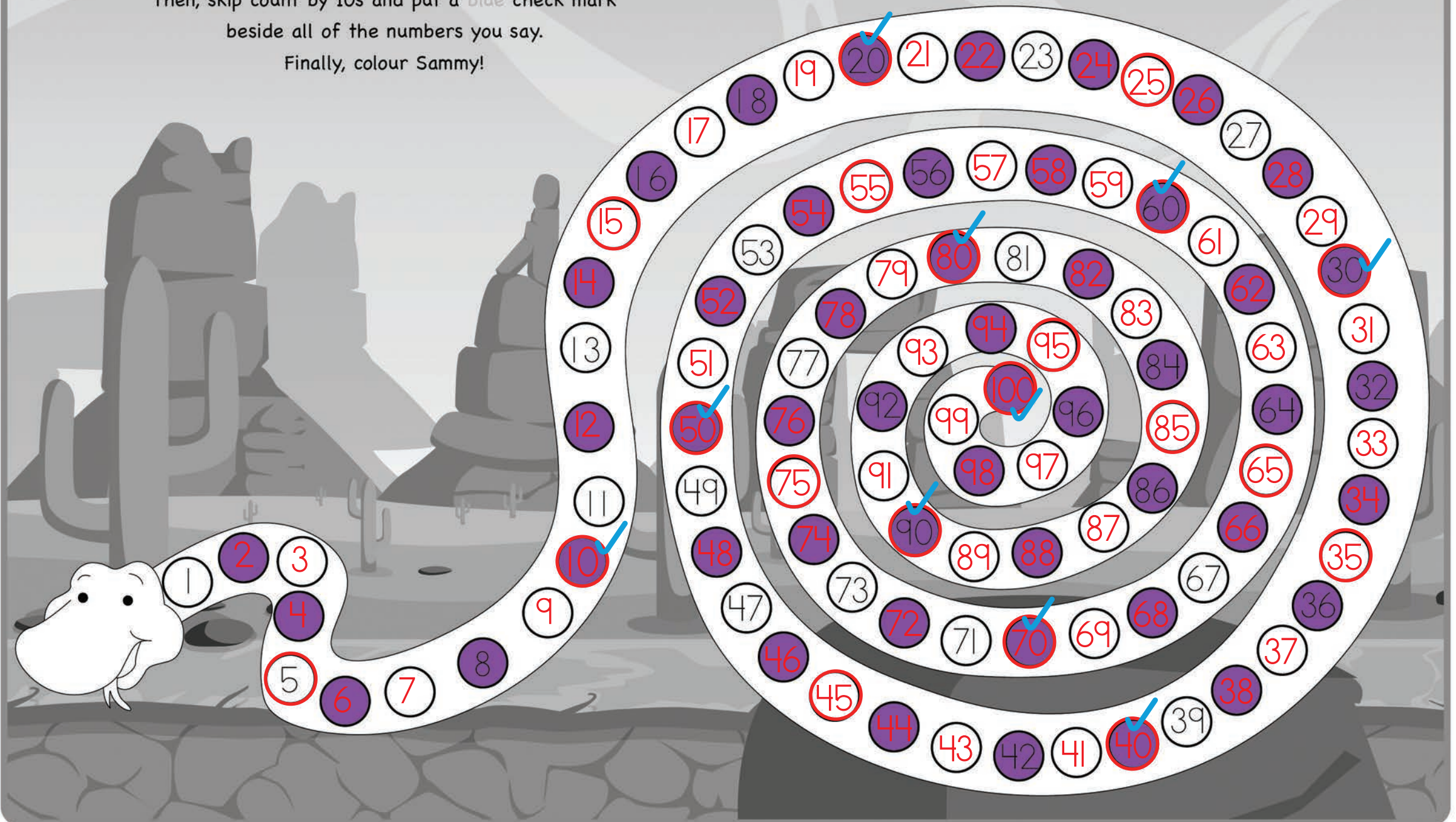
Write the missing numbers on Sammy the Snake. Then follow the directions below.

First, skip count by 2s and colour each number that you say purple.

Next, skip count by 5s and circle all of the numbers that you say in red.

Then, skip count by 10s and put a blue check mark beside all of the numbers you say.

Finally, colour Sammy!



# MAGIC MATH FOR ADDING

Number lines can be a great tool to help us add. Start on the first number in the equation. Then jump *forward* on the line the same number of spaces as the second number. Draw a line from the first number to the second number and circle the answer that you land on.

Use the number lines below to jump your way to the answers!

Example:

$$8 + 2 = 10$$



$$7 + 2 = \underline{9}$$



$$5 + 3 = \underline{8}$$



$$4 + 4 = \underline{8}$$



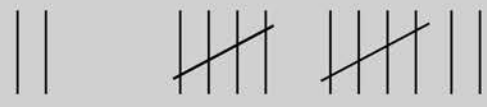















$$7 + 3 = \underline{10}$$



# MAGIC MATH FOR ADDING

Using tally marks can be another great tool to help you add numbers. Draw tally marks above each number in your equation. Then count all of the tally marks and write your answer on the line. Remember to draw the fifth tally mark across the first four.

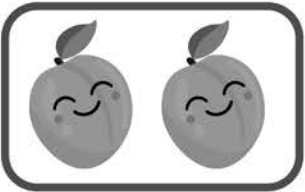
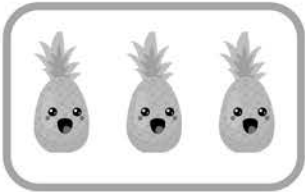
Example:

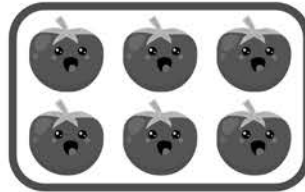
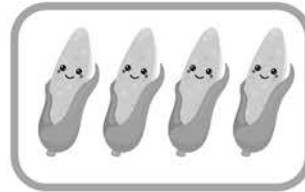
 $2 + 5 = 7$	 $6 + 3 = 9$	 $3 + 8 = 11$	 $7 + 5 = 12$
 $4 + 1 = 5$	 $3 + 3 = 6$	 $9 + 2 = 11$	 $8 + 0 = 8$
 $5 + 5 = 10$	 $5 + 2 = 7$	 $2 + 7 = 9$	 $4 + 6 = 10$
 $2 + 10 = 12$	 $10 + 2 = 12$	 $7 + 6 = 13$	 $9 + 5 = 14$

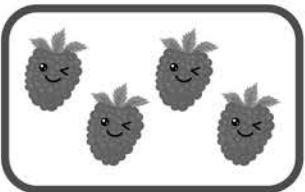
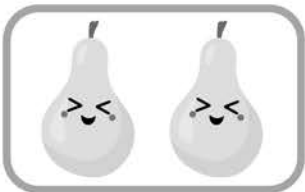
# MAGIC MATH FOR ADDING


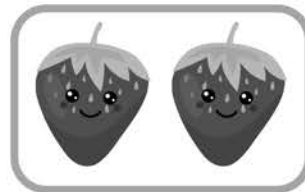
Pictures can also be great tools to help us add. Count the pictures that represent the numbers in the equations.  
Then write each number and the answer on the lines.

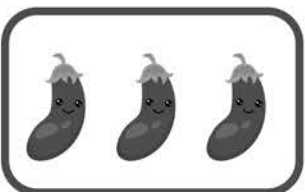
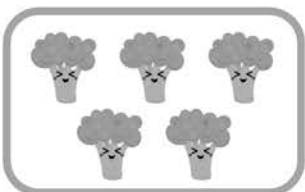
Example:

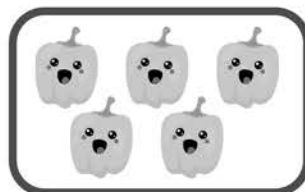
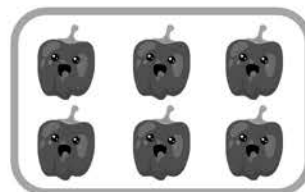
 +  =  $\underline{2} + \underline{3} = \underline{5}$

 +  =  $\underline{6} + \underline{4} = \underline{10}$

 +  =  $\underline{4} + \underline{2} = \underline{6}$

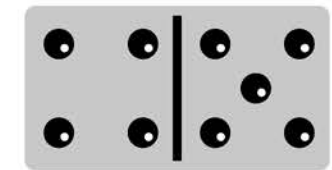
 +  =  $\underline{1} + \underline{2} = \underline{3}$

 +  =  $\underline{3} + \underline{5} = \underline{8}$

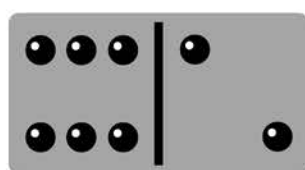
 +  =  $\underline{5} + \underline{6} = \underline{11}$

Use the dots on the dominoes to help you add. Write the equations to match the domino dots. Then solve the problems and write your answers on the lines below.

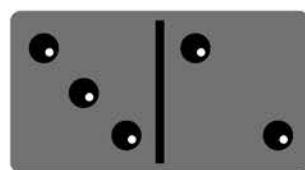
Example:



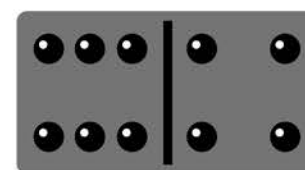
$\underline{4} + \underline{5} = \underline{9}$



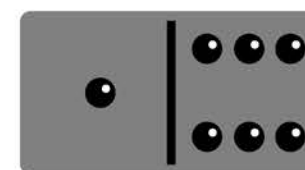
$\underline{6} + \underline{2} = \underline{8}$



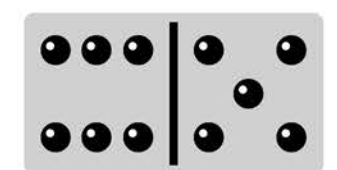
$\underline{3} + \underline{2} = \underline{5}$



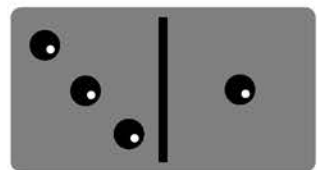
$\underline{6} + \underline{4} = \underline{10}$



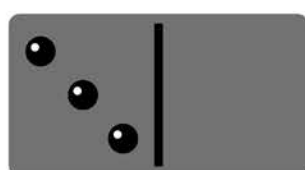
$\underline{1} + \underline{6} = \underline{7}$



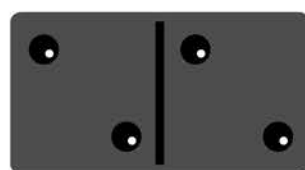
$\underline{6} + \underline{5} = \underline{11}$



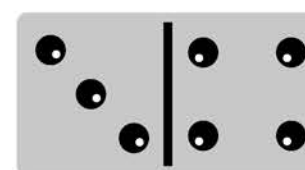
$\underline{3} + \underline{1} = \underline{4}$



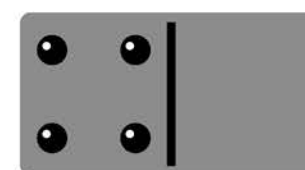
$\underline{3} + \underline{0} = \underline{3}$



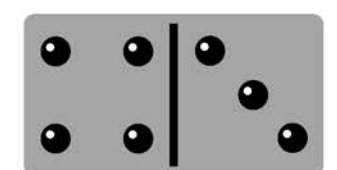
$\underline{2} + \underline{2} = \underline{4}$



$\underline{3} + \underline{4} = \underline{7}$



$\underline{4} + \underline{0} = \underline{4}$



$\underline{4} + \underline{3} = \underline{7}$

# PRACTICE MAKES PERFECT

Use some of the strategies that we have practised (counting tallies, counting pictures, or number lines) to solve these equations.  
Write your answers on the lines.

$$10 + 1 = \underline{11}$$

$$2 + 8 = \underline{10}$$

$$6 + 1 = \underline{7}$$

$$7 + 4 = \underline{11}$$

$$4 + 7 = \underline{11}$$

$$8 + 1 = \underline{9}$$

$$3 + 7 = \underline{10}$$

$$4 + 8 = \underline{12}$$

$$9 + 3 = \underline{12}$$

$$8 + 4 = \underline{12}$$

$$3 + 6 = \underline{9}$$

$$6 + 6 = \underline{12}$$

Can you count the circles on Max's pajamas?  
How many are there in all? 41



# SOLVING MATH STORIES

Sometimes math problems are told in stories. To solve them, we need to read the story and look for clues. HINT #1: Numbers are clues! Sometimes words are clues, too. HINT #2: The words in all and altogether mean ADD! Circle the numbers in the story problems below and look for word clues. Then write the equations on the lines and solve.

Example:

Maddy has 5 red beads and 7 yellow beads to make a necklace. How many beads does she have in all?

$$5 + 7 = 12$$

Lucy collects seashells. She has 2 large shells and 6 small shells. How many shells does Lucy have altogether?

$$2 + 6 = 8$$



Ashley is collecting shoes! She has 6 shoes with laces and 8 shoes without. How many shoes does Ashley have in all?

$$6 + 8 = 14$$



Zac ate 3 pizzas on Monday, 1 pizza on Wednesday, and 2 pizzas on Friday. How many pizzas did Zac eat altogether?

$$3 + 1 + 2 = 6$$



# MAGIC MATH FOR SUBTRACTION

Number lines can be a great tool to help us subtract. Start on the first number in the equation. Then jump backwards on the line the same number of spaces as the second number. Draw a line from the first number to the second number and circle the answer that you land on.

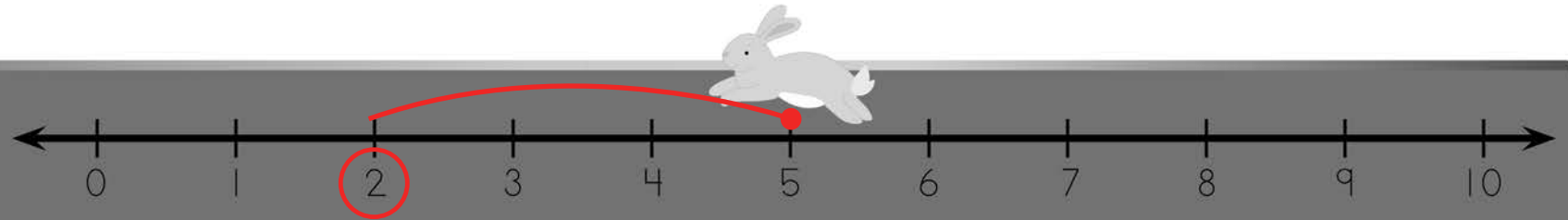
Use the number lines below to jump your way to the answers!

Example:

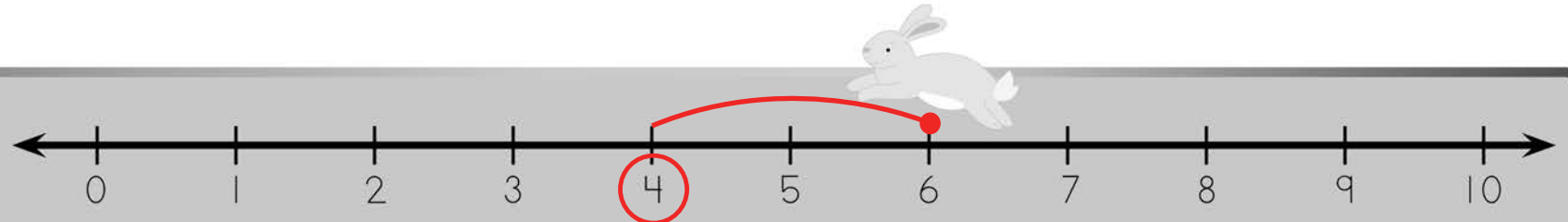
$$8 - 2 = 6$$



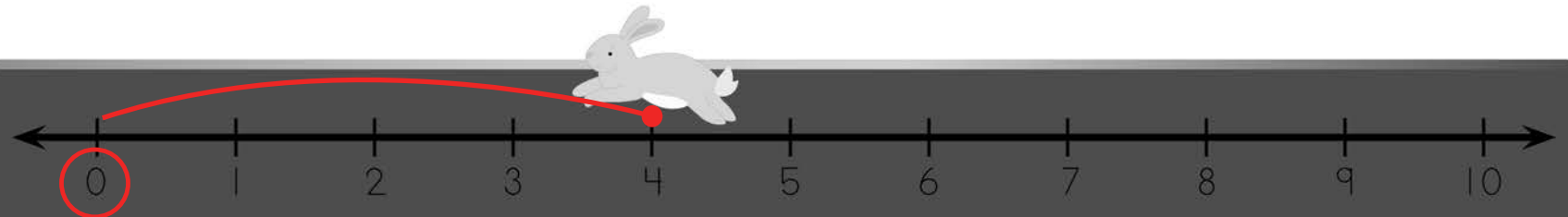
$$5 - 3 = \underline{2}$$



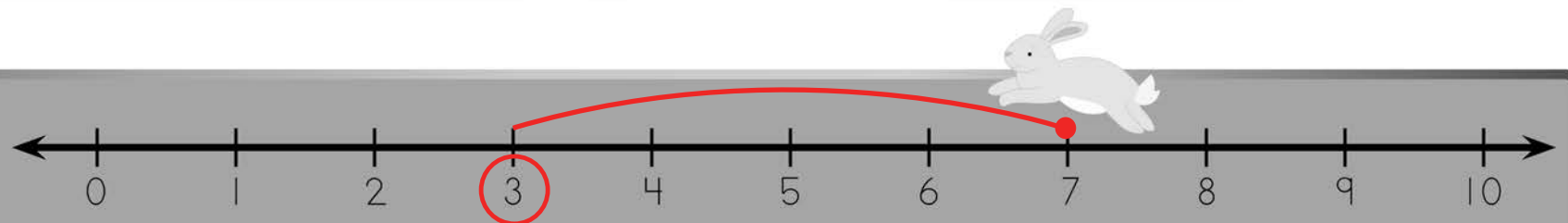
$$6 - 2 = \underline{4}$$



$$4 - 4 = \underline{0}$$



$$7 - 4 = \underline{3}$$



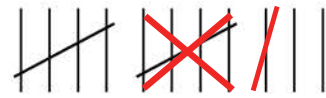
# MAGIC MATH FOR SUBTRACTION

Using tally marks can be another great tool to help you subtract. Look at the tally marks above each equation and count them. Now cross out the number of tally marks you are taking away. Count the tally marks that you have left and write your answer on the line.

Example:



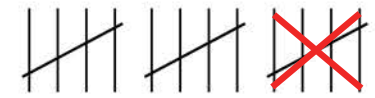
$$18 - 8 = 10$$



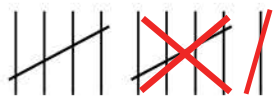
$$13 - 6 = 7$$



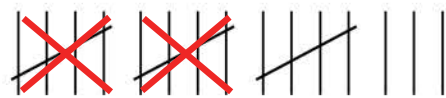
$$20 - 10 = 10$$



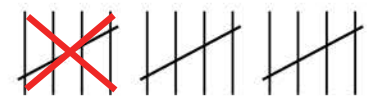
$$15 - 5 = 10$$



$$11 - 6 = 5$$



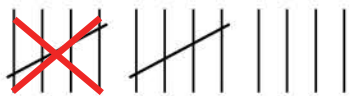
$$18 - 10 = 8$$



$$16 - 5 = 11$$



$$17 - 12 = 5$$



$$14 - 5 = 9$$



$$12 - 7 = 5$$



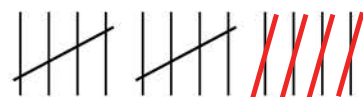
$$12 - 2 = 10$$



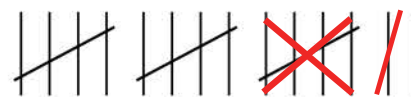
$$14 - 7 = 7$$



$$12 - 7 = 5$$



$$14 - 4 = 10$$



$$17 - 6 = 11$$



$$19 - 9 = 10$$

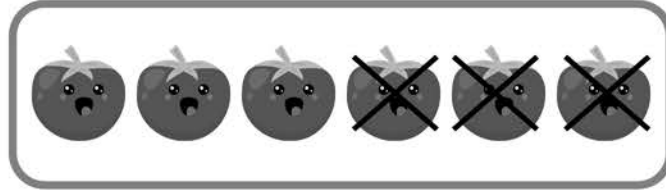
# MAGIC MATH FOR SUBTRACTION

Use the pictures below to solve the equations. First write the total number of objects. Then write the number of crossed out objects. Count the remaining items to find the answer and write it on the line.

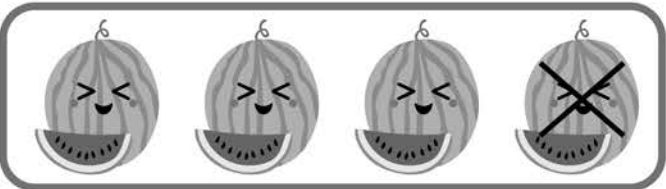
Example:



$$\underset{\text{total}}{3} - \underset{\text{crossed out}}{2} = \underline{1}$$



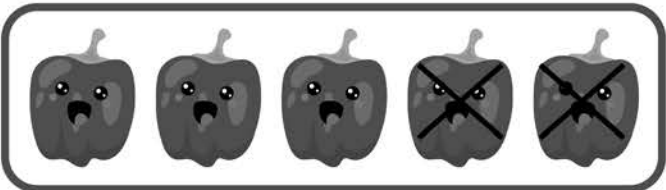
$$\underline{6} - \underline{3} = \underline{3}$$




$$\underline{4} - \underline{1} = \underline{3}$$



$$\underline{5} - \underline{1} = \underline{4}$$



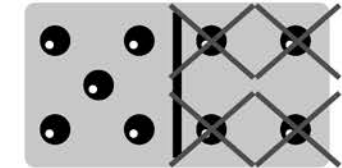

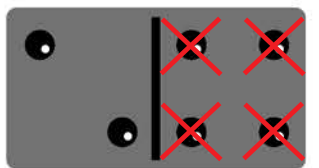
$$\underline{5} - \underline{2} = \underline{3}$$

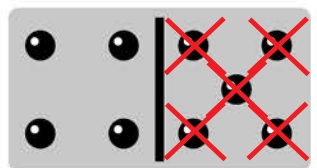
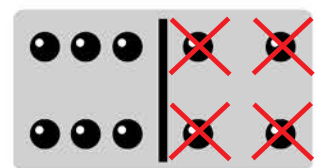


$$\underline{2} - \underline{2} = \underline{0}$$


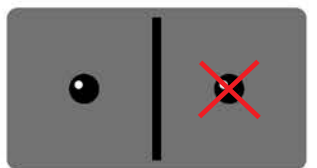
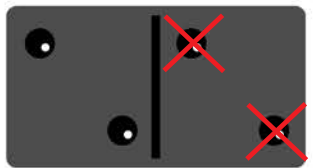
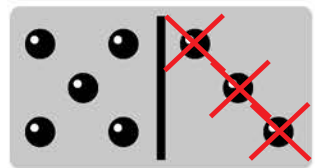
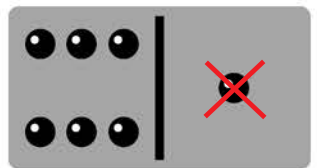
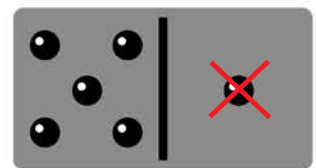
Use the dots on the dominoes to help you subtract. Cross out the number of dots you are taking away. Then solve the problems and write your answers on the lines below.

Example:

$$\underline{9} - \underline{4} = \underline{5} \quad \underline{12} - \underline{12} = \underline{0} \quad \underline{6} - \underline{4} = \underline{2} \quad \underline{11} - \underline{5} = \underline{6} \quad \underline{9} - \underline{5} = \underline{4} \quad \underline{10} - \underline{4} = \underline{6}$$

$$\underline{7} - \underline{5} = \underline{2} \quad \underline{2} - \underline{1} = \underline{1} \quad \underline{4} - \underline{2} = \underline{2} \quad \underline{8} - \underline{3} = \underline{5} \quad \underline{7} - \underline{1} = \underline{6} \quad \underline{6} - \underline{1} = \underline{5}$$

# PRACTICE MAKES PERFECT

Use some of the strategies that we have practised (counting tallies, counting pictures, or number lines) to solve these equations.  
Write your answers on the lines.

$$16 - 8 = \underline{8}$$

$$7 - 6 = \underline{1}$$

$$11 - 9 = \underline{2}$$

$$15 - 4 = \underline{11}$$

$$13 - 8 = \underline{5}$$

$$13 - 3 = \underline{10}$$

$$19 - 11 = \underline{8}$$

$$18 - 9 = \underline{9}$$

$$12 - 3 = \underline{9}$$

$$10 - 1 = \underline{9}$$

$$12 - 10 = \underline{2}$$

$$12 - 6 = \underline{6}$$



# SOLVING MATH STORIES

Sometimes math problems are told in stories. To solve them, we need to read the story and look for clues. HINT #1: Numbers are clues! Sometimes words are clues, too. HINT #2: The words are left and have left mean SUBTRACT! Circle the numbers in the story problems below and look for word clues. Then write the equation on the lines and solve.

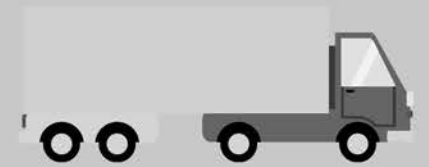
Example:

Jeff has 8 ski boots and gives 4 of them to Paul. How many ski boots does Jeff have left?

$$8 - 4 = 4$$

Hank collects big trucks and trades them with his friends. He has 11 trucks but gives 3 of them to his brother Kurt. How many trucks does Hank have left?

$$11 - 3 = 8$$



Hannah has 12 swimsuits, but she only wants to take 5 to the lake. If she takes 5 swimsuits on vacation, how many will she have left at home?

$$12 - 5 = 7$$



Jane's dog had 15 puppies. She gave 9 of them to neighbours and friends. How many puppies are left?

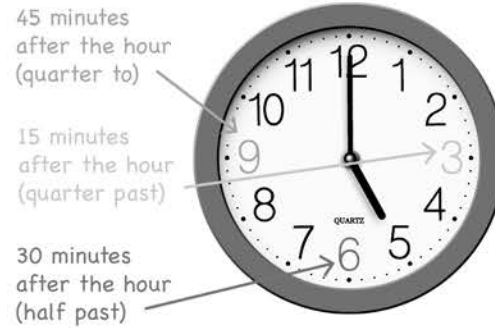
$$15 - 9 = 6$$



# WHAT TIME IS IT?

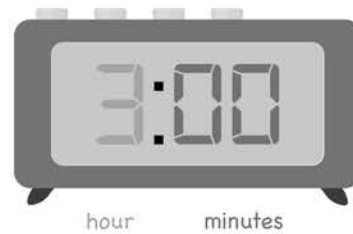
This is an analog clock.

It has a long hand and a short hand. It has the numbers 1-12 around the outside. The long hand points to the minute and the short hand points to the hour. This clock says 5 o'clock.

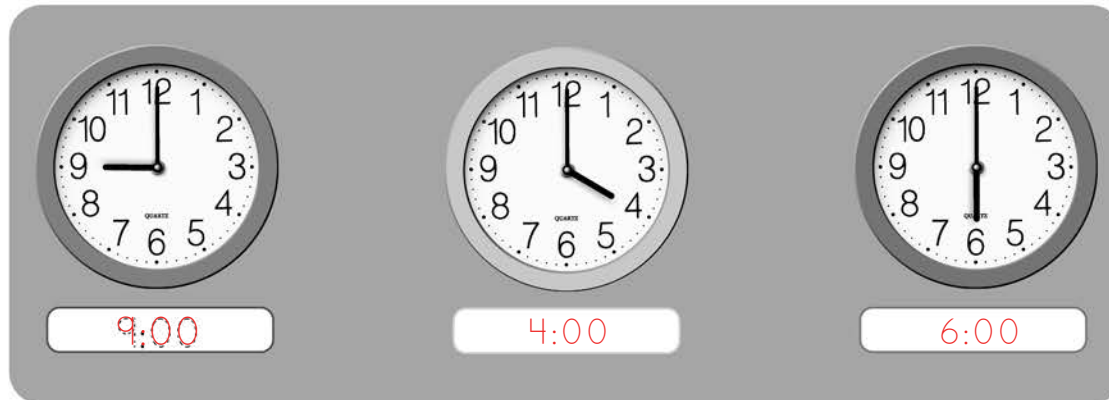


This is a digital clock.

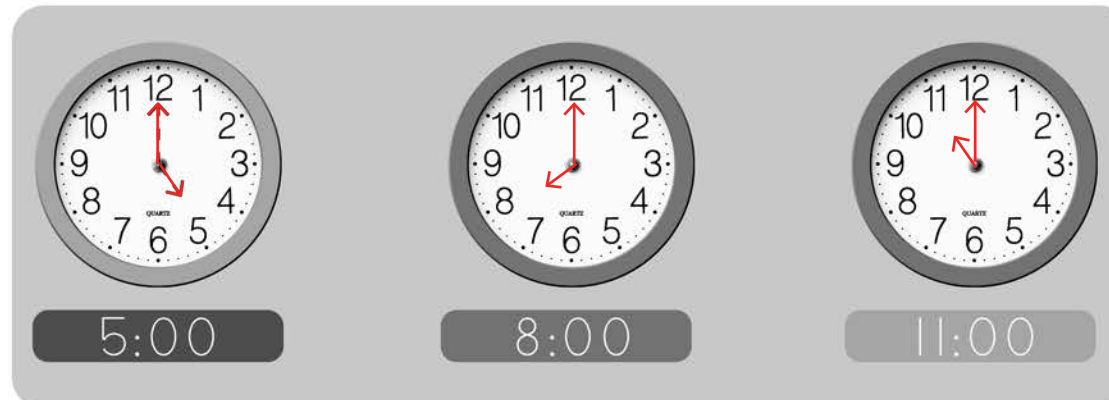
The first number shows the hour and the second two numbers tell how many minutes after the hour it is. This clock says 3 o'clock.



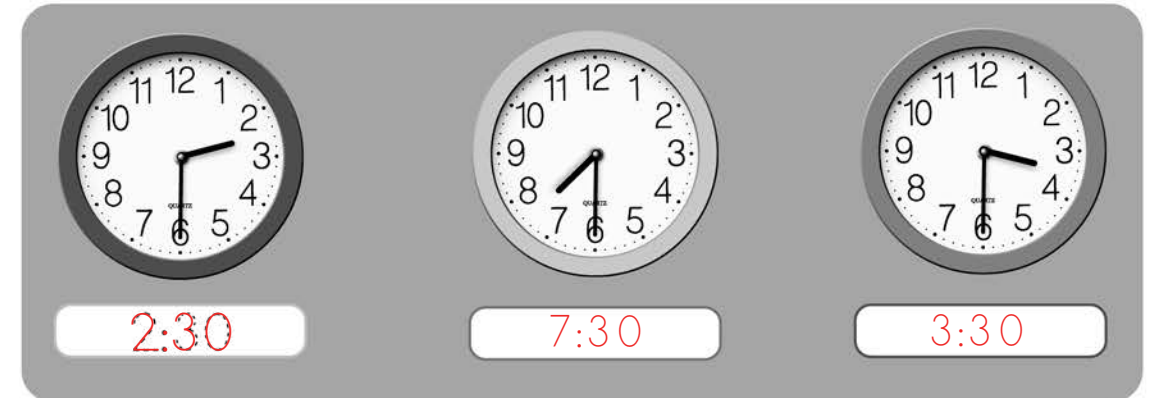
What time is it? Write the time under each analog clock.



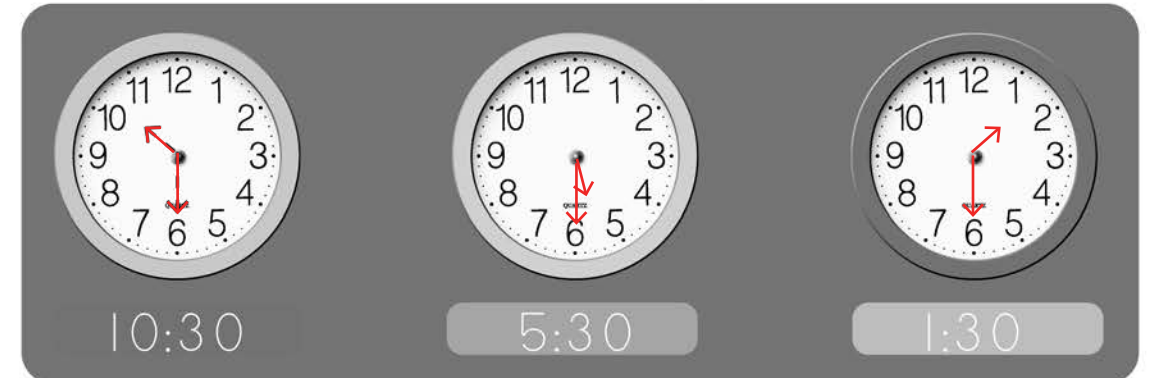
Draw the hands on the clocks to match the digital times.



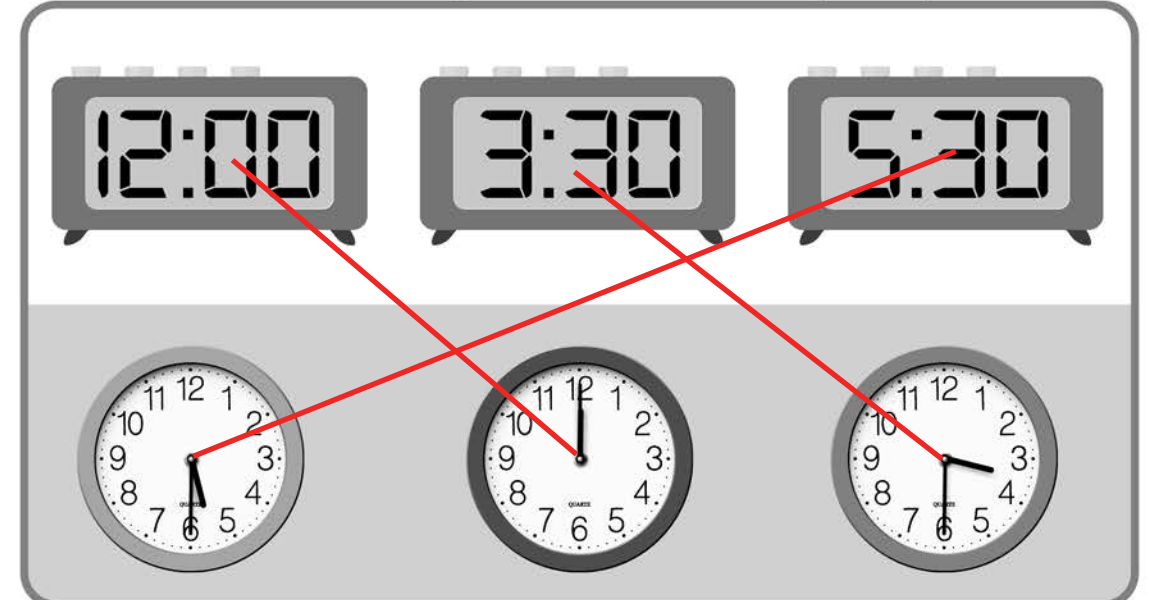
What time is it? Write the time under each clock.



Draw the hands on the clocks to match the digital times.









Draw a line to connect the digital time to the matching analog clock.






# SPENDING MY ALLOWANCE

A nickel is worth 5¢. When we count nickels, we count by fives.  
Count the nickels and write the totals on the lines.







 <u>45</u> ¢	 <u>15</u> ¢
 <u>30</u> ¢	 <u>20</u> ¢
 <u>35</u> ¢	 <u>25</u> ¢

A quarter is worth 25¢. When we count quarters, we count by twenty-fives.  
Draw a line from each group of quarters to the correct total.

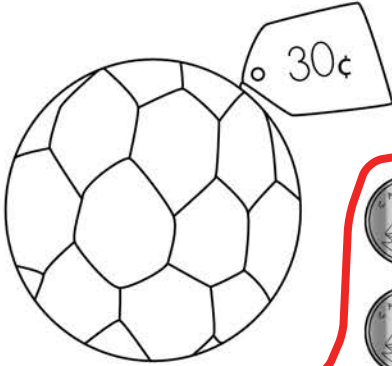
	75¢
	\$1.25
	\$1.00


*(Red lines connect 4 quarters to \$1.00, 3 quarters to 75¢, and 5 quarters to \$1.25.)*

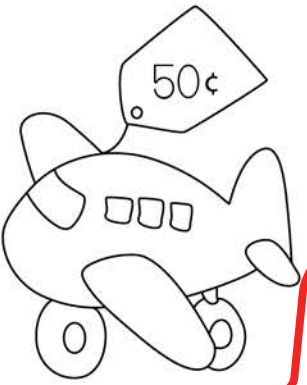
A dime is worth 10¢. When we count dimes, we count by tens.  
Count the dimes and write the totals on the lines.


 <u>40</u> ¢	 <u>80</u> ¢
 <u>50</u> ¢	 <u>70</u> ¢
 <u>20</u> ¢	 <u>60</u> ¢

Circle only the coins you need to buy the items below.  
Colour the item you want to buy.



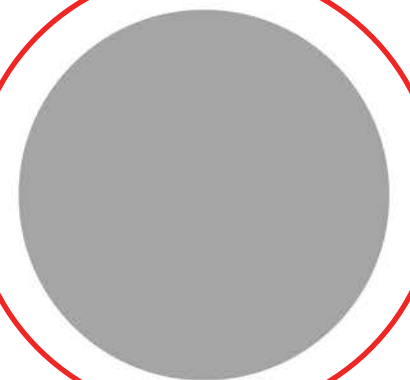
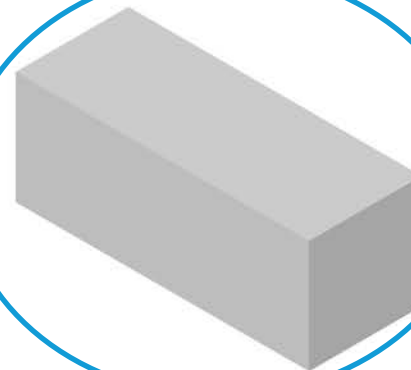
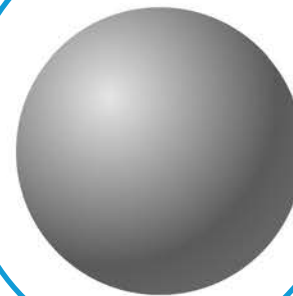
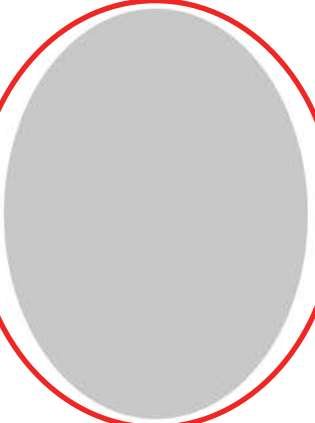






# SHAPE SHIFTING

Circle the 2-dimensional shapes in red. Circle the 3-dimensional shapes in blue.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



A A A A A

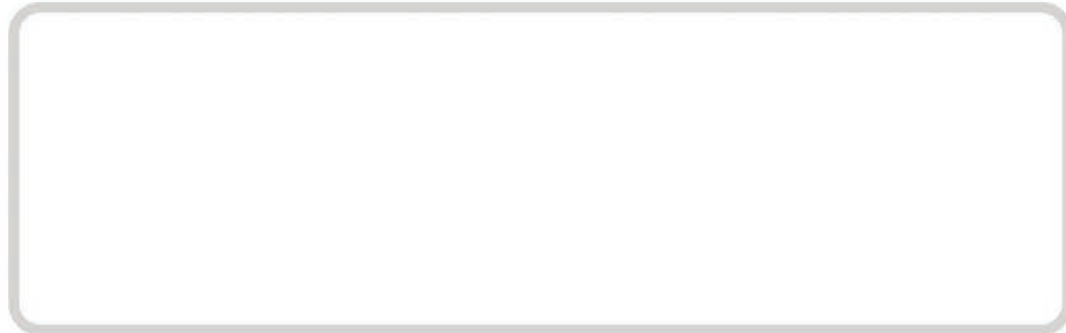
a a a a a a

ant

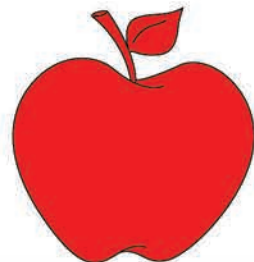
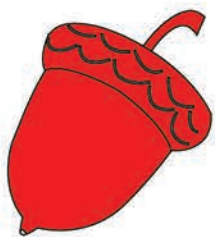
Write the word ant.

ant ant ant

Draw a picture of something that begins with the letter A.



Colour the pictures that begin with the letter A.



B B B B B

b b b b b b

bat

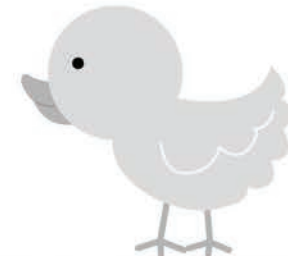
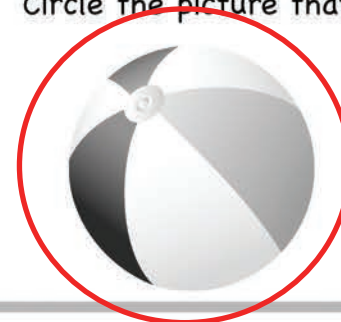
Write the word bat.

bat bat bat

Draw a picture of something that begins with the letter B.



Circle the picture that begins with the letter B.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



C C C C C

c c c c c c

Write the word cow.

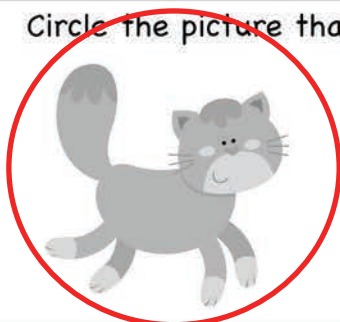
COW

COW COW COW

Draw a picture of something that begins with the letter C.



Circle the picture that begins with the letter C.



D D D D D

d d d d d d

Write the word doll.

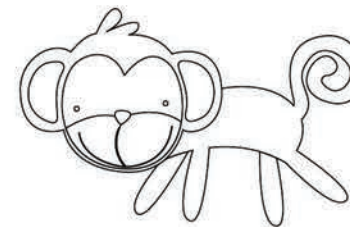
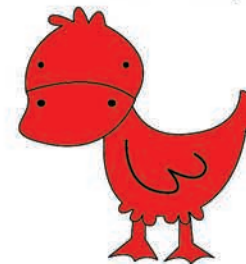
doll

doll doll doll

Draw a picture of something that begins with the letter D.

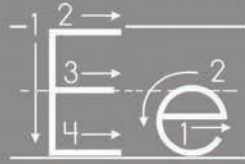


Colour the pictures that begin with the letter D.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



E E E E E E

e e e e e e

Write the word elf.

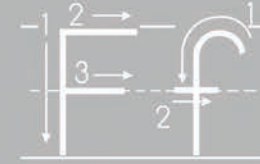
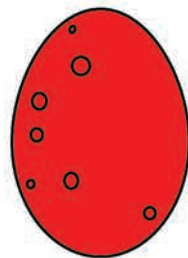
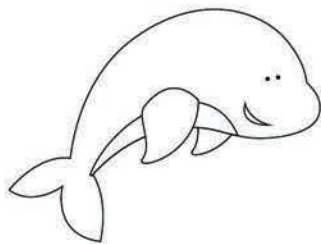
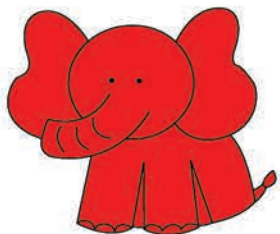
elf

elf elf elf

Draw a picture of something that begins with the letter E.



Colour the pictures that begin with the letter E.



F F F F F F

f f f f f f

Write the word fan.

fan

fan fan fan

Draw a picture of something that begins with the letter F.



Circle the picture that begins with the letter F.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



G G G G G

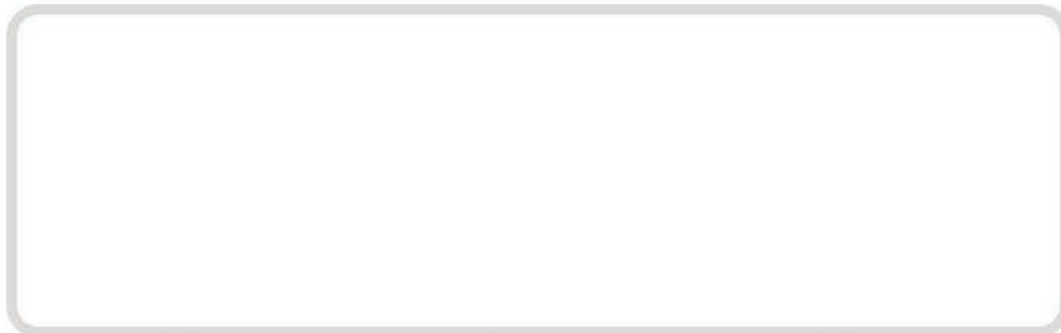
g g g g g g

grow

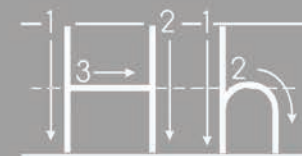
Write the word grow.

grow grow grow

Draw a picture of something that begins with the letter G.



Circle the picture that begins with the letter G.



H H H H H

h h h h h h

happy

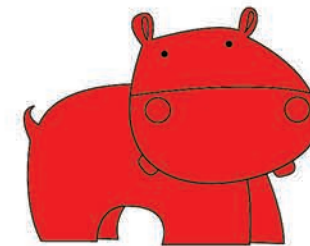
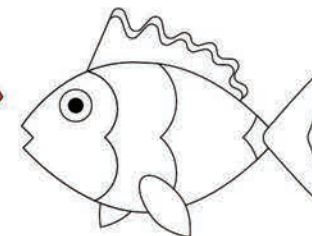
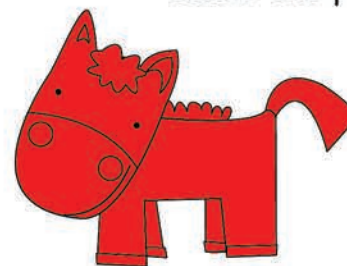
Write the word happy.

happy happy

Draw a picture of something that begins with the letter H.



Colour the pictures that begin with the letter H.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



I I I I I I I I

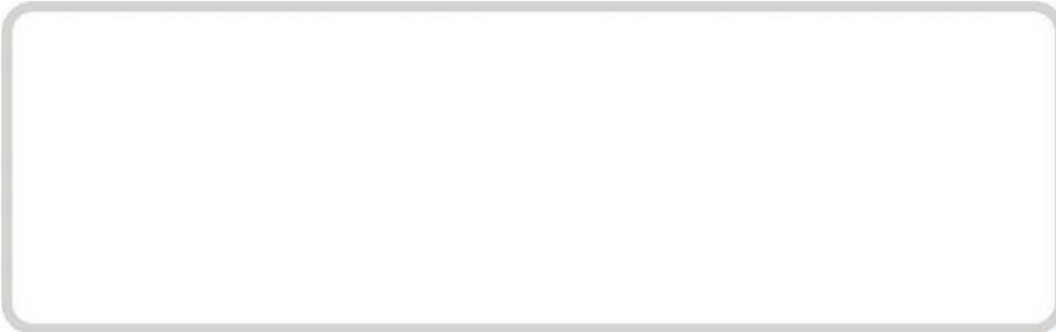
i i i i i i i i i

ice

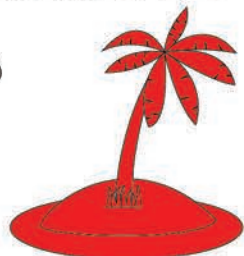
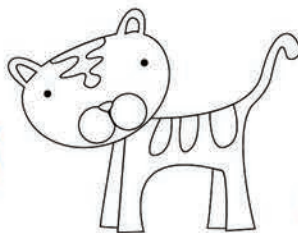
Write the word ice.

ice ice ice

Draw a picture of something that begins with the letter I.



Colour the pictures that begin with the letter I.



J J J J J J J

j j j j j j j j j

jar

Write the word jar.

jar jar jar

Draw a picture of something that begins with the letter J.



Circle the picture that begins with the letter J.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



K K K K K K

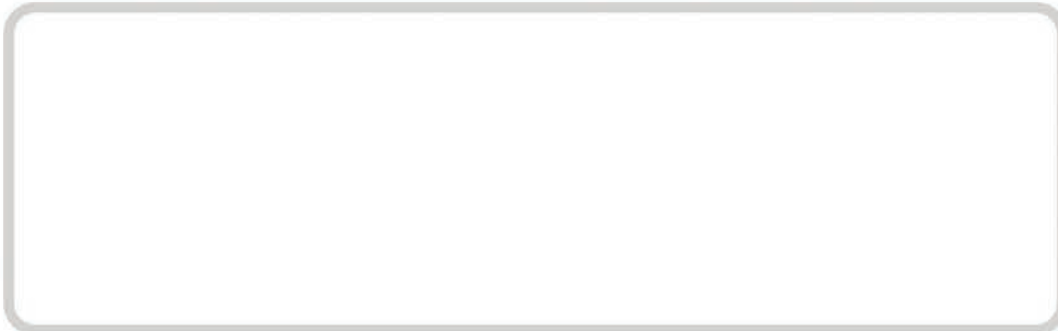
k k k k k k

kind

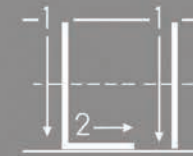
Write the word kind.

kind kind kind

Draw a picture of something that begins with the letter K.



Circle the picture that begins with the letter K.



L L L L L L

l l l l l l l l

love

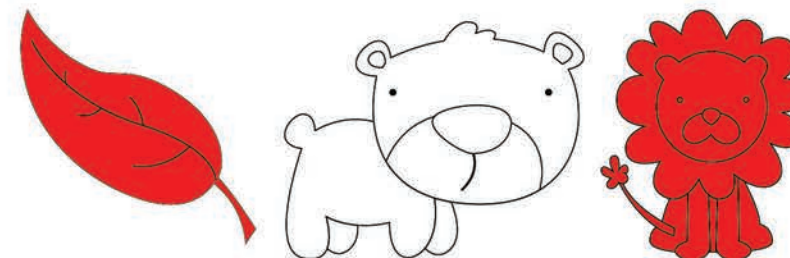
Write the word love.

love love love

Draw a picture of something that begins with the letter L.

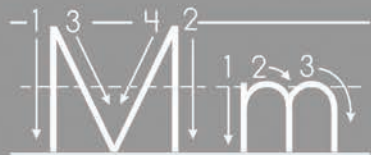


Colour the pictures that begin with the letter L.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



M M M M M M

m m m m m

Write the word moose.

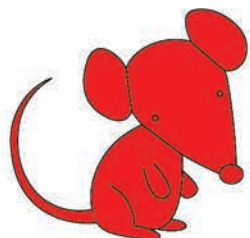
moose

moose moose

Draw a picture of something that begins with the letter M.



Colour the pictures that begin with the letter M.



N N N N N N

n n n n n n

Write the word nice.

nice

nice nice nice

Draw a picture of something that begins with the letter N.

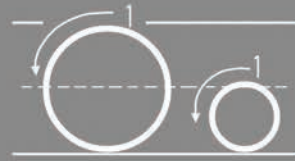


Circle the picture that begins with the letter N.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



owl

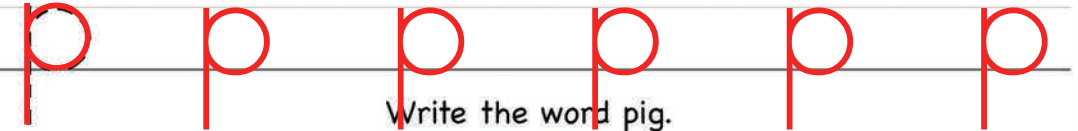
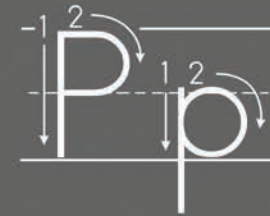
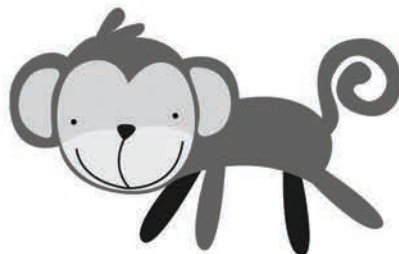
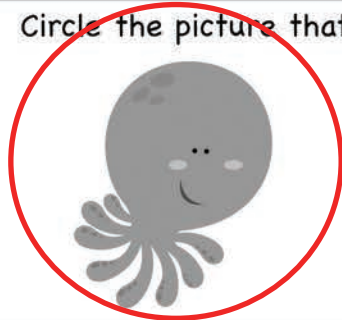
Write the word owl.

owl owl owl owl

Draw a picture of something that begins with the letter O.



Circle the picture that begins with the letter O.



pig

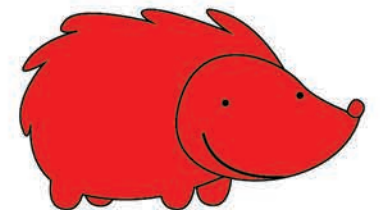
Write the word pig.

pig pig pig pig

Draw a picture of something that begins with the letter P.

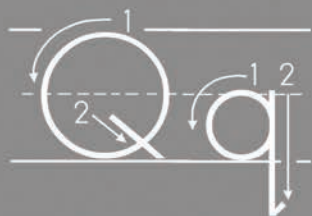


Colour the pictures that begin with the letter P.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



Q Q Q Q Q

q q q q q q

queen

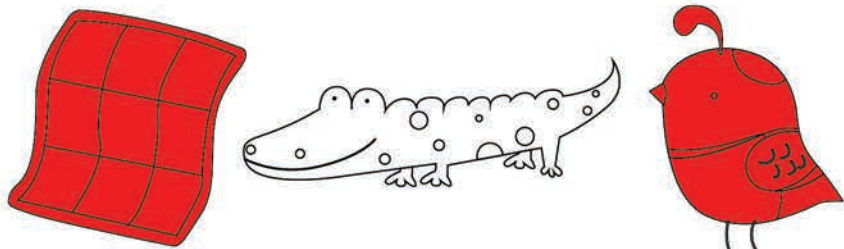
Write the word queen.

queen queen

Draw a picture of something that begins with the letter Q.



Colour the pictures that begin with the letter Q.



R R R R R R

r r r r r r

rain

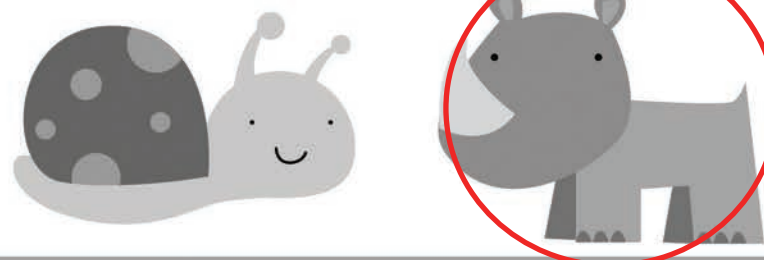
Write the word rain.

rain rain rain

Draw a picture of something that begins with the letter R.



Circle the picture that begins with the letter R.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



S S S S S S S

s s s s s s s

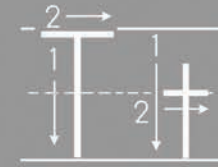
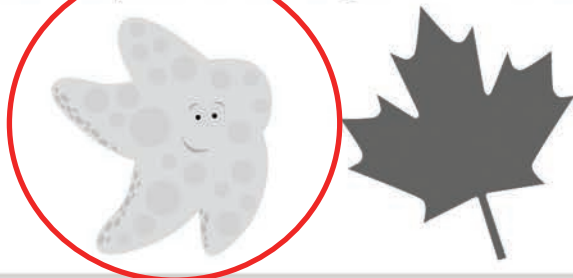
Write the word sit.

sit

sit sit sit sit sit

Draw a picture of something that begins with the letter S.

Circle the picture that begins with the letter S.



T T T T T T T

t t t t t t t

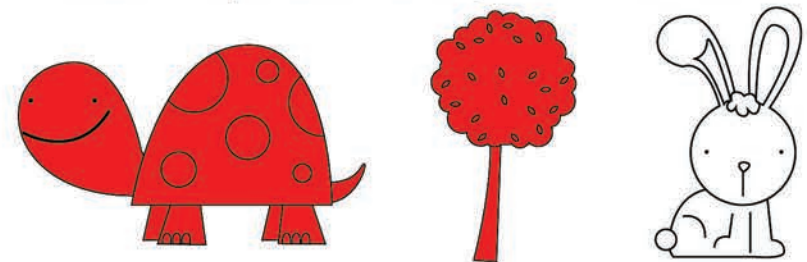
Write the word tiger.

tiger

tiger tiger tiger

Draw a picture of something that begins with the letter T.

Colour the pictures that begin with the letter T.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



U U U U U U

u u u u u u

Write the word under.

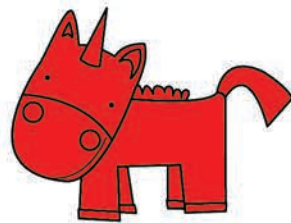
under

under under

Draw a picture of something that begins with the letter U.



Colour the pictures that begin with the letter U.



V V V V V

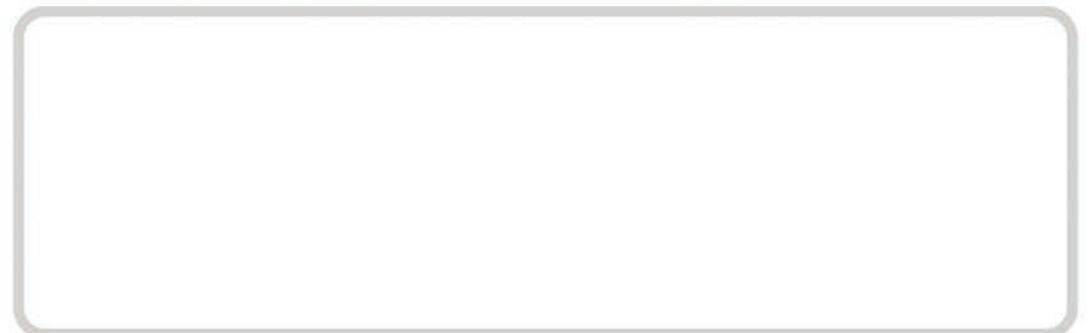
v v v v v v

Write the word vase.

vase

vase vase vase

Draw a picture of something that begins with the letter V.



Circle the picture that begins with the letter V.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



Write the word wood.

wood

wood wood wood

Draw a picture of something that begins with the letter W.



Circle the picture that begins with the letter W.



Write the word x-ray.

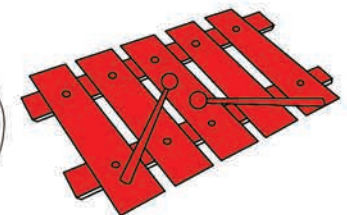
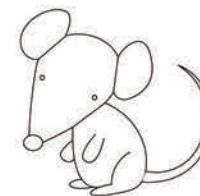
x-ray

x-ray x-ray

Draw a picture of something that begins with the letter X.

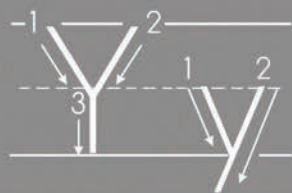


Colour the pictures that begin with the letter X.



# PENCIL PRACTICE

Practise writing the letters on the lines below.



Y Y Y Y Y Y

y y y y y y

Write the word yellow.

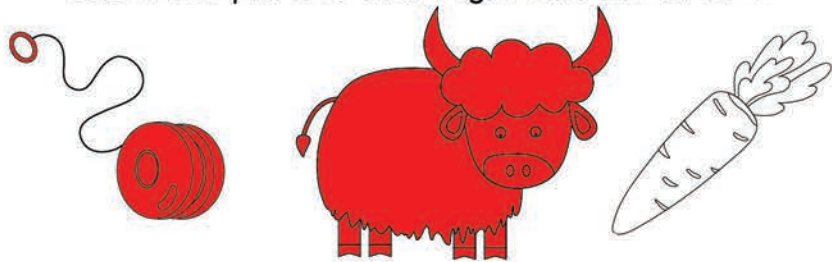
yellow

yellow yellow

Draw a picture of something that begins with the letter Y.



Colour the pictures that begin with the letter Y.



Z Z Z Z Z

z z z z z z

Write the word zero.

zero

zero zero

Draw a picture of something that begins with the letter Z.



Circle the picture that begins with the letter Z.



# FIX FELIX'S SENTENCES

Read the statement sentences. Rewrite them on the lines below.  
Be sure to start with a capital letter and end with a period.

this is my book

This is my book.



we like to play soccer

We like to play soccer.

i see a cat

I see a cat.



Read the question sentences. Rewrite them on the lines below.  
Be sure to start with a capital letter and end with a question mark.

are you my friend

Are you my friend?



is the dog chasing you

Is the dog chasing you?

Read the exclamation sentences. Rewrite them on the lines below.  
Be sure to start with a capital letter and end with an exclamation mark.

look over there

Look over there!



we did it

We did it!

Look at the sentences below. There is something missing. Read the sentences and  
rewrite them using the proper punctuation at the end.  
Use a . , ? , or !

I love my fish

I love my fish!



Do you want some ice cream

Do you want some ice cream?

This is my cake

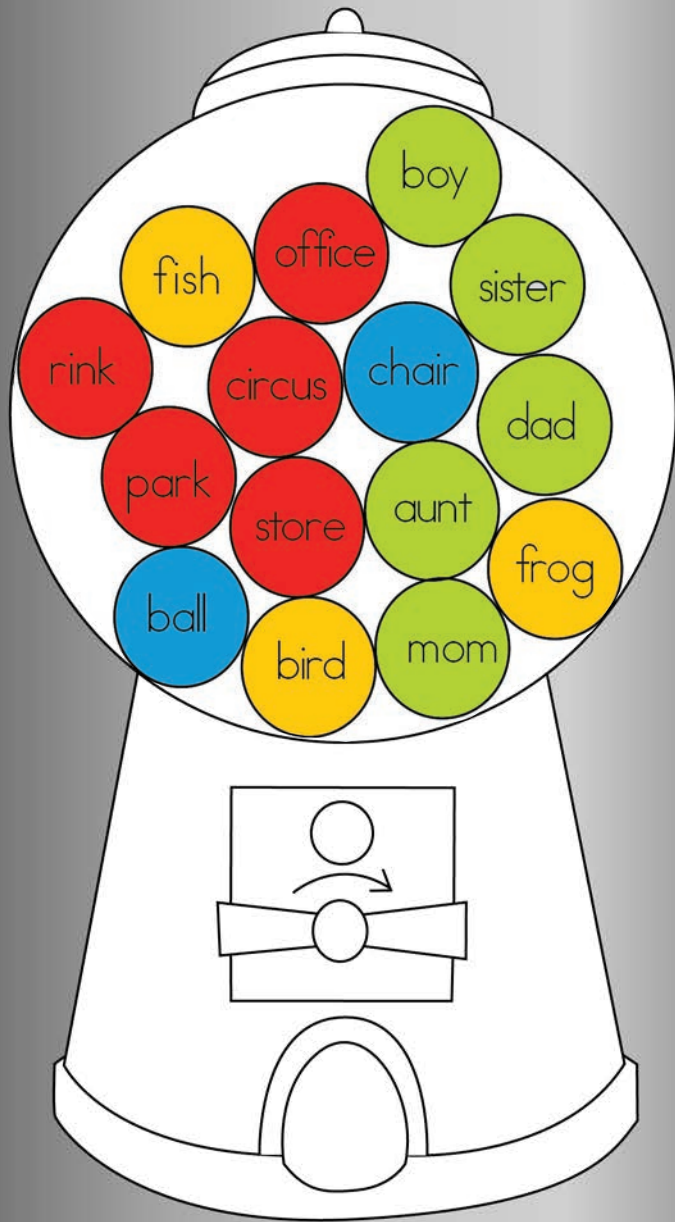
This is my cake.



# GUMBALL GRAMMAR

Nouns are words for people, animals, places, and things.  
Colour the nouns using the key. Then colour the rest of the picture.

person = green      animal = yellow  
place = red      thing = blue



Verbs are words that tell what a noun is doing.  
They are action words. Circle the verb in each sentence.

That girl is smiling.



The boy runs really fast.



My sister reads lots of books.



I made a cake.



Adjectives describe something. They tell how it feels, smells, tastes, or sounds. Circle an adjective to describe each picture.



sour square soft



orange hot big



hot round blue

# BECOMING AN AUTHOR

Writers write using their imagination! Become an author by thinking about the writing prompts below and writing what you picture in your mind. Read the sentence starters and complete the sentences with your own thoughts.

On my birthday...

At school I like to...

When I grow up...

I wish I had...

My favourite food is...



The kids are camping.

Look at the picture. What is happening?  
Write about it on the lines above.

# PRACTICE PAD

Practise solving the math problems below. Practise with these equations until you feel comfortable solving them. Continue practising by asking a friend or a parent to write various equations for you to solve. You can also try writing and solving your own equations.

$$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 13 \\ - 5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array}$$

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

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

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

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline 5 \end{array}$$

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

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

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

$$\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 12 \\ - 8 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 11 \\ - 1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline 7 \end{array}$$

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

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

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

$$\begin{array}{r} 10 \\ + 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 0 \\ + 4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 10 \\ - 10 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 14 \\ - 3 \\ \hline 11 \end{array}$$

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

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

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

$$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 1 \\ + 10 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 15 \\ - 6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$$

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

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

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