

Thomas County Elementary Schools  
Hand-In-Hand Primary School

4687 U.S. Hwy. 84 Bypass, Thomasville, GA 31792

Dee Gaines, Principal  
(229)225-3908 office

Alacia Herring, Assistant Principal  
(229) 225-3982 fax

April 2, 2020

Parents,

We are providing an additional packet that addresses the 4th nine weeks state standards for Kindergarten. Please work with your child to complete these activities to help better prepare your child for 1st grade. While it is important to complete these activities, you should also continue to log into Reading Eggs, <https://readingeggs.com/> and Math Seeds, <https://mathseeds.com/>. Login information was sent home on the last day of school. For login assistance, contact your teacher or the Hand-In-Hand office. These websites are geared towards your child's ability level and will assist them in moving forward at their level and pace. To access free books, you may visit <https://readingeggspress.com/> and <https://www.storylineonline.net/>. Please continue to check our school website, <https://www.thomas.k12.ga.us/> and Facebook page, <https://www.facebook.com/Hand-In-Hand-Primary-School-147432001937778/?ref=bookmarks> page regularly for updates and information.

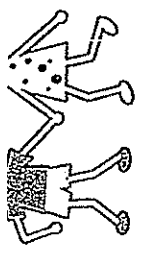
Please stay safe and contact the school if you need assistance.

Sincerely,



Dee Gaines  
Hand-In-Hand Primary  
Principal  
(229) 225-3908

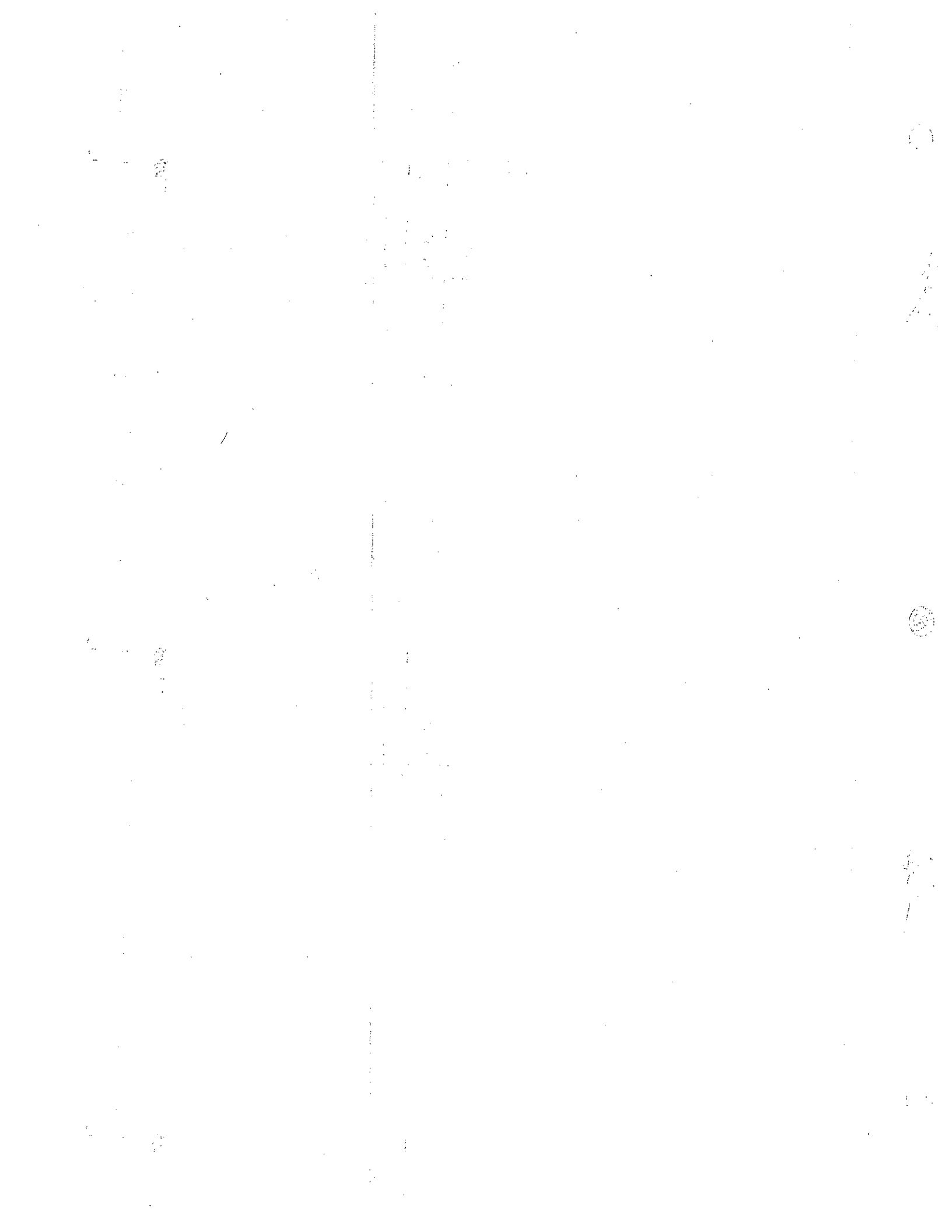




# Kindergarten Sight Words By Month



August		September		October		November		December	
the	and	was	on	but	what	us	an	so	her
to	is	as	his	were	when	she	how	make	him
that	of	I	at	can	not	one	if	four	some
a	in	this	from	all	we	up	about	would	yellow
you	it	one	by	your	said	many	them	into	has
he	for	be	have	there	five	will	other	blue	more
are	with	or	had	each	do	out	then	red	number
they	see	words	like	their	look	these	too	way	want
January		February		March		April		May	
two	write	now	long	new	take	name	great	before	right
go	no	day	get	little	know	ten	help	pink	any
could	six	made	find	eight	live	think	good	tell	boy
than	seven	down	did	back	most	man	say	came	show
called	sit	come	may	after	our	where	zero	white	three
my	first	over	sound	me	give	much	line	follow	gray
been	who	only	work	very	nine	too	old	also	form
green	black	place	orange	just	purple	same	brown	small	out



# Dolch Sight Words

## First Grade (41 words)

after  
again  
an  
any  
as  
ask  
by  
could  
every  
fly  
from  
give  
going  
had  
has  
her  
him  
his  
how  
just  
know

let  
live  
may  
of  
old  
once  
open  
over  
put  
round  
some  
stop  
take  
thank  
them  
then  
think  
walk  
were  
when



## CVC Words

Please practice reading and blending these sounds with your child at home.

pen	cat	sit
bet	pan	fit
red	bad	pet
web	bam	vet
wet	ham	men
zip	met	kin
pat	it	gap
if	win	map
run	sat	dot
sap	in	cot
pin	bun	at



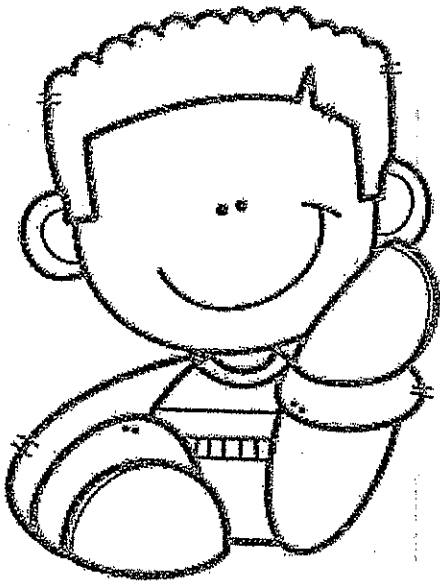


# Number Grid 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



# At Home Learning Packet



This Packet Belongs to:

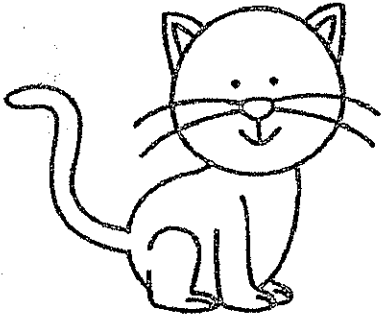
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Name: \_\_\_\_\_

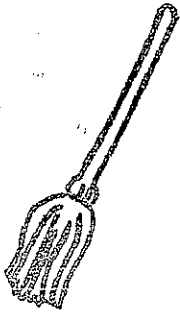
Draw a line to match the rhyming words.



cat



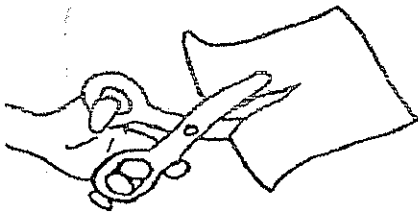
nut



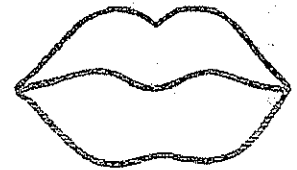
mop



hat



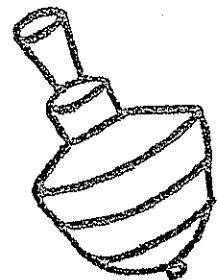
cut



lip



rip



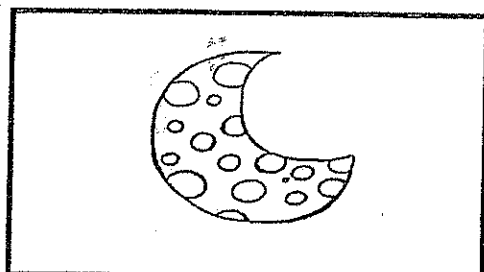
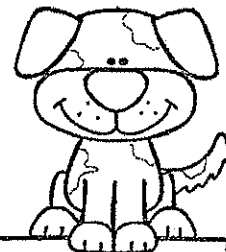
top

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

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

# Color by Sound

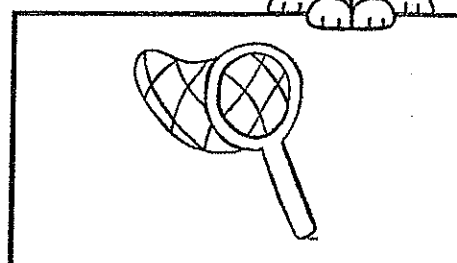
Color the beginning sound of each picture.



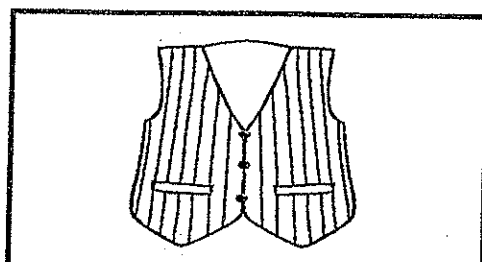
m	p	x
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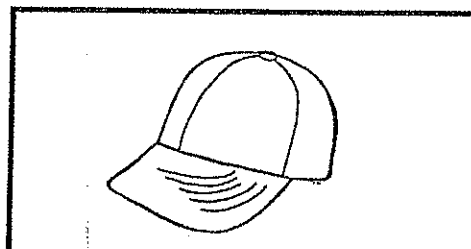
a	s	o
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c	f	n
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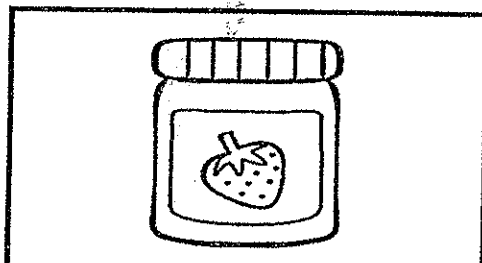
t	v	r
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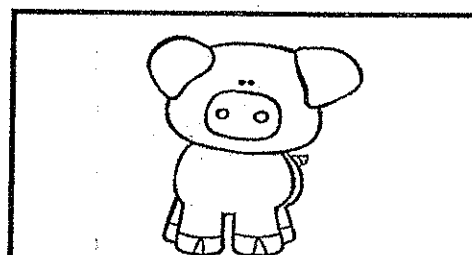
c	y	k
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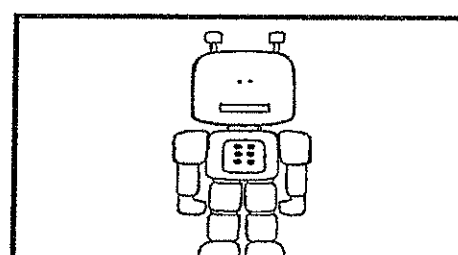
f	w	g
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j	q	k
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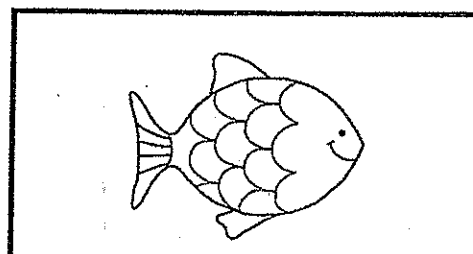
u	h	p
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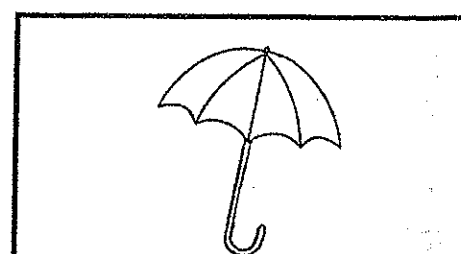
i	r	e
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b	d	f
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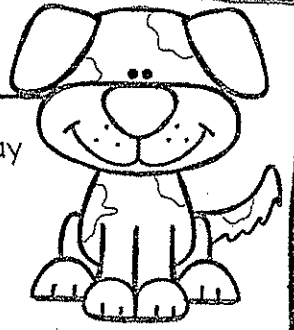
f	s	o
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a	e	u
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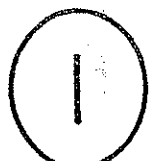
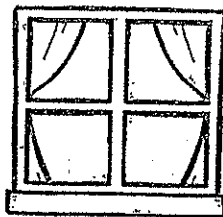
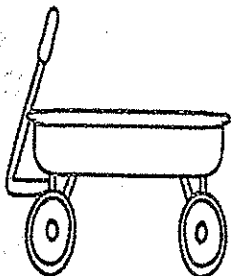
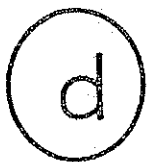
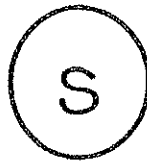
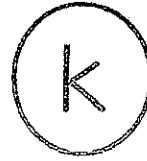
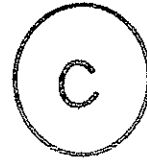
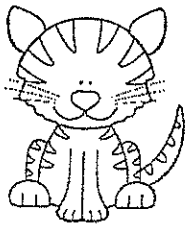
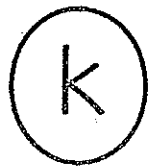
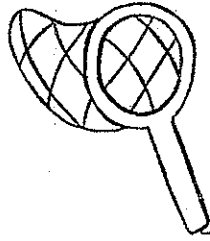
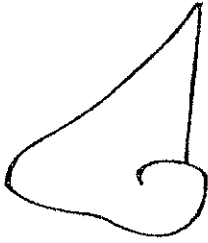
Name \_\_\_\_\_ Date \_\_\_\_\_

Sunday Monday Tuesday Wednesday Thursday Friday Saturday



# Sound it Out

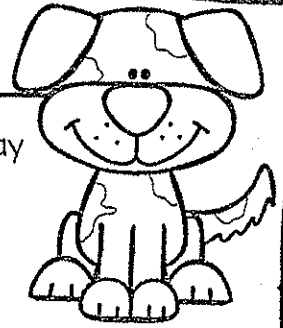
For each set, say the name of each picture then pick the beginning sound they share.



Name \_\_\_\_\_

Date \_\_\_\_\_

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

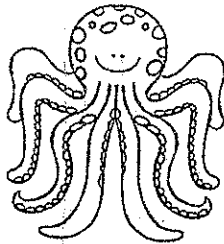
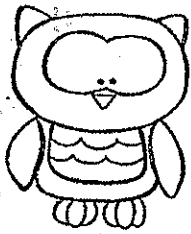


# Beginning Sounds

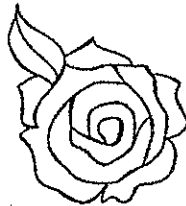
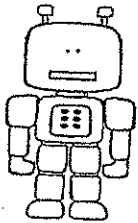
For each set, say the name of each picture then pick the beginning sound they share.



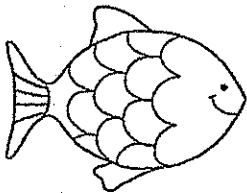
b p d



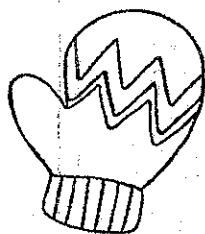
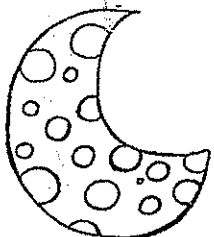
o g w



l u r



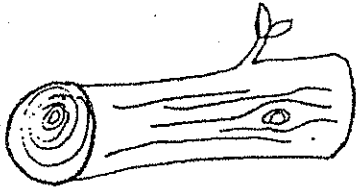
t f k



m n e

Name: \_\_\_\_\_

Write the beginning letter for each picture.



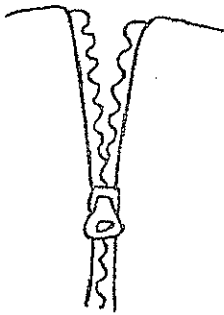
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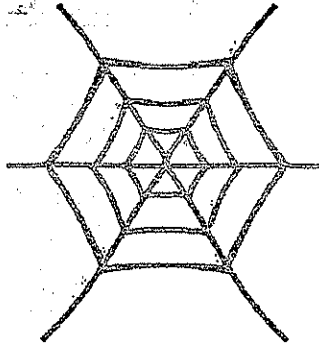
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at



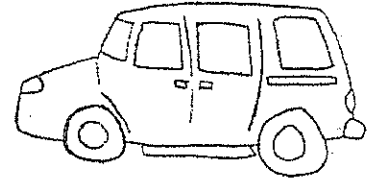
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um



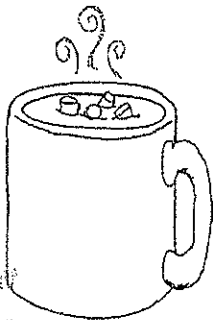
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\_\_\_\_\_  
ip



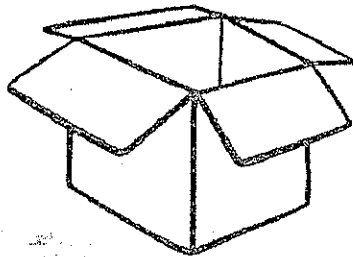
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eb



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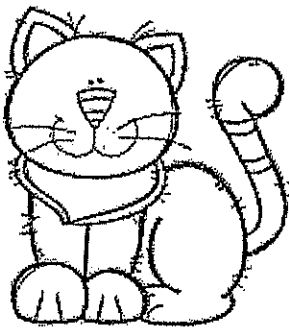


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ig

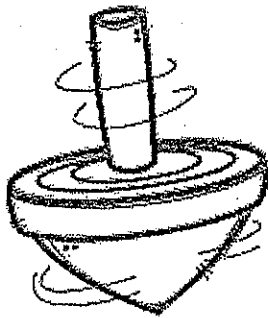


# C-V-C

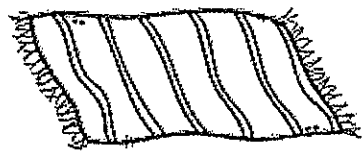
## Beginning & Ending Sounds



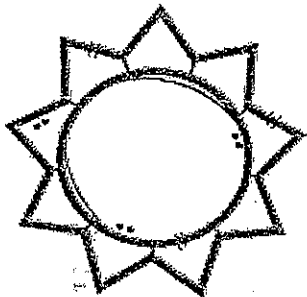
\_\_\_at



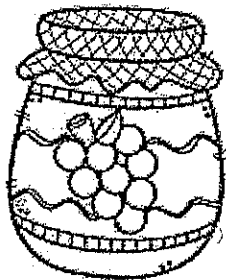
to\_\_\_



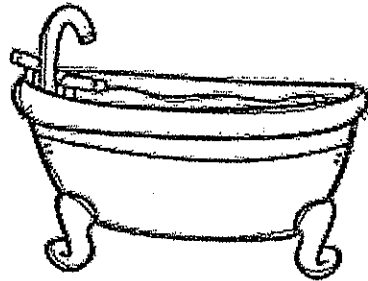
\_\_\_ug



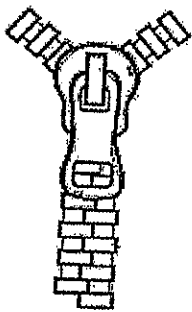
su\_\_\_



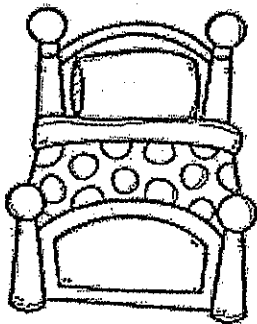
\_\_\_am



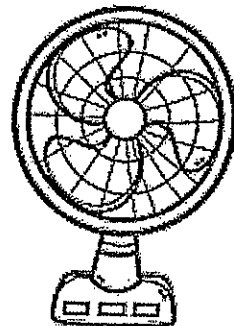
tu\_\_\_



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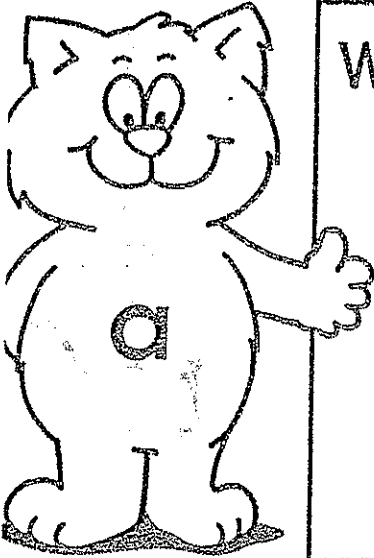
be\_\_\_



fa\_\_\_

Name \_\_\_\_\_

Write and color.



**Word Box**

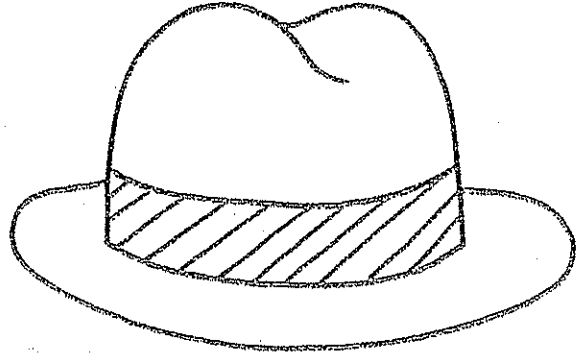
hat

bat

fan

cat

van



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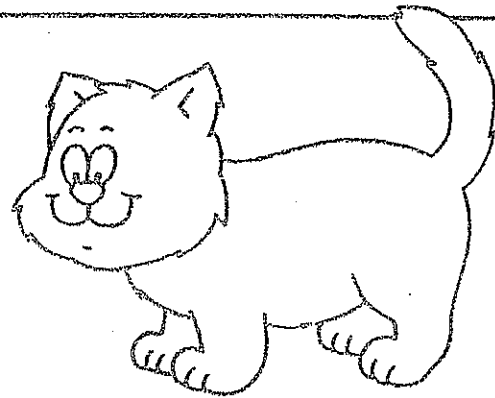
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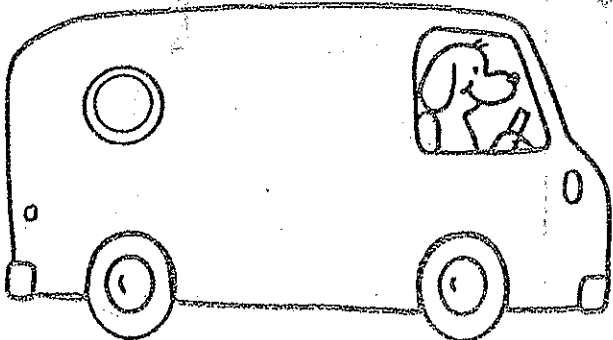
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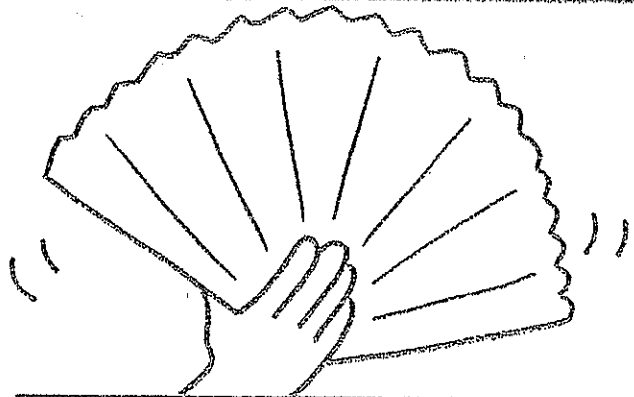
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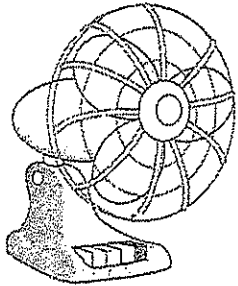
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Students should write the word for the picture.



\_\_\_\_\_

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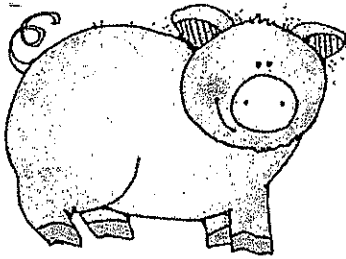
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10

\_\_\_\_\_

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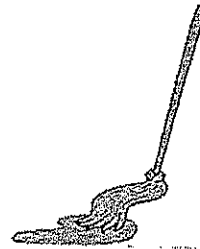
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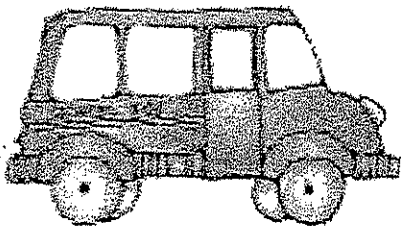
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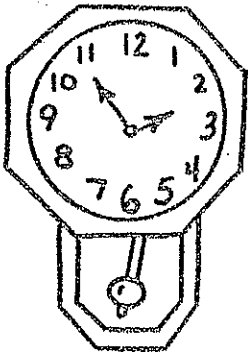
Meets

Approaches

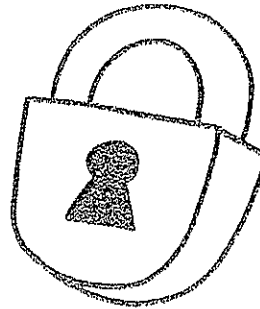
Emergent

Name \_\_\_\_\_

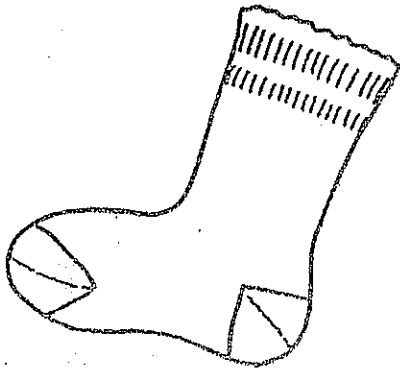
Read, circle, and color.



lamp  
cup  
sock  
clock



clock  
lock  
lamp  
lid



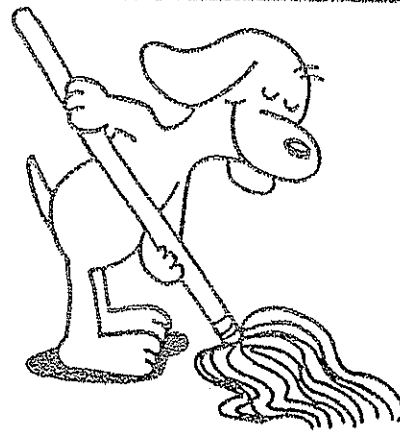
sock  
sack  
desk  
clock



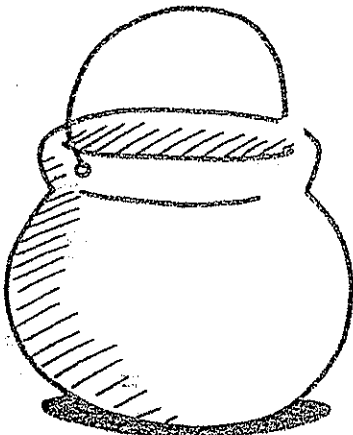
desk  
clock  
doll  
duck



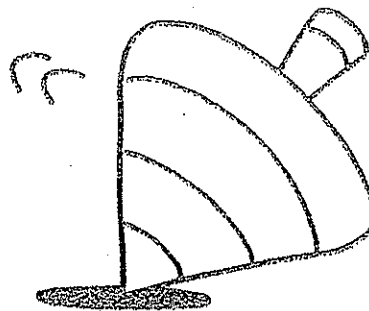
fox  
fan  
fish  
box



milk  
mitt  
pot  
mop



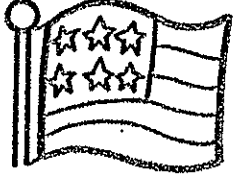

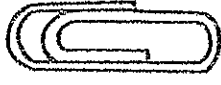
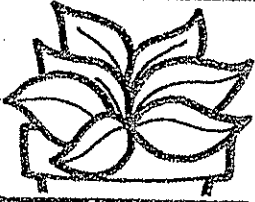

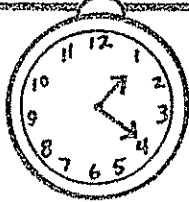
pig  
pin  
mop  
pot



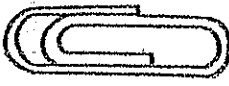
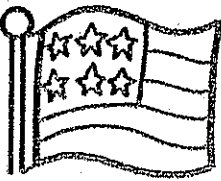

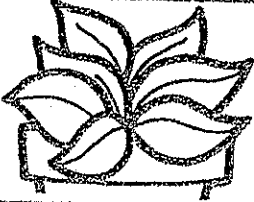
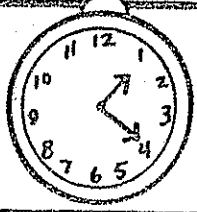

top  
mop  
tug  
pot

Name \_\_\_\_\_

Circle and write the blend.

<p>(fl) gl pl</p> 	<p>cl bl pl</p> 	<p>bl cl gl</p> 
<p>f ag</p>	<p>ug</p>	<p>ip</p>
<p>gl pl bl</p> 	<p>cl bl gl</p> 	<p>cl fl pl</p> 
<p>ant</p>	<p>ap</p>	<p>ock</p>

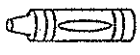
Write the word.

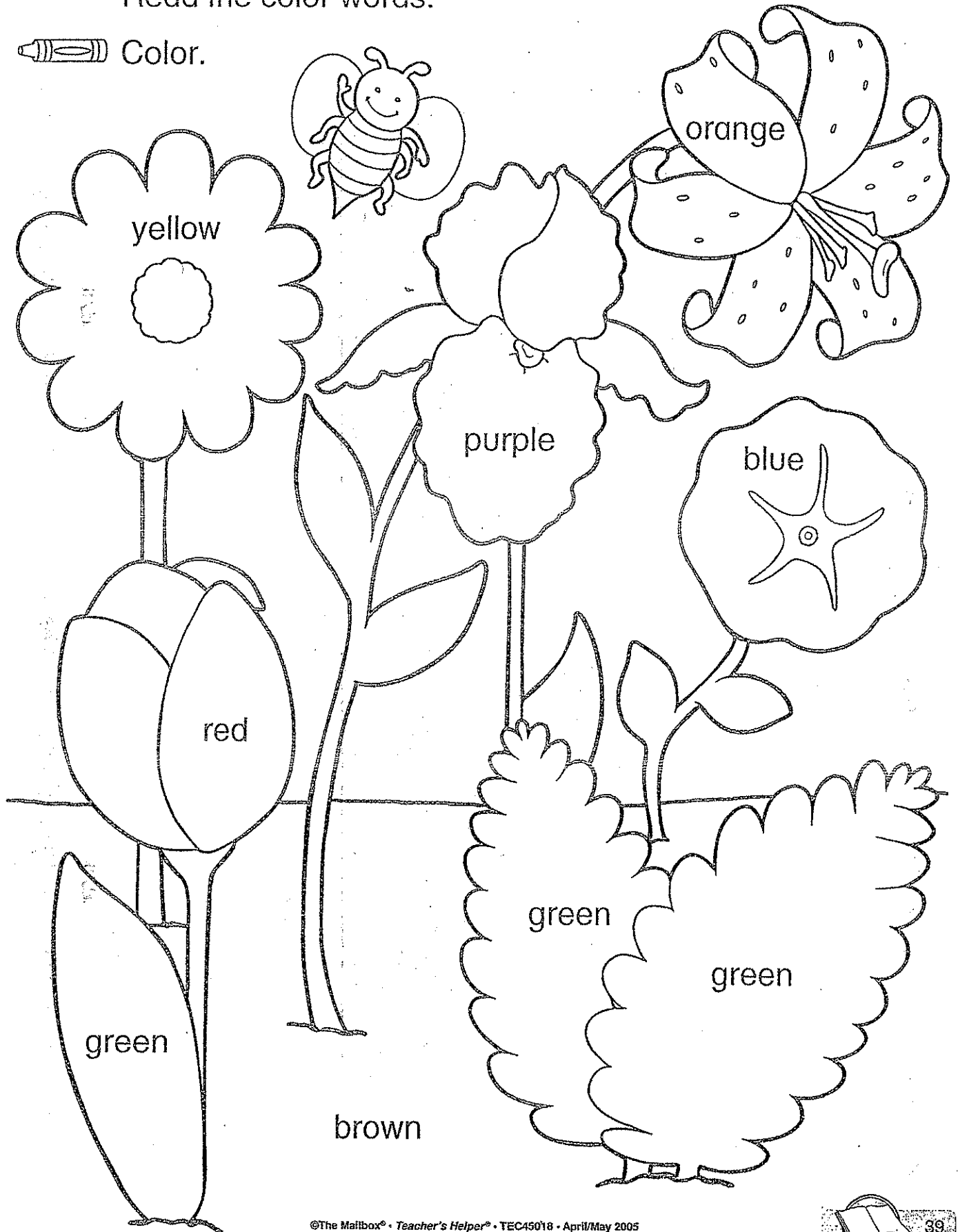
		
<p>_____</p>	<p>_____</p>	<p>_____</p>
		
<p>_____</p>	<p>_____</p>	<p>_____</p>

Name \_\_\_\_\_

# Gorgeous Garden

Read the color words.

 Color.

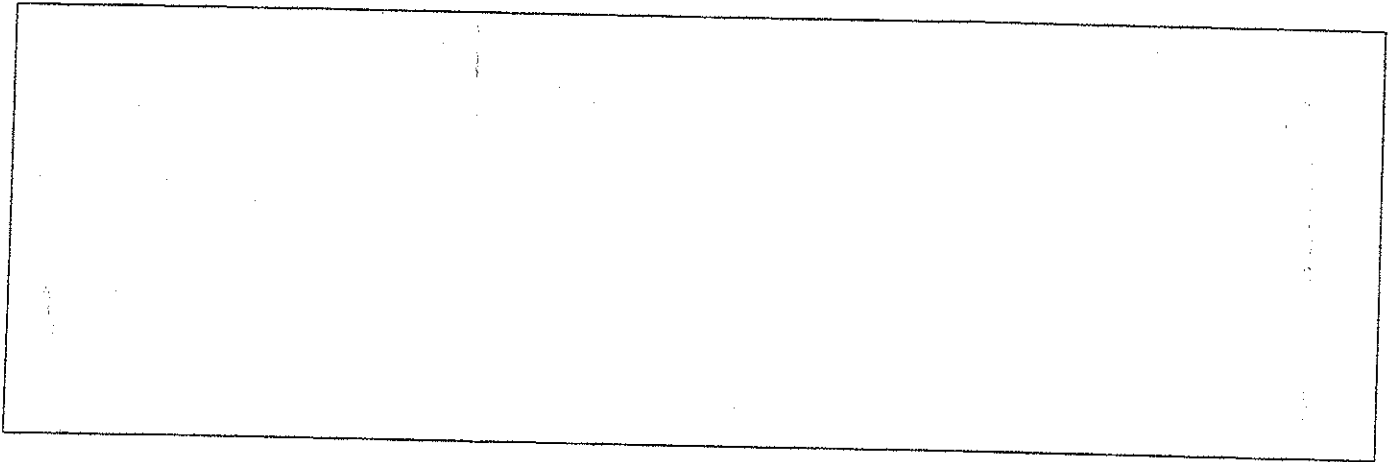




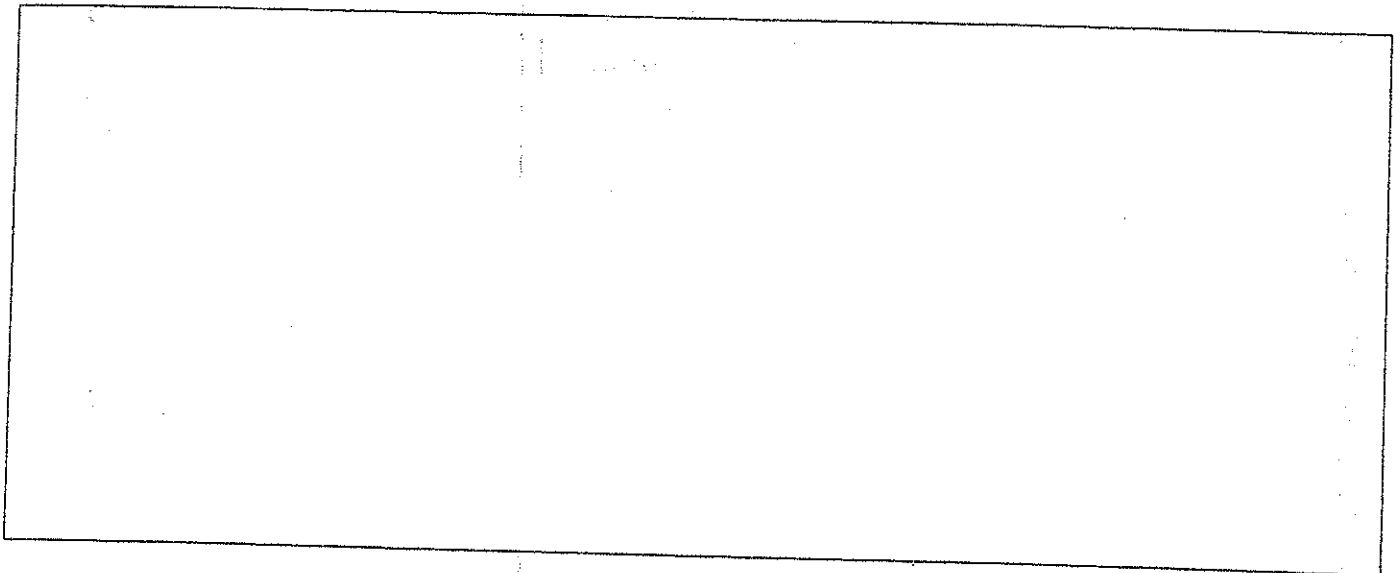
Name \_\_\_\_\_

Read the sentences and illustrate a picture to go with the words.

We can see four bugs.



The fox is orange.



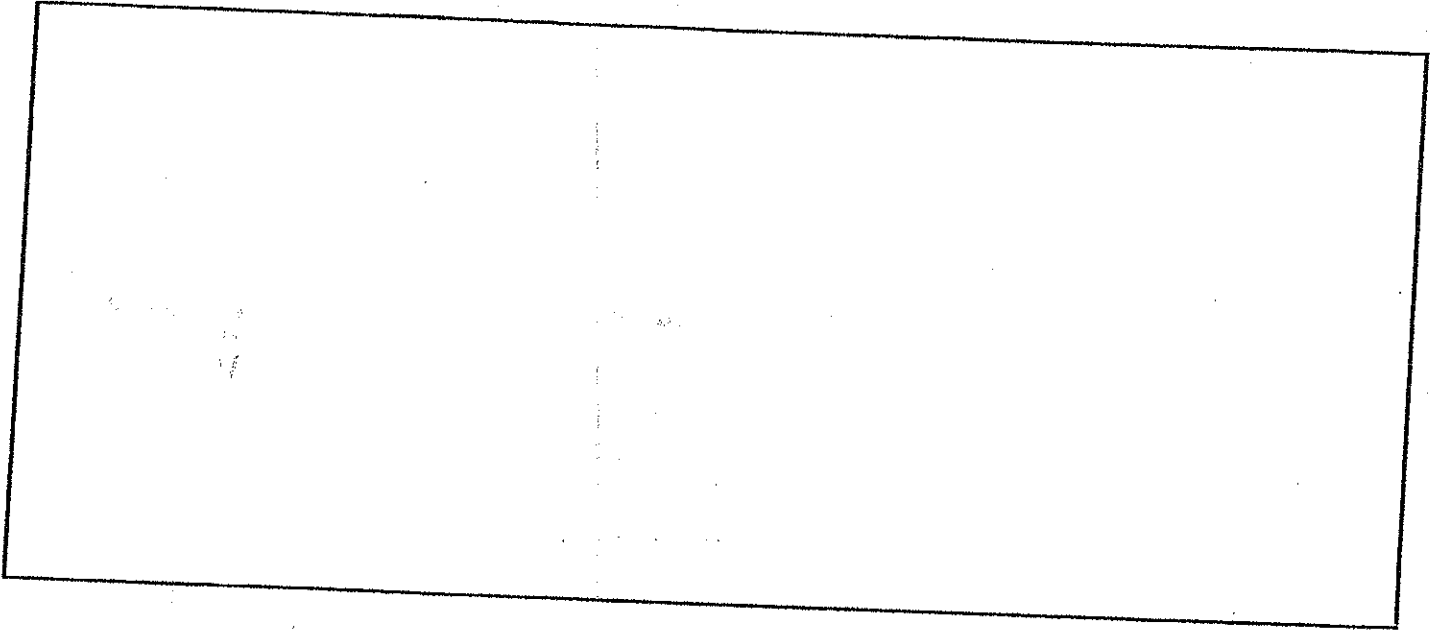


Name: \_\_\_\_\_

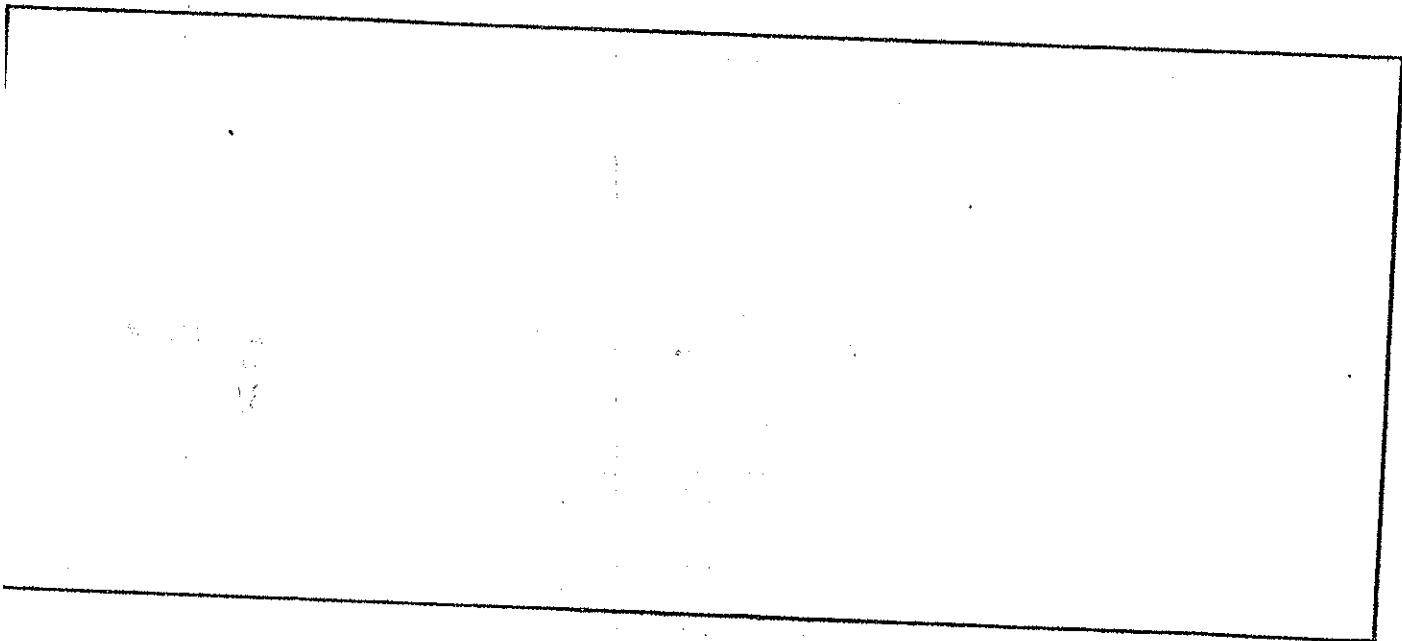
Date: \_\_\_\_\_

Read the sentences and illustrate a picture to go with the words.

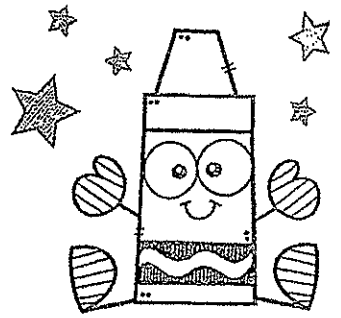
I see a cat. It is orange.



My dog is big and brown.



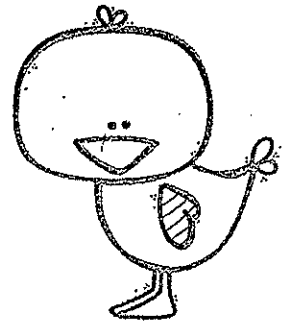
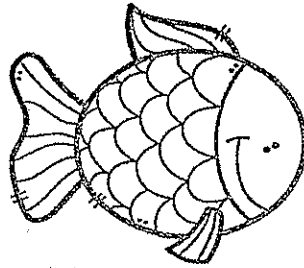
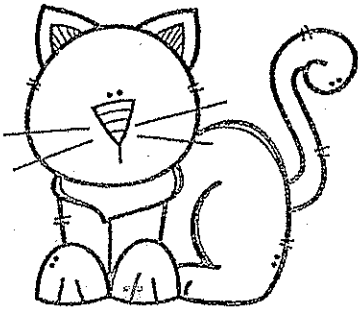
Name : \_\_\_\_\_



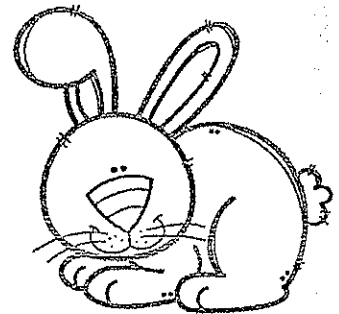
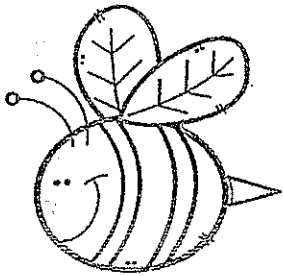
# Read and Color

Read the sentence and color the correct picture.

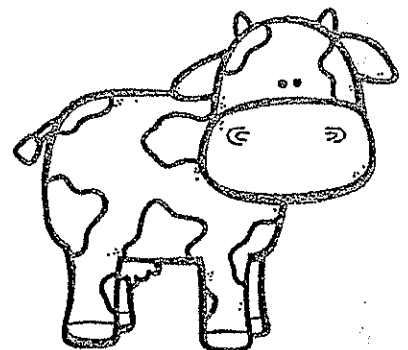
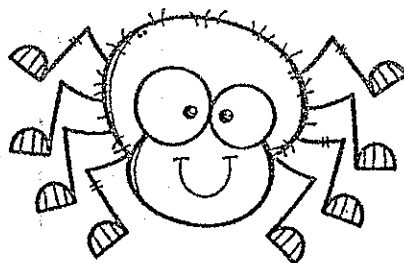
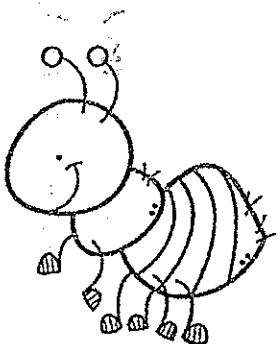
I see a cat.



I see a bird.

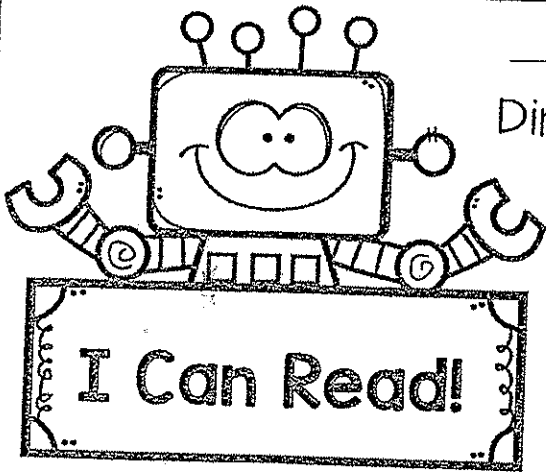


I see a cow.



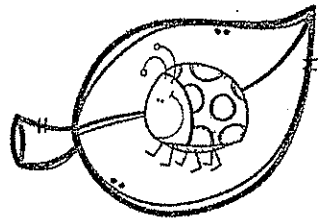
Name: \_\_\_\_\_

Date: \_\_\_\_\_

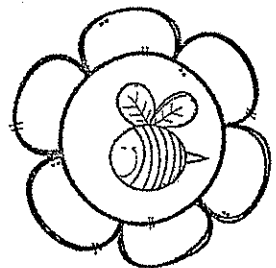


Direction: Read the sentence and match it to the correct picture.

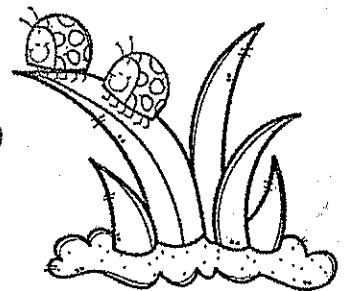
1. The bee is on the flower.



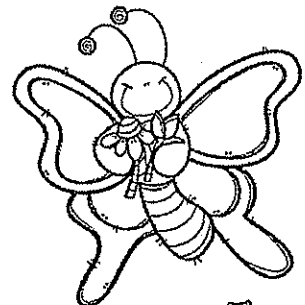
2. The bug is on the leaf.



3. I see a butterfly.



4. The ladybugs are on the grass.

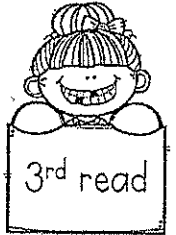
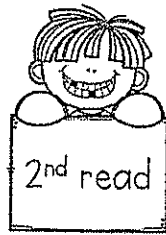


Name: \_\_\_\_\_

-og

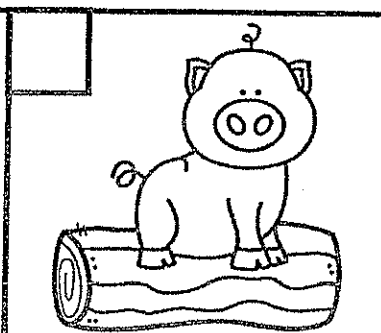
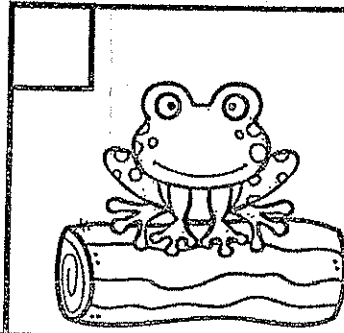
# I Can Read!

Check the picture that matches the sentence. Read the sentences 3 times, highlight the skill words.



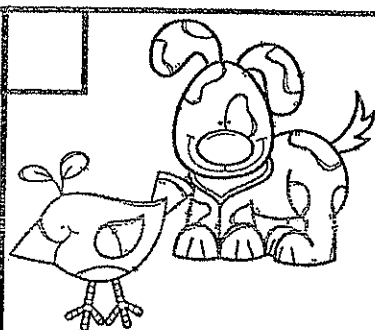
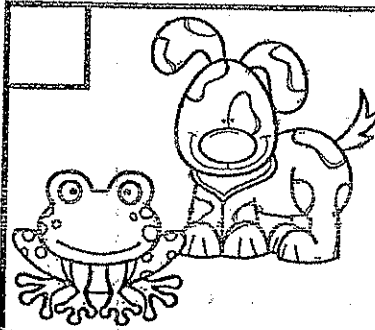
1

The hog is on the log.



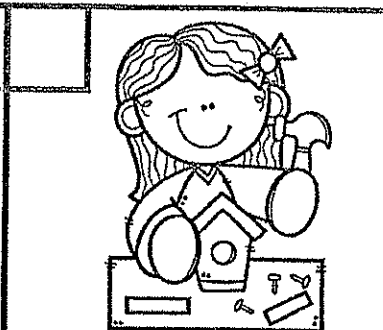
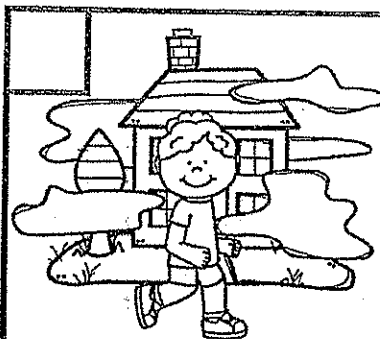
2

The dog can see a frog.



3

She likes to jog in the fog.



Name: \_\_\_\_\_

-en

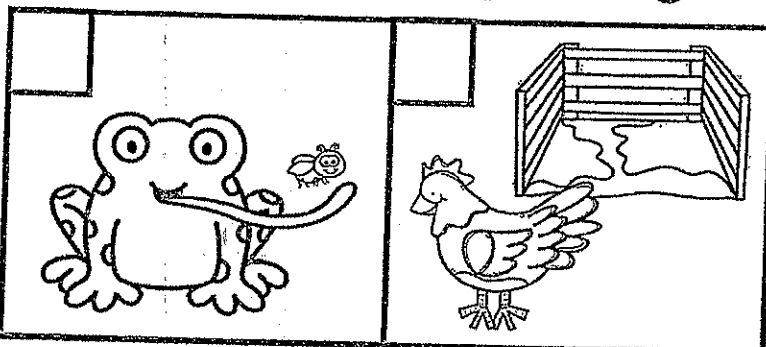
# I Can Read!

Check the picture that matches the sentence. Read the sentences 3 times, highlight the skill words.



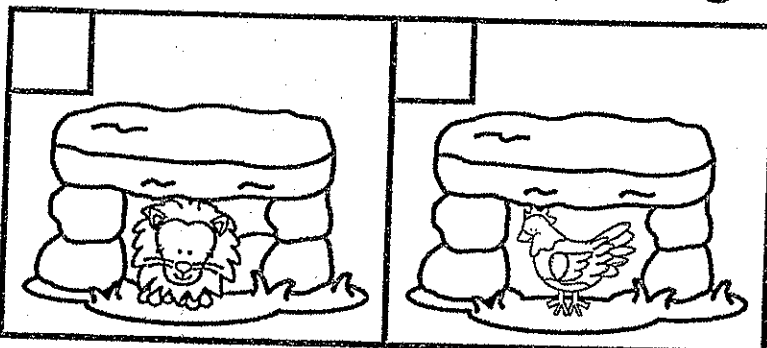
The hen ran from its pen.

1



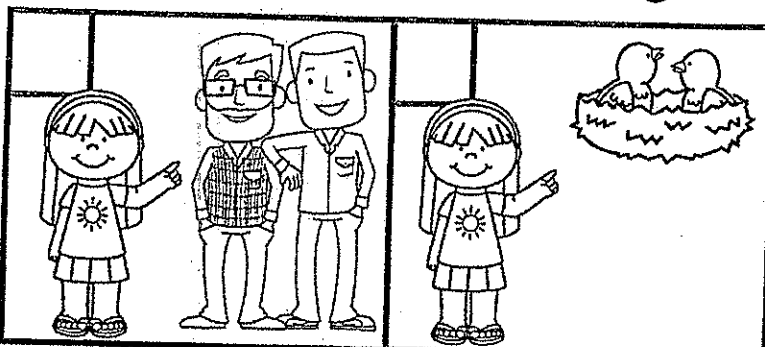
The hen is in the den.

2



Jen saw two men.

3



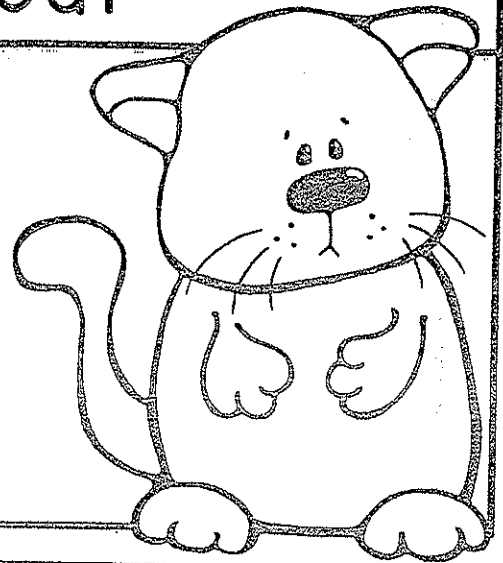
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Fluffy the Cat

Fluffy is a cat. She likes to play. Fluffy can jump very high.



1. What kind of animal is Fluffy?

- dog
- cat

2. What does she like to do?

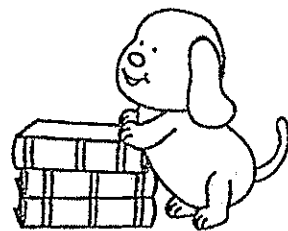
- play
- jump

3. What can Fluffy do?

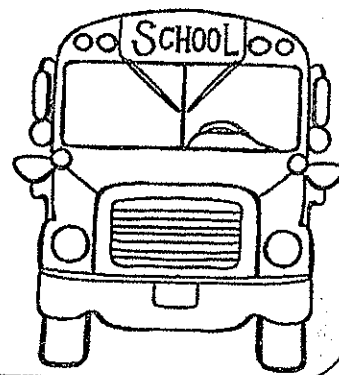
- jump high
- walk

Name \_\_\_\_\_

Read the text 3 times. Color a star after each time you read.



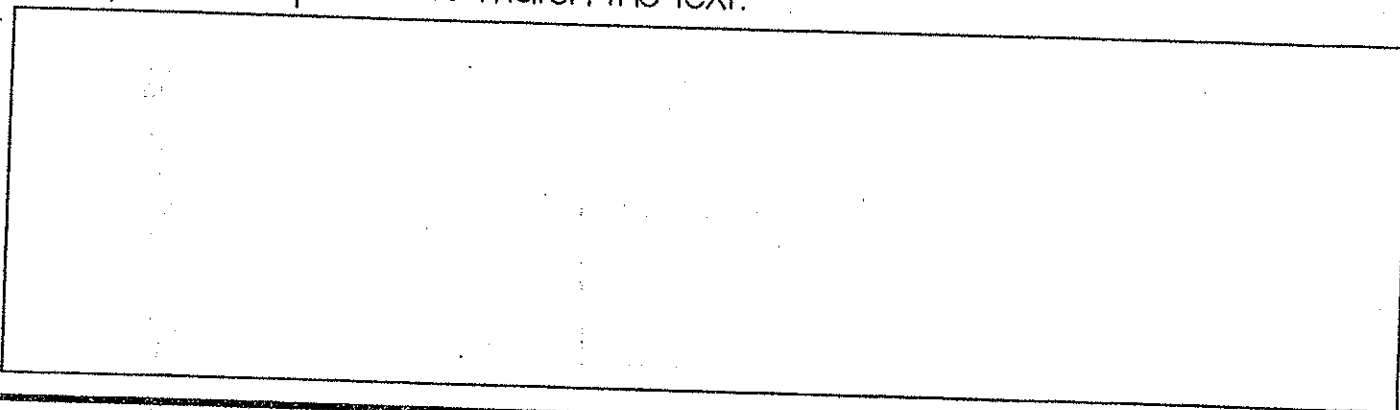
Here is little Tom.  
Little Tom is on the bus.  
The bus is big and yellow.



Answer each question.

1. Here is \_\_\_\_\_ Tom.  
(A) big (B) yellow (C) little
2. Tom is on the \_\_\_\_\_.  
(A) tub (B) bus (C) box
3. The bus is big and \_\_\_\_\_.  
(A) red (B) blue (C) yellow

Draw your own picture to match the text.



Name \_\_\_\_\_

1. Initial Consonants



\_og



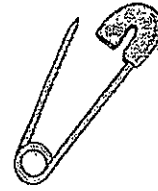
\_og



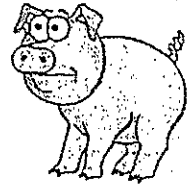
c\_t



c\_t



pi\_



pi\_

2. Short Vowels

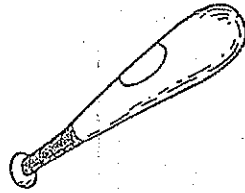
3. Final Consonants

4. Multi-meaning Words



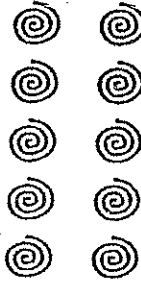
\_\_\_\_\_

and



\_\_\_\_\_

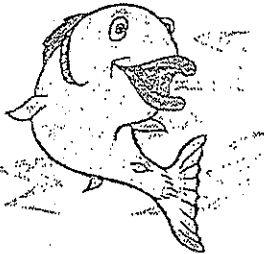
5. Number Words



10

\_\_\_\_\_

6. Reading Comprehension

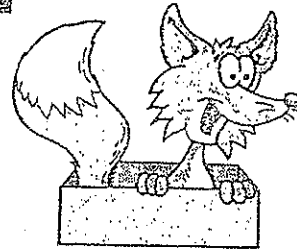


I get wet.

I am napping.

I can run.

7. Rhyming



I am a \_\_\_\_\_ in a box.

8. Word Endings

run



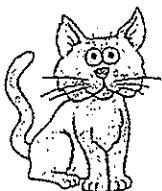
She is \_\_\_\_\_.

9. Opposites



This is not cold. It's \_\_\_\_\_.

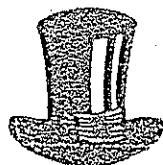
10. Word Families



cat



\_\_\_\_\_



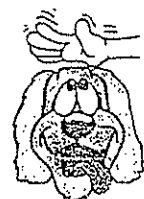
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



1. Initial Consonants



10

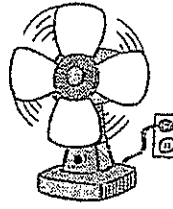
\_\_en

\_\_en

2. Short Vowels



f\_n



f\_n

3. Final Consonants



hi\_\_



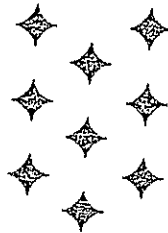
hi\_\_

4. Multi-meaning Words



\_\_\_\_\_ and \_\_\_\_\_

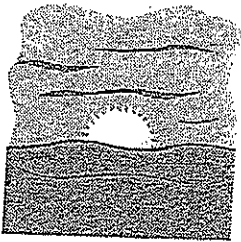
5. Number Words



9

\_\_\_\_\_

6. Reading Comprehension

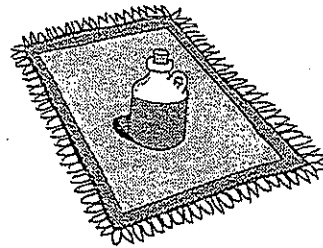


The sun is setting.

The pup is big.

He is jogging.

7. Rhyming



The jug is on the \_\_\_\_\_.

8. Word Endings



dip

Jan is \_\_\_\_\_ it in red. That is not Dad. It's \_\_\_\_\_.

9. Opposites

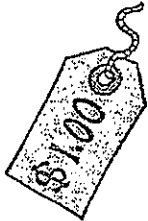


That is not Dad. It's \_\_\_\_\_.

10. Word Families



gag



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

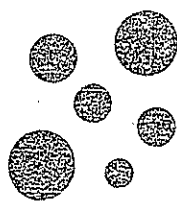


\_\_\_\_\_

1. Initial Consonants



\_ots



\_ots

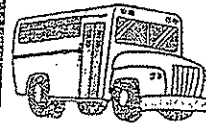


h\_g

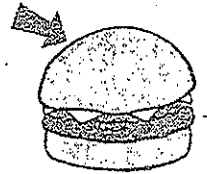


h\_g

3. Final Consonants

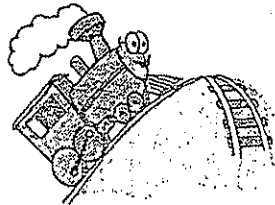


bu\_



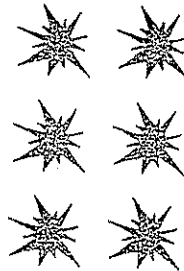
bu\_

4. Multi-meaning Words



\_\_\_\_\_ and \_\_\_\_\_

5. Number Words



6

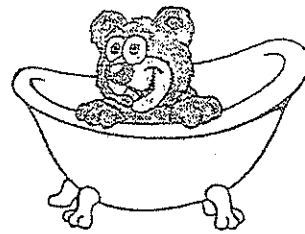
\_\_\_\_\_

6. Reading Comprehension



I am the winner.  
He is digging.  
An ant nips Jill.

7. Rhyming



I am a cub in a \_\_\_\_\_.

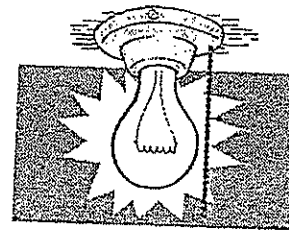
8. Word Endings

jog



I am a \_\_\_\_\_.

9. Opposites



This is not off. It's \_\_\_\_\_.

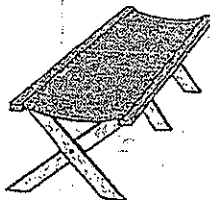
10. Word Families



pot



\_\_\_\_\_



\_\_\_\_\_



i

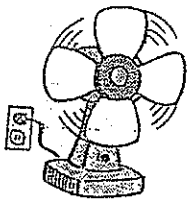


\_\_\_\_\_



\_\_\_\_\_

1. Initial Consonants



\_an



\_an



c\_p

2. Short Vowels



c\_p



wi\_



wi\_

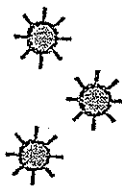
3. Final Consonants

4. Multi-meaning Words



\_\_\_\_\_ and \_\_\_\_\_

5. Number Words



3

\_\_\_\_\_

6. Reading Comprehension

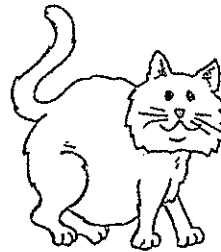


He has three cans.

I am a potter.

A sad man sobs.

7. Rhyming



This cat is \_\_\_\_\_.

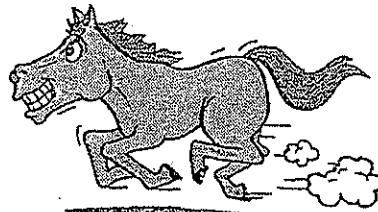
8. Word Endings

win



The hog is the \_\_\_\_\_.

9. Opposites



I can't hop, but I \_\_\_\_\_ run.

10. Word Families



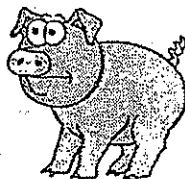
frog\_i



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



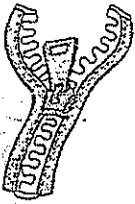
\_\_\_\_\_



\_\_\_\_\_

Name \_\_\_\_\_

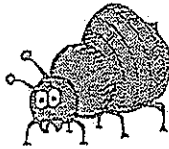
1. Initial Consonants



\_ i p

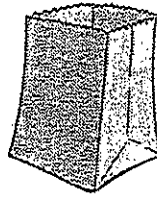


\_ i p



b \_ g

2. Short Vowels



b \_ g

3. Final Consonants

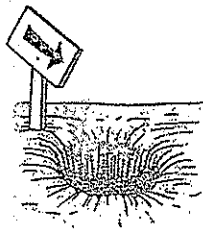


ma \_



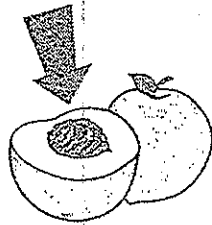
ma \_

4. Multi-meaning Words



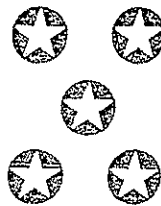
\_\_\_\_\_

and



\_\_\_\_\_

5. Number Words



5

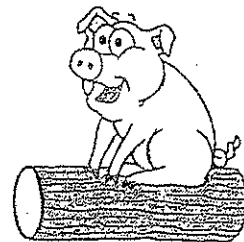
\_\_\_\_\_

6. Reading Comprehension



I am happy.  
This is a hog.  
I am a mad ram.

7. Rhyming



I am a hog on a \_\_\_\_\_.

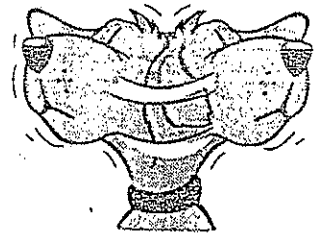
8. Word Endings

get



This cub is \_\_\_\_\_ wet.

9. Opposites



This is no, not \_\_\_\_\_.

10. Word Families



Bob

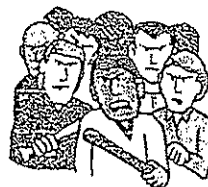
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



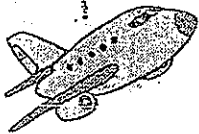
\_\_\_\_\_



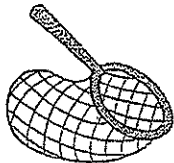
\_\_\_\_\_

Name \_\_\_\_\_

1. Initial Consonants



\_et



\_et



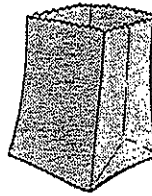
c\_b

2. Short Vowels



c\_b

3. Final Consonants

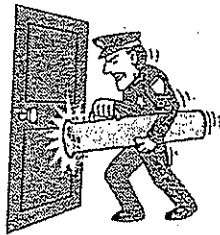


ba\_



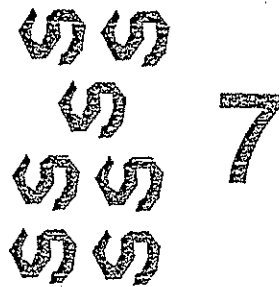
ba\_

4. Multimeaning Words

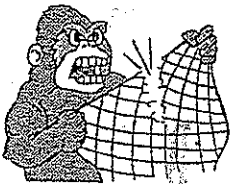


\_\_\_\_\_ and \_\_\_\_\_

5. Number Words

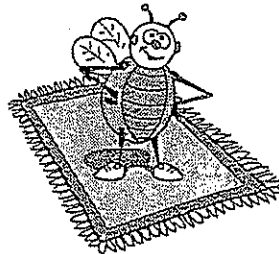


6. Reading Comprehension



He ripped the net.  
The batter ran.  
Bob got on the jet.

7. Rhyming



I am a \_\_\_\_\_ on a rug.

8. Word Endings

pot



She is a \_\_\_\_\_.

9. Opposites



He is not good. He's \_\_\_\_\_.

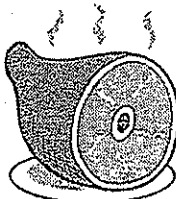
10. Word Families



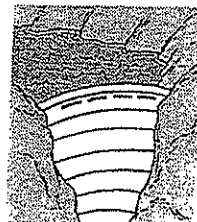
yam

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



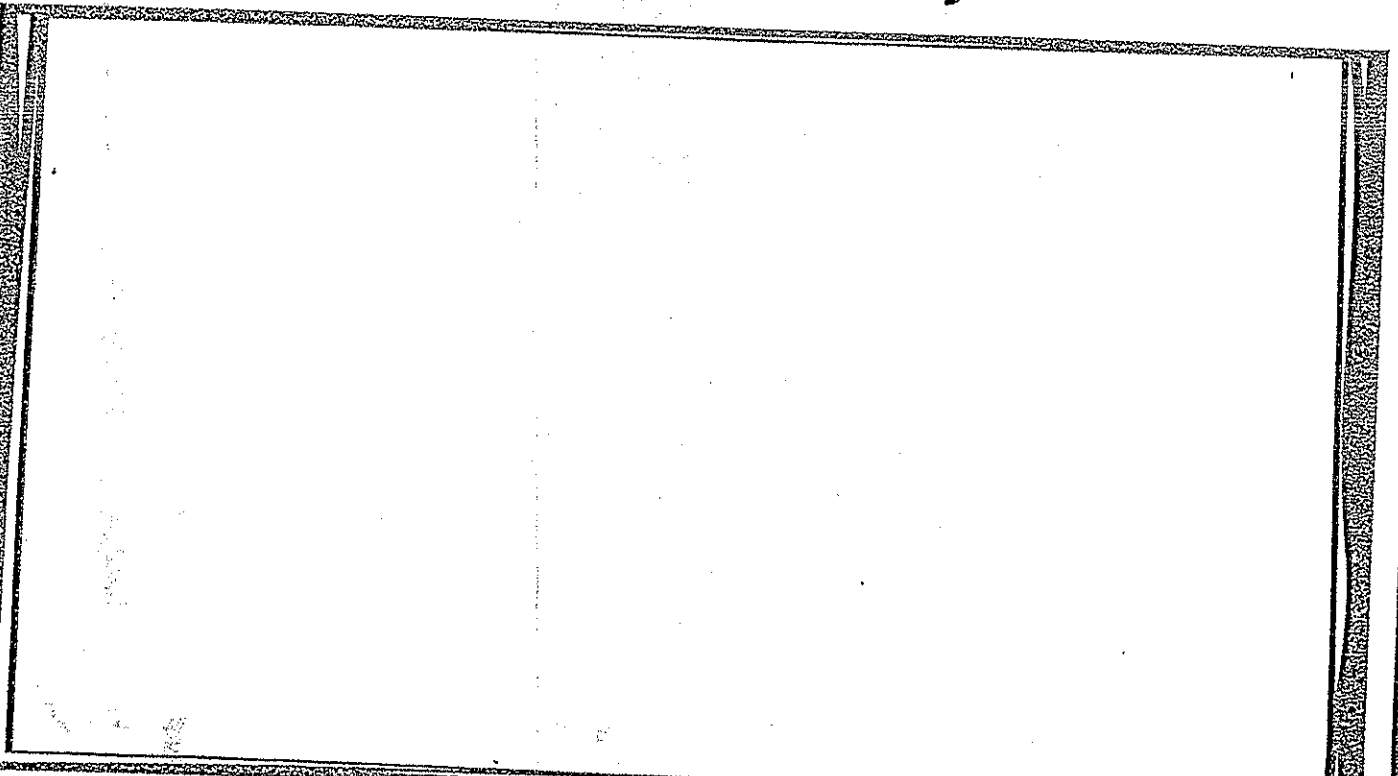
\_\_\_\_\_

Name \_\_\_\_\_

# A Hot Pot

I got a pot with a dot. The  
pot is hot. You have a pot.  
The pot is not hot. I like  
the pot a lot.

Illustrate the story.

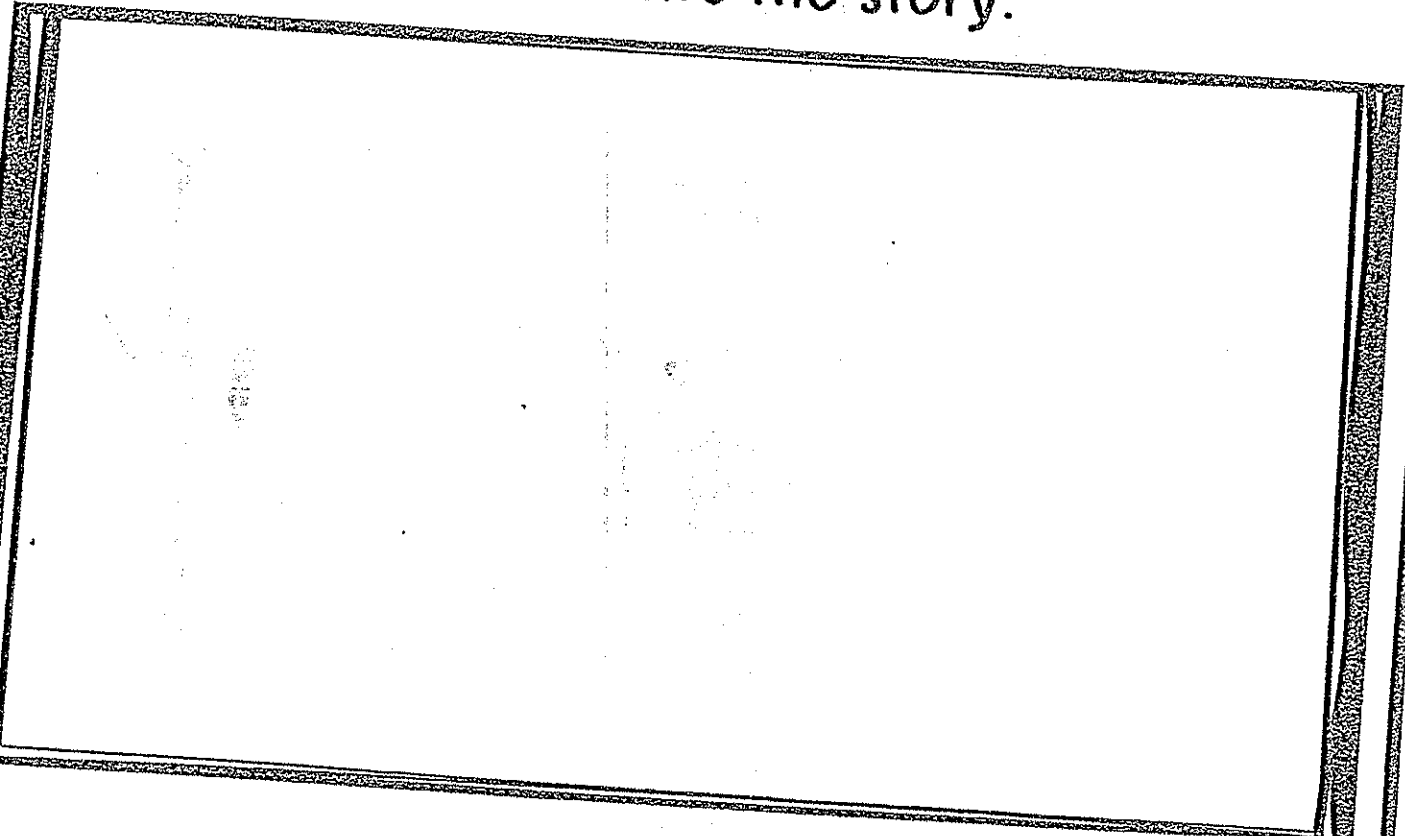


Name \_\_\_\_\_

# A Pin in a Bin

In a bin, I have a pin. The pin is tin. I got the pin for a big win! I put the pin in the bin.

Illustrate the story.

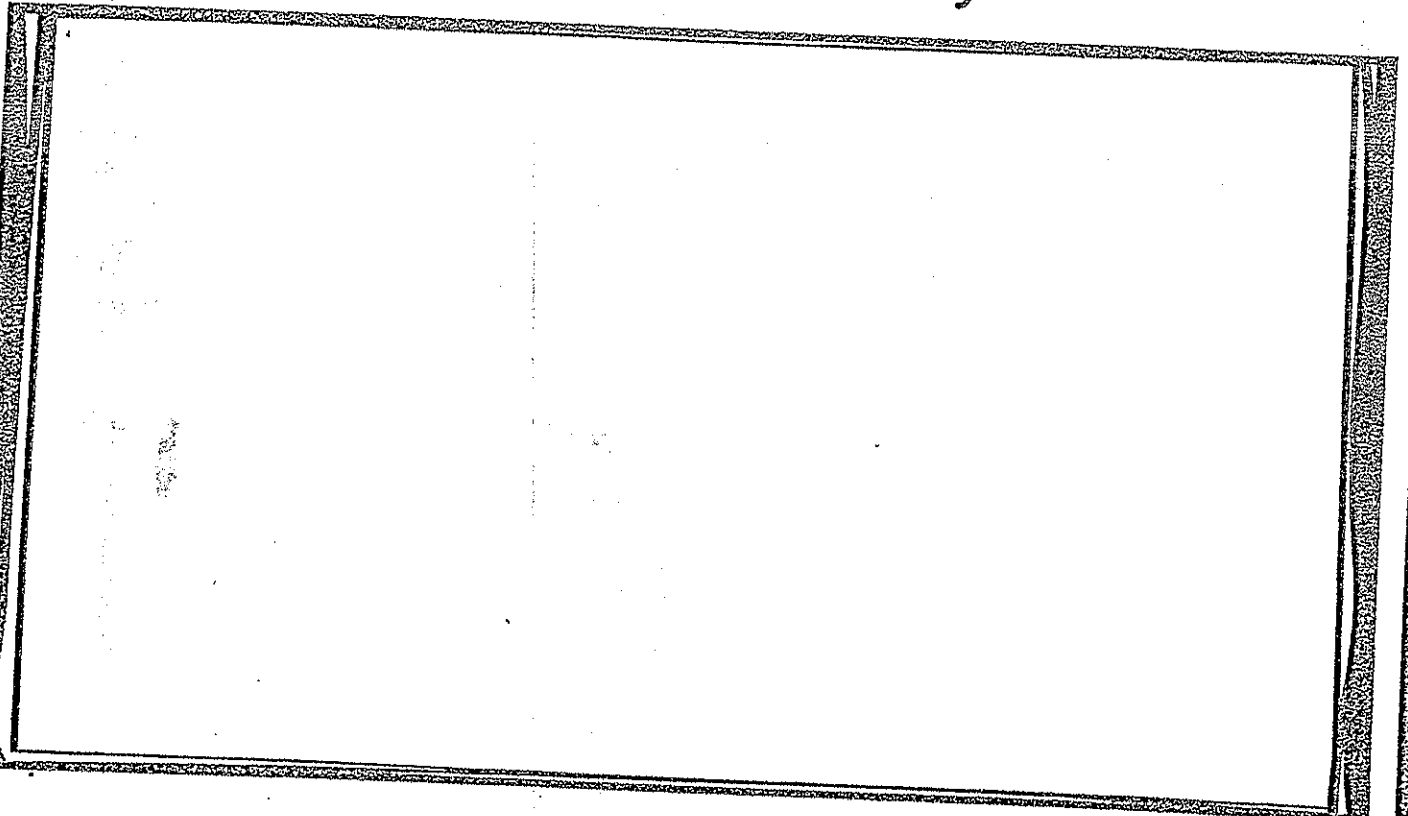


Name \_\_\_\_\_

# My hut

I like nuts. I have a hut. I like to eat nuts, but I do not like to eat a nut in my hut.

Illustrate the story.





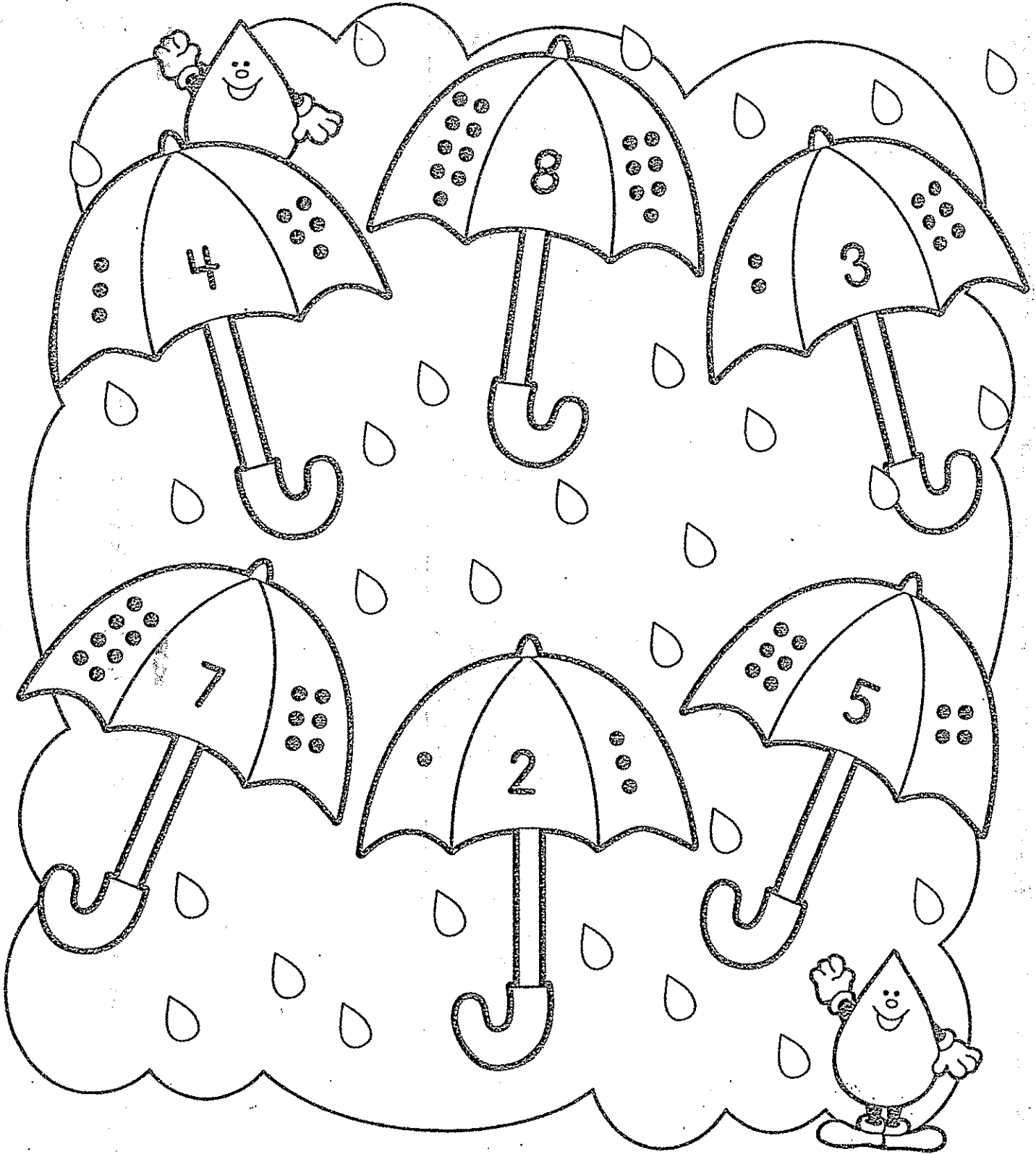
Name \_\_\_\_\_

# April Showers

Spring Fling!  
Less than/Greater than

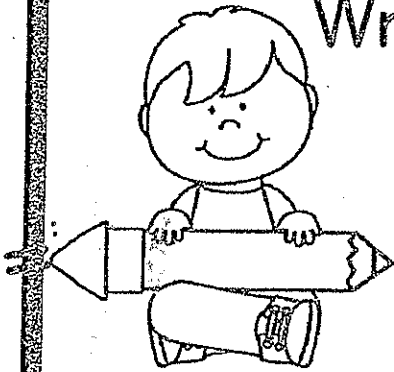
Read the number.

 Color the set with more.



Name: \_\_\_\_\_

Write the missing numbers.



1

2

\_\_\_\_\_

4

5

\_\_\_\_\_

7

8

\_\_\_\_\_

10

11

\_\_\_\_\_

13

14

\_\_\_\_\_

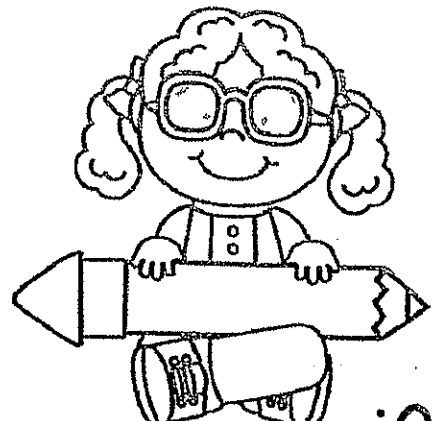
16

17

\_\_\_\_\_

19

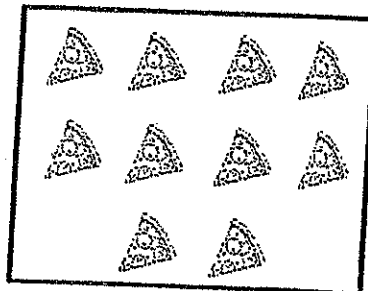
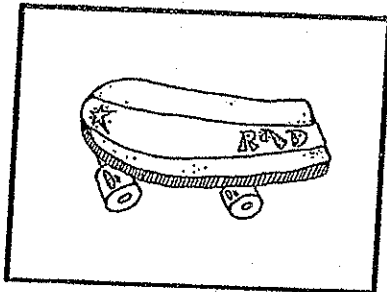
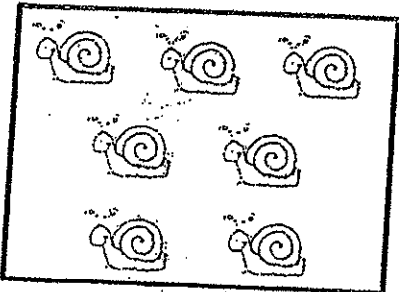
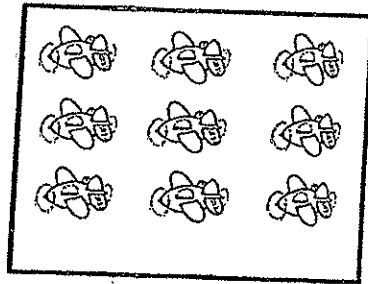
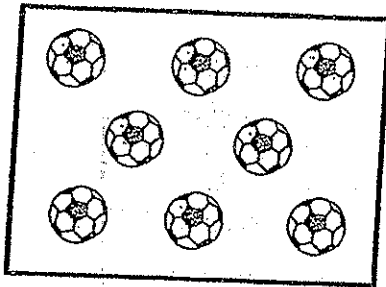
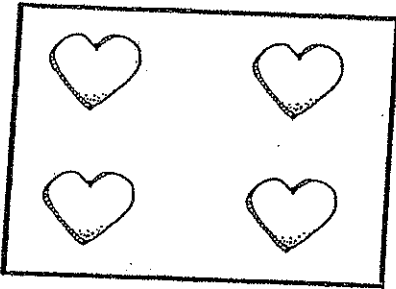
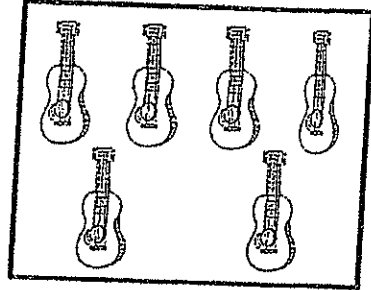
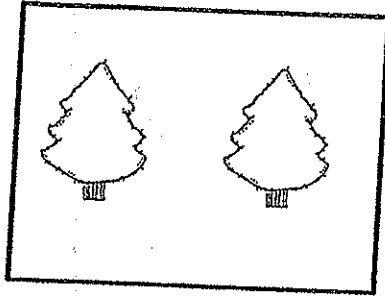
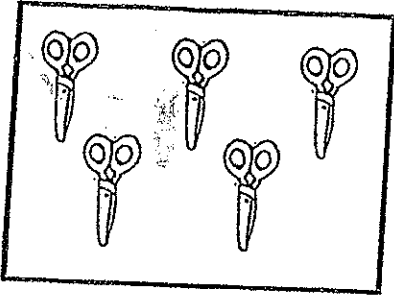
20



# Counting sets

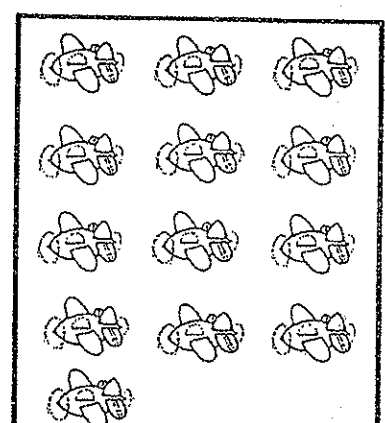
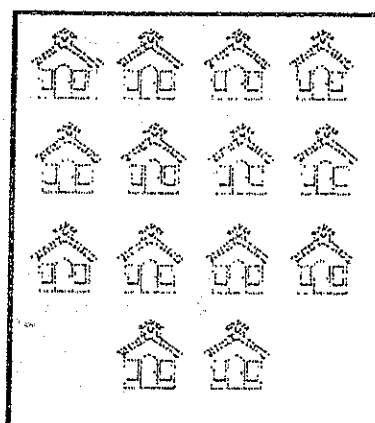
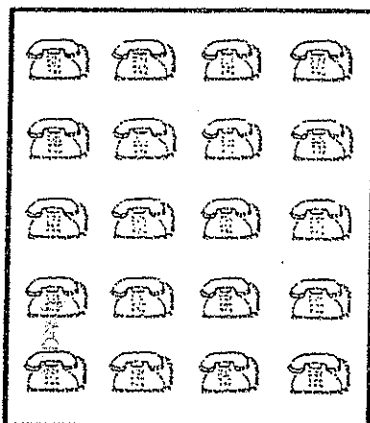
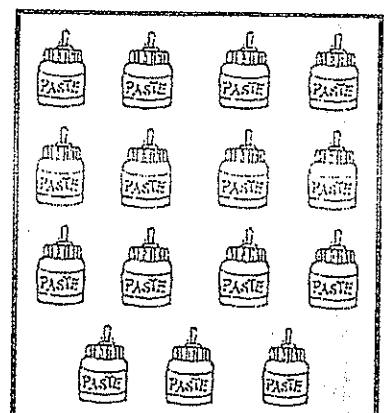
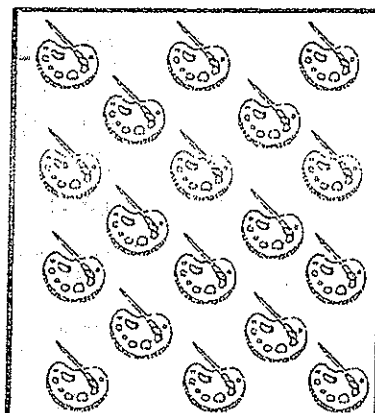
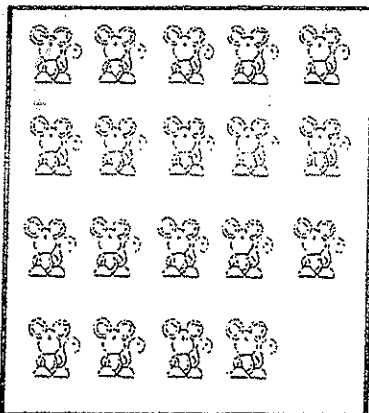
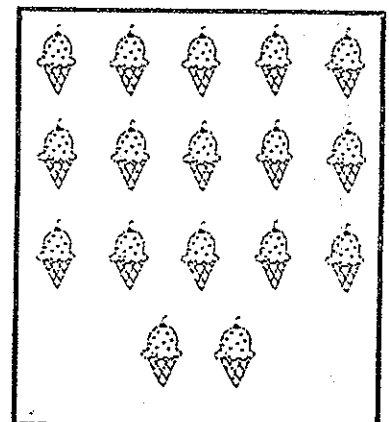
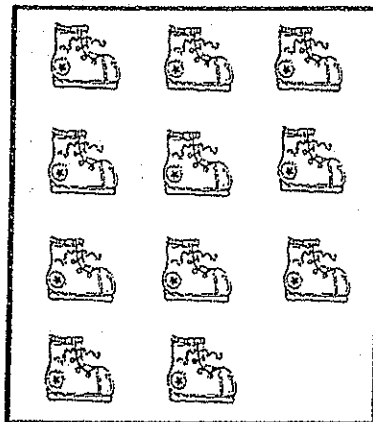
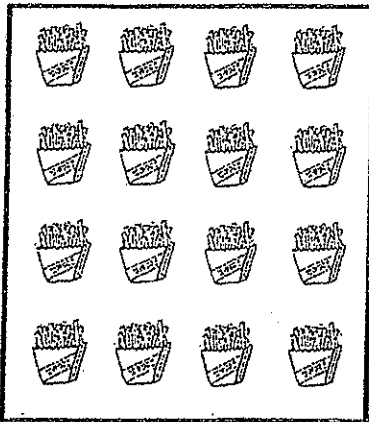
OAS.

Numbers through 10



# counting sets

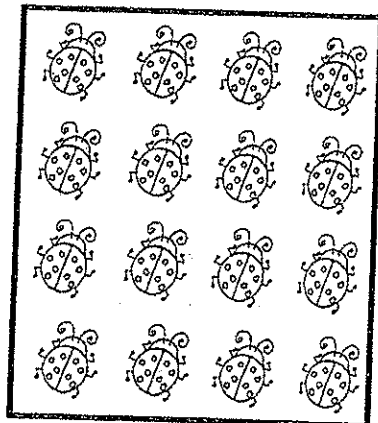
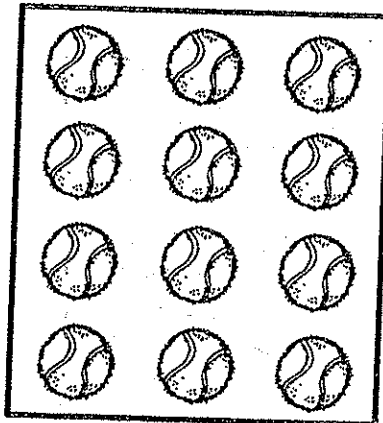
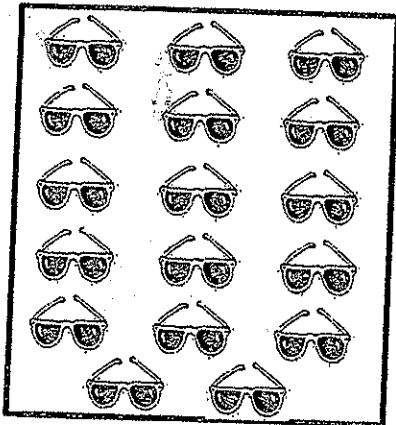
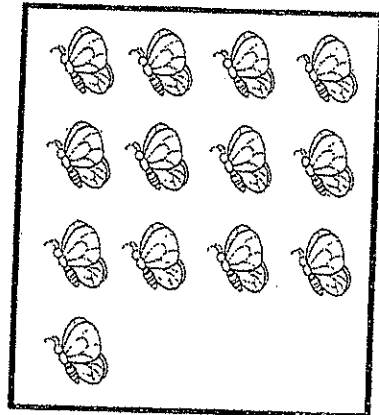
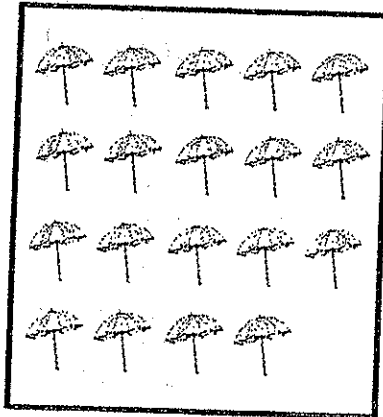
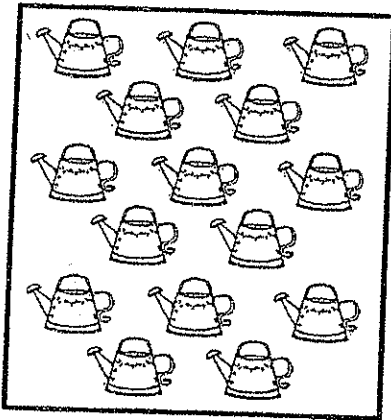
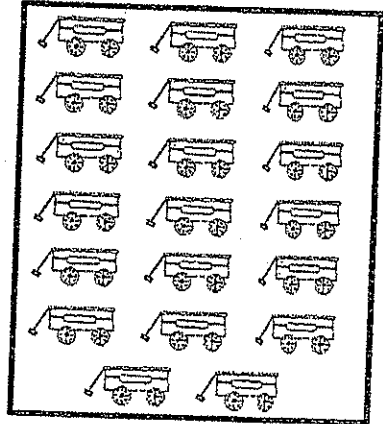
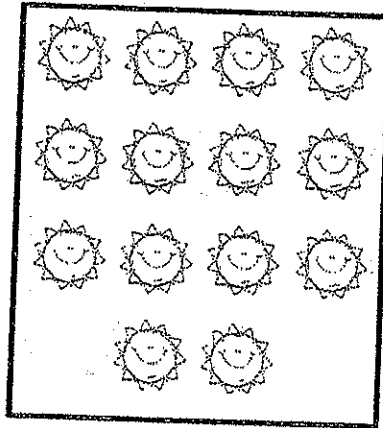
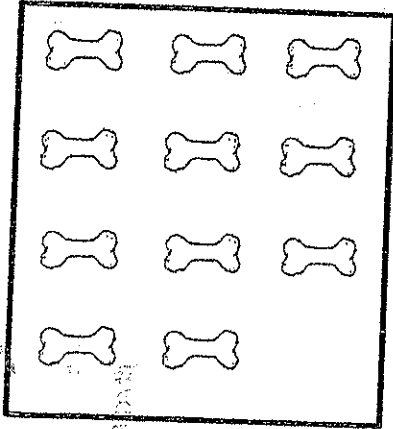
Numbers through 20



# Counting sets

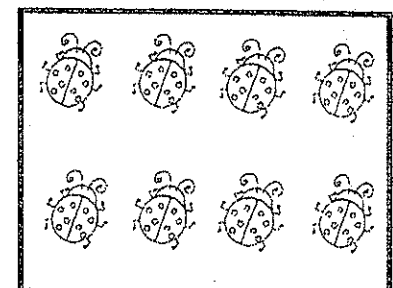
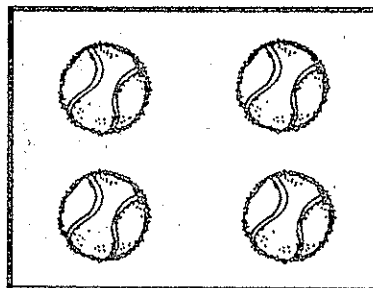
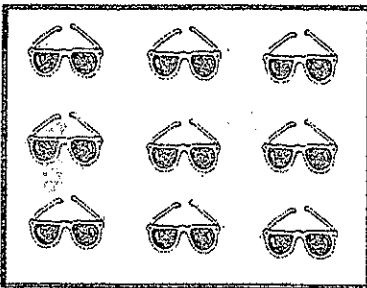
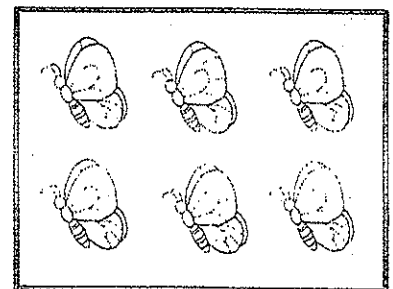
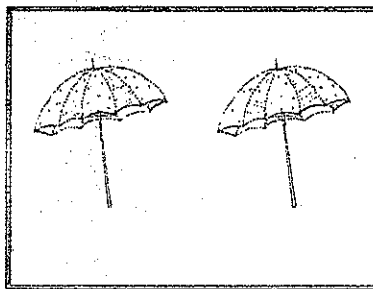
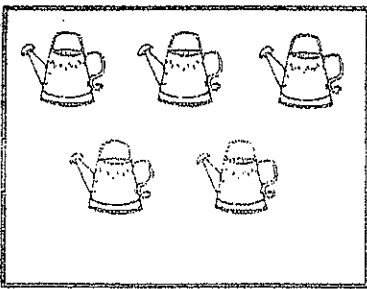
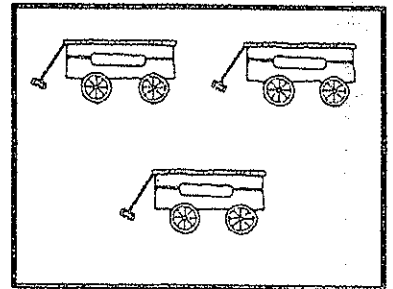
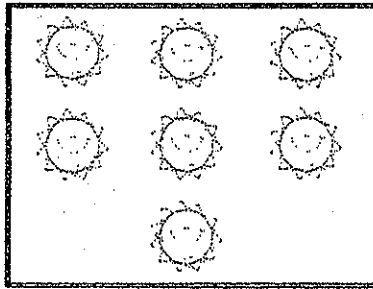
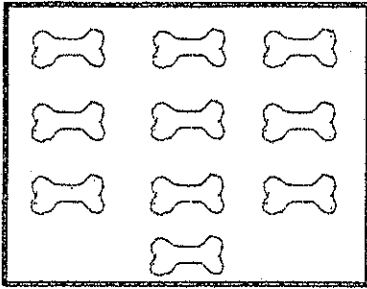
OAS..

Numbers through 20



# Counting sets

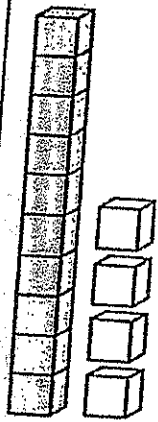
Numbers through 10



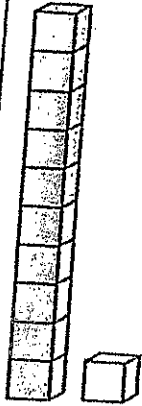
I can make the numbers from 11-19 by telling that I have ten and \_\_\_ more.

(CCKNbt1)

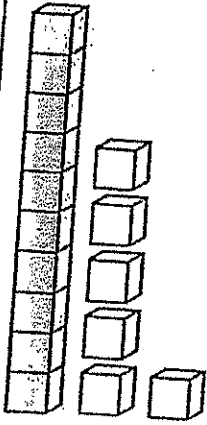
Directions: Count the base ten blocks in each box. Circle the number that is shown.



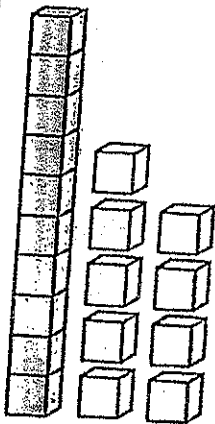
13   14   15



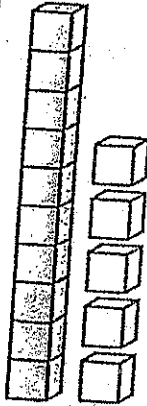
11   12   10



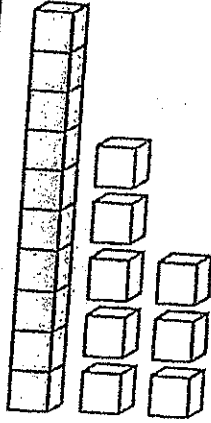
16   15   17



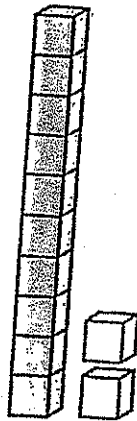
17   18   19



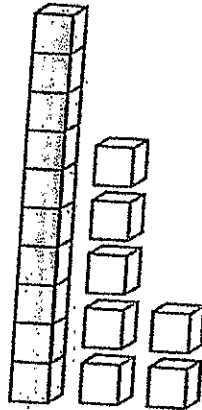
14   16   15



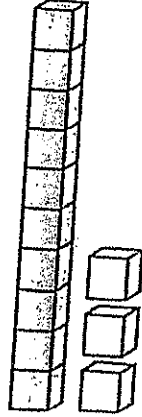
18   17   19



11   12   13



18   16   17



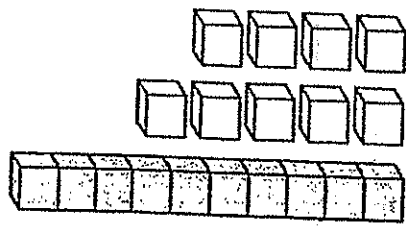
12   13   14

Name \_\_\_\_\_

I can make the numbers from 11-19 by telling that I have ten and \_\_\_\_\_ more.

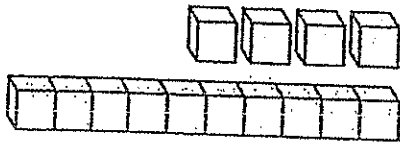
(C.C.K.Nb.T.1)

Directions: Count the base ten blocks in each box. Circle the number that is shown.



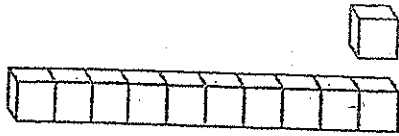
19

18



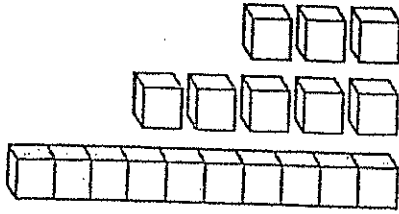
14

13



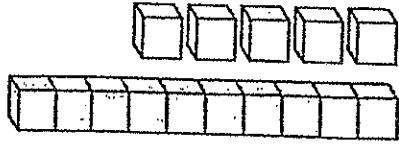
11

10



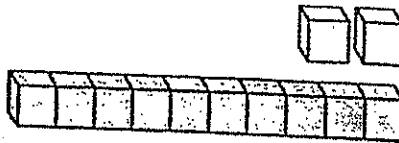
17

18



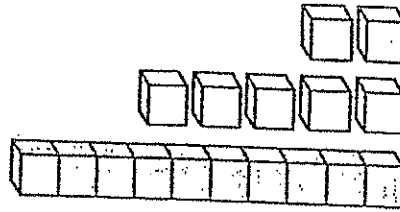
15

14



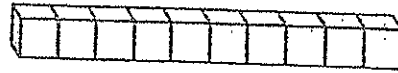
13

12



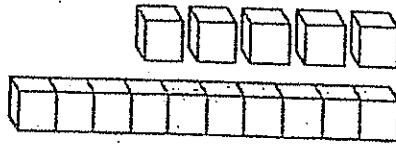
17

16



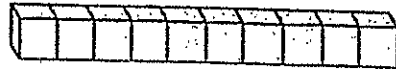
10

11



17

16



13

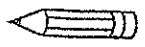
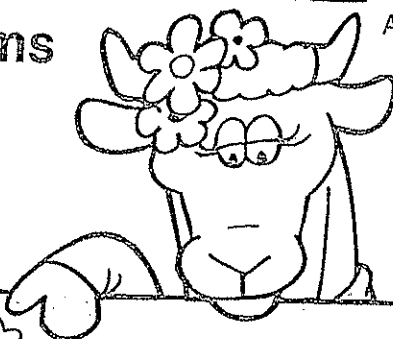
14



Name \_\_\_\_\_

Addition  
Adding to 7

# Bessie's Blooms



Write how many are in each set.

Add.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

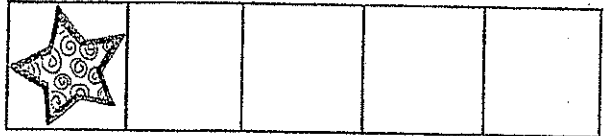
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name: \_\_\_\_\_

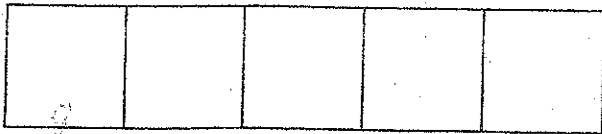
Fill in the five-frame to equal five. Write the number sentence.



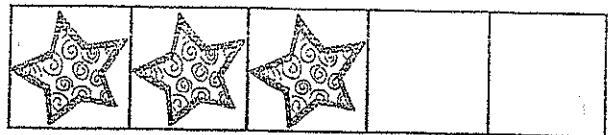
$$\begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} = 5$$



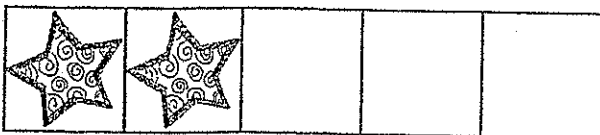
$$\begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} = 5$$



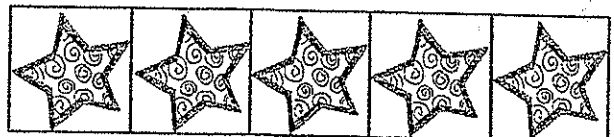
$$\begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} = 5$$



$$\begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} = 5$$



$$\begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} = 5$$

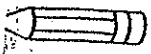


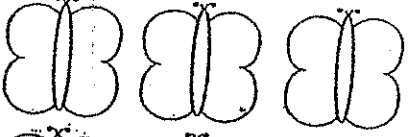

$$\begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \end{array} = 5$$

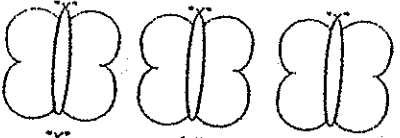
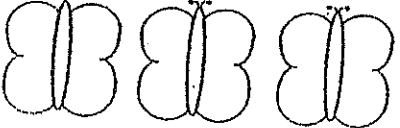
ame \_\_\_\_\_



Addition to seven



# Butterfly Sets



 Write how many in the set.  
Add.

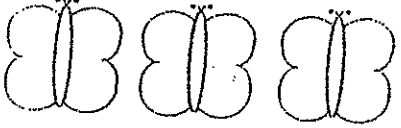
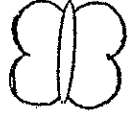




$$\begin{array}{r} \boxed{3} \\ + 2 \\ \hline \end{array}$$





$$\begin{array}{r} 3 \\ + \boxed{3} \\ \hline \end{array}$$



$$\begin{array}{r} \boxed{2} \\ + 1 \\ \hline \end{array}$$



$$\begin{array}{r} \boxed{4} \\ + 3 \\ \hline \end{array}$$



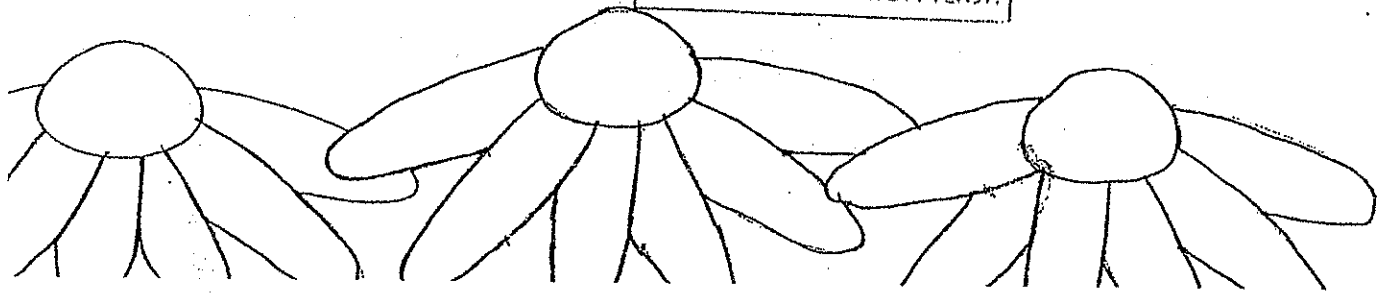
$$\begin{array}{r} 2 \\ + \boxed{2} \\ \hline \end{array}$$



$$\begin{array}{r} 3 \\ + \boxed{1} \\ \hline \end{array}$$


$$\begin{array}{r} \boxed{1} \\ + 0 \\ \hline \end{array}$$



$$\begin{array}{r} 1 \\ + \boxed{1} \\ \hline \end{array}$$

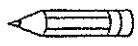
**Bonus Box:** Draw two sets of butterflies and write an addition fact.



Name \_\_\_\_\_

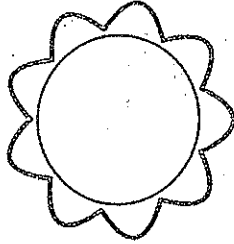
# Plenty of Petals

Add.

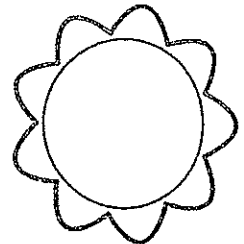


Write the answer.

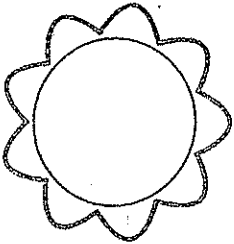
$2 + 4 =$



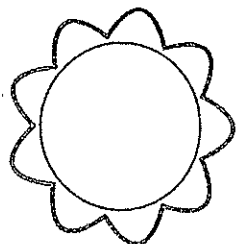
$5 + 3 =$



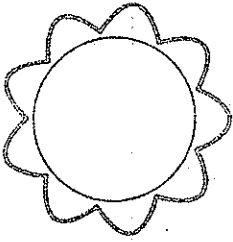
$7 + 3 =$



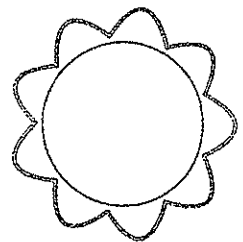
$1 + 6 =$



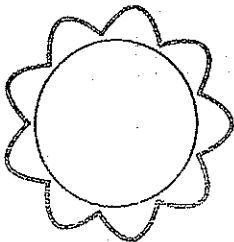
$2 + 3 =$



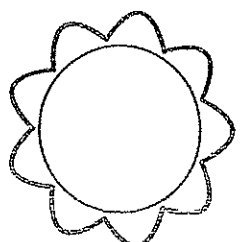
$2 + 8 =$



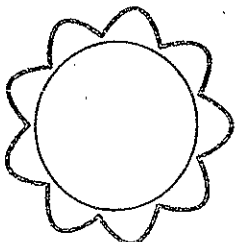
$5 + 5 =$



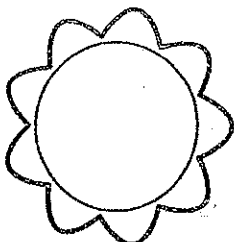
$6 + 3 =$

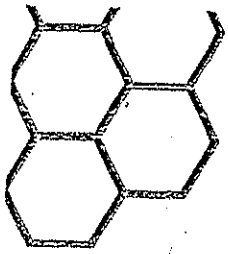


$7 + 1 =$

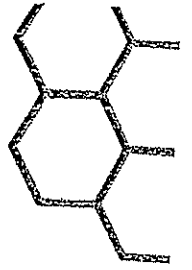


$3 + 4 =$





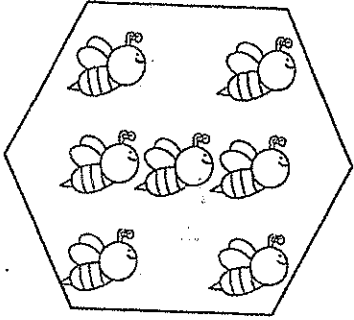
# How Many Bumble Bees Are Left?



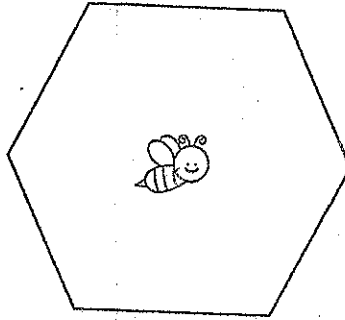
Name: \_\_\_\_\_

Date: \_\_\_\_\_

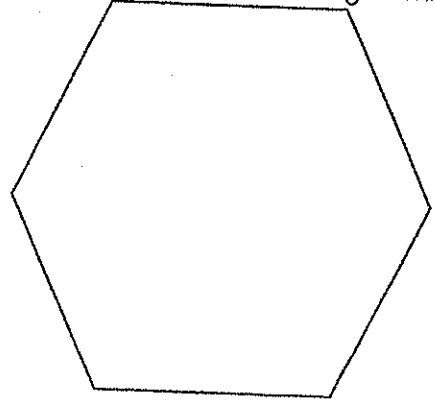
Draw out the total amount of bees and record the number of bees in each honeycomb.



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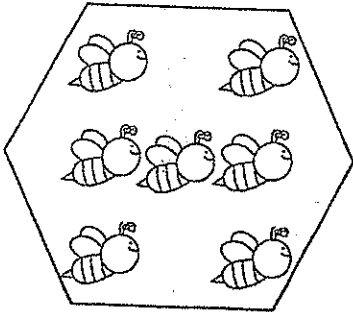
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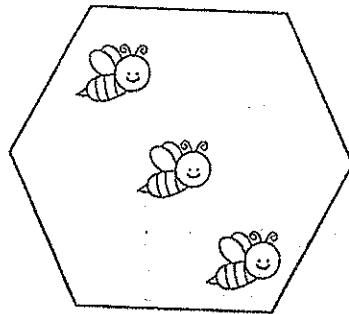
7

1

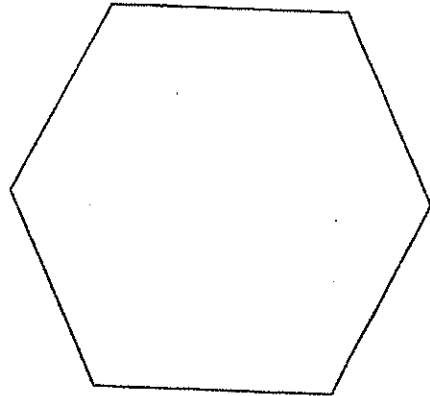
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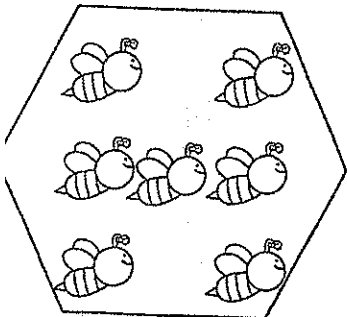
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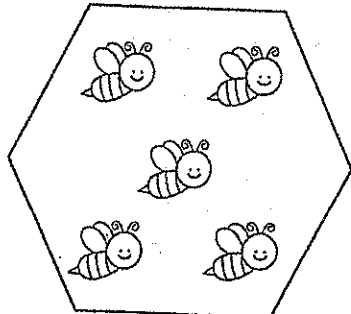
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3

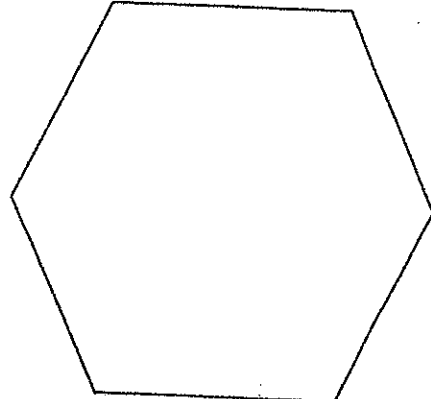
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7

5

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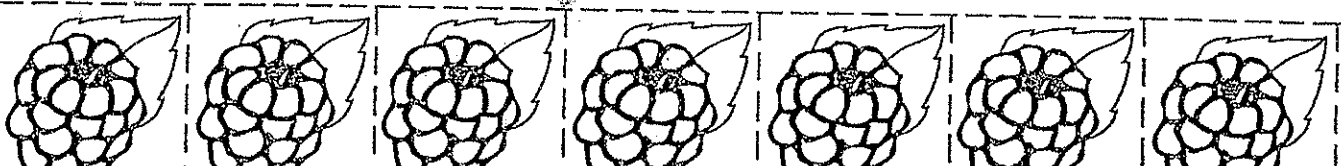
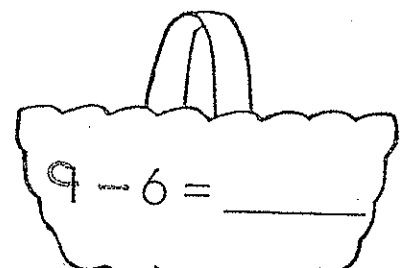
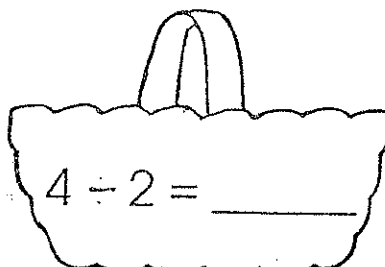
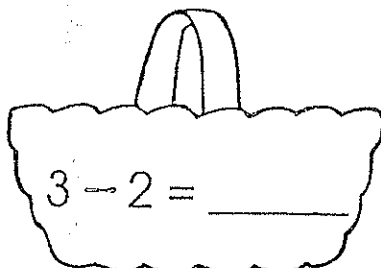
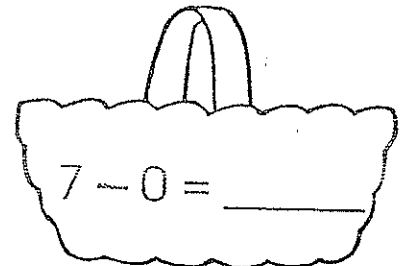
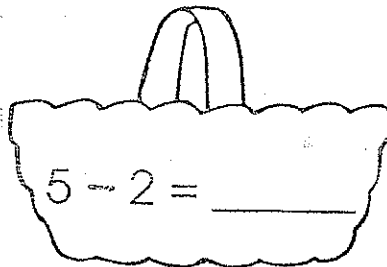
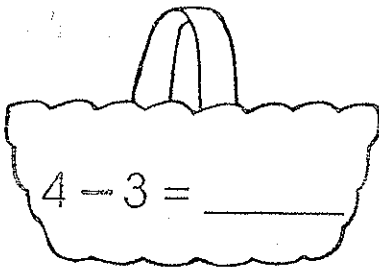
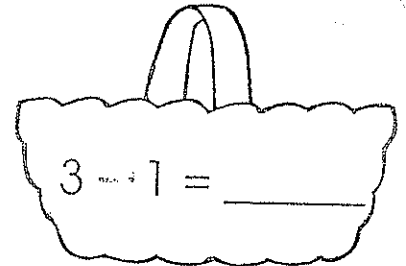
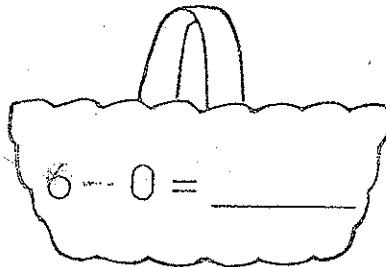
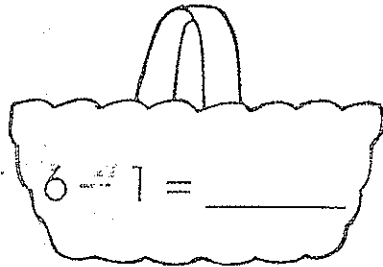
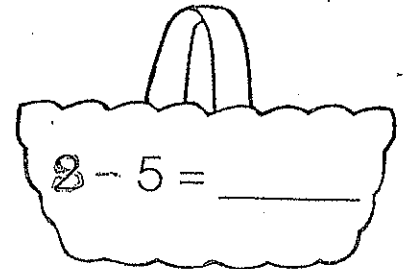
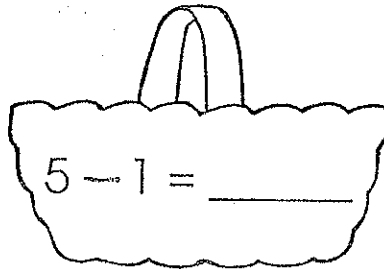
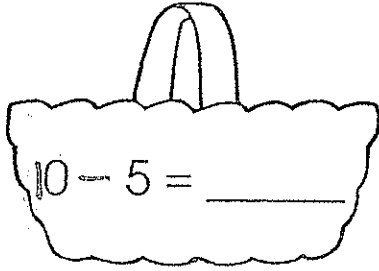
Name \_\_\_\_\_

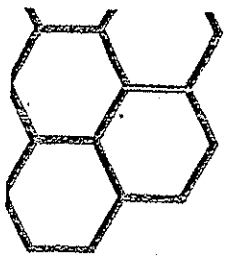
# Baskets Of Berries

Cut out berries.

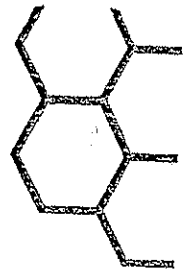
Use as counters to solve each problem.

Write answers.





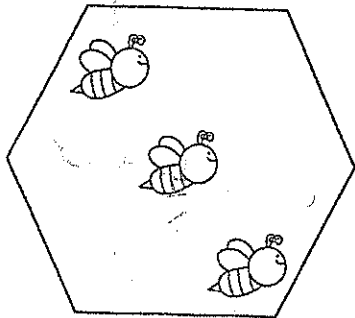
# How Many Bumble Bees Are Left?



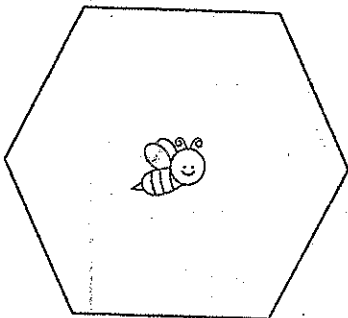
Name: \_\_\_\_\_

Date: \_\_\_\_\_

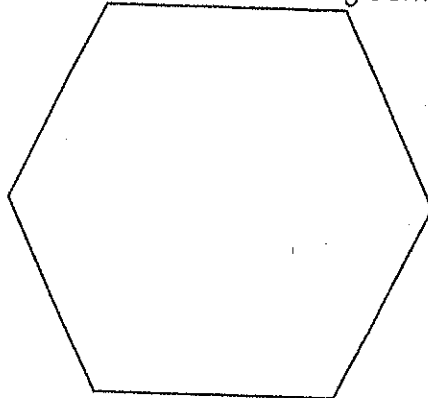
Draw out the total amount of bees and record the number of bees in each honeycomb.



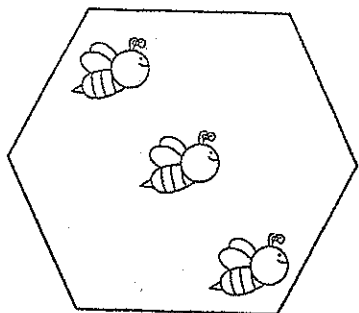
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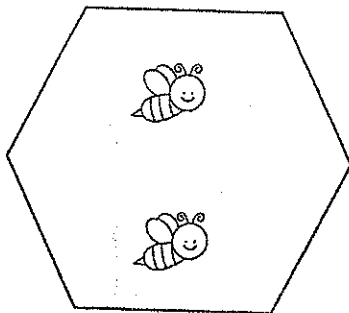
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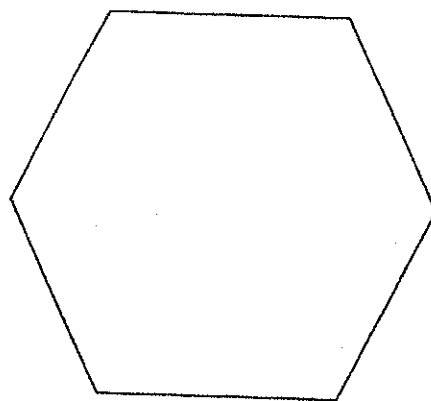
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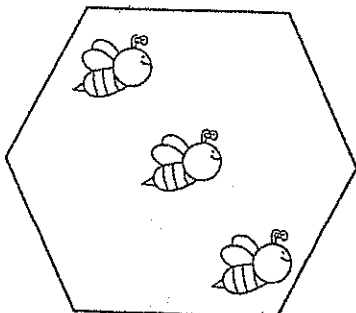


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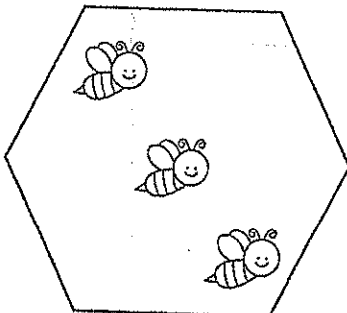


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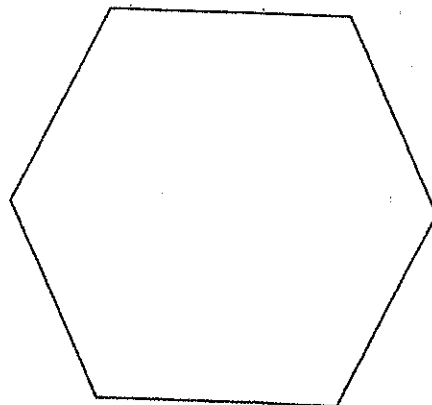
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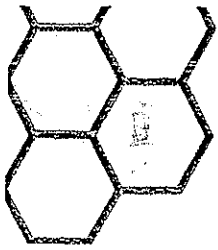


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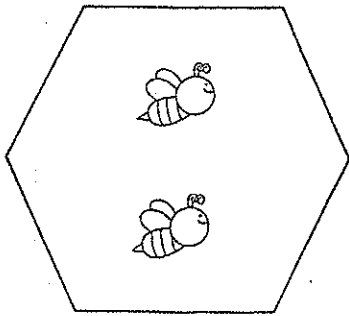
# How Many Bumble Bees Are Left?



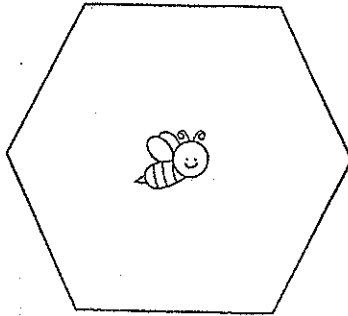
Name: \_\_\_\_\_

Date: \_\_\_\_\_

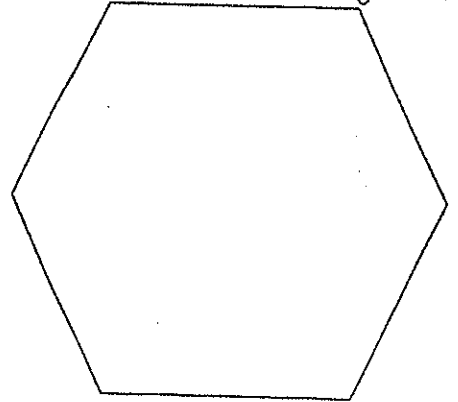
Draw out the total amount of bees and record the number of bees in each honeycomb.



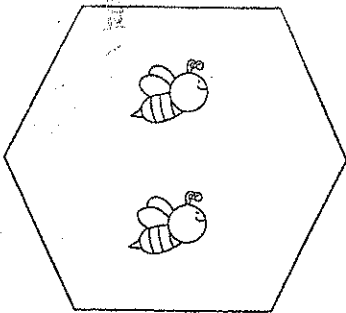
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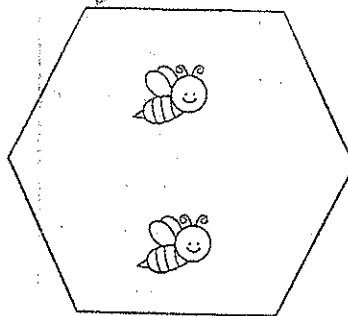
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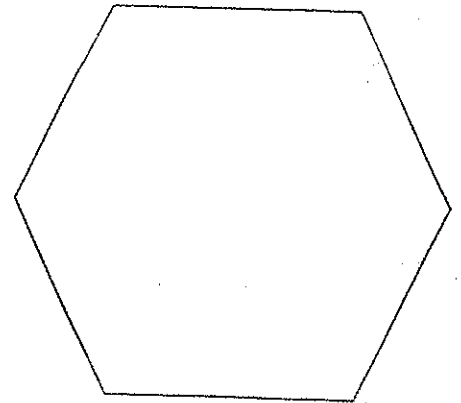
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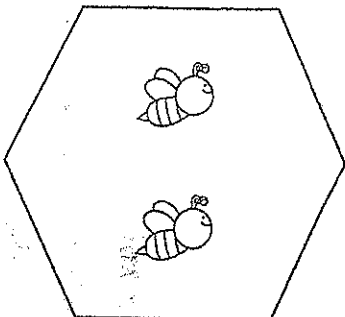
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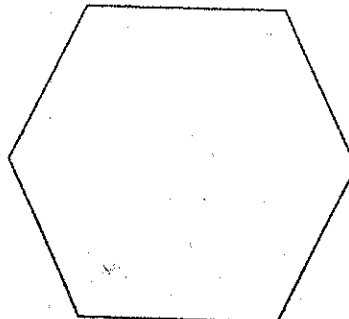
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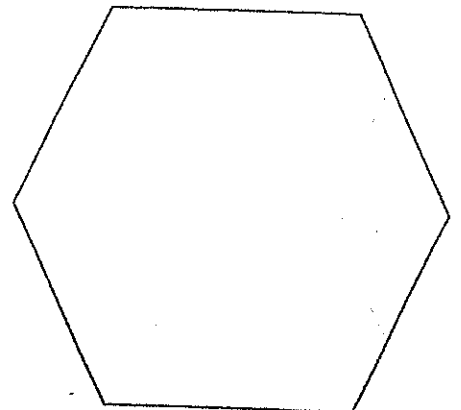
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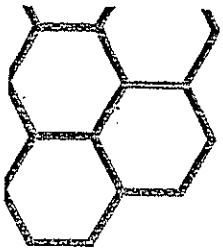


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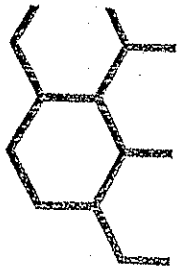
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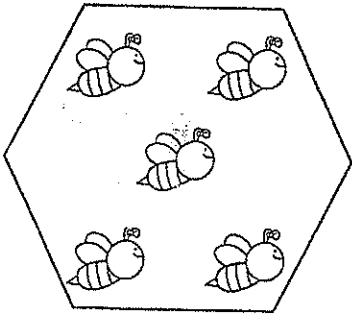
# How Many Bumble Bees Are Left?



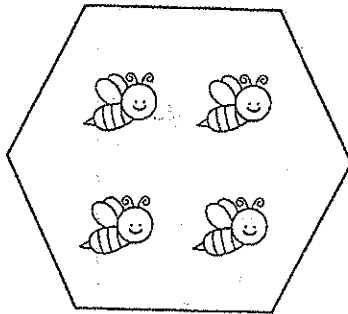
Name: \_\_\_\_\_

Date: \_\_\_\_\_

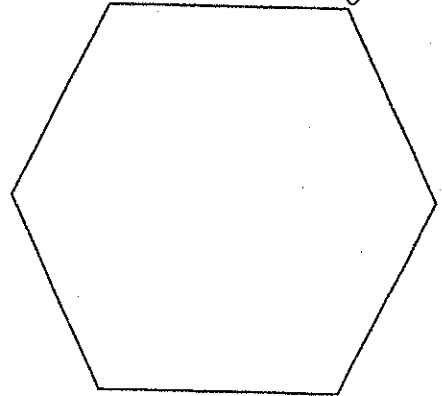
Draw out the total amount of bees and record the number of bees in each honeycomb.



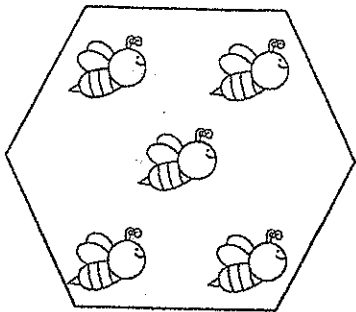
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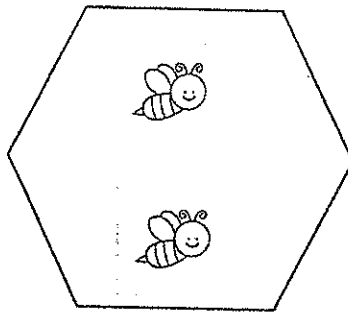
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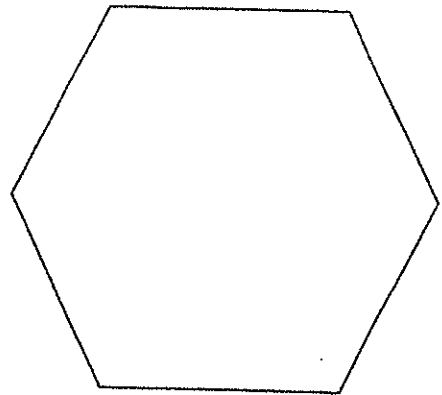
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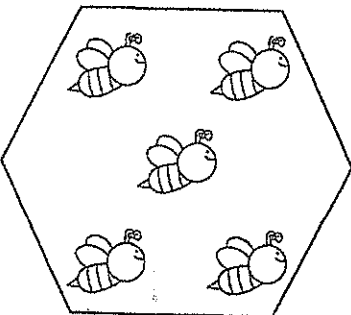


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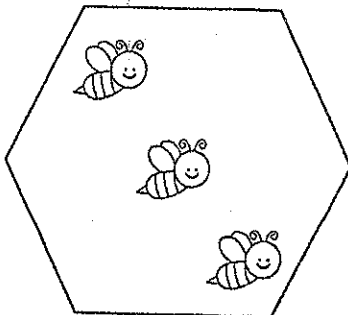


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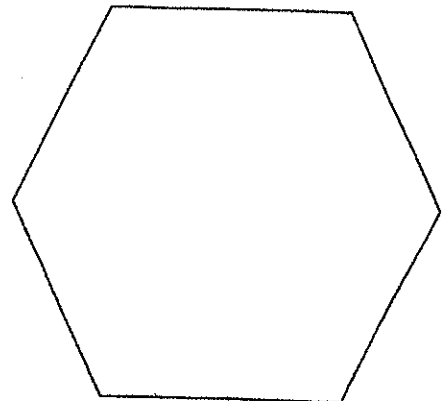
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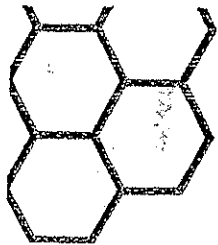


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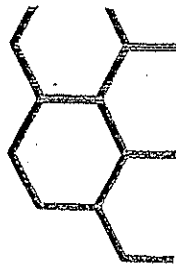
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# How Many Bumble Bees Are Left?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw out the total amount of bees and record the number of bees in each honeycomb.

4 bees - 2 bees =

4 bees - 1 bee =

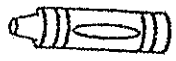
4 bees - 3 bees =

Name \_\_\_\_\_

.....  
Under-The-Sea Serenade/Addition to five

# Turtle Tunes

Add.

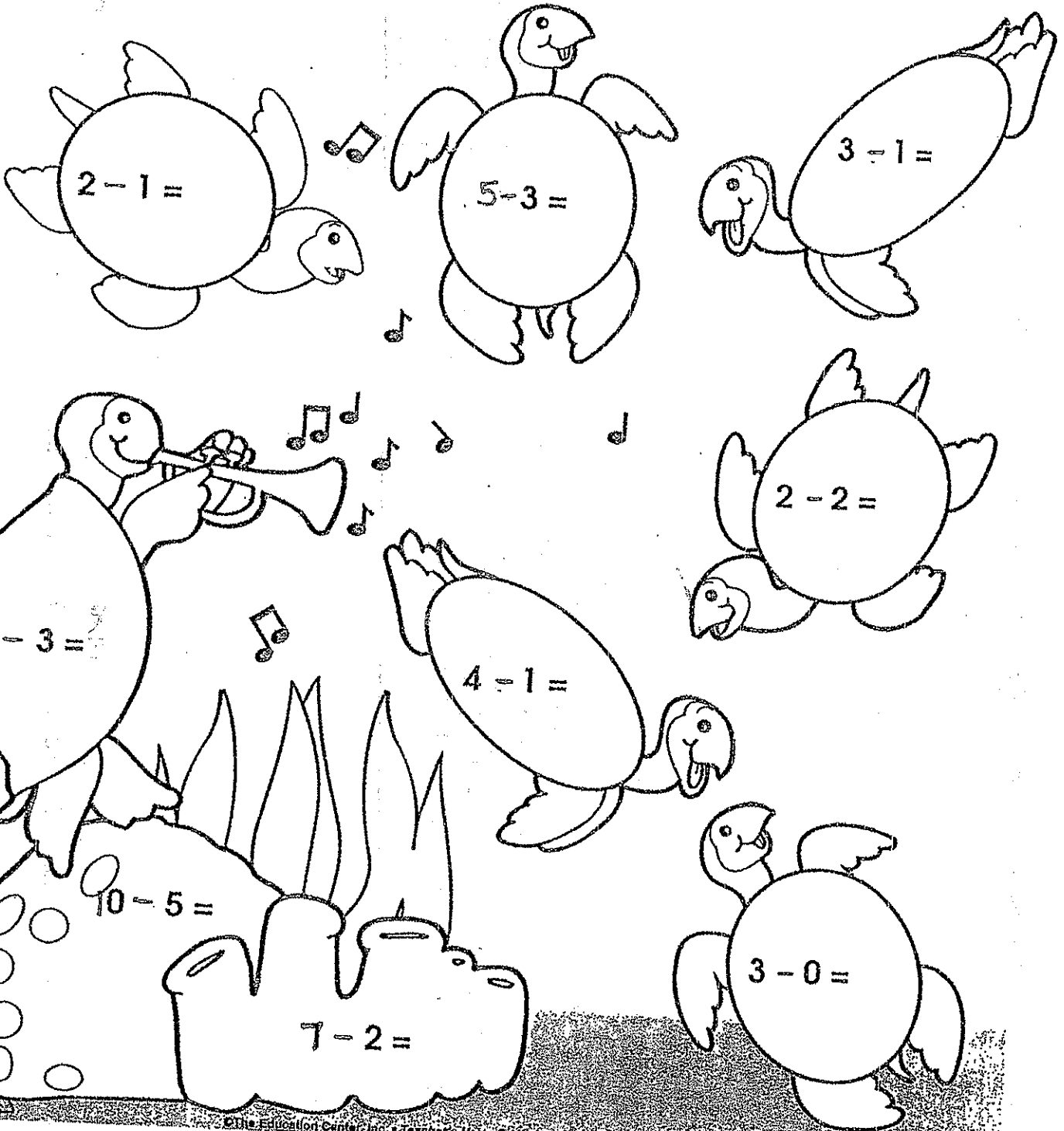


Color by the code.

3 = green

4 = blue

5 = yellow



Name \_\_\_\_\_

Date \_\_\_\_\_

MCCK.OA.1 & MCCK.OA.5

$$3 + 2 = \underline{\hspace{2cm}}$$

$$1 + 2 = \underline{\hspace{2cm}}$$

$$4 + 0 = \underline{\hspace{2cm}}$$

$$1 + 1 = \underline{\hspace{2cm}}$$

$$3 - 2 = \underline{\hspace{2cm}}$$

$$5 - 4 = \underline{\hspace{2cm}}$$

$$2 - 1 = \underline{\hspace{2cm}}$$

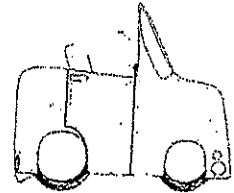
$$3 - 3 = \underline{\hspace{2cm}}$$

Name \_\_\_\_\_

2 bunnies like to hop.



1 bunny likes to drive.



How many bunnies in all?

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

1 bunny has a book.



3 bunnies have big pencils.



How many bunnies in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4 flowers are in this jar.



The girl has 1 flower.



How many flowers in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

1 chick is in the basket.



3 chicks are in eggs.



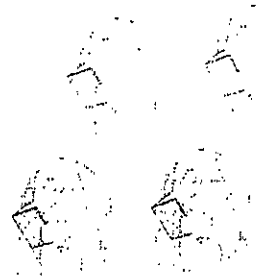
How many chicks in all?

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

1 bunny has a flower.



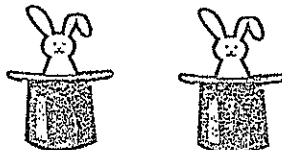
4 bunnies have books.



How many bunnies in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2 bunnies are in hats.



1 bunny is in an egg.



How many bunnies in all?

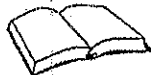
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

Read the word problem. Use the pictures to help you read.



Ann has 5 books. She lost 4 books.



How many books does Ann have left?

Draw a picture of the problem. Write an equation on the line.

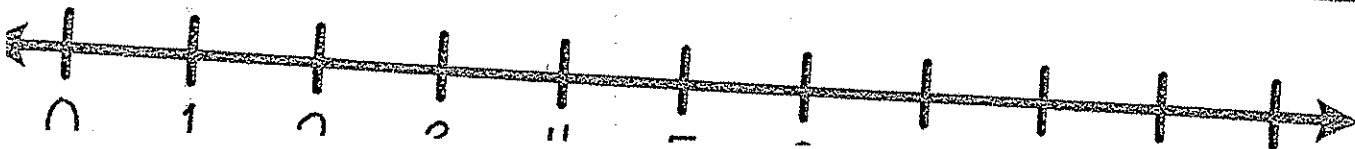



Show your answer on a ten frame.


Show your answer on a number line.

Ann has

books left.



Name \_\_\_\_\_

Read the word problem. Use the pictures to help you read.



Tim has 6 flowers. Mia gives Tim 4 more flowers.



How many flowers does Tim have in all?

Draw a picture of the problem. Write an equation on the line.




\_\_\_\_\_

Show your answer on a ten frame.


Show your answer on a number line.

Tim has

--

 flowers in all.





Name \_\_\_\_\_

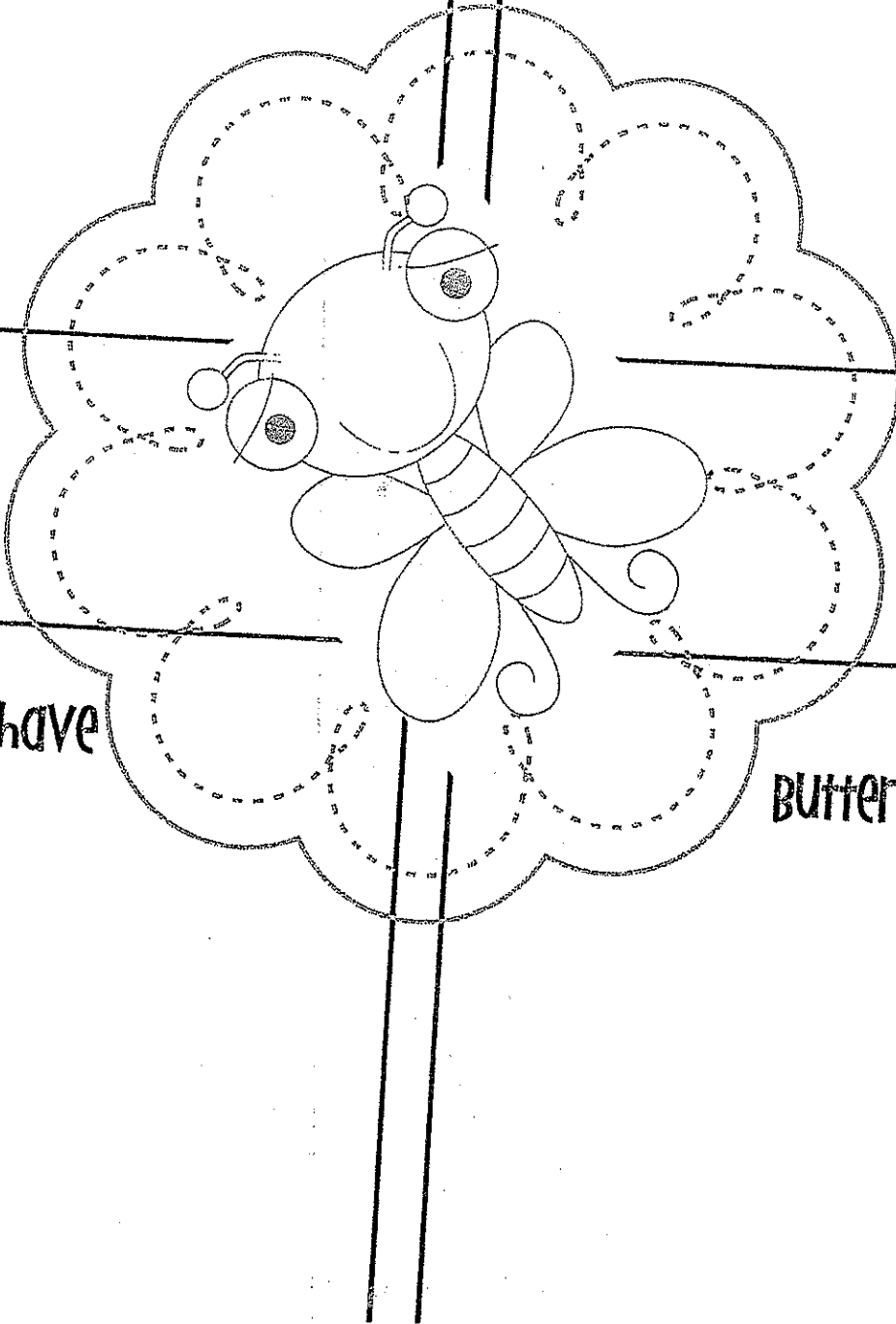
Date \_\_\_\_\_

Butterflies are

Butterflies can

Butterflies have

Butterflies eat

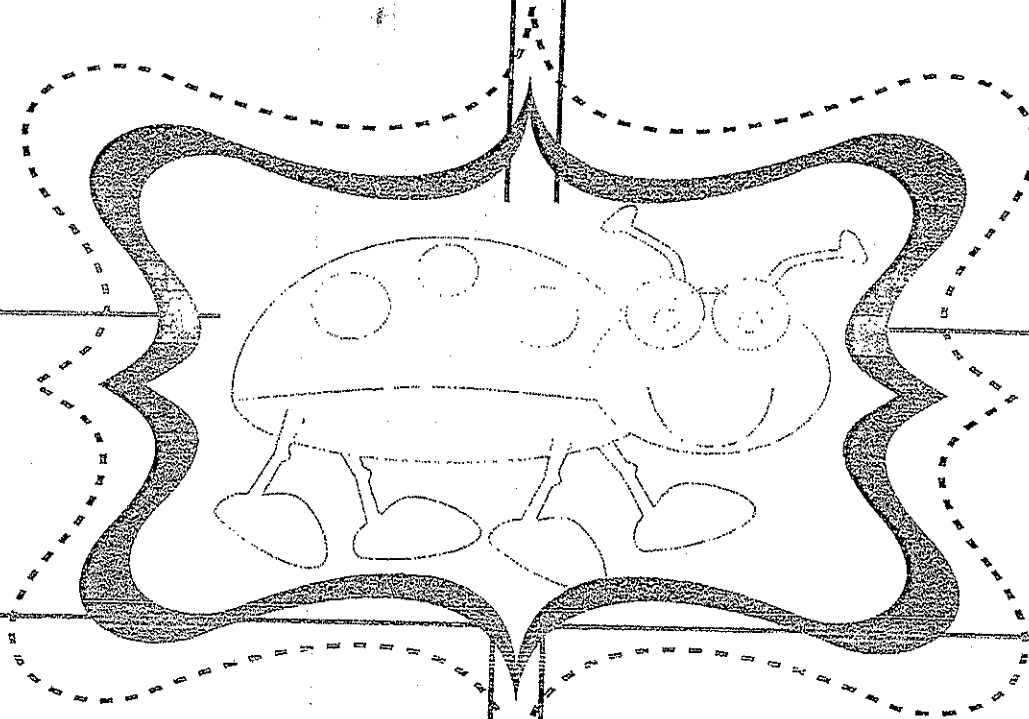


Name \_\_\_\_\_

Date \_\_\_\_\_

LADYBUGS are

LADYBUGS can



LADYBUGS have

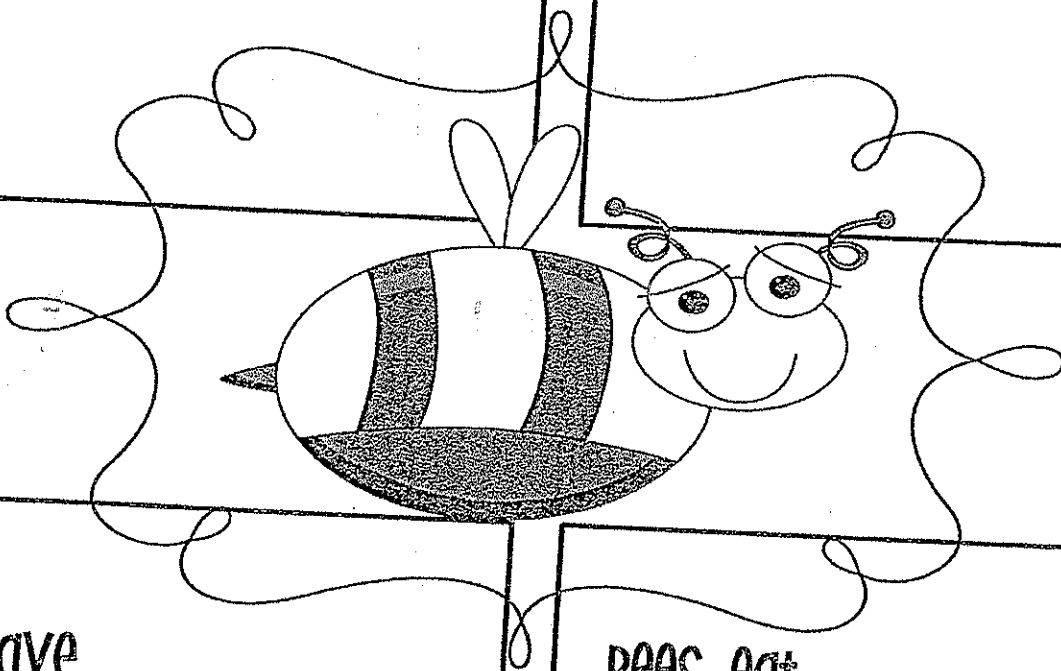
LADYBUGS eat

Name \_\_\_\_\_

Date \_\_\_\_\_

BEES are

BEES can



BEES have

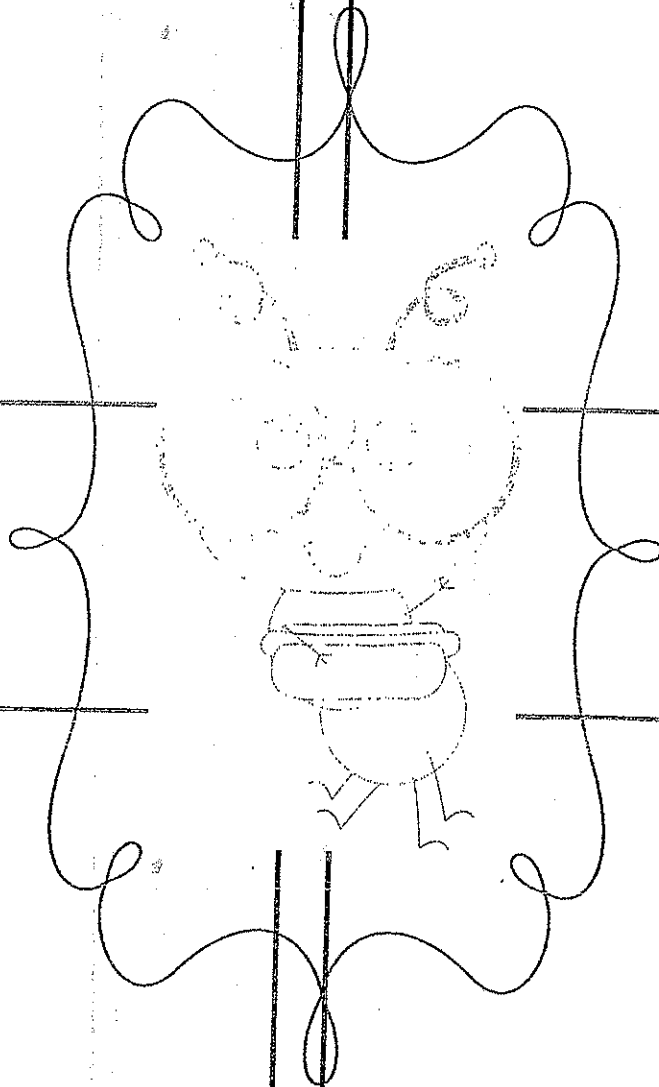
BEES eat

Name \_\_\_\_\_

Date \_\_\_\_\_

ANTS are

ANTS can

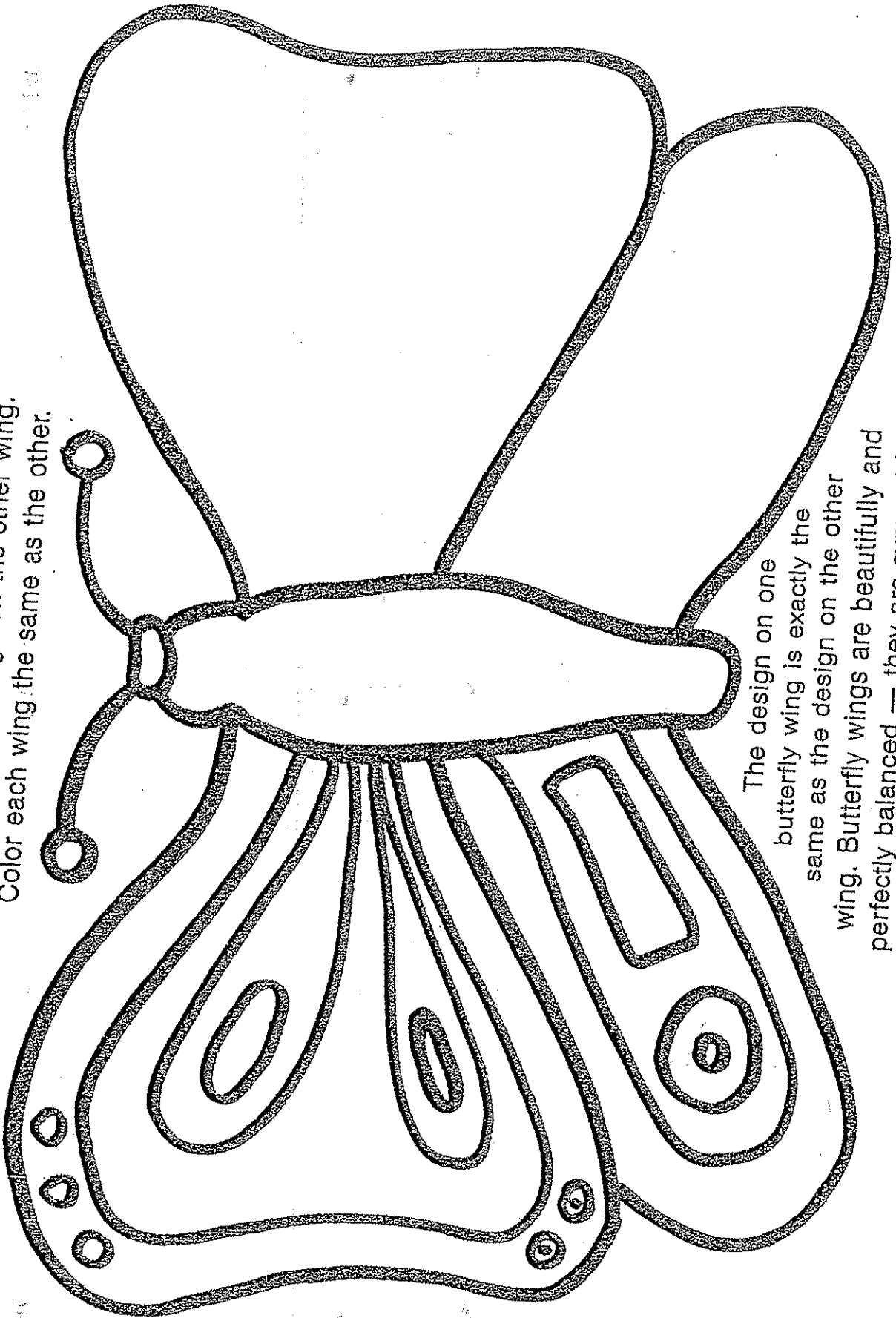


ANTS have

ANTS eat

# BUTTERFLY: A Lesson In Symmetry

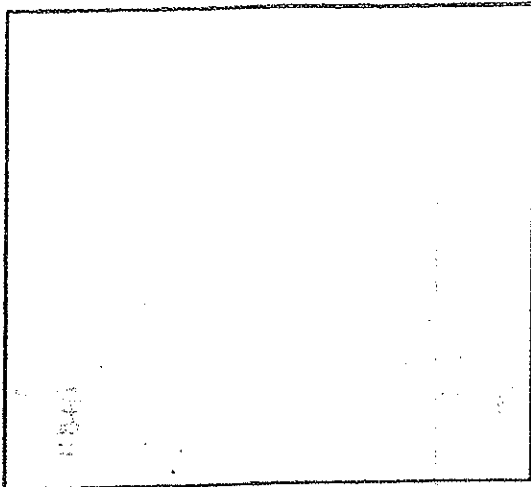
Draw the same design on the other wing.  
Color each wing the same as the other.



The design on one butterfly wing is exactly the same as the design on the other wing. Butterfly wings are beautifully and perfectly balanced — they are symmetrical.

# Rock Research

Draw your rock.



Write.

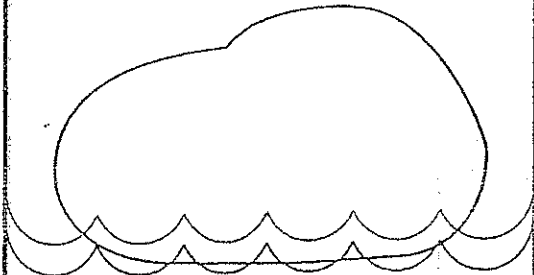
I found my rock \_\_\_\_\_  
 \_\_\_\_\_

My rock feels \_\_\_\_\_  
 \_\_\_\_\_

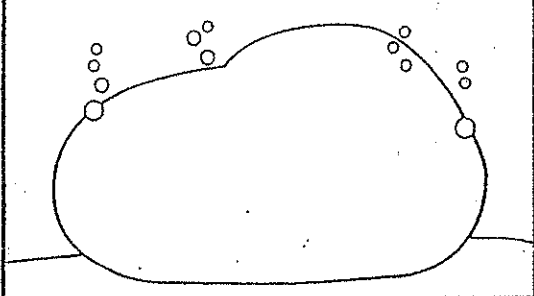
when I touch it.

Circle the correct sentence.  
Color a rock.

My rock floats.



My rock sinks.



Color the correct circle.

I scratched my rock

with my fingernail

with a penny

with a steel nail

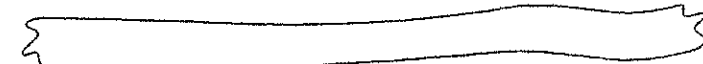
I couldn't scratch it.

Color the correct circle. Color.

My rock left a streak.

yes     no

This is the color of the streak.



Name.

\_\_\_\_\_