

Hillcrest

Elementary School



Home Learning Packet

Paquete de Aprendizaje en el Hogar

Differentiated for Children with Special Learning Needs (B) /

Diferenciado para Niños con Necesidades Especiales de Aprendizaje (B)





Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Randy Lichtenwalner
Principal

Hillcrest Elementary, 4 Horton Drive, Peekskill, NY 10566
Phone: (914) 739-2284 Fax: (914) 737-9053
Email: rlichtenwalner@peekskillschools.org

Dear Hillcrest Families,

The Peekskill City School District and Hillcrest Elementary School is committed to providing instructional resources to our students for use during school closures or for reinforcement of skills during spring break. Our teachers have worked to create a packet of instruction that your child can use on a daily basis. We have included reading, writing, math and social studies.

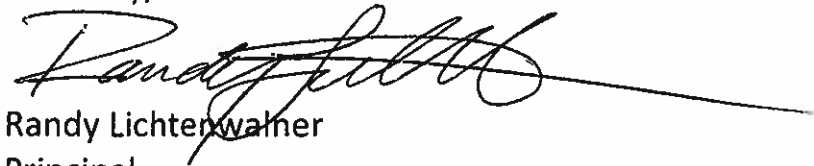
In addition to books and worksheets, we have provided a list of online resources that we use at school and your child is familiar with and enjoys learning from. Each student has their login and we have provided directions to our school website page for online access.

The information contained in this packet will be provided online on our school pages as well. Please have your child work for a minimum of one hour a day on the packet. In addition, your child should read for at least 30 minutes, as well as work online if feasible via the websites provided.

If you have any questions, please reach me via email at rlichtenwalner@peekskillschools.org.

We thank you for your partnership during this extraordinary time in our city and country.

Sincerely,



Randy Lichtenwalner
Principal



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Estimadas familias de Hillcrest:

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Oakside se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela o para reforzar las habilidades durante las vacaciones de primavera. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas y estudios sociales.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y su hijo está familiarizado y le gusta aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a rlichtenwalner@peekskillschools.org.

Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

Sinceramente,

Randy Lichtenwalner
Director

SOME ONLINE RESOURCES

Elementary Math	<ul style="list-style-type: none">• Check for assignments posted by teachers on Google Classroom which can be accessed here• To get extra practice for Math: (examples)<ul style="list-style-type: none">◦ Khan Academy offers free, online courses. Teachers may have accounts set up for their students. If not, parents can sign up for their students.◦ Castle Learning offers targeted practice through school accounts◦ IXL Learning offers personalized learning in all subjects by grade level and topic. Students can practice without creating accounts.◦ Students can also use the Clever Portal to log into Zearn or ST Math and continue their lessons at home.
Elementary STEAM	<ul style="list-style-type: none">• Check for assignments posted by teachers on Google Classroom which can be accessed here.• Castle Learning offers targeted practice through school accounts• IXL Learning offers personalized learning in all subjects by grade level and topic. Students can practice without creating accounts.• Students can explore topics and resources on Discovery Education• National Geographic Kids offers free articles, games, and explorations without an account.

Elementary Dual Language: Spanish websites & apps	<p>Grades Pre K-3</p> <p>Please check for assignments posted by DL teachers on Google Classroom which can be accessed here</p> <ul style="list-style-type: none">• Students may use Clever Portal to log in and access Raz-Kids for Spanish leveled readers.• Story Place (Free: English & Spanish games)• PBS Kids Spanish Games (Free: Spanish games that develop listening and direction following skills in Spanish)• Digital Dialects (Free: Spelling quizzes and games by category: Grammar concepts and vocabulary, animals, colors, spelling and other foundational Spanish skills)• ABCya Spanish (Spanish Bingo and Spanish vocabulary games. Type Spanish in search bar and scroll down if it does not come up immediately)• Online Free Spanish (Free: Levels range from Beginner to Advanced, Holidays and printable worksheets for home practice)• Duolingo (Start from foundational skills and move up to advanced level fluency. May have cost associated after certain level) <p>Grades 4-5:</p> <p>Check for assignments posted by DL teachers on Google Classroom which can be accessed here</p>
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- [BBC Spanish](#) (Free: type Spanish in the search bar if it does not come up immediately. Select learning category)
- [Conjuguemos](#) (Free: grammar based activities, games, quizzes: Scroll to bottom of page and select “*Get Started as Student*”, register child using parent/guardian email.
- [Online Free Spanish](#) (Free: Levels range from Beginner to Advanced, Holidays and printable worksheets for home practice)
- [Education.com Printable worksheets](#) (Free: Printable worksheets for home practice)
- [Duolingo](#) (Start from foundational skills and move up to advanced level fluency. May have costs associated after certain level)

For Adults in the home:

- [SpanishPod 101](#) (Free: Listen to over 1800 videos and lessons in addition to podcasts in Spanish)
- [Study Spanish Online](#) (Free options as well as monthly membership fees)
- [Duolingo](#) (Start from foundational skills and move up to advanced level fluency)

Phone & Tablet/Ipad Apps: *(may or may not have associated costs:*

- [Duolingo](#)
- [Gus on the Go: Spanish for kids](#) (Gus on the Go: cost \$3.99)

Toddlers & Pre-K Apps:

- [Learn Spanish for Toddlers](#) (Learn Spanish for toddlers with a little boy named Carlos

English as a New Language: Pre k- 5

Check for assignments posted by your child’s ENL/Dual Language teachers on Google Classroom which can be accessed [here](#)

- Students may use [Clever Portal](#) to log in and access:
 - Raz- Kids leveled readers
 - BrainpopENL
 - Brainpop
 - BrainpopJr
 - Achieve3000 (Grades 4-12)
- [Starfall](#) (Free: Learn the English alphabet, play games and practice foundational reading skills in English)
- [Epic Books](#) (Access hundreds of books and videos in English)
- [PBS Kids](#) (Free: Practice English through fun games and activities)
- [ABCya](#) (Free, practice English through fun games and videos)
- [Duolingo](#) (Free app and website. Select English)

DAY 1

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Make a prediction. Read the story, <u>Biscuit and the Cat</u> . Write what the story is mostly about.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 2

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Make a prediction. Read the story, <u>Biscuit's Tub Fun</u> . Write what the story is mostly about.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 3

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Make a prediction. Read the story, <u>Biscuit and the Hen</u> . Write what the story is mostly about.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 4

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Make a prediction. Read the story, <u>Biscuit's Trick</u> . Write what the story is mostly about.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 5

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read the poems, <u>My Hamster</u> , <u>I Had a Flabby Tabby Cat</u> and <u>Crabby Max</u> . Circle all the short a words.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 6

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read the poems, <u>Greta's Eggs</u> and <u>Spelling Test</u> . Circle all the short e words.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 7

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read the poems, <u>Muddy Rubber Ducky</u> and <u>Grumpy Glum</u> . Circle all the short u words.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 8

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read the poems, <u>Otter and Frog</u> and <u>Beaver Pond</u> . Circle all the short 0 words.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 9

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read <u>Peg's Pig</u> . Circle the short e words.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 10

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read <u>Seeing in the Dark</u> . Answer the comprehension questions.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 11

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read <u>Tony Beaver</u> . Answer the comprehension questions.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 12

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read <u>Ancient Egypt: Queen of the Nile</u> . Answer the comprehension questions.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 13

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read <u>Malala Yousafzai</u> . Answer the comprehension questions.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 14

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read <u>The Closet Creature</u> . Answer the comprehension questions.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

DAY 15

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read <u>Swing Set Time Machine</u> . Answer the comprehension questions.	
Math	Please spend 15-20 minutes each day doing some review of math essentials. Addition without regrouping, addition with regrouping, subtraction without borrowing, subtraction with borrowing, single digit multiplication, 2 x 1 multiplication, and 2 x 2 multiplication.	
Science/ Social Studies		
HAWKS	(Maybe add a character ed daily task?)	

Name _____

Date _____

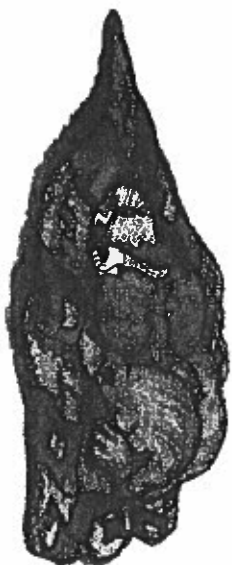
Directions: 1. Predict what the story will be about

2. Read the story

3. Tell what the story is mostly about

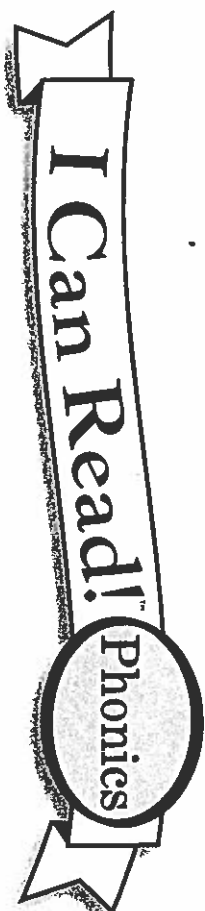
The story was mostly about

I Can Read with Biscuit



written by Alyssa Satin Capucilli
pictures by Pat Schories

ISBN 978-0-06-143193-7



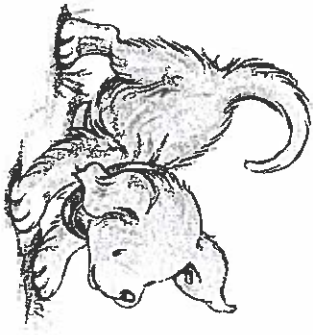
Biscuit and the Cat

Book 2
Short a



HOORAY!

_____ can read this book!



In this story you will learn about the short a vowel sound. Can you find these words and sound them out?

ran cat mat naps can

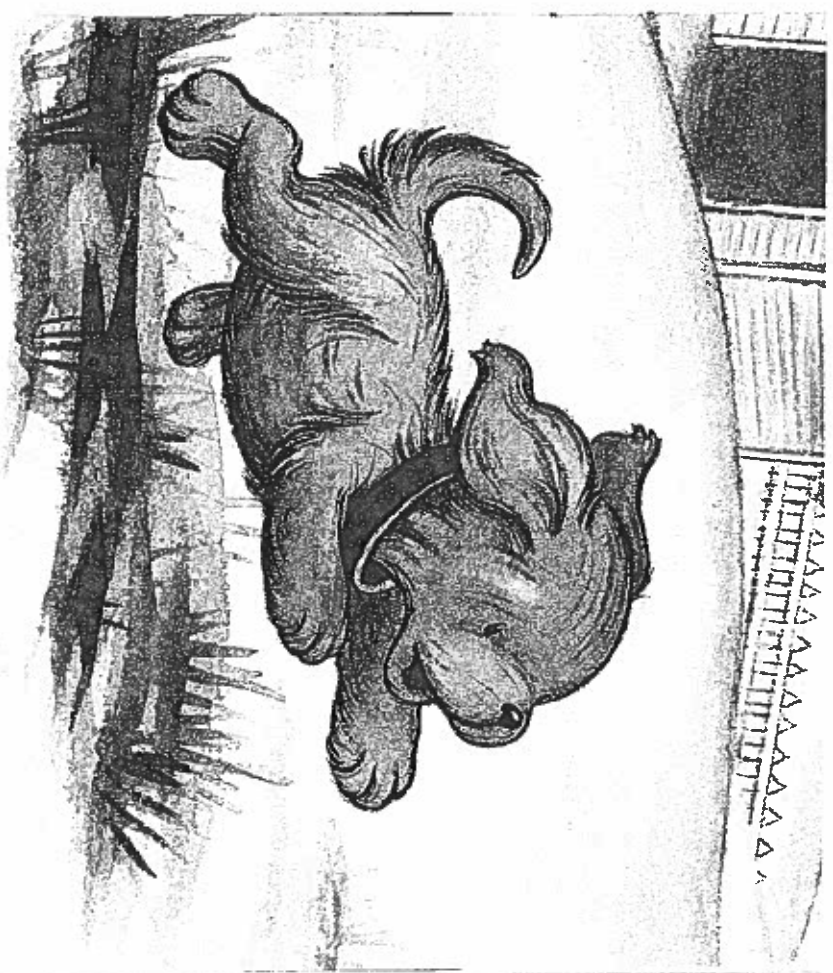
Here are some new sight words:

to the on

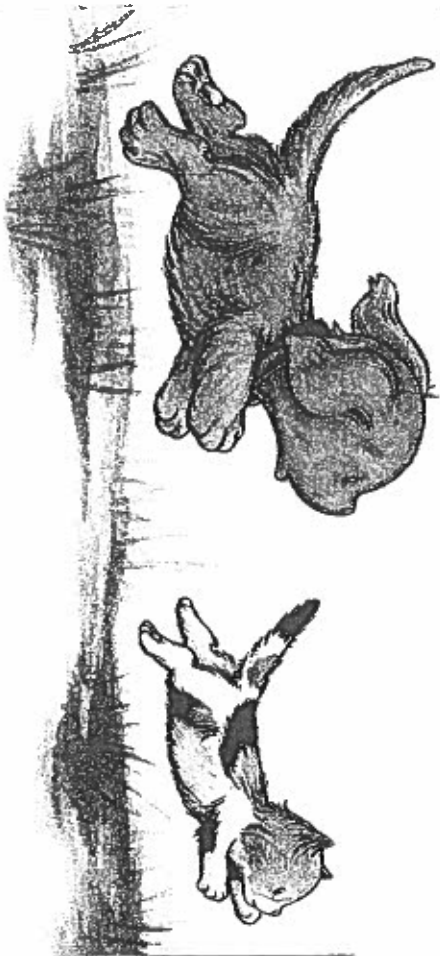
Here are some fun Biscuit words:

Biscuit woof

Biscuit ran.



Biscuit ran to the cat.



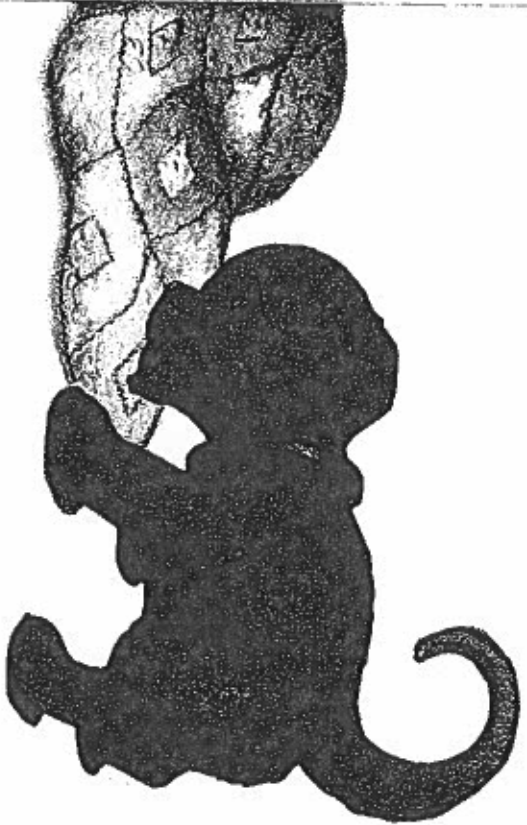
The cat ran to the mat.



The cat naps on the mat.




Woof! Can Biscuit nap?



Nap, nap, cat. Nap, nap, Biscuit.



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Biscuit and the Cat

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Illustrations copyright © 2008 by Pat Schories

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www.icanread.com

ISBN 978-0-06-143193-7

Typography by John Szaklis



First Edition

Name _____

Date _____

Directions: 1. Predict what the story will be about

2. Read the story

3. Tell what the story is mostly about

The story was mostly about

I Can Read with Biscuit



written by Alyssa Satin Capucilli
pictures by Pat Schories
and Rose Mary Berlin

ISBN 978-0-06-143197-5

I Can Read!™ Phonics

Biscuit's Trick

Book 5
Short i



HOORAY!

_____ can read this book!



In this story you will learn about the short **i** vowel sound. Can you find these words and sound them out?

sit	pick	stick	give	trick
dig	big	did	kiss	

Here are some review sight words:

a it

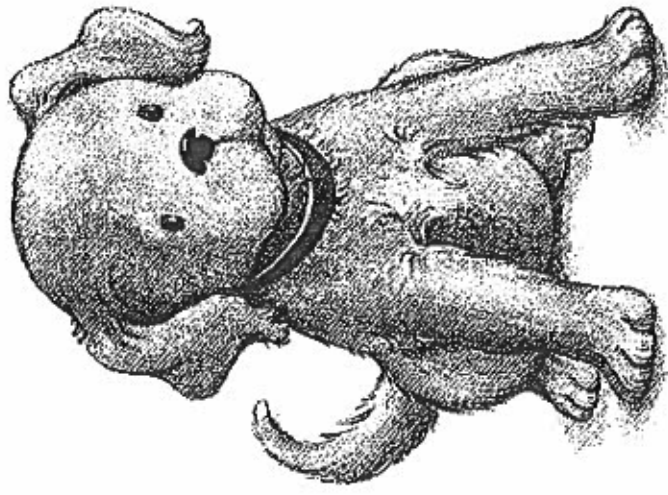
Here are some new sight words:

can up

Here are some fun words:

Biscuit woof good

Biscuit can sit.



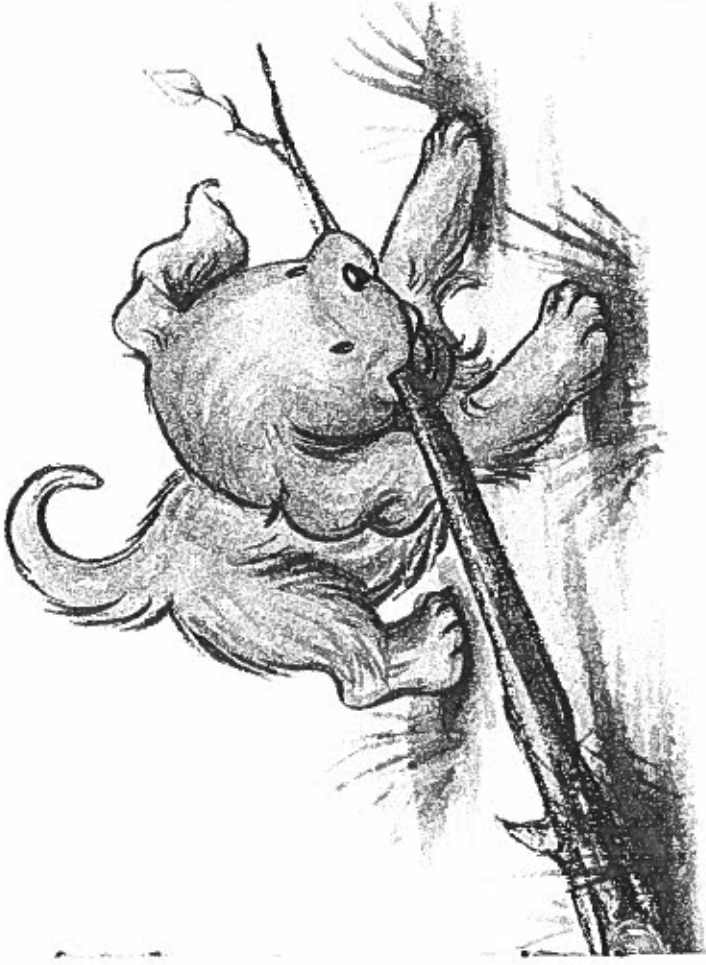
Biscuit can dig.



Can Biscuit pick up
a big stick?

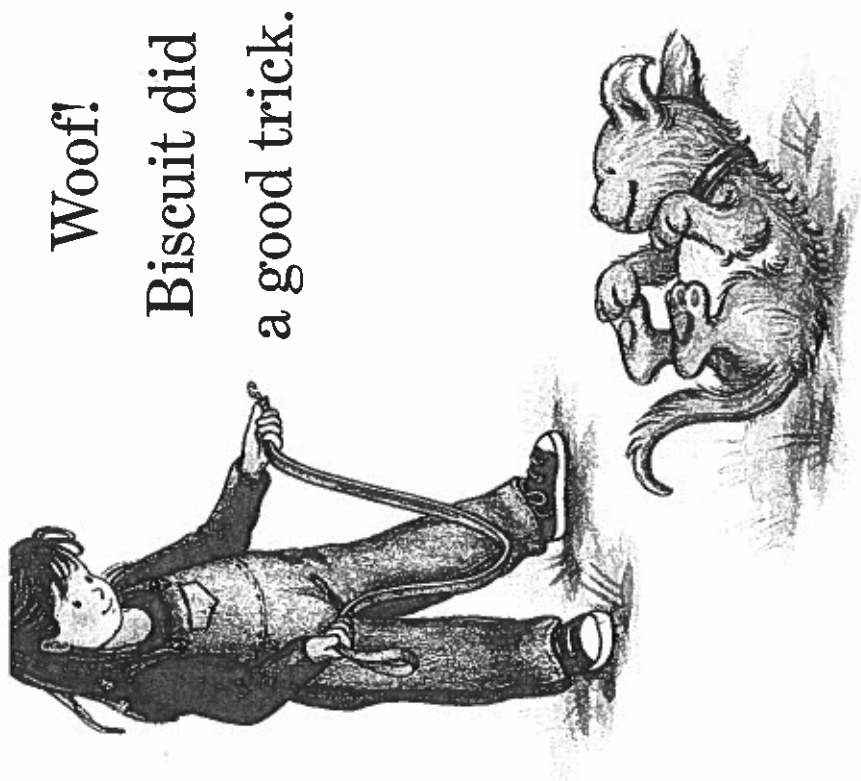


Biscuit did it.
A big stick!



Biscuit can give a kiss.





Woof!
Biscuit did
a good trick.

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Biscuit's Trick

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Date _____

Directions: 1. Predict what the story will be about

2. Read the story

3. Tell what the story is mostly about

The story was mostly about

I Can Read with Biscuit



written by Alyssa Satin Capucilli
pictures by Pat Schories

ISBN 978-0-06-143194-4

I Can Read! (Phonics)

Biscuit and the Hen

Book 3
Short e



HOORAY!

_____ can read this book!



In this story you will learn about the **short e** vowel sound. Can you find these words and sound them out?

met	pen	went
hen	get	peck

Here are some review sight words:

a the of

Here are some new sight words:

was out in said

Here are some fun words:

Biscuit woof

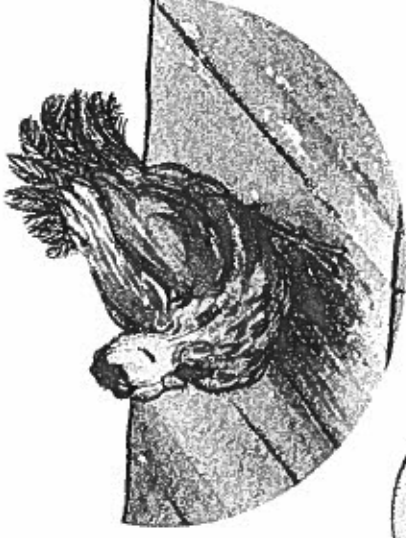
Biscuit met a hen.



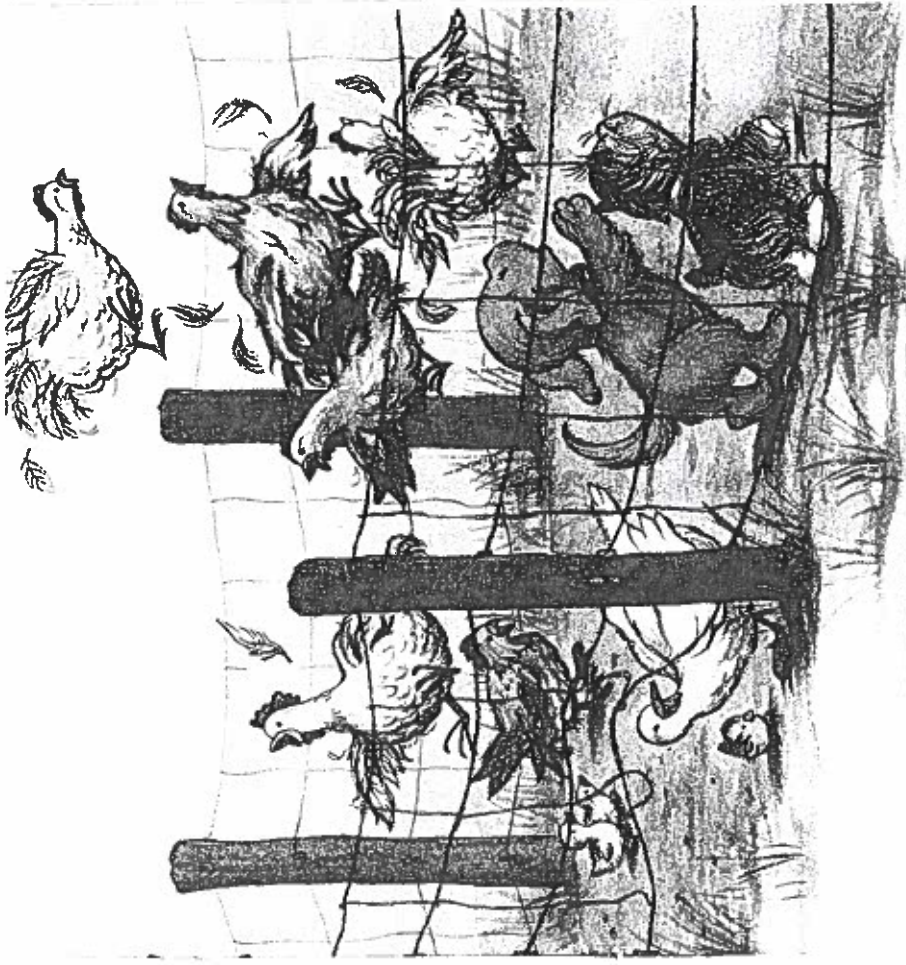
The hen was out
of the pen.



Get in the pen, hen.



Biscuit went in the pen.



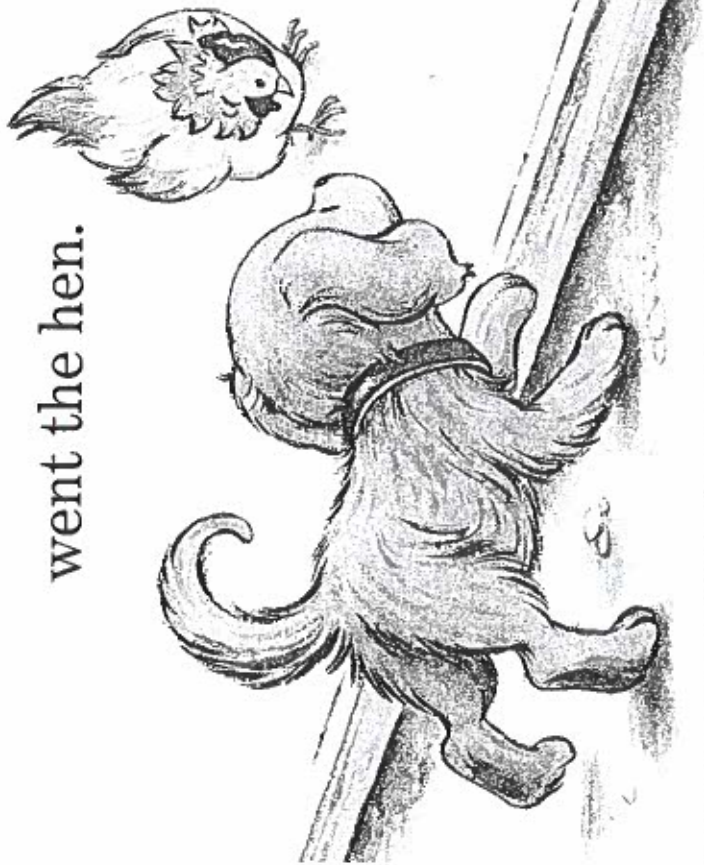
The hen went in the pen.




Woof! said Biscuit.

Peck, Peck!

went the hen.



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Biscuit and the Hen

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The story was mostly about

I Can Read with Biscuit



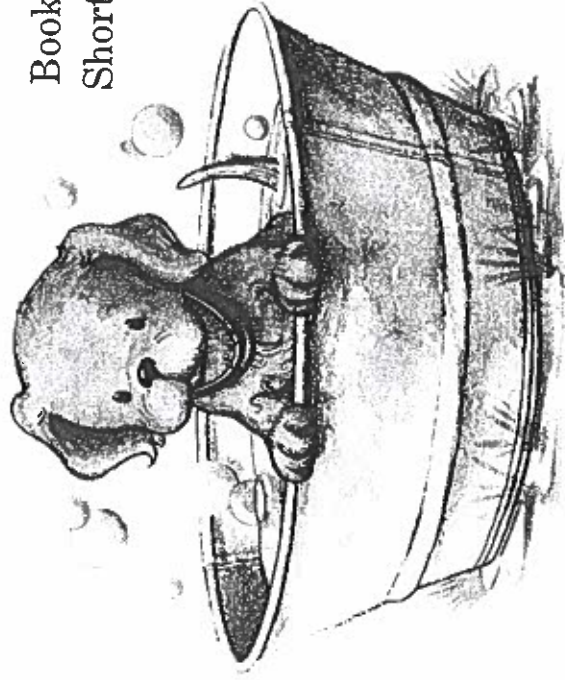
written by Alyssa Satin Capucilli
pictures by Pat Schories

ISBN 978-0-06-143195-1

I Can Read! (Phonics)

Biscuit's Tub Fun

Book 4
Short u



HOORAY!

_____ can read this book!



In this story you will learn about the **short u** vowel sound. Can you find these words and sound them out?

dug fun tug
mud rub-a-dub tub

Here are some review sight words:

in the a to

Here are some new sight words:

is for it

Here are some fun words:

Biscuit time woof more

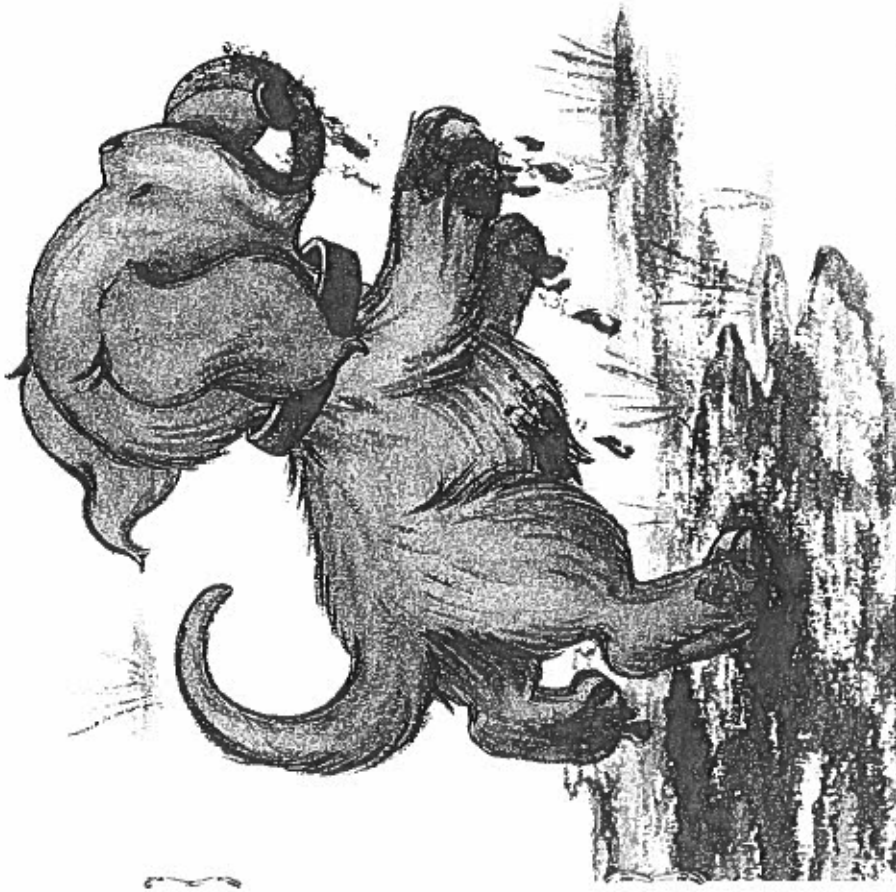
Biscuit dug.



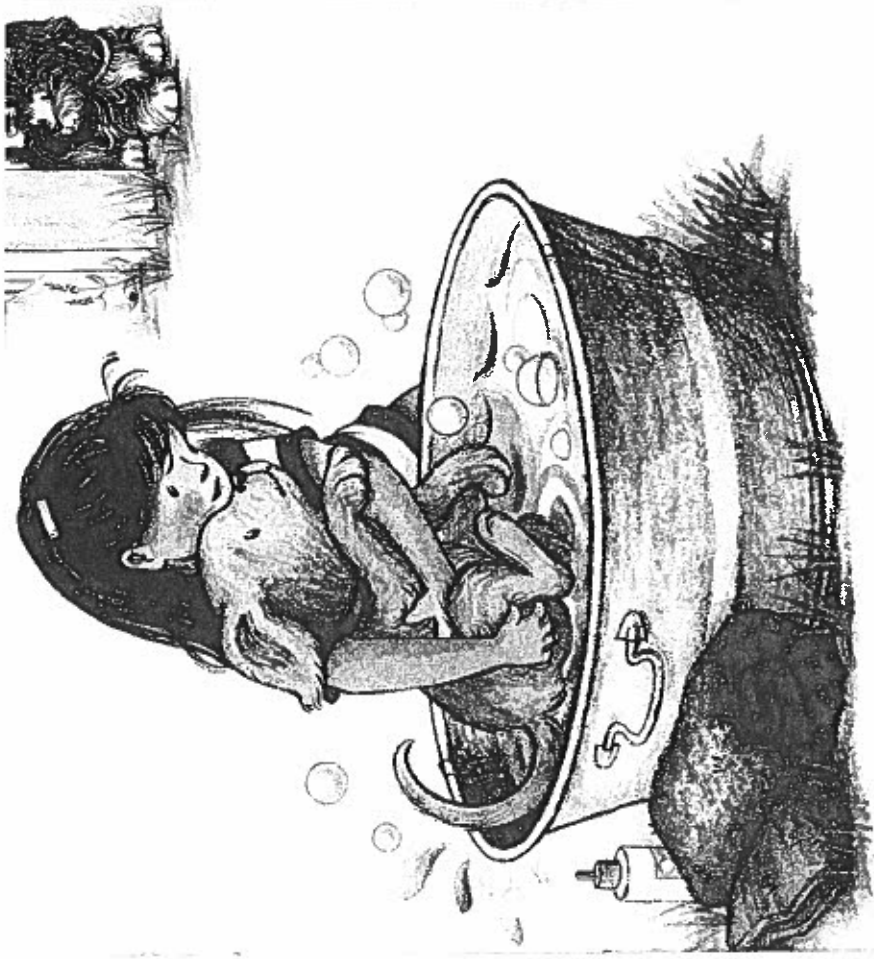
Biscuit dug in the mud.



The mud is fun!



Rub-a-dub.
Time for a tub!



It is fun to tug.



Woof!

It is time for more tub fun.



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Biscuit's Tub Fun

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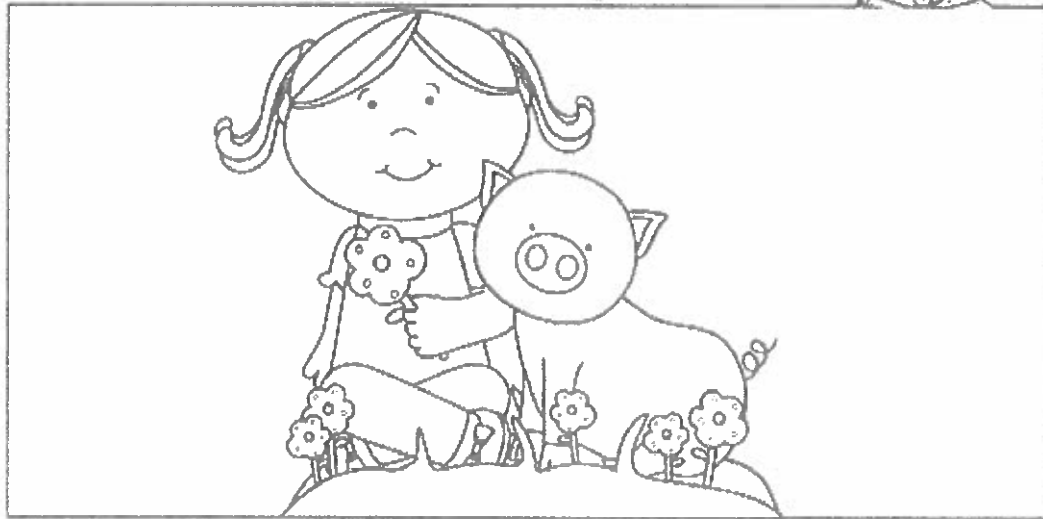
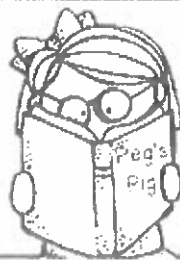


First Edition

Name _____

I Can READ!

Simple Story #2



Peg's Pig

Peg has a funny pet.

Peg's pet is a pig.

The pig is fat and pink.

Peg likes her pet pig.

Ben is the pig.

Do you like pet pigs?

Seeing in the Dark

When Anne Sullivan first met Helen Keller, Helen acted more like a wild animal than a child. At age two, before she learned to talk, Helen became very ill. The illness destroyed her sight and hearing. Helen never learned to talk. She could only make angry sounds or happy sounds. But Anne Sullivan was a very good teacher. After much hard work, she taught Helen to talk through sign language. Later, Helen learned to read and write **Braille**, the written language of the blind. Finally, when she was sixteen, Helen learned to speak.

Helen went to college. After finishing school, she began working to help the blind and the deaf-blind. She gave lectures, wrote books and visited the President of the United States. During World War II, she worked with soldiers who had been blinded in the war.

The motion picture, "The **Miracle Worker**", is based on Helen Keller's early life.

1. The main idea of this story is:
 - a. Anne Sullivan was a good teacher.
 - b. Helen liked college.
 - c. Helen learned to overcome her problems.
2. Until she was sixteen, Helen:
 - a. did not go to school
 - b. could not talk
 - c. did not eat spinach
3. Helen learned to read:
 - a. Braille
 - b. Morse Code
 - c. print
4. What does destroyed mean?
 - a. to find
 - b. to freeze
 - c. to ruin
5. Helen probably wanted to help the blind because:
 - a. She thought it was interesting.
 - b. She was blind herself.
 - c. She liked hard work.



Tony Beaver

Tony was the most famous logger in the South. He did everything in a big way. Once, Tony decided to grow peanuts. (He called them goobers.) Well, Tony just grew too many goobers. That year, his maple trees had too much sap, too. So, Tony was stuck with molasses from the maple sap. It started to rain. Tony's town was flooded. Tony's neighbors asked him to stop the flood. Tony and his friends took the goobers out of their shells. They dumped them into the overflowing Eel River. Next, they dumped in the molasses. The sun came out. It was so hot that the river started boiling. The smell coming from the river made everyone hungry. Tony began mixing the goobers, molasses and river. He stirred for hours. Tony cooled the river. The mixture hardened. Tony took it out. He broke it into pieces. Everyone in town wanted to taste it. It was great. Tony had saved the town. He had also invented peanut brittle!

Circle the correct letter to answer each question.

1. The main idea of this story is:

- a. a hero and inventor
- b. about sap
- c. a boiling river

2. Tony's neighbors knew:

- a. He didn't like goobers.
- b. He could help them.
- c. He couldn't swim.

3. What did Tony invent?

4. You can tell that:

- a. Tony's town was big.
- b. Tony couldn't help anyone.
- c. Tony was very smart.

5. The river started boiling when:

- a. The sun came out.
- b. Tony cut down some trees.
- c. The weather got cold.

6. Sap is:

- a. boiling river water
- b. a sticky liquid in trees
- c. a flood



Ancient Egypt: Queen of the Nile

by ReadWorks



Illustration by Rebekah Hanousek-Monge

Cleopatra is one of the most legendary rulers of ancient Egypt. One reason she is very famous is that she was a female ruler. She is also famous because she was an incredibly gifted ruler.

Cleopatra lived from 69 B.C. to 30 B.C. She lived in Alexandria, which was then the capital city of Egypt. She was intelligent, charming, witty, and ambitious.

Cleopatra's love and care for her people won Egypt's affections. Under her rule, many Egyptian people lived comfortable lives. The kingdom was fairly peaceful.

Cleopatra's qualities lured two of Rome's most famous leaders. First, she fell in love with Julius Caesar. Then, after Caesar's death, she fell in love with Mark Antony. These romances linked Egypt and Rome.

When Cleopatra was 39, Mark Antony died, and she found herself unprotected by Rome. The Egyptian queen was afraid of being captured and tortured by her enemies. But she died before she ever had to surrender. Legend has it that she lured a poisonous snake called an asp to her, and it bit her.

Name: _____ Date: _____

1. How is Cleopatra NOT described in the passage?

- A. a caring leader
- B. a legendary and gifted ruler
- C. an intelligent and ambitious person
- D. a ruler who started many wars

2. Based on the text, how did many of the people under Cleopatra's rule view her?

- A. They liked her.
- B. They disliked her.
- C. They distrusted her.
- D. They had mixed feelings about her.

3. According to the passage, what does "lured" mean?

- A. went fishing
- B. attracted
- C. drove away
- D. begged for

4. Which of these happened first?

- A. Cleopatra fell in love with Julius Caesar.
- B. Cleopatra fell in love with Mark Antony.
- C. Cleopatra found herself unprotected by Rome.
- D. Cleopatra died.

5. What is the passage mainly about?

- A. how Cleopatra died
- B. Cleopatra's rule
- C. the threats ancient Egypt faced
- D. Cleopatra's romances

6. How did the people of ancient Egypt benefit from Cleopatra's rule? Use examples from the text.

7. The author describes Cleopatra as a "gifted ruler." What other evidence in the text supports this description?

8. Choose the answer that best completes the sentence.

_____ Mark Antony died, Cleopatra was afraid of being captured and tortured by her enemies.

- A. Although
- B. However
- C. Before
- D. After

Malala Yousafzai

by ReadWorks



Photo Credit: DFID - UK Department for International Development (Malala Yousafzai: Education for girls), CC BY 2.0

Photograph of Malala Yousafzai

Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a young child, Malala was exposed to the importance of education. Her father was in charge of running a local learning institution and instilled in Malala the value of attending school. Everything changed for Malala and her family when the Taliban began to have more authority in the Swat Valley region around 2007. The Taliban, a violent fundamental Islamist group, prohibited females from participating in many activities, including attending school. The Taliban were so committed to banning female access to education that they destroyed around 400 schools within two years of their control.

But Malala would not be deterred from her passion for learning. Not only did she continue to attend school, but she also spoke publicly about her dissent. On a Pakistani televised

program, Malala was brave enough to express her disbelief; "How dare the Taliban take away my basic right to education?" Malala boldly proclaimed. Under the pseudonym 'Gul Makai,' she also began to blog about what it was like as a female under the Taliban's oppressive rule. Life became so dangerous for Malala and her family that they had to flee their home as a temporary safety measure. When they returned, Malala and her father started to become more vocal in opposition to the Taliban's sexist rules. Word started to spread about this father-daughter duo and Malala began to win awards for her bravery. The Taliban was extremely unhappy with Malala, and on October 9, 2012, a member of the Taliban shot Malala in the head.

Malala received immediate medical attention, and after multiple surgeries, she woke up from a coma. Miraculously, the trauma did not cause any permanent brain damage! As the story of her survival and bravery spread, Malala became an international icon and an education advocate. Since recovering from her wound, Malala has written a best-selling book and started a foundation for female empowerment. In October 2014, Malala won a much-deserved Nobel Peace Prize.



Photograph of the Obama family meeting with Malala

Name: _____ Date: _____

1. Where was Malala Yousafzai born?

- A. Afghanistan
- B. India
- C. Pakistan
- D. Turkey

2. The text describes the sequence of important events in Malala Yousafzai's life. What happened on October 9, 2012?

- A. Malala met President Obama and his family.
- B. A member of the Taliban shot Malala in the head.
- C. Malala left Pakistan with her family.
- D. Malala won the Nobel Peace Prize.

3. Read the following sentences from the text.

"But Malala would not be deterred from her passion for learning. Not only did she continue to attend school, but she also spoke publicly about her dissent. On a Pakistani televised program, Malala was brave enough to express her disbelief; 'How dare the Taliban take away my basic right to education?' Malala boldly proclaimed. Under the pseudonym 'Gul Makai,' she also began to blog about what it was like as a female under the Taliban's oppressive rule."

Which conclusion about Malala does this information best support?

- A. She is very kind but reserved.
- B. She is very determined and outspoken.
- C. She is very mysterious and troubled.
- D. She is very creative but lazy.

4. Why is the rule of the Taliban especially harmful to girls and women?

- A. The Taliban stops females from having children of their own.
- B. The Taliban violently forces females to get an education when they don't want one.
- C. The Taliban stops females from participating in many activities, including getting an education.
- D. The Taliban forces families to get rid of their female relatives.

5. What is the main idea of the text?

- A. The Taliban, a violent fundamental Islamist group, prohibited females from participating in many activities, including attending school.
- B. Malala Yousafzai risked her life to pursue an education and speak out against the Taliban's sexist rules, becoming an international icon and education advocate.
- C. Malala Yousafzai was shot by a Taliban member, but miraculously, the trauma did not cause any permanent brain damage.
- D. Malala Yousafzai's father was in charge of running a local learning institution when she was a child and instilled in Malala the value of education.

6. Read the following sentences.

"The Taliban, a violent fundamental Islamist group, prohibited females from participating in many activities, including attending school. The Taliban were so committed to banning female access to education that they destroyed around 400 schools within two years of their control. "

Based on the text, what does the word "prohibit" mean?

- A. increase
- B. stop
- C. encourage
- D. educate

7. Choose the answer that best completes the sentence.

Malala and her father started to become more vocal in opposition to the Taliban's sexist rules. _____, a member of the Taliban shot Malala in the head.

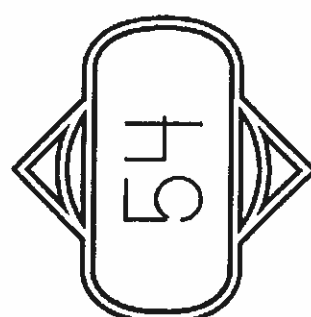
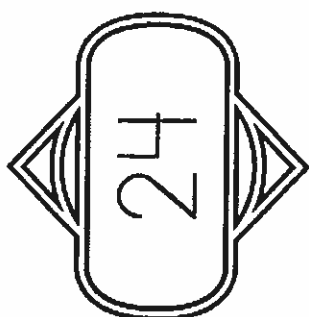
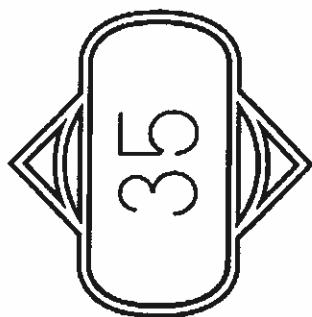
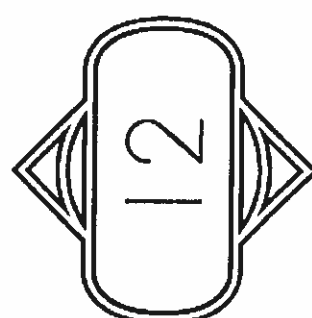
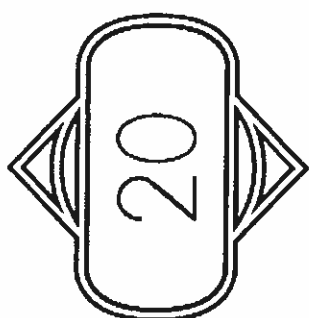
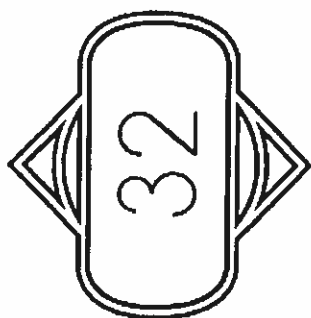
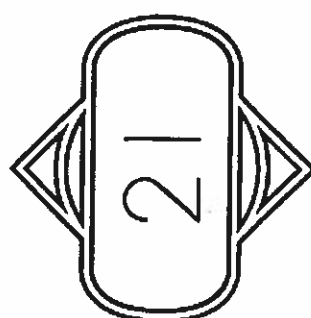
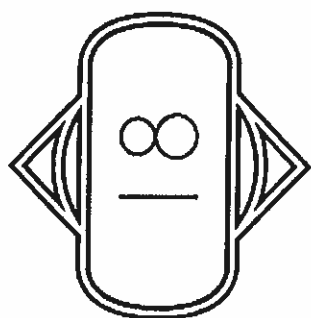
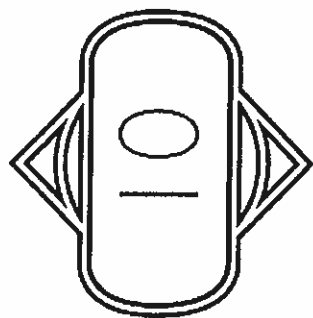
- A. However
- B. In conclusion
- C. Consequently
- D. Contrastly

8. Why did the Taliban destroy around 400 schools in Pakistan within two years of their control?

9. How did Malala Yousafzai react to the Taliban's policies against girls and women? Use information from the text to support your answer.

10. The text states that Malala Yousafzai became "an international icon." An icon can be a person who is highly respected and regarded.

Why might Malala be considered "an international icon"? Use information from the text to support your answer.



$$\underline{\quad} \div 5 = 7$$

$$\underline{\quad} \div 8 = 4$$

$$\underline{\quad} \div 10 = 1$$

$$\underline{\quad} \div 3 = 8$$

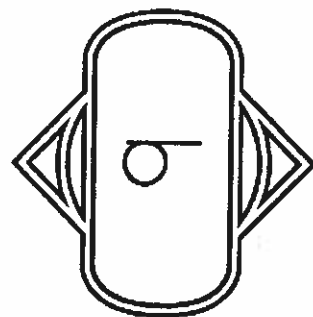
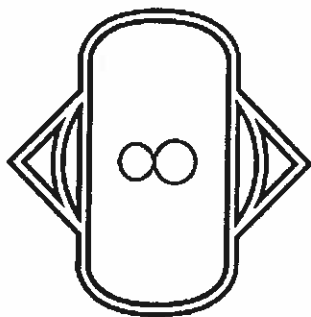
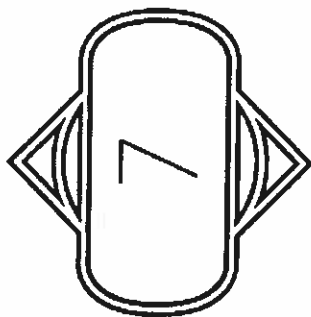
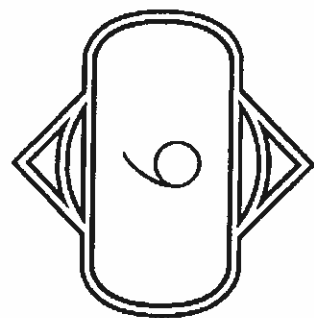
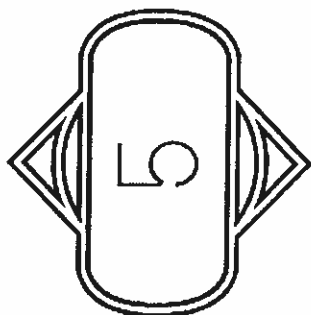
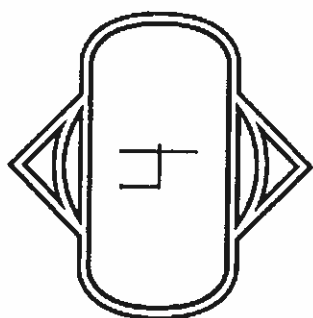
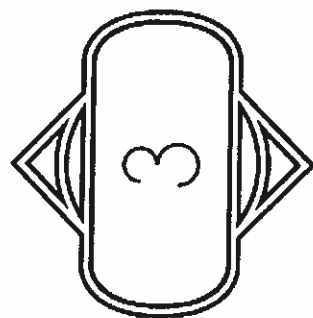
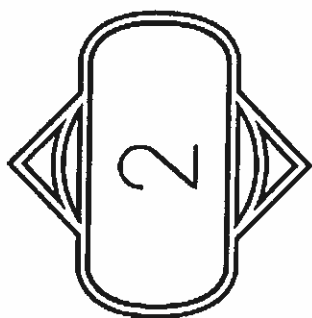
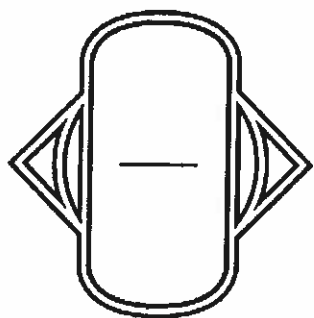
$$\underline{\quad} \div 4 = 5$$

$$\underline{\quad} \div 9 = 2$$

$$\underline{\quad} \div 6 = 9$$

$$\underline{\quad} \div 2 = 6$$

$$\underline{\quad} \div 7 = 3$$



$$21 \div 3 =$$

$$12 \div 3 =$$

$$1 \div 1 =$$

$$16 \div 2 =$$

$$20 \div 4 =$$

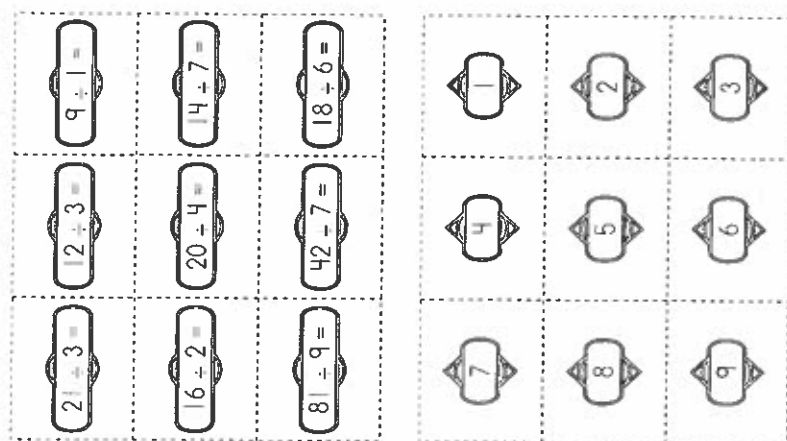
$$14 \div 7 =$$

$$81 \div 9 =$$

$$42 \div 7 =$$

$$18 \div 6 =$$

Division Memory Match Game



This game is played like the memory match card game that many children are familiar with. It is designed to reinforce their understanding of basic division.

Materials:

Division fact cards and quotient cards (pages 2-5)

Set up:

Copy the cards on card stock so students cannot see through the paper.

Cut the cards on the dotted lines.

Laminate the cards, if desired.

How to Play:

Lay all of the cards upside-down on the table and mix them up.

Players will try to flip pairs of matching cards.

example: The " $12 \div 4$ " card matches the "3" card

Player 1 flips two cards. If the cards match, he or she gets to keep both cards. If the cards do not match, then the cards are flipped back upside-down.

Then, player 2 gets a turn to try to flip matching cards. Players alternate until all cards have been removed from the game.

When the game is over, the player with the most cards is the winner.

4. You have 27 cherries. You have 3 bowls.
Each bowl gets the same number of cherries.
How many cherries are in each bowl.

Draw an equal groups picture.

Division problem: _____

5. You have 21 fish. You have 3 fish tanks.
Each tank has the same number of fish.
How many fish are in each tank?

Draw an equal groups picture.

Division problem: _____

6. You see 16 birds. You see 8 bird feeders.
Each bird feeder has the same number of birds.
How many birds are at each bird feeder?

Draw an equal groups picture.

Division problem: _____

Name: _____

Equal Groups

1. You have 14 cookies. You have 2 plates.
Each plate has the same number of cookies.
How many cookies are on each plate?

Draw an equal groups picture.

Division problem: _____

2. You have 24 stickers. There are 3 kids.
Each kid gets the same number of stickers.
How many stickers does each kid get?

Draw an equal groups picture.

Division problem: _____

3. You have 28 dog biscuits. You have 7 dog bowls.
Each dog bowl gets the same number of dog biscuits.
How many dog biscuits are in each bowl?

Draw an equal groups picture.

Division problem: _____

Name _____

Date _____



-digit multiplication : Box Method

Work out the answers to these multiplication questions using the box method.

$41 \times 6 = 246$

40	1
6 240	6

$$\begin{array}{r} 240 \\ + \quad 6 \\ \hline 246 \end{array}$$

$35 \times 8 =$

--	--

$47 \times 9 =$

--	--

$36 \times 7 =$

--	--

$33 \times 6 =$

--	--

$42 \times 4 =$

--	--

$46 \times 8 =$

--	--

$39 \times 9 =$

--	--

Name _____

Date _____



-digit multiplication : **Box Method**

Work out the answers to these multiplication questions using the box method

$19 \times 3 = 57$

	10	9
3	30	27

$$\begin{array}{r} 30 \\ + 27 \\ \hline 57 \end{array}$$

$17 \times 9 =$

--	--

$19 \times 5 =$

--	--

$22 \times 8 =$

--	--

$25 \times 4 =$

--	--

$18 \times 7 =$

--	--

$29 \times 3 =$

--	--

$15 \times 6 =$

--	--

Name _____

Date _____



-digit multiplication : **Box Method**

Work out the answers to these multiplication questions using the box method.

$53 \times 4 = 212$

50	3
200	12

4

200
+ 12

212

$57 \times 7 =$

--	--

$65 \times 8 =$

--	--

$55 \times 6 =$

--	--

$61 \times 9 =$

--	--

$69 \times 3 =$

--	--

$51 \times 5 =$

--	--

$54 \times 4 =$

--	--

Name _____

Date _____



-digit multiplication : **Box Method**

Work out the answers to these multiplication questions using the box method.

$78 \times 2 = 57$

	70	8
2	140	16

$$\begin{array}{r} 140 \\ + 16 \\ \hline 156 \end{array}$$

$75 \times 4 =$

--	--

$78 \times 3 =$

--	--

$80 \times 6 =$

--	--

$87 \times 4 =$

--	--

$79 \times 7 =$

--	--

$85 \times 9 =$

--	--

$88 \times 2 =$

--	--

Name _____

Date _____



-digit multiplication : **Box Method**

Work out the answers to these multiplication questions using the box method

$$27 \times 18 = 486$$

	20	7	
10	200	70	200 70
8	160	56	160 + 56 486

$$18 \times 17 =$$

$$21 \times 19 =$$

$$29 \times 15 =$$

$$28 \times 24 =$$

$$17 \times 12 =$$

Name _____

Date _____



-digit multiplication : **Box Method**

Work out the answers to these multiplication questions using the box method

$$41 \times 35 = 1435$$

	40	1	
30	1200	30	1200
			30
5	200	5	200
			+ 5
			<hr/> 1435

$$36 \times 25 =$$

$$42 \times 31 =$$

$$49 \times 28 =$$

$$36 \times 33 =$$

$$45 \times 18 =$$

Name _____

Date _____



-digit multiplication : **Box Method**

Work out the answers to these multiplication questions using the box method.

$$56 \times 27 = 1512$$

	50	6	
20	1000	120	1000
			120
7	350	42	350
			+ 42
			<hr/>
			1512

$$56 \times 40 =$$

$$59 \times 32 =$$

$$47 \times 41 =$$

$$45 \times 43 =$$

$$58 \times 49 =$$

Name _____

Date _____



-digit multiplication : **Box Method**

Work out the **answers** to these multiplication questions using the box method.

$$68 \times 31 = 2108$$

	60	8	
30	1800	240	1800
			240
1	60	8	60
			+ 8
			<hr/>
			2108

$$61 \times 52 =$$

$$66 \times 59 =$$

$$75 \times 63 =$$

$$67 \times 38 =$$

$$79 \times 26 =$$

$$12 \times 9 =$$

$$12 \times 10 =$$

$$12 \times 11 =$$

$$12 \times 12 =$$

$$12 \times 5 =$$

$$12 \times 6 =$$

$$12 \times 7 =$$

$$12 \times 8 =$$

$$12 \times 1 =$$

$$12 \times 2 =$$

$$12 \times 3 =$$

$$12 \times 4 =$$

$$11 \times 9 =$$

$$11 \times 10 =$$

$$11 \times 11 =$$

$$11 \times 12 =$$

$$11 \times 5 =$$

$$11 \times 6 =$$

$$11 \times 7 =$$

$$11 \times 8 =$$

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$$11 \times 2 =$$

$$11 \times 3 =$$

$$11 \times 4 =$$

$$10 \times 9 =$$

$$10 \times 10 =$$

$$10 \times 11 =$$

$$10 \times 12 =$$

$$10 \times 5 =$$

$$10 \times 6 =$$

$$10 \times 7 =$$

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$$10 \times 2 =$$

$$10 \times 3 =$$

$$10 \times 4 =$$

$$9 \times 9 =$$

$$9 \times 10 =$$

$$9 \times 11 =$$

$$9 \times 12 =$$

$$9 \times 5 =$$

$$9 \times 6 =$$

$$9 \times 7 =$$

$$9 \times 8 =$$

$$9 \times 1 =$$

$$9 \times 2 =$$

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$$8 \times 9 =$$

$$8 \times 10 =$$

$$8 \times 11 =$$

$$8 \times 12 =$$

$$8 \times 5 =$$

$$8 \times 6 =$$

$$8 \times 7 =$$

$$8 \times 8 =$$

$$8 \times 1 =$$

$$8 \times 2 =$$

$$8 \times 3 =$$

$$8 \times 4 =$$

$$7 \times 9 =$$

$$7 \times 10 =$$

$$7 \times 11 =$$

$$7 \times 12 =$$

$$7 \times 5 =$$

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$$7 \times 8 =$$

$$7 \times 1 =$$

$$7 \times 2 =$$

$$7 \times 3 =$$

$$7 \times 4 =$$

$$6 \times 9 =$$

$$6 \times 10 =$$

$$6 \times 11 =$$

$$6 \times 12 =$$

$$6 \times 5 =$$

$$6 \times 6 =$$

$$6 \times 7 =$$

$$6 \times 8 =$$

$$6 \times 1 =$$

$$6 \times 2 =$$

$$6 \times 3 =$$

$$6 \times 4 =$$

$$5 \times 9 =$$

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$$4 \times 9 =$$

$$4 \times 10 =$$

$$4 \times 11 =$$

$$4 \times 12 =$$

$$4 \times 5 =$$

$$4 \times 6 =$$

$$4 \times 7 =$$

$$4 \times 8 =$$

$$4 \times 1 =$$

$$4 \times 2 =$$

$$4 \times 3 =$$

$$4 \times 4 =$$

$$3 \times 9 =$$

$$3 \times 10 =$$

$$3 \times 11 =$$

$$3 \times 12 =$$

$$3 \times 5 =$$

$$3 \times 6 =$$

$$3 \times 7 =$$

$$3 \times 8 =$$

$$3 \times 1 =$$

$$3 \times 2 =$$

$$3 \times 3 =$$

$$3 \times 4 =$$

$$2 \times 9 =$$

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$$2 \times 12 =$$

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$$1 \times 5 =$$

$$1 \times 6 =$$

$$1 \times 7 =$$

$$1 \times 8 =$$

$$1 \times 1 =$$

$$1 \times 2 =$$

$$1 \times 3 =$$

$$1 \times 4 =$$

$$0 \times 9 =$$

$$0 \times 10 =$$

$$0 \times 11 =$$

$$0 \times 12 =$$

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$$0 \times 8 =$$

$$0 \times 1 =$$

$$0 \times 2 =$$

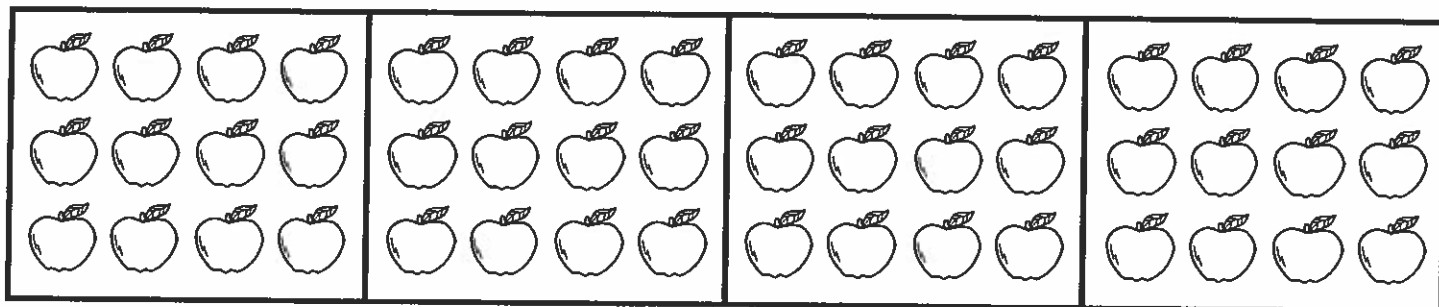
$$0 \times 3 =$$

$$0 \times 4 =$$

Name: _____

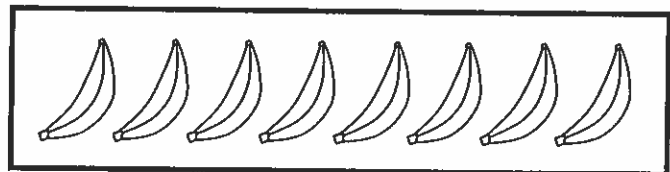
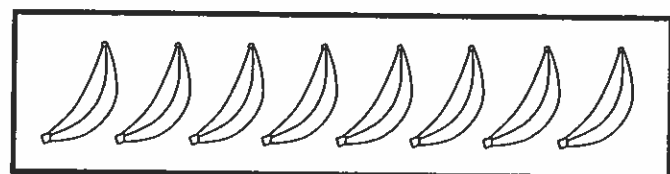
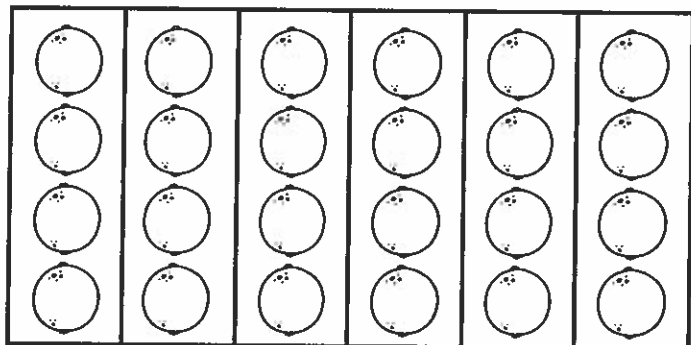
Basic Facts through 12

Multiplication as Repeated Addition



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = 48$$

$$\underline{\quad} \times \underline{\quad} = 48$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = 24$$

$$\underline{\quad} \times \underline{\quad} = 24$$

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

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = \underline{\quad}$$

$$12 \times 5 = \underline{\quad}$$

$$11 + 11 + 11 + 11 = \underline{\quad}$$

$$4 \times 11 = \underline{\quad}$$

$$7 + 7 + 7 + 7 = \underline{\quad}$$

$$4 \times 7 = \underline{\quad}$$

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

$$11 \times 2 = \underline{\quad}$$

$$9 + 9 + 9 + 9 + 9 + 9 + 9 = \underline{\quad}$$

$$7 \times 9 = \underline{\quad}$$

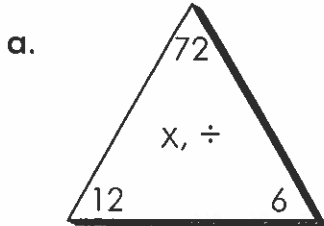
$$3 + 3 + 3 + 3 + 3 + 3 = \underline{\quad}$$

$$6 \times 3 = \underline{\quad}$$

Name: _____

Fact Families

Use multiplication and division to write the fact family for each.

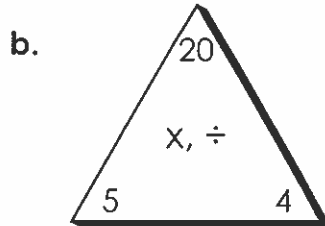


____ x ____ = ____

____ x ____ = ____

____ ÷ ____ = ____

____ ÷ ____ = ____

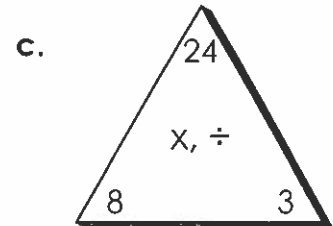


____ x ____ = ____

____ x ____ = ____

____ ÷ ____ = ____

____ ÷ ____ = ____



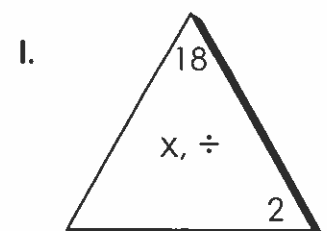
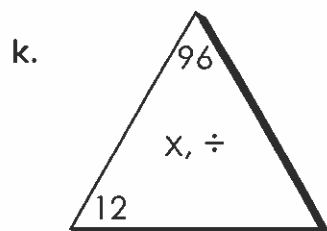
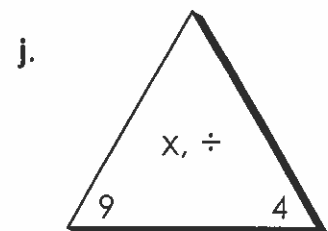
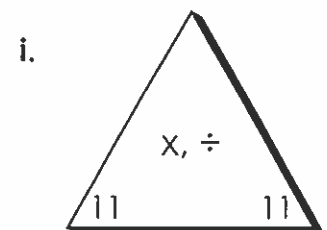
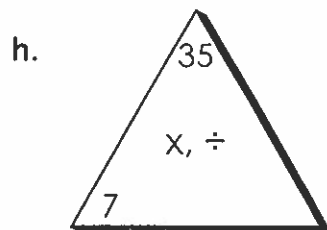
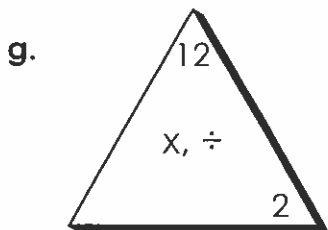
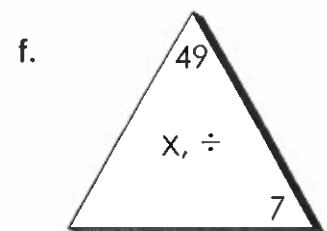
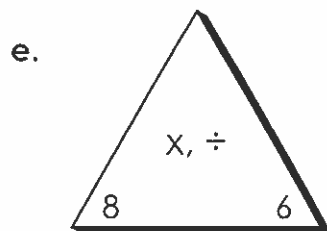
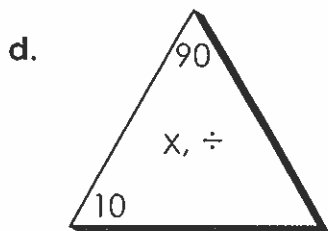
____ x ____ = ____

____ x ____ = ____

____ ÷ ____ = ____

____ ÷ ____ = ____

Use multiplication and division to fill in the missing fact in each family.



Name: _____

Fact Family Street

Use multiplication and division to fill in the fact family living in each house.

a.

32
x, ÷
8 4

8	x	4	=	32
4	x	8	=	32
32	÷	8	=	4
32	÷	4	=	8

b.

132
x, ÷
12 11

	x		=	
	x		=	
	÷		=	
	÷		=	

c.

21
x, ÷
7 3

	x		=	
	x		=	
	÷		=	
	÷		=	

d.

120
x, ÷
12 10

	x		=	
	x		=	
	÷		=	
	÷		=	

e.

36
x, ÷
9 4

	x		=	
	x		=	
	÷		=	
	÷		=	

f.

54
x, ÷
9 6

	x		=	
	x		=	
	÷		=	
	÷		=	

g.

12
x, ÷
4 3

	x		=	
	x		=	
	÷		=	
	÷		=	

h.

56
x, ÷
8 7

	x		=	
	x		=	
	÷		=	
	÷		=	

i.

66
x, ÷
11 6

	x		=	
	x		=	
	÷		=	
	÷		=	

Name: _____

Date: _____



Level: K

Skill: 0 - 12

- | | |
|---------------------------|----------------------------|
| 1. $12 \times 12 =$ _____ | 26. $12 \times 11 =$ _____ |
| 2. $11 \times 10 =$ _____ | 27. $2 \times 3 =$ _____ |
| 3. $4 \times 6 =$ _____ | 28. $12 \times 5 =$ _____ |
| 4. $11 \times 11 =$ _____ | 29. $0 \times 8 =$ _____ |
| 5. $9 \times 3 =$ _____ | 30. $6 \times 4 =$ _____ |
| 6. $8 \times 12 =$ _____ | 31. $10 \times 10 =$ _____ |
| 7. $4 \times 5 =$ _____ | 32. $3 \times 4 =$ _____ |
| 8. $0 \times 7 =$ _____ | 33. $12 \times 10 =$ _____ |
| 9. $8 \times 7 =$ _____ | 34. $6 \times 3 =$ _____ |
| 10. $12 \times 9 =$ _____ | 35. $7 \times 5 =$ _____ |
| 11. $8 \times 6 =$ _____ | 36. $9 \times 7 =$ _____ |
| 12. $7 \times 7 =$ _____ | 37. $3 \times 9 =$ _____ |
| 13. $4 \times 2 =$ _____ | 38. $7 \times 12 =$ _____ |
| 14. $2 \times 10 =$ _____ | 39. $3 \times 7 =$ _____ |
| 15. $12 \times 4 =$ _____ | 40. $8 \times 4 =$ _____ |
| 16. $4 \times 7 =$ _____ | 41. $7 \times 4 =$ _____ |
| 17. $6 \times 11 =$ _____ | 42. $7 \times 8 =$ _____ |
| 18. $4 \times 4 =$ _____ | 43. $9 \times 10 =$ _____ |
| 19. $9 \times 4 =$ _____ | 44. $5 \times 9 =$ _____ |
| 20. $1 \times 10 =$ _____ | 45. $1 \times 11 =$ _____ |
| 21. $12 \times 6 =$ _____ | 46. $9 \times 6 =$ _____ |
| 22. $6 \times 6 =$ _____ | 47. $3 \times 3 =$ _____ |
| 23. $8 \times 3 =$ _____ | 48. $12 \times 2 =$ _____ |
| 24. $2 \times 2 =$ _____ | 49. $5 \times 8 =$ _____ |
| 25. $8 \times 2 =$ _____ | 50. $12 \times 3 =$ _____ |

Time: _____

Score: _____

Name: _____

Date: _____



Level: K

Skill: 0 - 12

- | | |
|---------------------------|----------------------------|
| 1. $12 \times 12 =$ _____ | 26. $12 \times 11 =$ _____ |
| 2. $11 \times 10 =$ _____ | 27. $2 \times 3 =$ _____ |
| 3. $4 \times 6 =$ _____ | 28. $12 \times 5 =$ _____ |
| 4. $11 \times 11 =$ _____ | 29. $0 \times 8 =$ _____ |
| 5. $9 \times 3 =$ _____ | 30. $6 \times 4 =$ _____ |
| 6. $8 \times 12 =$ _____ | 31. $10 \times 10 =$ _____ |
| 7. $4 \times 5 =$ _____ | 32. $3 \times 4 =$ _____ |
| 8. $0 \times 7 =$ _____ | 33. $12 \times 10 =$ _____ |
| 9. $8 \times 7 =$ _____ | 34. $6 \times 3 =$ _____ |
| 10. $12 \times 9 =$ _____ | 35. $7 \times 5 =$ _____ |
| 11. $8 \times 6 =$ _____ | 36. $9 \times 7 =$ _____ |
| 12. $7 \times 7 =$ _____ | 37. $3 \times 9 =$ _____ |
| 13. $4 \times 2 =$ _____ | 38. $7 \times 12 =$ _____ |
| 14. $2 \times 10 =$ _____ | 39. $3 \times 7 =$ _____ |
| 15. $12 \times 4 =$ _____ | 40. $8 \times 4 =$ _____ |
| 16. $4 \times 7 =$ _____ | 41. $7 \times 4 =$ _____ |
| 17. $6 \times 11 =$ _____ | 42. $7 \times 8 =$ _____ |
| 18. $4 \times 4 =$ _____ | 43. $9 \times 10 =$ _____ |
| 19. $9 \times 4 =$ _____ | 44. $5 \times 9 =$ _____ |
| 20. $1 \times 10 =$ _____ | 45. $1 \times 11 =$ _____ |
| 21. $12 \times 6 =$ _____ | 46. $9 \times 6 =$ _____ |
| 22. $6 \times 6 =$ _____ | 47. $3 \times 3 =$ _____ |
| 23. $8 \times 3 =$ _____ | 48. $12 \times 2 =$ _____ |
| 24. $2 \times 2 =$ _____ | 49. $5 \times 8 =$ _____ |
| 25. $8 \times 2 =$ _____ | 50. $12 \times 3 =$ _____ |

Time: _____

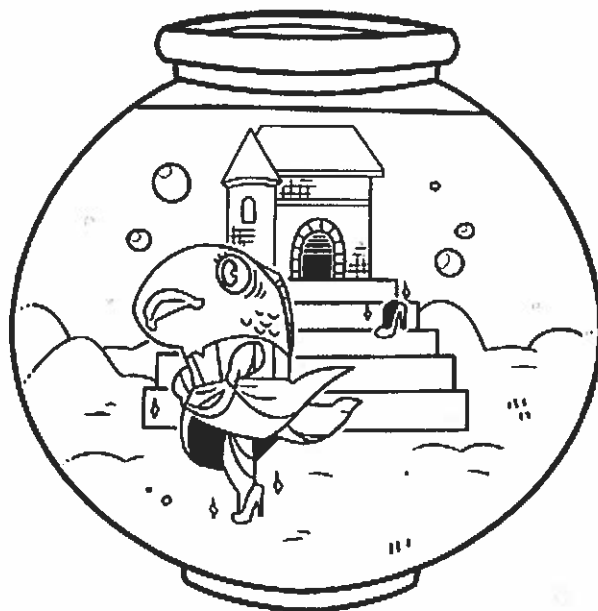
Score: _____

Name: _____

Subtraction (no regrouping)

Fairy Tale Subtraction

Subtract to find the differences.
Then match the letters to the
blanks below to solve the riddle.



$$\begin{array}{r} \text{A} \quad 321 \\ - 210 \\ \hline \end{array}$$

$$\begin{array}{r} \text{L} \quad 745 \\ - 324 \\ \hline \end{array}$$

$$\begin{array}{r} \text{P} \quad 828 \\ - 516 \\ \hline \end{array}$$

$$\begin{array}{r} \text{P} \quad 935 \\ - 723 \\ \hline \end{array}$$

$$\begin{array}{r} \text{G} \quad 723 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} \text{E} \quad 567 \\ - 366 \\ \hline \end{array}$$

$$\begin{array}{r} \text{S} \quad 789 \\ - 135 \\ \hline \end{array}$$

$$\begin{array}{r} \text{I} \quad 544 \\ - 503 \\ \hline \end{array}$$

$$\begin{array}{r} \text{S} \quad 745 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} \text{L} \quad 586 \\ - 63 \\ \hline \end{array}$$

$$\begin{array}{r} \text{R} \quad 923 \\ - 123 \\ \hline \end{array}$$

$$\begin{array}{r} \text{S} \quad 769 \\ - 455 \\ \hline \end{array}$$

$$\begin{array}{r} \text{F} \quad 886 \\ - 365 \\ \hline \end{array}$$

What did Cinderella fish wear to underwater ball?

710 421 111 720 314

521 523 41 312 212 201 800 654

Name: _____

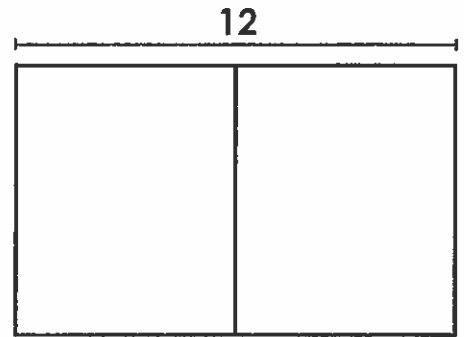
Using Picture Models to Solve
Basic Subtraction Problems
Minuends to 20, Answers to 10

Subtraction

Complete the picture models to help find the answer to the subtraction questions.
Write a subtraction fact for each.

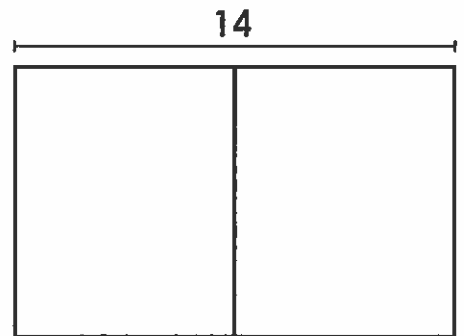
- a.** Aiden has 12 ping pong balls.
Some are yellow and some are white.
If 6 are yellow, how many are white?

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



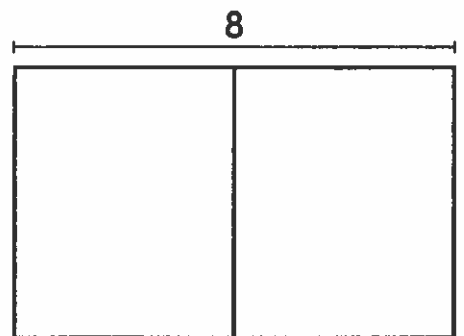
- b.** Cora has 14 sea shells.
Some are pink and some are brown.
If 9 are pink, how many are brown?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



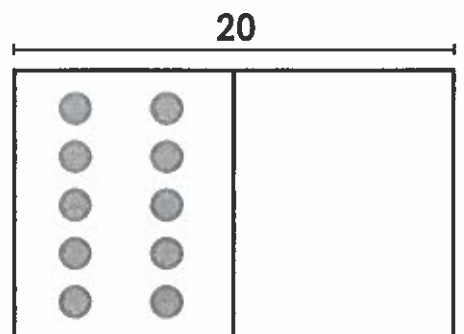
- c.** Dora has 8 fish.
Some are orange and some are black.
If 2 are orange, how many are black?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



- d.** Mike has 20 cubes.
Some are red and some are blue.
If 10 are red, how many are blue?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Name: _____

Subtraction

Subtract to find the differences.

a.
$$\begin{array}{r} 49 \\ - 17 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 53 \\ - 22 \\ \hline \end{array}$$



c.
$$\begin{array}{r} 67 \\ - 22 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 18 \\ - 5 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 71 \\ - 10 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 98 \\ - 4 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 80 \\ - 10 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 45 \\ - 12 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 99 \\ - 9 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 64 \\ - 22 \\ \hline \end{array}$$

- k. There are 56 cars for sale.
People buy 22 of them.
How many cars are left?

- l. There are 49 cars in the parking lot.
6 drive away.
How many cars are left?

Name: _____

Subtraction

Subtract to find the differences.



a.
$$\begin{array}{r} 35 \\ - 17 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 58 \\ - 29 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 96 \\ - 34 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 80 \\ - 47 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 51 \\ - 10 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 72 \\ - 7 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 28 \\ - 13 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 47 \\ - 18 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 60 \\ - 26 \\ \hline \end{array}$$

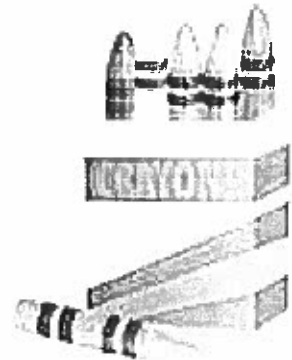
- k. Meg had a lemonade stand. She bought 24 lemons. She used 16 of them to make lemonade. How many lemons did she have left?

- l. Meg had 40 cups. She used 7 of them. How many cups did she have left?

Name: _____

Subtraction

Subtract to find the differences.



a.
$$\begin{array}{r} 92 \\ - 41 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 66 \\ - 37 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 54 \\ - 43 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 83 \\ - 36 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 51 \\ - 27 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 77 \\ - 8 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 96 \\ - 17 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 44 \\ - 0 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 66 \\ - 52 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 68 \\ - 36 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 99 \\ - 99 \\ \hline \end{array}$$

- l. Billy has a box of 36 crayons.
He broke 10 of them.
How many crayons does Billy have left?

- m. Leah has 64 crayons.
She gives away 13.
How many crayons does Leah have?

Name: _____

Addition Word Problems



Answer the questions. Show your work.

1. Gina picks 28 flowers.
Hannah picks 36 flowers.
How many flowers did they pick in all?

Answer: _____

2. Kyle has 45 rocks.
Leo has 39 rocks.
How many rocks do they have in all?

Answer: _____

3. Patty has 64 crayons.
She buys 8 more.
How many crayons does she have now?

Answer: _____

4. Matt sees 29 ducks.
14 more fly in.
How many ducks does Matt see now?

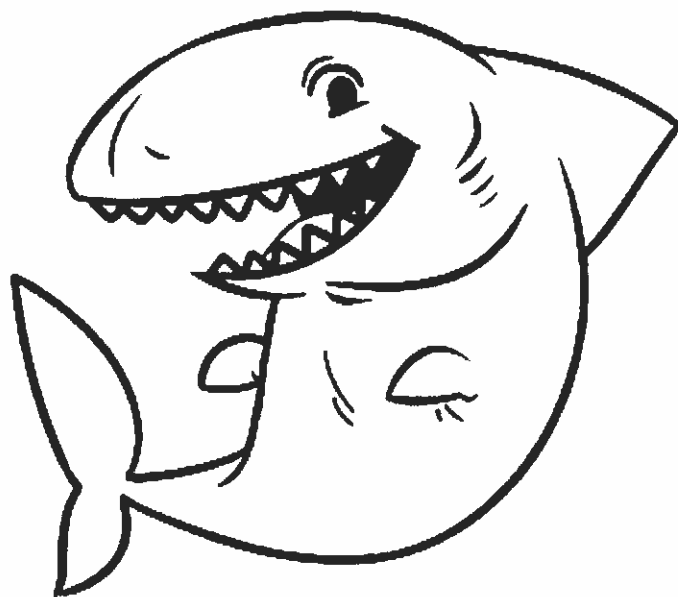
Answer: _____

Name: _____

3-Digit Addition (no regrouping)

Addition Shark Attack

Add to find the sums. Then solve the riddle by matching the letters to the blank lines below.



A $\begin{array}{r} 321 \\ +122 \\ \hline \end{array}$	S $\begin{array}{r} 561 \\ +128 \\ \hline \end{array}$	L $\begin{array}{r} 943 \\ +36 \\ \hline \end{array}$
---	---	--

W $\begin{array}{r} 453 \\ +543 \\ \hline \end{array}$	E $\begin{array}{r} 621 \\ +176 \\ \hline \end{array}$	D $\begin{array}{r} 334 \\ +621 \\ \hline \end{array}$
---	---	---

L $\begin{array}{r} 741 \\ +245 \\ \hline \end{array}$	T $\begin{array}{r} 400 \\ +54 \\ \hline \end{array}$	L $\begin{array}{r} 321 \\ +623 \\ \hline \end{array}$	E $\begin{array}{r} 532 \\ +326 \\ \hline \end{array}$	W $\begin{array}{r} 509 \\ +220 \\ \hline \end{array}$
---	--	---	---	---

A $\begin{array}{r} 534 \\ +415 \\ \hline \end{array}$	O $\begin{array}{r} 330 \\ +634 \\ \hline \end{array}$	H $\begin{array}{r} 820 \\ +64 \\ \hline \end{array}$	E $\begin{array}{r} 686 \\ +113 \\ \hline \end{array}$	R $\begin{array}{r} 143 \\ +223 \\ \hline \end{array}$
---	---	--	---	---

What is a shark's favorite game?

689 729 949 979 986 964 996

454 884 797 944 858 443 955 799 366

Name: _____

Addition

Find the sums.

a.
$$\begin{array}{r} 58 \\ + 59 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 64 \\ + 18 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 25 \\ + 81 \\ \hline \end{array}$$



d.
$$\begin{array}{r} 72 \\ + 44 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 92 \\ + 72 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 45 \\ + 19 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 39 \\ + 94 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 26 \\ + 9 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 15 \\ + 52 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 65 \\ + 77 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 88 \\ + 39 \\ \hline \end{array}$$

- l. Max's dog buried 14 bones in the garden.
He buried 26 more the next day.
How many bones did he bury altogether?

- m. Jack had 8 Frisbees to throw to his dog.
He buys 35 more.
How many Frisbees does he have in all?

Name: _____

Addition



Find the sums.

a.
$$\begin{array}{r} 72 \\ + 19 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 46 \\ + 27 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 14 \\ + 33 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 83 \\ + 36 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 50 \\ + 57 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 67 \\ + 8 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 56 \\ + 65 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 44 \\ + 46 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 5 \\ + 29 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 38 \\ + 27 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 99 \\ + 99 \\ \hline \end{array}$$

- l. Sam has 29 books.
Jan has 44 books.
How many books do they have altogether? _____

- m. Nate has 47 chapter books.
He buys 13 more.
How many chapter books does he have in all? _____

Name: _____

2-Digit Addition without Regrouping

Addition

Find the sums.

a.
$$\begin{array}{r} 32 \\ + 15 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 44 \\ + 34 \\ \hline \end{array}$$



c.
$$\begin{array}{r} 41 \\ + 10 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 20 \\ + 29 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 62 \\ + 6 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 72 \\ + 26 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 34 \\ + 23 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 5 \\ + 61 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 54 \\ + 20 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 83 \\ + 16 \\ \hline \end{array}$$

- k. Diego has 25 toy cars.
Sara has 13 toy cars.
How many toy cars do they have altogether? _____

- l. Sara has 34 dolls.
Diego gives her 3 more.
How many dolls does she have in all? _____

Name: _____

Swing Set Time Machine

by Kelly Hashway



In the story, "Swing Set Time Machine," Alex pretends his swing set is a time machine.

If you had a time machine, what year would you travel to? What would you see and do when you arrived there?

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.

Name: _____

Swing Set Time Machine

by Kelly Hashway



Match each vocabulary word from the story to the correct definition.

_____ 1. positioned

_____ 2. barely

_____ 3. jungle

_____ 4. adventure

_____ 5. images

_____ 6. raced

_____ 7. forgotten

_____ 8. gorillas

a. an exciting trip

b. rainforest

c. large monkeys

d. hardly

e. not remembered

f. put in a certain place

g. pictures

h. hurried

◆ **Now try this:** Write three sentences on your own. In each sentence, use one of the vocabulary words above.

Name: _____

Swing Set Time Machine

by Kelly Hashway



1. What is this story mostly about?
 - a. a boy who can travel in time using his swing set
 - b. a boy who doesn't want his friend to know about his swing set
 - c. a boy who likes to pretend his swing set is a time machine
 - d. a boy who visits the jungle and finds a swing set

2. Why did Becca come over to visit Alex?
 - a. She wanted to see how the time machine worked.
 - b. Her mother told her to.
 - c. Alex's mother invited her.
 - d. She wanted to tell Alex about the book she was reading.

3. Where does Becca live?
 - a. across the street
 - b. down the street
 - c. across town
 - d. next door

4. Describe the type of place where Tarzan and Jane would live.

5. Re-read the following sentence from the story.
The sound of the neighbor's barking dog transformed into gorillas grunting.
Which is the best definition for the underline word?
 - a. changed
 - b. disappeared
 - c. moved
 - d. stopped making noise

6. How did Alex feel when his mother first told him Becca was coming over?

with Tarzan.

"Great. I'm sure Becca would love to play on the swings with you."

Play with a girl? And on his time machine? Alex wasn't so sure about that.

Becca walked over from next door. "Hi. What are you doing?"

"Playing on the swings."

"Oh. I was reading, but my mom said I should come play with you."

"Reading what?" Alex asked.

"A book about Tarzan and Jane."

Jane! Alex had forgotten all about Jane. "You like Tarzan?"

"Yeah. I wish I could go to a jungle."

Alex looked at the swings. He adjusted the second swing to the lowest setting. "Here," he said.

"Isn't that a little low?" Becca asked.

Alex whispered, "It's a swing set time machine. It will take us back to Tarzan's time and we'll be in the jungle."

Becca's eyes widened. "Don't you mean Tarzan and Jane?"

Alex smiled. "Yeah, Tarzan and Jane."

Note From the Author

I used to pretend my swing set could take me anywhere, and I always had to set my swing on the lowest setting, just like Alex does in this story.



May the Best Dog Win

Kelly Hashway's latest book, *May the Best Dog Win*, is now available! Ask for it at your library or local bookseller.

Hashway, Kelly. *May the Best Dog Win*. ISBN: 9780984589081

Name: _____

Swing Set Time Machine

by Kelly Hashway

Alex positioned the swing on its lowest setting, just barely off the ground when he sat on it. He held onto the chains with both hands and leaned back as far as his arms would reach. In his reclined position, he walked his feet back and began his countdown.



"Five, four, three, two, one, blastoff!" He picked up his feet, and the swing whipped forward. Alex watched the blades of grass blowing inches beneath him. "Next stop, the jungle to meet up with Tarzan!"

Alex closed his eyes as the wind washed over him. Images raced through his mind. Swirling colors marked the years he was traveling back in time on his swing set time machine. As far as he knew, he was the only kid who owned a swing set time machine. And it only worked with the swing positioned on the lowest setting.

The sound of the neighbor's barking dog transformed into gorillas grunting. The swing slowed to a stop, and Alex opened his eyes.

The jungle stood before him. Trees, vines, gorillas, and the face of his good friend Tarzan.

"Hi, Tarzan," Alex said, jumping off the swing.

"Right on time, Alex. I was just about to go on an adventure."

"Yes!" Alex yelled, raising his fist in the air.

"Alex," a voice called from far away.

"Not again," Alex said, turning toward the house. "What, Mom?"

"Becca's on her way over."

"I was playing on my swings." He'd never told Mom about his time machine or his adventures

Name: _____

The Closet Creature

by Kelly Hashway



Retell "The Closet Creature" from the cat's point-of-view.

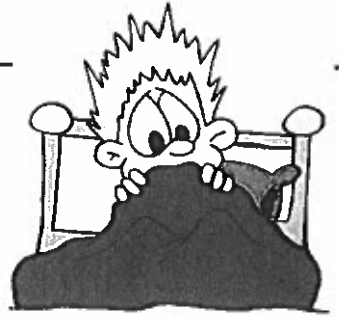
Then, on a separate sheet of white paper, draw a picture to accompany your story.

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.

Name: _____

The Closet Creature

Parts of a Story



Characters: List the main characters and briefly describe them.

Setting: Tell where and when the story takes place. Be specific.

Problem: Describe the main character's problem.

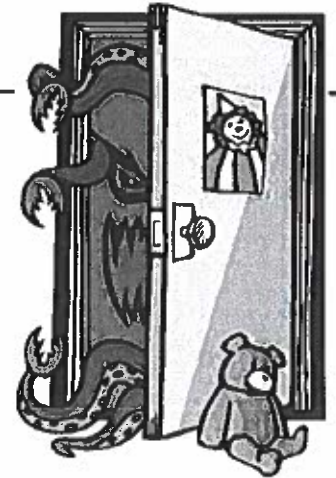
Solution: Tell how the problem was solved, and how the story ended.

Personal Opinion: Tell whether or not you liked the story, and justify your opinion.

Name: _____

The Closet Creature

by Kelly Hashway



1. What happened right after David went into Adam's room?
- a. Adam jumped into David's bed.
 - b. David grabbed a flashlight from his desk drawer.
 - c. Adam awoke to strange sounds coming from his bedroom closet.
 - d. David heard the noise coming from Adam's closet.

2. What did David plan to do with the pillowcase?
- a. keep the creature from coming out of the closet
 - b. scare the creature in the closet
 - c. catch the creature in the closet
 - d. hit the creature in the closet

3. What was making the strange sounds in Adam's closet?

4. Write three adjectives that describe David. Tell why you chose each word.

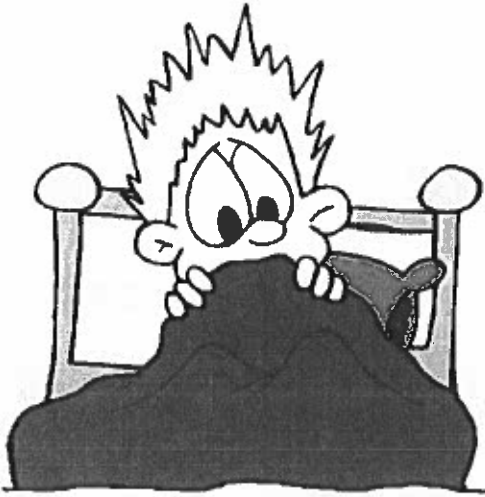
_____ because _____

_____ because _____

_____ because _____

5. What type of story is this?

- a. tall tale
- b. non-fiction
- c. mystery
- d. fable



Adam nodded. David reached into his desk drawer and pulled out a flashlight. Then they headed to Adam's room. Adam stopped in the doorway. He could hear something scratching his closet door.

"Do you hear that?" Adam asked.

David nodded. He walked over to Adam's bed and pulled the case off one of the pillows. He opened the pillowcase.

"You open the door very slowly, and I'll grab whatever it is."

Adam slid the chair to the side and pulled the closet door open a crack. Something banged against the door, trying to force it open. Adam took a deep breath and opened the door a few more inches. A small furry creature ran right into the pillowcase.

"I got it!" David said, closing the pillowcase and holding it in the air.

"What is it?" Adam moved closer as David peeked inside.

David put the pillowcase on the bed and an orange cat climbed out.

Adam scooped the cat up. "Apricot? How did you get trapped in my closet?"

David laughed. "The poor cat. If I was locked in your closet with your stinky shoes, I'd be banging on the door to get out, too!"

"Poor, Apricot," Adam said. "You were probably more scared than I was."

About the the Author

Kelly Hashway

Kelly Hashway is a children's book author. You may enjoy reading her latest book, *May the Best Dog Win*, which will be available in Spring 2011.

Name: _____

The Closet Creature

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Bump! Bump! Scratch!

Adam opened his eyes and pulled the covers up to his chin. He stared around his room, searching the darkness for the thing that was making those scary sounds.

The closet door moved as something banged on it from the inside.

"Who's there?" Adam asked in a shaky voice.

The closet slowly began to open. Adam jumped out of bed and ran to the closet door, slamming it shut with his palms. He grabbed his desk chair and propped it against the door handle. Then he ran out of his room and down the hall. His brother's door was wide open, and Adam jumped onto David's bed.

"Adam?" David asked in a groggy voice. "What are you doing in here?"

Adam tugged on David's arm. "There's something in my closet!"

"You probably had a bad dream. Go back to bed."

Adam yanked the blankets off the bed. "It wasn't a dream. I was awake, and the closet door started opening by itself!"

David sighed. "Fine. But when we don't find anything, you have to promise to leave me alone for the rest of the night."

