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## Patterns: Shapes

Directions: Draw a line from the box on the left to the box on the right with the same shape and color pattern.


## Patterns: Shapes

Directions: Draw a line from the box on the left to the box on the right with the same shape and color pattern.

$\qquad$

## Patterns

Directions: Draw what comes next in each pattern.
Example:


## Confection Perfection

Directions: Color the pictures of the candy. Cut out the candy at the bottom of the page. Glue the pictures to continue the pattern in each row.


## Roaring Roller-Coaster Rides

Directions: Color the roller-coaster cars. Cut out the cars at the bottom of the page. Glue them to continue the pattern on each track.


## Stringing Along

Directions: Complete each pattern below. Color the big hearts


## Classifying Shapes

Mary and Rudy are taking a trip into space. Help them find the stars, moons, circles, and rhombuses.
Directions: Color the shapes. Use yellow for $\mathcal{W}_{s}$. Use blue for $\mathbb{C}_{s}$.
 Use red for $O_{S .} \quad$ Use purple for $\diamond_{S}$.


How many stars?
How many circles? $\qquad$ How many rhombuses? $\qquad$

## Classifying: Shapes

Directions: Look at the shapes. Answer the questions.

I. How many all-white shapes?
2. How many all-blue shapes?
3. How many half-white shapes? $\qquad$
4. How many all-blue stars?
5. How many all-white circles? $\qquad$
6. How many half-blue shapes?
$\qquad$

## What Belongs?

Directions: Look at the things in each circle. Draw an $\mathbf{X}$ on the thing that does not belong. Write a name for each group below the circle.


## Food Fun

Directions: Read the name of each food in the box. Write the words where they belong.


## Number Recognition 1, 2, 3, 4, 5

Directions: Use the color codes to color the parrot.
Color: $\mathrm{I}=$ red, 2 = blue, $\mathbf{3}$ = yellow, $\mathbf{4}$ = green, 5 = orange


## Number Recognition 6, 7, 8, 9, 10

Directions: Use the color codes to color the carousel horse.
Color: 6 = purple, 7 = yellow, $\mathbf{8}=$ black, $9=$ pink, $10=$ brown

$\qquad$

## Numbers 0 to 3



Directions: Circle the correct number.


## Numbers 4 to 7

| $\square \square$ | $\square \square$ | $\square \square \square$ | $\square \square \square$ |
| :---: | :---: | :---: | :---: |
| $\square \square$ | $\square$ | $\square \square \square$ | $\square \square \square$ |
| four | $\square \square$ | $\square \square \square$ | six |
| 4 | 5 | 6 | seven |

Directions: Circle the correct number.

$\qquad$

## Numbers 8 to 10



Directions: Circle the correct number.


## Numbers 0 to 10

Directions: Read each number. Color that many squares.

$\qquad$

## Numbers 0 through 10

Directions: Write how many.


## Number Recognition

Directions: Cut out the pieces. Mix them up and match the numbers with the pictures.


## Number Recognition

Directions: Count the number of objects in each group. Draw a line to the correct number.


10

## Number Words

Directions: Number the buildings from one to six.


Directions: Draw a line from the word to the number.
two
|
five
3
six
5
four
6
one
2 three
4

## Number Words

Directions: Number the buildings from five to ten.


Directions: Draw a line from the word to the number.
nine
8
seven

five
7
eight
six
5
ten
9 6
$\qquad$

## Number Word Find

## Directions: Find the number words $\mathbf{0}$ to $\mathbf{1 2}$ hidden in the box.

$\dagger$ e a z w z x ab i g te n o l zr be re v e d la j
 i ar p q d p s u j x e i w
 $m \mathrm{~s} \dagger \mathrm{f} v \mathrm{i} \circ \mathrm{e} \dagger \mathrm{f}$ f g h d $\dagger \mathrm{n} \quad \mathrm{u}$ w u x g z w h g h r o n i $n$ e $k$ f d fo ur $\dagger$ j f a s g i q c w k o s n $\quad$ $\quad$ mi n y ce bo $n$ h $h \quad p \quad o \quad m \quad p \quad v$
 $\dagger \quad h \quad r \quad e \quad e \quad r \quad \dagger \quad a \quad$ l $j \quad k \quad x \quad$ q $\quad$ z $m$ o a $n$ e $n$ i $m$ u $\dagger$ wa y $x$

Words to find:
zero
one
two
three
four
five
six
seven
$\qquad$

## Number Match

Directions: Cut out the pictures and number words below. Mix them up and match them.


## Gems for MO

Directions: Count the gems in the pile. Then, write that number on each box.


## Tracking

Directions: Connect the feet in number order.


## Mi" ${ }^{\text {s }}$ ss"ing Numbers

Directions: Write the missing numbers on each snake.

$$
\begin{array}{llllllllll}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10
\end{array}
$$



## Monkeyin' Around

Directions: Count the number of each thing in the picture. Write the number in the correct box.


## A Tasty Treat

Directions: Read each number word. Write the matching number on each cup.


## Numbers in a Row

Directions: Color the correct number of things in each row.




## Animal Favorites

Directions: Count the pictures in each group. Circle the number. Color the pictures.


263
865

374

785

586


## Take an Animal Count!

Directions: Count each group of animals. Draw a line from the number to the correct number word. The first one is done for you.


## Swamp Life

Directions: Count the number of each thing in the picture. Write the correct number in each box.

$\qquad$

## Sequencing Numbers

Sequencing is putting numbers in the correct order.

$$
I, 2,3,4,5,6,7,8,9,10
$$

Directions: Write the missing numbers.
Example: 4, 5, 6


$$
3
$$

$\qquad$ , 5

7, $\qquad$ , 9

8, $\qquad$ , 10

6, $\qquad$ , 8 $\qquad$ , 3, 4 $\qquad$ , 5, 6

5, 6, $\qquad$
$\qquad$ , 6, 7 $\qquad$ 3, 4
$\qquad$ , 4, 5 $\qquad$ , 7, 8

5, $\qquad$ , 7

$$
2,3
$$

$\qquad$ 1, 2, $\qquad$ 7, 8, $\qquad$

2, $\qquad$ , 4


4, $\qquad$ , 6
6, 7, $\qquad$

3, 4, $\qquad$ I, $\qquad$ , 3
$\qquad$ _ 3, 4 $\qquad$ , 9, 10

## Number Crossword Puzzle

Directions: Write the correct number words in the boxes provided.

Across
2. 4
3. 8
5. 2
7.7
9. 10

Down
I. 0
2. 5
4. 3
6. 1
7.6
8. 9


| one | two | three | four | five |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
| $\bullet$ | $\bullet \bullet$ | $\bullet \bullet \bullet$ | $\bullet \bullet \bullet \bullet$ | $\bullet \bullet \bullet \bullet \bullet$ |  |
| six | seven | eight | nine | ten | zero |
| $\bullet \bullet \bullet$ | $\bullet \because \bullet \bullet$ | $\bullet \bullet \bullet \bullet$ | $\bullet \because \bullet \bullet \bullet$ | $\bullet \bullet \bullet \bullet \bullet$ |  |
| $\bullet \bullet 日$ | $\bullet \bullet \bullet$ | $\bullet \bullet \bullet \bullet$ | $\bullet \bullet \bullet$ | $\bullet \bullet \bullet \bullet$ |  |

## Review

Directions: Count the objects and write the number.


Directions: Match the number to the word.
two

Ifour 9 seven 2 three one nine

## Review

Directions: Write how many.


Directï̈ons: Read the number. Draw that many $\mathbf{X}$ s.


## Connect the Critter

Directions: Connect the dots in order. Color the surprise.


20 。


## Cat Napping

Directions: Count the cats in each bed. Write the correct number of cats in the box on each bed.

$\qquad$

## Ordinal Numbers

Directions: Ordinal numbers show the order in a series, such as first, second, or third. Follow the instructions to color the train cars. The first car is the engine.


Color the third car blue.
Color the eighth car green.
Color the fifth car orange.
Color the sixth car yellow.
Color the fourth car brown.
Color the second car purple.
Color the first car red.
Color the seventh car pink.


## Ordinal Numbers

Directions: Draw an $\mathbf{X}$ on the first vegetable, draw a circle around the second vegetable, and draw a square around the third vegetable.


Directions: Write the ordinal number below each flower.


Directions: Cut the children apart. Mix them up. Then, put them back in the correct order.


## Ordinal Numbers

Directions: Write each word on the correct line to put the words in order.

| second <br> third | fifth <br> eighth | seventh <br> sixth | first <br> fourth | tenth <br> ninth |
| :--- | :--- | :--- | :--- | :--- |

1. $\qquad$ 6. $\qquad$
2. $\qquad$ 7. $\qquad$
3. $\qquad$ 8. $\qquad$
4. $\qquad$ 9. $\qquad$
5. $\qquad$ 10.

Directions: Which picture is circled in each row? Underline the word that tells the correct number.
a
$\qquad$

## Ordinal Numbers

Ordinal numbers are used to show order in a series, such as first, second, or third.

Directions: Draw a line to the picture that goes with the ordinal number in the left column.
eighth
third
sixth
ninth
seventh
second
fourth

second
fourth
first

fifth
tenth

$\qquad$

## More Than

Directions: Help Monty decide which branch has more bananas on it. One has 7 bananas on it. The other has 5.


Sometimes, we write more than with a symbol that looks like this: >.

Directions: On the line below, trace the math symbol that means more than.

$\qquad$

## More Than

Monty and his friend Manuel have eaten a lot of bananas!
Directions: Count the banana peels. Then, write the numbers on the lines below.

Who has eaten more bananas? $\qquad$

is more than

Directions: Write in the missing math symbol on the line.

$\qquad$

## Less Than

Directions: Henrietta Hen has fewer eggs in one basket than in another. Point to the basket that holds less.


Sometimes, we write less than using the symbol: <.
Directions: On the line below, write the math symbol that means less than.


Directions: Now, count the decorated eggs. Then, fill in the numbers and math symbols to the right.

$\qquad$

## More/Less

Directions: For each pair of numbers, draw a circle around the number that is more.


Directions: In each pair, circle the number that is less.


## More/Less

The monsters are waiting for their band instruments to arrive. There are tubas, flutes, trumpets, and bells. Can you figure out how many monsters play each of the instruments?

Directions: Use the clues below to answer each question.


More than 5 but less than 7 monsters play the trumpet. How many play the trumpet? $\qquad$
Less than 4 but more than 2 monsters play the flute. How many play the flute? $\qquad$
More than I but less than 3 monsters play the tuba. How many play the tuba? $\qquad$
More than 3 but less than 5 monsters play the bells. How many play the bells? $\qquad$
Directions: Circle the instrument that is played by the most monsters. Draw an $\mathbf{X}$ on the instrument that is played by the fewest monsters.


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## More/Less/Equal

Directions: Look at each tray of chocolate chip cookies. Count the number of chocolate chips on each cookie. Then, circle the cookie next to each tray that has the same number of chocolate chips as the ones on the tray.


Directions: Color the cookie that has the most chocolate chips green. Color the cookie that has the fewest chocolate chips blue.

## Addition

Putting numbers together is called addition. When you add two numbers together, you get a total, or sum. The symbol used for addition is called a plus sign (+). The symbol used for a total is an equal sign (=).

Directions: Follow the instructions below to create and solve the addition problems.
$\begin{array}{lll}\text { I pony is eating hay. } & \begin{array}{l}\text { Draw I more } \\ \text { pony in this box. }\end{array} & \begin{array}{l}\text { Write the total } \\ \text { number of ponies. }\end{array}\end{array}$


I lamb is jumping.
Draw 2 more Write the total
lambs in this box. number of lambs.

$\qquad$

## Addition 1, 2

Addition means "putting together" or adding two or more numbers to find the sum. " + " is a plus sign. It means to add the 2 numbers. " $=$ " is an equals sign. It tells how much they are together.

Directions: Count the cats and tell how many.


## Addition

Directions: Count the shapes and write the numbers below to tell how many in all.

$+$

$+$

$+$
$\qquad$
$\qquad$

## Addition

Directions: Draw the correct number of dots next to the numbers in each problem. Add up the number of dots to find your answer.


## Sums 0 to 3

Directions: Add.

$\qquad$

## Sums of 4 and 5

Directions: Add.


## Sums of 6

Directions: Add.

$\qquad$

## Sums of 7

Directions: Add.


## Sums of 8

Directions: Add.

$\qquad$

## Sums of 9

Directions: Add.


## Sums of 10



Directions: Add.

$\qquad$

## Addition 3, 4, 5, 6

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.


5


## Addition 4, 5, 6, 7

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

$\qquad$

## Addition 6, 7, 8

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.


8


## Addition 7, 8, 9

Directions: Practice writing the numbers and then add. Draw dots to help, if needed.

$\qquad$

Addition Table
Directions: Add across and down. Fill in the spaces.


## Addition

Directions: Add up the dots on the domino pieces below. Write the total on the line below each piece.


Directions: Now, draw the missing dots on each domino. Make sure the total number of dots adds up to the total on the line below each domino.

$\qquad$

## Addition

Directions: Look at each row of monster children. Write two number problems that describe each row.

$\qquad$

## Problem Solving

Directions: Solve each problem.


There are 3


7 more
How many are there now?
Beth has $9 \square$

She buys I more.
Now how many does she have?
There are $6{ }^{\circ}$ 品.
There are 3 .

How many in all?

2 more came.
Then how many were there?
$\qquad$

## Plenty to Wear!

Directions: The key words "in all" tell you to add. Circle the key words "in all" and solve the problems.
I. Jack has 4 white shirts and 2 yellow shirts. How many shirts does Jack have in all?
$4 \bigcirc$
$2=$

2. Allison has 4 pink blouses and 6 red ones. How many blouses does Allison have in all?

## $4 \bigcirc 6=$

3. Betsy has 2 black skirts and 7 blue skirts. In all, how many skirts does Betsy have?
4. Charley has 3 pairs of summer pants and 8 pairs of winter pants. How many pairs of pants does Charley have in all?

5. Jeff has 5 knit hats and 5 cloth hats. How many hats does Jeff have in all?
5

$\qquad$

## Problems in the Park

Directions: Circle the addition key words "in all." Write a number sentence to solve each problem.
I. At the park, there are 3 baseball games and 6 basketball games being played. How many games are being played in all?
2. In the park, 9 mothers are pushing their babies in strollers and 8 are carrying their babies in baskets. How many mothers in all have their babies with them in the park?
3. On one team, there are 5 boys and 3 girls. How many team members are there in all?

4. At one time, there were 8 men and 4 boys pitching horseshoes. In all, how many people were pitching horseshoes?
5. While playing basketball, 4 of the players were wearing gym shoes and 6 were not. How many basketball players were there in all?
$\qquad$

## Solving Stories

Directions: Write a number sentence to solve each problem.

I. Brad ate 5 slices of pizza. Todd ate 3. How many slices of pizza did both boys eat?
2. Sam scored 4 points for the team. Dave scored 4 points. How many points did Sam and Dave score?
3. Missy bought 6 dresses. Dot bought 3. How many dresses did they buy in all?
4. Once there were 3 bears having a picnic.

Then, 2 more bears joined the fun. Now, how many bears were having a picnic?
$\qquad$

## Sum It Up!

Directions: Roll a pair of dice. Write the addend from each die on the lines below. Add to find each sum.
$\qquad$

$\qquad$


## $+$

$=$

## How Many in All?

Directions: Write two addition sentences for each picture story.
Find how many in all.

## Example:



## Creature Count

Directions: Add to find the sum. Write each answer on a spaceship.


## Air Bear Addition

Directions: Help Buddy off the ground. Add to find the sum. Then, color the clouds with sums of 9 to find the right path.


## Lumberjack Facts

Directions: Add to find the sum. Use the code to color the picture.

Color: $\mathrm{I}=$ red 2 = yellow 3 = black 4 = blue 5 = brown 6= green


What is it? $\qquad$

## Practicing Addition

Directions: Add.

$\begin{array}{r}2 \\ +7 \\ \hline\end{array}$
$\begin{array}{r}6 \\ +2 \\ \hline\end{array}$
$\begin{array}{r}9 \\ +0 \\ \hline\end{array}$
$\begin{array}{r}2 \\ +5 \\ \hline\end{array}$

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

8
$\begin{array}{r}2 \\ +2 \\ \hline\end{array}$
$\begin{array}{r}3 \\ +6 \\ \hline\end{array}$
$\begin{array}{r}1 \\ +7 \\ \hline\end{array}$

$\begin{array}{r}1 \\ +8 \\ \hline\end{array}$
$+1$
$\begin{array}{r}2 \\ +3 \\ \hline\end{array}$
$\begin{array}{r}2 \\ +8 \\ \hline\end{array}$
$\begin{array}{r}3 \\ +5 \\ \hline\end{array}$
$\begin{array}{r}8 \\ +2 \\ \hline\end{array}$

$\begin{array}{r}0 \\ +9 \\ \hline\end{array}$
$\begin{array}{r}1 \\ +9 \\ \hline\end{array}$
$\begin{array}{r}6 \\ +3 \\ \hline\end{array}$

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

| 5 | 8 | 5 | 3 | 2 |
| ---: | ---: | ---: | ---: | ---: |
| +3 | +0 | +5 | +7 | +6 |

## Sum Fun

Directions: Add to find the sum.


| 7 | 6 | 5 | 2 | 3 | 4 | 3 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| +3 | +2 | +5 | +4 | +5 | +3 | +6 |



| 7 | 6 | 5 | 3 | 1 | 2 | 5 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| +1 | +4 | +2 | +7 | +2 | +6 | +1 |


| 5 | 7 | 3 | 1 | 3 | 4 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| +3 | +2 | +4 | +3 | +7 | +3 |

## Shining Stars

Directions: Add to find the sum.

| 3 | 7 | 9 | 5 | 9 | 4 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| +3 | +4 | +6 | +6 | +3 | +6 |


| 5 | 5 | 1 | 9 | 6 | 8 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| +5 | +8 | +7 | +3 | +8 | +9 |


| 5 | 7 | 9 | 3 | 2 | 7 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| +9 | +3 | +4 | +6 | +8 | +6 |


| 8 | 3 | 5 | 9 | 8 | 8 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| +6 | +5 | +7 | +9 | +6 | +5 |


| 3 | 8 | 3 | 9 | 7 | 2 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| +8 | +7 | +9 | +8 | +4 | +4 |



## Counting Kittens



Directions: Use counters to subtract. Make a group, then take some away. Write how many are left.


Put in 4. Take away I.


Put in 5. Take away 2.


Put in 7. Take away 3.
Directions: Think of a story for this picture. Write how many are left.


## What's the Difference?

Directions: Use counters to subtract.


Put in 5. Take away 2.

How many counters are left? $\qquad$


The number that tells how many are left is called the difference. The difference of $5-2$ is 3 .

Use counters to find each difference.


$6-3=$ $\qquad$
$\square$
$5-3=$ $\qquad$

$5-1=$ $\qquad$

$4-2=$ $\qquad$

## Subtraction 1, 2, 3

Subtraction means " taking away" or subtracting one number from another. "-" is a minus sign. It means to subtract the second number from the first.

Directions: Practice writing the numbers and then subtract. Draw dots and cross them out, if needed.

$\qquad$

## Subtraction 3, 4, 5, 6

Directions: Practice writing the numbers and then subtract. Draw dots and cross them out, if needed.


## Picture Problems: Subtraction

Directions: Solve the number problem under each picture.


## 

Directions: Solve the number problem under each picture.


## Subtraction 1-5

Directions: Subtract the red numbers by crossing out that many flowers in the pot. Count the ones not crossed out to get the total.

$\qquad$

## Subtraction 1-5

Directions: Count the fruit in each bowl. Write your answer on the blank. Circle the problem that matches your answer.


## Subtraction 6-10

Directions: Count the flowers. Write your answer on the blank. Circle the problem that matches your answer.

$\qquad$

## Subtracting From 1, 2, and 3

Directions: Subtract.


## Subtracting From 4 and 5

Directions: Subtract.

|  | $4-3=$ |
| :---: | :---: |
|  |  |
|  <br> 5-2 = | $4-2=$ |
|  |  |

## Subtracting From 6

Directions：Subtract．

| 第 $\begin{array}{r} 6 \\ -1 \\ \hline 5 \end{array}$ $6-1=5$ |  |
| :---: | :---: |
| $\begin{array}{cc} 6 \\ 08 & -4 \\ \hline \end{array}$ $6-4=$ | \％果 $6-2=$ |
|  | 㒸果 <br>  $6-0=$ |
| 6 6  <br> -3 -6 6 | －4－2 |

## Subtracting From 7

Directions: Subtract.


## Subtracting From 8

Directions: Subtract.


## Subtracting From 9

Directions: Subtract.


## Subtracting From 10



## "Berry" Tasty

Directions: Solve the subtraction sentences below. Use the code to color the picture.

Code:

| $0=$ green | $2=$ blue | $4=$ black |
| :--- | :--- | :--- |
| $I=$ brown | $3=$ purple | $6=$ pink |


$\qquad$

## Sea Creature Subtraction

Directions: Look at the pictures. Complete the subtraction sentences.




$$
7-3=
$$



$$
8-3=
$$

$\qquad$

## Transportation Problems

Directions: Look at the pictures. Complete the subtraction sentences.


## A Whale of a Job!

Directions: Use fish crackers to subtract. Put the number of fish needed in the "water." Then, take them away by sliding them into the whale's mouth. Count how many fish are left.

$$
8-4=\quad 6-2=\quad 7-4=
$$

## Subtracting

Four hungry cats went on a picnic.


Two cats spotted some mice and took off to catch them!


Directions: Solve the subtraction problem by answering the questions.
How many cats went on the picnic? $\qquad$
How many cats ran after the mice? $\qquad$
How many cats were left? $\qquad$
Now, write the missing numbers in this subtraction problem.
You would say:

Four minus $\qquad$ equals $\qquad$ .

## How Many Animals Are Left?

Directions: The key word left tells you to subtract. Circle the key word left. Write a number sentence to solve each subtraction problem.

I. Bill had 10 kittens, but 4 of them ran away. How many kittens does he have left?

$$
10-4=6
$$

2. There were 12 rabbits eating in the garden. Dogs chased 3 of them away. How many rabbits were left?
$\qquad$
3. There were 14 frogs on the bank of the pond. Then, 9 of them hopped into the water. How many frogs were left on the bank?
4. Bill saw II birds eating from the bird feeders in his backyard. A cat scared 7 of them away. How many birds were left at the feeders?
5. Bill counted 15 robins in his yard. Then, 8 of the robins flew away. How many robins were left in the yard?

## Subtraction

Directions: Solve the problems.
Once there was a monster named Miles, who spent every day playing marbles. He kept his 20 favorite marbles in a beautiful marble bag. One day, he grabbed his marbles and went to play with his friends.
At Willbur's house, he lost 10
marbles. How many marbles did he have left?

Fill in the blank and carry down the total to the next blank.
At Rosie's house, he lost 2 more!
Carry down the total to the next blank.
At Fuddy's house, he lost 3 more!
At Matilda's house, he lost 4 more!


## $20-10=$

 $\begin{array}{r}-2= \\ -3= \\ -4= \\ \hline\end{array}$

What a sad day for Miles!
How many marbles did he have left? $\qquad$
$\qquad$

## How Many Left?

Directions: Solve each problem.
There are 10 white 影,
There are 4 blue
How many more white of than

blue ${ }^{\circ}$ $\qquad$
10 are on the table.
2 are broken.
How many are not broken? $\qquad$

There are 9 1-
6 swim away.
How many $\qquad$

Joni wants 9
She has 5
How many more does she need?
There were 10 ?
5 会 melted.
How many did not melt?

## What's Left?

Directions: Look at the pictures. Complete the subtraction sentences.


$$
7-2=
$$

$$
4-1=
$$



$$
8-1=
$$

$$
4-0=
$$

## Take It Away!

Directions: Look at the pictures. Complete the subtraction sentences.

5-2 = $\qquad$

$6-1=$


$$
7-4=
$$

$$
8-3=
$$



$$
9-2=
$$

$\qquad$

$4-4=$

## Sweet Treats

Directions: Count the candy in each dish. Write the number on the line by each dish. Circle each problem with the same answer.


## Something Fishy

Directions: Solve the subtraction problems.


A Swinging Adventure
Directions: Solve the subtraction problems.

$$
\begin{aligned}
& \begin{array}{rrrrr}
10 & 7 & 6 & 4 & 3 \\
-5 & -2 & -3 & -3 & -2 \\
\hline
\end{array} \\
& \begin{array}{lllll}
8 & 10 & 7 & 10 & 7
\end{array} \\
& -6 \quad-7 \quad-1 \quad-1 \quad-4 \\
& \begin{array}{rrrrrrr}
2 & 6 & 8 & 9 & 8 & 9 & 10 \\
-1 & -4 & -4 & -5 & -1 & -2 & -3 \\
\hline
\end{array} \\
& \begin{array}{rrrrrrr}
8 & 9 & 5 & 10 & 7 & 4 & 6 \\
-7 & -6 & -4 & -6 & -3 & -2 & -2 \\
\hline
\end{array} \\
& \begin{array}{rrrrrr}
10 & 5 & 9 & 9 & 8 & 7
\end{array} \quad 6
\end{aligned}
$$

## Three in a Row

Directions: Solve each subtraction problem. Then, draw a line to connect the three answers in each row that are the same.

| $12-9=$ | $11-2$ = | $9-8=$ | $10-7=$ | $12-3$ = | \| $1-2$ = |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $8-6=$ | $7-4=$ | 7-5 = | $12-7=$ | $9-0=$ | $8-5=$ |
| 7-3 = | $10-1=$ | $1 \mid-8$ = | \| $1-4$ = | $9-2=$ | $12-5=$ |
|  |  |  |  |  |  |
| 9-7 = | I $1-9=$ | $10-2=$ | 7-7 = | $11-6=$ | $9-1=$ |
| $\|\mid-5$ = | $9-3=$ | $12-6=$ | $10-3=$ | $9-4=$ | $10-0=$ |
| $8-1=$ | $12-7=$ | $9-5=$ | 8-8 = | $10-5=$ | $12-4=$ |

$\qquad$

Flower Power
Directions: Subtract to find the difference.

$$
\begin{aligned}
& \begin{array}{rrrr}
6 & 11 & 15 & 11 \\
-3 & -4 & -6 & -6 \\
\hline
\end{array} \\
& \begin{array}{rrrrrrr}
12 & 10 & 12 & 10 & 13 & 8 & 12 \\
-\quad 3 & -6 & -\quad 4 & -5 & -5 & -7 & -3 \\
\hline
\end{array} \\
& \begin{array}{rrrrrr}
14 & 17 & 11 & 15 & 14 & 10 \\
13 \\
-8 & -9 & -8 & -7 & -9 & -\quad 3 \\
\hline
\end{array} \\
& \begin{array}{rrrrrr}
9 & 12 & 14 & 8 & 12 & 18 \\
-6 & -9 & -6 & -5 & -7 & -9 \\
\hline
\end{array} \\
& \begin{array}{rrrrrrr}
8 & 12 & 18 & 14 & 13 & 13 & 17 \\
-5 & -7 & -9 & -6 & -\quad 8 & -6 & -8 \\
\hline
\end{array}
\end{aligned}
$$

## Picture Problems: Addition and Subtraction

Directions: Solve the number problem under each picture. Write + or - to show if you should add or subtract.


How many $4+5 \stackrel{9}{=}$
s in all?

## 


s are left?
$123=$ $\qquad$


How many
 $s$ in all?
$75=$


How many s are left?
$158=$


How many $\bigcap s$ are left?
| 4 = $\qquad$

## Picture Problems: Addition and Subtraction

Directions: Solve the number problem under each picture. Write + or - to show if you should add or subtract.

$\qquad$

## Puppy Problems

Directions: Look at the pictures. Complete the number sentences.


$12 \bigcirc 7=$

$5 \bigcirc 5=$

$8 \bigcirc 6=$

## Calling All Cats

Directions: Look at the pictures. Complete the number sentences.


How many s are there in all?
$7 \bigcirc 4=$

How many h are there in all? l| $02=$


How many bise left?
$9 \bigcirc 6=$



How manys are there in all?


$13 \bigcirc 7=$


How many ks are left?
$12 \bigcirc 8=$

## It's Show Time!

Directions: It's time for Ellie and Elmer to perform! Look at the problems below. Write + or - to complete each number sentence. Then, connect all the + peanuts to lead Ellie to her stool. Connect all the - peanuts to connect Elmer to his stool.


## Add or Subtract?

Directions: The key words " in all" tell you to add. The key word "left" tells you to subtract. Circle the key words and write + or - in the circles. Then, solve the problems.
I. The pet store has 3 large dogs and 5 small dogs. How many dogs are there in all?

$$
3 \oplus 5=
$$


2. The pet store had 9 parrots and then sold 4 of them. How many parrots does the pet store have left?

3. At the pet store, 3 of the 8 kittens were sold. How many kittens are left in the pet store?

4. The pet store gave Linda's class 2 adult gerbils and 9 young ones. How many gerbils did Linda's class get in all?

## 2

5. The monkey at the pet store has 5 rubber toys and 4 wooden toys. How many toys does the monkey have in all?
$5 \bigcirc 4=$

## Playing in the Park

Directions: Circle "add" or "subtract." Then, write a number sentence to solve each problem.

I. There are 6 swings. 4 children are swinging. How many swings are empty?
add subtract
2. The slide has 8 steps. Craig climbed 3 steps. How many more steps must he climb?
add subtract
3. Ellen went across the monkey bars 5 times. So did Brooke. How many times did both girls go across?

add subtract
4. 3 girls sat on one park bench. 3 boys sat on another bench. How many children are sitting on both benches?

$\qquad$ children

## Addition and Subtraction

Directions: Solve the problems. Remember, addition means "putting together" or adding two or more numbers to find the sum. Subtraction means "taking away" or subtracting one number from another.

$$
1+3=\quad 4-3=\quad 4+5=
$$

$$
6+1=
$$

$$
7-2=
$$

$$
8-4=
$$

$$
9-1=
$$

$$
10-3=
$$

$$
5-2=
$$

$$
6+3=
$$


$5+5=$

## Color Fruit

Directions: Solve the sentences below. Use the code to color the fruit.

| $3=$ yellow | $5=$ orange | $7=$ yellow | $9=$ red |
| :--- | :--- | :--- | :--- |
| $4=$ red | $6=$ purple | $8=$ green | $10=$ brown |



## Take it Slow!

Directions: Solve the sentences below. Use the code to color the turtle.


## Monkey Business

Directions: Solve the addition and subtraction problems below.


## Chugging Along

Directions: Solve the addition and subtraction problems below.

$$
\left.\begin{array}{rrrrrr}
7 & 9 & 2 & 10 & 7 & 4 \\
+2 & -3 & +5 & -7 & -3 & +3 \\
\hline & & & & & \\
8 & 7 & 9 & 10 & 2 & 5 \\
\hline-3 & -6 & -8 & -2 & +5 & +3 \\
\hline & & & & & \\
\hline-6 & 6 & 4 & 8 & 6 & 10
\end{array}\right] 8
$$


$\qquad$

## Rabbit Roundup

Directions: Add or subtract to solve each problem. Circle the answers that are less than 10.


## "Dino"-mite Math!

Directions: Add or subtract. Match the related facts.

$$
\begin{array}{ll}
5+9=14 \cdot 6+9= \\
8+7= & \bullet \\
15-9= & \bullet 15-9= \\
17-8= & \bullet \\
7+7= & \bullet \\
\hline
\end{array}
$$

Directions: Add or subtract to solve the problems below. Color spaces with answers greater than 12 brown. Color the other spaces green.


## What Was the Question?

Directions: Draw a line under the question that matches the picture. Then, solve the problems.

4. How many ${ }^{3}$ s are there in all? How manys? s are left?

2. How many ${ }^{2}$ s are there in all? How many ${ }^{5}$ s are left?

$$
8-3=
$$


5. How many s are there in all? How many s are left?

$$
10-4=
$$


3. How many s are there in all? 6 . How many are there in all? How many sare left? How many \&
$5+6=$
$8+4=$

## Sunny Day Delight

Directions: Draw a line under the question that matches the picture. Then, solve the problems.

I. How many s are there in all? How many s are left?

$$
6+6=12
$$

4. How many:s are there in all? How many s are left?
$13-4$ =

5. How many sion sare there in all? How many ion s are left?
6. How many s are there in all?
$9+5=$ $\qquad$ How many s are left?
$13-5=$

7. How many ${ }^{\circ} \mathrm{s}$ are there in all? How many 睘s are left?

$$
7+7=
$$

6. How many 点 $s$ are there in all? How many s are left?
$9-5=$

Hundred Chart

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

## Table Time

Directions: In the number 34, there are $\mathbf{3}$ tens and $\mathbf{4}$ ones. Write


## Crayon Count

Directions: Count the groups of ten crayons and write the number by the word "tens." Count the other crayons and write the number by the word "ones."

## Example:

 ten + $\qquad$ one


6 tens +3 ones $=$ $\qquad$

3 tens +8 ones $=$ $\qquad$ 9 tens +7 ones = $\qquad$

4 tens +5 ones = $\qquad$ 2 tens +8 ones = $\qquad$

## Place Value

Directions: Write the value of each number below. 35 $\qquad$ tens $\qquad$ ones
19 $\qquad$ tens $\qquad$ ones
8 $\qquad$ tens $\qquad$ ones
26 $\qquad$ tens $\qquad$ ones
49 $\qquad$ tens $\qquad$ ones
10 $\qquad$ tens $\qquad$ ones


Directions: Write the number below.
4 tens 6 ones
$\qquad$ 3 tens 2 ones $\qquad$

4 tens 0 ones $\qquad$
2 tens 9 ones $\qquad$

I ten 4 ones $\qquad$ 0 tens 6 ones $\qquad$
2 tens I one $\qquad$

3 tens 3 ones

## Bunches of Bananas

Directions: Add the ones and tens. Write the answer on the blank.

7 tens +5 ones $=$
2 tens +3 ones $=$
5 tens +2 ones $=$
5 tens +4 ones $=$
9 tens +5 ones $=$
4 tens + 0 ones $=$ $\qquad$

8 tens + I one = $\qquad$
| ten + | one = $\qquad$
6 tens +3 ones $=$ $\qquad$
3 tens + 7 ones = $\qquad$


## Place Value: Tens and Ones

Directions: Count the groups of ten blocks and write the number by the word tens. Count the other blocks and write the number by the word ones.
Example:


## Place Value: Tens and Ones

Directions: Write the answers in the correct spaces.


## Review: Place Value

The place value of each digit, or numeral, is shown by where it is in the number. For example, in the number I23, I has the place value of hundreds, $\mathbf{2}$ is tens, and $\mathbf{3}$ is ones.
Directions: Count the groups of crayons and add.

## Example:



## Counting by Fives

Directions: Count by fives to draw the path to the playground.


## Counting by Fives

Directions：Use tally marks to count by fives．Write the number next to the tallies．

Example：A tally mark stands for one $=1$ ．Five tally marks look like this $=$ HH．

| H | \＃\＃HH H H月册 |
| :---: | :---: |
| H H H | 业册 |
| \＃H H \＃ | H册册册 H册册册 HH H |
| H册册 H | H册册册 H册册册 |
| HHTHT H H | HH HH HH州 H H H |
| H H H H H册册 | HH HH H HH HH H H |

$\qquad$

## Counting by Tens

Directions: Count in order by tens to draw the path the boy takes to the store.


## Counting by Tens

Directions: Use the groups of IOs to count to 100 .

$\qquad$

## Addition 10-15

Directions: Circle groups of ten crayons. Add the remaining ones to make the correct number.


$6+6=$
$8+4=$ $\qquad$ $9+5=$
$\qquad$

## Subtraction 10-15

Directions: Count the crayons in each group. Put an $\mathbf{X}$ through the number of crayons being subtracted. How many are left?

$\qquad$

## Square

A square is a shape with four corners and four sides of the same length. This is a square: $\square$.

Directions: Find the squares and circle them. Then, color the squares.


## Shapes: Square

Directions: Find the squares and circle them.


Directions: Trace the word. Write the word.

## 

## Circle

A circle is a shape that is round. This is a circle: $\bigcirc$.
Directions: Find the circles and draw squares around them. Then, color the circles.


## Shapes: Circle

Directions: Find the circles and draw squares around them.


Directions: Trace the word. Write the word.
$\qquad$

## Triangle

A triangle is a shape with three corners and three sides. This is a triangle: $\triangle$.

Directions: Find the triangles and circle them. Then, color the triangles.


## Shapes: Triangle

Directions: Find the triangles and circle them.


Directions: Trace the word. Write the word.

$\qquad$

## Rectangle

A rectangle is a shape with four corners and four sides. The sides opposite each other are the same length. This is a rectangle: $\square$.

Directions: Find the rectangles and circle them. Then, color the rectangles.


## Shapes: Rectangle

Directions: Find the rectangles and circle them.


Directions: Trace the word. Write the word.

$\qquad$

## Shapes: Oval and Rhombus

An oval is an egg-shaped figure. A rhombus is a shape with four sides of the same length. Its corners form points at the top, sides, and bottom. This is an oval $\bigcirc$. This is a rhombus $\rangle$.
Directions: Color the ovals red. Color the rhombuses blue.


Directions: Trace the words. Write the words.

rhombus
$\qquad$

## Shapes: Oval and Rhombus

Directions: Practice drawing ovals. Trace the samples and make four of your own.


Directions: Practice drawing rhombuses. Trace the samples and make four of your own.

$\qquad$

## Shape Review

Directions: Trace the circles Trace the squares Trace the rectangles Trace the triangles Trace the ovals Trace the rhombuses


## How Many?

Directions: Find the shapes and color them using the code.

$\qquad$

## Animal Shapes

Directions: Color the squares green, rectangles yellow, circles red, and triangles blue.


## Getting in Shape

Directions: Look at the shapes and answer the questions.


How many $\square$ s can you find? $\qquad$


How many $\triangle_{\text {s can you }}$ find? $\qquad$


## Fractions: Whole and Half

A fraction is a number that names part of a whole, such as $\frac{1}{2}$ or $\frac{3}{4}$.
Directions: Color half of each object.
Example:


$\qquad$

## Split in Two

How many equal parts? $\qquad$


Directions: Color the shapes with 2 equal parts.

$\qquad$

## Fractions: Halves $\frac{1}{2}$


$\frac{1}{2} \frac{\text { Part shaded or divided }}{\text { Number of equal parts }}$

Directions: Color only the shapes that show halves.


## Equal and Unequal Parts

Directions: Cut out each shape below along the solid lines.
Then, fold the shape on the dotted lines. Do you have equal or unequal parts? Sort the shapes by equal and unequal parts.


## Fractions: Thirds $\frac{1}{3}$

Directions: Circle the objects that have 3 equal parts.

$\qquad$

## Fractions: Fourths $\frac{1}{4}$

Directions: Circle the objects that have 4 equal parts.


## Fractions: Thirds and Fourths

Directions: Each object has 3 equal parts. Color one section.


## Directions: Each object has 4 equal parts. Color one section.


$\qquad$

## Review: Fractions

Directions: Count the equal parts. Then, write the fraction.

## Example:



Write
 Equal parts = $\qquad$


Write
Equal parts = $\qquad$


Shaded part = $\quad \underline{I}$
Write
Equal parts =

## Fractions

One day, the monsters went to the pizza stand for a snack.

- Mug ate $\frac{1}{2}$ of a pizza.
- Lug ate $\frac{2}{4}$ of a pizza.
- Gug ate $\frac{3}{6}$ of a pizza.

Directions: Color the portion of pizza that each monster ate.


Which monster ate the most pizza?
Explain your answer.
$\qquad$

## Fractions

Directions: The monsters are getting in shape. Look below and on page 173 to see the different ways they are working out. Then, answer the questions on page I73.


## Fractions

Directions: Answer the questions and fill in the blanks below. The first one is done for you.


How many monsters touch their toes?
$\qquad$ out of 10 monsters, or of the monsters.

How many monsters hang upside down?
$\qquad$ out of 10 monsters, or $\qquad$ of the monsters. 10

How many of the monsters ride the bikes?
$\qquad$ out of 10 monsters, or $\qquad$ of the monsters. 10

How many of the monsters run on the treadmill?
$\qquad$ out of 10 monsters, or of the monsters.

How many monsters lift weights?
$\qquad$ out of 10 monsters, or $\qquad$ of the monsters.

How many monsters do leg lifts?
$\qquad$ out of 10 monsters, or $\qquad$
 of the monsters. 10
$\qquad$

## Time: Hour

The short hand of the clock tells the hour. The long hand tells how many minutes after the hour. When the minute hand is on the I2, it is the beginning of the hour.

Directions: Look at each clock. Write the time.

## Example:



3 o'clock

___ o'clock $\qquad$ o'clock

o'clock $\qquad$ o'clock $\qquad$ o'clock $\qquad$ o'clock

## Time: Hour

## 4:00

4 o'clock<br>4:00



Both clocks show the same time.
Directions: Write the time for each clock.

$\qquad$

## Time: Hour, Half-Hour

The little hand of the clock tells the hour. The big hand tells how many minutes after the hour. When the minute hand is on the 6, it is on the half-hour. A half-hour is thirty minutes. It is written :30, such as 5:30.

Directions: Look at each clock. Write the time.

## Example:


$\qquad$
$\qquad$

$\qquad$ . $\qquad$

$\qquad$
$\qquad$ ■ $\qquad$ $\square$ $\qquad$

## Time: Hour, Half-Hour

Directions: Draw the hands on each clock to show the correct time.


## 9:00



4:30


I:30
$\qquad$

## Time

## Directions:

Show this time on this clock.
Show this time on this clock.


10:00


10:30


## Time

When something happens between 12:00 midnight and 12:00 noon, we say it is A.M.

midnight
12:00 A.M.


Billy says good-bye at the airport. It is 9:00 A.M.

When something happens between 12:00 noon and 12:00 midnight, we say it is P.M.

noon
midnight

12:00 P.M.


Billy flies away to see his grandma. It takes 4 hours.


What time is it when Billy sees his grandma?

Directions: Draw the hands on each clock to show the time.


9:00 A.M.
$+$
4 hours
$+\quad 4$ hours

$\qquad$

## Review: Time

Directions: Tell what time it is on the clocks.

$\qquad$

$\qquad$


## Review: Time

Directions: Match the time on the clock with the digital time.


10:00


## 3:00



## 9:00


$\qquad$

## Pennies

This is a penny.


It is worth I cent. It has 2 sides.


Directions: This is the cent symbol. Trace it. Color the pennies brown.


Directions: Count the pennies. How many cents?

$\qquad$ ¢

$\qquad$

## Penny Pinchers

Directions: Draw a line from the pennies to the correct numbers.

## Example:



## Nickel

This is a nickel. It is worth 5 cents.

It has 2 sides.


Directions: Color the nickels silver or gray.


## Penny and Nickel

A penny is worth one cent. It is written I¢ or $\mathbf{\$ . 0 1}$. A nickel is worth five cents. It is written $\mathbf{5 \%}$ or $\$ \mathbf{\$} \mathbf{0 5}$.

Directions: Count the money and write the answers.

nickel $\quad \mid$ nickel $=5 ¢$

$\qquad$

## Counting With Nickels and Pennies

Directions: Count the money. Begin by saying 5 for the nickel and add I for each penny.

¢

¢


## Counting With Nickels and Pennies

Directions: Count the money. Begin with the nickel. Then, count the pennies. Write the amount.


## =

$\qquad$
$\qquad$

## Feed the Meter

Directions: Count the nickels. Write the amount of money in each meter.

## Example:



## Adding With Nick and Penny

Directions: Write how much money there is in all.

$\qquad$

## Going Bananas!

Directions: Write an addition sentence for each problem.


## Example:



## 



## Kristen's Birthday

Directions: Kristen is having a birthday party. Add what she bought for her four friends.

I. For Cassie, she bought the
She paid__S.
$\qquad$

2. For Zachary, she bought the She paid $\qquad$ غ.

3. For Lauren, she bought the She paid $\qquad$ غ.

4. For Zoe, she bought the She paid $\qquad$ c.


## Dimes

This is a dime.
It is worth 10 cents.


It has 2 sides. It has ridges on its edge.
Directions: Color the dimes silver or gray.


Directions: Write the amounts.
dime $=\ldots$ pennies
dime $=\ldots$ cents
dime $=$
¢

## Dimes: Counting by Tens

Directions: Count by IOs. Write the number. Circle the group with more.


## Penny, Nickel, Dime

A penny is worth one cent. It is written I\& or \$.OI. A nickel is worth five cents. It is written $\mathbf{5 \boldsymbol { \xi }}$ or $\mathbf{\$ . 0 5}$. A dime is worth ten cents. It is written 10¢ or \$. 10.

Directions: Add the coins pictured and write the total amounts in the blanks.

Example:

dime $\| 0 ¢=5 ¢$
nickel
nickel
 $+5 \%$

$10 \%+\ldots \quad=\quad$ C



$\qquad$ ¢

## Counting With Dimes and Pennies

Directions: Count the dimes and the pennies.


Begin with the dime, then add the pennies.

$\qquad$
$\qquad$

$$
=\quad \text { C }
$$


$\qquad$
$\qquad$

$\qquad$
$\qquad$

## Penny, Nickel, Dime

Directions: Match the correct amount of money with the price of the object.


## Money

Directions: Match the amounts in each purse to the price tags.

$\qquad$

## Inch


$\qquad$

## Inch



Directions: How long is each object?

$\qquad$

## Centimeter


$\qquad$

## Centimeter



Directions: How long is each object?

__ centimeters

$\qquad$

## "Reel" 'Em In!

Directions: Use the ruler on page 198 to measure the fish to the nearest inch.

about___ inches
about $\qquad$

about $\qquad$ inch


## The Inch Worm

Directions: Use the ruler on page 198 to measure these worms to the nearest inch.

I. $\qquad$

2. $\qquad$

3. $\qquad$

5. $\qquad$
4. $\qquad$
6. $\qquad$
$\qquad$

## Brush Up on Measuring!

Directions: Use the centimeter ruler on page 200 to measure these brushes to the nearest centimeter.

about $\qquad$ centimeters
about $\qquad$ centimeters
centimeters
about $\qquad$
about $\qquad$ centimeters
about $\qquad$ centimeters
about $\qquad$ centimeters

about $\qquad$ centimeters
about $\qquad$ centimeters
about $\qquad$ centimeters
about $\qquad$ centimeters

## Flowers That "Measure" Up

Directions: Use the centimeter ruler on page 200 to measure how tall each flower is. Measure each flower from the bottom of the stem to the top of the flower. Write the answer on the blank by the flower.
about $\qquad$ cm

about $\qquad$ cm cm

about $\qquad$ cm
$\qquad$

## Candy Graph!

Directions: Make a graph using small colored candies. Put your candies in the correct column on the graphing mat below. Then, color each space on the graph to match the candy that you put on it. Answer the questions at the bottom of the page.


Put your candy on the graph.
Which color do you have the most of?
Which color do you have the fewest of? $\qquad$
How many candies do you have altogether?

## Turtle Spots

Directions: Count the spots on the turtles. Color the boxes to show how many spots each turtle has.


## Catfishing



This picture graph shows how many fish Cat caught.
First
Saturday
Second Saturday

Third Saturday

|  | \%eitio |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| :aide |  |  | \% \%id | \% | (19, |
|  | ( 810 | Oqiod |  |  |  |

Directions: Look at the graph and answer the questions below.
I. How many fish did Cat catch on the first Saturday?
2. How many more fish did he catch the next Saturday? $\qquad$
3. On which Saturday did Cat catch the most fish?
4. On which Saturday did Cat catch the fewest fish? $\qquad$
5. How many fish did Cat catch altogether? $\qquad$

## Honey Bear's Bakery

Directions: Color a space in the graph to show how many of each treat are in the bakery.


| 12 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| \| |  |  |  |  |  |  |
|  |  | $65$ | CEF |  | $\infty$ | (2) |

$\qquad$

## Amy's Things



Directions: Count the toys on Amy's shelf. Complete the table. Then, answer the questions.

| Toy | How Many? |
| :---: | :---: |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

I. How many books and pigs are there altogether?
2. How many more teddy bears are there than cars? $\qquad$
3. Are there more dolls or animals? $\qquad$
4. Amy has 4 more $\qquad$ than $\qquad$ .
5. Are there enough cars for each doll? $\qquad$

## Fantastic First Graders

Directions: Complete the table using the information shown. Then, answer the questions.

I. Which class has the most students? $\qquad$
2. Which class has the fewest students? $\qquad$
3. How many more girls than boys are in the first grade?
4. Which class has the most boys? $\qquad$

5. Which class has the fewest girls? $\qquad$


# How to Help Your Child Prepare for Standardized Testing 

## Preparing All Year Round

Perhaps the most valuable way you can help your child prepare for standardized achievement tests is by providing enriching experiences. Keep in mind also that test results for younger children are not as reliable as for older students. If a child is hungry, tired, or upset, this may result in a poor test score. Here are some tips on how you can help your child do his or her best on standardized tests.

Read aloud with your child. Reading aloud helps develop vocabulary and fosters a positive attitude toward reading. Reading together is one of the most effective ways you can help your child succeed in school.

Share experiences. Baking cookies together, planting a garden, or making a map of your neighborhood are examples of activities that help build skills that are measured on the tests, such as sequencing and following directions.

Become informed about your state's testing procedures. Ask about or watch for announcements of meetings that explain about standardized tests and statewide assessments in your school district. Talk to your child's teacher about your child's individual performance on these state tests during a parent-teacher conference.

Help your child know what to expect. Read and discuss with your child the testtaking tips in this book. Your child can prepare by working through a couple
of strategies a day so that no practice session takes too long.

Help your child with his or her regular school assignments. Set up a quiet study area for homework. Supply this area with pencils, paper, markers, a calculator, a ruler, a dictionary, scissors, glue, and so on. Check your child's homework and offer to help if he or she gets stuck. But remember, it's your child's homework, not yours. If you help too much, your child will not benefit from the activity.

## Keep in regular contact with your

 child's teacher. Attend parent-teacher conferences, school functions, PTA or PTO meetings, and school board meetings. This will help you get to know the educators in your district and the families of your child's classmates.Learn to use computers as an educational resource. If you do not have a computer and Internet access at home, try your local library.

## Remember-simply getting your child comfortable with testing procedures and helping him or her know what to expect can improve test scores!



## Math Questions

On some tests, you will have to answer math questions. Some of these questions will tell a story or show pictures.

## EXAMPLE



Look at the picture. Which number sentence shows how many treats there are in all?
$\bigcirc 1+2+1$

- $4+6$
$3+2+1$

When you answer math questions on a test:

- Look at the picture. Read all the choices. Then mark your answer.
- Look for important words and numbers.
- Draw pictures or write numbers on scratch paper.
- Look for clue words like in all, more, less, left, and equal.


## Testing It Out

Look at the sample question more closely.


Think: I see 3 groups of treats. The number sentence should have 3 numbers. The first sentence has 3 numbers. But it does not match the pictures. The next sentence only has 2 numbers. They are also too big. The last sentence matches the picture. There are 3 cookies, 2 lollipops, and I candy bar.
$\qquad$

## Math Questions Practice

Directions: Fill in the circle next to the answer that matches the picture.
I.


O 39 cents
O 40 cents
O 50 cents
2.


O 13 books
O II books
O 14 books

Directions: Use scratch paper to work out your answer.
Then fill in the circle next to the right number.
3.
$\bigcirc 33$
26
$+7$
$\bigcirc 36$
$\bigcirc 39$
4.
11
21
$+32$
○ 34
○ 54
○ 64

## Using a Graph

You will have to read a graph to answer some questions.
EXAMPLE
Barbara

Who read the same amount of books?
O Barbara and Tom
O Sue and Barbara
O Sammy and Sue

## When answering graph questions:

- Read the question carefully.
- Look for clue words such as most, least, same, more, and less.
- You don'† always need to count. Try to see how much of each column or row is filled in.


## Testing It Out

Now look at the sample question more closely.


Think: Barbara read 2 books and Tom only read I. Sue read 2 books and Barbara read 2 books. That is the same number. Sammy read 3 books and Sue read 2. The answer is Sue and Barbara.
$\qquad$

## Using a Graph Practice

Directions: The graph shows how many children get to school by bus, car, train, bike, and walking. Look at the graph. Then fill in the circle next to your answer.

I. How do most children get to school?
$\bigcirc$ Bus

- Car

O Train
O Bike
○ Walk
2. How many children walk to school?

- 10
- 15
- 20

3. Do more children ride in cars or on the train?

O Car
O Train
$\qquad$

## Computation

Directions: Add to find the answer.

| $\operatorname{sam}_{\mathbf{A m}}^{(1)}$ |  | $\bigcirc 1$ |
| :---: | :---: | :---: |
|  | 3 | $\bigcirc 5$ |
|  | +2 | $\bigcirc 6$ |
|  |  | $\bigcirc 32$ |

I.

$$
7+3=\quad \begin{aligned}
& \circ 4 \\
& \circ 21 \\
& \circ 10 \\
& 037
\end{aligned}
$$

2. 

07

4
1
+205
$+\quad 03$
3.

$$
10+30=\quad \begin{gathered}
020 \\
040 \\
013 \\
031
\end{gathered}
$$

Directions: Subtract to find the answer.
${ }_{5}^{P_{B} M P_{2}}$
O 4
5
$-1 \bigcirc 3$
○ 15
4.
011
$\begin{array}{r}8 \\ -206 \\ \hline\end{array}$
○ 28

- 10

5. 

- 16
$061 \%$
$66 \dot{6}-5 \%=$ - 51 c
- 65¢

6. 

021
14
-7
06
07
$\circ 9$

## Mathematics Skills

Directions: Rudy has one dollar. He used it to buy a book. After he paid for the book, he got 3 pennies back.


$\bigcirc$

$\bigcirc$

$\bigcirc$

$\bigcirc$


Listen carefully. Think about the question while you look at the answer choices.

Listen for key words and numbers.
As soon as you know which answer is right, mark it and get ready for the next item.

If you aren't sure which answer is correct, take your best guess.

## Math Partners


I. How many candies are there in all?
2. How much money is shown here?


306


36
○
○

$21 c$


603 63
○

○
O
$\qquad$

Directions: Look at the pattern in the box. Mark the answer that has the same kind of pattern.


Directions: Find the picture that shows a group of 8 .
4. $02^{8} 2^{8} 3^{8} 3^{8} 2^{8} 3^{8}$

0 星


$\qquad$
5. Which number is 67 ?


0


0


○

$\bigcirc$
6. Ricky's father asked him to draw a triangle inside a circle. Which shape did Ricky draw?


O


0


○


0
7.


How many ducks were left standing on the edge?
5
0
6
0
7
8
0
8. Ricky knocked down seven pins with his first ball. Which picture shows how many were left standing?

$\bigcirc$

$\bigcirc$

$\bigcirc$

$\bigcirc$

## Answer Key



Confection Perfection
Directions: Color the pictures of the candy. Cut out the candy at
Directions: Color the pictures of the candy. Cut out the candy at
the bottom of the page. Glue the pictures to continue the pattern
then in each row.


7

## Roaring Roller-Coaster Rides

Directions: Color the roller-coaster cars. Cut out the cars at the bottom of the page Glue them to continue the pattern on ea


9

Stringing Along


11

## Answer Key



12


13


16


14


15


17

## Answer Key




21


22


25

## Answer Key



26


29




27


31


32

## Answer Key



33


34


37


38

## Answer Key



39


42


40


43


41


44

## Answer Key



45

49



46


50


Directions: Write the ordinal number below each flower.


Directions: Cut the children apart. Mix them up. Then put them back in the correct order.


47


## $7_{\text {bmoom mon }} 5$

Sometimes, we write more than with a symbol that looks like this: >. Directions: On the line below, trace the math symbol that means more than.


51

## Answer Key



52

## More/Less

The monsters are waiting for their band instruments to arrive. There are tubas, flutes, trumpets, and bells. Can you figure out how many monsters play each of the instruments?
Directions: Use the clues below to answer each question.


More than 5 but less than 7 monsters play the trumpet.
How many play the trumpet?
$\qquad$ How many play the flute?

More than I but less than 3 monsters play the tuba. How many play the tuba?
a. How many play the fuba? How many play the bells?
Directions: Circle the instrument that is played by the most monsters. Draw an $\mathbf{X}$ on the instrument that is played by the fewest monsters,


55


53


Directions: In each pair, circle the number that is less.


54


56

## Addition

Putting numbers together is called addition. When you add two
numbers together, you get a total, or sum. The symbol used for addition is called a plus sign (+). The symbol used for a total is an equal sign (=).
Directions: Follow the instructions below to create and solve the addition problems.


57

## Answer Key



58


59

## Addition

Directions: Draw the correct number of dots next to the numbers in each problem. Add up the number of dots to find your answer.


60


61


62


63

## Answer Key




67


68


69

## Answer Key

## Addition 6, 7, 8



70


73


74

71

| Addition Table |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| + | 0 | 1 | 2 | 3 | 4 | 5 |
| 0 | 0 | - | 2 | 3 | 4 | 5 |
| 1 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | 3 | 4 | 5 | 6 | 7 | 8 |
| 4 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5 | 5 | 6 | 7 | 8 | 9 | 10 |

72


75

## Answer Key



76

79



77


78


80


81

## Answer Key



82


83


84


85

| Shining Stars |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Directions: Add to find the sum. |  |  |  |  |  |  |
| 3 | 7 | 9 | 5 | 9 | 4 | 4 |
| +3 | + 4 |  |  | + 3 | + 6 | +8 |
| 6 | I ] | 15 | I I | 12 | 10 | 12 |
| 5 | 5 | 1 | 9 | 6 | 8 | 5 |
| +5 | +8 |  | + 3 | +8 | +9 | + 6 |
| 10 | 13 | 8 | 12 | 14 | 17 | I I |
| 5 | 7 | 9 | 3 | 2 | 7 | 4 |
| + 9 |  |  | + 6 | + 8 | + 6 | + 5 |
| 14 | 10 | 13 | 9 | 10 | 13 | 9 |
| 8 | 3 | 5 | 9 | 8 | 8 | 6 |
|  |  |  |  | + 6 | + 5 | + 7 |
| 14 | 8 | 12 | 18 | 14 | 13 | 13 |
| 3 | 8 | 3 | 9 | 7 | 2 | 4 |
| +8 | + 7 | +9 | +8 | + 4 | + 4 | +3 |
| I I | 15 | 12 | I7 | I I | 6 | 7 |
|  |  |  |  |  |  |  |

86


87

## Answer Key



88


89


92

Subtraction 3, 4, 5, 6
Directilions: Proctice writing the muintiens and then whtioct. Dram duti and cross them out. In needed.


90

91



93

## Answer Key



## Answer Key

| Subtracting From 8 |  |
| :---: | :---: |
| Directions: Subtract. |  |
| $8-7=1$ | $\begin{aligned} & 8 \\ & 8-1=7 \end{aligned}$ |
| $8-2=6$ | $\begin{aligned} & \square=\frac{8}{2} \\ & 8-6=2 \end{aligned}$ |
| $\begin{aligned} & 6=\frac{-4}{4} \\ & 8-4=4 \end{aligned}$ | $\begin{aligned} & \square=\frac{8}{0} \\ & 8-8=0 \end{aligned}$ |
| $8-3=5$ | $\begin{aligned} & 8=\frac{8}{3} \\ & 8-5=3 \end{aligned}$ |

100


101


102


103


104


105

## Answer Key



106


107


108


109

| How Many Left? |  |
| :--- | :--- |
| Directions: Solve each problem. |  |
| There are 10 white |  |
| There are 4 blue |  |
| How many more white |  |
| blue are there? 6 |  |

110


111

## Answer Key



112


113


114


115

| Three in a Row |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Directions: Solve each subtraction problem. Then, draw a line to connect the three answers in each row that are the same. |  |  |  |  |  |
| $\begin{array}{r} 12-9= \\ 3 \\ \hline \end{array}$ | $=\begin{gathered} 11-2 \\ 9 \end{gathered}$ | $\begin{gathered} 9-8= \\ 1 \\ \hline \end{gathered}$ | $\begin{gathered} 10-7= \\ 3 \end{gathered}$ | $\begin{gathered} 12-3= \\ 9 \end{gathered}$ | $\begin{gathered} 11-2 \\ 9 \end{gathered}$ |
| $\begin{gathered} 8-6= \\ 2 \\ \hline \end{gathered}$ | $z^{-4}=$ | $\begin{gathered} 7-5= \\ 2 \\ \hline \end{gathered}$ | $\begin{gathered} 12-7= \\ 5 \\ \hline \end{gathered}$ | $\begin{gathered} 9-0= \\ 9 \end{gathered}$ | $\begin{gathered} 8-5= \\ 3 \end{gathered}$ |
| $\begin{gathered} 7-3= \\ 4 \end{gathered}$ | $\begin{gathered} 10-1= \\ 9 \end{gathered}$ |  | $\begin{array}{r} 11-4= \\ \hline \end{array}$ | $9-2=$ | $12-5=$ |
| $\begin{array}{c\|c\|c\|c\|c\|c} 9-7= & 11-9= & 10-2= & 7-7= & 11-6= & 9-1= \\ 2 & 2 & 8 & 0 & 5 & 8 \end{array}$ |  |  |  |  |  |
|  |  |  |  |  |  |
| $1-5=$ | $\begin{gathered} 9-3= \\ 6 \end{gathered}$ | $\begin{aligned} & 12-6= \\ & -6 \end{aligned}$ | $\begin{gathered} 10-3= \\ 7 \\ \hline \end{gathered}$ | $\begin{gathered} 9-4= \\ \hline 5 \end{gathered}$ | $\begin{array}{r} 10-0= \\ 10 \end{array}$ |
| $8-1=$ | $\begin{gathered} 12-7 \\ 5 \end{gathered}=$ | $\frac{9-5=}{4}=$ | $\begin{gathered} 8-8= \\ 0 \end{gathered}$ | ${ }_{10}+5=$ | $\begin{gathered} 12-4= \\ 8 \end{gathered}$ |

116

117

## Answer Key



118


121


119

122



120


## Answer Key



124


125

128
129

## Answer Key



130


131


132


133


135

Crayon Count
Directions: Count the groups of ten crayons and write the number by the word "tens." Count the other crayons and write the number by the word "ones."


136

## Answer Key



137


138


139


140


141


142

## Answer Key

| Counting by Fives |  |
| :---: | :---: |
| Directions：Use <br> to the tallies． |  |
|  | e 1 ．．Five taly manks look like |
| H 5 | \＃\＃册 Y |
| H | 堵册 35 |
|  |  |
| 册册 15 |  |
| \＃-15 | H册州 |
| \＃\＃册 20 |  |
| \＃\＃册 20 | H祘册册 45 |
| 册册册 | 䙵册册 |
| H册 25 | 册册册 |
|  |  |
| 册册册 $30$ | 册册册 50 |

143


144


145


146


147


148

## Answer Key



## Answer Key




158


159


160

## Answer Key



## Answer Key



169


170


171


173


174


175

## Answer Key



176


177


178


179


180


181

## Answer Key




185


186


187

## Answer Key



188


189


190


191


192


193

## Answer Key



194


195


196


197


198


199

## Answer Key



## Answer Key



## 206



209


207


Directions: Count the toys on Amy s shelf. Complete the table. Then, answer the questions.

| Toy | How Many? |
| :--- | :---: |
| Dolls | 4 |
| Teddy Bears | 4 |
| Blocks | 5 |
| Pigs | 1 |
| Books | 7 |
| Cars | 3 |

I. How many books and pigs are there altogether? 8 2. How many more teddy bears are there than cars? I
3. Are there more dolls or animals? animals
4. Amy has 4 more $\begin{gathered}\text { Books } \\ \text { Blocks }\end{gathered}$ than $\begin{gathered}\text { Cars } \\ \text { Pigs }\end{gathered}$
5. Are there enough cars for each doll? No


Directions: Look at the graph and answer the questions below. I. How many fish did Cat catch on the first Saturday? 3 2. How many more fish did he catch the next Saturday? 3 3. On which Saturday did Cat catch the most fish? 2nd Sat. 4. On which Saturday did Cat catch the fewest fish? Ist Sat.
5. How many fish did Cat catch altogether

208


211

## Answer Key



## 213



214

## Using a Graph

You will have to read a graph to answer some questions.


Who read the same amount of books?
O Barbara and Tom

- Sue and Barbara o Sammy and Sue

When answering graph questions:

- Read the question carefully.
- Look for clue words such as most, least, same, more, and less.
- You don't always need to count. Try to see how much of each column
or row is filled in.
or row is filled in.
Testing It Out
Now look at the sample question more closely. Think: Barbara read 2 books and Tom only read 1 . Sue read
2 books and Barbara read 2 books. That is the same number. Sammy read 3 books and Sue read 2. The answer is Sue and
Barbara. , tee Barbara.


216


217


## Answer Key



219


Directions：Find the picture that shows a group of 8 ．
4．○


－『『 『o 『o 『
220


221

