



1st Grade Summer Packet

Dear Families,

Congratulations on completing a whirlwind of a year! We hope you have an enjoyable and refreshing summer! This summer, when taking a break from some “fun in the sun,” you may wish to engage your child in activities that support learning and help your child maintain the skills they gained throughout the year. This packet will help provide you with some resources to do just that!

We would encourage your child to complete about one sheet per day, five days a week in June and July. This packet is not mandatory— it is completely optional! Feel free to utilize it in any way that works best for your family, and design your own pace!

The concepts you will find in this packet are:

- Reading Fluency
 - Reading passages, and comprehension questions
- Grammar
 - Common/proper nouns, singular/plural nouns, synonyms, antonyms, punctuation, sentence diagrams, homophones, and sentence types
- Place Value (Tens & Ones)
 - Identify how many tens, and ones are in two-digit numbers
- Count On/Count Back
 - Use the “count on/count back” strategy to solve both addition, and subtraction sentences, practice skip counting, and filling in sequences of numbers
- Money
 - Identify coins & their values, count coins & write the value, and make amounts of money using the correct coins

In addition to the activities in this packet, we encourage you to READ, READ, READ! Time spent reading and writing over the summer will only benefit your child (in every subject) when they enter a new school year. Reading and writing are foundational to every lesson! **Try some of these fun, reading suggestions:**

Be a reader and writer yourself. When you spend time reading books at home or even directions for how to put together the grill for all your in-home dining, you demonstrate for your child that reading is both fun and useful.

Set aside a consistent time each day for reading. Depending on your family's schedule, reading time might be in the morning, afternoon or before bed. Whatever time you choose, stick to it, but also remember that flexibility around extenuating circumstances is OK.

Read aloud to your reader. As school-aged children become better readers, parents often stop reading aloud to them. However, by reading more difficult books aloud to your reader, you help him learn new vocabulary words, concepts, and ways of telling stories or presenting information. You also enjoy the closeness of sharing a book with your child. Many classic books are often free to download to your Kindle or iPads!

Connect read-aloud choices to at-home activities. Read your child books about camping, such as “Webster and Arnold Go Camping”, before camping in the backyard. When you read and discuss books about things your child has experienced, you help them learn important vocabulary and extend their understanding of experiences.

Allow your child to choose books for reading. While during the school year much of your child's reading is assigned, during an extended break it is important for them to read about topics that interest them, whether it is insects, dragons or a favorite fiction series.

Help your child select books at a comfortable level. Listen to your child read. If they read smoothly, use expression and can accurately tell you what they read, the book is probably at a comfortable level. If you are having troubling judging, consult your local child's teacher, who is an expert at matching books to readers. In addition, teach your child to use the “rule of five” in selecting books: if they make five or more errors in reading a page of about 50 words, the book is too challenging.

Encourage your child not to limit extended break reading to books. Encourage your child to read the sports page to check up on their favorite baseball team or to read children's magazines such as Ranger Rick, National Geographic World and New Moon.

Read a book and watch the video together. When you finish reading and viewing, discuss the similarities and differences and talk about which version you prefer. Many books, including “Stone Fox”, “BFG” and “Charlie and the Chocolate Factory,” are available in movie versions.

Encourage your child to write this extended break, too. From writing letters to friends and relatives to keeping a journal while on break, extended break times present unique ways for your child to write about their own experiences. Encourage your child to take pictures or draw as much as possible to document their observations of their surroundings.

Lastly, **phonogram practice** is highly encouraged. Use your own Spalding phonogram cards or download the Spalding app:

<https://www.spaldingeducation.org/spalding-app>

Sincerely,
The First Grade Team



Name _____

1. Read the text 3 times and color a star after each reading.



Hannah's Crayons

Hannah received a pack of six crayons for her birthday from her grandpa. She loved her crayons so much that she drew pictures almost every day. She used the yellow crayon to draw the sun and the stars. She used the red crayon to draw hearts and flowers. She used the green crayon to draw plants and the grass. She used the brown crayon to draw a monkey and a grizzly bear. She used the blue crayon to draw the sky and the ocean. She never used the black crayon, though. One day, she took her crayons to school. She showed them to her friend, Kate.

"Can I draw with your crayons, too?" asked Kate.

"You can draw with all the crayons except the black one. I haven't used it yet," added Hannah.

"That's O.K.!" said Kate.

Kate grabbed the red, yellow, blue, brown, and green crayons and started to draw a garden full of trees and flowers.

2. Use evidence in the text to answer each question. Color the evidence.

A. Who gave Hannah a pack of crayons?



B. What did Hannah draw with her brown crayon?



C. Why didn't Hannah let Kate draw with the black crayon?



Name _____

1. Read the text 3 times and color a star after each reading.



Tiger Sharks

Tiger sharks have dark stripes on their body that resemble the stripes on a tiger. The stripes can be seen very well on the young tiger sharks, but they begin to fade and almost disappear as these sharks grow up.

Most tiger sharks live in the Atlantic Ocean. They have very large bodies, a wedge-shaped head, sharp teeth, and strong jaws. They can camouflage easily in the deep ocean because their skin is blue or light green and their underbelly is white. They can also grow to be about 14-20 feet long and they can weigh more than 1,400 pounds.

Tiger sharks are known to be some of the most powerful predators in the ocean. They have great senses of sight and smell and like to hunt at night. They feed on fish, seals, sea snakes, crabs, turtles, or dolphins.

2. Use evidence in the text to answer each question. Color the evidence.

A. Why are tiger sharks called like that?



B. What color is the skin of a tiger shark?



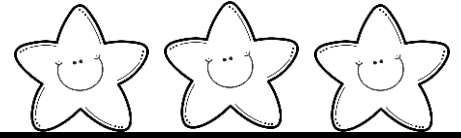
C. What do tiger sharks eat?



Name _____

1. Read the text 3 times and color a star after each reading.

The Little Puppy



Once upon a time there was a mother dog and her little puppy. They lived happily on a farm. The puppy was black with white spots and very playful. One day, he walked in the road and almost got hit by a car.

“Don’t walk in the road again until you grow up and learn how to cross a street,” said Mamma Dog. “A long time ago, when I was just a little puppy, I got hit by a car. Luckily, it didn’t hurt me too bad. I learned how to cross the road safely from that. I look both ways and I cross only if I don’t see or hear a car coming,” added Mamma Dog. “Yes, Mom, I learned a good lesson today,” answered the little puppy.

2. Ask and answer questions based on the text.

Question 1: Who _____ ?

Answer : _____

Question 2: What _____ ?

Answer: _____

Question 3: How _____ ?

Answer: _____

Name _____

1. Read the text 3 times and color a star after each reading.



Rocky and Nutty

There once lived two squirrels. One was named Rocky. The other one was named Nutty. Rocky had brown fur and a bushy tail. Nutty had a bushy tail too, but his fur was red. One day Nutty went to collect nuts. "I'm fast and smart and I'll climb the tallest tree," said Nutty to himself. He looked around and saw a big old tree with long branches and a bunch of nuts. Nutty quickly started to climb the tree all the way to the top. There he tried to pick a nut but he got stuck in the tree.

Rocky waited for Nutty to come home. It was getting dark and Rocky started to worry. He went out to look for Nutty.

"Nutty, Nutty, where are you?" yelled Rocky in the dark forest.

"Here I am, stuck in the tallest tree," answered Nutty.

Rocky helped Nutty get down.

"You are a good brother, Rocky!" said Nutty. "From now on I promise I'll share with you all the nuts I'll collect!" added him.

"Then I'll share mine with you, too," answered Rocky smiling.

2. Use evidence in the text to answer each question. Color the evidence.

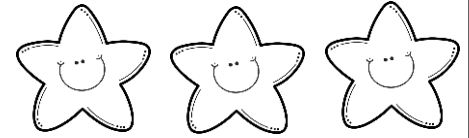
A. How are Rocky and Nutty different? 

B. Why couldn't Nutty go back home? 

C. What did Nutty promise Rocky? 

Name _____

1. Read the text 3 times and color a star after each reading.



Lazy Bear

It was spring. The sun was shining down among the trees in the green forest. Lazy Bear opened his eyes. He just woke up from his long sleep. He didn't eat for a long time and his stomach was growling.

"I'd better look for some food right now," he said to himself. He started to walk through the forest sniffing in the air. Suddenly, he smelled honey. The nice smell was coming from a hole in a small tree. Lazy Bear put his nose in the hole to lick some honey. While he was enjoying the honey, the bees got together and stung him right in his nostrils. Suddenly, he felt a terrible pain in his nose and started to run as fast as he could to get away from the angry bees.

2. Use evidence in the text to answer each question. Color the evidence.

A. Why did Lazy Bear go to look for food ? 

B. Where was the smell of honey coming from ?



C. What did the bear do after he got stung by the bees ?



Name _____

1. Read the text 3 times and color a star after each reading.



Astronauts

Astronauts are trained workers who explore the outer space. They ride in powerful rockets and they can even visit the moon.

In 1969 millions of people around the world watched on T.V. how an astronaut, Neil Armstrong, set foot on the moon for the first time. He was one of the first three astronauts who were sent to explore the moon and return to the Earth. The astronauts had to wear a special suit and a special helmet. There is no air or water on the moon, so the astronauts had to bring their own water and oxygen with them.

Do you wonder how astronauts sleep while they are in space? They have to tie themselves to the bed with a belt, so they don't start floating around.

2. Ask and answer questions based on the text.

Question 1: What _____ ?

Answer : _____

Question 2: Who _____ ?

Answer: _____

Question 3: Why _____ ?

Answer: _____

Name _____

1. Read the text 3 times and color a star after each reading.



Bill and Phil

Bill and Phil were two twin brothers who lived in a small house near a big forest. The twins looked so much alike that it was hard to tell them apart. They were both skinny with brown curly hair and big blue eyes. One day, the two boys decided to go for a walk in the forest. It was a beautiful day! The forest seemed to be very friendly with lots of different birds singing in the trees and playful squirrels roaming around.

“Let’s play hide-and-seek,” said Bill.

“O.K., but you count,” answered Phil.

While Bill was counting, Phil climbed an old tree with huge thick branches. Soon, Bill finished counting and started to look around. First, he looked behind some bushes that grew tall near the road, but Phil wasn’t there. Next, he looked behind a picnic bench, but Phil wasn’t there either. Suddenly, he heard a noise coming from a big tree nearby. He looked up and saw two squirrels fighting with each other. Then, he saw Phil trying to hide his face behind some green leaves.

“I found you!” shouted Bill, “and now it’s your turn to count.”

2. Use evidence in the text to answer each question. Color the evidence.

A. How did Bill and Phil look the same? 

B. What game did the boys play in the forest? 

C. Where did Bill look for Phil first? 

Name _____

1. Read the text 3 times and color a star after each reading.



Lions

Lions are a symbol of strength, pride, and courage. They are the largest and the most powerful cats of the African continent, so most animals don't dare to fight them. They live in grasslands and plains. They weigh about four hundred pounds and are over three and a half feet tall. They can run at fifty miles per hour and their roar can be heard from five miles away.

Lions live together in large family groups called "prides". A pride consists of about fifteen lions. The mature male lions have a long mane around their head and neck, which gives them a majestic look, but the females don't have a mane.

Lions are carnivores, so they eat only meat. The female lions do the hunting, while the male lions protect their territory.

2. Use evidence in the text to answer each question. Color the evidence.

A. Where do lions live? 

B. What is a "pride"? 

C. How are male and female lions different? 

Name _____

1. Read the text 3 times and color a star after each reading.



Whitetail Deer

Whitetail deer are land mammals that live in forests and grasslands. They are large animals that weigh about 110 to 300 pounds and they can run as fast as 35 miles per hour. The whitetail deer are named so because the underside of their tail is covered with white hair. Their fur is reddish during the summer, but in winter it changes to a gray-brown coat.

Whitetail deer are herbivores, so they don't eat meat. They feed on blackberry bushes, acorns, clover, corn, and leaves. In winter, when the ground is covered in snow, they can eat the buds off the tree limbs or the bark of the trees.

A male deer is called a buck and a female deer is called a doe. Bucks have two antlers on top of their head that fall off every late winter. The bucks' antlers will start growing again at a very rapid rate in spring. In summer, bucks live together in bachelor groups, while their antlers are still growing. In fall, when their antlers are fully grown, bucks use their antlers to defend against predators or to fight each other.

2. Use evidence in the text to answer each question. Color the evidence.

A. Where do whitetail deer live?



B. What can whitetail deer eat in winter?



C. When do bucks shed their antlers?



Name: _____

Common and Proper Nouns

Determine whether each noun is a common noun or a proper noun.

- If the noun is common, write common noun on the line.
- If the noun is proper, re-write the noun on the line using correct capitalization.



examples:	waterfall	<u>common noun</u>
	niagara falls	<u>Niagara Falls</u>

- | | | | |
|-----------------|-------|-----------------|-------|
| 1. march | _____ | 2. month | _____ |
| 3. day | _____ | 4. tuesday | _____ |
| 5. holiday | _____ | 6. christmas | _____ |
| 7. cereal | _____ | 8. cheerios | _____ |
| 9. dr. gomez | _____ | 10. doctor | _____ |
| 11. city | _____ | 12. boston | _____ |
| 13. street | _____ | 14. main street | _____ |
| 15. burger king | _____ | 16. restaurant | _____ |
| 17. slate creek | _____ | 18. creek | _____ |
| 19. dog | _____ | 20. snoopy | _____ |

★ **Challenge:** Write a complete sentence that has a proper noun and a common noun in it.

Name: _____

Singular and Plural Nouns

A singular noun names one person, place, or thing.

example: A lizard crawls on top of the rock.

There is only one lizard in the sentence, so the word *lizard* is a singular noun.

Also, there is only one rock in the sentence, so the word *rock* is a singular noun too.

A plural noun names more than one person, place, or thing.

example: Two rabbits ran through the trees.

There is more than one rabbit, so the word *rabbits* is a plural noun.

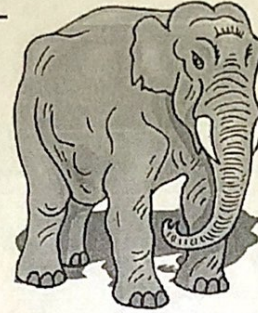
Also, there is more than one tree, so the word *trees* is a plural noun too.

Underline the noun in each sentence below. On the line next to the sentence, tell whether the noun is singular or plural.

1. The squirrel is running fast. _____
2. Three of the plates are round. _____
3. My grandmother is very kind. _____
4. They gave her a nice gift. _____
5. Answer the telephone, please. _____
6. My crayons are broken. _____
7. Have you seen my keys? _____
8. That map is old. _____
9. It flew in the sky. _____
10. There are ten fish. _____

Name: _____

Synonyms



children	tale	begin	damp
done	giant	perhaps	like
pebble	silly	tidy	chuckle

Choose a synonym from the box to replace each underlined word.

1. Tommy liked watching the huge elephant at the zoo. _____
2. I tossed a stone in the lake. _____
3. Carla knows so many funny jokes. _____
4. Will you tell me a story, Grandpa? _____
5. Sarah's bedroom is very neat. _____
6. Ed makes everyone laugh when he makes goofy faces. _____
7. I enjoy drinking iced tea during the summer. _____
8. The kids at the park played baseball. _____
9. Put the wet towel on the clothesline to dry. _____
10. Put your plate in the sink when you're finished. _____
11. Maybe we can go outside after lunch today. _____
12. You should start your science project tonight. _____

Name: _____

Antonyms



Antonyms are words that have opposite meanings.

examples: old—young long—short awake—sleep

Read each sentence. Write an antonym from the word box to replace the underlined word.

long	slow	warm	worst	full
over	never	close	out	float
old	messy	smallest	quiet	

1. The best movie I've ever seen is *Lion King*. _____
2. There is a crack in the wall under the window. _____
3. My bedroom is usually very clean. _____
4. The meeting was too short. _____
5. The store will open at nine o'clock. _____
6. Tim always finishes his homework right after school. _____
7. The cold weather will return next week. _____
8. That is the biggest watermelon I've ever seen. _____
9. My uncle bought a new pickup truck. _____
10. Come in and play with us. _____
11. If you drop a potato in water, it will sink. _____
12. Uncle Jim has a fast boat. _____
13. Jennifer is a talkative person. _____
14. The milk carton in the fridge is empty. _____

Name: _____

Diagramming Sentences

Circle the subject and underline the verb.

6. The phone rings loudly.

7. The red airplane zoomed overhead.

8. A penguin walks and swims.

9. Logan and Mia always read.

10. The wrinkled paper blew away.

Name: _____

Homophones



Choose a word from the box to complete each sentence.

Word Box

there

where

too

their

to

won

they're

two

one

wear



1. _____ are you going?
2. I'm going _____ a Yankees game with my friend, Chris.
3. Kyle will come to the game _____.
4. Don't forget to _____ a jacket when you go.
5. Here is some money so you can buy _____ hot dogs.
6. Don't worry, I'll only have _____ hot dog.
7. Our seats are over _____.
8. I am a Yankees fan and I think _____ going to beat the Cubs.
9. It's _____ turn to bat next.
10. The final score was 5 to 3 and the Yankees _____ the game.

Identifying Sentence Types

Name: _____ Date: _____

Add the ending punctuation marks and tell what kind of sentences these are:
declarative, interrogative, imperative or exclamatory.

(1) I was tempted to take the last slice of pizza _____

(2) How wonderful it is to be alive today _____

(3) How many students are in your class _____

(4) Did the door lock behind you _____

(5) Get another pencil from the supply cabinet _____

(6) **Which sentence is *declarative*?**

- a. Should we start packing when the sun comes up
- b. How many minutes do we have left
- c. The tall man wearing sunglasses is just standing around

(7) **Which sentence is *exclamatory*?**

- a. Andrew found the time to write a letter
- b. The lion has escaped from its cage
- c. Joseph needed to see a doctor

(8) **Which sentence is *imperative*?**

- a. Tell me where you found those pencils
- b. I grabbed a seat before the parade began
- c. My aunt from London came to visit us

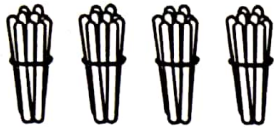

Choose the type of each sentence.

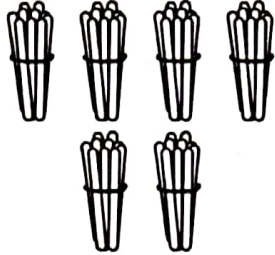
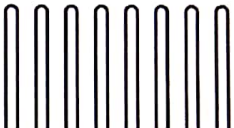
(9) Upgrade the operating system on all of the classroom computers
a. declarative b. interrogative c. imperative d. exclamatory

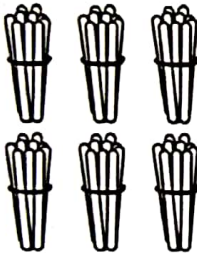
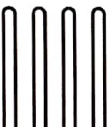
(10) How many times did you eat pizza last month
a. declarative b. interrogative c. imperative d. exclamatory

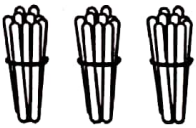
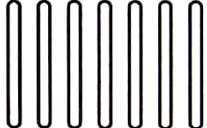
(11) The picture fell and made a loud crashing noise
a. declarative b. interrogative c. imperative d. exclamatory

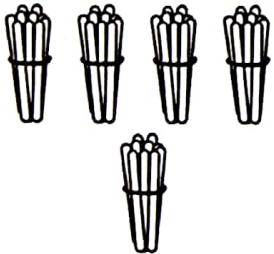
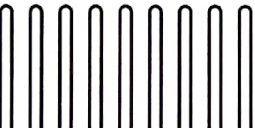
NAME _____



TENS	ONES
	

TENS	ONES
	

TENS	ONES
	

TENS	ONES
	

TENS	ONES
	

TENS	ONES
	

Write down the different forms of each number.
Fill in the place value chart.

Example

26 can be written as:

(a) 2 tens 6 ones

(b) 26 ones

(c) 26

26	Tens	Ones
	2	6

1. 37 can be written as:

(a) _____ tens _____ ones

(b) _____ ones

(c) _____

37	Tens	Ones

2. 40 can be written as:

(a) _____ tens _____ ones

(b) _____ ones

(c) _____

40	Tens	Ones

3. 31 can be written as:

(a) _____ tens _____ one

(b) _____ ones

(c) _____

31	Tens	Ones

Math Sprints 1

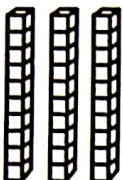

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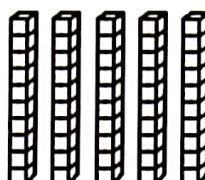

Write the answer.



First Half

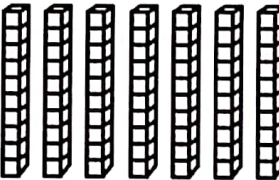

1.	Five tens and two ones =	16.	Four ones and two tens =
2.	Six tens and two ones =	17.	Seven ones and seven tens =
3.	Eight tens and two ones =	18.	Six ones and eight tens =
4.	Nine tens and two ones =	19.	Five ones and three tens =
5.	Four tens and five ones =	20.	Nine ones and two tens =
6.	Four tens and three ones =	21.	Six ones and three tens =
7.	Five tens and zero ones =	22.	Four ones and seven tens =
8.	Six tens and three ones =	23.	Five ones and zero tens =
9.	Eight tens and zero ones =	24.	Five tens and zero ones =
10.	Nine tens and seven ones =	25.	Three ones and one ten =
11.	Eight tens and four ones =	26.	Six tens and eight ones =
12.	Six tens and five ones =	27.	Eight tens and six ones =
13.	Nine tens and two ones =	28.	Zero tens and three ones =
14.	Three tens and five ones =	29.	Two tens and eight ones =
15.	Four tens and zero ones =	30.	Seven ones and eight tens =

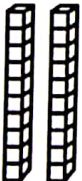

NAME _____

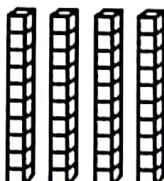

TENS	ONES
	

TENS	ONES
	

TENS	ONES
	

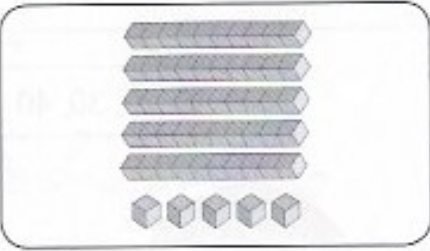
TENS	ONES
	

TENS	ONES
	

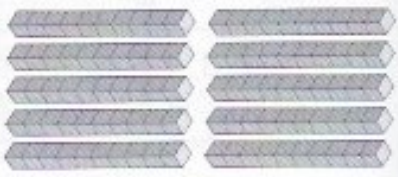
TENS	ONES
	


1. Count.
Write the numbers in the boxes.
Write the number words on the blanks.

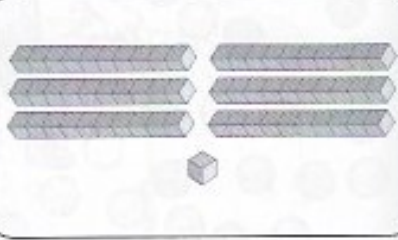
Example

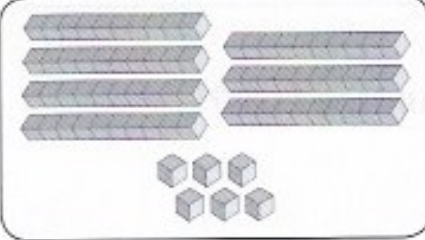


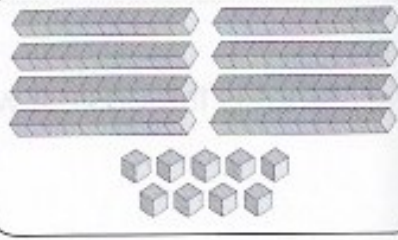
_____ *fifty-five* 55

(a) 

(b) 

(c) 

(d) 

(e) 

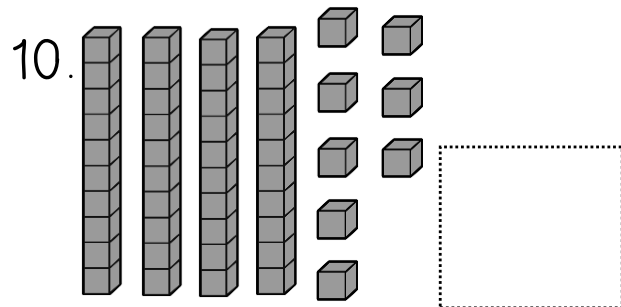
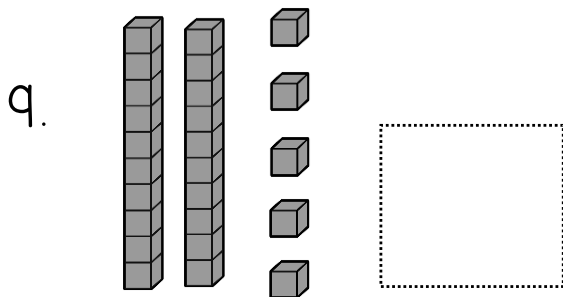
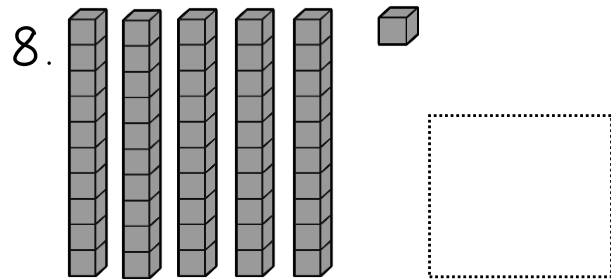
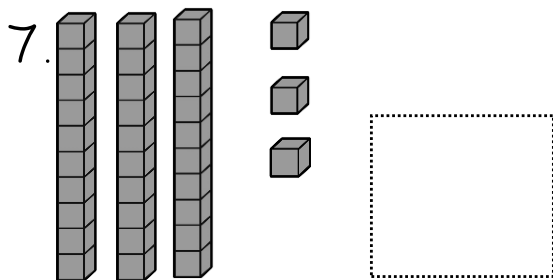
Place Value: Tens & Ones

Name: _____ Date: _____

Directions: Write to tell how many tens and ones.

1. 28 is ___ tens and ___ ones.
2. 34 is ___ tens and ___ ones.
3. 72 is ___ tens and ___ ones.
4. 48 is ___ tens and ___ ones.
5. 33 is ___ tens and ___ ones.
6. 67 is ___ tens and ___ ones.

Directions: Write the number the blocks show.



Place Value: Tens & Ones

Name: _____ Date: _____

Directions: Write the number.

1. Two tens and four ones is _____.
2. Three tens and three ones is _____.
3. Six tens and eight ones is _____.
4. Five tens and two ones is _____.
5. Seven tens and one one is _____.
6. Four tens and six ones is _____.

Directions: Draw the number with base ten blocks.

73

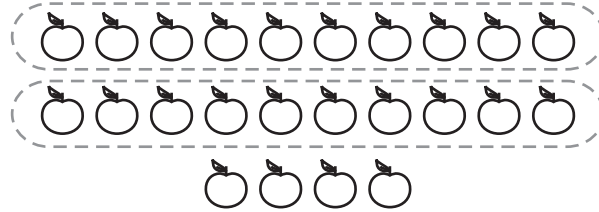
58

27

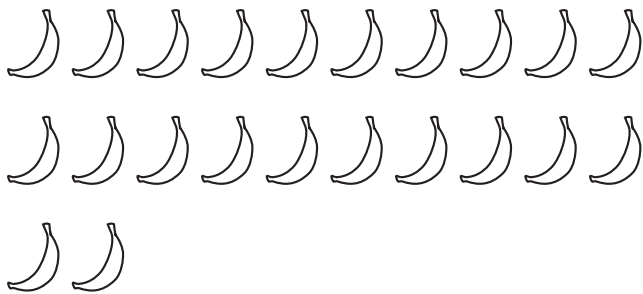
45

Counting: Tens and Ones

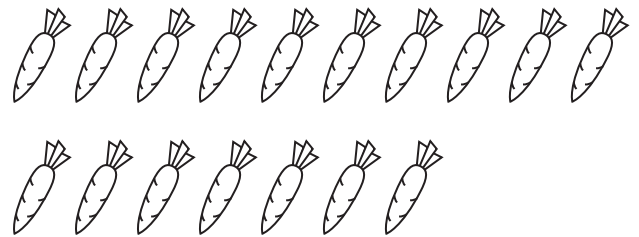
Circle each complete group of ten. Write how many tens, how many ones, and how many in all. For example:



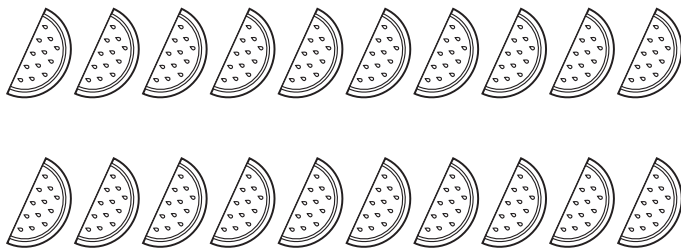
2 tens + 4 ones = 24



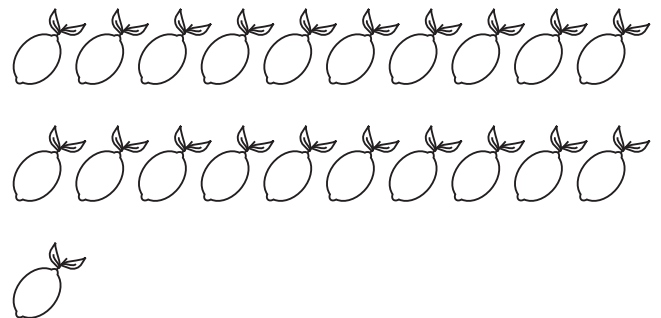
_____ tens + _____ ones = _____



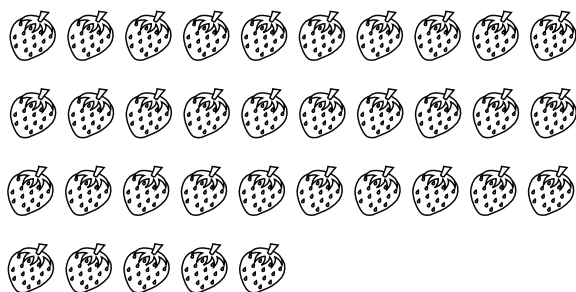
_____ tens + _____ ones = _____



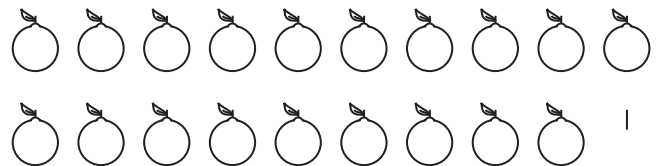
_____ tens + _____ ones = _____



_____ tens + _____ ones = _____



_____ tens + _____ ones = _____



_____ tens + _____ ones = _____

Name: _____ Date: _____

Directions: Draw a picture to represent each problem then solve by counting on or back.

1. $28 + 8 = \underline{\quad}$

2. $10 - 6 = \underline{\quad}$

3. $12 + 3 = \underline{\quad}$

4. $35 - 6 = \underline{\quad}$

Name: _____ **Date:** _____

Counting on and back

Directions: Read the problems below then write a number sentence. Solve the problem by counting on or back.

1. Donna had 35 Skittles in her hand. She dropped 8 on the ground. How many Skittles does she have now?

2. Sam has 18 pencils in his pencil box. He gives 5 to his friend Riley. How many pencils does Sam still have in his pencil box now?

3. Sal has 66 erasers. He lost 7 of his erasers. How many cool erasers does Sal have now?

4. Jenny has 27 gems in her gem box. A friend gives her 3 more gems. How many gems does Jenny have now?

5. Julie has 43 stickers in her book. A friend gives her 10 more stickers. How many stickers does Julie have now?

Name: _____ Date: _____

Counting on and back

Directions: Read the problems below then write a word problem for the number sentence. Solve the problem by counting on or back.

1. $67 - 4 =$

2. $28 + 5 =$

3. $39 - 6 =$

4. $41 + 7 =$

5. $57 - 3 =$

Name: _____

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

Use the hundreds chart to count on or back.

Count on by 1's

Starting number: 33

Count back by 1's

Starting number: 72

Count on by 5's

Starting number: 20

Count back by 5's

Starting number: 50

Count on by 10's

Starting number: 38

Name: _____ Date: _____

Directions: Draw a picture to represent each problem then solve by counting on or back.

5. $43 - 11 = \underline{\quad}$

6. $27 + 8 = \underline{\quad}$

7. $36 + 7 = \underline{\quad}$

8. $29 - 9 = \underline{\quad}$

Name: _____

Fill in the missing numbers by counting on or back.

30	29			26		24	23	22	
20		18	17		15	14		12	
	9		7	6		4			1

18, _____, 16, 15, _____

25, 24, _____, _____, 21, _____

9, _____, 7, _____, _____, 4


_____, 12, 11, _____, _____, 8

30, _____, _____, 27, 26, _____


22, _____, 20, _____, 19, _____

2. Color the correct amount of money.


(a)




40¢




(b)




85¢




(c)




\$17











(d)



\$28



2. How much money is there in each set of coins?

 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>

Name _____ Date _____

Mixed Coin Review

Cross out each coin as you count the amount.
Then, write its value.



_____ ¢ or \$ _____.



_____ ¢ or \$ _____.



_____ ¢ or \$ _____.



_____ ¢ or \$ _____.



_____ ¢ or \$ _____.

Name _____ Date _____

Coin Review

Cross out each coin as you count the amount.
Then, write its value.



_____ ¢ or \$ _____.



_____ ¢ or \$ _____.



_____ ¢ or \$ _____.



_____ ¢ or \$ _____.



_____ ¢ or \$ _____.

Coins and Values

Name: _____

Color, cut, match and glue the front and back of the coins and their values.



Match the coin values below



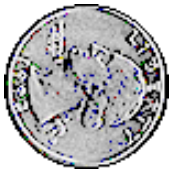
1¢

25¢

10¢

5¢

Name: _____



quarter



dime



nickel



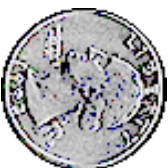
penny

Match the money!

Draw a line from the coin to its value.



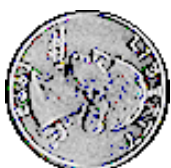
1¢



5¢



25¢



10¢

_____ dimes

_____ nickels

_____ pennies

_____ quarters

Count the money!


Count how many there are of each coin.

Name _____

Date _____

Match Coins to their Value

Directions: Mark the correct value for each coin.

	1¢	10¢
	25¢	5¢
	5¢	35¢
	15¢	10¢
	10¢	1¢
	25¢	5¢
	11¢	1¢

Name _____ Date _____


Name The Coin & Value

Write the correct name of the coin and its value next to each picture.

penny nickel dime quarter

1.  _____ \$ or \$ _____.


2.  _____ \$ or \$ _____.

3.  _____ \$ or \$ _____.

4.  _____ \$ or \$ _____.

5.  _____ \$ or \$ _____.

6.  _____ \$ or \$ _____.

7.  _____ \$ or \$ _____.