



# 2<sup>nd</sup> 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!

Below is a *suggested* schedule. 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!

Week 1:

- Reading Selection 7 pages 36-37
- Math Unit 1-3
- Math fact pages +1, +2, +3 and +4, +5, +6

Week 2:

- Reading Selection 8 pages 39-41
- Math Unit 4-5 Review
- Math fact pages +7, +8, +9 and +0 through+9

Week 3:

- Reading Selection 9 pages 43-45
- Math Unit 6-7
- Math fact pages -1, -2, -3 and -4, -5, -6

Week 4:

- Reading Selection 10 pages 47-49
- Math Unit 8-9
- Math fact pages -5, -6, -7 and -7, -8, -9

Week5:

- Write a friendly letter to someone and mail it.
- Math Unit 10-11
- Math Facts -0 through -9 and multiplication of 2

Week 6:

- Write a journal entry for everyday this week.
- Math Unit 12-13
- Math Facts Multiplication of 3 and 4

*Extra Practice:*

- *Multiplication of 5 and 10*
- *Cursive Handwriting*

**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 trouble 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 Second Grade Team

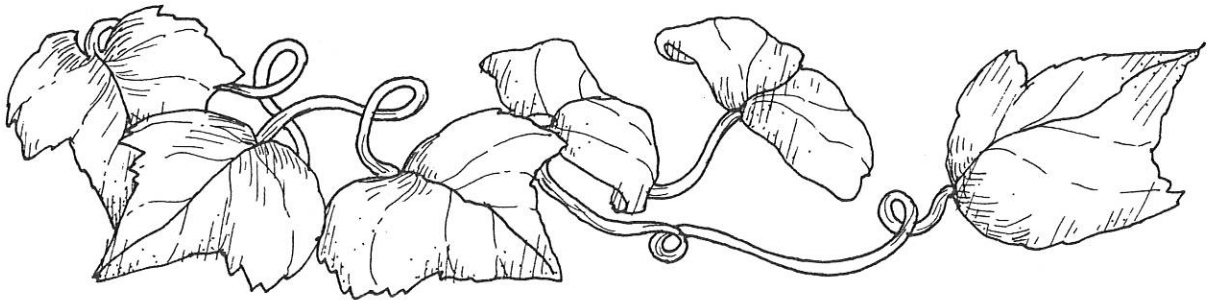


One spring day, Ann and Andy were planting seeds. Their little brother, Billy, did not want to help.

A woman came by. She looked at Billy and said, "Here are five seeds. If you plant the five seeds, you will get a big surprise."

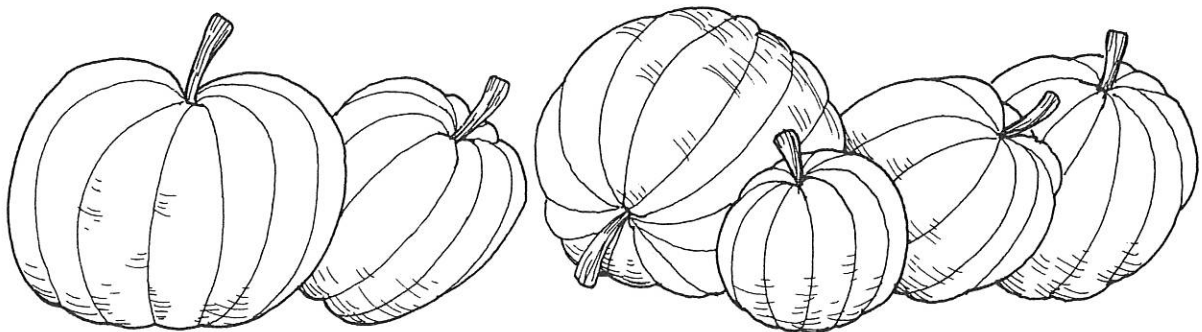
Billy wanted to know what the surprise was. He planted the seeds in back of the dog house.

Soon three little plants came up. Little leaves were on them. Billy watered them every day. The plants got bigger. They got big leaves on them. Then they began to go all over the ground like this.



Then pretty yellow flowers came out on the plants. Under the flowers were little green balls. Every day the green balls got bigger. Then the green balls became yellow.

Soon the yellow balls were very, very big. Now they became orange. They looked like this.



Billy and the children laughed. They saw what the big surprise was.

Do you know what Billy had planted?

**A**

Which one is right? Put a ✓ by it.

1. What were the surprise plants?

\_\_\_\_\_ a. water plants

\_\_\_\_\_ b. pumpkins

\_\_\_\_\_ c. new flowers

2. How many of Billy's seeds did not grow?

\_\_\_\_\_ a. five    \_\_\_\_\_ b. three    \_\_\_\_\_ c. two

3. Why did Billy plant the seeds?

\_\_\_\_\_ a. He liked to see flowers come up.

\_\_\_\_\_ b. He wanted to know what the surprise was.

\_\_\_\_\_ c. He wanted to help his family.

4. Where did Billy get the seeds?

\_\_\_\_\_ a. at the store

\_\_\_\_\_ b. from his mother

\_\_\_\_\_ c. from a woman



5. What came out of the plants first?

\_\_\_\_\_ a. leaves

\_\_\_\_\_ b. flowers

\_\_\_\_\_ c. yellow balls

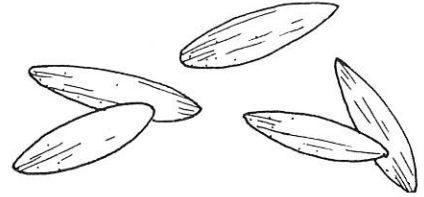
6. What color were the flowers?

\_\_\_\_\_ a. white    \_\_\_\_\_ b. yellow    \_\_\_\_\_ c. pink



7. Where did Billy plant the seeds?

- \_\_\_\_\_ a. in a window box
- \_\_\_\_\_ b. under a tree
- \_\_\_\_\_ c. in back of the dog house



8. What is the best name for this story?

- \_\_\_\_\_ a. The Pretty Yellow Flowers
- \_\_\_\_\_ b. The Pretty Woman
- \_\_\_\_\_ c. The Surprise Plants

**B** Draw lines to match these.

1. said, "Ha, ha, ha!"

2. an orange food

3. a girl who grew up

4. nice to look at

5. thing a plant grows from

6. grew into

7. land we walk on

8. putting it into the ground  
to grow

woman

brother

laughed

pumpkin

planting

pretty

ground

seed

became

## Math Review

### Unit 1: Numbers to 1000

Directions: Solve each problem below.

1.  $76 =$  \_\_\_\_\_ tens and \_\_\_\_\_ ones.

2. 2 hundreds 8 tens 4 ones = \_\_\_\_\_

3. Write the numbers.

ninety-five \_\_\_\_\_

five hundred twenty-two \_\_\_\_\_

two hundred forty-four \_\_\_\_\_

4. Write the numbers in words.

27 \_\_\_\_\_

543 \_\_\_\_\_

152 \_\_\_\_\_

5.  $800 + 70 + 3 =$  \_\_\_\_\_       $200 + 1 =$  \_\_\_\_\_

6. Write  $>$  or  $<$

310 \_\_\_\_\_ 301

510 \_\_\_\_\_ 610

599 \_\_\_\_\_ 600

7. Arrange the numbers in order. Begin with the smallest.

590    290    209    580

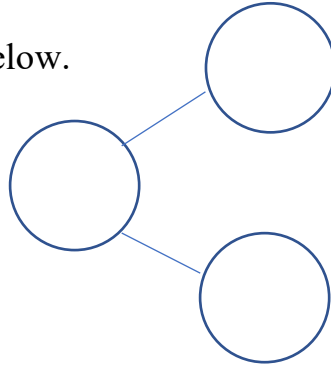
\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

## Math Review

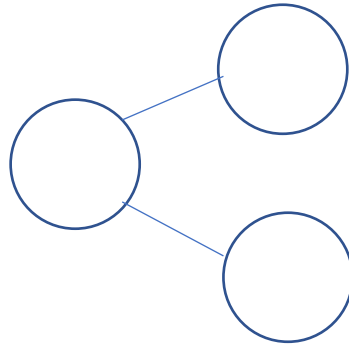
### Unit 2: Addition and Subtraction

Directions: Solve each problem below.

1.  $30 + 18 =$  \_\_\_\_\_



2.  $24 - 11 =$  \_\_\_\_\_



3. John has 143 crayons.

Sue has 54 crayons.

How many crayons do they have altogether?

4. Joe has 283 books.

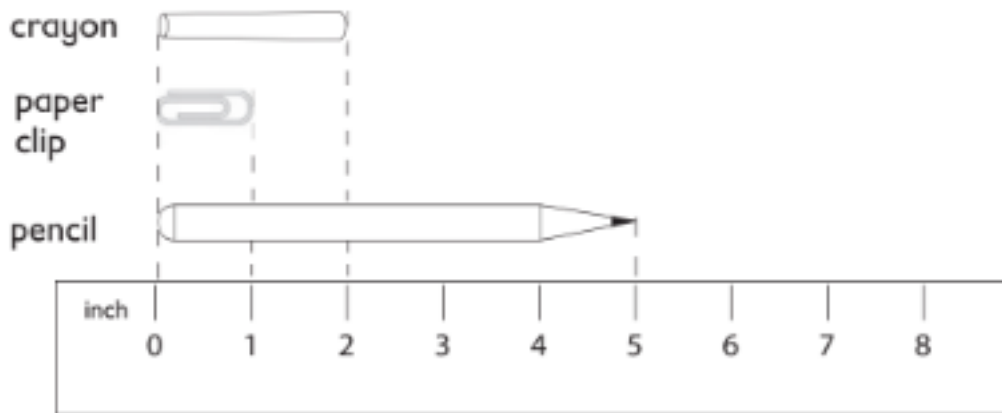
He gave 52 books to Don.

How many books does Joe have left?

**Math Review**  
**Unit 3: Length**

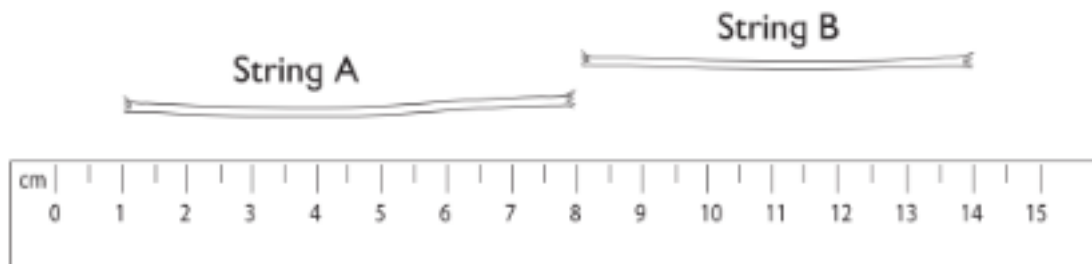
Directions: Solve each problem below.

1.



- (a) The pencil is \_\_\_\_\_ in. long.
- (b) The crayon is \_\_\_\_\_ in. long.
- (c) The paper clip is \_\_\_\_\_ in. long.
- (d) The pencil is \_\_\_\_\_ in. longer than the paper clip.
- (e) The crayon is \_\_\_\_\_ in. shorter than the pencil.

2.



String A is about \_\_\_\_\_ cm. long and String B is about \_\_\_\_\_ cm. long.

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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_/36

# Addition: +1, +2, +3

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

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

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

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

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

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

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

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

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

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

$5 + 1 = \underline{\quad}$

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_/36

## Addition: +4, +5, +6

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

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

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

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

$1 + 5 = \underline{\quad}$

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

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



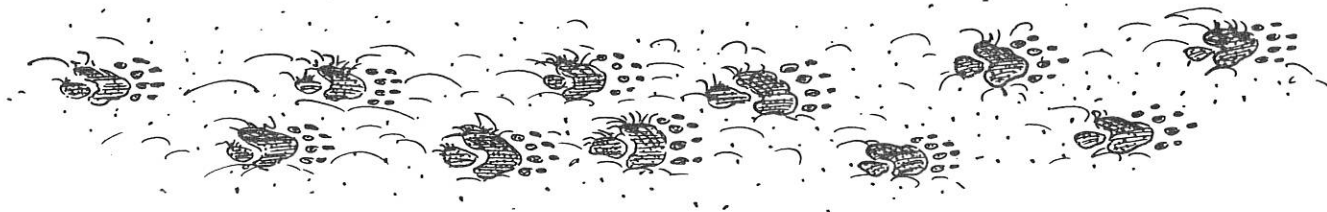
On Thursday snow fell. Marcy and Dan went outdoors. The trees and grass were white with snow. The children's boots made marks in the snow. Dan looked back to see them.



"Our boots make funny tracks in the snow," said Dan.

"Look over there," said Marcy. "An animal has walked here before us."

They saw tracks in the snow.



"Let's see where the animal went," said Dan.

"Maybe we can find out what animal makes tracks like these," said Marcy.

The children followed the tracks into the woods. The tracks went over to an old tree that had fallen to the ground.

"Look under that tree!" said Dan. "It's a pretty little black and white cat."

"Let's take the cat home. It must be very cold," said Marcy.

The children ran to the old tree. But they stopped before they got up to it.

"Oh! Oh!" they yelled. "That's no cat! Let's get away from here."

Dan said, "If we get too near to it, we may smell a very bad smell."

What animal had made the tracks in the snow?

**A**

Which one is right? Put a ✓ by it.

1. What animal did they see?

\_\_\_\_\_ a. cat    \_\_\_\_\_ b. squirrel    \_\_\_\_\_ c. skunk

2. How did they know an animal was near by?

\_\_\_\_\_ a. They saw its tracks.

\_\_\_\_\_ b. They could hear it walking.

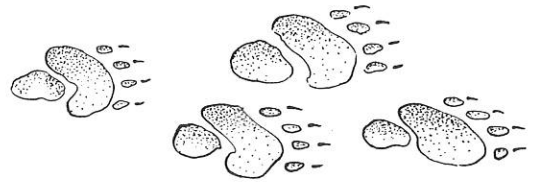
\_\_\_\_\_ c. The animal said, "Mew, mew."

3. Where did they see the animal?

\_\_\_\_\_ a. in the leaves

\_\_\_\_\_ b. under an old tree

\_\_\_\_\_ c. under a fence



4. When did the snow fall?

\_\_\_\_\_ a. Monday    \_\_\_\_\_ b. Thursday    \_\_\_\_\_ c. Friday

5. What can this animal do if you get too near?

\_\_\_\_\_ a. It can bark at you.

\_\_\_\_\_ b. It can bite you.

\_\_\_\_\_ c. It can let out a bad smell.

6. What is the best name for this story?

\_\_\_\_\_ a. An Animal's Spots

\_\_\_\_\_ b. The Tracks of the Skunk

\_\_\_\_\_ c. The Tracks of the Fox

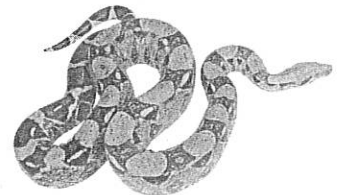
**B** Draw lines to match these.

1. the day before Friday
2. marks that feet make
3. down on the ground
4. went in back of
5. place with many trees
6. animal with four feet
7. making us laugh

fallen  
followed  
funny  
smell  
skunk  
Thursday  
tracks  
woods

**C** What do you know about skunks?  
Circle the right ones.

1. Which is the skunk?



2. How many feet do skunks have?
3. Do skunks talk?
4. Do skunks read?
5. Do skunks have green spots?
6. Can we ride on a skunk?
7. Are skunks white and black?
8. Do skunks put on boots?

two    four  
yes    no  
yes    no  
yes    no  
yes    no  
yes    no

## Math Review

### Unit 4: Weight

Ounces and Pounds:  $16 \text{ oz} = 1 \text{ lb}$

Ounces are used to weigh very light objects. A slice of bread weighs about an ounce.

Pounds are used to weigh heavier objects. A shoe weighs about a pound.

Directions: Fill in the blanks with **oz** or **lb**.

1. 20 pennies weigh about 2 \_\_\_\_\_.
2. A bicycle weighs about 50 \_\_\_\_\_.
3. A sandwich weighs about 9 \_\_\_\_\_.
4. A butterfly weighs about 1 \_\_\_\_\_.
5. A cat weighs about 5 \_\_\_\_\_.

Grams and Kilograms:  $1000 \text{ g} = 1 \text{ kg}$

Grams are used to weigh very light objects. A paper clip weighs about 1 g.

Kilograms are used to weigh heavier objects. A pineapple weighs about 1 kg

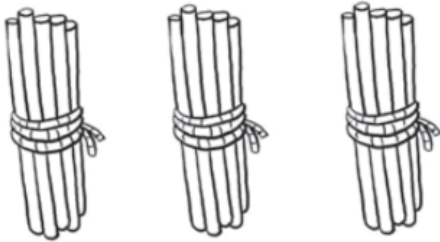
Directions: Fill in the blanks with **kg** or **g**.

6. A squirrel weighs about 1 \_\_\_\_\_.
7. A cell phone weighs about 120 \_\_\_\_\_.
8. A watermelon weighs about 13 \_\_\_\_\_.
9. A pencil weighs about 3 \_\_\_\_\_.
10. A gallon of milk weighs about 4 \_\_\_\_\_.

**Math Review**  
**Unit 5: Multiplication and Division**

Directions: Solve each problem below.

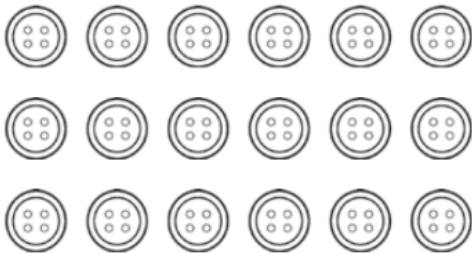
1. There are 5 sticks in one bundle.



$5 \times 3 =$  \_\_\_\_\_

There are \_\_\_\_\_ sticks altogether.

2. Share 18 buttons equally among 3 children.



$18 \div 3 =$  \_\_\_\_\_

Each child gets \_\_\_\_\_ buttons.

4. Bob has 3 boxes.

Each box holds 7 pencils.

How many pencils does he have altogether?

There are \_\_\_\_\_ pencils altogether.

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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_ /36

# Addition: +7, +8, +9

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

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

$7 + 8 = \underline{\quad}$

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

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

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

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

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

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

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

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

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

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

$8 + 7 = \underline{\quad}$

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

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

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

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

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$



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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_ /36

## Addition: +0 through +9

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

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

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

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

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

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

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

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

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

$2 + 0 = \underline{\quad}$

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

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

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

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

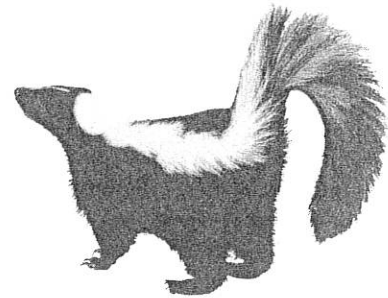
$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

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

Why don't people like us?  
We are pretty animals. We help people.

We help by eating bugs that hurt people. We eat rats and mice, too. We hunt for food at night. We eat things that people do not want.

We never try to get into houses as mice do. We never run after people as tigers do. We do not climb trees as squirrels do.



We skunks like to be with other skunks. We do not try to live with people. We stay away from other animals. We live in old trees or under the ground.

We smell good if you do not put your hands on us. Be careful near us, and you will not smell us. We let out our bad smell if someone wants to hurt us.

We want you to be careful and not run after us. Stay away from us, and we will stay away from you. But we like to help you. Please like us!





Which one is right? Put a ✓ by it.

1. When do skunks come out to eat?

\_\_\_\_\_ a. morning \_\_\_\_\_ b. noon \_\_\_\_\_ c. night

2. What would a skunk eat?

\_\_\_\_\_ a. a fly \_\_\_\_\_ b. a bag \_\_\_\_\_ c. a house

3. How do skunks help people?

\_\_\_\_\_ a. by looking pretty

\_\_\_\_\_ b. by eating mice

\_\_\_\_\_ c. by smelling nice



4. When will a skunk smell bad?

\_\_\_\_\_ a. when you try to catch it

\_\_\_\_\_ b. all the time

\_\_\_\_\_ c. never

5. What do skunks want people to do for them?

\_\_\_\_\_ a. play with them

\_\_\_\_\_ b. keep away from them

\_\_\_\_\_ c. bring them into the house

6. What is the best name for this story?

\_\_\_\_\_ a. A Bad Animal

\_\_\_\_\_ b. A Careful Animal

\_\_\_\_\_ c. Helpers to People

**B**

Draw lines to match the opposites.  
One is done for you.

1.	bad	sad
2.	laugh	before
3.	after	over
4.	funny	cry
5.	under	good
6.	night	little
7.	old	new
8.	cold	day
9.	no	hot
		yes

**C**

Can you guess the riddles? Circle the right word.

1. This is an animal.  
It has four feet.  
It is a friend to us.  
You may have one  
as a pet.  
It eats mice.  
It says, "Mew, mew."  
What is it?
- cow   skunk   cat

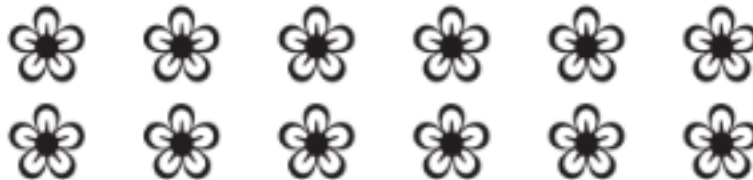
2. This is a place.  
Many trees are here.  
Many animals live here.  
Skunks and birds are  
here.  
Bugs, worms, and ants  
live here, too.  
What is this place?
- store   woods   school

## Math Review

### Unit 6: Multiplication Tables of 2 and 3

Directions: Solve each problem below.

1. Circle the flowers to show 3 groups of 4.



2. Divide 16 hens equally into 4 groups.



3. 15 cupcakes are divided equally into 5 boxes.  
How many cupcakes are in each box?

There are \_\_\_\_\_ cupcakes in each box.

## Math Review

### Unit 7: Addition & Subtraction

Directions: Solve each problem below.

1. 
$$\begin{array}{r} 357 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} 507 \\ - 294 \\ \hline \end{array}$$

$$\begin{array}{r} 285 \\ + 474 \\ \hline \end{array}$$

$$\begin{array}{r} 641 \\ - 399 \\ \hline \end{array}$$

2. There are 73 cookies in a jar.  
How many cookies are needed to make 100?



\_\_\_\_\_ cookies are needed to make 100.

3. Liz works in a pet store.  
She put 328 bags of cat food on a shelf.  
Customers bought 277 bags.  
How many bags were left?



\_\_\_\_\_ bags were left.



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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_/36

# Subtraction: - 1, - 2, - 3

$8 - 2 = \underline{\quad}$

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

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

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

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

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

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

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

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

$11 - 3 = \underline{\quad}$

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

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

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

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

$7 - 2 = \underline{\quad}$

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

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

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

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

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

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

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

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

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_ /36

# Subtraction: - 4, - 5, - 6

$11 - 4 = \underline{\quad}$        $5 - 4 = \underline{\quad}$        $6 - 5 = \underline{\quad}$

$14 - 5 = \underline{\quad}$        $8 - 4 = \underline{\quad}$        $7 - 5 = \underline{\quad}$

$9 - 6 = \underline{\quad}$        $13 - 6 = \underline{\quad}$        $12 - 4 = \underline{\quad}$

$8 - 6 = \underline{\quad}$        $12 - 6 = \underline{\quad}$        $5 - 5 = \underline{\quad}$

$6 - 4 = \underline{\quad}$        $13 - 5 = \underline{\quad}$        $9 - 6 = \underline{\quad}$

$14 - 5 = \underline{\quad}$        $7 - 6 = \underline{\quad}$        $11 - 5 = \underline{\quad}$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$
      
$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$
      
$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$
      
$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$
      
$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$
      
$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$
      
$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$
      
$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$
      
$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$
      
$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$
      
$$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$
      
$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$
      
$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$
      
$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$
      
$$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$$
      
$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

Tom, Bob, and Jack were going fishing on Friday afternoon. They went out that morning to dig up some worms. The boys put the worms into a can. They left the can on the kitchen table. Jack's grandmother saw the worms.

"Oh, no!" yelled Grandmother. "Get those things out of here!"

Jack said, "Don't you like worms, Grandmother?"

"No!" said Grandmother. The boys laughed.

After lunch, the three boys left to go fishing. They saw Betty and Jill.

"Let's see if the girls will yell," said Bob.

"Let's put worms on them," said Tom. "It will be so funny."

Jack said to the girls, "Close your eyes. Hold out your hands. I have something for you."

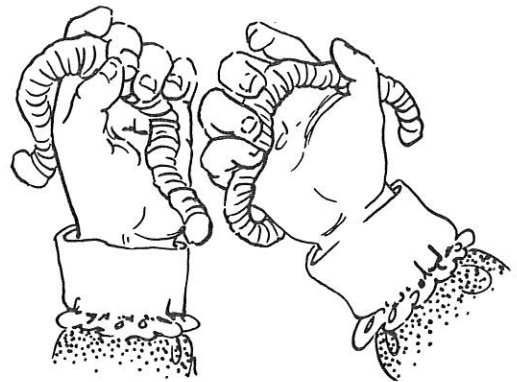
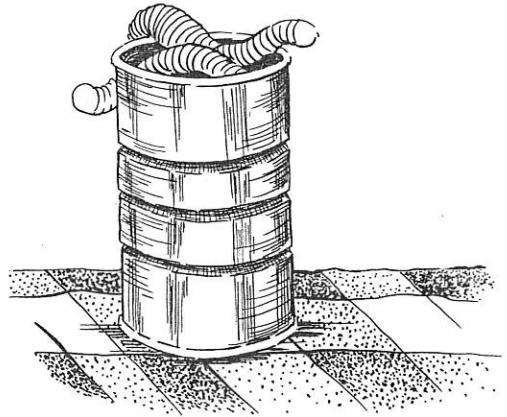
Jill and Betty put out their hands. Jack pulled four worms out of the can. He put two worms in each girl's hands.

Then the boys got a surprise. Betty and Jill did not run or yell! They held the worms.

"Don't you want us to take away the worms?" asked Jack. "Grandmother didn't like them."

"No, we like worms," said the girls.

Betty and Jill took the four worms and went fishing.



**A**

Which one is right? Put a ✓ by it.

1. When did this happen?

\_\_\_\_\_ a. Sunday \_\_\_\_\_ b. Friday \_\_\_\_\_ c. Tuesday

2. When did the boys dig up the worms?

\_\_\_\_\_ a. morning \_\_\_\_\_ b. afternoon \_\_\_\_\_ c. night

3. What is the story about?

\_\_\_\_\_ a. The boys got a lot of fish.

\_\_\_\_\_ b. Grandmother surprised the girls.

\_\_\_\_\_ c. The girls surprised the boys.

4. Where did Grandmother see the worms?

\_\_\_\_\_ a. in the yard

\_\_\_\_\_ b. in the girls' hands

\_\_\_\_\_ c. on the table

5. Why did Grandmother yell?

\_\_\_\_\_ a. The worms got away.

\_\_\_\_\_ b. She did not like worms.

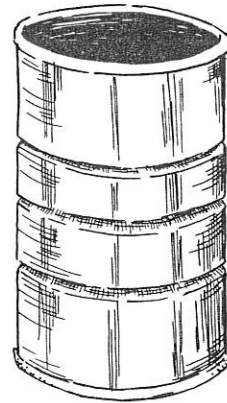
\_\_\_\_\_ c. The boys were eating worms.

6. When did the boys eat lunch?

\_\_\_\_\_ a. before they got the worms

\_\_\_\_\_ b. after they went fishing

\_\_\_\_\_ c. after they got the worms

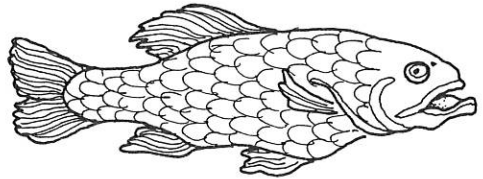


7. What did the girls do with the worms?

- \_\_\_\_\_ a. yelled at them
- \_\_\_\_\_ b. put them back in the can
- \_\_\_\_\_ c. went fishing

8. What does this story show us?

- \_\_\_\_\_ a. Everyone likes worms.
- \_\_\_\_\_ b. No one likes worms.
- \_\_\_\_\_ c. Some people like worms.



9. What is the best name for this story?

- \_\_\_\_\_ a. How Worms Help Us
- \_\_\_\_\_ b. How To Fish
- \_\_\_\_\_ c. Who Likes Worms?

**B** Draw lines to match these.

1. a little animal
2. your mother's mother
3. comes after Thursday
4. keep something in your hand
5. to shut
6. went away

fishing

Friday

grandmother

left

worm

close

hold

**Math Review**  
**Unit 8: Multiplication & Division**

Directions: Solve each problem below.

1. There are 2 rows of trees.  
There are 3 trees in each row.  
How many trees are there altogether?

There are \_\_\_\_\_ trees altogether.

2. 5 friends shared a box of 30 raisins equally.  
How many raisins did each friend get?

Each friend got \_\_\_\_\_ raisins.

3. 7 milk cartons are put into groups of 2.  
How many are left over?



There are \_\_\_\_\_ cartons left over.



**Math Review**  
**Unit 9: Money**

Directions: Solve each problem below.

1. How much money is shown? \$ \_\_\_\_\_



2. A pair of slippers cost \$8.50.  
A pair of shoes cost \$10.  
How much cheaper are the pair of slippers?



The slippers cost \$ \_\_\_\_\_ less than the shoes.

3.  $\$5.20 - \$2.10 =$  \_\_\_\_\_

4.  $\$2.35 + \$1.24 =$  \_\_\_\_\_

5. A doll costs \$6.30 and a ball costs \$1.25.  
The total cost of the doll and the ball is \$ \_\_\_\_\_.



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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_ /36

# Subtraction: - 5, - 7, - 9

$15 - 7 = \underline{\quad}$      $13 - 9 = \underline{\quad}$      $13 - 7 = \underline{\quad}$

$7 - 5 = \underline{\quad}$      $14 - 7 = \underline{\quad}$      $10 - 9 = \underline{\quad}$

$9 - 7 = \underline{\quad}$      $10 - 5 = \underline{\quad}$      $8 - 5 = \underline{\quad}$

$10 - 5 = \underline{\quad}$      $9 - 5 = \underline{\quad}$      $9 - 7 = \underline{\quad}$

$11 - 7 = \underline{\quad}$      $7 - 7 = \underline{\quad}$      $12 - 7 = \underline{\quad}$

$16 - 9 = \underline{\quad}$      $12 - 9 = \underline{\quad}$      $14 - 9 = \underline{\quad}$

$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$
    
$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$
    
$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$
    
$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$
    
$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$
    
$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$
    
$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$
    
$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$$

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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_/36

# Subtraction: - 7, - 8, - 9

$18 - 9 = \underline{\quad\quad}$      $12 - 8 = \underline{\quad\quad}$      $15 - 9 = \underline{\quad\quad}$

$9 - 8 = \underline{\quad\quad}$      $13 - 9 = \underline{\quad\quad}$      $12 - 7 = \underline{\quad\quad}$

$11 - 7 = \underline{\quad\quad}$      $15 - 7 = \underline{\quad\quad}$      $16 - 9 = \underline{\quad\quad}$

$14 - 9 = \underline{\quad\quad}$      $8 - 7 = \underline{\quad\quad}$      $17 - 9 = \underline{\quad\quad}$

$16 - 7 = \underline{\quad\quad}$      $13 - 9 = \underline{\quad\quad}$      $9 - 8 = \underline{\quad\quad}$

$14 - 9 = \underline{\quad\quad}$      $17 - 8 = \underline{\quad\quad}$      $11 - 9 = \underline{\quad\quad}$

$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$
    
$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$
    
$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$
    
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$
    
$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$
    
$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$
    
$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$
    
$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$
    
$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$
    
$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$
    
$$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$$
    
$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

# A FRIENDLY LETTER

A FRIENDLY LETTER CONSISTS OF 5 PARTS

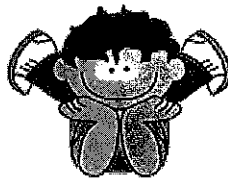
HEADING

GREETING

BODY

CLOSING

SIGNATURE





**The heading should include your street address, city, state, zip code and date.**

**The greeting should begin with Dear and a comma should follow the recipient's name.**

**The body of the letter should contain the writer's thoughts and ideas.**

**The closing should be one of the following:  
Yours truly, Your friend, Love, Sincerely,  
Sincerely yours.**



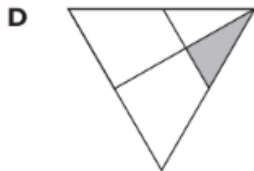
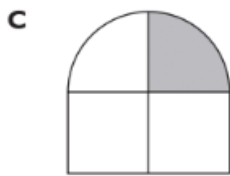
**Math Review**  
**Unit 10: Fractions**

Directions: Solve each problem below.

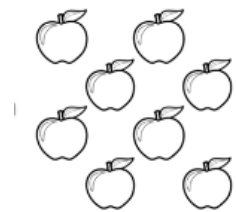
1. Color  $\frac{4}{5}$  of the circle.



2. Which shape shows  $\frac{1}{4}$  shaded? \_\_\_\_\_



3. Sue picked 8 apples.  
2 of the apples were red and 6 of the apples were green.  
What fraction of the apples were red?

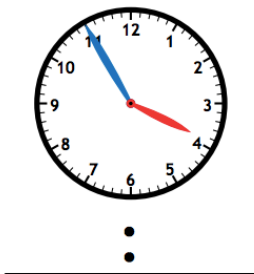
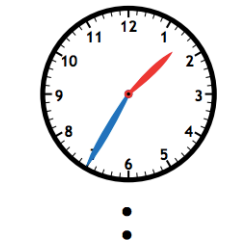
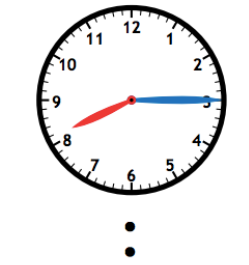
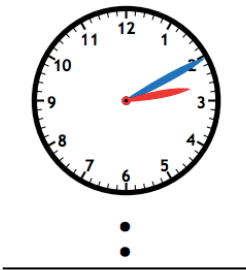
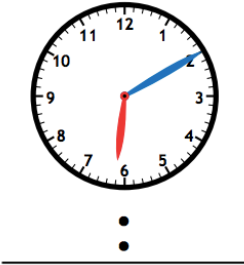


\_\_\_\_\_ of the apples were red.



**Math Review**  
**Unit 11: Time**

Directions: What time is shown on each clock?



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

Time \_\_\_\_\_

Number Correct \_\_\_\_\_/36

# Subtraction: - 0 through - 9

$11 - 4 = \underline{\quad}$       $15 - 8 = \underline{\quad}$       $6 - 5 = \underline{\quad}$

$4 - 3 = \underline{\quad}$       $18 - 9 = \underline{\quad}$       $7 - 1 = \underline{\quad}$

$9 - 6 = \underline{\quad}$       $3 - 2 = \underline{\quad}$       $2 - 0 = \underline{\quad}$

$8 - 2 = \underline{\quad}$       $12 - 6 = \underline{\quad}$       $15 - 7 = \underline{\quad}$

$6 - 4 = \underline{\quad}$       $13 - 9 = \underline{\quad}$       $9 - 8 = \underline{\quad}$

$4 - 0 = \underline{\quad}$       $7 - 6 = \underline{\quad}$       $1 - 1 = \underline{\quad}$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$
     
$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$$
     
$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$
     
$$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$$
     
$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$
     
$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -0 \\ \hline \end{array}$$
     
$$\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$$
     
$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$
     
$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$
     
$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$
     
$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$
     
$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$
     
$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$
     
$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$
     
$$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$$
     
$$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$$

Name \_\_\_\_\_

Time \_\_\_\_\_

Number Correct \_\_\_\_\_/100

# Multiplication • x 2

0	1	2	3	4	5	6	7	8	9
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

8	2	7	3	4	2	3	6	0	9
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

3	4	7	5	1	6	8	9	2	7
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

5	3	8	5	1	0	2	7	9	0
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

4	1	8	3	4	5	2	9	7	4
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

8	5	3	5	6	2	0	7	3	1
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

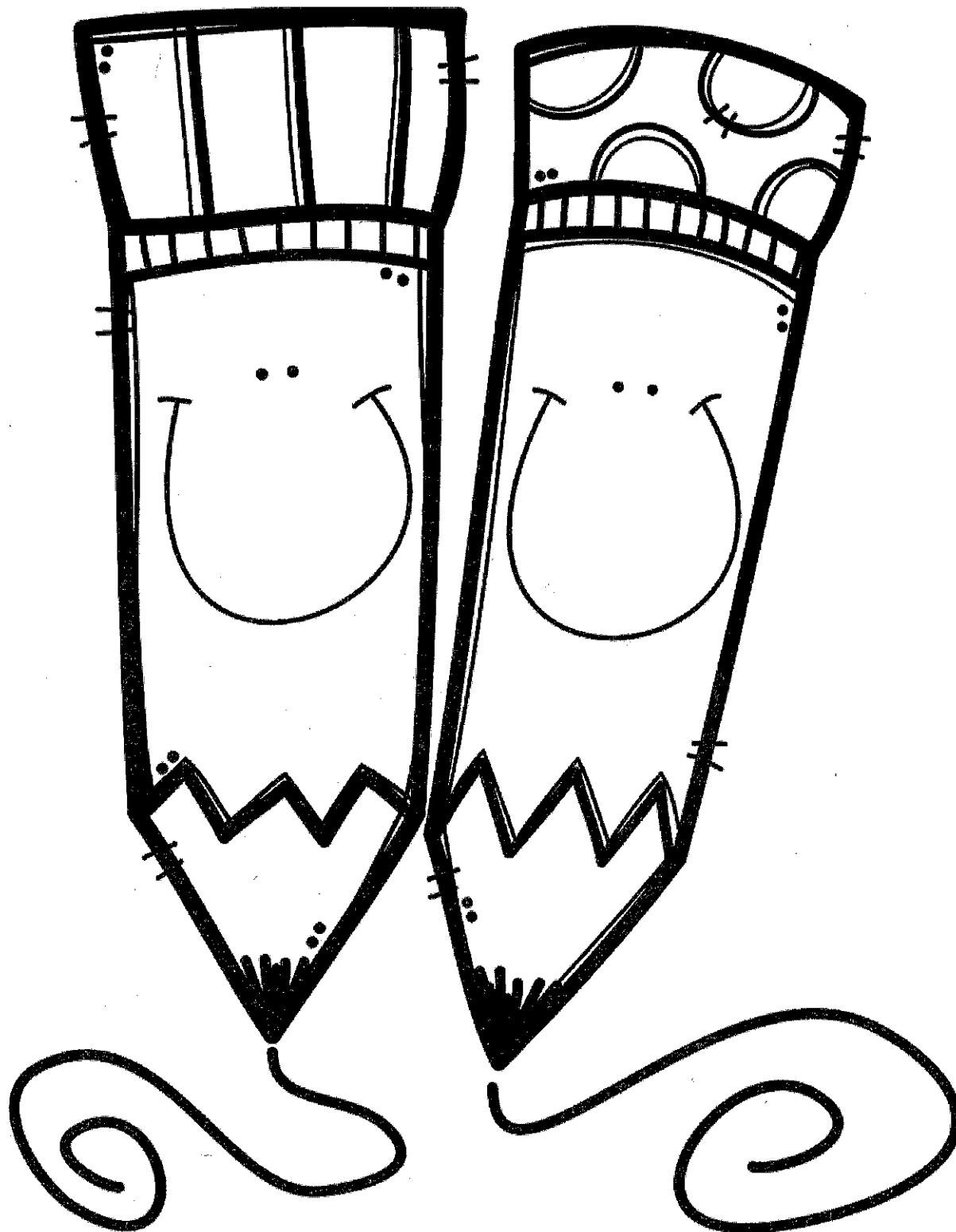
9	4	5	8	1	6	3	2	7	3
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

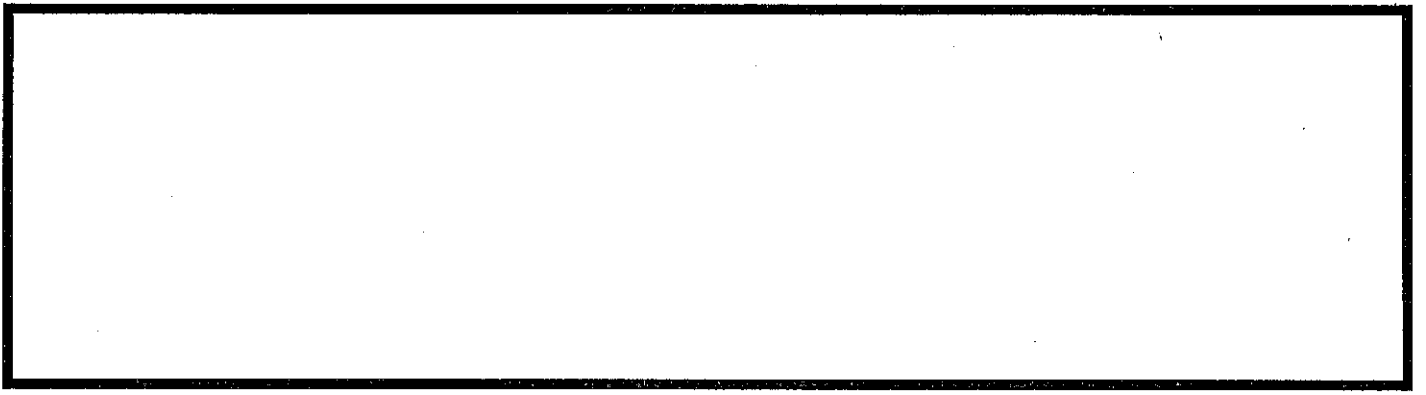
2	6	3	7	0	2	6	3	1	9
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

7	4	0	8	5	3	2	7	6	4
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

8	9	6	5	3	2	6	0	1	4
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>

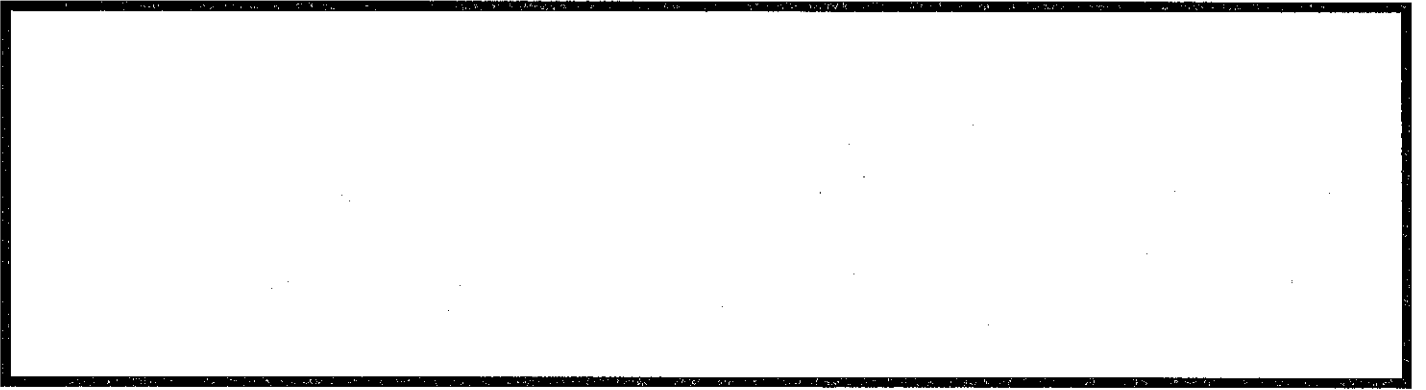
# MY JOURNAL





date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are three such sets of lines.



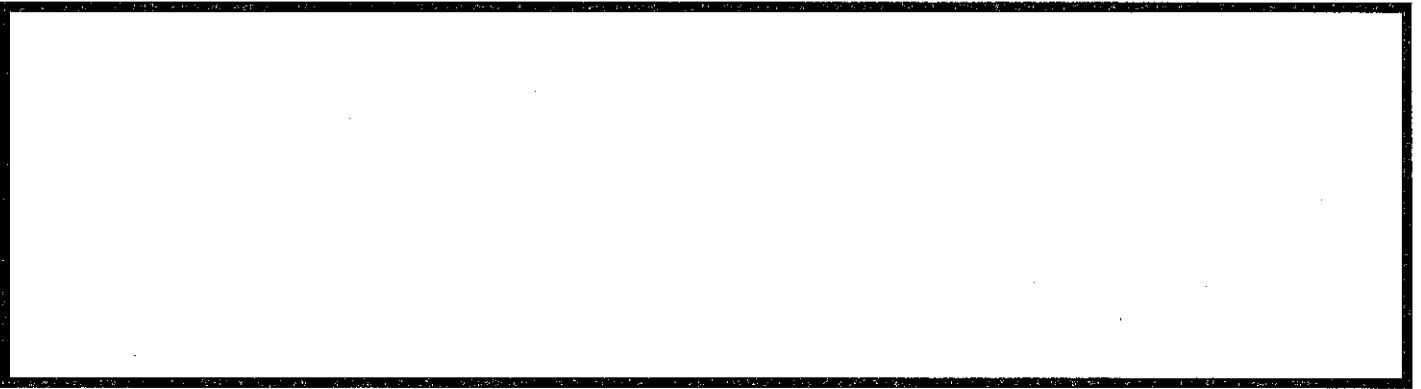
date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are three such sets of lines.



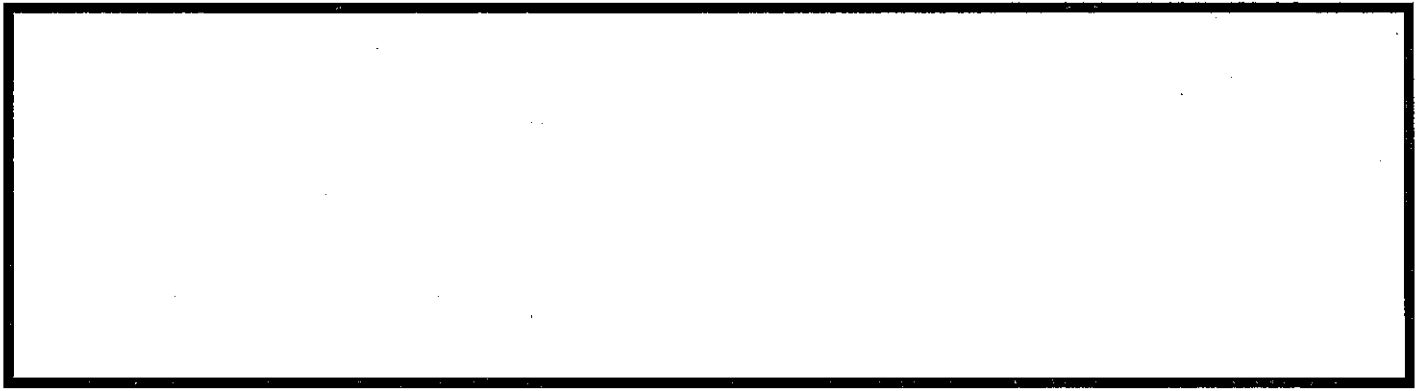
date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are three sets of these lines.



date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are three sets of these lines.



date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. This section contains three sets of such lines.



date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. This section contains three sets of such lines.



**Math Review**  
**Unit 12: Capacity**

Directions: Solve each problem below.



1. How many bowls does 1 liter of liquid fill? \_\_\_\_\_

2. How many bowls would 2 liters of liquid fill? \_\_\_\_\_

3. The capacity of a tank is 300 gal.

It contains 115 gal of water.

How many more gallons of water are needed to fill up the tank?

\_\_\_\_\_ more gallons of water are needed to fill up the tank.

4. This table shows the sale of gas at two stations.

How much gas was sold altogether?

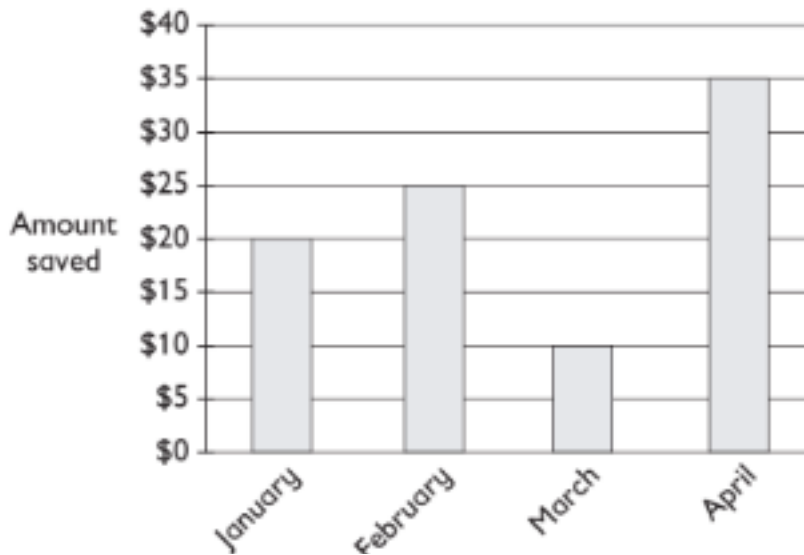
Station	Gas sold
A	358 gallons
B	515 gallons

\_\_\_\_\_ gallons were sold altogether.

**Math Review**  
**Unit 13: Tables and Graphs**

Directions: Solve each problem below.

The graph shows Angela's savings for 4 months.



1. How much did Angela save in January? \_\_\_\_\_
2. How much did Angela save in February? \_\_\_\_\_
3. How much did Angela save in March? \_\_\_\_\_
4. How much did Angela save in April? \_\_\_\_\_
5. How much more money did Angela save in February than in March?  
She saved \_\_\_\_\_ more in February than in March.
6. How much less money did Angela save in January than in April?  
She saved \_\_\_\_\_ less money in January than in April.
7. How much money did Angela save altogether?  
She saved \_\_\_\_\_ altogether.

Name \_\_\_\_\_

Time \_\_\_\_\_

**Multiplication • x 3**

Number Correct \_\_\_\_\_/100

0	1	2	3	4	5	6	7	8	9
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

8	2	7	5	1	2	3	6	0	1
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

3	8	9	5	1	6	8	9	2	7
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

5	4	8	3	6	1	2	7	9	0
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

4	3	9	4	0	6	2	9	7	4
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

8	1	3	5	6	2	0	7	3	1
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

9	5	4	6	0	6	3	9	7	1
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

9	6	5	8	9	2	6	3	1	9
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

7	4	0	9	5	3	2	6	1	4
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>

7	2	4	8	1	0	7	3	5	9
<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>



Name \_\_\_\_\_

Time \_\_\_\_\_

Number Correct \_\_\_\_\_/100

**Multiplication • x 5**

0	1	2	3	4	5	6	7	8	9
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

8	2	7	8	5	1	3	4	6	0
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

3	8	0	2	1	6	7	9	5	4
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

5	4	8	3	6	1	2	7	9	0
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

4	1	7	0	9	5	2	8	6	3
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

9	5	3	8	6	2	0	7	1	4
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

7	4	5	8	1	6	3	2	7	3
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

2	6	3	7	0	2	8	9	1	4
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

6	1	0	8	5	3	2	4	7	9
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>

8	9	6	5	3	0	2	7	1	4
<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>	<u>x5</u>





Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one.

a

c

d

g

o

q

dad

cod

add

dog

Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one.

*l*

*i*

*j*

*p*

*r*

*rip*

*jeep*

*pod*

*rig*

*pear*



Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one.

s

u

v

w

y

us

way

quip

sew

wise

Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one.

b

f

h

k

l

t

but

hill

fire

kilt



Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one.

m

n

x

z

many

quiz

axes

noon

moon

oxen

Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each word across the page and star your favorite one.

freeze

expect

broke

there

reason

least

himself

pair

bridge

capture



Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions: Carefully copy the sentence below four times.**

The quick brown fox jumps  
over the lazy dog.

1.

2.

3.

4.

Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one. Start each letter at 2 on the clock.

A

C

E

L

O

Q

Andy

Eddie

Lily

Olivia



Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one. Start each letter with a straight down line and complete without lifting your pencil.

B

D

P

R

U

Y

Brad

Dario

Preston

Rihaan

Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one. F and T begin with a dip at the top. G and S start with a tall upswing.

F

F

G

S

Fred

Jim

George

Skyla

Finland

Texas



Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one.

H

K

I

J

M

N

Harper

Kyle

I'm

Guam

Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write each letter or word across the page and star your favorite one. V and W start with slanted down lines. X and Z begin at 10 on the clock.

V

W

X

Z

Vivienne

Wesley

Xavier

Zynah

Vail

Wisconsin