

# Fifth Grade Cross-Cat

May 18 - 29

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\*Please use your child's Remote Learning Plan (*sent via email 4/24/20*) as a guide for this learning packet. Please have your child complete the pages that are referenced in his or her learning plan. The learning plan was created based on your child's IEP goals and objectives. For additional practice, your child may complete the extra pages.

# Free Learning Websites for kids



## Switcheroo Zoo

[www.switchzoo.com](http://www.switchzoo.com)

Watch, listen and play games to learn  
all about animals.

## Fun Brain

[www.funbrain.com](http://www.funbrain.com)

Play games while practicing maths  
and reading skills.

## Nat Geo for Kids

[www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)

Learn all about geography and  
fascinating animals

## PBS Kids

[www.pbskids.org](http://www.pbskids.org)

Learn with some fun and interesting  
television characters.

## Behind the News

[www.abc.net.au/btn/](http://www.abc.net.au/btn/)

Listen to short reports - activities  
and questions included.

## ABC Splash

[www.splash.abc.net.au](http://www.splash.abc.net.au)

Videos, games and information

## Turtle Diary

<http://www.turtlediary.com/>

Games for literacy, maths, science  
and puzzles for Grades K-5.

## ABCYA

[www.abcya.com](http://www.abcya.com)

Many topic areas for all levels of  
learning, organised by grade.

## Mr Nussbaum

[www.mrnussbaum.com](http://www.mrnussbaum.com)

A range of learning activities in many  
topic areas.  
Some games available in Arabic.

## Topmarks

[www.topmarks.co.uk](http://www.topmarks.co.uk)

Easy to play games available in a  
range of topic areas.

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

## All 220 Dolch words by grade in frequency order

Pre-Primer		Primer		First Grade		Second Grade		Third Grade	
the	one	he	now	of	take	would	write	if	full
to	my	was	no	his	every	very	always	long	done
and	me	that	came	had	old	your	made	about	light
a	big	she	ride	him	by	its	gave	got	pick
I	come	on	into	her	after	around	us	six	hurt
you	blue	they	good	some	think	don't	buy	never	cut
it	red	but	want	as	let	right	those	seven	kind
in	where	at	too	then	going	green	use	eight	fall
said	jump	with	pretty	could	walk	their	fast	today	carry
for	away	all	four	when	again	call	pull	myself	small
up	here	there	saw	were	may	sleep	both	much	own
look	help	out	well	them	stop	five	sit	keep	show
is	make	be	ran	ask	fly	wash	which	try	hot
go	yellow	have	brown	an	round	or	read	start	far
we	two	am	eat	over	give	before	why	ten	draw
little	play	do	who	just	once	been	found	bring	clean
down	run	did	new	from	open	off	because	drink	grow
can	find	what	must	any	has	cold	best	only	together
see	three	so	black	how	live	tell	upon	better	shall
not	funny	get	white	know	thank	work	these	hold	laugh
		like	soon	put		first	sing	warm	
		this	our			does	wish		
		will	ate			goes	many		
		yes	say						
		went	under						
		are	please						

# CVC, CVCC, and CCVC Word List by Medial Sound

	<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>
<b>CVC</b>	bad dad sad cat sat pat rat fat hat cap tap lap nap tap sap	red led let get wet set vet hen ten pen	hit sit fit mit jog big dig rig bin fin sin win pin six fix did lid kid rid	cot pot hot dot not lot top sop mop pop hop mom	rug bug dug hug mud mug jug bun run fun nun but nut cut hut
<b>CVCC</b>	sand hand mask task lamp ramp cast fast last past bank rank vast	tent rent sent went send lend bend mend best rest nest help desk	milk silk wilt sink rink risk disk list mist mink pink wink hint	pond	bunt bulb dump hump lump bump pump must rust just dust bust gulp
<b>CCVC</b>	flag drag brag plan glad slam slab crab grab scab	sled fled bled sped bred fret	swim slip drip spit grim slim trim skid slid swig	drop plop frog stop blob slob clog crop drop flop	drum plum slug plus club grub stub spun slum scum

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

# The Hunt for Gold

by Anita Amin

"Let's hunt for gold!" Mia told her brother Alex.  
They were playing in the sand on the beach.

Alex agreed. "Maybe we'll find a chest full of gold coins!"

So they picked up their pails and headed down the beach.

After a few steps, they found some seashells.

Mia put some small pink shells in her pail. She shoveled some sand into her pail too. "I'm going to draw a picture of the beach," she said. "I'll glue the shells and sand to my picture."



They kept walking. Soon, they found some seaweed.

Alex put some in his pail. "I'm going to make a lasso with this seaweed."

Mia put some seaweed in her pail too. "I'm going to make a jump rope."

They kept looking for gold.

After a while, Alex frowned. "We didn't find any gold."

"No, but I see a whole dollar!" Mia cried, racing ahead.

"Really?" Alex cried.

Mia showed Alex her dollar.

Alex laughed. "You found a sand dollar!"

Mia put the sand dollar in her pail.

Then Mia and Alex went home with their riches.



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

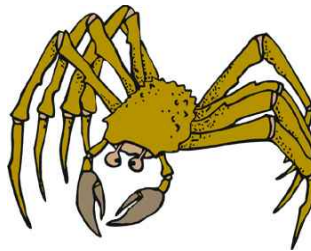
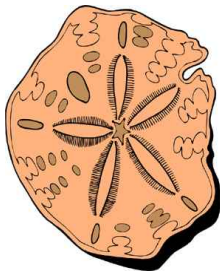
# The Hunt for Gold

by Anita Amin

1. What were Mia and Alex looking for on the beach?

\_\_\_\_\_

2. Circle the things Mia and Alex found.  
Draw an "X" on things they did not find.



3. Why did Mia want sand and shells?
- a. She wanted to keep them in her pail.
  - b. She wanted to make a picture with them.
  - c. She wanted to take them to school.
  - d. She wanted to put them in her sand box.
4. What did Mia want to do with the seaweed?
- a. make a lasso
  - b. hang it in her bedroom
  - c. throw it in the water
  - d. make a jump rope

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

# The Hunt for Gold

by Anita Amin



Fill in the missing vowels to create words from the story.

Then write the full word on the line. Be sure you spell each word correctly.

1. c h \_ \_ s t  
**clue:** large box

1. \_\_\_\_\_

2. g \_ \_ l d  
**clue:** metal that is worth a lot of money

2. \_\_\_\_\_

3. d \_ \_ l l \_ \_ r  
**clue:** 100 cents

3. \_\_\_\_\_

4. s \_ \_ \_ w \_ \_ \_ d  
**clue:** plant that grows under the water

4. \_\_\_\_\_

5. p \_ \_ \_ l  
**clue:** bucket

5. \_\_\_\_\_

6. b \_ \_ \_ c h  
**clue:** sandy place by the water

6. \_\_\_\_\_

7. l \_ \_ s s \_ \_  
**clue:** rope used to catch things

7. \_\_\_\_\_

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

# Grandpa's Missing Socks

by Anita N. Amin

Grandpa searched the laundry bin and frowned. "I can't find my socks," he said.

"A mystery!" Emma and Alex cried. They got their notebooks.

"Okay, Grandpa, what do your socks look like?" Emma asked.

"They're blue," Grandpa said.

"Blue." Alex wrote in his notebook. "Where did you last see them?"

"I just took them out of the dryer. They should be here." Grandpa pointed at the bin.

"Alex and I need to search the area." Emma slid her pencil behind her ear.

Emma and Alex slowly circled the sofa.

"I see clothes on the floor," Emma noted.

"And one is blue!" Alex checked it. "Oh, it's just my blue glove."

Emma bent down for a better look at the clothes on the floor. Her pen fell and rolled under the sofa. "Maybe the socks are under the sofa!"

They looked under the sofa. There were no socks.

Emma said, "Hmm, let's search these clothes on the sofa."

"Okay." Alex picked up a towel. A shirt was stuck to it. When he peeled them apart, it sounded like ripping paper. "Did you hear that?"

"That noise is from static," Grandpa said. "Static causes two objects to stick together."

Emma peeled apart more clothes. She looked over at Grandpa, sorting through the clothes. Emma smiled. "I know where Grandpa's socks are."

"You do?" Grandpa and Alex asked.

Emma pointed to Grandpa's pants. A blue sock was stuck to the back of one leg.

"My sock!" Grandpa took the sock.

"And here's the other one!" Alex peeled it off of another towel.

"Case solved," Emma said.

Grandpa pulled on his socks. "My warm feet thank you both!"



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

# Grandpa's Missing Socks

by Anita N. Amin



1. Why do Alex and Emma get their notebooks?

- a. to study
- b. to write down clues
- c. to draw
- d. to play tic-tac-toe

2. What do Grandpa's socks look like?

- a. purple
- b. fuzzy
- c. old
- d. blue

3. How did one of Grandpa's socks get stuck to his pant leg and the other get stuck to a towel?

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4. Put a number 1, 2, or 3 on the line on top of each box to tell what happened first, second, and third in the story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

They look under the sofa

Alex sees his blue glove

Grandpa explains static

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

# Grandpa's Missing Socks

by Anita N. Amin



Draw lines to match the words from the story with their meanings.

- |            |   |   |                                                 |
|------------|---|---|-------------------------------------------------|
| 1. sofa    | ● | ● | to look for something                           |
| 2. mystery | ● | ● | items you wear on your body                     |
| 3. frowned | ● | ● | pulled apart                                    |
| 4. glove   | ● | ● | an object you use to write                      |
| 5. clothes | ● | ● | made a troubled face                            |
| 6. peeled  | ● | ● | a puzzle or problem that needs an answer        |
| 7. pencil  | ● | ● | a long, soft seat                               |
| 8. search  | ● | ● | something that covers your hand to keep it warm |

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

# Grandpa's Missing Socks

by Anita N. Amin



In the story, “Grandpa’s Missing Socks,” Emma and Alex solve the mystery by working together as a team. Teamwork is an important skill in order to get something done.

On the lines below, tell about a time when you had to use teamwork to face a problem or task. What was the easiest part about working together? What was the hardest part? Make sure you use complete sentences.

[illegible]

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

# Backyard Visitor

by Kelly Hashway

"Mom!" Sarah yelled, running into the house.

"What is it?" her mother asked, looking up from her book.

"There's a baby deer in the backyard. Can we feed it?" Sarah ran for the bowl of fruit on the counter and grabbed an apple.

Her mom met her in the kitchen. "Sarah, that's not really a good idea. That deer lives in the wild. If it gets used to people feeding it, it won't know how to survive on its own."

Sarah sighed and put the apple back. "Can I at least pet it?"

Her mother shook her head. "I'm sorry, Sarah, but you shouldn't do that either."

"But it's so little. It's not like it's going to hurt me."

"Maybe not, but it might hurt the deer."

Sarah wrinkled her forehead. "I'll be gentle, just like I am with the baby next door."

"That's not what I meant." Her mother brought Sarah to the back door and looked out at the fawn lying in the grass. "If you pet the fawn, she might like it. She might hang around here looking for you."

"That doesn't sound bad at all. She could be like my pet."

"But deer aren't meant to be pets. And what happens if she wanders off into someone else's yard or into the woods where there's a hunter. She won't know not to fear people. Do you understand what I'm saying?"

Sarah looked out at the deer. "She might think all humans are nice. She wouldn't know to stay away from hunters or even cars if she sees people in them."

"Exactly." Her mother put her hand on Sarah's shoulder.

"What if her mother doesn't come get her? How will she learn to find food and how to stay out of danger?"



"Animals are born with natural instincts. That's why we shouldn't do things that go against those instincts, like feed them."

"I wish she could stay here."

"I know you do," her mother said. "Why don't you get my camera? You can take pictures of the fawn. Then you'll always have them to remember her."

"Okay." Sarah ran to her mom's room and got the camera from the dresser drawer. When she came back, she opened the back door very quietly and turned off the camera's flash. "It's light enough to not use the flash and I don't want to scare the fawn."

As Sarah took pictures, another deer stepped into view.

"It's the mother deer!" Sarah whispered excitedly.

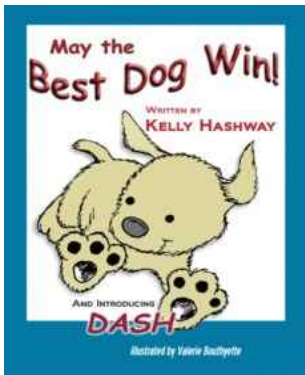
"Yes, it is."

Sarah took pictures of both deer as they ate leaves and finally walked away. "Think they'll come back and visit again?"

"Maybe. But now you at least have pictures to remember them. Let's go print them."

Sarah nodded. "I can't wait to see how they came out."

## About the Author



Kelly Hashway's picture book, *May the Best Dog Win*, is now available!

Dash has the perfect life until the Super Sweeper 5000 shows up. Sweeper runs all over the house sucking up the leftover food scraps, and he even gets his own room! But Dash won't give up his place as the favorite dog without a fight.

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



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

# Backyard Visitor

by Kelly Hashway

1. How did Sarah feel when she saw a fawn in her backyard?

- a. confused
- b. indifferent
- c. disappointed
- d. excited

2. Sarah's mother is afraid that...

- a. Sarah will scare the deer.
- b. the deer could hurt Sarah.
- c. the deer will learn to like people.
- d. the mother deer will come back.



3. When Sarah brings the camera, she turns off the flash. When would someone normally use a camera's flash?

- a. when they take pictures outside in the daylight
- b. when they do not want to scare away animals
- c. when they take pictures inside a room that's not very bright
- d. when they take pictures of things that move

4. What were the mother deer and her fawn doing when Sarah was taking pictures?

---

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5. Put the events from the story in sequential order. Write 1st, 2nd, 3rd, 4th, or 5th on each line.

- \_\_\_\_\_ Sarah grabbed an apple to feed the deer.
- \_\_\_\_\_ Sarah saw a baby deer in the backyard.
- \_\_\_\_\_ Sarah's mother looked outside and saw the baby deer.
- \_\_\_\_\_ Sarah saw the baby deer's mother.
- \_\_\_\_\_ Sarah's mother told her not to feed or pet the deer.

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

# Backyard Visitor

by Kelly Hashway



Fill in the missing letters to create a vocabulary word from the story. Then write the full word on the line. Be sure you spell each word correctly.

1.    \_\_\_ a    \_\_\_ n

**hint:** baby deer

\_\_\_\_\_

2.    \_\_\_ e    \_\_\_ t l    \_\_\_

**hint:** opposite of rough

\_\_\_\_\_

3.    \_\_\_ u n    \_\_\_ e r

**hint:** person who kills animals for food

\_\_\_\_\_

4.    \_\_\_ u m    \_\_\_    \_\_\_ s

**hint:** people

\_\_\_\_\_

5.    \_\_\_ h i s    \_\_\_    \_\_\_ r e d

**hint:** spoke very softly

\_\_\_\_\_

6.    \_\_\_ n s t    \_\_\_ n    \_\_\_    \_\_\_ s

**hint:** things that animals are born knowing how to do

\_\_\_\_\_

7.    \_\_\_ r    \_\_\_ n t

**hint:** put on paper

\_\_\_\_\_

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

# Backyard Visitor

by Kelly Hashway



In the story, "Backyard Visitor," Sarah and her mother watch a baby deer that has wandered into their backyard.

Think of an animal that you've seen in the wild. Write a paragraph to describe the event. Tell what the animal was, where you saw it, and what the animal was doing.

[illegible]

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

# Achoo!

by Cynthia Sherwood

Achoo! We all sneeze sometimes. Sneezing is a reflex that your body does automatically. That means you cannot make yourself sneeze or stop one once it has started. When you sneeze, your body is trying to get rid of bad things in your nose, such as bacteria. You have extra germs when you have a cold, so you sneeze a lot more. You might also sneeze when you smell pepper!



Inside your nose, there are hundreds of tiny hairs. These hairs filter the air you breathe. Sometimes dust and pollen find their way through these hairs and bother your nasal passages. The nerves in the lining of your nose tell your brain that something is invading your body.

Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air. Using a tissue or “sneezing into your sleeve” captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season.

Do you ever sneeze when you walk into bright sunlight? About 25% of people experience this phenomenon. Scientists believe that the brain gets confused when signals from the optic nerve trigger the sneezing reflex in direct sunlight. This usually runs in families.

If someone nearby sneezes, remember to tell them “Gesundheit!” That is a funny-looking word which is pronounced “gezz-oont-hite.” It is the German word that wishes someone good health after sneezing.

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

# Achoo!

by Cynthia Sherwood



1. Which parts of your body work together when you sneeze?

---

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2. What does the German word *gesundheit* mean?

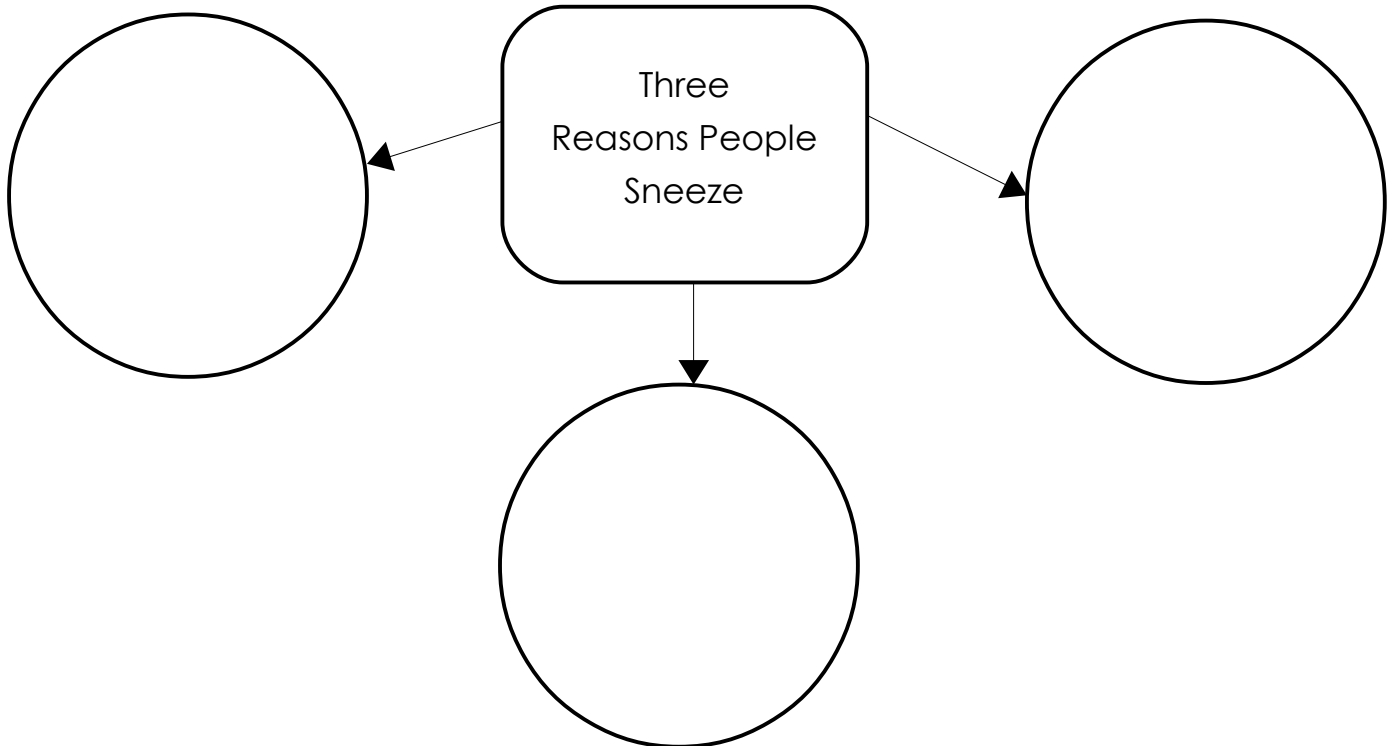
- |                                   |                                           |
|-----------------------------------|-------------------------------------------|
| <b>a.</b> I wish you good health. | <b>b.</b> I wish you God's blessings.     |
| <b>c.</b> I wish you a good day.  | <b>d.</b> I wish you would stop sneezing. |

3. Why do some people sneeze when they walk into bright sunlight?

---

---

4. Complete the web with information from the article.



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

# Achoo!

by Cynthia Sherwood



Match each vocabulary word from the reading passage with the correct definition.

- |                        |                                                                              |
|------------------------|------------------------------------------------------------------------------|
| _____ 1. filter        | a. done unconsciously or spontaneously                                       |
| _____ 2. invaders      | b. relating to the nose                                                      |
| _____ 3. phenomenon    | c. a nerve that sense messages between the eye and the brain                 |
| _____ 4. automatically | d. prevent unwanted material or debris from passing through                  |
| _____ 5. pollen        | e. cause something to happen                                                 |
| _____ 6. optic nerve   | f. an action that occurs as a response to a stimulus or outside influence    |
| _____ 7. trigger       | g. unwanted or harmful things that come into a place where they don't belong |
| _____ 8. nasal         | h. unsure of how to respond                                                  |
| _____ 9. reflex        | i. a powdery substance from a flower that can cause some people to sneeze    |
| _____ 10. confused     | j. an event or occurrence                                                    |

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

# Achoo!

**by Cynthia Sherwood**



In the article, “Achoo!” by Cindy Sherwood, you learned that a sneeze is an automatic reflex in the body that you cannot stop once it has started. You also learned that even though you cannot stop a sneeze, you can help stop the germs that may be exiting your nasal passages to stop from spreading to other people.

On the lines below, discuss some ways that you can prevent the spread of germs when you sneeze. Use the information from the article as well as your own knowledge to answer the question.

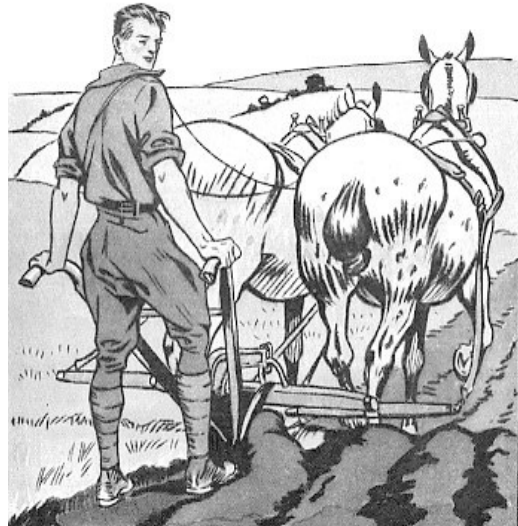
[illegible]

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

### Folk Tale from India

# The Hidden Treasure

Many years ago a very poor peasant bought a plot of land. One day while he was plowing it, he came upon an iron box that was buried in the soil. When he opened it, he was astonished to discover that it was filled with valuable gemstones and coins made of silver and gold.



Since he owned the land where it was found, he could have kept the treasure for himself. But the peasant was a truly honest man. He at once went to the person from whom he had bought the land and showed him the treasure. "What is this?" asked the previous owner of the plot. The peasant told him the story of how the treasure was found.

But the previous owner refused to accept it, saying, "The treasure would have been mine if I had found it. I think it must have been hidden in the plot by my ancestors. As you have found it, it belongs to you."

Finally, the two men decided to divide the treasure into two equal parts. The peasant and the previous owner of the plot would each take half.

Those were the days when people were not greedy.



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

**Folk Tale from India**

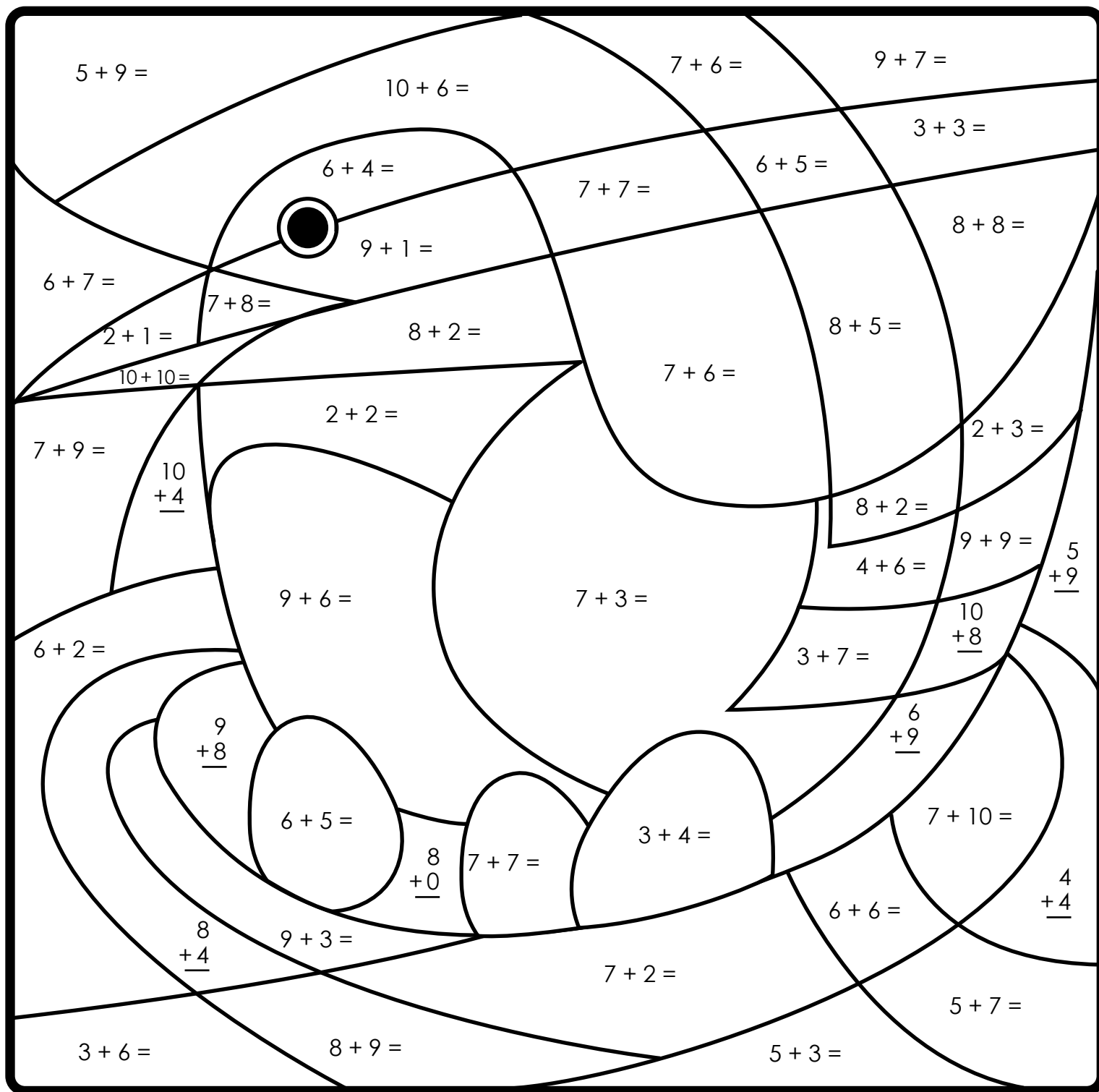
# **The Hidden Treasure**



1. What was the hidden treasure that the peasant found?  
\_\_\_\_\_  
\_\_\_\_\_
2. What did the peasant do right after he found the treasure?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why didn't the previous owner of the land want to take the treasure from the peasant?  
\_\_\_\_\_  
\_\_\_\_\_
4. What lesson does this story teach?  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think that people today are more greedy or less greedy than the characters in this story? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

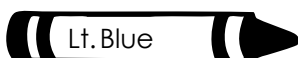
Name: \_\_\_\_\_

Write the answer for each problem. Then color according to the key at the bottom.



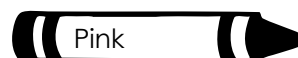
Brown

8, 9, 12, 17



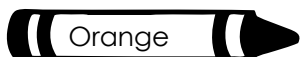
Lt. Blue

7, 13, 16



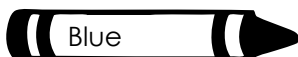
Pink

5, 18



Orange

3, 15



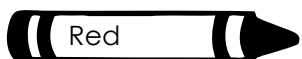
Blue

6, 11, 14



Yellow

20



Red

4, 10

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

Subtraction Basic Facts 0 - 10

## Speed Subtraction

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

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

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

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

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

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

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

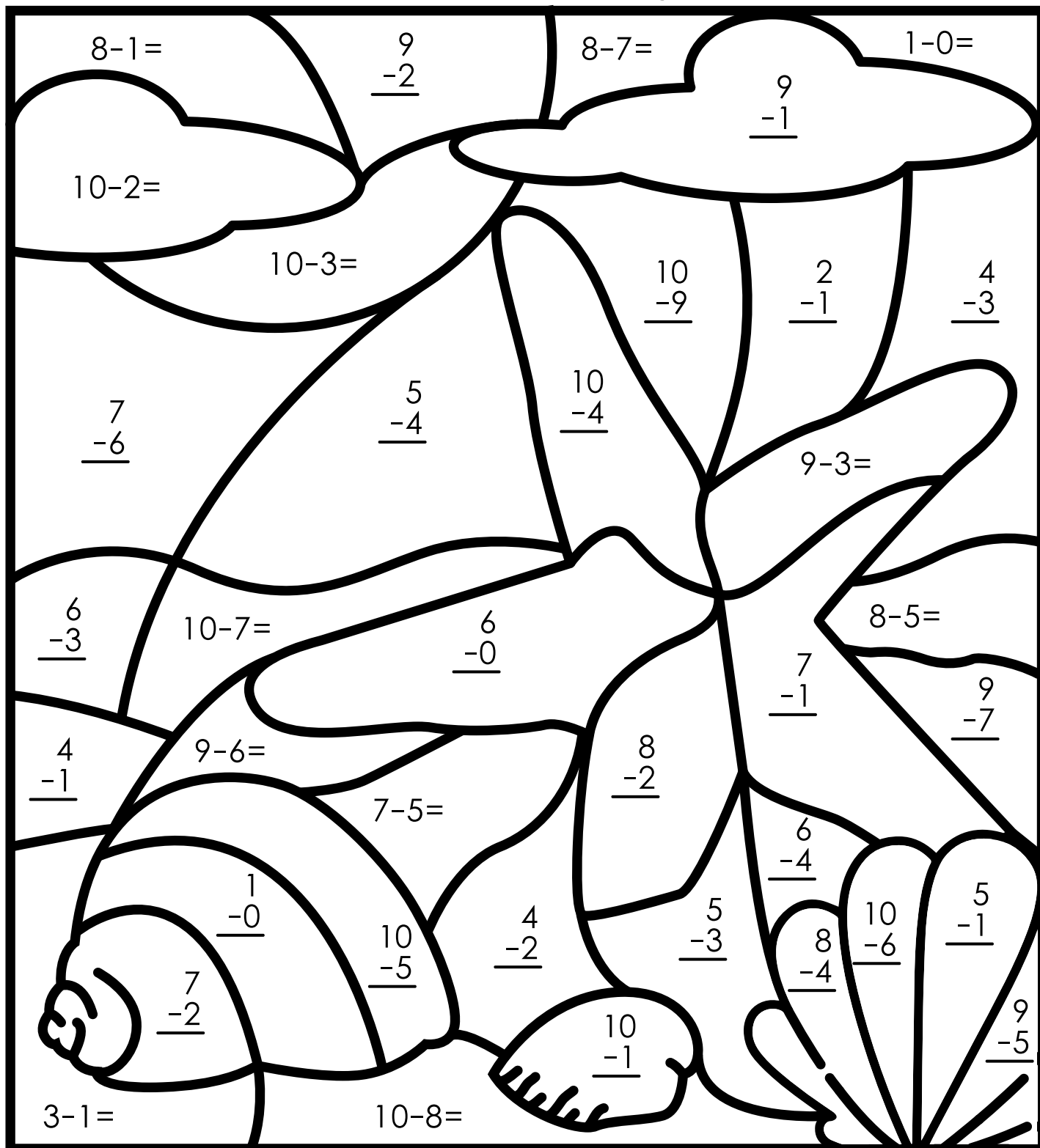
$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

Time: \_\_\_\_\_ Score: \_\_\_\_\_

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

Minuends up to 10

Write the answer for each problem. Then, color according to the key at the bottom.



Tan

2



Green

9



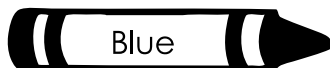
Pink

4



Purple

5



Blue

3



Yellow

7



Orange

6



Light Blue

1



White

8

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

## Subtraction

Subtract to find the differences.



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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

# Counting Money



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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

# Counting Money



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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

## Different Coins, Same Amounts

Key for  
Drawing Coins

**P** = 1¢

**N** = 5¢

**D** = 10¢

**Q** = 25¢

Show 2 different ways to make 11¢.

Show 2 different ways to make 7¢.

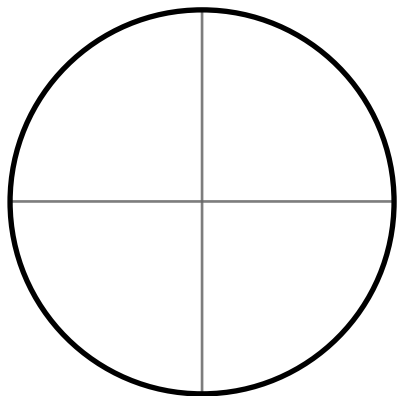
Show 2 different ways to make 15¢.

Show 2 different ways to make 5¢.

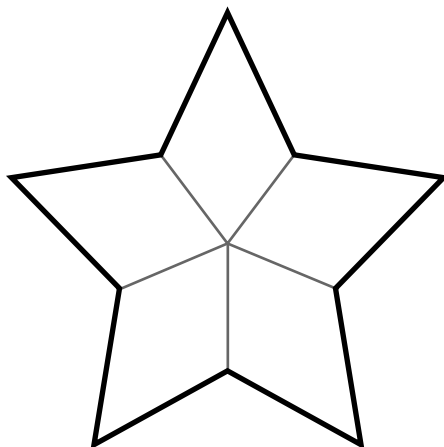


Name: \_\_\_\_\_

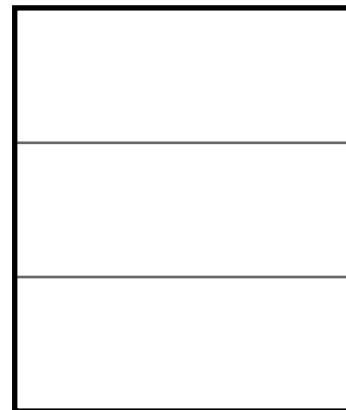
## Fraction Shapes



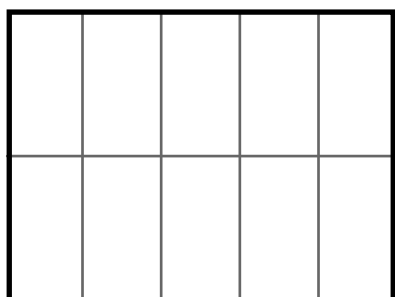
Color  $\frac{1}{2}$  blue.



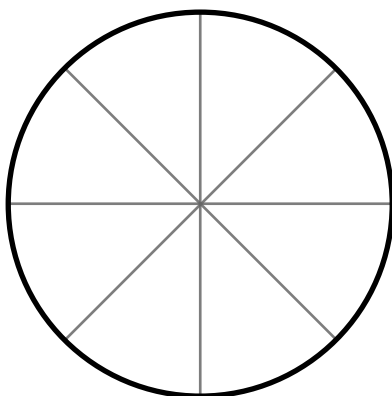
Color  $\frac{2}{5}$  yellow.



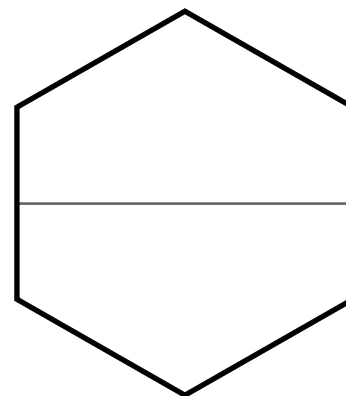
Color  $\frac{1}{3}$  blue.



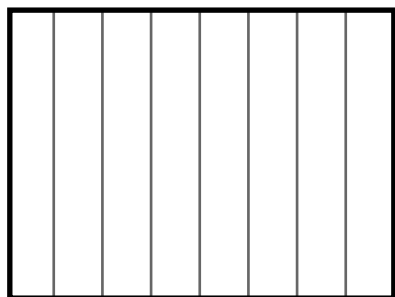
Color  $\frac{2}{10}$  purple.



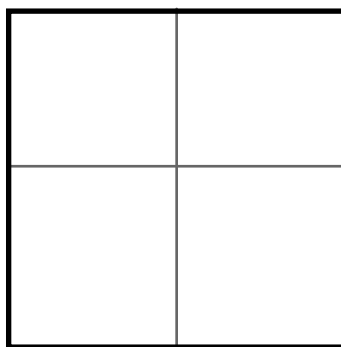
Color  $\frac{3}{8}$  green.



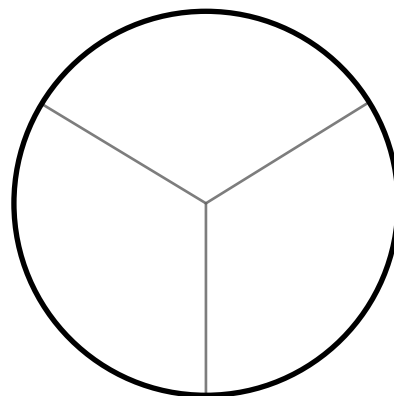
Color  $\frac{1}{2}$  red.



Color  $\frac{5}{8}$  orange.



Color  $\frac{1}{4}$  blue.

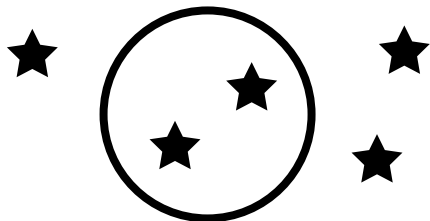


Color  $\frac{2}{3}$  black.

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

## Fractions of a Set

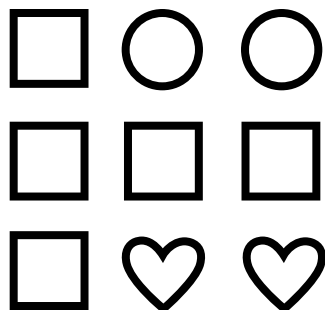
- a. What fraction of the stars are outside the circle?



answer:

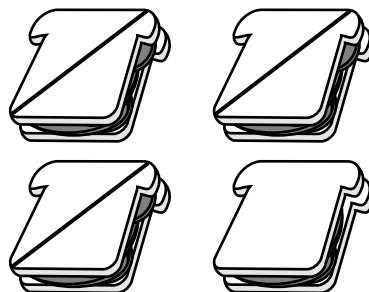
- b. Draw 7 shapes.  $\frac{3}{7}$  of the shapes should be triangles.

- c. What fraction of the shapes are circles?



answer:

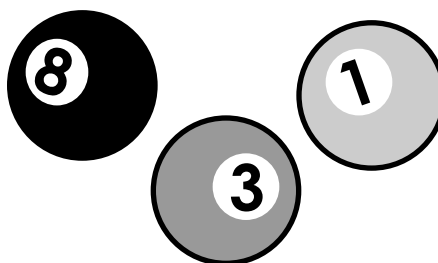
- d. What fraction of the sandwiches are cut in half?



answer:

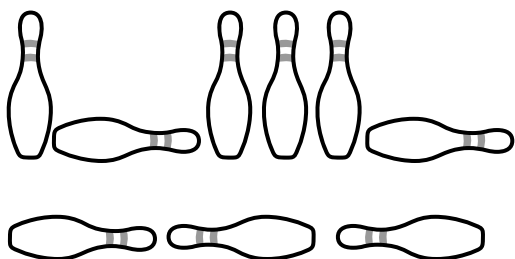
- e. Write 6 letters.  $\frac{5}{6}$  of your letters should be vowels.

- f. What fraction of the billiard balls have even numbers on them?



answer:

- g. What fraction of the bowling pins are standing?



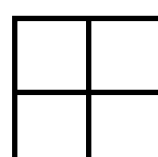
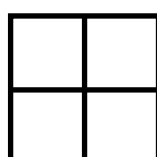
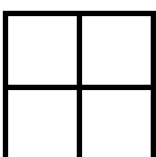
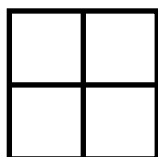
answer:

- h. Draw 10 smiling faces. Only  $\frac{1}{10}$  of the smiling faces should have a nose.

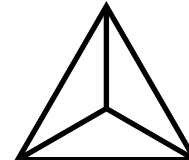
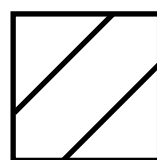
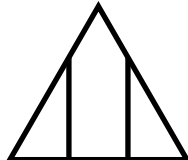
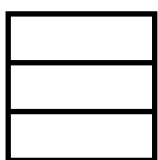
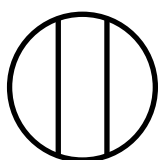
Name: \_\_\_\_\_

## Fraction Stumpers

1. Show four different ways to color half of each square below.



2. Circle the shapes that are divided into thirds. Draw an X over the shapes that are not divided into thirds.



3. Two-fourths is \_\_\_\_\_ pieces of the whole.

Three-fifths is \_\_\_\_\_ pieces of the whole.

Seven-tenths is \_\_\_\_\_ pieces of the whole.

4. Below, you see one-fourth of the marbles in Pat's bag. Add to the picture to show all the marbles in Pat's bag.



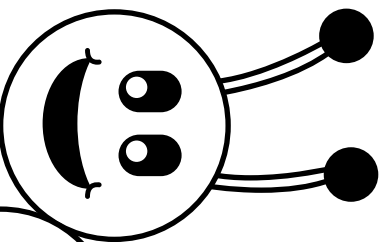
5. Below, you see one-third of the carrots in the refrigerator. Add to the picture to show all the carrots in the refrigerator.



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

Basic Multiplication (Factors up to 10)

## Basic Multiplication Facts Caterpillar



$6 \times 8 =$

$9 \times 7 =$

$3 \times 4 =$

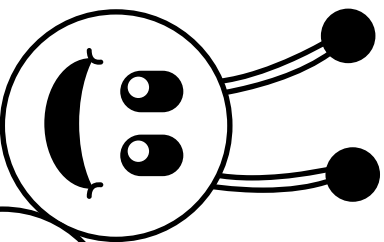
$5 \times 7 =$

$8 \times 8 =$

$8 \times 4 =$

$10 \times 10 =$

$7 \times 8 =$



$4 \times 7 =$

$4 \times 4 =$

$6 \times 7 =$

$8 \times 5 =$

$7 \times 3 =$

$9 \times 6 =$

$8 \times 3 =$

$3 \times 6 =$



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

Score: \_\_\_\_\_ out of 39

Time: \_\_\_\_\_ minutes

**Multiplication: 0 - 10**

a.  $\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$

b.  $\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$



c.  $\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$   $\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$



d.  $\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$   $\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$

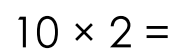
e.  $\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$   $\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$   $\begin{array}{r} 0 \\ \times 1 \\ \hline \end{array}$

f.  $\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$   $\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$



g.  $\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$   $\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$   $\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$   $\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$

Write the answer for each problem. Then, color according to the key at the bottom.



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

Place Value

## ***How much are the digits worth?***

**Write the value of each underlined digit.**

examples:	45 <u>6</u> ,123 - <u>6,000</u>	<u>2</u> 3,401 - <u>20,000</u>
	34, <u>0</u> 04 - <u>0</u>	932,1 <u>5</u> 2 - <u>50</u>

a. 234,567 - \_\_\_\_\_

i. 365 - \_\_\_\_\_

b. 345,765 - \_\_\_\_\_

j. 31,554 - \_\_\_\_\_

c. 12,042 - \_\_\_\_\_

k. 623,007 - \_\_\_\_\_

d. 100,456 - \_\_\_\_\_

l. 8,700 - \_\_\_\_\_

e. 4,120 - \_\_\_\_\_

m. 532,197 - \_\_\_\_\_

f. 34,765 - \_\_\_\_\_

n. 3,722 - \_\_\_\_\_

g. 31,655 - \_\_\_\_\_

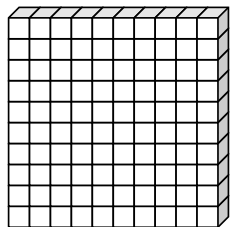
o. 40,297 - \_\_\_\_\_

h. 230,200 - \_\_\_\_\_

p. 354,123 - \_\_\_\_\_

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

# Place Value



One Hundred



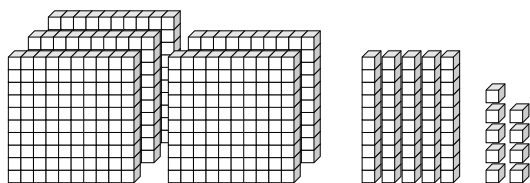
Ten



One

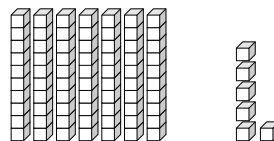
Write each number in standard form.

a.



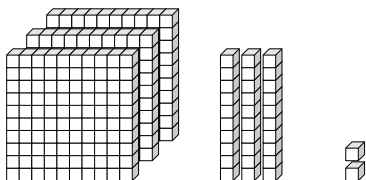
\_\_\_\_\_

b.



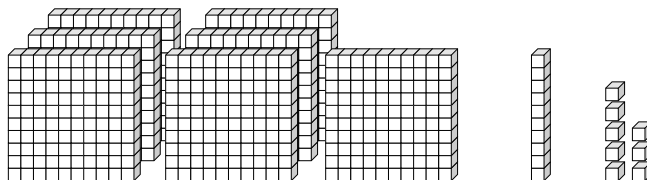
\_\_\_\_\_

c.



\_\_\_\_\_

d.



\_\_\_\_\_

e.  $400 + 50 + 3$

\_\_\_\_\_

f.  $900 + 10 + 3$

\_\_\_\_\_

g.  $60 + 6$

\_\_\_\_\_

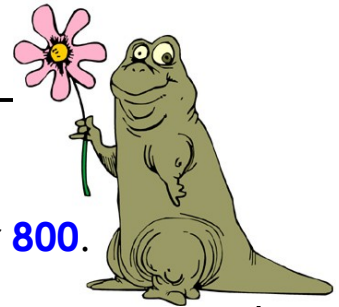
h.  $800 + 20$

\_\_\_\_\_



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

## Digit Values



What is the value of the underlined digit?

814 - The value of the digit 8 is **8 hundreds**, or **800**.

234 - The value of the digit 3 is **3 tens**, or **30**.

647 - The value of the digit 7 is **7 ones**, or **7**.

Write the value of the underlined digit.

a. 729 - \_\_\_\_\_

b. 436 - \_\_\_\_\_

c. 861 - \_\_\_\_\_

d. 45 - \_\_\_\_\_

e. 589 - \_\_\_\_\_

f. 109 - \_\_\_\_\_

g. 952 - \_\_\_\_\_

h. 802 - \_\_\_\_\_

i. In the number 238, which digit has the greatest value? \_\_\_\_\_

j. In the number 619, which digit has the least value? \_\_\_\_\_

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

## Writing and Reading Numbers Up to 999

Now write each word name in standard form.

example: six hundred seven- 607



- a. nine hundred fifteen - \_\_\_\_\_
- b. three hundred forty-two - \_\_\_\_\_
- c. two hundred thirty-one - \_\_\_\_\_
- d. ninety-seven - \_\_\_\_\_
- e. one hundred sixty-three - \_\_\_\_\_
- f. three hundred five - \_\_\_\_\_
- g. six hundred ninety - \_\_\_\_\_
- h. five hundred eighteen - \_\_\_\_\_
- i. seven hundred fourteen - \_\_\_\_\_

Write the word name for each number below.

example: 572 - five hundred seventy-two

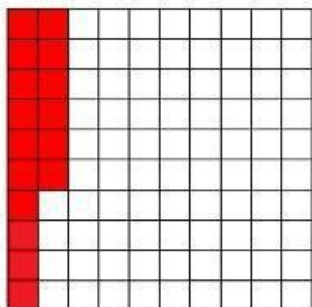
- j. 406 - \_\_\_\_\_
- k. 220 - \_\_\_\_\_
- l. 363 - \_\_\_\_\_

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

# Decimals: Hundredths

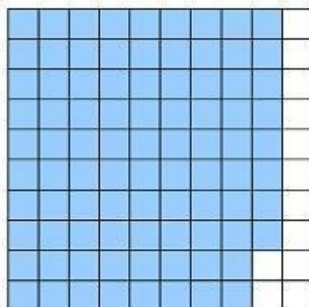
Write the decimal and the fraction shown by each square.

a.



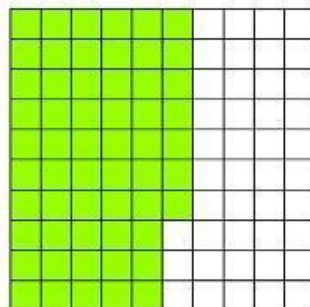
\_\_\_\_\_

b.



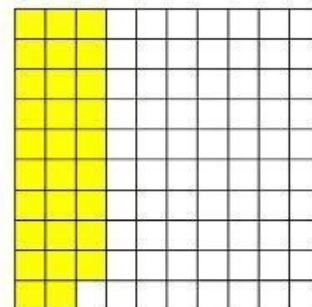
\_\_\_\_\_

c.



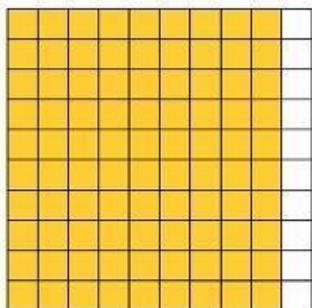
\_\_\_\_\_

d.



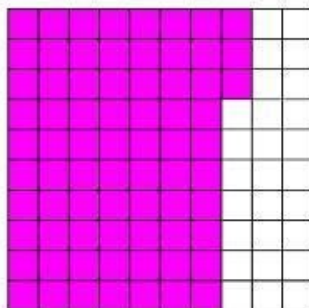
\_\_\_\_\_

e.



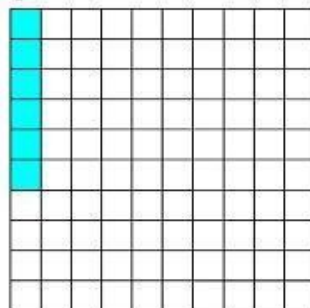
\_\_\_\_\_

f.



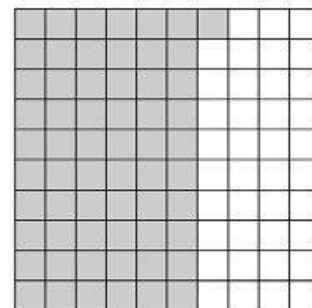
\_\_\_\_\_

g.



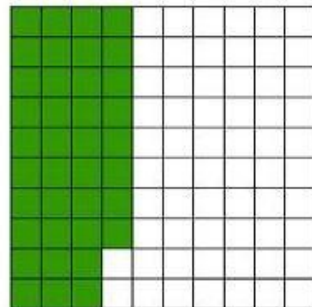
\_\_\_\_\_

h.



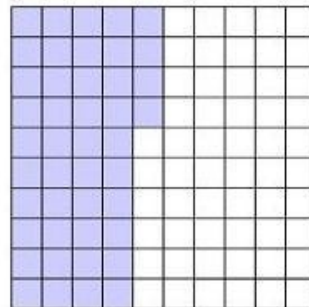
\_\_\_\_\_

i.



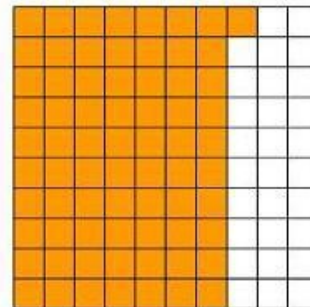
\_\_\_\_\_

j.



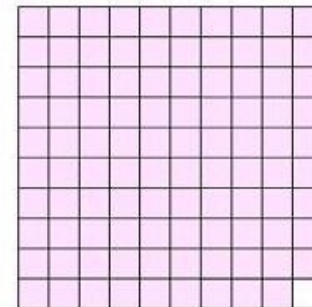
\_\_\_\_\_

k.



\_\_\_\_\_

l.



\_\_\_\_\_

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

Skills: Money, Add/subtract, Place Value

## Mixed Math: B-1

1. Max has 16 oranges and 8 peaches. How many more oranges than peaches does he have?

*Write a math fact to show your work.*

answer: \_\_\_\_\_

2. Find the sum of 28 and 59.

*Show your work.*

answer: \_\_\_\_\_

3. How much money is shown?



answer: \_\_\_\_\_

4. Write the numbers.

two hundred fifty-six \_\_\_\_\_

one hundred eighty \_\_\_\_\_

three hundred five \_\_\_\_\_

six hundred twelve \_\_\_\_\_

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

Skills: Add/Subtract, Time, Place Value

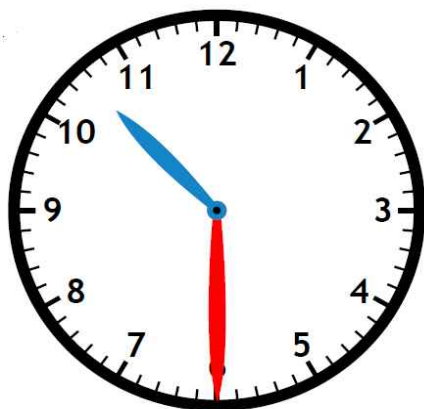
## Mixed Math: B-2

1. There are 24 kids in Miss Finn's class. 15 are boys. How many are girls?

*Show your work and label your answer.*

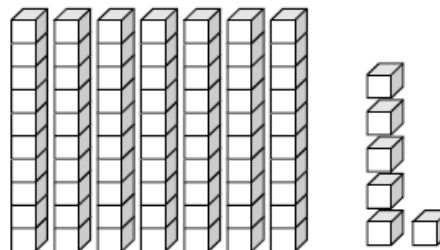
answer: \_\_\_\_\_

2. What time is shown on the clock?



answer: \_\_\_\_\_

3. What number is shown by the place value blocks?



answer: \_\_\_\_\_

4. Jenna has 29 teddy bears. She gets 12 more for her birthday. How many bears does she have now?

*Show your work and label your answer.*

answer: \_\_\_\_\_

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

Skills: Money, Add/subtract, Place Value, Odd/Even

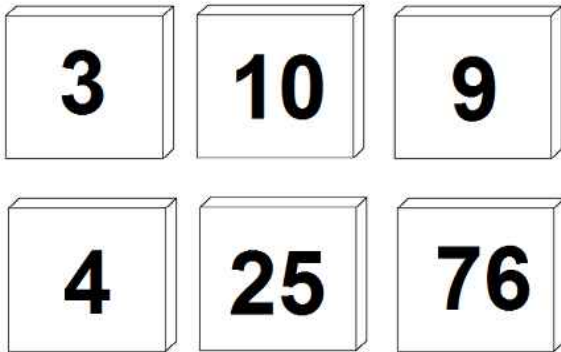
## Mixed Math: B-3

1. Kari has 17 roses and 9 tulips. How many more roses than tulips does she have?

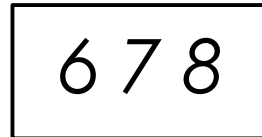
*Show your work and label your answer.*

answer: \_\_\_\_\_

2. Color only the tiles that have odd numbers.



3.



Which digit is in the tens place? \_\_\_\_\_

Which digit is in the ones place? \_\_\_\_\_

Which digit is in the hundreds place? \_\_\_\_\_

4. Dan has 6 sea shells. Caitlin has 7 shells. Travis has 9. Sara has 2. How many shells do they have altogether?

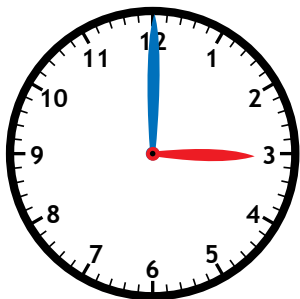
*Show your work and label your answer.*

answer: \_\_\_\_\_

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

Nearest Hour and Half Hour

## Telling Time



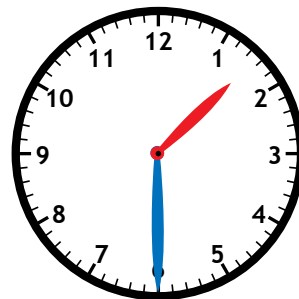
**What time is it?**

two o'clock  
three o'clock  
three thirty



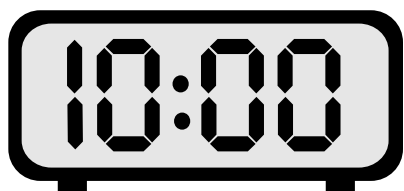
**What time is it?**

six o'clock  
nine thirty  
six thirty



**What time is it?**

two thirty  
three thirty  
one thirty



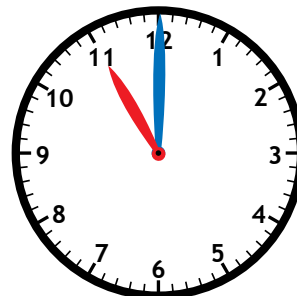
**What time is it?**

ten o'clock  
one o'clock  
ten thirty



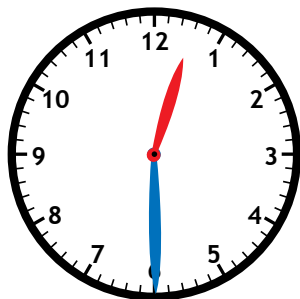
**What time is it?**

nine thirty  
eight thirty  
nine o'clock



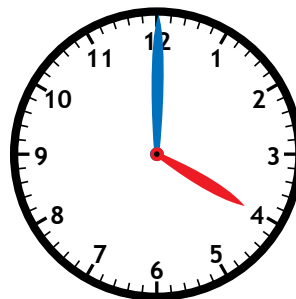
**What time is it?**

eleven thirty  
eleven o'clock  
ten o'clock



**What time is it?**

twelve o'clock  
three o'clock  
twelve thirty



**What time is it?**

four thirty  
five o'clock  
four o'clock



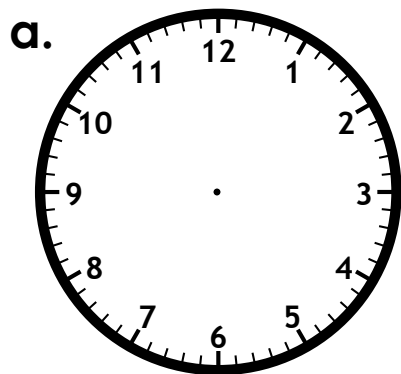
**What time is it?**

twelve thirty  
twelve o'clock  
two thirty

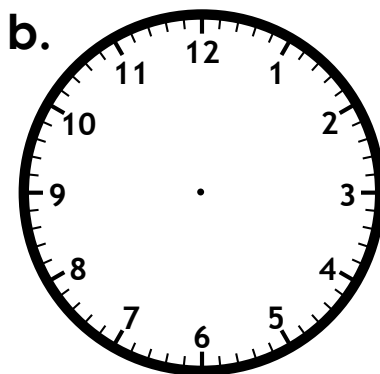
Name: \_\_\_\_\_

## Telling Time

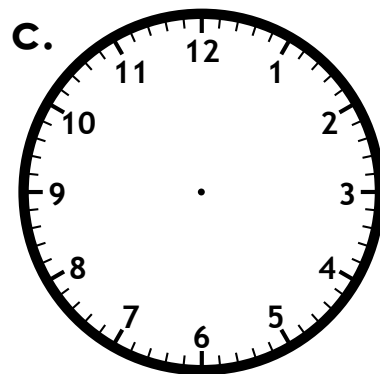
Draw the hands on the clock to show the time.



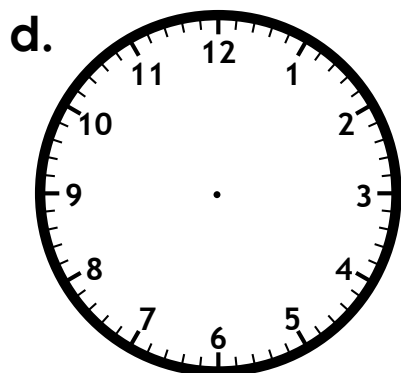
3:00



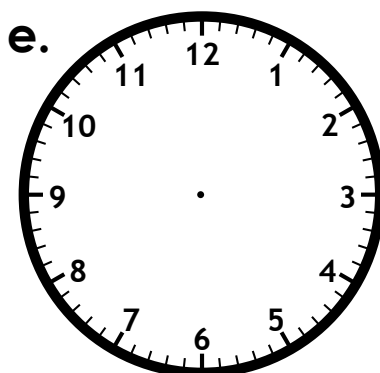
6:00



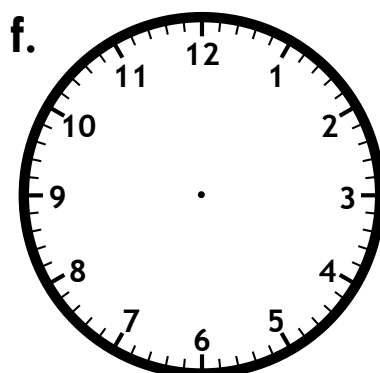
10:00



1:00



8:00



12:00

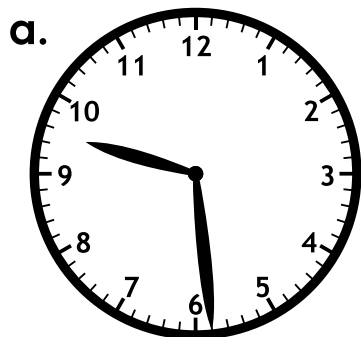


Name: \_\_\_\_\_

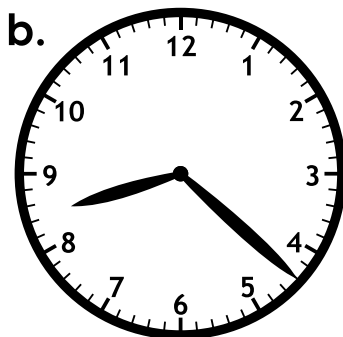
Time to the Nearest Minute

# Telling Time

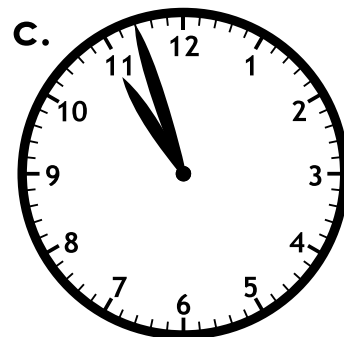
Write the time shown.



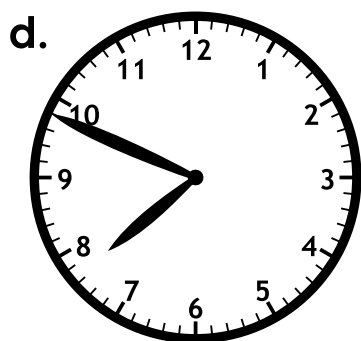
\_\_\_\_\_



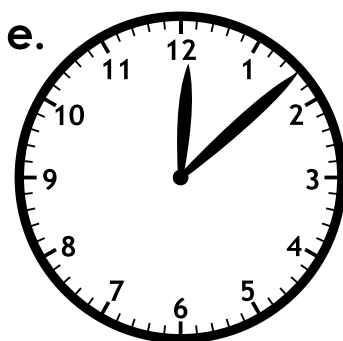
\_\_\_\_\_



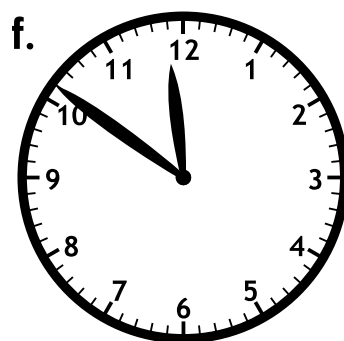
\_\_\_\_\_



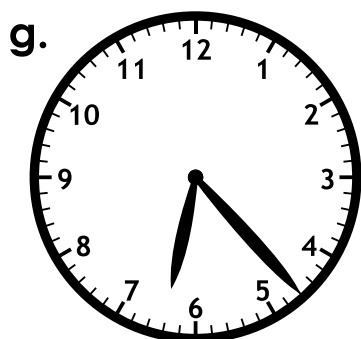
\_\_\_\_\_



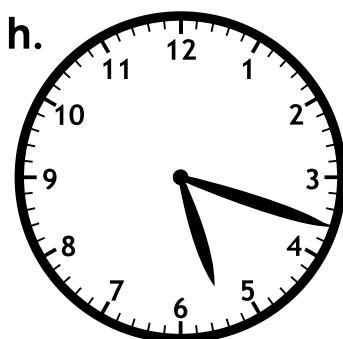
\_\_\_\_\_



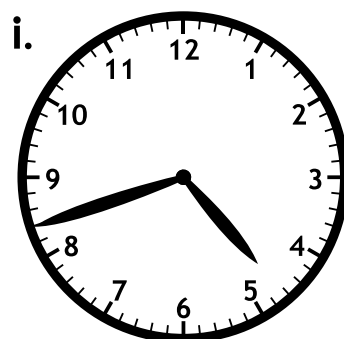
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

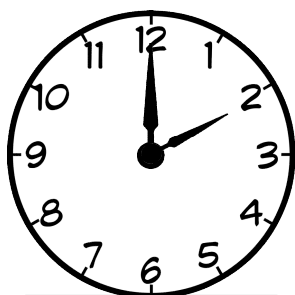


\_\_\_\_\_

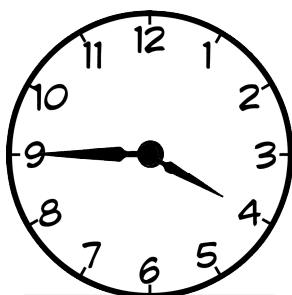
Name \_\_\_\_\_

# Telling Time to the Quarter Hour

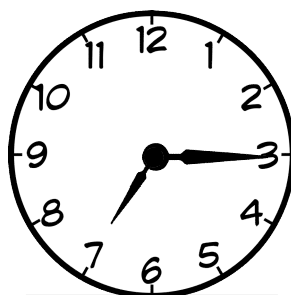
Write the correct digital time below each clock.



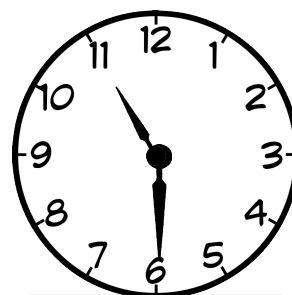
:



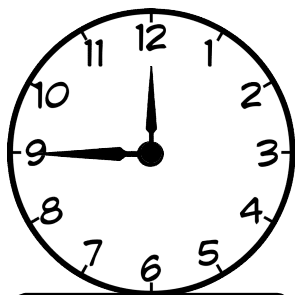
:



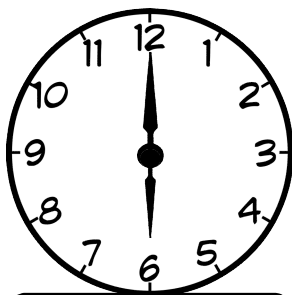
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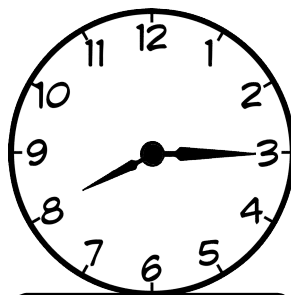
:



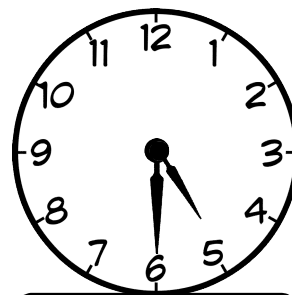
:



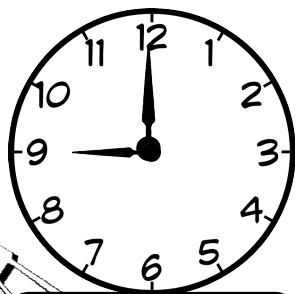
:



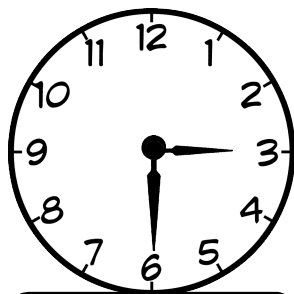
:



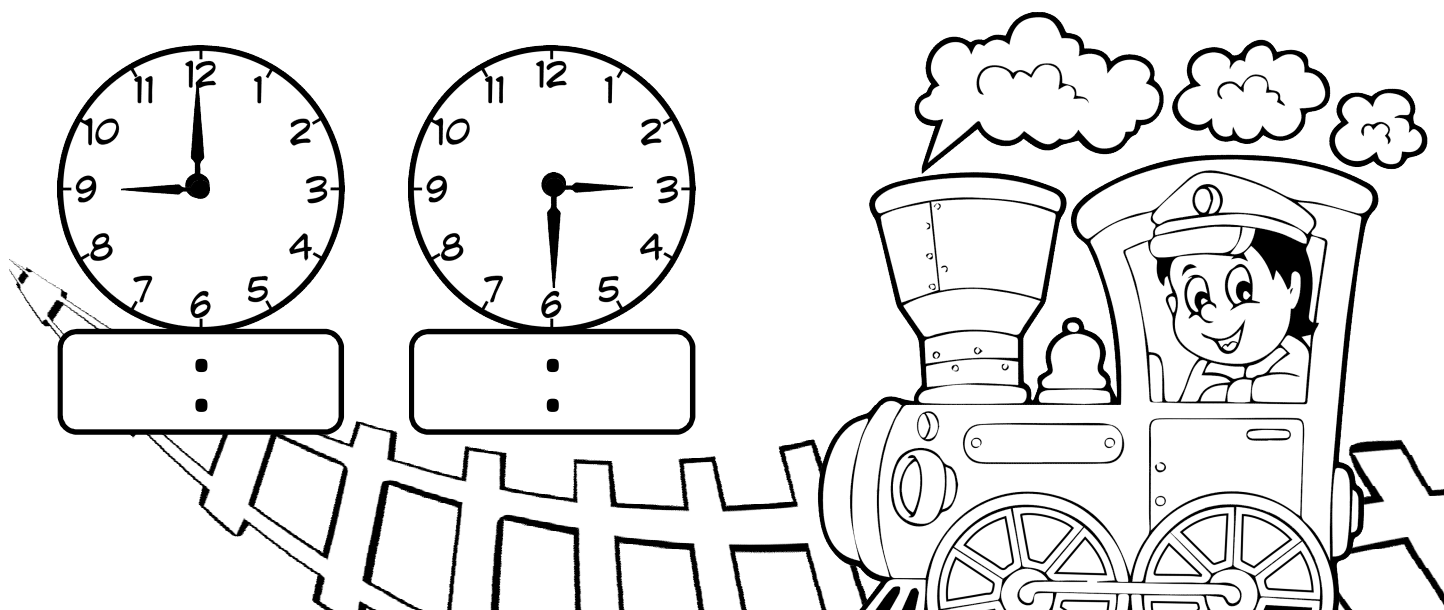
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:

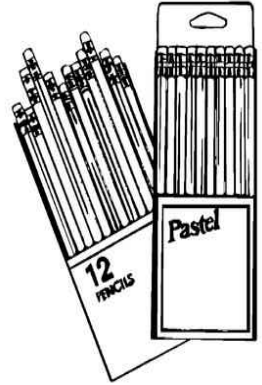


:



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

## Multiple-Step Problems



- a. Ashton had two boxes of pencils with fourteen pencils in each box. He gave six pencils to his brother. How many pencils did Ashton have left?
- \_\_\_\_\_
- b. At the Tasty Bakery, cupcakes cost fifty-cents each. Bagels cost a dollar twenty-five. How much more do two bagels cost than two cupcakes?
- \_\_\_\_\_
- c. Patty and Carl went to the movies. Patty bought the two movie tickets for \$7.35 each. Carl bought two buckets of popcorn at \$5.60 each. How much more money did Patty spend than Carl?
- \_\_\_\_\_
- d. There are 96 fourth graders at Small Tree Intermediate School. 43 of them are girls. On Friday, 5 fourth grade girls and 4 fourth grade boys were absent. How many fourth grade boys were at Small Tree Intermediate School on Friday?
- \_\_\_\_\_
- e. Joe is learning to play the trumpet. On Monday he practiced from 6:30 until 7:05. On Tuesday he practiced from 3:55 until 4:15. How many minutes did he practice in all over the two days?
- \_\_\_\_\_



# BINGO FOR CALM AND CONNECTION



Call someone you care about and send a friendly signal through the phone with kind words and a friendly tone of voice.

Think of your favorite place that brings you lots of positive feelings. What does it smell like? Look like? Sound like? Feel like? Come back here in your mind when you feel upset.

Write down or tell someone about 5 people and 5 things you feel grateful for, and why you're grateful for them.

Because it's okay to be mad but not okay to be mean, work with your family to write down a list of all your favorite ways to calm down when you're feeling mad.

Every time you have to share something with someone, such as a game, today, take the time to be kind and let the other person go first.

Play Emotions Charades. Make feeling cards with a feeling face on one side and feeling word on the other. Take turns picking a feeling and giving clues. Have fun reading body language!

After washing your hands, create a friendly card for an elderly person you live by. Go with your safe grown-up and deliver it to their mailbox or door.

Take the time to be kind and ask your family what extra chores you can do to help out.

Do starfish breathing using your hand: Trace your fingers and breathe in on the way up each finger, and breathe out on the way down each finger.

Have a happy heart! Work with your family to think of all the things you can do and say to bring more happy feelings into your home.

Take 3 calm down breaths every hour today!  
Smell the flower and blow out the candle...

Friendly faces create friendly places! Every time you see your family members today, send them a friendly signal, such as a smile, wave, hello, or fist bump.

Think of a time you made a mistake with how you handled your feelings with someone this week. Put your brave in front, own your mistake,, say why you're sorry, and make it better.

To practice knowing when to be silly and when to be serious, play some Freeze Dance.

Write yourself a love letter - write down all the things you're proud of yourself for doing right now while you are home from school, and all the things that are special about you.

When someone in your family does something to upset you, be kind and let them try again.

Take the time to be kind by surprising a family member with a meal you make for them. Be sure to make safe choices!

Do rainbow breathing if feeling cloudy: Color a rainbow. Then breathe in while dragging your finger up each color arc, and breathe out while dragging your finger down each color arc.

Create a friendly card for someone you miss from school so you can make their day when you go back to school.

Take a mindful minute by walking or looking outside. Perhaps you'll find some clovers, roses blooming, or bugs playing. What do you notice? What gets your attention?

Write a letter or draw a picture to tell someone in your family or a friend you miss from school why you are grateful for them, and give it to them when the timing is right.

Because it's always more fun when we make room for everyone, invite everyone you live with to play your favorite game with you.

Whenever you have a hard-to-have feeling today, name it and tell a trusted adult about it.

Get grounded by paying attention and naming 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste.

Because a hopeful heart makes many things possible, tell someone what you're most hopeful about for time at home and for when school starts up again.

[www.constantloveandlearning.com](http://www.constantloveandlearning.com)



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LOVE & LEARNING