

First  
Grade

127

## DIBELS Oral Reading Fluency

### Short Form Directions

Notes:

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

***Please read this*** (point) ***out loud. If you get stuck, I will tell you the word so you can keep reading. When I say “Stop,” I may ask you to tell me about what you read, so do your best reading. Start here*** (point to the first word of the passage), ***Begin.***

Start your stopwatch when the student says the first word of the passage.

At the end of **1 minute**, place a bracket ( **]** ) after the last word provided by the student, stop and reset the stopwatch, and say, ***“Stop.”*** (remove the passage)

If the student reads more than 10 words correct, proceed with the retell part. Say,

***Please tell me all about what you just read. Try to tell me everything you can. Begin.*** Start your stopwatch after you say “Begin.”

The first time the student does not say anything for 3 seconds, say, ***“Try to tell me everything you can.”*** This prompt can be used only once.

If the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say,

***“Stop.”***

At the end of **1 minute**, circle the total number of words in the student’s retell and say, ***“Stop.”***

#### Reminder

**Discontinue rule**—No words read correctly in the first row.

**Hesitation rule**—3 seconds—Tell the student the word. If necessary, indicate for student to continue with next word.

Do not give passages #2 and #3 and do not administer retell if student reads fewer than 10 words correctly.



## ORF Progress Monitoring 20

### My Soccer Team

I am so happy! I just found out I can be on the soccer team.	15
We have our first practice on Saturday. We practice at my school right after lunch.	27
	30
Our team is called the Blue Bombers. Our colors are blue and white so I get to wear blue shorts and a blue and white shirt. The number on my shirt is seven. I'm seven years old, too. I think seven must be my lucky number.	42
	57
	70
	76
We play our first game next week on Saturday. I can't wait to play. My dad said if I practice a lot I will do well at the games. My dad is going to practice with me tonight.	88
	105
	114
Right after dinner my dad is going to take me to the store to buy some soccer shoes and a soccer ball. Then we will play on the grass by my school. My dad will help me to kick the ball and to run fast and kick the ball at the same time.	128
	141
	146
I am so excited I don't think I will get to sleep tonight. I need to sleep so that I can be rested and strong for my soccer practice.	167
	182
	195
	196

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

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

Retell Total: \_\_\_\_\_

## ORF Progress Monitoring 1

### The Ant Hill

Dad and I took a hike in the woods. We walked for a long time and stopped to take a rest. We sat down on a log and had a drink of water. A big hill was nearby.	14
	30
	38
Dad said, "Look, there's an ant hill."	45
I walked up to the hill and took a closer peek. At first it looked just like a dirt hill. Then I noticed a few ants running around. I looked closer. I saw little ants carrying pieces of mushroom. The pieces were almost as big as the ants.	59
	72
	83
	93
"What are they doing, Dad?" I asked.	109
	120
"They're taking food inside the hill. They probably have thousands of ants to feed inside." Dad said, "Watch this." He gently poked a twig into a small hole on the hill. All of a sudden, many ants came out.	135
	139
"The ants are on alert, trying to protect their hill," he said.	151
I bent down to look closer. Some ants climbed on my shoes.	163
"We should leave now," Dad said. Dad and I walked and walked until we were home. Now whenever I see one ant, I stop and think about the city of ants they might be feeding and protecting.	174
	187
	199
	200

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

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

Retell Total: \_\_\_\_\_



## ORF Progress Monitoring 2

### The Rainy Day Picnic

I was so sad. This was the day we were going to the park for a picnic. I wanted to go to the playground. I wanted to swing. I wanted to lay on the grass and look up at the fluffy clouds. But that morning it was raining. There were puddles everywhere. And we could hear thunder. I started to cry.

My mother said, "Wait! We will still have the picnic!"

I cried, "But how? It won't be fun if it's wet!"

She told me to sit down and read a book. Then she said she'd make an indoor picnic for us. I could hear her doing things in the kitchen. She told me not to look. Then, when she was ready, she said to come into the living room.

I saw a blanket on the rug. I saw the picnic basket full of sandwiches and potato chips and fruit. I saw pillows to lie on.

My mother was wearing her straw hat and sunglasses.

"Come on," she said. "It's picnic time!"

It was the best rainy-day picnic I ever went to.

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

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

Retell Total: \_\_\_\_\_

## ORF Progress Monitoring 19

### The Best Birthday Present

My favorite birthday present ever was from great-grandma. She gave me a crisp ten dollar bill! It was the most money I've ever had to spend.

I thought and thought about how to spend it. I could take a friend to the movies. My friend and I could go to the wave pool. I could buy a new book. I could spend it on candy. I could buy myself a new T-shirt. Or, I could go to the toy store.

I decided to go shopping. The toy store is full of neat things. First I looked at games. They all cost more than ten dollars. Then I looked at the magic tricks. I already had most of them. The puzzles cost too much, too. Then I looked at the sports equipment. Everything cost a lot more than ten dollars.

Then I saw the books. There were rows and rows of them. I spotted a joke book. It looked just right for me. It was only five dollars. I asked mom if my friend and I could go for ice cream.

She said yes. We had chocolate ice cream sodas for five dollars.

I think I really got my money's worth with that ten dollars. I have a new book and my friend and I had a special treat.

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

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

Retell Total: \_\_\_\_\_





## ORF Progress Monitoring 18

### The Frog

I heard a frog outside. It said, "rivet, rivet." I went to see where it was. I looked under the porch. I looked under the car. I looked all around the backyard. I even looked in the garbage can but I could not see a frog.

I kept hearing the frog, so I sat on the porch and listened. When I heard it again, it sounded like it was so close I could touch it. I looked all around me, but I still could not see the frog. I waited until the sun went down and the moon came up. I couldn't wait any longer because it was my bedtime. My mother said it was bedtime and I had to go inside. I heard the frog again when I was in bed.

"Mom," I called. "The frog is still outside. Can I keep searching for it?"

"No," she said. "It's too late and you have to go to sleep now. You can look tomorrow."

The next day I sat outside where I thought the frog was. I sat really quietly to see if I could hear the frog. I thought I saw something move in the grass. Then the frog just jumped up out of the grass. It came right up to me. It made the same sound again, "rivet, rivet."

I think that frog was saying hello to me.

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

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

Retell Total: \_\_\_\_\_

## ORF Progress Monitoring 3

### Visiting Aunt Rose

My Aunt Rose invited me to spend the weekend. Aunt Rose doesn't have kids. She said I could be her kid for two days. She's like my big sister.

I like to go to visit my Aunt Rose's home. She likes to do the same things I like. I like to go swimming. So does my Aunt Rose. The pool where she goes also has a hot tub. I like to sit in the hot tub. So does my Aunt Rose. I always bring my swimming suit when I visit.

Our weekend was perfect. On Saturday we went out for breakfast. I had strawberry pancakes with whipped cream. Then we went shopping. She bought me a pink shirt. Then we went swimming and sat in the hot tub.

On Sunday she helped me make oatmeal cookies. Then we painted each other's nails. Our fingers and toes match. They are bright pink. Then we went to the movies. We saw *The Lion King*.

Aunt Rose drove me home. I handed my mother a plate of the oatmeal cookies. I showed my brother my new shirt. Dad admired my bright pink nails.

"Dad," I asked, "Could I live at Aunt Rose's?"

"No," he said. "If you went there all the time it wouldn't be a special treat."

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

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

Retell Total: \_\_\_\_\_



# Nonsense Word Fluency Short Form Directions

Notes:

Make sure you have reviewed the long form of the directions in the Administration and Scoring Guide and have them available. Say these specific directions to the student:

***Look at this word*** (point to the first word on the practice probe). ***It's a make-believe word. Watch me read the word:*** /s/ /l/ /m/ ***"sim"*** (point to each letter then run your finger fast beneath the whole word). ***I can say the sounds of the letters, /s/ /l/ /m/ (point to each letter), or I can read the whole word "sim"*** (run your finger fast beneath the whole word).

***Your turn to read a make-believe word. Read this word the best you can*** (point to the word "lut"). ***Make sure you say any sounds you know.***

CORRECT RESPONSE: If the child responds "lut" or with some or all of the sounds, say	INCORRECT OR NO RESPONSE: If the child does not respond within 3 seconds or responds incorrectly, say
<b><i>That's right. The sounds are /l/ /u/ /t/ or "lut"</i></b>	<b><i>Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/ (point to each letter) or "lut" (run your finger fast through the whole word). Lets try again. Read this word the best you can</i></b> (point to the word "lut").

Place the student copy of the probe in front of the child.

***Here are some more make-believe words*** (point to the student probe). ***Start here*** (point to the first word) ***and go across the page*** (point across the page). ***When I say "begin", read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.***



► mab	soz	uc	wec	ric
suz	nic	veb	aj	moc
jiv	sul	wep	poc	tav
ob	mav	zud	leb	bif
eg	jup	dob	lic	dav
bip	wev	nal	foj	juk
pob	uv	yad	biz	tef
lok	kav	yul	pem	ik
tik	hov	wez	hud	wak
wek	um	fav	fos	ril



▶ lim	saj	ug	yot	fep
dej	tas	yop	ij	dun
zov	sal	yit	ped	muv
ic	kav	veg	dop	kuk
ul	waf	pok	mel	biv
ret	vuv	hin	roj	jad
fen	av	zot	biz	lud
sug	dij	yat	nog	el
mef	piz	zav	pul	zof
wob	em	hij	kas	kuc

87

75



► ris	baj	uk	zom	het
foj	muc	yeb	iv	baf
yaz	mol	zet	pid	luv
im	loz	jeg	kal	fub
ot	juf	fal	neb	diz
huc	wiv	mes	pav	zol
dus	oj	jes	tiz	mak
rud	sej	wac	mis	os
bis	bez	jav	tuf	joc
zin	ub	tej	bal	lof



▶	hos	bev	ab	zut	mig
	pav	loc	yeg	uj	tid
	jev	sif	jop	tac	tuz
	ib	mev	jus	bac	kon
	ud	vaf	kel	fod	riz
	ses	yuj	mon	rij	vad
	dat	iv	zuf	lov	neg
	bas	miz	jom	mep	uc
	rik	fez	zuj	pon	wam
	zon	id	fej	maf	duk



Name \_\_\_\_\_

# Long Vowel Sounds

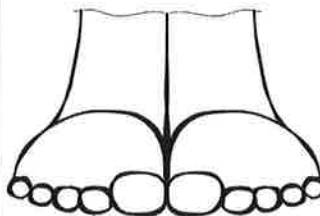
## (Long e Sounds)



Directions: Look at the picture in each box. Write the letters that make up the word in the sound boxes. Then, write a sentence using the word.



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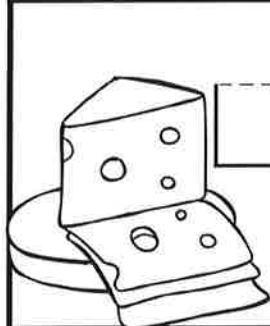
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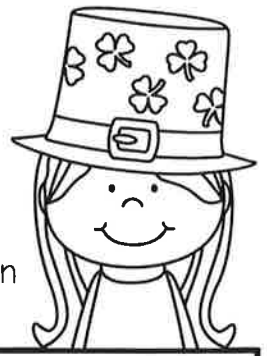
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Name \_\_\_\_\_

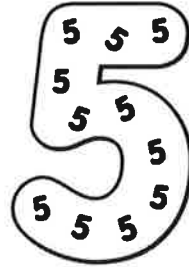
# Long Vowel Sounds

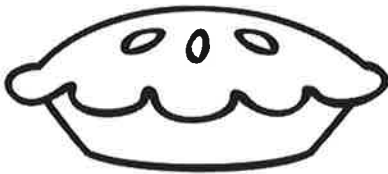
## (Long i Sounds)

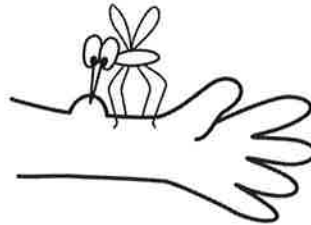


Directions: Look at the picture in each box. Write the letters that make up the word in the sound boxes. Then, write a sentence using the word.









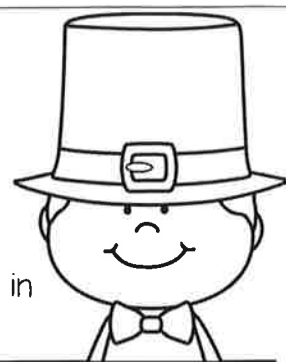





Name \_\_\_\_\_

# Long Vowel Sounds

(Long o Sounds)



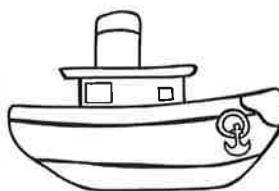
Directions: Look at the picture in each box. Write the letters that make up the word in the sound boxes. Then, write a sentence using the word.





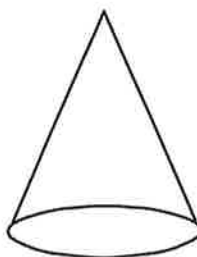













Name \_\_\_\_\_

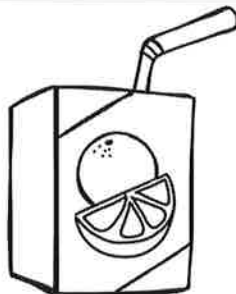
# Long Vowel Sounds

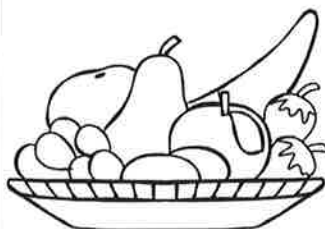
## (Long u Sounds)



Directions: Look at the picture in each box. Write the letters that make up the word in the sound boxes. Then, write a sentence using the word.

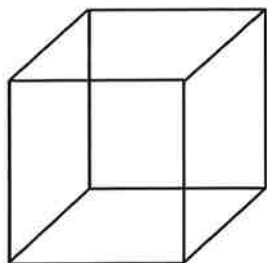


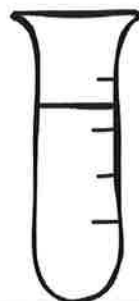







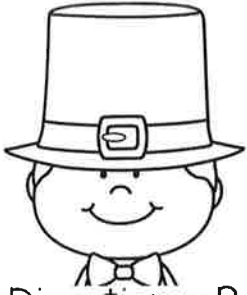





Name \_\_\_\_\_

Color Code



# Colorful Hats

Nouns=

green

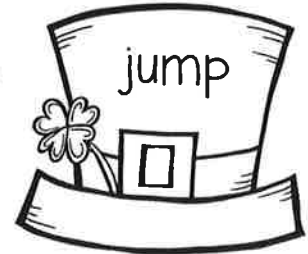
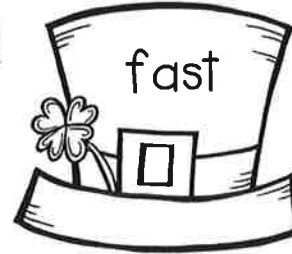
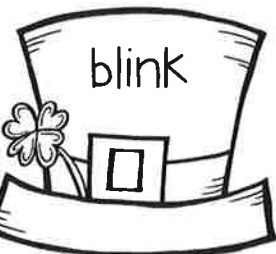
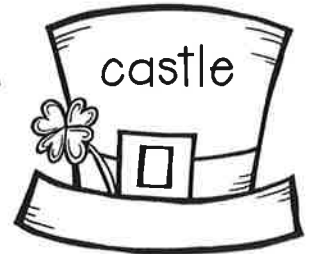
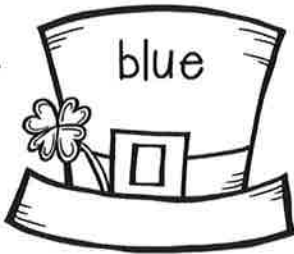
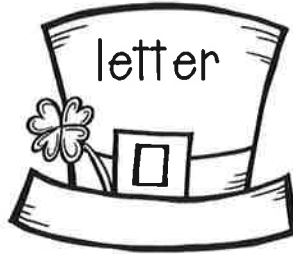
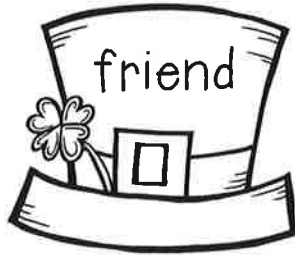
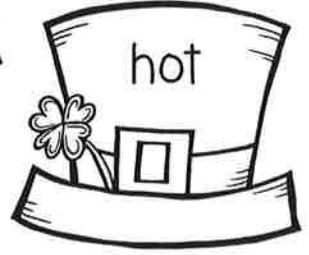
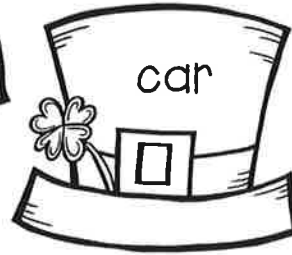
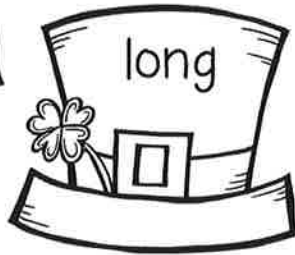
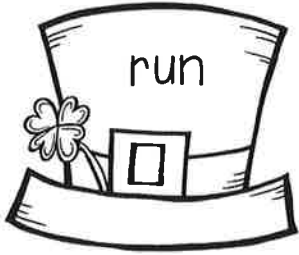
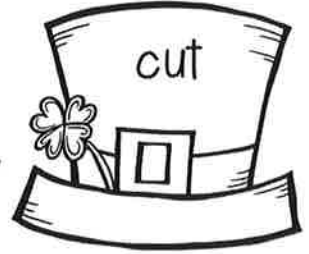
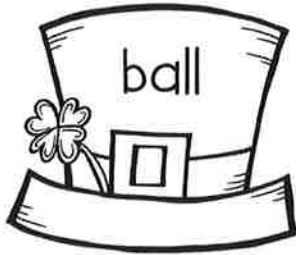
Verbs=

yellow

Adjectives=

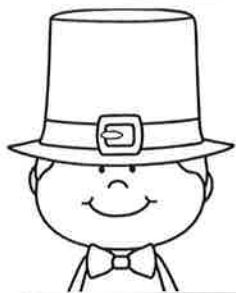
orange

Directions: Read the words on each hat and use the color code to color the hats.





Name \_\_\_\_\_



# ABC Order

Directions: Read the words in each box.

Write them in ABC order.



green rainbow clover  
Irish St. Patrick

1.

2.

3.

4.

5.

March gold coins  
leprechaun pot

1.

2.

3.

4.

5.

music Ireland lamb  
lion windy

1.

2.

3.

4.

5.

hat jig shamrock  
jump luck

1.

2.

3.

4.

5.




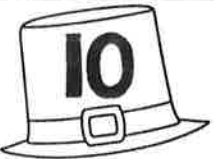

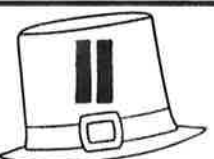








Name \_\_\_\_\_

# Doubles Plus ONE More

Directions: Double the number and write an equation.  
Use the sum and add one more. The first one has been done for you.



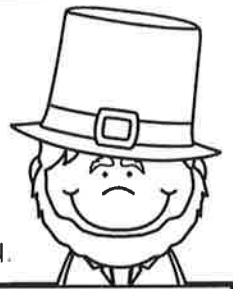
	$8 + 8 = 16$	$16 + 1 = 17$
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____

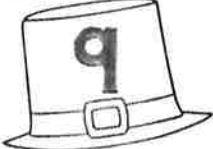

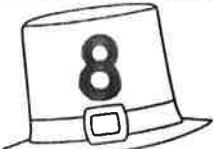









Name \_\_\_\_\_

# Doubles Plus TEN More

Directions: Double the number and write an equation.  
Use the sum and add ten more. The first one has been done for you.



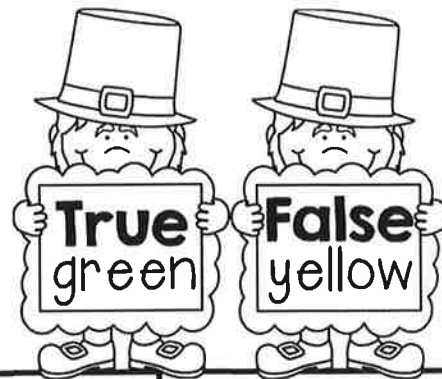
	$9 + 9 = 18$	$18 + 10 = 28$
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____
	_____ + _____ = _____	_____ + _____ = _____



Name \_\_\_\_\_

# Addition and Subtraction True or False

Directions: Use the color code to color the hats.

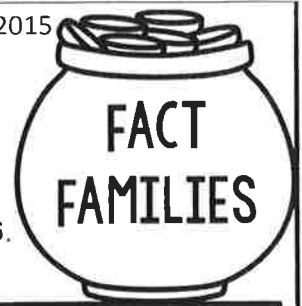


 $6+3=9$	 $12-9=4$	 $5+3=8$	 $10-3=7$	 $2+4=7$
 $9+6=16$	 $8+7=15$	 $6+4=10$	 $7+4=12$	 $9+4=5$
 $3+1=4$	 $8+7=14$	 $12-6=6$	 $6+7=14$	 $19-4=13$
 $8+8=16$	 $13-4=9$	 $9+9=17$	 $15-10=5$	 $7+7=13$
 $16-8=8$	 $10+10=20$	 $16-7=9$	 $4+8=11$	 $4+4=7$
 $12-9=3$	 $8+4=12$	 $13-8=5$	 $9+7=16$	 $13-5=8$











Name \_\_\_\_\_

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# Fact Families

Directions: Complete the fact families for each set of numbers.

	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>	<div>+</div> <div>+</div> <div>-</div> <div>-</div>	<div>=</div> <div>=</div> <div>=</div> <div>=</div>	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>
	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>	<div>+</div> <div>+</div> <div>-</div> <div>-</div>	<div>=</div> <div>=</div> <div>=</div> <div>=</div>	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>
	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>	<div>+</div> <div>+</div> <div>-</div> <div>-</div>	<div>=</div> <div>=</div> <div>=</div> <div>=</div>	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>
	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>	<div>+</div> <div>+</div> <div>-</div> <div>-</div>	<div>=</div> <div>=</div> <div>=</div> <div>=</div>	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>
	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>	<div>+</div> <div>+</div> <div>-</div> <div>-</div>	<div>=</div> <div>=</div> <div>=</div> <div>=</div>	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>
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	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>	<div>+</div> <div>+</div> <div>-</div> <div>-</div>	<div>=</div> <div>=</div> <div>=</div> <div>=</div>	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>
	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>	<div>+</div> <div>+</div> <div>-</div> <div>-</div>	<div>=</div> <div>=</div> <div>=</div> <div>=</div>	<div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div>













Name \_\_\_\_\_























































# Mystery Addition up to 20

## With 3 Addends

Directions: Use the symbols to solve the addition problems.  
The first one has been done for you.



							
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>

 +  +  <b>3 + 6 + 6 = 15</b>	 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____
 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____
 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____
 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____
 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____
 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____



Name \_\_\_\_\_

# Fact Families

Directions: Use the numbers to make fact families.



5 2 7

+		=
+		=
-		=
-		=

6 4 10

+		=
+		=
-		=
-		=

8 1 9

+		=
+		=
-		=
-		=

3 5 8

+		=
+		=
-		=
-		=

4 3 7

+		=
+		=
-		=
-		=

5 4 9

+		=
+		=
-		=
-		=



Name \_\_\_\_\_

# Calendar Time

Directions: Read the directions at the bottom of the page.

Fill in the calendar and answer the questions.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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1. Write March at the top of the calendar.
2. Write the correct numbers in each box to show the days in March.
3. How many days are in this month? \_\_\_\_\_
4. St. Patrick's Day is March, 17<sup>th</sup>.  
What day of the week is St. Patrick's Day on? \_\_\_\_\_
5. How many Saturdays are in the month of March? \_\_\_\_\_
6. What month comes after March? \_\_\_\_\_
7. What do you like best about March? (Write your answer on the back.) \_\_\_\_\_



Name \_\_\_\_\_

# Greater, Less or Equal?



Directions: Look at each set of numbers. Use the  $>$ ,  $<$  and  $=$  signs to make the sentence true.

$34 \bigcirc 43$	$81 \bigcirc 88$	$62 \bigcirc 49$	$90 \bigcirc 80$
$22 \bigcirc 41$	$55 \bigcirc 55$	$72 \bigcirc 20$	$64 \bigcirc 69$
$84 \bigcirc 48$	$99 \bigcirc 75$	$21 \bigcirc 12$	$98 \bigcirc 89$
$60 \bigcirc 90$	$73 \bigcirc 37$	$79 \bigcirc 97$	$31 \bigcirc 33$
$61 \bigcirc 42$	$77 \bigcirc 18$	$90 \bigcirc 90$	$49 \bigcirc 52$

Directions: Answer the questions.

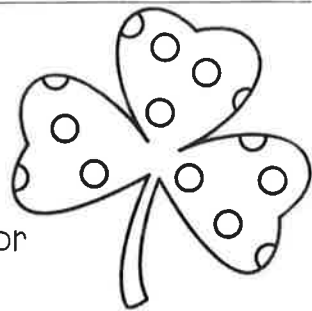
1. Write a number that is greater than 46. \_\_\_\_\_
2. Write a number that is less than 54. \_\_\_\_\_
3. Write a number that is equal to 77. \_\_\_\_\_
4. Write a number that is between 25 and 52. \_\_\_\_\_



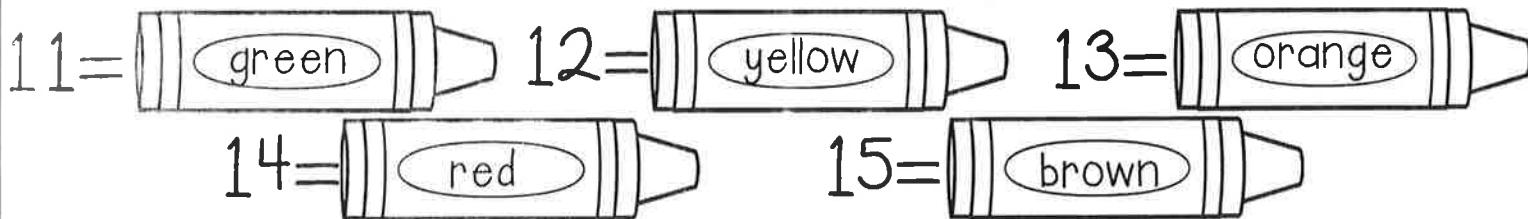


Name \_\_\_\_\_

# Mystery Letter



Directions: Solve the number sentences in each square. Then use the color code below to color the boxes. Find the mystery letter in green.



$9+2=$	$6+6=$	$17-2=$	$6+5=$
$10+3=$	$15-4=$	$17-6=$	$7+7=$
$18-5=$	$8+3=$	$10+1=$	$3+9=$
$19-8=$	$16-3=$	$8+7=$	$20-9=$



Name \_\_\_\_\_

# Double Digit Addition!

## No Regrouping



Directions: Solve the problems.

Remember to add the ones first!



1. 
$$\begin{array}{r} 23 \\ + 50 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 73 \\ + 14 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 40 \\ + 55 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 24 \\ + 54 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 62 \\ + 16 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 18 \\ + 30 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 28 \\ + 11 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 25 \\ + 10 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 45 \\ + 54 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 10 \\ + 70 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 30 \\ + 5 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 43 \\ + 22 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 36 \\ + 43 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 13 \\ + 31 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 25 \\ + 33 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 73 \\ + 15 \\ \hline \end{array}$$



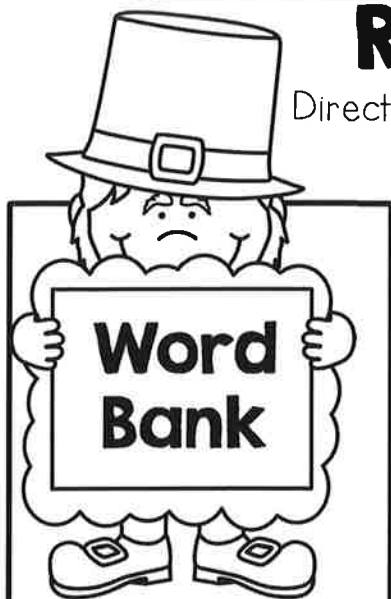
Name \_\_\_\_\_

# R-Controlled Vowels

Directions: Use the word bank to fill in the missing words.

Bonus: put the words in ABC order.

OR  
CONTROLLED  
VOWELS



☐ horn

☐ fork

☐ pork

☐ short

☐ thorn

☐ sport

☐ born

☐ corn

☐ horse

☐ store

1. The  was loud!

2. I hurt my finger on a .

3. I was  in September.

4. I rode my  today.

5. Use a  when you eat.

6. The  was closed.

7. I am too  to reach it.

8. I like  on the cob.

9. My favorite  is soccer.

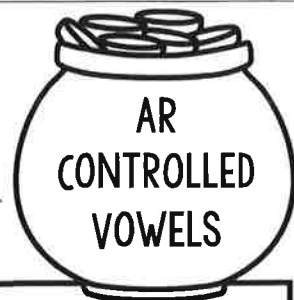
10. I like to eat  chops.



Name \_\_\_\_\_

# R-Controlled Vowels

Directions: Use the word bank to fill in the missing words.  
Bonus: put the words in ABC order.



☐ card

☐ farm

☐ sharp

☐ bark

☐ shark

☐ hard

☐ yarn

☐ park

☐ tart

☐ jar

1. The knife is     .

2. The bread was old and    .

3. We like to play at the    .

4. My dog likes to    .

5. Can you open the    ?

6. I gave her a birthday    .

7. The lemon is very    .

8. I saw a      in the ocean.

9. My cat plays with    .

10. The cow lives on the    .





Name \_\_\_\_\_

# Find *the* Hidden L-Blends

Directions: Find the hidden blends in the picture. Write them in the correct column.  
 Bonus: Use a word from each column to write a sentence on the back of this paper.

## bl blend

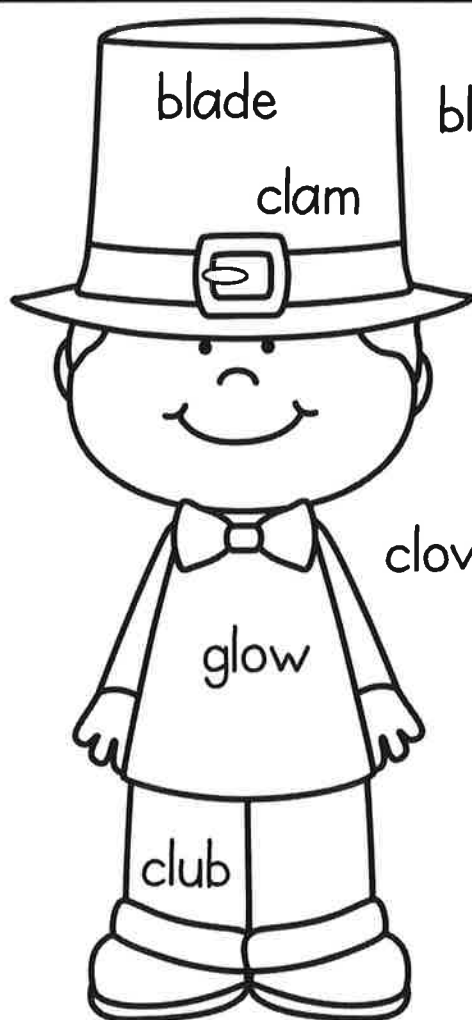
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## gl blend

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## cl blend

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



bland



blast



blank

glob

clean

glide

clap

blink

clover

glare

club

glow

globe



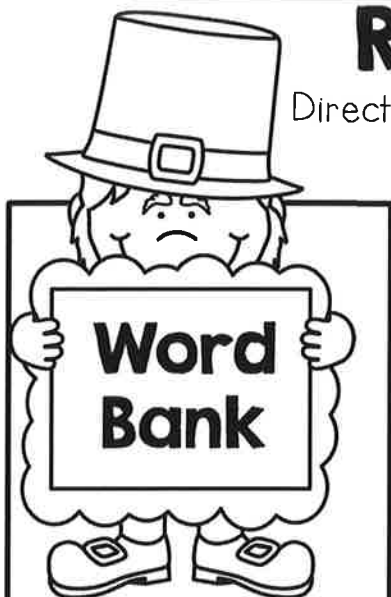
Name \_\_\_\_\_

# R-Controlled Vowels

Directions: Use the word bank to fill in the missing words.

Bonus: put the words in ABC order.

UR  
CONTROLLED  
VOWELS



- ☐ slurp
- ☐ purple
- ☐ curl
- ☐ hurt
- ☐ burn
- ☐ burger
- ☐ fur
- ☐ turtle
- ☐ nurse
- ☐ purse

1. I like the color       .

2. Did you     your finger?

3. My cat has soft   .

4. Amy likes to     her hair.

5. Do not      your soup.

6. The      gave me a shot

7. My mom has a red     .

8. The       is slow.

9. I     my big toe.

10. I had a       for lunch.



Name \_\_\_\_\_

# Find *the* Hidden Digraphs

Directions: Find the hidden digraphs in the picture. Write them in the correct column.

Bonus: Use a word from each column to write a sentence on the back of this paper.

## th digraphs

## ch digraphs

## sh digraphs

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

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

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

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

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

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

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

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

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

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

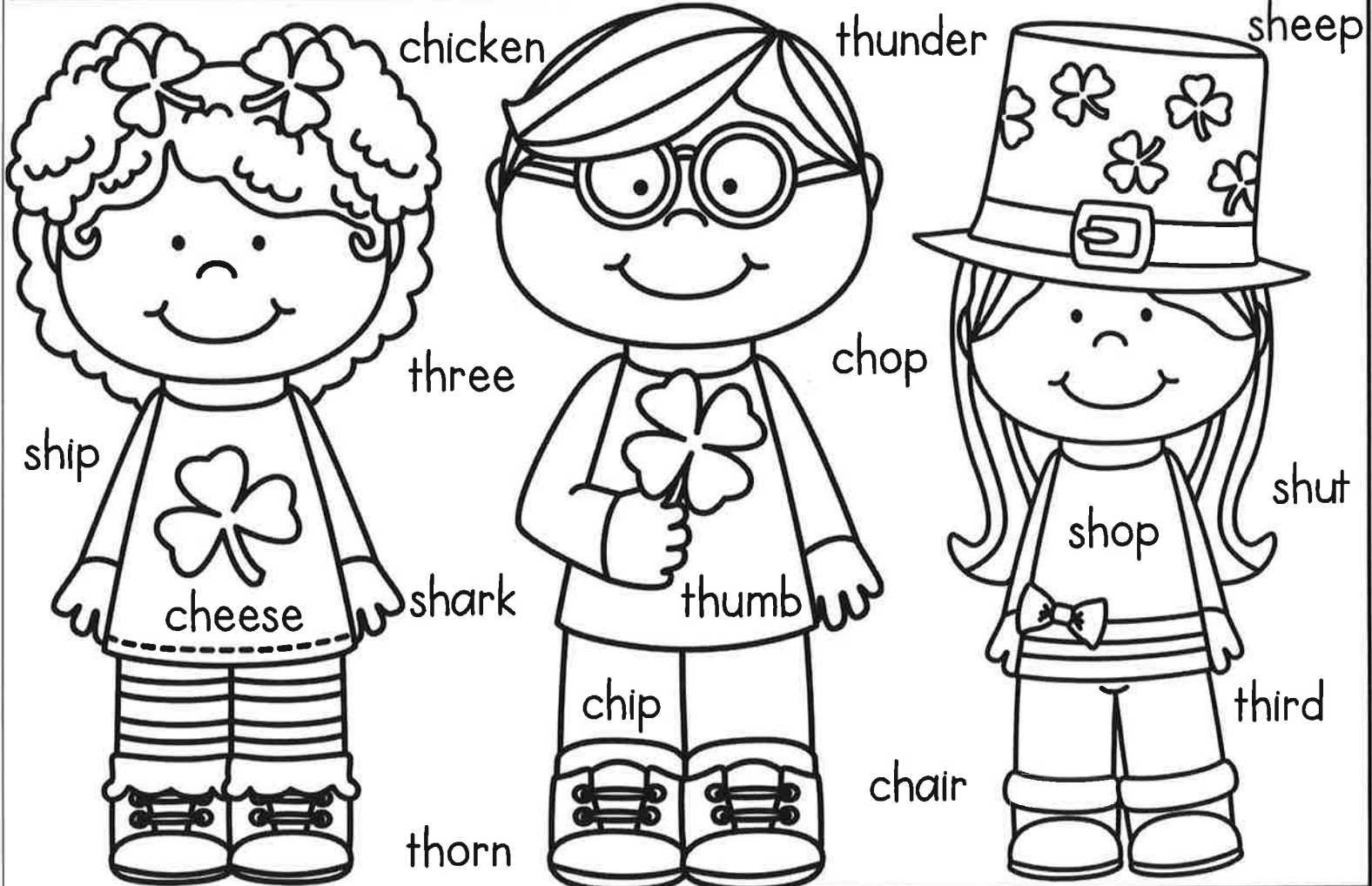
4. \_\_\_\_\_

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

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

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

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



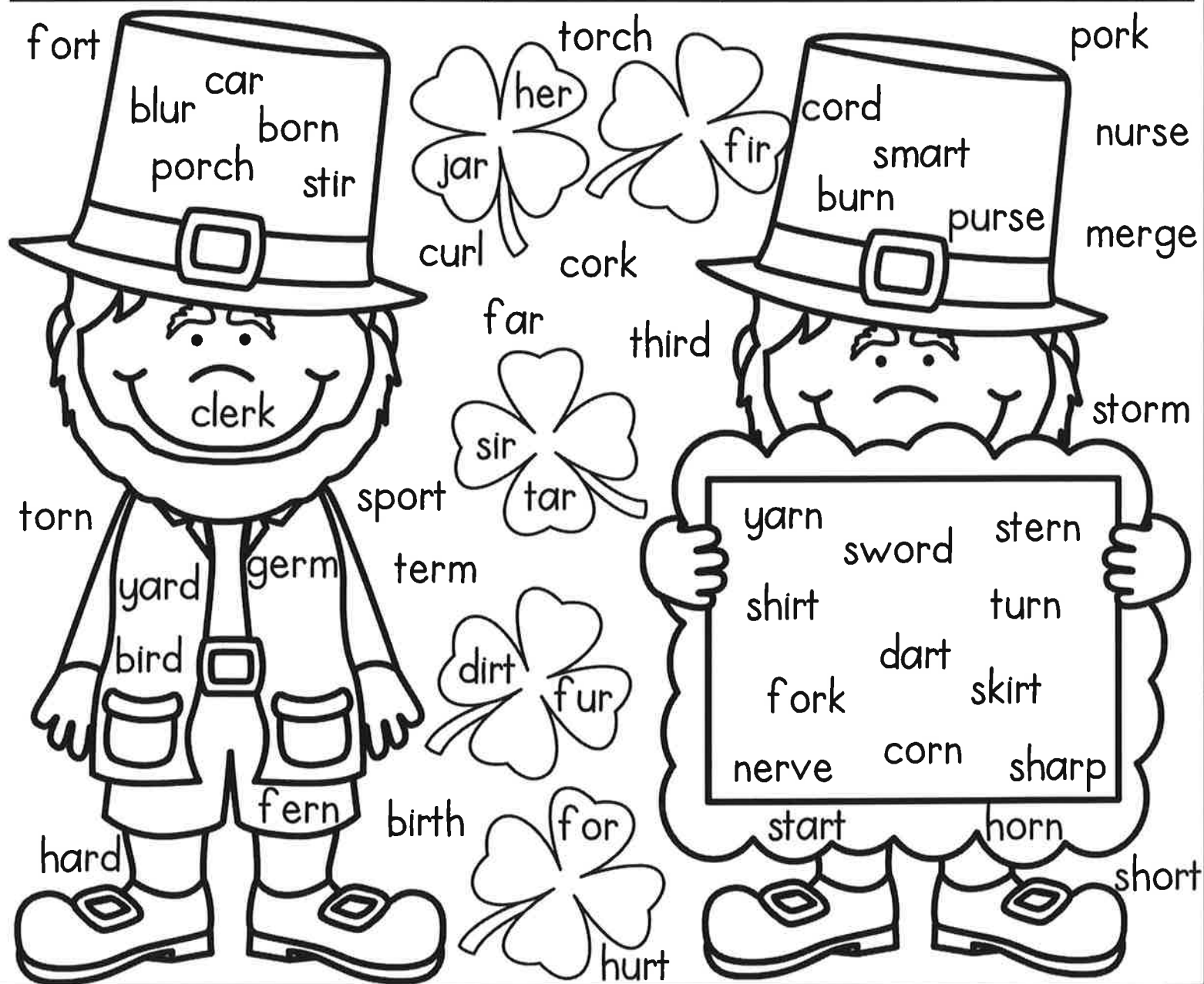


Name \_\_\_\_\_

# Find the R-Controlled Vowels

Directions: Find the hidden r-controlled vowel words in the picture. Highlight them with the correct color, tally and record how many of each you found.

ar words	er words	ir words	or words	ur words
red	orange	yellow	green	blue







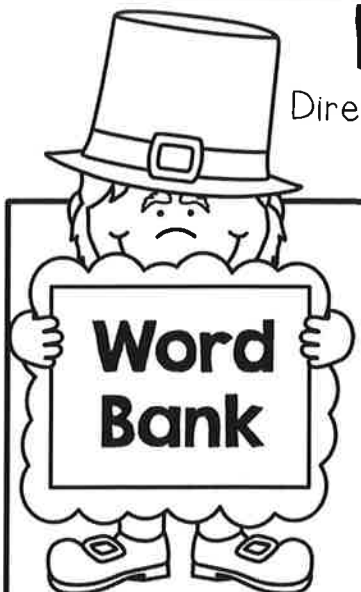
Name \_\_\_\_\_

# R-Controlled Vowels

Directions: Use the word bank to fill in the missing words.

Bonus: put the words in ABC order.

ER  
CONTROLLED  
VOWELS



☐ desert

☐ butter

☐ mother

☐ finger

☐ herd

☐ verb

☐ her

☐ brother

☐ dinner

☐ flower

1. There is a  of sheep.

2. My  is kind.

3. He has a twin .

4. The  is hot and dry.

5. What is for .

6. That is  bike.

7. I like  on my toast.

8. He gave her a .

9. I hurt my .

10. The word run is a .



Name \_\_\_\_\_

# Who Owns it?



Directions: Read each sentence and circle the correct word that shows ownership. Write the word on the line.



girl  
girls  
girl's

This \_\_\_\_\_ hat is  
green and yellow.



sister  
sister's  
sisters

My \_\_\_\_\_ bows  
look pretty in her hair.



Mikes  
Mike's  
Mike

\_\_\_\_\_ hat has a  
shamrock on it.



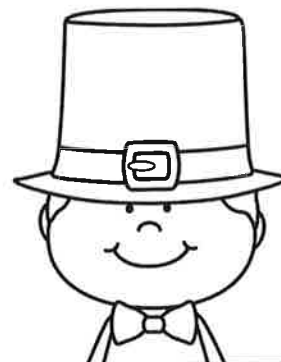
boy's  
boys  
boy

The \_\_\_\_\_ clover is  
in his hand.



Sarahs  
Sarah's  
Sarah

\_\_\_\_\_ hat is  
very big.



Jim  
Jims  
Jim's

I like \_\_\_\_\_ new  
hat.



Name \_\_\_\_\_

# Sorting Sounds

**Directions:** Read the words, cut them out and sort them on the correct page of the book. Use some of the words to write 3 sentences.



Long Vowel Sounds

Short Vowel Sounds

1.

2.

3.

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hat

hide

duck

huge

bed

feet

robe

chip

cheese

clam

slug

bake



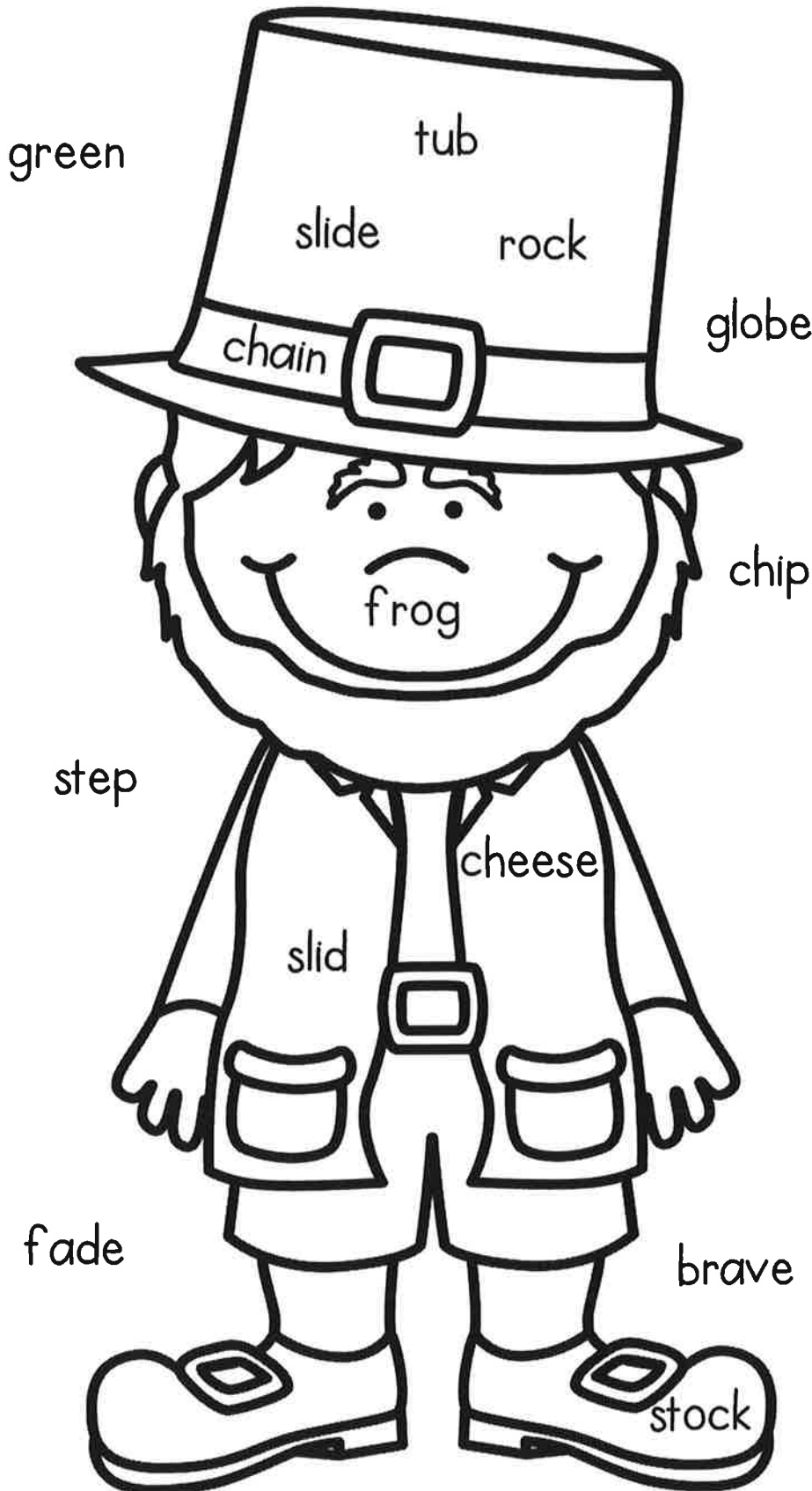
Name \_\_\_\_\_

# Find the Long and Short Vowel Words

Directions: Find the hidden long and short vowel words in the picture.

Highlight and record how each word in the correct column.

Bonus: Write each set in ABC order on the back of this paper.



## Long Vowels

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## Short Vowels

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_





Name \_\_\_\_\_

# Compound Words!



Directions: Write the two words that make up each compound word. Next, put the compound words in ABC order. Finally, write a sentence using two compound words.

1. firefly \_\_\_\_\_ + \_\_\_\_\_

2. baseball \_\_\_\_\_ + \_\_\_\_\_

3. inchworm \_\_\_\_\_ + \_\_\_\_\_

4. cupcake \_\_\_\_\_ + \_\_\_\_\_

5. hairbrush \_\_\_\_\_ + \_\_\_\_\_

6. airport \_\_\_\_\_ + \_\_\_\_\_

7. necklace \_\_\_\_\_ + \_\_\_\_\_

8. eyebrow \_\_\_\_\_ + \_\_\_\_\_

ABC Order

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

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

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

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

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

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

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

8. \_\_\_\_\_

Directions: Write a sentence using two compound words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Mixed up Sentences



Directions: Read the words for each sentence.  
Arrange them to make a complete sentence.

1. green. I color like the

2. have I shamrock. green a

3. at the Look rainbow. pretty

4. pot I gold. see a of

5. wearing I green am today.

6. share We coins. the can

7. fun dance a to It jig. is

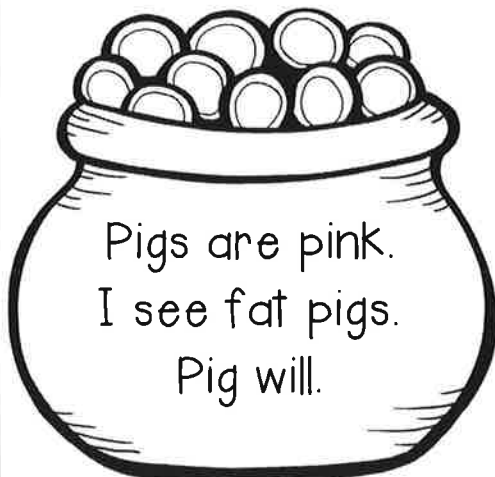


Name \_\_\_\_\_

# Golden Sentences



Directions: Read the sentences and phrases on each pot of gold.  
Circle only the complete sentences.





Name \_\_\_\_\_

# Comprehension Check I

Directions: Read the short story. Answer the questions.



After a rainy day, Jen and John saw a rainbow in the sky. "What do you think is at the end of the rainbow?" asked Jen. "I don't think there is anything at the end of the rainbow. That's silly!" said John. Jen wasn't sure. Was it silly? Could there be something at the end of the rainbow? "Let's go and see!" said Jen. John agreed. So together Jen and John searched for the end of the rainbow. What would they find?

1. What is a good title for the story?

2. What might Jen think is at the end of the rainbow?

3. Why do you think John agreed to go with Jen?

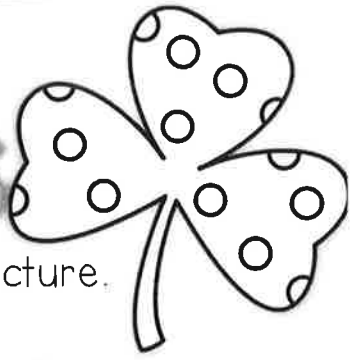
4. What do you think they found at the end of the rainbow?





Name \_\_\_\_\_

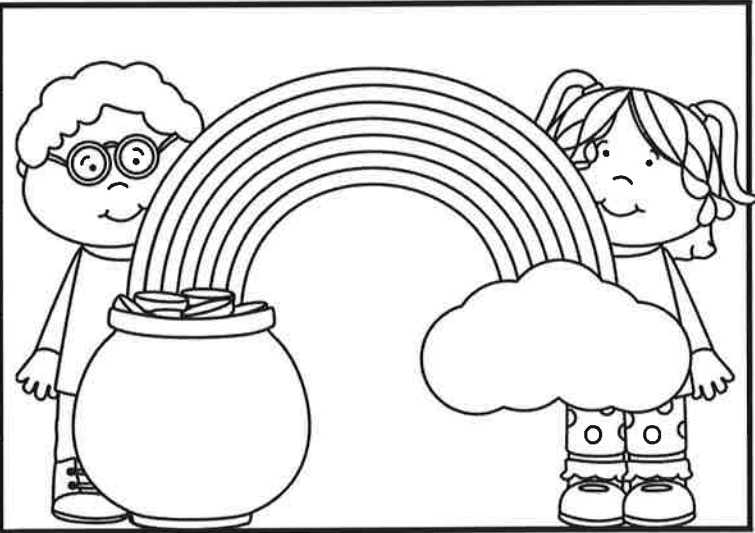
# Super Sentences



Directions: Write a detailed sentence or two about each picture.  
Color the picture.












Mon Hw

Name \_\_\_\_\_

Date \_\_\_\_\_



## PLACE VALUE - TENS AND ONES 6

Count the number of TENS and ONES, then write out the value of the numbers and add them up.

6 tens + 3 ones

60 + 3

7 tens + 2 ones

+

4 tens + 8 ones

+

1 ten + 9 ones

+

5 tens + 7 ones

+

8 tens + 6 ones

+

Use place value to answer the questions below.

1)  $50 + 6 =$

2)  $40 + 8 =$

3)  $30 + 8 =$

4)  $70 + 3 =$

5)  $50 + 6 =$

6)  $80 + 2 =$

7)  $60 + 7 =$

8)  $40 + 9 =$

9)  $90 + 4 =$

10)  $70 + 6 =$

11)  $60 + 5 =$

12)  $80 + 8 =$

13)  $10 + 6 =$

14)  $70 + 9 =$

15)  $40 + 5 =$

16)  $4 + 20 =$

17)  $7 + 60 =$

18)  $3 + 50 =$

19)  $8 + 10 =$

20)  $1 + 90 =$

21)  $6 + 60 =$

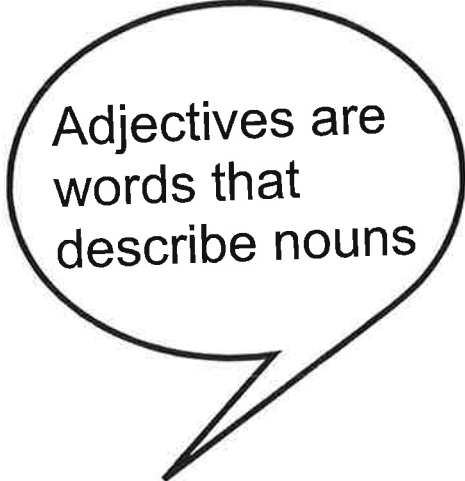


## Identifying adjectives

### Grade 1 Grammar Worksheet

Circle the adjective and underline the nouns it describes:

1. Danny caught the red ball.
2. The dog found a large stick.
3. My mom is a pretty lady.
4. The little tree is easy to climb.
5. Lisa likes rides in fast cars.



Adjectives are words that describe nouns

Write a sentence describing a person and circle the adjectives.

Write a sentence describing a thing and circle the adjectives.

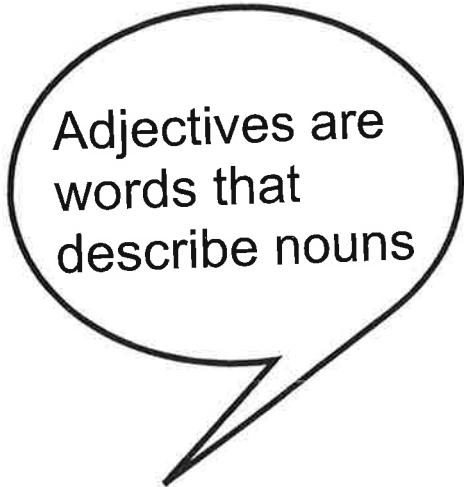


## Identifying adjectives

### Grade 1 Grammar Worksheet

Circle the adjective and underline the nouns it describes:

1. The bright sun warms our house.
2. Stinky cheese is my dad's favorite.
3. That is an ugly bug.
4. I love my little puppy.
5. We went down the giant slide.



Adjectives are words that describe nouns

Write a sentence describing a person and circle the adjectives.

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---

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Write a sentence describing a place and circle the adjectives.

---

---

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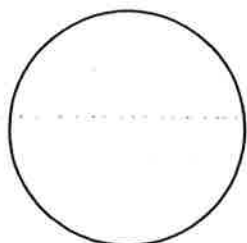
Name: \_\_\_\_\_

Date: Mon ET

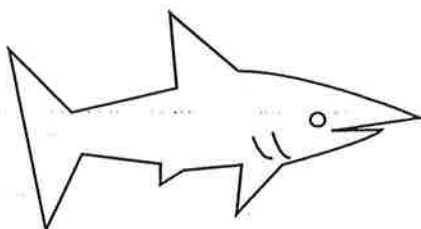
# Missing *Bossy R* Sounds



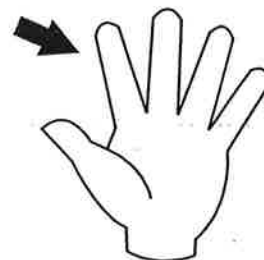
Fill in the missing letters of these *bossy r* (r-controlled) words with: **er, or, ur, ar, or ir.**



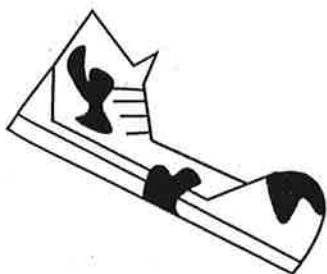
c\_\_cle



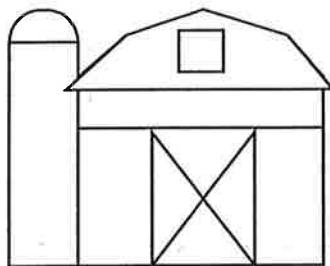
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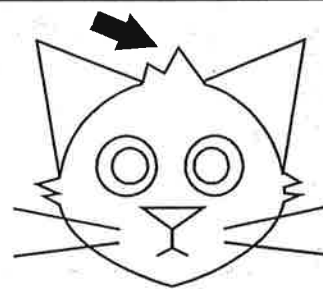
finger\_\_



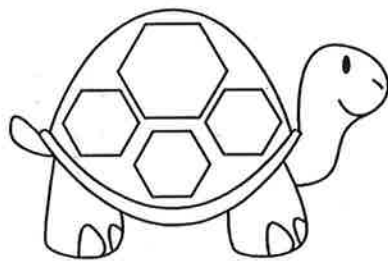
d\_\_ty



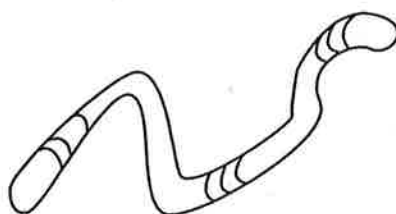
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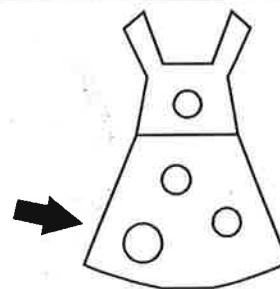
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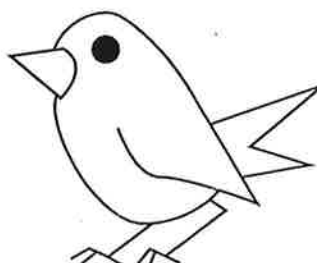
w\_\_m



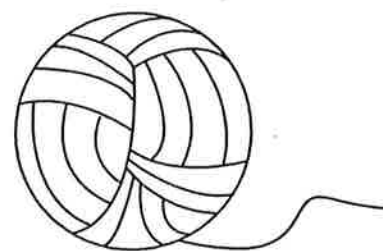
sk\_\_t



st\_\_m



b\_\_d



y\_\_n

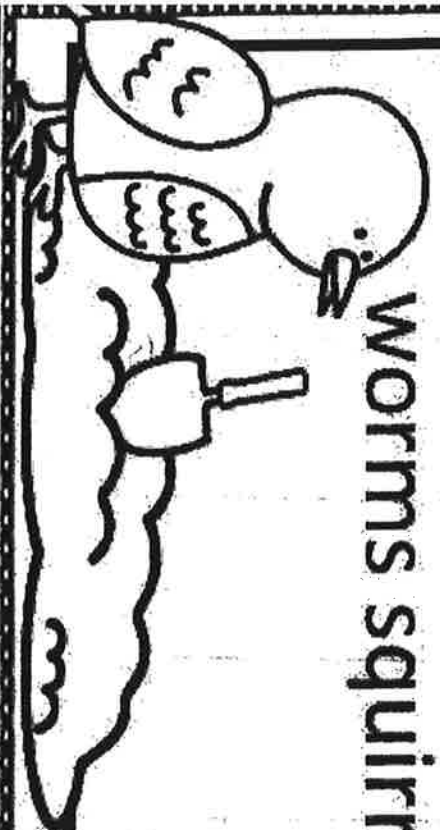


# SALLY

Sally is a little girl who loves to play with her pet bird. Sally and her pet like to play outside in the dirt.

They love to dig holes and enjoy watching the

worms squirm.



in our class  
1. Circle all of the words with in.

2. What pet did Sally have?

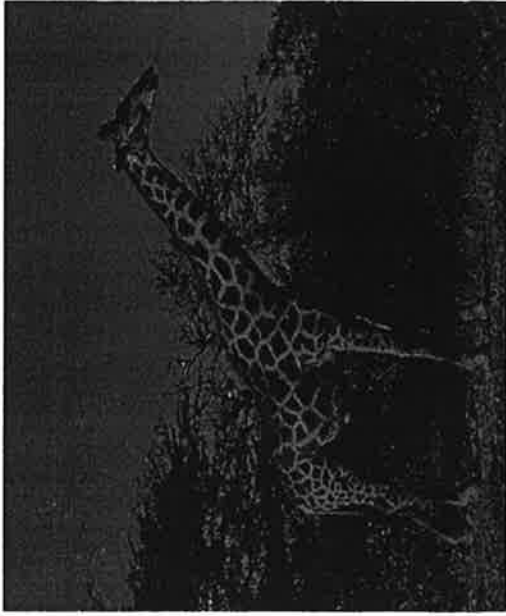
3. What does Sally see when she digs?



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

Date: \_\_\_\_\_

# The Giraffe



Use your crayons to highlight where you found your answer.

1. What does a mammal mean?

- A. An animal with fur and is warm-blooded
- B. An animal that is warm blooded with feathers
- C. An animal with scales and is warm-blooded

2. Why do you think a giraffe lives on a savannah?

3. Do you think it is easy or hard to tell two giraffes apart?

The giraffe is a mammal or warm-blooded animal that has fur. The giraffe is the world's tallest animal on land. It can be as tall as 18 feet. Giraffes have the largest hearts of any animal because it has to pump blood all the way up its neck and to its head. No two giraffes have the same coat. Adult Giraffes have few enemies and can live to be 25 years old. A giraffe sleeps less than two hours a day. Giraffes live mostly in Africa on savannahs (sev-ana-s) or grasslands. It can eat over 100 pounds of leaves a day. A giraffe uses its tongue to get leaves out of trees.



Name \_\_\_\_\_

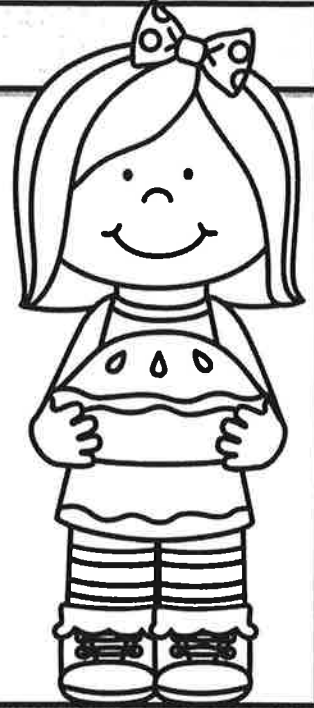
Tuesday's  
Reading  
Do Now

# Reading Comprehension

Read the short passage and answer the questions.

## Picking Apples

Jonas is going apple picking with his sister, Maria. They are going to the apple orchard near their house. They need to pick twelve apples. Their mom is going to use the apples to make a big apple pie. At the orchard, Jonas picked nine apples and Maria picked three. They had a great day together. Now they can't wait to enjoy their pie!



1. Where is Jonas going?

- ☐ a on a vacation
- ☐ b on a fishing trip
- ☐ c to school
- ☐ d to the apple orchard

2. Who is he going with?

- ☐ a mom
- ☐ b Maria
- ☐ c Joey
- ☐ d dad

3. How many apples do they need?

- ☐ a five
- ☐ b nine
- ☐ c twelve
- ☐ d ten

4. What will their mom do with the apples?

- ☐ a eat them
- ☐ b give them away
- ☐ c make a pie
- ☐ d make apple juice



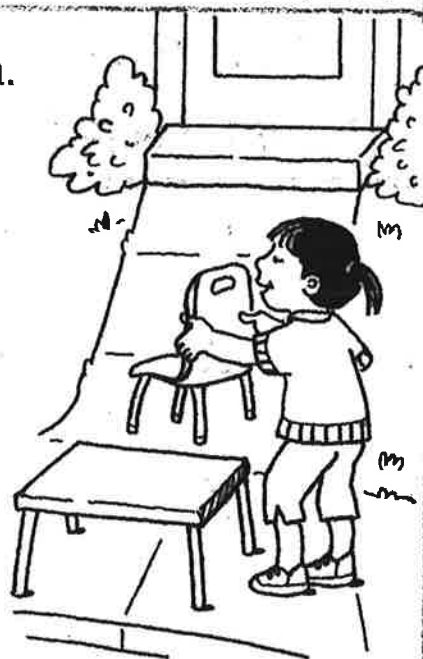


## Reading Do Now

Read the story. Ask yourself, "What will the girl probably do next?"

Monday

The day is sunny, which is perfect for Emma.  
She pulls a small table to the sidewalk.  
She brings a chair, too.  
Emma covers the table with a cloth.  
Then she carefully places a big pitcher on it.  
She does not want the lemonade to spill.  
Emma stacks some paper cups.  
She puts a sign where everyone can see it.  
Finally, Emma checks her small box.  
There is enough money to make change.



Fill in the circle next to the correct answer.

1. What will Emma probably do?  
☐ A sell the table  
☐ B sell lemonade  
☐ C sell paper cups
2. What might the sign say?  
☐ A "Free Lemonade"  
☐ B "Paper Cups 5¢ each"  
☐ C "Lemonade 10¢ a cup"
3. How do you know that Emma wants to sell something?  
☐ A She has money to make change.  
☐ B She puts a chair by the table.  
☐ C She stacks a pile of paper cups.

## WORD MEANINGS

Emma has money to make change.

Circle what it means to "make change."

1. to give back money

2. to become a different color



## Reading Do Now

Read the story. Ask yourself, "Who? What? Where?"

Tues.

Hector and José hurried into Fun Land.  
They loved the fast and scary rides!  
Aunt Maria let the boys choose the rides.  
They started with the bumper cars.  
Aunt Maria's body shook with each bump.  
Then her stomach twirled on the flying rockets.  
Her hair flew as the roller coaster zoomed.  
And she got splashed on the water ride.  
Finally, Aunt Maria said, "It's my turn to pick.  
I pick the train ride."  
"But that's the slowest ride here!" whined Hector.  
"I know," said Aunt Maria with a smile.



Fill in the circle next to the correct answer.

1. What is the story mostly about?  
Ⓐ getting wet on a water ride  
Ⓑ making rules for Fun Land  
Ⓒ having fun at Fun Land
2. Who is the story mostly about?  
Ⓐ Hector  
Ⓑ José and Hector  
Ⓒ Aunt Maria
3. Where does the story take place?  
Ⓐ at a park with rides  
Ⓑ at a farm  
Ⓒ at a circus

**SIGHT WORDS**

Circle the word that correctly completes the sentence.

"I (now know) the answer," said José.



# Reading Do Now

Read the story. Ask yourself, "In what order do things go into the pot?"

Lila likes to pretend that she's a cook.  
She has a great big metal pot.  
And she has a big wooden spoon.  
Lila makes stew in the pot for her dolls.  
First, she puts in a feather.  
Then, she adds a few blocks.  
Next, she sprinkles in some paper.  
Then, she tosses in some rocks.  
Lila stirs in three crayons.  
Then, she squirts on some glue.  
She mixes in buttons.  
And then, she is through!



Fill in the circle next to the correct answer.

1. What does Lila put into the pot right after the rocks?  
☐ Ⓐ some glue  
☐ Ⓑ a feather  
☐ Ⓒ three crayons
2. What is put in before the paper?  
☐ Ⓐ blocks  
☐ Ⓑ rocks  
☐ Ⓒ crayons
3. What is the last thing Lila puts into the pot?  
☐ Ⓐ a feather  
☐ Ⓑ buttons  
☐ Ⓒ glue

## WORD MEANINGS

Write something you can:

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

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

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



# Reading Do Now

Read the story. Ask yourself, "Why did the author write this story?"

Sometimes, the sun shines through drops of rain.

Then the sunlight makes a rainbow.

You can make a rainbow indoors.

You will need the sun and some water.

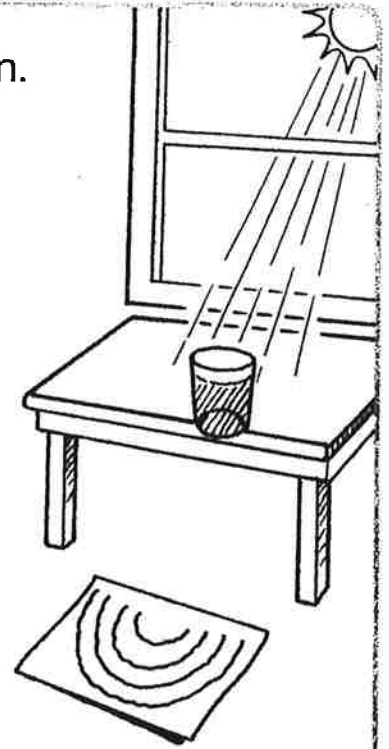
Follow these steps:

1. Fill a glass with water, almost to the top.
2. Find a sunny window with a table in front.
3. Place the glass halfway off the table.

Make sure the sun shines through the glass.

4. Place a white sheet of paper on the floor.
5. Slowly move the paper and the glass.

Stop when a rainbow forms on the paper.



Fill in the circle next to the correct answer.

1. Why did the author write the story?  
☐ A to explain all about rainbows  
☐ B to tell you how to make a rainbow  
☐ C to tell you how to draw a rainbow
2. What makes a rainbow?  
☐ A sun and water  
☐ B paper and water  
☐ C sun and paper
3. The author numbered the steps \_\_\_\_\_.  
☐ A to show how to count  
☐ B to explain the picture  
☐ C to show the order to do things

## SIGHT WORDS

Write the letters on the lines to spell the word white.

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

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

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





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

## Reading Do Now

Read the story. Ask yourself, "Why did the author write this story?"

A flying squirrel does not really fly.

It glides through the air.

First, it stands on a branch.

It pushes off with its back legs.

Then, it spreads all four legs.

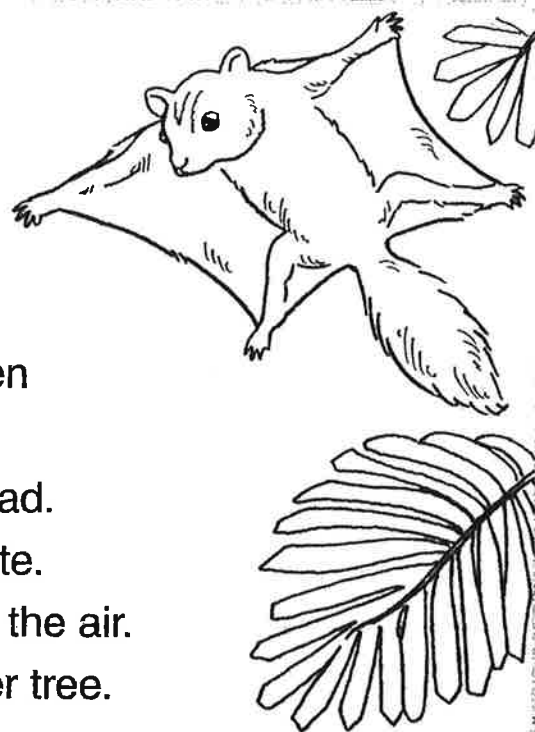
A flying squirrel has loose skin between  
its front and back legs.

The skin stretches when the legs spread.

Then the squirrel's body looks like a kite.

Off it goes! The squirrel soars through the air.

It lands gently on the branch of another tree.



Fill in the circle next to the correct answer.

1. Why did the author write the story?

- Ⓐ to show how to fly like a squirrel
- Ⓑ to tell about flying squirrels
- Ⓒ to laugh at squirrels

2. Which one helps a flying squirrel  
to glide?

- Ⓐ two thin wings
- Ⓑ a fat body
- Ⓒ skin that stretches

3. What does the author tell you  
about flying squirrels?

- Ⓐ They are as big as cats.
- Ⓑ They use wings to fly.
- Ⓒ They glide but do not fly.

### SIGHT WORDS

Write the letters on the lines to spell the word through.

1. thr \_\_\_\_\_ gh

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

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



Name \_\_\_\_\_

## Chapter 5 Review/Test

### Vocabulary

Write a **related fact** for each number sentence. (p. 190)

1.  $8 + 5 = 13$

\_\_\_\_ ○ \_\_\_\_ ○ \_\_\_\_

2.  $17 - 8 = 9$

\_\_\_\_ ○ \_\_\_\_ ○ \_\_\_\_

### Concepts and Skills

Subtract. Then add to check your answer. (CC.1.OA.6)

3.  $14 - 6 = \square$

$\square + 6 = \square$

4.  $11 - 5 = \square$

$\square + 5 = \square$

5.  $20 - 10 = \square$

$\square + 10 = \square$

6.  $13 - 9 = \square$

$\square + 9 = \square$

Add and subtract.

Circle the related facts. (CC.1.OA.6)

7.

$5 + 9 = \underline{\hspace{2cm}}$

$14 - 5 = \underline{\hspace{2cm}}$

8.

$7 + 5 = \underline{\hspace{2cm}}$

$7 - 5 = \underline{\hspace{2cm}}$

9.

$6 + 4 = \underline{\hspace{2cm}}$

$10 - 4 = \underline{\hspace{2cm}}$

Name \_\_\_\_\_



14. What is the missing number? (CC.1.OA.8)

$$16 = 8 + \square$$

$$\square = 16 - 8$$

9

☐

8

☐

7

☐

6

☐

15. What is the missing number? (CC.1.OA.8)

$$4 + \underline{\quad} = 10$$

$$10 - 4 = \underline{\quad}$$

4

☐

6

☐

7

☐

10

☐

16. Mia scores 8 goals. The team gets 15 goals.  
Which number sentence shows how many  
goals are scored by the rest of the team? (CC.1.OA.1)

☐  $15 - 9 = 6$

☐  $15 - 8 = 7$

☐  $8 + 6 = 14$

☐  $9 + 8 = 17$

17. Which shows a way to make 15? (CC.1.OA.6)

$$4 + 5 + 3$$

☐

$$6 + 8$$

☐

$$2 + 7 + 6$$

☐

$$16 - 9$$

☐

18. Which number makes the sentence true? (CC.1.OA.7)

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

8

☐

10

☐

15

☐

16

☐

Name \_\_\_\_\_

# Chapter 6 Review/Test

## Vocabulary

Circle the **ones** in each number.

Draw a line under the **tens** in each number. (p. 250)

1. 48

2. 84

## Concepts and Skills

Use the Counting Chart.

Write the numbers. (CC.1.NBT.1)

3. Count forward.

111, 112, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

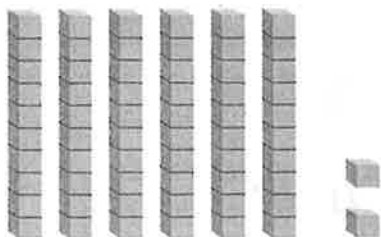
4. Count by tens.

65, 75, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Write the numbers. (CC.1.NBT.2)

5.



\_\_\_\_\_ tens \_\_\_\_\_ ones = \_\_\_\_\_

6.

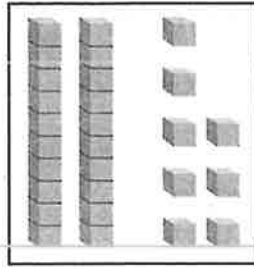


\_\_\_\_\_ tens \_\_\_\_\_ ones = \_\_\_\_\_

Name \_\_\_\_\_



11. Which tells how many tens and ones? (CC.1.NBT.2)



2 tens 8 ones    2 tens 9 ones    3 tens 8 ones    8 tens 2 ones

☐

☐

☐

☐

12. What number is the same as 5 tens 6 ones? (CC.1.NBT.2)

11

55

56

65

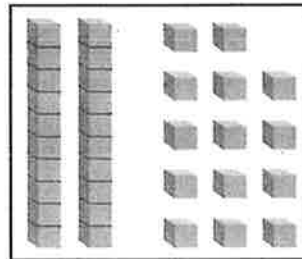
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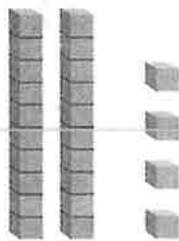
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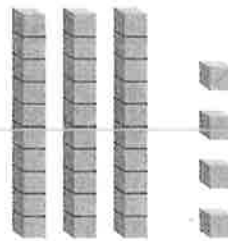
13. Which way makes the same number? (CC.1.NBT.2a, CC.1.NBT.3)



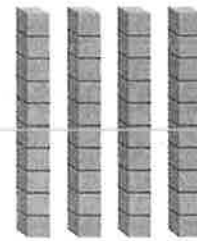
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☐

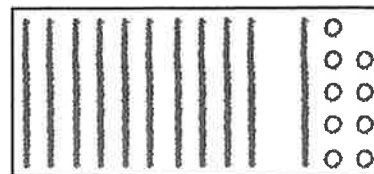


☐



☐

14. What number does the model show? (CC.1.NBT.1)



99

109

110

119

☐

☐

☐

☐

Name \_\_\_\_\_

## Chapter 7 Review/Test

### Vocabulary

Circle the number that **is greater than** 47. (p. 290)

Underline the number that **is less than** 47. (p. 294)

1.        92        29

### Concepts and Skills

Write  $<$ ,  $>$ , or  $=$ . (CC.1.NBT.3)

2.

80 ○ 81

3.

19 ○ 11

4.

26 ○ 62

5.

35 ○ 35

6.

89 ○ 99

7.

78 ○ 73

8.

63 ○ 60

9.

42 ○ 42

10.

15 ○ 51

11.

57 ○ 59

12.

10 ○ 13

13.

38 ○ 37

14.

22 ○ 22

15.

75 ○ 72

16.

96 ○ 96

Name \_\_\_\_\_



22. James circles the numbers that are less than 87 and greater than 91.

What numbers did he circle? (CC.1.NBT.3)

86

88

89

90

92

86 and 88

☐

86 and 92

☐

88 and 90

☐

89 and 92

☐

23. Which number is greater than 17? (CC.1.NBT.3)

12

☐

14

☐

16

☐

18

☐

24. Which is the same as the sentence? (CC.1.NBT.3)

67 is less than 73.

$67 = 73$

☐

$67 > 73$

☐

$67 < 73$

☐

$67 + 73$

☐

25. Which number is ten less than 72? (CC.1.NBT.5)

82

☐

73

☐

71

☐

62

☐

26. Which is true? (CC.1.NBT.3)

$98 > 88$

☐

$88 > 98$

☐

$98 < 88$

☐

$88 = 98$

☐



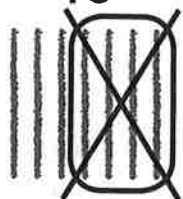
Name \_\_\_\_\_

## ✓ Chapter 8 Review/Test

### Vocabulary

Write how many **tens** there are in the sum or difference. (p. 322)

1.  $70 - 40 = 30$



\_\_\_\_\_ tens

2.  $20 + 30 = 50$



\_\_\_\_\_ tens

### Concepts and Skills

Use the hundred chart to add. Count on by ones or tens. (CC.1.NBT.4)

3.  $22 + 6 =$  \_\_\_\_\_

4.  $41 + 40 =$  \_\_\_\_\_

5.  $2 + 31 =$  \_\_\_\_\_

6.  $80 + 15 =$  \_\_\_\_\_

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

Name \_\_\_\_\_



11. What is the sum?

(CC.1.NBT.4)

$$10 + 70 = \underline{\quad}$$

8

☐

17

☐

71

☐

80

☐

12. What is the sum?

(CC.1.NBT.4)

$$65 + 9 = \underline{\quad}$$

47

☐

70

☐

74

☐

95

☐

13. What is the sum?

(CC.1.NBT.4)

$$\begin{array}{r} 54 \\ + 32 \\ \hline \end{array}$$

22

☐

26

☐

82

☐

86

☐

14. What is the sum?

(CC.1.NBT.4)

$$43 + 5 = \underline{\quad}$$

45

☐

48

☐

75

☐

93

☐

15. What is the sum?

(CC.1.NBT.4)

$$\begin{array}{r} 18 \\ + 41 \\ \hline \end{array}$$

51

☐

58

☐

59

☐

69


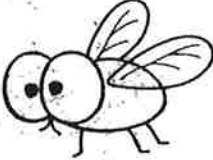


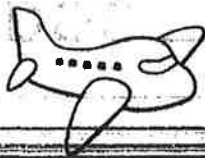


☐

Name \_\_\_\_\_

Date = Mon DD Nov

# Which Blend?

Color the pictures. Circle the correct word that matches each picture. Write that word in the box.

 <p>blocks plocks</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>fry fly</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>flog frog</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>clab crab</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>crool stool</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>plant prant</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>blane plane</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>drum dlum</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>ski sti</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>smile skile</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>snake stake</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>snamp stamp</p> <p>_____</p> <p>_____</p> <p>_____</p>

Name \_\_\_\_\_

Pick letters from the box to finish each word.

Write the letters on the line.

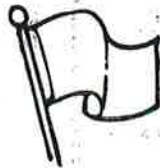
Mon, Phonics  
C.W.



swim

bl cl cr dr fl fr gr sl sm st

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



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



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



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



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



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



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



8. \_\_\_\_\_ ed



9. \_\_\_\_\_ ep



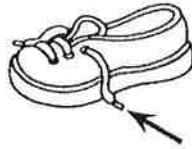
10. \_\_\_\_\_ in



Name \_\_\_\_\_

Friday  
c w Phonics

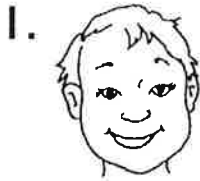
**Circle** the word for each picture.  
**Write** it on the line.



lace



age



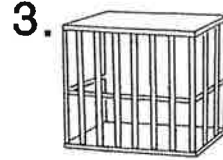
face fake

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



rake race

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



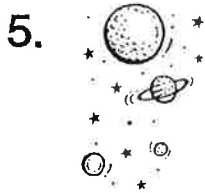
cave cage

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



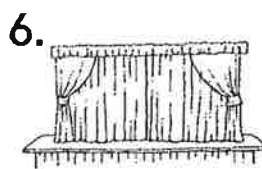
wag wage

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



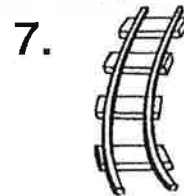
speck space

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



stage stake

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



track trace

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



pace page

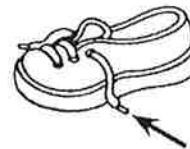
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Circle** the word to finish each sentence. **Write** the word.

lace brake

\_\_\_\_\_  
\_\_\_\_\_

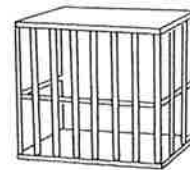
9. I tripped on my \_\_\_\_\_.



page cage

\_\_\_\_\_  
\_\_\_\_\_

10. My pet bird lives in a \_\_\_\_\_.



**Home Activity** Your child practiced reading and writing words that have the sound that *c* stands for in *lace* and the sound that *g* stands for in *age*. Ask your child to write a list of words that rhyme with *lace* and a list of words that rhyme with *age*.




## Identifying verbs

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Grade 1 Grammar Worksheet

Circle the verbs in these sentences.

1. The dog chased the cat.
2. My mom cooked dinner.
3. John rode his bike to school.
4. I like to read books.
5. Susie mowed the grass on Saturday.



Action words  
are verbs

Every sentence has a verb. Write a sentence and circle the verb.

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---

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Name \_\_\_\_\_

Thurs.  
class.

## Action Verbs

A **verb** tells what someone or something does.



The girl **jumps**.



The boy **walks**.

**Underline** the verb in each sentence.

**Say** a sentence using each verb.

1. The plant grows in the sun.
2. Benny helps Ms. Torres.
3. Mr. Gray works in the neighborhood.
4. Benny wishes for a place to play.
5. Nai Nai plays by the slide.
6. Mom walks down the hall.

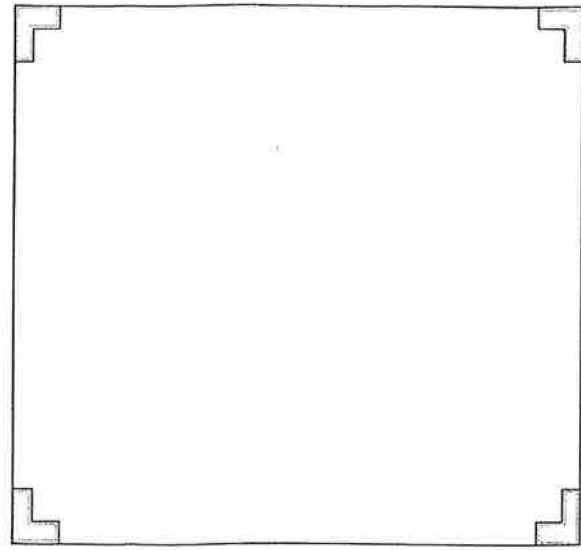
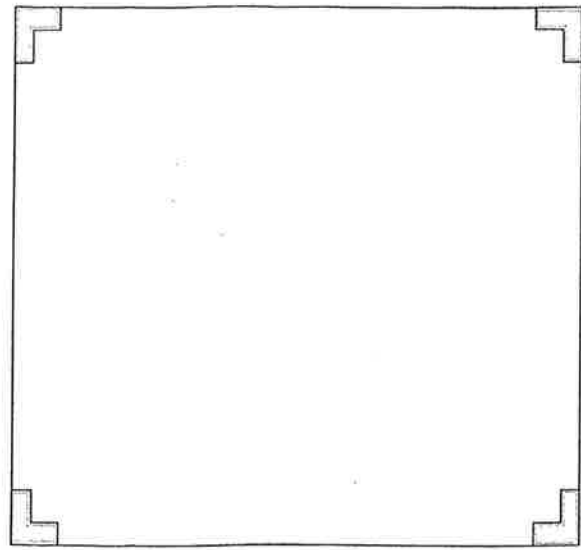


**Home Activity** Your child learned about verbs. Read a story together. Point to a sentence and have your child point to the verb in the sentence. Continue with other sentences.



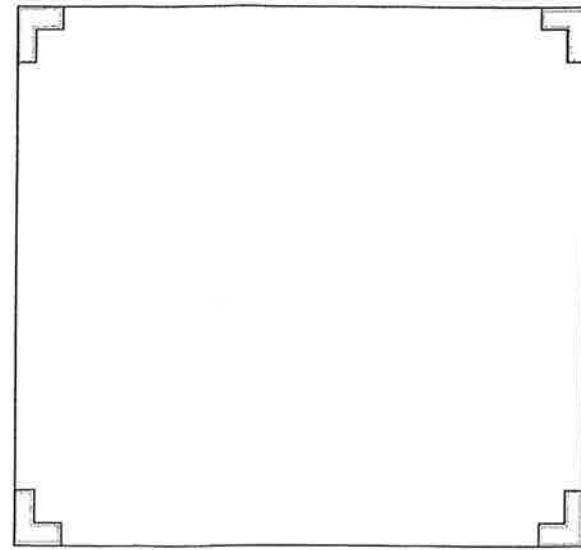
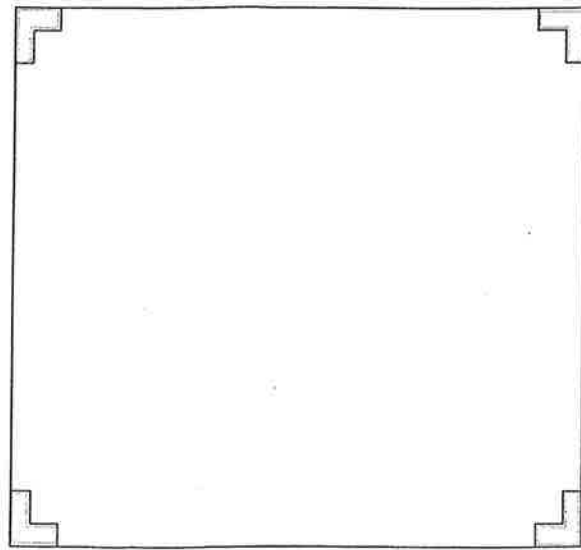
# Simple Sentences

Read each sentence and draw a picture to illustrate it.



The cat has a  
funny hat.

The boy has  
brown hair.



My dog is black.

My house is big  
and yellow.

Name \_\_\_\_\_

# Subjects of Sentences

A sentence has a **naming part**. It names a person, place, animal, or thing. The naming part tells who or what the sentence is about.

Pat sees a pig.



naming part

The pig is big.

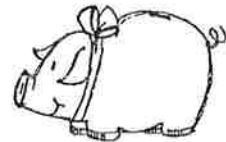


naming part

Write the naming part of each sentence.

1. My pig is sick.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. A vet can help the pig.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. We go to the vet.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

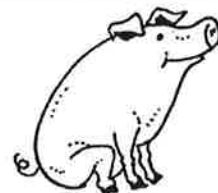


4. The pig feels better.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. My dad thanks the vet.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

**Complete Sentences: Missing Subjects**

Below are parts of sentences that are missing their subjects. Add a subject to each phrase to make a complete sentence.



1. \_\_\_\_\_ ran down the hill.

2. \_\_\_\_\_ jumped into the lake.

3. \_\_\_\_\_ rode a pony.

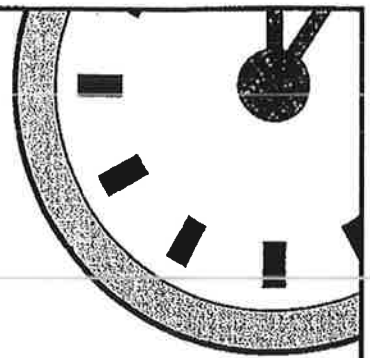
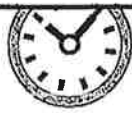
4. \_\_\_\_\_ ate dinner.

5. \_\_\_\_\_ sleeps a long time.

6. \_\_\_\_\_ fell off the table.

7. \_\_\_\_\_ grew in the garden.

8. \_\_\_\_\_ flew over the trees.



## Minute 6

Name \_\_\_\_\_

Read each group of words. Circle *Complete* if each group of words is a complete sentence or *Not Complete* if it is not.

(Hint: A sentence tells a complete idea and has a naming part and a telling part.)

- |                                |          |              |
|--------------------------------|----------|--------------|
| 1. The dog is black.           | Complete | Not Complete |
| 2. The boy.                    | Complete | Not Complete |
| 3. The water is cold.          | Complete | Not Complete |
| 4. Jumps on the bed.           | Complete | Not Complete |
| 5. My dad and I go fishing.    | Complete | Not Complete |
| 6. Jon likes comic books.      | Complete | Not Complete |
| 7. Running around the tree.    | Complete | Not Complete |
| 8. Madison bakes cookies.      | Complete | Not Complete |
| 9. The girl picks red flowers. | Complete | Not Complete |
| 10. The zebra at the zoo.      | Complete | Not Complete |



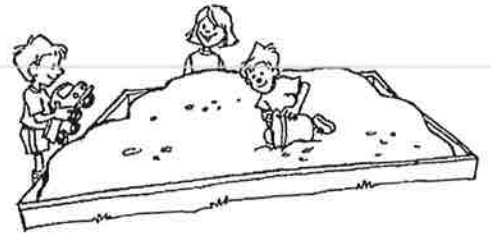
**Minute 31**

Name \_\_\_\_\_

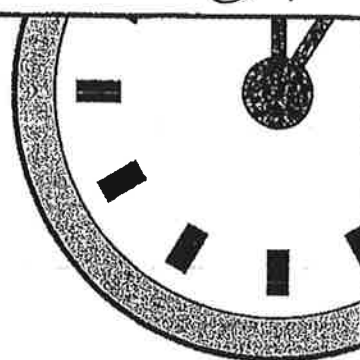
Choose the correct action word to complete each sentence. Write it on the line.

(Hint: Each sentence tells about something that happens now.)

- 



Tues  
ET



## Minute 30

Name \_\_\_\_\_

For Numbers 1–5, use an action word from the box to complete each sentence. Use each word only one time.

1. My sister and I \_\_\_\_\_ with our hands.
2. I \_\_\_\_\_ my mom and dad.
3. The leaves \_\_\_\_\_ from the tree.
4. I \_\_\_\_\_ him with his homework.
5. The frog \_\_\_\_\_ on the log.

fall

help

love

jumps

clap

For Numbers 6–10, circle the correct action word to complete each sentence.

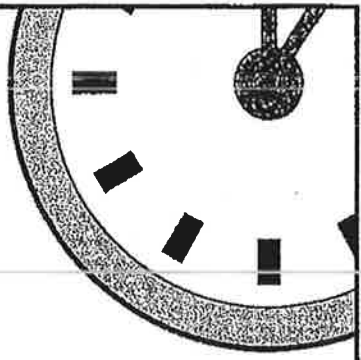
6. The birds \_\_\_\_\_ high in the sky.  
fly    jump
7. They \_\_\_\_\_ at the table.  
eat    sleep
8. The wind \_\_\_\_\_ the leaves.  
likes    blows
9. We \_\_\_\_\_ chocolate cookies.  
make    sing
10. We can't \_\_\_\_\_ in the library.  
read    run



Tues  
Do Now



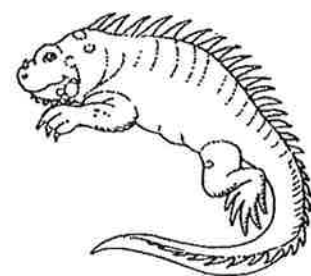
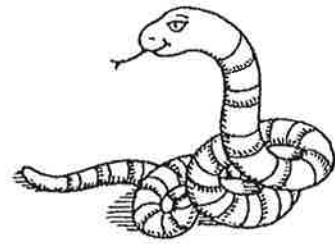
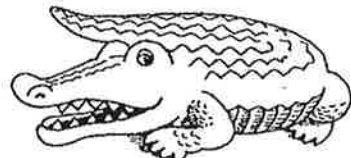
# Minute 8



Name \_\_\_\_\_

Read each sentence and circle the type of sentence it is. Circle *T* for telling, *A* for asking, or *E* for exclaiming.

- |                                    |   |   |   |
|------------------------------------|---|---|---|
| 1. The apples on the tree are red. | T | A | E |
| 2. Can we please have pizza?       | T | A | E |
| 3. Where is the party?             | T | A | E |
| 4. That is great news!             | T | A | E |
| 5. I like reptiles.                | T | A | E |
| 6. Sit down now!                   | T | A | E |
| 7. The policeman was nice.         | T | A | E |
| 8. Are we going to the zoo?        | T | A | E |
| 9. I broke the jar!                | T | A | E |
| 10. I am six years old.            | T | A | E |








Name \_\_\_\_\_

Do what the sentences tell you.









1. Kurt got there first. Put a **1** on Kurt's shirt.
2. Do you see the turtle in the ferns?  Color the turtle.
3.  Color the girl's shirt purple.
4.  Color the bird that chirps.
5. Herb stirs. Put an **H** on Herb's shirt.

Name \_\_\_\_\_











Write the word that completes each sentence.

fur skirt purple turn ~~shirt~~ her

1 	Bert put on his _____ <u>shirt</u>
2 	Fern put on _____ socks.
3 	Gert has a _____
4 	We all have on _____ _____ _____!
5 	Look at her _____
6 	She wants to _____ purple, too!

Name \_\_\_\_\_

Say the name of each picture. Circle the letters that stand for the vowel sound. Then write the name of the picture.

<p>1</p>  <p>u ur ar</p> <p>curb</p>	<p>2</p>  <p>or e ir</p> <p>bird</p>	<p>3</p>  <p>ir or u</p> <p>shirt</p>
<p>4</p>  <p>ar er o</p> <p>fern</p>	<p>5</p>  <p>e ar ur</p> <p>turn</p>	<p>6</p>  <p>ir o or</p> <p>girl</p>
<p>7</p>   <p>ar er a</p> <p>arm</p>	<p>8</p>  <p>or ar ir</p> <p>stir</p>	<p>9</p>  <p>ur a ar</p> <p>hurt</p>

Name \_\_\_\_\_

TUES  
Re-teach  
Do Now

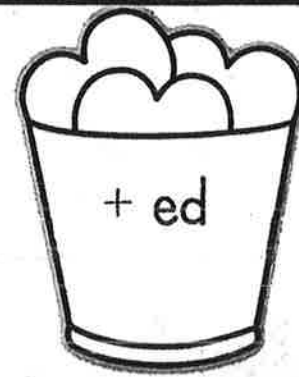
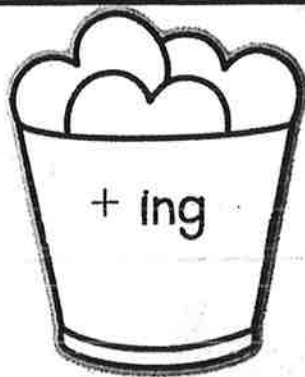


# Inflectional Endings

Directions: Read each action word. Write the new endings for each word.

NOTE: When a verb ends in -ing, it means that the action is happening now.  
When a verb ends with ed, it means that the action has already happened.

Ex: Verb: Happening now: Happened in the past:  
jumps The cat is jumping. The cat jumped.



1. walk

\_\_\_\_\_

\_\_\_\_\_

2. spill

\_\_\_\_\_

\_\_\_\_\_

3. help

\_\_\_\_\_

\_\_\_\_\_

4. look

\_\_\_\_\_

\_\_\_\_\_

5. plant

\_\_\_\_\_

\_\_\_\_\_

6. lock

\_\_\_\_\_

\_\_\_\_\_

7. jump

\_\_\_\_\_

\_\_\_\_\_

8. start

\_\_\_\_\_

\_\_\_\_\_

9. fix

\_\_\_\_\_

\_\_\_\_\_

10. yell

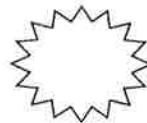
\_\_\_\_\_

\_\_\_\_\_

A

Name \_\_\_\_\_

Number Correct:



Date \_\_\_\_\_

\*Write the missing number. Pay attention to the + and - signs.

1.	$3 + \square = 4$		16.	$3 + \square = 7$	
2.	$1 + \square = 4$		17.	$7 = 4 + \square$	
3.	$4 - 1 = \square$		18.	$7 - 4 = \square$	
4.	$4 - 3 = \square$		19.	$7 - 3 = \square$	
5.	$3 + \square = 5$		20.	$3 + \square = 8$	
6.	$2 + \square = 5$		21.	$8 = 5 + \square$	
7.	$5 - 2 = \square$		22.	$\square = 8 - 5$	
8.	$5 - 3 = \square$		23.	$\square = 8 - 3$	
9.	$4 + \square = 6$		24.	$3 + \square = 9$	
10.	$2 + \square = 6$		25.	$9 = 6 + \square$	
11.	$6 - 2 = \square$		26.	$\square = 9 - 6$	
12.	$6 - 4 = \square$		27.	$\square = 9 - 3$	
13.	$6 - 3 = \square$		28.	$9 - 4 = \square + 2$	
14.	$3 + \square = 6$		29.	$\square + 3 = 9 - 3$	
15.	$6 - \square = 3$		30.	$\square - 7 = 8 - 6$	



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

Date: Mon ET

## Root Words and Endings

When you add s, ed, or ing to a word that ends in a short vowel and consonant, **DOUBLE THE CONSONANT** before adding the ending. When you add s, ed, ing to a word that ends in silent e, **DROP THE E** before adding the ending.

Let's Practice!!

Root Word	Add -S	Add -ed	Add -ing
shop			
drip			
take			
move			
stop			

Directions: Box in the ending. Decide how the ending changes the meaning of the root word.

1. The rabbit hopped over the fence.

The root word of hopped is: \_\_\_\_\_

2. My mother is baking me a birthday cake.

The root word of baking is: \_\_\_\_\_

3. My friend called me on the phone.

The root word of called is: \_\_\_\_\_

4. I am making a card.

The root word of making is: \_\_\_\_\_

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

Add the endings to the root word or change the word to the correct tense.

	s	ing	<u>Past Tense</u> add ed or change word
want			
make			
hop			
cry			
bake			
jump			
trip			
help			
give			
try			
live			
skip			
get			