

RISING 2nd GRADE READING LIST

To encourage continued growth in reading skills through the summer, the following list of titles has been compiled to assist children and parents in the selection of books. These are merely suggestions. *It is not necessary to limit your choices to these titles.*

Please plan on your child spending 20 minutes Monday-Friday reading or being read to. If you have any questions, please feel free to contact me!

A to Z Mysteries series by Ron Roy

Any titles by Arnold Lobel

Amelia Bedelia series by Peggy Parish

Annabel the Actress series by Ellen Conford

The Bad Luck Penny by Jane O'Connor

Cam Jansen series by David Adler

Captain and Matey Set Sail by Daniel Lawrence

The Chick That Wouldn't Hatch by Claire Daniel

Georgia Music by Helen Griffith

Henry and Mudge series by Cynthia Rylant

Horrible Harry series by Suzy Kline

Iris and Walter series by Elissa Guest

It's Justin Time, Amber Brown and other Amber Brown books by Paula Danzinger

Leah's Pony by Elizabeth Friedrich

Lon Po Po by Ed Young

The Magic Tree House series by Mary Pope Osborne

Mr. Putter and Tabby series by Cynthia Rylant

Nate the Great series by Marjorie Sharmat

Nature's Children animal series by Various Authors

Ronald Morgan series by Patricia Giff

Smudge by Julie Sykes

The Treasure Chest by Dominique Falda



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Read for 20 minutes	Check out a book from the library	Read a biography	Read a fiction book	Read at a park
Read a newspaper	Read by a flashlight	Read for 10 minutes	Read a book that has won an award	Go outside and read
Read to a parent or adult	Read on the beach	Free Space	Read in your pajamas	Read a book with no pictures
Read a poetry book	Read a non-fiction book	Read 3 books by the same author	Read for 30 minutes	Read a chapter book
Read under a tree	Make a fort and read in it	Read for one hour	Read to a pet	Read with a friend or sibling



2024

**Summer Learning
CALENDARS**

1st Grade

Created by: Heather Ayers

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MY SUMMER READING LOG

Student Name: _____

Put an "X" in the most appropriate column:

Date	Book Title	Listened to it	Read with an adult	Read by myself
X-XX-XXXX	Name of the Book I Just Read		X	

If you fill up all the lines on this log or don't have a printer, you can just make a reading log in your journal.

HELPFUL HINTS

Suggestions for Learning Websites:

- www.starfall.com - has simple games for letters & sounds, and also has simple stories your child can listen to or read that reinforce phonics skills.
- www.storylineonline.net - awesome website with videos of celebrities reading fiction stories aloud – includes animation.
- www.storynory.com - this website has lots of fairy tales and folktales from other countries. The stories may be too difficult for your child to read, but each story can be listened to.
- www.ixl.com - this website has lots of great math games for 1st grade children.
- www.mathplayground.com - another website with a variety of free math games for young children.
- www.tarheelreader.org - this website allows kids to create their own stories. When your child's calendar asks them to draw a picture and write about it in their literacy journal, you can use this website to help your child illustrate and "publish" their story online (as an alternative to writing it in their journal).

Comprehension questions to ask after reading a fiction book:

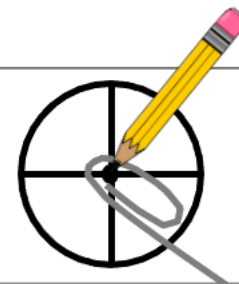
- ~ Who are the characters in this story? What do they look like?
- ~ Where do they live?
- ~ Who is telling the story?
- ~ What happens first in the story?
- ~ What happened next? Why do you think that happened?
- ~ How did the story end?
- ~ Did the character(s) have a problem in the story?
- ~ How did he/she/they solve the problem?
- ~ How did (name of character) feel when _____ happened?
- ~ How are _____ and _____ the same? How are they different?
- ~ What lesson did (name of character) learn in this story?
- ~ How did this story make you feel?

Comprehension questions to ask after reading a non-fiction book:

- ~ Is this book about something real or make believe/pretend? How do you know?
- ~ What is this book about? (main idea)
- ~ What important details did you learn from the text?
- ~ (if the text describes a process): What happens first? Next? Last?
- ~ What did you learn from the pictures? How did they help you understand the words in the book?
- ~ Was there anything in the text that you didn't understand?
- ~ What does this word mean? (point to an important vocabulary word in the text) How do you know?
- ~ Name the book's text features & talk about each one's function (ex: table of contents, graphics, captions, textboxes, bold print)
- ~ Why do you think the author wrote this book?

How to Make and Use a Spinner for Math Games:

Draw a circle and divide it into 4 parts. Put a large dot in the center of the circle where all the parts come together. Get a paperclip and unbend one end. Lay the paperclip in the middle of the spinner, then put the tip of your pencil inside the paperclip. Flick the paperclip with your finger so it spins around the tip of the pencil.



SIGHT WORDS

Parents: Go over these lists with your child at the beginning of the summer and put a small dot next to each word your child doesn't know. If your child already knows all these words, print a list of 3rd grade Dolch words or the 1st 100 Fry sight words from the websites listed below. These websites also allow you to print flashcards and access free lessons and games to play with the flashcards. If you don't have access to a printer, you can make your own flashcards by cutting index cards in half and writing one word on each half. At the end of the summer, get your lists back out and make a dot (using a different color) next to the words your child still doesn't know and see all the progress your child has made! Websites for lists & flashcards: Dolch sight words: <https://sightwords.com/sight-words/dolch/>

Fry sight words: <https://sightwords.com/sight-words/fry/>

Primer Dolch List

all	am	are	at	ate
be	black	brown	but	came
did	do	eat	four	get
good	have	he	into	like
must	new	no	now	on
our	out	please	pretty	ran
ride	saw	say	she	so
soon	that	there	they	this
too	under	want	was	well
went	what	white	who	will
with	yes			

1st Grade Dolch List

after	again	an	any
as	ask	by	could
every	fly	from	give
going	had	has	her
him	his	how	just
know	let	live	may
of	old	once	open
over	put	round	some
stop	take	thank	them
think	walk	were	when

2nd grade Dolch List

always	around	because	been	before	best	both	buy	call	cold
does	don't	first	five	found	gave	goes	green	its	made
many	off	or	pull	read	right	sing	sit	sleep	tell
their	these	those	upon	us	use	very	wash	which	why
wish	work	would	write	your	fast				

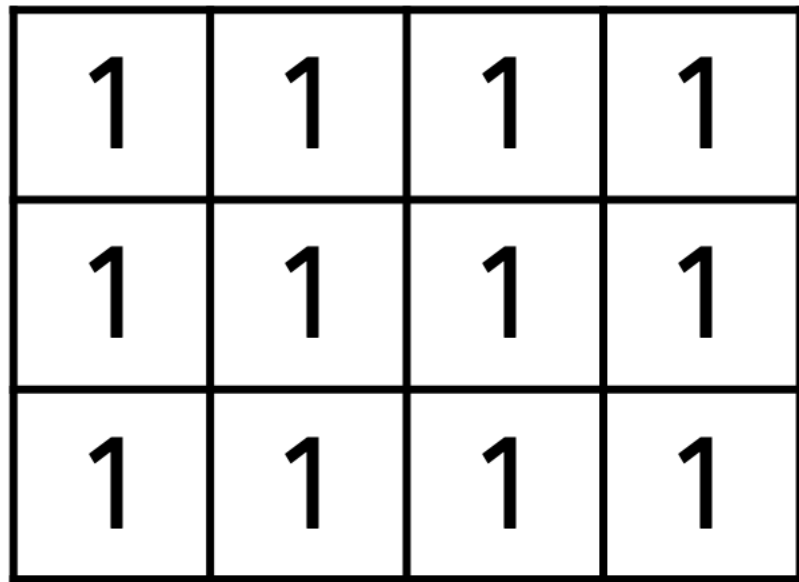
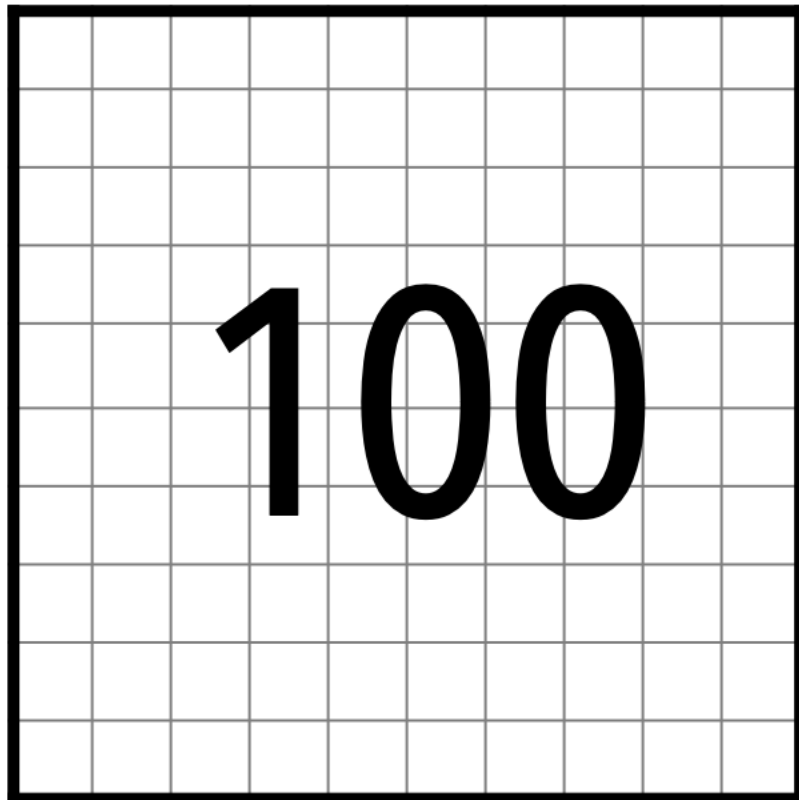
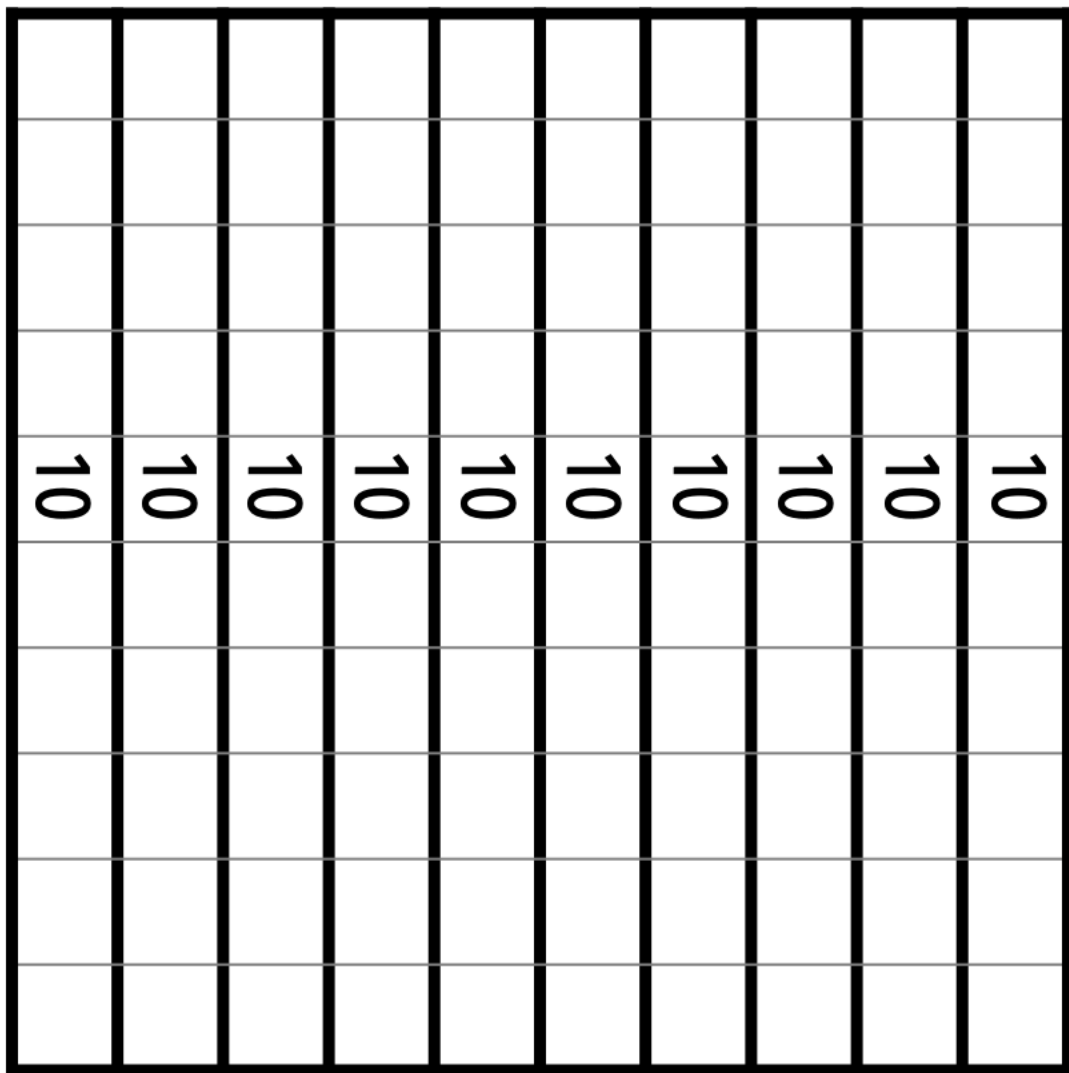
HUNDREDS CHART

Parents: If your child has difficulty counting correctly, get this chart out & have them point to each number as they say it.

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

BASE 10 BLOCKS

Parents: your child has used base 10 blocks during the school year to help them understand that “ten” is made up of 10 ones, and “hundred” is made up of 10 tens. Cut these out along the thick black lines. Put them in a Ziploc bag & keep them with your learning calendars. You will need these for some of the activities on the calendars, but they are also for helping your child with word problems.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3	4	5	6	7
10	11	12	13	14
<p>17 Play "Spin & Subtract": get your paper base 10 blocks (just the tens 'rods'), and draw a spinner with 4 parts labeled "10", "20", "30", & "40" in your journal. Start with 9 rods (90), spin the spinner, then subtract that many from 90. (ex: if you spin "20", take away 2 rods). How many rods are left? Write an equation in your math journal, then put all the rods together and repeat 5 more times. What patterns do you notice?</p>	<p>18 Play "Go Long!" Get 10 index cards. Write words with long vowels on 5 cards (ex. cake, nose). Write words with short vowels on the other 5 cards (ex. cat, mop). Draw cards from the pile 1 at a time: if the word has a short vowel, put the card a short distance away from you. If the word has a long vowel, run across the room, put it down, and come back for more! When the whole pile is gone, you win!</p>	<p>19 How high can you count? An adult will pick a random number between 30 and 50. Start counting from that number and see how high you can go without making mistakes! Write the highest number you get to in your journal along with today's date. Do this one more time to see if you can beat your original number.</p>	<p>20 Play "Retell a Tale": today you will read a fiction story with an adult. When you've finished reading (or listening), retell the story to the adult. Remember to talk about the main events in the order they occurred! Then discuss: what was the message or lesson you learned from this book? Write your answer to this question in your journal.</p>	<p>21 WORD PROBLEM OF THE WEEK Jin had 5 blocks. A friend gave her 3 blocks, and another friend gave her 2 blocks. How many blocks does Jin have now? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to help you find the answer.</p>
<p>24 WORD PROBLEM OF THE WEEK Sam brought 4 pieces of candy, Ari brought 7 pieces of candy, and Jada brought 8 pieces of candy. How many pieces of candy did the children have altogether? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to help you find the answer.</p>	<p>25 Find a book you can read all by yourself. Draw boxes in your journal, and label them "1st", "2nd", "3rd". Have an adult time you when you read the book all the way through, then write down the time in the "1st" box. Read the book two more times & write down how long it took you in the "2nd" & "3rd" boxes. Did you get faster? How do you know?</p>	<p>26 It's time to play "Subtraction Detective!" Put 20 small objects in a box or bag. Player 1 grabs a handful of objects and shows how many they have to Player 2. Player 2 then figures out how many objects are left in the bag. In your journal, draw pictures & write an equation to show how many objects are left in the bag. Repeat this process until all the objects have been taken from the bag!</p>	<p>27 Read a short non-fiction book with an adult today. When you've finished reading, talk about what you've learned. Which facts did you learn from looking at the pictures? Which ones did you learn from the actual words in the text? Write 1 example of each in your journal.</p>	<p>28 Get your base 10 blocks and an adult to play "Tens & Ones". The adult will write a 2-digit number (anything from 11 to 99) in your math journal. You will use your base ten blocks to break that number into tens and ones. For example, if the number is 35, you will count out 3 tens rods (10, 20, 30) and 5 ones squares. Repeat this process for at least 3 other numbers.</p>



June 2024



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>1 Today you'll play "More and Less": make a spinner w/4 parts in your journal. Label them "1 More", "10 More", "1 Less", "10 Less". The adult will say a 2-digit number. Use the spinner to figure out the new number. Example: 10 more than 43 is 53. You get 2 pts. if you do this mentally, 1 pt. if you use the 100's chart to help. When you get to 20 points you win!</p>	<p>2 Look at this month's calendar with an adult. Write sentences for yesterday's, today's, and tomorrow's dates in your journal (ex: Today is Tuesday, July 16th, 2013.). Be sure to capitalize months and days, put a comma after days and the date, and put a period at the end!</p>	<p>3 Play "Mystery Number Countdown". Ask an adult to write 10 equations in your journal with a missing number in each one (use a question mark to represent the missing numbers). Examples: $4 + ? = 7$; $? - 7 = 2$; $7 + 10 = ?$. Set a timer for 10 minutes. How many mystery numbers can you find in that time? Use drawings or counters to help you if needed.</p>	<p>4</p> <p style="text-align: center;">Today is Independence Day!</p>	<p>5 WORD PROBLEM OF THE WEEK Cindee has 5 coins in her collection. Her brother gives her 2 coins, and her cousin gives her 6 coins. How many rocks does she have in her collection now? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to find the answer.</p>
<p>8 Find a book you can read all by yourself. Draw boxes in your journal, and label them "1st", "2nd", "3rd". Have an adult time you when you read the book all the way through, then write down the time in the "1st" box. Read the book two more times & write down how long it took you in the "2nd" & "3rd" boxes. Did you get faster? How do you know?</p>	<p>9 Play "Draw a Shape" with an adult. The adult gives you some clues, and you have to draw the shape they're describing in your math journal. Example: "this shape has 4 sides, 4 corners, and all the sides are the same length" (square). Take turns drawing & giving clues until you've filled up the page with shapes!</p>	<p>10 Play "Musical Words". Write 10-15 words that end with "ing" on cards. Put them in a circle on the floor; walk around the circle while someone plays music. When the music stops, read the word you are next to. If correct, pick up the card. Continue until all cards are gone!</p>	<p>11 Today you will make your own tangram puzzle! Get a piece of paper and cut the entire paper up into smaller shapes like in the example below. Mix the shapes up then see if you can put them back together to form the whole page. Now mix the pieces up & see if an adult can put it together!</p> 	<p>12 WORD PROBLEM OF THE WEEK There are 19 children swimming in the ocean. 7 children see a shark and run back to the beach. How many children are left swimming with the shark? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to help you find the answer.</p>
<p>15 WORD PROBLEM OF THE WEEK 3 children were playing a game of soccer in the street. Some more children joined them, and then there were 16 children in the street. How many children joined in the game? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to help you find the answer.</p>	<p>16 Research Question: Why do snakes shed their skins? Find a book or website about snakes and use the text features (table of contents, menu, headings, picture captions etc.) to find the answer to this question. (Note: if you can't get a book on snakes today or you know your child would be more interested in a different topic, feel free to use a different book/question).</p>	<p>17 Get 15-20 coins or buttons, grab an adult, and play "Math Show & Tell". Player 1 will ask Player 2 a "show me" addition or subtraction question (ex: "show me 2 less than 12", or "show me 5 more than 3". Player 2 uses their coins to show the question, then then tells Player 1 the answer. Player 1 decides if this is correct. Take turns & have fun!</p>	<p>18 Remember your research on snakes? Write the following statement in your literacy journal: "Snakes shed their skin because.....". Finish the sentence then write 2-3 more sentences to explain how snakes shed their skins. (If your child researched something other than snakes, have them write about whatever they did research).</p>	<p>19 Free Read Day! Pick any book or story you'd like, either from your home or a reading website online. Then have an adult ask you at least 3 comprehension questions about what you read. Be sure to log your story or book in your reading log!</p>
<p>22 Get 15-20 coins or buttons, grab an adult, and play "Math Show & Tell". Player 1 will ask Player 2 a "show me" addition or subtraction question (ex: "show me 2 less than 12", or "show me 5 more than 3". Player 2 uses their coins to show the question, then then tells Player 1 the answer. Player 1 decides if this is correct. Take turns & have fun!</p>	<p>23 Research Question: Why do snakes shed their skins? Find a book about snakes and use the text features (table of contents, headings, etc.) to flip through the book and find the answer to this question. (Note: if you can't get a book on snakes today or you know your child would find something else more interesting, feel free to use a different book/question).</p>	<p>24 WORD PROBLEM OF THE WEEK Three children were playing a game of soccer in the street. Some more children joined them, and then there were 16 children in the street. How many children joined in the game? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to help you find the answer.</p>	<p>25 Remember your research on snakes? Write the following statement in your literacy journal: "Snakes shed their skin because.....". Finish the sentence then write 2-3 more sentences to explain how snakes shed their skins. (If your child researched something other than snakes, have them write about whatever they did research).</p>	<p>26 Play "Word Relay": Get an adult & put your sight word cards in a pile at one end of the room or yard. Stand at the other end of the room/yard. When the adult says "GO!", run get a card from the pile, bring it back, and read it to the adult. If correct, keep the card. If correct, run over & put the card on the bottom of the pile, then get a new one from the top. Continue until you can read all cards correctly!</p>
<p>29 Read or listen to a fiction story today. After reading, talk about how the different characters experienced what happened in the book in different ways. Who was happiest by the end of the book? Write your answer and the reasons you think this in your literacy journal.</p>	<p>30 WORD PROBLEM OF THE WEEK Your mom said you could get some dessert at a cookout. You put ten cookies, four brownies, & two pieces of cake on your plate. How many desserts did you get in all? Use drawings & a number sentence to find the answer in your math journal.</p>	<p>31 What's the funniest thing that's Happened so far this summer? Draw a picture of what happened, then write what happened under the picture. Be sure to use words like "first", "then", and "last". When you are done writing, read your story to an adult and have a good laugh!</p>	<div style="text-align: center;">  <h1 style="font-size: 4em; margin: 0;">July 2024</h1>  </div>	

MONDAY

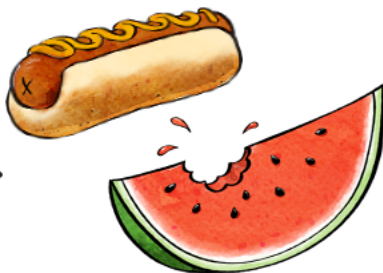
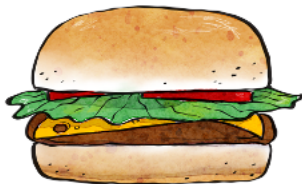
TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

August 2024



1 Today you get to go online and play at least two different math games. Which game did you like best? Draw a picture of your favorite math game in your math journal, then use the picture to tell an adult how to play it.

2 Turn your journal sideways. An adult will draw a small snake & write a short sentence in it ("I like pizza"). You draw a long snake under the short one. You are going to make the short sentence "grow" by using adjectives to make it better (I love hot pizza with extra cheese!)

5 An adult will label some items in your home with prices from \$10-\$99. Get your paper base 10 blocks, count up how much you have (hundreds block=\$100, tens rod=\$10, etc.), & go shopping. Put items in a bag, then add up the prices & pay with your blocks. (It's OK for the adult to help you do this using a calculator)

6 Find a book you can read all by yourself. Draw boxes in your literacy journal, and label them "1st", "2nd", "3rd". Have an adult time you when you read the book all the way through, then write down the time in the "1st" box. Read the book two more times & write down how long it took you in the "2nd" & "3rd" boxes. Did you get faster? How do you know?

7 Today you will make up 1-2 addition word problems. An adult will write them down in your math journal, then will use drawings to solve them. Did the adult solve the problems correctly? How do you know? Have fun & see if you can stump the adult!

8 Today you are going to go on a "feeling word" hunt. Get a short story or poem and read it with an adult. After reading, go back through it and find as many words as you can that relate to feelings (i.e. sad, angry, excited). Write your words down in your journal, then illustrate them!

9 **WORD PROBLEM OF THE WEEK**
Ten kids watched Khalid's latest YouTube video. Some more kids started watching, so then Khalid had 16 total viewers. How many kids started watching the video? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to help you find the answer.

12 What's the best story you've read or listened to this summer? Re-read it with an adult, gather some props, then act it out for your family. (You can get them to help you, but you have to tell them what to do and say). Make sure everyone applauds when you're done with your performance!

13 Get your hundreds chart, and cover about 20 of the numbers with coins or buttons. Ask an adult to help you draw the chart in your math journal. Now fill in the missing numbers with a different color pencil/crayon than what you used to draw the chart. Feel free to decorate it when you're done ☺

14 **WORD PROBLEM OF THE WEEK**
Asia found four rocks in her yard, and then she found some more rocks in her neighbor's yard. Now she has a total of 15 rocks. How many rocks did she find in the neighbor's yard? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to help you find the answer.

15 Get all your sight word cards, shuffle them, & put them in a pile. Have an adult time you as you read all the cards in the pile. Jot down the time in your literacy journal, then repeat two more times. Did you get faster each time? If so, then you won the "Word Race"!

16 Today you will make up three subtraction (take away) word problems. An adult will write them in your math journal as you say them aloud, & the adult will use drawings to solve them. Did the adult solve the problems correctly? How do you know? Have fun & see if you can stump the adult!

19 **WORD PROBLEM OF THE WEEK**
You saw eleven cars on the way to the store. You saw four more on the way back from the store. How many cars did you see on your trip to and from the store? Ask an adult to help you write a number sentence (equation) in your journal for this problem, then draw circles or tic marks to help you find the answer.

20 Free Read Day! Pick any book or story you'd like, either from your home or a reading website online. Then have an adult ask you at least 3 comprehension questions about what you read. Be sure to log your story or book in your reading log!

21 Play "Trade Up": Draw a rectangle in your math journal & divide it into 3 parts labeled (left to right) "Hundreds", "Tens", "Ones". Make a spinner (4 parts, labeled 2, 4, 6, 8). Get your base 10 blocks. Spin, then put that many one blocks in the "ones" column in your square. When you get 10 ones, trade them for a rod in the "tens" column. When you get 10 rods and trade them for a 100 square, you win!

22 Flip through your journal with an adult and talk about all the learning activities you did this summer. Which activities were the hardest? Which ones were the easiest? Did you learn anything new?

23
Last entry on the calendar.
Relax & have fun!

26

27

28

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- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3f Read words with inflectional endings.
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1f Use frequently occurring adjectives.
- L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2a Capitalize dates and names of people.
- L.1.2b Use end punctuation for sentences.
- L.1.2c Use commas in dates and to separate single words in a sentence.

1st Grade CCSS Alignment: MATH

- 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.3 Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.)
- 1.OA.4 Understand subtraction as an unknown-addend problem.
- 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
- 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
- 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
- NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
- 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
- 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.
- 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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