

Name _____

Due Date: _____

Daily Reading Log

Reading Goal: Read 20 minutes (K-2nd) and 30 minutes (3rd-5th) or more per day, at least 5 days per week.

Day of the Week	Minutes	Book Title
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

On the back side of this log, at least once a week, write a letter to your teacher, telling him/her all about the best book you are reading this week. What genre is it? Fiction or Nonfiction? Why do you like this book? What keeps you interested as a reader? Do you have any connections? Do you think this author should write more books? If you can, look up the author's website and see what else he or she has written. Maybe read all the books! Take a trip to the library with an adult if you can!

Letter to My Teacher

Dear _____,

Sincerely,

2025

Nombre _____ Fecha de vencimiento: _____

Registro diario de lectura

Objetivo de lectura: leer (K-2nd) 20 minutos o 30 minutos (3rd-5th) o más por día, al menos 5 días por semana.

Día de la semana	Minutos	Título del libro
Viernes		
Sábado		
Domingo		
Lunes		
Martes		
Miércoles		
Jueves		

En el reverso de este registro, al menos una vez a la semana, escribe una carta a tu maestro, contándole todo sobre el mejor libro que estás leyendo esta semana. De qué género es ¿Ficción o no ficción? ¿Por qué te gusta este libro? ¿Qué te mantiene interesado como lector? ¿Tienes alguna conexión? ¿Crees que este autor debería escribir más libros? Si puedes, busca el sitio web del autor y mira qué más ha escrito. ¡Quizás leas todos los libros de ese autor! ¡Haz un viaje a la biblioteca con un adulto si puedes!

Carta a mi maestro

Querido _____

Sinceramente,

Name _____ Due Date: _____

Daily Reading Log

Reading Goal: Read 20 minutes (K-2nd) and 30 minutes (3rd-5th) or more per day, at least 5 days per week.

Day of the Week	Minutes	Book Title
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

On the back side of this log, at least once a week, write a letter to your teacher, telling him/her all about the best book you are reading this week. What genre is it? Fiction or Nonfiction? Why do you like this book? What keeps you interested as a reader? Do you have any connections? Do you think this author should write more books? If you can, look up the author's website and see what else he or she has written. Maybe read all the books! Take a trip to the library with an adult if you can!

Letter to My Teacher

Dear _____,

Sincerely,

Nombre _____

Fecha de vencimiento: _____

Registro diario de lectura

Objetivo de lectura: leer (K-2nd) 20 minutos o 30 minutos (3rd-5th) o más por día, al menos 5 días por semana.

Día de la semana	Minutos	Título del libro
Viernes		
Sábado		
Domingo		
Lunes		
Martes		
Miércoles		
Jueves		

En el reverso de este registro, al menos una vez a la semana, escribe una carta a tu maestro, contándole todo sobre el mejor libro que estás leyendo esta semana. De que genero es ¿Ficción o no ficción? ¿Por qué te gusta este libro? ¿Qué te mantiene interesado como lector? ¿Tienes alguna conexión? ¿Crees que este autor debería escribir más libros? Si puedes, busca el sitio web del autor y mira qué más ha escrito. ¡Quizás leas todos los libros de ese autor! ¡Haz un viaje a la biblioteca con un adulto si puedes!

Carta a mi maestro

Querido _____

Sinceramente,

Writing Journal Prompts

You may use a prompt, or come up with your own topic idea.

The important thing is that you spend time writing **every day**. After a few days of writing, go back and re-read what you wrote the past few days. See if you can add more ideas and details. You can write in your journal, on loose paper, or on a computer. You can write in the morning with breakfast, on the bus, in your bed, or on the couch. You can write any time and anywhere! Just write! Let that pencil move. Be creative.

- Choose a scene (a small moment) of you and your favorite pet (or an imaginary pet). "One time I was with my dog (cat, horse, etc) and...."
- Make a list of your favorite foods. Write about a food that gives you energy or that just tastes really good!
- Try writing in the voice of someone you know well. (your mom, dad, grandma?) How does this person see the world? What is she or he thinking? Write in first person and present tense.
- What stories do your hands tell? Trace around your hand and fill it in with memories that are connected to your hands. (ex: playing basketball, the feel of my cat's fur, making cookies)
- Write about your favorite sport or free-time activity.
- Write about the games you play at recess.
- Can you remember a time when you lost something that mattered to you? Write about it.
- Write about someone special in your family.
- Write about what it is like with your siblings at your house, or write about being an only child. Try to think of just one story and write that story.
- Write about a special member of your family or a close family friend. What do you like to do together?

- Write about a food you hate. Describe it. What does it feel like when it's in your mouth and you have to eat it? What does it taste like? Why do you dislike it so much?
- Write about your favorite dessert. How does it make you feel? What does it taste like? Smell like? Why do you recommend it to others?
- Write about a time when your whole family gathers together. Why is it special? What do you do? What do people say? Use dialogue.
- Write about your best friend and what you like to do together.
- Write about a favorite book that someone has read out loud to you.
- Think of a time when you were in a place where you found yourself feeling, "This is wrong," or "This could be more fair" or "This could be better." (a problem such as: not enough books in the library, someone being bullied, the elderly needing help, litter everywhere, etc...) Pretend you are at that place, in that time. Look at what you see—and think of what you wish you saw. What is your opinion? What matters to you? Write it all down. What is your solution to the problem? Add details to prove to your audience that your opinion is strong and worthwhile. Offer details to the reader on how we can make the world a better place if your ideas turn to action.

Instrucciones para Guiar la Escritura

Puedes usar un aviso, o proponer tu propia idea de tema

Lo importante es que pases tiempo escribiendo **todos los días**. Después de unos días de escribir, vuelve a leer lo que escribiste en los últimos días. Mira a ver si puedes añadir más ideas y detalles. Puedes escribir en tu diario, en papel suelto o en una computadora. Puedes escribir por la mañana a la hora del desayuno, en el autobús, en tu cama o en el sofá. ¡Puedes escribir en cualquier momento y en cualquier lugar! ¡Solo escríbel! Deja que el lápiz se mueva. Se creativo.

- Elige una escena (un pequeño momento) entre tú y tu mascota favorita (o una mascota imaginaria). "Una vez estaba con mi perro (gato, caballo, etc.) y..."
- Haz una lista de tus comidas favoritas. ¡Escribe sobre un alimento que te dé energía o que simplemente tenga un sabor muy bueno!
- Intenta escribir con la voz de alguien que conoces bien. (¿tu mamá, tu papá, tu abuela?) ¿Cómo ve esta persona el mundo? ¿Qué está pensando? Escribe en primera persona y en tiempo presente.
- ¿Qué historias cuentan tus manos? Traza alrededor de tu mano y llénala con recuerdos que estén conectados a tus manos. (Ej: jugar baloncesto, sentir el pelo de mi gato, hacer galletas)
- Escribe sobre tu deporte o actividad de tiempo libre favorita..
- Escribe sobre los juegos que juegas en el recreo.
- ¿Puedes recordar algún momento en que perdiste algo que te importaba? Escribe sobre eso.
- Escribe sobre alguien especial en tu familia.
- Escribe sobre cómo es estar con tus hermanos en tu casa, o escribe sobre ser hijo único. Trata de pensar en una sola historia y escribe esa historia

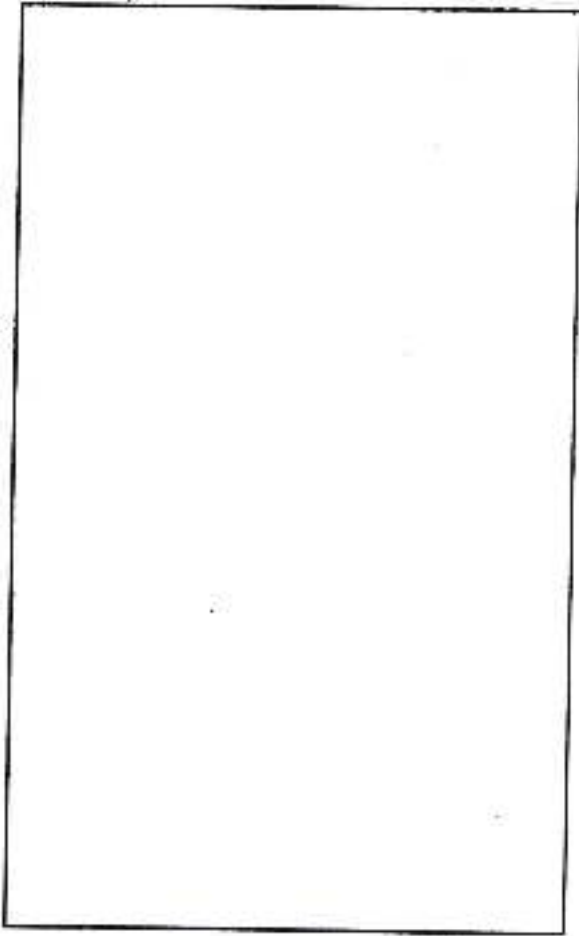
- Escribe sobre un miembro especial de tu familia o un amigo cercano de la familia. ¿Qué les gusta hacer juntos?
- Escribe sobre una comida que odias. Descríbela. ¿Qué se siente cuando está en tu boca y tienes que comerla? ¿A qué sabe? ¿Por qué te disgusta tanto?
- Escribe sobre tu postre favorito. ¿Cómo te hace sentir? ¿A qué sabe? ¿A qué huele? ¿Por qué lo recomiendas a otros?
- Escribe sobre un momento en el que toda tu familia se reúne. ¿Por qué es especial? ¿Qué haces? ¿Qué dice la gente? Usa el diálogo.
- Escribe sobre tu mejor amigo y lo que les gusta hacer juntos.
- Escribe sobre un libro favorito que alguien te haya leído en voz alta.
- Piensa en un momento en el que estabas en un lugar en el que te encontraste sintiendo, "Esto está mal" o "Esto podría ser más justo" o "Esto podría ser mejor". (un problema como: no hay suficientes libros en la biblioteca, alguien está siendo acosado, los ancianos necesitan ayuda, hay basura por todas partes, etc...) Pretende que estás en ese lugar en ese momento. Mira lo que ves— y piensa en lo que te gustaría haber visto. ¿Cuál es tu opinión? ¿Qué es lo que tiene importancia para ti? Escríbelo todo. ¿Cuál es tu solución al problema? Añade detalles para demostrar a tu público que tu opinión es fuerte y que vale la pena. Ofrece detalles al lector sobre cómo podemos hacer del mundo un lugar mejor si tus ideas se convierten en acción.

WRITING JOURNAL

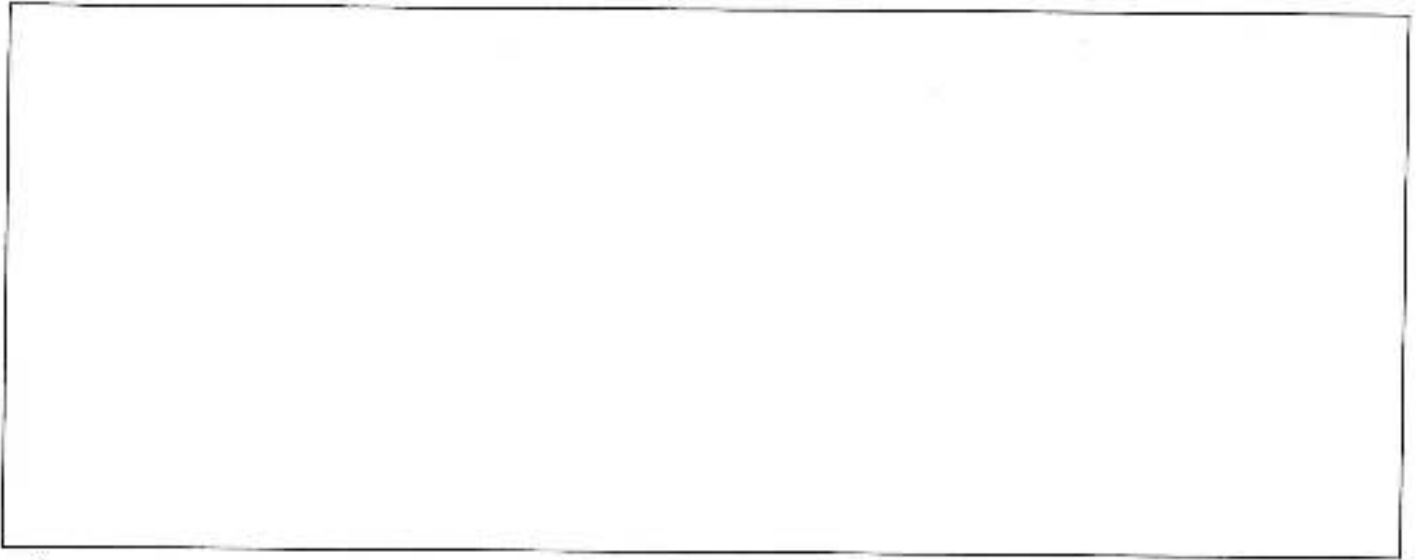


Poem with a point of view: Write a poem from the perspective of a soccer ball or a unicorn or a cell phone or a tree or an old person.

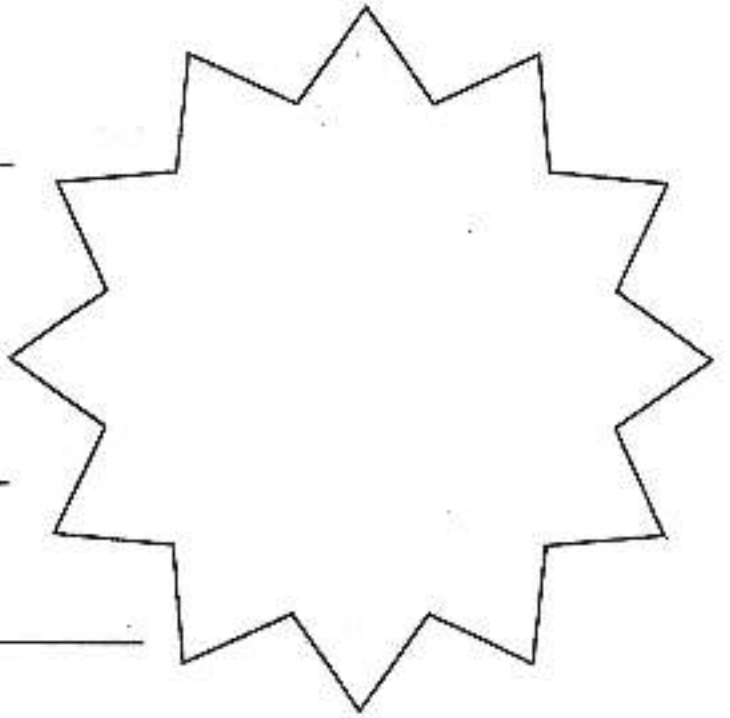
If you could switch places with anyone in the world who would it be?
What are three things you would do if you were that person?



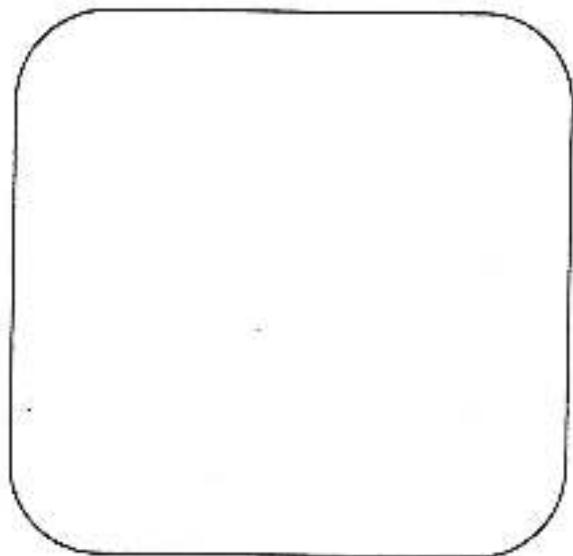
What animal would you like to have a pet? Describe how you would take care of your pet and what your pet would do for you.



What is an invention that this world needs? Describe your invention and how it works.



What is a big problem? Write a letter to the president and tell him about the problem and 3 ways to solve it.

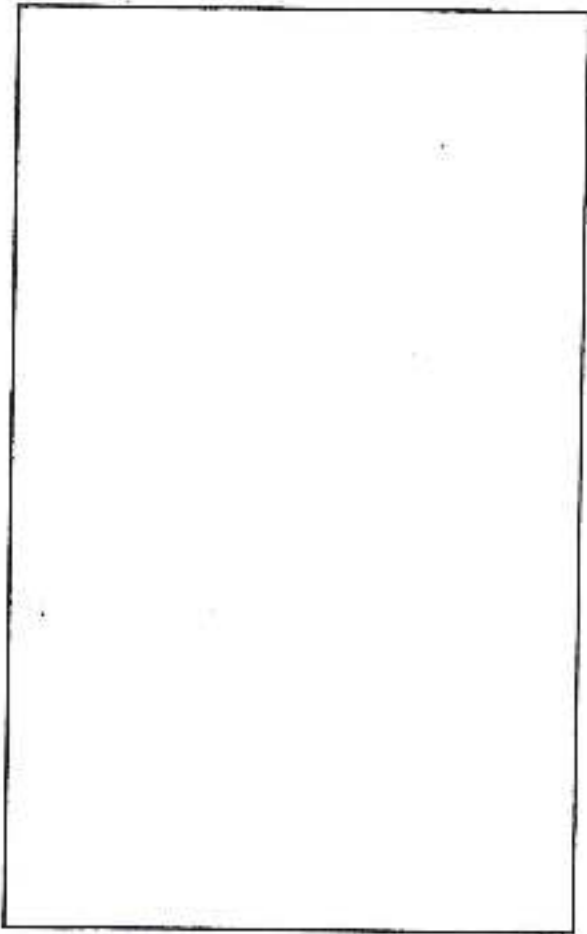


Five horizontal lines for writing the letter.

Eleven horizontal lines for writing the letter.

Taste the Rainbow Poem. Write a poem about what each color of the rainbow tastes like.

What do you think is the best idea for a party?





BUILD UP YOUR
READING
MUSCLES!

3 Read Circle the heading that tells where this animal home is.

This Home Is Up High...

Many animals make their nests in trees. These nests are made from things the animals can find close by. Things such as leaves, twigs, moss, or feathers are used in nests.

Who lives here?

moss:



This nest looks like a pile of dead leaves and branches. It is an animal's home!

4 Reread Reread page 24. What detail lets you know why this home is up high? Write it below.

5 Read Circle the text feature that tells who lives in this home.

Some squirrels live in trees.

Birds are not the only animals that live in tree nests. A large **cluster**, or bunch, of leaves and twigs high in a tree might be a squirrel's nest. Baby squirrels can stay in the nest for up to ten weeks. A squirrel might use a nest for a few months or even a few years. Sometimes squirrels will build more than one nest and use them all!

Squirrels have large, strong claws that help them climb and jump.

cluster:



6 Reread Reread page 25. How long might a squirrel use its home? Write it below.

7 Read Underline a sentence that tells more about the heading.

This Home Is Busy...

There are thousands of small insects that live and work together in this tree. This insect is often called busy because it is always working!

Who lives here?



These insects are building their home.

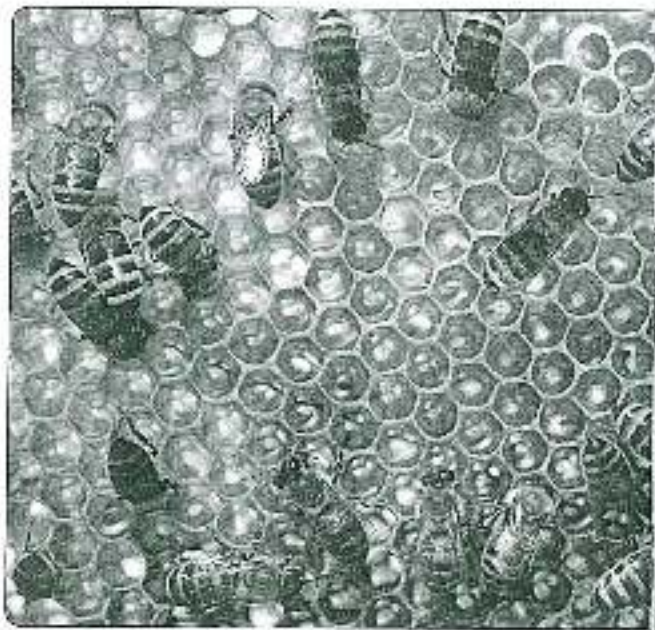
8 Reread Reread page 26. Why is this home busy?
Write it below.

9 Read Underline the sentences that tell what kinds of work bees do in a hive.

Bees work together in a hive.

A beehive is made up of parts called combs. Bees make the combs out of wax from their own bodies. The cells, or small spaces, near the edge of the comb hold honey. The cells in the middle are where the queen bee lays the eggs. Some bees look after the hive. Other bees collect nectar from flowers to make their food, or honey.

cells:



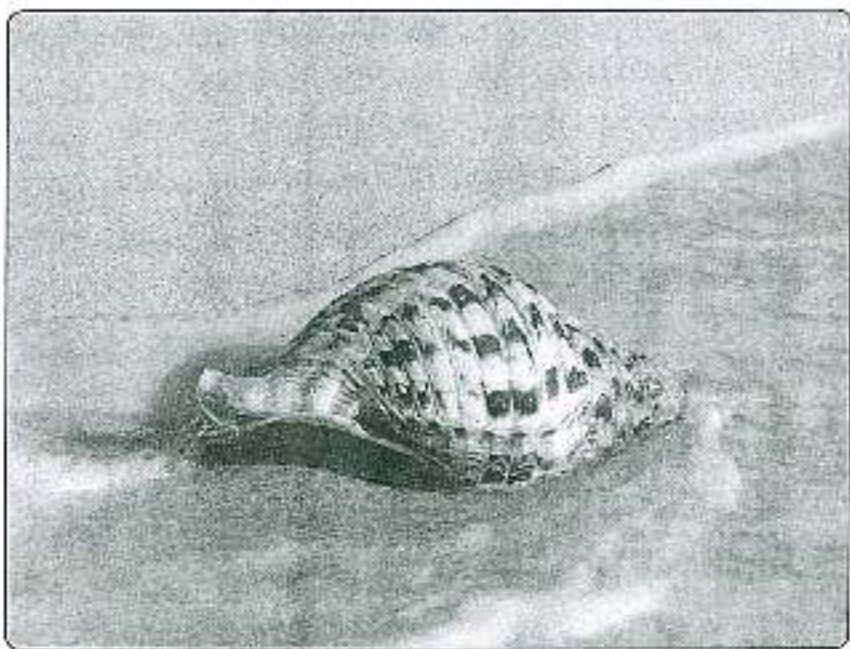
A beehive is a very busy place.

10 Reread Reread page 27. What are two things that are in the cells in a beehive? Write them below.

11 Read Circle the heading that tells what this home can do.

This Home Can Move from Place to Place...

There are many kinds of animals that live in or near the ocean. Can you guess what kind of animal might live in a shell? Who lives here?



An empty shell like this one was once home for an animal.

12 Reread What kind of home is this page telling about? Write it below.

13 **Read** Underline a sentence that tells where this animal gets its shell home.

Hermit crabs carry their homes with them.

A hermit crab does not have a hard shell. It uses another animal's shell for cover. When an animal gives up its shell, a hermit crab may use it for its own. When a crab grows too large for its shell, it will **molt**, or cast off the old shell. Then it will get a new one. Would you like to live in a shell?

molt:

The hermit crabs along the shore can be very shy around people.



SHORT RESPONSE

Cite Text Evidence Reread pages 23–29.

In what ways are a squirrel's home and bee's home different from a hermit crab's home? Write it below.

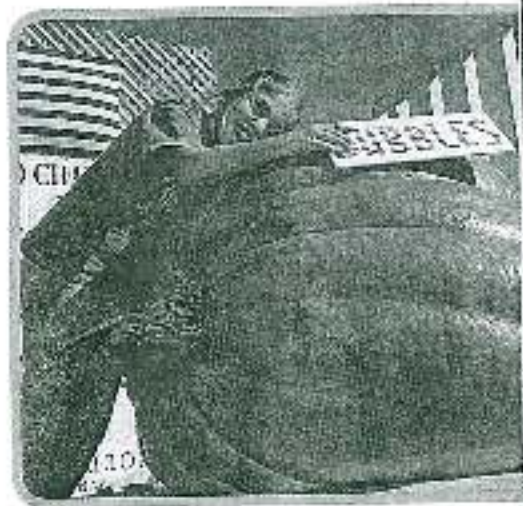
2 Read Circle the heading that tells what this section is about.

World Record Breakers

Plants are always blooming in California. The **scent** of rich soil fills the air. Every year in Half Moon Bay, the town holds the World Championship Pumpkin Weigh-Off. The judges all nodded yes when they saw the 2007 winner. It weighed 1,524 pounds, more than a big horse!

Pumpkins aren't the only giant veggies though. Some farmers use their muscles and heavy shovels to dig up 30-pound beets and turnips. Although these giants look tough, they are tender and delicious to eat.

scent:



3 Reread Reread page 31. What are three giant vegetables that grow in Half Moon Bay? Underline their names in the text.

- ④ **Read** Underline a sentence that tells where the “Home of the Giants” is.

Home of the Giants

Alaska might be the home of giant veggies. More giant vegetables seem to grow there than any other place in the world. Long summer days and good soil make veggies grow and grow. You can see 98-pound cabbages at the Alaska State Fair in Palmer.



Seven-year-old Brenna Dinkel from Wasilla, Alaska, looks small next to this giant wrinkled leaf cabbage!

- ⑤ **Reread** Reread page 32. What helps giant veggies grow in Alaska? Use details from the text to write a sentence that tells.
-

2 Read Underline a sentence that shows what Rabbit thinks about himself.

"We have to travel in the direction of the stream," Rabbit said. "When we see the hill with the tallest height, we should head toward it."

When they spotted the tallest hill, Rabbit saw that they would have to swim across the stream.

brag:

Rabbit liked to brag. He told everyone how clever he was. He did not tell anyone that he could not swim. He did not want anyone to tease him.



3 Reread Reread page 37. Rabbit does not tell anyone he cannot swim. Write a sentence that tells why.

Grade 1 Review: Operations and Algebraic Thinking

- ① Sheila has 7 apples. Darius gives her 6 more apples. How many apples does Sheila have now? Draw a picture to help you.

_____ apples in all

Solve.

- ② $5 + 6 + 4 = \underline{\quad}$ ③ $4 + \underline{\quad} + 8 = 15$ ④ $6 + 7 = \underline{\quad}$
⑤ $15 - 6 = \underline{\quad}$ ⑥ $\underline{\quad} = 14 - 8$ ⑦ $4 + \underline{\quad} = 12$
⑧ $3 + 7 + 8 = \underline{\quad}$ ⑨ $\underline{\quad} - 6 = 7$ ⑩ $17 - 8 = \underline{\quad}$

Solve each pair of problems.

- ⑪ $7 + \underline{\quad} = 10$ ⑫ $8 + \underline{\quad} = 12$ ⑬ $9 + \underline{\quad} = 15$
 $10 - 7 = \underline{\quad}$ $12 - 8 = \underline{\quad}$ $15 - 9 = \underline{\quad}$

BE A MATH WIZARD



Practice Set 4

501	502	503	504				508		510
511				515				519	
	522					527			530
531					536		538		
541			544					549	
	552	553							560
				565	566				
571	572					577		579	
		583	584						590
591			594			597		599	600
		603						609	
611									620

- Fill in all the missing numbers on the grid.
- Now start at 501 and count by 2s.
Put an X over each number as you count.
- Now start at 510 and count by 10s.
Color each number **blue** as you count.
- Color the number that is 1 more than 513 **red**.
- Color the number that is 5 more than 601 **green**.
- Color the number that is 10 less than 564 **yellow**.

Practice Set 11

Write $<$, $>$, or $=$.

$<$ means *is less than*

$>$ means *is greater than*

$=$ means *is the same as*

① 49 _____ 94 ② 10 _____ $3 + 6$

③ $9 - 4$ _____ 4 ④ 921 _____ 919

⑤ 347 _____ 374 ⑥ $3 + 3$ _____ $10 - 5$

Count by 10s.

⑦ 100 110 _____ 150 _____

⑧ 220 _____ 240 _____ 280

⑨ 30 40 _____ 70 _____ 90

⑩ Fill in the missing numbers.

351	352	353	354						360
	362			365					
371		373				377	378		380
			384					389	

⑪ Circle the *odd* numbers.

421 130 332 562 790
283 547 252 624 789

Practice Set 27

Subtract.

① $9 - 7 = \underline{\quad}$

② $11 - 6 = \underline{\quad}$

③ $15 - 5 = \underline{\quad}$

④ $12 - 7 = \underline{\quad}$

⑤ $10 - 8 = \underline{\quad}$

⑥ $13 - 9 = \underline{\quad}$

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

⑧
$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$

⑨
$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

⑩
$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

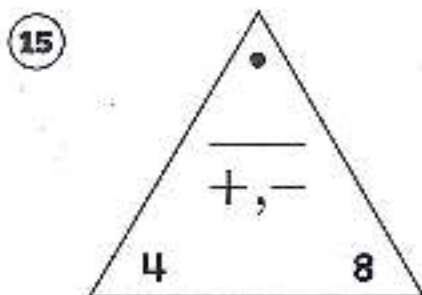
⑪
$$\begin{array}{r} 16 \\ - 10 \\ \hline \end{array}$$

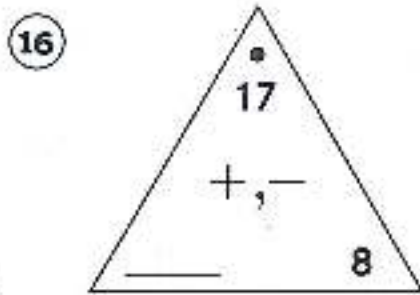
⑫
$$\begin{array}{r} 24 \\ - 10 \\ \hline \end{array}$$

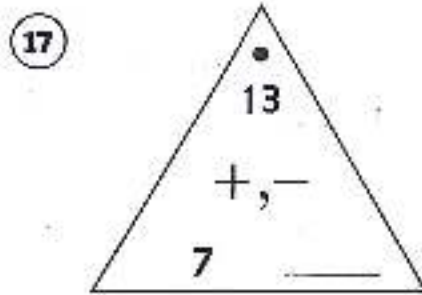
⑬
$$\begin{array}{r} 31 \\ - 10 \\ \hline \end{array}$$

⑭
$$\begin{array}{r} 17 \\ - 10 \\ \hline \end{array}$$

Write the missing number in the Fact Triangle. Then write the fact family.







Practice Set 28

Write $<$, $>$, or $=$.

① 31 _____ 13

② 97 _____ 81

③ 304 _____ 305

④ 709 _____ 790

⑤ 447 _____ 474

⑥ $1,345$ _____ $1,354$

$<$ means *is less than*

$>$ means *is greater than*

$=$ means *is the same as*

Subtract.

⑦ $19 - 1 =$ _____

⑧ $57 - 0 =$ _____

⑨ $15 - 1 =$ _____

⑩ _____ $= 100 - 1$

⑪ _____ $= 89 - 0$

⑫ _____ $= 37 - 0$

⑬
$$\begin{array}{r} 46 \\ - 0 \\ \hline \end{array}$$

⑭
$$\begin{array}{r} 84 \\ - 0 \\ \hline \end{array}$$

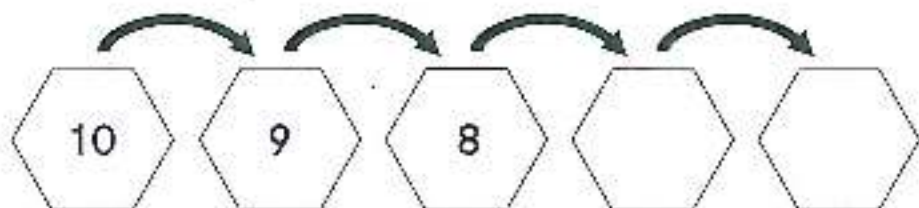
⑮
$$\begin{array}{r} 73 \\ - 1 \\ \hline \end{array}$$

⑯
$$\begin{array}{r} 31 \\ - 0 \\ \hline \end{array}$$

Fill in the frames. Then write the rule.

⑰

Rule



⑱

Rule



Practice Set 29

Complete the tables.

①

in ↓	in	out
Rule +5	6	11
	8	13
	9	
	3	
	7	
	out ↓	

②

in ↓	in	out
Rule -4	10	
	7	
	8	
	12	
	9	
	out ↓	

Write the rules. Complete the tables.

③

in ↓	in	out
Rule 	2	5
	6	9
		12
	4	
	out ↓	

④

in ↓	in	out
Rule 	10	8
	6	4
	12	
		15
	out ↓	9

Write *even* or *odd* for each number.

⑤ 7 _____

⑥ 19 _____

⑦ 6 _____

⑧ 42 _____

⑨ 67 _____

⑩ 94 _____

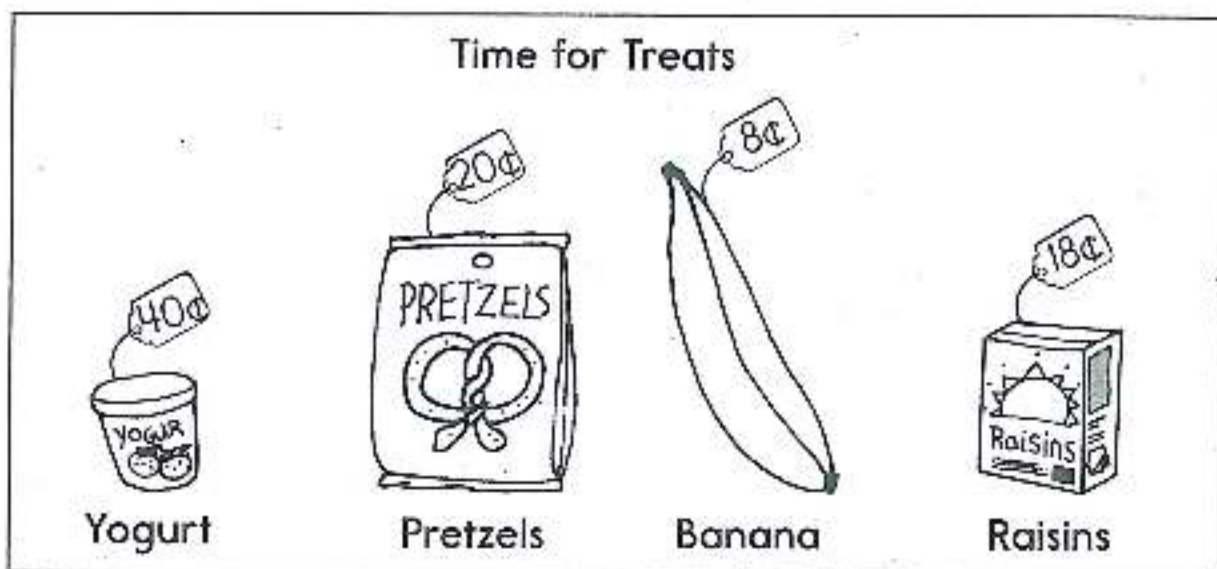
Practice Set 43

Add.

- ① $7 + 6 =$ _____ ② $4 + 4 =$ _____ ③ $3 + 9 =$ _____
④ $2 + 0 =$ _____ ⑤ $9 + 9 =$ _____ ⑥ $7 + 8 =$ _____
⑦ $8 + 9 =$ _____ ⑧ $3 + 3 =$ _____ ⑨ $5 + 5 =$ _____
⑩ $6 + 9 =$ _____ ⑪ $3 + 7 =$ _____ ⑫ $8 + 5 =$ _____
⑬ $1 + 1 =$ _____ ⑭ $9 + 0 =$ _____ ⑮ $6 + 6 =$ _____

- ⑯ Angel has 52 marbles. She gives 10 to her sister. How many marbles does Angel have now?
_____ marbles
- ⑰ Tim and Alex count the number of crayons in their desks. Tim has 56 crayons. Alex has 10 fewer crayons than Tim. How many crayons does Alex have?
_____ crayons
- ⑱ Mary ran 96 feet. Her sister Sally ran 10 feet less. How many feet did Sally run?
_____ feet
- ⑲ The West Side animal shelter has 35 cats. The East Side animal shelter has 10 fewer cats. How many cats does the East Side animal shelter have?
_____ cats

Practice Set 45



Count up to find how much change you will get.

- | | |
|---|--|
| <p>① You buy a box of raisins. You give the clerk 2 dimes. How much change do you get?</p> <p>_____</p> | <p>② You buy a yogurt. You give the clerk 2 quarters. How much change do you get?</p> <p>_____</p> |
| <p>③ You buy a banana. You give the clerk 1 dime. How much change do you get?</p> <p>_____</p> | <p>④ You buy a bag of pretzels. You give the clerk 2 dimes. How much change do you get?</p> <p>_____</p> |

Add or subtract.

- | | | |
|---------------------|--------------------|-------------------|
| ⑤ $4 + 4 =$ _____ | ⑥ $8 + 2 =$ _____ | ⑦ $9 + 6 =$ _____ |
| ⑧ $10 - 10 =$ _____ | ⑨ $12 - 0 =$ _____ | ⑩ $7 - 5 =$ _____ |

Practice Set 47

Add.

$① 5 + 10 = \underline{\quad}$

$② 23 + 10 = \underline{\quad}$

$③ 145 + 10 = \underline{\quad}$

$④ 90 + 10 = \underline{\quad}$

$⑤ 37 + 10 = \underline{\quad}$

$⑥ 461 + 10 = \underline{\quad}$

$⑦ 542 + 10 = \underline{\quad}$

$⑧ 336 + 10 = \underline{\quad}$

$⑨ 775 + 10 = \underline{\quad}$

$⑩ 569 + 100 = \underline{\quad}$

$⑪ 5 + 100 = \underline{\quad}$

$⑫ 78 + 100 = \underline{\quad}$

$⑬ 231 + 100 = \underline{\quad}$

$⑭ 26 + 100 = \underline{\quad}$

$⑮ 899 + 100 = \underline{\quad}$

$⑯ 112 + 100 = \underline{\quad}$

$⑰ 619 + 100 = \underline{\quad}$

$⑱ 228 + 100 = \underline{\quad}$

Subtract.

$⑲ 18 - 10 = \underline{\quad}$

$⑳ 65 - 10 = \underline{\quad}$

$㉑ 143 - 10 = \underline{\quad}$

$㉒ 78 - 10 = \underline{\quad}$

$㉓ 422 - 10 = \underline{\quad}$

$㉔ 123 - 10 = \underline{\quad}$

$㉕ 189 - 10 = \underline{\quad}$

$㉖ 465 - 10 = \underline{\quad}$

$㉗ 38 - 10 = \underline{\quad}$

$㉘ 210 - 100 = \underline{\quad}$

$㉙ 102 - 100 = \underline{\quad}$

$㉚ 377 - 100 = \underline{\quad}$

$㉛ 543 - 100 = \underline{\quad}$

$㉜ 446 - 100 = \underline{\quad}$

$㉝ 522 - 100 = \underline{\quad}$

$㉞ 725 - 100 = \underline{\quad}$

$㉟ 614 - 100 = \underline{\quad}$

$㊱ 863 - 100 = \underline{\quad}$

Practice Set 62

Add.

① $17 + 30 = \underline{\quad}$ ② $40 + 32 = \underline{\quad}$ ③ $50 + 47 = \underline{\quad}$

④ $15 + 10 = \underline{\quad}$ ⑤ $23 + 40 = \underline{\quad}$ ⑥ $77 + 10 = \underline{\quad}$

⑦ $60 + 27 = \underline{\quad}$ ⑧ $20 + 56 = \underline{\quad}$ ⑨ $65 + 40 = \underline{\quad}$

⑩ Make 100s.

