

# Learning From Home

## Take-home Pack



Term 4 | Weeks 1-3

2021

# K6PB Group 2 Learning From Home Overview

## Term 4: Weeks 1 to 3

### LITERACY ACTIVITIES (Mrs Bolst)

#### Spelling (CVC words)

**Learning Intention: We are learning to blend sounds together to read and write 3 letter words (cvc words)**

**Success Criteria: I can-**

1. Correctly say the 3 individual sounds in a word.
2. Blend 3 sounds together to produce a word.
3. Make 3 letter words when given the sounds.

**Activity: CVC Words booklet**

1. Complete 1 or 2 pages a day either on Seesaw or in your take home pack.
2. Use Seesaw to record yourself reading the words on that page.
3. Each day click 'save as draft' and you can open it to continue working on it the next day by clicking 'edit'.
4. When you have finished the last page press the "tick" to hand in your work.

#### Reading (Sound Revision & Mastery)

**Learning Intention: We are learning to read all 42 sounds in the Jolly Phonics program.**

**Success Criteria: I can-**

1. Read the 8 sounds on my individualised flashcards correctly 3 days in a row.
2. Join in the Jolly Phonics song with actions and sounds.

**Activity: Sound Flashcards & Jolly Phonics Song**

1. Last term you did an assessment to see what sounds you needed to learn. Print out the flashcards emailed to you by Mrs Bolst & practice reading your individualised sound flashcards every single day. Once you can read all those sounds 3 days in a row, let Mrs Bolst know and I will send you more.
2. Listen to the Jolly Phonics song each day. Do the actions and say the sounds.  
<https://www.youtube.com/watch?v=6kUveifpG7o>
3. Log on to Reading Eggs and complete some activities each day.

#### Handwriting (Letter Formation)

**Learning Intention: We are learning to write neatly and legibly.**

**Success Criteria: I can-**

1. Write each individual sound using the correct letter formation.
2. Write sounds together to make words of consistent size and shape.
3. Stay in the lines when writing sounds and words.

**Activity: Handwriting Booklet**

1. Complete one page each day either on seesaw or in your take home pack.

2. Press "save as draft" each day to continue working on it the next day by finding it in your journal and pressing "edit".
3. When you've finished all the pages click the tick to hand in your work.

## Writing (Sentence Structure)

**Learning Intention: We are learning to make a sentence and understand sentence structure.**

**Success Criteria: I can-**

1. Choose a who, what and where card to make a sentence.
2. Copy the sentence in writing.
3. Use picture cues to attempt to read the sentence.

### Activity: Make a Sentence

1. Print and cut out picture cards and keep in 3 separate zip lock bags with the same colours.
2. Every day children will choose 1 pink (who), 1 purple (what) and 1 blue (where) picture to make a sentence.
3. Get them to put the pictures on the 'make a sentence' board and read their sentence.
4. Get them to copy their sentence on a piece of paper or the seesaw page and draw a picture to illustrate it.
5. Make a different sentence every day to get them used to the structure of a who, what & where sentence.
6. Take a picture of their sentence and upload it to seesaw.
7. Press the mic and get them to read their sentence out loud.

## Speaking & Listening

### Activity: Listen & Share

1. Listen to the Speaking & Listening tasks posted on Seesaw related to plants each day.

Week 1: Parts of a Plant.

Week 2: Lifecycle of a Plant.

Week 3: A Plants Needs

2. Complete the activities on Seesaw to respond to what you've heard.
  3. If you do not have Seesaw get Mum or Dad to read you a story and chat together about the book.
- Included in your pack are a variety of hands on Math & fine motor activities. Get your child to choose some of these or some Seesaw activities each day.

## **MATHS ACTIVITIES (Mrs Power)**

### Week 1

**Learning Intention: We are learning to recognize, write, order and match our numbers to 40.**

We are learning the language of ordinal numbers.

**Success criteria:**

- I can recognize and order my numbers 0-40
- I can write my numbers 1-40
- I know the number before and after to 20
- I can match and order ordinal numbers to 10

EVERYDAY Count, write and say your numbers forwards and back 0-40

We are working on our number sense

### Monday

**Warm up** Watch- [Count by 1's to 50 - Forward and Backward | Counting Song for Kids | Count to 50 | Jack Hartmann - YouTube](#)

[The Counting Song | Count to 50 | Gracie's Corner | Kids Songs + Nursery Rhymes - YouTube](#)

Please print out the work and encourage your child to do a combination of both hand- on activities and seesaw activities

#### **Activities**

- Complete your number tracing . Trace your numbers all up to 40.
- Complete the dot-to-dot. Found here [Connect the Dots • ABCya!](#) Complete all activities up to 50. Count the numbers out aloud.
- Fill out the missing numbers 50s chart- It's ok if you can't write the numbers past 30 or 40. Try to identify the pattern in counting. Can this help you count higher? If you need to have a look at the completed 50's chart and copy the numbers.

### Tuesday

**Warm up** Watch- [Math - Counting Forward and Backward from 40 to 1 - YouTube](#)

Trace your numbers 0-40

#### **Activities**

- Number hunt 0-10. Print out the number hunt work sheets. Use finger paint to spot the number they are looking for. This activity is helping with their number recognition. If you don't want to use finger paint they can colour or place a sticker/counter over the correct number.
- Number recognition- LARGE NUMBER STICKER- print and laminate the large numbers 1-20. Have your child do a combination of tracing them with whiteboard marker or sticking stickers on them. Make sure that they start at the top when sticking the stickers and follow the right direction for as if writing the number correctly.

### Wednesday

**Warm up** Watch- [Count to 20 and Workout | Fun Counting Song for Kids | Count by 1's to 20 | Jack Hartmann - YouTube](#)

#### **Activities**

- Before and after- Print out the missing numbers worksheet. Cut out the missing number and paste it.
- Before and after- Roll 2 dice and make a two-digit numbers. Write it in the middle square and write the two numbers that come before and after.
- Fill out the missing numbers 50s chart- It's ok if you can't write the numbers past 30 or 40. Try to identify the pattern in counting. Can this help you count higher? If you need to have a look at the completed 50's chart and copy the numbers.

### Thursday

**Warm up** Watch- [Ordinal Numbers Song - YouTube](#)

#### **Activities**

- Ordinal numbers-print out the days of the week Ordinal numbers worksheets. There are 3 different levels. Attempt all- you may choose to complete some on seesaw or hard copy.
- Create your own visual board using ordinal numbers.: You might want to create a cooking how to, a daily task how to or cut pictures from a magazine and create
- Before and after- Roll 2 dice and make a two-digit numbers. Write it in the middle square and write the two numbers that come before and after.

## Friday

**Warm up-** Watch- [Ordinal Numbers Song - YouTube](#)

### Activities

- Before and after- Roll 2 dice and make a two-digit numbers. Write it in the middle square and write the two numbers that come before and after.
- Complete the ordinal numbers word matching sheet.
- Wrap up 10 different items around the house. Make a lucky dip. As you pull out each item place them in ordinal order 0-10. Write on a post it note the number and say them out aloud. You could also like to play pass the parcel instead of lucky dip. Make sure you count using the ordinal language.

## Week 2

**Week 2 & 3 Learning Intention:** We are learning to recognize and understand how numbers are made up through number bonds, place value and expanded notation.

### Success criteria:

- I can use place value to represent two digit numbers
- I can recognize the written number words and match them with their numeral
- I know how to make 5 and 10 in different ways
- I know the friends of 10

EVERYDAY Count, write and say your numbers forwards and back 0-40

## Monday

**Warm up-** <https://www.youtube.com/watch?v=73av5oijolU>

<https://www.youtube.com/watch?v=ch7KzI3n2Zk>

### Number sense

### Activities

Print out the pages and complete the number bonds. To help your child visualize the mathematics that is happening use concrete materials like counting bears, counters coloured pasta, playdough etc.

- Number bonds 0-5 - Print and complete the rainbow addition to 5. Use two different colours of playdough balls to help you count.
- Number bonds 0-10. Print and complete the rainbow addition to 10. Use two different colours of playdough balls to help you count.

## Tuesday

**Warm up** <https://www.youtube.com/watch?v=73av5oijolU>

<https://www.youtube.com/watch?v=ch7KzI3n2Zk>

### Activities

- Number bonds- Make two painted hand prints and cut it out. Paste the palm onto another piece of paper. Be sure that the fingers are not pasted down. Practce making all the different combinations of 10- Write them down. OPTION. Paint serval han prints pasting down the fingers to create an equation eg. Fold 1 finger and leave the other 9 up. 1 & 9 make 10



### Wednesday

**Warm up** watch [Maths Tens & Ones || Expanded Form Part 2 - YouTube](#)

#### Activities

- Expanded notation- Print out the dog number and numeral match work sheet and the number and word matching sheet.- This activity is helping your child to recall number words and numerals and start to recognize them as representing the same. As we build on this we will start to brake up the numbers and expand them into tens and units.
- Number bonds- friends of 10 work sheets.

### Thursday & Friday

#### Activities

- Expanded notation – Complete the cookie jar activity- Match the numbers 1-20 with their written number word.
- Number bonds- Using UNO cards and playdough make you own number bonds - flip a car over and challenge yourself to see how many ways you can make that number using two different colours of playdough to represent the different numbers.
- Extend yourself- Complete the number bonds to 20 worksheet

### Week 3

[Sesame Street: Bruno Mars: Don't Give Up - YouTube](#)

EVERYDAY Count, write or type and say your numbers forwards and back 0-40

### Monday & Tuesday & Wednesday

- Addition and subtraction 0-20-Choose one addition and subtraction activity each day. Print out the work sheets and use concrete materials to solve the equations.

### Thursday & Friday

- **Extended notation** – Learning to identify numerals and number words- Print out the numbers and number words caterpillar.
- Place value Watch [https://www.youtube.com/watch?v= dHu5TFxPtk](https://www.youtube.com/watch?v=dHu5TFxPtk)
- Place Value Song - YouTube  
[Place Value, Maths Games for 7-11 Years - Topmarks](#)  
Complete the place value worksheets. – When using concrete materials to help your child visualize and count choose one larger item to represent 10 and then smaller items to be ones.

## **OTHER SUBJECT AREAS**

If you want any more to do then choose any activities you like from this activity grid. It's also just as important to play & be active so do whatever makes you happy in the afternoons and try & get some fresh air!

[https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/learning-from-home/teachers/documents/diversity-and-inclusion/Learning\\_from\\_home\\_grid\\_for\\_students.pdf](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/learning-from-home/teachers/documents/diversity-and-inclusion/Learning_from_home_grid_for_students.pdf)

# *Literacy Resources*



Spelling Booklet - 1 or 2 pages a day

# CVC Word Activity Booklet

This booklet belongs to .....





Match the word to its picture.



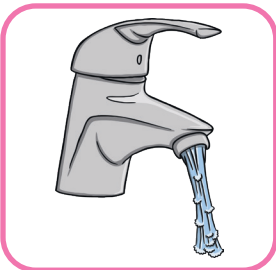
sat



tap



pan



run

Match the word to its picture.



tin



nap



man



sad

Match the word to its picture.



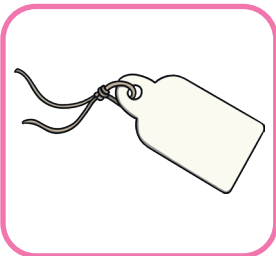
dad



tag

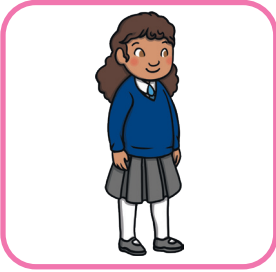


dig



dog

Match the word to its picture.



cat



cap

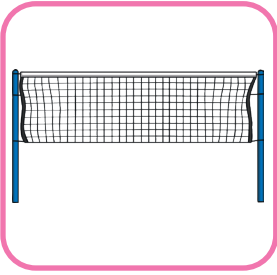


cod



kid

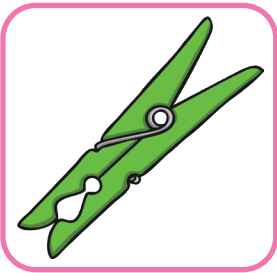
Match the word to its picture.



pet



net



pen



peg

# Read and Draw

Read the words and draw pictures to illustrate them.

mum

hot

big

bed



# Read and Draw

Read the words and draw pictures to illustrate them.

mug

cat

bug

leg



# Read and Draw

Read the words and draw pictures to illustrate them.

mud

bus

rug

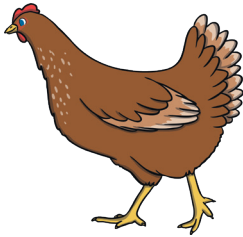
hug





# Word Building

Use the letters at the bottom of the page to make the word for each picture. You can only use each letter once.



h

c

p

a

n

t

t

a

n

e

a

h

# Word Building

Use the letters at the bottom of the page to make the word for each picture. You can only use each letter once.



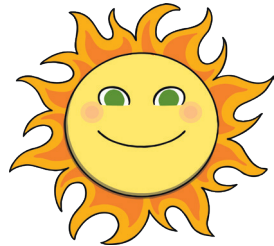
Three empty rounded rectangular boxes for writing the word for the faucet.



Three empty rounded rectangular boxes for writing the word for the ladybug.



Three empty rounded rectangular boxes for writing the word for the pitcher.



Three empty rounded rectangular boxes for writing the word for the sun.

u

j

t

b

u

g

s

a

p

u

n

g

# Spelling Maze

Draw lines between the right letters to spell out the word.

Write your words on the lines at the end.



c	a	n	.....
t	e	m	.....



m	u	p	.....
s	a	t	.....



h	a	p	.....
t	u	d	.....



w	i	m	.....
d	e	g	.....



d	a	g	.....
b	e	t	.....

# Spelling Maze

Draw lines between the right letters to spell out the word.

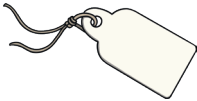
Write your words on the lines at the end.



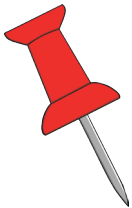
g	e	n	.....
p	u	t	.....



n	u	d	.....
h	a	p	.....



t	i	g	.....
h	a	b	.....



p	i	d	.....
b	u	n	.....

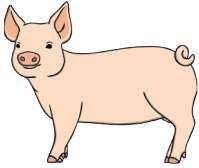


s	a	t	.....
m	d	n	.....

# Spelling Maze

Draw lines between the right letters to spell out the word.

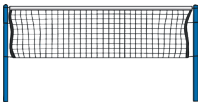
Write your words on the lines at the end.



p	h	g	.....
a	i	d	.....



b	e	t	.....
h	u	s	.....



n	e	d	.....
g	u	t	.....



l	u	n	.....
m	e	m	.....



c	e	b	.....
r	u	p	.....

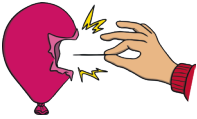
# Spelling Maze

Draw lines between the right letters to spell out the word.

Write your words on the lines at the end.



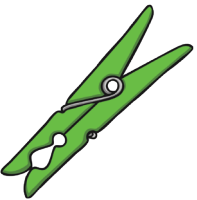
m	a	g	.....
t	u	d	.....



p	o	y	.....
b	i	p	.....



m	o	d	.....
j	u	g	.....



t	e	g	.....
p	u	m	.....



p	u	t	.....
c	e	k	.....

# Spelling Maze

Draw lines between the right letters to spell out the word.

Write your words on the lines at the end.



m	a	g	.....
h	u	l	.....



d	e	p	.....
h	o	g	.....



f	a	d	.....
s	e	n	.....



r	u	r	.....
m	i	g	.....



l	o	d	.....
h	u	p	.....

# Spelling Maze

Draw lines between the right letters to spell out the word.

Write your words on the lines at the end.



b	i	d	.....
n	e	p	.....



f	o	p	.....
r	e	g	.....



l	a	m	.....
c	e	g	.....



h	u	d	.....
b	o	s	.....



f	i	t	.....
h	u	g	.....



Read it

# sat

Say it

Write it

Fill  
the space

Three empty rounded rectangular boxes for writing the word 'sat'.

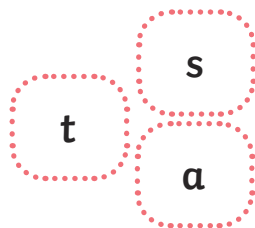
Colour it



# sat

Spell it

Three empty rounded rectangular boxes for writing the letters 's', 'a', and 't'.



Read it

sun

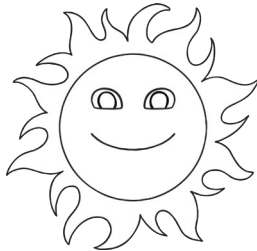
Say it

Write it

Fill  
the space

Three empty rounded rectangular boxes for writing practice.

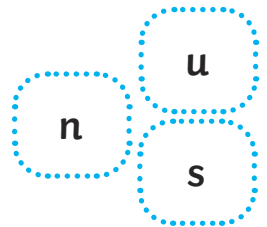
Colour it



sun

Spell it

Three empty rounded rectangular boxes for spelling practice.



Read it

# mug

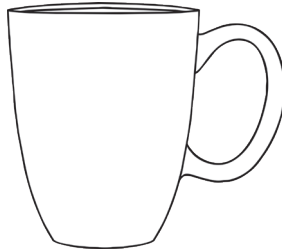
Say it

Write it

Fill  
the space

Three empty rounded rectangular boxes for filling in the letters of the word 'mug'.

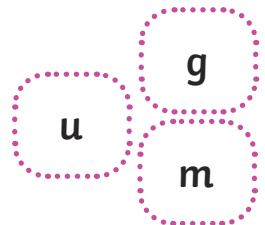
Colour it



# mug

Spell it

Three empty rounded rectangular boxes for spelling the word 'mug'.



Read it

Say it

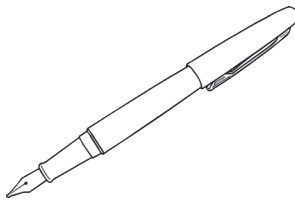
pen

Write it

Fill  
the space

Three empty rounded rectangular boxes for writing practice.

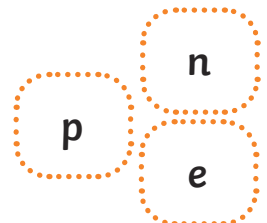
Colour it



pen

Spell it

Three empty rounded rectangular boxes for spelling practice.



Read it

Say it

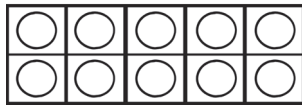
# ten

Write it

Fill  
the space

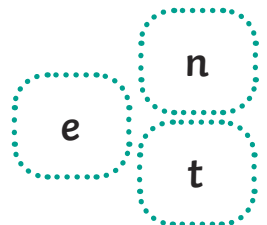


Colour it



# ten

Spell it



Read it

Say it

# hen

.....

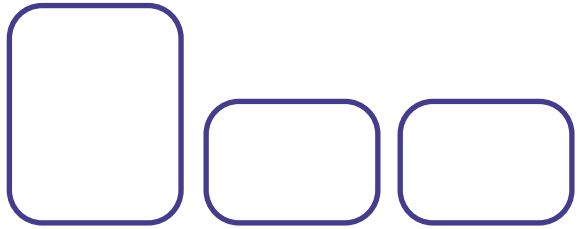
.....

Write it

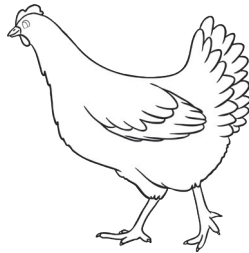
.....

.....

Fill  
the space

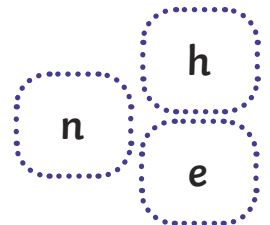
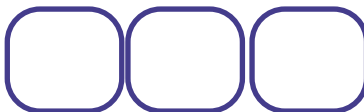


Colour it



# hen

Spell it



# Word Search

s i t o j  
r z k s u  
p e t z g  
i u j a m  
y e b o x

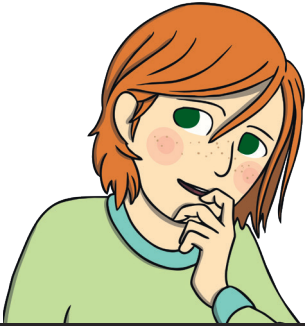
pet

jam

box

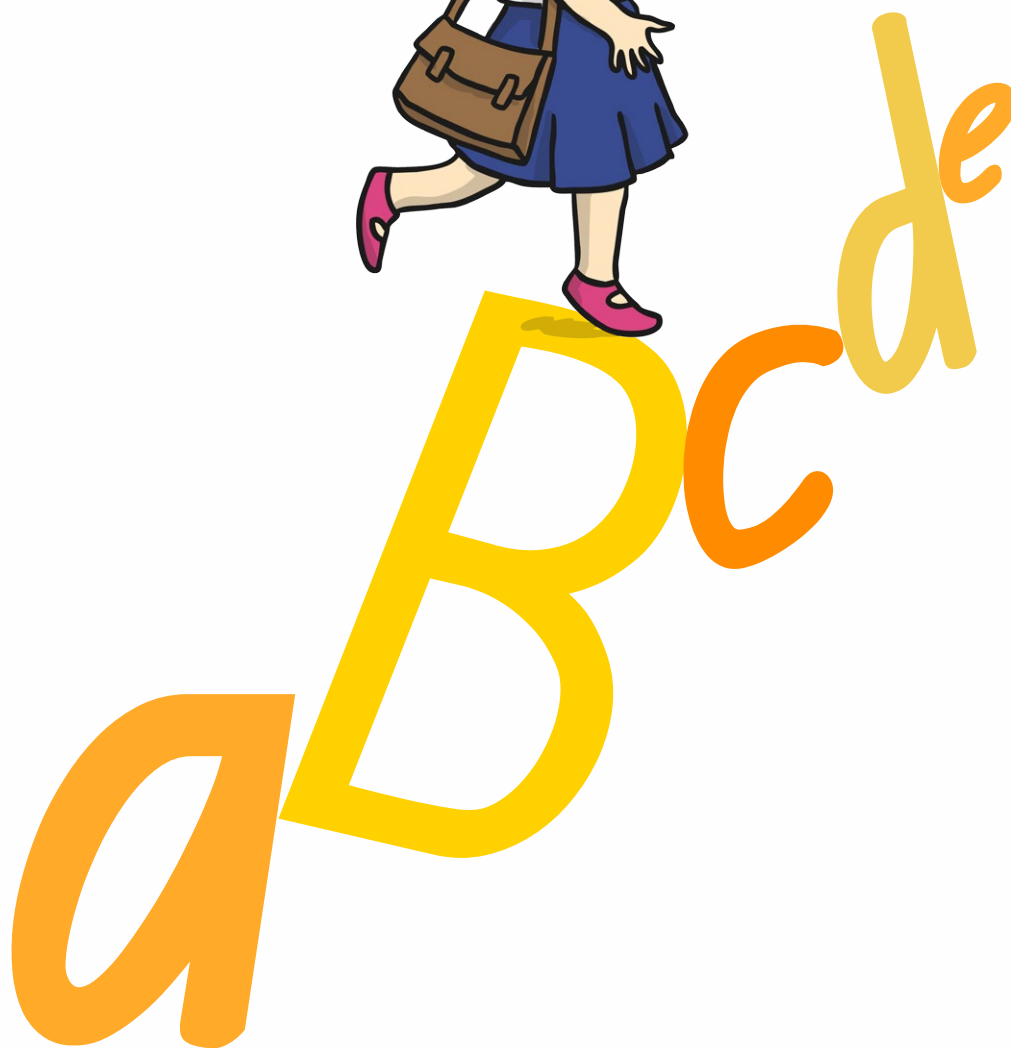
sit

jug



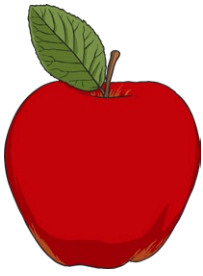
# Handwriting

# Practice





Aa



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: a for apple.

Now copy the letters and words into your handwriting book.

a a a

A A A

Aa Aa Aa

and

apple

axe

Bb



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: b for bird.

Now copy the letters and words into your handwriting book.

b b b

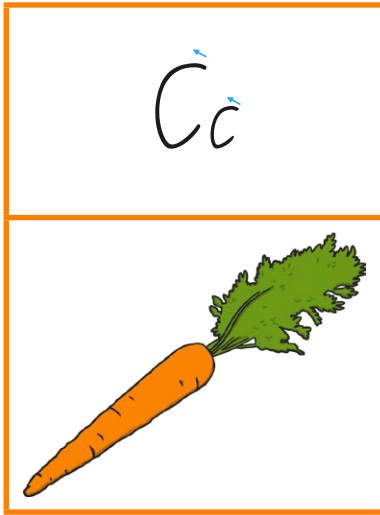
B B B

Bb Bb Bb

be

but

before



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

C C C

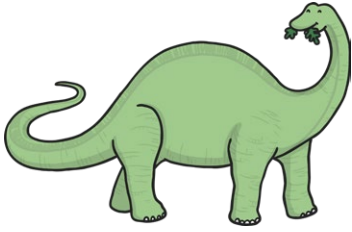
Cc Cc Cc

can

cat

come

Dd



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

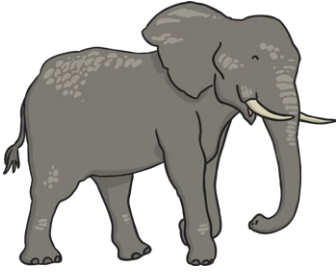
Dd Dd Dd

Dad

do

did

Ee



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: e for elephant.

Now copy the letters and words into your handwriting book.

e e e

E E E

Ee Ee Ee

every

envelope

elephant



Ff



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: f for flower.

Now copy the letters and words into your handwriting book.

f f f

F F F

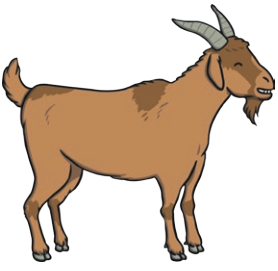
Ff Ff Ff

for

four

from

Gg



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: g for goat.

Now copy the letters and words into your handwriting book.

g g g

G G G

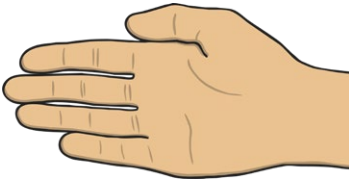
Gg Gg Gg

go

good

got

Hh



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: h for hand.

Now copy the letters and words into your handwriting book.

h h h

H H H

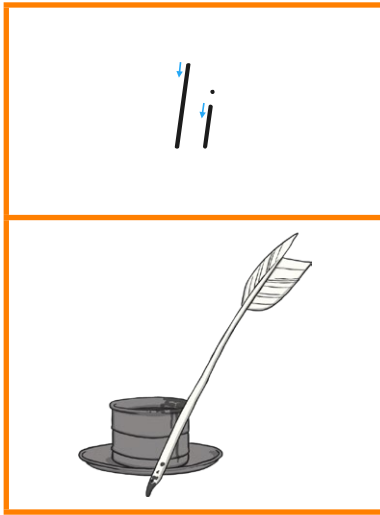
Hh Hh Hh

her

his

hello





Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: i for ink.

Now copy the letters and words into your handwriting book.

i i i

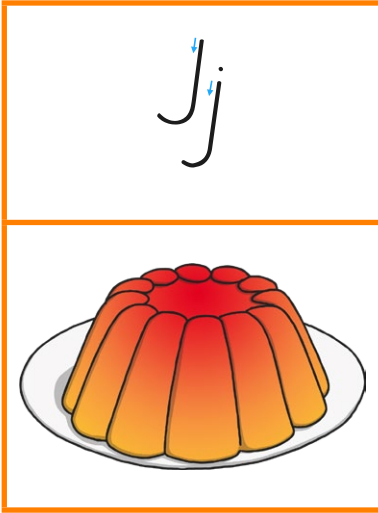
l l l

li li li

it

is

if



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: j for jelly.

Now copy the letters and words into your handwriting book.

j j j

J J J

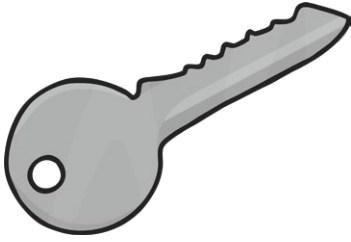
Jj Jj Jj

just

joke

jump

Kk



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: k for key.

Now copy the letters and words into your handwriting book.

k k k

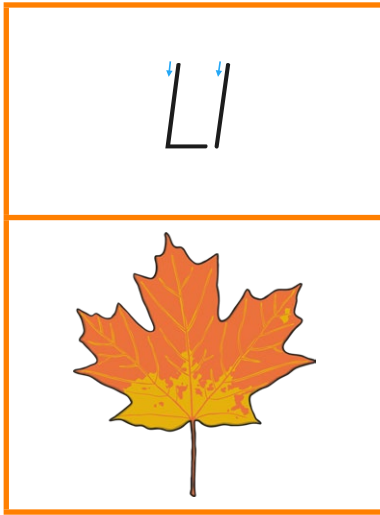
K K K

Kk Kk Kk

kite

kind

king

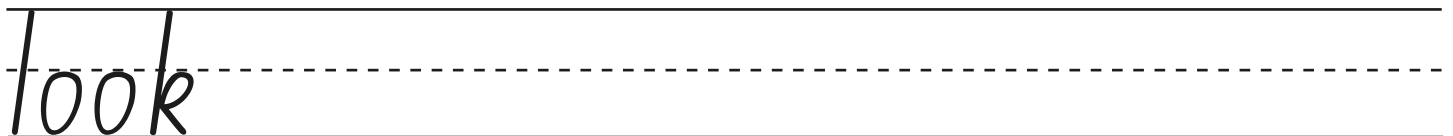
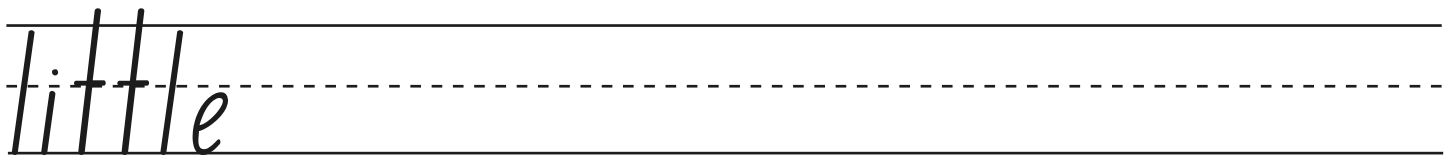
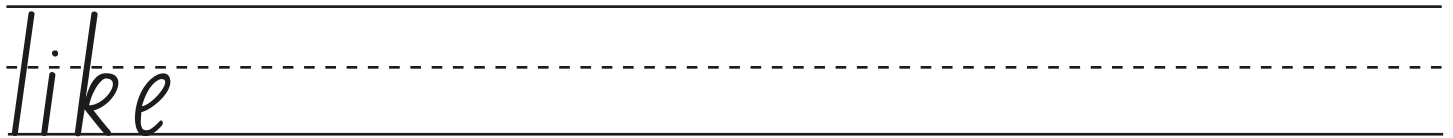
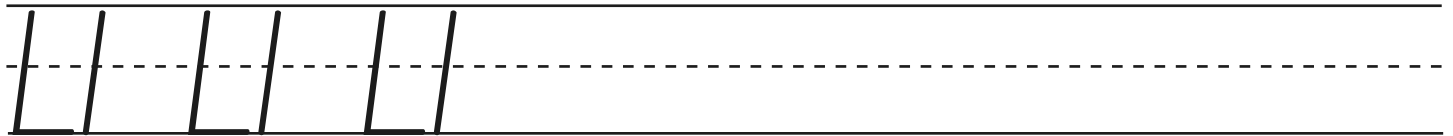
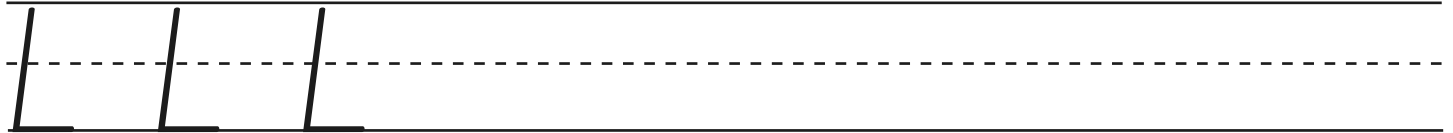
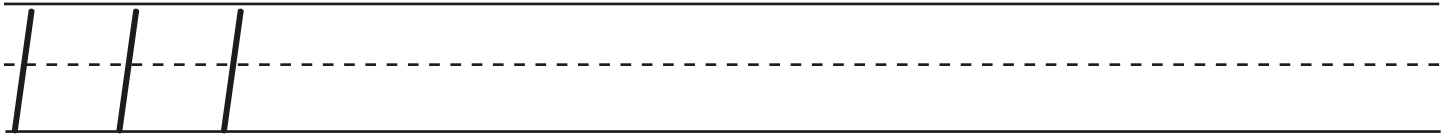


Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: l for leaf.

Now copy the letters and words into your handwriting book.



Mm



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: m for mouse.

Now copy the letters and words into your handwriting book.

m m m

M M M

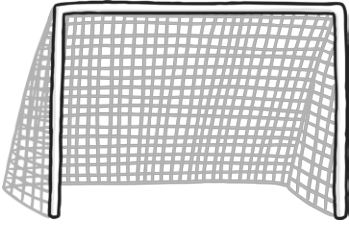
Mm Mm Mm

me

my

mum

Nn



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: n for net.

Now copy the letters and words into your handwriting book.

n n n

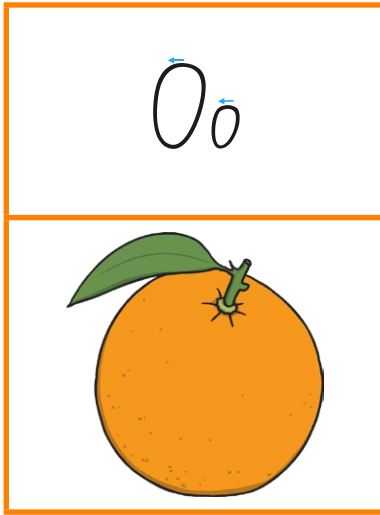
N N N

Nn Nn Nn

no

not

now



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: o for orange.

Now copy the letters and words into your handwriting book.

o o o

O O O

Oo Oo Oo

of

odd

ostrich

## Writing Activities

Use the pictures to **Make a sentence** every day.

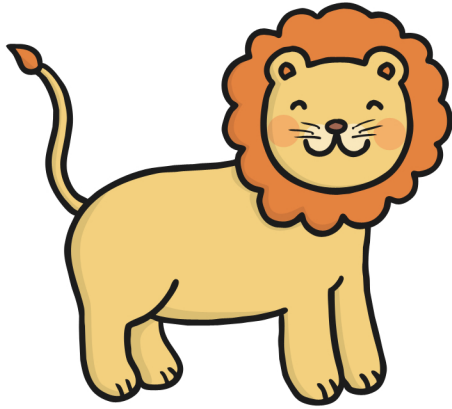
**Who?**

**What  
doing?**

**Where?**

Cut out all pictures on pages below. Put them in to 3 zip lock bags - pink, purple, blue.





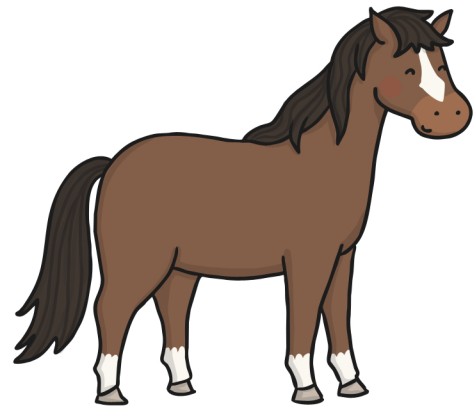
**The lion**



**Dad**



**The bear**



**The horse**

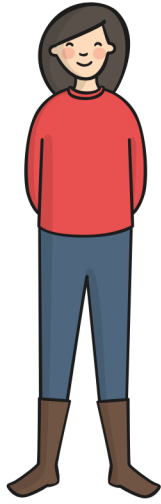


**The girl**



**Grandpa**

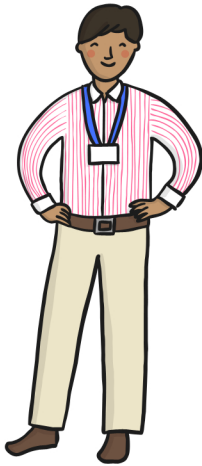
Who/subject cards



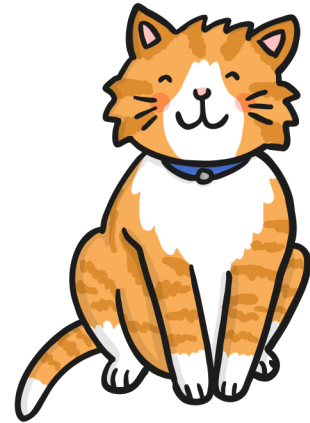
**Mum**



**Granny**



**The teacher**



**The cat**



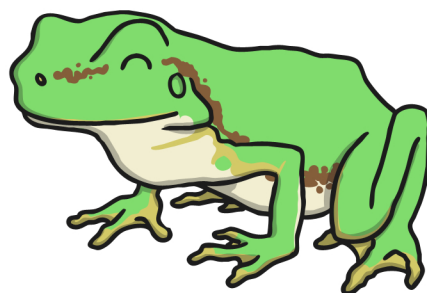
**The boy**



**The doctor**



The zebra



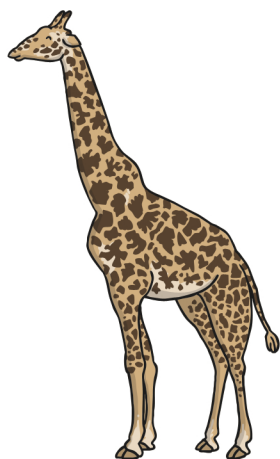
The frog



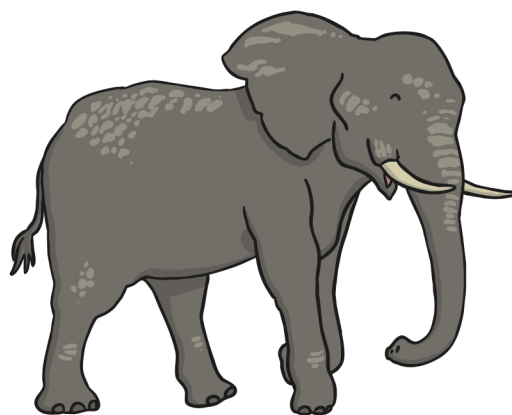
The tiger



The dog



The giraffe



The elephant



is running



is drawing



is reading



is singing



is baking

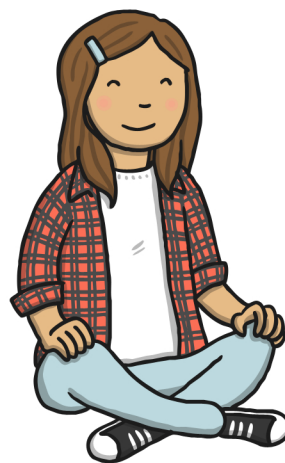


is playing

What doing/verb cards



is writing



is sitting



is painting



is eating



is brushing



is walking



is jumping



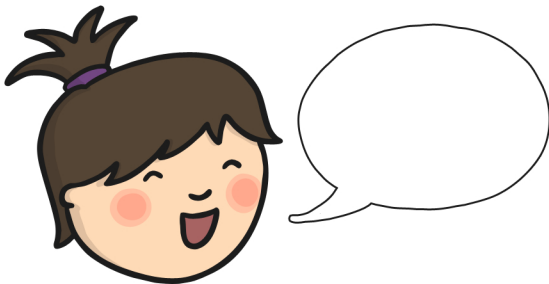
is hopping



is dancing



is sleeping



is talking



is swimming

Where



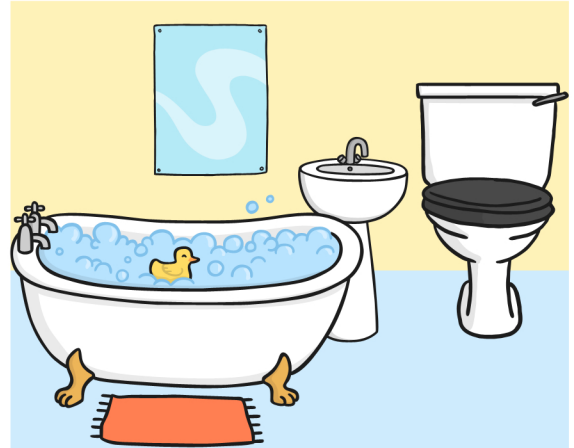
in the kitchen



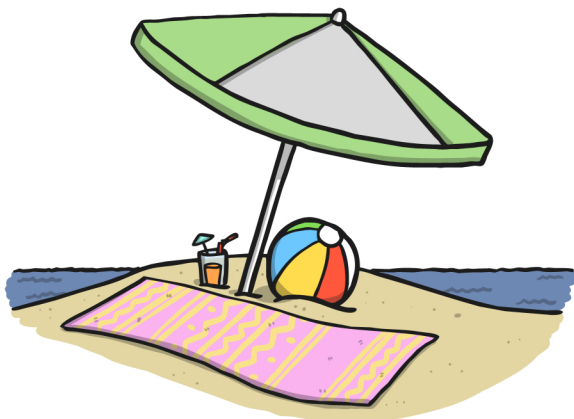
in the park



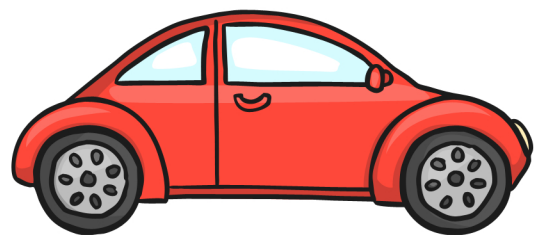
in the supermarket



in the bathroom



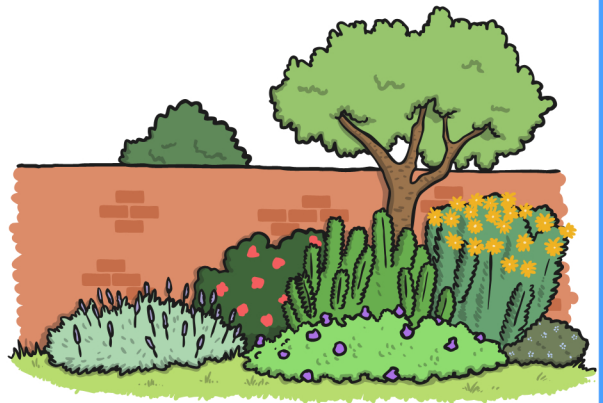
on the beach



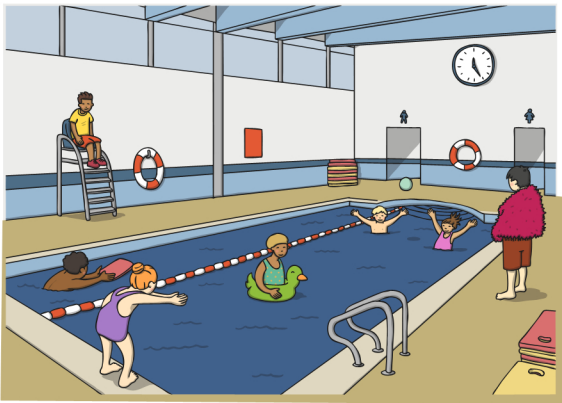
in the car



**in the dining room**



**in the garden**



**in the swimming pool**



**in the living room**

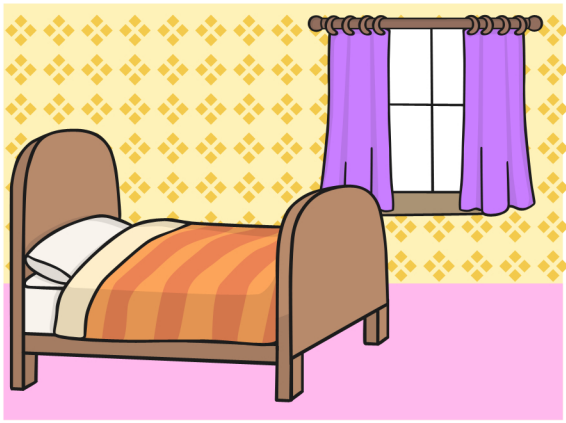


**in the classroom**

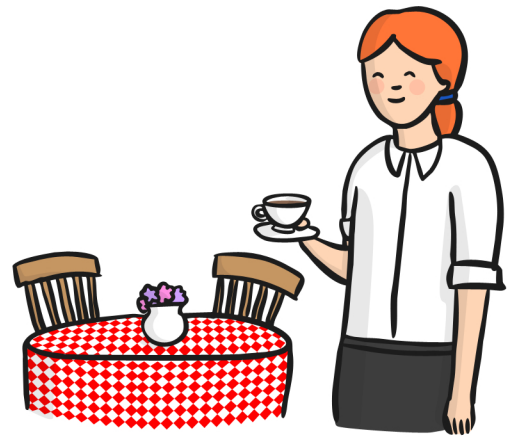


**in the restaurant**





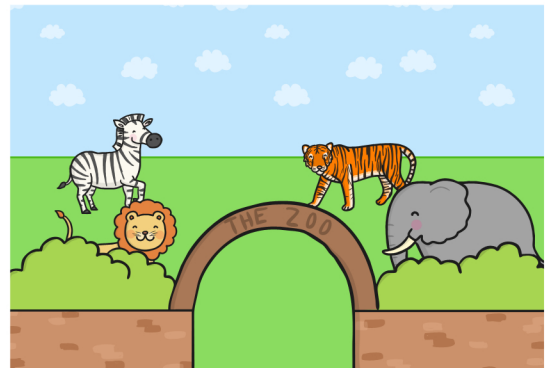
**in the bedroom**



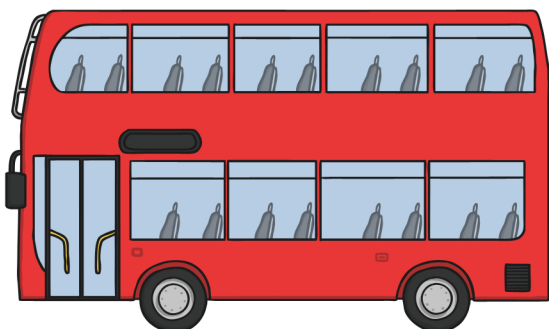
**in the cafe**



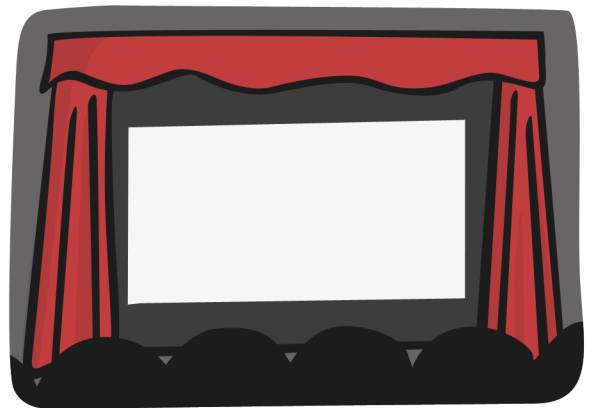
**in the library**



**in the zoo**



**on the bus**



**in the cinema**

# Maths Resources



Level 2

# Days of the week

Cut out the days of the week and paste them in correct ordinal order

First	Second	Third	Fourth	Fifth	Sixth	Seventh
-------	--------	-------	--------	-------	-------	---------

---

Thursday	Monday	Tuesday	Saturday	Sunday	Wednesday	Friday
----------	--------	---------	----------	--------	-----------	--------

Level 1

# Days of the week

Cut out the days of the week and paste them in correct order

1st	2nd	3rd	4th	5th	6th	7th
-----	-----	-----	-----	-----	-----	-----

Sunday	Thursday	Saturday	Monday	Friday	Tuesday	Wednesday
--------	----------	----------	--------	--------	---------	-----------

Level 3

# Days of the week

Cut out the days and paste them in correct order

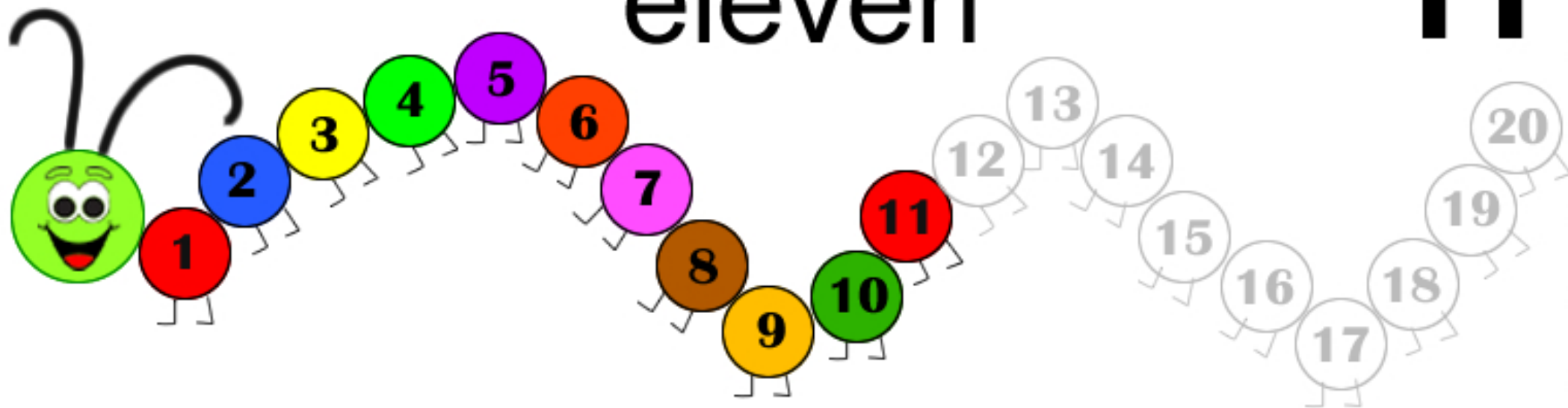
First	2nd	Third	Fourth	5th	Sixth	7th
-------	-----	-------	--------	-----	-------	-----

---

Sunday	Thursday	Saturday	Monday	Friday	Tuesday	Wednesday
--------	----------	----------	--------	--------	---------	-----------

eleven

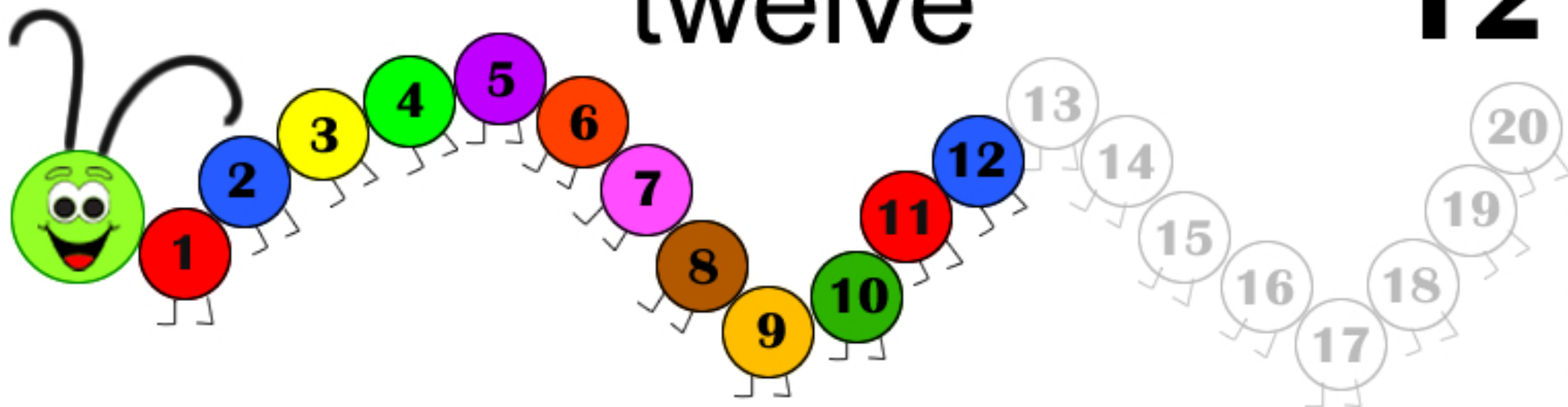
11



©PowerfulMothering.com

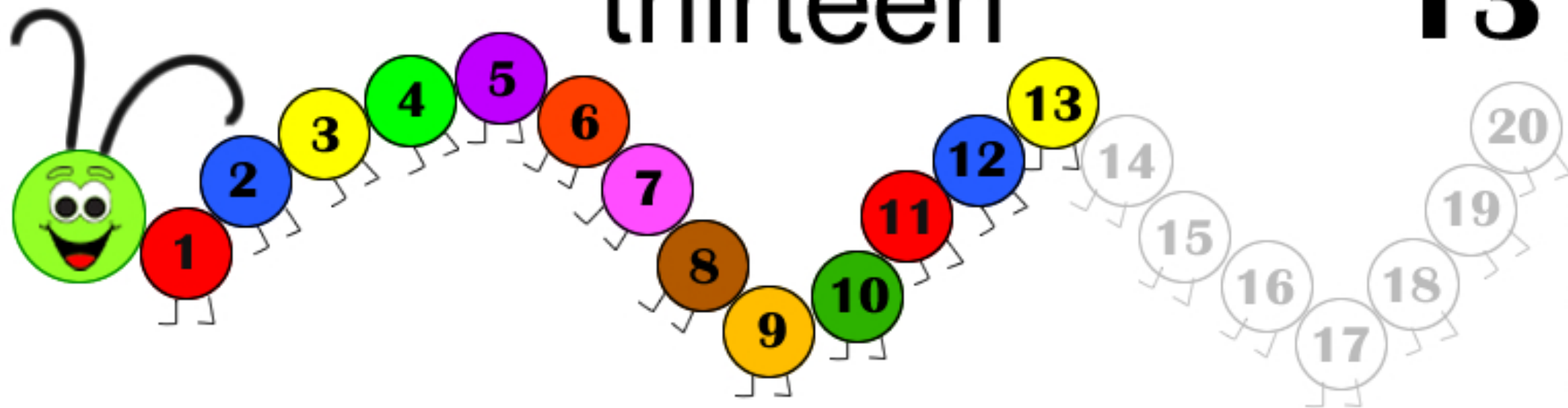
twelve

12



thirteen

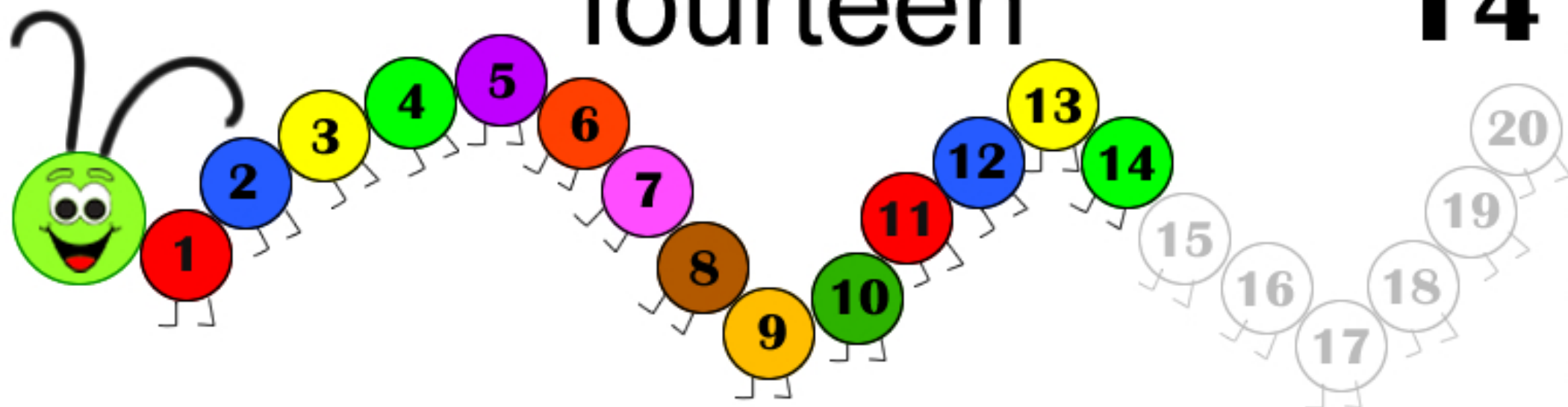
13



©PowerfulMothering.com

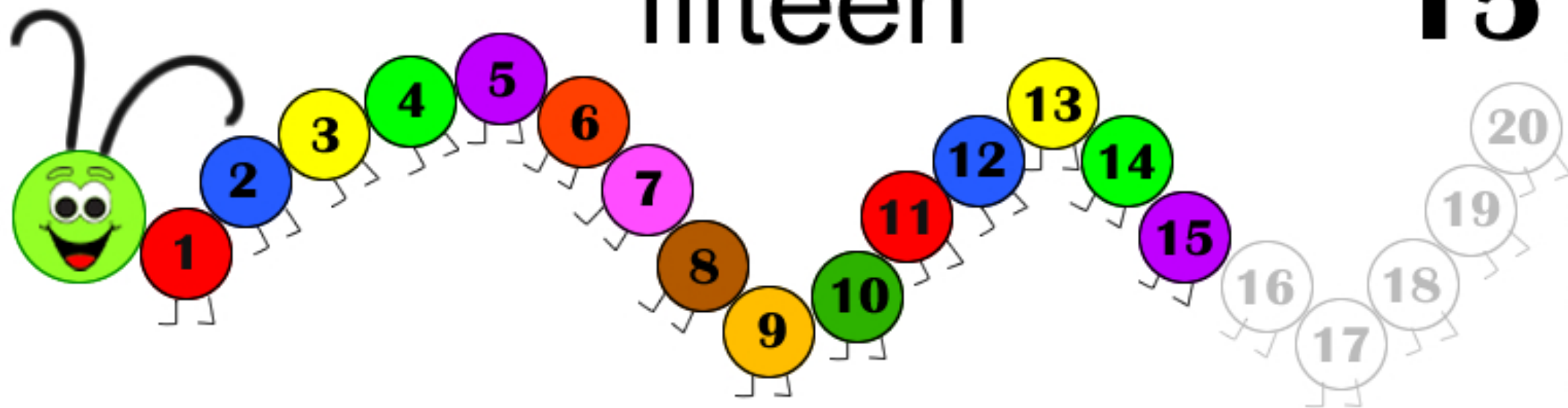
fourteen

14



fifteen

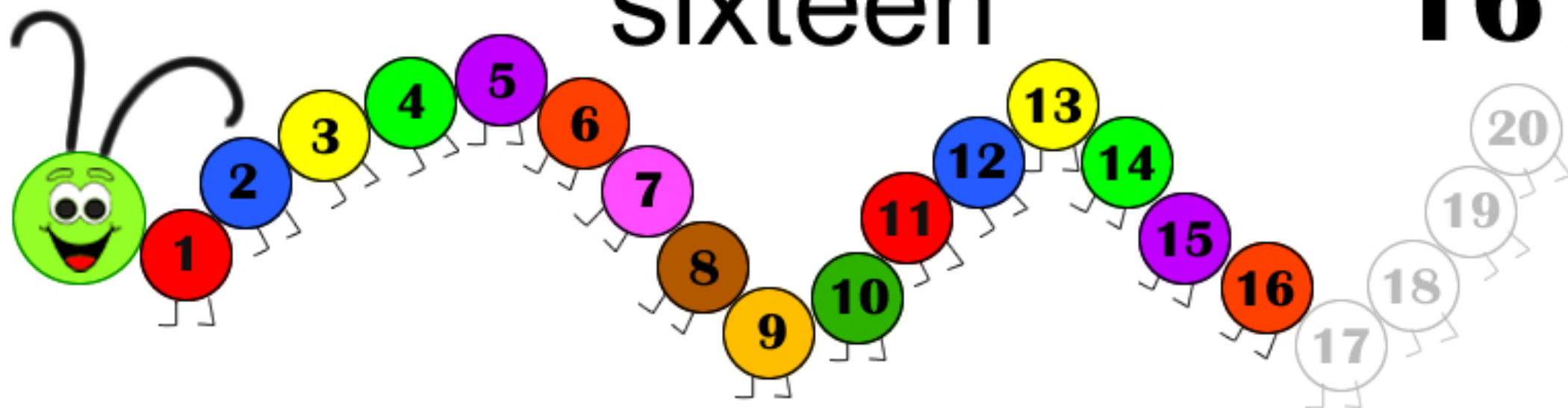
15



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sixteen

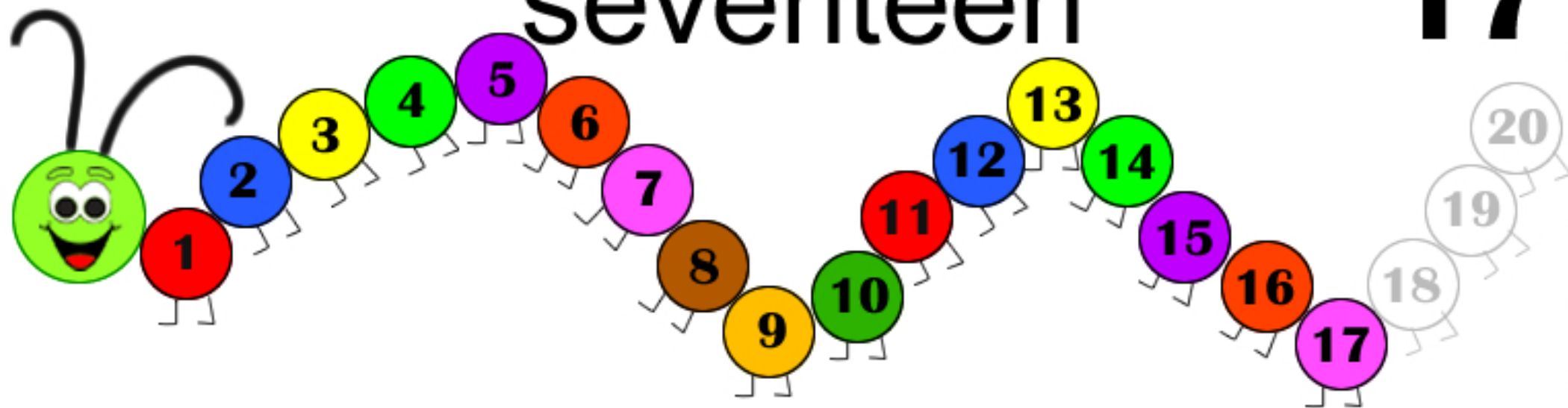
16





seventeen

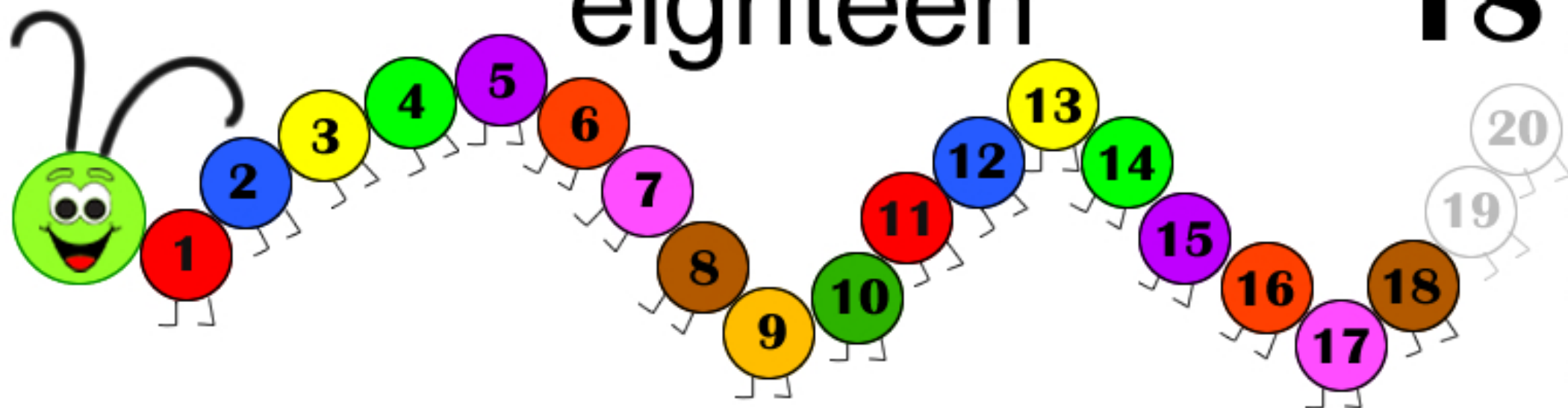
17



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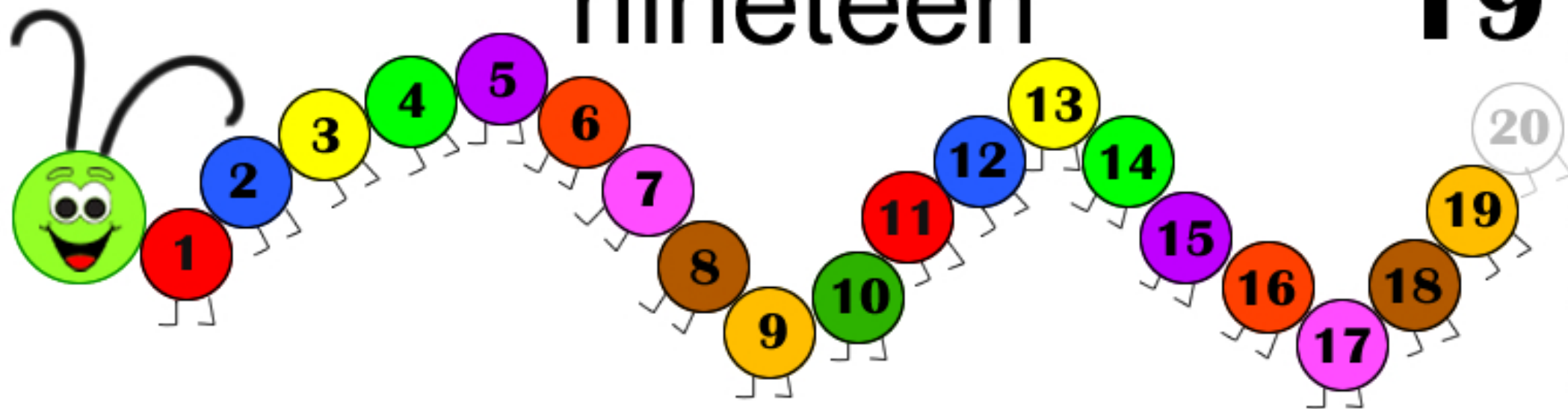
eighteen

18



nineteen

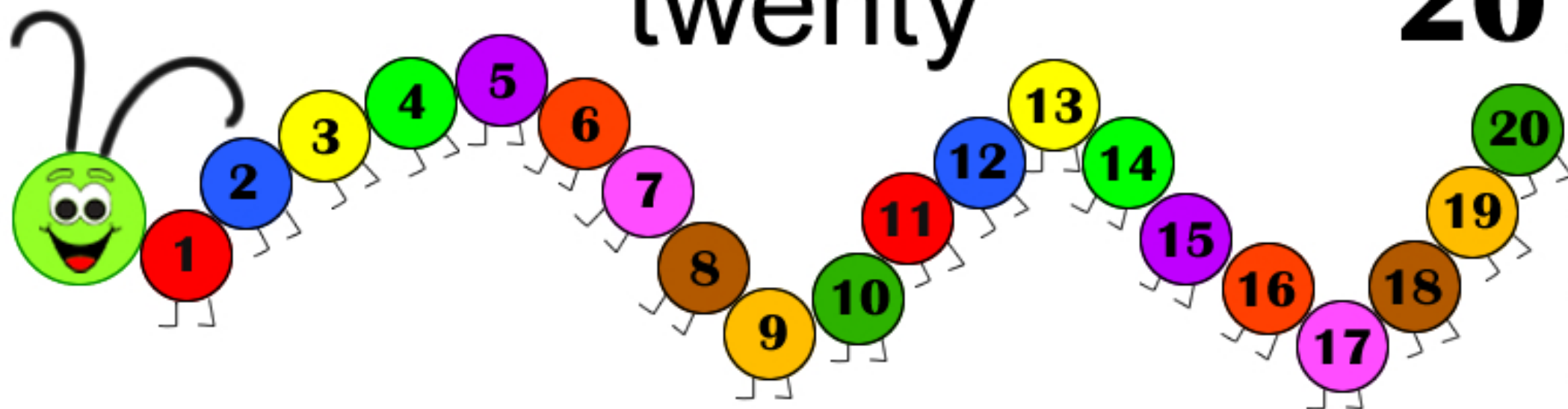
19



©PowerfulMothering.com

twenty

20



# Addition

$$\begin{array}{r} 8 \\ 7 \\ + 2 \\ \hline \end{array}$$

10

$$\begin{array}{r} 6 \\ 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ 9 \\ + 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 2 \\ + 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ 7 \\ + 3 \\ \hline \end{array}$$

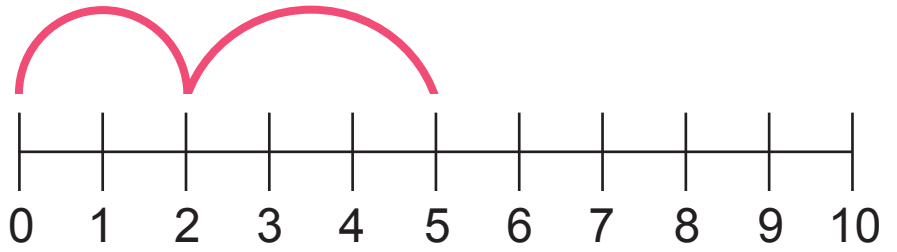
$$\begin{array}{r} 6 \\ 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 3 \\ + 4 \\ \hline \end{array}$$

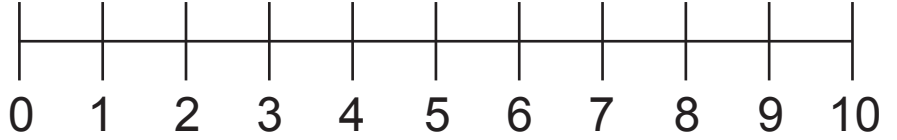
$$\begin{array}{r} 7 \\ 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 6 \\ + 2 \\ \hline \end{array}$$

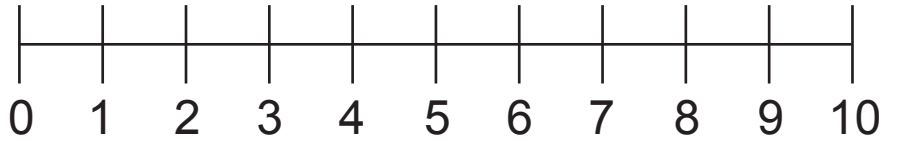
$2 + 3 = \boxed{5}$



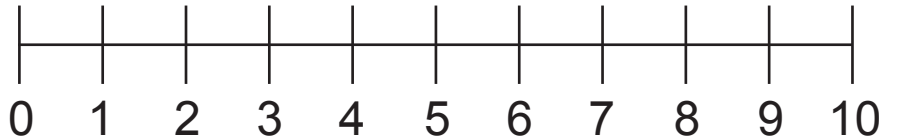
$3 + 1 = \boxed{\phantom{00}}$



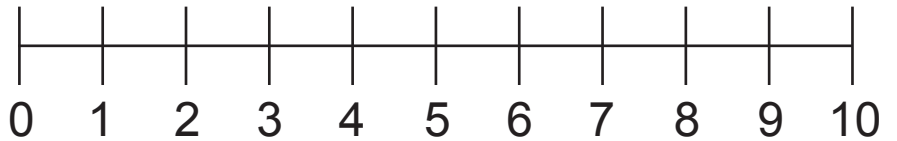
$1 + 8 = \boxed{\phantom{00}}$



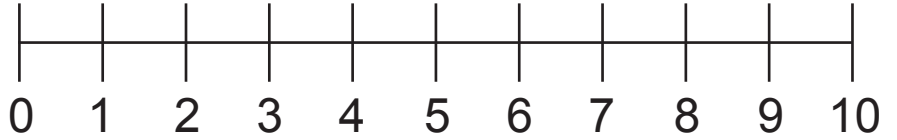
$5 + 5 = \boxed{\phantom{00}}$



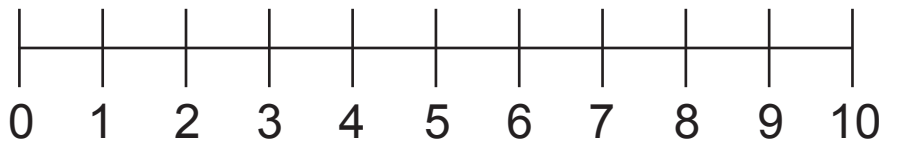
$4 + 2 = \boxed{\phantom{00}}$



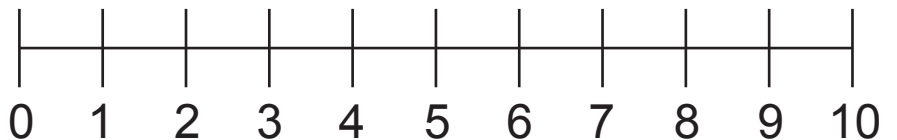
$3 + 4 = \boxed{\phantom{00}}$



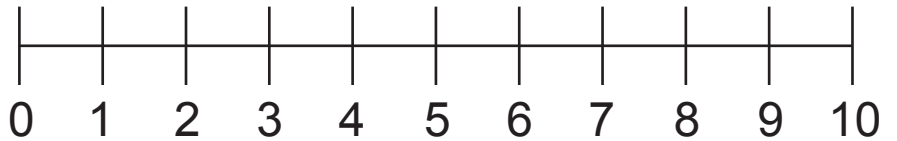
$9 + 1 = \boxed{\phantom{00}}$



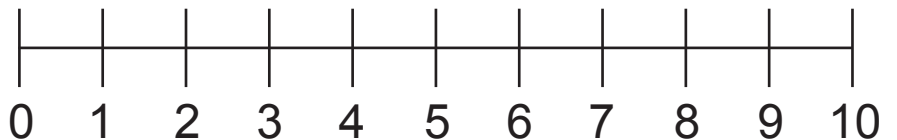
$2 + 2 = \boxed{\phantom{00}}$



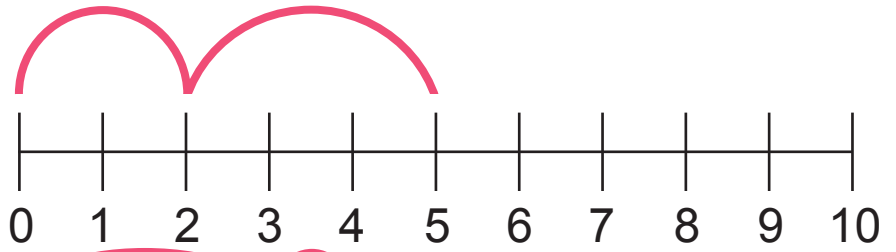
$1 + 4 = \boxed{\phantom{00}}$



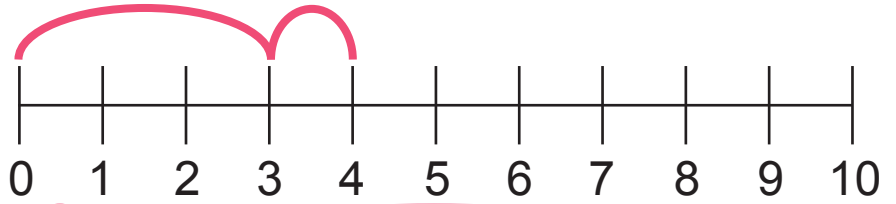
$3 + 7 = \boxed{\phantom{00}}$



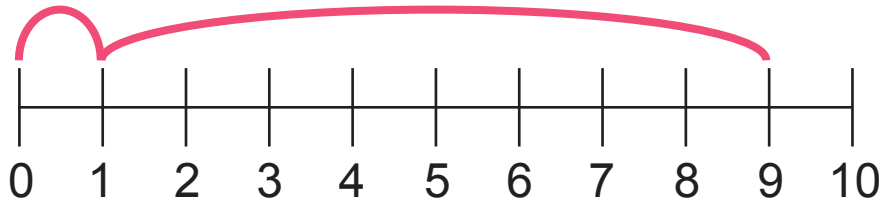
$$2 + 3 = 5$$



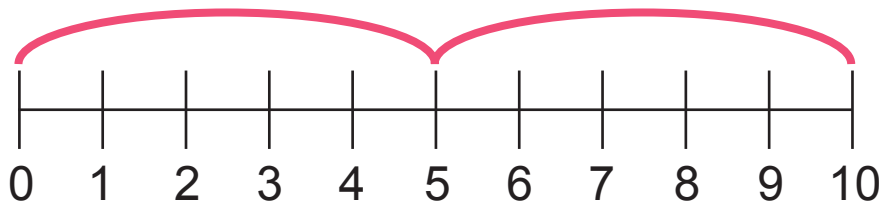
$$3 + 1 = 4$$



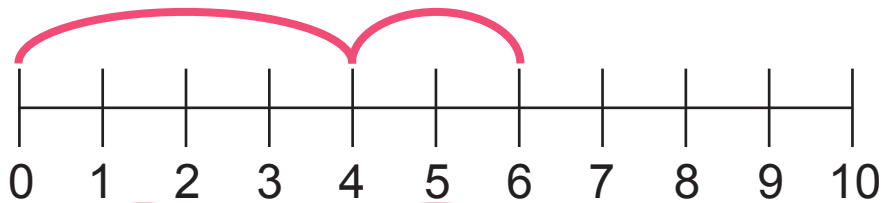
$$1 + 8 = 9$$



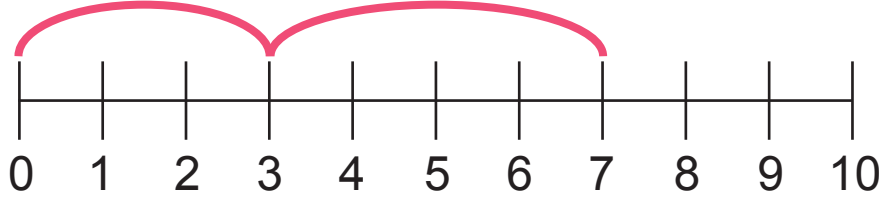
$$5 + 5 = 10$$



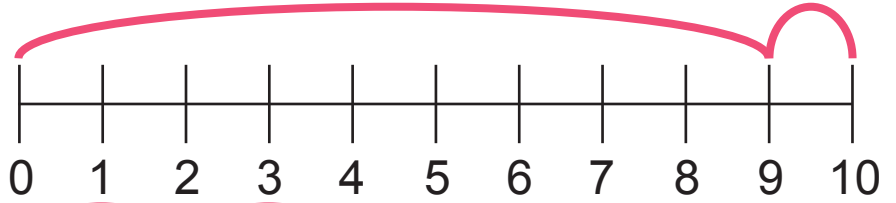
$$4 + 2 = 6$$



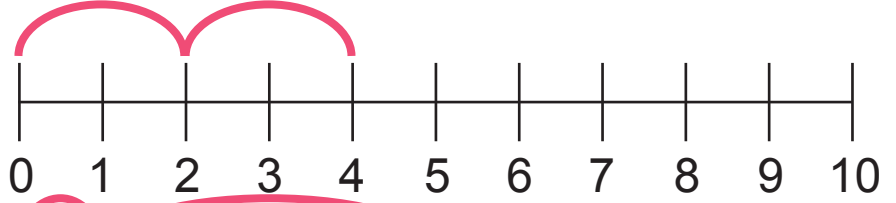
$$3 + 4 = 7$$



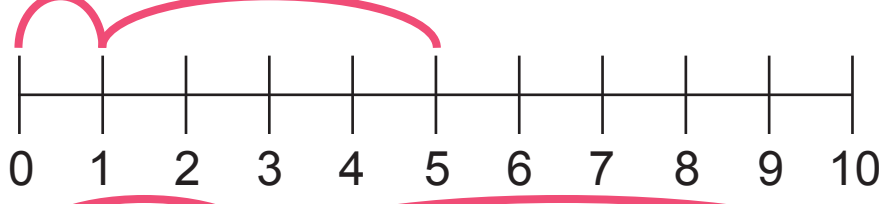
$$9 + 1 = 10$$



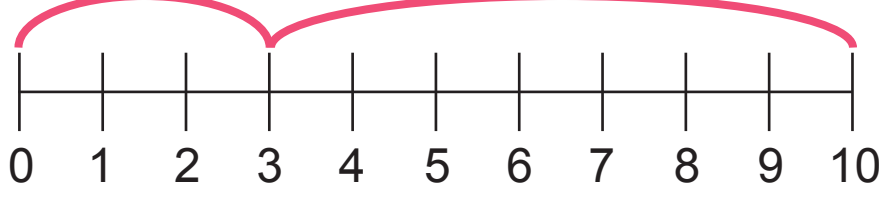
$$2 + 2 = 4$$



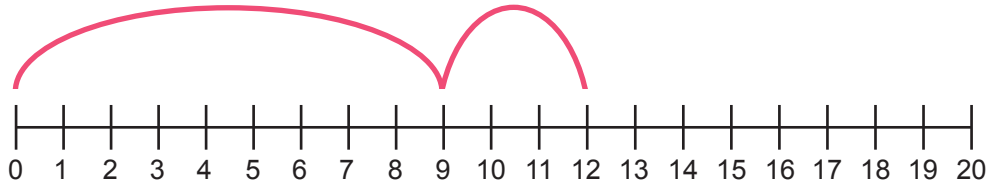
$$1 + 4 = 5$$



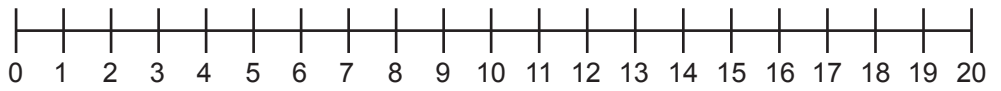
$$3 + 7 = 10$$



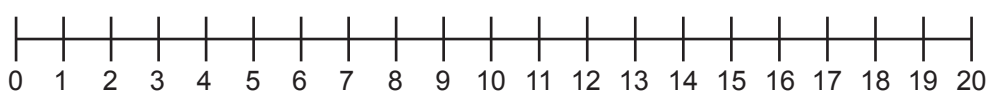
$9 + 3 = \boxed{12}$



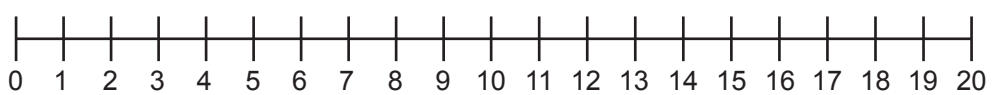
$6 + 5 = \boxed{\phantom{00}}$



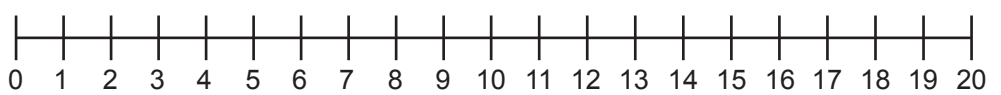
$11 + 4 = \boxed{\phantom{00}}$



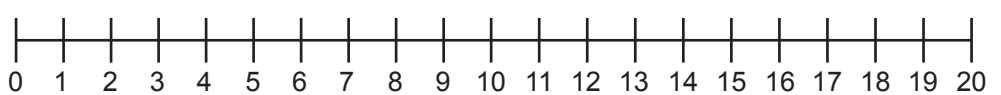
$14 + 5 = \boxed{\phantom{00}}$



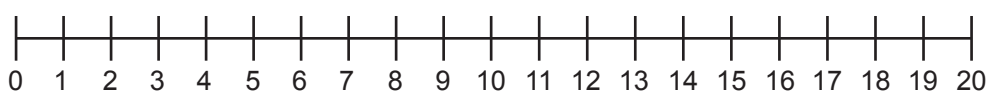
$10 + 10 = \boxed{\phantom{00}}$



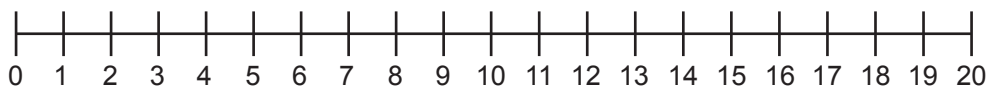
$6 + 12 = \boxed{\phantom{00}}$



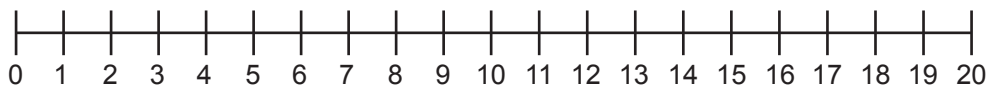
$9 + 8 = \boxed{\phantom{00}}$



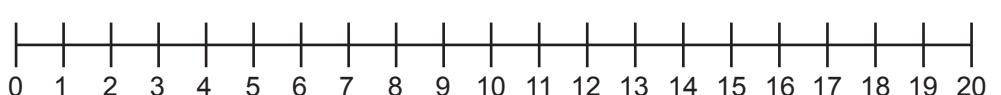
$2 + 13 = \boxed{\phantom{00}}$



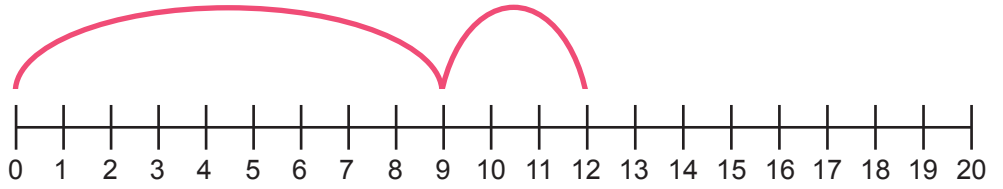
$11 + 3 = \boxed{\phantom{00}}$



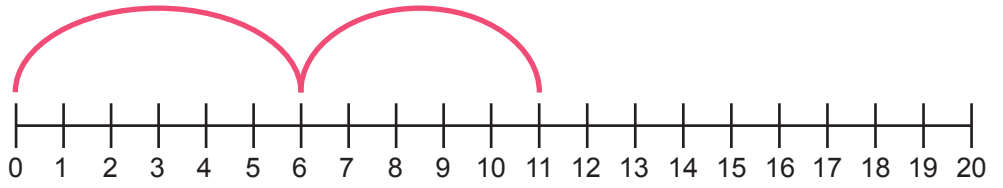
$7 + 4 = \boxed{\phantom{00}}$



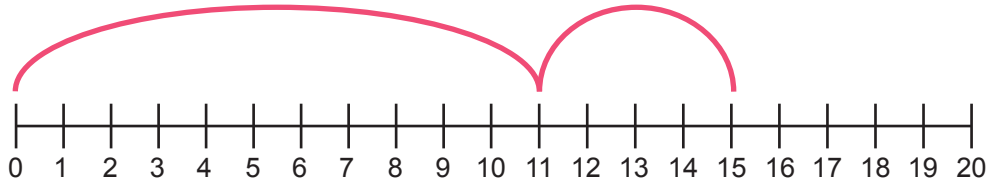
$9 + 3 = 12$



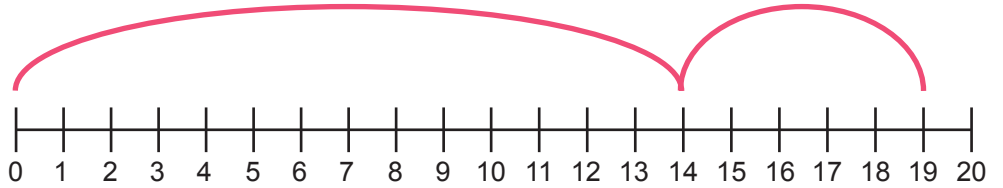
$6 + 5 = 11$



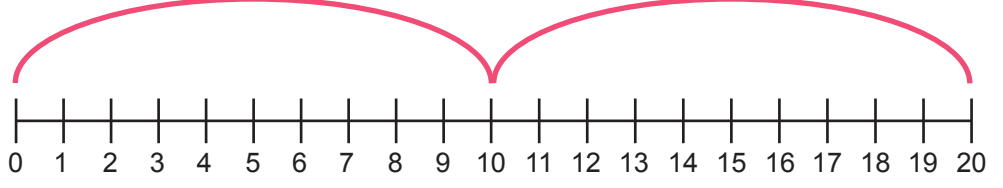
$11 + 4 = 15$



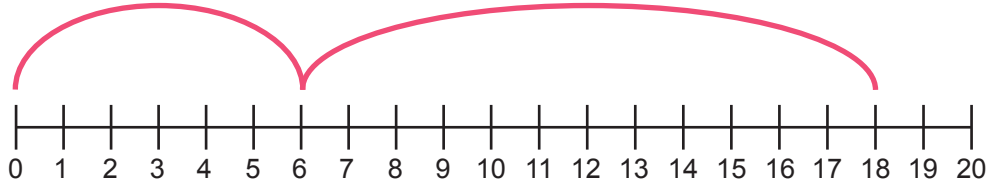
$14 + 5 = 19$



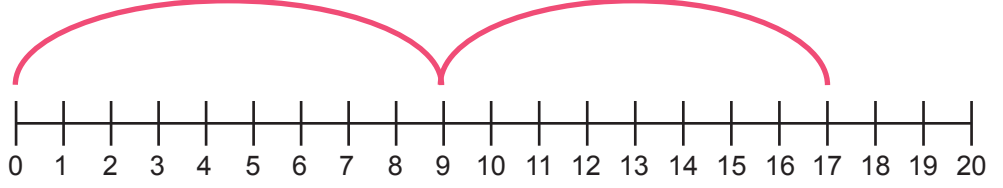
$10 + 10 = 20$



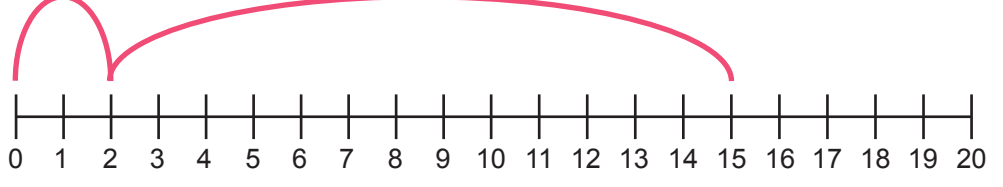
$6 + 12 = 18$



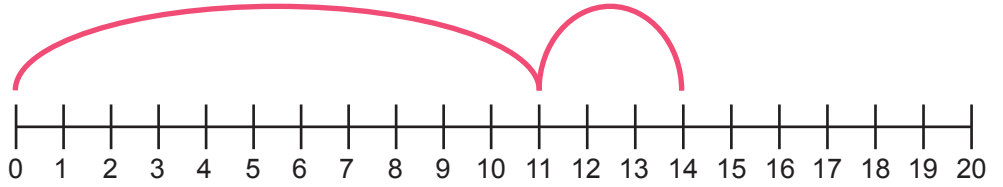
$9 + 8 = 17$



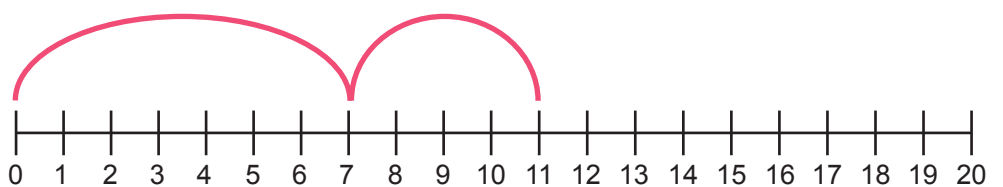
$2 + 13 = 15$

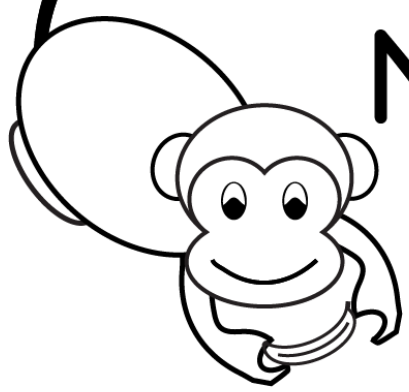
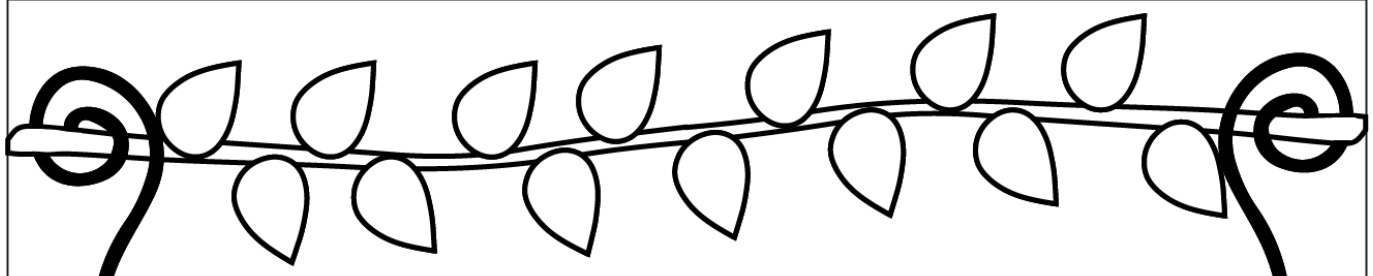


$11 + 3 = 14$

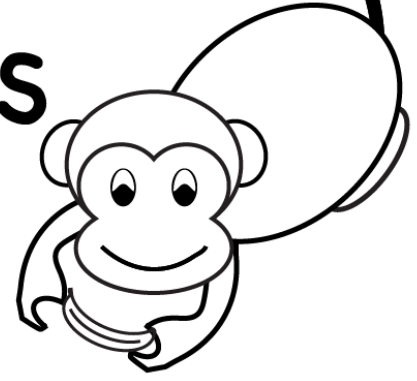


$7 + 4 = 11$





# Numbers 1-50



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



first

second

third

fourth

fifth

sixth

seventh

eighth

ninth

tenth

first

second

third

fourth

fifth

sixth

seventh

eighth

ninth

tenth

# Ordinal Numbers

Cut and glue the correct ordinal number word.

1st

6th

2nd

7th

3rd

8th

4th

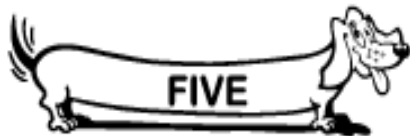
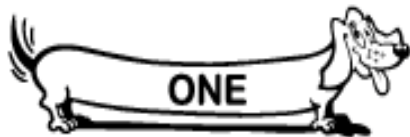
9th

5th

10th

# NUMBERS 1 - 20

Draw lines to help each dog find its ball.



1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

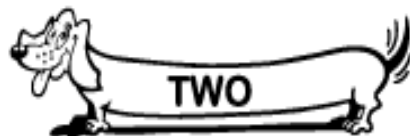
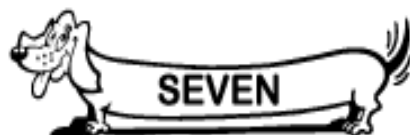
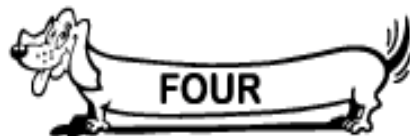
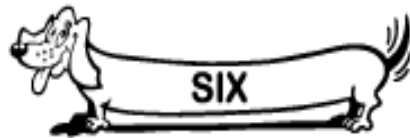
16

17

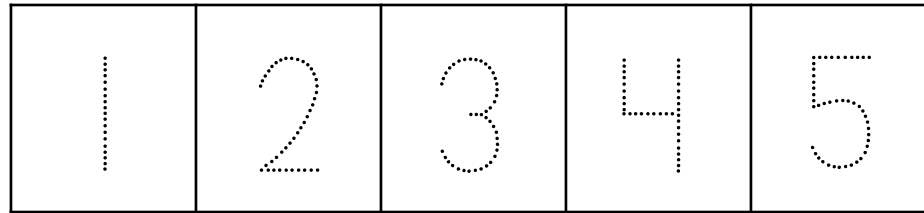
18

19

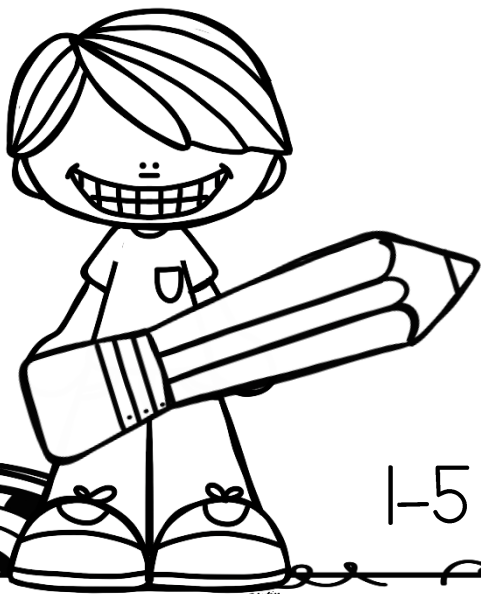
20



# I Can Write My Numbers!



--	--	--	--	--



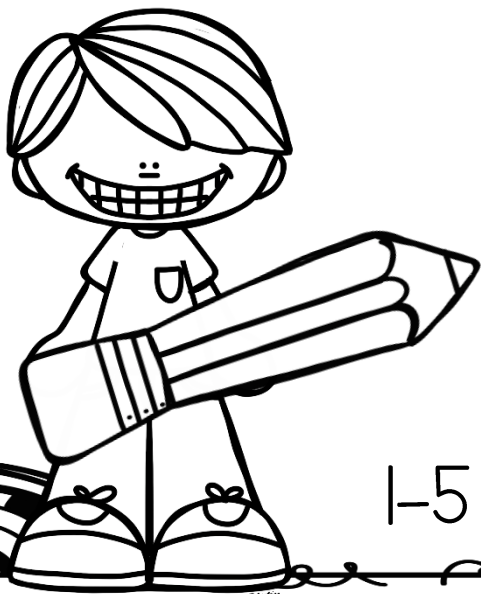
1-5

Name \_\_\_\_\_

# I Can Write My Numbers!

--	--	--	--	--

--	--	--	--	--



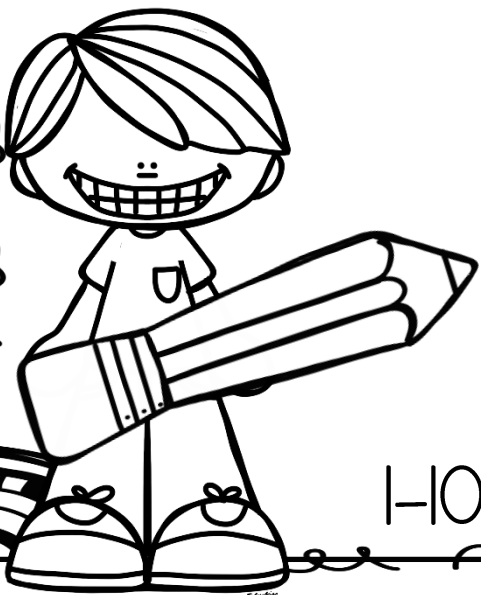
1-5

Name \_\_\_\_\_

# I Can Write My Numbers!

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

--	--	--	--	--	--	--	--	--	--

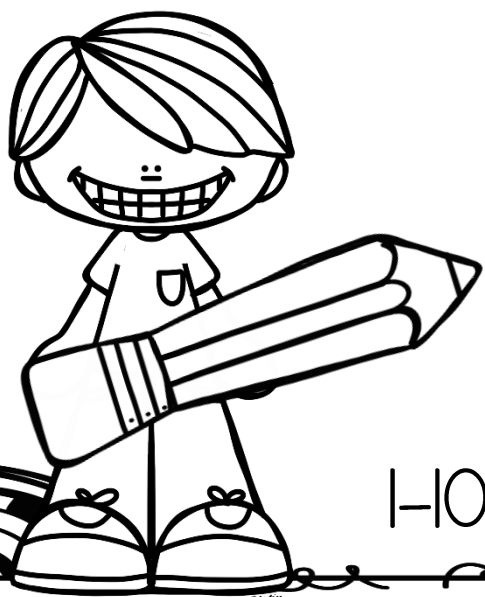


1-10

Name \_\_\_\_\_

# I Can Write My Numbers!

--	--	--	--	--	--	--	--	--	--

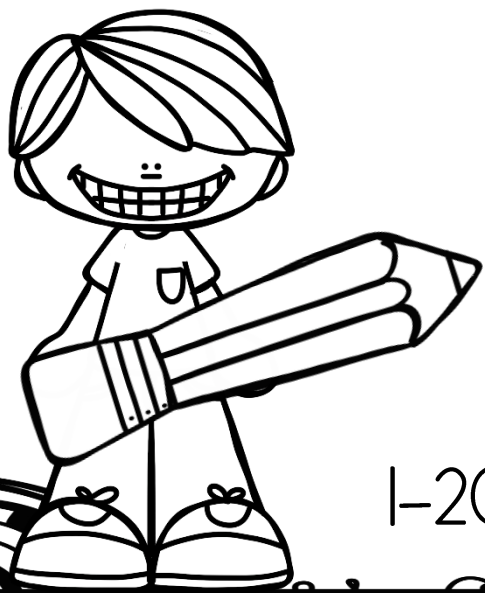


H-O

Name \_\_\_\_\_

# I Can Trace My Numbers!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



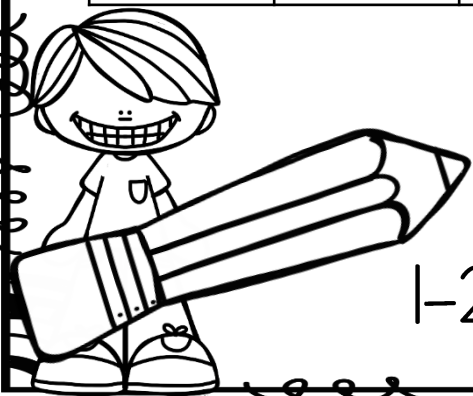
1-20

Name \_\_\_\_\_



# I Can Write My Numbers!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

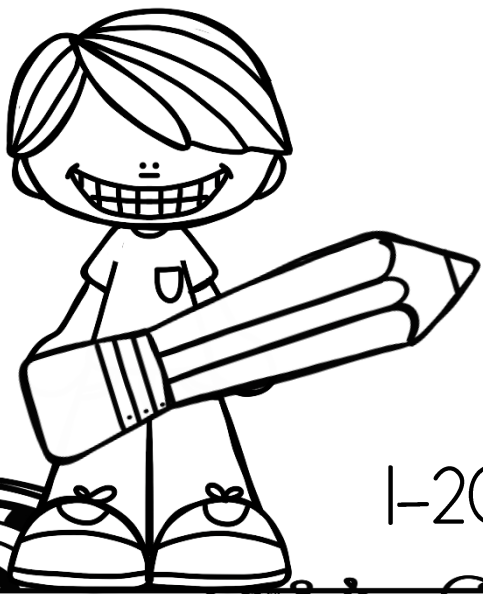



1-20

Name \_\_\_\_\_

# I Can Write My Numbers!

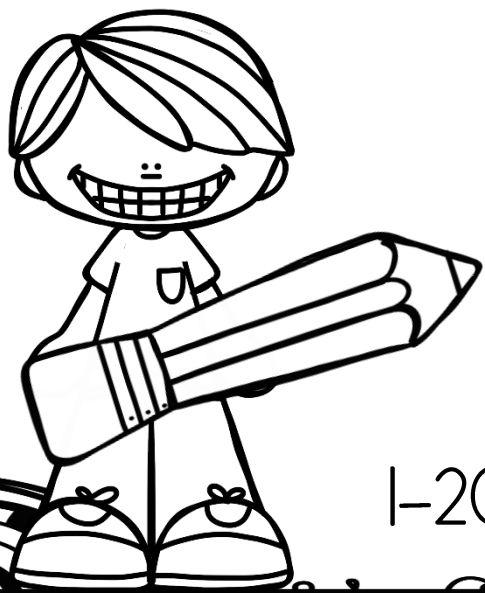
1									
11	12	13	14	15	16	17	18	19	20



1-20

Name \_\_\_\_\_

# I Can Write My Numbers!

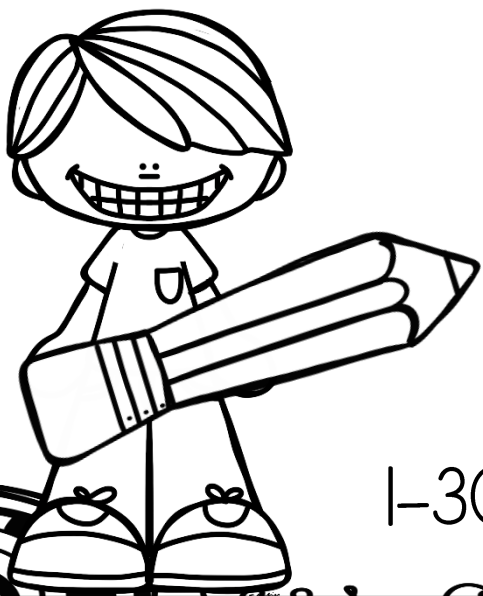



1-20

Name \_\_\_\_\_

# I Can Trace My Numbers!

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

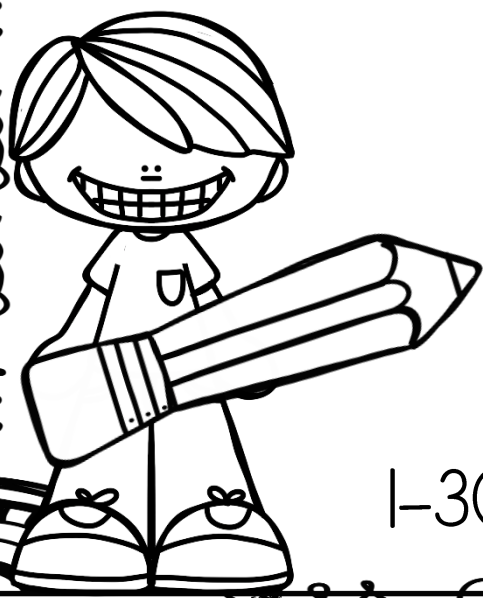


1-30

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

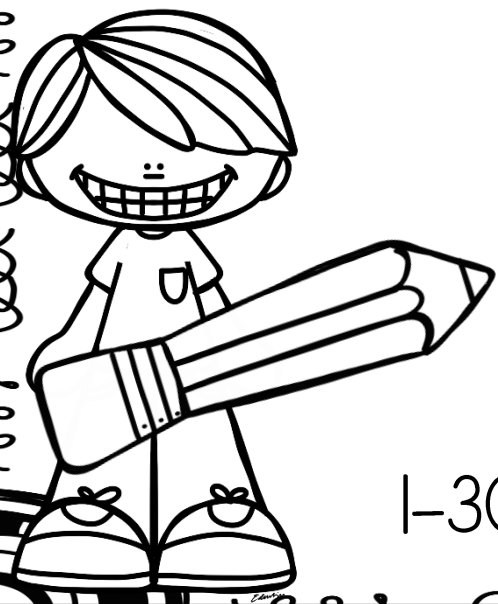


1-30

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
11									
21	22	23	24	25	26	27	28	29	30

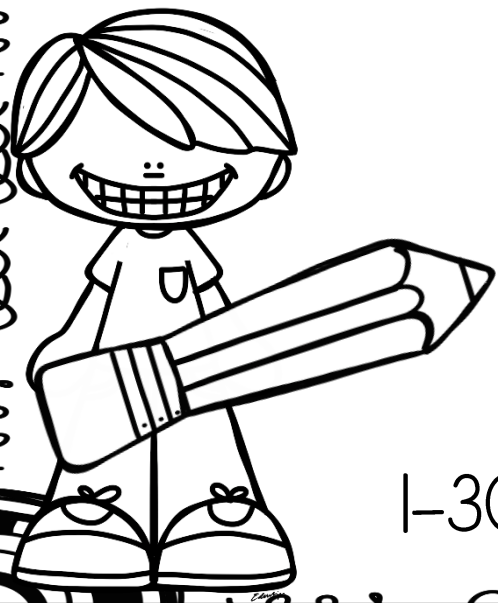


1-30

Name \_\_\_\_\_

# I Can Write My Numbers!

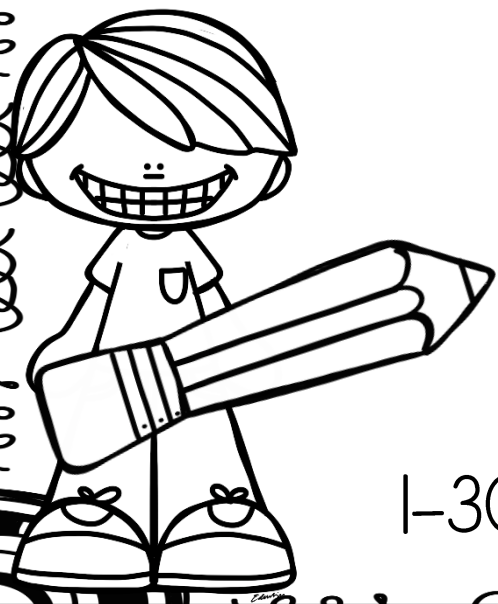
1									
11									
21									



1-30

Name \_\_\_\_\_

# I Can Write My Numbers!

1-30

Name \_\_\_\_\_



# I Can Trace My Numbers!

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



1-40

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
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



1-40

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
11									
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40



1-40

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
11									
21									
31	32	33	34	35	36	37	38	39	40

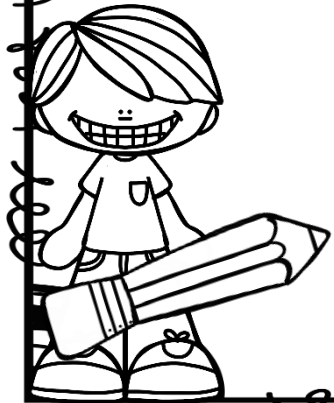


1-40

Name \_\_\_\_\_

# I Can Write My Numbers!

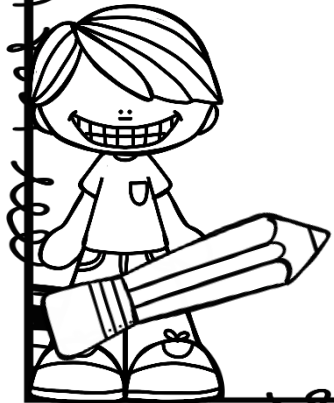
1									
1									
2									
3									



1-40

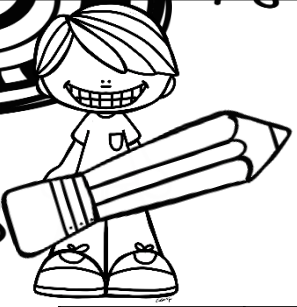
Name \_\_\_\_\_

# I Can Write My Numbers!

1-40

Name \_\_\_\_\_



# I Can Trace My Numbers!

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

1-50

Name \_\_\_\_\_



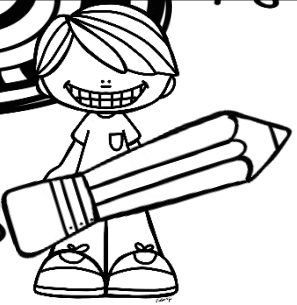
# I Can Trace My Numbers!

1									
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

1-50

Name \_\_\_\_\_



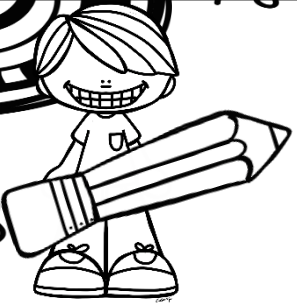


# I Can Trace My Numbers!

1									
2									
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

1-50

Name \_\_\_\_\_

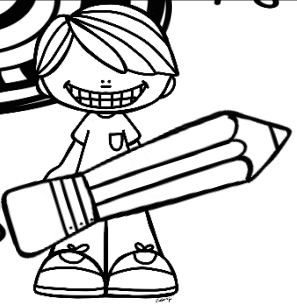


# I Can Trace My Numbers!

1									
11									
21									
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1-50

Name \_\_\_\_\_



# I Can Trace My Numbers!

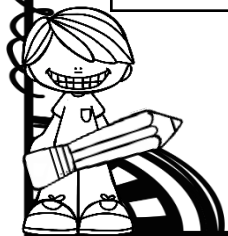
1									
1									
2									
3									
4	42	43	44	45	46	47	48	49	50

1-50

Name \_\_\_\_\_

# I Can Write My Numbers!

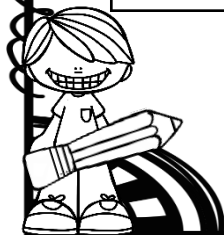
1									
1									
2									
3									
4									



1-50

Name \_\_\_\_\_

# I Can Write My Numbers!

1-50

Name \_\_\_\_\_

# I Can Write My Numbers to 100!

1									
1									
2									
3									
4									
5									
6									
7									
8									
9									

Name \_\_\_\_\_

# I Can Write My Numbers to 100!


Name



There are 5 fingers  
in a hand.

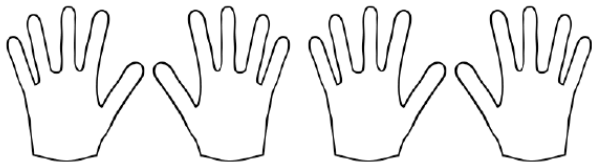
How many fingers are there in 2 hands?



How many fingers are there in 3 hands?



How many fingers are there in 4 hands?



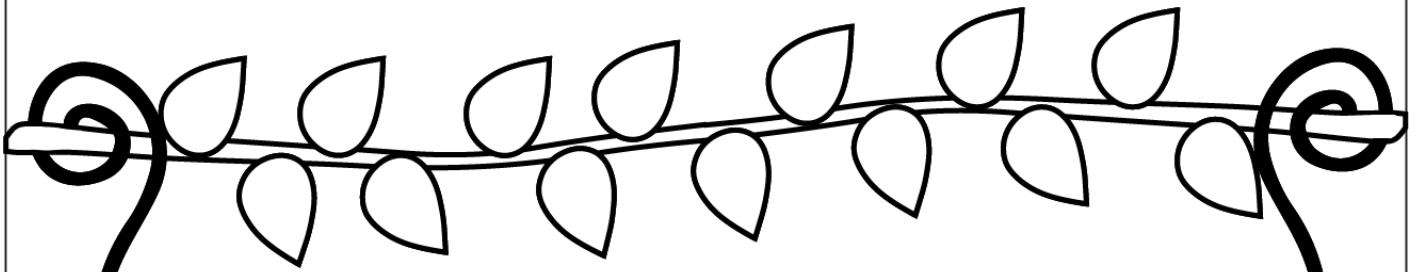
How many fingers are there in 5 hands?



How many fingers are there in 6 hands?

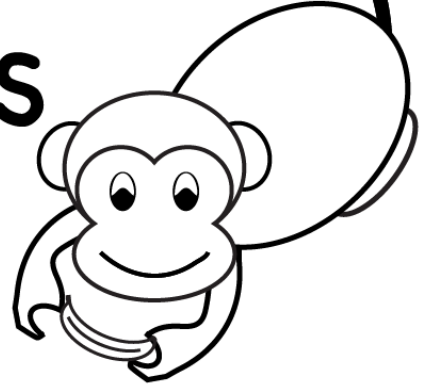
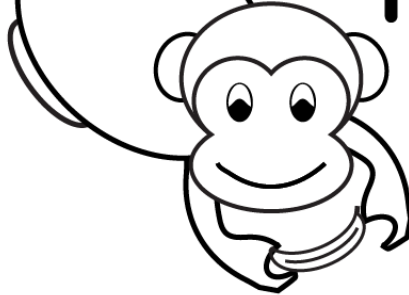






# Numbers

## 1-50



1		3		5		7		9	10
11	12		14		16		18		20
21		23		25		27		29	30
31	32		34		36		38		40
41		43		45		47		49	50

5                7

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2	8	6
---	---	---

4                6

Copyright © 2015 Whitney Begue

5	7	3
---	---	---

1                3

Copyright © 2015 Whitney Begue

0	2	4
---	---	---

7                9

Copyright © 2015 Whitney Begue

8	5	10
---	---	----

15              17

Copyright © 2015 Whitney Begue

12

18

16

10              12

Copyright © 2015 Whitney Begue

11

14

13

14              16

Copyright © 2015 Whitney Begue

15

13

19

12              14

Copyright © 2015 Whitney Begue

18

13

16

5 6

\_\_\_\_\_

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8

9

7

1 2

\_\_\_\_\_

Copyright © 2015 Whitney Begue

5

4

3

7 8

\_\_\_\_\_

Copyright © 2015 Whitney Begue

9

10

5

8 9

\_\_\_\_\_

Copyright © 2015 Whitney Begue

7

12

10

11 12 \_\_\_\_\_

Copyright © 2015 Whitney Begue

13

14

16

18 19 \_\_\_\_\_

Copyright © 2015 Whitney Begue

15

17

20

13 14 \_\_\_\_\_

Copyright © 2015 Whitney Begue

12

15

17

16 17 \_\_\_\_\_

Copyright © 2015 Whitney Begue

18

19

14

\_\_\_\_\_ 9 10

Copyright © 2015 Whitney Begue

8	9	7
---	---	---

\_\_\_\_\_ 1 2

Copyright © 2015 Whitney Begue

3	0	5
---	---	---

\_\_\_\_\_ 6 7

Copyright © 2015 Whitney Begue

9	4	5
---	---	---

\_\_\_\_\_ 4 5

Copyright © 2015 Whitney Begue

2	3	6
---	---	---

\_\_\_\_\_ 14 15

Copyright © 2015 Whitney Begue

13

12

16

\_\_\_\_\_ 19 20

Copyright © 2015 Whitney Begue

18

17

14

\_\_\_\_\_ 12 13

Copyright © 2015 Whitney Begue

10

15

11

\_\_\_\_\_ 16 17

Copyright © 2015 Whitney Begue

18

15

14



$$0 + \square = 5$$

$$5 + \square = 5$$

$$\square + 4 = 5$$

$$4 + 1 = \square$$

$$2 + 3 = \square$$

$$\square + 2 = 5$$

$$3 + 2 = \square$$

$$2 + \square = 5$$

$$4 + \square = 5$$

$$1 + 4 = \square$$





$$0 + 5 = 5$$

$$5 + 0 = 5$$

$$1 + 4 = 5$$

$$4 + 1 = 5$$

$$2 + 3 = 5$$

$$3 + 2 = 5$$

$$3 + 2 = 5$$

$$2 + 3 = 5$$

$$4 + 1 = 5$$

$$1 + 4 = 5$$



$$0 + \square = 10$$

$$10 + 0 = \square$$

$$\square + 9 = 10$$

$$\square + 1 = 10$$

$$2 + 8 = \square$$

$$8 + \square = 10$$

$$\square + 7 = 10$$

$$7 + \square = 10$$

$$4 + \square = 10$$

$$6 + 4 = \square$$

$$5 + \square = 10$$

$$5 + 5 = \square$$



$$0 + 10 = 10$$

$$10 + 0 = 10$$

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$3 + 7 = 10$$

$$7 + 3 = 10$$

$$4 + 6 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

$$5 + 5 = 10$$



$$\square + 20 = 20$$

$$1 + 19 = \square$$

$$2 + \square = 20$$

$$\square + 17 = 20$$

$$\square + 16 = 20$$

$$5 + 15 = \square$$

$$6 + \square = 20$$

$$\square + 13 = 20$$

$$8 + 12 = \square$$

$$9 + \square = 20$$

$$\square + 10 = 20$$

$$20 + 0 = \square$$

$$19 + \square = 20$$

$$18 + \square = 20$$

$$17 + 3 = \square$$

$$\square + 4 = 20$$

$$15 + \square = 20$$

$$14 + 6 = \square$$

$$\square + 7 = 20$$

$$12 + \square = 20$$

$$11 + 9 = \square$$

$$10 + 10 = \square$$



$$\boxed{0} + 20 = 20$$

$$1 + 19 = \boxed{20}$$

$$2 + \boxed{18} = 20$$

$$\boxed{3} + 17 = 20$$

$$\boxed{4} + 16 = 20$$

$$5 + 15 = \boxed{20}$$

$$6 + \boxed{14} = 20$$

$$\boxed{7} + 13 = 20$$

$$8 + 12 = \boxed{20}$$

$$9 + \boxed{11} = 20$$

$$\boxed{10} + 10 = 20$$

$$20 + 0 = \boxed{20}$$

$$19 + \boxed{1} = 20$$

$$18 + \boxed{2} = 20$$

$$17 + 3 = \boxed{20}$$

$$\boxed{16} + 4 = 20$$

$$15 + \boxed{5} = 20$$

$$14 + 6 = \boxed{20}$$

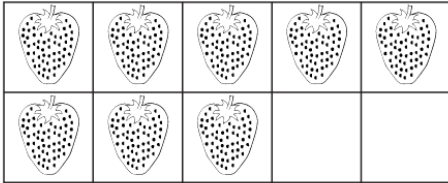
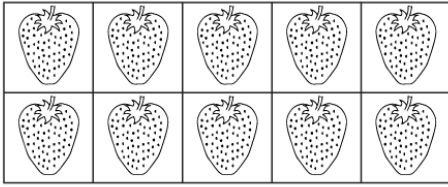
$$\boxed{13} + 7 = 20$$

$$12 + \boxed{8} = 20$$

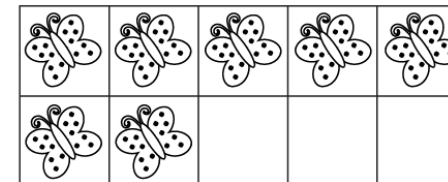
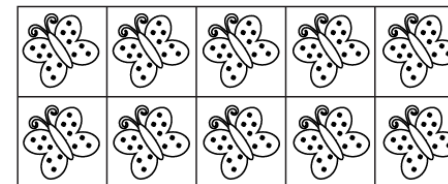
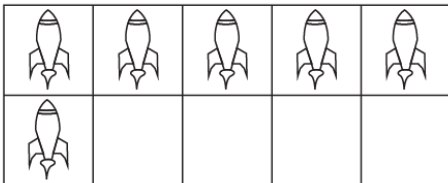
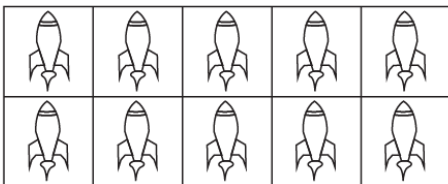
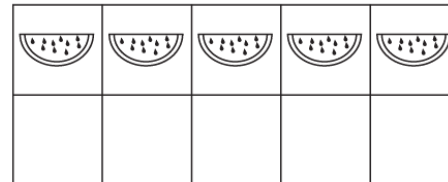
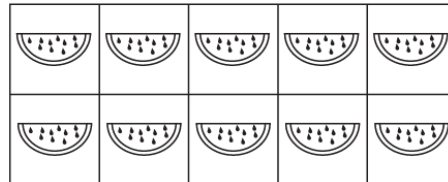
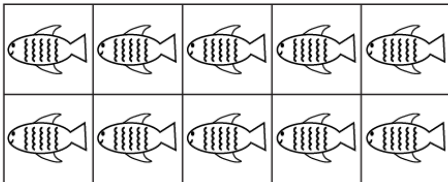
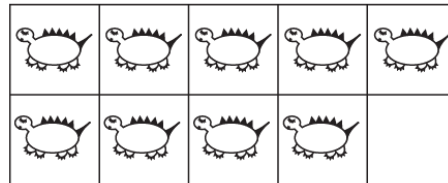
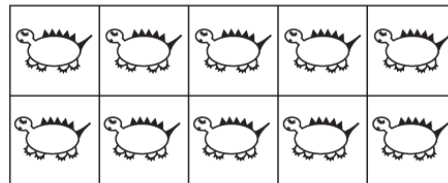
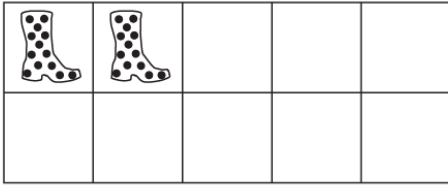
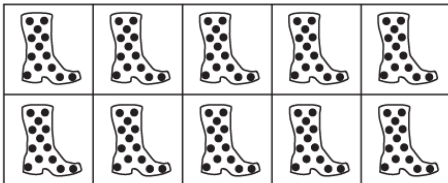
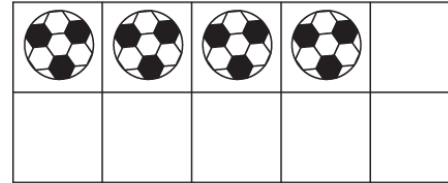
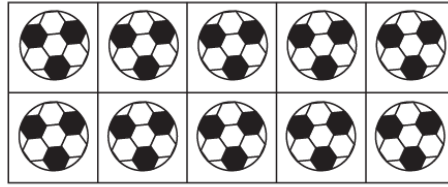
$$11 + 9 = \boxed{20}$$

$$10 + 10 = \boxed{20}$$

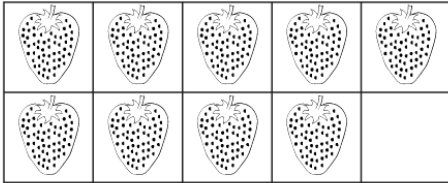
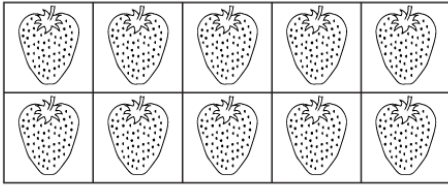
# Count and write the number.



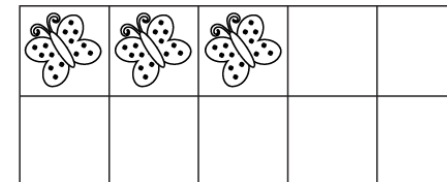
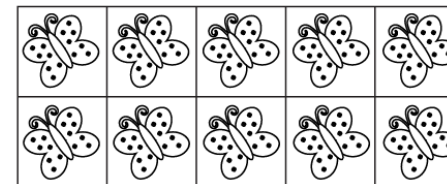
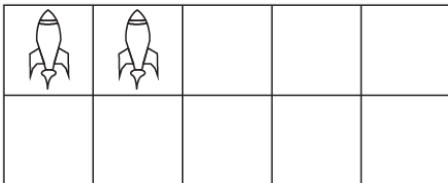
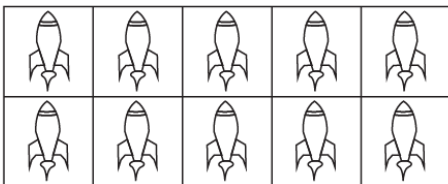
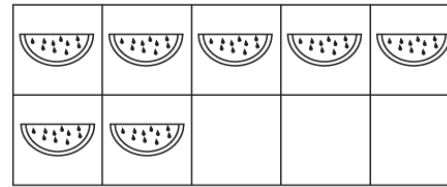
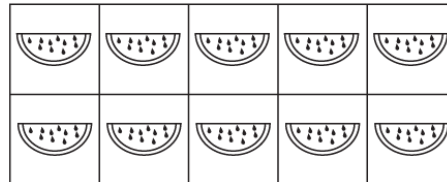
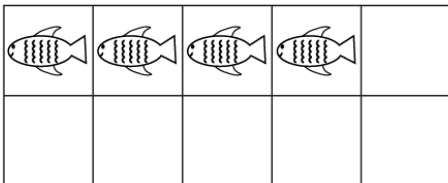
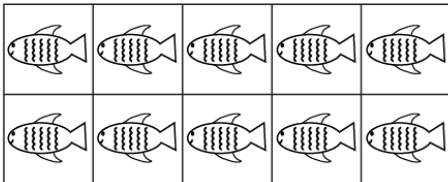
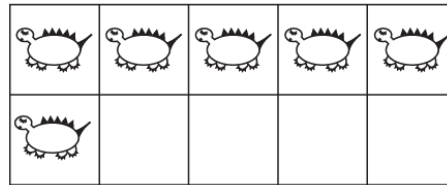
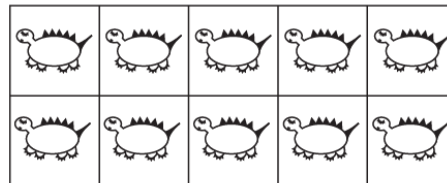
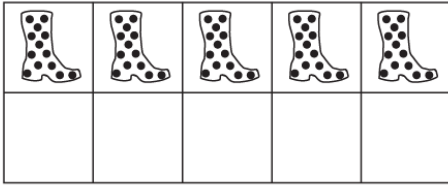
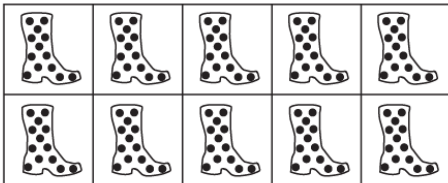
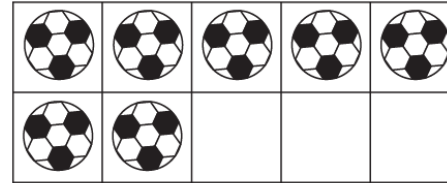
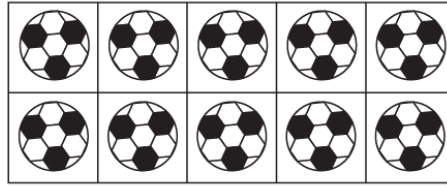
18



# Count and write the number.



19

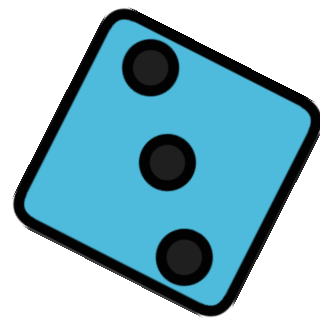




# Rolling Fluency

## Addition with 2-Addends

### Write-and-Wipe



Directions: Roll your dice, draw the dots or write the numeral for each die in the boxes below. Add the 2 die together. Record your sum on the line.

1.  +  = \_\_\_\_\_

7.  +  = \_\_\_\_\_

2.  +  = \_\_\_\_\_

8.  +  = \_\_\_\_\_

3.  +  = \_\_\_\_\_

9.  +  = \_\_\_\_\_

4.  +  = \_\_\_\_\_

10.  +  = \_\_\_\_\_

5.  +  = \_\_\_\_\_

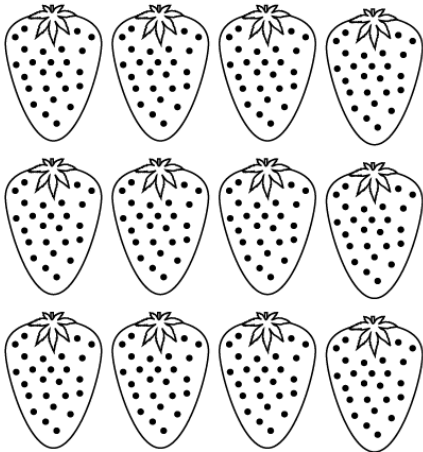
11.  +  = \_\_\_\_\_

6.  +  = \_\_\_\_\_

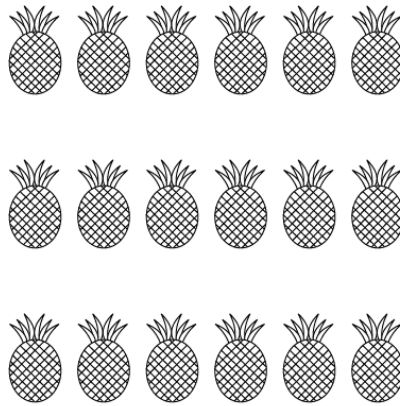
12.  +  = \_\_\_\_\_



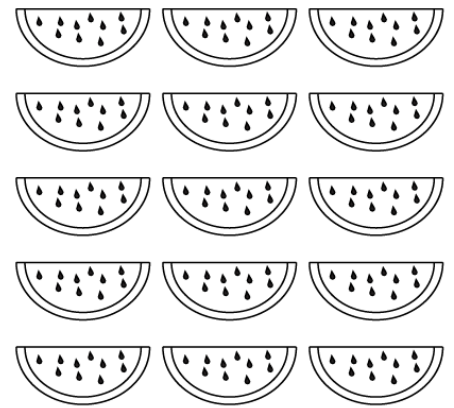
# Subtraction



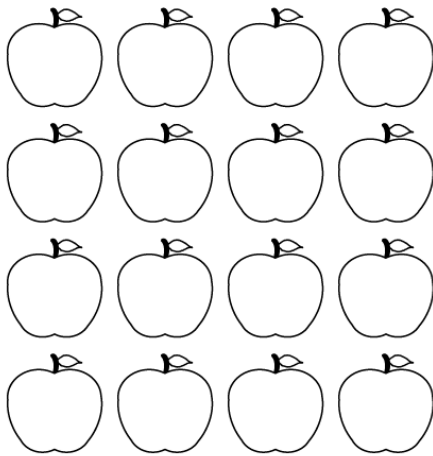
$12 - 3 = \square$



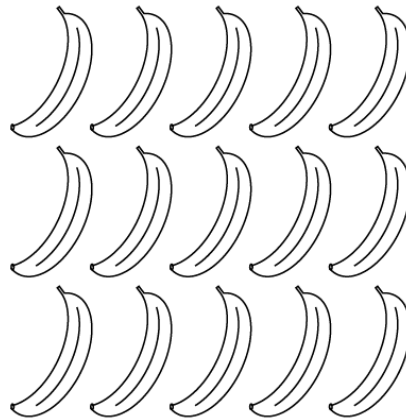
$18 - 5 = \square$



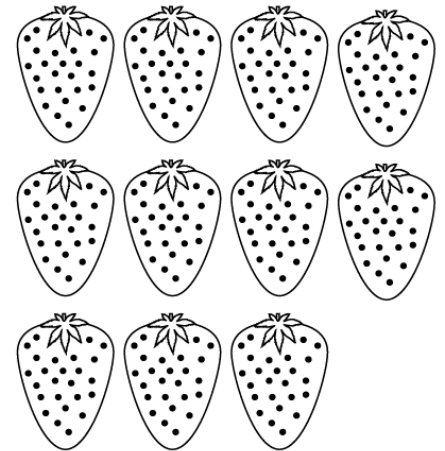
$15 - 4 = \square$



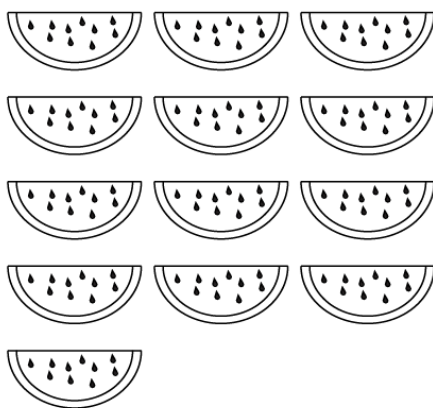
$16 - 8 = \square$



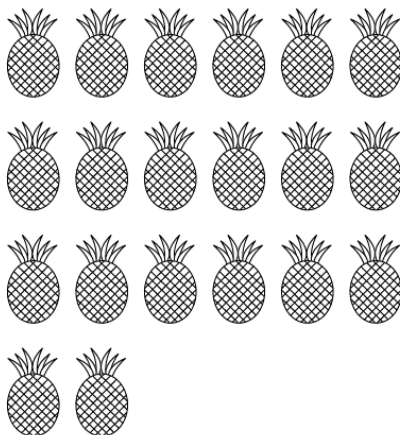
$15 - 3 = \square$



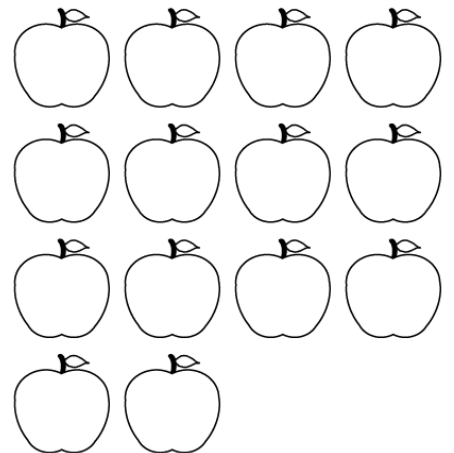
$11 - 8 = \square$



$13 - 7 = \square$

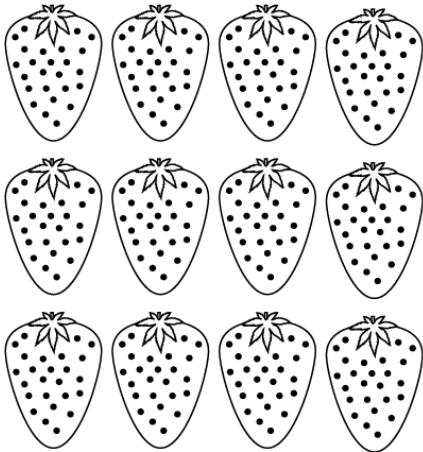


$20 - 8 = \square$

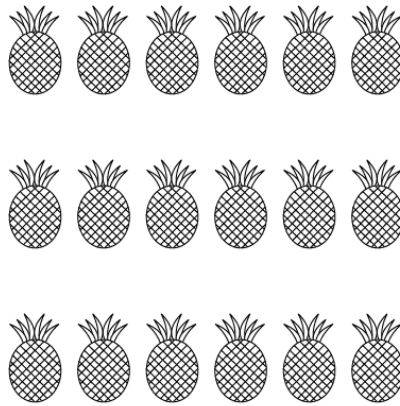


$14 - 9 = \square$

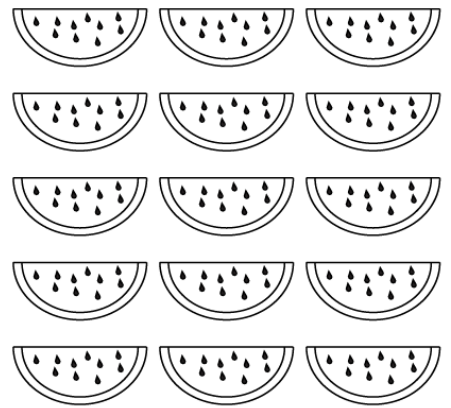
# Subtraction



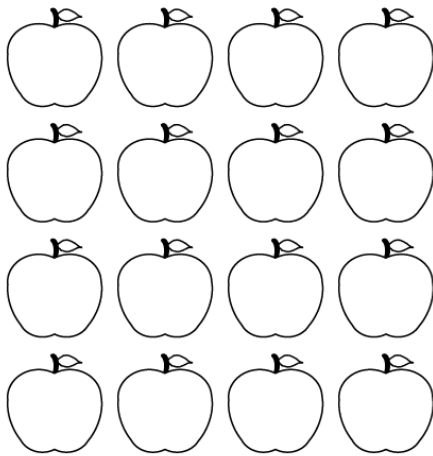
$12 - 8 = \square$



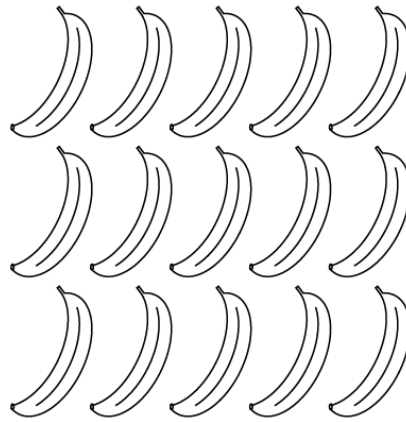
$18 - 8 = \square$



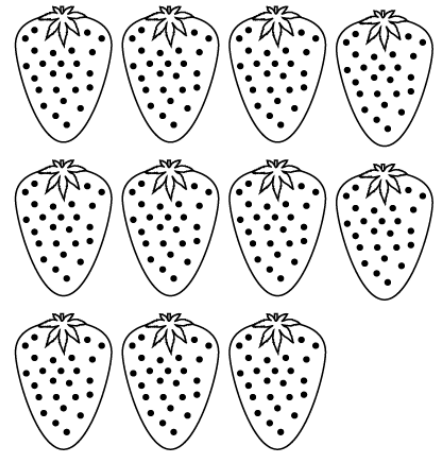
$15 - 9 = \square$



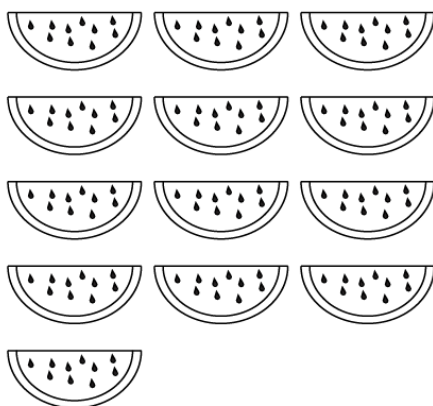
$16 - 7 = \square$



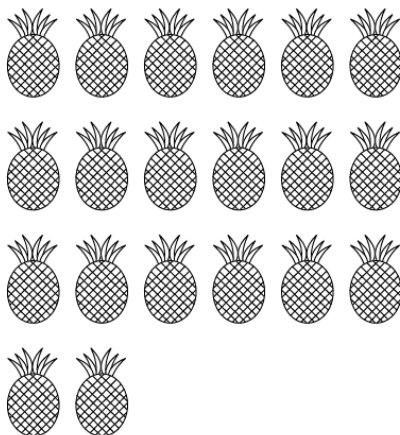
$15 - 8 = \square$



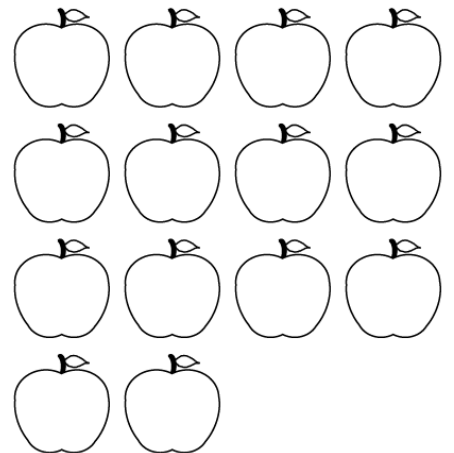
$11 - 5 = \square$



$13 - 9 = \square$

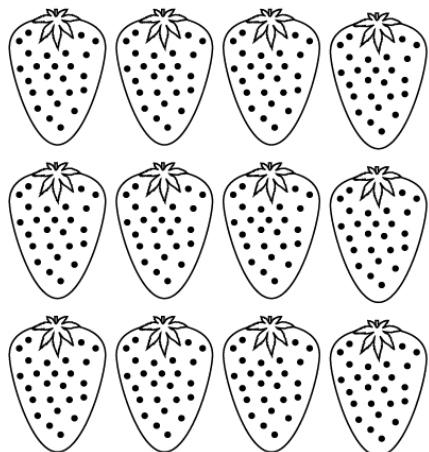


$20 - 7 = \square$

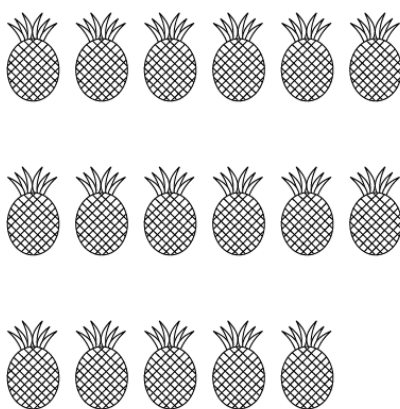


$14 - 8 = \square$

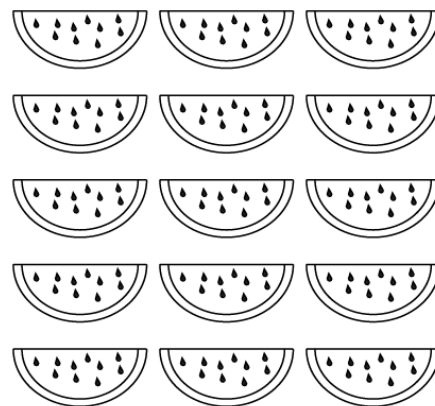
# Subtraction



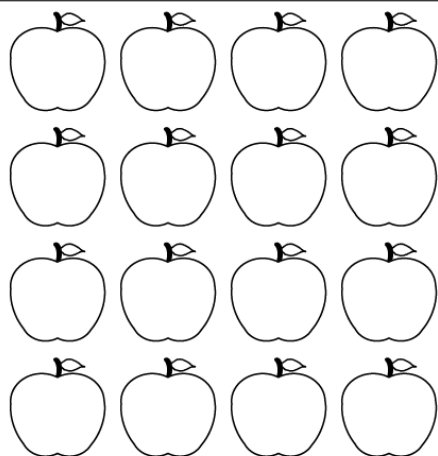
$12 - 4 = \square$



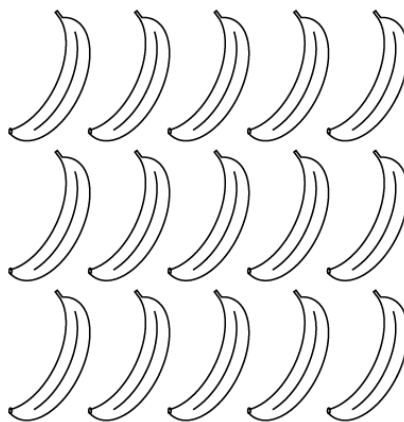
$17 - 8 = \square$



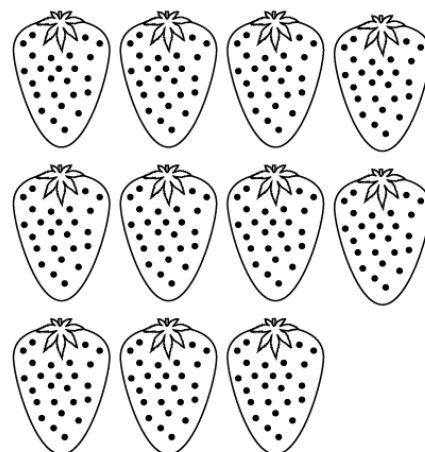
$15 - 6 = \square$



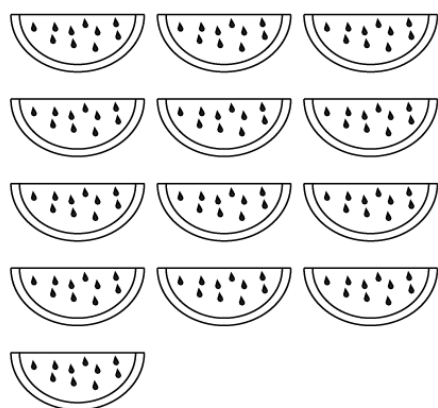
$16 - 9 = \square$



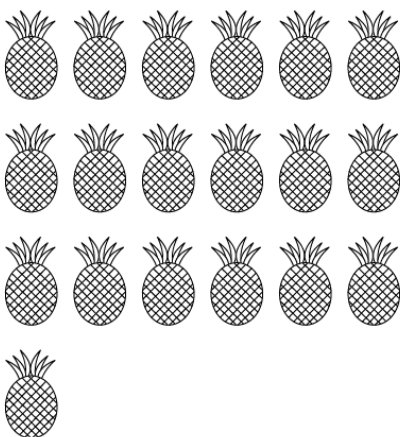
$15 - 9 = \square$



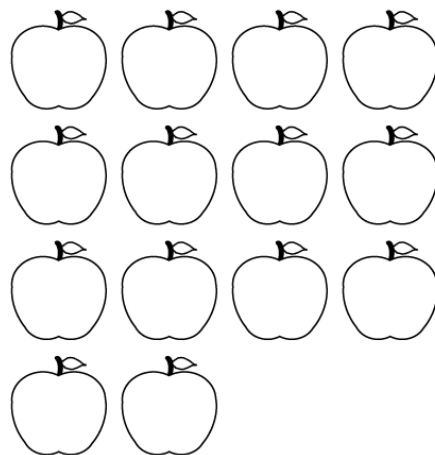
$11 - 5 = \square$



$13 - 3 = \square$



$19 - 7 = \square$



$14 - 5 = \square$