Dear Parents,

The PTA is very pleased to continue to offer a “Bridge the Gap” booklet to every student at Linton Springs Elementary School. The summer is a great time to relax and spend time with our families; it is also a time when kids forget some of the things they learned in the past school year. A little time spent practicing these skills can go a long way to helping them adjust in the fall.

Located on the LSE website under the PTA section is a “Bridge the Gap” booklet ([http://www.carrollk12.org/lse/pta/programs](http://www.carrollk12.org/lse/pta/programs)). Please choose the grade your child is going into in the fall. This booklet is meant to be completed by the student, however, parental involvement maybe needed as well. We recommend students work on this book a page or two at a time. There will not be a grade given to the student for completing the workbook. However, there is a sheet to return located in each book if your child made an effort to complete the book. Every student that completes the workbook, and turns in this sheet by Sept 9th will receive a gift bag. If you have a question please contact Carol Taylor at carolrt17@gmail.com

Thank you and have a great summer!

Your PTA

Additional resources

The following resources are not a requirement for the Bridge the Gap program. If you are looking for any additional educational activities there are a variety of resources listed. If you are looking for computer based resources for your student check out some of the following internet resources:

- [www.carrollk12.org/lse/media/default.asp](http://www.carrollk12.org/lse/media/default.asp) Located on the LSE page is a “Media” link. Once on the Media page scroll down to find some great resources to include the Destiny Online Catalog (Dream Box, Connected, Raz, XtraMath, and several more). Your student will use the same login credentials from the school year.

- Math based online activities:
  - [bedtimemath.org/](http://bedtimemath.org/)
  - [www.gregtangmath.com](http://www.gregtangmath.com)
• www.mathplayground.com

ELA based online activities:
• www.kizphonics.com/materials/phonics-games
• www.sadlier-oxford.com/phonics/student.cfm
• http://www.scholastic.com/summerreading/ - Join Scholastic’s Summer Reading Under the Stars. Feed the Reading Meter by logging in your books. Earn prizes for reading. Find suggestions for great books to read.
• http://www.barnesandnoble.com/summerreading/ - Barnes and Noble Summer Reading Program: “Imagination’s Destination”- Read 8 books to earn a free paperback book!

Common Core based worksheets: Many worksheets within this document have been borrowed from the following sources.
• http://www.greatschools.org/
• http://www.commoncoresheets.com

******************************************************************************

Please fill out and return the bottom portion of this sheet if you worked on the bridging the gap book this summer for a gift bag. This sheet must be turned in by Sept 9th.

Bridge the Gap

Student Name: ___________________________________________________________

Grade: _________________________________________________________________

Teacher: _______________________________________________________________

******************************************************************************
Antonyms

An antonym is a word that has an opposite meaning to another word. 
light is an antonym of dark
off is an antonym of on
Words can have more than one antonym.
How many antonyms for big can you think of? Write them here.

Draw lines to join the words that are antonyms.

back last few empty
first front full over
give take under many

Now write the antonyms of these words. Choose from the words in the box.
cold ...........................................
come ...........................................
down ...........................................
good ...........................................
out ...........................................
new ...........................................
night ...........................................
push ...........................................
in ...........................................
up ...........................................
hot ...........................................
go ...........................................
pull ...........................................
old ...........................................
day ...........................................
bad ...........................................
Determine which letter best describes the shaded portion.

1) A. Two Quarters  
   B. Four Quarters  
   C. One Quarter

2) A. Two Quarters  
   B. One Quarter  
   C. Three Quarters

3) A. Two Quarters  
   B. One Quarter  
   C. Three Quarters

4) A. Two Halves  
   B. Two Quarters  
   C. One Quarter

5) A. Two Quarters  
   B. One Quarter  
   C. Three Quarters

6) A. Two Quarters  
   B. Four-Fourths  
   C. One Quarter

7) A. Two Quarters  
   B. One-Fourth  
   C. Three Quarters

8) A. Two Quarters  
   B. Three-Fourths  
   C. One Quarter

9) A. One Quarter  
   B. Three Quarters  
   C. One Half

10) A. One Quarter  
    B. Three-Fourths  
    C. Two Quarters

11) A. Three Quarters  
    B. Two Quarters  
    C. One Quarter

12) A. Four Quarters  
    B. One Quarter  
    C. Two Quarters
Make a paper airplane! Try making the Eagle! This is a very stable plane. It can fly straight with little adjustment. Curve the elevators up for loops.

For more airplane instructions please visit:
http://www.ncgraphicarts.com/ryan/other/planes.htm
Word Scramble

Directions: Use the letters below to make some words. All the letters make a word. See if you can find the word. If you can make more than 10 words with these letters that is outstanding!

mtimensere

_________________________  ___________________________

_________________________  ___________________________

_________________________  ___________________________

_________________________  ___________________________

_________________________  ___________________________

_________________________  ___________________________

_________________________  ___________________________
Determine which number correctly answers both equations.

1) \[ _____ + 2 = 16 \]
   \[ 16 - 2 = _____ \]

2) \[ _____ + 4 = 18 \]
   \[ 18 - 4 = _____ \]

3) \[ _____ + 8 = 13 \]
   \[ 13 - 8 = _____ \]

4) \[ _____ + 4 = 19 \]
   \[ 19 - 4 = _____ \]

5) \[ _____ + 6 = 20 \]
   \[ 20 - 6 = _____ \]

6) \[ _____ + 9 = 19 \]
   \[ 19 - 9 = _____ \]

7) \[ _____ + 4 = 10 \]
   \[ 10 - 4 = _____ \]

8) \[ _____ + 9 = 15 \]
   \[ 15 - 9 = _____ \]

9) \[ _____ + 1 = 16 \]
   \[ 16 - 1 = _____ \]

10) \[ _____ + 2 = 20 \]
    \[ 20 - 2 = _____ \]

11) \[ _____ + 1 = 19 \]
    \[ 19 - 1 = _____ \]

12) \[ _____ + 9 = 14 \]
    \[ 14 - 9 = _____ \]

13) \[ _____ + 3 = 18 \]
    \[ 18 - 3 = _____ \]

14) \[ _____ + 1 = 20 \]
    \[ 20 - 1 = _____ \]

15) \[ _____ + 2 = 19 \]
    \[ 19 - 2 = _____ \]

16) \[ _____ + 13 = 20 \]
    \[ 20 - 13 = _____ \]

17) \[ _____ + 7 = 15 \]
    \[ 15 - 7 = _____ \]

18) \[ _____ + 7 = 20 \]
    \[ 20 - 7 = _____ \]

19) \[ _____ + 5 = 16 \]
    \[ 16 - 5 = _____ \]

20) \[ _____ + 4 = 20 \]
    \[ 20 - 4 = _____ \]
Determine the quantity of groups of ten. Then find the total number of smaller blocks.

Ex)

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex:</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
</tbody>
</table>
Compare the number of shapes.

1) Are there less □ or less 🍓?
   A. □
   B. 🍓

2) Are there more □ or more 🍓?
   A. □
   B. 🍓

3) Are there more 🍃 or more 🍒?
   A. 🍃
   B. 🍒

4) Are there less 🍓 or less ○?
   A. 🍓
   B. ○

5) Are there more 🍎 or more 🏀?
   A. 🍎
   B. 🏀

6) Are there less 🍊 or less 🍓?
   A. 🍊
   B. 🍓
**Tee off With Synonyms**

**Directions:** Synonyms are words that have almost the same meaning. On each flag, write a word from the golf bag to make a synonym pair.

1. talk
2. quick
3. small
4. terrific
5. simple
6. frighten
7. mad
8. silly

- easy
- scare
- speedy
- little
- great
- foolish
- speak
- angry
Solve each problem.

1) $2 + 2 + 4 = \underline{\quad}$

2) $6 + 6 + 2 = \underline{\quad}$

3) $1 + 2 + 4 = \underline{\quad}$

4) $2 + 2 + 2 = \underline{\quad}$

5) $8 + 9 + 2 = \underline{\quad}$

6) $8 + 2 + 2 = \underline{\quad}$

7) $3 + 12 + 2 = \underline{\quad}$

8) $2 + 2 + 16 = \underline{\quad}$

9) $2 + 8 + 1 = \underline{\quad}$

10) $2 + 1 + 5 = \underline{\quad}$

11) $4 + 5 + 2 = \underline{\quad}$

12) $5 + 9 + 2 = \underline{\quad}$

13) $7 + 8 + 2 = \underline{\quad}$

14) $11 + 2 + 7 = \underline{\quad}$

15) $3 + 2 + 5 = \underline{\quad}$
Create a chart and then answer the questions.

The list below shows the number of different drinks a grocery store sold in a day.

<table>
<thead>
<tr>
<th>Soda</th>
<th>Milk</th>
<th>Water</th>
<th>Milk</th>
<th>Milk</th>
<th>Milk</th>
<th>Milk</th>
<th>Water</th>
<th>Milk</th>
</tr>
</thead>
</table>

Organize the list of drinks sold into a chart.

<table>
<thead>
<tr>
<th>Water</th>
<th>Milk</th>
<th>Soda</th>
</tr>
</thead>
</table>

4) Did they sell more milk or more water?
5) Did they sell less milk or less water?
6) Which drink sold the most?
7) Which drink sold the least?

The list below shows the different pets in a pet store.

<table>
<thead>
<tr>
<th>Cat</th>
<th>Dog</th>
<th>Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>Cat</td>
<td>Cat</td>
</tr>
<tr>
<td>Fish</td>
<td>Cat</td>
<td></td>
</tr>
</tbody>
</table>

Organize the list of pets into a chart.

<table>
<thead>
<tr>
<th>Fish</th>
<th>Dog</th>
<th>Cat</th>
</tr>
</thead>
</table>

11) Were there more cats or fish?
12) Were there less cats or fish?
13) Which pet was there the most of?
14) Which pet was there the least of?
Counting Practice

**Directions:** When you can correctly count to the indicated number using the pattern have an adult initial your log. You may fill in your own pattern on the last row.

**Counting Log**

<table>
<thead>
<tr>
<th>Counting Pattern</th>
<th>Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting by 1’s to</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Counting by 2’s to</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Counting by 5’s to</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Counting by 10’s to</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Counting by ____ to ___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make a list of three ways you used numbers today.

1. ______________________________________________

2. ______________________________________________

3. ______________________________________________
Do Your Verbs Agree?

A verb is a word that often shows action, such as walk, ride, and dance. The form of the verb must agree with, or match, the noun doing the action. When a verb tells about a noun that names one person, place, or thing, it usually ends with s. When a verb tells about a noun that names more than one person, place, or thing, it usually does not end with s.

Examples:
The lion roars.
The lions roar.

Read the following sentences.

Write the correct form of the verb for each sentence.

1. A circus _________ to town each year. (coine, comes)
2. Children _________ the circus. (like, likes)
3. Clowns _________ funny costumes. (wear, wears)
4. One clown _________ a big hat. (wear, wears)
5. An acrobat _________ from a rope. (swing, swings)
6. Horses _________ in the circus ring. (dance, dances)
7. Elephants _________ in a row. (walk, walks)
8. A playful monkey _________ to the crowd. (wave, waves)
9. A dog _________ through a hoop. (jump, jumps)
10. The happy seal _________ a horn. (toot, toots)
11. Balloons _________ into the air. (rise, rises)
12. The people _________ their hands. (clap, claps)

Try This! Write a sentence about one or more circus performers. Circle the noun and underline the verb in your sentence.
Inference

Remember: Use story clues and what you already know to figure out things that the story doesn’t tell you.

A. Read the story. Circle the words that best complete each sentence.

When the sun came up, Jan and Dad took a trip. They swam in the water, and played in the sand. Jan found many shells. When it was time to go home, Jan asked, “Can we come back some day?”

1. Jan and Dad took a trip ________
   in the morning    after lunch    at night

2. They went to ________
   a meadow    school    the beach

3. Jan wanted to come back some day because ________
   she was tired    she had fun    she liked the boat

B. On another paper, write a sentence about something you’d like to do on a trip.
Making Deductions

Directions: Look at the clues below. Fill in the menu. What day is it?

1. Mom fixed pizza on Monday.
2. Dad fixed cheese rolls the day before that.
3. Tess made meat pie three days before that.
4. Tom fixed corn-on-the-cob the day before Tess made meat pie.
5. Mom fixed hotdogs the day after Tess made meat pie.
6. Tess cooked fish the day before Dad fixed cheese rolls.
7. Dad is making chicken today. What day is it?__________

Menu

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>
Draw a Character From Your Favorite Book!

Write a sentence about what happened in the book.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
A Dog’s Logic

Directions: Using the picture, Circle the correct answer for each row.

Row A – Circle the number of dogs in the circle.
Row B – Circle the number of dogs in the square.
Row C – Circle the number of dogs not in a shape.
Row D – Circle the total number of dogs.
Draw Your Favorite Animal!

Write a sentence about where your animal lives and eats.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Accuracy

Your teacher checks your reading, writing, spelling, and punctuation. You can check work, too. Check this work by marking the sentences that are correct. Correct the sentences that are wrong, then write them down.

They am running fast.
Dad has his own mug.
I are seven years old.
Me name is Mo.
I like this cartoon.
Mum likes his card.
We was play tag.
Did you here the phone?

Now check this work. Write the sentences correctly using capital letters, commas, periods, and exclamation points.

tim ben mary and sally are my best friends

give me that pencil – it’s mine

here comes spot the dog. come here spot
### Time Yourself For Fun!

**Subtraction Facts**

**Directions:** Set a timer for 2 minutes. Then see how many facts you can do in that time. Good Luck!

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-3=</td>
<td>10-6=</td>
<td>4-1=</td>
<td></td>
</tr>
<tr>
<td>9-1=</td>
<td>3-3=</td>
<td>5-5=</td>
<td></td>
</tr>
<tr>
<td>1-0=</td>
<td>3-1=</td>
<td>7-5=</td>
<td></td>
</tr>
<tr>
<td>10-10=</td>
<td>9-2=</td>
<td>5-2=</td>
<td></td>
</tr>
<tr>
<td>2-1=</td>
<td>5-4=</td>
<td>3-0=</td>
<td></td>
</tr>
<tr>
<td>8-4=</td>
<td>8-6=</td>
<td>9-5=</td>
<td></td>
</tr>
<tr>
<td>8-5=</td>
<td>4-4=</td>
<td>7-7=</td>
<td></td>
</tr>
<tr>
<td>10-7=</td>
<td>4-2=</td>
<td>5-0=</td>
<td></td>
</tr>
<tr>
<td>6-0=</td>
<td>8-8=</td>
<td>7-3=</td>
<td></td>
</tr>
<tr>
<td>5-1=</td>
<td>10-4=</td>
<td>1-1=</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Determine the time on the clock.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
Color Each Shape and Name

1. Color each
2. Color each

3. Color each
4. Color each
Draw Your Favorite Vacation Moment!

Write 2 sentences about your vacation.
1.


2.


**Nouns are Naming Words**

**Directions:** Write these naming words in the correct box.

<table>
<thead>
<tr>
<th>Store</th>
<th>Zoo</th>
<th>Child</th>
<th>Baby</th>
<th>Teacher</th>
<th>Table</th>
<th>Cat</th>
<th>Park</th>
<th>Gym</th>
<th>Woman</th>
<th>Sock</th>
<th>Horse</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
What Time Is It?

Directions: Read each word problem. Write the numbers. Then write the answer.

The long hand shows the minutes. It is on the 12. It is called the minute hand.
The short hand shows the hours. It is on the 9. It is called the hour hand.
The time is 9 o’clock, or 9:00.

Write the time on the lines.

A. ___________ o’clock
B. ___________ o’clock
C. ___________ o’clock

D. ___________ o’clock
E. ___________ o’clock
F. ___________ o’clock

5:00
Word Bank

Directions: Choose a word from the word bank to answer each question. Write your answer in the blank.

<table>
<thead>
<tr>
<th>hat</th>
<th>book</th>
<th>ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>door</td>
<td>bed</td>
<td>school</td>
</tr>
</tbody>
</table>

1. Where do we go to learn things?

_________________________________

2. What is something that we can sleep on?

_________________________________

3. What can you open?

_________________________________

4. What can you read?

_________________________________

5. What is round?

_________________________________

6. What can you wear on your head?

_________________________________
**Inch by Inch**

**Directions:** Measure the length of each object below.

A. [Image of an object with 2 inches indicated]

B. [Image of an object with unknown length]

C. [Image of a pencil with 4 inches indicated]

D. [Image of a crayon with 3 inches indicated]

E. [Image of a paper clip with 1 inch indicated]
Compound words

The word jigsaw is made up of two words put together (jig + saw). Can you pair up these jigsaw pieces to make other compound words? Remember: A compound word is a word made up of two other words.

snow
barrow
eye
over
ball
port
lace
wheel
post
shoe
suit
case
take
lash
card
air

Write the compound words here.

snowball
Directions: Solve each problem.

1) Emily picked up four pieces of paper from the floor. If Paul picked up four pieces, how many did they pick up total?

2) For Halloween Cody got nine pounds of candy and Isabel got four pounds of candy. What is the combined weight they received?

3) A grocery store had nine bottles of regular soda and five bottles of diet soda. How many bottles did they have total?

4) Frank was playing basketball with his friend. Frank scored eight points and his friend scored eight points. How many points did they score total?

5) Mike owned five video games. For his birthday he got ten more. How many games did Mike have total?

6) A pet store had nine birds that talked and eight that didn’t. How many birds did the pet store have total?

7) While playing a game Victor had six points. If he scored another ten points, how many points would he have total?

8) Wendy had two DS games. If she bought fourteen more games, how many would she have total?

9) A store sold eight cold drinks and seven hot drinks. How many drinks did they sell total?

10) For a party John spent four dollars on food and fourteen dollars on drinks. How much did John spend total?

11) Nancy had four fish and her sister had thirteen fish. How many fish did they have total?

12) A pet store had six kittens. If they got another four kittens, how many would they have total?
Tens, Tens, Tens

2 tens = 20

Draw a circle around each set of ten. Write the tens. Then write the number.

A.

How many?

4 tens = 40

B.

___ tens =

C.

___ tens =
Science

Directions: Unscramble the letters to learn more about plants. Use the word bank below.

wen  tanlp
dese  taco
detsor  ofdo

wefolr  fale
mets  toor

Word Bank
stem  new plant
root  seed coat
leaf  water
stored food  sunlight
carbon dioxide  flower

Plants need these to make their own food:

bronca idoxdie  
tewar  
nusgilht  
Reading Tables

Directions: Use the table to help you answer the questions below.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheetah</td>
<td>70 MPH</td>
</tr>
<tr>
<td>Horse</td>
<td>48 MPH</td>
</tr>
<tr>
<td>Lion</td>
<td>40 MPH</td>
</tr>
<tr>
<td>Giraffe</td>
<td>35 MPH</td>
</tr>
<tr>
<td>Panda</td>
<td>25 MPH</td>
</tr>
<tr>
<td>Pig</td>
<td>10 MPH</td>
</tr>
<tr>
<td>Tortoise</td>
<td>2 MPH</td>
</tr>
<tr>
<td>Sloth</td>
<td>1/6 MPH</td>
</tr>
</tbody>
</table>

1. Which animal runs the fastest?

2. Which animals run slower than the panda?

3. How many miles can a horse run in one hour?

4. How many miles can a pig run in TWO hours?

5. How much faster can a giraffe run than a tortoise?
Alphabetically Speaking

Directions: Read the words on the dinosaur. Write the words in a-b-c order.
Addition fact fluency.

Solve each fact as quickly as you can. See if you can do it in 2 min 30 sec.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + 5</td>
<td>4 + 1</td>
<td>6 + 2</td>
</tr>
<tr>
<td>2 + 7</td>
<td>8 + 2</td>
<td>5 + 1</td>
</tr>
<tr>
<td>3 + 3</td>
<td>7 + 3</td>
<td>2 + 5</td>
</tr>
<tr>
<td>9 + 0</td>
<td>1 + 8</td>
<td>4 + 6</td>
</tr>
<tr>
<td>1 + 6</td>
<td>4 + 5</td>
<td>5 + 4</td>
</tr>
<tr>
<td>9 + 1</td>
<td>3 + 2</td>
<td>3 + 1</td>
</tr>
<tr>
<td>3 + 5</td>
<td>7 + 1</td>
<td>3 + 4</td>
</tr>
<tr>
<td>3 + 7</td>
<td>5 + 0</td>
<td>0 + 7</td>
</tr>
<tr>
<td>4 + 4</td>
<td>1 + 1</td>
<td>2 + 2</td>
</tr>
<tr>
<td>10 + 0</td>
<td>6 + 3</td>
<td>0 + 4</td>
</tr>
</tbody>
</table>
Addition fact fluency.

Solve each fact as quickly as you can. See if you can do it in 4 minutes.

| 4 + 0 = | 2 + 7 = | 2 + 3 = | 2 + 9 = |
| 2 + 2 = | 0 + 5 = | 4 + 2 = | 2 + 5 = |
| 3 + 4 = | 3 + 3 = | 0 + 6 = | 6 + 2 = |
| 9 + 3 = | 5 + 6 = | 5 + 5 = | 7 + 0 = |
| 0 + 8 = | 3 + 5 = | 7 + 8 = | 4 + 4 = |
| 6 + 6 = | 9 + 0 = | 6 + 3 = | 5 + 4 = |
| 4 + 7 = | 7 + 7 = | 4 + 1 = | 3 + 8 = |
| 8 + 2 = | 5 + 8 = | 8 + 8 = | 1 + 5 = |
| 6 + 1 = | 7 + 3 = | 6 + 7 = | 9 + 9 = |
| 9 + 4 = | 1 + 7 = | 4 + 6 = | 6 + 8 = |
| 7 + 9 = | 9 + 5 = | 8 + 1 = | 5 + 7 = |
| 8 + 4 = | 9 + 8 = | 6 + 9 = | 1 + 9 = |
Math fact fluency.

*Solve each fact as quickly as you can. See if you can do it in 4 minutes.*

<table>
<thead>
<tr>
<th>5 - 5</th>
<th>4 - 2</th>
<th>7 - 2</th>
<th>8 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 4</td>
<td>9 - 4</td>
<td>4 - 4</td>
<td>6 - 4</td>
</tr>
<tr>
<td>10 - 5</td>
<td>6 - 5</td>
<td>9 - 5</td>
<td>6 - 3</td>
</tr>
<tr>
<td>6 - 6</td>
<td>7 - 3</td>
<td>9 - 7</td>
<td>8 - 5</td>
</tr>
<tr>
<td>10 - 8</td>
<td>10 - 6</td>
<td>10 - 7</td>
<td>10 - 2</td>
</tr>
<tr>
<td>6 - 6</td>
<td>7 - 4</td>
<td>9 - 3</td>
<td>5 - 3</td>
</tr>
<tr>
<td>10 - 0</td>
<td>6 - 5</td>
<td>9 - 3</td>
<td>9 - 9</td>
</tr>
<tr>
<td>8 - 7</td>
<td>8 - 8</td>
<td>3 - 2</td>
<td>4 - 3</td>
</tr>
<tr>
<td>3 - 1</td>
<td>11 - 2</td>
<td>6 - 2</td>
<td>10 - 9</td>
</tr>
<tr>
<td>8 - 8</td>
<td>8 - 5</td>
<td>8 - 3</td>
<td></td>
</tr>
<tr>
<td>4 - 4</td>
<td>7 - 6</td>
<td>4 - 1</td>
<td></td>
</tr>
<tr>
<td>7 - 0</td>
<td>8 - 1</td>
<td>5 - 1</td>
<td></td>
</tr>
<tr>
<td>5 - 3</td>
<td>9 - 3</td>
<td>8 - 3</td>
<td></td>
</tr>
</tbody>
</table>
### Building a Reader At Home

#### For Advanced Readers:
- Explore multiple books from the same author.
- Try out new titles for books.
- Discuss connections to literature.
- Compare and contrast books.
--explore non-fiction books.
- Many words, and make it a challenge to write them in conversation.
- Use them in conversations.
- Note interesting, new vocabulary.

#### For Beginning Readers:
- Pick a book that is at a good level.
- Read it together.
- Ask questions about the story, characters, plot.
- Read aloud.
- Make up fun activities together.
- Use picture books.
- Be an example.
- Be your child's best reader.

#### Tips for Reading:
- What words make sense?
- Skip the words that need more thought.
- Do they know most of the words?
- Do they read the words?
- Can they read the story?
- Can they understand what they are reading?
- How do they know most of the words?

#### Purpose for Reading:
- Practice reading.
- Learn new words.
- Practice comprehension.
- Practice fluency.

#### Books and Resources:
- Books children can read.
- Books children enjoy.
- Books that give your child an opportunity to explore.
- Books that are at the right level.

#### Other Tips:
- Provide a quiet, comfortable reading area.
- Read with your child every day.
- Make reading a fun activity.
- Help your child set goals for reading.
- Encourage your child to read for fun.
- Provide access to a variety of books.
- Model reading yourself.
- Ask questions about what your child is reading.
- Provide opportunities for your child to share their reading.
- Celebrate your child's reading achievements.