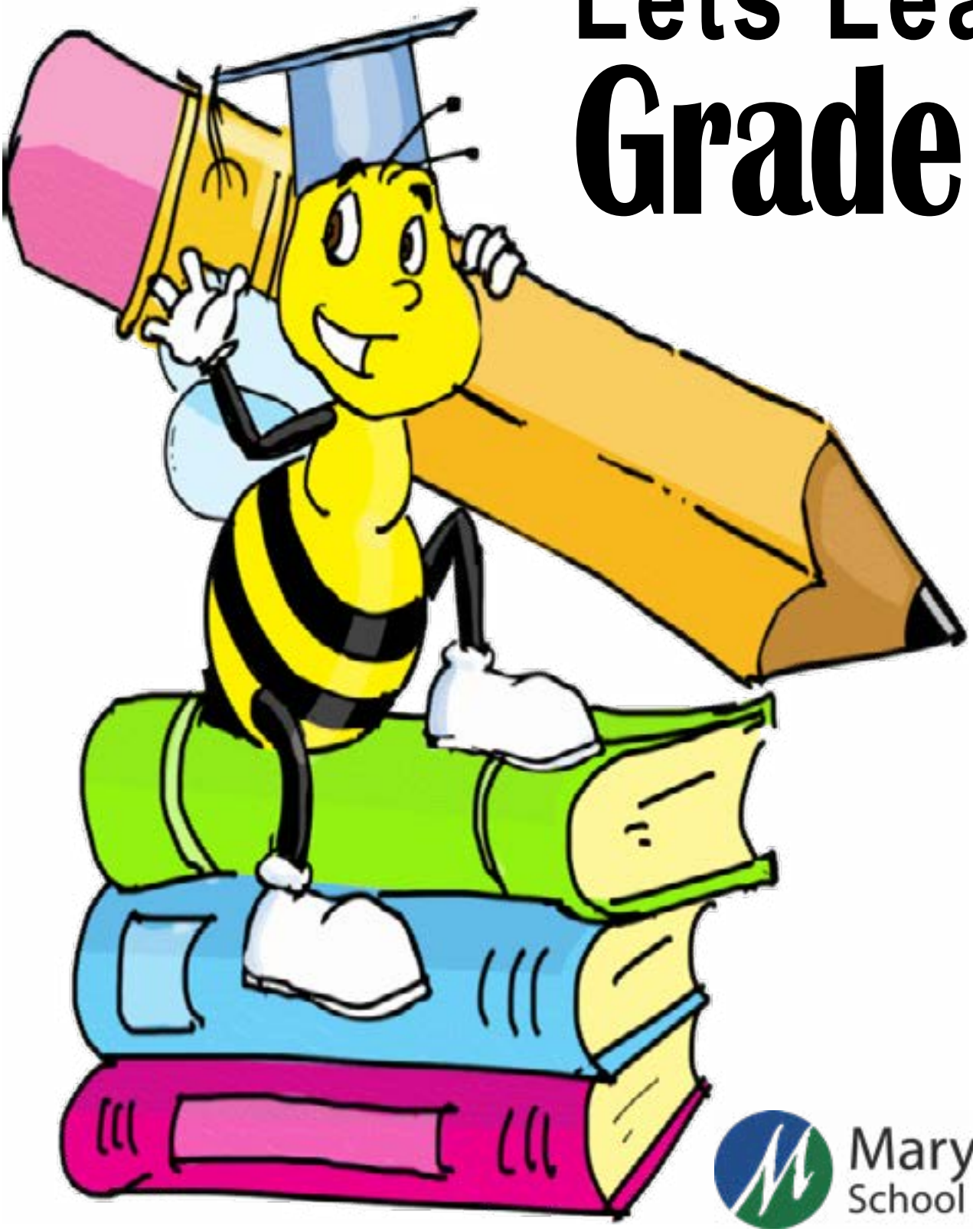
Marysville School District

Lets Learn Grade 1



Marysville School District

Families:
Education has shifted significantly for everyone in the last few weeks, and we are working hard to help ensure that each student receives instruction to help them continue to grow despite school closures.

These printed learning resource packets have been designed to provide alternatives to the online learning opportunities that we are providing; our goal is to provide alternative assignments that give students and families flexibility, allow for creativity, and increase interest and motivation.

Included in this packet, you will find academic materials that align with the learning targets at each grade level, as well as some tips and information for families who are supporting learning at home. If your student is unable to access the online platforms, they may use these materials for our distance learning platform.

Our recommendation for learning time for students is in between 60-90 minutes each day; however, we know that all families are different, so we want you to adjust times and routines to best meet your family needs.

This packet contains materials that will cover learning from 4/17/2020 through the end of April. In the first week of May, you will receive another packet of learning resources for that month.

What if my student received support services in school (English Learners, LAP/Title, Special Education services, etc.)?
Our support services staff are working closely with the general classroom teachers to assist students who need more time and support in their learning. Teachers should be reaching out to students and families to support, monitor and adjust how students are engaging in the work.

What if the work is too difficult for my student to do independently?
In the printed resources are family support resources (tips to help your student). If you need additional support in helping your student(s) to be successful, please contact your student's teacher via email or phone. Additionally, if your child is eligible for special education, your child's case manager will assist you with questions about individualized learning resources to meet your child's needs. Contact information is located on the school website. If you are unable to access the school website, please call (360) 965- 0000 for staff contact information.
In the meantime, families may adjust the workload as it fits your student's best interest.

What if my student can access some of the online learning, but not all of it? Can we use some of this packet, and some of the online materials?
Certainly. We want families to be able to select the method of instruction that best fits their family needs. Work with your student's classroom teacher to develop a plan that works best for your family.

Reading & Writing

Name _____

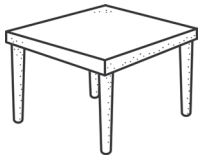
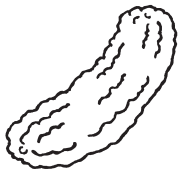
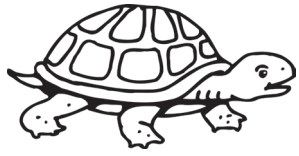
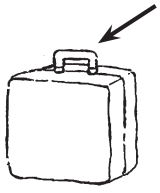
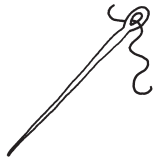
DIRECTIONS Write one way the two texts are the same.

Write one way the two texts are different.

Children analyze and respond to literary and informational text.

Name _____

DIRECTIONS Circle the word for each picture.

1.  tabbed table	2.  picking pickle	3.  turtle turned
4.  candle candy	5.  handy handle	6.  needy needle

Find the word that has the same ending sound as  . Circle the letter.

7. **A.** litter
   B. lightly
   C. little

8. **A.** purple
   B. purred
   C. purest

Children apply grade-level phonics and word analysis skills.

Sleuth Passage

Name _____

A Horse Named Chester

Did you ever see a horse in a store? Chester goes into stores. Chester is special. He is a service horse. Chester's owner, Mike, cannot see. Chester helps Mike every day. Chester leads him along. He helps Mike cross streets. Chester helps Mike find his way.

Chester looks much like other horses. But he is much smaller. He is the size of a large dog.

People have used service dogs for many years. Some people think horses are better helpers. Small horses like Chester are gentle. They are friendly. They can learn to help people. They can live for 30 years or more.

Trainers teach service horses to do their jobs. Service horses are good helpers. They are also great friends.

Children read text closely to determine what the text says.

Sleuth Work

Name _____

Look for Clues

Circle the sentence that tells what the writer thinks about service horses.

Ask Questions

Write one question about service horses.

Ask Questions: Extend Your Ideas

Underline the sentences in the story that relate to your question.

Make Your Case

Underline the words in the text that tell what you learned about service horses.

Make Your Case: Extend Your Ideas

Write what you learned about service horses.

Children read text closely to determine what the text says.

Name _____

Conventions

DIRECTIONS Write your name with **'s** and something that belongs to you.

Writing

DIRECTIONS Write a complete sentence telling your favorite custom in your family.

Children practice various conventions of standard English. Children write routinely for a range of tasks, purposes, and audiences.

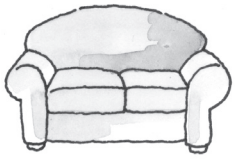
Name _____

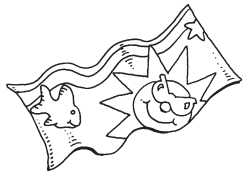
DIRECTIONS Write a word from the box to match each picture.

towel	snow	couch	soup

1. 

2. 

3. 

4. 

Write the word to finish each sentence. Remember to use a capital letter at the beginning of a sentence.

5. _____ does the plant grow? **how** **have**

6. I like to _____ bubbles. **blue** **blow**

7. Can I play at your _____? **toy** **house**

Children apply grade-level phonics and word analysis skills.

Name _____

Conventions

DIRECTIONS Circle the word that tells who the family belongs to.

Tony's family went on a picnic in October.

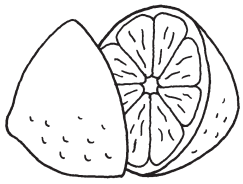
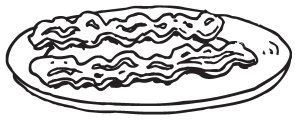
Writing

DIRECTIONS Write an introduction to your book review. Name the book. Tell about the book. Write your opinion.

Children practice various conventions of standard English. Children write routinely for a range of tasks, purposes, and audiences.

Name _____

DIRECTIONS Circle the word for each picture.

1.  lesson lemon	2.  bacon basket	3.  came camel
4.  cabin cab	5.  timber tiger	6.  river rigged

Draw a picture for each word.

7. spider

8. baby

Children apply grade-level phonics and word analysis skills.

Name _____

Conventions

DIRECTIONS Write the two sentences as one sentence. Then add a detail.

We went on a picnic. It was fun.

Writing

DIRECTIONS Write at least one reason to support your opinion for your book report.

Children practice various conventions of standard English. Children write routinely for a range of tasks, purposes, and audiences.

Name _____

Conventions

DIRECTIONS Write the two sentences as one sentence. Then add a detail.

A band played. We listened to music.

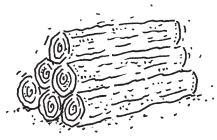
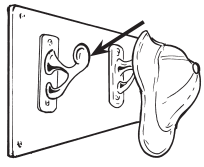
Writing

DIRECTIONS Add more details or combine sentences in your writing. Write the new sentence below.

Children practice various conventions of standard English. Children write routinely for a range of tasks, purposes, and audiences.

Name _____

DIRECTIONS Circle the word for each picture.

1.  had hood	2.  cook coat	3.  bake book
4.  wide wood	5.  store stood	6.  hook hard

Read the words in the box.
Circle the words that have the same vowel sound as  .
Pick one of these words to finish each sentence.

take	foot	took	soon	goat	tool	good

7. He _____ a picture.

8. That was a _____ joke.

9. My _____ hurts.

Children apply grade-level phonics and word analysis skills.

Name _____

Conventions

DIRECTIONS Find the mistakes. Write the sentence correctly.

We stand in lin to tak the ferry.

_____

_____

_____

_____

_____

_____

Writing

DIRECTIONS Read your book review. Look for any mistakes in spelling, capital letters, or end punctuation.

Put a check mark in each box to show you have checked for mistakes in your review.

❑ I checked the spelling of every word.

❑ I checked that the author's name is spelled correctly.

❑ I wrote the title of the book correctly.

❑ I used a capital letter at the beginning of each sentence.

❑ I used a capital letter at the beginning of each name.

❑ I capitalized the word *I* every time I used it.

❑ I put an end mark at the end of each sentence.

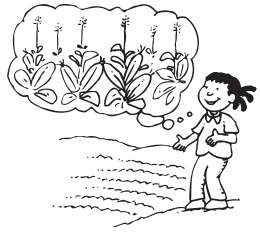
Children practice various conventions of standard English. Children write routinely for a range of tasks, purposes, and audiences.

Name _____

DIRECTIONS Add **-s, -ed,** or **-ing** to the word in ( ). Write the new word on the line.

(hope + -s)

1. Jean _____ to grow corn.



(slope + -ing)

2. She plants seeds on the _____ hill.

(care + -ed)

3. Jean _____ for the plants.

(taste + -ed)

4. Jean _____ the corn.

(smile + -ing)

5. She is _____.

Children apply grade-level phonics and word analysis skills.

Name _____

Welcome to Pilsen

Pilsen is part of Chicago. It has a rich history. People from many parts of the world live in Pilsen. In the 1950s, many people from Mexico began to move here. They came to find work. They came to help their families. They brought their favorite music and foods. They brought their traditions. They also brought their love of art!

The Mexican American community has created beautiful murals. A mural is a large painting on a wall. You can see these murals on schools and churches. They are on bridges and in parks. You can even see them on apartment buildings and houses. Pilsen is a work of art!

Many of the murals show important ideas. They show Mexican history and heroes. You see pictures of people working hard. One mural shows a family cooking a meal. Mexican culture is alive and well in Pilsen!

Name _____

Sleuth Work

Look for Clues

Underline three details that tell what the murals show.

Ask Questions

Write one question you would like to ask an artist in Pilsen.

Make Your Case

Circle feeling words that help you understand how the author feels about Pilsen. Then write how the author feels.

Make Your Case: Extend Your Ideas

Why is Pilsen a special place? Use details from the passage.

Children read text closely to determine what the text says.

Conventions

Name _____

DIRECTIONS Fill in the missing word.

Looking at _____ Statue of Liberty makes me proud.

Writing

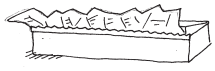
DIRECTIONS Write a title for your book review.

Children practice various conventions of standard English. Children write routinely for a range of tasks, purposes, and audiences.

Phonics

Name _____

DIRECTIONS Circle the word for each picture.

1.  coins canes	2.  bay boy	3.  boil bail
4.  joy jay	5.  foil fail	6.  round royal

Pick a word to finish each sentence.
Write the word on the line.

7. May I _____ you? (jolly, join)

8. My new _____ is that doll. (tray, toy)

Children apply grade-level phonics and word analysis skills.

Benchmark Vocabulary

Name _____

DIRECTIONS Choose a word from below and draw it in the box. Then write a sentence using the word.

fair booths explore

Write in Response to Reading

DIRECTIONS Draw a picture of one of the stands at the fair. Write a sentence to tell about the stand.

Children demonstrate contextual understanding of Benchmark Vocabulary. Children read text closely and use text evidence in their written answers.

Benchmark Vocabulary

Name _____

DIRECTIONS Choose a word from below and draw it in the box. Then write a sentence using the word.

delicious peered mischief

Write in Response to Reading

DIRECTIONS Write your answer on the lines.

What is a culture fair?

Children demonstrate contextual understanding of Benchmark Vocabulary. Children read text closely and use text evidence in their written answers.

Name _____

DIRECTIONS Write a word from the box to match each picture.

baker	sailor	painter	teacher

1. 

_____

_____

2. 

_____

_____

3. 

_____

_____

4. 

_____

_____

Draw a picture of each word.

5. driver

6. actor

Children apply grade-level phonics and word analysis skills.

Name _____

Conventions

DIRECTIONS Write these two sentences as one sentence.

It's summer! I'm so happy!

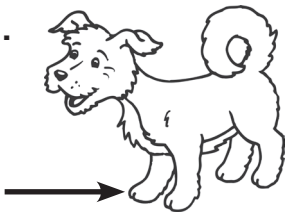
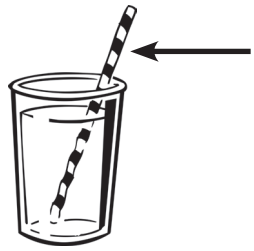
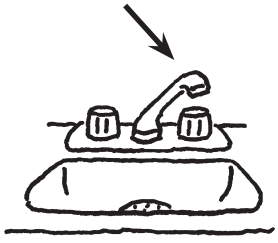
Writing

DIRECTIONS Write about activities at the culture fair. Circle the activity you would enjoy the most.

Children practice various conventions of standard English. Children write routinely for a range of tasks, purposes, and audiences.

Name _____

DIRECTIONS Circle the word for each picture.

1.  pail paw	2.  yawn yard	3.  stray straw
4.  face faucet	5.  auto ace	6.  lane lawn

Pick a word to finish each sentence. Circle the word. Write the word in the sentence.

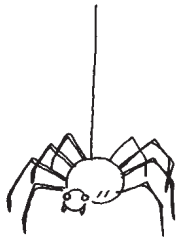
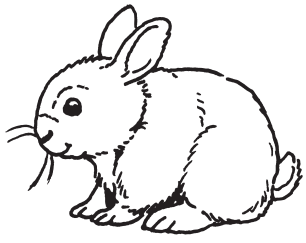
7. I like to eat red _____.
   sauce sash

8. The bear uses its _____ to catch fish.
   clay claw

Children apply grade-level phonics and word analysis skills.

Name _____

DIRECTIONS Circle the word that names each picture.

1.  platter painter painting	2.  spider speech split
3.  raindrop race rabbit	4.  basket bubble baby

Write the word from the box to finish each sentence.

picnic	playing	robot

5. The _____ needs a new part.

6. Let's have a _____ at the park.

7. What game are you _____?

Children apply grade-level phonics and word analysis skills.

Name _____

The Festival

My school had a world festival. I think every school should have one. We celebrated different countries and cultures around the world. The best part was the music. I liked dancing to the music, too. I even played music!

My friend Jose is from Puerto Rico. He shared neat things about his homeland. People speak Spanish there. They eat fruits like guava and mango. They dance to salsa music. Jose let me try the maracas. I like the sound they make when they shake.

I learned about other places around the world at the festival. I heard different languages. I saw instruments that made different sounds. I ate food that was new to me.

I know that people are different. People come from different places around the world. We all live in America. Being different makes our country strong. It makes it special.

Name _____

Sleuth Work

Look for Clues

Underline the sentence that tells why the writer thinks every school should have a world festival.

Look for Clues: Extend Your Ideas

In the writer's opinion, what was the best part of the festival? Circle the sentence. Draw a box around the writer's reasons for this opinion.

Ask Questions

What questions would you ask the writer about the world festival?

Ask Questions: Extend Your Ideas

Suppose you wonder what the writer learned about Puerto Rico. Underline the sentences that answer that question.

Make Your Case

What event at this world festival would you enjoy? Underline the event or activity in the third paragraph. Then write reasons from the text to tell why.

Children read text closely to determine what the text says.

Conventions

Name _____

DIRECTIONS Circle the words that need an uppercase letter.

new york city has parades every year on july 4.

Writing

DIRECTIONS Name the topic. Then write your opinion about the topic.

Children practice various conventions of standard English. Children write routinely for a range of tasks, purposes, and audiences.

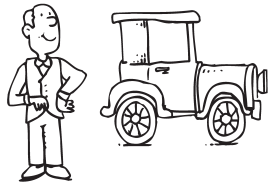
Name _____

Phonics

DIRECTIONS Add **re-** or **un-** to the word in ( ). Write the new word on the line.

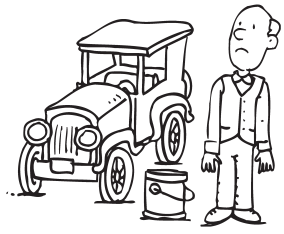
(build)

1. Mr. Ford will _____ the car.



(happy)

2. He is _____ with the color.

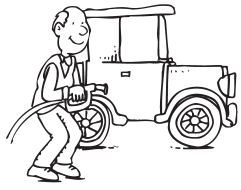


(paint)

3. He will _____ it.

(fills)

4. He _____ the car with gas.



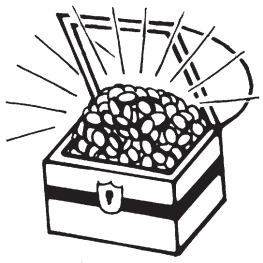
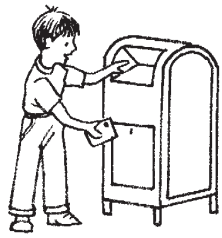
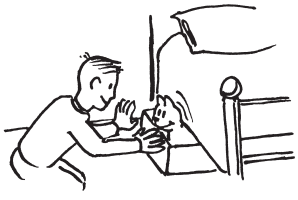
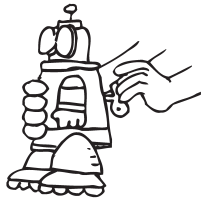
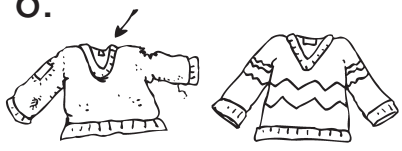
(lock)

5. Don't forget to _____ the door!

Children apply grade-level phonics and word analysis skills.

Name _____

DIRECTIONS Circle the word for each picture.

1.  gold good	2.  child chilled	3.  past post
4.  fin find	5.  wind went	6.  old all

Circle the word to finish each sentence.

7. I told / tied my baby sister a story.

8. I can't fine / find my pencil.

Children apply grade-level phonics and word analysis skills.

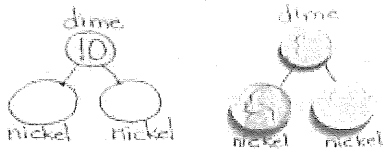
MATH

Eureka Math™ Tips for Parents

Grade 1 Module 6

Place Value, Comparison, Addition and Subtraction to 100

In this final module of the school year, students synthesize their learning from all the other modules, working with the most challenging Grade 1 content. In the first several lessons, students identify and solve various types of word problems. Next, they extend their skills with tens and ones to numbers to 120, both counting and performing addition and subtraction. Finally, they are introduced to nickels and quarters, having already worked with dimes and pennies. The module concludes with fun fluency activities to celebrate their year of mathematical learning.



Number bonds with coins

Two different methods for two-digit addition:

47 + 23 = 70
20 3
47 + 20 = 67
67 + 3 = 70

47 + 23 = 70
3 20
47 + 3 = 50
50 + 20 = 70

What Came Before this Module:

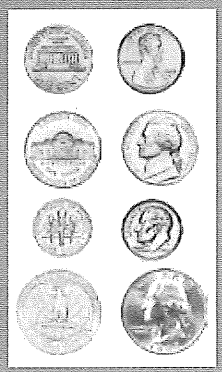
In Module 5, students worked to sort, analyze, and compare both two- and three-dimensional shapes. They also learned how to combine shapes to create new, composite shapes. Finally, as in their work with number bonds and addition and subtraction, they examined the part-whole relationship through this new geometric lens.

Key Terms, Symbols, and Strategies in this Module:

Comparison Problem Type: In these word problems, students compare two quantities to find the part that makes them different from each other.
(See reverse for a sample problem)

< less than symbol
> greater than symbol
= equal to symbol

Penny	1 cent
Nickel	5 cents
Dime	10 cents
Quarter	25 cents



+ How you can help at home:

- Using loose change around the house, invite your student to count and compare the coins
- Continue to practice 10 more/10 less questions, e.g., "What is 10 less than 40?" "What is 10 more than 52?"
- Ask your student to compare and find the difference between two quantities, and note the strategy used

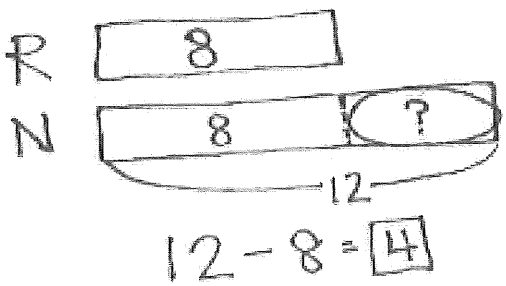
Key Common Core Standards:

- ***Represent and solve problems involving addition and subtraction***
  - Use addition and subtraction within 20 to solve word problems
- ***Extend the counting sequence***
  - Count to 120, starting at any number less than 120
- ***Understand place value***
  - Understand that the two digits of a two-digit number represent amounts of tens and ones
  - Compare two two-digit numbers based on meanings of the tens and ones digits
- ***Use place value understanding and properties of operations to add and subtract***
- ***Tell and write time and money***

Prepared by Erin Schweng, Math Coach

The problem to be solved:
Rose wrote 8 letters. Nikil wrote 12 letters. How many more letters did Nikil write than Rose?

The Tape Diagram



Rose's "tape" shows the 8 letters she wrote. Nikil's shows 12 total, with the known amount of 8 marked off. Students learn to solve for the missing part, and to show their answer as a subtraction equation.

Spotlight on Math Strategies:

Tape Diagrams

Students will use this strategy to solve problems in this module of *A Story of Units*.

A Story of Units has several key mathematical strategies that will be used throughout a student's elementary years.

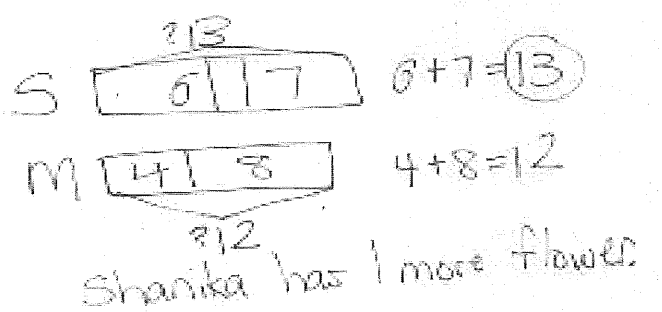
The tape diagram is a powerful model that students can use to solve various types of problems. At this point in first grade, we will introduce it as another way to conceptualize addition and subtraction word problems. Tape diagrams are especially powerful visual models for comparing two quantities, which students will do quite extensively in Module 6. These diagrams are also called "bar models" and consist of simple bar drawings that students make and adjust to fit a word problem. They then use the drawing to discuss and solve the problem.

As students move through the grades, tape diagrams will continue to be used and later will provide an essential bridge to algebra. Below is a sample word problem from Module 6 solved using a tape diagram to show the parts of the problem.

Sample Problem from Module 6:
(Example taken from Module 6, Lesson 7)

Shanika has 6 roses and 7 tulips in a vase. Maria has 4 roses and 8 tulips in a vase.

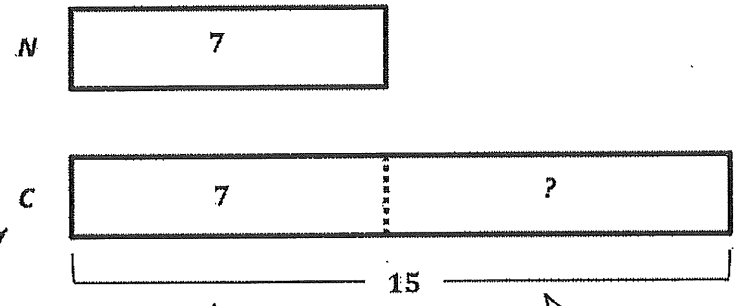
Who has more flowers? How many more flowers does she have?



G1-M6-Lesson 1

Noah ate 7 jelly beans. His older sister Charlotte ate 15 jelly beans. How many more jelly beans did Charlotte eat than Noah?

I can first draw and label a tape diagram to represent the number of jelly beans Noah ate, 7. I can label this tape diagram with the letter *N*.



Next, I can draw and label a second tape diagram right underneath to represent the number of jelly beans Charlotte ate, 15, and label it with the letter *C*. I can see that Charlotte's tape is longer than Noah's because she ate more jelly beans. Drawing and labeling a double tape diagram like this helps me easily compare numbers.

Noah's tape represents 7, so this much of Charlotte's tape is also 7.

This part of Charlotte's tape represents how many more jelly beans she ate. I can write a question mark in this part to represent the unknown.

$15 - 7 = \boxed{8}$

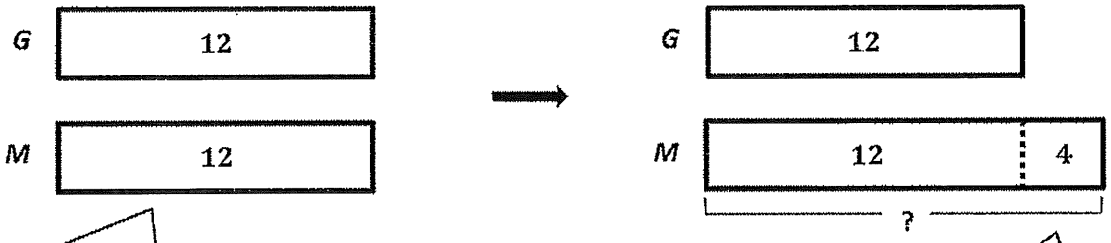
Now I can write a number sentence to find the unknown. There are many strategies to find the unknown. I can count on from 7 to get to 15. I can think of this problem as $7 + ? = 15$ to get 8. But, in this case I choose to use subtraction since it is the most efficient.

Charlotte ate 8 more jelly beans than Noah.

Finally, I need to write my statement that matches my story. This will help me check my answer and make sure it makes sense.

G1-M6-Lesson 2

1. Grace used 12 blocks to build a tower. Matt used 4 more blocks than Grace. How many blocks did Matt use?



I can draw a double tape diagram to represent the story. First, I can draw a tape diagram that represents the number of blocks, 12, that Grace used to build a tower and label her tape with the letter *G*. Then I can draw a second tape diagram to represent the number of blocks Matt used to build his tower and label it with the letter *M*. Since I don't yet know how many blocks Matt used for his tower, I can begin by drawing and labeling his tape the same size as Grace's.

The story says, "Matt used 4 more blocks than Grace." So, I need to draw an extra part of tape next to Matt's to show that he used 4 more blocks than Grace. The unknown is the total number of blocks Matt used. I can label this with a question mark.

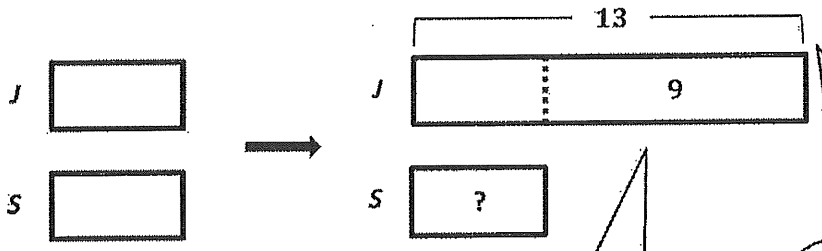
To check that I've drawn and labeled all of the known and unknown information, I can read each part of the story again. As I read, I can touch the part of the double tape diagram that corresponds to what I'm saying.

$12 + 4 = \boxed{16}$

Now I can write a number sentence to help me find the total number of blocks and a statement that answers the question.

Matt used 16 blocks.

2. Susan found 9 fewer seashells than John. John found 13 seashells. How many seashells did Susan find?



I can start by drawing and labeling a double tape diagram to represent the story. I will draw my two tapes the same size.

The first sentence of the story says, "Susan found 9 fewer seashells than John." That means John found 9 more seashells than Susan. I can show this on my diagram by adding another part to John's tape and labeling it with a 9.

The second sentence of the problem says, "John found 13 seashells." That means 13 represents the total number of seashells John found, so I can put the arms around John's entire tape diagram and label it 13. The question, however, is, "How many seashells did Susan find?" I know that if I find out the unknown part for John's tape, then I also find the unknown of Susan's tape.

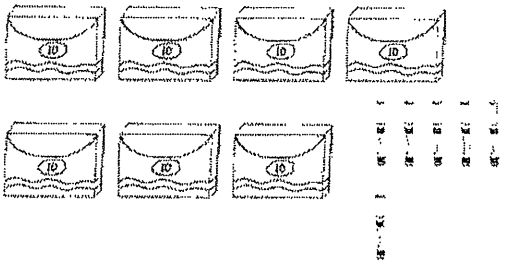
$13 - 9 = \boxed{4}$

Susan found 4 seashells.

I can use subtraction to find the missing part. Since John's missing part is 4, Susan's missing part is also 4 because they are the same size. So, Susan found 4 seashells.

G1-M6-Lesson 3

1. Write the tens and ones. Complete the statement.



I counted 7 boxes of ten markers and 6 more markers. Now I can fill in my place value chart as 7 tens and 6 ones.

tens	ones
7	6

7 tens and 6 ones, or 70 and 6, is 76.

There are 76 markers.

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 52

tens	ones
5	2

52 is made of two parts, 50 and 2. 52 the Say Ten way is 5 tens 2. That means there are 5 tens and 2 ones in 52.

b. 98

tens	ones
9	8

The digit 9 stands for 9 tens, which is the same as 90. The digit 8 stands for 8 ones. So, 9 tens and 8 ones, or 90 and 8, is 98.

Name _____ Date _____

My Addition Practice

1. 6 + 0 = ____	11. 7 + 1 = ____	21. 5 + 3 = ____
2. 0 + 6 = ____	12. ____ = 1 + 7	22. ____ = 5 + 4
3. 5 + 1 = ____	13. 3 + 3 = ____	23. 6 + 4 = ____
4. 1 + 5 = ____	14. 3 + 4 = ____	24. 4 + 6 = ____
5. 6 + 1 = ____	15. ____ = 3 + 5	25. ____ = 4 + 4
6. 1 + 6 = ____	16. 6 + 3 = ____	26. 3 + 4 = ____
7. 6 + 2 = ____	17. 7 + 3 = ____	27. 5 + 5 = ____
8. 5 + 2 = ____	18. ____ = 7 + 2	28. ____ = 4 + 5
9. 2 + 5 = ____	19. 2 + 7 = ____	29. 3 + 7 = ____
10. 2 + 4 = ____	20. 2 + 8 = ____	30. ____ = 3 + 6

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Missing Addend Practice

1. 6 + ____ = 6	11. 3 + ____ = 6	21. 4 + ____ = 7
2. 0 + ____ = 6	12. 4 + ____ = 8	22. 7 = 3 + ____
3. 5 + ____ = 6	13. 10 = 5 + ____	23. 2 + ____ = 7
4. 4 + ____ = 6	14. 5 + ____ = 9	24. 2 + ____ = 8
5. 0 + ____ = 7	15. 5 + ____ = 7	25. 9 = 2 + ____
6. 6 + ____ = 7	16. 8 = 5 + ____	26. 2 + ____ = 10
7. 1 + ____ = 7	17. 5 + ____ = 9	27. 10 = 3 + ____
8. 7 + ____ = 8	18. 8 + ____ = 10	28. 3 + ____ = 9
9. 1 + ____ = 8	19. 7 + ____ = 10	29. 4 + ____ = 9
10. 6 + ____ = 8	20. 10 = 6 + ____	30. 10 = 4 + ____

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Related Addition and Subtraction Practice

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

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Subtraction Practice

1. 6 - 0 = ____	11. 6 - 3 = ____	21. 8 - 4 = ____
2. 6 - 1 = ____	12. 7 - 3 = ____	22. 8 - 3 = ____
3. 7 - 1 = ____	13. 9 - 3 = ____	23. 8 - 5 = ____
4. 8 - 1 = ____	14. 10 - 8 = ____	24. 9 - 5 = ____
5. 6 - 2 = ____	15. 10 - 6 = ____	25. 9 - 4 = ____
6. 7 - 2 = ____	16. 10 - 4 = ____	26. 7 - 3 = ____
7. 9 - 2 = ____	17. 10 - 5 = ____	27. 10 - 7 = ____
8. 10 - 10 = ____	18. 7 - 6 = ____	28. 9 - 7 = ____
9. 10 - 9 = ____	19. 7 - 5 = ____	29. 9 - 6 = ____
10. 10 - 7 = ____	20. 6 - 4 = ____	30. 8 - 6 = ____

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Mixed Practice

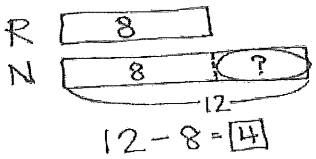
1. 4 + 2 = ____	11. 2 + ____ = 6	21. 8 - 5 = ____
2. 2 + ____ = 6	12. 6 - 2 = ____	22. 3 + ____ = 8
3. 6 = 3 + ____	13. 6 - 4 = ____	23. 8 = ____ + 5
4. 2 + 5 = ____	14. 5 + ____ = 7	24. ____ + 2 = 9
5. 7 = 5 + ____	15. 7 - 5 = ____	25. 9 = ____ + 7
6. 4 + 3 = ____	16. 7 - 4 = ____	26. 9 - 2 = ____
7.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

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Peter has 3 goats living on his farm. Julio has 9 goats living on his farm. How many more goats does Julio have than Peter?

2. Willie picked 16 apples in the orchard. Emi picked 10 apples in the orchard. How many more apples did Willie pick than Emi?

3. Lee collected 13 eggs from the hens in the barn. Ben collected 18 eggs from the hens in the barn. How many fewer eggs did Lee collect than Ben?

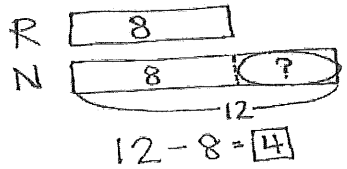
4.

a. Shanika did 14 cartwheels during recess. Kim did 6 more cartwheels than Shanika. How many cartwheels Kim do?

b. How many cartwheels did Shanika and Kim do?

Name _____ Date _____

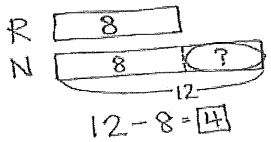
Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Anton drove around the racetrack 12 times during the race. Rose drove around the racetrack 5 more times than Anton. How many times did Rose go around the racetrack?

Name _____ Date _____

Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Fran donated 11 of her old books to the library. Darnel donated 8 of his old books to the library. How many more books did Fran donate than Darnel?

2. During recess 7 students were reading books. There were 17 students playing on the playground. How many fewer students were reading books than playing on the playground?

3. Maria is 18 years old. Her brother Nikil is 12 years old. How much older is Maria than her brother Nikil?

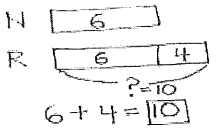
4.

a. It rained 15 days in the month of March. It rained 4 more days in April than in March. How many days did it rain in April?

b. How many days did it rain in March and April?

Name _____ Date _____

Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Nikil baked 5 pies for the contest. Peter baked 3 more pies than Nikil. How many pies did Peter bake for the contest?

2. Emi planted 12 flowers. Rose planted 3 fewer flowers than Emi. How many flowers did Rose plant?

3. Ben scored 15 goals in the soccer game. Anton scored 11 goals. How many more goals did Ben make than Anton?

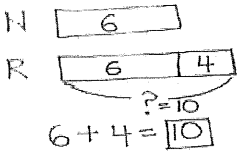
4. Kim grew 12 roses in a garden. Fran grew 6 fewer roses than Kim. How many roses did Fran grow in the garden?

5. Maria has 4 more fish in her tank than Shanika. Shanika has 16 fish. How many fish does Maria have in her tank?

6. Lee has 11 board games. Lee has 5 more board games than Darnel. How many board games does Darnel have?

Name _____ Date _____

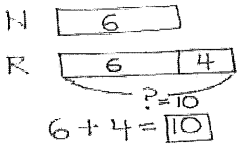
Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Tamra decorated 13 cookies. Kiana decorated 5 fewer cookies than Tamra. How many cookies did Kiana decorate?

Name _____ Date _____

Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Kim went to 15 baseball games this summer. Julio went to 10 baseball games. How many more games did Kim go to than Julio?

2. Kiana picked 14 strawberries at the farm. Tamra picked 5 fewer strawberries than Kiana. How many strawberries did Tamra pick?

3. Willie saw 7 reptiles at the zoo. Emi saw 4 more reptiles at the zoo than Willie. How many reptiles did Emi see at the zoo?

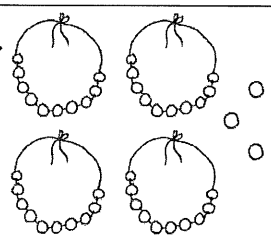
4. Peter jumped into the swimming pool 6 times more than Darnel. Darnel jumped in 9 times. How many times did Peter jump into the swimming pool?

5. Rose found 16 seashells on the beach. Lee found 6 fewer seashells than Rose. How many seashells did Lee find on the beach?

6. Shanika got 12 cards in the mail. Nikil got 5 more cards than Shanika. How many cards did Nikil get?

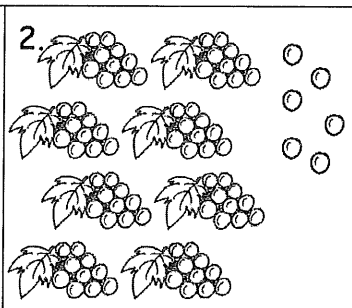
Name _____ Date _____

Write the tens and ones. Complete the statement.

1. 

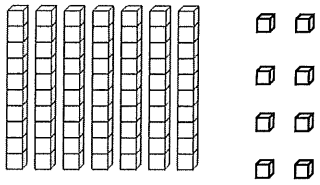
tens	ones

43 = _____ tens _____ ones

2. 

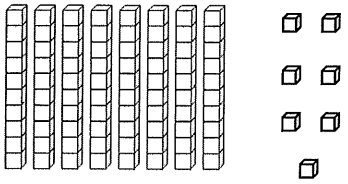
tens	ones

_____ = _____ tens _____ ones

3. 

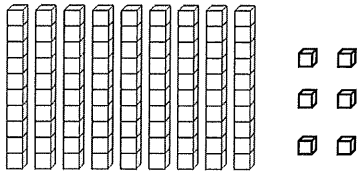
tens	ones

There are _____ cubes.

4. 

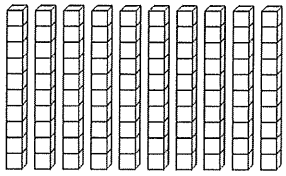
tens	ones

There are _____ cubes.

5. 

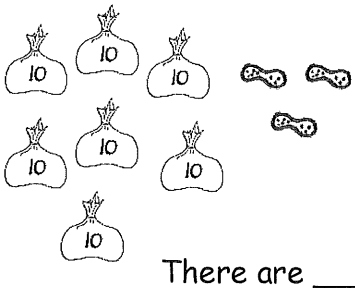
tens	ones

There are _____ cubes.

6. 

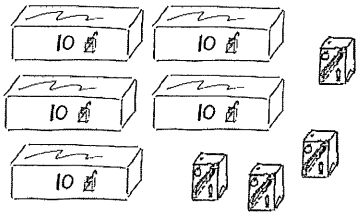
tens	ones

There are _____ cubes.

7. 

tens	ones

There are _____ peanuts.

8. 

tens	ones

There are _____ juice boxes.

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 40

tens	ones

b. 46

tens	ones

c. _____

tens	ones
5	9

d. _____

tens	ones
9	5

e. 75

tens	ones

f. 70

tens	ones

g. 60

tens	ones

h. _____

tens	ones
8	0

i. _____

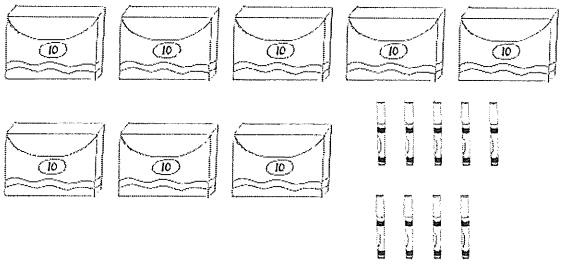
tens	ones
5	5

j. _____

tens	ones
10	0

Name _____ Date _____

1. Write the tens and ones. Complete the statement.



tens	ones

There are _____ markers.

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 90

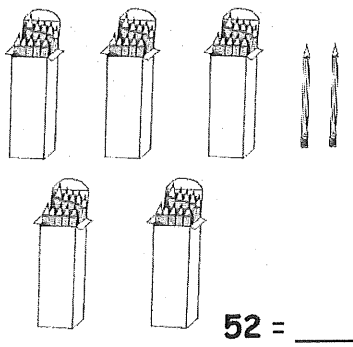
tens	ones

b. _____

tens	ones
8	7

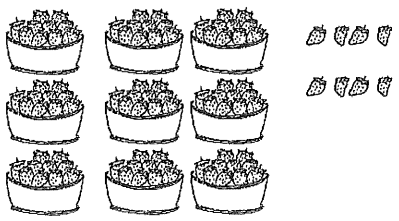
Name _____ Date _____

Write the tens and ones. Complete the statement.

1. 

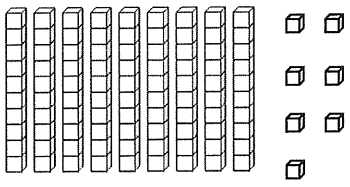
tens	ones

52 = ____ ten ____ ones

2. 

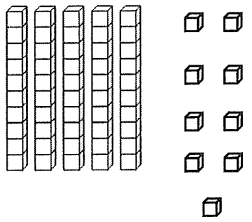
tens	ones

____ = ____ ten ____ ones

3. 

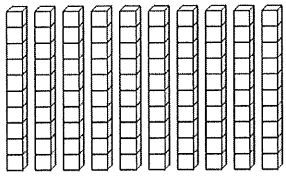
tens	ones

There are _____ cubes.

4. 

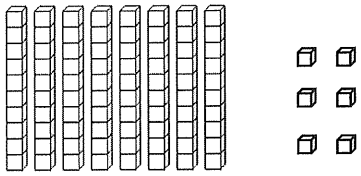
tens	ones

There are _____ cubes.

5. 

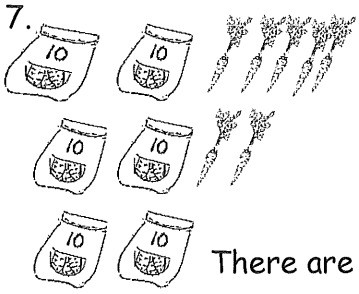
tens	ones

There are _____ cubes.

6. 

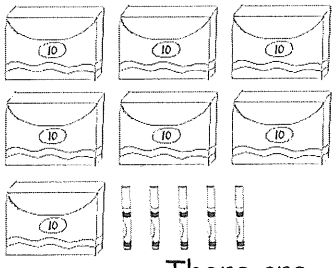
tens	ones

There are _____ cubes.

7. 

tens	ones

There are _____ carrots.

8. 

tens	ones

There are _____ markers.

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 70

tens	ones

b. 76

tens	ones

c. _____

tens	ones
4	9

d. _____

tens	ones
9	4

e. 65

tens	ones

f. 60

tens	ones

g. 90

tens	ones

h. _____

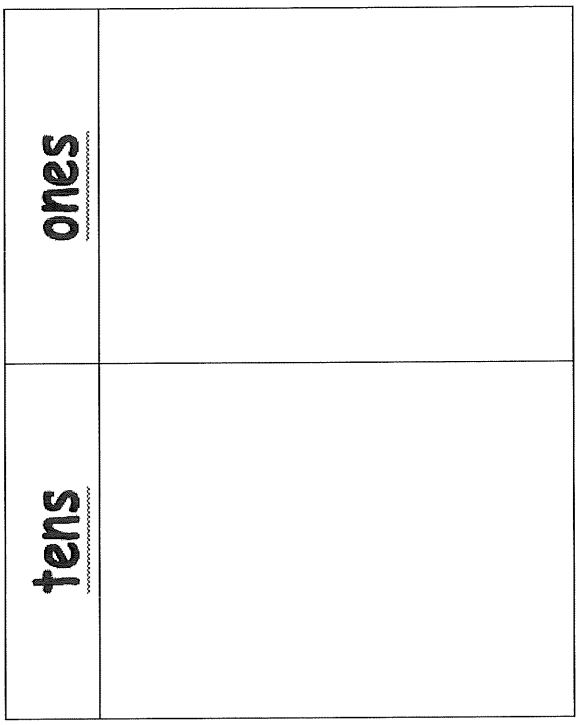
tens	ones
10	0

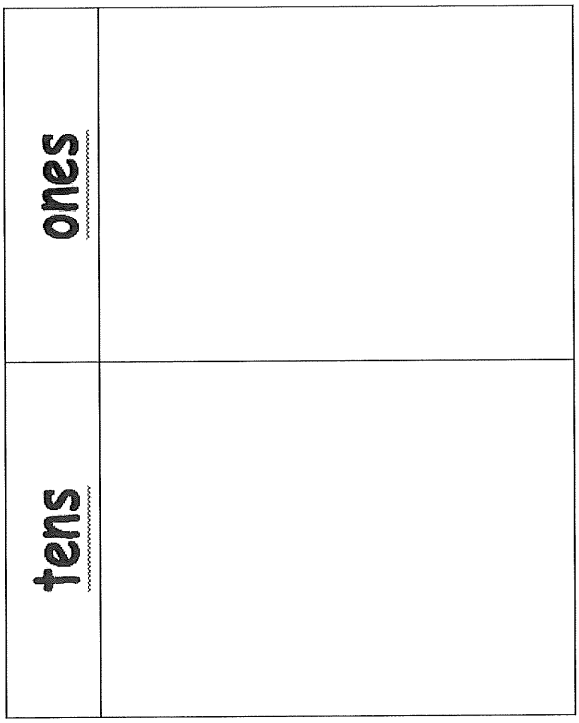
i. _____

tens	ones
8	3

j. _____

tens	ones
8	0

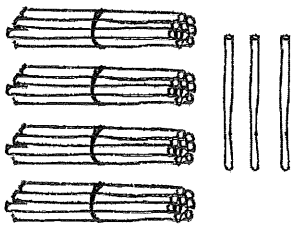




Name _____ Date _____

Count the objects and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.

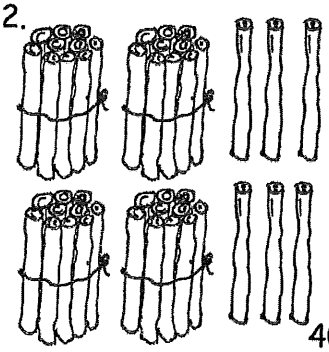
1.



40 and 3 make _____.

40 + 3 = _____

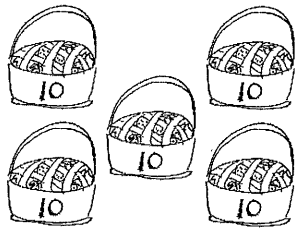
2.



40 and 6 make _____.

40 + 6 = _____

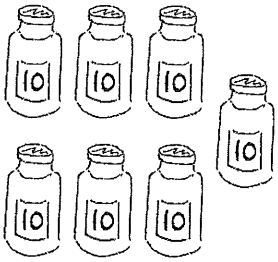
3.



57 = _____ + _____

7 more than 50 is _____.

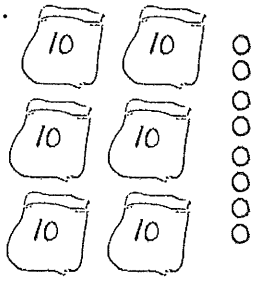
4.



75 = _____ + _____

5 more than 70 is _____.

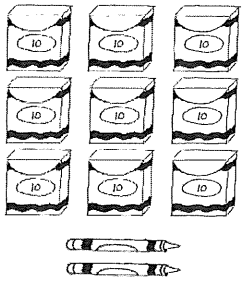
5.



_____ + _____ = _____

_____ tens + _____ ones = _____

6.

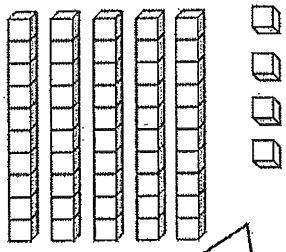


_____ + _____ = _____

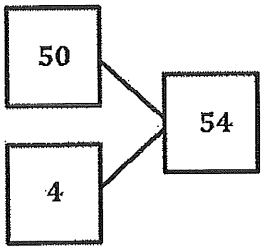
_____ tens + _____ ones = _____

G1-M6-Lesson 4

1. Count the objects, and fill in the number bond and place value chart. Complete the sentences to add the tens and ones.



tens	ones
5	4



I counted 5 tens and 4 ones. I can record this on my place value chart.

5 tens and 4 ones is the same as 54. I can break apart 54 as 50 and 4, as shown on my number bond.

Now I can write addition number sentences that match my number bond. I can either start with the part that represents the tens like I did here or start my number sentence with the ones: $4 + 50 = 54$. I can switch the addends around, and the total is still the same.

$\underline{50} + \underline{4} = \underline{54}$

$\underline{5}$ tens + $\underline{4}$ ones = $\underline{54}$

2. Complete the sentences to add the tens and ones.

a. $70 + 4 = \underline{74}$

b. 6 tens + $\underline{8}$ ones = 68

I can say this number sentence as "70 more than 4 is 74," or "4 more than 70 is 74," or "70 plus 4 is 74," or "7 tens and 4 ones is 74." These are just some of the many different ways to say this number sentence. This helps me think about numbers flexibly.

G1-M6-Lesson 5

1. Find the mystery numbers. Use the arrow way to show how you know.

   a. 1 less than 50 is 49.

   b. 10 more than 50 is 60.

tens	ones
5	0

-1 →

tens	ones
4	9

There are 5 tens and 0 ones in 50. I can write that in the place value chart on the left. 1 less than 50 is 49. From 50 to 49, I subtracted 1. I can draw an arrow from the first place value chart to the second and write −1 above the arrow. In this case, when I found 1 less, both the tens digit and ones digit changed.

tens	ones
5	0

$+10$ →

tens	ones
6	0

10 more than 50 is 60. From 50 to 60, I added 10. I can draw an arrow from the first place value chart to the second and write +10 above the arrow. Only the tens digit changed this time from 5 tens to 6 tens because we added 10 more. The ones digit did not change.

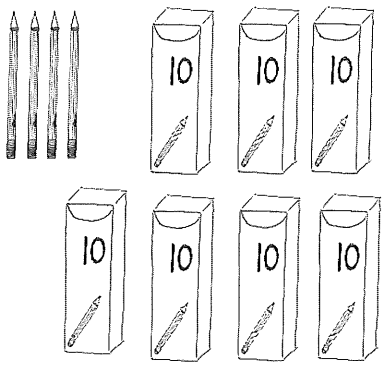
2. Write the number that is 1 *more*.
   a. 60, 61
   b. 79, 80

When I find 1 more or 1 less, sometimes only the ones digit changes, and sometimes both the tens and ones digits change.

3. Write the number that is 10 *less*.
   a. 70, 60
   b. 82, 72

I need to read the directions carefully to know when I am adding 1 more, 1 less, 10 more, or 10 less.

7.

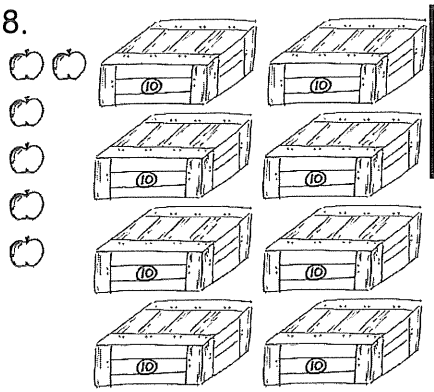


tens	ones

_____ = _____ + _____

_____ ones + _____ tens = _____

8.

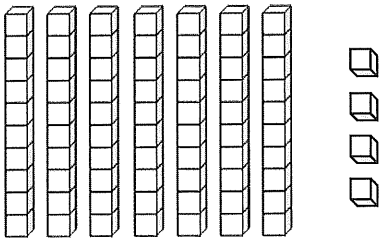


tens	ones

_____ = _____ + _____

_____ ones + _____ tens = _____

9.

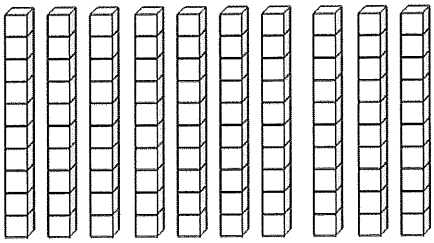


tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

10.



tens	ones
	0

_____ + _____ = _____

_____ tens + _____ ones = _____

11. Complete the sentences to add the tens and ones.

a. 50 + 6 = _____

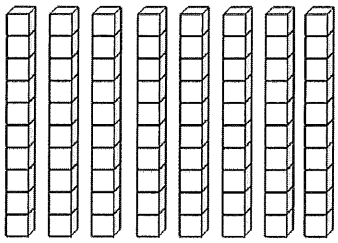
b. _____ + 9 = 89

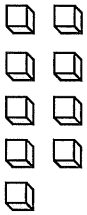
c. 5 tens + _____ ones = 56

d. 9 ones + 8 tens = _____

Name _____ Date _____

1. Count the objects and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.





tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

2. Complete the sentences to add the tens and ones.

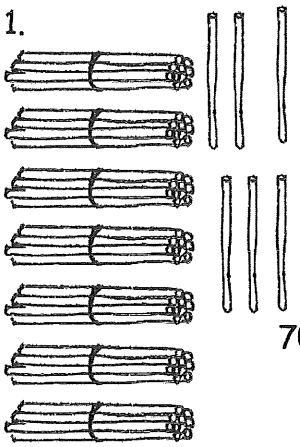
a. 90 + 2 = _____

b. 7 tens + _____ ones = 79

Name _____ Date _____

Count the objects and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.

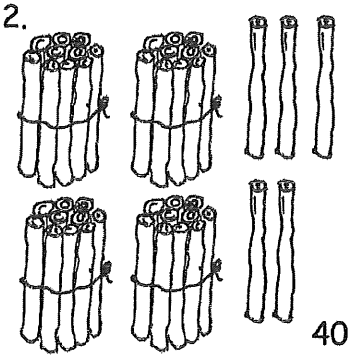
1.



70 and 6 make ____.

70 + 6 = ____

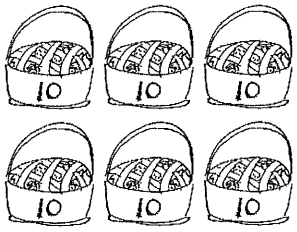
2.



40 and 5 make ____.

40 + 5 = ____

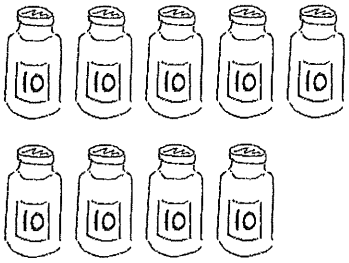
3.



69 = ____ + ____

9 more than 60 is ____.

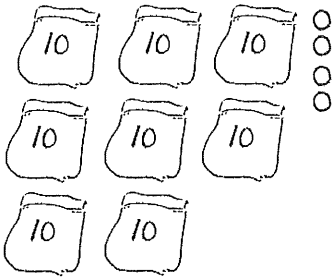
4.



97 = ____ + ____

7 more than 90 is ____.

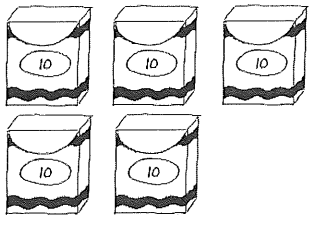
5.

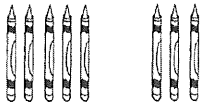


____ + ____ = ____

____ tens + ____ ones = ____

6.

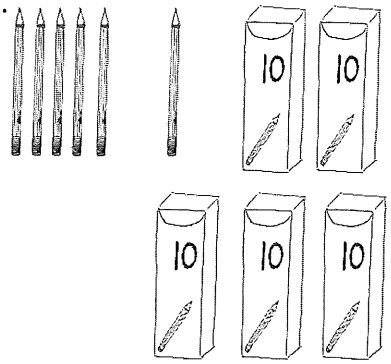




____ + ____ = ____

____ tens + ____ ones = ____

7.

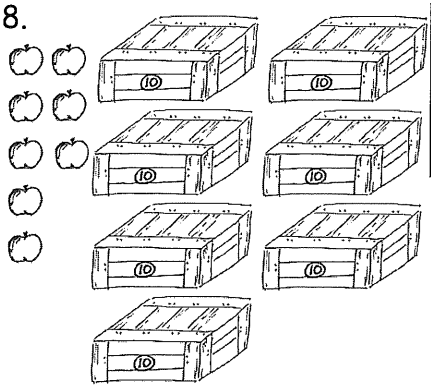


tens	ones

_____ = _____ + _____

_____ ones + _____ tens = _____

8.

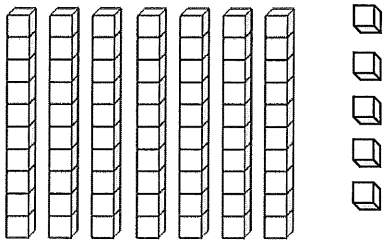


tens	ones

_____ = _____ + _____

_____ ones + _____ tens = _____

9.

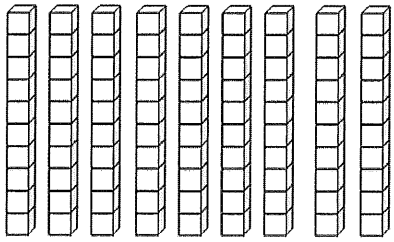


tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

10.



tens	ones
	0

_____ + _____ = _____

_____ tens + _____ ones = _____

11. Complete the sentences to add the tens and ones.

a. 80 + 6 = _____

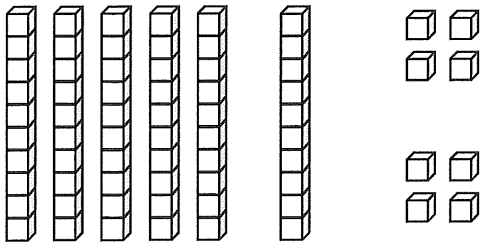
b. _____ + 7 = 57

c. 9 tens + _____ ones = 95

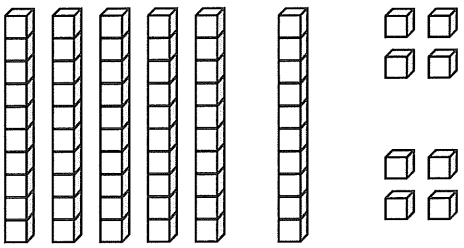
d. 4 ones + 8 tens = _____

Name _____ Date _____

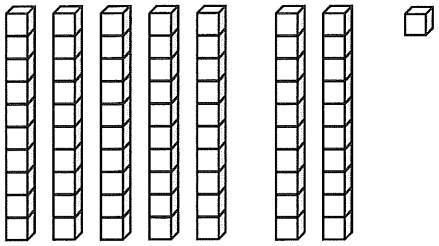
1. Solve. You may draw or cross off (x) to show your work.

a. 

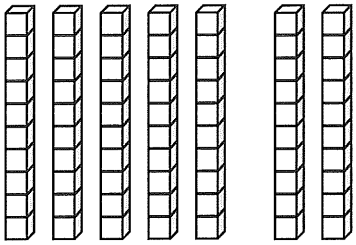
1 more than 68 is _____.

b. 

10 more than 68 is _____.

c. 

10 less than 71 is _____.

d. 

1 less than 70 is _____.

2. Find the mystery numbers. Use the arrow way to explain how you know.

a. 10 more than 59 is _____.

tens	ones
5	9

+ 1 ten →

tens	ones

b. 1 less than 59 is _____.

tens	ones

tens	ones

c. 1 more than 59 is _____.

tens	ones

tens	ones

d. 10 less than 59 is _____.

tens	ones

tens	ones

3. Write the number that is **1 more**. a. 10, _____ b. 70, _____ c. 76, _____ d. 79, _____ e. 99, _____	4. Write the number that is **10 more**. a. 10, _____ b. 60, _____ c. 61, _____ d. 78, _____ e. 90, _____
5. Write the number that is **1 less**. a. 12, _____ b. 52, _____ c. 51, _____ d. 80, _____ e. 100, _____	6. Write the number that is **10 less**. a. 20, _____ b. 60, _____ c. 74, _____ d. 81, _____ e. 100, _____

7. Fill in the missing numbers in each sequence.

a. 40, 41, 42, _____
b. 89, 88, 87, _____
c. 72, 71, _____, 69
d. 63, _____, 65, 66
e. 40, 50, 60, _____
f. 80, 70, 60, _____
g. 55, 65, _____, 85
h. 99, 89, _____, 69
i. _____, 99, 98, 97
j. _____, 77, _____, 57

Name _____ Date _____

1. Find the mystery numbers. Use the arrow way to show how you know.

a. 1 less than 69 is _____.

tens	ones

tens	ones

b. 10 more than 69 is _____.

tens	ones

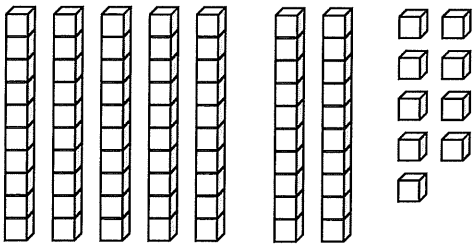
tens	ones

2. Write the number that is **1 more**. a. 40, _____ b. 86, _____ c. 89, _____	3. Write the number that is **10 more**. a. 50, _____ b. 62, _____ c. 90, _____
4. Write the number that is **1 less**. a. 75, _____ b. 70, _____ c. 100, _____	5. Write the number that is **10 less**. a. 80, _____ b. 99, _____ c. 100, _____

Name _____ Date _____

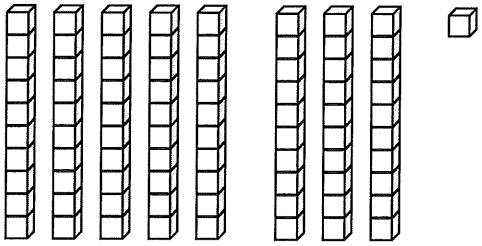
1. Solve. You may draw or cross off (x) to show your work.

a.



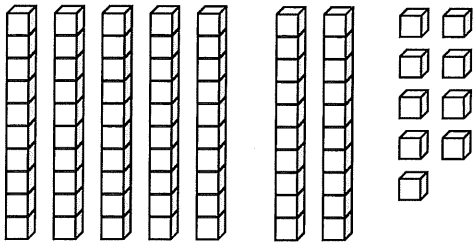
10 more than 79 is _____.

b.



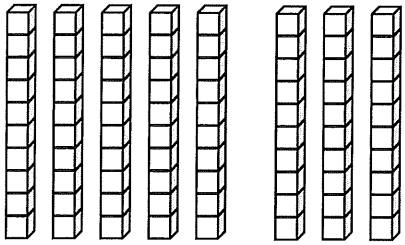
10 less than 81 is _____.

c.



1 more than 79 is _____.

d.



1 less than 80 is _____.

2. Find the mystery numbers. You may make a drawing to help solve, if needed.

a. 10 more than 75 is _____.

tens	ones
7	5

+ 10 →

tens	ones

b. 1 more than 75 is _____.

tens	ones

→

tens	ones

c. 10 less than 88 is _____.

tens	ones

tens	ones

d. 1 less than 88 is _____.

tens	ones

tens	ones

3. Write the number that is **1 more**. a. 40, _____ b. 50, _____ c. 65, _____ d. 69, _____ e. 99, _____	4. Write the number that is **10 more**. a. 60, _____ b. 70, _____ c. 77, _____ d. 89, _____ e. 90, _____
5. Write the number that is **1 less**. a. 53, _____ b. 73, _____ c. 71, _____ d. 80, _____ e. 100, _____	6. Write the number that is **10 less**. a. 50, _____ b. 60, _____ c. 84, _____ d. 91, _____ e. 100, _____

7.

a. 50, 51, 52, _____

b. 79, 78, 77, _____

c. 62, 61, _____, 59

d. 83, _____, 85, 86

e. 60, 70, 80, _____

f. 100, 90, 80, _____

g. 57, 67, _____, 87

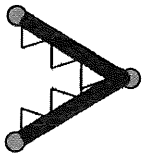
h. 89, 79, _____, 59

i. _____, 99, 98, 97

j. _____, 84, _____, 64

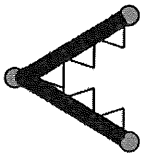
Name _____ Date _____

1. Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make the statement true.

85  75

85 (>) 75

85 is greater than 75.

4 tens 3 ones  4 tens 6 ones

43 (<) 46

43 is less than 46.

a. 35 ◯ 42

b. 78 ◯ 80

c. 100 ◯ 99

d. 93 ◯ 8 tens 3 ones

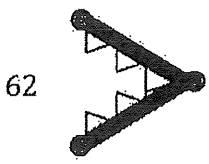
e. 9 tens 8 ones ◯ 10 tens

f. 6 tens 2 ones ◯ 2 tens 6 ones

g. 72 ◯ 2 ones 7 tens

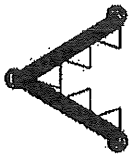
h. 5 tens 4 ones ◯ 4 tens 14 ones

G1-M6-Lesson 6



62 57

62 is greater than 57.



5 tens 6 ones 5 tens 9 ones

56 is less than 59.

I remember that this is the greater than symbol by pretending the open side is a hungry alligator's mouth that eats the bigger number. I can also remember it by seeing that the side with the two endpoints is near the greater number, and the side with one endpoint is near the smaller one.

Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true statement.

a.

24 | is greater than / (is less than) / is equal to | 4 tens 2 ones

24 < 42

4 tens 2 ones is the same as 42. 24 and 42 use the same two digits, but 4 tens is greater than 2 tens. That means 24 is less than 42.

b.

70 | (is greater than) / is less than / is equal to | 6 tens 9 ones

70 > 69

6 tens 9 ones is the same as 69. 69 is one less than 70. So, 70 is greater than 69.

2. Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true statement.

a. 29 [is greater than / is less than / is equal to] 2 tens 9 ones ____ ◯ ____	b. 7 tens 9 ones [is greater than / is less than / is equal to] 80 ____ ◯ ____
c. 10 tens 0 ones [is greater than / is less than / is equal to] 0 tens 10 ones ____ ◯ ____	d. 6 tens 1 one [is greater than / is less than / is equal to] 5 tens 16 ones ____ ◯ ____

3. Use <, =, or > to compare the pairs of numbers.

a. 3 tens 9 ones ◯ 5 tens 9 ones

b. 30 ◯ 13

c. 100 ◯ 10 tens

d. 6 tens 4 ones ◯ 4 ones 6 tens

e. 7 tens 9 ones ◯ 79

f. 1 ten 5 ones ◯ 5 ones 1 ten

g. 72 ◯ 6 tens 12 ones

h. 88 ◯ 8 tens 18 ones

Name _____ Date _____

Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true statement.

a. 36 | is greater than / is less than / is equal to | 6 tens 3 ones

_____ ◯ _____

b. 90 | is greater than / is less than / is equal to | 8 tens 9 ones

_____ ◯ _____

c. 52 | is greater than / is less than / is equal to | 5 tens 2 ones

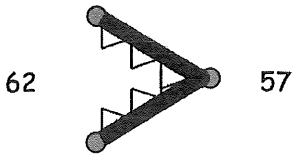
_____ ◯ _____

d. 4 tens 2 ones | is greater than / is less than / is equal to | 3 tens 14 ones

_____ ◯ _____

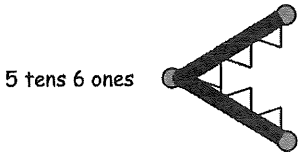
Name _____ Date _____

1. Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make the statement true.



62 (>) 57

62 is greater than 57.



56 (<) 59

56 is less than 59.

a. 43 ◯ 35

b. 60 ◯ 86

c. 10 tens ◯ 99

d. 5 tens 4 ones ◯ 54

e. 7 tens 9 ones ◯ 9 tens 7 ones

f. 1 ten 3 ones ◯ 31

g. 3 tens 0 ones ◯ 2 tens 10 ones

h. 3 tens 5 ones ◯ 2 tens 17 ones

2. Fill in the correct words from the box to make the sentence true. Use >, <, or = and numbers to write a true statement.

is greater than	is less than	is equal to

a. 37 _____ 73

_____ ◯ _____

b. 42 _____ 1 ten 2 ones

_____ ◯ _____

c. 6 tens 7 ones _____ 5 tens 17 ones

_____ ◯ _____

d. 2 tens 14 ones _____ 4 ones 2 tens

_____ ◯ _____

e. 9 ones 5 tens _____ 9 tens 5 ones

_____ ◯ _____

Let's Practice!

second STEP
Problem-Solving Steps Flowchart for Families

WHAT?

- Your child is learning the *Second Step* Problem-Solving Steps at school.
- Use the flowchart to help you solve problems using the Problem-Solving Steps at home.

WHY?

- This flowchart gives you simple steps to help you and your family members solve problems.
- Using a structured process to work through a problem can help stop the problem from getting bigger.

WHO?

- You can use this flowchart to help anyone in your family solve a problem.
- It can help solve a problem between siblings or between adults and children.

WHEN?

- Use this flowchart anytime your family needs to work through a problem together.

second STEP® Problem-Solving Steps Flowchart for Families

Say the Problem:
Write a problem statement using non-blaming words.

Think of Solutions:
Think of three solutions that are safe and respectful.

1

2

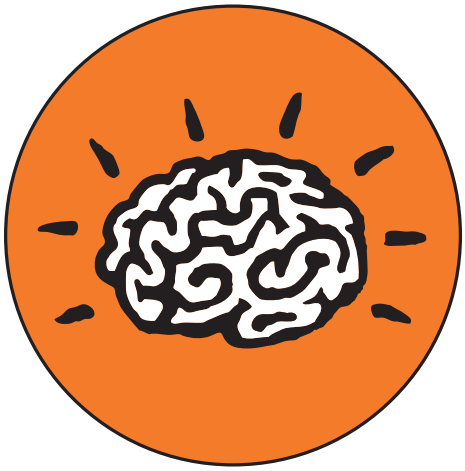
3

Explore the Consequences:
Think of one positive and one negative consequence for each solution

+	+	+
−	−	−

Pick the Best Solution

Brain Builder Games



These simple and fun brain-building games are designed to boost children's skills for paying attention and controlling their behavior. These skills help children do better in school and get along with others. Play these games with your children to help them strengthen their ability to:

- Pay attention to the game leader, the rules, and how they're doing in the game
- Remember and apply game rules that change or get harder
- Control their behavior, for example, by starting or stopping an action in order to follow game rules

Making Games Easier or Harder

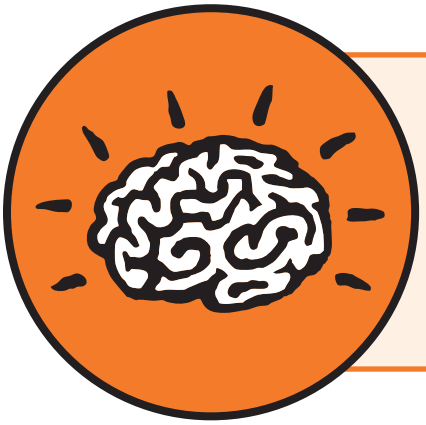
Brain builders can be made easier or harder to match your children's needs. It's a good idea to make the game harder as children get better at playing it. The Brain Builder directions list different levels of challenge for the game.

Tell Children the Games Will Help Their Brains Grow Stronger

It's important to tell children that these games make their brains grow stronger. Children learn that when playing the games, they are building their brains' ability to focus attention, remember and follow rules, and control behavior. Understanding this is important for children to get the most out of the games.

Helping Your Child Improve

Watch your children while you are playing the game, and note which parts they find most challenging. Focus on these areas the next time you play the game.



second STEP
Brain Builder Game: Dance Double

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

Second Step **Brain Builder Game:** Dance Double! | Ages 3+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, watch me do the dance.**
   - **Rule 2 is, do the exact same dance!**

Play the Game

1. Stand and face children.
2. Perform a series of movements.
3. Have children repeat the same series of movements.
4. Play another round and increase the challenge!

Movement Suggestions

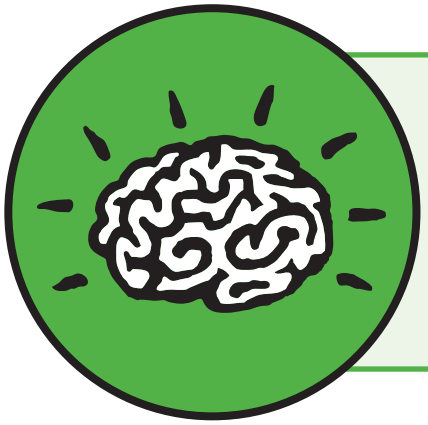
Pat shoulders	Stomp feet	Turn around
Squat down	Touch toes	Reach up high
Make body small	Make body wide	Make body tall
Make arm circles	Make ankle circles	March on tiptoe
Wiggle like jelly	Balance on a foot	Swing arms
Do knee bends	Wiggle fingers	Clap hands

Increase the Challenge

- Have children perform the same series in reverse order.
- Have children wait five seconds before performing the dance, then freeze in the final position until you say, "Melt!"
- Have children name the body parts as they use them to dance. For example, "I'm marching on tiptoe!"

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP
Brain Builder Game:
Sink or Swim

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Sink or Swim | Ages 3+

Get Ready

1. Have children stand in a line along one side of a large space (an open area outside would work well).
2. Say: **You are on the bank of a river. The goal of the game is for you to swim across the river to the other side where I am standing.** Demonstrate a swimming motion.
3. Tell children to listen to the rules:
   - **Rule 1 is, when I say "Swim!" you swim across the river.**
   - **Rule 2 is, when I say "Sink!" you sink down to the bottom of the river.**
   - **Rule 3 is, stay frozen on the bottom of the river until you hear me say "Swim!" again.**

Play the Game

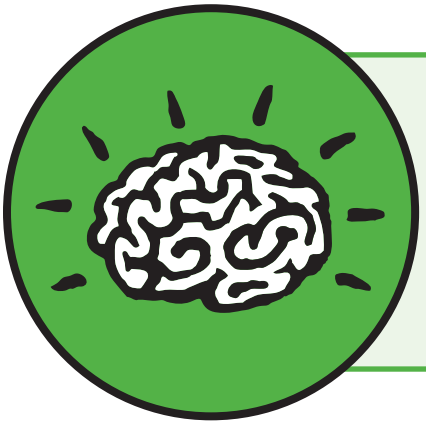
1. Stand facing children on the other side of the river.
2. Say: **Swim!** Children start to swim toward you.
3. After a few seconds, say: **Sink!** Children slowly sink down.
4. After a few seconds, say: **Swim!** again.
5. Repeat Steps 2–4 until all children have crossed the river.

Increase the Challenge

- Combine swim and/or sink with other actions (for example, swim and clap, swim and hop, swim and skip, sink and spin, sink and wave, and so on).
- Have children remain sunken for longer and longer periods of time.
- Call out other actions instead of "Swim!"
- Children can move only when you say "Swim!"
- Introduce an opposites rule: Children swim when you say "Sink!" and sink when you say "Swim!"
- Change the setting and actions every few rounds. For example, say: **You are in a band marching down the street.** The actions are march and rest. Or say: **You are rabbits hopping across the garden.** The actions are hop and crouch.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: Mixed-Up Rules

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

Brain Builder Game: Mixed-Up Rules | Ages 4+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - Rule 1 is, when I say "Touch your nose," touch your toes.
   - **Rule 2 is, when I say "Pat your back," pat your belly**
   - **Rule 3 is, when I say "Tap your knees," tap your ears.**

Play the Game

1. Face children.
2. Say: **Touch your nose.** Children touch their toes.
3. Say: **Pat your back.** Children pat their bellies.
4. Say: **Tap your knees.** Children tap their ears.
5. Repeat Steps 2–4 with other mixed-up rules.

Mixed-Up Rules

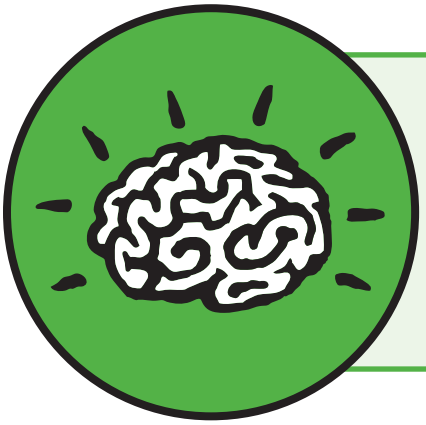
Direction		Action
Jump high	➤	Squat low
Turn around	➤	Sit down
Wiggle your toes	➤	Wiggle your fingers
Look down	➤	Look up
Hop back	➤	Hop forward
Clap your hands	➤	Stomp your feet

Increase the Challenge

- Add words without matches to the list.
- Add more words to each category.
- Read the list twice and require three or four repetitions for a match.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: My Turn, Your Turn

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

secondSTEP **Brain Builder Game:** My Turn, Your Turn | Ages 4+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, watch me name and touch the body parts.**
   - **Rule 2 is, stand still and wait for me to say "Your turn" before you name and touch the same body parts.**

Play the Game

1. Face the children.
2. Name and at the same time touch two body parts. Students stand still and wait.
3. Say: **Your turn.** Students name and touch the same two body parts.
4. Repeat Steps 2 and 3 with other body parts

Mixed-Up Rules

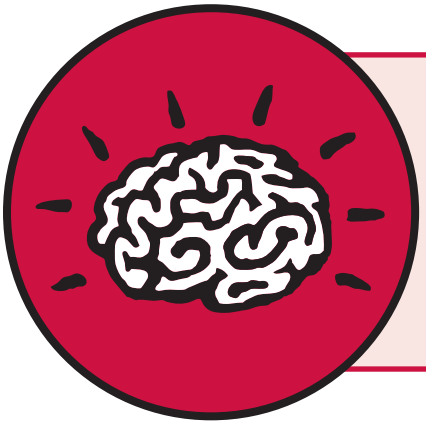
Direction		Action
Touch your ears	➤	Touch your elbows
Touch your hips	➤	Touch your knees
Touch your toes	➤	Touch your shoulders
Touch your nose	➤	Touch your ankles

Increase the Challenge

- Increase the wait-time before you say "Your turn."
- Say the directions in a quiet voice.
- Name and touch three or more body parts.
- Have the students touch the body parts in reverse order
- Add a mixed-up rule, such as one from the list above.

Tips

- Remind children to use their self-talk to remember which body parts to touch: **Saying the two body parts to yourself while you are waiting for me to say "Your turn" can help you remember them.**
- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP
Brain Builder Game: Listening Concentration

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Listening Concentration | Ages 5+

Get Ready

1. Have children stand or sit facing you.
2. Tell children to listen to the rules:
   - **Rule 1 is, hold up one finger after you've heard a word twice. That's a match!**
   - **Rule 2 is, when you've heard three matches, stand up and hold your earlobe.** Model for children.

Play the Game

1. Read one of the word lists.
2. When children have made three matches, the round is over.
3. Play again. This time, add distractions: click a pen, tap on furniture, raise/lower blinds, jump up and down, and so on.
4. Play another round and increase the challenge!

Word Lists

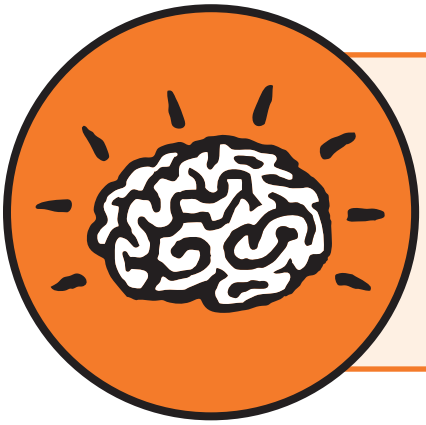
1. Truck, airplane, skateboard, train, bicycle, airplane, subway, bus, bus, truck, skateboard, subway, bicycle, train
2. Dolphin, shark, stingray, whale, octopus, whale, seahorse, dolphin, salmon, shark, salmon, octopus, seahorse, stingray
3. Banana, carrot, avocado, apple, carrot, spinach, orange, banana, tomato, avocado, apple, tomato, spinach, orange

Increase the Challenge

- Add words without matches to the list.
- Add more words to each category.
- Read the list twice and require three or four repetitions for a match.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: Rhyme Race

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Rhyme Race | Ages 6+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, listen to the list of rhyming words I say.**
   - **Rule 2 is, when I say, "Go!" say all the words from the list.**

Play the Game

1. Face children.
2. Say a list of three rhyming words.
3. Wait, then say: **Go!**
4. Children repeat the list of rhyming words.
5. Repeat steps 2–4 with another list of rhyming words.

Word Lists

Sad, mad, glad	Feel, meal, peel
Cry, fry, try	Smile, file, pile
Frown, crown, drown	Worry, hurry, blurry
Laugh, half, calf	Feeling, ceiling, healing

Increase the Challenge

- Have children repeat the list of rhyming words in reverse order.
- Have children wait longer before repeating the list of rhyming words.
- Have children add one or more rhyming words to the list.
- Say the first word and have children add two or more rhyming words to the list.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.

committee for children

Grade 1, Unit 2
Lesson 11: Showing Care and Concern

Home Link

What Is My Child Learning?
Your child is learning how to show care and concern for another person by listening, saying kind words, and helping that person. This is called *showing compassion*, and it makes people feel better.

Why Is This Important?
Being able to show compassion helps children get along with others.

Ask your child: **What does *showing compassion* mean?** Possible answer: Showing you care about others.

What are some ways you can show care and concern or compassion for others? Possible answers: Listening to them. Saying kinds words. Helping them.

When is a time someone might need you to show someone compassion? Possible answers: When someone is feeling sad, lonely, tired, or frustrated.

How do you feel when someone shows you compassion? Possible answers: Happy, special.

Practice at Home
Help your child notice when someone else could use some help or a kind word. For example:

- **Your father has a lot of dishes to do after dinner. Do you think he could use some help?**
- **It sure looks like Mrs. Sanders could use some help picking up the trash. Can you do that?**

Activity
Help your child think of something kind to say to someone else at home (or someone your child can easily call on the phone) as a way to show "compassion." Fill in the details below for your child. Then help your child do it!

I can show compassion to _____

_____

I will say: _____

_____

After I showed compassion, I think this person felt _____

_____

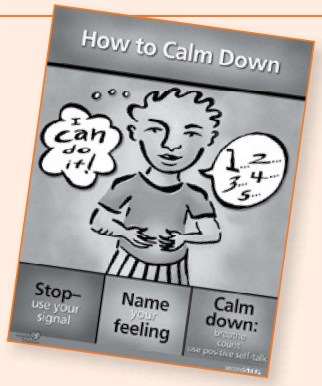
(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)

Grade 1, Unit 3
Lesson 15: Self-Talk for Calming Down

Home Link

What Is My Child Learning?
Your child is learning that some feelings are strong and need to be managed. You can manage strong feelings by saying "Stop," naming the feeling, then using belly breathing and positive self-talk to calm down.

Why Is This Important?
When children have strong feelings, they have a harder time thinking clearly and paying attention. When children are calm, they are able to learn.



Ask your child: **When you are having a strong feeling, what should you do first?** *Second Step* answer: Put my hands on my tummy and say "Stop."

What should you do next? *Second Step* answer: Name my feeling.

Then what can you do to calm down? Possible answers: Belly breathe or take belly breaths. Count. Use positive self-talk.

Can you show me how to do belly breathing? (Let your child lead you through belly breathing.)

When you are feeling angry, what can you say to yourself that will help you calm down? Possible answers: Relax. It will be okay.

Practice at Home
When you notice your child having strong feelings, remind your child to say "Stop," then name his or her feeling. Then practice belly breathing with your child. Help your child think of positive self-talk to use to remain calm. For example:

> **I see you're having a strong feeling. Remember to say "Stop."** Wait for your child to say stop. **What are you feeling?** Help your child name the feeling, if needed. **Now let's belly breathe together.** Practice belly breathing with your child. **What can you say to yourself that will help you keep calm?**

Activity
Help your child to think of a time when he or she has a strong feeling and what he or she needs to do to calm down. Fill in your child's responses in the blanks below.

I get a strong feeling and need to calm down when:

_____

Stop! I am feeling _____

Practice belly breathing.

Positive things I could say to myself:

_____

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)