



EAST GREENWICH TOWNSHIP SCHOOL DISTRICT

SAMUEL MICKLE BUILDING, 559 KINGS HIGHWAY, MICKLETON, NJ 08056

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Dr. James J. Lynch, Superintendent
Gregory Wilson, Business Administrator

Lyn McGravey, President of the Board of Education
Dr. Kimberley Chiodi, Director of Curriculum & Instruction

June 19, 2018

Dear Parents or Guardians,

In an attempt to increase the retention of content knowledge over the summer, we are implementing a voluntary student summer study packet. This voluntary student packet will assist students in maintaining their skills over the summer and increasing preparedness for a successful September.

These packets have been developed by grade level teams of teachers and reviewed by both the principals and Director of Curriculum. The packets should take approximately three hours each to complete. We ask that you encourage your child to complete this voluntary packet sometime between the end of July and the opening of school. In addition, many of the packets include a suggested reading list for the summer. We encourage you to join with your child to read one or more of these books over the summer.

Teachers will collect the packets the first day of school. Teachers will review the packets, and the level of completion will assist teachers in planning their initial classes. Additionally, as an incentive for students to complete the packet, we are working on an appropriate reward to be given to students at the beginning of the school year. In order to participate in the incentive, a student must fully complete the packet and turn it into his or her teacher by 3:30pm on **Wednesday, September 19th**. We will send a Realtime reminder in both July and August.

These packets are posted for students on our website, the first tab under "Parents and Students". Please access the packet for your child's 2018-2019 grade level. Since the content is a review of major concepts, we ask that your child complete the packet independently. Also, although these packets are not mandatory, we ask that you encourage your child to complete the packet.

Thank you for your anticipated help and cooperation and should you have any questions, please do not hesitate to call your child's principal or Dr. Chiodi, Director of Curriculum and Instruction.

In closing, thank you for your support of our school district and have a safe and enjoyable summer.

Sincerely,

Dr. James J. Lynch,
Superintendent

JESSICA G. MAHONEY
Jeffrey Clark School Principal
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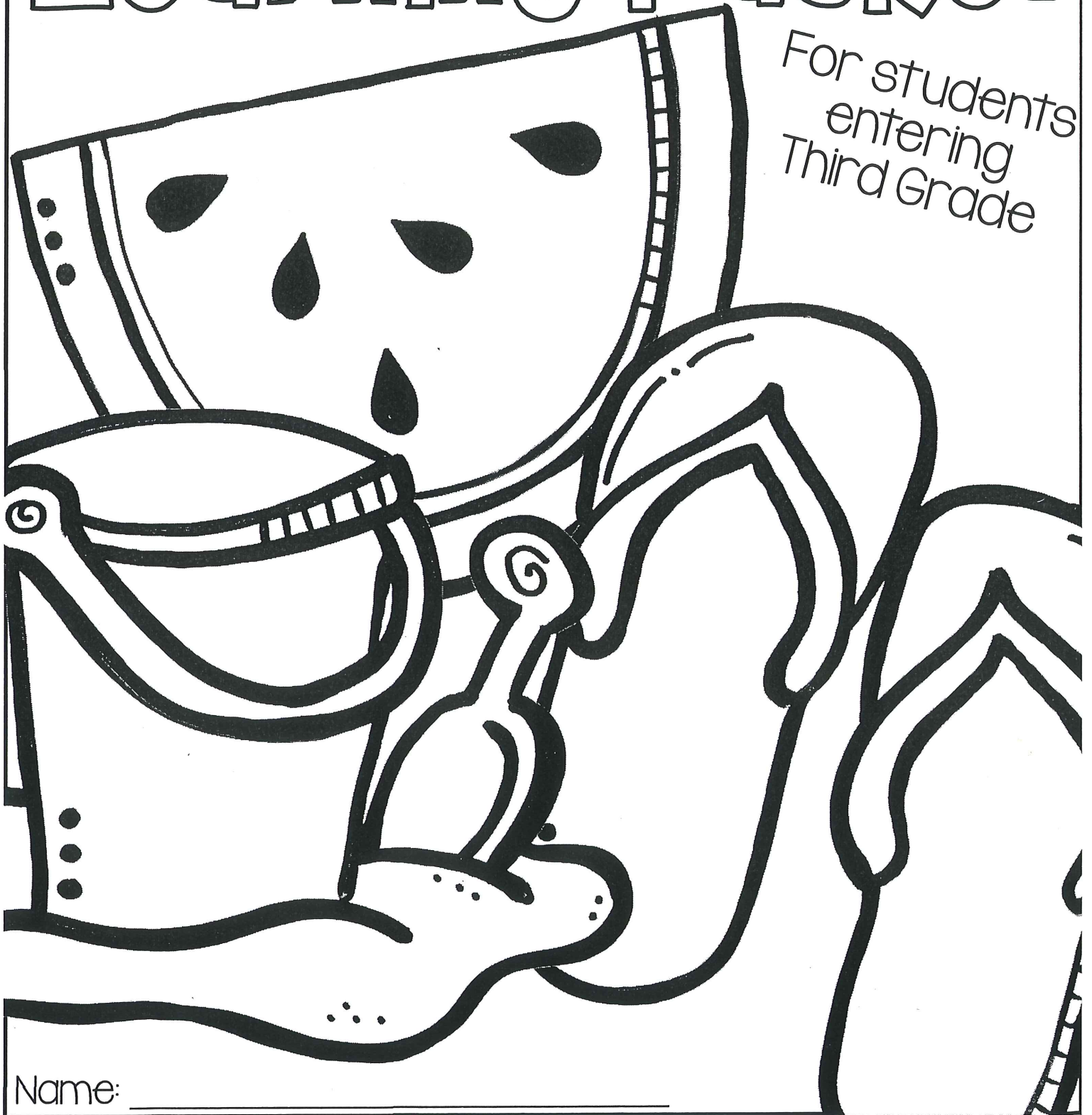
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My Summer Learning Packet

For students
entering
Third Grade



Name: _____

Suggested Book List for 2nd into 3rd Grade

The following books are great suggestions for summer reading. They can be found at the local library, amazon.com or at Barnes and Noble. Students can read by themselves or with a buddy! Additionally, reading together is a great way to bond with your child, and it will provide opportunities for meaningful discussion.

More leveled books can be found online at-
<http://readingtokids.org/Books/BooksGrade.php>

Guided Reading Level L/Basal Level 2.2

TITLE	AUTHOR
Amelia Bedelia Books: <i>Amelia Bedelia</i> <i>Amelia Bedelia and the Baby</i> <i>Amelia Bedelia Goes Camping</i> ... and many other titles!	Peggy Parish
<i>Animal Tracks</i>	Arthur Dorros
The Cam Jansen Mystery series: <i>Cam Jansen and the Chocolate Fudge Mystery</i> <i>Cam Jansen and the Mystery at the Haunted House</i> ... and many other titles!	David Adler
<i>The Case of the Cool-Itch Kid</i> <i>The Clue at the Zoo</i> <i>The Mystery of the Blue Ring</i>	Patricia Reilly Giff
The Horrible Harry series: <i>Horrible Harry in Room 2B</i> <i>Horrible Harry and the Kickball Wedding</i> ... and many other titles!	Suzy Kline
The Marvin Redpost series: <i>Marvin Redpost: Alone in His Teacher's House</i> <i>Marvin Redpost: Is He a Girl?</i> <i>Marvin Redpost: Kidnapped at Birth?</i> <i>Marvin Redpost: Why Pick on Me?</i>	Louis Sachar
The Pinky and Rex series: <i>Pinky and Rex</i>	James Howe

<i>Pinky and Rex and The Bully</i> <i>Pinky and Rex and the New Baby</i> ... and many other titles!	
The Pee Wee Scouts series: <i>Pee Wee Scouts: Eggs with Legs</i> <i>Pee Wee Scouts: Halloween Helpers</i> ... and many other titles!	Judy Delton

Guided Reading Level M/Basal Level 2.2

TITLE	AUTHOR
Arthur books: <i>Arthur and the Lost Diary</i> <i>Arthur Makes the Team</i> <i>Arthur's Mystery Envelope</i> ... and many other titles!	Marc Brown
<i>Beast and the Halloween Horror</i> <i>The Beast in Ms. Rooney's Room</i> <i>Count Your Money With the Polk Street School</i> <i>Emily Arrow Promises to Do Better This Year</i> <i>Fancy Feet</i> <i>The Secret at the Polk Street School</i> <i>Show Time at the Polk Street School</i>	Patricia Reilly Giff
<i>Baseball Pals</i> <i>The Comeback Challenge</i> <i>The Counterfeit Tackle</i> <i>Double Play at Short</i> <i>Crackerjack Halfback</i> <i>Fighting Tackle</i> <i>The Fox Steals Home</i> <i>The Hit-Away Kid</i>	Matt Christopher
The Junie B. Jones series: <i>Junie B. Jones is a Party Animal</i> <i>Junie B. Jones and the Stupid Smelly Bus</i> ... and many other titles!	Barbara Park
<i>Five True Dog Stories</i> <i>Nine True Dolphin Stories</i> <i>Five True Horse Stories</i>	Margaret Davidson

The Magic Treehouse series: <i>Hour of the Olympics</i> <i>Night of the Ninjas</i> ... and many other titles!	Mary Pope Osborne
<i>Hoopstars: Go to the Hoop!</i>	Dean Hughes

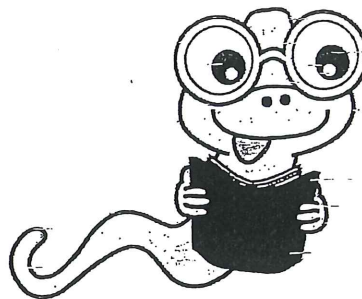
Guided Reading Level N/Basal Level 3.1

TITLE	AUTHOR
Amber Brown books: <i>Amber Brown Goes Fourth</i> <i>Amber Brown is Not a Crayon</i> ...and many other titles!	Paula Danziger
<i>The Cloud Book</i>	Tomie DePaola
<i>The Enormous Crocodile</i> <i>The Magic Finger</i>	Roald Dahl
<i>Helen Keller's Teacher</i>	Margaret Davidson
<i>Julian, Dream Doctor</i> <i>Julian, Secret Agent</i> <i>Julian's Glorious Summer</i> <i>More Stories Huey Tells</i> <i>More Stories Julian Tells</i>	Ann Cameron
<i>Flat Stanley</i>	Jeff Brown
Max Malone series: <i>Max Malone and the Great Cereal Rip-Off</i> <i>Max Malone Makes a Million</i> <i>Max Malone the Magnificent</i> <i>Max Malone, Superstar</i>	Charlotte Herman
<i>The Titanic</i> <i>The Titanic Lost... and Found</i> <i>True-Life Treasure Hunts</i>	Judy Donnelly

Remember that the district makes the following websites available to all East Greenwich students throughout the summer: RAZ-KIDS and IXL. You can also use Stacy Gray's list of education computer sites.

HAVE A WONDERFUL SUMMER !

Challenging Questions to Ask About Reading



--Narrative (any story)--

- *How is this story like any other story you know?
- *How is the setting (time and place) important to the story?
- *How did the author show the passing of time?
- *What words did the author use to describe the place?
- *How does the season or time affect the characters or the plot of the story?
- *Who is the most important character?
- *How does the author tell us about the character?
(Hint: Look at what the character does, thinks, says, and what others say about the character.)
- *Which character changed in the story? How did he/she change?
- *What is the author's message?
- *Why did the author most likely write this story?
- *What is this story mostly about?
- *What do the illustrations add to the story?
- *What was the most important problem in the story?
- *What clues did the author give to help the reader predict the ending?
- *What lesson does this story teach about life?
- *What can you tell about this character?
- *What two or three sentences summarize the whole story?
- *What are some interesting words, phrases, or sentences?
- *What words help create a feeling or picture in your mind?
- *What did the author have to know to write this book?
- *What did the author do to interest the reader?

Challenging Questions to Ask About Reading

--Informational/Non-fiction--



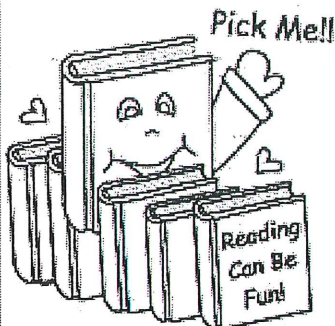
- *What is this selection mainly about?
- *Why is this topic important?
- *What are some of the most important ideas related to this topic?
- *How has the author made it easy for the reader to find information?
- *Why did the author most likely write this text?
- *What does the title tell you about this text?
- *What information is provided through graphic features? (illustrations, maps, charts, diagrams, photographs, etc.)
- *What information is provided through text features? (bold print, key words, italics, captions, labels, etc.)
- *How does this (chart, illustration, map, etc.) help the reader?
- *How can the reader tell that the author's purpose was _____?
- *What details are important to the main idea of the selection?
- *Which sentence from the text best supports the idea that _____?
- *What can you tell from this text?

Tip: Always ask
"How do you
know?" and
follow up with a
discussion!

Name: _____

My Reading Log

	Date	Title	Author	Minutes	Parent Signature
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____
15.	_____	_____	_____	_____	_____

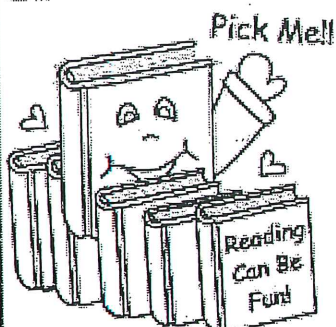


Anything can happen....
when you open a book!

Name: _____

My Reading Log

	Date	Title	Author	Minutes	Parent Signature
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____
15.	_____	_____	_____	_____	_____



Anything can happen.....
when you open a book!



Remember A **singular noun** names **one** person, place, animal, or thing. A **plural noun** names **more than one**.



Examples SINGULAR ► student beach goose penny
PLURAL ► students beaches geese pennies



Practice Read the sentences. Put a line under each singular noun. Circle each plural noun.

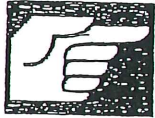


Most foxes live in a forest or near a farm. But they can also be found in the parks of big cities. A mother and a father will make a home in their den. They feed their pups and lead enemies away from the small babies. Farmers like the fox for one reason: it kills rats.

Now do some writing of your own. Tell about a wild animal that you know something about.



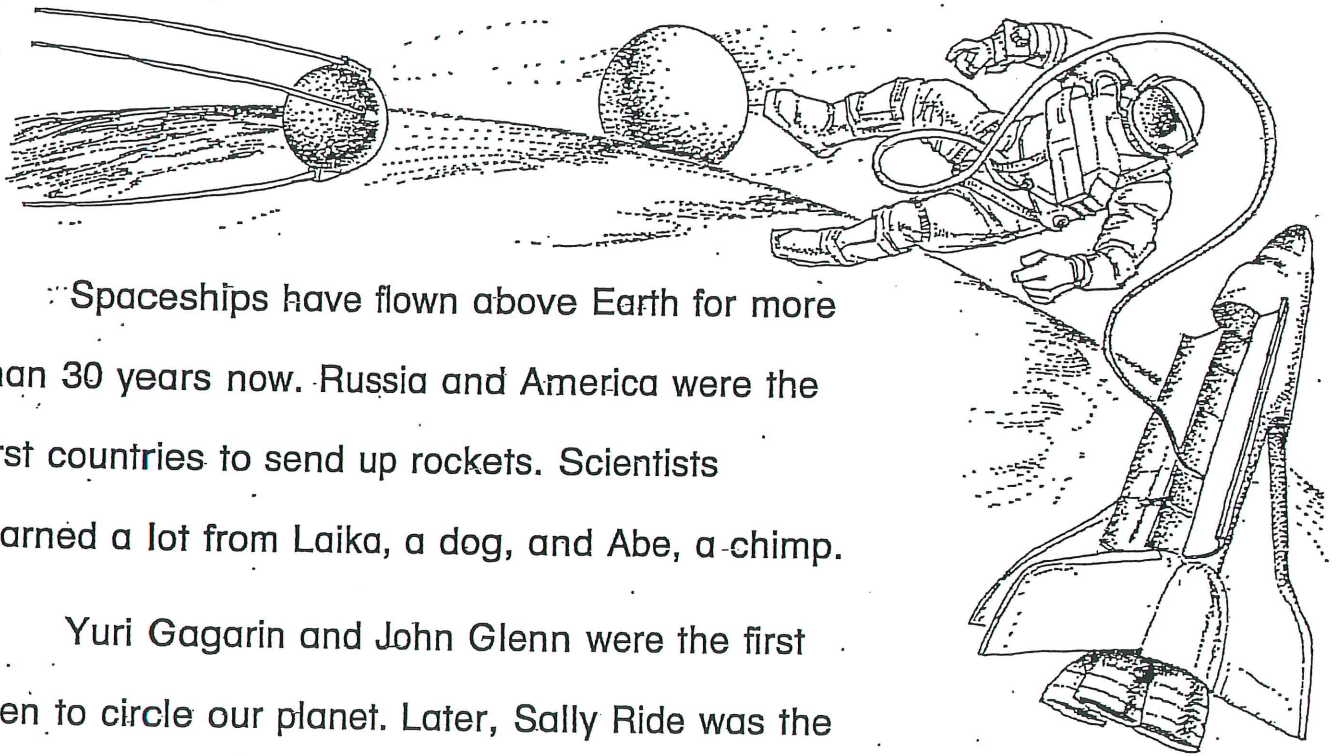
Remember A **common noun** names **any** person, place, animal, or thing. A **proper noun** names a **special** person, place, animal, or thing.



Examples **COMMON** ▶ girl city bird month
 PROPER ▶ Ann Dallas Tweety October



Practice Read the sentences. Put a line under each common noun. Circle each proper noun.



Spaceships have flown above Earth for more than 30 years now. Russia and America were the first countries to send up rockets. Scientists learned a lot from Laika, a dog, and Abe, a chimp.

Yuri Gagarin and John Glenn were the first men to circle our planet. Later, Sally Ride was the first woman to go into space on the *Challenger*.



Practice Write a common noun to tell what each proper noun is. Write a proper noun as an example of each common noun.

PROPER

COMMON

COMMON

PROPER

1. *Mayflower* — _____

4. singer — _____

2. Florida — _____

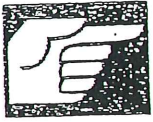
5. city — _____

3. Dr. King — _____

6. school — _____



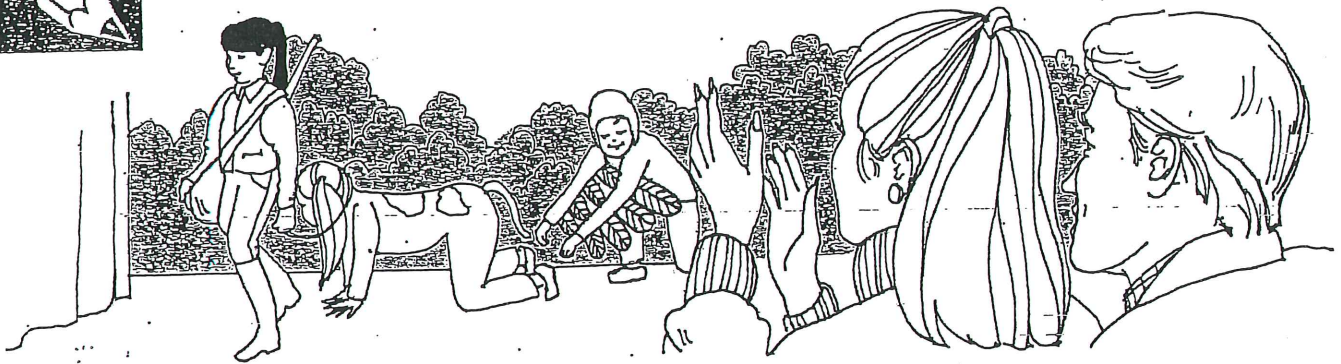
Remember A **possessive noun** names **who or what has something**.



Examples	NOUN	▼	Ron	chickens
	POSSESSIVE	▼	<u>Ron's</u> glasses	<u>chickens'</u> squawks



Practice Read the sentences. Put a line under each possessive noun.



Mr. Reiner's class put on *The Ugly Duckling* last week. In the play, the duckling's mother leaves. Each boy's part was playing a duck or a swan. The girls' parts were as hunters or dogs. The teachers' jobs were all behind stage. The play was a big hit. You could hear the parents' cheers even in the next room.

Now do some writing of your own. Tell about something a friend has that you would like to have, too.



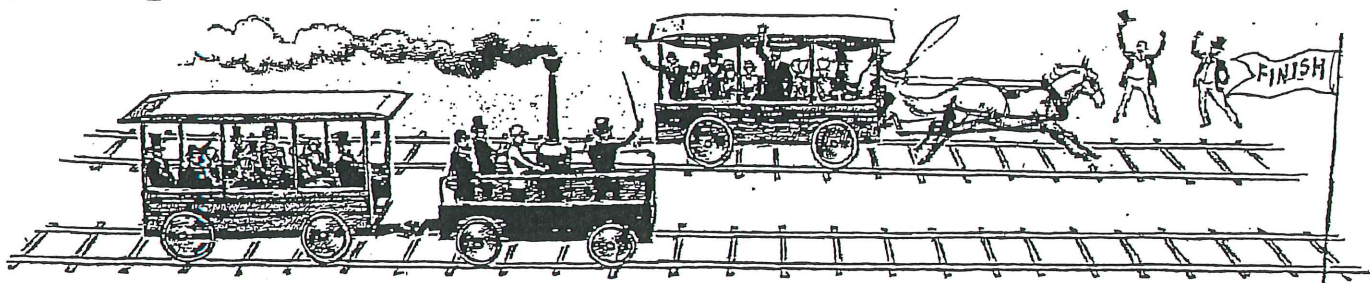
Remember An **adjective** is a word that **describes a noun**. It can tell **how many, what color, what size, or what kind**.



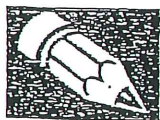
Examples two shoes large castle
yellow banana friendly neighbor



Practice Read the sentences. Put a line under each adjective.



Before 1830, strong horses pulled long trains. Then a clever person had a new idea. Why not use one engine instead of many horses? An important race was held between a black engine named Tom Thumb and a golden horse. Both pulled three cars. The speedy horse won! Even so, modern trains are now pulled by huge engines.



Practice Write adjectives to complete these sentences. Use words from the box or think of your own.

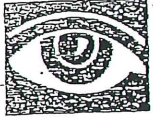
rainy

wonderful

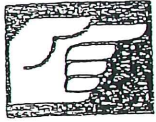
pink

soft

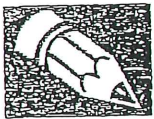
1. Nikki Giovanni writes _____ poems.
2. She tells about _____ days and _____ songs.
3. Nikki's poems also tell about bright _____ skies.



Remember An **adverb** is a word that **describes an action verb**. It can tell **how**, **when**, or **where** something happened.



Examples **HOW** ▶ Chris paints carefully.
 WHEN ▶ She finished a picture yesterday.
 WHERE ▶ Chris hung it downstairs.



Practice Read each sentence. Put a line under the adverb. Then circle HOW, WHEN, or WHERE to explain what the adverb tells about the verb.



- | | | | |
|---|-----|------|--------|
| 1. Dandelions grow everywhere. | HOW | WHEN | WHERE, |
| 2. The name "lion's tooth" fits this plant perfectly. | HOW | WHEN | WHERE |
| 3. Dandelion leaves look exactly like sharp teeth. | HOW | WHEN | WHERE |
| 4. People brought the plant here from Europe. | HOW | WHEN | WHERE |
| 5. Its young leaves have to be picked early for use in salads. | HOW | WHEN | WHERE |
| 6. Gardeners always hate to see a dandelion. | HOW | WHEN | WHERE |
| 7. The plant's roots reach down three feet or more in the soil. | HOW | WHEN | WHERE |
| 8. Gardeners have to cut deep to remove all of them. | HOW | WHEN | WHERE |



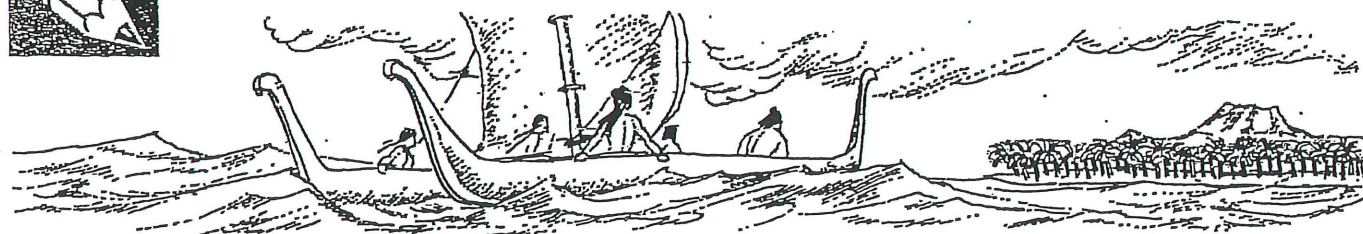
Remember A **pronoun** is a word that can **take the place of a noun**.



Examples Artists paint pictures.
Their work takes time.
But it is fun for them.



Practice Read the sentences. Put a line under each pronoun.

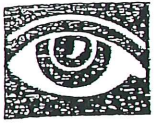


The first people to settle in Hawaii were Polynesians. They sailed to the islands in their giant canoes. More Polynesians soon followed them.

Kamehameha was Hawaii's first great king. By 1810, he ruled all the islands. A special holiday is named after him. It takes place in June.

The last Hawaiian ruler was a queen. Liliuokalani was her name. She ruled for just two years.

Now do some writing of your own. Name another leader and tell about a holiday named after that person.



Remember The **plural** form of a noun that ends in a **consonant plus y** is made by changing the **y** to **i** and adding **es**.



Examples SINGULAR ► pony → poni + es = ponies ◄ PLURAL
lady → ladi + es = ladies



Practice Write the plural form of each noun below.

1. country _____

5. party- _____

2. berry _____

6. baby _____

3. candy _____

7. penny _____

4. daddy _____

8. factory _____



Remember The **plural** form of some words is made by **changing their spelling**.



Examples	SINGULAR ►	man	woman	child	person
	PLURAL ►	men	women	children	people
	SINGULAR ►	tooth	goose	foot	mouse
	PLURAL ►	teeth	geese	feet	mice



Practice Write the plural form of each noun below. Use the examples to help you.

1. foot _____

5. child _____

2. woman _____

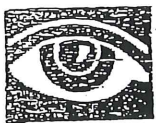
6. goose _____

3. mouse _____

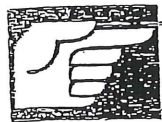
7. man _____

4. person _____

8. tooth _____



Remember If a verb ends in **s**, **x**, **sh**, or **ch**, an **es** is added to make the verb work with a **singular** subject.



Example PLURAL SUBJECT ▶ Lights flash.
SINGULAR SUBJECT ▶ One light flashes.



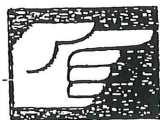
Practice Complete each sentence. Write the correct present form of the verb under the line.

When a building _____ fire, firefighters are called.
catch

Each firefighter _____ to the spot. Water _____
rush splash
on the fire from pumps and hoses. Hardly a drop _____
miss



Remember If a verb ends in a **consonant plus y**, the **y** is changed to **i** and **es** is added to make the verb work with a **singular** subject.



Example PLURAL SUBJECT ▶ Airplanes fly.
SINGULAR SUBJECT ▶ An airplane flies.

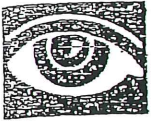


Practice Complete each sentence. Write the correct present form of the verb under the line.

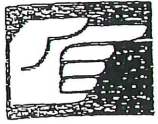
The fire chief _____ about people in a burning building.
worry

He _____ to get them all out. A baby _____ on the top
try cry

floor. A firefighter _____ the child down a ladder.
carry



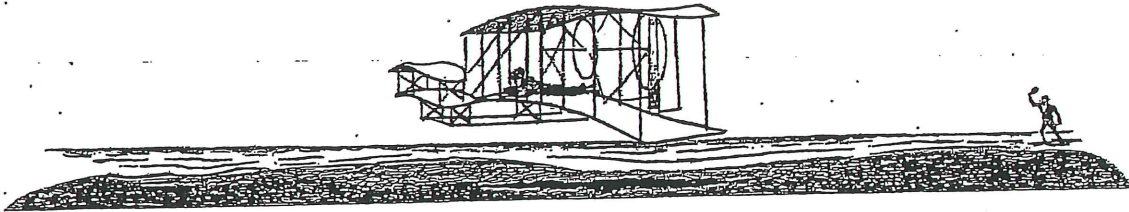
Remember The **past** form of some verbs is made by **changing their spelling**.



Examples	PRESENT ▼	run	fly	take	begin
	PAST ▼	<u>ran</u>	<u>flew</u>	<u>took</u>	<u>began</u>
	PRESENT ▼	have	ride	sing	ring
	PAST ▼	<u>had</u>	<u>rode</u>	<u>sang</u>	<u>rang</u>



Practice Complete each sentence. Write the past form of the verb under the line. Use the examples above to help you.



In Ohio in 1899, two brothers _____ an idea. They
have

_____ plans to build a plane from cloth and wood.
begin

In 1903, the Wright brothers _____ their plane to a
take

windy hill. Orville Wright _____ first. The wind
fly

_____ in his ears! Next Wilbur Wright _____
ring ride

in the plane for 59 minutes. "Wow, Orville," Wilbur _____
sing

out, "just me and the birds!" Both brothers were happy that the

plane _____ so well.
run



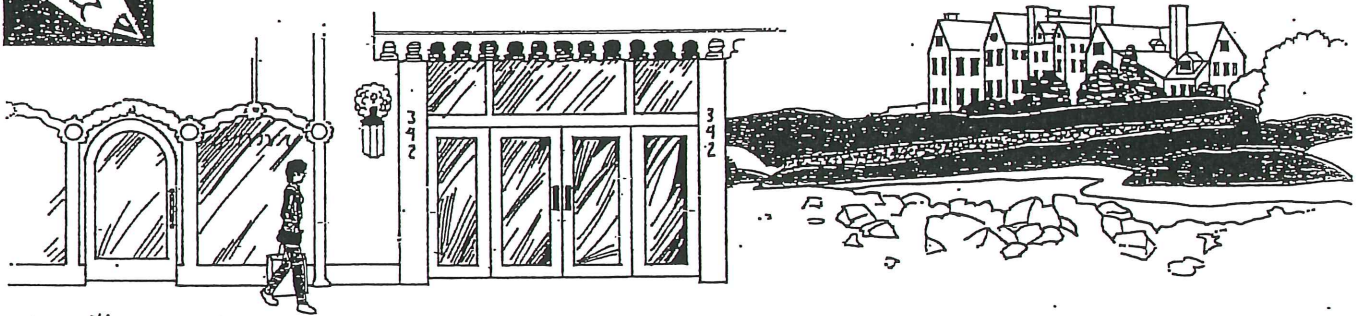
Remember Names of **particular places** are also **proper nouns**.
Each important part of a place name begins with a **capital letter**.



Examples Harvest Road Kansas City
North Carolina United States of America



Practice Complete each sentence. Write the place name correctly.



1. Many travelers visit _____.
new york city
2. They enjoy the stores along _____.
fifth avenue
3. Visitors also like _____; our smallest state.
rhode island
4. Here they can drive along _____ to see big houses.
cliff walk
5. Long ago, people from _____ settled this state.
england
6. Many people from _____ have also moved here.
canada

Now do some writing of your own. Tell about a place that you'd like to visit. Name a friend you'd like to take with you.



Remember An **apostrophe (')** is a signal that is used within words. It can take the place of the **letters left out** of a **contraction**.



Examples does we would she is they will
 doesn't we'd she's they'll



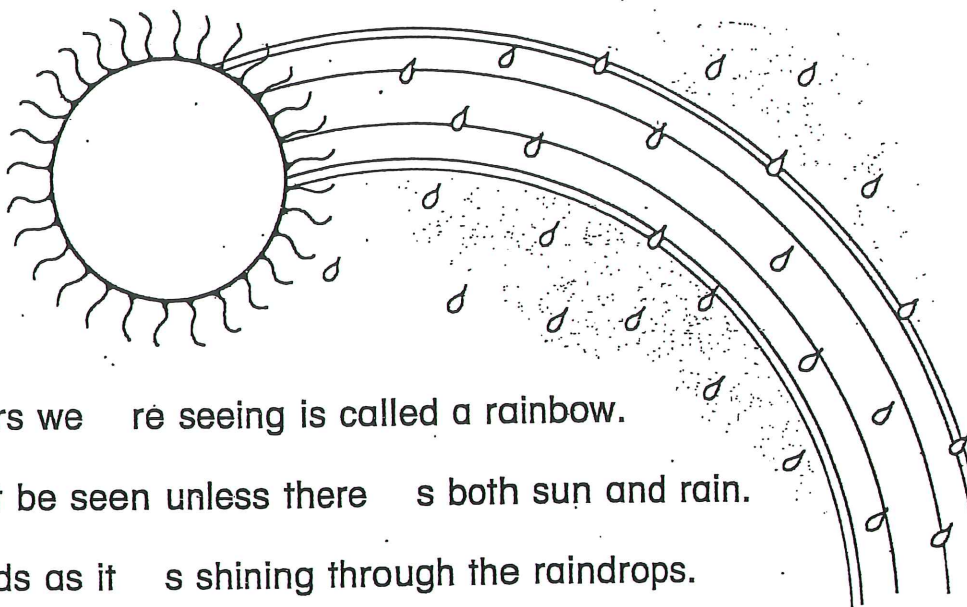
Practice Write a contraction for each pair of words. Use the word box to help you.

it's	he's	isn't	we're
she'd	aren't	can't	they'll

1. we are _____
2. are not _____
3. he has _____
4. can not _____
5. they will _____
6. it is _____
7. she would _____
8. is not _____



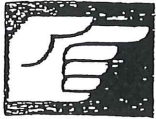
Practice Read the sentences. Add apostrophes where they belong.



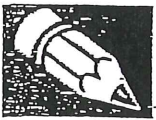
1. The band of colors we re seeing is called a rainbow.
2. Rainbows can t be seen unless there s both sun and rain.
3. The sunlight bends as it s shining through the raindrops.
4. The light rays aren t all bending in the same way, however.
5. Red light doesn t bend much, but violet bends a lot.



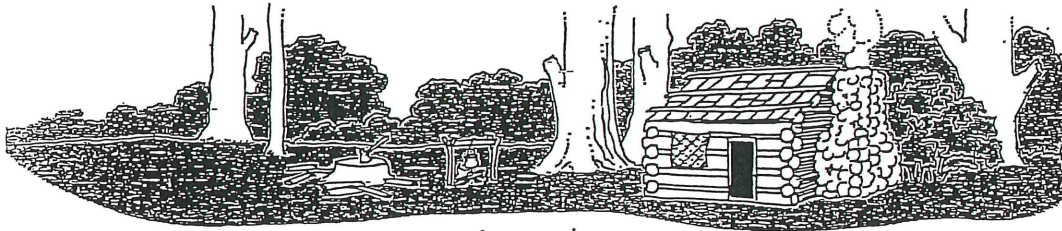
Remember The **first word**, the **last word**, and **each important word** in the **title of a book or story** begins with a **capital letter**.



Examples Where the Wild Things Are
"Chicken Little"

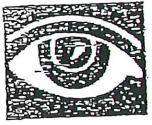


Practice Read the sentences. Circle each word that should begin with a capital letter.



1. little house in the big woods is about a pioneer girl.
2. A monkey and a kitten are friends in koko's kitten.
3. silly soup is a book of ten plays for children.
4. Frances learns a lesson in bargain for frances.
5. "casey at the bat" is a poem about baseball.
6. Everyone who loves horses should read the black stallion.
7. The emperor was tricked in "the emperor's new clothes."
8. watching them grow is about baby animals in the zoo.

Now do some writing of your own. Tell what some of your favorite books and stories are.



Remember A **thank-you note** thanks someone for a gift or for doing something special. It should **name** the gift or what was done and **tell** something about it.



Example

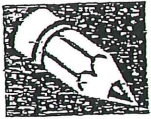
35 Rogers Street
Bowie, TX 76230
April 29, 19__

Dear Mrs. Perez,

Thank you for taking me to the water slides with
your family. The Rattlesnake was my favorite!

Your neighbor,

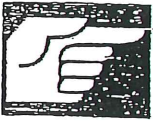
Darby



Practice Write a thank-you note of your own. Thank a friend for a recent present or favor.



Remember An **action verb** is a word that tells about **doing** something.



Examples climb fill baked ran



Practice Read the sentences. Put a line under each action verb.

One cold morning in 1926, Gertrude Ederle dashed into the sea. As she left the French coast, huge waves crashed and roared around her. Gertrude pulled and kicked through the rough water. Hours later, she reached England.

Even today almost no one swims from France to England. Back then, newspapers printed Gertrude's story on the front page.



Practice Write action verbs to complete these sentences. Use words from the box or think of your own.

cut

came

built

covered

1. Delaware's early settlers _____ from Sweden in 1638.
2. They _____ America's first log cabins.
3. The settlers _____ logs for the walls and _____ the doors with animal skins.

Name _____

**Middle-of-Year
Performance Task**

6. Erica read 31 books. Her friend Molly read 17 books. Draw a quick picture to show how many books Erica and Molly read in all.

They read _____ books in all.

-
7. Serena read a book that is 38 pages long. Ming read a book that is 26 pages long. Rohan read a book that is 31 pages long.

Ming finds how many pages he and Rohan read in all. How many more pages did they read than Serena?

They read _____ more pages than Serena.

Explain how you know your answer is correct.

GO ON 

Name _____

Middle-of-Year
Performance Task

This tells how many books were read by
all the children in 3 different classes.

Mr. Dorn's class
319 books

Ms. Lopez's class
185 books

Ms. Chen's class
241 books

8. How many books did the 3 classes read in all?

_____ books.

9. How many more books did Mr. Dorn's class read than
Ms. Lopez's class?

_____ books

10. The library has a shelf of storybooks. There are
473 new books on the shelf. The children at the
school have already read 205 of these books.
How many of the books have they NOT read yet?

_____ books



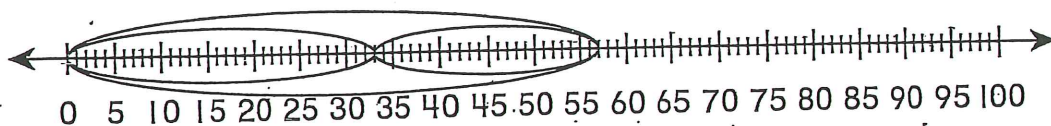
Name _____

1. There are more fish than frogs in a pond. Zia uses $800 - 200$ to estimate how many more fish.

Fill in the bubble next to all the problems he may have been estimating for.

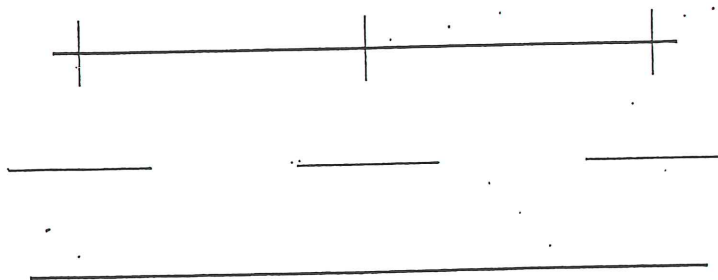
☐ $\begin{array}{r} 775 \\ - 284 \end{array}$
☐ $\begin{array}{r} 814 \\ - 231 \end{array}$
☐ $\begin{array}{r} 891 \\ - 205 \end{array}$
☐ $\begin{array}{r} 811 \\ - 178 \end{array}$

2. Complete the equation that the diagram represents.



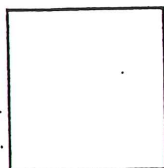
+ 24 =

3. Use the data in the list to complete the line plot.



Lengths of Ribbons
6 inches
5 inches
7 inches
5 inches

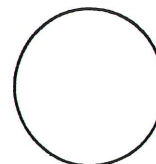
4. Draw to show halves, thirds, and fourths.



halves



thirds

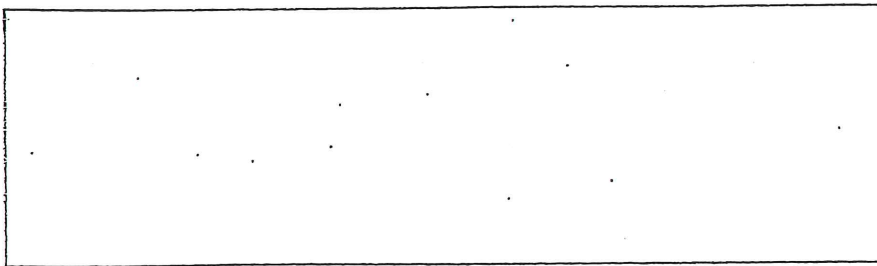


fourths

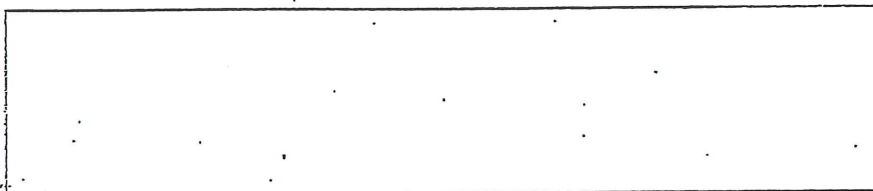
GO ON

Name _____

5. Draw and label coins to show a total value of 87¢.



6. Mark has 16 crackers to share equally with his mother. Draw a picture to show how Mark can share his crackers.



How many crackers will Mark keep?

_____ crackers

7. Hank plants 4 white flowers, 7 pink flowers, and 3 yellow flowers. How many flowers does he plant?

_____ flowers

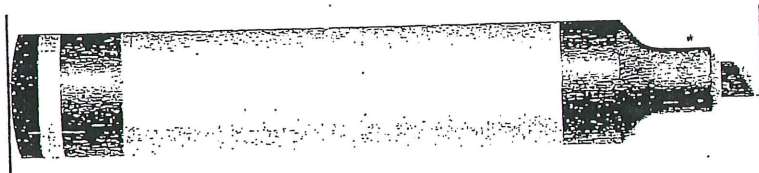
8. Fred subtracts 48 from 165. Which one of these steps should he follow first?

- ☐ Ungroup 6 tens as 5 tens 10 ones.
- ☐ Subtract 5 ones from 4 tens.
- ☐ Subtract 5 ones from 8 ones.

GO ON 

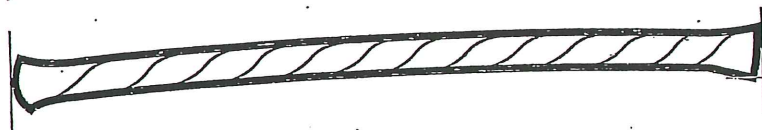
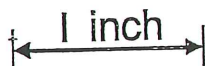
Name _____

9. Use an inch ruler. What is the length of the marker to the nearest inch?

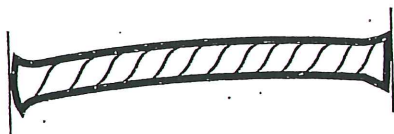


_____ inches

10. Use the 1-inch mark. Estimate the length of each piece of yarn.

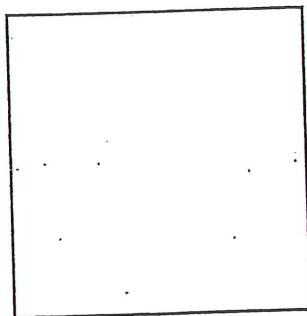


about _____ inches



about _____ inches

11. Measure in centimeters. Draw rows and columns.
Write the number of small squares.



_____ squares



Name _____

12. Arnod counts to 20 by fives. Bimi counts to 50 by tens. Who will say more numbers?

13. Sally puts a frame around a picture. The picture has four sides. Two sides are each 11 inches long. The other two sides are each 8 inches long. How many inches of frame does Sally need?

_____ = _____
unit

14. Use the words on the tiles to make the sentence true.

The tree is 18 _____ tall.

inches

feet

The desk is 30 _____ long.


The lamp is 3 _____ tall.

15. Shade in the ten frames to show the number. Circle **even** or **odd**.

20

even

odd

GO ON 

Name _____

16. Jack's age has a digit less than 4 in the tens place. It has a digit greater than 6 in the ones place. Which one of these numbers could be Jack's age?

☐ 40 + 9

☐ thirty-seven

☐ 2 tens 5 ones

Write a number that could be Jack's age.

17. Write a symbol from a file to compare numbers.



136 117

18. Find the difference.

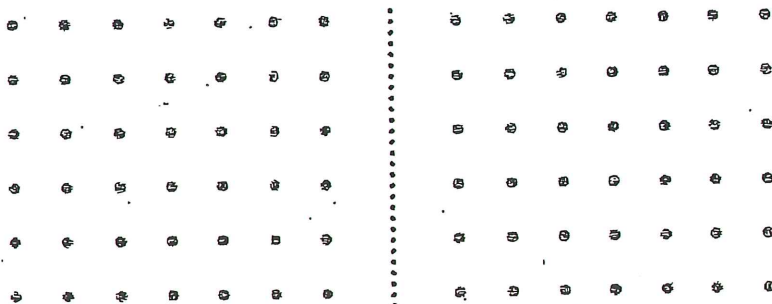
$$\begin{array}{r} 61 \\ - 37 \\ \hline \end{array}$$

Tens	Ones
<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4

GO ON

Name _____

19. Rana drew 2 two-dimensional shapes that had 10 angles in all. Draw the shapes Rana could have drawn.



20. A store has 3 boxes of 100 juice bottles and some single bottles. Circle all the numbers that show how many bottles could be in the store.

☐ 348

☐ 324

☐ 406

☐ 411

21. Ed has 44 stickers. Marcy has 53 stickers. Who has more stickers?

Circle the word or number from each box to make the sentence true.

Ed
Marcy

has

19
11
9

more stickers.

GO ON 

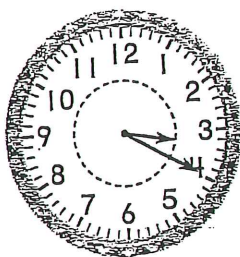
Name _____

22. Write the next number in each counting pattern.

885, 875, 865, 855, _____

641, 541, 441, 341, _____

23. Write the time that is shown on this clock.



24. Use the tally chart to complete the picture graph.
Draw a ☺ for each child.

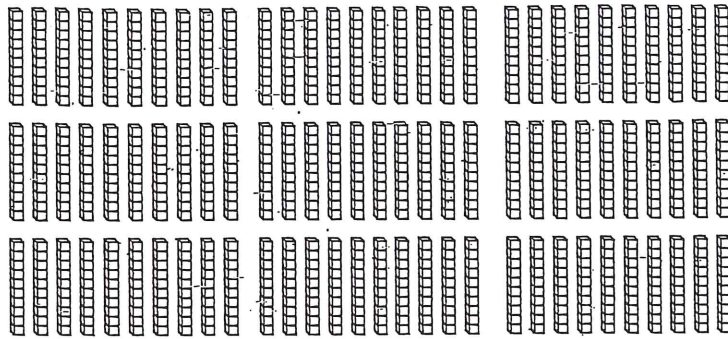
Favorite School Subject	
math	
reading	
science	
art	

Favorite School Subject					
math					
reading					
science					
art					

Key: Each ☺ stands for 1 child.

GO ON

25. Write how many tens. Circle groups of 10 tens.
Write how many hundreds. Write the number.



_____ tens

_____ hundreds

26. Hana picks 35 red apples, 16 green apples, and 27 yellow apples. How many apples does Hana pick?

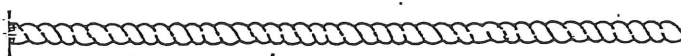
Hana picks _____ apples.

65

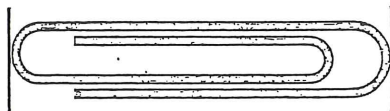
78

84

27. Measure the length of each object. Complete the number sentence to find the difference between the lengths.



_____ centimeters



_____ centimeters

_____ - _____ = _____

The string is _____ centimeters longer than the paper clip.

