

First Week Of SECOND GRADE



Activity Packet



Thank you for **your purchase**

This resource is intended to relieve your stress at the beginning of the year so that you can focus on getting your classroom ready, on getting your main curriculum planning done, and on attending the many meetings we are all required to attend at the start of a school year. If you are anything like me, I tend to focus on the big picture planning, and then the first week nitty-gritty planning can get left to the last minute! By having this resource, you will be able to plan your first week easily!

There are math and literacy components in this resource that should last you a minimum of one week. There are 14 literacy and 14 math activities/printables along with lesson plan ideas. Use the ones that meet your needs, and remember that second graders are really still first graders in the first week of school! After a long summer they will require some time to warm up to pencil and paper activities, so just choose the printables that work for you! In my experience, the activities have lasted more than one week.

I have simplified my copyright information on these pages, so as to not confuse students about the grade level of their pages.



Thank you from Grade One Snapshots

Directions for...

“All About Me”

Read a Story about Back to school, such as “I am Too Absolutely Small for School,” by Lauren Child, or “First Grade Jitters,” by Julie Danneberg, or “Froggy Goes to School,” by Jonathan London.

As a class, discuss what the students will be filling in on the page. Review the spelling of the school name. If your students need extra support and your school name is very long, you may wish to fill in that spot by hand before photocopying the sheet.

All About **Me**

Name: _____

Age: _____ Grade: _____

School: _____

This is me!

These are some of my favorite things:

“This is Me”

Encourage students to draw a picture of themselves as they really look today (hair color, clothing color, etc.) If possible, provide small mirrors for the students to look at themselves!

“My Favorite Things”

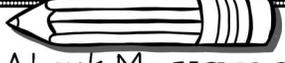
Have a chart prepared that has several topics for “favorite things”, such as animals, food, colors, sports. Give students the opportunity to “pair share” their favorites of each of those. To do a pair share they turn to a partner and take turns sharing their answer. After a few moments, redirect the attention back to you, and have several partners share what the other person said. This can ensure that the partners actually listen to each other. Write down those examples on the chart.

Directions for... "About My Name"

Review Vowels and Consonants: Ensure that students remember the difference between vowels and consonants.

Demonstrate the activity very clearly. You can do the activity one step at a time as a whole class to avoid many students requiring help at the same time.

If your students are having difficulties remembering the difference between vowels and consonants, you can have all of the students shade the vowels with yellow first.



About My **Name**

Name: _____

My name has ___ letters.

The first letter is ____.

The last letter is ____.

There are ___ consonants.

There are ___ vowels.

Circle the letters that you have in your name. If you have the same letter more than once, draw a circle for each time that letter shows up in your name!
Circle the consonants in blue and the vowels in red.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		



Directions for... "Name Sorting"



Read-Aloud: You might choose to read a book before beginning the name sorting activity. Suggestions: "My Name is Yoon" by Helen Recorvits, "Chrysanthemum" by Kevin Henkes, "The Name Jar" by Yangsook Choi,

Early Learners:

Have students first circle the letters in their name before they cut. Then they glue those circled letters in the left column.

When their name letters are complete, they glue the remaining letters in the right column.

Advanced Option:

Option A: Paste the letters in each column in alphabetical order

Option B: Paste the letters divided by consonants and vowels in each column. Have them glue the vowels on top and the consonants below, as in this example:

Name: Jocelyn

Letters <u>in</u> my name	Letters <u>not in</u> my name
Ee Oo Yy -----	Aa Ii Uu -----
Cc Jj Ll Nn	Bb Dd Ff Gg
	Hh Kk Mm Pp
	Qq Rr Ss Tt Vv
	Ww Xx Zz



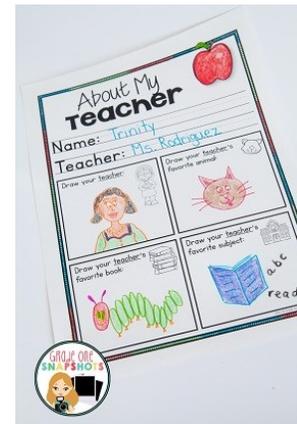
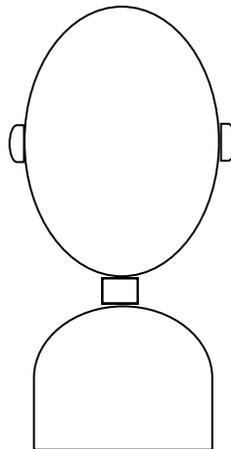
Directions for...

“All About My Teacher”

Whole Group: Gather students at your meeting place. Have chart paper set up with teacher’s name at the top and divide it into four rectangles like the student page.

Go over the four “about the teacher” sections.

1. Ask students to describe some of your characteristics such as hair length and color, glasses, and clothing. Show a simple way to draw the head and shoulders.



2. Ask students to think about their favorite animal. Turn and ask two neighbors what their favorite animal is. Share with the class what yours is (or make it a guessing game!), and draw it simply on the chart.
3. Tell the students a bit about your love for books and reading. Have your favorite book available. Show the cover of the book and tell a little bit about the book. Draw a simple picture that represents the book. Write the title in the circle as well. You might want to plan to read that book to them, or use a book you have already read to the students.
4. Talk about the wide variety of subjects your students will be studying this year. Tell what your favorite subject is. Draw a simple picture to represent your favorite subject.

Seatwork:

Students complete the “All About My Teacher page, using the chart as a guide.

Directions for...

“About my class”

Sort the students with the boys on one side of the carpet and the girls on the other side. As a class, count the boys and write the number on the board. Count the girls and write the number on the board. Add the two numbers together. Then, the students complete their page and request autographs from other students.

About My CLASS

Name: _____

There are _____ boys.

There are _____ girls.

There are _____ students in the class.

Ask some students for their autograph. Try to get the names of a few boys and a few girls.

“I am a Reader”

Read a book about books/reading, such as “Reading makes you feel Good” by Todd Parr or “Wild About Books” by Judy Sierra.

Brainstorm a list of genres or topics of books that your students enjoy reading. Put the list on your whiteboard or on a chart paper. After completing the brainstorm, have the students “pair-share” their favorite one or two topics. Students then complete the page by finishing the sentence starter *they may use the brainstorm you completed as a class or the word bank on the page. They then draw a picture and complete the emotion response.

I am a Reader

Write about the books you enjoy reading. You can choose from the word bank or think of your own.

Name: _____

I like to read books about: _____

Draw a picture of the genre or subject of books you read most often.

Word Bank

animals	sport
school	princesses
science	mythology
space	magic
nature	ghost
adventure	superhero

Fill in the face that shows how you feel about reading.

I am a Reader

Name: _____

I like to read books about: animals and nature

Draw a picture of the genre or subject of books you read most often.

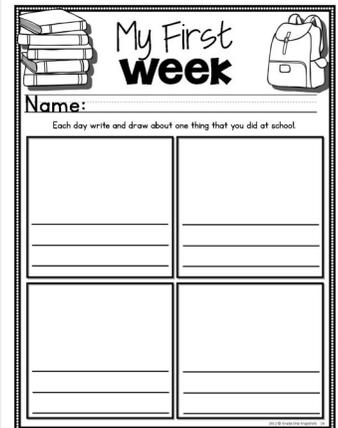
Fill in the face that shows how you feel about reading.

Directions for...

“MY FIRST WEEK”

At some point each day (right after lunch, for example) have the students draw or write about one thing that they did at school that day.

There are five versions (lined, unlined, with 4 days, with 5 days (Many schools start with a four-day week). There is also a writing page to do at the end of the week as a reflection on the week as a whole. Choose which works for you!



“MY SCHOOL GOALS”

You may wish to read a story about goal-setting, such as “This School Year will be the BEST!” by Kay Winters.

Discuss activities and skills that your students are really good at. Complete sentences on chart paper or on a white board with “expert statements.” For example, “Jocelyn is an expert at drawing.” “Ben is an expert at dancing.”

Next, make a class brainstorm chart about things that the students would

like to get better at during the school year. Have each student complete the student sheet. A word bank of suggested goals is provided on the sheet. Choose if you would like your students to use the page with the boy or girl already on the page, or if you would prefer them to draw themselves.

Directions for...

“I know Digraphs”

Review the digraphs and their sounds. Students cut and paste the digraphs ch, sh, wh, and th onto the appropriate spot and print the digraph to match.

I Know Digraphs

Name: _____

Cut out the letters. Glue the digraph that starts each word. Print the missing digraph.

 _ e e p	 _ i n k
 _ o p	 _ a l e

ch sh wh th

“I know vowels”

Review short and long vowel sounds. Remind the students that the long vowels “say their name” For this activity students sort short a and long a sounds. Two versions of the page are provided. One has the words printed and one has only the pictures. Choose what works for you.

I Know Vowels

Name: _____

Cut out the words. Sort by vowel sounds. Glue the short a words on the left and the long a words on the right.

short a	long a
---------	--------

apple map snake cat
tape shoes grapes cap

“I print sight words”

Review some first grade sight words. Use a PowerPoint to review, or flash cards, or words that might already be on your word wall. Alternately, play a YouTube video of sight words. (Simply go to YouTube and search “First Grade Sight Words”).

Students then complete the printable by reading the sentences (do it together if your students need support) and then print the appropriate missing word in each sentence.

I Print sight words

Name: _____

Print the missing word from the word bank below.

It is a nice day to go for _____

a _____

I can't _____ my bag!

We can go to the park _____ school.

Remember to _____ your name on your paper.

Word Bank: find write walk after

Directions for...

“I Print Letters”

Have students print each letter on the line several times, using finger spaces. Next they color the pictures and trace the letters at the bottom of the page. Keep for your records as a sample of beginning of the year letter printing, or send home in packet. Do one page per day. You might not need to do these pages with your second graders. Assess to see if these pages are appropriate for the level of your group of students.

I Print Letters

Name: _____

Trace the letters. Print your own.

a a a

b b b

c c c

d d d

e e e

Color the pictures. Print the letters that match.

a b c d e

“I Can Draw and I can write”

Have students write and/or draw themselves doing something they enjoy. Keep for your records as a sample of beginning of the year writing/drawing, or send home in packet.

I Can Write

Name: _____

Draw a picture and write about it.

I Can Draw

Name: _____

Draw a picture of activities you like to do.

Directions for...

“About My summer”

Talk about summer activities across a wide range. For example, talk about going to the library, swimming in a pool, going through the sprinkler, playing games, etc. in addition to more “extravagant” activities like camping, trips, etc. Have students share some of their summer activities, and then complete a drawing or writing response page. If students are comfortable, encourage them to share their writing/picture with another student or with the class.

About My **summer**

Name: _____

Draw a picture and write about something you did over the summer break.

About My **summer**

Name: _____

Draw a picture of something you did over the summer break.

“Getting to know my class”

Give each child a copy of one of the “Getting to know my class” pages. (There are two different versions, so you can play it twice!). I like to give the students a clipboard for this activity, but it isn’t necessary. Students go around the class asking a child one of the questions. If the answer is “yes”, the child writes his/her initials in the box. Keep going until most students have finished. Fast finishers can meet at the carpet and compare their answers, or draw on the back of their page.

Getting to Know my **class**

Name: _____

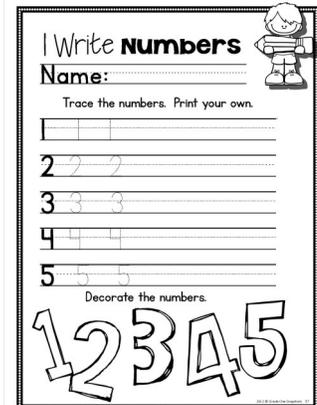
Find someone who has done the activity pictured below. Print their name or initials in the box or have them write their outname. Try to fill every box with a different friend's name. When you go up to someone, ask them "Is this you...?"

 looked at a book with a friend	 held a baby	 lost a tooth
 seen to the airport	 had a pet	 blown bubbles

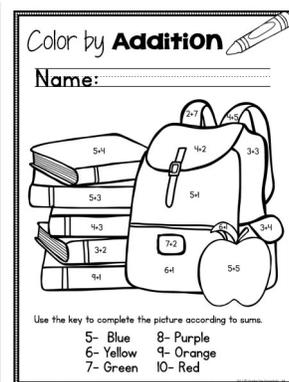
Directions for...

"I Write Numbers"

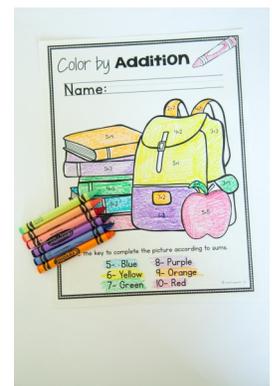
Use this page as a beginning of the year sample of number printing.



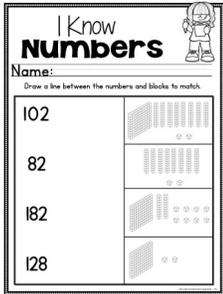
"Color by Addition & Subtraction"



Review Addition and Subtraction to 10 with these color by number pages. Students might benefit from first coloring the key at the bottom and then solving the equations.

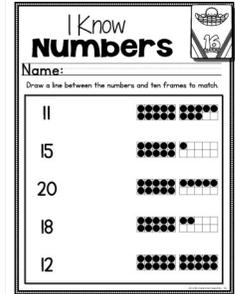


Directions for... "I Know Numbers"

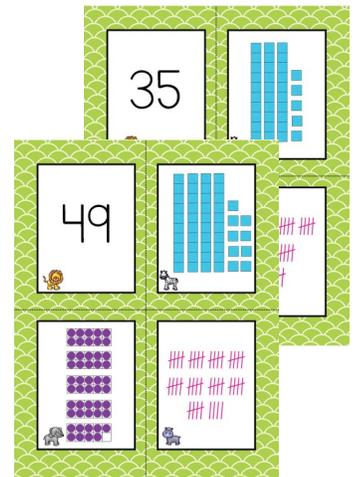


There are three pages of "I Know Numbers."
Use the pages that work for you.

For further place value and number sense activities, use the colored cards at the end of this document. You can use them to play a variety of games.



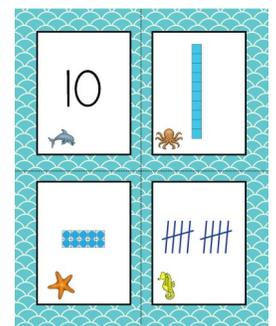
1) Find your Group: Using as many cards as needed (one card each, use multiples of 4 to ensure complete groupings) hand out one card to each student. Students must find their group where all four cards represent the same number. For example, in a class of 24, I would use 6 sets of 4 cards, mix them up, and then distribute. When a group is complete, they sit down and wait for the other groups to find each other. If you have 27 students, you would have 7 complete sets of cards (28 cards), but you would give one student 2 cards from the same set, or the teacher uses one card.



2) Least to Greatest: Separate the cards into 4 stacks of one type of card. For example, one stack of lion (numerals), zebra (blocks), elephants (ten-frames), and hippos (tallies). Each set needs to be put in order of least to greatest.

3) Odd/Even sort: Simply mix up the cards and sort into two piles.

4) War: Mix up the cards (all four types). Play in partners. Each player gets 5 cards. Without looking at the cards, each player turns over one card. The highest number wins the hand and gets to keep both cards. If the number is the same, turn (If the green cards are too difficult for your particular group, you can use the blue 1-10 cards.)



Directions for... "I Know Patterns"

Use this pattern page to assess your students' very basic patterning skills.

I know **patterns**

Name: _____

Continue each pattern.

A B A B _____

□ □ ○ □ □ ○ _____

→ → ← ← → → _____

1 2 3 1 2 3 _____

Draw a pattern. Choose if you wish to use shapes, letters, or pictures. Your pattern should repeat.

"I can skip count"

Use this page to assess your students' skip counting abilities.

A fun interactive activity to do with skip counting is to write a skip counting sequence on index cards (one number per card). Mix them up, and hand them out to students. Set a timer to see how quickly they can arrange themselves into the proper skip counting order.

I can **skip count**

Fill in the missing numbers. Watch carefully to see the skip-counting pattern.

Name: _____

2 4 6 _____ 20

5 10 15 _____ 50

55 60 65 _____ 100

10 20 30 _____ 100

Count in reverse!

10 9 8 _____ 1

"I Know the 100 chart"

After reviewing a 100 chart poster or pocket chart in your classroom, use this page to practice -10 , $+10$, -1 , and $+1$. Students can use the 100 chart printed on the page to help.

I know the **100 chart**

Name: _____

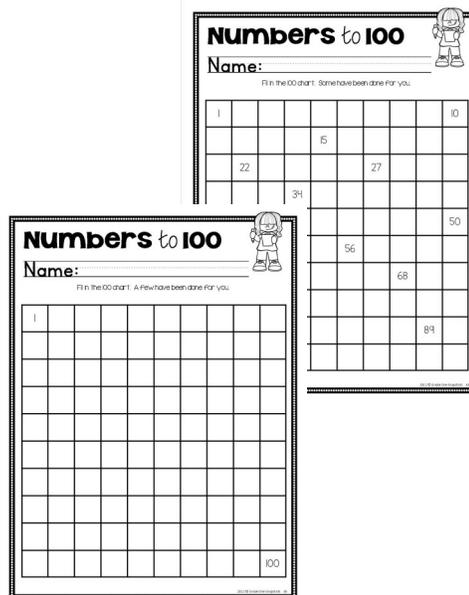
28 67

53 84

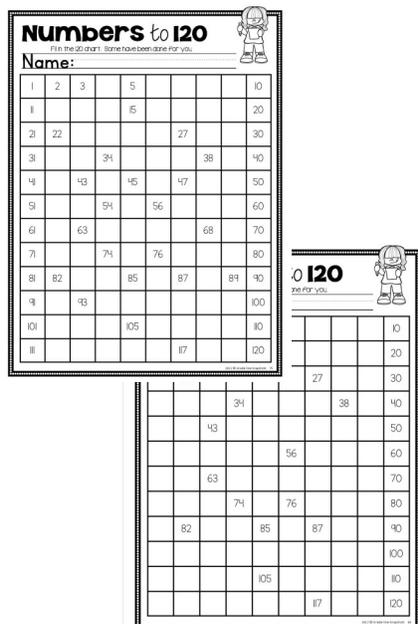
Find each number and shade on the chart to help you fill in the grids.

Directions for... "Numbers to 100"

Use one (or more) of these differentiated 100 charts to assess your students' understanding of the 100 chart. They simply complete the chart by filling in the missing numbers. There are a variety of them to choose from with a range of pre-programmed numbers on them. To differentiate further, you can encourage students to alternate colors for odd and even.



"Numbers to 120"

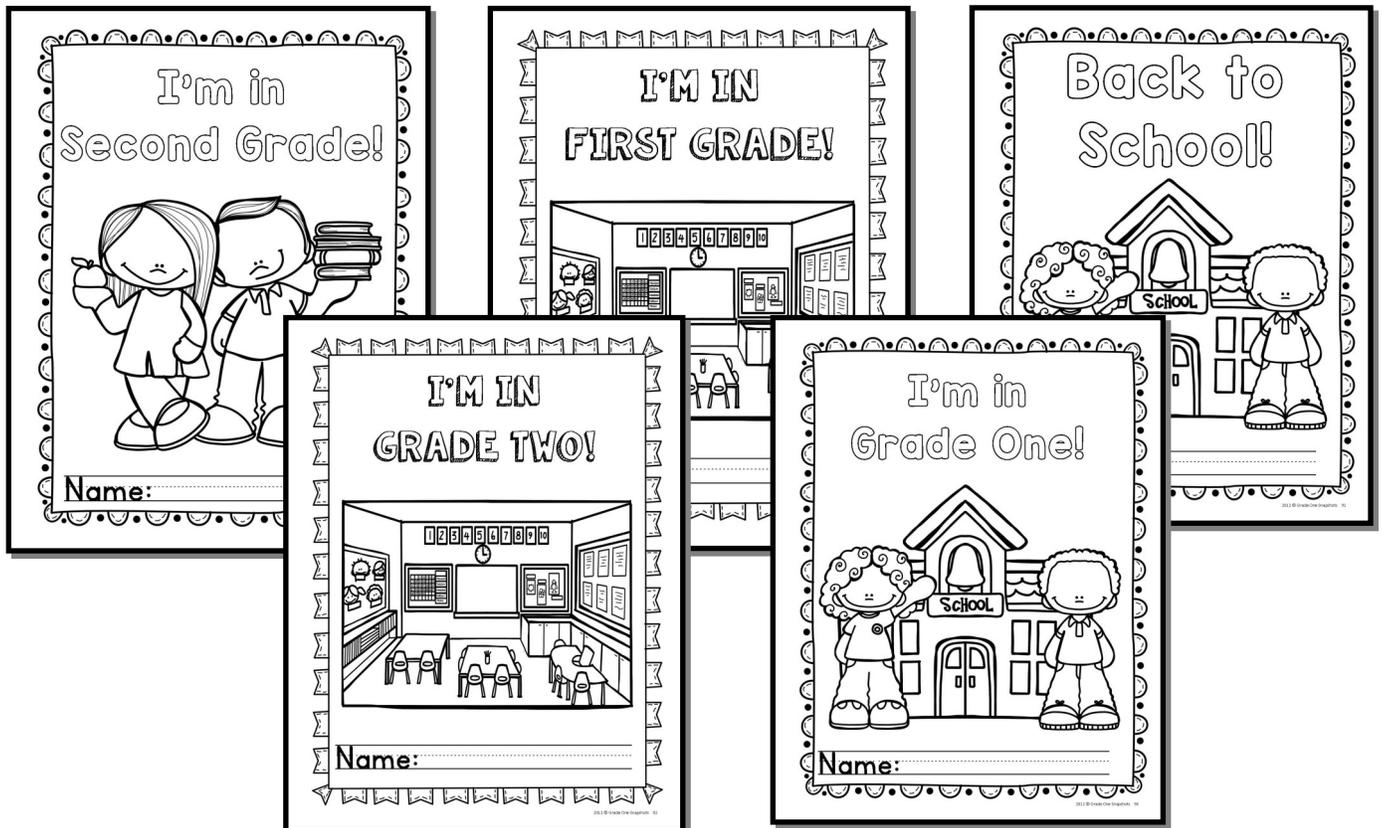


If your learning standards require students to have fluency within 120, you might prefer to use the 120 chart instead of the 100 chart. Use the chart(s) that work best for you.

Directions for... **cover pages**

Choose the cover page that works for you. You might choose to either make this packet up before school starts and have the students complete the pages while already assembled. If you are doing this, ensure that you do not include the letters for name sorting in the packet or the number game cards. Alternately, you might want to hand out individual pages as you need them and then collate them at the end.

There are cover pages with "Second Grade", "First Grade," "Grade Two," "Grade One" and a generic "Back to School" version included. Choose the cover(s) that work for you. If you don't want to use these as a cover page, they can be used as a timer filler coloring page.



All About **Me**



Name: _____

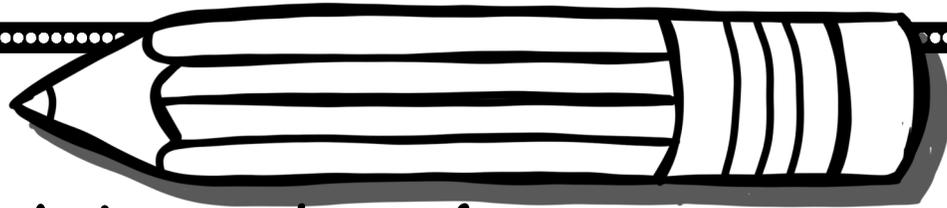
Age: _____

Grade: _____

School: _____

This is me!

These are some of
my favorite things:



About My **Name**

Name: _____

My name has ___ letters.

The first letter is ___.

The last letter is ___.

There are ___ consonants.

There are ___ vowels.

Circle the letters that you have in your name. If you have the same letter more than once, draw a circle for each time that letter shows up in your name!
Circle the consonants in blue and the vowels in red.

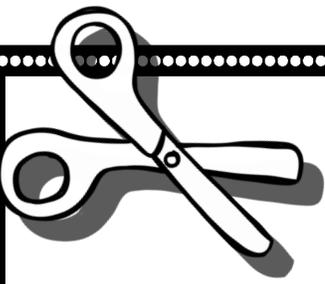
Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz



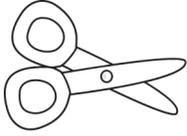


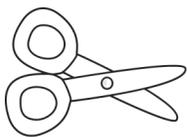
Name Sorting

Glue the letters into the correct column.

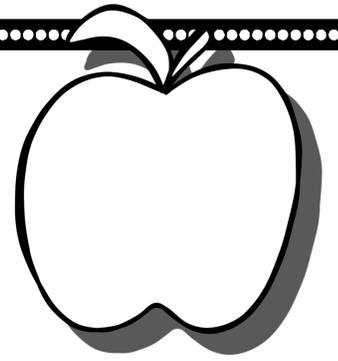
Name: _____

Letters <u>in</u> my name:	Letters <u>not in</u> my name:

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz		Letters in My Name sorting tiles.		

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz		Letters in My Name sorting tiles.		

About My **Teacher**



Name: _____

Teacher: _____

Draw your teacher:



Draw your teacher's
favorite animal:



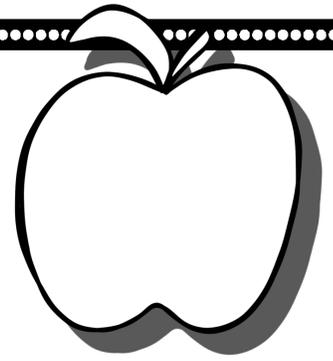
Draw your teacher's
favorite book:



Draw your teacher's
favorite subject:



About My **Teacher**



Name: _____

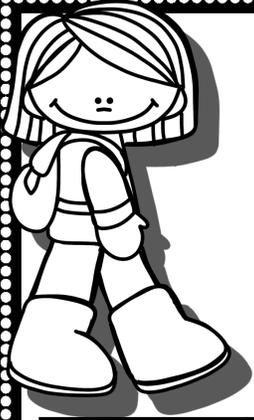
Teacher: _____

Draw your teacher:

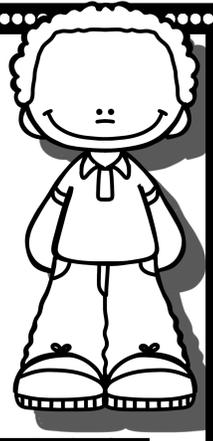
Draw your teacher's
favorite animal:

Draw your teacher's
favorite book:

Draw your teacher's
favorite subject:



About My **class**



Name: _____

There are _____ boys.



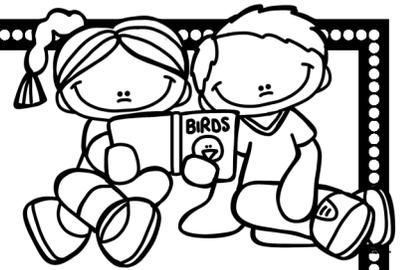
There are _____ girls.



There are _____ students
in the class.

Ask some students for their autograph. Try to get the names of a few boys and a few girls.

I am a Reader

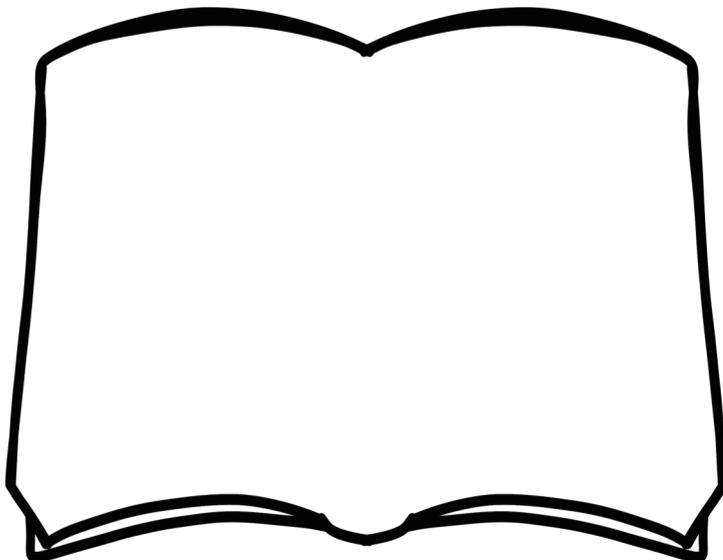


Write about the books you enjoy reading. You can choose from the word bank or think of your own.

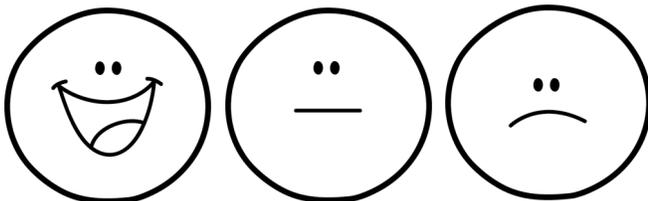
Name: _____

I like to read books about: _____

Draw a picture of the genre or subject of books you read most often.



Fill in the face that shows how you feel about reading.

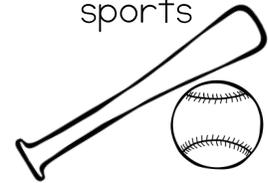


Word Bank:

animals



sports



school



princesses



science



mysteries



space



science fiction



nature



jokes





My First **Week**



Name: _____

Each day write or draw one thing that you did at school.

Monday

Tuesday

Wednesday

Thursday

Friday



My First **Week**



Name: _____

Each day write or draw one thing that you did at school.

Tuesday

Wednesday

Thursday

Friday



My First **Week**



Name: _____

Each day write or draw one thing that you did at school.



My First **Week**



Name: _____

Each day write and draw about one thing that you did at school.

 <hr/> <hr/> <hr/>

 <hr/> <hr/> <hr/>

 <hr/> <hr/> <hr/>

 <hr/> <hr/> <hr/>

About the First Week of **School**



Name: _____

Draw a picture of something you did during the first week of school.

About the First Week of **School**



Name: _____

Draw a picture and write about something you did during the first week of school.

My School **Goals**

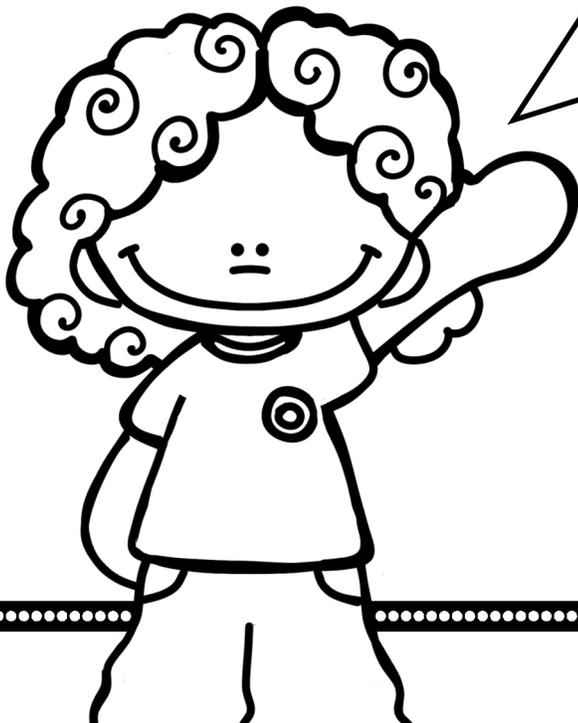
My name is _____

This year I hope to learn _____

how to be a better _____

I am already _____

a good _____



Word Bank:

speller

scientist

reader

artist

writer

listener

mathematician

athlete

friend

helper

My School **Goals**

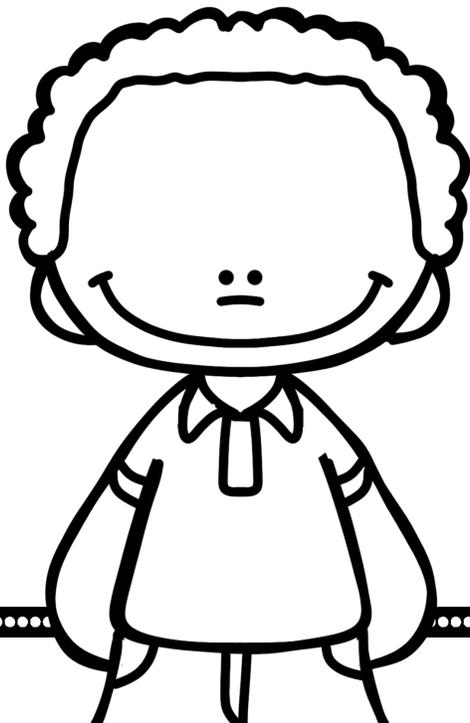
My name is _____

This year I hope to learn _____

how to be a better _____

I am already _____

a good _____



Word Bank:

speller

scientist

reader

artist

writer

listener

mathematician

athlete

friend

helper

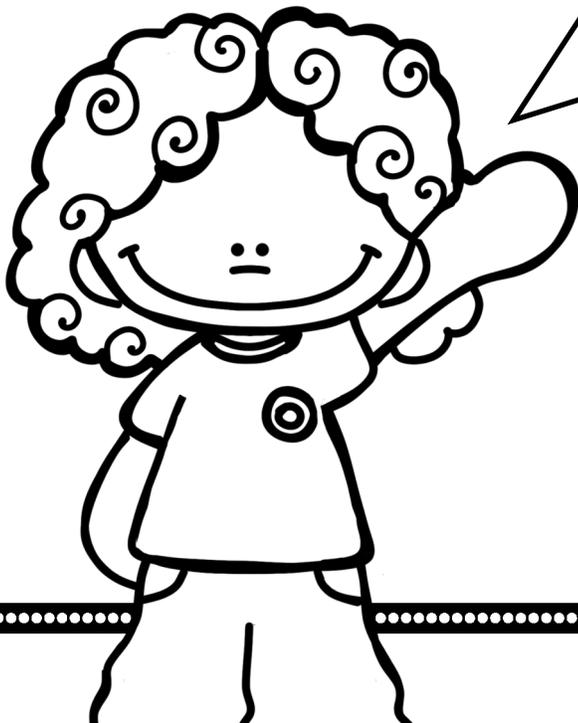
My School Goals

Write one or two goals you have for this school year.

My name is

I am already

a good



Word Bank:

speller

scientist

reader

artist

writer

listener

mathematician

athlete

friend

helper

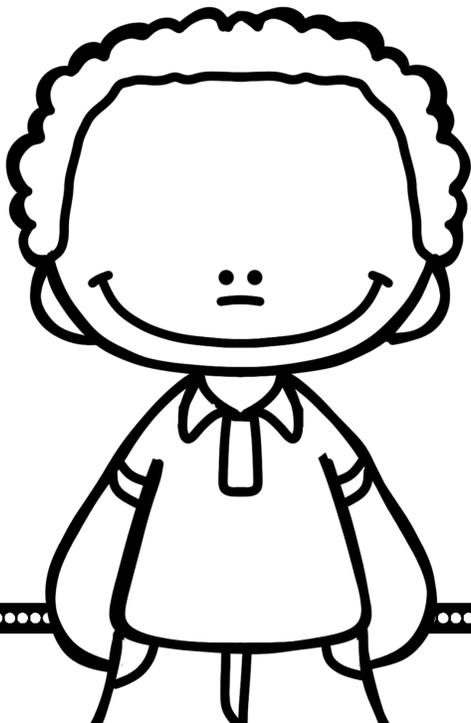
My School **Goals**

Write one or two goals you have for this school year.

My name is

I am already

a good



Word Bank:

speller

scientist

reader

artist

writer

listener

mathematician

athlete

friend

helper

My School Goals

Write one or two goals you have for this school year.

My name is

I am already

a good

Word Bank:

speller	scientist
reader	artist
writer	listener
mathematician	athlete
friend	helper

Draw a picture of yourself here.

My School **Goals**

Write one or two goals you have for this school year.

My name is

This year I hope to learn

how to be a better

I am already

a good

Word Bank:

speller

scientist

reader

artist

writer

listener

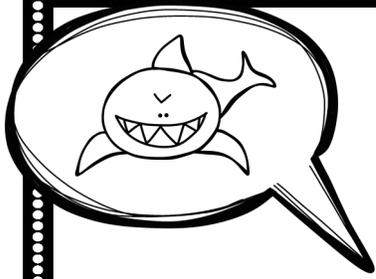
mathematician

athlete

friend

helper

Draw a picture of yourself here.

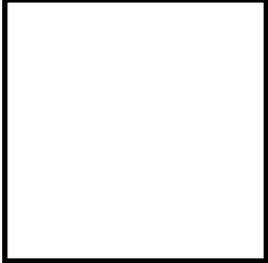


I Know Digraphs

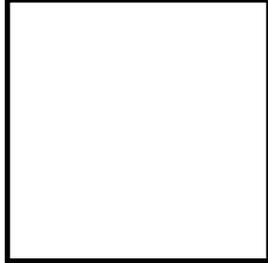


Name: _____

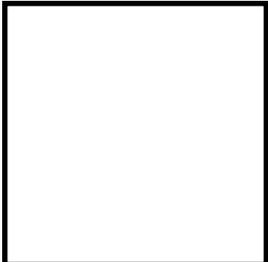
Cut out the letters. Glue the digraph that starts each word.
Print the missing digraph

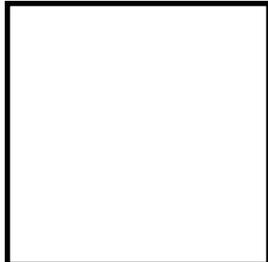
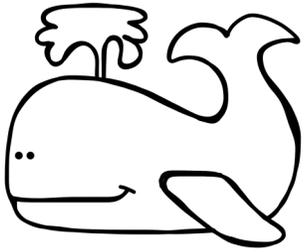
____ eep

____ ink

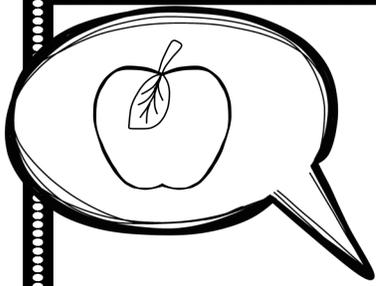
____ op

____ ale

ch	sh	wh	th
----	----	----	----





I Know vowels

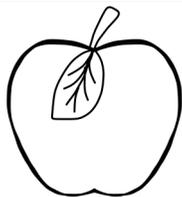


Name: _____

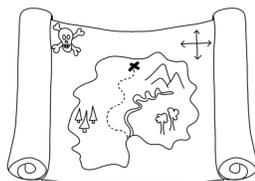
Cut out the words. Sort by vowel sounds. Glue the short a words on the left and the long a words on the right.

short a

long a



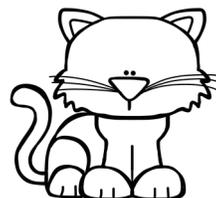
apple



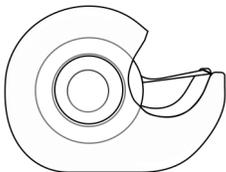
map



snake



cat



tape



skates

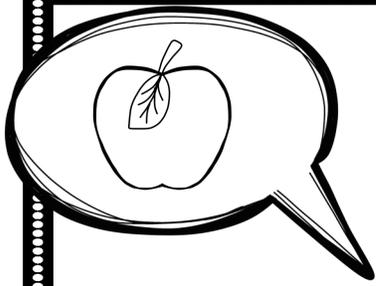


grapes



cap





I Know vowels

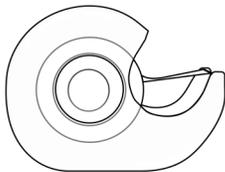
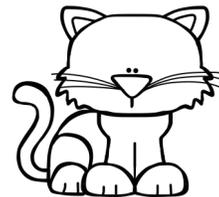
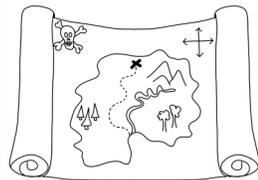
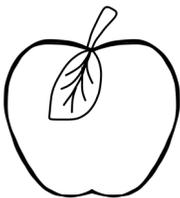


Name: _____

Cut out the words. Sort by vowel sounds. Glue the short a words on the left and the long a words on the right.

short a

long a



I Print **sight words**

Name: _____

Print the missing word from the word bank below.

It is a nice day to go for

a _____.



I can't _____ my bag!

We can go to the park

_____ school.



Remember to _____ your
name on your paper.

Word Bank:

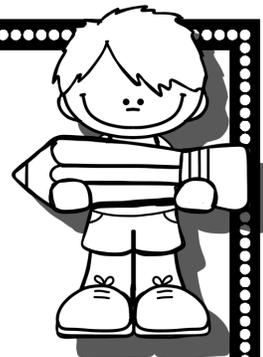
find

write

walk

after

I Print **Letters**



Name: _____

Trace the letters. Print your own.

a a a

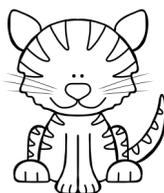
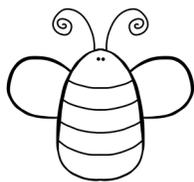
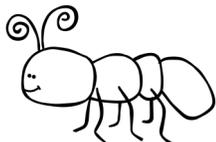
b b b

c c c

d d d

e e e

Color the pictures. Print the letters that match.



a

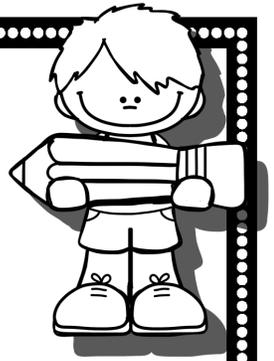
b

c

d

e

I Print **Letters**



Name: _____

Trace the letters. Print your own.

f f f

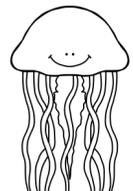
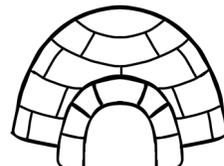
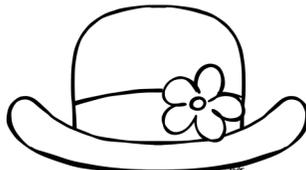
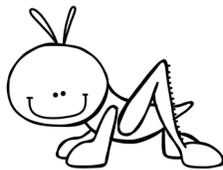
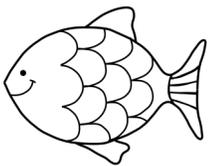
g g g

h h h

i i i

j j j

Color the pictures. Print the letters that match.



f

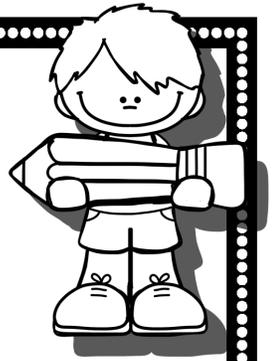
g

h

i

j

I Print **Letters**



Name: _____

Trace the letters. Print your own.

k k k

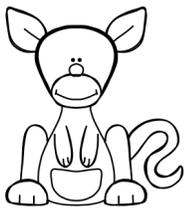
l l l

m m m

n n n

o o o

Color the pictures. Print the letters that match.



k

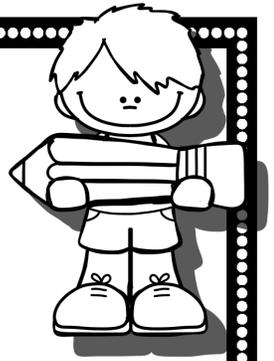
l

m

n

o

I Print **Letters**



Name: _____

Trace the letters. Print your own.

p p p

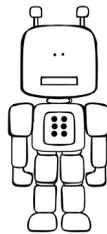
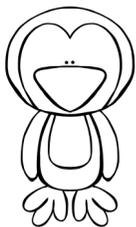
q q q

r r r

s s s

t t t

Color the pictures. Print the letters that match.



p

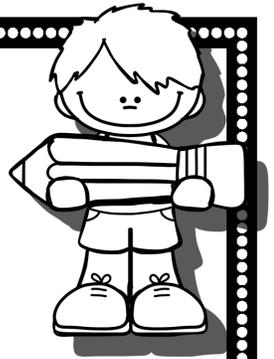
q

r

s

t

I Print Letters



Name: _____

Trace the letters. Print your own.

u u u

v v v

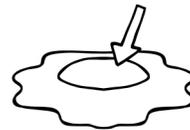
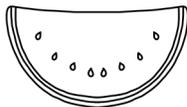
w w w

x x x

y y y

z z z

Color the pictures. Print the letters that match.



u

v

w

x

y

z

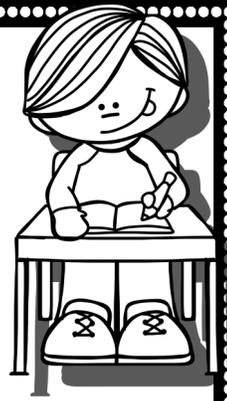
I Can Draw



Name: _____

Draw a picture of activities you like to do.

I Can **write**

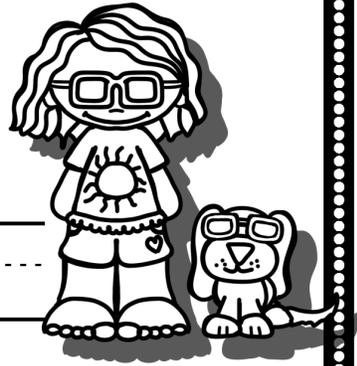


Name: _____

Draw a picture and write about it.

Handwriting practice area with multiple sets of three horizontal lines (top, dashed middle, bottom) for writing.

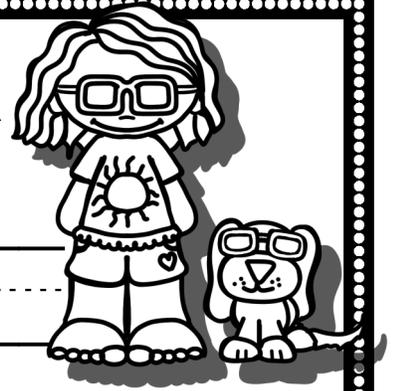
About My **summer**



Name: _____

Draw a picture and write about something you did over the summer break.

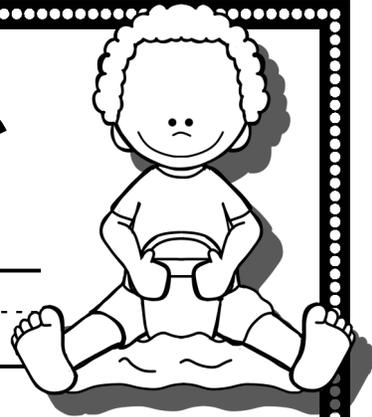
About My **summer**



Name: _____

Draw a picture and write about something you did over the summer break.

About My **summer**



Name: _____

Draw a picture of something you did over the summer break.

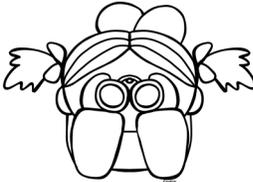
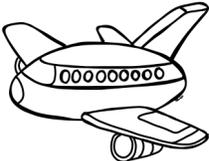
Getting to Know my **class**



Name: _____

Find someone who has done the activity pictured below. Print their name or initials in the box or have them write their own name. Try to fill every box with a different friend's name. When you go up to someone, ask them:

"Have you...?"

used binoculars 	held a baby 	lost a tooth 
looked at a book with a friend 	fixed something 	climbed a ladder 
been to the airport 	had a pet 	blown bubbles 

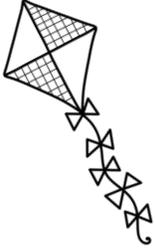
Getting to Know my **class**



Name: _____

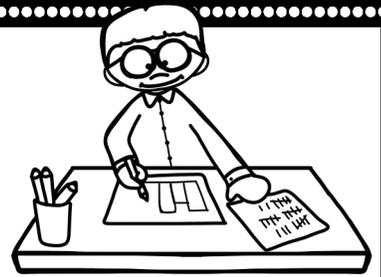
Find someone who has done the activity pictured below. Print their name or initials in the box or have them write their own name. Try to fill every box with a different friend's name. When you go up to someone, ask them :

"Have you...?"

caught a bug 	planted a garden 	gone in a boat 
played frisbee 	flown a kite 	helped with laundry 
swept the floor 	used an umbrella 	made a sandcastle 

Data about my class

page 1/2



Name: _____

Choose a topic for a survey with a yes or no question. Ask each member in your class for their opinion. Tally the responses or record each student's name in the correct column. For example, you might choose a question like: "Do you like apples?" "Did you go to the lake during summer holidays?" "Do you like to ride a scooter?"

My question: _____

yes	no

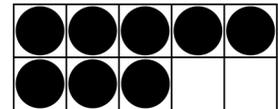
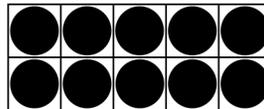
I Know Numbers



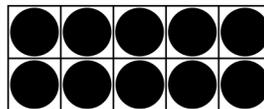
Name: _____

Draw a line between the numbers and ten frames to match.

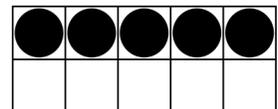
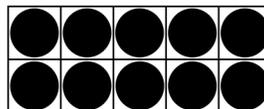
11



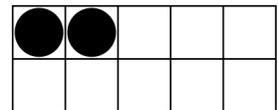
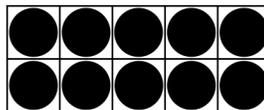
15



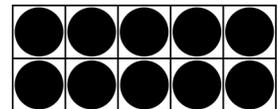
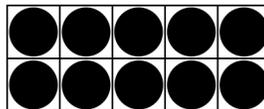
20



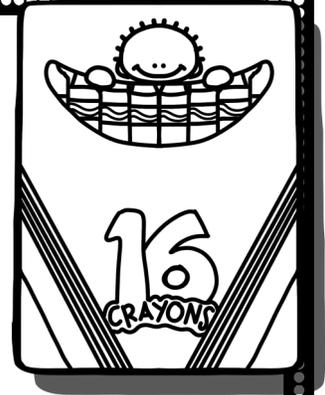
18



12



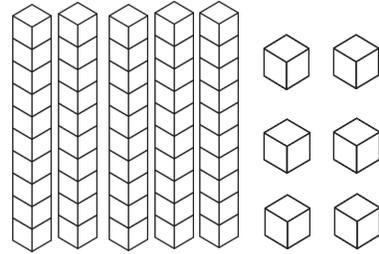
I Know Numbers



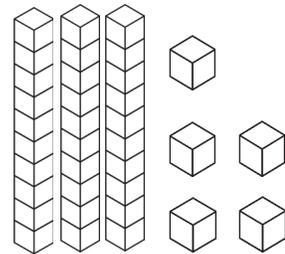
Name: _____

Draw a line between the numbers and blocks to match.

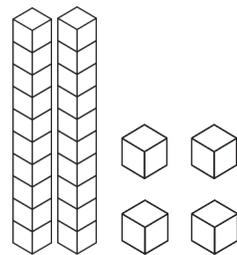
35



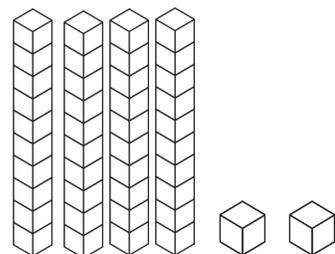
42



24



56



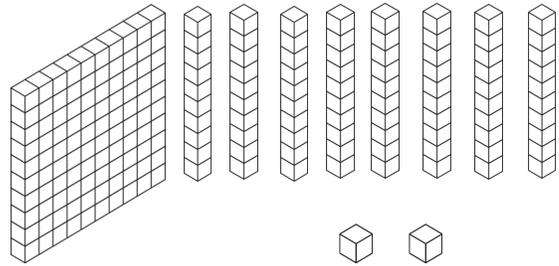
I Know Numbers



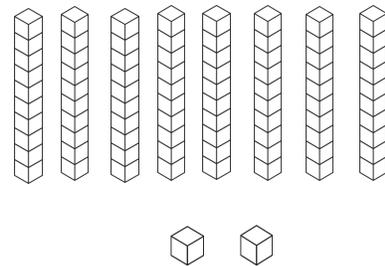
Name: _____

Draw a line between the numbers and blocks to match.

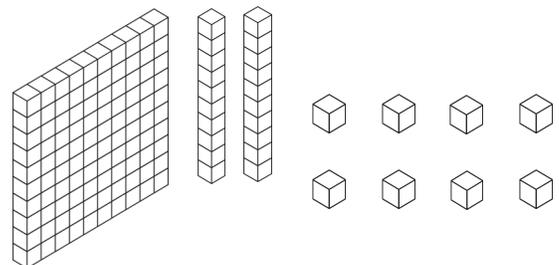
102



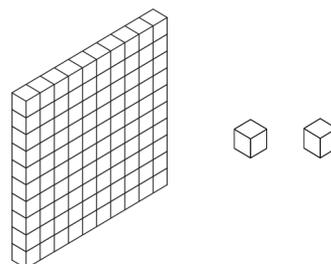
82



182



128

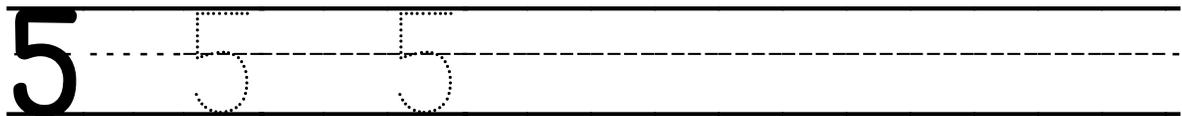
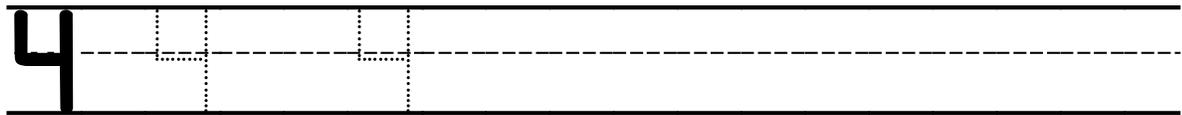
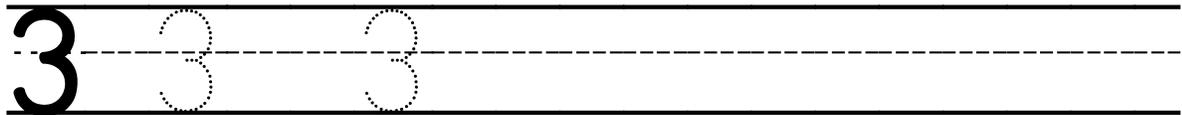
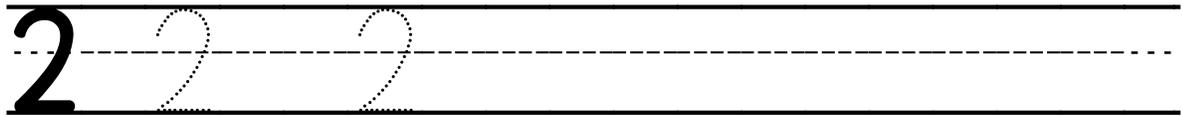
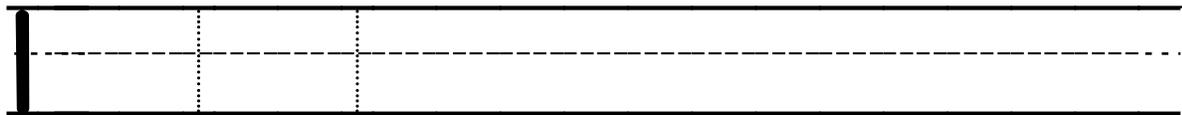


I Write **Numbers**



Name: _____

Trace the numbers. Print your own.



Decorate the numbers.



I Write **Numbers**



Name: _____

Trace the numbers. Print your own.

6 6 6

7 7 7

8 8 8

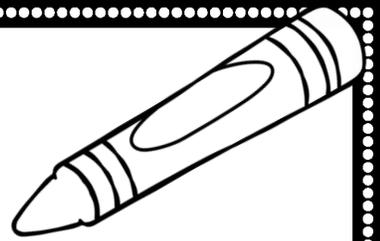
9 9 9

10 10 10

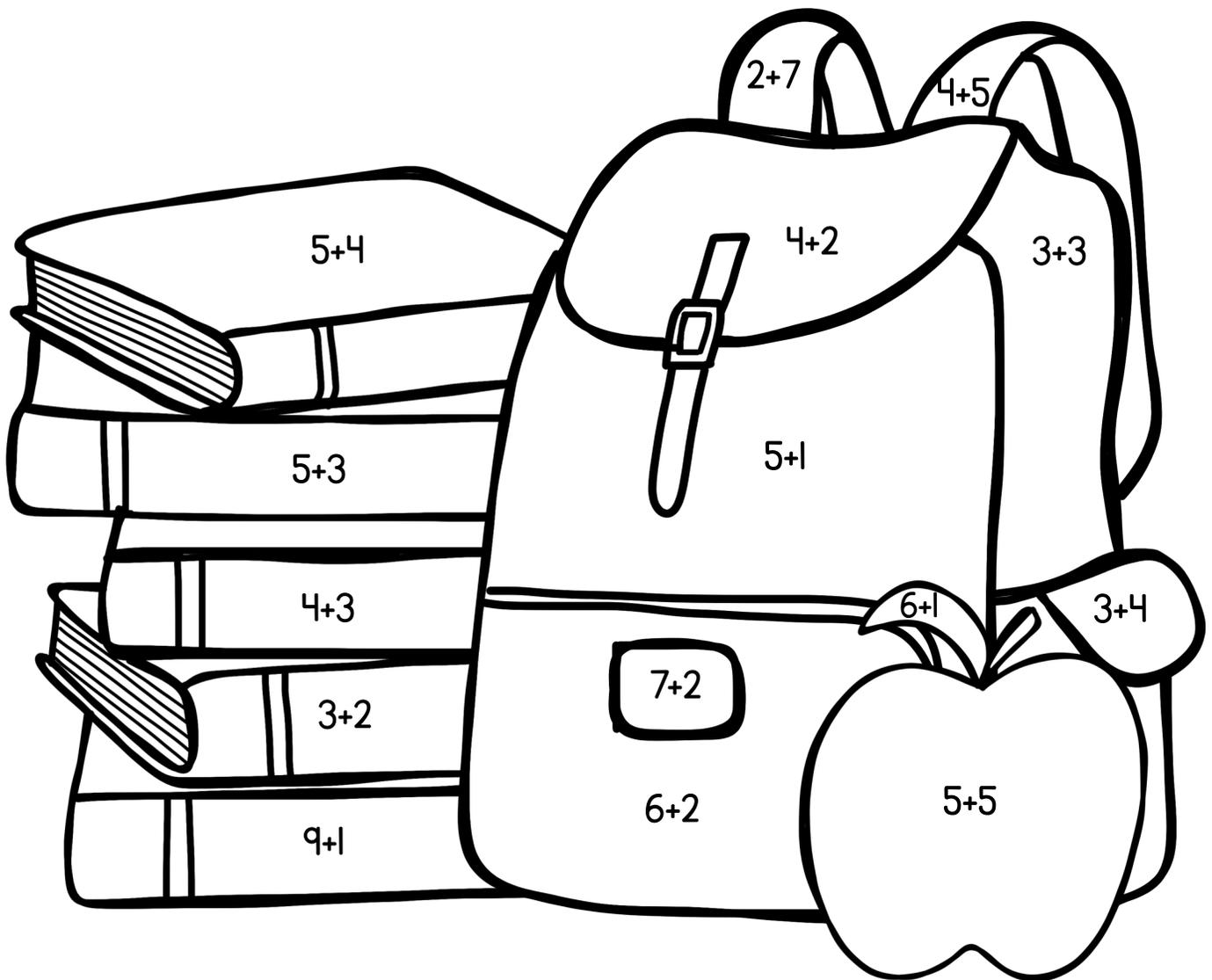
Decorate the numbers.

6 7 8 9 10

Color by **Addition**



Name: _____



Use the key to complete the picture according to sums.

5- Blue

8- Purple

6- Yellow

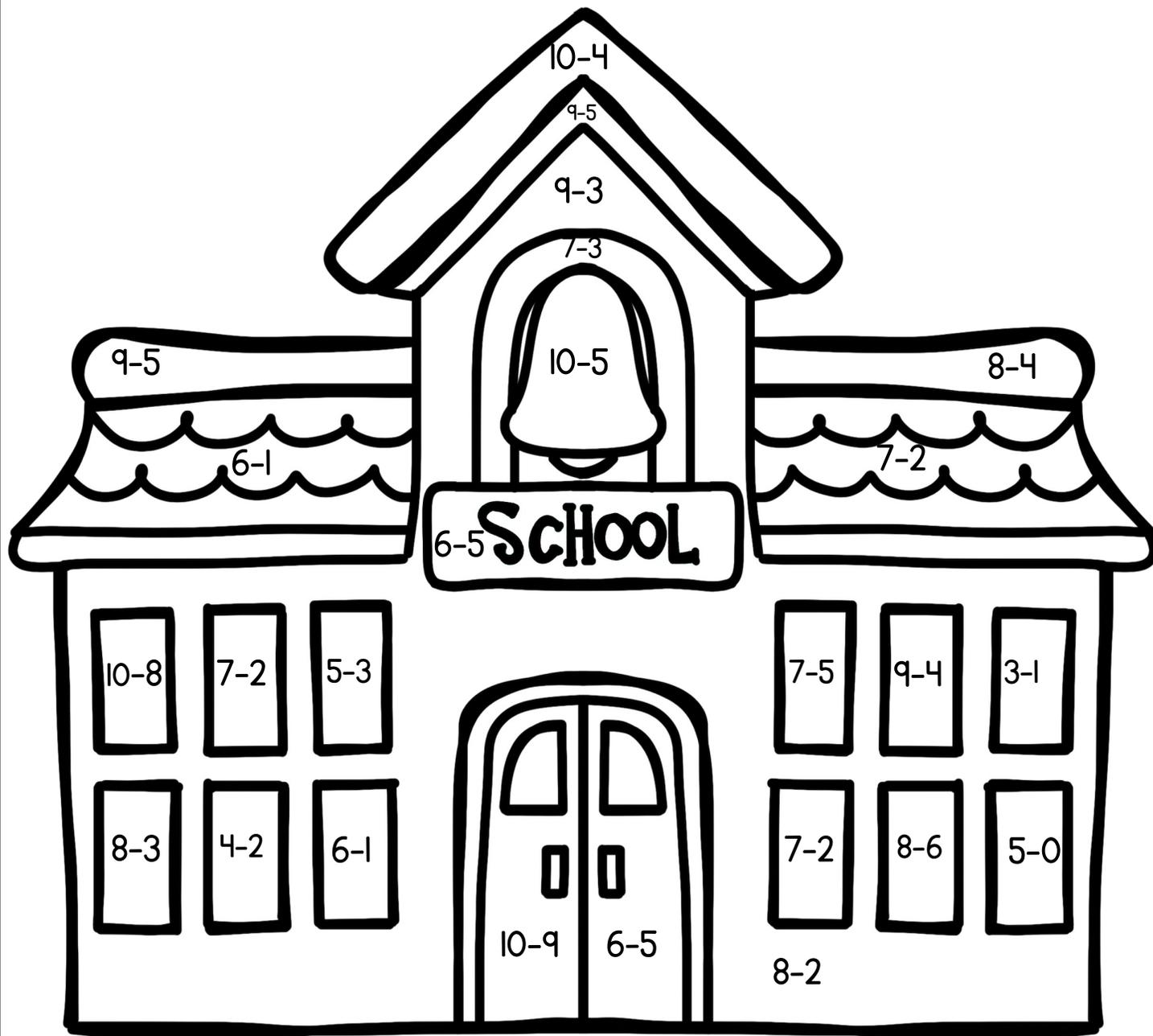
9- Orange

7- Green

10- Red

Color by **subtraction**

Name: _____



Use the key to complete the picture according to the difference.

- | | |
|-----------|-----------|
| 1- Blue | 4- Brown |
| 2- Yellow | 5- Orange |
| 3- Green | 6- Red |

I know **patterns**



Name: _____

Continue each pattern.

A B A B _____

□ □ ○ □ □ ○ _____

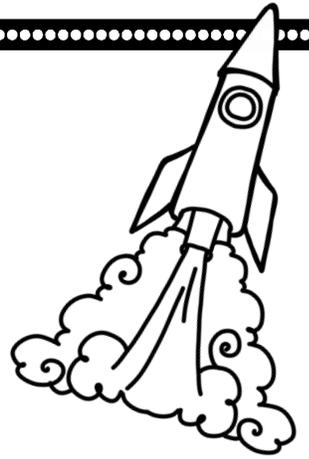
→ → ← ← → → _____

1 2 3 | 2 3 _____

Draw a pattern. Choose if you would like to use shapes, letters, or pictures. Your pattern should repeat.

I can **Skip Count**

Fill in the missing numbers. Watch carefully to see the skip-counting pattern.



Name: _____

2	4	6							20
---	---	---	--	--	--	--	--	--	----



5	10	15							50
---	----	----	--	--	--	--	--	--	----

55	60	65							100
----	----	----	--	--	--	--	--	--	-----



10	20	30							100
----	----	----	--	--	--	--	--	--	-----

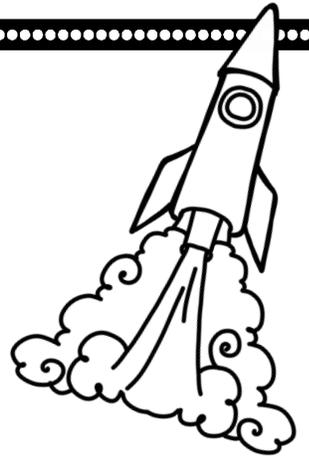


Count in reverse!

10	9	8							1
----	---	---	--	--	--	--	--	--	---

I can **Skip Count**

Fill in the missing numbers. Watch carefully to see the skip-counting pattern.



Name: _____

2	4	6							
---	---	---	--	--	--	--	--	--	--



5	10	15							
---	----	----	--	--	--	--	--	--	--

									100
--	--	--	--	--	--	--	--	--	-----



10	20	30							
----	----	----	--	--	--	--	--	--	--



Count in reverse!

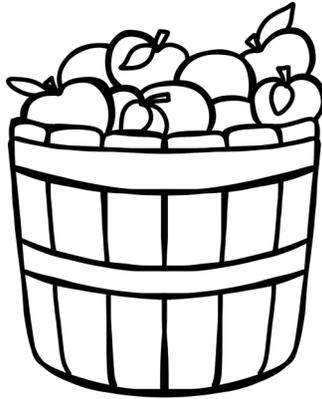
10	9	8							
----	---	---	--	--	--	--	--	--	--

I know the 100 chart

Name: _____

	-10	
-1	28	+1
	+10	

	-10	
-1	67	+1
	+10	



	-10	
-1	53	+1
	+10	

	-10	
-1	84	+1
	+10	

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Find each number and shade on the chart to help you fill in the grids.

Numbers to 100



Name: _____

Fill in the 100 chart. A few have been done for you.

1									
									100

Numbers to 100



Name: _____

Fill in the 100 chart. Some have been done for you.

1									10
				15					
	22					27			
			34						
		43							50
					56				
61							68		
			74						
	82							89	
		93							

Numbers to 100



Name: _____

Fill in the 100 chart. Some have been done for you.

1				5					10
				15					
	22					27			30
31			34				38		
		43							50
			54		56				
61							68		70
			74						
	82					87		89	
		93							100

Numbers to 100



Name: _____

Fill in the 100 chart. Some have been done for you.

1	2	3		5					10
11				15					20
21	22					27			30
31			34				38		40
41		43		45		47			50
51			54		56				60
61		63					68		70
71			74		76				80
81	82			85		87		89	90
91		93							100

Numbers to 120

Fill in the 120 chart. A few have been done for you.



Name: _____

1									
									120

Numbers to 120



Fill in the 120 chart. Some have been done for you.

Name: _____

1				5					
	22					27			
			34				38		
		43							50
					56				
		63							
			74		76				
	82					87			
				105					
						117			

Numbers to 120



Fill in the 120 chart. Some have been done for you.

Name: _____

				5					10
									20
	22					27			30
			34				38		40
		43							50
					56				60
		63							70
			74		76				80
	82			85		87			90
									100
				105					110
						117			120

Numbers to 120

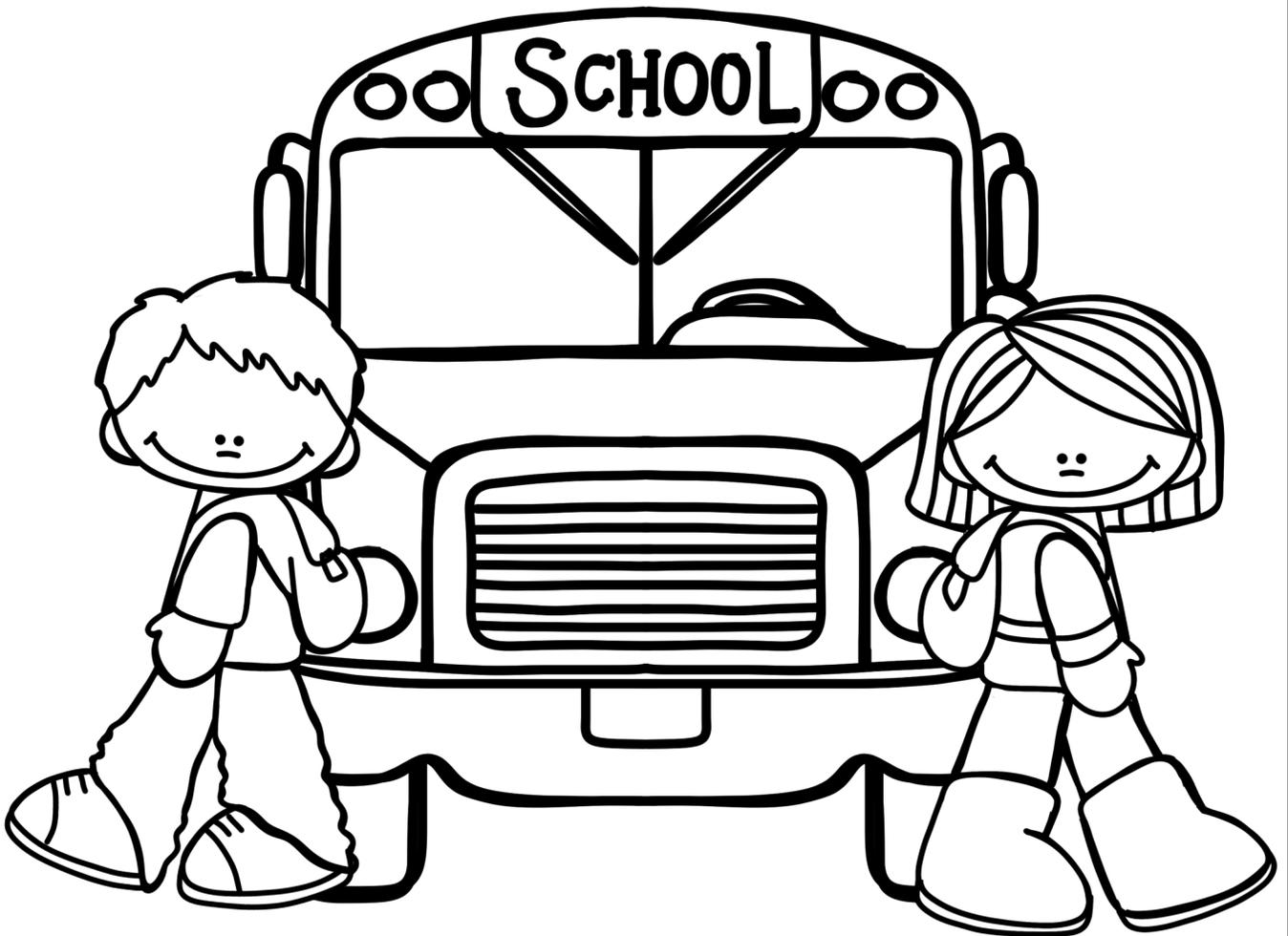


Fill in the 120 chart. Some have been done for you.

Name: _____

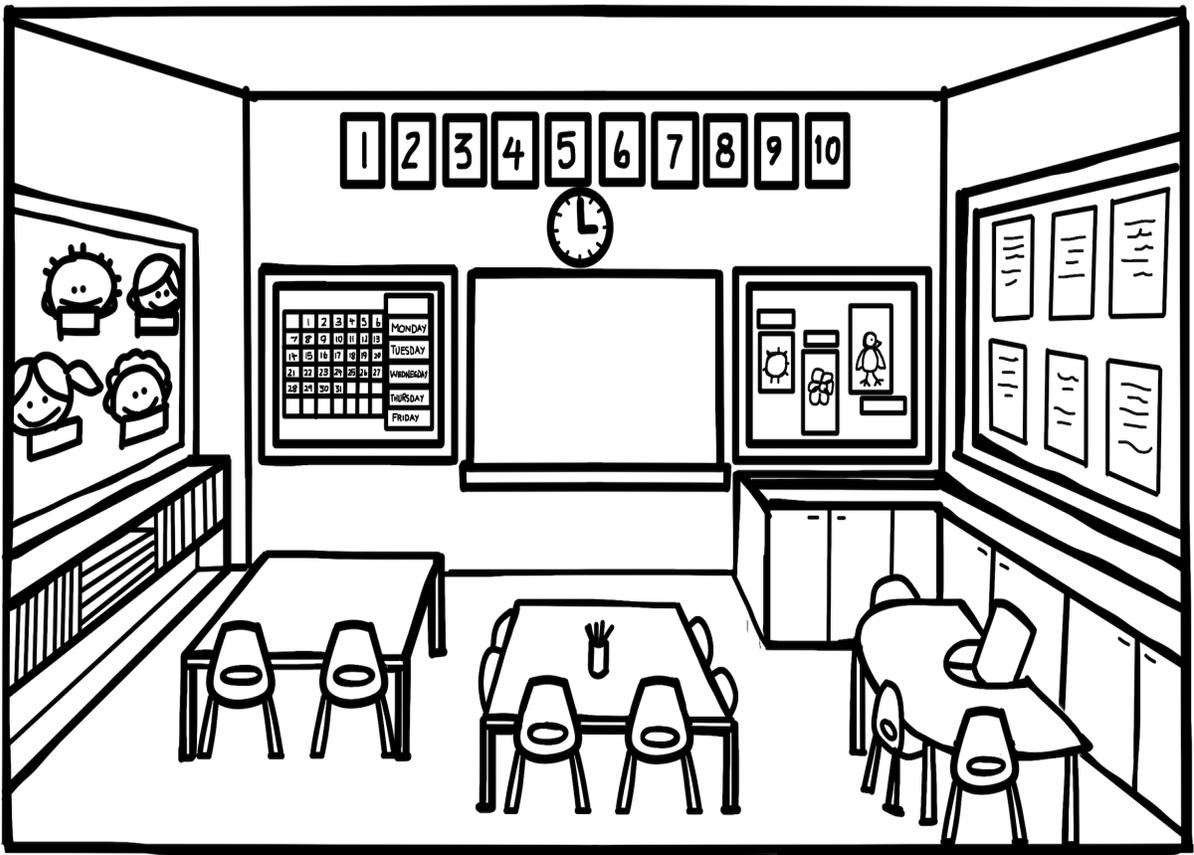
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11				15					20
21	22					27			30
31			34				38		40
41		43		45		47			50
51			54		56				60
61		63					68		70
71			74		76				80
81	82			85		87		89	90
91		93							100
101				105					110
111						117			120

I'm in Second Grade!



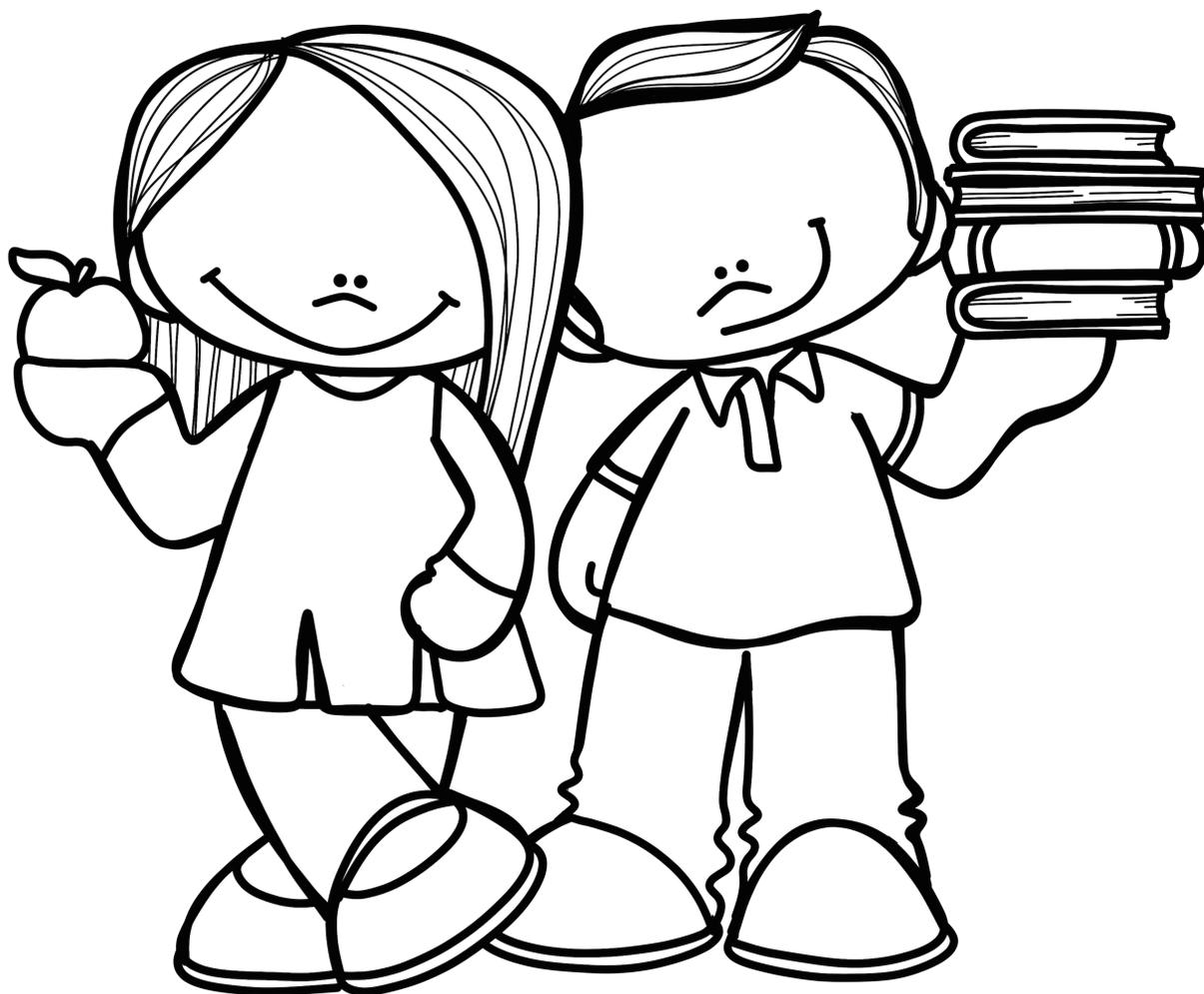
Name: _____

I'M IN SECOND GRADE!



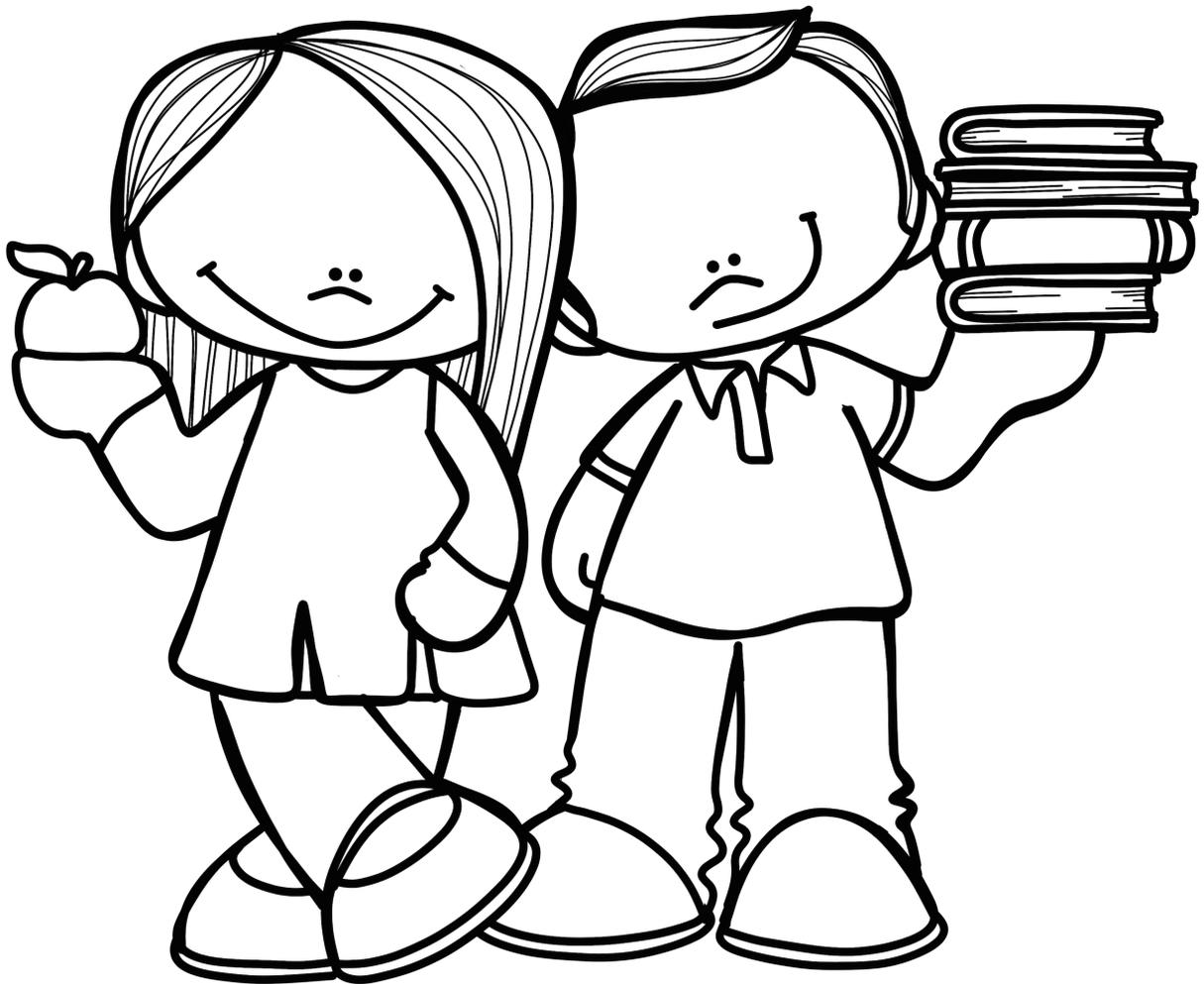
Name: _____

I'm in
Second Grade!



Name: _____

I'M IN
SECOND GRADE!



Name: _____

I'm in
Second Grade!



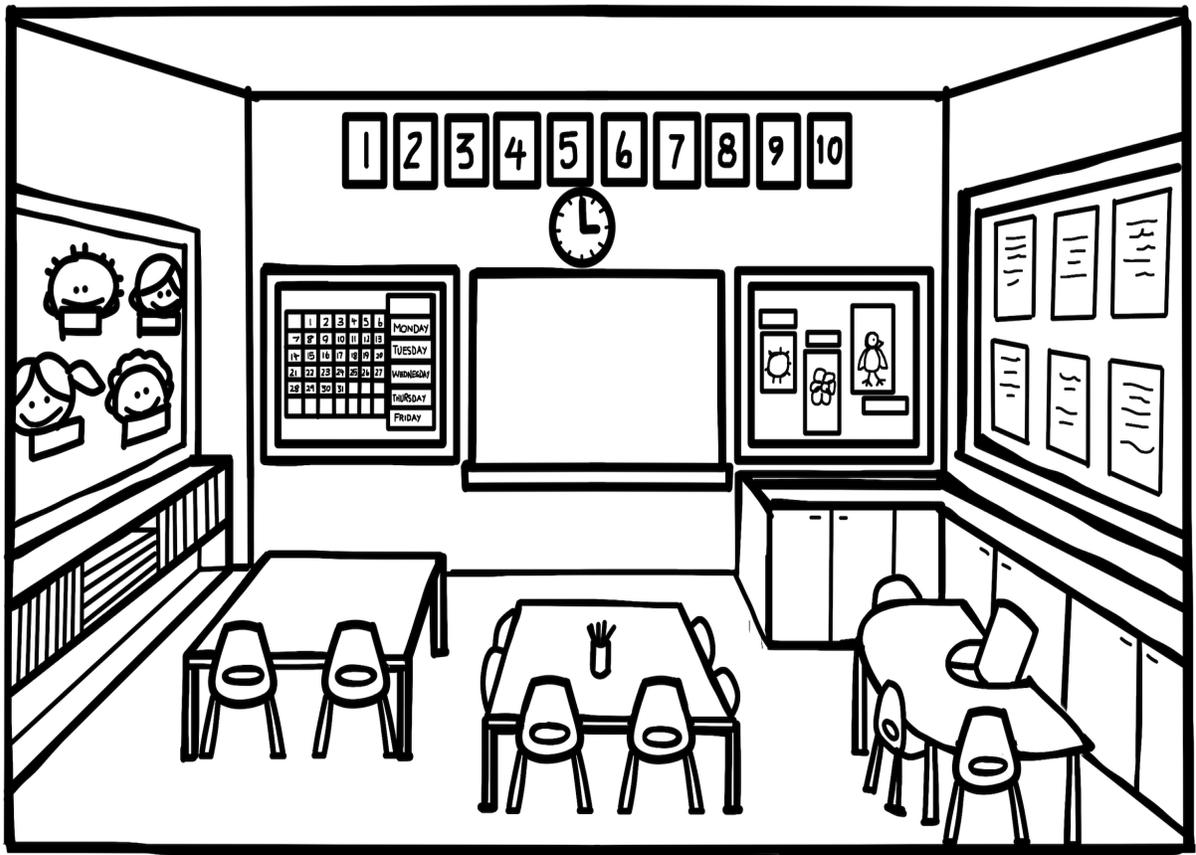
Name: _____

I'm in Grade Two!



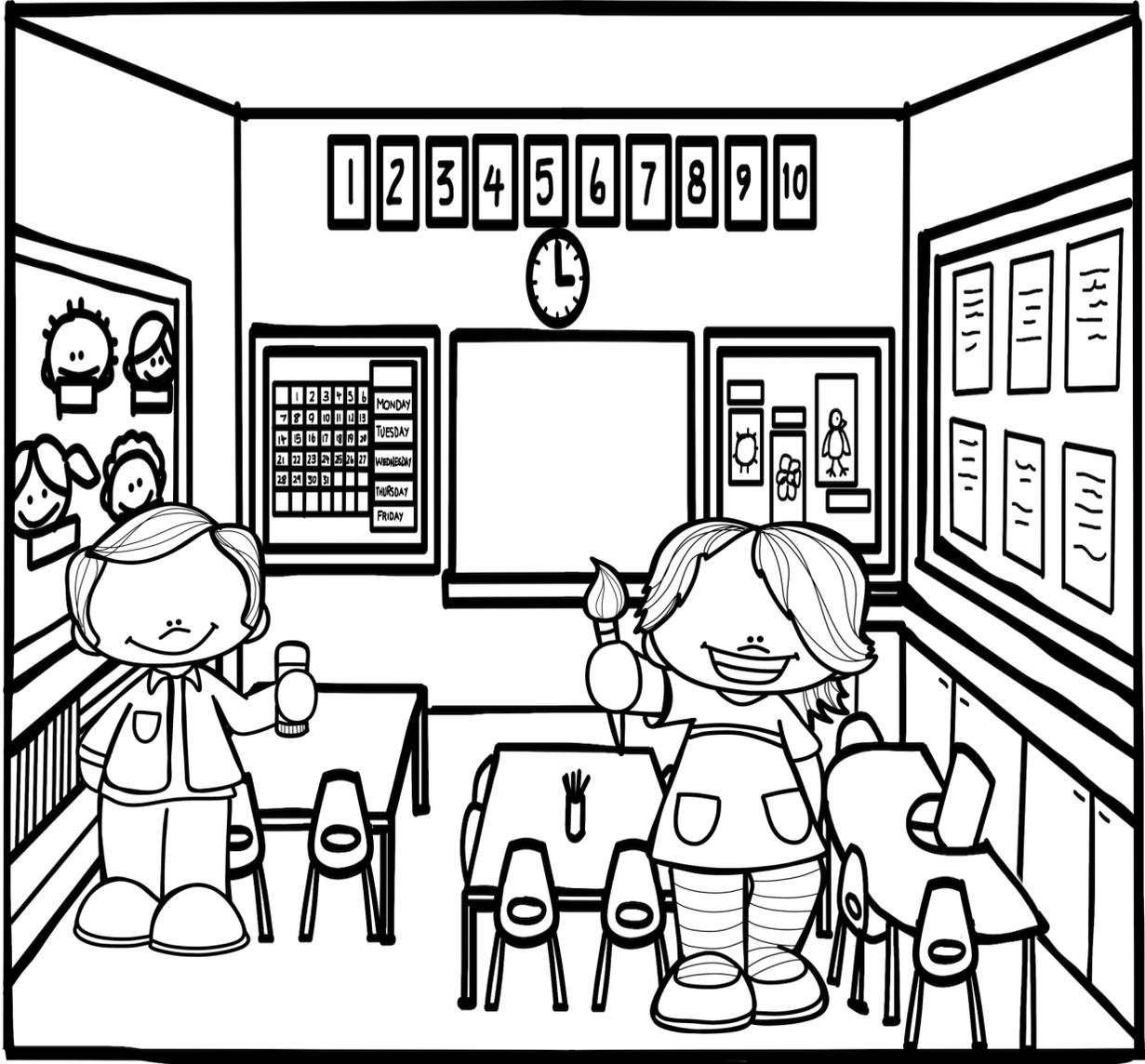
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I'M IN GRADE TWO!



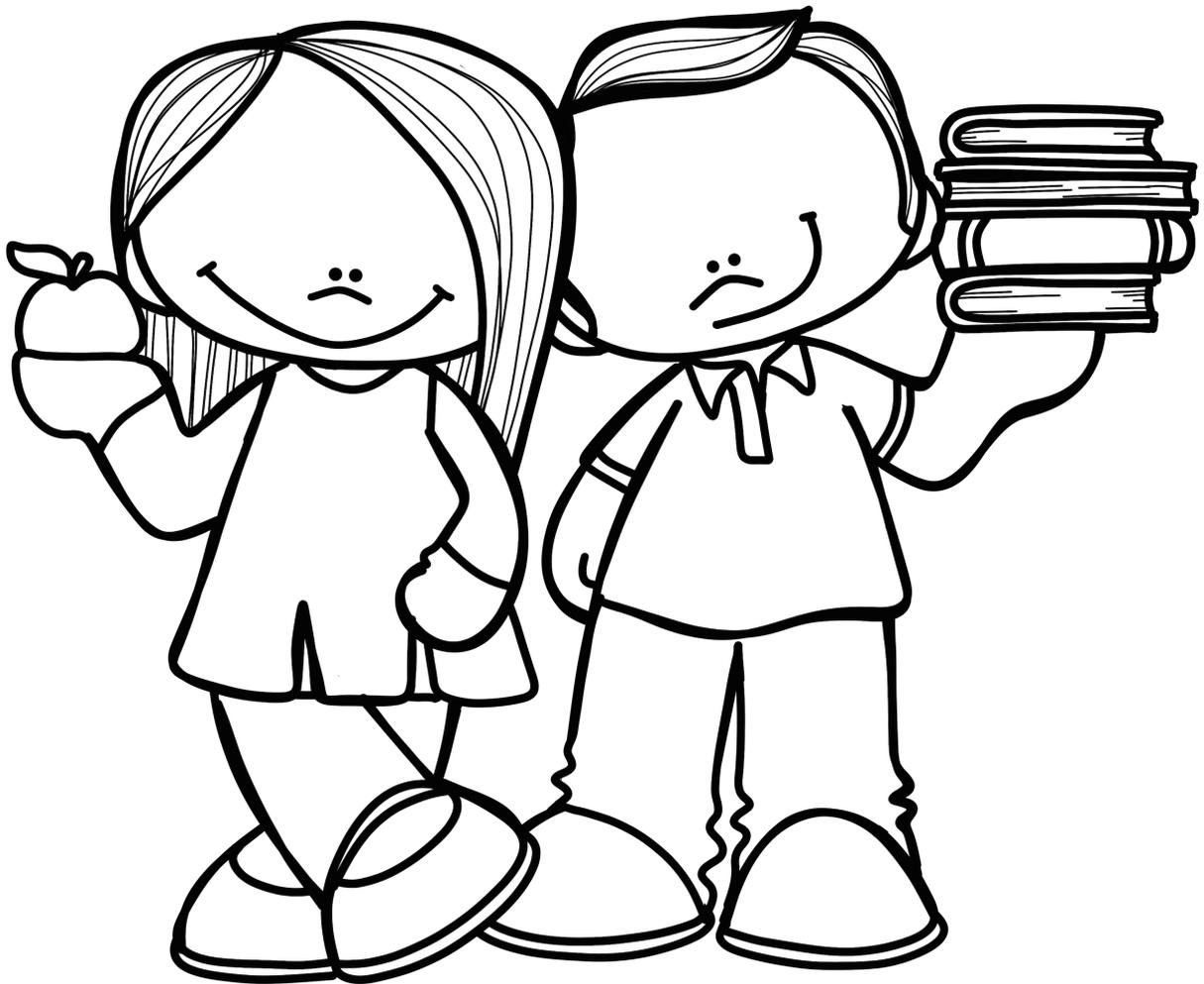
Name: _____

I'M IN GRADE TWO!



Name: _____

I'm in
Grade Two!



Name: _____

I'm in
Grade Two!



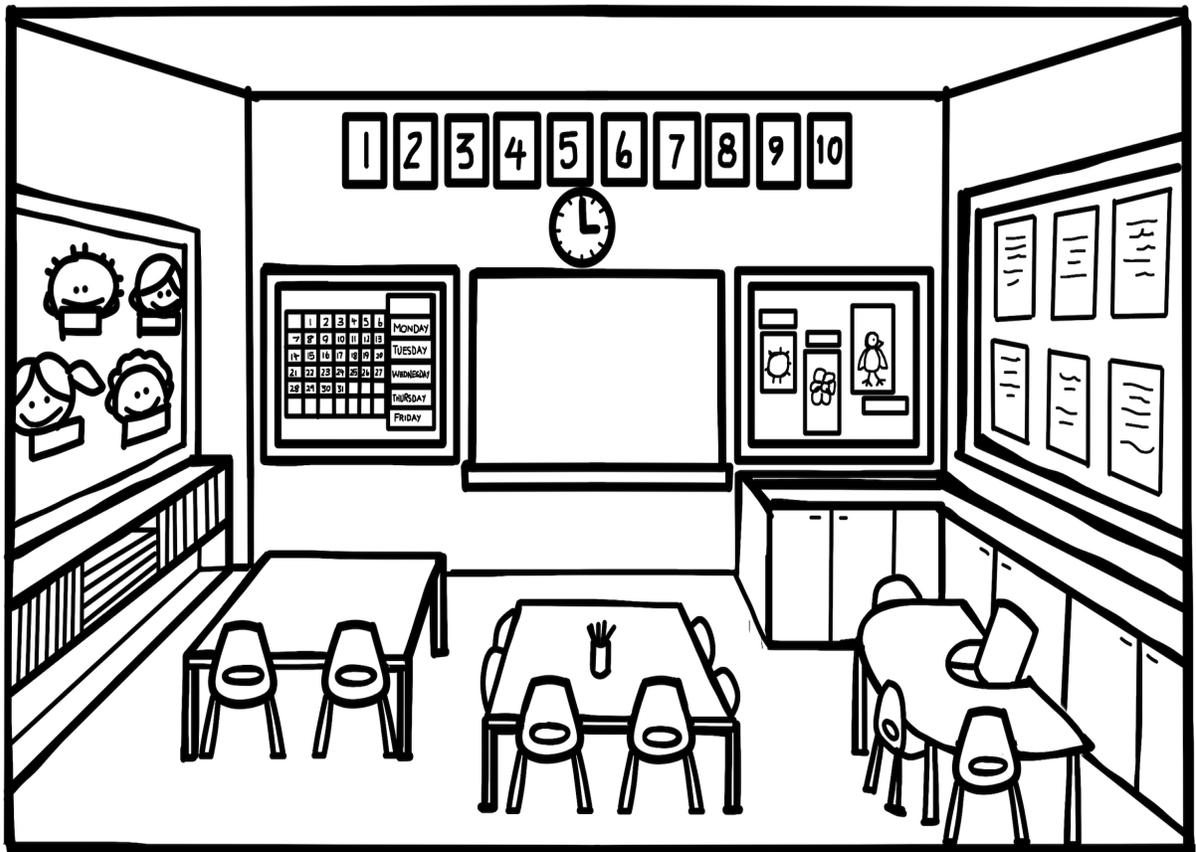
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I'm in First Grade!



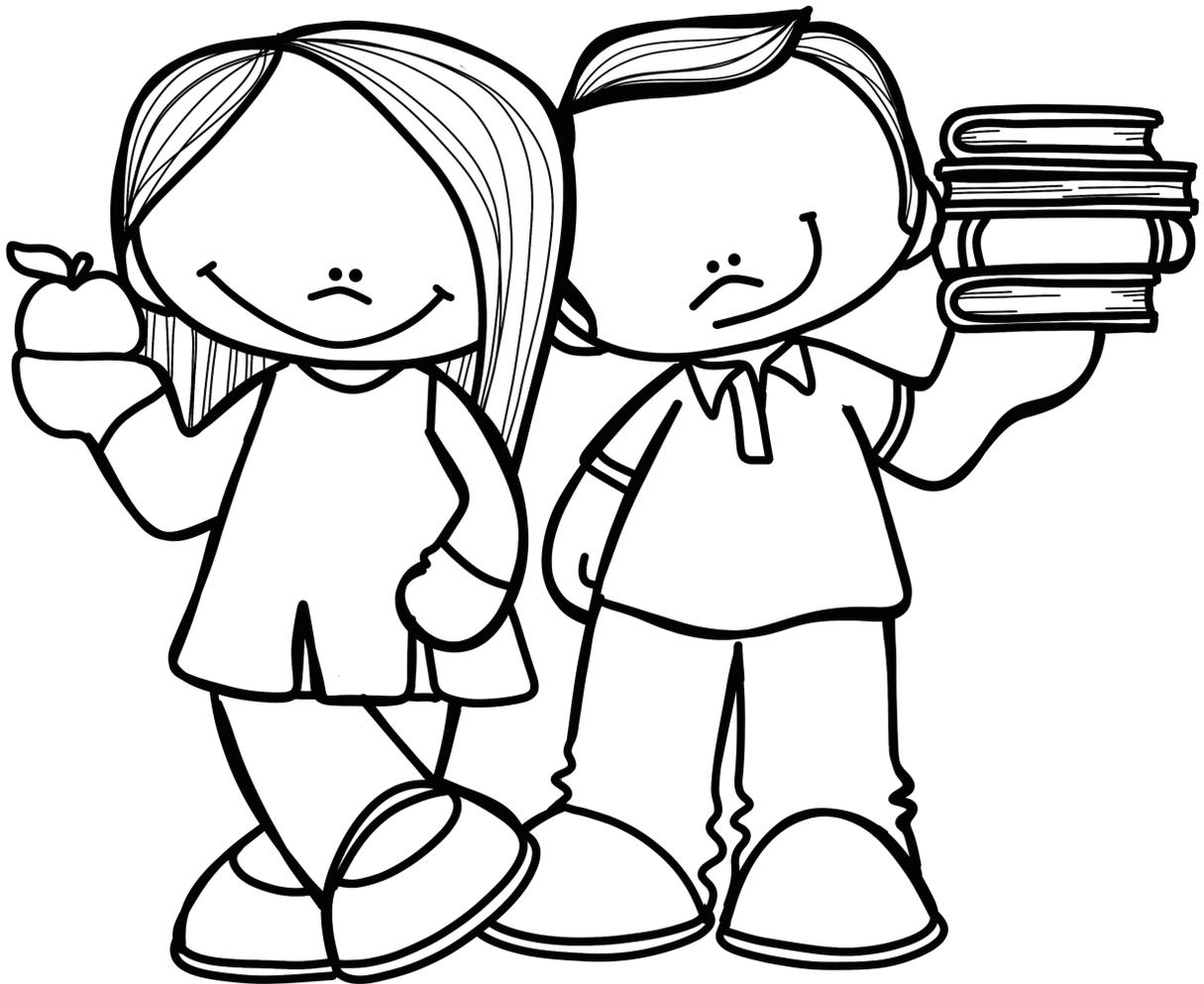
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I'M IN FIRST GRADE!



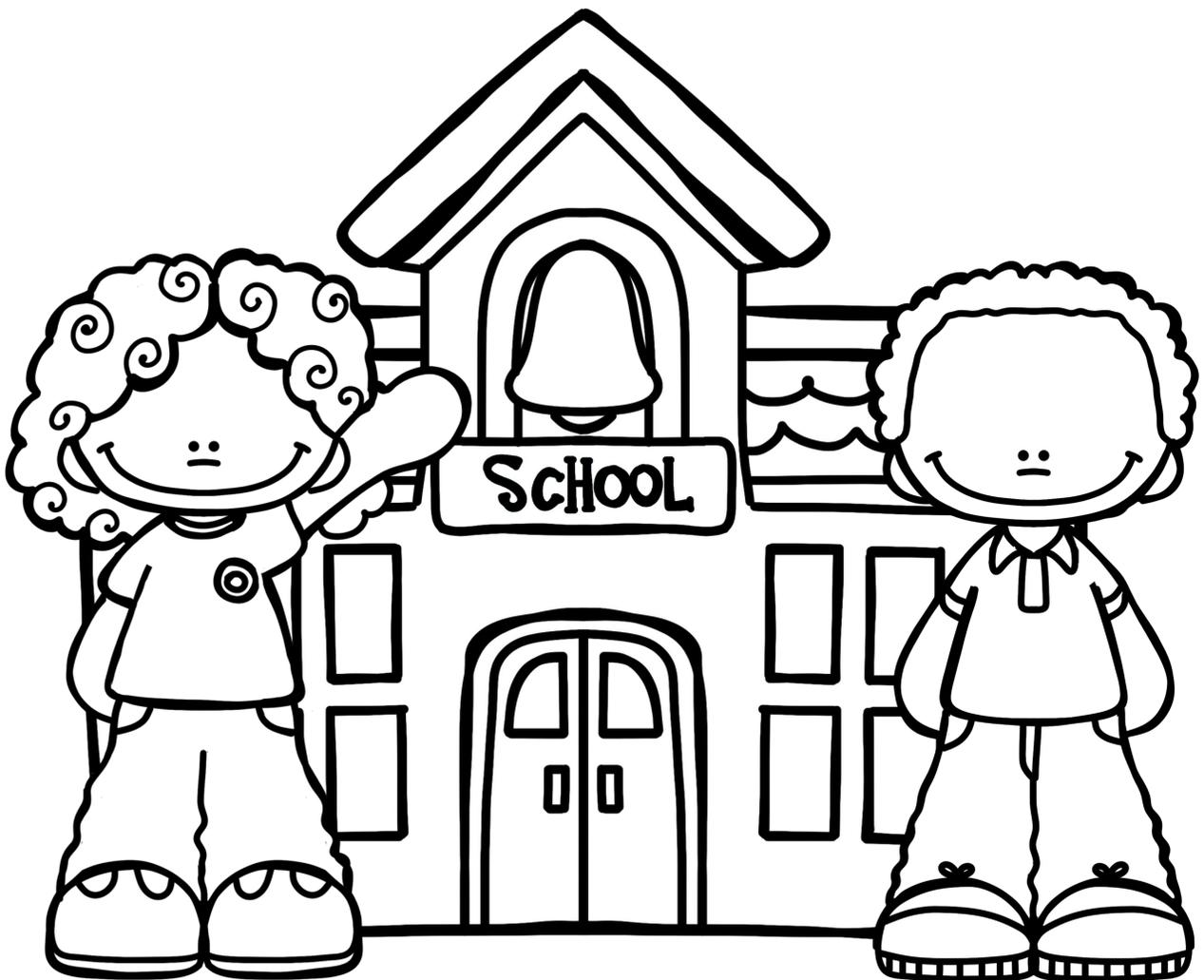
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I'm in
First Grade!



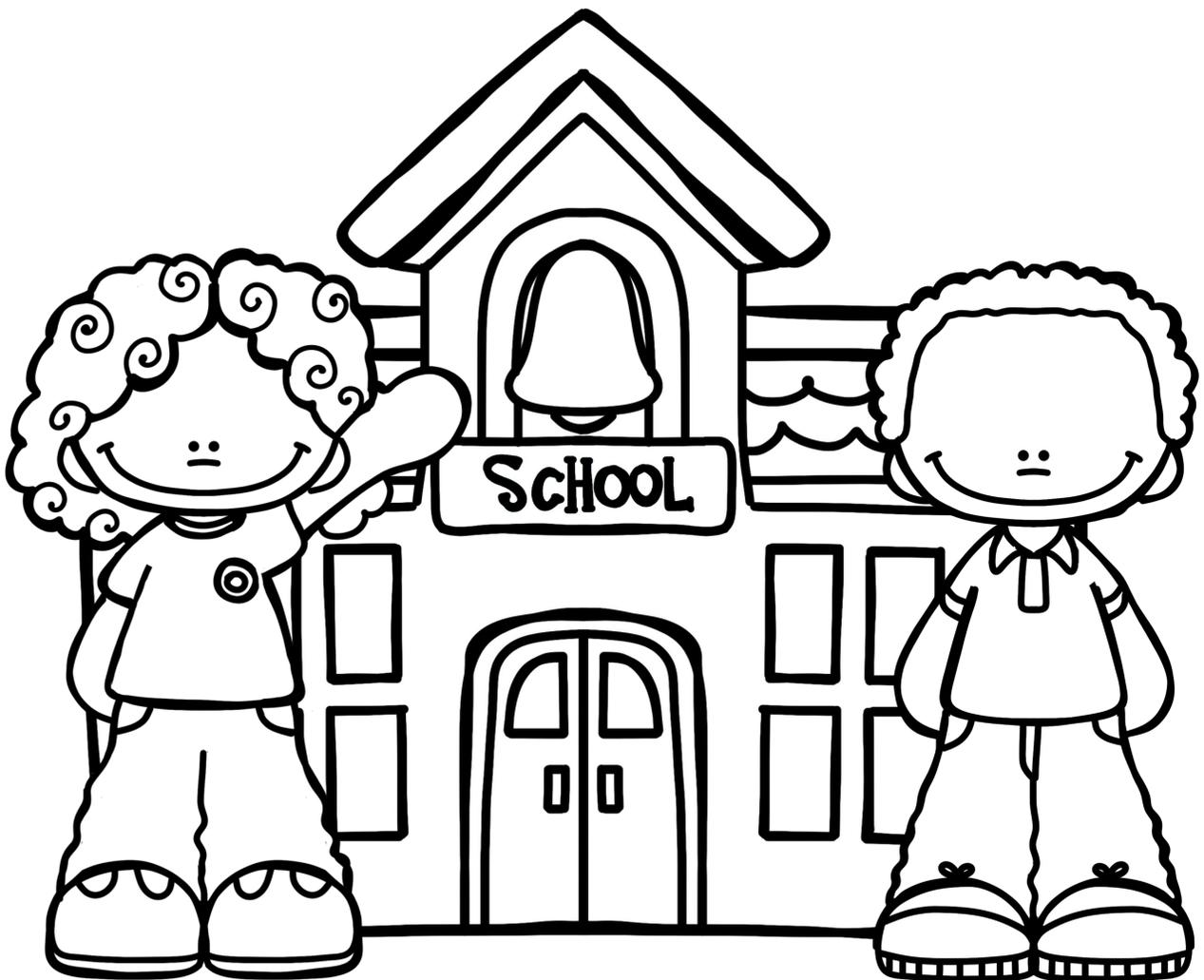
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I'm in
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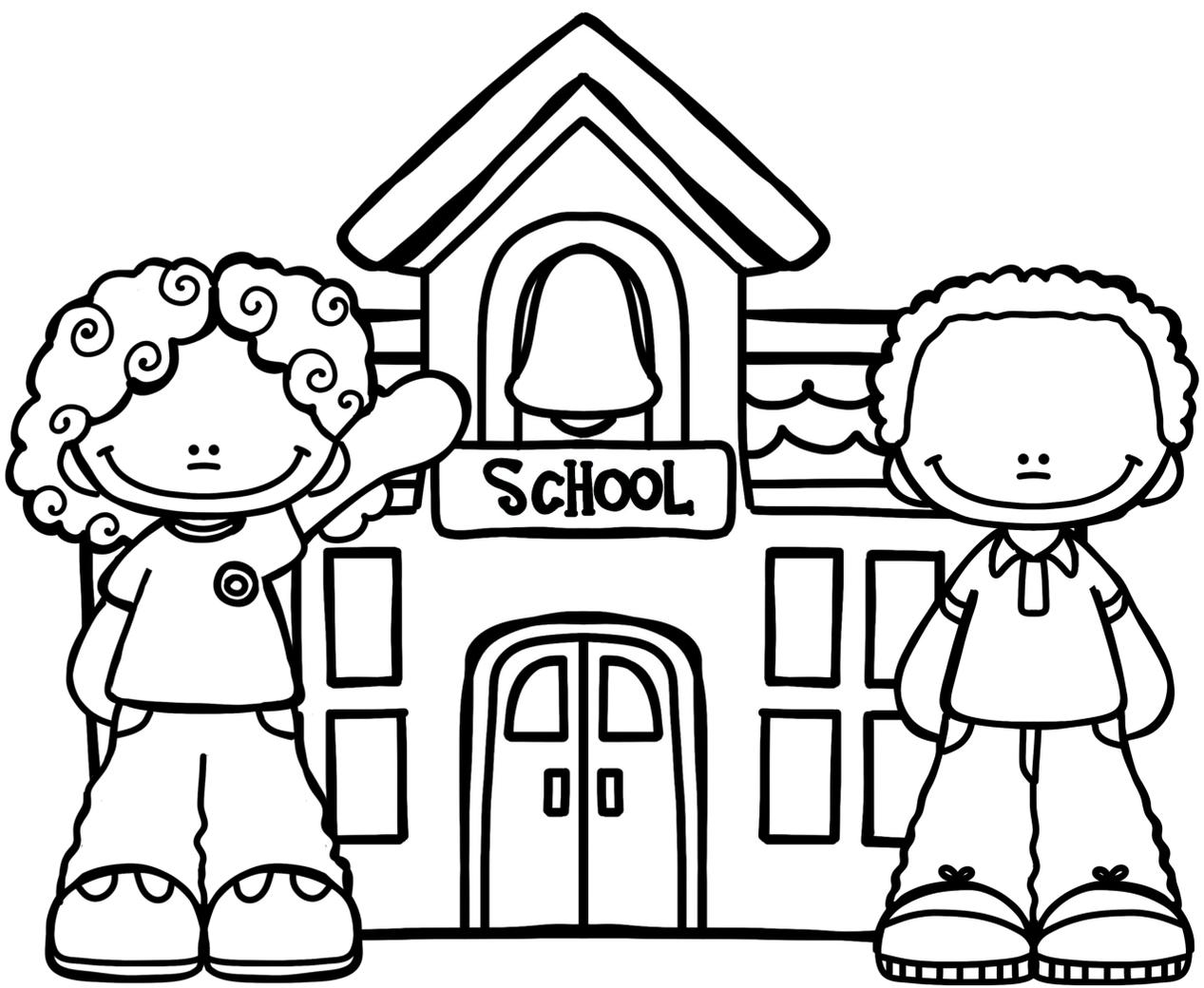
Name: _____

I'm in
Grade One!



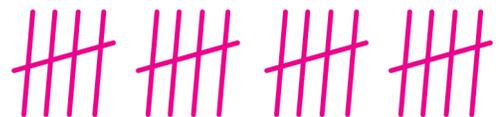
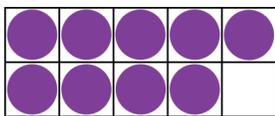
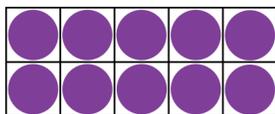
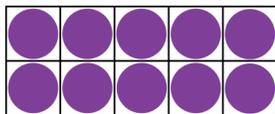
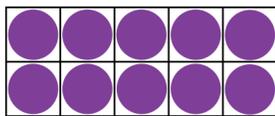
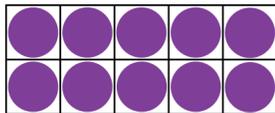
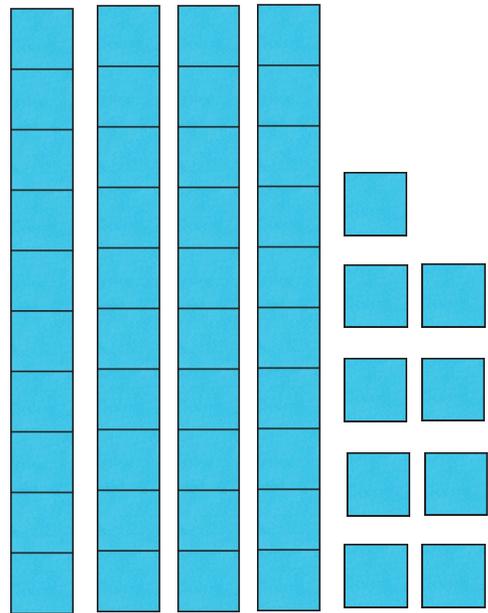
Name: _____

Back to School!

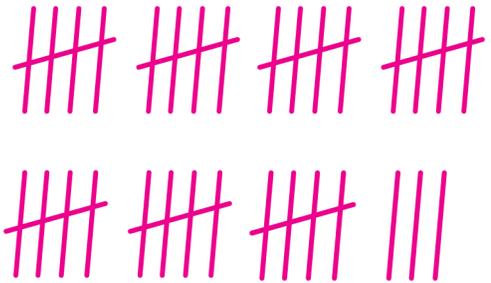
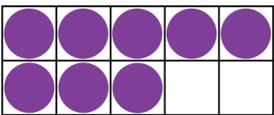
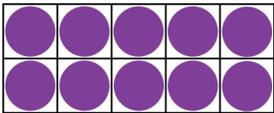
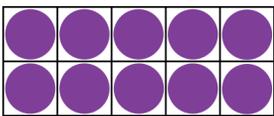
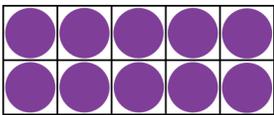
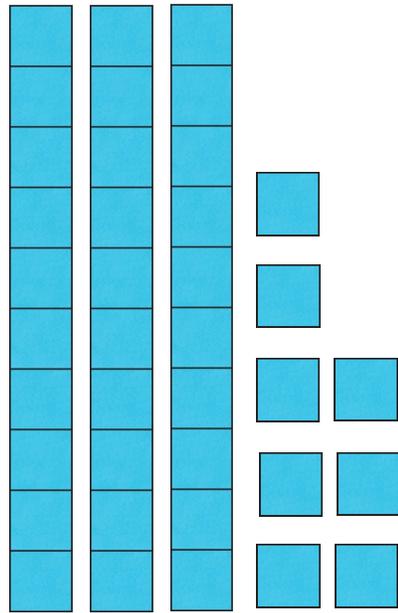


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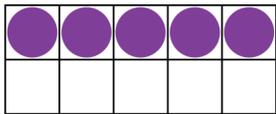
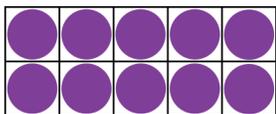
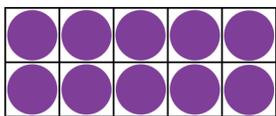
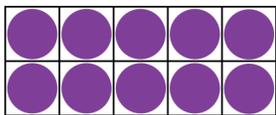
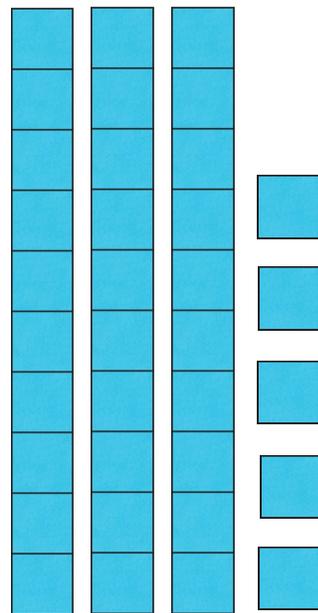
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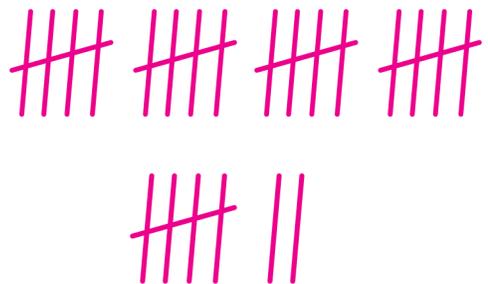
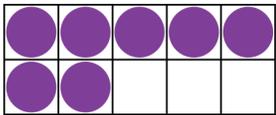
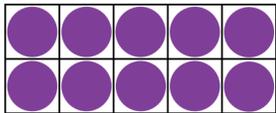
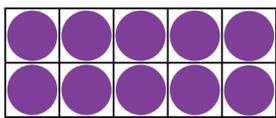
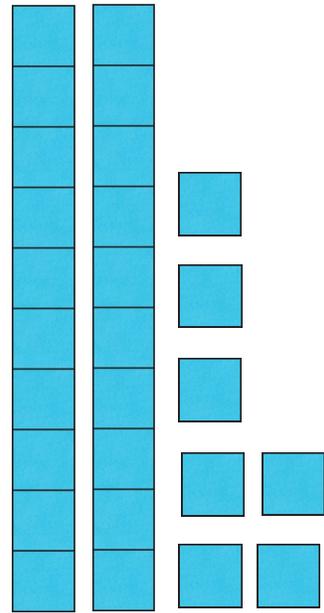
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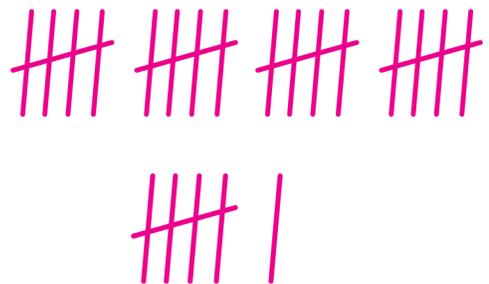
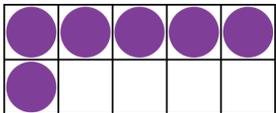
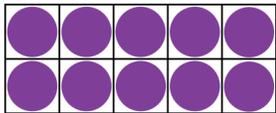
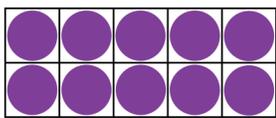
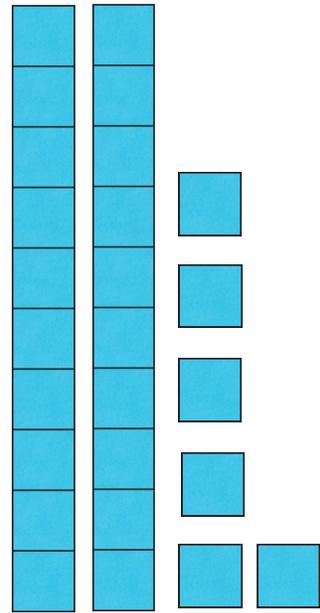
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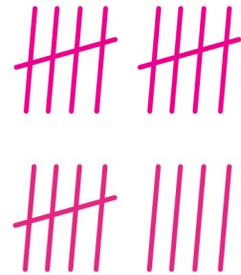
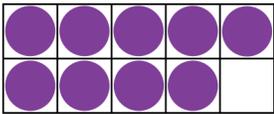
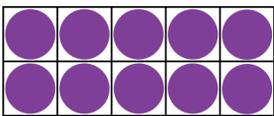
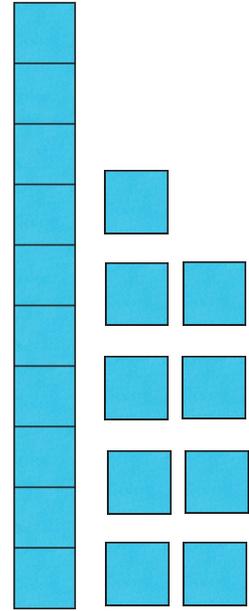
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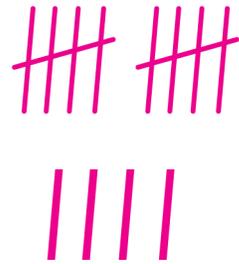
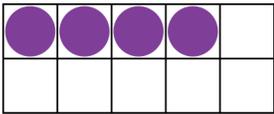
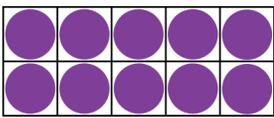
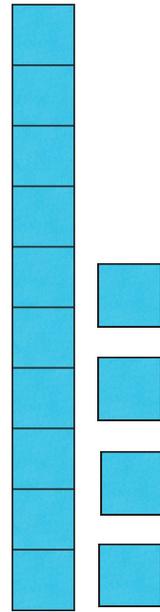
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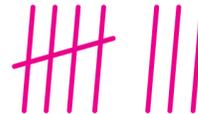
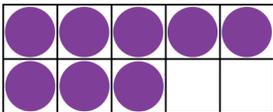
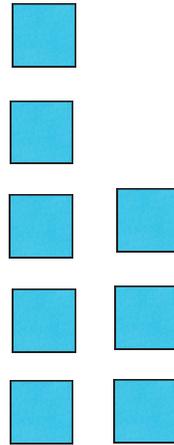
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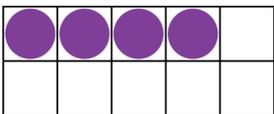
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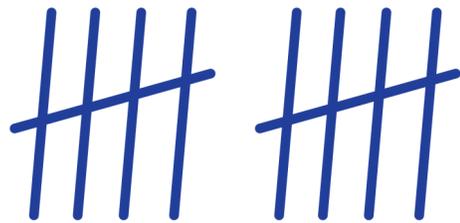
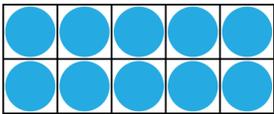
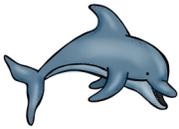
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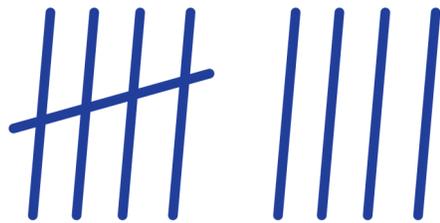
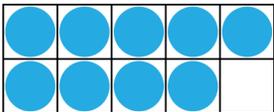
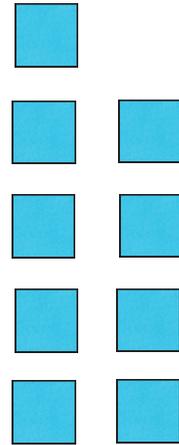
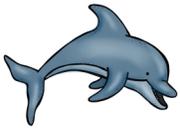
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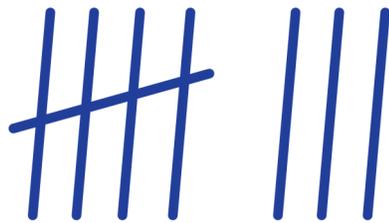
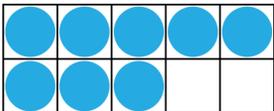
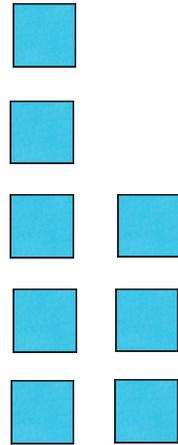
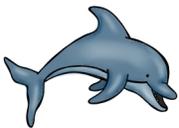
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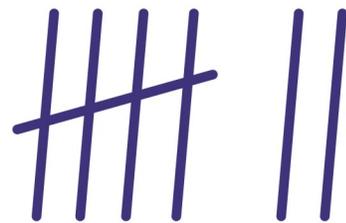
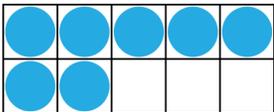
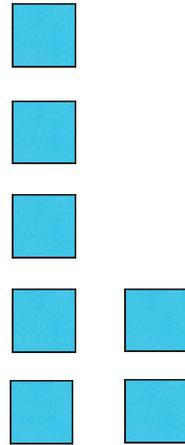
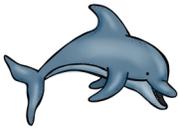
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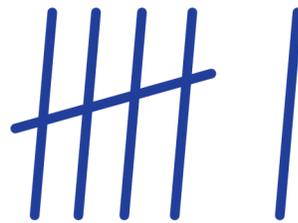
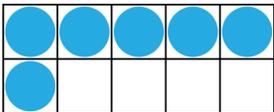
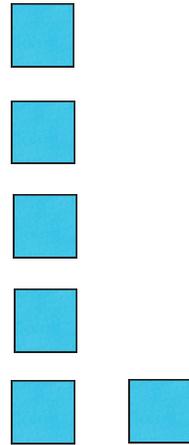
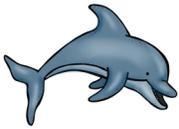
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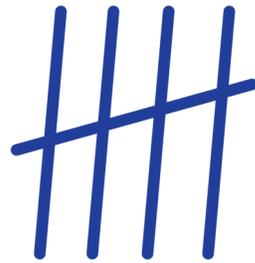
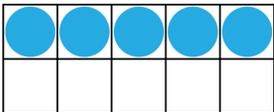
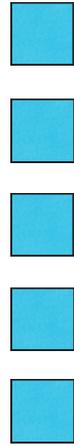
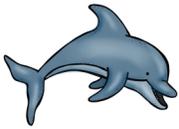
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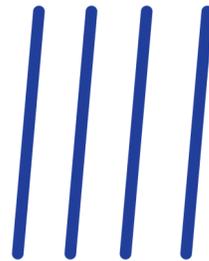
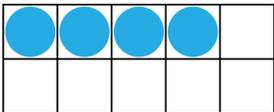
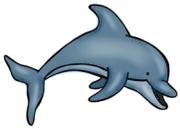
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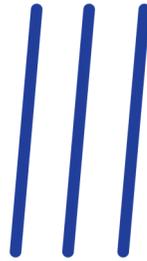
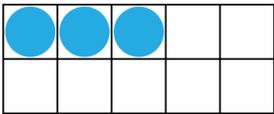
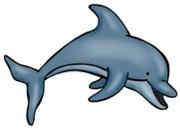
5



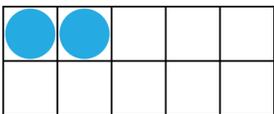
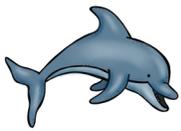
4

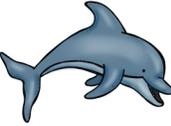


3



2

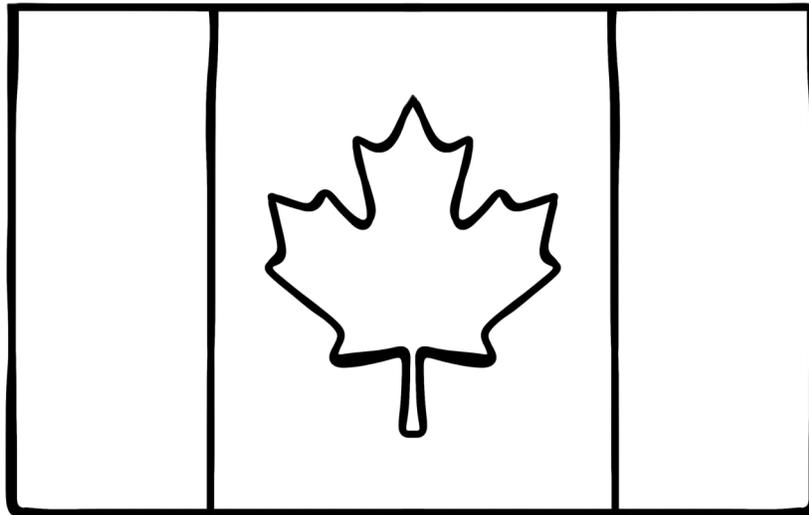






**British/Canadian
Spelling
of some of the pages**



All About **Me**



Name: _____

Age: _____

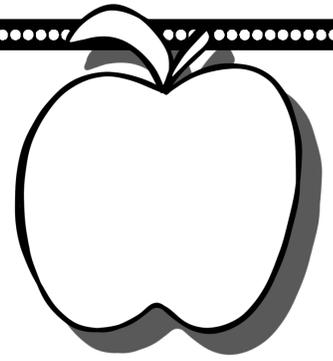
Grade: _____

School: _____

This is me!

These are some of
my favourite things:

About My **Teacher**



Name: _____

Teacher: _____

Draw your teacher:



Draw your teacher's
favourite animal:



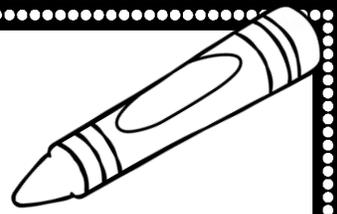
Draw your teacher's
favourite book:



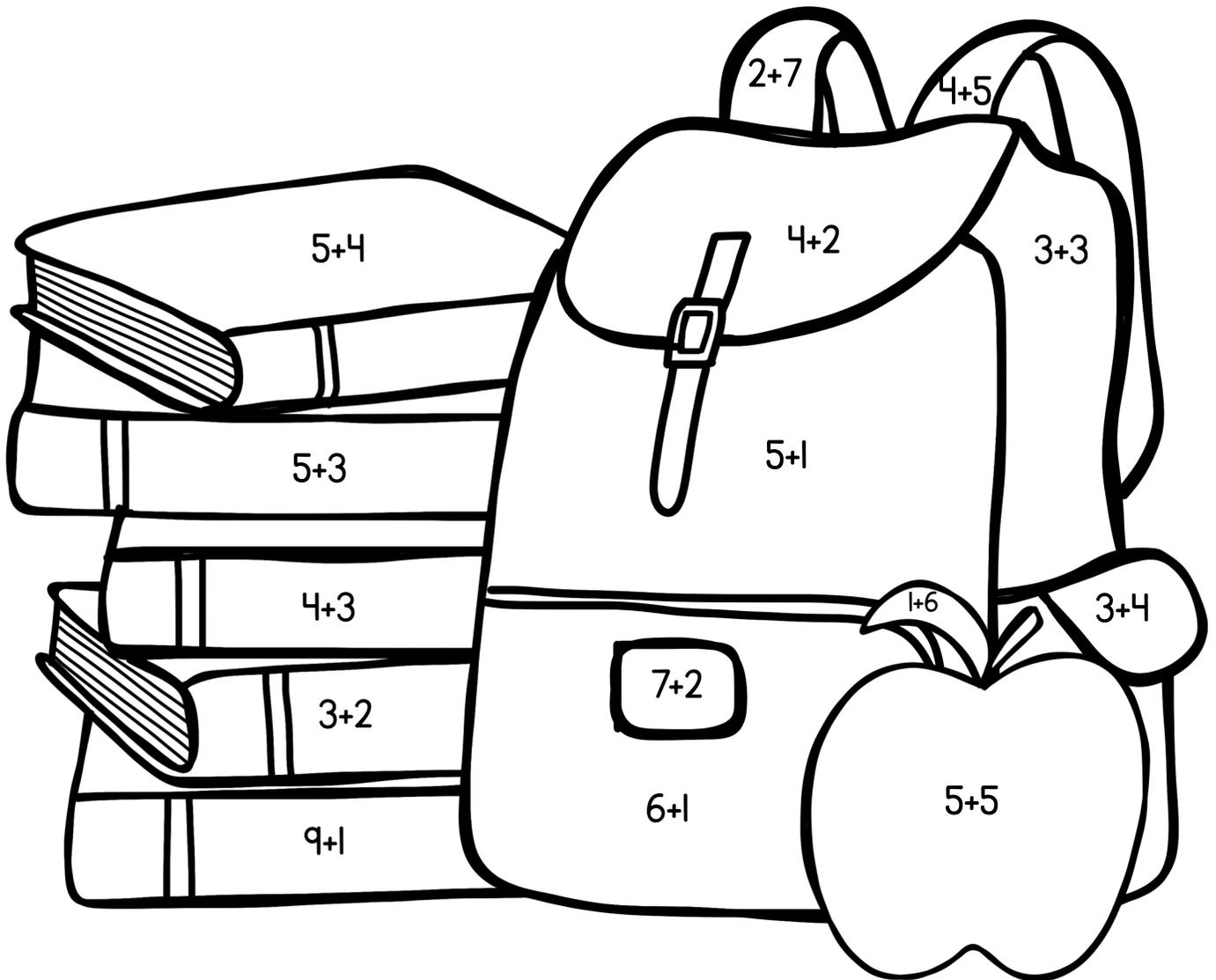
Draw your teacher's
favourite subject:



Colour by **Addition**



Name: _____



Use the key to complete the picture according to sums.

5- Blue

8- Purple

6- Yellow

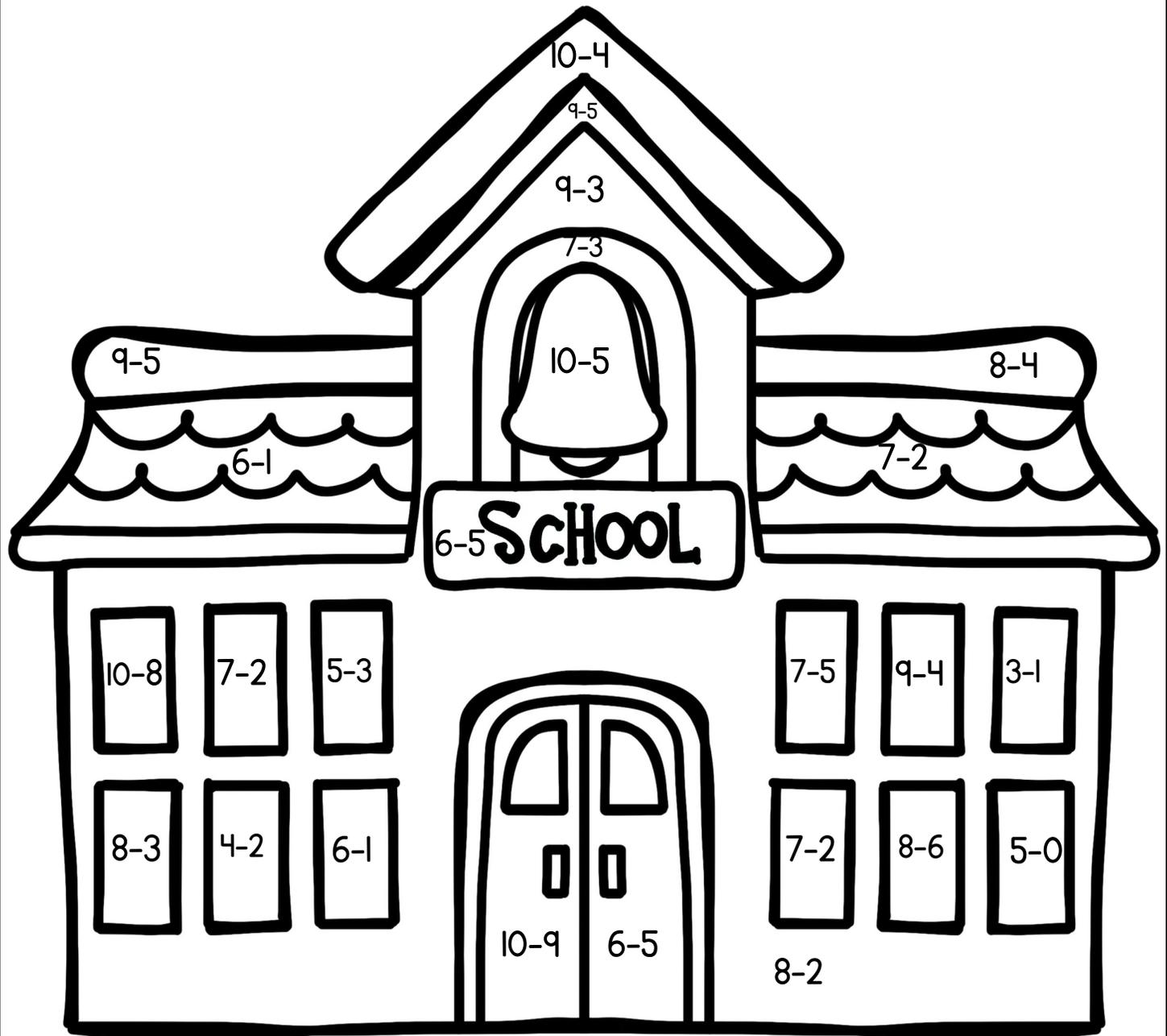
9- Orange

7- Green

10- Red

Colour by **subtraction**

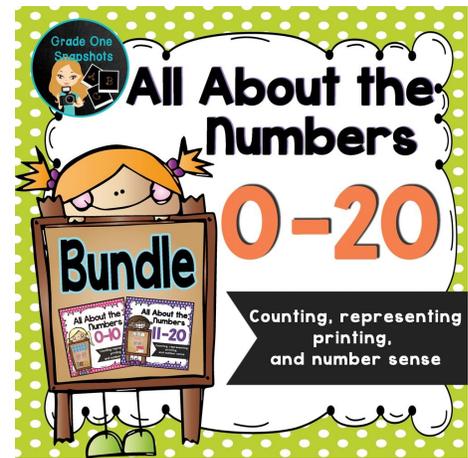
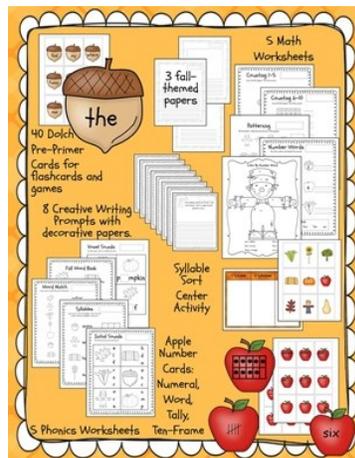
Name: _____



Use the key to complete the picture according to the difference.

- | | |
|-----------|-----------|
| 1- Blue | 4- Brown |
| 2- Yellow | 5- Orange |
| 3- Green | 6- Red |

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