

Name _____



Date _____



	6	7	8		10
--	---	---	---	--	----

10	11		13		15
----	----	--	----	--	----

13	14	15			18
----	----	----	--	--	----

2		4	5	6	
---	--	---	---	---	--

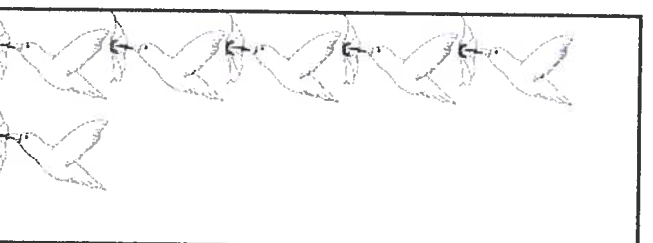
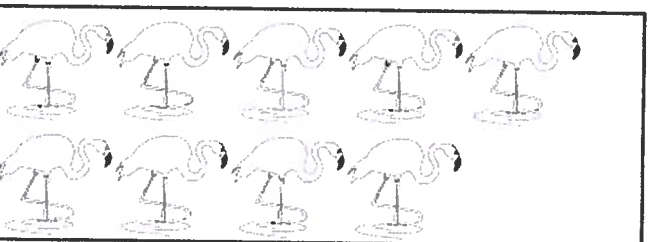
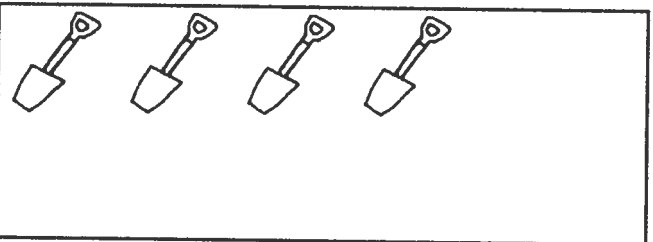
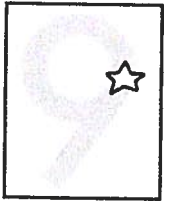
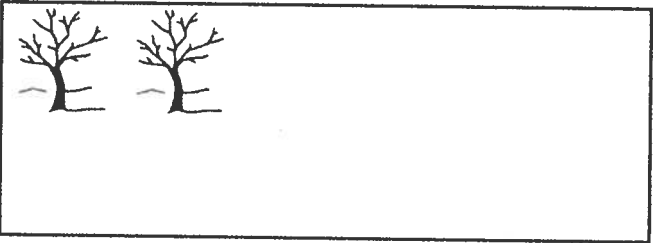
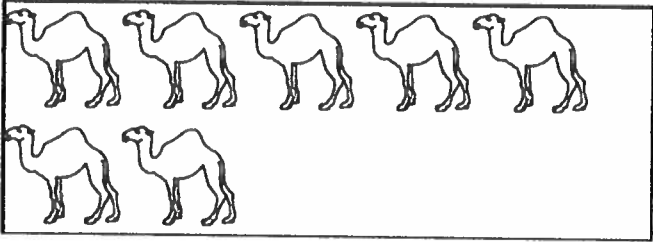
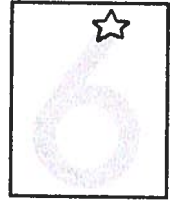
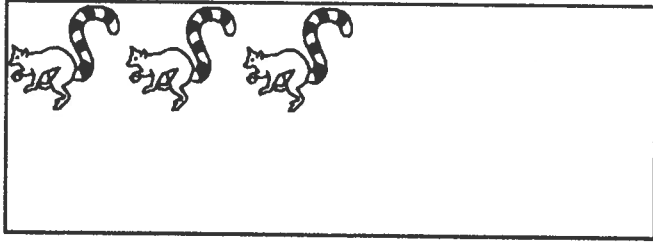
4	5			8	9
---	---	--	--	---	---

17 9 7 16 14 7
6 3 5 12

Name _____



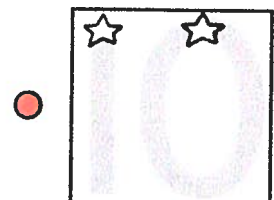
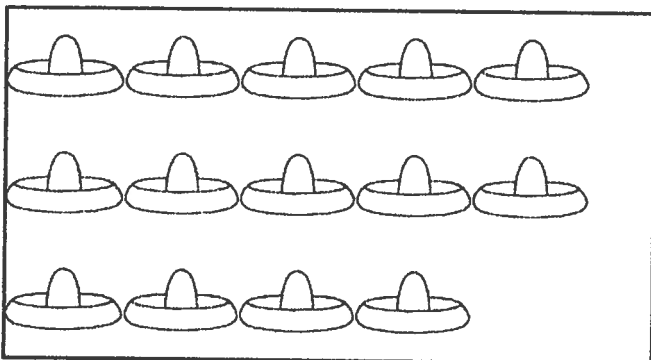
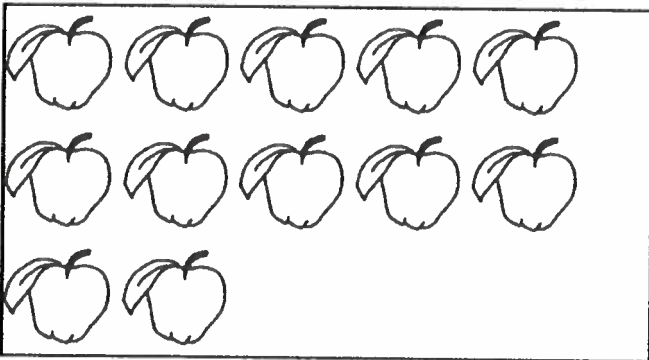
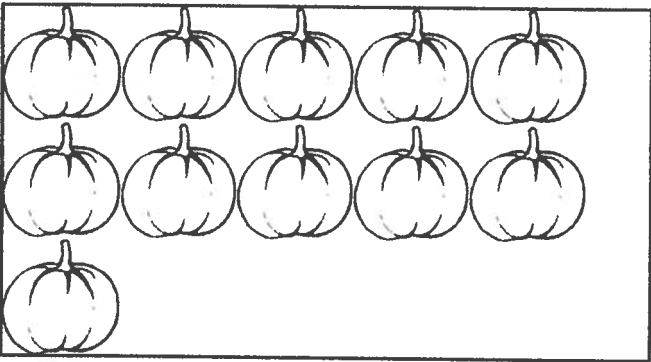
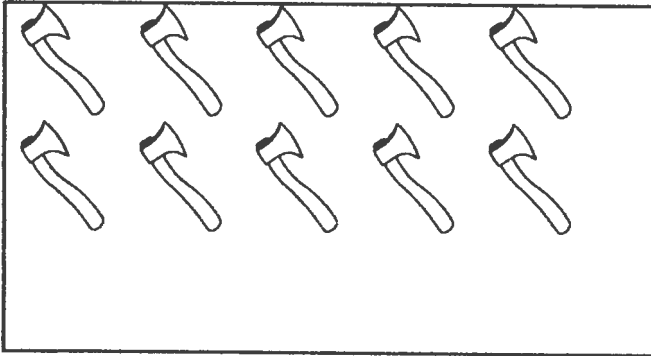
Date _____



Name _____



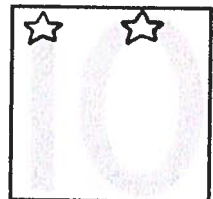
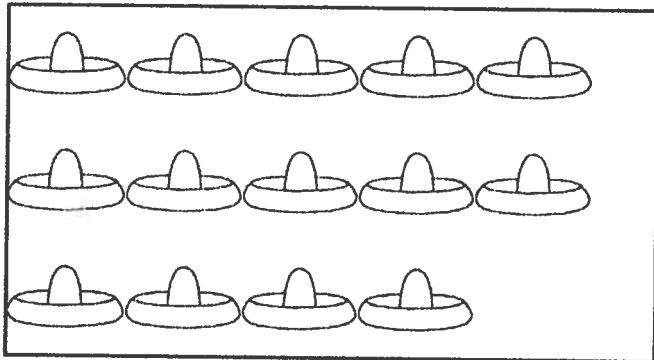
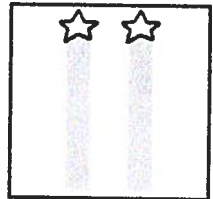
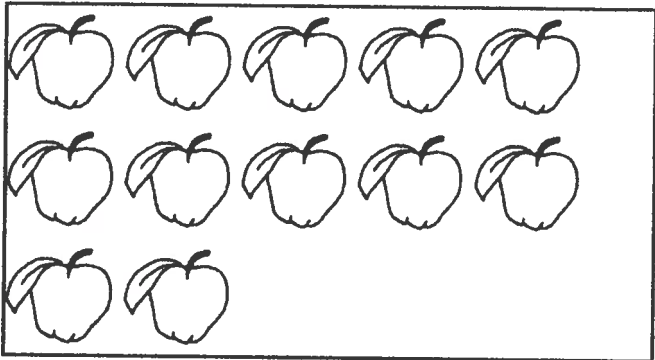
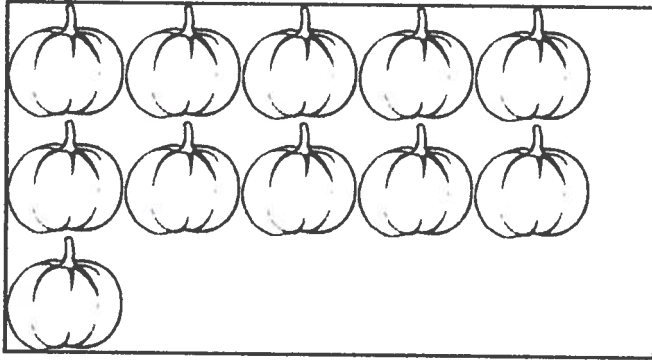
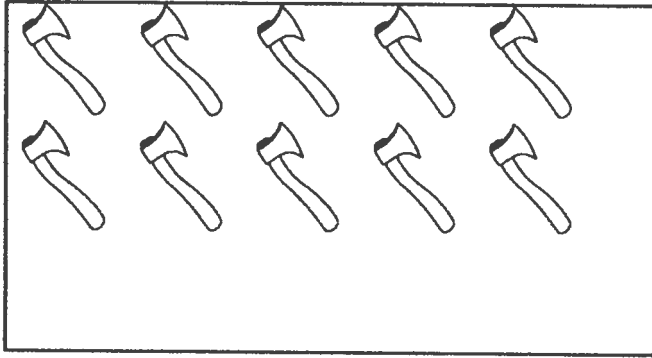
Date _____



Name _____



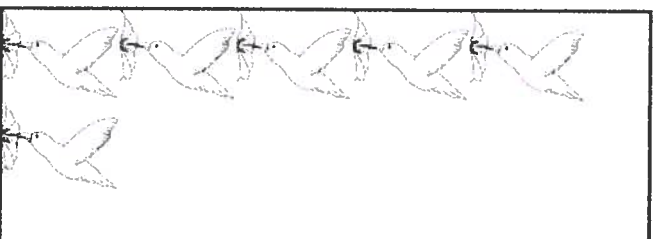
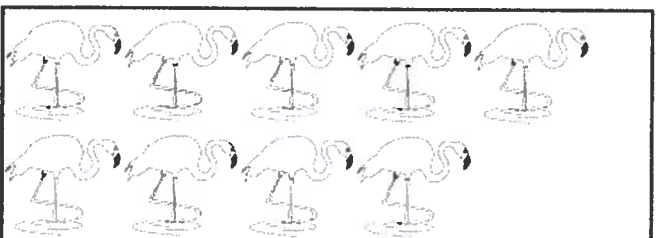
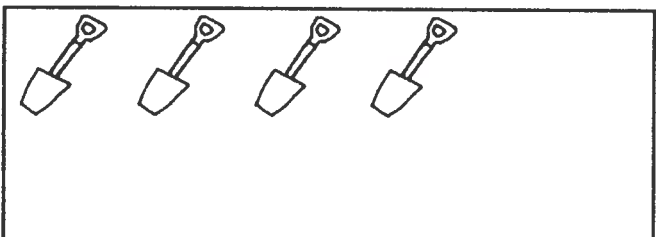
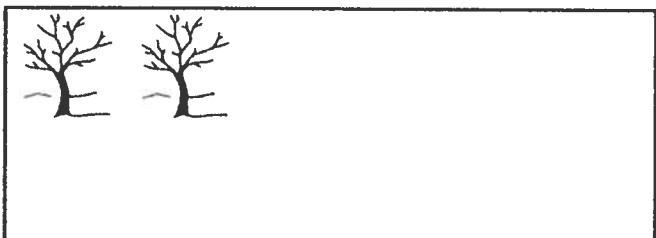
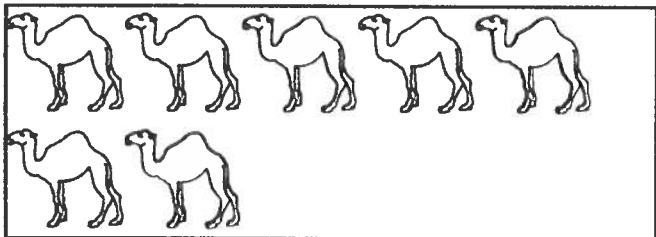
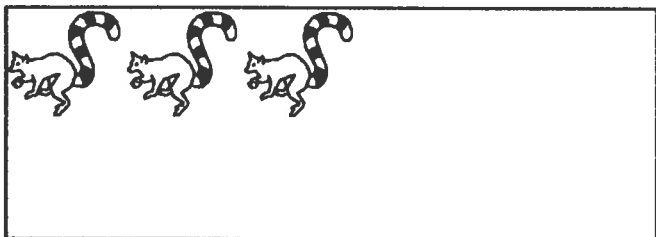
Date _____



Name _____



Date _____

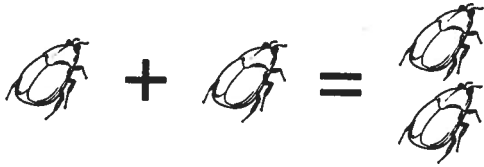


Name: _____

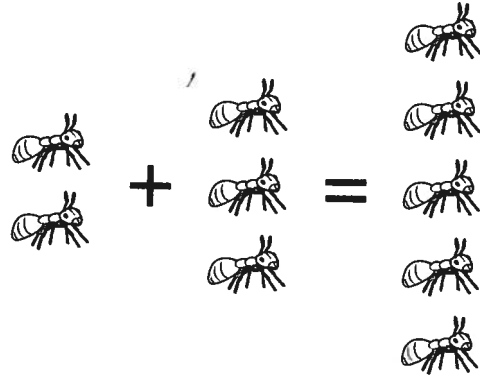
Date: _____

ADDITION

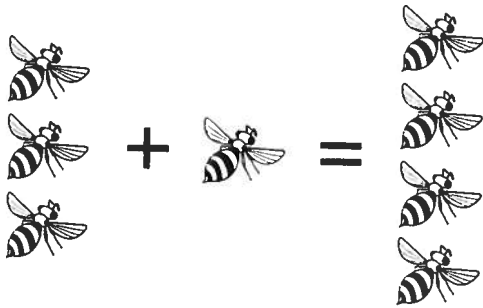
Directions: Write the number sentence that matches the pictures.



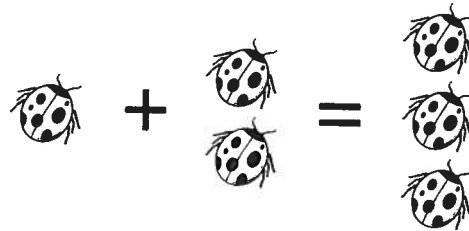
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$





$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


Name: _____



Date: _____



ADDITION

Directions: Add the numbers and write the sum.

$$\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$$



$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$




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





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



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



$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$


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



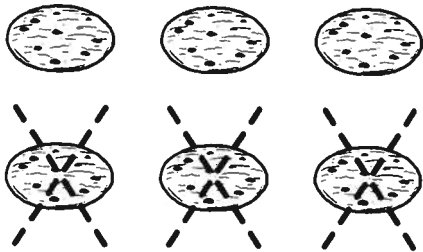
$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$



Name: _____

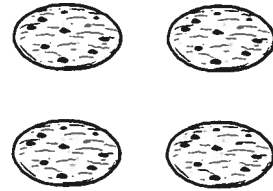
Date: _____

SUBTRACTION

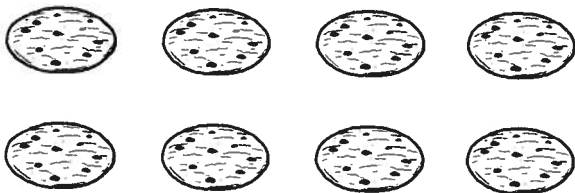
Directions: Cross out the number of cookies the students ate, then write how many are left.



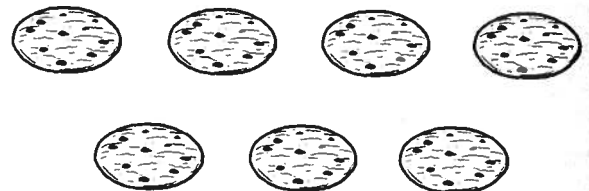
Ate 3, 3 left



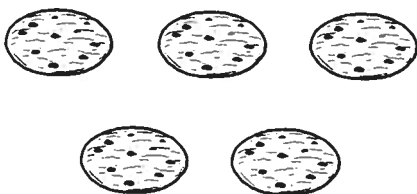
Ate 1, left



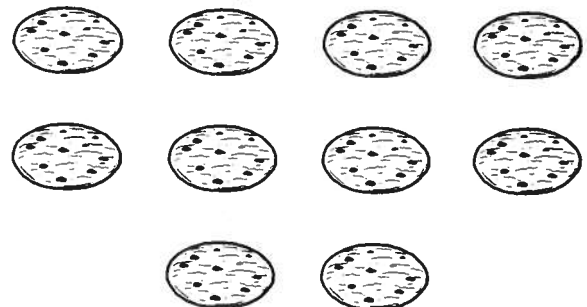
Ate 2, left



Ate 4, left



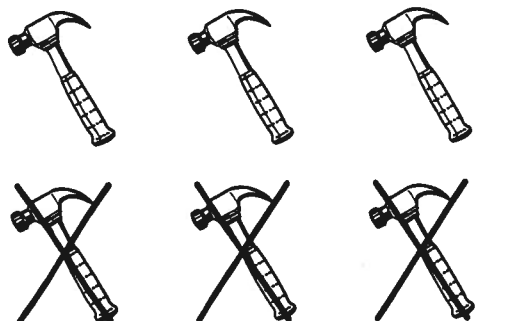
Ate 0, left



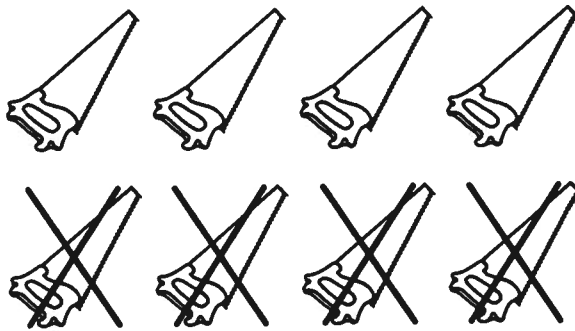
Ate 1, left

SUBTRACTION

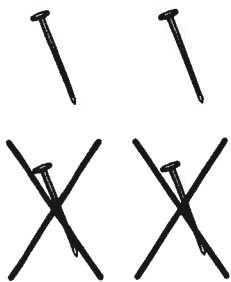
Directions: Fill in the number sentence that matches the pictures.



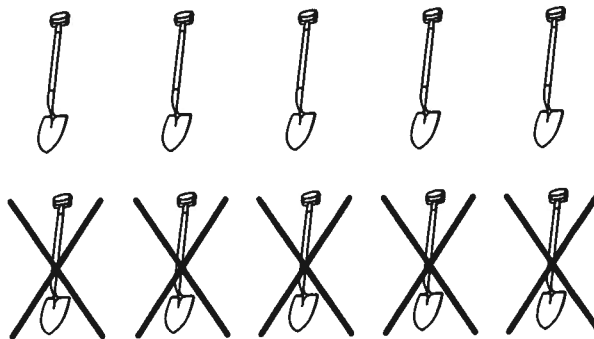
 - =



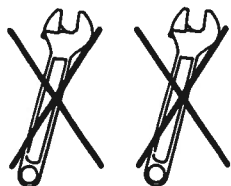
 - =



 - =



 - =



 - =



 - =

Dolch Sight Word Checklist

Level: Pre-Primer

<input type="checkbox"/> a	<input type="checkbox"/> come	<input type="checkbox"/> help	<input type="checkbox"/> jump	<input type="checkbox"/> not	<input type="checkbox"/> see	<input type="checkbox"/> we
<input type="checkbox"/> and	<input type="checkbox"/> down	<input type="checkbox"/> here	<input type="checkbox"/> little	<input type="checkbox"/> one	<input type="checkbox"/> the	<input type="checkbox"/> where
<input type="checkbox"/> away	<input type="checkbox"/> find	<input type="checkbox"/> I	<input type="checkbox"/> look	<input type="checkbox"/> play	<input type="checkbox"/> three	<input type="checkbox"/> yellow
<input type="checkbox"/> big	<input type="checkbox"/> for	<input type="checkbox"/> in	<input type="checkbox"/> make	<input type="checkbox"/> red	<input type="checkbox"/> to	<input type="checkbox"/> you
<input type="checkbox"/> blue	<input type="checkbox"/> funny	<input type="checkbox"/> is	<input type="checkbox"/> me	<input type="checkbox"/> run	<input type="checkbox"/> two	
<input type="checkbox"/> can	<input type="checkbox"/> go	<input type="checkbox"/> it	<input type="checkbox"/> my	<input type="checkbox"/> said	<input type="checkbox"/> up	

Level: Primer

<input type="checkbox"/> all	<input type="checkbox"/> but	<input type="checkbox"/> have	<input type="checkbox"/> on	<input type="checkbox"/> say	<input type="checkbox"/> too	<input type="checkbox"/> who
<input type="checkbox"/> am	<input type="checkbox"/> came	<input type="checkbox"/> he	<input type="checkbox"/> our	<input type="checkbox"/> she	<input type="checkbox"/> under	<input type="checkbox"/> will
<input type="checkbox"/> are	<input type="checkbox"/> did	<input type="checkbox"/> into	<input type="checkbox"/> out	<input type="checkbox"/> so	<input type="checkbox"/> want	<input type="checkbox"/> with
<input type="checkbox"/> at	<input type="checkbox"/> do	<input type="checkbox"/> like	<input type="checkbox"/> please	<input type="checkbox"/> soon	<input type="checkbox"/> was	<input type="checkbox"/> yes
<input type="checkbox"/> ate	<input type="checkbox"/> eat	<input type="checkbox"/> must	<input type="checkbox"/> pretty	<input type="checkbox"/> that	<input type="checkbox"/> well	
<input type="checkbox"/> be	<input type="checkbox"/> four	<input type="checkbox"/> new	<input type="checkbox"/> ran	<input type="checkbox"/> there	<input type="checkbox"/> went	
<input type="checkbox"/> black	<input type="checkbox"/> get	<input type="checkbox"/> no	<input type="checkbox"/> ride	<input type="checkbox"/> they	<input type="checkbox"/> what	
<input type="checkbox"/> brown	<input type="checkbox"/> good	<input type="checkbox"/> now	<input type="checkbox"/> saw	<input type="checkbox"/> this	<input type="checkbox"/> white	

Level: 1

<input type="checkbox"/> after	<input type="checkbox"/> by	<input type="checkbox"/> giving	<input type="checkbox"/> how	<input type="checkbox"/> of	<input type="checkbox"/> round	<input type="checkbox"/> then
<input type="checkbox"/> again	<input type="checkbox"/> could	<input type="checkbox"/> had	<input type="checkbox"/> just	<input type="checkbox"/> old	<input type="checkbox"/> some	<input type="checkbox"/> think
<input type="checkbox"/> an	<input type="checkbox"/> every	<input type="checkbox"/> has	<input type="checkbox"/> know	<input type="checkbox"/> once	<input type="checkbox"/> stop	<input type="checkbox"/> walk
<input type="checkbox"/> any	<input type="checkbox"/> fly	<input type="checkbox"/> her	<input type="checkbox"/> let	<input type="checkbox"/> open	<input type="checkbox"/> take	<input type="checkbox"/> were
<input type="checkbox"/> as	<input type="checkbox"/> from	<input type="checkbox"/> him	<input type="checkbox"/> live	<input type="checkbox"/> over	<input type="checkbox"/> thank	<input type="checkbox"/> when
<input type="checkbox"/> ask	<input type="checkbox"/> give	<input type="checkbox"/> his	<input type="checkbox"/> may	<input type="checkbox"/> put	<input type="checkbox"/> them	

Level: 2

<input type="checkbox"/> always	<input type="checkbox"/> buy	<input type="checkbox"/> five	<input type="checkbox"/> many	<input type="checkbox"/> sit	<input type="checkbox"/> us	<input type="checkbox"/> work
<input type="checkbox"/> around	<input type="checkbox"/> call	<input type="checkbox"/> found	<input type="checkbox"/> off	<input type="checkbox"/> sleep	<input type="checkbox"/> use	<input type="checkbox"/> would
<input type="checkbox"/> because	<input type="checkbox"/> cold	<input type="checkbox"/> gave	<input type="checkbox"/> or	<input type="checkbox"/> tell	<input type="checkbox"/> very	<input type="checkbox"/> write
<input type="checkbox"/> been	<input type="checkbox"/> does	<input type="checkbox"/> goes	<input type="checkbox"/> pull	<input type="checkbox"/> their	<input type="checkbox"/> wash	<input type="checkbox"/> your
<input type="checkbox"/> before	<input type="checkbox"/> don't	<input type="checkbox"/> green	<input type="checkbox"/> read	<input type="checkbox"/> these	<input type="checkbox"/> which	
<input type="checkbox"/> best	<input type="checkbox"/> fast	<input type="checkbox"/> its	<input type="checkbox"/> right	<input type="checkbox"/> those	<input type="checkbox"/> why	
<input type="checkbox"/> both	<input type="checkbox"/> first	<input type="checkbox"/> made	<input type="checkbox"/> sing	<input type="checkbox"/> upon	<input type="checkbox"/> wish	

Level: 3

___ about	___ done	___ full	___ if	___ much	___ seven	___ ten
___ better	___ draw	___ got	___ keep	___ myself	___ shall	___ today
___ bring	___ drink	___ grow	___ kind	___ never	___ show	___ together
___ carry	___ eight	___ hold	___ laugh	___ only	___ six	___ try
___ clean	___ fall	___ hot	___ light	___ own	___ small	___ warm
___ cut	___ far	___ hurt	___ long	___ pick	___ start	

Nouns

___ apple	___ cake	___ egg	___ grass	___ money	___ school	___ top
___ baby	___ car	___ eye	___ ground	___ morning	___ seed	___ toy
___ back	___ cat	___ farm	___ hand	___ mother	___ sheep	___ tree
___ ball	___ chair	___ farmer	___ head	___ name	___ shoe	___ watch
___ bear	___ chicken	___ father	___ hill	___ nest	___ sister	___ water
___ bed	___ children	___ feet	___ home	___ night	___ snow	___ way
___ bell	___ coat	___ fire	___ horse	___ paper	___ song	___ wind
___ bird	___ corn	___ fish	___ house	___ party	___ squirrel	___ window
___ birthday	___ cow	___ floor	___ kitty	___ picture	___ stick	___ woman
___ boat	___ day	___ flower	___ leg	___ pig	___ street	___ women
___ box	___ dog	___ game	___ letter	___ rabbit	___ sun	___ wood
___ boy	___ doll	___ garden	___ man	___ rain	___ table	
___ bread	___ door	___ girl	___ men	___ ring	___ thing	
___ brother	___ duck	___ good-bye	___ milk	___ robin	___ time	

* This list has been modified slightly from the original Dolch noun list.

Dolch Sight Words Reading Assessment: Pre-primer

Student Name: _____

Assessment Dates: 1st _____ 2nd _____ 3rd _____

1 2 3
□ □ □

a

1 2 3
□ □ □

I

1 2 3
□ □ □

run

□ □ □

and

□ □ □

in

□ □ □

said

□ □ □

away

□ □ □

is

□ □ □

see

□ □ □

big

□ □ □

it

□ □ □

the

□ □ □

blue

□ □ □

jump

□ □ □

three

□ □ □

can

□ □ □

little

□ □ □

to

□ □ □

come

□ □ □

look

□ □ □

two

□ □ □

down

□ □ □

make

□ □ □

up

□ □ □

find

□ □ □

me

□ □ □

we

□ □ □

for

□ □ □

my

□ □ □

where

□ □ □

funny

□ □ □

not

□ □ □

yellow

□ □ □

go

□ □ □

one

□ □ □

you

□ □ □

help

□ □ □

play

□ □ □

here

□ □ □

red



Dolch Sight Words Reading Assessment: Primer

Student Name: _____

Assessment Dates: 1st _____ 2nd _____ 3rd _____

1 2 3
□ □ □

all

1 2 3
□ □ □

into

1 2 3
□ □ □

that

□ □ □

am

□ □ □

like

□ □ □

there

□ □ □

are

□ □ □

must

□ □ □

they

□ □ □

at

□ □ □

new

□ □ □

this

□ □ □

ate

□ □ □

no

□ □ □

too

□ □ □

be

□ □ □

now

□ □ □

under

□ □ □

black

□ □ □

on

□ □ □

want

□ □ □

brown

□ □ □

our

□ □ □

was

□ □ □

but

□ □ □

out

□ □ □

well

□ □ □

came

□ □ □

please

□ □ □

went

□ □ □

did

□ □ □

pretty

□ □ □

what

□ □ □

do

□ □ □

ran

□ □ □

white

□ □ □

eat

□ □ □

ride

□ □ □

who

□ □ □

four

□ □ □

saw

□ □ □

will

□ □ □

get

□ □ □

say

□ □ □

with

□ □ □

good

□ □ □

she

□ □ □

you

□ □ □

have

□ □ □

so

□ □ □

he

□ □ □

soon





Dolch Sight Words Reading Assessment: Grade One

Student Name: _____

Assessment Dates: 1st _____ 2nd _____ 3rd _____

1 2 3
□ □ □

after

1 2 3
□ □ □

has

1 2 3
□ □ □

over

□ □ □

again

□ □ □

her

□ □ □

put

□ □ □

an

□ □ □

him

□ □ □

round

□ □ □

any

□ □ □

his

□ □ □

some

□ □ □

ask

□ □ □

how

□ □ □

stop

□ □ □

as

□ □ □

just

□ □ □

take

□ □ □

by

□ □ □

know

□ □ □

thank

□ □ □

could

□ □ □

let

□ □ □

them

□ □ □

every

□ □ □

live

□ □ □

then

□ □ □

fly

□ □ □

may

□ □ □

think

□ □ □

from

□ □ □

of

□ □ □

walk

□ □ □

give

□ □ □

old

□ □ □

were

□ □ □

going

□ □ □

once

□ □ □

when

□ □ □

had

□ □ □

open





Name: _____

Word Work: Color Writing






out

red		
blue		
green		
purple		
brown		
pink		

Name: _____

• Word Work: Write 5 Ways

out

pencil 		
marker 		
colored pencil 		
crayon 		
pen 		

Name: _____

Word Work: Decorate it!

out

Write it:	Decorate it:

Name: _____

Word Work: R inbow W rds

out

Name: _____

Word Work: Color Writing






here

red		
blue		
green		
purple		
brown		
pink		

Name: _____

Word Work: Write 5 Ways

here

pencil 		
marker 		
colored pencil 		
crayon 		
pen 		

Name: _____

Word Work: *Decorate it!*

here

Write it:	Decorate it:

Name: _____







Word Work: Rainbow Words

here

Name: _____

Sight Word
always

Color by number.

-  1
-  2
-  3
-  4
-  5
-  6



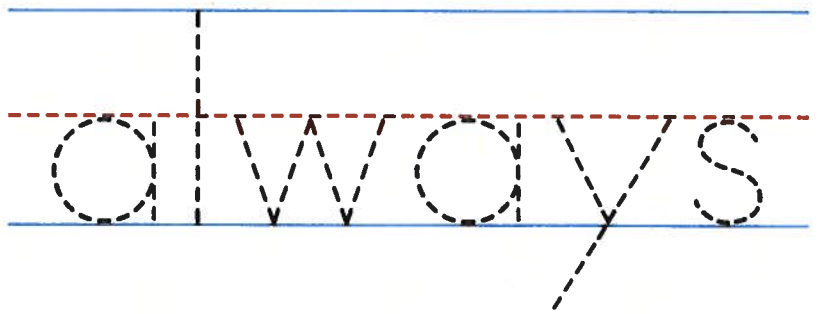
Circle the word.

w a y a l w a y s w

How many letters are in the word **always**?

- 3 4 5 6 7

Trace.



Color the word **always**.

allway	always
always	alweys
alway	lweys

Write.

Name: _____

Read.

always

Color. 

always

Color the letters. 

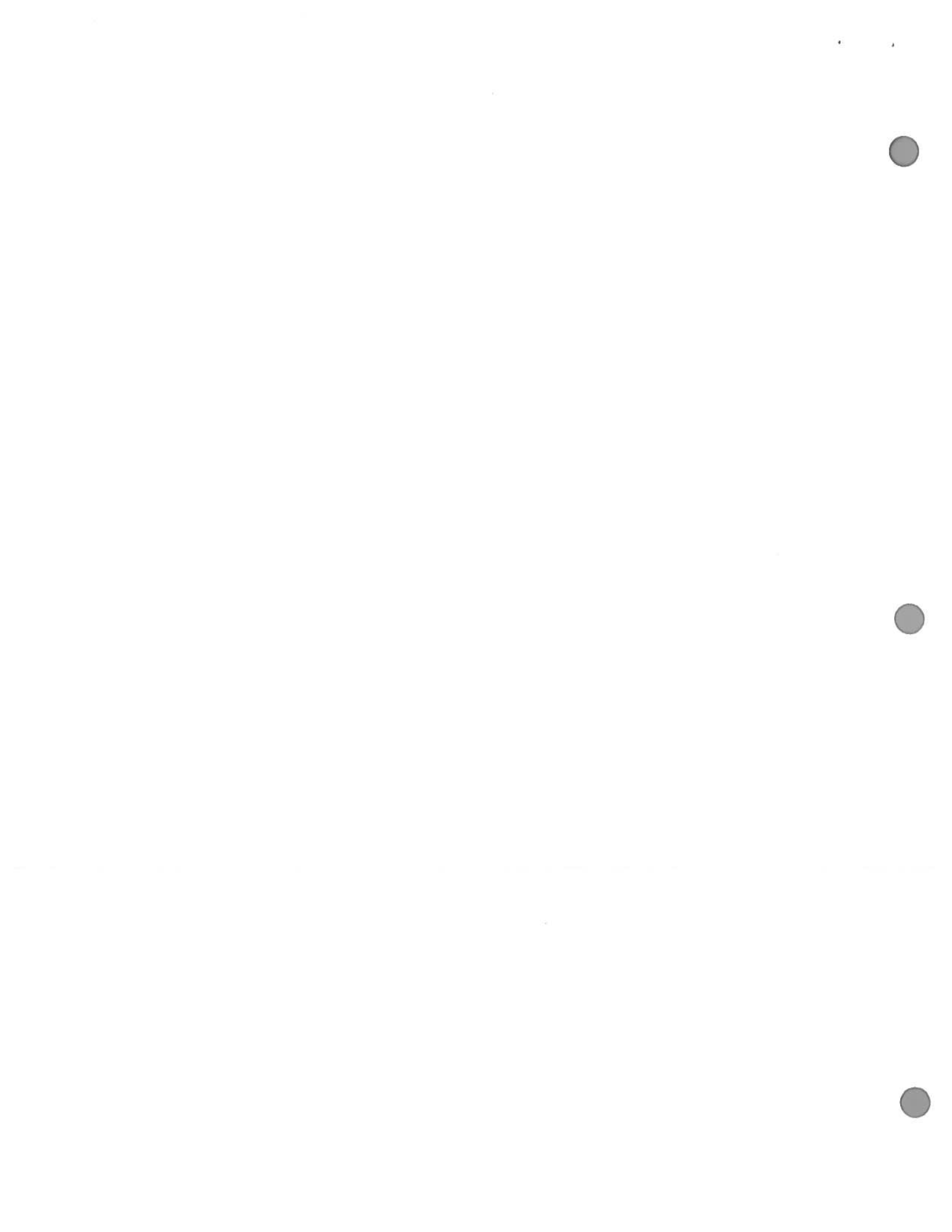
a l u y
g e a t
b w i s

Trace. 

always

Write. 

I _____ eat my
lunch.



Name: _____

Sight Word

Paint or color the word.

Q I W O Y S

Name: _____

Read.

always

Color. 

always

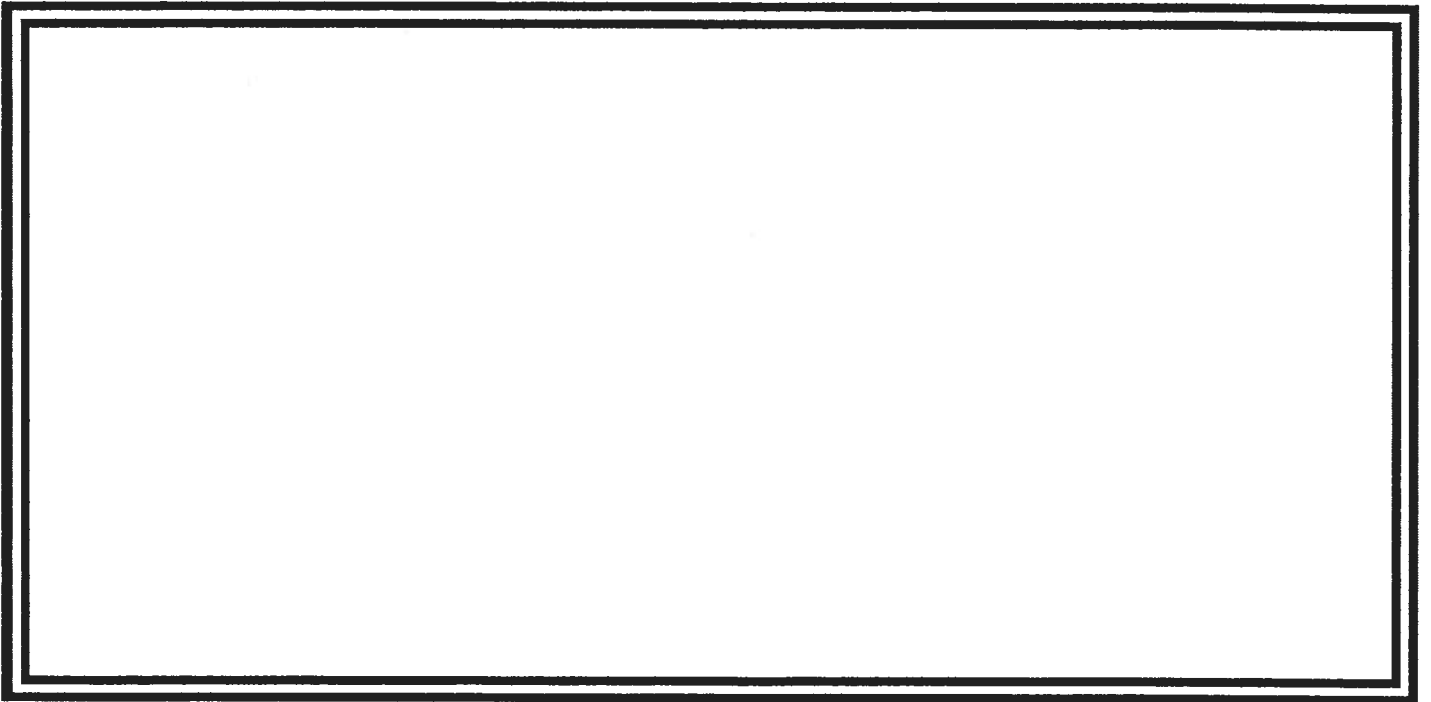
Trace. 

always

Write. 

I _____ make my
bed.

Draw a picture to show the sentence. 



Name: _____

Sight Word
always

Use an ink dabber or crayon to color the word **always**.

always	always	alnwys	aways	allyaw
syawla	almays	always	always	always
always	fellow	allway	alleys	yallow
away	always	always	olways	

How many times did you find **always**?

0 1 2 3 4 5 6 7 8 9

Name: _____

Sight Word

Cut and glue to form a word.

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

l y a s w a

Name: _____

Sight Word

Trace. 

always

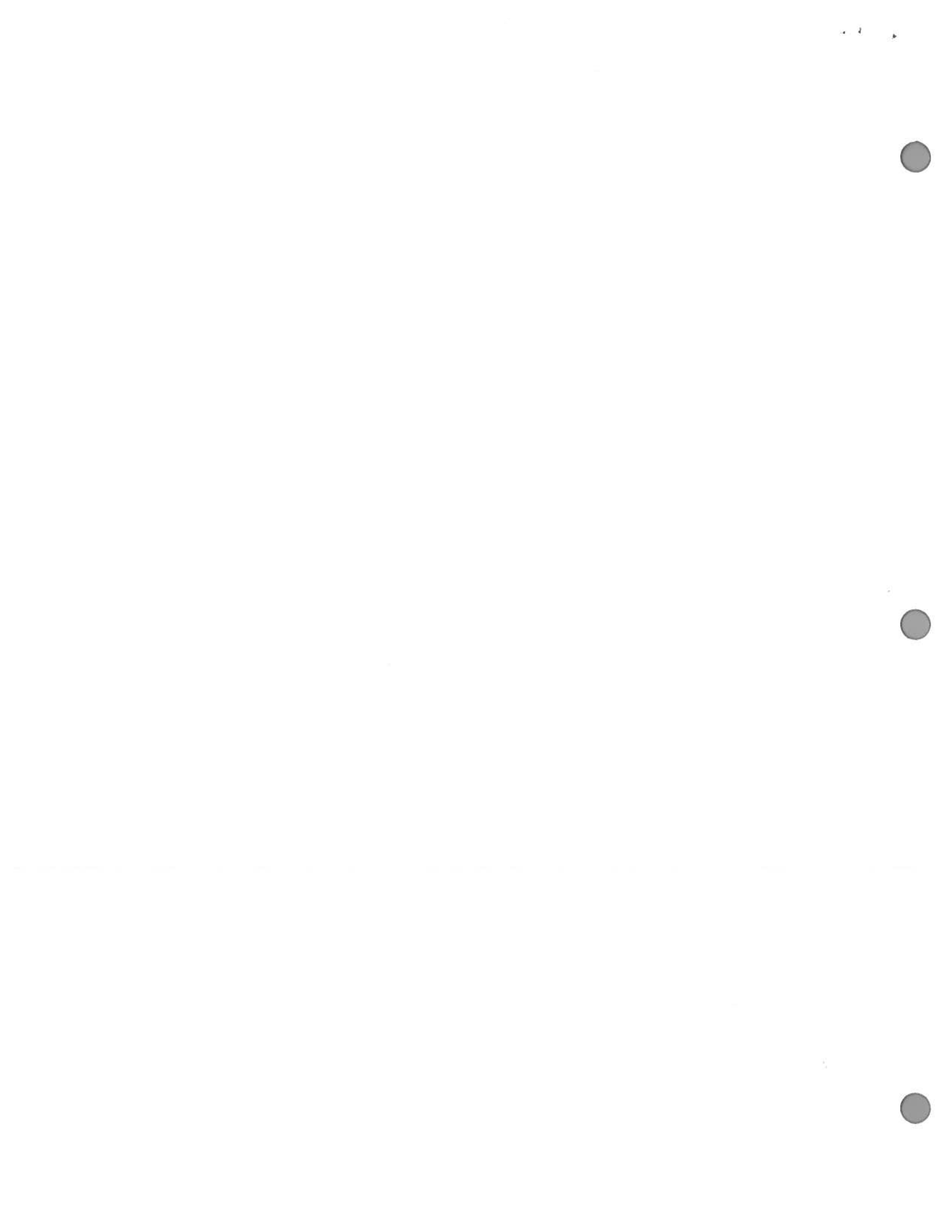
always

always

always

always

always



Name: _____

Sight Word
after

Color by number.



1 2 3 4 5
after

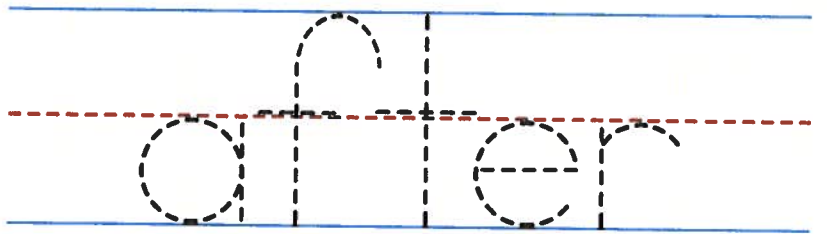
Circle the word.

a f e r a t f e a f t e r

How many letters are
in the word **after**?

1 2 3 4 5

Trace.



Color the word **after**.

ater	after
atfer	offer
aftor	offer

Write.

Name: _____

Sight Word

Trace. 

after

after

after

after

after

after

Name: _____

Read.

after

Color. 

after

Color the letters. 

a s e h
f t g r

Trace. 

after

Write. 

Come to my house

dinner.

Name: _____

Read.

after

Color. 

after

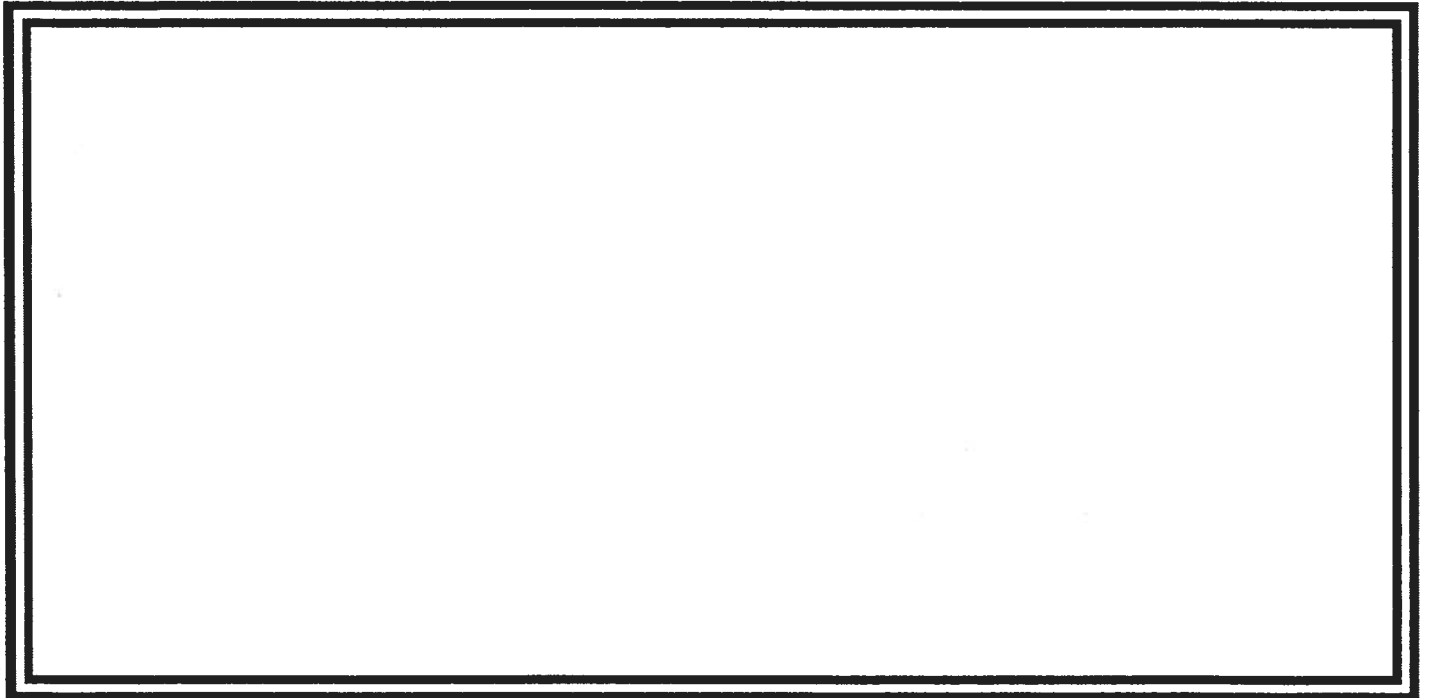
Trace. 

after

Write. 

I will see you
school.

Draw a picture to show the sentence. 



Name: _____

Sight Word

Cut and glue to form a word.

--	--	--	--	--

✂ a t r e f

Name: _____

Sight Word

after

Use an ink dabber or crayon to color the word **after**.

after

offer

after

affer

aftr

after

adder

offer

antler

left

alter

after

after

otter

after

later

father

after

How many times did you find **after**?

0

1

2

3

4

5

6

7

8

9

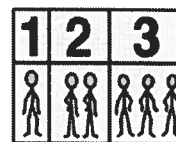


WHAT

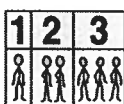


2020

2020 CENSUS

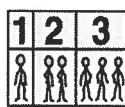


The U.S. will have a census in 2020.

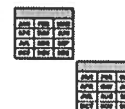


2020

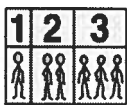
The U.S. has a census every 10 years.



10



A census counts every person living in an area.



The 2020 Census will count every person in the U.S.

2020

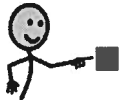




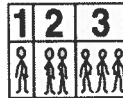
A U.S. government group does the census.



This group is called the Census Bureau.



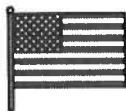
The Census Bureau uses the census to gather information.



The information is about people in the U.S.



The U.S. government uses the information.





The information helps the government make decisions.



Some decisions are about money.



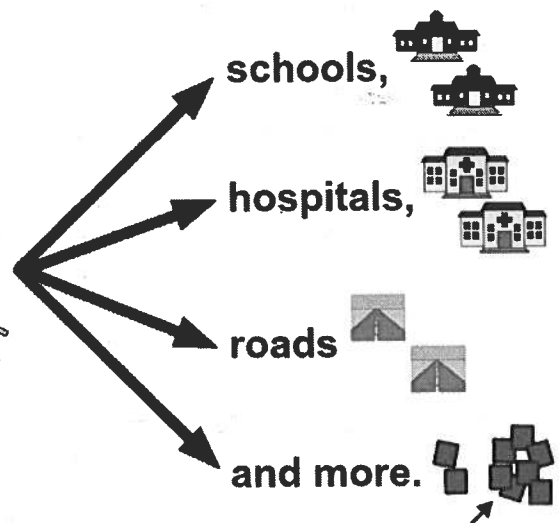
The government decides how much money to give to states.



States

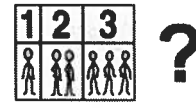
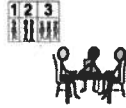


use the money to build

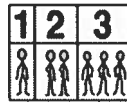




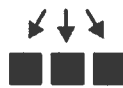
How does the Census Bureau do a census ?



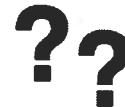
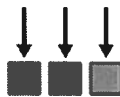
The Census Bureau sends census forms in March.



They send a form to every home in the U.S.



Each form has a list of questions.



The questions are about the people living in the home.





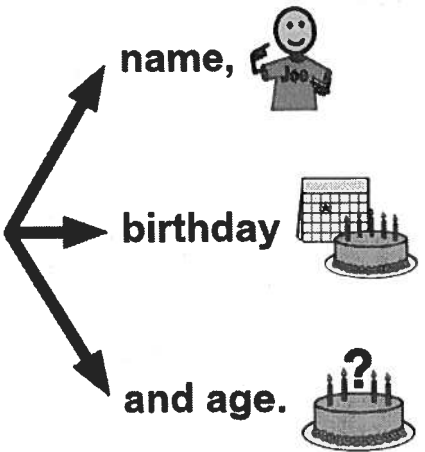
news page



One question asks how many people live in the home.



Other questions ask for each person's

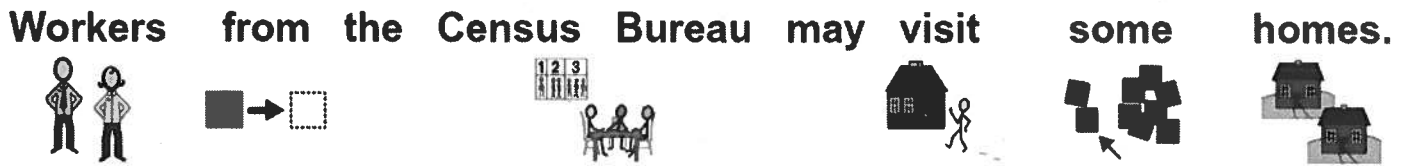
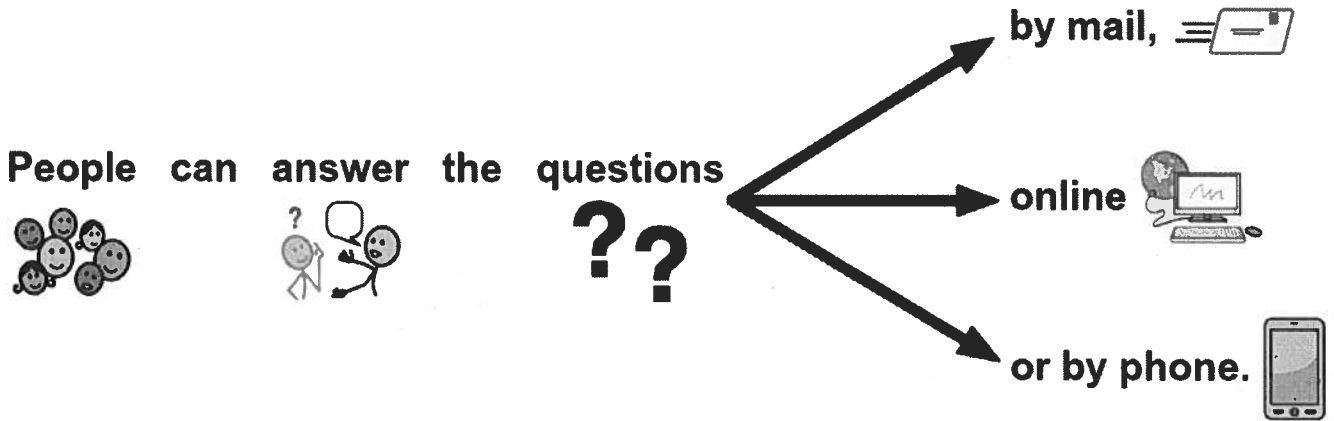


Everyone must answer the questions for the census.



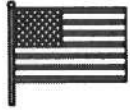
The census is a part of U.S. law.





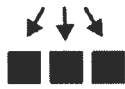
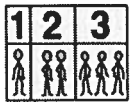


The U.S. will have a census in 2020.

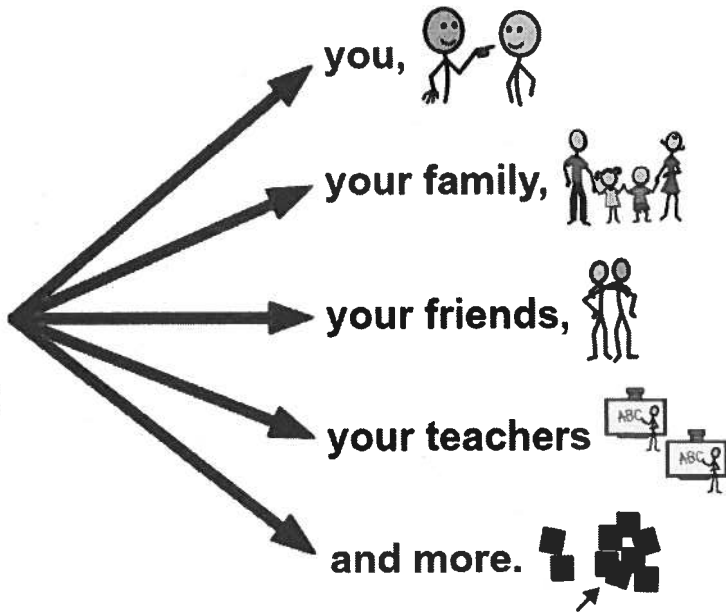
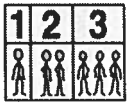


2020

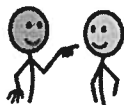
The census will count every person living in the U.S.



The census will count



How many people do you think live in the U.S. ?



* Click on the video link to learn about the 2020 Census:





people in the news



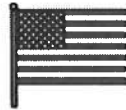
WHO



CENSUS BUREAU



The Census Bureau is a U.S. government group.



The Census Bureau gathers and shares information.



The information is about people in the U.S.



The Census Bureau started in 1902.



1902

Their headquarters is in Suitland, Maryland.





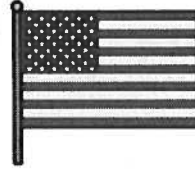
place in the news



WHERE



U.S.



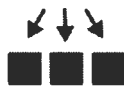
The census



counts



every



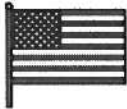
person



in the U.S.



The U.S.



has more than



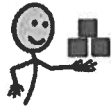
300 million

300,000,000

people.



These



people



live



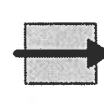
in



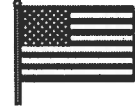
states



across



the U.S.



The U.S.



has



50

50

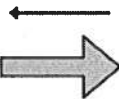
states.



The U.S.



became a country



in 1776.

1776





COUNT THE LAYERS CUP



NEED

32-oz container yogurt, any kind



15.25-oz can diced peaches, drained



1½ C granola



⅓ C measuring cup



6 clear plastic cups



tablespoon



NOTE: Always consider student food allergies when preparing recipes.

1. Put ⅓ C yogurt into each cup.



2. Put 2 T peaches into each cup.



3. Put 2 T granola into each cup.



4. Repeat steps 1 - 3.




5. Eat.






joke page



● Knock, Knock.  



Who's there ? 

● School. 

School who ?  

● School to be counted !

  1 2 3 !
● ●● ●●●

It's cool
 



joke page



● I have a joke !



Tell me !



● Why was six afraid of seven ?



6



7 ?

I don't know. Why ?



● Because seven eight nine !



7

8

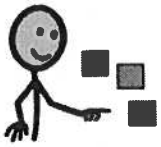
9 !

seven ate nine

7



9

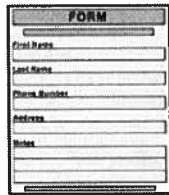


Choose the pictures about 2020 CENSUS.

clap



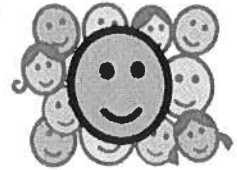
form



question



person



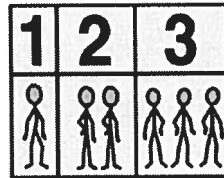
money



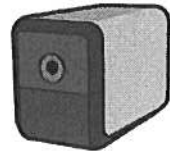
government



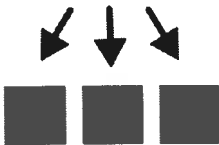
census



pencil sharpener



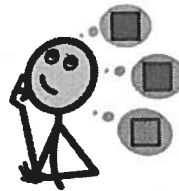
every



banjo



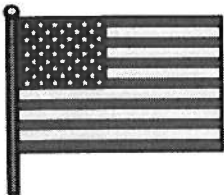
decisions



information



U.S.



count



referee



home

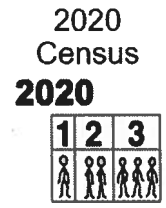




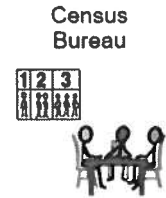
review page



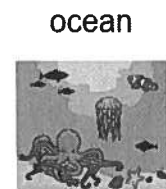
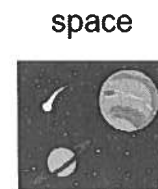
1. **WHAT** is the paper about ?



2. **WHO** does the census ?



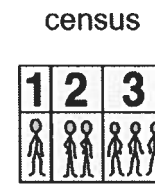
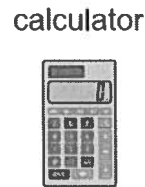
3. **WHERE** will the census count every person ?



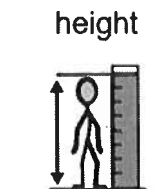
4. **WHAT** does the Census Bureau gather ?

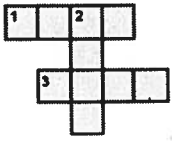


5. **WHAT** counts every person living in the U.S. ?



6. **WHAT** does the census want to know about each person ?





puzzle page



ACROSS

DOWN

5  count

1  government

6  form

2  decisions

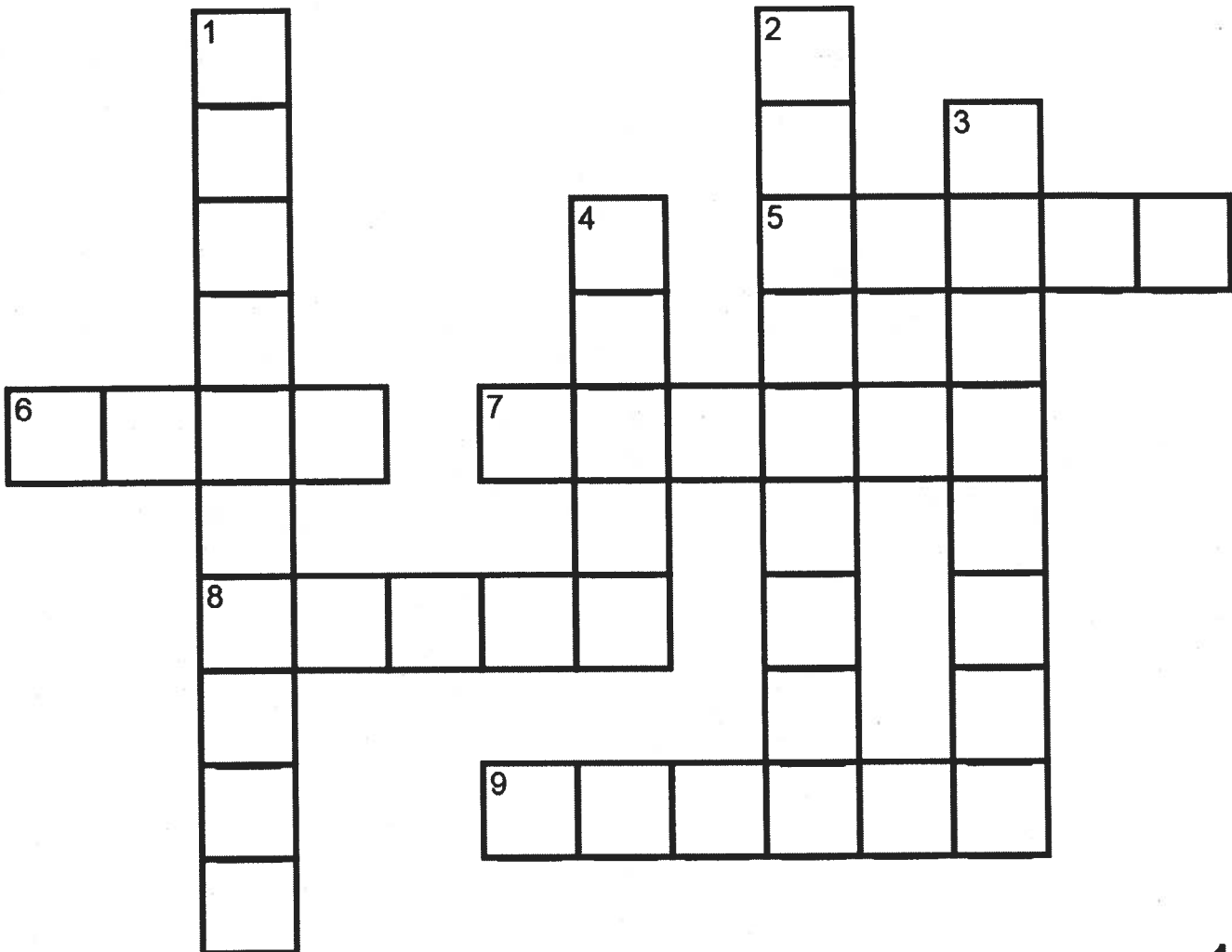
7  census

3  question

8  money

4  every

9  person

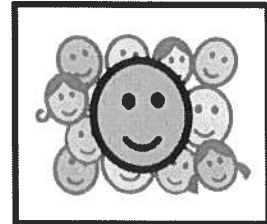
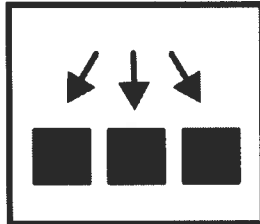
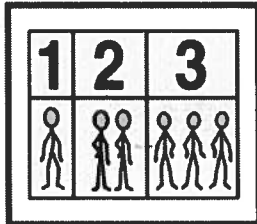


	4		3
1		2	
	2		1
3		4	

sudoku page



Fill in the grid using the pictures below so that every row, every column and every large box contains the following four items:





think page



1. WHO

lives

in

your

home ?



2. WHAT

would you

like to build ?

Why ?



3. WHAT

would you

use

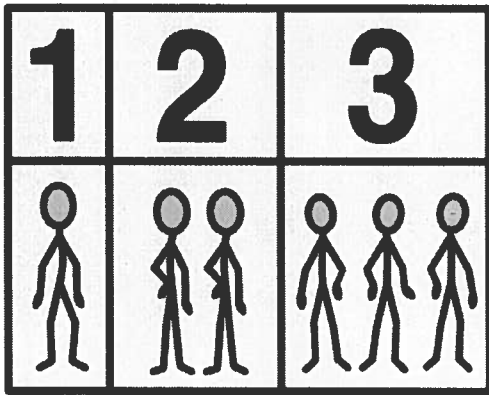
money for ?

Why ?

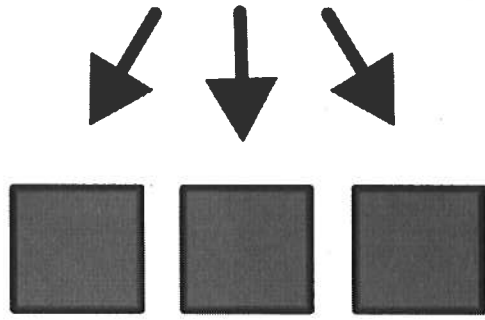




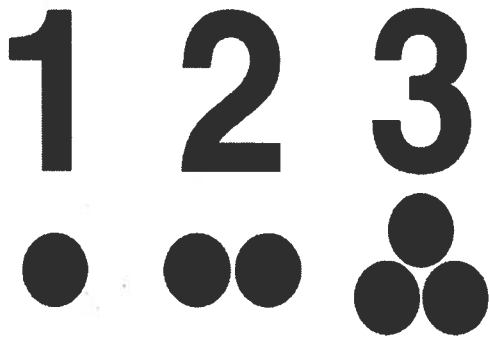
census



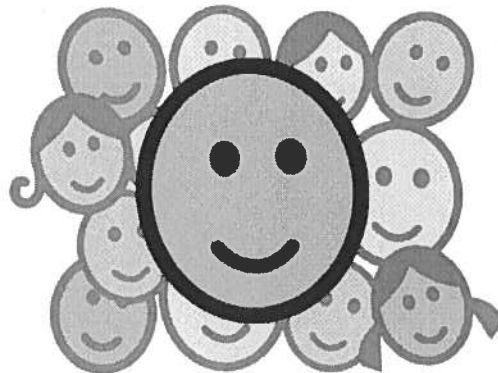
every



count



person





printing page



Cut out the items below to use as errorless choices for the review page.

<p>2020 Census 2020</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td></td><td></td><td></td></tr> </table>	1	2	3				<p>Census Bureau</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td></td><td></td><td></td></tr> </table>	1	2	3				<p>U.S.</p>
1	2	3												
1	2	3												
<p>information</p>	<p>census</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td></td><td></td><td></td></tr> </table>	1	2	3				<p>birthday</p>						
1	2	3												

Cut out the items below and paste answers into the Sudoku page.

<table border="1"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td></td><td></td><td></td></tr> </table>	1	2	3				<table border="1"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td></td><td></td><td></td></tr> </table>	1	2	3					
1	2	3													
1	2	3													

Capitalization

Name: _____

The first word in a sentence begins with a capital letter. Proper nouns are also capitalized. Proper nouns name a specific noun such as a person's name, a city, an ocean, state or country.



Circle the capital letters.

1. This group is called the Census Bureau.
 2. The Census Bureau sends census forms in March.
 3. The census is part of U.S. law.
-



Underline the letters that should be capitalized.










4. the census will count every person living in the u.s.
5. the census bureau is a u.s. government group.
6. the census bureau is in suitland, maryland.

Paragraph Completion

Name: _____

Choose the correct picture/word cards to complete the paragraph.

The will have a
in 2020. The U.S. has a census 10 years.
The 2020 Census will every
 in the U.S. The Census Bureau uses the
census to gather . The U.S. government
uses the information. The information helps the government make
. The decides how
much to give to states.

decisions 	count 	U.S. 
census 	government 	person 
information 	every 	money 

Capitalization and Punctuation

Name: _____

1. Circle all the capitalization and punctuation errors in each sentence.
2. Write the corrected sentence below each sentence.

1. The U.S. has a census every 10 Years.

(1 error)

2. The U.S. Government uses the information

(2 errors)

3. some Decisions are about Money.

(3 errors)

4. Each Form has A list of Questions.

(3 errors)

5. the Workers count people living in the Homes

(4 errors)

Word Problems

Name: _____

Fill in the blanks. Solve each word problem.

On Monday a worker visited _____ homes.



Show your work.

On Tuesday the worker visited _____ homes.



+

How many homes did the worker visit altogether?

Answer

In 2018 a state built _____ schools.



Show your work.

In 2017 the state built _____ schools.



-

How many more schools did the state build in 2018 than in 2017?

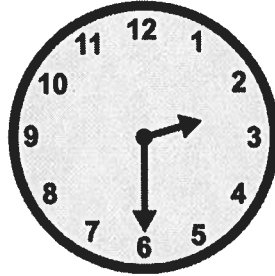
Answer

Time to the Half Hour

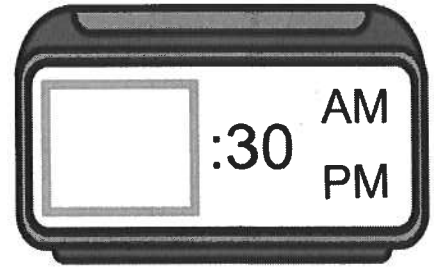
Name: _____

Read the question. Find the answer. Place the time on the clock.

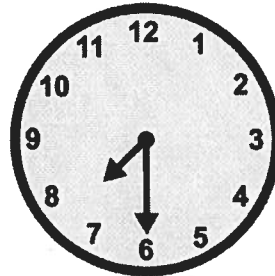
This afternoon a nurse went to work at a hospital. What time did the nurse arrive at the hospital?



- 6:30
- 4:30
- 2:30



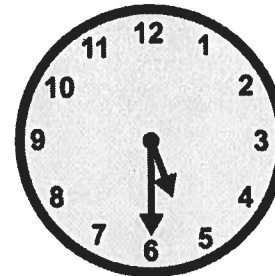
This morning my uncle went to work at the Census Bureau. What time did he arrive at the Census Bureau?



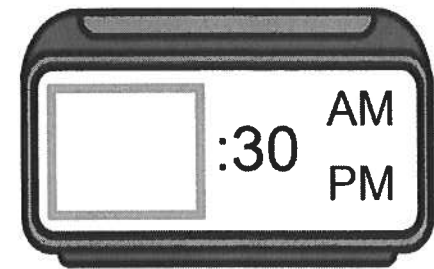
- 5:30
- 7:30
- 10:30



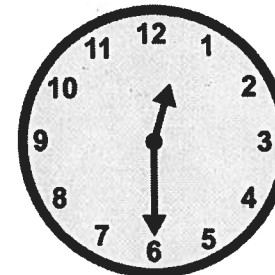
This afternoon a family bought a new home. What time did the family buy the new home?



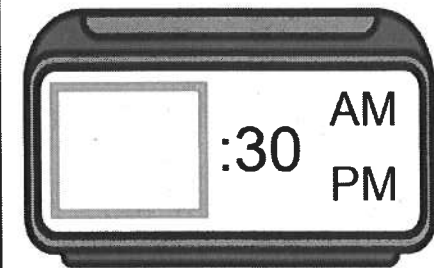
- 5:30
- 3:30
- 2:30



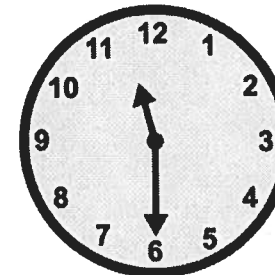
This afternoon in social studies class, I learned about the history of the census. What time did social studies class start?



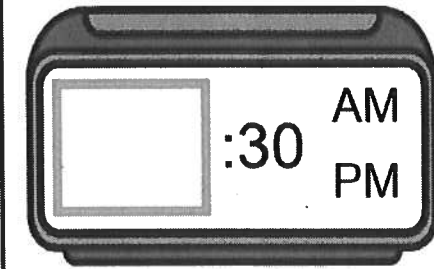
- 2:30
- 1:30
- 12:30



This morning workers started building a new school. What time did the workers start building the new school?



- 12:30
- 11:30
- 10:30

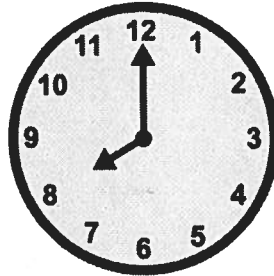


Time to the Hour

Name: _____

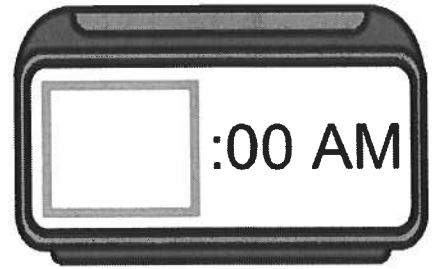
Read the question. Find the answer. Place the time on the clock.

This morning workers started fixing a road near my home. What time did the workers start fixing the road?

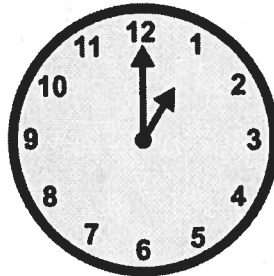


8:00

11:00

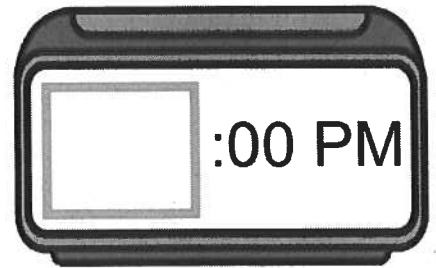


This afternoon in social studies class, my brother learned about different government groups. What time did class start?

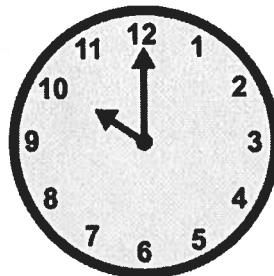


3:00

1:00

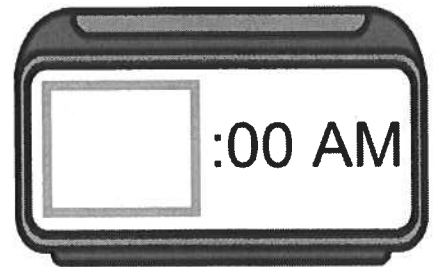


This morning my mom watched a video about the census. What time did she start watching the video?

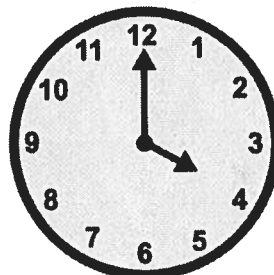


10:00

9:00

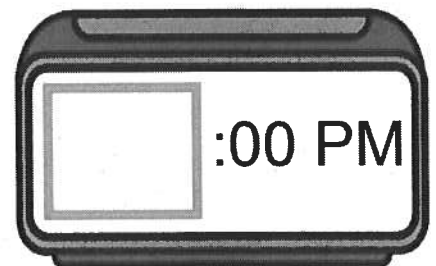


This afternoon leaders in my state had a meeting to talk about building a new hospital. What time did the meeting start?

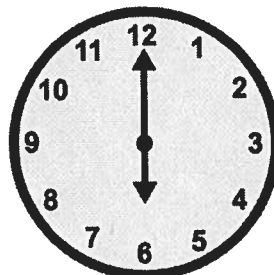


3:00

4:00



This evening my neighbor answered questions on a census form. What time did my neighbor start answering the questions?



7:00

6:00

