

# List One

the to and he a

I you it of in

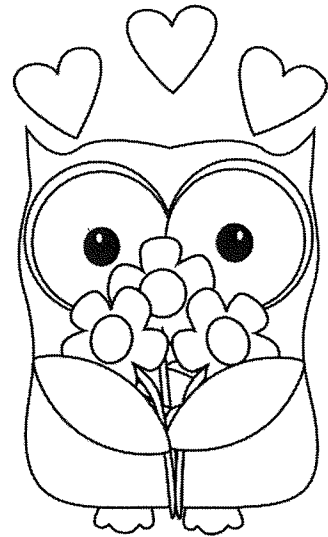
was said his that she

for on they but had

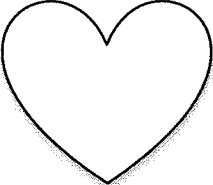
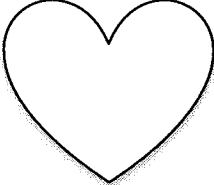
at him with up all

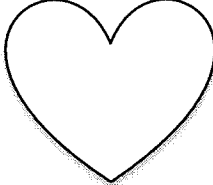
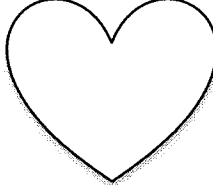
Name: \_\_\_\_\_

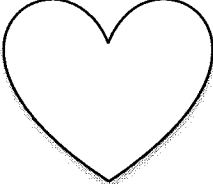
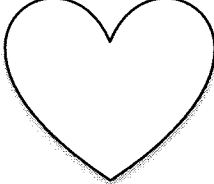
# One More and One Less

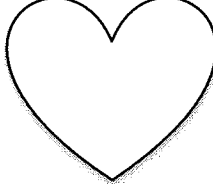
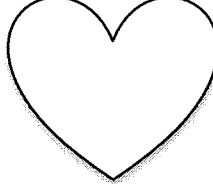


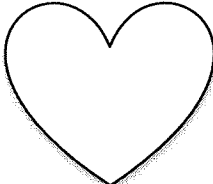
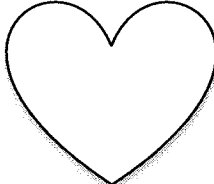
Directions: Write the number that is one more and one less than each number.

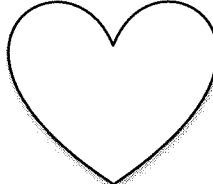
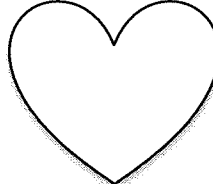
|  |   |   |
|--|---|---|
|  | 2 |  |
|--|---|---|

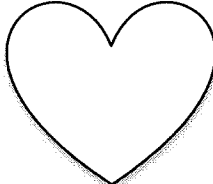
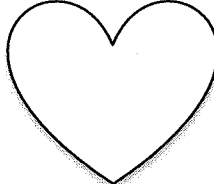
|  |    |   |
|--|----|---|
|  | 10 |  |
|--|----|---|

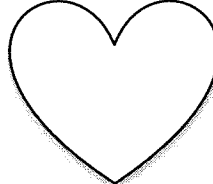
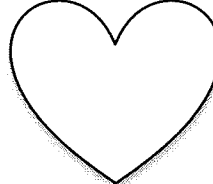
|   |   |  |
|---|---|--|
|  | 6 |  |
|---|---|--|

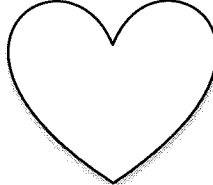
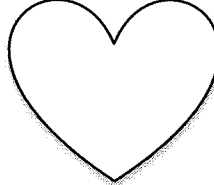
|   |   |  |
|---|---|--|
|  | 4 |  |
|---|---|--|

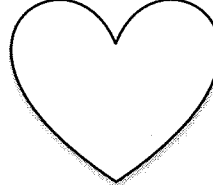
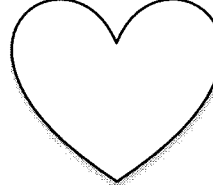
|  |   |   |
|--|---|---|
|  | 1 |  |
|--|---|---|

|  |   |   |
|--|---|---|
|  | 9 |  |
|--|---|---|

|  |   |   |
|--|---|---|
|  | 3 |  |
|--|---|---|

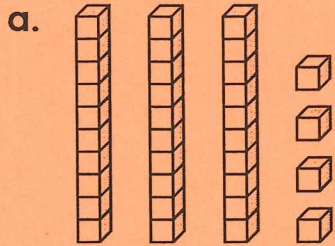
|  |   |   |
|--|---|---|
|  | 5 |  |
|--|---|---|

|  |   |   |
|--|---|---|
|  | 8 |  |
|--|---|---|

|  |   |   |
|--|---|---|
|  | 7 |  |
|--|---|---|

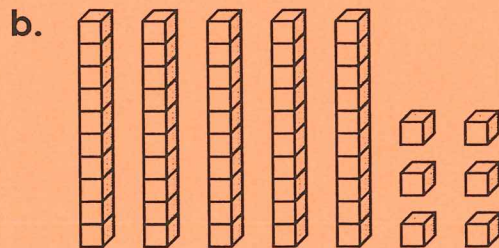
Name: \_\_\_\_\_

# Place Value



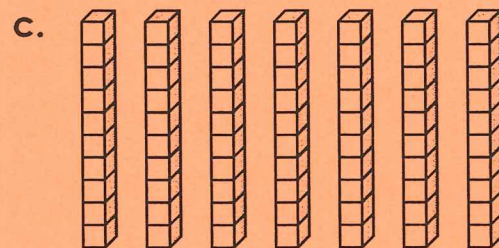
| tens | ones |
|------|------|
|      |      |

| number |
|--------|
|        |



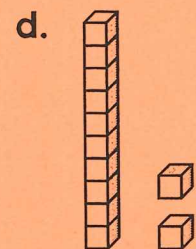
| tens | ones |
|------|------|
|      |      |

| number |
|--------|
|        |



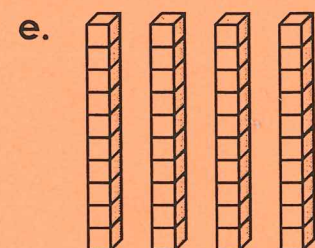
| tens | ones |
|------|------|
|      |      |

| number |
|--------|
|        |



| tens | ones |
|------|------|
|      |      |

| number |
|--------|
|        |



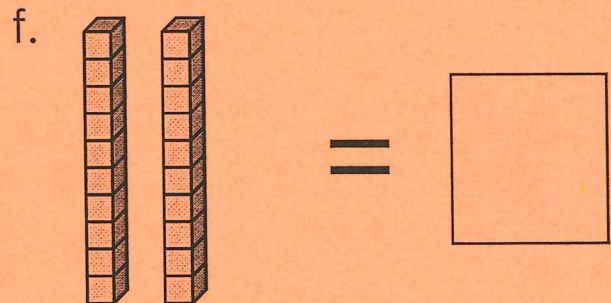
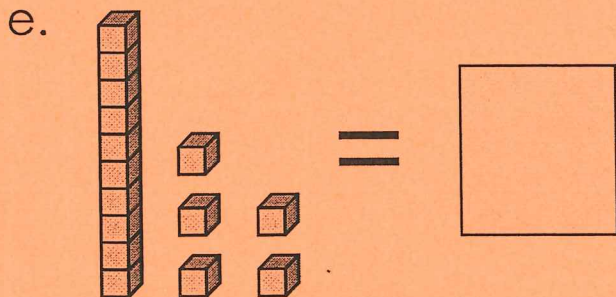
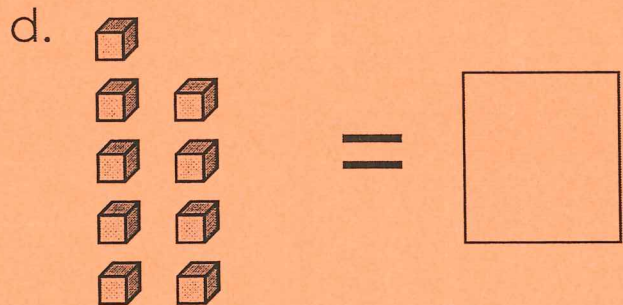
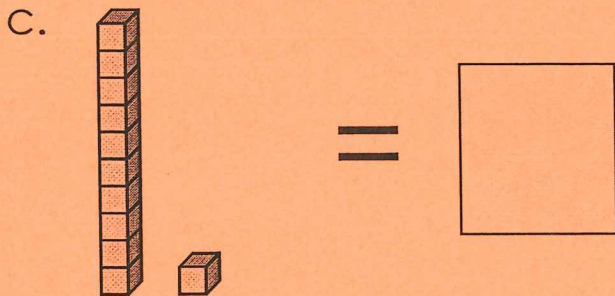
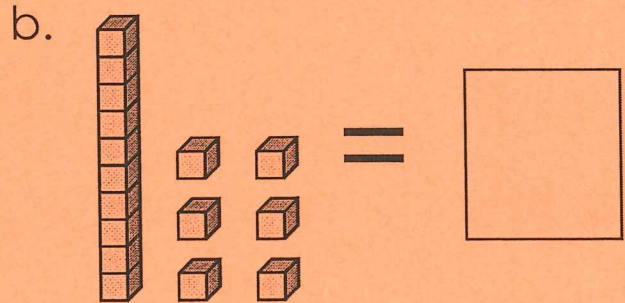
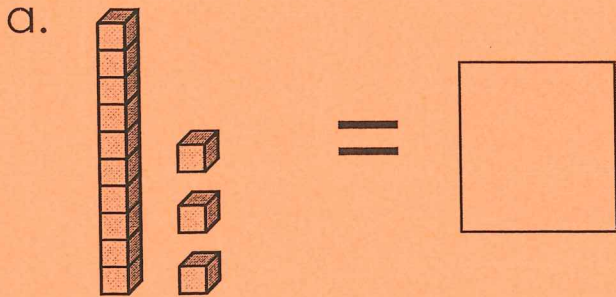
| tens | ones |
|------|------|
|      |      |

| number |
|--------|
|        |

Name: \_\_\_\_\_

# Place Value

Cut out the numbers and glue them next to the correct place value blocks.



9 11 13 15 16 20

# WEB MATH MINUTE

Addition fi

NAME \_\_\_\_\_

SCORE \_\_\_\_\_

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

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

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

+

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

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

+

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

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

+

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

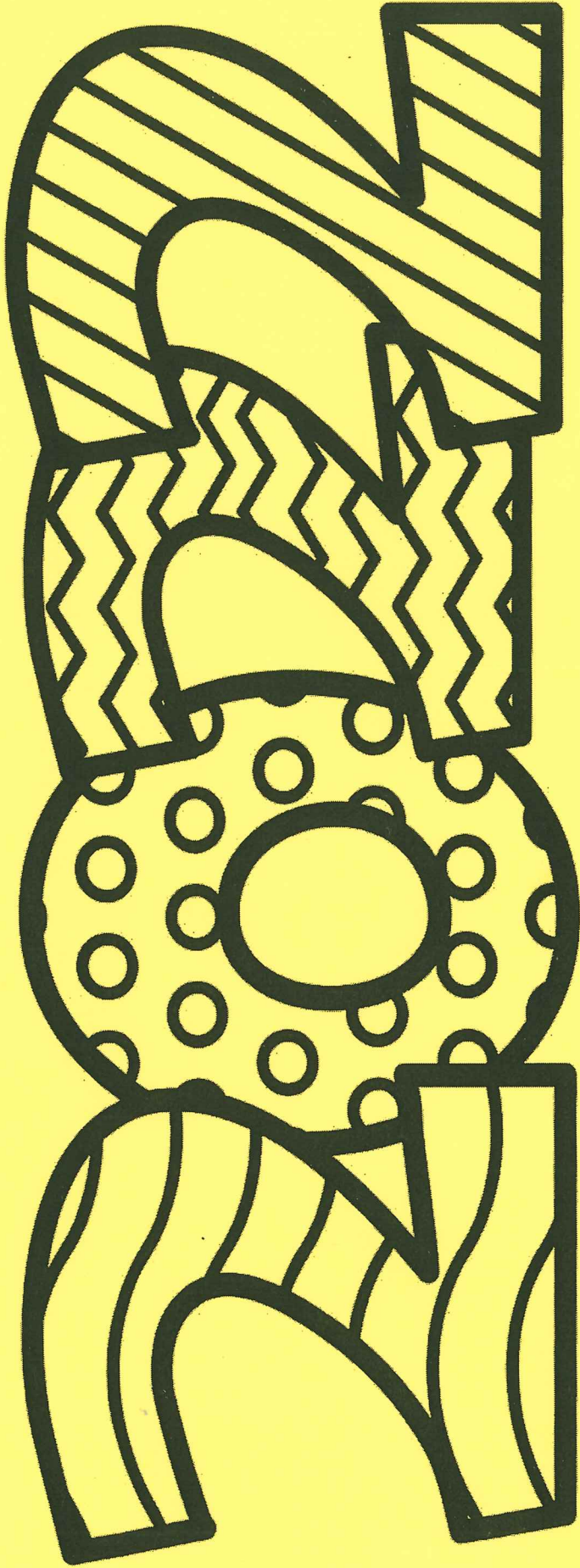
$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

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

+

Name \_\_\_\_\_



This year I want to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

UNIT 6 DECODING PRACTICE 4  
 (See Daily Lesson Planning for story suggestions.)



1. SOUND REVIEW Demonstrate an appropriate pace. Have students read the sounds in each row.

|   |                |
|---|----------------|
| <br>Pacing | th e d A s     |
| ●   | th D a m th ee |
| ✿   | d e th A s D   |
| ♥   | S m a d th e   |
| ✈   | ee d M th D a  |

2. SOUNDING OUT SMOOTHLY For each word, have students sound out the word in one smooth breath, then read the word. Demonstrate if needed.

|     |                    |
|-----|--------------------|
| ☆   | Dad sad Mad dad    |
| ☆☆  | am seem seed sad   |
| ☆☆☆ | dad Add seed seeds |

3. TRICKY WORDS Have students silently figure out each word and then read it aloud.

|     |                  |
|-----|------------------|
| ☆☆☆ | the said I'm the |
|-----|------------------|

4. DAILY STORY READING