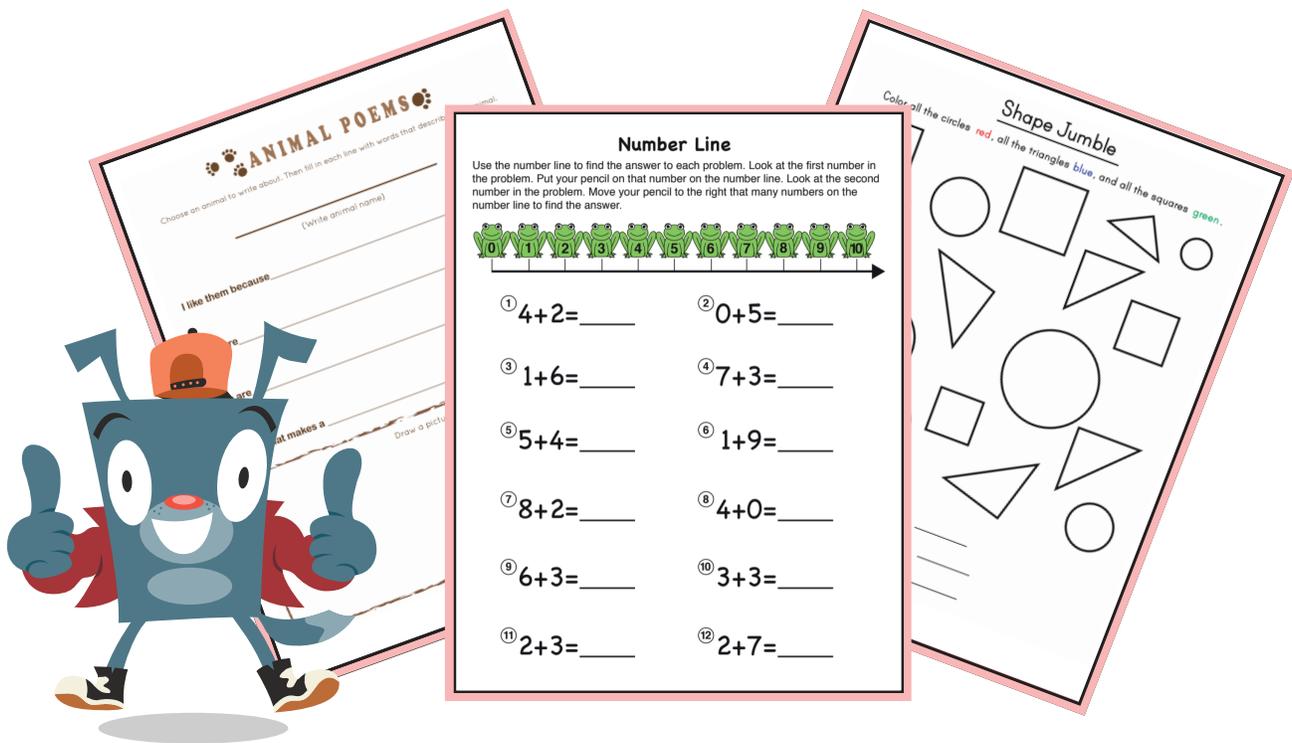


Week 2

K

Independent Study Packet

 Education.com



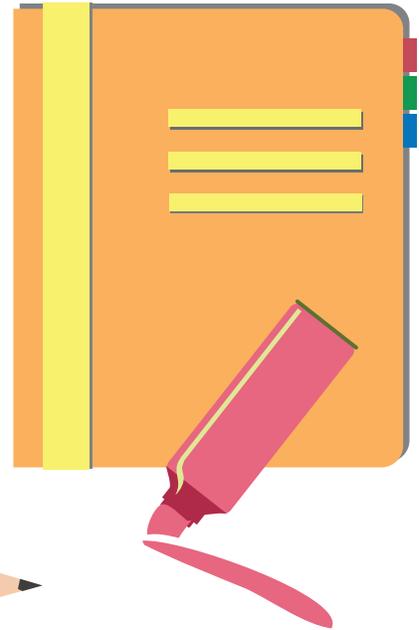
**5 MORE Days of
Independent Activities in
Reading, Writing, and Math**

**ANSWER KEYS
INCLUDED**

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal (everything can go in one place)
- Colored pencils, markers, or crayons for some of the activities



Directions & Tips



- You may complete the activities in any order.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu page before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Each day, read for 15 minutes and choose one activity from your reading log to complete.				
Writing	Each day, write some news about what you did in the Daily News worksheet.				
Literacy 	Animal Poems	Image Sequencing	Read and Match	Find Rhyming Words	Story Sequencing: Tyler's Day
Math 	Race to 100: Early Learner Version	Missing Numbers: Egg Escape	Shape Jumble	Fix the Number Bonds	Adding with a Number Line
Other Fun Stuff 	Make Art Like Mary Blair Design Challenge: Gumdrop Structures Rocket Like Mae Jemison Design Challenge: Build a Bridge Design Challenge: Making a Boat				

Parent/Guardian Signature: _____

Reading Log

1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story? 	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

Day 1

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Write a poem about your favorite animal.
Math	Pick and color and fill in the 100 squares!
Fun Stuff	Practice math and art at the same time!



Name: _____

Date: _____

ANIMAL POEMS

Choose an animal to write about. Then fill in each line with words that describe your animal.

(Write animal name)

I like them because _____.

They are _____.

They are _____.

That's what makes a _____ special!

Draw a picture



Make Art Like Mary Blair

Reinforce your child's understanding of geometry and 2D shapes while learning about the artist Mary Blair and her amazing contributions to many loved movies, books, and characters throughout her career. An engaging activity for children of all ages, Make Art Like Mary Blair will provide young children with fine and gross motor skill practice as well as shape recognition skills, while older children will enjoy learning more about the artist as they create their own interpretation of her colorful and inspiring works.

What You Need:

- Colored construction paper
- Scissors
- Glue
- White unlined paper
- [Pocket Full of Colors: The Magical World of Mary Blair, Disney Artist Extraordinaire](#) by Amy Guglielmo and Jacqueline Tourville (optional)



What You Do:

1. Begin by introducing the artist, Mary Blair. You can read aloud the book, *Pocket Full of Colors*, or provide the following summary:
 - Mary Blair was an artist who created the art for Disney movies such as *Cinderella*, *Alice in Wonderland*, and *Peter Pan*. She used bright colors and shapes in much of her work. She was a very creative person who used her imagination as she created art and animation while working at Disney. Today you will be making art in her style!
2. Look at examples of Mary Blair's castle art using the internet or through the read-aloud. Point out the use of shapes and bright colors in her work. Ask your child to identify the shapes they see by name. Invite your child to name the colors or notice interesting patterns in the art.
3. Demonstrate how to cut out shapes from the colored construction paper (for younger children, you may choose to pre-cut shapes and/or draw shapes for them to cut out on their own). Invite your child to cut out shapes in a variety of sizes and colors.
4. Explain that now your child will get to create a castle using their shapes, similar to the ones that Mary Blair created. Model as needed how to put shapes together and glue them to the paper.
5. Create an art gallery of the finished pieces in your home!
6. Extend your child's learning by creating additional pieces of art by using just small shapes, large shapes, or only a few colors. Encourage your child to get creative and make their own art in this style!

Day 2

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Put the pictures in the right order.
Math	What's missing? Write your way to 100.
Fun Stuff	Build a structure that solves the challenge!

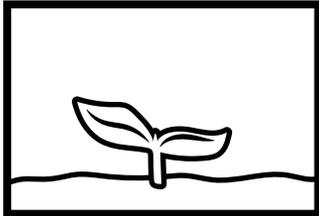


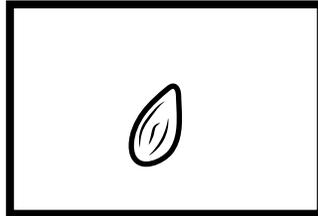
Image Sequencing

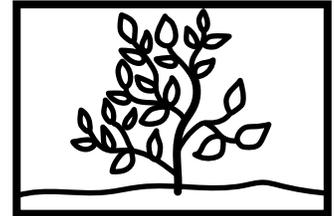
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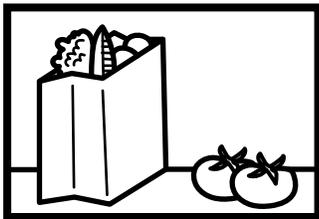
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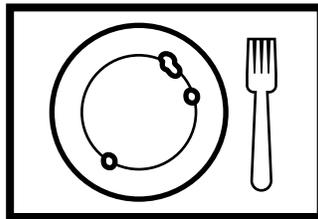
Can you put the following pictures in order? Put a 1, 2, or 3 under the pictures to show the order in which they should go.

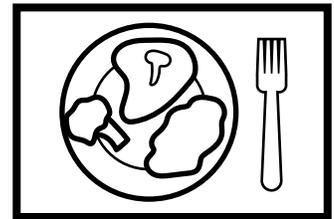


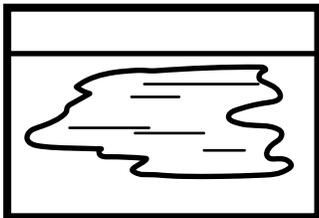


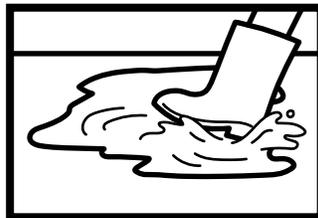


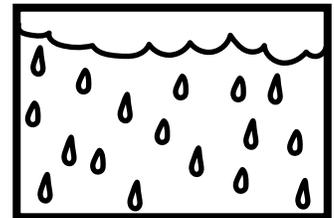


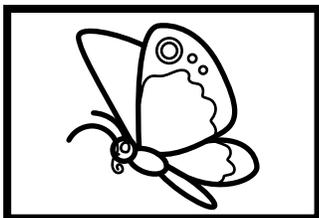


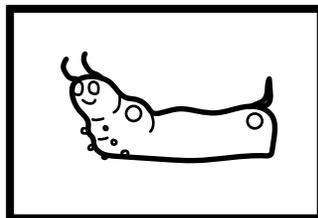


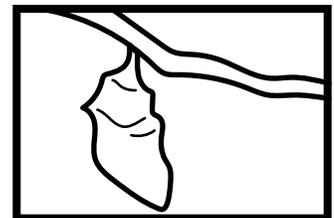












Egg-tastic

Fill in the missing numbers.



1	2			5		7	8		
			14	15		17		19	20
21		23			26		28	29	
	32	33	34		36	37			
41	42			45		47	48		50
51		53		55	56		58		
		63	64			67	68	69	70
71	72			75		77		79	80
		83	84	85	86		88	89	
91		93		95			98		

Design Challenge: Gumdrops Structures

In this activity, your child will use gumdrops and toothpicks to build structures that complete various design challenges. Your child will be given free building time as well to explore the materials before beginning the challenge. They will then be asked to build off of what they've already created in order to complete the activity.

What You Need

- Gumdrops (or any other soft candy like jelly beans or fruit snacks)
- Toothpicks
- Book, full water bottle, or other item (to be used as a test weight)
- Ruler or tape measure
- Pen and paper for brainstorming and note-taking



What You Do

1. Give your child 10 gumdrops and 20 toothpicks to start. Allow them to explore the materials by asking your child to build whatever they would like.
2. After allowing your child to build freely for a while, ask them to take some notes on their creation. Ask your child to write down the height, width, and appearance of their structure. Then, ask your child how much weight they think their structure can hold. Test their idea by placing something heavy such as a book or full water bottle on their design.
3. Now, read the story at the beginning of the activity to your child. Ask your child to brainstorm ways in which they could change their current creation or build something new entirely. For example, ask your child to build a structure that can hold a few books, or a structure that is taller than two feet.
4. After your child has finished brainstorming their design, ask them to choose one of their ideas to build. Make sure to remind your child of the overall goal of their design.
 - This is an important step of the design thinking process because it teaches your child to prioritize the functionality of their design over personal preferences, and it prevents them from getting too emotionally attached to one design.
5. Now it is time for your child to actually build their design! Give your child room to test and create on their own, but help out if they need assistance.
6. Once your child has finished building, help them to test their creation.
 - a. If their design completes the challenge, congratulate them on their success.
 - b. If your child's design does not successfully complete their challenge, ask them what they think went wrong. Have your child go back to the original brainstorming and prototyping stages. Ask your child to redesign their structure and continue brainstorming and prototyping until their design is successful.
7. To finish the activity, ask your child a few final questions.
 - a. What did they learn during the initial exploration of the materials?
 - b. What different types of structures worked or did not work in each challenge?
 - c. What was the most challenging part of the activity? What was the most fun part?

Day 3

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Read each sentence and match the right picture to it.
Math	The shapes are all jumbled up! Can you group the shapes together?
Fun Stuff	Create a paper rocket.



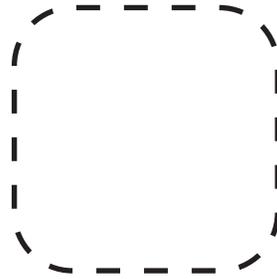
Read and Match

Name: _____

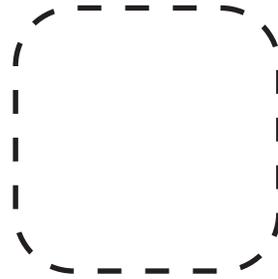
Date: _____

Directions: Read each sentence. Cut out the pictures below then glue the matching picture to each sentence.

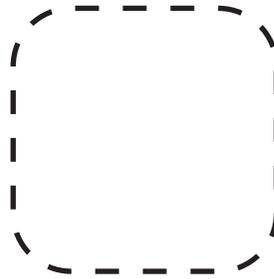
I see a clown.



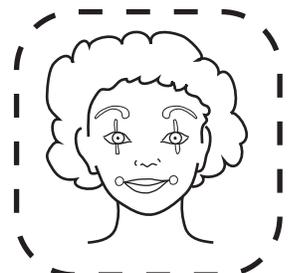
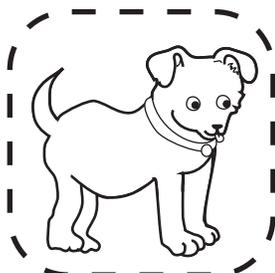
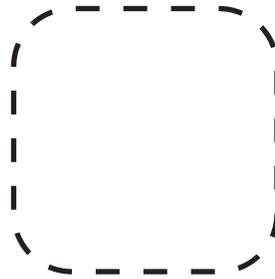
I can ride my bike.



I love to sing.



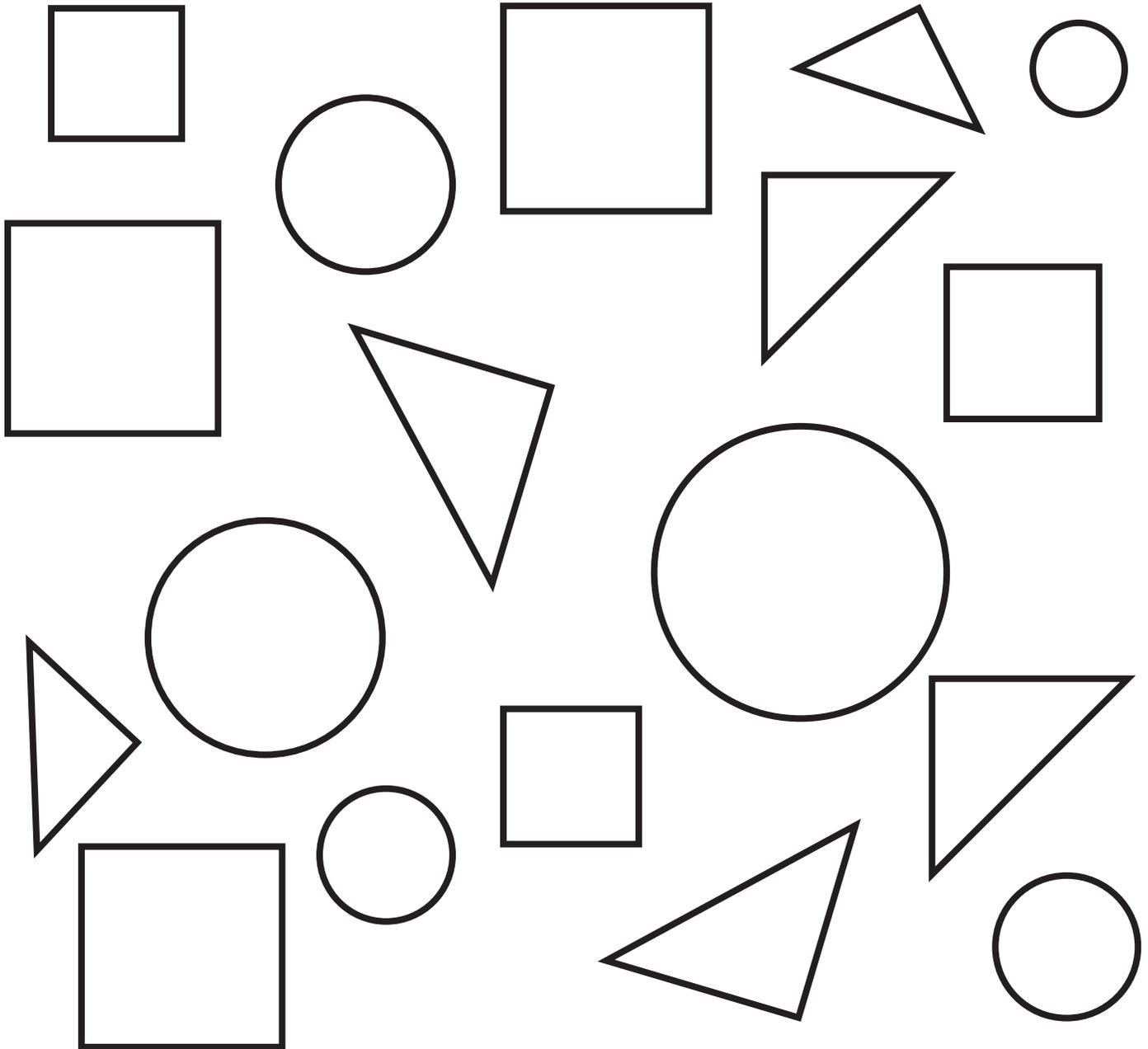
I have a dog.



Name: _____ Date: _____

Shape Jumble

Color all the circles **red**, all the triangles **blue**, and all the squares **green**.



1. How many **circles** did you color? _____

2. How many **triangles** did you color? _____

3. How many **squares** did you color? _____

Rocket Like Mae Jemison

Rocket like Mae Jemison by crafting a paper rocket! Learn about Mae Jemison with a book or worksheet, and then have your child create a paper rocket with their picture inside. Help them imagine reaching for the stars, just like Mae, in their very own rocket. Perfect for young learners in preschool through second grade, this activity highlights both math and non-fiction comprehension skills.

Mae Jemison was the first African American woman to enter space. She is a doctor, researcher, and dancer. After becoming a doctor, she joined the Peace Corps and served in Africa. Later, she joined NASA and became a crew member of the space shuttle *Endeavour*. After her travels in space, she left NASA to start companies and continue researching how to get to a new star.

What You Need:

- Picture of your child with their face cut out
- Assortment of construction paper
- Scissors
- Glue
- Scrap paper for notes about what your child says
- Tape (optional)
- [Pictures](#) of Mae Jemison in space
- [Video](#) of an astronaut floating in space
- Book about Mae Jemison, like [Ready-to-Read - You Should Meet: You Should Meet Mae Jemison](#) or [Astronaut Mae Jemison](#) (optional)
- [Who Is Mae Jemison?](#) worksheet (optional)



What You Do:

1. Ask your child to share things they know about space. Feel free to jot down some notes based on what they say.
2. Read a book to your child about Mae Jemison, or use the worksheet [Who Is Mae Jemison?](#) for ideas. Discuss the questions in the worksheet with your child.
3. Ask your child what they think it would be like to travel to space. Show them [pictures](#) of Mae in space and pictures of space itself. They can also see a [video](#) of an astronaut floating in space.
4. Ask your child to point out things they notice about space so far. Feel free to jot down some notes based on what they say.
5. Explain to your child that Mae Jemison is trying to figure out how to go to a new solar system. Tell them that solar systems are filled with planets that orbit, or travel around, a star.
6. Tell your child to imagine Mae Jemison was successful finding out how to get to another star and they are an astronaut on the rocket traveling to that star. Have your child create a paper rocket ship. They can cut:
 - a long rectangle for the body of the ship
 - a triangle for the top of the ship
 - little circles or squares for the windows
 - two rhombuses for the fins at the bottom of the
 - rocket wavy flames for the exhaust
7. Have your child glue all the pieces of the rocket as seen in the picture.
8. Ask your child to cut out their face from the picture to add to one of the windows of the rocket. If they want to bring family along with them, have them add more people to each window.
9. Finish the activity by asking what your child wonders about space. Write some notes about their thoughts to guide future activities and read-aloud books.

This activity is perfect for Black History Month or International Women's Day. An extension for this activity is to create a rocket that can soar in the air and then discuss the distance the rocket travels. The ideas for scientific extension are endless!

Who Is Mae Jemison?

Mae Jemison is a scientist. She is a researcher. She worked hard to become the first African American woman to enter space.

She was born in Decatur, Alabama, on October 17, 1956, but she grew up in Chicago, Illinois, after turning 3 years old. She has two older siblings, a sister and a brother. When she was little, she liked to dance. She liked science and astronomy. She wanted to go to space.

Mae went to college in California and New York. She kept dancing while at school. Finally, Mae became a doctor. She worked in Africa as a doctor for two years.

On her second try, Mae became an astronaut for NASA. She finally went to space! She was on the same mission as the first Japanese astronaut.

After leaving NASA, she started a camp called The Earth We Share. The camp helps kids learn more about science. Kids go to the camp from around the world. At the camp, young scientists get to share their ideas about future missions.

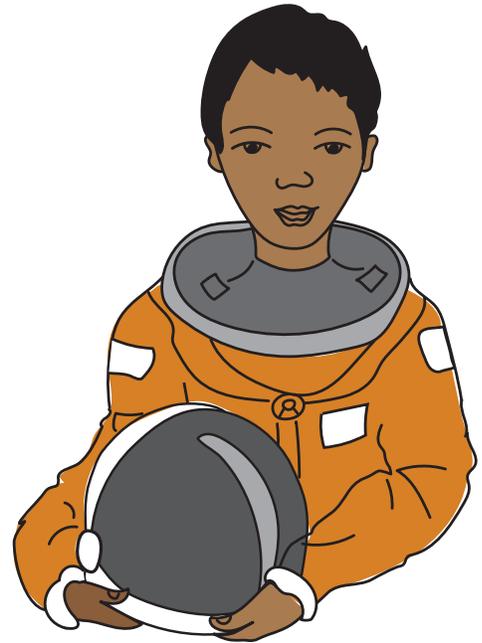
Now Dr. Mae Jemison lives in Texas. She still does research. She is trying to find ways to get to another star. All her work inspires others to reach for the stars, too.

What else do you want to know about Mae Jemison?

Directions: Answer the questions about the text.

1. What are some things Mae Jemison liked to do?

2. Why is Mae Jemison famous?



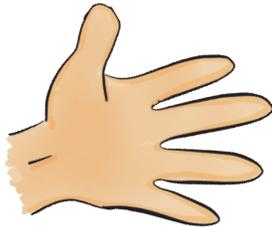
Day 4

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Find the word that rhymes.
Math	What's missing?
Fun Stuff	Can you build a bridge that meets the challenge?

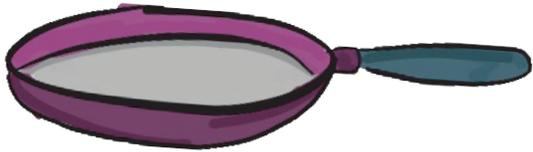


GIVE ME A RHYME

Read each sentence. Find a word that rhymes with the bold word and write it on the line. Use the picture clue on top of the sentence.



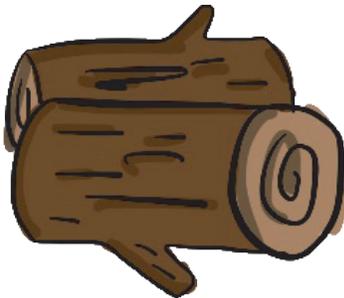
1 I had some **sand** in my _____.



2 The **man** cooked beans in the _____.



3 The **mouse** ran in the _____.



4 The **frog** jumped on the _____.



5 The **cat** chased the _____.



6 The **toy** belonged to the _____.

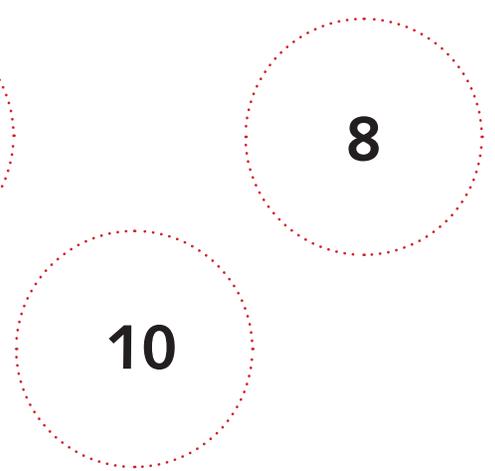
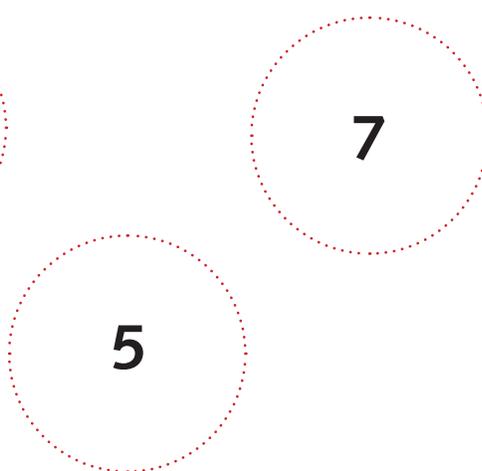
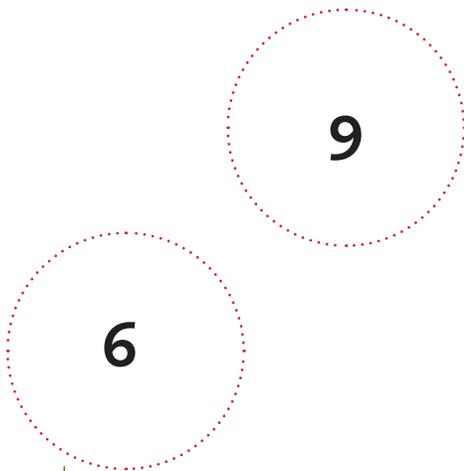
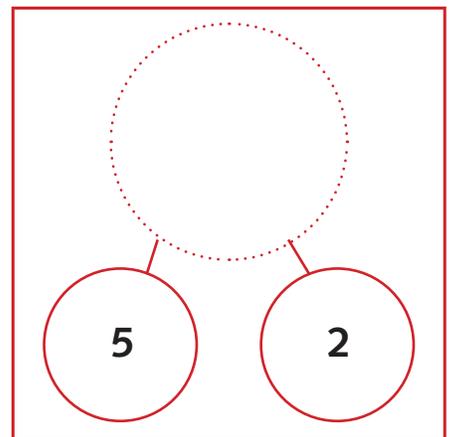
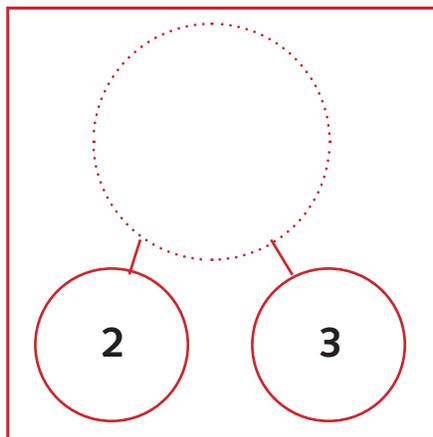
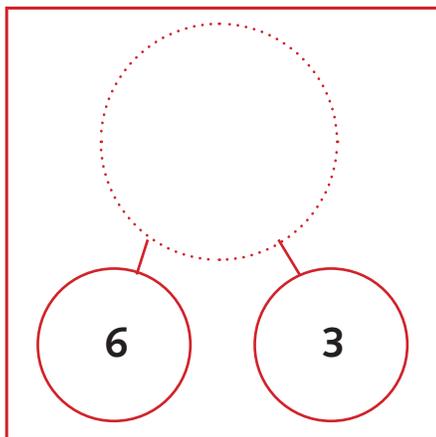
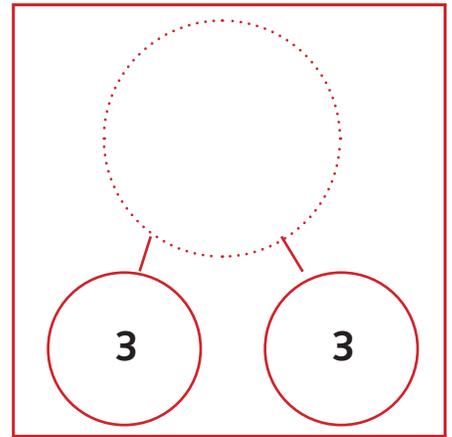
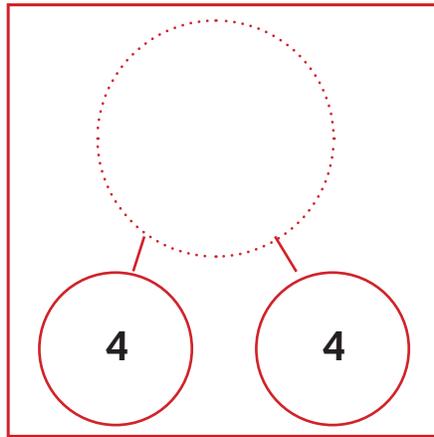
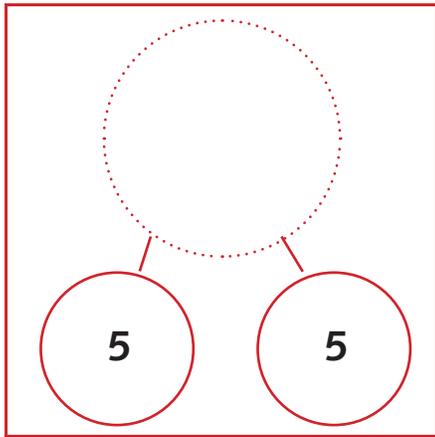
Name:

Date:

FIX THE NUMBER BONDS



Cut out the numbers and glue them onto the number bonds to make each number bond true.



Design Challenge: Building a Bridge

This challenge is a great introduction to design thinking, because it will capture your child's interest in a way that is fun and empowering. The task at hand is to design a bridge that is made out of marshmallows and toothpicks, focusing on its functionality. The bridge must be six inches long and able to hold four medium-sized paperback books.

We have laid out step-by-step instructions that are useful to follow as a guideline of the design thinking framework, but feel free to go beyond what we have written out. Your job is to help your child through the design thinking process by teaching them the importance of empathy, brainstorming, and prototyping. Each step in the design thinking process is essential, so make sure to complete each step in the instructions.



What You Need:

- Marshmallows
- Toothpicks
- Four medium-sized paperback books
- Tape measure or ruler
- Pen and paper for note-taking

What You Do:

1. Explain the prompt to your child by telling them that they have been asked to design a bridge that is six inches long and can hold four medium-sized paperback books.
 - a. Allow your child to play with a ruler so they can visualize six inches, and allow them to hold the four books so that they can have a better idea of how strong their bridge should be.
2. Next, ask your child to **define** a bridge and its purpose. If you'd like, feel free to look at pictures of bridges online so that your child can see a variety of designs. Remind your child that they should remember the purpose of a bridge when they start to make theirs. Some questions you can ask your child:
 - a. What is the purpose of a bridge? (Potential answer: A bridge is a structure that connects two pieces of land across water. A bridge must be able to carry cars and other objects on it, and it must be able to stand on its own over a body of water.)
 - b. What, specifically is the purpose of your bridge? (Answer: To be six inches long and hold four books.)
3. Allow your child to **ideate**. Give them a pen and a piece of paper, and ask them to brainstorm various designs of bridges they can make using toothpicks and marshmallows.
 - a. If your child has a difficult time drawing or writing their ideas, feel free to talk it through with them while you write their ideas down on paper.
4. After your child has finished brainstorming, tell them to choose the design they think would be best. Refer back to their answers from step 2, and ask them to prioritize the purpose of the bridge when choosing which one to make.
 - a. This is an important step of the design thinking process because it teaches your child to prioritize the functionality of their design over their personal preferences. This also prevents them from getting too emotionally attached in case their design doesn't work.
5. Now, for the fun part: **prototyping**, or building! Give your child the marshmallows and toothpicks, and let them begin making their bridge.
 - a. Allow your child to work independently as much as possible, but be sure to help out wherever is needed.
6. Finally, it's time to **test** your child's prototype. Ask your child the following questions while they test out their bridge:
 - a. Does the bridge you created stand on its own without falling?
 - b. Does the bridge measure six inches in length?
 - c. Can the bridge hold four books without toppling?
7. If your child's bridge is unsuccessful in any way, make sure that they aren't discouraged. Frame their failure as an opportunity to try again, and help identify what parts of their design they need to improve. Take your child back to the start of the design thinking process, and repeat these steps until they have created a bridge they are proud of!

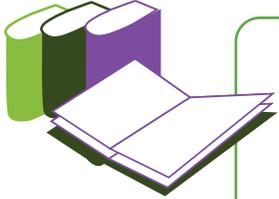
Day 5

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Listen to Tyler's Story and draw what happened first, next, and last.
Math	Use the number line to help you add the numbers.
Fun Stuff	Can you create a boat that will hold 25 pennies?

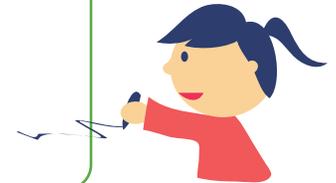


Drawing the Story

Ask an adult to read this story aloud to you. Then draw 3 pictures from the story in the correct order.



Tyler goes to karate class on Saturday afternoons. He likes learning karate moves and practicing with his friends during class. After class, Tyler and his dad go to the mall for ice cream. Tyler orders an ice cream sundae with sprinkles and a cherry on top. In the evening, Tyler's mom prepares dinner for the family. After dinner, Tyler helps clean up. Today is his turn to wash the dishes.



First

A large, empty rectangular box with a red border, intended for drawing the first scene from the story.

Next

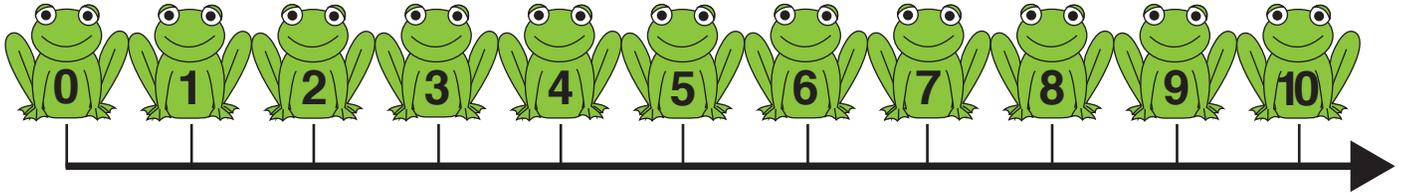
A large, empty rectangular box with a red border, intended for drawing the second scene from the story.

Last

A large, empty rectangular box with a red border, intended for drawing the final scene from the story.

Number Line

Use the number line to find the answer to each problem. Look at the first number in the problem. Put your pencil on that number on the number line. Look at the second number in the problem. Move your pencil to the right that many numbers on the number line to find the answer.



① $4 + 2 = \underline{\quad}$

② $0 + 5 = \underline{\quad}$

③ $1 + 6 = \underline{\quad}$

④ $7 + 3 = \underline{\quad}$

⑤ $5 + 4 = \underline{\quad}$

⑥ $1 + 9 = \underline{\quad}$

⑦ $8 + 2 = \underline{\quad}$

⑧ $4 + 0 = \underline{\quad}$

⑨ $6 + 3 = \underline{\quad}$

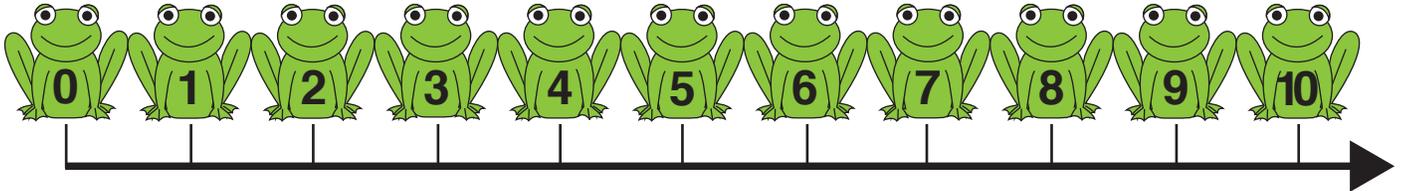
⑩ $3 + 3 = \underline{\quad}$

⑪ $2 + 3 = \underline{\quad}$

⑫ $2 + 7 = \underline{\quad}$

Number Line

Use the number line to find the answer to each problem. Look at the first number in the problem. Put your pencil on that number on the number line. Look at the second number in the problem. Move your pencil to the right that many numbers on the number line to find the answer.



① $0+9=$ _____

② $4+3=$ _____

③ $6+4=$ _____

④ $1+3=$ _____

⑤ $2+5=$ _____

⑥ $5+5=$ _____

⑦ $1+8=$ _____

⑧ $3+0=$ _____

⑨ $5+3=$ _____

⑩ $2+6=$ _____

⑪ $7+2=$ _____

⑫ $4+5=$ _____

Design Challenge: Making a Boat

In this activity, your child will be tasked to create a boat that can successfully float 25 pennies. They can be creative with how they make their boat and can use any household items. We have given instructions which you can use to guide your child through the design thinking process. We have also given step-by-step instructions for making a boat in case your child is stuck and needs some inspiration.



What You Need:

- Plastic straws
- Duct tape
- Plastic wrap
- Plastic container/Tupperware
- Mini paper cup
- 25 pennies set aside in a plastic bag
- Pen and paper for taking notes

What You Do:

1. Before your child gets to work, make sure that they fully understand the prompt of this challenge. Explain to them that they're supposed to use the materials you're providing in order to create a boat that will hold 25 pennies and stay afloat.
2. Ask your child some of the following questions so that they start thinking about why certain things float and why others sink:
 - a. Besides a boat, what are some things you know that float in water?
 - b. What are some things that sink in water?
 - c. Why do you think a boat is able to float? (Answer: the concept of buoyancy.)
3. Explain to your child that buoyancy is a force underneath an object that pushes it upward. When an object (like a boat) has more buoyancy, it can float higher on the water because it is being pushed upward with more force.
4. After your child fully understands the prompt of this challenge and has considered the properties of objects that float, they can begin brainstorming different ways to build a boat of their own.
 - Feel free to show your child all the materials you will provide, but don't let them start building just yet. Instead, have them draw or write down their ideas on a piece of paper so that they can refer back to them later. (You can also write them down if you'd like.)
5. Once your child is done **brainstorming**, ask them to choose the idea they think will work best. Be sure to ask them why they are choosing this design, emphasizing the purpose of the boat (to float 25 pennies).
 - This is an important step of the design thinking process because it teaches your child to prioritize the functionality of their design over personal preferences. This also prevents your child from getting emotionally attached to one design.
6. Next, allow your child to begin **building**. Be sure to supervise for safety purposes, but allow them to work independently through challenges as much as possible.
7. After your child is done building, it's time to **test** the design. Have your child place the 25 pennies on their boat, counting them aloud one by one. Then, fill a container with water to serve as a "pool" for the boat to float on. Next, have your child place their boat on the water and observe whether it successfully floats the pennies.
 - a. If your child's boat successfully floats with 25 pennies in it, congratulate them for their success!
 - b. If your child's boat sinks, make sure they aren't discouraged. Ask your child what they think went wrong and why. Then, encourage them to go back and repeat this process in order to make a boat that works next time.

Below, we have written instructions for building a boat in case your child is struggling to come up with ideas. Feel free to have your child build something entirely on their own, or use the procedure below:

1. First, take a piece of duct tape and stick some plastic straws to the adhesive side of the tape.
 - Ask your child why plastic straws are a useful item to make a boat out of. (Answer: plastic straws are buoyant, meaning they're able to float in water.)
2. Next, wrap your straws and duct tape in plastic wrap.
 - Ask your child why they think using plastic wrap is useful. (Answer: plastic wrap makes the boat "waterproof.")
3. Tape down the plastic wrap using duct tape to secure it in place.
 - At this point, you have finished building the boat's structure.
4. After your child has finished building their boat, have them tape down a small paper cup to serve as a weight holder for their pennies.
 - Ask your child why they think it's important to have a weight holder. (Answer: a weight holder balances out the weight of the boat, so it won't tip over when you place the pennies on top.)
5. Next, have your child add the pennies inside the cup one at a time, counting how many there are.
6. Finally, test out your child's boat!

Week 2

Independent Study Packet

ANSWER KEYS

**Use these answer keys
to check your work!**

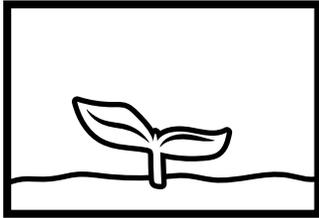


Answer Key Image Sequencing

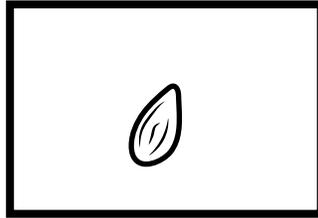
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Date: _____

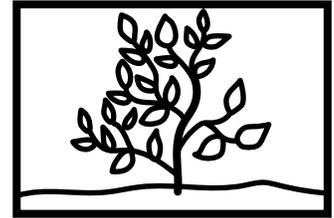
Can you put the following pictures in order? Put a 1, 2, or 3 under the pictures to show the order they should go.



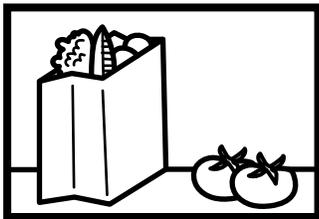
2



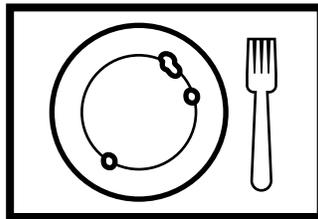
1



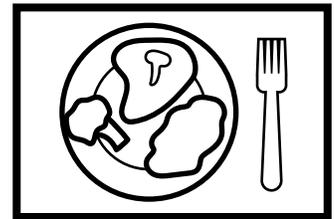
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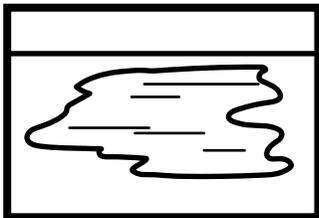
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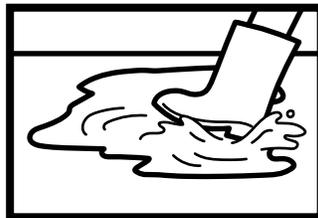
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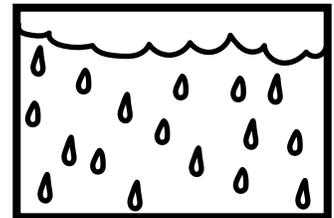
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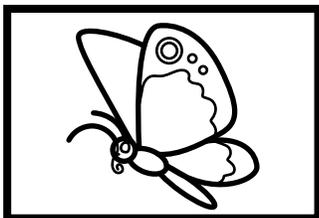
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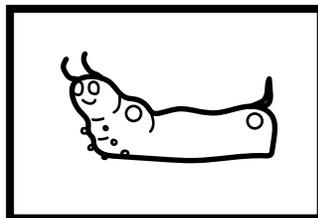
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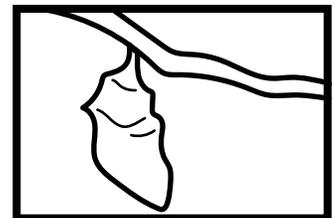
1



3



1



2

Egg-tastic Answer Key



Fill in the missing numbers.

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

Read and Match **Answer Key**

Name: _____

Date: _____

Directions: Read each sentence. Cut out the pictures below then glue the matching picture to each sentence.

I see a clown.



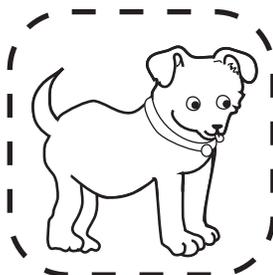
I can ride my bike.



I love to sing.



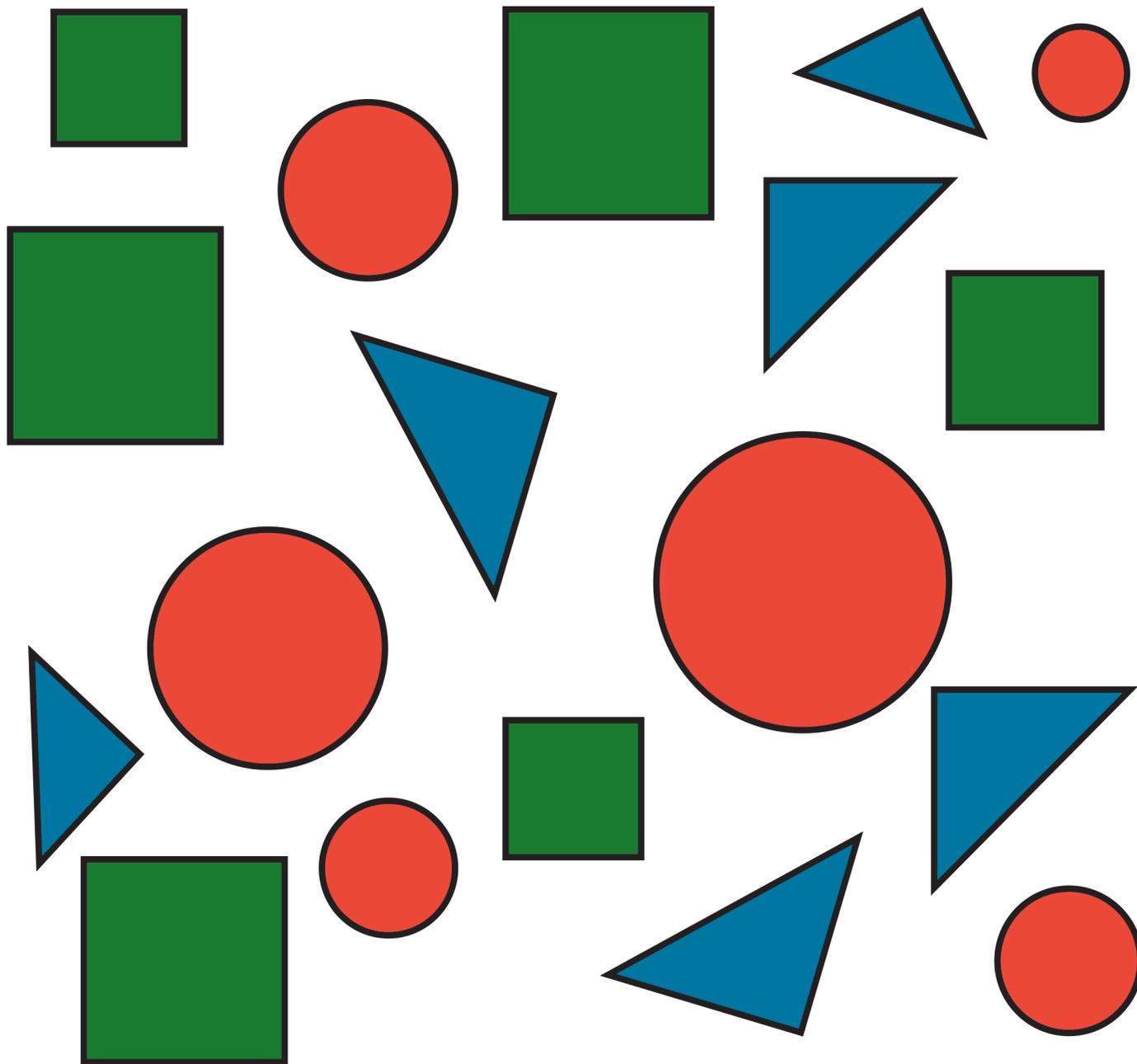
I have a dog.



Name: _____ Date: _____

Shape Jumble **Answer Key**

Color all the circles **red**, all the triangles **blue**, and all the squares **green**.



1. How many **circles** did you color? 6

2. How many **triangles** did you color? 6

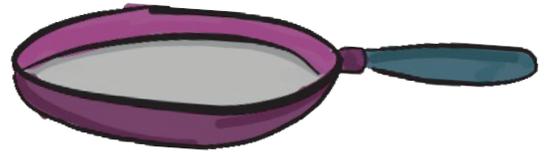
3. How many **squares** did you color? 6

GIVE ME A RHYME

Read each sentence. Find a word that rhymes with the bold word and write it on the line. Use the picture clue on top of the sentence.



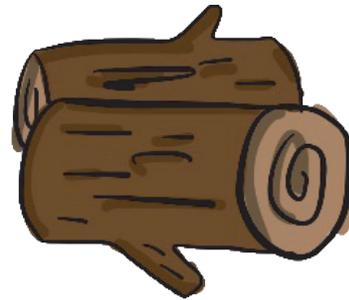
1 I had some **sand** in my hand.



2 The **man** cooked beans in the pan.



3 The **mouse** ran in the house.



4 The **frog** jumped on the log.



5 The **cat** chased the bat.



6 The **toy** belonged to the boy.

Name:

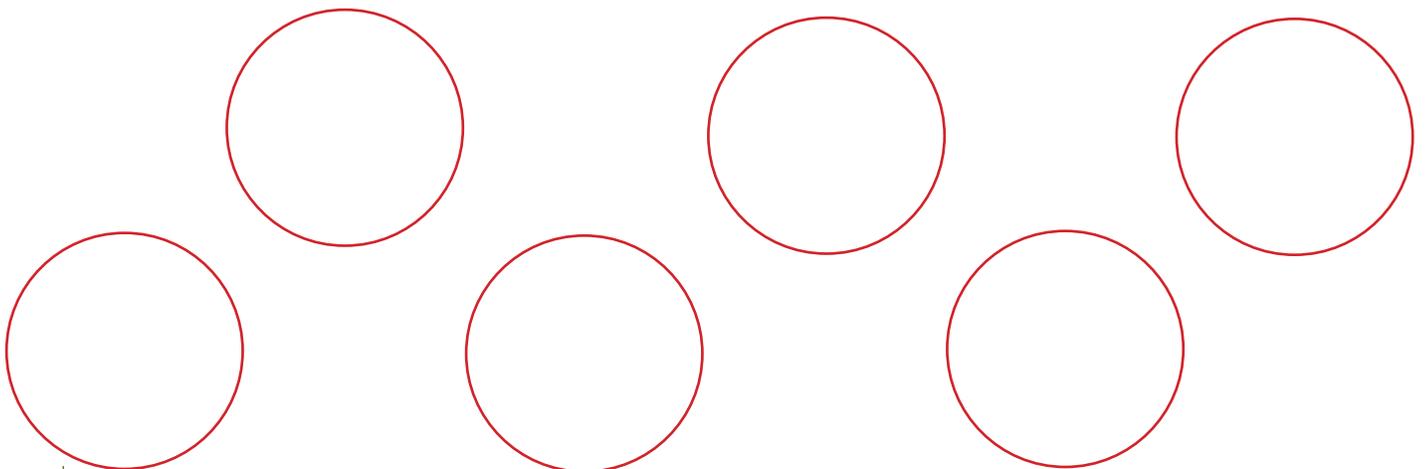
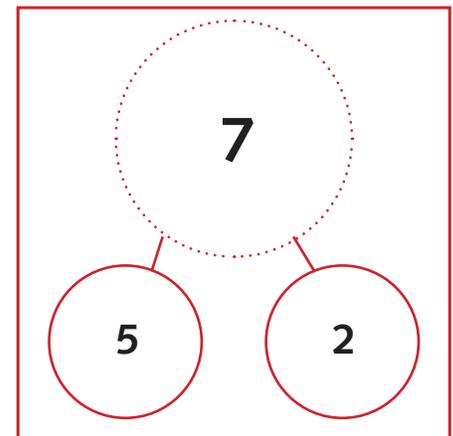
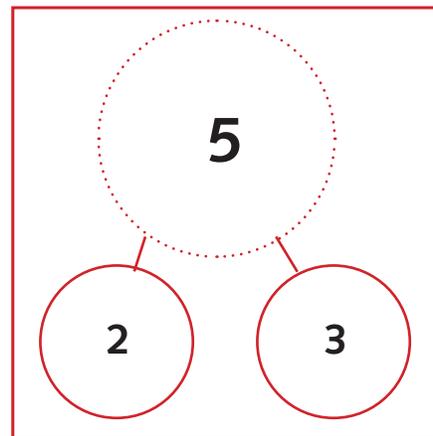
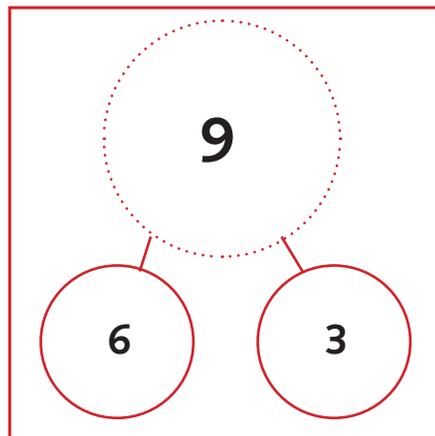
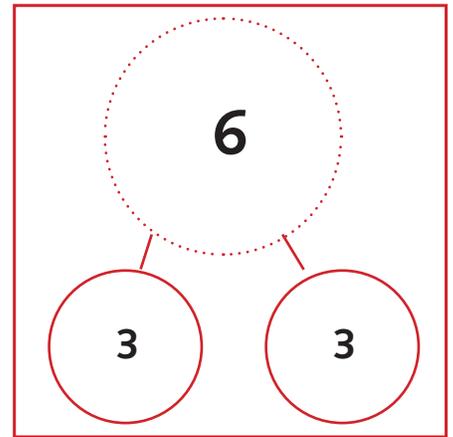
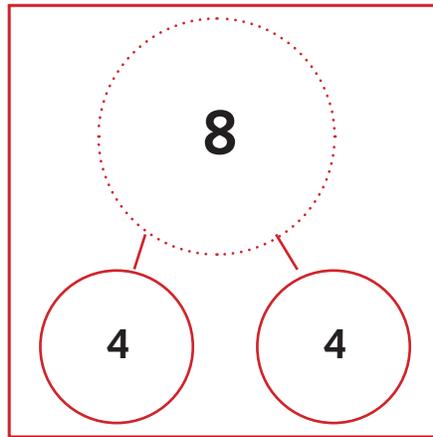
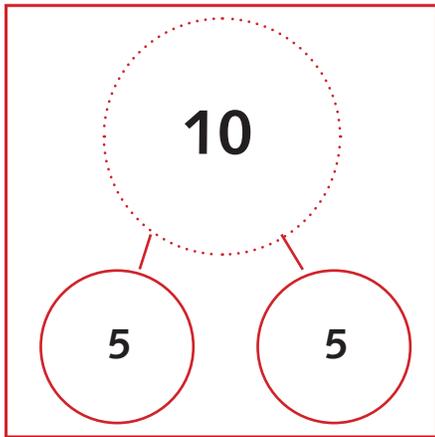
Date:

FIX THE NUMBER BONDS

ANSWERS



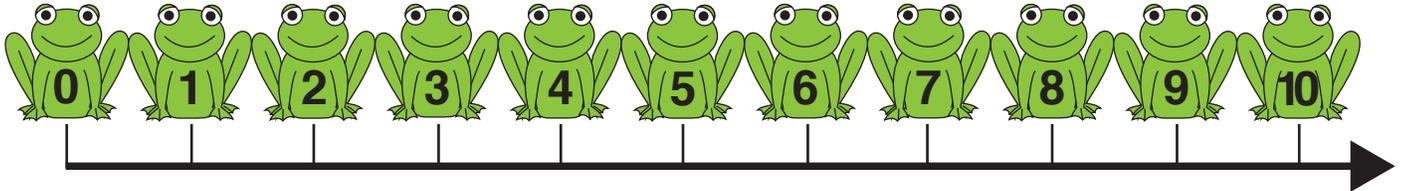
Cut out the numbers and glue them onto the number bonds to make each number bond true.



ANSWERS

Number Line

Use the number line to find the answer to each problem. Look at the first number in the problem. Put your pencil on that number on the number line. Look at the second number in the problem. Move your pencil to the right that many numbers on the number line to find the answer.



$$\textcircled{1} \quad 4 + 2 = \underline{6}$$

$$\textcircled{2} \quad 0 + 5 = \underline{5}$$

$$\textcircled{3} \quad 1 + 6 = \underline{7}$$

$$\textcircled{4} \quad 7 + 3 = \underline{10}$$

$$\textcircled{5} \quad 5 + 4 = \underline{9}$$

$$\textcircled{6} \quad 1 + 9 = \underline{10}$$

$$\textcircled{7} \quad 8 + 2 = \underline{10}$$

$$\textcircled{8} \quad 4 + 0 = \underline{4}$$

$$\textcircled{9} \quad 6 + 3 = \underline{9}$$

$$\textcircled{10} \quad 3 + 3 = \underline{6}$$

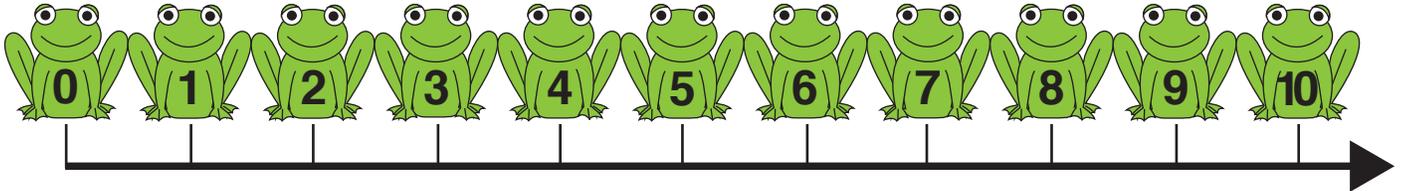
$$\textcircled{11} \quad 2 + 3 = \underline{5}$$

$$\textcircled{12} \quad 2 + 7 = \underline{9}$$

ANSWERS

Number Line

Use the number line to find the answer to each problem. Look at the first number in the problem. Put your pencil on that number on the number line. Look at the second number in the problem. Move your pencil to the right that many numbers on the number line to find the answer.



$$\textcircled{1} \quad 0 + 9 = \underline{9}$$

$$\textcircled{2} \quad 4 + 3 = \underline{7}$$

$$\textcircled{3} \quad 6 + 4 = \underline{10}$$

$$\textcircled{4} \quad 1 + 3 = \underline{4}$$

$$\textcircled{5} \quad 2 + 5 = \underline{7}$$

$$\textcircled{6} \quad 5 + 5 = \underline{10}$$

$$\textcircled{7} \quad 1 + 8 = \underline{9}$$

$$\textcircled{8} \quad 3 + 0 = \underline{3}$$

$$\textcircled{9} \quad 5 + 3 = \underline{8}$$

$$\textcircled{10} \quad 2 + 6 = \underline{8}$$

$$\textcircled{11} \quad 7 + 2 = \underline{9}$$

$$\textcircled{12} \quad 4 + 5 = \underline{9}$$