

NAME: _____

Super

Understanding of

Mathematics

Magnifies

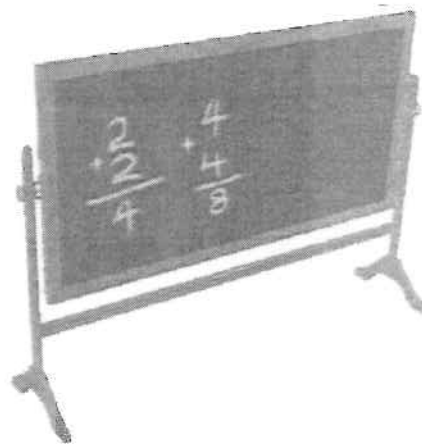
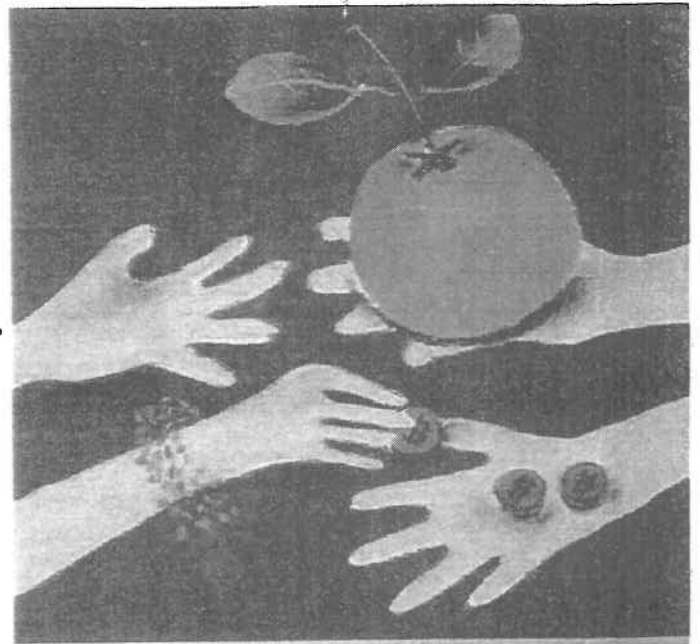
Everything

Reviewed in school

Kindergarten

Garrett Park

E.S.





Summer Math Calendar

Going into First Grade

1

Directions: We challenge you to dive in and practice your math skills this summer! You may choose to complete all 5 activities a week or at a minimum, 3 a week (21 activities total). Feel free to extend any of the activities listed. When the work is completed, have a parent initial that activity in the box. You may do your work in a journal; however simply hand in the initialed calendar to your teacher on the first day of school. Good Luck! 😊

Name: _____

Monday	Tuesday	Wednesday	Thursday	Friday																				
Grab a handful of blocks or fruit loop cereal (any fairly large cereal). Estimate how many you have in your hand. Count the objects and write the number.	Count to 100 by 1's and by 10's.	Compare the two numbers. Tell which one is greater. How do you know? <div style="display: flex; justify-content: space-around; width: 100px;"> 9 7 </div>	Use sidewalk chalk to write all the numbers (in order) that you can. (Use paper and pencil if you do not have chalk).	Today's number is 9. Write equations to show the different ways to make the number 9.																				
Count forward to 120 from the number: 45 57 63 89	Solve the following number sentences: 1+4=____ 5-2+____ 2+1=____ 3-4=____ 5-0=____	Walk outside. What shapes do you see? Draw all the shapes you see and label them.	I am thinking of a shape. It has straight sides. It has no square corners. What could it be? Draw all the possibilities.	Describe a measurable attribute of a book. Describe another measurable attribute of the book? What tools may you need to measure the book in the ways you chose?																				
Find a crayon and a pencil. Place both in front of you. Use math language to compare the lengths of the two objects. Explain how you know one is longer/shorter than the other.	Look in your toy box for different solid shapes. Sort the toys by shape and describe the categories. Describe the solid shapes' attributes.	Find the number that makes ten when added to the given number below. Record your equations. 1+____=10 10-2+____ 10-7+____ 5+5=____ 6+____=10 ____+6=10	Describe 3 different ways to make 14 cents. Draw your work.	Make a model of a cube using toothpicks and marshmallows/gumdrops. Describe attributes of the cube to a friend or family member.																				
Today's number is 7. Write equations to show the different ways to make 7.	Model the number 13 as ten ones and some more ones using a ten frame. <table border="1" style="margin: 10px auto; width: 100px; height: 40px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>											Draw a picture by composing at least 3 different shapes. Write a sentence about your picture.	Model 19 as ten ones and some more ones on the ten frame. <table border="1" style="margin: 10px auto; width: 100px; height: 40px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>											Write the number that is: ten ones and 2 more ones ten ones and 4 more ones ten ones and 7 more ones
			Then complete the equation: 19=____+____																					

MATH ACTIVITIES YOU CAN DO AT HOME

The bold words at the beginning of each activity indicate the focus or skilled covered.

1. ESTIMATE: Children practice estimation in real life situations and explain how they came to that conclusion.

For Example:

- Have your child estimate the cost of a few items when you go to the supermarket.
- Have your child estimate how long (miles) and/or the time it will take to get to a certain destination when traveling.
- Estimate how much the bill might be at a restaurant.
- Estimate how much it will cost to fill the car with gasoline.

2. PERFORMING A TASK:

For Example:

- Cook with your children. Ask them to read the recipe, measure out the ingredients and follow all the instructions. Ask them to restate the procedure in their own words. * As a challenge have them calculate the portions of each ingredient for doubling or tripling a recipe.
- Play board games with your children. Have them read the directions and explain how to play the game.
- Talk to your child about the sequence of events of their day. They should be able to explain events using detail and support any conclusions about what has happened. Can they use vocabulary specific to the topic when speaking?

3. DECISION-MAKING, MAKING CHANGE, EXPLAINING THINKING: Children must make decisions, this is an opportunity for your child to explain their thinking - why they chose that strategy or solution.

For Example:

- While playing games involving money, have your children be the “banker” and use addition and subtraction strategies for giving change.
- Pay a cashier the proper amount of money that is owed or count change from a purchase.
- Ask your child to budget the cost for your family for an activity based on the fare or fee for one person.

4. INTREPRETING DATA: Have your child scan the newspaper for charts, tables, and graphs. Ask your child to interpret these data displays and identify the important elements of them. Ask questions related to the charts, tables, and graphs.

5. TIME – Students should tell time using a clock with hands. Review with them certain times of the day – getting up, meals, going to bed. Also, refer to morning and evening times (A.M. and P.M.). Also, refer to the days of the week and the months of the year, using a calendar.

Other activities:

- Determine the amount of time taken to complete certain activities over the course of several days, a week, or a month.
- When planning a family activity, ask your child how much time will be needed to do an activity – what time will it start and finish.
- Ask about the amount of time for cooking/baking foods.
- Calculate how many days, hours, minutes, and even seconds old a person is.

6. CONNECTIONS TO REAL LIFE EXPERIENCES: Applying math concepts in real life experiences. This will make math more meaningful to your child if they see how the skills and concepts they have learned in class can be applied outside the classroom.

For Example:

- Use of fractions – in cooking, find them in the newspaper
- Measurement – use a measuring tape or rule to measure different objects around your home.
- Identify examples of different shapes in your home and your surroundings – circle, square, rectangle, triangle, sphere, cylinder, cube, etc.
- Identify examples of horizontal, vertical, parallel, intersecting, and perpendicular lines (example – telephone wires and streets)
- Figure out the tax to add on the purchase of items or food.

7. PROBLEM SOLVE: Managing multi-step problems. Is your answer correct and thorough? Is your child using math vocabulary to solve the problems? Can they answer questions that begin “How to...?” “When do you...?” What operation do you use and why?

8. BASIC MATH FACTS AND COMPUTATION SKILLS: Practice math facts with your child. They can make flash cards and practice just a few minutes a day.

9. WEBSITES TO EXPLORE: see back of calendar for websites

<http://www.allmath.com/>

This site has flash cards and links to other sites for games, math humor, worksheets, math help and more.

<http://www.aplusmath.com>

This site has basic facts flash cards and a game room, worksheets, multiplication table practice and more.

<http://www.mathfactcafe.com>

This site has a pencil next to pre-made cards so kids can do the facts and have the computer check them. Kids can print them out and also put in their own numbers and make their own worksheets.

<http://www.funbrain.com>

This site has easier to harder addition and subtraction computation and problem solving. It also has language and grammar skills activities

<http://www.dositey.com/>

This site is a lot of fun and is good for 2 digit addition with and without regrouping

<http://www.24game.com>

This site has math games using basic operations

<http://www.coolmath4kids.com>

This site has a wide range of topics and will give you step-by-step instructions.

<http://www.abc.net.au/countusin/games>

Each game is designed to help kids understand basic concepts in math. This site has a variety of math games i.e. volume, length, halves, chance, numbers, time, sorting, subtraction, and addition. It is better for students of the primary grades.

<http://www.learningplanet.com>

This site has games by grade level but with advertisement and a subscription. There are some free games.

<http://www.gamequarium.com>

This site has math activities for K-6.

<http://www.SETGame.com>

This is a card game to build students' visual thinking and pattern skills in math. Commercial, but does have some great free puzzles.

<http://www.math.com>

Good resource of how to do problems

<http://www.mathcats.com>

This is an interactive fun site

<http://www.spikesgamezone.com>

Lots of math games

<http://www.funschool.com>

This site has games, but also commercial advertising

<http://www.figurethis.org>

This site gives you ideas for fun hands-on math activities. Good for upper grades

<http://www.kidsites.com>

List of sites for math as well as other subjects.

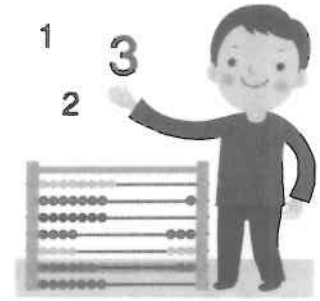
<http://timezattack.com>

FREE home version for practicing multiplication facts (also new versions for division, addition, and subtraction!)

<http://abcya.com>

Loads of math games for K-5 as well as games for reading and language arts

Review Activities for Math

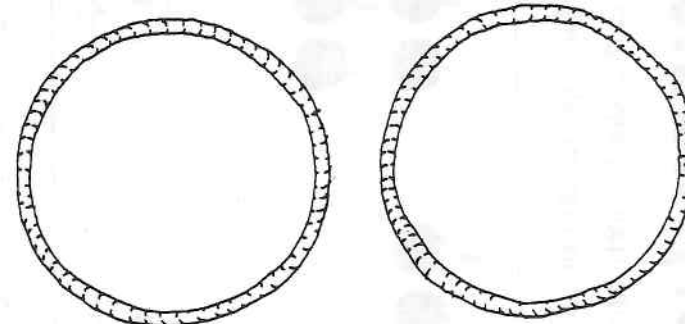
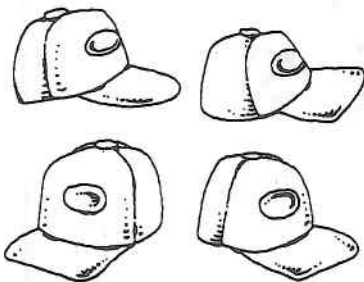
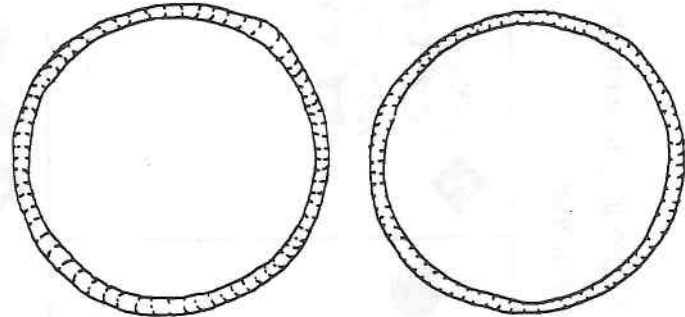
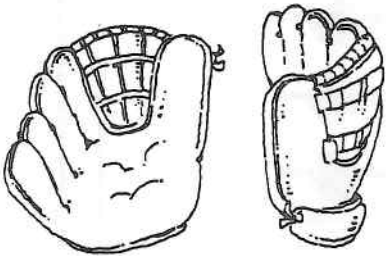
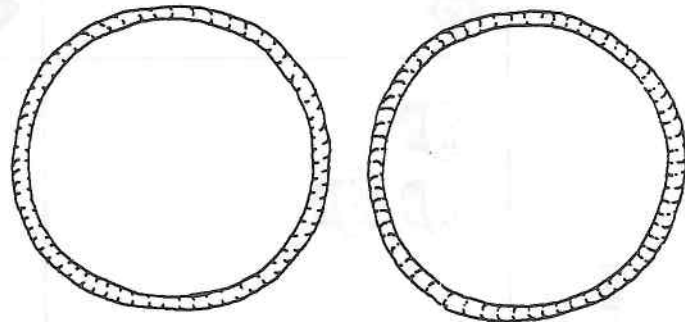
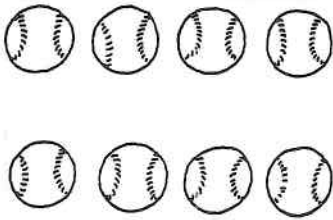
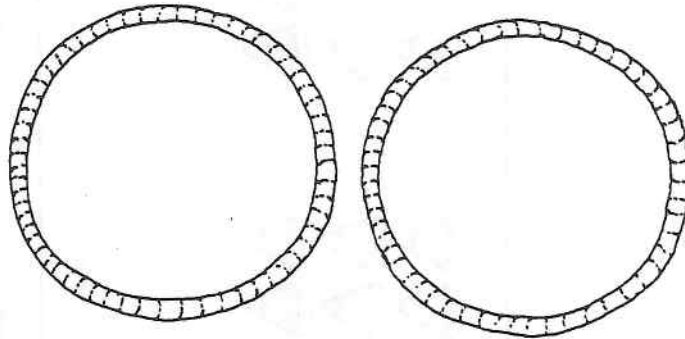
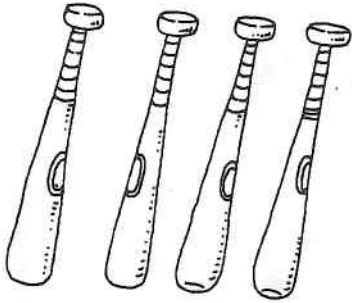


- Orally count from 0–100
- Recognize written numbers 1–31
- Recognize simple 2D & 3D shapes (circle, square, triangle, rectangle, sphere, cube, cone, cylinder)
- Identify the number of sides, points, corners, and faces on 2D or 3D shapes
- Identify real world objects that are the same shape as a 3D shape (ex. A basketball is the same shape as a sphere)
- Tell stories involving addition and subtraction word problems
- Play counting games
- Write numerals to 31
- Count to 100 by 1's, 5's, 10's
- Say the days of the week and the months of the year
- Compare objects in your house by length, height, weight, and capacity
- Play ring toss, add scores by 2's, 5's, 10's
- Use a calendar to identify today's, yesterdays, and tomorrow's dates (ex. Today is Tuesday, July 3 2012)
- Use pictures to develop basic addition and subtraction number sentences ($\underline{\quad} + \underline{\quad} = \underline{\quad}$) ($\underline{\quad} - \underline{\quad} = \underline{\quad}$)
- Use household objects such as forks, toy cars, or paper clips to illustrate addition and subtraction number sentences
- Compare numbers and objects using greater than, less than, and equal to
- Make up easy word problems to solve

Name _____



Make Equal Groups



Directions For each row, draw equal groups of the objects in each of the two baskets. **Notes for Home** Your child made equal groups. **Home Activity:** Have your child collect a group of 6 similar objects, such as pencils or crayons. Then have your child make two equal groups of 3 objects.

Name _____

Tasty Treats

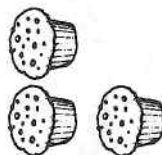
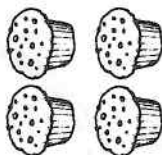
Count how many treats are in each group and write the number.
Which group has more? Circle the number.

1



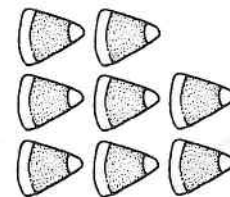
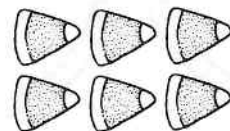
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2

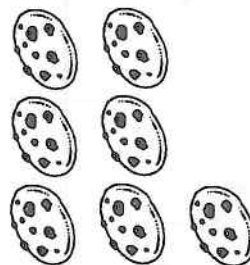


5

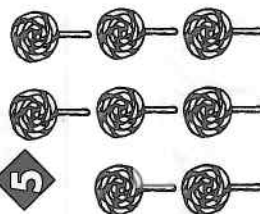
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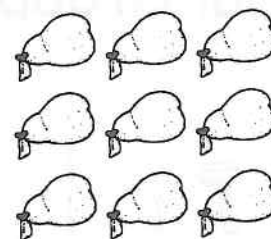
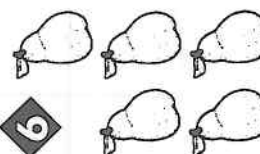
4



5



6






Name _____

Using Graphs

Math Problem of the Day

Complete the graph. Color a box for each item.



																				
																				
																				
	1	2	3	4	5	6	7	8	9											

1. How many?

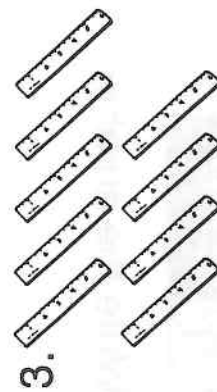
hats: _____ shorts: _____ shirts: _____

2. How many in all? _____

3. How many more hats than shorts? Write a number sentence.



Count the items.





Write the number.

1. ~~||||~~ |

2. ~~||||~~ ||||

3. ~~||||~~ ~~||||~~ ||

4. ~~||||~~ ~~||||~~ ~~||||~~

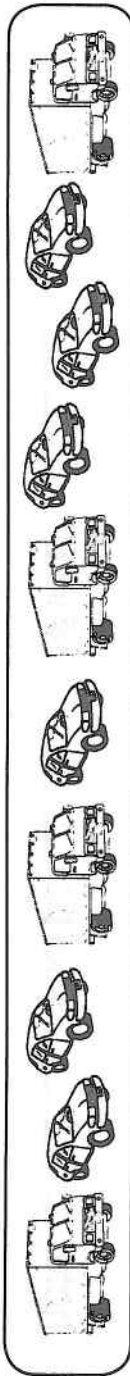
Name _____

Using Graphs

Math Problem of the Day

134

Complete the graph. Color a box for each car and truck.



	1	2	3	4	5	6	7	8	9								

1. How many trucks? _____ How many cars? _____

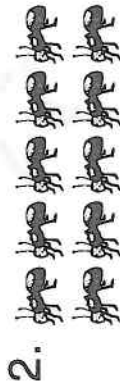
How many in all? Write a number sentence.

2. How many more cars than trucks? Write a number sentence.

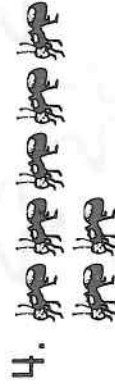


Count the ants.









Name _____

Analyzing Charts

Math Problem of the Day

Use the graph to answer the questions.

	1	2	3	4	5	6	7	8	9
snake									
fish									
bird									

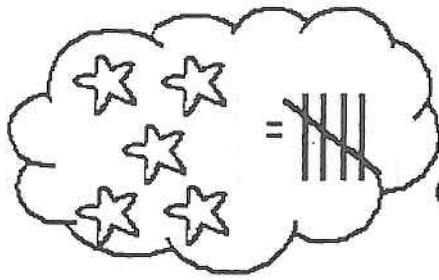
1. How many of each animal?

snakes: _____ fish: _____ birds: _____

2. Are there more snakes or birds? _____

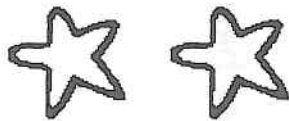
4. How many animals in all? _____

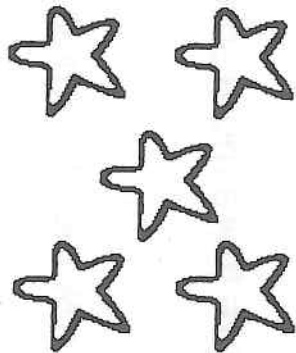
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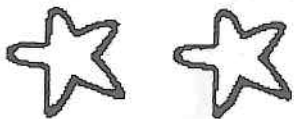


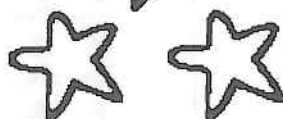
Count the starfish.
Tally them on the
blanks beside.



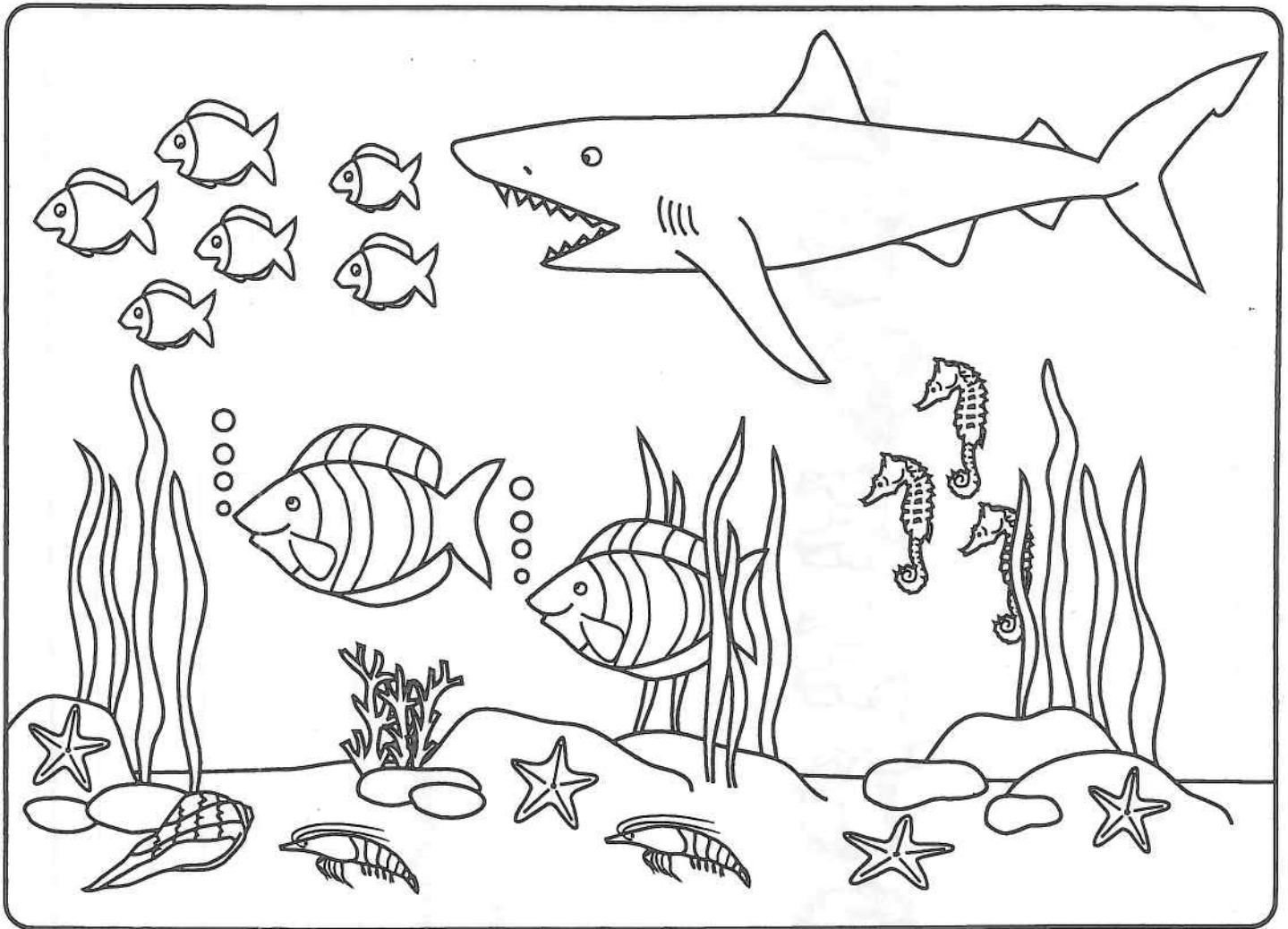




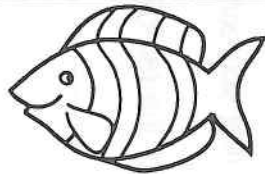




Under The Sea

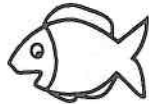


How many



?

How many



?

How many



?

How many



?

How many



?

Name _____

Farm Clues

Follow the directions.



- 1 Circle the third turkey.
- 2 Draw a triangle above the first lamb.
- 3 Draw a line under the first turkey.
- 4 Draw a square around the first scarecrow.
- 5 Write a direction to fit one of the remaining pictures.

Name _____

All in a Row

Use ordinal numbers to finish numbering the animals.



1st




2nd



4th



1 What animal is 3rd?

2 What animal is after the  ?

3 What animal is before the  ?

4 What animal is in between the  and the  ?




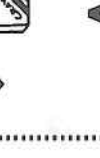


5 What animal is 7th?



Name _____

Back-to-School Patterns

Finish labeling each pattern.

1      

A B A B _____







2      







A A B A _____






3      

A B C A _____






Look at each pattern. What kind of pattern is it? Circle the answer.

4       **AAB AB**

5       **ABC ABB**

6       **ABC ABBC**

Use crayons to color an ABB pattern.

7      

Name _____

Tie Patterns

Use letters to finish labeling each pattern.

1



A B

—

A

B

—

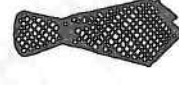
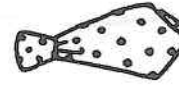
A

B

—

B

2



A

B

C

A

B

C

—

B

3



A

A

B

—

B

A

A

B

Look at each pattern. What kind of pattern is it? Circle the answer.

4



A

B

A

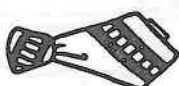
B

A

B

C

5



A

B

C

A

B

B

6

Use red, yellow, and blue crayons to color an ABC pattern on the ties below.



Name _____

Problem Solving: Use Objects

Write.

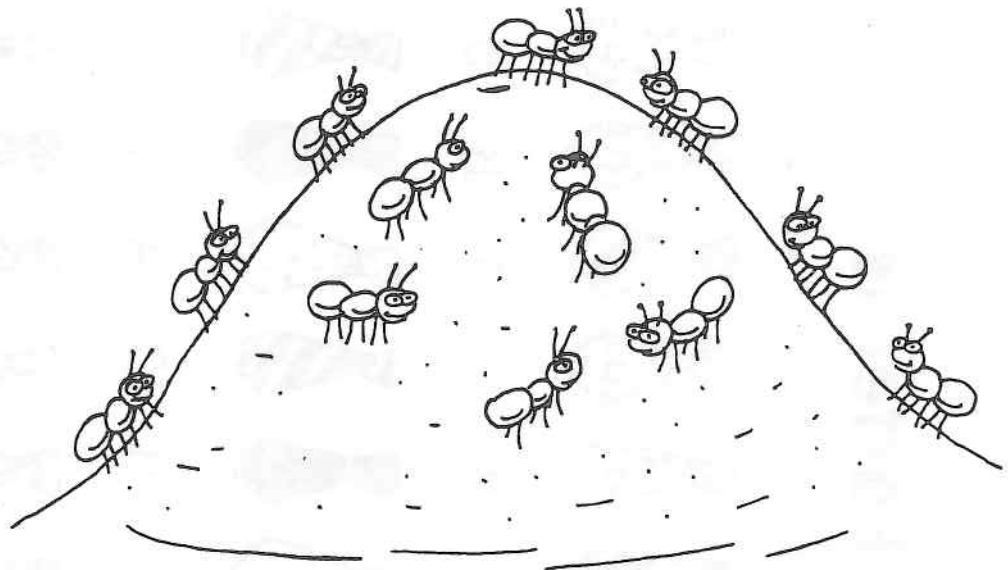
Estimate.

Count.



Estimate.

Count.



Directions About how many birds (ants) do you see? Write your estimate. Place a bean on each bird (ant), and then count the beans. **Notes for Home** Your child estimated and then counted to check the number of animals in each picture. He or she wrote the number to tell how many. **Home Activity:** Ask your child to estimate and check the number of windows in a house or apartment building.

Estimating and Measuring

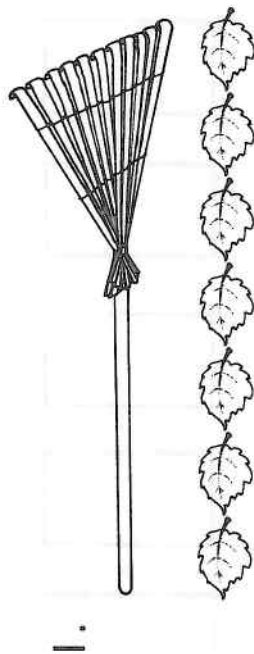
Measure the following items found in your home.
Estimate the length of each before you measure the item.

	Estimate	Actual length
1. What is the length of the pencil you are using?	<input type="text"/>	<input type="text"/>
2. What is the length of a house key?	<input type="text"/>	<input type="text"/>
3. What is the length of a comb?	<input type="text"/>	<input type="text"/>
4. What is the length of a paper clip?	<input type="text"/>	<input type="text"/>
5. What is the length of the edge of your favorite book?	<input type="text"/>	<input type="text"/>
6. What is the length of a carrot in your refrigerator?	<input type="text"/>	<input type="text"/>
7. What is the length of your index finger?	<input type="text"/>	<input type="text"/>
8. What is the length of a fork?	<input type="text"/>	<input type="text"/>
9. What is the length of your shoe?	<input type="text"/>	<input type="text"/>
10. What is the length of a cookie sheet?	<input type="text"/>	<input type="text"/>

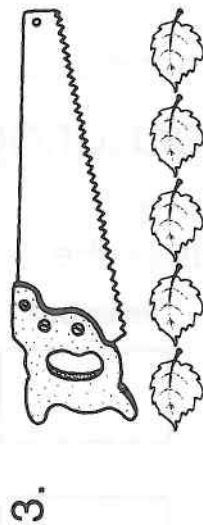
Math Problem of the Day

Name _____

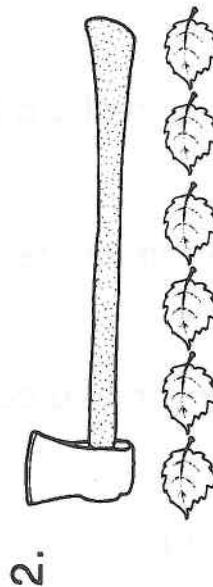
How many leaves long is each item? Write the answer.



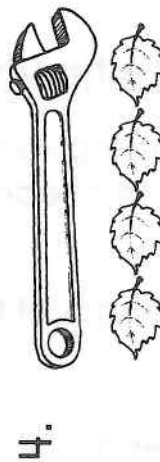
_____ leaves



_____ leaves



_____ leaves



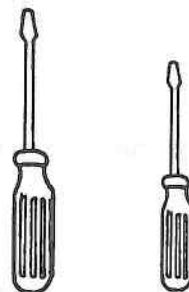
_____ leaves



1. Circle the longest one.



2. Circle the shortest one.



inches

1 2 3 4 5 6 7

Name _____

Let's Get Cooking!

Cut out the inch ruler and use it to measure the cooking tools.
Write the length of each item to the nearest inch.

1



_____ inches

2



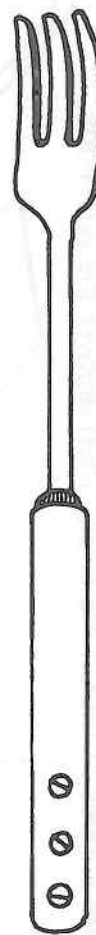
_____ inches

3



_____ inches

4



_____ inches

5









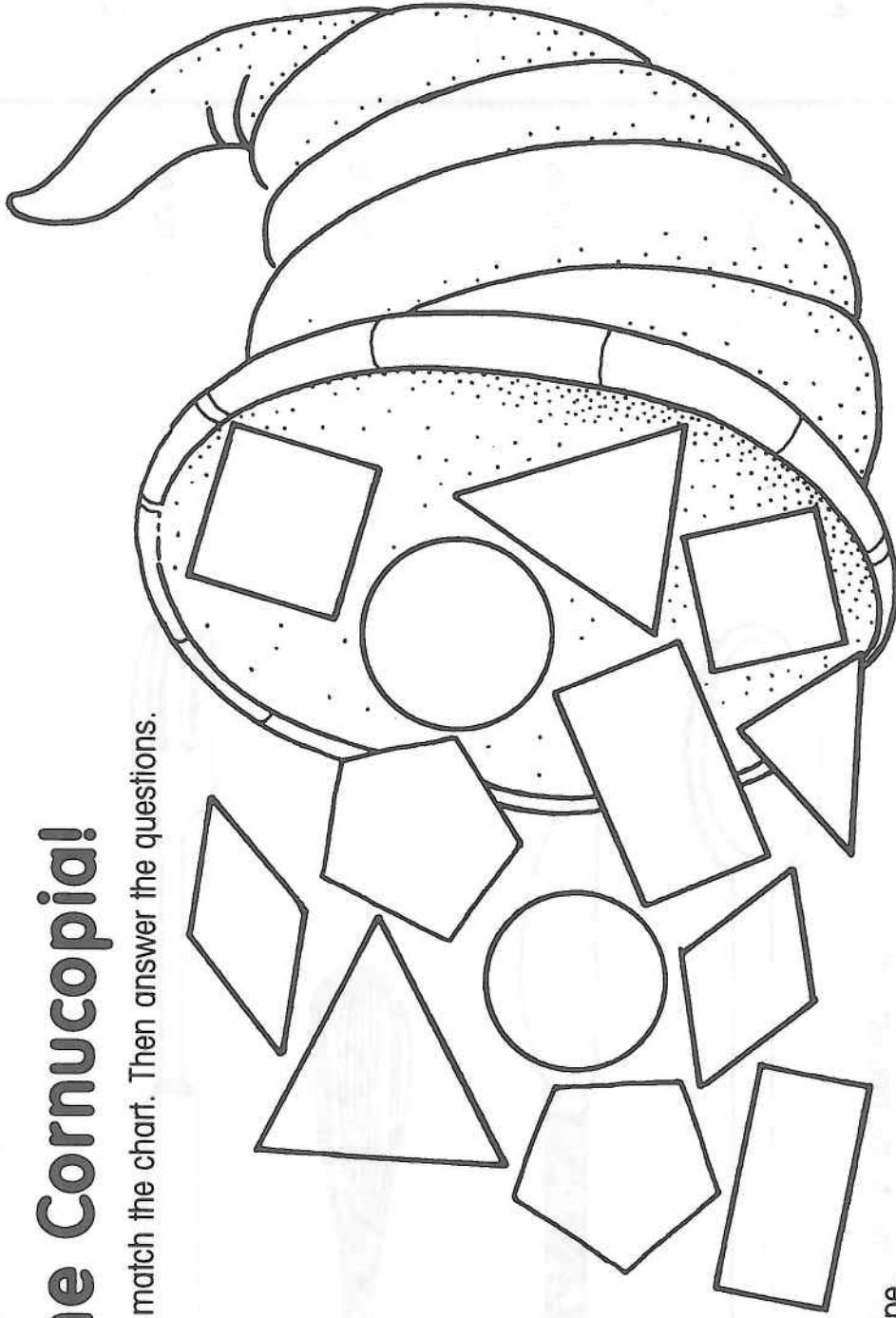
_____ inches

Name _____









Color the Cornucopia!

Color the shapes to match the chart. Then answer the questions.

	= red
	= orange
	= yellow
	= green
	= blue
	= purple



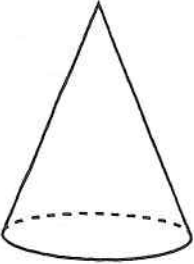
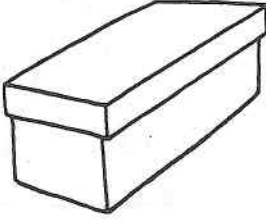

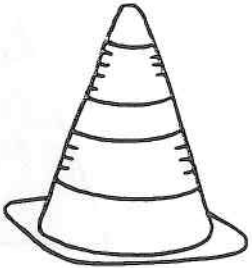
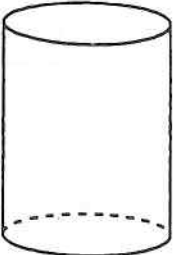
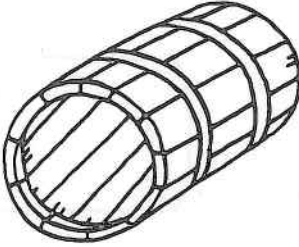
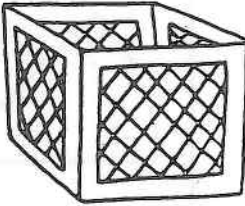
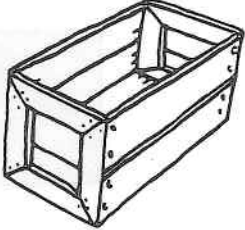
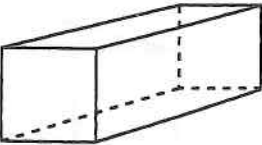
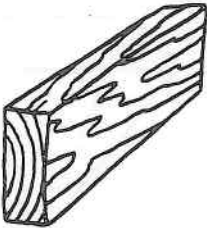
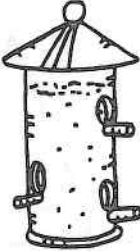

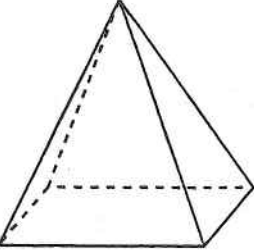

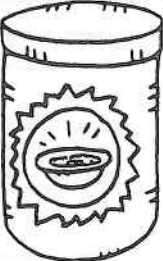
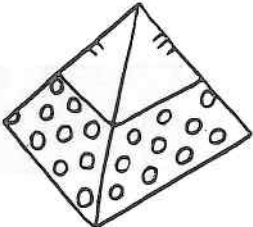
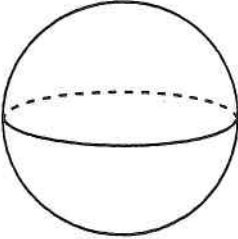
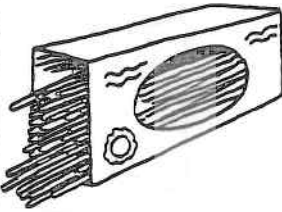


Circle the shape.

- 1  What shape has three sides?   
- 2  What shape has five sides?   

Name _____

Practice
7-1

Explore Solids

Directions For each row, circle the object on the right that is about the same as the solid on the left.

Notes for Home Your child found objects that were the same shape as boxes, cones, pyramids, cans, and balls.

Home Activity: Ask your child to identify solid shapes found in his or her toys and games at home.

Name _____



Find Shapes in Solids

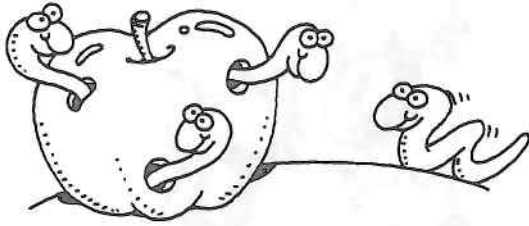
Directions For each row, color the face on each solid shape that matches the shaded stamp print.

Notes for Home Your child found shapes in solids. *Home Activity:* Help your child make a cylinder by cutting out two paper circles the same size for the bottom and top, then cutting out a rectangle to form the cylinder body. Use tape to create the body shape, then attach the bottom and top circles with tape.

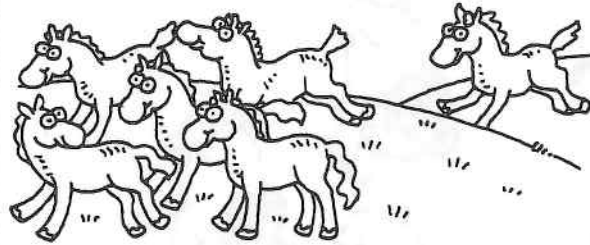
Name _____



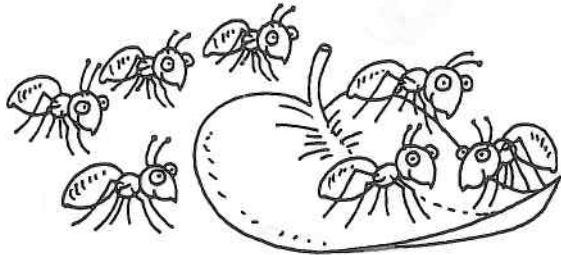
Sums to 6 and 7



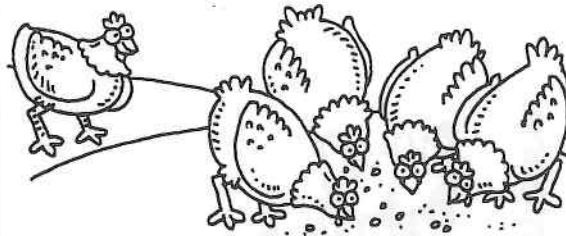
3 and 1 is



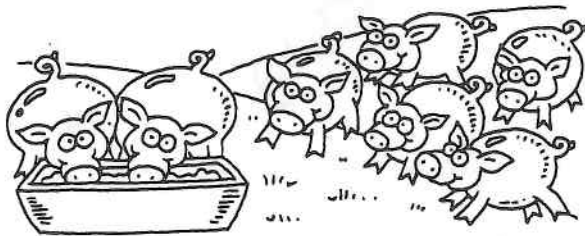
5 and 1 is



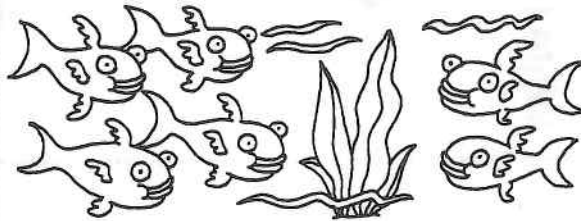
4 and 3 is



1 and 4 is



2 and 5 is



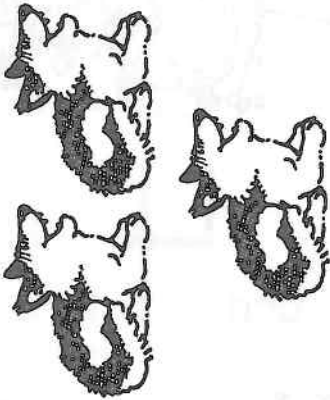
4 and 2 is

Notes for Home Your child wrote the sums for the joining actions. *Home Activity:* Ask your child to use toys to act out adding 1 and then 2 to 5.

Name _____

Math Problem of the Day

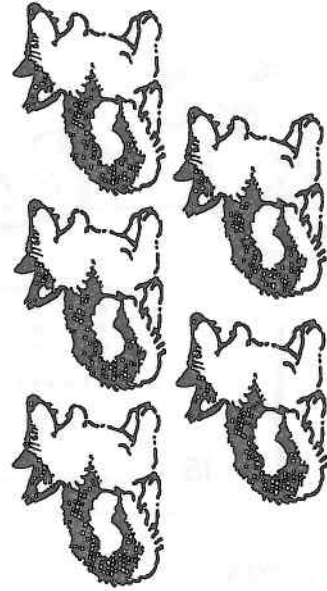
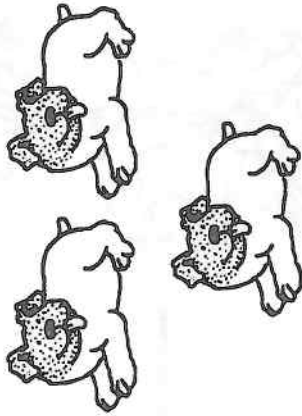
Write the addition sentence.



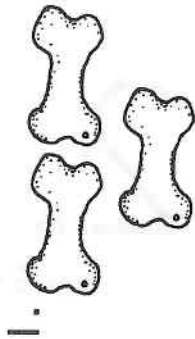
1. _____ + _____ = _____



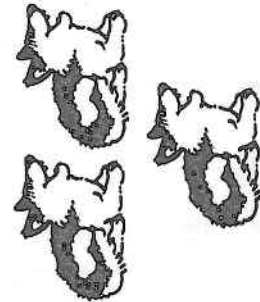
2. _____ + _____ = _____



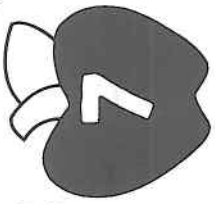
How many?



1. _____



2. _____

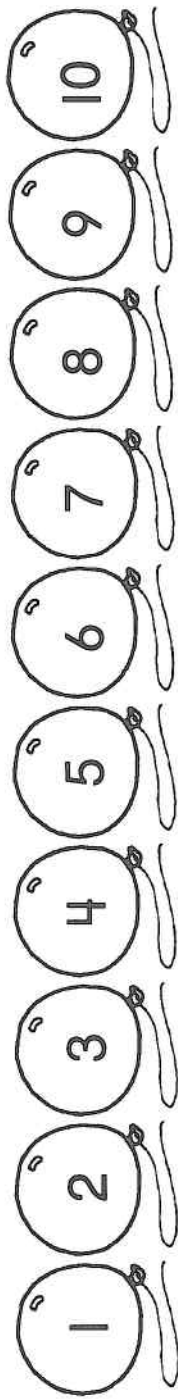


Using Number Lines to Add

Name _____

Math Problem of the Day

Use the number line to solve each problem.



1.
$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

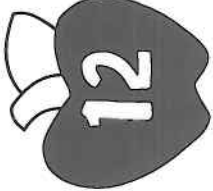
6.
$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$



1. Draw two squares.

2. Draw eight squares.

3. Draw four squares.



Solving Addition Word Problems

Math Problem of the Day

Name _____

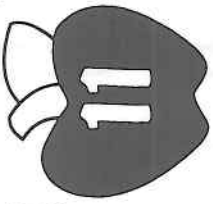
Draw a picture to solve the problem.
 Write the number sentence on the line.

Dennis planted two apple seeds and seven pumpkin seeds.
 How many seeds did Dennis plant in all?



1. Color 8 apples.

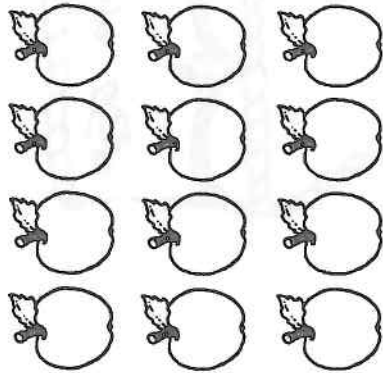
2. Color 5 pumpkins.



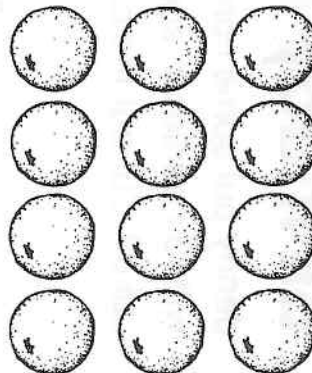
Name _____

Math Problem of the Day

1. Color 3 apples.



2. Color 7 oranges.



Draw a picture to solve the problem.

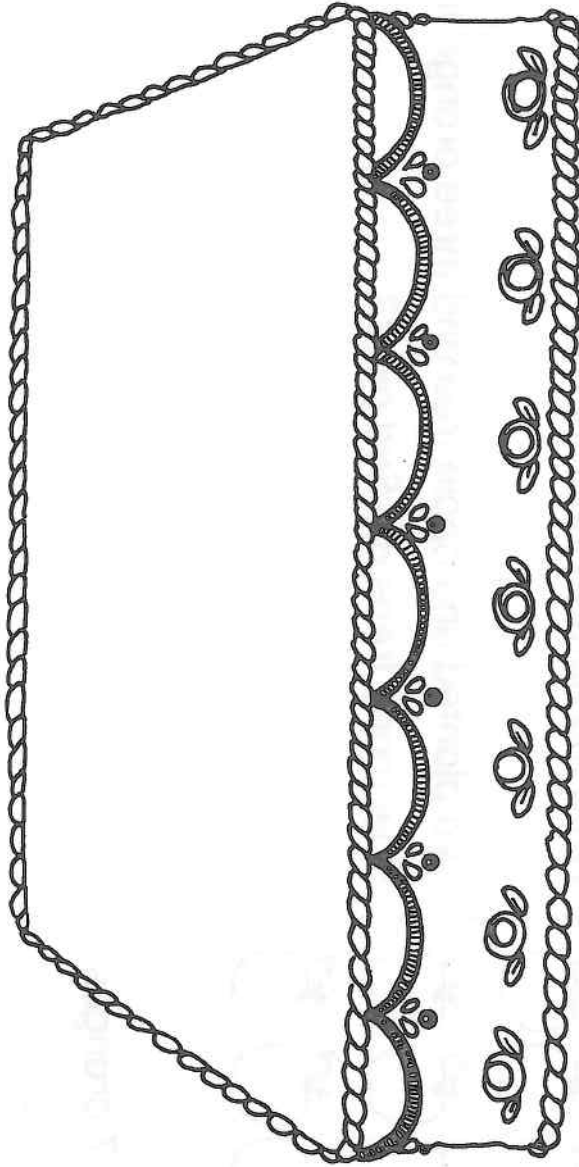
Write the number sentence on the line.

Syd planted one apple tree and three orange trees.

How many trees did Syd plant?

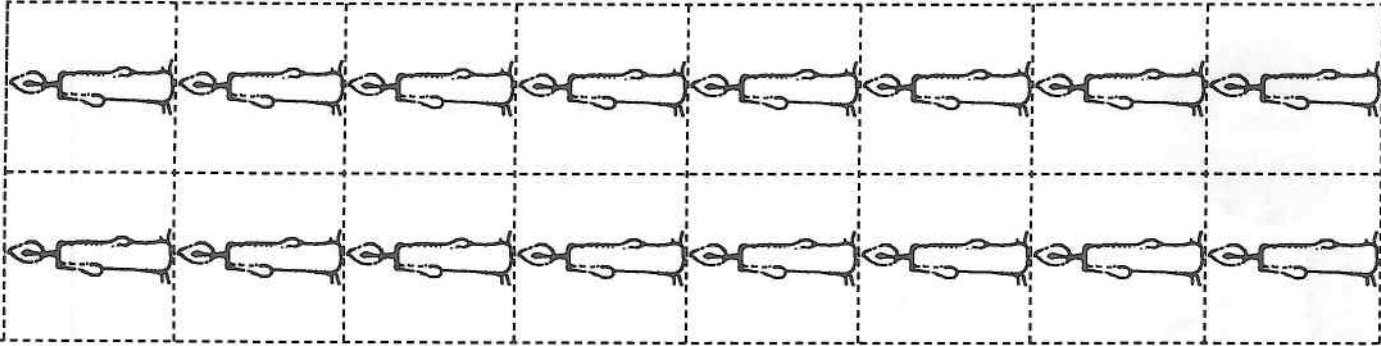
Birthday Candles

Jenny put some candles on the birthday cake. She made 2 rows of candles with 3 candles in each row. How many candles did Jenny put on the birthday cake? Cut out the candles and glue them to the cake to illustrate the story.



Write the math problem and finish the sentence telling about the answer.

Jenny put _____ candles on the birthday cake.





Using Number Lines to Subtract

Math Problem of the Day

Name _____

Use the number line to solve each problem.



1. $8 - 5 = \underline{\quad}$ 2. $9 - 8 = \underline{\quad}$ 3. $6 - 4 = \underline{\quad}$

4. $2 - 1 = \underline{\quad}$ 5. $5 - 3 = \underline{\quad}$ 6. $7 - 2 = \underline{\quad}$



Use the cups to solve each problem.

1. $9 - \underline{\quad} = 4$

2. $6 - \underline{\quad} = 5$

Name _____

WRITING SUBTRACTION SENTENCES

Dominoes Subtraction

Cut out the dominoes. Glue each domino in one of the boxes. Circle the smaller number of pips on the domino. Subtract the smaller number from the larger number. Write the math problem.

— — = — —

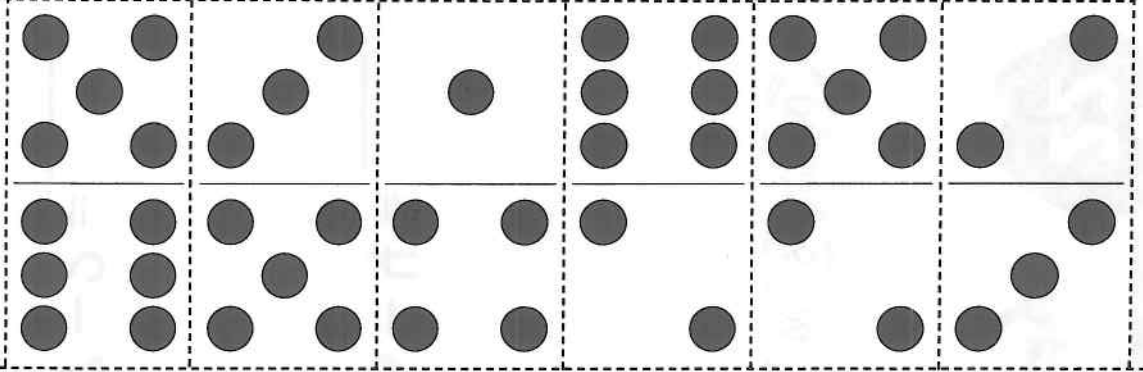
— — = — —

— — = — —

— — = — —

— — = — —

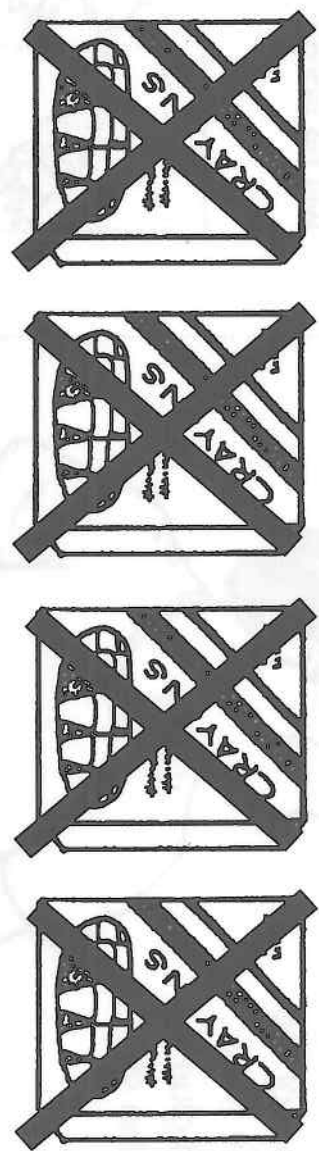
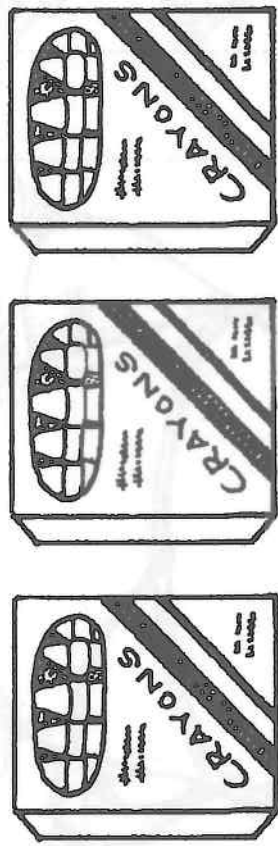
— — = — —



Math Problem of the Day

Name _____

Write the subtraction problem.

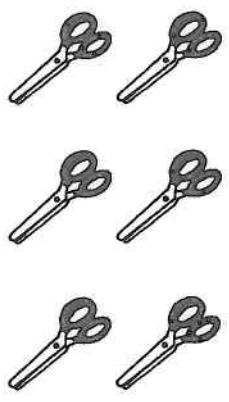


_____ = _____

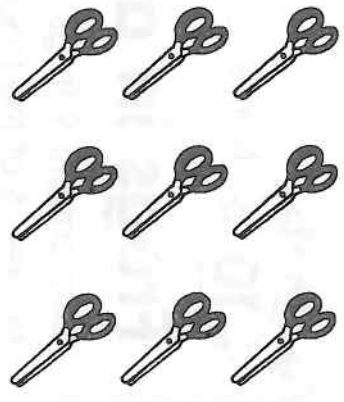


Cross out the scissors to solve each problem.

1. $6 - 1 =$ _____



2. $9 - 6 =$ _____

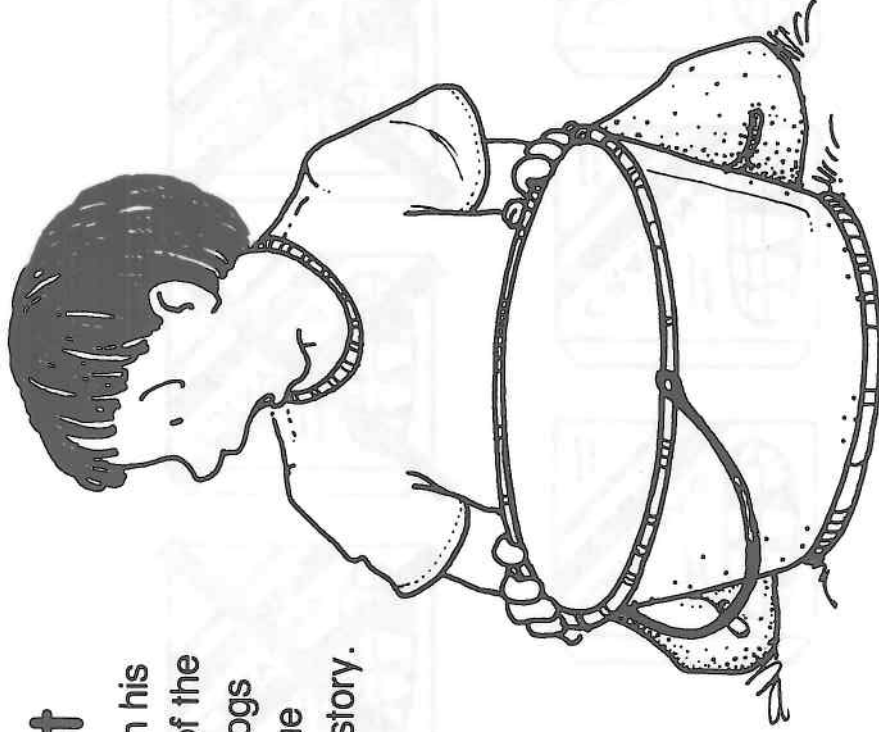


Name _____

SOLVING WORD PROBLEMS

Frogs in a Bucket

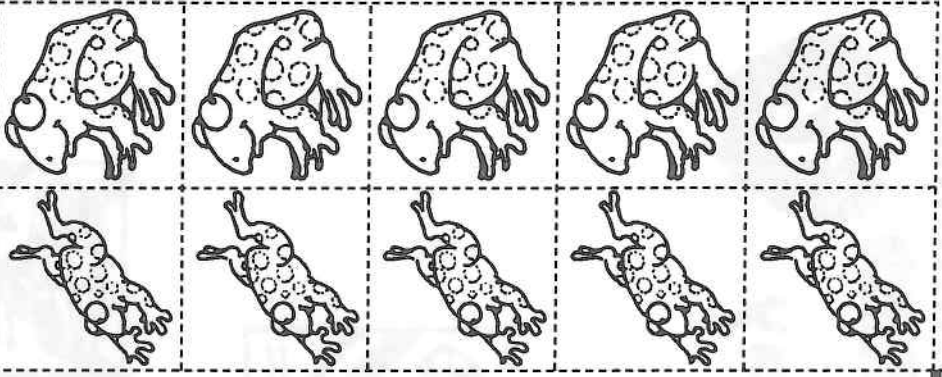
Sam caught 9 frogs and put them in his bucket. 6 of the frogs jumped out of the bucket and ran away. How many frogs were left? Cut out the frogs and glue them to the picture to illustrate the story.

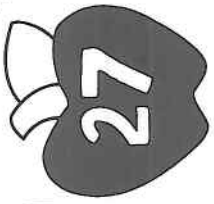


1 Write the math problem and a sentence telling about the answer.

2

If Sam sells the frogs left in his bucket for 5¢ each, how much money will he earn?





Name _____

Math Problem of the Day

Draw a picture to solve the problem.

Write the number sentence on the line.

Lucy had six ice cream cones. She ate two of them.

How many ice cream cones are left?



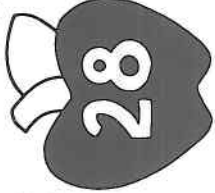
Count backwards.

1. 17, _____, 15,

2. 13, 12, _____,

3. 19, _____, 17,

4. 14, 13, _____,



Name _____
Solving Subtraction Word Problems

Math Problem of the Day

Count backwards.

1. 4, 3, _____,

2. 8, _____,

_____ 5

3. 11, _____, 9,

4. 16, _____,

_____ 13

Draw a picture to solve the problem.

Write the number sentence on the line.

Benny poured eight cups of milk. He gave three cups to his friends.
How many cups of milk does Benny have left?

Name _____

Finding the Difference

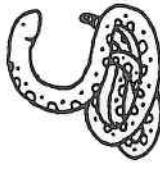
Count the legs.



1 _____ legs



2 _____ legs



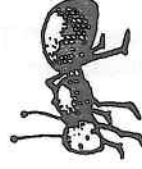
3 _____ legs



4 _____ legs

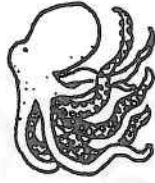


5 _____ legs



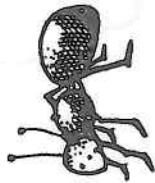
6 _____ legs

Count the legs on each animal. Use the information to solve the math problems below. The first problem is done for you.



7

$$\begin{array}{r} 8 \\ \text{(legs)} \end{array} - \begin{array}{r} 6 \\ \text{(legs)} \end{array} = \begin{array}{r} 2 \\ \text{(legs)} \end{array}$$



10



=

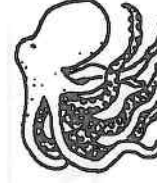


8

$$\begin{array}{r} 8 \\ \text{(legs)} \end{array} - \begin{array}{r} 6 \\ \text{(legs)} \end{array} = \begin{array}{r} 2 \\ \text{(legs)} \end{array}$$



11



=

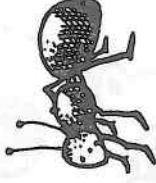


9

$$\begin{array}{r} 9 \\ \text{(legs)} \end{array} - \begin{array}{r} 6 \\ \text{(legs)} \end{array} = \begin{array}{r} 3 \\ \text{(legs)} \end{array}$$



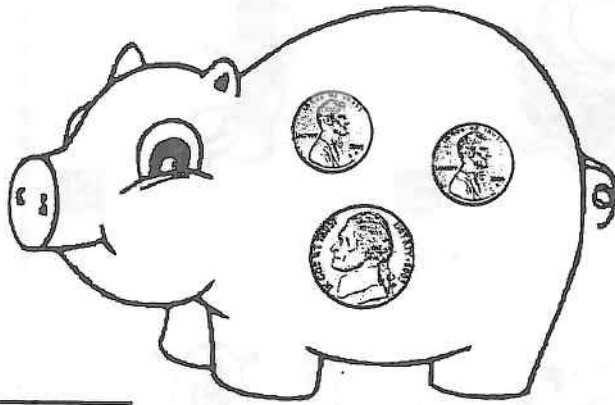
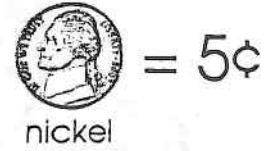
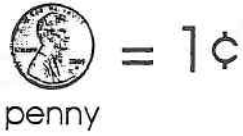
12



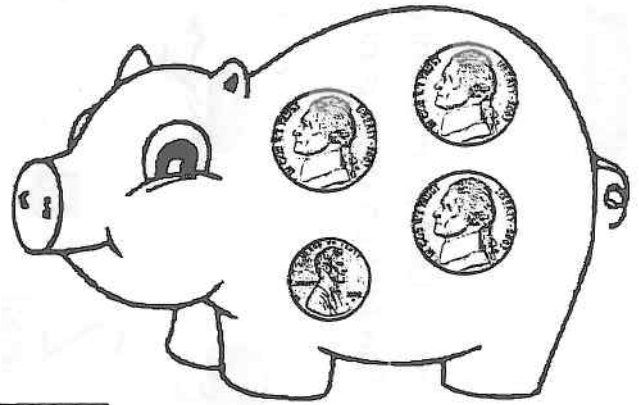
=

Adding Coins

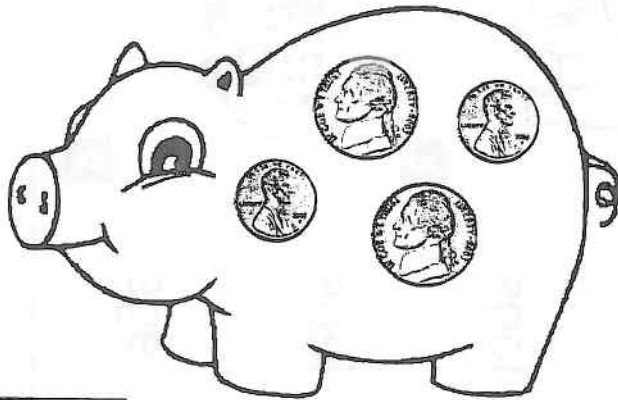
Add the coins in each piggy bank and write the total amount in the box.



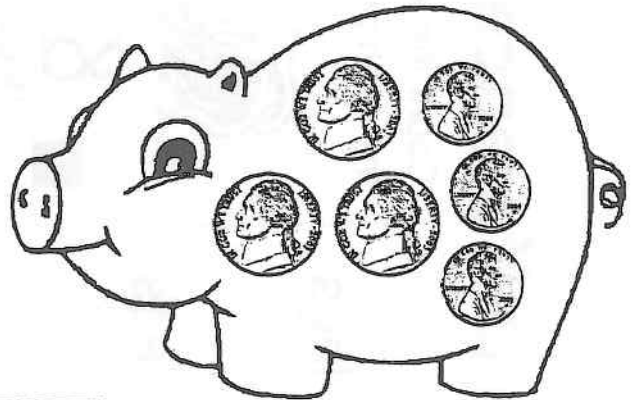
7¢



16¢



12¢



18¢

Name _____



Use Dimes



18¢ 7¢ 12¢



11¢ 15¢ 16¢



7¢ 12¢ 16¢



9¢ 18¢ 5¢

Directions Circle the amount of money in each hand. **Notes for Home** Your child identified amounts of money to 19¢ shown with dimes, nickels, and pennies. **Home Activity:** Make available a quantity of pennies, nickels, and dimes. Ask your child to show you 17¢ with at least two kinds of coins. (Possible answers: 1 nickel, 12 pennies; 2 nickels, 7 pennies; 1 dime, 7 pennies; 1 dime, 1 nickel, 2 pennies)

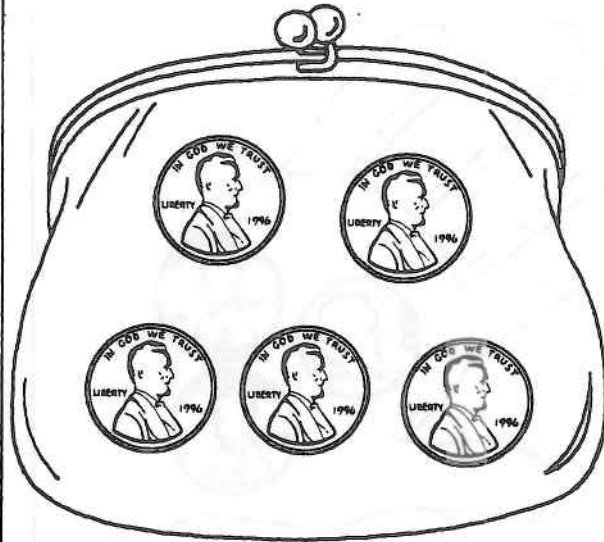
Name _____

Practice
9-7

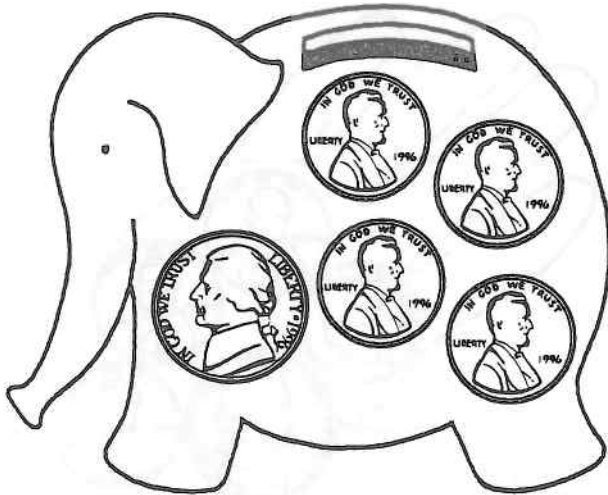
Count Coins



4¢ 7¢ 8¢



4¢ 3¢ 5¢



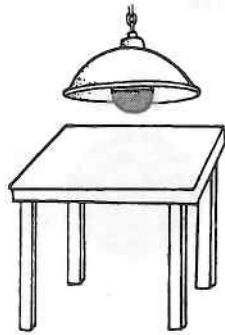
9¢ 5¢ 8¢



3¢ 5¢ 7¢

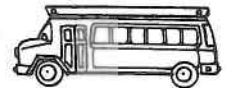
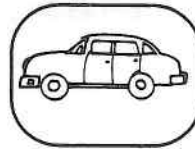
Directions Circle the total amount of money shown in each picture. **Notes for Home** Your child counted coins to 9¢. **Home Activity:** Ask your child to show you two ways to show 6¢ with nickels and pennies. (6 pennies or 1 penny and 1 nickel)

above



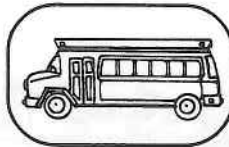
The light is above the table.

before



The car is before the truck.

after



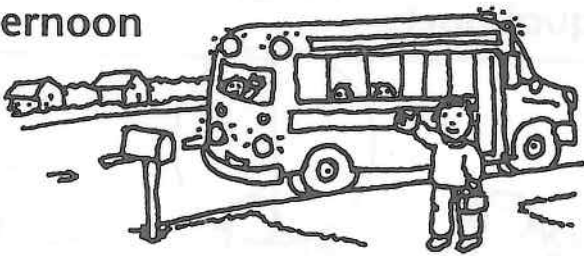
The bus is after the truck.

below



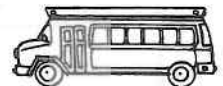
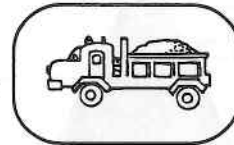
The table is below the light.

afternoon



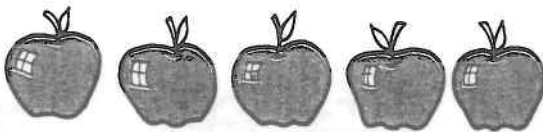
I get home in the afternoon.

between



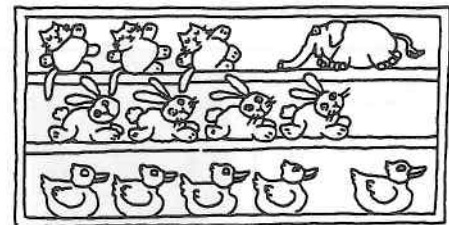
The truck is between the car and the bus.

all



All of the apples are red.

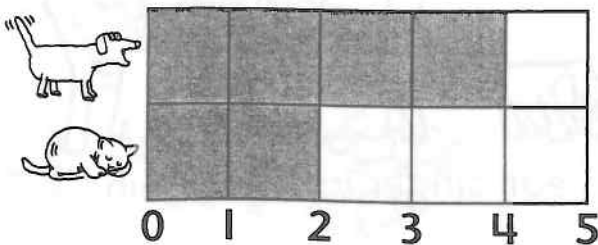
bottom



The ducks are on the bottom shelf.

bar graph

Favorite Pets



calendar

November						
S	M	T	W	T	F	S
		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			

