



# Grade 1 Mathematics

## Student At-Home Activity Packet

This At-Home Activity Packet includes practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 1 Math  
concepts covered in  
this packet!



**Count on to add.****Example**

5



$$\underline{6}, \underline{7}$$

5

+

2

=

7**1**

7



\_\_\_\_\_

7

+

1

=

\_\_\_\_\_

**2**

8



\_\_\_\_\_, \_\_\_\_\_

8

+

2

=

\_\_\_\_\_

**3**

7



\_\_\_\_\_, \_\_\_\_\_

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

**4**

6



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

## Discuss It

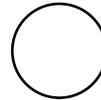
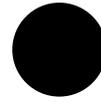
Did you always start at 1 when you counted? Explain.

**Use what you know about doubles to solve.****Example**

1 black sticker. 1 white sticker.

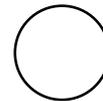
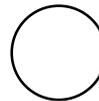
How many stickers in all?

$1 + 1 = \underline{2}$

 $\underline{2}$  stickers**1** 1 black sticker. 2 white stickers.

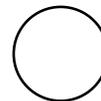
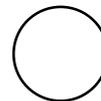
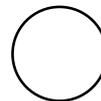
How many stickers in all?

$1 + 2 = \underline{\quad}$

 $\underline{\quad}$  stickers**2** 3 white stickers. 3 black stickers.

How many stickers in all?

$3 + 3 = \underline{\quad}$

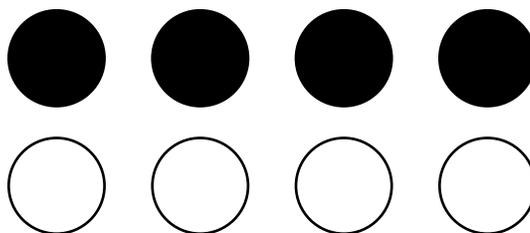
 $\underline{\quad}$  stickers

**3** 4 black stickers. 4 white stickers.

How many stickers in all?

$$4 + 4 = \underline{\quad}$$

       stickers



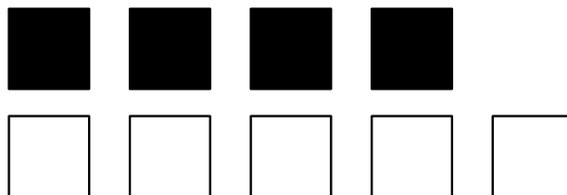
**4** 4 black squares.

5 white squares.

How many squares in all?

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

       squares



## Discuss It

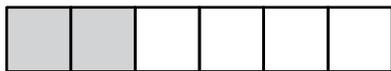
How is  $3 + 3$  like  $3 + 4$ ? How is it different?

Use the blocks. Complete the addition equations.

Example



$$4 + \underline{2} = 6$$



$$2 + \underline{4} = 6$$



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



$$1 + \underline{\quad} = 6$$



$$6 + \underline{\quad} = 6$$



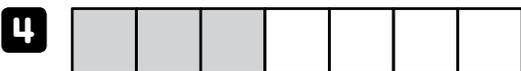
$$0 + \underline{\quad} = 6$$



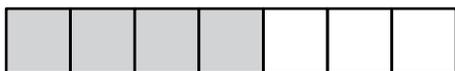
$$5 + \underline{\quad} = 7$$



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



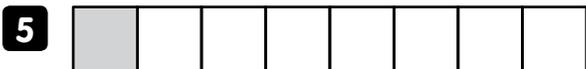
$$3 + \underline{\quad} = 7$$



$$4 + \underline{\quad} = 7$$

**Adding in Any Order**  
with Near Doubles *continued*

Name \_\_\_\_\_



$1 + \underline{\quad} = 8$



$7 + \underline{\quad} = 8$



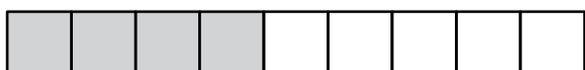
$6 + \underline{\quad} = 8$



$2 + \underline{\quad} = 8$



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



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



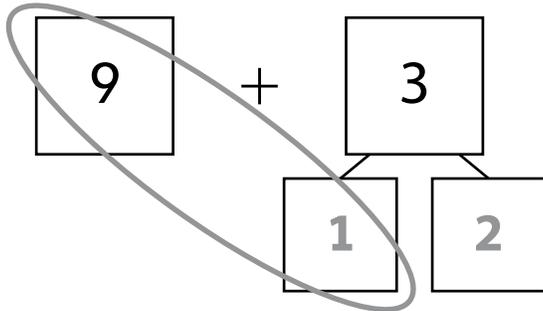
$3 + \underline{\quad} = 9$



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

**Fill in the number bonds to make a ten.**

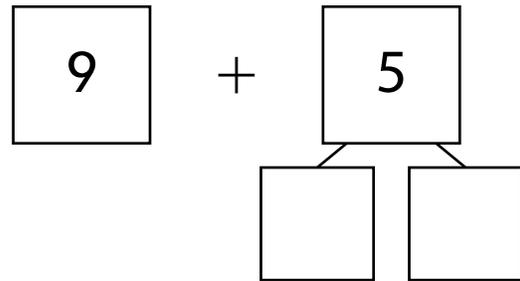
**1** Find  $9 + 3$ .



$10 + 2 = \underline{\quad}$

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

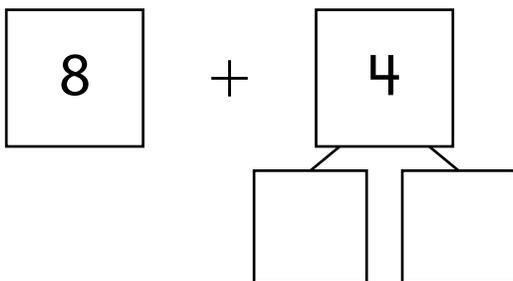
**2** Find  $9 + 5$ .



$10 + 4 = \underline{\quad}$

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

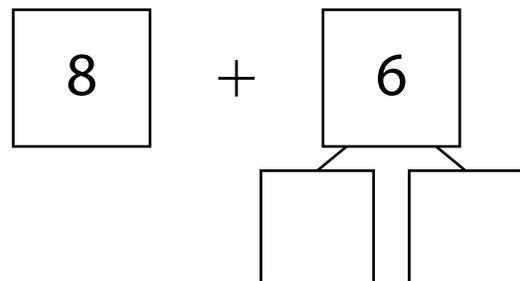
**3** Find  $8 + 4$ .



$10 + 2 = \underline{\quad}$

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

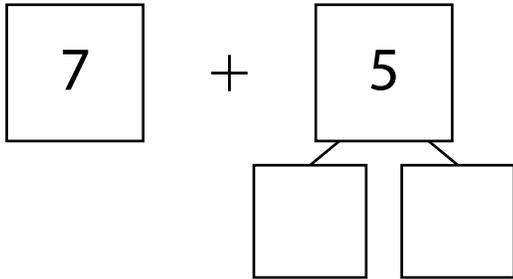
**4** Find  $8 + 6$ .



$10 + 4 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

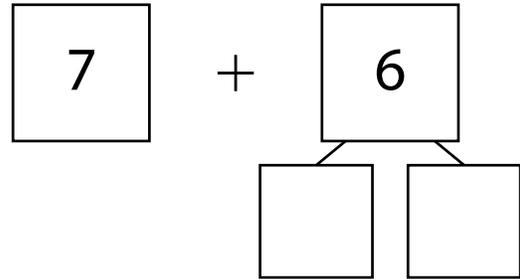
**5** Find  $7 + 5$ .



$$10 + 2 = \underline{\quad}$$

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

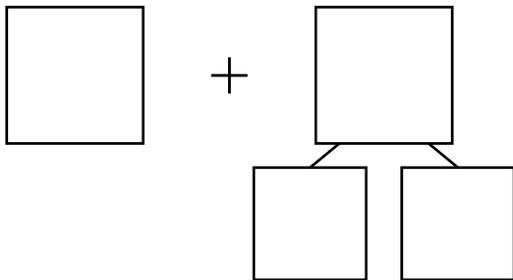
**6** Find  $7 + 6$ .



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

$$7 + 6 = \underline{\quad}$$

**7** Find  $7 + 4$ .



$$10 + 1 = \underline{\quad}$$

$$7 + 4 = \underline{\quad}$$

### Discuss It

How does making a ten help you add two numbers?

**Use addition to help you subtract.**

**1** Find  $6 - 5$ .

$$5 + \underline{1} = 6$$

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

**2** Find  $7 - 6$ .

$$6 + \underline{\quad} = 7$$

$$7 - 6 = \underline{\quad}$$

**3** Find  $5 - 2$ .

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

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

**4** Find  $6 - 4$ .

$$4 + \underline{\quad} = 6$$

$$6 - 4 = \underline{\quad}$$

**5** Find  $8 - 4$ .

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

$$8 - 4 = \underline{\quad}$$

**6** Find  $9 - 7$ .

$$7 + \underline{\quad} = 9$$

$$9 - 7 = \underline{\quad}$$

**7** Write an addition equation that helps you find  $6 - 3$ .  
Then complete the subtraction equation.

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

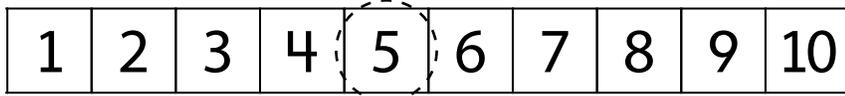
$$6 - 3 = \underline{\quad}$$

**Discuss It**

How can an addition equation help you solve a subtraction equation?

**Example**Find  $5 - 3$ .

Start at 3. Count on to 5.



$3 + \underline{2} = 5$

$5 - 3 = \underline{2}$

**1** Find  $6 - 4$ .

$4 + \underline{\quad} = 6$

$6 - 4 = \underline{\quad}$

**2** Find  $7 - 3$ .

$3 + \underline{\quad} = 7$

$7 - 3 = \underline{\quad}$

**3** Find  $8 - 6$ .

$6 + \underline{\quad} = 8$

$8 - 6 = \underline{\quad}$

**4** Find  $9 - 8$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$8 + \underline{\quad} = 9$

$9 - 8 = \underline{\quad}$

**5** Find  $6 - 5$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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

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

**6** Find  $9 - 4$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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

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

**7** Find  $8 - 2$ .

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$2 + \underline{\quad} = 8$

$8 - 2 = \underline{\quad}$

### Discuss It

How is solving  $6 - 4$  the same as solving  $9 - 4$ ?

How is it different?

## Making a Ten to Subtract

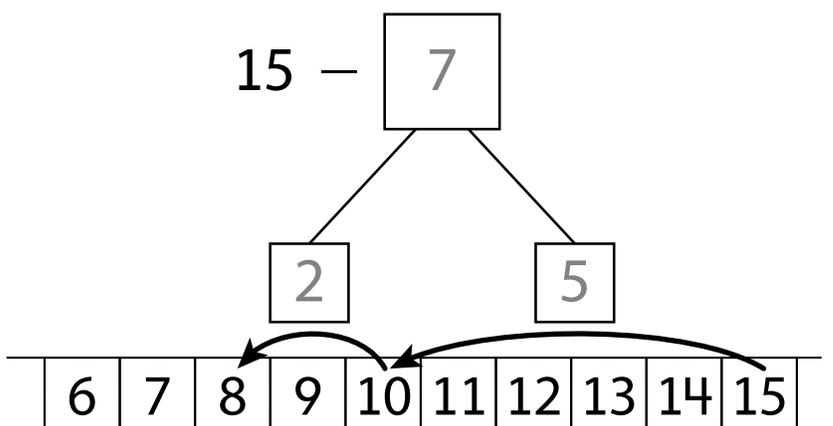
Name \_\_\_\_\_

**1** Find  $15 - 7$ .

$$15 - \underline{5} = 10$$

$$10 - 2 = \underline{8}$$

$$15 - 7 = \underline{\quad}$$

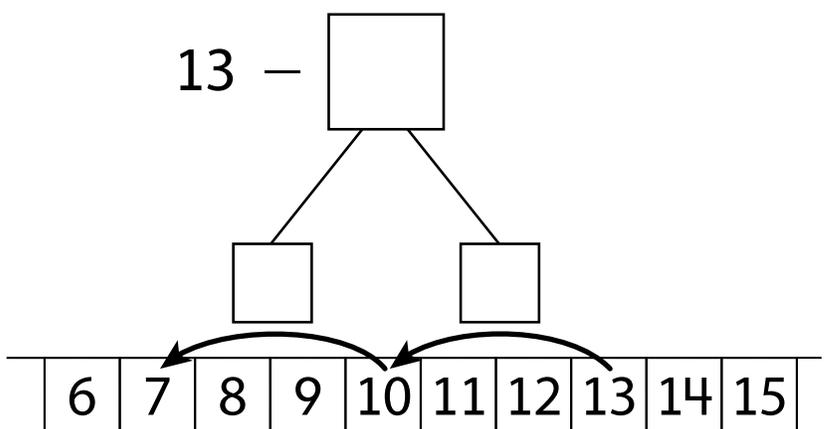


**2** Find  $13 - 6$ .

$$13 - \underline{\quad} = 10$$

$$10 - 3 = \underline{\quad}$$

$$13 - 6 = \underline{\quad}$$

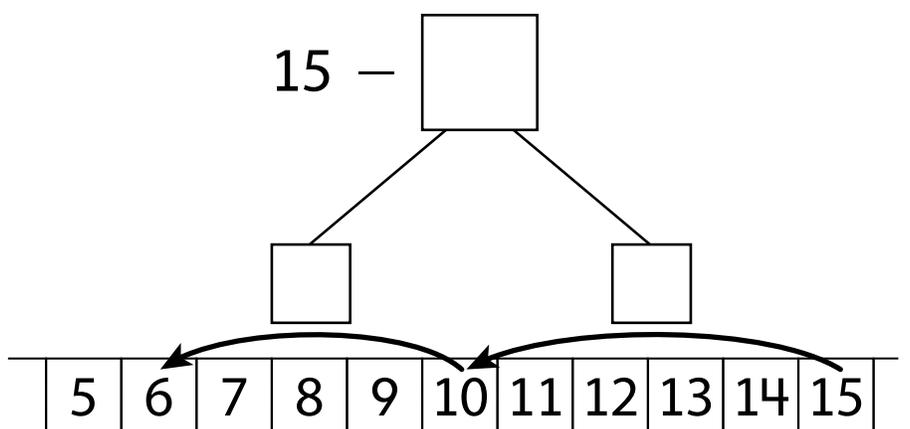


**3** Find  $15 - 9$ .

$$15 - \underline{\quad} = 10$$

$$10 - 4 = \underline{\quad}$$

$$15 - 9 = \underline{\quad}$$

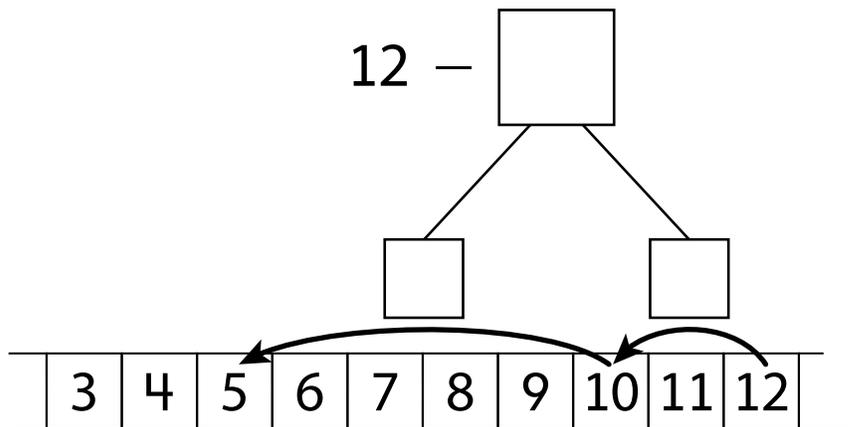


**4** Find  $12 - 7$ .

$12 - \underline{\quad} = 10$

$10 - 5 = \underline{\quad}$

$12 - 7 = \underline{\quad}$

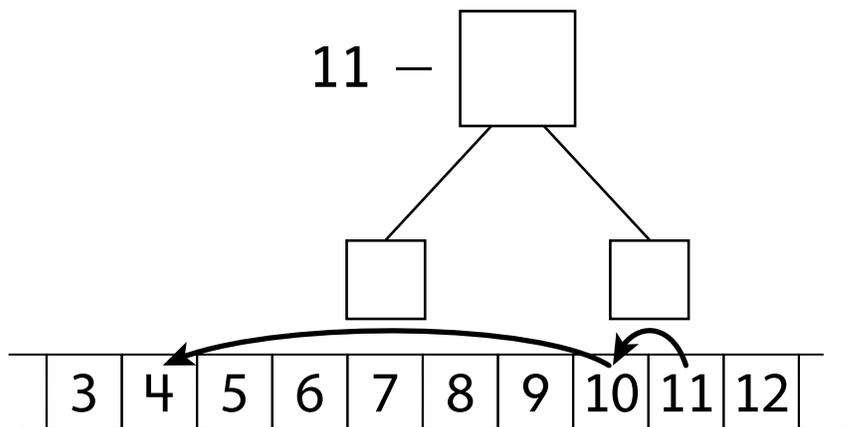


**5** Find  $11 - 7$ .

$11 - \underline{\quad} = 10$

$10 - 6 = \underline{\quad}$

$11 - 7 = \underline{\quad}$

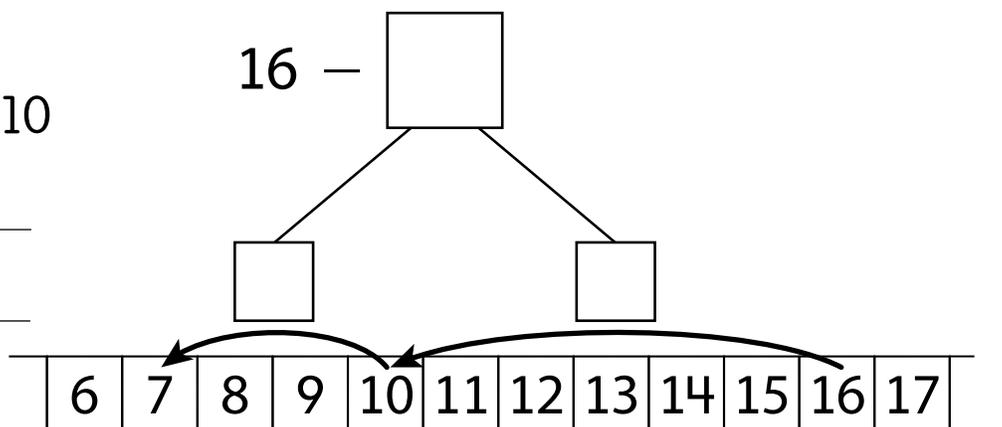


**6** Find  $16 - 9$ .

$16 - \underline{\quad} = 10$

$10 - 3 = \underline{\quad}$

$16 - 9 = \underline{\quad}$





# Grade 1 Reading

## Student At-Home Activity Packet 1

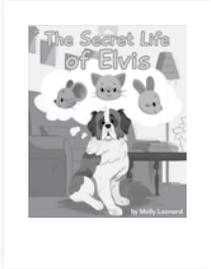
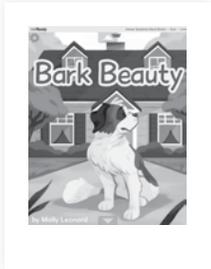
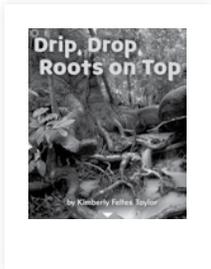
Children will need the support of an adult or older student to complete these lessons, unless they can read independently.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 1  
Reading activities  
included in this packet!

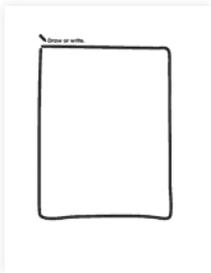


# Grade 1 Reading Activities in Packet 1

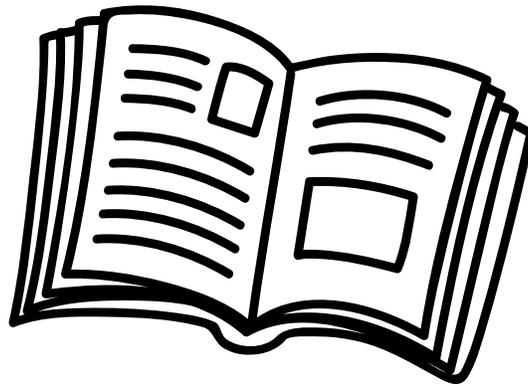
Lesson	Resource	Instructions	Page(s)
1	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "The Secret Life of Elvis"</p> 	<ul style="list-style-type: none"> <li>• Read "Asking Questions" together.</li> <li>• Next, read "The Secret Life of Elvis."</li> <li>• Then, guide the child to choose the correct answer to each question.</li> </ul>	<b>7-17</b>
2	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "Bark Beauty"</p> 	<ul style="list-style-type: none"> <li>• Review "Asking Questions" together.</li> <li>• Next, read "Bark Beauty."</li> <li>• Then, guide the child to choose the correct answer to each question.</li> </ul>	<b>7, 18-26</b>
3	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "Drip, Drop, Roots on Top"</p> 	<ul style="list-style-type: none"> <li>• Read "Asking Questions" together.</li> <li>• Next, read "Drip, Drop, Roots on Top."</li> <li>• Then, guide the child to choose the correct answer to each question.</li> </ul>	<b>27-36</b>

## Section 1 Table of Contents

### Grade 1 Reading Activities in Packet 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
4	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "A Plant's Beast Feast"</p> 	<ul style="list-style-type: none"> <li>• Review "Asking Questions" together.</li> <li>• Next, read "A Plant's Beast Feast."</li> <li>• Then, guide the child to choose the correct answer to each question.</li> </ul>	<b>27, 37–46</b>
5	<p>i-Ready Passage: "Greedy Fawn Makes the Mush"</p> 	<ul style="list-style-type: none"> <li>• Read "Greedy Fawn Makes the Mush" together.</li> </ul>	<b>47–53</b>
5	<p>Draw or Write Page</p> 	<ul style="list-style-type: none"> <li>• After you read "Greedy Fawn Makes the Mush" together, have the child draw a picture of their favorite part.</li> </ul>	<b>54</b>

# Independent Reading!



See pages  
105 and 106  
of this  
packet.



**Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read.** You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

**Encourage daily reading.** And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don't worry about right/wrong answers** when you talk about text—the important thing is that you and your student share a reading experience and have fun!

**Here are some websites that offer fun, free, high-quality material for kids:**

[www.starfall.com](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

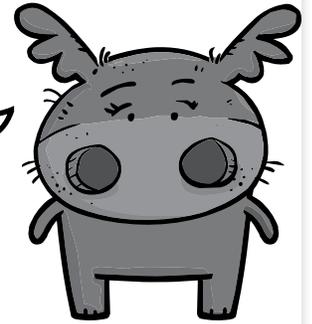
[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

## Listen and Learn

# Asking Questions

A **key detail** is an important piece of information. Asking and answering questions helps you notice key details.



**Here are some questions you can ask about the key details in a story:**

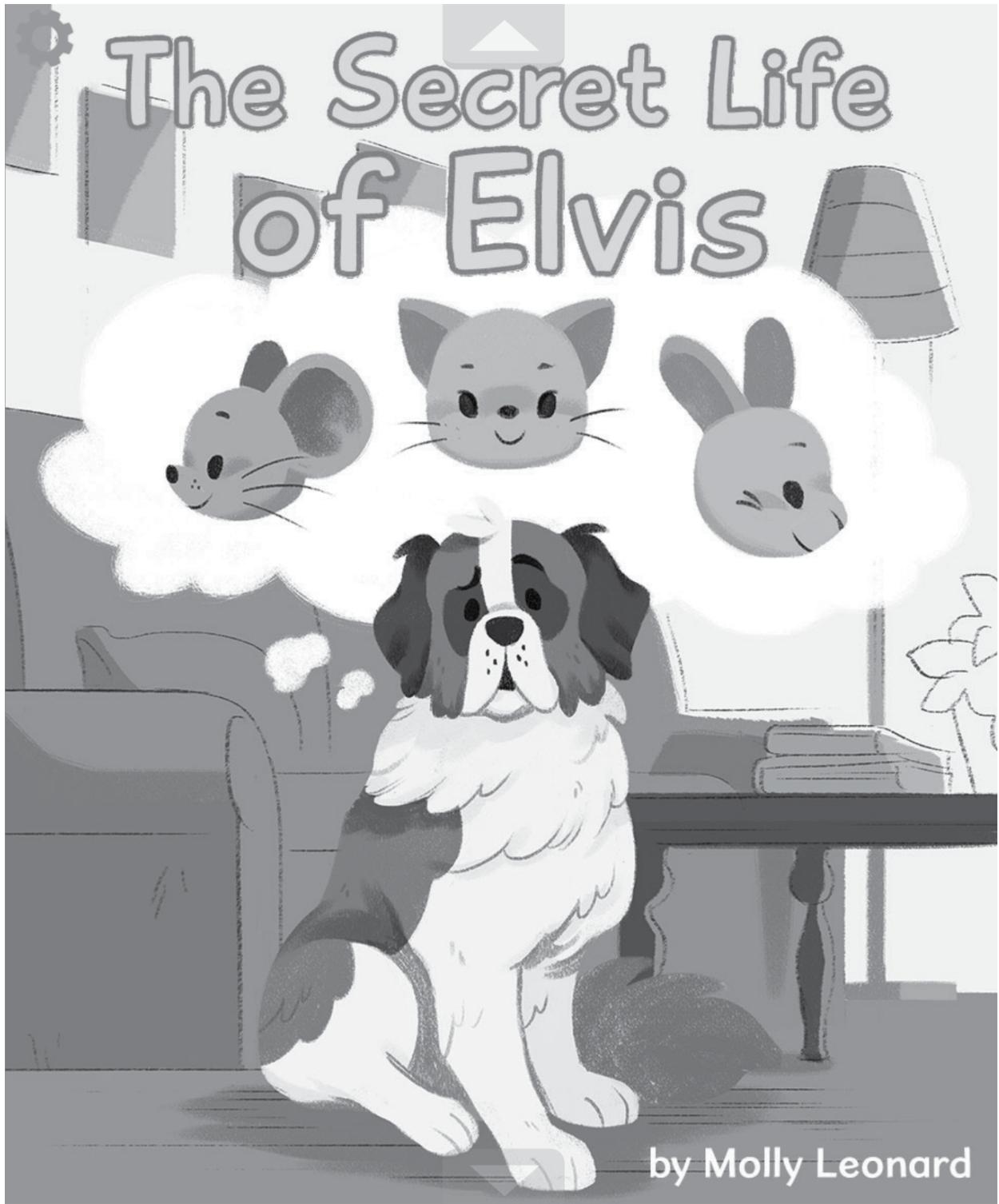
- ▶ Who are the characters?
- ▶ Where are the characters?
- ▶ What are the characters doing?

**Think about:**

When are they doing this?

Why are they doing this?

Asking and answering questions about key details helps you understand how the parts of the story fit together.





People think it is so easy to be a dog.  
They scratch my head and say, “Elvis, your life  
is so easy.”

Boy, are they wrong. Being a dog is hard  
work! I don’t like what I do every day. I just  
can’t do it anymore!





I wake up on a cold, hard floor every day.  
I eat dry dog food for breakfast. Yuck!

Then I have to drag myself out the door to  
chase the mailman. I do NOT want to chase the  
mailman! He is a nice guy. He scratches my  
belly. He feeds me bananas.





What do I do next? I hide in a closet. I am trying to cough up a hairball.

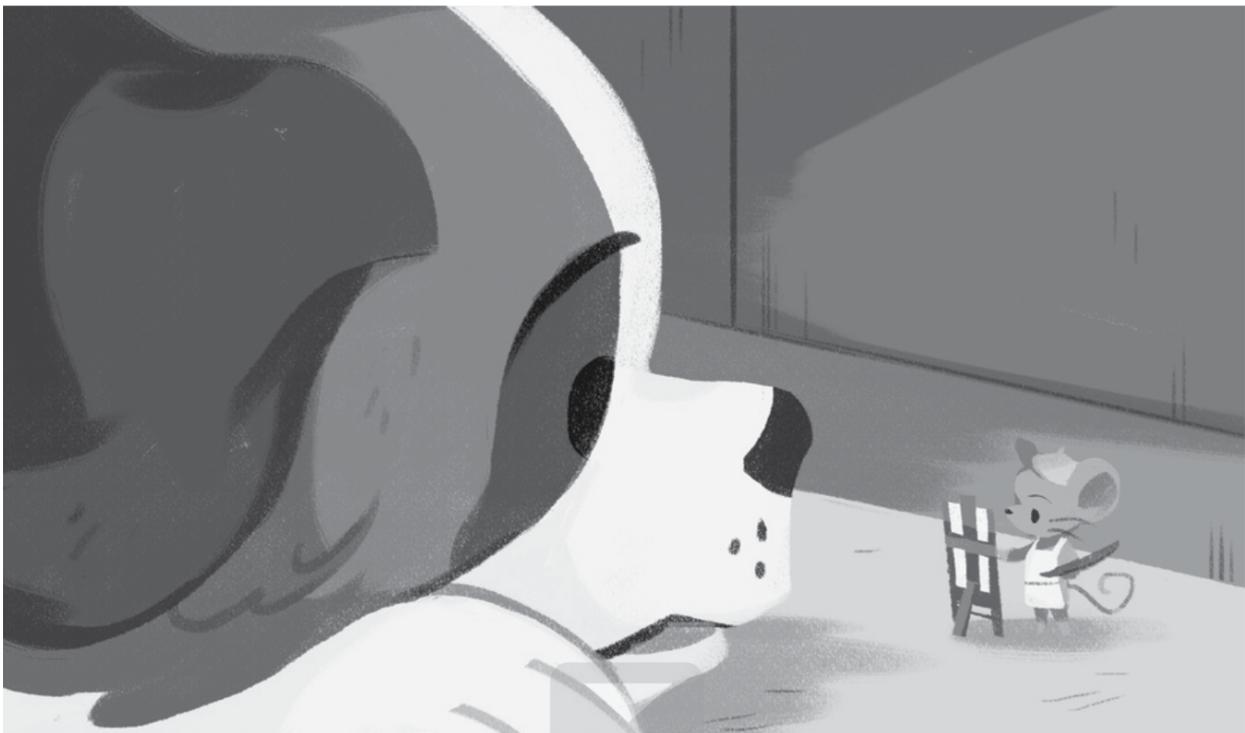
Then I hear someone call, “Elvis! Come!” And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!





Finally, I talk to my best friend, Maxwell.  
“What should I do?” I ask him. Maxwell lives  
under the dishwasher. He is a mouse. He is also  
a painter! Today he is painting a banana.

I say, “I don’t want to be a dog anymore,  
Maxwell. I have no time alone. The food stinks.  
And people throw balls at me!”





“I know what you mean,” Maxwell says as he paints.

“You have to do what makes you happy. That is why I paint beautiful fruit. It makes me happy. Other mice look for crumbs all day. That makes them happy. You have to do what makes YOU happy, Elvis.”





I think about this. Then I say, “Well, I like licking my paws! I like winding around people’s feet so that they trip. And I love drinking milk.”

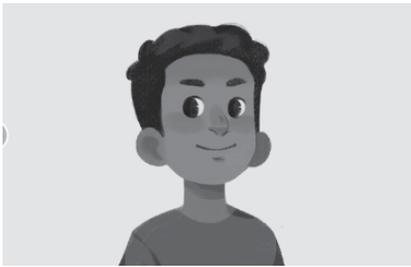
“I’ve got it!” Maxwell cries. “It sounds like you have spent too much time being a dog. Why don’t you try being ... a cat!”



**Question 1** (for p. 1 of passage)

Which character is telling this story?

a.



b.



c.



**Question 2** (for p. 2 of passage)

How is Elvis different from most dogs? Complete the sentence.

Elvis does not like to \_\_\_\_\_ the mailman.

- a. chase
- b. drag
- c. scratch

**Question 3** (for p. 3 of passage)



What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!



Look at the underlined text and the picture. What do you learn about Elvis?

- a. He does not want to eat the meatloaf.
- b. He does not want to hide in a closet.
- c. He does not want to come running.

**Question 4** (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

- a. Maxwell is a little mouse.
- b. Maxwell is his best friend.
- c. Maxwell is a good painter.

**Question 5** (for p. 5 of passage)

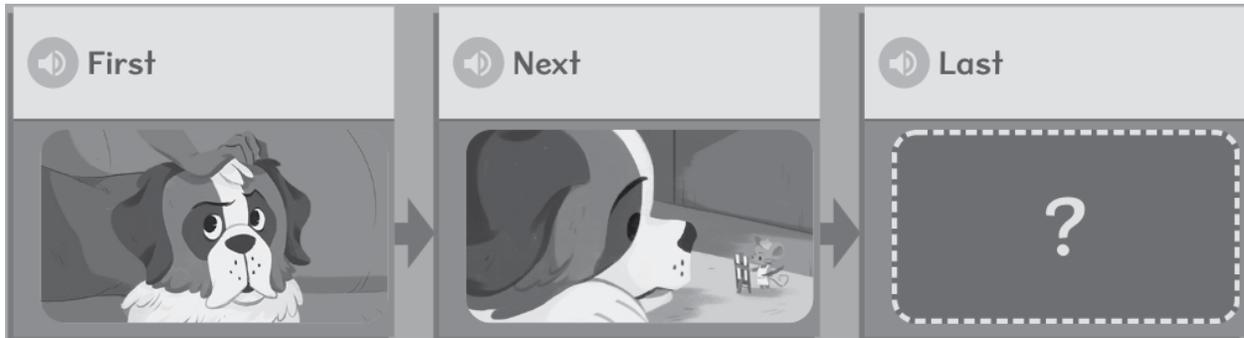
What does Maxwell tell Elvis to do? Complete the sentence.

Do what makes you \_\_\_\_\_.

- a. beautiful
- b. you
- c. happy

**Question 6** (for p. 6 of passage)

Look at the events in the chart. What important event happens at the end? Choose the picture.







The Picklebottoms have a problem.  
Something is wrong with their dog, Elvis.

They are watching him from the window.  
What is Elvis doing?





“Is he sick?” Penny Picklebottom asks.  
“He has been sleeping standing up. Why would he do that?”

“And why would he gallop around the yard?” Mr. Picklebottom asks.

“And why steal my best blanket? Is he cold?” Mrs. Picklebottom adds.





Now everyone is quiet. They watch the dog. Elvis prances through the yard. He has thrown a blanket over his back.

Elvis shakes his head every few steps. His hair blows in the wind. Then he jumps over a low tree branch.





“What does that dog think he is doing?” Mrs. Picklebottom wonders. “Last week, he tried to sit in my lap like a cat. But now what? Dogs don’t prance. They don’t wear blankets.”

Mrs. Picklebottom is right. Elvis is acting strange. He is not acting like a dog at all!





Elvis runs inside. He dashes under Penny's legs. Then he stands up. Penny is sitting on Elvis's back!

Penny's eyes open wide. "He's a horse!" Then she yells, "Giddy-up, Elvis! Let's ride!" And into the garden they go.



**Question 1** (for p. 1 of passage)

What is the Picklbottom's problem?

- a. Something is wrong with their dog.
- b. Something is wrong with their window.
- c. Something is wrong with their tree.

**Question 2** (for p. 2 of passage)

What is this page mostly about?

- a. Elvis is feeling sick.
- b. Elvis is stealing things.
- c. Elvis is acting strange.

**Question 3** (for p. 2 of passage)

How do the Picklebottoms feel about Elvis?

- a. sad
- b. worried
- c. angry

**Question 4** (for p. 3 of passage)

Where is Elvis? Use the text and the picture to answer the question.

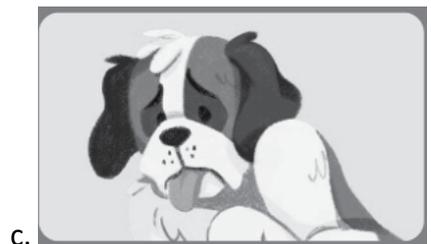
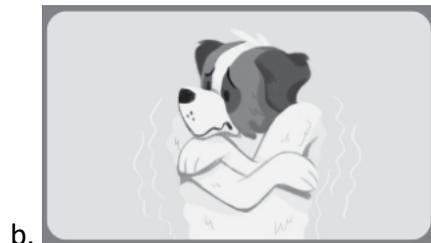


- a. in a forest
- b. in a yard

c. in a park

**Question 5** (for p. 3 of passage)

How is Elvis acting in this part of the story?



**Question 6** (for p. 4 of passage)

What did Elvis do last week?

- a. He sat on a lap.
- b. He wore a blanket.
- c. He pranced around.

**Question 7** (for p. 5 of passage)

Which animal is Elvis acting like now? Complete the sentence.

Elvis is acting like a \_\_\_\_\_.

- a. bird
- b. horse

c. dog

**Question 8** (for p. 5 of passage)

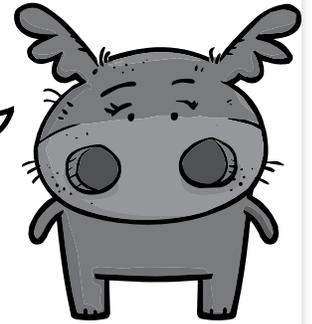
Look at what happens first and next in the story. Choose the event that happens last.

First	Next	Last
		



# Asking Questions

A **key detail** is an important piece of information. Asking and answering questions can help you find key details.



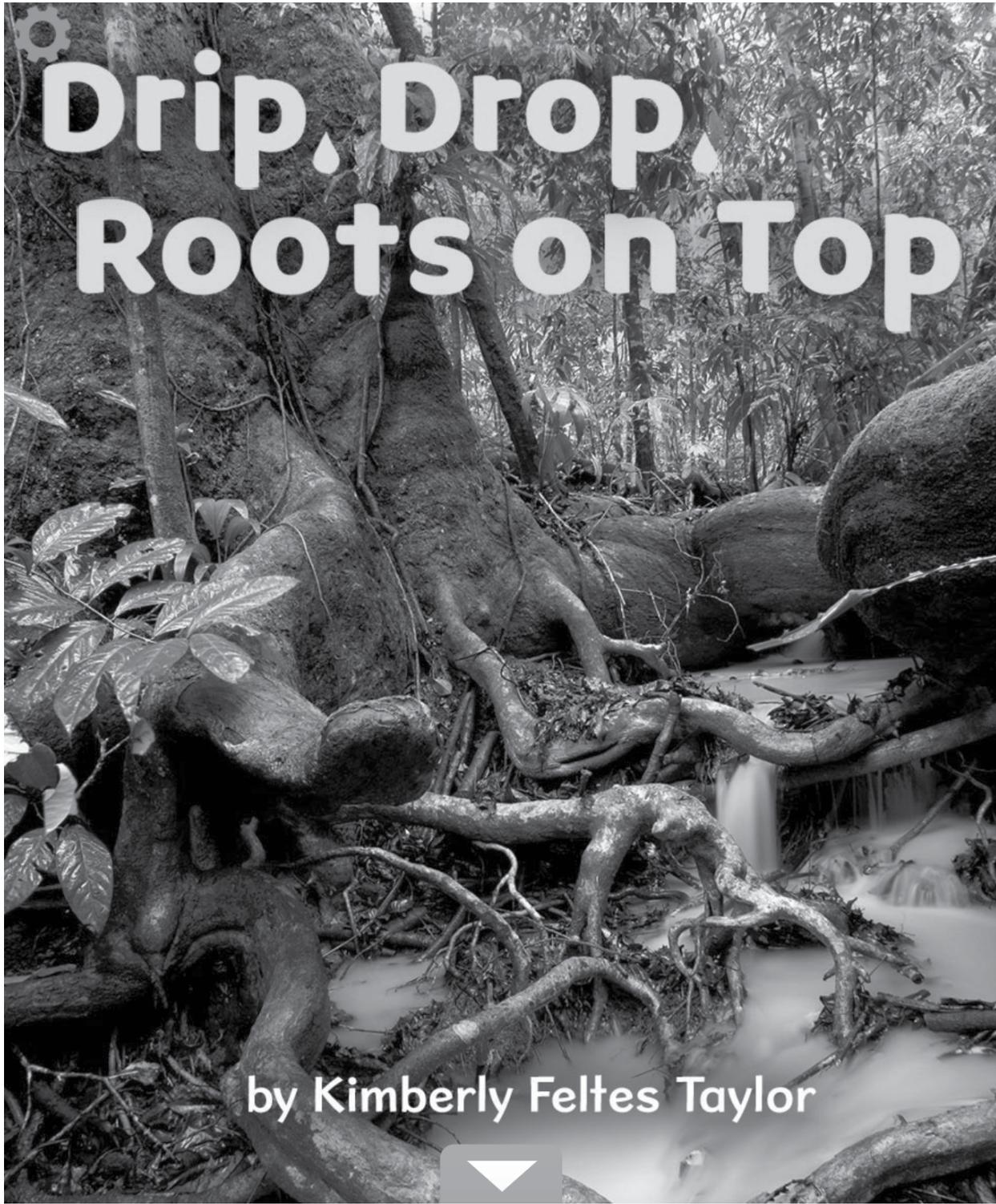
## Here is how you find key details:

- ▶ Ask a question. Begin the question with one of these words:

Who	What	When
Where	Why	How

- ▶ Look for the answer to your question. You can find it in the words or in the text features.

When you ask questions about what you read, answering your questions helps you understand the text.



# Drip, Drop, Roots on Top

by Kimberly Feltes Taylor



You are in a rainforest. The air is warm.  
Rain falls hard and fast. Soon, the rain stops.  
But the air still feels wet. Will it rain again? Yes,  
it will. This is life in the rainforest.



A rainy day in a rainforest

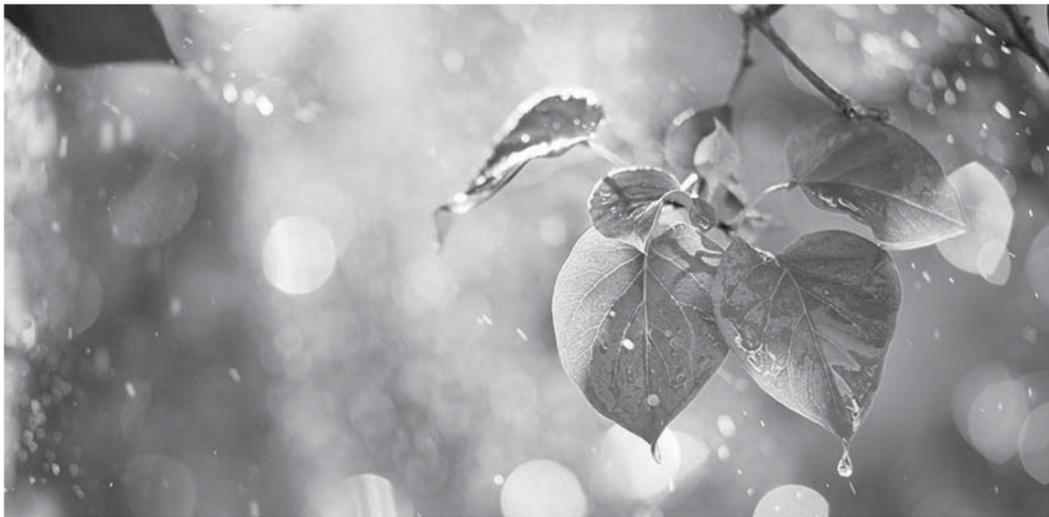




## Drip Tips and Raincoats

Have you ever been **soaked** by the rain? Your clothes get wet. You need to dry off!

Plants need to dry off, too. Plants can die if they get too much rain. Drip tips can help. A drip tip is a pointy end on a leaf. Rain drips off the pointy part. The leaf dries off.



Leaves with pointy drip tips





You can wear a raincoat to stay dry. Some plant leaves make a waxy coating. This coating is like a raincoat. It stops water from soaking into the leaf.

Splat, splat, splat! Rain falls. The drops roll across the smooth, shiny coating. They slip and slide off the leaf. The leaf dries off.



Raindrops rolling off a waxy coating





## Roots Get Food

Many plants have roots below the ground. The roots grow far down. They are hard to see.

The roots absorb, or soak up, food from the **soil**. The food is from dead plants and insects. The dead things fall apart and sink deep into the soil.



Roots below ground





In a rainforest, roots peek out of the dirt. Some roots even stay above the ground. Why?

Roots stay on or near the top because the food is there. Dead plants and bugs wash away before they can sink into the soil. Roots need to stay on top of the soil to absorb this food.



Roots above ground





Trees and plants live with a lot of rain in the rainforest. Plants stay dry with drip tips and waxy coatings. Roots soak up food before it washes away. Plants and trees survive in their rainy, rainforest home.



Plants and trees in a rainforest



**Question 1** (for p. 1 of passage)

Which picture shows what the weather is like in a rainforest?



**Question 2** (for p. 2 of passage)

Which sentence tells how drip tips help a plant?

- a. Drip tips help rain soak the leaf.
- b. Drip tips are pointy ends of the leaf.
- c. Drip tips help water fall off the leaf.

**Question 3** (for p. 3 of passage)

How do a leaf's coating and tip help the plant survive in the rain?

- a. They dry off the plant.
- b. They slip and slide off the leaf.
- c. They stop rain from falling on the plant.

**Question 4** (for p. 4 of passage)

What does the word **absorb** mean?

- a. fall apart
- b. grow down
- c. take in

**Question 5** (for p. 5 of passage)

Why do roots grow above the ground in the rainforest? Complete the sentence.

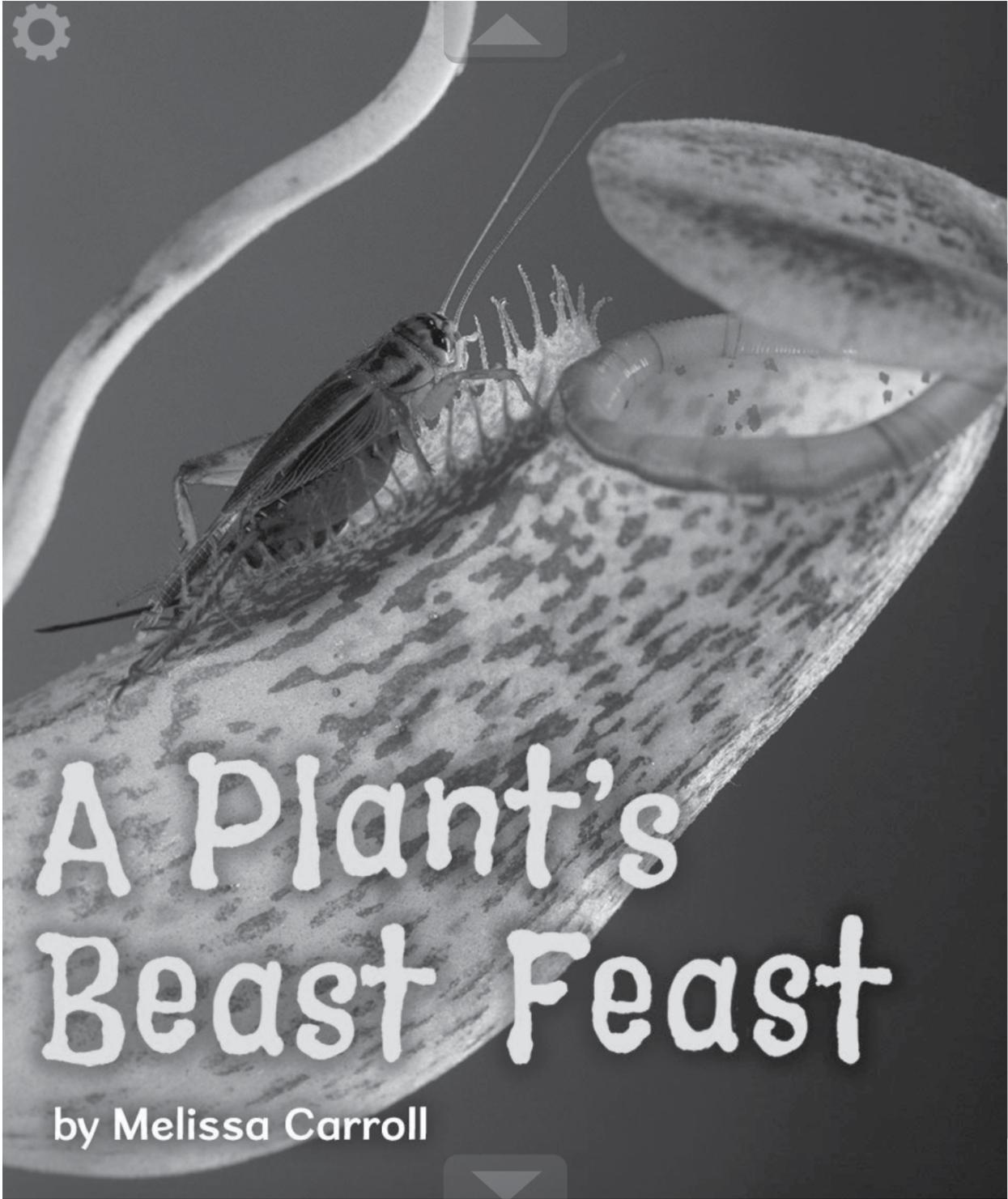
Roots above the ground can get food before \_\_\_\_\_ moves it away.

- a. the soil
- b. a forest
- c. the rain

**Question 6** (for p. 6 of passage)

How do roots on top help a plant survive in the rain?

- a. They get food deep in the soil.
- b. They wash away with the rain.
- c. They absorb food on the ground.



# A Plant's Beast Feast

by Melissa Carroll





Many animals eat plants. And guess what? Some plants eat animals! The pitcher plant does this. It kills and eats bugs for food.

This plant lives in warm, rainy forests. It has a leaf that is shaped like a pitcher. The plant catches bugs in this special leaf.



Colorful leaves with a pitcher shape





## Bringing in Bugs

Pitcher plants get bugs to come to them. The plants can be orange, pink, or red. Bugs like bright colors. They go to the plants because these colors **attract** them.



Ant on a bright plant





Some pitcher plants are dark green or brown. These plants have a different way to bring in bugs. The plants have a smell. Bugs follow the smell. They go to the plant.



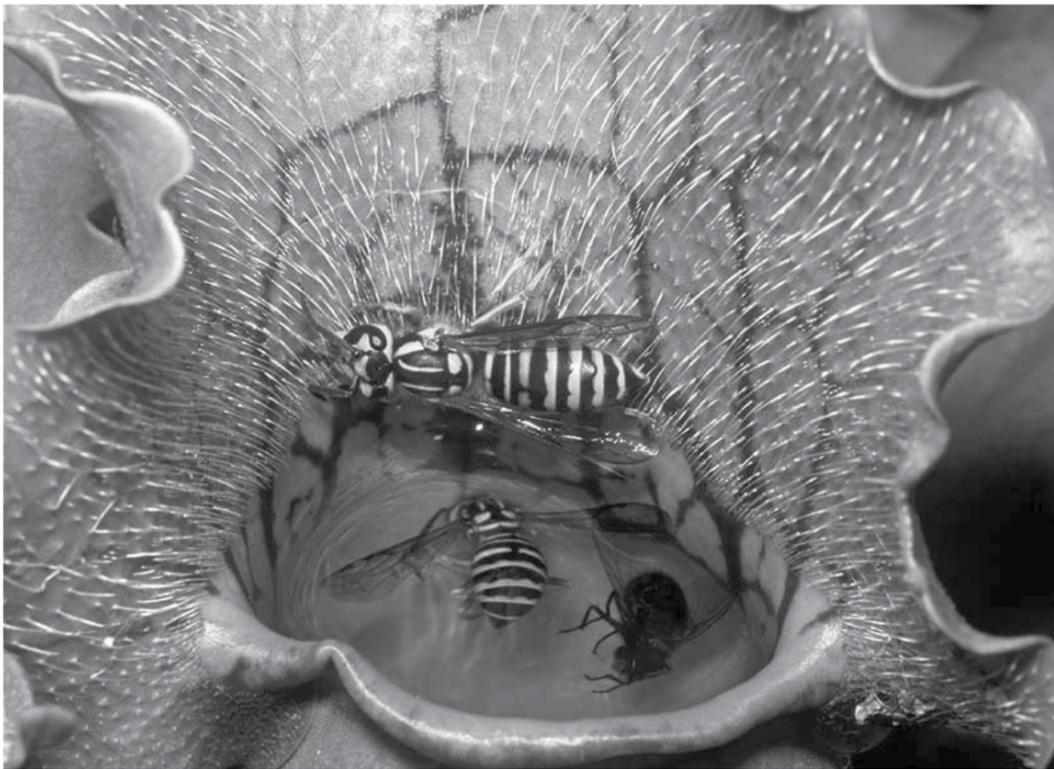
Fly on a smelly pitcher plant





## Eating Bugs

The bug lands on the plant. Pitcher plants have a special outside. The bug cannot hold on tight. It goes down inside the plant.



Bug slipping into a pitcher plant





The plant is wet inside. It is so wet that the bug falls apart. It breaks into little bits. The plant takes in these parts of the bug. That is how a pitcher plant eats a bug.



Bugs in the wet inside of a pitcher plant





A mouse or a frog can fall into a pitcher plant, too. The plant eats the animal, just like it eats a bug. A pitcher plant is always ready for its next meal.



Frog in a pitcher plant



**Question 1** (for p. 1 of passage)

What does a pitcher plant do with bugs?

- a. It feeds them to animals.
- b. It gives them a special leaf.
- c. It catches and eats them.

**Question 2** (for p. 2 of passage)

Why do bugs like pitcher plants?

- a. The plants have bright colors.
- b. The plants come to the bugs.
- c. The plants have ants on them.

**Question 3** (for p. 3 of passage)

How do brown and green pitcher plants bring in bugs? Complete the sentence.

Bugs like the \_\_\_\_\_ of the pitcher plants.

- a. smell
- b. shape
- c. feel

**Question 4** (for p. 4 of passage)

What happens when bugs sit on the plant?

- a. They fall down.
- b. They land nicely.
- c. They walk in.

**Question 5** (for p. 5 of passage)

What happens after a bug falls into a pitcher plant?

- a. It makes the plant wet.
- b. It drinks.
- c. It breaks up.

**Question 6** (for p. 5 of passage)

How does the pitcher plant eat a bug? Complete the sentence.

The plant \_\_\_\_\_ little bits of the bug.

- a. mixes with
- b. takes in
- c. bites into

**Question 7** (for p. 6 of passage)

Which other animal might a pitcher plant eat?

a.



b.



c.

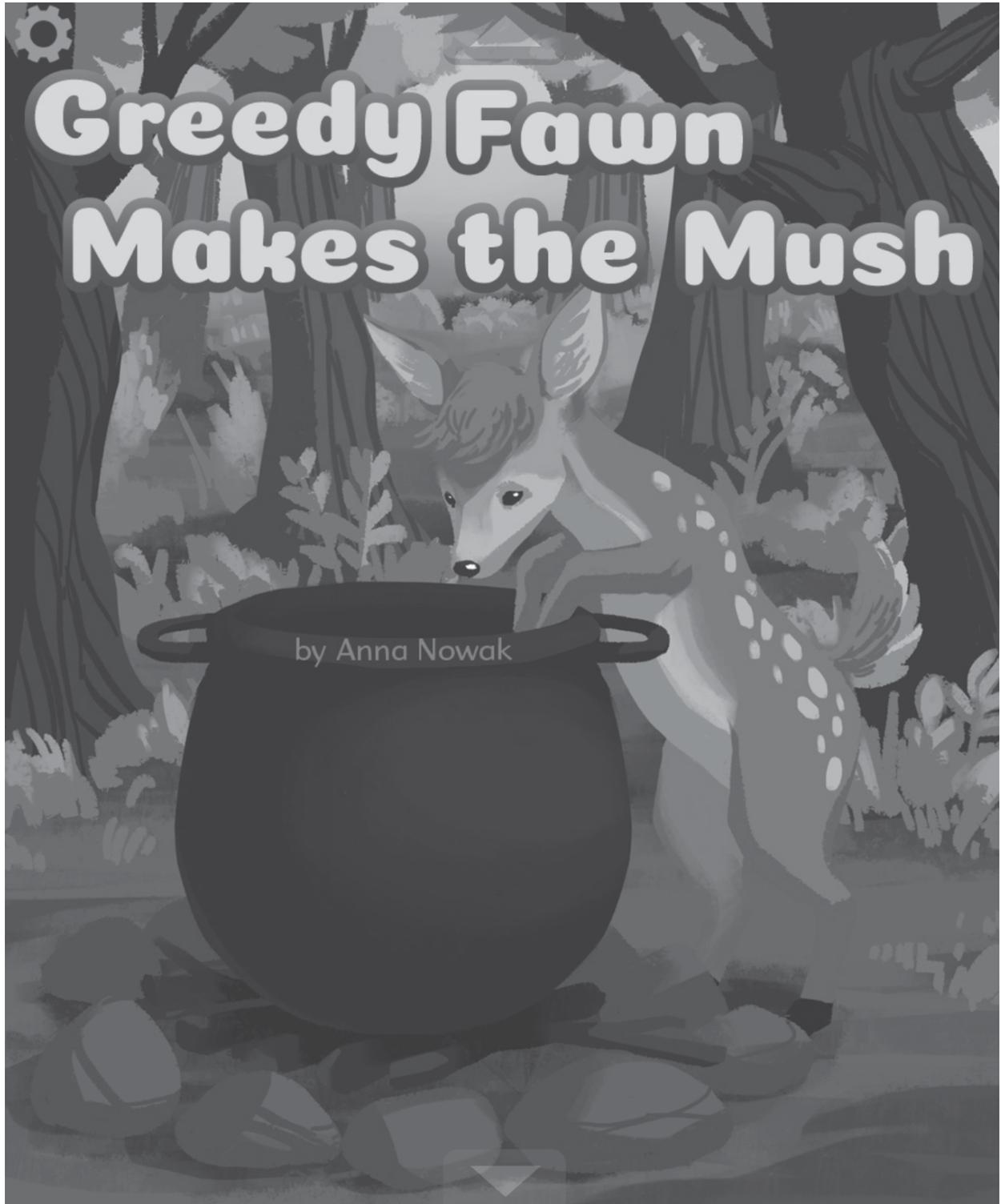


**Question 8** (for p. 6 of passage)

How does the pitcher plant get food?

- a. It catches bugs.
- b. It chases bugs.
- c. It falls on bugs.

After you read "Greedy Fawn Makes the Mush" together, have the child draw a picture of their favorite part.





Every day, Greedy Fawn ate chestnut mush.  
Only his mother knew how to make it.

She boiled water in her biggest kettle. She  
sprinkled in a bit of chestnut. She stirred the  
pot two times. The mush bubbled up.

Then Mother hit the pot with a stick. The  
mush dropped down. It was ready to eat.





One day, Greedy Fawn's parents were going for a walk. His mother said, "Greedy Fawn, do not make a fire while we are gone."

Then his parents left.





Greedy Fawn's stomach rumbled. He made a fire and boiled water. He sprinkled chestnut into the pot. Then he sprinkled in even more.

“More chestnut will be better,” he said.





Greedy Fawn stirred the mush. He stirred it two times. Then he stirred it ten times.

“More stirring will be better,” he thought.

The mush boiled and grew. It flowed out of the pot, faster and faster. Soon Greedy Fawn was deep in mush!





Greedy Fawn jumped around, trying to get away from the mush. He jumped on a stick. The stick hit the pot. The mush stopped growing!

Greedy Fawn was so tired! He fell down into a heap of mush.





Greedy Fawn's parents returned. They helped him get out of the mush.

"Do you have enough mush now?" his mother asked.

"I don't want any of it," Greedy Fawn said.  
"There is too much mush. Now I know that more is not always better."





**Draw or write.**

After you read "Greedy Fawn Makes the Mush" together, have the child draw a picture of their favorite part.

