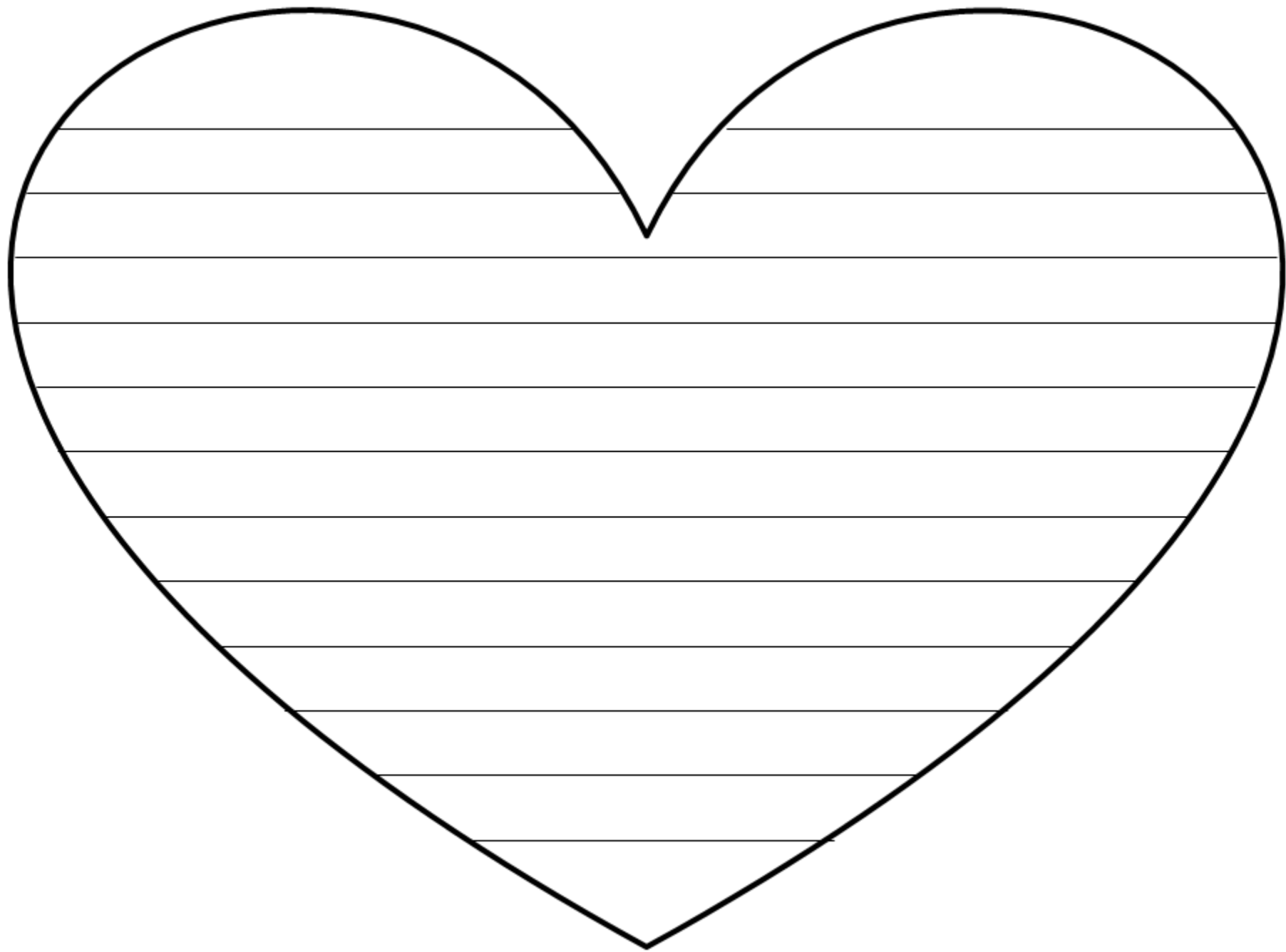


Valentine's Day Printables



Melissa Freeman



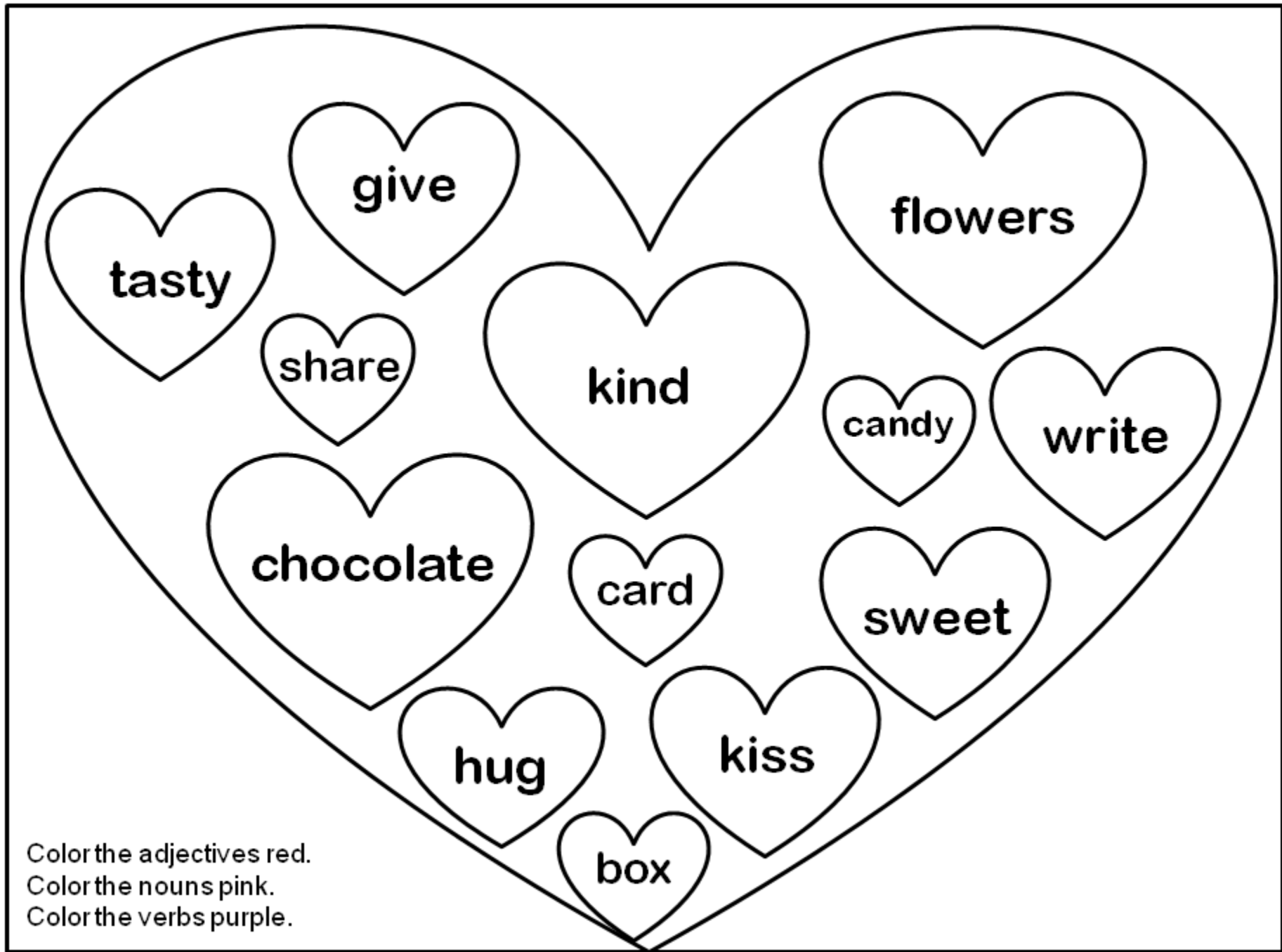


A series of ten horizontal lines providing a space for writing or drawing.





Handwriting practice area with four rows of lines. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.



Color the adjectives red.
Color the nouns pink.
Color the verbs purple.



Valentine's Day Fill in The Blanks



It was finally Valentine's Day in Room 126! All the _____ were
(plural noun)

excited! The students had brought _____ candies and
(adjective)

_____ cards to share with the class. Mrs. _____
(adjective) (name)

was dressed in a red _____. She was going to teach the class
(adjective)

how to _____ at the party. When I opened my Valentine
(verb)

cards I said " _____ " because they were so
(expression)

_____. I felt very _____ because I had such
(adjective) (emotion)

a _____ day!
(adjective)

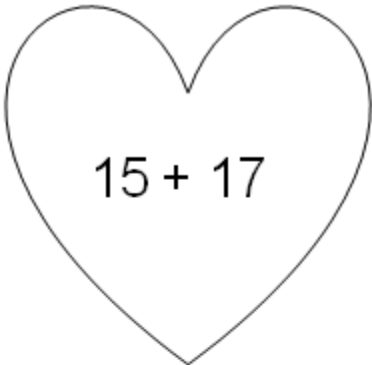


Valentine's Day



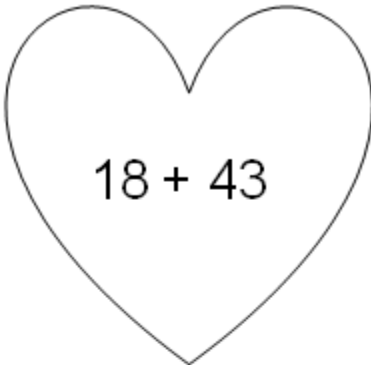
How many new words can you make using the letters in the words "Valentine's Day"?

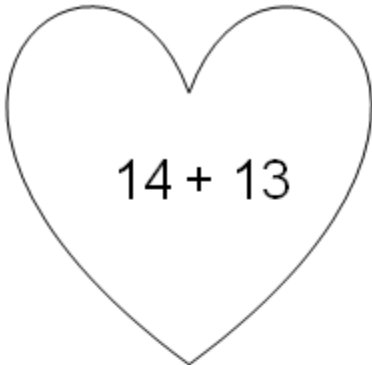
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

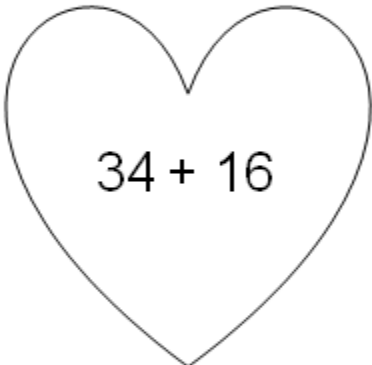
 $15 + 17$



31

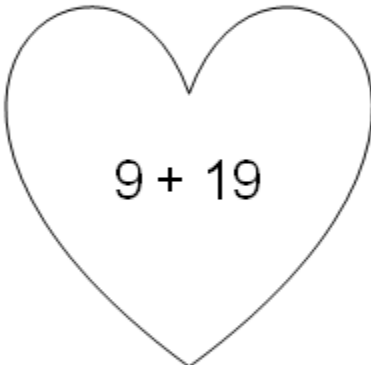
 $18 + 43$

 $14 + 13$

 $34 + 16$

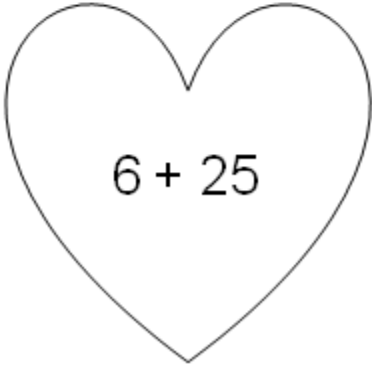


28

 $9 + 19$



32

 $6 + 25$



50



27



61

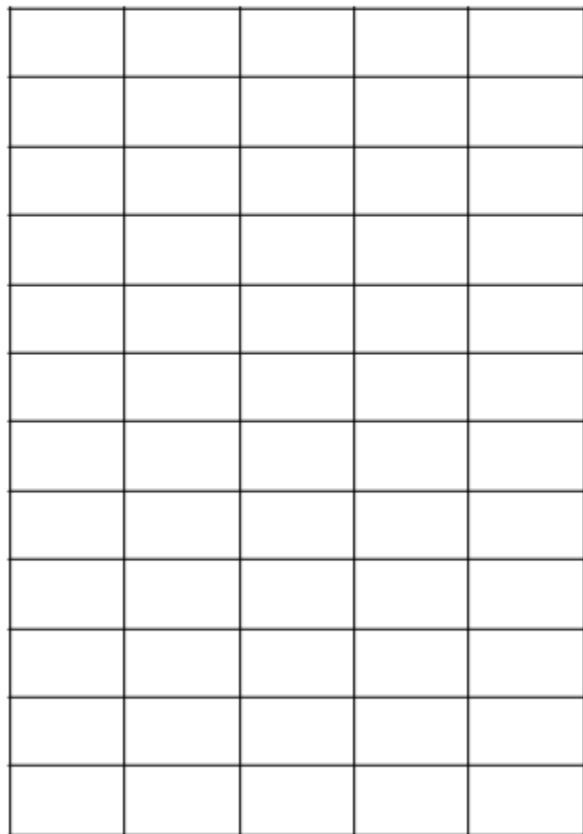
What Time Is It?



Creating a Candy Graph

Students were surveyed about their favorite candies.

- Create your own bar graph based on the data in the table.
- Answer the questions about your graph.



Type of Candy	Number of Students
Gummy Bears	8
Cinnamon Hearts	10
M&Ms	5
Lollypops	2
Jellybeans	12



- How many **more** students liked Gummy Bears than M&Ms? _____
- How many **fewer** students liked Lollypops than Jellybeans? _____
- Which candy was the most popular?

- How many votes did Cinnamon Hearts **and** Gummy Bears get together?



What Comes Next?

Draw the next 2 shapes in each pattern.

1.



2.



3.



4.



5.



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