

# Artesia Public Schools

## First Grade Packet

Week 4

April 27<sup>th</sup> – May 1<sup>st</sup>



Escuelas públicas de Artesia  
Paquete de primer grado

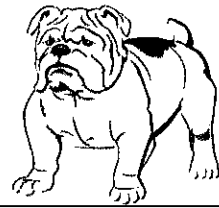
Semana 4

27 de abril- 1 de mayo



# \*\*1<sup>st</sup> GRADE READING (ELA)\*\*

For the Week of April 27<sup>th</sup> - May 1<sup>st</sup>



Day 1	<ul style="list-style-type: none"><li>• Practice "Fry" Sight Words – Flash Cards – Next 25 Words (125 Total)</li><li>• Complete Day 1 – "Drops in a Bucket"</li><li>• Read, cut, and color story "Time to Go" pgs. 1 - 3</li><li>• Complete short vowel /a/ Worksheet</li><li>• Read Fluency Passage, "Pig and the Prince" and complete short vowel /i/ Worksheet</li><li>• Read a book to someone.</li></ul>
Day 2	<ul style="list-style-type: none"><li>• Practice "Fry" Sight Words – Flash Cards – 125 Words</li><li>• Complete Day 2 – "Drops in a Bucket"</li><li>• Complete pg. 20 from "Time to Go" story</li><li>• Complete short vowel /e/ Worksheet</li><li>• Read a Book to someone</li></ul>
Day 3	<ul style="list-style-type: none"><li>• Practice "Fry" Sight Words – Flash Cards – 125 Words</li><li>• Complete Day 3 – "Drops in a Bucket"</li><li>• Complete pg. 21 from "Time to Go" story</li><li>• Complete short vowel /i/ Worksheet</li><li>• Complete Dot-to-Dot</li><li>• Write a story and draw a picture: "Going to Grandma's"</li></ul>
Day 4	<ul style="list-style-type: none"><li>• Practice "Fry" Sight Words – Flash Cards – 125 Words</li><li>• Complete Day 4 – "Drops in a Bucket"</li><li>• Complete pg. 22 from "Time to Go" story</li><li>• Complete short vowel /o/ Worksheet</li><li>• Finish your story and your picture from yesterday. Make sure you used capitals and periods!</li></ul>
Day 5	<ul style="list-style-type: none"><li>• Practice "Fry" Sight Words – Flash Cards – 125 Words</li><li>• Complete Day 5 – "Drops in a Bucket"</li><li>• Complete pg. 23 from "Time to Go" story</li><li>• Complete short vowel /u/ Worksheet</li><li>• Read the story that you wrote to someone.</li></ul>



# LECTURA DE PRIMER GRADO (ELA)

Para la semana del 27 de abril al 1 de mayo



Día 1	<ul style="list-style-type: none"><li>• Practique palabras de vista "Fry" - Tarjetas de vocabulario - Las siguientes 25 palabras (125 en total)</li><li>• Completa el día 1 - "Gotas en un balde"</li><li>• Leer, cortar y colorear la historia "Time to Go" pgs. 1 - 3</li><li>• Vocal corta completa / a / Hoja de trabajo</li><li>• Lea el pasaje de fluidez, "El cerdo y el príncipe" y complete la vocal corta / i / hoja de trabajo</li><li>• Leer un libro a alguien.</li></ul>
Día 2	<ul style="list-style-type: none"><li>• Practique palabras de vista "Fry" - Tarjetas de vocabulario - 125 palabras</li><li>• Completa el día 2 - "Drops in a Bucket"- "Gotas en un balde"</li><li>• Completa la pág. 20 de la historia "Time to Go"- "Tiempo para Ir"</li><li>• Vocal corta completa / e / Hoja de trabajo</li><li>• Leer un libro a alguien</li></ul>
Día 3	<ul style="list-style-type: none"><li>• Practique palabras de vista "Fry" - Tarjetas de vocabulario - 125 palabras</li><li>• Completa el día 3 - "Drops in a Bucket"- "Gotas en un balde"</li><li>• Completa la pág. 21 de la historia de "Time to Go"</li><li>• Vocal corta completa / i / Hoja de trabajo</li><li>• Completo punto a punto</li><li>• Escribe una historia y haz un dibujo: "Ir a casa de la abuela"</li></ul>
Día 4	<ul style="list-style-type: none"><li>• Practique palabras de vista "Fry" - Tarjetas de vocabulario - 125 palabras</li><li>• Completa el día 4 - "Gotas en un balde"- "Drops in a Bucket"</li><li>• Completa la pág. 22 de la historia de "Time to Go"</li><li>• Vocal corta completa / o / Hoja de trabajo</li><li>• Termina tu historia y tu foto de ayer. ¡Asegúrate de usar mayúsculas y puntos!</li></ul>
Día 5	<ul style="list-style-type: none"><li>• Practique palabras de vista "Fry" - Tarjetas de vocabulario - 125 palabras</li><li>• Completa el día 5 - "Gotas en un balde"- "Drops in a Bucket"</li><li>• Completa la pág. 23 de la historia de "Time to Go"- "Tiempo de Ir"</li><li>• Vocal corta completa / u / Hoja de trabajo</li><li>• Lea la historia que le escribió a alguien.</li></ul>



**\*\*1<sup>st</sup> GRADE MATH\*\***  
For the Week of April 27<sup>th</sup> - May 1<sup>st</sup>



DAY 1	<ul style="list-style-type: none"> <li>• Math Warm-Up: Complete 100 Chart – Count to 100</li> <li>• Complete Day 1 – “Drops in a Bucket”</li> <li>• Complete Double-Digit Addition Worksheet without Regrouping</li> <li>• Complete Dot-to-Dot</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Math Warm-Up: Complete 10 Frame Worksheet – Count by 2s</li> <li>• Complete Day 2 – “Drops in a Bucket”</li> <li>• Complete Double-Digit Addition Worksheet without Regrouping</li> <li>• Complete Place Value Worksheet</li> <li>• Complete Dot-to-Dot</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>• Math Warm-Up: Complete 10 Frame Worksheet – Count by 5s</li> <li>• Complete Day 3 – “Drops in a Bucket”</li> <li>• Complete Double-Digit Subtraction Worksheet without Regrouping</li> <li>• Complete Maze &amp; Dot-to-Dot</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>• Math Warm-Up: Complete 10 Frame Worksheet – Count by 10s</li> <li>• Complete Day 4 – “Drops in a Bucket”</li> <li>• Complete Double-Digit Subtraction Worksheet without Regrouping</li> <li>• Complete Place Value Worksheet</li> <li>• Complete Dot-to-Dot</li> </ul>
Day 5	<ul style="list-style-type: none"> <li>• Math Warm-Up: Complete 10 Frame Worksheet – Counting Backwards from 20</li> <li>• Complete Day 5 – “Drops in a Bucket”</li> <li>• Complete Single Digit Addition and Subtraction Worksheet</li> <li>• Complete Maze &amp; Dot-to-Dot</li> </ul>

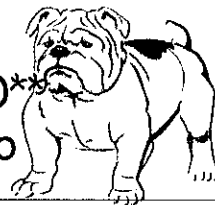
Daily Online Opportunities (EXTRA if you have Internet Access & need extra.)	
Day 1	Istation Reading: 15-20 minutes (Reading with ISIP) Reading a book online with Epic (getepic.com): 20 minutes
Day 2	Istation Math: 15-20 minutes (Math with ISIP) Reading a book online with Epic (getepic.com): 20 minutes
Day 3	IXL (ELA, Math, Science, or Social Studies): 20 minutes Reading a book online with Epic (getepic.com): 20 minutes
Day 4	Istation Reading: 15-20 minutes (Reading with ISIP) Reading a book online with Epic (getepic.com): 20 minutes
Day 5	Istation Math: 15-20 minutes (Math with ISIP) Reading a book online with Epic (getepic.com): 20 minutes

**\*\*NOTE – The “Maximum Learning Time” for 1<sup>st</sup> graders is 30 minutes/day.\*\***  
**\*\*\*Please DO NOT feel pressured to complete everything in this packet.\*\*\***



# MATEMÁTICAS DE PRIMER GRADO\*\*

Para la semana del 27 de abril al 1 de mayo



Día 1	<ul style="list-style-type: none"><li>• Calentamiento matemático: tabla completa de 100 - Cuenta hasta 100</li><li>• Completa el día 1 - "Gotas en un balde"-Drop in a Bucket"</li><li>• Hoja de trabajo de adición de dos dígitos completa sin reagrupación</li><li>• Completo punto a punto</li></ul>
Día 2	<ul style="list-style-type: none"><li>• Calentamiento matemático: hoja de trabajo completa de 10 cuadros - Cuenta por 2s</li><li>• Completa el día 2 - "Drops in a Bucket"-Gotas en un blade"</li><li>• Hoja de trabajo de adición de dos dígitos completa sin reagrupación</li><li>• Hoja de trabajo completa de valor posicional</li><li>• Completo punto a punto</li></ul>
Día 3	<ul style="list-style-type: none"><li>• Calentamiento matemático: hoja de trabajo completa de 10 cuadros - Cuenta por 5s</li><li>• Completa el día 3 - "Gotas en un balde"-Drops in a Bucket"</li><li>• Hoja de trabajo de resta de dos dígitos completa sin reagrupación</li><li>• Laberinto completo y punto a punto</li></ul>
Día 4	<ul style="list-style-type: none"><li>• Calentamiento matemático: hoja de trabajo completa de 10 cuadros - Cuenta de 10 en 10</li><li>• Completa el día 4 - "Gotas en un balde"-Drops in a Bucket"</li><li>• Hoja de trabajo de resta de dos dígitos completa sin reagrupación</li><li>• Hoja de trabajo completa de valor posicional</li><li>• Completo punto a punto</li></ul>
Día 5	<ul style="list-style-type: none"><li>• Calentamiento matemático: hoja de trabajo completa de 10 cuadros: contar hacia atrás desde 20</li><li>• Completa el día 5 - "Gotas en un balde"-Drops in a Bucket"</li><li>• Hoja de trabajo completa de suma y resta de un solo dígito</li><li>• Laberinto completo y punto a punto</li></ul>

Oportunidades diarias en línea (EXTRA si tiene acceso a Internet y necesita más)	
Día 1	Lectura Istation: 15-20 minutos (Lectura con ISIP) Lectura de un libro en línea con Epic (getepic.com): 20 minutos
Día 2	Istation Math: 15-20 minutos (Matemáticas con ISIP) Lectura de un libro en línea con Epic (getepic.com): 20 minutos
Día 3	IXL (ELA, matemáticas, ciencias o estudios sociales): 20 minutos Lectura de un libro en línea con Epic (getepic.com): 20 minutos
Día 4	Lectura Istation: 15-20 minutos (Lectura con ISIP) Lectura de un libro en línea con Epic (getepic.com): 20 minutos
Día 5	Istation Math: 15-20 minutos (Matemáticas con ISIP) Lectura de un libro en línea con Epic (getepic.com): 20 minutos

\*\*NOTA - El "Tiempo máximo de aprendizaje" para estudiantes de 1st es de 30 minutos/día.\*\*

\*\*\*Por favor, NO se sienta presionado para completar todo en este paquete.\*\*\*

Fry's 101 - 125

over

new

sound

take

only

little

work

know

Fry's 101 - 125

place

years

live

me

back

give

most

very

Fry's 101 - 125

after

things

our

just

name

good

sentence

man



Fry's 101 - 125

think

think	

Name \_\_\_\_\_

1. Initial Consonants



\_ug



\_ug



d\_g

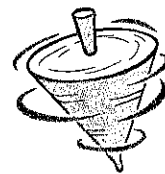


d\_g

3. Final Consonants

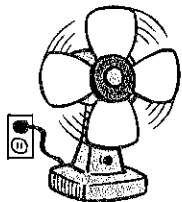


to\_



to\_

4. Multi-meaning Words



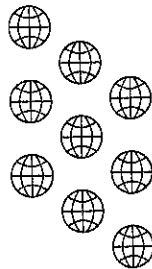
\_\_\_\_\_

and



\_\_\_\_\_

5. Number Words



9

\_\_\_\_\_

6. Reading Comprehension



This is a pig.

This is a fig.

This is a wig.

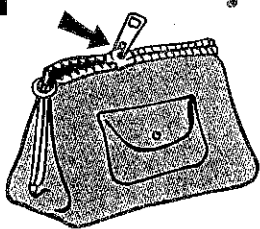
7. Rhyming



I nap in Mom's \_\_\_\_\_.

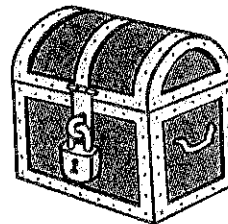
8. Word Endings

zip



It has a \_\_\_\_\_.

9. Opposites



It is not open. It's \_\_\_\_\_.

10. Word Families



lad



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

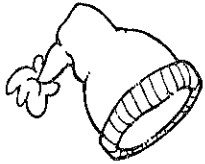


\_\_\_\_\_

Picture Dictionary



coat



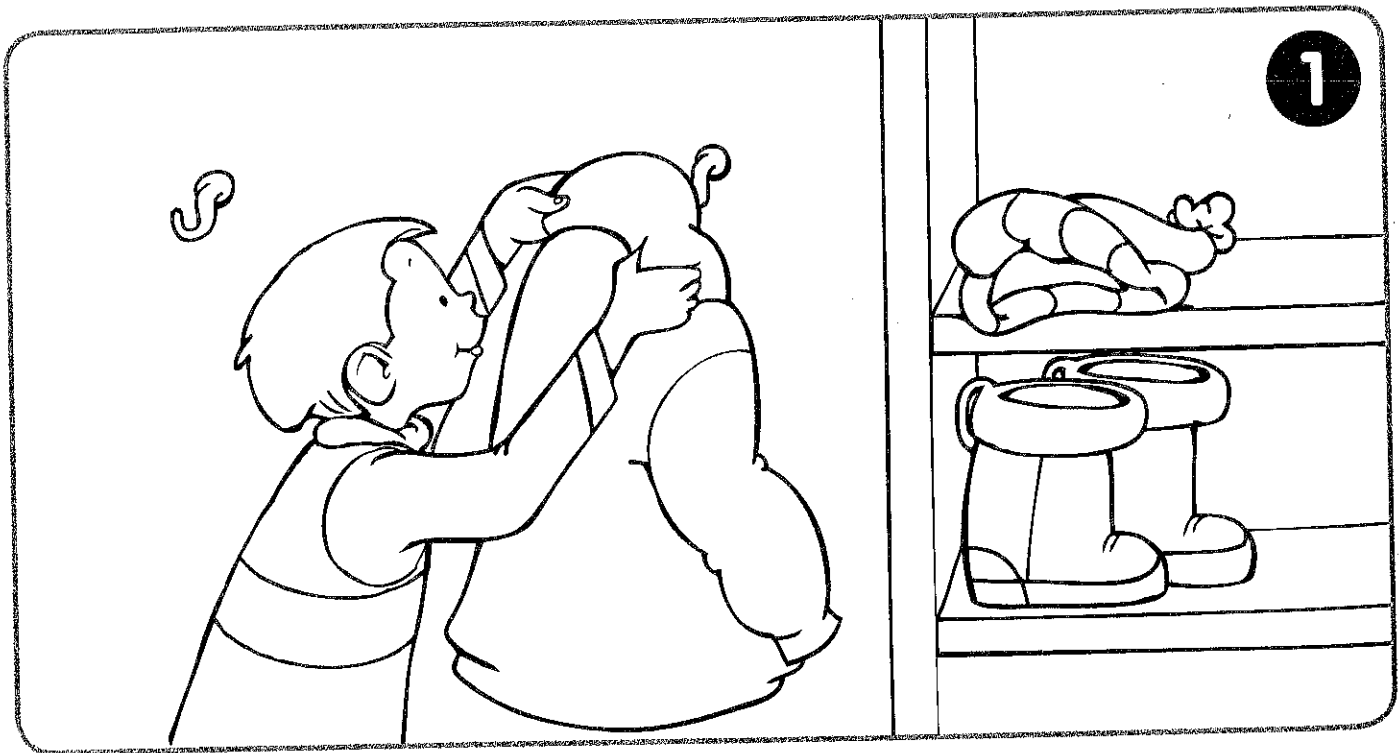
hat



dad

# Time to Go

\_\_\_\_\_  
Name



I get my coat.

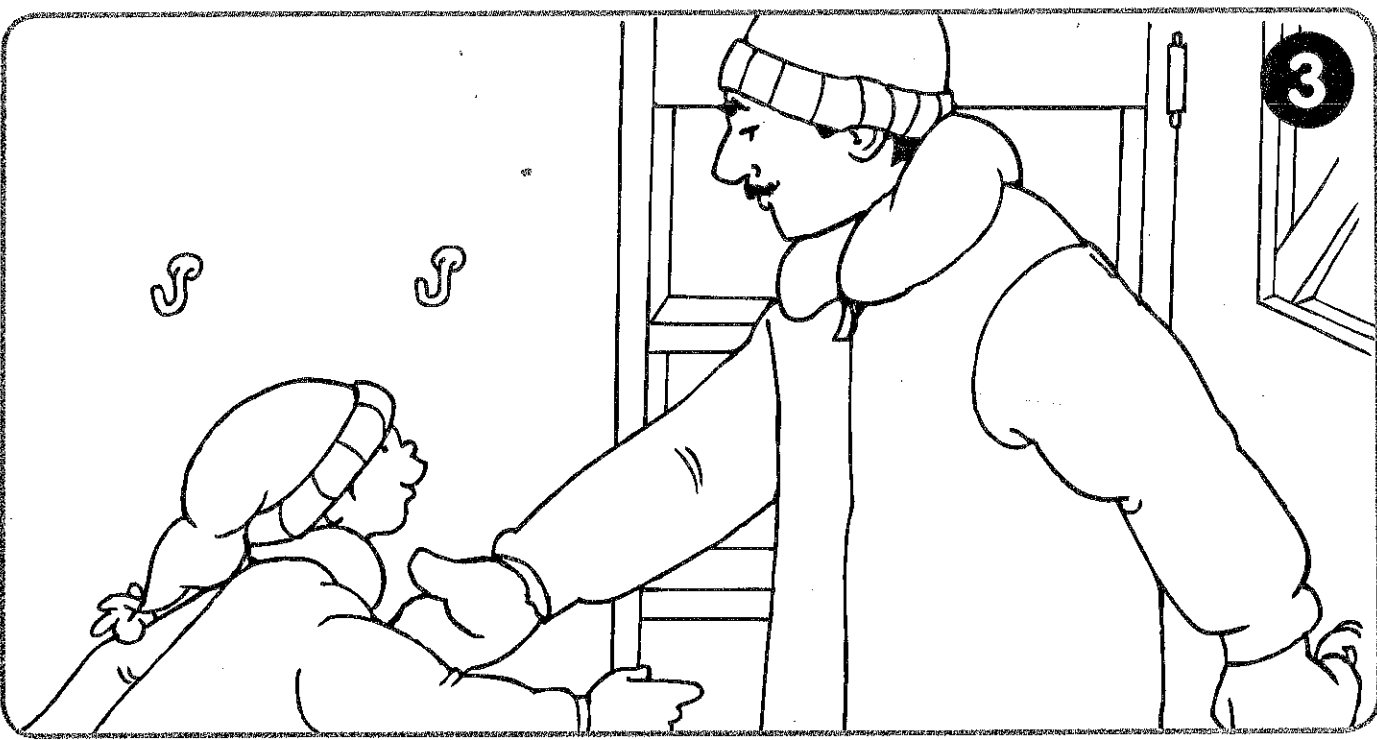
2



I get my hat.



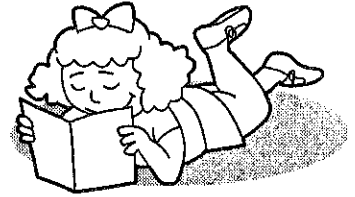
3



I get my dad.  
Time to go.

# Matching Words With Same Spelling Patterns

Say the words in each box. Then draw a line between the words with the same word pattern or ending.



man	tap
bag	ran
map	sag

sack	jab
cab	bad
sad	rack

wag	pad
sat	tag
mad	mat

fat	wax
ran	pat
tax	van

**EXTRA!**

Ask students to circle the words on this page that rhyme with "hat."

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

Read everyday

Monday

Short i sound

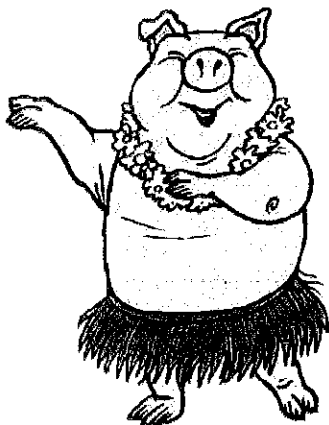
Color all of the **short i** words in the poem with a crayon.

Wk 3

# Pig and the Prince

by Lill Pluta

Pig dances a jig  
With the tall thin prince.  
She wears a big pink wig.  
When the dance is done,  
They sit in the sun  
And snack on bread and figs.



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

# Pig and the Prince

Poem by Lill Pluta

Circle the short i words.

pig

wig

hi

thin

is

jig

ride

red

pink

line

side

sit

my

in

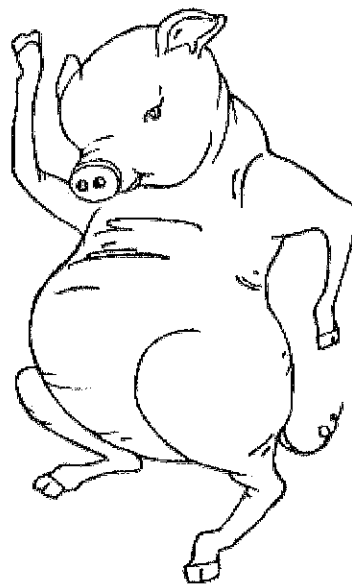
fine

prince

Color the pig brown.

Draw a pink wig on the pig.

Draw a prince.

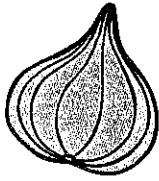


Name \_\_\_\_\_

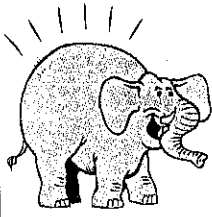
1. Initial Consonants



\_ i g



\_ i g



b \_ g



b \_ g

3. Final Consonants

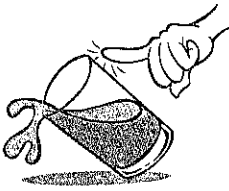


mu \_



mu \_

4. Multi-meaning Words



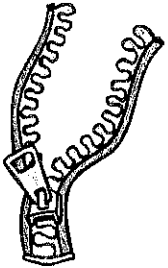
\_\_\_\_\_ and \_\_\_\_\_

5. Number Words



1 \_\_\_\_\_

6. Reading Comprehension



I am mad at him.  
The zipper is open.  
The pen is open.

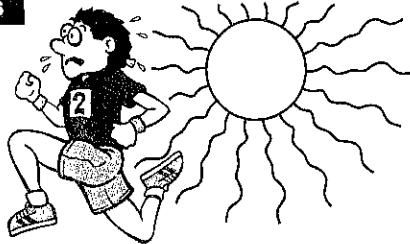
7. Rhyming



The \_\_\_\_\_ is on the map.

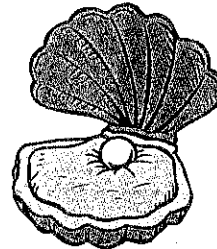
8. Word Endings

run



The \_\_\_\_\_ is hot.

9. Opposites

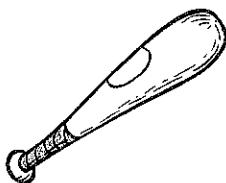


It is not shut. It's \_\_\_\_\_.

10. Word Families



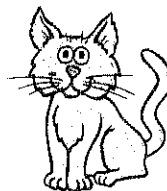
hat



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



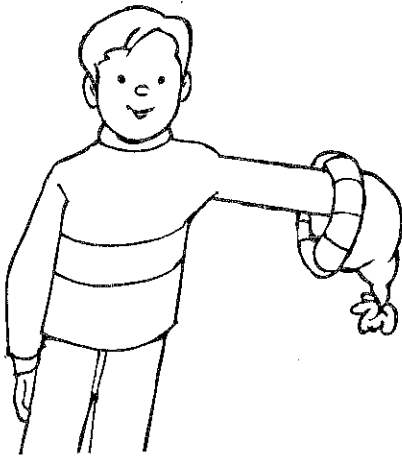
Name \_\_\_\_\_

# Remembering the Story

Draw lines to tell what happened in the story.



- I get my boat.
- I get my coat.



- I get my hat.
- I get my cat.



- I get my mom.
- I get my dad.

# Finding the Right Word

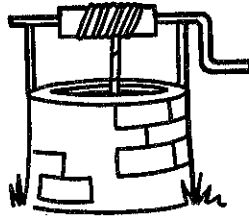
Say the word for each picture. Then circle the word that matches the picture.



hen

den

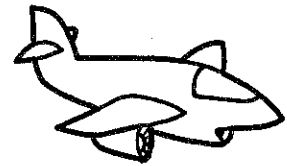
pen



well

fell

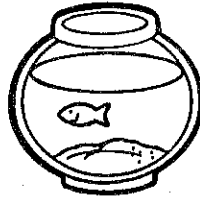
sell



pet

jet

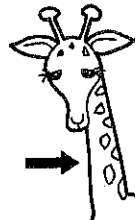
set



pet

set

net



deck

neck

peck



led

fed

bed

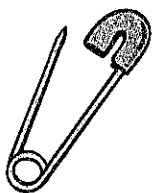
EXTRA!

Ask students to color in the picture on this page that begins with the "b" sound.

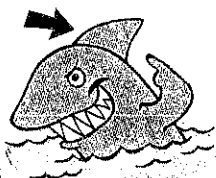
Wednesday

Name \_\_\_\_\_

1. Initial Consonants



\_ i n



\_ i n



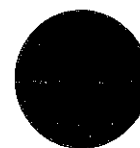
p \_ t



p \_ t



do \_

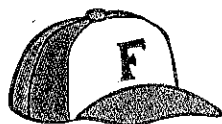


do \_

2. Short Vowels

3. Final Consonants

4. Multi-meaning Words



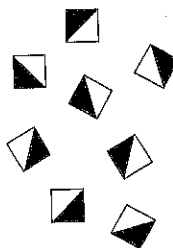
\_\_\_\_\_

and



\_\_\_\_\_

5. Number Words



8

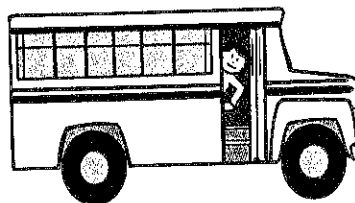
\_\_\_\_\_

6. Reading Comprehension



I am quitting.  
Peg has a thin pin.  
Jan has the pen.

7. Rhyming



Gus got on the \_\_\_\_\_.

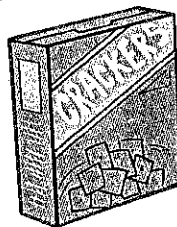
8. Word Endings

beg



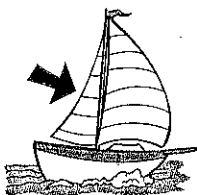
He sat up and \_\_\_\_\_.

9. Opposites

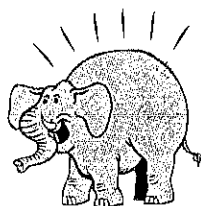


This is not thick. It's \_\_\_\_\_.

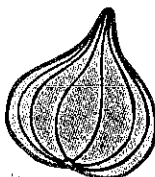
10. Word Families



rig



\_\_\_\_\_



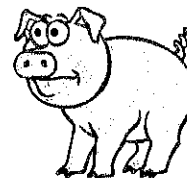
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Name \_\_\_\_\_

Time to Go

Wednesday

# Hang Them Up

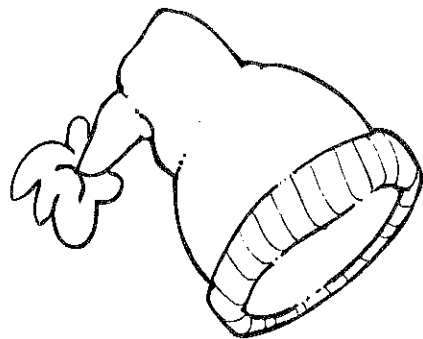
Cut and glue.

glue

See my coat.

glue

See my hat.



# Writing Same Spelling Patterns

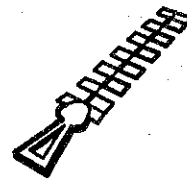
Say the word for each picture. Trace over the word for the picture, then write two more words with the same word pattern.



h i l l

b \_ \_ \_

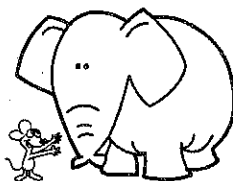
f \_ \_ \_



z i p

l \_ \_ \_

t \_ \_ \_



b i g

w \_ \_ \_

f \_ \_ \_



b i n

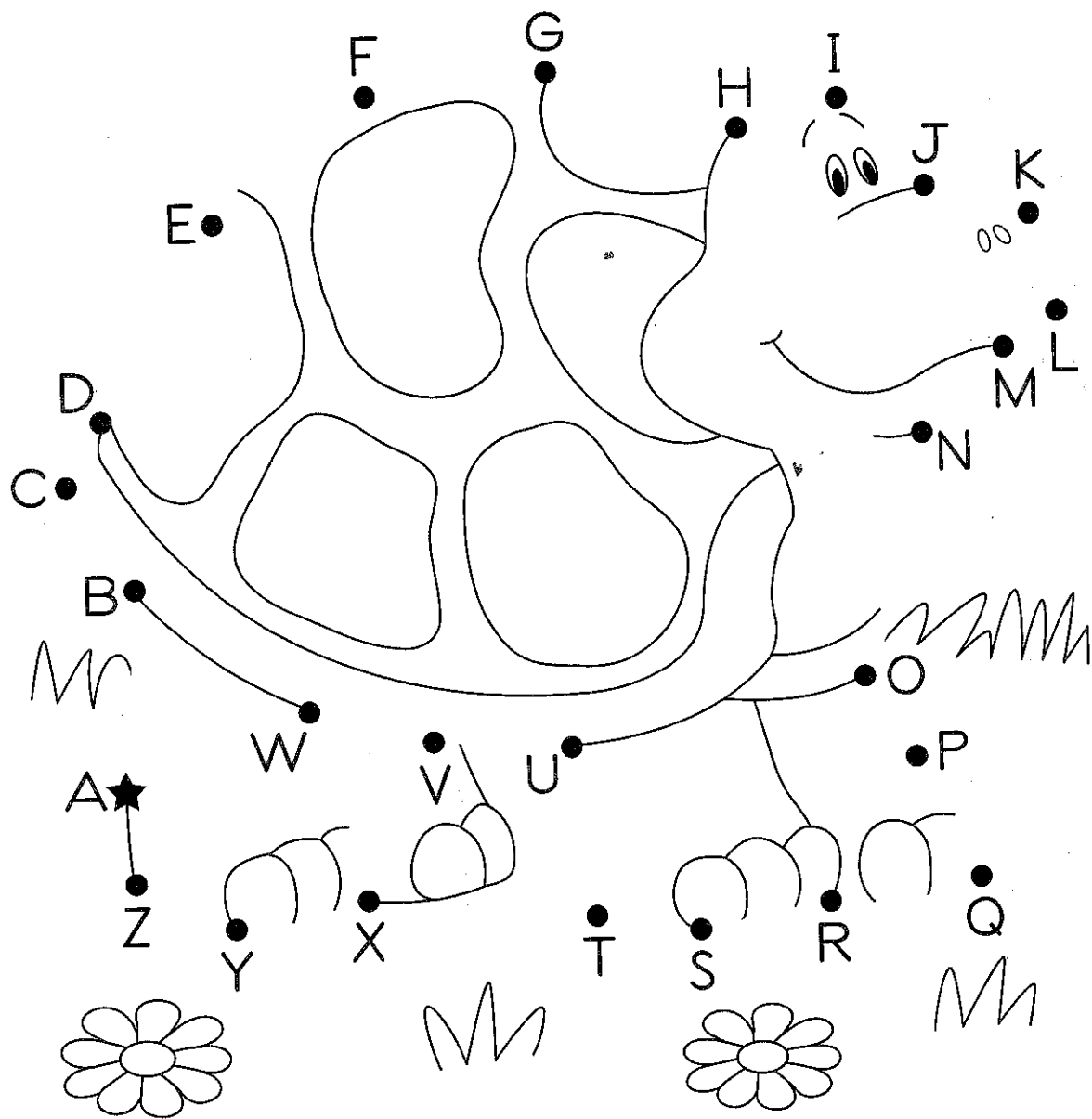
w \_ \_ \_

p \_ \_ \_

**EXTRA!**

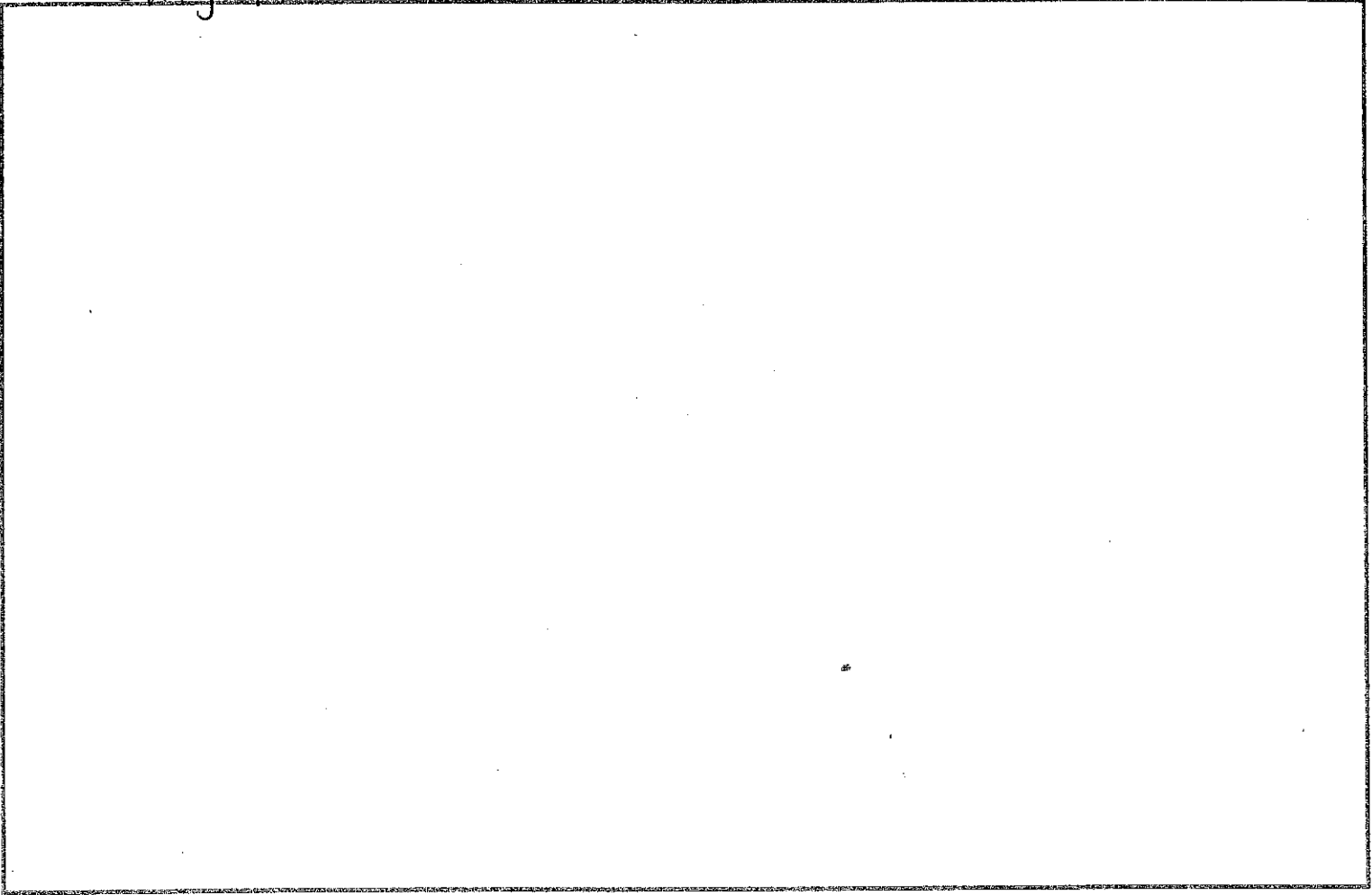
Ask students to match up a set of simple word cards with some pictures, then write each word on a piece of paper.

Connect the dots from A-Z. Start at the ★. Color the picture.



# Going to Grandma's

Wed. <sup>week</sup> 3



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. Each line set is decorated with a small flower icon at the beginning.

Name \_\_\_\_\_

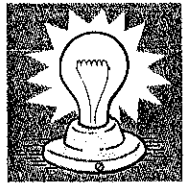
1. Initial Consonants



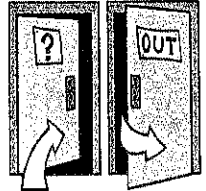
\_et



\_et

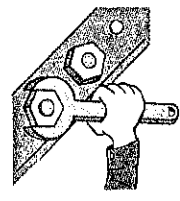


\_n



\_n

3. Final Consonants



fi\_



fi\_

4. Multi-meaning Words



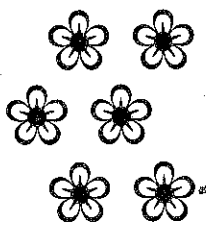
\_\_\_\_\_



and

\_\_\_\_\_

5. Number Words



6

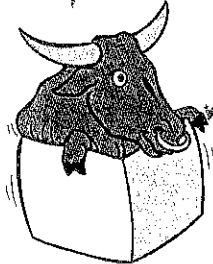
\_\_\_\_\_

6. Reading Comprehension



A fan is running.  
It is a thick rug.  
A logger cuts logs.

7. Rhyming



I am an ox in a \_\_\_\_\_.

8. Word Endings



sip

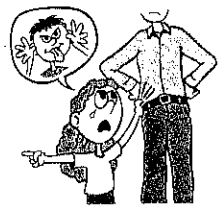
He is \_\_\_\_\_ it.

9. Opposites

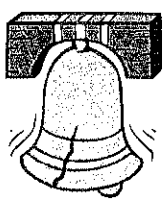


That is not Mom. It's \_\_\_\_\_.

10. Word Families



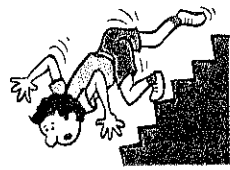
tell



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



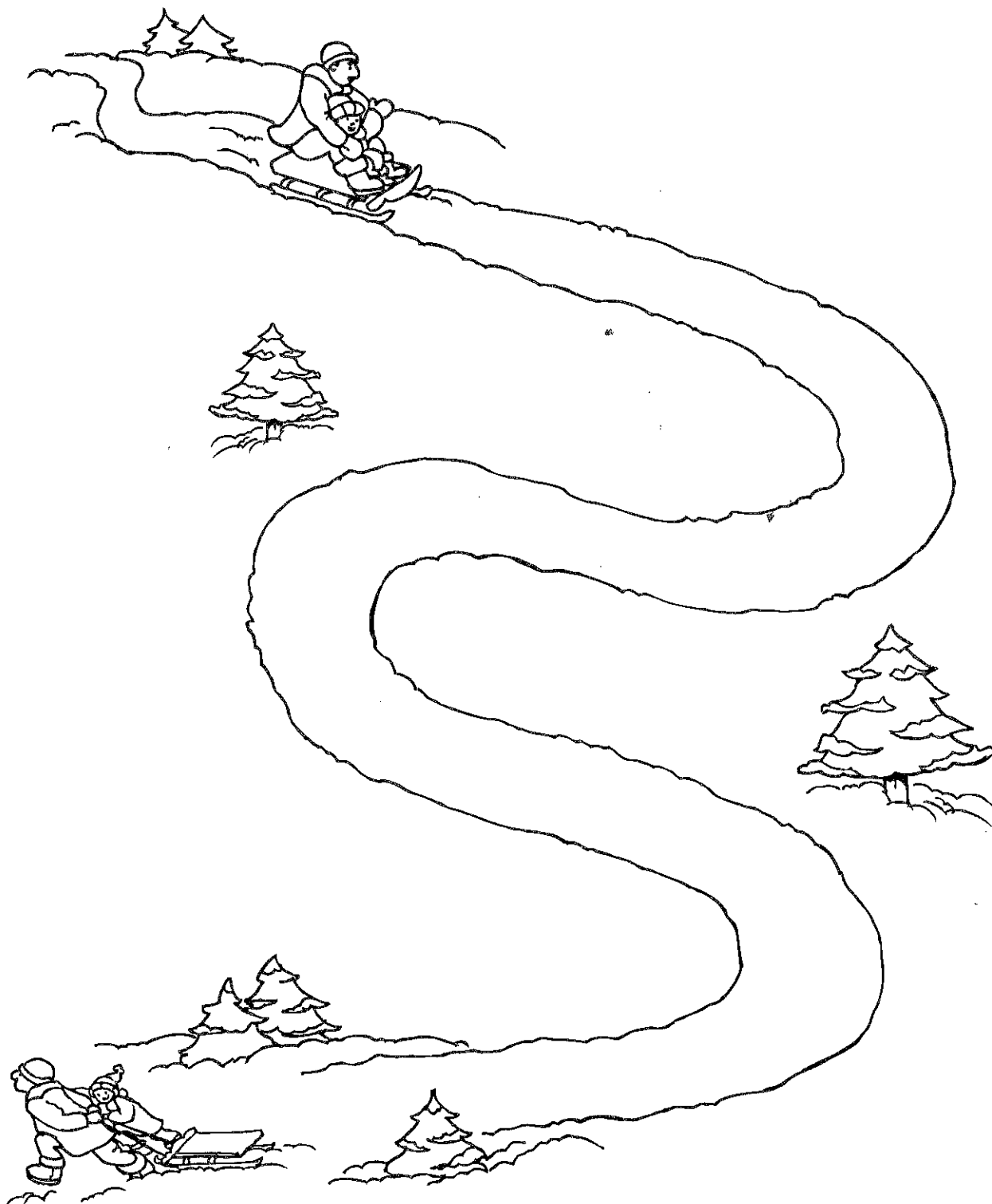
\_\_\_\_\_



Name \_\_\_\_\_

# Down the Hill

Draw a line to help them go down the hill.



NAME \_\_\_\_\_

Thurs.

Short O

# Writing Same Spelling Patterns

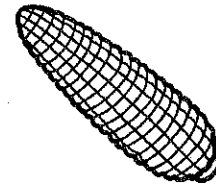
Say the word for each picture. Trace over the word for the picture, then write two more words with the same word pattern.



h o p

t \_ \_

m \_ \_



c o b

s \_ \_

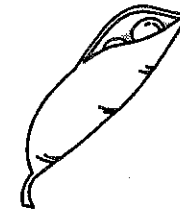
j \_ \_



l o g

j \_ \_

d \_ \_



p o d

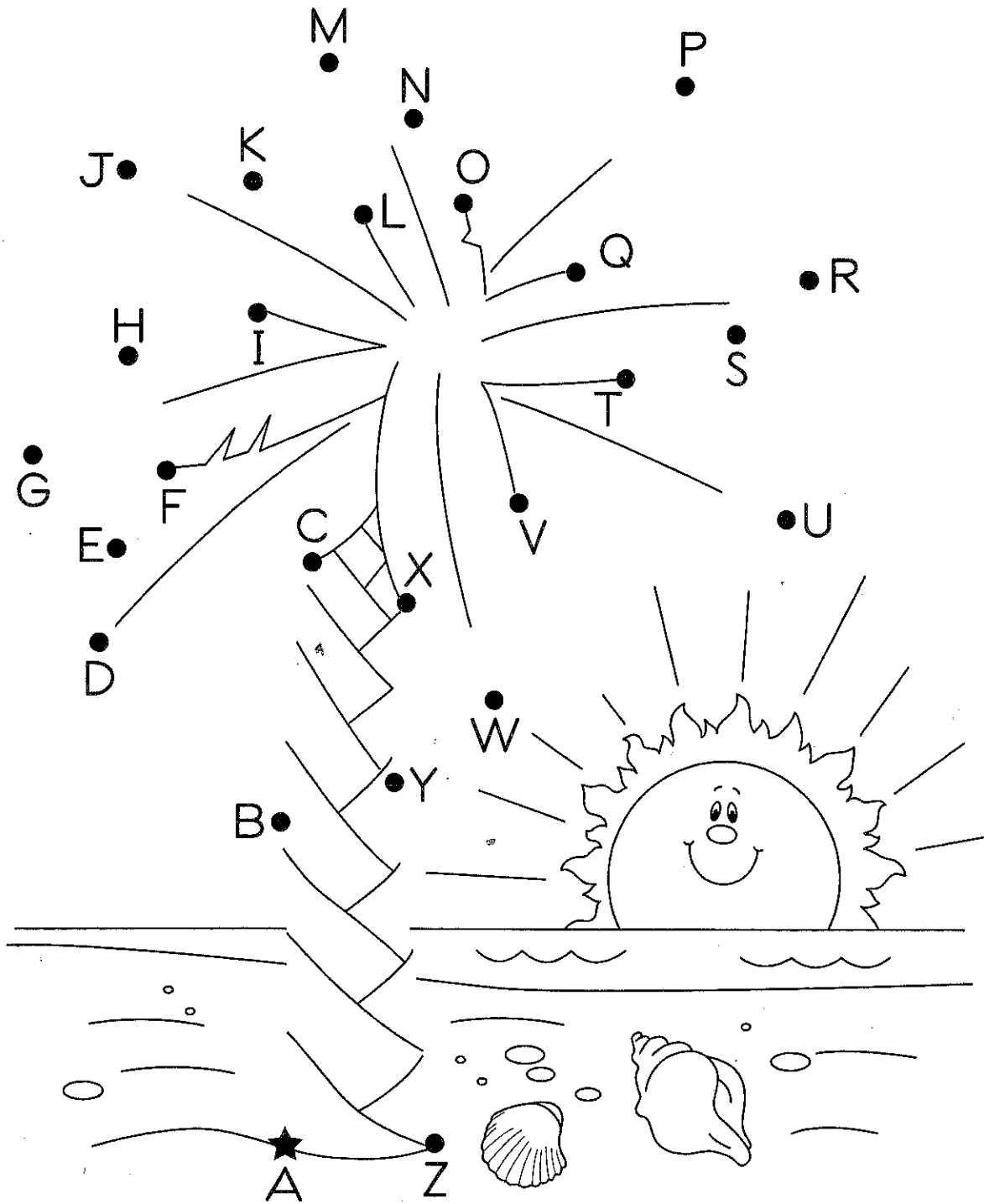
r \_ \_

n \_ \_

EXTRA!

Ask students to color in the picture on this page that rhymes with "dog."

Connect the dots from A-Z. Start at the ★. Color the picture.



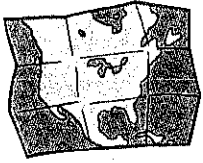
Name \_\_\_\_\_

Friday

1. Initial Consonants

2. Short Vowels

3. Final Consonants



\_ap



\_ap



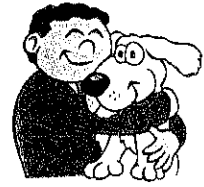
l\_d



l\_d

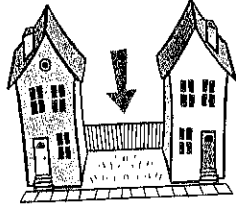


pe\_



pe\_

4. Multi-meaning Words

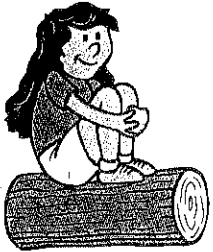


\_\_\_\_\_ and \_\_\_\_\_

5. Number Words

0 \_\_\_\_\_

6. Reading Comprehension

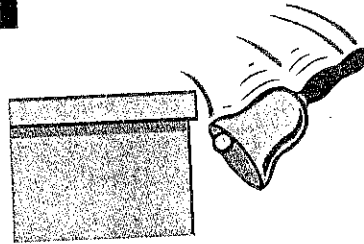


She is on the rug.

She sells gum.

She is on the top.

7. Rhyming



The bell \_\_\_\_\_.

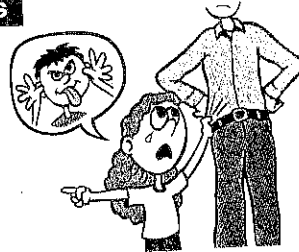
8. Word Endings

log



I am a \_\_\_\_\_.

9. Opposites

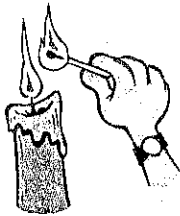
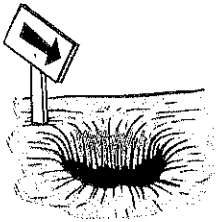


I will not ask. I will \_\_\_\_\_.

10. Word Families



bit



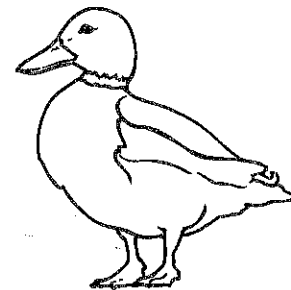
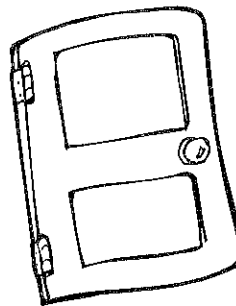
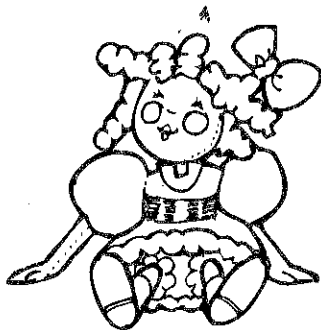
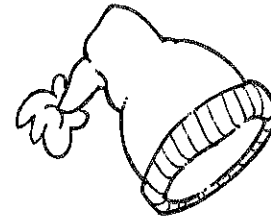
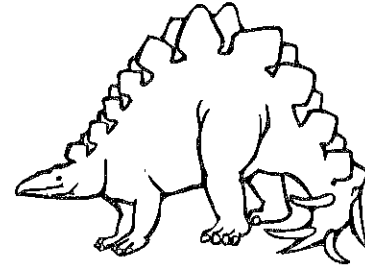
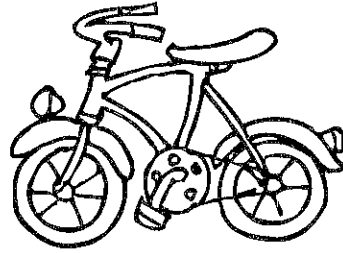
\_\_\_\_\_

Name \_\_\_\_\_

# Same Sound.....

# Dd

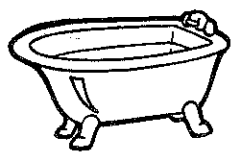
Color the pictures that begin like **dad**.



How many did you find?

# Writing Same Spelling Patterns

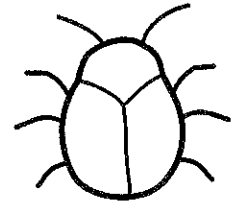
Say the word for each picture. Trace over the word for the picture, then write two more words with the same word pattern.



tub

r \_ \_

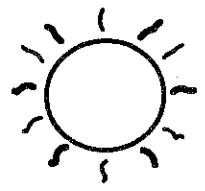
c \_ \_



bug

t \_ \_

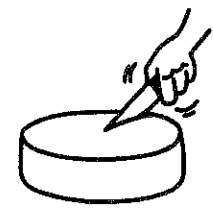
d \_ \_



sun

b \_ \_

r \_ \_



cut

h \_ \_

b \_ \_



Ask students to color in the picture on this page that rhymes with "rub."

Monday

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

100

				5					
	12								
21									30
					36				
								49	
									60
61									
					75				
									90
								99	

1000

Monday

DROPS IN THE BUCKET

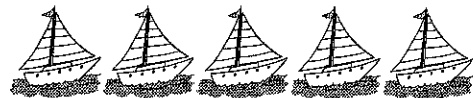
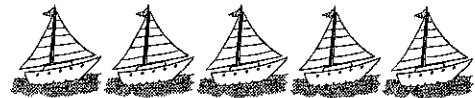
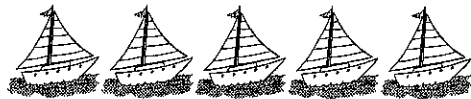
MATH LEVEL R

NUMBER 49

© 2000 MARY JO HAND

FOLLOW DIRECTIONS - COUNT

✓ 16

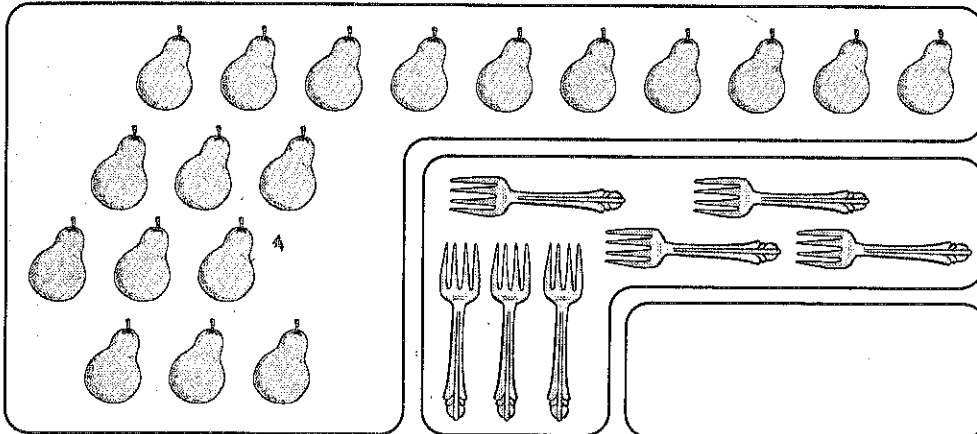


SEQUENCES



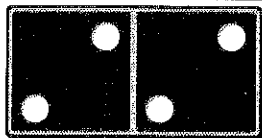
7 8 9 10

COUNT & MATCH SETS TO NUMERALS



- 20
19
8
7
1
0

ADD & SUBTRACT



+ =



- =

LOGICAL ORDER: CUT AND PASTE THE PICTURES IN A LOGICAL ORDER. SOMETIMES MORE THAN ONE LOGICAL ORDER IS POSSIBLE AND CORRECT!

Scissors icon and a sequence of five mountain scenes with a skier, intended for a logical order puzzle.



Name \_\_\_\_\_

Directions: Start on the side with the arrow. The arrow is on the right side. Add the numbers below the arrow in the ones column, and write the answer. Then add the numbers in the tens column, and write the answer.

Tens	↓	Ones
3		4
+		2
<hr/>		

Tens	↓	Ones
2		5
+		3
<hr/>		

Tens	↓	Ones
1		0
+		0
<hr/>		

Tens	↓	Ones
5		3
+		6
<hr/>		

Tens	↓	Ones
1		6
+		3
<hr/>		

Tens	↓	Ones
4		2
+		3
<hr/>		

Tens	↓	Ones
1		5
+		1
<hr/>		

Tens	↓	Ones
4		7
+		2
<hr/>		

Tens	↓	Ones
5		8
+		0
<hr/>		

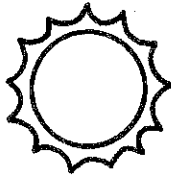
Tens	↓	Ones
2		4
+		2
<hr/>		

☆ Puzzlers ☆

<table border="0"> <tr> <td>Tens</td> <td>↓</td> <td>Ones</td> </tr> <tr> <td>6</td> <td> </td> <td>1</td> </tr> <tr> <td>+</td> <td> </td> <td>2</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </table>	Tens	↓	Ones	6		1	+		2	<hr/>			<table border="0"> <tr> <td>Tens</td> <td>↓</td> <td>Ones</td> </tr> <tr> <td>4</td> <td> </td> <td>2</td> </tr> <tr> <td>+</td> <td> </td> <td>4</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </table>	Tens	↓	Ones	4		2	+		4	<hr/>		
Tens	↓	Ones																							
6		1																							
+		2																							
<hr/>																									
Tens	↓	Ones																							
4		2																							
+		4																							
<hr/>																									

Ready • Set • Learn

# Hot Air Balloon (1-23)





Tuesday

DROPS IN THE BUCKET

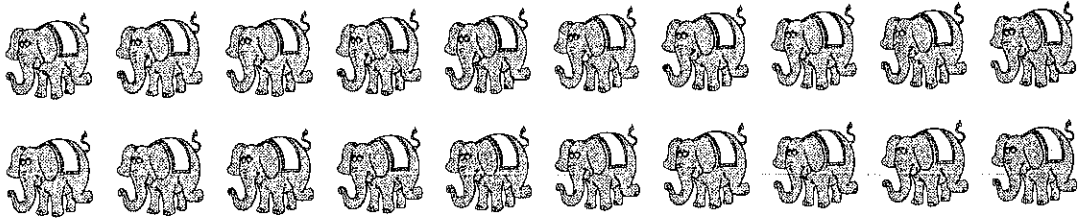
MATH LEVEL R

NUMBER 50

© 2000 MARY JO HAND

FOLLOW DIRECTIONS - COUNT

○ 20

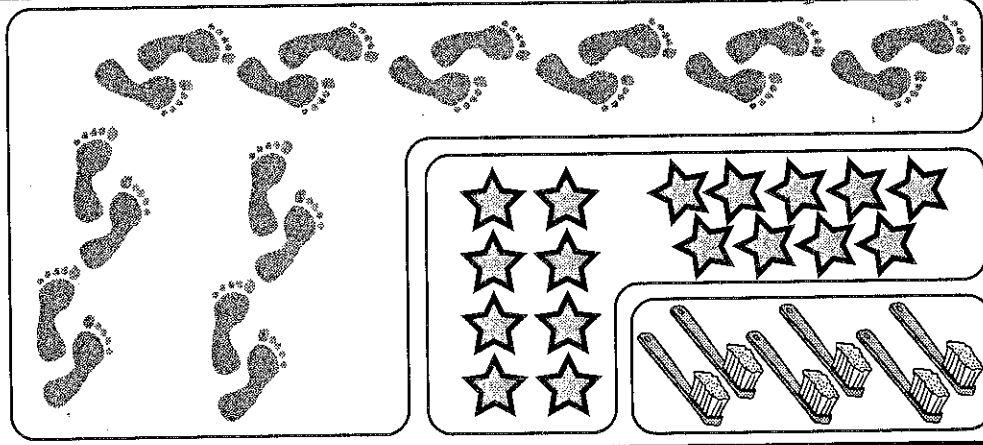


SEQUENCES



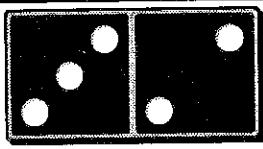
13 14 15 16

COUNT & MATCH SETS TO NUMERALS



- 20
19
18
17
7
6

ADD & SUBTRACT



3 + 2 = 5



2 - 2 = 0

LOGICAL ORDER: CUT AND PASTE THE PICTURES IN A LOGICAL ORDER. SOMETIMES MORE THAN ONE LOGICAL ORDER IS POSSIBLE AND CORRECT!

Scissors icon and a sequence of five book images (closed, open, closed, open, open) with arrows indicating a path for cutting and pasting.

Name \_\_\_\_\_

Directions: Start on the side with the arrow. The arrow is on the right side. Add the numbers below the arrow in the ones column, and write the answer. Then add the numbers in the tens column, and write the answer.

Tens	Ones
	↓
60	
+ 13	
<hr/>	

Tens	Ones
	↓
24	
+ 42	
<hr/>	

Tens	Ones
	↓
18	
+ 70	
<hr/>	

Tens	Ones
	↓
52	
+ 13	
<hr/>	

Tens	Ones
	↓
31	
+ 25	
<hr/>	

Tens	Ones
	↓
32	
+ 16	
<hr/>	

Tens	Ones
	↓
24	
+ 61	
<hr/>	

Tens	Ones
	↓
26	
+ 32	
<hr/>	

Tens	Ones
	↓
32	
+ 34	
<hr/>	

Tens	Ones
	↓
44	
+ 24	
<hr/>	

☆ Puzzlers ☆

<table border="0"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td>↓</td> </tr> <tr> <td>45</td> <td></td> </tr> <tr> <td>+ 12</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> </table>	Tens	Ones		↓	45		+ 12		<hr/>		<table border="0"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td>↓</td> </tr> <tr> <td>60</td> <td></td> </tr> <tr> <td>+ 24</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> </table>	Tens	Ones		↓	60		+ 24		<hr/>	
Tens	Ones																				
	↓																				
45																					
+ 12																					
<hr/>																					
Tens	Ones																				
	↓																				
60																					
+ 24																					
<hr/>																					

**How Many.** Write the number of hundreds, tens, ones, and the standard number.

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

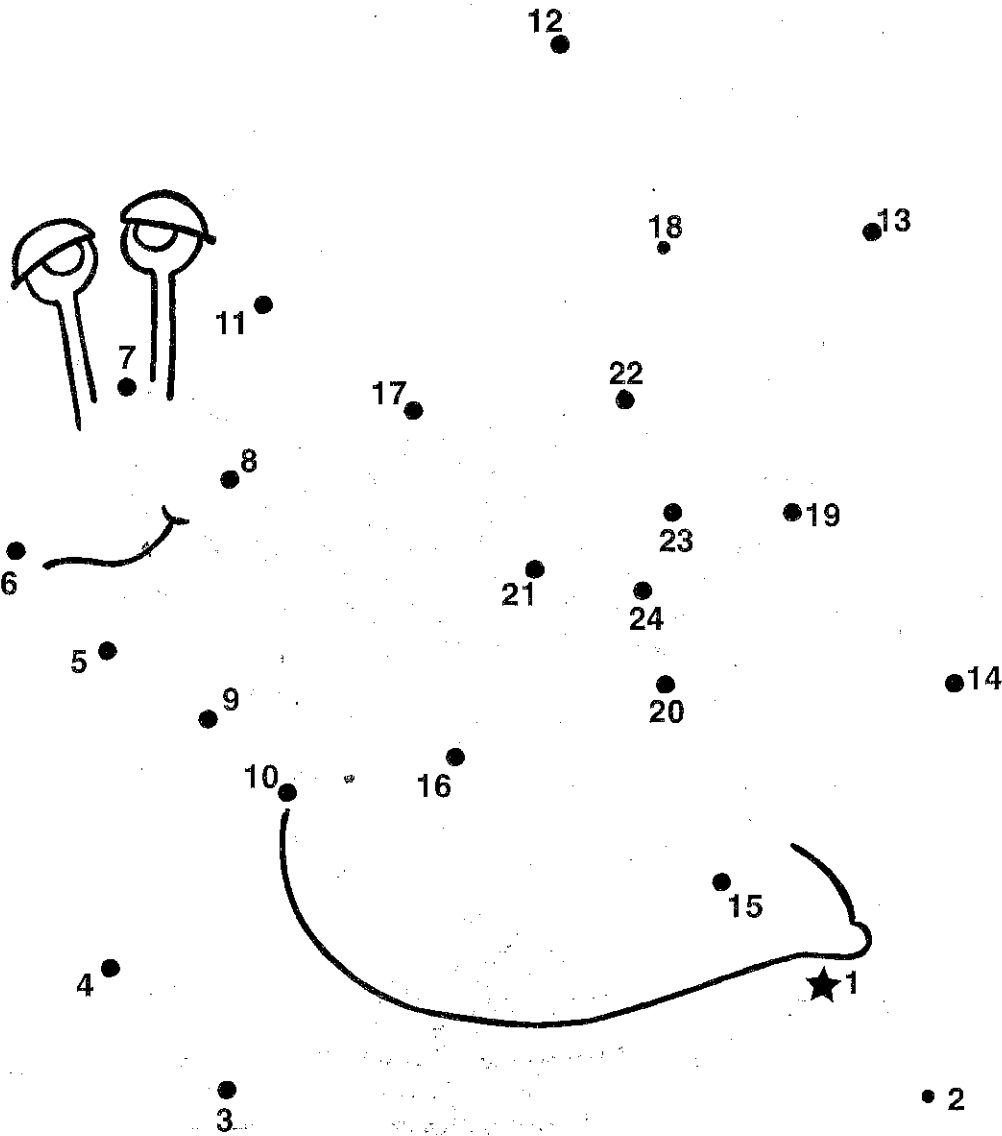
**Bonus**  
Circle the lesser number.

300	310	380	308
388	375	355	365
399	390		

Ready, Set, Learn!



# Snail (1-24)







Wednesday

**DROPS IN THE BUCKET**  
**MATH LEVEL R**  
**NUMBER 56**  
© 2000 MARY JO HAND

FOLLOW DIRECTIONS - COUNT

✓ 16

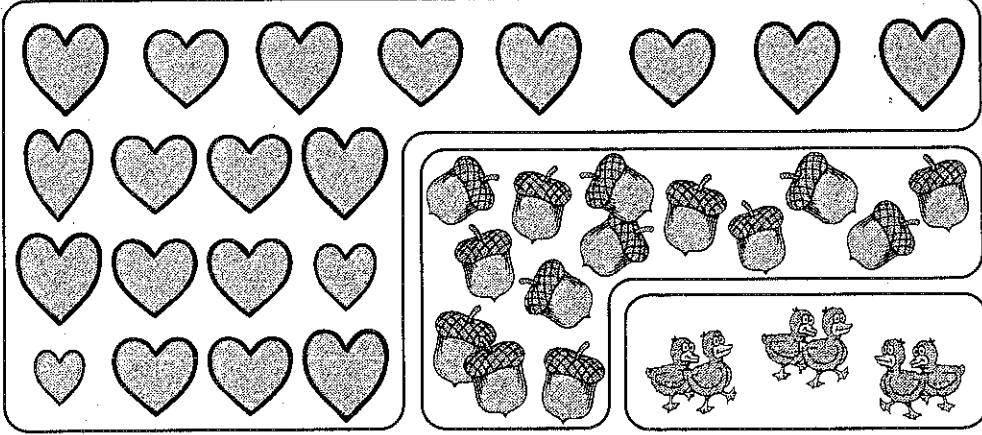


SEQUENCES



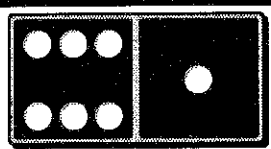
\_\_\_ 11 12 13 14 \_\_\_

COUNT & MATCH SETS TO NUMERALS



- 20
- 18
- 14
- 12
- 10
- 6

ADD & SUBTRACT



\_\_\_ + \_\_\_ = \_\_\_



\_\_\_ - \_\_\_ = \_\_\_

LOGICAL ORDER: CUT AND PASTE THE PICTURES IN A LOGICAL ORDER. SOMETIMES MORE THAN ONE LOGICAL ORDER IS POSSIBLE AND CORRECT!

A sequence of five panels for a logical order puzzle. Each panel has a dashed line with a scissors icon on the left and a dashed arrow pointing right. Below each panel are several small images of a frog, a turtle, and a dog on a lily pad, which are to be cut out and pasted into the panels in a logical sequence.

Name \_\_\_\_\_

Directions: Start on the side with the arrow. The arrow is on the right side. Subtract the numbers below the arrow in the ones column, and write the answer. Then subtract the numbers in the tens column, and write the answer.

Tens	Ones
	↓
7	8
-	4
6	4

Tens	Ones
	↓
4	8
-	2
3	2

Tens	Ones
	↓
6	9
-	2
4	2

Tens	Ones
	↓
5	8
-	4
2	4

Tens	Ones
	↓
9	3
-	2
7	2

Tens	Ones
	↓
7	8
-	5
4	5

Tens	Ones
	↓
5	8
-	3
1	3

Tens	Ones
	↓
9	9
-	5
4	5

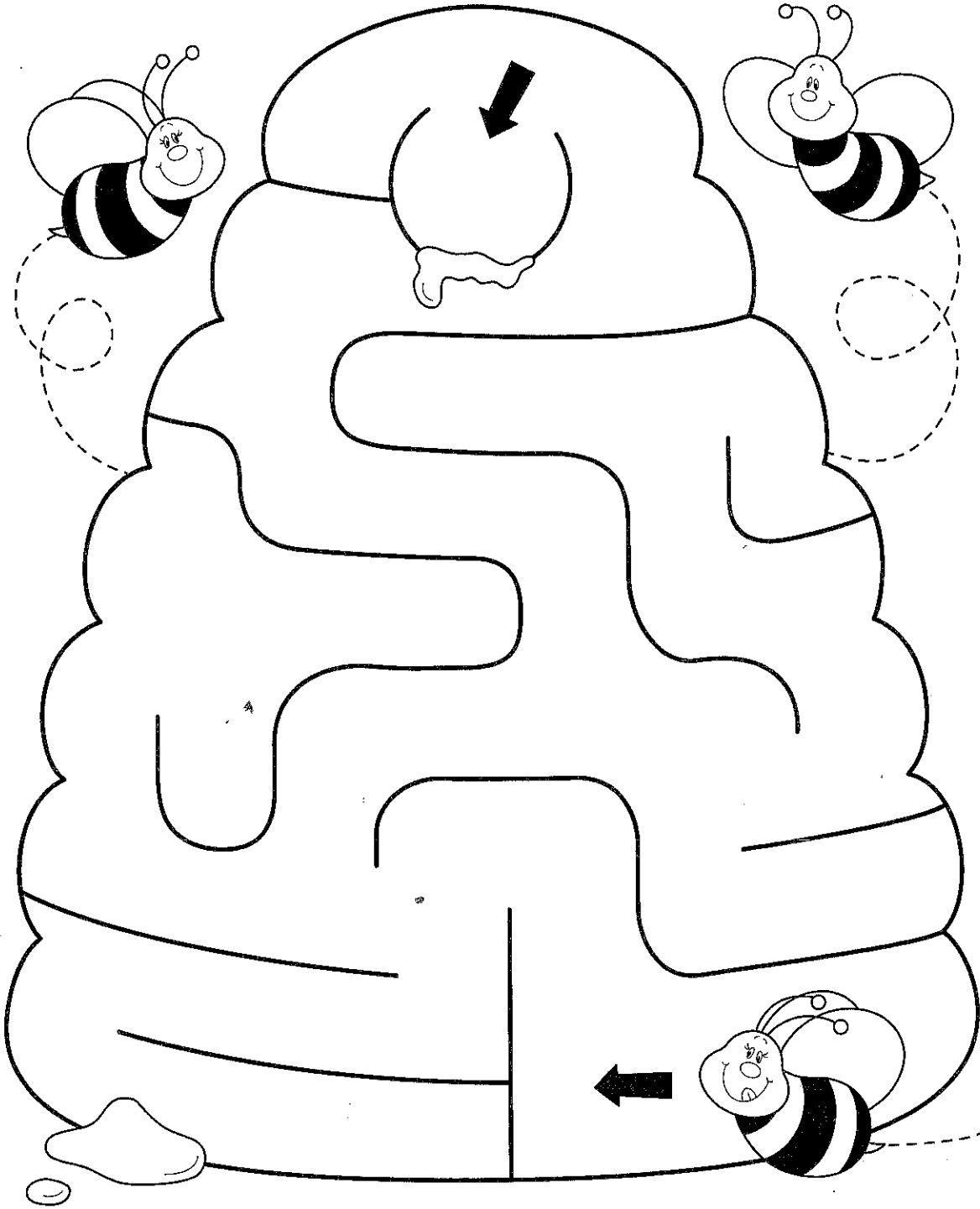
Tens	Ones
	↓
7	9
-	0
3	0

Tens	Ones
	↓
8	8
-	5
4	5

☆ Puzzlers ☆

<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="text-align: center; padding-right: 10px;">Tens</td> <td style="border-left: 1px dashed black; border-right: 1px dashed black; padding: 0 10px;">Ones</td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center; font-size: 2em;">5</td> <td style="text-align: center; font-size: 2em;">7</td> </tr> <tr> <td style="text-align: center; font-size: 2em;">-</td> <td style="text-align: center; font-size: 2em;">6</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center; font-size: 2em;">2</td> <td style="border-top: 1px solid black; text-align: center; font-size: 2em;">6</td> </tr> </table>	Tens	Ones		↓	5	7	-	6	2	6	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="text-align: center; padding-right: 10px;">Tens</td> <td style="border-left: 1px dashed black; border-right: 1px dashed black; padding: 0 10px;">Ones</td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center; font-size: 2em;">8</td> <td style="text-align: center; font-size: 2em;">3</td> </tr> <tr> <td style="text-align: center; font-size: 2em;">-</td> <td style="text-align: center; font-size: 2em;">1</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center; font-size: 2em;">4</td> <td style="border-top: 1px solid black; text-align: center; font-size: 2em;">1</td> </tr> </table>	Tens	Ones		↓	8	3	-	1	4	1
Tens	Ones																				
	↓																				
5	7																				
-	6																				
2	6																				
Tens	Ones																				
	↓																				
8	3																				
-	1																				
4	1																				

Show Bethany Bee the way to the honey.



Ready, Set, Learn!



Ponytail (1-27)





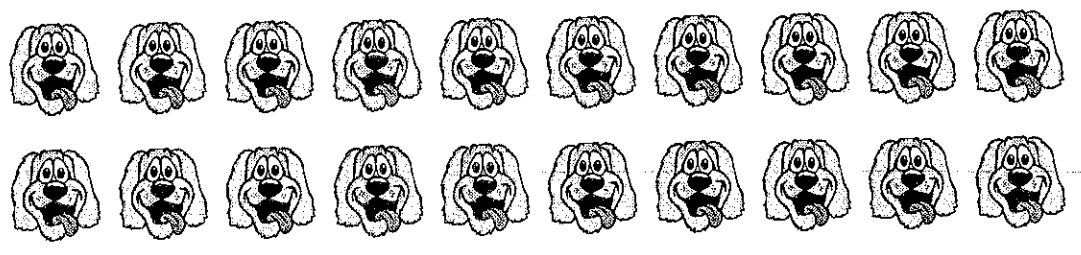
Thursday

**DROPS IN THE BUCKET**  
**MATH LEVEL R**  
**NUMBER 52**

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FOLLOW DIRECTIONS - COUNT

○ 17

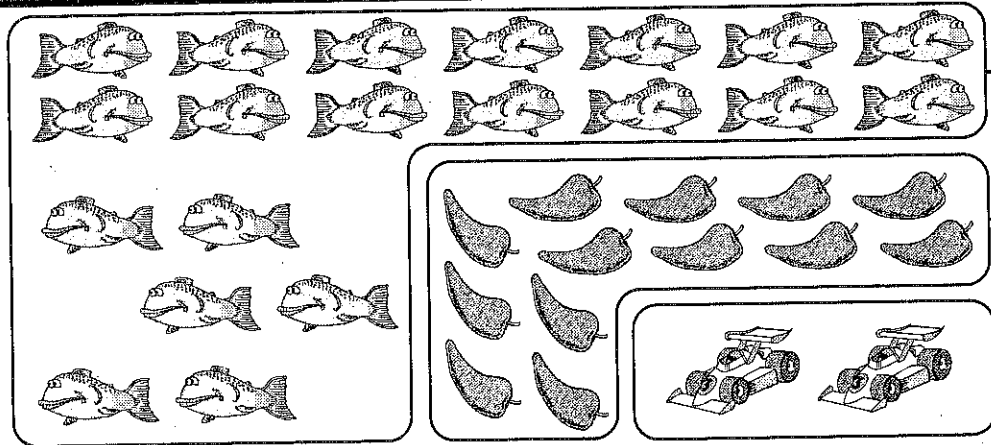


SEQUENCES



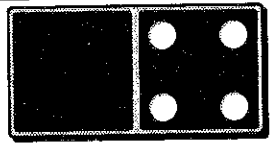
___	12	13	14	15	___
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COUNT & MATCH SETS TO NUMERALS

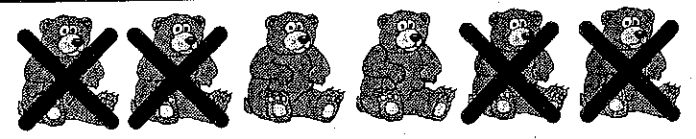


- 20
- 19
- 18
- 13
- 8
- 2

ADD & SUBTRACT



\_\_\_ + \_\_\_ = \_\_\_



\_\_\_ - \_\_\_ = \_\_\_

LOGICAL ORDER: CUT AND PASTE THE PICTURES IN A LOGICAL ORDER. SOMETIMES MORE THAN ONE LOGICAL ORDER IS POSSIBLE AND CORRECT!

Scissors icon

Name \_\_\_\_\_

Directions: Start on the side with the arrow. The arrow is on the right side. Subtract the numbers below the arrow in the ones column, and write the answer. Then subtract the numbers in the tens column, and write the answer.

Tens	Ones
	↓
8	7
- 1	3
<hr/>	

Tens	Ones
	↓
5	9
- 1	5
<hr/>	

Tens	Ones
	↓
5	5
- 2	3
<hr/>	

Tens	Ones
	↓
6	7
- 3	3
<hr/>	

Tens	Ones
	↓
9	6
- 5	3
<hr/>	

Tens	Ones
	↓
3	9
- 2	3
<hr/>	

Tens	Ones
	↓
6	2
- 3	1
<hr/>	

Tens	Ones
	↓
8	6
- 2	5
<hr/>	

Tens	Ones
	↓
6	6
- 2	4
<hr/>	

Tens	Ones
	↓
8	7
- 6	5
<hr/>	

☆ Puzzlers ☆

<table border="0"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td>↓</td> </tr> <tr> <td>4</td> <td>8</td> </tr> <tr> <td>- 2</td> <td>5</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> </table>	Tens	Ones		↓	4	8	- 2	5	<hr/>		<table border="0"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td>↓</td> </tr> <tr> <td>6</td> <td>2</td> </tr> <tr> <td>- 5</td> <td>0</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> </table>	Tens	Ones		↓	6	2	- 5	0	<hr/>	
Tens	Ones																				
	↓																				
4	8																				
- 2	5																				
<hr/>																					
Tens	Ones																				
	↓																				
6	2																				
- 5	0																				
<hr/>																					

**How Many.** Write the number of hundreds, tens, ones, and the standard number.

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

Hundreds      Tens      Ones

\_\_\_\_\_ = \_\_\_\_\_

H      T      O

**Bonus**

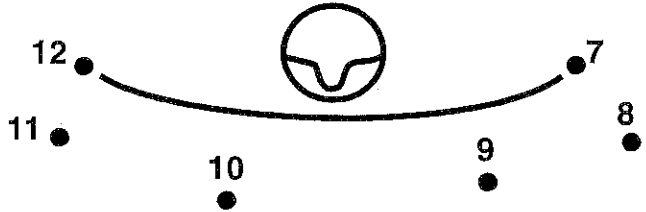
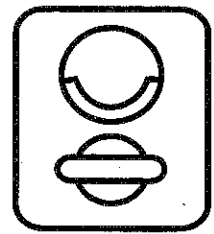
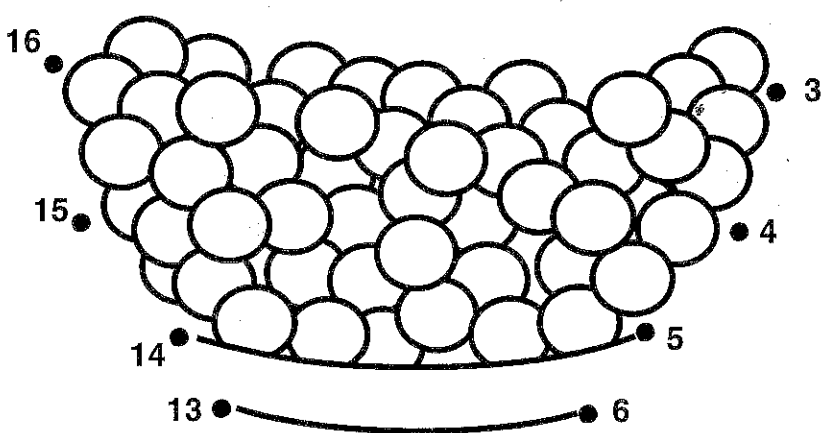
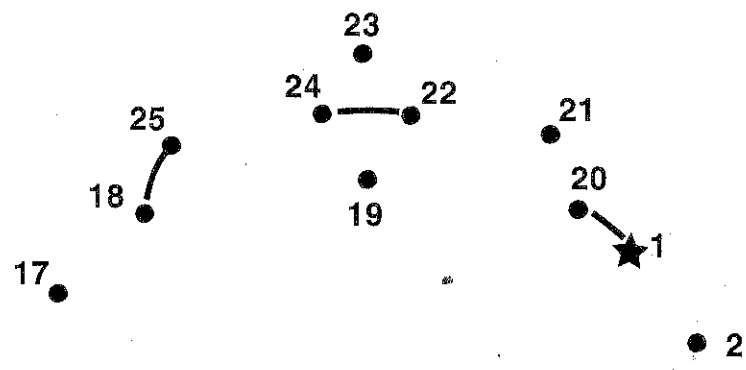
417 =	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px dashed black; border-bottom: 1px solid black; text-align: center;">H</td> <td style="border-right: 1px dashed black; border-bottom: 1px solid black; text-align: center;">T</td> <td style="border-bottom: 1px solid black; text-align: center;">O</td> </tr> </table>	H	T	O
H	T	O		
456 =	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px dashed black; border-bottom: 1px solid black; text-align: center;">H</td> <td style="border-right: 1px dashed black; border-bottom: 1px solid black; text-align: center;">T</td> <td style="border-bottom: 1px solid black; text-align: center;">O</td> </tr> </table>	H	T	O
H	T	O		
489 =	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px dashed black; border-bottom: 1px solid black; text-align: center;">H</td> <td style="border-right: 1px dashed black; border-bottom: 1px solid black; text-align: center;">T</td> <td style="border-bottom: 1px solid black; text-align: center;">O</td> </tr> </table>	H	T	O
H	T	O		



Ready • Set • Learn



# Gumball Goodies (1-25)



Friday

Count backwards

20		18				14			11
	9					5			1

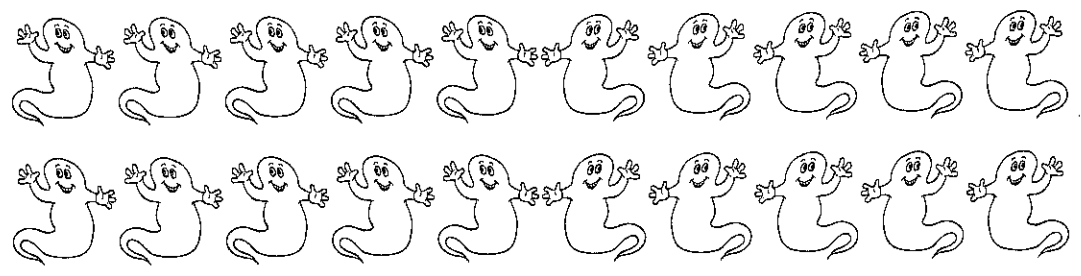
20			17				13		
10				6					1

20					15				11
				6					1

**DROPS IN THE BUCKET**  
**MATH LEVEL R**  
**NUMBER 53**  
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FOLLOW DIRECTIONS - COUNT

✓ 11



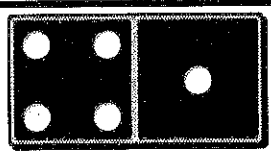
SEQUENCES



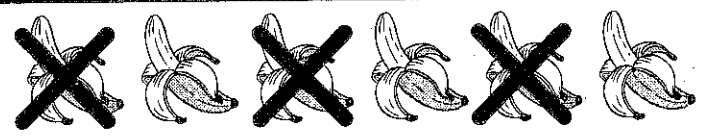
\_\_\_      9      10      11      12      \_\_\_

COUNT & MATCH SETS TO NUMERALS


ADD & SUBTRACT



\_\_\_ + \_\_\_ = \_\_\_



\_\_\_ - \_\_\_ = \_\_\_

LOGICAL ORDER: CUT AND PASTE THE PICTURES IN A LOGICAL ORDER. SOMETIMES MORE THAN ONE LOGICAL ORDER IS POSSIBLE AND CORRECT!


Friday

Name \_\_\_\_\_

Directions: Touch the sign before beginning each problem, and decide if you will be adding or subtracting. Then solve the problem, and write the answer. Say the problem and answer quietly.

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

☆ Puzzlers ☆

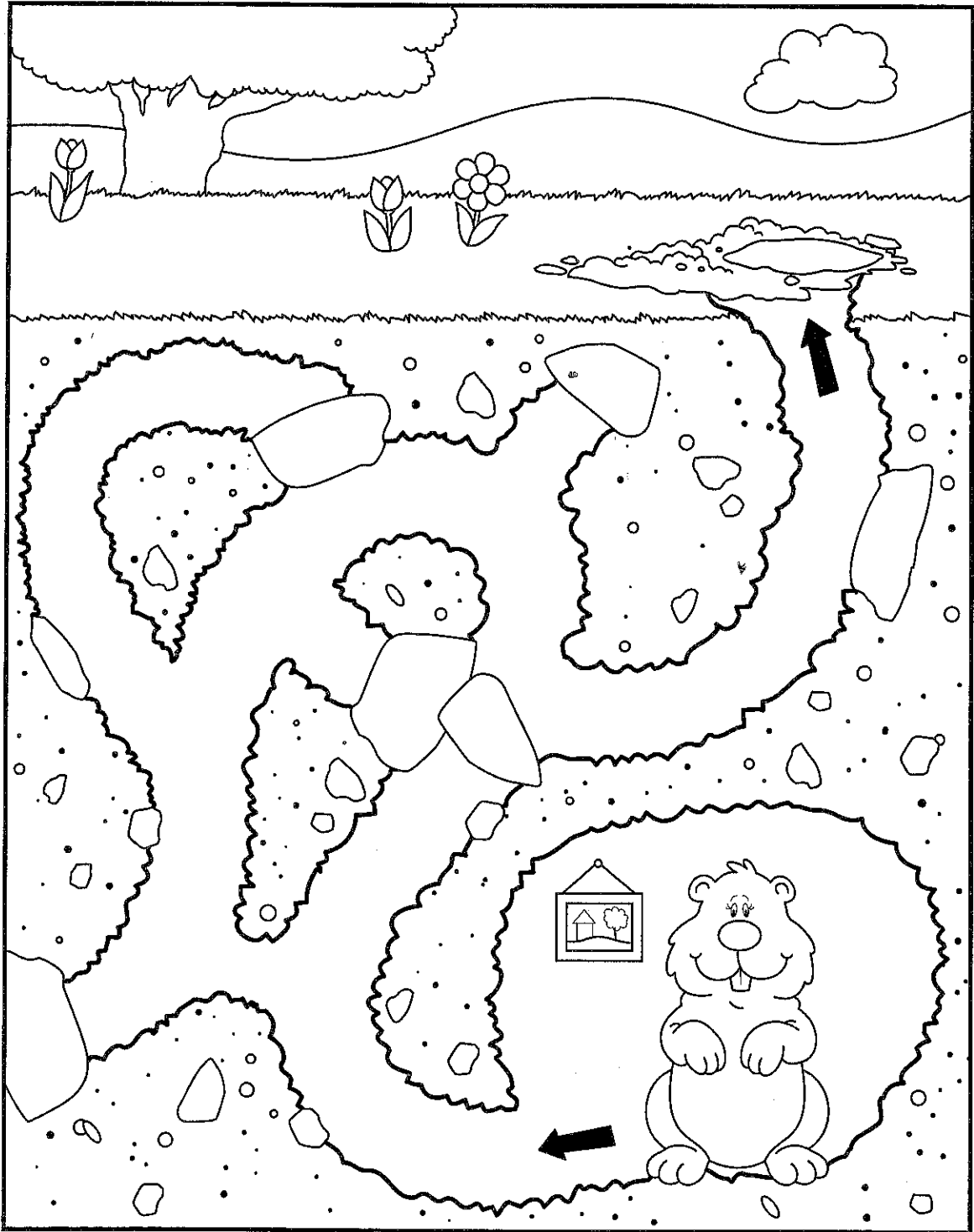
$$5 + 4 = \underline{\quad}$$

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

$$12 - 9 = \underline{\quad}$$

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

Help Gretta Groundhog find her way out of her burrow.



Ready, Set, Learn!



# Shark (1-28)

