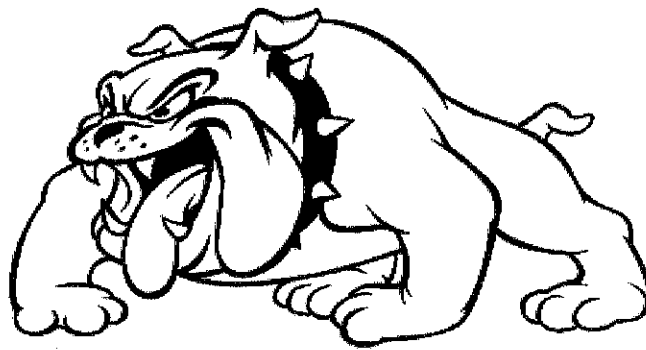


Artesia Public Schools

First Grade Packet

Week 5

May 4<sup>th</sup> – 8<sup>th</sup>



Escuelas públicas de Artesia

Paquete de primer grado

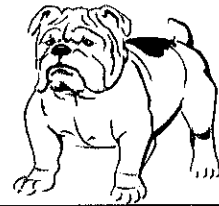
Semana 5

4 – 8 de mayo



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

For the Week of May 4<sup>th</sup> – 8<sup>th</sup>

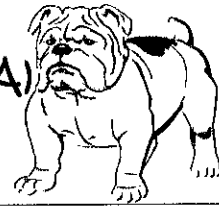


Day 1	<ul style="list-style-type: none"><li>• Practice "Fry" Sight Words – Flash Cards – Next 50 Words (150 Total)</li><li>• Complete Day 1 – "Drops in a Bucket"</li><li>• Read, cut, and color story "The Pet Store" pgs. 1 - 3</li><li>• Complete short vowel /a/ Worksheet</li><li>• Read Fluency Passage, "Beg for an Egg" and complete short vowel /e/ 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 – 150 Words</li><li>• Complete Day 2 – "Drops in a Bucket"</li><li>• Complete pg. 26 from "The Pet Store" 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 – 150 Words</li><li>• Complete Day 3 – "Drops in a Bucket"</li><li>• Complete pg. 27 from "The Pet Store" story</li><li>• Complete short vowel /i/ Worksheet</li><li>• Write a story and draw a picture: "Summer Vacation"</li></ul>
Day 4	<ul style="list-style-type: none"><li>• Practice "Fry" Sight Words – Flash Cards – 150 Words</li><li>• Complete Day 4 – "Drops in a Bucket"</li><li>• Complete pg. 28 from "The Pet Store" story</li><li>• Complete short vowel /u/ 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 – 150 Words</li><li>• Complete Day 5 – "Drops in a Bucket"</li><li>• Complete pg. 29 from "The Pet Store" story</li><li>• Complete short vowel /o/ Worksheet</li><li>• Complete Dot-to-Dot</li><li>• Read the story that you wrote to someone.</li></ul>



# LECTURA DE PRIMER GRADO (ELA)

Para la semana del 4 al 8 de mayo

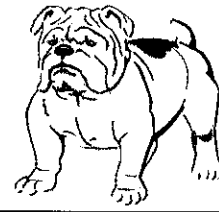


Día 1	<ul style="list-style-type: none"><li>• Practique palabras de Vista "Fry" - Tarjetas de vocabulario - 50 palabras siguientes (150 en total)</li><li>• Completa el día 1 - "Gotas en un balde"- "Drops in a Bucket"</li><li>• Leer, cortar y colorear la historia "The Pet Store" pgs. 1 - 3</li><li>• Vocal corta completa / a / Hoja de trabajo</li><li>• Lea el pasaje de fluidez, "Pide un huevo" y completa la vocal corta / e / 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 - 150 palabras</li><li>• Completa el día 2 - "Drops in a Bucket"—"Gotas en un Balde"</li><li>• Completa la pág. 26 de la historia de "The Pet Store"-</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 - 150 palabras</li><li>• Completa el día 3 - "Gotas en un balde"- "Drops in a Bucket"</li><li>• Completa la pág. 27 de la historia de "The Pet Store"</li><li>• Vocal corta completa / i / Hoja de trabajo</li><li>• Escribe una historia y haz un dibujo: "Vacaciones de Verano"</li></ul>
Día 4	<ul style="list-style-type: none"><li>• Practique palabras de Vista "Fry" - Tarjetas de vocabulario - 150 palabras</li><li>• Completa el día 4 - "Gotas en un balde"</li><li>• Completa la pág. 28 de la historia de "The Pet Store"</li><li>• Vocal corta completa / u / 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 - 150 palabras</li><li>• Completa el día 5 - "Gotas en un balde"- "Drops in a Bucket"</li><li>• Completa la pág. 29 de la historia de "The Pet Store"</li><li>• Vocal corta completa / o / Hoja de trabajo</li><li>• Completo punto a punto</li><li>• Lea la historia que le escribió a alguien.</li></ul>



# \*\*1<sup>st</sup> GRADE MATH\*\*

For the Week of May 4<sup>th</sup> – 8<sup>th</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 Double-Digit Subtraction Worksheet without Regrouping</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 4 al 8 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"-Drops 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 Balde"</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"</li> <li>• Hoja de trabajo de restar 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 restar 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 de restar de dos dígitos completa sin reagrupación</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 los alumnos de 1er grado es de 30 minutos / día. \*\*

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

Fry's 126-150

say

great

where

help

through

much

before

line

Fry's 126-150

right

too

means

old

any

same

tell

boy

Fry's 126-150

follow

came

want

show

also

around

form

three



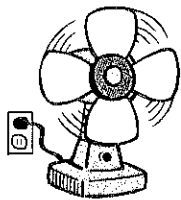
Fry's 126-150

small

small	

Name \_\_\_\_\_

1. Initial Consonants



\_an



\_an



c\_p

2. Short Vowels



c\_p



wi\_



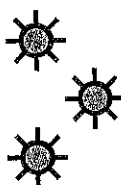
wi\_

4. Multi-meaning Words



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

5. Number Words



3 \_\_\_\_\_

6. Reading Comprehension

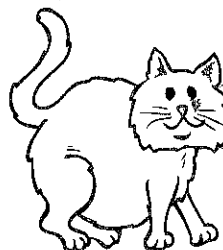


He has three cans.

I am a potter.

A sad man sobs.

7. Rhyming



This cat is \_\_\_\_\_.

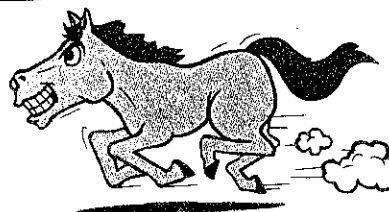
8. Word Endings

win



The hog is the \_\_\_\_\_.

9. Opposites

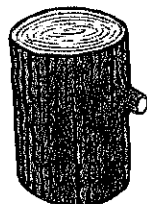


I can't hop, but I \_\_\_\_\_ run.

10. Word Families



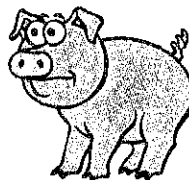
frog



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Monday

Picture Dictionary



dog



cat



lizard

# The Pet Store

\_\_\_\_\_  
Name

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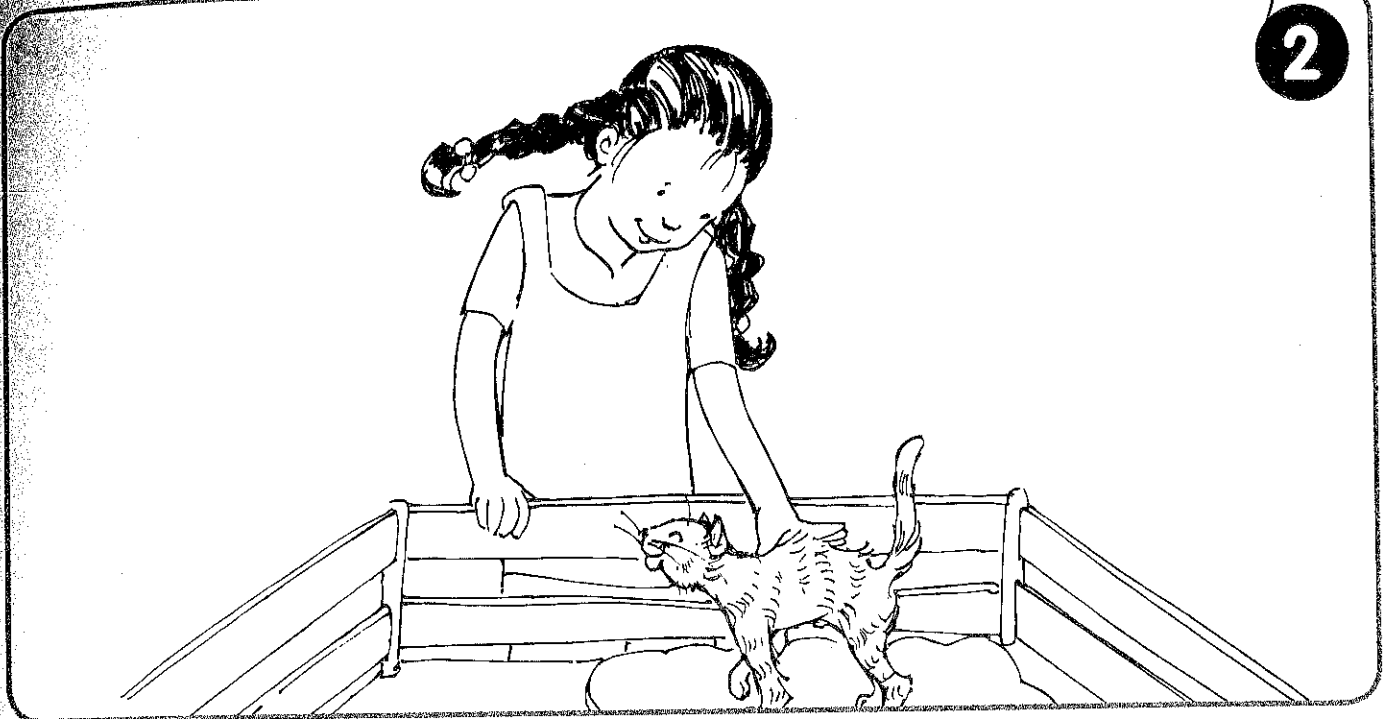
**Pet  
Store**



1

I see a dog.  
Hi, dog.

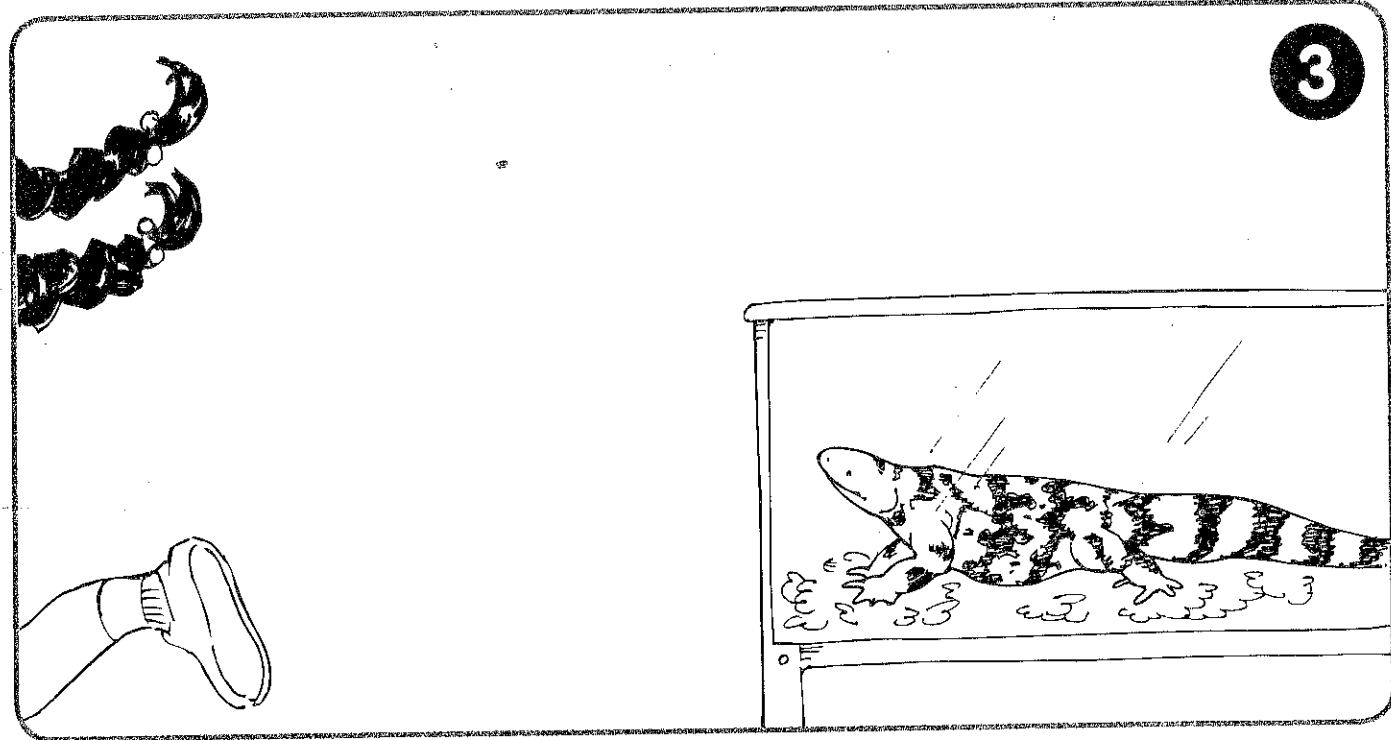
2



I see a cat.  
Hi, cat.



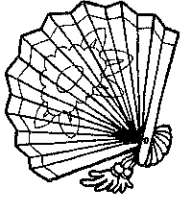
3



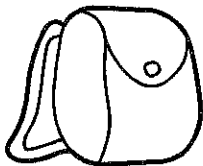
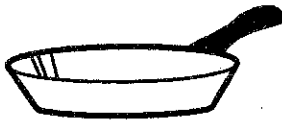
I see a lizard.  
Goodbye, lizard!

# Writing Words

Say the word for each picture. Then write the word for the picture on the line.



fan



**EXTRA!**

Ask students to color in the pictures on this page that rhyme with "sat."

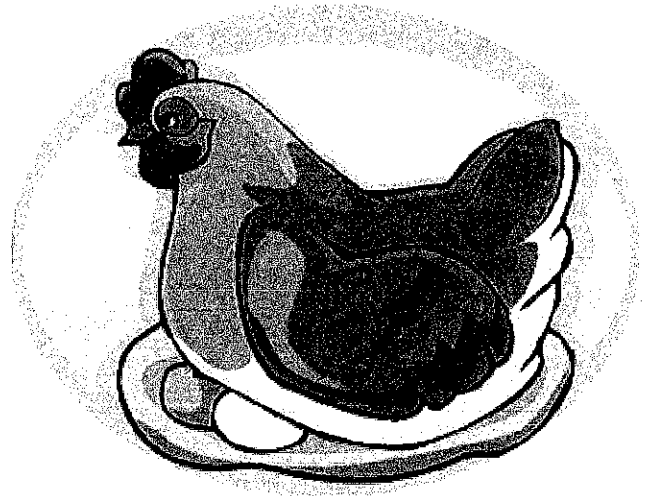
Name: \_\_\_\_\_

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

# Beg for an Egg

by Lill Pluta

I beg for an egg  
from my red hen.  
I get some corn.  
It's in her pen.  
She clucks! What luck!  
This is the end  
of begging for an egg  
from my red hen.



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

Monday  
Short e sound

# Beg for an Egg

Poem by Lill Pluta

Circle the short e words.

beg

egg

ear

some

corn

pen

red

me

end

ten

feed

fed

he

pet

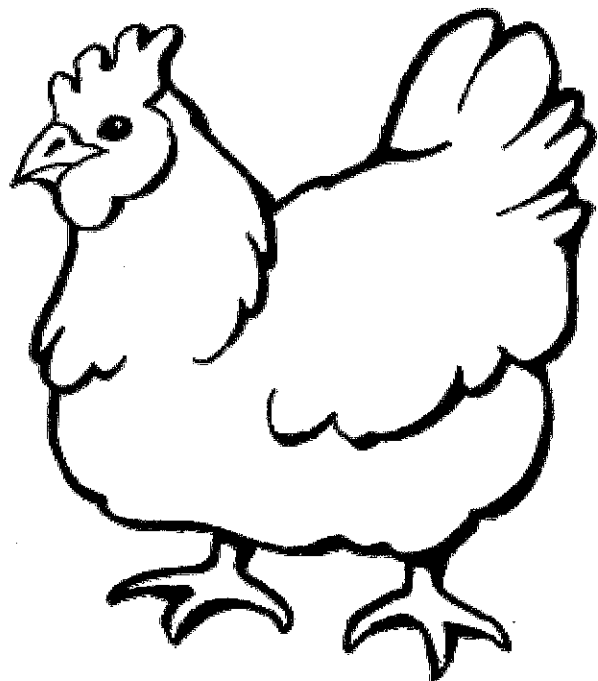
met

meet

Color the hen red.

Draw 3 eggs by the hen.

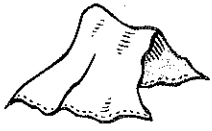
Draw a baby chick by the hen.



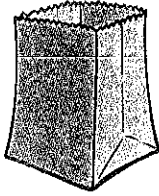
Tues.

Name \_\_\_\_\_

1. Initial Consonants



\_ag

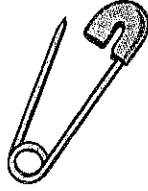


\_ag



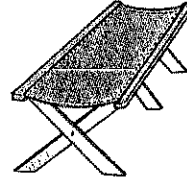
p\_n

2. Short Vowels

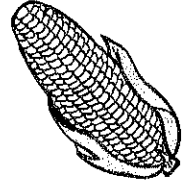


p\_n

3. Final Consonants

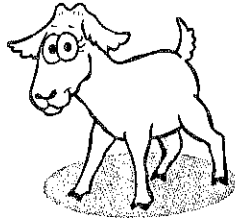


co\_



co\_

4. Multi-meaning Words

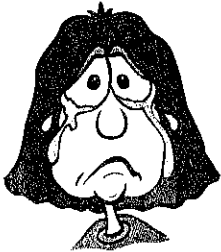


\_\_\_\_\_ and \_\_\_\_\_

5. Number Words

0 \_\_\_\_\_

6. Reading Comprehension



She is sobbing.  
She hid the milk.  
She rips it up.

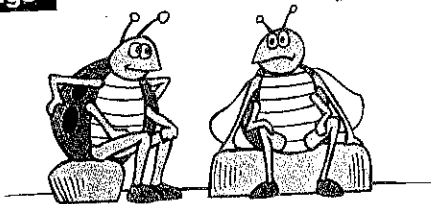
7. Rhyming



I am a tot on a \_\_\_\_\_.

8. Word Endings

bug



The \_\_\_\_\_ sat down.

9. Opposites

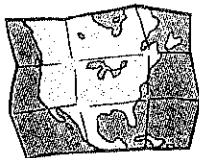


It is not yes. It is \_\_\_\_\_.

10. Word Families



zap



\_\_\_\_\_



Tues.

Name \_\_\_\_\_

# Remembering the Story

Circle the pictures that answer the questions.

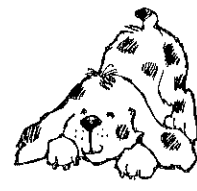
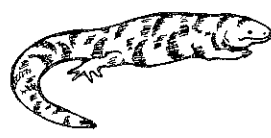
Which animals did the girl see?



Which animals did the girl like?



Which animal made the girl run away?

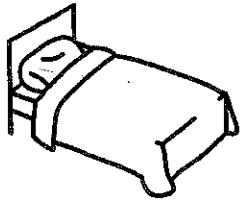


Which animal would you like for a pet?



# Writing Same Spelling Patterns

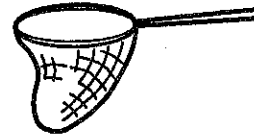
Say the word for each picture. Trace over the word for the picture, then write two more words with the same word pattern.



b e d

r \_ \_

f \_ \_



n e t

b \_ \_

l \_ \_



l e g

p \_ \_

b \_ \_



h e n

d \_ \_

m \_ \_

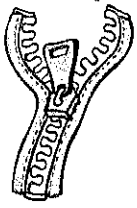
EXTRA!

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

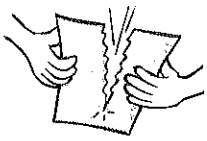
Wed.

Name \_\_\_\_\_

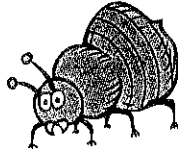
1. Initial Consonants



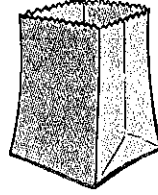
\_ip



\_ip



b\_g



b\_g

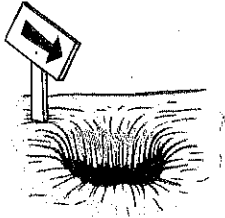


ma\_



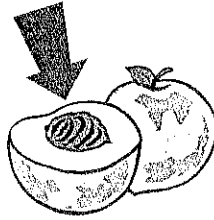
ma\_

4. Multi-meaning Words



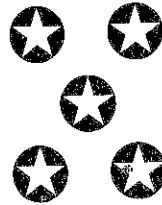
\_\_\_\_\_

and



\_\_\_\_\_

5. Number Words



5

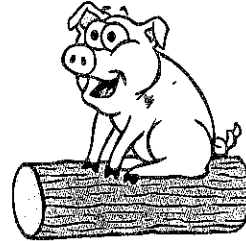
\_\_\_\_\_

6. Reading Comprehension



I am happy.  
This is a hog.  
I am a mad ram.

7. Rhyming



I am a hog on a \_\_\_\_\_.

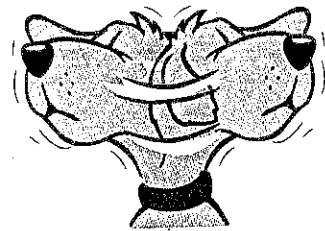
8. Word Endings

get



This cub is \_\_\_\_\_ wet.

9. Opposites



This is no, not \_\_\_\_\_.

10. Word Families



Bob



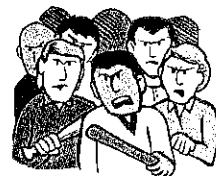
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



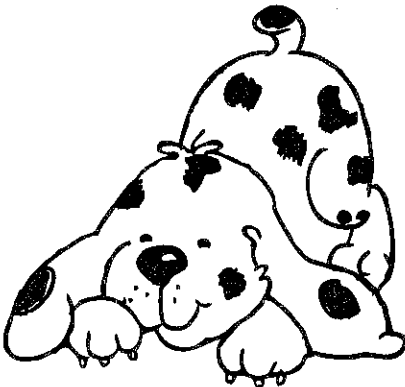
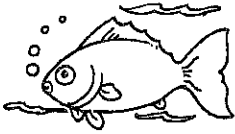

\_\_\_\_\_

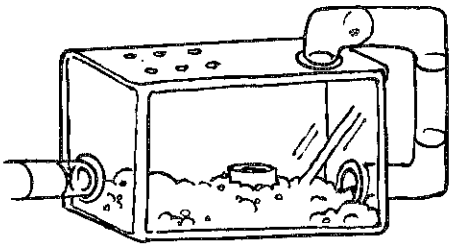
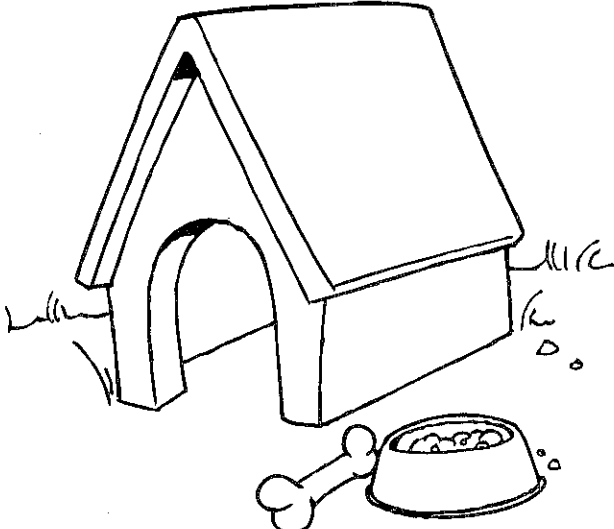


Name \_\_\_\_\_

Wed.

# Where Do the Animals Go?

Cut and glue. Lift the cover to look inside.

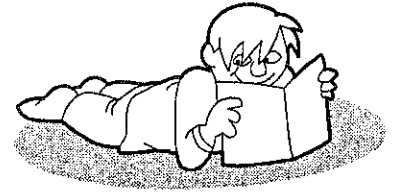
glue	glue
	
	glue
	

fold	fold
	
fold	
	

Read and Understand with Levelled Texts, Grade K • EMC 3440 • © Egan-Moor Corp.

# 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.



wick	mill
fill	kiss
miss	lick

bin	lip
pick	wick
nip	win

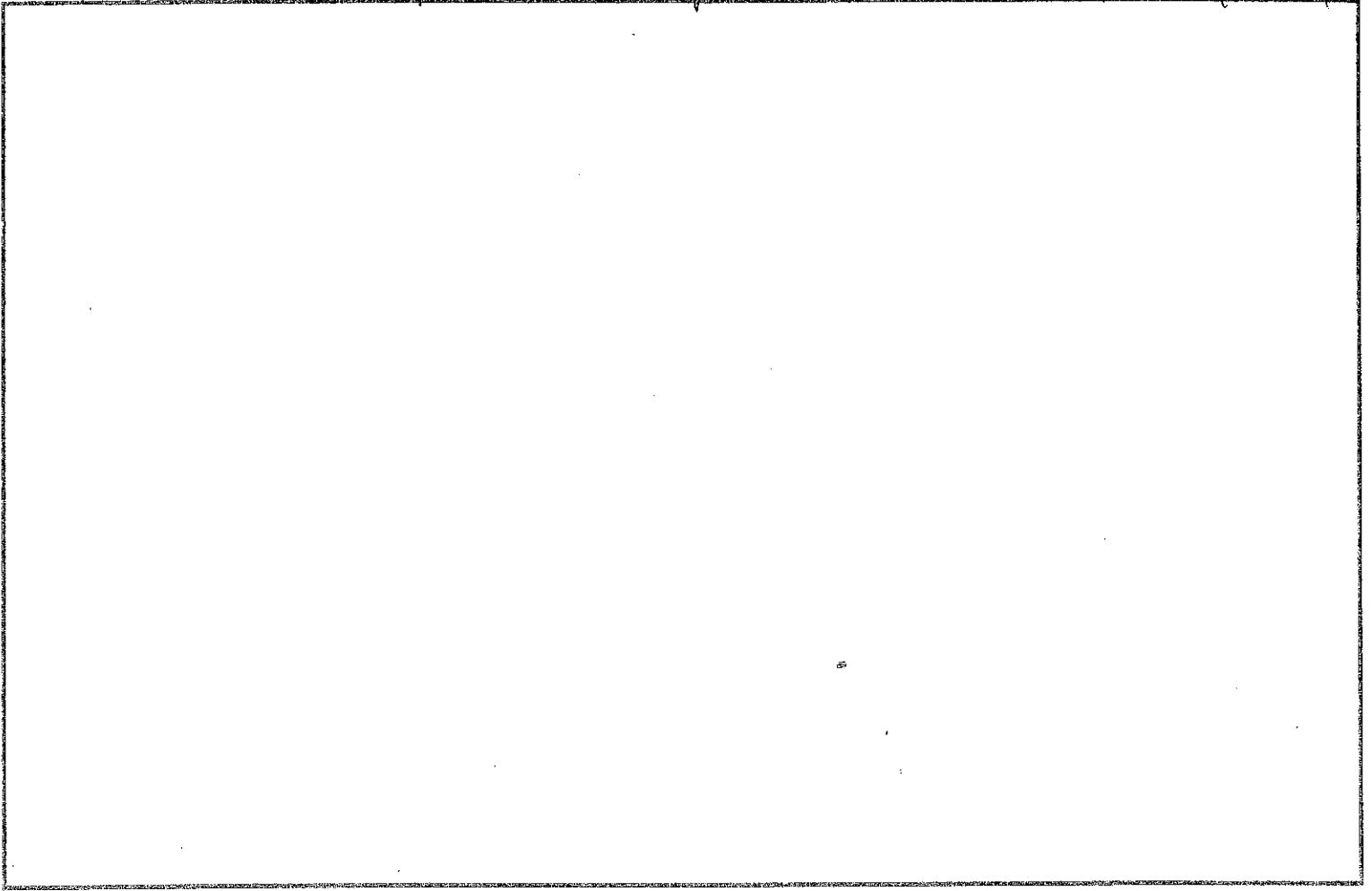
hid	fix
rim	lid
mix	dim

bit	rib
will	hit
bib	pill

**EXTRA!**

How many words on this page rhyme with "tip"? Ask students to circle them, then count them.

# Summer Vacation! Wed. wk 4

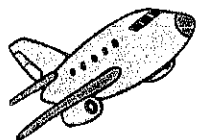


Four sets of primary writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A small decorative flower icon is placed at the beginning of each line.

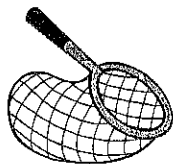
*Thurs*

Name \_\_\_\_\_

1. Initial Consonants



\_et



\_et



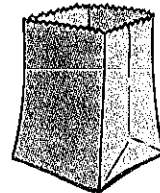
c\_b

2. Short Vowels



c\_b

3. Final Consonants

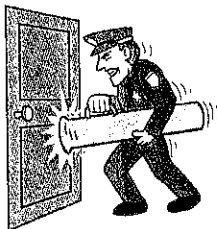


ba\_



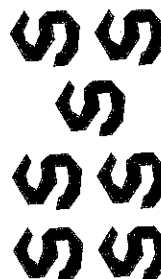
ba\_

4. Multi-meaning Words



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

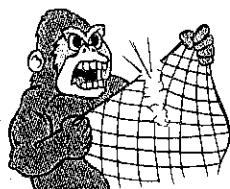
5. Number Words



7

\_\_\_\_\_

6. Reading Comprehension

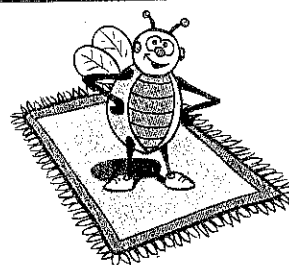


He ripped the net.

The batter ran.

Bob got on the jet.

7. Rhyming



I am a \_\_\_\_\_ on a rug.

8. Word Endings

pot



She is a \_\_\_\_\_.

9. Opposites



He is not good. He's \_\_\_\_\_.

10. Word Families



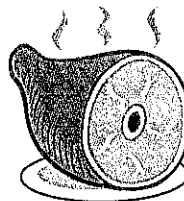
yam



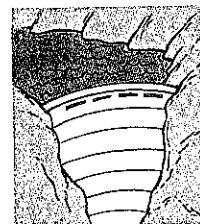
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



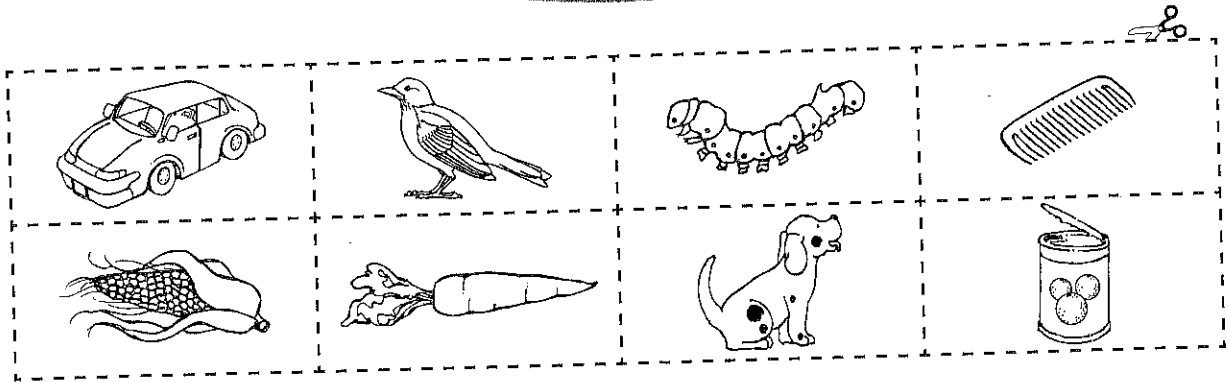
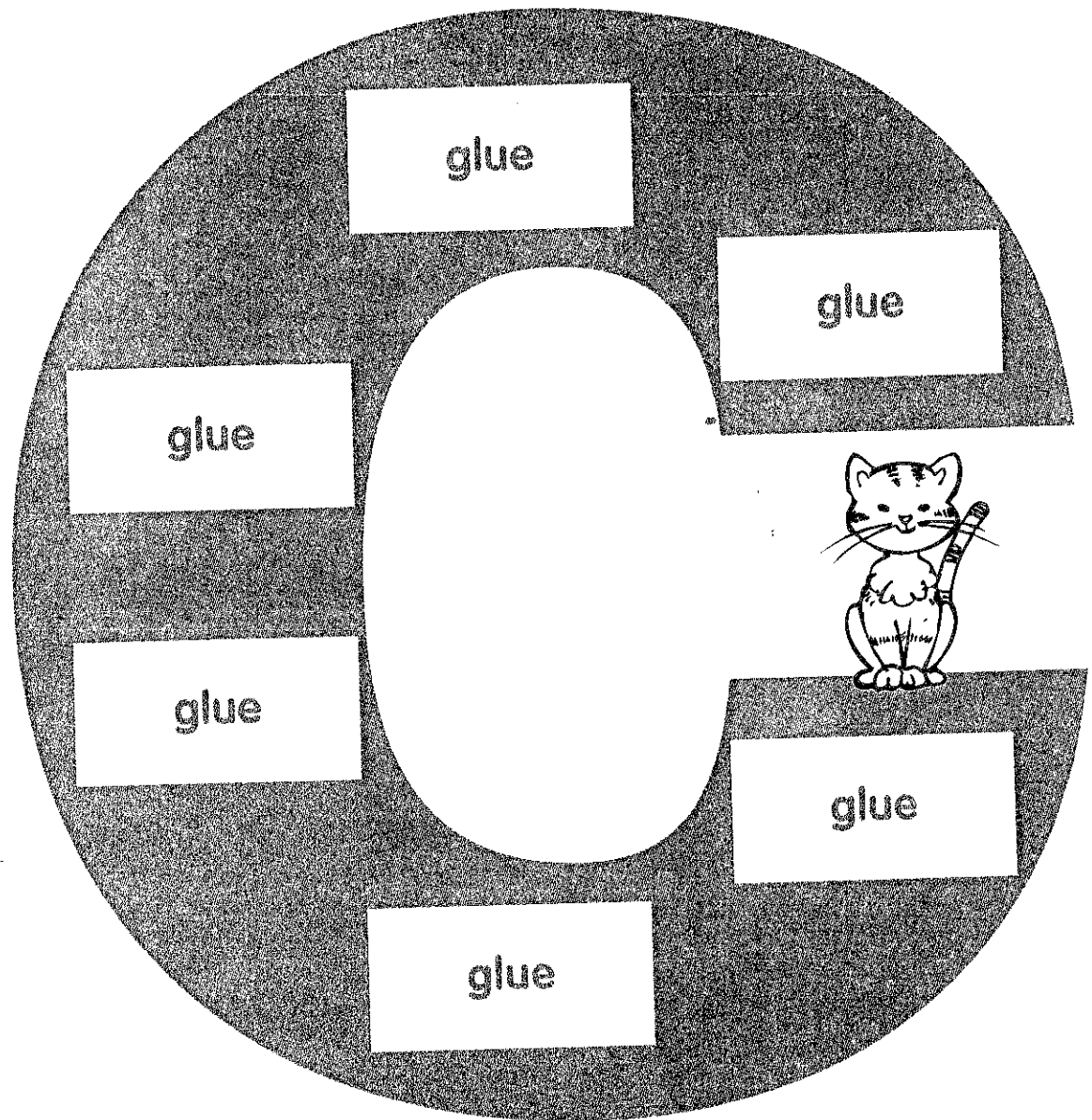
\_\_\_\_\_

Thurs.

Name \_\_\_\_\_

# Same Sound..... Cc

Cut and glue the pictures that begin like **cat**.





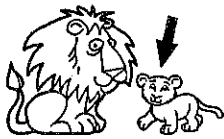
NAME

Thurs

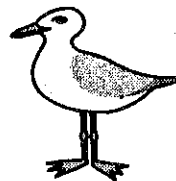
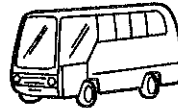
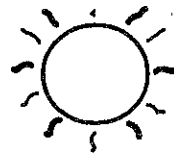
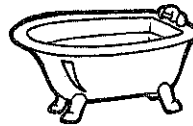
Short U

# Writing Words

Say the word for each picture. Then write the word for the picture on the line.



cub

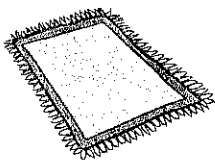


EXTRA!

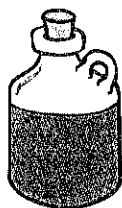
Ask students to color in the picture on this page that ends with the "b" sound.

Name \_\_\_\_\_

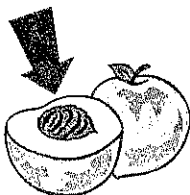
1. Initial Consonants



\_\_ug



\_\_ug



p\_t



p\_t

3. Final Consonants



jo\_\_



jo\_\_

4. Multi-meaning Words



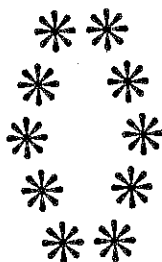
\_\_\_\_\_

and



\_\_\_\_\_

5. Number Words



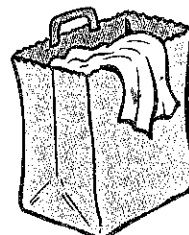
10 \_\_\_\_\_

6. Reading Comprehension



Bill got in the cab.  
Ben fed the pigs.  
Jack sat on a rock.

7. Rhyming



The rag is in a \_\_\_\_\_.

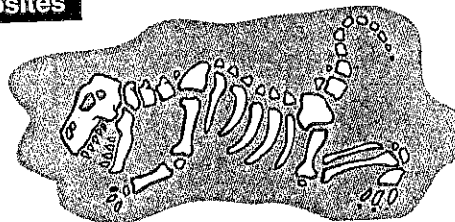
8. Word Endings

yam



He set the \_\_\_\_\_ down.

9. Opposites

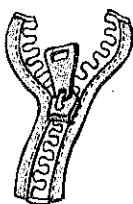


That is not new. It's \_\_\_\_\_.

10. Word Families



sip



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



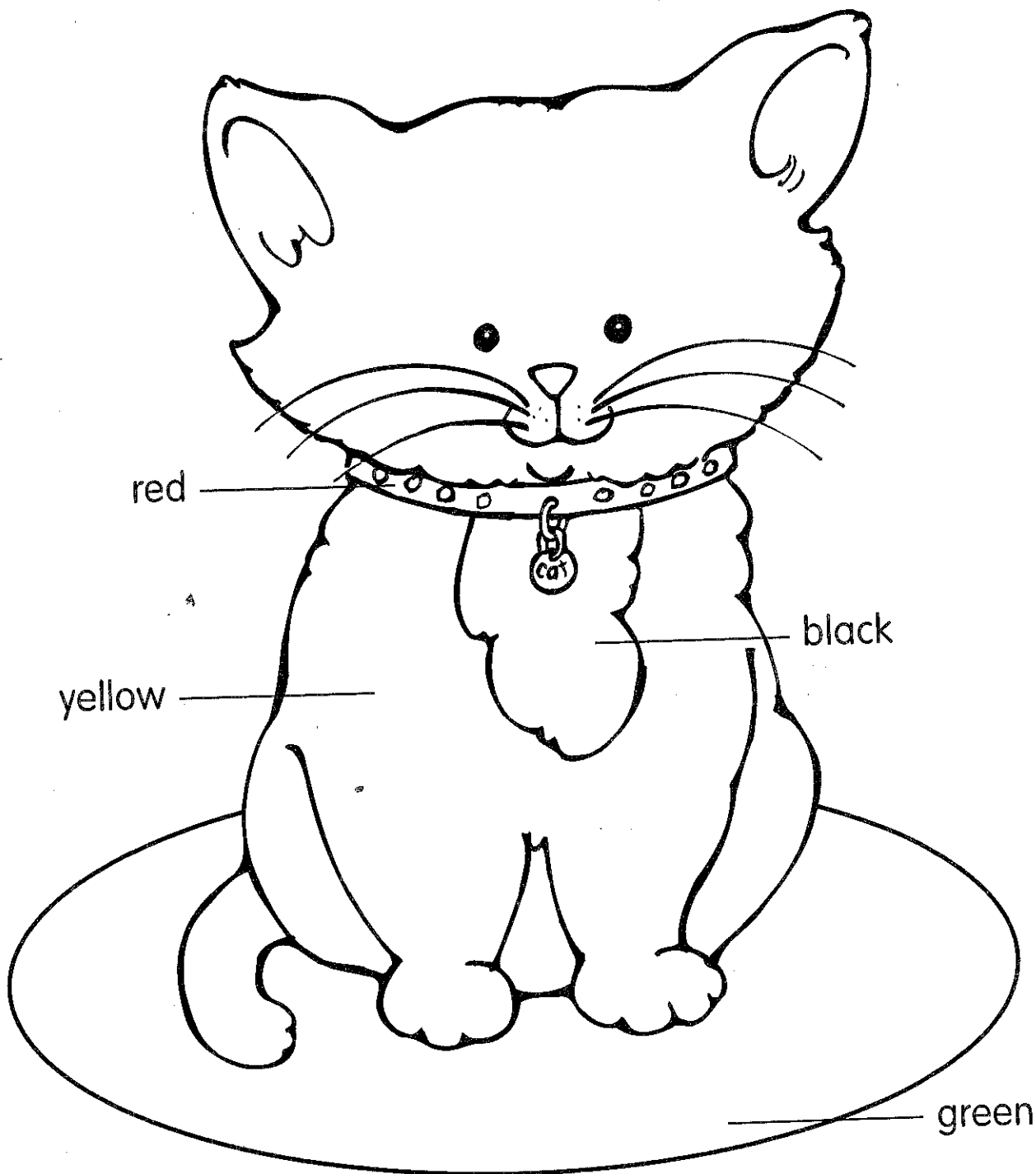
\_\_\_\_\_

Name \_\_\_\_\_

Friday

# Color Fun

Read the words. Color the picture.



I see a cat.

NAME

Friday

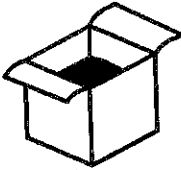
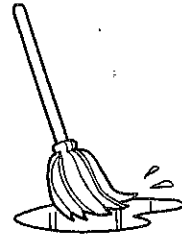
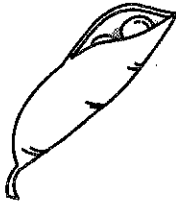
Short O

# Writing Words

Say the word for each picture. Then write the word for the picture on the line.



cob

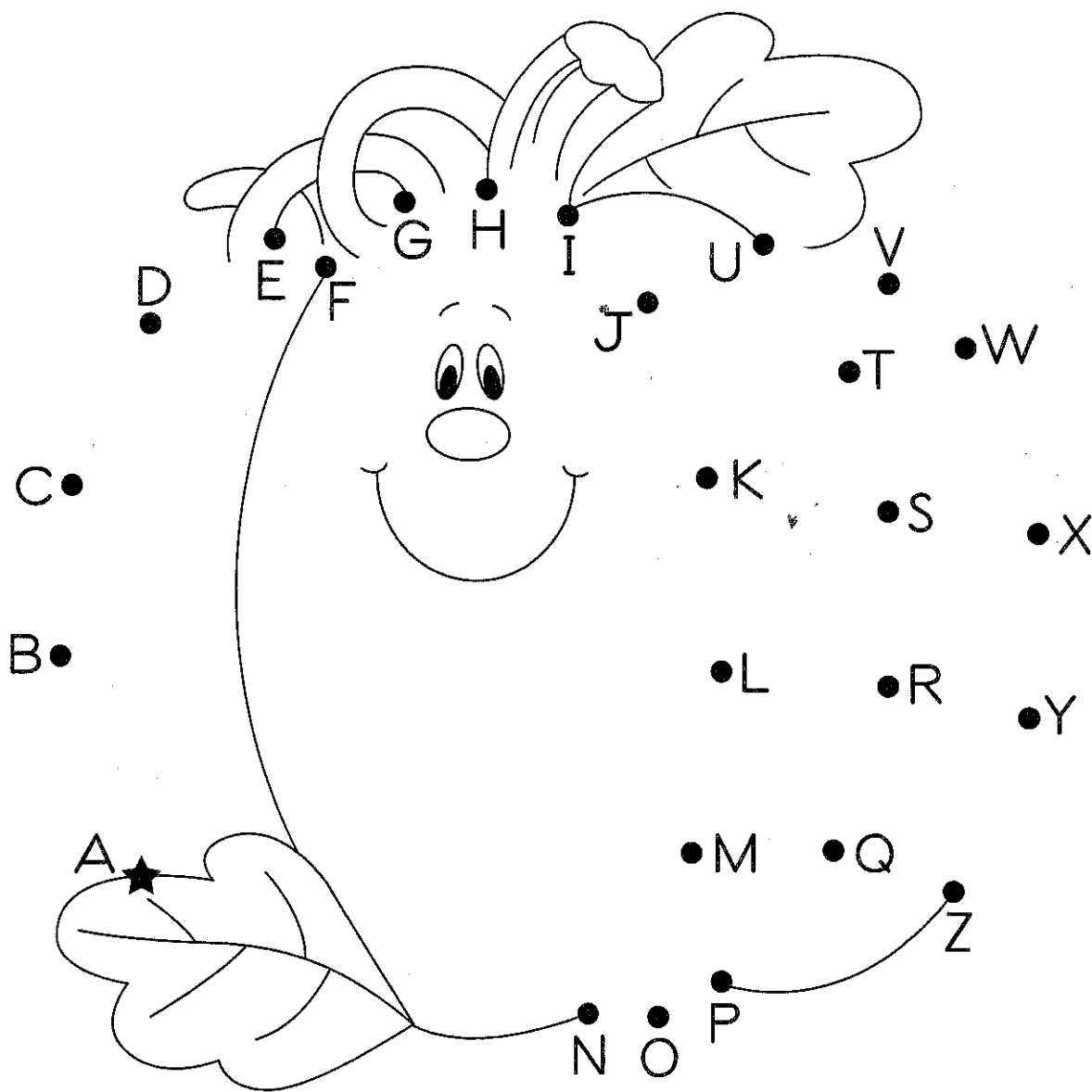


**EXTRA!**

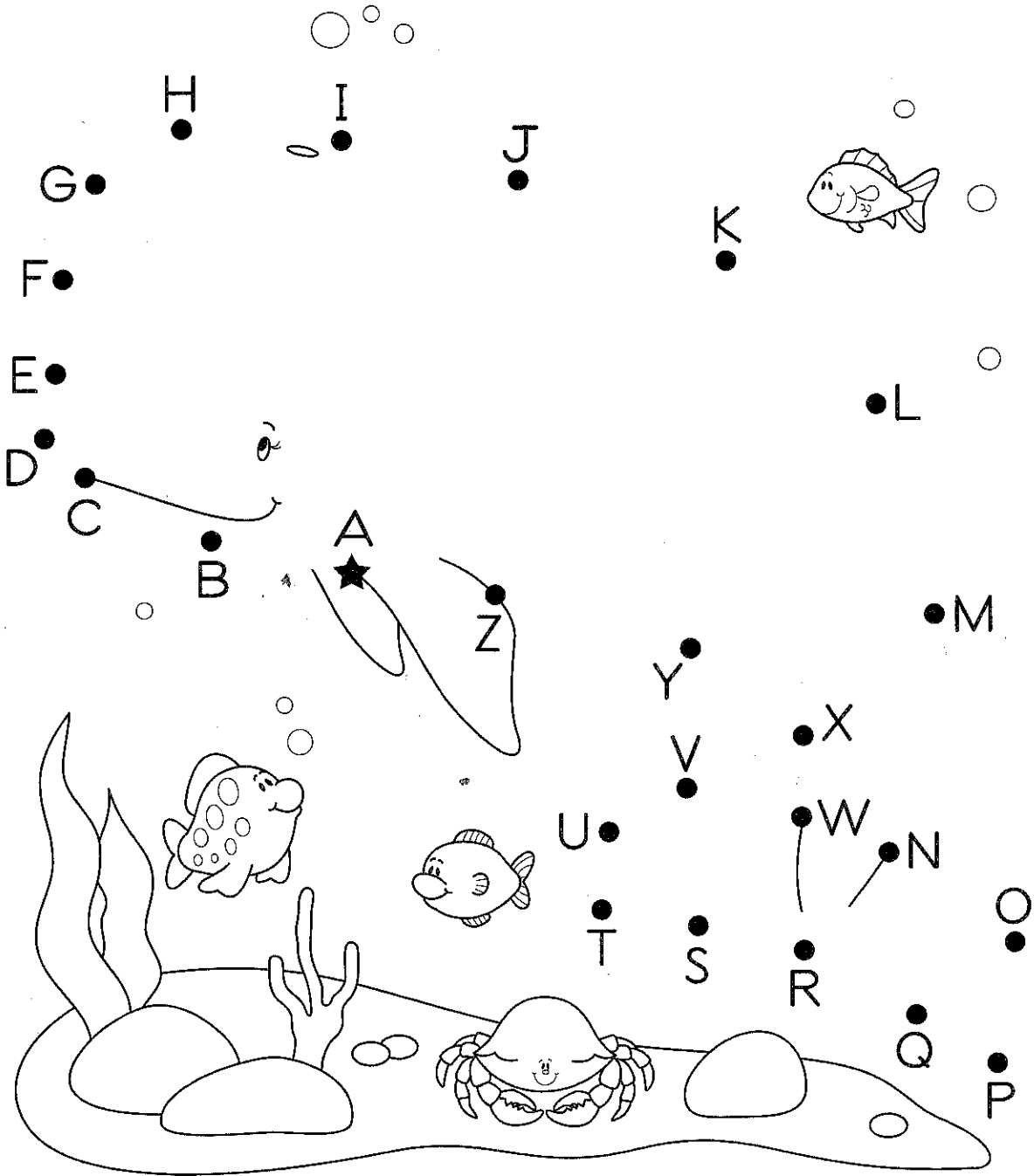
Before writing in each word, ask students to say each sound they can hear aloud, then write in the sounds as they say them.

Friday

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



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





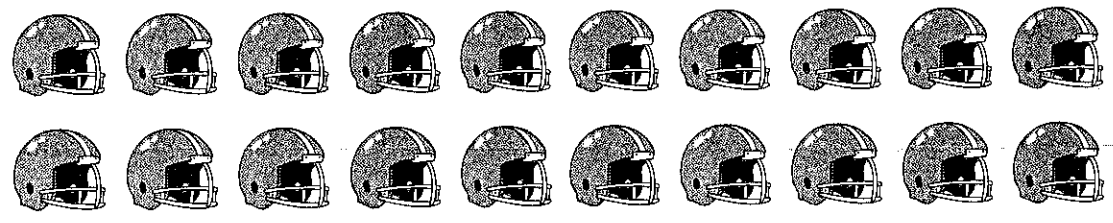
Monday

**DROPS IN THE BUCKET**  
**MATH LEVEL R**  
**NUMBER 54**

© 2000 MARY JO HAND

FOLLOW DIRECTIONS - COUNT

○ 19

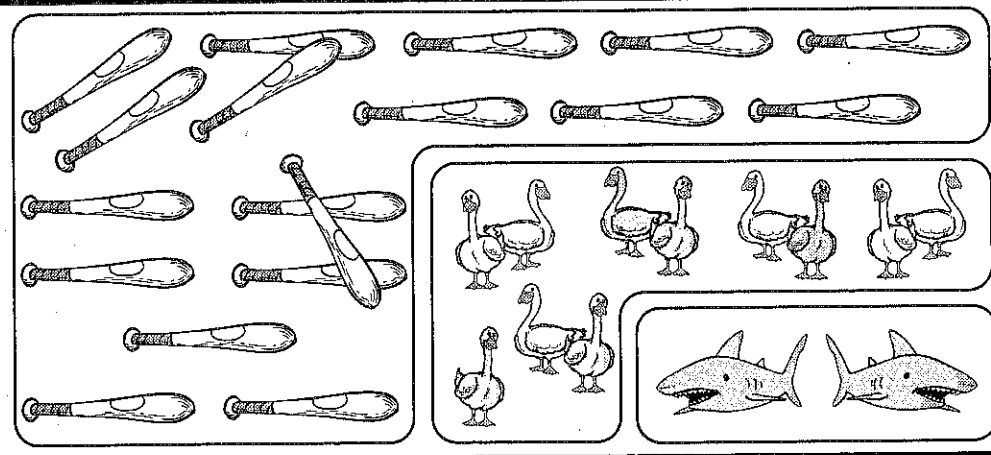


SEQUENCES



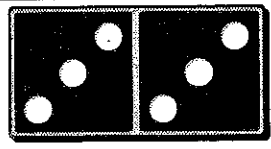
12 13 14 15

COUNT & MATCH SETS TO NUMERALS



- 20
- 18
- 11
- 10
- 3
- 2

ADD & SUBTRACT



3 + 2 = 5



5 - 2 = 3

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

Scissors icon

Five vertical panels with dashed lines and arrows pointing down to a row of five stacks of books. The stacks contain 3, 1, 4, 5, and 2 books respectively.



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
5		1
+		2
2		3
<hr/>		

Tens	↓	Ones
4		5
+		2
2		1
<hr/>		

Tens	↓	Ones
2		3
+		5
5		4
<hr/>		

Tens	↓	Ones
2		8
+		1
1		0
<hr/>		

Tens	↓	Ones
5		9
+		1
1		0
<hr/>		

Tens	↓	Ones
5		6
+		3
3		3
<hr/>		

Tens	↓	Ones
3		4
+		2
2		5
<hr/>		

Tens	↓	Ones
2		4
+		7
7		1
<hr/>		

Tens	↓	Ones
3		1
+		4
4		1
<hr/>		

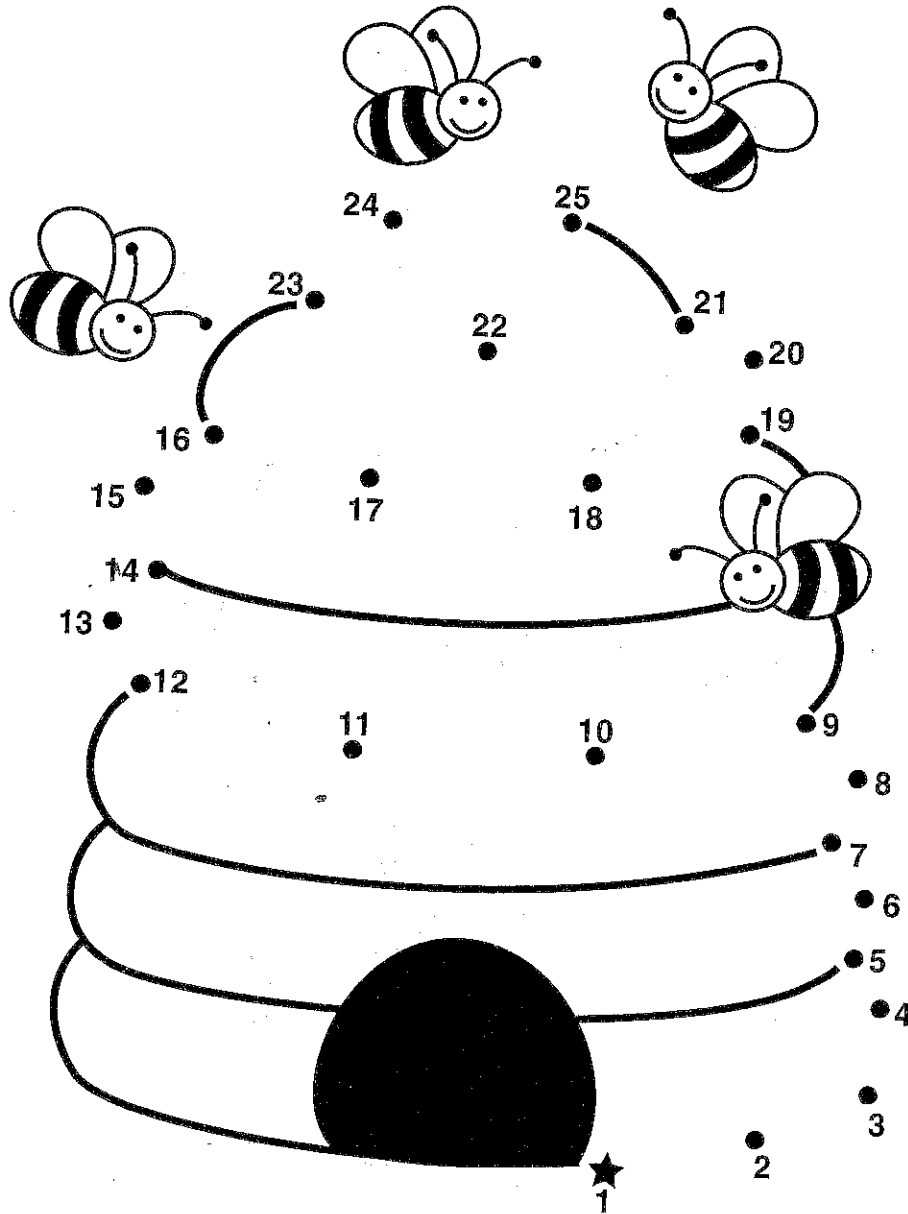
Tens	↓	Ones
5		1
+		2
2		5
<hr/>		

☆ Puzzlers ☆

<table border="0"> <tr> <td>Tens</td> <td>↓</td> <td>Ones</td> </tr> <tr> <td>5</td> <td> </td> <td>2</td> </tr> <tr> <td>+</td> <td> </td> <td>2</td> </tr> <tr> <td>2</td> <td> </td> <td>3</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </table>	Tens	↓	Ones	5		2	+		2	2		3	<hr/>			<table border="0"> <tr> <td>Tens</td> <td>↓</td> <td>Ones</td> </tr> <tr> <td>6</td> <td> </td> <td>2</td> </tr> <tr> <td>+</td> <td> </td> <td>1</td> </tr> <tr> <td>1</td> <td> </td> <td>2</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </table>	Tens	↓	Ones	6		2	+		1	1		2	<hr/>		
Tens	↓	Ones																													
5		2																													
+		2																													
2		3																													
<hr/>																															
Tens	↓	Ones																													
6		2																													
+		1																													
1		2																													
<hr/>																															

Ready Set Learn

# Heading Home (1-25)





Mon Tuesday

# DROPS IN THE BUCKET

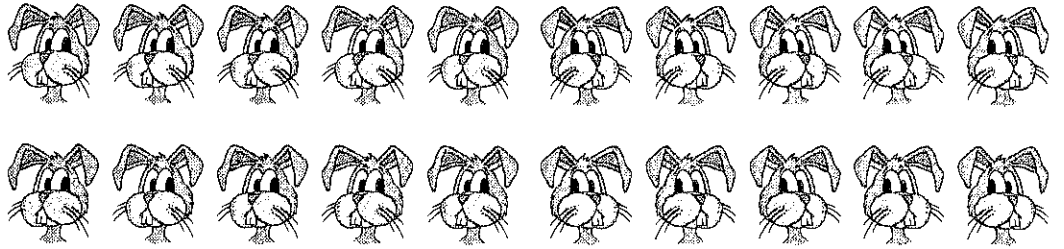
## MATH LEVEL R

### NUMBER 55

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FOLLOW DIRECTIONS - COUNT

✓ 12

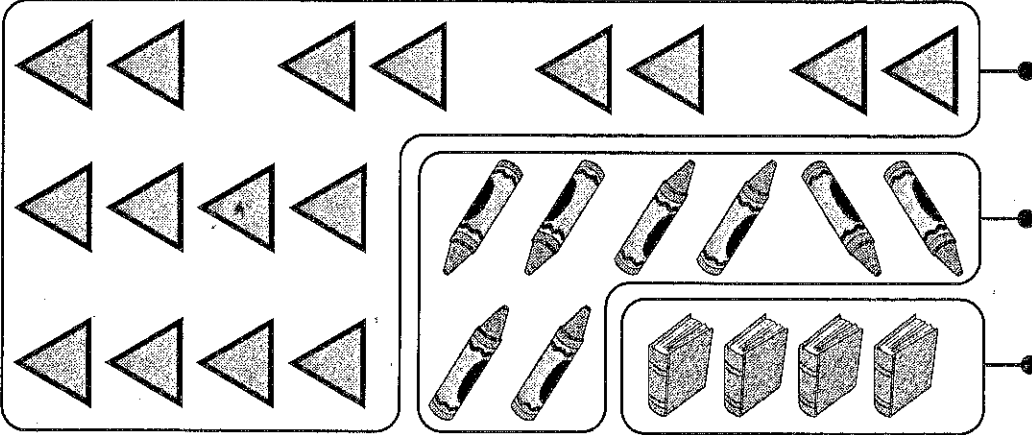


SEQUENCES



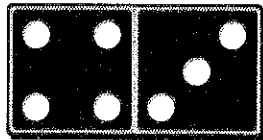
15      16      17      18

COUNT & MATCH SETS TO NUMERALS

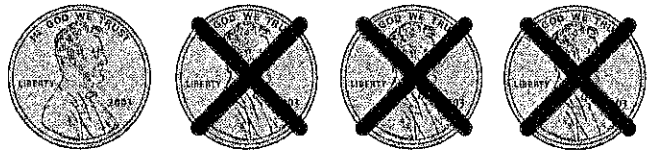


- 18
- 16
- 8
- 5
- 4
- 3

ADD & SUBTRACT



4 + 3 = 7



1 - 3 = -2

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

A cutting and pasting activity with five columns. Each column has a dashed arrow pointing right at the top and a dashed arrow pointing down at the bottom. A pair of scissors icon is on the left. Below the dashed lines are five banana images of varying sizes and orientations 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
	↓
3	5
+	2
2	0
<hr/>	

Tens	Ones
	↓
2	7
+	1
1	2
<hr/>	

Tens	Ones
	↓
1	5
+	4
4	1
<hr/>	

Tens	Ones
	↓
6	0
+	3
3	2
<hr/>	

Tens	Ones
	↓
5	1
+	2
2	3
<hr/>	

Tens	Ones
	↓
4	2
+	1
1	5
<hr/>	

Tens	Ones
	↓
1	2
+	4
4	1
<hr/>	

Tens	Ones
	↓
2	1
+	3
3	0
<hr/>	

Tens	Ones
	↓
1	1
+	7
7	0
<hr/>	

Tens	Ones
	↓
3	5
+	5
5	2
<hr/>	

☆ Puzzlers ☆

Tens	Ones	Tens	Ones
	↓		↓
4	1	5	1
+	2	+	2
2	5	2	4
<hr/>		<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**  
Write the numbers on this page in order from smallest to largest.

\_\_\_\_\_

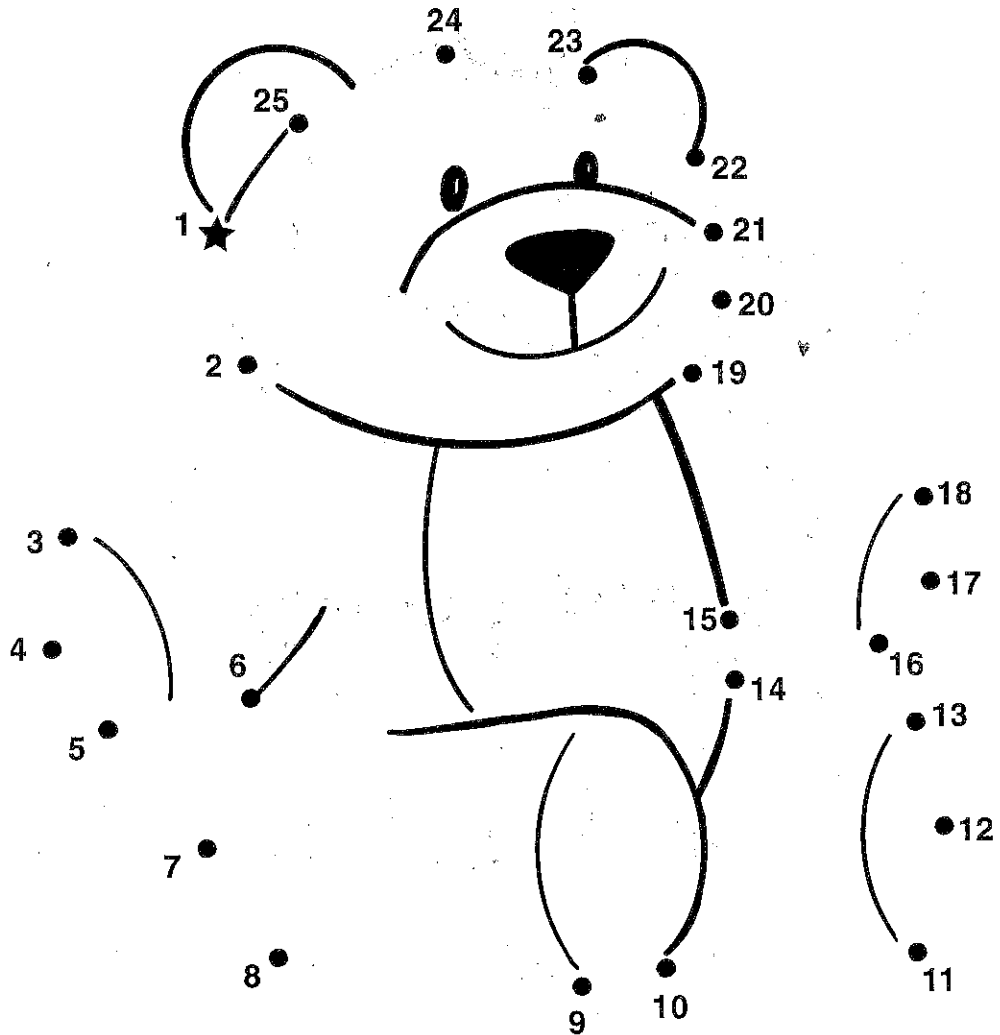
\_\_\_\_\_

Tuesday

Ready • Set • Learn



# Cuddle Buddy (1-25)



Wed. 5s

Count by 5s

5			20				40		
			70				85		100

	10			25				45	
			65				85		100

5				25					
55				75					100



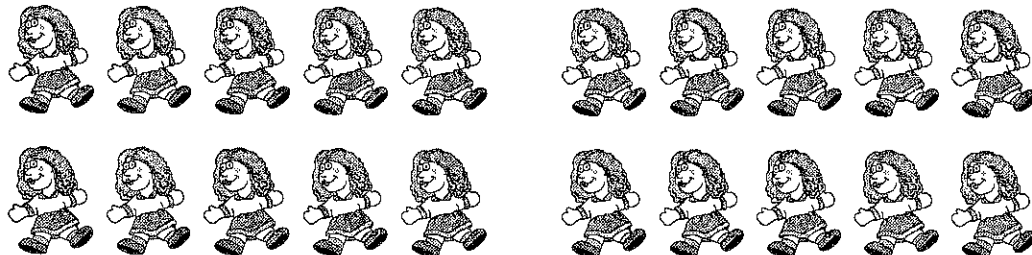
Wednesday

DROPS IN THE BUCKET  
MATH LEVEL R  
NUMBER 51

© 2000 MARY JO HAND

FOLLOW DIRECTIONS - COUNT

× 13

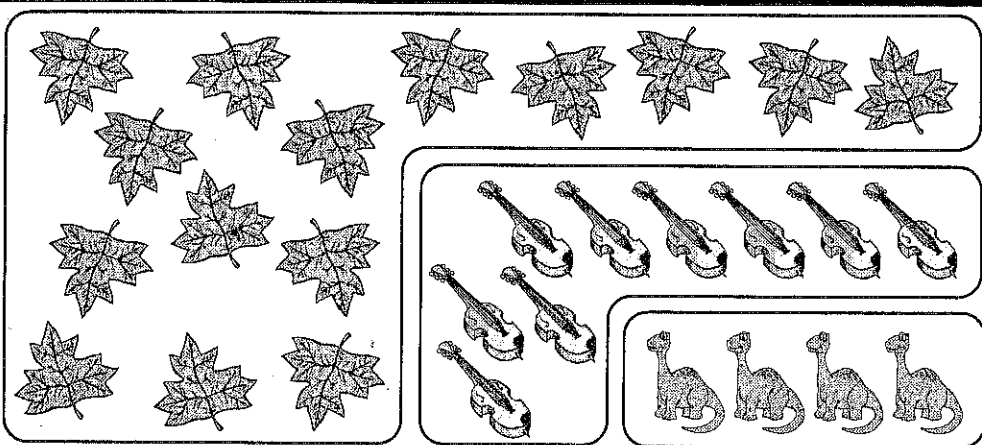


SEQUENCES



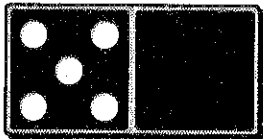
8      9      10      11

COUNT & MATCH SETS TO NUMERALS

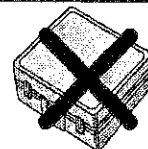
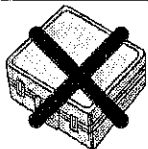


- 17
- 15
- 10
- 9
- 4
- 3

ADD & SUBTRACT

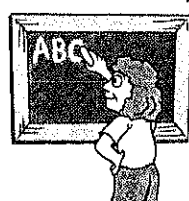
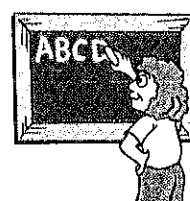
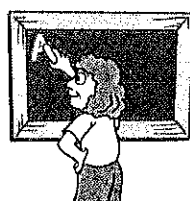
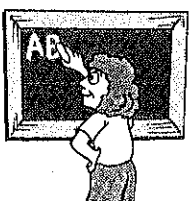
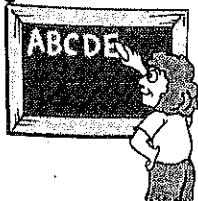


4 + 0 = 4



2 - 2 = 0

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



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	6
-	5
4	

Tens	Ones
	↓
2	7
-	1
4	

Tens	Ones
	↓
5	1
-	2
0	

Tens	Ones
	↓
3	4
-	1
2	

Tens	Ones
	↓
3	5
-	1
5	

Tens	Ones
	↓
9	5
-	6
5	

Tens	Ones
	↓
5	6
-	3
2	

Tens	Ones
	↓
2	9
-	1
7	

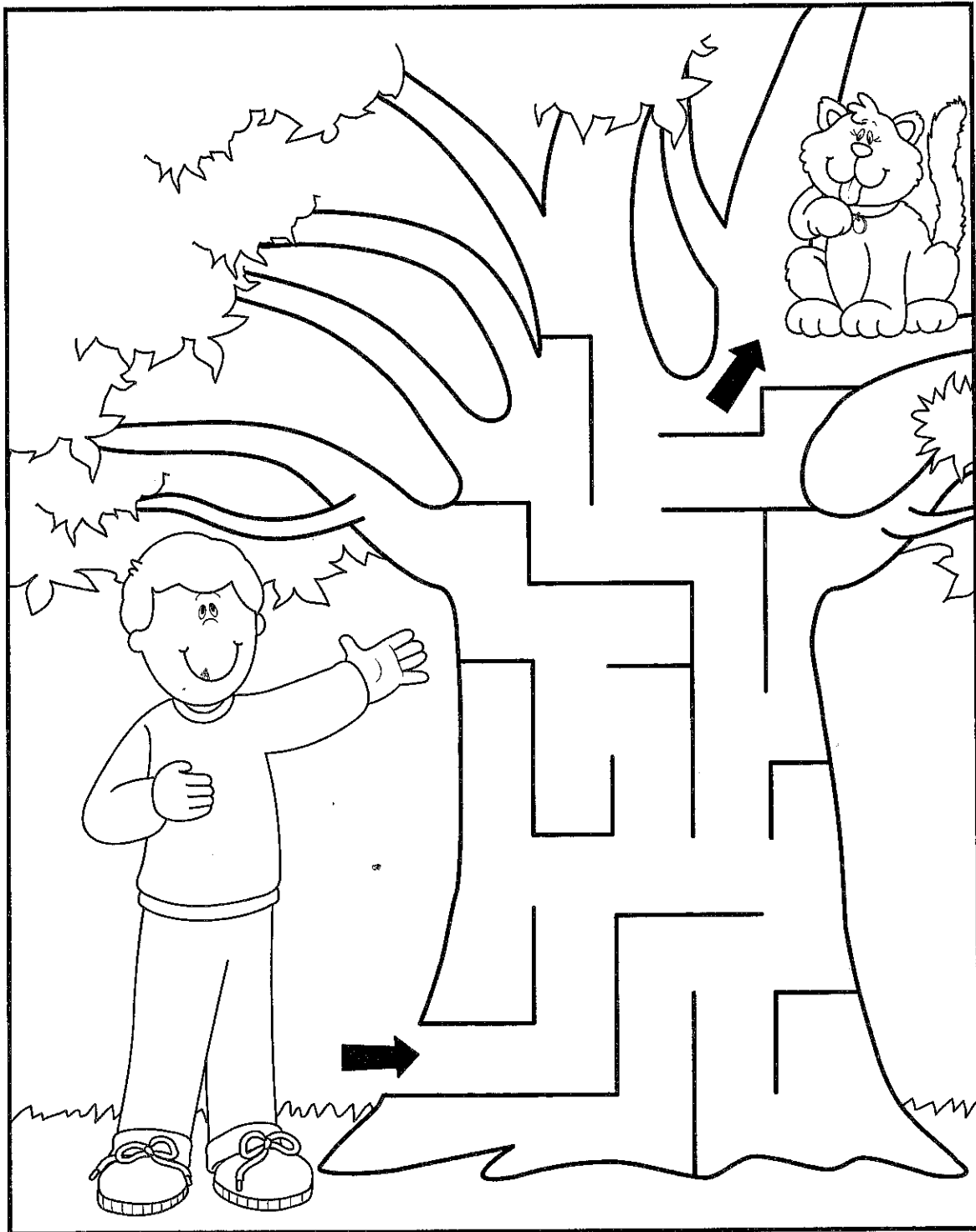
Tens	Ones
	↓
7	8
-	4
7	

Tens	Ones
	↓
6	4
-	5
2	

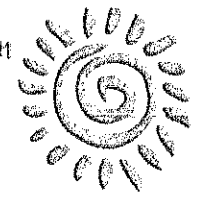
☆ Puzzlers ☆

<table border="0"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td>↓</td> </tr> <tr> <td>7</td> <td>5</td> </tr> <tr> <td>-</td> <td>2</td> </tr> <tr> <td>1</td> <td></td> </tr> </table>	Tens	Ones		↓	7	5	-	2	1		<table border="0"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td>↓</td> </tr> <tr> <td>3</td> <td>9</td> </tr> <tr> <td>-</td> <td>1</td> </tr> <tr> <td>6</td> <td></td> </tr> </table>	Tens	Ones		↓	3	9	-	1	6	
Tens	Ones																				
	↓																				
7	5																				
-	2																				
1																					
Tens	Ones																				
	↓																				
3	9																				
-	1																				
6																					

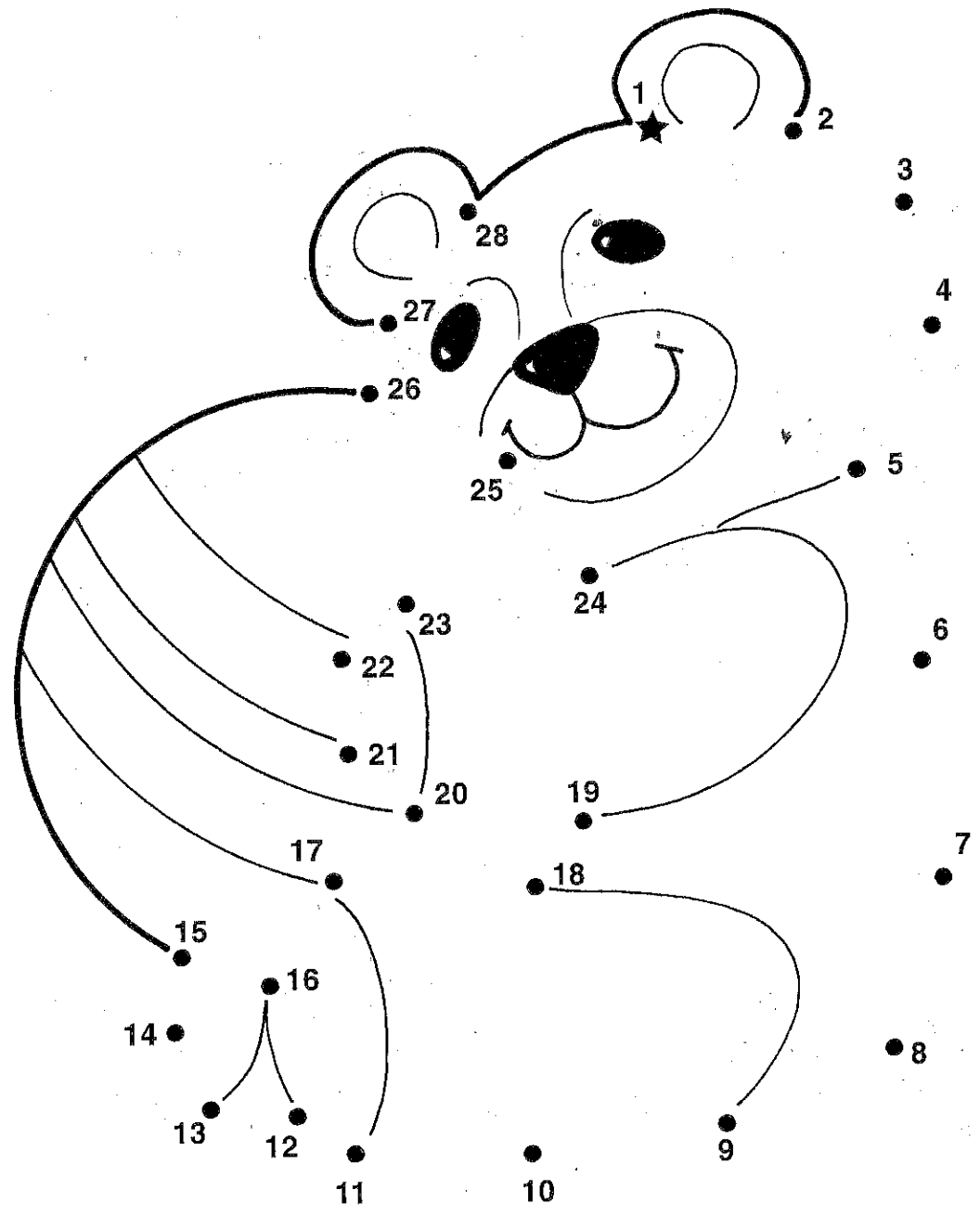
Help Robbie climb the tree to get his cat.



Ready, Set, Learn!



# Bear and Ball (1-28)





**DROPS IN THE BUCKET**

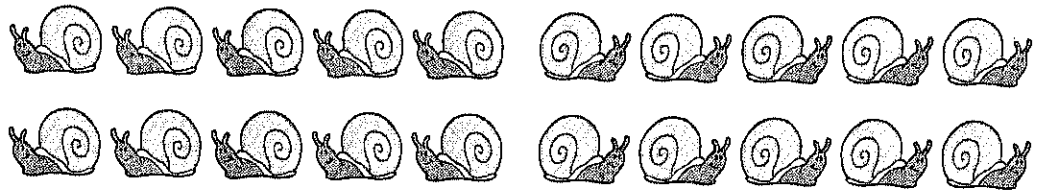
**MATH LEVEL R**

**NUMBER 57**

© 2000 MARY JO HAND

FOLLOW DIRECTIONS - COUNT

**× 14**

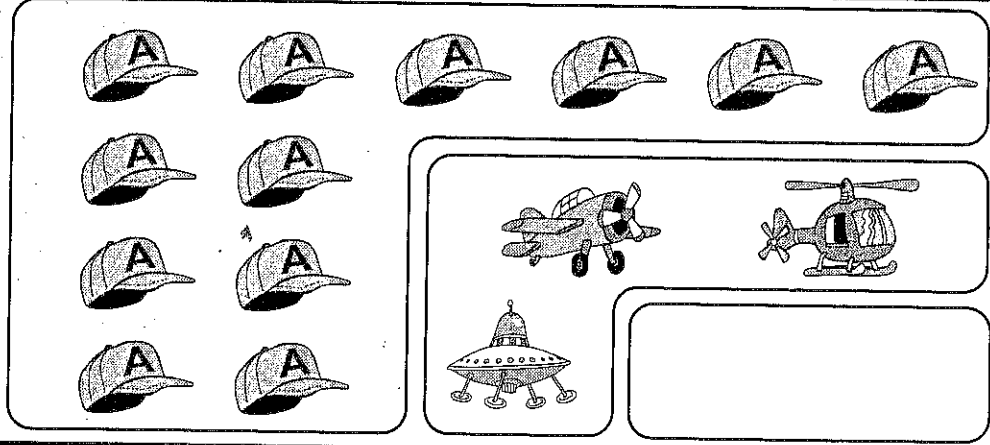


SEQUENCES



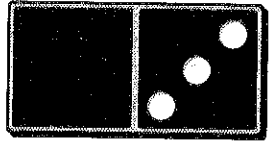
   
6
7
8
9
   

COUNT & MATCH SETS TO NUMERALS

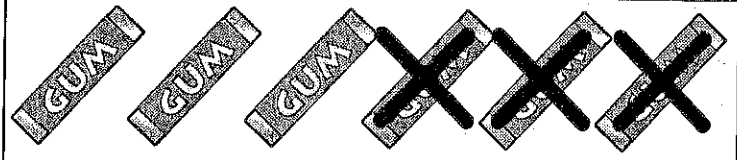


- 13
- 12
- 11
- 3
- 2
- 0

ADD & SUBTRACT



   +   =   



   -   =   

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

➔	➔	➔	➔	➔
✂				

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.

Tens	Ones
↓	↓
8	2
- 7	1
<hr/>	

Tens	Ones
↓	↓
2	8
+ 6	1
<hr/>	

Tens	Ones
↓	↓
4	3
- 1	3
<hr/>	

Tens	Ones
↓	↓
9	9
- 7	8
<hr/>	

Tens	Ones
↓	↓
8	7
- 5	6
<hr/>	

Tens	Ones
↓	↓
4	3
+ 2	5
<hr/>	

Tens	Ones
↓	↓
8	8
- 3	6
<hr/>	

Tens	Ones
↓	↓
6	2
+ 2	5
<hr/>	

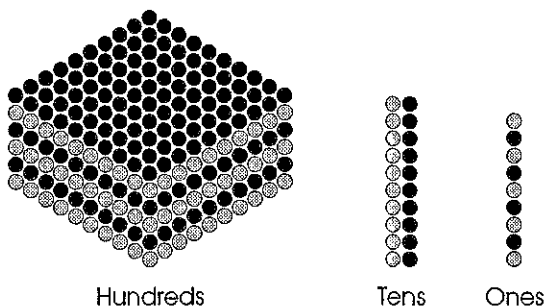
Tens	Ones
↓	↓
4	4
+ 3	3
<hr/>	

Tens	Ones
↓	↓
9	6
- 6	4
<hr/>	

☆ Puzzlers ☆

<table border="0"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>↓</td> <td>↓</td> </tr> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>- 3</td> <td>2</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> </table>	Tens	Ones	↓	↓	7	7	- 3	2	<hr/>		<table border="0"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>↓</td> <td>↓</td> </tr> <tr> <td>5</td> <td>2</td> </tr> <tr> <td>+ 4</td> <td>0</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> </table>	Tens	Ones	↓	↓	5	2	+ 4	0	<hr/>	
Tens	Ones																				
↓	↓																				
7	7																				
- 3	2																				
<hr/>																					
Tens	Ones																				
↓	↓																				
5	2																				
+ 4	0																				
<hr/>																					

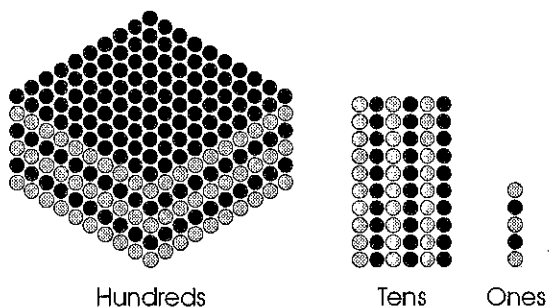
**How Many.** Write the number of hundreds, tens, ones, and the standard number.



Hundreds      Tens      Ones

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

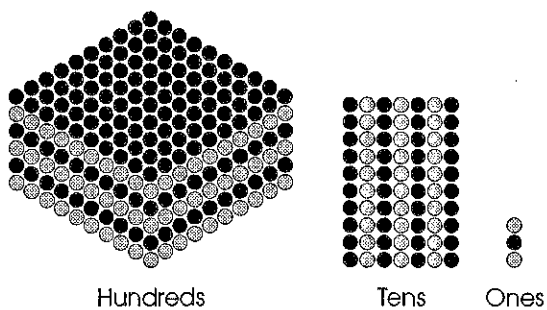
H      T      O



Hundreds      Tens      Ones

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

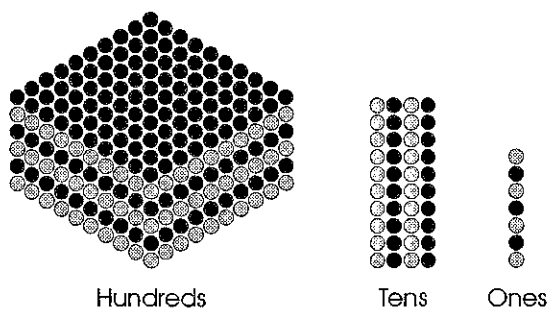
H      T      O



Hundreds      Tens      Ones

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

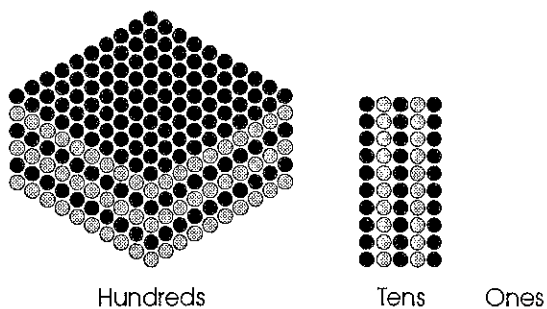
H      T      O



Hundreds      Tens      Ones

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

H      T      O



Hundreds      Tens      Ones

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

H      T      O

**Bonus**  
Write the numbers that come before and after.

\_\_\_\_\_ 627 \_\_\_\_\_      \_\_\_\_\_ 638 \_\_\_\_\_

\_\_\_\_\_ 689 \_\_\_\_\_      \_\_\_\_\_ 650 \_\_\_\_\_

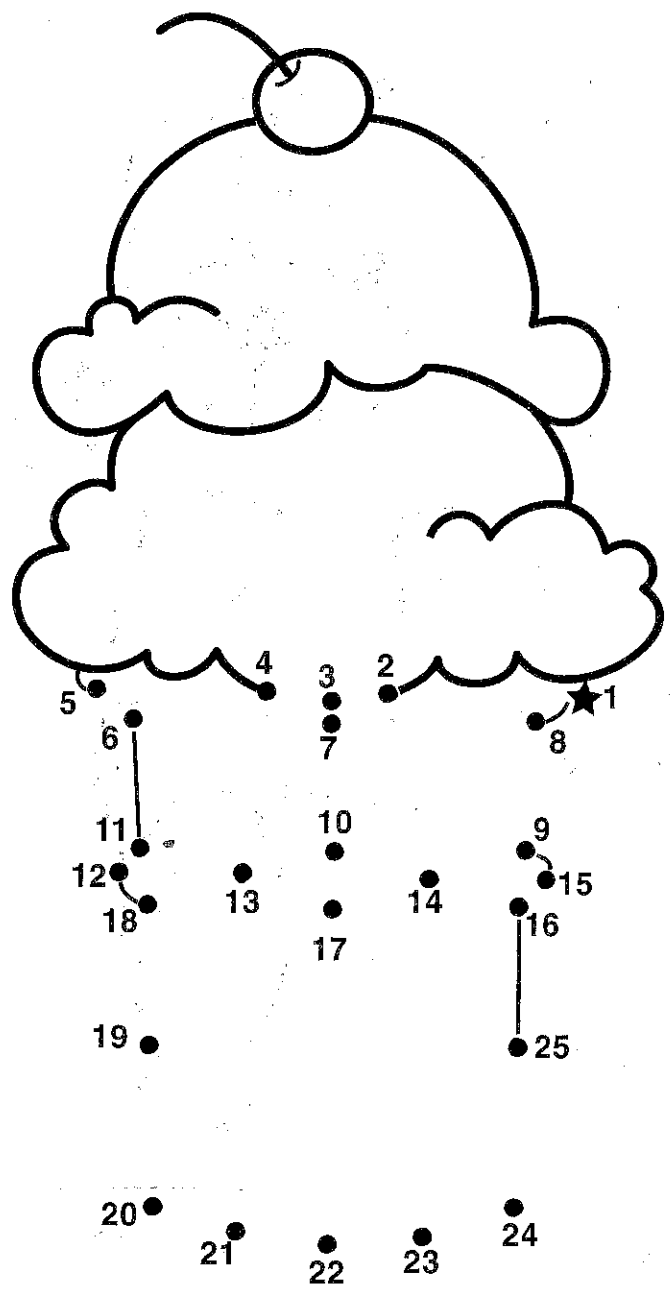
\_\_\_\_\_ 691 \_\_\_\_\_



Ready, Set, Learn!



# A Special Treat (1-25)



Friday

Count backwards

20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

20			17				13		
10			7				4		1

	19		17			14			
10					5				1

Friday

DROPS IN THE BUCKET

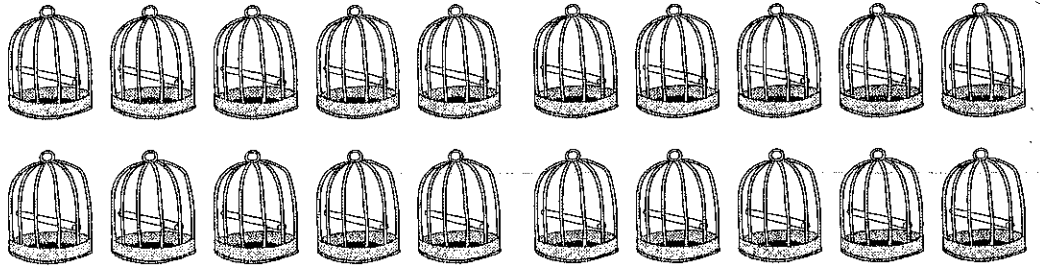
MATH LEVEL R

NUMBER 58

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FOLLOW DIRECTIONS - COUNT

○ 18



SEQUENCES



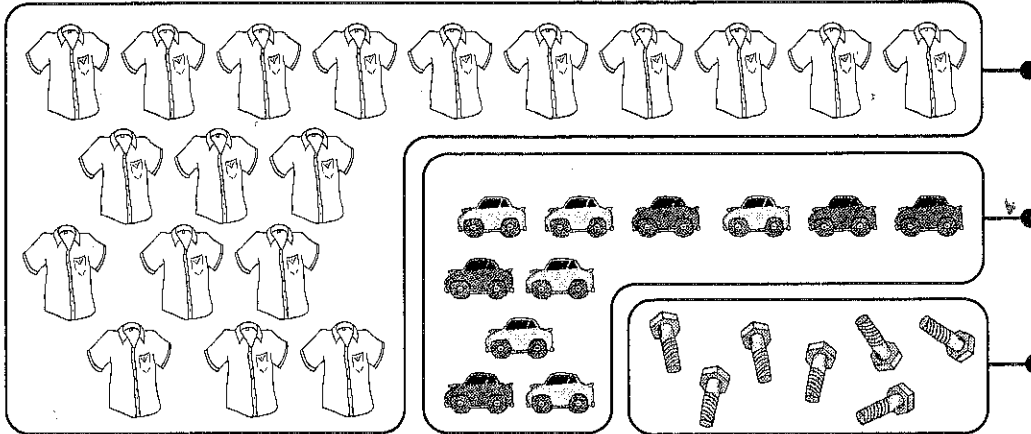
14

15

16

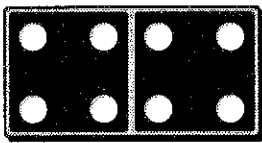
17

COUNT & MATCH SETS TO NUMERALS

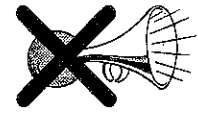
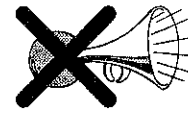
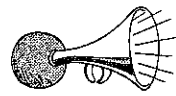


- 19
- 17
- 11
- 9
- 8
- 7

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: Subtract the numbers in the ones column. If you cannot count backward on all of the TouchPoints, regroup by borrowing one ten from the tens column. Add the ten to the ones; then touch and count backward from the new number in the ones column. Next, subtract the numbers in the tens column.

Tens		Ones
—		↓
6		4
-		2
		7
<hr/>		

Tens		Ones
—		↓
8		0
-		3
		8
<hr/>		

Tens		Ones
—		↓
9		5
-		2
		7
<hr/>		

Tens		Ones
—		↓
6		8
-		3
		9
<hr/>		

Tens		Ones
—		↓
6		6
-		4
		7
<hr/>		

Tens		Ones
—		↓
5		4
-		1
		9
<hr/>		

Tens		Ones
—		↓
6		1
-		2
		7
<hr/>		

Tens		Ones
—		↓
7		2
-		4
		5
<hr/>		

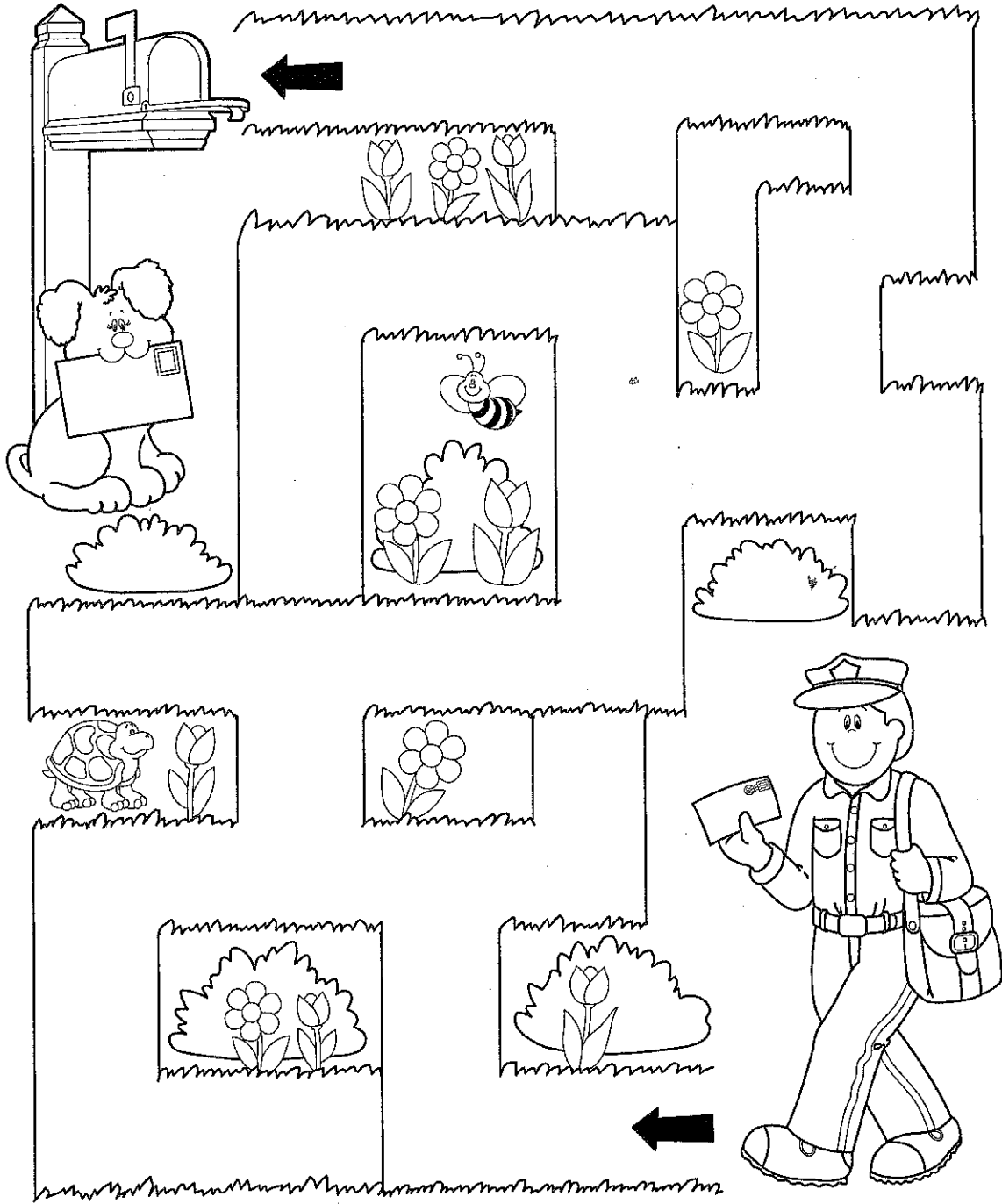
Tens		Ones
—		↓
7		2
-		2
		8
<hr/>		

Tens		Ones
—		↓
8		4
-		3
		7
<hr/>		

☆ Puzzlers ☆

<table border="0"> <tr> <td>Tens</td> <td> </td> <td>Ones</td> </tr> <tr> <td>—</td> <td> </td> <td>↓</td> </tr> <tr> <td>7</td> <td> </td> <td>2</td> </tr> <tr> <td>-</td> <td> </td> <td>2</td> </tr> <tr> <td></td> <td> </td> <td>9</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </table>	Tens		Ones	—		↓	7		2	-		2			9	<hr/>			<table border="0"> <tr> <td>Tens</td> <td> </td> <td>Ones</td> </tr> <tr> <td>—</td> <td> </td> <td>↓</td> </tr> <tr> <td>4</td> <td> </td> <td>2</td> </tr> <tr> <td>-</td> <td> </td> <td>1</td> </tr> <tr> <td></td> <td> </td> <td>8</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </table>	Tens		Ones	—		↓	4		2	-		1			8	<hr/>		
Tens		Ones																																			
—		↓																																			
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Tens		Ones																																			
—		↓																																			
4		2																																			
-		1																																			
		8																																			
<hr/>																																					

Help Max the mail carrier deliver the letter to the mailbox.



Ready, Set, Learn!



# Mailbox (1-28)

