

**ST. PATRICK SCHOOL and EDUCATIONAL CENTER
STUDENT SUPPLY LIST FOR 2019 - 2020**

All children will receive Communicator folders at the beginning of the year. Grades 3-8 will also receive Homework Planners at the beginning of the year.

Students are encouraged to take care of supplies such as folders, pencil pouches etc. so that they may be used for more than one year. If a student has supplies from last year that are in good condition (such as a ruler, protractor, scissors, thesaurus) there is no need to purchase new ones.

No multi-subject notebooks, mechanical pencils or liquid white-out are allowed.

GRADE 1

- 1 Family Size box of Tissues**
- 1 School / child's scissors (small)**
- 4 Elmer's Glue Sticks**
- 1 Box Crayola Crayons (24 crayons in the box)**
- 1 Large Pencil Eraser**
- 1 Plastic Box in which to keep the above supplies**
- 3 Packages of white copy paper (500 sheets)**

For some homework assignments your child will need crayons, scissors, and a glue stick at home.

Summer Work for Students Entering Grade One (2019-2020)

Here is a list of words that your child should be able to read before beginning grade one. Please practice these words at least once a week with your child.

a	like	look	do	red	get
the	is	see	not	yellow	where
can	big	my	what	blue	and
at	in	we	one	here	you
I	it	little	two	to	that
am	but	have	three	up	go

Your child will be tested on these words during the first week of school.

It is important for your child to spend 10 to 15 minutes each day either trying to read books or listening to someone else read to him/her. Please take advantage of your public library. If your child does not already have a library card now would be a good time to get one. Your child will need a library card when grade one begins our weekly trips to the library.

Attached are some reading and math worksheets that review some of the skills learned in kindergarten. These should be passed in the first week of school.

Thank you for your cooperation, and have a nice summer.

Sincerely,

Miss Miskell

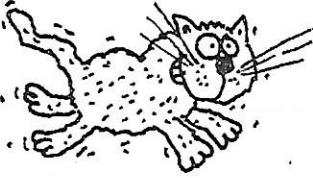
Name _____

Rhyme: -an, -at, -ap



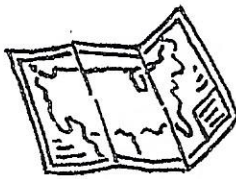
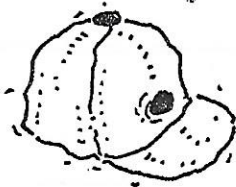
Write.

1.



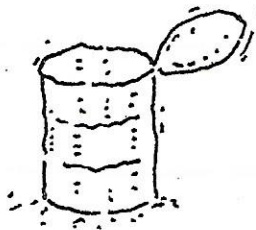
cat

2.



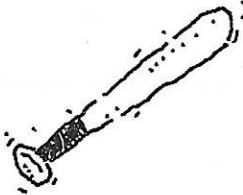
cap

3.



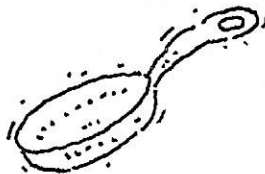
can

4.



bat

5.



man

© Scott Foresman 1



Directions: Write the rhyming word that names the picture.



Home Activity: Ask your child to use the rhyming words in a sentence.

Name _____

Rhyme: *-it, -ig*



Write.

1.



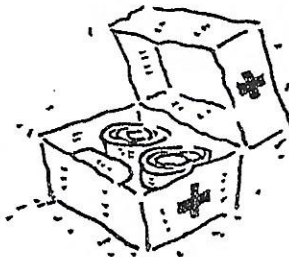
fit



2.



hit



3.



big



4.



fig





Directions: Write the rhyming word that names the picture.



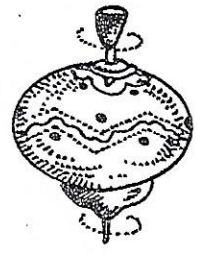
Home Activity: Ask your child to use the rhyming words in a sentence.

Name _____

Rhyme: -op, -ot

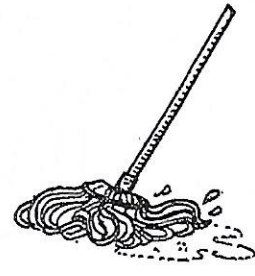
 Write.

1.



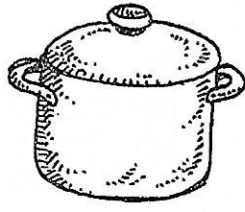
pop

2.



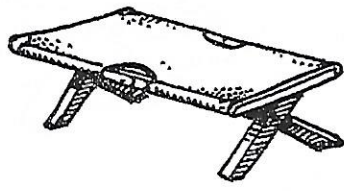
hop

3.



dot

4.



hot

© Scott Foresman, 1



Directions: Write the rhyming word that names the picture.

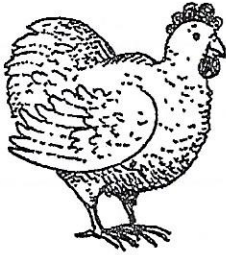


Home Activity: Ask your child to create a two-line rhyme: *I ran to the top. Now I can stop.*

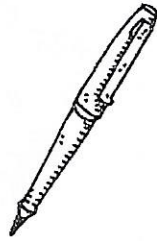


Write.

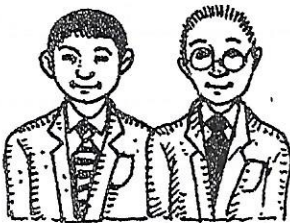
1.



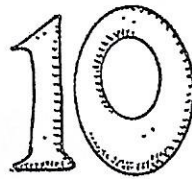
hen



2.



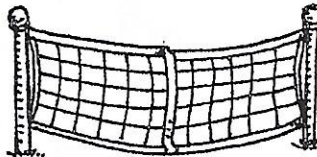
men



3.



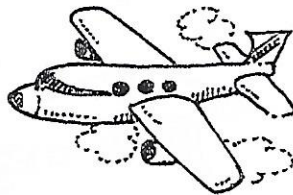
wet



4.



pet





Directions: Write the rhyming word that names the picture.

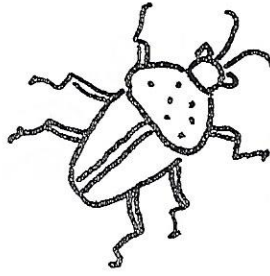


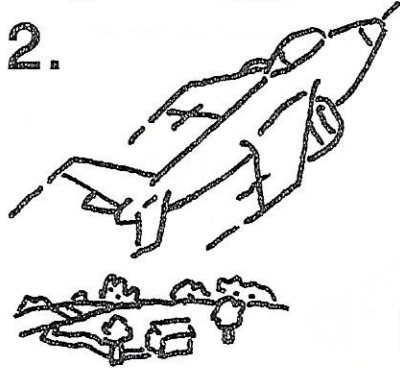
Home Activity: Ask your child to use the rhyming words in a sentence.

 Write.



hug



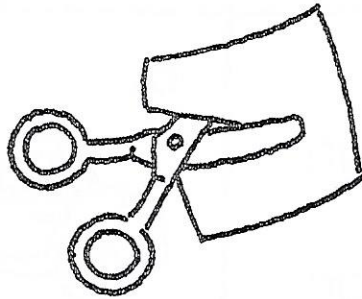


up



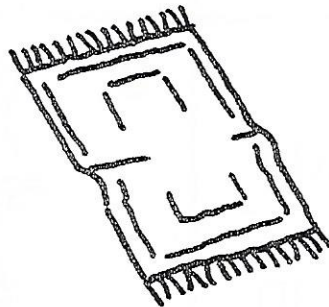


hut





dug





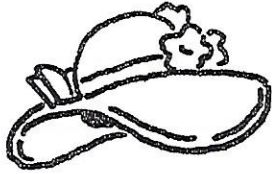
Directions: Write the rhyming word that names the picture.



Home Activity: Ask your child to use the rhyming words in a sentence.

 Circle.

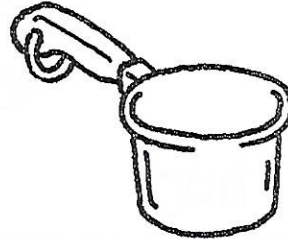
1.



hat

hit

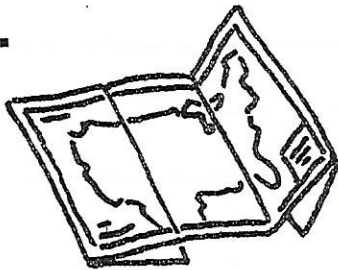
2.



pan

pen

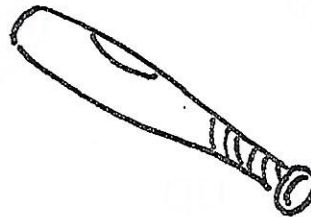
3.



mop

map

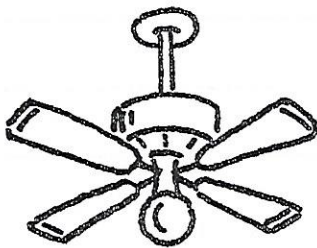
4.



bit

bat

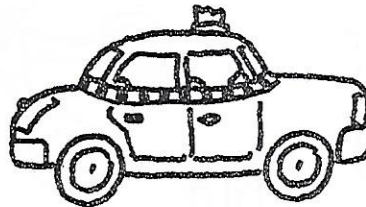
5.



fun

fan

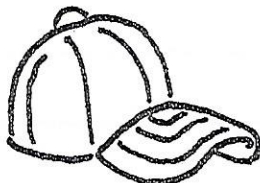
6.



cab

cob

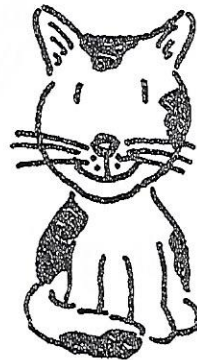
7.



cap

cup

8.



cut

cat



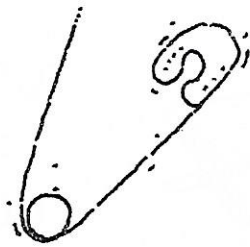
Directions: In each box, circle the word that names the picture.



Home Activity: Look through magazines and books for pictures of things that have the short a sound.

 Circle.

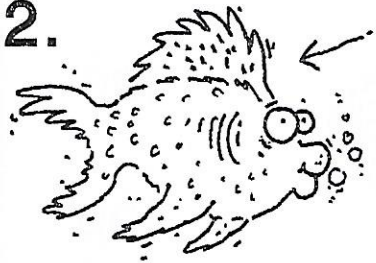
1.



pin

pan

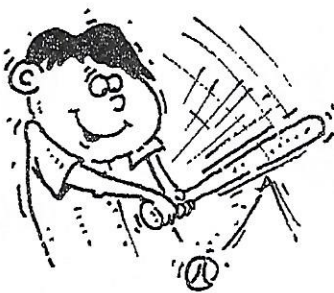
2.



fan

fin

3.



hot

hit

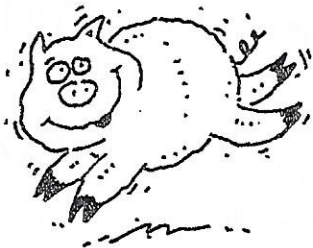
4.



dig

dog

5.



peg

pig

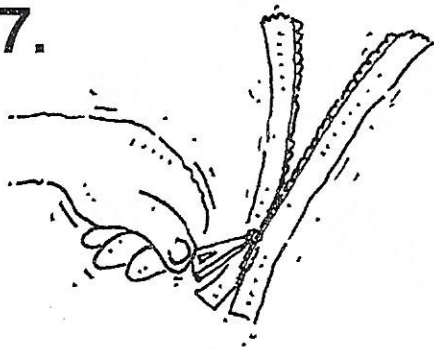
6.



had

hid

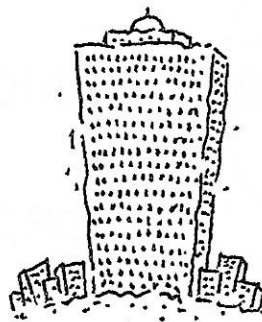
7.



zip

zap

8.



bug

big



Directions: In each box, circle the word that names the picture.



Home Activity: Say a short *i* word and have your child write the word.

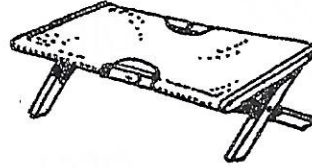
 Circle.

1.



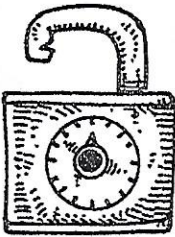
tap
top

2.



cot
cat

3.



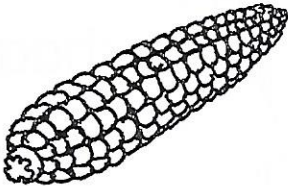
lock
lick

4.



leg
log

5.



cob
cab

6.



map
mop

7.



pop
pep

8.



fix
fox



Directions: In each box, circle the word that names the picture.

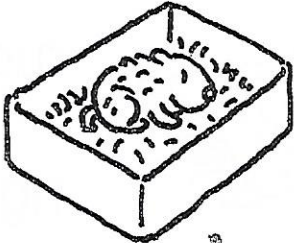


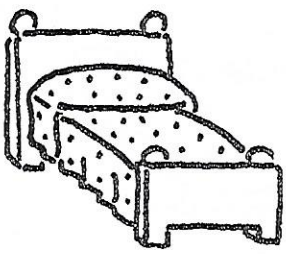
Home Activity: Read a story and ask your child to listen for short o words.

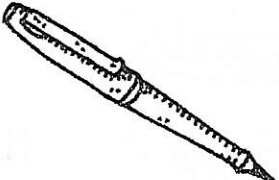
Name _____


Short e

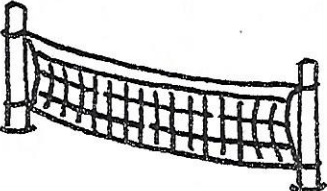
 Circle.

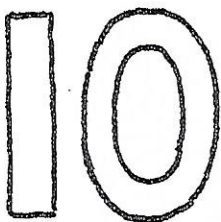
1.  pet
pot

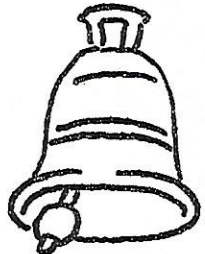
2.  bad
bed


3.  pan
pen


4.  well
wall


5.  not
net

6.  ten
tan

7.  ball
bell

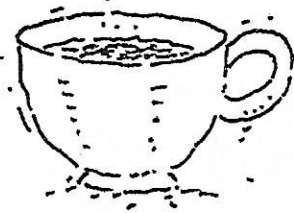
8.  jot
jet

 **Directions:** In each box, circle the word that names the picture.

 **Home Activity:** Say a word from the page and have your child point to the word.

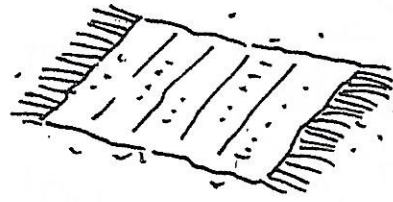
 Circle.

1.



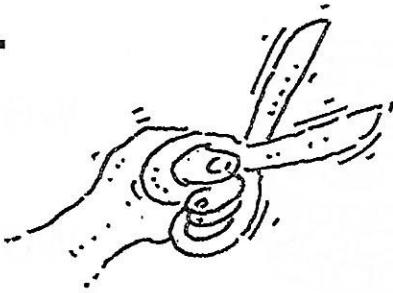
cap
cup

2.



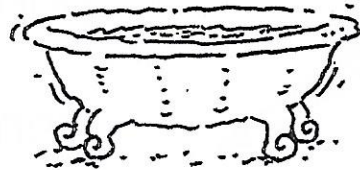
rug
rig

3.



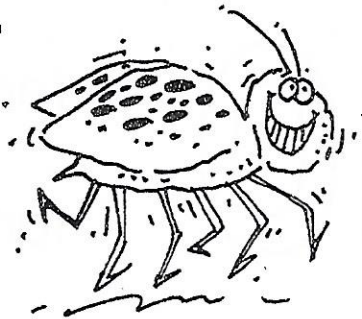
cat
cut

4.



tab
tub

5.



bug
big

6.



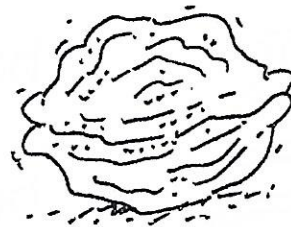
cob
cub

7.



pep
pup

8.



not
nut



Directions: In each box, circle the word that names the picture.



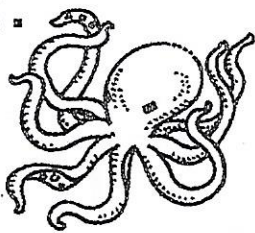
Home Activity: Say a picture name and ask your child to write the word.

Name _____

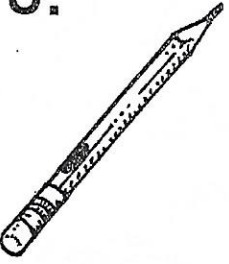
Final Consonants

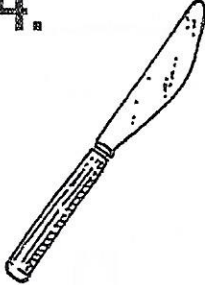
b, k, s, r, f, l


 Circle.


1.  b
k
s

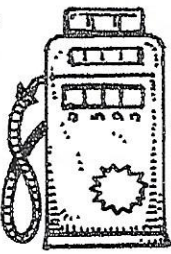
2.  k
s
r

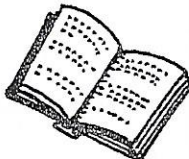
3.  r
l
f

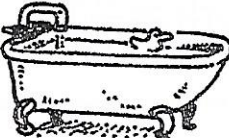
4.  f
l
b

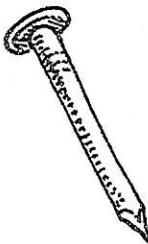
5.  l
b
k

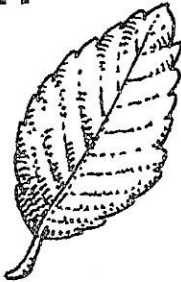
6.  f
b
r

7.  f
r
s

8.  r
s
k

9.  k
b
l

10.  l
f
r

11.  s
b
f

12.  l
r
k



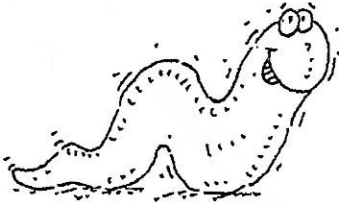
Directions: Name each picture.
Circle the letter that stands for the ending sound.



Home Activity: Say a picture name and have your child write the letter for the ending sound.

 Draw a line.

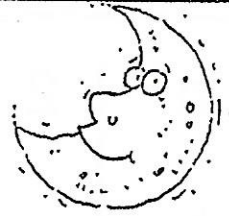
1.



d



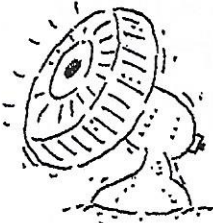
2.



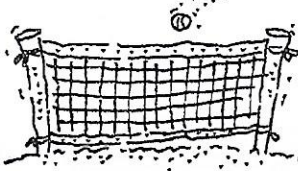
n



3.



t



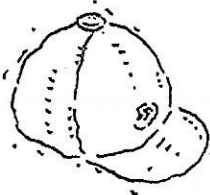
4.



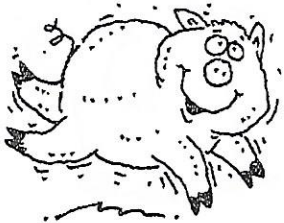
p



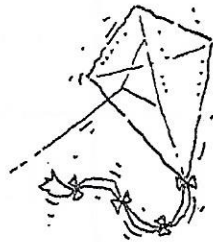
5.



g



6.



m

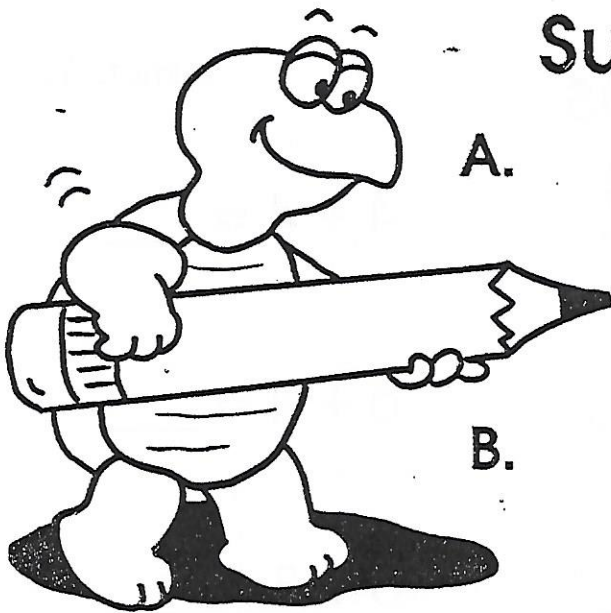


Directions: In each box, draw a line from the picture to the letter for the ending sound.



Home Activity: Say a word and ask your child to name the letter for the ending sound.

Sums to Ten



A.

$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

B.

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

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

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

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

C.

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

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

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

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

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

D.

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

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

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

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

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

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

E.

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

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

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

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

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

F.

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

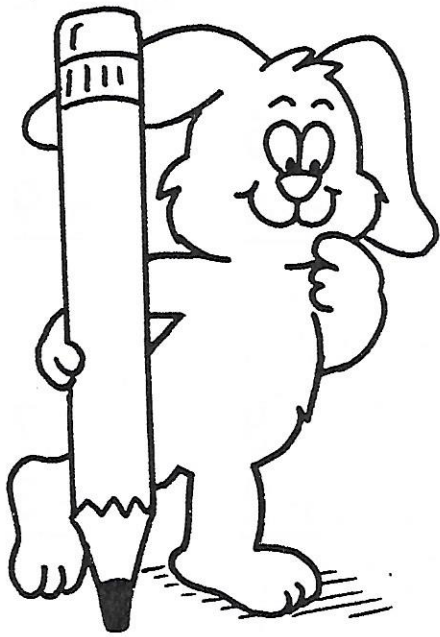
$$\begin{array}{r} 0 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ +0 \\ \hline \end{array}$$



More Sums

Sums to 10

A. $5 + 5 = \underline{10}$

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

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

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

C. $2 + 6 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

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

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

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

E. $4 + 2 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

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

F. $3 + 5 = \underline{\quad}$

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

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

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

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

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

H. $3 + 4 = \underline{\quad}$

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

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

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

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

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

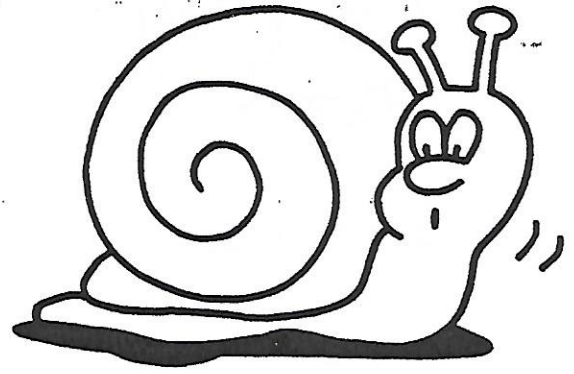
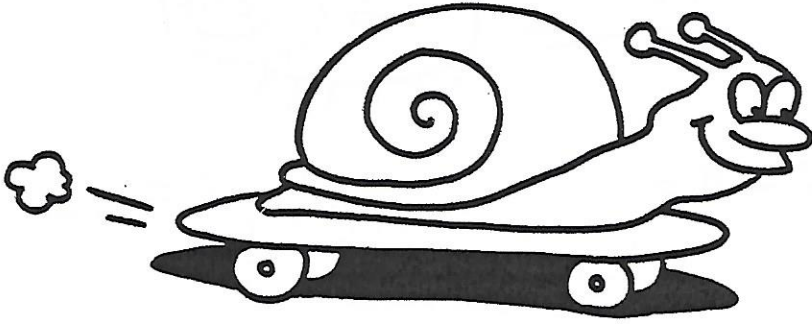
J. $2 + 5 = \underline{\quad}$

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

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

Review

Subtracting from 10 or less



A.
$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

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

B.
$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

C.
$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

D.
$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

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

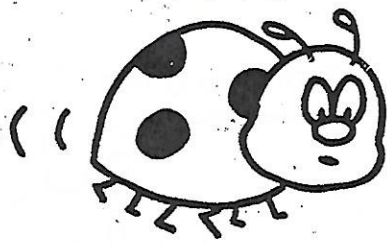
E.
$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

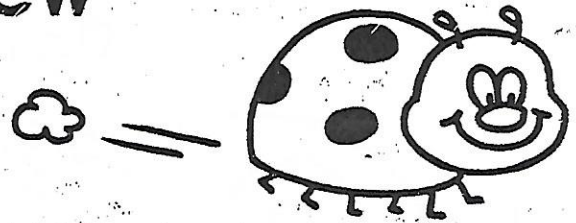
$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

Score: _____
Time: _____



Review

Subtracting from 10 or less



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

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

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

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

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

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

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

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

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

D. $9 - 2 = \underline{\quad}$

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

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

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

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

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

F. $9 - 5 = \underline{\quad}$

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

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

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

$8 - 5 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

H. $10 - 2 = \underline{\quad}$

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

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

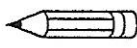
$10 - 3 = \underline{\quad}$

Score:

Time:

Grocery Shopping

Read.

 Write the number sentence.



A.

Pat buys **2** bags of flour.
Pete buys **1** bag.
How many bags do they
buy in all?

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

B.

Pat buys **6** tubes of frosting.
Pete buys **4** tubes.
How many tubes do they
buy in all?

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

C.

Pete buys **7** eggs.
Pat buys **2** eggs.
How many eggs do they
buy in all?

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

D.

Pete buys **4** cans of nuts.
Pat buys **1** can.
How many cans do they
buy in all?

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

E.

Pat buys **3** bags of sugar.
Pete buys **4** bags.
How many bags do they
buy in all?

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

F.

Pete buys **4** bottles of milk.
Pat buys **2** bottles.
How many bottles do they
buy in all?

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

Ready to Sell!

Read.

 Write the number sentence.**A.**

Pat has **8** cookies.
He sells **6**.
How many cookies are left?

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

cookies

B.

Pat has **5** cookies.
3 cookies crumble.
How many cookies are left?

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

cookies

C.

Pete has **4** cookies.
He sells **1**.
How many cookies are left?

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

cookies

D.

Pete has **9** cookies.
He sells **5**.
How many cookies are left?

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

cookies

E.

10 cookies are in the bag.
Pat sells **5**.
How many cookies are left?

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

cookies

F.

3 cookies are in the bag.
Pete sells **2**.
How many cookies are left?

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

cookie

Bonus Box: On the back of this sheet, draw a subtraction problem about 10 cookies. Then write the number sentence.

Name _____

Place Value
Counting to 100

Three Pigs Construction

Count to 100.

Write the missing numbers.

Count carefully!

No Huffing and Puffing Allowed

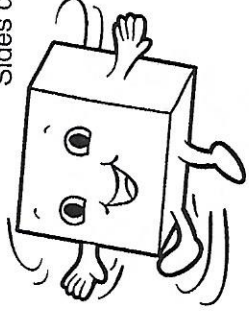
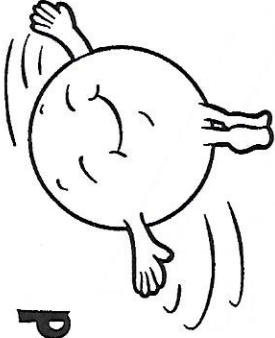
	2				7			10
11				15				
		23						
					37			40
	42				46			
			54					
61								69
				75				
	82							90
			94				98	

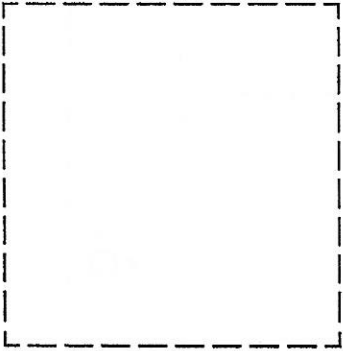
Bonus Box: Use the chart. Count by tens to 100. Use a red crayon to circle each ten as you go.

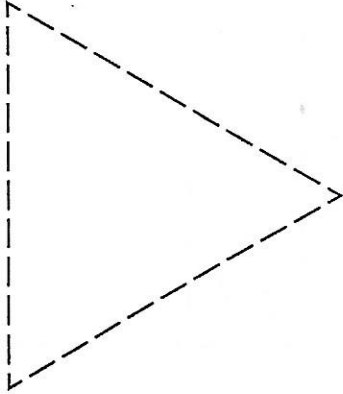
Name _____

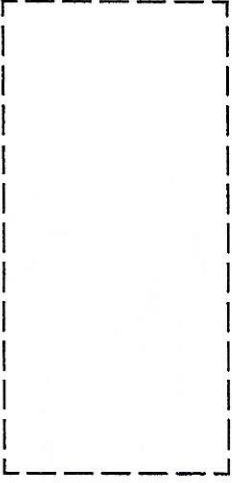
Round and Round

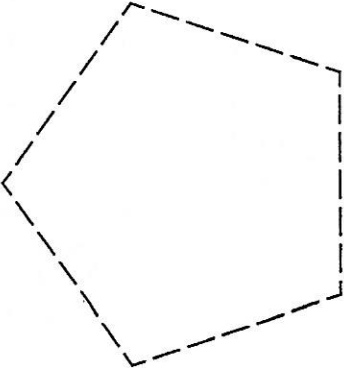
Trace each side.
Draw a ○ around each corner.
Write how many.

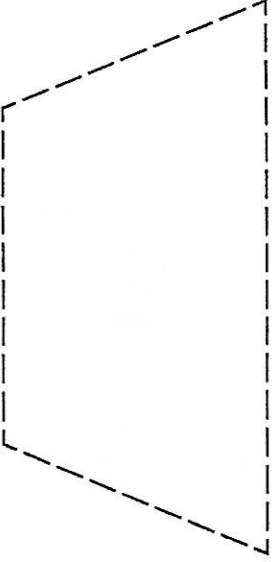


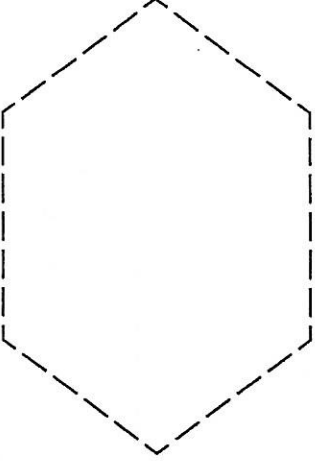
	___ sides ___ corners
---	-----------------------

	___ sides ___ corners
--	-----------------------

	___ sides ___ corners
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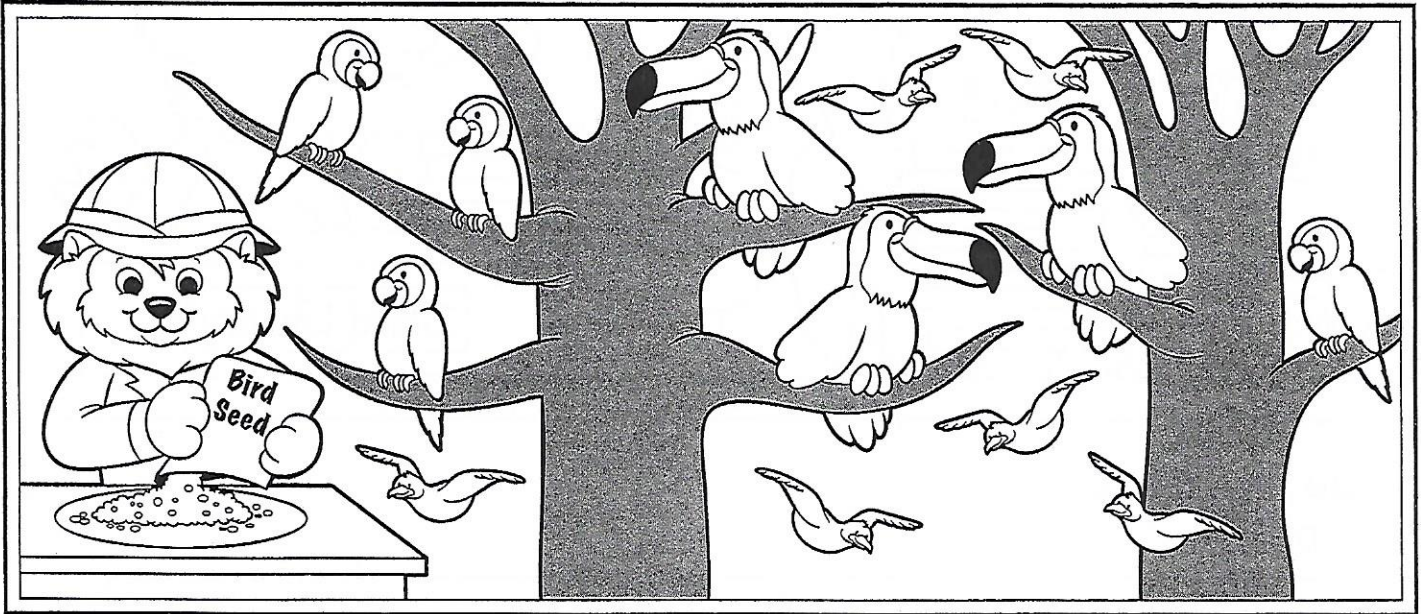
	___ sides ___ corners
--	-----------------------


	___ sides ___ corners
---	-----------------------

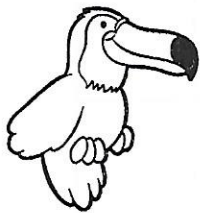
	___ sides ___ corners
--	-----------------------

Fine-Feathered Friends

Count the birds.



Draw  to fill in the graph.



toucans



seagulls



parrots

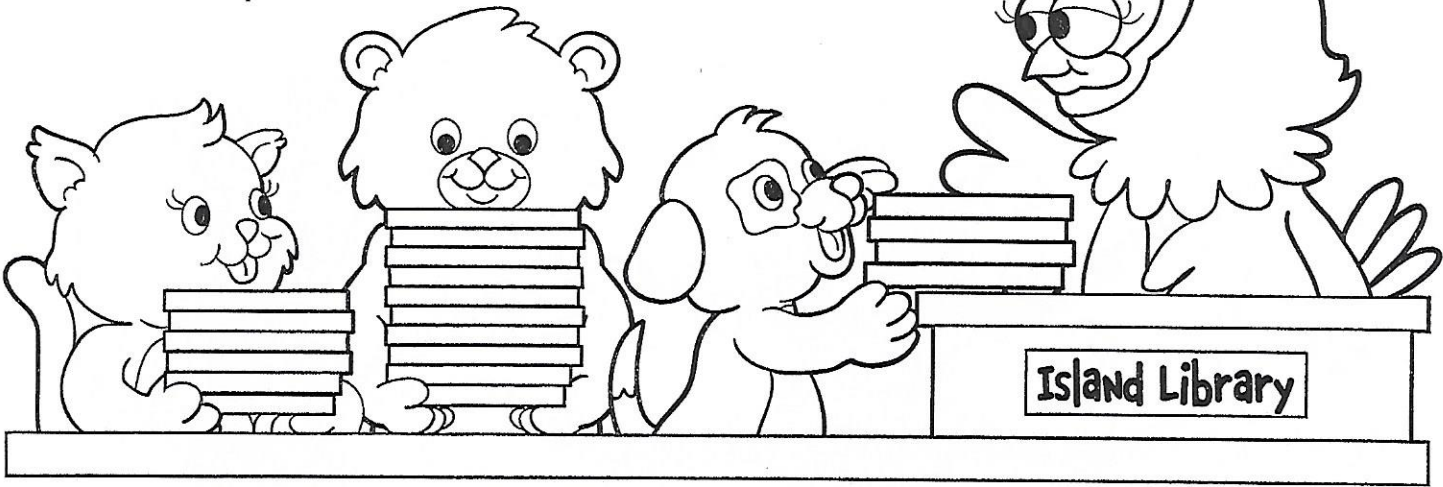
Birds at the Zoo					

Use the graph to answer the questions.

1. How many seagulls are there? _____
2. How many more parrots than toucans are there? _____
3. How many birds are there in all? _____

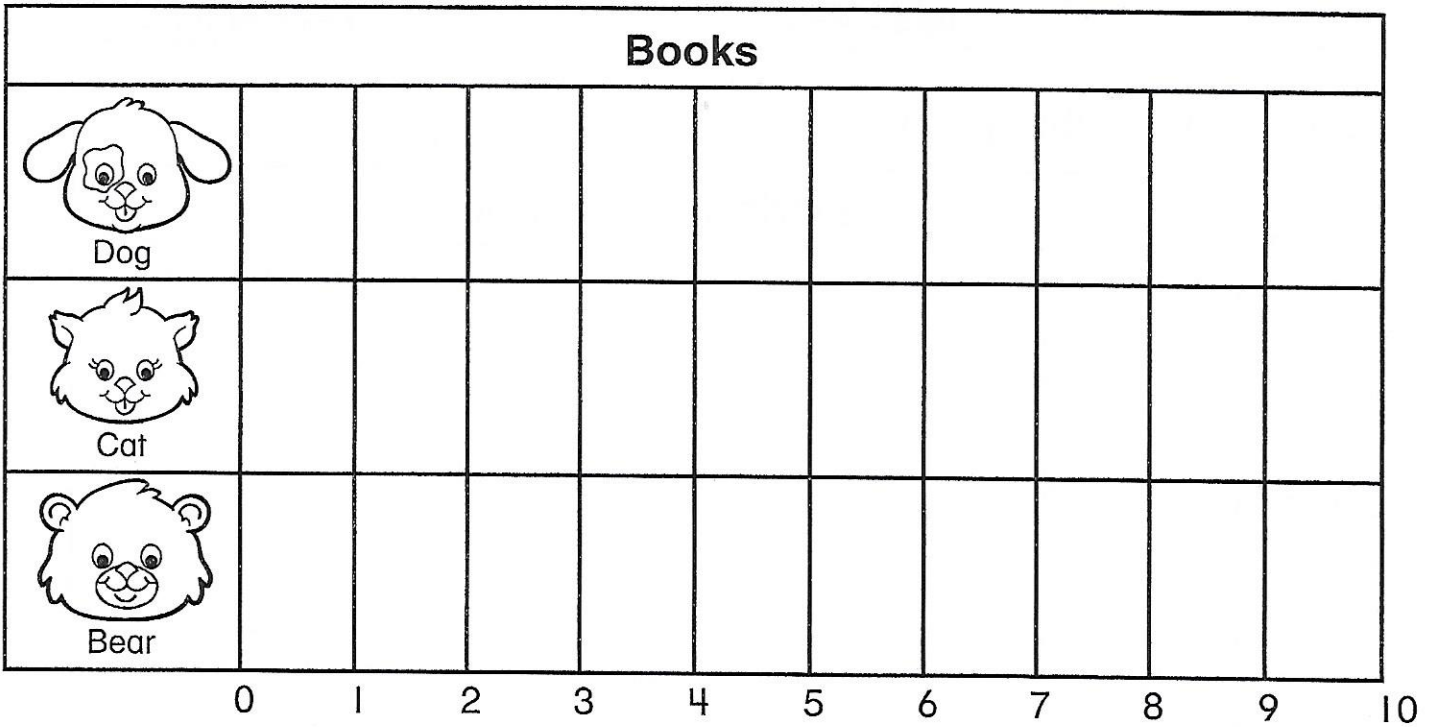
Summer Reading

Look at the picture.



Complete the graph.

Use the picture.

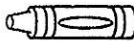


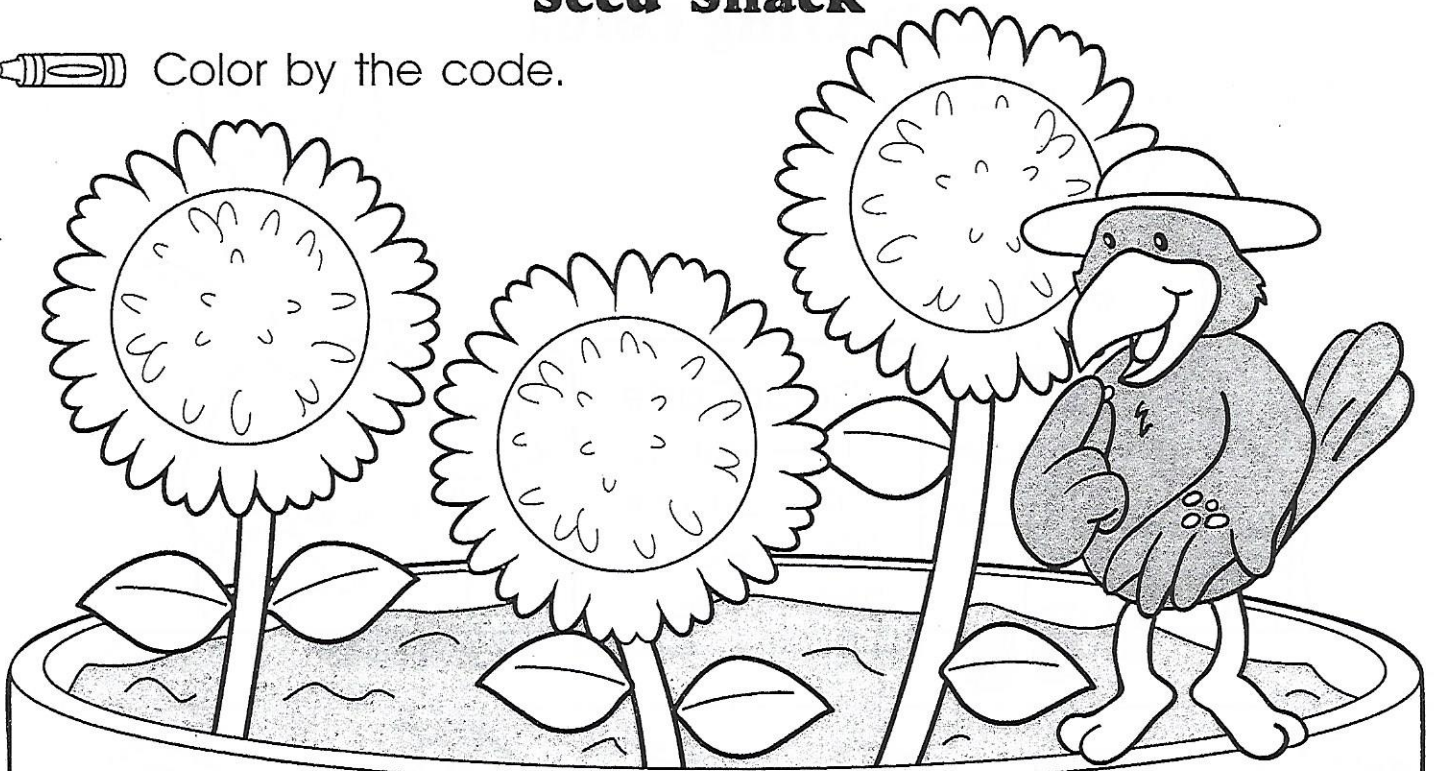
Answer the questions.

1. How many books does Bear have? _____
2. How many more books does Cat have than Dog? _____
3. How many books do Dog, Cat, and Bear have in all? _____





Name _____

Seed Snack

 Color by the code.



Color Code:

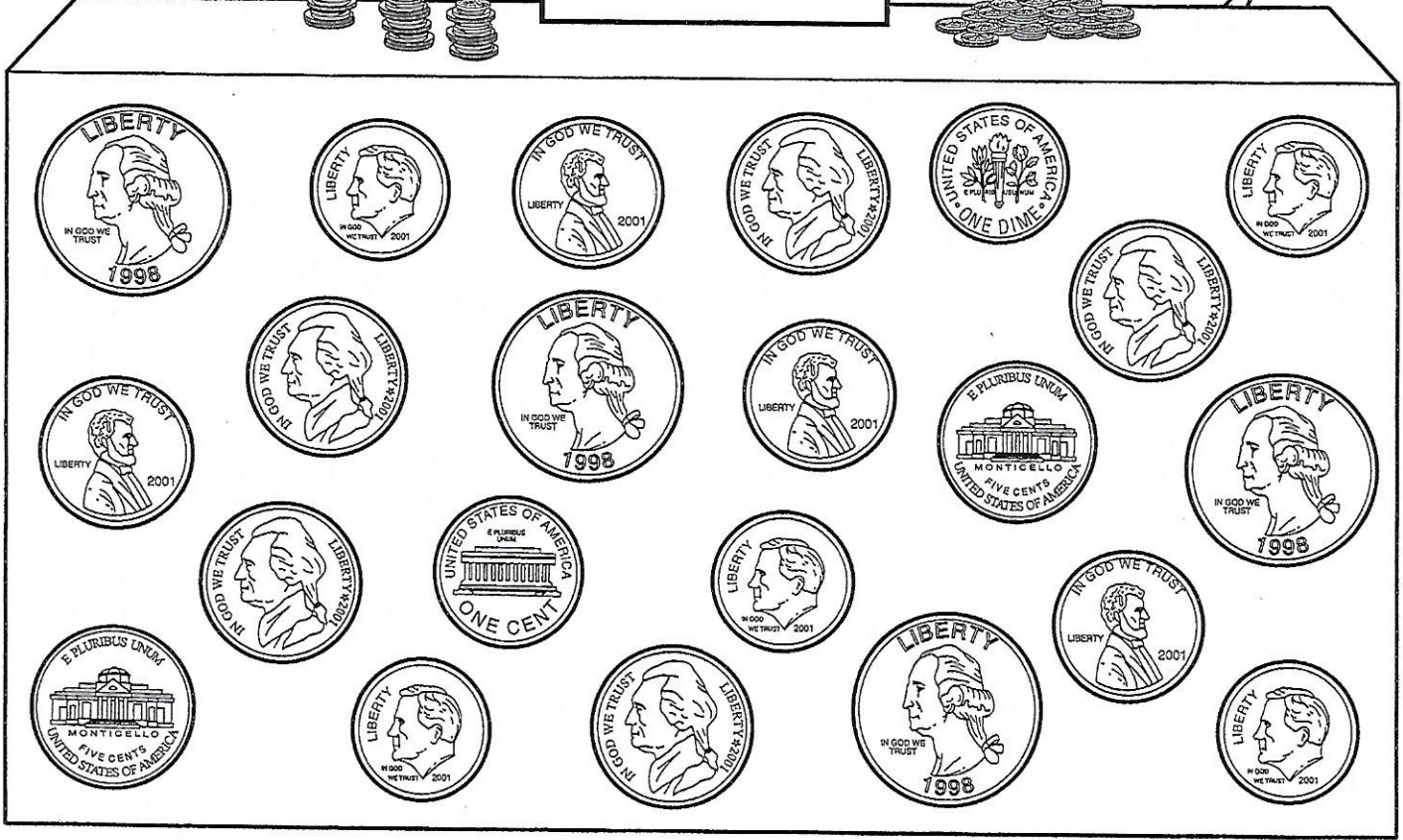
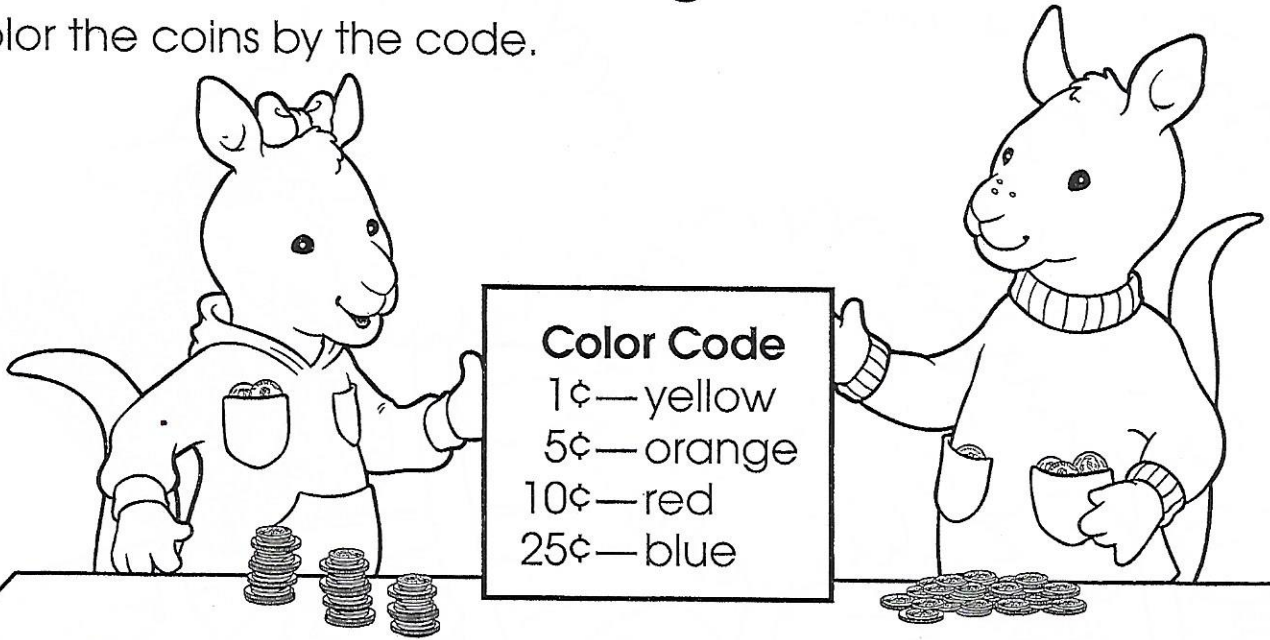
 —yellow	 —blue	 —orange	 —red
---	--	--	---

The container is filled with 20 coins: 10 Lincoln cents (2001), 5 Jefferson nickels (2001), 5 Roosevelt dimes (2001), and 5 Washington quarters (1998).

Name _____

Collecting Coins

Color the coins by the code.



Write how many.

_____ quarters

_____ dimes

_____ nickels

_____ pennies

Bonus Box: Which coin has the greater value—a **dime** or a **nickel**? Write your answer on the back of this sheet.

