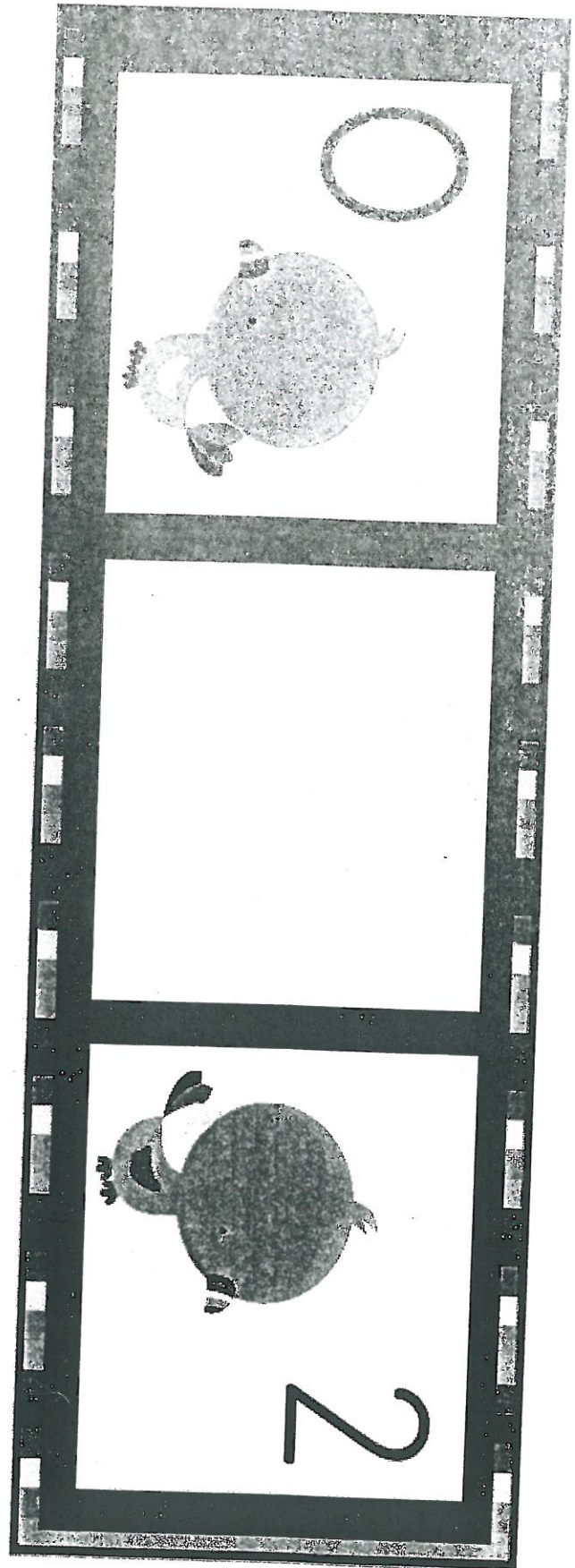
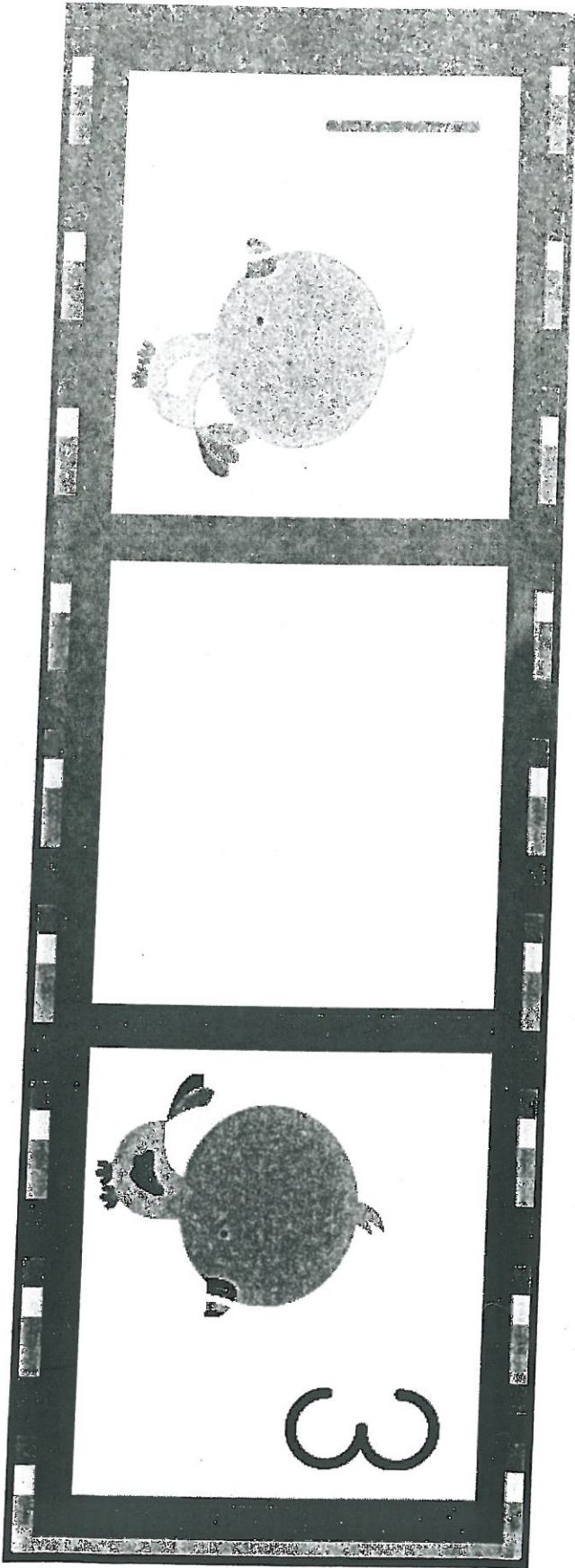
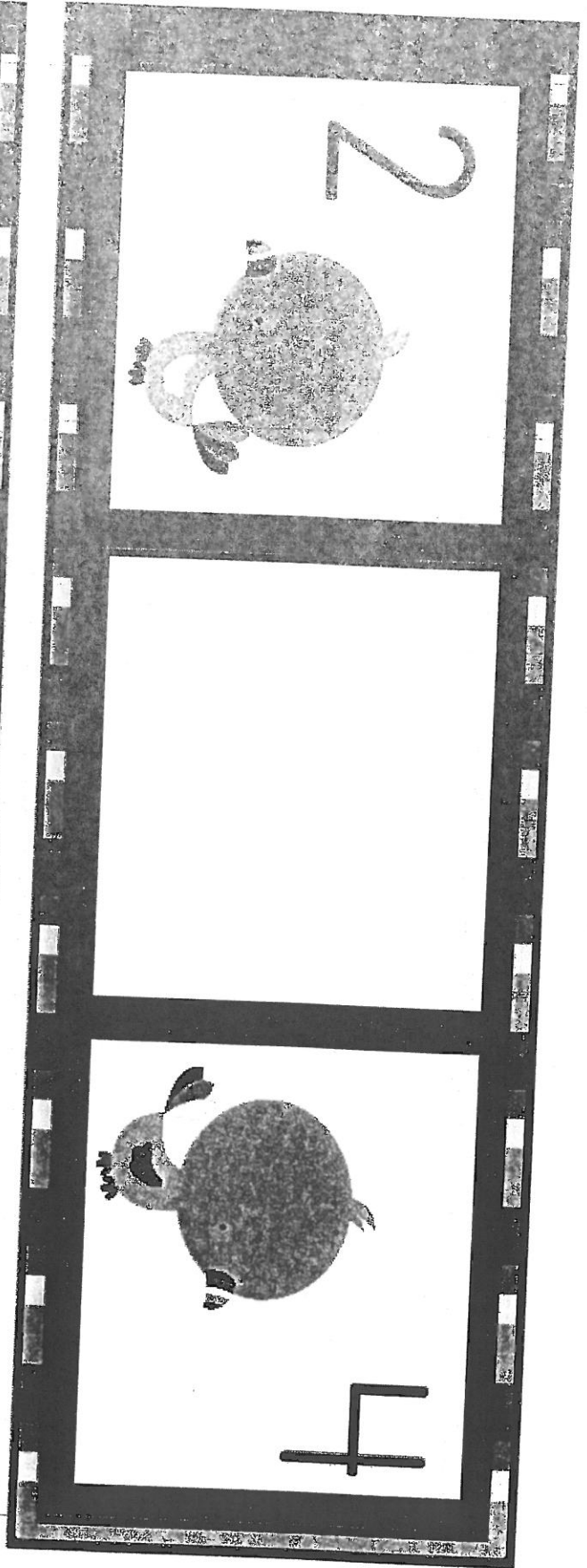
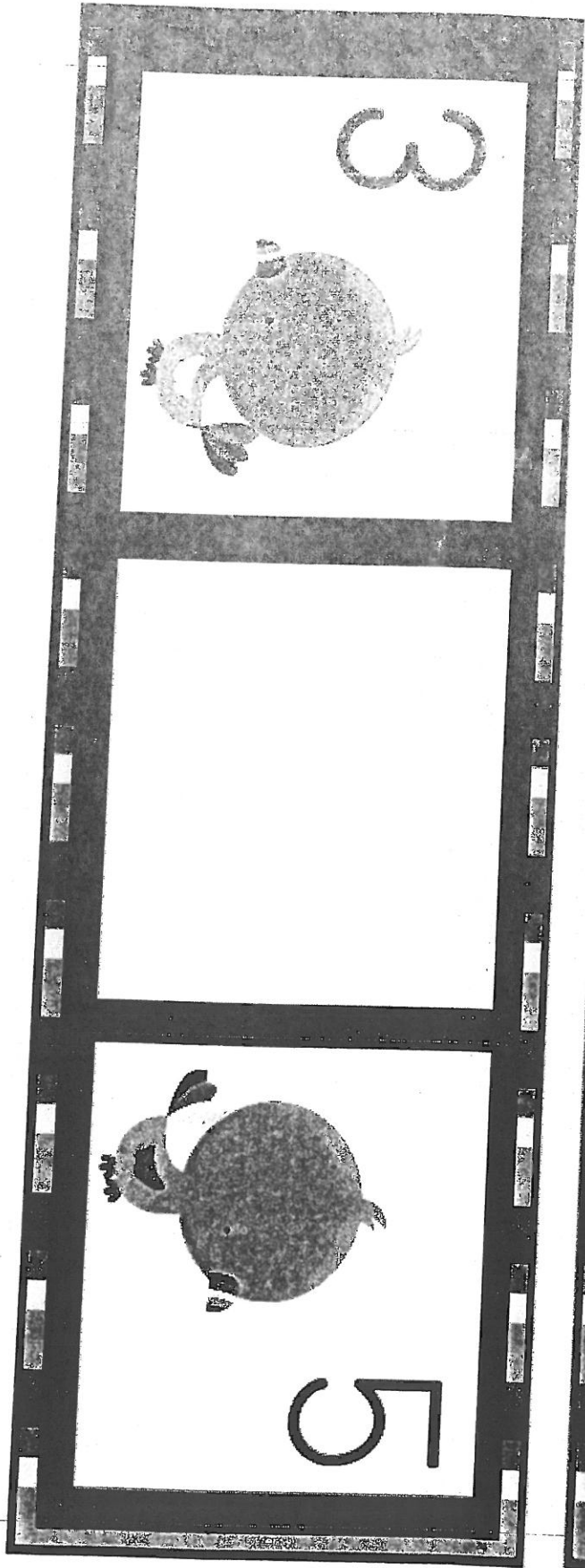
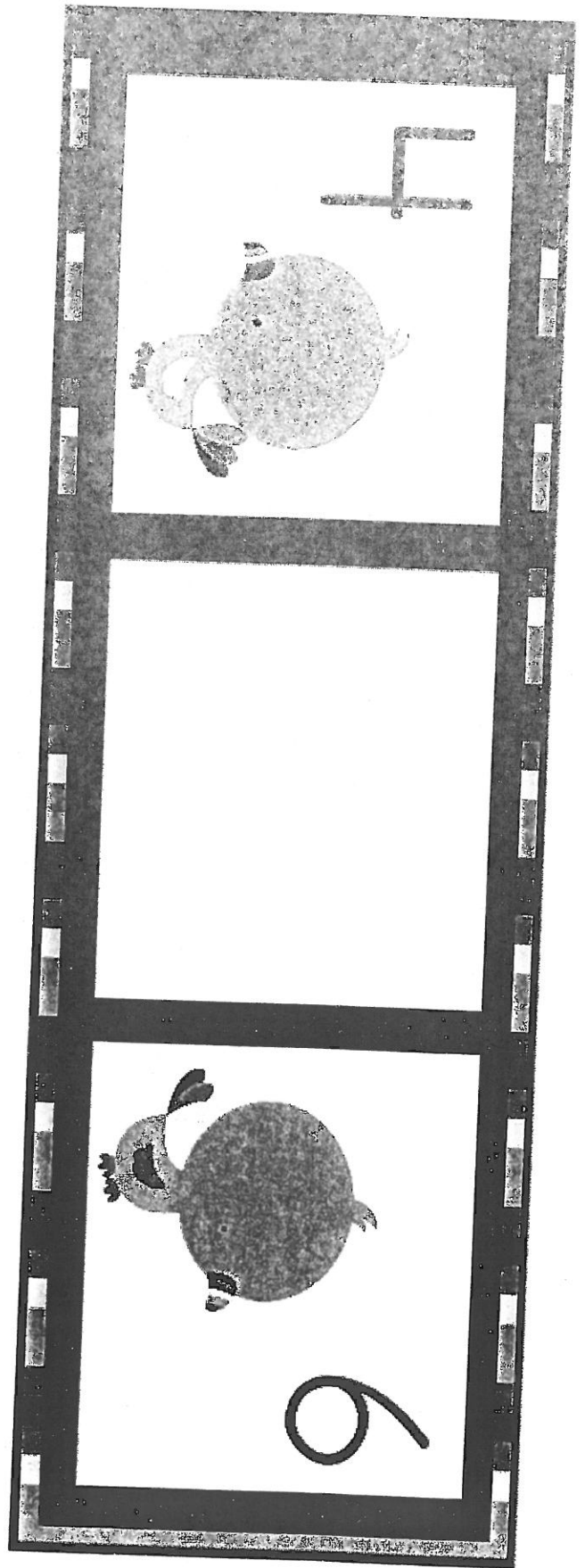
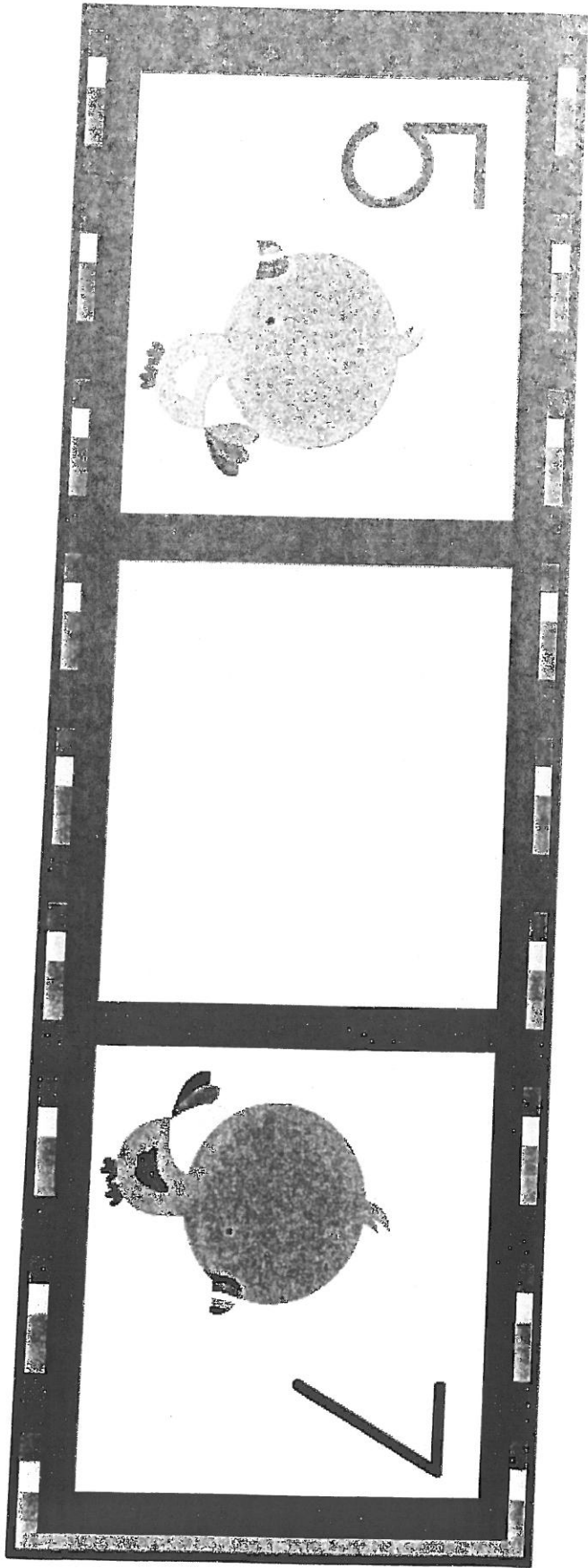


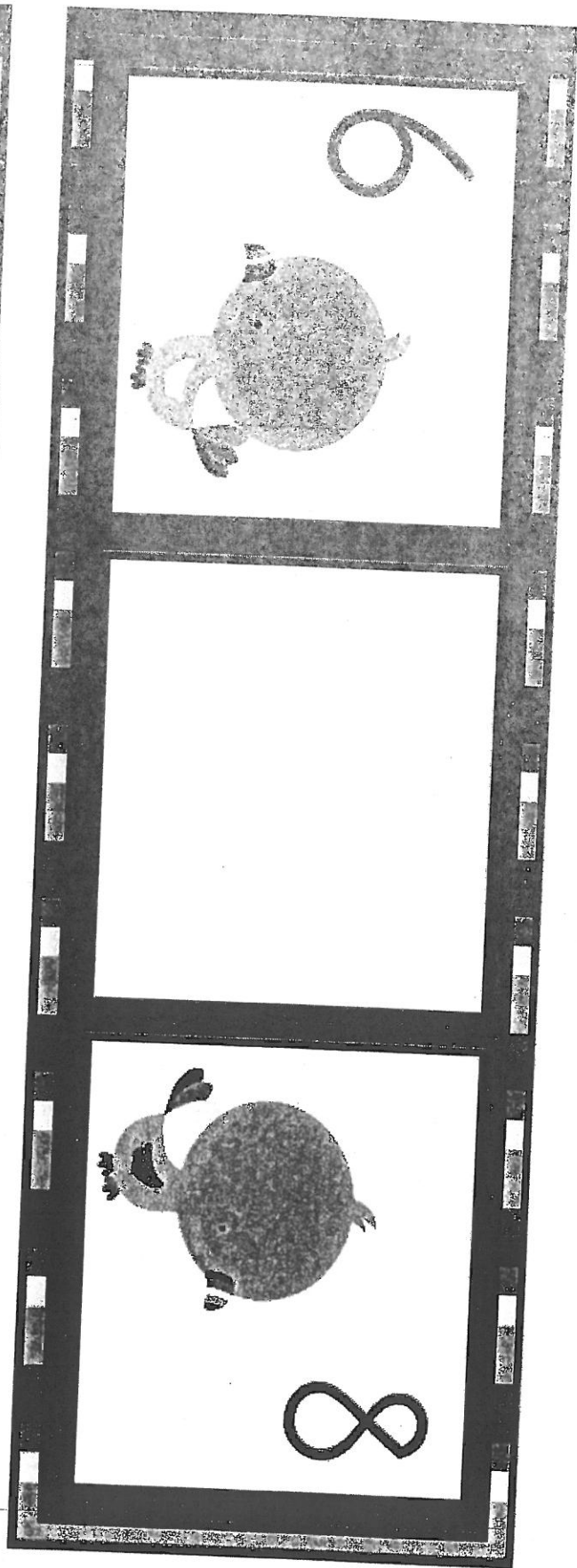
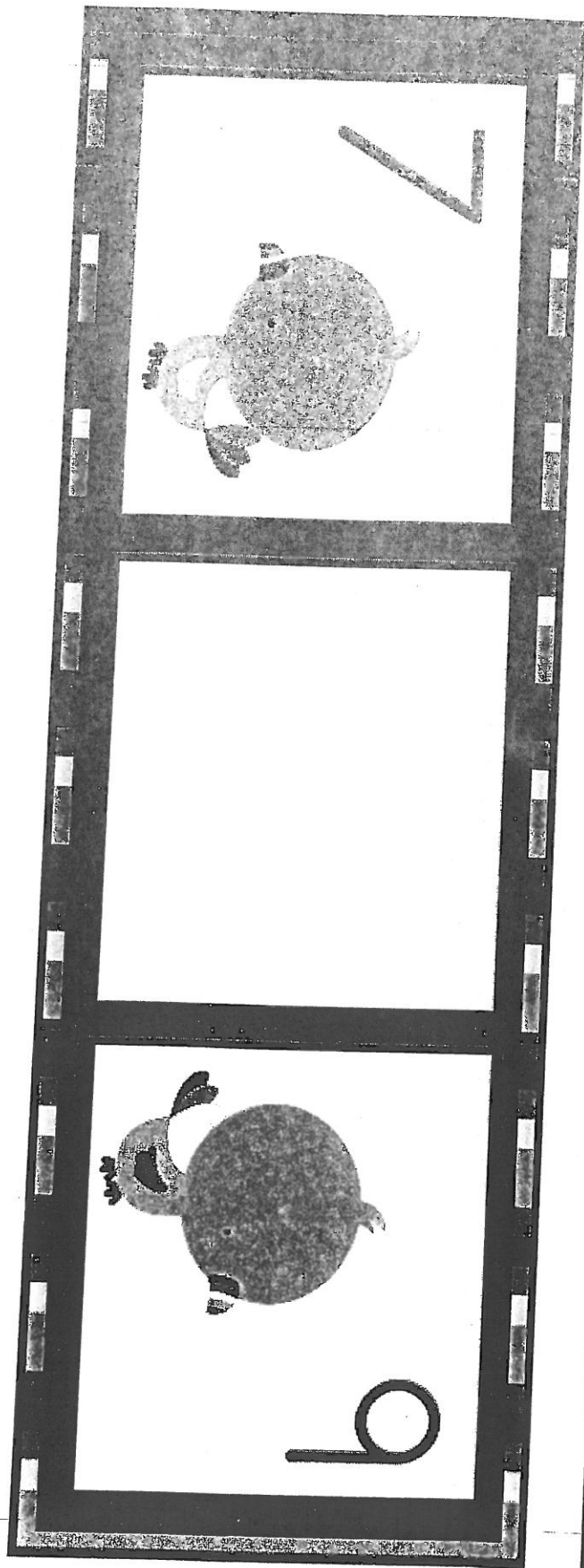
Special Education

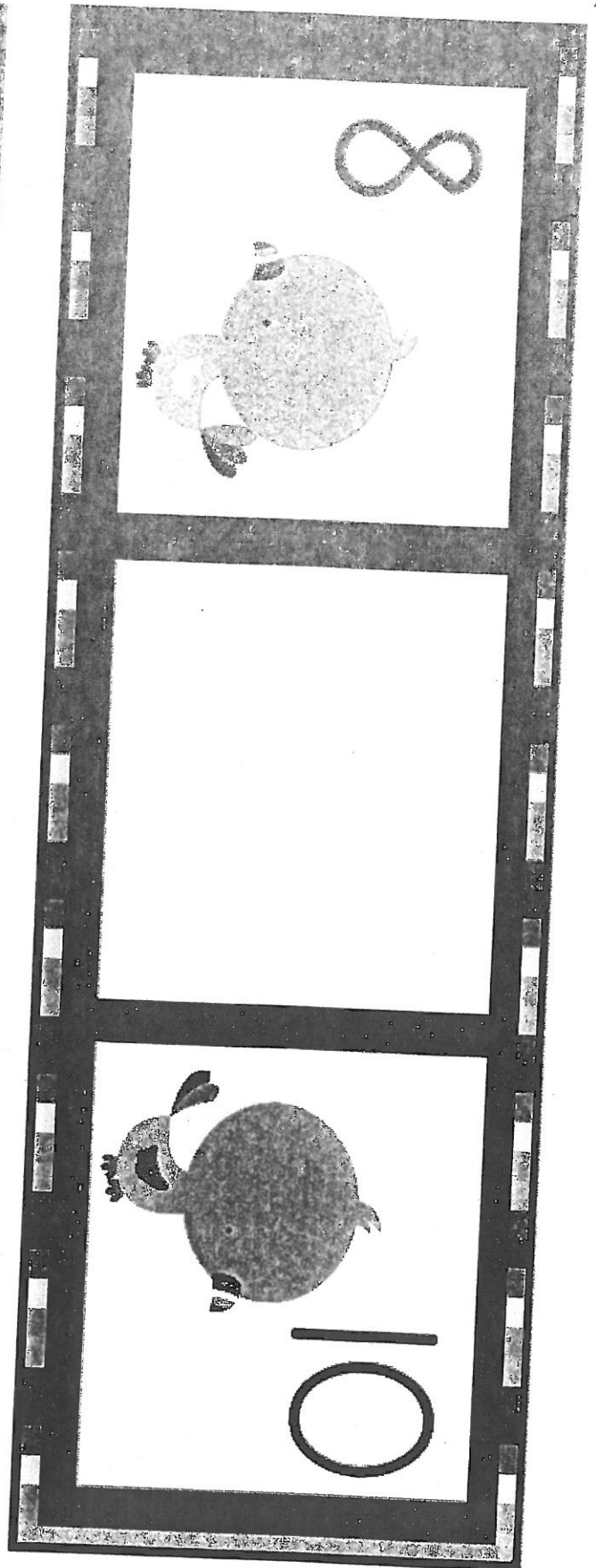
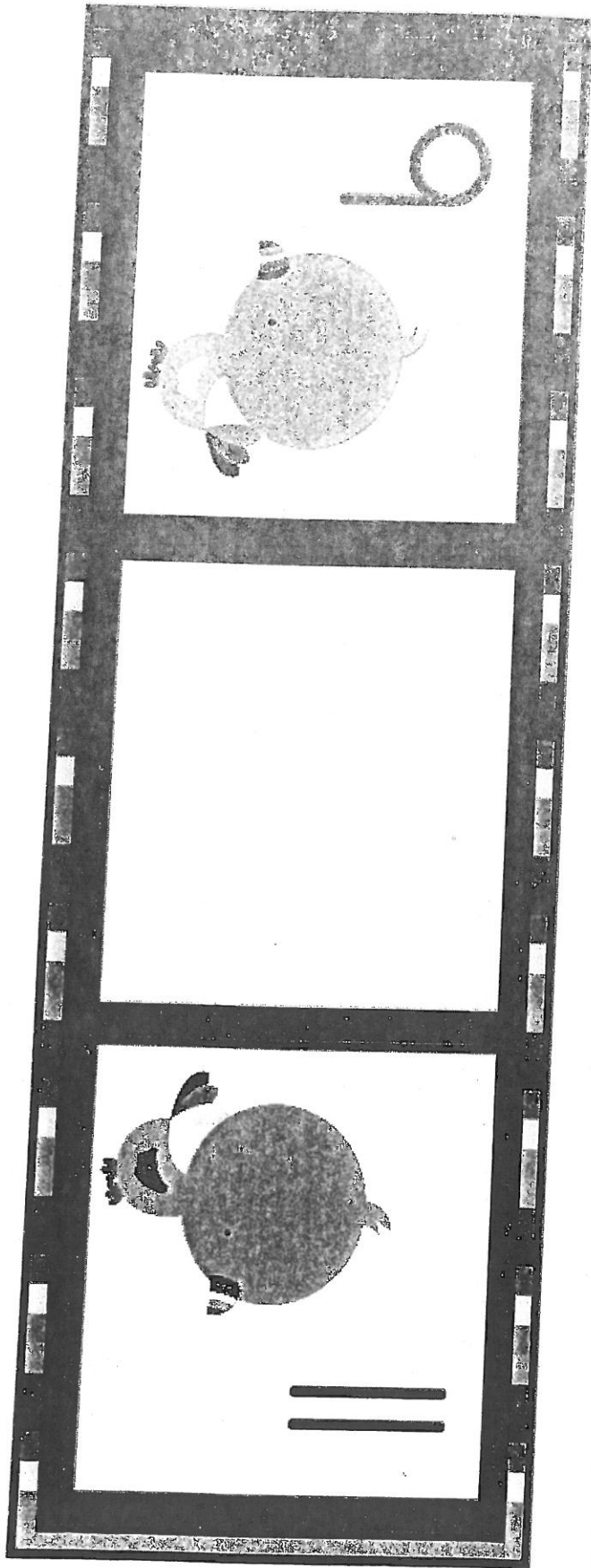


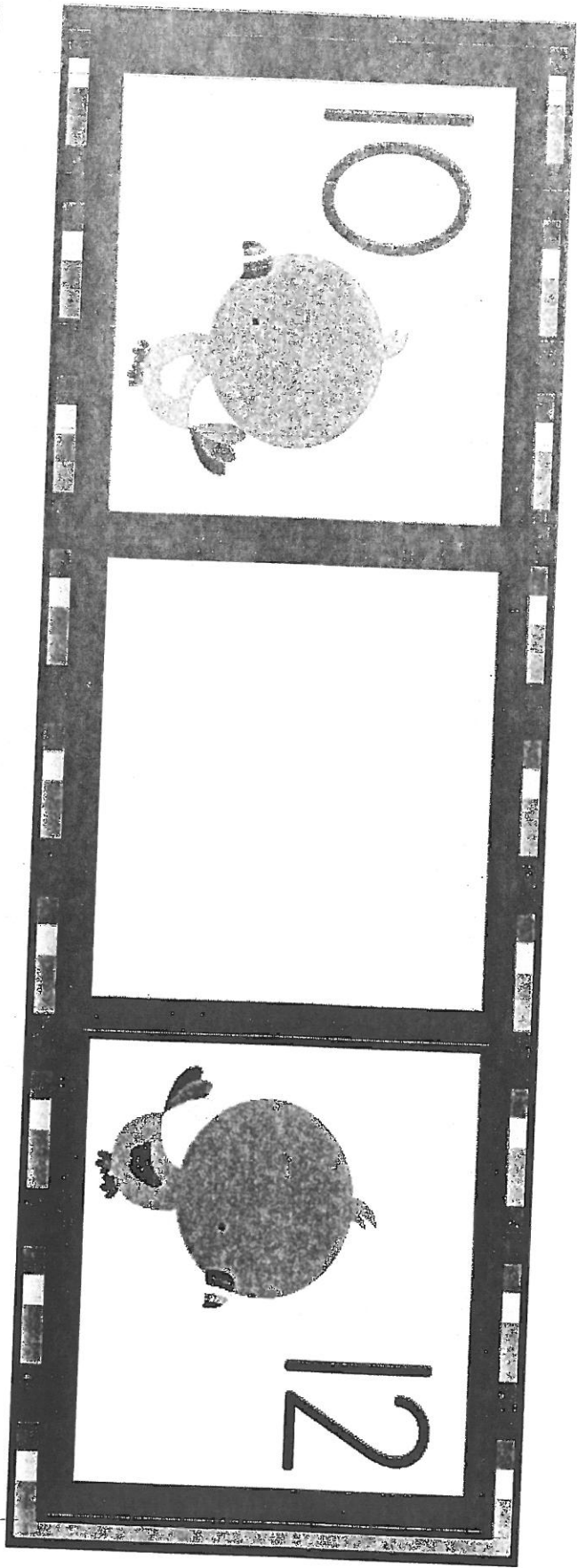
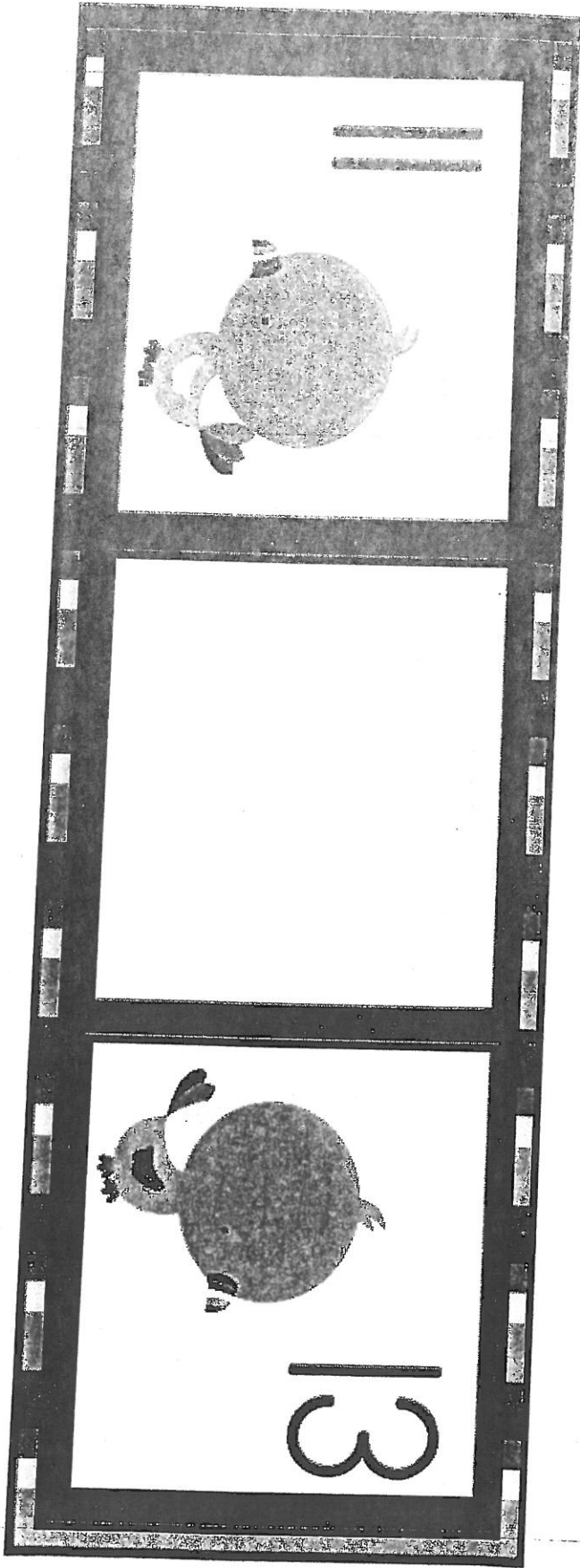
K-2 From ms. Little

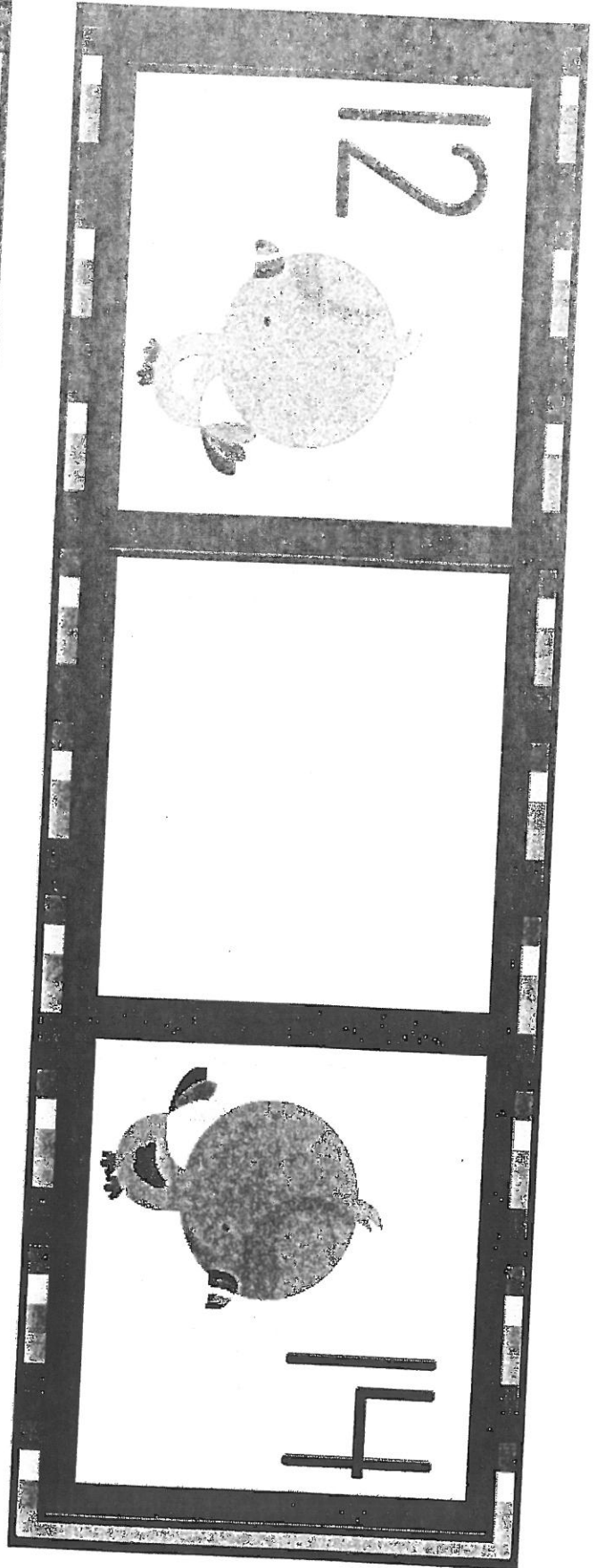
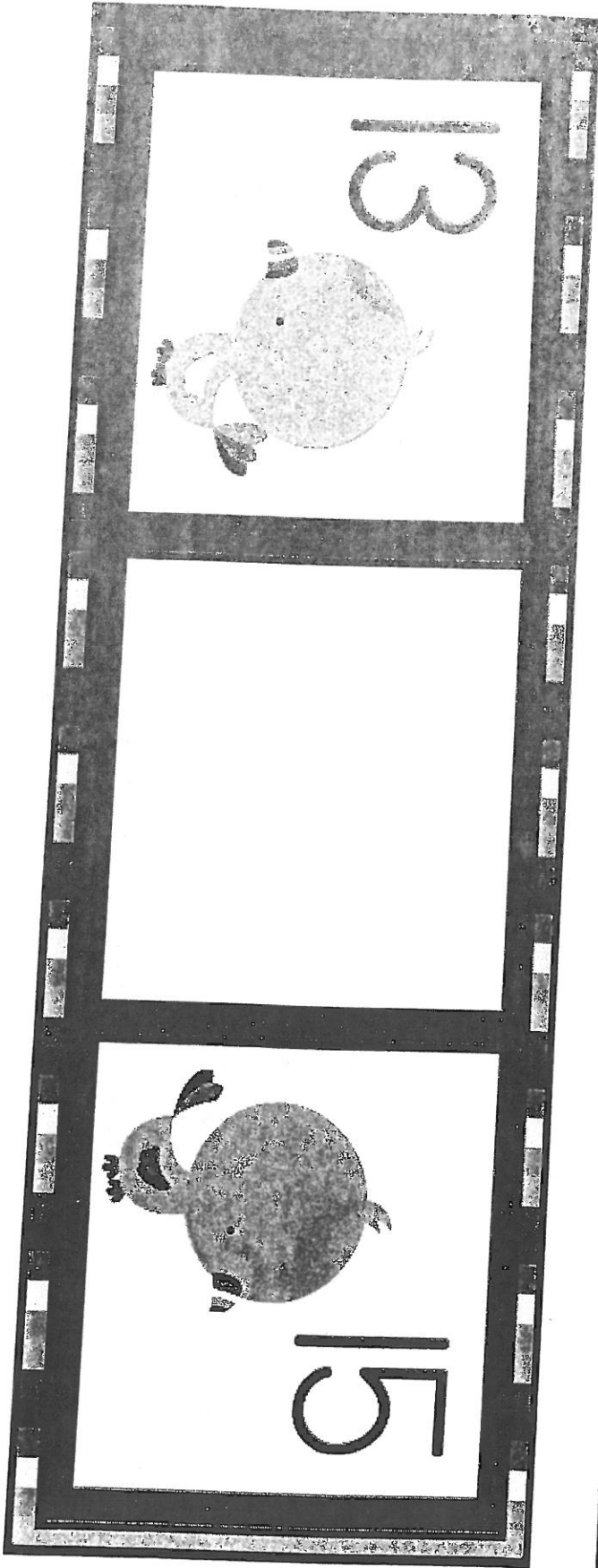










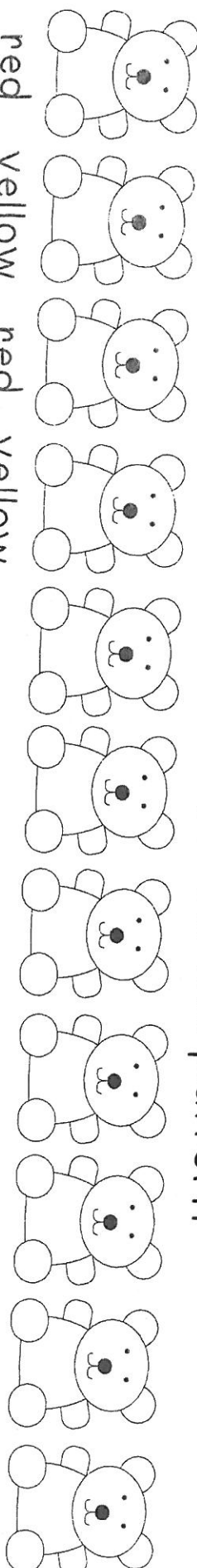


Name: _____

Patterns

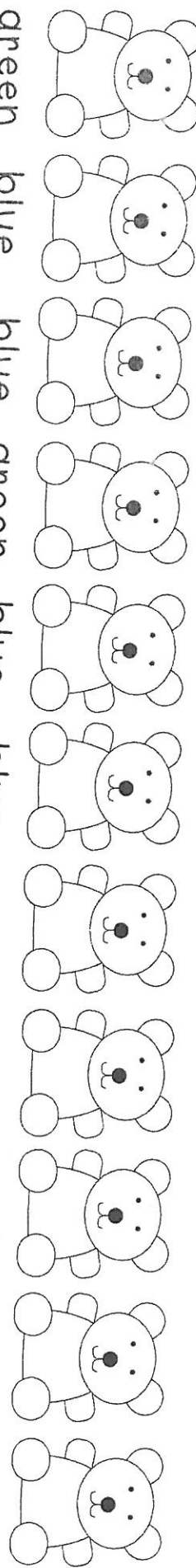
I can color the bears to follow the pattern

1.



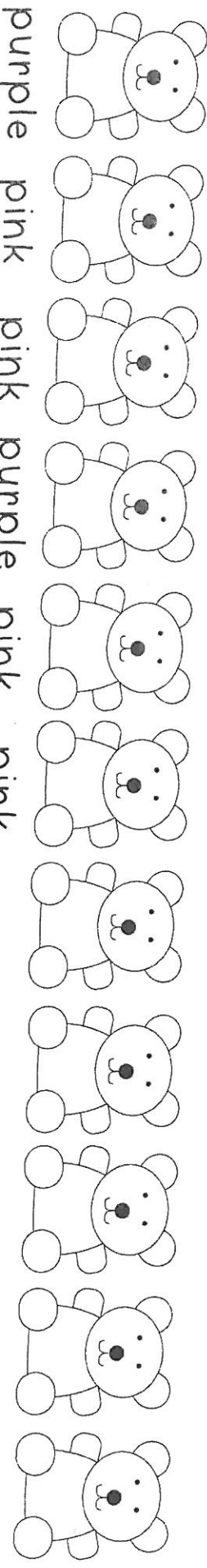
red yellow red yellow

2.



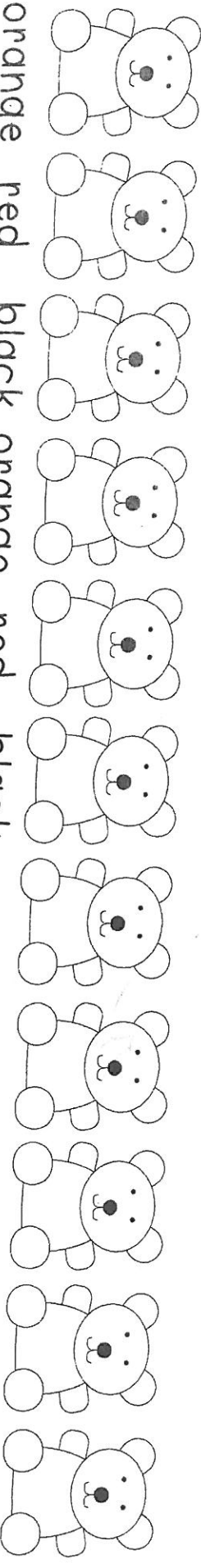
green blue blue green blue blue

3.



purple pink pink purple pink pink

4.



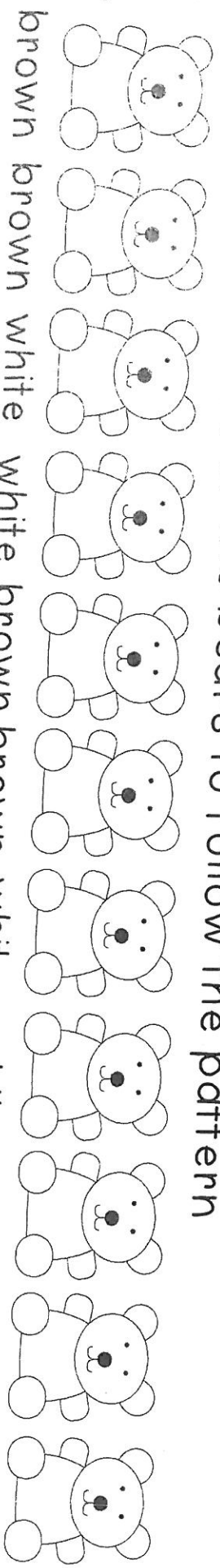
orange red black orange red black

Name: _____

Patterns

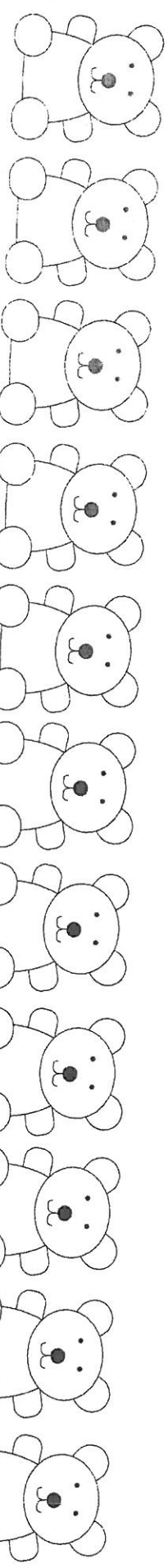
I can color the bears to follow the pattern

5.



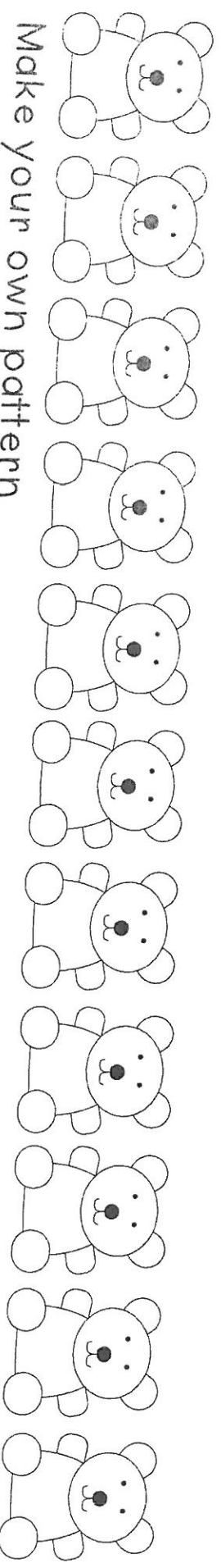
brown brown white white brown brown white white

6.



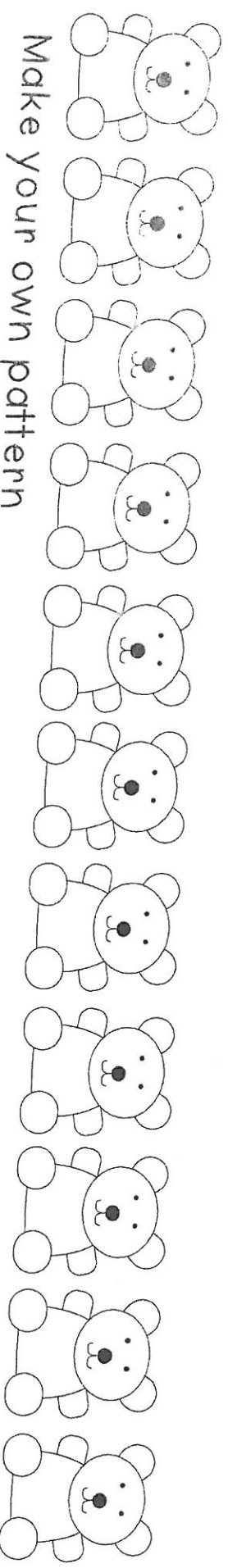
green blue yellow red green blue yellow red

7.

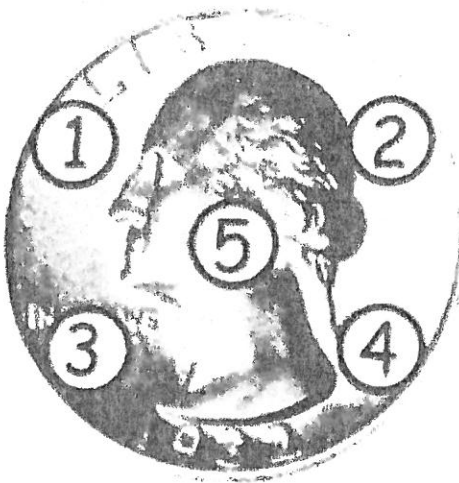


Make your own pattern

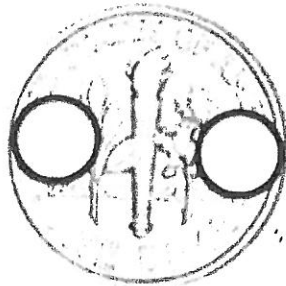
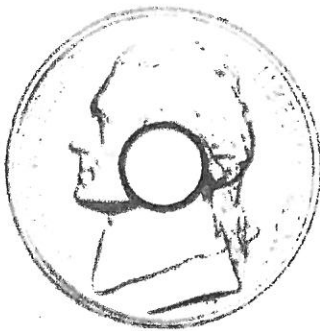
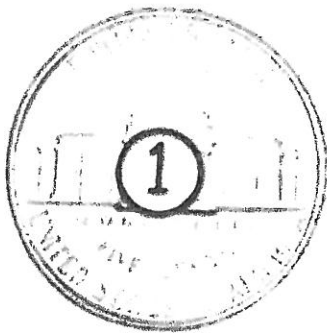
8.



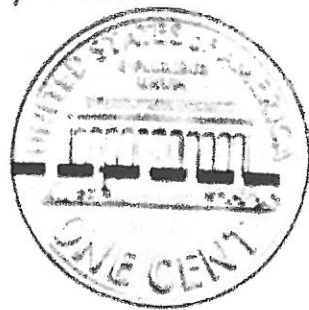
Make your own pattern



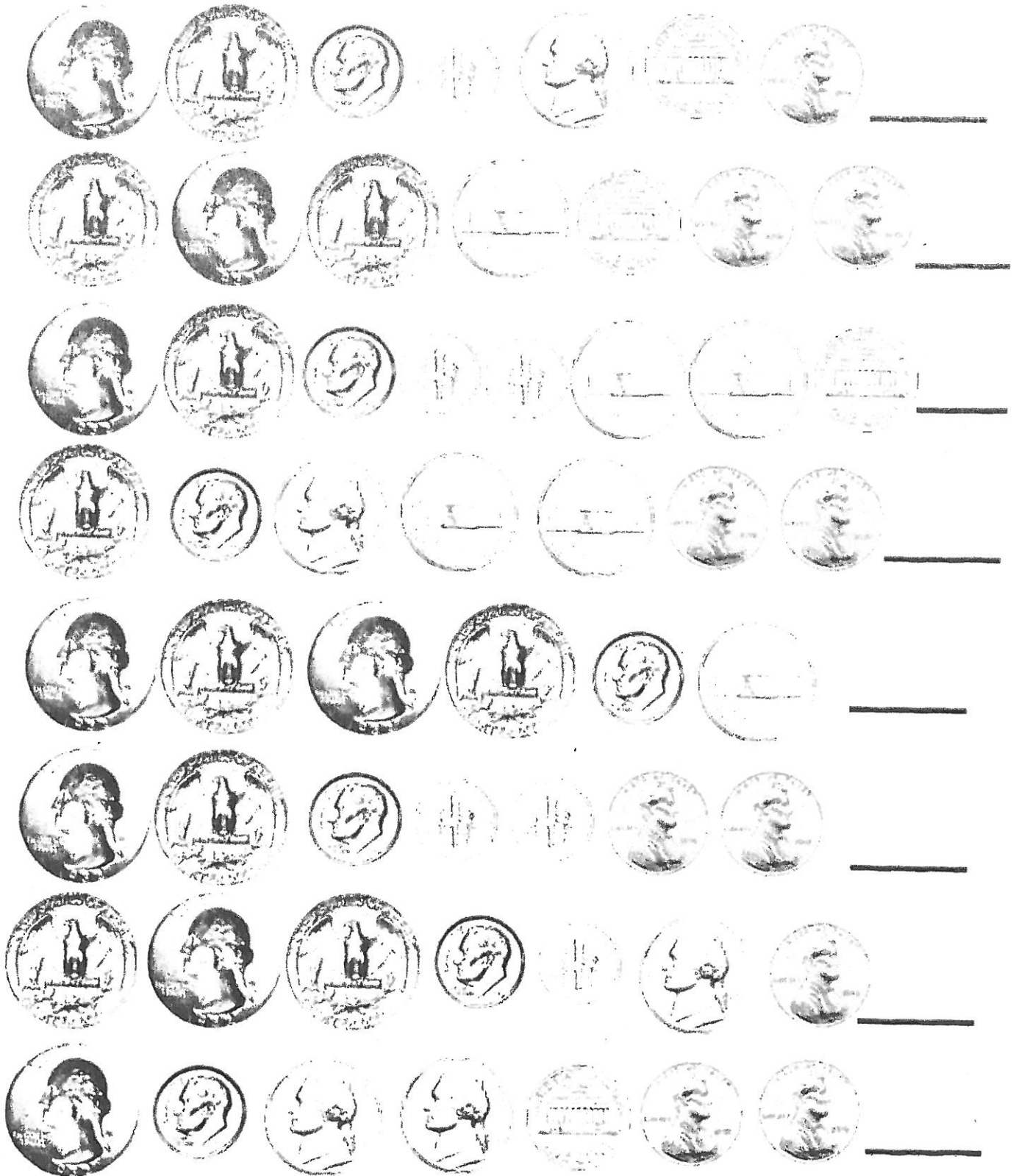
This is the order that you touch the points of the coins. Each time you touch a point you count by fives.



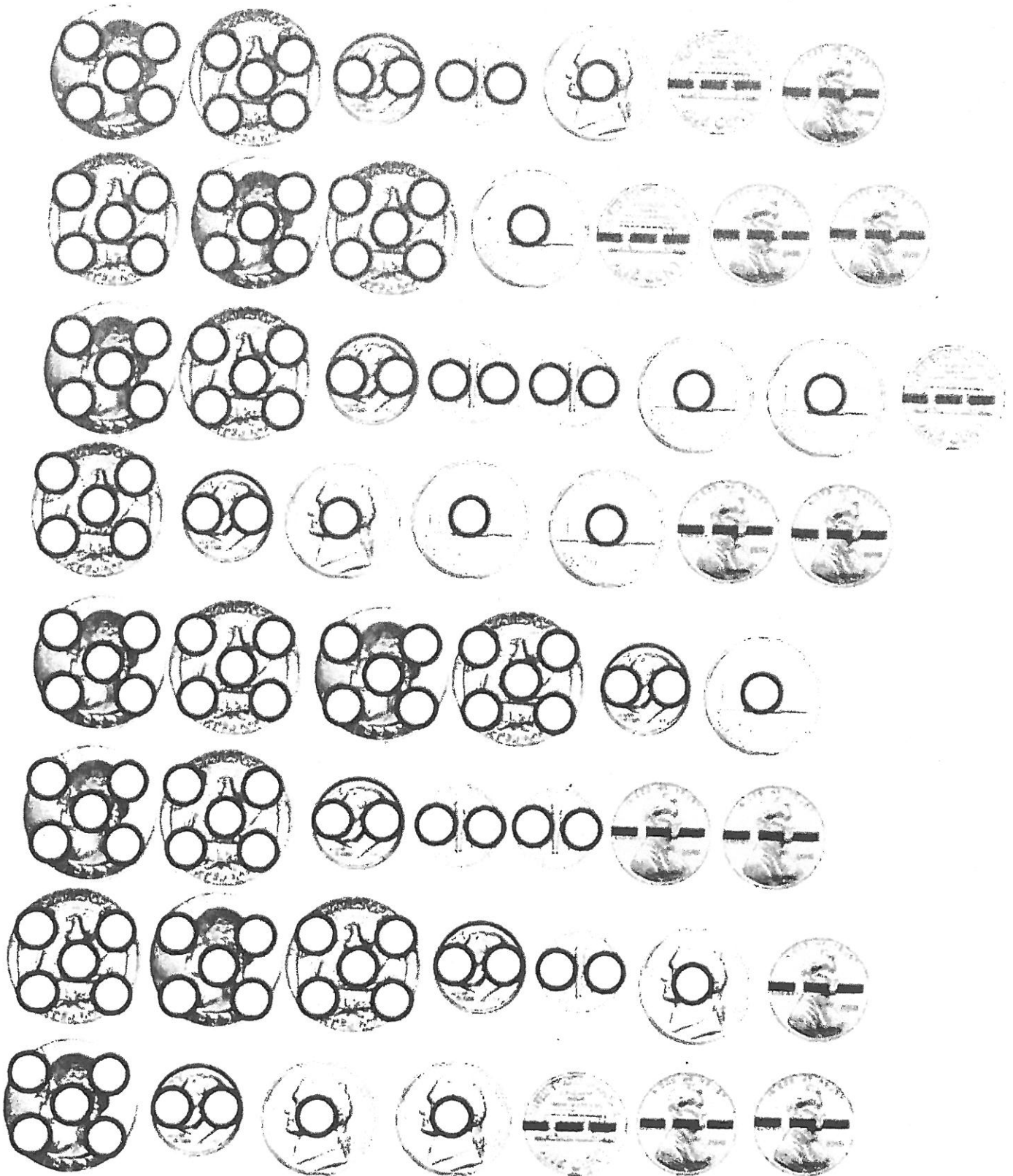
When you get to a penny you run your finger across it horizontally and count by ones.



Practice without the touch points:



Practice with the touch points:



Lesson 6

* Review Short Vowels, 1

Name _____

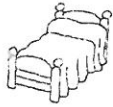
a

e

i

o

u



b _____ d



p _____ t



p _____ g



c _____ t



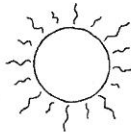
c _____ b



t _____ p



h _____ n



s _____ n

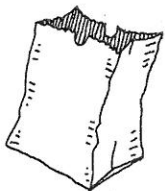


p _____ t



dog

dug



big

bag






pen




pin




Lesson 7

* Review Short Vowels, 2

Name _____

		
u o	i a	e o

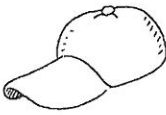
		
o e	u i	e a

		
i u	a e	i o

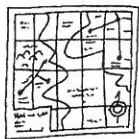
cat



cup







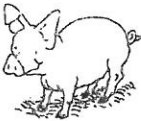
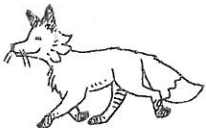



mop



Lesson 8

* Review Short Vowels, 3

Name _____

a	e	i	o	u
 _____	 _____	 _____		
 _____	 _____	 _____		
 _____	 _____	 _____		

hid

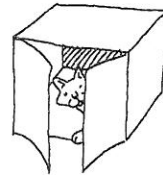
fun

dog

Peg had a lot of _____.



The cat _____ in the box.




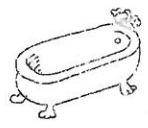




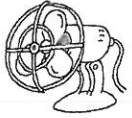


Sam got a big, red _____.

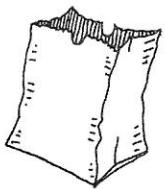


Lesson 9

* Review Short Vowels, 4

Name _____

a	e	i	o	u
 w _____ b	 t _____ b	 l _____ p		
 m _____ t	 f _____ x	 s _____ b		
 f _____ n	 s _____ x	 b _____ s		



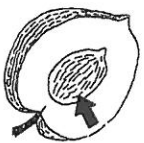
beg

bag



mop

map



pit

hit

Birthday Cake Maths Facts Colouring Page

Solve the simple sums and then colour
in the picture using the key on the right!

- 0 pink
- 1 yellow
- 2 blue
- 3 orange

$4 - 1 =$ $8 - 5 =$ $9 - 6 =$

$2 - 1 =$

$5 - 2 =$ $1 - 1 =$ $6 - 3 =$

$7 - 4 =$ $6 - 5 =$ $2 - 2 =$ $5 - 2 =$

$3 - 3 =$ $9 - 9 =$ $6 - 6 =$

$5 - 4 =$ $7 - 6 =$

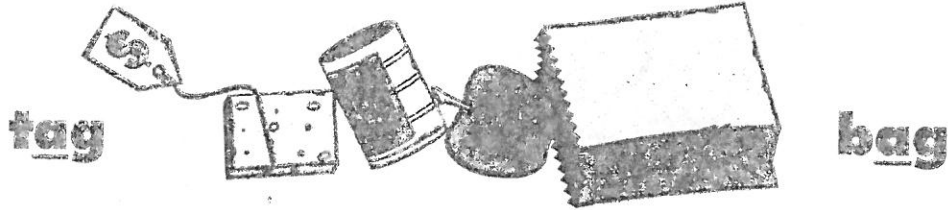
$7 - 5 =$ $5 - 3 =$

$4 - 3 =$ $8 - 7 =$


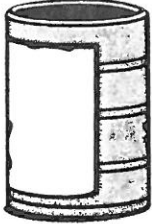

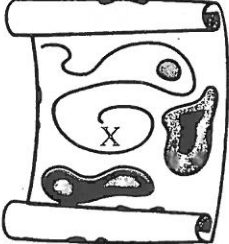
$8 - 5 =$ $4 - 1 =$

Short a Families

The words tag and bag end with the sounds for the letters ag. Tag and bag rhyme.



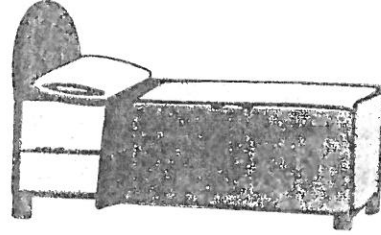
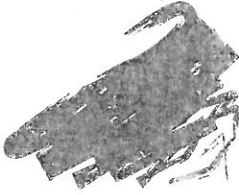
Read the rhyming words in each box and circle the ending they share. Use the picture clue to write one more rhyming word.

<p>bad mad dad pad had lad</p>	<p><u>ending</u> ab ad ag</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>pan ran tan man fan van</p>	<p><u>ending</u> ad an ax</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>pat rat fat mat sat cat</p>	<p><u>ending</u> at ar ag</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>lap rap tap gap nap cap</p>	<p><u>ending</u> ab at ap</p>	 <p>_____</p> <p>-----</p> <p>_____</p>

The Short e Sound

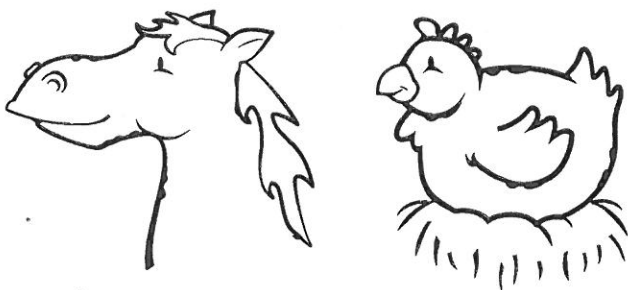
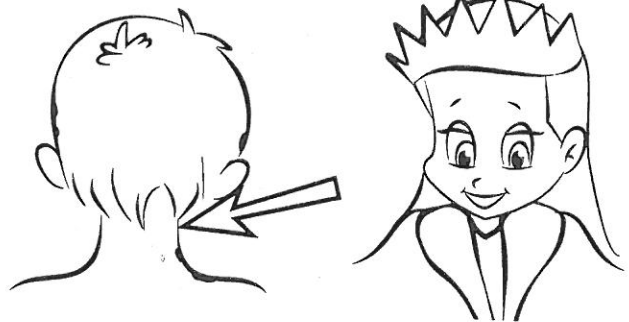
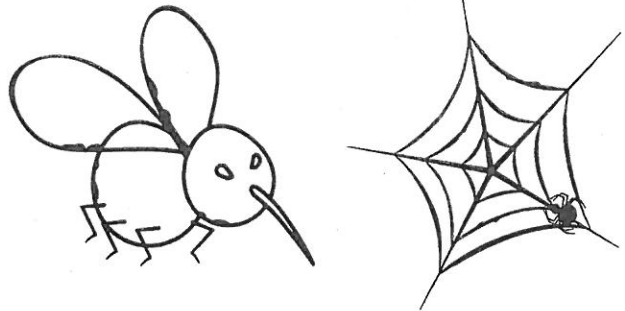
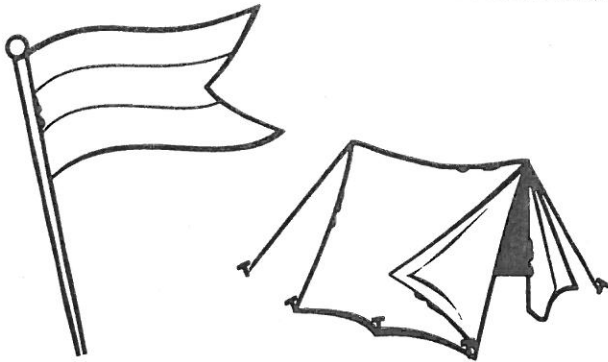
The words red and bed have the short e sound.

red



bed

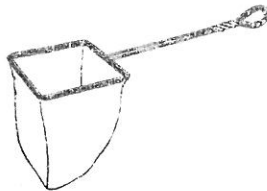




Say the names of the two pictures in each box.
Color the picture whose name has the short e sound.



6 10

Short e Families

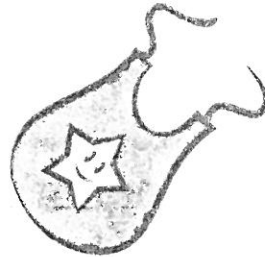
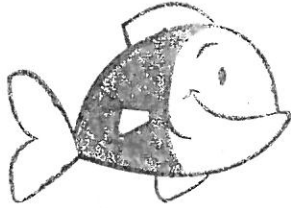
Read the rhyming words in each box and circle the ending they share. Use the picture clue to write one more rhyming word.

<p>bet pet met wet set let</p>	<p><u>ending</u> el et ed</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>fell tell bell sell</p>	<p><u>ending</u> ess ell</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>red fed led wed</p>	<p><u>ending</u> et ed</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>ten den pen men</p>	<p><u>ending</u> en et</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>best pest rest west test vest</p>	<p><u>ending</u> est elt ent</p>	 <p>_____</p> <p>-----</p> <p>_____</p>

The Short i Sound

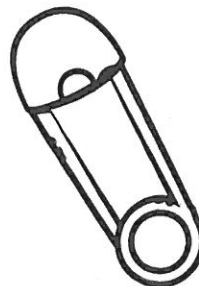
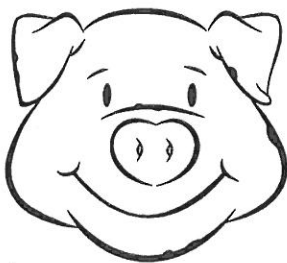
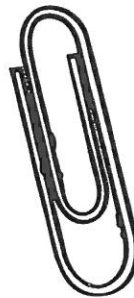
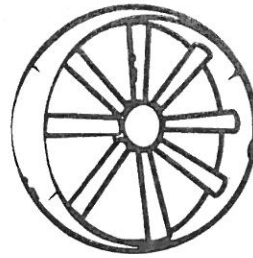
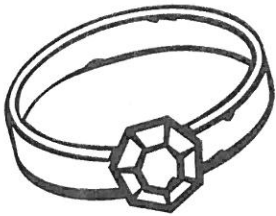
The words fish and bib have the short i sound.

fish



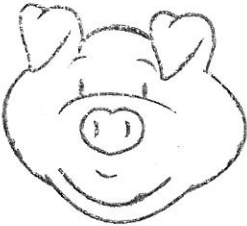
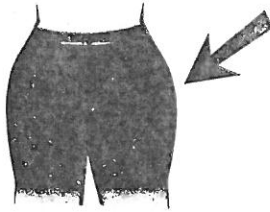
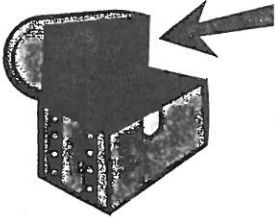

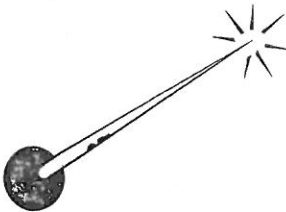
bib

Say the names of the two pictures in each box.
Color the picture whose name has the short i sound.



Short i Families

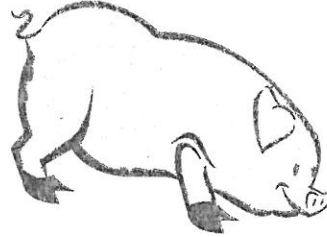
Read the rhyming words in each box and circle the ending they share. Use the picture clue to write one more rhyming word.

<p>big fig rig</p> <p>dig jig wig</p>	<p><u>ending</u></p> <p>it in ig</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>lip sip tip</p> <p>zip dip rip</p>	<p><u>ending</u></p> <p>in ir ip</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>hid kid</p> <p>bid rid</p>	<p><u>ending</u></p> <p>ip id</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>lit fit quit</p> <p>hit bit kit</p>	<p><u>ending</u></p> <p>is it ig</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>fin kin</p> <p>tin win</p>	<p><u>ending</u></p> <p>it in</p>	 <p>_____</p> <p>-----</p> <p>_____</p>

The Short o Sound

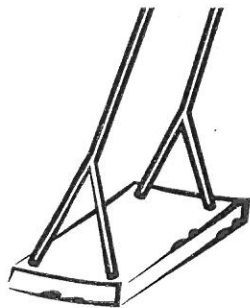
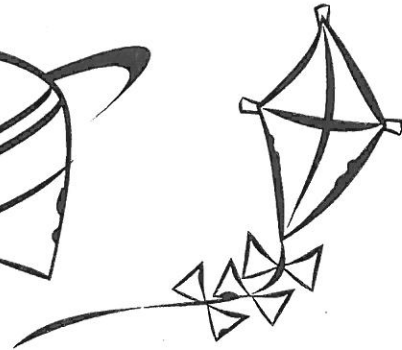
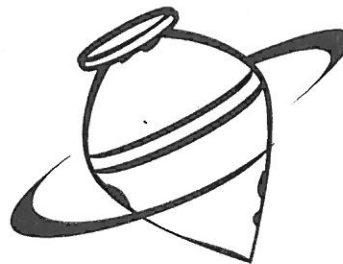
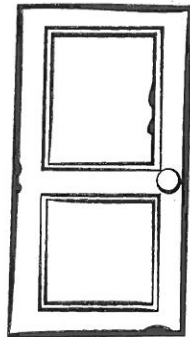
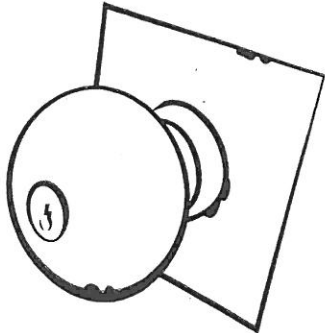
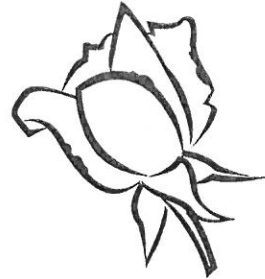
The words mop and heg have the short o sound.

mop



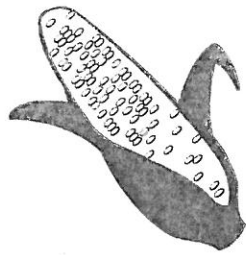

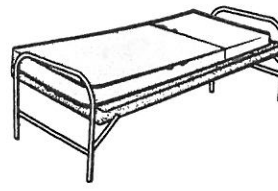
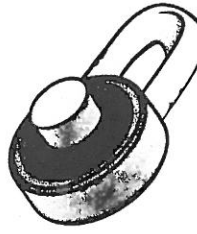

hog

Say the names of the two pictures in each box.
Color the picture whose name has the short o sound.



Short o Families

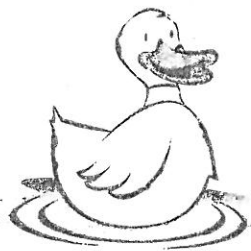
Read the rhyming words in each box and circle the ending they share. Use the picture clue to write one more rhyming word.

<p>bob mob job rob</p>	<p><u>ending</u> ob op</p>	 <hr/> <hr/> <hr/>
<p>hop mop pop sop</p>	<p><u>ending</u> od op</p>	 <hr/> <hr/> <hr/>
<p>lot got rot not pot hot</p>	<p><u>ending</u> on og ot</p>	 <hr/> <hr/> <hr/>
<p>dock sock flock rock</p>	<p><u>ending</u> ock ogs</p>	 <hr/> <hr/> <hr/>
<p>dog jog fog hog</p>	<p><u>ending</u> og op</p>	 <hr/> <hr/> <hr/>

The Short u Sound

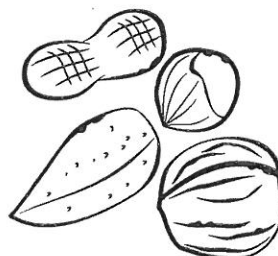
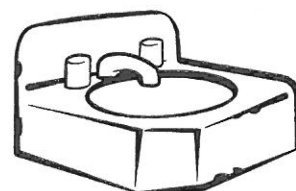
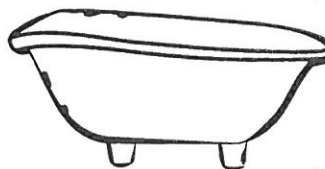
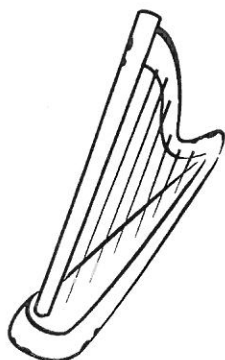
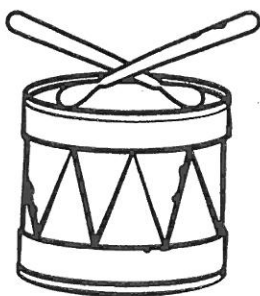
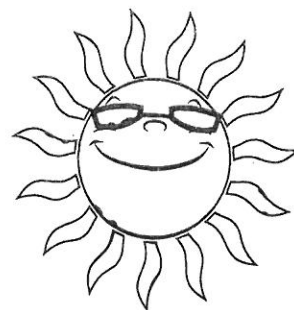
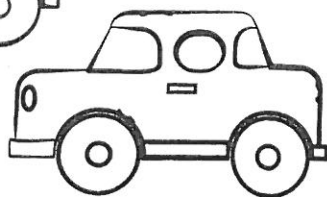
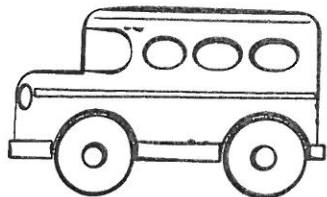
The words duck and mug have the short u sound.

duck




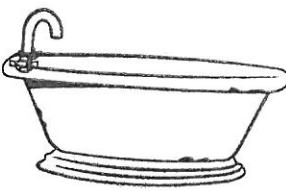
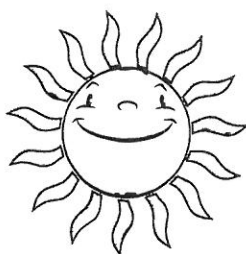
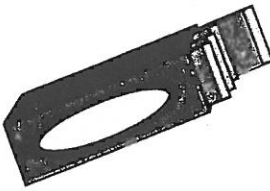

mug

Say the names of the two pictures in each box.
Color the picture whose name has the short u sound.



Short u Families

Read the rhyming words in each box and circle the ending they share. Use the picture clue to write one more rhyming word.

<p>rug tug hug dug bug mug</p>	<p><u>ending</u> ub ug up</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>cub sub rub hub</p>	<p><u>ending</u> ub ud</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>fun run bun pun</p>	<p><u>ending</u> un ud</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>sum bum hum</p>	<p><u>ending</u> um un</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
<p>hut but cut</p>	<p><u>ending</u> ut ud</p>	 <p>_____</p> <p>-----</p> <p>_____</p>

Short Vowel Review

Read the word in each space and listen for its vowel sound. Use the color key to color the spaces and reveal the vowels being used.

short a =

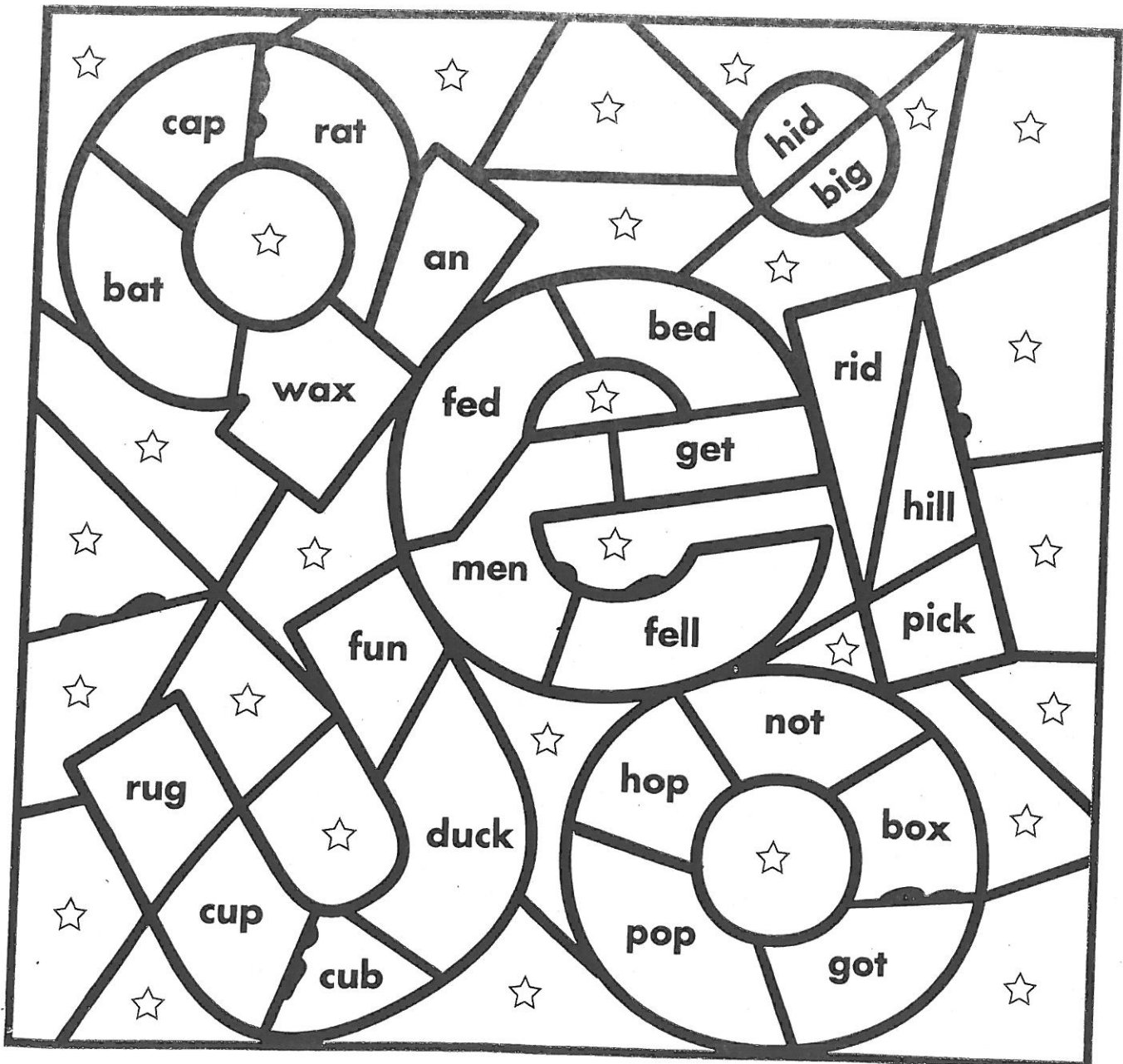
short i =

short u =

short e =

short o =

☆ =



Consonant Blends with I

A consonant blend is made up of two or more consonants. The consonants in the blend are called members. When you say the blend you can hear the sound of each member.

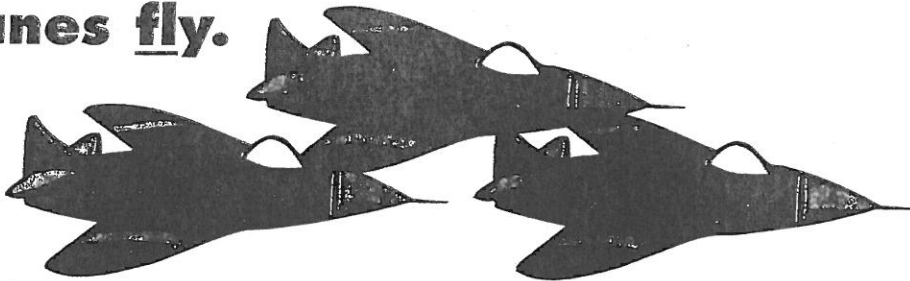
The word blue has the blend **bl**.

The word planes has the blend **pl**.

The word fly has the blend **fl**.

The blends in the sentence below all have the letter **I** as a member.

Blue planes fly.



Circle the blend at the beginning of each word.

clock



slide

glove

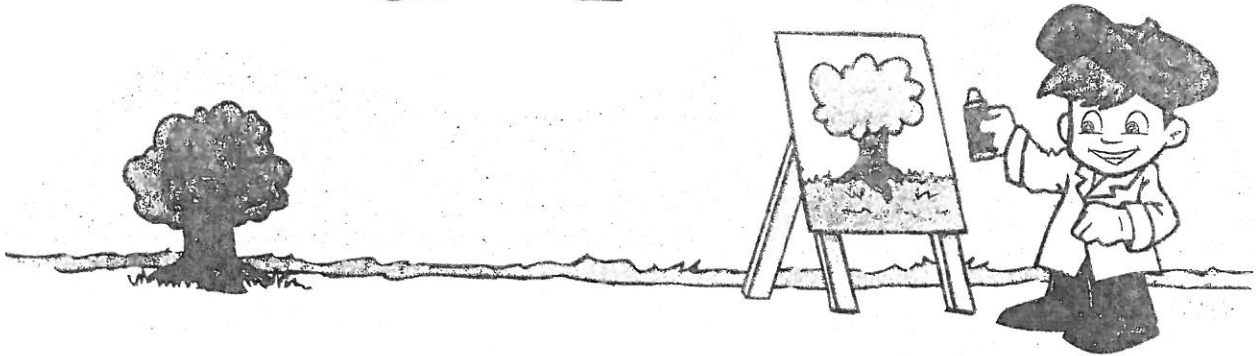


black

Consonant Blends with r

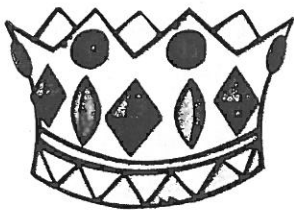
The blends in the sentence below have r as a member.

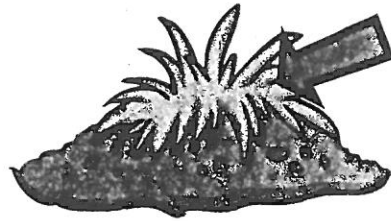
Fred drew a green tree.

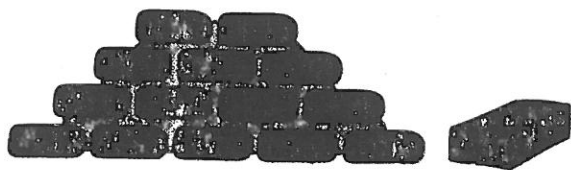


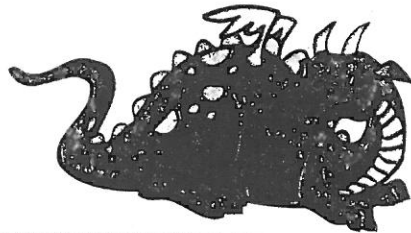
The words in the box have blends with r as a member. Use them to write the name of each picture below.

bricks dragon crown grass









Clowning Around

Each balloon the clown is holding shows a blend. Write the correct blend to finish each word.

What thing tells time?

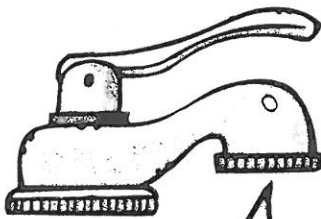
a _____ ock

What is a group of birds?

a _____ ock

What do you use on your hair?

a _____ ush



What is this?

a _____ op

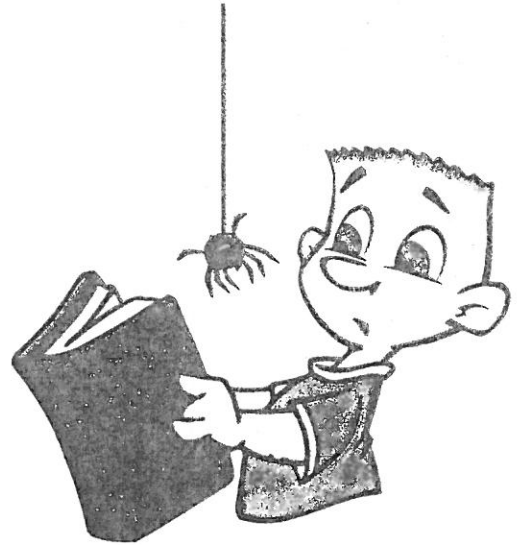


Writing l and r consonant blends to form words

Consonant Blends with s

The blends in the sentence below have **s** as a member.

This spider story is scary!



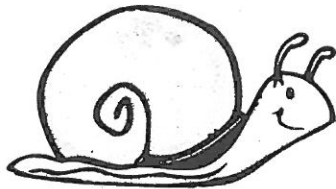
The words in the box have blends with **s** as a member. Use them to write the name of each picture below.

smile

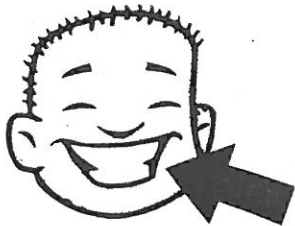
snail

skate

sweater







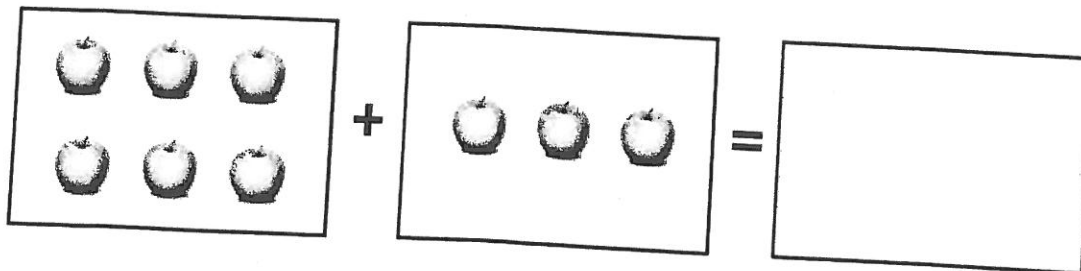
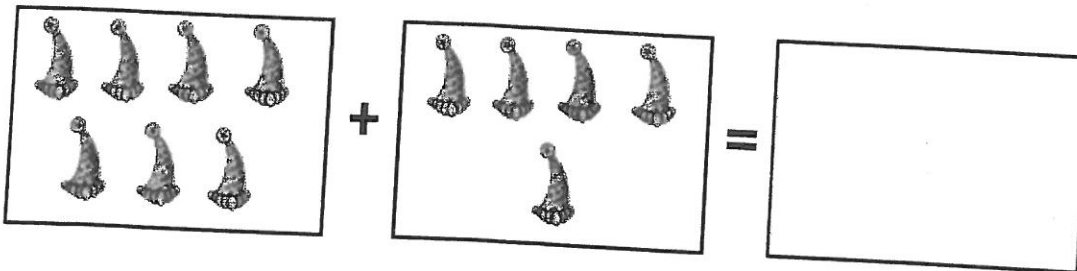
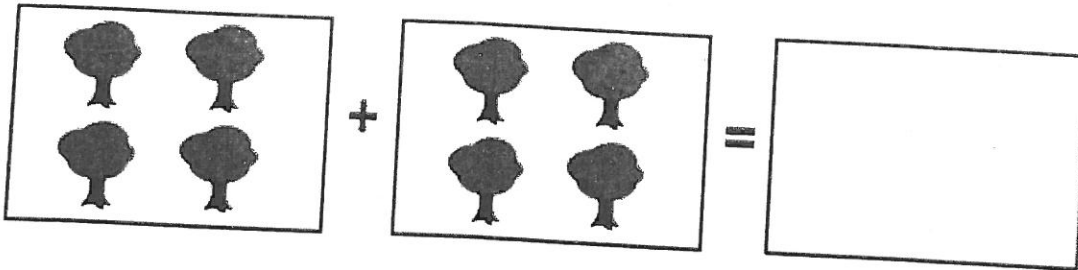
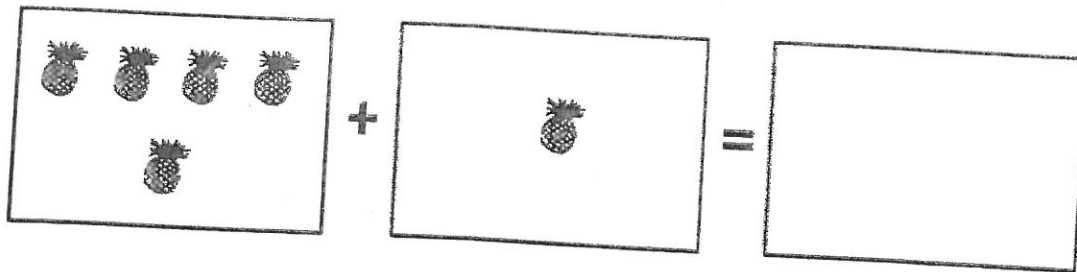
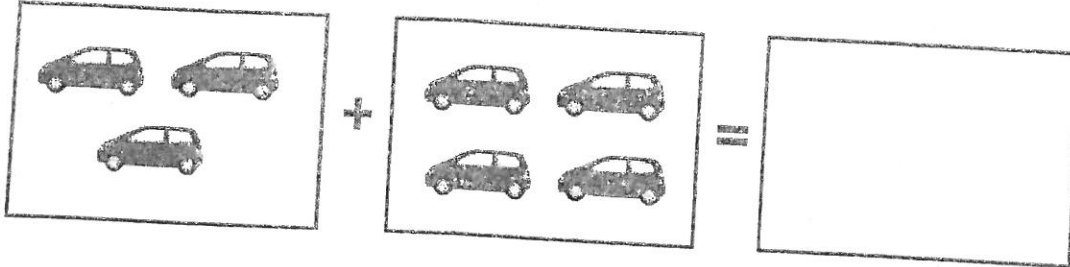


Student Name: _____

Score: _____

Count and Add

Count the pictures and write the total in the box:



Name: _____

Score: _____

Reading Clock - Hours

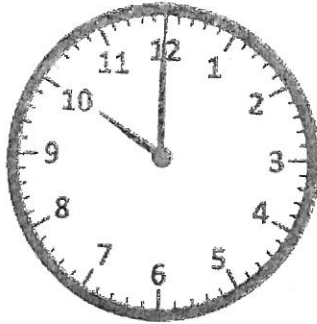
Read the clock and write the time.

1)



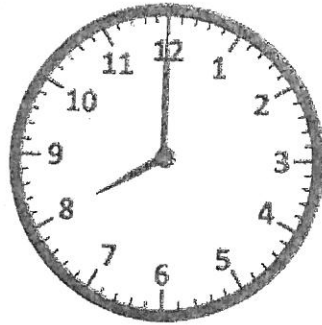
Time: _____

2)



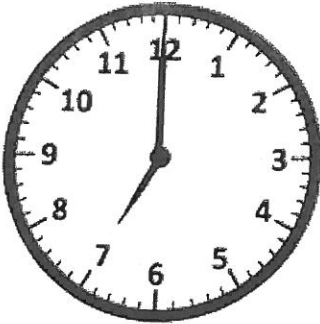
Time: _____

3)



Time: _____

4)



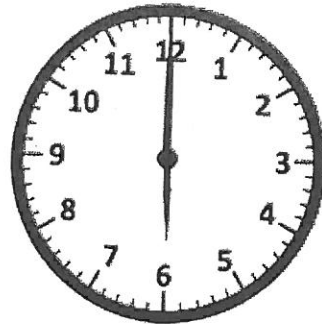
Time: _____

5)



Time: _____

6)



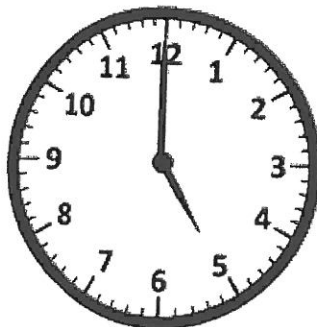
Time: _____

7)



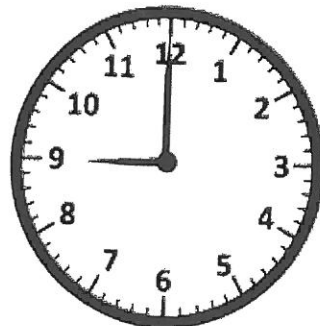
Time: _____

8)



Time: _____

9)



Time: _____

Name: _____

Score: _____

Reading Clock - Half Hourly

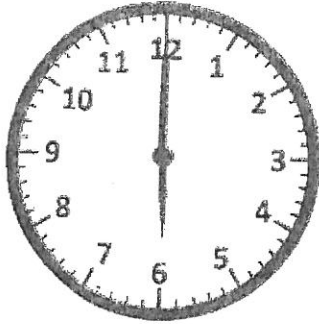
Read the clock and write the time.

1)



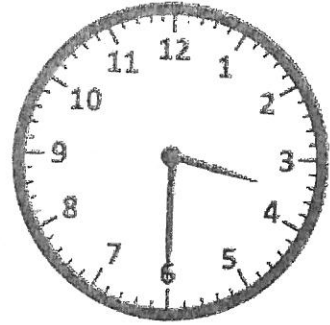
Time: _____

2)



Time: _____

3)



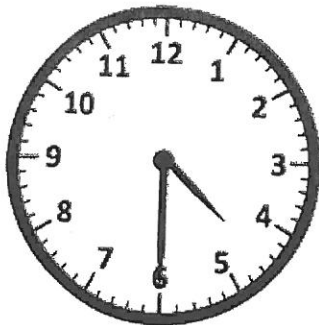
Time: _____

4)



Time: _____

5)



Time: _____

6)



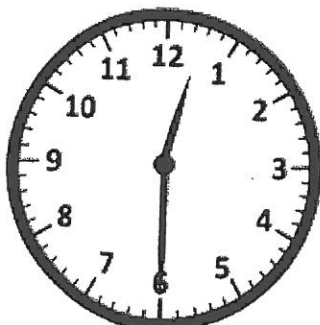
Time: _____

7)



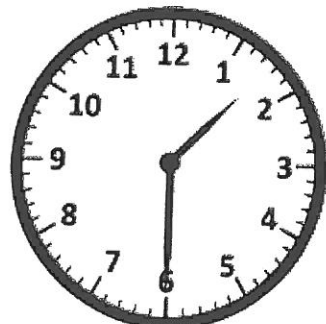
Time: _____

8)



Time: _____

9)



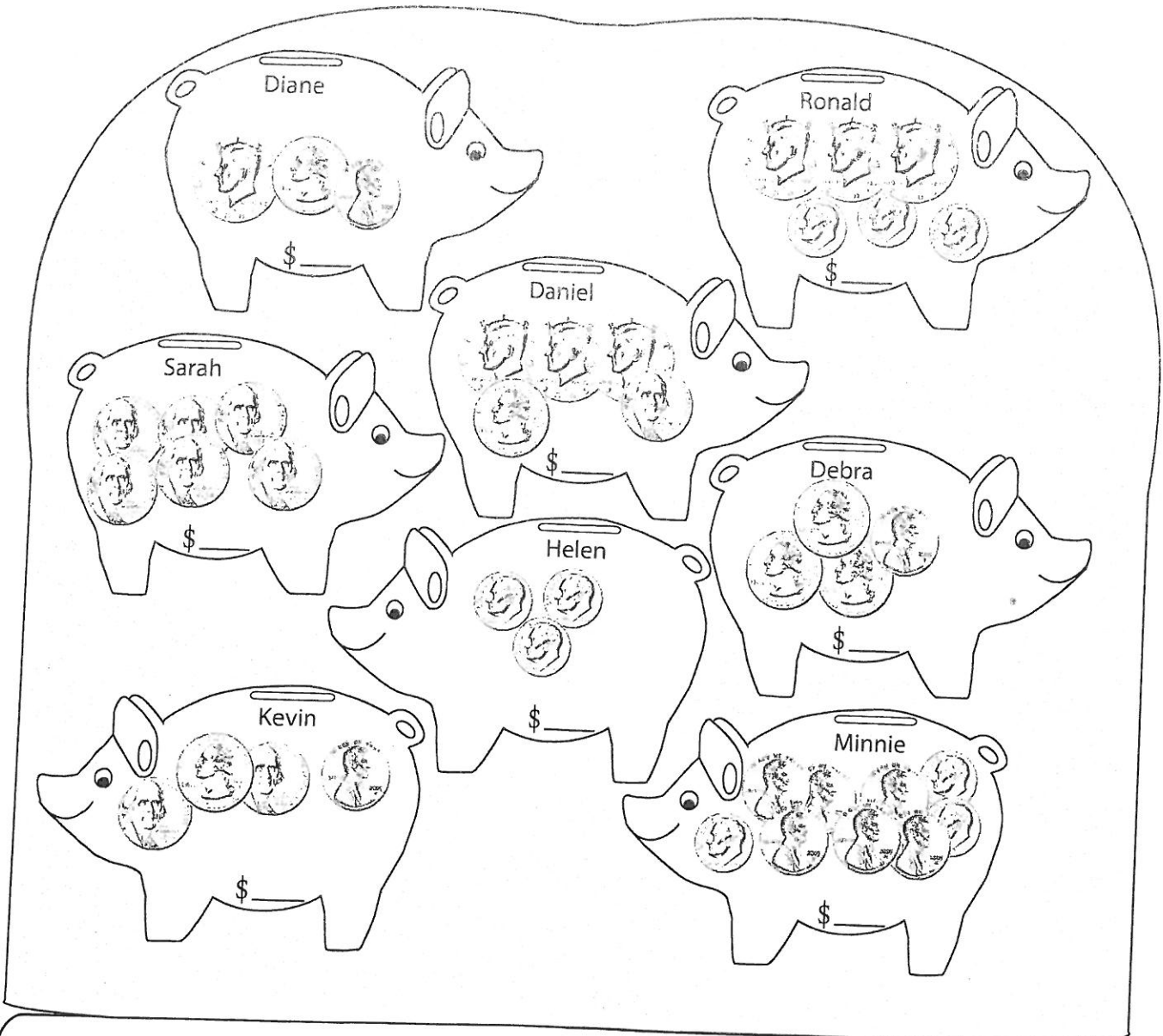
Time: _____

Name : _____

Score : _____

Saving Money

Count the coins and write the total amount of money in each piggy bank.
Use the information to answer the questions.

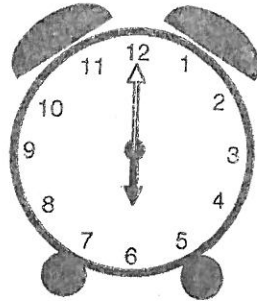


- 1) Daniel and _____ have equal amount of money.
- 2) _____ and Helen have equal amount of money.
- 3) Is Sarah and Debra having an equal amount of money? _____
- 4) Minnie and _____ have equal amount of money.
- 5) How much more money does Diane have than Minnie? \$ _____

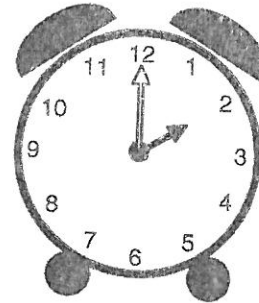
Practice 2

1. Which clock shows the *hour* hand pointing to 6?

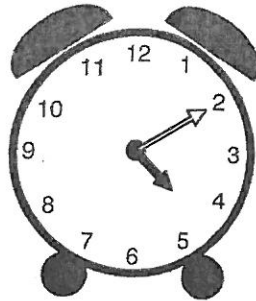
(A)



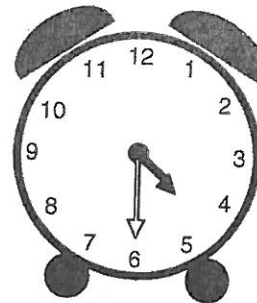
(B)



(C)

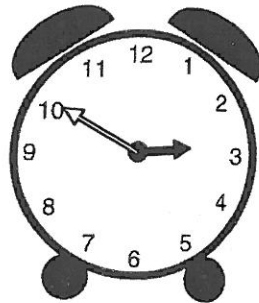


(D)

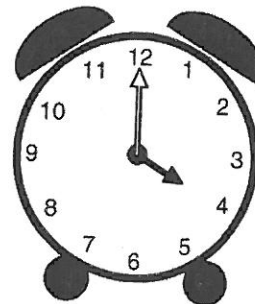


2. Which clock shows the *hour* hand pointing to 10?

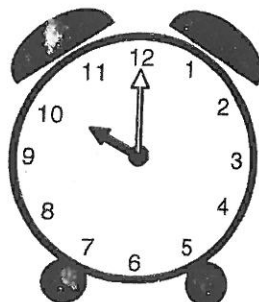
(A)



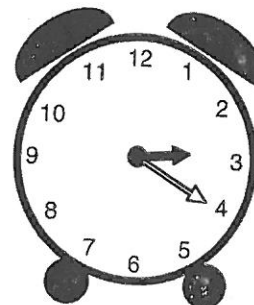
(B)



(C)



(D)



Student Name: _____

Score: _____

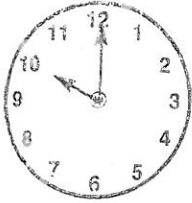
Missing Numbers – 1 to 100

1		3			6			9	
	12			15			18		
			24			27			30
		33		35				39	
	42				46			49	
		53			56		58		
61				65					70
	72					77		79	
	82		84				88		
91					96			99	

Practice 5

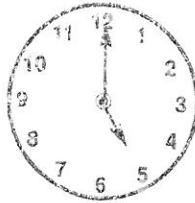


Write the time.



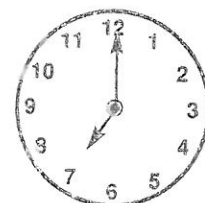
_____ o'clock

Write the time.



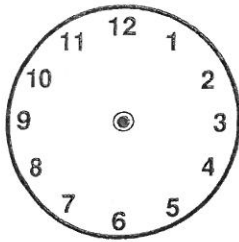
_____ o'clock

Write the time.

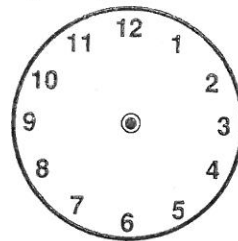


_____ o'clock

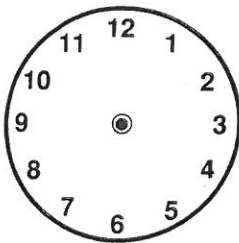
Draw the hands on the clock to show the time that you get up each day.



Draw the hands on the clock to show the time that you go to sleep.

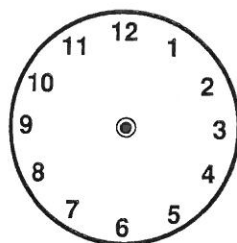


Draw both hands.



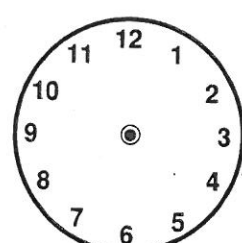
6 o'clock

Draw both hands.



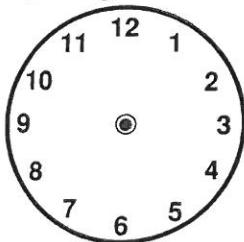
9 o'clock

Draw both hands.

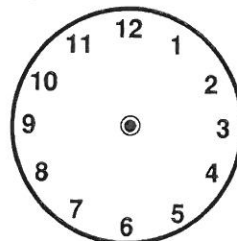


3 o'clock

Draw the hands on the clock to show the time that you go to school.



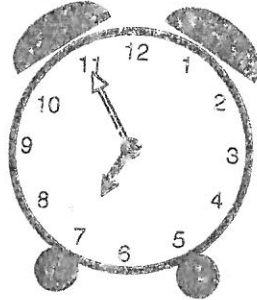
Draw the hands on the clock to show the time that you eat lunch.



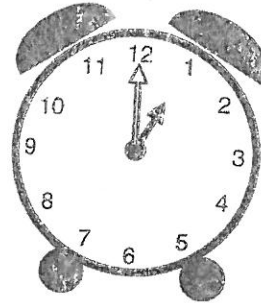
Practice 9

1. Which clock shows the *minute* hand pointing to 11?

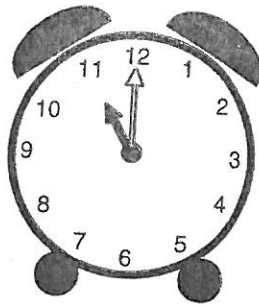
(A)



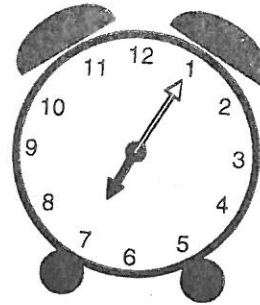
(B)



(C)

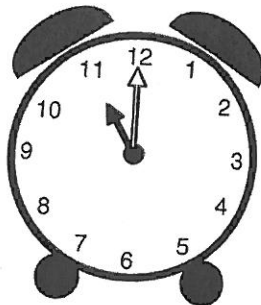


(D)



2. Which clock shows the *hour* hand pointing to 9?

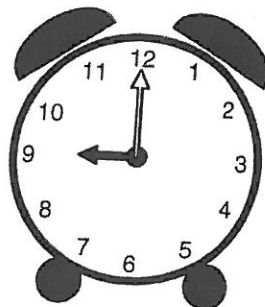
(A)



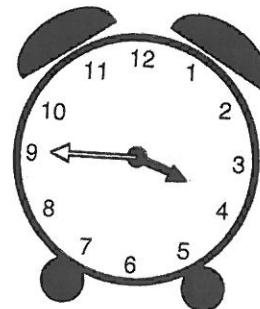
(B)



(C)

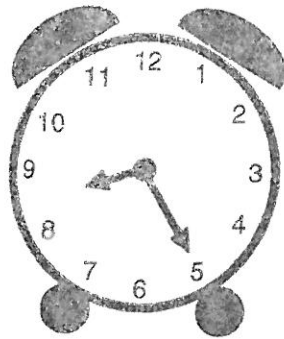


(D)



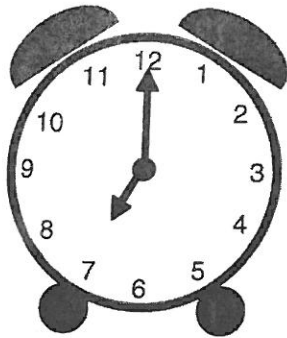
Practice 10

1.



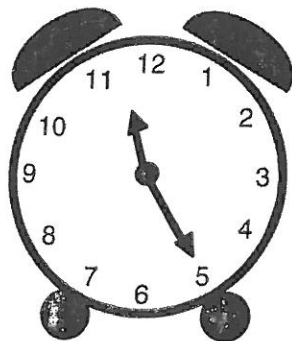
The *minute* hand is pointing to _____.

2.



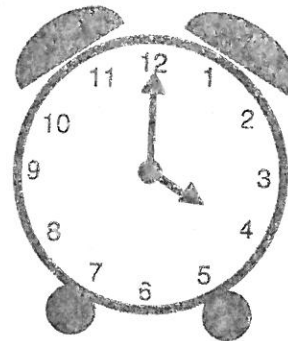
The *hour* hand is pointing to _____.

3.



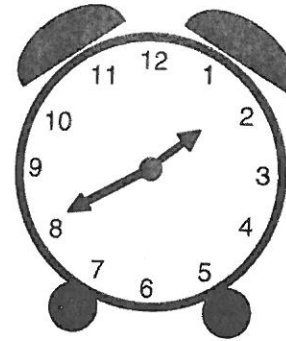
The *minute* hand is pointing to _____.

4.



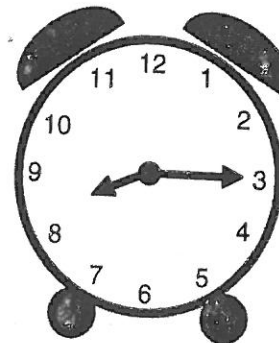
The *hour* hand is pointing to _____.

5.



The *minute* hand is pointing to _____.

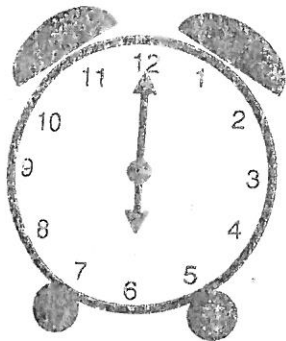
6.



The *minute* hand is pointing to _____.

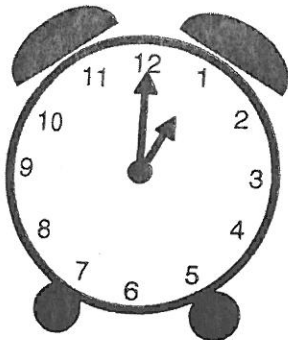
Practice II

1.



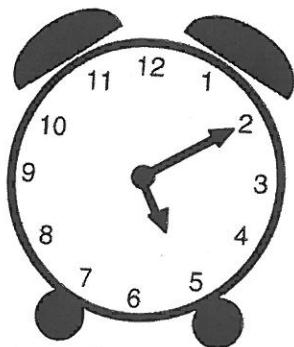
The *hour* hand is pointing to _____.

2.



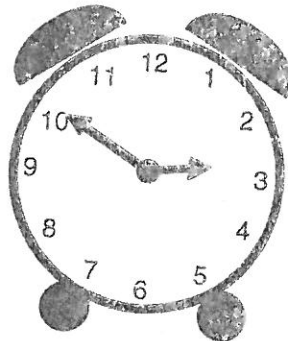
The *hour* hand is pointing to _____.

3.



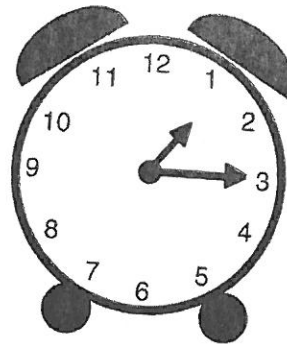
The *minute* hand is pointing to _____.

4.



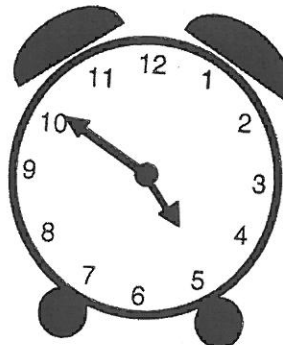
The *minute* hand is pointing to _____.

5.



The *minute* hand is pointing to _____.

6.

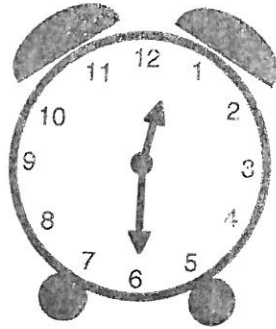


The *minute* hand is pointing to _____.

Practice 12

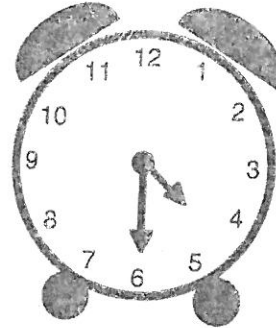


1.



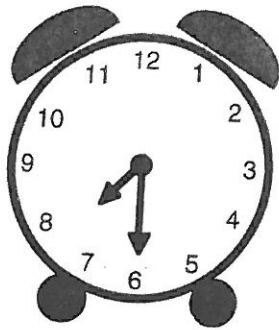
What time is it?

4.



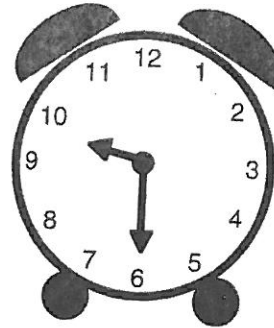
What time is it?

2.



What time is it?

5.



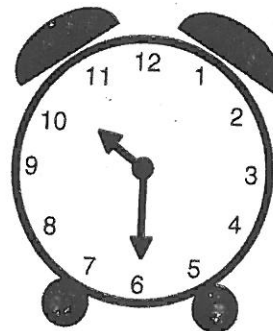
What time is it?

3.



What time is it?

6.



What time is it?
