November
Enrichment
Packet 1
Bracelet Patterns

Make a bracelet pattern. Use the shapes at the left. The number inside each shape tells how many you have. The pattern must repeat 3 times and use all of the shapes.

1. 
   - 3
   - 3
   - 3

2. 
   - 3
   - 6

3. 
   - 6
   - 3
   - 3
What If?

Draw a line to make a true sentence.
The first one is done for you.

1. If $2 + 0 = 2$, then $0 + 6 = 6$.

2. If $0 + 5 = 5$, then $9 + 0 = 9$.

3. If $4 + 0 = 4$, then $7 + 0 = 7$.

4. If $0 + 7 = 7$, then $5 + 0 = 5$.

5. If $0 + 9 = 9$, then $0 + 4 = 4$.

6. If $6 + 0 = 6$, then $0 + 2 = 2$.

7. Write your own sentence.

   If __________________________, then __________________________.
**Tree Tales**

Finish the story about the tree.
Use the picture to help you.

1. 6 birds are in the tree.
   ____ birds fly away.
   ____ bird is in the tree now.

2. 5 squirrels are in the tree.
   ____ run away.
   ____ squirrels are left in the tree.

3. 7 apples are on the tree.
   ____ apples fall off the tree.
   ____ apples did not fall off.

Use with Lesson 2-7.
Matching Shapes

In Exercises 1–2, color the objects with the same shapes red.

1. 

2. 

Color the shapes that match green.

3. 

Use with Lesson 5-6.
Prize Winners

Your class is having a contest.
Design a trophy for the winner.
Use some or all of these shapes.

Write how many of each shape you used.

Cylinder _____ Cone _____
Sphere _____ Rectangular prism _____
Cube _____
Do You Have the Time?
What is a good time to do each of these activities?
Write the time. Then draw an hour hand and a minute hand to show the time.

1. [Drawing of a boy eating breakfast]
   - o'clock

2. [Drawing of three children playing]
   - o'clock

3. [Drawing of a boy reading on a couch]
   - o'clock

4. [Drawing of a boy brushing teeth]
   - o'clock

Use with Lesson 6-2.
Good Morning!

What time does Farmer Brown do each chore?
Write the letter of the clock that shows the time.
Then write the time on the other clock.

1. Farmer Brown eats breakfast between 9 o’clock and 10 o’clock.
   
   ![Image of Farmer Brown eating breakfast]
   
   A
   
   [Clock showing 9:30]

2. Farmer Brown wakes up when the rooster crows between 4 o’clock and 5 o’clock.
   
   ![Image of rooster crowing]
   
   [Clock showing 4:00]

3. Farmer Brown milks the cows between 11 o’clock and 12 o’clock.
   
   ![Image of Farmer Brown milking cows]
   
   [Clock showing 11:00]

4. Farmer Brown feeds the pigs between 6 o’clock and 7 o’clock.
   
   ![Image of Farmer Brown feeding pigs]
   
   [Clock showing 6:00]
# About How Many?

Read the number.  
Circle the group that shows about that many.

<table>
<thead>
<tr>
<th></th>
<th>[Image]</th>
<th>[Image]</th>
<th>[Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1.png" alt="Group" /></td>
<td><img src="image2.png" alt="Group" /></td>
<td><img src="image3.png" alt="Group" /></td>
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<td>30</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td><img src="image4.png" alt="Group" /></td>
<td><img src="image5.png" alt="Group" /></td>
<td><img src="image6.png" alt="Group" /></td>
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<td></td>
<td></td>
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<tr>
<td>3.</td>
<td><img src="image7.png" alt="Group" /></td>
<td><img src="image8.png" alt="Group" /></td>
<td><img src="image9.png" alt="Group" /></td>
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<td>50</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td><img src="image10.png" alt="Group" /></td>
<td><img src="image11.png" alt="Group" /></td>
<td><img src="image12.png" alt="Group" /></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Big Fish, Little Fish

Write the numbers in order from least to greatest.

1. 27 72 45 63

least  greatest

2. 35 97 16 52 77

least  greatest

Write the numbers in order from greatest to least.

3. 40 89 65 23

greatest  least

4. 99 66 55 77 88

greatest  least

96 Use with Lesson 8-9.
Name

Bars and Objects
Use the bar graph to show how many of each object.

<table>
<thead>
<tr>
<th>Kinds of Objects</th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cubes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cylinders</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spheres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rectangular Prisms</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Use your bar graph to answer the questions.

1. Which object is shown the most? ______________

2. Which objects are shown the same number of times?

3. If there were 3 more spheres, how many spheres
   would there be on the bar graph? _____

4. Make up your own question about the bar graph.

100 Use with Lesson 8-13.
Group 1-B

w s f n x h d o
o n m y o u g s
u x v t h i n k
a s a i d z u m
y a p x s o o n
w o r y p r y s
t z w a s q l r
a m a n y h o z

many said think you
or soon was
Count the things in each set. Circle the number that tells how many.
Meal Maze

It's supper time! Help Fido find his way to his supper dish.
Word Puzzle #4

Look at each picture. Read the word that goes with each picture. Write the missing letter in the circle. After all of the circles have been filled in, find the mystery word.

1. 🦌  
   ○ e e r

2. 🛏️  
   b ○ d

3. 🧸  
   b a ○ k e t

4. 🎈  
   ○ i t e

What is the mystery word? ___ ___ ___ ___

Draw a picture of the mystery word.

Use the mystery word in a sentence.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Building Words

Look at the first word. Take away one letter and rearrange the remaining letters to make a new word. Continue taking away one letter and making a new word until the last word is a two-letter word.

### Example: star

<table>
<thead>
<tr>
<th>r</th>
<th>a</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>t</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. mate</th>
<th>2. sand</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. stop</th>
<th>4. lamp</th>
<th>5. ears</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
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<td>___</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. soap</th>
<th>7. taps</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

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### Mind Challenge!

How many words can you make using the letters in *elevator*? Write the words on a separate piece of paper.
Crack the Code #3

Use the picture code to find the answer to the riddle by writing the letters for picture symbols on the lines. The first one has been done for you.

When is a car not a car?

W ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___