

Dear Parents/Guardians,

Listed are 20 lessons we want our students to work on with the goal of achieving a mastery level of 90% or better on each skill. This is only a minimal list. Students are certainly welcome to go beyond the assigned list if they choose. **Teachers will receive a report on the first day of school in August, and students will receive a grade for the completed skills.**

Directions for How to Log On: The link to Palmer Catholic Academy IXL log-in page is: <https://www.ixl.com/signin/palmercatacd> Students should simply enter their usernames and passwords into the appropriate fields. The screen will look a bit different on a tablet or phone than it does on a computer, but the navigation is essentially the same. Please feel free to contact the school if you have any access problems. Someone will be available throughout the summer.

My child's username is _____ and my child's password is _____

| Day | Shortcut | Description | Smart Score | Completed |
|-----|----------|--|-------------|-----------|
| 1 | LHN | Hundred Chart | | |
| 2 | T6D | Number lines- up to 100 | | |
| 3 | CBC | Skip-counting by twos, fives, and tens | | |
| 4 | QBX | Spell word names for numbers up to 20 | | |
| 5 | 54Z | Even or odd numbers of shapes – up to 20 | | |
| 6 | S57 | Add doubles using models | | |
| 7 | 9SA | Add by counting on – sums to 20 | | |
| 8 | YJE | Make 10 to add | | |
| 9 | M55 | Add one-digit numbers – sums to 10 | | |
| 10 | 5C6 | Add one-digit numbers | | |
| 11 | 5QV | Sort addition facts – sums to 20 | | |
| 12 | BEV | Subtract doubles | | |
| 13 | GUZ | Subtraction sentences using number lines- up to 20 | | |
| 14 | NLN | Subtract by counting on – up to 20 | | |

| | | | | |
|----|-----|---------------------------------------|--|--|
| 15 | VY2 | Subtract one-digit numbers – up to 10 | | |
| 16 | HQR | Place value models – tens and ones | | |
| 17 | RSH | Value of a digit – tens and ones | | |
| 18 | HUA | Name polygons: up to 6 sides | | |
| 19 | L9K | Identify quadrilaterals | | |
| 20 | 9E9 | Name the three-dimensional shape | | |