



Review Program for Reading,  
Math, and Language Arts

## WHEELS WESTWARD

For 1st Grade Going into 2nd



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## ••• Dear Parents •••

Congratulations on your choice of **Vacation Stations** for your child! **Vacation Stations** is a ten-week summer review program that accomplishes the following:

- Provides a systematic review of grade-level materials in reading, math, and language arts
- Focuses on key concepts in each discipline
- Reinforces the importance of independent reading
- Allows your child to work independently or with your guidance and supervision

**Vacation Stations** is a popular program that makes summer review work fun and not burdensome. Your child will spend just fifteen minutes a day completing engaging, colorful pages to keep last year's learning fresh in mind—so that he can have a strong start in second grade in the fall.

Join us as we turn our "Wheels Westward" to continue your child's all-important learning journey!

Your friends at BJU Press





# Travel Notes



## Itinerary

*Schedule a time for your child's practice each day. Having a consistent time set aside will help your child remember to do the activities. Each day's two-page assignment should take approximately fifteen minutes.*



## Luggage

*Provide adequate supplies. To complete the activities, your child will need a pencil, a sixteen-count box of crayons, and, of course, his **Vacation Stations** book. Additional writing and drawing paper will allow your child to extend the activities provided in his book. Store the supplies in a specific place, such as a desk or box that can be easily moved.*



## Destination

*Designate a place for your child to work. Having a specific place will provide consistency and will encourage your child to stay focused as he practices each day. If possible, choose a location away from distractions.*



## Travel Agent

*Oversee your child's work. Some activities will be easy; others may provide a challenge. Suggest ways to complete difficult sections and encourage your child to try everything. Allow him to use the answers provided in the back of the book to self-check his work. Help him make corrections to reinforce the skills he practiced.*



## Travel Log

*Direct your child to record his progress. A chart provided at the beginning of each week helps your child see his successful completion of the activities. In addition, a log is provided to encourage independent reading.*

# Station Stops

▶ As your child “travels” to each station, he will practice specific skills.

## Fact Harbor

▶ *Reviews addition and subtraction facts. The number and design of the equations are appropriate to the level of the child. Fact families are also included as a part of this station.*

## MATH JUNCTION

▶ *Focuses on computation and place-value skills. The computation activities are kept short to encourage the success of every child. A few problems done correctly are more effective than many problems done carelessly.*

## Math Beacon

▶ *Reviews the many other concepts in mathematics. Both metric and customary measurement standards are reinforced. Also, time, money, fractions, graphs, and geometry are included as part of this station.*

▶ Each week’s work includes a reading selection with questions. This selection reinforces the book’s theme and provides questions to encourage higher thinking skills. In addition to this page, other stations also review reading and language arts skills.

## READING OUTPOST

▶ *Includes a variety of reading concepts. Comprehension and vocabulary are the main focus of most of the sections of this station.*

## Word Wayside

▶ *Reviews phonics and word analysis skills. Both vowel and consonant sounds are reviewed. Prefixes, suffixes, and syllabication are also part of this station.*

## Writer’s Nook

▶ *Encourages your child to write. Composition is an important skill. Each week your child is given an idea for writing. Though space to write is provided in the book, paper should be available to encourage further writing.*

## STUDY SKILL HEADQUARTERS

▶ *Reinforces the basic skills needed for gathering information. Alphabetizing, using reference materials, applying map skills, following directions, and classifying are a few of the concepts reviewed at this station.*

## LANGUAGE LODGE

▶ *Reviews grammar and sentence constructions. A review of the parts of speech, capitalization, punctuation, and kinds of sentences makes up this station.*


## STATION BREAK

▶ *Provides a good finish for the week by giving your child an activity that is lighter and more entertaining.*

# PROGRESS

## Week One

**PAGES**

Circle a  for every page completed.

Parent's  
Initials

**DAY 1** •



**DAY 2** •



**DAY 3** •



**DAY 4** •



**DAY 5** •



**READING**

Color a  for every 10 minutes of reading you

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
				
				
				



## Week One

# Fact Harbor

Solve each fact. Write the facts that equal 12 inside the rope.

3 + 7 =

6 + 7 =

8 + 4 =

7 + 5 =

4 + 9 =

6 + 5 =

6 + 3 =

8 + 7 =

3 + 9 =

4 + 7 =

2 + 9 =

4 + 8 =

**12**

## Word Wayside

Color the words.

or as in  = blue

ar as in  = green

ir as in  = orange

stork	part	stir	horse
scarf	girl	port	far
short	firm	farm	shirt
barn	twirl	cord	torn

# MATH JUNCTION

Write the number of tens and ones.

$$56 = \underline{5} \text{ tens } \underline{6} \text{ ones}$$

$$40 = \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$39 = \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$67 = \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$99 = \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$



# READING OUTPOST

Read the word families. Cross out the word that does *not* belong.

game  
shame  
lane  
flame

snake  
rake  
bake  
gate

made  
skate  
shade  
grade

gate  
late  
lake  
plate



## Stagecoach Stations

How would you have traveled in the Old West? You might have ridden in a stagecoach. On a long trip you might have stopped at a home station.

At a home station travelers could get meals. At some stations the meals were good. At other stations the meals were not good. Travelers could also get a place to sleep. Often the beds were hard. Sometimes the rooms were unclean. But tired travelers were thankful for a place to sleep.



Circle the correct answer.

1. How might you have traveled in the Old West?  
(by bus, by stagecoach)
2. Where did stagecoaches stop?  
(home stations, coach stations)
3. Were the meals always good at a station?  
(no, yes)
4. What word means not clean?  
(hard, unclean)
5. Why do you think the travelers were thankful for any bed and room?  
(They were very tired. They didn't like clean rooms.)

# Math Beacon

Write the time.



:



:



:



:



:



:



:



:

## Word Wayside

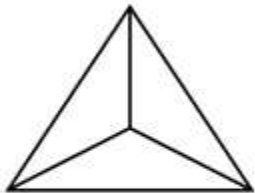
Clap the syllables and color the correct number of ☺.

boxes	☺ ☺	wishbone	☺ ☺
rattle	☺ ☺	fish	☺ ☺
bone	☺ ☺	saddle	☺ ☺
cracker	☺ ☺	buckle	☺ ☺
rope	☺ ☺	branding cowboy	☺ ☺
west	☺ ☺		☺ ☺

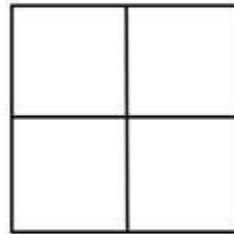
# Week One

## Math Beacon

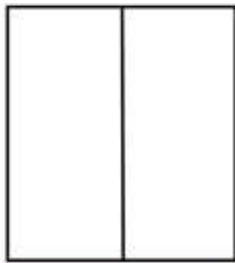
Count the equal parts.  
Write the number of equal parts.



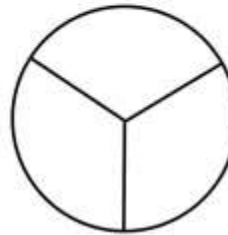
— parts



— parts



— parts



— parts

## READING OUTPOST

Color the barrels the correct color.



brown



orange



blue



green



yellow



black



purple



red

## Fact Harbor

Solve the facts.

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

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

$$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$$

## Word Wayside

Circle the correct word for each sentence.

1. Mark plays in the **hand** **sand** .
2. The water in the **bond** **pond** is dirty.
3. I can hear the pig **grunt** **hunt** .
4. Mother gave me the **rink** **ring** .
5. The bird hurt his **wink** **wing** .



READING OUTPOST

Read the sentences.

The cowboy bought a saddle for his horse, Jake. He put the saddle on Jake. The cowboy sat in the saddle. He rode out of town.

Color the correct answers.

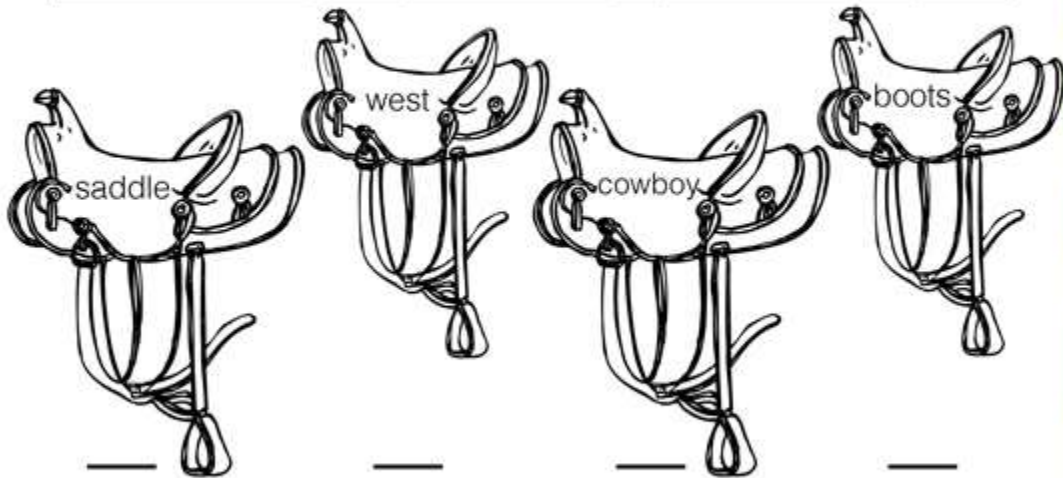
1. What was the horse's name? Jumper  Jake
2. What did the cowboy buy? a rope  a saddle
3. What did the cowboy put on Jake? a saddle  a spur
4. Where did the cowboy ride? in town  out of town

STUDY SKILL

HEADQUARTERS

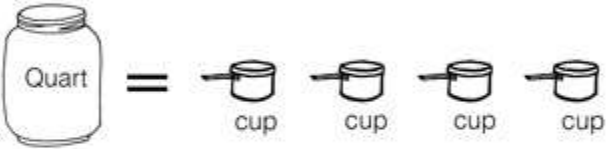


Number the words in alphabetical order.

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



# Math Beacon

Circle the correct answer.

	yes	no
	yes	no
	yes	no

## Writer's Nook

Finish writing the story.

If I were going on a trip out West, I would \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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
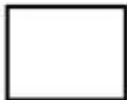

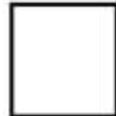
\_\_\_\_\_

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# Week One



Color the shape that is the same size and shape as the first one.



Color each contraction and its matching words the same color.

				
doesn't	isn't	it's	I'll	won't

				
it is	will not	does not	is not	I will

# READING OUTPOST

Draw a picture of the sentence.



The cowboy fed his horse.

# Fact Harbor

Complete each family of facts.



$$\boxed{7} + \boxed{5} = \boxed{12}$$

$$\boxed{5} + \boxed{7} = \boxed{12}$$

$$\boxed{12} - \boxed{7} = \boxed{5}$$

$$\boxed{12} - \boxed{5} = \boxed{7}$$



$$\boxed{\phantom{9}} + \boxed{\phantom{7}} = \boxed{\phantom{16}}$$

$$\boxed{\phantom{7}} + \boxed{\phantom{9}} = \boxed{\phantom{16}}$$

$$\boxed{\phantom{16}} - \boxed{\phantom{9}} = \boxed{\phantom{7}}$$

$$\boxed{\phantom{16}} - \boxed{\phantom{7}} = \boxed{\phantom{9}}$$