



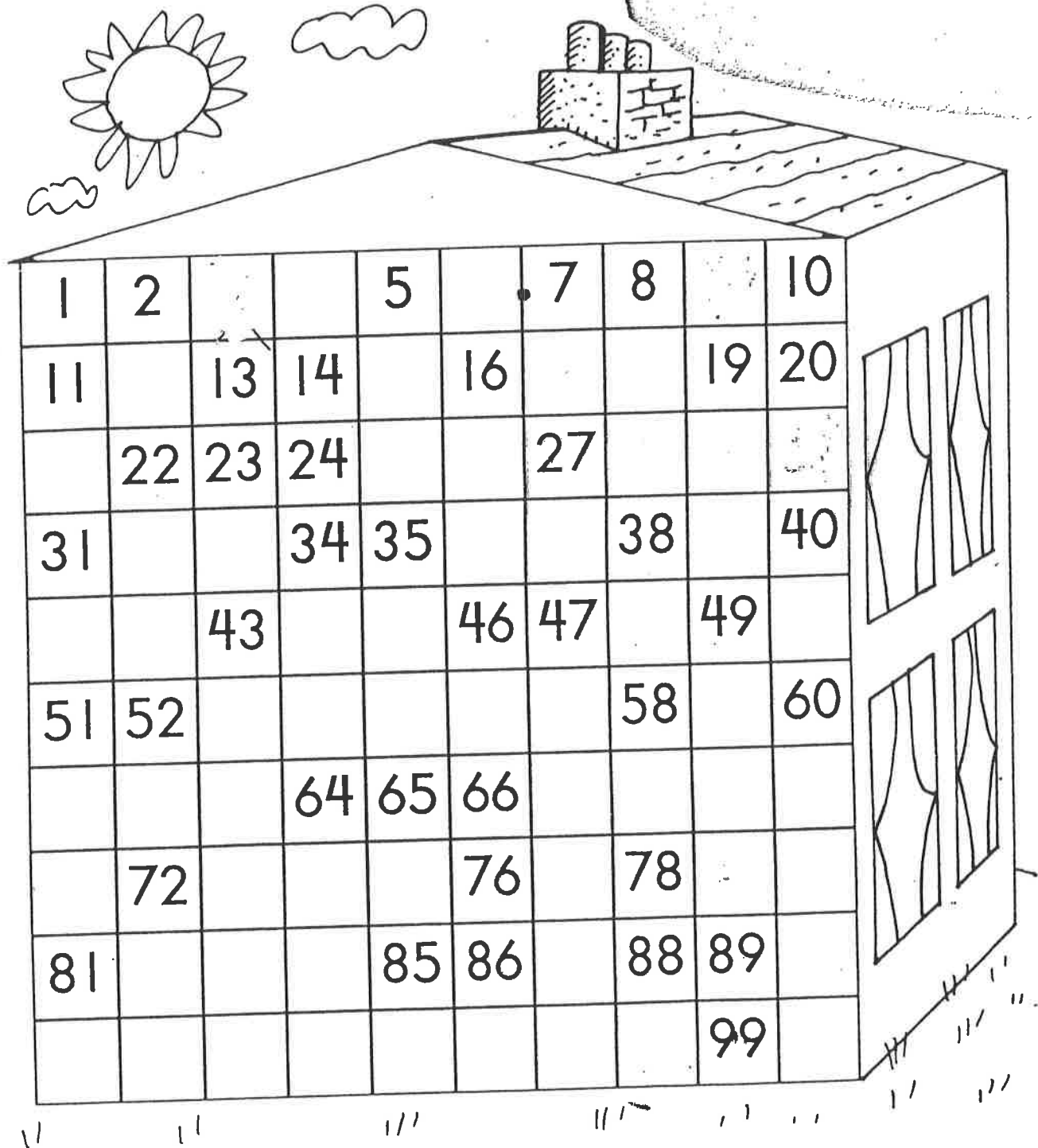
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Summer Math Packet

For students in kindergarten who will be entering 1st grade in September. This assignment is to be handed in no later than the first Friday of the school year (September 5). Late work after this date will not be accepted. Students re-registering will be responsible for turning this assignment in on time, regardless of the date of re-registration. I urge you to space out the work throughout the summer to keep their math skills sharp. Assignments will be graded and included in the first marking period grades.

COUNTING AND MATH SKILLS

Can you count to 100?
Write the missing numbers.















Skills: Counting to 100; Forming numerals



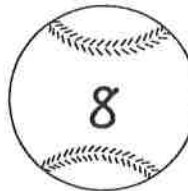









Name _____

Skill: Numbers in a Sequence

Write the number that comes between.


Write the correct number in the blank space.


  	  
  	  


Apple Addition


sums to 10

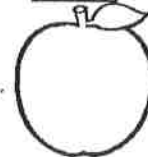
Write the sum in the apple below each addition problem.

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$



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



$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$



$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$



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



$$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$$



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



$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$



$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$



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



$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$



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



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



$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$



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



$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$



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



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



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



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


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


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


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


$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$


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


Bonus: Color the apples that have an odd numbered sum.

Subtraction Worksheet

Find the difference.

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

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

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

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

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

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

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

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

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

$6 - 0 = \underline{\quad}$

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

$2 - 1 = \underline{\quad}$

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

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

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

$8 - 1 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

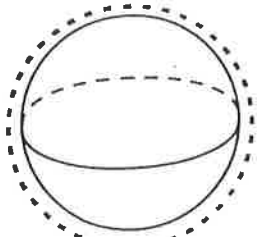
$10 - 2 = \underline{\quad}$

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

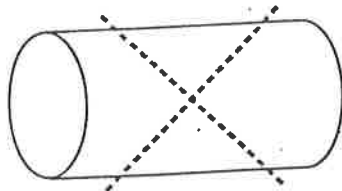
$10 - 7 = \underline{\quad}$

Sorting Shapes

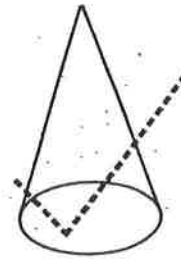
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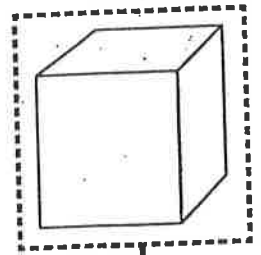
sphere



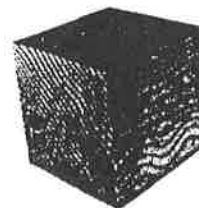
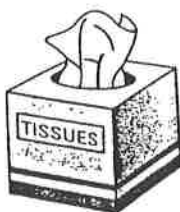
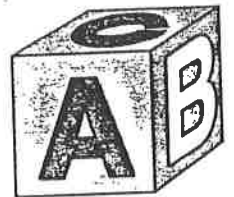
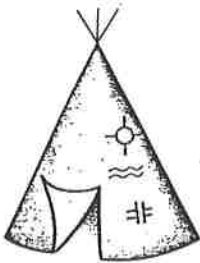
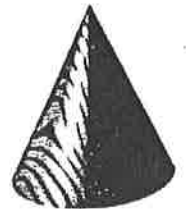
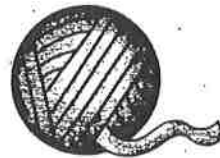
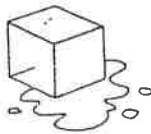
cylinder



cone



cube



Directions: Ring the spheres; X the cylinders; ✓ the cones; draw a square around the cubes.

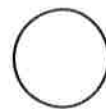
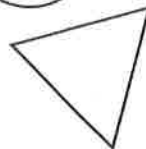
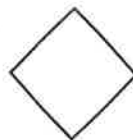
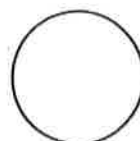
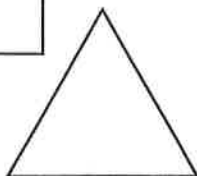
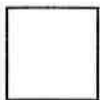
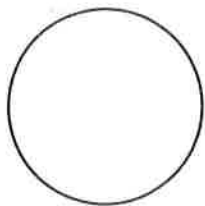
Use with Lesson 6-7, text page 163.

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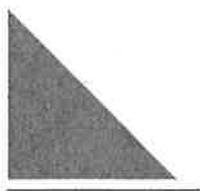
Show What You Know



Identify Shapes



Describe Shapes



_____ sides

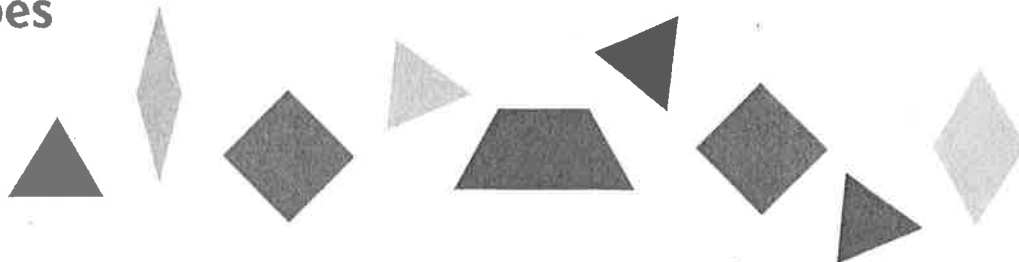
_____ vertices



_____ sides

_____ vertices

Sort Shapes

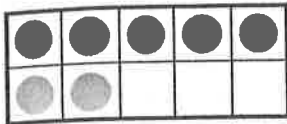


DIRECTIONS 1. Use red to color the squares. Use blue to color the triangles. 2-3. Look at the shape. Write how many sides. Write how many vertices. 4. Mark an X on the shapes with three sides.

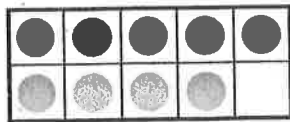


FAMILY NOTE: This page checks your child's understanding of important skills needed for success in Chapter 10.

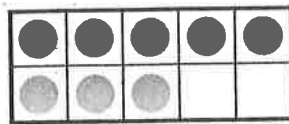
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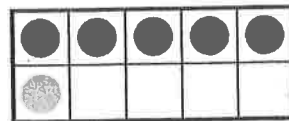
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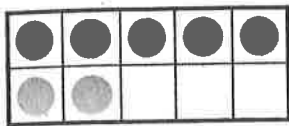
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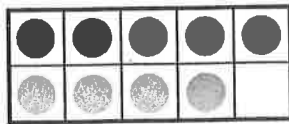
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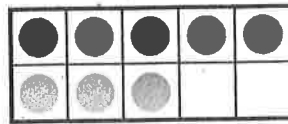
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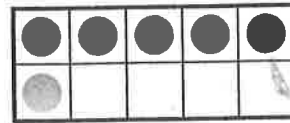
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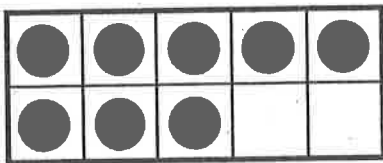
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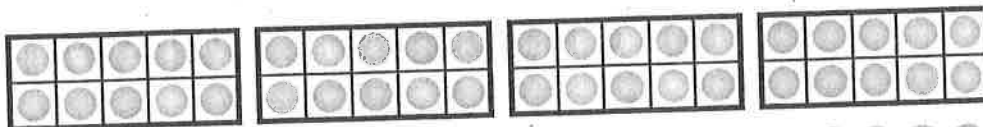
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DIRECTIONS 8. Mark under the set that models a way to make 6. (CC.K.CC.5) 9. Mark under the set that models a way to make 9. (CC.K.CC.5) 10. Mark under the set that models the number at the beginning of the row. (CC.K.CC.3) 11–12. Mark under the number that shows how many. (CC.K.CC.5)

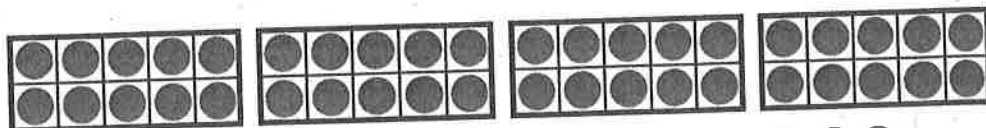
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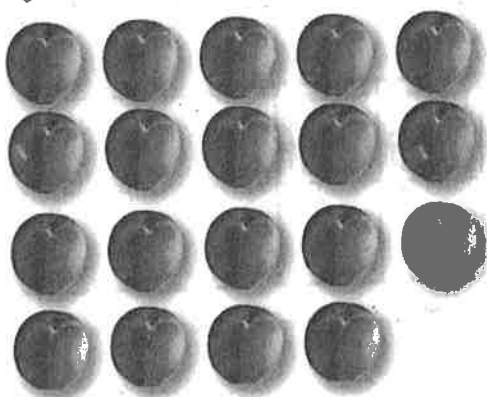


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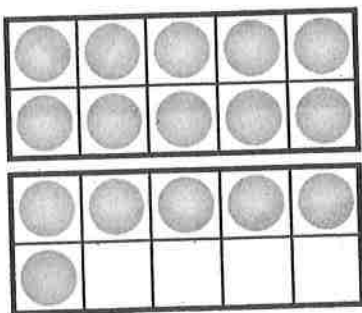
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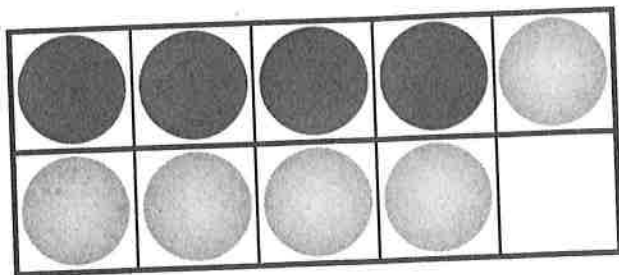
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DIRECTIONS 5–6. Mark under the set that shows the number at the beginning of the row. (CC.K.NBT.1) 7–8. Mark under the number that shows how many. (CC.K.CC.3)

4



☐ $9 - 5$

☐ $9 - 1$

☐ $8 - 3$

☐ $5 - 4$

5



$8 - 1 = \underline{\quad}$

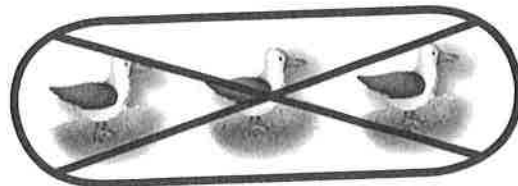
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$\underline{\quad} - 3 = 4$

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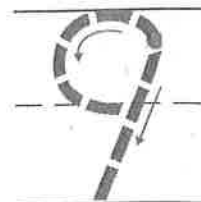
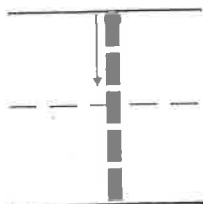
DIRECTIONS 4. Mark beside the subtraction that shows how many counters are yellow. (CC.K.OA.1) 5. Mark under the number that shows how many cubes are left. (CC.K.OA.5) 6. Mark under the number that shows how many birds you started with. (CC.K.OA.2)

Share and Show



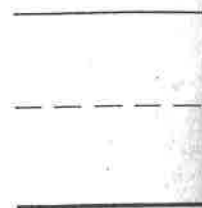
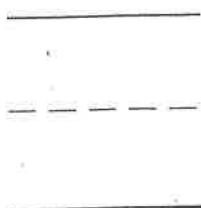
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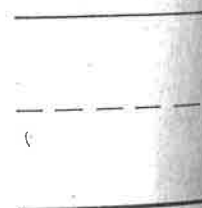
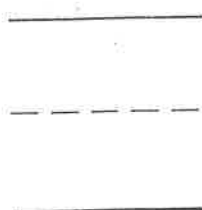
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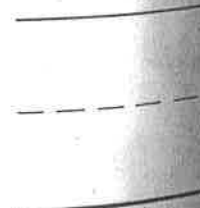
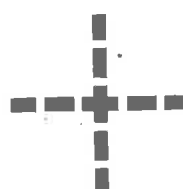
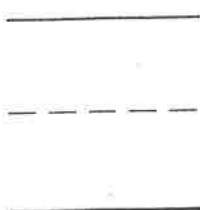
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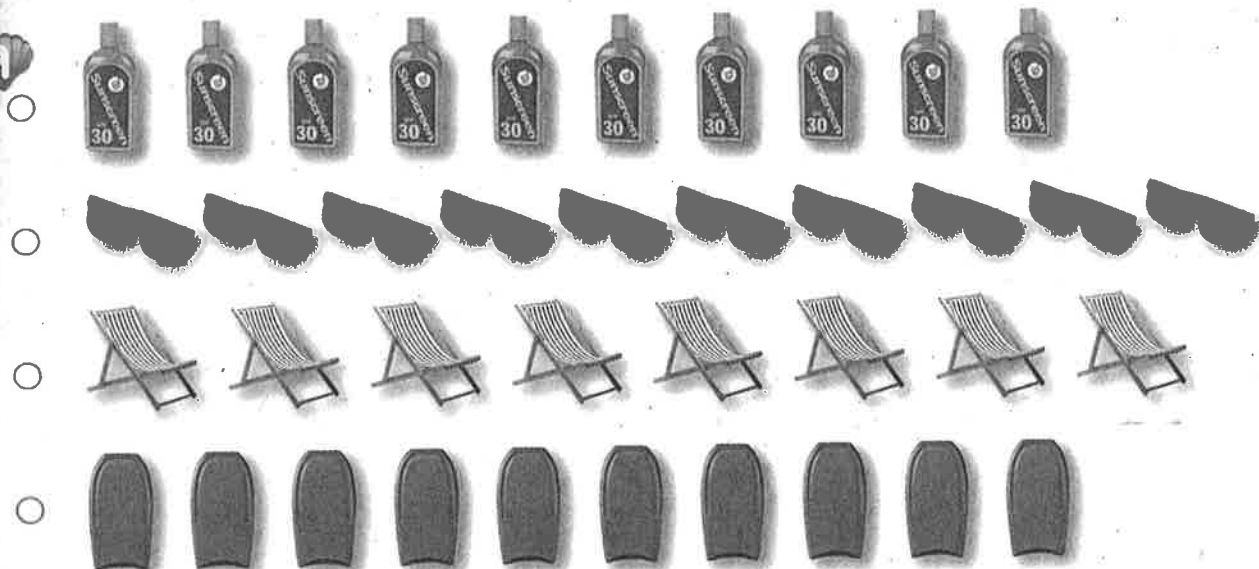
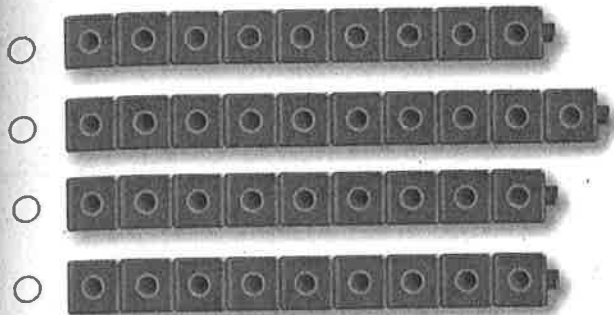
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DIRECTIONS Use two colors of cubes to build a cube train to show the number pairs that make 10. 1. Trace the addition sentence to show one of the pairs. 2-4. Complete the addition sentence to show a number pair for 10. Color the cube train to match the addition sentence in Exercise 4.

Name _____



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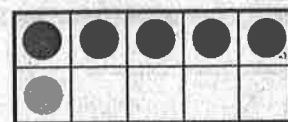
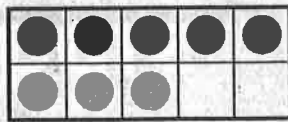
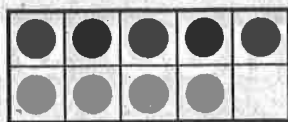
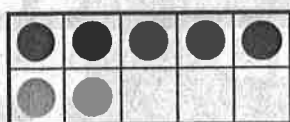
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DIRECTIONS 8. Compare the cube trains by matching. Mark beside the cube train that has a greater number of cubes. (CC.K.CC.6) 9. Compare the sets by counting. Mark beside the set that has a number of objects that is less than the number of objects in the other sets. (CC.K.CC.6) 10. Mark under the number that is greater than the number at the beginning of the row. (CC.K.CC.7) 11. Mark under the number that is less than the number at the beginning of the row. (CC.K.CC.7)

Name _____

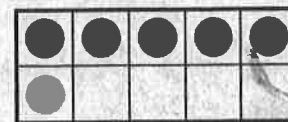
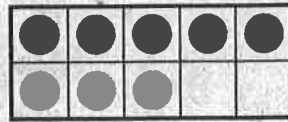
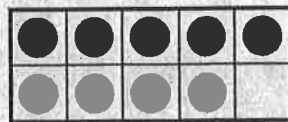
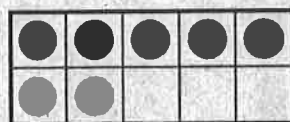


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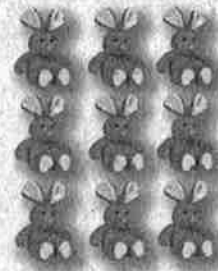
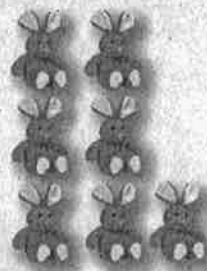
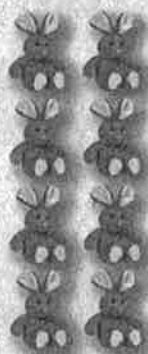
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10. The trees grow from a seed. About how many seeds are in an apple?

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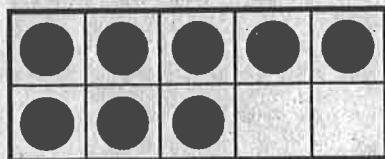


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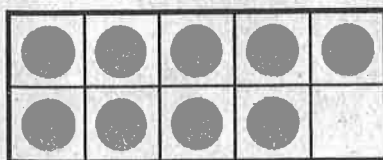
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DIRECTIONS 8. Mark under the set that models a way to make 6. (CC.K.CC.5) 9. Mark under the set that models a way to make 9. (CC.K.CC.5) 10. Mark under the set that models the number at the beginning of the row. (CC.K.CC.3) 11–12. Mark under the number that shows how many. (CC.K.CC.5)

High Frequency Word List

This is a partial list of the words we have learned this year. It would serve your child well to continue to practice these words over the summer in preparation for first grade.

I	am	we	me	you	he	she
they	to	do	be	can	has	had
that	have	big	little	see	go	a
pig	play	sit	to	like	love	my
it	is	one	blue	red	two	green
what	this	look	here	was	help	three
run	will	four	not	yellow	in	five
where	cat	six	eleven	pink	hop	seven
cob	hat	dog	God	eight	twelve	nine
orange	men	ran	cab	who	thirteen	ten
tip	nineteen	pin	hog	fourteen	said	gas
eighteen	here	us	with	sixteen	but	then
next	help	first	Jesus	where	top	them
hop	purple	hot	bike	the	if	no
yes	him	are	on	eleven	man	for
did	and	all				
Monday	Wednesday		Friday	Sunday		
Tuesday	Thursday		Saturday			

Kindergarten Math Objectives

Your child should be able to do the following in preparation for 1st grade.

- *count to 100 by ones and tens. Students should be able to count forward from a given number

- *write numbers 1-20. Students should be able to represent numbers 1-20 with objects or drawing. Students should be able to count with accuracy.

- *be able to describe 2 numbers or groups of objects as greater than, less than, or equal to

- *describe objects in the environment as beside, next to, above, below, in front of, or behind

- *identify and compare 2 dimensional and 3 dimensional shapes. Students should be able to name shapes, describe their qualities, and identify shapes in their environment.

- *understand addition as putting together and subtraction as taking away.

- * Add and subtract fluently within 5. Persevere in solving problems of addition and subtraction problems within 10.

- *For any number within 9, find the number that makes 10 when added to it.

- *For any number 11-19, understand that the number is composed of 10 ones and some other ones (19 is 10 and 9 other ones).

- *create a new shape by combining shapes (2 triangles make a rectangle, etc.)

- *describe measurable attributes of objects such as length and weight. Students should be able to compare the measurable attributes of 2 objects to describe which has more/less of the attribute (ex. compare two children and describe one as taller than the other.)

- *classify objects into different categories, count the number of objects in each category, and sort the categories by count.

I strongly encourage you to practice math facts over the summer and review the above skills as needed.