



EST. 1946

# THE KING'S

CHRISTIAN SCHOOL

Dear Student,

Summer is a time for rest and relaxation, but it is still important to exercise your brain! In order to be prepared for the next school year, please complete the required summer math packet. This consists of skills and concepts covered during the school year. Some problems may be easy and others might be more challenging. Make sure you bring this packet to school on the first day! If you would like additional practice, there are many websites and apps that allow you to practice your math facts:

- [www.99math.com](http://www.99math.com)
- [www.mathgames.com/grades](http://www.mathgames.com/grades)
- [www.mathplayground.com](http://www.mathplayground.com)

We look forward to seeing you in September! Enjoy your summer!

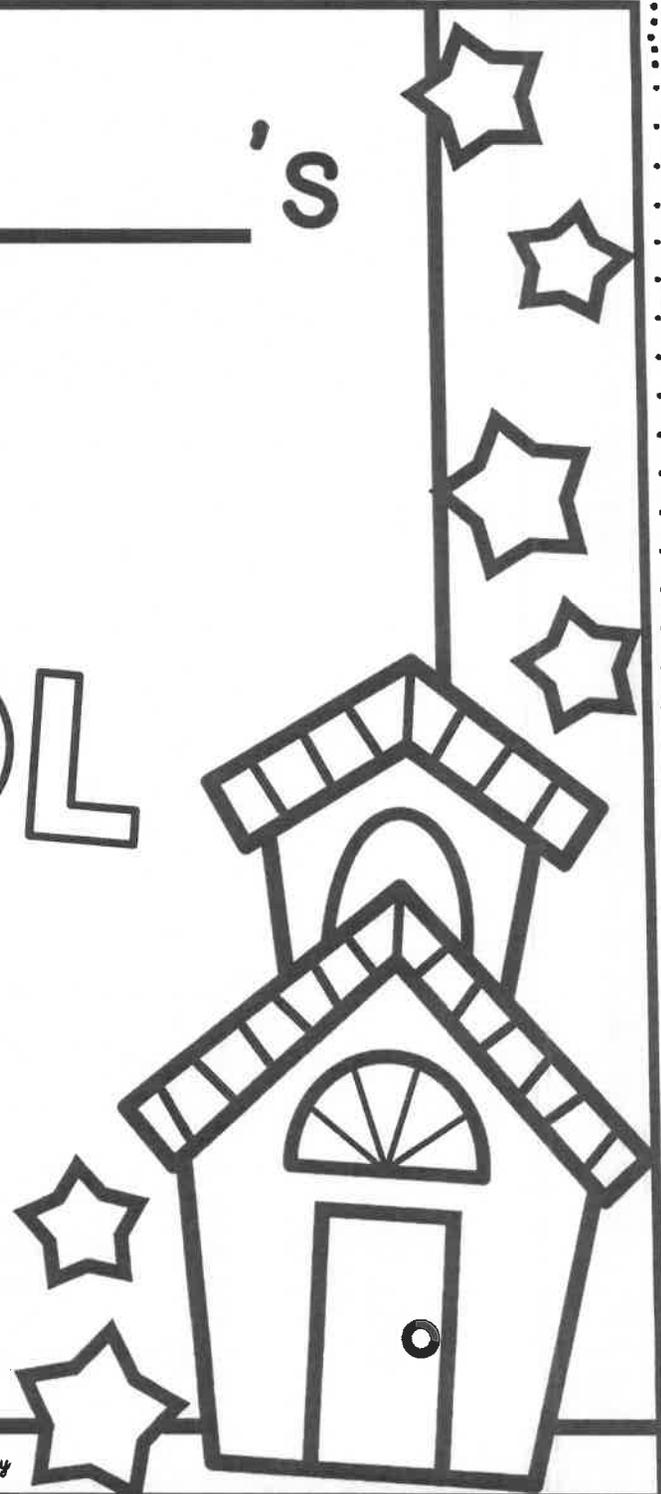
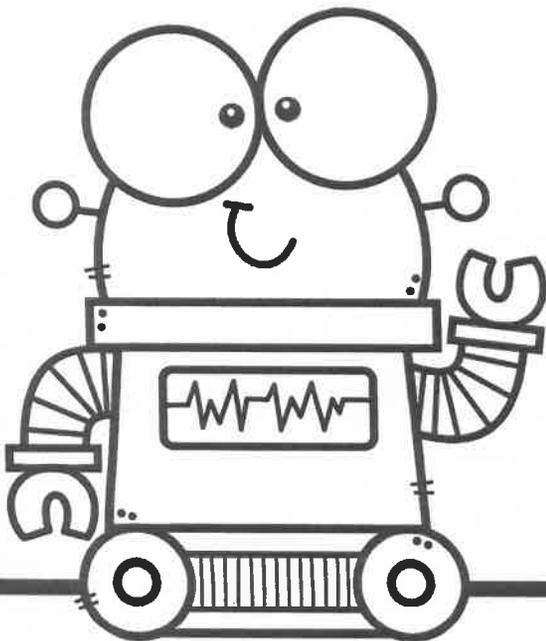
Sincerely,

Mrs. Jessica Flanagan  
Preschool/Elementary Principal

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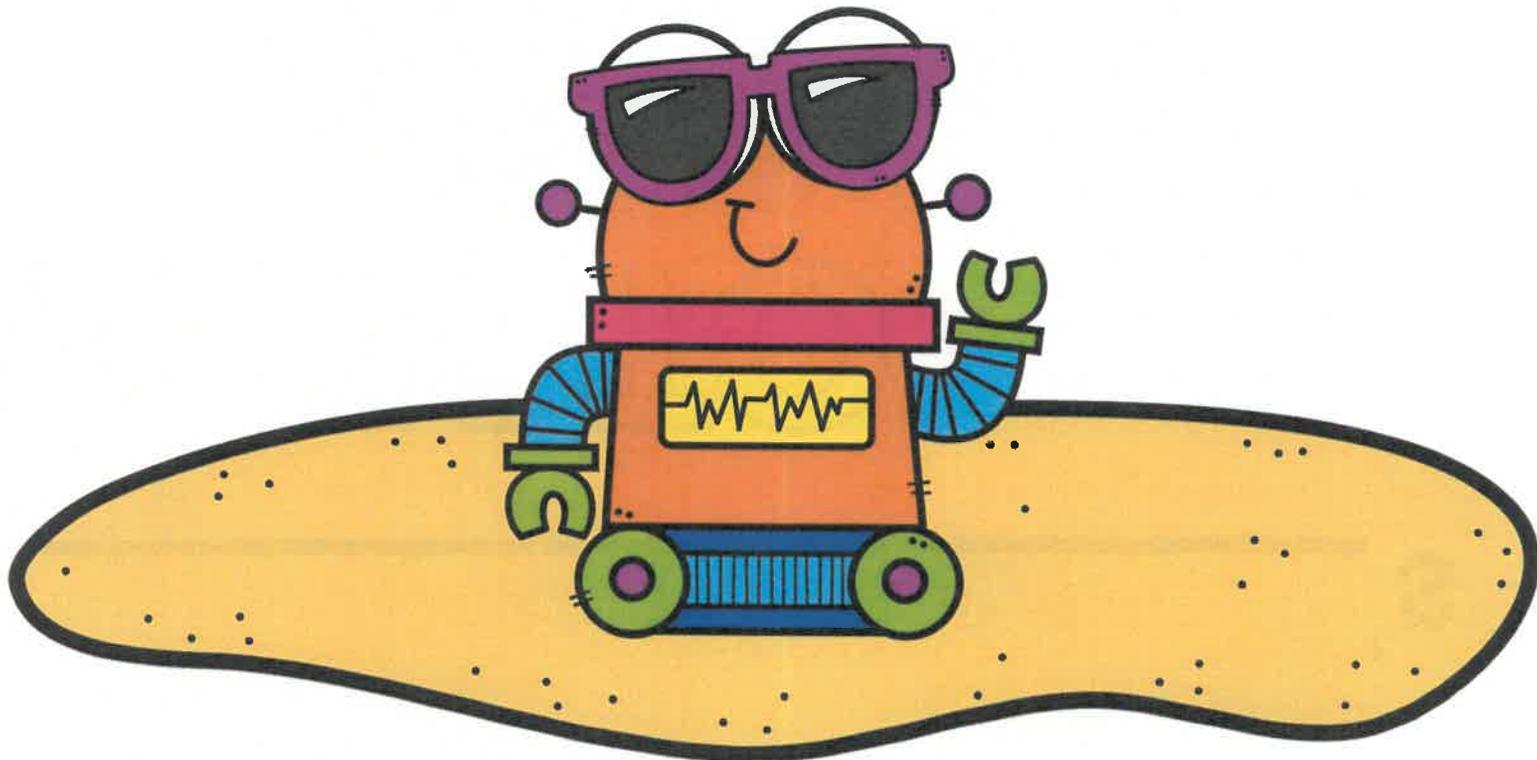
# BACK TO SCHOOL

## Math Packet



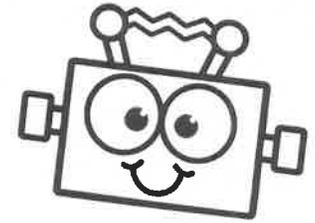
# TOPICS 1-14

## Review Sheets



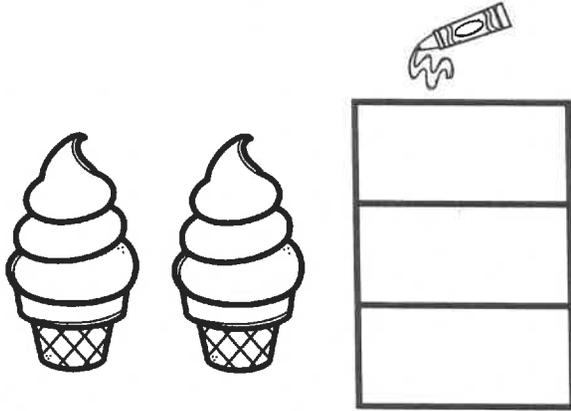
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# TOPIC 1 Practice

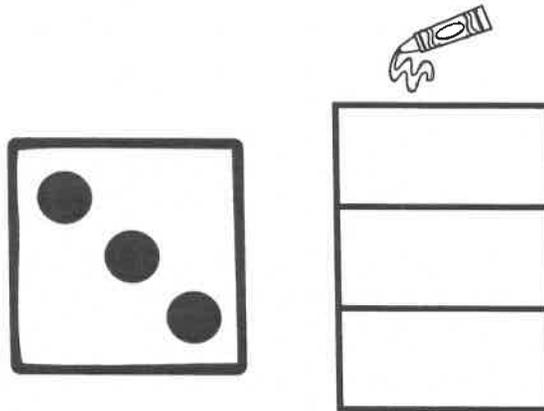


I can work with numbers 0 to 5.

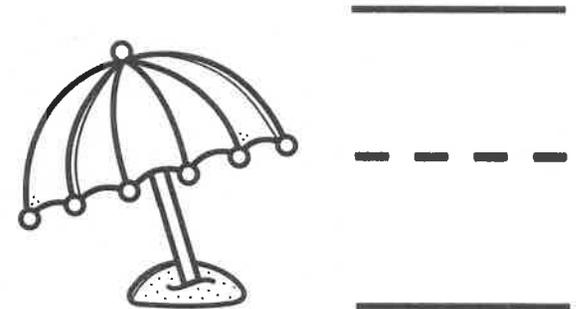
1. Count the **ice cream**.  
Show how many.



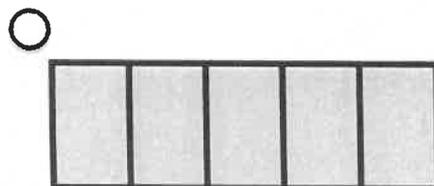
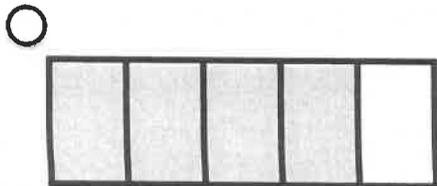
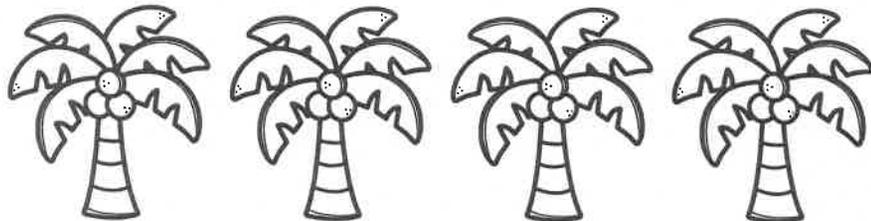
2. Count the **dots**. Show  
how many.



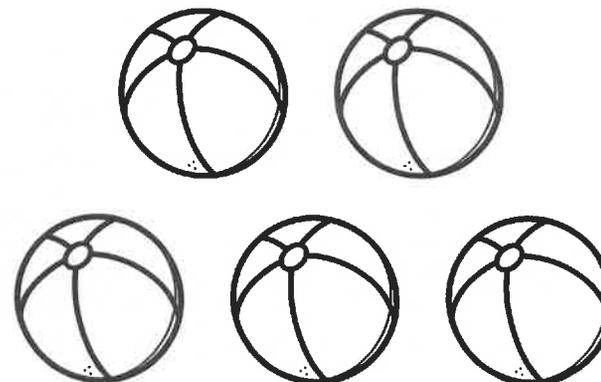
3. How many beach  
umbrellas?



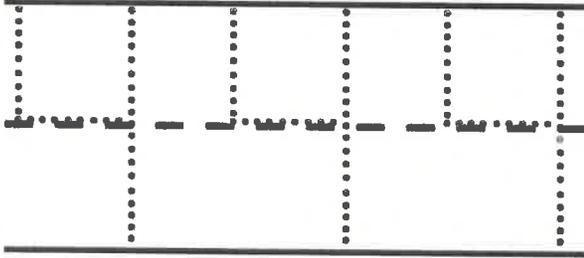
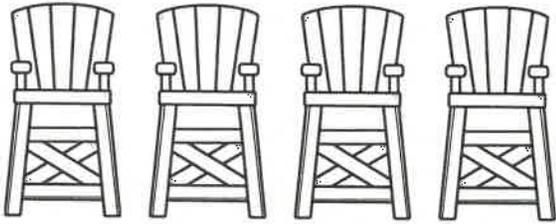
4. Which shows 4 palm trees?



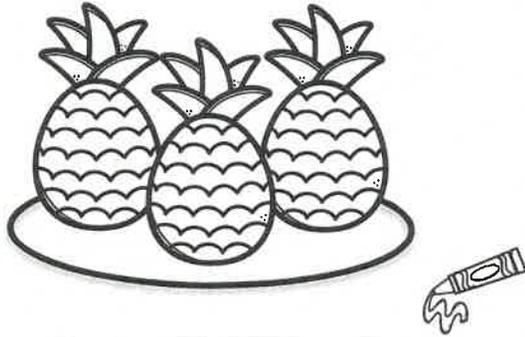
5. Count. Show how many.



6. Count. Trace how many.

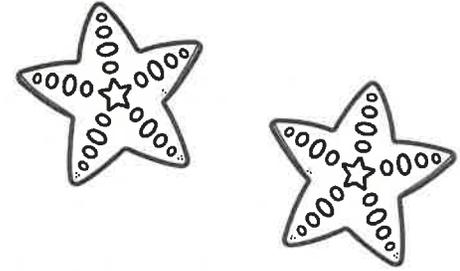


7. How many pineapples?

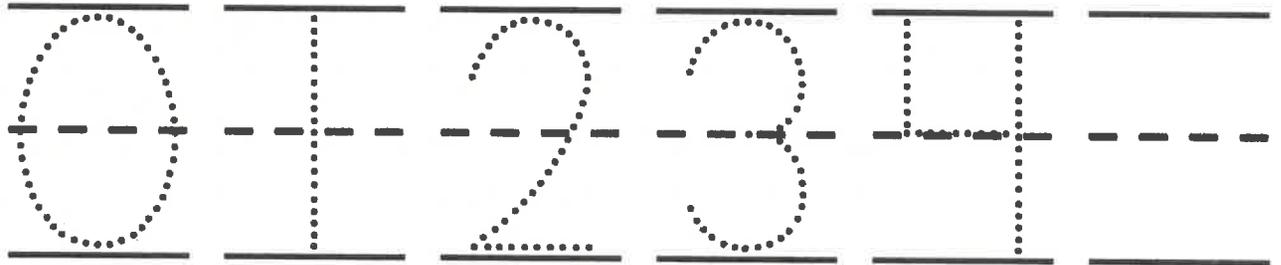


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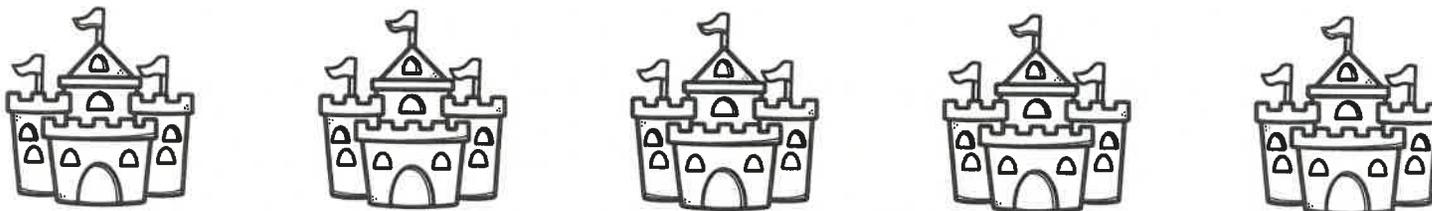
8. How many starfish?




9. Trace the numbers.  
Fill in  the number  
that comes next.

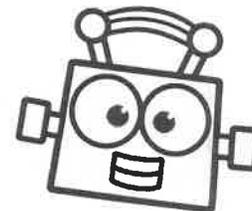


10. How many sandcastles?



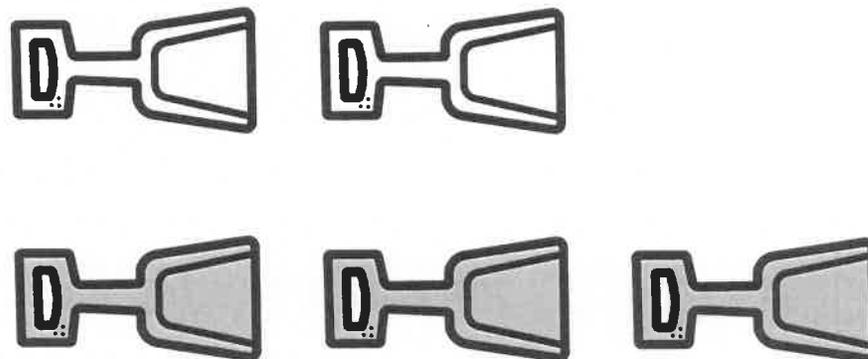
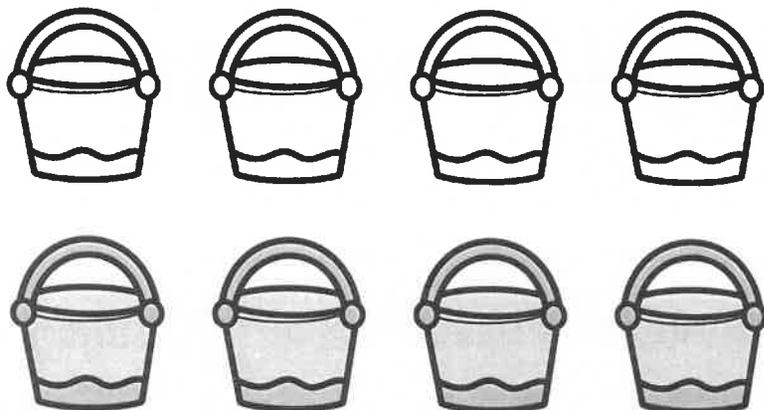

Name: \_\_\_\_\_

## TOPIC 2 Practice

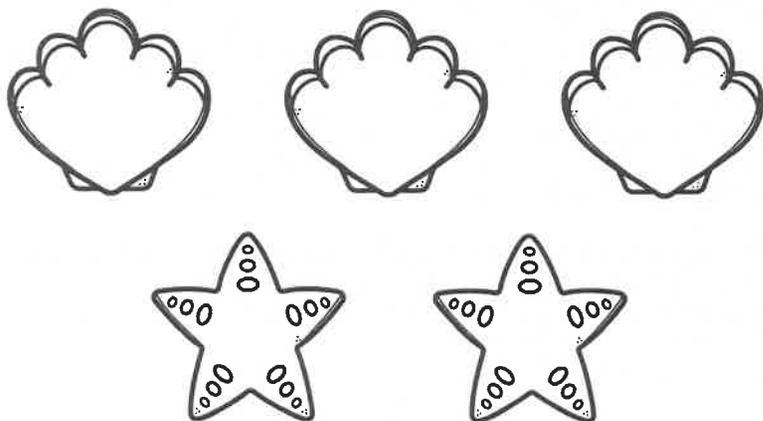


I can compare numbers 0 to 5.

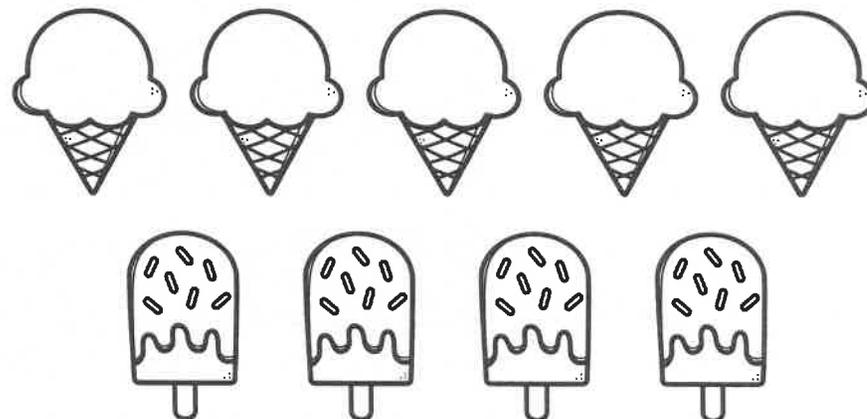
1. Circle the groups if they are equal. Mark an ✕ if they are not equal.



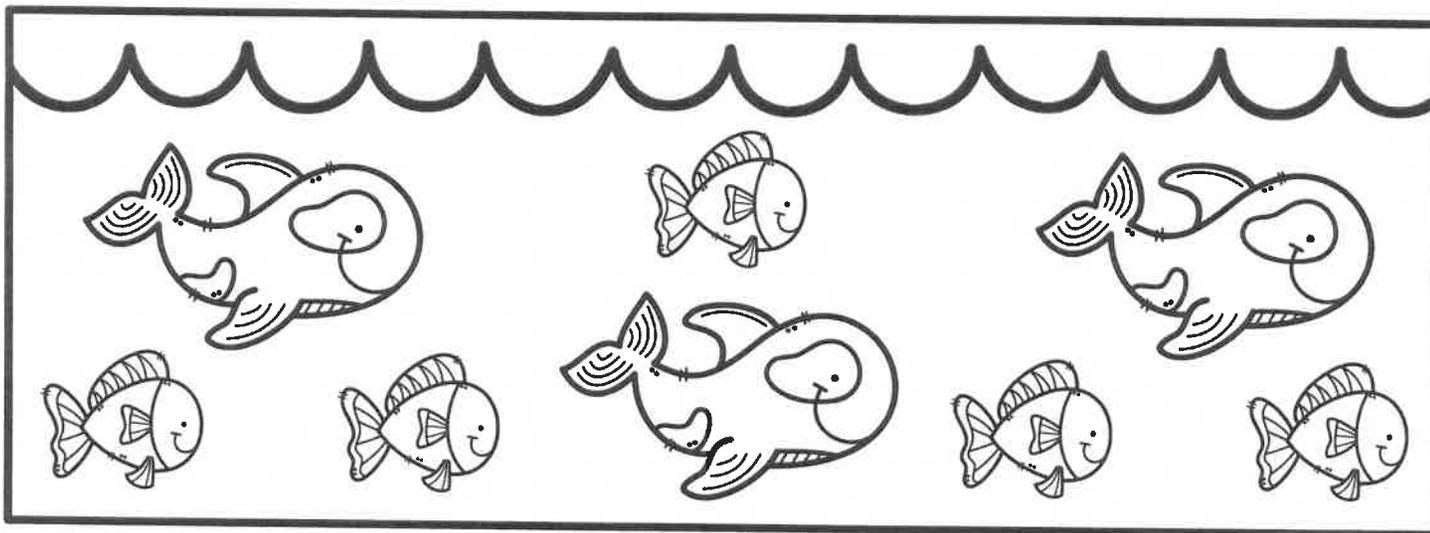
2. Circle the group that is **GREATHER**.



3. Cross out ✕ the group that is **less**.



4. Count. **Circle** the number that is **GREATER** and cross out ✕ the number that is **less**.



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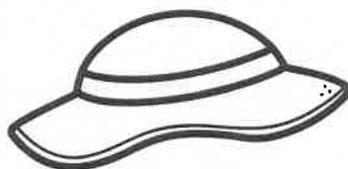
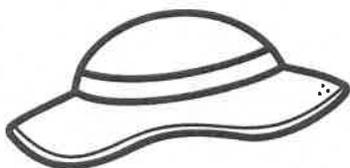
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5. Color  the cubes to show the number in each group. Cross out ✕ the cubes that show less.



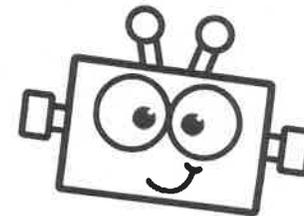
○	○	○	○	○
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○	○	○	○	○
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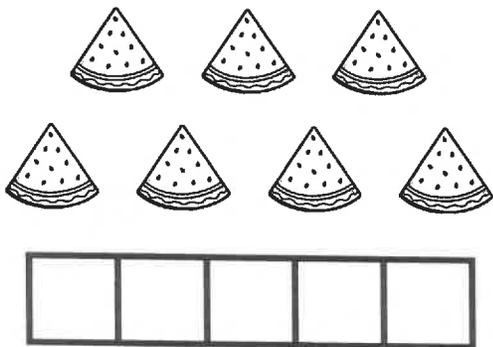
Name: \_\_\_\_\_

# TOPIC 3 Practice

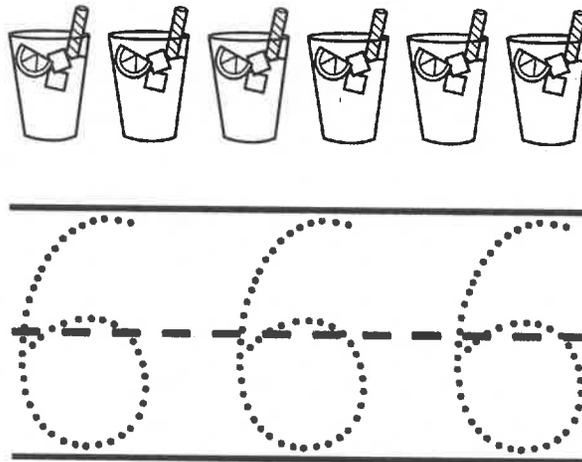


I can work with numbers 6 to 10.

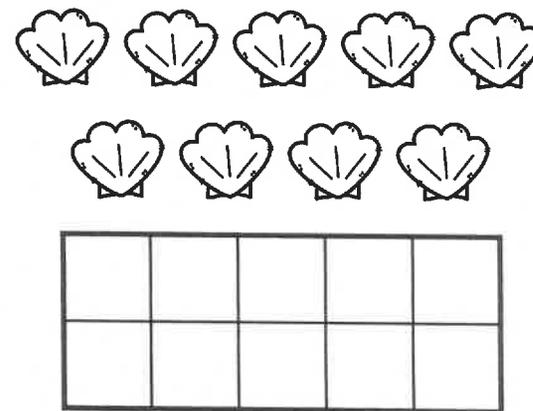
1. Draw  counters as you count to show how many.



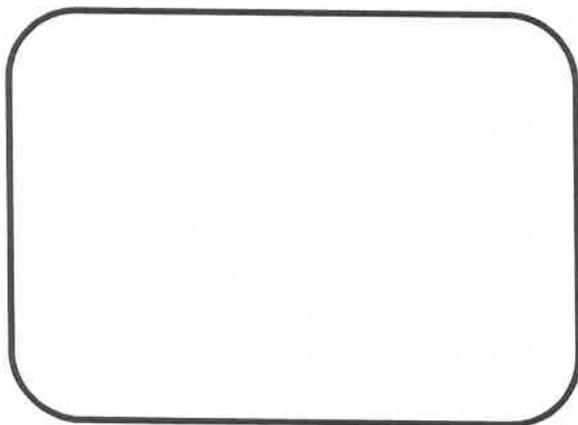
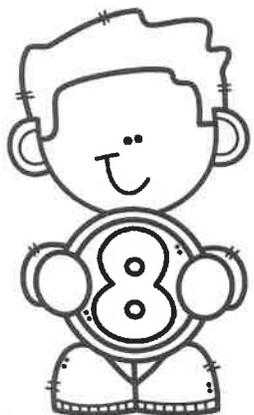
2. Count. Trace how many.



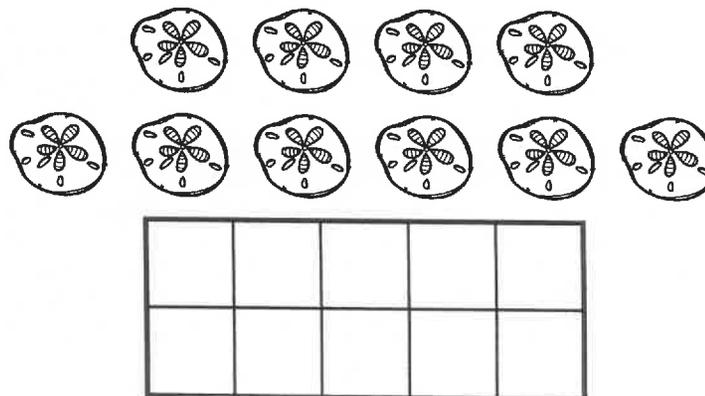
3. Count. Draw  counters to show how many.



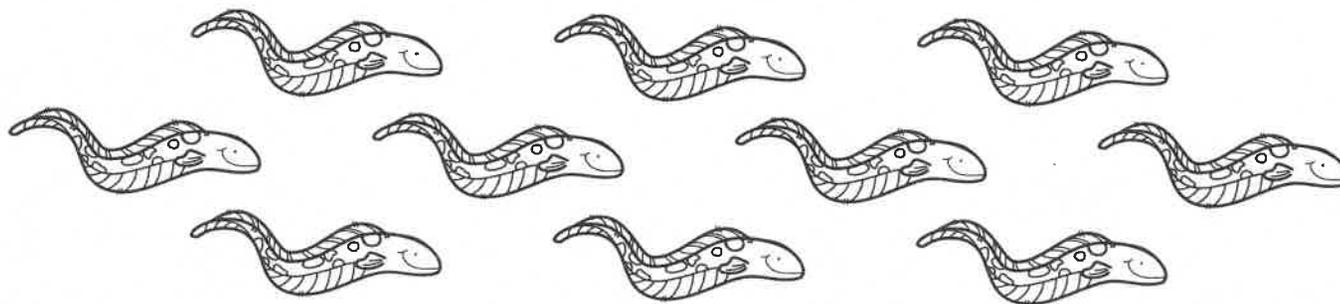
4. Draw  counters to show the number.



5. Count. Draw  counters to show how many.



6. Count. Write how many eels.

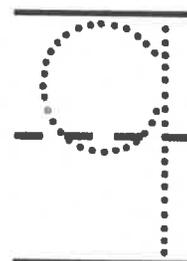
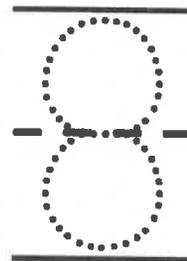
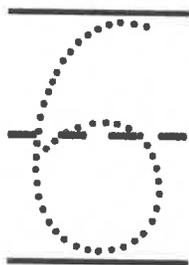


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7. Trace the numbers. Fill in  the number that comes next.



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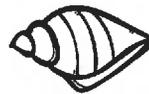
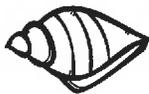
8. Color  some shells pink and some blue. Write how many of each color to show different ways to make 10.

\_\_\_\_\_

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\_\_\_\_\_

pink



\_\_\_\_\_

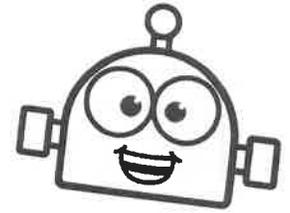
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\_\_\_\_\_

blue

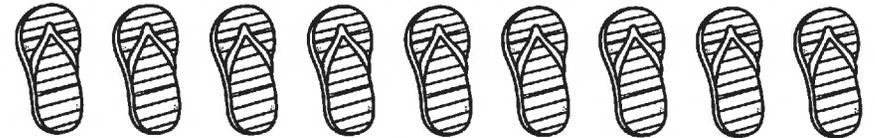
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# TOPIC 4 Practice

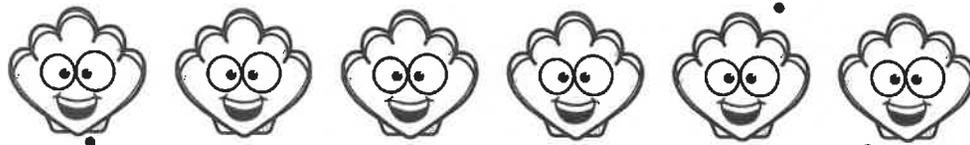
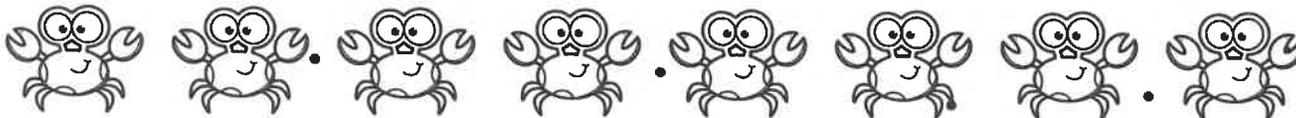


I can compare numbers 0 to 10.

1. Draw lines to compare objects. **Circle** the groups that are **GREATER** in number.



2. Count. **Circle** the number that is **GREATER** and cross out **X** the number that is **less**.



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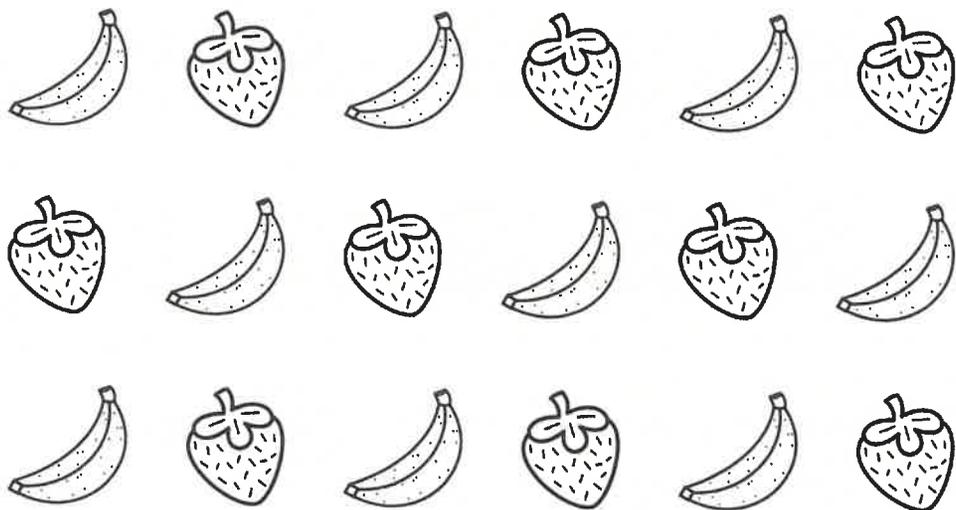
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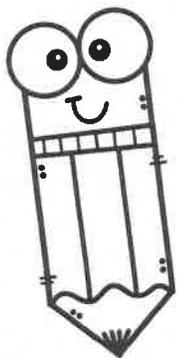
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3. Circle the numbers if they are equal. Cross out ✕ the numbers if they are not equal.



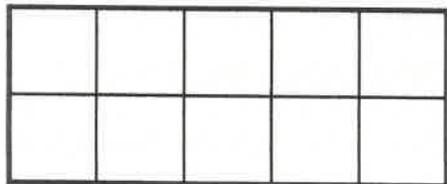
4. Draw counters. Circle the numbers if they are equal. Cross out ✕ the numbers if they are not equal.



8



10



5. Count the ice cream cones. What number will come next? ➡



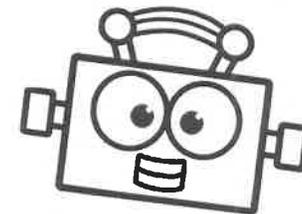
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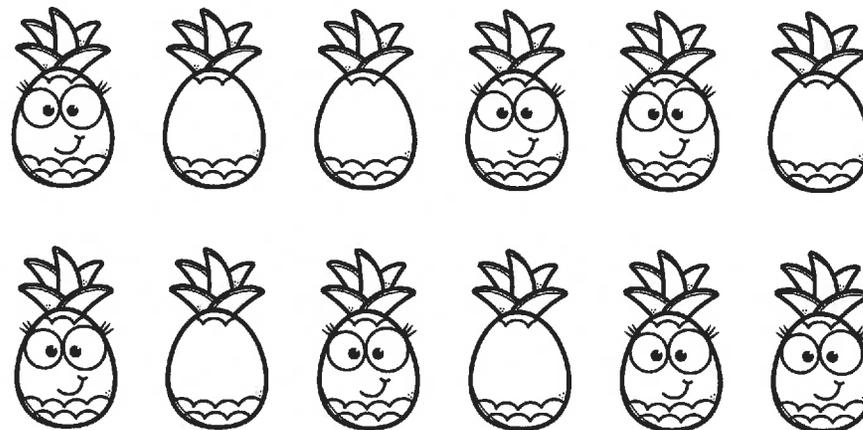
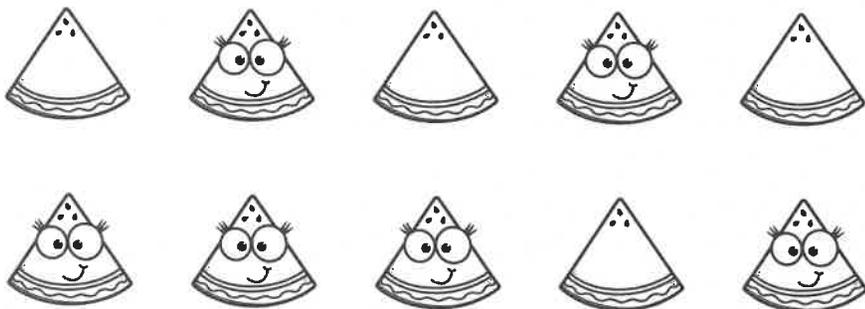
Name: \_\_\_\_\_

# TOPIC 5 Practice

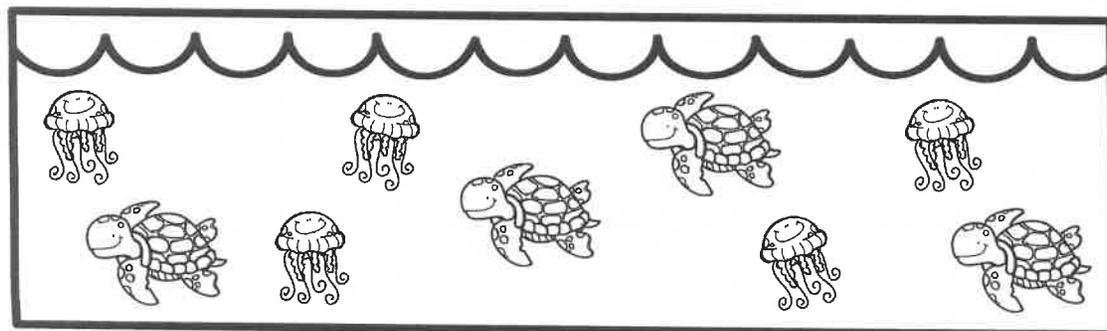


I can classify and count data.

1. Circle the fruit with faces . Cross out the fruit without faces.

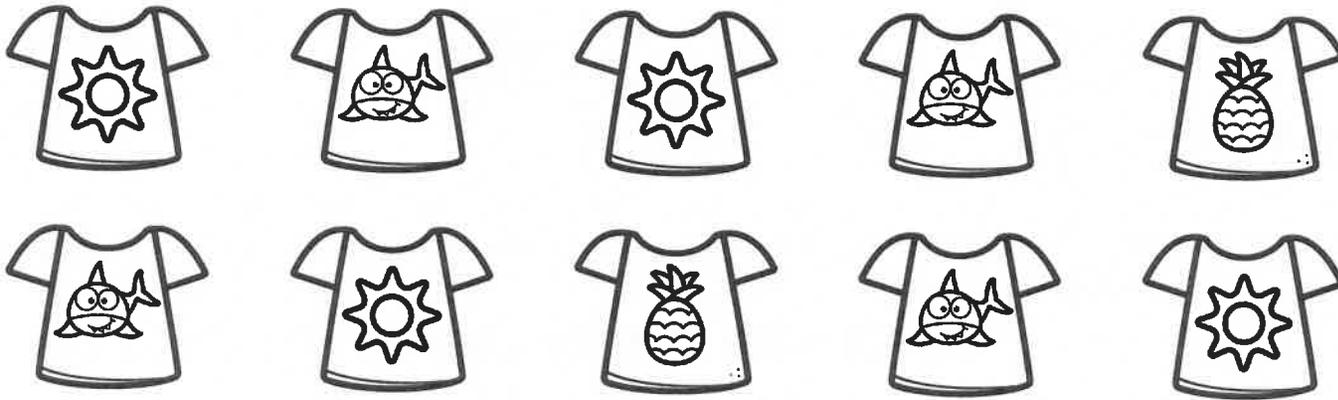


2. Count. Draw lines and write numbers to show how many animals have shells and how many animals do NOT have shells.



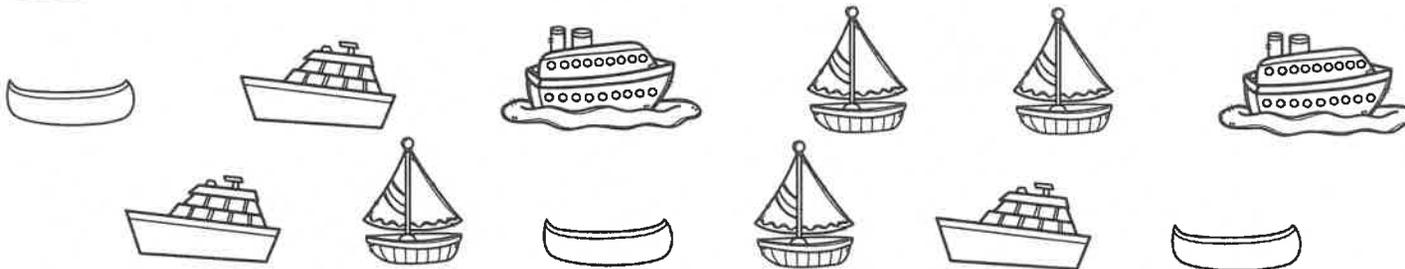


3. Count. Write numbers to show how many **sun t-shirts** . **Circle** the **GREATER** number.



	<del></del>

4. Color  each type of boat a different color. Look at each chart. Decide if each is true. **Circle** yes or no.

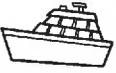


	<del></del>
4	8

Is it true?

yes

no

	<del></del>
5	7

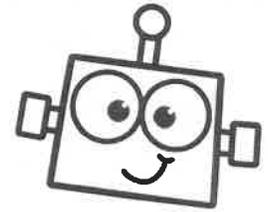
Is it true?

yes

no

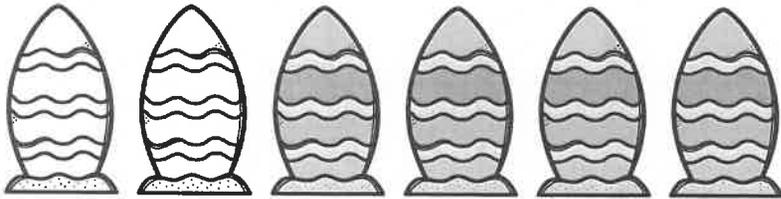
Name: \_\_\_\_\_

## TOPIC 6 Practice



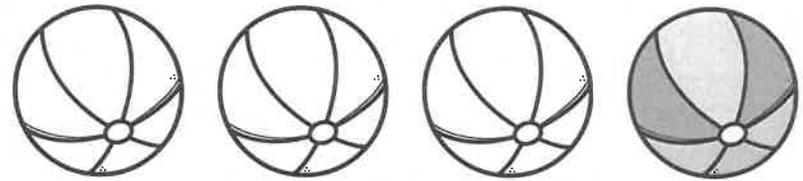
I can represent and solve **addition** problems.

1. Count both parts. Write how many surfboards in all.



2 and 4 is \_\_\_\_\_.

2. Write an addition sentence to tell how many in all.



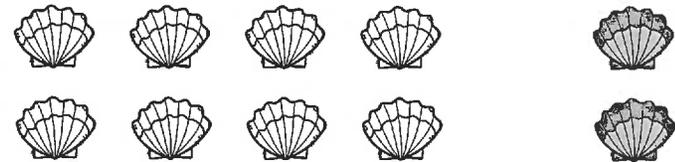
\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.

3. **Circle** the groups to put them together. Then, tell how many in all.



\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.

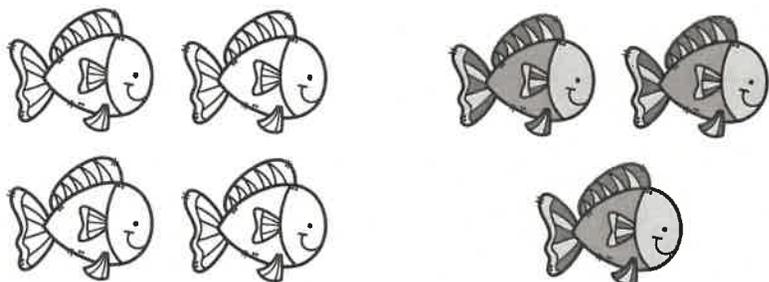
4. Write an equation to match.



8 and 2 is 10.

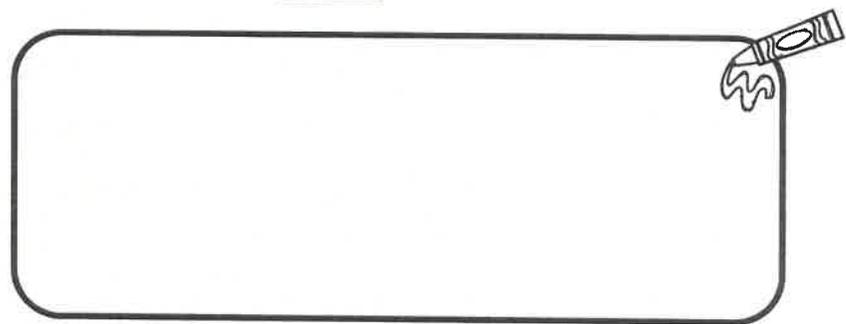
\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

5. Write an equation and add **together**.



$$\begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} + \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} = \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

6. There is 1 shark . 5 sharks join .  
How many in all?



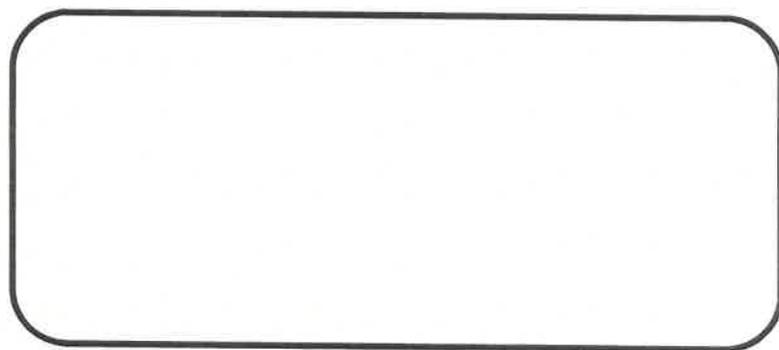
$$\begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} + \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} = \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

7. Color  the boxes to show how to make 5. Write the missing number.



$$\begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} 1 + \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} = \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} 5$$

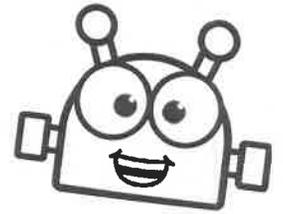
8. Draw  pictures to add.



$$\begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} 3 + \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} 6 = \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

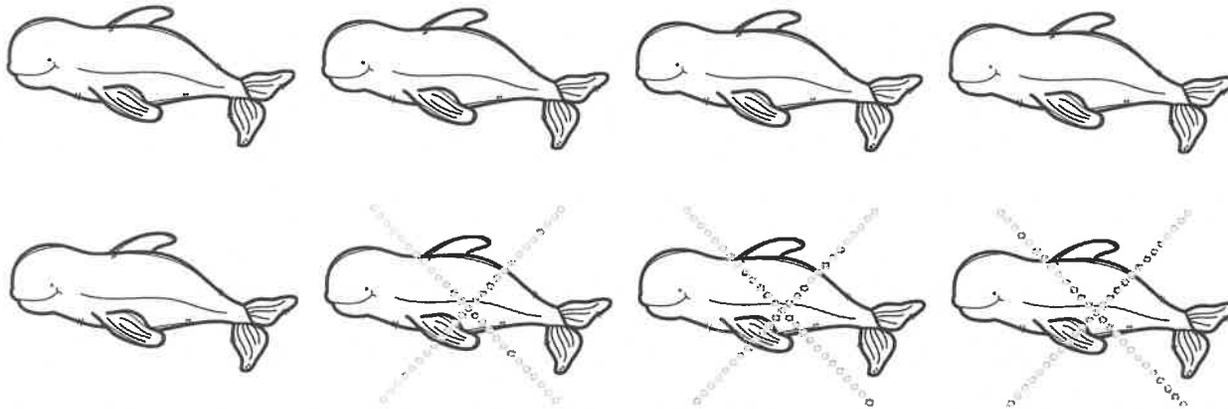
Name: \_\_\_\_\_

# TOPIC 7 Practice



I can represent and solve **subtraction** problems.

1. Trace the ✕. Write the number to show how many animals are left.



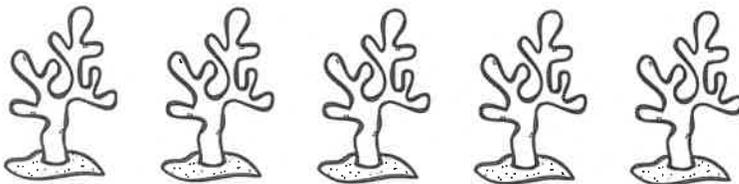
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are left.

2. **Circle** parts of the group and write the numbers.



\_\_\_\_\_

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\_\_\_\_\_

and

\_\_\_\_\_

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\_\_\_\_\_

3. Fill in the sentence to show how many are left.



\_\_\_\_\_

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\_\_\_\_\_

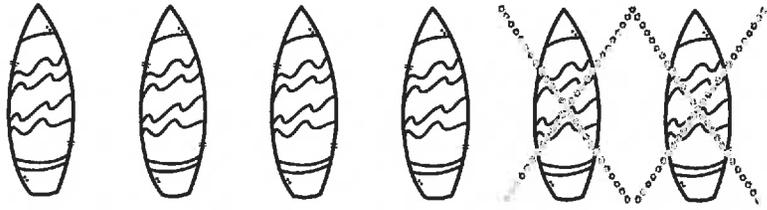
take away \_\_\_\_\_ is \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

4. Write an equation to match.



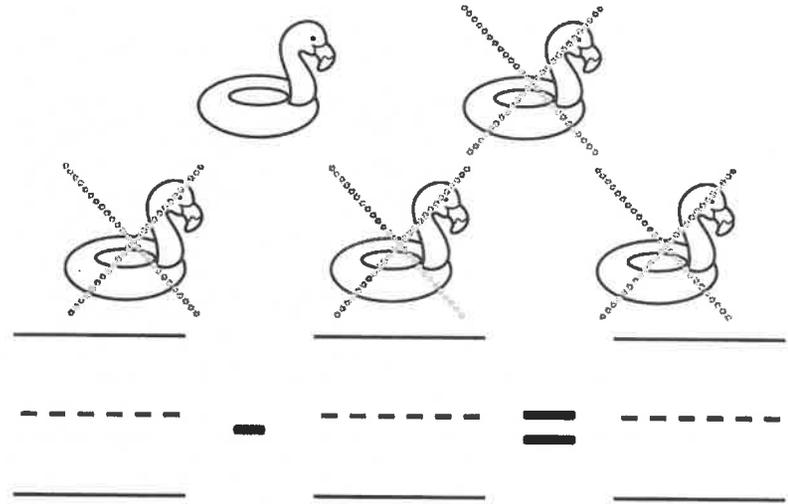
6 take away 2 is 4.

\_\_\_\_\_

----- ○ ----- ○ -----

\_\_\_\_\_

5. There are 5 pool floaties . 4 are taken. How many are left?

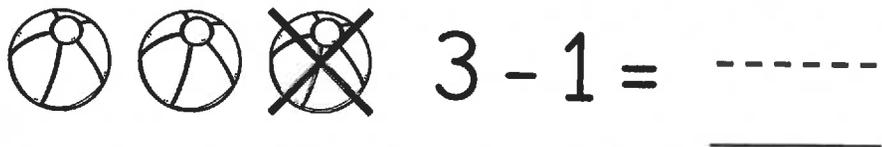
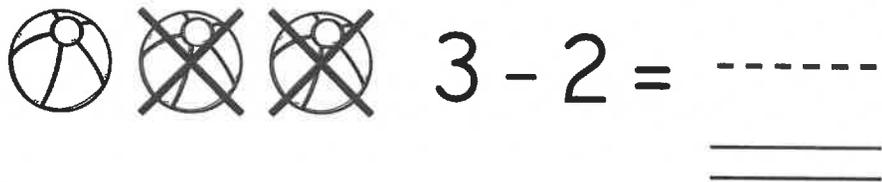
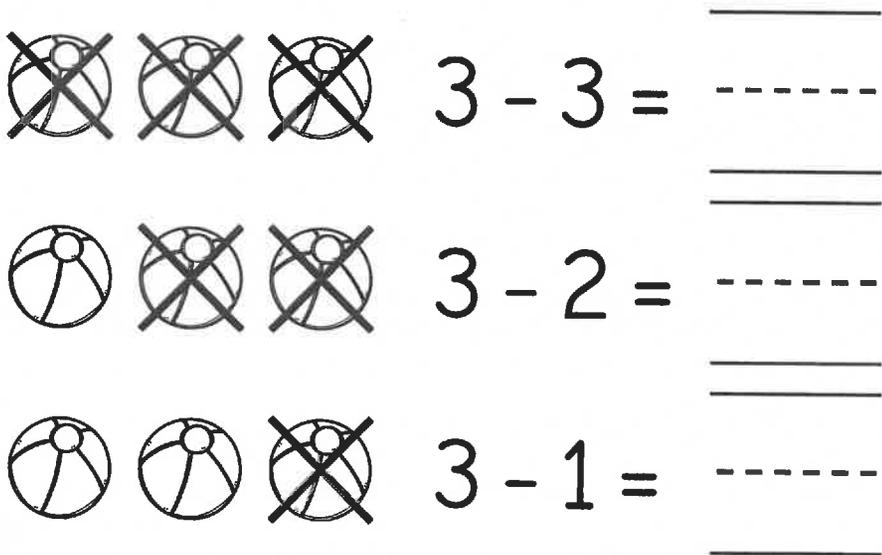


\_\_\_\_\_

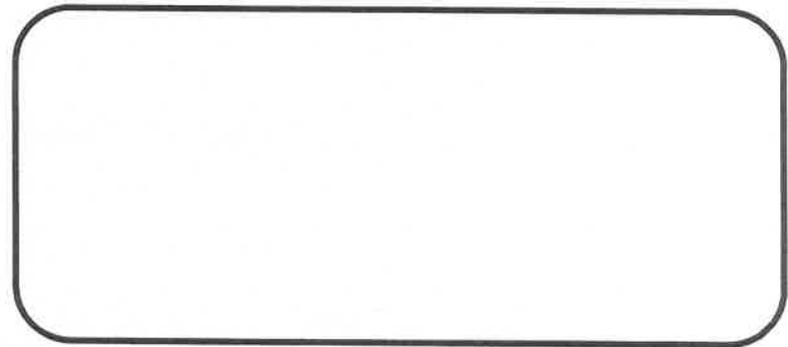
----- - ----- = -----

\_\_\_\_\_

6. Look  for a pattern. Solve.



7. Draw  pictures to subtract.



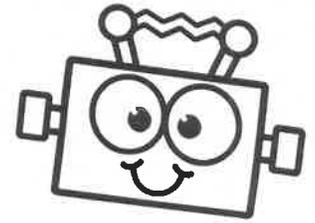
10 - 5 = \_\_\_\_\_

----- - ----- = -----

\_\_\_\_\_

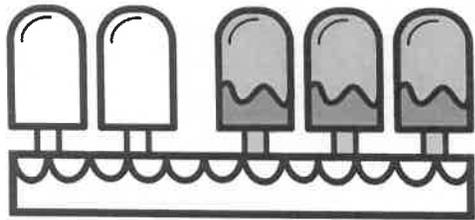
Name: \_\_\_\_\_

## TOPIC 8 Practice



I can continue to work with **addition** and **subtraction**.

1. Add the groups of popsicles to show 5.



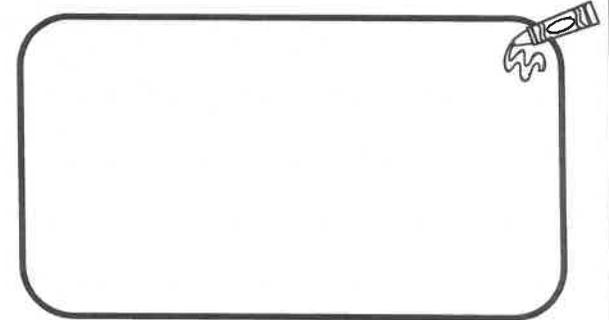
$$\underline{\quad} + \underline{\quad} = \underline{5}$$

2. What is missing from this related fact?

$$\underline{1} + \underline{2} = \underline{3}$$

$$\underline{3} - \underline{2} = \underline{\quad}$$

3. Draw to subtract.



$$\underline{5} - \underline{4} = \underline{\quad}$$

4. Add any way you want.

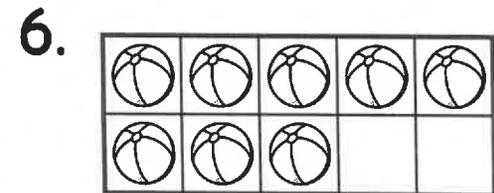


$$\underline{3} + \underline{1} = \underline{\quad}$$

- Color  some pictures pink and some blue. Add them together to show ways to make each number.

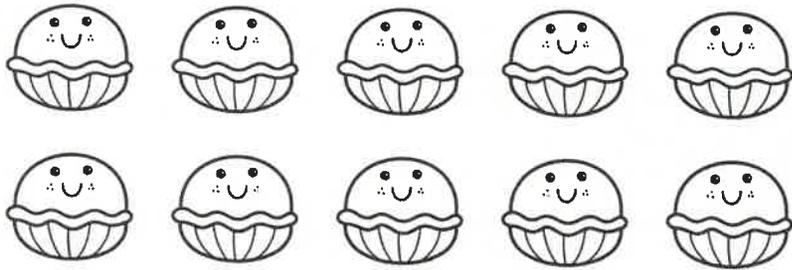


$$\underline{\quad} + \underline{\quad} = \underline{6}$$



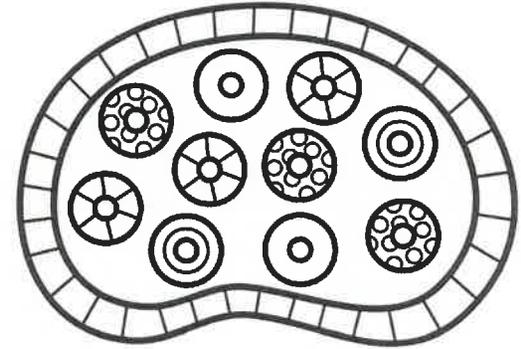
$$\underline{\quad} + \underline{\quad} = \underline{8}$$

7. Color  the clams green and purple to show how to make 10.



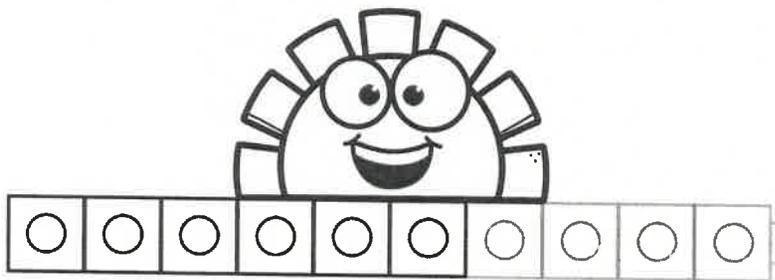
\_\_\_\_\_ and \_\_\_\_\_  
 -----  
 \_\_\_\_\_

8. Color  some pool floats red and some yellow. Show how to add to 10.



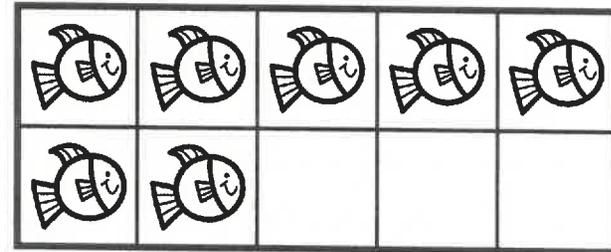
\_\_\_\_\_ + \_\_\_\_\_ = 10  
 -----  
 \_\_\_\_\_

9. Trace  the cubes to find the missing part of 10.



6 + \_\_\_\_\_ = 10  
 -----  
 -----

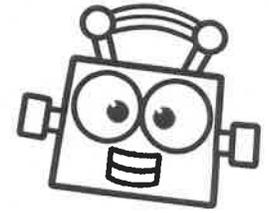
10. Fill in the ten frame to find the missing part of 10.



7 + \_\_\_\_\_ = 10  
 -----  
 -----

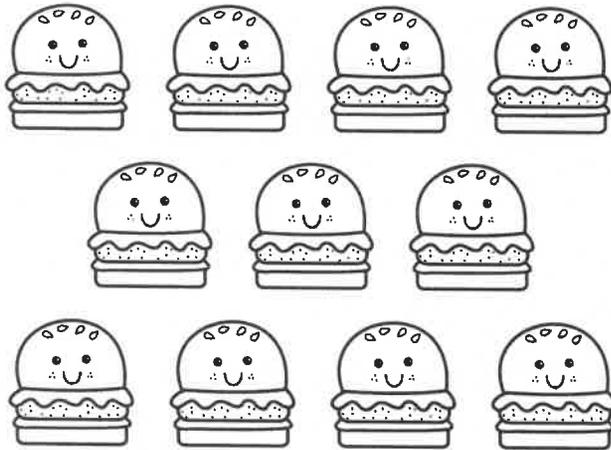
Name: \_\_\_\_\_

# TOPIC 9 Practice



I can count numbers to 20.

1. Count. Tell how many hamburgers.

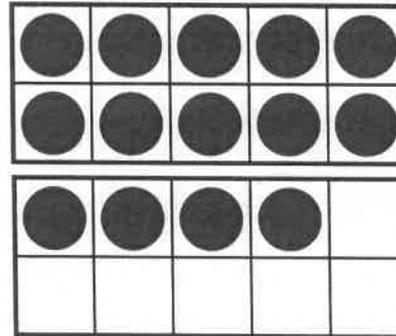


\_\_\_\_\_

-----

\_\_\_\_\_

2. Count. Choose ✓ the number that tells how many.



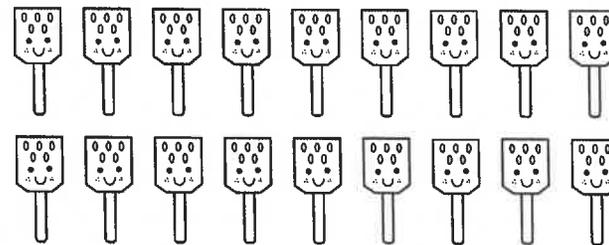
12     13

14     15

3. Draw  counters to show 17.



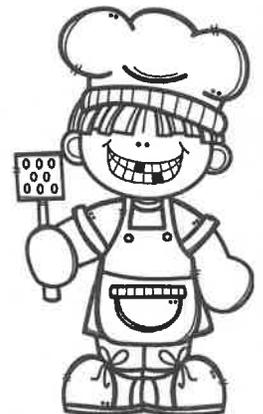

4. Count. Tell how many spatulas.



\_\_\_\_\_

-----

\_\_\_\_\_



5. Use the number chart to count forward from 15 to 20. Write  each number.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

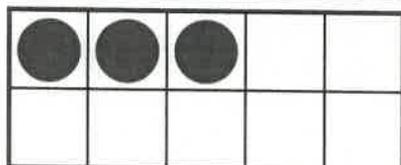
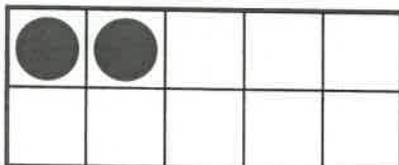
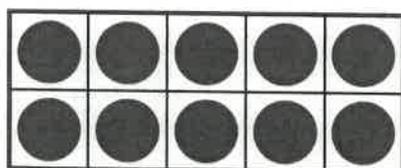
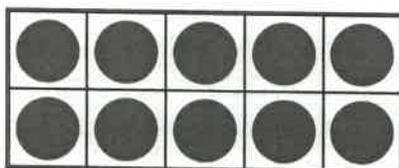
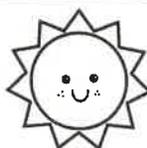
15

\_\_\_\_\_

-----

\_\_\_\_\_

6. Which shows 12? Circle it.



7. Count the pictures. Write the number that shows 1 MORE? 



\_\_\_\_\_

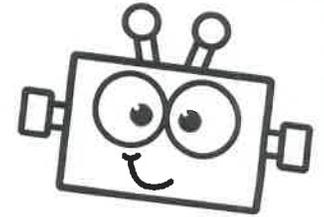
-----

1 more is \_\_\_\_\_.



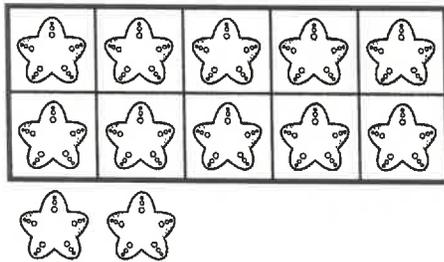
Name: \_\_\_\_\_

# TOPIC 10 Practice



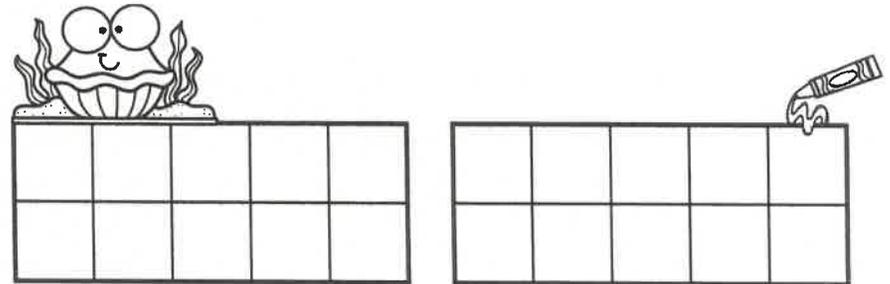
I can work with numbers 11 to 19.

1. Write an equation to match.



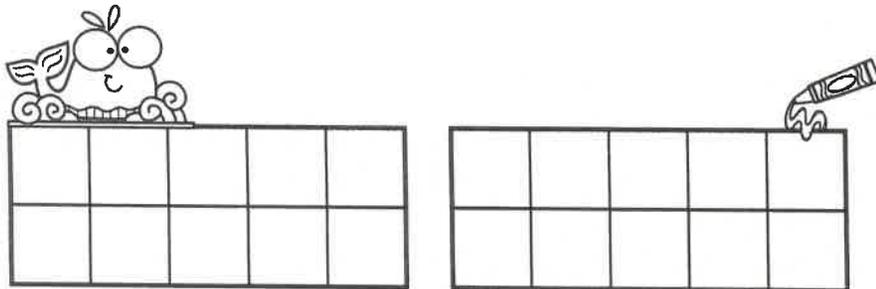
$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$

2. Draw counters to match the equation.



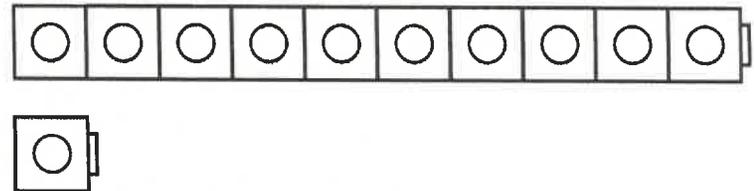
$$\overline{10} + \overline{3} = \text{---}$$

3. Draw counters to match the equation.



$$\overline{10} + \overline{5} = \text{---}$$

4. Write an equation to match the cubes.



$$\text{---} + \text{---} = \text{---}$$

5. Write an equation to match the cubes.

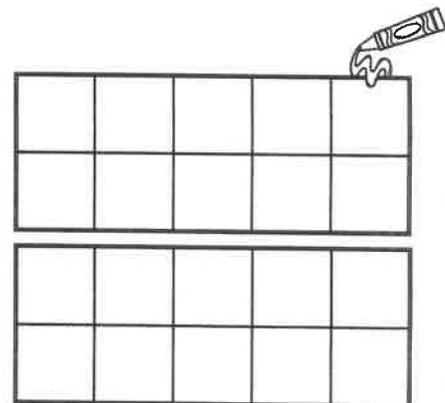


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{---} + \text{---} = \text{---}$$

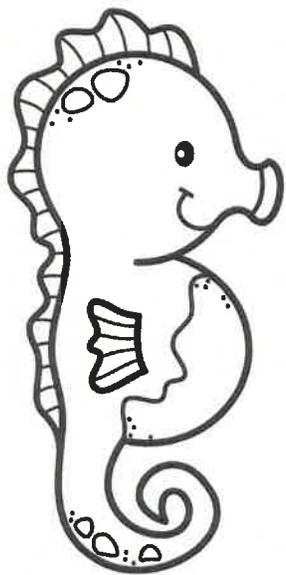
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6. Draw counters to make the number.



14

7. Use the number chart to add 10 to each number.



Remember!  
Move **DOWN**  
a box when  
you add 10.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

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

$$\underline{9} + \underline{10} = \underline{\quad}$$



4. Use the **number chart** to count by 1s. Fill in the missing numbers.



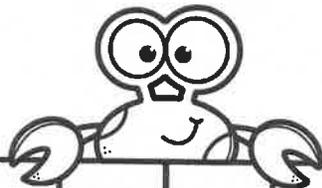
71	72	73	74	75	76	
----	----	----	----	----	----	--

14	15	16	17	18	19	
----	----	----	----	----	----	--

92	93	94	95	96	97	
----	----	----	----	----	----	--

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5. Use the **number chart** to find the missing numbers. Choose  the row that shows the missing set of numbers.



61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87			

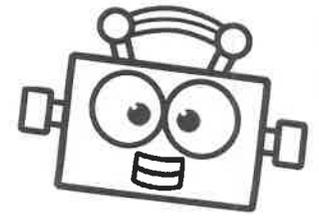
70      80      90

86      87      88

88      89      90

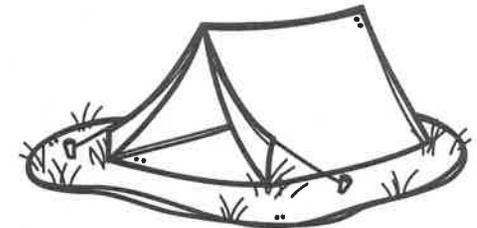
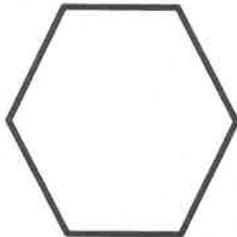
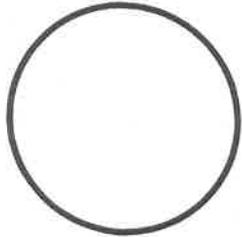
Name: \_\_\_\_\_

# TOPIC 12 Practice

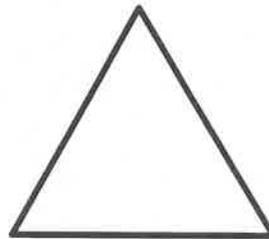
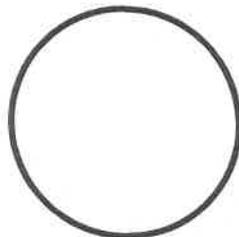
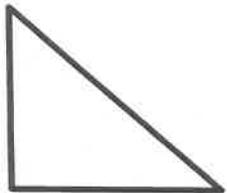


I can identify and describe shapes.

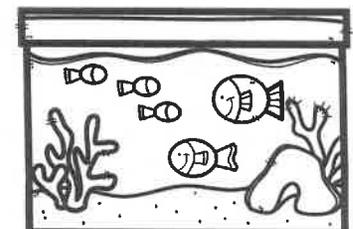
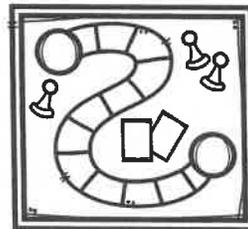
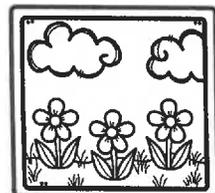
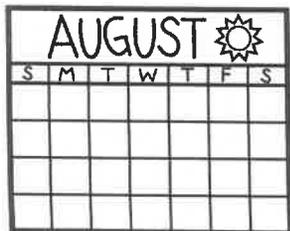
1. Circle the objects that are **FLAT**. Cross out ✕ the objects that are **SOLID**.



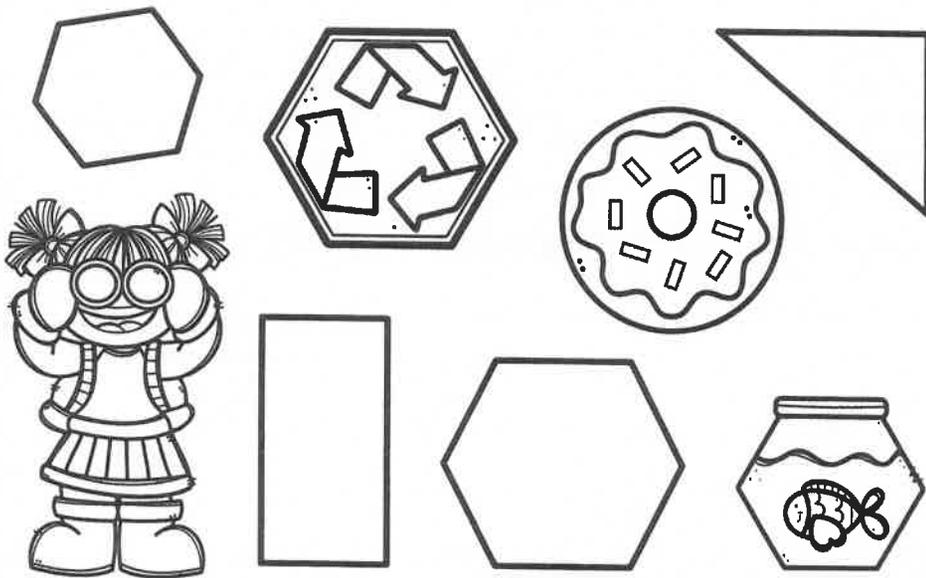
2. Color the circles ○. Cross out ✕ the triangles △.



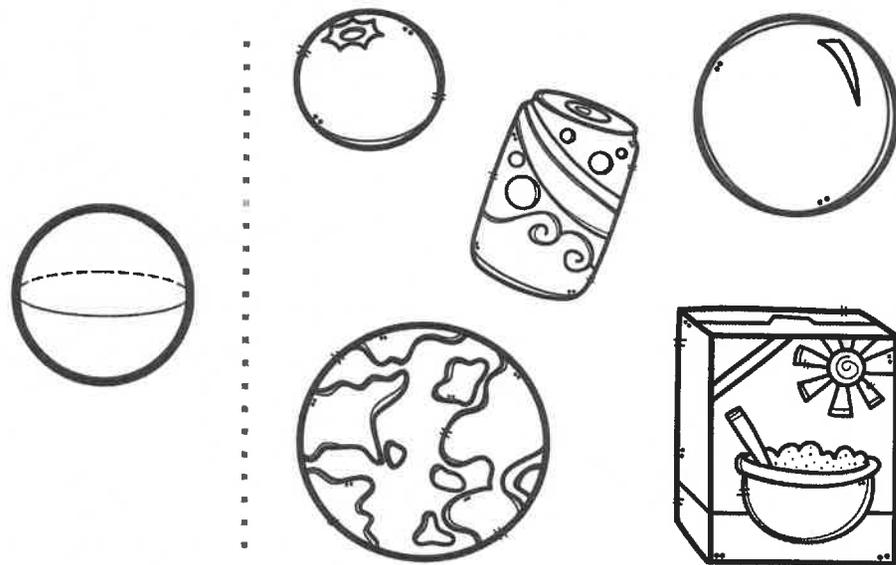
3. Color the rectangles □. Cross out ✕ the squares □.



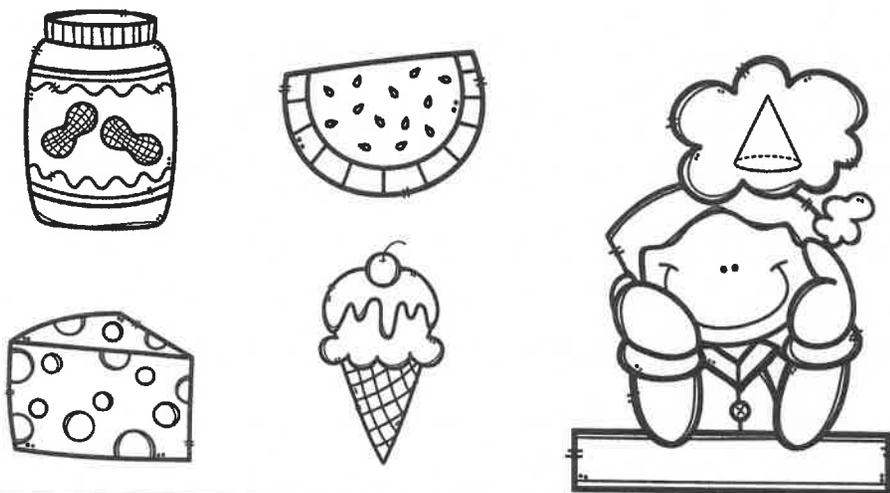
4. Color  the hexagon shapes .



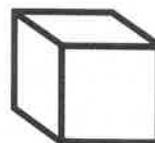
5. Circle the sphere shapes .



6. Ken wants a food that matches the cone shape. Circle the food he wants.



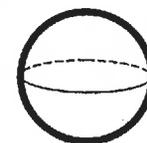
7. Solve the riddle. Write  the name of the solid figure.



cube



cylinder



sphere

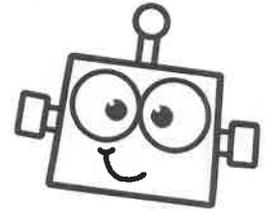
I have many flat sides. I look like dice.

Who am I?

I am a \_\_\_\_\_.

Name: \_\_\_\_\_

# TOPIC 13 Practice



I can **analyze**, **compare**, and **create** shapes.

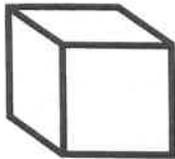
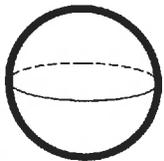
1. Solve the riddle by reading the clues and coloring  the correct shape.



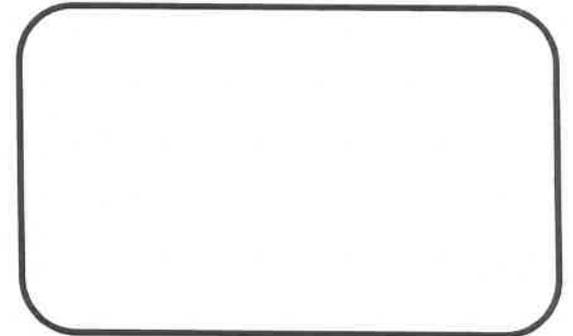
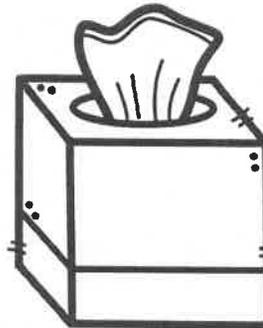
Rectangle      Triangle      Square      Circle

I have 4 vertices AND 4 equal sides. Color me: 

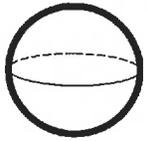
2. Circle the shapes that can stack. ↑



3. Draw  the flat surface of the object on the left.



4. Solve the riddle. Write  the name of the **solid figure**.



sphere



cylinder

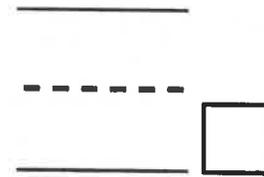
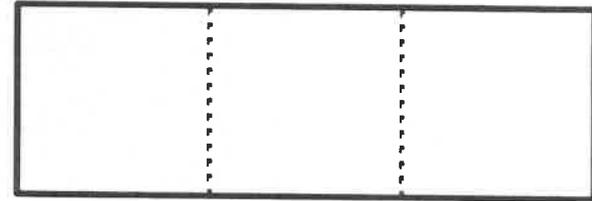


cone

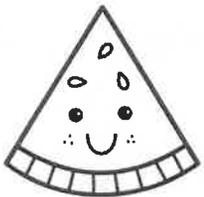
I have **0** flat sides. I can roll like a beach ball. **Who am I?**

I am a \_\_\_\_\_.

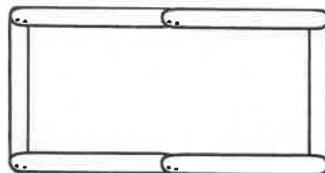
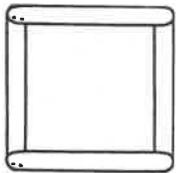
5. How many **smaller** shapes  did it take to create the bigger shape .



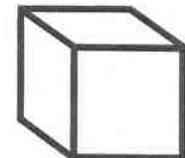
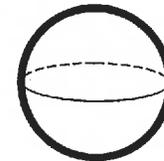
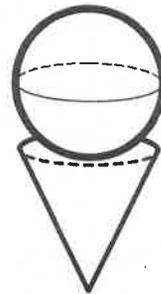
6. Which shape looks like a **triangle**?



Look for a shape with **3** vertices!

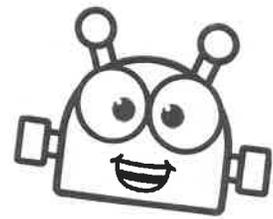


7. Color  the shapes you need to build the ice cream figure.



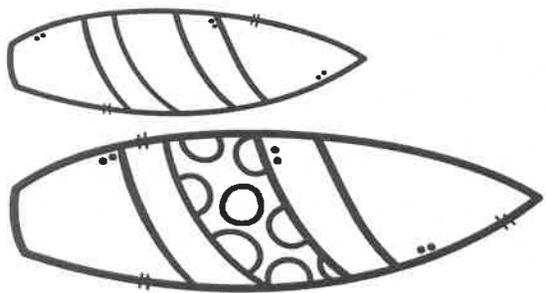
Name: \_\_\_\_\_

# TOPIC 14 Practice



I can **describe** and **compare** measurable attributes.

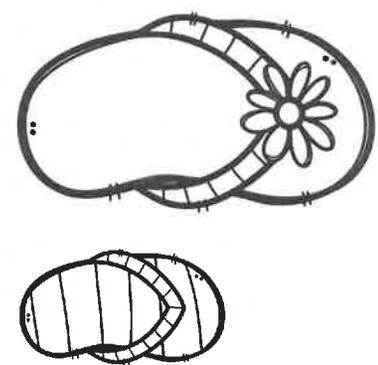
1. **Circle** the longer objects. Cross out **X** the shorter objects.



surfboards

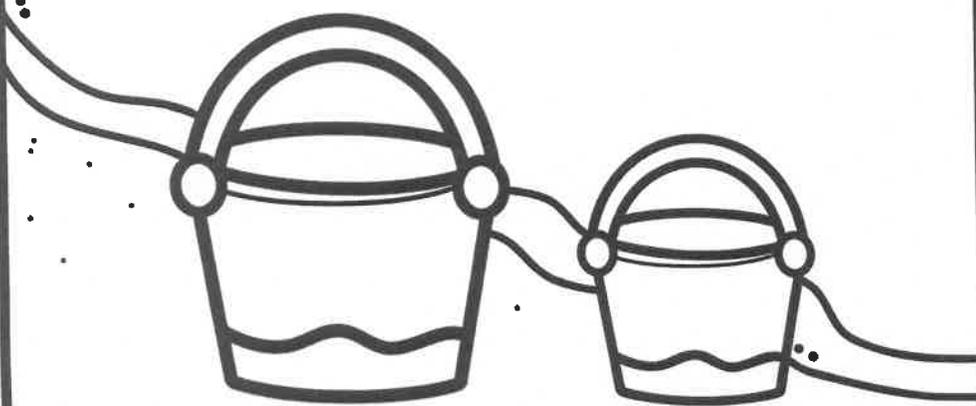


signs

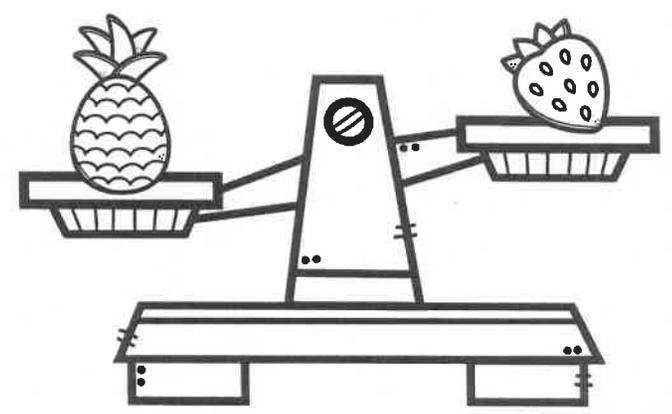


flip flops

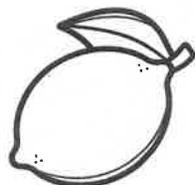
2. **Circle** the bucket that holds more.



3. **Circle** the heavier fruit. Cross out **X** the lighter fruit.



4. Which lemonade ingredient can be measured using the tool on the left?



lemon



ice

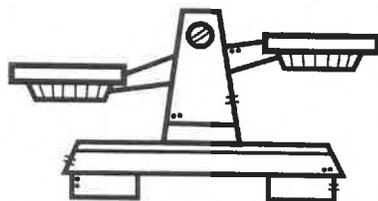
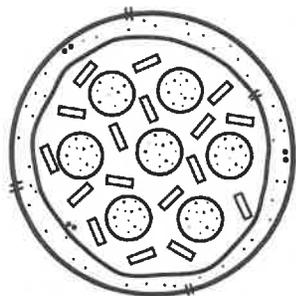
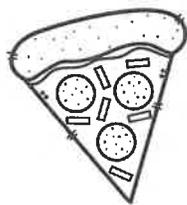


water



sugar

5. Circle the pizza that weighs more.  
Color  the tool to measure weight.



6. Count the cubes to measure how tall the ice cream is.



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