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
- www.mathgames.com/grades
- www.mathplayground.com

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

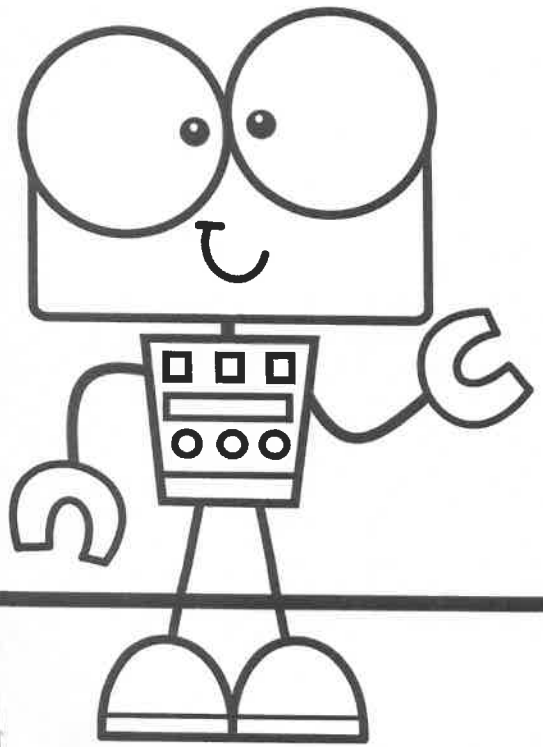
Sincerely,

Mrs. Jessica Flanagan
Preschool/Elementary Principal

_____'s

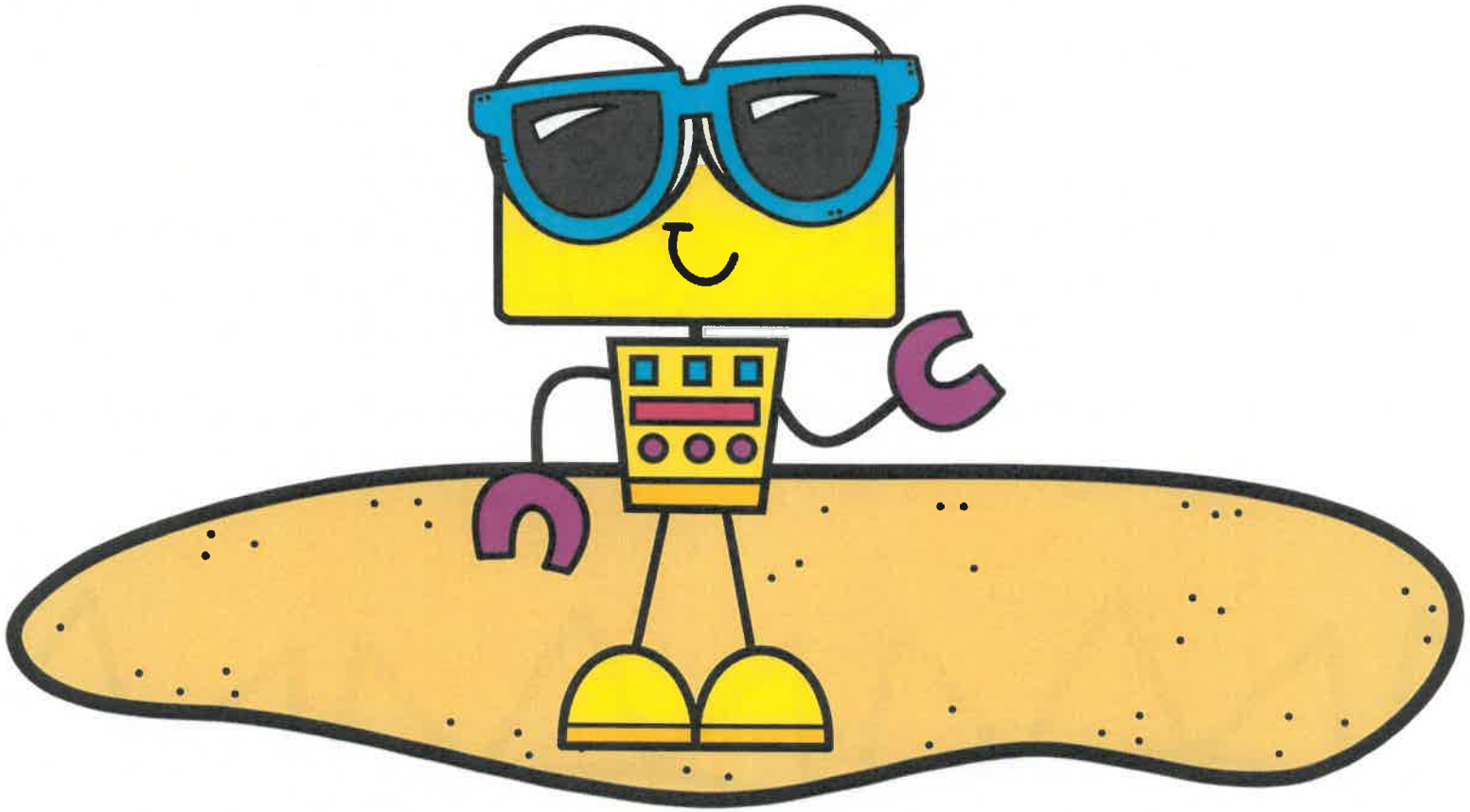
BACK TO SCHOOL

Math Packet



TOPICS 1-15

Review Sheets



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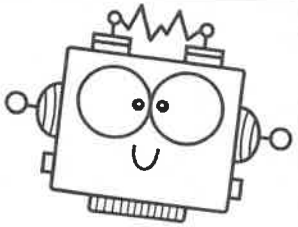
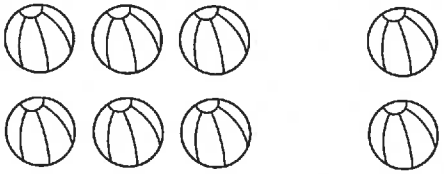
TOPIC 1 Practice



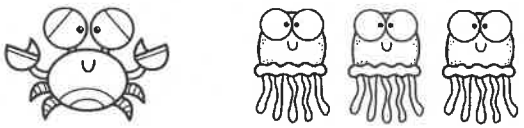
I can understand **addition** and **subtraction**.

1. 6 balls. 2 more balls. How many balls <u>in all</u>?



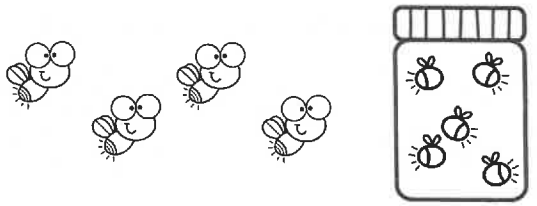
_____ + _____ = _____

2. 1 crab. 3 jellyfish. How many animals <u>in all</u>?



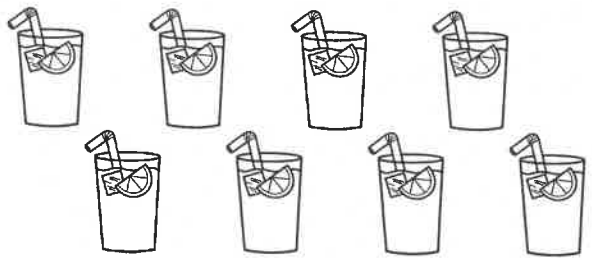
_____ + _____ = _____

3. 4 fireflies outside. 5 fireflies in the jar. How many <u>in all</u>?



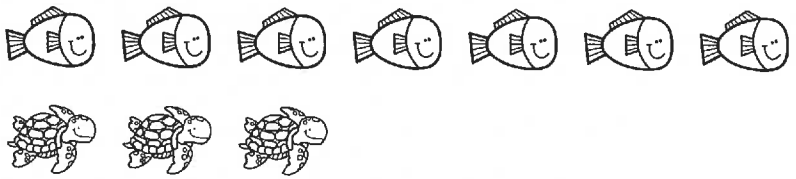
_____ + _____ = _____

4. Jen made 8 glasses of lemonade. She sold 2 glasses. How many are <u>left</u>?



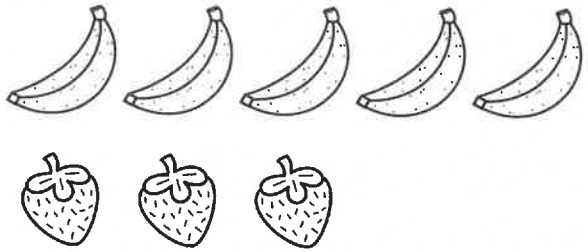
_____ - _____ = _____

5. There are 7 fish and 3 sea turtles. <u>How many more</u> fish than sea turtles are there?



_____ - _____ = _____

6. Jill has **5** bananas and **3** strawberries. How many fewer strawberries does she have?

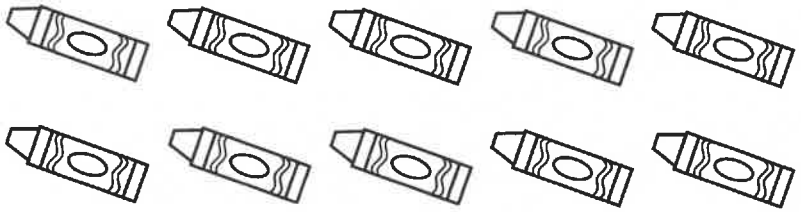


____ - ____ = ____

7. Tim had **3** shells. Then, he got **some** more. Now, he sees **10** shells in all. Fill in the missing number.

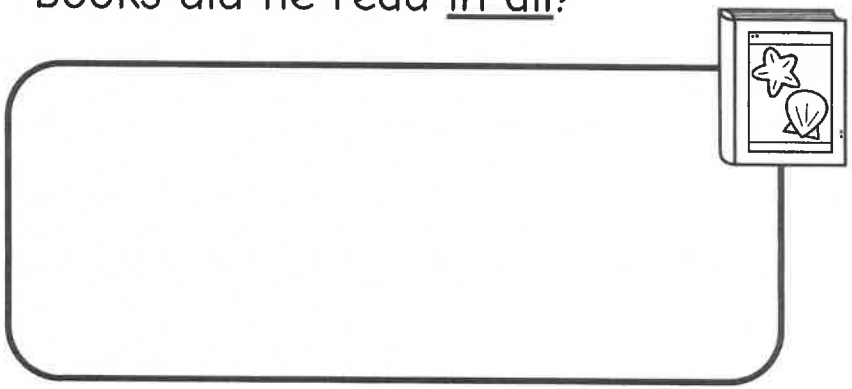
3 + ____ = 10

8. Fred has **10** crayons. He has **6** red crayons and the rest are blue. How many blue crayons does he have?



____ - ____ = ____

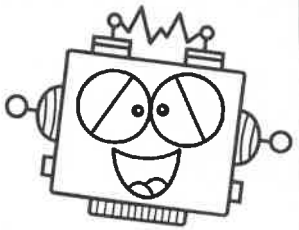
9. Last summer, Alex read **2** nonfiction books and **7** fiction books. How many books did he read in all?



____ + ____ = ____

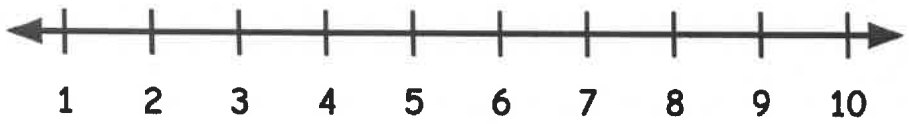
Name: _____

TOPIC 2 Practice



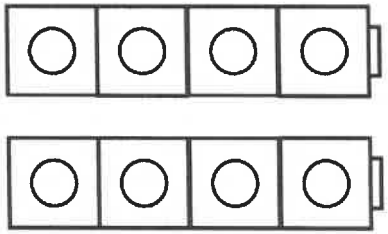
I can fluently **add** and **subtract** through 10.

1. Count on to **add**.



$6 + 3 = \_\_\_\_$

2. Write an equation to match the **cubes**.



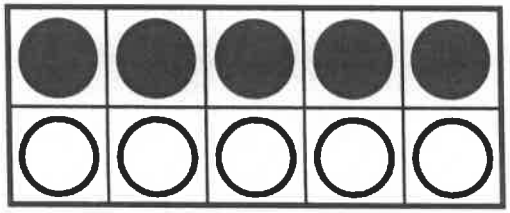
_____ + _____ = _____

3. Solve the **doubles fact** and the ***near*** **doubles**.

$2 + 2 = \_\_\_\_$

$2 + 3 = \_\_\_\_$

4. Write an equation to match the **ten frame**.



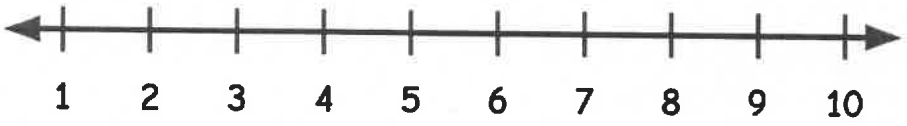
_____ + _____ = _____

5. Show <u>two ways</u> to **add** the numbers.

_____ + _____ = _____

_____ + _____ = _____

6. Count back to **subtract**.

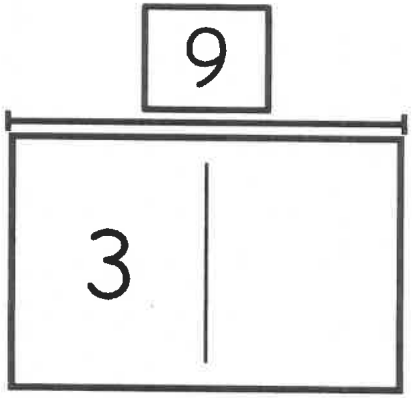


$8 - 6 = \_\_\_\_$

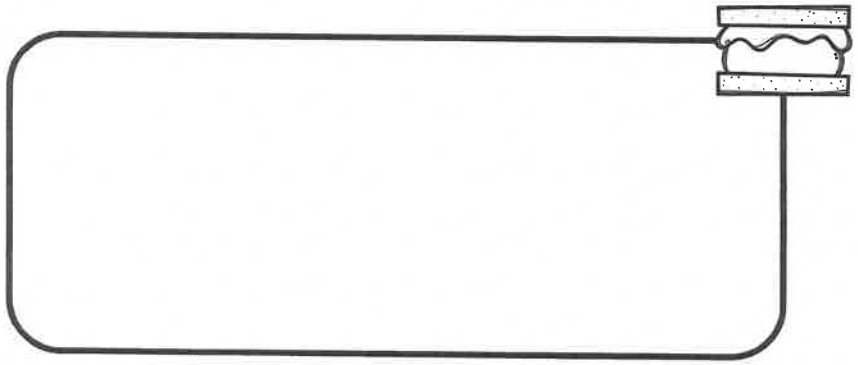
7. Draw  the **missing part** to solve each equation.

$3 + \_\_\_\_ = 9$

$9 - \_\_\_\_ = 3$



8. Ed made **10** smores at camp. His friends ate **4** of them. How many smores does Ed have <u>left</u>?

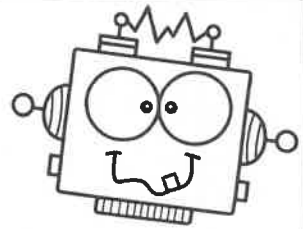


____ - ____ = ____

9. Pam fills a picnic basket with **5** items. Some are **sandwiches** and some are **apples**. Show the ways the basket *could* be filled.

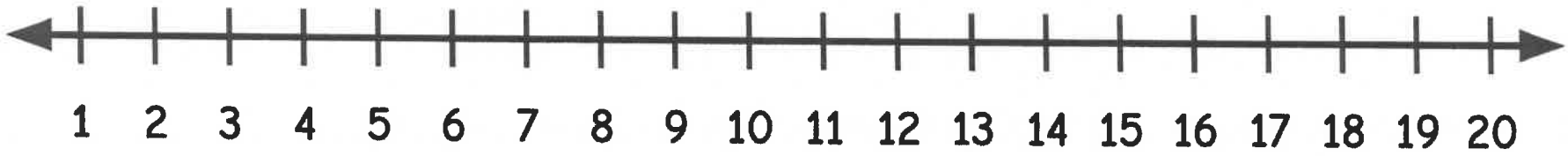
1	4
2	
3	
4	
5	0

Name: _____ **TOPIC 3** Practice



I can use strategies to **add** through 20.

1. Count on to **add**.

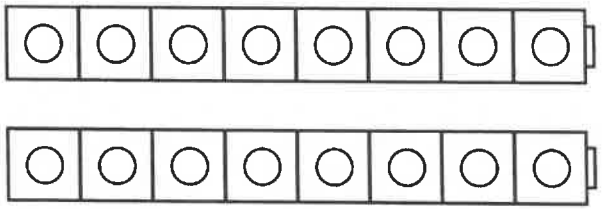


$8 + 6 =$ ____ $9 + 3 =$ ____ $7 + 7 =$ ____

2. Use the open number line to **solve**.

$12 + 4 =$ ____

3. What **doubles fact** do these cubes show? Write an equation and solve.

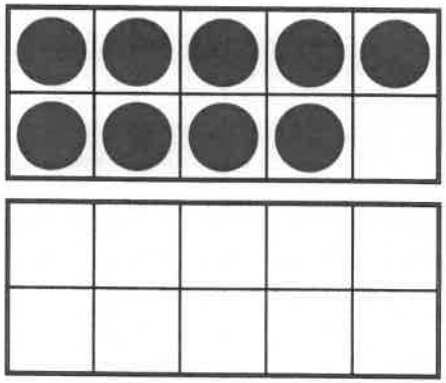


____ + ____ = ____

4. Add the **doubles**. Then, solve the **doubles plus** fact.

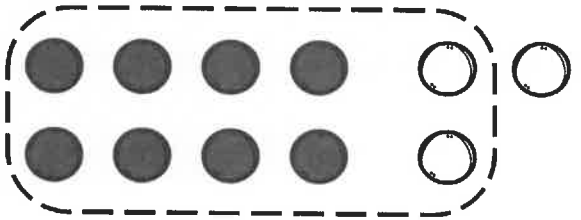
$$\begin{array}{r} 5 \\ +\ 5 \\ \hline \square \end{array} \qquad \begin{array}{r} 5 \\ +\ 6 \\ \hline \square \end{array}$$

5. Draw counters to solve.



$9 + 4 = \_\_\_\_$

6. Trace the group of **10** to help you solve.



$8 + 3 = \_\_\_\_$

7. Use **any strategy** to solve.

$4 + 4 = \_\_\_\_$

8. 10 seeds. 7 more seeds. How many <u>in all</u>?

$\_\_\_\_ + \_\_\_\_ = \_\_\_\_$

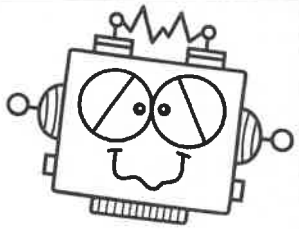
9. Is **8 + 7 = <u>16</u>**? Solve and (circle) an answer.

$8 + 7 = \_\_\_\_$

Yes ✓ No ✗

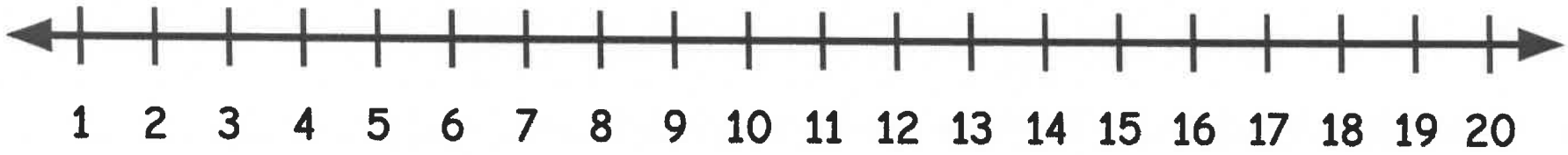
Name: _____

TOPIC 4 Practice



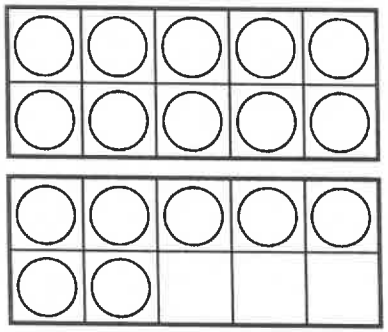
I can use strategies to **subtract** through 20.

1. Count back to find the **difference**.



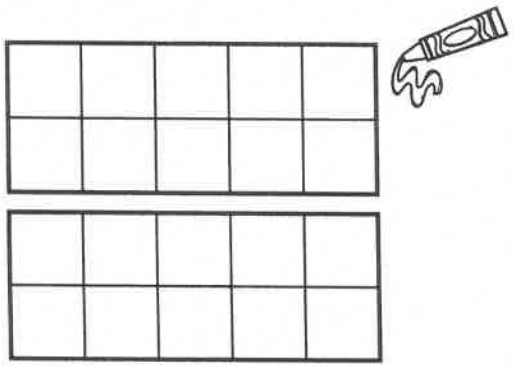
13 - 9 = ___ 15 - 6 = ___ 20 - 4 = ___

2. **Cross out** to subtract.



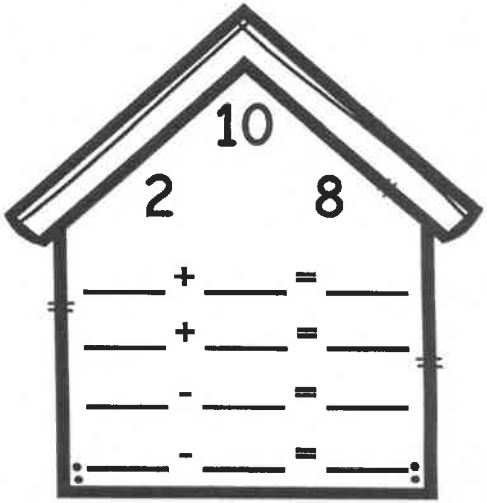
17 - 7 = ___

3. **Draw** counters. Solve.

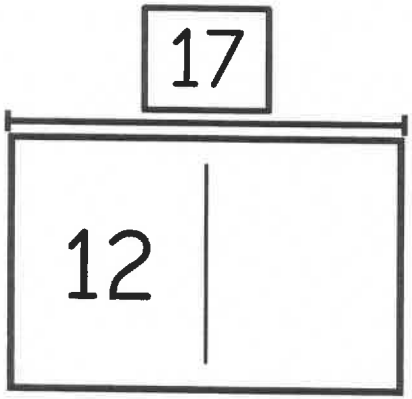


14 - 8 = ___

4. Write the **fact family**.



5. Draw the **missing part** and complete the **related facts.**



12 + ____ = 17

17 - ____ = 12

6. Solve and match the addition facts to the **related** subtraction facts.

8 + 6 = ____	13 - 4 = 9
5 + 3 = ____	8 - 3 = 5
4 + 2 = ____	14 - 8 = 6
9 + 4 = ____	6 - 4 = 2

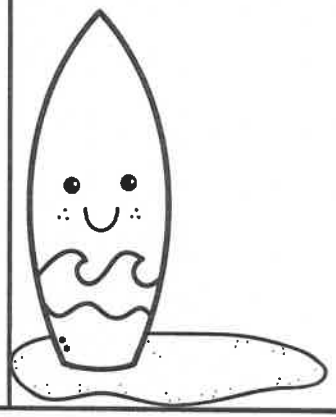
7. Use **any strategy** to solve.

16 - 9 = ____

8. **20** fish. **5** swim away. How many are <u>left</u>?

____ - ____ = ____

9. **13** surf boards. **8** are black. **The rest** are red. How many are <u>red</u>?



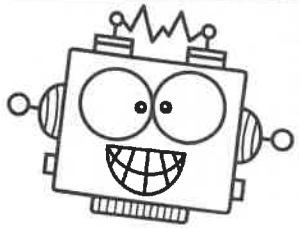
○ 2

○ 5

○ 10

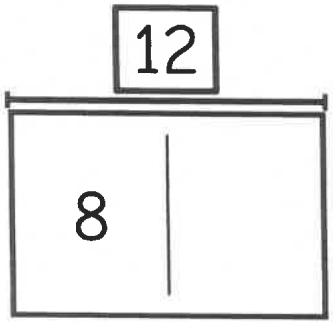
Name: _____

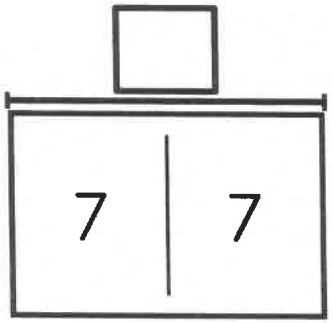
TOPIC 5 Practice



I can work with **addition** and **subtraction** equations.

1. Find the **missing numbers**.

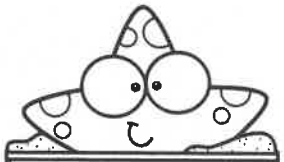




12 - 8 = ___

7 + 7 = ___

2. **Solve** both sides. Then, circle if it is a **true** ✓ or **false** ✗ equation.

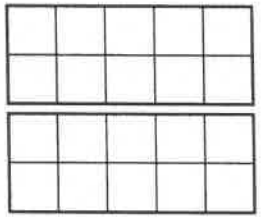


It is...

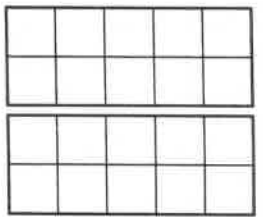
true ✓

false ✗

9 + 6 = ___



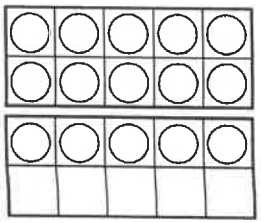
11 + 4 = ___

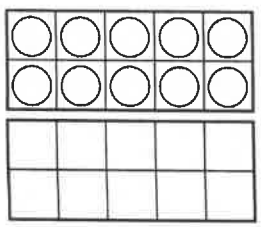


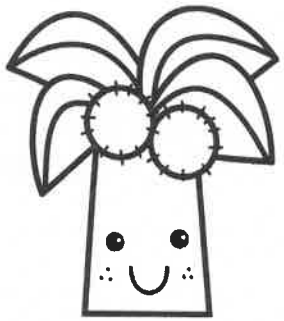
3. Write the **missing number** to make the equation **true**.

15 - 8 = ___

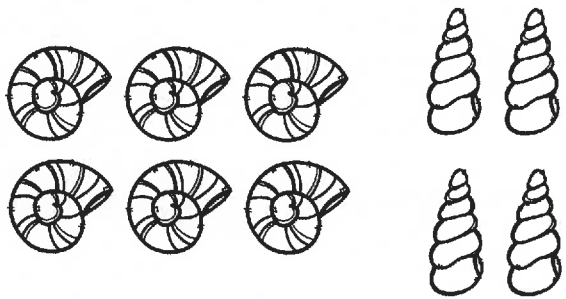
___ = ___







4. **Add** the seashells.



___ + ___ + ___ = ___

5. Carol went fishing. She caught **7** red fish, **3** yellow fish, and **4** blue fish. How many fish did she catch <u>in all</u>?

____ + ____ + ____ = ____

6. Lucy went for a hike. She saw **17** animals. **8** were squirrels and **the rest** were birds. How many were <u>birds</u>?

17	
8	____

____ - ____ = ____

7. Mike went on a zipline over a lake. He flew past **4** frogs, **4** swans, and **8** turtles. He says he saw **14** animals <u>in all</u>. Is he right? **Solve**. Then, choose ✓ your answer.

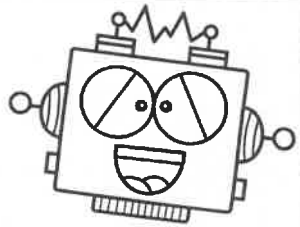
4 + 4 + 8 = ____

○ **Yes**, Mike is right!

○ **No**, Mike is not right.

Name: _____

TOPIC 6 Practice



I can represent and interpret **data**.

1. Count and draw **tally marks** to show how many votes each activity got.

Favorite Water Activity		
Floating	Surfing	Swimming

2. Turn the data from above into a **picture graph**.

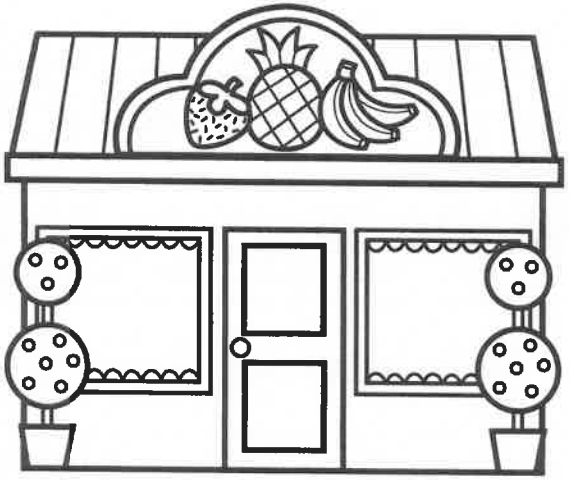
Favorite Water Activity							
Floating							
Surfing							
Swimming							

3. Answer the **questions**.

Which activity got the **MOST** votes? _____

Which activity got the **FEWEST** votes? _____

4. The shop sold **12** smoothies in all. **8** were strawberry smoothies. **The rest were banana** smoothies. How many banana smoothies did the shop sell?



Smoothies								
Strawberry								
Banana								

The shop sold _____ banana smoothies.

5. Rick asked **18** friends what their favorite ocean animal is. **7** friends like sharks, **5** friends like sea turtles, and **the rest** like crabs. Finish the tally chart and answer the questions.

Favorite Ocean Animal		
Sharks	Sea Turtles	Crabs
𝍸		

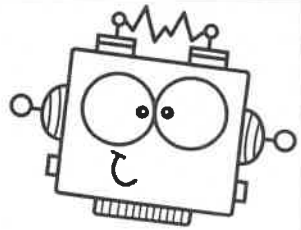
Which animal had the **fewest** votes?

_____

How many more votes did sharks get than crabs? _____ more

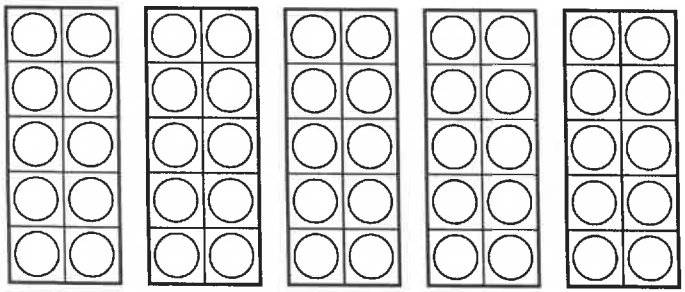
Name: _____

TOPIC 7 Practice



I can **extend** the counting sequence.

1. Count by **10s**. Write the number.



5 tens is _____

2. Count forward by **1s**. Fill in the missing numbers.

16, 17, _____, _____, 20, 21

22, _____, 24, _____, _____

3. Count by **1s**. Use the **number chart** to help.

➢ 53, _____, 55, 56, _____, _____, 59, 60

➢ _____, 82, 83, _____, _____, _____, 87

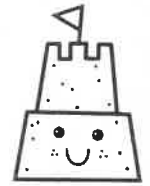
➢ _____, _____, 5, 6, _____, 8, _____, 10

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

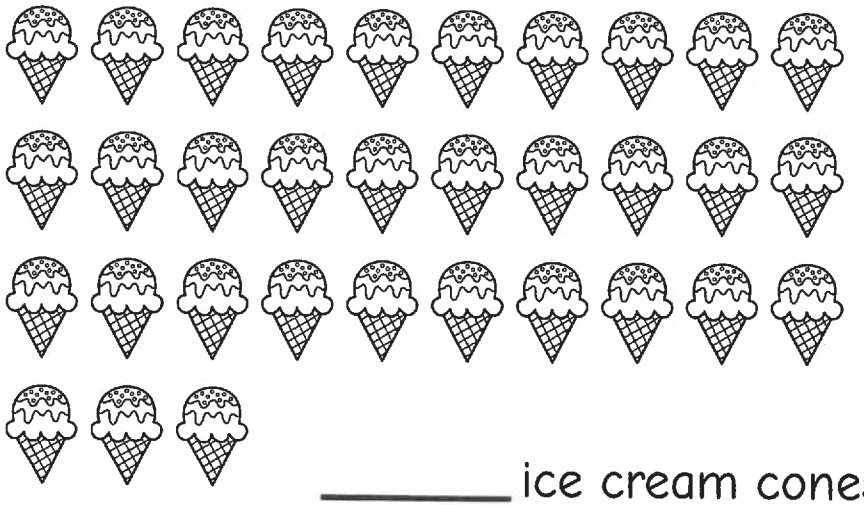
4. Jon is counting by **10s**. Fill in the numbers he will say next.

30, 40, ____, ____, ____

5. Start at **62**. Count on by **1s** and stop at **66**.

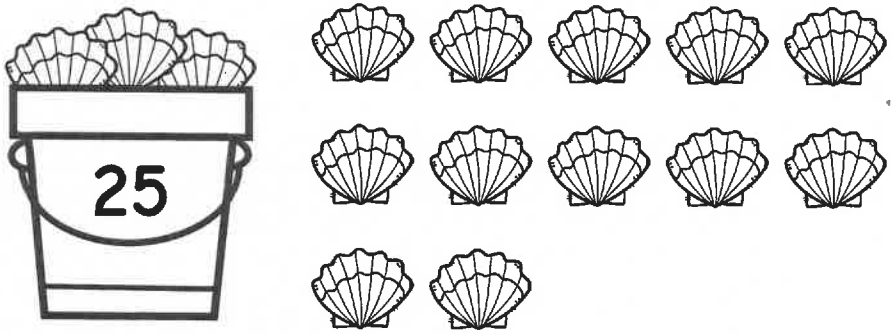


6. **Count** the objects. Then, write how many there are <u>in all</u>.



_____ ice cream cones

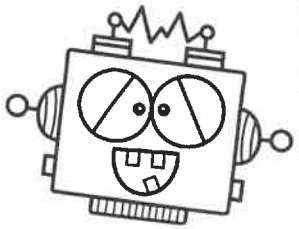
7. How many shells <u>in all</u>? Count on by **10s** and **1s**. (Circle) a group of 10.



_____ shells

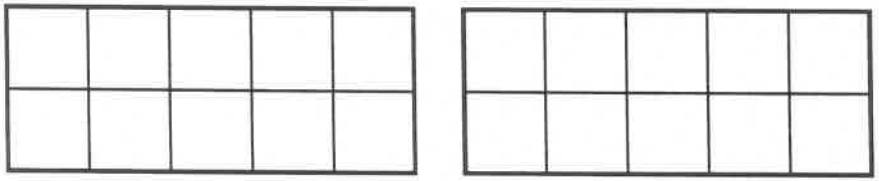
Name: _____

TOPIC 8 Practice



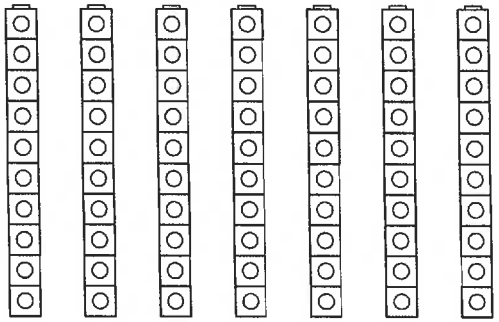
I can understand **place value**.

1. Draw  **counters** to show the number being described.



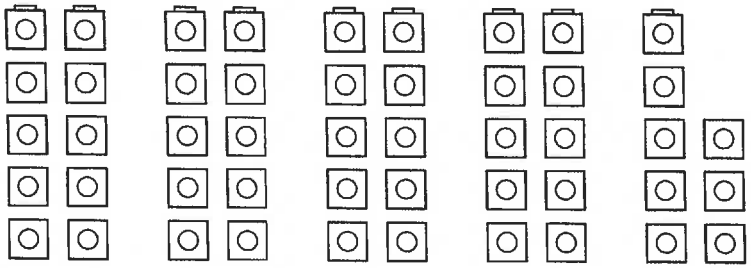
16 is 1 ten and 6 ones.

2. How many tens and ones are in **70**?



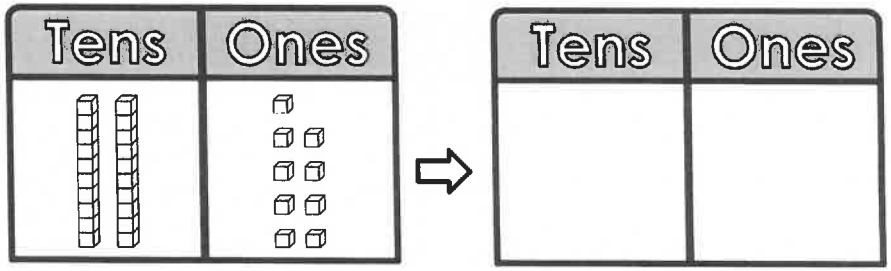
_____ tens and _____ ones is 70.

3. Circle groups of **10**. Then, write the numbers.



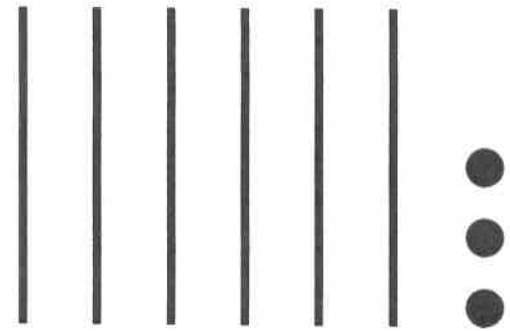
_____ groups of **10** and _____ ones is _____.

4. Count the **tens** and **ones**. Then, write the numbers.



_____ tens and _____ ones is _____.

5. Fill in the **tens** and **ones**.



63 is _____ tens and _____ ones.

6. Draw ✎ two different models to show the number **12**.

12 ones

1 ten and 2 ones

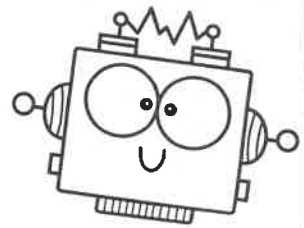
7. Jill and Mike paddled 42 times to cross the lake. Fill in all the ways to make the number **42**. Then, draw a model of the number 42.

Tens	Ones
0	42
2	22
	12
4	2

Here is one way to draw 42:

Name: _____

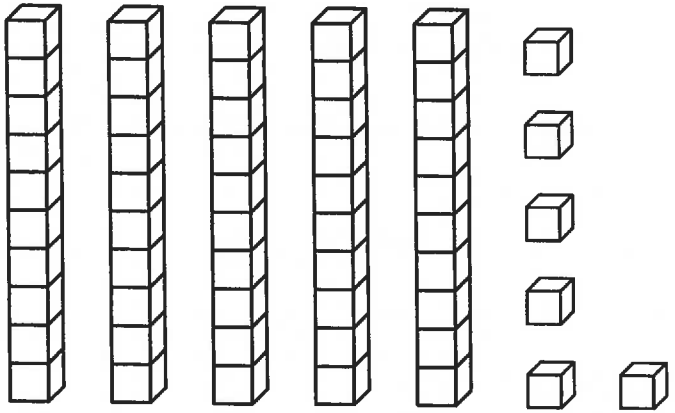
TOPIC 9 Practice



I can **compare** two-digit numbers.

1. Add blocks or take away blocks to show ways to **change the number**.

56



1 more than 56 is _____.

1 less than 56 is _____.

10 more than 56 is _____.

10 less than 56 is _____.

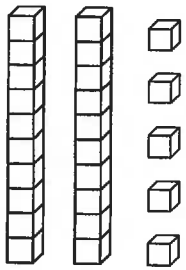
2. Complete the **missing parts** of the number chart.

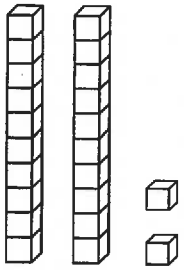
Ten Less		
13		
One Less		One More
22		24
	Ten More	
	33	

Ten Less		
68		
One Less		One More
77		79
	Ten More	
	88	

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

3. Write numbers to match each model. Then, circle the correct words.





_____ is greater than / is less than _____.

4. Write >, <, or = to make each **true**.

16 ◯ 16 83 ◯ 59

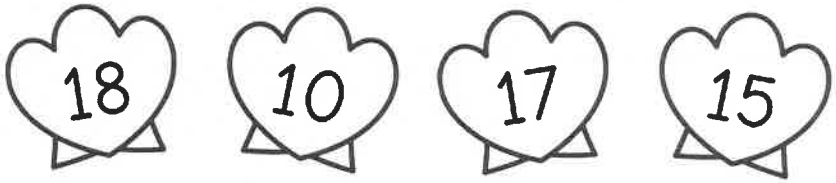
7 ◯ 41 30 ◯ 30

28 ◯ 22 19 ◯ 91

5. Write a number to make each **true**. Use the number line to help.

66 > ____ 64 < ____

6. Use the **clues** to guess the number.

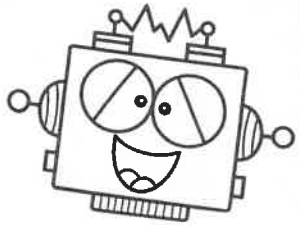


I am less than 16.
I am greater than 12.
What number am I?

_____

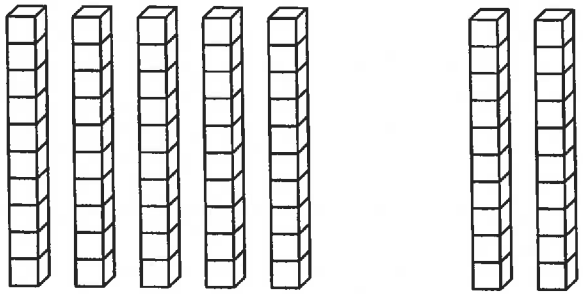
Name: _____

TOPIC 10 Practice



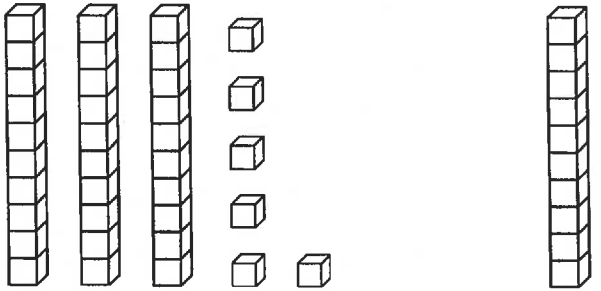
I can use models and strategies to **add tens**.

1. Write an equation to match.



____ + ____ = ____

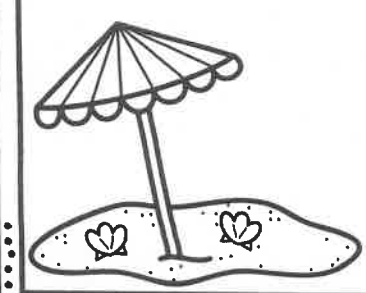
2. Use **mental math** to solve.



36 + 10 = ____

3. Use the **partial number chart** to add.

54 + 5 = ____ 60 + 30 = ____



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

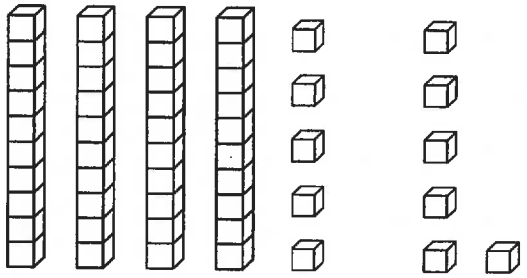
4. Use the **open number line** to solve.

72 + 4 = ____

5. Add. Draw  **blocks** to show your work.

$21 + 7 = \_\_\_\_$

6. Make a **ten** to add.



$45 + 6 = \_\_\_\_$

7. Use a **model** to add.

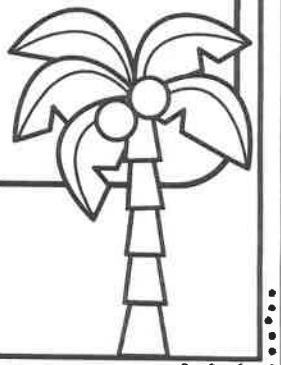
$33 + 18 = \_\_\_\_\_$

Make a ten? _____

8. Solve any way you choose. Draw or explain what you did.

$39 + 15 = \_\_\_\_$

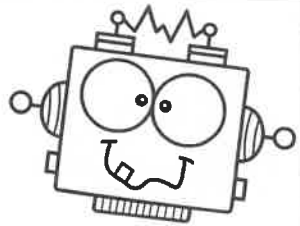
9. There are **22** small coconuts and **25** large coconuts. How many <u>in all</u>?



____ + ____ = ____

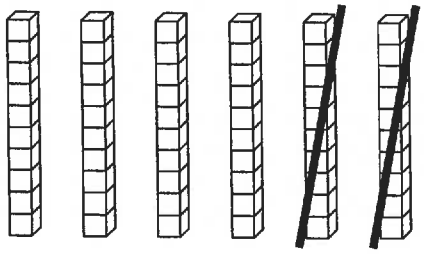
Name: _____

TOPIC 11 Practice



I can use models and strategies to **subtract tens**.

1. Write an equation to match the **models**.



_____ - _____ = _____

2. Subtract using the **number chart**. Move up ⇧ a row each time you count back by tens.

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

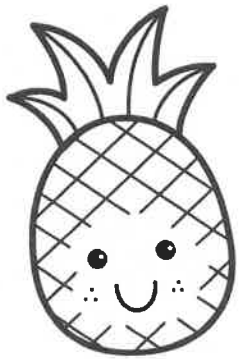
40 - 20 = ___ 70 - 10 = ___

80 - 30 = ___ 90 - 20 = ___

3. Use the **open number line** to solve.

50 - 20 = ___

4. **Think addition** to subtract. Fill in the missing numbers.



30 + _____ = 60, so

60 - 30 = _____

5. Use **mental math** to find <u>10 less</u> than each number. Draw  models if needed.

30 - 10 = ____

64 - 10 = ____

82 - 10 = ____

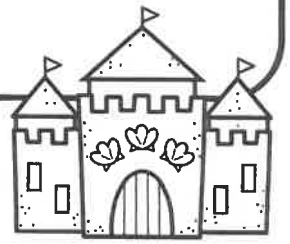
6. Use the **partial number chart** to help.

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

57 - 20 = ____ 38 - 10 = ____

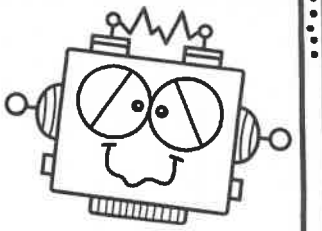
7. Kayla made **26** sandcastles. **10** got washed away. How many are <u>left</u>?

____ - ____ = ____



Name: _____

TOPIC 12 Practice

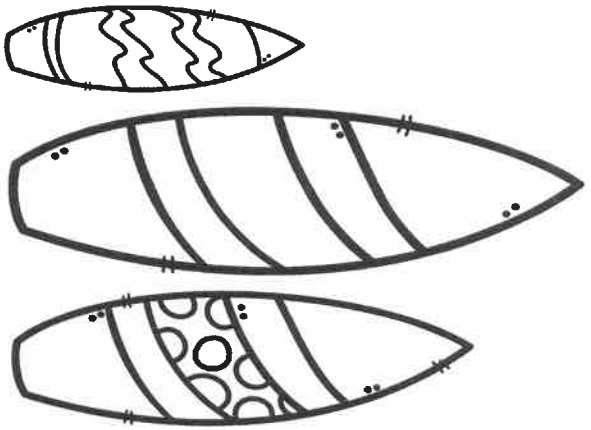


I can **measure length** using different strategies.

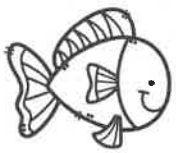
1. Use lines to show which surfboard is the **longest** and which one is the **shortest**.

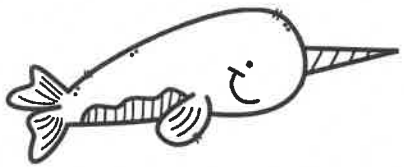
longest

shortest

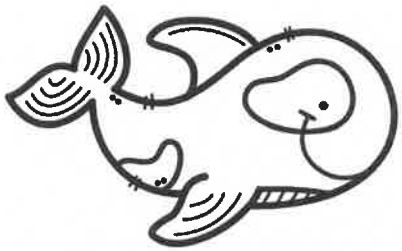


2. Circle the correct ocean animal. Use the **string** to help.



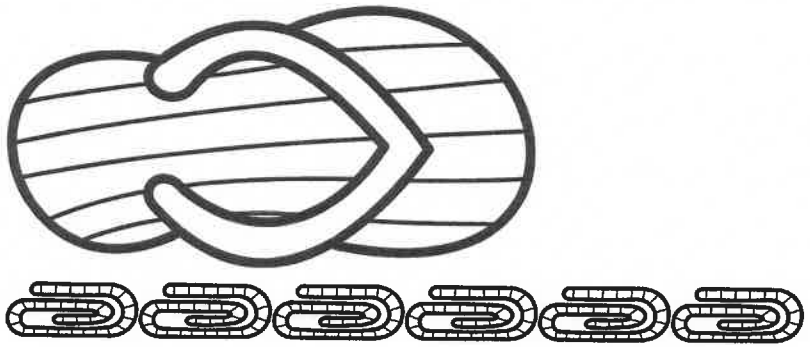


Find the **shorter** animal.

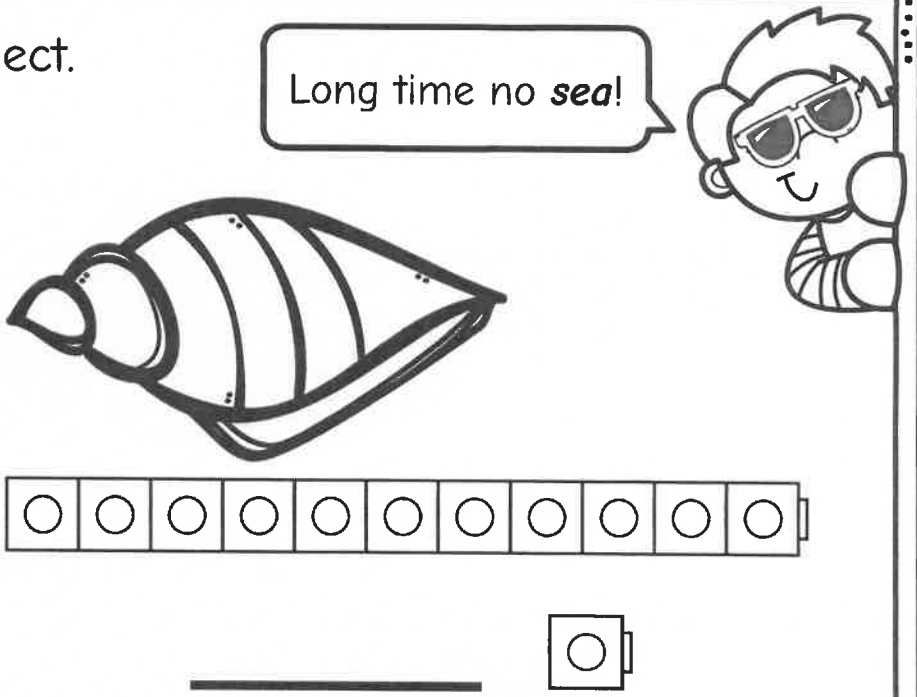


Find the **longer** animal.

3. Use the **indirect units** to measure each object.

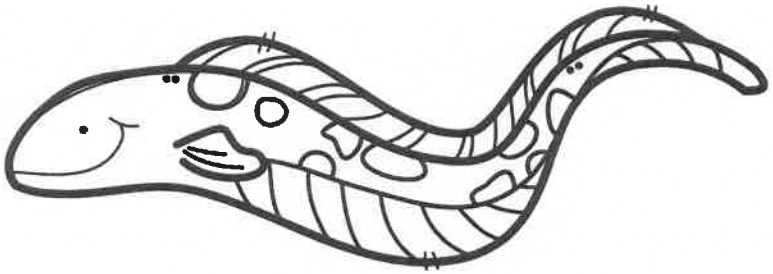


_____

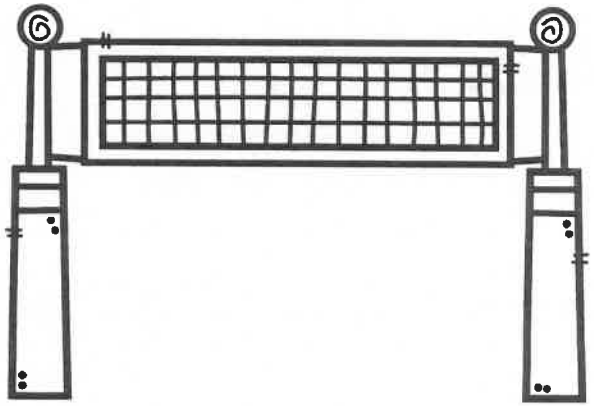


_____

4. (Circle) the **tools** you need to measure the objects below.



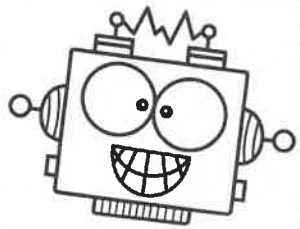
straws string & straws



straws string & straws

Name: _____

TOPIC 13 Practice



I can tell the **value of coins** and I can tell **time**.

1. Complete the sentence. Then, color all of the **nickels**.

A nickel is worth _____ ¢.

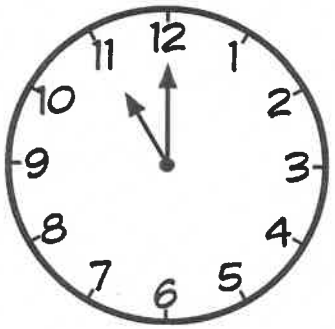
2. Skip count the dimes by **10s**. Then, write how much money there is <u>in all</u>.

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

In All

_____ ¢

3. Write the time shown on the clock.

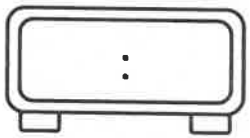


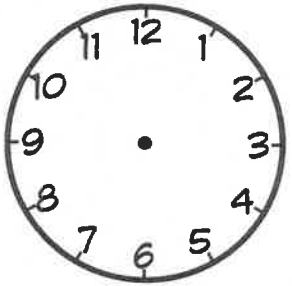
hour hand: _____

minute hand: _____

It is _____ o'clock.

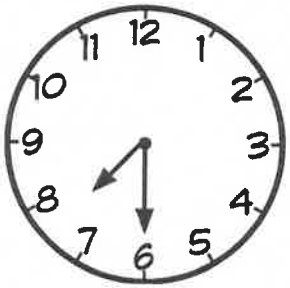
4. Jim is getting ice cream at **5 o'clock**. Write the digital time and draw the hands on the analog clock.

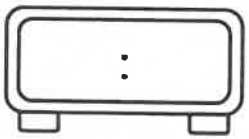




5 o'clock

5. Mary will keep reading until the time shown. Write the digital time.



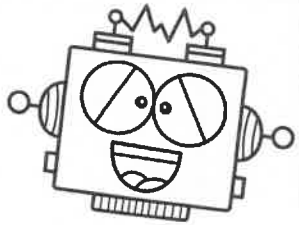


6. What activity are the campers doing at **9 o'clock** at night? (Circle) it.

Camp Schedule for Night	
Time	**Activity**
8:00	Make Smores 
9:00	Star Gazing 
9:30	Sleep in Tents 

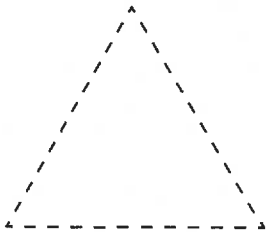
Name: _____

TOPIC 14 Practice



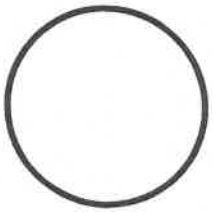
I can reason with **shapes** and their **attributes**.

1. Trace the triangle. How many straight sides?



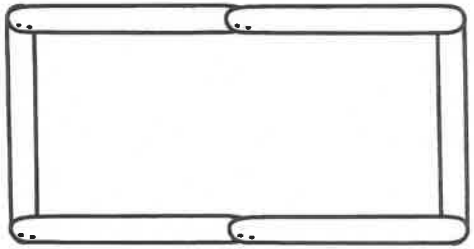
_____ straight sides

2. All circles have 4 straight sides.



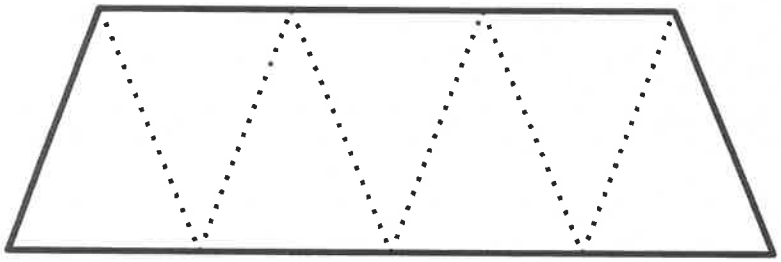
True ✓ **False** ✗

3. Which **shape** is made with the sticks?



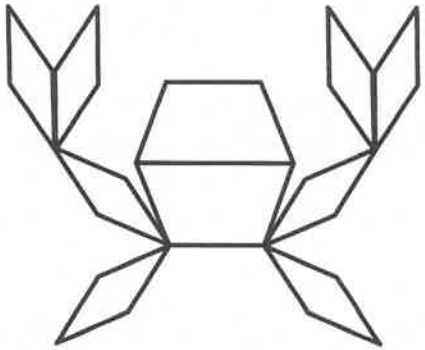
○ rectangle ○ hexagon

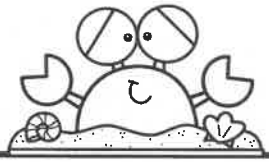
4. How many **triangles** △ are in this shape?



_____ triangles △

5. Chris built a crab with shapes. Which shapes did he **NOT** use?





○ trapezoids

○ squares

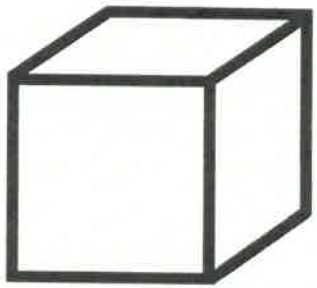
○ rhombuses

6. Look at the **cube**. How many of each does the shape have?

Flat sides: _____

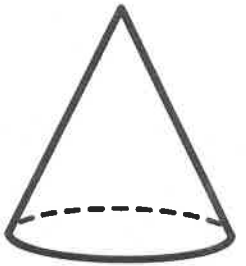
Edges: _____

Vertices: _____



7. Check off ✓ the words that are **true**.

All cones...



☐ have 1 edge ☐ have 0 flat sides

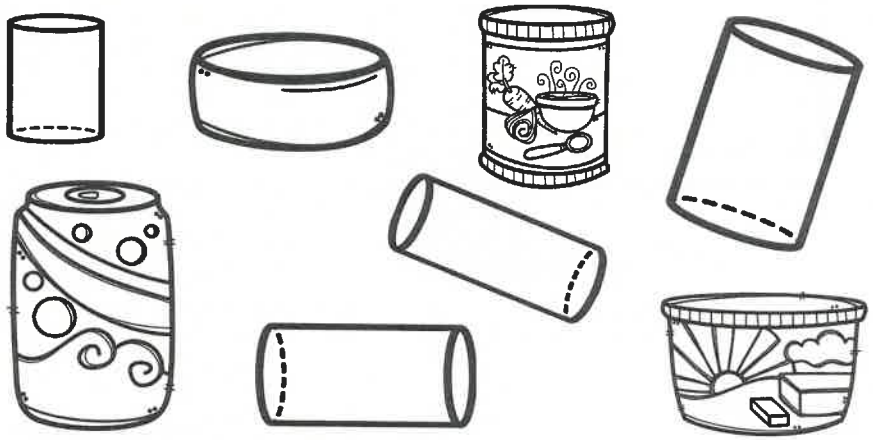
☐ are white ☐ have 1 vertex

8. What **shape** is a beach volleyball?

☐ cone ☐ cube

☐ sphere ☐ cylinder

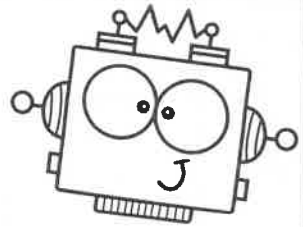
9. All of the shapes below are **cylinders**.



True ✓ **False** ✗

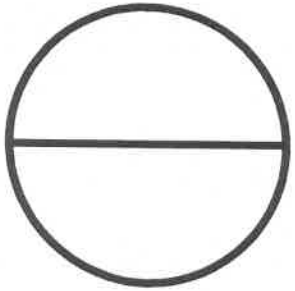
Name: _____

TOPIC 15 Practice

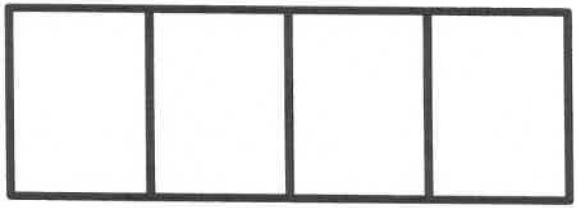


I can make and understand **equal shares**.

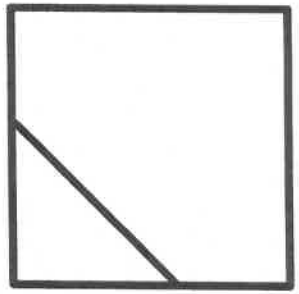
1. Do the shapes show equal shares? (Circle) your answers.



Yes ✓ No ✗

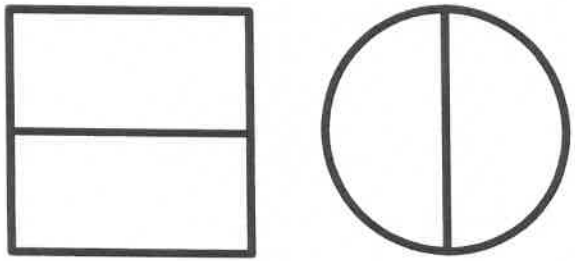


Yes ✓ No ✗

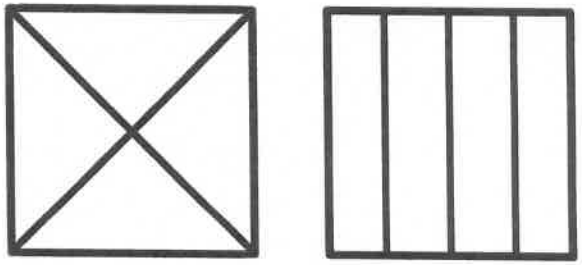


Yes ✓ No ✗

2. Color in **halves** or **fourths** to show shares that match the words below.



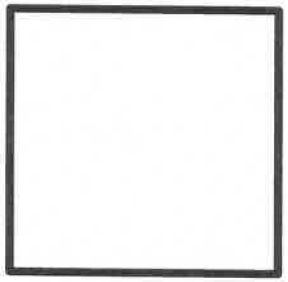
One **half** yellow



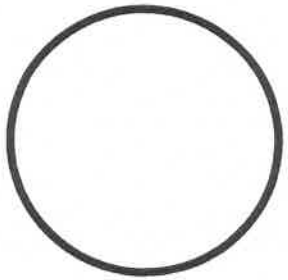
One **fourth** blue

3. **Divide** the shapes and **color** the correct amount.

One **quarter**

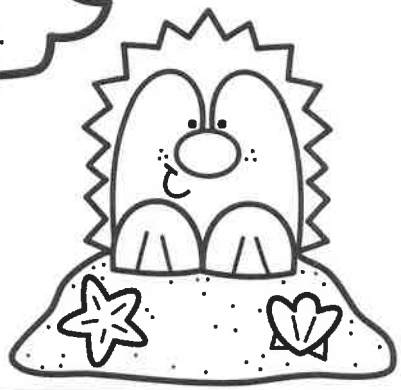


One **half**



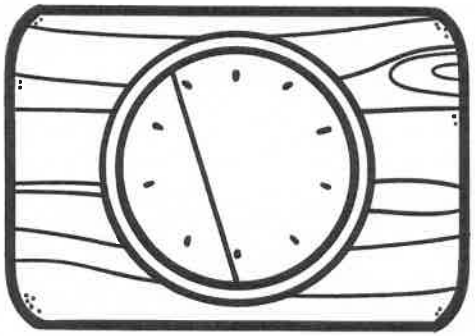
One **fourth**

Circle the shape with the **LARGEST** shares.



4. Beth wants to share a snack with her brother. She cuts a watermelon into **2 shares**. Is this a fair way to share her snack? Explain.

Beth's watermelon:



Is this a fair way to share?