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

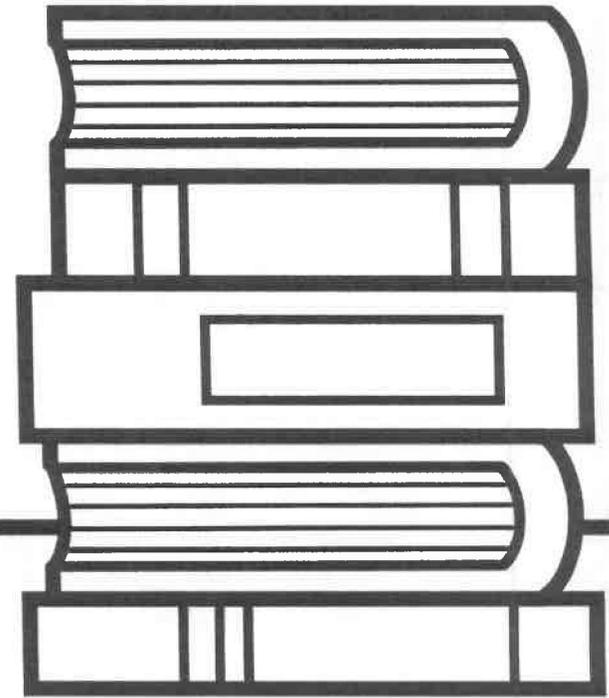We look forward to seeing you in September! Enjoy your summer!
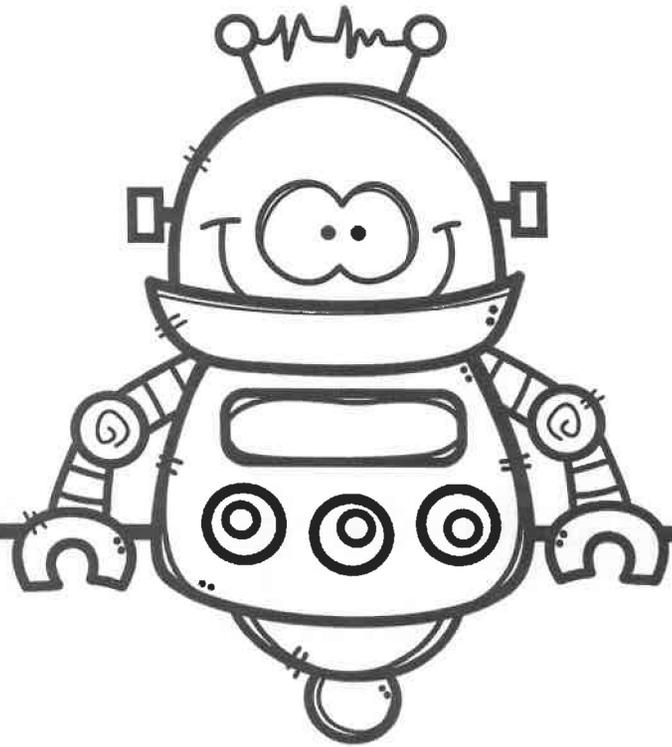
Sincerely,

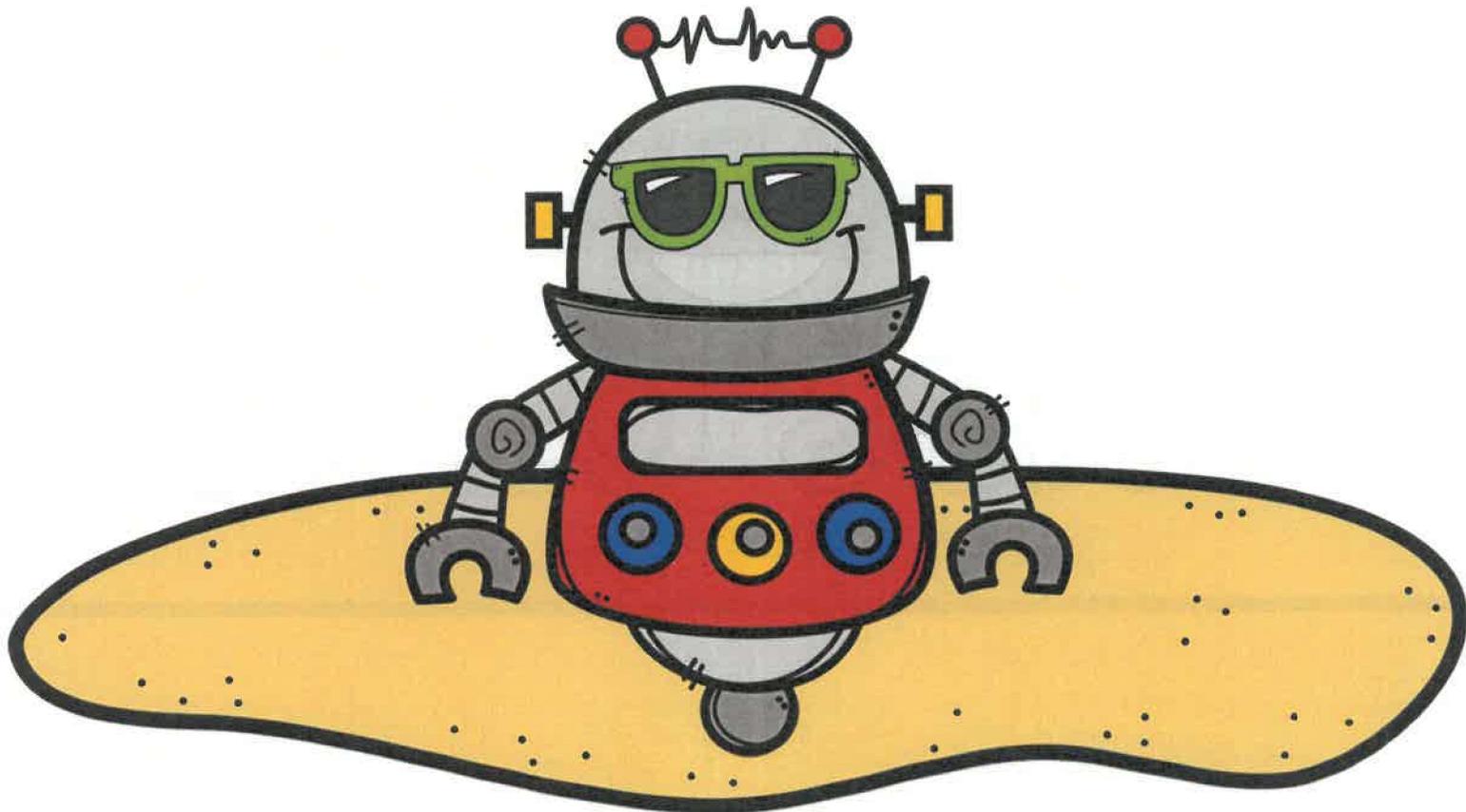Mrs. Jessica Flanagan
Preschool/Elementary Principal
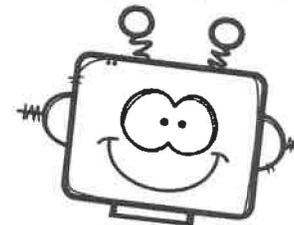
_____'s

BACK TO SCHOOL

Math

Packet

TOPICS 1-15
Review Sheets

TOPIC 1 Practice

I can fluently **add** and **subtract** within 20.
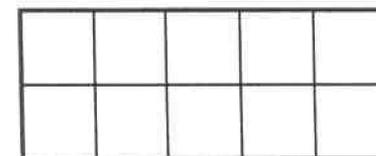
1. Add. Then, <u>FLIP</u> the **addends** and solve.

$\underline{7}$ + $\underline{5}$ = _____

_____ + _____ = _____
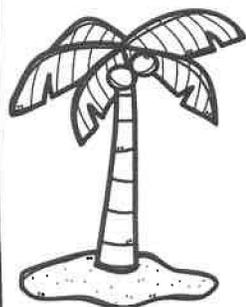
2. Solve the **doubles** and **near doubles** facts.

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

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

3. Make a 10 to **add**.

$9 + 6 =$ _____

4. Which equations show a sum of **12**?

○ $6 + 6 = ?$

○ $7 + 3 = ?$

○ $8 + 4 = ?$

5. Use the **number line** to solve each equation.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
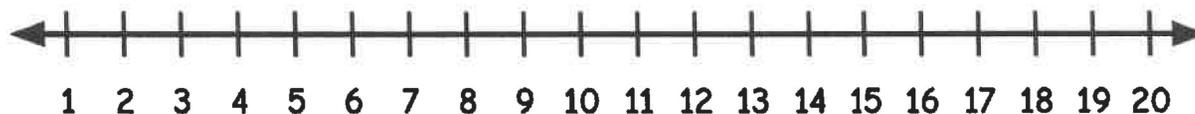
$11 - 4 =$ _____ $13 - 8 =$ _____
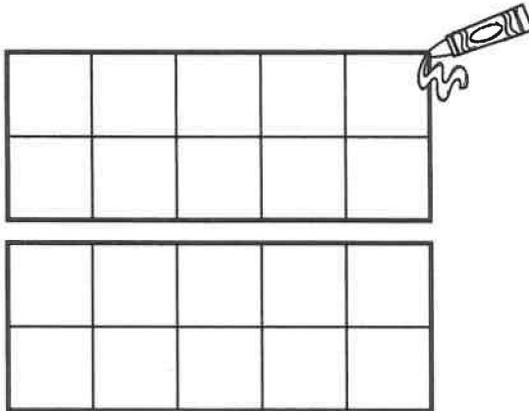
6. Write the **fact family**.

3   17   20

___ + ___ = ___

___ + ___ = ___

___ - ___ = ___

___ - ___ = ___

7. **Draw** counters. Solve.

$16 - 8 = $ ___

8. **Add** or **subtract**.

$$10 + 4$$
☐

$$18 - 6$$
☐

$$20 - 5$$
☐

$$13 + 3$$
☐

9. Jen had **19** shells in her bucket. She dropped **9** shells. How many shells does she have <u>left</u>?

___ - ___ = ___

10. Bob scored **12** points and Jim scored **7** points during beach volleyball. Bob says they scored **20** points <u>in all</u>. Do you agree? Solve and circle one.
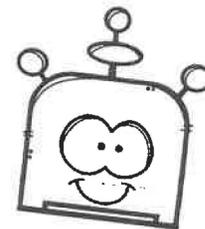
$12 + 7 = $ ___
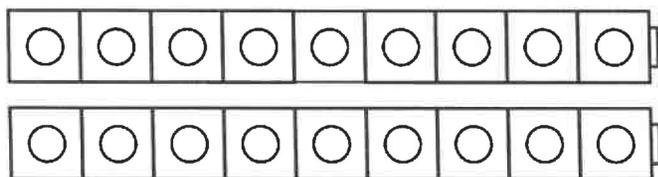
Agree ✓   Disagree ✗

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TOPIC 2 Practice

I can work with **equal groups**.

1. Look at the number. (Circle) if it is **even** or **odd**. Then, write an equation.

18

____ + ____ = ____

| even | or | odd |

2. Add to find the number in the model. (Circle) if it is **even** or **odd**.
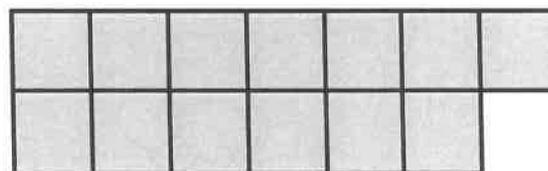
____ + ____ = ____

| even | or | odd |
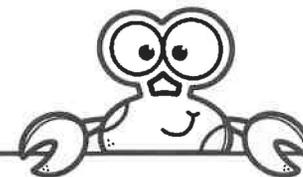
3. Write **two equations** to match the array. Add the **rows** ⇨. Then, add the **columns** ⇩.

rows ⇨ ____ + ____ + ____ = ____

columns ⇩ ____ + ____ + ____ + ____ + ____ = ____

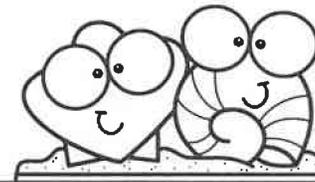**4.** Draw ✏ circles to make the **array**. Then, use **repeated addition** to solve.
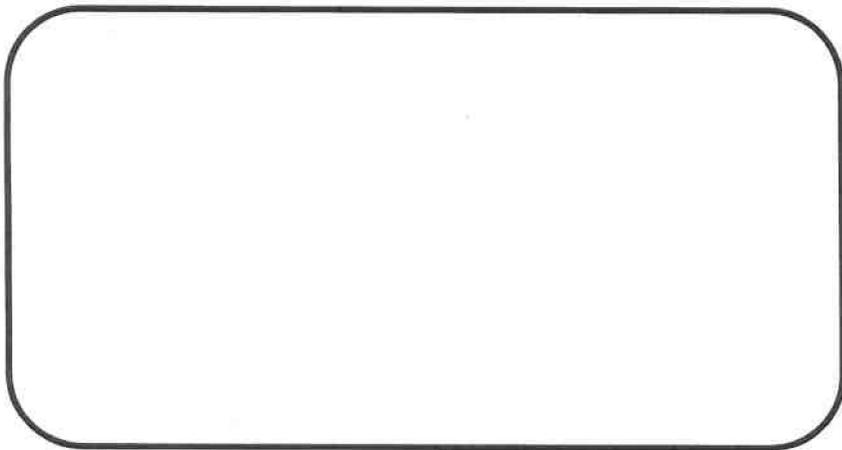
4 columns ⇩.

3 circles in each one.
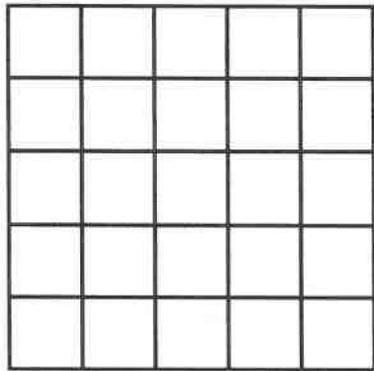
The ice cream man put cones into **4** columns with **3** cones in each one. How many cones are there _in all_?

____ + ____ + ____ + ____ = ____

5. Beth drew an array with **16** total shells. Draw ✏ a picture of what Beth's **array** might look like. Then, write an **equation**.

Equation:

_____

TOPIC 3 Practice

I can **add** within **100** using different strategies.

1. Use the **hundred chart** to add. Draw arrows if needed.

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

$52 + 10 =$ _____ $36 + 14 =$ _____

$78 + 6 =$ _____ $40 + 32 =$ _____

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

61

$61 + 15 =$ _____

3. **Break apart** the second addend to find the sum.

$45 + 12 =$ _____

4. Use **compensation** to add numbers easier. **Draw** counters to help.

$$19 + 12 = \underline{}$$
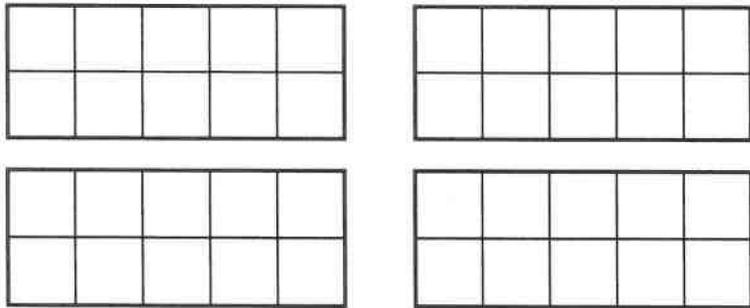
5. Use **any strategy** to solve.

$$42 + 26 = \underline{}$$

6. Tom saw **10** red and **8** blue surfboards. Then, he saw **5** green boards. How many did he see <u>in all</u>?

$$\underline{} + \underline{} = \underline{}$$
red   blue   sum

$$\underline{} + \underline{} = \underline{}$$
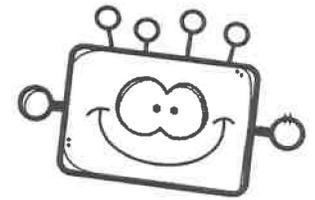sum   green   in all

7. There were **22** kids in the water and **18** kids on the sand. How many kids are there <u>in all</u>? Use **pictures**, **words**, or **numbers** to show your work.

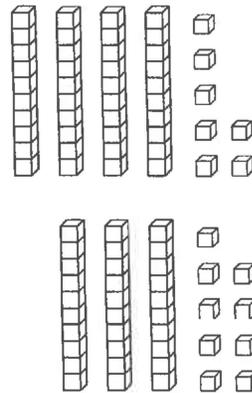_____ kids

Name: _____

I can fluently **add** within 100.

1. **Add** using blocks. (Circle) a group of ten if you need to **regroup**.

47 + 39 = _____

2. Draw a **model** with blocks to solve.

22 + 14 = _____

3. Use **partial sums** to add.

66 + 13 = _____
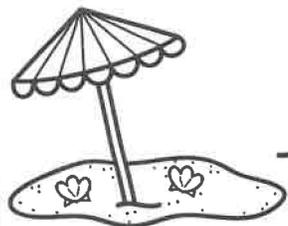
	Tens	Ones
	6	6
+	1	3

_____ + _____ =

_____ + _____ =

Sum =

4. Use partial sums or another strategy.

75 + 15 = _____

	Tens	Ones
	7	5
+	1	5
Tens =		
Ones =		
Sum =		

5. Use **mental math.**

$30 + 28 =$ _____
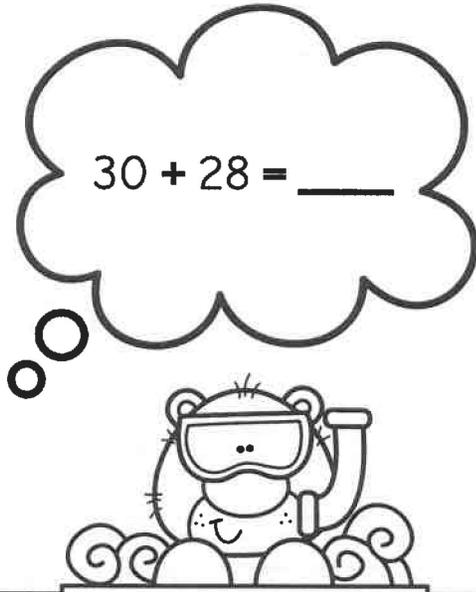
6. **Add** together the shells.

12   14   10

_____ + _____ + _____ = _____

7. Use *any* strategy.

$6 + 4 + 9 + 1 =$ _____

8. Paul saw **20** big and **7** small sea turtles. Then, he saw **6** more turtles. How many turtles did he see <u>in all</u>?
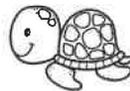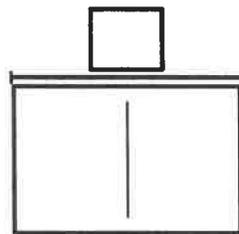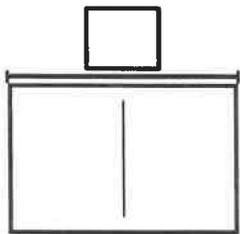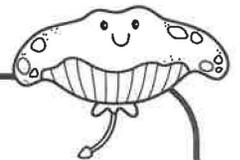
_____ + _____ = _____
big   small   sum

_____ + _____ = _____
sum   more   in all

9. There were **35** gray and **27** blue stingrays. How many <u>in all</u>? Make a model and solve.

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TOPIC 5 Practice
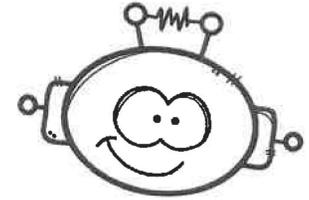
I can **subtract** within **100** using different strategies.

1. Use the **hundred chart** to subtract. Draw arrows if needed.

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
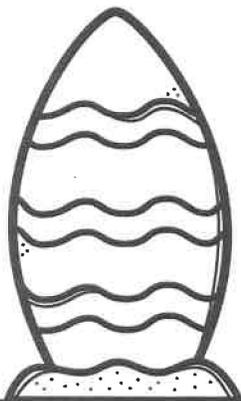
$38 - 7 =$ _____ $68 - 10 =$ _____

$91 - 20 =$ _____ $24 - 11 =$ _____

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

85

$85 - 22 =$ _____

3. **Add up** to find the difference.

+10   +10   +10   +1

67   77   87   97   98
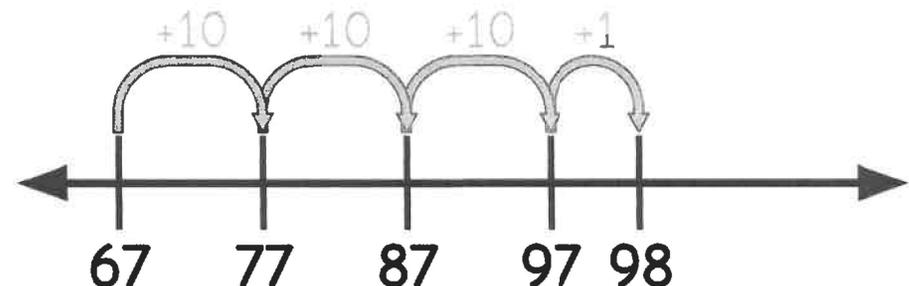
$98 - 67 =$ _____
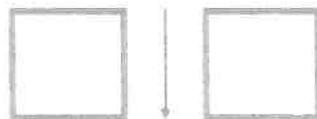
4. **Break apart** the addends to subtract.

$$52 - 7 = \underline{\qquad}$$

5. Use **compensation** to solve.

$$46 - 18 = \underline{\qquad}$$

☐ | ☐

$$\underline{\qquad} - \underline{\qquad} = \underline{\qquad}$$

6. Use *any* strategy.

$$71 - 35 = \underline{\qquad}$$

7. Fran made **30** snow cones. She sold **15** lemon flavor cones. Then, she sold **8** berry flavored cones. How many snow cones does she have <u>left</u>?

$$\underline{\qquad} - \underline{\qquad} = \underline{\qquad}$$
snow cones   lemon   difference

$$\underline{\qquad} - \underline{\qquad} = \underline{\qquad}$$
difference   berry   left

$$\underline{\qquad} \text{ cones}$$

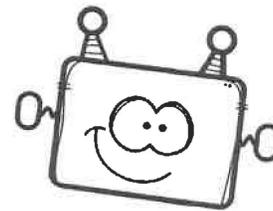**8.** Jack says **63 - 14 = 49**. Do you agree? Solve and (circle) one.

$$63 - 14 = \underline{\qquad}$$

Agree ✓   Disagree ✗

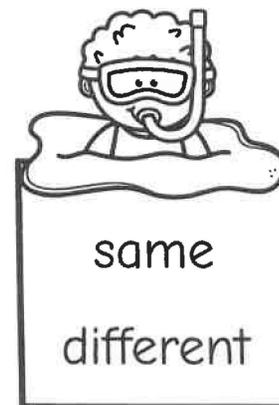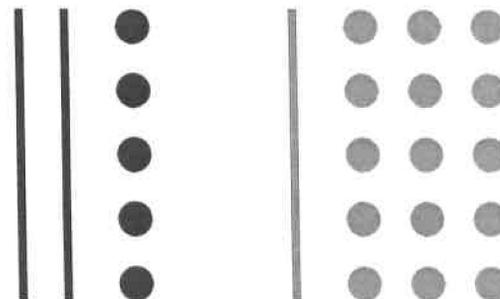# TOPIC 6 Practice

I can fluently **subtract** within 100.

1. Draw ✏ blocks to subtract. **Regroup** if needed.

$$32 - 7 = \underline{\quad\quad}$$

Tens	Ones

2. Do the models show the **same** number or **different** numbers? Circle the word.
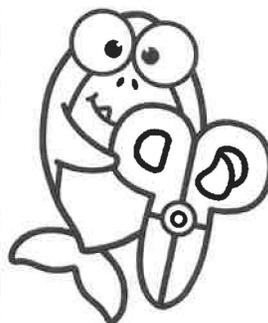
same

different

3. Find **partial differences** to subtract.

$$68 - 29 = \underline{\quad\quad}$$

4. Break apart numbers to subtract.

$$90 - 45 = \underline{\quad\quad}$$

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5. Use **any strategy** to solve each problem. Show your work.

$$87 - 13 = \underline{\qquad}$$

$$55 - 29 = \underline{\qquad}$$

6. The lifeguard saw **66** people in the pool. **34** kids got out. Then, **12** adults got out How many people are <u>left</u>?
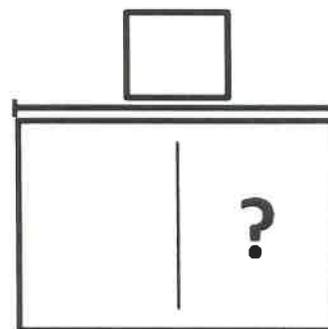
_____ - _____ = _____   _____ - _____ = _____
people   kids   difference   difference adults   left

7. There were **70** seats on a boat. **52** people came on board. How many seats are <u>left</u> on the boat?

?

_____ - _____ = _____

Name: _____
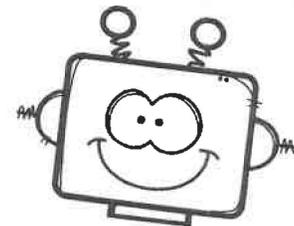
I can solve **addition** and **subtraction** problems.

1. Find the **unknown** number.
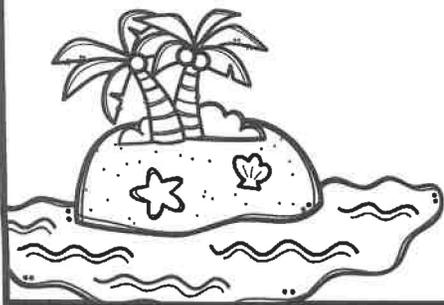
$$14 + \underline{\quad} = 38$$

2. Solve **any way** you'd like.

$$62 - 7 = \underline{\quad}$$

3. Jill collected **38** big shells and **11** tiny shells on the island. How many shells did she collect <u>in all</u>?
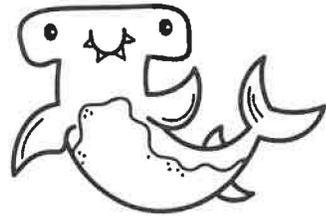
_____ shells

4. Tara made **20** glasses of yellow lemonade and **15** glasses of pink lemonade. She sold **30** glasses. How many are <u>left</u>?

| _____ | + | _____ | = | _____ | | _____ | - | _____ | = | _____ |
|yellow| |pink| |sum| |sum| |sold| |left|

Topic 7: More Solving Problems Involving Addition and Subtraction

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5. Vicky saw **29** sharks. **10** more joined. Then, **14** swam away. How many sharks are left?

_____ **+** _____ **=** _____
sharks   joined   sum

_____ **-** _____ **=** _____
sum   swam away   left

_____ sharks

6. Write the **missing number** to make the equation **true.**
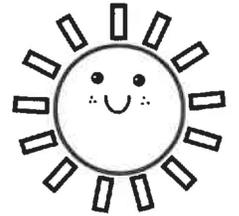
20 - ___ = 16 - 8

7. **Solve** both sides. Then, (circle) if it is a **true** ✓ or **false** ✗ equation.
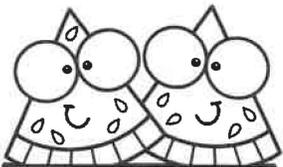
15 + 3   =   9 + 9

=

___   =   ___

It is...

true ✓

false ✗

8. Complete the equation and write a **number story** to match.

36 - 12 = _____

_____

_____

_____
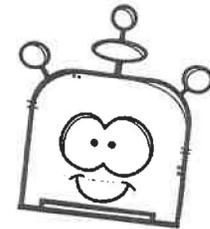
_____

TOPIC 8 Practice

I can work with **time** and **money**.

1. **Count on by 5s** to find the <u>total value</u> of the coins.

Total

____ ¢   ____ ¢   ____ ¢   ____ ¢   ____ ¢   ____ ¢   ____ ¢   ____ ¢

2. Pat bought lemonade for **25¢**. She paid with **3 dimes**. How much <u>change</u> did she get?

Lemonade 25¢

____ cents

3. **Count on** to find the <u>total value</u> of the bills.
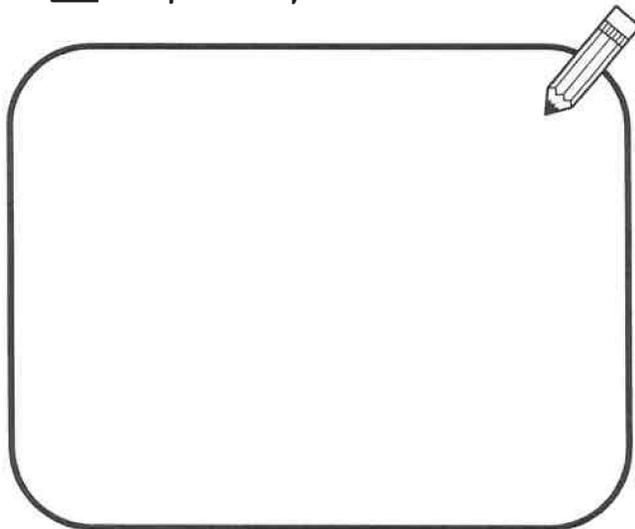
$ _____

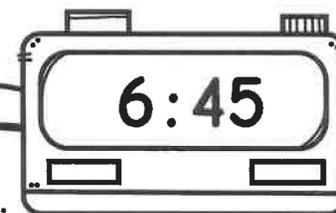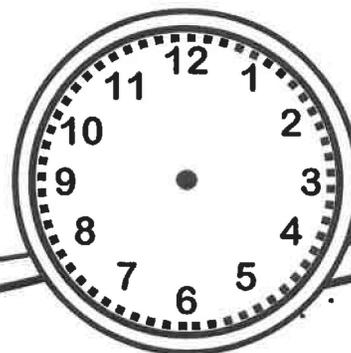**4.** Nate had **$90**. He spent **$45** on a new surfboard. How much <u>change</u> did he get?

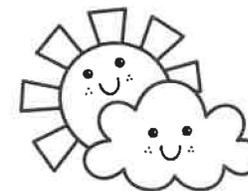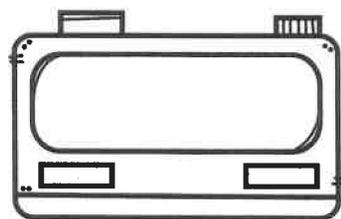$ _____

5. Which coins could you use to make 65¢? Draw <u>or</u> explain your answer.

65¢

6. Complete the clocks so both show the **same** time.

6:45

7. Complete the clocks so both show the **same time**. Then, ⟨circle⟩ another way to tell the time.
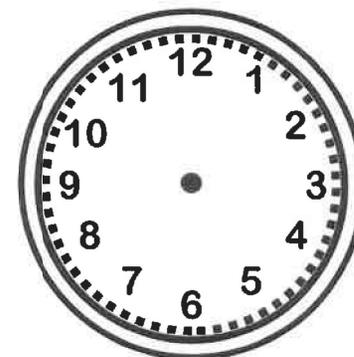
quarter after 3   25 minutes after 3

8. John is looking at the stars at **9:15**. ⟨Circle⟩ if this is an **a.m.** or **p.m.** activity and show the **time** on the clock.
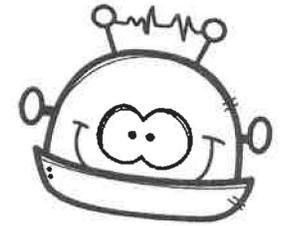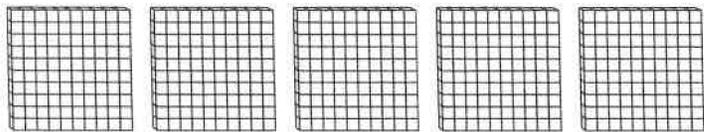
It is...

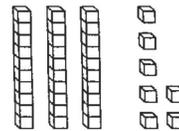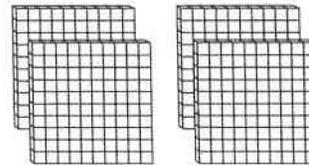a.m.   p.m.

TOPIC 9 Practice

I can work with numbers to 1,000.

1. Write the number of **hundreds**, **tens**, and **ones**. Write the total.

Total: _____

_____ hundreds _____ tens _____ ones

2. Use the **place-value blocks** to write the numbers.

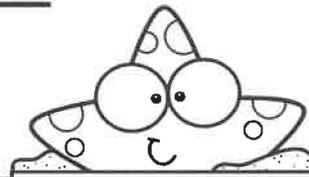| Hundreds	Tens	Ones

_____

3. Color the digit that has a value of 8 hundred <u>blue</u>.

826

4. Write **three hundred forty-nine** in <u>expanded form</u>.

_____ + _____ + _____

5. Does **500 + 60** equal the same number as **300 + 260**?

Yes ✓   No ✗

6. Find the **missing** numbers.

171	172		174		
	182				186
191		193		195	

7. What number did Sam **skip count** by?

430   440   450   460   470

I counted by _____.

8. Compare numbers with >, <, or =.

530 ◯ 519   276 ◯ 384

401 ◯ 401   173 ◯ 731

9. Write a number to make it **true**. Use a number line if needed.

_____ < 316

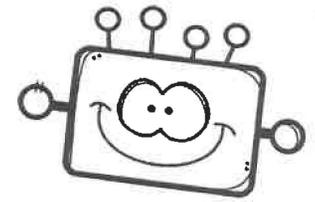**10.** Sort the numbers on the canoes in order from **least to greatest**.

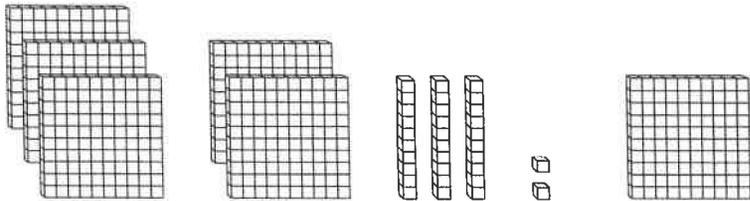238   638   538   338   438

_____, _____, _____, _____, _____
least   greatest

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TOPIC 10 Practice

I can **add** within **1,000** using models and strategies.

1. Use **mental math** to add 100.

_____ + _____ = _____

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

585

585 + 111 = _____

3. Draw ✏ blocks. **Regroup** if needed.

419 + 234 = _____

Hundreds	Tens	Ones

4. Draw ✏ blocks to find **partial sums**.

342 + 116 = _____
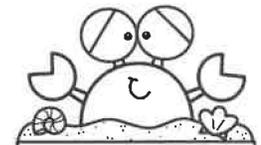
Hundreds	Tens	Ones

5. Add the **partial sums** together to solve.

$$413 + 272 = \underline{\qquad}$$

Hundreds	Tens	Ones
400	10	3
+ 200	+ 70	+ 2
600	80	5

```
  600
   80
+   5
_____
```

6. Use **any strategy**. Show your work.

$$506 + 391 = \underline{\qquad}$$
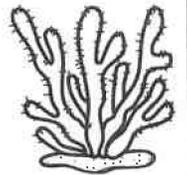
7. Use **repeated reasoning** to solve each problem. Then, (circle) the **digits** that are the <u>same</u>.

$$64 + 13 = \underline{\qquad}$$

$$164 + 713 = \underline{\qquad}$$

What's **different** about the sums?
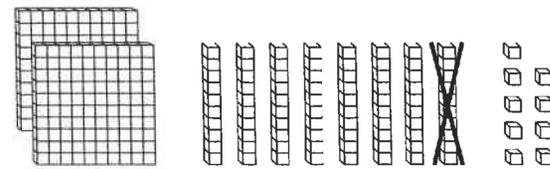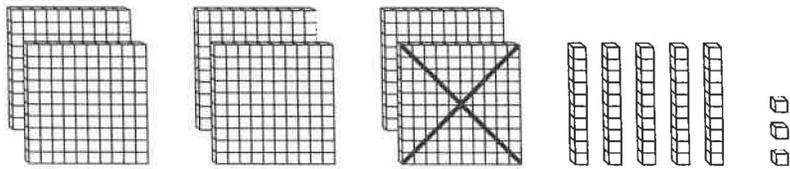
_____

_____

_____

_____

© Certainly Elementary
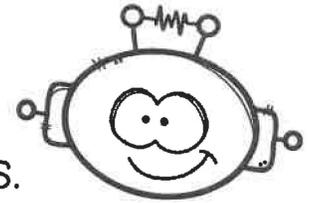
TOPIC 11 Practice

I can **subtract** within **1,000** using models and strategies.

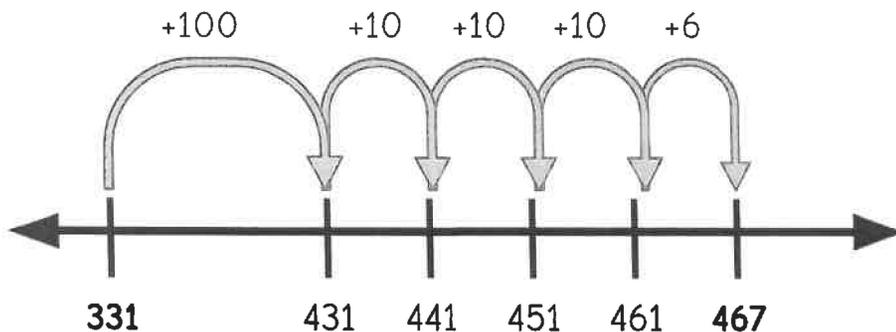**1.** Use **mental math** to subtract 10 or 100 from a number.

_____ - _____ = _____   _____ - _____ = _____

2. **Add up** to find the difference.

+100   +10   +10   +10   +6

331   431   441   451   461   467

$$467 - 331 = \text{\_\_\_\_}$$

3. Draw ✏ blocks. **Regroup** if needed.

Hundreds	Tens	Ones

$$252 - 109 = \text{\_\_\_\_}$$

4. Find **partial differences** to subtract.

$$563 - 321 = \underline{\hspace{2cm}}$$

Hundreds	Tens	Ones

5. Use **any strategy**. Show your work.

$$370 - 216 = \underline{\hspace{2cm}}$$

6. Use the **table** to solve the problems.

Water Activities at the Beach					
Activity	Floating	Jet Skiing	Kayaking	Snorkeling	Surfing
People	249	165	320	541	462

If **100 less** people surf, how many will be **surfing** now?

$$\underline{\hspace{1.5cm}} - \underline{\hspace{1.5cm}} - \underline{\hspace{1.5cm}}$$

Which activity above has a number with a **2** in the **tens place**?

$$\underline{\hspace{5cm}}$$
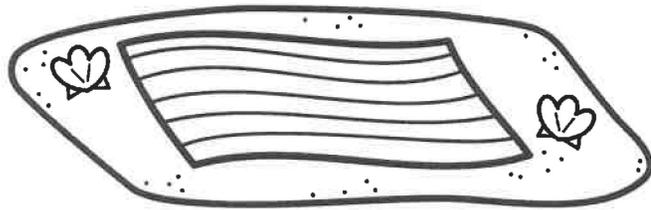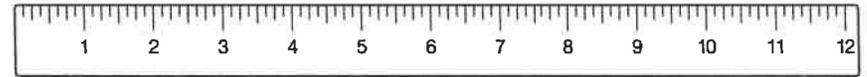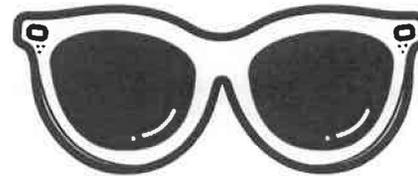
Name: _____
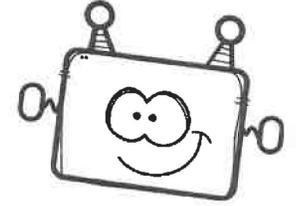
I can **measure length** using different units.

1. What would be the best way to measure the **length** of a **beach towel**?
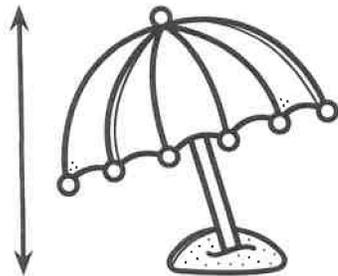
○ inches   ○ feet   ○ yards

2. Use the ruler to find the **length** of the **sunglasses**.

_____ inches

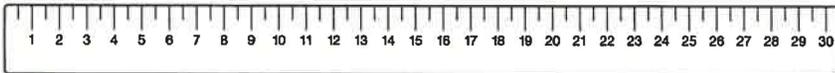**3.** <u>Estimate</u> the **height** of a real beach umbrella. Use: **inches**, **feet**, or **yards**.

about 7 _____

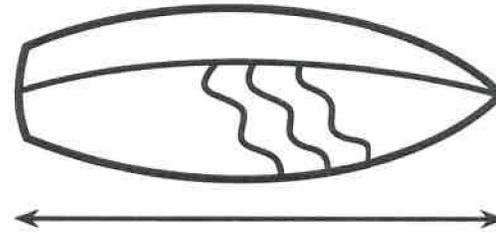**4.** Which unit would you need **more** of to measure a **kayak**?

○ more inches

○ more feet

○ more yards

5. The **beach hat** is about _____ **centimeters** long.
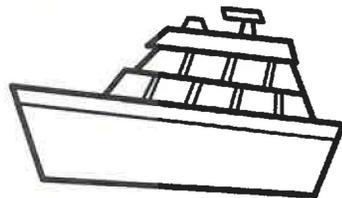
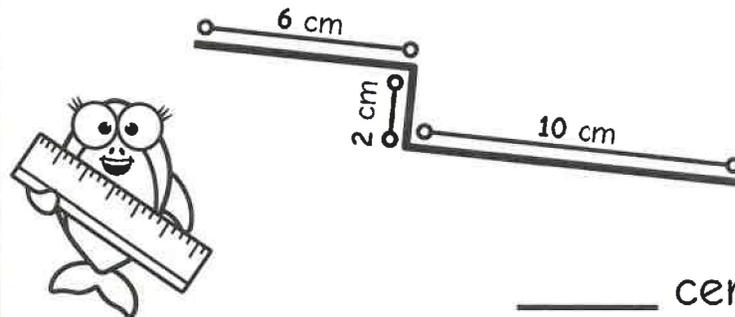**6.** About how long is a real **surfboard**?

○ 2 centimeters   ○ 2 meters
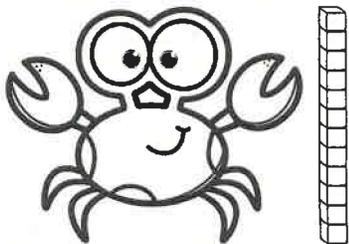
7. Which unit would you need **fewer** of to measure a **yacht**?

○ fewer centimeters

○ fewer meters

8. What is the **total length** of the path?

6 cm

2 cm

10 cm

_____ centimeters

9. Ricky measured a crab using **centimeter cubes**. He measured **12 centimeters**. Is this a precise answer? **Explain.**
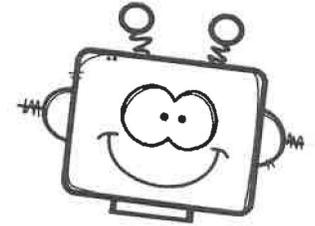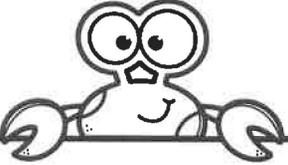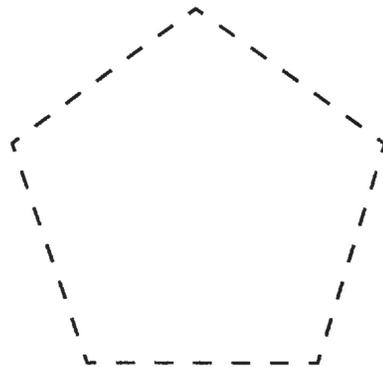
Name: _____

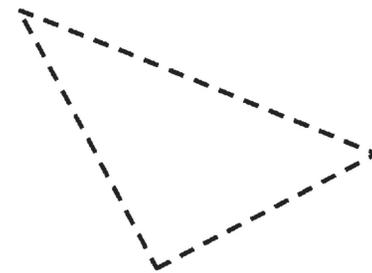I can work with **shapes** and their **attributes**.

1. Trace ✏ the **pentagon**. Then, tell how many **sides** and **vertices** it has.
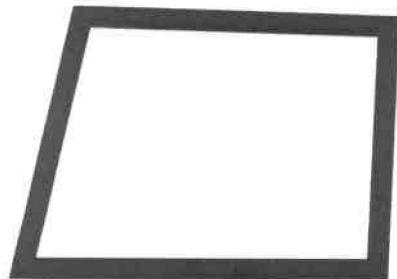
_____ sides

_____ vertices

2. Trace ✏ the shape. Write the number of **angles** and choose ✓ the **name**.
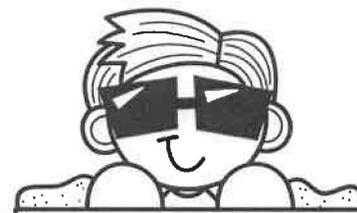
_____ angles

○ hexagon   ○ pentagon   ○ triangle

3. Write the number of **angles**, **sides**, and **vertices** a quadrilateral has.

_____ angles

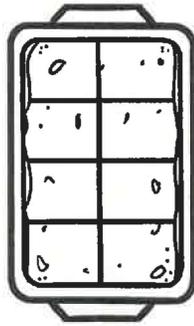_____ sides

_____ vertices

4. Mike says the **ice** in his lemonade is shaped like a **cube**. Is he right?

Yes ✓   No ✗

5. Liz brought a casserole to the BBQ. She cut it into **equal pieces**. How many pieces are there? Add by **rows** ⇨ and by **columns** ⇩.

⇨ ____ + ____ + ____ + ____ = ____

⇩ ____ + ____ = ____

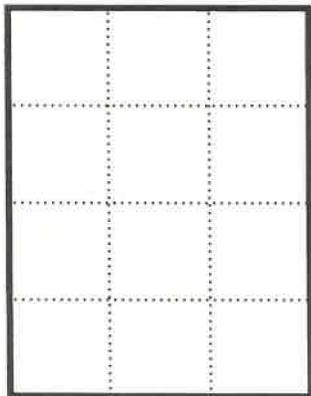**6. Show** the rectangle with **3 equal shares**. Then, fill in the missing word.
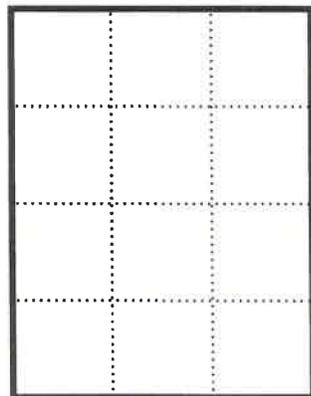
Each share is a _____ of the whole.
(half, third, fourth)

7. Draw lines ✏ to show **2 equal shares** <u>two</u> different ways.
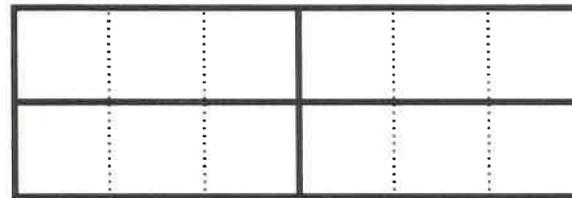
same shape   different shapes

8. Decide if the sentence is true or false. (Circle) your answer.
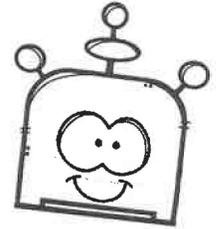
The rectangle is split up into **4 equal shares**.

It is...

true ✓

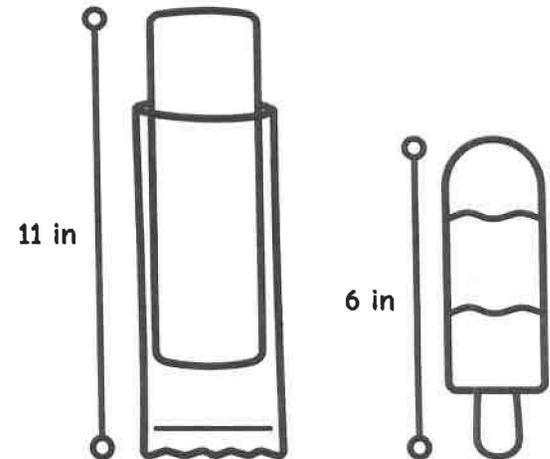**false** ✗

TOPIC 14 Practice

I can **add**, **subtract**, and work with **length**.

1. Jeff wants to **compare** the height of a freezer pop to a popsicle. The freezer pop is **11 inches** tall. The popsicle is **6 inches** tall. **How much taller** is the freezer pop?

11 in

6 in

_____ - _____ = _____

The freezer pop is _____ inches taller.

2. Daisy's flip flops are **21 centimeters** long. If she puts them side by side, what will the <u>total</u> length be?

21 cm   21 cm

_____ ◯ _____ = _____
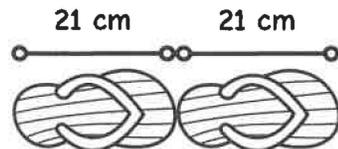
_____ centimeters long

3. Bill's beach umbrella was **9 feet** tall. He <u>lowered</u> it and now it is **5 feet** tall. How many feet did he lower it?

_____ ◯ _____ = _____

Bill lowered the umbrella by _____ feet.

4. Use the **number line** to add or subtract.

A number line marked from 0 to 30 in intervals of 5.

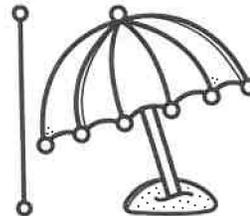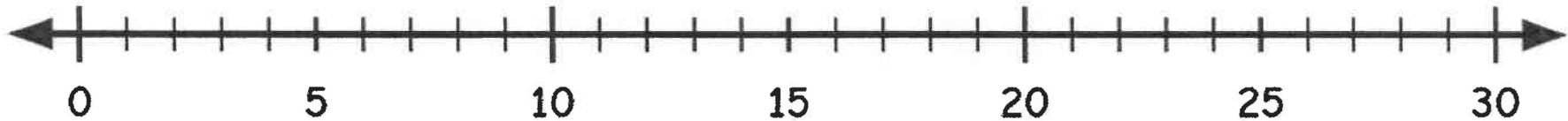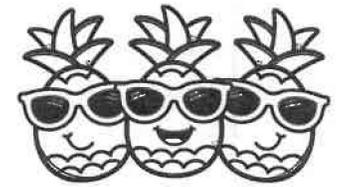$$15 + 8 = \underline{\quad} \qquad 21 + 7 = \underline{\quad} \qquad 18 - 9 = \underline{\quad} \qquad 30 - 13 = \underline{\quad}$$

5. Betty is having a BBQ. She bought a tablecloth for her picnic table. What is the **distance around** the tablecloth? Solve and write a **tool** that would be helpful to solve it.

A rectangle labeled 3 ft on the left side and 8 ft on the bottom.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$
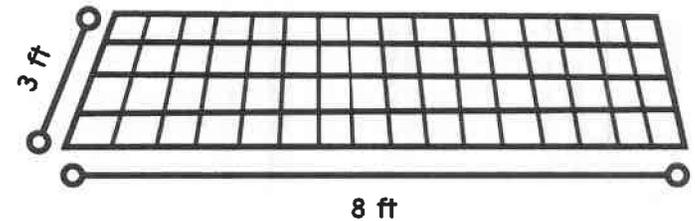
Tool: _____

Tools

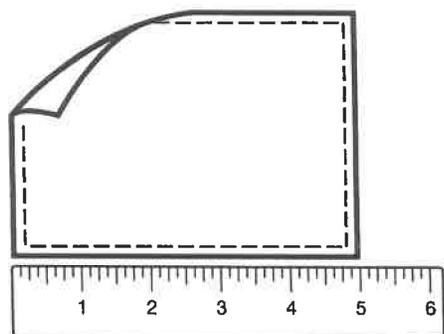|	
cubes	paper and pencil
counters	place-value blocks
technology	measuring tools

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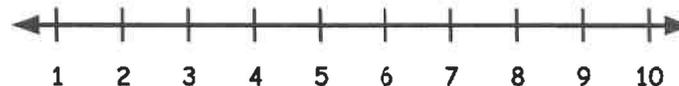
TOPIC 15 Practice
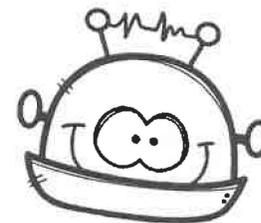
I can work with **graphs** and **data**.

1. Josh measured items at the BBQ. Use the ruler to **measure** the napkin. Then, **record** the length in the chart and show all the lengths on the **line plot**.

Object	Length (inches)
fork	7
kebab	6
napkin	
spatula	10

Length of Objects

1 2 3 4 5 6 7 8 9 10

Number of Inches

2. Use the **line plot** from #1 to answer.

Which object is **6 inches** long?

_____

What is the <u>difference</u> between the **longest** and **shortest** lengths?

_____ - _____ = _____ inches

3. Use the BBQ Food votes **bar graph**.

BBQ Food

Food						
Hotdogs						
Burgers						
Corn						
Salad						

0 1 2 3 4 5 6

Number of People
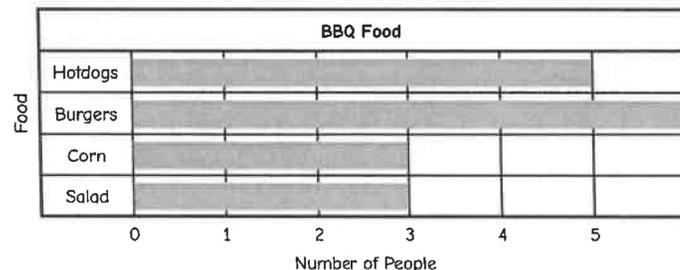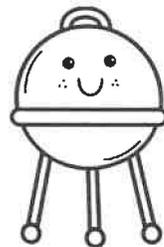
Which foods had the **same number** of votes?

_____ and _____

4. Use the tally chart to complete the **picture graph**. Then, answer the **question**.

Favorite Outdoor Activity	
Biking	ⵜ
Camping	ⵜⵜ II
Hiking	IIII
Swimming	ⵜ I

Favorite Outdoor Activity	
Biking	
Camping	
Hiking	
Swimming	

Activity

Each dot ◯ = 1 vote

Which outdoor activity is the **favorite**? _____

Use the **bar graph** to answer the questions.

Favorite Ice Cream Flavor

Number of Votes

	chocolate	vanilla	strawberry	mint
7				
6	6			
5			5	
4		4		4
3				
2				
1				
0				

Flavors
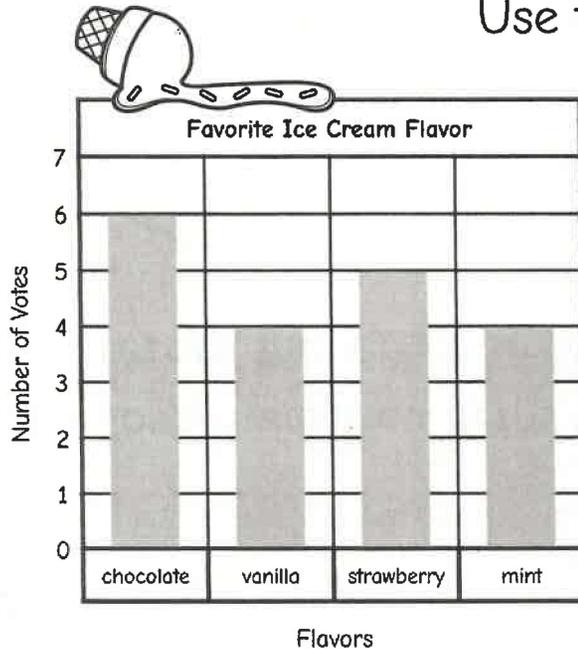
5. How many more students like **chocolate** than **mint**?

_____ - _____ = _____   _____ more students

6. Make up ✏ your own **question** about the bar graph.

_____

_____

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