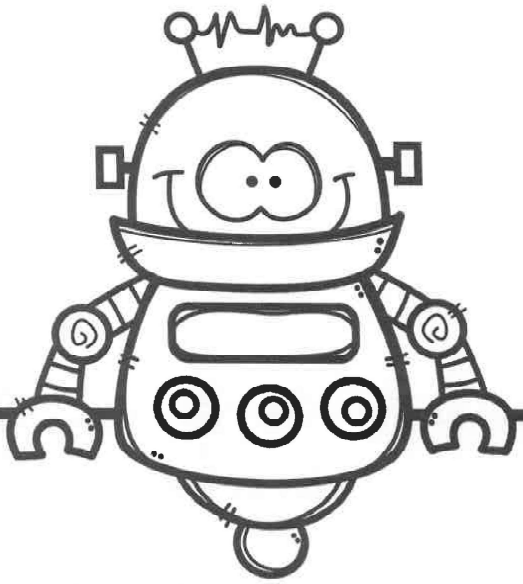
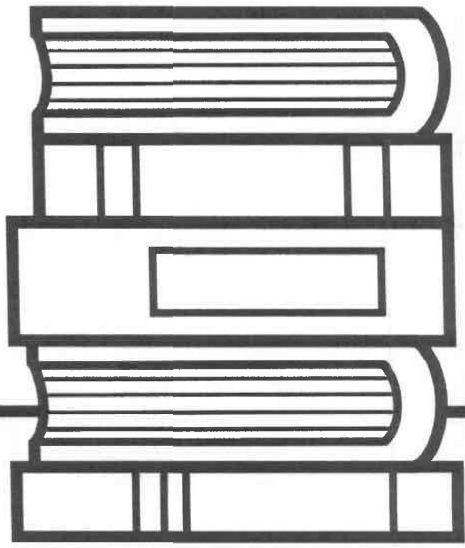
_____'s

BACK TO SCHOOL

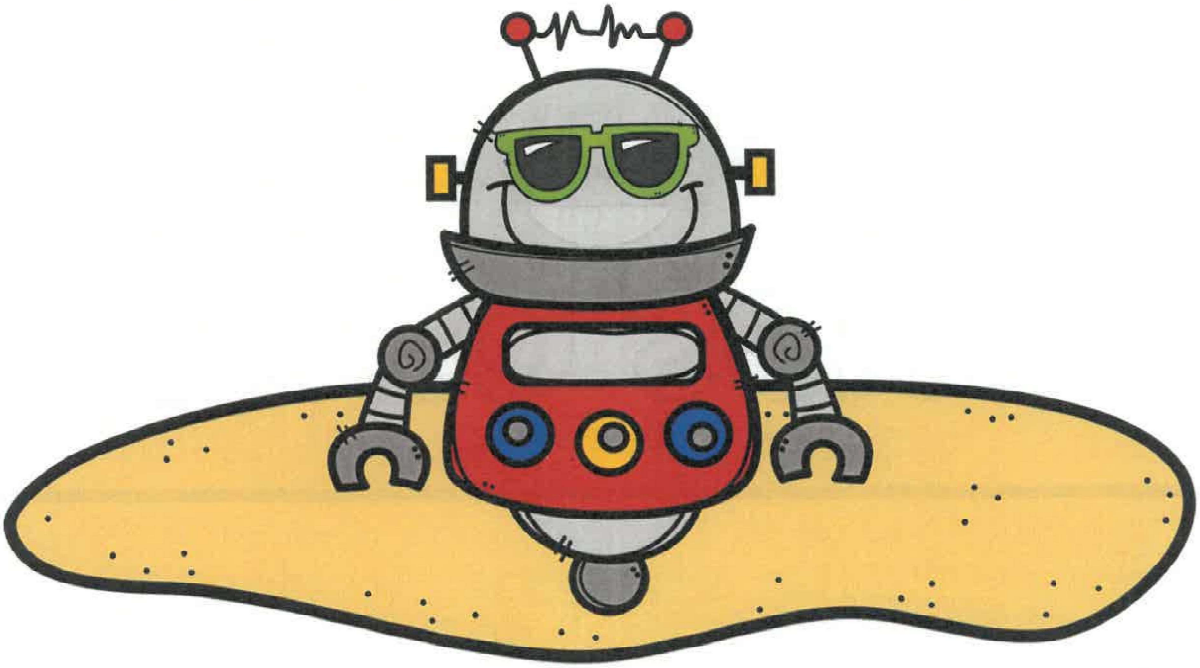
Math Packet





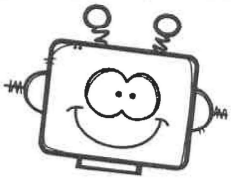
TOPICS 1-15

Review Sheets



Name: _____

TOPIC 1 Practice



I can fluently **add** and **subtract** within 20.

1. Add. Then, FLIP the **addends** and solve.

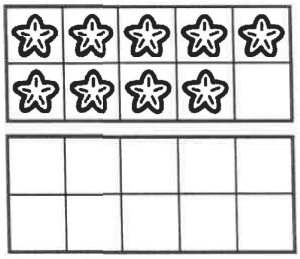
7 + 5 = ____

____ + ____ = ____

2. Solve the **doubles** and **near doubles** facts.

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

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

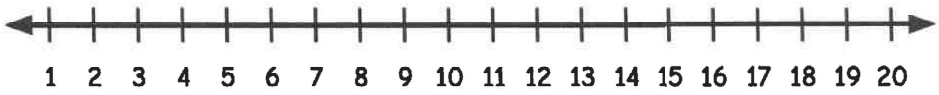


9 + 6 = ____

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

- ○ 6 + 6 = ?
- ○ 7 + 3 = ?
- ○ 8 + 4 = ?

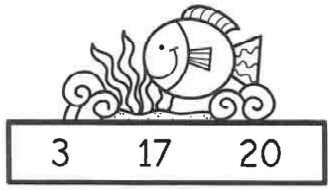
5. Use the **number line** to solve each equation.



11 - 4 = ____

13 - 8 = ____

6. Write the **fact family**.



3 17 20

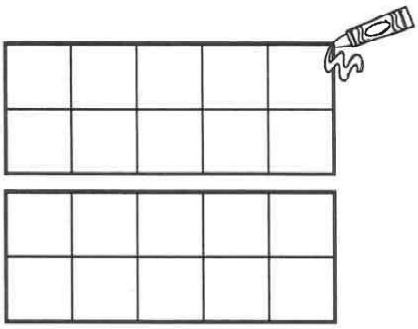
___ + ___ = ___

___ + ___ = ___

___ - ___ = ___

___ - ___ = ___

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 left?

___ - ___ = ___

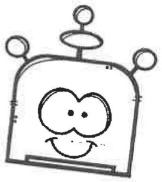
10. Bob scored **12** points and Jim scored **7** points during beach volleyball. Bob says they scored **20** points in all. Do you agree? Solve and (circle) one.

12 + 7 = ___

Agree ✓ **Disagree** ✗

Name: _____

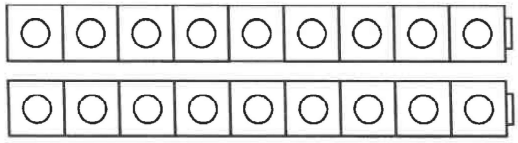
TOPIC 2 Practice



I can work with **equal groups**.

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

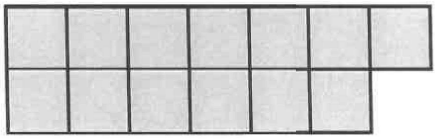
18



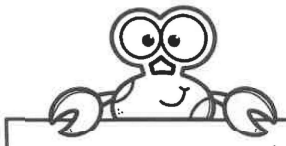
_____ + _____ = _____

even or odd

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



_____ + _____ = _____



even or odd

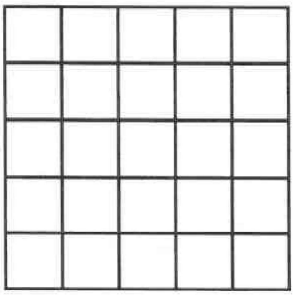
3. Write **two equations** to match the array. Add the **rows** ⇨. Then, add the **columns** ⇩.

rows ⇨ _____ + _____ + _____ = _____

columns ⇩ _____ + _____ + _____ + _____ + _____ = _____

4. Draw ✎ circles to make the **array**. Then, use **repeated addition** to solve.

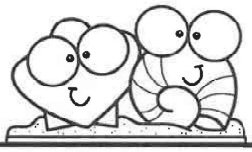
4 columns ⇩.
3 circles in each one.



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**.



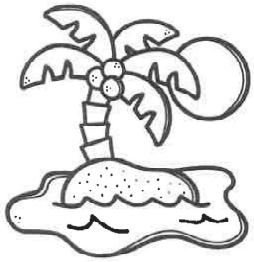
Equation:

_____

Name: _____ **TOPIC 3** Practice

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

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



52 + 10 = ____ 36 + 14 = ____

78 + 6 = ____ 40 + 32 = ____

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

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

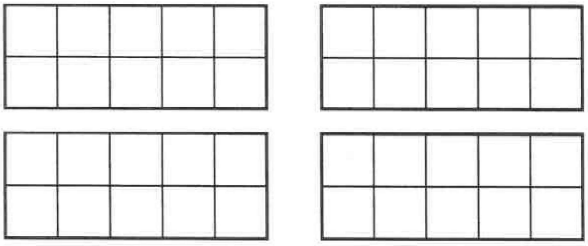
61 + 15 = ____

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

45 + 12 = ____

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

$19 + 12 = \_\_\_\_$



5. Use **any strategy** to solve.

$42 + 26 = \_\_\_\_$

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

____ (red) + ____ (blue) = ____ (sum)

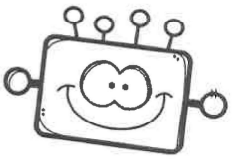
____ (sum) + ____ (green) = ____ (in all)

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

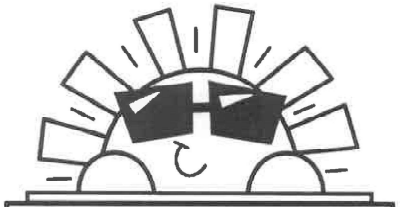
Name: _____

TOPIC 4 Practice

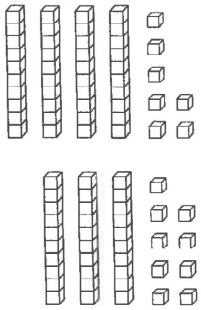


I can fluently **add** within 100.

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

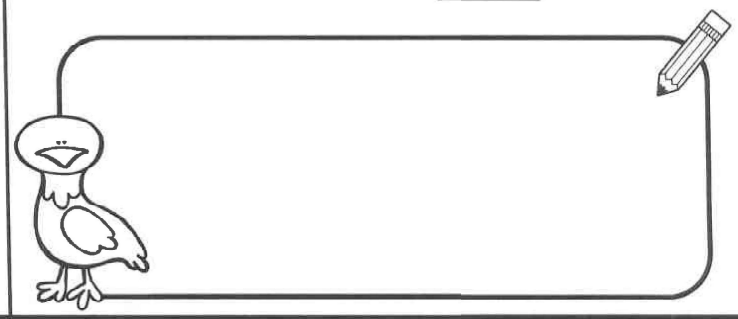


47 + 39 = ____



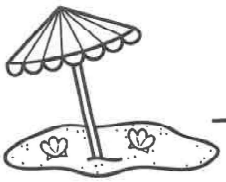
2. Draw a **model** with blocks to solve.

22 + 14 = ____



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

66 + 13 = ____



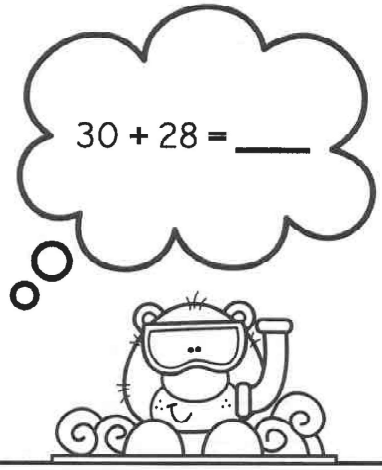
	Tens	Ones
	6	6
+	1	3
____ + ____ =		
____ + ____ =		
Sum =		

4. Use partial sums or another strategy.

75 + 15 = ____

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

5. Use **mental math.**



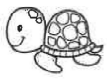
6. **Add** together the shells.

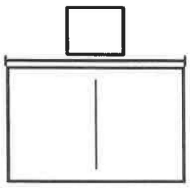
____ + ____ + ____ = ____

7. Use *any* strategy.

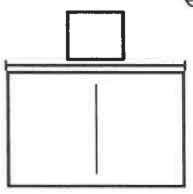
6 + 4 + 9 + 1 = ____

8. Paul saw **20** big and **7** small sea turtles. Then, he saw **6** more turtles. How many turtles did he see in all?





____ + ____ = ____
big small sum

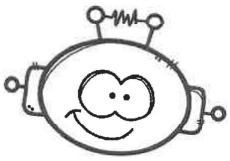


____ + ____ = ____
sum more in all

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

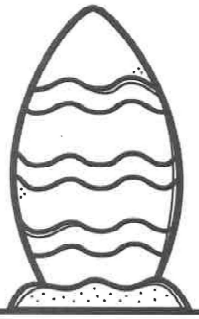
Name: _____

TOPIC 5 Practice



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

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



38 - 7 = ____ 68 - 10 = ____

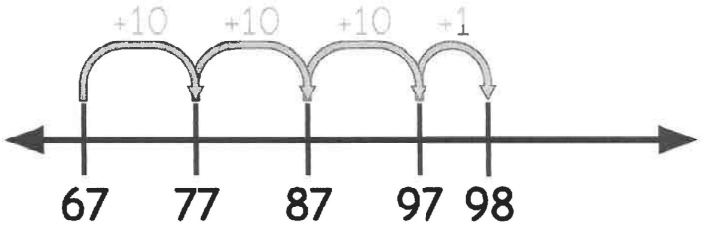
91 - 20 = ____ 24 - 11 = ____

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

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

85 - 22 = ____

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



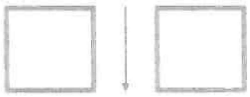
98 - 67 = ____

4. **Break apart** the addends to subtract.

52 - 7 = ____

5. Use **compensation** to solve.

46 - 18 = ____



____ - ____ = ____

6. Use *any* strategy.

71 - 35 = ____

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 left?

____ - ____ = ____
snow cones lemon difference

____ - ____ = ____
difference berry left

____ cones

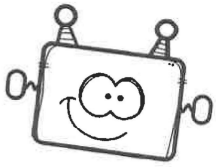
8. Jack says **63 - 14 = 49**. Do you agree? Solve and (circle) one.

63 - 14 = ____

Agree ✓ **Disagree** ✗

Name: _____

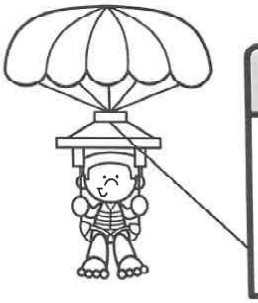
TOPIC 6 Practice



I can fluently **subtract** within 100.

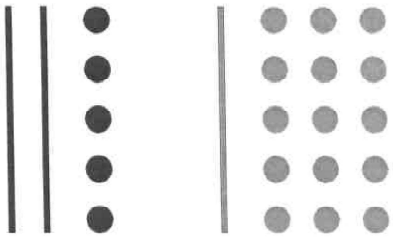
1. Draw ✎ blocks to subtract. **Regroup** if needed.

32 - 7 = ____



Tens	Ones

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



same

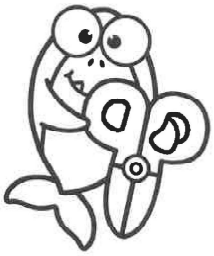
different

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

68 - 29 = ____

4. **Break apart** numbers to subtract.

90 - 45 = ____

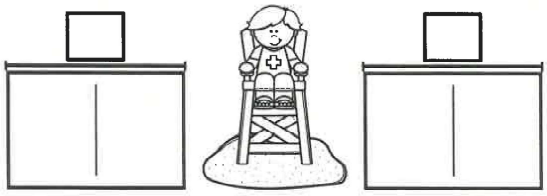


5. Use **any strategy** to solve each problem. Show your work.

87 - 13 = ____

55 - 29 = ____

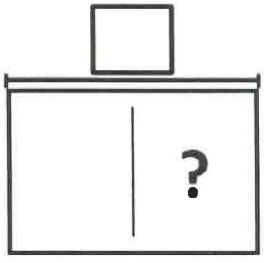
6. The lifeguard saw **66** people in the pool. **34** kids got out. Then, **12** adults got out How many people are <u>left</u>?



____ - ____ = ____ ____ - ____ = ____

people kids difference difference adults left

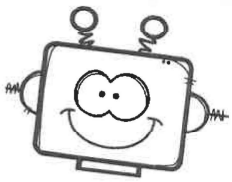
7. There were **70** seats on a boat. **52** people came on board. How many seats are <u>left</u> on the boat?



____ - ____ = ____

Name: _____

TOPIC 7 Practice



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

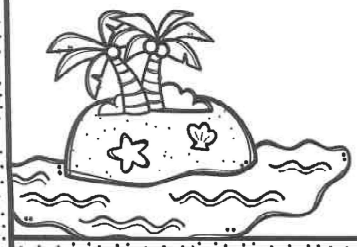
1. Find the **unknown** number.

$14 + \_\_\_\_ = 38$

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

$62 - 7 = \_\_\_\_$

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



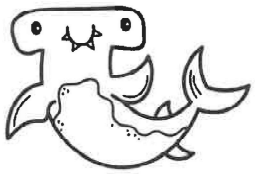
_____ shells

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

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

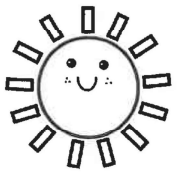


____ (sharks) + ____ (joined) = ____ (sum)

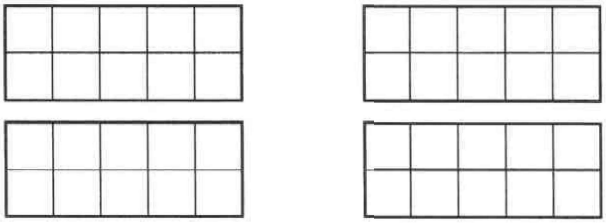
____ (sum) - ____ (swam away) = ____ (left)

____ sharks

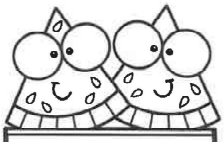
6. Write the **missing number** to make the equation **true**.



20 - ___ = 16 - 8



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



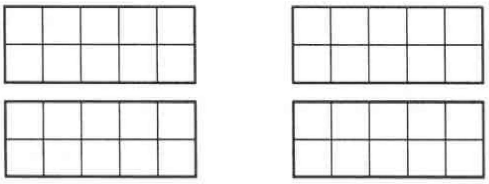
It is...

true ✓

false ✗

15 + 3 = 9 + 9

____ = ____

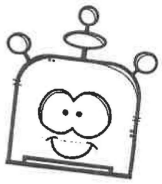


8. Complete the equation and write a **number story** to match.

36 - 12 = ____

Name: _____

TOPIC 8 Practice



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

1. **Count on by 5s** to find the total value of the coins.

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

Total

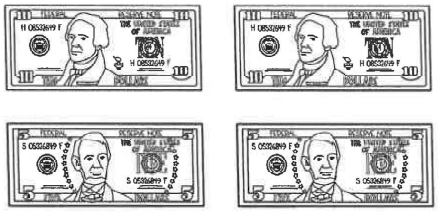
_____ ¢

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

_____ **cents**

3. **Count on** to find the total value of the bills.

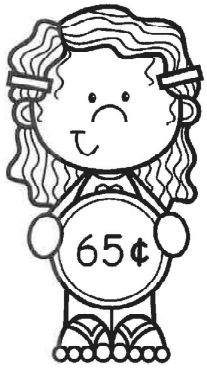
$_____



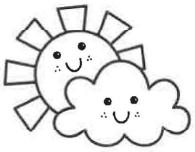
4. Nate had **$90**. He spent **$45** on a new surfboard. How much change did he get?

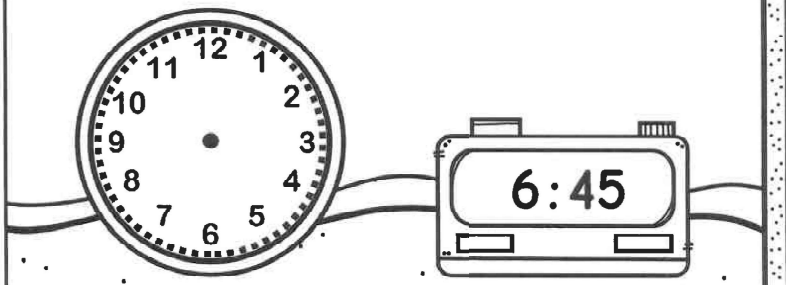
$_____

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

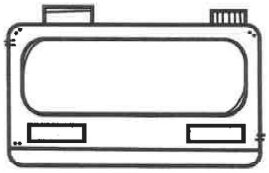


6. Complete the clocks so both show the **same** time.





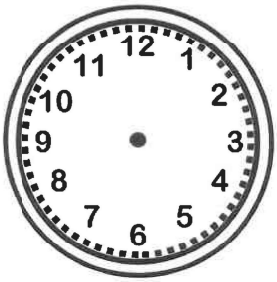
7. Complete the clocks so both show the **same time**. Then, (circle) another way to tell the time.



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.



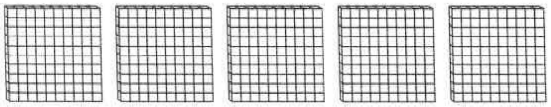
Name: _____

TOPIC 9 Practice

I can work with numbers to **1,000**.

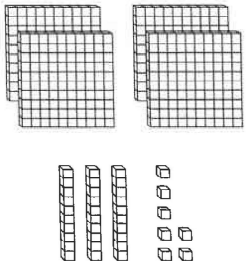
1. Write the number of **hundreds**, **tens**, and **ones**. Write the total.

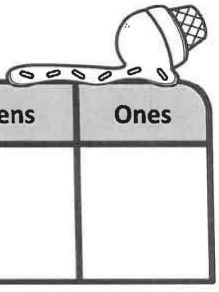
Total: _____



_____ **hundreds** _____ **tens** _____ **ones**

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





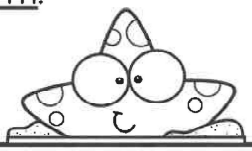
Hundreds	Tens	Ones

_____

3. **Color** the digit that has a value of **8 hundred** blue.

826

4. Write **three hundred forty-nine** in expanded form.



_____ + _____ + _____

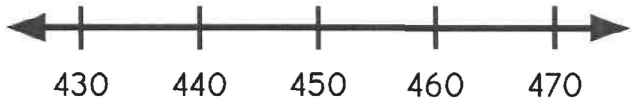
5. Does **500 + 60** equal the same number as **300 + 260**?

Yes ✓ **No** ✗

6. Find the **missing** numbers.

171	172		174		
	182				186
191		193		195	

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



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

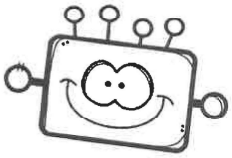
10. Sort the numbers on the canoes in order from **least to greatest**.

_____, _____, _____, _____, _____

least greatest

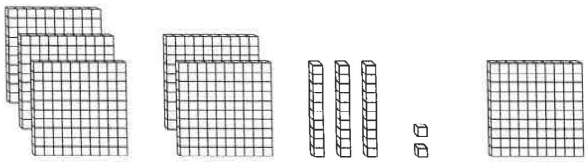
Name: _____

TOPIC 10 Practice



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

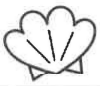
1. Use **mental math** to add 100.



_____ + _____ = _____

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

585 + 111 = _____



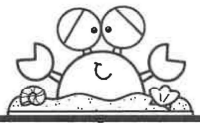
3. **Draw** blocks. **Regroup** if needed.

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.

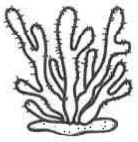
413 + 272 = _____

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

600
80
+ 5

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

506 + 391 = _____



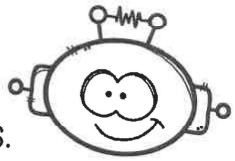
7. Use **repeated reasoning** to solve each problem. Then, circle the **digits** that are the same.

64 + 13 = _____

164 + 713 = _____

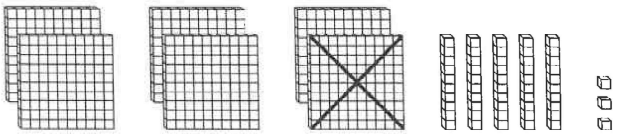
What's different about the sums?

Name: _____ **TOPIC 11** Practice

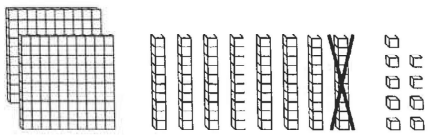


I can **subtract** within **1,000** using models and strategies.

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

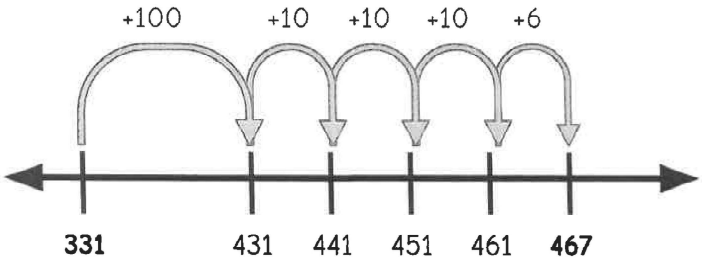


_____ - _____ = _____



_____ - _____ = _____

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



467 - 331 = _____

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

Hundreds	Tens	Ones

252 - 109 = _____

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

563 - 321 = _____

Hundreds	Tens	Ones

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

370 - 216 = _____

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** <u>now</u>?

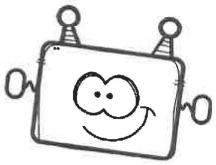
_____ - _____ = _____

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

_____

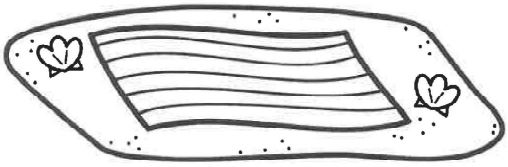
Name: _____

TOPIC 12 Practice



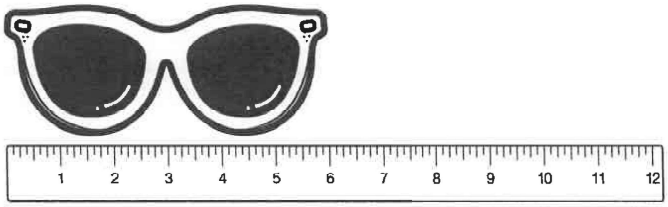
I can **measure length** using different units.

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



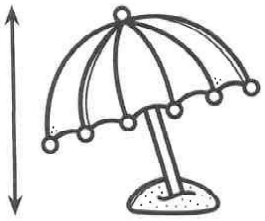
○ inches ○ feet ○ yards

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



_____ inches

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



about **7** _____

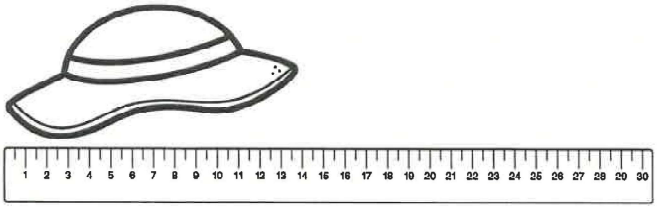
4. Which unit would you need **more** of to measure a **kayak**?

○ more inches

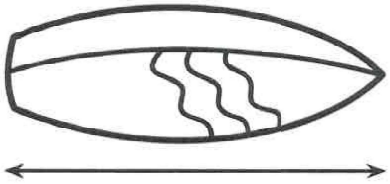
○ more feet

○ more yards

5. The **beach hat** is about _____ **centimeters** long.



6. About how long is a real **surfboard**?

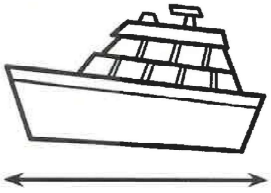


○ 2 centimeters ○ 2 meters

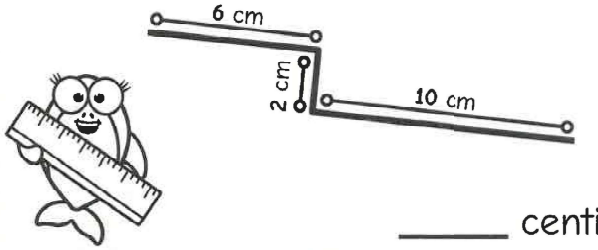
7. Which unit would you need **fewer** of to measure a **yacht**?

○ fewer centimeters

○ fewer meters

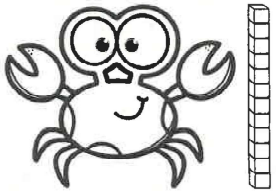


8. What is the **total length** of the path?



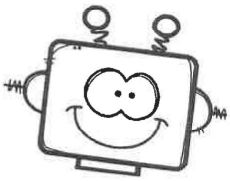
_____ centimeters

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



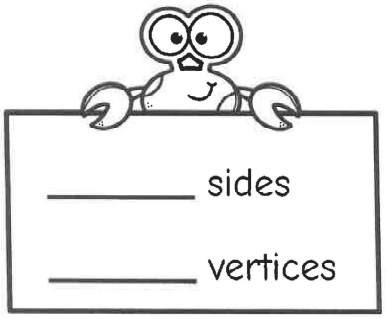
Name: _____

TOPIC 13 Practice



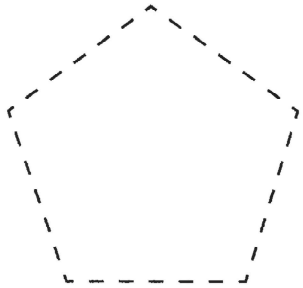
I can work with **shapes** and their **attributes**.

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

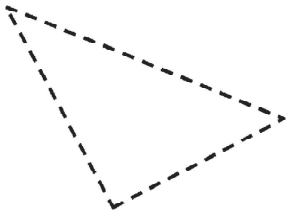


_____ sides

_____ vertices



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



_____ angles

○ hexagon ○ pentagon ○ triangle

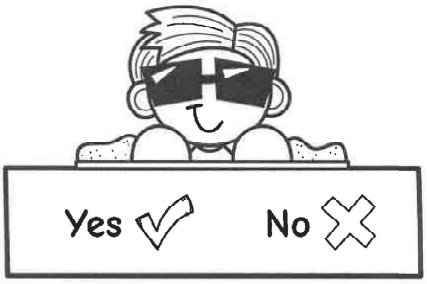
3. Write the number of **angles**, **sides**, and **vertices** a quadrilateral has.

_____ angles

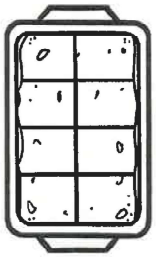
_____ sides

_____ vertices

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



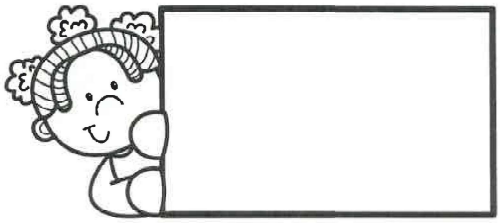
5. Liz brought a casserole to the BBQ. She cut it into **equal pieces**. How many pieces are there? Add by **rows** ⇨ and by **columns** ⇩.



⇨ ____ + ____ + ____ + ____ = ____

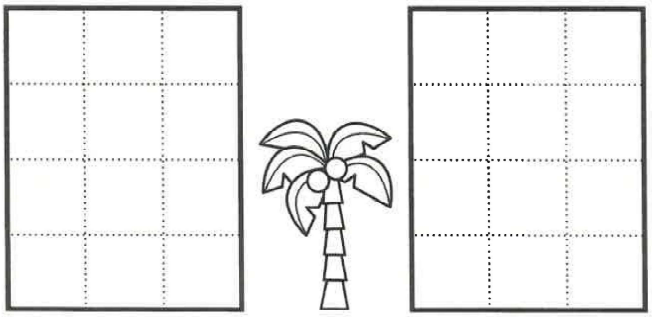
⇩ ____ + ____ = ____

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** two 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**.

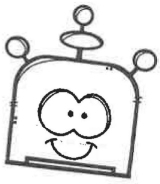
It is...

true ✓

false ✗

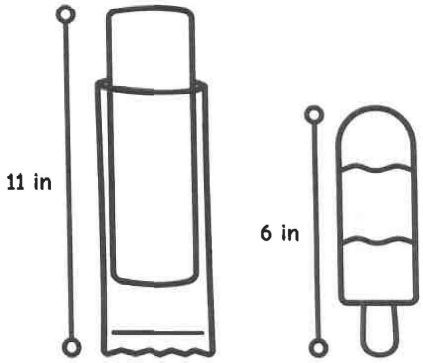
Name: _____

TOPIC 14 Practice



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

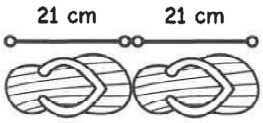
1. Jeff wants to **compare** the height of a freezer pop to a popsicle. The freezer pop is **11 inches** tall. The popsicle is **6 inches** tall. **How much taller** is the freezer pop?



____ - ____ = ____

The freezer pop is _____ inches taller.

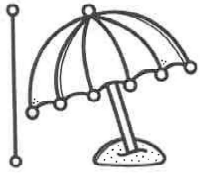
2. Daisy's flip flops are **21 centimeters** long. If she puts them side by side, what will the <u>total</u> length be?



____ ◯ ____ = ____

_____ centimeters long

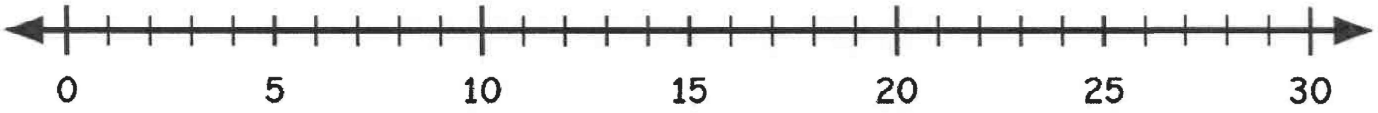
3. Bill's beach umbrella was **9 feet** tall. He <u>lowered</u> it and now it is **5 feet** tall. How many feet did he lower it?



____ ◯ ____ = ____

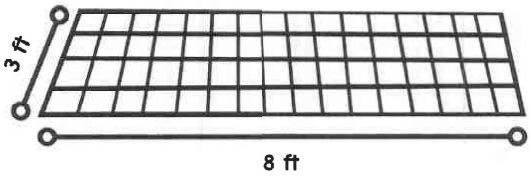
Bill lowered the umbrella by _____ feet.

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



15 + 8 = ___ 21 + 7 = ___ 18 - 9 = ___ 30 - 13 = ___

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.



___ + ___ + ___ + ___ = ___

Tool: _____

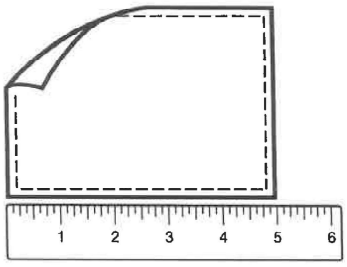
Tools

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

Name: _____ **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

Number of Inches

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

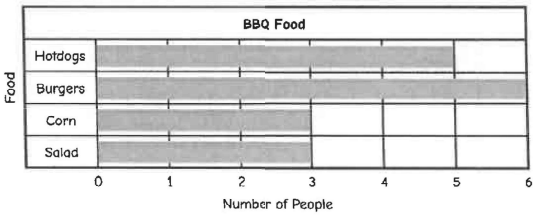
Which object is **6 inches** long?

_____

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

_____ - _____ = _____ inches

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



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

_____ and _____

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

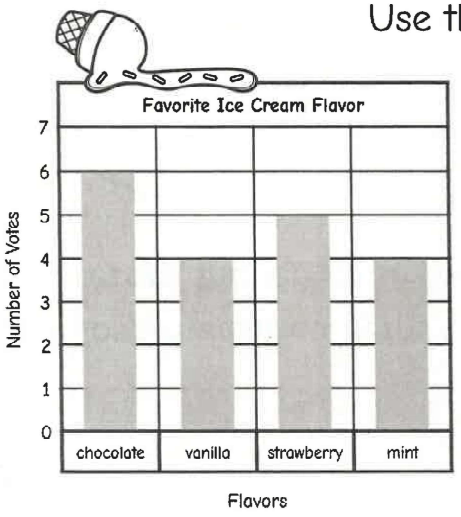
Favorite Outdoor Activity	
Biking	𝍸
Camping	𝍸 |
Hiking	𝍸
Swimming	𝍸 |

	Favorite Outdoor Activity	
Activity	Biking	
	Camping	
	Hiking	
	Swimming	

Each dot ◯ = 1 vote

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

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



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

_____ - _____ = _____ _____ more students

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

_____

_____