

# Summer Math Packets

## Manchester Public Schools

Given to Kindergarteners in June Going into Grade 1  
2016



Name \_\_\_\_\_

School \_\_\_\_\_

\_\_\_\_\_

(Parent Signature)



## ***STANDARD: Counting and Cardinality***

- 1) Use the chart to count to 100 and fill in the missing numbers.

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



2) Fill in the missing numbers:

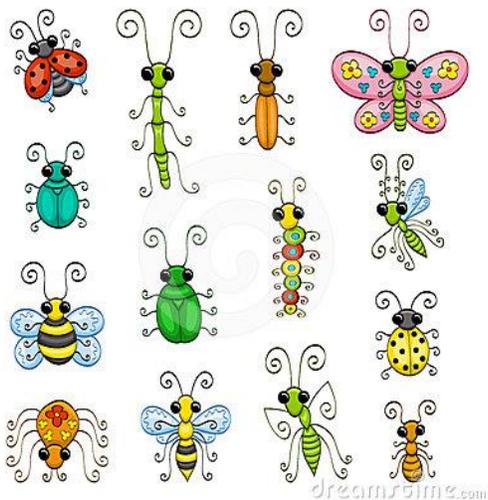
4, 5, 6, 7, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9, 10, 11, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

31, 32, 33, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

56, 57, 58, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3) Count the objects and write the number.



\_\_\_\_\_ bugs.



4) Count the objects and write the number.



\_\_\_\_\_ cars.

5) How many squares are in this set? Count them and write the number.



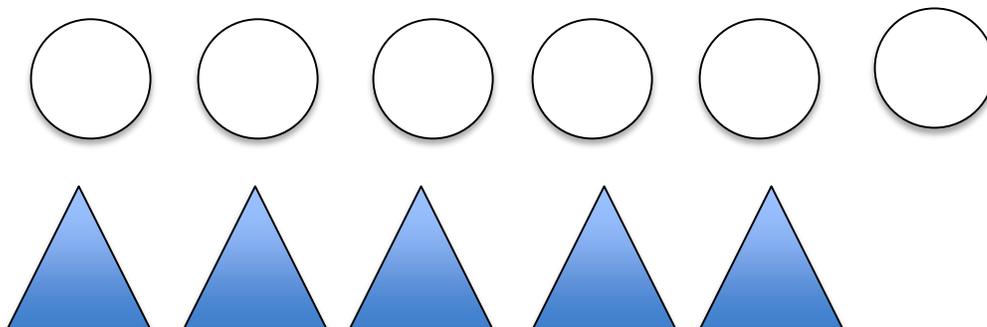
\_\_\_\_\_ squares.

Now draw a set of squares with one more and write the number.

\_\_\_\_\_ squares.



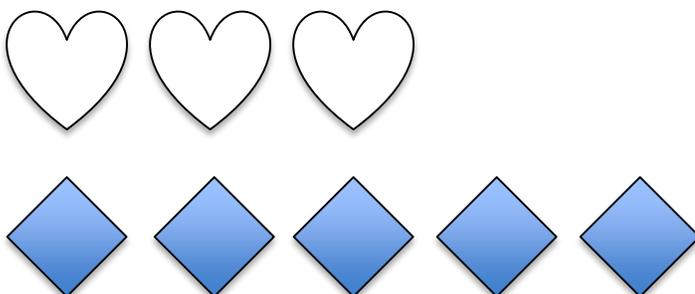
6) Compare the two sets in each group of pictures using *equal*, *greater*, or *less than*.



There is a greater amount of \_\_\_\_\_.

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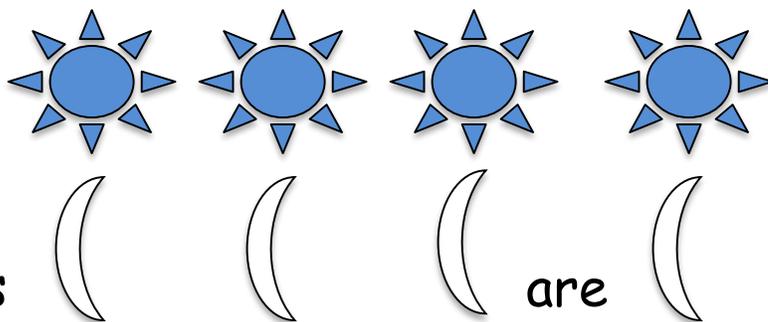
7)



There are less \_\_\_\_\_ than \_\_\_\_\_.

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8)



Suns

are

\_\_\_\_\_ to moons.



**STANDARD: Measurement and Data**

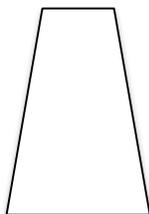
8) Use the words "taller" and "shorter" to fill in the blank.



The kitten is \_\_\_\_\_ than the horse.

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9) Write which shape is "smaller" and "larger."



\_\_\_\_\_

\_\_\_\_\_

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10) Use the words "hat" and "chair" to fill in the blank.

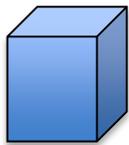


The \_\_\_\_\_ is lighter than the \_\_\_\_\_.

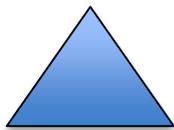


# STANDARD: Geometry

11) Label the shapes as 2-D (2 dimensional or "flat") or 3-D (3 dimensional or "solid").



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

12) Write the name of each shape next to it.

square

circle

triangle

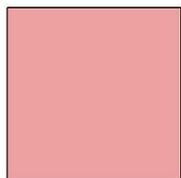
rectangle

hexagon

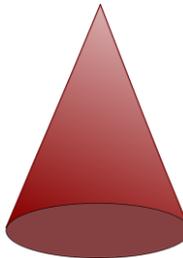
cube

cone

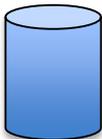
cylinder



\_\_\_\_\_



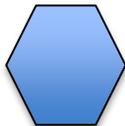
\_\_\_\_\_



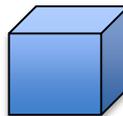
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

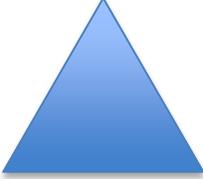


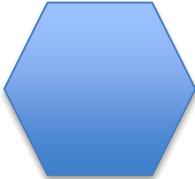
\_\_\_\_\_



### 13) How many sides do these shapes have?

a. square \_\_\_\_\_ 

b. triangle \_\_\_\_\_ 

c. hexagon \_\_\_\_\_ 

d. rectangle \_\_\_\_\_ 



***STANDARD: Operations and Algebraic***

***Thinking***

14) Draw a picture to find the answer. Use the lines to prove your answer and explain your math thinking.

2 bunnies sat on the grass.

3 more bunnies hopped up to join them.

How many bunnies are on the grass now?

\_\_\_\_\_ bunnies

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15) Draw a picture to find the answer. Use the lines to prove your answer and explain your math thinking.

5 apples were on the table.

I ate 2 apples.

How many apples are on the table now?

\_\_\_\_\_ apples

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16) Draw a picture to find the answer. Use the lines to prove your answer and explain your math thinking.

3 red apples and 2 green apples are on the table.  
How many apples are on the table?

\_\_\_\_\_ apples

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17) Draw a picture to find the answer. Use the lines to prove your answer and explain your math thinking.

5 apples are on the table.  
3 are red and the rest are green.  
How many apples are green?

\_\_\_\_\_ apples

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18) Draw a picture to find the answer. Use the lines to prove your answer and explain your math thinking.

6 crayons are in the box.

2 are red and the rest are blue.

How many blue crayons are in the box?

\_\_\_\_\_ crayons

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19) Draw a picture to find the answer. Use the lines to prove your answer and explain your math thinking.

9 grapes were in the bowl.

I ate 3 grapes.

How many grapes are in the bowl now?

\_\_\_\_\_ grapes

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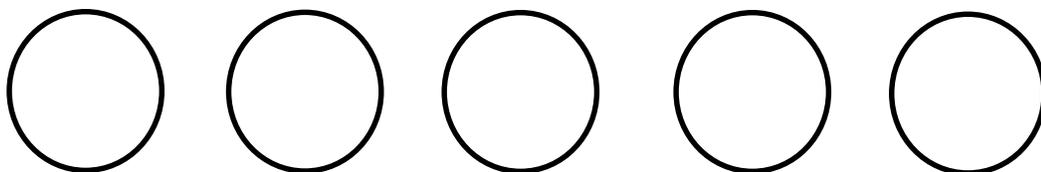
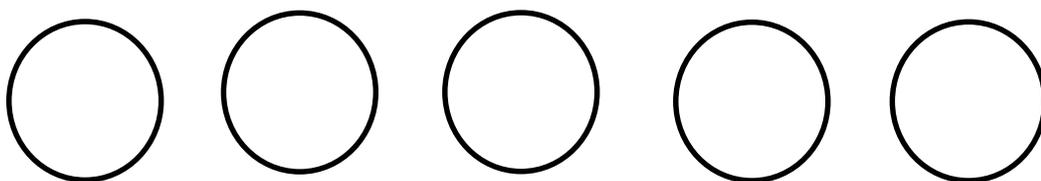
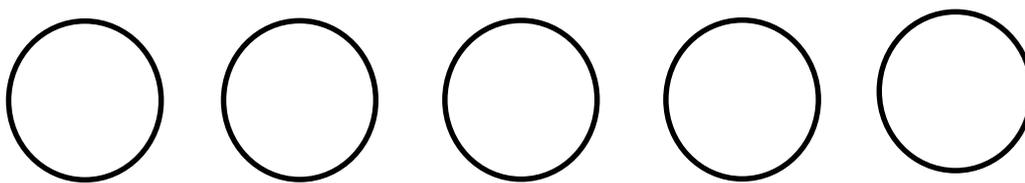
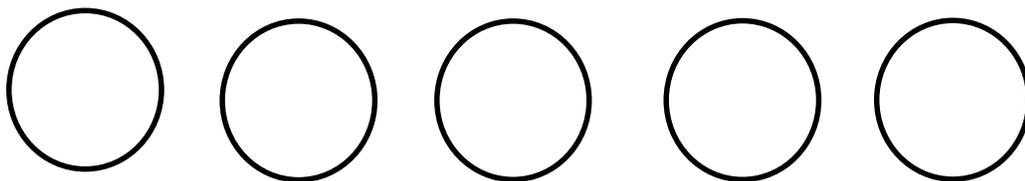
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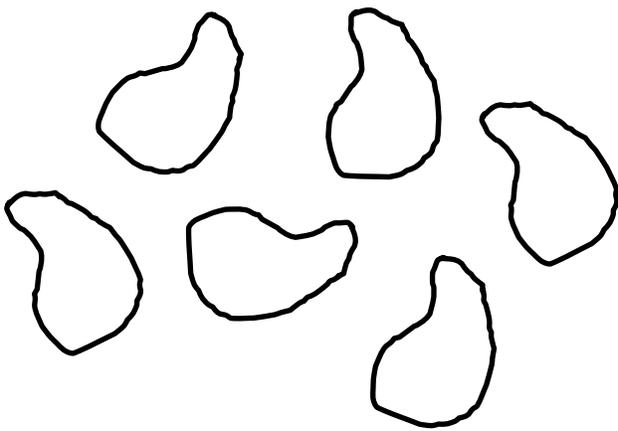
20) Bobby Bear had 5 buttons. Some are blue and some are red.

Color the circles to show all the ways Bobby Bear could have blue and red buttons that make 5 in all.





21) Sam had 6 brown beans. He wants to have 10 in all. How many more beans does Sam need? Draw a picture to find the answer. Use the lines to prove your answer and explain your math thinking.



\_\_\_\_\_ beans

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22) A full case of juice boxes has 10 boxes.

There are only 6 boxes in this case.

How many juice boxes are missing?

Use the ten frame to show your math thinking and explain how you know you are right.


\_\_\_\_\_ juice boxes are missing.

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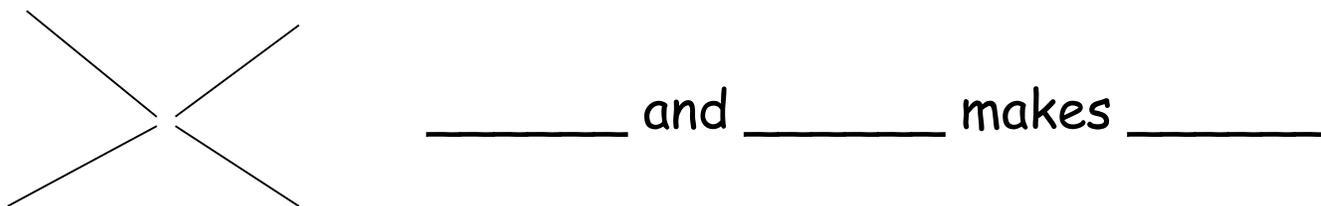
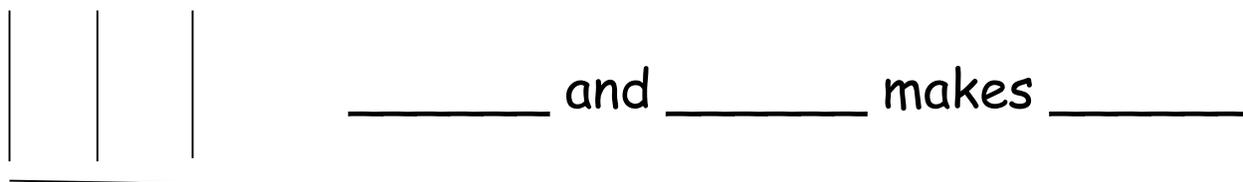
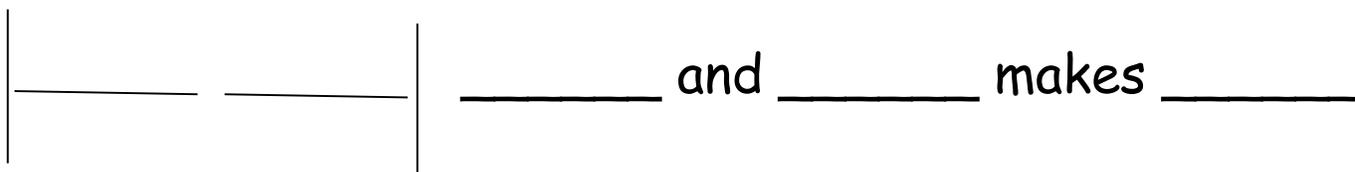
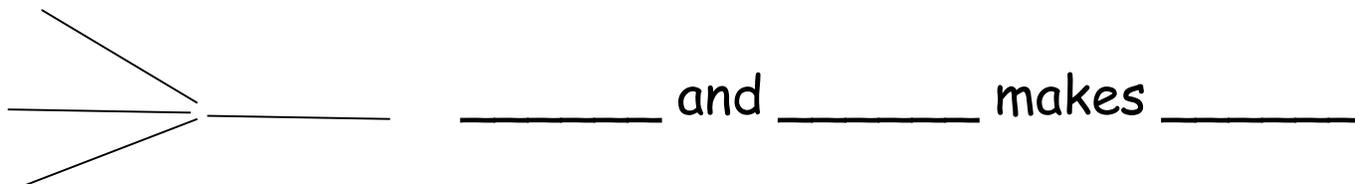
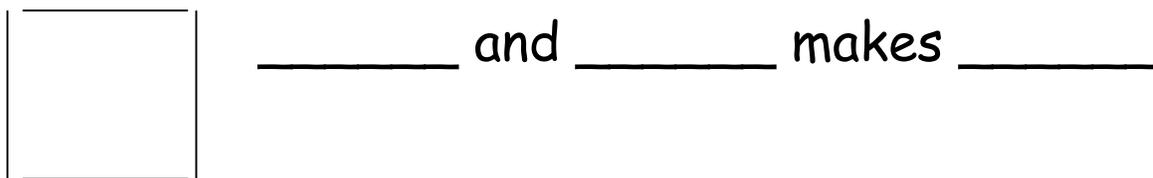
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23) The pictures below use toothpicks to show different ways to make the number four.

Finish the number sentences to show how each picture makes 4.





***STANDARD: Number and Operations in Base Ten***  
**Represent numbers as groups of ten and extra ones.**

Use the ten frame to show the number. Then tell how you know you are right.

24) Show 8.


I know because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Use the ten frame to show the number. Then tell how you know you are right

25) Show 13.


I know because \_\_\_\_\_

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26) Circle one of the numbers and show how to make it using the ten frame.

**14**

**16**

**11**


**GREAT JOB!**

