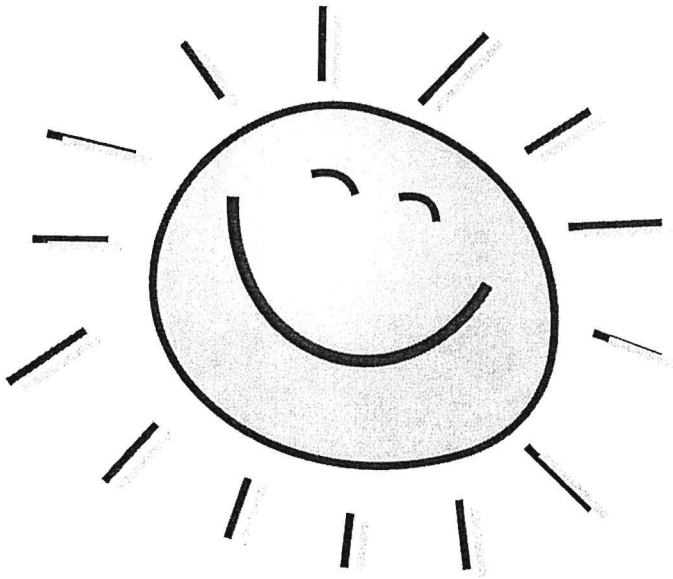
1st Grade Summer Packet



Dear Parents,

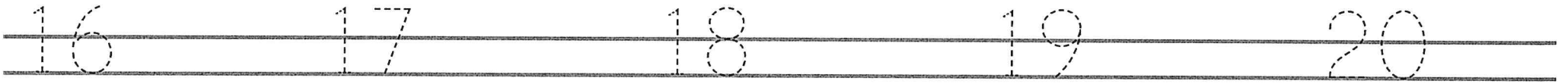
We are looking forward to a great year in Frist Grade! We have worked with the Student Assistance Team to create a packet for incoming first graders to keep their skill sharp over the summer.

Our packet has two parts. The first part is guided practice, and the second part includes family activities, games, and a reading list from our Student Assistance Team! Please work on this over the summer and return it to your first grade teacher at the start of the school year.

Have a safe and happy summer break! Once again, we are looking forward to seeing everyone in August.

The First Grade Team

Name:



Name Date

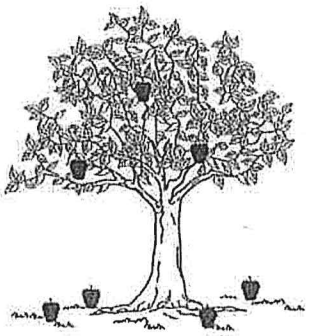
Daily Practice

How Many Apples?

NOTE Students practice counting and breaking a number into two parts (e.g., 7 = 4 + 3).

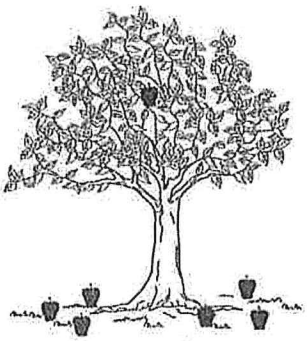
There were 7 apples on each tree. Some fell off. Write how many apples are still on the tree and how many fell off.

1.



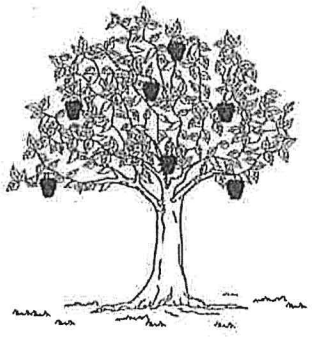
On _____ Off _____

2.



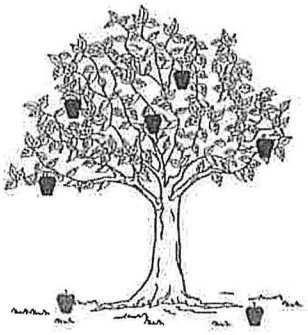
On _____ Off _____

3.



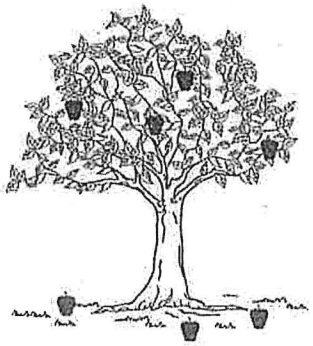
On _____ Off _____

4.



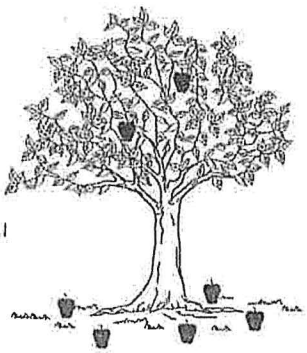
On _____ Off _____

5.



On _____ Off _____

6.



On _____ Off _____

© Pearson Education 1

Name Date

Daily Practice

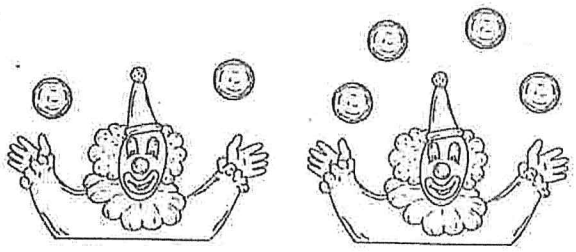
Which Number is Greater?

NOTE Students compare two numbers and identify the greater.

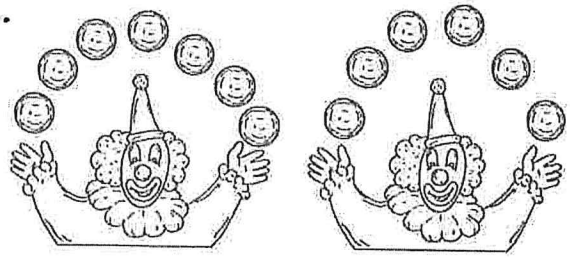
6–7, 21–23

Circle the clown in each picture who is balancing more balls.

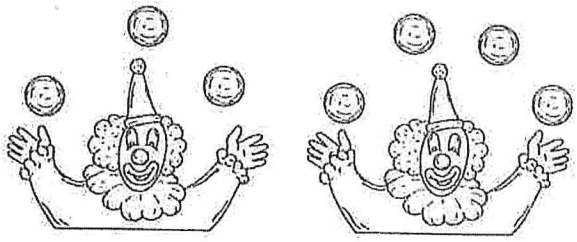
1.



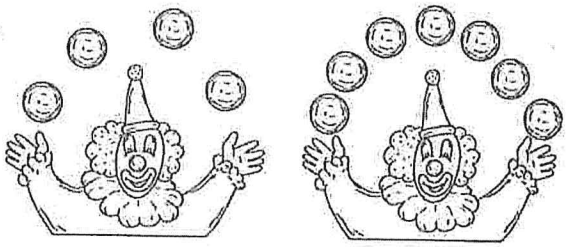
2.



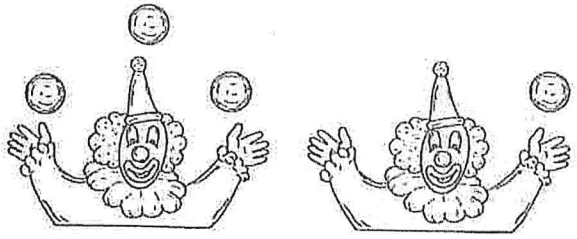
3.



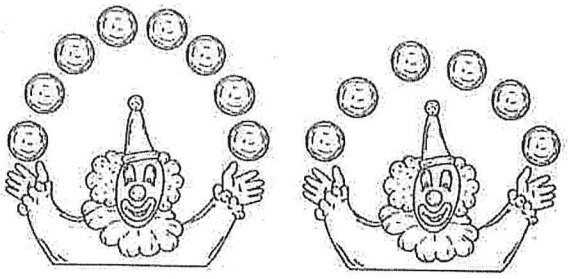
4.



5.



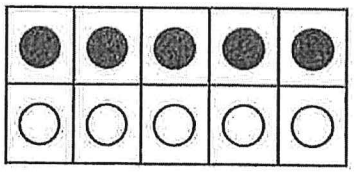
6.



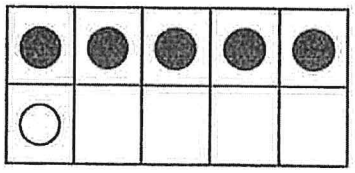
© Pearson Education 1

Add the Dots

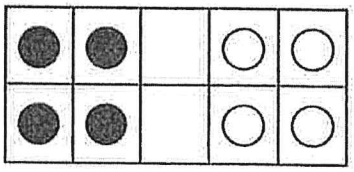
Write the numbers on the lines.



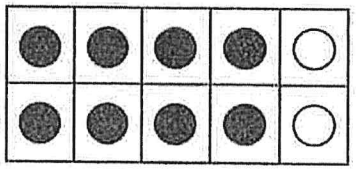
5 + 5 = 10



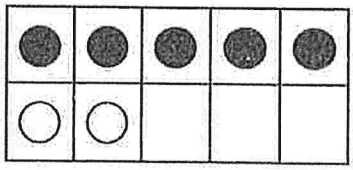
__ + __ = __



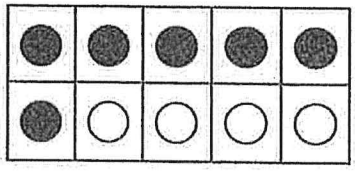
__ + __ = __



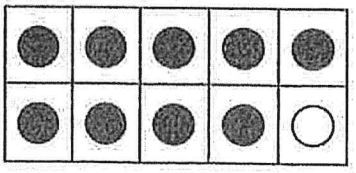
__ + __ = __



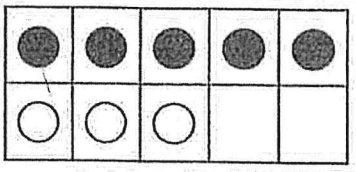
__ + __ = __



__ + __ = __



__ + __ = __

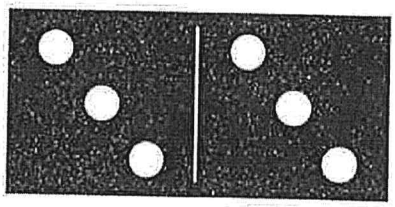


__ + __ = __

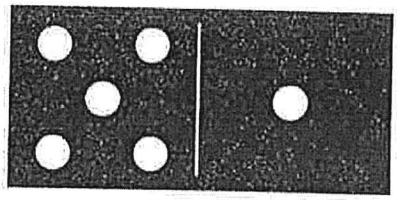
©2003 by The Learning Line

How Many?

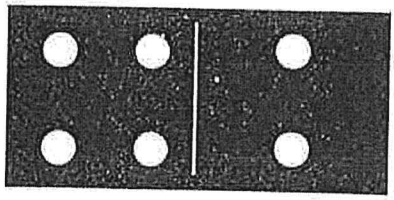
Follow the directions.



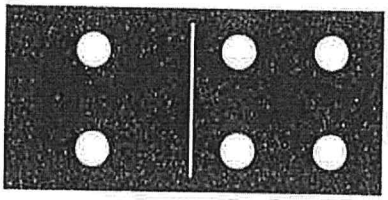
___ + ___ = ___



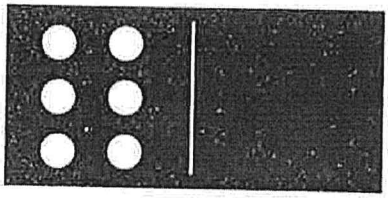
___ + ___ = ___



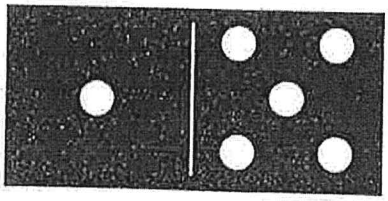
___ + ___ = ___



___ + ___ = ___



___ + ___ = ___

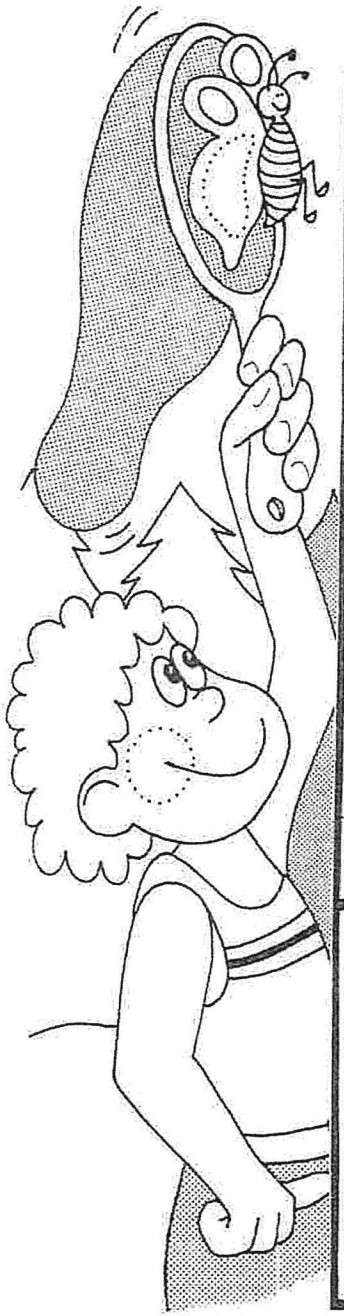


___ + ___ = ___

1	2	2	3	2	4
+5	+4	+2	+1	+3	+1

©2003 by The Learning Line

Name _____ Skill: Addition & Subtraction 1-10



Write the number sentence and answer.

3 s.

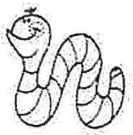
2 more came.
How many in all?

s

6 s.

1 flew away.
How many left?

s

5  s.

3 more now.
How many all together?

s

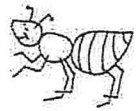
7 s.

7 flew away.
How many now?

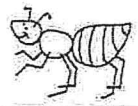
s

8 s.

7 jumped away.
How many left?

4  s.

5 more.
How many now?

 s

© Frank Schaffer Publications, Inc.

Name Date

HOME LINK 3•15

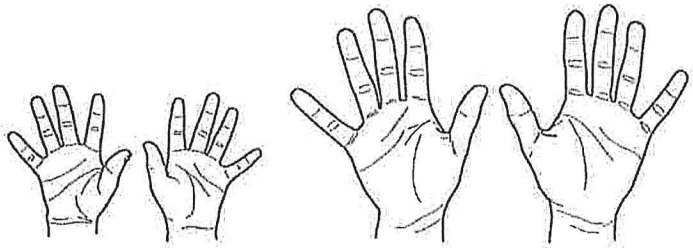
Counting Fingers

Family Note Children enjoy counting, and they find ways to practice this skill all the time. In addition to counting by 1s, children are learning to "skip count" by 10s. When your child counts by 10s, help him or her connect the counting words with the concept of making groups of 10. Counting fingers (and toes) is an excellent way to begin.

Count all of the fingers in your family.

Count by 10s. (Don't forget yourself!)

Count by 1s to double check.



Draw the fingers of all the people in your family.

Try to write the number of fingers.

(It might be a big number. Ask someone for help if you need it.)

What else could you count by 10s?

(Hint: What do you put in a shoe?)

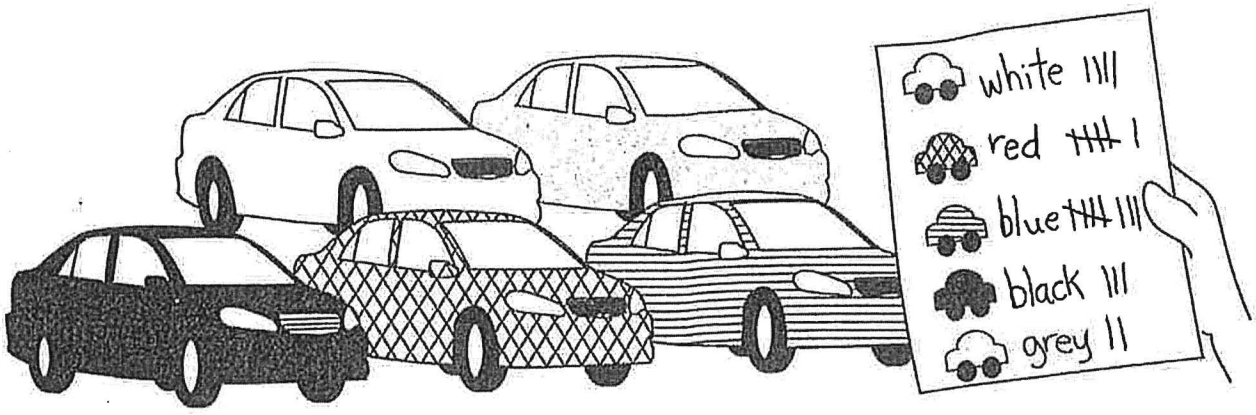
Copyright © Wright Group/McGraw-Hill

Name Date

HOME LINK 5•9

Car Color Tally

Family Note Collecting data helps children count, sort, compare, and record information. In school, we are learning about using tally marks to record data. Explore data collection with your child by using tally marks to record the color of cars in your neighborhood.



What car color do you think is the most popular?

Make a guess, then count car colors on your street or in a parking lot.

Use tally marks to record as you count.

What did you find out?

Copyright © Wright Group/McGraw-Hill

Name Date

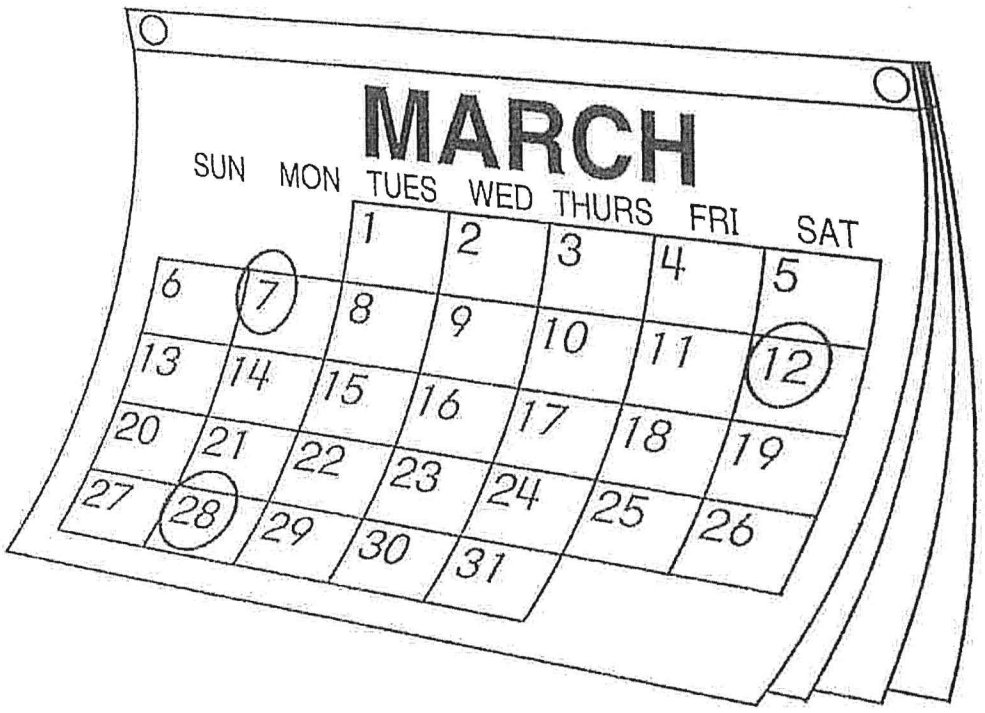
HOME LINK 6·12

Reading the Calendar

Family Note Calendars offer valuable opportunities for children to count and read numbers. Help your child record important family appointments, events, and occasions on a calendar at home.

Look at your calendar to find answers to the following questions:

- How many days are in this month?
- How many Wednesdays? Fridays? Sundays?
- What day of the week is the first? The fifth?
- What is today's date?
- How many days are left in this month?
- Are there any birthdays, holidays, or special days this month? When are they? Circle or mark them on your calendar.



Copyright © Wright Group/McGraw-Hill

Name _____ Date _____

HOME LINK 6•14

Counting by 2s, 5s, and 10s

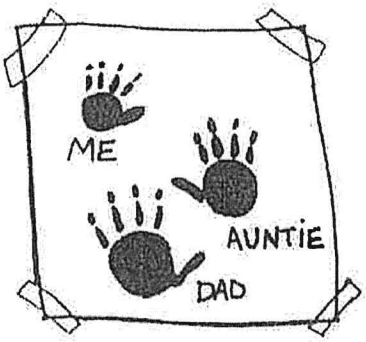
Family Note Counting by numbers larger than 1 can make counting more efficient and help children recognize and understand number patterns. These skills are beneficial in later grades. In school, we call this *skip counting*. Children are learning to skip count by 2s, 5s, and 10s. Look for opportunities to help your child practice skip counting.

Counting by 2s

Look for things around your house that come in pairs (socks, shoes, eyes, and mittens). You can count the pairs by 2s.

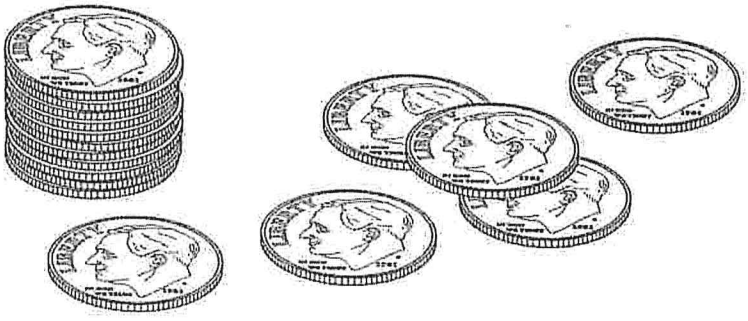
Counting by 5s

Count the fingers in your family by 1s. Now count them by 5s. Count the nickels in your money jar by 5s, too.



Counting by 10s

You've had lots of practice counting fingers by 10s. Now count toes. Try to count dimes by 10s, too.



Copyright © Wright Group/McGraw-Hill

Name Date

HOME LINK 6•16

Half Snacks

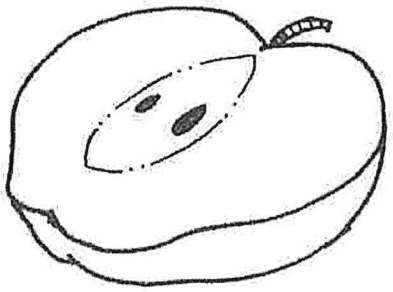
Family Note Meals and snacks provide opportunities for mathematical learning. At school we have been learning about the concept of *half*. As you talk with your child about halves, reinforce the idea that two halves of something must be the same or equal size. Children should try to make halves of **collections** of food items (such as pretzels in a bag) and halves of **single** food items (such as a sandwich, orange, or cookie).

Make a **half snack.**

Make a sandwich and cut it in half. Are the two sides equal?

Ask someone to cut an apple and give you half. Check that the piece you got is the same size as the other piece.

Make a pile of raisins or chips. Divide the pile in half. Take one pile and give the other one to someone at home.



What other foods could you divide in half? Try it.

Copyright © Wright Group/McGraw-Hill

Using Counting as a Measure of Time

1. How many counts did it take you to cross the room? Write the number below.

   walking _____ counts

   tiptoeing _____ counts

2. Choose a new way to cross the room. _____

3. Write the number of counts it took. _____ counts

4. Which way took the longest time? _____

5. Which way took the shortest time? _____