

# SUMMER

Welcome to Summer Vacation! Your child has worked hard this school year to strengthen their ability as a *Mathematician*. Remember that learning does not stop outside the classroom. Daily routines and household chores can be used as activities to practice mathematical concepts and make learning fun. Having fun with math is key to helping children on their journey to become confident *mathematicians*.

Below you will find **Suggested Activities** and the **Summer Math Review Packet**. Engaging your child with some of the listed activities will help bridge their connections of mathematics to everyday life!

## Suggested Activities:

- Add and subtract items around the house. Use the terms “more than,” “less than,” “equal to,” and “is the same as” to describe the relationships between or among the items. Use multiplication and division when applicable and when grade appropriate. Ask questions such as “If you ate a total of 30 cookies, *some* in the morning and 12 in the afternoon, how many crackers did you eat in the morning?”
- Adding math language to daily conversations allows for students to connect what they’ve learned in school to their daily lives. For younger children, identify the shapes you see in the real world around you. For older students, discuss distance or gas mileage when traveling.
- Work with money. When shopping, let your child pay for items with exact amounts. Younger children can make patterns with coins and count the amount they have. For older children, calculate tips, discuss gas price comparisons and currency conversions when traveling. Provide experience with debit accounts.
- Use shopping to have conversations about math. Have younger children budget and ask them if they have enough money to pay for the item they want. Ask them to calculate how much they would have left after buying the item. Older children

can look at the unit price or price per pound and calculate the costs. Have them find the better buy for their money.

- Practice measurement at home with cooking, laundry, or discussions about household projects such as painting or working on a new floor.
- Get to know their video game interests. Chances are the level achievements in their games correlate to numeric advances.

Be creative and have fun with your child! More ideas for your child's grade level can be found at the following links:

<https://www.parent.co/how-to-help-kids-practice-using-math-in-real-life/>

<https://www.education.com/activity/>

<https://www.weareteachers.com/15-fun-ways-to-practice-math/>

<https://www.thinkthroughmath.com/math-real-life-examples/>

<http://www.parents.com/kids/education/math-and-science/playful-math-activities-for-preschoolers/>



**Summer Math Review Packet is included on the following page.**

1. Some students are on a school bus. There are 9 boys on the bus. There are 17 students on the bus in all. How many girls are on the bus? What strategy can help you find the solution?

- (A) 6; making 10
- (B) 8; counting on
- (C) 8; a doubles-plus-1 fact
- (D) 26; counting on

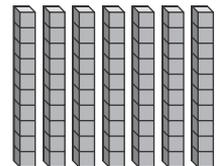
2. Debra has 4 red markers and 7 blue markers. She also has 8 black markers. Which of these does **NOT** show how many markers Debra has in all?

- (A)  $7 + 8 + 4 = ?$
- (B)  $4 + 7 + 8 = ?$
- (C)  $4 + 7 - 8 = ?$
- (D)  $4 + 8 + 7 = ?$

3. Use the place-value blocks. Find the difference. Explain.

$$70 - 40 = \underline{\quad}$$

- (A) 40; I crossed off 30 place-value blocks.
- (B) 30; I crossed off 40 place-value blocks.
- (C) 20; I crossed off 40 place-value blocks.
- (D) 10; I crossed off 50 place-value blocks.



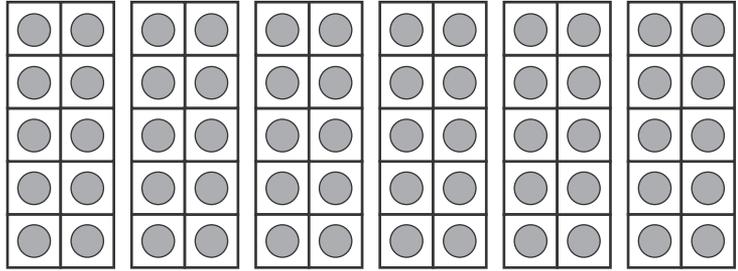
4. Find  $46 + 15$ . Use place-value blocks if needed.

$$46 + 15 = \underline{\quad}$$

Can you make a 10? Explain.

Circle **Yes** or **No**.                      **Yes**                      **No**

5. Count by 10s. What number is shown? Write the number 3 different ways.

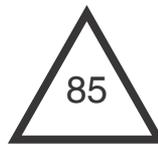


\_\_\_\_\_ tens

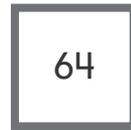
number: \_\_\_\_\_

word name: \_\_\_\_\_

6. Use the clues to find the secret numbers from the choices on the right.



I am less than 52.  
What numbers could I be?



\_\_\_\_\_

I have a 5 in the ones place.

What number am I? \_\_\_\_\_

7. How can Carlos use straws to measure the snake as is? Explain.



\_\_\_\_\_

\_\_\_\_\_

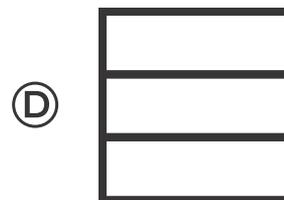
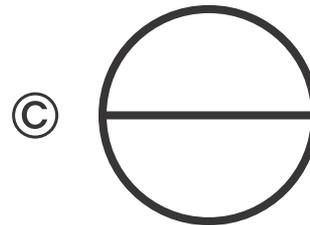
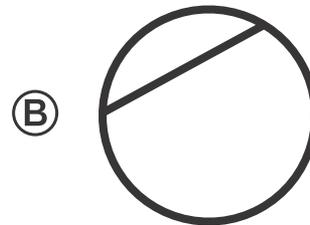
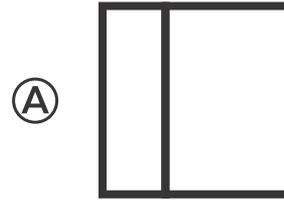
\_\_\_\_\_

\_\_\_\_\_

8. Which shape has 6 sides?  
Name the shape.



9. Which shape is divided into halves?



10. Write the time that is shown on the clock face.

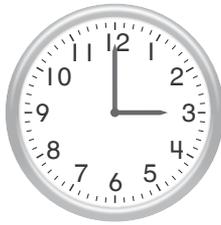
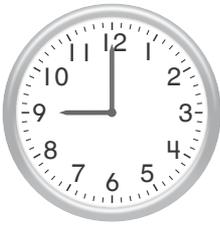


11. How many square faces and vertices does a cube have?

\_\_\_\_\_ square faces

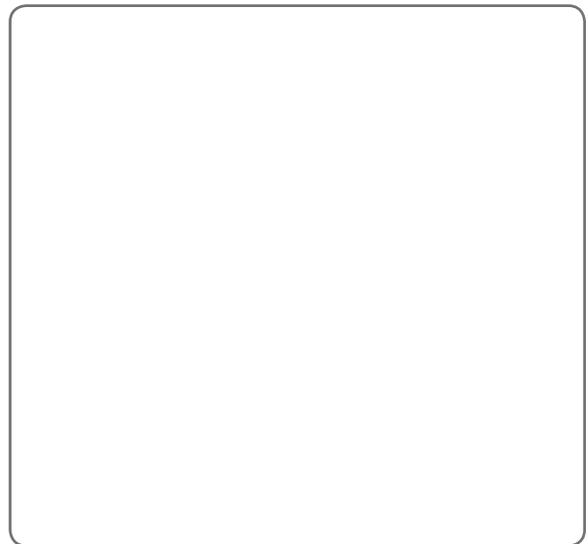
\_\_\_\_\_ vertices

12. Evan walks his dog after 8 o'clock and before 12 o'clock every Saturday morning. Which clock shows the time Evan might walk his dog? Choose two.



13. Melissa makes 4 triangles. Then she puts them together to make a new shape.

Draw a shape that Melissa could make.



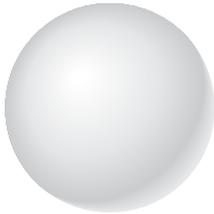
14. Divide the square into fourths. Then color one fourth of the square. Explain how you know that you colored the right amount.



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15. Which 3-D shape does **NOT** have a flat surface?



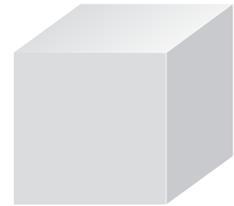
(A)



(B)



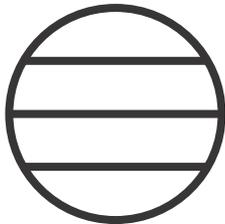
(C)



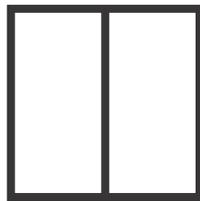
(D)

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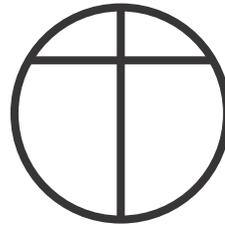
16. Which shape shows 4 equal shares?



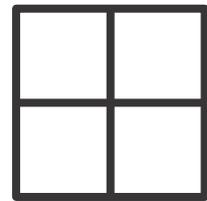
(A)



(B)



(C)



(D)

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17. Which is another way to say 60 minutes?

(A) half hour

(B) one hour

(C) two hours

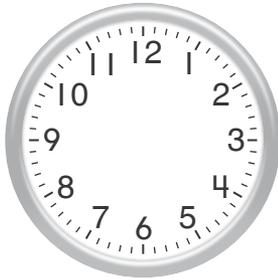
(D) one day

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18. How many  does Lucas need to make a  ?

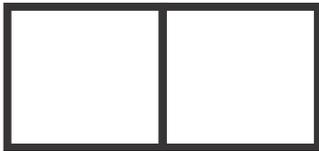
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19. Draw hands on the clock to show the time that Snack Time starts.

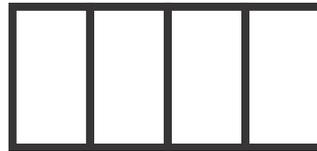


Saturday Schedule	
Time	Activity
8:00	Breakfast
9:00	Soccer Practice
10:30	Snack Time
12:30	Lunch
2:00	Movie

20. Compare the two shapes. Circle the words that describe the equal shares.



quarters      smaller equal shares  
halves      larger equal shares



quarters      smaller equal shares  
halves      larger equal shares

21. Complete the sentence. Then explain how you know you are correct.



This 3-D shape is a \_\_\_\_\_.

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