

# 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/>

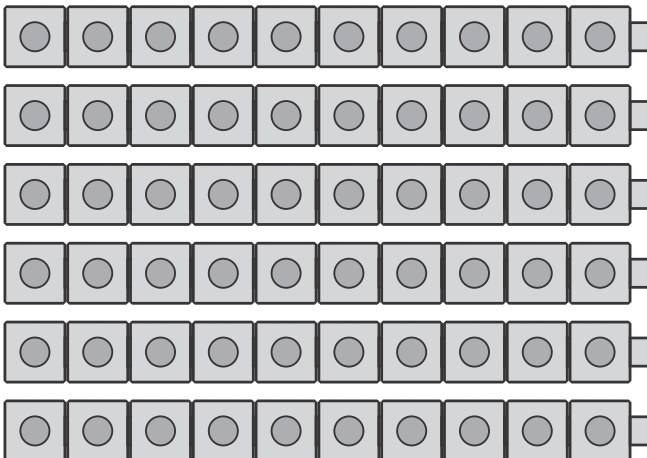
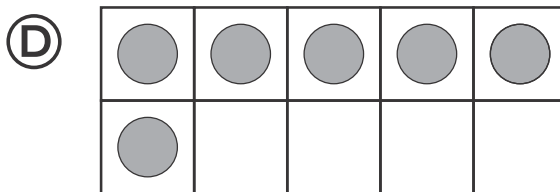
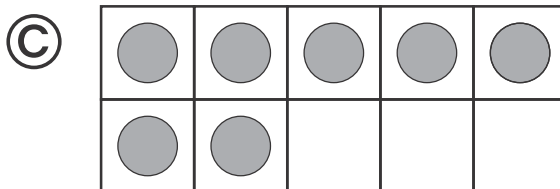
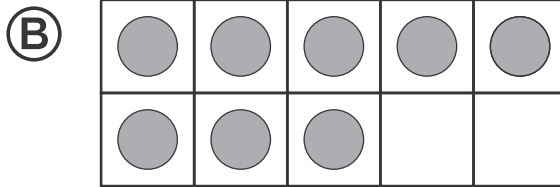
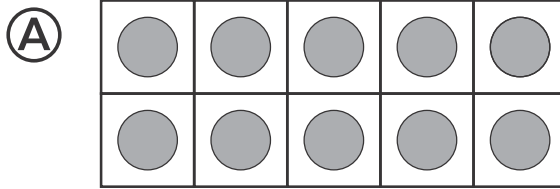
<https://www.weareteachers.com/15-fun-ways-to-practice-math/>

<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.**



(A) 40

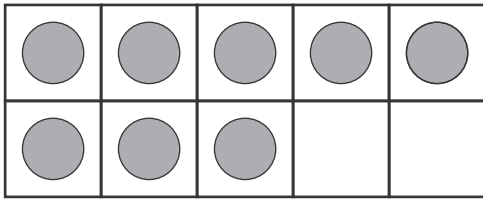
(B) 50

(C) 60

(D) 70

**Directions** Have students mark the best answer. ★ What shows 8? ② Which number tells how many cubes?

3



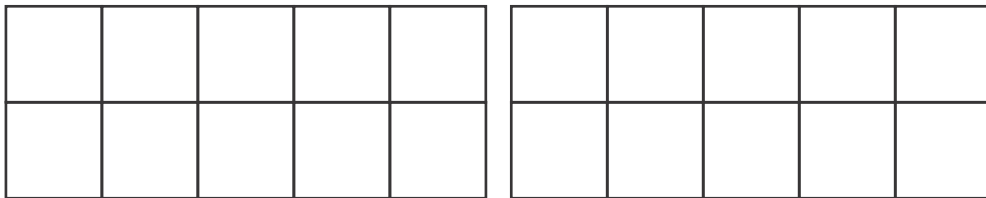
$$8 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

4

1	2	3	4	5	6	7	8	___	10
11	12	13	14	15	16	17	18	1___	20
21	22	23	24	25	26	27	28		30

49    39    29

5



$$16 = 10 + 6$$

**Directions** Have students: 3 draw yellow counters in the ten-frame to show the missing part of 10, and then complete the equation; 4 complete the numbers as they count and circle the number that is missing in the bottom row; 5 draw counters to match the equation. Then have them tell how the picture and equation show 10 ones and some more ones.

6

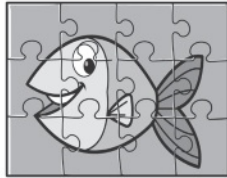
A



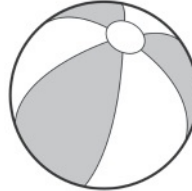
C



B



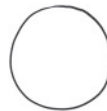
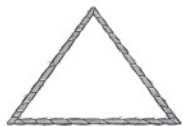
D



7



8



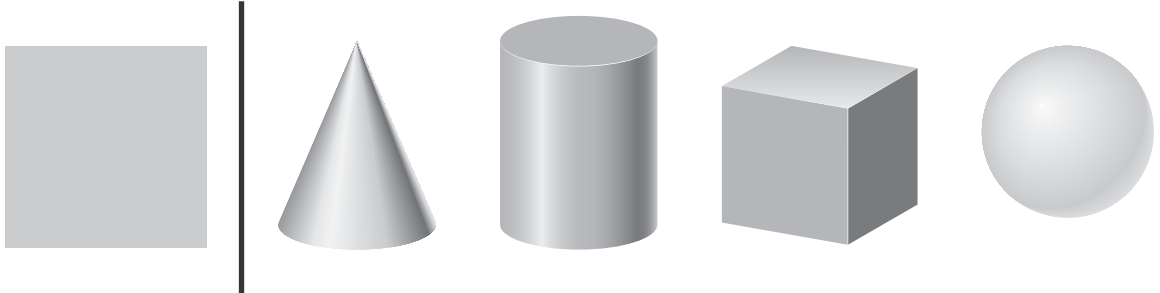
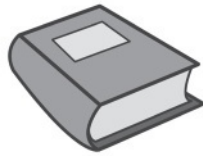
A

B

C

D



**Directions** Have students: **6** mark the object that is NOT solid; **7** mark an X on the objects that do NOT look like a circle; **8** mark the shape that represents a square built from other materials.



\_\_\_\_\_

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The shape has \_\_\_\_\_ flat surfaces.

**Directions** Have students:  draw a circle below the book and a triangle beside the book;  look at the shape on the left, and then draw a circle around the solid figure that has a flat surface with that shape. Then write how many flat surfaces that solid figure has.



(A)



(B)



(C)



(D)

12



(A)



(B)

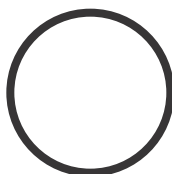





(C)



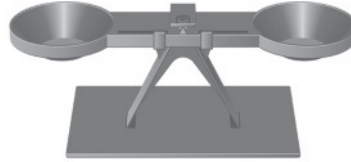
(D)

13

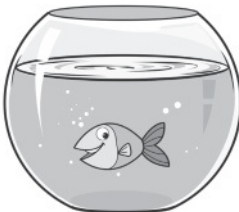


**Directions** Have students:  mark the shape that can be built using the solid figures on the left;  mark the snowman that is taller than the snowman on the left but shorter than the snowman on the right.  listen to the clues, mark an X on the shapes that do NOT fit the clues, and then draw a circle around the shape that the clues describe. Say: *I am a flat shape. I have 4 straight sides. Two of my sides are shorter than the other 2 sides. What shape am I?*

14



15



**Directions** Have students: **14** look at the feather and identify the attributes that can be measured. Then have them draw a circle around the tool(s) that could be used to tell about those attributes and mark an X on the tool(s) that could NOT; **15** mark all the objects that can be measured with the tool shown.