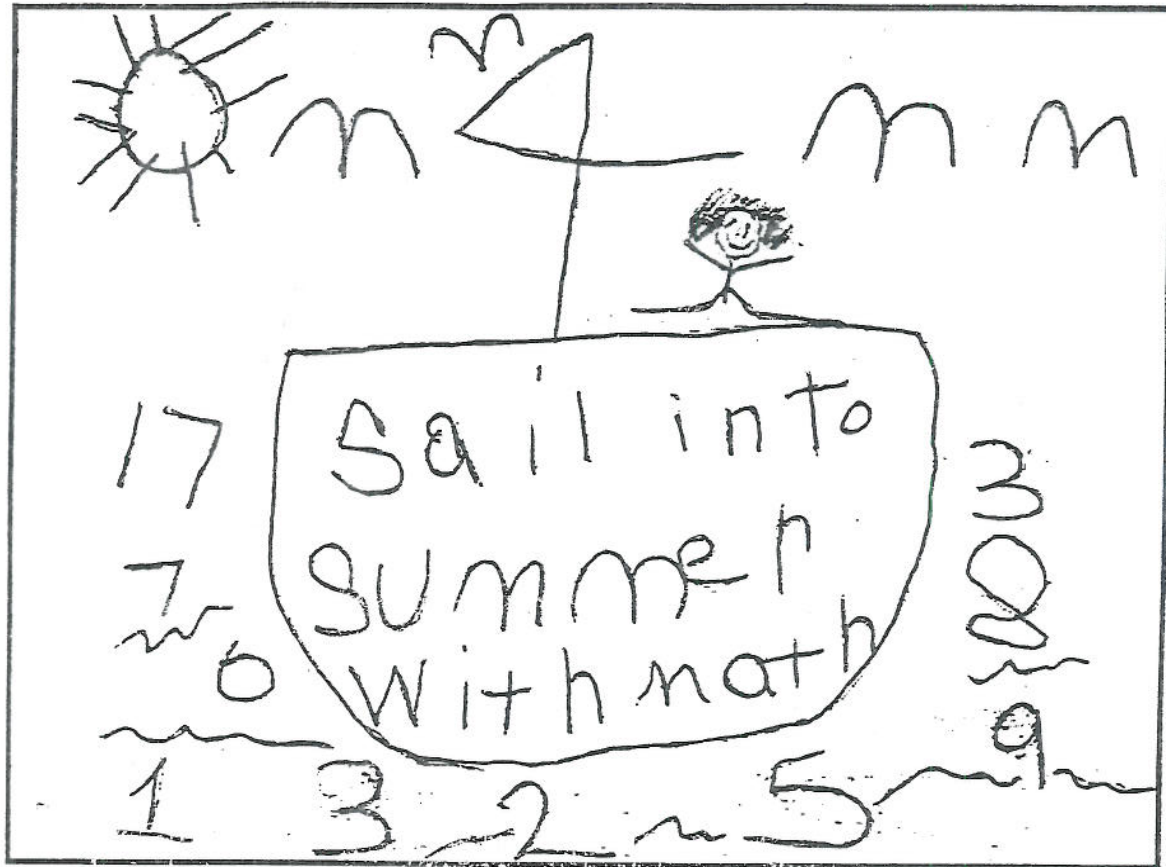


Sail into Summer with Math!



For Students Completing Kindergarten→1

This summer math booklet was developed to provide students in kindergarten through the eighth grade an opportunity to review grade level math objectives and to improve math performance.

June 2008

Dear Families,

At McAuliffe Elementary we would like every child to complete some of this math packet during the summer break. You, the parent, can decide how much of the packet is appropriate for your child to complete.

This math packet contains activities to help your child review math concepts learned this year. Your child may complete the activities independently or with your assistance.

Students who return the math review packet during the first week back to school will be recognized for this accomplishment.

One goal of McAuliffe is to promote increased math performance at all grade levels. Completing the summer review packet allows the school, students and parents to work together to achieve this goal. For additional math practice, please visit the links from our school website at:

<http://www.mcps.k12.md.us/schools/mcauliffees>

Student Responsibilities:

- Work on the summer math packet
- Review math skills throughout the summer
- Return the packet to school during the first week back

Parent Responsibilities:


- Monitor student work in the math packet
- Encourage student use of math concepts throughout the summer
- Ensure the return of the math packet during the first week back to school

This summer math booklet was compiled by
Dr. Brenda H. Hammond
Page Elementary School, 2000.


Week 2 / Numeration (Numbers and Place Value)

Students in kindergarten learned to count objects to 10, group objects into sets and count them, and order sets of objects (1 to 10 and 10 to 1). They practiced recognizing, reading, and ordering numerals, and matching numerals to the corresponding set. They also worked on comparing sets (which has more or less) and making two unequal sets equal by moving, adding, or taking away objects.


- ___ 1. Count the objects in each set and circle the number to show the amount.



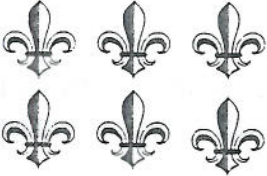
7 8 9




5 6 8



2 1 3

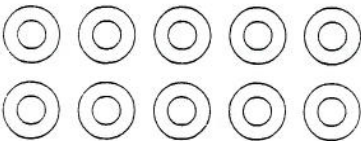


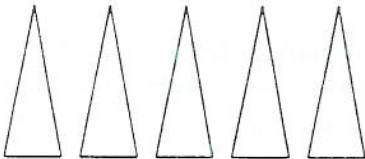
3 2 6



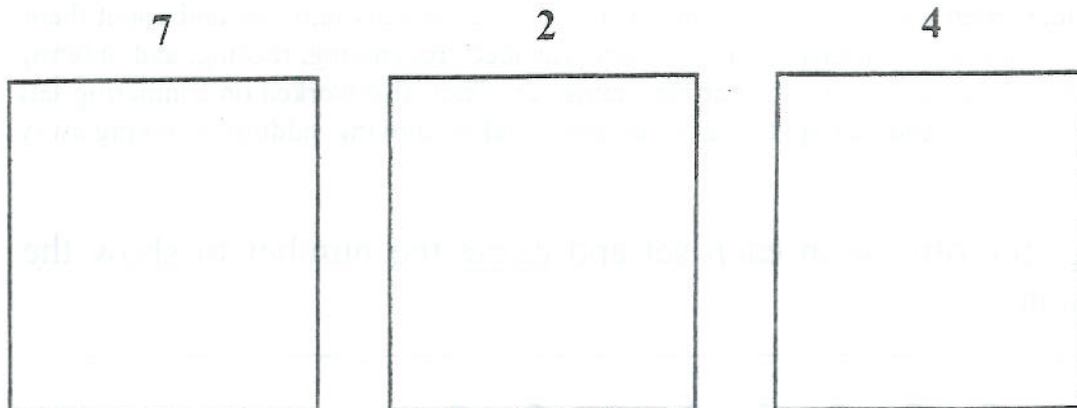
2 4 6

- ___ 2. Count the object in the sets. Write the number of objects in each set on the line below the set. Color 5 objects in each set.





___ 3. In each rectangle, draw objects to match each numeral.



Color the rectangle that has the most objects blue and color the rectangle that has the least objects green.

___ 4. Practice writing your numbers 1 to 10.

___ 5. In the car, make a list of colors. Put a tally mark next to each color when you find a car that is that color. Count the tally marks. Discuss which has the most, least, same number, etc.

___ 6. Do the above activity looking for vehicles.

___ 7. At the beach collect many shells. Sort them into different groups (such as by size, by kind, by color, by shape, etc.). Write the number of each group in the sand. You can replace collecting rocks in the park if you don't go to the beach.

___ 8. Count the number of people in a restaurant, at the park, at the pool, etc.

___ 9. *Make a collection of objects: coins, rocks, seeds, etc. Put them into groups of tens. Count the groups of tens.

___ 10. *Have your child estimate how many seeds he/she will find in a piece of watermelon. Divide seeds into groups of ten.

___ 11. *Mental math. Choose a number and start counting. When you stop counting your child has to say the number that comes next.

Examples: 1, 2, 3, ___, 5, 6, 7, ___ or 38, 39, ___, 41, 42, ___

___ 12. *Practice counting to 100. Practice counting by tens to 100.

___ 13. *Practice writing numbers 1 to 100.

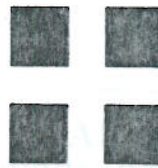
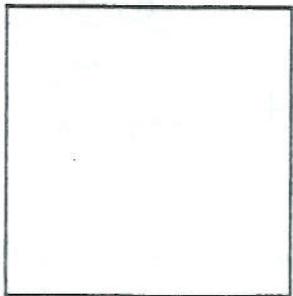
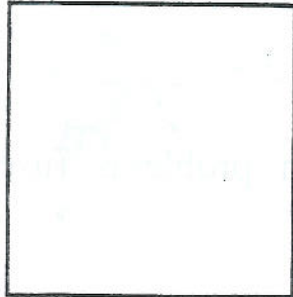
Week 3 / Addition and Subtraction

Students in kindergarten learned the beginning concept of addition using hands-on materials. They experimented with arranging a set of objects into subgroups. They also worked on constructing a set with one more when shown a set of objects. Students then practiced counting the number of objects in two separate sets, put the sets together, and named the number of objects in the combined set.

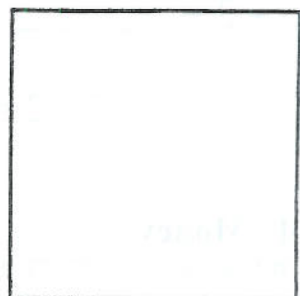
- ___ 1. Count the number in the first set. In the square, draw a set with one more. Write the number of objects you drew in the set on the line.



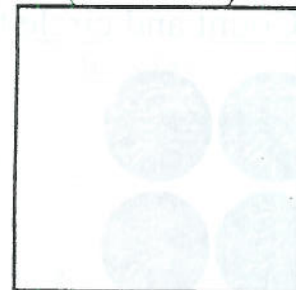
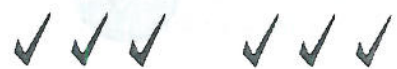
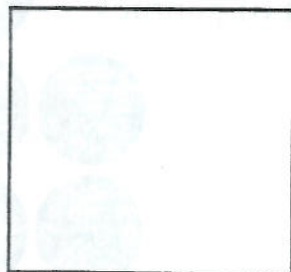








2. Count the number of objects in each set. In the square, draw a picture of both sets combined. Write the total number of objects on the line.



total = _____

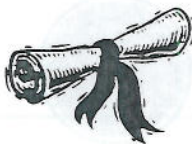
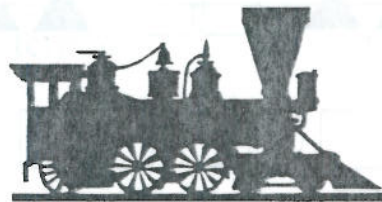
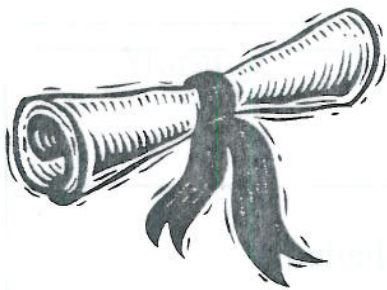
total = _____

- ___ 4. Play "I Spy" using shapes. "I spy something that is shaped like a circle," etc.
- ___ 5. Divide a piece of paper into fourths. Draw a small rectangle, triangle, circle, and square in the corner (one shape in each box). Go on a hunt in your house for shapes. Draw the object in the correct box (example: draw a ball in the circle box, a TV in the square box, etc.).
- ___ 6. Play "Follow the Leader" using a repeating pattern (example: hop, hop, jump, hop, hop, jump, etc.).
- ___ 7. *Drink some of your drink. Tell someone when it is half gone. Fold your napkin in half. Try to break a piece of bread in half.
- ___ 8. *Divide things in half: sandwich, waffle, cracker, pancakes, cookies, apple, etc.

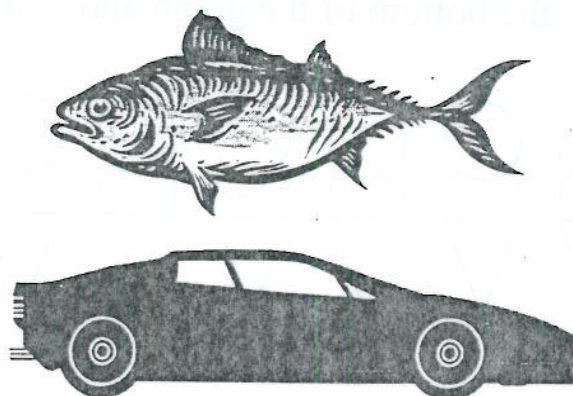
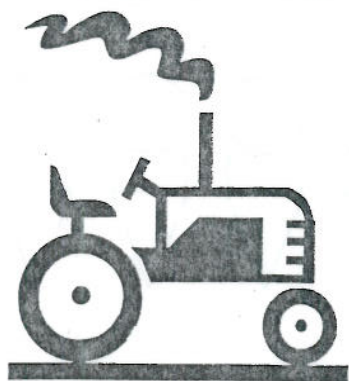
Week 7 / Measurement

In kindergarten, students explored the concepts of length, capacity, and weight using hands-on materials. They practiced comparing and ordering things by length/height and used terms to describe height, weight, and capacity (short, long, heavy, light, full, empty, etc.). The students also explored length by using non-standard units end-to-end to measure objects.

- ___ 1. Use a red and blue crayon for this activity. Circle each object that is longer with a red crayon. Circle the shorter object with a blue crayon.



- ___ 2. Use non-standard units (paper clips, pretzels, etc.) to measure the length of each object.



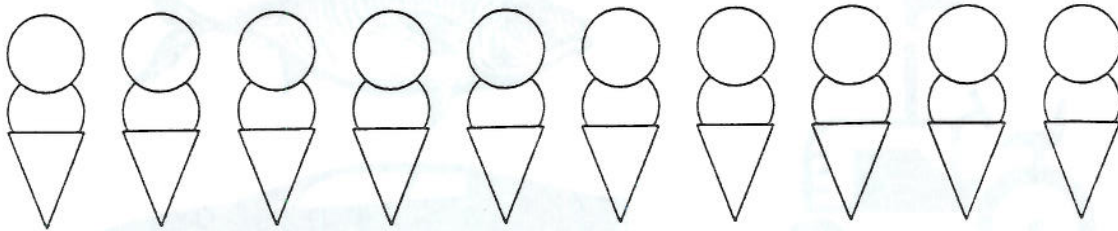
- ___ 3. At the beach, collect 5 shells. Put them in order from smallest to largest. You can also do this activity in the park by collecting rocks.
- ___ 4. *Follow a recipe with your child. Discuss the measuring terms: cup, tablespoon, etc. Let them help measure the ingredients.
- ___ 5. When in the bathtub, let your child use a variety of containers. Talk about full, empty, etc., and compare how much each holds.

Week 8 / Problem Solving and Make-a-Graph Project

- ___ 1. Use the table below to take a survey of people's favorite ice cream flavor. Ask 10 people to choose his/her favorite from the list.
- ___ 2. Put a tally mark next to each flavor chosen.

Ice Cream Flavor	Number of People
Chocolate	
Vanilla	
Cookies and Cream	
Strawberry	
Cookie Dough	
Chocolate Chip	

- ___ 3. On a separate sheet of paper or poster board make a graph showing your results. You may use pictures like the ones below for your graph. The graph should have types of ice cream along the bottom of the graph and numbers of people along the side.



- ___ 4. *Write two sentences about what your graph showed (example: which was the most popular, least popular, etc.).
- ___ 5. *Write a letter to your first grade teacher. Explain what your favorite thing is to do in math. Tell him/her what you hope to learn in math this next year.

Dear Teacher,
