

Student Name: \_\_\_\_\_

# Vernon Public Schools Grade 1 Mathematics Summer Review Packet



This optional Summer Math Packet consists of problems that review, maintain, and deepen the skills and concepts learned in 6 strands of mathematics: Operations & Computation; Numeration; Patterns, Functions, & Algebra; Data & Chance; Measurement & Reference Frames; and Geometry.

Most problems will consist of three levels, basic, moderate and challenge /extension. Students are able to work in each strand (problem) at the appropriate level. Challenge/extension problems are more complex and may require outside data and/or assistance.

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**Grade One Review: Week One**

1. a. Read the names of these numbers out loud.

7      19      15      6      12      9  
17      11      13      21      5      16

b. Write the numbers for the words below.

eight \_\_\_\_\_

twenty \_\_\_\_\_

eleven \_\_\_\_\_

sixteen \_\_\_\_\_

2. a. Write the following numbers using tally marks.

6 \_\_\_\_\_

9 \_\_\_\_\_

b. Write the following numbers using tally marks.

25 \_\_\_\_\_

32 \_\_\_\_\_

3. Make a number line below. Use your number line to help you solve these problems.

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a.  $2 + 4 =$  \_\_\_\_\_

$3 + 1 =$  \_\_\_\_\_

$5 + 3 =$  \_\_\_\_\_

$4 + 6 =$  \_\_\_\_\_

b.  $8 - 6 = \underline{\quad}$        $7 - 4 = \underline{\quad}$   
 $10 - 5 = \underline{\quad}$        $9 - 2 = \underline{\quad}$

4. Draw each shape.

trapezoid \_\_\_\_\_

pentagon \_\_\_\_\_

hexagon \_\_\_\_\_

rhombus \_\_\_\_\_

5. Count how many your house has . . .

a. people \_\_\_\_\_

televisions \_\_\_\_\_

telephones \_\_\_\_\_

b. rooms \_\_\_\_\_

windows \_\_\_\_\_

doors \_\_\_\_\_

## Grade One: Week Two

1. a. Read the names of these numbers out loud.

86      49      77      93      53      13

54      72      31      22      59      88

b. Write the numbers for the words below.

thirty-six \_\_\_\_\_

fifty \_\_\_\_\_

seventy-four \_\_\_\_\_

eighty-three \_\_\_\_\_

2. Solve the basic facts.

a.     $3 + 7 = \underline{\quad}$        $12 - 4 = \underline{\quad}$

$9 + 2 = \underline{\quad}$        $9 - 7 = \underline{\quad}$

$4 + 8 = \underline{\quad}$        $11 - 8 = \underline{\quad}$

b.     $6 + 6 = \underline{\quad}$        $13 - 5 = \underline{\quad}$

$17 - 12 = \underline{\quad}$        $19 - 11 = \underline{\quad}$

$20 - 9 = \underline{\quad}$        $18 - 6 = \underline{\quad}$

3. Complete the number grid

1	2	3	4	5		7	8		10
	12	13		15	16	17		19	
21			24	25		27		29	30
		33		35	36		38	39	
		43			46				50
51	52			55					60
		63				67			
	72		74				78		80
				85				89	
91					96				

Complete the number puzzles.

34		
	45	
		66
74		

58			

4 a. Collect any loose coins around your house (Have an adult help you.)

Count the number of coins you collected in all. \_\_\_\_\_ coins

Sort the coins into groups and write down the number of coins in each group.

\_\_\_\_\_ pennies

\_\_\_\_\_ nickels

\_\_\_\_\_ dimes

\_\_\_\_\_ quarters

b. 1. Find the total value of each group of \$ . ?

ex. 4 dimes = \$0.40

pennies \_\_\_\_\_

nickels \_\_\_\_\_

dimes \_\_\_\_\_

quarters \_\_\_\_\_

## Grade One: Week Three

### CANDY WEEK

To solve problems this week, you will need one bag of colored candies. (A snack size bag of M&Ms or Skittles would work well). Please work with an adult in your family.

1. a. Sort the candies by color. Make a tally chart below.

Candy Color	Number

b. Which colors have an even number of candies? \_\_\_\_\_

Which colors have an odd number of candies? \_\_\_\_\_

2. Use candies to help you make the fact families.

a.  $5 + 8 = 13$

make your own

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

3. Count

a. Count your candies by twos.

b. Count your candies by fives.

Count your candies by tens.

4. Use a ruler to measure the lengths.

5 candies = \_\_\_\_\_ inches

12 candies = \_\_\_\_\_ inches

20 candies = \_\_\_\_\_ inches

5. Make a graph of your candy colors.



## Grade One: Week Four

1. Write the number and draw a picture using tens and ones to show . . .

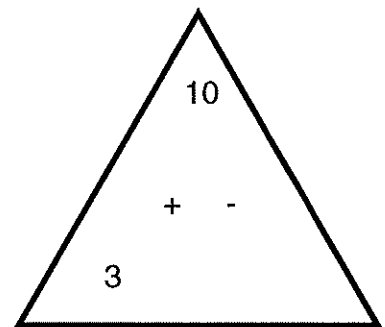
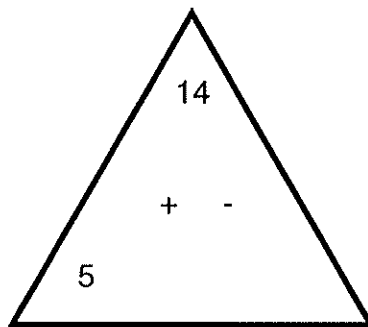
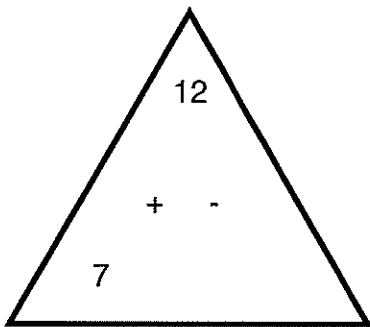
3 ones and 8 tens

6 tens and 7 ones

2 ones and 5 tens

4 tens and 9 ones

2. Complete the fact triangles.



3. Write + or - in each blank to make the math sentence true.

a.  $4 \underline{\quad} 2 = 6$

$17 \underline{\quad} 9 = 8$

$15 \underline{\quad} 8 = 7$

$5 \underline{\quad} 6 = 11$

$6 \underline{\quad} 7 = 13$

$20 \underline{\quad} 11 = 9$

b.  $16 \underline{\quad} 9 = 25$

$18 \underline{\quad} 3 = 21$

$30 \underline{\quad} 6 = 24$

4. Use a magazine to look for the following shapes.

a. circle

oval

rectangle

b. square

triangle

rhombus

5. In your kitchen, find and record the number of . . .

a. boxes of cereal \_\_\_\_\_

ice cubes \_\_\_\_\_

kinds of vegetables \_\_\_\_\_

b. plastic bottles \_\_\_\_\_

aluminum cans \_\_\_\_\_

glass jars \_\_\_\_\_

## Grade One: Week Five

1. a. From a pile of coins . . .

Pick out a penny. What is its value? \_\_\_\_\_

Pick out a nickel. What is its value? \_\_\_\_\_

Pick out a dime. What is its value? \_\_\_\_\_

Talk with an adult about each coin listed above. What do you notice on the "head side? What is on the "tails" side?

Heads

Tails

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b. Let's make coin rubbings! Unwrap a dark color crayon. Place a coin or group of coins under a piece of white paper. Lightly rub the face of the crayon in circles on the paper over the coins. Make rubbings of different amounts and find the values!

2. a. Subtract.

$6 - 3 = \underline{\quad}$

$8 - 6 = \underline{\quad}$

$12 - 4 = \underline{\quad}$

$13 - 7 = \underline{\quad}$

b. Draw a picture and write a math sentence to solve each subtraction problem below.

$25 - 15 =$

$22 - 11 =$

3. With an adult, play this dice game:

- Each player rolls two dice.
- Each player makes the largest 2-digit number from the digits on his or her dice.
- Compare the 2 numbers by writing a math sentence with  $<$ ,  $>$ , or  $=$ .
- The player with the larger number wins a point.
- Play up to 10 points.

4. Use tally marks to show the number.

5 \_\_\_\_\_

9 \_\_\_\_\_

13 \_\_\_\_\_

6 \_\_\_\_\_

24 \_\_\_\_\_

21 \_\_\_\_\_

b. Show the ages of each member of your family in tally marks.

## Grade One: Week Six

1. Show three ways to make each amount using pennies, nickels, dimes, and quarters.

<b>\$0.25</b>			
<b>\$0.63</b>			
<b>\$0.34</b>			

2. Solve these number stories using the store sign.

<b>School Supplies</b>	
pencils	\$0.15
pens	\$0.25
eraser	\$0.20
scissors	\$1.50
glue	\$0.95
notebook	\$1.00
folder	\$0.25
ruler	\$0.75
crayons(8)	\$0.29

a. You need to buy a pencil, a pen, and an eraser. How much will you spend?

\_\_\_\_\_

b. If you bought one of every supply, how much will it cost?

\_\_\_\_\_

c. You and your dad go shopping for school supplies. He pays for 2 pencils, 2 pens, crayons, and a notebook. You pay for 2 erasers, 2 folders, and scissors. Who paid more and by how much?

\_\_\_\_\_

3. What comes next? Fill in the next 3 spaces to complete each pattern.

a. ▲▲▲ □□□ ▲▲▲ □□ \_\_\_\_\_

□▲□□▲□□▲□□ \_\_\_\_\_

□ ●● □□ ●●● □□□ ●●● \_\_\_\_\_

b. A B B B A B B B A B \_\_\_\_\_

1, 10, 2, 9, 3, 8, 4, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

1, 2, 4, 8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. Tell an adult how the shapes are similar and how the shapes are different.

a. triangle and rectangle

b. square and rectangle

c. rhombus and square

## Grade One: Week Seven

1. Solve the following number stories.

Sally went to the store to buy a yo-yo. It costs \$0.15. She has \$0.20 in her pocket. How much change will she get back?

Melissa went to the store to buy a superball. Each superball costs \$0.35  
Melissa has \$0.27 in her pocket. How much more money does she need to buy the superball?

2. Use the following shapes to make a picture: circle, oval, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, octagon.

house	flower	snowman	puppy

3. Count out loud to an adult.

a. Skip count by twos – starting with 2, ending with 30.

Skip count by fives – starting with 5, ending with 50.

Skip count by tens – starting with 10, ending with 100.

Skip count by twos – starting with 24, ending with 54.

Skip count by fives – starting with 45, ending with 100.

b. Skip count by tens – starting with 17, ending with 97.

Skip count by threes – starting with 3, ending with 45.

Skip count backward by fives – starting with 100, ending with 5.

Skip count backward by tens – starting with 103, ending with 3.

4. Use  $<$ ,  $>$ , or  $=$  to compare the numbers

a.  $24$  \_\_\_\_\_  $26$

$41$  \_\_\_\_\_  $33$

$93$  \_\_\_\_\_  $86$

b.  $8 + 9$  \_\_\_\_\_  $16$

$6 + 6$  \_\_\_\_\_  $13$

$7 + 8$  \_\_\_\_\_  $15$

c. 1.  $132$  \_\_\_\_\_  $123$

$109$  \_\_\_\_\_  $112$

$21 + 7$  \_\_\_\_\_  $20 + 8$

## Grade One: Week Eight

### 1. Solve the following number stories

a. Jimmy went to his favorite store where he bought a comic book for \$2.00, a game for \$12.00, and a toy for \$7.00. How much did Jimmy spend in all? \_\_\_\_\_

b. Timmy spent \$15.00 at the store. He bought a book for \$8.00, a small game for \$3.00, and a puzzle. How much did the puzzle cost? \_\_\_\_\_

c. Kimmy went to the store with her friends, Jimmy and Timmy. She spent \$5.00 more than Timmy, who spent \$15.00. Kimmy bought a book for \$9.00, lip-gloss for \$3.00, a notebook for \$2.00, and a pack of gel pens. How much did the gel pens cost? \_\_\_\_\_

### 2. Solve the number stories.

a. 2 packs of gum cost 80.

If the packs are the same, how much does one pack cost? \_\_\_\_\_

b. If one lollipop is 25 how much would 4 lollipops cost? \_\_\_\_\_

c. Using the prices above, how much money would you need to buy 2 packs of gum and 8 lollipops?

### 3. Guess the shape! Use the clues to help you!

a. I am a polygon.

I have three angles.

I have three sides.

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

b. I am a polygon.

I have four angles that are right angles.

I have four sides.

All of my sides are the same length.

What am I?

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c. I am a polygon.  
I have four sides.  
I have four angles.  
All of my sides are the same length.  
I am not a square.  
What am I?

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4. Write the time you normally do these things. You may draw a digital or analog clock to show each time.

a. wake up

breakfast

brush your teeth

b. get to school

eat lunch

get home from school

5. Fill in the missing numbers.

Count by twos.

13, 15, \_\_\_\_\_, 19, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 27

Add 5.

5, \_\_\_\_\_, 15, \_\_\_\_\_, \_\_\_\_\_, 30

Subtract 4.

24, \_\_\_\_\_, 16, \_\_\_\_\_, \_\_\_\_\_, 4, 0