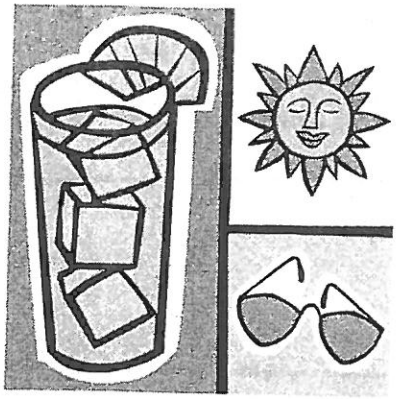
Name_____

First Grade Summer Packet



Please return on the first day of school and receive a special reward!

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You are your child's first and best teacher!

Here are ways to help your child practice skills while having fun!

Day 1 Write the words *anchor, chorus, ache,* and *stomach.* Have your child read each word aloud and listen for the sound /k/ that the letters *ch* represent. Have your child compare this sound to the sound *ch* stands for in *chair, lunch,* and *chicken.*

Day 2 Write simple sentences that use any of the following words that your child is learning to read: *also, group, soon, though, tried.* Have your child read each sentence aloud.

Day 3 After reading a story, ask your child questions about its theme, such as: *What lessons did the characters learn? Are these lessons something you can use in your life?*

Day 4 Ask your child to write about a book he or she has read. Encourage your child to include what he or she likes about the book and why it would be interesting to other people.

Day 5 Look through some favorite stories with your child. Point out commas in sentences and discuss why commas are used.

Read with your child EVERY DAY!

(fold here)

Family Times

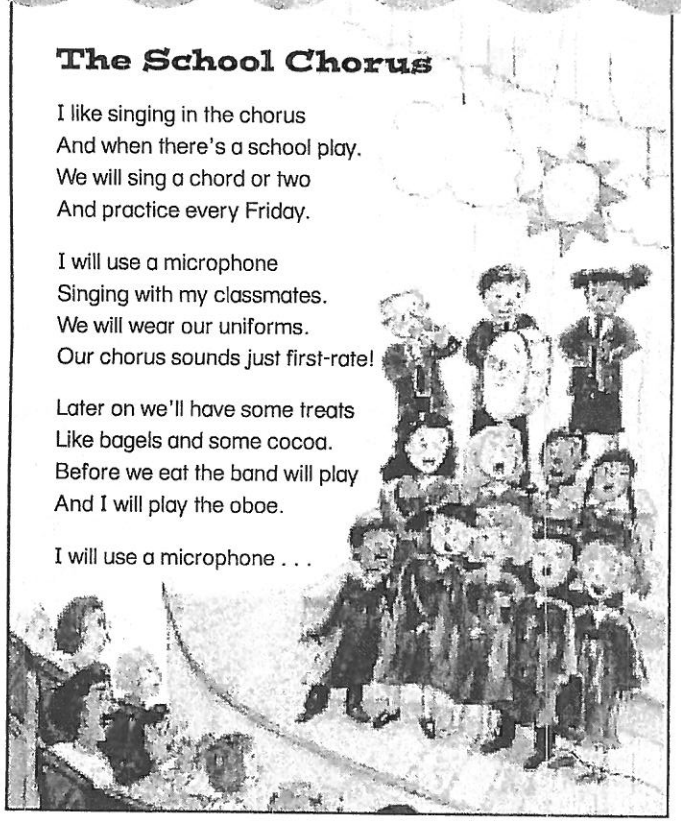
The School Chorus

I like singing in the chorus
And when there's a school play.
We will sing a chord or two
And practice every Friday.

I will use a microphone
Singing with my classmates.
We will wear our uniforms.
Our chorus sounds just first-rate!

Later on we'll have some treats
Like bagels and some cocoa.
Before we eat the band will play
And I will play the oboe.

I will use a microphone . . .

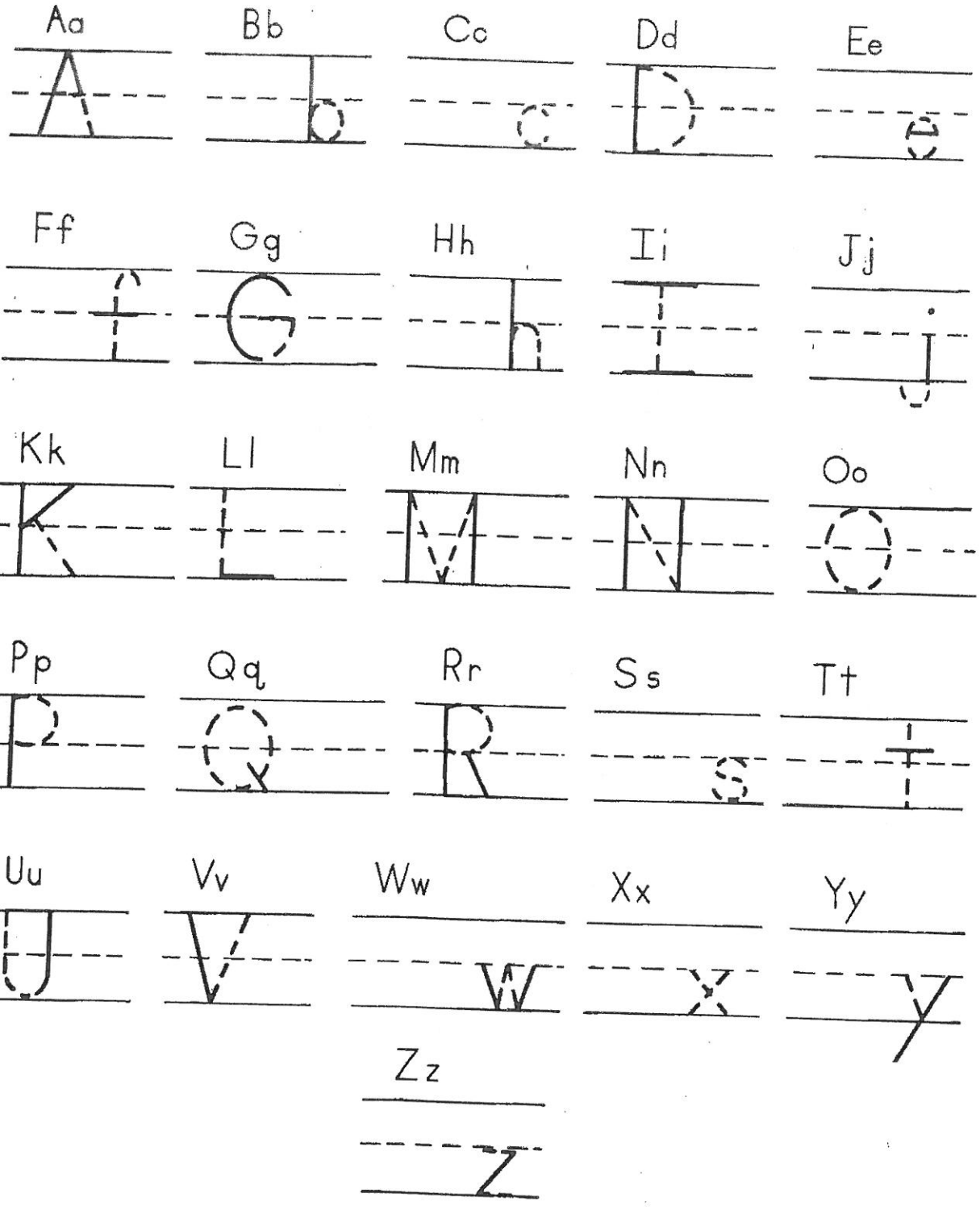


This rhyme includes words your child is working with in school: words with long vowels at the end of syllables *(microphone, uniform)* and the consonants *ch* and *sch (chorus, school)*. Sing "The School Chorus" with your child. Take turns singing a line and then having the other person repeat the same line.

Name: _____

Form the Alphabet

Finish each incomplete letter. Then write the missing upper- or lower-case letter beside it.



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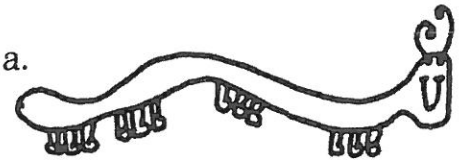
Measuring with Rulers

Measure the following creatures using the rulers at the bottom of this sheet.

a. 

_____ cm

b.

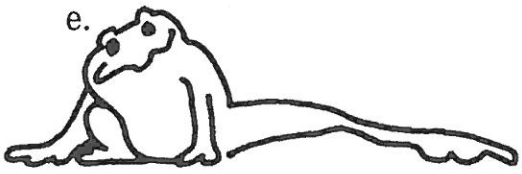
_____ in.

c.

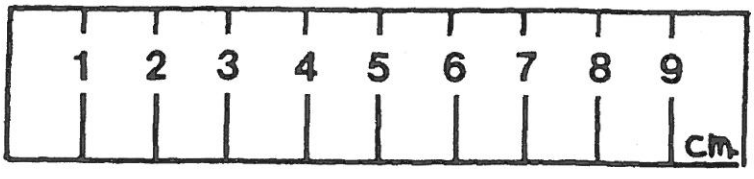
_____ in.

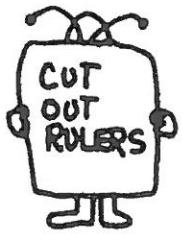
d.

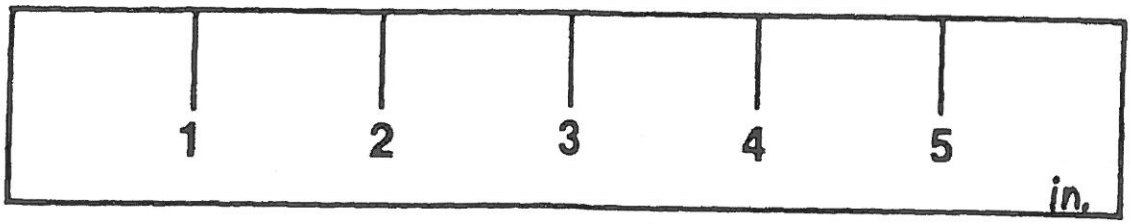
_____ cm

e. 

_____ cm







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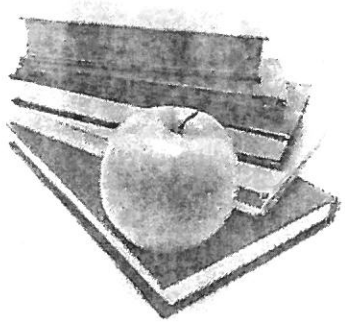


Summer Reading List

Grades K-2

***Make Way for Ducklings* | by Robert McCloskey**
It's not easy for duck parents to find a safe place to raise their ducklings, but during a rest stop in Boston's Public Garden, Mr. and Mrs. Mallard think they just might have found the perfect spot. When Mrs. Mallard and her eight ducklings are stuck at a busy street in downtown Boston, their policeman friend Michael rushes in to stop traffic and make way for them.

***Lon Po Po* | by Ed Young**
This is the Chinese version of the traditional story of *Little Red Riding Hood*. Three sisters, Shang, Tao, and Paotze, must defend themselves against a frightening wolf while their mother is away visiting their grandmother for her birthday.

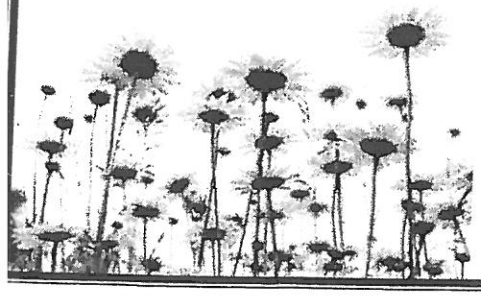
***Miss Nelson is Missing* | by Harry Allard**
The students in Miss Nelson's class have difficulty following the rules and being respectful. One day Miss Nelson concocts an ingenious plan and disappears, making it necessary for substitute "Viola Swamp" to take over. Soon the children are inundated with homework and have their story time taken away. Eventually, Miss Nelson comes back to a much-improved class that appreciates her.

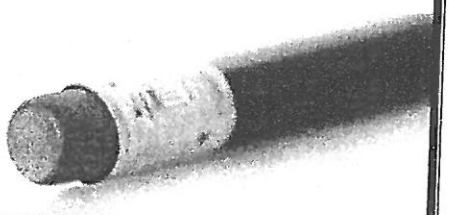
***The Garden of Abdul Gasazi* | by Chris Van Allsburg**
A Caldecott Honor winner, *The Garden of Abdul Gasazi* charms readers with its engaging storyline and brilliant pencil drawings. The adventure begins when Alan loses Fritz, the dog he is sitting for. Fritz wanders into a garden owned by a former magician. Alan hopelessly looks for Fritz and to his dismay thinks that the dog has been turned into a duck by the old magician.

***If You Give a Mouse a Cookie* | by Laura Joffe Numeroff**
If You Give a Mouse a Cookie is a wonderful tale of a boy who tries to meet the demands of a very needy mouse. Young readers will come away smiling at the mischief in this delightful picture book.

***The Little Engine That Could* | by Watty Piper**
The Little Engine That Could is a classic tale of a determined railroad engine that, despite its small size, triumphantly pulls a train full of toys to the waiting children on the other side of a mountain.

***So You Want to Be President?* | by Judith St. George**
So you want to be president! Why not? From the embarrassment of John Quincy Adams to the mischievous adventure of Theodore Roosevelt's pony, Judith St. George shares the backroom facts, the spitfire comments, and the comical anecdotes that have been part and parcel of America's White House. Hilariously illustrated by Caldecott Honor-winning artist David Small, this celebration shows us the foibles, quirks, and the humanity of men who have risen to one of the most powerful positions in the world.





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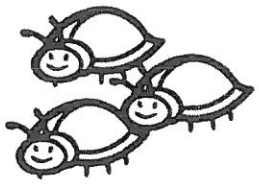
DAILY Warm-Up

THREE LITTLE BUGS

It was a sunny day. Three little bugs packed a bag.
"Goodbye, Mother," said Joe. "I will go to the city."
"Goodbye, Joe. Be a good boy," said his mother.
"Goodbye, Mom," said Seth. "I will go to the hills."
"Goodbye, Seth," said Mother. "Please, be good."
"Goodbye, Mother," said Sage. "I will go to the country."
"Goodbye, Sage. Be good," said Mother.
They all kissed her goodbye.
Joe had a blue bag and a hat.
Seth had a green bag and two toys.
Sage had a red bag. Sage took books. He took a saw to cut wood.
Joe went to the city. Seth went to the hills. Sage went to the country.
Joe made a house of sticks. It was small. The door was not big.
Seth made a house of weeds. It had no windows. It had one door.
Sage made a house of bricks. He made a roof out of wood. Sage made a wall.
One day the wolf came to find bugs for his lunch. He blew Joe's house down. He blew Seth's house down. He could not blow Sage's house down. He gave up blowing and went home to eat soup.



STORY QUESTIONS

1. Which words tell us about Sage?

a. He is mean.
b. He is quick.
c. He is sloppy.
d. He is careful and plans ahead.

2. How was Sage different than his brothers?

a. He was smarter.
b. He was lazy.
c. He was not sleepy.
d. He liked to draw.

3. What fairy tale is this like?

a. "Goldilocks and the Three Bears"
b. "Three Little Pigs"
c. "Cinderella"
d. "Jack and the Beanstalk"

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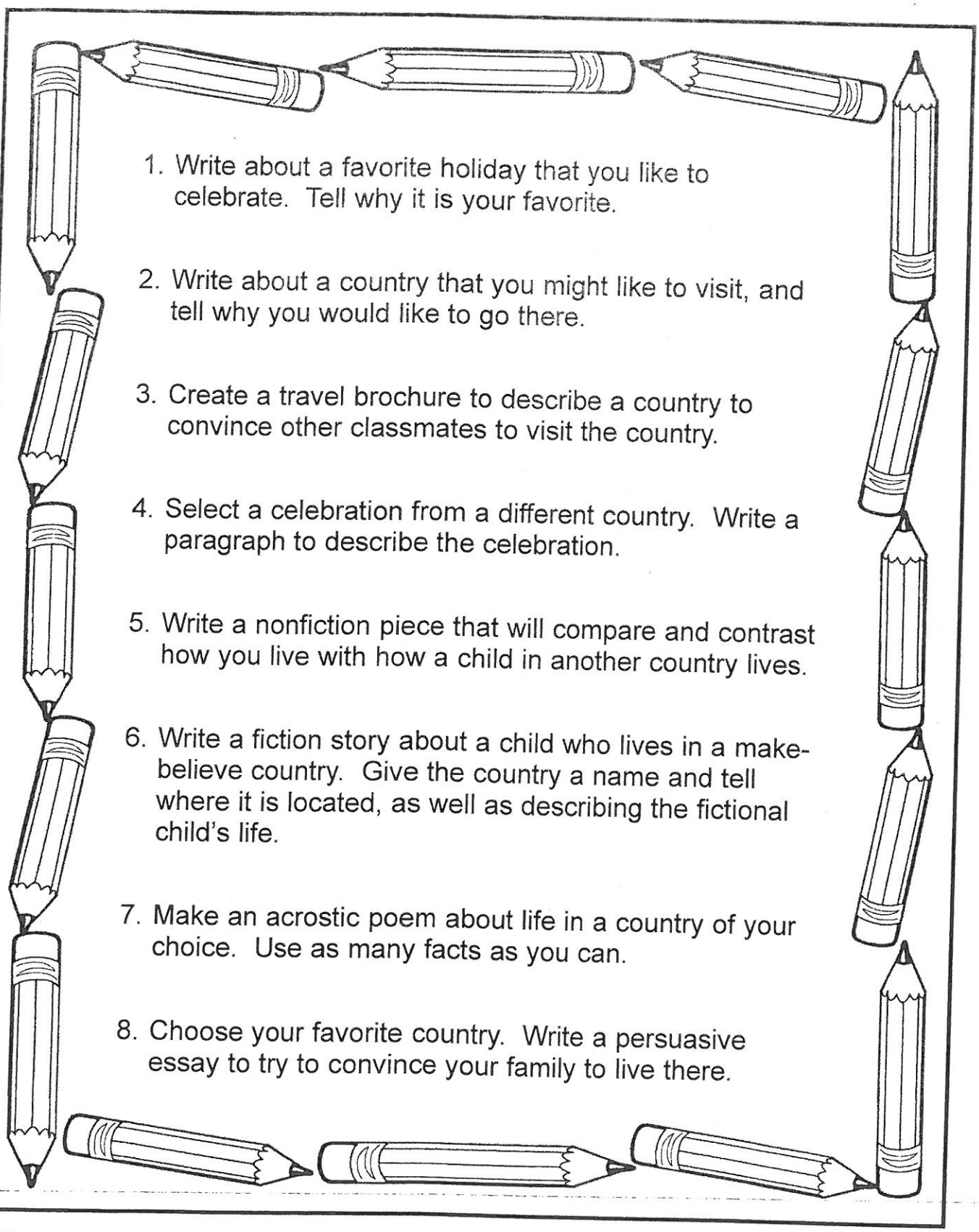
Daily Journal Topics: Faraway Children and Celebrations



1. Write about a favorite holiday that you like to celebrate. Tell why it is your favorite.

2. Write about a country that you might like to visit, and tell why you would like to go there.

3. Create a travel brochure to describe a country to convince other classmates to visit the country.

4. Select a celebration from a different country. Write a paragraph to describe the celebration.

5. Write a nonfiction piece that will compare and contrast how you live with how a child in another country lives.

6. Write a fiction story about a child who lives in a make-believe country. Give the country a name and tell where it is located, as well as describing the fictional child's life.

7. Make an acrostic poem about life in a country of your choice. Use as many facts as you can.

8. Choose your favorite country. Write a persuasive essay to try to convince your family to live there.

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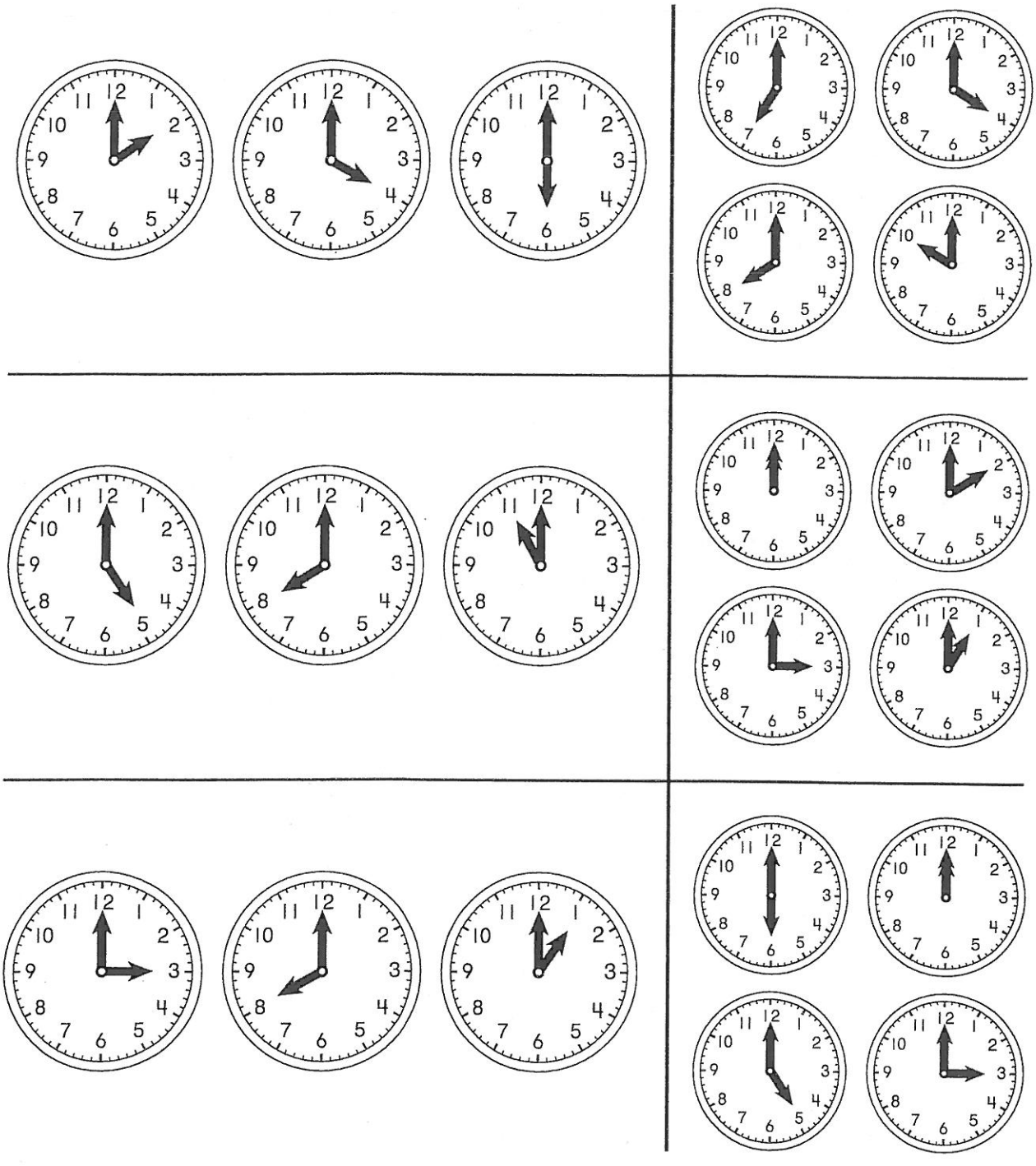
Patterns in Time

Look for the pattern in each row.

Circle the clock that comes next.



Notes for Home Your child recognized and continued patterns which involved repeated addition of 2, 3, and 5 hours. *Home Activity:* Ask your child to show how he or she figured out the pattern in each row.

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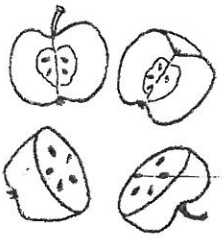
Science and Art

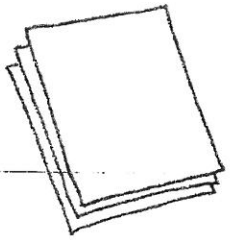
Apple Art

Make apple prints.

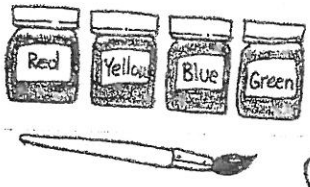
Materials



apples cut in half

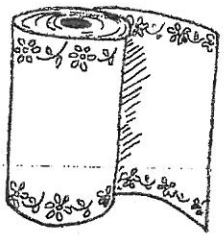


paper



paints and paintbrush

marker



paper towels

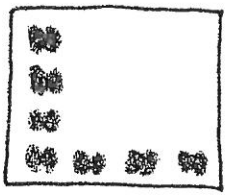
Steps

1. Pat the cut side of an apple half with a paper towel.

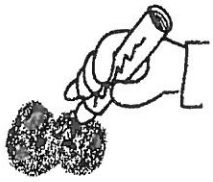
2. Brush one color of paint on the cut side.

3. Press the painted side on the paper.

4. Print any design you like. You can make a row across. You can make a row down. You can make a circle or a square.



5. Use a marker to draw the apple seeds.



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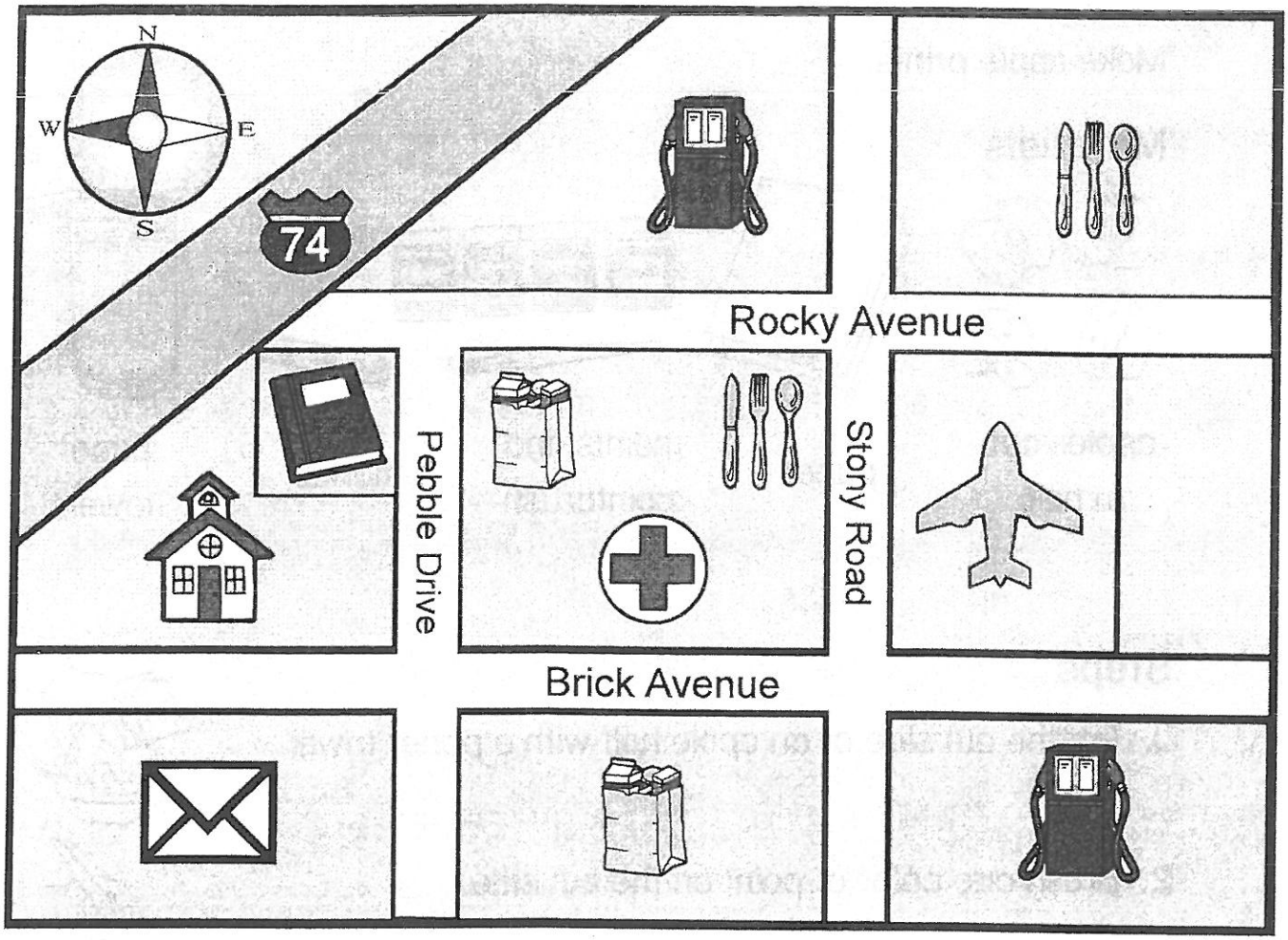
Community Map



Key

- = school
- = hospital
- = restaurant
- = grocery store
- = gas station
- = airport
- = library
- = highway
- = post office

Questions

1. On what streets are the the restaurants located?
2. On what street is the school located?
3. On what street is the hospital located?
4. What place is north of the airport?
5. What highway runs through this community?
6. What are the nearest cross streets to the post office?

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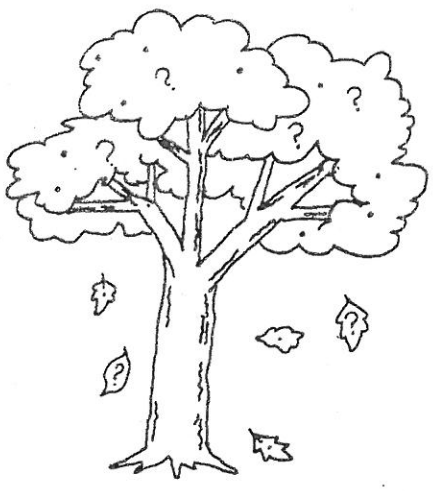
Falling Leaves

These falling leaves are carrying punctuation marks. Which one do you need after each sentence?



A QUESTION MARK (?) is used at the end of a question.

A PERIOD (.) is used at the end of a statement.

Directions: Copy each sentence below that is a question. Remember to use a question mark at the end of each question.

1. David went to the store ☐ How did he get there ☐

_____

_____

_____

2. What does Mary want for her birthday ☐ She wants a new bike ☐

_____

_____

_____

3. The rain is beginning to fall ☐ Will we still have a picnic ☐

_____

_____

_____

Now put a punctuation mark at the end of each statement. Which punctuation mark will you use? _____

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Name Date

HOME LINK 9·1

Number-Grid Hunt

Family Note Ask your child to describe some of the patterns in the number grid below. Then ask him or her to fill in specific numbers you suggest; for example, *Where would the number 140 go?* Do this with several numbers before your child completes the rest of the grid. By learning to identify and use patterns in the number grid, your child will develop strong number sense and computation skills.

Please return this Home Link to school tomorrow.

Ask someone to say a number between 101 and 200. Record it on the number grid. Do this for several numbers. Then finish filling in the grid on your own.

101									
				125					
								139	
									150
171									
		183							

Practice

Count up by 1s.

268, ____, 270, 271, ____, ____, 274

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Name

Date

HOME LINK 9•2

Using the Number Grid

Family Note Ask your child to explain how to count up and back by 10s on the number grid and then to demonstrate how to solve the addition and subtraction problems on the number grid. If your child counts one space at a time, remind him or her that to count up by 10s, you can move down one row for every 10, and to count back by 10s, you can move up one row for every 10.

Please return this Home Link to school tomorrow.

Use the number grid to solve the problems.

−9	−8	−7	−6	−5	−4	−3	−2	−1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. $35 + 6 =$ ____

2. $61 + 10 =$ ____

3. $43 - 20 =$ ____

4. ____ $= 82 - 10$

5. ____ $= 58 + 20$

6. ____ $= 75 - 9$

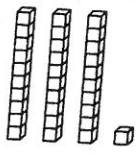
7. $55 + 10$

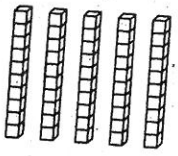
8. $99 - 20$

9. $46 - 8$

Practice

Solve.

10.  = ____

11.  = ____

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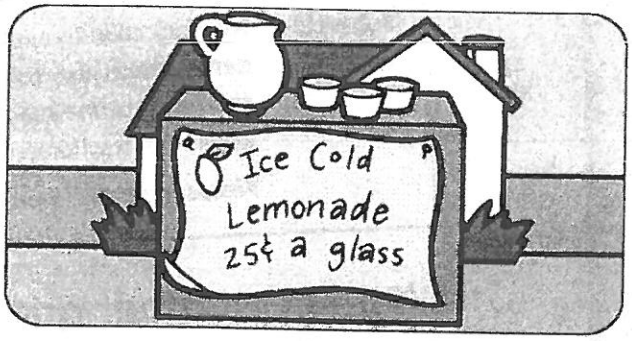
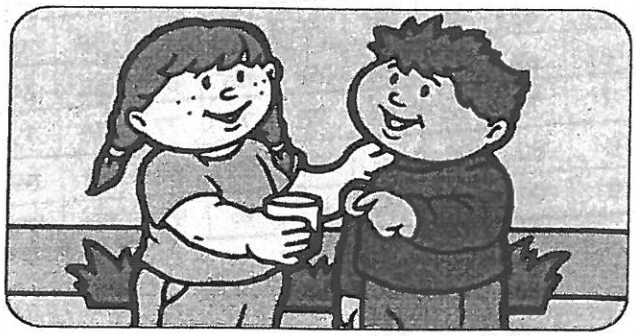
Sequence Cards

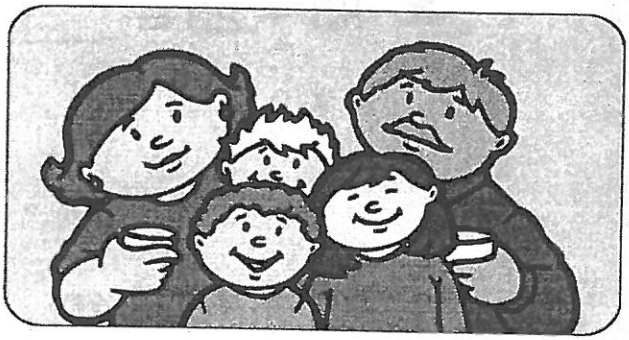
Amy and Melanie mixed lemonade in a plastic pitcher.



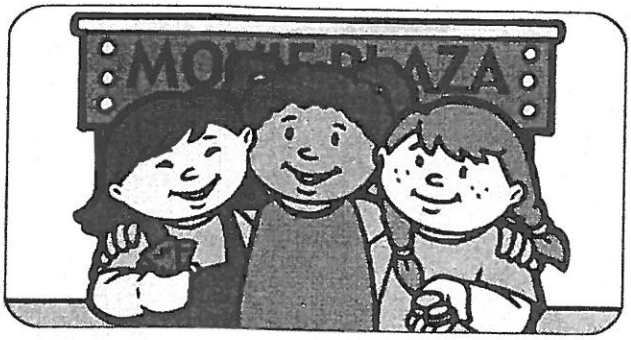
They put the lemonade stand in front of their house.



They sold the lemonade drinks for one quarter each.



Ten children and two adults bought the cold lemonade.



Amy and Melanie were on their way to the movies.

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Name Date

HOME LINK 9•3

Number-Grid Puzzles

Family Note Have your child show you how to complete the number-grid puzzles. Encourage him or her to explain patterns on the number grid that are helpful for solving the problems. For example, if you move up one row, the digit in the 10s place is 1 less.

Please return this Home Link to school tomorrow.

Show someone at home how to fill in the missing numbers.

1.

53

2.

23		
43		

3.

	79	

Practice

4. Draw shapes that have exactly 4 sides and 4 corners. Write their names.

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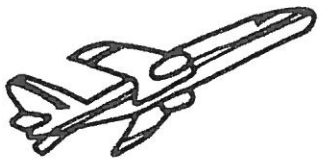
Nouns, Nouns Everywhere

A noun is a word that names a person, place, or thing. Under each category below, write as many nouns as you can.

PEOPLE	TOYS	PLACES
Mom	Raggedy Ann	home

TRANSPORTATION	GAMES	ANIMALS
airplane	Monopoly®	bear



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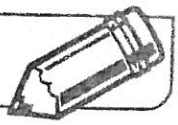
Name _____ Date _____

LESSON 9•4

Name-Collection Boxes



1. Add 5 names.

33

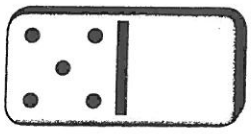
2. Fill in the label.
Add 5 names.

10 + 15

3. Cross out names that do not belong.

50

25 + 25



60 − 10

10 + 10 + 10 + 10 + 10

4. Cross out names that do not belong. Add 2 names.

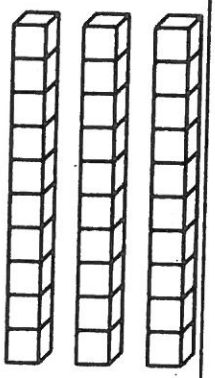
30

3 + 3 + 3 + 3

10 + 10 + 5

50 − 20

3 dimes



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Name _____ Date _____

HOME LINK 9•4

Solving Problems Two Ways

MRB 10, 11, 29

Family Note Ask your child to explain how to solve the first set of problems with base-10 blocks and the second set on the number grid. At this point it is important that children work with more concrete representations. This will be beneficial later, when they are faced with more difficult problems.

Please return this Home Link to school tomorrow.

Draw the total number of base-10 blocks. Then write the total.

Example: |||||.. + |||..... = |||||||.....

52 + 35 = 87

1. |..... + ||||||.. = _____

15 + 62 = _____

2. |||.... + ||.... = |||||..... _____

34 + 24 = _____

Use the number grid to help you solve the problems.

−9	−8	−7	−6	−5	−4	−3	−2	−1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

3. 63 + 8 = _____

4. 55 + 20 = _____

5. _____ = 47 + 12

Practice

6. It is 8:10. How many minutes is it until 8:30?

_____ minutes

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Punctuation Situation

PART ONE: Some sentences tell you something. These sentences end in a period. Some sentences ask you a question. These sentences end in a question mark. Punctuate each sentence correctly.

1. Do you go to school
2. I am in the first grade
3. Can you count to one thousand
4. I can count to one hundred
5. Do you like your teacher
6. My teacher is nice
7. Do you ride the bus
8. I walk to school
9. Do you buy your lunch in the cafeteria
10. I bring my lunch from home

PART TWO: In the sentences above, Heidi asked Nicky all of the questions and Nicky told her the answers. Try to answer the following questions without looking back. Circle the correct answer.

1. Nicky is in kindergarten.	yes	no
2. Nicky can count to 1000.	yes	no
3. Nicky likes his teacher.	yes	no
4. Heidi and Nicky ride the bus together.	yes	no
5. Nicky needs to bring lunch money so he can buy his lunch.	yes	no

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Name

Date

HOME LINK 9•6

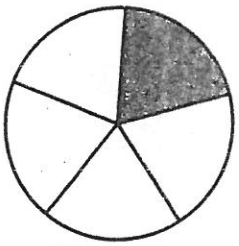
Fractional Parts

Family Note In Unit 8, we worked with unit fractions, such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$. Today, we started to explore fractions in which the number above the fraction bar is more than 1, such as $\frac{2}{3}$, $\frac{3}{4}$, and $\frac{5}{6}$. If your child is having trouble with some of the problems on this page, you might mention that $\frac{1}{2}$ means that 1 out of 2 parts is shaded, that $\frac{3}{6}$ means that 3 out of 6 parts are shaded, and so on. Or you might ask your child to explain the fractions to you in this way.

Please return this Home Link to school tomorrow.

Mark the fraction that tells what part of the circle is shaded.

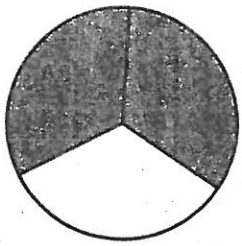
1.



$\frac{1}{2}$ $\frac{5}{6}$

$\frac{1}{5}$ $\frac{5}{1}$

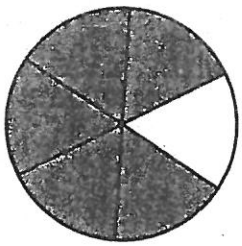
2.



$\frac{2}{2}$ $\frac{2}{3}$

$\frac{3}{4}$ $\frac{3}{1}$

3.

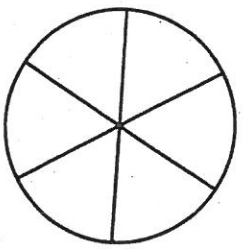


$\frac{1}{6}$ $\frac{1}{5}$

$\frac{6}{5}$ $\frac{5}{6}$

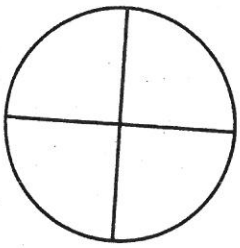
Shade the circles.

4.



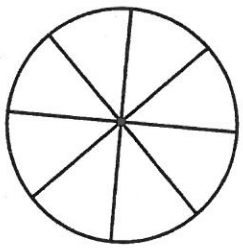
Shade $\frac{4}{6}$.

5.



Shade $\frac{3}{4}$.

6.



Shade $\frac{5}{8}$.

Practice

7. Name or draw 4 squares you find in your home.

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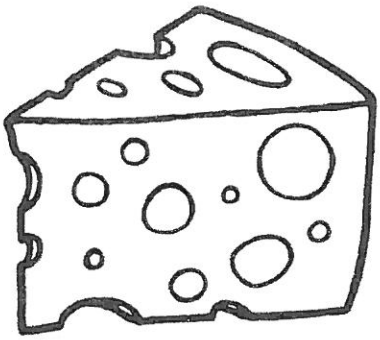
DAILY Warm-Up

KING CHEESE

Once, there lived a mouse named King Cheese who ruled the land. He visited each mouse house to make sure all the mice were well. On his trips, he forgot to pack food. So he got very hungry. "Oh, I wish that all I touched would turn to cheese!" he said.

A yellow fairy appeared and said, "Your wish has been granted!" King Cheese reached for his sword. It turned into cheese. He knocked on a door. The door turned to cheese. A mouse bit a hole in the door and stepped out. "Your majesty?" The king shook the mouse's hand. The mouse turned to cheese, too. "Help! Help!" cried the king. But everything he touched turned to cheese. He sat down and cried big, cheesy tears. "I'm sorry! I will always pack food before a trip!" he said.



At once, cheese turned back into houses and grass and mice. From that day on, King Cheese always carried a little bag of cheese on his trips. He never got hungry again.

STORY QUESTIONS

1. Why is King Cheese always hungry?

a. because he goes on trips
b. because he forgets to take food
c. because he loves cheese
d. because he rules the land

2. What happens to the king's sword?

a. It turns into a fairy.
b. It turns into a mouse.
c. It turns into cheese.
d. It cuts the king.

3. Why does the king cry for help?

a. because everything has turned to cheese
b. because he is hungry
c. because he sees a fairy
d. because he packs food for his trip

4. What is the message of the story?

a. Be prepared.
b. Eat cheese.
c. Watch out for fairies.
d. Cry for help.

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Name Date

HOME LINK 9•5

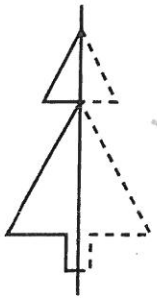
Symmetry

Family Note In class today, children used blocks to make the mirror image of a design across a line of symmetry. This resulted in a symmetrical design. A figure is symmetrical across a line if it has two matching halves. On this page, help your child complete the designs so that they are symmetrical.

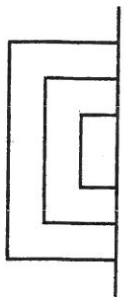
Please return this Home Link to school tomorrow.

Complete each design so that the two halves match.

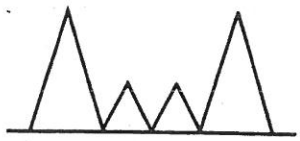
Example:



1.



2.



3.

4.

5.

Practice

Yes or no?

6. $0.85 > 85¢ _____

7. 5 pennies < 5¢ _____

8. Ⓝ Ⓟ Ⓟ Ⓟ = 1 dime _____

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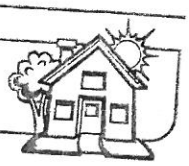
Name _____ Date _____

HOME LINK 9•7

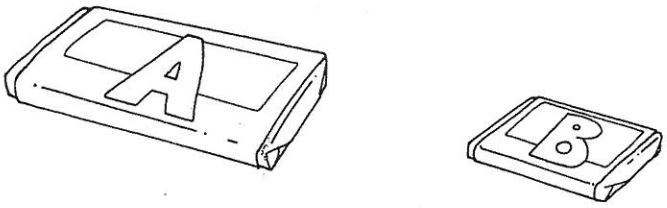
Comparing Fractions



Family Note Today we divided unit strips into equal parts: halves, thirds, fourths, sixths, and eighths. Then we compared the sizes of the parts. Your child probably cannot tell which of two fractions is more by looking at the fractions, but he or she should be able to compare two fractions by looking at pictures of them. Encourage your child to label one part of each shape with a fraction before deciding which fraction is more or less.

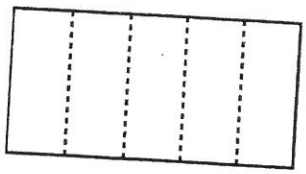
Please return this Home Link to school tomorrow.

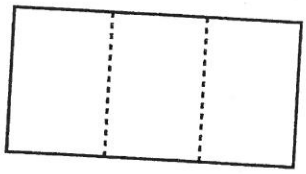
1. Which would you rather have, half of fruit bar A or half of fruit bar B? Explain your answer to someone at home.



2. Which is more, $\frac{1}{5}$ or $\frac{1}{3}$?

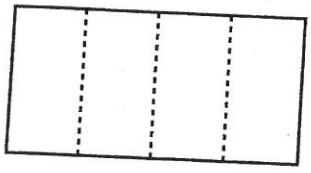
_____

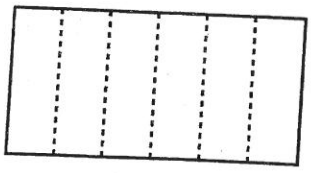




3. Which is more, $\frac{1}{4}$ or $\frac{1}{6}$?

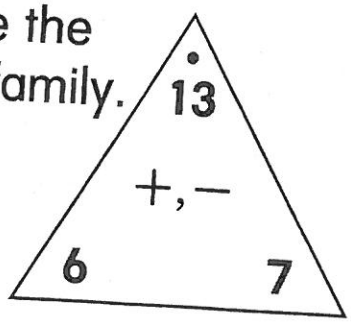
_____





Practice

4. Write the fact family.



6 + 7 = 13

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

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Before, After, Between

Solve the riddles.

1. I am one before 37.
   What number am I? _____

2. I am one after 48.
   What number am I? _____

3. I am between 37 and 41.
   I have 4 tens.
   What number am I? _____

4. I am between 56 and 60.
   I have 8 ones.
   What number am I? _____

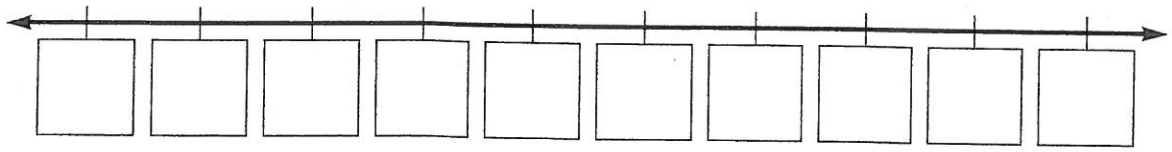
5. I am between 86 and 91.
   I have the same number
   of tens and ones.
   What number am I? _____

6. I am between 74 and 80.
   I have 2 more tens
   than ones.
   What number am I? _____

7. I am between 10 and 20.
   If you count by 5s,
   I come after 10.
   What number am I? _____

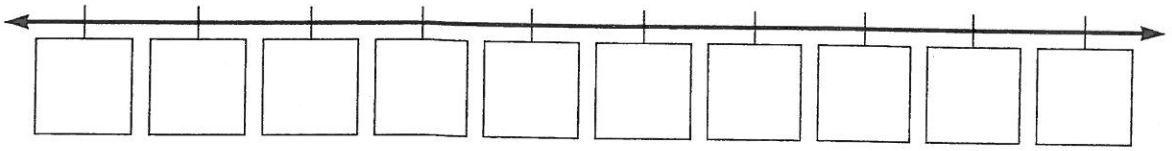
8. I am between 10 and 20.
   If you count by 2s,
   I come after 14.
   What number am I? _____

Use the clues to fill in the number line.

9. 

Clue 1 The numbers are between 70 and 82.

Clue 2 The first number has 2 ones.

10. 

Clue 1 The numbers are between 30 and 45.

Clue 2 The number before the last number has 2 ones.

Notes for Home Your child answered questions about numbers. *Home Activity:* Ask your child what number is one before 75. (74)

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Name _____ Date _____

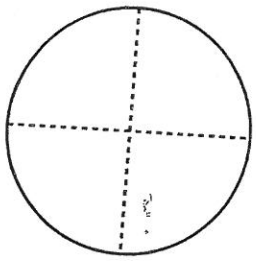
HOME LINK 9·8

Solving Fraction Problems

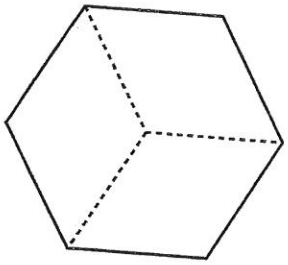
Family Note This Home Link reviews some of the fraction concepts we have covered this year. The most important concept first graders should understand is that a fraction names a part of something (the whole) that has been divided into equal parts. Because children's work on fraction concepts this year may be their first exposure, they may still be unclear about some of the ideas we have explored. That's okay; these and other fraction concepts will be revisited in later grades.

Please return this Home Link to school tomorrow.

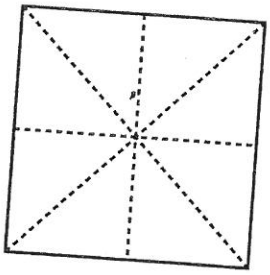
1. Shade $\frac{1}{4}$ of the circle.



2. Shade $\frac{2}{3}$ of the hexagon.



3. Shade $\frac{5}{8}$ of the square.



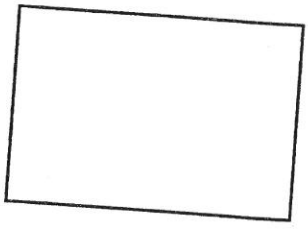
4. Circle the names of the shapes for which you shaded more than $\frac{1}{2}$ of the shape.

circle hexagon square

5. Divide the rectangle into fourths.

Shade $\frac{1}{2}$ of the rectangle.

How many fourths did you shade? _____



Practice

Solve.

6. 5 hundreds, 6 tens, and 9 ones = _____

7. 7 hundreds, 4 ones, and 3 tens = _____

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Name Date

HOME LINK 10•8

Family Letter

End-of-Year Family Letter

Congratulations! By completing *First Grade Everyday Mathematics* your child has accomplished a great deal. Thank you for all of your support!

This Family Letter is provided for you to use as a resource throughout your child's school vacation. It includes a list of Do-Anytime Activities, game directions, an Addition/Subtraction Facts Table, and a sneak preview of what your child will be learning in *Second Grade Everyday Mathematics.*

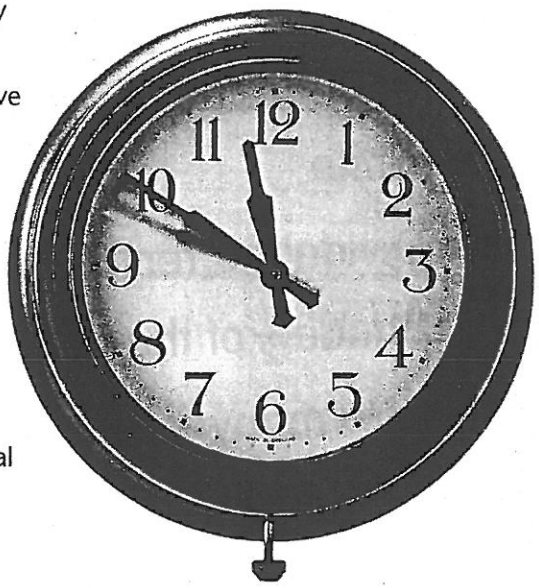
Enjoy your summer!

Do-Anytime Activities

To help your child review many of the things he or she has learned in first grade, we suggest the following activities for you and your child to do together over the summer. These activities build on the skills your child learned this year and help prepare him or her for *Second Grade Everyday Mathematics.*

Telling Time and Using Money

- Practice telling time by using a variety of clocks—billboard clocks, wristwatches, clocks with hands, and digital clocks—in a variety of situations.
- Set alarm clocks and timers on objects such as ovens, microwave ovens, and DVD players.
- Record the time spent doing various activities.
- Use real money in a variety of situations: allowance, savings, purchases (including getting change back), and using vending machines.



Weather Watch

- Invite your child to share your interest in weather predictions and temperature reports from the radio, the television, and local and national newspapers.
- Observe temperatures shown on business signs, aquarium thermometers, and so on.
- Read and set temperatures on heating and cooling thermostats and oven dials.

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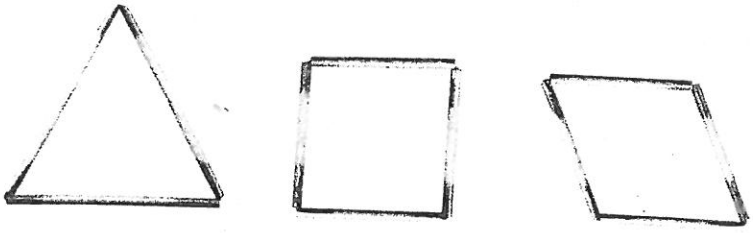
Beginning Geometry

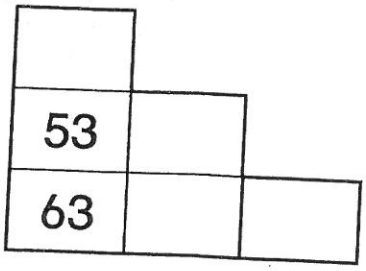
- Look for geometric shapes in the real world, such as street signs, boxes, cans, construction cones, and so on.
- Construct polygons (2-dimensional shapes) using drinking straws and twist- ties from plastic storage bags. Small-diameter straws are easier to work with and are easily cut into 4-inch or 6-inch lengths. If only large-diameter straws are available, fold back the ends of the twist ties for a tighter fit. To build the polygons, put two twist-ties (or one folded twist-tie) into one end of each straw so that each end can be connected to two other straws.



- Construct 3-dimensional figures using straws and twist-ties. (It helps to connect the base straws first.)

Continuing with Scrolls and Number-Grid Puzzles

- Have your child fill in blank number grids and tape them together in order. This will help your child see two basic patterns of our base-ten numeration system:
  1. You can write any positive number by using one or more of the digits 0 through 9.
  2. There is no end to counting numbers—there is always at least one more, no matter how far you count.
- Here are two problem-solving challenges:
  1. Have your child fill in the cells on a piece of a number grid to create letters of the alphabet, patterns, and designs.
  2. Create puzzles from pieces of number grids in which most of the numbers are missing.



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Fact Power and Games

Knowing basic addition and subtraction facts is as important in learning mathematics as knowing words by sight is in learning to read. Games are a fun way to provide the frequent practice children need in order to gain fact power, or the ability to automatically recall basic addition and subtraction facts. Children will build on their fact power in second grade, especially as they move on to computational skills with multidigit numbers.

The following section lists directions for games that can be played at home. The number cards used in some games can be made from 3" by 5" index cards or taken from a regular deck of playing cards. Cutout dominoes can also be used in place of number cards.

Addition Top-It

Materials ☐ number cards 0–20 (2 sets)

Players 2 or more

Directions

Players combine and shuffle their cards and place them in a pile, facedown. Each player takes 2 cards from the top of the pile and says the sum of the numbers. The player with the greater sum takes all of the cards then in play. The player with the most cards is the winner. Ties are broken by drawing again—winner takes all.

Beat the Calculator

Materials ☐ number cards 0–10 (4 of each)

☐ calculator

Players 3 (a Caller, a Calculator, and a Brain)

Directions

Shuffle the cards and place the deck facedown. The Caller turns over the top 2 cards. The Calculator finds the sum of the numbers on the cards by using a calculator. The Brain solves the problem without a calculator. The Caller determines who got the correct answer first. Players trade roles.

Penny Grab

Materials ☐ 20 or more pennies; paper and pencil

Players 2 or more

Directions

Each player grabs a handful of pennies, counts them, and records the amount with cents and dollars-and-cents notation. For example, a player would record 13 pennies as both 13¢ and $0.13. Partners compare their amounts and then figure out and record how many in all (the sum). Players repeat the grabs several times.

Variation: Use nickels or dimes.

High Roller

Materials ☐ 2 dice

Players 2 or more

Directions

One player rolls 2 dice. The player keeps the die with the larger number (the High Roller) and throws the other die again. The player then counts on from the number rolled on the first die to get the sum of the 2 dice.

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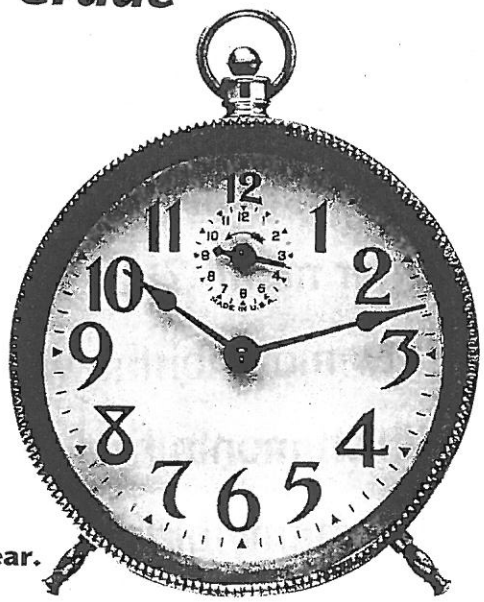
Your child can also practice addition and subtraction facts on the Addition/Subtraction Facts Table. You can use this table to keep a record of facts that your child has learned.

+, −	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

Looking Ahead: *Second Grade Everyday Mathematics*

Next year, your child will ...

- explore multiplication and division.
- use arrays, diagrams, and pictures to solve multiplication and division number stories.
- read and write 5-digit numbers.
- compare fractions.
- find the range and median of a set of data.
- classify 2- and 3-dimensional shapes.
- use tools to measure length, area, weight, capacity, and volume.



Again, thank you for all of your support this year. Have fun continuing your child's mathematics experiences throughout the summer!

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Name _____ Date _____

HOME LINK 10·1

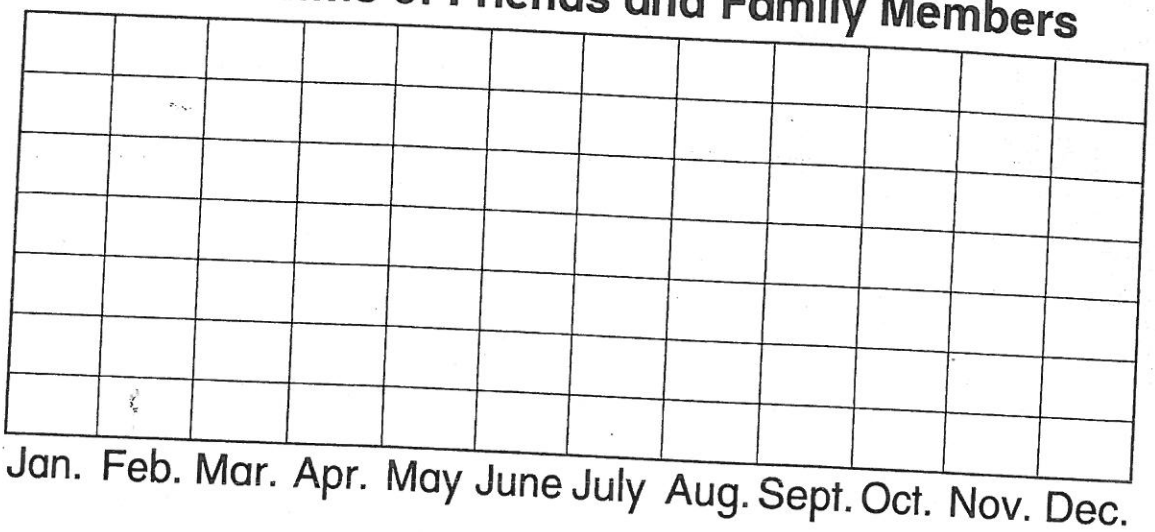
Graphing Birth Months

Family Note Today your child figured out about how many inches he or she has grown in the last few months. We collected height information for the whole class and graphed it. We also found the typical height and the typical growth of the children in the class.

Help your child graph the months in which friends and family members were born. For each person, your child should color one box above the birth month.

Please return this Home Link to school tomorrow.

Birth Months of Friends and Family Members



1. Which month had more births than any other month? _____
2. How many births were in that month? _____
3. Which month had the fewest births? _____
4. How many births were in that month? _____

Practice

Write <, >, or =.

5. 40 ____ 36
6. 123 ____ 100 + 23
7. Ⓠ Ⓠ Ⓠ ____ Ⓠ Ⓓ Ⓝ Ⓝ

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Use Doubles to Subtract

A class helps in the library.
Children put new books on shelves.
When they put books on 2 shelves, each shelf has the same amount.
Write the number of books on each shelf.

1. There are 8 new art books.

   Tran puts on one shelf.

   He puts on the other shelf.

2. There are 12 books on folktales.

   Willy puts _____ on one shelf.

   He puts _____ on the other shelf.

3. There are 16 books on science.

   Annie puts _____ on one shelf.

   She puts _____ on the other shelf.

4. There are 10 books of poems.

   Caroline puts _____ on one shelf.

   She puts _____ on the other shelf.

5. There are 18 books about sports.

   Sam puts _____ on one shelf.

   He puts _____ on the other shelf.

6. There are 6 picture books.

   Tina puts _____ on one shelf.

   She puts _____ on the other shelf.

Notes for Home Your child added doubles or used a doubles fact to subtract. *Home Activity:* Ask your child to draw a picture that shows 2 + 2 = 4. Then ask your child to tell you a subtraction fact that uses the double in his or her picture. (Possible answer: a group of 2 balls and another group of 2 balls shows a sum of 4; 4 - 2 = 2 is the subtraction fact that uses the doubles that were drawn.)

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Name _____ Date _____

HOME LINK 10•2

Telling Time

Family Note Today we reviewed how to tell time to the nearest half-hour, quarter-hour, and five minutes. We also set clocks to a given time and then counted the minutes to a later time.

Help your child answer the questions below. Use the paper clock your child brought home earlier this year or use a watch or clock on which you can easily see the minute marks and move the hands.

Please return this Home Link to school tomorrow.

Have someone at home help you find a clock or watch that you can use to set the hands to practice telling time.

1. Ask that person to tell you a time. Set the hands of the clock to show the time. Do this a few more times.
2. Ask the person to show a time on the clock. Say the time and write it the way it looks on a digital clock. Do this a few more times.

Try these problems.

3. Set the clock to 2 o'clock.

   How many minutes until quarter-past 2? _____ minutes

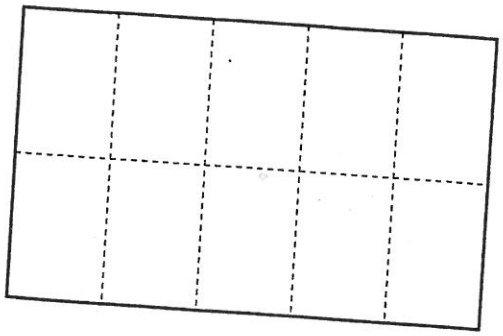
4. Set the clock to 4:15.

   How many minutes until quarter-to 5? _____ minutes

Practice

5. Label each part with a fraction.

   Color $\frac{2}{10}$



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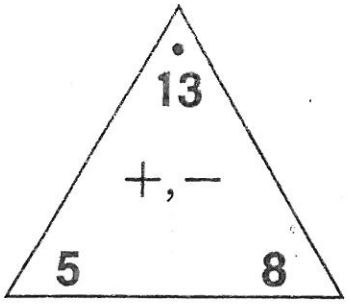
Name _____ Date _____

LESSON 10•3

Fact Family Extensions

Write the fact family for each Fact Triangle.

1.



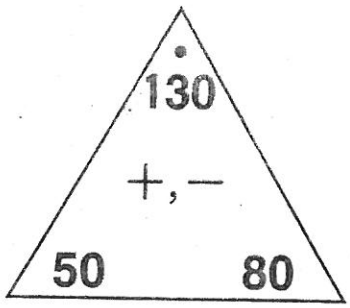
_____ + _____ = _____

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

2.



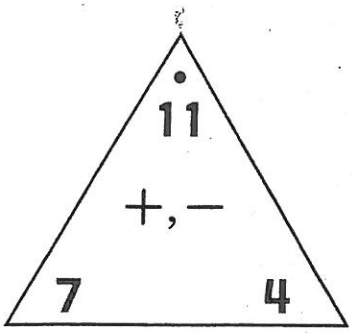
_____ + _____ = _____

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

3.



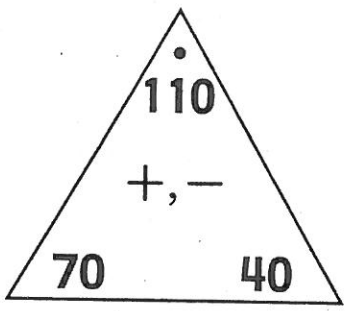
_____ + _____ = _____

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

4.



_____ + _____ = _____

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

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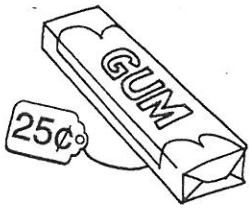
Name _____ Date _____

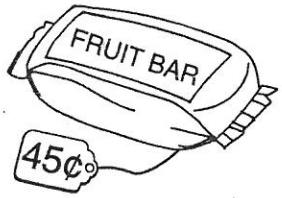
HOME LINK 10•3

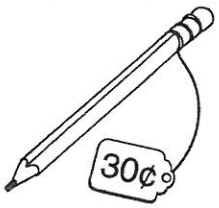
Solving Number Stories

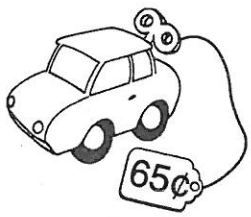
Family Note Ask your child to explain what he or she did to solve Problems 1 and 2 below. Your child may want to model the problems with coins.

Please return this Home Link to school tomorrow.





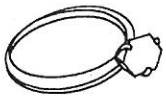




For each problem, use Ⓟ, Ⓝ, Ⓓ, Ⓠ, or $1 to show the amount you pay.

1. You want to buy a and a .

How much will you pay? _____

2. You want to buy a  and a

.

How much will you pay?
Show the amount in two different ways.

Practice

Write the missing numbers.

3. $12 = 6 +$ ____

4. $7 +$ ____ $= 20$

5. ____ $+ 14 = 34$

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Science and Technology

SHARK!

Underwater divers may soon be able to work and play safely without fear of sharks. Scientists have come up with an invention that uses electricity to drive away sharks. Now they are working on ways to use the invention on surfboards and life jackets. Perhaps they will even come up with something for rafts and bathing suits.

How could you describe the invention to make people want to buy one? In the space below, create an ad.

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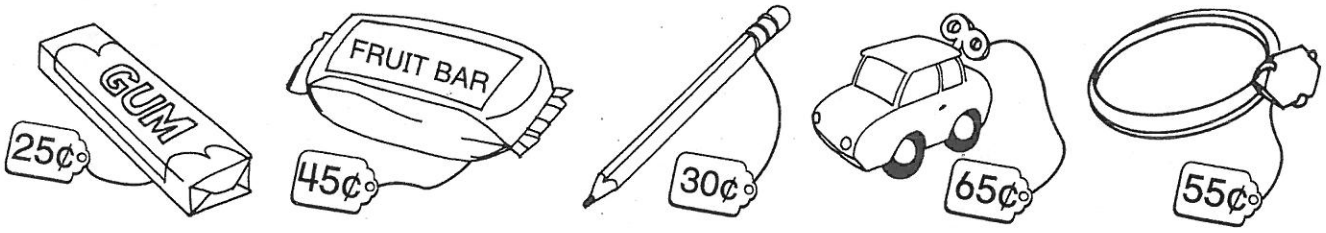
Name _____ Date _____

HOME LINK 10•4

Comparing Costs

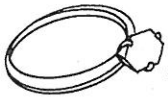
Family Note Ask your child to explain how he or she solved the problems on this page. Encourage your child to act out the problems with coins or draw pictures of base-10 blocks.

Please return this Home Link to school tomorrow.



1. A

costs how much more than a ? _____¢

2. You buy a  . You pay with ⓠⓠⓠ.

How much change will you get? _____¢

3. You buy a and

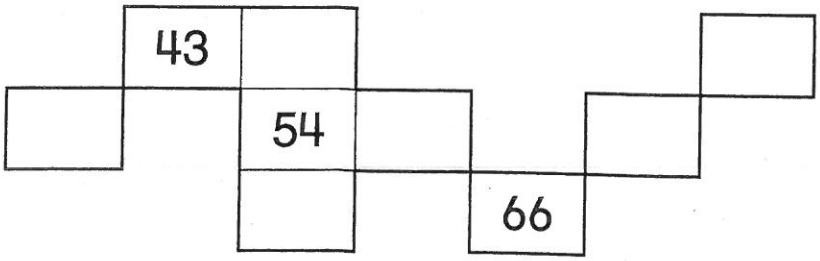
.

How much will you pay in all? _____¢

You pay with $1. How much change will you get? _____¢

Practice

4. Complete the number-grid puzzle.



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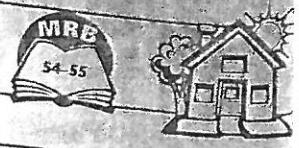
Name _____ Date _____

HOME LINK 10•5

Geometry Review



Family Note Today we reviewed several ideas about polygons and 3-dimensional shapes. Ask your child to point out objects of various shapes around the house or outside.

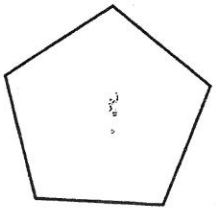
Please return this Home Link to school tomorrow.

Use the Word List for Exercises 1–6.

Word List		
hexagon	octagon	pentagon
rectangle	square	triangle

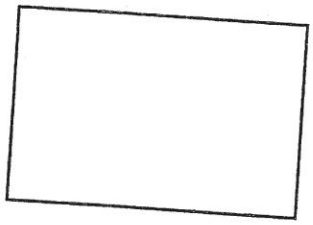
Write the name under each shape.

1.



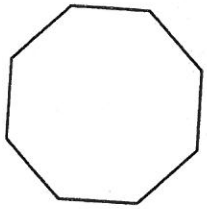
_____

2.



_____

3.



_____

4. I have 6 sides and 6 corners. What am I? _____

5. I am a special rectangle. All of my sides are the same length. What am I? _____

6. I have the smallest number of corners of all of the shapes. What am I? _____

Practice

7. Write 4 odd numbers with 7 in the hundreds place.

_____ _____ _____ _____

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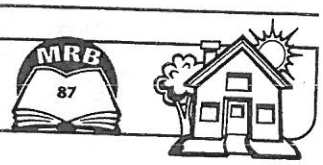
Name _____ Date _____

HOME LINK 10•6

Comparing Temperatures



Family Note The focus of this Home Link is on finding how much warmer or colder one temperature is than another. Ask your child to explain how he or she solved each problem. One strategy might be to count on the thermometer or on a number grid. Your child might be able to solve some of the problems mentally.

Please return this Home Link to school tomorrow.

1. Which temperature is 10° warmer than 38°F? _____ °F

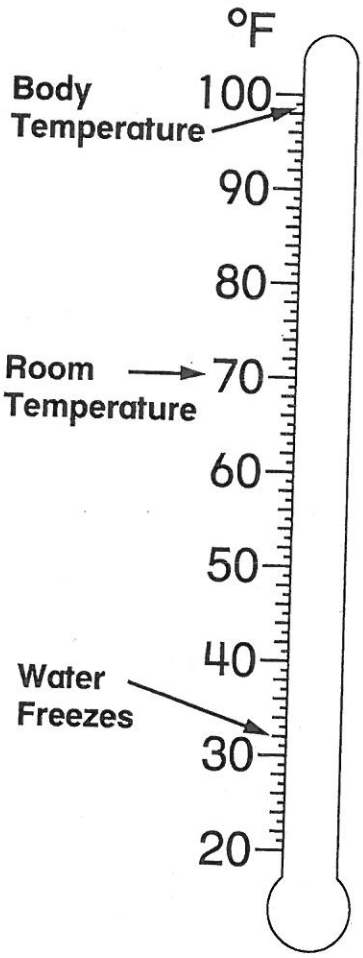
2. Which temperature is 20° warmer than 52°F? _____ °F

3. Which temperature is 40° colder than 86°F? _____ °F

4. Which temperature is 20° colder than 78°F? _____ °F

5. Which temperature is 30° warmer than 50°F? _____ °F

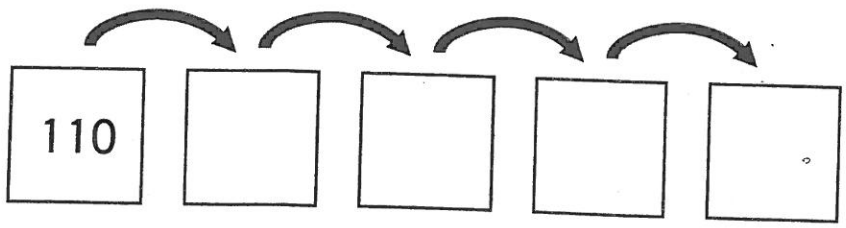
6. Which temperature is 20° colder than 44°F? _____ °F



Practice

7.

Rule
−5



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Name

Date

HOME LINK 10•7

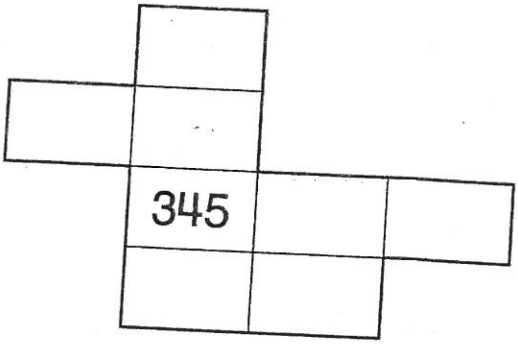
More Number-Grid Puzzles

Family Note Today we reviewed place value for 2-digit numbers such as 35, 3-digit numbers such as 827, and 4-digit numbers such as 1,254. We also completed number-grid puzzles for 3-digit numbers. Ask your child to explain how he or she solved each problem below.

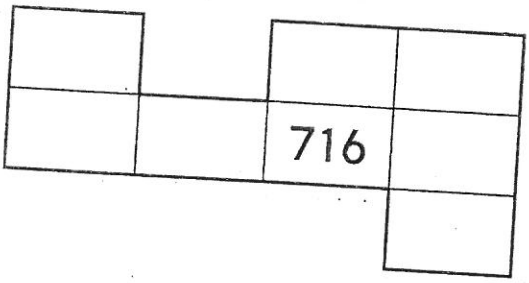
Please return this Home Link to school tomorrow.

Fill in the missing numbers.

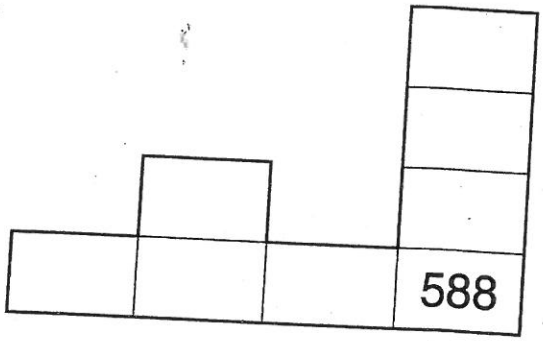
1.



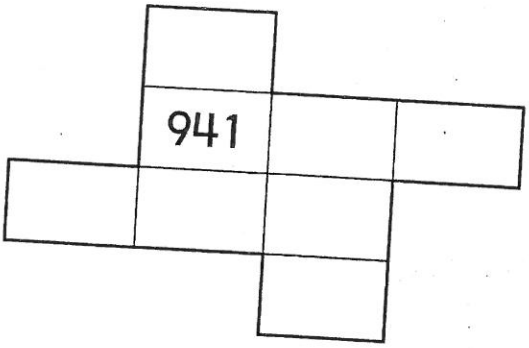
2.



3.



4.



Practice

Solve.

5. $4 + ____ = 8$ **6.** $10 = 6 + ____$ **7.** $____ = 8 - 1$

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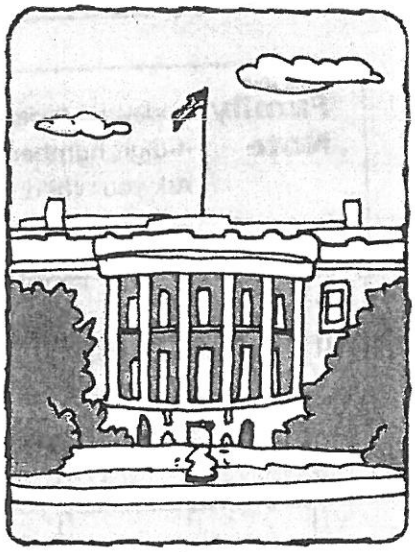
George W. Bush

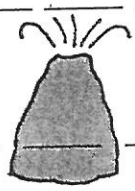


George W. Bush grew up in Texas. When he finished college, he worked in the oil business. Later on, he became the governor of Texas, then the 43rd president of the United States. His wife's name is Laura. They have twin daughters named Jenna and Barbara. The Bush family owns a ranch in Texas. They have two dogs named Barney and Spotty.

The Bush family also has a cat. To find out the name of their cat, write the answers in the blanks. Then copy the letters that are in the shapes into the empty shapes below.

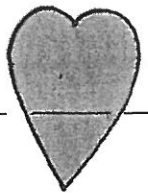
1. Mr. Bush grew up in _____.

2. He worked in the _____ business.

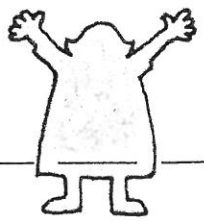


3. He became the 43rd _____ of the United States.

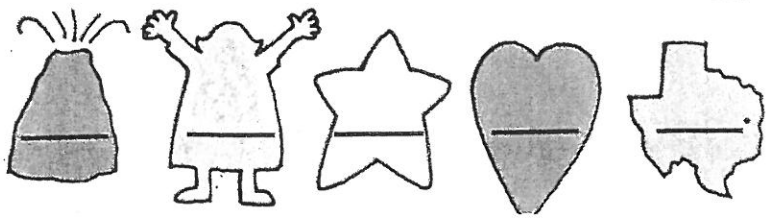
4. Laura Bush is Mr. Bush's _____.



5. His daughter's names are Barbara and _____.



His cat's name is _____.



If you were president of the United States, what new law would you make? Write it in a complete sentence, including three details.

Around Town

Write a sentence for each picture. Use the describing word in the sentence.

large

_____

_____

_____

_____

_____

_____

beautiful

_____

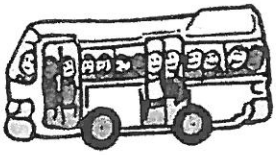
_____

_____

_____

_____

_____



crowded

_____

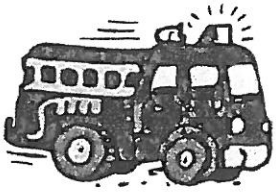
_____

_____

_____

_____

_____



noisy

_____

_____

_____

_____

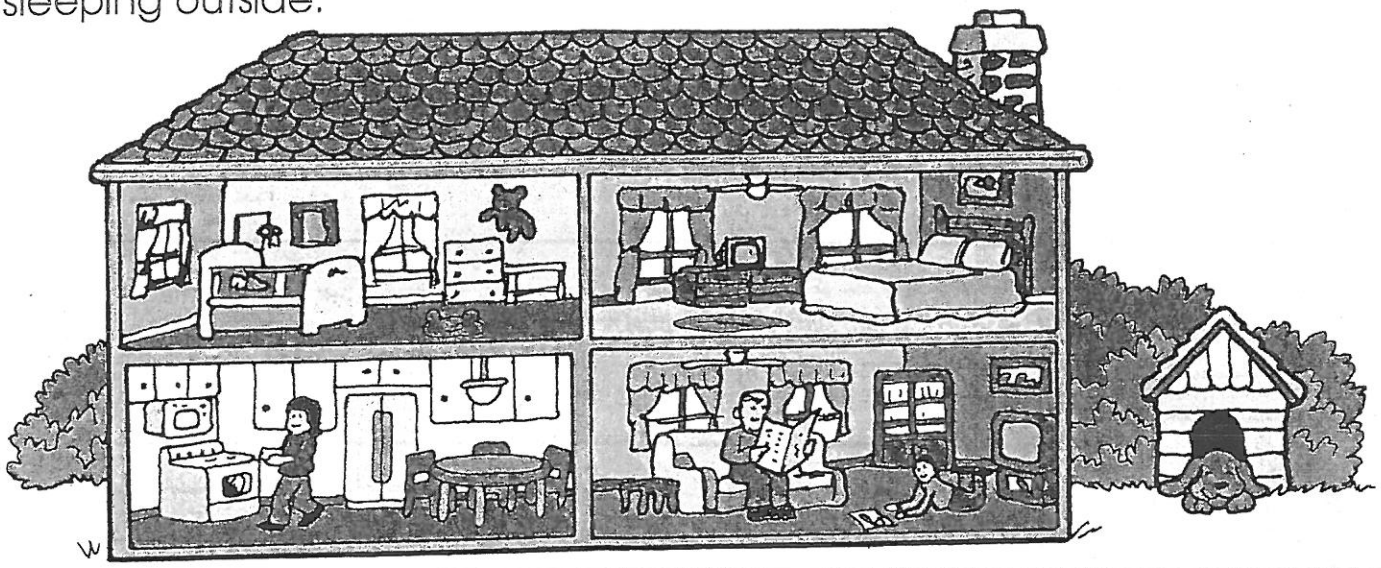
_____

_____

On another piece of paper, write five words that describe your street.

Home Sweet Home

Write three sentences about the picture. For example: The dog is sleeping outside.



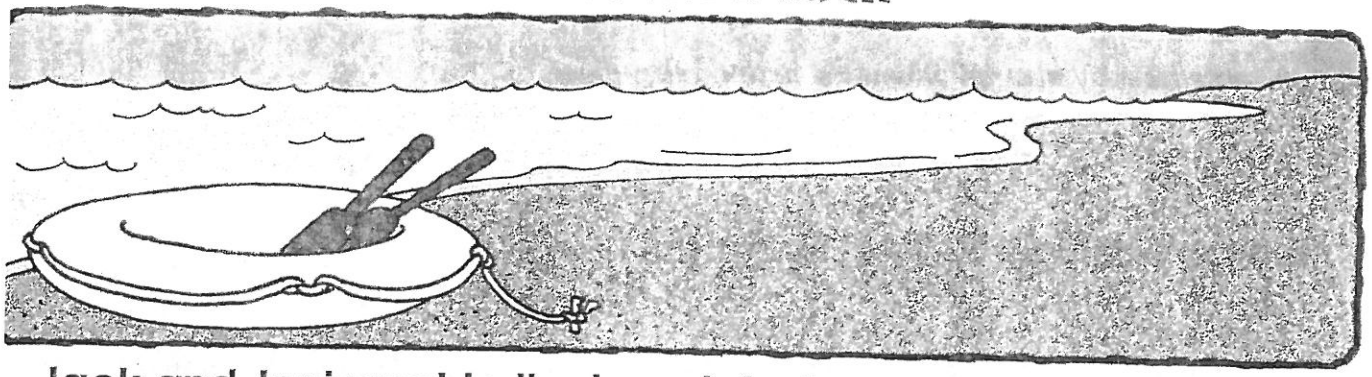
1. _____

2. _____

3. _____

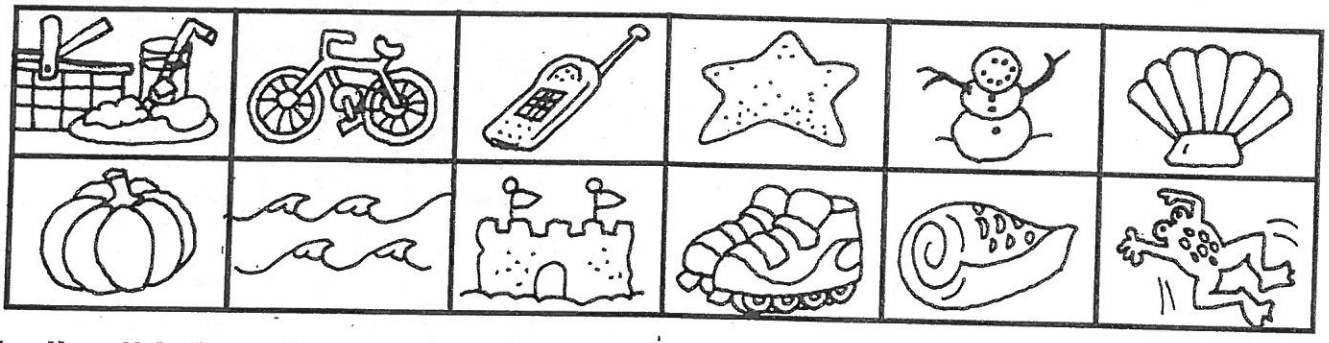
Scholastic Professional Books

Fun at the Beach



Jack and Joni went to the beach today. Mom spread a blanket n the sand, and they had a picnic. It got very hot, so Jack and oni jumped into the cold water. They climbed onto a big yellow aft. The waves made the raft go up and down. Later, they played the sand and built sandcastles. Jack and Joni picked up pretty ells. Joni found a starfish. What a fun day!

1. Color the pictures below that are from the story. Put an X on the ones that don't belong.



2. In the third sentence, find two words that are opposites of each other and circle them with a red crayon.
3. In the fifth sentence, find two more words that are opposites of each other and circle them with a blue crayon.
4. Draw a box around the compound word that tells what Joni found.
5. What color was the raft? Show your answer by coloring the picture at the top of the page.

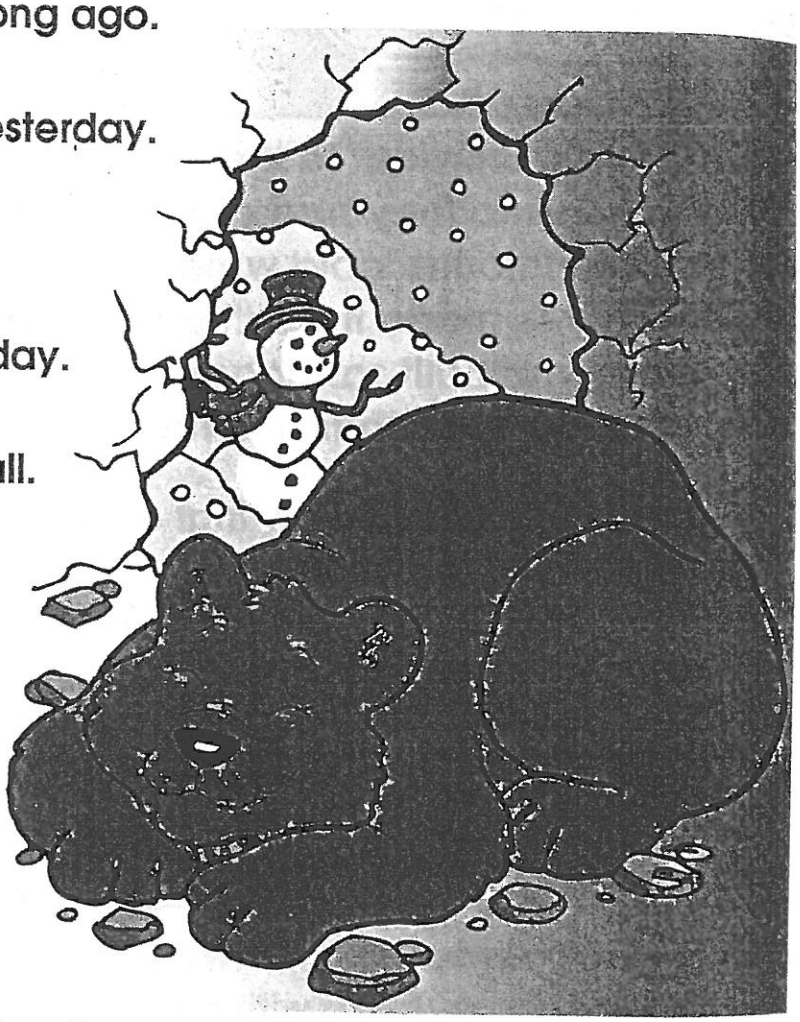
Write three sentences that tell how to get ready to play your favorite sport.

When Was That?

A sentence may also tell **when** *the action takes place.*

Circle the part that tells when in each sentence.

1. George Washington lived long ago.
2. The mail carrier was late yesterday.
3. The bear slept in winter.
4. We are going to the zoo today.
5. The leaves change in the fall.
6. I lost my tooth last night.
7. It rained all day.
8. The party starts at noon.
9. We got home yesterday.
10. We ate turkey on Thanksgiving Day.
11. The kitten was playing this morning.
12. Tomorrow I am going to my grandmother's house.



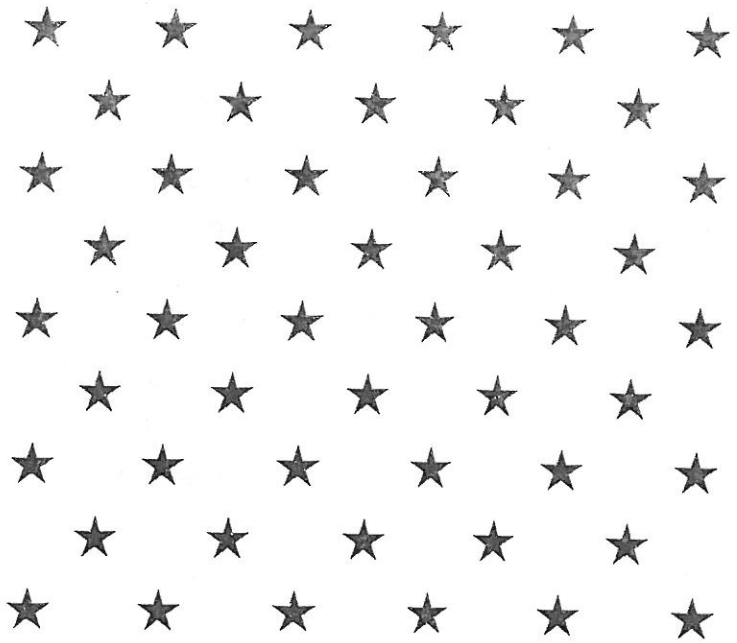
On another piece of paper, make a time line of your life. Use it to write two sentences that tell when.

Patriotic Sentences

A sentence tells a complete idea. It should always make sense.

Color the flag to show:

RED = sentence WHITE = not a sentence



This is a flag.
The flag
The flag has stars.
The stars
The stars are white.
The stripes
The stripes are red.
And white
The stripes are white.
Blue part
The flag has a blue part.
There are
There are 50 stars.

Color the star part of the flag with a blue crayon. Then on another piece of paper, write a complete sentence about your colorful flag.

Twinkle, Twinkle Little Star

ewrite each sentence using periods.

1. Tonight I saw a star

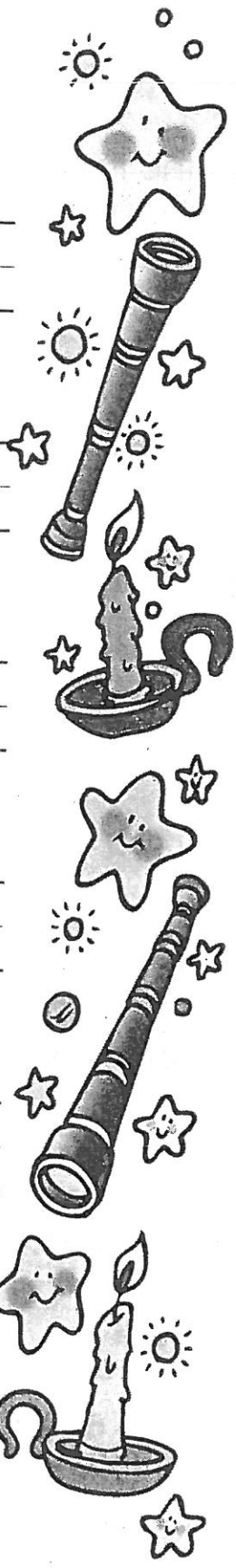
2. I saw the star twinkle

3. It looked like a candle

4. It was very bright

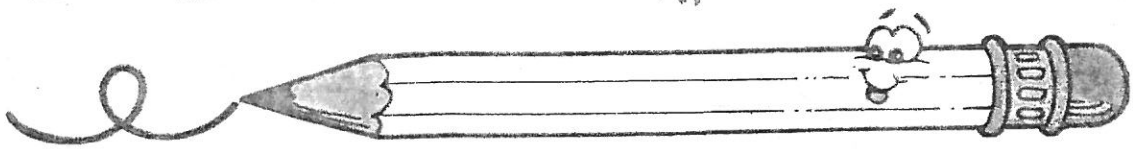
5. I made a wish

6. I hope it comes true



Look for the brightest star in the sky. Make a wish. On another piece of paper, write a sentence about your wish.

Bb

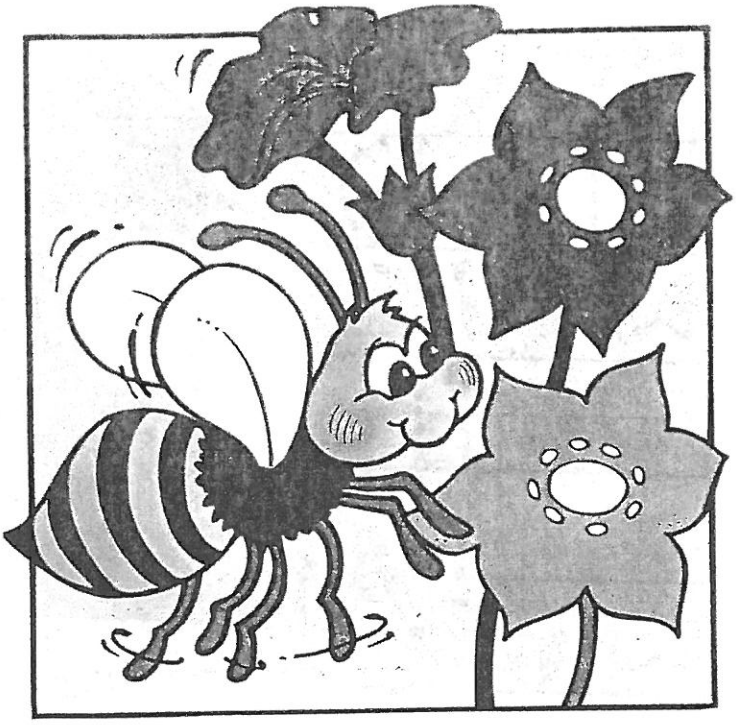


ace and write.

B B B

b b b b

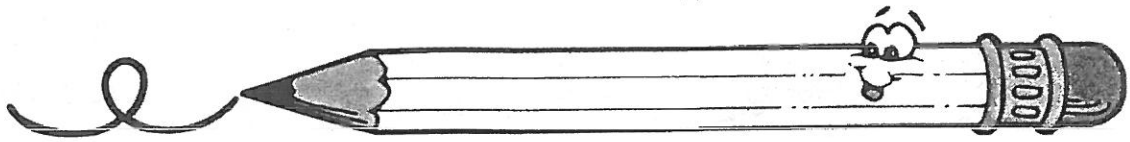
Bb



Betsy bee buzzes.

Bobby buys balloons.

Dd

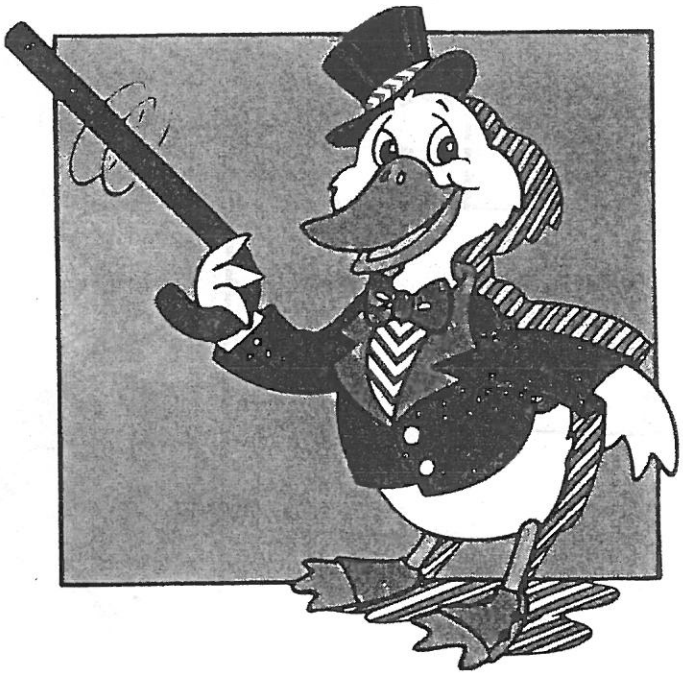


ace and write.

D D D D

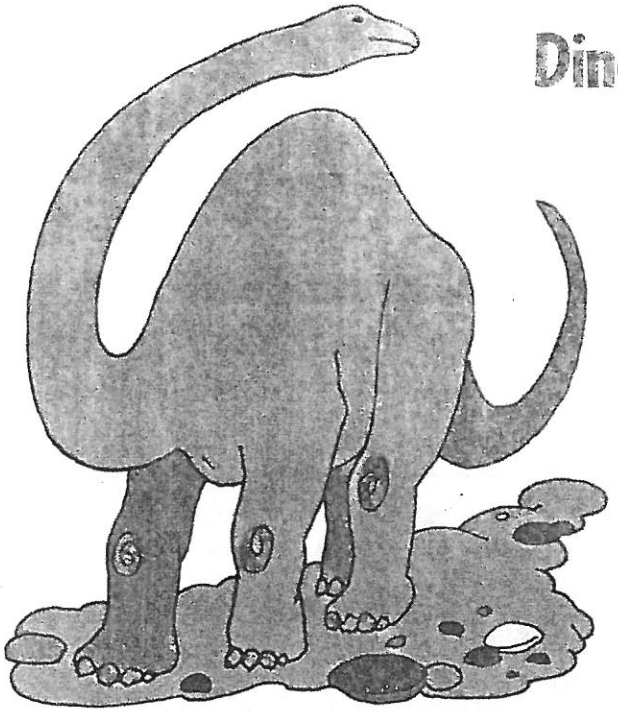
d d d d

Dd



Dandy Duck dances.

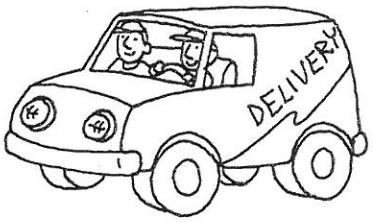
Dragons draw dogs.

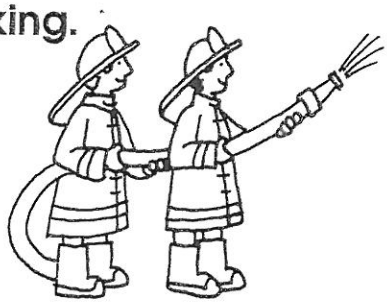


Dinosaur Clues

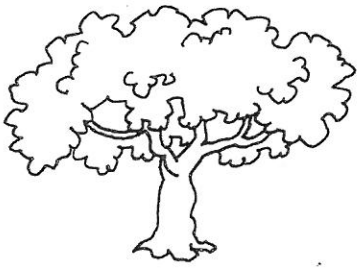
How do we know that dinosaurs were real? It is because their bones have been found in rocks. Sometimes scientists have found dinosaur footprints where mud later turned to stone. These kinds of rocks are called fossils. Fossils give us clues about how big the dinosaurs were. Some were small and some were very large. Scientists say a diplodocus was as big as three school buses!

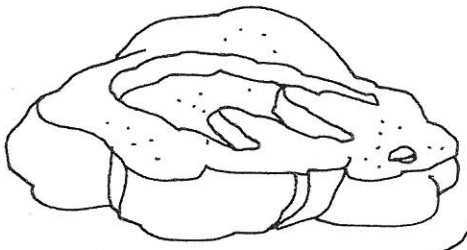
1. Color the picture that shows scientists working.

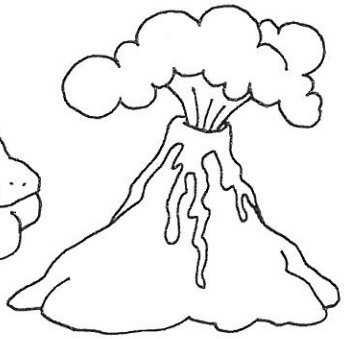




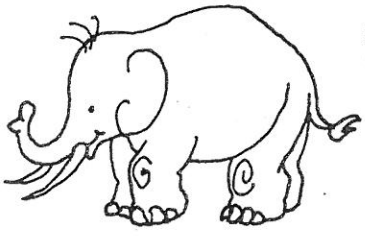
2. Color the picture of a fossil.

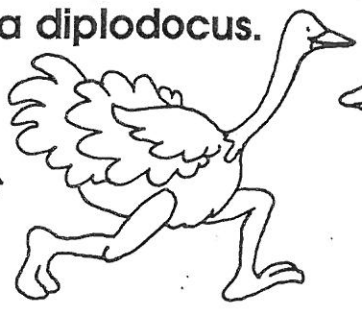


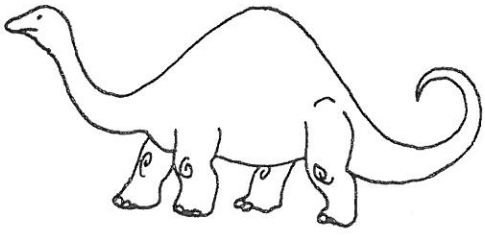




3. Color the picture of a diplodocus.





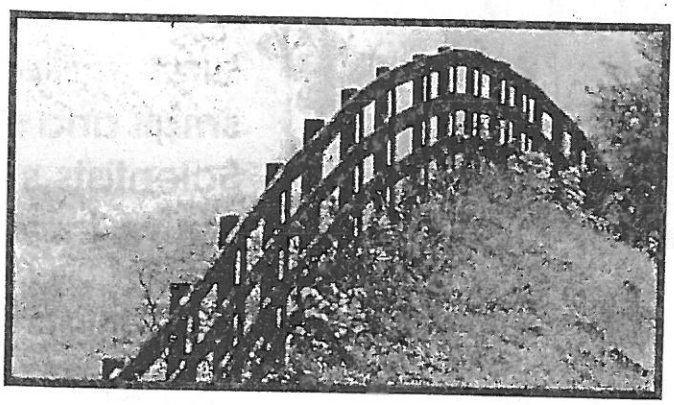


Find and write the names of three more dinosaurs.

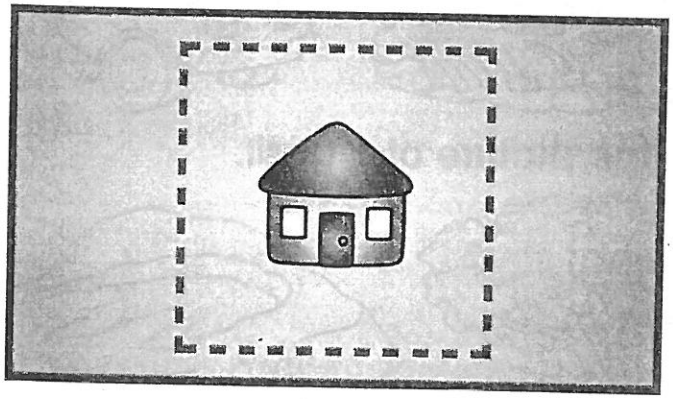
Borders

Maps show where places begin and end.
A dividing line between two places is called a border.

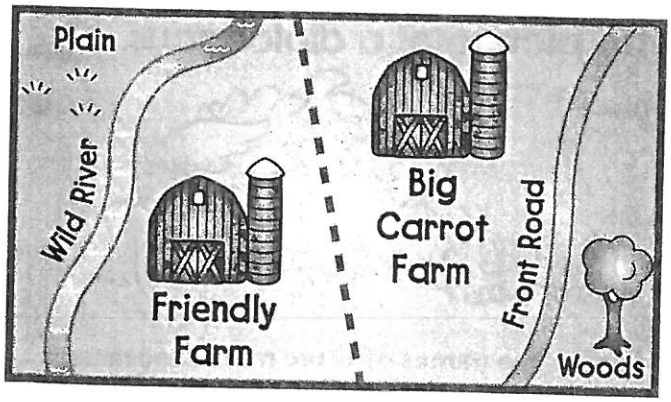
Look at the fence in this photo. The fence shows where the border is.



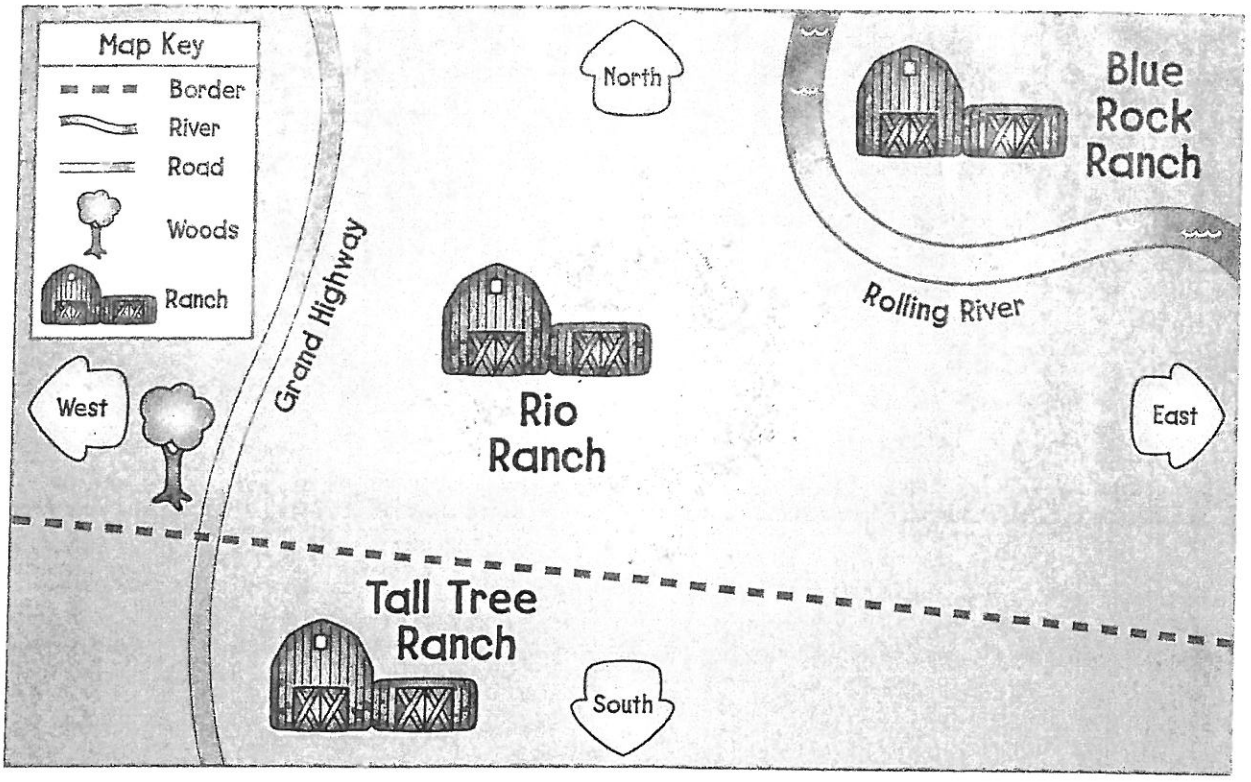
Look at the line with dashes on this map. This line is a symbol. It stands for a border.



Maps show other kinds of borders, too. A river can be a border. So can a road. Draw an X on three kinds of borders on this map.



Scholastic Professional Books



is map shows different borders.

1. This symbol - - - - - stands for a _____.

2. The border to the west of Rio Ranch is a _____.

3. What is the border between Rio Ranch and Blue Rock Ranch? _____

4. In which direction is Tall Tree Ranch from Rio Ranch? _____

. Are the woods east or west of Rio Ranch? _____