

Goodbye Kindergarten – Hello First Grade!

It's an exciting time of year. We are proud to see how much our first graders have learned this year and are definitely ready for 2nd grade! Although we are all anxious for a summer filled with fun and relaxation, we can't help get excited thinking about your student getting ready to join us in August. We have met them informally throughout the year passing in the hall and at our move-up day we look forward to getting to know them even better in the fall.

In order to be ready, we'd love to see kids continue practicing their skills throughout the summer. Writing a letter to a family member, drawing them a picture or even keeping a journal of all of your family adventures will help them keep their reading, writing and fine motor skills from slipping away.

Attached you will find a list of items we will provide to your child as well as a small list of things we would welcome as donations.

Another attachment is summer math and literacy packet. There will be incentives for students who return both in September. ☺

We look forward to meeting you all in August!

Mrs. Ouellette and Mrs. Rose

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brose@lowell.k12.ma.us (Mrs. Rose)



First Grade Supplies

Because we find it is a much happier classroom when everyone has the same items we will provide:

crayons
markers
scissors
pencil boxes
daily folders

We would welcome donations o the following items:

Lysol (or any brand) wipes
Tissues
Pencils (we go through lots!)
Mr. Clean sponges
Expo markers (black, skinny)
Glue sticks



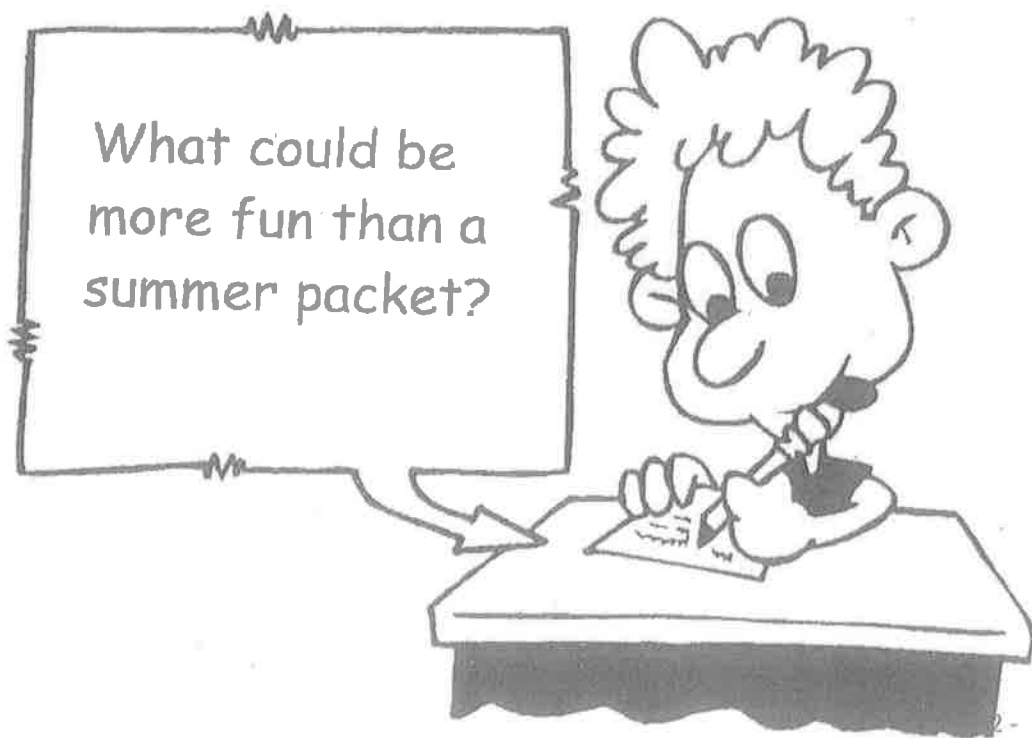
J.G. Pyne Arts Entering Grade 1 Summer Math Packet

- First Grade Supply List
- Grade 1 Common Core State Standards (things we will work to master by the END of Grade 1)
- The Benefits of Board Games
- Math Practice Packet (please help your child work on these problems over the summer and return during the first week of school)



NAME: _____

This packet should be completed prior to the start of school and will be collected during the first week of school.



Please practice (in any creative way) correct number formation:



* always start from the top and go down! 😊

Name _____

1. Fill in the missing numbers:

1		3		5	6			9	10
		13	14		16			19	
	22			25		27			30

2. Skip count by 2's: 2, 4, _____, _____, _____, _____, _____

3. Skip count by 5's: 5, 10, _____, _____, _____, _____, _____

Name _____

4. Fill in the Missing Numbers

A. _____, 11, _____

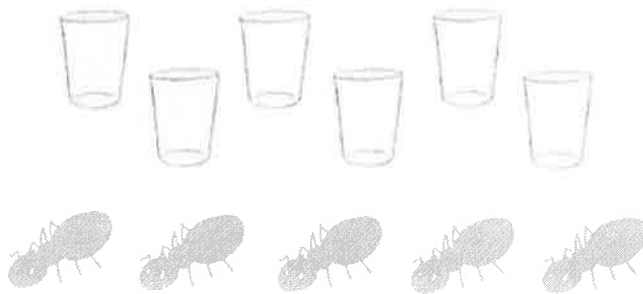
B. 8, 9, _____, 10, _____

C. _____, 9, _____

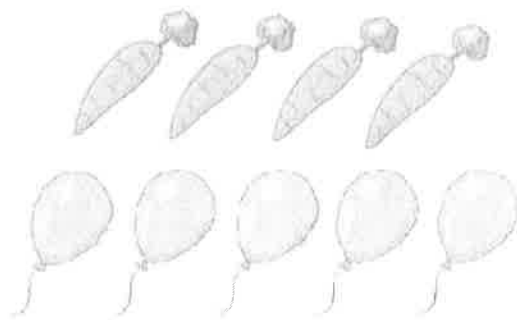
D. 10, _____, 12

E. _____, 6, _____

5. Circle which one has more?



6. Circle which one has less?



Name _____

7. List the value of each coin.



8. Fill in the blanks, skip count by 10's.

10					60				100

9. Write these numbers from smallest to largest:

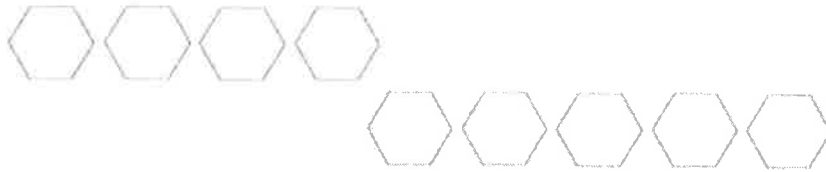
13, 16, 23, 7.

- A. 13, 23, 16, 7
- B. 16, 13, 23, 7
- C. 7, 13, 21, 23

10. Color in the **Last 5 Pictures:**



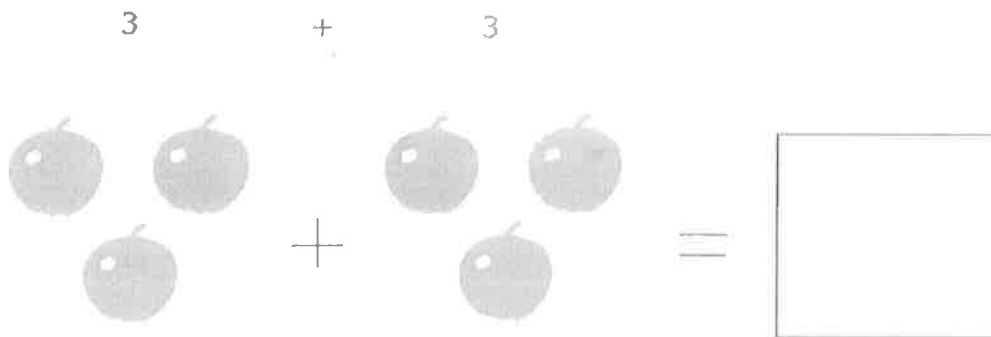
11. Color in the **First 7 Pictures**:



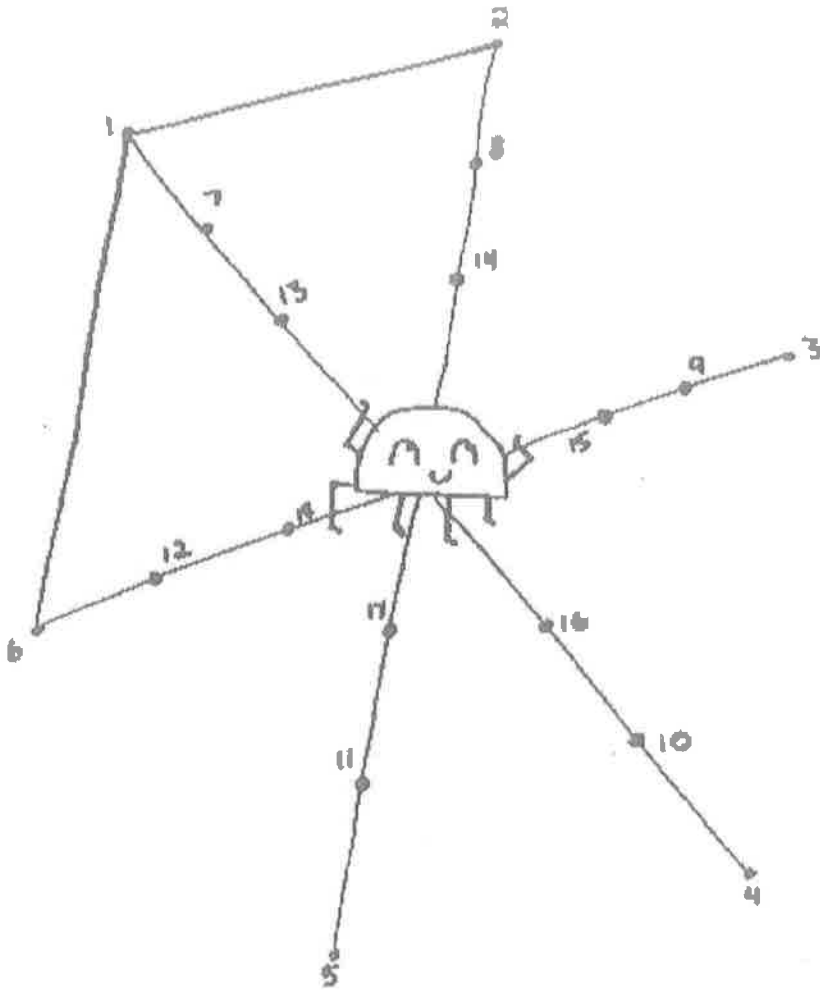
12. Color in the **Middle 5 Pictures**:



13. Find the sum.




14. Connect the dots.



15. Find the sum.

$$\begin{array}{c} 8 \\ \text{8 frogs} \end{array} + \begin{array}{c} 5 \\ \text{5 frogs} \end{array} = \boxed{}$$

16. Find the sum.

$$8 \qquad \qquad \qquad 8$$


17. Draw the hands on the clock.

9:00



18. Count to 50 to someone else in your family.

19. Draw the hands on the clock.

4:00



20. Fill in the missing numbers:

1		3		5	6			9	10
11		13	14		16		18	19	
	22		24	25		27			30
31			34	35		37		39	
	42	43		45	46		48		50
51	52		54		56			59	
	62	63	64		66	67	68		70
		73		75		77	78		80
81	82		84	85	86	87		89	
	92		94		96		98	99	

21. Look at the chart you completed in number 13. Now count by 5's and color those numbers orange.

22. If today is Sunday what day is yesterday? **Circle one**

Saturday

Monday

Tuesday

23. Draw a line to match the coin with its name:



Back of penny



Back of nickel



Front of dime



Front of nickel



Front of penny

Select the one best answer for each question.

24. Which number is ONE MORE than 13?

- A. 12
- B. 14
- C. 23

- 29.** What part of the day do you come to school in 1st grade?
- A. Morning
 - B. Afternoon
 - C. Evening
- 30.** What part of the day do you go to bed?
- A. Morning
 - B. Afternoon
 - C. Evening
- 31.** Which tool would you use for telling time?
- A. Ruler
 - B. Scale
 - C. Clock
- 32.** What does a clock show you?
- A. What day it is such as Monday or Wednesday
 - B. What month it is such as January or May
 - C. What time it is such as 9:30 or 3:00

33. Who is taller: a kindergarten student or a teacher?

- A. Kindergarten student
- B. Teacher

34. Fill in the blanks

11, 12, _____, 14, 15, _____, 17, _____

35. 1 dime is equal to:

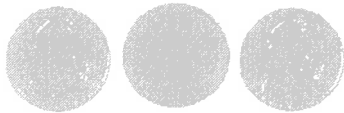
- A. 1 cent
- B. 5 cents
- C. 10 cents

36. Write these numbers from smallest to largest.

6, 12, 2, 15

_____ / _____ / _____ / _____

37. How much money is this?



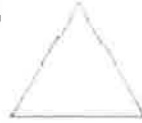
- A. 3 cents
- B. 15 cents
- C. 30 cents

38. Circle the rectangle?

A



B



C



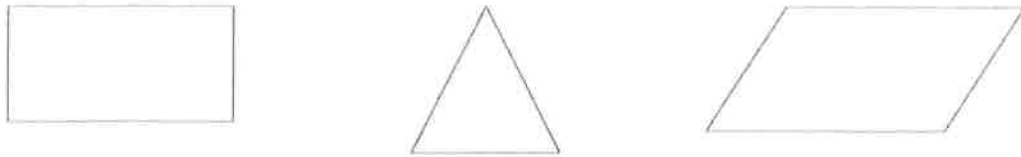
39. What part of the day comes after lunch?

- A. Morning
- B. Afternoon
- C. Evening

40. While holding a clock, the teacher says, "What is this object?" What is it used for?

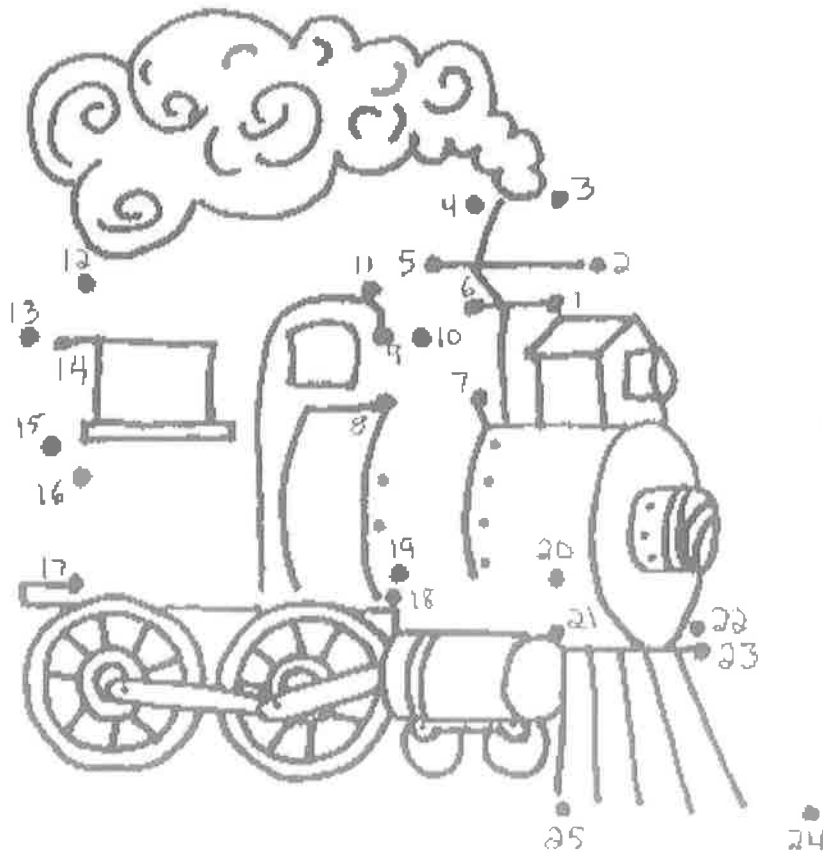
- A. Clock, for telling time.
- B. Calendar, for finding the date.

41. Which object is not like the others? How is it different?

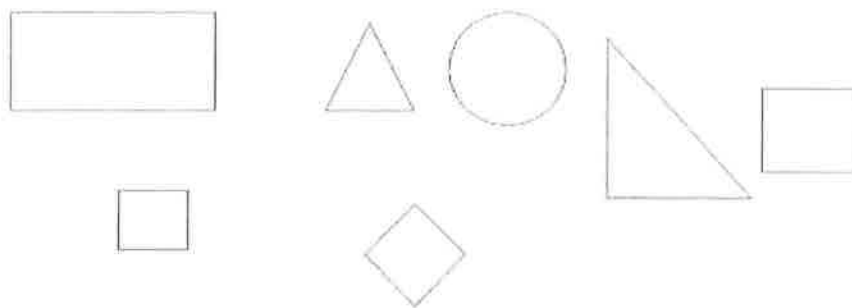


- A. The rectangle is different because it has two long sides.
- B. The triangle is different because it has three sides.
- C. The parallelogram is different because it has slanted sides.

42.



43. Place an **X** on the geometric shape does not belong in this group?



44. What shape is the tool below?



- A. A square
- B. A rectangle
- C. A triangle

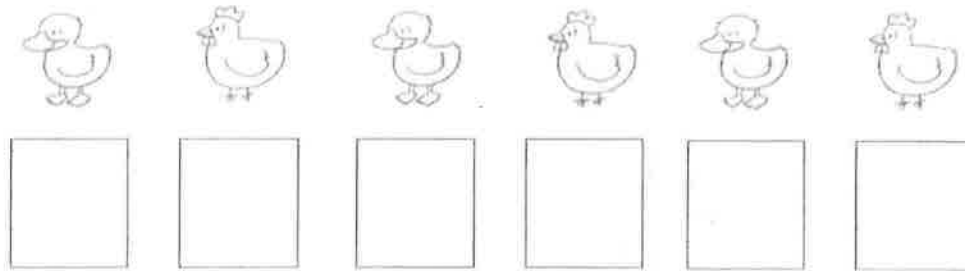
45. What shape would most likely be a refrigerator?

- A. Sphere
- B. Cone
- C. Prism

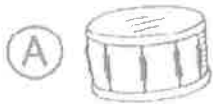
46.



47. Show this pattern in another way by coloring the squares.



48. Circle the picture that comes next in the pattern.



49. If today is Wednesday, tomorrow is
- A. Tuesday
 - B. Thursday
 - C. Friday
50. If today is Tuesday, yesterday is
- A. Sunday
 - B. Monday
 - C. Wednesday
51. Circle the item that is heavier
- A. Kleenex Box
 - B. Telephone Book
52. Circle the item that is lighter
- A. Paper Clip
 - B. Can of Soup
53. What is the shape of a penny or dime?
- A. A circle
 - B. A square
 - C. An oval

54. Which shape comes next in this pattern?

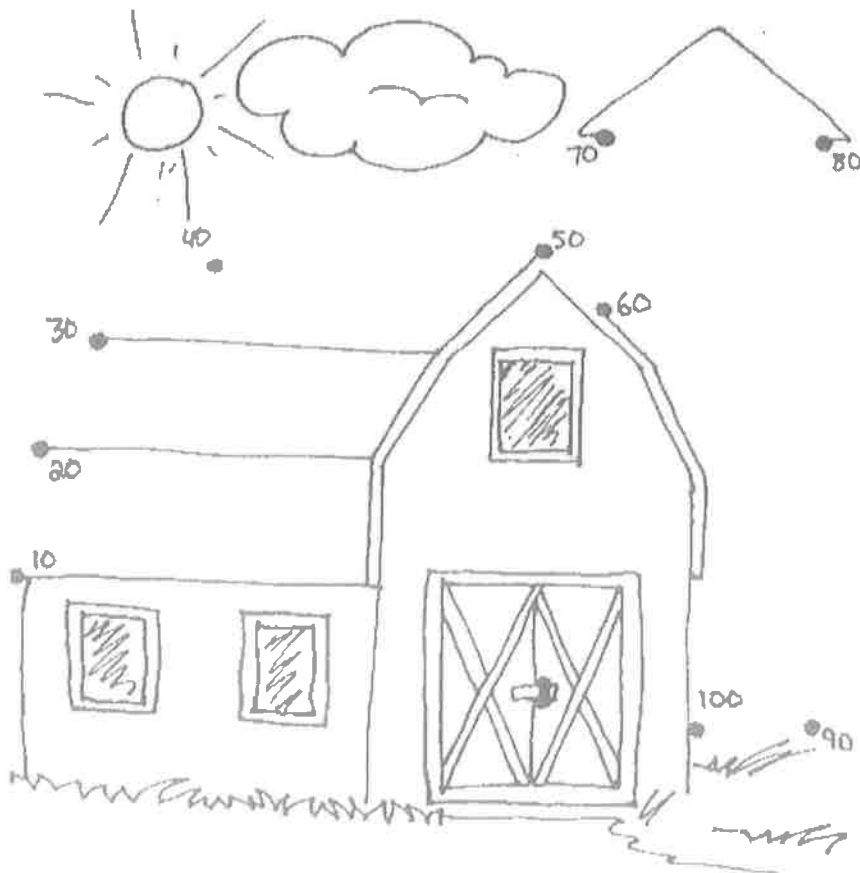


A.  Triangle

B.  Square

C.  Circle

55. Count by 10's



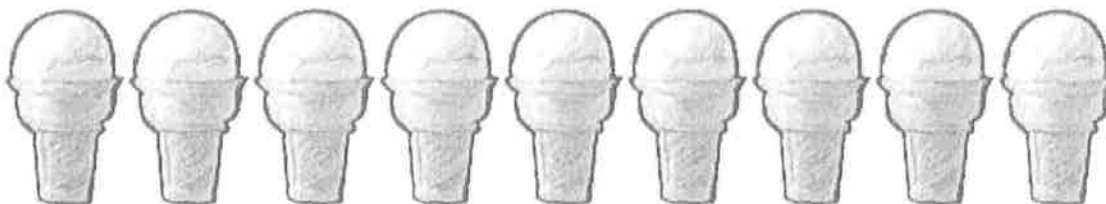
56. What is longer a kitchen table or a pencil? Circle one

- A. Kitchen table
- B. Pencil

57. Fill in the missing numbers:

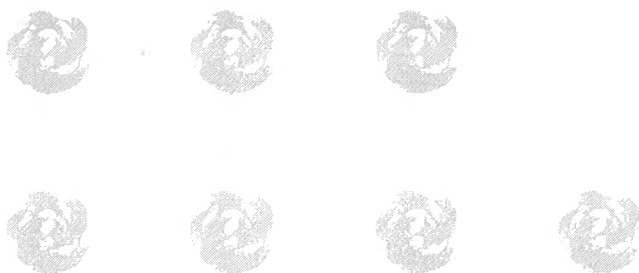
1	2		4			7		9	10
	12	13			16		18		20
	22		24	25		27			30
31			34			37		39	
	42			45	46		48		50
51	52		54		56			59	
	62	63		65	66		68	69	70
71		73		75		77	78		80
81	82		84		86	87		89	
	92		94		96		98	99	100

58. Mrs. Jones buys 9 ice creams and gave away 3 so _____ are left. Cross out the ones given away.



59. Mrs. DeCarlo buys 7 lollipops and drops 2. How many does she have left? Cross out the ones dropped.

_____ lollipops left



60. Circle the larger number of the two.

9

7

11

8

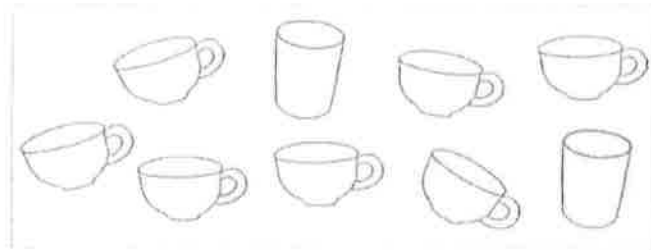
60

59

61. a. Color the group with more.



b. Color the group with fewer.



62. Draw a line from the number to the number word.

1

seven

2

three

3

one

4

nine

5

two

6

ten

7

eight

8

six

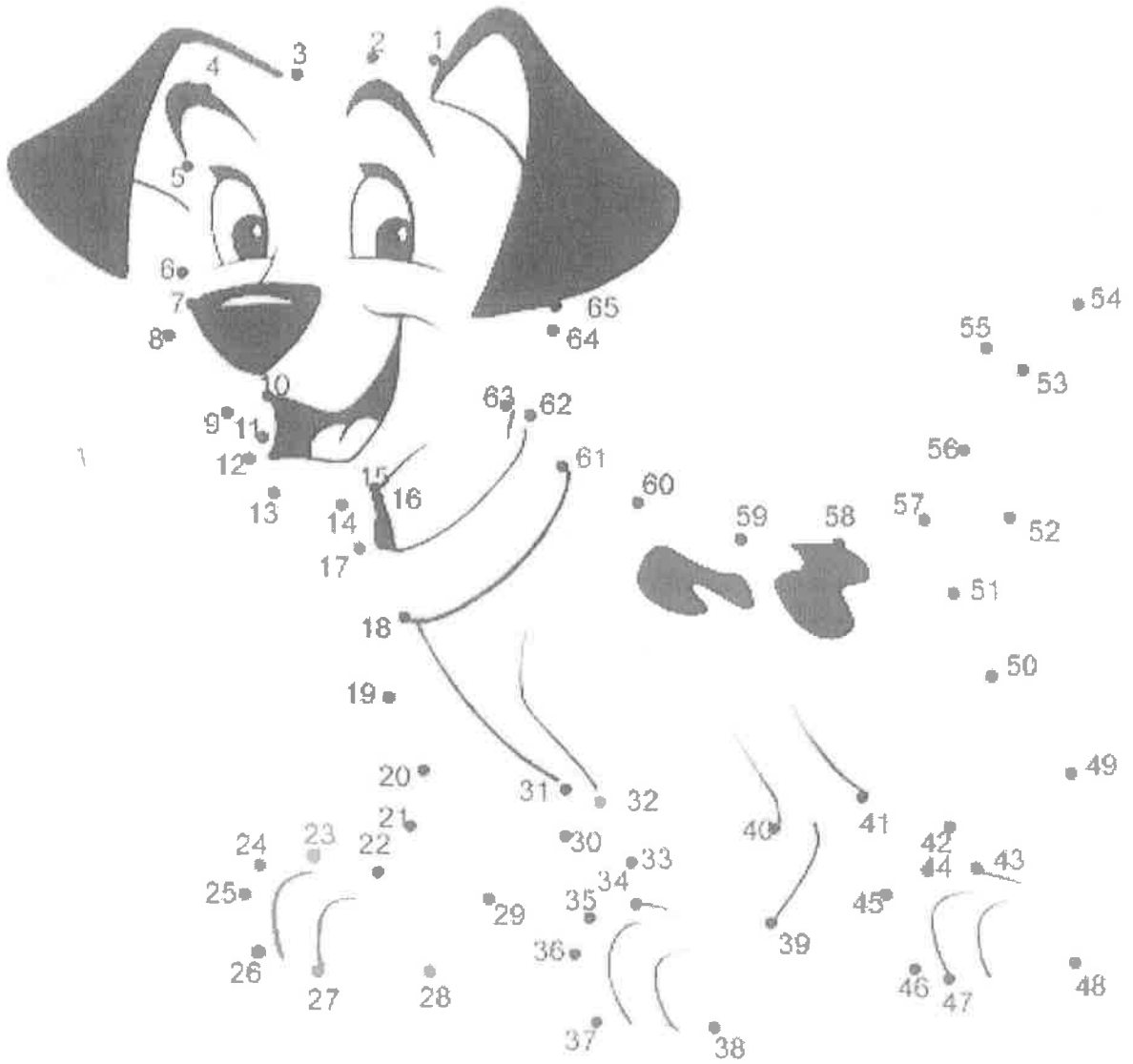
9

five

10

four

63. Connect the dots 1 to 65.



64. Fill in the blanks.

Before	After	Between
_____15	8_____	9_____11
_____20	29_____	14_____16
_____23	17_____	12_____14

65. If yesterday is Sunday, today is _____.

- A. Saturday
- B. Monday

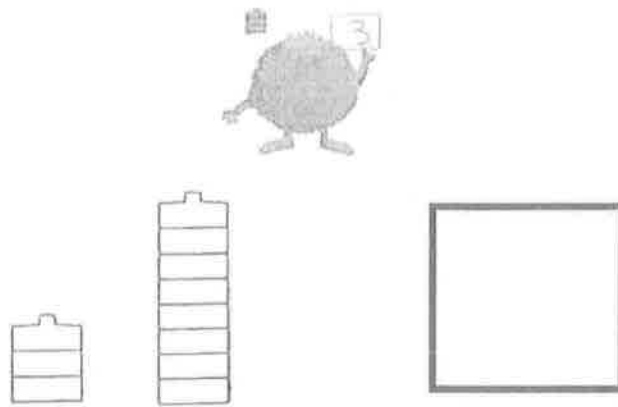
66. If tomorrow is Friday, today is _____.

- A. Thursday
- B. Saturday

67. Count how many. How many more to make 15? _____



68. Color the extra cubes red. Count and write how many more.



69.

There are 10  and .

There are 6 , so color 6 .



How many  left?

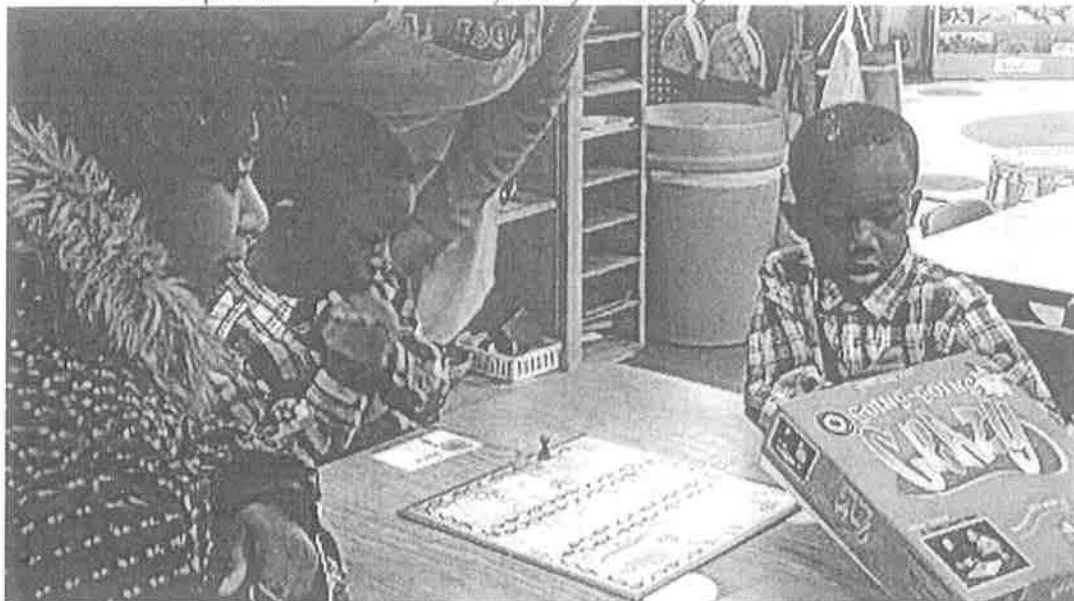
How many ?



Congratulations!! You have completed the summer math packet.
Turn this into your 1st grade teacher in September!

The Benefits of Board Games

Posted on September 17, 2011 by Judy Ballweg



What are the benefits of board games? (Think across domains: mathematical thinking, language & literacy, social-emotional development, physical development, approaches to learning)

When young children play board games, they practice critical skills, such as:

- Using language (with adult interaction)
- Counting with one-to-one correspondence
- Subitizing ("seeing" a small number of objects - like pips on a die - without having to count them)
- Developing a spatial understanding of number
- Estimation
- Performing simple operations (e.g., dividing cards evenly, adding one more)
- Reasoning (mathematical reasoning, and reasoning about moral problems)
- Problem-solving
- Identifying patterns
- Identifying attributes (colors, shapes and sizes)
- Directionality
- Predicting the outcome
- Reading symbols

- Taking turns
- Following rules
- Planning
- patience, persistence, risk-taking
- Fine motor development

In 2008, Robert Siegler and Geetha Ramani, researchers at Carnegie Mellon University in Pittsburgh, made some interesting discoveries about young children and board games:

First, they asked the preschoolers in their study to name all the board games they had played. Later tests showed that the more games a child named, the better her performance in mathematics.

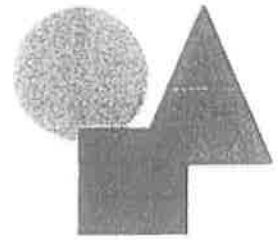
Then, they asked the preschoolers to name all the *settings* in which they had played board games. Later tests showed that the number of *settings* in which a child played board games directly linked to her level of success in mathematics.

They found similar results associated with video and card games, but to a lesser degree. Also, they noted a difference between the socio-economic levels of children. Low-income children were more likely to play video games, which require little adult interaction.

123

"I Can" Common Core!

1st Grade Math



I Can Use Addition and Subtraction to Help Me Understand Math

- I can use strategies to solve addition word problems. 1.OA.1
- I can use strategies to solve subtraction word problems. 1.OA.1
- I can solve word problems by adding 3 whole numbers. 1.OA.2
- I can use the commutative property of addition. 1.OA.3
- I can use the associative property of addition. 1.OA.3
- I can use an addition fact to help me answer a subtraction problem. 1.OA.4
- I can count to help me add and subtract. 1.OA.5
- I can add facts within 20. 1.OA.6
- I can subtract facts within 20. 1.OA.6
- I know what an equal sign means. 1.OA.7
- I can tell if addition and subtraction equations are true or false. 1.OA.7
- I can tell the missing number in an addition or subtraction problem. 1.OA.8

I Can Use Number Sense and Place Value to Help Me Understand Math

- I can count to 120. 1.NBT.1
- I can tell how many tens and how many ones are in a number. 1.NBT.2
- I can compare two-digit numbers using $<$, $=$, and $>$. 1.NBT.3
- I can use manipulatives and pictures to help me solve problems within 100. 1.NBT.4
- I can use math strategies to help me solve problems within 100. 1.NBT.4
- I can find 10 more or 10 less in my head. 1.NBT.5
- I can subtract multiples of 10 under 100 and explain what I did. 1.NBT.6

I Can Use Measurement and Data to Help Me Understand Math

- I can put three objects in order from longest to shortest. 1.MD.1
- I can tell the length of an object using whole numbers. 1.MD.2
- I can tell and write time in hours and half-hours using a clock. 1.MD.3
- I can organize data. 1.MD.4
- I can understand data. 1.MD.4
- I can ask and answer questions about data. 1.MD.4

I Can Use Geometry to Help Me Understand Math

- I can tell about shapes. 1.G.1
- I can build and draw shapes. 1.G.1
- I can make two-dimensional shapes. 1.G.2
- I can make three-dimensional shapes. 1.G.2
- I can use shapes to make new shapes. 1.G.2
- I can divide shapes into parts. 1.G.3

