

# W.T. Moore Summer Math Challenge



## Rising 1st Graders

Dear Rising 1<sup>st</sup> Grade Mustang,

We hope you will enjoy this Math Challenge Packet and work hard to complete all problems on your own or with help from a parent or guardian. All tasks in the challenge packet are based on the Florida State Standards, which you learned this past school year in kindergarten. Therefore, this should be a review for you in some ways, but should stretch you as you apply your understanding of concepts you learned throughout this past year. We suggest working on one task per day.

Please keep track of your Summer Math Challenge Packet and turn it in to your homeroom teacher on **Wednesday, August 14, 2019**. All students who complete and turn in the Summer Math Challenge will be invited to attend our Summer Math Party on **Friday, August 23, 2019**.

# Task #1

**Domain: Counting and Cardinality (CC)**

**MAFS.K.CC.1.1** Count to 100 by ones and by tens.

**MAFS.K.CC.1.3** Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**Directions:**

Fill in the missing numbers in the chart below.

<b>1</b>	<b>2</b>		<b>4</b>	<b>5</b>	<b>6</b>		<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>		<b>13</b>		<b>15</b>			<b>18</b>		

Next, make a collection of 20 of something you have around your house. It could be Cheerios, blocks, or hair clips! It is your choice!

Now, write the numeral in the box next the items below.

Example:



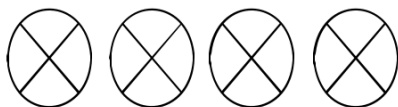
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## Task # 2

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**Domain: Operations & Algebraic Thinking (OA)**

**MAFS.K.OA.1.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.

**MAFS.K.OA.1.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**Directions:** Find 10 beans or Cheerios put a certain number of cheerios in each box below and then combine them to find the answer. Draw pictures for the items you used after you are done.

Example:

$$\begin{array}{|c|} \hline \circ \\ \circ \\ \circ \\ \hline \end{array} + \begin{array}{|c|} \hline \circ \\ \circ \\ \circ \\ \hline \end{array} = 6$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} =$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} =$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} =$$

# Task # 3

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**Domain: Operations & Algebraic Thinking (OA)**

**MAFS.K.OA.1.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.

**MAFS.K.OA.1.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**Directions:** Use beans, Cheerios, or another item to play a subtraction game. In the ten-frame below put a certain number of items. (The items should be placed left to right beginning with the first row. One item per rectangle.) Then, tell your child to take a certain number of items away. Count the remaining number of items. After “acting out” each problem fill in the equation below. For example, if you put 8 beans in the square and your child took away 3, together you would write  $8-3=5$ . Be sure to discuss what the  $-$  and  $=$  symbols mean in the number sentence.


1. \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

4. \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

5. \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

# Task #4

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**Domain: Operations & Algebraic Thinking (OA)**

**MAFS.K.OA.1.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.

**MAFS.K.OA.1.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**Directions:** Work with your child to write a word problem below. The word problem should use single digit numbers and deal with addition and subtraction. Encourage your child to write the problem independently on lined paper. You can help them sound out words. Then find the answer to the word problem by drawing pictures, using objects, or using a number line.

**Example:** I had 3 pieces of candy. I gave two away. How many do I have left?

# Task #5

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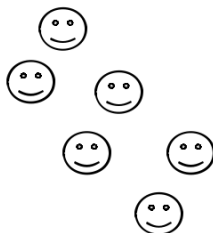
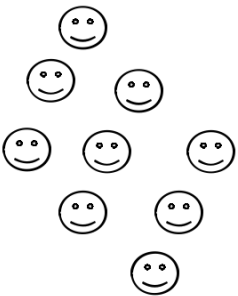
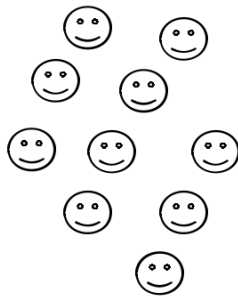
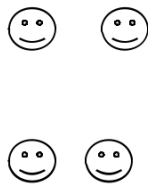
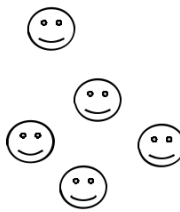
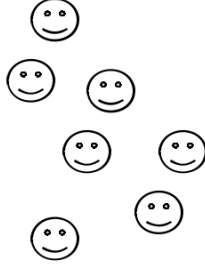
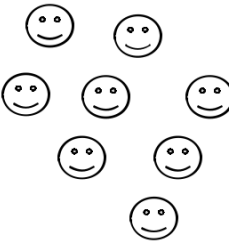
**Domain: Counting and Cardinality (CC)**

**MAFS.K.CC.1.1** Count to 100 by ones and by tens.

**MAFS.K.CC.1.3** Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**MAFS.K.CC.2.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

**Directions:** Cut out the cards on the following page and turn them over so the white side faces up. You will play a Number Memory game with your child. Then, take turns with your child turning over two cards per turn. If you get a match, for example, the number 2 and two smiley faces, then you get to keep it. Continue until all numbers are taken. This game is designed to help students connect the number of pictures with the written numeral (2, 3, etc.)

1		2		3
	3	4	5	6
7	8	9	10	
				
	0			

# Task #6

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**Domain: Counting and Cardinality (CC)**

**MAFS.K.CC.1.1** Count to 100 by ones and by tens.

**MAFS.K.CC.1.3** Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**Directions:** Practice skip counting with your student by 5s to 50. (5, 10, 15, 20, 25, 30, 35, 40, 45, 50).

Also, practice skip counting with your students by 10s to 50. (10, 20, 30, 40, 50).

Then, highlight or color all the numbers yellow in the hundreds chart that you say when you count by 5s.

Then, circle all the numbers on the hundreds chart that you say when you count by 10s.

Discuss why sometimes you use the same numbers when you count by 5s and 10s.

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



# Task #7

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**Domain: Geometry (G)**

**MAFS.K.G.1.2.** Correctly name shapes regardless of their orientations or overall size.

**Directions:**

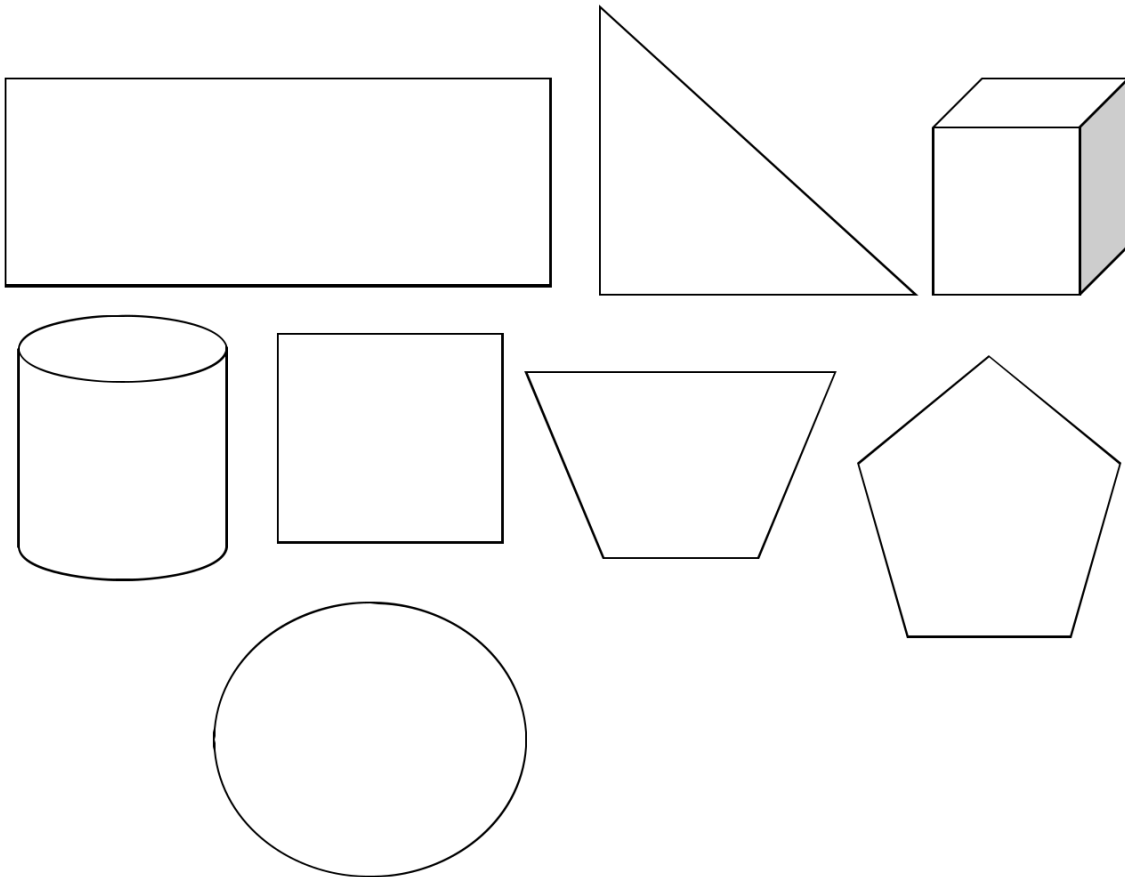
Assist your child in cutting out the shapes below.

Then, cut out the labels below with the names of each shape and glue them onto each shape. Then, read the name of each shape together.

Ask your child to read the name of each shape independently.

Ask your child to sort the shapes into 2 groups, one group has 4 or less sides and one group that has 5 or more sides.

Find items in your homes that are rectangles, triangles, circles, cubes, cylinders, etc.



Circle	Cylinder	Pentagon	Trapezoid
Square	Rectangle	Triangle	Cube

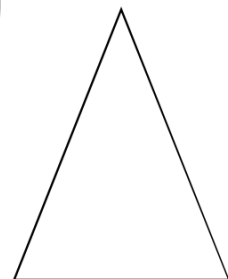
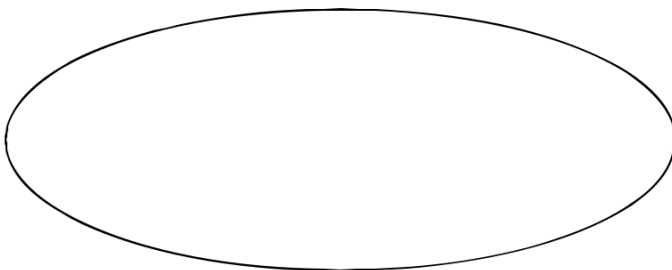
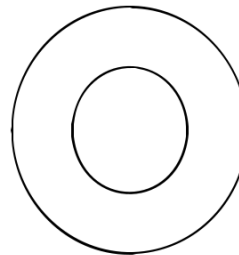
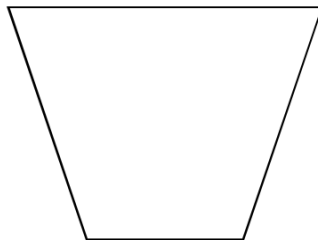
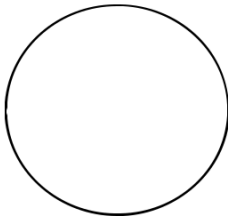
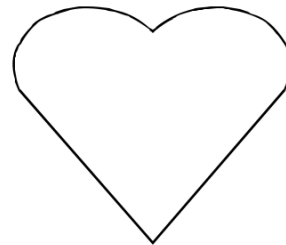
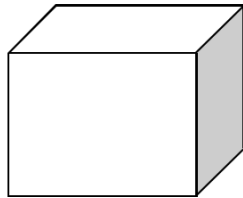
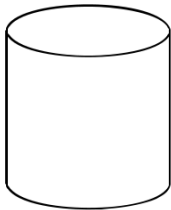
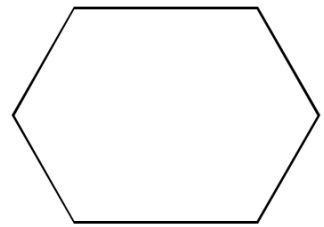
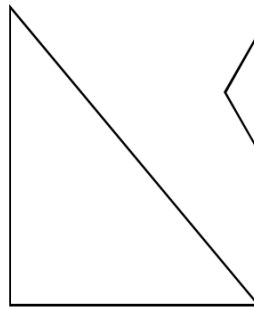
# Task #8

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**Domain: Geometry (G)**

**MAFS.K.G.1.2** Correctly name shapes regardless of their orientations or overall size.

**Directions:** Ask your child to cut out the shapes below and design something new with them. Your child can glue them together to create a face, a house, or whatever they would like! They may color the shapes first if they wish. When your child is finished building their design ask them for the name of each shape and why they used the shape the way they did.



# Task #9

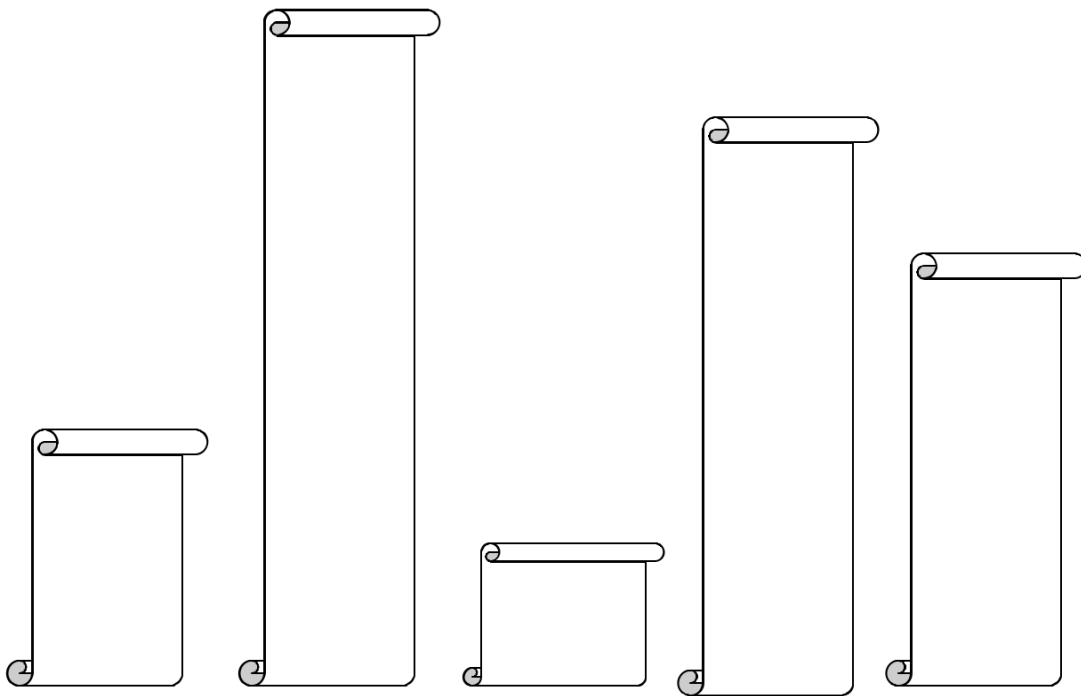
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**Domain: Measurement and Data (MD)**

**MAFS.K.MD.1.1** Describe measurable attributes of objects, such as length or weight.

Describe several measurable attributes of a single object.

**Directions:** Cut out the scrolls below and arrange them from shortest to tallest.



# Task #10

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**Domain: Measurement and Data (MD)**

**MAFS.K.MD.1.1** Describe measurable attributes of objects, such as length or weight.

Describe several measurable attributes of a single object.

**Directions:** Have your child to cut out the measuring bar at the bottom of the page. Then, encourage them to measure 5 objects in your home and record below how many “rectangles” long for each object.

Object Name	Number of Rectangles Long



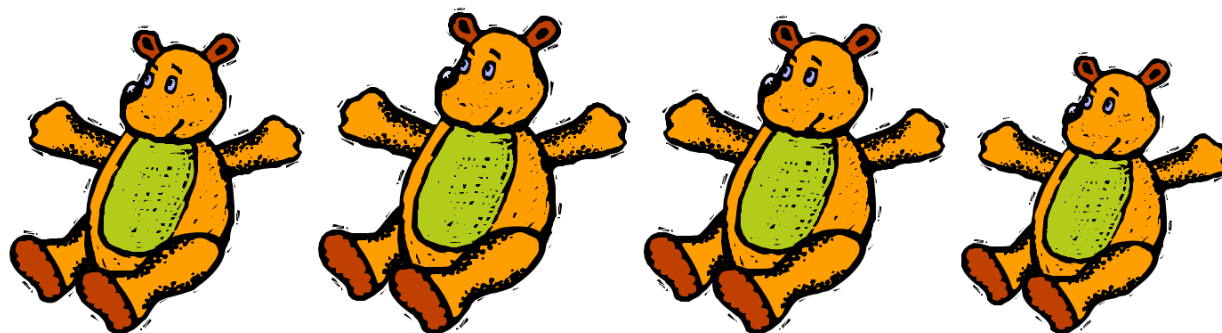
# Task #11

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**Domain: Counting and Cardinality (CC)**

**MAFS.K.CC.2.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

**Directions:** Ask your child to point to the first, second, third, and fourth bear in the line below. Then, instruct them to cut out the labels below and paste them next to the bear in that position. Extension: Ask your child to line up some of their toys in a line of four. Then, ask them to point to the first, second, third, and fourth toy in the line.



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third	fourth	first	second
3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>

# Task #12

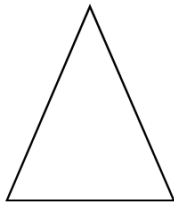
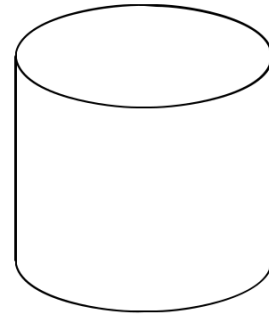
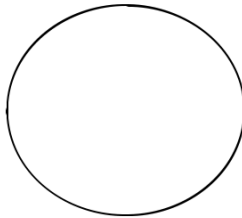
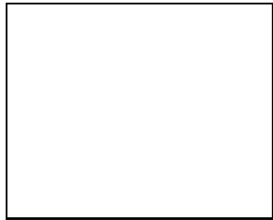
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**Domain: Geometry (G)**

**MAFS.K.G.1.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**Directions:** Answer the questions based on the shapes pictured. Keep in mind that some questions have more than one correct answer.

1. Which shape is **below** the rectangle?
2. Which shape is **next to** the circle?
3. Which shape is **in front of** the cylinder?
4. Which shape is **above** the triangle?
5. Which shape is **behind** the circle?



# Task # 13

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**Domain: Operations and Algebraic Thinking (OA)**

**MAFS.K.OA.1.5** Fluently add and subtract within 5.

**Directions:** Answer the addition problems below.

$$5 + 0 = \underline{\quad}$$

$$3 + 2 = \underline{\quad}$$

$$1 + 4 = \underline{\quad}$$

$$4 + 1 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

$$0 + 5 = \underline{\quad}$$

Discuss the following question with your child and help them write a one sentence answer. Feel free to “act out” the addition problems with Cheerios, toys, or any other household items.

What is the difference between **1 + 4** and **4 + 1**?

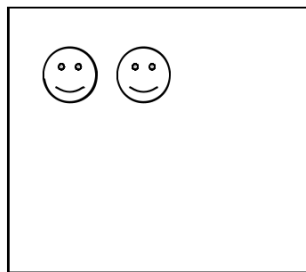
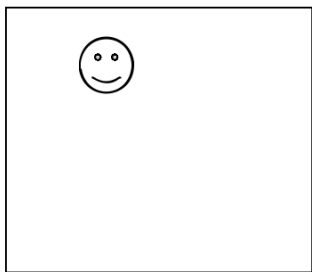
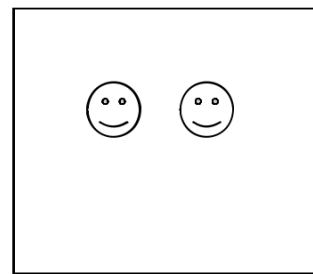
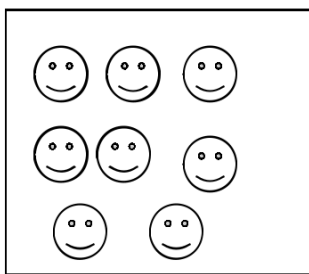
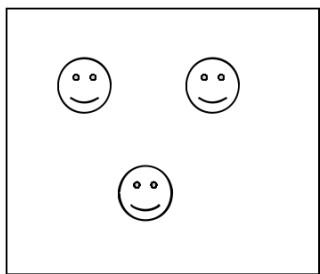
# Task # 14

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**Domain:** Counting and Cardinality (CC)

**MAFS.K.CC.3.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

**Directions:** Instruct your child to circle the square that has the most smiley faces. Put an X over the square that has the fewest smiley faces. If there are two squares that have the same number of smiley faces color both squares purple.





# Extensions

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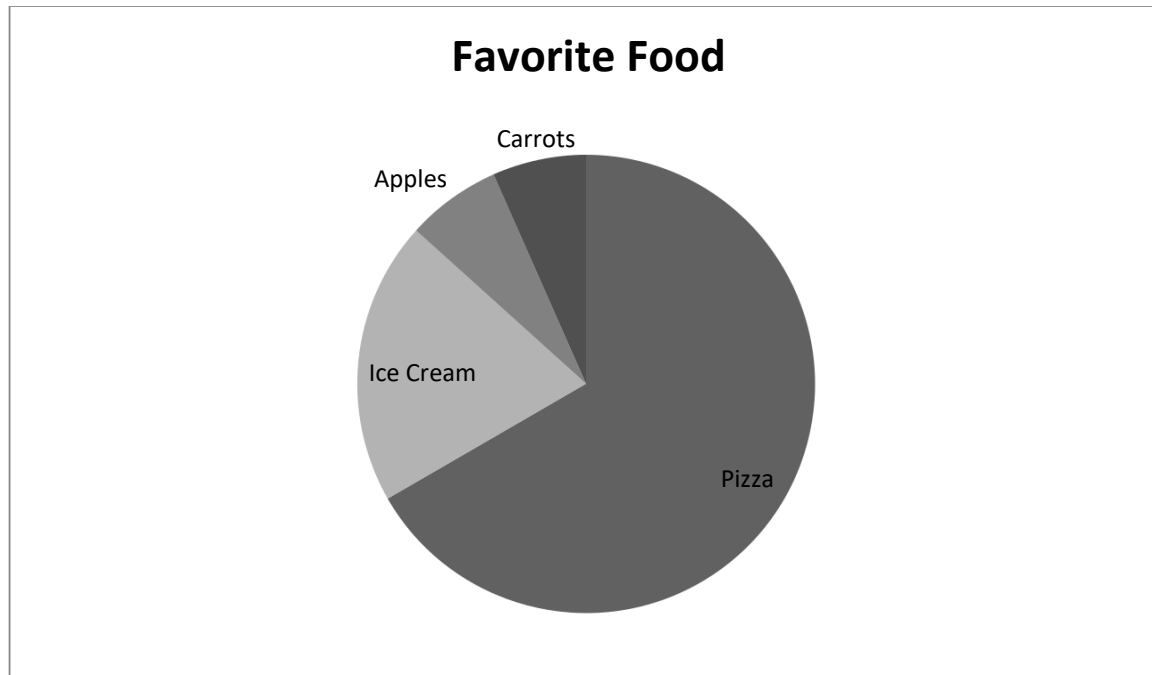
The following activities are based on standards your child will learn in first grade. They may be challenging for your child.

## Task # 15

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**Domain: Measurement & Data (MD)**

**MAFS.1.MD.3.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about total number of data points, how many in each category, and how many more or less are in one category than another.



**Directions:** The graph above shows the favorite food of everyone in a class. Answer the following questions:

Which food did students like the most? How do you know?

Which food did students like the least? How do you know?

[illegible]

Challenge Question: How much more would you need to get to 100?

[illegible]

# Task #17

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## Domain: Geometry (G)

**MAFS.1.G.1.1** Distinguish between defining attributes (e.g., triangles are close and three-sides) versus non- defining attributes (e.g., color orientation, overall size); build and draw shapes to possess defining attributes.

### Directions:

Part 1: Color the shapes below using the following directions:

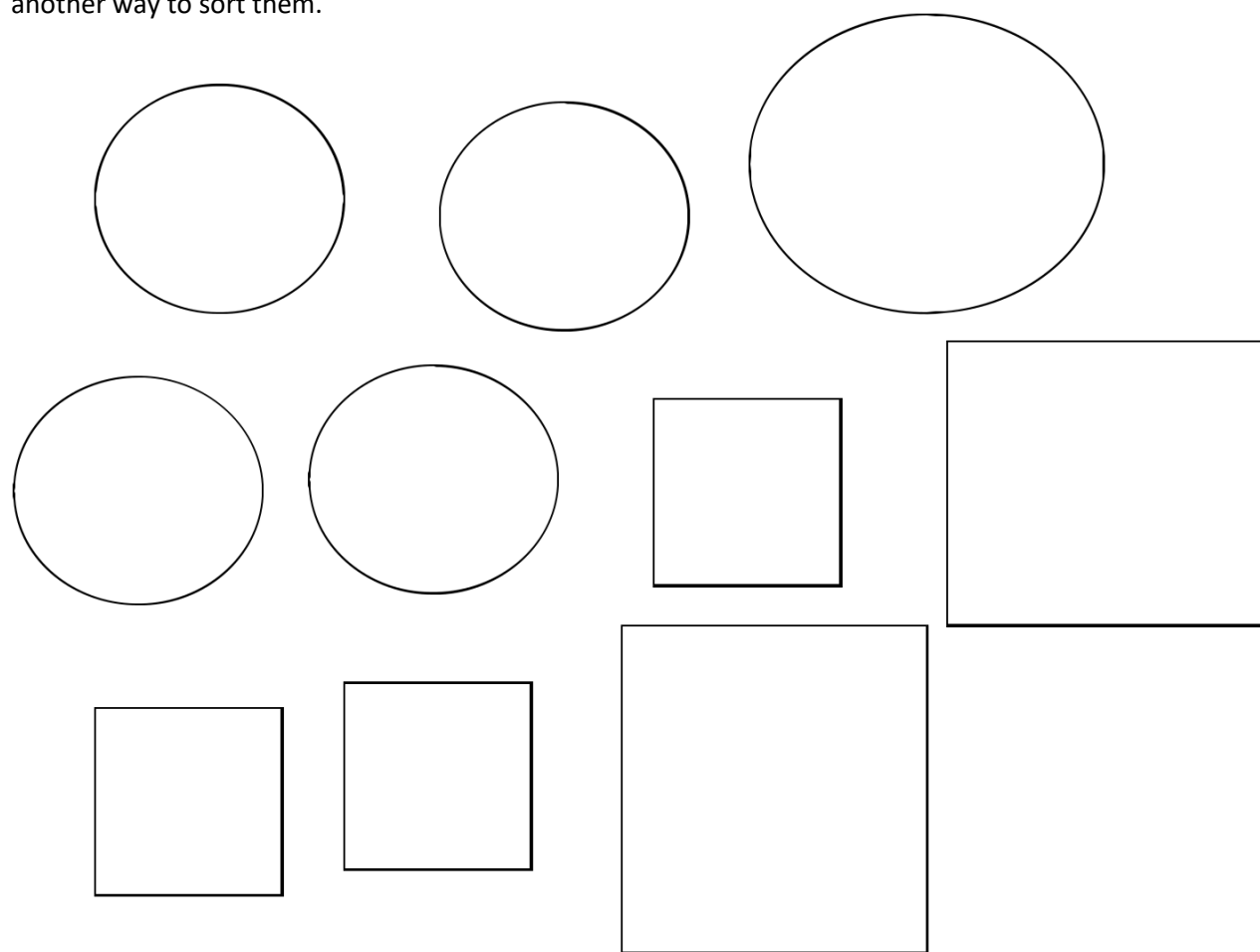
Color 3 circles blue.

Color 2 circles red.

Color 3 squares blue.

Color 2 squares red.

Part 2: Cut out the shapes below. Then sort the objects any way you chose. (DO NOT TELL YOUR CHILD HOW TO SORT THE OBJECTS.) After your student has sorted the shapes, ask your students if there is another way to sort them.



# Helpful Websites

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Visit one of the websites below and learn about one of the games. Play the game together for 10-20 minutes. Give your child time to play the game independently. Then, check to ensure your child is playing the game correctly and has mastered the concept.

Measurement:

[http://pbskids.org/curiousgeorge/games/how\\_tall/how\\_tall.html](http://pbskids.org/curiousgeorge/games/how_tall/how_tall.html)

Geometry:

<http://pbskids.org/peg/games/magical-shape-hunt>

Addition Stories:

<http://www.iboard.co.uk/activity/721>

Various Math Games:

<http://pbskids.org/catinthehat/games/math-safari.html>