



Bayonne Public Schools

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Dear Parents/Guardians,

As the end of the school year approaches, the Mathematics department has prepared a Summer Bridges Packet for your child to complete over the summer months.

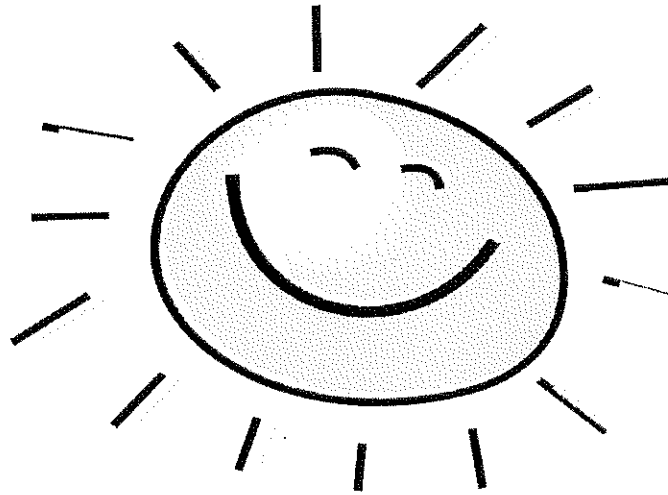
These packets are:

- To reinforce previous mathematics topics they learned throughout the year
- To keep mathematics topics current
- To move forward with new mathematics vocabulary words to prepare students for future mathematics success

All assignments must be presented to your child's mathematics teacher no later than **September 18, 2019**. The packet will be graded. Students must show work for credit. In addition, students will receive a maximum of 10 points towards the first mathematics assessment in marking period one based on the correct completion of the summer bridges assignment.

Dawn Aiello
Director of Mathematics

"The Bayonne Public School Family- Moving From Good to Great"



Summer Bridges
from Grade K
To
Grade 1

Name: _____

Name: _____

Addition to 20 – Addition with Cubes

Color cubes to show.



4 red apples and 2 green apples _____ in all



5 brown leaves and 1 yellow leaf _____ in all



2 brown cats and 3 black cats _____ in all

Draw cubes to show.

1. 3 big pumpkins.

5 small pumpkins.

How many in all?

_____ pumpkins

2. 4 leaves fall.

3 more fall.

How many in all?

_____ leaves

Name: _____

Addition to 20 – Addition on a Number Line

Circle the greater addend. Use the number line to find the sum.

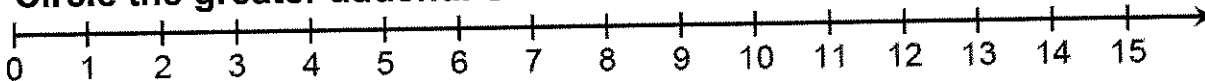


$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

Circle the greater addend. Use the number line to find the sum.

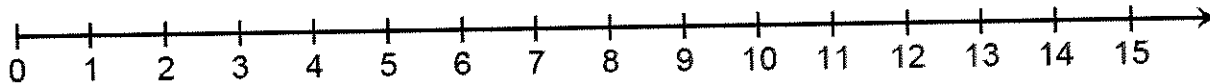


$5 + 7 = \underline{\quad}$

$2 + 4 = \underline{\quad}$

$8 + 1 = \underline{\quad}$

Use the number line. Circle yes or no.



$3 + 5 = 10$

yes

no

$6 + 2 = 8$

yes

no

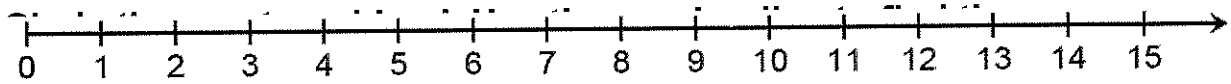
$9 + 3 = 11$

yes

no

Name: _____

Addition to 20 – Addition on a Number Line

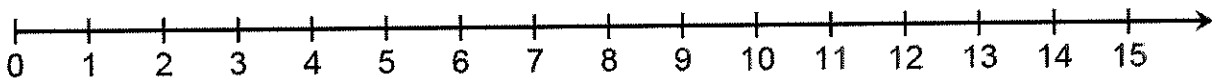


$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

Circle the greater addend. Use the number line to find the sum.

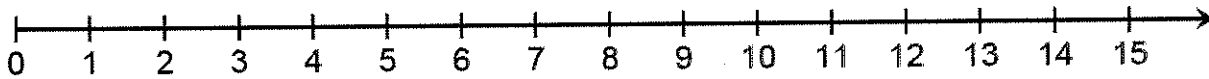


$1 + 11 = \underline{\quad}$

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

$3 + 8 = \underline{\quad}$

Write a number sentence. Use the number line to solve.



7 ducks in the pond.



4 ducks on the path.

How many ducks are there?

$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ ducks}$

2 ladybugs on a leaf.




4 ladybugs on the wall.

How many ladybugs?

$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ ladybugs}$

Name: _____

Addition to 20 – Adding Zero

Draw  to show. Write the answer.

1.

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5 + 0 = _____

2.

--	--

0 + 8 = _____

3. Solve.

Kim has 4 pets.

Mike has no pets.

How many pets?

_____ + _____ = _____ pets

4. Solve.

10 blue birds.

No red birds.

How many birds?

_____ birds

Name: _____

Addition to 20 – Doubles Plus One

1. Add. Circle the number you will double.

$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$
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2. Add. Circle the doubles plus one fact.

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

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

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

3. Solve. Circle the number you will double.

There are 9 boys in the class.

There are 8 girls in the class.

How many children are in the class?

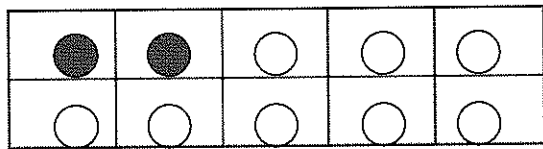
$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ children}$

Name: _____

Addition to 20 – Making Ten

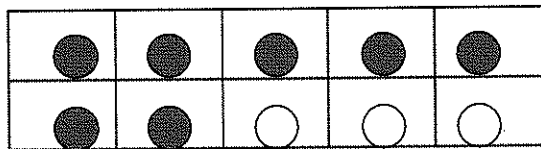
1. How many black chips? How many white? Make ten.

Write the turn around fact.



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

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

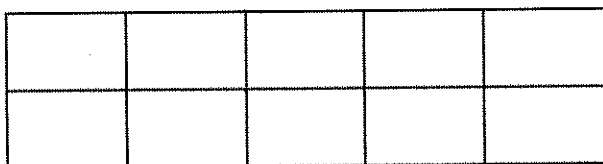


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

2. Draw black and white chips to show $6 + 4 = 10$

Write the turn around fact.

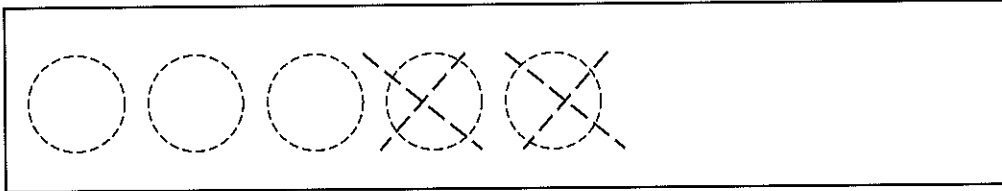


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

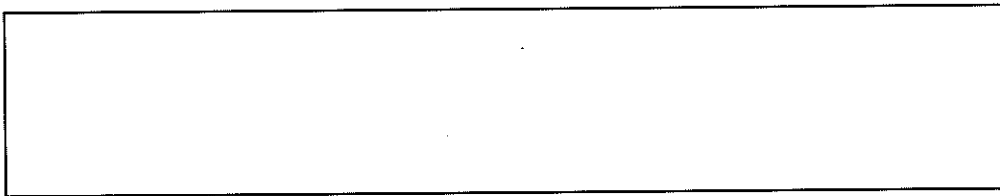
Name: _____

Subtraction – Subtraction with Counters

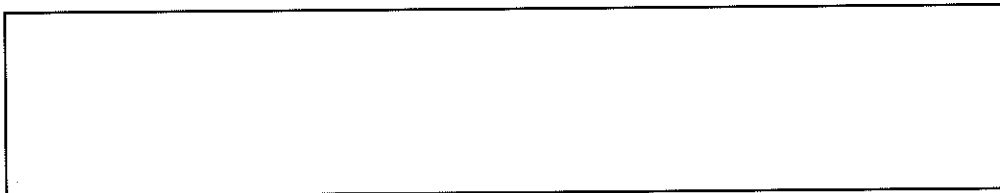
Draw the counters to show. Write how many are left.



5 take away 2 **_____ are left**



7 take away 1 **_____ are left**



8 take away 6 **_____ are left**

Name: _____

Subtraction – Subtraction with Cubes

Use the cubes. Fill in the numbers.



_____ take away _____ are left

Draw cubes to show.

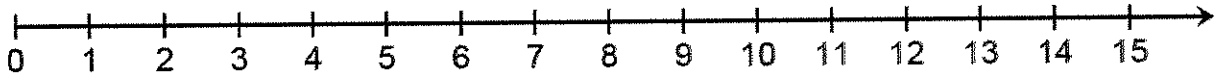
9  4  walk away _____ are left

8  7  blow away _____ is left

Name: _____

Subtraction – Subtraction on a Number Line

Use the number line to subtract.

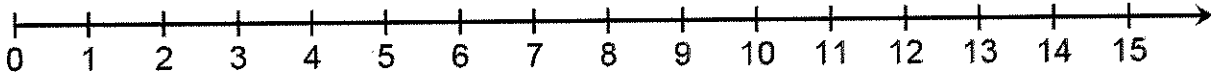


$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

Use the number line to subtract.

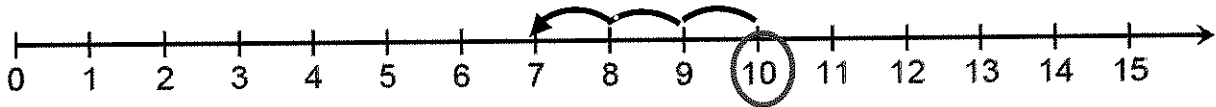


$7 - 5 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

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

What subtraction sentence does the number line show?



$9 - 2 = 7$

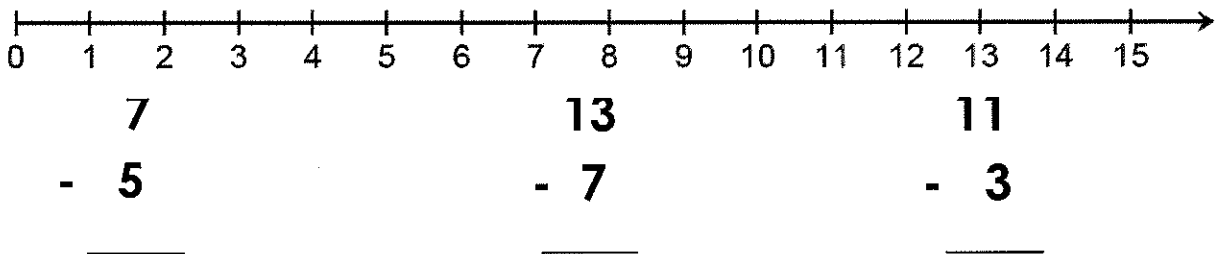
$10 - 2 = 8$

$10 - 3 = 7$

Name: _____

Subtraction – Subtraction on a Number Line

Use the number line to subtract.



Use the number line to subtract.



$$9 - 5 = \underline{\quad\quad} \quad 6 - 4 = \underline{\quad\quad} \quad 10 - 6 = \underline{\quad\quad}$$

Write a number sentence. Use the number line to solve.



8 frogs in the pond.



4 frogs hop out of the pond.

How many frogs are there in the pond now?

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad} \text{ frogs}$$

Farmer Ted has 10 apple pies.

He sells 3 of them.



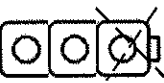
How many apple pies left to sell?

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad} \text{ pies}$$


Name: _____

Subtraction – Subtracting One

Take away one cube. Write the subtraction sentence.

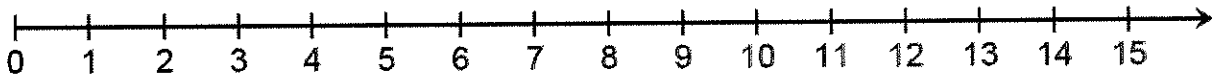
1. 

-

2. 

-

3. Use the number line to subtract.



$11 - 1 = \underline{\quad}$

$9 - 1 = \underline{\quad}$

$14 - 1 = \underline{\quad}$

3. Solve.

Andy has 8 books.

He gives 1 to Nick.

Andy has how many books now?

$\underline{\quad} - \underline{\quad} = \underline{\quad}$ books

4. Solve.

6 bags of chips.

Tina eats one.

How many bags left?

$\underline{\quad}$ bags

Directions: Review vocabulary and then illustrate the term.

VOCABULARY

- 1.) same – things that have a common attribute.
- 2.) different – things that do NOT have a common attribute
- 3.) one more – when one set has 1 more object than the other set.
- 4.) one less – when one set has 1 fewer object than the other set.
- 5.) big – large
- 6.) small – little
- 7.) over- directly above something
- 8.) under – directly below something.
- 9.) next to – standing beside something.
- 10.) between – when an object has other objects on both sides of it.
- 11.) greater than – bigger or more than.
- 12.) less than – smaller or less than.
- 13.) pairs – set of two objects
- 14.) sort – arrange in groups with a common attribute
- 15.) plus – and
- 16.) is equal to – adds up to; make.

- 17.) number sentence – a set of numerals and symbols that summarizes a number story.**
- 18.) minus – subtract from.**
- 19.) left – remaining.**
- 20.) penny – a 1-cent coin.**
- 21.) nickel – a 5-cent coin.**
- 22.) dime – a 10-cent coin.**
- 23.) quarter – a 25-cent coin.**
- 24.) cent – a penny.**
- 25.) change – money returned as the balanced of the amount paid for something.**