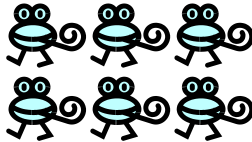
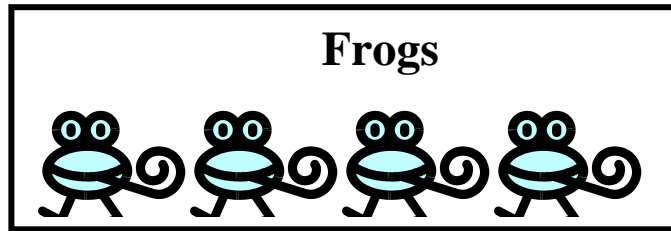
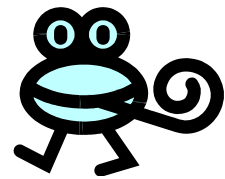


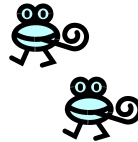
*What You Need
to Know Going
into 1st Grade*



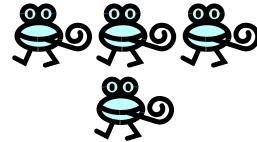
More, Fewer, As Many As



More Frogs!









Fewer Frogs!



As Many Frogs!

Fill in the chart at the top. Fill in your own at the bottom.




Item	More	Fewer	As Many
			
			
			

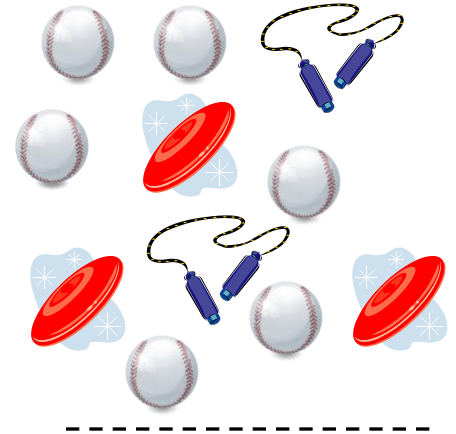


Graphing

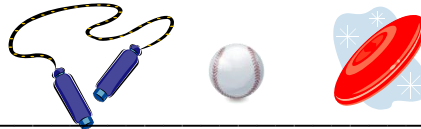
Make a bar graph. Color a square for each item.

Playground Games






1. Circle the favorite game.



Complete the bar graph below. Answer the question.

Snacks



2. Circle the favorite snack.








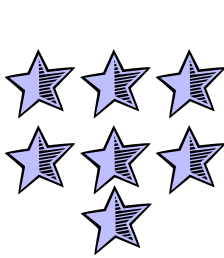
Make Your Own Graph

Ask different people in your family which of the pictured sports they like the best. Fill in the graph telling how many liked each sport.

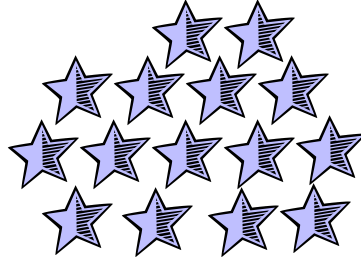
My Family's Favorite Sport

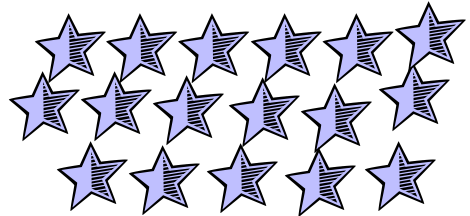
Compare Numbers to 20



Less than 15



15



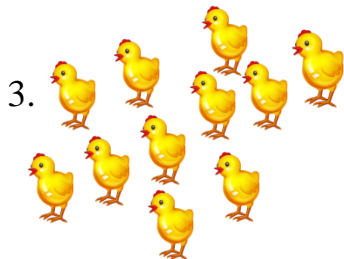
More than 15

Tell *more* than 15, *less* than 15, or *15*. Then write the correct number.

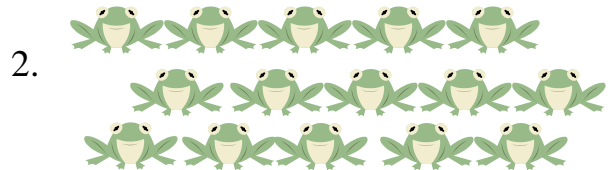


more

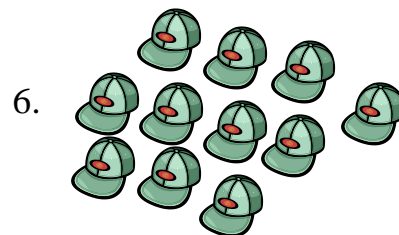
16







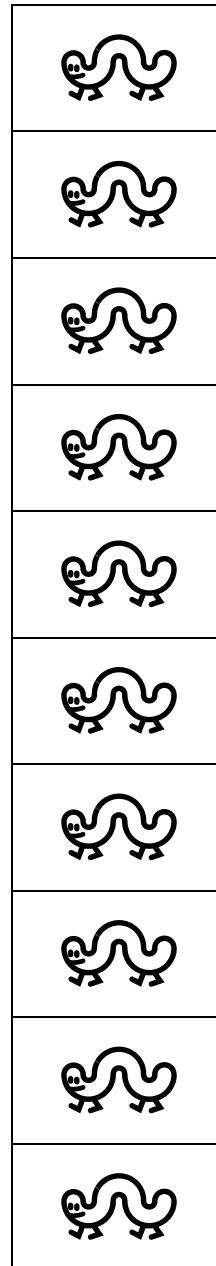
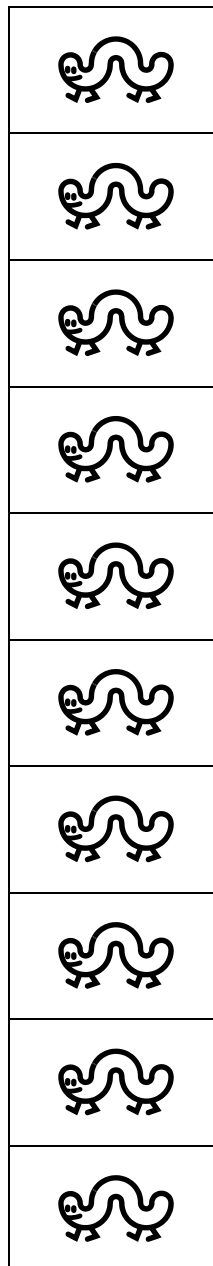
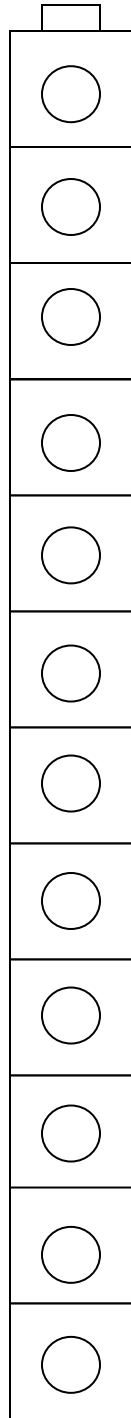
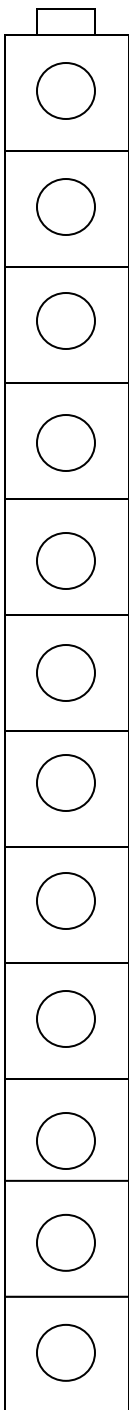






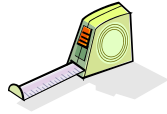
Measuring Tools

Cut out and use these measuring tools for answering the next few pages.

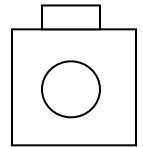
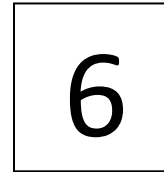
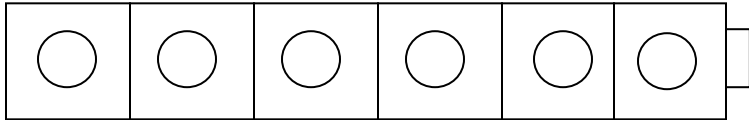



BACK of MEASURING TOOLS Page

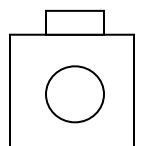
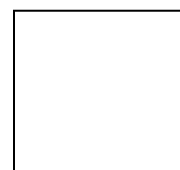
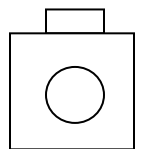
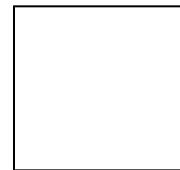
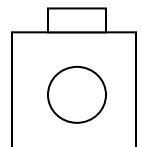
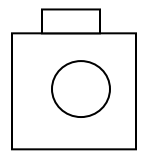
Cut out Measuring Tools
on back of page.



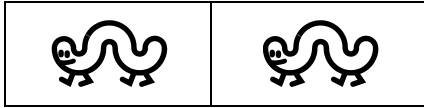
Length




Write how many  each object measures.

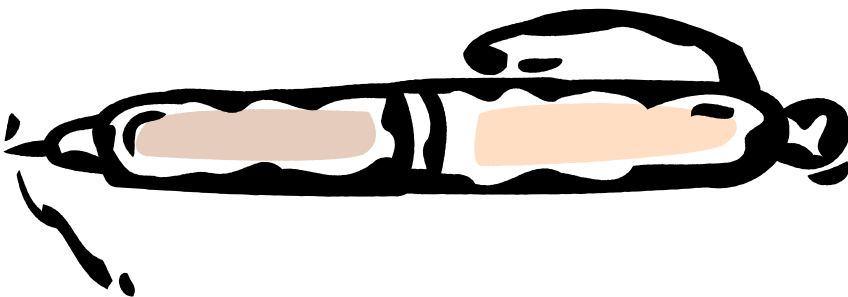
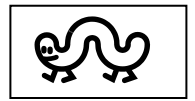


Length 2



2

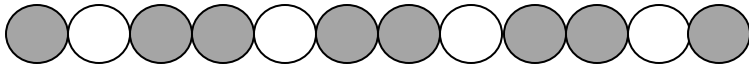
Write how many  each picture measures.



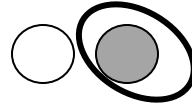
Looking For A Pattern



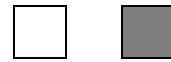
Look at the pattern.



Circle what comes next.



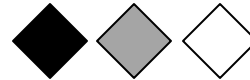
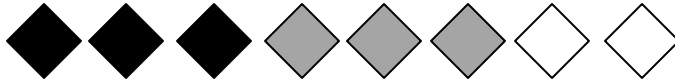
1. What comes next? Draw a circle.



2.



3.



Draw 2 more patterns of your own.

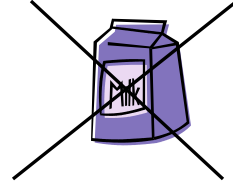
4.

5.

Capacity



holds more



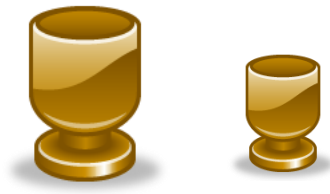
holds less

Circle which holds more. **Cross out** which holds less.

1.



2.



3.



4.



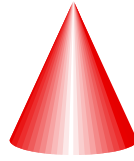
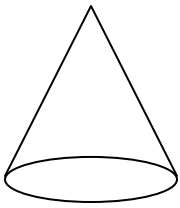
5.



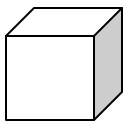
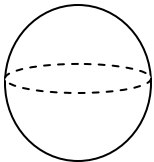
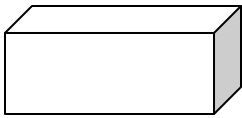
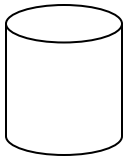
6.



Solids



Find objects that have the same shape as the solid and draw them in the blank spaces.



Numbers To 20

Color how many.

1. Color 13.

2. Color 18.

3. Color 16.

4. Color 15.

Write how many.

5.

1¢	1¢	1¢	1¢	1¢
1¢	1¢	1¢	1¢	1¢

1¢	1¢	1¢	1¢	

6.

1¢	1¢	1¢	1¢	1¢
1¢	1¢	1¢	1¢	1¢

1¢	1¢	1¢	1¢	1¢
1¢	1¢	1¢	1¢	

Adding



2

--	--

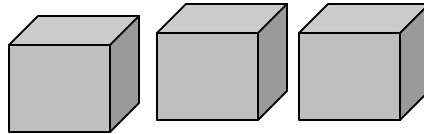
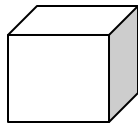
3

--	--	--

5 in all

--	--	--	--	--

Join groups. How many in all?



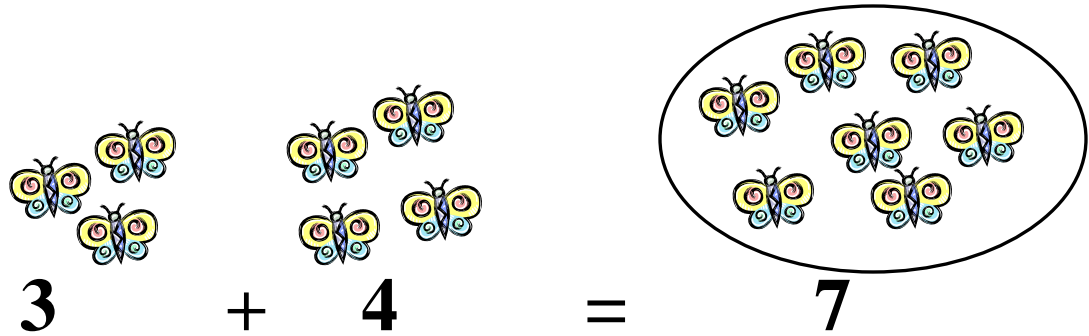




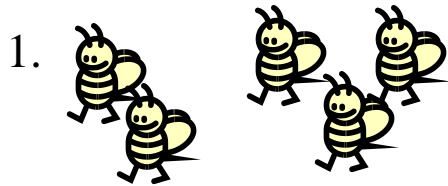




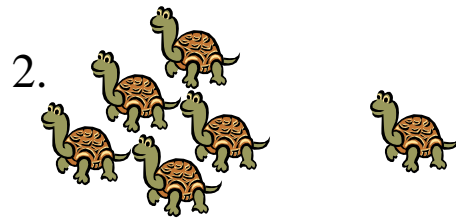
Sums



Write number sentences. Add.



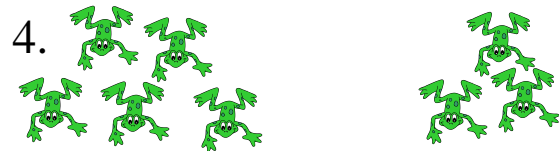
$$\boxed{2} + \boxed{3} = \boxed{}$$



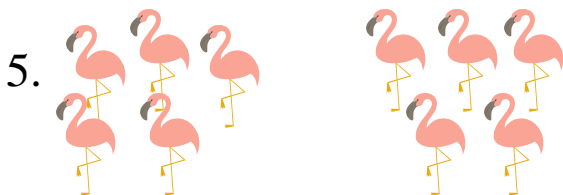
$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$

Money



Circle all in red.

Circle all in blue.

Put a green X on all.



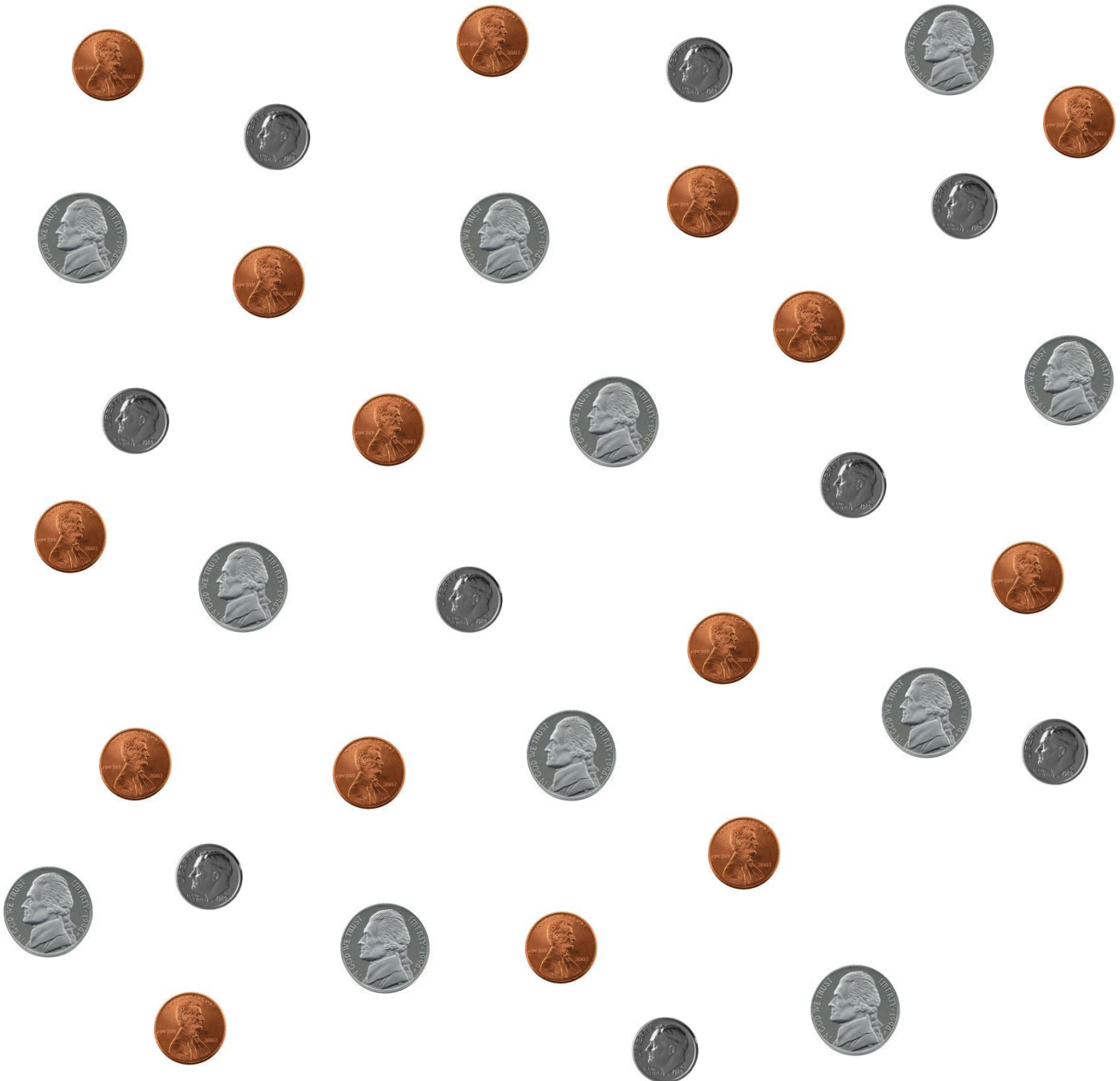
1¢

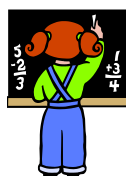


5¢

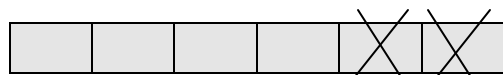


10¢





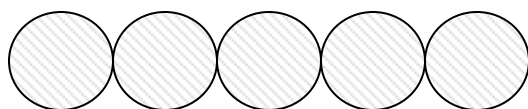
Separating



6 take away 2



4 are left



5 take away 2



9 take away 3



6 take away 4

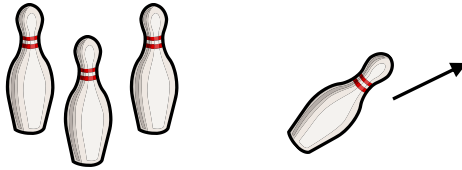
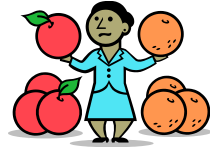


7 take away 3



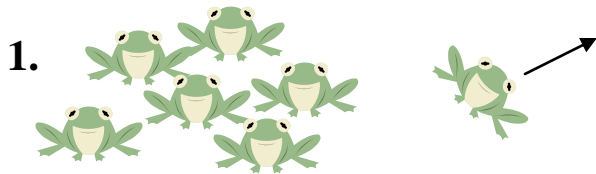
8 take away 1

Differences



$$4 - 1 = 3$$

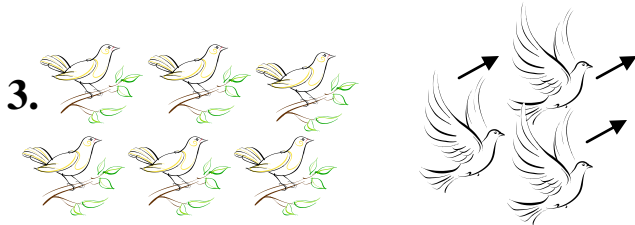
Write number sentences. Subtract.



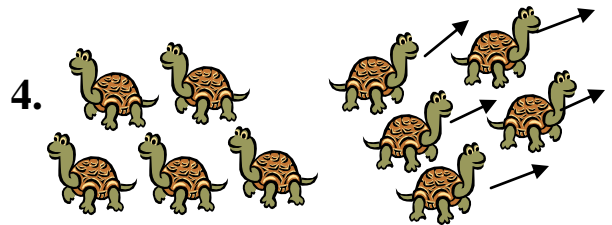
$$\boxed{7} - \boxed{1} = \boxed{}$$



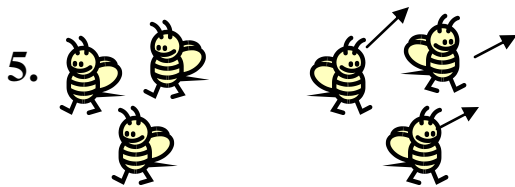
$$\boxed{} - \boxed{} = \boxed{}$$



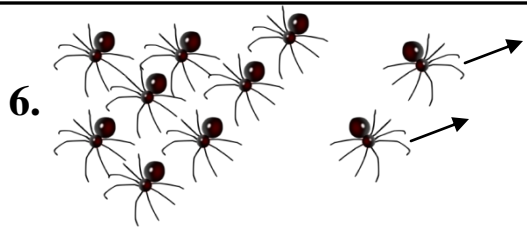
$$\boxed{} - \boxed{} = \boxed{}$$



$$\boxed{} - \boxed{} = \boxed{}$$



$$\boxed{} - \boxed{} = \boxed{}$$









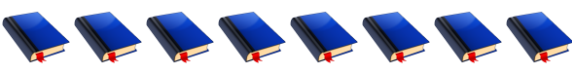



$$\boxed{} - \boxed{} = \boxed{}$$



Matching Words

Cut out the words on the next page. Glue them under the correct amount.

Cut Out Words

zero

one

two

three

four

five

six

seven

eight

nine

ten

Back of Number Words page

Cut out number words on
back of page.



Tell How Much

Write the correct amount for each picture.

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

7.  _____

8.  _____

Draw the amount.

9. **8¢**

10. **13¢**

FAMILY CONNECTION

Building Your Child's Math Skills Together



Please sign each activity that you and your child complete.

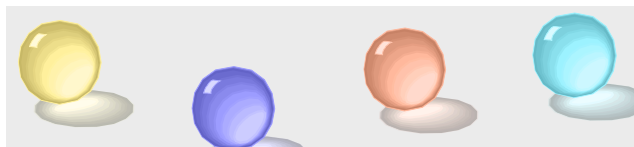
MORE OR FEWER

Materials: marbles, pennies, or other small, identical objects; two plates

Step 1: Put 2 objects on one plate and 3 on the other. Ask your child to tell which plate has more objects on it, and which has fewer.

Step 2: Lay out different combinations of up to 5 objects on each of the two plates. Again, ask your child which plate has more, and which has fewer.

Step 3: Try the following variation. Put 3 items on one plate, and then tell the child to put more (or fewer) items on the other plate.



We completed this family activity.

Adult signature _____

NEIGHBORHOOD NUMBERS

When you are out in your neighborhood, play a version of “I Spy” with numbers. Invite your child to look for numbers in your surroundings. You might find the numbers on house addresses, license plates, street signs, and so on. Call out specific numbers, such as 6, 8, or 10.

Next, have your child call out numbers for you to find.



We completed this family activity.

Adult signature _____

NAME THAT PATTERN

Step 1: Make a repeated pattern of sounds and hand motions by clapping your hands, slapping them on your knees, or touching your elbows. For example, you might repeat the sequence clap-clap-slap several times.

Step 2: Ask your child to try and imitate the sequence and also to describe it in words.

Step 3: Give your child a turn at making up a pattern for you to describe and perform.

We completed this family activity.

Adult signature _____

FILL IN THE BLANKS

Materials: graph paper or plain paper

Step 1: On the paper, outline a 10-by-10 grid of squares.

Step 2: Fill in the numbers 1 through 10 left to right across the top and 1, 11, 21, . . . , 91 down the left side. Fill in a few other randomly selected numbers.

Step 3: Ask your child to name a number at random. Using the numbers already filled in for reference, have the child write the new number in its proper location. Be sure to check that the number is placed correctly.

Step 4: Continue until your child can place any number quickly, correctly, and confidently.

100 Chart

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

<http://math.about.com>

We completed this family activity.

Adult signature _____

HAVE IT BOTH WAYS



Materials: set of small countable objects, such as buttons or coins

Step 1: On a piece of paper, make blanks for subtraction problems like this:

_____ - _____ = _____

Step 2: Ask your child to place 5 objects on the table, then separate 3 from the group. Ask your child to write the subtraction problem, and then say the problem in three different ways:



"If you start with 5 and take away 3, you have 2 left."

"Five is 3 more than 2."

"Five minus 3 equals 2."

Step 3: Repeat using different numbers.

We completed this family activity.

Adult signature _____

GUESS THE NUMBER

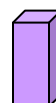
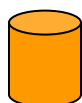


Play the following game with your child while driving in the car. One person announces that he or she is thinking of a number in a certain range, and the other person has to guess the number. For example, one player could start by saying, “I’m thinking of a number between 15 and 22.” Don’t worry too much about the size of the intervals, so long as they are not too large or small. Clues can be given if the number is lower or higher than the guess. Play until the correct number is found, and then reverse roles.

We completed this family activity.

Adult signature _____

I SPY A SHAPE



Take a tour of your home. When you spot a shape, announce it with “I spy.” For example, you might see a soup can and say, “I spy a cylinder.” Then have your child guess what you spotted. Next, it is his or her turn to “I spy” a shape and let you guess. Make sure your child is using the correct terms, such as *sphere* instead of “ball.” You can also choose 2-dimensional shapes, such as a rectangle for the refrigerator door.

We completed this family activity.

Adult signature _____

SKIP COUNTING



Materials: 30 beans or other set of identical objects

Step 1: Put out the beans one at a time, counting aloud with your child.

Step 2: Now put all of the beans back together. Have your child slide 2 beans to the side, while you say “two.” Have the child slide over 2 more, while you say “four,” and continue in this fashion until you have counted all 30 by 2’s. Then repeat this step with the roles reversed.

Step 3: Repeat Step 2, but this time count by 5’s. Again, count while your child moves beans, and then move beans while your child counts.

We completed this family activity.

Adult signature _____

CURRENT EVENTS

Talk about family events that are going on right now, and have your child put together a sequential description using *yesterday*, *today*, and *tomorrow* as well as *morning*, *afternoon*, and *evening*. The narrative should start with, “Yesterday morning, I (or we) . . .” and finish with, “Tomorrow evening . . .” If your child enjoys drawing, let him or her draw illustrations for the story.

We completed this family activity.

Adult signature _____

MATCHED OR MISMATCHED



Materials: socks, shoes, hats, other clothing items

Step 1: Select 5 or 6 different articles of clothing and lay them out on the table.

Step 2: Ask your child to pick out 2 similar items and explain how they are different and how they are the same. Encourage him or her to talk about sizes, shapes, and colors of the items. Repeat the activity several times.

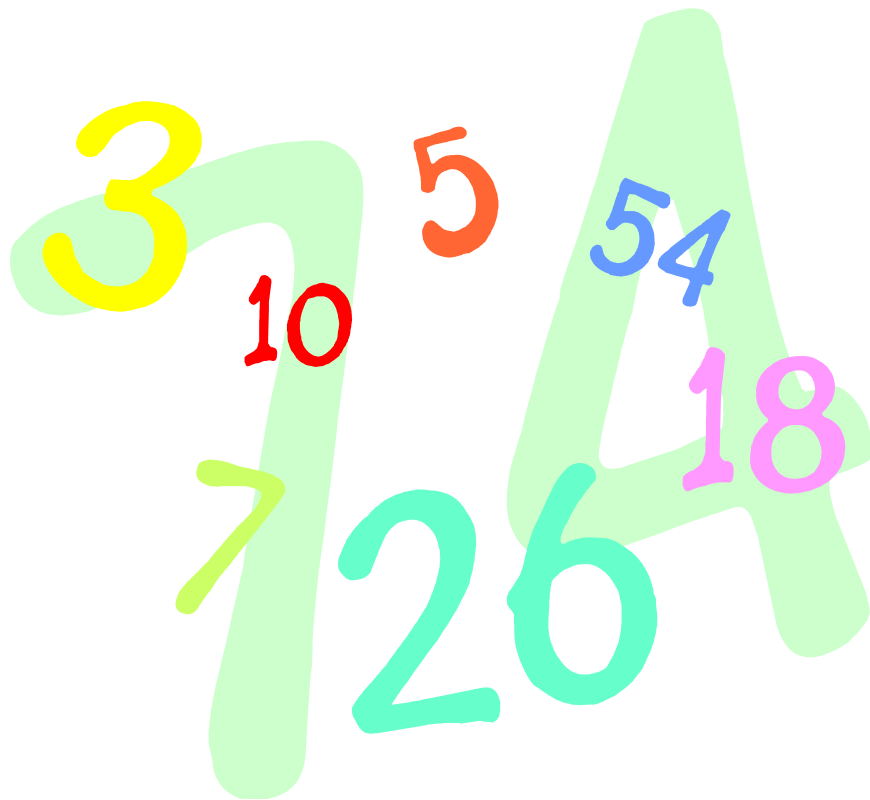
Step 3: Have your child select 2 items that have a trait that is the same, but without saying what that trait is. Your job is to guess the trait by which your child sorted the items.

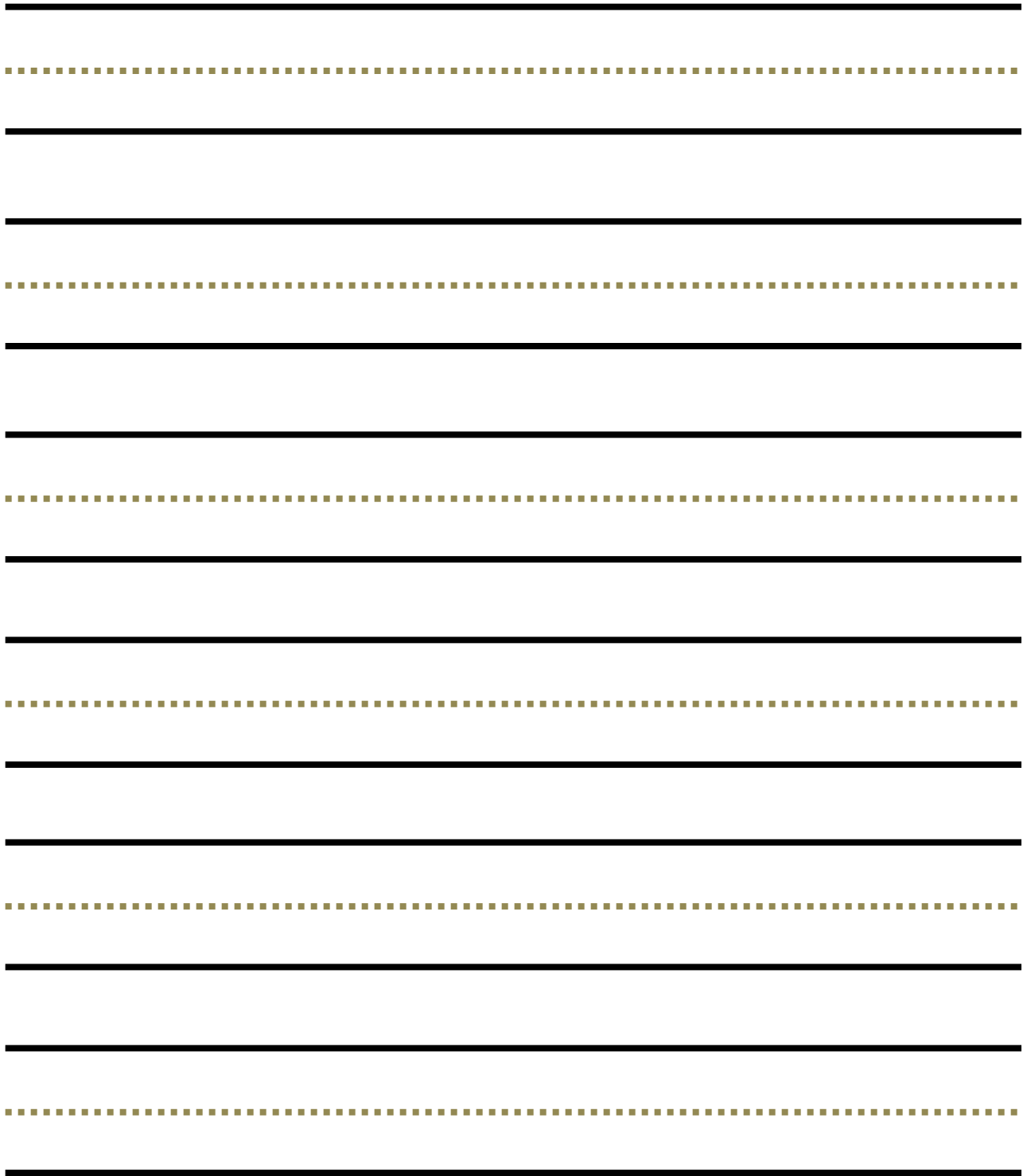
We completed this family activity.

Adult signature _____



Practice Writing Your Numbers From 1 to 20





The image displays a series of horizontal lines for handwriting practice. Each set consists of three lines: a solid black top line, a dashed brown middle line, and a solid black bottom line. There are five such sets of lines arranged vertically across the page.