

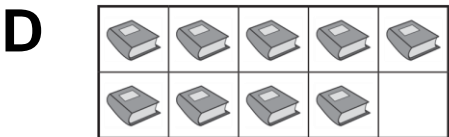
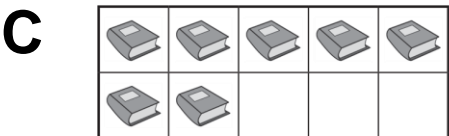
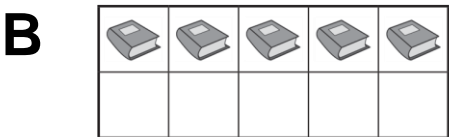
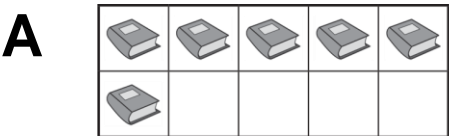
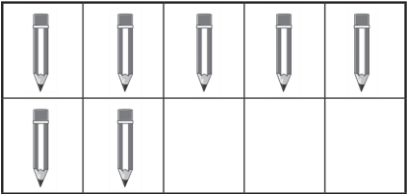


**RIISING FIRST GRADERS**

**RIVIERA DAY SCHOOL  
SUMMER PACKET**

NAME: \_\_\_\_\_

Read the directions at the bottom of each page.



2



**A.**

**A** 7

**C** 9

**B** 8

**D** 10

**B.**

**A** 9

**C** 6

**B** 8

**D** 1

3



4

5

6

7

**A**

**B**

**C**

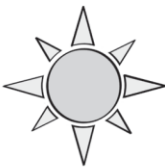
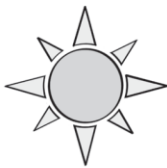
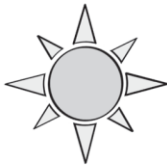
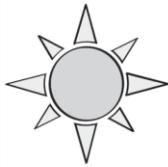
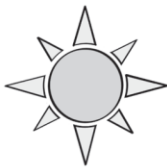
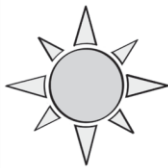
**D**

4



**Directions** Have students mark the best answer. **1** Which group of books is greater than the group of pencils? **2** **A.** Which number is less than the number shown? **B.** Which number is greater than the number shown? **3** How many cats are there? **4** Which group has the greatest number of counters shaded?

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6




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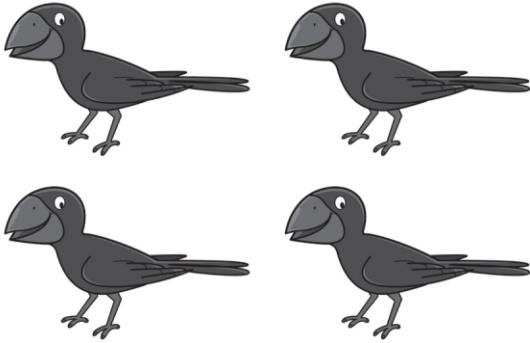


7

9

**Directions** Have students: count how many suns are in each row, and then write the numbers to tell how many; count the pineapples and oranges, write the numbers to tell how many, and then mark an X on the number that is less than the other number; read the number, and then draw flowers to show how many.

8



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9



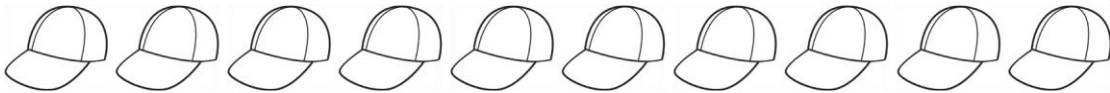
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\_\_\_\_\_ and \_\_\_\_\_

**Directions** Have students: **8** count the birds, and then color the boxes to show how many; **9** color the cars red and blue and then write the numbers to tell how many red and blue cars.

10

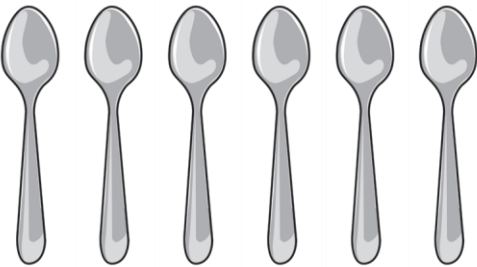


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11



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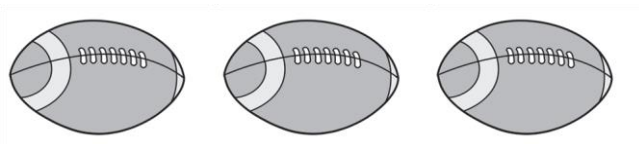
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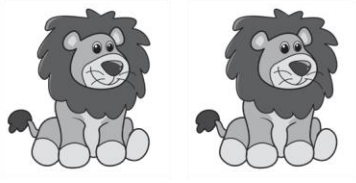
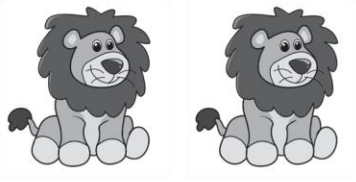
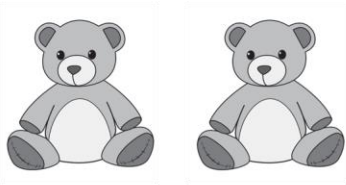
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12

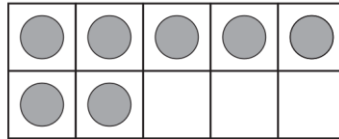
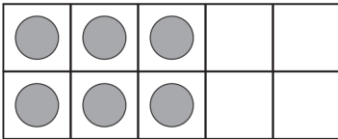
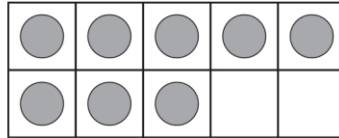
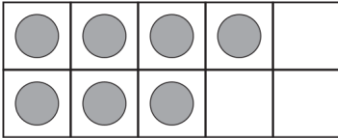


**Directions** Have students: **10** use red and yellow counters to show a group of 10, color the hats red and yellow the same way, and then write the numbers to tell how many red hats and yellow hats; **11** count the spoons in the group, and then write the number to tell how many spoons. Then draw a group of circles that is less in number than the group of spoons shown, and then write the number to tell how many circles; **12** draw a group of footballs that is equal to the group of footballs shown.

13



14



**Directions** 13 Say: Joanie has 2 toy bears and 4 toy lions. Color the cubes to show how many of each type of toy, and then draw a circle around the cube train that is greater than the other cube train. 14 Have students draw a circle around the ten-frames that do NOT show 7 counters.

15

A.

A



B



C



D



B.

A



B



C

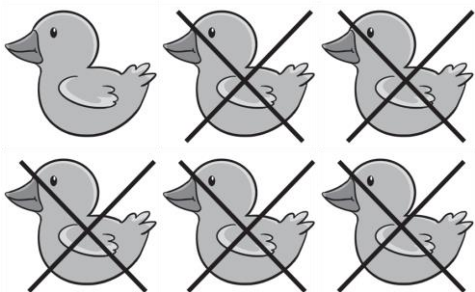


D



**Directions** 15 Have the students mark the best answer. **A.** Which group has the greatest number of counters?  
**B.** Which group shows 4 shaded counters?

1



A 0

C 5

B 1

D 6

2

6

☐

10

☐

6

☐

8

☐

3

☐

5

3



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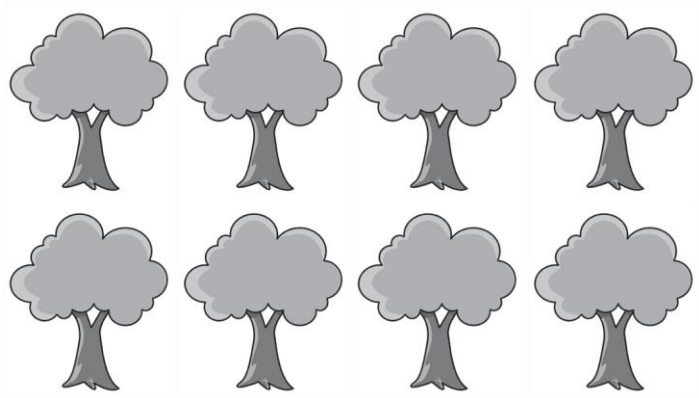
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**Directions** Have students mark the best answer. 1 Which number tells how many ducks are left? 2 Choose two numbers that are greater than the number on the card. 3 Have students count the baseball gloves in each row, and then write the numbers to tell how many.



4




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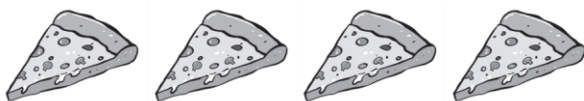


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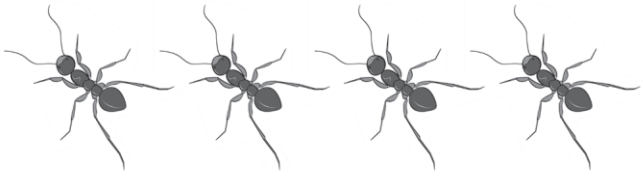


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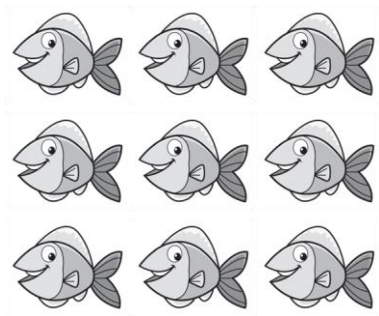
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6




**Directions** Have students: 4 count the trees, and then write the number to tell how many; 5 count the pizza slices in the group and write the number to tell how many. Then draw a group of circles that is one more than the group of pizza slices shown, and write the number to tell how many circles; 6 draw more ants to make a group of 10 ants, and then draw counters to show how many ants in all.

7



9

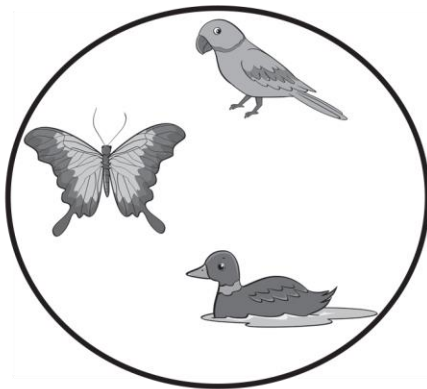
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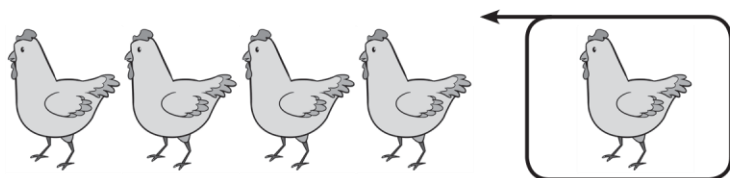
8



**Directions** 🐞 Have students use counters to show how a way 9 can be separated into two parts, and then draw circles around the groups of fish to show the parts of 9. Then have them complete the equation to match their picture to show the parts of 9. **8** Say: *The animals have been classified into two categories. Choose two animals that belong in the category of animals inside the circle.*

\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.

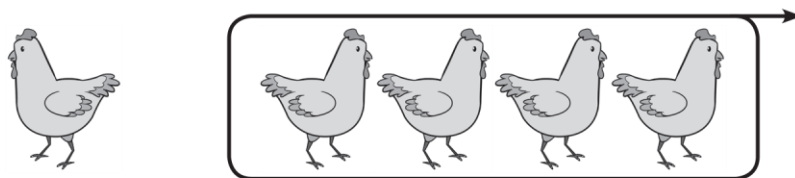
10



\_\_\_\_\_

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_

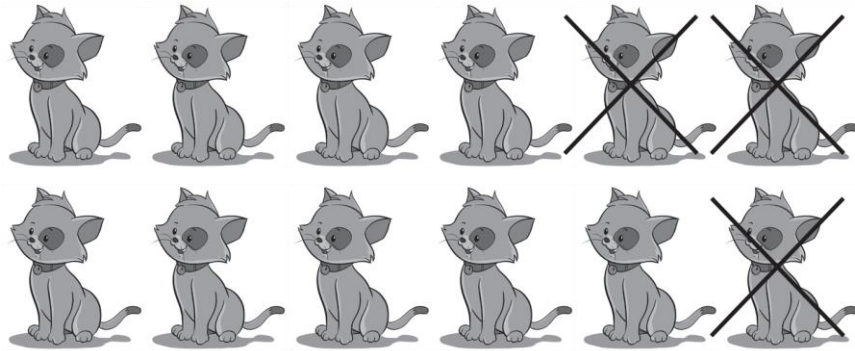


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\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_

**Directions** Have students: 9. draw two groups of apples to show 7 in all, and then write a number sentence to match the drawing; 10. listen to each story, use connecting cubes to help act out each story to choose an operation, and then write the equations to show the related facts. Say: 4 chickens are in a group. 1 joins them. How many chickens are there in all? Then say: 5 chickens are in a group. 4 leave. How many chickens are left?



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12

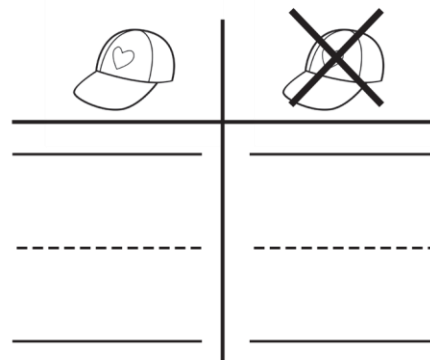
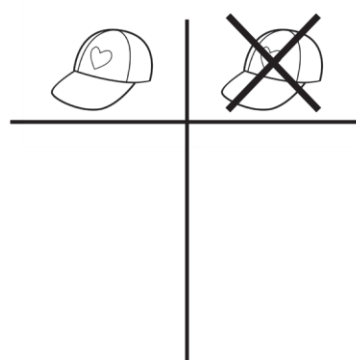
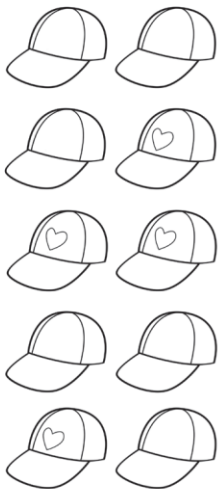


\_\_\_\_\_

----- + ----- = -----







\_\_\_\_\_

13



**Directions** Have students: listen to the story, draw a circle around the picture that shows the story, and then write an equation to match the picture. Say: *There are 6 cats on a fence. 2 cats run away. How many cats are left?* listen to the story, use red and blue crayons to color the cube train to show the story, and then write an equation to match the picture; Say: *Marissa has 3 cubes. Andrew has 7 cubes. How many cubes do they have in all?* draw lines in the chart as they count the hats that have hearts and the hats that do NOT have hearts, and then write the numbers to tell how many in another chart.

14

$$6 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$


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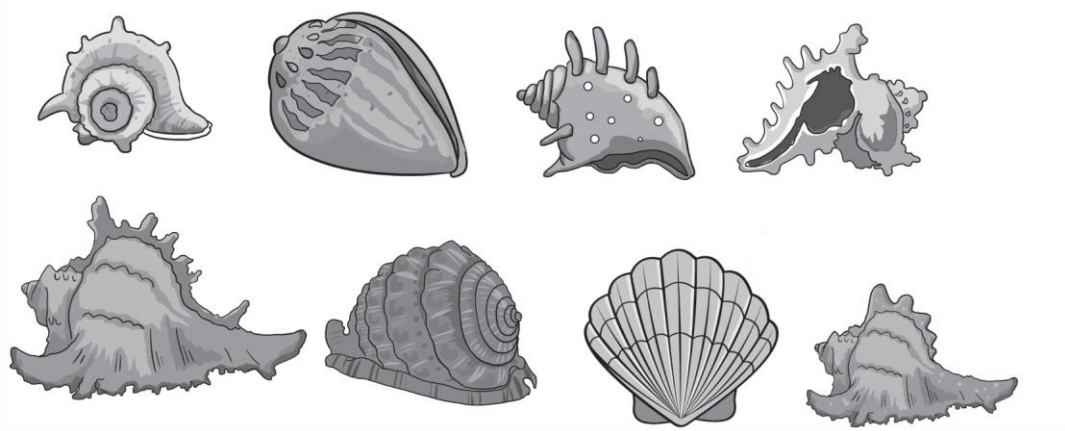
15

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_____		_____		_____
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_____		_____		_____

**Directions** Have students: **14** draw yellow counters in the ten-frame to show the missing part of 10. Then have them complete the equation; **15** color 3 of the boxes, and then write an equation to match the boxes.

1



5

A

7

D

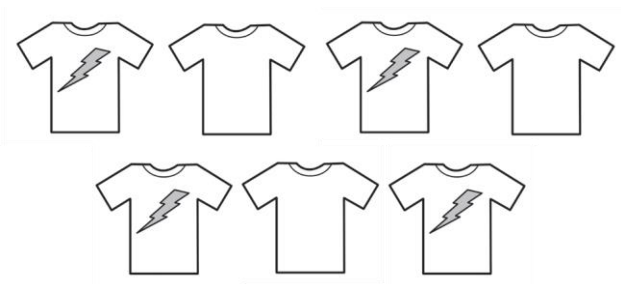
8

C

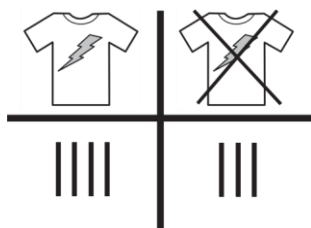
10

D

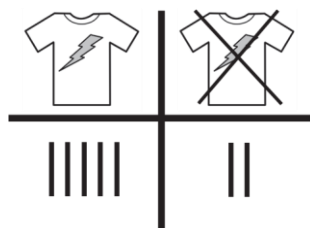
2



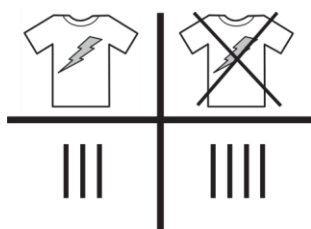
A



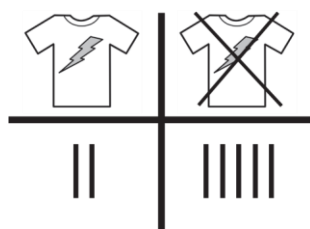
C



B

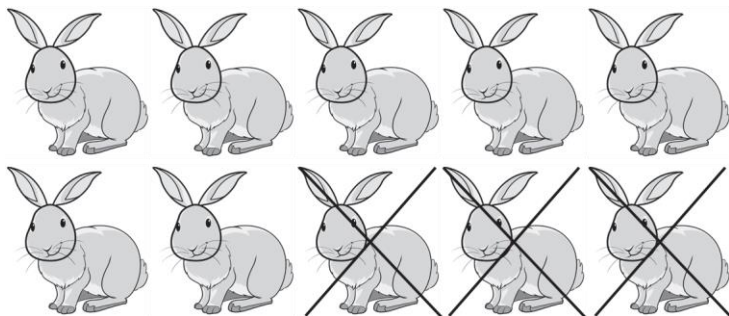


D



**Directions** Have students mark the best answer. 1 How many shells are there? 2 Which chart shows how many T-shirts have a lightning bolt and how many T-shirts do NOT have a lightning bolt?

3



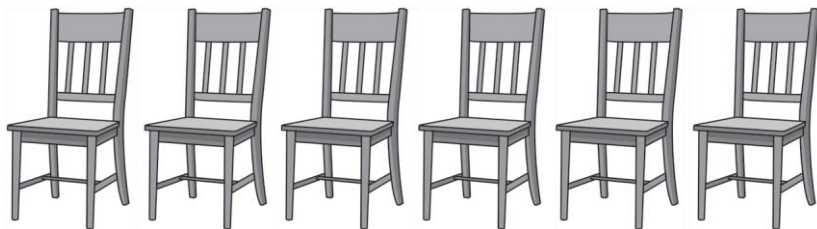
**A**  $5 - 3 = 2$

**C**  $7 - 1 = 6$

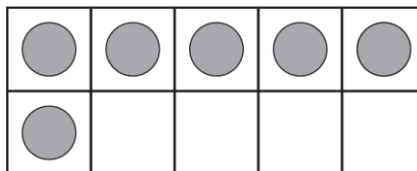
**B**  $10 - 7 = 3$

**D**  $10 - 3 = 7$

4



6 +  $\frac{\quad}{\quad}$  = 10



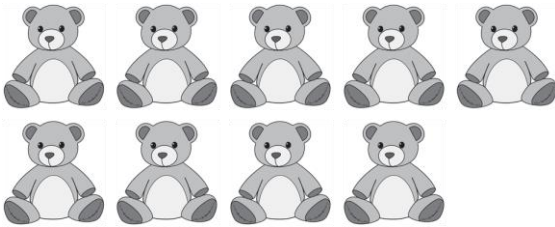
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\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.

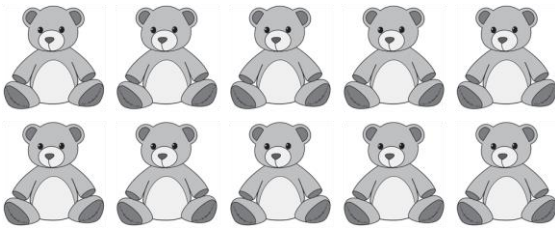
**Directions** Have students: 3 mark the equation that matches the picture; 4 draw counters to show how many more chairs are needed to make 10, and then complete the equation; 5 draw two groups of fish to show 9 in all, and then write a number sentence to match the drawing.

6

A



B



C



D



7

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

15

\_\_\_\_\_

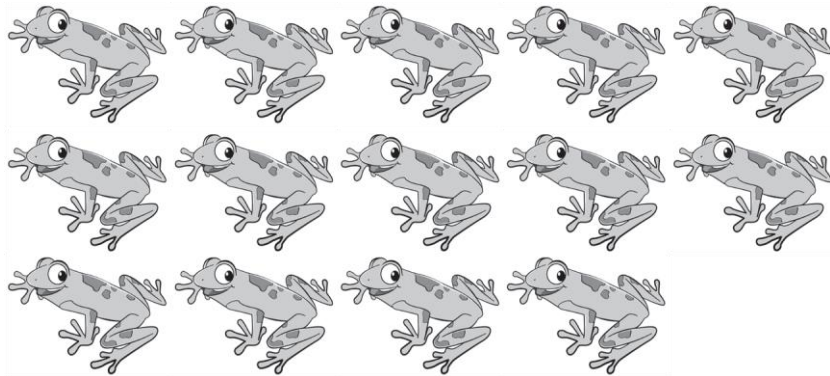
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**Directions** Have students mark the best answer. 6 Which shows 12? 7 Have students find the highlighted number on the number chart, count forward until reaching 18, and then write each number that was counted.



8




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9



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17

10

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●	●	●	●	●
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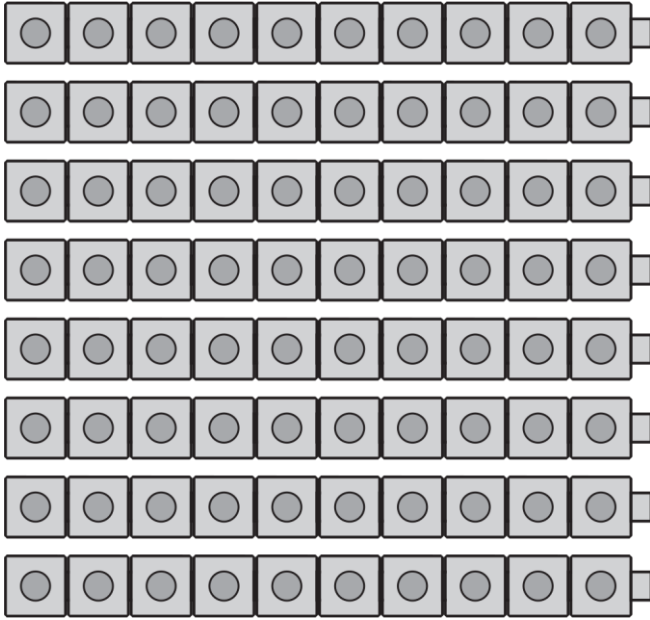
A  $10 + 9 = 19$

B  $10 + 8 = 18$

C  $10 + 7 = 17$

D  $10 + 6 = 16$

**Directions** Have students: **8** count the frogs, and then write the number to tell how many; **9** draw counters to make 17, and then complete the equation to match the picture; **10** mark the equation that matches the picture.



- A** 60
- B** 70
- C** 80
- D** 90



1	2	3	4	5	—	7	8	9	10
11	12	13	14	15	1 —	17	18	19	20
21	22	23	24	25		27	28	29	30

**26      36      46**



31		33	34	35	36	37	38	39	40
41	42			45	46	47	48	49	
	52	53	54	55		57	58	59	
61	62	63	64	65	66			69	70

31   32   38   40

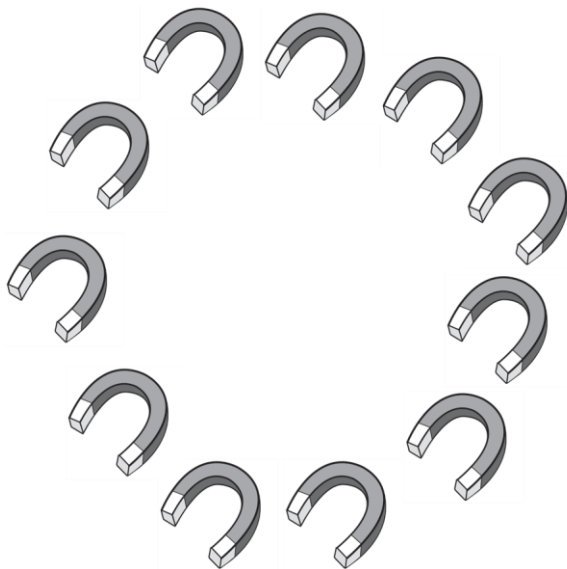
42   43   44   50

51   56   57   60

62   67   68   70

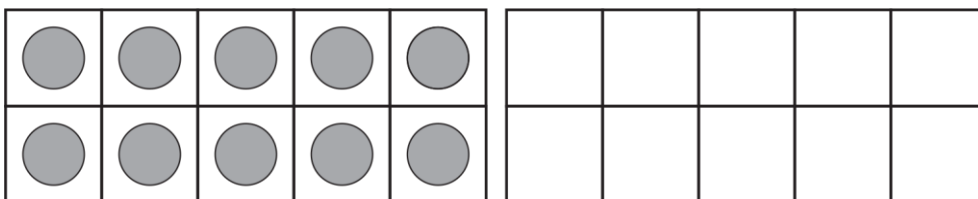
**Directions** Have students: mark the number that tells how many cubes; complete the numbers as they count and circle the number that is missing in the bottom row; draw a circle around the missing numbers in each row.

14



- A 11
- B 12
- C 13
- D 14

15



12

$$= \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

**Directions** Have students mark the best answer. 14 Which number tells how many? 15 Have students draw counters to make 12, and then complete the equation to match the picture.

1.  $7 + 4 =$  \_\_\_\_\_

2.  $5 + 7 =$  \_\_\_\_\_

3.  $2 + 7 =$  \_\_\_\_\_

4.  $10 + 2 =$  \_\_\_\_\_

5.  $8 + 4 =$  \_\_\_\_\_

6.  $6 + 6 =$  \_\_\_\_\_

7.  $1 + 8 =$  \_\_\_\_\_

8.  $5 + 5 =$  \_\_\_\_\_

9.  $2 + 5 =$  \_\_\_\_\_

10.  $4 + 3 =$  \_\_\_\_\_

11.  $5 + 1 =$  \_\_\_\_\_

12.  $9 + 1 =$  \_\_\_\_\_

13.  $7 + 2 =$  \_\_\_\_\_

14.  $0 + 9 =$  \_\_\_\_\_

15.  $4 + 4 =$  \_\_\_\_\_

16.  $3 + 6 =$  \_\_\_\_\_

17.  $9 + 2 =$  \_\_\_\_\_

18.  $7 + 0 =$  \_\_\_\_\_

19.  $2 + 2 =$  \_\_\_\_\_

20.  $5 + 3 =$  \_\_\_\_\_

21.  $2 + 8 =$  \_\_\_\_\_

22.  $6 + 2 =$  \_\_\_\_\_

23.  $4 + 5 =$  \_\_\_\_\_

24.  $6 + 3 =$  \_\_\_\_\_

25.  $0 + 8 =$  \_\_\_\_\_

26.  $1 + 9 =$  \_\_\_\_\_