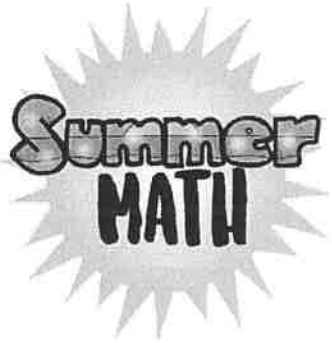
SOUTHINGTON PUBLIC SCHOOLS

Alicia Naleway - District Curriculum Coordinator K-8 Math/K-5 Science
Southington Public Schools 860-628-3275 ext 14021

Southington Public Schools Summer Math: Entering Grades 1-5

Dear K-4 Families,



In an effort to provide your child with opportunities to practice the math skills and concepts taught during school this year, the district has put together a summer math option that includes a practice packet as well as options to continue using our online math program, *iReady*.

We have included a summer math log for your child to track their work over the summer. Each time your child completes a ***page in the summer packet*** or ***time on iReady,*** simply fill in one box on the log and have your child color it in.

We have set the following summer math goals for students:

Students entering grades 1 and 2
Goal: Complete a minimum of 10 boxes over the summer.

Students entering grades 3 and 4
Goal: Complete a minimum of 15 boxes over the summer.

Students entering grade 5
Goal: Complete a minimum of 20 boxes over the summer.

Directions for logging into *iReady* are included in this packet and can be found on the district website. Links to the summer math packets, as well as this letter are also available on the Southington Public Schools Website under *"Parents & Student, Summer Information."* You can also find additional summer math practice links and resources, such as the ***CT Governor's Math Challenge*** and ***Greg Tang's Summer Challenge*** on our website.

Upon returning to school in the fall, please have your child bring the ***"summer math log"*** to their classroom teacher. A certificate and pencil will be given to all students who meet their goals! Thank you for your anticipated support with summer math. Have a wonderful summer!

Sincerely,

Alicia Naleway

District Curriculum Coordinator
K-8 Math, K-5 Science

i-Ready Connect – Summer Math for students entering 1st-5th grade

Dear Parents, Families, and Guardians,

We are excited to share that our district is using **iReady Connect** during the summer months. iReady was used during the past school year for diagnostic and instructional purposes. This summer, we are able to offer students access to their pathway, which is completely individualized, and to the games. iReady will be available to students until the class rolls over in mid August.

My Path: iReady provides students with individualized online learning paths that support what we're working on in school and will help prevent that "summer slide."

Fluency Flight: for students going into grades 3-5 to practice and maintain addition, subtraction, multiplication, and division facts.

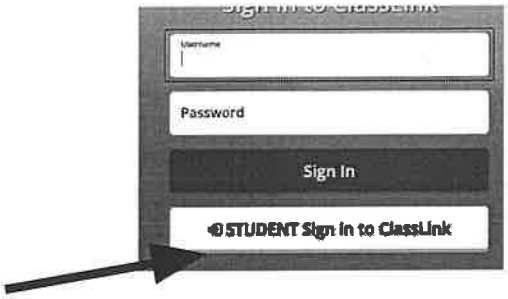
iReady Learning Games: Fun games to reinforce learning at home.

School-Issued Chromebook:

- Log into the school issued chromebook and navigate to Classlink.
- From there, on the classlink dashboard, they will be able to access iReady by clicking on the "iReady" icon.

Personal Desktop or laptop:

- To use iReady on a family device at home, sign into the Google Chrome browser with their Southington Public Schools account (*For students entering gr. 1-3-login directions with your child's username and password should have been sent home before the last day of school*)
- Once logged into Google Chrome, go to ClassLink: https://launchpad.classlink.com/southington
- Sign-in using the **WHITE** "Student sign in to ClassLink" button.



- You will need to enter your student's full Southington Public School's email and password *(For students entering gr. 1-3, login directions with your child's username and password should have been sent home before the last day of school*)
  - Ex. Username: eleanor.savelkoul@s.southingtonschools.org
    Password: s.1234567

Personal Tablet/Phone:

- To use iReady on a personal tablet, you will need to download the "ClassLink" app and the "iReady" app from the App Store or Play Store
- Launch the ClassLink app
    - If you see a blue/white screen with Username, Password, and School Code, *tap the back arrow in the upper left corner of the iPad screen*.
    - Find "Southington Public Schools" in the search.
    - When this login screen comes up, tap "Sign in with ADFS."
    - Enter the student's email address and password, (*For students entering gr. 1-3, login directions with your child's username and password should have been sent home before the last day of school*)
    - Tap on the iReady app in ClassLink. This will sign the student into the iReady app in the background.
- You can then access the student's My Path or Learning Games from there.

If your child has any technology related issues logging in, please contact the SPS Technology Department at (860) 628-3200 ext. 10360

Southington Public Schools Summer Math Log

Student Name: _____ Grade Entering in Fall: _____

Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:
Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:
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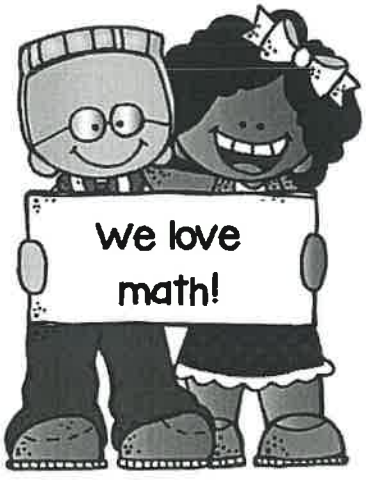
Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:

For each box above, please put the date, page number your child worked on in their summer math packet, and/or circle "tech time" if your child worked in iReady. Color in each box that is completed!

Please bring this log back to school in the fall for a certificate and a pencil.



Using Grouping to Multiply

Name: _____

Draw parentheses around the numbers you want to multiply first. Then find the product.

1 $6 \times 3 \times 2$

$6 \times (3 \times 2)$

$6 \times 6 = 36$

Sample Student Work:

$3 \times 2 = 6; 6 \times 6 = 36$

2 $4 \times 3 \times 3$

3 $5 \times 2 \times 8$

4 $8 \times 2 \times 4$

5 $2 \times 2 \times 7$

6 $6 \times 5 \times 2$

7 $3 \times 3 \times 7$

8 $2 \times 4 \times 5$

9 $7 \times 4 \times 2$

10 $6 \times 3 \times 3$

11 $3 \times 3 \times 10$

12 $2 \times 3 \times 4$

13 How did you decide which factors to group?

14 Choose one problem. Tell two ways you can group the factors. Then explain which way is easier for you to solve.

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Using Order and Grouping to Multiply

Name: _____

Order and group the factors to show how you want to multiply. Then find the product.

1 $5 \times 7 \times 2$

$5 \times 2 \times 7$

$(5 \times 2) \times 7$

$10 \times 7 = 70$

2 $3 \times 5 \times 3$

3 $4 \times 8 \times 2$

4 $2 \times 9 \times 5$

5 $2 \times 10 \times 5$

6 $2 \times 8 \times 2$

7 $3 \times 9 \times 3$

8 $5 \times 2 \times 6$

9 $4 \times 5 \times 2$

10 $2 \times 9 \times 2$

11 $3 \times 8 \times 2$

12 $4 \times 2 \times 7$

13 What strategies did you use to decide how to order and group the factors?

14 Why do you need to reorder factors in some problems?

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Understanding of Division Models

Name: _____

1 Draw a model to show 12 ÷ 6. Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are _____ in each group.
12 ÷ 6 = _____

2 Draw a model to show 12 ÷ 6. Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are _____ groups.
12 ÷ 6 = _____

3 Draw an array to find 21 ÷ 3.

21 ÷ 3 = _____

4 Draw an array to find 20 ÷ 4.

20 ÷ 4 = _____

5 What situation could be modeled with the equation 40 ÷ 8 = 5?

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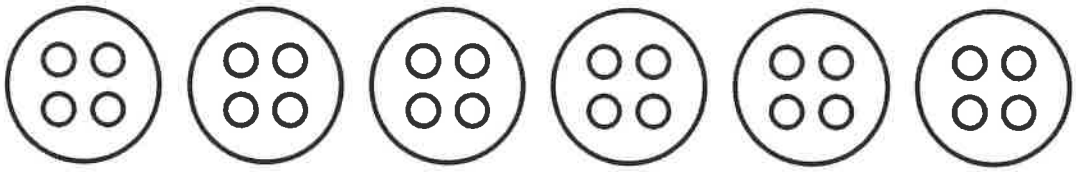
Understanding of How Multiplication and Division Are Connected

Name: _____



1 There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

_____

2 There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

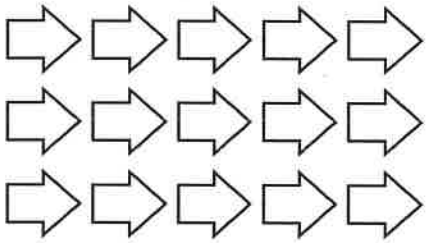
_____

3 There are 6 bags of marbles. 4 marbles are in each bag.

Write two different equations that show the total number of marbles.

_____ _____

4 Write 2 multiplication equations and 2 division equations for this array.



_____ _____

_____ _____

Find the value of ? to complete each fact.

5 $6 \times ? = 48$

$48 \div 6 = ?$

? = _____

6 $? \times 5 = 45$

$45 \div ? = 5$

? = _____

7 $63 \div 9 = ?$

$? \times 9 = 63$

? = _____

8 $32 \div ? = 8$

$8 \times ? = 32$

? = _____

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Working with Division Facts

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. $40 \div 4 =$ _____
2. $18 \div 3 =$ _____
3. $24 \div 4 =$ _____
4. $24 \div 8 =$ _____
5. $14 \div 2 =$ _____
6. $40 \div 8 =$ _____
7. $42 \div 7 =$ _____
8. $64 \div 8 =$ _____
9. $32 \div 8 =$ _____
10. $56 \div 8 =$ _____
11. $27 \div 9 =$ _____
12. $28 \div 7 =$ _____
13. $72 \div 8 =$ _____
14. $90 \div 9 =$ _____
15. $54 \div 9 =$ _____
16. $48 \div 8 =$ _____
17. $49 \div 7 =$ _____
18. $27 \div 3 =$ _____

Answers:

4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

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Using a Multiplication Table

Name: _____

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \square$ $\quad$ $32 \div 8 = \square$ $\quad$ $4 \times 7 = \square$ $\quad$ $27 \div \square = 9$

$\square \div 5 = 7$ $\quad$ $8 \times \square = 32$ $\quad$ $\square \div 4 = 7$ $\quad$ $9 \times \square = 27$

$4 \times 4 = \square$ $\quad$ $9 \times 6 = \square$ $\quad$ $6 \times 6 = \square$ $\quad$ $81 \div \square = 9$

$\square \div 4 = 4$ $\quad$ $54 \div \square = 6$ $\quad$ $63 \div \square = 9$ $\quad$ $40 \div 8 = \square$

$\square \div 8 = 6$ $\quad$ $56 \div \square = 8$ $\quad$ $45 \div 5 = \square$ $\quad$ $\square \div 7 = 7$

1 Write 3 possible answers for the equation $36 \div \square = \square$.

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Understanding of Patterns

Name: _____

Solve. Look for patterns.

1 Subtract.

$10 - 1 =$ _____ $20 - 1 =$ _____ $30 - 1 =$ _____

$100 - 1 =$ _____ $200 - 1 =$ _____ $300 - 1 =$ _____

$200 - 100 =$ _____ $300 - 100 =$ _____ $400 - 100 =$ _____

$200 - 101 =$ _____ $300 - 101 =$ _____ $400 - 101 =$ _____

2 Multiply.

$2 \times 10 =$ _____ $2 \times 9 =$ _____

$3 \times 10 =$ _____ $3 \times 9 =$ _____

$4 \times 10 =$ _____ $4 \times 9 =$ _____

$5 \times 10 =$ _____ $5 \times 9 =$ _____

$6 \times 10 =$ _____ $6 \times 9 =$ _____

$7 \times 10 =$ _____ $7 \times 9 =$ _____

$8 \times 10 =$ _____ $8 \times 9 =$ _____

$9 \times 10 =$ _____ $9 \times 9 =$ _____

3 Describe the patterns that you notice in the problems you just solved.

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Solving Problems About Equal Groups

Name: _____

Read and solve each problem. Show your work.

1 Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be _____ photographs on each wall.

2 There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make _____ teams.

3 At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are _____ paintings.

4 Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for _____ minutes.

5 Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants _____ rows.

6 Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys _____ pencils.

7 Choose one problem. Describe the strategy you used to solve it.

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Solving Problems About Arrays

Name: _____

Read and solve each problem. Show your work.

1 A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are _____ parking spaces.

2 Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need _____ shelves.

3 There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are _____ dancers in each row.

4 Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away _____ plates.

5 A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are _____ pumpkins in each wagon.

6 The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are _____ rows.

7 Choose one problem. Describe and use a strategy to check your answer.

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Solving Problems About Area

Name: _____

Read and solve each problem. Show your work.

1. Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

   There are _____ tiles in each row.

2. Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

   The area of the hallway is _____ square feet.

3. Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

   Sara made _____ rows.

4. There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

   There are _____ squares in each row.

5. A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

   There are _____ rows of tiles.

6. Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

   There will be _____ squares in each row.

7. Choose one problem. Describe the strategy you used to solve it.

8. Explain why you chose that strategy to solve the problem.

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Solving Two-Step Word Problems Using Two Equations

Name: _____

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.

1 Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

Hirami can make _____ batches of bread.

2 Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill _____ pots.

3 Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make _____ bowls.

4 Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for $8. How much money does Marc collect for all the pies?

Marc collects $ _____ for all the pies.

5 Choose one problem. Tell how you could solve the problem in a different way.

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Solving Two-Step Word Problems Using One Equation

Name: _____

Read and solve each problem by writing one equation. Show your work.

1. Mrs. Nelson has one $10-bill and one $20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost $6 each, how many tickets, *t*, can she buy?

Mrs. Nelson can buy _____ tickets.

2. Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes, *m*, will she have to read to reach her goal?

Daisy will have to read _____ more minutes.

3. Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds, *p*, of cat food did Mr. Garcia buy?

Mr. Garcia bought _____ pounds of cat food.

4. Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards, *c*, are in each stack?

There are _____ cards in each stack.

5. Choose one problem. Explain how you decided which operations to use to solve it.

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Estimating Solutions to Word Problems

Name: _____

Read each problem. Estimate the answer by rounding to the nearest ten. Then find the actual answer. Show your work.

1 Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

Estimate: There are about _____ toothpicks left.

Marie has _____ toothpicks left.

2 Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

Estimate: There are about _____ students.

There are _____ students.

3 There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

Estimate: There are about _____ trees.

There are _____ trees in all.

4 On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

Estimate: They traveled about _____ miles.

They traveled _____ miles.

5 How does an estimate help you decide if your answer is reasonable?

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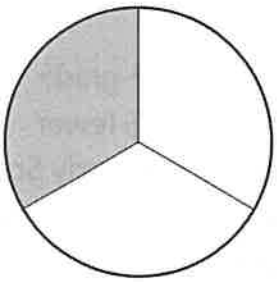
Describing Parts of a Whole with Fractions

Name: _____

Write the fraction of the figure that is shaded.

1 

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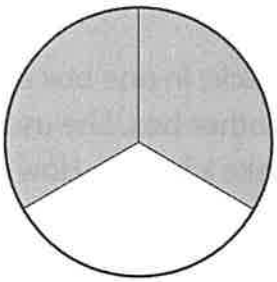
2 

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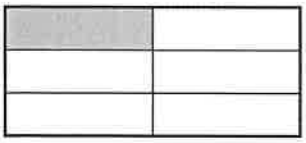
3 

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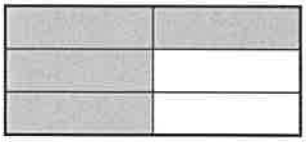
4 

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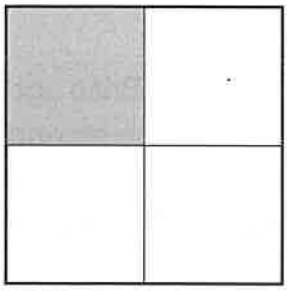
5 

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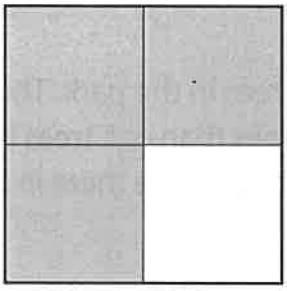
6 

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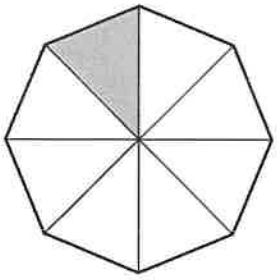
7 

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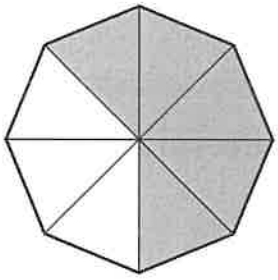
8 

_____

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Describing Parts of a Whole with Fractions *continued*

Name: _____

9 Draw a circle that shows 4 equal parts. Then shade to show $\frac{2}{4}$.

10 Draw a rectangle that shows 3 equal parts. Then shade to show $\frac{2}{3}$.

11 Draw a square that shows 8 equal parts. Then shade to show $\frac{3}{8}$.

12 Draw a circle that shows 6 equal parts. Then shade to show $\frac{5}{6}$.

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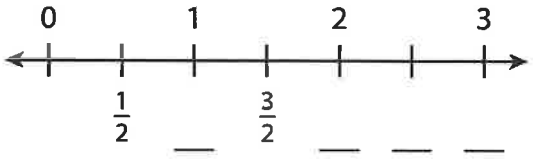
Understanding of Fractions on a Number Line

Name: _____

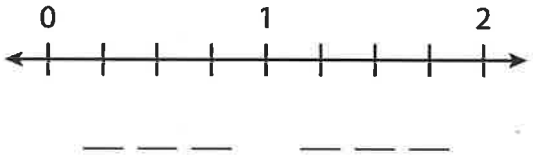
Set A

Write the missing labels on the number line.



Set B

Use this number line to solve problems 1–4.



1. How many equal parts are between 0 and 1? _____
2. How many equal parts are between 1 and 2? _____
3. What fraction does each part show? _____
4. Write fractions to label the marks.

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Understanding of Fractions on a Number Line *continued*

Name: _____

Set C

Use this number line to solve problems 5–7.



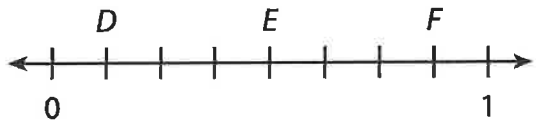
5 ***A*** is _____.

6 ***B*** is _____.

7 ***C*** is _____.

Set D

Use this number line to solve problems 8–10.



8 ***D*** is _____.

9 ***E*** is _____.

10 ***F*** is _____.

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Telling Time to the Minute

Name: _____

Write the time the clock shows.

1 

_____

2 

_____

3 

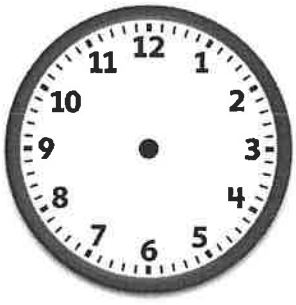
_____

4 

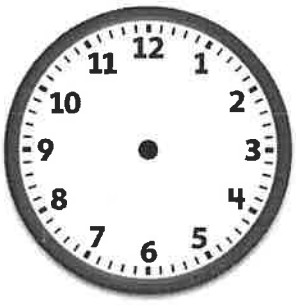
_____

Draw hands on the clock to show the given time.

5 16 minutes after 1



6 7 minutes before 9



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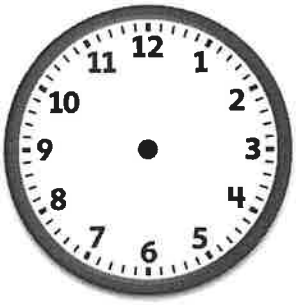
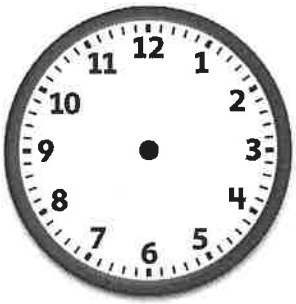
Telling Time to the Minute *continued*

Name: _____

7 35 minutes after 3



8 26 minutes before 8



9 Write a word problem that could use one of the times shown on one of the clocks.

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