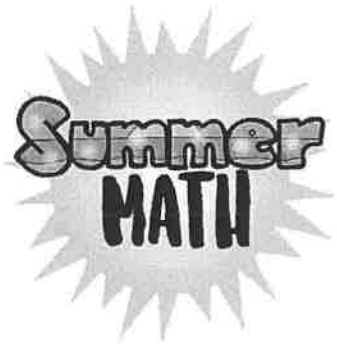
SOUTHINGTON PUBLIC SCHOOLS

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.

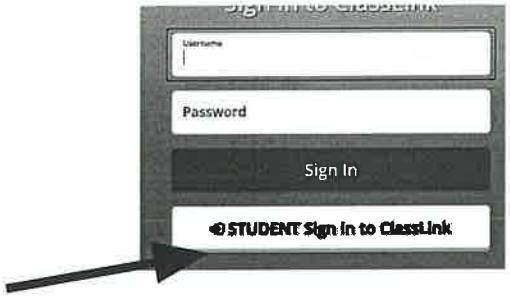
iReady Learning Games: Fun games to reinforce learning at home.

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

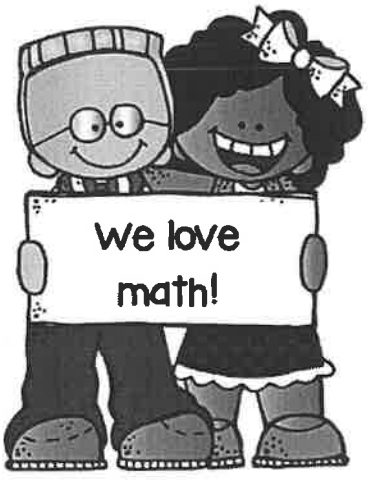
Southington Public Schools Summer Math Log

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:
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.



Understanding of Place Value

Name: _____

Set A

1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

3 Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

4 Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds + _____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

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Name: _____

Set B *continued*

5 Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds + _____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

6 Write 841,620 in three different ways.

7 Why do both of these show 27,974?

20,000 + 7,000 + 900 + 70 + 4

27 thousands + 97 tens + 4 ones

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Comparing Multi-Digit Numbers

Name: _____

Set A

Write the symbol that makes each statement true. Use >, <, or =.

1. 23,230 _____ 2,323
2. 33,003 _____ 33,030
3. 9,999 _____ 10,000
4. 40,404 _____ 40,040
5. 52,177 _____ 52,771
6. 421,073 _____ 412,730

Set B

7. Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

8. Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9. Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10. How did you solve problem 7?

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Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1. 72 _____
2. 172 _____
3. 2,572 _____
4. 101,372 _____

Round each number to the nearest hundred.

5. 180 _____
6. 1,180 _____
7. 56,180 _____
8. 980 _____
9. 1,980 _____
10. 56,980 _____

Round each number to the nearest thousand.

11. 7,750 _____
12. 17,750 _____
13. 25,750 _____
14. 70,750 _____

Round each number to the nearest ten thousand.

15. 65,321 _____
16. 165,321 _____
17. 185,321 _____
18. 205,321 _____

19. Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____

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Using Strategies to Add

Name: _____

Add using different strategies.

1 4,000 + 6,215

2 4,010 + 6,215

3 4,121 + 6,215

4 3,000 + 6,871

5 2,999 + 6,871

6 2,990 + 6,871

7 5,020 + 1,491

8 4,990 + 1,491

9 4,950 + 1,491

10 What strategies did you use to solve the problems? Explain.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

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Using the Standard Algorithm to Add Greater Numbers

Name: _____

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
8,997 + 2,301	~~31,998~~ 11,298 Estimate: 9,000 + 2,000 11,000
23,411 + 35,507	*12,918*
72,418 + 41,291	*113,709*
67,802 + 3,443	*10,225*
5,188 + 9,024	*6,112*

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Using the Standard Algorithm to Add Greater Numbers *continued*

Name: _____

Addition Problems	Student Answers
21,822 + 75,333	*97,155*
60,125 + 69,205	*75,330*
4,899 5,224 + 9,296	*108,209*

1 How does estimating an addition problem help you know if an answer is reasonable?

2 Can an answer be incorrect even if it looks reasonable? Explain.

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Using Strategies to Subtract

Name: _____

Subtract.

1	2	3
4,003 − 3	2,000 − 1,999	3,007 − 7
4,003 − 13	2,000 − 1,990	3,007 − 27
4,003 − 103	2,000 − 1,985	3,007 − 307
4,003 − 1,103	2,000 − 1,500	3,007 − 1,307
4,003 − 2,103	2,000 − 1,490	3,007 − 2,307

4 What strategy did you use to find the differences for problem 2? Explain.

5 How could you check your answer to one of the problems using another strategy?

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Using the Standard Algorithm to Subtract Greater Numbers

Name: _____

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

1. 95,217 − 39,871

2. 62,554 − 31,618

3. 92,023 − 71,578

4. 84,724 − 43,951

5. 56,417 − 24,009

6. 71,677 − 13,197

7. 99,902 − 33,227

8. 87,591 − 46,280

9. 90,434 − 51,533

10. 78,282 − 40,983

11. 71,731 − 61,320

12. 50,118 − 18,306

13. 86,496 − 54,101

14. 59,176 − 17,222

15. 89,971 − 11,499

16. Use estimation and addition to check one of your answers. Show your work.

17. How does checking with addition compare with checking using estimation?

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Multiplication in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

1. The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

   There are _____ fiction books on the shelf.

2. Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

   Carrie runs _____ laps.

3. Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

   Violet has _____ colored pencils.

4. Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

   Owen draws _____ comics in May.

5. Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

   Tasha used _____ tomatoes to make sauce.

6. There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

   There are _____ apple trees.

7. There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

   There are _____ cars in the parking lot.

8. There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

   There are _____ paintings at the art show.

9. Write and solve a word problem for this equation: $5 \times 6 = ?$

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Modeling Multi-Step Problems

Name: _____

Write an equation to represent each problem. Show your work.

1. The Lopez family goes to the movies. They buy 2 adult tickets for $6 each and 3 child tickets for $4 each. Write an equation to represent how much money the family spends on movie tickets, *t*.

2. Grace earns $5 each time she walks her neighbor's dog. She walks the dog 5 times in one week. Then she spends $7 on a book and $9 on a building set. Write an equation to represent how much money Grace has left, *m*.

3. During the basketball game, Mika makes 3 baskets worth 2 points each, 2 baskets worth 3 points each, and 2 free throws worth 1 point each. Write an equation to represent how many points Mika scores, *p*.

4. Will has 20 pounds of apples. He makes 2 batches of applesauce that use 4 pounds each, one batch of apple butter that uses 6 pounds, and he uses 3 pounds to make juice. Write an equation to represent how many pounds of apples Will has left, *p*.

5. What strategies did you use to write an equation?

6. Is there another way you could write one of your equations? Could you write it as two equations? Explain.

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Solving Multi-Step Problems

Name: _____

Write and solve an equation for each problem. Show your work.

1 Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

Tasha spent _____ minutes reading.

2 Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

There are _____ pounds left.

3 There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

Mrs. Miller will need _____ tables.

4 Frankie earns $5 each time he babysits his little sister. He has saved $30. Frankie wants to save $52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

Frankie will need to babysit _____ more times.

5 How can you estimate to check one of your answers? Show your work.

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Multiplying a Three-Digit Number by a One-Digit Number

Name: _____

Find the product.

1 $500 \times 4 =$ _____ $501 \times 4 =$ _____ $506 \times 4 =$ _____

2 $300 \times 2 =$ _____ $299 \times 2 =$ _____ $298 \times 2 =$ _____

3 $400 \times 3 =$ _____ $405 \times 3 =$ _____ $410 \times 3 =$ _____

4 $499 \times 6 =$ _____ 5 $706 \times 3 =$ _____ 6 $195 \times 5 =$ _____

7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2?

8 Choose problem 4, 5, or 6. Explain how you could check your answer.

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Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1. $8{,}491 \times 2 =$ _____
2. $6{,}148 \times 4 =$ _____
3. $7{,}062 \times 5 =$ _____
4. $4{,}362 \times 5 =$ _____
5. $1{,}789 \times 8 =$ _____
6. $2{,}206 \times 9 =$ _____
7. $7{,}218 \times 4 =$ _____
8. $9{,}821 \times 3 =$ _____
9. $4{,}762 \times 6 =$ _____
10. $6{,}739 \times 6 =$ _____
11. $7{,}964 \times 4 =$ _____
12. $3{,}618 \times 7 =$ _____

13. What strategies did you use to solve the problems? Explain.

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Multiplying by Two-Digit Numbers

Name: _____

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
14×17	~~2,380~~ 238 Estimate: $14 \times 20 = 280$
15×19	*285*
21×18	*3,078*
16×13	*28*

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Name: _____

Multiplication Problems	Student Answers
13×31	*403*
18×17	*3,056*
21×15	*3,015*
12×22	*2,604*

1 How does estimating a multiplication problem help you know if an answer is reasonable?

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Division in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

1. There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

   There are _____ rose bushes in the garden.

2. Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

   Kelly has _____ dimes.

3. There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

   There are _____ strawberries in the bowl.

4. Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

   Julio swims _____ minutes.

5. A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

   There are _____ gray tiles in the pattern.

6. Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

   Leah has _____ pop songs.

7. Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

   Erik sees _____ stars on Monday night.

8. Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

   It takes Lucas _____ minutes to wash the dishes.

9. Write and solve a word problem for this equation: $6 \times n = 54$

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Dividing with Arrays and Area Models

Name: _____

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 606 ÷ 2 = _____
2. 606 ÷ 3 = _____
3. 903 ÷ 3 = _____
4. 408 ÷ 8 = _____
5. 243 ÷ 3 = _____
6. 721 ÷ 7 = _____
7. 545 ÷ 5 = _____
8. 488 ÷ 8 = _____
9. 816 ÷ 4 = _____
10. 728 ÷ 8 = _____
11. 459 ÷ 9 = _____
12. 366 ÷ 6 = _____

13. What strategies did you use to solve the problems?

14. Explain how to use multiplication to check your answer to problem 10.

Answers

91	303	61	202	204	109
81	51	301	103	51	61

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Dividing with Estimation and Area Models

Name: _____

Check the student's answer by multiplying the quotient by the divisor and adding the remainder. If an answer is incorrect, cross out the answer and write the correct quotient, including the remainder.

Division Problems	Student Answers
637 ÷ 4	~~149 R 1~~ 159 R 1 Check: 149 × 4 = 596 596 + 1 = 597
139 ÷ 2	*69 R 1*
188 ÷ 5	*38 R 2*
344 ÷ 6	*57 R 3*
458 ÷ 9	*58 R 8*
222 ÷ 7	*31 R 5*
692 ÷ 8	*85 R 4*
479 ÷ 3	*169 R 2*

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Dividing with Estimation and Area Models *continued*

Name: _____

1. Write a word problem that could be solved by one of the problems.

2. Can an answer be incorrect even if it looks reasonable? Explain.

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