

Summer Package
Grade 1 going to Grade 2
(Week 2)
2018

Week 2 Grade 1 going to Grade 2

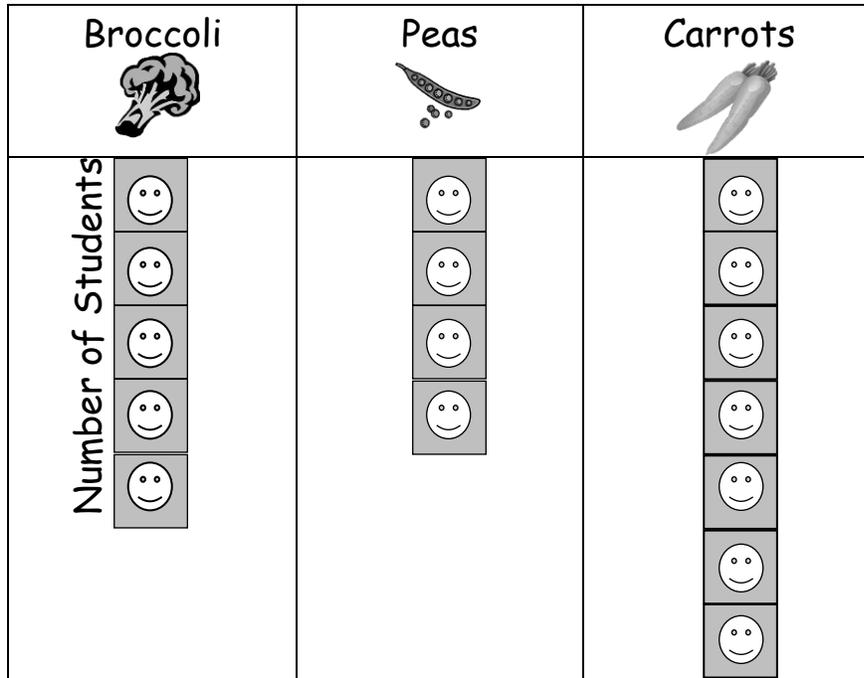
Name _____

Date _____

1. Each student in the class put a sticky note on the graph to show the vegetable he likes best. Use the graph below to answer the questions. Remember to label your answers.

Vegetables That Students Like Best

 = 1 student



1. How many students like carrots the best? _____

2. How many students like carrots and peas the best? _____

3. How many total students answered the survey? _____

4. How many more students like broccoli than like peas the best?

5. How many fewer students like broccoli than like carrots the best?

Week 2 Grade 1 going to Grade 2



2.

Cesar has a piece of string that he wants



to use to compare how far his cat's bed and his dog's bed are from their shared

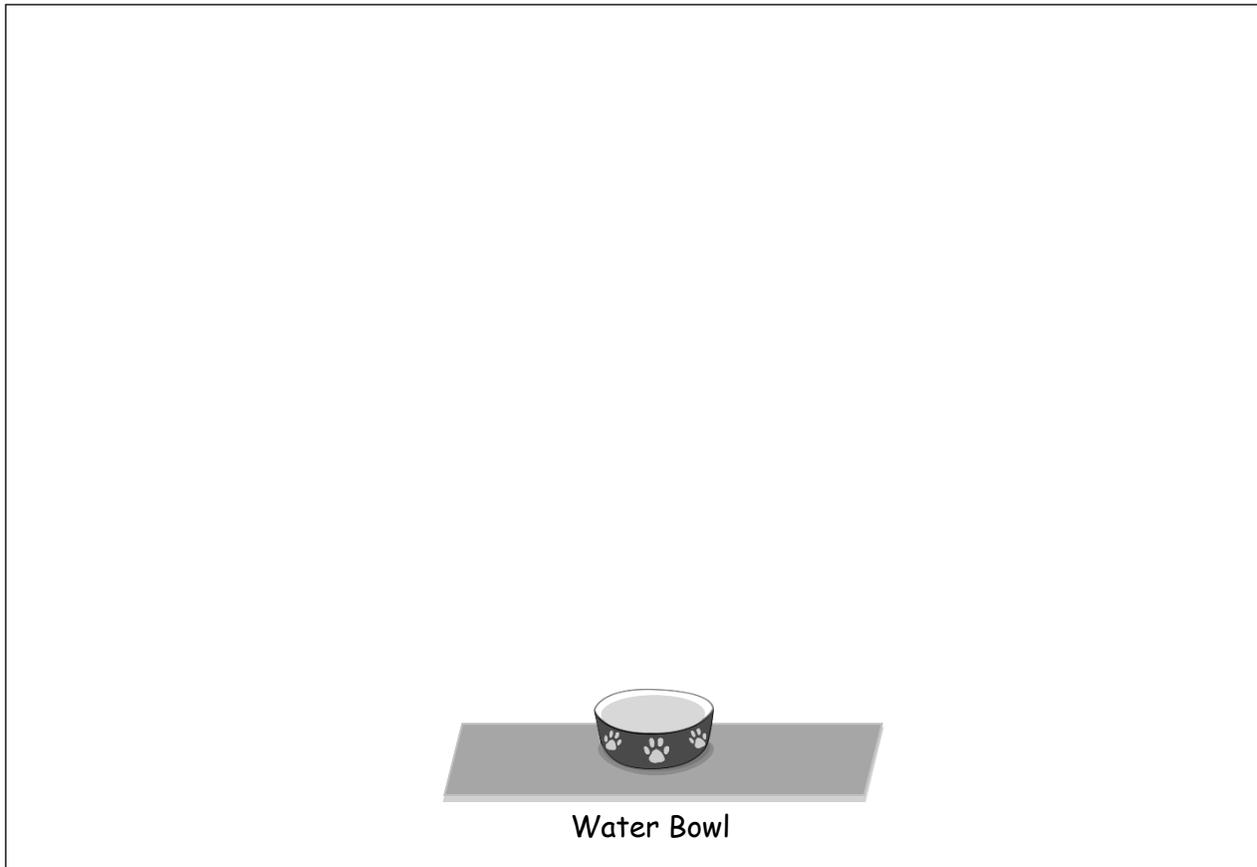


water bowl.



- The string is a lot **longer** than the dog's path to the bowl.
- The string is a lot **shorter** than the cat's path to the bowl.

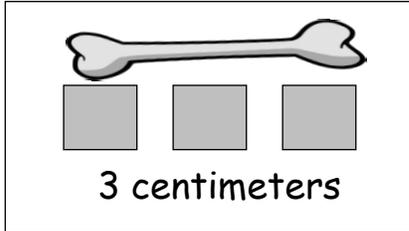
Whose path is shorter to the water bowl, the dog's or the cat's? Draw a picture to show how you know.



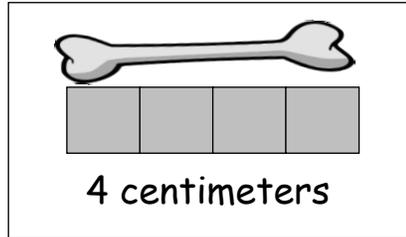
Week 2 Grade 1 going to Grade 2

3. Circle the pictures that show a correct measurement.  is a centimeter cube.

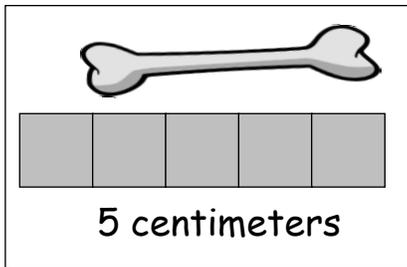
a.



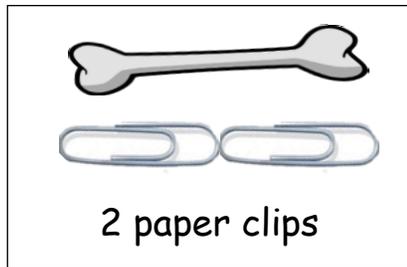
b.



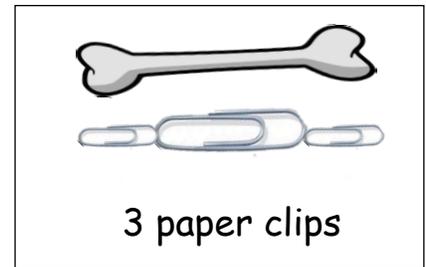
c.



d.



e.



a. Why did you pick these pictures? Explain your thinking with two reasons.

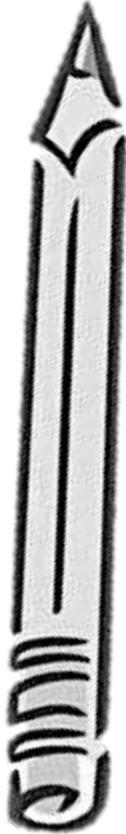
b. What was the length measurement of the **bone** for each correct picture?

c. Why are the measurements for (d) and (e) different?

Week 2 Grade 1 going to Grade 2

4. Measure the length of the picture of each item with centimeter cubes.

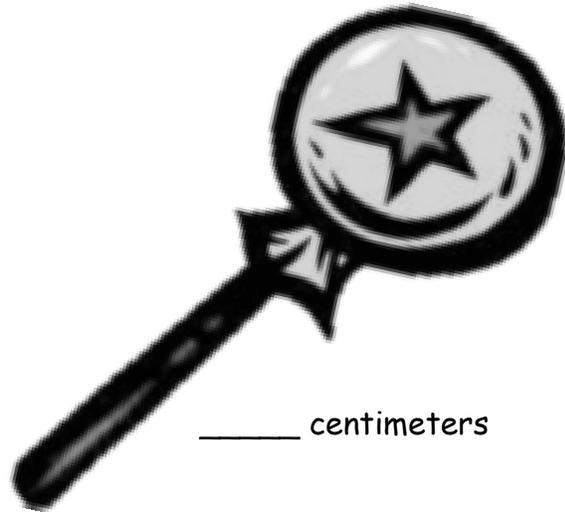
a.



_____ centimeters



_____ centimeters



_____ centimeters

b. Order the train, pencil, and lollipop from shortest to longest.

c. Which item, or items, is longer than the lollipop?

d. How much longer is the pencil than the train?

Week 2 Grade 1 going to Grade 2

5. Use the RDW process to solve the following problems. Write the answer in the place value chart.

- a. Maria is having a party for 17 of her friends. She already invited some friends. She has 12 more invitations to send. How many friends has she already invited?

Maria already invited _____ friends

tens	ones

- b. Maria bought 11 red balloons and 8 white balloons. How many balloons did she buy?

Maria bought _____ balloons

tens	ones

- c. Maria had 17 friends at her party. Some of them went outside to see the piñata. There were 4 friends remaining in the room. How many friends went outside?

_____ Friends went outside

tens	ones

6. Fill in the missing numbers in each sequence:

- a. 27, 28, _____, _____, _____, 32 b. _____, 17, _____, 19, _____

Week 2 Grade 1 going to Grade 2

7. a. Mark says that 34 is the same as 2 tens and 14 ones. Suki says that 34 is the same as 34 ones. Are they correct? Explain your thinking.

b. Use $<$, $=$, or $>$ to compare the pairs of numbers.

i. 3 tens 25 ones

ii. 1 ten 14 ones 2 tens 4 ones

iii. 33 2 tens 12 ones

iv. 26 1 ten 25 ones

c. Find the mystery numbers. Use the place value charts to show how you know.

10 more than 29 is _____.

tens	ones

 →

tens	ones

10 less than 29 is _____.

tens	ones

 →

tens	ones

1 more than 29 is _____.

tens	ones

 →

tens	ones

1 less than 29 is _____.

tens	ones

 →

tens	ones

Week 2 Grade 1 going to Grade 2

8. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work. You may use your kit of ten-sticks if needed.

a. $18 + 3 = \underline{\quad}$	b. $28 + 10 = \underline{\quad}$	c. $40 - 30 = \underline{\quad}$
d. $28 + 2 = \underline{\quad}$	e. $28 + 6 = \underline{\quad}$	f. $28 + 12 = \underline{\quad}$
g. $15 + 15 = \underline{\quad}$	h. $19 + 14 = \underline{\quad}$	i. $16 + 18 = \underline{\quad}$