

Second Grade Summer Learning Packet

Dear Margate Families,

Summer is an important time for each of us. It is an opportunity to rest and relax with our families and friends. Even though, it is a much deserved time of rest, it is also vitally important that we maintain learning for our panthers. Daily work in Reading, Writing, Mathematics and Science is critical. Vacations and special events also contribute to the learning environment. It is our sincere hope that you spend time this summer continuing your child's learning progression. The summer packet attached provides you with resources, suggestions and activities to maintain this important learning. As always, the best practice for reading is to read each day for at minimum 30 minutes. Please turn in all assignments to your child's teacher in the fall.

May you have a blessed, restful, relaxing, enjoyable and fun-filled summer!

Sincerely,

Thomas Schroeder & Vicki Flourney



Take the Summer Literacy Adventure pledge at
<http://app1.fldoe.org/Communications/Forms/SummerLitAdventure.aspx>



JUST READ, FLORIDA!

2016 SUMMER LITERACY ADVENTURE

Florida's First Lady Ann Scott and the Florida Department of Education have partnered with the Florida Lottery and the Florida Department of Environmental Protection to announce the 2016 **Summer Literacy Adventure**.

Literacy experts and educators agree that children of all ages need to be read to, read by themselves and talk about the books they have read during the summer. Your student's summer reading and book discussions will help maintain reading skills, improve reading fluency and provide the opportunity to learn new vocabulary and concepts. Most importantly, when parents and children enjoy summer reading together, children develop a love of books and reading that lasts a lifetime. According to research by Richard Allington (2007), by the time a struggling reader reaches middle school, summer reading loss has accumulated to a two-year lag in reading achievement. Researchers also conclude that two-thirds of the ninth-grade reading achievement gap can be explained by summer learning loss. Let's work together to help students in Florida stay on track and not lose valuable ground in reading.

The 2016 **Summer Literacy Adventure** is geared to help children stay on target, motivated and excited about reading and literacy. During summer vacation, it is important for students of all ages and reading levels to spend time reading and writing on a regular basis.

To make reading even more exciting, we are challenging all of our state's students to pledge to read as many books as possible throughout the summer break, and I hope that you will encourage all of the teachers, students and parents in your school to participate. Each student can fill out his or her pledge on the *Just Read, Florida!* website at [Summer Literacy Pledge](#). Following the summer break, the department will recognize the top 10 schools with the highest percentage of participation. The school whose students read the most books will receive a surprise visit from First Lady Ann Scott.

In addition to this challenge, here are some suggestions and resources for you, as the district literacy leader, to share with administrators, reading coaches and teachers in every school in your community to encourage reading. Thank you for your continued efforts to provide Florida's students the resources and support they need to be successful in school and in life.

ADDITIONAL STUDENT, PARENT AND TEACHER RESOURCES:

Students:

- The *Just Read, Florida!* website provides a list of suggested summer reading selections as well as tips for helping children with reading skills at home. <http://www.justreadflorida.com>
- **Sunshine State Young Reader Awards Program** is a statewide reading motivation program for students in grades 3-8. <http://www.floridamediaed.org/>

Teachers and Parents:

- **Florida Public Libraries** <http://dos.myflorida.com/library-archives/research/florida-information/libraries/florida-libraries/public-library-homepages/#Public>
- The *Just Read, Florida!* website provides a list of suggested summer reading selections as well as tips for helping children with reading skills at home. <http://www.justreadflorida.com>
- *Just Read, Florida!* parents site <http://www.fldoe.org/academics/standards/just-read-fl/parents.stml>
- *Just Read, Families!* <http://www.justreadfamilies.org>
- **Sunshine State Young Reader Awards Program** is a statewide reading motivation program for students in grades 3-8. <http://www.floridamediaed.org/>

ON YOUR MARK, GET SET, Read!



DEAR FAMILY,

As many of you are planning for your summer activities for your children, we want you to remember to encourage your children to read over the summer break! Reading for the sake of reading will allow children to explore summer from home, on the road, on vacation or from their own backyard!

Many children forget what they've learned during the school year while on summer break. This "achievement loss" is also known as the summer slide. Keeping your kids' engaged with reading over the summer months will help maintain their academic edge and reduce the summer slide. Children who do not read over the summer could potentially lose more than 2 months of reading achievement and unfortunately summer reading loss is cumulative.

Good News: Margate Elementary encourages reading over the summer by providing your child access to myON, an online personalized collection of more than 5,000 digital books that can be read on computers, laptops, and other devices anytime, anyplace. We hope you enjoy the 2016 Summer Reading Program!

Your children can now read with myON over the summer & choose the books that they are interested in.

www.myON.com

School: Margate Elementary School

Username: Student Number

Password: Birthday mm/dd/yyyy

HAPPY READING!

Sincerely,

Patti Moore

Literacy Coach



Dear Parents and Guardians,

We are very excited to announce that our math program called Reflex will continue to be available for the summer. It is important to continue to work on math during the summer months. Reflex is a game-based system that helps students with math fact fluency. Over the course of a student's first few sessions, Reflex learns which facts and fact families the student is not yet fluent with and it uses this information when making instructional decisions for that student. This means that students won't spend time learning facts that they already know.

Reflex is a web based program which means students can access the online system anywhere they have internet. It is also available for use on the ipad.

www.reflexmath.com

My user name is: _____ My password is: _____

Getting Ready for 2nd Grade!

Dear Parents/Guardians,

This packet is filled with different engaging and fun reading, writing, and mathematics activities listed in a “Summer Calendar”. Over summer vacation, we strongly encourage you to set aside some times for your child to work on these skills to ensure continued progress in second grade.

Your child can use a “Summer Journal” (composition book, spiral notebook, or sheets of paper in a folder) to complete their work. Along with the “Summer Calendar”, we recommend that students read 20 minutes every night. Please keep a reading log in the “Summer Journal”. The reading log should include the title of the book(s) and the date the book was read.

There are also several websites that can be accessed though out the summer that will help your child with reading and mathematics. Students will continue to use the same usernames (their FSI #) and passwords (their birthday) that they have used during the school year. Have a great summer and happy learning!

Thank you,
The Second Grade Team

Suggested Websites

<https://login.i-ready.com>
<https://www.raz-kids.com>
<https://www.reflexmath.com>
<https://myon.com>

Summer Calendar

	Monday (Spelling)	Tuesday (Reading)	Wednesday (Math)	Thursday (Writing)
<p>Week 1 June 13-17</p> <p><u>Sight Words</u> see me can it is here where</p>	<p>Practice reading the list of sight words. Write them three times each. Then trace over the vowels in a crayon or marker.</p>	<p>Practice reading the fluency passage “How to Play Running Bases”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Ask an adult for some coins. Talk about those coins with an adult. Discuss their value. Example: A quarter is worth 25 cents, a dime is worth 10 cents, and nickel is worth 5 cents and a penny is worth 1 cent. Draw the coins and write their value.</p>	<p>This is the first week of summer vacation! What is your favorite summer activity? Write a paragraph telling what you like to do best during the summer. Remember paragraphs have an introductory sentence, 3-4 detail sentences and a concluding sentence.</p>
<p>Week 2 June 20th-24th</p> <p><u>Sight Words</u> said was went and one the when</p>	<p>Practice reading the list of sight words. Use each of the words in a sentence.</p>	<p>Practice reading the fluency passage “Soccer Camp”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Practice counting by 2’s, 5’s and 10’s. After you have practiced, write your 2’s up to 20, 5’s up to 50, and 10’s up to 100.</p>	<p>Pretend that television, computers, the Internet, smartphones, ipads, and video games had never been invented. How would you spend your time on a rainy summer afternoon? Write a paragraph describing what you would do without any technology.</p>

<p style="text-align: center;">Week 3 June 27th-July 1st</p> <p style="text-align: center;"><u>Sight Words</u> they but it not going their because</p>	<p>Practice reading the list of sight words. Use each of the words in a sentence.</p>	<p>Practice reading the fluency passage “A Walk on the Ceiling”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Have an adult create 10 addition problems and 10 subtraction problems. Answer the problems. Circle the answers that are even number.</p>	<p>June is “National Fresh Fruit and Vegetable Month.” Some kids don’t enjoy eating fruits and vegetables. Write a persuasive letter to a friend who does not like vegetables convincing them of the importance of consuming the daily, recommended amount of fruits and vegetables. Give them three reasons for eating their vegetables and give them at least two ideas of delicious ways to eat vegetables. Remember to have a greeting and a closing on your letter.</p>
<p style="text-align: center;">Week 4 July 4th- July 8th</p> <p style="text-align: center;"><u>Sight Words</u> Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p>	<p>Practice reading the list of sight words. Have an adult give you a “test”. Have an adult check your test. If you get any wrong, write them 3 times each.</p>	<p>Practice reading the fluency passage “The Art Museum”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Take three dice (if you don’t have dice, an adult can help you create the numbers). Roll the dice and make up an addition sentence for each roll. Do this 10 times.</p> <p style="text-align: center;"><u>Example:</u> 5+6+4=15</p>	<p>On July 4, 1776, the United States declared its independence from Britain. Every year we celebrate this holiday with fireworks. How do you think this tradition came to be? Do some research to find out why we use fireworks on the 4th of July. Write a paragraph explaining what you discovered.</p>

<p style="text-align: center;">Week 5 July 11th- July 15th</p> <p style="text-align: center;"><u>Sight Words</u> January February March April May June</p>	<p>Practice reading the list of sight words. Complete “Choo-Choo Words” Write your entire spelling list end-to-end as one long word (like a train). Use a different color crayon, marker or colored pencil for each word.</p>	<p>Practice reading the fluency passage “A Job for Carla”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Take 3 dice and create a 3-digit number (if you don’t have dice, an adult can help you create the numbers). Then tell how many hundreds, tens and ones are in that number. If you’d like to take it one step further, write the number in expanded form. Do this 10 times.</p> <p style="text-align: center;">Example: 324</p> <p style="text-align: center;">3 hundreds, 2 tens, 4 ones</p> <p style="text-align: center;">Expanded Form: 300+20+4</p>	<p>July is “National Picnic Month.” If you could plan the ideal picnic for your family, what would it be like? Write a paragraph that includes who would be at your picnic, where it would be at, what you would eat and what activities you would do before/after you eat.</p>
<p style="text-align: center;">Week 6 July 18th- July 22nd</p> <p style="text-align: center;"><u>Sight Words</u> July August September October November December</p>	<p>Practice reading the list of sight words. Complete “Scrambled Up” Fold your paper in half long ways, or hot dog style. Then have an adult at home scramble up each of your words on one side of the paper. Then, on the other side, try to unscramble your words without looking at your list.</p>	<p>Practice reading the fluency passage “The Tiger Story”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Use non-standard units (paper clips, pretzels, etc.) to measure the length of 5 objects around your house. Record your findings. Then use standard units (ruler, yardstick) to measure those same objects. Compare your findings.</p>	<p>July 21st is “National Junk Food Day.” Think about your favorite type of junk food and how often you are allowed to eat this food. Do you think you think kids should be allowed to eat their favorite foods as much as they want? Write a paragraph taking a stand on this question, and give at least three reasons to support your opinion.</p>

<p>Week 7 July 25th- July 29th</p> <p><u>Sight Words</u> there their they're your you're well we'll</p>	<p>Practice reading the list of sight words. Use each of the words in a sentence. Make sure you know the correct meaning of each word before you start your sentences.</p>	<p>Practice reading the fluency passage "Common Cents". Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Make a clock face on a paper plate. Practice counting hours and minutes. Label a quarter past, half past and a quarter 'till.</p>	<p>July is "National Recreation Month." After you have looked up the word "recreation" in the dictionary, describe your favorite recreational activity. When and where do you like to do this activity? Why is it your favorite?</p>
<p>Week 8 August 1st- August 5th</p> <p><u>Sight Words</u> always around been before best both buy</p>	<p>Practice reading the list of sight words. Complete a "Word Wedge" for each of your words.</p> <p><u>Example:</u> car C Ca Car</p>	<p>Practice reading the fluency passage "The Marching Band". Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Roll two or three dice. Create 10 numbers and complete the following for each number:</p> <ol style="list-style-type: none"> 1. One more 2. One less 3. 10 more 4. 10 less <p><u>Example:</u> 49</p> <ol style="list-style-type: none"> 1. 50 2. 48 3. 59 4. 39 	<p>August 2nd is "National Ice Cream Sandwich Day." Write a paragraph about your favorite dessert and give at least three reasons why you like that particular dessert.</p>

<p>Week 9 August 8th- August 12th</p> <p><u>Sight Words</u> one two three four five six seven eight nine ten</p>	<p>Practice reading the list of sight words. Complete: “Colorful Words”. Write each letter in a different color.</p>	<p>Practice reading the fluency passage “A Beautiful State”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency. <u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Using coins, think about all the ways that you can make \$1.00. Write down all the ways that you came up with. <u>Example:</u> 4 quarters</p>	<p>Herbert Clark Hoover, the 31st President of the United States was born on August 10, 1874. Would you like to be President of the United States? Why or why not? What would be the most challenging thing about being the President of the United States?</p>
<p>Week 10 August 15th- August 19th</p> <p><u>Sight Words</u> upon us use right write gave goes</p>	<p>Practice reading the list of sight words. Complete: “UPPER and lower”- Write the sight words two times each. The first time, write each word in UPPERCASE letters. Write your words a second time in lowercase letters.</p>	<p>Practice reading the fluency passage “Lily’s First Movie”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency. <u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Look through newspapers and magazines for pictures of things with 2- and 3-dimensional shapes. Cut them out and sort them by shape, then glue them onto your Summer Journal.</p>	<p>August 15th is “National Relaxation Day.” Write a paragraph that describes one way you have relaxed and had fun during this summer vacation.</p>

Name _____ Date _____

How to Play Running Bases

Have you ever played a game called “running bases”? It is a lot of fun! You need two people to catch the ball and a group of people to run between the bases. You also need two bases and one ball. You can use many things as your bases. An old shirt or a paper plate will work fine.

To start the game, the catchers throw the ball to each other three times. Then the runners start running back and forth between the bases. The catchers try to tag them.

The runners have to be quick and smart, so they do not get tagged. After three tags, a runner can change places with a catcher. Then the game begins again.

1. What can you use as a base for “running bases”?
2. Why can’t you play “running bases” with just three people?

Name _____ Date _____

Soccer Camp

Kate and her big brother Ted like to play soccer. They are always bouncing or kicking a soccer ball. They play in the driveway and kick the ball into a net. Sometimes Kate and Ted play on the grass in their yard. On rainy days, they play in the basement. They go to soccer camp in the summer.

This summer, Ted goes to a different camp. Kate doesn't want to go to camp by herself. She frowns on her way to the field. But then she stops and smiles. She sees boys and girls running and kicking soccer balls. She will play soccer with many new friends!

1. What do Kate and Ted love to do?
2. Why doesn't Kate want to go to camp by herself?

A Walk on the Ceiling

House flies can be real pests. They can also carry germs. But they can be very interesting to just watch.

Did you ever see a house fly walk on the ceiling? Did you wonder how house flies could do that? Like other insects, all flies have six legs. Each leg ends in a claw. The claw helps all kinds of flies hold on to walls and ceilings.

But a house fly has something else. Each of its claws has a little pad. When the house fly walks on something smooth, the pads become flat. The pads also give off a sticky liquid. This liquid acts like a glue. It holds the house fly to the ceiling.

Would you like to be like a house fly?
Would you like to walk on the ceiling, too?

1. What helps house flies walk on ceilings?
2. Why should you never let flies walk on your food?

Name _____ Date _____

The Art Museum

Mr. Lawn's class went to a new art museum. This was not like any other museum they ever saw. Everything in the museum was made from trash.

In the first hall, the children saw clothes. Phil noticed that some coats were made from old flags. The colors looked pretty. Jane spotted big rain hats made from soda bottles. In the next hall, the children played with toys. Sarah played with a mouse made from boxes. Brooke and Tom raced tin can cars. Kelly played with a ball that was made from rubber bands.

In the last hall, the class saw a tiny town with toothpick houses and red doors. The roads were made from old wood. The stores were made from milk jugs. When the children got back to class, they made art from trash, too. The whole school came to see their fine work.

1. What was different about the art museum in this story?
2. What did the children learn at the museum?

A Job for Karla

Karla watched the actors on stage. They looked as if they were having so much fun. How could they do it while she could not? Whenever Karla got on stage, she felt awful. She would feel dizzy, then forget all her lines.

Still Karla did enjoy watching the play. Mitch was so good at saying his lines and Ann looked like a real queen. On the way home from school, Karla wondered how she could join her friends in the play. Surely there was a job for her, even if she was very shy.

The next day Karla saw a poster on the stage door. She read it. Karla just knew it was the perfect job for her.

That afternoon, Karla learned how to run a spotlight. Karla could watch the play and be part of the action. And she never had to step on stage!

1. What is the story mostly about?
2. What was written on the poster Karla read?

The Tiger Story

In the jungle a very large, striped cat sneaks up on a deer. Then it leaps. The deer gets away. The tiger does not chase its prey. It just looks for something else to eat.

Tigers are the world's biggest cats. One tiger can eat 9 to 15 pounds of meat a day. Tigers like living in thick forests or places with tall grass. They usually live alone.

Tigers do not live in groups like lions do. The only time you would see a group of tigers is when a mother tiger has cubs. Cubs stay with their mothers for about two years.

But getting a peek at a tiger with cubs in the wild is now a rare event. There are not too many tigers left. Today, twice as many tigers live in zoos as in the wild. Not enough wild places remain for them to live.

1. Tell two facts about tigers that you learned from the story.
2. Where do most tigers live today?

Name _____ Date _____

Common Cents

If you have one hundred of these, you have a dollar. What are we talking about? We are talking about the penny. The penny is the most common coin in the United States. The U.S. Mint produces more than one thousand pennies every second. That adds up to about 30 million pennies a day.

The copper penny was the first coin made in America. The first one was made in 1787. Since then, there have been many different pictures on pennies. Abraham Lincoln's picture went on the penny in 1909. The other side showed wheat. Today, Lincoln's face is still on the penny.

New pennies are now made of zinc. They have only a tiny bit of copper in them. Over the years, some things have changed with the penny, but one thing remains the same. A penny is still worth one cent.

1. Whose face is on the penny today?
2. Name two things that have changed about the penny over time.

The Marching Band

Mike played the flute at school, and Max played the drums. One day they decided to form the school's first marching band.

They put up a sign asking anyone who played a musical instrument to join. They got several responses that day.

Chris really wanted to join the band, but he had one huge problem. He could not play any musical instrument. Beth also wanted to join the band, but she played the harp.

“How can you be in our band?” Mike asked Beth.
“You play the harp sitting down. How can you march?”

Then Max had an idea. He invited Beth and Chris to join the band.

Max said, “Chris will lead the band and pull a wagon with Beth and her harp on it.”

The band members loved Max’s idea and their music was great!

1. What problem did Chris have in the story?
2. How did Max solve two problems with his idea?

Name _____ Date _____

A Beautiful State

Maine is a beautiful state. Maine lies along the northeast coast of the United States. It has a long coast with lots of little islands. The coast also has beaches and fishing villages.

Pine trees once made up most of the state. That's why the state is called the Pine Tree State.

There are many interesting facts about Maine. Maine makes more wooden toothpicks than any other state. Maine is also the place where the Camp Fire Girls started. The group is now called the Camp Fire Boys and Girls. It offers outdoor fun to children.

Here's another interesting fact. A 15-year-old boy invented earmuffs in Maine in 1873.

Will you take a trip to Maine? If you do, you will find yourself in a beautiful and interesting place.

1. What covers most of the state of Maine?
2. Describe two interesting facts about Maine.

Name _____ Date _____

Lily's First Movie

Nick lived on a ranch where several animals were trained to perform in movies. Nick's favorite was Lily, a baby elephant. Lily loved to play tricks. She would swing her trunk and if it hit him, she would put her head back as if she were laughing. Nick would laugh, too.

One day, moviemakers needed a terrific animal performer. They watched Lily and were impressed by her actions. So the movie people took Lily.

Lily was very sad because she missed Nick. She would not do her trick with the actors. The movie people talked with Nick's dad about it.

The next day, Nick appeared at the movie set. When Lily saw Nick, she hit him with her trunk, then put back her head and laughed. The movie people laughed and clapped loudly. Now they had their star performer.

1. What was Lily's special trick?
2. Why wouldn't Lily do her trick with the actors?

Project #1

Domain: Number and Operations in Base Ten (NBT)

1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Directions:

- Fill in the Hundreds Chart below with the appropriate numbers.
- Next, use the hundreds chart to help you count to one hundred.
- Color all the numbers yellow that you would use to count by 2s to 100. (2, 4, 6, 8...)
- Color all the numbers green that you would use to count by 10s to 100. (10, 20...)
- Color all the numbers red that you would use to count by 5s to 100. (5, 10, 15...)

(You will color in the 10s more than once, feel free to color it three times.)

1	2	3	4	5	6	7	8	9	10
11									
21									


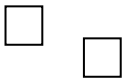
Project #2

Domain: Number and Operations in Base Ten (NBT)

1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2. Understand that two digits of a two-digit number represent amounts of tens and ones.

You can represent the number **12** like this:

Tens	Ones
	

One long rectangle equals 10. A little square equals 1.

Now, try to show the number **36** in the same way:

Tens	Ones

Choose your own number and represent it below. Number: _____

Tens	Ones

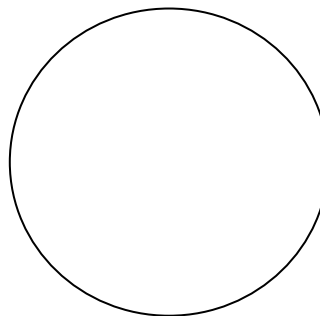
Project #3

Domain: Geometry (G)

1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Directions:

Divide the circle to the right into 4 equal parts (or 4 quarters).



Find something in your home that you can divide into equal parts. For example, you could cut a cupcake into two equal parts. Or, you could split a candy bar into two equal parts. Write a sentence below about what you chose and how you divided it into equal parts.

Project #4

Domain: Operations and Algebraic Thinking (OA)

1.OA.1. Use addition and subtraction within 20 to solve word problems...

Directions:

Write a word problem with numbers that add up to less than 20. Solve the problem below.

Example:

Word Problem: I had 15 gummy bears. My sister gave me 4 more. How many do I have now?

Answer: $15 + 4 = 19$. I drew a picture to help me solve the problem.

$$\square\square\square\square \square\square\square\square \square\square\square\square + \square\square\square\square = 19$$

Your Turn!

Word Problem:

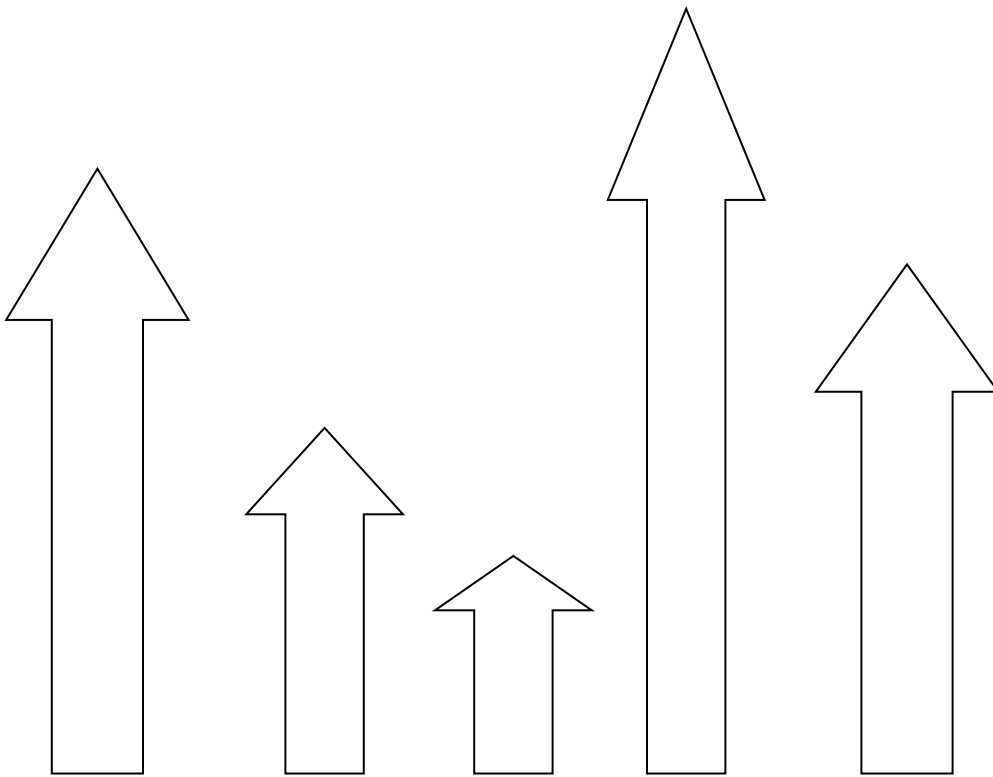
Answer:

Project #5

Domain: Measurement and Data (MD)

1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Directions: Cut out the arrows below and arrange them in order from shortest to tallest.



Project #6

Domain: Operations and Algebraic Thinking (OA)

1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

Directions: Create a change diagram using the model below.


Start	Change	End
10	+5	15
6	-3	3
4		8
12		6

Project #7

Domain: Geometry (G)

1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Directions: Complete the chart below.

Name of Shape	Draw the Shape	Number of Sides	Number of Corners	The name of something in your home that has this shape
Square		4	4	Napkin
Triangle				
Rectangle				
Circle				
Cube				
Cylinder				

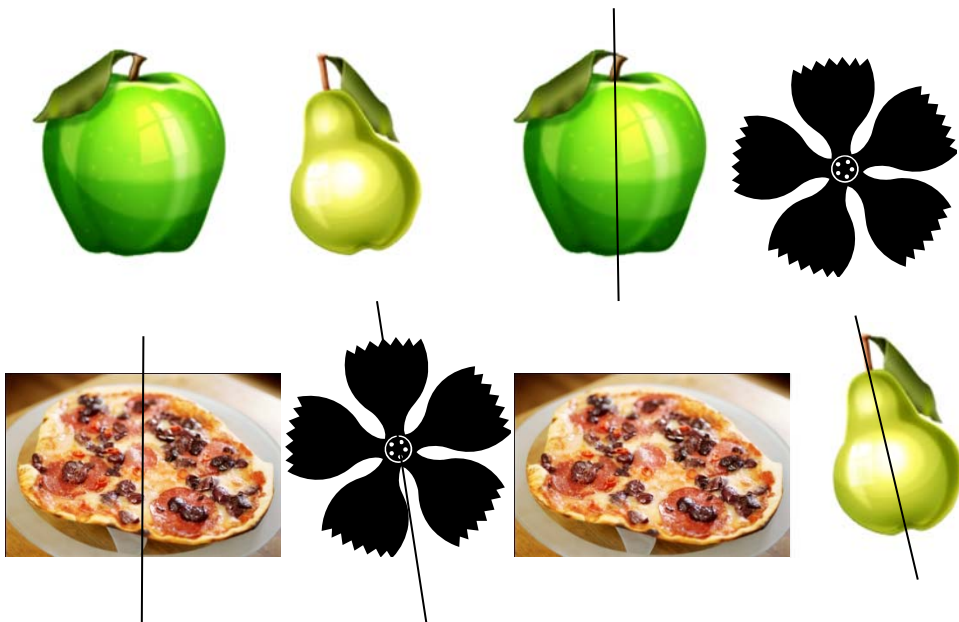
Project #8

Domain: Geometry (G)

1.G.3. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Directions: Cut out the pictures on the bottom of this page and glue them into the correct section of the table below.

Whole	Parts of a Whole (1/2)

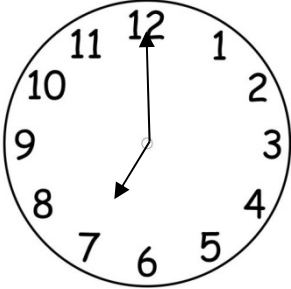
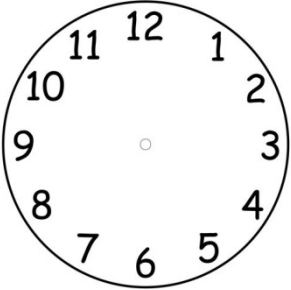
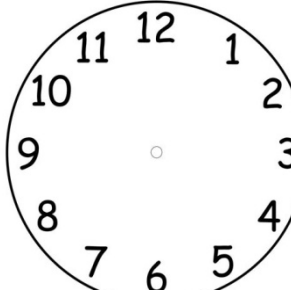
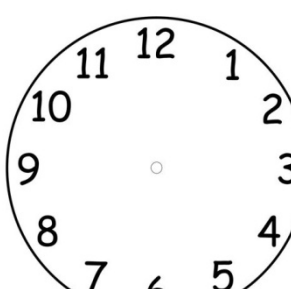


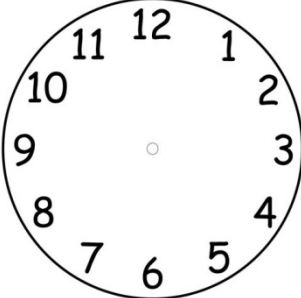
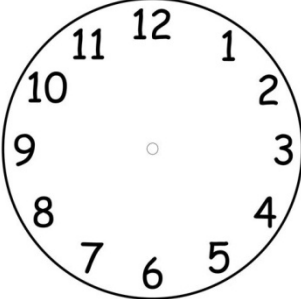
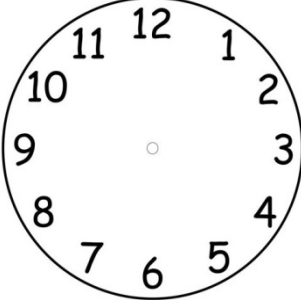
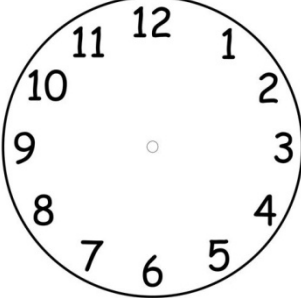
Project #9

Domain: Measurement and Data (MD)

1. MD.3. Tell and write time in hours and half-hours using analog and digital clocks.

Directions: Assist your child in creating a schedule of a typical week day. Help your child round to the nearest half-hour.

Activity	Draw Time on the Clock	Write the Time
Example: Wake Up	 An analog clock face with numbers 1 through 12. The hour hand points to 7 and the minute hand points to 12.	7:00
	 A blank analog clock face with numbers 1 through 12 and a central dot.	
	 A blank analog clock face with numbers 1 through 12 and a central dot.	
	 A blank analog clock face with numbers 1 through 12 and a central dot.	

Project #10

Domain: Operations and Algebraic Thinking (OA)

1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Directions: Solve the following word problems. Show your work. Write the number sentence you used to solve the problem.

Marisa had 18 cars after her Grandma gave her 5 for her birthday. How many cars did she have before her birthday?

Brian lost 6 toy airplanes at the playground. Before he went to the playground he had 15 airplanes. How many airplanes does he have now that he has lost some?

Project #11

Domain: Operations and Algebraic Thinking (OA)

1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$.*

Directions: Write **True** or **False** next to each equation.

_____ $8 = 8$

_____ $16 = 8 + 8$

_____ $14 = 6 + 7$

_____ $6 + 1 = 1 + 6$

_____ $2 + 2 = 1 + 3$

_____ $12 + 1 = 10 + 3$

Project # 12

Domain: Measurement and Data (MD)

1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Directions: Use a ruler AND toothpicks or paperclips to measure the length of the following items. Before you measure, estimate (make a good guess) of how long you think the object might be. You can pick your own items to measure for the last six rows in the table.

Object	Estimate how many inches long you think it might be	Measurement with a Ruler	Estimate how many toothpicks and/or paper clips long	Measurement with Toothpicks and/or Paper clips
Desk	15 inches	18 inches	10 toothpicks long	About 8 toothpicks long
Water bottle				

Project #13

Domain: Number and Operations in Base Ten (NBT)

1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that adding two-digit numbers, one adds tens and ones, ones and ones; and sometimes it is necessary to decompose a ten.

Directions: Color in the hundreds frame below to represent your answer to each addition problem.

Example: $10 + 26 = 36$

Challenge Question: How much more would you need to get to 100? (Answer 54)

[Red]									
[Red]									
[Red]									
[Red]			[Red]						
[Red]			[Red]						
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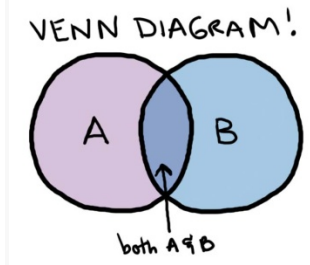
Show the equation $15 + 6 = \underline{\hspace{2cm}}$ using the hundreds frame below.

Challenge Question: How much more would you need to get to 100?

Show the equation $23 + 7 = \underline{\quad}$ on the hundreds frame below.

Challenge Question: How much more would you need to get to 100?

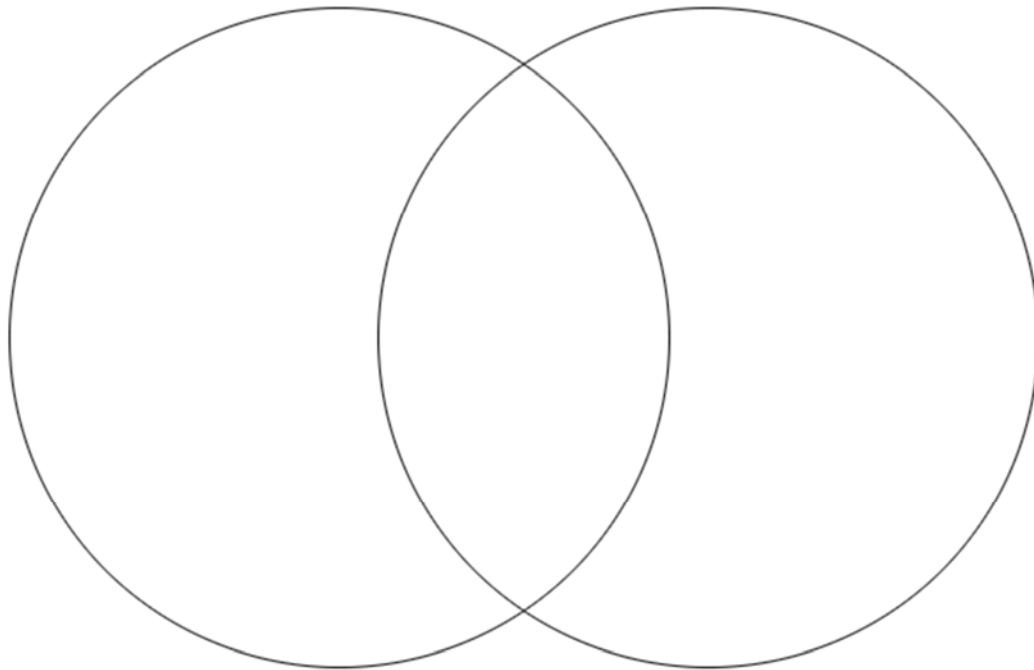
Project # 14



Domain: Measurement and Data (MD)

1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

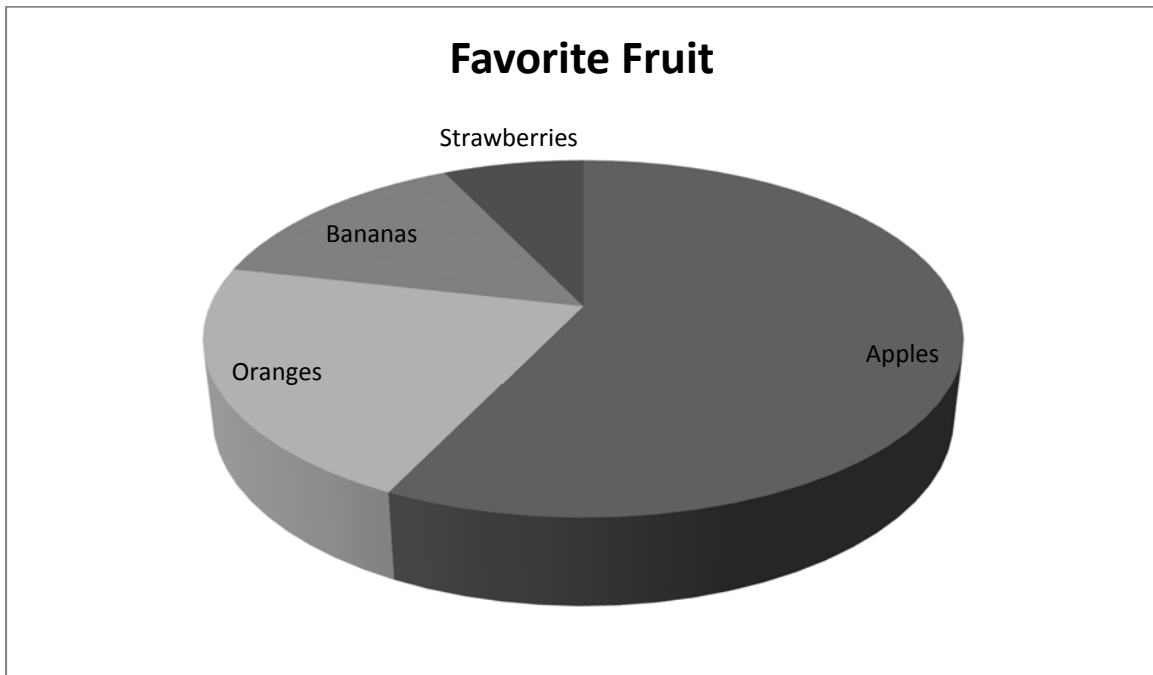
Directions: Create a Venn Diagram on a topic of your choice. Remember to give your Venn Diagram a title and label each section.



Project # 15

Domain: Measurement and Data (MD)

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.



Directions: Your class voted on their favorite fruit. Then, your class made the pie graph above. Answer the following questions based on the graph:

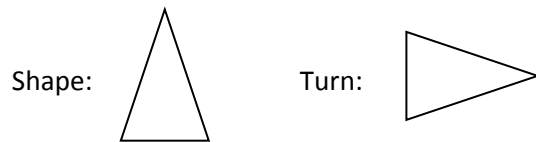
- 1) Which did your class like more: apples or oranges? How do you know?
- 2) Which kind of fruit was liked the least? How do you know?
- 3) **Challenge:** Poll your family (or 10 people) to find out their favorite fruit, and create a graph to represent results.

Project # 16

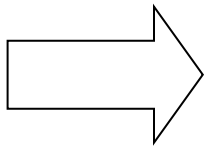
Domain: Geometry (G)

1.G.1. Distinguish between defining attributes (e.g., triangles are close and three-sides) versus non-defining attributes (e.g., color orientation, overall size); build and draw shapes to possess defining attributes.

Directions: Draw a turn of the shape below. See the following example:



Draw a turn of the following shape:



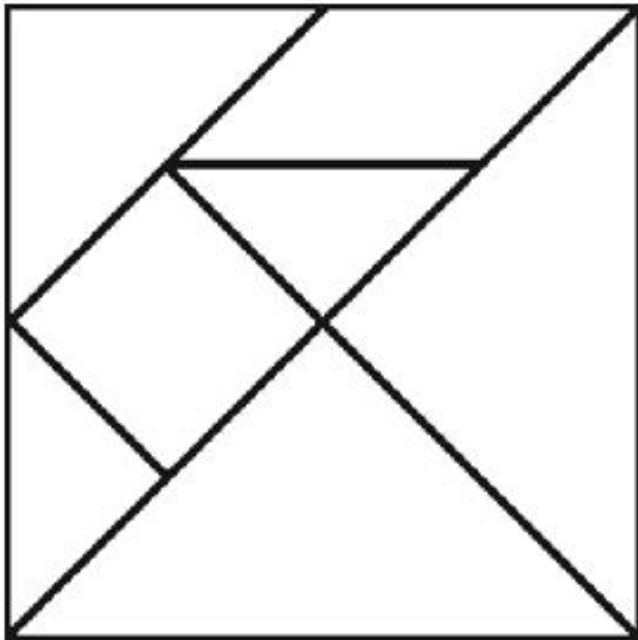
Draw your own shape and then draw a turn of it.

Project # 17

Domain: Geometry (G)

1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Directions: Cut out the tan grams below along the black lines. When you are finished cutting you should have 6 shapes: 2 Large Triangles, 1 medium sized triangle, 2 small triangles, one square, and one parallelogram. Use the tan grams to build new shapes.



Extension

The following activities are based on standards your student will learn in second grade. They may be challenging for your student.

Project # 18

Domain: Number and Operations in Base Ten (NBT)

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds 0 tens and 6 ones.

Directions: Demonstrate the word and symbol that represents a number value using the process demonstrated below.

Number: 792

Hundreds	Tens	Ones
7	9	2

Think: 7 hundreds + 9 tens + 2 ones

Write: $700 + 90 + 2$

Say: seven hundred ninety-two

Now you try:

Number: 531

Hundreds	Tens	Ones

Think: _____

Write: _____

Say: _____

Choose your own number!

Number: _____

Hundreds	Tens	Ones

Think: _____

Write: _____

Say: _____

Project #19

Domain: Measurement and Data (MD)

2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Directions: Review the following chant with your child about coins. Read the chant to your child, then read it with them while helping them point to each word as you say it. Give your child one penny, one nickel, one dime, and one quarter. Ask them to identify each coin. Then, fill in the chart below.

Extension: If there is ever an opportunity for your child to help you count change, allow them to do so.





Penny, Penny

**Penny, penny, easily spent -
Copper brown and worth one cent.**

**Nickel, Nickel, thick and fat.
It's worth 5 cents – I know that.**

**Dime, dime, little and thin.
I remember – you're worth 10.**

**Quarter, quarter, big and bold.
It's worth 25 – I am told!**

Coin	Name	Worth
	Penny	1 cent
		
		
		

Helpful Websites

Visit one of the websites below and learn about one of the games. Play the game together for 10-20 minutes. Give your child time to play the game independently. Then, check to ensure your child is playing the game correctly and has mastered the concept.

Geometry (Tessellation):

<http://www.pbs.org/parents/education/math/games/first-second-grade/tessellation/>

Finding Equal Numbers (Algebra):

<http://pbskids.org/cyberchase/math-games/poddle-weigh-in/>

Addition Stories:

<http://www.iboard.co.uk/activity/721>

Various Math Games:

<http://pbskids.org/catinthehat/games/math-safari.html>