# Summer Writing Assignment

All rising second graders are required to keep a lined journal this summer! Students will turn in 5 journal articles on the first day of school. Each journal entry should have <u>at least</u> 3-4 sentences. *<u>Writing should include complete sentences, capital letters, and proper punctuation.</u>* Your neatest handwriting is expected. Proper spelling should be used when using words we have studied this year in spelling class. Students have brought home the marble writing book to use for their journal entries. Each entry should be dated. Journal will be handed in to your child's second grade teacher.

### Listed below are some journal ideas

- What is your favorite season (fall, winter, spring, or summer)? Why?
- What is your favorite summer food? Describe it
- What is your favorite thing to do in the summer? Give details
- What do you like to play in your backyard? Details
- What sports do you like to play? Why?
- What is your favorite thing to do when it rains?
- If you could be a zoo animal, which animal would you be? Why?
- Who are the people in your family? Write about what makes them special.
- What do you want to be when you grow up? Why?
- Where do you want to travel to this summer? Why?
- Who have you visited this summer and what did you do? Be specific
- Who are all the people you love? What special things do you do together?
- What is your favorite ocean animal? Why?
- What do you do on your favorite holiday? What is your favorite holiday?
- Where is your favorite place to read? Why?
- Tell me about your pets!
- Make a shopping list for your favorite store. What do you plan to make?
- What is your favorite thing to play? Why? ( Don't say because it's fun)
- What are you good at? Be specific
- What do you like to eat? Why? ( Don't say because it's yummy)

Student Name: _____

| Number the books as you list them.. | Title: | Date Read | How did you like the book? 😄 or ☹ |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10 | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

# **Summer Reading Assignment**

**Students should read 15 books over the course of this summer: 5 nonfiction books, 5 fiction books, and 5 can be the genre of your choice. Be sure to fill out the recording form with the proper information after <u>you read to a grown up</u>. The summer reading assignment is due the first day of school. Please make sure the books you read are appropriate to your reading level.**

HAPPY READING

# Algebra • Ways to Expand Numbers

**Essential Question** How can you write a two-digit number in different ways?

## Model and Draw

There are different ways to think about a number.
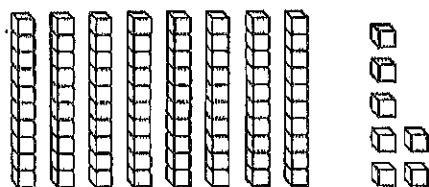
*8 tens and 7 ones is the same as 80 plus 7*

__8__ tens __7__ ones

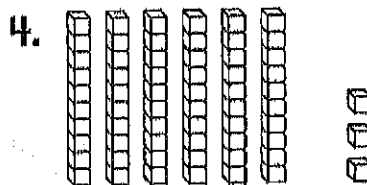$$80 + 7$$
$$\overline{\phantom{00}87}$$

## Share and Show

Math Board

Write how many tens and ones.
Write the number in two different ways.

1.

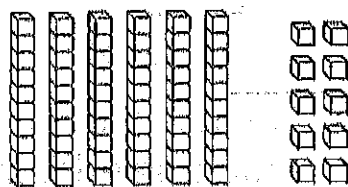_____ tens _____ ones

_____ + _____

_____

2.
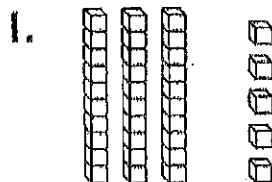
_____ tens _____ ones

_____ + _____

_____

**Math Talk** Does the 7 in this number show 7 or 70? Explain.

## On Your Own

Write how many tens and ones.
Write the number in two different ways.

3.

_____ tens _____ ones

_____ + _____

_____

4.
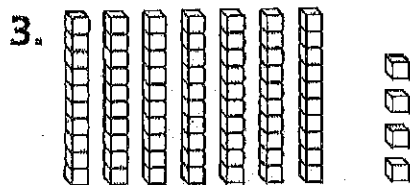
_____ tens _____ ones

_____ + _____

_____

## PROBLEM SOLVING

5. Draw the same number using only tens.
Write how many tens and ones.
Write the number in two different ways.

_____ tens _____ ones

_____ + _____

_____

_____ tens _____ ones

_____ + _____

_____

**TAKE HOME ACTIVITY** • Write a two-digit number to 99.
Ask your child to write how many tens and ones and then write the
number a different way.

P250 two hundred fifty

# Identify Place Value

**Essential Question** How can you use place value to understand the value of a number?

## Model and Draw

The **1** in **125** means 1 hundred.
The **2** in **125** means 2 tens.
The **5** in **125** means 5 ones.
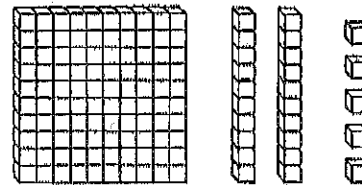
125

Draw ☐ for ▦
Draw | for |
Draw . for ₀
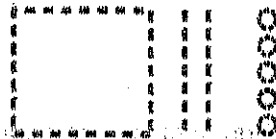
| hundreds | tens | ones |
|---|---|---|
| 1 | 2 | 5 |

## Share and Show
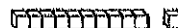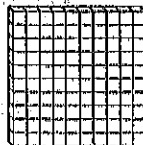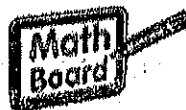
**Math Board**

Use your MathBoard and to show the number.
Draw to complete the quick picture. Write how many hundreds, tens, and ones.

**THINK**
106 has no tens.

**1.**

106
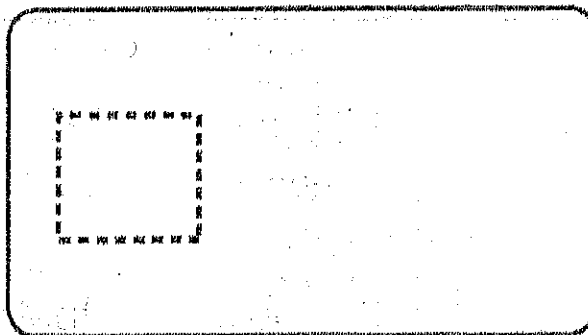
| hundreds | tens | ones |
|---|---|---|
| | | |

**Math Talk** How is the 1 in 187 different from the 1 in 781?

## On Your Own
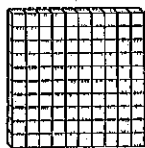
Use your MathBoard and ▦ ▭ ☐.
Draw to complete the quick picture.
Write how many hundreds, tens, and ones.

**2.**

170
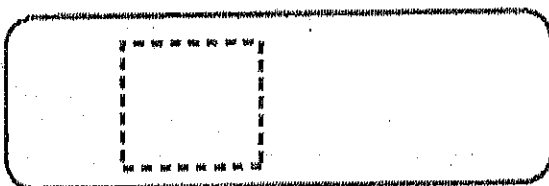
| hundreds | tens | ones |
|----------|------|------|
| _____ | _____ | _____ |

**3.**

143
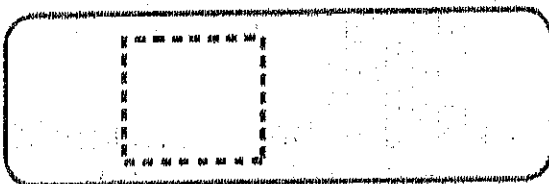
| hundreds | tens | ones |
|----------|------|------|
| _____ | _____ | _____ |

**4.**

121
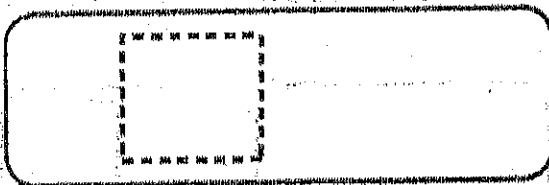
| hundreds | tens | ones |
|----------|------|------|
| _____ | _____ | _____ |

## PROBLEM SOLVING

Circle your answer.

5. I have 1 hundred, 9 tens, and
   9 ones. What number am I?

   99        100        199

6. I have 3 ones, 0 tens, and
   1 hundred. What number am I?

   107        170        103

![dog] **TAKE HOME ACTIVITY** • Write some numbers from 100 to 199. Have your
child tell how many hundreds, tens, and ones are in the number.

## Use Place Value to Compare Numbers

**Essential Question** How can you use place value to
compare two numbers?

*I want to eat the greater number.*

**Model and Draw**

Use these symbols to compare numbers.

> is greater than
< is less than
= is equal to

45    46

$45 < 46$
45 is less than 46.
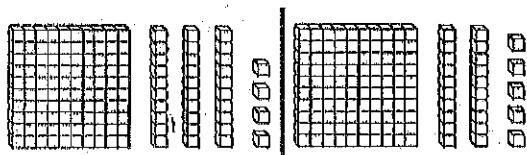
Compare 134 and 125.    First compare hundreds.
One hundred is equal to one hundred.
$100 = 100$
If the hundreds are equal, compare
the tens. 30 is greater than 20.
$134 > 125$

## Share and Show

*Math Board*

Write the numbers and compare. Write >, <, or =.

1.
159 > 155

2.
◯ ___
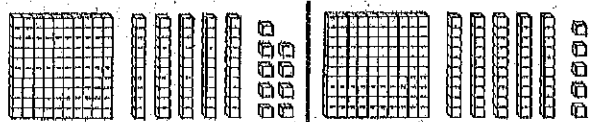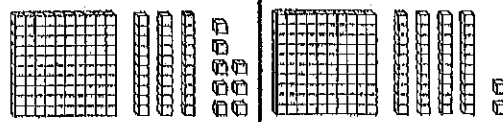
Compare the numbers using >, <, or =.

3. 187 ◯ 168

4. 165 ◯ 159

5. 127 ◯ 141

**Math Talk**   Compare 173 and 177. Did you have
to compare all the digits? Why or why not?

## On Your Own

Write the numbers. Compare. Write >, <, or =.
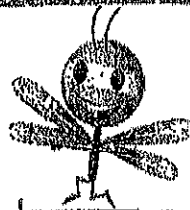
6. _____ ◯ _____
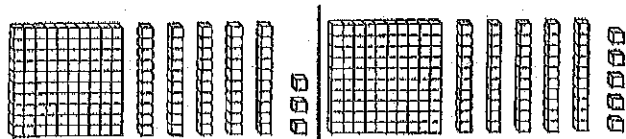
7. _____ ◯ _____
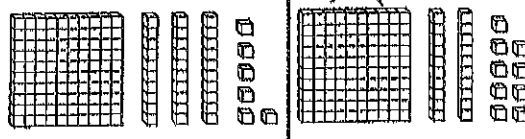
Compare the numbers using >, <, or =.

8. 143 ◯ 143

9. 162 ◯ 157

10. 185 ◯ 188

11. 124 ◯ 129

12. 189 ◯ 195

13. 135 ◯ 135

14. 173 ◯ 164

15. 123 ◯ 117

16. 118 ◯ 131

17. 155 ◯ 145

18. 181 ◯ 181

19. 192 ◯ 179

20. 122 ◯ 129

21. 166 ◯ 177

22. 154 ◯ 154

## PROBLEM SOLVING REAL WORLD

23. Antonio is thinking of a number between 100 and 199. It has 1 hundred, 3 tens, and 6 ones. Kim is thinking of a number between 100 and 199. It has 1 hundred, 6 tens, and 3 ones. Who is thinking of a greater number?

Draw or write to explain.

_____ is thinking of a greater number.

**TAKE HOME ACTIVITY** • Choose two numbers between 100 and 199 and have your child explain which number is greater.

## Algebra • Addition Function Tables

**Essential Question** How can you follow a rule to complete an addition function table?

### Model and Draw
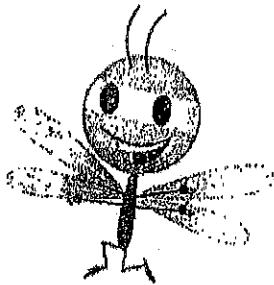
The rule is Add 9.
Add 9 to each number.

| Add 9 | |
|---|---|
| 7 | 16 |
| 8 | 17 |
| 9 | 18 |

## Share and Show  Math Board

Follow a rule to complete the table.

1.

| Add 3 | |
|---|---|
| 7 | |
| 8 | |
| 9 | |

2.

| Add 4 | |
|---|---|
| 6 | |
| 7 | |
| 8 | |

3.

| Add 5 | |
|---|---|
| 5 | |
| 7 | |
| 9 | |

4.

| Add 8 | |
|---|---|
| 5 | |
| 7 | |
| 9 | |

5.

| Add 7 | |
|---|---|
| 6 | |
| 8 | |
| 9 | |

6.

| Add 6 | |
|---|---|
| 6 | |
| 8 | |
| 9 | |

**Math Talk**  Look at Exercise 4. How does the rule help you see a pattern?

## Algebra • Subtraction Function Tables

**Essential Question** How can you follow a rule to complete a subtraction function table?

### Model and Draw

The rule is Subtract 7. Subtract 7 from each number.

| Subtract 7 | |
|---|---|
| 14 | 7 |
| 15 | 8 |
| 16 | 9 |

### Share and Show
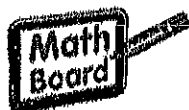
Follow a rule to complete the table.

**1.**

| Subtract 3 | |
|---|---|
| 9 | |
| 10 | |
| 11 | |

**2.**

| Subtract 4 | |
|---|---|
| 6 | |
| 8 | |
| 10 | |

**3.**

| Subtract 5 | |
|---|---|
| 6 | |
| 8 | |
| 10 | |

**4.**

| Subtract 8 | |
|---|---|
| 9 | |
| 11 | |
| 13 | |

**5.**

| Subtract 7 | |
|---|---|
| 12 | |
| 13 | |
| 14 | |

**6.**

| Subtract 6 | |
|---|---|
| 6 | |
| 8 | |
| 9 | |

**Math Talk** How can Exercise 2 help you solve Exercise 3?

## Algebra • Follow the Rule

**Essential Question** How can you follow a rule to complete an addition or subtraction function table?

### Model and Draw

The rule for some tables is to add. For other tables the rule is to subtract.

| Add 1 | |
|---|---|
| 2 | 3 |
| 4 | |
| 6 | |
| 8 | |

| Subtract 1 | |
|---|---|
| 2 | 1 |
| 4 | |
| 6 | |
| 8 | |

## Share and Show

Math Board

Follow a rule to complete the table.

1.

| Add 2 | |
|---|---|
| 10 | |
| 9 | |
| 8 | |
| 7 | |

2.

| Subtract 2 | |
|---|---|
| 10 | |
| 9 | |
| 8 | |
| 7 | |

3.

| Subtract 1 | |
|---|---|
| 3 | |
| 4 | |
| 7 | |
| 9 | |

**Math Talk** What is the rule for the pattern in Exercise 1?

## Add 3 Numbers

**Essential Question** How can you choose a strategy
to help add 3 numbers?

### Model and Draw

When you add 3 numbers, you can add in any order.
Using a strategy can help.

| Make a 10. | Use doubles. | Use count on. |
|---|---|---|
| $\begin{array}{r} 2 \\ 6 \\ +8 \\ \hline 16 \end{array}$  10 +6 | $\begin{array}{r} 8 \\ 8 \\ +4 \\ \hline 20 \end{array}$  16 +4 | $\begin{array}{r} 6 \\ 8 \\ +3 \\ \hline 17 \end{array}$  9 +8 |

### Share and Show

Math Board

Use strategies to find the sums. Circle any strategy you use.

| 1. $\begin{array}{r} 4 \\ 7 \\ +7 \\ \hline \end{array}$ make a 10<br>doubles<br>count on | 2. $\begin{array}{r} 9 \\ 8 \\ +1 \\ \hline \end{array}$ make a 10<br>doubles<br>count on | 3. $\begin{array}{r} 4 \\ 6 \\ +2 \\ \hline \end{array}$ make a 10<br>doubles<br>count on |
|---|---|---|
| 4. $\begin{array}{r} 8 \\ 4 \\ +2 \\ \hline \end{array}$ make a 10<br>doubles<br>count on | 5. $\begin{array}{r} 6 \\ 3 \\ +6 \\ \hline \end{array}$ make a 10<br>doubles<br>count on | 6. $\begin{array}{r} 6 \\ 7 \\ +4 \\ \hline \end{array}$ make a 10<br>doubles<br>count on |

**Math Talk**  Explain why you used the
make a 10 strategy to solve Exercise 2.

## Add a One-Digit Number to a Two-Digit Number

**Essential Question** How can you find the sum of a 1-digit number and a 2-digit number?

### Model and Draw

What is 54 + 2?

To find the sum, find how many **tens** and **ones** in all.

| 5 tens | 4 ones | | 5 4 |
|---|---|---|---|
| + | 2 ones | | + 2 |
| 5 tens | 6 ones | | 56 |

### Share and Show

Math Board

Add. Write the sum.

| 1. | 72 | 2. | 24 | 3. | 41 | 4. | 56 |
|---|---|---|---|---|---|---|---|
| | + 3 | | + 1 | | + 4 | | + 2 |

| 5. | 14 | 6. | 33 | 7. | 61 | 8. | 93 |
|---|---|---|---|---|---|---|---|
| | + 4 | | + 6 | | + 8 | | + 4 |

| 9. | 31 | 10. | 11 | 11. | 40 | 12. | 35 |
|---|---|---|---|---|---|---|---|
| | + 6 | | + 7 | | + 4 | | + 3 |

**Math Talk** How did you find the total number of ones in
Exercise 1?

# Add Two-Digit Numbers

**Essential Question** How can you find the sum of
two 2-digit numbers?

### Model and Draw

What is 23 + 14?

You can find how many **tens** and **ones** in all.

| **2** tens | **3** ones | **2 3** |
| + 1 ten | 4 ones | + 1 4 |
| **3** tens | **7** ones | **37** |

## Share and Show

Math Board

Add. Write the sum.

| 1. | 82 | 2. | 25 | 3. | 15 | 4. | 71 |
|----|----|----|----|----|----|----|----|
|    | + 12 |  | + 43 |  | + 14 |  | + 12 |

| 5. | 36 | 6. | 43 | 7. | 57 | 8. | 21 |
|----|----|----|----|----|----|----|----|
|    | + 21 |  | + 41 |  | + 32 |  | + 12 |

| 9. | 12 | 10. | 41 | 11. | 32 | 12. | 51 |
|----|----|----|----|----|----|----|----|
|    | + 12 |  | + 21 |  | + 41 |  | + 14 |

**Math Talk**   How many tens are in 26 + 11?
How do you know?

## Repeated Addition

**Essential Question** How can you find how many items there are in equal groups without counting one at a time?

### Model and Draw

When all groups have the same number they are equal groups.

Ayita is putting 2 plants on each step up to her porch. She has 4 steps. How many plants does she need?

There are 4 equal groups. There are 2 in each group. Add to find how many in all.

$$\underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{8}$$

Ayita needs ___8___ plants.

### Share and Show

Math Board

Use your MathBoard and ⬤. Make equal groups. Complete the addition sentence.

| | Number of Equal Groups | Number in Each Group | How many in all? |
|---|---|---|---|
| 1. | 4 | 3 | ___ + ___ + ___ + ___ = ___ |
| 2. | 2 | 5 | ___ + ___ = ___ |
| 3. | 3 | 4 | ___ + ___ + ___ = ___ |

**Math Talk** How can you use addition to find 5 groups of 4?

## Use Repeated Addition to Solve Problems

**Essential Question** How can you use repeated addition to solve problems?

### Model and Draw

Dyanna will have 3 friends at her party.
She wants to give each friend 4 balloons.
How many balloons does Dyanna need?

__12__ balloons

THINK $4 + 4 + 4 = 12$

## Share and Show

Math Board
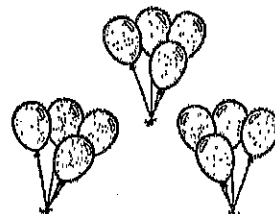
Draw pictures to show the story.
Write the addition sentence to solve.

1. Ted plays with 2 friends. He wants to give each friend 5 cards. How many cards does Ted need?

_____ cards

2. Aisha shops with 4 friends. She wants to buy each friend 2 roses. How many roses does Aisha need?
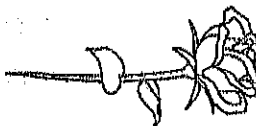
_____ roses

**Math Talk**   What pattern can you use to find the answer to Exercise 2?

# Choose a Nonstandard Unit to Measure Length

**Essential Question** How can you decide which nonstandard unit to use to measure the length of an object?

## Model and Draw

Use ⌐⊐ to measure short things.
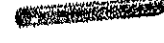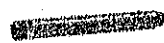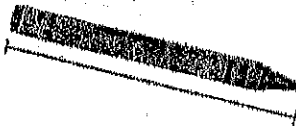
Use ◖▬▬▬▶ to measure long things.

## Share and Show
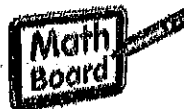
Use real objects. Circle the unit you would use to measure. Then measure.

| Object | Unit | Measurement |
|---|---|---|
| 1. ▮▮ | ⌐⊐  ◖▬▬▶ | about ____ |
| 2. ✂ | ⌐⊐  ◖▬▬▶ | about ____ |
| 3. ▮ | ⌐⊐  ◖▬▶ | about ____ |
| 4. ◖▬▬▬▶ | ⌐⊐  ◖▬▬▶ | about ____ |

**Math Talk** Alex measured a book with ⌐⊐. Then he measured with ◖▬▬▶. Did he use more ⌐⊐ or ◖▬▬▬▶? Explain.

## Use a Non-Standard Ruler

**Essential Question** How can you use a non-standard measuring tool to find length?

### Model and Draw

About how long is the pencil?
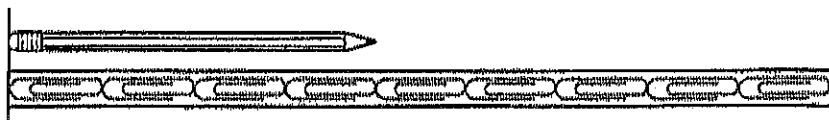
The end of the pencil and the end of the ⌐ must line up. Count how many ⌐ from one end of the pencil to the other.

about __4__ ⌐

## Share and Show

About how long is the string?

**1.**
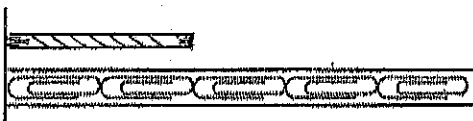
about _____ ⌐

**2.**
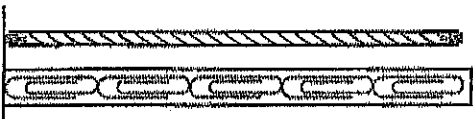
about _____ ⌐

**Math Talk** In Exercise 1, why must the end of the pencil and the end of the ⌐ line up?

## Compare Lengths

**Essential Question** How can you compare lengths of objects?

### Model and Draw

First, write 1, 2, and 3 to order the strings from **shortest** to **longest**.

Then measure with ▢.

1

3

2
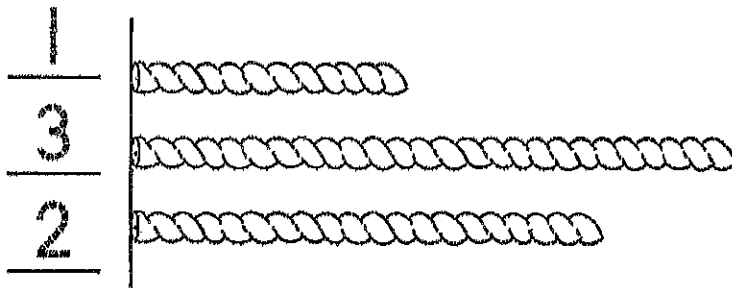
about __3__ ▢  ←Shortest

about __8__ ▢  ←Longest

about __6__ ▢

### Share and Show  Math Board

Write 1, 2, and 3 to order the strings from **shortest** to **longest**. Then measure with ▢. Write the lengths.

1. ___
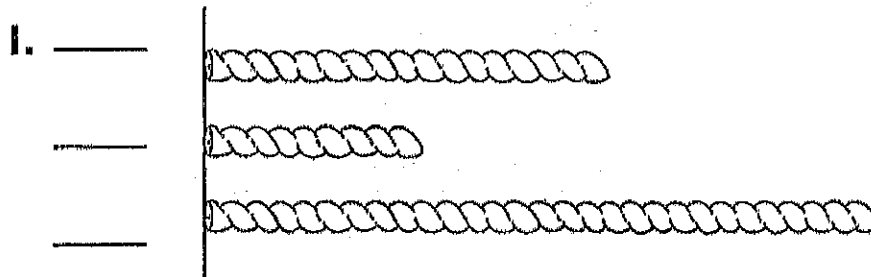
about ____ ▢

___

about ____ ▢

___

about ____ ▢

**Math Talk**   How can measuring with cubes tell you the order of the strings?

# Time to the Hour and Half Hour

**Essential Question** How do you tell time to the hour and half hour on an analog clock?

## Model and Draw

The hour hand and the minute hand show the time.
Write the time shown on the clock.
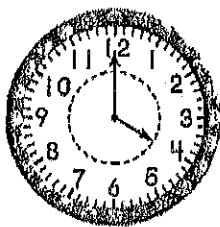
4:00
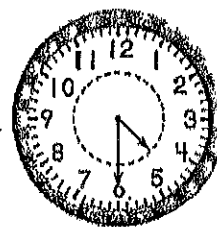
4:30

## Share and Show

Read the clock. Write the time.

1.

_____
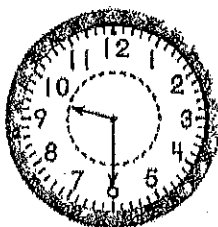
2.

_____
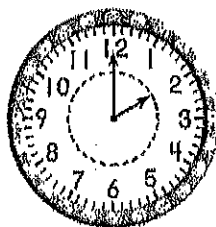
3.

_____
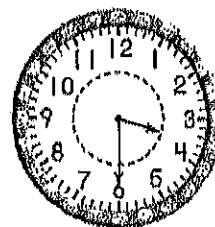
**Math Talk** Why does the hour hand point halfway between 5 and 6 at half past 5:00?

# Use a Picture Graph

**Essential Question** How do you read a picture graph?

## Model and Draw

| Our Favorite Hot Dog Toppings | | | | | | |
|---|---|---|---|---|---|---|
| 🫙 mustard | 🧍 | 🧍 | 🧍 | | |
| 🍾 ketchup | 🧍 | 🧍 | 🧍 | 🧍 | 🧍 |

Each 🧍 stands for 1 child.

_3_ children chose 🫙.

Most children chose __ketchup__.

_2_ fewer children chose 🫙 than 🍾.

## Share and Show

Math Board

| Our Sock Colors | | | | | | |
|---|---|---|---|---|---|---|
| 🧦 black | 🧍 | 🧍 | | | | |
| 🧦 white | 🧍 | 🧍 | 🧍 | 🧍 | 🧍 | 🧍 |
| 🧦 blue | 🧍 | 🧍 | 🧍 | | | |

Each 🧍 stands for 1 child.
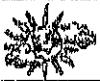
Use the picture graph to answer the questions.

1. How many children are wearing 🧦? ____

2. What color of socks are most of the children wearing? _____

3. How many more children wear 🧦 than 🧦? ____

**Math Talk** How did you find the answer to Exercise 3?

## On Your Own

| Our Weather | | | | | | |
|---|---|---|---|---|---|---|
| 🌧 rainy | ◯ | ◯ | ◯ | ◯ | | |
| ☀ sunny | ◯ | ◯ | | | | |
| 🌫 cloudy | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

Each ◯ stands for 1 day.

Use the picture graph to answer each question.

4. How many days in all are shown on the graph?

____ days

5. What was the weather for most days? Circle.

6. How many fewer days were 🌧 than 🌫?

____ days

7. How many ☀ and 🌫 days were there?

____ days

## PROBLEM SOLVING REAL WORLD

8. Today is sunny. Robin puts one more ☀ on the graph. How many ☀ days are there now?

____ days

**TAKE HOME ACTIVITY** • Help your child make a picture graph to show the eye color of 10 friends and family members.

▷ Say the name of each picture. Print the capital and lowercase letters for its beginning sound.

1.

2.
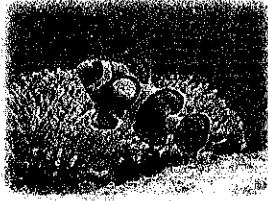
3.
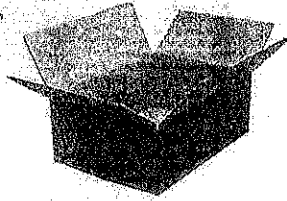
4.
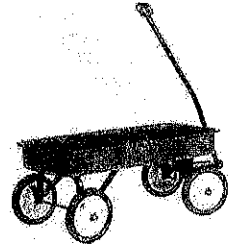
5.
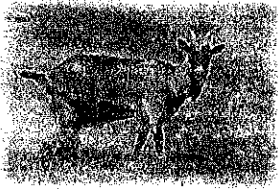
6.
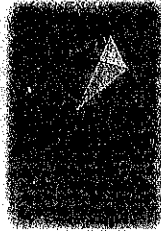
7.
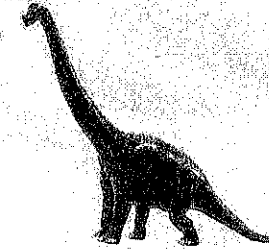
8.

9.

10.

11.

12.

13.

14.

15.

16.
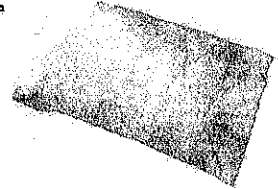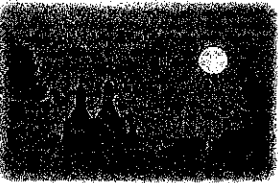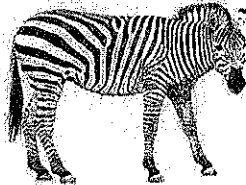
Say the name of each picture. Print the letter for its beginning sound. Trace the whole word.
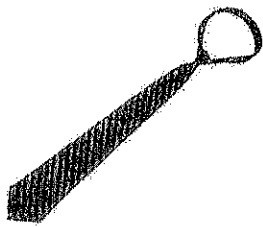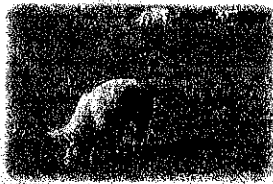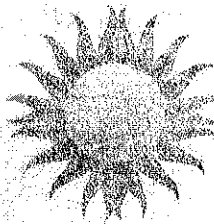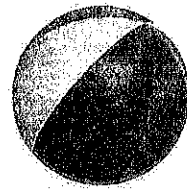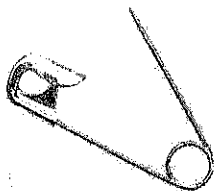
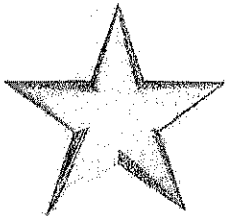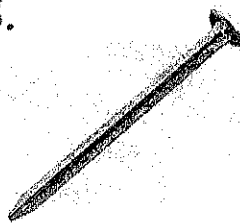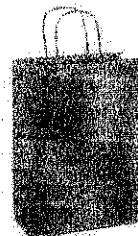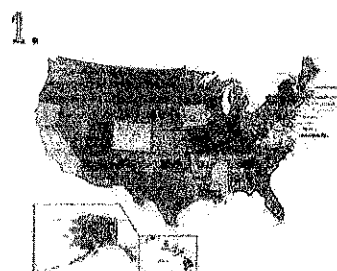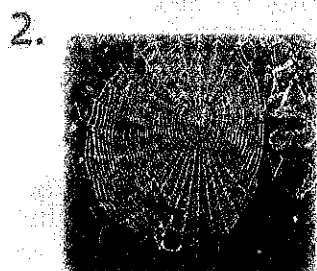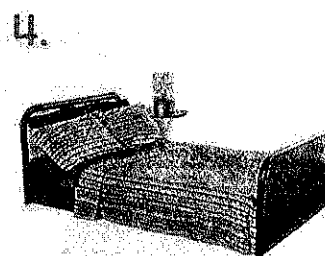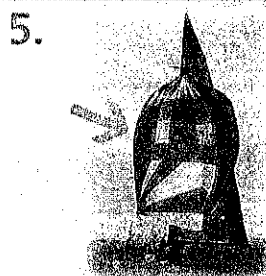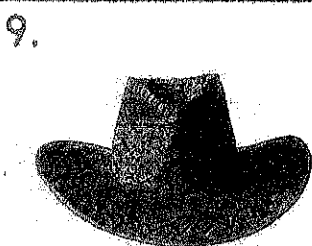| | | | |
|---|---|---|---|
| 1. <br> _ie | 2. <br> _ig | 3. <br> _un | 4. <br> _all |
| 5. <br> _in | 6. <br> _ap | 7. <br> _ire | 8. <br> _ive |
| 9. <br> _am | 10. <br> _et | 11. <br> _ug | 12. <br> _og |
| 13. <br> _ap | 14. <br> _eb | 15. <br> _oo | 16. <br> _ey |
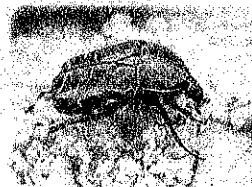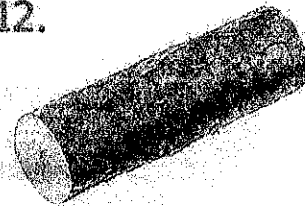
8    Initial consonants: Spelling

HOME  Ask your child to name another word with the same beginning sound as each word pictured.
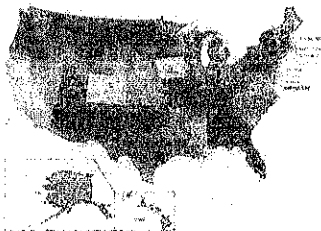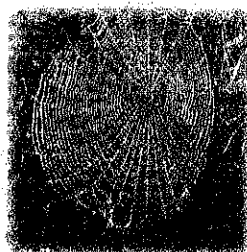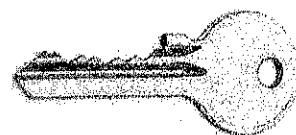
▶ Say the name of each picture. Print the letter for
its ending sound.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

8.

_____

9.

_____

10.

_____

11.

_____

12.

_____

13.

_____

14.

_____

15.

_____

16.

_____

1. ma

2. we

3. do

4. be

5. sai

6. cu

7. su

8. bu

9. ha

10. lea

11. bo

12. dru

13. li

14. bow

15. bir

16. ja

HOME

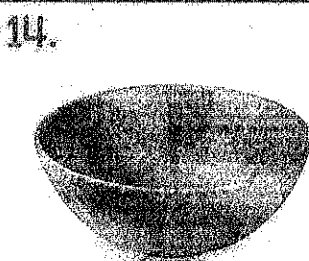Ask your child to find pictures of items whose names have the same ending sounds.
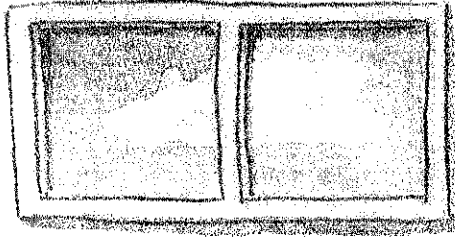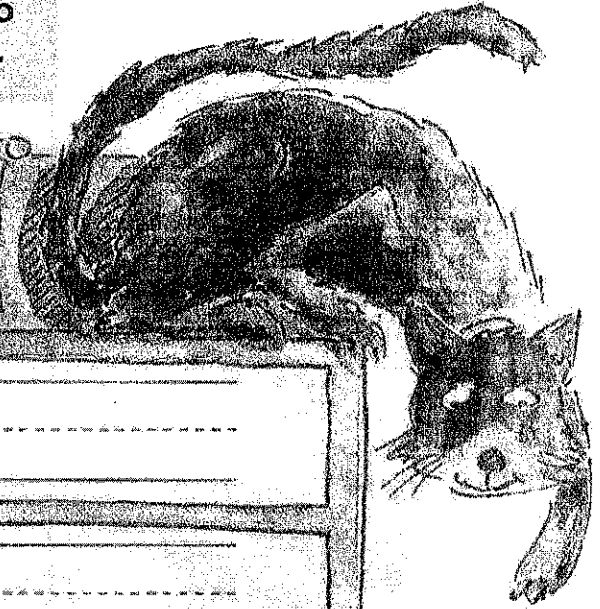
Name _____

▷ Read **each sentence. Then, change the letters to make new words. Write the words on the lines.**

cat

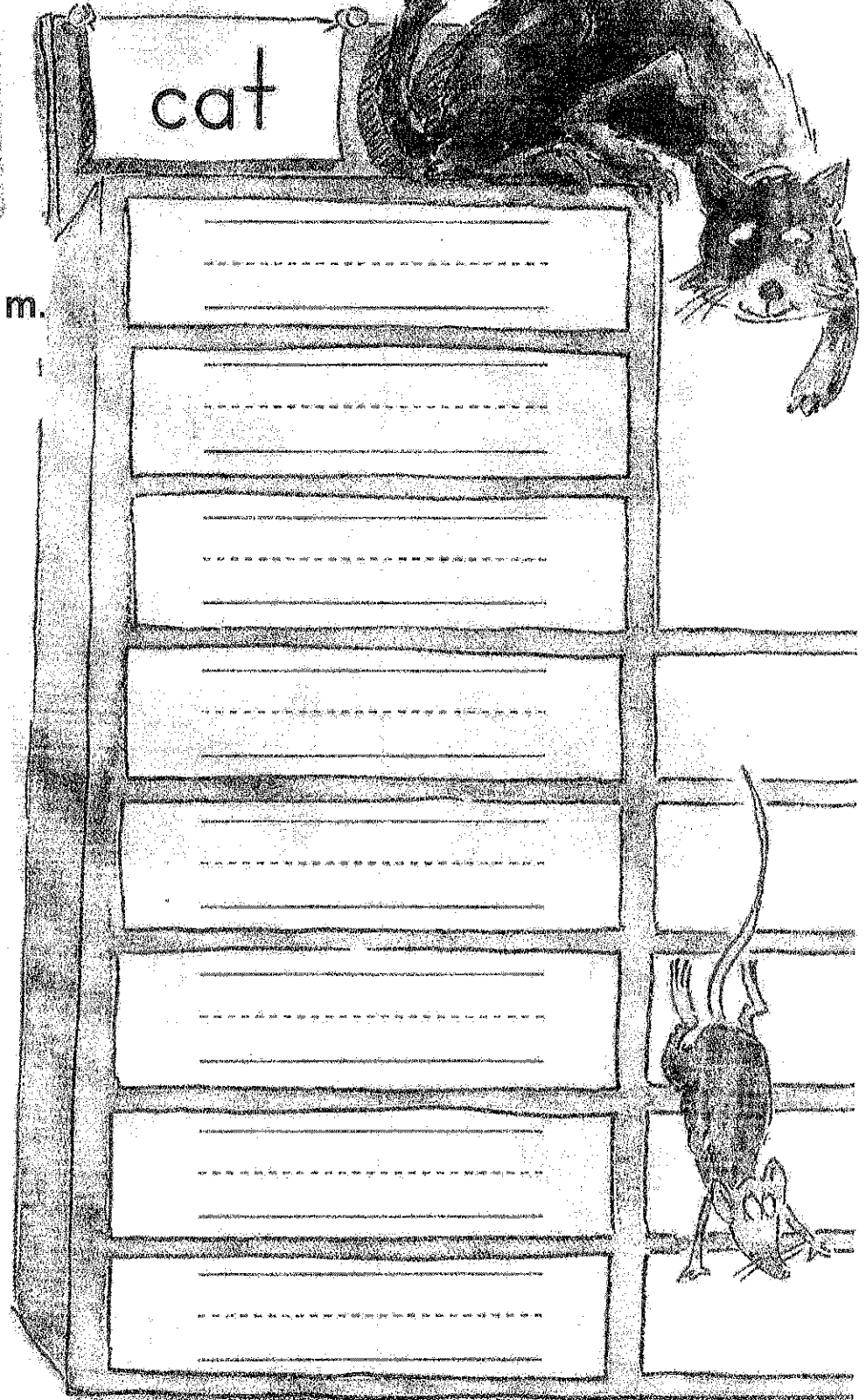1. Change the **c** in **cat** to **m**.

2. Change the **t** to **p**.

3. Change the **m** to **l**.

4. Change the **p** to **d**.

5. Change the **l** to **m**.

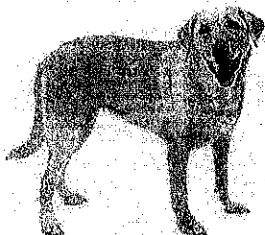6. Change the **d** to **n**.

7. Change the **m** to **r**.
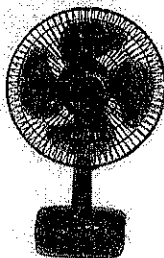
8. Change the **n** to **t**.

Say the name of each picture. Print the letter for its beginning sound. Then, print the letter for its ending sound. Trace the middle letter to finish the word.
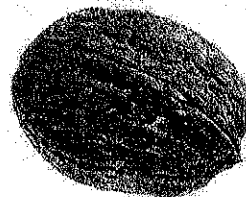
1.
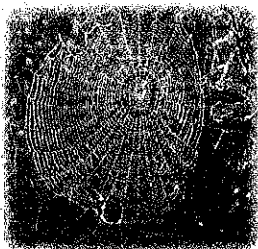_____ o _____
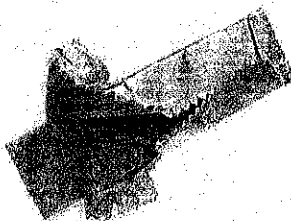
2.
_____ a _____

3.
_____ u _____

4.
_____ e _____

5.
_____ u _____

6.
_____ o _____

7.
_____ i _____

8.
_____ a _____

9.
_____ e _____

10.
_____ o _____

11.
_____ a _____

12.
**10**
_____ e _____

HOME

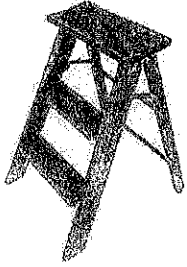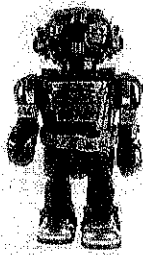Say each word and have your child think of another word that has the same beginning or ending sound.
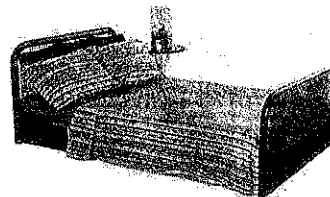
Name _____

Say the name of each picture. Print the letter for its middle sound.

1.
_____

2.
_____

3.
_____

4.
_____

5.
_____

6.
_____
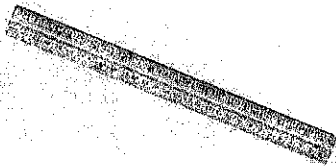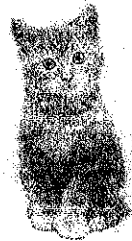
7.
_____

8.
_____

9.
_____
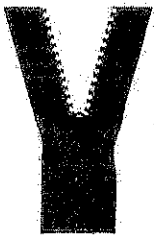
10.
_____
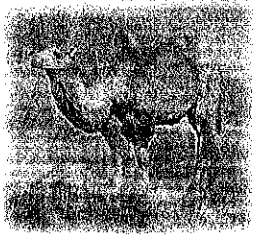
11.
_____

12.
_____

13.
_____

14.
_____

15.
_____

16.
_____

▷ Say the name of each picture. Print the letter for its middle sound. Trace the whole word.

1.
ra_io

2.
spi_er

3.
ti_er

4.
pea_ut

5.
se_en

6.
ca_e_

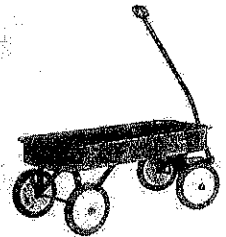▷ Say the name of each picture. Print the letter for its middle sound. Trace the whole word. Do what the sentences tell you to do.

7.
dra_on

Color it red.
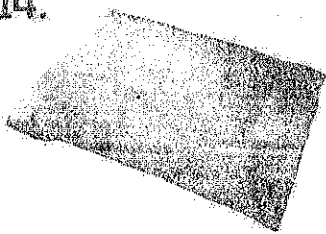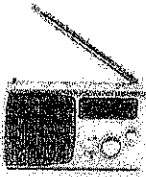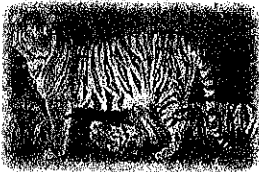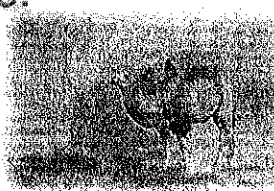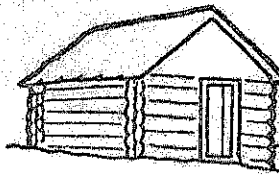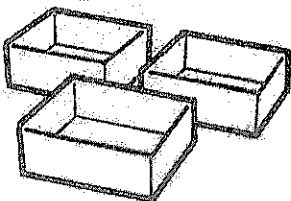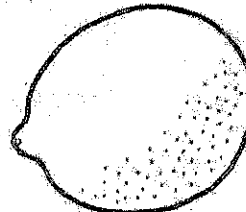
8.
ca_in

Color it brown.

9.
bo_es

Color them blue.

10.
le_on

Color it yellow.

14    Medial consonants: Spelling

HOME

Ask your child to find three pairs of words on this page with the same middle sounds.

Name _____

**Phonics & Spelling**

Read each sentence. To finish the sentence, use the mixed-up letters in the box to make a word. Print the word on the line.

1. Pam wants to buy that cute pink _____.     | gpi |

2. Jed wants to get bubble _____.     | ugm |

3. I wonder what is in that big _____.     | oxb |

4. Mom wants a yellow _____.     | elmno |

5. Did Dad find a jar of _____ yet?     | maj |

6. I will buy this blue _____.     | pne |

7. Can that _____ fly high?     | ekit |

8. Look, there is a spider _____!     | bwe |

9. Is there a _____ in it?     | edrips |

10. I _____ that is not for sale!     | ebt |

**What are Jed and his family doing?**

Initial, medial, final consonants: Spelling, high-frequency words, critical thinking     15

▷ Say the name of each picture. Fill in the bubble beside the letter for the **beginning sound of the word.**

1.
○ b
○ g
○ d

2.
○ k
○ m
○ y

3.
○ w
○ r
○ t

4.
○ w
○ l
○ m

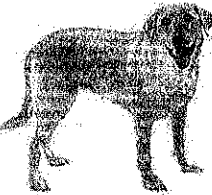▷ Say the name of each picture. Fill in the bubble beside the letter for the **ending sound.**
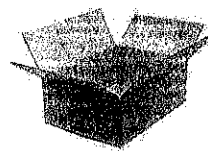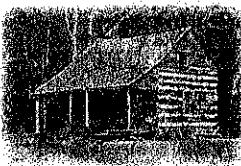
5.
○ b
○ l
○ s

6.
○ d
○ x
○ g

7.
○ m
○ b
○ x

8.
○ m
○ p
○ b

▷ Say the name of each picture. Fill in the bubble beside the letter for the **middle sound.**

9.
○ r
○ c
○ b

10.
○ c
○ t
○ r

11.
○ m
○ n
○ l

12.
○ r
○ d
○ l

Circle the word that answers the riddle.
Print it on the line.

jam
car
1. I rhyme with **ham.** I am _____ farm

gas
gull
2. I rhyme with **drum.** I am _____ gum

web
well
3. A spider spins me. I am a _____ wet

big
pig
4. I say "oink." I am a _____ fig

seven
tiger
5. I come after six. I am _____ robot

bag
box
6. I rhyme with **fox.** I am a _____ bell

pet
peg
7. You can write with me. I am a _____ pen

cabin
wagon
8. You can ride in me. I am a _____ lemon

HOME
With your child, take turns
making up riddles using the
words on this page.