

Dear Parent(s) or Guardian(s),

Enclosed you will find a packet of learning activities that you and your child can do over the summer. Working on skills over the summer helps your child retain information and concepts taught during the school year. It helps to make the return to school in the fall easier.

This packet contains a variety of skill areas along with recommended books for your child to read. The goal is for the children to complete these on a daily basis so learning continues all summer long. Encourage your child to do pages that are easy for him/her independently. Please try and assist if the task seems difficult.

Presenting these activities as positive and fun will help your child enjoy the tasks. Have a good time completing them and please don't forget to read, read, read.

See you in the fall!

Top Ten Reasons to Keep Kids Learning in Summer

1. Education is the key to achievement and success.
2. Parents who are actively involved in their children's learning at home help their children become more successful learners.
3. Stimulating children's brain development all summer brings big benefits in the fall.
4. The average student forgets a substantial number of reading and math skills learned during the school year.
5. Losses are greater among lower-income students who cannot attend summer enrichment programs, travel or take advantage of structured learning opportunities.
6. Much of the achievement gap between advantaged and less advantaged students occurs in the summer months.
7. Children who lose ground over the summer, have a difficult time in "catching up" during the following school year.
8. Time spent on "re-learning" substantially reduces the valuable classroom time needed to master new skills and subjects.
9. Steady improvement, throughout the year means that children will meet the high education standards supported by Michigan's State Board of Education and will assure students have the educational foundation needed to succeed in school and life.
10. Summer is an ideal time for families to provide the time, learning experiences and practice to reinforce learning.



www.michigan.gov/mde



LIBRARY CARD APPLICATION

W

elcome to the Howell Carnegie District Library. After you complete this form, take it to the Circulation Desk along with proof of your home address. Information will be confidential. Thank you.

APPLICANT

Please Print

Last Name: _____ First Name: _____ Middle: _____

Address: _____ City: _____ Zip: _____

Home Phone: _____ E-mail address: _____

Business Phone [or cell phone]: _____

In order that we may uniquely identify your library records, please provide your date of birth:
(The library's sole use of your date of birth will be to distinguish your account from those of other patrons, especially from those with similar names.)

Date of Birth: _____

How do you want to be notified about requested items and your library account?

☐ E-mail ☐ U.S. Mail ☐ Telephone

Would you like to be included on the library's mailing list? ☐ YES ☐ NO

(Mailing list is used only by the library and the Friends of the Howell Carnegie District Library)

INTERNET ACCESS

☐ No Internet Access

Selected Levels:

☐ Level 1 Level 1 Safe Harbor (Most restrictive, pre-selected sites aimed primarily at children under age 14)

☐ Level 2 Allows limited searching of Internet (including some game sites), no email or chat rooms.

☐ Level 3 Somewhat limited searching of Internet. Allows email and chat rooms.

☐ Level 4 Full access (only 18 years and older may choose this)

My Password: _____ [We suggest the last 4 digits of your phone number]

PLEASE READ BEFORE SIGNING:

I verify that the above information is correct and I assume financial responsibility for materials borrowed or charges incurred on any card issued from this application.

Signature: _____ Date: _____

If under 18 years of age:

Signature of Parent
or Legal Guardian

Date: _____

Suggested Summer Reading

*Three Cheers for Tacky, Helen Lester

Five Little Monkeys Jumping on the Bed, Eileen Christelow

Leo the Late Bloomer, Robert Kraus (and other Kraus titles)

I Can Read With My Eyes Shut (and other Dr. Seuss titles)

Sylvester and the Magic Pebble, William Steig

The Boy Who Cried Wolf

Aesop's Fables

Fox on Wheels, Edward Marshall

When the Doorbell Rang by Pat Hutchins (and other Pat Hutchins titles)

Caps For Sale, Esphyr Slobodkina

If You Give a Mouse a Cookie, Laura Joffe Numeroff

Quick as a Cricket, Audrey Wood

Sammy The Seal, Syd Hoff (and other Hoff titles)

Goodness Gracious!, Phil Cummings

Gregory the Terrible Eater, Sharmat Weinman

Pierre, Maurice Sendak (and other Sendak titles)

There's an Alligator Under My Bed, Mercer Mayer

Owl at Home, Arnold Lobel (and other Lobel titles)

Whales, Gail Gibbons (and other Gibbons titles)

Series Books

The Frog and Toad Series, Arnold Lobel

Henry and Mudge Series, Cynthia Rylant

Jillian Jiggs Series, Phoebe Gilman

Nate the Great Series, Marjorie Weinman Sharmat

Little Bear Series, E. H. Minarik

Hello Readers (Levels 1-3)

Pinky and Rex Series, James Howe

Stepping Stones Series

Poppleton Series, Cynthia Rylant

Clifford Series, Norman Bridwell

Young Cam Jansen Series, David Adler

SUMMER READING LOG

DATE

TITLE OF BOOK/ARTICLE

PAGES READ

[illegible]

The Dolch 220 Basic Sight Vocabulary

a	draw	its	ran	under
about	drink	jump	read	up
after	eat	just	red	upon
again	eight	keep	ride	us
all	every	kind	right	use
always	fall	know	round	very
am	far	laugh	run	walk
an	fast	let	said	want
and	find	light	saw	warm
any	first	like	say	was
are	five	little	see	was
around	fly	live	seven	we
as	for	long	shall	well
ask	found	look	she	went
at	four	made	show	were
ate	from	make	sing	what
away	full	many	sit	when
be	funny	may	six	where
because	gave	me	sleep	which
been	get	much	small	white
before	give	must	so	who
best	go	my	some	why
better	goes	myself	soon	win
big	going	never	start	wish
black	good	new	stop	with
blue	got	no	take	work
both	green	not	tell	would
bring	grow	now	ten	write
brown	had	of	thank	yellow
but	has	off	that	yes
buy	have	old	the	you
by	he	on	their	your
call	help	once	them	
came	her	one	then	
can	here	only	there	
carry	him	open	these	
clean	his	or	they	
cold	hold	our	think	
come	hot	out	this	
could	how	over	those	
cut	hurt	own	three	
did	I	pick	to	
do	if	play	today	
does	in	please	together	
done	into	pretty	too	
don't	is	pull	try	
down	it	put	two	

These are words your child needs to be able to read and write. Try putting words that are difficult for your child on flash cards. You could also have your child put these words in sentences.

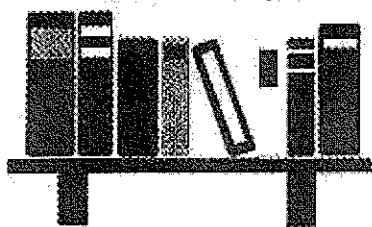
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to tell the difference between fiction and nonfiction.

Fiction is a story that is about make-believe people and animals.

Nonfiction is writing that is about true people and events.



- Write an X on the correct line for each book.

	Fiction	Nonfiction	Other
1. Frogs and Toads	_____	_____	_____
2. Moon Monsters	_____	_____	_____
3. Rocks and Minerals	_____	_____	_____
4. The Kids' Cookbook	_____	_____	_____
5. My First Dictionary	_____	_____	_____
6. The Adventures of Pirate Pete	_____	_____	_____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words that have two to four syllables.

To help you read a word you don't know, you can divide it into sections called **syllables**. Every **syllable** has a vowel.

Example: pump • kin



Pumpkin has two vowels and two **syllables**. You can sound out **pump** and **kin** to make **pumpkin**.

- Try reading the list of words below. Break up each word into **syllables**, as you read.

better yesterday between another

anything children together today

always remember because summer

- **More Fun:** Draw lines to separate the **syllables** in the words above.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to spell longer words.

You can spell longer words by thinking about spelling the small parts or "chunks of sound" you already know from other words.

- Read all of these words:

hamburger
helicopter
hippopotamus
holiday
jack-o-lantern
kindergarten
lumberjack
microscope
motorcycle
newspaper



- Choose four words from the list and write them on the lines below. Then write a short sentence for each word.

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

3/ Accurately Decodes Multisyllable Words/1

SCHOOL-HOME LINKS

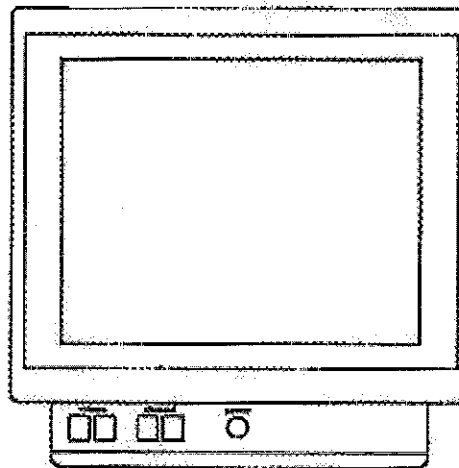
Child's name _____

Dear Family, Your child is beginning to spell longer words.

You can spell longer words by thinking about spelling the small parts or "chunks of sound" you already know from other words.

- Read all of these words:

peanut butter
pumpkin
rainbow
rectangle
schoolhouse
submarine
supermarket
television
upside-down
Washington



- Choose four words from the list and write them on the lines below. Then write a short sentence for each word.

1. _____
2. _____
3. _____
4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words with several syllables by finding the beginning, the middle, and the end of long words.

You can figure out the meaning of a new word by learning about its parts. The **root word** is the word base. The **prefix** is the part in front of the root word.

- Put the prefixes and root words together to make new words. Write the new words on the lines and read them aloud.

Prefix	+	Root word	=	New word
non	+	fat	=	_____
re	+	read	=	_____
un	+	safe	=	_____
dis	+	like	=	_____
un	+	kind	=	_____

- **More Fun:** Look in a newspaper or magazine. Find three words beginning with the prefix un-. Write them here.

Child's signature _____

Parent's (Learning Partner's) signature _____

2/Infers Word Meanings from Roots, Prefixes, and Suffixes/1

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words with several syllables by finding the beginning, the middle, and the end of the long words.

You can figure out the meaning of a new word by learning about its parts. The **root word** is the word base. The **suffix** is the part at the end of the root word.

- Put the root words and suffixes together to make new words. Write the new words on the lines and read them aloud.

Root word	+	Suffix	=	New word
teach	+	er	=	_____
help	+	ful	=	_____
care	+	less	=	_____
friend	+	ly	=	_____
rain	+	ing	=	_____

- **More Fun:** Write four words that end in er as in teacher.

Child's signature _____

Parent's (Learning Partner's) signature _____

2/Infers Word Meanings from Roots, Prefixes, and Suffixes/2

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words with several syllables by finding the beginning, middle, and the end of long words.

Here are some words that begin with prefixes:

rewrite unfold respell unhappy reread

Look at the definitions given below. Then ask your child to pick the word that fits each definition.

1. To spell a word: _____

2. Sad; not happy: _____

3. To write something over again: _____

4. To spread something out flat: _____

5. To read again: _____

Child's signature _____

Parent's (Learning Partner's) signature _____

2/Infers Word Meanings from Roots, Prefixes, and Suffixes/3

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SCHOOL-HOME LINKS

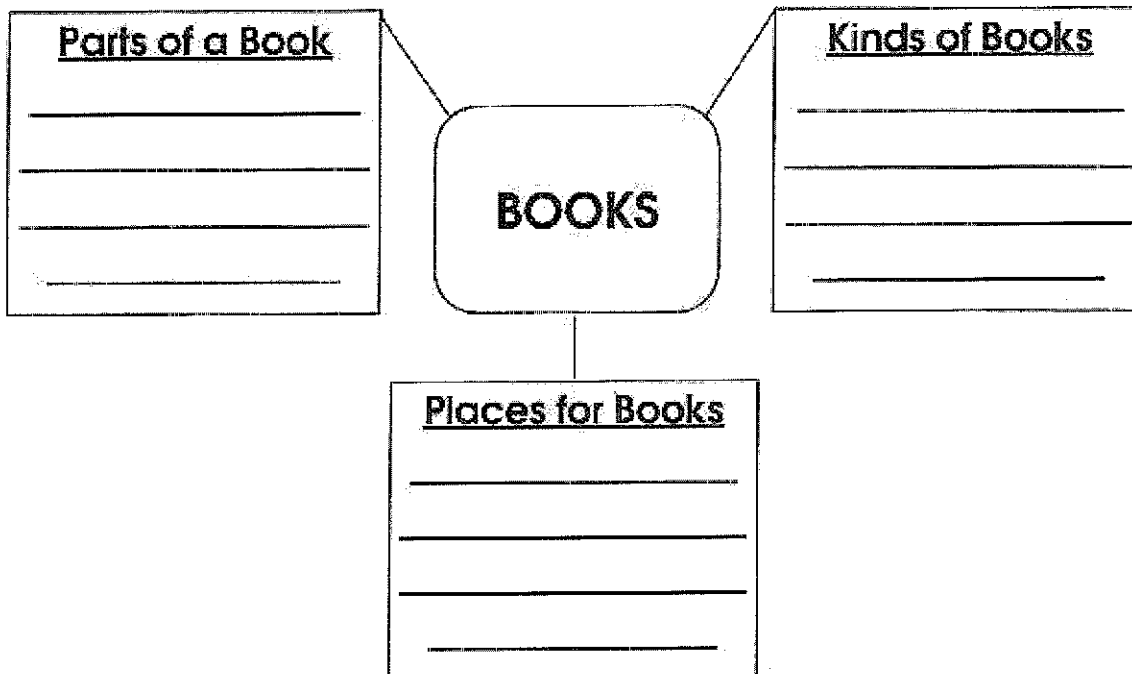
Child's name _____

Dear Family, Your child is learning to write word webs to show how words and ideas are connected.

- Finish this word web by adding the words from the list to the ideas in the boxes.

List

page	encyclopedia	story	title
box	shelf	biography	backpack
pictures	chapter	desk	



- Can you make a word web of your own? Try doing one on animals. Draw your animal word web on the back of this paper.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to turn single nouns into plural nouns.

- Some words end with a whistling sound like **bus**, **glass**, **bush**, and **ranch**.
- When a single noun ends with a whistling sound, then add **-es** to form a plural, like **buses**.
- Write the plural noun that fits each sentence.
 1. How many _____ did you see? (**bus**)
 2. The _____ are clean and sparkling. (**glass**)
 3. There are two _____ down the road. (**ranch**)
 4. Two big _____ had flat tires. (**bus**)
 5. The rain filled all the _____ with water. (**ditch**)
 6. All the _____ need to be trimmed. (**bush**)

Child's signature _____

Parent's (Learning Partner's) signature _____

3/ Correctly Uses Plural Nouns / 1

Adapted from *Spelling By Writing*, Carl Smith, Family Learning Association, 1998.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use more interesting words when speaking.

Sometimes you hear a person say, "You look **nice**." or "That was a **nice** book."

Is **nice** a word you use a lot?

- What are some other words you could use instead of **nice** when you are talking about someone or something you like?

_____	_____
_____	_____
_____	_____
_____	_____

- Use these words to tell a story out loud about a person or thing you like. Write down your story.

- Read your story out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about words that sound the same but are spelled differently.

- Some words sound the same but are spelled differently. These words are called **homophones**.
- Read the homophones below:

eye - I

hear - here

no - know

new - knew

one - won

right - write

- Then read the sentence and write in the correct homophone.

1. My friend and _____ like to play ball.
2. Do you _____ the answer to the question?
3. Our team _____ the game last night.
4. Did you _____ what he said?
5. I got a _____ bike for my birthday.
6. I got the _____ answer to that question.
7. The batter must keep his _____ on the ball.
8. Put the box over _____ on the table.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about words that sound alike but have different meaning.

- Some words can sound somewhat alike, but have very different meanings
- Read the word pairs below:

of - off

our - are

who - how

win - when

than - then

on - one

- Then place the right word in the blanks in the sentences below. Be careful!

1. We had _____ big math test yesterday.
2. Tell me _____ it is time to leave.
3. Do you know _____ was on the phone?
4. Please give me one _____ of your cookies.
5. This box is bigger _____ that one.
6. Put these books _____ the table.
7. I hope we can _____ the next two games.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to follow written directions.

- Read the chapter(s) of your book with your family. Write the title, author, and chapter(s) below.

Title: _____

Author: _____

Chapter(s): _____

- Talk about what stood out for you in the chapter(s).
- Now follow these directions:
 1. Find at least five different kinds of things to read in your home.
 2. List what they are on the back of this page.
 3. Write one or two sentences that tell what kind of information each one gives a reader.
 4. Go back and number your list of things to read according to how much information you get from each one. "1" stands for the most information, "5" stands for the least information.
 5. Read your list and sentences out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to make comparisons between two unlike things.

- When we describe something, we often compare it to something else. For example:

The children are like little angels.

Here, **children** are being compared with **angels**.

- When two unlike things are compared, using the words like or as, a **simile** is formed.
- In each sentence below, underline the two things that are being compared:

1. Her voice was like pure gold.

2. The clouds were like cotton balls.

3. Jane's hair was like corn silk.

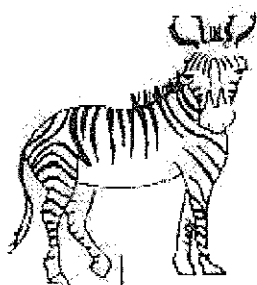
4. The bells tolled like claps of thunder.

Child's signature _____

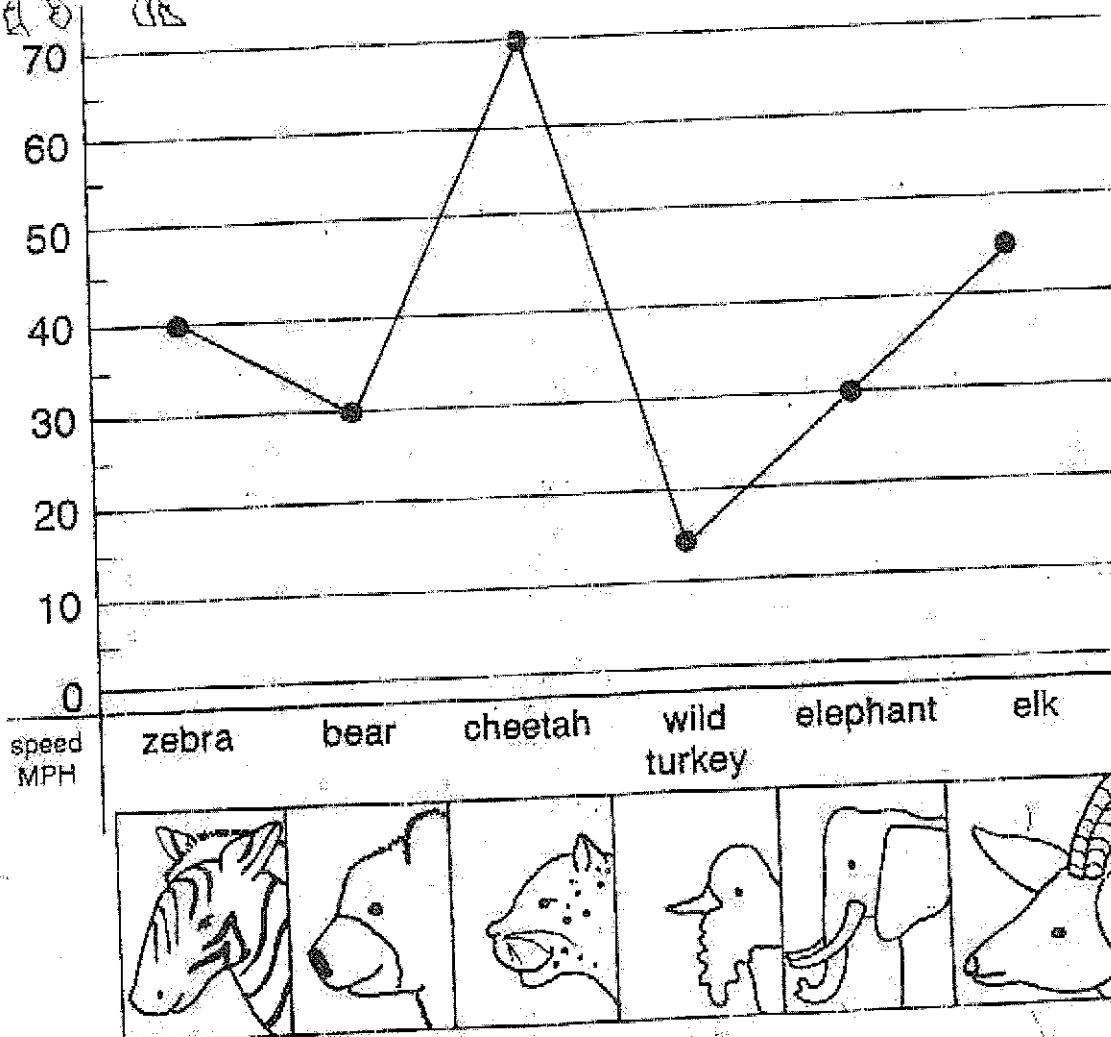
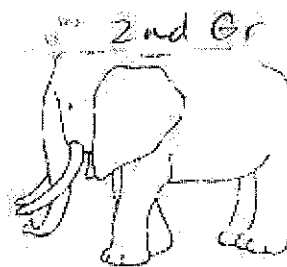
Parent's (Learning Partner's) signature _____

31 Daily Math Activities

What is your favorite <i>shape</i> ? Make a picture filled with this shape.	Make toast and cut into <i>halves</i> . Cut another piece into halves in a different way.	Circle all the <i>numbers</i> on the front page of today's paper.	Use a <i>calculator</i> to find the <i>sum</i> of the <i>digits</i> in your telephone number.	Gather 10 objects. How many ways can you <i>sort</i> them?	How many shoes are in your house? Count them by 2's.	How many days until your next birthday?
What is your favorite number? Why? Describe it in two different ways.	If you have 4 <i>coins</i> , how much money could you have?	Find a book or story that uses each <i>number word</i> 1 to 10.	If today is Monday, what day will it be in 8 days?	How many ways can you name 12?	How many 2- <i>digit numbers</i> can you make with the <i>digits</i> 1, 2, and 3?	Write or tell a story about a <i>dozen</i> eggs.
Draw an <i>analog</i> clock to show your favorite time of day. Show this time on a <i>digital</i> clock. Tell about this time.	If it is 7:30 and the cartoon lasts 1 <i>hour</i> , what time will it be over?	Roll a number cube (die) 20 times. Make a <i>graph</i> to show which number comes up most often.	Draw a picture using only <i>rectangles</i> , <i>triangles</i> , and <i>circles</i> .	Make a <i>pattern</i> . Have a friend continue it. What is the <i>pattern unit</i> ?	How can you cut two cookies so that 4 people get <i>equal</i> pieces?	Record the numbers of ears for 1 person, 2 people, 3 people, 5 people. What pattern do you see?
Find the most popular vowel by <i>tallying</i> the letters in 100 words. <i>Graph</i> the results.	How many jumping jacks can you do in a <i>minute</i> ?	Count the light switches in your house. Use <i>tally</i> marks to record your results.	Find all the ways that you can make 25¢.	Count the number of days until school starts.	How many 5's are between 1 and 100?	What's your zip code? Find the <i>sum</i> of the five <i>digits</i> .
Write a story about $5 + 7$.	Help unpack the groceries. What ways could you <i>sort</i> the items that you bought.	Is the date of your birthday <i>even</i> or <i>odd</i> ? Find two more <i>even</i> or <i>odd</i> numbers on this calendar.				



Who's the fastest?



Read the graph to answer these questions:

- Which animal is fastest? _____
How fast? _____
- Which animal is slowest? _____
How slow? _____
- Which two animals can run at the same speed?

- How much faster can an elk run than a zebra? _____
- How much faster can the cheetah run than the elk? _____

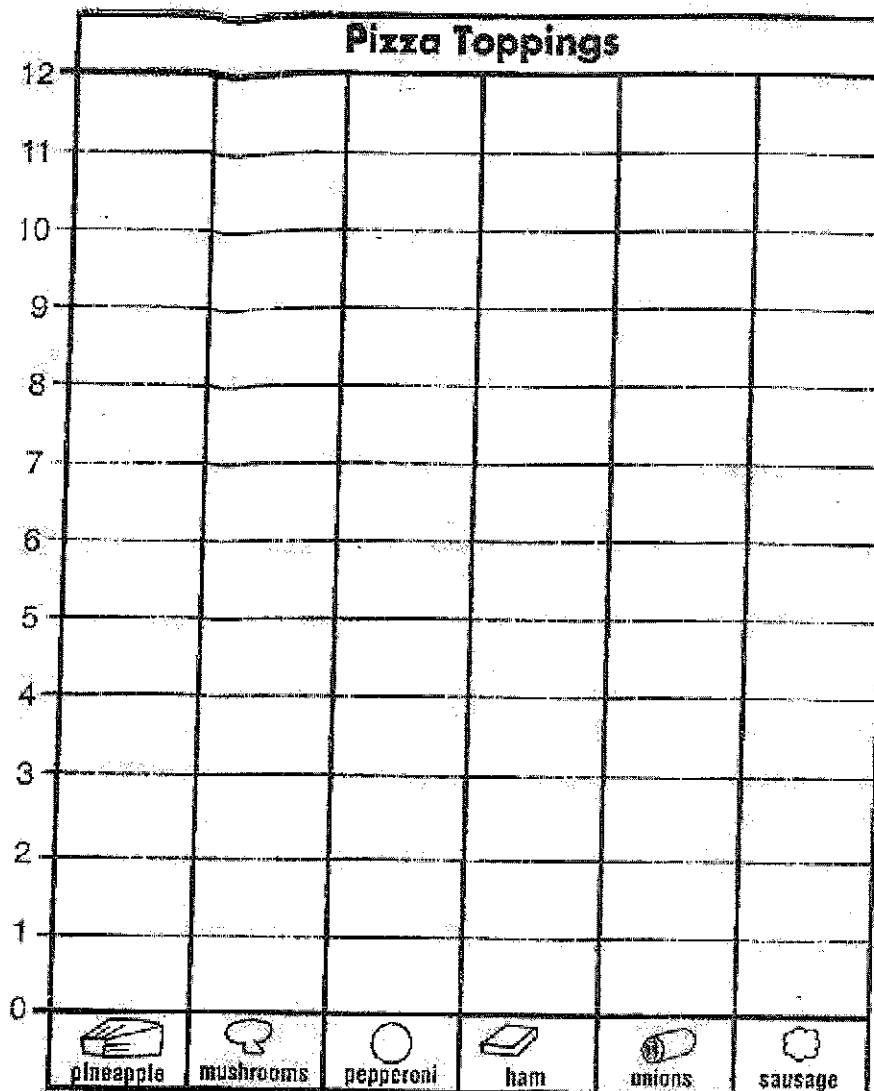
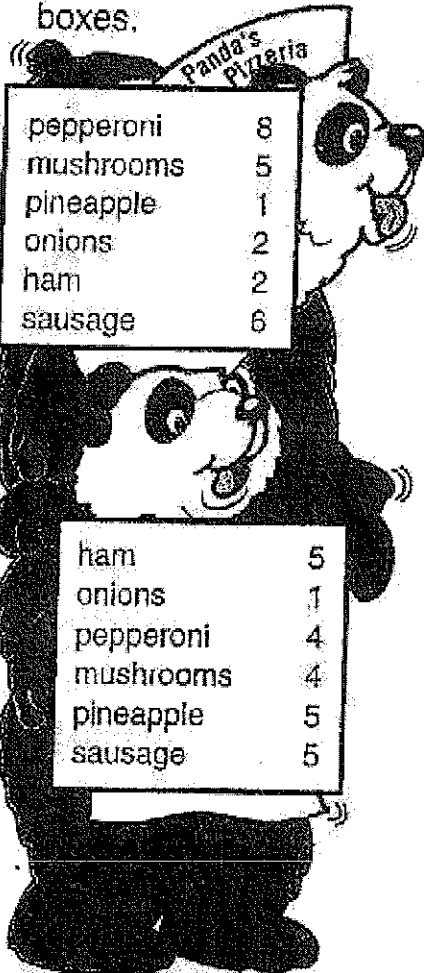
Name _____

2nd Gr

Pizz
Completing a bar grap

Which Topping Is Tops?

Graph the pizza toppings that were ordered. Use the information in the boxes.



Use the graph to answer the questions.

- Which topping was ordered the most? _____
- Which topping was ordered the least? _____
- How many times was sausage ordered? _____
- How many more times was ham ordered than pineapple? _____
- How many more times were mushrooms ordered than onions? _____
- Which three toppings were ordered the most? _____

Bonus Box: If every mushroom pizza also had pepperoni, how many pepperoni pizzas did not have mushrooms? _____












































Name _____

Date _____

Peppers Galore



Use the chart below to answer the questions.

Peppers Eaten This Week	
Sunday	     
Monday	         
Tuesday	   
Wednesday	  
Thursday	          
Friday	    
Saturday	   

- How many peppers were eaten on Monday? _____
- How many peppers were eaten on Wednesday? _____
- On which day were the most peppers eaten? _____
- On which day were the least number of peppers eaten? _____
- On which two days were the same number of peppers eaten? _____
- How many more peppers were eaten on Thursday than on Sunday? _____
- How many peppers were eaten altogether on Monday and Friday? _____
- How many peppers were eaten Sunday through Tuesday? _____

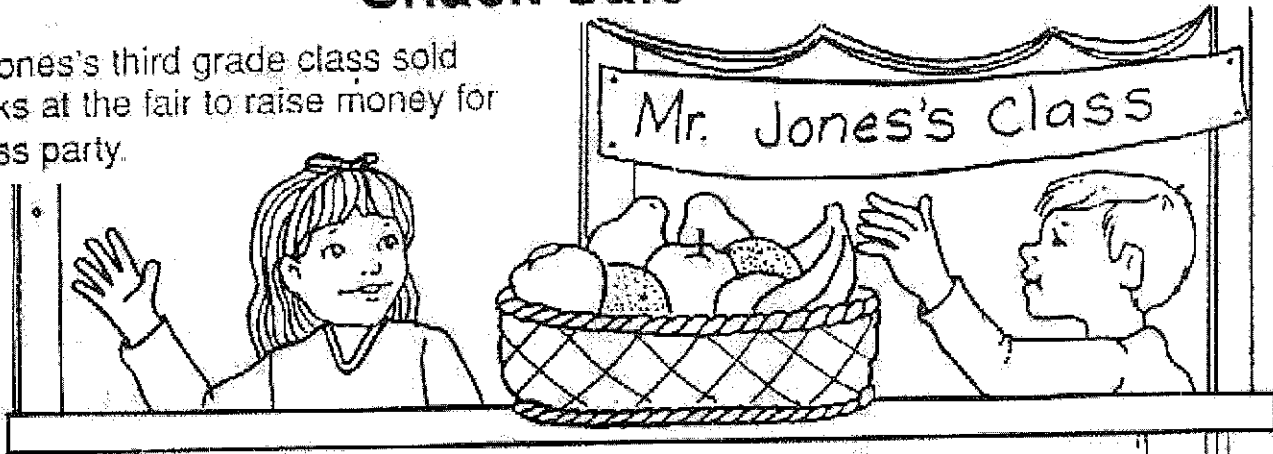
Challenge: How many peppers were eaten the whole week?

Name _____

Skill: Reading a picture graph,
Word problems

Snack Sale

Mr. Jones's third grade class sold snacks at the fair to raise money for a class party.



The picture graph shows the number of snacks that were sold.

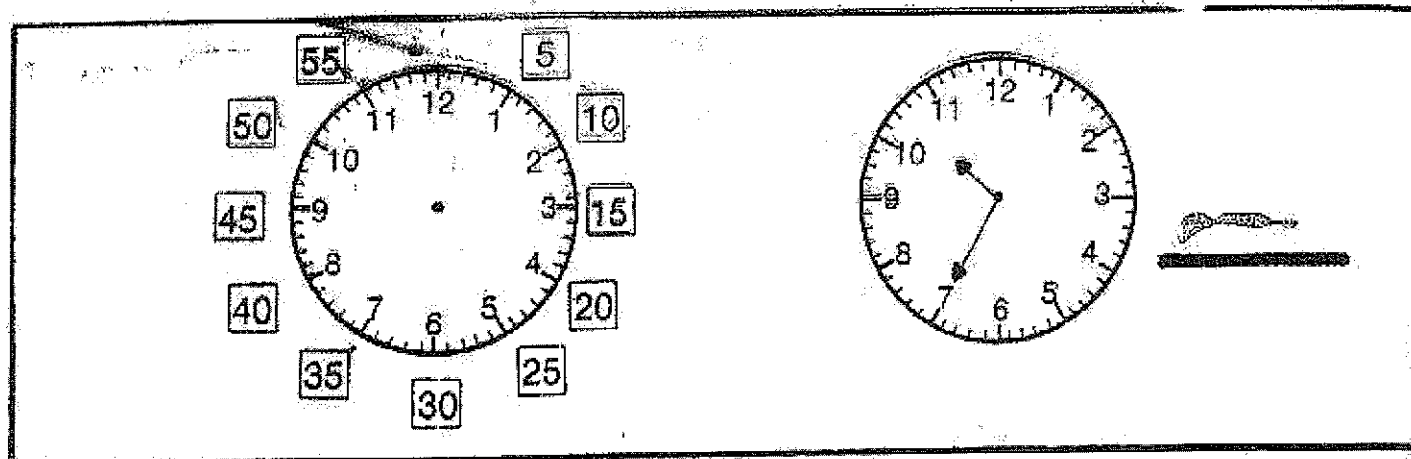
Use it to answer the questions.

☆ = 2 snacks sold

apples	☆	☆	☆	☆	☆	☆
grapefruit	☆					
bananas	☆	☆	☆	☆		
peaches	☆	☆	☆			
pears	☆	☆				
oranges	☆	☆	☆			

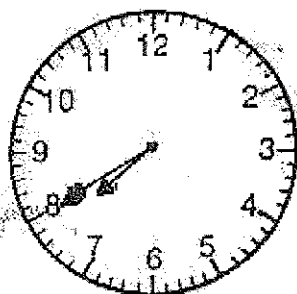
- Which snack sold best? _____
- How many more oranges were sold than pears? _____
- Each peach sold for 10¢. How much money did the class make selling peaches? _____
- How many bananas were sold? _____
- Each banana sold for 5¢. How much money did the class make selling bananas? _____
- Which snack did not sell well? _____

Brainwork! What is your favorite snack? Write a sentence telling why.

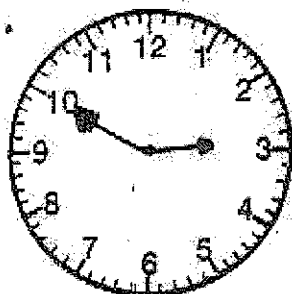


What time is it?

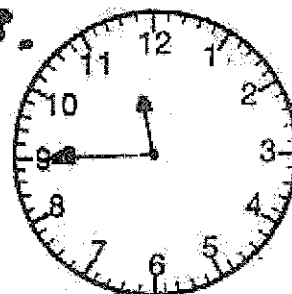
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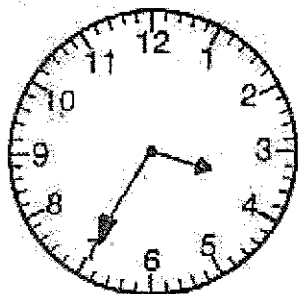
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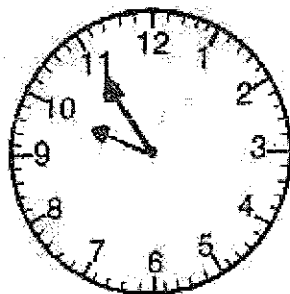
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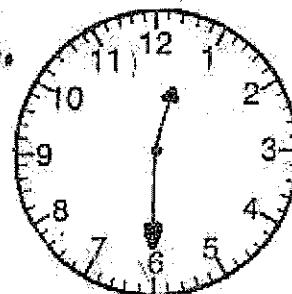
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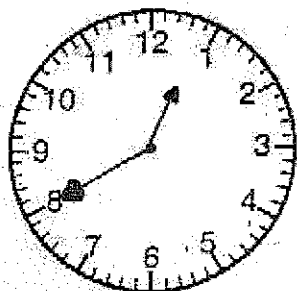
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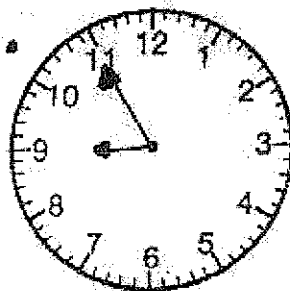
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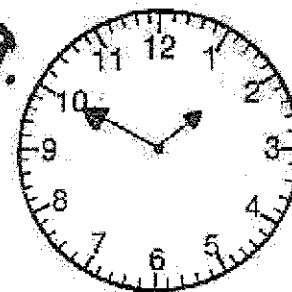
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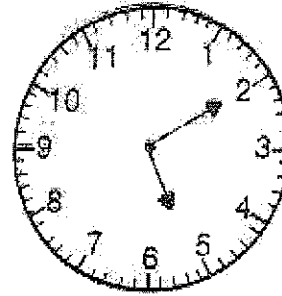
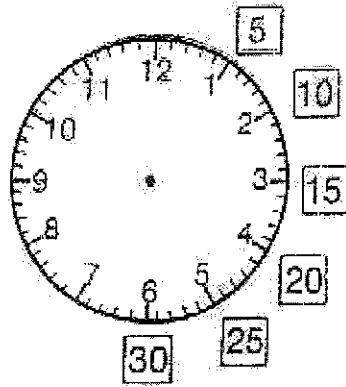


8.



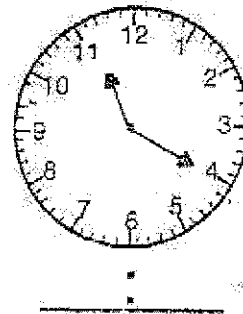
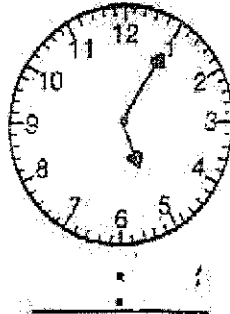
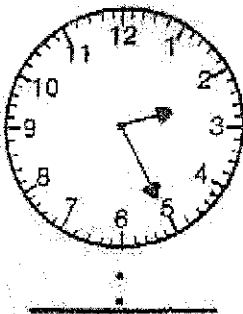
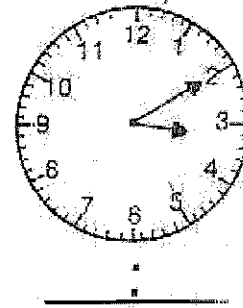
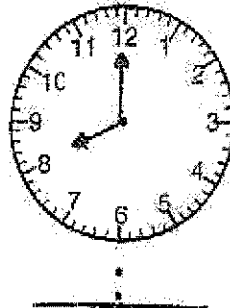
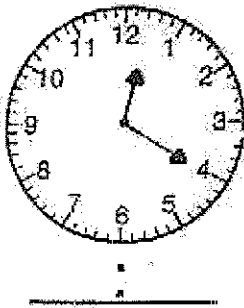
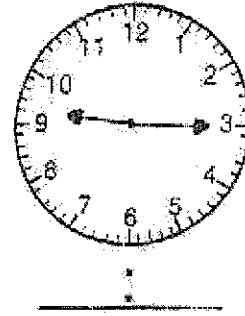
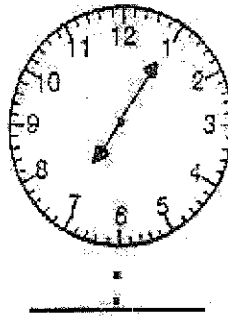
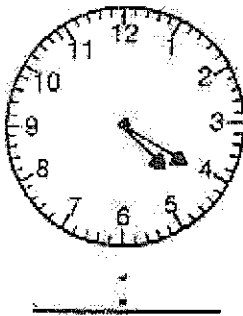
9.





5:10

What time is it?



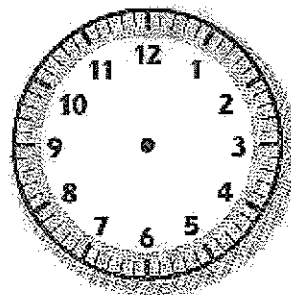
The Time of Day

For Problems 1–4, draw the hour hand and the minute hand to show the time.

1. Dina got up at 7:00.

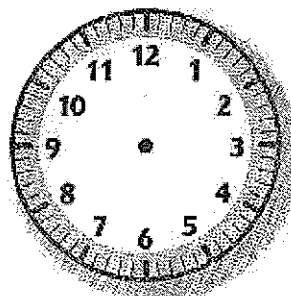
She had breakfast an hour later.

Show the time when she had breakfast.



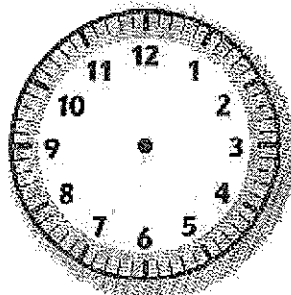
2. Mel left home at 8:15.

It took him half an hour to get to school. Show the time when he arrived at school.



3. Mia finished reading a story at 10:30.

It took her 15 minutes. Show the time when she started reading.

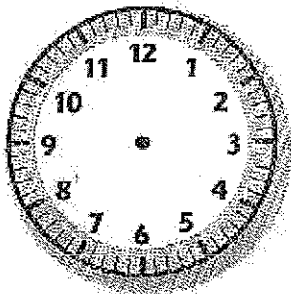


4. The second graders went on a field trip.

They left school at 12:30.

They got back 2 hours later.

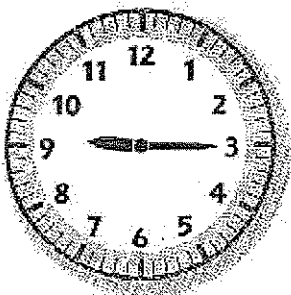
Show the time when they got back.



5. The clock shows when Bob went to bed.

He went to sleep 15 minutes later.

At what time did he go to sleep?



_____ : _____

Calendar Fun

2nd Gr

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1. How many days are in this month?

4. How many Saturdays and Sundays are there all together?

2. What day of the week is:

12 _____

23 _____

4 _____

29 _____

5. Bob's birthday is on the 10th. Jane's birthday is one week later. What day of the month is Jane's birthday?

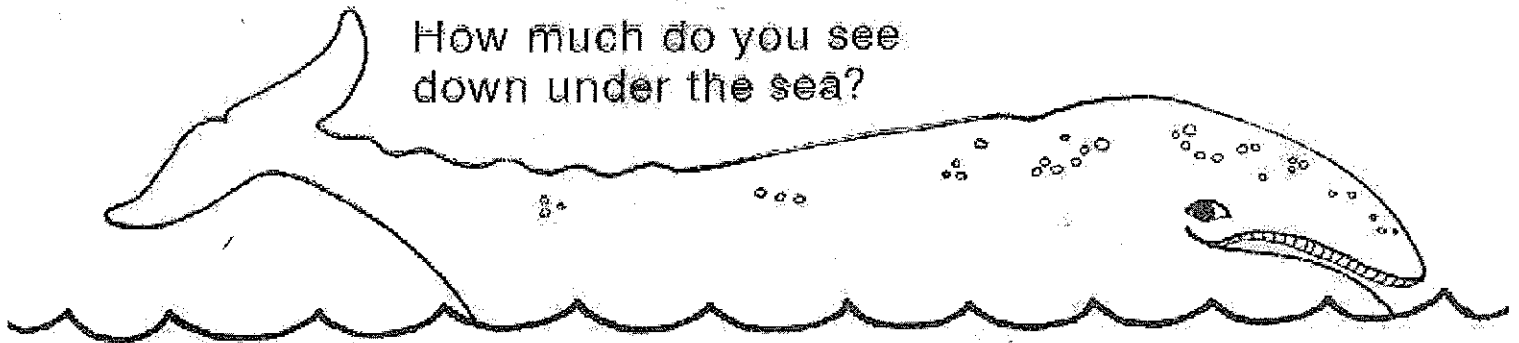
3. How many Thursdays are in this month?

6. There are 30 days this month. It rained on 10 days. How many days were not rainy?

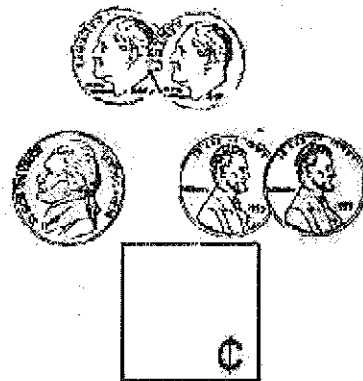
BONUS:

There are 12 months in a year. How many months will it take to make 3 years?

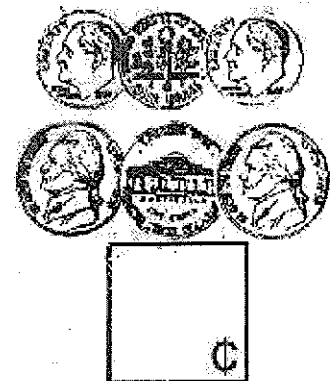
How much do you see
down under the sea?



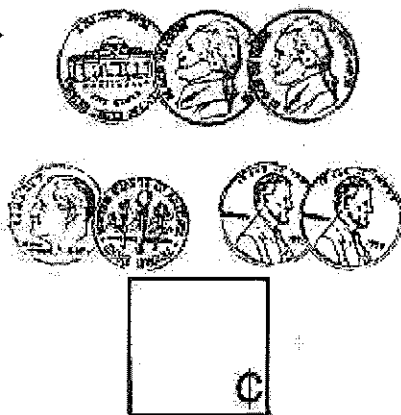
1.



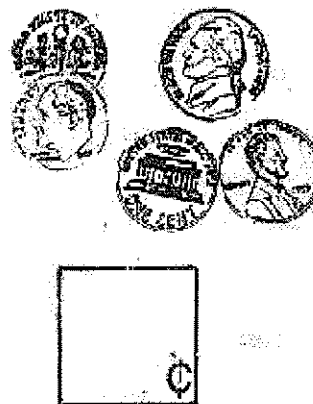
2.



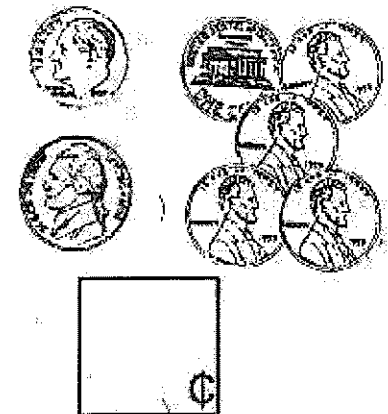
3.



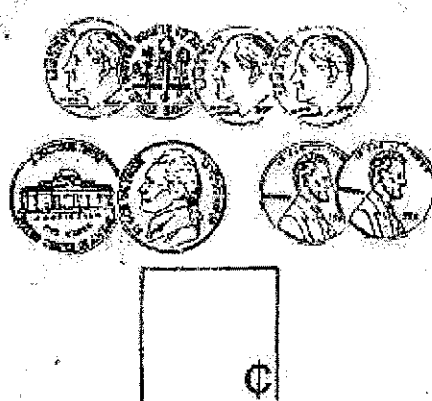
4.



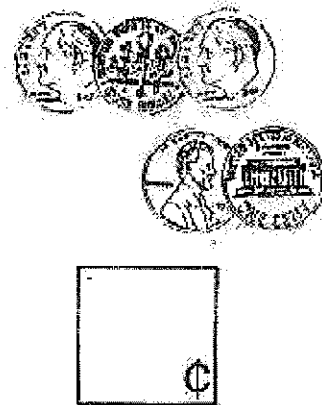
5.



6.



7.



X the 2 sets with the same amount.

Name _____

2nd Gr

Let's Count Coins



penny
1¢



nickel
5¢



dime
10¢

Count the coins and write the amount of money.

<p>A.</p> <p>_____ ¢</p>	<p>B.</p> <p>_____ ¢</p>	<p>C.</p> <p>_____ ¢</p>
<p>D.</p> <p>_____ ¢</p>	<p>E.</p> <p>_____ ¢</p>	<p>F.</p> <p>_____ ¢</p>
<p>G.</p> <p>_____ ¢</p>	<p>H.</p> <p>_____ ¢</p>	<p>I.</p> <p>_____ ¢</p>
<p>J.</p> <p>_____ ¢</p>	<p>K.</p> <p>_____ ¢</p>	

Date _____

Time

Fact Power Table

[illegible]


Date

Time

Domino Facts


For Problems 1-7, write 2 addition facts and 2 subtraction facts for each domino.

1.




$$\begin{array}{r}
 4 \\
 2 \\
 \hline
 6
 \end{array}
 +
 \begin{array}{r}
 2 \\
 4 \\
 \hline
 6
 \end{array}
 -
 \begin{array}{r}
 6 \\
 2 \\
 \hline
 4
 \end{array}
 -
 \begin{array}{r}
 6 \\
 4 \\
 \hline
 2
 \end{array}$$

2.




$$\begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 +
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}$$

3.




$$\begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 +
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}$$

4.




$$\begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 +
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}$$

5.




$$\begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 +
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}$$

6.



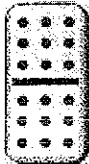
$$\begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 +
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}$$

7.



$$\begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 +
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}$$

8. Write one addition fact and one subtraction fact.



$$\begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 +
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}
 -
 \begin{array}{r}
 \square \\
 \square \\
 \hline
 \square
 \end{array}$$

Name _____

Date _____

Time _____

"What's My Rule?" Problems



Write the rule for the table. Complete the table.

1.

Rule	
in	out
44	34
26	16
78	
82	
	54

2.

Rule	
in	out
15	7
10	2
13	
12	
17	

3.

Rule	
in	out
18	9
13	4
16	
15	
	5

Complete the table.

4.

Rule	
-9	
in	out
37	
83	
71	
62	
	87

5.

Rule	
-8	
in	out
81	
53	
77	
	54
	27

Write a rule of your own. Fill in the table.

6.

Rule	
in	out

Name _____

Date _____

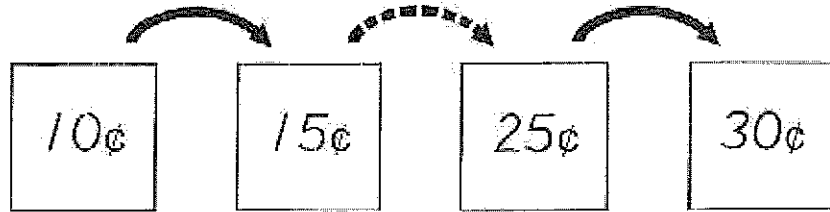
Time _____

Two-Rule Frames and Arrows

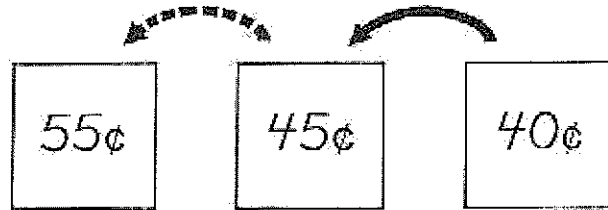


Example

Rule
Add 5¢

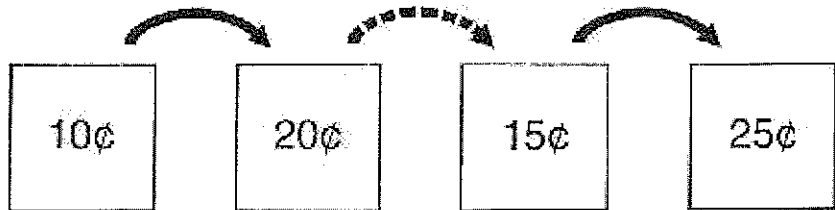


Rule
Add 10¢

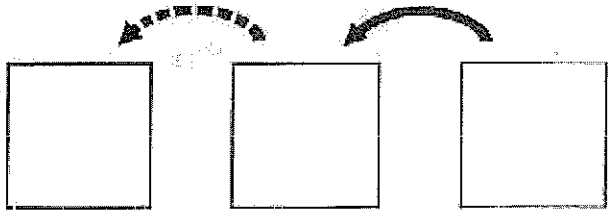


1.

Rule
Add 10¢

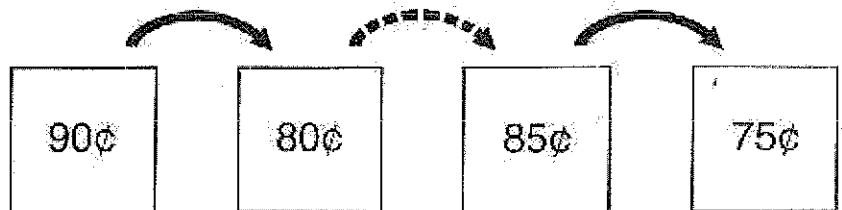


Rule
Subtract 5¢

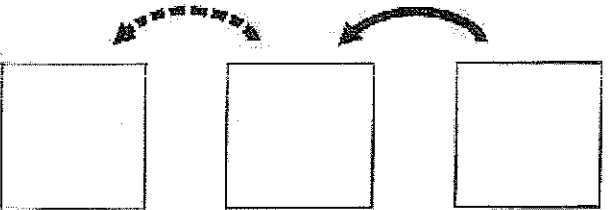


2.

Rule
Subtract 10¢



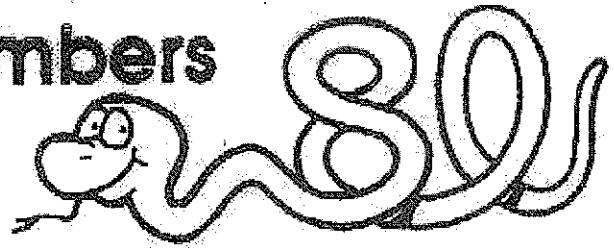
Rule
Add 5¢



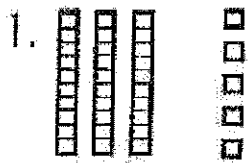
Name _____

2nd Gr
Skill: 2-digit numbers 11-99

More Numbers

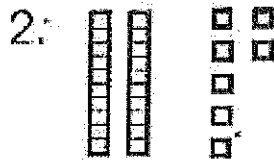


Write how many tens and ones.
Write the numbers.

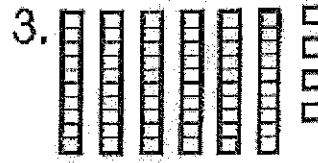


tens	ones
3	5

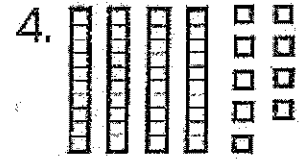
35



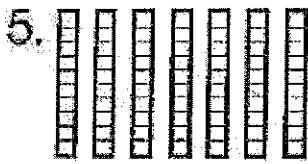
tens	ones



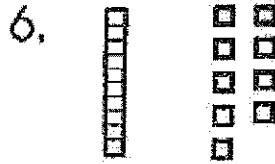
tens	ones



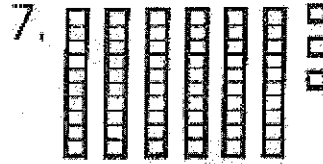
tens	ones



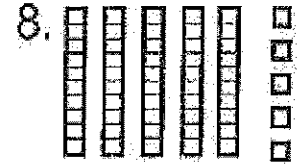
tens	ones



tens	ones



tens	ones



tens	ones

Draw the numbers. Use for tens. Use for ones.

9.

10.

tens	ones
2	5

tens	ones
9	0

Brainwork! Write the numbers from 50 to 99.

Name _____

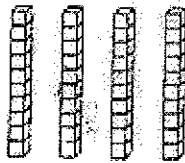
RETEACHING

1 ten 4 ones = 14

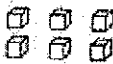
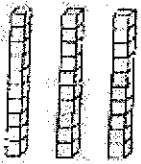
Complete.



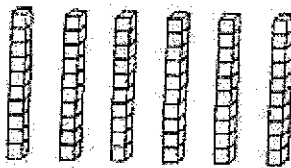
2 tens 3 ones = 23



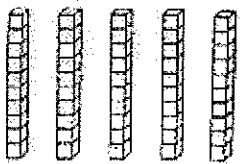
_____ tens _____ ones = _____



_____ tens _____ ones = _____



_____ tens _____ one = _____



_____ tens _____ ones = _____



_____ ten _____ ones = _____

87 = 8 tens 7 ones

50 = _____ tens _____ ones

45 = _____ tens _____ ones

66 = _____ tens _____ ones

38 = _____ tens _____ ones

12 = _____ ten _____ ones

Date

Time

Comparing Quantities

Reminder: $<$ means *is less than*
 $>$ means *is greater than*
 $=$ means *is equal to*

Write $<$, $>$, or $=$ for the following problems.

1. 563 ____ 536

49 ____ 80

100 ____ 99

2. 3 nickels ____ 2 dimes

3 dimes ____ 2 quarters

1 dollar ____ 4 quarters

3. 648 ____ 468

$6 + 8$ ____ $8 + 6$

$57 + 38$ ____ $57 + 48$

4. $9 + 6$ ____ $20 - 5$

$\begin{array}{ccc} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{array}$

HHH HHH

$39 - 25$ ____ $39 - 29$

5. Make up your own problems.

____ $<$ ____

____ $<$ ____

____ $>$ ____

____ $>$ ____

____ $=$ ____ $+$ ____

____ $=$ ____ $+$ ____

Adding Multiples of Ten

1. $40 + 50 =$ _____

11. $90 + 50 =$ _____

2. $30 + 10 =$ _____

12. $10 + 90 =$ _____

3. $20 + 70 =$ _____

13. $40 + 20 =$ _____

4. $80 + 30 =$ _____

14. $20 + 80 =$ _____

5. $40 + 60 =$ _____

15. $90 + 40 =$ _____

6. $90 + 20 =$ _____

16. $60 + 50 =$ _____

7. $50 + 50 =$ _____

17. $30 + 20 + 10 =$ _____

8. $30 + 80 =$ _____

18. $20 + 20 + 50 =$ _____

9. $10 + 70 =$ _____

19. $50 + 40 + 20 =$ _____

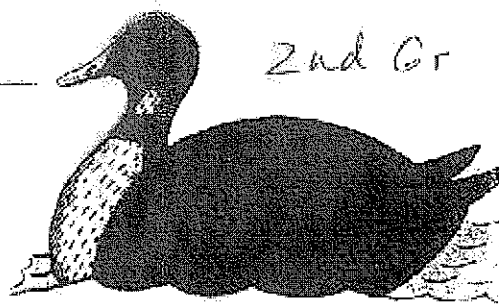
10. $70 + 50 =$ _____

20. $10 + 30 + 90 =$ _____



Name _____

2nd Gr



Practice

Add.

$$\begin{array}{r} 48 \\ + 29 \\ \hline 77 \end{array}$$

$$\begin{array}{r} 69 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 58 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 14 \\ \hline \end{array}$$

Name _____

ENRICHMENT

Add. Start with the ones. Then find each answer in the puzzle at the bottom of the page. Color the letter below each answer. Then read what is left.

$$\begin{array}{r} 54 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ + 50 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 61 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 12 \\ \hline \end{array}$$

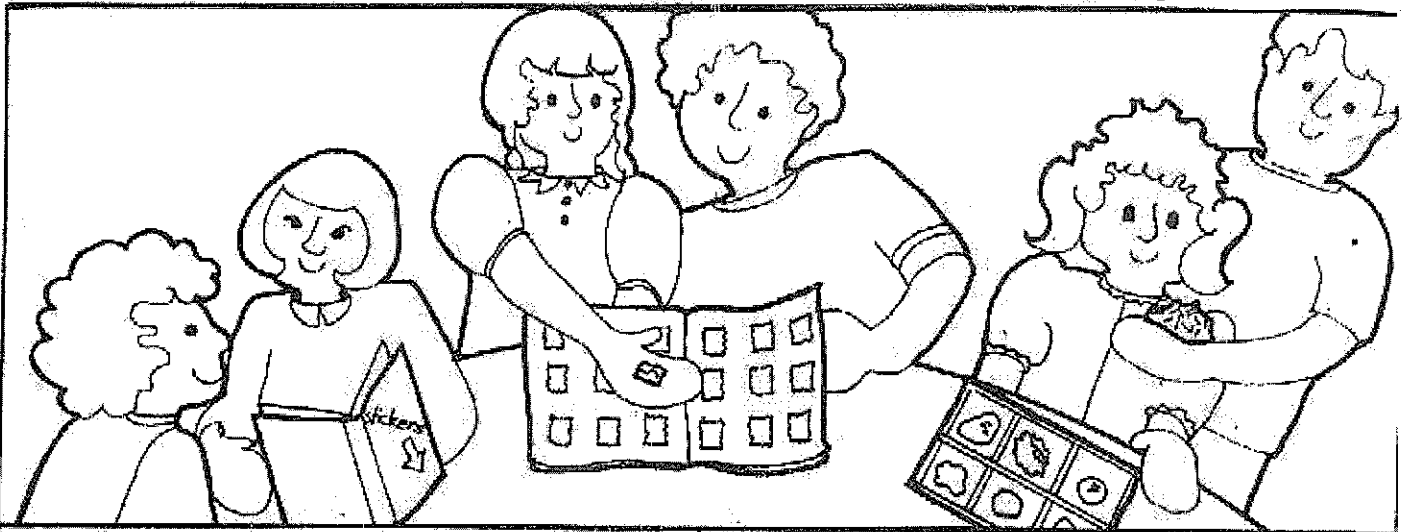
$$\begin{array}{r} 43 \\ + 23 \\ \hline \end{array}$$



96	25	98	34	14	88	74	92	89	75	66	38	81	90
A	G	O	O	D	Z	X	O	L	P	R	H	I	M
59	67	78	95	94	56	82	30	20	15	80	70	79	97
P	V	Z	Q	D	L	B	W	O	R	K	!	X	S

Hobbies

2nd Gr



1. Tommy collects rocks. He has 15 small rocks and 6 big rocks. How many more small rocks does Tommy have?

4. Sally has 15 stickers. Mark has 19. How many more does Mark have?

2. Peter has stamps from many lands. He has 18 from the U.S.A. and 14 from Mexico. How many more U.S.A. stamps does he have?

5. Miss Bell let children have 5 minutes each to tell about hobbies. How long would it take 8 children?
(Hint: count by 5s.)

3. George got a 1943 penny. The penny cost 16¢. He got a 1958 penny for 9¢. How much less did it cost?

6. 9 girls and 8 boys collect stamps. How many children collect stamps?

BONUS:

Traci has 9 starfish in her collection. Tommy has 6. How many starfish do I have, if I have 2 more than Traci and Tommy put together?

Subtraction Number Stories

Solve each problem.

1. Ross has \$11. He buys a book for \$6. How much money does he have left?

\$ _____

2. Martin has 7 markers. Jason has 4 markers. How many more markers does Martin have than Jason?

_____ markers

3. There are 11 girls on Tina's softball team. There are 13 girls on Lisa's team. How many more girls are on Lisa's team than on Tina's?

_____ girls

4. Lily has 10 flowers. She gives 4 flowers to her sister. How many flowers does she have left?

_____ flowers

5. Emma has 8 chocolate cookies and 5 vanilla cookies. How many more chocolate cookies does she have than vanilla cookies?

_____ chocolate cookies

6. Make up and solve your own subtraction story.

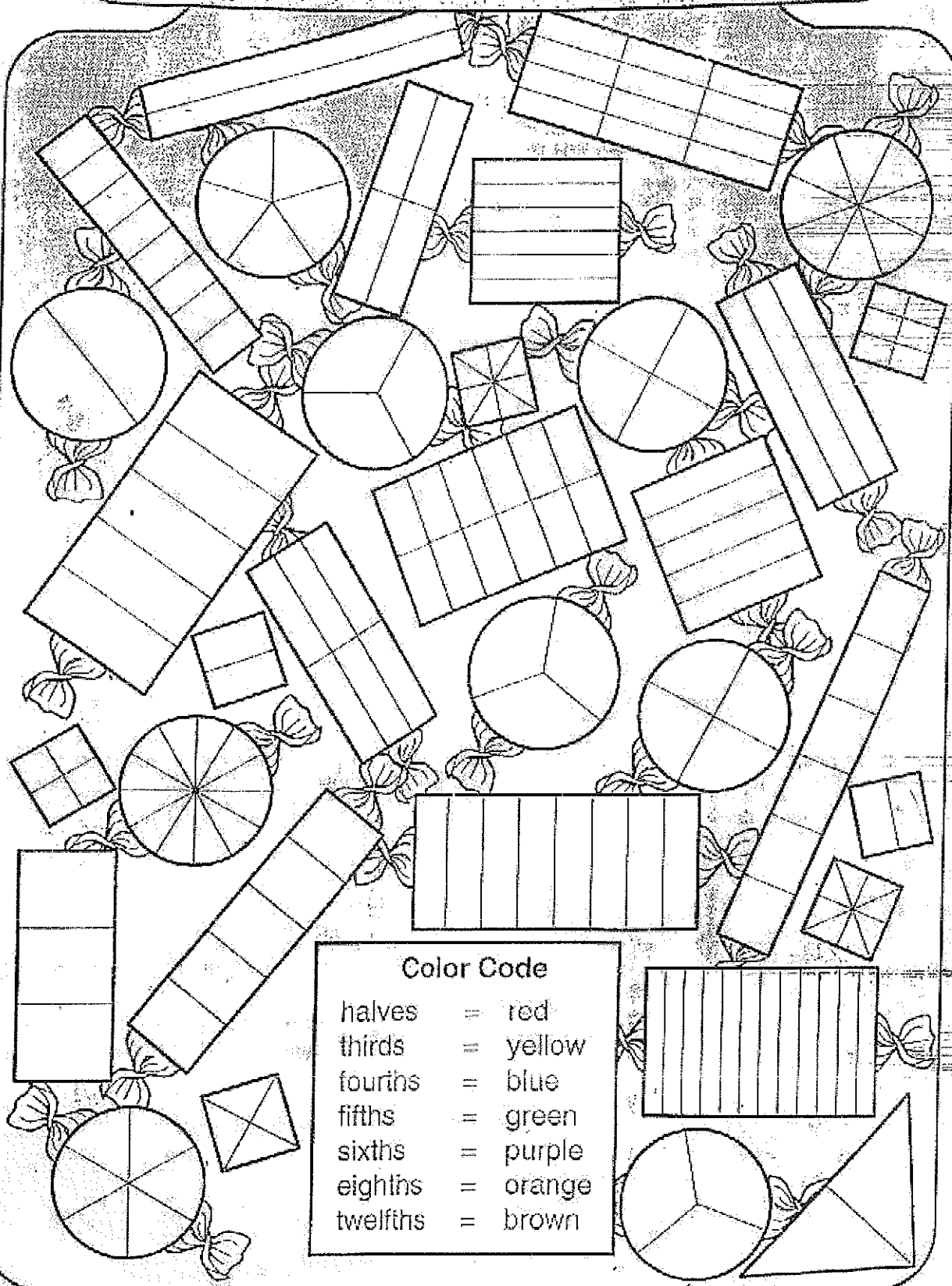
Name _____

Fractions

Understanding denominators

Colorful Candies

Use the code to color the candies.



Name _____

2nd Gr

Groundhog Day
Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$

Funny Forecasting

These groundhogs forecast a chance of...fractions!

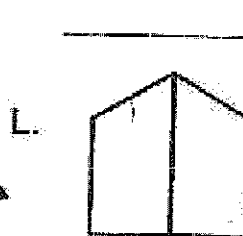
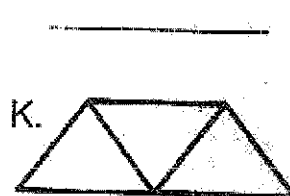
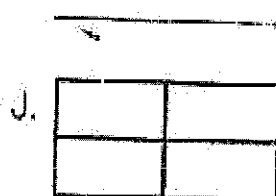
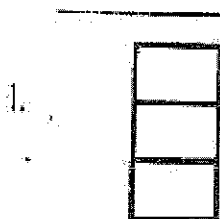
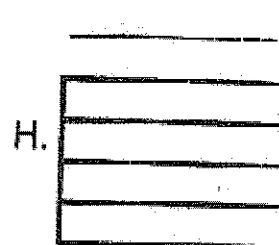
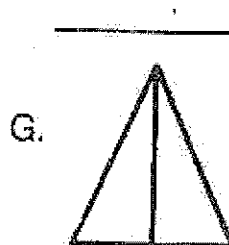
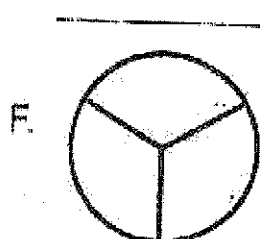
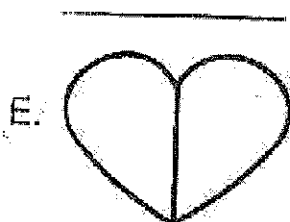
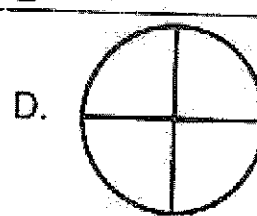
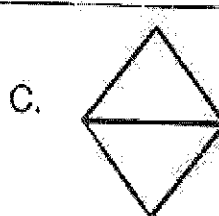
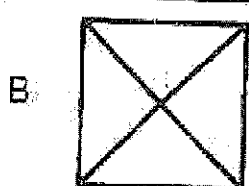
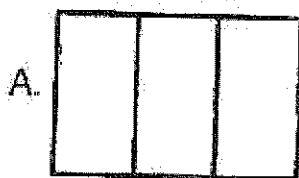
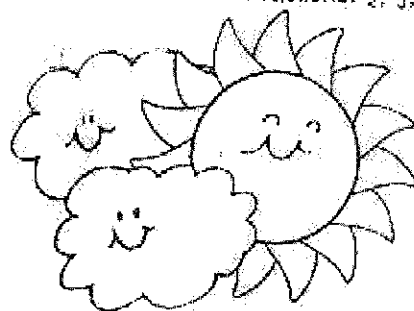
Use the color code to show each fraction:

If the shape is divided into two parts, color one-half.

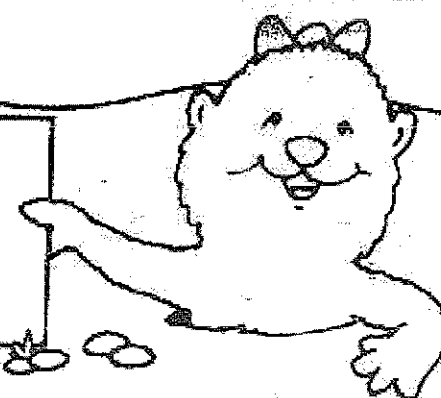
If the shape is divided into three parts, color one-third.

If the shape is divided into four parts, color one-fourth.

Then write the fraction:



Color Code
 $\frac{1}{2}$ = red
 $\frac{1}{3}$ = yellow
 $\frac{1}{4}$ = blue



Bonus Box: On the back of this sheet, write a Groundhog Day prediction. Tell a reason why you think the groundhog will or will not see its shadow on Groundhog Day.



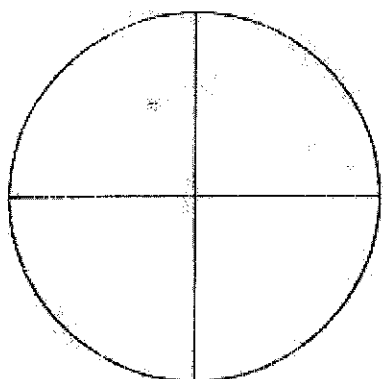
Name _____

2nd Gr

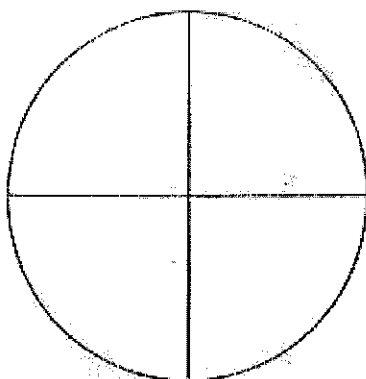
Pass Me a Slice of Pizza

Illustrating
fractions

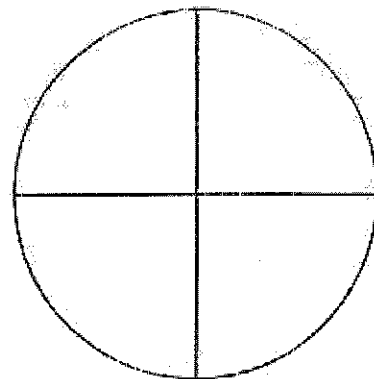
Some people can eat an entire pizza. Some only want a few slices. Color in how many slices each person ate.



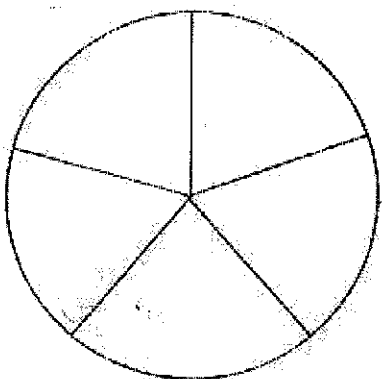
Kay ate $\frac{1}{4}$ of this pizza.



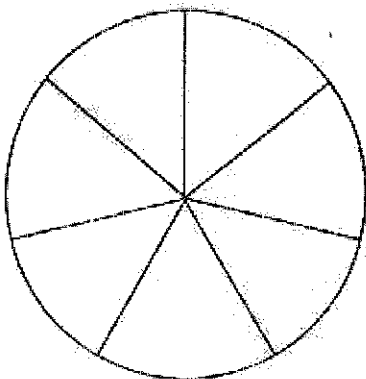
Ike ate $\frac{1}{4}$ of this pizza.



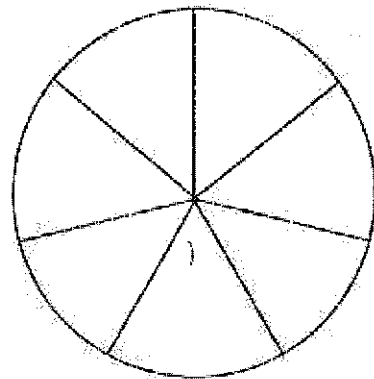
Frank ate $\frac{1}{4}$ of this pizza.



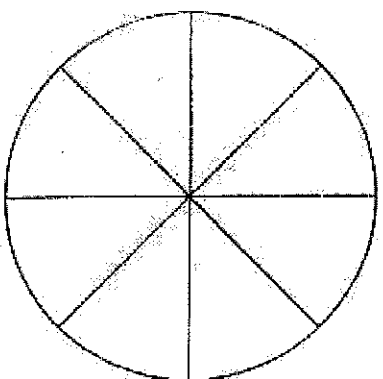
Dan ate $\frac{2}{5}$ of this pizza.



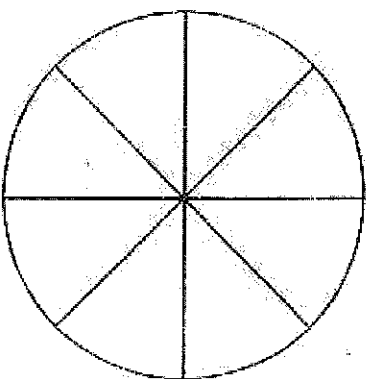
Nicole ate $\frac{3}{8}$ of this pizza.



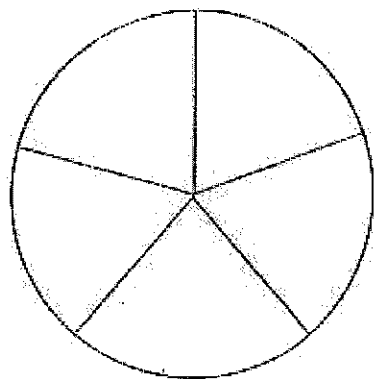
Marty ate $\frac{1}{8}$ of this pizza.



Robin ate $\frac{3}{8}$ of this pizza.



Jane ate $\frac{1}{8}$ of this pizza.



Jake ate $\frac{2}{5}$ of this pizza.

TEACHER: Reproduce this page for each child.

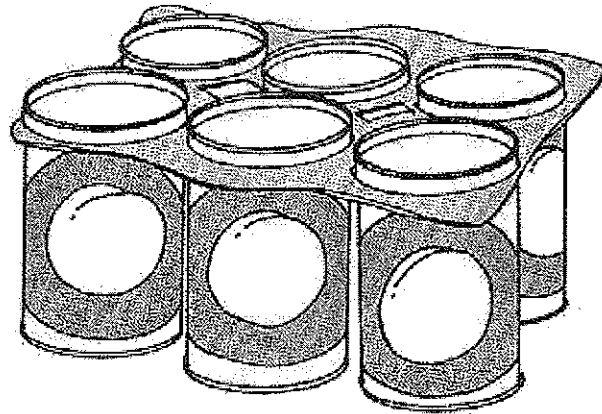
Multiplication Stories

Solve each problem. Draw pictures or use counters to help.

Example: How many cans are in three 6-packs of juice?

/// /// ///
/// /// ///
6 12 18

Answer: 18 cans



1. Mr. Yung has 4 boxes of markers. There are 6 markers in each box. How many markers does he have in all?

Answer: _____ markers

2. Sandi has 3 bags of marbles. Each bag has 7 marbles in it. How many marbles does she have in all?

Answer: _____ marbles

3. Mrs. Jayne brought 5 packages of buns to the picnic. Each package had 6 buns in it. How many buns did she bring in all?

Answer: _____ buns

4. After the picnic, 5 boys each picked up 4 soft-drink cans to recycle. How many cans did the boys pick up altogether?

Answer: _____ cans

Date

Time

More Multiplication Number Stories

Write your own multiplication stories and draw pictures of your stories. You can use the pictures at the side of the page for ideas.

For each story:

- Write the words.
- Draw a picture.
- Write the answer.

Example

There are 5 tricycles. How many wheels in all?



Answer: 15 wheels
(unit)

1. _____

Answer: _____
(unit)

2. _____

Answer: _____
(unit)



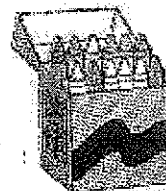
A person has 2 ears.



A tricycle has 3 wheels.



A car has 4 wheels.



The box has 12 crayons.



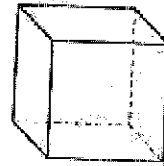
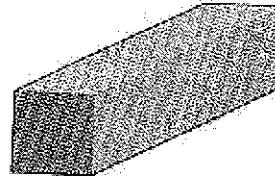
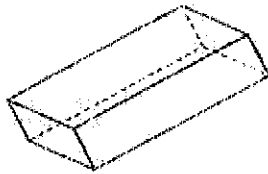
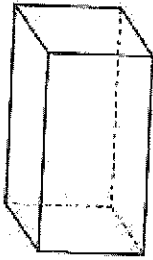
The box has 100 paper clips.



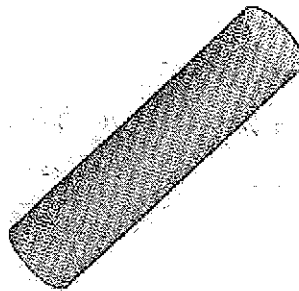
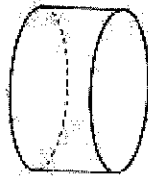
The juice pack has 6 cans.

3-D Shapes Poster

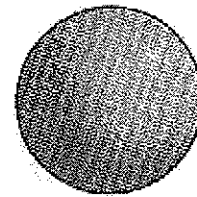
Rectangular Prisms



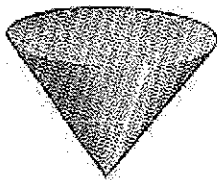
Cylinders



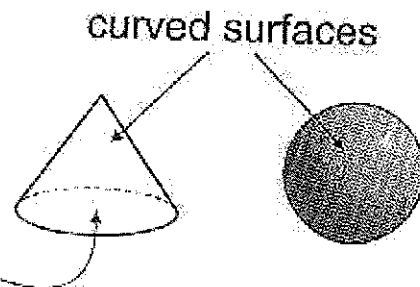
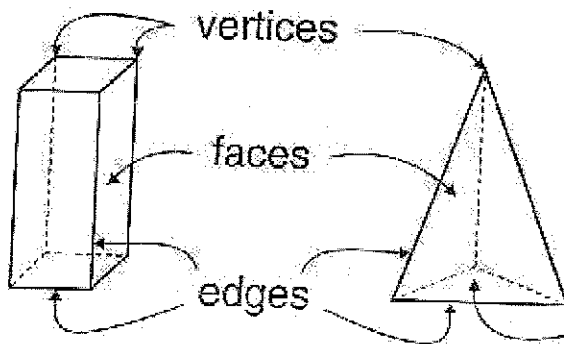
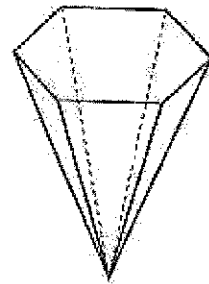
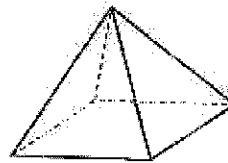
Sphere



Cones



Pyramids



See the back
to do this
page.

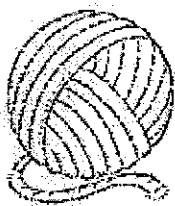
Date

Time

What's the Shape?

Write the name of each shape.

1.



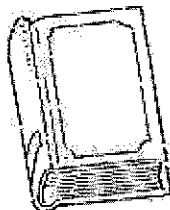
2.



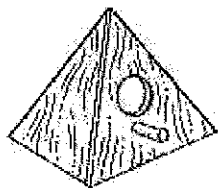
3.



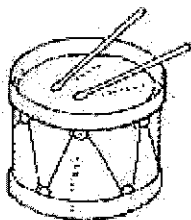
4.



5.



6.



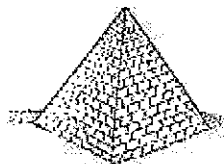
7.



8.



9.



10.



Measuring Lengths with a Ruler

Use your ruler to measure the length of each object to the nearest inch and the nearest centimeter.



1. nail clipper

about _____ inches long

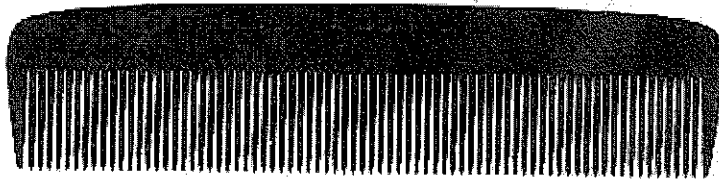
about _____ centimeters long



2. crayon

about _____ inches long

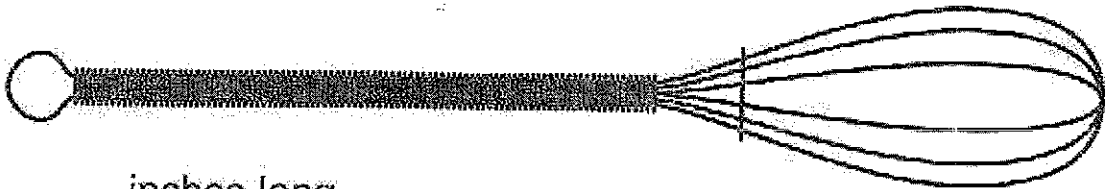
about _____ centimeters long



3. comb

about _____ inches long

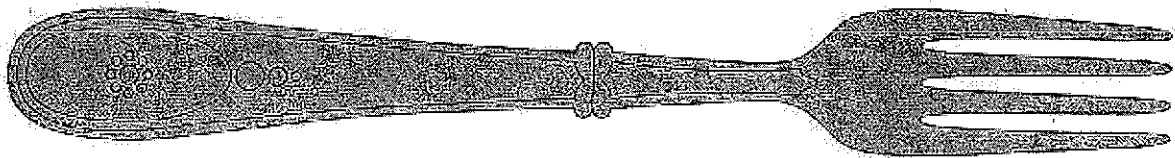
about _____ centimeters long



4. whisk

about _____ inches long

about _____ centimeters long



5. fork

about _____ inches long

about _____ centimeters long

Distance Around and Perimeter

Measure the distance around the following to the nearest centimeter.

1. Your neck: _____ cm 2. Your ankle: _____ cm

Measure the distance around two other objects to the nearest centimeter.

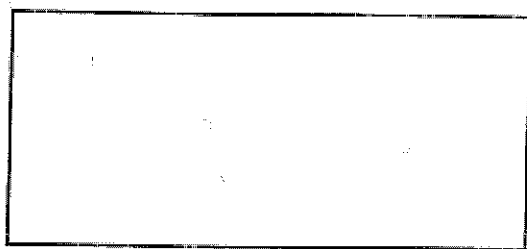
3. Object: _____ Measurement: _____ cm

4. Object: _____ Measurement: _____ cm

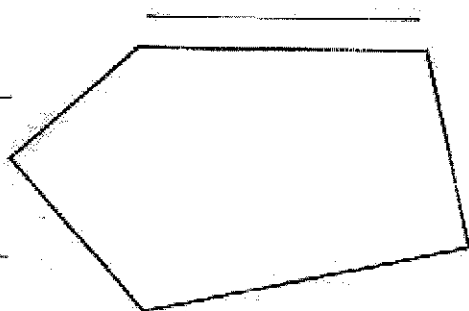
Measure the sides of each figure to the nearest $\frac{1}{2}$ inch.

Write the length next to each side. Then find the perimeter.

5. Perimeter: _____ inches



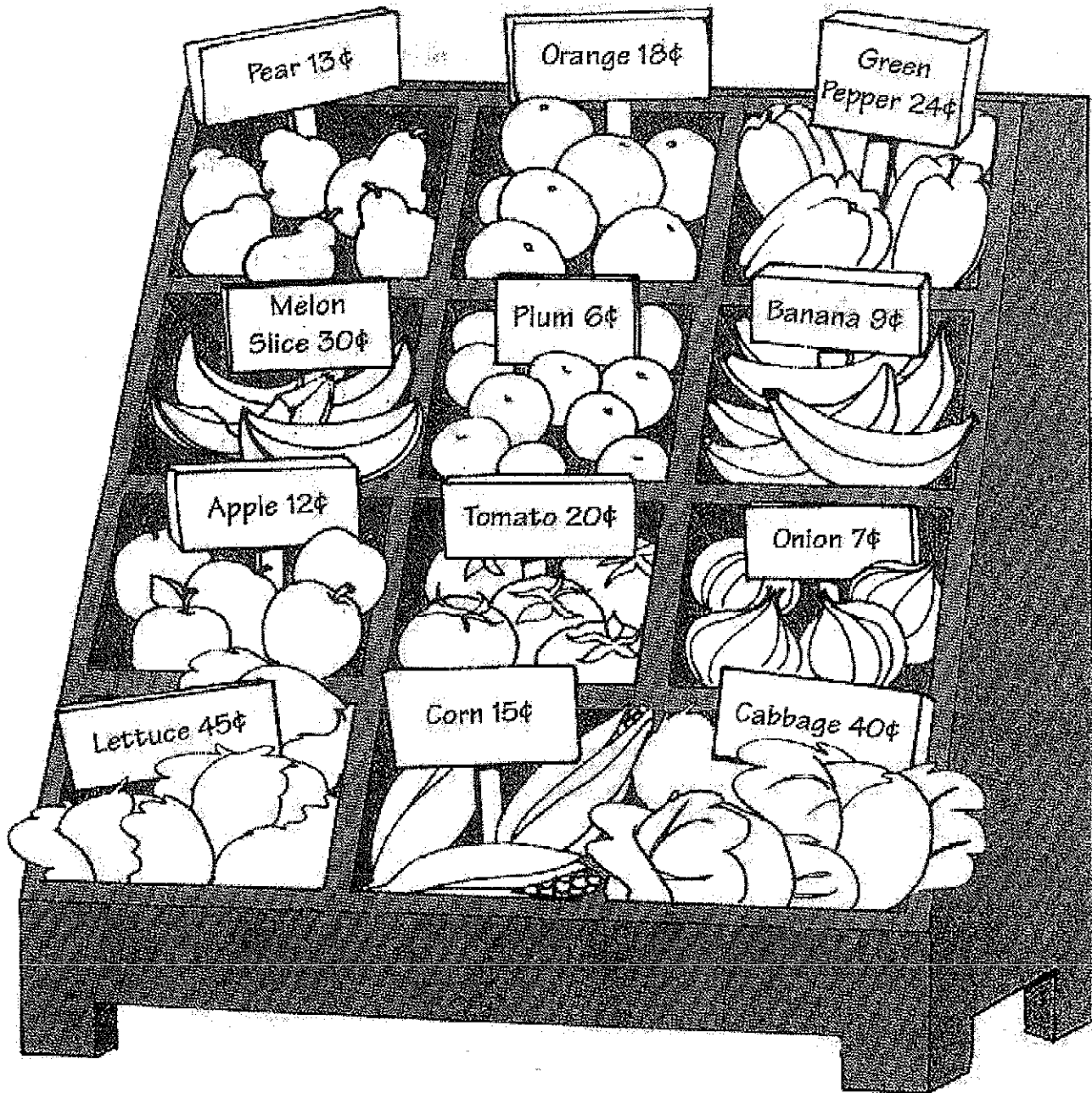
6. Perimeter: _____ inches



Date

Time

Fruit and Vegetables Stand Poster



See next page.

Date

Time

Buying Fruit and Vegetables

Select the fruit and vegetables from journal page 54 that you would like to buy. Write the name of each item. Then draw the coins you could use to pay for each item. Write Ⓟ, Ⓝ, Ⓤ, or Ⓠ.

For Problems 3 and 4, write the total amount of money that you would spend.

I bought (Write the name.)	I paid (Draw coins.)	I paid (Draw coins another way.)
Example one <u>orange</u>	Ⓤ Ⓝ Ⓟ Ⓟ Ⓟ	Ⓝ Ⓝ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ
1. one _____		
2. one _____		
3. one _____ and one _____		Total: _____
4. one _____, one _____, and one _____		Total: _____