HELLO, SECOND GRADER!

Summer is here! In order to keep minds and skills sharp, West Oak Lane students are required to complete the following activities over the summer months. Attached to this letter is a calendar with each activity listed by week. The activities alternate between Literacy and Math focuses. These skills are important to practice so that success can increase in the next school year. You will return the calendar included with all completed work by September 6th, 2019.

In addition to the activities outlined on the calendar, we have provided important focus skills to practice for both literacy and math this summer. Please review the focus skills using some of the suggestions provided each week. Again, this will significantly increase the chance of success in second grade!

**LITERACY**

2nd grade
In 2nd grade your child will learn 120 sight words and how to decode words with three or more syllables. Help your child start the year on level by practicing these words with three-letter consonant blends and inflectional endings.

Here are some ways to practice:
- Create two sets of flashcards with the words to play a matching game
- Rainbow write the sight words
- Create your own personal word wall
- Sort the words by the 1st three letters or the words' endings

**MATH**

Below is the required fluency for your grade level and some previous. Be sure you know all previous fluencies quickly! Then work on this year's!

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fluency</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Add/subtract within 10</td>
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<td>2</td>
<td>Add/subtract within 20</td>
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<td></td>
<td>Add/subtract within 100 (pencil and paper)</td>
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</tbody>
</table>

Here are some ways to practice!
- make flash cards
- rainbow write your facts
- use toys/objects to create facts

**Practice practice practice!**
Create a free account on [www.zearn.org](http://www.zearn.org) for more fun practice in math this summer!!!
**June 2019**

<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
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Practice reading these words: straight, strong, scrape, screen, shred, shrimp, square, & squish. Sort the words by their 1st three letters. Use a crayon or marker to trace the first 3 letters. Write your own list of words that start with "scr", "str", "shr", and "squ".

NOTES
<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
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<td></td>
<td></td>
<td>Complete &quot;Lesson 1 - Ways to Expand Numbers&quot; Use the 'Unlock the Problem' to help.</td>
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<td>Practice reading these words: split, spray, splat, three, spring, threw, stream, &amp; thrill. Sort the words by their 1st three letters. Use a crayon or marker to trace the first 3 letters. Create your own list of words that start with 'spl', 'thr', and 'str'.</td>
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<td>Complete &quot;Lesson 4 - Addition Function Tables&quot; Use the 'Unlock the Problem' to help.</td>
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<td></td>
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<td>Practice reading these words: stormy, screaming, shredded, squishy, squished, thriller, clothing, &amp; sprayed. Sort the words by their suffixes (y, er, ed, ing). Use a crayon or marker to trace the suffix of each word. Create your own list of words that end in &quot;y&quot;, &quot;ing&quot;, &quot;er&quot;, &amp; &quot;ed&quot;</td>
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<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Complete &quot;Lesson 7 - Add 3 Numbers&quot; Use the 'Unlock the Problem' to help.</td>
<td></td>
<td>Complete &quot;Lesson 8 - Add a One-Digit Number to a Two-Digit Number&quot; Use the 'Unlock the Problem' to help.</td>
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</table>

**NOTES**
## August 2019

<table>
<thead>
<tr>
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<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
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<tr>
<td>Practice reading these words: answer, been, believe, bicycle, bread, city, country, clothes, weigh, &amp; machine. Rainbow write each word. Trace over the vowels with a crayon or marker. Write a sentence for each word. Draw a picture for two of the words. Have a parent/guardian quiz you. If you get any wrong, write them each 3 times.</td>
<td>Complete &quot;Lesson 9 - Add Two-Digit Number&quot; Use the 'Unlock the Problem' to help.</td>
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<td>17</td>
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<tr>
<td>Complete &quot;Lesson 10 - Repeated Addition&quot; Use the 'Unlock the Problem' to help.</td>
<td></td>
<td>Complete &quot;Lesson 11 -Use Repeated Addition&quot; Use the 'Unlock the Problem' to help.</td>
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</tr>
<tr>
<td>Practice reading these words: magic, knew, stomach, tough, question, soon, hour, secret, &amp; wind. Rainbow write each word. Trace over the vowels with a crayon or marker. Write a sentence for each word. Draw a picture for two of the words. Have a parent/guardian quiz you. If you get any wrong, write them each 3 times.</td>
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<tr>
<td>Complete &quot;Lesson 17 - Use a Bar Graph&quot; Use the 'Unlock the Problem' to help.</td>
<td></td>
<td></td>
<td>Complete &quot;Lesson 19 - Identify Shapes&quot; Use the 'Unlock the Problem' to help.</td>
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**NOTES**

Congratulations 2nd grader! We cannot wait to see you next week!!! Be sure to put all your summer work together and hand it in to your teacher by September 6th!
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.

\[
\begin{array}{c}
\text{8 tens 7 ones} \\
80 + 7 \\
87
\end{array}
\]

Share and Show

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

1. 

\[
\begin{array}{c}
\quad \\
\quad \\
\quad \\
\quad \\
\quad \\
\quad
\end{array}
\]

_____ tens _____ ones

_____ + _____

2. 

\[
\begin{array}{c}
\quad \\
\quad \\
\quad \\
\quad \\
\quad
\end{array}
\]

_____ tens _____ ones

_____ + _____

Math Talk
Does the 7 in this number show 7 or 70? Explain.
Write how many tens and ones.
Write the number in two different ways.

3.  

___ tens ___ ones  
___ + ___  

4.  

___ tens ___ ones  
___ + ___  

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.  

GR2 two
**Identify Place Value**

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

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### Model and Draw

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

**Draw** __ for __

**Draw** __ for __

**Draw** __ for __

---

### Share and Show

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

1. **106**

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

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**Math Talk** How is the 1 in 187 different from the 1 in 781?
Use your MathBoard and draw to complete the quick picture. Write how many hundreds, tens, and ones.

2. 170

3. 143

4. 121

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

TAKE HOME ACTIVITY • Write some numbers from 100 to 199. Have your child tell how many hundreds, tens, and ones are in the number.
Lesson 3

Use Place Value to Compare Numbers

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

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

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

1.  

\[
\begin{array}{c|c}
| & |
\end{array}
\]

159 > 155

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?

Getting Ready for Grade 2
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

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?

_______ is thinking of a greater number.

Draw or write to explain.

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

GR6 six
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.

<table>
<thead>
<tr>
<th>Add 9</th>
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</thead>
<tbody>
<tr>
<td>7</td>
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<tr>
<td>8</td>
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<td>9</td>
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</table>

**Share and Show**

Follow a rule to complete the table.

1. **Add 3**
<p>| | |</p>
<table>
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<tbody>
<tr>
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2. **Add 4**
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3. **Add 5**
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<td>7</td>
<td></td>
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<td>9</td>
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</table>

4. **Add 8**
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<td>7</td>
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</table>

5. **Add 7**
<p>| | |</p>
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6. **Add 6**
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</tbody>
</table>

**Math Talk**

Look at Exercise 4. How does the rule help you see a pattern?
Follow a rule to complete the table.

7. **Add 7**
   - 7
   - 8
   - 9

8. **Add 4**
   - 7
   - 8
   - 9

9. **Add 5**
   - 7
   - 8
   - 9

10. **Add 8**
    - 4
    - 6
    - 8
    - 9

11. **Add 3**
    - 3
    - 5
    - 7
    - 9

12. **Add 6**
    - 6
    - 7
    - 8
    - 9


   Tom is 8 years old.
   Julie is 7 years old.
   Carla is 4 years old.
   How old will each child be in 4 years?

<table>
<thead>
<tr>
<th></th>
<th>Tom</th>
<th>Julie</th>
<th>Carla</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

**TAKE HOME ACTIVITY**
- Copy Exercise 12 and change the numbers in the left column to 9, 7, 5, and 3. Have your child complete the table and explain how he or she used a rule to solve the problem.
**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.

<table>
<thead>
<tr>
<th>Subtract 7</th>
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<tbody>
<tr>
<td>14</td>
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<td>9</td>
</tr>
</tbody>
</table>

**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?
On Your Own

Follow a rule to complete the table.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>11</td>
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</tbody>
</table>

Problem Solving


Jane has 4 cookies.
Lucy has 3 cookies.
Seamus has 2 cookies.

How many cookies will each child have if they each eat 2 cookies?

<table>
<thead>
<tr>
<th></th>
<th>Jane</th>
<th>Lucy</th>
<th>Seamus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

TAKE HOME ACTIVITY • Copy Exercise 12 and change the numbers in the left column to 10, 11, 12, and 13. Have your child complete the table and explain how he or she used a rule to solve the problem.

GRI2 twelve
Algebra • Follow the Rule

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

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

<table>
<thead>
<tr>
<th>Add 1</th>
<th>Subtract 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
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<td>6</td>
<td>6</td>
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<tr>
<td>8</td>
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</tr>
</tbody>
</table>

Share and Show

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?
**On Your Own**

Follow a rule to complete the table.

4. **Add 5**
   
<table>
<thead>
<tr>
<th>7</th>
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<th>9</th>
<th>10</th>
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</thead>
</table>

5. **Subtract 5**
   
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<thead>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

6. **Subtract 1**
   
<table>
<thead>
<tr>
<th>8</th>
<th>9</th>
<th>11</th>
<th>13</th>
</tr>
</thead>
</table>

7. **Subtract 3**
   
<table>
<thead>
<tr>
<th>5</th>
<th>7</th>
<th>9</th>
<th>11</th>
</tr>
</thead>
</table>

8. **Add 4**
   
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<tr>
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<th>7</th>
<th>8</th>
<th>9</th>
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</thead>
</table>

9. **Add 6**
   
<table>
<thead>
<tr>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
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</thead>
</table>

**Problem Solving**

10. Find the rule. Complete the table.

<table>
<thead>
<tr>
<th>3</th>
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<tbody>
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</tr>
<tr>
<td>7</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

**TAKE HOME ACTIVITY**

- Copy the table for Exercise 9.
- Change the rule to Subtract 3. Have your child complete the table.

GR14 fourteen
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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>+6</td>
<td>8</td>
<td>+8</td>
</tr>
<tr>
<td>+8</td>
<td>+4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>17</td>
</tr>
</tbody>
</table>

Share and Show

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

1. 4  make a 10  2. 9  make a 10  3. 4  make a 10
   7  doubles  8  doubles  6  doubles
   +7  count on  +1  count on  +2  count on

4. 8  make a 10  5. 6  make a 10  6. 6  make a 10
   4  doubles  3  doubles  7  doubles
   +2  count on  +6  count on  +4  count on

Math Talk: Explain why you used the make a 10 strategy to solve Exercise 6.
### On Your Own

Use a strategy to find the sum. Circle the strategy you choose.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>5 make a 10 doubles + 5 count on</td>
<td>8.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>4 make a 10 doubles + 7 count on</td>
<td>11.</td>
</tr>
<tr>
<td>13.</td>
<td>9 make a 10 doubles + 8 count on</td>
<td>14.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Problem Solving

16. Christine has 7 red buttons, 3 blue buttons, and 4 yellow buttons. How many buttons does she have?

___ buttons

---

**TAKE HOME ACTIVITY** Ask your child to choose 3 numbers from 1 to 9. Have your child add to find the sum.
Lesson 8

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.

\[
\begin{array}{cc}
5 & \text{tens} \\
+ & 2 \text{ ones}
\end{array}
\]

\[
\begin{array}{cc}
4 & \text{ones} \\
+ & 2 \\
\hline
6 & \text{ones}
\end{array}
\]

Share and Show

Add. Write the sum.

1. $72 + 3$
2. $24 + 1$
3. $41 + 4$
4. $56 + 2$
5. $14 + 4$
6. $33 + 6$
7. $61 + 8$
8. $93 + 4$
9. $31 + 6$
10. $11 + 7$
11. $40 + 4$
12. $35 + 3$

Math Talk

Exercise 1?

How did you find the total number of ones in

Getting Ready for Grade 2
### On Your Own

Add. Write the sum.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>22</td>
<td>+</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>53</td>
<td>+</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>46</td>
<td>+</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>71</td>
<td>+</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>84</td>
<td>+</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>93</td>
<td>+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>16</td>
<td>+</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>37</td>
<td>+</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>62</td>
<td>+</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>23</td>
<td>+</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>82</td>
<td>+</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>44</td>
<td>+</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Problem Solving

25. There are 23 children in the first grade class. Then 3 more children join the class. How many children are there now?

___ children

---

**TAKE HOME ACTIVITY**

Tell your child you had 12 pennies and then you got 5 more. Have your child add to find how many pennies in all.

GR18 eighteen
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.

\[
\begin{array}{ccc}
2 & \text{tens} & 3 & \text{ones} \\
+ & 1 & \text{ten} & 4 & \text{ones} \\
\hline
3 & \text{tens} & 7 & \text{ones} \\
\end{array}
\]

Share and Show

Add. Write the sum.

1. 82 + 12
2. 25 + 43
3. 15 + 14
4. 71 + 12
5. 36 + 21
6. 43 + 41
7. 57 + 32
8. 21 + 12
9. 12 + 12
10. 41 + 21
11. 32 + 41
12. 51 + 14

Math Talk

How many tens are in 26 + 11?
How do you know?
## On Your Own

Add. Write the sum.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>83</td>
<td>+ 12</td>
<td>14.</td>
</tr>
<tr>
<td>17.</td>
<td>24</td>
<td>+ 55</td>
<td>18.</td>
</tr>
<tr>
<td>21.</td>
<td>26</td>
<td>+ 32</td>
<td>22.</td>
</tr>
</tbody>
</table>

## Problem Solving

25. Emma has 21 hair clips. Her sister has 11 hair clips. How many hair clips do the girls have together? ___ hair clips

---

**TAKE HOME ACTIVITY**
Tell your child you drove 21 miles and then you drove 16 more. Have your child add to find how many miles in all.

**GR20**
twenty
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.

\[2 + 2 + 2 + 2 = 8\]

Ayita needs 8 plants.

Share and Show

Use your MathBoard and \( \bigcirc \). Make equal groups. Complete the addition sentence.

<table>
<thead>
<tr>
<th>Number of Equal Groups</th>
<th>Number in Each Group</th>
<th>How many in all?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 4</td>
<td>3</td>
<td>____ + ____ + ____ + ____ = ____</td>
</tr>
<tr>
<td>2. 2</td>
<td>5</td>
<td>____ + ____ = ____</td>
</tr>
<tr>
<td>3. 3</td>
<td>4</td>
<td>____ + ____ + ____ = ____</td>
</tr>
</tbody>
</table>

Math Talk

How can you use addition to find 5 groups of 4?
On Your Own

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

<table>
<thead>
<tr>
<th>Number of Equal Groups</th>
<th>Number in Each Group</th>
<th>How many in all?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>3 + 3 = ___</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>___ + ___ + ___ = ___</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>___ + ___ + ___ + ___ = ___</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>___ + ___ + ___ + ___ = ___</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>___ + ___ + ___ + ___ + ___ = ___</td>
</tr>
</tbody>
</table>

Problem Solving

Solve.

9. There are 3 flower pots. There are 2 flowers in each flower pot. How many flowers are there?
   ___ flowers

10. There are 2 plants. There are 4 leaves on each plant. How many leaves are there?
    ___ leaves

TAKE HOME ACTIVITY * Use dry cereal or pasta to make 3 equal groups of 5. Ask your child to find the total number of items.

GR22 twenty-two
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?

\[ \text{THINK } 4 + 4 + 4 = 12 \]

**Share and Show**

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?
   
   \[ \_\_\_\_\_\_\_ \text{ cards} \]

2. Aisha shops with 4 friends. She wants to buy each friend 2 roses. How many roses does Aisha need?
   
   \[ \_\_\_\_\_\_\_ \text{ roses} \]

**Math Talk**

What pattern can you use to find the answer to Exercise 2?
On Your Own

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

3. Lea plays with 3 friends. She wants to give each friend 5 ribbons. How many ribbons does Lea need?
   ____ ribbons

4. Harry shops with 5 friends. He wants to buy each friend 2 pens. How many pens does Harry need?
   ____ pens

5. Cam plays with 4 friends. She wants to give each friend 4 stickers. How many stickers does Cam need?
   ____ stickers

Problem Solving

Circle the way you can model the problem.
Then solve.

6. There are 4 friends. Each friend has 3 apples. How many apples are there?
   4 groups of 4 apples
   4 groups of 3 apples
   3 groups of 4 apples
   There are ____ apples.

TAKE HOME ACTIVITY • Use small items such as cereal pieces to act out each problem. Have your child check the answers on this page.

GR24 twenty-four
Use a Picture Graph

Essential Question: How do you read a picture graph?

**Model and Draw**

<table>
<thead>
<tr>
<th>Our Favorite Hot Dog Toppings</th>
</tr>
</thead>
<tbody>
<tr>
<td>mustard</td>
</tr>
<tr>
<td>ketchup</td>
</tr>
</tbody>
</table>

Each 🟢 stands for 1 child.

3 children chose 🟢.

Most children chose ketchup.

2 fewer children chose 🟢 than 🟢.

**Share and Show**

<table>
<thead>
<tr>
<th>Our Sock Colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
</tr>
<tr>
<td>white</td>
</tr>
<tr>
<td>blue</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th></th>
<th>rainy</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sunny</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cloudy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

   ![Sun] ![Cloudy] [Rainy]

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.

GR38 thirty-eight
Use a Bar Graph

Essential Question: How do you read a bar graph?

**Model and Draw**

<table>
<thead>
<tr>
<th>Fish in the Class Aquarium</th>
</tr>
</thead>
<tbody>
<tr>
<td>goldfish</td>
</tr>
<tr>
<td>guppy</td>
</tr>
<tr>
<td>angel fish</td>
</tr>
</tbody>
</table>

0 1 2 3 4 5 6

Number of Fish

To find how many, read the number below the end of the bar.

___ fish are 🐟.

**Share and Show**

Use the bar graph to answer the questions.

1. How many fish are in the aquarium?
   
   ____ fish

2. How many fish in the aquarium are 🐟?
   
   ____ fish

3. How many fewer fish are 🐟 than 🐟?
   
   ____ fish

4. Are more of the fish 🐟 or 🐟?
   
   ____

**Math Talk**

How did you find the answer for Exercise 1?

Getting Ready for Grade 2
On Your Own

Use the bar graph to answer the questions.

5. How many children chose 🥔?
   ___ children

6. How many children chose 🥒?
   ___ children

7. Which vegetable did most children choose? Circle.
   🥕 🥔 🥒

8. Which vegetables were chosen the same number of times? Circle.
   🥕 🥔 🥒

Problem Solving

Use the bar graph to solve.

9. Brad and Glen both like corn the best. If the boys add this to the graph, how many children will have chosen corn?
   ___ children

TAKE HOME ACTIVITY • Ask your child to decide whether they prefer carrots or potatoes. Then have your child color to add their choice to the bar graph on this page.

GR40 forty
Identify Shapes

Essential Question: How can attributes help you identify a shape?

Model and Draw

The number of sides and vertices help you identify a shape.

- triangle: 3 sides, 3 vertices
- square: 4 sides, 4 vertices
- rectangle: 4 sides, 4 vertices
- trapezoid: 4 sides, 4 vertices
- hexagon: 6 sides, 6 vertices

Share and Show

Circle to answer the question. Write to name the shape.

1. Which shape has 4 sides?

2. Which shape has 3 vertices?

3. Which shape has 6 sides?

4. Which shape has 4 vertices?

Math Talk: How are a square and a rectangle alike?

Getting Ready for Grade 2
On Your Own

Circle to answer the question. Write to name the shape.

5. Which shape has 3 sides?
   - Triangle
   - Parallelogram
   - Pentagon

6. Which shape has 4 vertices?
   - Triangle
   - Parallelogram
   - Hexagon

7. Which shape has 4 sides?
   - Triangle
   - Octagon
   - Square

8. Which shape has 6 vertices?
   - Triangle
   - Octagon
   - Hexagon

Problem Solving

9. Jason, Mat, and Carrie each draw a shape with 4 sides. The shapes look different and have different names.
   Draw 3 shapes the children might have drawn. Write to name each shape.

   ____________________________  ____________________________  ____________________________

   TAKE HOME ACTIVITY • Have your child look around the house to find something that looks like a rectangle. Then have your child point to the rectangle and count the vertices. Repeat with the sides.
Equal Shares

Essential Question: How can you name two or four equal shares?

**Model and Draw**

<table>
<thead>
<tr>
<th>half</th>
<th>half</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>fourth</th>
<th>fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 equal shares

2 halves

4 equal shares

4 fourths

**Share and Show**

Circle the shape that shows equal shares. Write to name the equal shares.

1.

2.

3.

4.

**Math Talk**

Are all equal shares the same size and shape? Explain.
On Your Own

Circle the shape that shows equal shares. Write to name the equal shares.

5.  

6.  

7.  

8.  

Problem Solving

9. Riley wants to share his cracker with a friend. Draw to show two different ways Riley can cut the cracker into equal shares.

TAKE HOME ACTIVITY • Ask your child to help you cut a piece of toast into fourths.

GR46 forty-six