Dear Future 2nd grade Families,

    Over the summer your child still has access to IXL. As your child's second grade teachers, we would like your child to continue practicing math and language arts skills during the summer break. IXL has designed a summer skills program which assigns your child skills to practice each day. The skills should only take a few minutes each and will help prepare your child for second grade. Have your child log into IXL like they have done in class. In the drop-down menu click learning. Under the learning submenu click skill plans and then click IXL plans. Then locate the IXL Summer Boost: math and language arts. Your child should complete the second-grade skills. The IXL is only for current students. Any new students should complete the reading log and math review pages.

Along with practicing on IXL, your child has received a 1st grade math review packet along with a reading log. Please return the packet and reading log to your teacher in August.

Enjoy your summer break. We look forward to seeing you in the new school year.
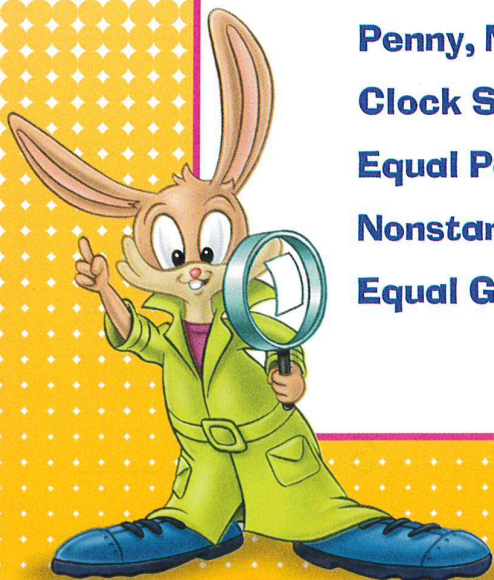

Sincerely,

Mrs. Moore and Mr. Hoerst

Summer Reading

Name:_____

Year: 20 2 3

✳ Use the backside of this sheet if necessary.

Title of book	Author	Dates Read

Skills Update

A Review of Mathematical Skills from Grade 1

Contents

```
····    4
··· +3
        7
```

4 + 3 = 7

```
······    6
···· +4
         10
```

6 + 4 = 10

Add.

1.	2.	3.	4.	5.
7 +2 9	3 +3	5 +1	8 +2	6 +3

6.	7.	8.	9.	10.
2 +6	1 +9	0 +3	4 +2	6 +1

11.	12.	13.	14.	15.
8 +1	4 +4	6 +0	5 +4	3 +4

16. 7 + 1 = ___   17. 9 + 0 = ___   18. 5 + 5 = ___

19. 3 + 5 = ___   20. 2 + 8 = ___   21. 1 + 4 = ___

22. 1 + 8 = ___   23. 3 + 7 = ___   24. 4 + 5 = ___

25. 9 + 1 = ___   26. 7 + 0 = ___   27. 3 + 6 = ___

Addition Facts to 10

10
− 4
6

10 − 4 = 6

8
− 1
7

8 − 1 = 7

Subtract.

1. 9
   − 4
    5

2. 9
   − 8

3. 7
   − 5

4. 8
   − 3

5. 9
   − 9

6. 8
   − 4

7. 10
   − 8

8. 7
   − 3

9. 8
   − 6

10. 10
    − 7

11. 9
    − 3

12. 4
    − 3

13. 7
    − 6

14. 10
    − 9

15. 6
    − 4

16. 7 − 7 = ___

17. 3 − 2 = ___

18. 10 − 6 = ___

19. 6 − 5 = ___

20. 10 − 2 = ___

21. 9 − 5 = ___

22. 9 − 1 = ___

23. 6 − 3 = ___

24. 7 − 2 = ___

25. 6 − 6 = ___

26. 8 − 7 = ___

27. 10 − 5 = ___

Subtraction Facts to 10

REVIEW OF GRADE 1 SKILLS

B

_____ knows number words to twenty.
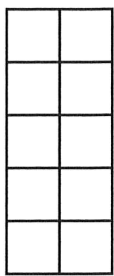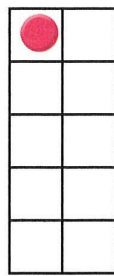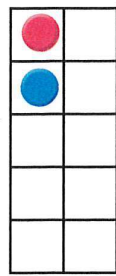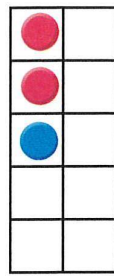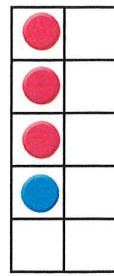
zero	one	two	three	four	five	six
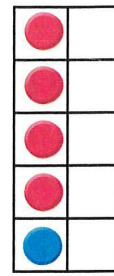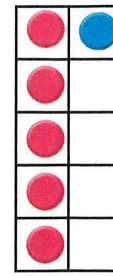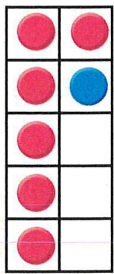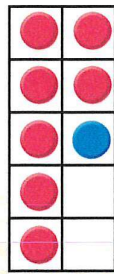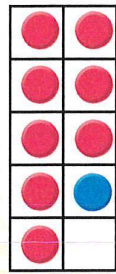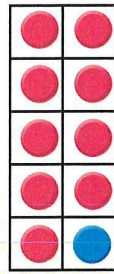
seven	eight	nine	ten	eleven	twelve	thirteen
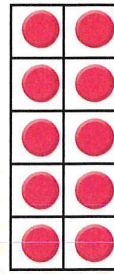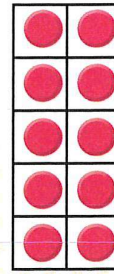
Color and count the counters. Circle the number word.

1.

fourteen

fifteen

2.

sixteen

seventeen

3.
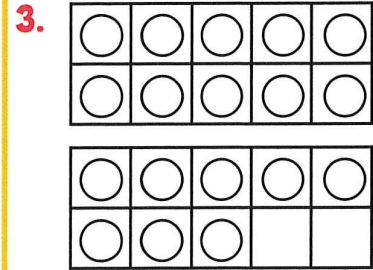
eighteen

nineteen

4.
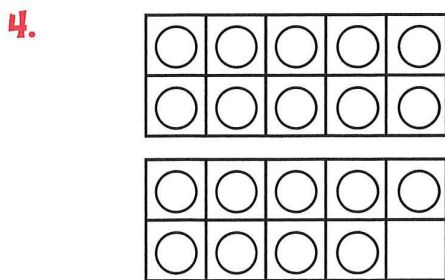
nineteen

seventeen

5. Two groups of 10 are twenty.
Show how to model twenty.

Number Words to Twenty
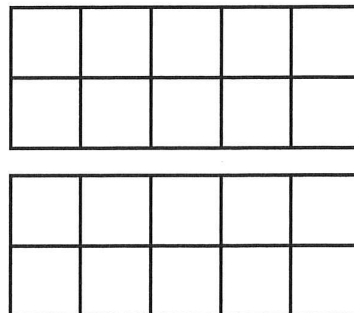
_____ can compare numbers.
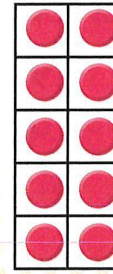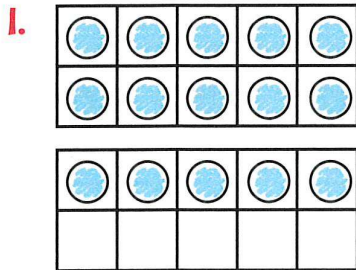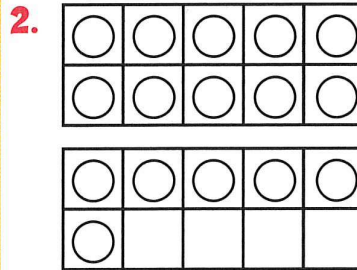
Compare 19 to 16. Show each number with ▦ and counters.
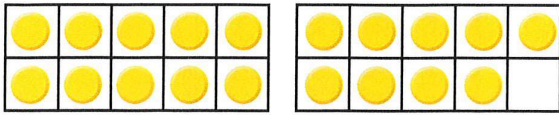
19 is greater than 16.
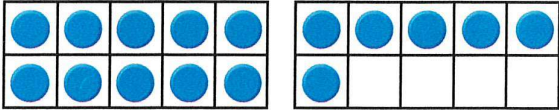
16 is less than 19.

Use a ▦. Circle the number that is greater.

1. 15 (20) **2.** 6 4 **3.** 19 7 **4.** 9 13

5. 3 7 **6.** 6 16 **7.** 14 7 **8.** 20 10

Use a ▦. Circle the number that is less.

9. 6 (2) **10.** 11 7 **11.** 8 9 **12.** 3 6

13. 20 2 **14.** 19 15 **15.** 4 8 **16.** 18 13

17. Write two numbers greater than 10.

_____ _____

18. Write two numbers less than 10.

_____ _____

19. Write two numbers greater than 15.

_____ _____

Greater or Less

D

_____ can tally.

This tally chart shows how many bags
of leaves the Clean Team filled each day.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

1. How many bags were filled
   on Tuesday?   _____ bags

2. How many bags were filled
   on Wednesday?   _____ bags

3. On which day were the most
   bags filled?   _____

4. On which day were the least
   number of bags filled?   _____

5. On Monday and Tuesday, how
   many bags in all were filled?   _____ bags

6. On Saturday the team plans
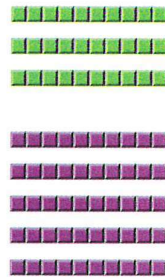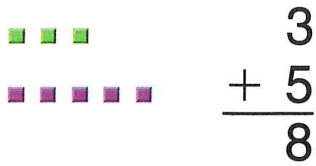   to fill 13 bags. Show the tally
   for 13 bags.   _____

7. How many more bags will be filled
   on Saturday than on Monday?   _____ more

Tallying

E

_____ can add tens.

3 ones + 5 ones = 8 ones

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$

3 + 5 = 8

3 tens + 5 tens = 8 tens

tens	ones
3	0
+ 5	0
8	0

30 + 50 = 80

Write how many in all. First add ones.

1.

tens	ones
3	0
+ 4	0
7	0

2.

tens	ones
2	0
+ 3	0

3.

tens	ones
1	0
+ 4	0

Add to find the sum.

4.
$$\begin{array}{r} 50 \\ +20 \\ \hline 70 \end{array}$$

5.
$$\begin{array}{r} 10 \\ +70 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 20 \\ +20 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 30 \\ +60 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 30 \\ +30 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 20 \\ +60 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 80 \\ +10 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 50 \\ +40 \\ \hline \end{array}$$

12.
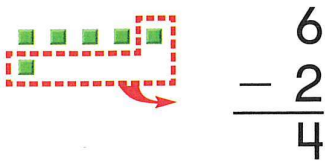$$\begin{array}{r} 10 \\ +30 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 70 \\ +20 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 50 \\ +30 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 60 \\ +10 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 20 \\ +50 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 10 \\ +80 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 40 \\ +40 \\ \hline \end{array}$$

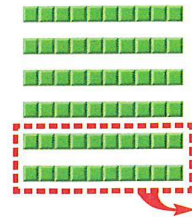**19.** Write three different ways to add tens to show 60.

REVIEW OF GRADE 1 SKILLS

Add Tens

F

_____ can subtract tens.

6 ones − 2 ones = 4 ones   6 tens − 2 tens = 4 tens

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

tens	ones
6	0
− 2	0
4	0

6 − 2 = 4   60 − 20 = 40

Write how many are left. First subtract ones.

1.
tens	ones
9	0
− 6	0
3	0

2.
tens	ones
8	0
− 2	0

3.
tens	ones
7	0
− 4	0

Subtract to find the difference.

4.
$$\begin{array}{r} 60 \\ -40 \\ \hline 20 \end{array}$$

5.
$$\begin{array}{r} 60 \\ -10 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 70 \\ -60 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 40 \\ -20 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 90 \\ -10 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 20 \\ -10 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 30 \\ -20 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 90 \\ -70 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 60 \\ -30 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 80 \\ -70 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 80 \\ -80 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

16.
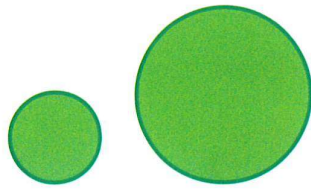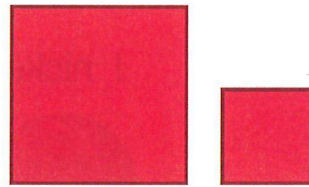$$\begin{array}{r} 50 \\ -30 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 50 \\ -40 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 90 \\ -80 \\ \hline \end{array}$$

19. Write three different ways
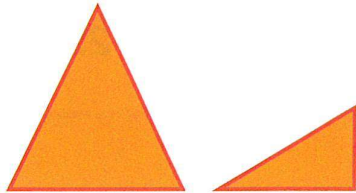to subtract tens to show 40 left.

Subtract Tens

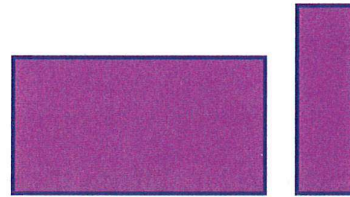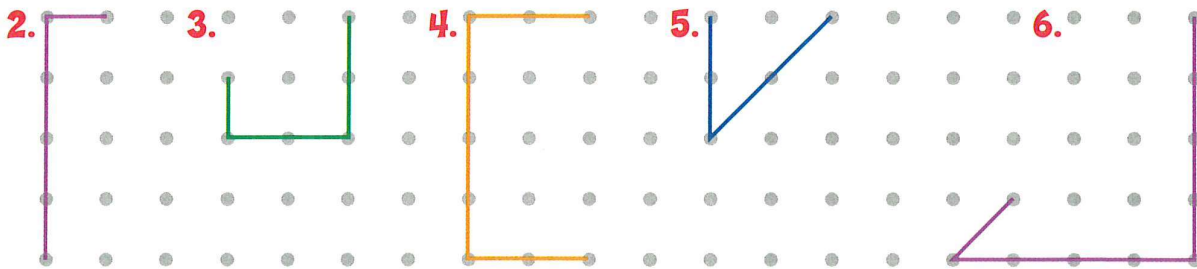_____ can identify plane figures.

circles

squares

triangles

rectangles

I. Mark each figure: Ⓒ △T □S ☐R .
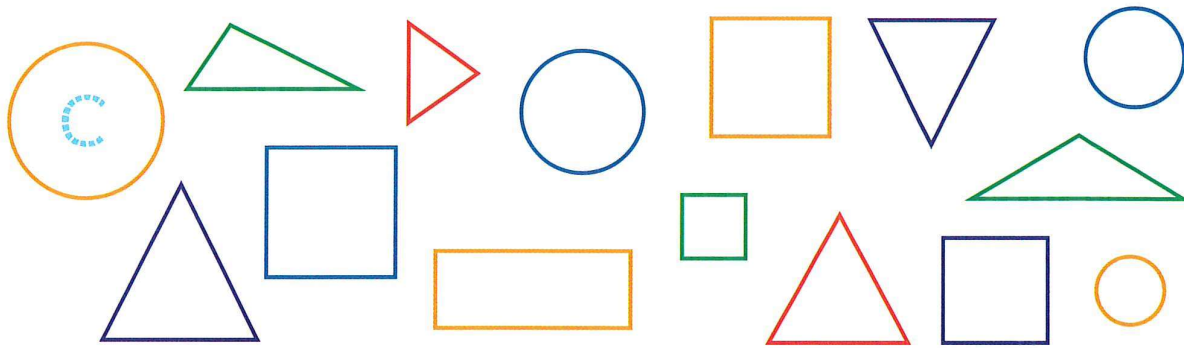
Complete each figure. Mark each **T**, **S**, or **R**.

2. **3.** **4.** **5.** **6.**

7. Use plane figures to make a picture
on a separate sheet of paper.
Tally the number of each figure in your picture.

Plane Figures

H

_____ can count on with pennies, nickels, dimes, and quarters.

I penny

I cent I¢

I nickel

5 cents 5¢

I dime

10 cents 10¢

I quarter

25 cents 25¢

1. Count on by 1s. Write how much.

_____ 7 ¢

2. Count on by 5s and 1s. Write how much.

_____ ¢

3. Count on by 10s and 1s. Write how much.

_____ ¢

Write how much.

4.

_____ ¢

5.

_____ ¢

Penny, Nickel, Dime

1

_____ can tell time.

I can name the hour.

minute hand
hour hand

3:00
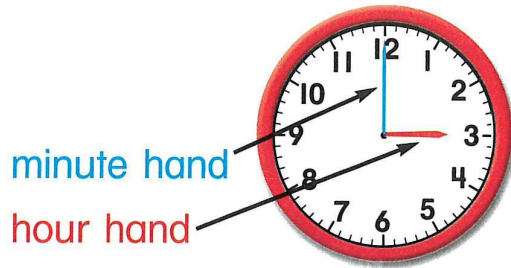
3 o'clock

Write the time.

1.
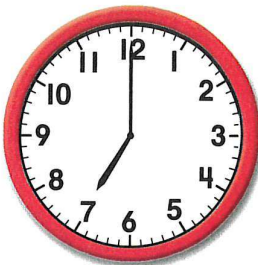
____7____ o'clock

___7:00___

2.

_____ o'clock

_____

3.
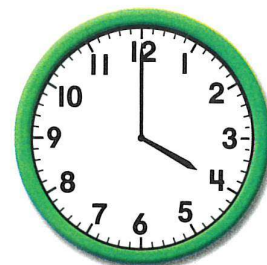
_____ o'clock

_____

Show the time. Draw the missing hand.

4.   9 o'clock
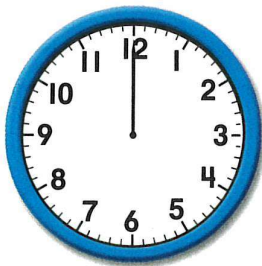
5.   11 o'clock
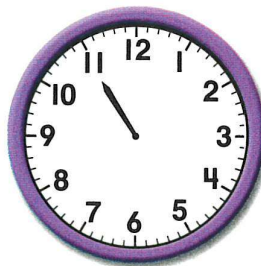
6.   1 o'clock
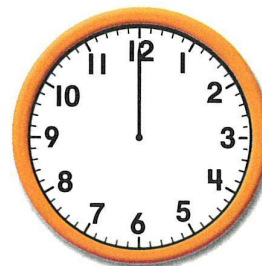
7. Write some things that take one hour to do.

_____

_____

Clock Sense: Hours

_____ can identify equal parts of a whole.

This circle has 5 equal parts.
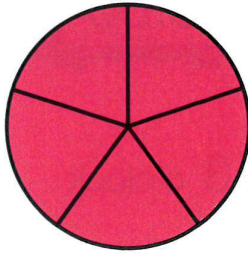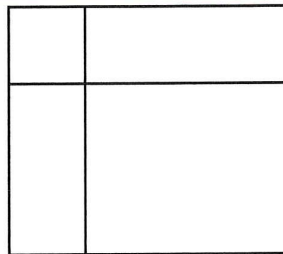
Color Code
purple for 2 equal parts
blue for 3 equal parts
green for 4 equal parts
red for 5 equal parts

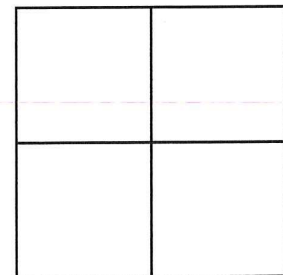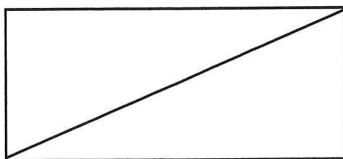Color each figure with equal parts. Use the color code above.
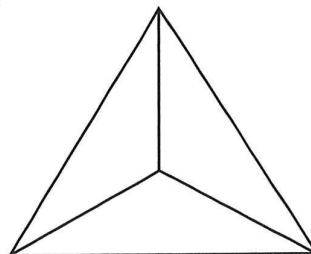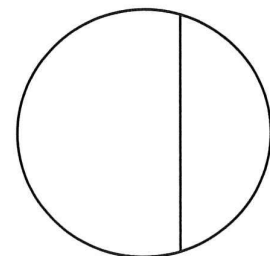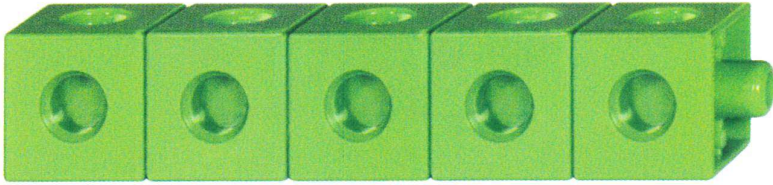
1.
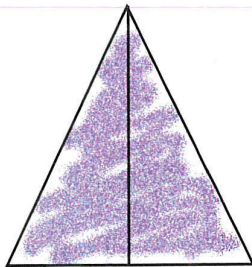
2.

3.
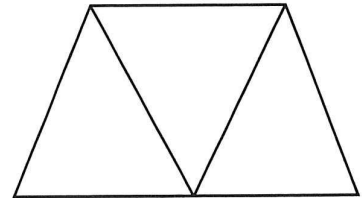
4.
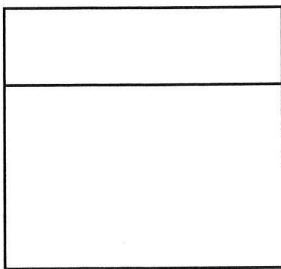
5.
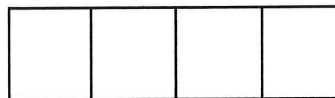
6.

7.

8.

9.

10. Explain in your Math Journal why some figures are not colored.

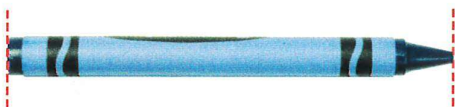**Equal Parts**

_____ can measure length.

about 5 🟩

Write about how many 🟩 each picture is.

1. about __4__ 🟩

2. about ____ 🟩

3. about ____ 🟩

Measure each real object.
Write about how many 🟩 each is.

4. about ____ 🟩

5. about ____ 🟩

Nonstandard Units of Length
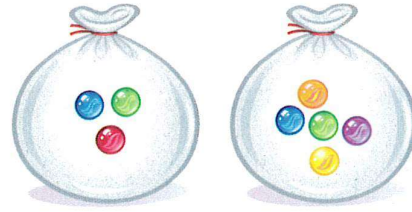
_____ can identify equal groups.

Each bag has 5 marbles.
These groups are equal.

These groups of marbles
are not equal.

Circle the sets with equal groups of marbles.
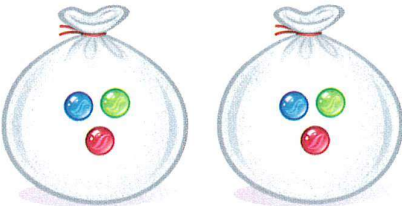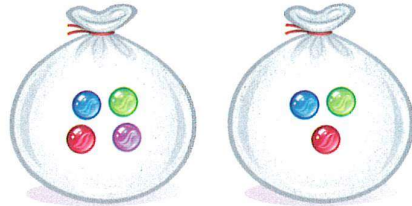X the groups that are not equal.
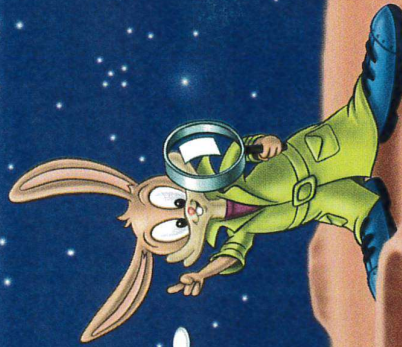
1.

2.

3.

4.

5.

6.

7.

8.

Equal Groups

M

Introduction to
Problem Solving

This magazine belongs to

To be a super problem solver, use these steps.

Read — Read the problem. Study the facts. Know what the question asks.

Plan — What will you do to solve the problem?

Write — Work your plan. Write your answer. Make sure to label your answer.

Check — Does your answer make sense? Work the problem a different way. Did you get the same answer?

fold

Use this strategy: Write a number sentence.

Read — Sam found 6 rocks on Monday. He found 3 rocks today. How many rocks did Sam find in all?

Plan — Write the number of rocks found each day. Write a number sentence to find how many in all.

Write — 6 + 3 = 9

Sam found ___ rocks in all.

Check — Use ⬛ to act it out.

D

Act It Out

Draw a Picture

Use a Pattern

Choose the Operation

Logical Reasoning

Make a Table

Use a Graph

Use a Map

Use More Than One Step

Guess and Test

Make an Organized List

Read

In a race the 🛸 finished before the 🛸. The 🛸 finished first. Which order did the 🛸 finish in?
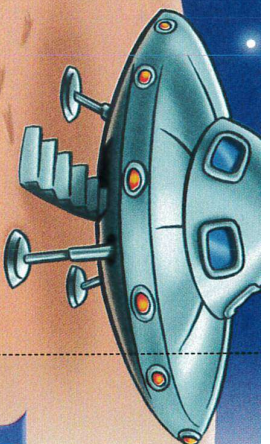
Use this strategy: Logical Reasoning.

Plan

Draw each 🛸 on a separate index card.

Move the cards around to solve the problem.

Write

The order is

1ˢᵗ 2ⁿᵈ 3ʳᵈ

Check

Act it out with your classmates.

B

C