



Summer Math Practice

Students Entering 2nd Grade



Summer Math Packet

Students entering 2nd grade

Provided below are different math questions for your child to work on during summer. Please print the packet. While completing each problem, please show your work and write your answers for each question. For some of the questions you do not need to show your work. If you need more space to show your work, you may use lined paper. Make sure those extra papers are attached to the packet!

When you have completed your work and got an answer, please have your parent initial on the bottom of this page.

This assignment is due on September 1st. This will count as a math project grade for the 1st marking period.

Enjoy your summer!

2nd grade teachers

Parent Initials: _____

Mathematics is the foundation of science and technology. Thomas Edison EnergySmart's curriculum reflects the understanding that mathematical literacy is important for all students to possess and apply. The curriculum will allow our students to explore, discover, analyze and apply mathematics. Our students will learn from a variety of teaching techniques and strategies, which utilize all modes of learning, involving various resources, hands-on activities, the use of technology and calculators.

The second grade math curriculum is designed to build upon and extend skills learned in both kindergarten and grade one. It is designed to introduce skills needed for everyday living such as telling time, learning different kinds of measurement, identifying properties of shapes and money skills. The second grade curriculum provides for critical thinking and problem solving. Its goal is to lay groundwork for those skills needed in third grade.

Students in second grade increase their awareness and skill in solving problems that have two digit numbers. They study the relationship of fractional parts to the whole. At this grade level they further utilize the variety of mental and estimation strategies to solve for the approximate value of a problem where the exact answer is not necessary. They further explore geometrical concepts and measurement in the real world. They break down numbers to recognize its place value worth. The students further their skip counting skills with higher two digit numbers and identify its pattern rule. Students will continue to read graphs and respond to the higher level thinking questions correlated with the graphs.

Our students will be highly knowledgeable through the use of problem solving, communication, and reasoning by integrating the mathematical concepts across the curriculum areas in real-world situations. The second grade curriculum prepares students for work in third grade.

Finish the number patterns below.

2. 11, 12, _____, _____, _____, _____, _____

3. 55, 56, _____, _____, _____, _____, _____

4. 32, 33, _____, _____, _____, _____, _____

5. 74, 75, _____, _____, _____, _____, _____

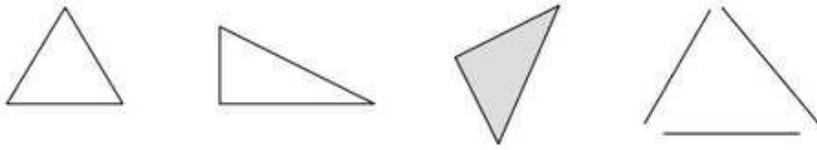
6. 96, 97, _____, _____, _____, _____, _____

7. 107, 108, _____, _____, _____, _____, _____

8. Complete the chart by drawing the shapes.

Rectangle	Square	Trapezoid	Half Circle
Quarter Circle	Triangle	Hexagon	Circle

9. Circle the shape that is **NOT** a triangle.



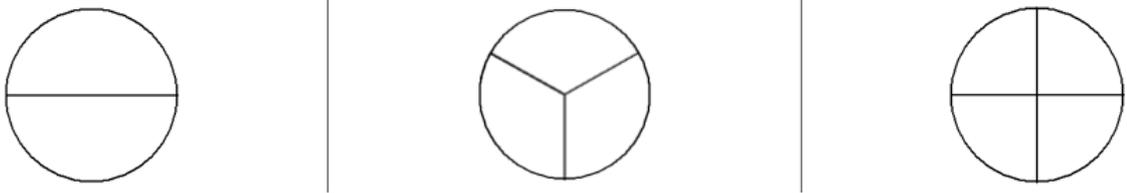
Explain why the shape you circled is **NOT** a triangle:

10. Circle the shape that is a square.

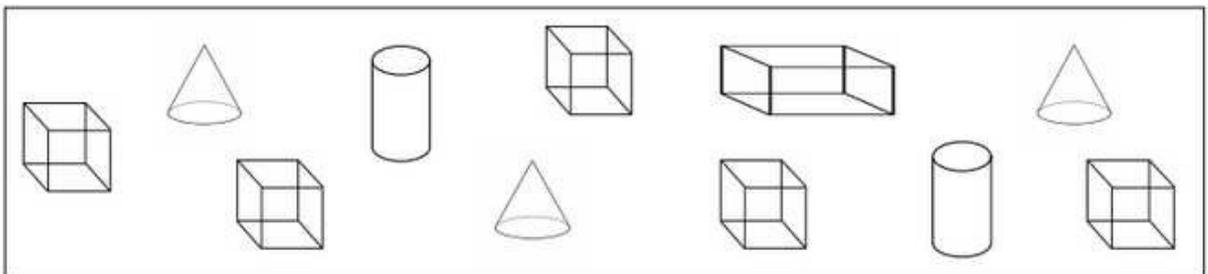


Explain why the shape you circled is a square:

11. Color the shape divided into halves red.
Color the shape divided into fourths yellow.



12. Use the shapes below to complete the bar graph.



3 Dimensional Shapes

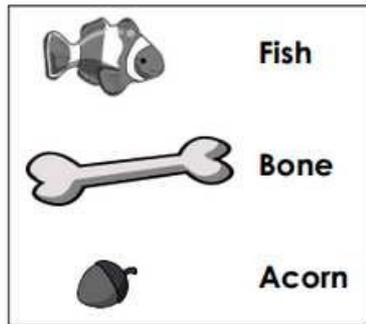
6				
5				
4				
3				
2				
1				
	Cylinders	Rectangular Prisms	Cones	Cubes

Which shape has the least? _____

Which shape has the most? _____

How many more cubes are there than cylinders? _____

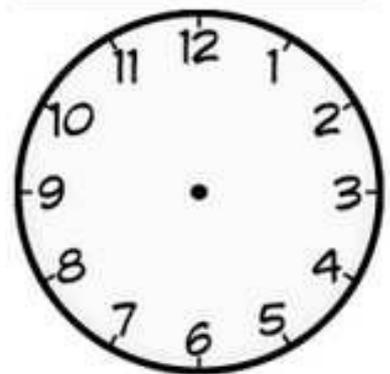
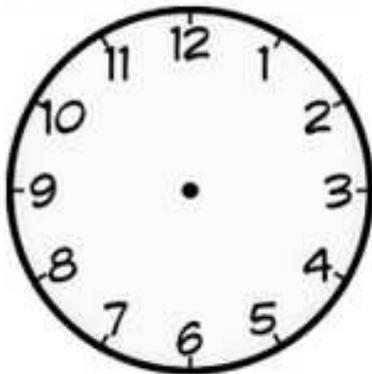
13. Look at the objects in the box and put them in order by length.



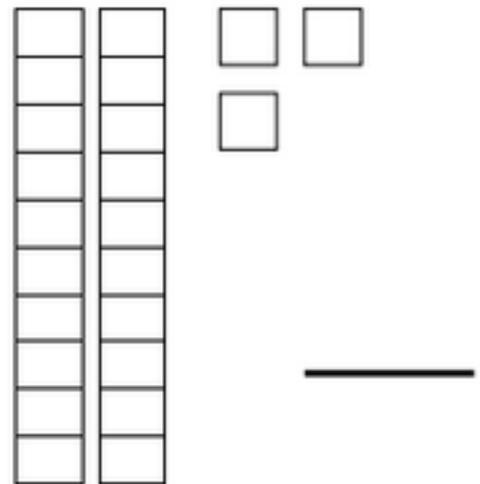
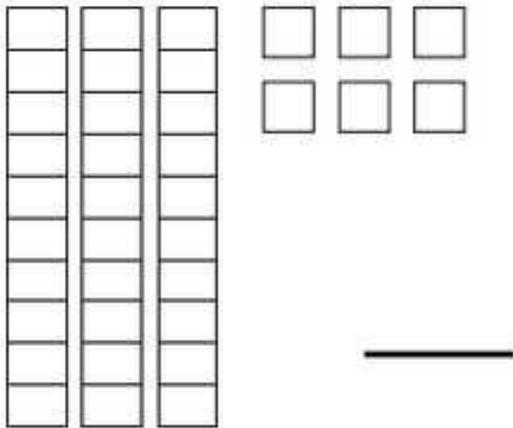
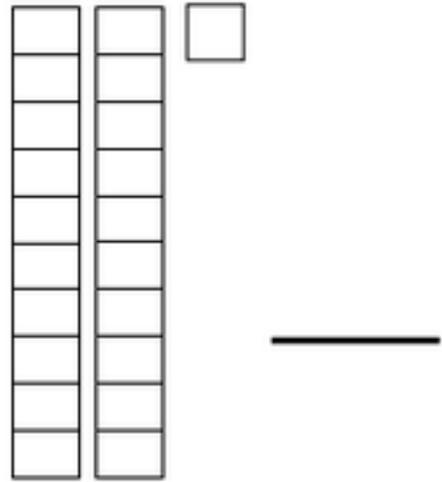
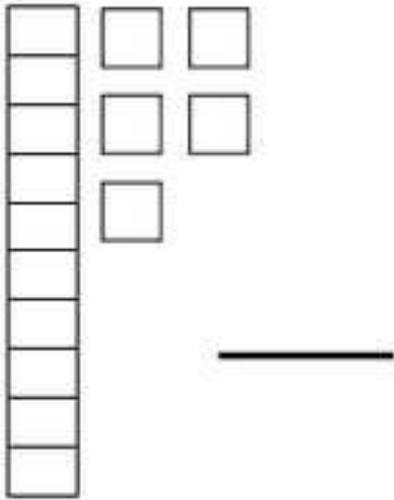
Longest _____

Shortest _____

14. Draw the hands on the clock to show the time on the digital clock.



15. Write the number that represents the base ten blocks in each square.



16. Use the table below to answer the questions.

Our Favorite Pets							
 Dog							
 Cat							
 Fish							

How many children liked dogs? _____

How many children liked cats? _____

How many more children liked cats than fish? _____

17. Draw the base ten rods and ones cubes to represent each number below.

13

1 tens	3 ones

25

2 tens	5 ones

47

__ tens	__ ones

50

__ tens	__ ones

Show how you solved each word problem using pictures, words, or a number sentence.

18. Jake has 8 crayons. Abby has 4 crayons. Ella has 5 crayons. How many crayons do they have altogether?

19. The baker made 9 blueberry muffins and 6 corn muffins. How many muffins are there altogether?

20. Corey has 4 cars. Erin has 5 cars. Mike has 7 cars. How many cars do they have altogether?

21. There are 12 desks in the room. Some more desks are moved into the room. Now there are 20 desks. How many desks were moved into the room?

22. In the morning, the fruit stand had some apples. Then 8 more apples were delivered. Now there are 11 apples altogether. How many apples did the fruit stand have before the new apples were delivered?

23. Mrs. Johnson's ice cream truck sells chocolate, vanilla and strawberry ice cream. If 6 students want chocolate, 7 students want vanilla, and 4 students want strawberry, how many ice cream cones does Mrs. Johnson need?

24. The gym has 11 basketballs, 6 baseballs, and 2 footballs.
a) How many balls are there altogether?

b) How many more basketballs are there than footballs?

25. Tina had 13 marbles. She gave some marbles to Sam. Now Tina has 6 marbles. How many marbles did she give Sam?

26. Sue had some pennies. She gave 9 pennies to Kai and 6 pennies to Nathan. Sue has 3 pennies left. How many pennies did Sue start with?

27. Luke played football for 3 hours. Jess played soccer for 3 hour. David played baseball for 2 hours. How many total hours did the children spend playing sports?

28. Read the number word and write the number.

thirty-six _____

thirteen _____

fifty-two _____

eighty-eight _____

ninety-one _____

nineteen _____

one hundred six _____

29. Color the number sentences that are true yellow. Color the number sentences that are false orange.

$3 + 4 = 7 - 2$	$4 = 2 + 1 + 1$
$11 = 10 - 1$	$3 + 5 = 7 + 1$
$12 = 6 + 6$	$8 - 3 = 5 - 1$
$6 + 4 = 7 + 3$	$4 = 4 + 3$
$1 + 1 + 1 = 3$	$4 + 7 = 7 + 4$
$9 = 5 + 4$	$10 + 10 = 10$
$2 + 2 = 4$	$3 + 4 + 5 = 6$
$9 + 1 = 11$	$12 + 5 = 17$
$2 + 2 + 2 = 6$	$12 = 7 + 5$
$6 + 3 = 10 - 1$	$4 + 4 = 8$

30. Measure each object below using paperclips .

The fork is about _____ paperclips long.



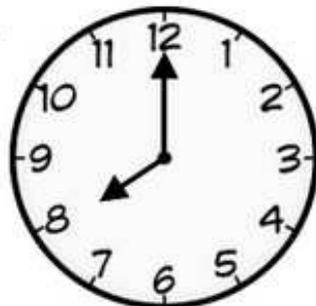
The scissors are about _____ paperclips long.



The grasshopper is about _____ paperclips long.



31. Read the analog clocks and write the time on the digital clocks.



32. Write three numbers that are greater than 62.

33. Write three numbers that are less than 41.

Show how you solved each word problem using pictures, words, or a number sentence.

34. Carlos went fruit picking at an orchard. He picked 17 pieces of fruit to bring home. 5 of the pieces of fruit were apples, the rest were peaches. How many peaches did Carlos bring home?

35. Mia baked 14 cookies for dessert. 3 were chocolate chip and the rest were sugar cookies. How many sugar cookies did Mia bake?

36. Logan had 19 golf balls. 4 were green, 8 were red, and the rest were yellow. How many golf balls were yellow?

37. Complete the tally table and answer the question below.

Favorite Fruits		
Fruit	Tally Marks	Total
Apple 		
Banana 		
Grapes 		

How many more children liked grapes than bananas?

Complete each pattern below and name the pattern rule.

38. 32, 30, 28, _____, _____, _____, _____

Pattern rule: _____

39. 65, 70, 75, _____, _____, _____, _____

Pattern rule: _____

40. 44, 54, 64, _____, _____, _____, _____

Pattern rule: _____

For numbers 41 - 45, tell how many tens and ones each number has.

41. 29 = _____ tens and _____ ones

42. 68 = _____ tens and _____ ones

43. 83 = _____ tens and _____ ones

44. 107 = _____ tens and _____ ones

45. 120 = _____ tens and _____ ones

For numbers 46 - 48, make each number sentence true by using $>$, $<$ or $=$.

46. 78 _____ 59

47. 108 _____ 113

48. 56 _____ 66

49. Add 10 to each number:

27: _____ 61: _____ 92: _____

50. Subtract 10 from each number:

13: _____ 55: _____ 116: _____