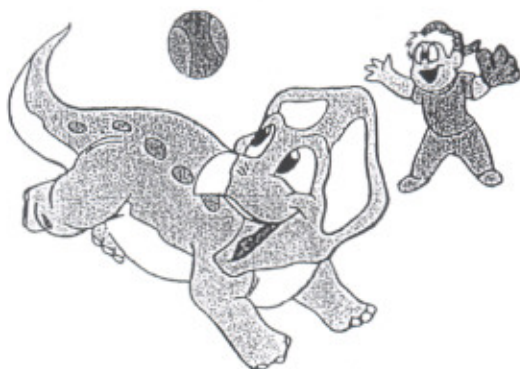


YOU WILL BE

MATHTASTIC

THIS FALL!!!

You will be a mathlete (math-athlete) this fall because you will have practiced the skills you have learned this school year over the summer. Your teacher will be supplying you with a list of activities and worksheets to help you retain all those wonderful skills you have already learned. She will give you specific packet instructions along with a checklist for your parents to complete indicating which math activities/worksheets you have done over vacation. When you come back in the fall with your completed packet, your new teacher will give you an effort grade based on what you have completed.



DON'T SUFFER FROM BRAIN DRAIN,
KEEP YOUR MATH SKILLS SHARP AND
BE READY FOR FALL.

To Grade 2

Online math games

- <http://www.aaamath.com/>
- <http://www.coolmath4kids.com/>
- www.funbrain.com

Name _____

CHECKLIST
FOR
SECOND GRADE
SUMMER MATH ACTIVITIES
To be returned to your Second Grade Teacher

Using flashcards I have memorized the addition facts from 0-10.	
Using flashcards I have memorized the subtraction facts from 0-10.	
Using flashcards I have memorized the addition facts from 11-14.	
Using flashcards I have memorized the subtraction facts from 11-14.	
Using flashcards I have memorized the addition facts from 15-18.	
Using flashcards I have memorized the subtraction facts from 15-18.	
I did the activity on the money page several times.	
I did the activities on the fraction pages several times.	
I completed the Problem Solving page.	
I completed the graph page.	
I did the activities on the clock pages several times.	

IMPORTANCE OF MEMORIZING MATH FACTS

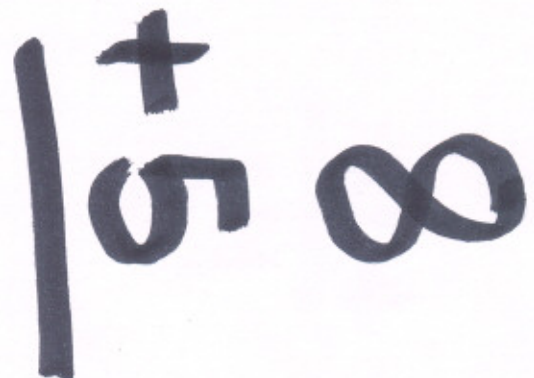
Dear Parent,

It is extremely important to have your child memorize the math facts. In second grade the students will be learning concepts of regrouping/borrowing tens. Math class will be so much easier if they have memorized the facts up to 18. This is a life skill. Please help your child be successful in the area of math.

- Purchase or make the flashcards. (sample attached)
- Have your child go through the flashcards from 0-10. If they can say the answer as quickly as they can say their name, put the card in an "I KNOW" pile. All other cards are in a "I NEED TO LEARN" pile. Concentrate on those facts until they are memorized.
- Move on to the next group.


We have enjoyed teaching your children. What a blessing they are!

Sincerely,
First Grade Teachers



Making Fact Families

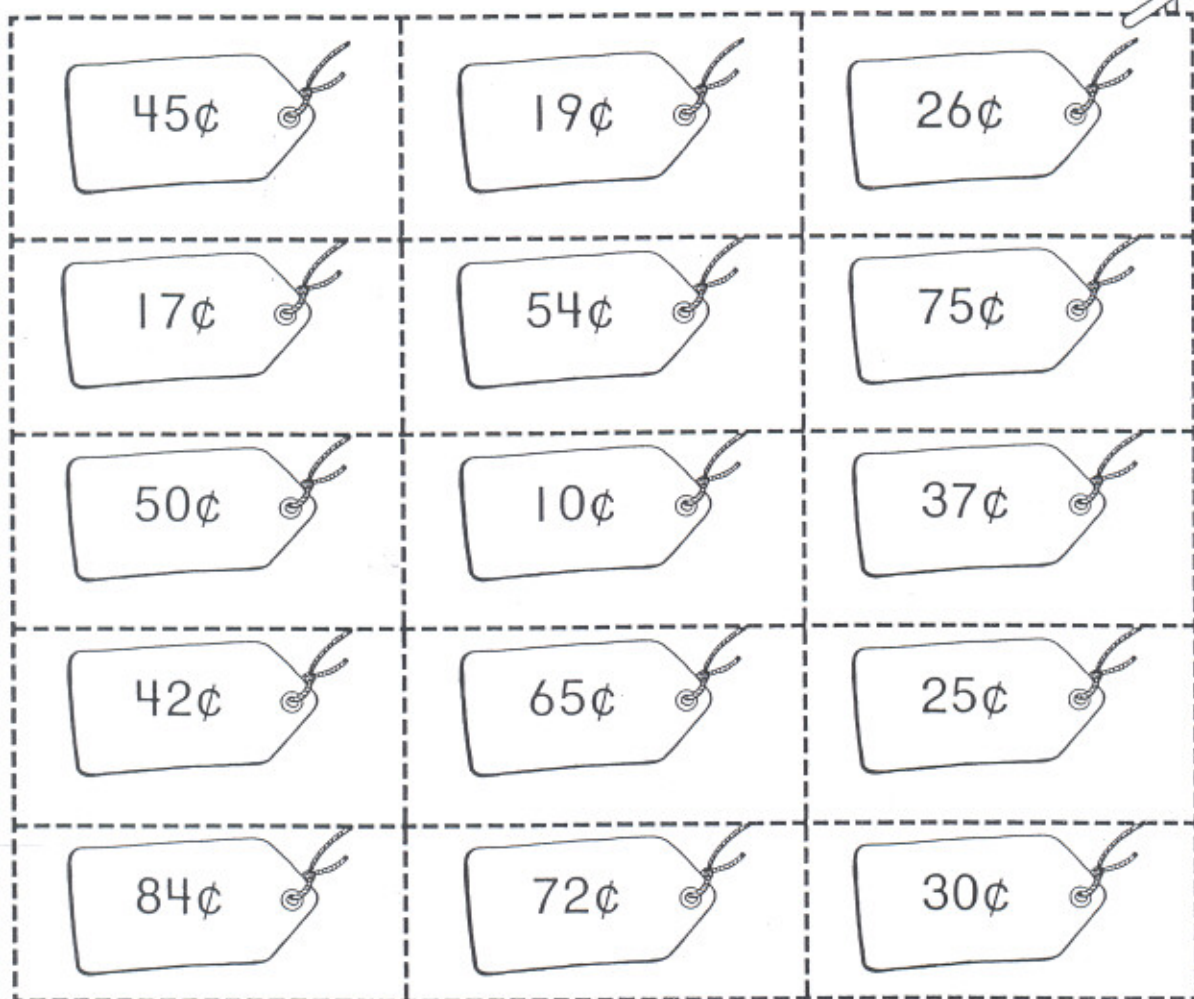
1. Label six small bags 1 through 6.
2. Have your child cut out the strips below, cut the strips into boxes, and then place the boxes from each strip into a different bag.
3. Have your child select a bag and use the numbers in the bag to make an addition or a subtraction sentence.
4. Help your child record that sentence on paper and then write the other three sentences in that fact family.



9	8	17	+	-	=
6	7	13	+	-	=
8	4	12	+	-	=
6	9	15	+	-	=
7	9	16	+	-	=
6	8	14	+	-	=

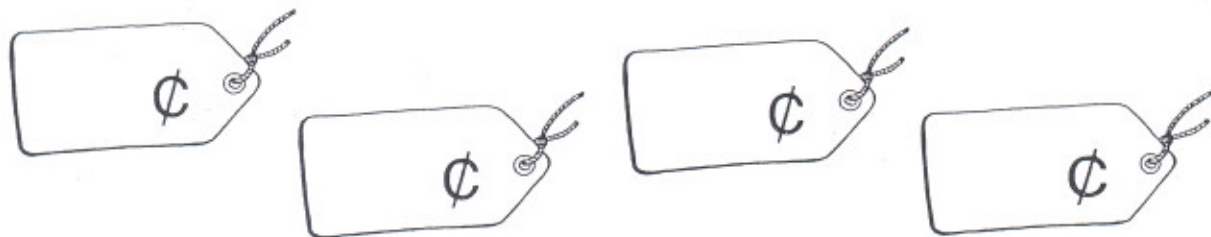
Tip: You can make up additional bags by using the numbers for other facts. Remind your child that there are only two number sentences in the fact family for a doubles fact.

1. Have your child cut out the price tags on this page and place them face down in a pile.
2. Use real coins or play money.
3. Take turns turning over a price tag. Read the price.
4. Use coins to show the amount.
5. Compare the groups of coins. Who showed the amount using fewer coins?



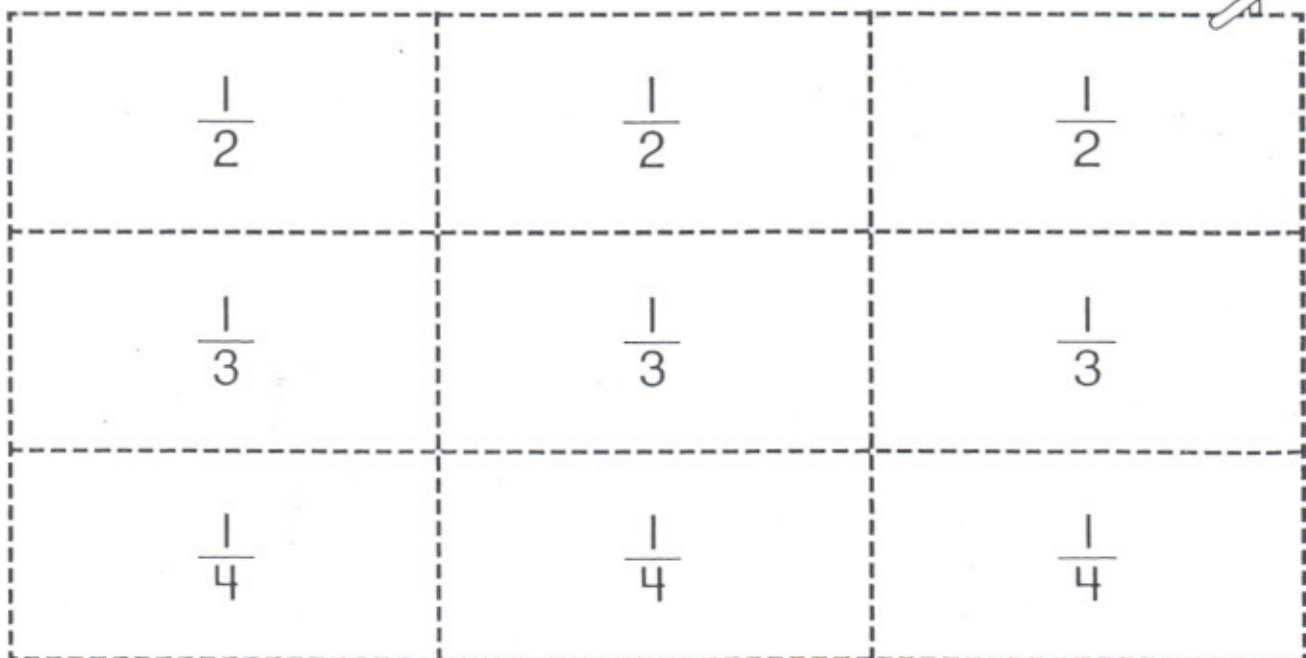
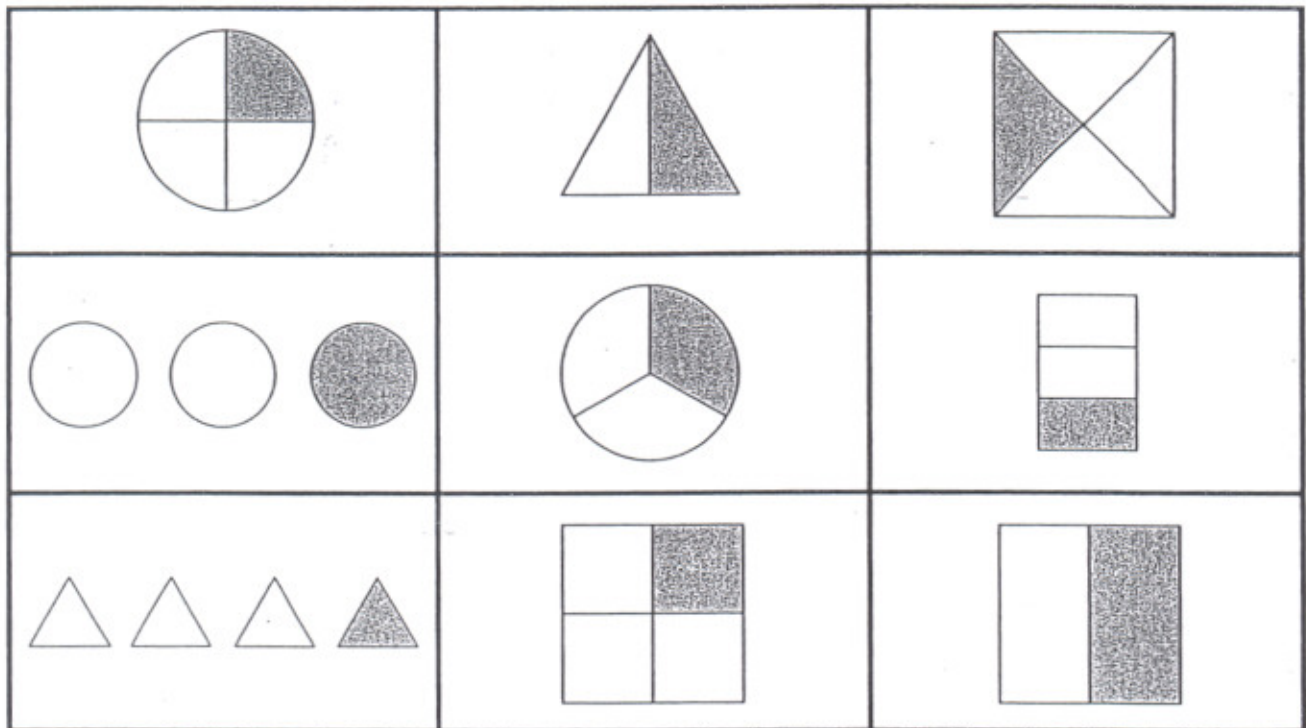
Want to do more?

Make new price tags and continue the activity. Your child might find it helpful to begin with amounts of 50¢ or less. Once your child is comfortable showing these amounts, extend the activity to show amounts through 100¢.

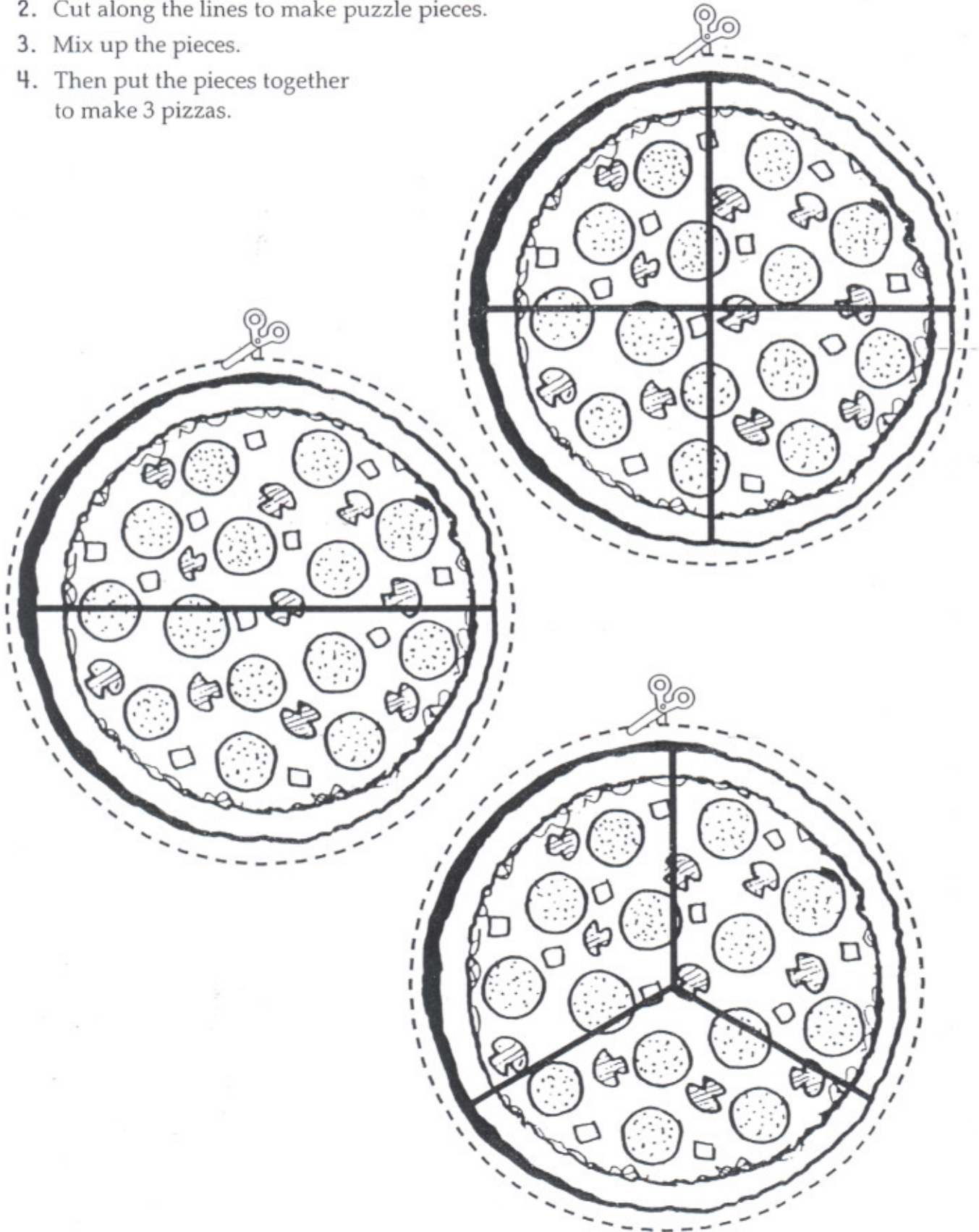


Fraction Tic-Tac-Toe

1. Cut out the cards. Shuffle them and put them face down in a pile.
2. Each player uses a different set of small objects or paper scraps as markers.
3. Players take turns. Pick a card.
4. Find a picture that matches the fraction on the card.
5. Put a marker on the picture. Then put the card back at the bottom of the pile.
6. The player who covers 3 spaces in a row first is the winner.



1. Cut out each pizza. Color the pizza first, if you like.
2. Cut along the lines to make puzzle pieces.
3. Mix up the pieces.
4. Then put the pieces together to make 3 pizzas.



Problem Solving

1. Count the doors and windows in your house.

I have _____ doors in my house. I have _____ windows in my house.

We have fewer _____ than _____.

2. Count the steps and chairs in your house.

I have _____ steps in my house. I have _____ chairs in my house.

We have fewer _____ than _____.

3. Count the spoons and table legs in your house.

I have _____ spoons in my house. I have _____ table legs.

We have fewer _____ than _____.

4. Count all your shoes and stuffed animals in your house.

I have _____ shoes. I have _____ stuffed animals.

I have fewer _____ than _____.

Tom has 16 baseball cards. He gives 8 away. How many baseball cards does Tom have left?

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

Jane has 17 pencils. John buys 9 of them. How many pencils does Jane have left?

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

Fran has 13 books. She gives 6 to Donna. How many books does Fran have left?

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

Steve has 9 marbles. Jim gives him 7 more marbles. How many does Steve have now?

$$\underline{\quad\quad} \bigcirc \underline{\quad\quad} = \underline{\quad\quad}$$

Favorite Foods

15 children talked about their favorite foods.

Joel and Dena like chicken fingers.

Mike, Carrie, Shane, Brian, Kay, and Kim like pizza.

Chris, Maria, Kate, and Jamal like tacos.

Erin, Paco, and Hector like burgers.

1. Make a picture graph that shows the children's favorite foods.




2. Write a question that someone can answer by reading this graph.

Telling Time




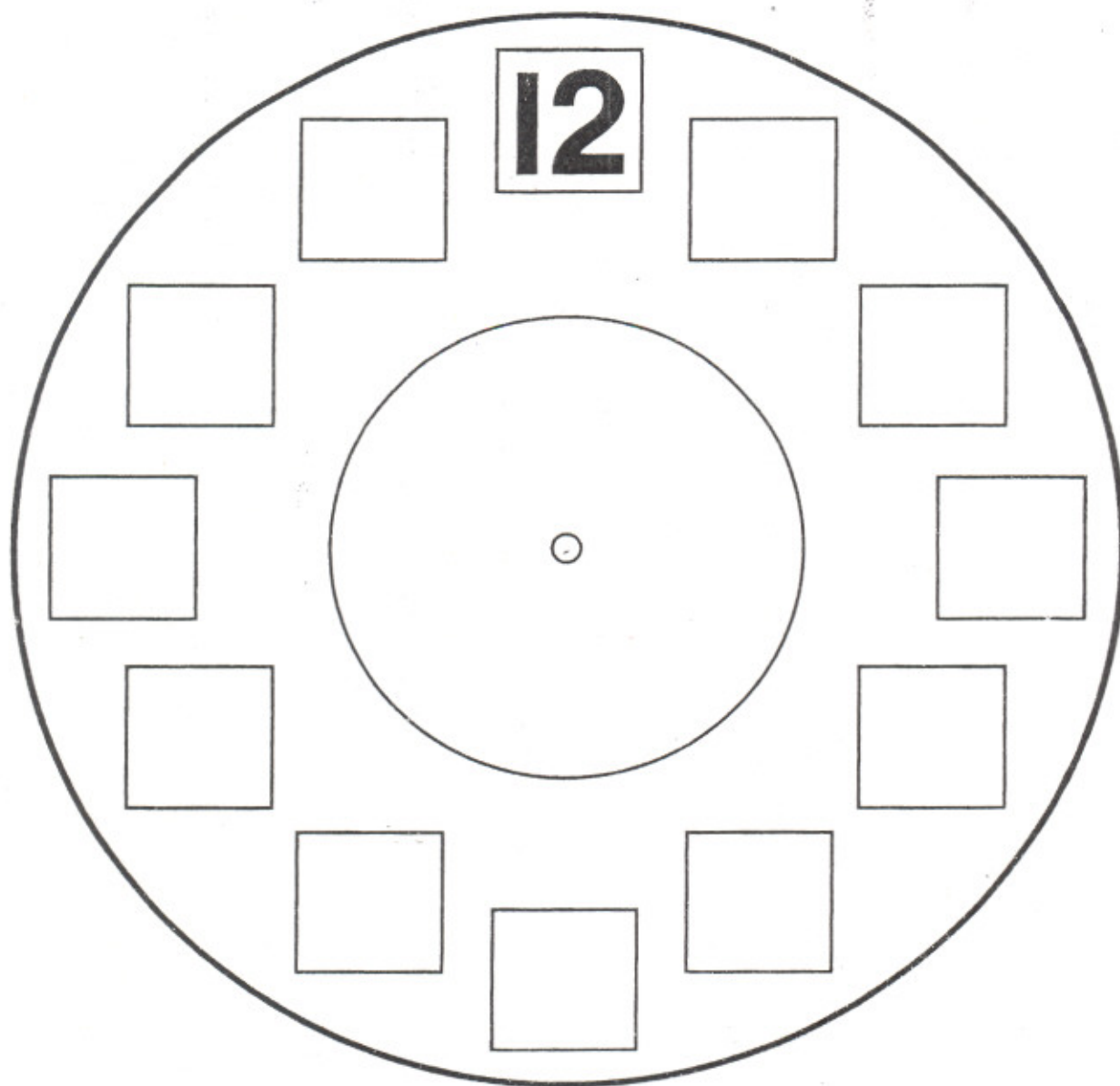
1. Help your child make a clock. You may wish to use the pattern on page FA109.
2. Have your child cut out the times on this page. You may wish to write additional times on the blanks. Place the papers in a bag.
3. Take turns selecting a time, reading the time, and moving the clock hands to show that time.
4. You might also want to show a time and have your child find the slip of paper that names the time you showed.



12:00	1:00	2:00
3:00	4:00	5:00
6:00	7:00	8:00
9:00	10:00	11:00
12:30	1:30	2:30
3:30	4:30	5:30
6:30	7:30	8:30
9:30	10:30	11:30

Tip: Save the clock made in Step 1, and store the time slips in an envelope or plastic bag. You and your child can use the clock and the time slips again for the activity on page FA108.





1	2	3	4	5	
6	7	8	9	10	11